

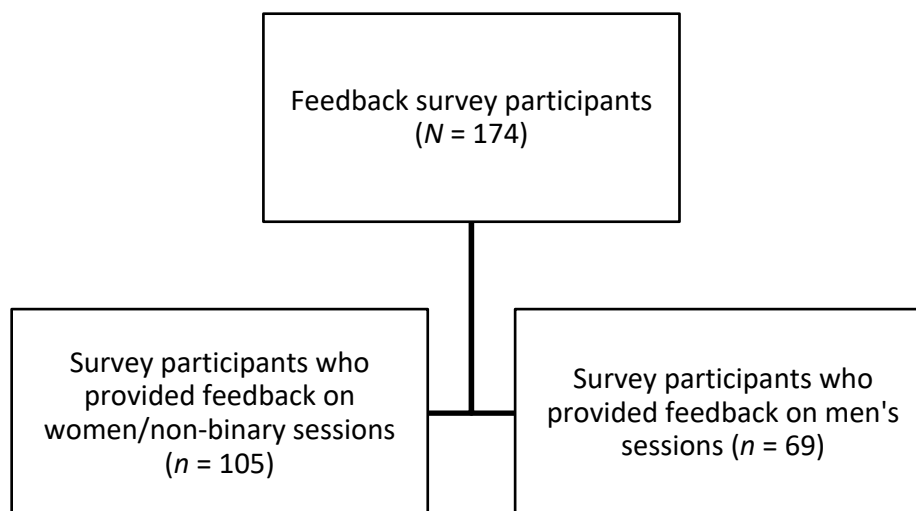
## Undressing Consent Student Feedback Report Summer 2025

### Participants

Between July 8 and September 10, **53 sessions** of Undressing Consent were facilitated with a total of **967 students** across Huron University College and King's University College. Of these 53 sessions, 27 sessions were facilitated with male-identifying students, 25 sessions were facilitated with a mix of women and non-binary students, and 1 session was facilitated with only non-binary students. During this time, **174 students** provided feedback on their experiences participating in the Undressing Consent program. Among this sample, **60%** of participants attended sessions intended for women and non-binary students and **40%** of participants attended sessions intended for male students (see [Figure 1](#)).

Figure 1

*Sessions Attended by Undressing Consent Participants Who Provided Feedback*



### Satisfaction and Perceived Value

Over the course the summer, **91%** of students who completed the feedback survey were either **satisfied or very satisfied** with Undressing Consent ([Figure 2](#)). There was no significant difference in satisfaction between participants who attended men's sessions and those who attended sessions for women and non-binary students [ $t(172) = -0.406, p = 0.685$ ].

