University of Connecticut
Student Experience Survey

2024 Report

UCONN
UNIVERSITY OF CONNECTICUT

GRAND RIVER
SOLUTIONS

Study Design

The University of Connecticut Student Experience Survey surveyed graduate and undergraduate students aged 18 or older. The survey was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

University of Connecticut identified the student pool for the survey, and sent a message to potential participants notifying them to expect an email from Grand River Solutions with the survey link. When possible, University of Connecticut provided the race/ethnicity, binary gender, age, class year, residency status, full/part-time status, Pell grant status, and academic level (undergraduate/graduate) of the participant pool. This information was provided to Grand River Solutions through a secure portal. If University of Connecticut could not provide this data, a question was included in the survey to obtain it.

Grand River Solutions sent a personalized email to the students, each with a unique link to the survey, and sent reminder emails to non-respondents over the field period. The number of reminder emails and the field period were mutually agreed upon by University of Connecticut and Grand River Solutions.

All personally identifying information was automatically de-linked from survey responses once submitted. All personally identifying information was permanently deleted from Grand River Solutions devices and accounts within 60 days of the end of the survey field period and University of Connecticut was provided with a signed certification of data destruction.

Participants were informed that their responses were confidential and would be reported in aggregate form and no individually identifying information would be reported. The survey was provided in English and Spanish, and participants were able to toggle between the two languages throughout the survey. All survey questions were optional to participants. University of Connecticut was able to add custom questions to the survey as agreed upon by University of Connecticut and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

The survey was open for a two week period and no incentives were offered to participants for taking part in the survey.

Study Measures

Demographics

In addition to the demographic data provided by University of Connecticut, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first generation college student, military veteran, active duty military member, ROTC student, Greek Life member, enrollment in college classes while in high school, housing status, and parental status, when applicable. Students were also asked to identify their sex assigned at birth, gender identity, sexual orientation, and disability status.

Knowledge and campus culture

Students were asked about their knowledge of key campus policies relevant to sexual and interpersonal violence. They were also asked about their perceptions of the campus culture, University of Connecticut's prevention and response efforts relevant to sexual and interpersonal violence, and bystander intervention.

Sexual and interpersonal violence

The survey asked participants about their experiences of sexual and interpersonal violence in the past 12 months, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that indicated experiencing sexual or interpersonal violence. These questions asked about academic, professional, and mental health impacts of their experience, their relationship with the perpetrator, the location of the incident, whether or not they reported the incident, reasons why they did not report, and their experiences during the reporting process.

School connectedness

Students were asked to reflect on their experiences at the University and to identify their feelings and perceptions of belonging, equity, and well-being.

Data Analysis Methods

To be considered valid, a respondent had to have answered at least one question beyond the demographic section. To preserve participant confidentiality, any findings with a low response rate were omitted in reports to University of Connecticut.

Reports provided to University of Connecticut included only statistically significant findings. Statistical significance was determined using chi square tests and a p-value of <0.05. Statistical significance for the difference in means was determined using a t-test or one-way anova. When cell counts were less than 5, a Fisher's t-test was used to evaluate statistical significance.

All personal experience questions were collapsed to yes/no variables for each of the types of sexual and interpersonal violence. Sexual orientation was collapsed to straight/heterosexual and LGB+. Gender identity was collapsed to man, woman, and transgender, genderqueer, nonbinary, or gender nonconforming (TGQN). Race/ethnicity were collapsed into federally recognized categories of Black, Indigenous, and People of Color (BIPOC), and White. Definitions of these categories are included on the following page.

All likert scales (strongly agree to strongly disagree) were converted to a four-point ranking where 4= positive response and 1= negative response. Likert questions were grouped based on pre-determined themes of belonging, well-being, equity, and culture (when applicable). Responses to these questions were averaged for each theme and reported on a scale of 1 to 4.

Key Terms

BIPOC

Black, Indigenous, and People of color (BIPOC) includes respondents who self-identified as African, Alaska Native, Asian/Asian American, American Indian/Indigenous, Black or African American, Caribbean/West Indian, East Asian, European, Hispanic/Latino/a/x/e, Latin American, Middle Eastern or North African, Native Hawaiian/Pacific Islander, South Asian, Southeast Asian, or another race/ethnicity.

LGB+

Lesbian, gay, and bisexual plus (LGB+) includes respondents that self-identified as lesbian, gay, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

Sexual and interpersonal violence (SIV)

Used to refer to sexual harassment, sexual assault, rape, intimate partner violence, and stalking collectively.

Sexual violence

Used to refer to sexual assault and/or rape collectively.

TGQN

Transgender, genderqueer, nonbinary, or gender nonconforming (TGQN) includes respondents that self-identified as agender, genderqueer/gender-fluid, non binary, questioning, two-spirit, another gender identity, intersex, man but not male assigned at birth, or woman but not female assigned at birth.

Response Rate and Participant Demographics

A total of 30,777 University of Connecticut students were invited to participate, and 773 (2.5%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all University of Connecticut students. Findings in this report should not be used to make conclusions about the entire student population.
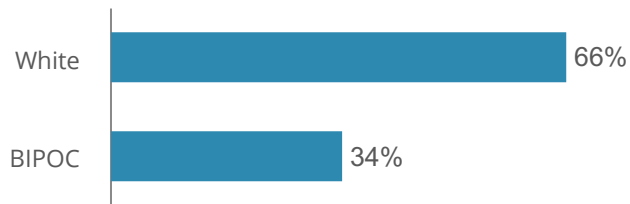
Fig. 1 Race and ethnicity

White 66%

BIPOC 34%
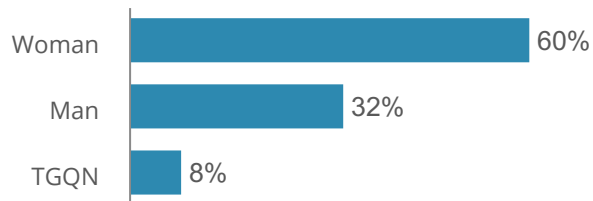
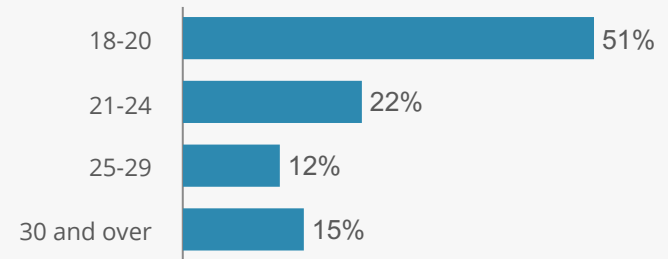**Fig. 2 Gender identity**

Woman 60%

Man 32%

TGQN 8%

Fig. 3 Age

18-20 51%

21-24 22%

25-29 12%

30 and over 15%

Fig. 4 Sexual orientation

Straight 62%

LGB+ 38%
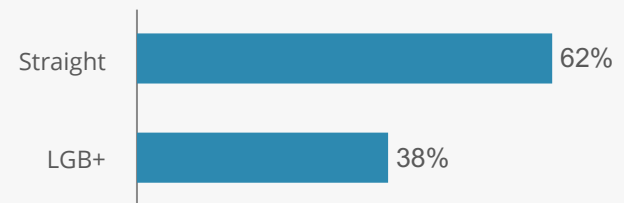
Fig. 5 Disability status

No 84%

Yes 16%
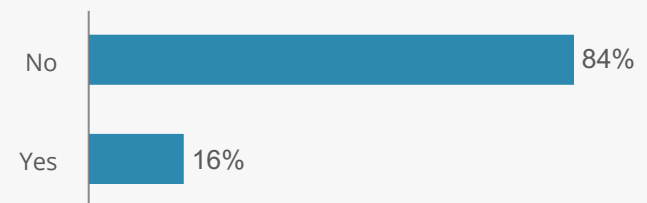
Participant Demographics

Fig. 6 Academic status

- Undergraduate: 71%
- Graduate: 29%

Fig. 7 Class year

- 1st year: 26%
- 2nd year: 22%
- 3rd year: 27%
- 4th year: 24%
- 5th year +: 1%
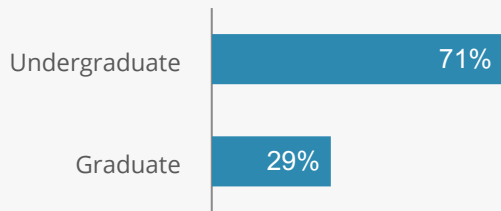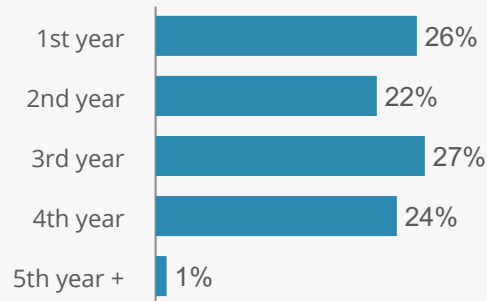
Fig. 8 Enrollment status

- Full-Time: 93%
- Part-Time: 7%

Fig. 9 Transfer status

- No: 90%
- Yes: 10%

Fig. 10 Residency

- In-State: 71%
- Out-of-State: 19%
- International: 10%
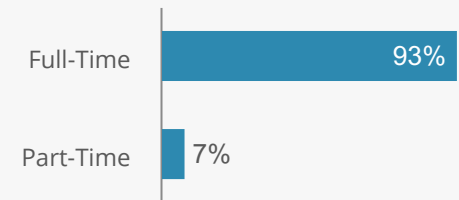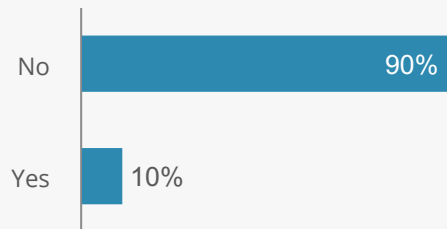
Fig. 11 Pell grant status

- No: 83%
- Yes: 17%

Participant Demographics

Fig. 12 First generation student

Fig. 13 Athlete
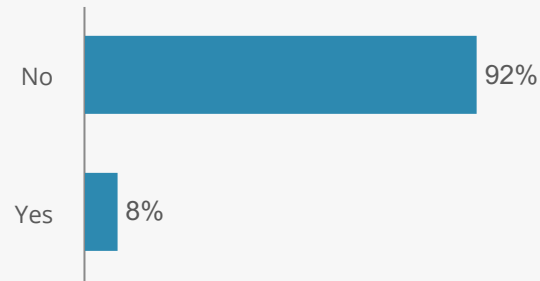
Fig. 16 Military status
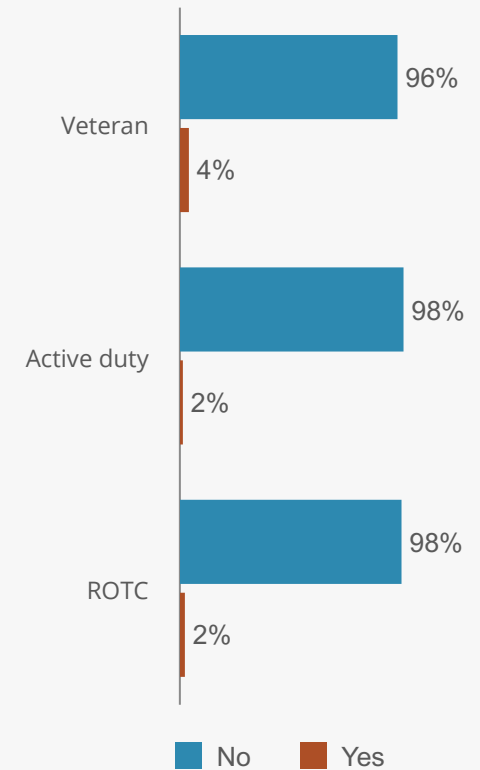
Fig. 14 Parent
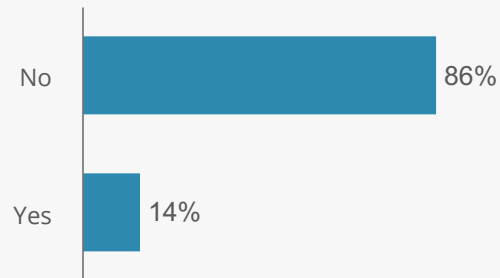
Fig. 15 Greek life member
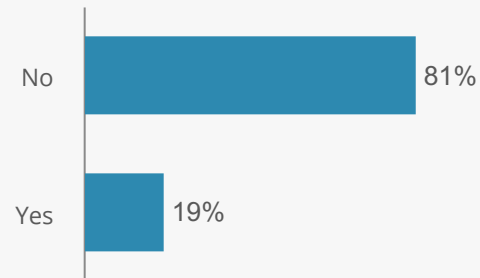
Executive Summary

School connectedness

On average, students indicated that they feel a sense of belonging as well as safe and protected at the University. Most students also agreed that the University treats students equitably. Differences in perceptions of belonging, well-being, and equity were observed across several demographic groups.

Knowledge of resources and policies

Most participants confirmed that they have learned about sexual and interpersonal violence through classes, training, or other programs at the University. However, about half of students did not know Title IX protections, what happens when a student reports an incident, or where to get help if someone they know experiences sexual or interpersonal violence. Students' overall knowledge of resources and policies varied by race and academic status.

