



EASTERN CONNECTICUT STATE UNIVERSITY

**Report on the Interpersonal Violence Student Impact Survey  
(Spring 2024)**

Office of Equity and Diversity

July 2024

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## **Acknowledgements**

Thank you so much to the ECSU students who gave us their time and insights by taking this survey. Your voice, and your perspective as current students, is essential to building response and prevention efforts that truly meet the needs of students. All of the staff, faculty and administrators that worked on this project extend our thanks.

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## Introduction

Campus climate studies are a common practice at colleges and universities in the United States (U.S), used to measure different dimensions of student perceptions and experiences in the college environment. Early scholars set the foundation for this work through exploring the racial campus climate (Hurtado, 1992) and how the climate for gender and sexual minority students is associated with their educational experience (Rankin, 1998). In the ensuing years a plethora of research and campus-based studies have been conducted to better understand belonging and inclusion through the lens of campus climate.

In 2014, the White House Task Force to Protect Students from Sexual Assault issued a campus climate toolkit for campuses to use in their efforts to prevent and respond to sexual assault, dating violence and stalking. The Task Force conceptualized campus climate as both the experiences of sexual assault and the “attitudes among students, faculty, staff, and/or administrators about the campus atmosphere regarding sexual assault” (2014, p.2). In 2021, Connecticut passed P.A No. 21 – 28 as an update to HB 6374, An Act Concerning Sexual Misconduct on College Campuses. P.A No. 21 – 28 requires that all campuses in Connecticut complete a sexual misconduct campus climate study every two years. The term sexual misconduct includes sexual assault, dating violence, and stalking.

ECSU implemented their first sexual misconduct campus climate survey in the spring of 2022. In order to comply with P.A. No. 21 – 28 and in accordance with best-practices in sexual misconduct response efforts, ECSU completed their second climate study in the spring of 2024. Prior to implementing the 2024 study, the instrument was reviewed for improvements and to ensure that specific data points, required under P.A. No. 21 – 28 were included in the 2024 survey. In this process, some questions were removed from the instrument and some were added. When possible, longitudinal data is provided in this report to compare findings from 2022 with 2024.

The purpose of the 2024 sexual misconduct campus climate study was to investigate the following questions:

- What are student perceptions of how ECSU would respond to a report of sexual assault?
- For students who did report an incident of sexual misconduct at ECSU, what were their perceptions of that experience?
- How aware are students of resources both on and off campus?
- What are student perceptions of training provided by ECSU?
- What are student experiences and perceptions of helping a friend who has experienced sexual misconduct while at ECSU?
- How safe do students feel at ECSU as it pertains to sexual assault, dating violence and stalking?

The following reports provides an executive summary, information on the methodology, and findings.

## Executive Summary

In the spring of 2024, a sexual misconduct campus climate survey was administered on the ECSU campus. The following results are drawn from a sample of registered undergraduate students who completed an anonymous, on-line survey at that time. A total of 318 undergraduate students participated in the survey, yielding a 10% sample size. Approximately 75% (n = 240) of participants lived on-campus and 41% (n = 130) worked on campus at the time of the survey. In regard to academic class status, 28.7% (n = 91) were seniors by credit, 30% (n = 95) were juniors, 24.7% (n = 78) were sophomores, and 16.7% (n = 53) were first-year students.

The majority of participants were white (74.2%, n = 236), followed by Black or African American (14.5%, n = 46), bi-racial (4.7%, n = 15), prefer not to say (4.4%, n = 13), Asian or Asian American (3.8%, n = 12), and Native American/Indigenous (1.9%, n = 6) students. Approximately 15.4% (n = 49) of the sample were of Hispanic, Latino/a/x and/or Spanish origin. The majority of people in the sample were women (72.2%, n = 229) followed by men (19.6%, n = 62) and transgender, genderqueer or non-binary (TGN) students (6.3%, n = 20). Also, 62.3% (n = 190) of participants identified as straight/heterosexual and 37.7% (n = 115) are queer-spectrum students (i.e., gay, lesbian, bisexual, pansexual, asexual, queer, questioning, and prefer to self-describe). The following section outlines key findings from participant responses.

### How do students perceive ECSU's response to sexual misconduct?

- Over half of ECSU students in the sample perceive that ECSU would respond to a report of sexual misconduct positively. Approximately 62.3% (n = 197) of participants in the sample perceived it is likely or very likely that the institution would take the report seriously and 55% (n = 175) perceived it is likely or very likely that the institution would handle the report fairly.
- Comparison data was used to assess differences in perceptions of institutional response between 2022 and 2024. On all items, participants in the 2024 sample perceived institutional response more positively than participants in the 2022 sample. For example, in 2022, 53% (n = 401) of participants perceived that ECSU would support the person making the report while in 2024 approximately 61.9% (n = 197) of students in the sample felt the same way.
- Survey participants were asked two open-ended questions in this survey. Themes that emerged from these answers included: concerns about ECSU not holding people who commit sexual misconduct appropriately accountable (n = 15) and a recommendation for more support for students (n = 12).

### How do students who have made a report of sexual misconduct perceive their experience?

- When asked if they had made a report of sexual harassment, sexual assault, dating violence or stalking to ECSU since they became a student here, 18 people responded "yes" (6.3%). Fifteen (15) of these individuals answered follow-up questions about their experience.

- Approximately 66.7% (n = 10) of participants who reported said that ECSU actively supported them with formal or informal resources. Also, almost half (n = 7, 46.7%) of those who reported said that they felt that ECSU made it difficult to report and over half (n = 8, 57.1%) said that ECSU created an environment where staying at ECSU was difficult for them.

#### **How aware are ECSU students of resources related to sexual misconduct?**

- Approximately 68.6% (n = 212) of participants agree or strongly agree that if they or a friend experienced sexual misconduct, they know where to go get help on campus. However, just under half of participants (49.2%, n = 152) agree or strongly agree that they know what happens when a student reports a claim of sexual misconduct at ECSU.
- While a majority of participants said they had awareness of the function of on-campus resources such as Title IX, Women’s Center and Counseling and Psychological Services (CAPS), a smaller proportion of students said they were very aware or extremely aware of the function of off-campus resources such as Sexual Assault Crisis Services (19.7%, n = 57) and United Services (20.1%, n = 58). Additionally, only 23.2% (n = 67) of participants were very aware or extremely aware of the function of the University Victim Advocate.
- In comparing data from 2024 with data from 2022, a higher proportion of students in the 2024 sample have awareness of resources. For example, in 2022 48.6% (n = 368) of survey participants knew where to go to get help on campus, while in 2024, 68.6% (n = 212) of participants knew where to go to get help.

#### **What are student perceptions of required training related to sexual misconduct?**

- Approximately 93.2% (n = 287) of participants indicated that they completed the on-line training required for all students. Less than half of participants (40.5%, n = 115) indicated that the training was helpful or very helpful.
- There were variations in perceptions of helpfulness by gender identity and sexual orientation. A higher proportion of men (51%, n = 26) found the training “helpful” or “very helpful” compared to women (40.2%, n = 84). Additionally, a higher proportion of heterosexual/straight students (45.2%, n = 75) found the training “helpful” or “very helpful” compared to queer spectrum students (31.8%, n = 34).
- In open ended questions some students suggested there may be a benefit to more in-person or varied training opportunities (n = 14).

#### **What are student experiences and perceptions of helping a friend who has experienced sexual misconduct while at ECSU?**

- Approximately 50.2% (n = 149) of participants indicated that they know someone (not themselves) who has experienced sexual assault, domestic violence, and/or stalking since they became a college student at ECSU.

- Of these students, 69.8 % (n = n = 104) said that they provided support to this person. Types of support included being there for the other person, emotional support, connecting their friend with resources, and physical support (e.g., walking them to class, providing protection).