Figure 2

Survey Participants' Satisfaction With Undressing Consent

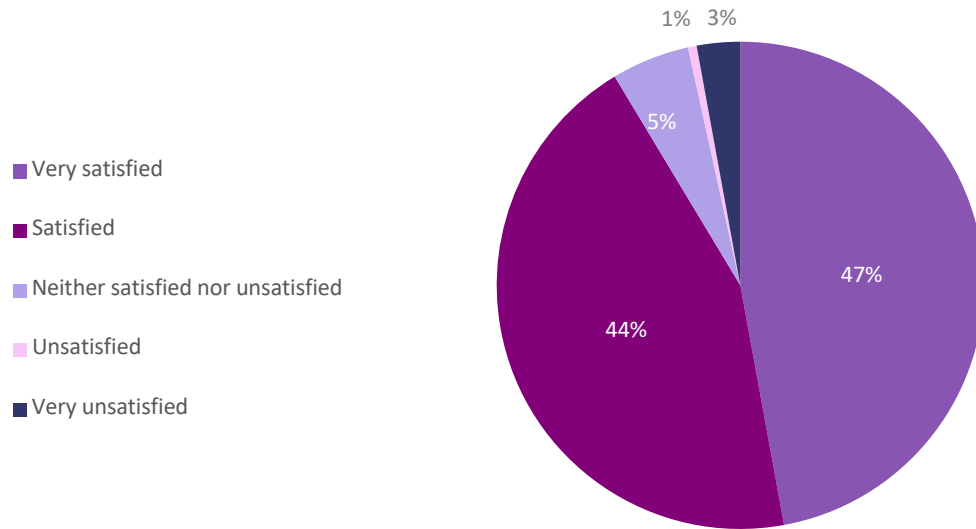
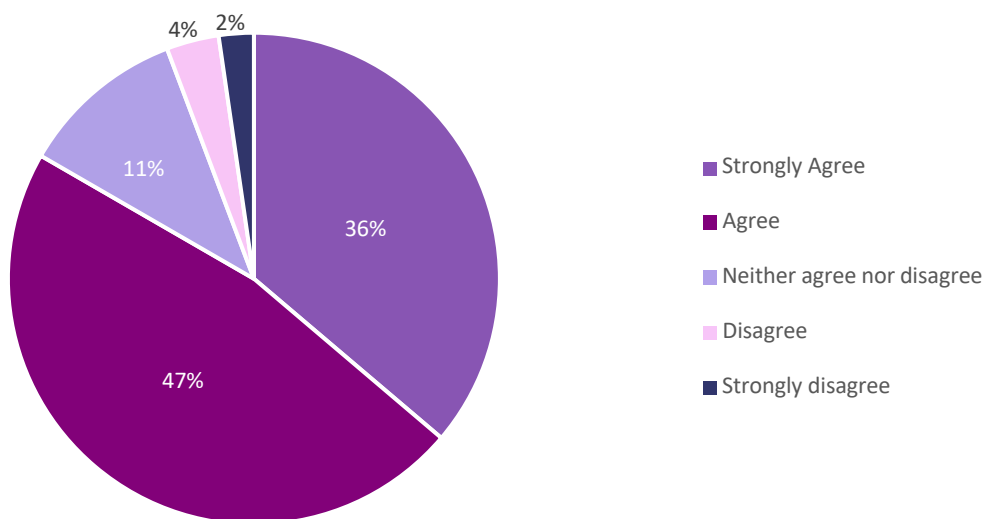


Figure 3 demonstrates the extent to which Undressing Consent participants agreed with the statement “Attending Undressing Consent was a valuable learning experience for me.” Based on the feedback survey, **83%** of survey participants indicated that they either **strongly agreed or agreed** that participating in Undressing Consent was a valuable learning experience. There was no significant difference in ratings of agreement with this statement between survey participants who attended men’s sessions and those who attended sessions for women and non-binary students [ $t(172) = 0.356, p = 0.722$ ].

Figure 3

Survey Participants' Agreement With the Statement “Attending Undressing Consent was a Valuable Learning Experience for me.”



## Program Objectives

Overall, the majority of students believed that the program met its core objectives. Survey participants responded to questions asking whether they felt the program was effective in improving their communication about sexual activities ( $N = 103$ ) and in unpacking sexual scripts ( $N = 104$ ), respectively. Of these participants, **76%** felt the program was effective in meeting its objectives related to improving students' **communication** about sexual activities (see Figure 4) and **90%** of participants felt the program was effective in helping students **unpack sexual scripts** (see Figure 4). There was no significant difference between survey participants who attended men's sessions and those who attended sessions for women and non-binary students in their perception of the program's effectiveness in improving consent communication [ $t(162.368) = 1.09, p = 0.277$ ] or unpacking sexual scripts [ $t(172) = -0.467, p = 0.641$ ].

Figure 4

*Survey Participants' Perceptions of the Effectiveness of Undressing Consent in Improving Their Communication About Sexual Activities and in Unpacking Sexual Scripts*

