Student-Centered Evaluation Research of Quebec's Bill 151 –

An Act to Prevent and Fight Sexual Violence in Higher Education Institutions

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A Thesis

in the

Individualized Program - Social Sciences

Presented in Partial Fulfillment of the Requirements

for the Degree of Master of Arts at

Concordia University

Montreal, Quebec, Canada

September 2024

CONCORDIA UNIVERSITY

School of Graduate Studies

This is to certify that the thesis

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Entitled: Student-Centered Evaluation Research of Quebec's Bill 151 – *An Act to Prevent and Fight Sexual Violence in Higher Education Institutions*

and submitted in partial fulfillment of the requirements for the degree of

Master of Arts (Individualized Program in Social Sciences)

complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

Student-Centered Evaluation Research of Quebec's Bill 151 –
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Valentina Solkin

In late 2017, Quebec passed Bill 151, *An Act to prevent and fight sexual violence in higher education institutions,* making it mandatory for universities and CEGEPs to adopt a sexual violence policy by January 1st, 2019. Conversely, student advocates expressed serious concern in relation to the lack of student consultation in the development and implementation of Bill 151. Currently, most research related to sexual violence in higher education focuses on university settings, offering minimal insight into the CEGEP sector.

With the aim of consulting students, and of reducing the knowledge gap, this student-centered research evaluated the sexual violence prevention measures and support services at a public English-speaking CEGEP on the island of Tiohtiá:ke/Montreal. The anonymous online survey asked students about their awareness and opinions of the sexual violence support services and prevention measures available on campus and solicited their suggestions for improvements.

The results showed that most students did not know how to access, nor had read their college's sexual violence policy and procedures. Most respondents rated the prevention measures as 'somewhat effective' (48.2%), and the support services as 'helpful' (43.3%). However, students decidedly expressed the desire for a greater diversity of sexual violence prevention measures and support services on campus, as well as for more in-person interventions. The survey findings were further observed through the intersections of age, gender, sexual orientation and ethnicity. The differences in averages between dominant and marginalized groups were also checked for statistical significance through the application of t-tests.

Acknowledgements

This research was conducted on unceded Kanien'kehá:ka Nation territory. I recognize the Kanien'kehá:ka nation's custodianship of Tiohtiá:ke/Montreal, where I am privileged to pursue my studies as a guest, striving to ally with efforts for substantive reconciliation and decolonization.

Deepest gratitude for my supervisor Dr. Varda Mann-Feder, for guiding me through this process. Your encouragement and invaluable feedback made this thesis possible.

Many thanks to my committee members, Dr. Natasha Blanchet-Cohen, Dr. Rachel Berger and Dr. Hilary Rose, for your meaningful insights and assistance. Also, to Dr. Gilbert Émond, you truly saved the day with your generous, last-minute t-test expertise.

Thank you to the INDI program for believing in this research project. Much appreciation as well to the Applied Human Sciences Department and the Graduate Youth Work Diploma for contributing immensely to the foundations of my work.

So much gratitude for the students who took the time to answer the survey, and for the CEGEP's collaboration in the research project.

Endless love to my partner Sam, for lifting me up throughout the many roadblocks. I couldn't dream of a better teammate.

So much love to my mom and dad, Dominique and James, for your unconditional encouragement and support. I really lucked out on the parent front.

Finally, I would like to thank my late grandmother Elaine, who inspired my love for learning, and who was my greatest cheerleader when it came to my pursuit of higher education.

Table of Contents

List of Tables

Chapter 1: Introduction

This research project evaluated Quebec's Bill 151, *An Act to prevent and fight sexual violence in higher education institutions,* by distributing an anonymous online survey to students at a public English-speaking CEGEP on the island of Tiohtiá:ke/Montreal. The survey asked the students about their awareness and opinions of the sexual violence support and prevention measures offered at their college, as well as solicited their suggestions for improvements. The research implemented a student-centered approach, with the goal of highlighting the needs and interests of CEGEP students within the context of Bill 151.

Statement of Research Problem

In late 2017, the Quebec National Assembly passed Bill 151, *An Act to prevent and fight sexual violence in higher education institutions* (Quebec Official Publisher, 2017), making it mandatory for every higher education institution in Quebec to adopt a sexual violence policy by January 1st, 2019. The policies born out of Bill 151 highlight how Quebec CEGEPs and universities plan to implement "prevention, awareness-raising, accountability, support and individual assistance measures" (Quebec Official Publisher, 2017, p. 3) for their respective students and staff. In tandem, the Quebec government and Higher Education Minister announced in 2017 that $23 million would be funneled into all post-secondary institutions across the province over five years to fund the fight against sexual violence (DeRouchie, 2017). As such, it now makes over five years that all higher education institutions in Quebec have been actively applying policies and procedures to support student survivors of sexual violence, as well as to prevent sexual violence from occurring within their campus communities.

While the passing of Quebec's Bill 151 and subsequent twenty-three-million-dollar budget clearly show progress in the fight against sexual violence at institutional and policy levels, it is important to pay attention to the Bill's true impact on students' everyday lives. To adequately meet the needs of higher education students, it is vital that they not only be consulted, but be able to meaningfully participate in the development, execution and evaluation of their institutions' sexual violence policies and procedures. Conducting student-centered evaluation research of Bill 151 thus has the power to highlight diverse student voices in the fight against sexual violence.

Bill 151 - Lack of Student Involvement

From the get-go the Quebec government decided to "leave students off a committee tasked with helping universities and CEGEPs deal with sexual violence on campus" (Hendry, 2018, para. 1). The co-founder of the student advocacy group *Our Turn – A National Student Movement to End Campus Sexual Violence* expressed serious concern regarding the lack of student consultation and criticized Bill 151's advisory body for "missing the voices of those most impacted by campus sexual violence policies and those that most need to be listened to" (Hendry, 2018, para. 3).

Before the adoption of Bill 151, public consultations about the to-be-mandated sexual violence policies were described as problematic, inaccessible, and top-down by Quebec student organizers and sexual violence survivor advocates (DeRouchie, 2017). Despite claims from the Quebec government that the public consultations would include student perspectives, the vice president external of McGill University's Students' Society stated that barely any students were invited, and that the consultations consisted of "less than ten students in a room full of middle-aged white people talking about how they were going to deal with sexual assault, and kind of patting themselves on the back" (DeRouchie, 2017, para. 17).

In December 2017, a month after Bill 151 was passed, *Our Turn* wrote an open letter to Quebec's then Minister of Higher Education, Hélène David, stating:

> We cannot stress enough the importance to centralize the voices of students and survivors of campus sexual violence in all discussions of Bill 151 - especially in its implementation. Through our work with student organizations, as well as with various levels of administration and government, we know that students and survivors must be present to advocate for themselves and others. As students and survivors, we have unique perspectives and understanding of campus sexual violence, disciplinary policies and prevention training that cannot be represented by members of administration, government or community organizations. (Salvino, 2017, para. 3)

The open letter subsequently requested that the Quebec Minister of Higher Education acknowledge the need for student voices in discussions surrounding sexual violence support and prevention measures within higher education "by expanding the membership to include a minimum of three seats exclusively for student groups at the forefront of campus anti-sexual violence work" (Salvino, 2017, para. 4).

Bill 151 - Recent Events

In 2023, the new Quebec Minister of Higher Education, Pascale Déry, announced that the government would spend $54 million over the following five years to prevent and counter sexual violence in higher education establishments, which represented a $25 million increase over the previous budget (Morris, 2023). The plan for the new budget focused on three goals: preventing sexual violence on campuses with campaigns, supporting victims, and developing expertise on the subject with mandatory training (City News, 2023). According to Pascale Déry, data shows that almost one-third of students and employees in Quebec report "having experienced at least one form of sexual violence and there is still a good proportion of victims who never report or denounce these events to a resource at their institution" (City News, 2023, para. 6).

Since the January 2019 deadline to implement sexual violence policies and procedures mandated by Bill 151, it seems that higher education students still struggle to have their voices heard. CBC News reported that student advocates for better sexual violence policies on campuses remain unimpressed with the Quebec government's efforts, including the level of financing (Morris, 2023). A bargaining officer with the Teaching and Research Assistants Union at Concordia University highlighted that the government money does not get to the root of the issue and is more often funneled into consultations and external bodies; the obvious solution would be to put the money and power into the hands of students (Morris, 2023). Furthermore, a Concordia Student Union Legal Information employee noted that there are loopholes in Concordia's sexual assault policy, further stating that the policy should be reviewed with a more intersectional lens and that the sexual violence support and prevention procedures adopt an intersectional approach (DeRouchie, 2017).

In October 2022, the student members of the Sexual Misconduct and Sexual Violence (SMSV) Committee at Concordia University, due to feeling unheard by the administration, began boycotting the committee in the hopes of effecting change. Bill 151 requires student representation on sexual violence support and prevention committees; however, it does not explicitly specify a ratio of students to administrators. According to multiple student groups at Concordia, the administration used this lack of a specific ratio "to systematically tip the scales against students" (Fortier, 2023, para. 9). An executive of Concordia's Student Union also stated that the issues students were raising about the sexual violence policy were put to the side, and that "the abysmal amount of student representatives on the committee was a constant hindrance

to the process" (Fortier, 2023, para. 13). Consequently, Concordia's Inter-Organizational Table for Feminist Affairs (IFTA) demanded student-led solutions, and for Concordia to "recognize a new autonomous, student and worker-run Standing Committee on Sexualized Abuses of Power, that operates as the decision-making rather than advisory body presiding over all sexual violence policies and procedures" (Fortier, 2023, para. 27).

At McGill University, the McGill Daily student newspaper shed light on the continued failures of the McGill administration and the Students' Society of McGill University (SSMU) to support and protect survivors of sexual violence (Editorial Board, 2022). It would seem that since the passing of Bill 151, the administration never solicited student feedback regarding the institution's Policy Against Sexual Violence and failed to communicate the renewal of the policy to the student body (Editorial Board, 2022). In essence, the Editorial Board of the McGill Daily (2022) expressed that the university "should serve as a model for student-led institutions such as the SSMU, and they are failing to do so" (para. 6).

Pan-Canadian Concern

Canadian research shows that the lack of student consultation and participation in the development of sexual violence policies within higher education is not unique to Quebec. Results of a national Canadian survey suggested "marked levels of student dissatisfaction with the available resources and measures taken by their universities to reduce sexual violence" (Quinlan et al., 2017, p. 70). Of the surveyed students, 40% considered the resources for prevention of, and response to, campus sexual violence to be "moderately inadequate or very inadequate" (Quinlan et al., 2017, p. 67).

Context of Current Research

If sexual violence support and prevention measures are proven to not be meeting the needs of higher education students across the nation, and if any concrete improvements are to be made, who better to consult than the students themselves? Undeniably, evaluation research is necessary for establishing "evidence-based practices for preventing and responding to sexual violence" on college campuses (Perkins & Warner, 2017, p. 241). The results from this evaluation research could thus contribute to the advancement of sexual violence policies and procedures within Quebec's higher education institutions.

Moreover, the adoption of a student-centered and intersectional approach allows for this evaluative research to highlight students' diverse experiences, impressions, and suggestions regarding the implementation of Bill 151. Although Quebec's higher education students were barely consulted prior to the passing of Bill 151, and still struggle to have a seat at the table regarding the existing sexual violence policies and procedures at their respective institutions, it is never too late to give them a voice. Higher education institutions must meet the needs of their students who have experienced sexual violence, as well as implement effective prevention programs that are relevant to students' diverse realities.

Chapter 2: Literature Review

Prevalence and Intersectional Realities of Sexual Violence

Substantive literature explores the prevalence of sexual violence within the context of higher education institutions. As stated by MacDougall et al. (2020), "research spanning more than 35 years has indicated that sexual violence at universities is all too common" (p. 155). Accordingly, Perkins and Warner (2017) state that "one of the most recent large-scale efforts has approximated that 11.7% of all students at 27 institutions of higher education experienced sexual violence since enrolling in college" (p. 237). Moreover, when looking specifically at Canada, Quinlan et al. (2017) note that "the best prevalence statistics we have in Canada confirm high rates of sexual victimization on university campuses" (p. 27).

Research also shows that sexual violence on campuses disproportionately affects women. According to Perkins and Warner (2017), "studies conducted in the 1990s reported that female college students experience a high rate of sexual harassment perpetrated by professors, athletic coaches, and fellow students" (p. 238). Furthermore, as stated by Senn et al. (2015), "young women attending university are at substantial risk for being sexually assaulted, primarily by male acquaintances, but effective strategies to reduce this risk remain elusive" (p. 2326). Considering that ninety-eight percent of perpetrators of sexual violence in Canada are men (Rotenberg, 2017), and that more than one in three women experience sexual assault at least once by the age of 16 (World Health Organization, 2021), the theme of Bill 151 clearly touches a gendered issue. Beyond the narrow context of university campuses, Statistics Canada indicated in 2014 that 87% of the reported sexual assault incidents were committed against women and that "nearly 47% of these involved women between the ages of 15-24" (Tetreault-Bergeron & Santiago, 2020, p. 16). Notably, higher education students fall directly within this age range.

Moreover, sexual violence disproportionately affects those with marginalized identities (Magnussen & Shankar, 2019; Armstrong et al., 2018; Martin-Storey et al., 2018). Statistics Canada (2020) reports that LGBTQ+ Canadians are three times more likely to experience violent victimization, including sexual assault and harassment, compared to heterosexual and cisgender Canadians. When observing the overlap between racism and sexual violence, extensive research also shows that women of color experience substantially higher rates of sexual assault compared to White women (Harris, 2020; Magnussen & Shankar, 2019; Armstrong et al., 2018; Martin-

Storey et al., 2018; Statistics Canada, 2017). Consequently, research reveals that Indigenous women in Canada are three times more likely to be sexually assaulted than non-Indigenous women (Statistics Canada, 2017). Through the lens of ableism, reports also show that women with any disability are significantly more likely to experience sexual violence multiple times throughout their lifetime compared to nondisabled women (Ledingham et al., 2022). The notable overlaps between sexual violence and homophobia, transphobia, racism and ableism clearly show the intersectional nature of the issue.

Legislation Addressing Sexual Violence in Higher Education

Beyond Quebec's Bill 151, there are several examples of state and federal legislation that address the issue of sexual violence within higher education. While sexual assault is categorized as a criminal offence in Canada, only 21% of sexual assaults are reported to the police, and only 12% of sexual assault cases lead to a criminal conviction (Statistics Canada, 2017). As such, the parameters of criminal law are often irrelevant when considering the prevalence of sexual assault. For effective evaluative research of Bill 151, it is thus important to look beyond criminal law and explore the different legislations that mandate the implementation of sexual violence support and prevention measures within higher education.

American Legislation

Within the USA, there are three notable pieces of legislation that address sexual violence within higher education institutions. After a few amendments, the *Crime Awareness and Campus Security Act* of 1990 requires "colleges and universities to develop and implement policies about sexual violence prevention and intervention" (Perkins & Warner, 2017 p. 238). *Title IX* is another article of federal legislation that holds "colleges and universities accountable for implementing and delivering policy and procedures addressing sexual violence and harassment on campuses" (Perkins & Warner, 2017 p. 239).

The Sexual Assault and Violence Education (SaVE) Act, which was passed in 2013, further requires American colleges and universities to "provide prevention programs that address sexual assault, dating violence, domestic violence, and stalking", while guaranteeing certain rights and protections for students who experience sexual violence on campus (Griffin et al., 2016, p. 405). As such, the SaVE Act mandates accessible support services for victims, as well

as the implementation of "actual methods of prevention, risk reduction, and awareness" (Griffin et al., 2016, p. 405).

Canadian Legislation

In Canada, it is important to note that "responsibility for post-secondary education falls to provincial jurisdiction" (Quinlan, 2017, p. 295). Indeed, as stated by Tetreault-Bergeron (2020), "Canadian provinces have exclusive jurisdiction to provide educational opportunities, in effect limiting the federal government's ability to address sexual violence at a policy level" (p. 21). Nevertheless, in 2019 the Canadian government attempted to address the issue of sexual violence on campuses by forming the *Advisory Committee on the Framework to Prevent and Address Gender-Based Violence at Post-Secondary Institutions* (Tetreault-Bergeron, 2020, p. 21).

At the provincial level, many Canadian universities "have implemented measures or enhanced existing measures to prevent sexual assaults" (MacDougall et al., 2020, p. 155). The first provincial attempt was made by Ontario in 2015, by launching the province-wide initiative *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment* (Tetreault-Bergeron, 2020). This plan sought to "help change attitudes, provide more support for survivors and make workplaces and campuses safer and more responsive to complaints of sexual violence and harassment" (Tetreault-Bergeron, 2020, p. 22). Consequently, Ontario passed Bill 132 *The Sexual Violence and Harassment Action Plan* in early 2016, which also demonstrated an effort to include student input when developing policies that seek to regulate, investigate, and punish instances of sexual assault and violence on Ontario campuses (Lopes-Baker & McDonald, 2017). Ontario's Bill 132 further states that student input must be considered in processes of development, amendment, and reviewing of implemented sexual violence policies and procedures within higher education institutions (Lopes-Baker & McDonald, 2017, p. 157).