Sexual and interpersonal violence

Twenty-nine percent (29%) of participants said that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape in the past year. The prevalence of these experiences varied by gender identity, sexual orientation, race/ethnicity, disability status, and age.
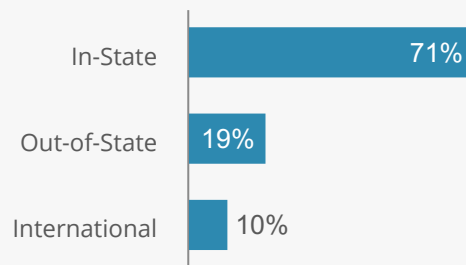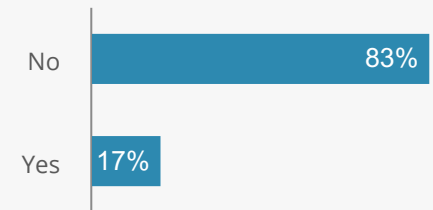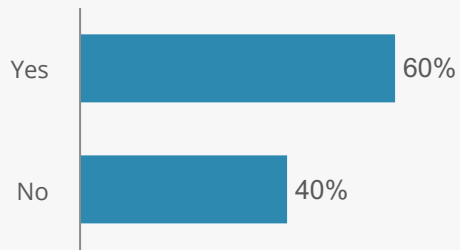
Reporting

The majority of participants who experienced sexual or interpersonal violence did not report the incident to the University. The most common reasons why students chose not report were that they they did not trust that it would be taken seriously, were worried about not getting the outcome they were hoping for, and were worried about being blamed or not being believed.

Bystander intervention

About half of students who witnessed an incident of sexual or interpersonal violence intervened in some way. Those who chose not to intervene did not do so most commonly because they did not know what to do or felt it was not their business to get involved.

Campus climate and confidence in reporting

On average, students had mixed perceptions of the campus culture and slightly agreed that the University is doing a good job of trying to prevent sexual and interpersonal violence from occurring as well as holding perpetrators accountable.

Findings

School Connectedness

Perceptions of Belonging, Well-being, and Equity

Students were asked to what extent they agreed or disagreed with statements about their feelings of belonging, well-being, and equity at University of Connecticut. Their responses were scored on a scale from 1 to 4, with 4 being a positive response.

Belonging

On average, most students **agreed** that they feel a sense of belonging at the University.

Equity

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

Well-being

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

3.1/4
Belonging

3.0/4
Equity

3.0/4
Well-being

1 = negative response
4 = positive response

Differences in Perceptions of Belonging

Perceptions of belonging varied among some demographic groups.

- TGQN students reported a lower sense of belonging than women and men.

- Students with disabilities reported a lower sense of belonging than their counterparts.

- Transfer students reported a lower sense of belonging than their counterparts.

- In-state students reported a lower sense of belonging than out-of-state students.

- First-generation students reported a lower sense of belonging than their counterparts.

- Students aged 21-24 and 30 or older reported a lower sense of belonging than students in other age groups.

- LGB+ students reported a lower sense of belonging than straight students.

Fig. 17 Differences in perceptions of belonging

Group	Value
Greek life	3.4
Non-first gen	3.4
International	3.3
Out-of-state	3.2
18-20	3.1
25-29	3.1
Man	3.1
Non-disability	3.1
Non-greek life	3.1
Non-transfer	3.1
Straight	3.1
Woman	3.1
Overall	3.1
LGB+	3.0
21-24	3.0
30+	3.0
First gen	3.0
In-state	3.0
Transfer	2.9
Disability	2.8
TGQN	2.8
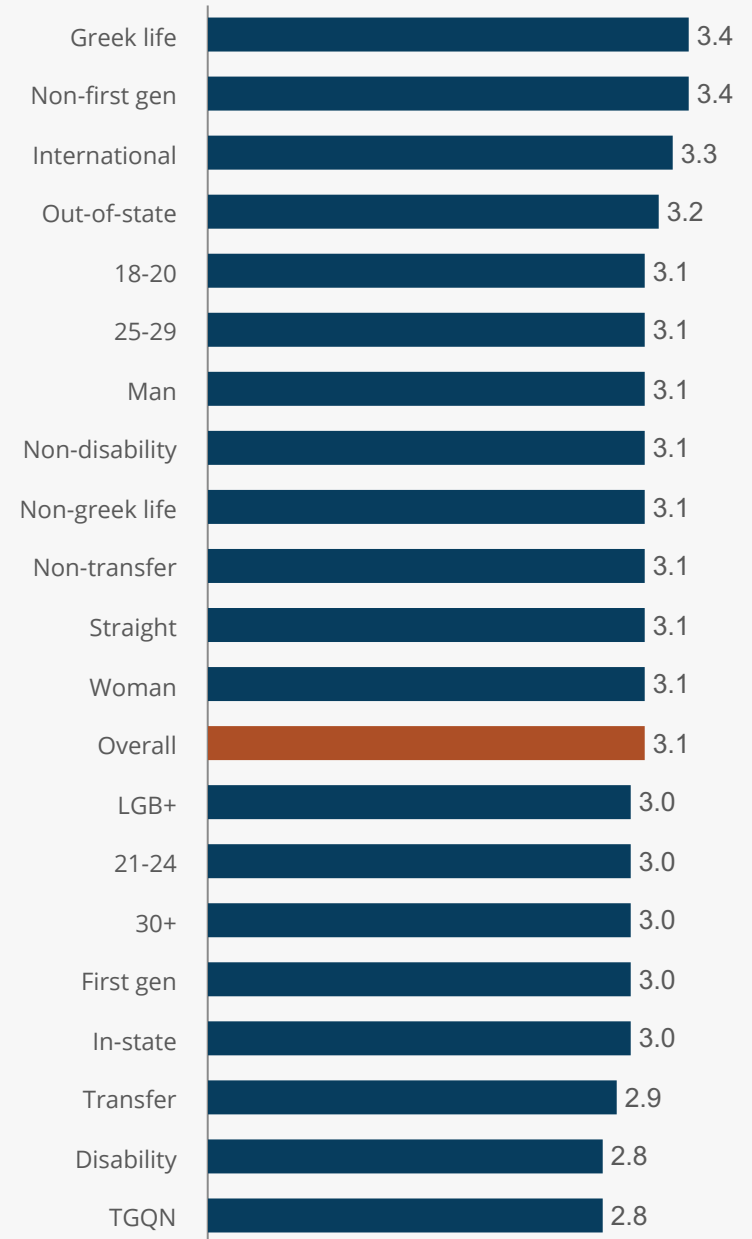
Differences in Perceptions of Equity

Perceptions of equity varied among some demographic groups.

- TGQN students reported a lower sense of equity than women and men.
- Students with disabilities reported a lower sense of equity than their counterparts.
- Transfer students reported a lower sense of equity than their counterparts.
- Students aged 21-29 reported a lower sense of equity than students in other age groups.
- Third, fourth, and fifth year students reported a lower sense of equity than first and second year students.
- LGB+ students reported a lower sense of equity than straight students.
- In-state students reported a lower sense of equity than out-of-state students.
- Non-greek life members reported a lower sense of equity than greek life members.
- First-generation students reported a lower sense of equity than their counterparts.

Fig. 18 Differences in perceptions of equity

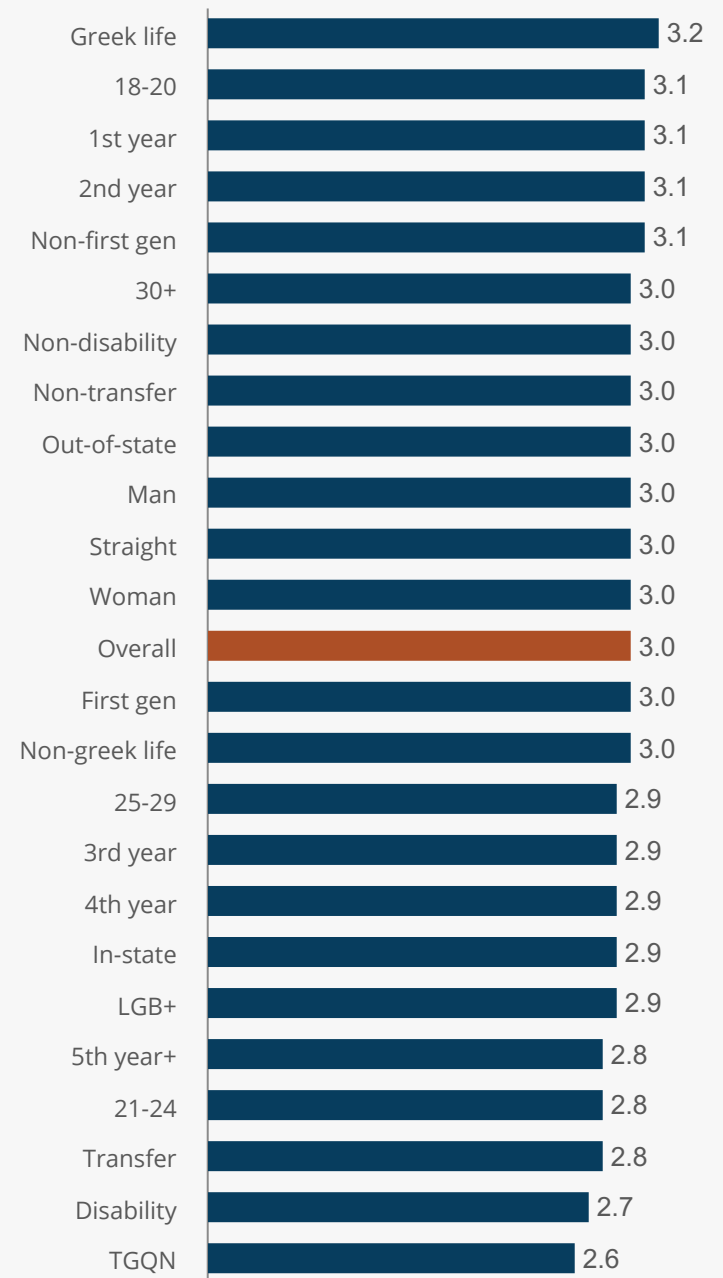| Group	Score
Greek life	3.2
18-20	3.1
1st year	3.1
2nd year	3.1
Non-first gen	3.1
30+	3.0
Non-disability	3.0
Non-transfer	3.0
Out-of-state	3.0
Man	3.0
Straight	3.0
Woman	3.0
Overall	3.0
First gen	3.0
Non-greek life	3.0
25-29	2.9
3rd year	2.9
4th year	2.9
In-state	2.9
LGB+	2.9
5th year+	2.8
21-24	2.8
Transfer	2.8
Disability	2.7
TGQN	2.6

Differences in Perceptions of Well-being

Perceptions of well-being varied among some demographic groups.

- TGQN students reported a lower sense of well-being than women and men.

- Students with disabilities reported a lower sense of well-being than students without disabilities.

- Third, fourth, and fifth year students reported a lower sense of well-being than first and second year students.

- Non-transfer students reported a lower sense of well-being than transfer students.

- In-state students reported a lower sense of well-being than out-of-state students.

- LGB+ students reported a lower sense of well-being than straight students.

- Students aged 21-24 and 30 and older reported a lower sense of well-being than students in other age groups.

- Full-time students reported a lower sense of well-being than part-time students.

Fig. 19 Differences in perceptions of well-being

1st year	3.3
Out-of-state	3.2
Part-time	3.2
18-20	3.1
25-29	3.1
2nd year	3.1
Full-time	3.1
Non-disability	3.1
Man	3.1
Straight	3.1
Woman	3.1
Transfer	3.0
Overall	3.0
21-24	3.0
30+	3.0
LGB+	3.0
In-state	3.0
3rd year	2.9
4th year	2.9
Non-transfer	2.9
5th year+	2.8
Disability	2.8
TGQN	2.8
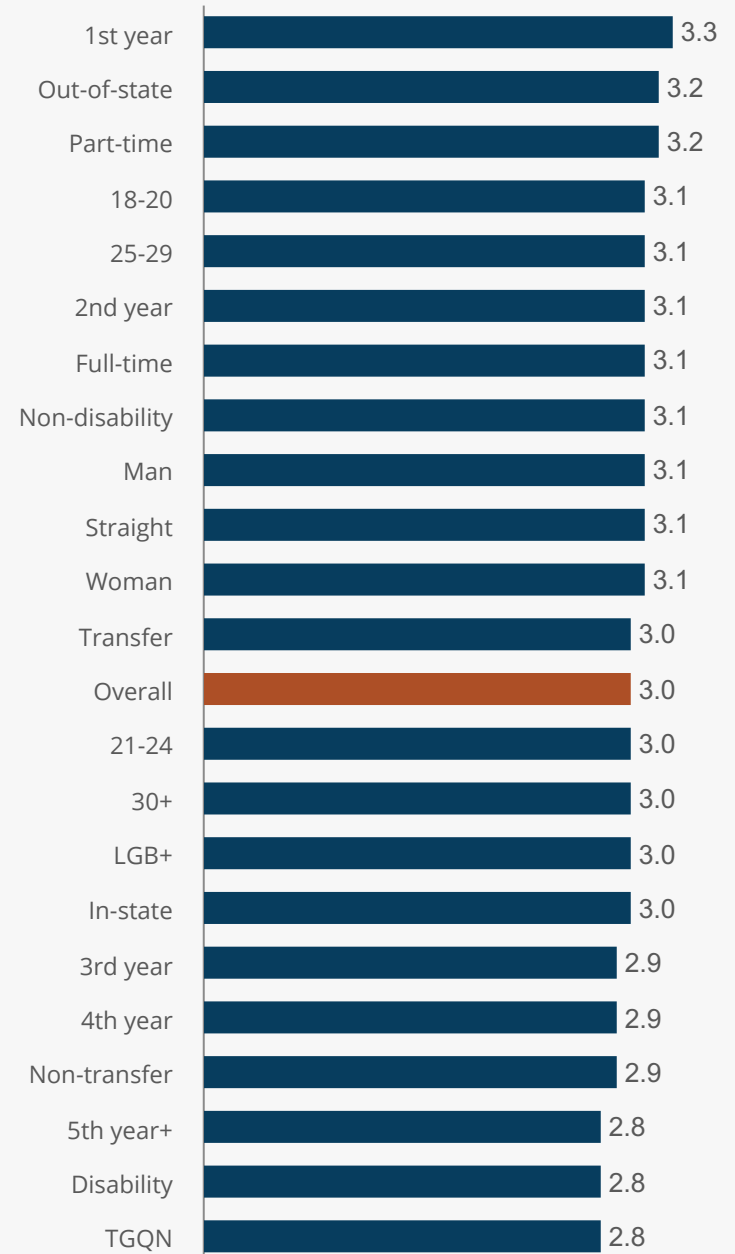
Findings

Knowledge of Resources and Policies

Knowledge of Resources and Policies

Students were asked about their knowledge of campus resources and policies relevant to sexual and interpersonal violence (SIV).