### **How safe do students feel at ECSU as it pertains to sexual assault, dating violence and stalking?**

- Approximately 65.8% (n = 188) agreed or strongly agreed that on or around the Eastern campus they felt safe from dating violence, followed by sexual harassment (60.8%, n = 174), sexual violence (59.1%, n = 169) and stalking (50%, n = 143).
- There was some variation in response to these items by gender identity, sexual orientation and disability status. While there were similar proportions of students who said they agreed or strongly agreed that they felt safe from dating violence when comparing men (68.5%, n = 37) and women (65.7%, n = 136), higher proportions of men agreed or strongly agreed that they felt safe compared to women in regard to sexual harassment, sexual assault and stalking.
- Also, higher proportions of heterosexual/straight students agreed or strongly agreed that they felt safe from all forms of sexual misconduct compared to queer spectrum students. A higher proportion of participants who did not have a disability also agreed or strongly agreed to feeling safe from sexual harassment, sexual assault and stalking, compared to students who did have a disability.

## **Methodology**

In January of 2024, Dr. LaMar Coleman (Vice-President of Equity and Diversity) issued approval for preparation of this climate study to proceed. A small working group that included Sara Madera (Title IX Coordinator), Starsheemar Byrum (Women’s Center Director) and Sarah Nightingale (Assistant Professor of Social Work) met regularly from January 2024 through March 2024 to review and update the survey instrument and determine recruitment methods. Ms. Byrum developed the messaging and creative design of the marketing campaign. Dr. Nightingale organized a group of ten social work students who reviewed marketing materials, provided feedback and were featured in the poster campaign. Additionally, three students, Madelyn Currier, Victoria Davis, and Muneeb Butt worked with Dr. Nightingale to refine the survey instrument, develop an organizing strategy for recruitment and assist with recruitment efforts. Finally, the survey was reviewed by the ECSU SAIV-RT members and feedback was then incorporated into the final draft. Survey questions were primarily drawn from The Administrator-Researcher Campus Climate Consortium (ARC3) Survey (Swartout et al., 2019), a reliable and validated instrument that has been tested with college students.

### ***Procedure***

To collect data for this climate study an anonymous, on-line survey was sent to eligible students and alumni. Eligibility criteria included: at least 18 years of age, current active, registered ECSU students or alumni who graduated in December 2023. Staff in the Office of Planning and Institutional Research coordinated a list of individuals who met these criteria. Each potential participant was able to access the survey through a Qualtrics link. In order to proceed, participants needed to input their unique ECSU log-in information. However, a function in Qualtrics was disabled so that none of the log-in information was collected or available to staff in the Office of Planning and Institutional Research or faculty who conducted the analysis. No identifying information was collected via this survey.

The survey was open to participants from April 12, 2024 – May 10, 2024. Two e-mail invitations were sent from Dr. Coleman to all current registered ECSU students and recent alumni who graduated in December 2023. Also, Residence Life e-mailed information about the survey to all resident students and RA’s, student activities e-mailed club e-boards and student employment asked all directors to forward information about the survey to their student employees. Additional promotional efforts included: a poster campaign that featured ECSU students, tabling in the Student Center and residence halls by student organizers and social media promotion.

Incentives were provided in this study. Students who completed the survey had the option to enter a raffle to win one of four \$25 EXPRE\$\$ cash or an all-access Fall 2024 parking pass.

### ***Sample***

#### *Sample size*



The e-mail invitation to participate in this study was sent to 3,380 active, currently registered students and 150 alumni who graduated in December 2023. Dual-enrolled high school students were excluded. The raw dataset included 438 participants who had opened the survey link. A total of 120 cases were removed for the following reasons. First, very few alumni (n = 1) and graduate students (n = 8) completed the survey. These cases were removed as they are distinct populations from undergraduate students and there were not enough responses to proceed with a separate analysis. A total of 55 cases were removed because the participant did not answer any questions, and 2 cases were removed because the individual was under 18. A total of 19 cases were removed because the participant only answered partial demographic questions and 33 cases were removed because they did not answer any questions after the demographic section. And finally, 2 cases were removed because the participant selected “other” student status but did not provide any additional information. Ultimately, the final dataset included 318 completed surveys, yielding an 10% response rate amongst active, registered students.

*Representativeness of Sample*

In order to understand how representative this data is of the ECSU undergraduate student population, Chi-square test for goodness of fit was conducted for several metrics. First-year students are significantly underrepresented in the sample, while Juniors are overrepresented. Women are significantly overrepresented in the sample and men are underrepresented. Comparison data for additional gender identities was not available. Students who live on campus were overrepresented while commuters were underrepresented. Regarding race and ethnicity, Asian students and students of Hispanic, Latino/a/x and/or Spanish Origin were represented in the sample. White students and Black/African American students were overrepresented in the sample.

*Table 1. Sample Demographics*

	<b>%</b>	<b>n</b>
<b>Class year (based on credits earned) (n = 317)</b>		
First-year (up to 30 credits)	16.7	53
Sophomores (up to 60 credits)	24.6	78
Junior (up to 90 credits)	30	95
Senior (more than 90 credits)	28.7	91
<b>Age (n = 318)</b>		
<=20	60.5	192
21	21.4	68
22+	18.2	58
<b>Race</b>		
Alaska Native or Native American	NR	NR
Asian or Asian American	3.8	12
Bi-Racial	4.7	15
Black or African American	14.5	46
Multi-racial	NR	NR
Native American / Indigenous	1.9	6

	%	n
Native Hawaiian or Other Pacific Islander	NR	NR
White or Caucasian	74.2	236
Other	3.8	12
Prefer not to say	4.4	14
Ethnicity (n = 318)		
Hispanic, Latino/a/x and/or Spanish Origin	15.4	49
Not of Hispanic, Latino/a/x and or Spanish Origin	83.3	265
Prefer not to say	NR	NR
Gender Identity (n = 317)		
Female	72.2	229
Male	19.6	62
Transgender	NR	NR
Nonbinary	2.2	7
Genderqueer	1.6	5
Prefer not to say	1.9	6
Prefer to self-describe	1.9	6
Sexual Orientation (n = 316)		
Heterosexual or straight	60.1	190
Gay	NR	NR
Lesbian	2.5	8
Bisexual	17.7	56
Asexual	2.5	8
Queer	5.7	18
Questioning	1.6	5
Pansexual	5.1	16
Prefer not to say	2.5	8
Prefer to self-describe	NR	NR
Religion (n = 318)		
Agnostic (not sure if there is a God)	18.9	60
Atheist (do not believe in God)	10.7	34
Catholic	19.8	63
Christian Orthodox	9.4	30
Hindu	NR	NR
Jewish	1.9	6
Muslim	NR	NR
Protestant	3.8	12
Something else	6.6	21
Nothing in particular	19.5	62
Don't know	1.9	6
Prefer not to say	6.0	19
Disability (n = 318)		
Has a disability	17.6	56
Does not have a disability	78	248
Prefer not to answer	4.4	14

	%	n
Student Organization or Club Sport (n = 317)		
Member of a student organization or club sport	69.4	220
Not a member of a student organization or club sport	30.6	97
NCAA Athletic Team (n = 317)		
Member of an NCAA Athletic Team	9.8	31
Not a member of an NCAA Athletic Team	90.2	286
Work on Campus (n = 317)		
Currently works on campus	41.0	130
Does not currently work on campus	59.0	187
Housing (n = 318)		
On-campus	75.5	240
Off-campus	14.8	47
With Parents	9.7	31

NR = Not reported as cell size is less than 5.

