



University of Connecticut Student Experience Survey

2026 Report



PREPARED FOR

University of Connecticut
May 2026

PREPARED BY

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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.

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

At the end of the survey, participants were given the opportunity to enter a raffle to win one of 150 \$50 gift cards to the UConn Book Store. Participants' survey responses were not connected to their raffle entry in any way.

Study Measures

Demographics

In addition to the demographic data provided by the 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, 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, the 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 and 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 of Connecticut 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 the University of Connecticut.

Reports provided to the 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 32,112 University of Connecticut students were invited to participate, and 1,512 (4.7%) 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

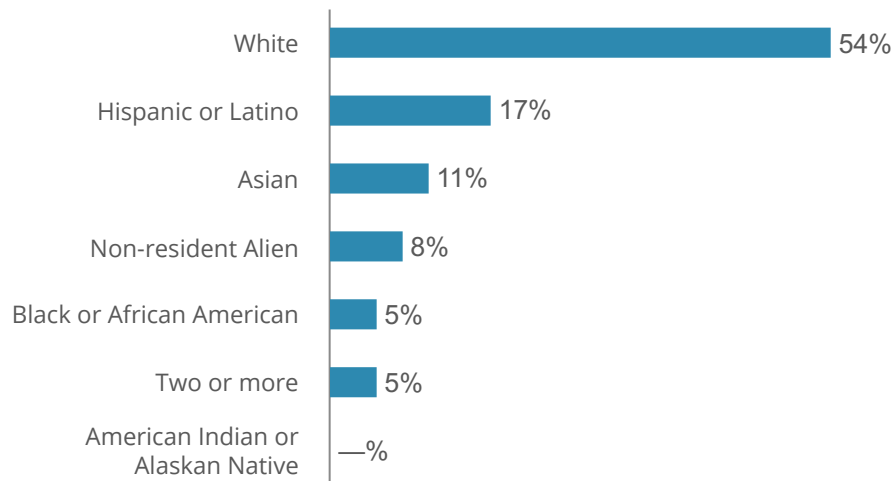


Fig. 2 Gender identity

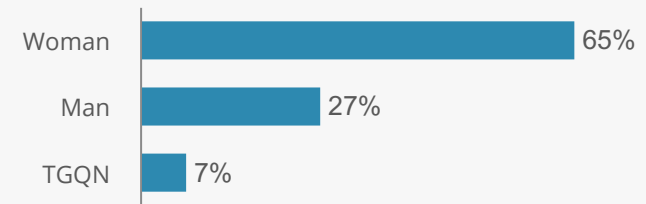


Fig. 3 Age

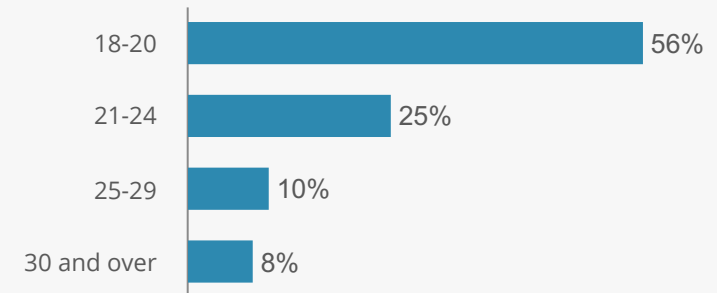


Fig. 4 Sexual orientation

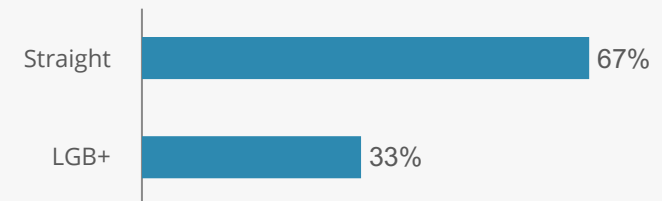
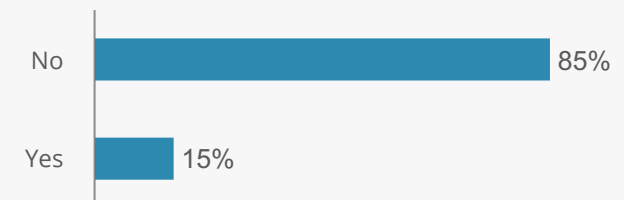


Fig. 5 Disability status



Percentages may not add to 100% due to rounding.

Participant Demographics

Fig. 6 Degree level

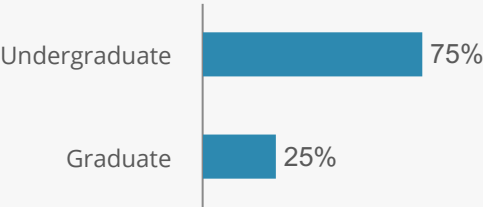


Fig. 7 Class year

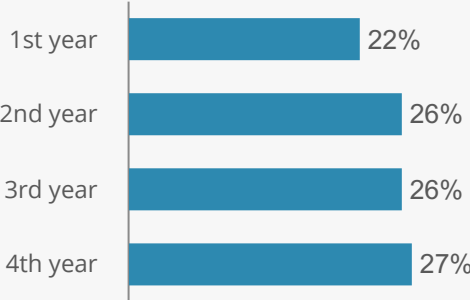


Fig. 8 Enrollment status

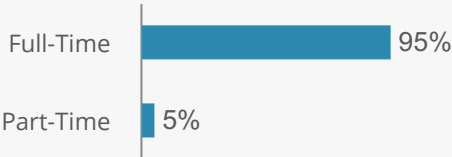


Fig. 9 Transfer status

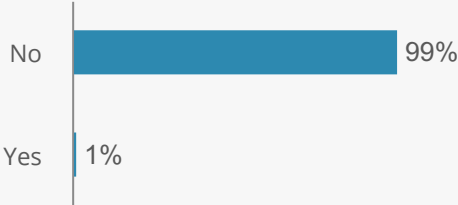


Fig. 10 Residency

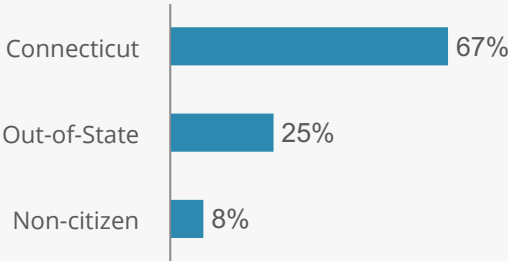
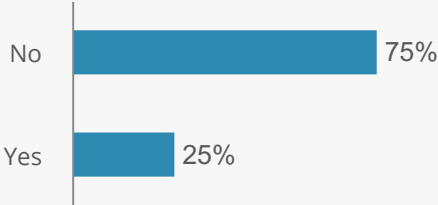


Fig. 11 Pell grant status



Percentages may not add to 100% due to rounding.

Participant Demographics

Fig. 12 Athlete

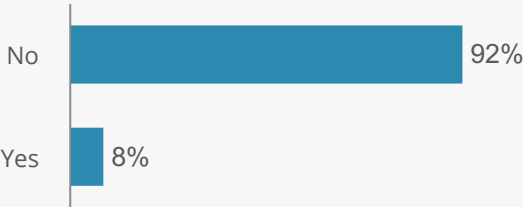


Fig. 13 Greek life member

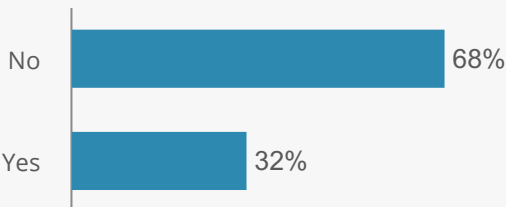


Fig. 14 First generation student

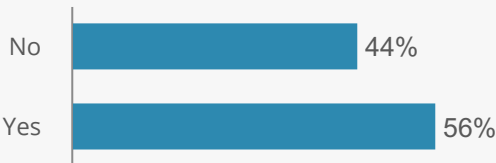


Fig. 15 Military status

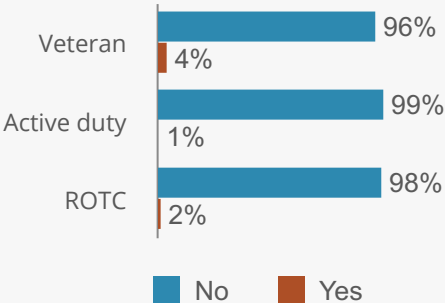
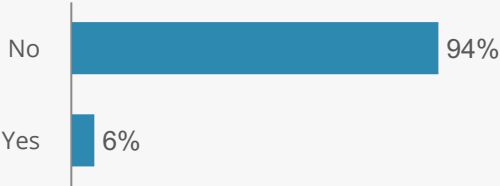


Fig. 16 Parent



Executive Summary

School connectedness

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

Campus climate and confidence in reporting

Overall, participants slightly agreed that it is uncommon for people at the school to make sexist comments or jokes and that the University of Connecticut is doing a good job of preventing and responding to sexual and interpersonal violence. Perceptions of the campus culture varied across some demographic groups.

Knowledge of policies, resources, and offices

A majority of participants confirmed that they have learned about sexual and interpersonal violence through classes or trainings, and a majority were understood what happens when a student reports sexual and interpersonal violence. More than half of participants were aware of the Title IX Coordinator and other health and wellness services available at the University of Connecticut.

Sexual and interpersonal violence

Twenty-eight percent (28%) of participants indicated that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, or rape in the past 12 months at the University of Connecticut.

Reporting

The majority of participants who experienced sexual and interpersonal violence did not report the incident to the University of Connecticut. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report, they felt it would take time away from studies or other activities, and they did not trust that the report would be taken seriously.

Bystander intervention

The most common reasons why participants who witnessed sexual and interpersonal violence did not intervene were that did not want to upset a friend and they did not want to get in trouble for drinking and/or doing drugs.



Findings

School Connectedness

Perceptions of Belonging, Equity, and Well-being

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

Belonging

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

Equity

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

Well-being

On average, most students **agreed** that they feel safe and cared about at the University of Connecticut.

3.2_{/4}

Belonging

3.2_{/4}

Equity

3.2_{/4}

Well-being

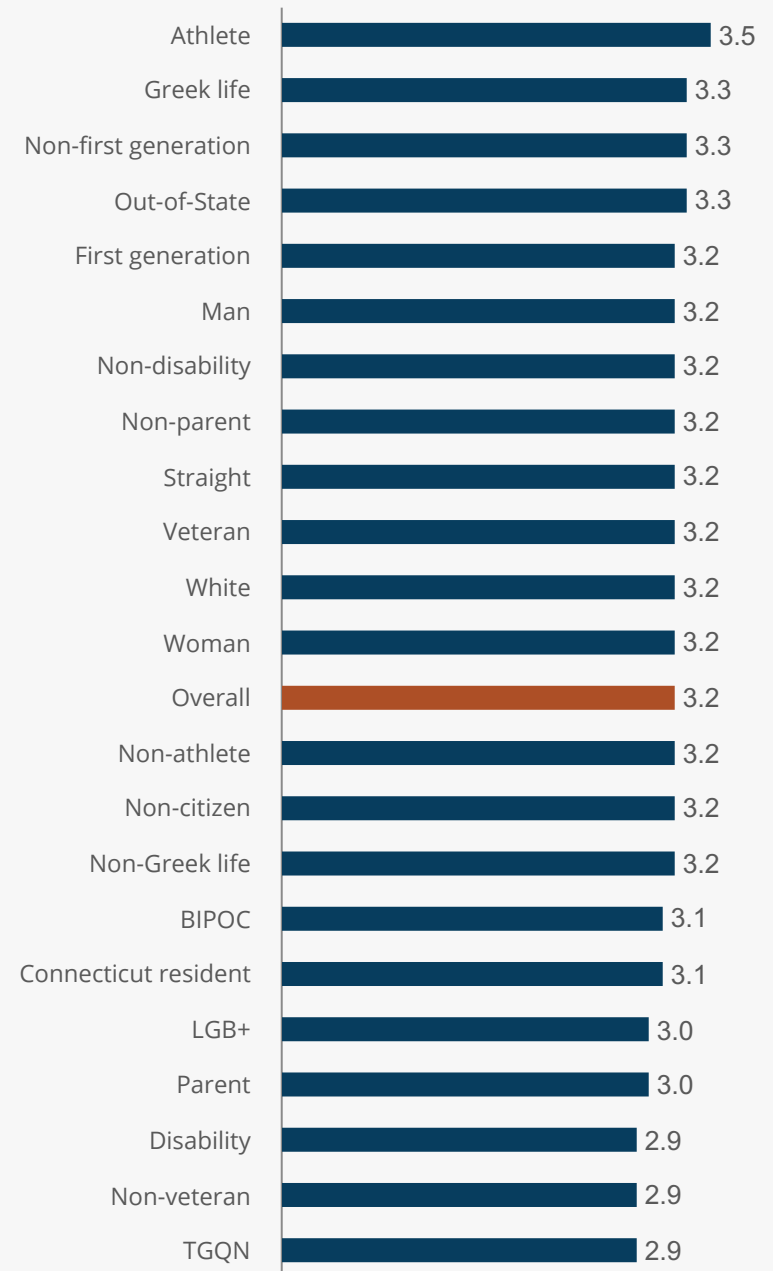
1 = negative response
4 = positive response

Differences in Perceptions of Belonging

Perceptions of belonging varied among demographic groups.

Non-athletes, non-citizens, non-Greek life members, BIPOC students, Connecticut residents, LGB+ students, parenting students, students with a disability, non-veterans, and TGQN students reported a lower sense of belonging than their respective counterparts.