Sixty-six percent (66%) of students confirmed that they have learned about sexual and interpersonal violence through classes, trainings, or other programs at the University. Half of participants indicated that they know Title IX protections against sexual and interpersonal violence (50%).

Slightly over half of students understood what happens when a student reports an incident of sexual or interpersonal violence (54%), and less than half knew where at the University they could get help if someone they know experiences sexual or interpersonal violence (42%).

When asked if the University has a Title IX Coordinator, 47% of participants answered 'yes,' while 52% of participants answered that they were unsure, and 1% said 'no.'

Fig. 20 Knowledge of campus resources and policies

- Learned about SIV through classes, trainings, or other programs: 66%
- Understand what happens when a student reports SIV: 54%
- Know Title IX protections: 50%
- Know where to get help: 42%
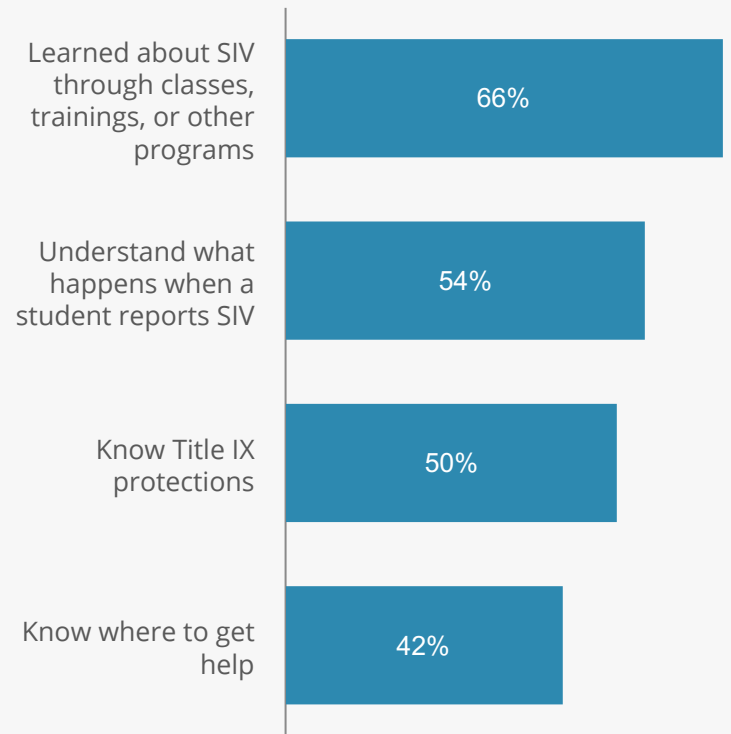
Fig. 21 Does University of Connecticut have a Title IX coordinator?

- Unsure: 52%
- Yes: 47%
- No: 1%
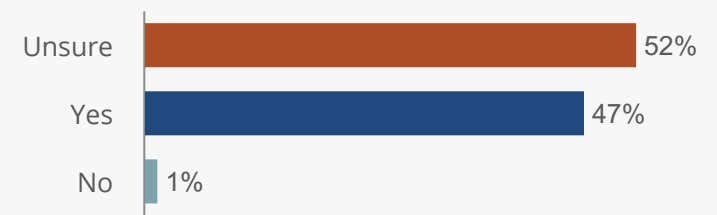
Differences in Knowledge of Resources and Policies

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

BIPOC and undergraduate students were less likely to agree that they knew this information compared to White and graduate students.

Fig. 22 Differences in knowledge of campus resources and policies
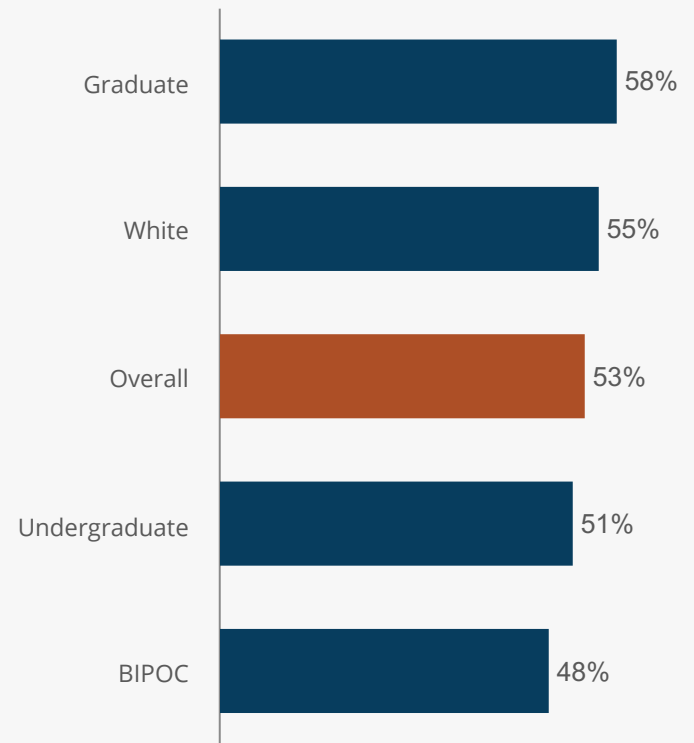
Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at University of Connecticut, and their perceptions of the University's efforts to prevent and respond to sexual and interpersonal violence. Their responses were scored on a scale from 1 to 4, with 4 being a positive response.

On average, students slightly agreed that it is uncommon for people at the school to make sexist comments or jokes, and that the University is doing a good job of trying to prevent sexual and interpersonal violence from occurring, and of holding perpetrators accountable.

2.6/4

Campus Culture

1 = negative response
4 = positive response

Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at the University varied among demographic groups.

The following groups had a less favorable view of the campus culture and were less likely to agree that the school is doing a good job of preventing and responding to sexual and interpersonal violence compared to their respective counterparts:

- TGQN students and women

- Second, third, and fourth year students

- Greek life members

- Students aged 18-24

- Undergraduate and full-time students

- Students with disabilities

- Participants who did not identify as parents or guardians

Fig. 23 Differences in perception of campus culture

Group	Score
Veteran	3.4
International	3.2
Parent	3.1
30 and over	3.0
Part-Time	3.0
25-29	2.9
Graduate	2.9
Man	2.9
1st Year	2.8
Non-greek life	2.8
Non-disability	2.7
Non-veteran	2.7
Overall	2.6
2nd Year	2.6
Full-Time	2.6
Non-Parent	2.6
Woman	2.6
18-20	2.5
Disability	2.5
Undergraduate	2.5
21-24	2.4
Greek life	2.4
3rd Year	2.3
4th Year	2.2
TGQN	2.0
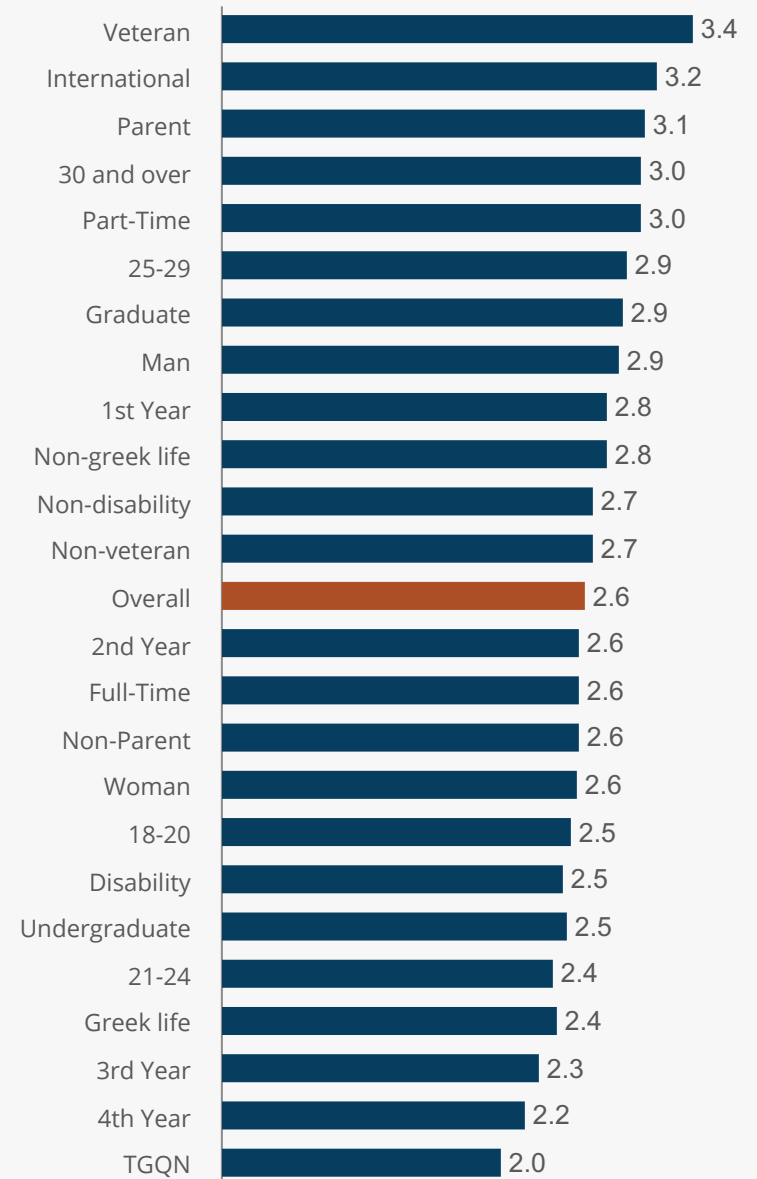
1 = negative response
4 = positive response

Confidence in Reporting

Participants who did not experience an incident of sexual or interpersonal violence in the past year were asked about their confidence in the University's reporting process and campus resources.

Thirty-six percent (36%) of students indicated that they would go to Student Health and Wellness (SHaW), 35% would go to the UConn Police Department, and 46% would go to another employee if they experienced sexual and interpersonal violence.

A majority of students believed that their privacy would be protected if they made a report (82%). Most students believed that their case would be taken seriously (68%) and that the University would take steps to protect their safety (67%). About one in five participants believed that the University would blame them or not believe them about the incident (22%).

Of those who self-identified as having a disability, 62% believed that the University would properly accommodate their disability.

Fig. 24 If I experienced SIV, I believe University of Connecticut would...

Category	Percentage
Protect my privacy	82%
Take my case seriously	68%
Take steps to protect my safety	67%
Properly accommodate my disability	62%
Blame me for what happened or not believe me	22%
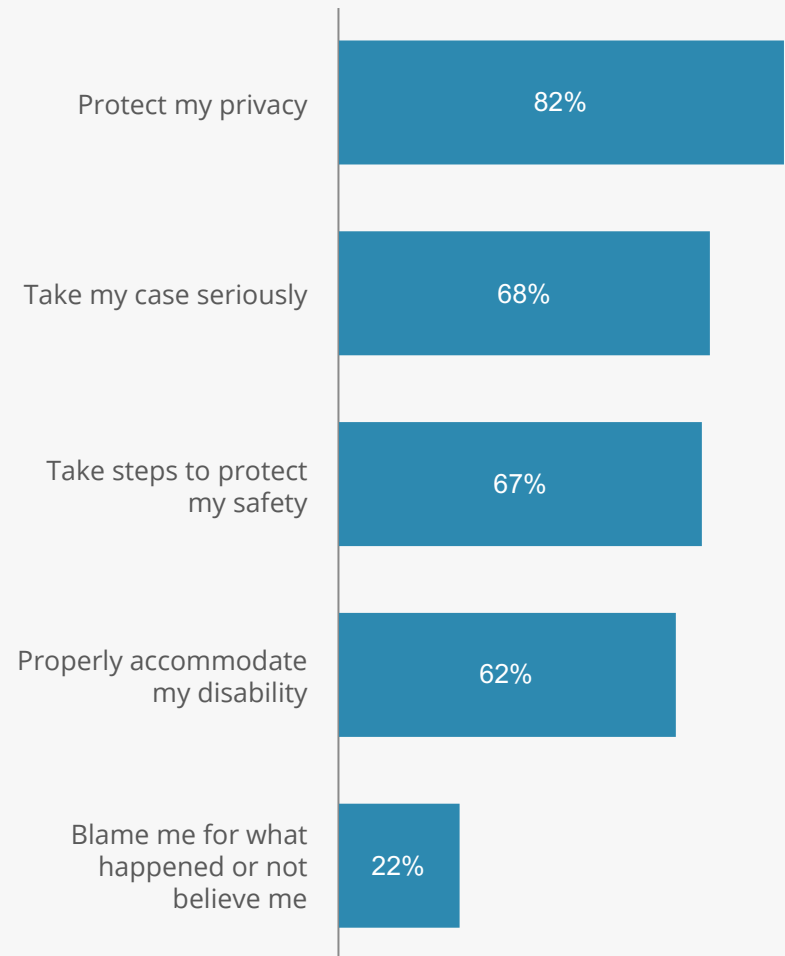
Findings

Personal Experience

29% of Students Experienced Sexual and Interpersonal Violence or Harassment

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence in the past 12 months. Overall, 29% of participants indicated experiencing at least one form of sexual and interpersonal violence.