### ***Analysis***

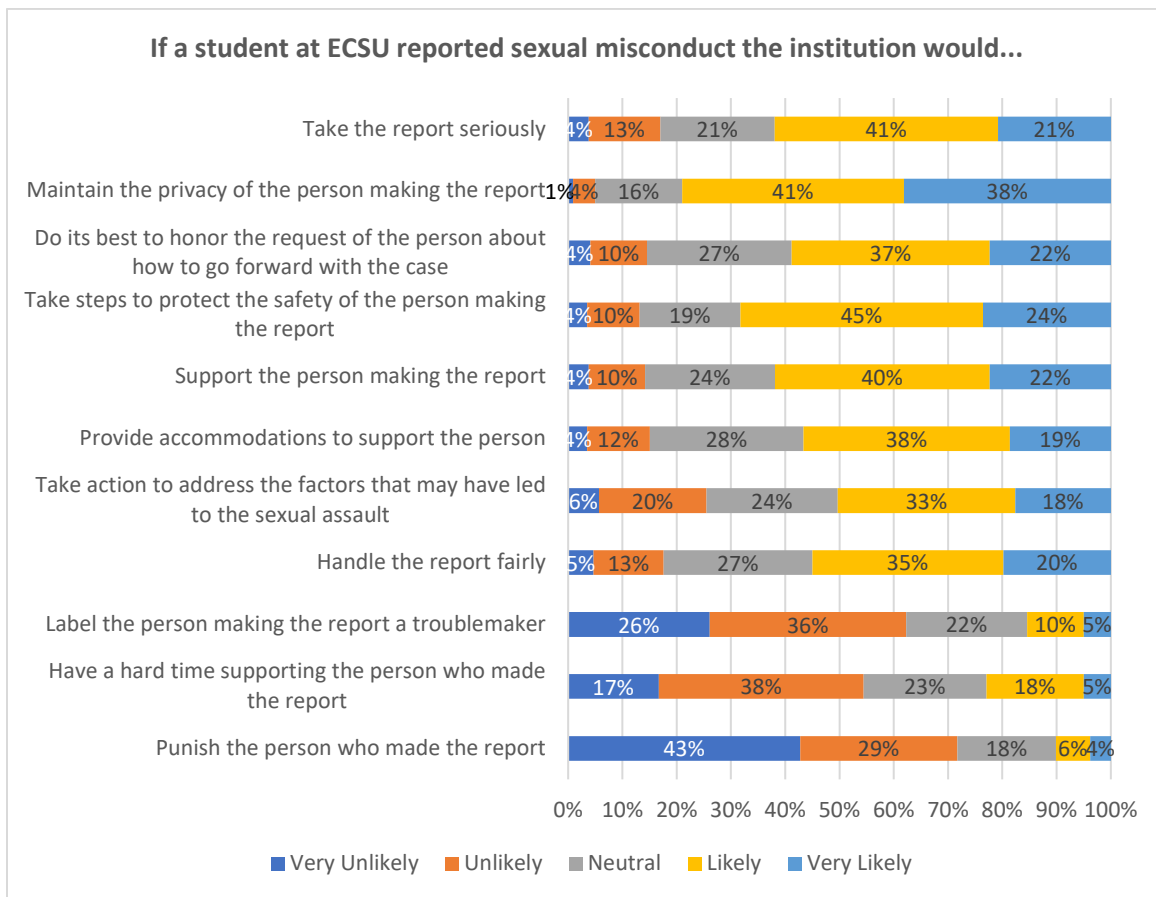
The data analysis for this study was conducted using SPSS Version 26. First the data set was screened for missing data. Continuous variables were then assessed for reliability and normality prior to further analysis. Analysis was primarily descriptive in nature, however, in some instances, ANOVA and t-tests were applied to explore bivariate associations. When possible, differences by gender identity, sexual orientation and disability status were explored. These groups were selected for further analysis because previous academic research of each group has shown significant differences in perceptions of campus climate (Campe, 2021; Klein et al., 2022).

## Perceptions of Institutional Response to Sexual Misconduct

### *Institutional Response - 2024*

The first set of questions on the survey measured how participants perceived ECSU would respond if a student reported sexual misconduct to the institution. Approximately 62.3% (n = 197) of participants in the sample perceived it is likely or very likely that the institution would take the report seriously and 55% (n = 175) perceived it is likely or very likely that the institution would handle the report fairly.

**Table 1.**  
*Perceptions of Institutional Response 2024 – All Survey Respondents (n = 318)*



The items on the Perceptions of Institutional Response to Sexual Misconduct scale are also measured in a scale, which includes eleven items. Responses ranged on a five-point Likert scale from “Very Unlikely” to “Very Likely”. The Cronbach’s Alpha score for this scale was .899 indicating a strong internal consistency.

A one-way between-groups analysis of variance (ANOVA) was conducted to explore the association between gender identity and perceptions of institutional response to sexual misconduct. Gender was divided into three groups; men, women, and TGN students. There was

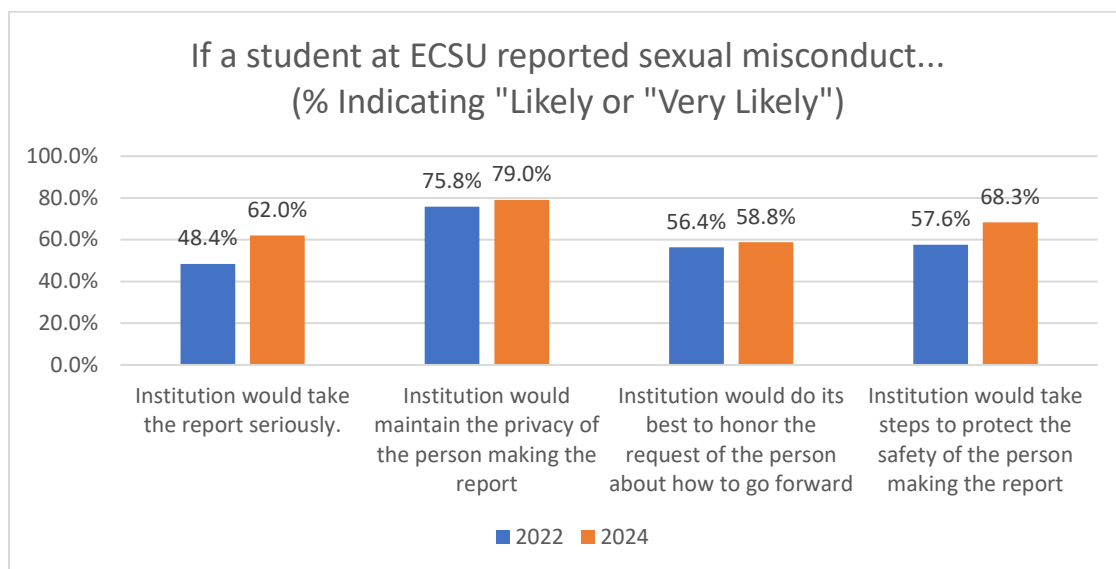
a statistically significant difference at the  $p < .05$  level in scores on the institutional response scale,  $F(2, 308) = 5.5, p = .004$ . However, the effect size calculated using eta squared was .035, indicating the affect size was quite small (Cohen, 1988).

Two independent sample t-tests were also conducted with this data. First, an independent samples t-test was conducted to compare the institutional response scores for heterosexual students and queer-spectrum students. There was a statistically significant difference in scores for heterosexual participants ( $M = 41.54, SD = 7.89$ ) and queer-spectrum participants ( $M = 38.06, SD = 8.64$ ),  $t(303) = 3.6, p < .001$ , two-tailed. The magnitude of the difference in the means was between small and medium, Cohen’s  $D = .420$  (Cohen, 1988). The second independent sample t-test compared the institutional response score for participants with a disability and those without a disability. There was a statistically significant difference on the institutional response scale between participants with a disability ( $M = 37.84, SD = 8.59$ ) and those without a disability ( $M = 41.02, SD = 8.14$ ),  $t(302) = -2.61, p = .009$ , two-tailed. However, the effect size calculated with Cohen’s  $D = .374$  indicating between a small and medium effect size.