Fig. 17 Differences in perceptions of belonging

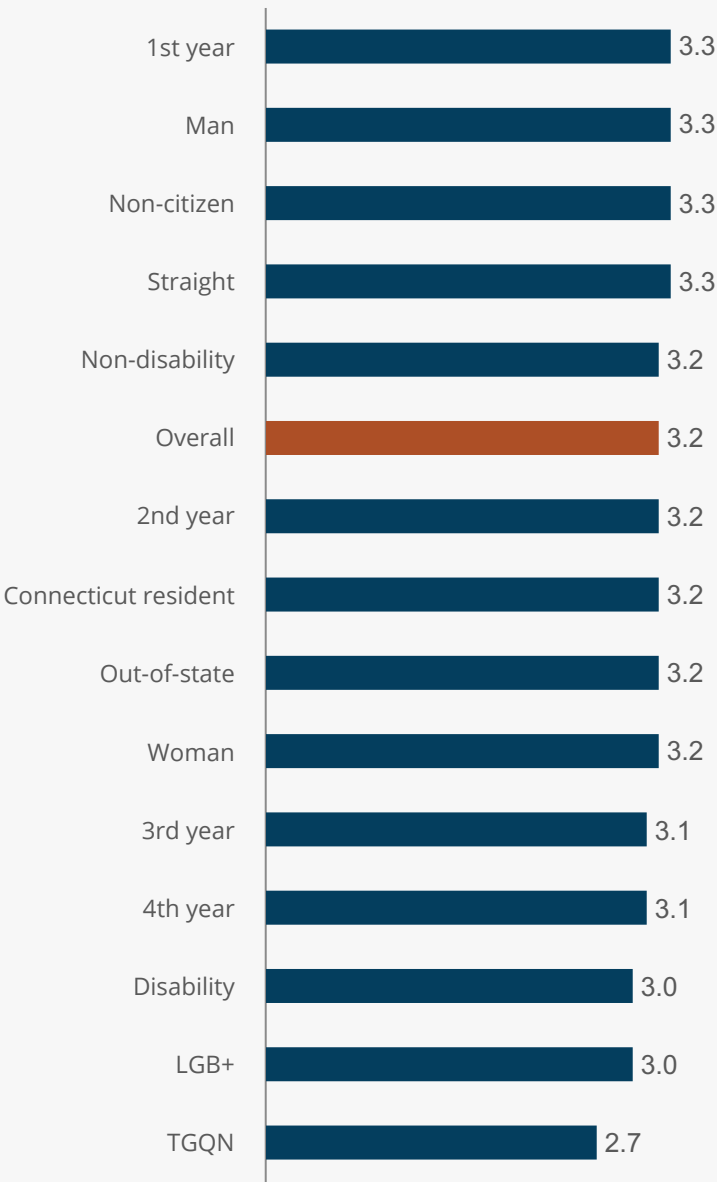


Differences in Perceptions of Equity

Perceptions of equity varied among demographic groups.

Second, third, and fourth year students, Connecticut residents, out-of-state students, women, students with a disability, LGB+ students, and TGQN students were less likely to agree that University of Connecticut treats students equitably than their respective counterparts.

Fig. 18 Differences in perceptions of equity

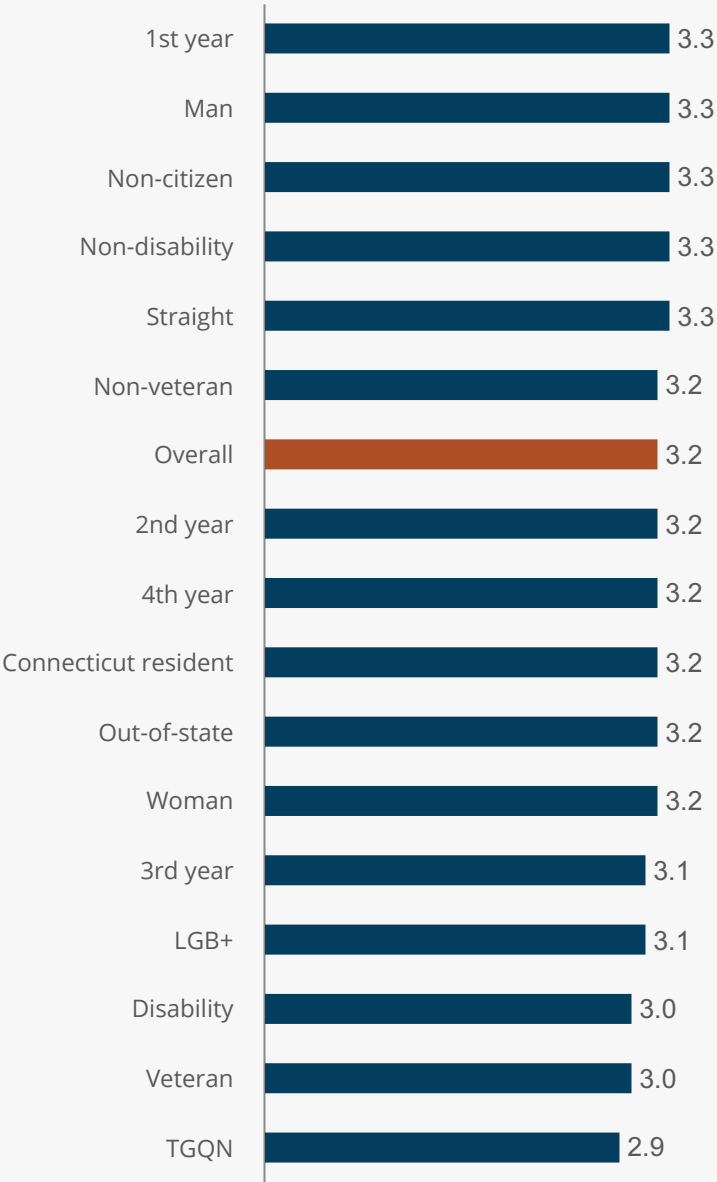


Differences in Perceptions of Well-Being

Perceptions of well-being varied among demographic groups.

Second, third, and fourth year students, Connecticut residents, out-of-state students, women, LGB+ students, students with a disability, veterans, and TGQN student reported a lower sense of well-being than their respective counterparts.

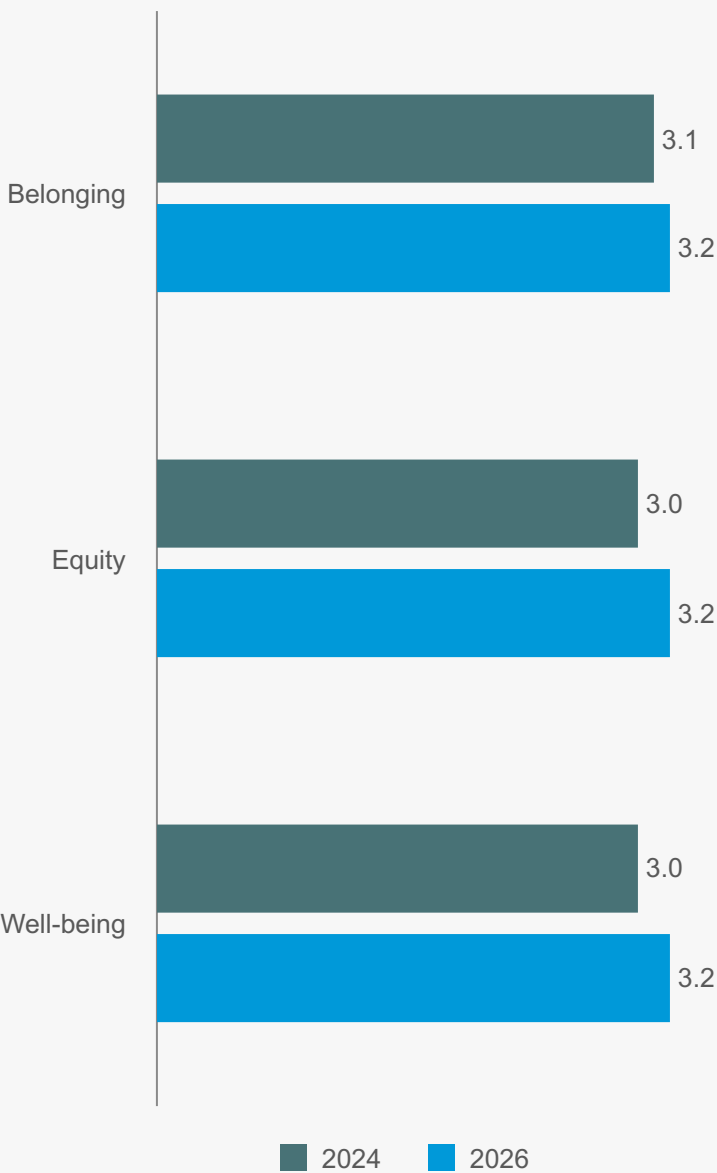
Fig. 19 Differences in perceptions of well-being



Trends: Perceptions of Belonging, Equity, and Well-being

From 2024 to 2026, average scores for student sense of belonging, equity, and well-being increased.

Fig. 20 Trends: Perceptions of school connectedness and culture





Findings

Campus Climate

Campus Culture

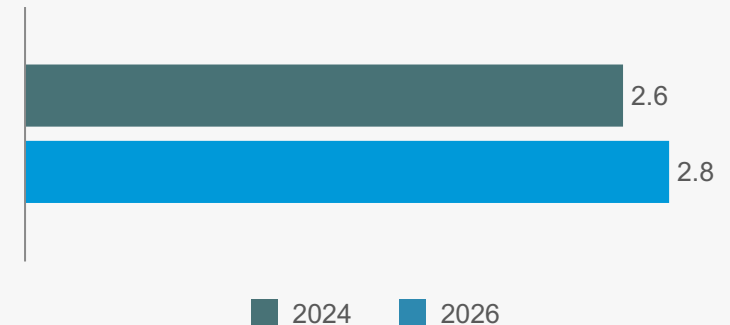
Students were asked about the culture of sexual harassment at the University of Connecticut, and their perceptions of the University of Connecticut's efforts to prevent and respond to sexual and interpersonal violence. Their responses were scored on a scale from 1 to 4, with 4 being the most positive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

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

The perception of the campus culture increased from the 2024 survey.

2.8_{/4}
Campus Culture

Fig. 21 Trends: Perception of campus culture



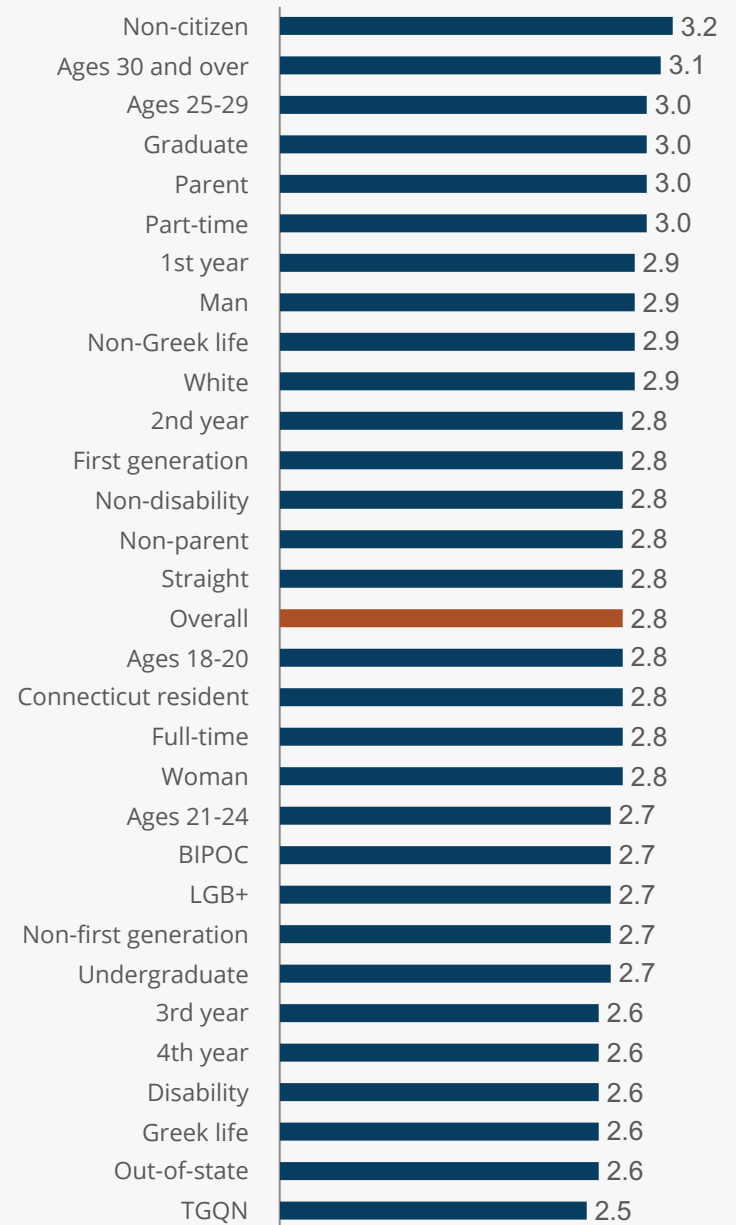
1 = negative response
4 = positive response

Differences in Perception of Campus Culture

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

Students 18-24 years old, women, Connecticut residents, full-time students, BIPOC students, LGB+ students, non-first generation students, undergraduate students, third and fourth year students, students with a disability, Greek life members, out-of-state students, and TGQN students were less likely to agree that it is uncommon for people at the school to make sexist comments or jokes, and that the school is doing a good job of preventing and responding to sexual and interpersonal violence.

Fig. 22 Differences in perception of campus culture



Confidence in Reporting

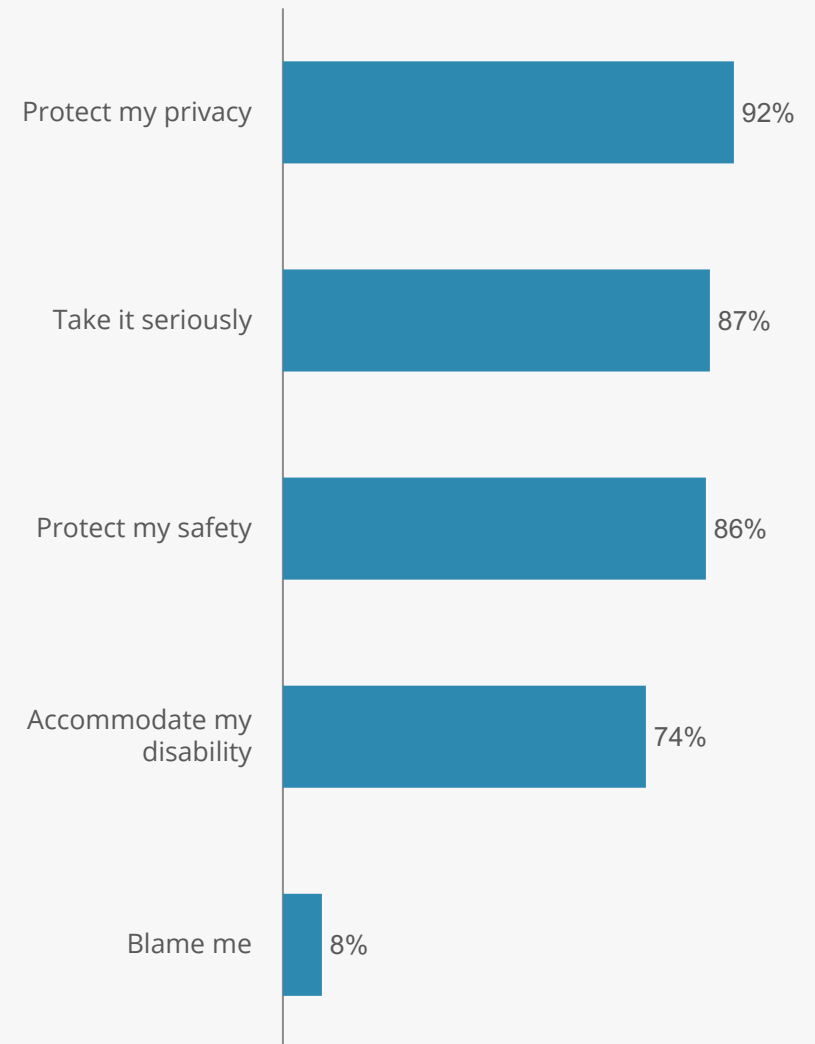
Participants who did not experience an incident of sexual or interpersonal violence in the past year were asked about their confidence in the University of Connecticut's reporting process and campus resources.