- **24%** experienced sexual harassment
- **12%** experienced intimate partner violence
- **11%** experienced stalking
- **8%** experienced sexual assault
- **2%** experienced rape

INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact.[1]

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

Fig. 25 Prevalence of sexual and interpersonal violence (last 12 months)

Category	Percentage
Sexual Harassment	24%
IPV	12%
Stalking	11%
Sexual Assault	8%
Rape	2%
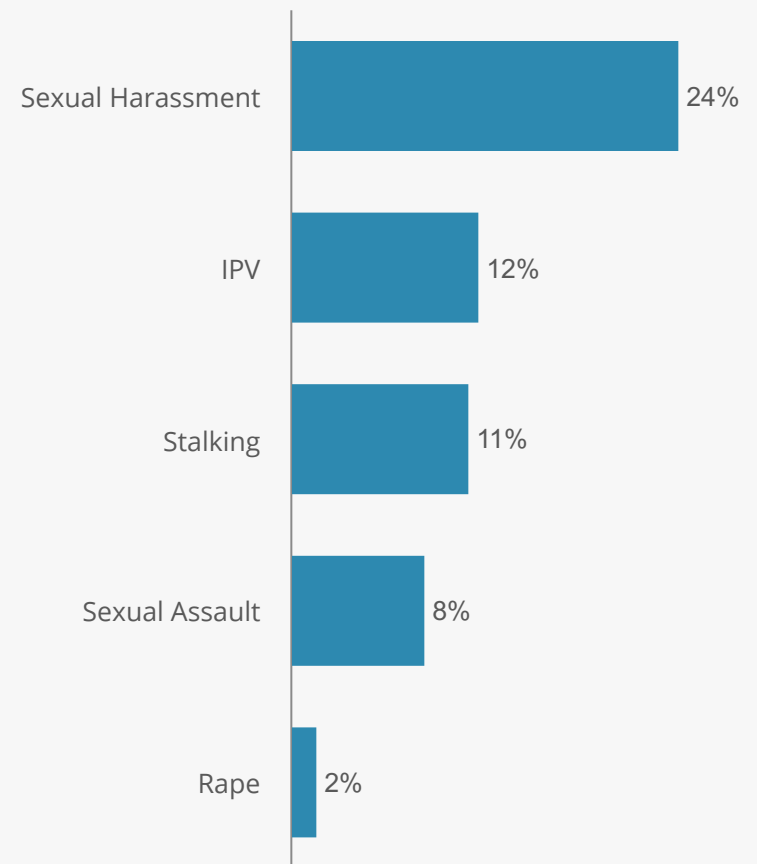
13% experienced **two or more** instances of sexual and interpersonal violence.

24% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment in the past 12 months. Overall, 24% of participants indicated experiencing sexual harassment.

The highest percentage of students reported that someone made unwanted sexual advances, comments, gestures, or jokes toward them (20%).

- **10%** indicated someone continuously asked them to hang out or hook up despite saying no

- **8%** indicated someone sent or showed them sexual photos or videos that they did not ask to see

- **2%** indicated someone threatened them or offered something in return for sexual contact

- **2%** indicated someone shared or threatened to share sexual photos, videos, or rumors of them that they did not want shared

Fig. 26 Prevalence of sexual harassment

Unwanted advances, comments, gestures, or jokes	20%
Continuously asked to hang out or hook up despite declining	10%
Showed sexual photos/videos they didn't ask to see	8%
Threatened or offered something in return for sexual contact	2%
Shared or threatened to share sexual photos, videos, or rumors	2%
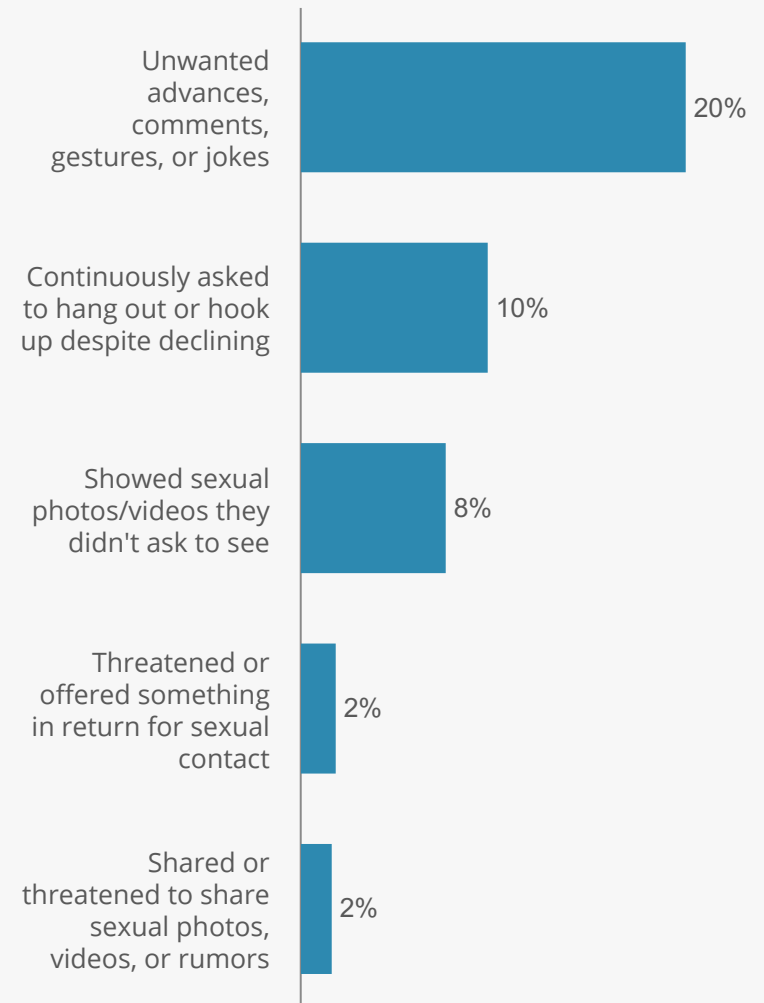
Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among demographic groups.

- TGQN students and women were more likely to report experiencing sexual harassment than men.

- Students with disabilities were more likely to report experiencing sexual harassment than their counterparts.

- LGB+ students were more likely to report experiencing sexual harassment than straight students.

- White students were more likely to report experiencing sexual harassment than BIPOC students.

Fig. 27 Prevalence of sexual harassment by demographics

Demographic	Percentage
TGQN	41%
Disability	35%
LGB+	34%
Woman	28%
White	25%
Overall	24%
BIPOC	24%
Non-Disability	22%
Straight	19%
Man	13%
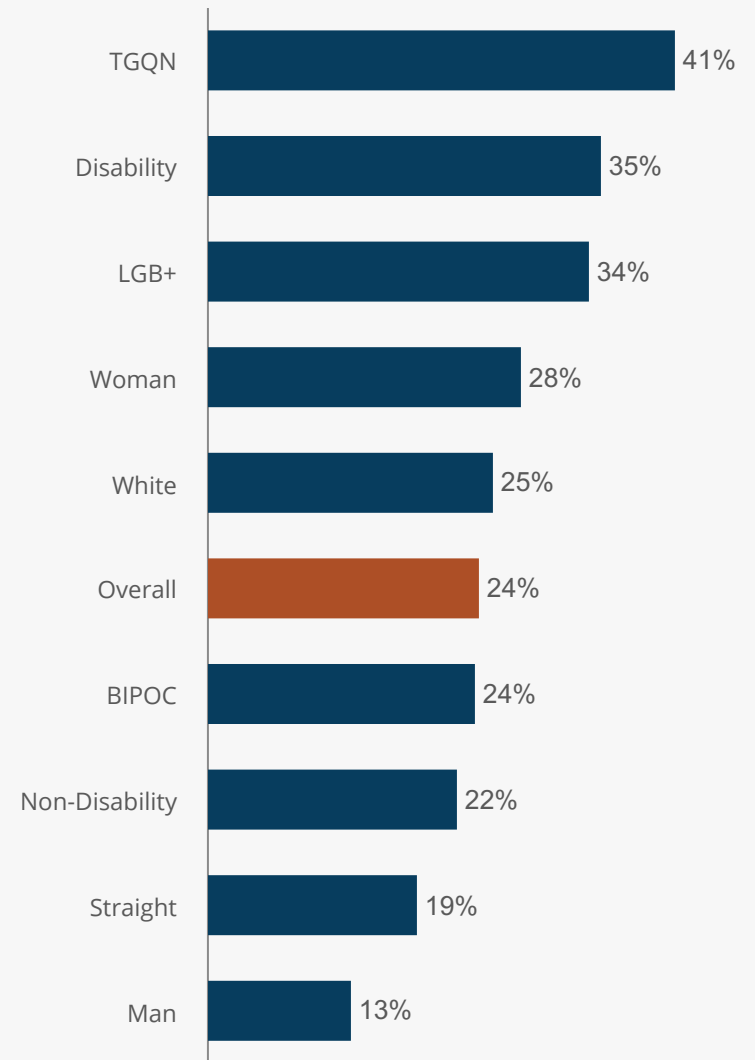
Perpetrators of Sexual Harassment

Students who experienced sexual harassment in the past year were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was an acquaintance, friend of a friend, or someone they just met (45%), followed by a another student (41%) and an employee other than a professor, TA, RA, coach or trainer (34%).

Fig. 28 Perpetration of sexual harassment

Category	Percentage
Acquaintance	45%
Other student	41%
Other employee	34%
Friend or roommate (current or former)	21%
Other	15%
Coworker	8%
Someone else	7%
Coach or trainer	0%
Family member	0%
Stranger	0%
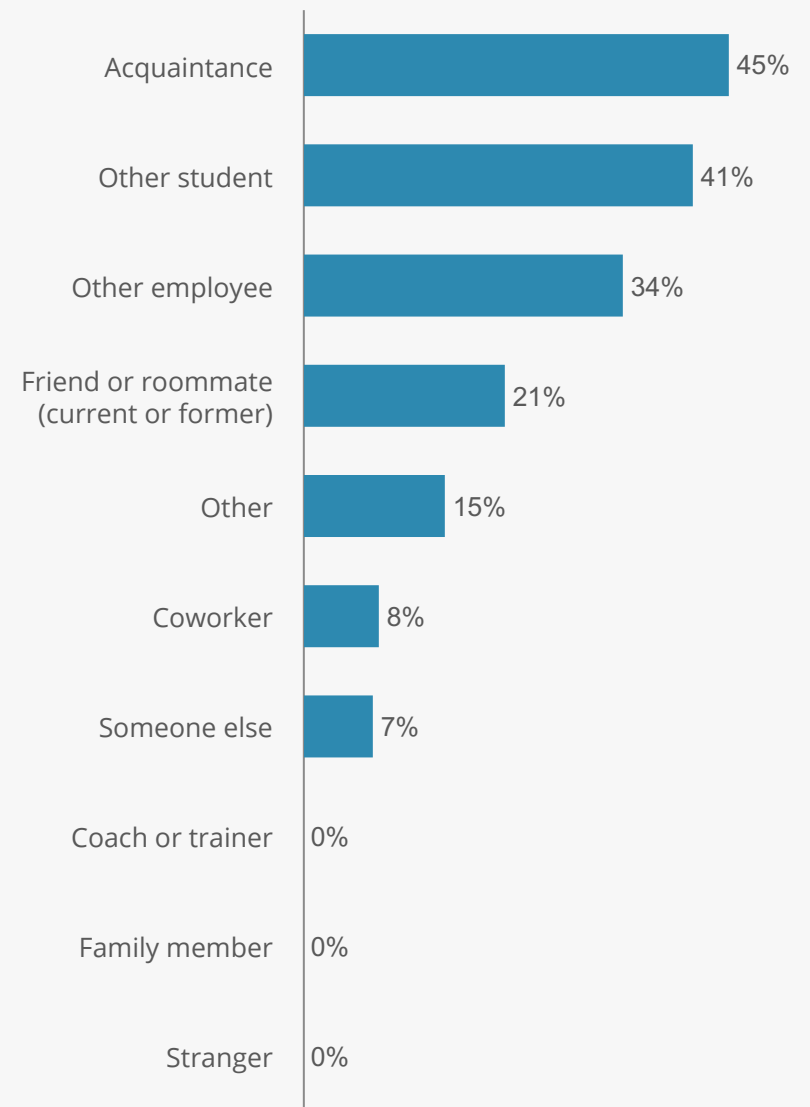
'Other' includes boss or supervisor, professor, TA or RA, and unsure.

Locations Where Sexual Harassment Occurred

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

The highest percentage of students indicated that the incidents occurred online (22%), at a residence hall or dorm (21%), at a classroom or other academic building (16%), and at a restaurant, bar, or club (16%).