Following Ontario, in 2016 British Columbia "became the second province to mandate their postsecondary institutions to create/update their sexual violence policy [with] Bill 23, the *Sexual Violence and Misconduct Policy Act*" (Tetreault-Bergeron, 2020, p. 23). A year after Quebec passed Bill 151 *An Act to Prevent and Fight Sexual Violence in Higher Education Institutions* in 2017, Manitoba became the fourth province in Canada mandating its post-secondary institutions to formulate sexual violence policies with Bill 15, *The Sexual Violence Awareness and Prevention Act"* (Tetreault-Bergeron, 2020). In December 2018, Prince Edward Island followed suit by passing Bill 41, the *Post Secondary Institutions Sexual Violence Policies*

Act (Tetreault-Bergeron, 2020). To date, Nova Scotia requires campus sexual violence policies through memorandums of operation established every five years, whereas the provinces of Alberta, Saskatchewan, New Brunswick and Newfoundland "still do not have any campus sexual violence legislation" (Salvino, 2023, para. 2).

Results Regarding the Implementation of Sexual Violence Legislation

Evaluative Research Results in the USA

In the USA, Woodward et al. (2016) aimed to examine "colleges' and universities' compliance with the criteria presented by the SaVE Act, the types of programs offered for prevention, as well as "the accessibility of the information" (p. 401). Regarding compliance, results showed that "35.9 % of all institutions had high levels of compliance, yet only 11 % had full compliance" (Woodward et al., 2016, p. 418). Regarding the accessibility of the information about available sexual violence support and prevention measures, Woodward et al., (2016) concluded that "information on campus safety should be easier to access" (p. 405). Similar research noted that the enforcement of sexual violence regulations had yet to be realized on many American university campuses; "in 2014, 91% of college campuses disclosed zero reported incidents of rape, a number starkly at odds with reports of the prevalence and incidence of sexual assault on college campuses" (Lopes-Baker & MacDonald, 2017, p. 161).

Researchers have also evaluated the effectiveness of various sexual violence support and prevention programs after the delivery of clear recommendations. Griffin (2016) noted that while previous research recommended programs that "focus on diminishment of a rape-supportive culture atmospheres [and] a shift of programmatic emphasis from women's behaviors to men, such recommendations [did not] appear to have been implemented by universities" (p. 419). Additionally, Woodward et al. (2016) noted that while various support and prevention programs were proposed and/or implemented to address issues related to sexual violence, concerns regarding their efficacy remained. Ultimately, research across the USA has uncovered that "to date, few [sexual violence prevention] programs have been effectively evaluated" and of those evaluated, "there have been mixed results" (Woodward et al., 2016, p. 407).

Evaluative Research Results in Canada

While Canadian federal and provincial legislations have shown an effort to support survivors of sexual violence and to implement prevention strategies within higher education, the results of these attempts seemingly remain lacklustre. As stated by Quinlan (2017):

In response to the recent media reports, the public outcry, and the legislation introduced in a number of provinces, universities are busily drafting sexual violence policies, implementing reporting protocols, and developing preventative programs. Yet, the environmental scan of sexual violence resources and supports at Canadian universities [indicates] that only limited resources have been devoted to implementing the policies and procedures. (p. 70)

Furthermore, results of a national Canadian survey suggested "marked levels of student dissatisfaction with the available resources and measures taken by their universities to reduce sexual violence" (Quinlan et al., 2017, p. 70). It seems that Canadian campus policies and programs are mostly "top-down solutions developed by politicians and university administrators [that neglect] crucial aspects of students' everyday realities" (Quinlan et al., 2017, p. 70).

Although sexual violence policies and procedures have recently been drafted by numerous higher education institutions across the country, research shows that the documentation often remains inaccessible to students. Research by Magnussen and Shankar (2019) indicated that most higher education institutions did not have an accessible sexual violence policy, and that there was a significant lack of meaningful resources responsive to the realities of sexual violence. Similarly, MacDougall et al. (2020) surveyed Canadian undergraduate students between the ages of 18 to 29, with the results revealing that the students "did not feel that they had learned a lot about sexual consent at university" (p. 161). MacDougall et al. (2020) noted that these results are concerning, considering that universities have ostensibly been "implementing measures to raise awareness of the importance of sexual consent" (p. 161).

Overall, despite current efforts, research shows that "there is still room for universities to enhance programing aimed at educating students about sexual consent" (MacDougall et al., 2020, p. 161). In essence, MacDougall et al. (2020) suggest that:

Canadian universities may not be adequately filling the gap in sexual consent information [and] although Canadian and American universities are increasingly providing programming related to sexual consent to undergraduate students, these programs have

been criticized as limited in effectiveness because they are typically short, one-time information sessions conducted with first year university students during initial orientation, which have limited long-term impact on behaviour. (p. 162)

Need for Evaluation Research

The mixed results regarding the implementation of policies and procedures that address issues of sexual violence within higher education institutions have led to the recommendation of further evaluation by multiple researchers. Over fifteen years ago, it was already stated by Adair (2006) that although "sexual violence prevention curriculums are plentiful, [it] appears that most have not been evaluated for effectiveness. Thus, there is a need to conduct more formal evaluations of programs being used" (p. 94).

Perkins and Warner (2017) sought to examine "various issues surrounding the campus policies and practices aimed at sexual violence and sexual harassment response and prevention" (p. 237); their research showed that "the use of evaluative research methods to analyze college sexual violence and sexual harassment policies and procedures is practically nonexistent" (p. 241). Perkins and Warner (2017) emphasized the importance of investing in evaluative research to "better ensure that time, money, resources, and effort are not being used ineffectively, [and to help] establish evidence-based practices for preventing and responding to sexual violence" on college campuses (p. 241). The findings from Griffin (2016) further support these claims, stating that there should be "additional funds granted to universities to assess programs' effectiveness on attitudes and behaviors, particularly for programs that support the diminishment of a rape-supportive culture and rape mythology" (p. 422).

Woodward et al. (2016) argue that the SaVE Act is "little more than feel good symbolic policy [and that] regardless of the intentions of the SaVE Act, the biggest issue surrounding the legislation will arguably be postsecondary institutional compliance" (p. 420). Research results in the USA indeed reveal that there are "few rigorous evaluations of programs on sexual violence [and that] higher education institutions need to ensure that they are implementing programs that are effective for *their* student population" (Woodward et al., 2016, p. 422).

Likewise, MacDougall et al. (2020) state that Canadian universities "need to provide more integrative sexual consent education [as well as] evaluate the impact of their programming" (p. 162). These findings justify the need for evaluation research of Quebec's Bill 151 to assess

student satisfaction with the sexual violence support and prevention services offered by their higher education institutions. Evaluation research is a direct way of obtaining feedback from service users, which in the case of Bill 151, pertains to post-secondary students. Despite the lack of student involvement in the drafting of Quebec's Bill 151, and the ensuing sexual violence policies and procedures, it is still possible consult students. Ultimately, DeRouchie (2017) emphasizes that listening to feedback from higher education students will play a crucial role in how sexual violence policies will affect those they are geared towards.

Consulting Youth in Evaluation Research

Considering that the average age of CEGEP students is between sixteen and twenty (Fédération des Cégeps, 2023), evaluation research conducted with CEGEP students should adopt a youth-centered approach. Youth practitioners emphasize that consulting youth in social research gives them the opportunity to "access their right to have a say in decisions that affect their lives, including in research influencing and improving the generation and collation of knowledge on topics of interest to them" (Brady & Graham, 2019, p. 26). Youth participation in social research sees youth as important sources of data, where they are "listened to [and] supported in giving their views" (Brady & Graham, 2019, p. 30).

Indeed, sexual violence support and prevention measures designed for young post-secondary students are issues that merit input from the students themselves. Social research with youth also offers young people a chance to actively contribute to their communities, and to improve services used by themselves and their peers (Brady & Graham, 2019). More broadly, research involving young people such as CEGEP students, if used to inform decision making or policy information, is also likely to "lead to policies and services that better reflect children and young people's priorities and concerns" (Brady & Graham, 2019, p. 26).

Notably, evidence-based practice is a "core element of many governments' approaches to policy-making and youth work intervention" (Clark & Bell, as cited in Bradford & Cullen, 2012, p. 113). While Bill 151 is a government policy that mandates action from administrative bodies within higher education, youth practitioners remain very well placed to conduct evaluative research with students regarding the successes and/or failures of the sexual violence support and prevention measures available on their campuses. Thus, while evaluative research of Bill 151 could be conducted either by the Quebec government, or by post-secondary administrations, the

literature shows that youth workers are well placed to conduct evaluative research with higher education students. Those who work directly with youth have "more knowledge of practice than external researchers so their research may be more insightful" (Clark & Bell, as cited in Bradford & Cullen, 2012, p. 113).

Intersectional Approach within Evaluation Research

As stated by Brady and Graham (2019), when planning appropriate evaluation research, "researchers need to consider all children and young people and their diversity, particularly when determining how to design sampling and methodology" (p. 5). Undeniably, youth are not a homogenous group; beyond age, other social aspects such as race/ethnicity, disability, class, gender, and sexuality "all intersect as aspects of who young people are, their social position and what researchers need to consider in designing research approaches appropriately to the young people they wish to involve" (Brady & Graham, 2019, p. 32). To respect and highlight the multiple aspects of who young people are, it is vital to include sociodemographic questions within evaluation research to ensure a deeper intersectional analysis. Survey questions and designs must also be accessible to youth and account for their diverse realities.

Research further shows that adopting an intersectional approach when examining issues related to sexual violence is essential (Gunraj et al., 2014; Iverson, 2017; Magnussen & Shankar, 2019; Colpitts, 2019; Colpitts, 2022). According to Magnussen and Shankar (2019), an intersectional understanding of sexual violence would be reflected in policies and programs "that consider the disproportionately higher rates of sexual violence being committed against Indigenous women, women with disabilities, 2SLGBTQIA, and women of color" (p. 94). Despite the highly intersectional landscape of sexual violence, research unfortunately demonstrates that most higher education sexual violence policies and programs fail to effectively adopt an intersectional approach (Quinlan et al., 2017; Perkins and Warner, 2017; Colpitts, 2019; Colpitts, 2022). As such, evaluation research of sexual violence support and prevention measures within post-secondary institutions must include questions that account for intersectional realities, while gathering adequate sociodemographic data on diverse student populations.

Chapter 3: Methodology

Addressing Knowledge Gaps

'CEGEP' is an acronym for 'Collège d'enseignement general et professionnel', which means 'General and professional teaching college' (Fédération des Cégeps, 2023). The CEGEP system only exists in Quebec, Canada, providing various two or three-year programs to post-secondary students. While most high schools across North America end after grade 12, high schools in Quebec end after grade 11; CEGEPs thus roughly represent the equivalent of grade 12 and the first year or two of Undergraduate studies. While CEGEPs and universities are different types of higher education institutions, overlap remains regarding student demographics.

As it stands, extensive research related to sexual violence within higher education has been conducted within university settings, however little research has been done specifically within the CEGEP sector. On average, CEGEP students are younger than university students, and may therefore have different impressions of the sexual violence support and prevention measures available on their campuses. Within the context of Bill 151, Quebec news outlets primarily interviewed university students, leaving the voices of CEGEP students unheard. Quebec's current Higher Education Minister, Pascale Déry, highlighted however that CEGEP students are even less numerous to report incidents of sexual violence to their institution and that the reasons why victims remain silent shed light on "the need to continue working to improve our current practices, to better inform, to improve access to services, and to promote a feeling of trust in institutions" (City News, 2023, para. 7). As such this research aims to fill a knowledge gap by collecting evaluative data related to Bill 151 from CEGEP students directly.

Survey Research and Process Evaluation

Survey research pertains to the collection of information from a sample of individuals through their responses to a questionnaire (Ponto, 2015). Questions can either be close-ended (quantitative), open-ended (qualitative), or both (mixed methods). The primary purpose of survey research is to "obtain information describing characteristics of a large sample of individuals of interest relatively quickly" (Ponto, 2015, p. 168). As an exploratory approach, survey research can be a cost-effective way to establish whether a potential explanation is worthy of further

investigation (Research Connections, 2023). According to Clark and Bell (2012), surveys also "allow many questions to be asked about a given topic, giving considerable scope and flexibility to the analysis" (as cited in Bradford & Cullen, p. 118).

This research project uses survey research to explore CEGEP students' overall impressions of the sexual violence support services and prevention measures offered at their college. The survey contains mostly close-ended questions, with two five-point Likert scales, and a mix of single-select and multi-select multiple choice questions. Almost all the multiple-choice questions offer 'other' as an option. The survey further includes four open-ended questions inviting respondents to elaborate in detail. All the survey questions are optional, allowing students to skip any they would prefer not to answer. Overall, the questions are evaluative in nature, with a section of sociodemographic questions at the end.

According to Choak (2012), effective evaluation is essential "for a project to survive" (as cited in Bradford & Cullen, p. 106). Questions asked within evaluation research often "range from how well projects are achieving their aims to why they are succeeding and failing [and] how it might be improved" (Choak, as cited in Bradford & Cullen, 2012, p. 106). The questions in this survey research aim to measure just that; how well Bill 151 is achieving its goals, by evaluating student satisfaction with the sexual violence support and prevention measures available on their campus, and by gathering their recommendations for improvements.

More specifically, the research takes the shape of a process evaluation, which provides an opportunity to monitor how well a program and its activities are working, while measuring "if the program is accessible and accepted by its intended population" (Flood & Rowe, 2021 p. 44). A process evaluation, like a needs assessment, can also identify gaps within a program, or "distinct needs that participants within that system or program have" (Flood & Rowe, 2021 p. 39). Ultimately, process evaluations are extremely useful in the field of sexual violence support and prevention, as they can help research-practitioners reflect deeply on what it is they are trying to achieve from the very outset of a project, and can keep research-practitioners learning and growing through each phase of their sexual violence prevention work, "not to mention having data to celebrate successes and evidence to advocate for more resources along the way" (Flood & Rowe, 2021 p. 35).

Process evaluations are typically used when a new program has been implemented and while the program is running (Flood & Rowe, 2021). Process evaluations are like formative evaluations, as they are both conducted when a new program is being developed or when an existing one is being adapted or modified (CDC, 2007, p. 121). Bill 151 mandated all higher education institutions to implement sexual violence policies and procedures by early 2019. The Bill further states that every higher education institution must review its sexual violence policy every five years (Quebec Official Publisher, 2017). As such, the surveyed CEGEP has been offering sexual violence support and prevention measures to its students over the last five years and will be reviewing its sexual violence policy shortly.

Descriptive and Inferential Statistics

The results from this research are descriptive in nature. Descriptive statistics describe samples in simple percentages and proportions, and "provide a snapshot of the situation at a certain point in time" (Clark & Bell, as cited in Bradford & Cullen, 2012, p. 116). Descriptive statistics "describe, show or summarize data in a meaningful way such that, for example, patterns might emerge from the data" (Laerd Statistics, 2018, para. 2). Descriptive statistics are pertinent as they allow for visualization and easier interpretation of raw data (Laerd Statistics, 2018). As such, the results section of this research identifies the percentages of students who expressed satisfaction/dissatisfaction with the various sexual violence support and prevention programs on their campus, and describes patterns in the findings.

An intersectional feminist approach also requires evaluation research to "pay more attention to how gender, race and class shape the participants' varied experiences" (Dixon et al., 2021, p. 9), and to recognize that evaluation research of sexual violence is inherently political. It is for these reasons that sociodemographic questions are included in the survey. Sociodemographic data is important when applying an intersectional approach as it allows the researcher to pay particular attention to the answers of marginalized participants. Beyond describing the overall proportions of students who are satisfied/dissatisfied with the sexual violence support and prevention measures offered by their college, the survey results are also able to identify *which* groups of students are satisfied/dissatisfied. As stated by Flood and Rowe (2021), "there may be needs among the diverse communities we are supporting that we were not

aware of prior to the research. Using a systematic approach can help us learn new things beyond what we observe informally from our individual vantage points" (p. 42).

Beyond the descriptive nature of the research findings, looking for significance in the results can "steer us toward a better understanding of the data and toward drawing conclusions from the data" (Andrade, 2019, p. 210). To compare results between sociodemographic groups, independent sample t-tests are conducted to investigate whether the averages between the different sub-groups are statistically significant. The t-test function in the Excel computer program calculates the p-value necessary for inferential results, without indicating the degrees of freedom, nor the t-statistic. As such, the research results identify the full p-value, and note if the value is below or above 0.05, which is the standard cut-off for statistical significance within social science (Andrade, 2019).

While conducting a t-test and identifying the subsequent p-value adds inferential potential to research results, the American Statistical Association recognizes that p-values, "do not indicate an effect size or the importance of a result, [and that] scientific conclusions and decision-making should not be based only on whether or not the p-value falls below an arbitrary threshold" (Andrade, 2019, p. 213). Thus, even when no statistical significances between sociodemographic groups are found within the intersectional analysis, data outliers and noticeable contrasts in averages are further discussed within the results section.