Twenty-five percent (25%) of students indicated that they would go to the Student Health and Wellness (SHaW), 21% would go to the UConn Police Department, and 51% would go to another employee if they experienced sexual and interpersonal violence.

Eighty-seven percent (87%) of students believed that their case would be taken seriously, and 8% of students believed that University of Connecticut would blame them or not believe them about the incident. Ninety-two percent (92%) of students believed that their privacy would be protected, and 86% believed that University of Connecticut would take steps to protect their safety.

Of those who self-identified as having a disability, 74% believed that the University of Connecticut would properly accommodate their disability.

Fig. 23 If I experienced SIV, I believe UConn would...





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).

Seventy-one percent (71%) of students confirmed that they have learned about sexual and interpersonal violence through classes, training, or other programs at the University of Connecticut. Another 59% indicated that they know Title IX protections against sexual and interpersonal violence.

Fifty-one percent (51%) of students knew where at University of Connecticut they could get help if someone they know experiences sexual and interpersonal violence, and 67% understood what happens when a student reports sexual and interpersonal violence.

When asked if the University of Connecticut has a Title IX Coordinator, 56% of participants answered 'yes,' while 2% of participants answered 'no', and another 42% answered that they were unsure.

Fig. 24 Knowledge of campus resources and policies

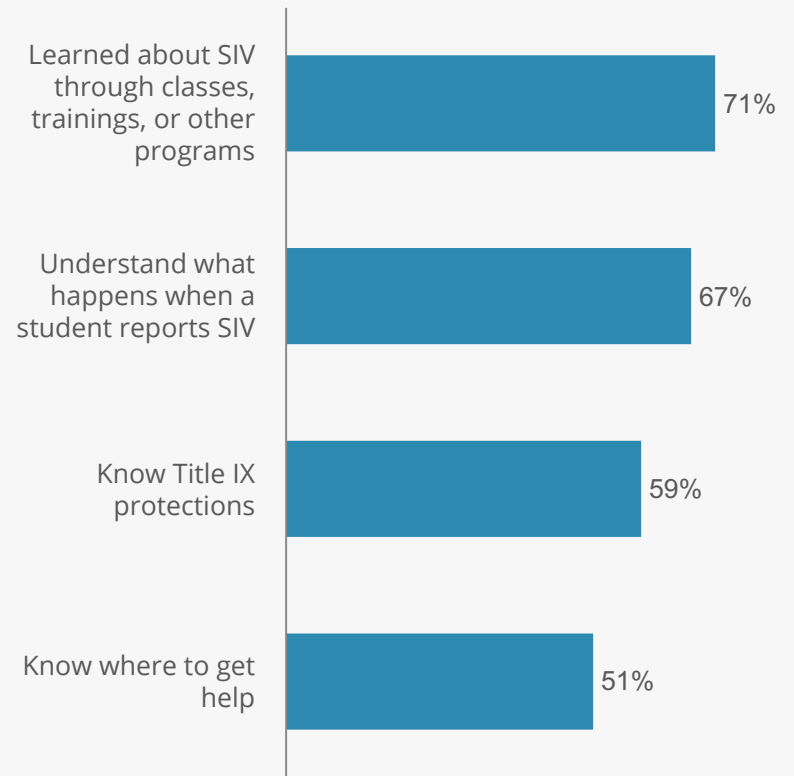
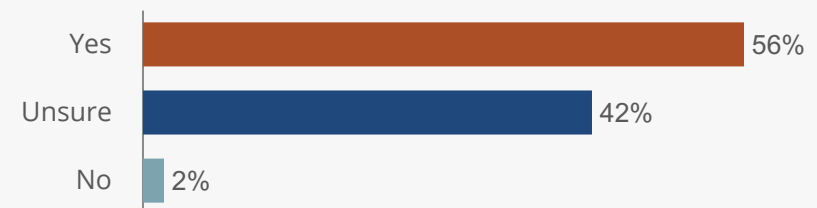


Fig. 25 Does UConn have a Title IX coordinator?



Knowledge of Sexual and Interpersonal Violence Prevention

Students were asked whether they had received written, verbal, or online information from anyone at the University of Connecticut relevant to sexual and interpersonal violence (SIV) prevention and other essential information.

Prevention

Most students confirmed that they have received information on how to intervene as a bystander (69%) and how to help prevent SIV (66%). On average, students **agreed** that victims were not to blame for SIV and in the importance of consent.

Definitions and Policies

Most students confirmed that they received information on the definition of SIV (71%) and the school's policy on SIV (65%). A majority were also informed of the definition of consent and how to obtain it from a sexual partner (82%).

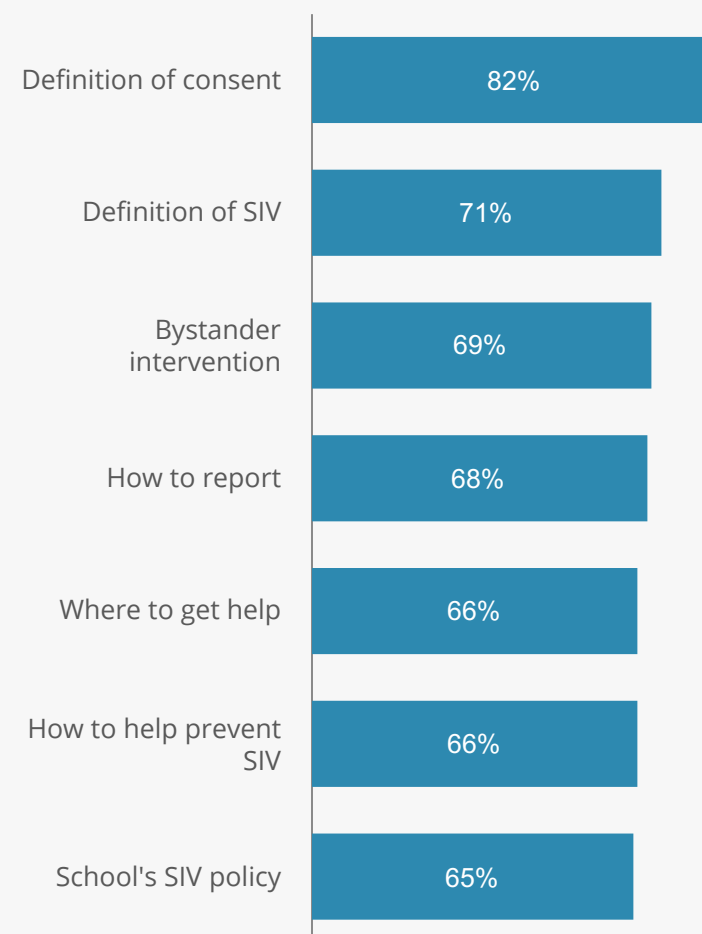
Reporting and Resources

A majority of students confirmed they have received information on how to report SIV (68%) and where to get help if someone they know experiences SIV (66%).

3.7 /4

Beliefs and Attitudes

Fig. 27 Received information about the following from someone at the school



Trends: Knowledge of Resources and Policies

Knowledge of key information

From 2024 to 2026 there was a 5% increase in students that said that they have learned about sexual and interpersonal violence through classes or trainings.

Knowledge of procedures

From 2024 to 2026 there was a 13% increase in students that understood what happens when a student reports SIV.

Knowledge of resources and protections

From 2024 to 2026 there was a 9% increase in students that said that they knew their Title IX protections, and an 9% increase in students that knew where at the University of Connecticut they could get help.

There was a 9% increase in students that were aware that the University of Connecticut has a Title IX Coordinator.

Fig. 28 Trends: Knowledge of campus resources and policies

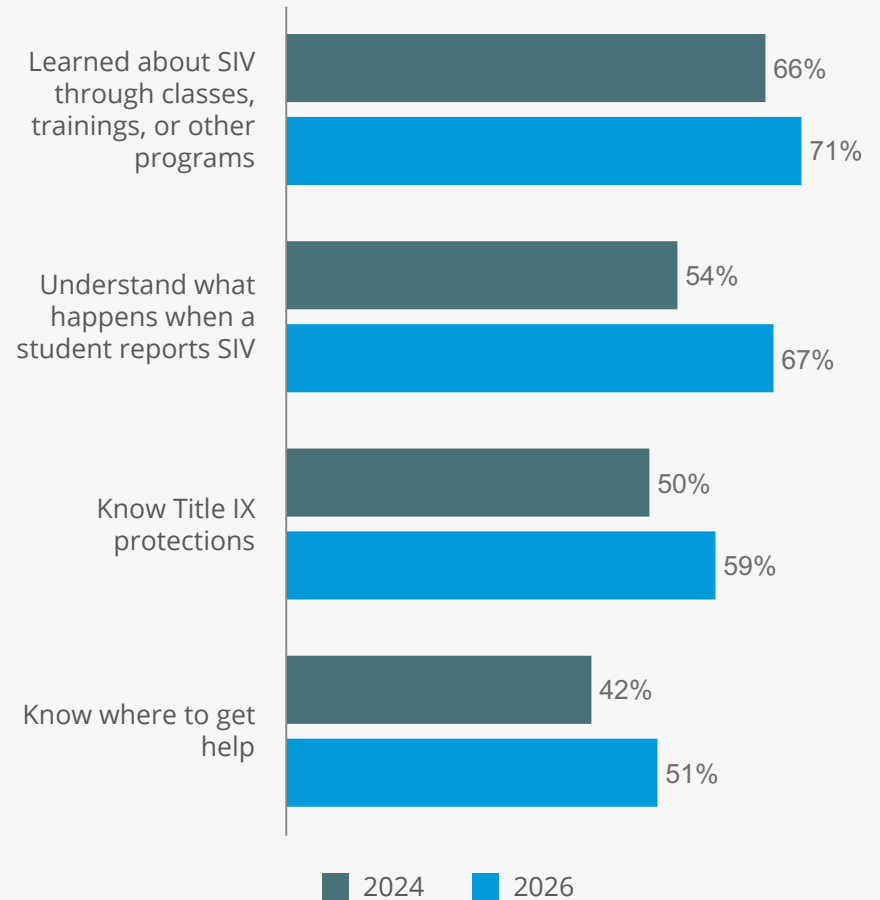
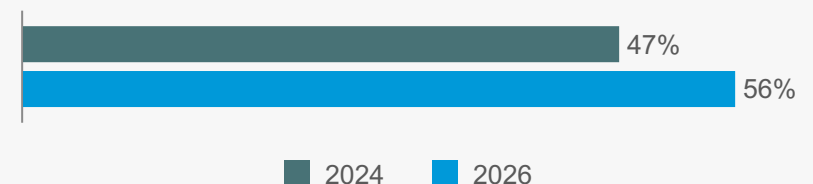


Fig. 29 Trends: Prevalence of students aware of the Title IX Coordinator





Findings

Personal Experience

28% 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, 28% of participants experienced at least one form of sexual and interpersonal violence or harassment in the past 12-months.

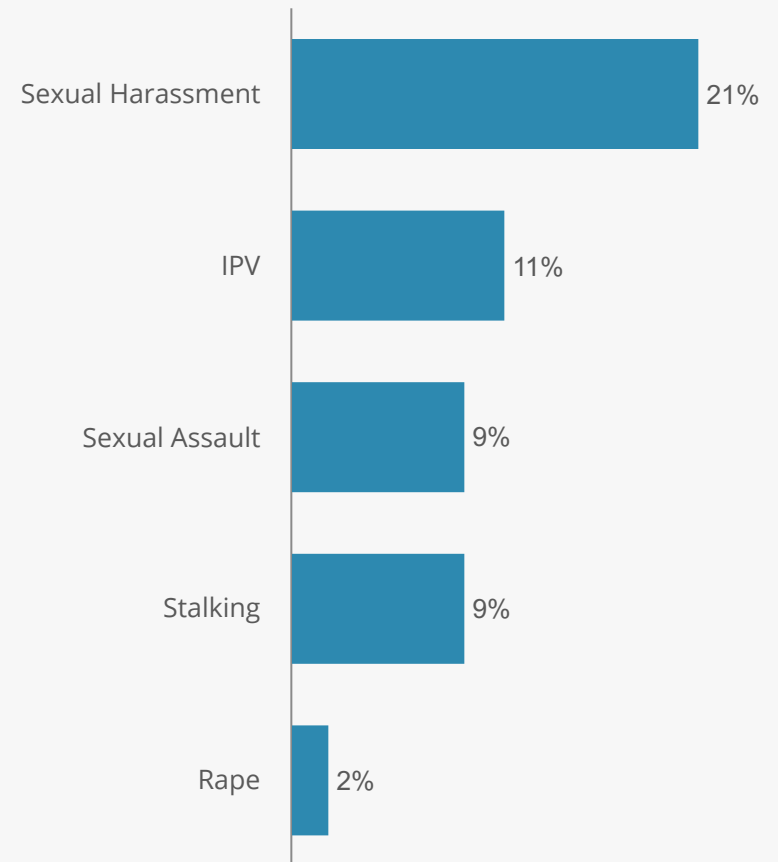
- **21%** experienced sexual harassment
- **11%** experienced IPV
- **9%** experienced sexual assault
- **9%** experienced stalking
- **2%** experienced rape

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



11% experienced **two or more** instances of sexual and interpersonal violence.