Fig. 29 Prevalence of sexual harassment by location

Location	Percentage
Online	22%
Residence hall/Dorm	21%
Classroom/Academic building	16%
Restaurant, bar, or club	16%
Other place	12%
Off campus housing	8%
Space used by student org. or club	3%
Fraternity house	1%
Sorority house	0%
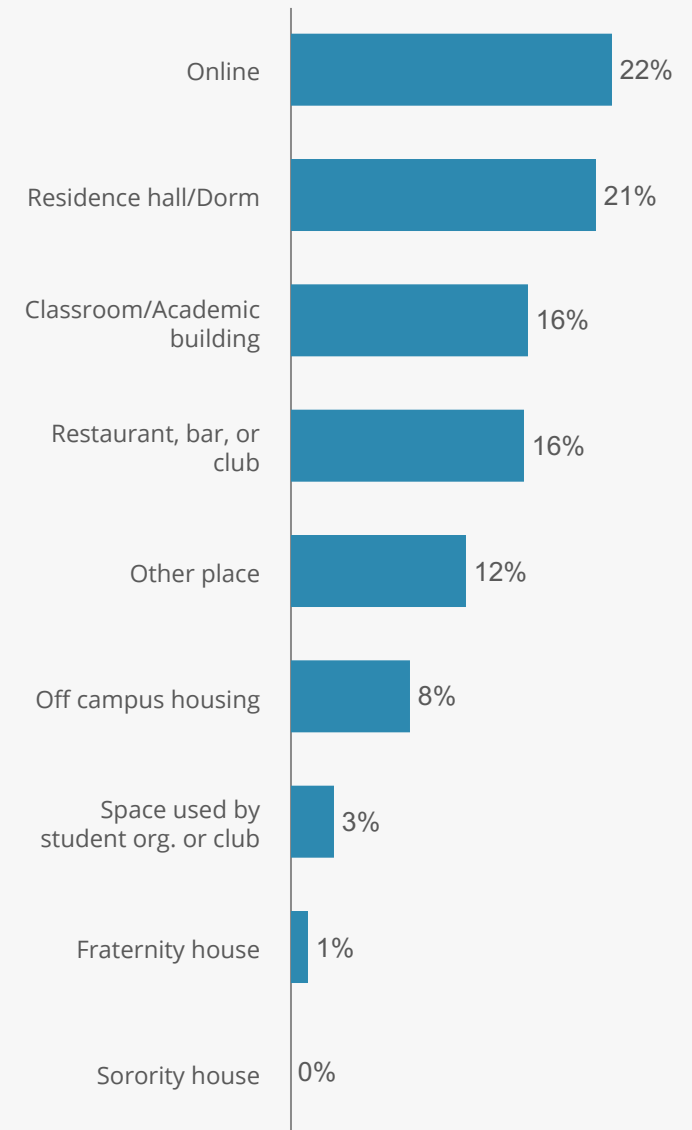
Reporting of Sexual Harassment

Students who indicated experiencing sexual harassment in the past year were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (79%), a majority did not report the incident to the University.

- **5%** contacted the UConn Police Department

- **3%** contacted Student Health and Wellness (SHaW)

- **6%** contacted another campus employee

BIPOC students were less likely to tell a campus employee about the incident than White students (0% vs. 11%).

Fig. 30 Reporting of sexual harassment

Category	Percentage
Friend, roommate, or family	79%
Another employee	6%
UConn Police Department	5%
Student Health and Wellness (SHaW)	3%
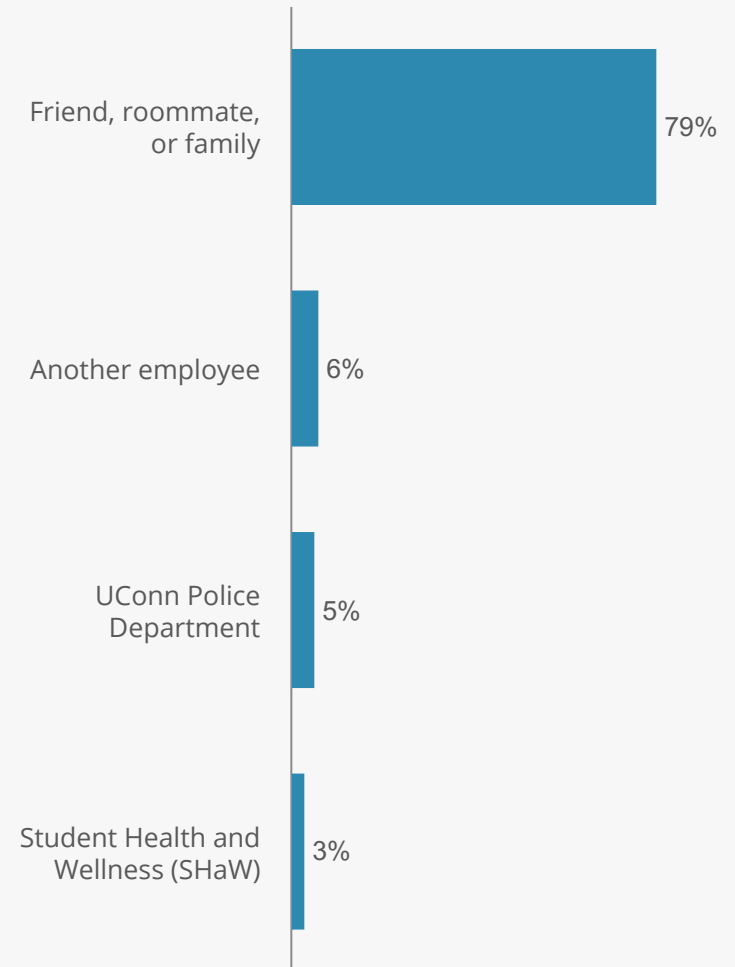
8% of Students Experienced Sexual Violence

Overall, 8% of participants indicated that they experienced sexual assault and/or rape in the past year. No statistically significant differences in prevalence were observed across demographic groups.

Students who experienced sexual violence in the past year were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was an employee other than a professor, TA, RA, or coach or trainer (37%), followed by another student (37%) and an acquaintance, friend of a friend, or someone they just met (26%).

Fig. 31 Perpetration of sexual violence

Category	Percentage
Other employee	37%
Other student	37%
Acquaintance	26%
Friend or roommate (current or former)	22%
Partner or spouse (current or former)	10%
Someone else	4%
Coworker	2%
Boss or supervisor	0%
Coach or trainer	0%
Family member	0%
Professor	0%
Stranger	0%
TA or RA	0%
Unsure	0%
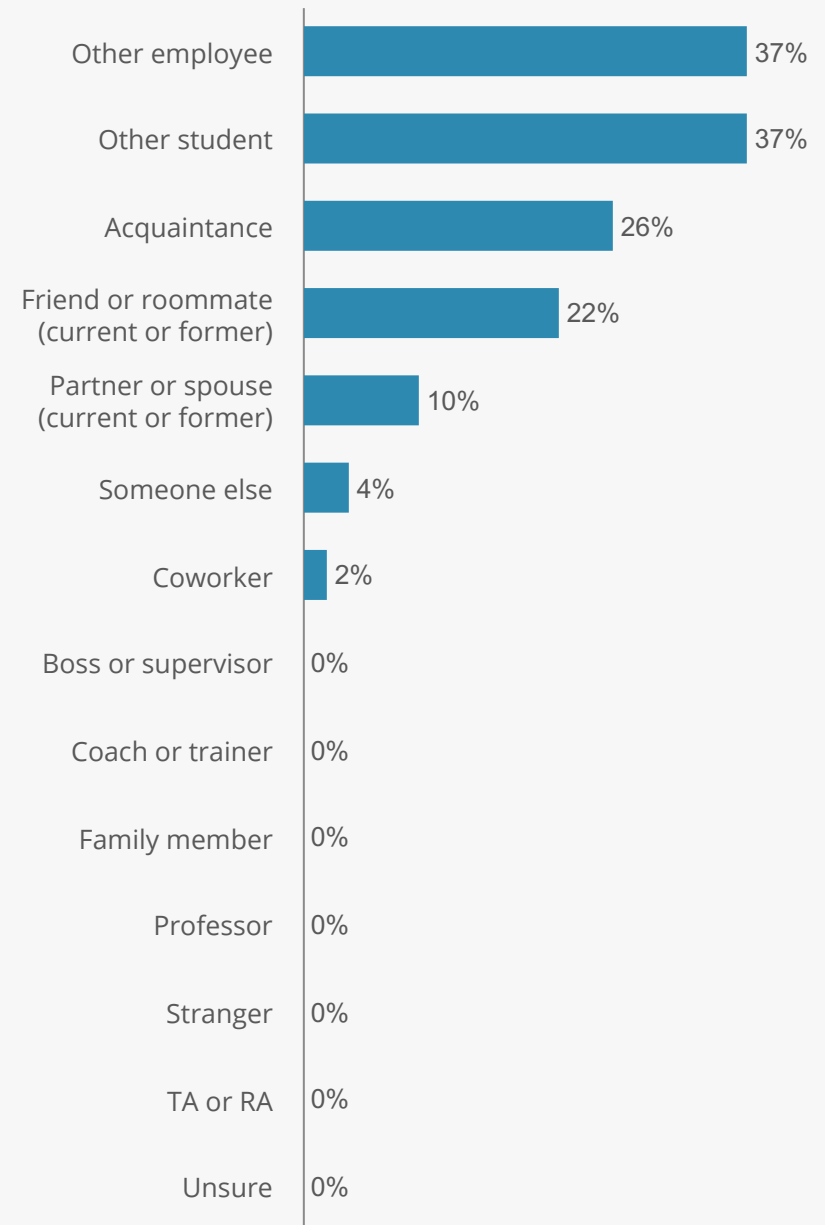
Locations Where Sexual Violence Occurred

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

The highest percentage of students indicated that the incident occurred at a residence hall or dorm (29%), followed by a restaurant, bar, or club (27%) and off campus housing (16%).

Fig. 32 Prevalence of sexual violence by location

Location	Percentage
Residence hall / Dorm	29%
Restaurant, bar, or club	27%
Off campus housing	16%
Other place	16%
Fraternity house	6%
Classroom/Academic building	4%
Sorority house	2%
Space used by student org. or club	0%
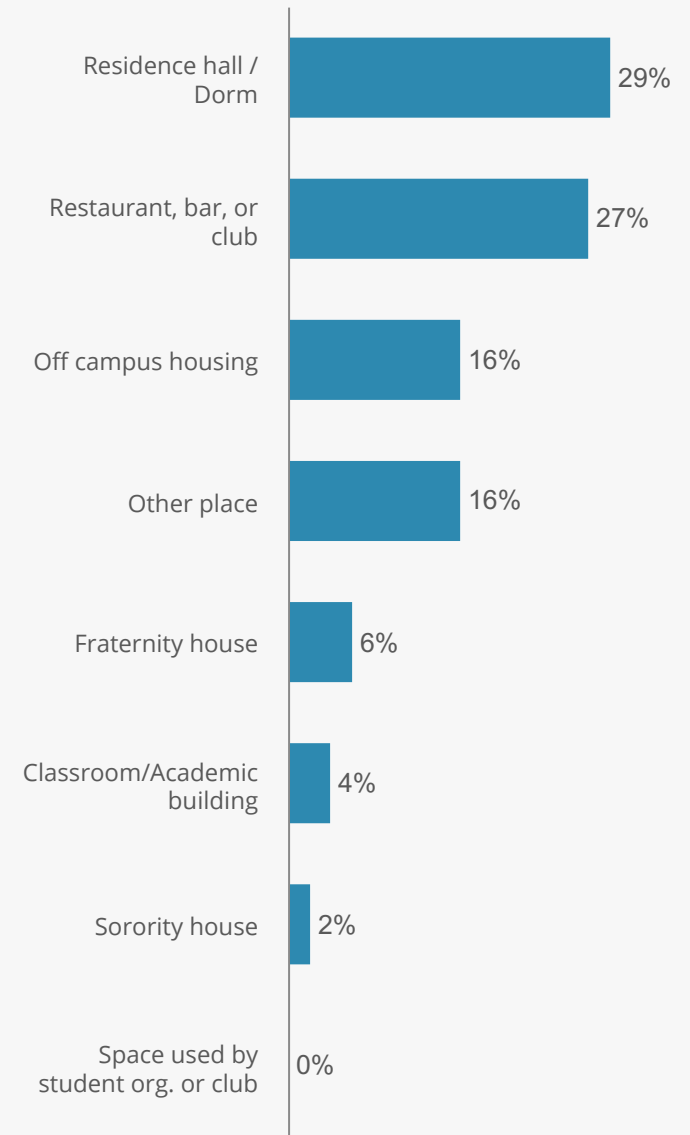
Reporting of Sexual Violence

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

A majority of students told a friend, roommate, or family member (75%) about the incident.

- **35%** contacted Student Health and Wellness (SHaW)

- **8%** contacted the UConn Police Department

- **26%** contacted another campus employee

BIPOC students were less likely to contact SHaW than White students (0% vs. 46%).

Fig. 33 Reporting of sexual violence
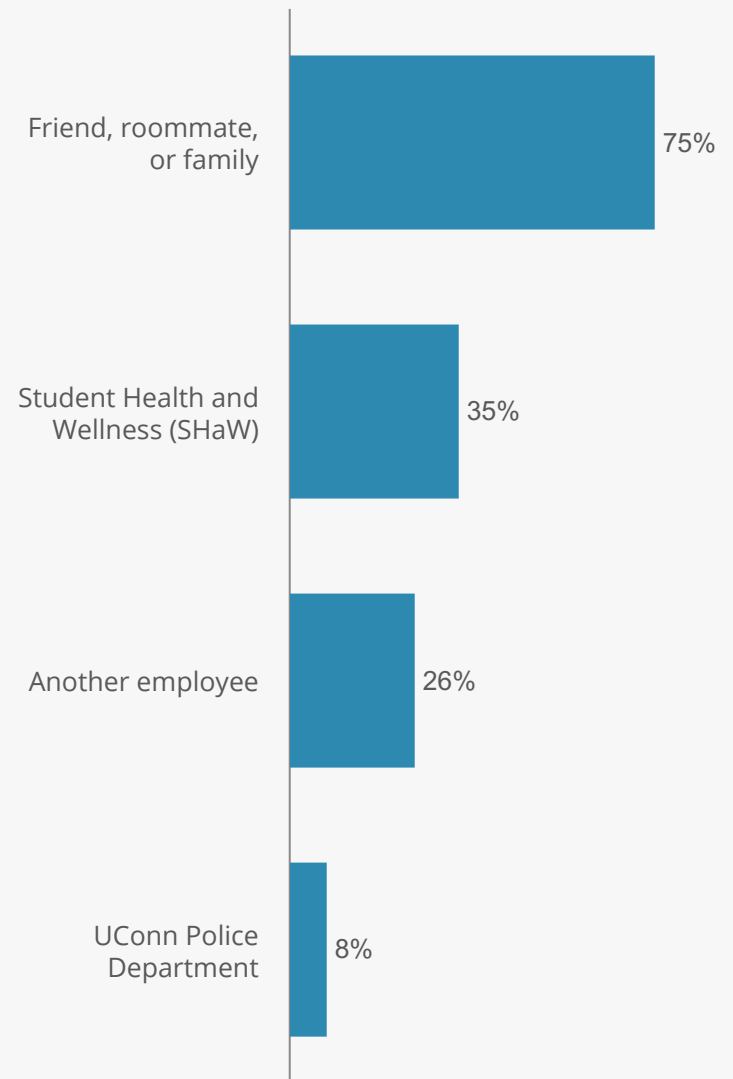
12% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) in the past year. Overall, 12% of participants indicated experiencing IPV.