Online Survey Method

Speed and timeliness are major advantages to online surveys; considering that most students within Quebec have access to the internet via their smartphones, "researchers can reach potential participants virtually anywhere and at any time" (Evans & Mathur, 2018, p. 856). Online surveys are also convenient since the student participants "can connect to the internet using various types of mobile devices" such as iPads and laptops (Evans & Mathur, 2018, p. 857), therefore no longer relying on cumbersome desk-tops to complete online surveys.

Since this evaluation research solicits the participation of CEGEP students on the island of Tiohtiá:ke/Montreal, the online method makes it possible to obtain a large sample "at a fraction of the cost of traditional mail or telephone surveys" (Evans & Mathur, 2018, p. 858). Additionally, since "most online survey platforms offer some aspects of built-in analytic tools"

(Evans and Mathur, 2018, p. 858), and that the questions within the survey are mostly quantitative, the online survey method allows for easier data entry and analysis.

Survey Platform and Structure

For this research project, a Concordia University email account was created, ensuring academic credibility. The email account was used for correspondence with the college, faculty and various student groups within the CEGEP. Through Concordia's Microsoft Office 365 platform, the Microsoft Forms application was used to create the online survey. Microsoft Forms is an ideal platform for online survey distribution, as it is accessible, compatible with mobile devices, and simple to use. The survey is divided into five separate sections, with the consent form embedded within the first section, describing the research's purpose, procedures, risks/benefits, confidentiality, and conditions of participation. The students are then asked for their consent through a Radio Button (forced choice between 'Yes' or 'No'). If the student clicks 'Yes', the first section of questions appears. If the student clicks 'No', the survey automatically closes. To see the consent form, please refer to Appendix A (p. 83).

Before the first section of questions, the students are given a basic definition of sexual violence and are reminded that they are permitted to stop answering the survey at any time. A list of sexual violence support services outside of the college is also given. The questions within the first section of the survey focus on the sexual violence prevention measures. This section asks the participants if they are aware of any sexual violence prevention measures offered at their college, and to rate the effectiveness of the prevention measures. The participants are then asked which types of prevention measures they believe should be offered at their college, and are given the chance to propose suggestions for improving their college's sexual violence prevention measures through an open-ended question.

The second section focuses on the sexual violence support services offered at the CEGEP. This section asks the participants if they are aware of any sexual violence support services on campus, and to rate their level of helpfulness. The participants are then asked which types of support services they believe should be offered at their college, and are given the chance to propose suggestions for improving their college's sexual violence support services through an open-ended question. The list of sexual violence support services outside of the college is offered again at the end of this section.

The third section of the survey asks about the student's awareness of their college's 'Sexual Violence Policy' and 'Procedures for Responding to Student Disclosures, Reports and Complaints of Sexual Violence'. More specifically, they are asked if they know how to access the two documents, and if they have read them. The fourth section includes sociodemographic questions that explore the participant's social location, such as their age, year of study, gender, sexual orientation, and race/ethnicity. The sociodemographic section finishes with an open-ended question, allowing participants to share further information about their identity. The survey concludes with an open-ended question allowing participants to offer additional comments regarding the sexual violence support services and/or prevention measures offered at their CEGEP. To see the survey, please refer to Appendix A (p. 83).

Quantitative and External Data Collection

Considering the context, a quantitative approach is applied as the method "continues to be very widespread within policy and practice arenas" and there is an "ever growing demand for evidence-based approaches" within policy making circles (Clark & Bell, as cited in Bradford & Cullen, 2012, p. 115). Consequently, most of the survey questions are closed/quantitative, with only four open-ended questions. The measurable data from the survey results can then be easily shared with decision-makers within the CEGEP, as well as policymakers within the government.

According to Choak (2012), when conducting an internal evaluation, "existing allegiances and relationships may influence how the data are collected and analyzed" (as cited in Bradford & Cullen, p. 108). Considering that the researcher of this project is not employed at the CEGEP, this student-centered evaluation research of Bill 151 has been conducted externally. An external evaluation prevents the CEGEP from potentially distorting the results in the hope of making it seem that they are implementing Bill 151 more effectively than they truly are. When assessing the impacts of sexual violence programs, external evaluations are indeed recommended since the researchers can "bring 'fresh eyes' to the situation [and] are often thought to be more objective about what they see" (Choak, as cited in Bradford & Cullen, 2012, p. 108).

Piloting

The piloting process is critical for the success of a study (Clark & Bell, as cited in Bradford & Cullen, 2012, p. 118). The researcher first piloted the survey with colleagues in the fields of youth work and sexual violence. After piloting the survey with experts in related fields, the researcher then contacted, through word of mouth, a handful of CEGEP-aged youth to test the survey and solicited their feedback. While this evaluation research of Bill 151 is not student-led, the piloting and distribution methods of the survey guarantee student participation.

The CEGEP-aged participants during the piloting phase were also consulted regarding the wording and content of the survey questions prior to data collection. As stated by Regmi (2016), "when the survey tools, contents, platforms are decided, it is very important to carry out a pilot with potential participants" (p. 642). Ensuring the quality and relevancy of the survey questions facilitates future redistribution of a survey. Indeed, "standardized, tried and tested research instruments allow for comparison through time" (Clark & Bell, as cited in Bradford & Cullen, 2012, p. 118).

Sampling and Recruitment

The survey was circulated once at a public English-speaking CEGEP on the island of Tiohtiá:ke/Montreal. The sampled CEGEP has around 10,000 registered students and is the most ethnically diverse English-speaking CEGEP in Quebec. After acquiring ethics approval from Concordia University, the researcher obtained Institutional Approval as well as Ethics Approval from the CEGEP, before circulating the survey amongst the student population.

The sampled CEGEP offers a variety of sexual violence prevention measures and support services at varying rates of occurrence. The CEGEP offers the eight prevention measures identified within the survey's multi-choice list of options, such as online trainings, promotional materials and classroom visits. The CEGEP offers seven of the ten sexual violence support services identified within the survey's multi-choice list of options, including counselling services, academic accommodations and community resources. Legal aid, support groups and restorative justice approaches are the three types of support services that are not officially offered by the CEGEP in-house, but are either offered informally and unadvertised, or referred to through community resources.

When administering surveys, Clark and Bell (2012) note that it is also important to consider procedures that encourage response rates, such as:

> Using visuals to guide respondents, using simple and straightforward language and individual questions, limiting the number of open-ended questions in the questionnaire, using financial incentives and credible sponsors for the study, ensuring an eye catching design for the questionnaire and, above all, contacting initial non-respondents through follow-up correspondence. (as cited in Bradford & Cullen, p. 128)

Most of these procedures were considered in the design and implementation of the research. The survey used simple language and was administered on a user-friendly platform. The questions were mostly close-ended, with many offering "other" as an alternative option. A few questions also offered a checklist of answers, allowing participants to choose multiple responses. To incentivise, participants ran the chance of winning a $100 gift card at the store of their choice.

Recruitment methods were implemented through multiple online and offline avenues. Flyers and posters with a description of the survey and a QR code were distributed throughout the college. An advertisement for the survey was also shared through the online student 'Omnivox' platform. The researcher spent a few hours tabling on campus to promote the survey and met with executives from the Student Union to explain the purpose of the research. The researcher made two classroom visits, and spoke directly to faculty members, who then promoted the survey to their students. To encourage the voices of more marginalized students, the researcher visited campus spaces for Indigenous students, as well as LGBTQ+ students. A week after visiting the college the researcher emailed various faculty members, student union executives, as well as employees within the student services department, to remind them of the survey research. To see the promotional flyer, please refer to Appendix B (p. 96).

Ethical Implications

Privacy Concerns

As for ethical implications, it is important to note that "many people refuse to participate in surveys because of privacy concerns" (Evans & Mathur, 2018, p. 859). This being so, it is crucial for the online survey "to have clear and well-articulated privacy policies" (Evans & Mathur, 2018, p. 859). This evaluation research of Bill 151 used the encrypted Microsoft Forms application through a Concordia Outlook domain, ensuring that the results were safeguarded and

difficult to hack. Moreover, according to Clark and Bell (2012), "the questionnaire must not include information that may identify particular individuals" (as cited in Bradford & Cullen, p. 131). Due to the online format of the survey, the participants could have full anonymity.

Nevertheless, participants were offered the chance to win a $100 gift card to a store of their choice. To participate in the raffle, participants were asked to provide an email address. The participants were told that the provided email address did not need to include any identifiable information. To keep the survey answers anonymous, the email addresses were separated from the data before making any analysis. Thus, the email addresses were not attached to respondents' individual answers.

Accessibility

As for accessibility, students who do not have WIFI at home, or who do not have a smartphone/laptop were still able to complete the survey by using the WIFI and computers available at their CEGEP. Furthermore, given that the surveyed population pertained to CEGEP students, there was a very low chance that the participants were not be able to participate due to a lack of literacy. Nevertheless, the survey offered basic definitions throughout the sections, and used simple language so that all the questions were easy to understand.

Trauma-Informed Approach

Within social research involving humans, "harm to research participants must be avoided" (Clark & Bell, as cited in Bradford & Cullen, 2012, p. 132). According to Clark and Bell (2012), "the potential harm is stronger in research involving vulnerable groups or sensitive topics" (as cited in Bradford & Cullen, 2012, p. 132). Sexual violence is inevitably a sensitive topic; this is why a content warning was included at the start of the survey. Participants were purposely not asked about their personal experiences with sexual violence, however simply asking about the available sexual violence services on campus could nevertheless be triggering, especially for survivors of sexual violence. Therefore, a list of support services was offered at the beginning, middle and end of the survey. Moreover, none of the questions were required, allowing students to skip over any they were not comfortable answering. In sum, the content warning, impersonalized approach, repeated list of support services and optional questions were intentionally included within the framework of a trauma-informed approach.

As stated by Dixon et al. (2021), "the pervasiveness of trauma combined with the complex and multifaceted ways in which trauma manifests throughout the various components of

work addressing sexual violence makes employing a trauma-informed approach to evaluation essential and ethical" (p. 5). A trauma-informed approach to evaluation research must consider that traumatic experiences are widespread. Accordingly, trauma-informed researchers must understand the empowering nature of safer spaces, be respectful of participants' consent, and prioritize survivors' perspectives (Dixon et al., 2021). Concretely, trauma-informed evaluation research must also "respect participants' time and experience by only asking thoughtful, carefully considered, germane questions that will result in usable, valid data" (Dixon et al., 2021, p. 29). Consequently, the survey took less than seven minutes to complete, and the questions/results were designed with the clear purpose of improving sexual violence support and prevention services for all higher-education students.

Chapter 4: Survey Results and Analysis

This chapter begins with an overview of the sample demographics, including the age, year of study, gender, sexual orientation and ethnicity of the participants. The subsequent section reveals the number of participants who know how to access their college's sexual violence policy and procedures, as well as how many participants have read the two documents. The results pertaining to the effectiveness of the sexual violence prevention measures and helpfulness of the support services are then examined. These two sections also discuss the students' awareness levels of the available sexual violence prevention measures and support services on campus, the types of measures/services they most recommend, and their suggestions for improvements.

The final sections of this chapter offer an intersectional analysis of the results, focusing on the participants' age, year of study, gender, sexual orientation and ethnicity. The survey results are compared between the dominant and marginalized student groups, patterns in the data are observed, and the differences in averages are tested for statistical significance.

Demographic Data

After a month of circulation, 138 students from one CEGEP responded to the online survey. Only one participant did not consent to the research. The survey was thus completed by 137 consenting participants within a population of around 10,000 students. The sample therefore represents 1.4% of the overall CEGEP population. The following five tables demonstrate the socio-demographic data of the 137 participants.

Table 1

Age of Students

Age Range	Participants	Percentage
Under 18	18	13%
18-21	104	76%
22-25	8	6%
26(+)	7	5%

Table 1 demonstrates the different age brackets of the participants. The majority of the participants are between the ages of 18 to 21. Only 15 participants are over the age of 21.

Table 2

Year of Study of Students

Year of Study	Participants	Percentage
First-year	51	37%
Second-year	60	44%
Third-year(+)	26	19%

Table 2 breaks down the participants into cohorts. Most participants are in their second year of study. Fewer third-year(+) students answered the survey.

Table 3

Gender of Students

Gender	Participants
Cisgender woman	99
Cisgender man	13
Non-binary	11
Transgender man	9
Two-spirit	1
Transgender woman	0
Other	5
Prefer not to answer	5

Table 3 demonstrates that the majority of the survey participants are cisgender women. Due to the complex and nuanced nature of gender, participants were permitted to choose more than one gender identity. As such, six participants chose more than one category. Of the five participants who chose 'other', three used the term 'gender fluid', one used 'genderqueer', and one used 'gender neutral/non-conforming'.

Table 4

Sexual Orientation of Students

Sexual Orientation	Participants
Straight (heterosexual)	65
Bisexual / Pansexual	37
Queer	15
Asexual / Demisexual	10
Lesbian	9
Two-spirit	1
Gay (homosexual)	7
Other	2
Prefer not to answer	9

Table 4 shows that most of the student respondents are heterosexual. Due to the complex and nuanced nature of sexuality, participants were permitted to choose more than one sexual orientation. Sixteen participants chose more than one category. Of the two participants who chose 'other', one used the term 'questioning', and the other did not add any specification.

Table 5

Ethnicity of Students

Ethnicity	Participants
White (European descent)	78
Asian (including East, Southeast and South Asian)	20
Middle Eastern (including Arab, Persian, Afghan, Egyptian, Iranian)	18
Black (including African, Afro-Caribbean, African Canadian)	15
Latinx (including Latin American, Hispanic)	11
Indigenous (including First Nations, Métis, Inuit)	6
Other	5

Table 5 reveals that most of the participants are White. Students were permitted to choose more than one category to describe their ethnicity. Sixteen participants chose more than one

ethnicity. The five 'other' specifications included 'African – not Black', 'Canadian', 'Berber from Algeria', 'West Asian – Armenian' and 'Slavic'.

Demographics Open-Ended Answers

Seven students answered the open-ended question at the end of demographics section. One student stated that they are a first-generation immigrant and another that they are a second-generation immigrant. One student indicated that they are Jewish. One student clarified that their gender expression is feminine while their gender identity is non-binary. Two students shared that they are disabled, one of which detailed that the sexual violence they have endured has been directly related to their disabled identity. One student disclosed they have been sexually assaulted five times.

Results – Sexual Violence Policies and Procedures

The sampled CEGEP has a 'Sexual Violence Policy', as well as 'Procedures for Responding to Student Disclosures, Reports and Complaints of Sexual Violence'. Both documents were created after the passing of Bill 151, and can be found on the college's website. The CEGEP's sexual violence policy is also available in French. The online survey asked students if they knew where to access the two documents, and if they had read them.

Table 6

Sexual Violence Policy Document

Answer	Participants	Percentage
Access to Document		
Yes	52	38%
No	45	33%
Not sure	40	29%
Reading of Document		
Yes	80	58%
No	57	42%

Table 6 shows that only 38% of respondents know where to access the college's sexual violence policy, and that less than 60% have read the policy.

Table 7

Sexual Violence Procedures Document

Answer	Participants	Percentage
Access to Document		
Yes	28	20%
No	65	47%
Not sure	44	32%
Reading of Document		
Yes	38	28%
No	99	72%

Table 7 shows that 20% of respondents know where to access the college's procedures for responding to student disclosures, and that less than 30% of the respondents have read the document. Together, Tables 6 and 7 reveal that on average, 29% of students know where to access the sexual violence policy and procedures documents, and that 43% of the students have read the documents.

Results - Prevention Measures

The following section demonstrates the results related to the college's sexual violence prevention measures. Students were asked to rate the effectiveness of their CEGEP's prevention measures, to identify the prevention measures they are aware of on campus, and to indicate which prevention measures they most recommend. The section ends with the respondents' answers to an open-ended question soliciting suggested improvements to the college's sexual violence prevention measures.

Table 8

Effectiveness of Sexual Violence Prevention Measures

Effectiveness	Participants	Percentage
Very effective	6	4.4%
Effective	46	33.5%
Somewhat effective	66	48.2%
Ineffective	19	13.9%
Very ineffective	0	0%

Table 8 shows that only 4.4% of participants describe the prevention measures as 'very effective'. About a third of the participants view the measures as 'effective'. The majority of participants describe the sexual violence prevention measures as 'somewhat effective' (48.2%). Nearly 14% of participants view the prevention measures as 'ineffective'. None of the survey participants view the prevention measures as 'very ineffective'.

Table 9

Awareness of Prevention Measures

Ranking	Type of Measure	Votes	Percentage
1	Online trainings	104	76%
2	Informative posters	92	67%
3	In-person workshops	53	39%
4/5	Pamphlets / Flyers	49	36%
4/5	Educational videos	49	36%
6	TV announcements	29	21%
7	Conferences	26	19%
8	Classroom visits	8	6%
9	Not aware of any measures	6	4%
10	Other	1	1%

Note. Participants could choose more than one type of prevention measure that they were aware of on campus. The percentages therefore indicate how many respondents out of the sample are aware of each type of prevention measure.

Table 9 shows which prevention measures students are most aware of out of a multi-choice list of options. The results are ranked in descending order from the measures that students are most aware of, to least aware. The sampled CEGEP offers all the listed sexual violence prevention measures at varying rates of occurrence.