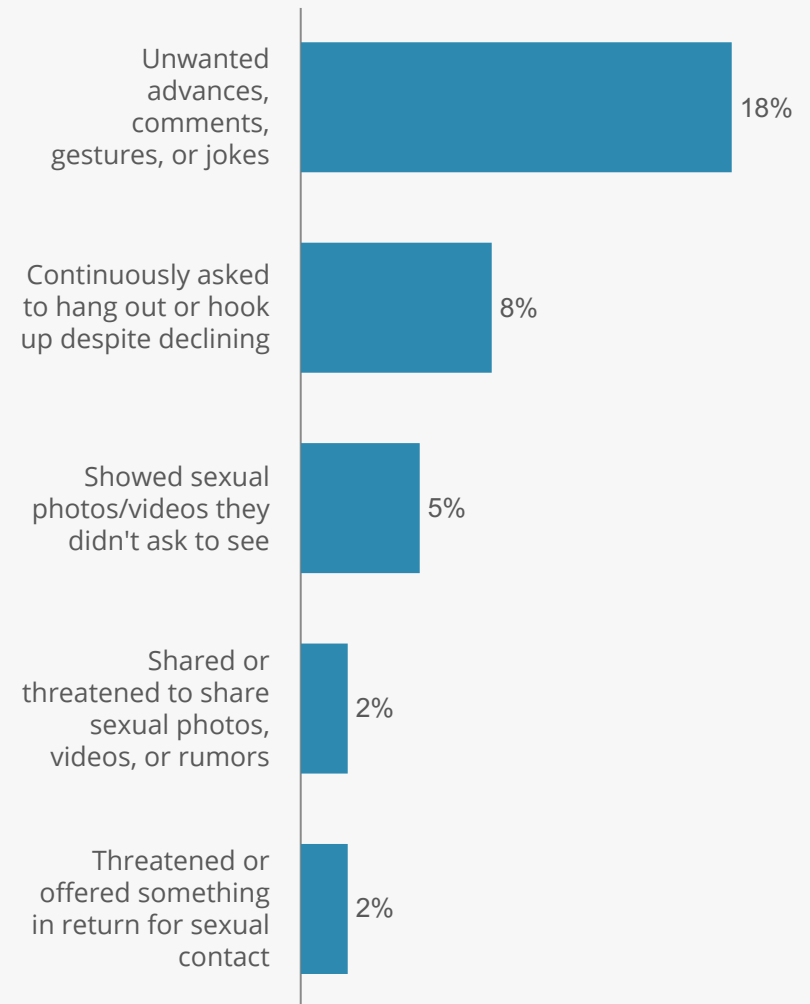
21% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment in the past 12 months. Overall, 21% of participants experienced sexual harassment.

The highest percentage of students expressed that someone **made unwanted sexual advances, comments, gestures, or jokes toward them (18%)**.

- **8%** indicated someone continuously asked them to hang out or hook up despite saying no
- **5%** indicated someone sent or showed them sexual photos or videos that they did not ask to see
- **2%** indicated someone shared or threatened to share sexual photos, videos, or rumors of them that they did not want shared
- **2%** indicated someone threatened them or offered something in return for sexual contact

Fig. 31 Prevalence of sexual harassment

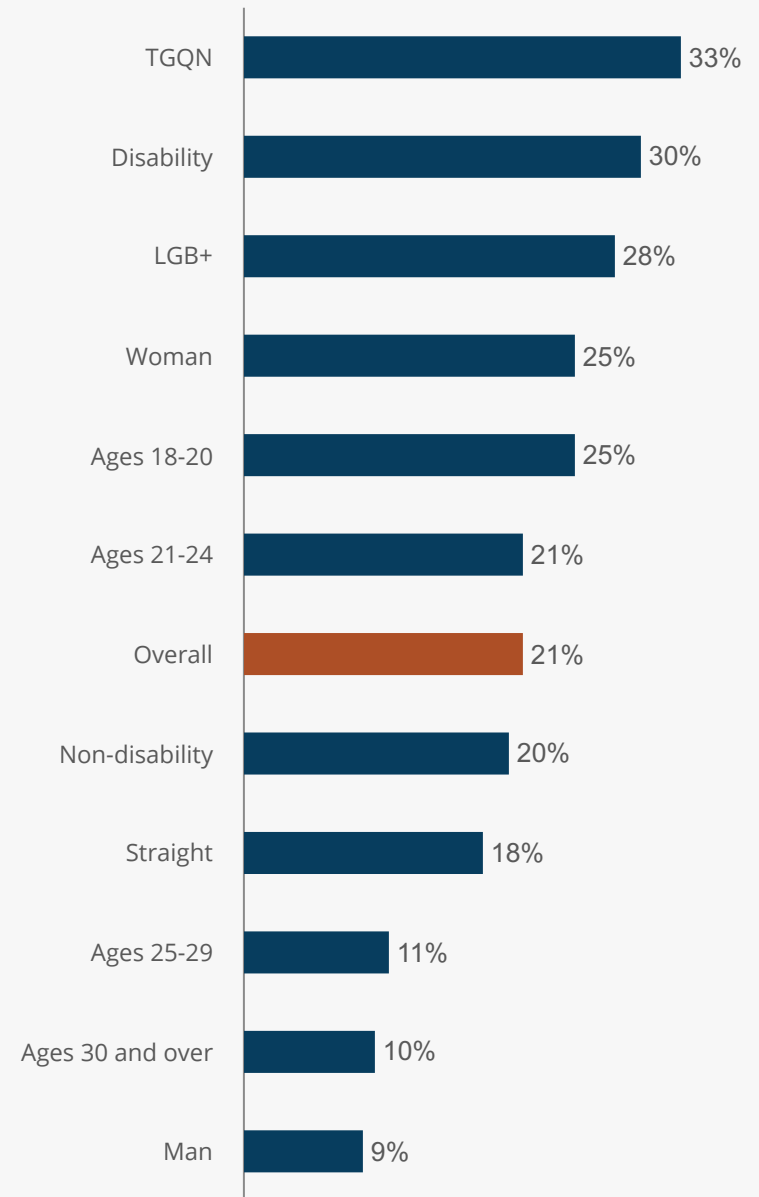


Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among demographic groups.

- TGQN students (33%) and women (25%) students were more likely to experience sexual harassment than men (9%)
- Students with a disability (30%) were more likely to experience sexual harassment than students without a disability (20%)
- LGB+ students (28%) were more likely to experience sexual harassment than straight students (18%)
- Students 18-24 years old were more likely to experience sexual harassment than students 25 years old and over

Fig. 32 Prevalence of sexual harassment by demographics

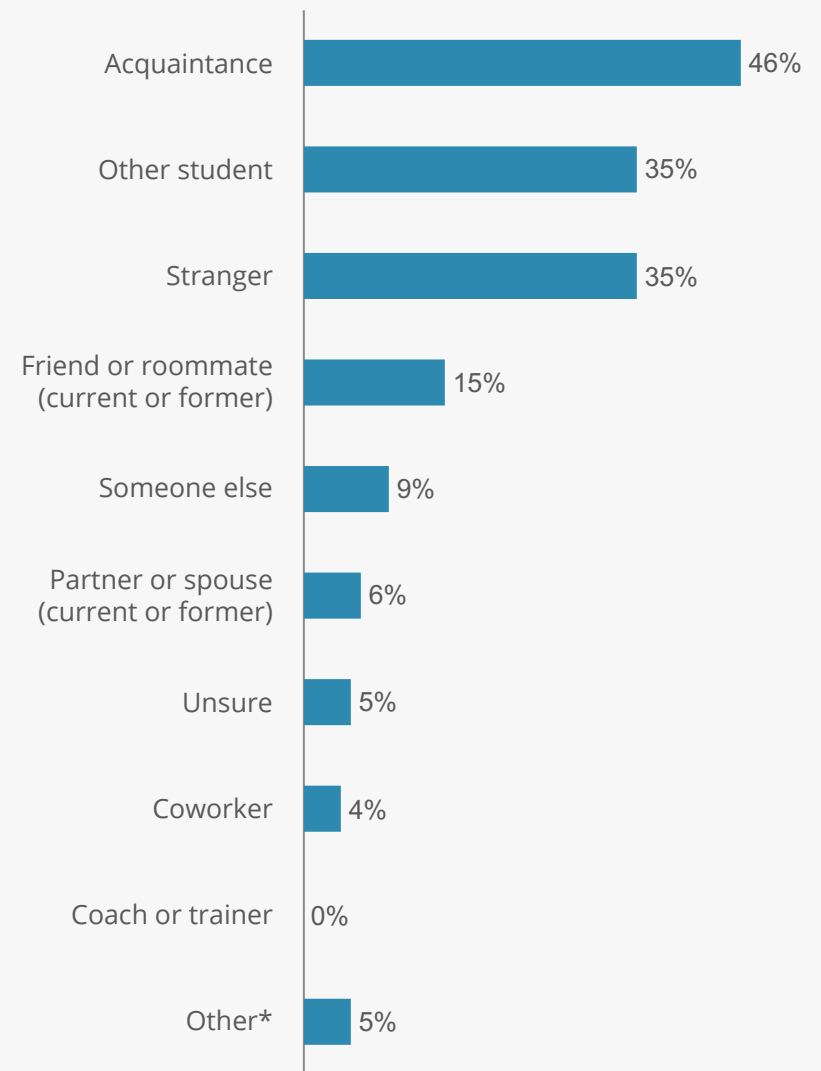


Perpetrators of Sexual Harassment

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 a acquaintance, friend of a friend, or someone they just met (46%), another student (35%) and a stranger (35%).

Fig. 33 Perpetration of sexual harassment



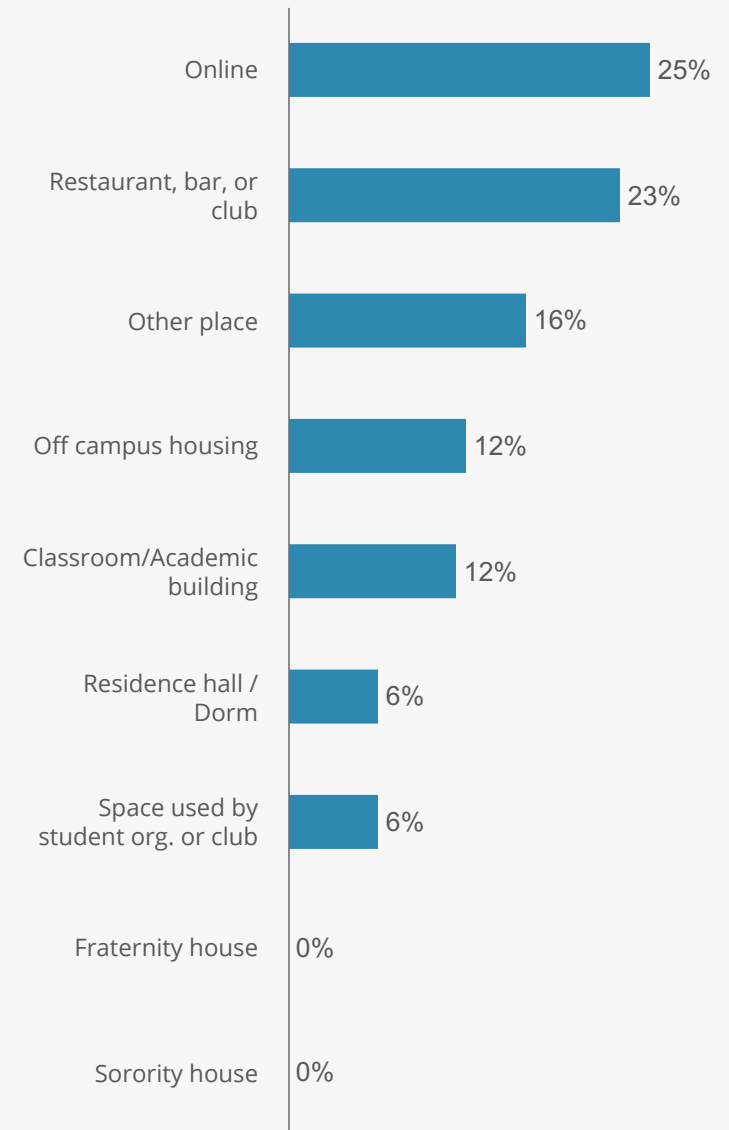
*Other includes boss or supervisor, family member, professor, other employee, and TA or RA. The response rates of these options were too small to report separately.

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 incident occurred online (25%), at a restaurant, bar, or club (23%) and at another place (16%).

Fig. 34 Prevalence of sexual harassment by location



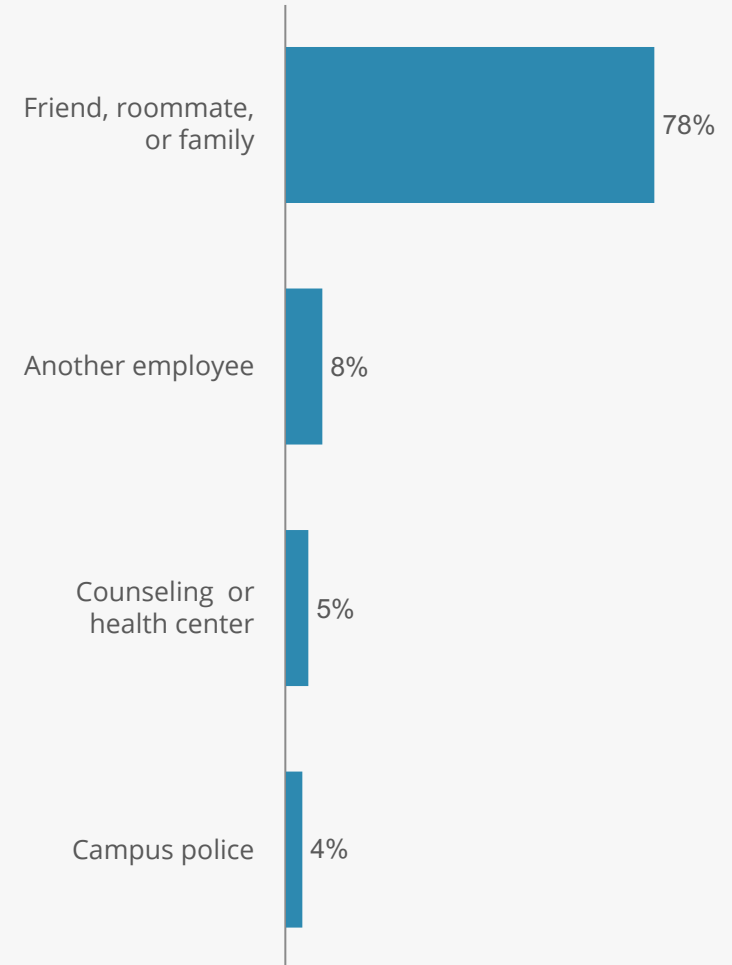
Reporting of Sexual Harassment

Students who experienced 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 (**78%**), a majority did not report the incident to the school.