The highest percentage of students reported that an intimate partner called them names, insulted, or humiliated them (7%).

- **5%** indicated a current or former partner controlled or attempted to control them physically, emotionally, or financially

- **3%** indicated a current or former partner physically hurt or injured them

- **2%** indicated a current or former partner threatened to hurt them, their family, friends, pets or threatened to hurt themself

Fig. 34 Prevalence of intimate partner violence

Category	Percentage
Called them names, insulted, or humiliated	7%
Controlled or attempted to control them	5%
Physically hurt or injured	3%
Threatened to hurt them, family, friends, pet, or self	2%
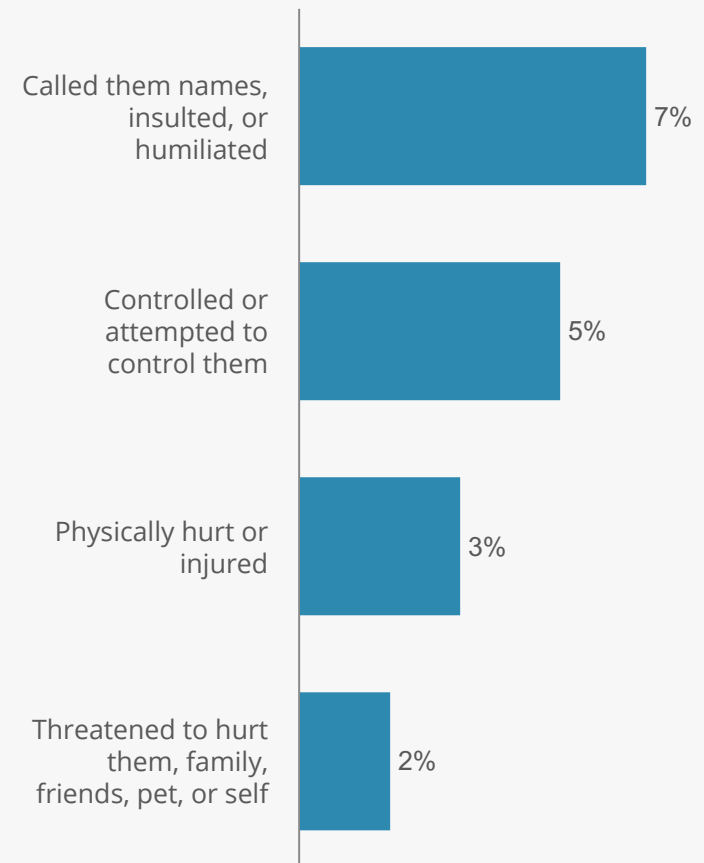
Differences in Experience of Intimate Partner Violence

The prevalence of intimate partner violence (IPV) varied by disability status and gender identity.

- Students with disabilities were more likely to report experiencing IPV than their counterparts.
- Women were more likely to report experiencing IPV than men.

Fig. 35 Prevalence of intimate partner violence by demographics

Demographic	Prevalence
Disability	23%
Woman	22%
Overall	12%
Man	9%
Non-disability	9%
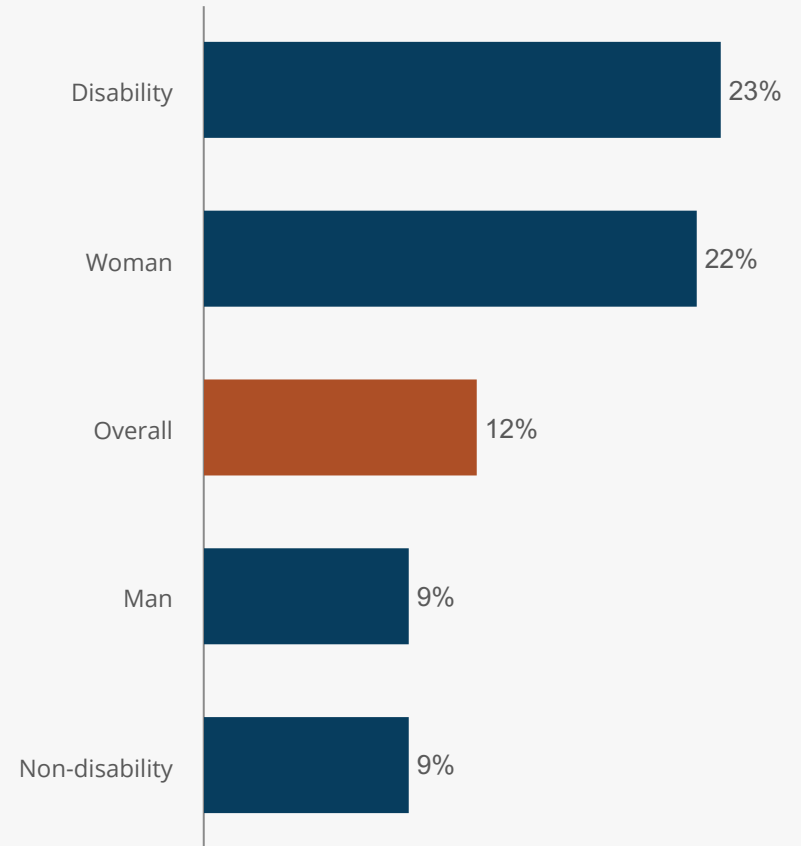
Reporting of Intimate Partner Violence

Students who indicated experiencing intimate partner violence in the past year were asked if they told someone about the incident.

While a slight majority of students told a friend, roommate, or family member (56%), most did not report the incident to the University.

- **2%** contacted Student Health and Wellness (SHaW)
- None contacted the Uconn Police Department or another campus employee

Fig. 36 Reporting of intimate partner violence

Friend, roommate, or family — 56%
Student Health and Wellness (SHaW) — 2%
Uconn Police Department — 0%
Another employee — 0%
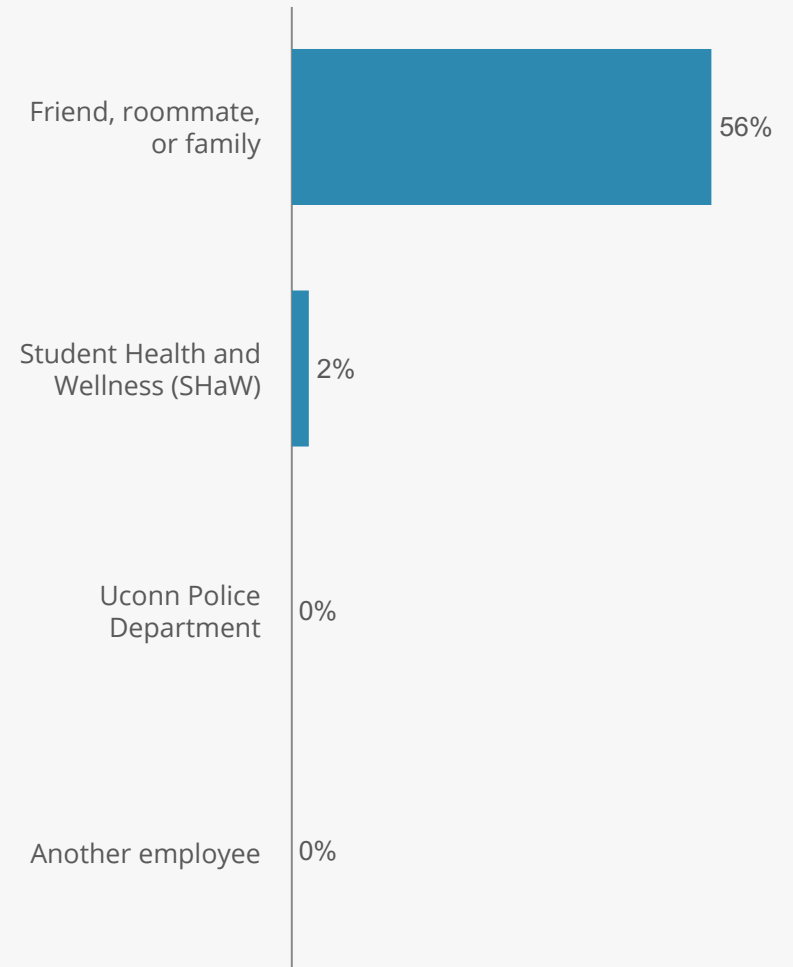
11% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety in the past year. Overall, 11% of participants indicated experiencing at least one form of stalking.

Students most frequently reported that someone repeatedly called them or sent unwanted messages (8%).

- **4%** indicated someone watched, followed, spied on, tracked, or monitored them

- **4%** indicated someone waited for them or showed up in places when they didn't want them there

- **1%** indicated someone left them unwanted gifts, flowers, or other items

Fig. 37 Prevalence of stalking by behavior

Behavior	Percentage
Repeated calls or messages	8%
Watched, followed, spied on, tracked, or monitored them	4%
Waited for them or showed up places unwanted	4%
Left unwanted gifts, flowers, or other items	1%
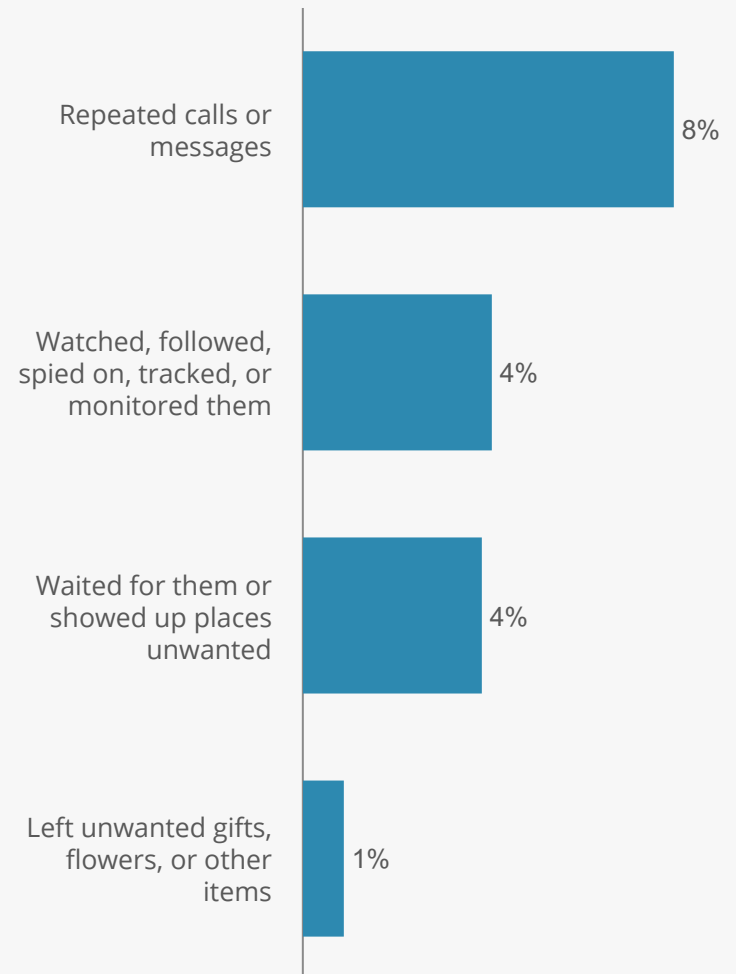
Differences in Experience of Stalking

The prevalence of stalking varied by age, sexual orientation, and gender identity.

- Students aged 18-20 were more likely to report experiencing stalking than students aged 21-24.

- LGB+ students were more likely to report experiencing stalking than straight students.

- Women were more likely to report experiencing stalking than men.

Fig. 38 Prevalence of stalking by demographics

Demographic	Percentage
18-20	15%
LGB+	15%
Woman	13%
Overall	11%
Straight	9%
21-24	8%
Man	6%
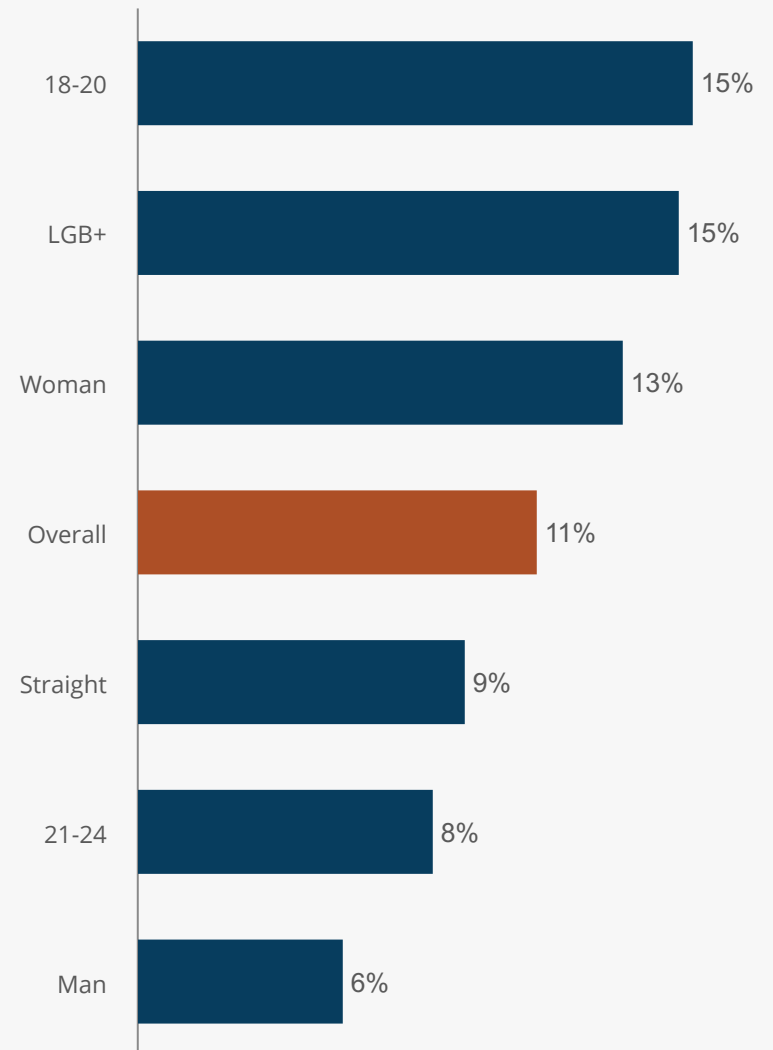
Perpetrators of Stalking

Students who experienced stalking in the past year were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was another student (28%), followed by a current or former partner or spouse (16%).