Most students (76%) are aware of online trainings and informative posters related to sexual violence prevention. Classroom visits and conferences received the lowest number of votes. Only 4% of the respondents indicated that they are not aware of any prevention measures on campus. The participant who chose 'other' identified the student-run LGBTQ+ center on campus as a helpful resource. The results in Table 9 also reveal that although the college offers classroom visits and conferences, the students remain mostly unaware of these types of sexual violence prevention measures on campus.

Table 10

Recommended Prevention Measures

Ranking	Type of Measure	Votes	Percentage
1	Classroom visits	98	72%
2	In-person workshops	76	55%
3	Conferences	69	50%
4	Informative posters	53	39%
5	Pamphlets / Flyers	49	36%
6	Educational videos	48	35%
7	Online trainings	45	33%
8	TV announcements	41	30%
9	Other	7	5%

Note. Participants could indicate more than one type of prevention measure that they recommend. The percentages therefore represent how many respondents out of the sample recommend each type of prevention measure.

Table 10 shows show which types of sexual violence prevention measures participants most recommend out of a multi-choice list of options. The results are ranked in descending order from the most to least recommended prevention measures. There is a 57-vote difference between

the most popular type of prevention measure (classroom visits with 72%), compared to the least popular support service (TV announcements with 30%). This shows that the prevention measures that rank at the bottom of the list are still relatively popular, with around a third of the respondents recommending them. The seven students who chose 'other' did not specify the types of measures they recommend.

Table 11

'Awareness' versus 'Recommended' Rankings of Prevention Measures

Type of Measure	'Awareness' Ranking	'Recommended' Ranking
Online trainings	1st (76%)	7th (33%)
Informative posters	2nd (67%)	4th (39%)
In-person workshops	3rd (39%)	2nd (55%)
Pamphlets / Flyers	4/5th (36%)	5th (36%)
Educational videos	4/5th (36%)	6th (35%)
TV announcements	6th (21%)	8th (30%)
Conferences	7th (19%)	3rd (50%)
Classroom visits	8th (6%)	1st (72%)
Total	411 votes	486 votes

In Table 11, the rankings/percentages are compared between the sexual violence prevention measures that students are aware of at their college, versus the measures they most recommend. The awareness list garnered a total of 411 votes (what students are receiving), while the recommendation list garnered a total of 486 votes (what students desire). This 75-vote discrepancy suggests that students desire more sexual violence prevention measures than what they are receiving.

Table 12

'Awareness' versus 'Recommended' Number of Votes for Prevention Measures
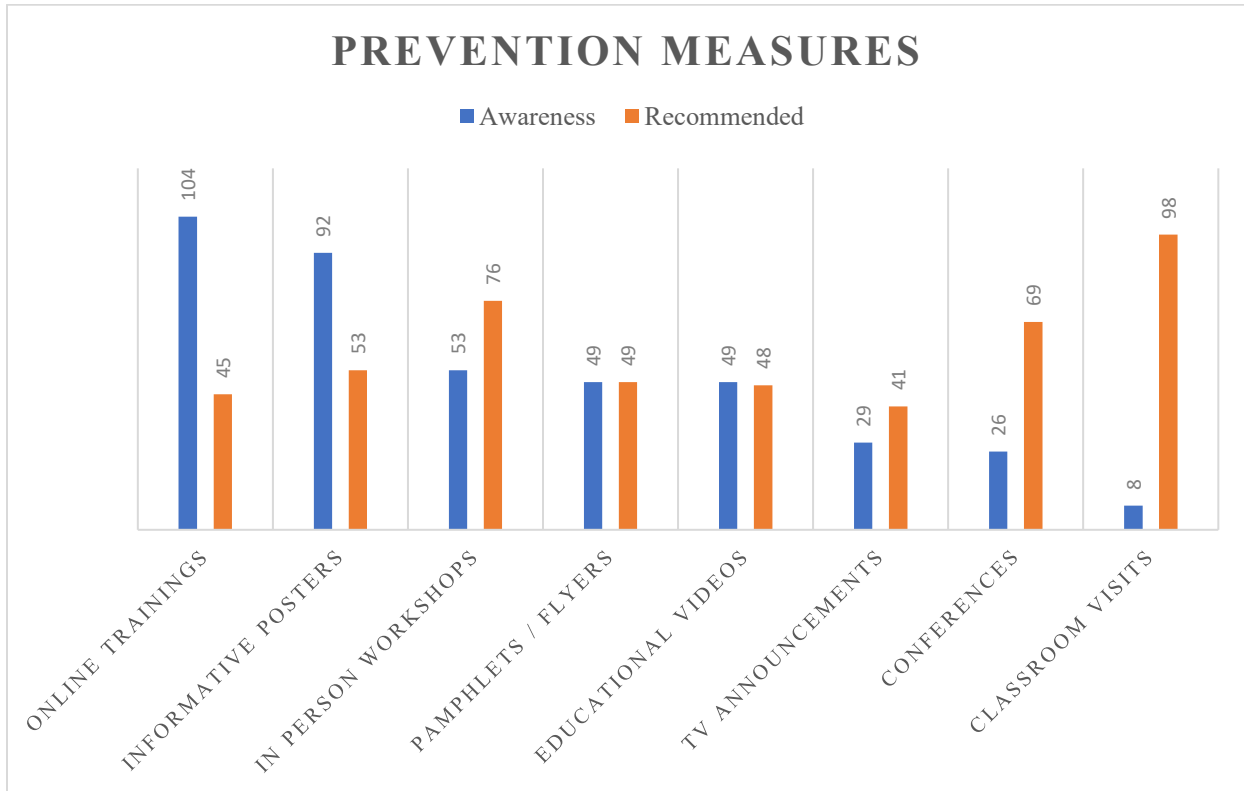
Table 12 compares the number of votes that each sexual violence prevention measure received from the survey respondents. Online trainings and informative posters received the highest number of votes in the awareness list, however garnered around half the number of votes in the recommendation list. Pamphlets/flyers and educational videos received around the same number of votes between the two lists. The remaining four measures all garnered more votes within the recommended list compared to the awareness list.

Moreover, the overall results from Tables 11 and 12 show that the prevention measures that students most recommend differ greatly from the types of measures they are receiving. Classroom visits, in-person workshops and conferences are the top three most recommended types of prevention measures, however both classroom visits and conferences rank in the bottom three types of measures that students are aware of. Notably, while only 6% (8 votes/last ranking) of the respondents are aware of classroom visits related to sexual violence prevention, 72% (98 votes/first ranking) of the respondents recommend classroom visits as an effective sexual

violence prevention measure. Conferences rank second to last in the awareness list with 26 votes (19%), while ranking third most popular in the recommendation list with 69 votes (50%). Additionally, while online sexual violence trainings rank first in the awareness list with 104 votes (76%), this measure is ranked second to least popular in the list of recommended measures with 45 votes (33%).

Overall, the top three recommended types of sexual violence prevention measures pertain to in-person interventions, as opposed to online trainings or promotional material such as posters and pamphlets. These findings generally show that the types of sexual violence prevention measures that students are mostly receiving from the college, are the types they least desire.

Student Suggestions for Improved Sexual Violence Prevention Measures

An open-ended question asked students for suggestions to improve their college's sexual violence prevention measures. Thirty-seven participants answered the open-ended question. The main themes within the answers concern visibility, awareness, in-person/in-class options, and mandatory measures. Out of the thirty-seven responses, seventeen participants highlight that the prevention measures need to be more visible on campus. For example:

> *"My suggestion would be to put more effort into making the efforts of preventing sexual violence known to the students as many people don't know they exist or don't care. This could be through a mandatory message that students need to read and for teachers to go over in class."*

> *"I honestly don't even think of this topic, and I don't see much going on in school about it. Teachers should be talking about this in class or distributing flyers. We should have at least one conference per year that's mandatory if we really want people to know about sexual violence."*

Eighteen participants propose more in-person interactions, such as workshops and conferences about sexual violence prevention. Most of these participants recommend that the in-person prevention measures take place during class time. For example:

"I do believe that the online educational videos and questionnaires are effective and it is a good initiative that these are mandatory for students. However, I also think that doing in-class interactive presentations could help as students would benefit from having an in-person discussion about this topic. Students would have a deeper and further understanding of the subject of sexual violence and its many forms."

"The mandatory training against sexual violence was extremely un-interactive; I feel that students would benefit much more from having in person mandatory activities that help see the human side of this issue rather than feeling like we are being taught by a robot that does not actually care."

Ten participants mention the importance of making the prevention measures mandatory for all students, and four participants recommend that the sexual violence prevention measures take place multiple times a year. Four participants also emphasize that most students do not retain the information provided within the mandatory online sexual violence training at the beginning of the year. For example:

"Simply putting posters means that the people that are already aware notice them and may take the time to read them, whereas if there are in-class, mandatory discussions/conferences there will be a greater outreach on a vital problem."

"Make mandatory measures to inform people about disability, race, gender, etc. [and] sexual violence. Students need to know how prevalent violence is in general and particularly for marginalized individuals."

"I believe it is important to put people in contact with the subject more than once. The online videos were very detailed, but it was at the beginning of the school year, so now a lot of people forgot about it."

Through the open-ended question soliciting improvements to the sexual violence prevention measures, a few concrete recommendations were also made, such as offering credits

34

to students for participating in sexual violence workshops; making an Instagram account to help raise awareness about the sexual violence support and prevention measures on campus; filming in-person conferences/workshops so that more students have access to the information at a later date; and creating a group of student advocates trained to support fellow students with issues related to sexual violence, since students are more likely to turn to one another for help.

Results - Support Services

The following section demonstrates the results within the survey pertaining to sexual violence support services. Students were asked to rate the helpfulness of the college's sexual violence support services, to identify the support services they are aware of on campus, and to indicate which support services they most recommend. This section ends with the respondents' answers to an open-ended question soliciting suggested improvements to their college's sexual violence support services.

Table 13

Helpfulness of Support Services

Helpfulness	Participants	Percentage
Very helpful	9	6.7%
Helpful	58	43.3%
Somewhat helpful	52	38.8%
Unhelpful	13	9.7%
Very unhelpful	2	1.5%

Note. Three participants chose not to answer the question.

Table 13 shows that only 6.7% of the participants rate the sexual violence support services as 'very helpful'. A majority of the respondents (43.3%) view the support services as 'helpful'. Following closely in second place, 38.8% of respondents rate the services as 'somewhat helpful'. Nearly 10% view the sexual violence support services as 'unhelpful' and only 1.5% view them as 'very unhelpful'.

Table 14

Awareness of Support Services

Ranking	Type of Service	Votes	Percentage
1	Counselling services	104	76%
2	Accompaniments	92	67%
3	Legal aid	53	39%
4/5	Crisis intervention	49	36%
4/5	Health services	49	36%
6	Academic accommodations	29	21%
7	Community resources	26	19%
8	Not aware of any services	17	12%
9	Support groups	8	6%
10	Restorative justice approaches	6	4%
11	Services for marginalized students	1	1%
12	Other	1	1%

Note. Participants could choose more than one type of sexual violence support service that they are aware of on campus. The percentages in Table 14 therefore indicate how many respondents out of the sample (137) are aware of each type of support service.

The findings in Table 14 show which types of sexual violence support services students are most aware of out of a multi-choice list of options. The results are ranked in descending order from the support services that students are most aware of, to least aware. The surveyed CEGEP offers seven of the ten sexual violence support services within the list of options. Legal aid, support groups and restorative justice approaches are the three types of support services that are not officially offered by the CEGEP in-house, but are either offered informally and unadvertised, or referred to through community resources.

The results show that most students are aware of counselling services and accompaniments. Students are least aware of sexual violence services for marginalized students, restorative justice approaches, and support groups. Seventeen students (12%) indicated that they are not aware of any sexual violence support services at the college. The student who chose 'other' did not specify the type of support service they are aware of on campus. These results

reveal that although the college offers support services such as community resources and academic accommodations, the students remain mostly unaware of these types of services.

Table 15

Recommended Support Services

Ranking	Type of Service	Votes	Percentage
1	Legal aid	97	71%
2	Academic accommodations	91	66%
3/4/5	Support groups	86	63%
3/4/5	Restorative justice approaches	86	63%
3/4/5	Crisis intervention	86	63%
6	Accompaniments	85	62%
7	Services for marginalized students	80	58%
8	Counselling services	78	57%
9	Community resources	77	56%
10	Health services	74	54%
11	Other	3	2%

Note. Participants could choose more than one type of sexual violence support service that they recommend. The percentages in Table 15 therefore indicate how many respondents out of the sample (137) recommend each type of support service.

The findings in Table 15 show which types of sexual violence support services participants recommend out of a multi-choice list of options. The results are ranked in descending order from the support services that are most to least recommended. There is only a 23-vote difference between the most popular type of support service (legal aid with 97 votes), compared to the least popular support service (health services with 74 votes). Consequently, the recommended support services that rank at the bottom of the list remain popular, with over half of the respondents voting for them. The three students who chose 'other' did not indicate the types of support services they recommend.

Table 16

'Awareness' versus 'Recommended' Rankings of Support Services

Type of Service	'Awareness' Ranking	'Recommended' Ranking
Counselling services	1st (76%)	8th (57%)
Accompaniments	2nd (67%)	6th (62%)
Legal aid	3rd (39%)	1st (71%)
Crisis intervention	4/5th (36%)	3/4/5th (63%)
Health services	4/5th (36%)	10th (54%)
Academic accommodations	6th (21%)	2nd (66%)
Community resources	7th (19%)	9th (56%)
Support groups	8th (6%)	3/4/5th (63%)
Restorative justice approaches	9th (4%)	3/4/5th (63%)
Services for marginalized students	10th (1%)	7th (58%)
Total	417 votes	843 votes

In Table 16, the ranking/percentages are compared between the sexual violence support services that students are aware of at their college, versus the support services they most recommend. The awareness list garnered a total of 426 votes (what students are receiving), while the recommendation list garnered a total of 843 votes (what students desire). This substantial 426-vote discrepancy demonstrates that students desire more sexual violence support services than what they are receiving. More than half of the respondents (54%) still voted for the least popular support service within the recommendation list (health services), which ranked 10th.

Table 17

'Awareness' versus 'Recommended' Number of Votes for Support Services
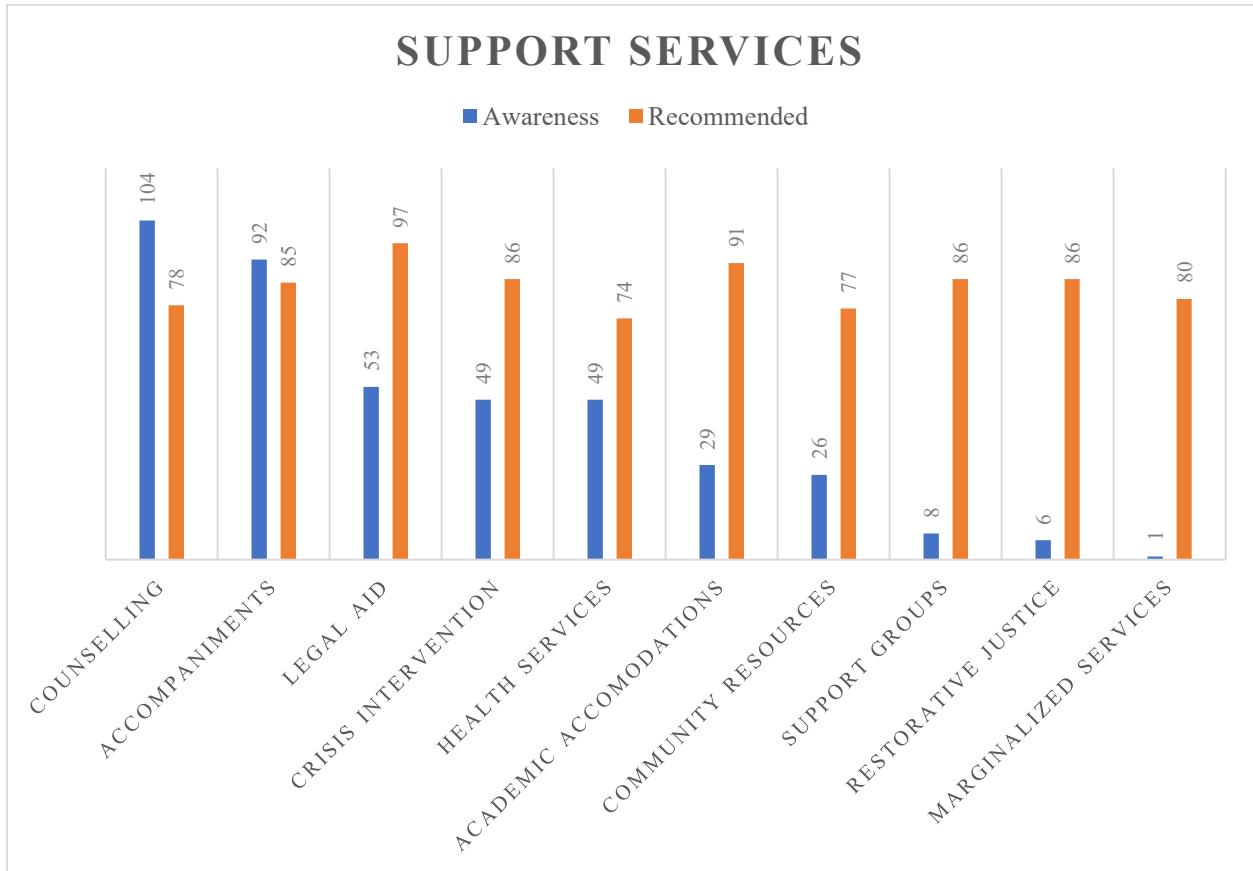
Table 17 compares the number of votes that each sexual violence support service received from the respondents. Counselling and accompaniments received the highest number of votes in the awareness list of services, however garnered less votes within the recommended list. The remaining eight services all garnered more votes in the recommendation list than in the awareness list. This suggests that although seven of the ten support services are offered on campus, students are still not receiving (awareness) the support services they most desire (recommended).