- **8%** contacted another campus employee
- **5%** contacted Student Health and Wellness (SHaW)
- **4%** contacted the UConn Police Department

Fig. 35 Reporting of sexual harassment

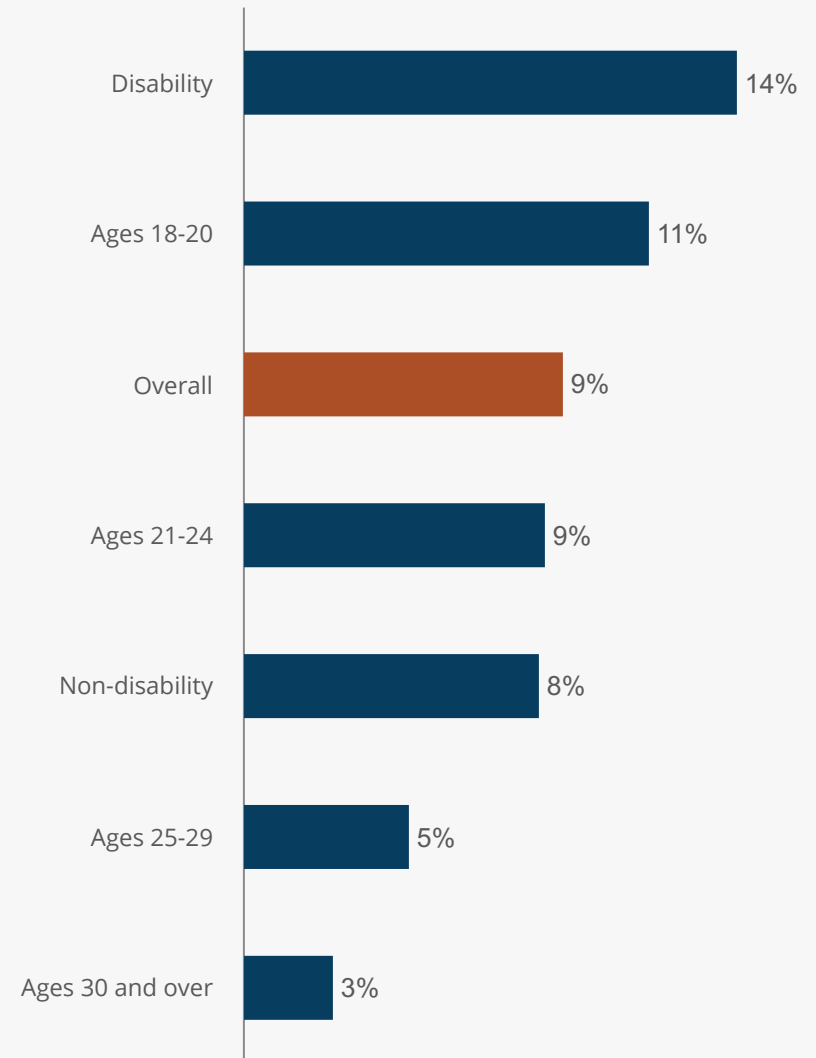


9% of Students Experienced Sexual Violence

The survey asked students about their experiences of non-consensual sexual contact in the past year. Overall, 9% of participants experienced at least one instance of sexual assault or rape.

- Students 18-20 years old (11%) were more likely to experience sexual violence than their counterparts
- Students with a disability (14%) were more likely to experience sexual violence than students without a disability (8%)

Fig. 36 Prevalence of sexual violence by demographics

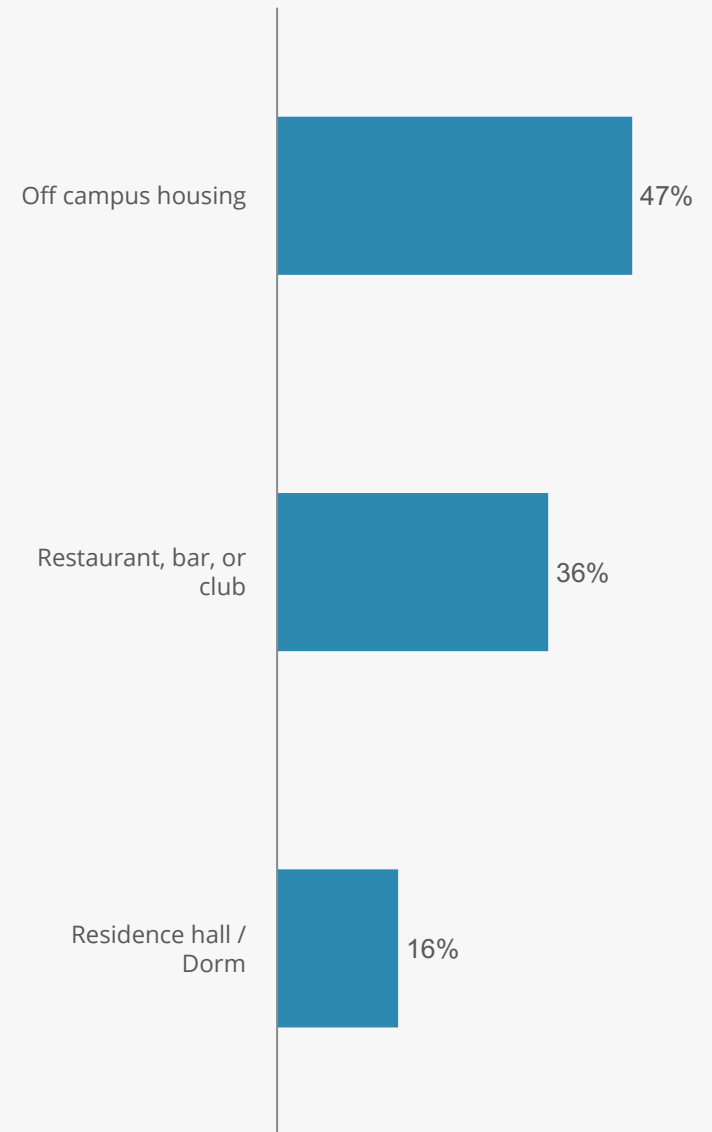


Locations Where Sexual Violence Occurred

Students who experienced sexual assault 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 off campus housing (47%), a restaurant, bar, or club (36%) and a residence hall or dorm (16%).

Fig. 37 Prevalence of sexual violence by location



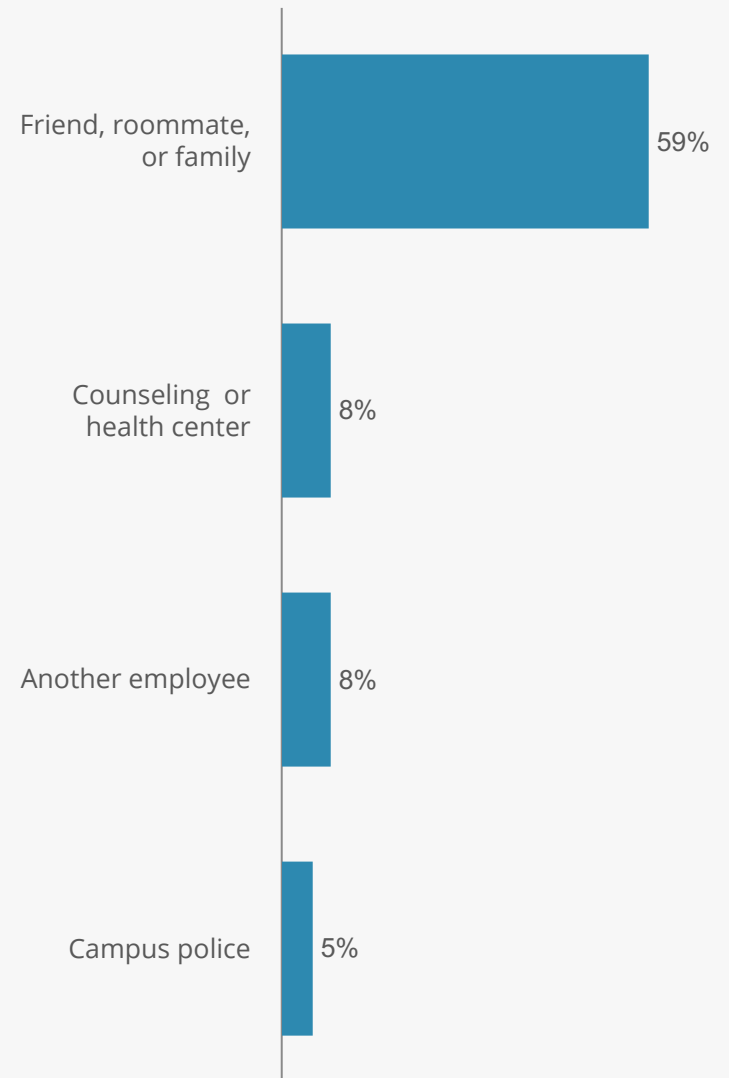
Reporting of Sexual Violence

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

While most students told a friend, roommate, or family member (59%), a majority did not report the incident to the school.

- 8% contacted Student Health and Wellness (SHaW)
- 8% contacted another campus employee
- 5% contacted the UConn Police Department

Fig. 38 Reporting of sexual violence



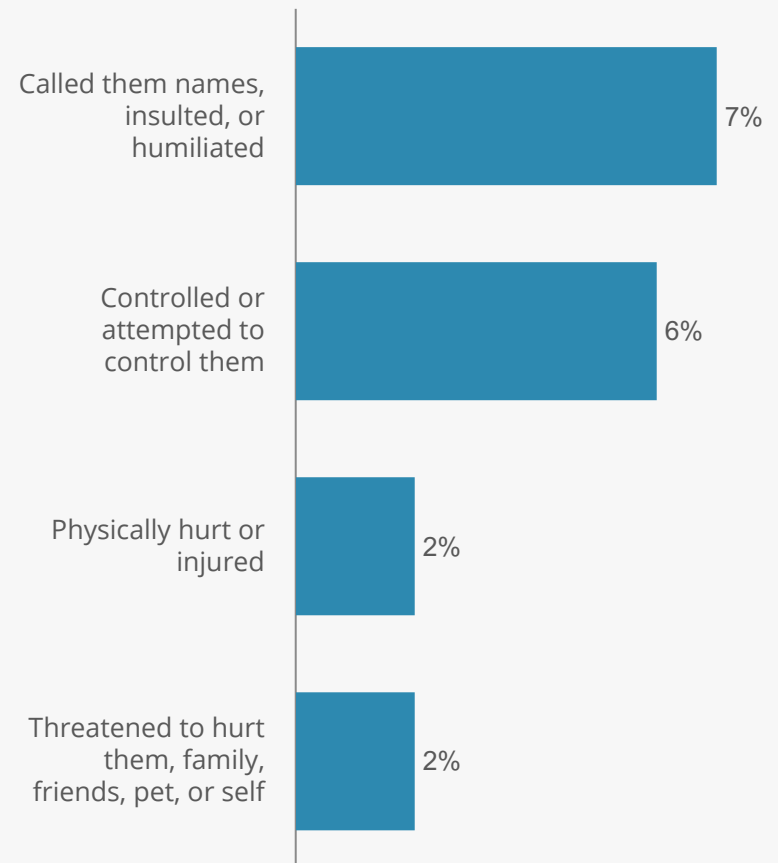
11% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) in the past year. Overall, 11% of participants experienced IPV.

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

- **6%** indicated a current or former partner controlled or attempted to control them physically, emotionally, or financially
- **2%** 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 themselves

Fig. 39 Prevalence of intimate partner violence



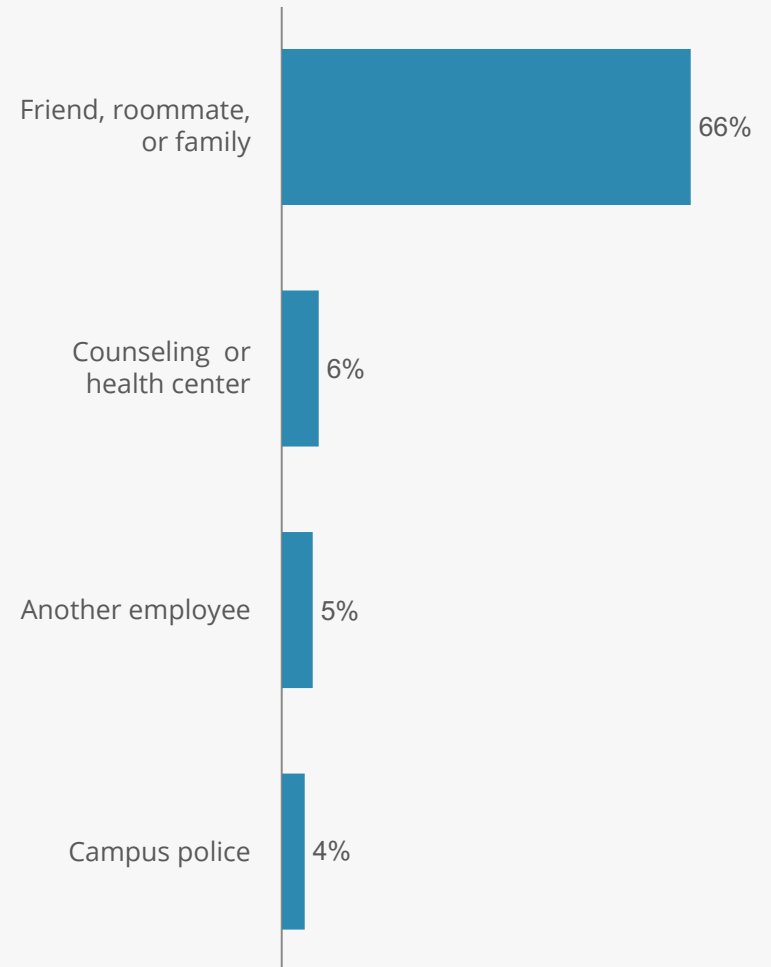
Reporting of Intimate Partner Violence

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

While most students told a friend, roommate, or family member (66%), a majority did not report the incident to the school.