***Institutional Response Comparison Data – 2022 and 2024***

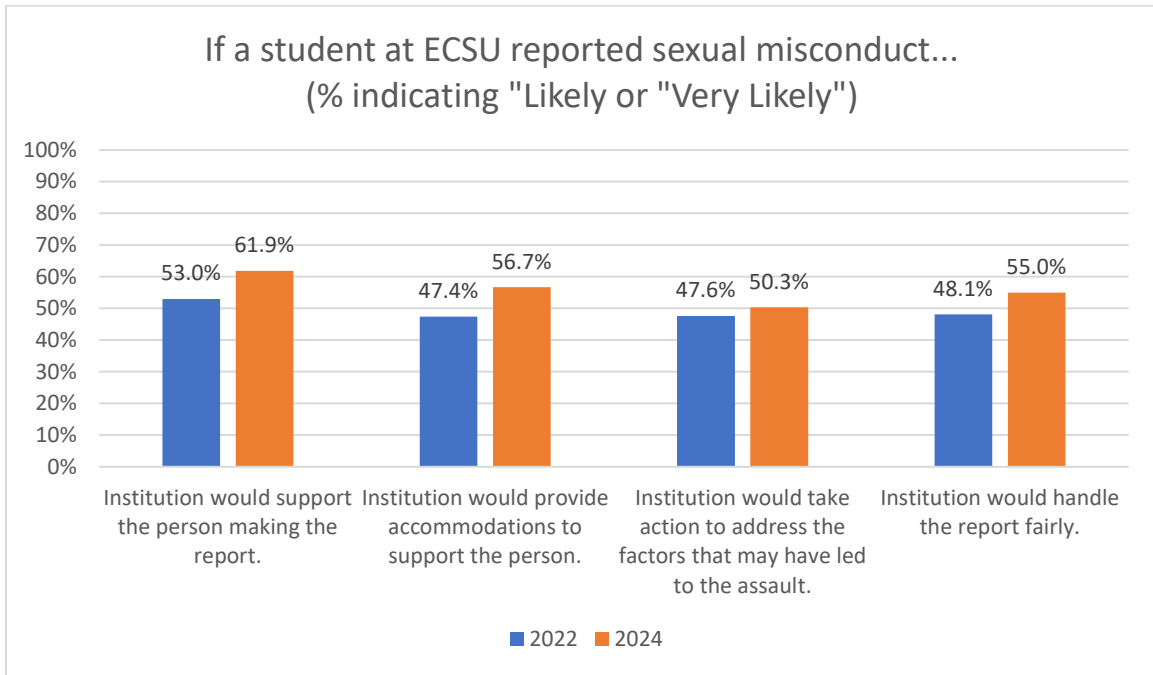
Analysis was also conducted to compare data from 2024 with the 2022 campus climate data. All items related to institutional response to sexual misconduct moved in a positive direction in the two years between the campus climate surveys. For example, in 2022 48.8% (n = 369) of participants perceived that if an ECSU student reported sexual misconduct to the institution it is likely or very likely that it would be taken seriously. Meanwhile, in 2024 approximately 62% (n = 197) of participants indicated the same response. See the tables below for more detailed information on each item.

**Table 2.**  
*Perceptions of Institutional Response 2 Year Comparison – Seriousness, Privacy, Honor, and Protection*



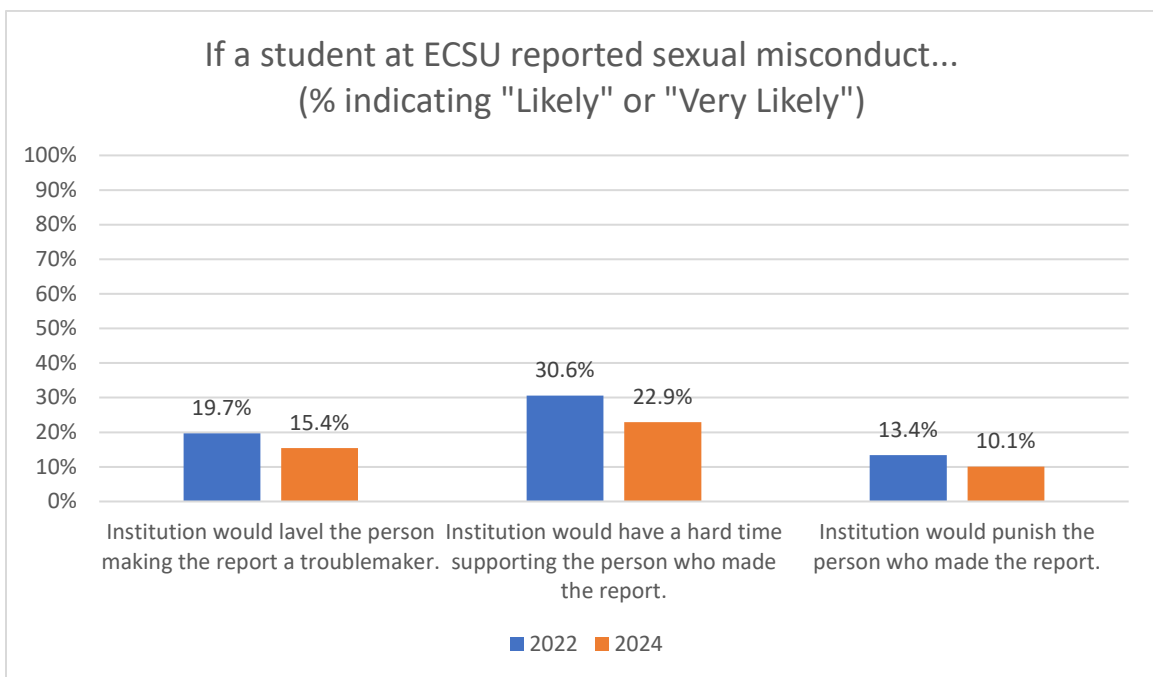
**Table 3.**

*Perceptions of Institutional Response 2 Year Comparison – Support, Accommodations, Factors, and Fairness*



**Table 4.**

*Perceptions of Institutional Response 2 Year Comparison – Troublemaker, Support, Punish*



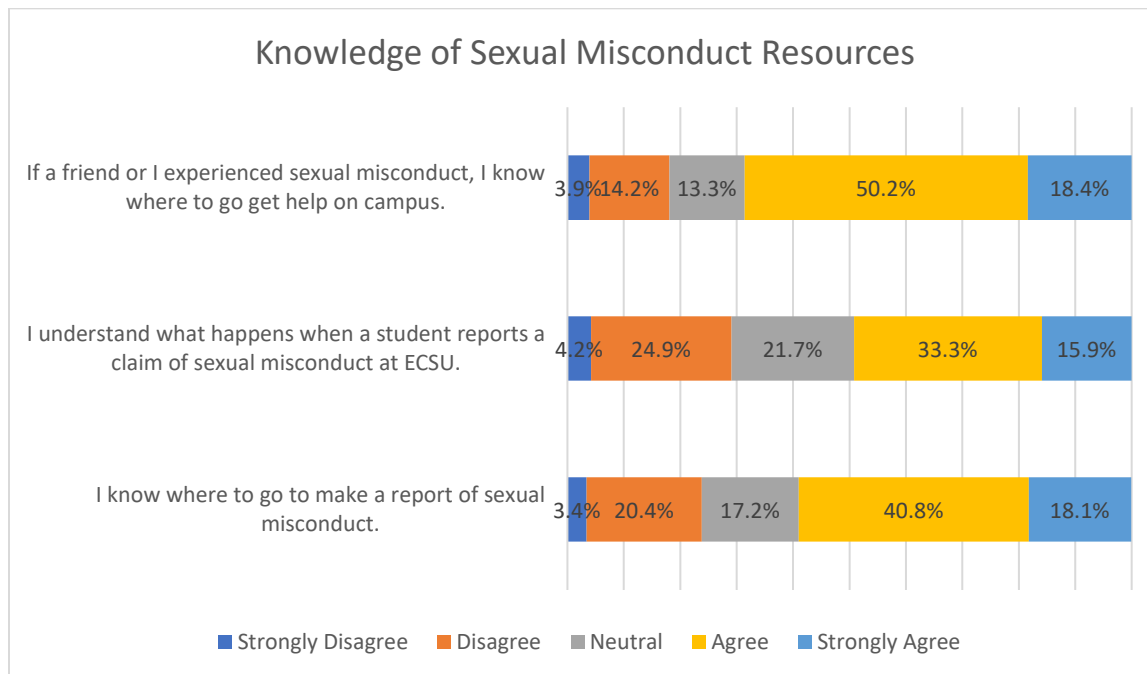
## Awareness of Resources Related to Sexual Misconduct

### *Awareness of Resources 2024*

Participants were asked to indicate their level of agreement to several statements related to sexual misconduct resources. Approximately 68.6% (n = 212) of participants agree or strongly agree that if they or a friend experienced sexual misconduct, they know where to go get help on campus. Also, just under half of participants (49.2%, n = 152) agree or strongly agree that they know what happens when a student reports a claim of sexual misconduct at ECSU.