Moreover, the overall results from Tables 16 and 17 show that the types of support services that students most recommend differ greatly from the types of measures they are aware of on campus. Legal aid ranks first in the recommended list with 97 votes (71%), however the college does not offer in-house legal aid services. Academic accommodations rank second in the recommended support services with 91 votes (66%), however these services only received 26

votes (19%) in the awareness list. Support groups and restorative justice approaches tied for third place (63% each) in the list of recommended services, tallying a total of 172 votes, however these types of support services are not officially offered on campus. Markedly, while counselling services rank first in the awareness list with 104 votes (76%), they rank third to last in the recommended support services with 78 votes (57%). In essence, students decidedly want more sexual violence support services than they are receiving, and express desire for a broader range of support services.

Student Suggestions for Improved Sexual Violence Support Services

An open-ended question asked students for suggestions to improve their college's sexual violence support services. Seventeen participants answered the open-ended question. The main themes within their answers pertain to timeliness, accessibility, visibility and awareness. Out of the seventeen responses, five participants critique their college's support services by stating that the services are too slow and thus difficult to access. Relatedly, three participants recommend the creation of more sexual violences support services to adequately meet the needs of the student population. Two students recommend that the college hire more professionals, and two participants propose the creation of accessible emergency and/or drop-in sexual violence support services. For example:

> *"It would be great if things would move faster, as I had an issue that was supposed to be resolved in half a semester but took two semesters to be solved."*

> *"While there are some support services, there aren't enough for an issue that is so common. It is hard to get access to counsellors so if someone needs/wants to speak to them it is hard to get a meeting with them."*

> *"Add an emergency help area where students don't need to wait for an appointment."*

Four participants suggest that the college improve the visibility of their support services on campus. Two concrete recommendations to improve visibility are to increase online visibility, and to email students directly, multiple times throughout the year reminding them of the

available support services. Two participants also propose the creation of anonymous support options, such as online chat services. For example:

> *"The college's sexual violence support services should be more accessible, as many people simply do not know about them."*

> *"Send out an email to students. A lot of people have trouble asking for help and it might take multiple efforts to reach those who really need help. The ones who need help the most might not have the courage to approach the services, therefore it is imperative that the services extend an invitation."*

> *"The school could create an anonymous page where students could ask for guidance or just talk about what they're going through even if they're not comfortable giving out their identity so it would be a safe space for them. Someone could answer these messages and questions to help these students that are struggling."*

Out of the seventeen responses, three participants recommend the creation of support groups. Two respondents highlight the need for free legal aid and one student notes the need for more efficient academic accommodations for survivors of sexual violence. For example:

> *"Potentially some sort of group therapy could be nice for folks!"*

> *"I think including support groups could have a very positive impact on the victims' lives, knowing they're not alone."*

> *"A legal aid system, provided by the school to the students free of charge."*

Finally, one student emphasizes the need for tangible disciplinary actions against perpetrators of sexual violence such as suspension/expulsion, mandatory counselling, or banishment, rather than putting the onus on sexual violence survivors to avoid their perpetrator(s) on campus.

Intersectional Analysis – Age and Year of Study

In this section, further intersectional analysis divides the demographic data between age groups and cohorts. Patterns between age and year of study are first observed. The effectiveness of the prevention measures, as well as the helpfulness of the support services are then analysed through the intersectional lens of age / year of study.

Table 18

Intersection Between Age and Year of Study

Age	Participants	Percentage
First-Year Students (n=51)		
Under 18	18	35%
18-21	31	61%
22-25	2	4%
26(+)	-	-
Second-Year Students (n=60)		
Under 18	-	-
18-21	57	95%
22-25	-	-
26(+)	3	5%
Third-year(+) Students (n=26)		
Under 18	-	-
18-21	16	62%
22-25	6	23%
26(+)	4	15%

Table 18 demonstrates that regardless of cohort, most of the respondents (76%) are between 18 to 21 years old. There is also a strong pattern between the age of the participants and their year of study. There are only two outliers in the 22-25 age bracket within the first-year cohort, and three outliers in the 26(+) age bracket within the second-year cohort. As such, further intersectional analysis concentrates primarily on the year of study (cohort) of the participants.

Table 19

Intersection Between Year of Study and Effectiveness of Prevention Measures

Effectiveness	Participants	Percentage
First-Year Students (n=51)		
Very effective	2	4%
Effective	24	47%
Somewhat effective	22	43%
Ineffective	3	6%
Very ineffective	-	-
Second-Year Students (n=60)		
Very effective	1	2%
Effective	17	28%
Somewhat effective	33	55%
Ineffective	9	15%
Very ineffective	-	-
Third-Year(+) Students (n=26)		
Very effective	3	12%
Effective	5	19%
Somewhat effective	11	42%
Ineffective	7	27%
Very ineffective	-	-

When observing the 'effective' category in Table 19, first-year students score highest with a total of 47%. When looking at the 'ineffective' category, third-year(+) students score highest with 27%, compared to 6% of first-year students, and 15% of second-year students. Second-year students score highest in rating the measures as 'somewhat effective' (55%). None of the respondents describe the sexual violence prevention measures as 'very ineffective'.

To conduct independent sample t-tests, the Likert scale results are numbered as 1 (Very effective), 2 (Effective), 3 (Somewhat effective), 4 (Ineffective), and 5 (Very ineffective). When investigating the intersection between year of study and the effectiveness of the prevention

measures, the t-tests show no significant differences in averages between second-year and third-year(+) students (p = 0.379), nor between first-year and third-year(+) students (p = 0.111).

The independent t-test shows a significant difference in average however between first-year and second-year students (p = 0.007), with second-year students rating the prevention measures as less effective. Further comparison of the age brackets parallels these findings, with significant a difference between students who are 26(+) years old, and those below the age of 18 (p = 0.031), as well as between 26(+) students and those in the 18-21 age bracket (p = 0.043). In both cases, the older students rate the prevention measures as less effective overall.

Table 20

Intersection Between Year of Study and Helpfulness of Support Services

Helpfulness	Participants	Percentage
First-Year Students (n=51)		
Very helpful	4	8%
Helpful	23	53%
Somewhat helpful	22	43%
Unhelpful	1	2%
Very unhelpful	1	2%
Second-Year Students (n=59)		
Very helpful	3	5.1%
Helpful	24	40.1%
Somewhat helpful	22	37.3%
Unhelpful	10	17.5%
Very unhelpful	-	-
Third-year(+) Students (n=24)		
Very helpful	2	8.3%
Helpful	11	46%
Somewhat helpful	8	33.3%
Unhelpful	2	8.3%
Very unhelpful	1	4.1%

Note. One second-year student and two third-year(+) students opted not to answer the question.

Table 20 shows that first-year students score highest in the 'helpful' category with a total of 53%. First-year students also score highest in rating the sexual violence support services as 'somewhat helpful' (43%). When looking at the 'unhelpful' category, second-year students score highest with 17.5%, however no second-year students view the services as 'very unhelpful'. Third-year students score highest in the 'very unhelpful' category with 4.1%.

To conduct independent sample t-tests, the Likert scale results are numbered as 1 (Very helpful), 2 (Helpful), 3 (Somewhat helpful), 4 (Unhelpful), and 5 (Very unhelpful). When investigating the intersection between year of study and the helpfulness of the support services, the independent sample t-tests show no significant differences in averages between the three pairings of cohorts: first-year versus second-year ($p = 0.083$); second-year versus third-year(+) ($p = 0.293$); and first-year versus third-year(+) ($p = 0.339$).

Intersectional Analysis – Gender

In this section, further analysis within Table 21 divides the demographic data between the dominant gender group (cisgender) and marginalized genders (not cisgender). The effectiveness of the prevention measures, as well as the helpfulness of the support services are subsequently analysed in Tables 22 and 23 through the intersectional lens of gender.

Table 21

Dominant versus Marginalized Genders

Gender	Participants	Percentage
Dominant: Cisgender	112	82%
Marginalized: Not cisgender	25	18%

Note. Due to the complex and nuanced nature of gender, participants were permitted to choose more than one gender identity.

One participant is cisgender and non-binary. Another participant uses cisgender, non-binary, and gender non-conforming to describe their gender. Five participants with marginalized genders use two gender categories to describe their gender. Participants who identify as cisgender with a marginalized gender were categorized as having a marginalized gender.

Table 22

Intersection Between Gender and Effectiveness of Prevention Measures

Effectiveness	Participants	Percentage
Cisgender Men (n=13)		
Very effective	-	-
Effective	8	62%
Somewhat effective	3	23%
Ineffective	2	15%
Very ineffective	-	-
Cisgender Women (n=99)		
Very effective	6	6.1%
Effective	31	31.3%
Somewhat effective	49	49.5%
Ineffective	13	13.1%
Very ineffective	-	-
Students with Marginalized Genders (n=25)		
Very effective	-	-
Effective	7	28%
Somewhat effective	14	56%
Ineffective	4	16%
Very ineffective	-	-

In observing the averages in Table 22, a higher percentage of cisgender men describe the prevention measures as 'effective' (62%), compared to 32% of cisgender women and 28% of participants with marginalized genders. Only a small portion of cisgender women (6.1%) describe the prevention measures as 'very effective'. A higher percentage of respondents with marginalized genders view the sexual violence prevention measures as 'ineffective' (16%).

To conduct independent sample t-tests, the Likert scale results are numbered as 1 (Very effective), 2 (Effective), 3 (Somewhat effective), 4 (Ineffective), and 5 (Very ineffective). When investigating the intersection between gender and the effectiveness of the prevention measures, the independent t-tests show no significant differences in averages between the different

pairings. The results show that between cisgender men and cisgender women ($p = 0.249$); between cisgender men and respondents with marginalized genders ($p = 0.095$); between cisgender women and respondents with marginalized genders ($p = 0.121$); and that between cisgender students and those with marginalized genders ($p = 0.096$).

Table 23

Intersection Between Gender and Helpfulness of Support Services

Helpfulness	Participants	Percentage
Cisgender Men (n=13)		
Very helpful	2	15.4%
Helpful	6	46.1%
Somewhat helpful	2	15.4%
Unhelpful	3	23.1%
Very unhelpful	-	-
Cisgender Women (n=96)		
Very helpful	5	5%
Helpful	42	44%
Somewhat helpful	41	43%
Unhelpful	8	8%
Very unhelpful	-	-
Students with Marginalized Genders (n=25)		
Very helpful	2	8%
Helpful	10	40%
Somewhat helpful	9	36%
Unhelpful	2	8%
Very unhelpful	2	8%

Table 23 shows that cisgender men score highest in describing the measures as 'very helpful' with 15.4%, compared to 5% of cisgender women, and 8% of participants with marginalized genders. However, a higher percentage of cisgender men describe the support services as unhelpful (23%), compared to 8% of cisgender women and 8% participants with

marginalized genders. Only a portion of participants with marginalized genders describe the services as 'very unhelpful' (8%).

To conduct independent sample t-tests, the Likert scale results are numbered as 1 (Very helpful), 2 (Helpful), 3 (Somewhat helpful), 4 (Unhelpful), and 5 (Very unhelpful). When investigating the intersection between gender and the helpfulness of the support services within Table 23, the independent sample t-tests show no significant difference in average between cisgender men and women ($p = 0.396$), no significant difference between cisgender men and respondents with marginalized genders ($p = 0.272$), no significant difference between cisgender women and respondents with marginalized genders ($p = 0.265$), and no significant difference between cisgender respondents and those with marginalized genders ($p = 0.251$).

Intersectional Analysis – Sexual Orientation

In this section, further analysis within Table 24 divides the demographic data between the dominant sexual orientation group (heterosexual) and marginalized sexual orientations (not heterosexual). The effectiveness of the prevention measures, as well as the helpfulness of the support services are subsequently analysed in Tables 25 and 26 through the intersectional lens of sexual orientation.

Table 24

Dominant versus Marginalized Sexual Orientations

Sexual Orientation	Participants	Percentage
Dominant: Heterosexual	64	47%
Marginalized: Not heterosexual	73	53%

Note. Due to the complex and nuanced nature of sexuality, participants were permitted to choose more than one sexual orientation.

One participant identifies as 'heterosexual' and 'bisexual/pansexual'. Thirteen participants with marginalized sexualities used two sexual orientation categories to describe their sexuality, and two participants with marginalized sexualities used three sexual orientation categories to describe their sexuality. Participants who have a combination of 'heterosexual' with a marginalized sexuality were categorized as having a marginalized sexuality.

Table 25

Intersection Between Sexual Orientation and Effectiveness of Prevention Measures

Effectiveness	Participants	Percentage
Heterosexual Students (n=64)		
Very effective	5	8%
Effective	22	34%
Somewhat effective	28	44%
Ineffective	9	14%
Very ineffective	-	-
Students with Marginalized Sexual Orientations (n=73)		
Very effective	1	1%
Effective	24	33%
Somewhat effective	38	52%
Ineffective	10	14%
Very ineffective	-	-

When observing the differences in the percentages within Table 25, only 1% of participants with marginalized sexual orientations describe the prevention measures as 'very effective', compared to 8% of heterosexual participants. A higher percentage of participants with marginalized sexual orientations describe the prevention measures as 'somewhat effective' (52%), compared to 44% of heterosexual participants. An equal percentage of participants from each group view the services as 'ineffective' (14%). None of the participants describe the support services as 'very ineffective'.

To conduct independent sample t-tests, the Likert scale results are numbered as 1 (Very effective), 2 (Effective), 3 (Somewhat effective), 4 (Ineffective), and 5 (Very ineffective). When investigating the intersection between sexual orientation and the effectiveness of the prevention measures, the independent t-test shows no significant difference in average between heterosexual students, and those with marginalized sexualities ($p = 0.143$).

Table 26

Intersection Between Sexual Orientation and Helpfulness of Support Services

Helpfulness	Participants	Percentage
Heterosexual Students (n=64)		
Very helpful	5	8%
Helpful	28	44.4%
Somewhat helpful	24	38.1%
Unhelpful	6	9.5%
Very unhelpful	-	-
Students with Marginalized Sexual Orientations (n=73)		
Very helpful	4	5.6%
Helpful	30	42%
Somewhat helpful	28	39.4%
Unhelpful	7	10%
Very unhelpful	2	3%

When observing the outliers in Table 26, only a portion of participants with marginalized sexual orientations describe the services as 'very unhelpful' (3%). Moreover, a lower percentage of students with marginalized sexual orientations describe the support services as 'very helpful' (5.6%), compared to 8% of heterosexual participants.

To conduct independent sample t-tests, the Likert scale results are numbered as 1 (Very helpful), 2 (Helpful), 3 (Somewhat helpful), 4 (Unhelpful), and 5 (Very unhelpful). When investigating the intersection between sexual orientation and the helpfulness of the support services, the independent sample t-test shows no significant difference in average between heterosexual participants and those with marginalized sexual orientations ($p = 0.169$).

Intersectional Analysis – Ethnicity

In this section, further analysis within Table 27 divides the demographic data between the dominant ethnicity (White) and marginalized ethnicities (not White). The effectiveness of the prevention measures, as well as the helpfulness of the support services are subsequently analysed in Tables 28 to 31 through the intersectional lens of ethnicity.

Table 27

Dominant versus Marginalized Ethnicities

Ethnicity	Participants	Percentage
Dominant: White	68	49.6%
Marginalized: Not White	69	50.3%

Note. Sixteen of the participants specified two ethnicities, ten of which are a combination of White with a marginalized ethnicity. Participants who have a combination of White with a marginalized ethnicity were categorized as being marginalized.

Table 28

Intersection Between Ethnicity and Effectiveness of Prevention Measures

Effectiveness	Participants	Percentage
White Students (n=68)		
Very effective	1	1.5%
Effective	22	32.3%
Somewhat effective	36	53%
Ineffective	9	13.2%
Very ineffective	-	-
Students with Marginalized Ethnicities (n=69)		
Very effective	5	7.2%
Effective	24	35%
Somewhat effective	30	43.4%
Ineffective	10	14.4%
Very ineffective	-	-

When observing the overall results in Table 28, White students score lower in the 'very effective' category with 1.5%, compared to 7.2% of participants with marginalized ethnicities. A higher percentage of White students describe the prevention measures as 'somewhat effective' (53%), compared to students with marginalized ethnicities (43.4%). Both groups have similar ratings in the 'effective' and 'ineffective' categories.