Fig. 39 Perpetration of stalking

Relationship	Percentage
Other student	28%
Partner or spouse (current or former)	16%
Someone else	13%
Friend or roommate (current or former)	12%
Other employee	8%
Acquaintance	7%
Coworker	7%
Unsure	5%
TA or RA	3%
Boss or supervisor	1%
Family member	1%
Professor	1%
Coach or trainer	0%
Stranger	0%
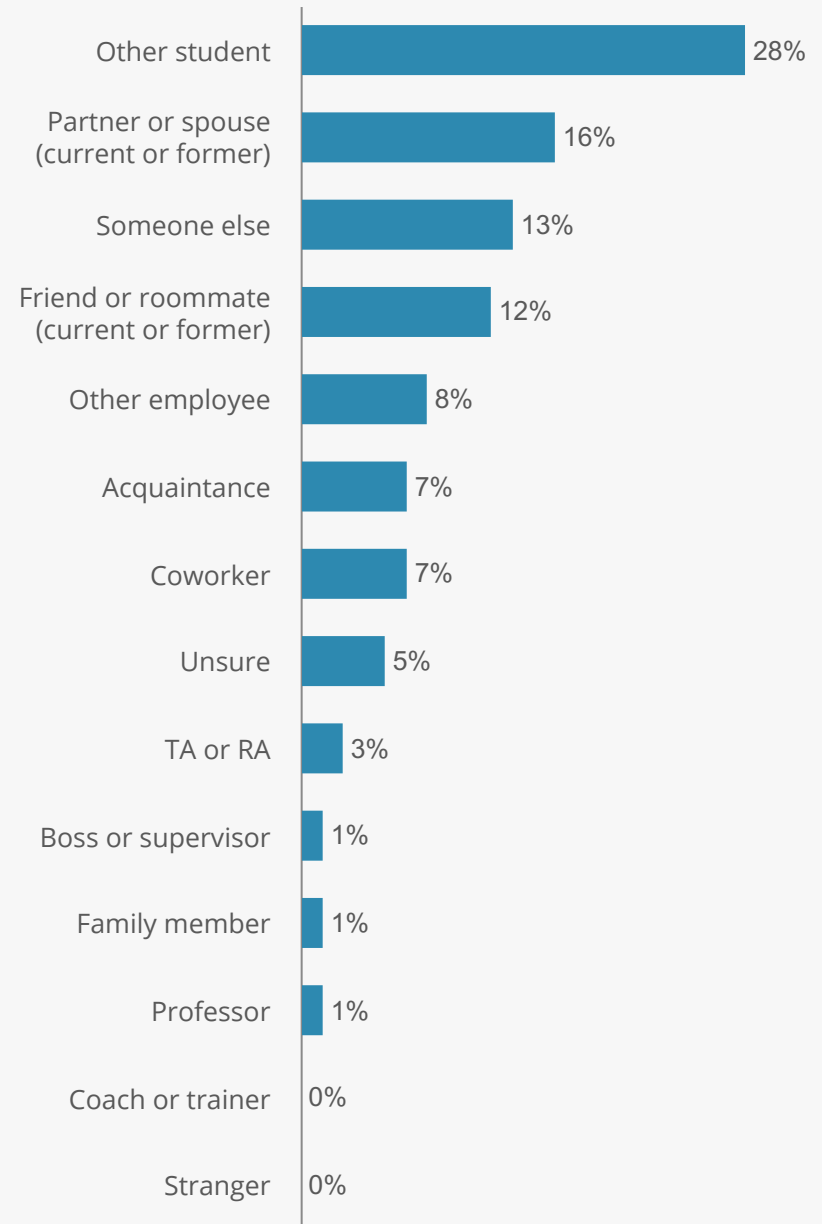
Reporting of Stalking

Students who indicated experiencing stalking in the past year were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (83%), a majority did not report the incident to the University.

- **7%** contacted the UConn Police Department
- **1%** contacted Student Health and Wellness (SHaW)
- **7%** contacted another campus employee

Fig. 40 Reporting of stalking
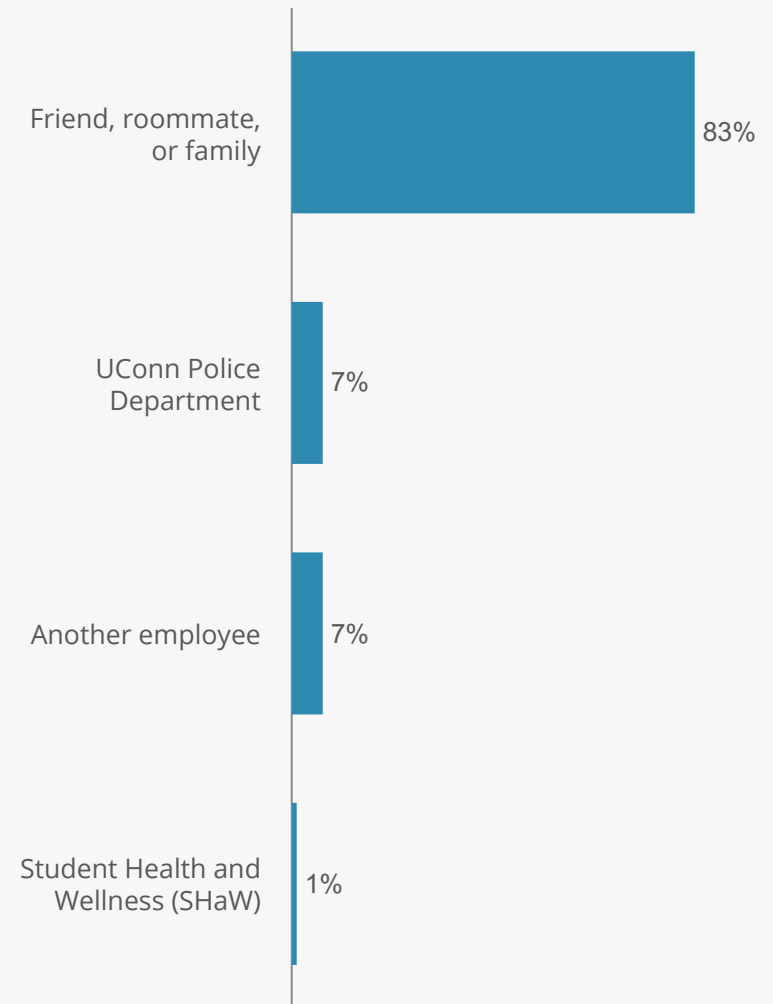
Findings

Reporting

Reasons Students Did Not Report

Students who indicated experiencing sexual or interpersonal violence but did not report it were asked about reasons they did not contact a campus official about the incident.
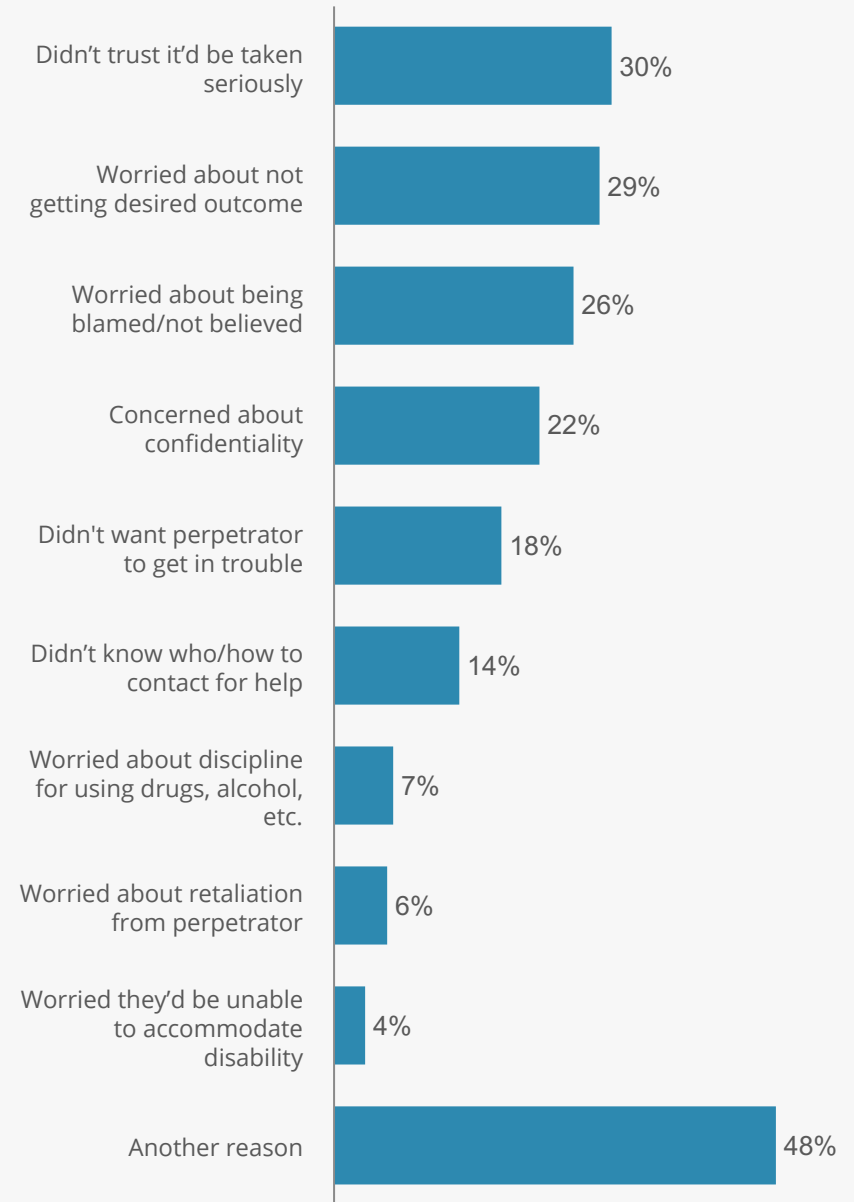
The most common reasons why students did not report the incident were they did not trust that the report would be taken seriously (30%), they worried they would not get the outcome they were looking for (29%), and they were worried about being blamed for the incident or not believed (26%).

INSIGHTS

Research shows that students commonly don't report sexual misconduct due to feelings of shame and embarrassment, not wanting friends/family to know, or wanting to handle it themselves.[2]

2 Mennicke, A., Bowling, J., Gromer, J., & Ryan, C. (2021). Factors Associated With and Barriers to Disclosure of a Sexual Assault to Formal On-Campus Resources Among College Students. Violence Against Women, 27(2), 255–273.

Fig. 41 Reasons participants did not report sexual or interpersonal violence

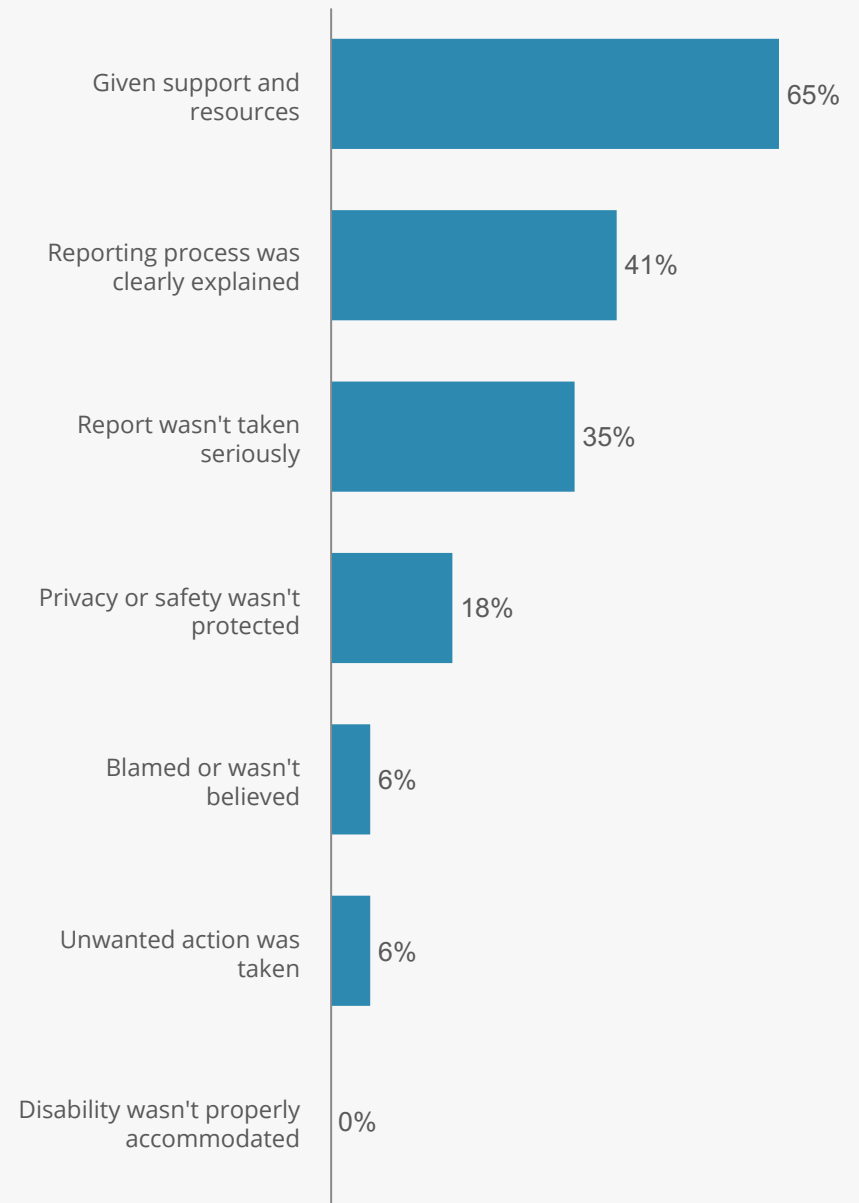| Reason	Percentage
Didn't trust it'd be taken seriously	30%
Worried about not getting desired outcome	29%
Worried about being blamed/not believed	26%
Concerned about confidentiality	22%
Didn't want perpetrator to get in trouble	18%
Didn't know who/how to contact for help	14%
Worried about discipline for using drugs, alcohol, etc.	7%
Worried about retaliation from perpetrator	6%
Worried they'd be unable to accommodate disability	4%
Another reason	48%

Experiences with the Reporting Process

Students who experienced sexual or interpersonal violence in the past year and told a campus official were asked about their experience reporting the incident.