- 6% contacted Student Health and Wellness (SHaW)
- 5% contacted another campus employee
- 4% contacted the UConn Police Department

Fig. 40 Reporting of intimate partner violence



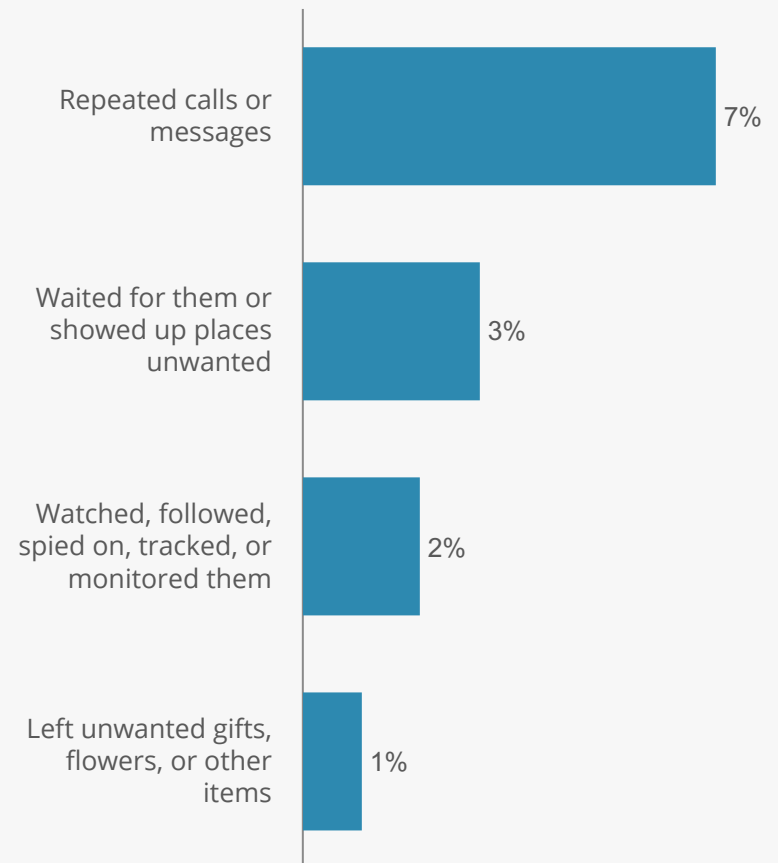
9% of Students Experienced Stalking

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, 9% of participants experienced at least one form of stalking.

The highest percentage of students expressed that someone **repeatedly called them or sent unwanted messages (7%)**.

- **3%** indicated someone waited for them or showed up in places when they didn't want them there
- **2%** indicated someone watched, followed, spied on, tracked, or monitored them
- **1%** indicated someone left them unwanted gifts, flowers, or other items

Fig. 41 Prevalence of stalking by behavior

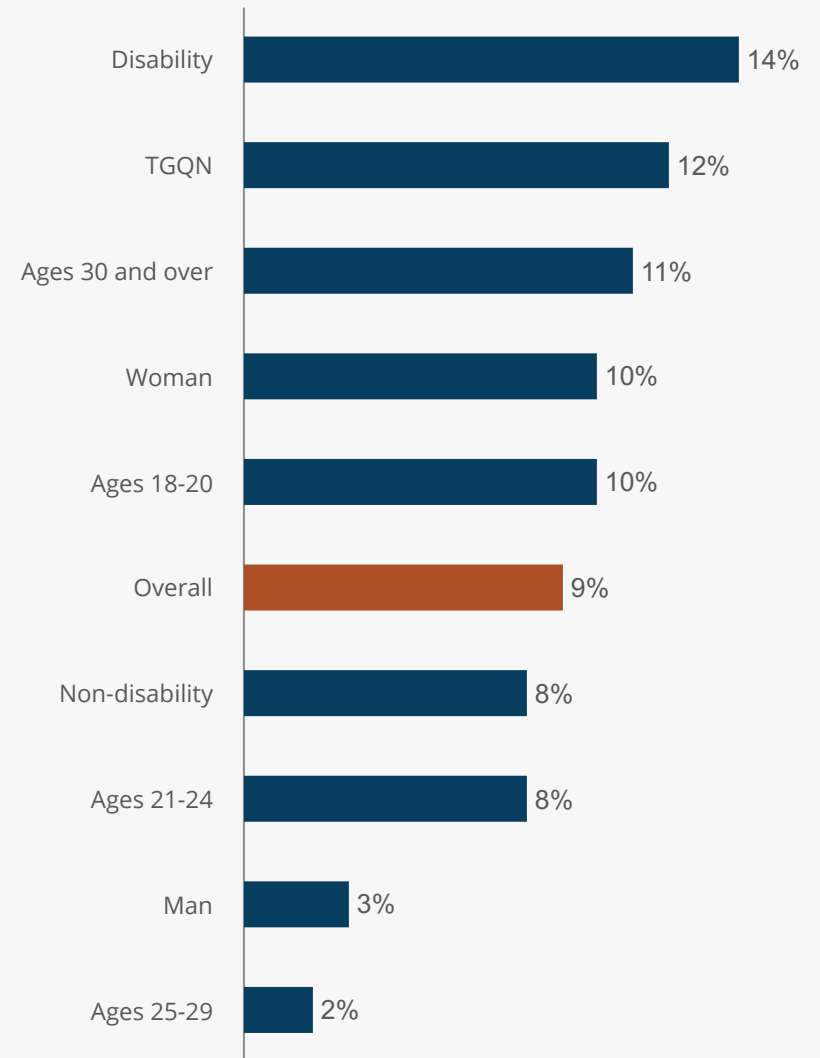


Differences in Experience of Stalking

The prevalence of stalking varied among demographic groups.

- Students with a disability (14%) were more likely to experience stalking than students without a disability (8%)
- TGQN students (12%) and women (10%) were more likely to experience stalking than men (3%)
- Students 30 years old and over (11%) and students 18-20 years old (10%) were more likely to experience stalking than students 21-29 years old

Fig. 42 Prevalence of stalking by demographics

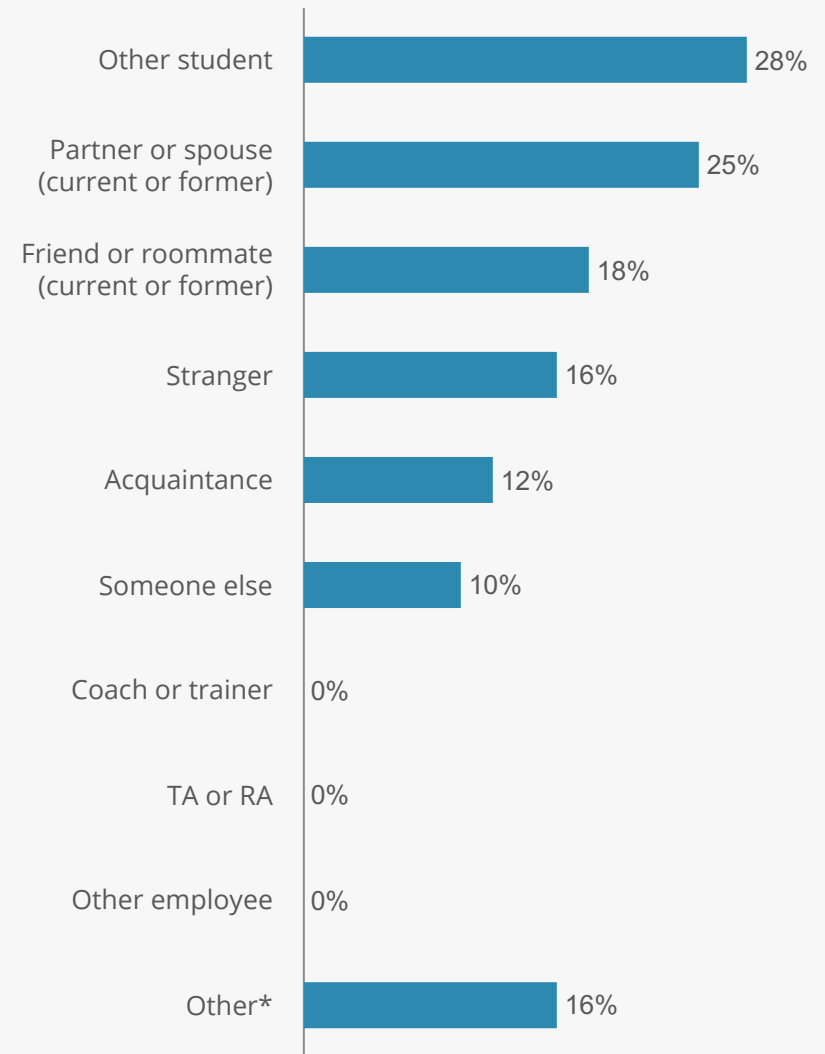


Perpetrators of Stalking

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 a another student (28%), a current or former partner or spouse (25%) and a current or former friend or roommate (18%).

Fig. 43 Perpetration of stalking



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

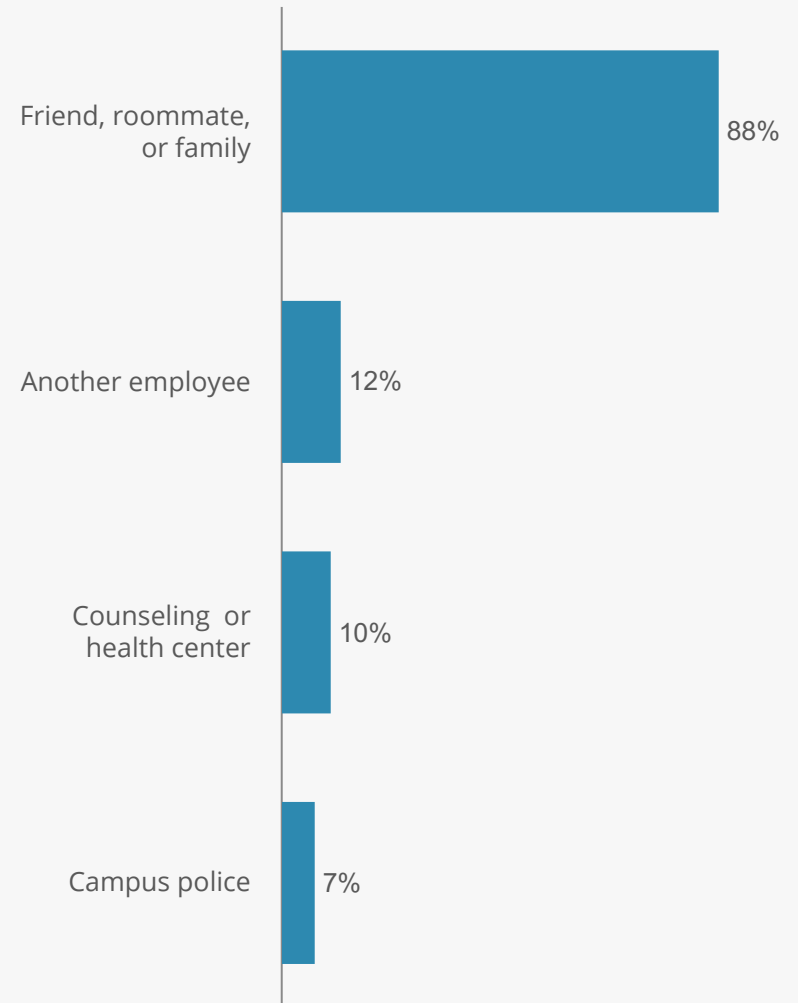
Reporting of Stalking

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

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

- 12% contacted another campus employee
- 10% contacted Student Health and Wellness (SHaW)
- 7% contacted the UConn Police Department

Fig. 44 Reporting of stalking

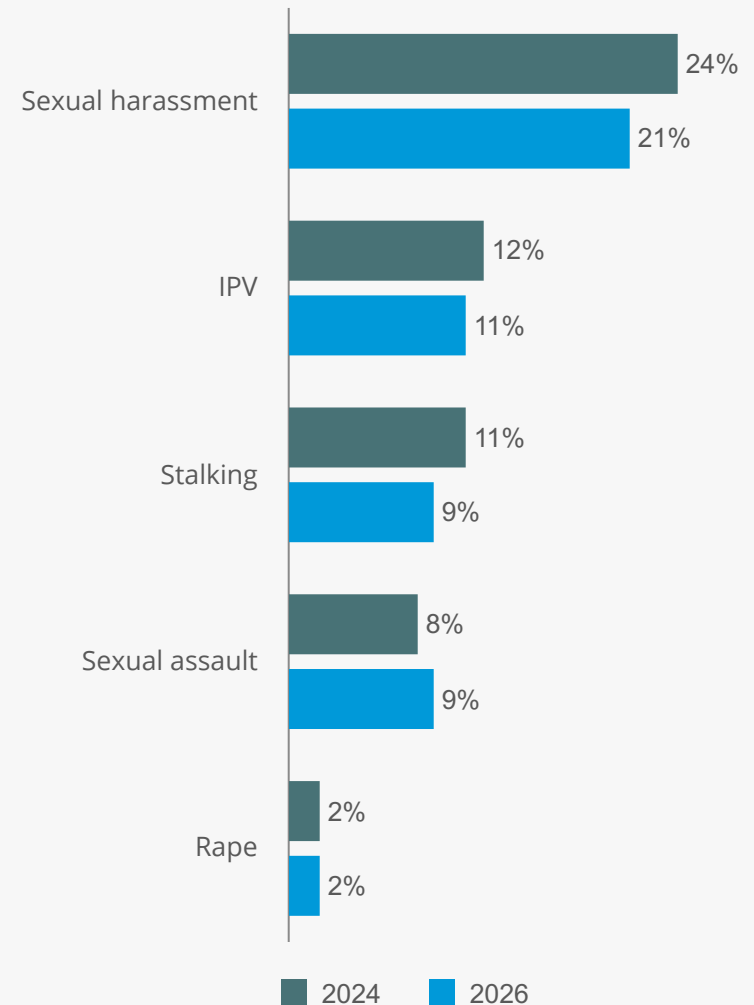


1% Decrease in Sexual and Interpersonal Violence

In 2024 and 2026 the survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence in the last 12 months at the University of Connecticut. From 2024 to 2026 the following changes occurred:

- **3%** decrease in sexual harassment
- **1%** decrease in intimate partner violence
- **2%** decrease in stalking
- **1%** increase in sexual assault
- **0%** change in rape

Fig. 45 Trends: Prevalence of SIV





Findings

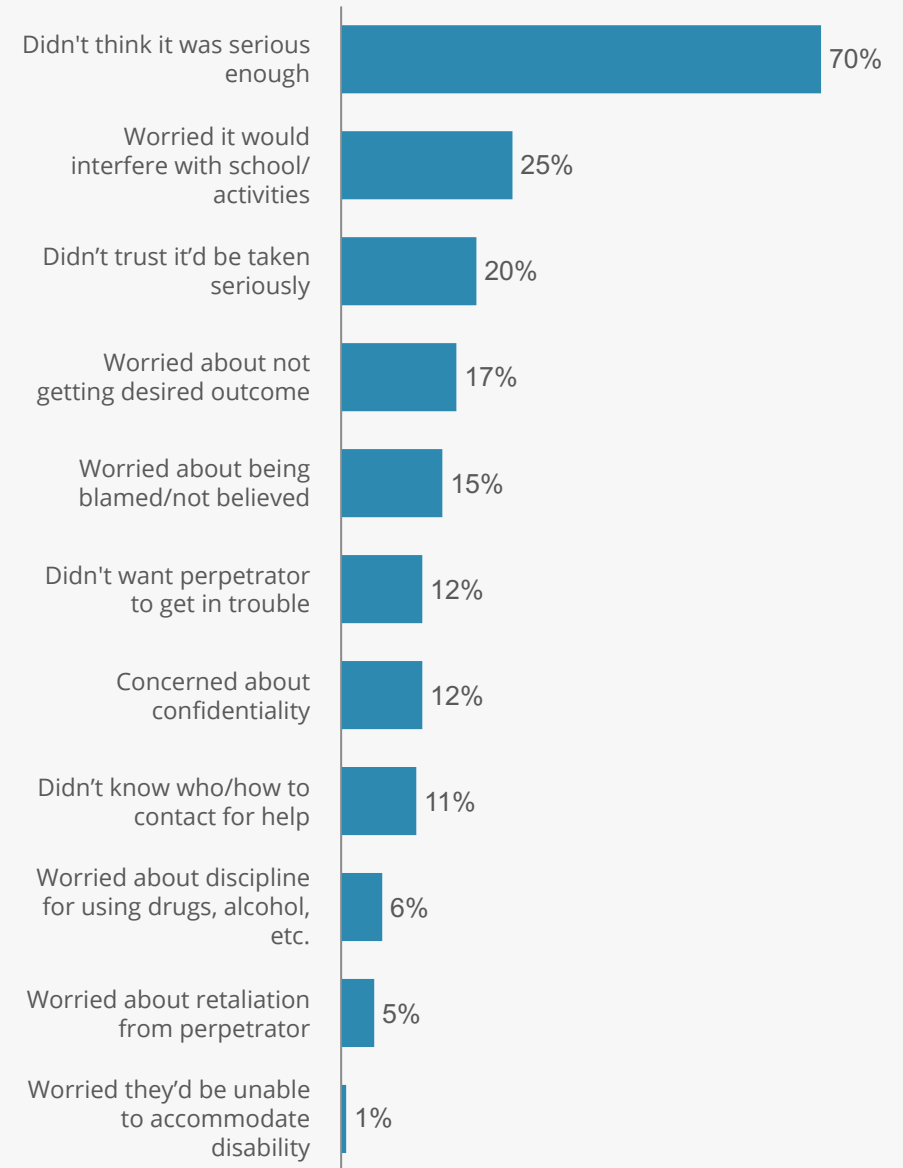
Reporting

Reasons Students Did Not Report

Students who experienced sexual and 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 think the incident was serious enough to report (70%), they felt it would take time away from studies or other activities (25%), and they did not trust that the report would be taken seriously (20%).

Fig. 46 Reasons participants did not report sexual or interpersonal violence

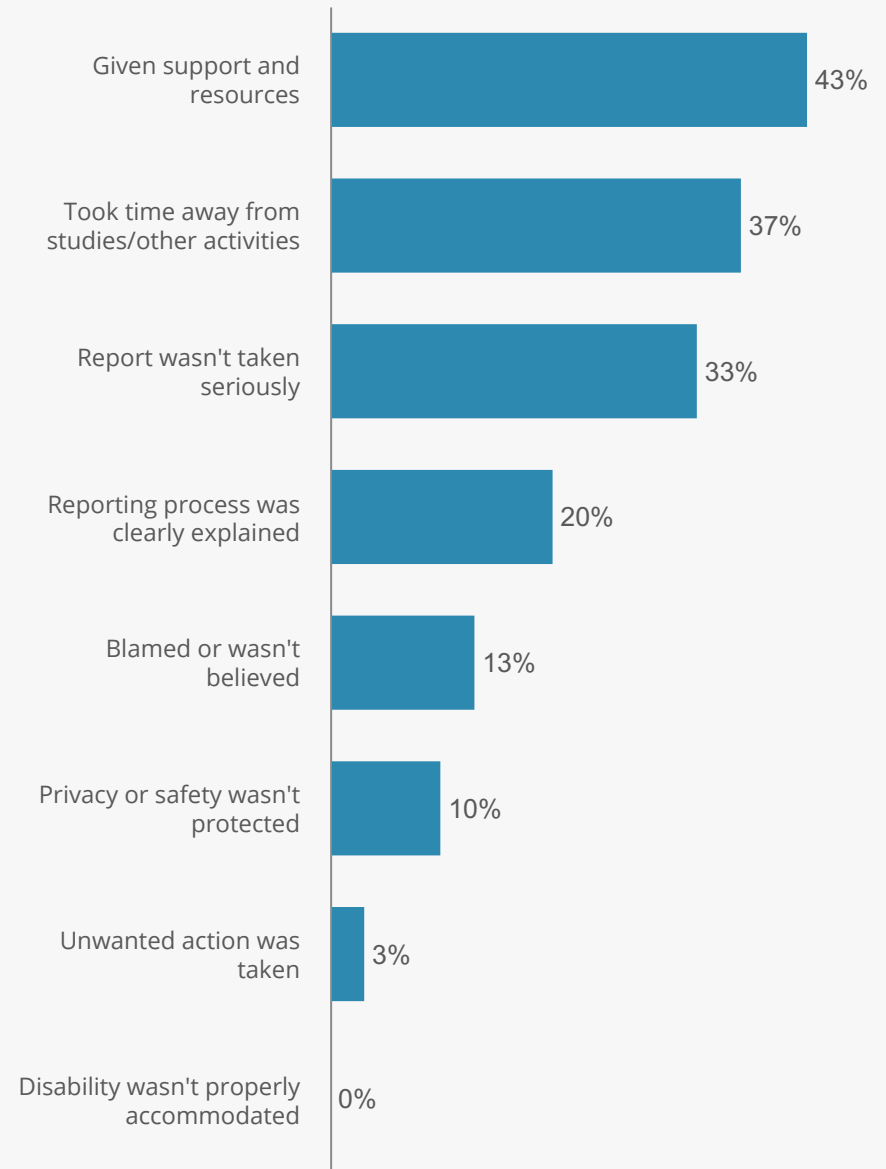


Experiences with the Reporting Process

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

The highest percentage of students expressed that they were provided support and resources (43%), reporting the incident took time away from their studies or other activities (37%), and their disclosure was not taken seriously (33%).

Fig. 47 Experiences reporting sexual or interpersonal violence

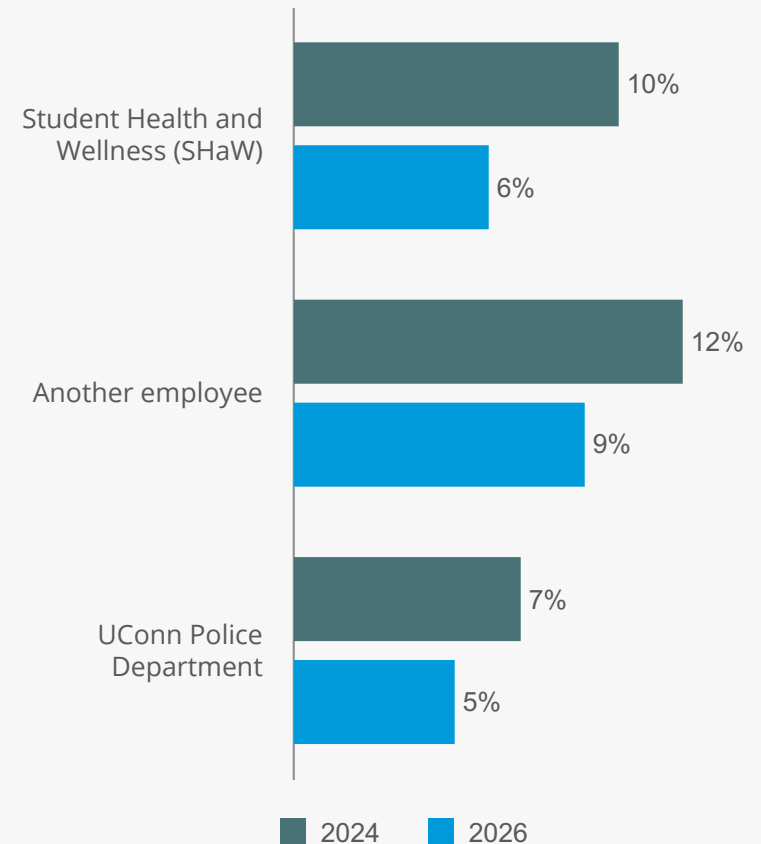


Trends in Reporting of Sexual and Interpersonal Violence

From 2024 to 2026 the following changes related to reporting occurred:

- **4%** decrease in contacting Student Health and Wellness (SHaW)
- **3%** decrease in contacting another campus employee
- **2%** decrease in contacting the UConn Police Department

Fig. 48 Trends: Reporting of SIV





Findings

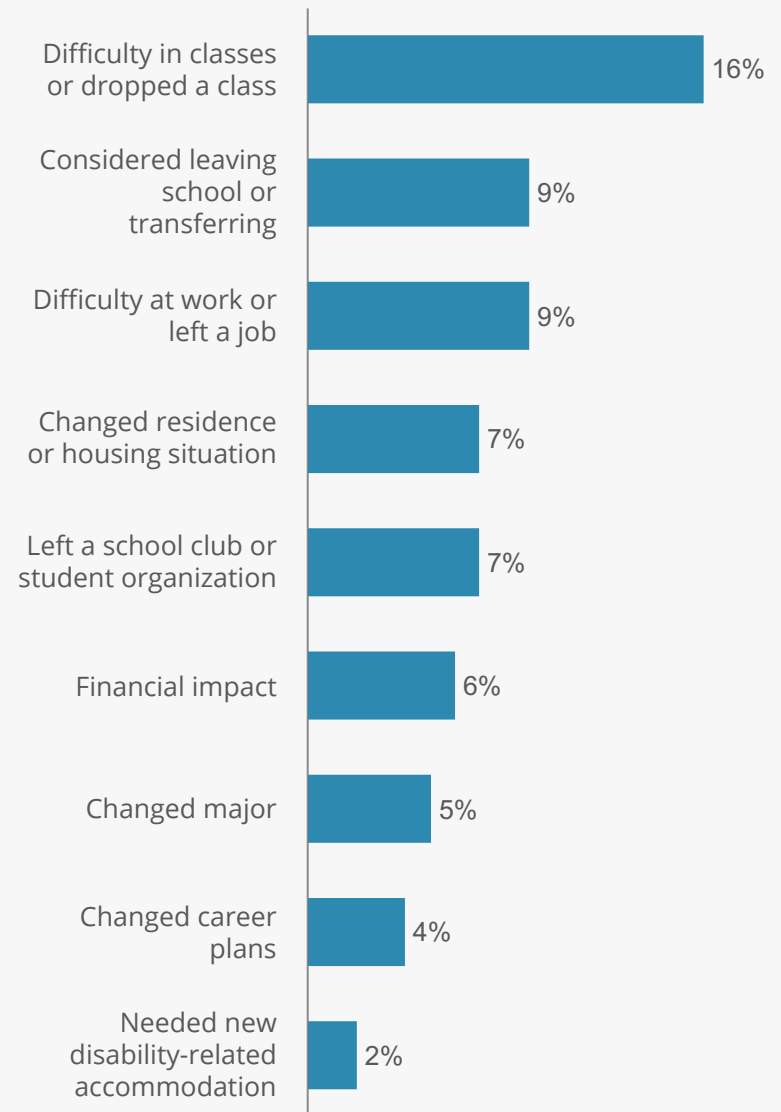
Impacts

Academic, Professional, & Student Life Impacts

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

The highest percentage of students indicated that they had difficulty in classes or dropped a class (16%) considered leaving school or transferring (9%) and had difficulty at work or left a job or internship (9%).

Fig. 49 Impacts on academic, professional, or student life



Mental Health Impacts

Students who experienced sexual harassment, sexual violence, intimate partner violence, or stalking were also asked about whether they experienced certain mental health symptoms in the past year. Overall, 71% of participants who experienced SIV reported at least one mental health impact.

The highest percentage of students reported that they felt nervous, anxious, or on edge (61%) and felt down, depressed, or hopeless (43%).

The prevalence of mental health impacts varied by sexual orientation. LGB+ students (81%) were more likely to report experiencing at least one mental health impact compared to straight students (65%).