**Table 5**

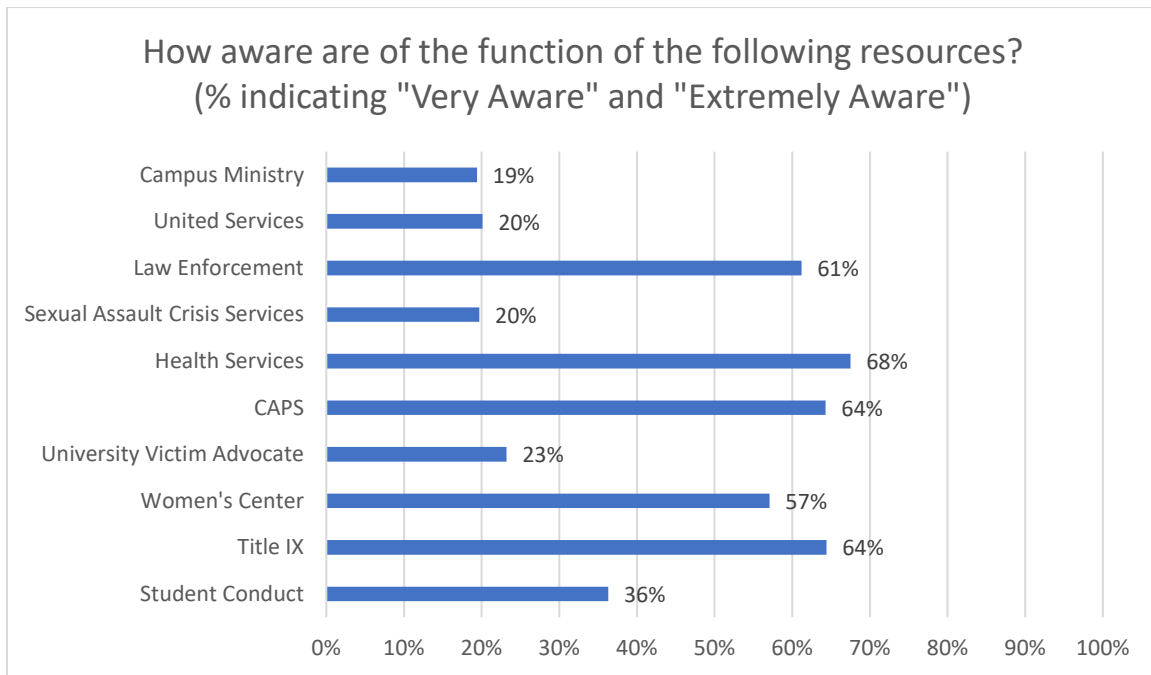
*Knowledge of Campus Sexual Misconduct Resources – all participants (n = 309)*



Participants were also asked to indicate how aware they were of the function of the campus and community resources specifically related to sexual misconduct response. While a majority of participants were very aware or extremely aware of the function of on-campus resources such as Title IX (64.4%, n = 186), Women’s Center (57.1%, n = 165) and CAPS (64.3%, n = 186), a smaller proportion of students indicated this awareness of the function of off-campus resources such as Sexual Assault Crisis Services (19.7%, n = 57) and United Services (20.1%, n = 58). Additionally, only 23.2% (n = 67) of participants were very aware or extremely aware of the function of the University Victim Advocate.

**Table 6**

*Awareness of the function of specific resources – all participants (n = 289)*



***Experiences Helping a Friend***

Approximately 50.2% (n = 149) of participants indicated that they know someone (not themselves) who has experienced sexual assault, domestic violence, and/or stalking since they became a college student at ECSU. Of these students, 69.8 % (n = n = 104) said that they provided support to this person. Approximately 1.3% (n = 2) did not provide support, 2.7% (n = 4) did not know how to provide support, 10.7% (n = 16) said it would not have been appropriate for them to provide support, and 15.4% (n = 23) had other reasons they could not provide support.

Participants who did provide support to a friend were invited to answer an open-ended question asking what kind of support they provided. A total of 89 participants wrote-in responses. Several themes emerged:

**Table 7**

*Support provided by students (n = 89)*

<b>Theme</b>	<b>Number of participants</b>
Being there, caring, listening	35
Emotional support	20
Connecting with resources	15
Physical support (i.e., walking them to class, providing protection)	9



Helping to find someone to help my friend	8
Helping to make a report	7
Making plans of action	1
Believing them	1
Hug	1
Anonymous witness	1
On-line support	1

Participants who provided support to a friend were also asked, looking back, what resources or information they wish they had had at the time. The following responses were provided:

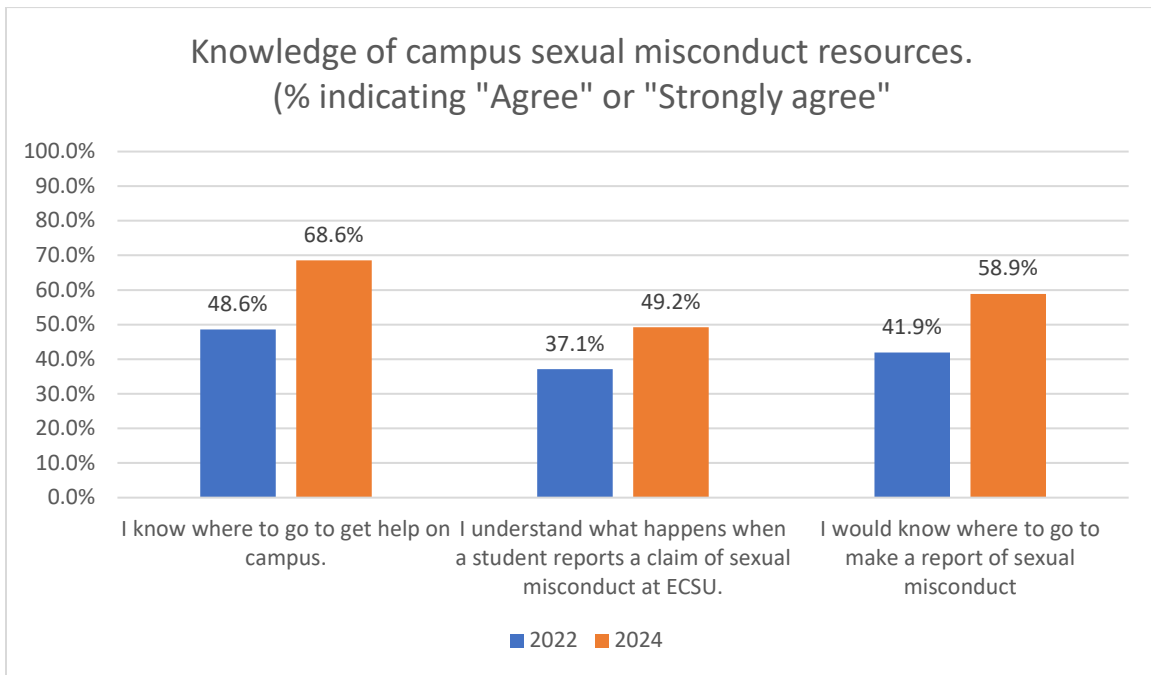
- How badly ECSU would respond (n= 4)
- Campus police (n= 2)
- How to get accountability for the person who harmed friend (n= 2)
- More awareness of resources (n= 2)
- Easier way to call for help (n = 1)
- Anonymous on-line forms (n= 1)
- That faculty took claims more seriously (n= 1)
- More options than reporting for their friend (n= 1)
- That we had known where to go sooner (n= 1)
- More knowledge about policy (n= 1)
- More awareness of resources (n= 2)
- More of an understanding on what to do about stalking situation (n= 1)

***Knowledge of Resources Comparative Data – 2022 and 2024***

Analysis was conducted to compare awareness of resources related to sexual misconduct between 2022 and 2024. A higher proportion of students in 2024 sample were aware of resources compared to 2022. For example, in 2022 48.6% (n = 368) knew where to go to get help on campus, while in 2024, 68.6% (n = 212) knew where to go to get help. See Table 8 below for further details.