While a majority of students indicated that they were provided support and resources (65%), fewer than half said that the reporting process was clearly explained to them (41%).

About a third felt that their disclosure was not taken seriously (35%), and 18% felt that their privacy or safety was not protected. Six percent (6%) felt that they were blamed or not believed, and that the University took action which the student did not want to happen.

Fig. 42 Experiences reporting sexual or interpersonal violence

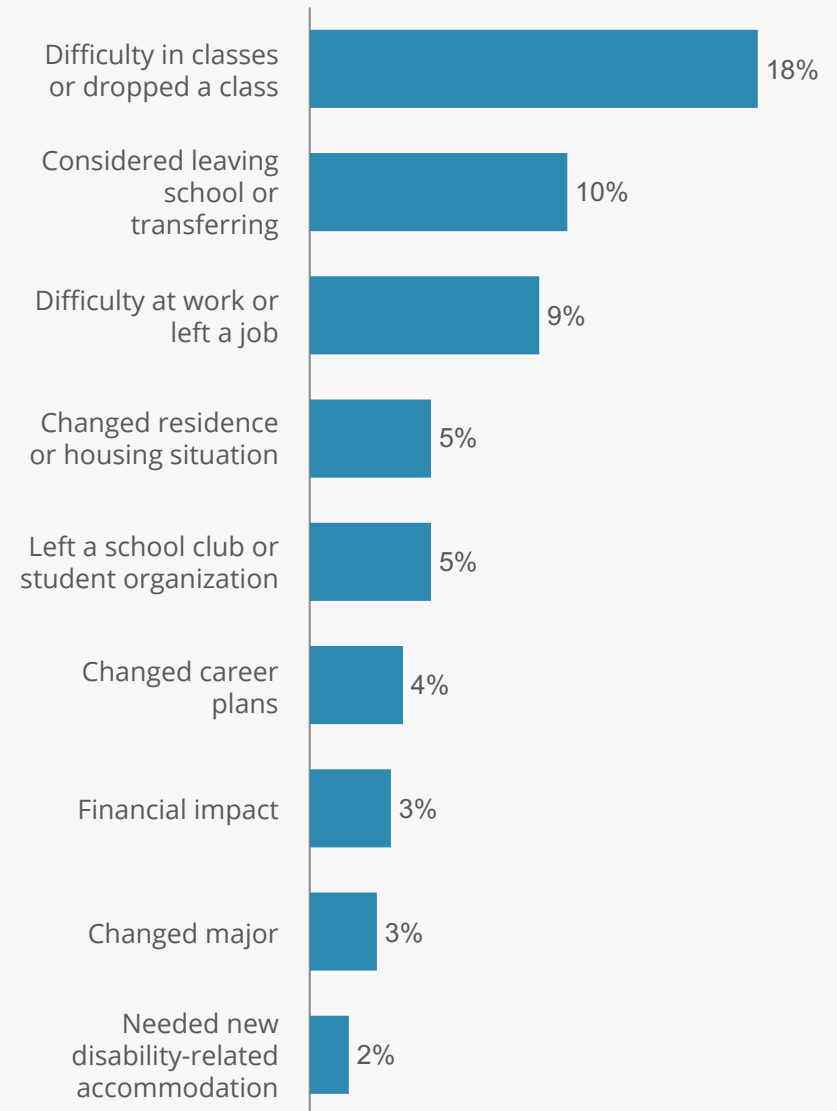|	
Given support and resources	65%
Reporting process was clearly explained	41%
Report wasn't taken seriously	35%
Privacy or safety wasn't protected	18%
Blamed or wasn't believed	6%
Unwanted action was taken	6%
Disability wasn't properly accommodated	0%

Findings

Impacts

Academic, Professional, & Student Life Impacts

Students who indicated experiencing sexual harassment, sexual violence, intimate partner violence, or stalking were asked about impacts they experienced following the incident.

Eighteen percent (18%) of participants reported having difficulty in classes or that they dropped a class. One in ten considered leaving school or transferring (10%) and 9% reported having difficulty at work or that they left a job or internship.

Fig. 43 Impacts on academic, professional, or student life

Difficulty in classes or dropped a class	18%
Considered leaving school or transferring	10%
Difficulty at work or left a job	9%
Changed residence or housing situation	5%
Left a school club or student organization	5%
Changed career plans	4%
Financial impact	3%
Changed major	3%
Needed new disability-related accommodation	2%

Mental Health Impacts

Students who indicated experiencing sexual harassment, sexual violence, intimate partner violence, or stalking were also asked about whether they experienced certain mental health symptoms in the past year.
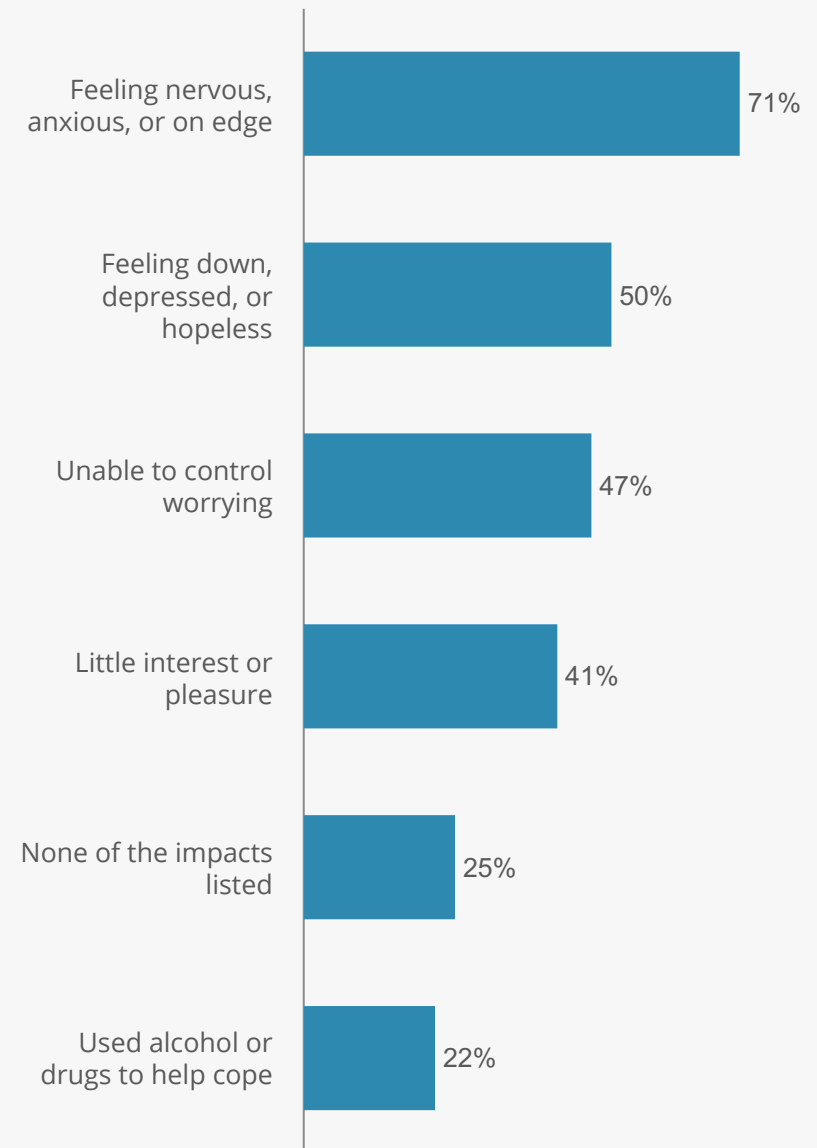
A majority of students reported that they felt nervous, anxious, or on edge (71%). About half reported that they felt down, depressed, or hopeless (50%), and 47% were unable to stop or control worrying.

INSIGHTS

The COVID-19 pandemic has been linked to an increase in anxiety, depression, and social isolation among college students. A sense of belonging with their college campus may be a protective factor.[3]

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

Fig. 44 Impacts on mental health

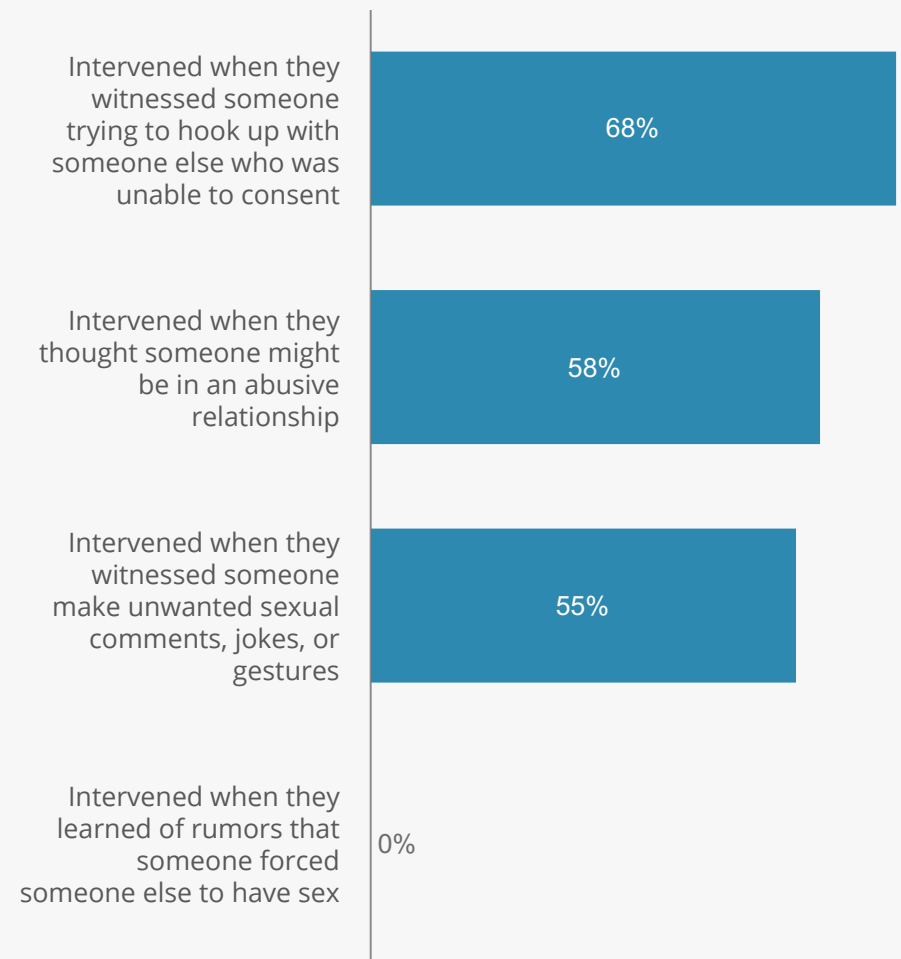|	
Feeling nervous, anxious, or on edge	71%
Feeling down, depressed, or hopeless	50%
Unable to control worrying	47%
Little interest or pleasure	41%
None of the impacts listed	25%
Used alcohol or drugs to help cope	22%

Findings

Bystander Intervention

Bystander Behaviors

Students were asked if they witnessed certain situations of sexual and interpersonal violence (SIV) in the past year and, if so, how they responded to those situations.

- **28%** thought someone might be in an abusive relationship. Among those, 58% intervened in some way.

- **21%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, 68% intervened in some way.

- **18%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 55% intervened in some way.

- **4%** learned of rumors that someone forced someone else to have sex. Among those, none intervened.

Fig. 45 Percentage of students who intervened after witnessing an incident of SIV

Category	Percentage
Intervened when they witnessed someone trying to hook up with someone else who was unable to consent	68%
Intervened when they thought someone might be in an abusive relationship	58%
Intervened when they witnessed someone make unwanted sexual comments, jokes, or gestures	55%
Intervened when they learned of rumors that someone forced someone else to have sex	0%

Why Students Did Not Intervene

Students who witnessed certain situations of sexual and interpersonal violence in the past year were asked about reasons why they did not intervene.

- **33%** were not sure what to do
- **27%** felt it was not their business
- **6%** did not want to upset a friend
- **55%** did not intervene for another reason

Fig. 46 Reasons students did not intervene