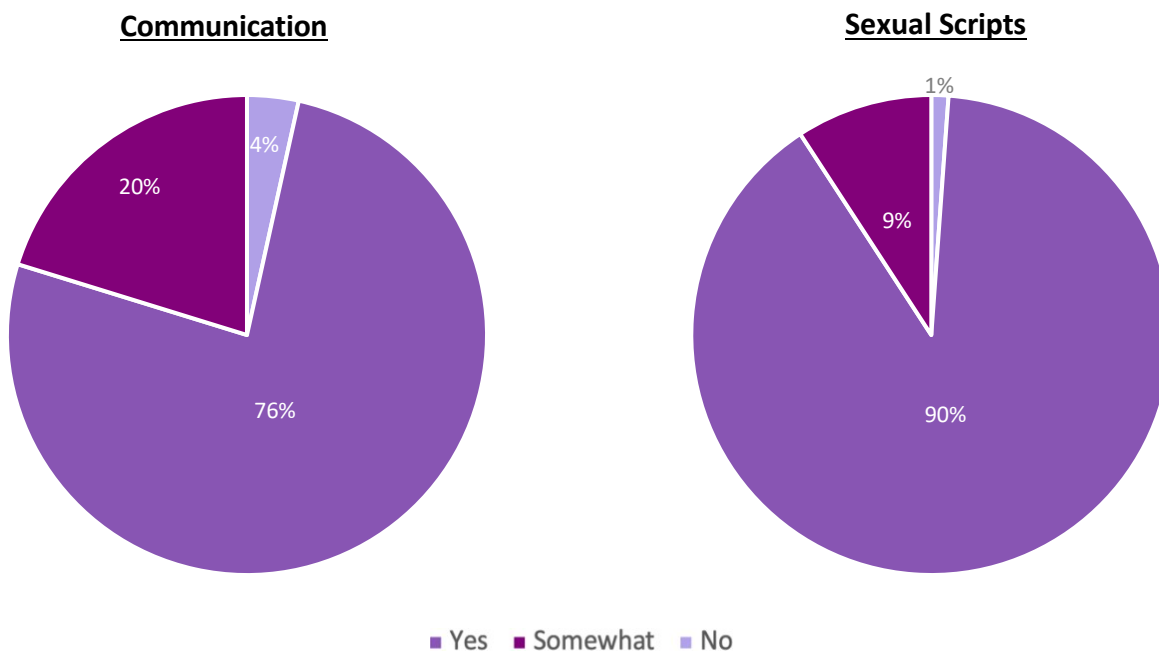
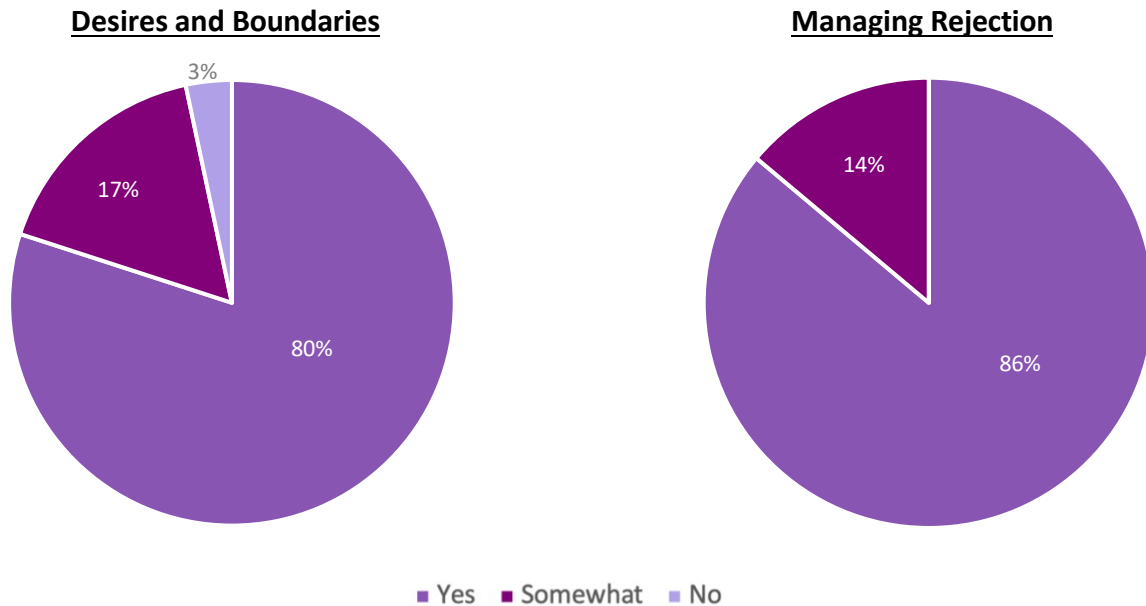