To conduct independent sample t-tests, the Likert scale results are numbered as 1 (Very effective), 2 (Effective), 3 (Somewhat effective), 4 (Ineffective), and 5 (Very ineffective). When investigating the intersection between ethnicity and the effectiveness of the prevention measures, the independent t-test shows no significant difference in average between White students, and those with marginalized ethnicities ($p = 0.163$).

Table 29

Breakdown of Marginalized Ethnicities and Effectiveness of Prevention Measures

Effectiveness	Participants	Percentage
Asian Students (n=20)		
Very effective	-	-
Effective	7	35%
Somewhat effective	13	65%
Ineffective	-	-
Very ineffective	-	-
Middle Eastern Students (n=16)		
Very effective	2	12.5%
Effective	5	31%
Somewhat effective	6	37.5%
Ineffective	3	19%
Very ineffective	-	-
Black Students (n=15)		
Very effective	3	20%
Effective	6	40%
Somewhat effective	2	13%
Ineffective	4	27%
Very ineffective	-	-

Table 29 (continued)

Effectiveness	Participants	Percentage
Latinx Students (n=9)		
Very effective	-	-
Effective	5	56%
Somewhat effective	4	44%
Ineffective	-	-
Very ineffective	-	-
Indigenous Students (n=6)		
Very effective	-	-
Effective	-	-
Somewhat effective	3	50%
Ineffective	3	50%
Very ineffective	-	-

Note. The fourteen participants with marginalized ethnicities who chose more than one ethnicity have been categorized by the ethnicity they identified first. The five participants who chose 'other' are not counted in the analysis.

The results in Table 29 reveal that two Middle Eastern and three Black students describe the prevention measures as 'very effective'. Latinx students score highest in describing the measures as 'effective' (56%). Out of the ten students who describe the prevention measures as 'ineffective', three are Indigenous, four are Black and three are Middle Eastern.

When comparing the effectiveness results from each sub-group of marginalized students with the results from White students, the independent t-tests show no significant difference between White and Middle Eastern students ($p = 0.274$), no significant difference between White and Latinx students ($p = 0.055$), no significant difference between White and Black students ($p = 0.157$), and no significant difference between White and Asian students ($p = 0.176$).

The t-test shows a significant difference in average however between Indigenous and White students ($p = 0.011$), with Indigenous respondents rating the prevention measures as less effective overall. Out of the six Indigenous students who answered the survey, three (50%)

describe the prevention measures as 'ineffective', and the remaining three describe the prevention measures as 'somewhat effective'.

Table 30

Intersection Between Ethnicity and Helpfulness of Support Services

Helpfulness	Participants	Percentage
White Students (n=67)		
Very helpful	3	4.4%
Helpful	27	40.3%
Somewhat helpful	27	40.3%
Unhelpful	8	12%
Very unhelpful	2	3%
Students with Marginalized Ethnicities (n=67)		
Very helpful	6	9.5%
Helpful	31	46%
Somewhat helpful	25	37%
Unhelpful	5	7.5%
Very unhelpful	-	-

Note. One White student, and two students with marginalized ethnicities chose not to rate the helpfulness of the college's sexual violence support services.

When looking at the results in Table 30, White participants score lower in the 'very helpful' category with 4.4%, compared to 9.5% of participants with marginalized ethnicities. White participants score higher in the 'unhelpful' category with 12%, compared to 7.5% of participants with marginalized ethnicities. None of the participants with marginalized ethnicities describe the services as 'very unhelpful', compared to 3% of White respondents.

To conduct independent sample t-tests, the Likert scale results are numbered as 1 (Very helpful), 2 (Helpful), 3 (Somewhat helpful), 4 (Unhelpful), and 5 (Very unhelpful). When investigating the intersection between ethnicity and the helpfulness of the support services, the independent sample t-test shows a significant difference in average between White students, and

those with marginalized ethnicities ($p = 0.036$). Students with marginalized ethnicities rate the support services as more helpful overall.

Table 31

Breakdown of Marginalized Ethnicities and Helpfulness of Support Measures

Helpfulness	Participants	Percentage
Asian Students (n=20)		
Very helpful	4	20%
Helpful	5	25%
Somewhat helpful	11	55%
Unhelpful	-	-
Very unhelpful	-	-
Middle Eastern Students (n=16)		
Very helpful	1	6%
Helpful	6	37.5%
Somewhat helpful	7	44%
Unhelpful	2	12.5%
Very unhelpful	-	-
Black Students (n=13)		
Very helpful	1	7.7%
Helpful	7	53.8%
Somewhat helpful	4	30.8%
Unhelpful	1	7.7%
Very unhelpful	-	-
Latinx Students (n=9)		
Very helpful	-	-
Helpful	7	78%
Somewhat helpful	2	22%
Unhelpful	-	-
Very unhelpful	-	-

Table 31 (continued)

Helpfulness	Participants	Percentage
Indigenous Students (n=6)		
Very helpful	-	-
Helpful	4	66%
Somewhat helpful	-	-
Unhelpful	2	33%
Very unhelpful	-	-

Note. The fourteen students with marginalized ethnicities who chose more than one ethnicity have been categorized by the ethnicity they identified first. The five participants who chose 'other' are not counted in the analysis. Two Black participants chose not to answer the question.

Table 31 reveals that Asian students are highest in rating the sexual violence support services as 'very helpful' (20%). Latinx students are highest in rating the sexual violence support services as 'helpful' (78%). Of the six students who describe the sexual violence support services as 'very helpful', four are Asian, one is Black, and one is Middle Eastern. Out of the five students who describe the support services as 'unhelpful', two are Indigenous, two are Middle Eastern and one is Black.

When comparing the helpfulness results from each sub-group of marginalized students with the results from White students, the independent t-tests show no significant difference in average between White and Middle Eastern students ($p = 0.394$), no significant difference between White and Indigenous students ($p = 0.482$), no significant difference between White and Black students ($p = 0.417$), and no significant difference between White and Asian students ($p = 0.127$). The t-test shows a significant difference in average between Latinx and White students however ($p = 0.009$), with Latinx participants rating the support services as more helpful overall.

Final Survey Comments

At the end of the survey, twelve participants answered the open-ended question soliciting further comments regarding the sexual violence support services and/or prevention measures offered at the CEGEP. Within the comments, a respondent praises the college's student-run LGBTQ+ centre for its services related to sexual health, and another praises the college for its

effective TV and Omnivox announcements. One student also describes the mandatory online sexual violence training as 'important and informative'. For example:

"Even if there is not a lot I know of the sexual violence support services, I am happy to know at least some resources, such as the student-run [LGBTQ+] centre which is an organisation that helps student with sexual health, which includes sexual violence."

Two students mention the importance of increasing visibility, and one suggests more awareness campaigns about the college's sexual violence support services on social media. One student highlights the need for more in-class visits and in-person presentations. Another student recommends more in-depth mandatory trainings throughout the year, rather than primarily addressing surface level topics such as consent. For example:

"I find there should be more awareness campaigns on sexual violence support services on social media and especially at the home page of the CEGEP."

Two students write at length about the importance of focusing more on perpetrators. Of the two students, one expresses the need to change the mindsets of men, and suggests that male students undergo intensive, mandatory trainings about sexual violence and harassment. The same student highlights that male perpetrators of sexual violence do not attend voluntary trainings and must therefore be forced to understand the impacts of their behaviors.

The second student critiques how CEGEPs deal with cases of sexual violence, stating that the institutions rarely impose serious consequences for perpetrators. The student also describes the online trainings as 'performative' and states that more needs to be done in handling sexual violence cases internally, such as firing faculty or expelling students guilty of sexual harassment. In sum, both students emphasize how CEGEPs tend to put more pressure on sexual violence survivors to deal with the aftermath, rather than reprimanding the perpetrators. For example:

"I think the college's mandatory sexual violence prevention online training I had to complete before beginning at the college was very important and informative. I believe that the key to preventing sexual violence is by changing the mindset of men who really

don't understand where sexual harassment begins. They need to understand that verbal harassment exists, online harassment, threats regarding explicit photos of women… In person workshops won't be attended by men who don't care about women; anything voluntary will be avoided so IT NEEDS TO BE MANDATORY."

"…I've never heard of a single college here that's ever done anything to protect their students against another student who was a known sexual predator[...] Best they'll do is give the offender a little slap on the wrist in the form of a warning, if they even bother giving a warning at all."

Four of the participants take the time to thank the researcher. One student expresses appreciation for the support and thanks the researcher for trying to improve the CEGEP's sexual violence measures. Another student thanks the researcher for asking students about their opinions, and for trying to make sure that students are in a safe environment. For example:

"I like that [the researcher] wants to make sure that students are in a safe environment and that they're taking the students opinions to change the way that [CEGEPs] do things."

"Thank you for doing this research 😊"

Chapter 5: Discussion and Future Implications

The following chapter discusses the results of the research while maintaining an intersectional analysis throughout the sub-sections. The purpose of the research is first reiterated. The results regarding the sexual violence policy and procedures documents are then discussed. The subsequent section explores the sample demographics in relation to sexual violence rates.

The results regarding the effectiveness of the prevention measures as well as the helpfulness of the support services are then discussed in detail through the intersections of age, gender, sexual orientation and ethnicity. These sections also summarize the types of prevention measures and support services that are most desired by students and highlight recommended improvements to the measures/services. The following sections of the chapter explore the limitations and sources of bias within the research and compare the overall results with existing literature. The chapter concludes with suggestions for future research.

Purpose of the Research

The goal of this evaluative survey research is to give CEGEP students a voice regarding the sexual violence support and prevention measures offered at their college. While Quebec's adoption of Bill 151 is a meaningful advancement in the fight against sexual violence, it is vital that all higher education students have a say in the services that directly affect their lives. To date, research mostly explores input from university students regarding the sexual violence services on their campuses. While Quebec CEGEPs roughly overlap with the first years of Undergraduate studies across North America, little research has been conducted specifically within the CEGEP sector.

To reduce the knowledge gap, this survey research gives CEGEP students the opportunity to rate the effectiveness of the sexual violence prevention measures on their campus, as well as the helpfulness of their college's sexual violence support services. Considering that Bill 151 mandates sexual violence policies and procedures within all higher education institutions across Quebec, students are asked to identify the prevention measures and support services they are aware of on campus, as well as highlight the types of measures and services they most desire. Furthermore, through three open-ended questions, students are encouraged to give suggestions on how to improve their college's sexual violence prevention measures and support services.

Policies and Procedures Results

Overall, the survey results show low levels of awareness regarding where to find the college's sexual violence policy and its procedures for responding to student disclosures, reports and complaints of sexual violence. The results also show that low percentages of respondents have read the two documents. On average, less than 30% of the respondents know where to access the policy and procedures documents, and less than 50% have read the documents. While it is mandated that these two documents exist within the context of Bill 151, it is also pertinent that students have easy access to the information.

It cannot be taken for granted that students will know where to find and/or read their college's sexual violence policy and procedures. As such, the research recommends that the students are *at minimum* shown where to access the two documents during class time. Faculty and/or employees from student services could also read the two documents with students in class, or simply offer a general synopsis of the college's sexual violence policy and procedures.

Discussion of Sample Demographics and Sexual Violence Rates

This section discusses the demographics of the research sample and makes connections to the literature regarding the intersectional realities of sexual violence.

Gender and Sexual Orientation

There is a stark contrast between the number of cisgender men who answered the survey (13), versus the number of cisgender women (99). Clearly these numbers are not representative of the CEGEP's overall population. This gender disproportion in the sample might highlight how the issue of sexual violence touches the lives of women much more than that of men. As stated in the literature review, research shows that sexual violence on campuses disproportionately affects women, and that women in higher education are at "substantial risk for being sexually assaulted, primarily by male acquaintances" (Senn et al., 2015, p. 2326).

As highlighted in the literature review, with more than one in three women experiencing sexual assault at least once by the age of 16 (World Health Organization, 2021), and ninety-eight percent of perpetrators of sexual violence in Canada being men (Rotenberg, 2017), perhaps it is not surprising that female students felt more compelled to share their insights regarding the sexual violence support and prevention measure at their college. The strong overlap between

sexual violence and misogyny/sexism further demonstrates the gendered and intersectional nature of the issue.

Markedly, the sample's percentage of participants with marginalized genders is much higher than that of the general population. Recent data shows that one in 300 people (0.33%) in Canada aged 15 and older identify as transgender or non-binary (Statistics Canada, 2022). Yet 18% of the participants within this survey research did not identify as cisgender. The sample's percentage of participants with marginalized sexualities is also noticeably higher than that of the general population. While an estimated 4% of people in Canada aged 15 years and older are lesbian, gay, bisexual, or of another sexual orientation than heterosexual (Statistic Canada, 2021), 53% of the participants within this survey research did not identify as heterosexual.

These discrepancies could be due to younger generations (i.e. CEGEP students) feeling more comfortable reporting their gender and sexuality, compared to older generations. The sample's overrepresentation of marginalized genders and sexualities might also be due to sexual violence disproportionately affecting the lives of LGBTQ+ communities (Magnussen & Shankar, 2019; Armstrong et al., 2018; Martin-Storey et al., 2018). As discussed within the literature review, the strong overlap between sexual violence and homophobia/transphobia demonstrates the intersectional nature of the issue; it is therefore vital that students with marginalized genders and sexualities be consulted in the design and implementation of sexual violence support and prevention measures at their educational institutions.

Ethnicity

Statistics Canada (2021) reports that about 37.6% of the population of Tiohtiá:ke/Montreal belongs to a 'visible minority'. Conversely, about 50% of the surveyed participants in this research belong to a marginalized ethnicity. Survey participants that identified as a combination of White with a marginalized ethnicity were categorized as being marginalized within the intersectional analysis. Therefore, the proportion of ethnically marginalized participants within this research sample may be higher than average, since some participants may not be categorized as belonging to a 'visible minority' within other survey standards.

While the sample contains a higher percentage of marginalized participants, the sub-groups of racialized participants are relatively proportional to the overall population. In Tiohtiá:ke/Montreal, the Black community represents about 10.7% of the total population (Statistics Canada, 2021), and comprises about 10.9% of the surveyed sample. The Arab and

West Asian populations represent about 9% of the total population (Statistics Canada, 2021), while Middle Eastern students comprise about 12% of the surveyed sample. The Asian population (including East, Southeast and South Asian) is about 12.6% in Tiohtiá:ke/Montreal (Statistics Canada 2021) and represents about 14.6% of the surveyed sample. The Latin American population is about 4.2% (Statistics Canada, 2021), while about 6.5% of the sampled participants are Latinx. The Indigenous population in Tiohtiá:ke/Montreal represent about 9% of the total population (Statistics Canada, 2021), while Indigenous participants represent about 4.4% of the surveyed sample.

As discussed in the literature review, extensive research shows that women of color experience higher rates of sexual violence compared to White women (Harris, 2020; Magnussen & Shankar, 2019; Armstrong et al., 2018; Martin-Storey et al., 2018; Statistics Canada, 2017). The strong overlap between sexual violence and racism further demonstrates the intersectional nature of the issue; as such, it is vital that students with marginalized ethnicities be consulted in the design and implementation of sexual violence support and prevention measures at their educational institutions.

Disability

When given the opportunity to disclose further sociodemographic information, two students revealed that they are disabled. A disability may be visible or invisible, physical or cognitive. One survey respondent highlighted that the sexual violence they endured was directly related to the discrimination and oppression of their disabled identity. Indeed, the literature review reveals that people with disabilities are more likely to be sexually assaulted than those without disabilities (Ledingham et al., 2022; Magnussen & Shankar, 2019; Statistics Canada, 2017). The notable overlap between sexual violence and ableism further shows the intersectional nature of the issue. As such, it is vital that students with disabilities be consulted in the design of sexual violence support and prevention measures at their educational institutions.

Analysis of Prevention Measures Results

This section analyses the results pertaining the overall effectiveness of the sexual violence prevention measures through the intersectional lenses of age, gender, sexual orientation and ethnicity.

Intersections with Age

When analysing age brackets/cohorts, the t-test results show a significant difference in averages, with second-year students rating the sexual violence prevention measures as less effective compared to first-year students. When comparing age groups, the t-tests also show a significant difference in averages between students 26(+) years old viewing the measures as less effective, compared to those either below the age of 18, or between the ages of 18-21. Perhaps older students have collectively experienced more instances of sexual violence in their lifetimes and have therefore observed more inadequacies in the college's sexual violence prevention measures. Likewise, since most older students have spent more time at the college, a higher percentage of them may have participated in the prevention measures and/or have solicited help from the support services, which in turn impacted their overall impressions.

As stated in the literature review, nearly 47% of reported sexual assault incidents committed against women in Canada involve those between the ages of 15-24 (Tetreault-Bergeron & Santiago, 2020). Notably, 95% of the survey respondents within this research fall within this age range. Canadian statistics show that in 2019, 71% of post-secondary students "witnessed or experienced unwanted sexualized behaviours" (Burczycka, 2020, p. 3). Moreover, nearly 8% of people in Canada have experienced at least one type of sexual abuse prior to age 15 (Heidinger, 2022). These numbers demonstrate how sexual violence is an issue that disproportionately touches younger populations, including most post-secondary students. The significant results revealed within this survey research suggest the need to further interrogate how/if sexual violence prevention measures are adequately meeting the needs of older students.