Fig. 50 Impacts on mental health

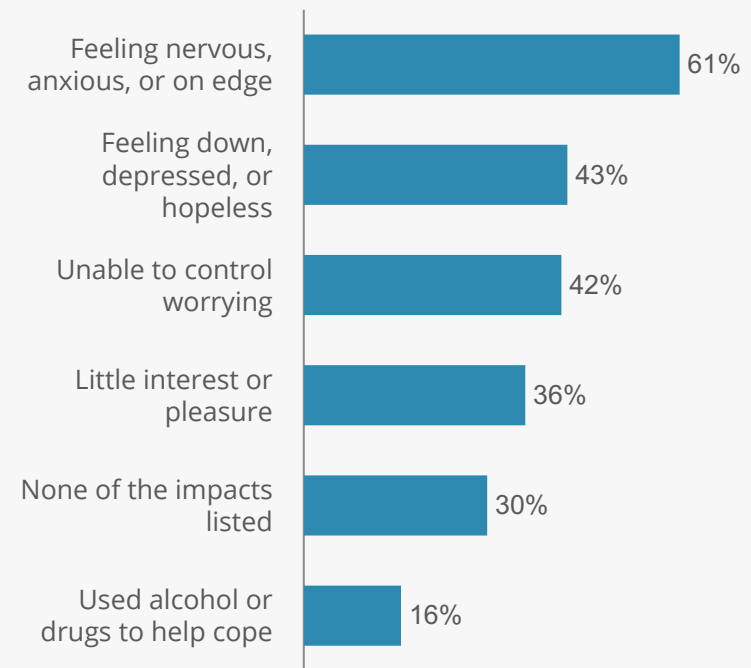
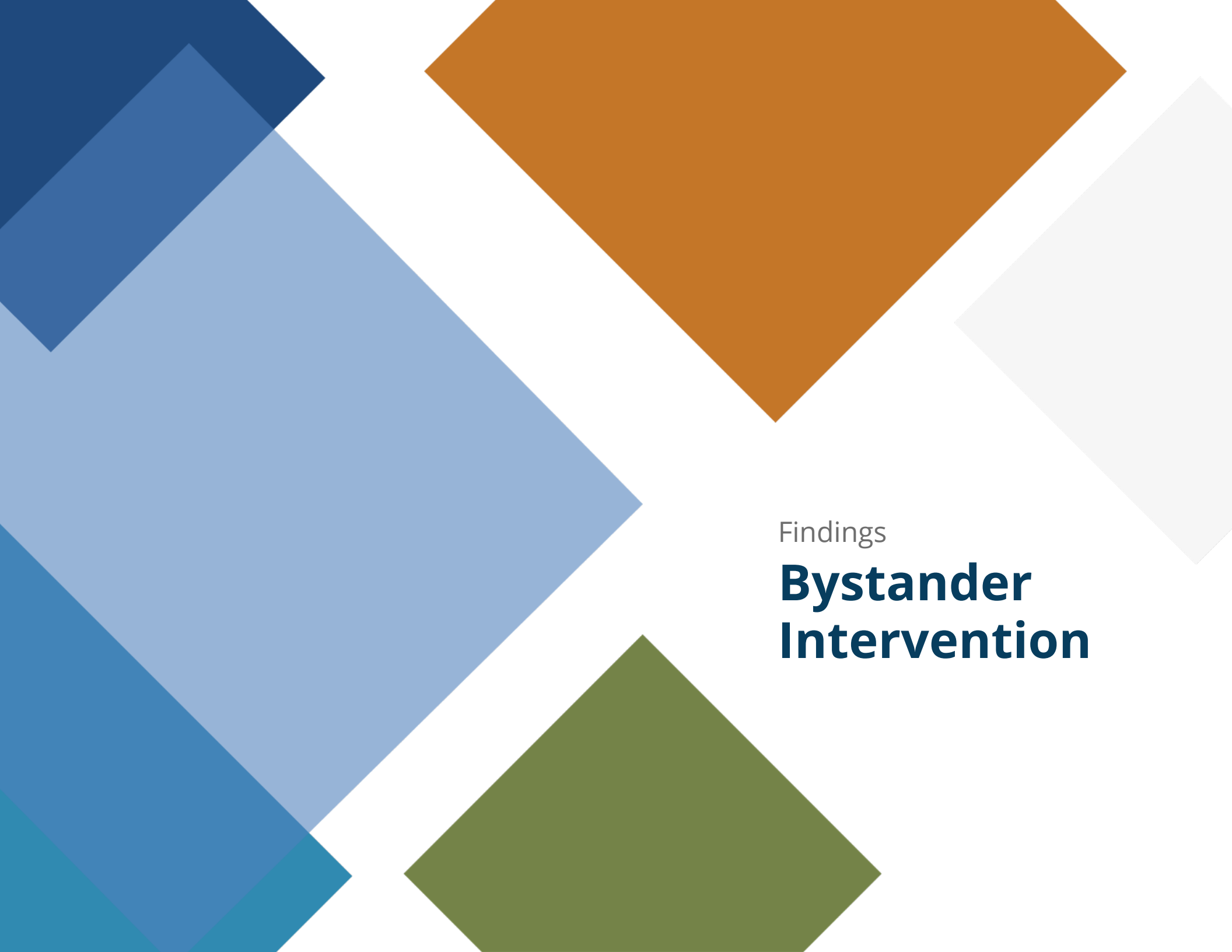


Fig. 51 Prevalence of mental health impacts by demographics



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



Findings

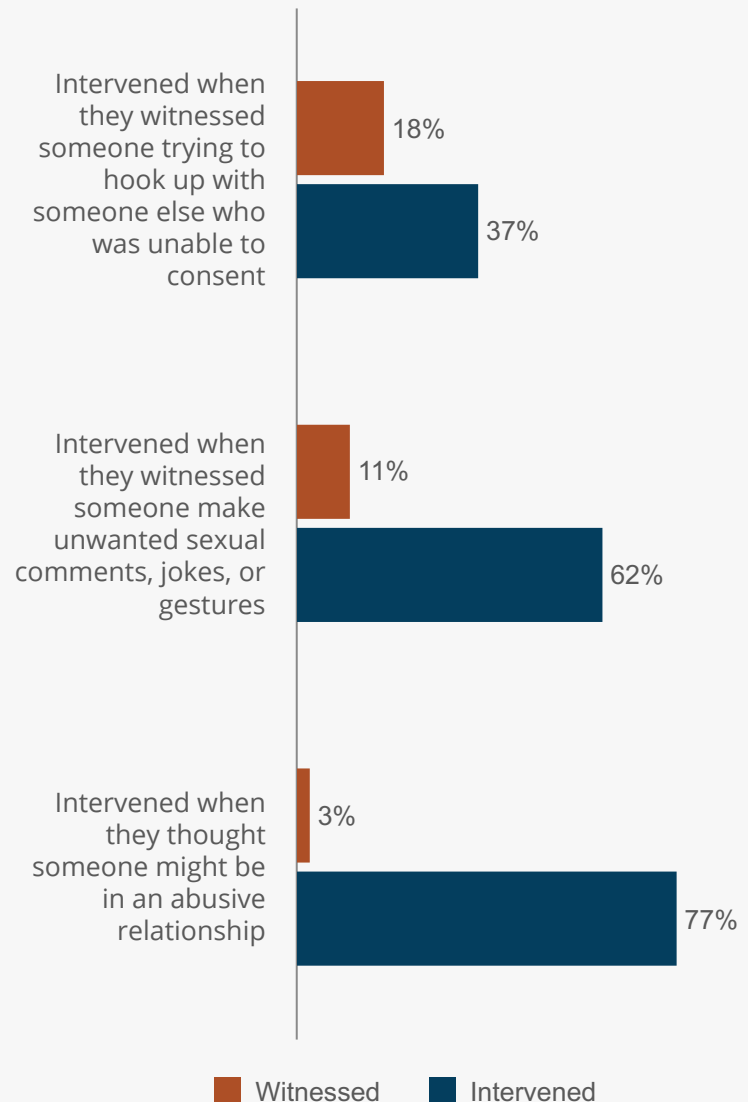
Bystander Intervention

Bystander Behaviors

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

- **18%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, **37%** intervened in some way.
- **11%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, **62%** intervened in some way.
- **3%** thought someone might be in an abusive relationship. Among those, **77%** intervened in some way.

Fig. 52 Percentage of students who intervened after witnessing sexual misconduct

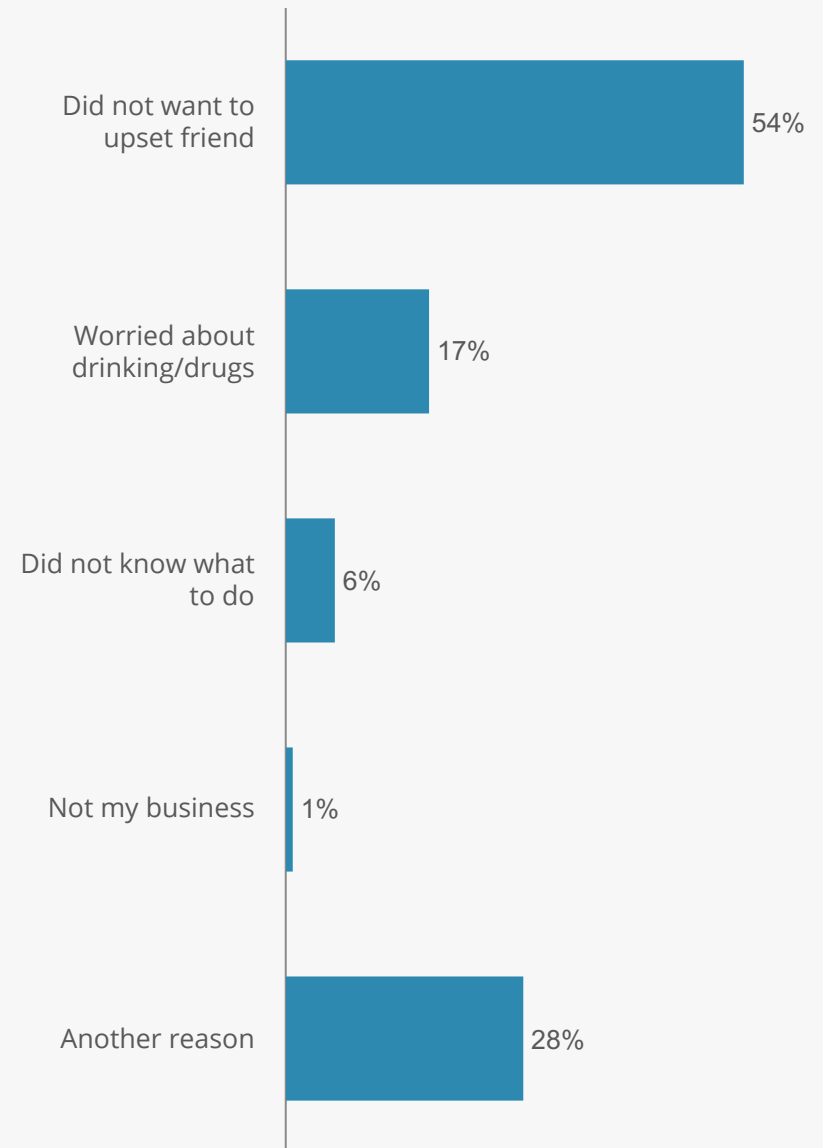


Why Students Did Not Intervene

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

- **54%** did not want to upset a friend
- **28%** did not intervene for another reason
- **17%** did not want to get in trouble for drinking and/or doing drugs
- **6%** were not sure what to do
- **1%** felt it was not their business

Fig. 53 Reasons students did not intervene





Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the survey. We recognize that it may not be feasible to implement all of these recommendations, but this list serves as a starting point for you to develop an evidence-based action plan.

Any mention of specific programs is not an endorsement of the program, but a recommendation that was developed based on evidence of risk and protective factors for sexual and interpersonal violence, effectiveness, accessibility, and input from experts.

Research supports that effective programming should 1) be implemented at several [socio-ecological](#) levels, 2) utilize various approaches, 3) and occur often. Research also shows that retention of knowledge and skills tends to decline after three months, highlighting the importance of frequent training and programming.³

3 McMahon, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive Prevention of Campus Sexual Violence: Expanding Who Is Invited to the Table. *Trauma, Violence, & Abuse*, 22(4), 843–855.

Developing an Action Plan

An action plan can help you implement and track the effectiveness of the prevention efforts at your institution over time.

Considerations when developing the action plan:

- 1 **Collaborate with a diverse group of campus stakeholders.** When developing and implementing the action plan you may choose to include students, faculty/staff, leadership, and community partners, among others. This group should be representative of the entire campus population.
- 2 **Tailor the action plan to your institution.** Our recommendations are broad and should be considered within the context, needs, and culture of your institution. An effective action plan should include a specific goal, actionable steps, allocation of resources, a timeline, and a plan for monitoring and evaluating progress.
- 3 **Be transparent.** Every campus community member has a vested interest in reducing sexual and interpersonal violence. Being open and honest when communicating about the action plan can help build trust.

Key Findings

Some students continued to express concerns about school connectedness and campus culture.

[pg. 12-19](#)

Recommendations

1. Consider conducting focus groups with students, particularly with those that reported a lower sense of school connectedness and campus culture, to understand barriers to programming and students' needs.
2. Evaluate efforts to address school connectedness and campus culture from the 2024 survey and identify successes that can be continued and gaps that can be closed.

Key Findings

Students can still benefit from efforts to increase knowledge of campus resources and policies.

- 44% did not know or were unsure if University of Connecticut had a Title IX Coordinator
- 49% did not know where to go for help if they or a friend experienced SIV

[pg. 22](#)

Recommendations

1. Continue efforts to increase knowledge of campus resources and policies.
2. Review efforts that were implemented after the 2024 climate survey to assess what programming has been effective and to identify any gaps that still remain.
3. Consider implementing an evaluation system for programming to identify which programs are the most effective for knowledge gain and resource allocation.
4. Consider involving students in the process of reviewing policies on an annual basis to ensure that they are explained in plain language (even for law students with some legal training). Policies should clearly and succinctly explain the reporting process to assist students in making an informed decision during a time of crisis.
5. Title IX awareness can increase in campus trust and understanding of campus policies. The role of the Title IX Coordinator should be explained at various times throughout the semester, beyond the initial student orientation. The Title IX Coordinator can be involved in interdisciplinary events, such as athletics, greek life, and student organizations to increase awareness.

Key Findings

There is room to improve campus efforts to increase reporting.

- Common reasons students did not report include thinking the incident was not serious enough, worried it would interfere with school/activities, and did not trust it would be taken seriously.

[pg. 43-45](#)

Recommendations

1. Consider the accessibility of campus services in terms of operating hours, location, cost, and services for vulnerable groups. Ensure students have equitable access to both confidential and non-confidential resources.
2. Engage faculty and other campus members who regularly interact with students about the seriousness of gender-based misconduct. Enlist their help in generating awareness about the resources available to students on and off campus.
3. Evaluate whether students have what they need to balance seeking help for gender-based misconduct and their other responsibilities. Ensure there are accommodations and resources in place to help students manage and navigate the reporting process.
4. Clearly and openly explain the institutions policies, the key findings from the climate survey, and how the institution plans to address the concerns raised by students. Transparency and collaboration can help build trust in the institution.