Figure 5 displays perceptions of the program's effectiveness in meeting objectives that were specific to the men's and women/non-binary sessions, respectively. Among survey respondents who attended the women/non-binary sessions and provided feedback ( $n = 60$ , as 45 participants did not respond to this question), **80%** reported that the program helped them better **understand their boundaries and desires**. Among survey participants who attended men's sessions and provided feedback on the program's objectives ( $n = 36$ , as 33 participants did not respond to this question), **86%** believed the program helped them better understand how to **manage rejection**.

Figure 5

*Survey Participants' Perceptions of how Effective Undressing Consent was in Better Understanding Personal Desires/Boundaries and Managing Rejection*



## Comments

This section will summarize comments received on the feedback survey by participants between July 8 to September 10. Students were provided with the opportunity to provide written comments on:

- Their major takeaways from the session;
- Feedback about the program;
- Other educational events, initiatives, or workshops they would like to see.

Regarding their **major takeaways**, 82 participants responded to this question from July 8 to September 10. Students most often discussed the importance of consent, including the different ways consent can be communicated. Some students reflected on the importance of understanding and expressing their boundaries, while some commented on the impact of sexual scripts. Other participants discussed how alcohol relates to consent and the normalization of rejection. A few students commented on the seriousness of gender-based and sexual violence (GBSV) and support services available to students at Western. Some of these comments include:

*“My main takeaway is that consent is more than just a “yes,” it’s about clear, respectful communication and making sure everyone in a situation feels safe and heard.”*

*“Stereotypical sexual scripts, perpetuated through modern media, have contributed to a culture of gender-based sexual violence.”*

*“The relationship between knowing personal desires and consent was new to me, but this presentation helped with understanding how being more familiar with oneself can contribute to their safety.”*

*“You will get rejected and it’s ok. Learn to draw up what works for you and your partner.”*

Regarding participants’ **feedback** about the program, most comments received were positive. Most comments included general positive sentiments about the program (e.g., described the program as “good,” “great,” “perfect”). Many participants commented on the **content and structure** of the Undressing Consent program, indicating that they found the program informative, interactive, and engaging. A few participants specifically appreciated the ability to engage with and participate in the session anonymously. Many participants also commented positively on the skills of **Undressing Consent facilitators**. Examples of this feedback from participants include:

*“Both presenters were wonderful and did a great job of making the content feel approachable and comfortable while still being informative.”*

*“I liked the private participation, makes me much more comfortable participating.”*

*“It was a very helpful experience on opening up the discussion about sex. Thank you.”*

*“I thought it went very well - very engaging and interactive.”*

**Constructive feedback** from participants related to the content and structure of the program. In feedback about the program’s **structure**, some participants suggested shortening the duration of the session. A few suggested in-person sessions or other measures to make sure everyone is engaging with the content. Others suggested mixed gender sessions to help attendees understand different perspectives. Regarding program **content**, participants suggested more inclusion of diverse relationships (e.g., queer relationships), clarifying when and how the capacity to consent is impaired when drinking alcohol, discussing the emotional aspect of healthy relationships, and a more in-depth discussion related to speaking up for and asserting boundaries. Relatedly, one participant shared that they appreciated the discussion of victim supports, but that “it would be very helpful to have more support on preventative measures.”

When asked what other **educational events, initiatives, or workshops** they would like to see, some students shared that they would be interested in more trainings like Undressing Consent, including **more frequent trainings** like this throughout their schooling at Western. Others indicated that they would be interested in learning about consent, boundaries, and privacy within the online context; legal information related to GBSV (e.g., consent, penalties); detailed information regarding the impacts of alcohol on the body; and more resources available to students, including safe spaces and resources for People of Colour (POC) experiencing racism on and off campus.