Intersections with Gender and Sexual Orientation

The t-test results show no significant difference in averages between cisgender students and those with marginalized genders, nor between heterosexual students and those with marginalized sexualities. However, when observing the results, participants with marginalized genders score lowest in describing the prevention measures as 'effective'. Participants with marginalized genders also have the highest percentage of respondents who view the prevention measures as 'ineffective'. Overall, only 1% of participants with marginalized sexualities describe the prevention measures as 'very effective'. While the t-tests show no significant differences and the sample remains too small to make any confident generalizations, the observed results suggest

that there may be a need to further interrogate how sexual violence prevention measures are meeting the needs of students with marginalized genders and sexualities.

Intersections with Ethnicity

The t-tests do not show a significant difference in average between White students and students with marginalized ethnicities. However, when looking at the results from 'very effective' and 'effective', White students score lower with 33.8%, compared to 42.2% of participants with marginalized ethnicities. While extensive research shows that racialized communities face higher rates of sexual violence (Harris, 2020; Magnussen & Shankar, 2019; Armstrong et al., 2018; Martin-Storey et al., 2018; Statistics Canada, 2017), it is interesting to observe within these results that students with marginalized ethnicities generally show higher levels of satisfaction with the college's sexual violence prevention measures.

Nonetheless, when comparing the sub-groups of students with marginalized ethnicities with the answers from White students, the t-tests show a significant difference in average between Indigenous and White students, with Indigenous students viewing the prevention measures as less effective overall. The sampled CEGEP has about 100 registered Indigenous students, and six Indigenous students filled out the survey; this research therefore surveyed around 6% of the college's Indigenous student population. When observing the results, three out of the six Indigenous students describe the prevention measures as 'ineffective', and the remaining three describe the prevention measures as 'somewhat effective'.

When looking specifically at the realities of women of color in higher education who experience sexual violence, research shows that the institutional resources often fall short "in addressing the multiple systems of domination that influence the experiences of women of color" (Harris, 2020, p. 22). Previous research findings highlight that campus mental health services for women of color often focus more on the immediate issue of sexual assault but fall short in addressing the historical traumas of slavery and colonization (Harris, 2020). While the research sample remains too small to make any assured conclusions, the significant t-test results may highlight that the college's sexual violence prevention measures are not adequately meeting the needs of Indigenous students.

Recommendations for Improved Prevention Measures

Respondents show overall low levels of awareness for most of the sexual violence prevention measured offered at the college. The sampled CEGEP offers all eight of the listed sexual violence prevention measures, however only 'online trainings' and 'informative posters' have awareness rates above 60%. The remaining six prevention measures have awareness rates below 40%. Only 19% of the respondents are aware of conferences related to sexual violence prevention, and only 6% of respondents are aware of classroom visits. Therefore, even though the college offers a wide variety of sexual violence prevention measures on campus, the student body remains mostly unaware of the measures.

When looking at the respondents' recommended types of prevention measures, the results from this survey make it clear that in-person options are preferred. Classroom visits, in-person workshops and conferences are the top three most recommended types of prevention measures, however both classroom visits and conferences rank in the bottom three types of measures that students are aware of on campus. Moreover, despite most students receiving online trainings, this type of prevention measure ranks second to least popular.

In an age where more and more resources are offered online, the survey respondents make it clear that online trainings are not sufficient for effective sexual violence prevention. Considering the very vulnerable nature of sexual violence, it seems interventions around the issue should remain human, and not become digitalised. While online trainings are likely less expensive and easier to impose on large student bodies, these findings show that students do not consider the online trainings to be relevant, nor sufficient. As such, higher education institutions should offer more in-person sexual violence prevention measures to students.

Through the open-ended question, participants voiced the need to increase visibility/awareness of the prevention measures, as well as the necessity of making the measures mandatory. In-person options could include in-class visits, training workshops, and conferences. For CEGEPs that have a universal break, multiple mandatory sexual violence prevention trainings could be offered throughout the year. By offering mandatory in-person sexual violence prevention measures during the universal break, the college would need to keep track of which students attended throughout the year. The college could then decide the appropriate consequences for not attending the mandatory in-person sexual violence prevention measures.

For CEGEPs that do not have a universal break, there would need to be collaboration with faculty to implement in-person trainings during class time. To ensure the mandatory nature of the in-person options, it would be pertinent to collaborate with the academic deans and teachers' unions to dedicate class time to sexual violence prevention measures. The faculty would not necessarily be expected to facilitate the trainings, but simply offer one of their periods to a specialist on the issue of sexual violence. Thus, instead of primarily offering mandatory online trainings to students, or extra-curricular workshops, sexual violence prevention measures could be integrated into the CEGEPs' general education curriculum. Of course, a change in curriculum would also entail collaboration with the Quebec Ministry of Education.

Analysis of Support Services Results

This section analyses the results pertaining to the helpfulness of the sexual violence support services through the intersectional lenses of age, gender, sexual orientation and ethnicity.

Intersections with Age

The t-tests do not indicate a significant difference in average between age and the helpfulness of the sexual violence support services. However, when observing the results, first-year students score highest in rating the support services as 'helpful'. Meanwhile, second-year students score highest in rating the services as 'unhelpful' and a portion of third-year(+) students describe the support services as 'very unhelpful'. While the sample remains too small to make any confident generalizations, the observed results suggest that there may be a need to further interrogate how/if the sexual violence support services are meeting the needs of older students.

Intersections with Gender and Sexual Orientation

There is no significant difference in average between cisgender students and those with marginalized genders, nor between heterosexual students and those with marginalized sexual orientations. However, when observing the results, only participants with marginalized genders and sexualities describe the support services as 'very unhelpful'. Moreover, a higher percentage of cisgender men describe the support services as 'unhelpful'. While the t-tests do not show any significant differences, and the sample remain too small to make any assured assessments, these results suggest that there may be a need to further interrogate how sexual violence support services are meeting the needs of students with marginalized genders and sexual orientations, as well as male students.

Intersections with Ethnicity

The t-tests show a significant difference in average between White students and students with marginalized ethnicities, with White students rating the sexual violence support services as less helpful overall. The two White students who rate the support services as 'very unhelpful' state that they are unaware of any sexual violence support services on campus. One of the two said White students shares in the open-ended question at the end of the survey that the CEGEP does not adequately reprimand perpetrators of sexual violence.

When looking at the results from 'very effective' and 'effective', White students score lower with 44.7%, compared to 55.5% of participants with marginalized ethnicities. None of the participants with marginalized ethnicities describe the services as 'very unhelpful', compared to 3% of White respondents. While research shows that racialized communities face higher rates of sexual violence, it is interesting to note that participants with marginalized ethnicities within this survey research show higher levels of satisfaction with the sexual violence support services.

When comparing the sub-groups of students with marginalized ethnicities with the results from White students, the t-tests show a significant difference in average between Latinx and White students, with Latinx students viewing the support services more favorably. A Latinx student who rated the support services as 'helpful' states in the final comment section that she feels women are much safer in Quebec/Canada, compared to where she is from. While it is impossible to determine exactly why Latinx students have significantly more favorable views of the sexual violence support services at the college, some of the reasons could be cultural, rather than directly correlated to the college's support services.

Out of the five students who describe the support services as 'unhelpful', two are Indigenous, two are Middle Eastern and one is Black. Indigenous students are the highest in rating the sexual violence support services as 'unhelpful'. While the t-tests show no significant difference in average and the sample remains too small to make any concrete conclusions, these results suggest that there may be a need to further interrogate how/if the sexual violence support services are meeting the needs of Indigenous students.

Recommendations for Improved Support Services

Respondents show overall low levels of awareness for most of the sexual violence support services offered at their college. The sampled CEGEP offers seven of the ten listed

sexual violence support services. Legal aid, support groups and restorative justice approaches are the three types of support services that are not officially offered on campus. Of the seven support services available on campus, only 'counselling' and 'accompaniments' have awareness rates above 65%. The remaining support services have awareness rates between 20-40%. Therefore, even though the college offers a wide variety of sexual violence support services on campus, much of the student body remains unaware of the services.

Legal aid, academic accommodations, support groups and restorative justice approaches rank as the top four types of support services recommended by the survey respondents. Out of these four types of services, only academic accommodations are offered in-house by the college. Furthermore, although counselling services rank first in the awareness list, they are third to last in the recommended list of services. Nevertheless, there is only a 26-vote difference between the number of students who are aware of the counselling services (104 votes), versus the number of students who recommend counselling services (78 votes).

Through the open-ended question, the participants voice that timeliness/accessibility and visibility/awareness of the sexual violence support services need to be improved. Participants also recommend an increase in the different types of services offered. Nevertheless, it would be counterproductive if the college prioritizes increased visibility without simultaneously increasing the number of services; heightened awareness of the existing services without offering additional services would cause even longer wait times, thus further reducing accessibility.

The research results highlight that although a higher percentage of respondents describe the sexual violence support services as 'helpful', the need to increase and diversify the types of support services on campus remains. As such, the college could consider hiring employees solely dedicated to the implementation of Bill 151. Of course, an increase in personnel would also require a larger budget. The creation of a drop-in center equipped to handle emergency situations related to sexual violence would directly address the issues of timeliness and accessibility, since students would not need to wait for an appointment.

Centers dedicated to sexual violence in local universities already exist, such as the Sexual Assault Resource Center (SARC) at Concordia University, and the student-run Sexual Assault Center of the McGill Students' Society (SACOMSS). Sexual violence drop-in centers within CEGEPs could also facilitate support groups between students, and adopt restorative justice

approaches. Furthermore, a center dedicated to sexual violence cases could refer and/or accompany students seeking legal aid and/or academic accommodations.

The college may also consider re-examining its procedures for responding to student disclosures, reports and complaints of sexual violence. Canadian research shows that "less than 1% of [sexual violence] perpetrators receive any disciplinary action by their universities" (Krebs et al., 2017, as cited by Quinlan et al., 2017, p. 66). Indeed, two survey respondents highlight the need to hold perpetrators of sexual violence accountable. While it is essential to offer support services to student survivors of sexual violence, it is also vital to hold perpetrators of sexual violence liable for their actions. Whether the perpetrator be a professor, employee or fellow student, CEGEPs must intervene in an effective and timely manner; truly ensuring the physical and mental health of students requires tangibly protecting them from perpetrators of violence.

Limitations and Sources of Bias

Sample Size and Non-Experimental Design

The survey sample is limited to one public English-speaking CEGEP on the island of Tiohtiá:ke/Montreal. The sample of 137 respondents is relatively small compared to the 10,000 students registered at the college. Without a pretest prior to the implementation of Bill 151, it is impossible to assess if the levels of student satisfaction with the sexual violence support and prevention measures are related to the changes brought on by the Bill. Furthermore, without a control group, it is not possible to assess if the levels of student satisfaction are different than those from students who are not impacted by Bill 151. The research is not cross-sectional, also making it impossible to compare results across different institutions, nor over time. Considering that every CEGEP has the freedom to implement Bill 151 as it sees fit, the types of sexual violence support and prevention measures offered on various college campuses across the province presumably differ. Therefore, the results from this survey research could be significantly dissimilar if conducted at a different CEGEP.

Limitations of Likert Scales

Regarding survey design, the overall results may be skewed, since the five-point Likert scales offer a middle point. Previous research demonstrates that when a "middle option is offered, it is far more likely to be chosen" (Moors, 2008, p. 783). In retrospect, the Likert scale measuring the effectiveness of the prevention measures could have included the sixth option of

'somewhat ineffective', and the Likert scale measuring the helpfulness of the support measures could have included the sixth option of 'somewhat unhelpful'. These six-point scales would have forced respondents to pick a side rather than staying in the middle and might have ensured better balance within the results.

Interpretations of Language

Individual interpretations of language also pose limitations within the research results. What constitutes as 'effective' or 'helpful' for one respondent may be entirely different for another. Therefore, although the Likert scales offer a quantifiable way to measure the overall effectiveness of the prevention measures and helpfulness of the support services, individual perceptions may tilt the measurability of the results. Furthermore, respondents may hold different definitions for the various types of sexual violence prevention measures and support services that they are aware of on campus, or most recommend. For example, not all students may agree on what constitutes as 'restorative justice' or 'counselling'. Therefore, it cannot be assumed that each vote for the various types of prevention measures and support services holds the same understanding.

Low Response Rates

The response rates for the open-ended questions are relatively low, with only 37 students adding comments about the prevention measures, 17 students adding comments about the support services, and 12 students adding final comments within the survey. Although every question within the survey was optional, the low response rates for the open-ended questions might be due to how the questions were worded; the questions simply invited the students to answer *if* they had any further suggestions to improve their college's sexual violence prevention and support measures. It is also possible that respondents did not fill out the open-ended questions simply because they required more time and effort.

Recruitment Strategies

Regarding recruitment strategies, the percentage of students with marginalized genders and sexualities within the sample being much higher than the average population might be due to the researcher's promotion of the survey within the CEGEP's two LGBTQ+ centres. One center is student-run, and the other is offered by the college's student services department. The researcher also used word of mouth with faculty and staff to solicit participation in the research,

which might have had a biased impact on the types of programs and/or departments that promoted the survey to their students.

Comparison of Research Results with Existing Literature

Previous research generally shows low levels of student satisfaction regarding their university's sexual violence policies and procedures. For example, results regarding Canadian students' perceptions of their institution's responses to sexual violence show that:

> Remarkably, 40% of surveyed students (N = 202) from 33 Canadian universities consider the resources for prevention of and response to campus sexual violence to be "moderately inaccurate" or "very inadequate". Close to half of the survey respondents consider their university's policies and procedures for prevention and response to sexual violence to be "moderately inadequate" or "very inadequate". Roughly half of the 202 respondents rate their university's measures to *reduce* instances of sexual violence as either "poor" or "terrible". A similar portion rate their university's effort to *respond* to sexual violence as either "poor" or "terrible". (Quinlan et al., 2017, p. 68)

While this process evaluation of Bill 151 did not posit expected results, previous research findings could have foreshadowed low levels of student satisfaction. However, the overall results from this survey research show that a higher portion of students (48.2%) rate the sexual violence prevention measures at their college as 'somewhat effective', while only 13.9% of the respondents view the measures as 'ineffective' and none view them as 'very ineffective'. Similarly, a higher portion of respondents (43.3%) rate the sexual violence support services at their college as 'helpful', while only 9.7% of the respondents view the support services as 'unhelpful' and 1.5% view them as 'very unhelpful'.

The first provincial Bill to fight and prevent sexual violence within higher education institutions was passed in Ontario in early 2016 (Tetreault-Bergeron, 2020). Therefore, most of the available research related to sexual violence services on Canadian university campuses was conducted before the passing of legislation to tackle the issue of sexual violence within higher education. The more positive impressions from students within this survey research might therefore in part be due to the simple existence of sexual violence support and prevention measures mandated by Bill 151. Indeed, if the sampled CEGEP did not offer any tangible sexual

violence support and prevention measures on campus, the respondents might have expressed lower levels of satisfaction overall.

Interestingly, previous research indicates that Undergraduate students show higher approval ratings of their university's overall services, compared to students from Comprehensive and Medical/Doctoral universities (Quinlan et al., 2017). CEGEP students are generally younger than university students, which might also explain the more favourable results in this research. Quinlan et al. (2017) suggest that primarily Undergraduate universities tend to be more student-centered, and that students "feel a greater connection to their institutions and rate all student services more favourably (including those directed to violence), regardless of the actual resources and supports" (p. 69). It is therefore possible that CEGEPs are even more student-centered than Undergraduate universities, which could further explain the higher approval ratings demonstrated within this survey research.

Moreover, considering that this research is not cross-sectional, it is also possible that the results from the surveyed CEGEP do not adequately reflect the provincial average. Bill 151 does not specify *how* CEGEPs and universities must fight and prevent sexual violence, only that they must have sexual violence policies and procedures in place. While the sampled CEGEP may be better, or worse, at meeting the needs of its student population compared to other CEGEPs across the province, it is clear that the surveyed CEGEP is meeting the needs of its student population considerably better than previously surveyed higher education institutions across the country.

Implications for Future Research

Longitudinal Inquiry

The sampled CEGEP could conduct future research into the reasons why students are satisfied or dissatisfied with the sexual violence support and prevention measures on campus. These results would highlight specific successes and/or failures, and would offer guidelines regarding which sexual violence services need to be maintained, and which need to be altered. Ultimately, the supplementary data could help the CEGEP justify further funding within the context of Bill 151 to ensure the quality of its sexual violence services for students.

While the findings from this survey research only offer a snapshot of data from one point in time, the results could nevertheless prompt the sampled CEGEP to implement the recommended improvements. The standardized survey could then be redistributed at the CEGEP

to track any changes in the results after various attempts at improving the sexual violence support and prevention measures. By applying a longitudinal approach to the research, the CEGEP would be able to meaningfully engage students in the process of measuring the impacts of its sexual violence policies and procedures over time.