**Table 8**

*Knowledge of Campus Sexual Misconduct Resources 2 Year Comparison*



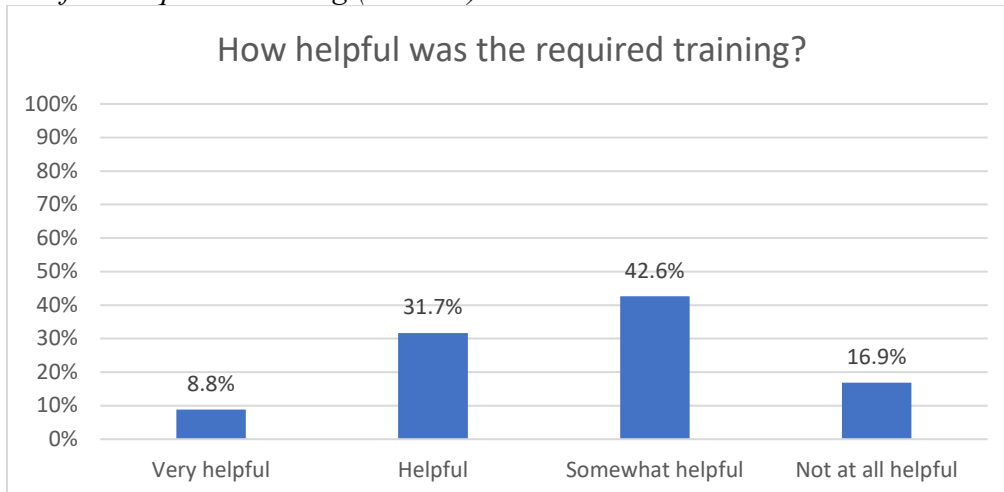
**Perceptions of Training, Education, and Information Related to Sexual Misconduct**

***Required on-line training***

Before coming to ECSU 82.5% (n = 225) of participants had received information or education, that did not come from ECSU, about sexual misconduct. Approximately 93.2% (n = 287) of participants indicated that they completed the on-line training required for all students. Less than half of participants (40.5%, n = 115) indicated that the training was helpful or very helpful.

**Table 9**

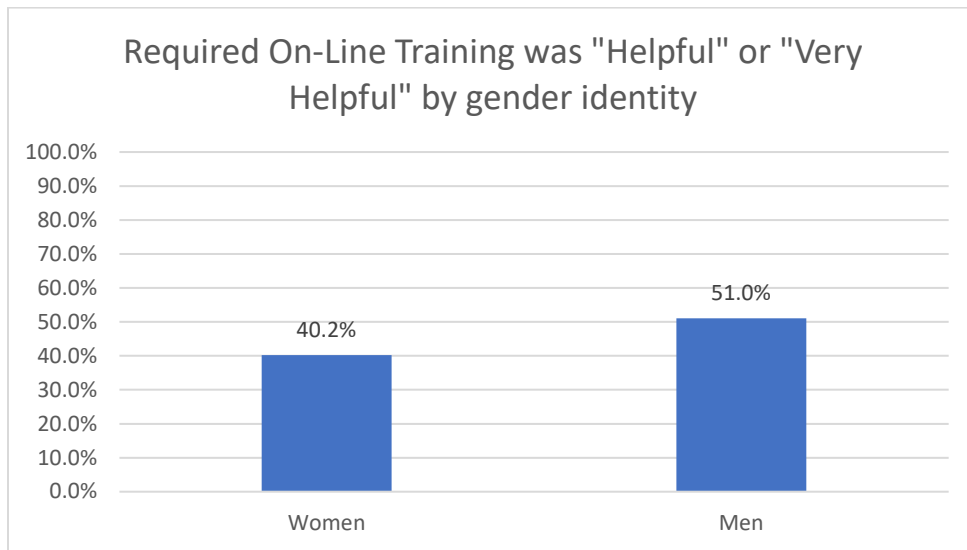
*Helpfulness of the required training (n = 289)*



There were also some variations in perceptions of helpfulness by gender identity and sexual orientation. A higher proportion of men (51%, n = 26) found the training “helpful” or “very helpful” compared to women (40.2%, n = 84). Additionally, a higher proportion of heterosexual/straight students (45.2%, n = 75) found the training “helpful” or “very helpful” compared to queer spectrum students (31.8%, n = 34). There was minimal differences in this perception between students with a disability (37%, n = 20) and students without a disability (42.3%, n = 93).

**Table 10**

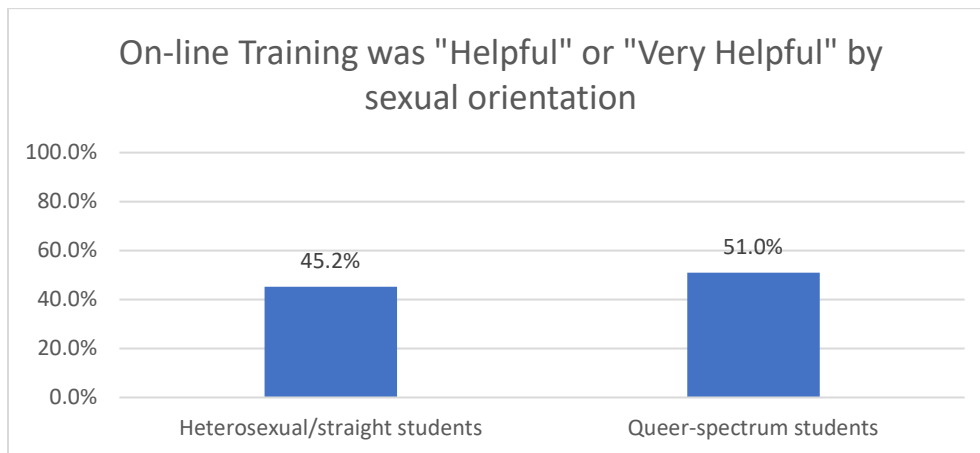
*Required training was “Helpful” or “Very Helpful” by gender identity (n = 273)*



*Note.* Transgender, genderqueer and non-binary (TGN) students were excluded from this comparison due to low cell count.

**Table 11**

*Required training “Helpful” or “Very Helpful” by sexual orientation (n = 273)*

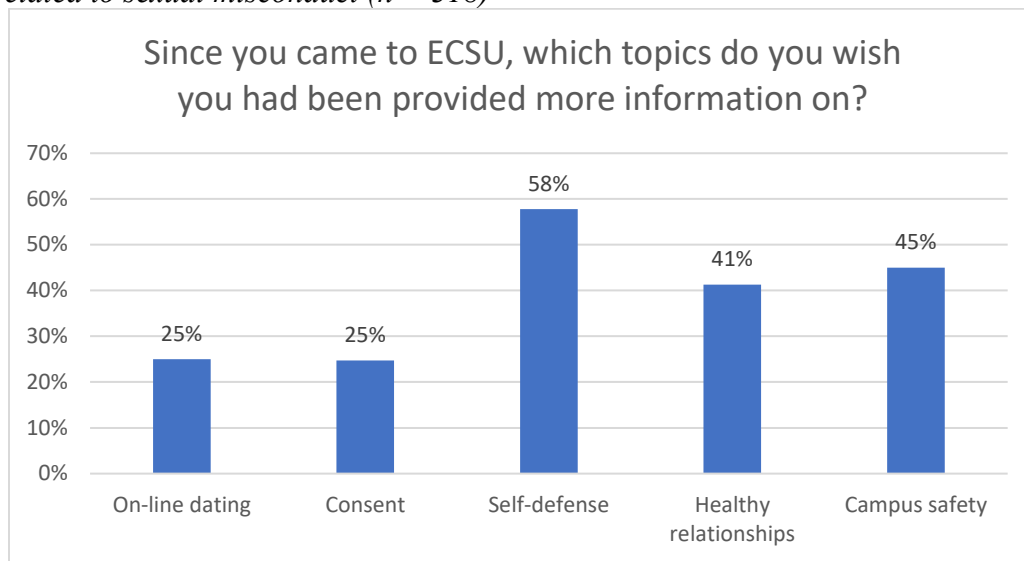


### ***Other Information Provided by ECSU***

Participants were also asked to consider what topics related to sexual misconduct they wished they had been provided more information on since coming to ECSU. More than half of participants indicated they wished they had been provided more information on self-defense (58%, n = 185) followed by 45% (n = 144) of participants who would like more information on campus safety.