Cross-Sectional Analysis

This student-centered research of Bill 151 could also be conducted at other higher education institutions in Quebec to compare overall results. Indeed, standardized questions and uniform definitions would allow for higher reliability in research results across the province. To maximize the positive impacts of Bill 151, the Quebec government could hire youth-practitioners to conduct more research exploring students' impressions of the sexual violence support and prevention services. In soliciting recommendations from students from multiple CEGEPs and universities, future cross-sectional survey research could discover various best practices across different institutions.

Digital versus In-Person Services

Remarkably, the survey respondents made it loud and clear that in-person sexual violence prevention measures are preferred. While most sexual violence support services entail a human element, such as counselling and accompaniments, many of today's educational tools have been moved into the digital world. Research could be conducted into the impacts of this hyper-digitalization of preventative measures. While there may be assumptions that young people prefer to live in an online world, the results from this survey research show quite the opposite. Future qualitative research could explore the impacts of moving social services online, and might reveal that in-person interventions remain most effective at prevention various types of violence in our society, including sexual violence.

Intersection of Age and Satisfaction Rates

This research showed significant differences in averages between older and younger students regarding the effectiveness of the prevention measures. Future research could attempt to figure out why older students are generally less satisfied with sexual violence prevention measures. Perhaps the results would reveal a parallel between age and higher rates of lived sexual violence, which would justify offering sexual violence prevention trainings to younger audiences. While Bill 151 mandates sexual violence policies and procedures within higher education institutions, no similar legislation exists at the high school or primary school levels.

Considering that most sexual violence cases are between the ages of 15-24 (Tetreault-Bergeron & Santiago, 2020), the implementation of prevention measures at the post-secondary level is indeed too late. Consequently, future research could explore rates of sexual violence within high schools. These numbers might in turn justify similar legislation as Bill 151 for younger students; indeed, to truly prevent sexual violence, the issue needs to be addressed before it occurs.

Qualitative Inquiry into Indigenous Perspectives

The t-tests revealed a significant difference between the views of White and Indigenous students regarding the effectiveness of the sexual violence prevention measures. Future research could in turn investigate why the sexual violence prevention measures are not effective for Indigenous students. Qualitative research, such as focus groups, could be conducted to better understand the needs of Indigenous students within the context of sexual violence prevention. Previous research shows that Indigenous students in Canada consistently face barriers within university settings, including "interpersonal discrimination, frustration with the university system and feelings of isolation" (Bailey, 2016, p. 1261). Perhaps the qualitative research would reveal subtle forms of racism within the institution's promotional tools and approaches, or that the types of prevention measures offered by the college are not relevant to Indigenous students' realities.

Accessibility of Sexual Violence Support Services

While this this research explored the helpfulness of the sexual violence support services, it did not ask respondents to reveal whether they have actually used the support services. It is therefore possible that some respondents view the support services as 'helpful' simply because they exist, despite never having frequented them. Future research could investigate the demographics of students who most often access the college's the sexual violence support services, and then conduct interviews to figure out why certain students feel more comfortable accessing the support services than others. Students who more frequently solicit support from their college's sexual violence services could then be interviewed more thoroughly regarding the overall helpfulness of the services. Students who choose not to access the sexual violence support services could also be interviewed to find out why they find the services inaccessible.

Future Implications for Systemic Change

Ultimately, the results from this student-focused evaluation research could prove to be transferrable and in turn support all higher education institutions that are striving to implement effective sexual violence support and prevention measures for their students. The goal is to help

foster campuses that are safe for all students, and to reduce the pervasiveness of sexual violence. To successfully counteract rape-culture, it is vital that all higher education institutions implement effective prevention programs that are relevant to students' lives, and that stimulate student interest. Of course, it is impossible to have a 'one size fits all' approach within every higher education institution; this is why it is vital to ask a diversity of students how they feel about the sexual violence support and prevention measures offered to them, and to actively implement their recommendations. When we "honor and privilege young people's knowledge and lived experiences, youth and their stories become resources for meaningful systems change" (Tilsen, 2018, p. 149). Said plainly, young people know what they want and need - so researchers should ask them.

While this student-centered evaluation research of Bill 151 is a small pebble thrown into the ocean of efforts counteracting rape-culture, the results have the potential to ripple through the bureaucracies of Quebec's higher education institutions, setting an example for the development of quality sexual violence prevention measures and support services for students. By applying student feedback to future changes, tangible enhancements in the development and implementation of Bill 151 policies and procedures have the potential to accelerate deep systemic changes in the fight against sexual violence.

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SECTION 1: INFORMATION AND CONSENT

Study title: Student-focused evaluation research of Quebec's Bill 151 – *An Act to prevent and fight sexual violence in higher education institutions*

Researcher: Valentina Solkin, Master's student at Concordia University

Researcher's contact information: bill151research@concordia.ca

Faculty Supervisor: Dr. Varda Mann-Feder, Department of Applied Human Sciences

Faculty Supervisor's contact information: varda.mann-feder@concordia.ca

Funding source: Not applicable

You are being invited to participate in the research study mentioned above. The first section of this survey provides detailed information about the research project. Please read it carefully before deciding if you want to participate. If there is anything you do not understand, or if you want more information, please email the researcher at bill151research@concordia.ca and/or the research supervisor at varda.mann-feder@concordia.ca.

A. PURPOSE OF RESEARCH

In 2019, the Quebec government passed Bill 151, a law requiring all CEGEPs and universities to create policies and procedures that address sexual violence. The purpose of this research is to collect information from CEGEP students regarding their awareness and impressions of the sexual violence support and prevention services offered at their college.

To know more about Bill 151:

https://www.assnat.qc.ca/en/travaux-parlementaires/projets-loi/projet-loi-151-41-1.html

By listening to students, the goal of this survey is to evaluate the impacts of Bill 151 and to develop recommendations for the design and implementation of accessible sexual violence

support and prevention measures that adequately meet needs of higher education students.

B. PROCEDURES

Completing this survey should take less than 10 minutes. Other than the declaration of consent, none of the survey questions are required.

This survey WILL NOT ask you any personal details about your lived experiences; the questions will only focus on your awareness and opinions of the sexual violence support and prevention services offered at your college.

You will also be asked socio-demographic questions about your identity and background. The socio-demographic data helps to ensure that the survey is collecting answers from diverse student populations, and that the results may promote the development of sexual violence services that adequately meet the needs of **all students**.

C. RISKS AND BENEFITS

Participants might face certain risks by participating in this research. Potential risks include feeling uncomfortable answering questions related to the sensitive nature of sexual violence. Survivors of sexual violence may feel vulnerable answering questions about the support and prevention services offered at their college.
Participants are permitted to stop answering the survey at any time

Potential benefits include participants feeling empowered to share their impressions and suggestions regarding the sexual violence support and prevention services offered at their college. If the recommendations built from this survey data are implemented, future generations of students may benefit from improved sexual violence support and prevention measures on their campus.

D. CONFIDENTIALITY

We will not allow anyone to access the raw data collected from this survey, except for people directly involved in conducting the research. We will only use the information for the purposes of the research. The information gathered will be anonymous; this means that it will not be possible to make a link between you and the information you provide.

We will protect the information by only using the platform Microsoft Forms through a Concordia University email domain. The electronic information will be password-protected on the researcher's drive.

We intend to publish the results of the research in the form of an academic thesis and summary report. This report will be available to the public, however it will not be possible to identify you in the published results. We will destroy the survey information three years after the end of the study.

E. CONDITIONS OF PARTICIPATION

You do not have to participate in this research. It is purely your decision. If you do participate, you can stop at any time. There are no negative consequences for not participating or stopping in the middle. Your answers will only be recorded once you click the submit button at the end. Once submitted, participants will not be able to withdraw their answers, since the data will be anonymous and impossible to trace.

Participants are offered the chance to win a $100 gift card to the store of their choice. If you would like to participate in the raffle, you will be asked to provide an email address at the end of the survey so that the researcher may contact you. This email address does not need to include your name or any identifiable information. The email addresses will be separated from the data before making any analysis, in order to keep the data anonymous. This means, your email address will not be attached to your answers. Only Valentina (the researcher) will have access to your email address, and the information will remain strictly confidential.

F. DECLARATION OF CONSENT

I have read and understood this information. I have had the chance to ask questions via email and any questions have been answered. I agree to participate in this research under the conditions described.

YES - I consent to participating in this research
NO - I do not consent to participating in this research

SECTION 2: SEXUAL VIOLENCE - DEFINITION AND SUPPORT SERVICES

Sexual violence is an umbrella term that refers to enduring **any form** of unwanted sexual contact, behavior, or harassment. Sexual violence can occur with or without physical contact and can take place in person, through phone communication, or online. Sexual violence can be perpetrated by strangers, acquaintances, or people we know and trust.

Reminder: If at any time you feel uncomfortable, you are in no way obligated to complete the survey. You can also skip over questions that you prefer not to answer, since none of the questions are required.

Sexual violence support services include:
* *Montreal Sexual Assault Centre:* 1-888-933-9007 (24/7 bilingual hotline)
https://www.cvasm.org/en/

* *SOS Domestic Violence:* 1 800 363-9010 (24/7 bilingual hotline)
https://sosviolenceconjugale.ca/en

* *Info-Aide Violence Sexuelle:* 1 888 933-9007 (francophone 24/7 hotline)
https://infoaideviolencesexuelle.ca/

Interligne: 1 888 505-1010 (LGBTQ+ 24/7 hotline)

https://interligne.co/

ASTT(e)Q: 514-847-0067 x.207 (Listening / referrals for trans people experiencing violence)

https://cactusmontreal.org/programmes/astteq/

Shield of Athena: 514-270-2900 (Multilingual sexual violence helpline)

http://shieldofathena.com/

Native Women's Shelter: 1-866-403-4688 (support for Indigenous women experiencing violence) http://www.nwsm.info/contact

Lavender Collective: BIPOC mental health support

https://www.thelavendercollective.ca/

* Please note that your CEGEP also offers specialized in-house support services for students who have experienced sexual violence.

Feel free to screen shot this list of support services, so that you may access the information at any time.

SECTION 3: PREVENTION MEASURES

Prevention measures include any attempts to **prevent/eliminate** instances of sexual violence through educational materials or awareness-raising activities. Prevention measures can take on many forms, such as consent workshops, bystander intervention trainings, educational videos, seminars/conferences, and so on.

1: What sexual violence prevention measures are you aware of at your college? Check all that apply:

- Informative posters
- Pamphlets / Flyers
- TV announcements
- In person workshops
- Conferences
- Classroom visits
- Online trainings
- Educational videos
- I am not aware of any sexual violence prevention measures at my college
- Other

2: How effective would you rate the sexual violence prevention measures offered at your college?

- Very effective
- Effective
- Somewhat Effective
- Ineffective
- Very ineffective

3. What types of sexual violence prevention measures do you believe should be offered at your college? Check all that apply:

- Informative posters
- Pamphlets / Flyers
- TV announcements
- In person workshops
- Conferences
- Classroom visits
- Online trainings
- Educational videos
- Other

4. If you have any suggestion(s) to improve your college's sexual violence prevention measures, please feel free to elaborate:

SECTION 4: SUPPORT SERVICES

Support services refer to any services designed to **support** someone who has experienced sexual violence. Support services can take on many forms, such as academic accommodations, financial aid, counselling services, accompaniments, peer-support, legal aid, and so on.

5. What types of sexual violence support services are you aware of at your college? Check all that apply:

- Counselling services
- Accompaniments (being present with students as they navigate support services)
- Legal aid
- Crisis intervention
- Health services
- Academic accommodations
- Community resources
- Support groups
- Restorative justice approaches
- Services for marginalized students
- I am not aware of any sexual violence support services at my college
- Other

6. How helpful would you rate the sexual violence support services offered at your college?

- Very helpful
- Helpful
- Somewhat helpful
- Unhelpful

- Very unhelpful

7. What types of sexual violence support services do you believe should be offered at your college?

- Counselling services
- Accompaniments (being present with students as they navigate support services)
- Legal aid
- Crisis intervention
- Health services
- Academic accommodations
- Community resources
- Support groups
- Restorative justice approaches
- Services for marginalized students
- Other

8. If you have any suggestion(s) to improve your college's sexual violence support services, please feel free to elaborate:

SECTION 5: REMINDER OF SEXUAL VIOLENCE SUPPORT SERVICES

Sexual violence support services include:

* *Montreal Sexual Assault Centre:* 1-888-933-9007 (24/7 bilingual hotline)

https://www.cvasm.org/en/

* *SOS Domestic Violence:* 1 800 363-9010 (24/7 bilingual hotline)

https://sosviolenceconjugale.ca/en

* *Info-Aide Violence Sexuelle:* 1 888 933-9007 (francophone 24/7 hotline)

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Interligne: 1 888 505-1010 (LGBTQ+ 24/7 hotline)

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ASTT(e)Q: 514-847-0067 x.207 (Listening / referrals for trans people experiencing violence)

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Lavender Collective: BIPOC mental health support

https://www.thelavendercollective.ca/

* Please note that your CEGEP also offers specialized in-house support services for students who have experienced sexual violence.

Feel free to screen shot this list of support services, so that you may access the information at any time.

SECTION 6: SEXUAL VIOLENCE POLICIES AND PROCEDURES

When the Quebec government passed Bill 151 in 2019, all CEGEPs and universities were mandated to draft sexual violence policies and procedures. As such, every higher education institution now has an official policy document on sexual violence, as well as an official procedures document about handling cases of sexual violence.

9. Do you know where to access your college's policy document on sexual violence?
- Yes

- No
- Not sure

10. Have you read your college's sexual violence policy?
- Yes
- No

11. Do you know where to access your college's procedures document for responding to student disclosures, reports and complaints of sexual violence?
- Yes
- No
- Not sure

12. Have you read your college's procedures for responding to student disclosures, reports and complaints of sexual violence?
- Yes
- No

SECTION 7: SOCIO-DEMOGRAPHIC QUESTIONS

This next section will ask you socio-demographic questions about your identity and background. **All of these questions are optional.**

These questions are included in the survey to ensure that the research is collecting answers from diverse student populations. Data from a wide range of lived experiences helps to promote the development of sexual violence prevention and support services that adequately meet the needs of **all** students.

13. How old are you
- Under 18

- 18-21
- 22-25
- 26(+)

14. What year of study are you in?

- First year
- Second year
- Third year (or more)

15. What is your gender?

- Cisgender woman • *You are a woman, and your birth certificate says 'female'*
- Cisgender man • *You are a man, and your birth certificate says 'male'*
- Transgender women
- Transgender man
- Non-binary
- Two-spirit (specific to Indigenous communities)
- Prefer not to answer
- Other

16. What is your sexual orientation? Click all that apply:

- Straight (heterosexual)
- Gay (homosexual)
- Lesbian
- Bisexual / Pansexual
- Queer
- Asexual / Demisexual
- Two-spirit (specific to Indigenous communities)
- Prefer not to answer
- Other

17. What is your ethnicity/heritage? Click all that apply:

- Indigenous (including First Nations, Métis, Inuit)

- Black (including African, Afro-Caribbean, African Canadian)

- Latinx (including Latin American, Hispanic)

- Middle Eastern (including Arab, Persian, Afghan, Egyptian, Iranian)

- Asian (including East, Southeast and South Asian)

- White (European descent)

- Other

18. If there is anything else about your identity or background you would like to share, please feel free to elaborate:

SECTION 8: FINAL SECTION - REMAINING COMMENTS

19. If you have any further comments regarding the sexual violence support services and/or prevention measures offered at your CEGEP, please feel free to share:

Participants are offered the chance to win a $100 gift card to a store of their choice. If you would like to participate in the raffle, you will need to provide an email address so that the researcher may contact you. This email address does not need to include your name or any identifiable information. The email addresses will be separated from the data before making any analysis, in order to keep the data anonymous. This means, your email address will not be attached to your answers. Only Valentina (the researcher) will have access to your email address, and the information will remain strictly confidential.

Reminder - Sexual violence support services include:
Montreal Sexual Assault Centre: 1-888-933-9007 (24/7 bilingual hotline)
https://www.cvasm.org/en/

SOS Domestic Violence: 1 800 363-9010 (24/7 bilingual hotline)
https://sosviolenceconjugale.ca/en

* *Info-Aide Violence Sexuelle:* 1 888 933-9007 (francophone 24/7 hotline)
https://infoaideviolencesexuelle.ca/

* *Interligne:* 1 888 505-1010 (LGBTQ+ 24/7 hotline)
https://interligne.co/

* *ASTT(e)Q:* 514-847-0067 x.207 (Listening / referrals for trans people experiencing violence)
https://cactusmontreal.org/programmes/astteq/

* *Shield of Athena*: 514-270-2900 (Multilingual sexual violence helpline)
http://shieldofathena.com/

* *Native Women's Shelter:* 1-866-403-4688 (support for Indigenous women experiencing violence) http://www.nwsm.info/contact

* *Lavender Collective:* BIPOC mental health support
https://www.thelavendercollective.ca/

* **Please note that your CEGEP also offers specialized in-house support services for students who have experienced sexual violence.**

Feel free to screen shot this list of support services, so that you may access the information at any time.