**Table 12**

*Topics related to sexual misconduct (n = 318)*

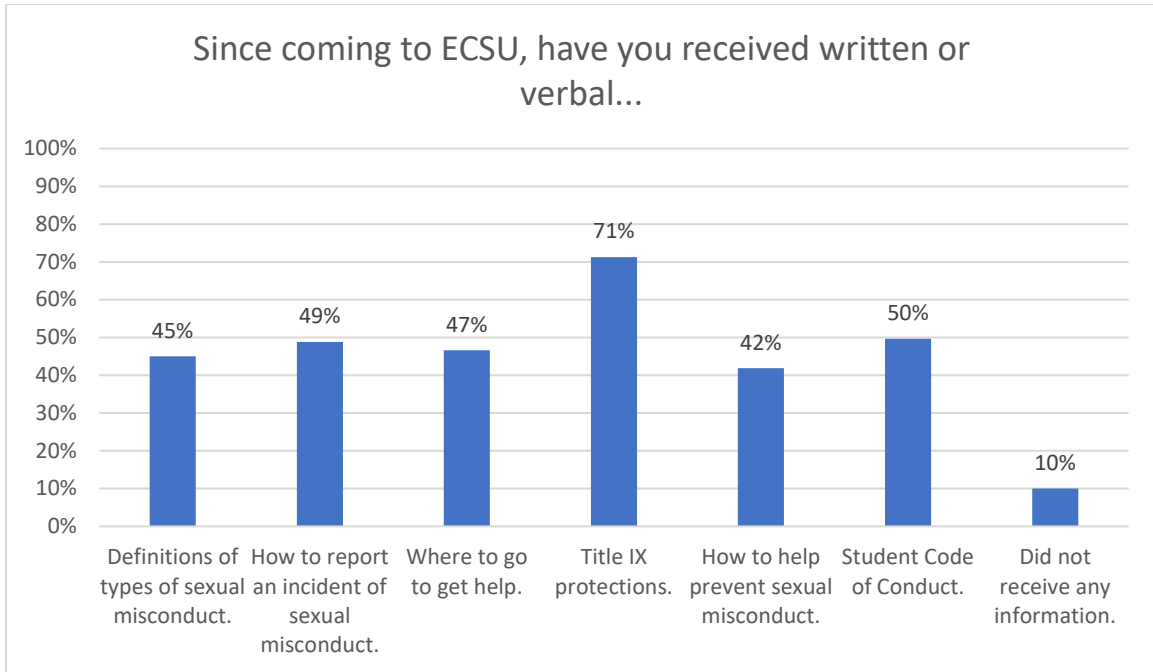


Participants were also asked whether they have received written (e.g., brochures, emails) or verbal information (e.g., presentations, training) from anyone at ECSU about specific topics related to sexual misconduct, since they came to ECSU. A total of 71% (n = 149) indicated that they had received information on Title IX protections against sexual misconduct and 50% (n = 159) on the student code of conduct or honor code.

However, less than half of students in the sample recalled receiving information on the definitions of sexual misconduct (45.3%, n = 144), how to report an incident of sexual misconduct (49.1%, n = 156), where to go to get help if someone you know experiences sexual misconduct (46.9%, n = 149), and how to help prevent sexual misconduct (42.1%, n = 134). Approximately 10% (n = 32) said they had not received any of this information. The largest proportion of students indicated that they received this information from the on-line training (62.3%, n = 198), and some students also saw this information on a course syllabus (32.4%, n = 103) and at orientation (32.7%, n = 104).

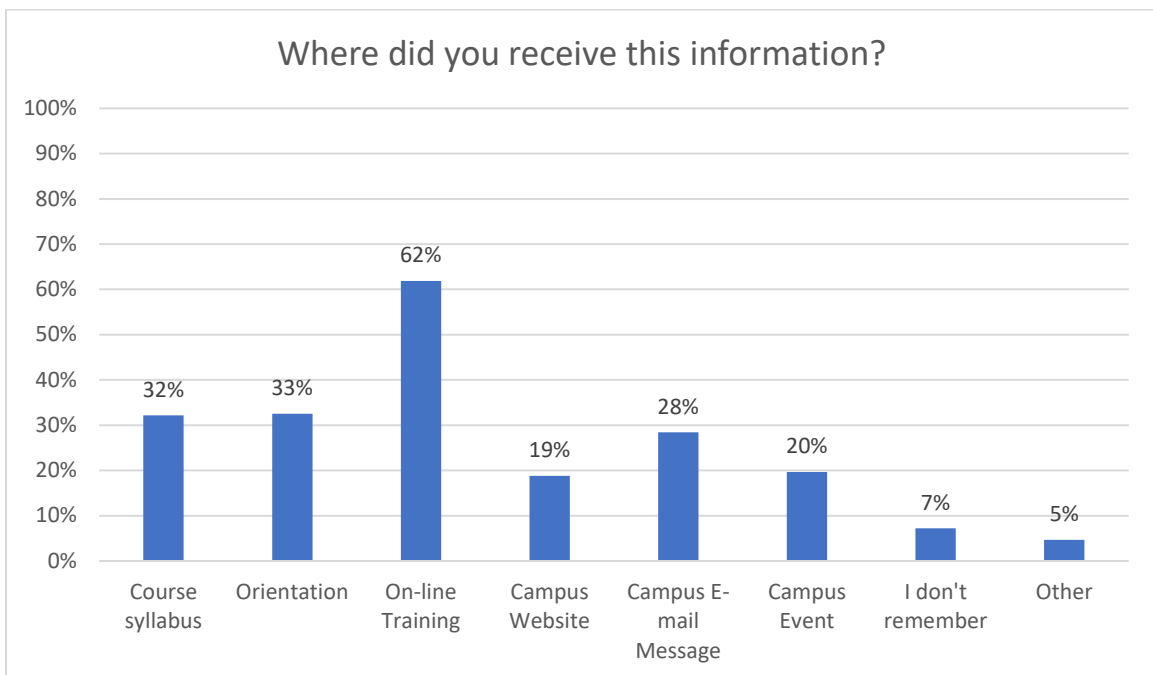
**Table 13.**

*Information participants received related to sexual misconduct*



**Table 14.**

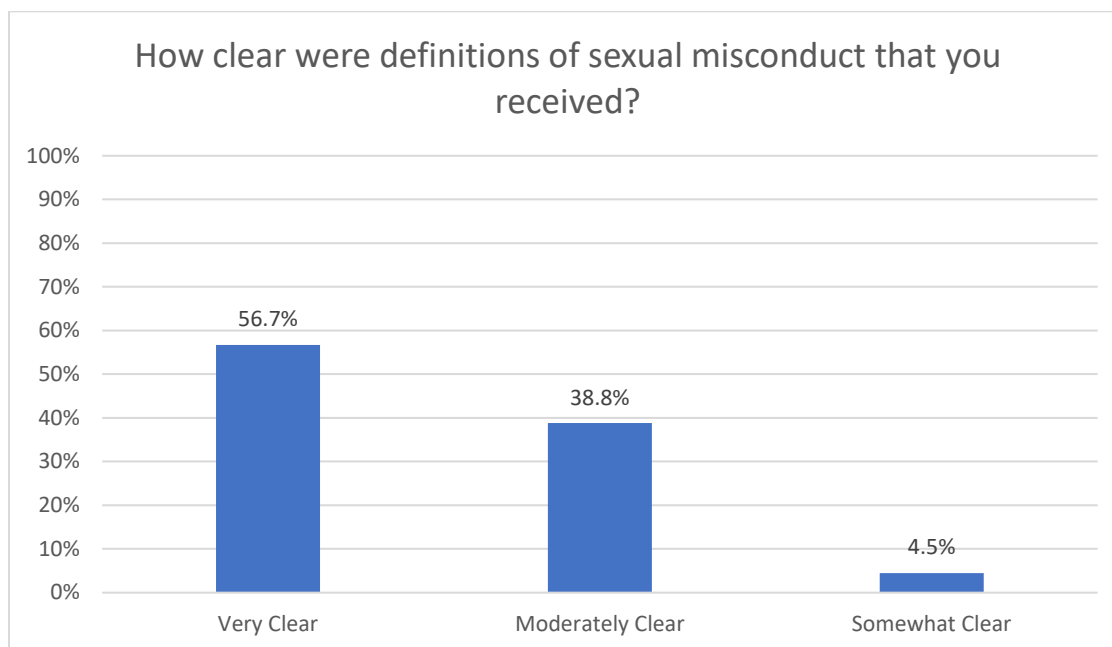
*Where participants received information related to sexual misconduct.*



A total of 144 students said they had received definitions of sexual misconduct since they came to ECSU. Of these students, 134 answered a follow-up question asking them about how clear the definitions of sexual misconduct were. Over half of these students (56.7%, n = 76) said that the definitions were very clear.

**Table 15.**

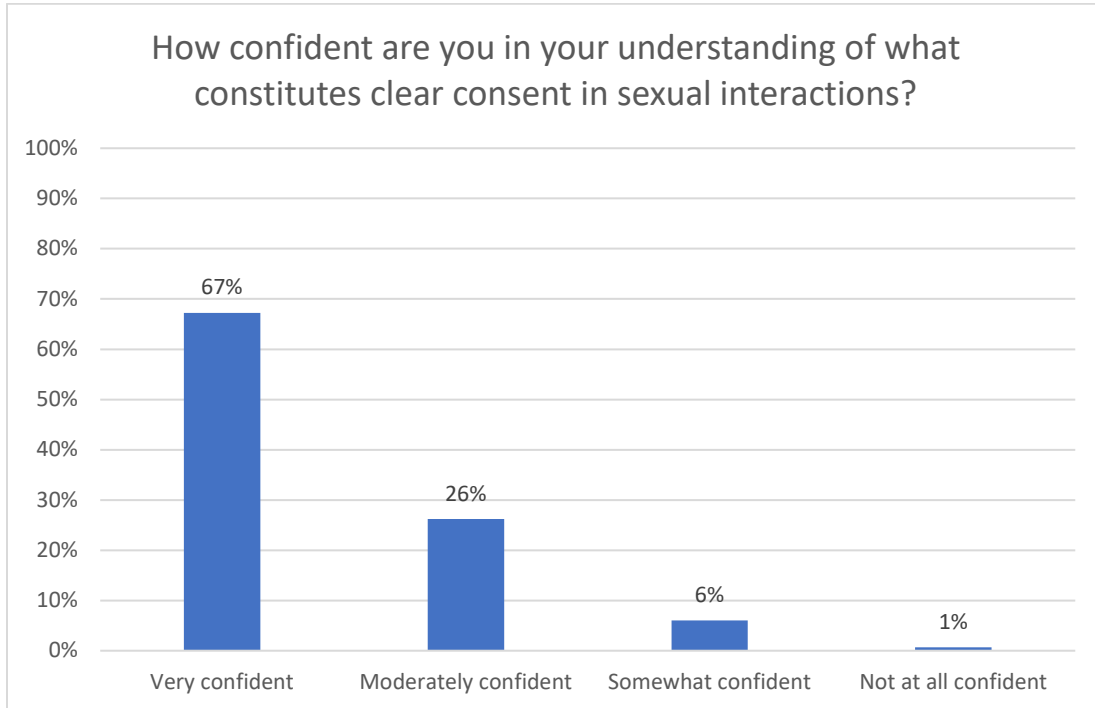
*Clarity of sexual misconduct definitions (n = 134)*



### ***Understanding of Consent***

Students were asked how confident they are in their understanding of what constitutes clear consent in sexual interactions. A majority of students (67%, n = 203) indicated that they were very confident in this matter. However, 32.9% (n = 99) of students in the sample were only moderately confident, somewhat confident, or not at all confident in what constitutes consent. Participants were also asked to write, in their own words what constitutes clear consent and 62 participants responded. The primary themes from these written responses included hearing the word “yes”, not having any substances, discussions before sexual encounters and mutual enthusiasm.

**Table 16.**  
*Confidence in what constitutes consent (n = 302)*

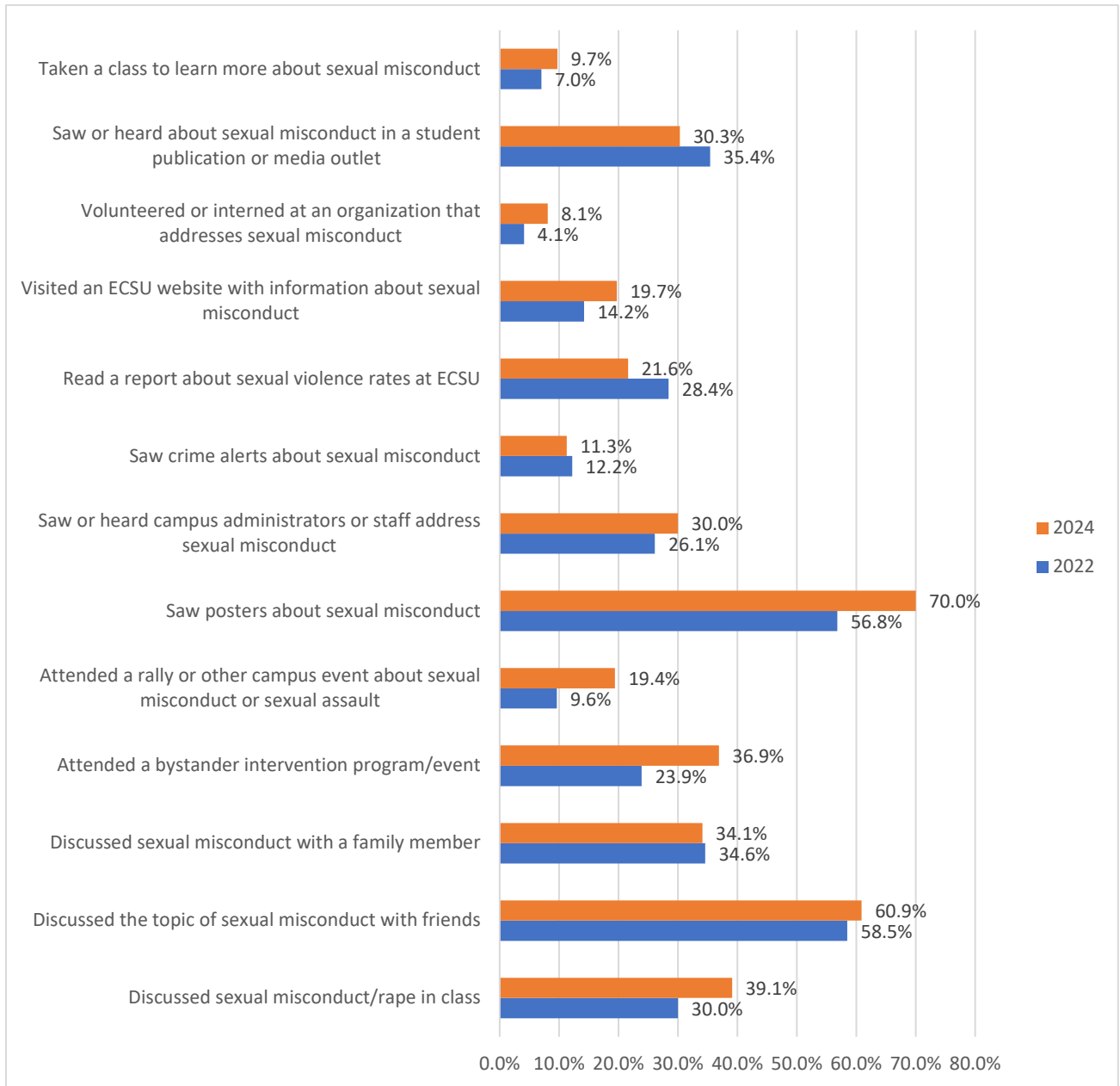


***Exposure to Sexual Misconduct Information / Discussions***

Participants were then asked about different activities and discussions they may have engaged in since they became a student at ECSU. A higher proportion of students in 2024 engaged in different activities and discussions, compared to the 2022 sample. In 2022, 23.9% (n = 189) attended a bystander intervention program or event, while in 2024, 36.9% (n = 118) did so. Also, in 2022, 56.8% (n = 449) of participants had seen posters about sexual misconduct while in 2024, 70% (n = 224) saw a poster. See Table 17 below for more detailed information.

**Table 17.**

*Exposure to sexual misconduct information/discussions since becoming a student at ECSU (all participants) – 2022 and 2024 Comparison*





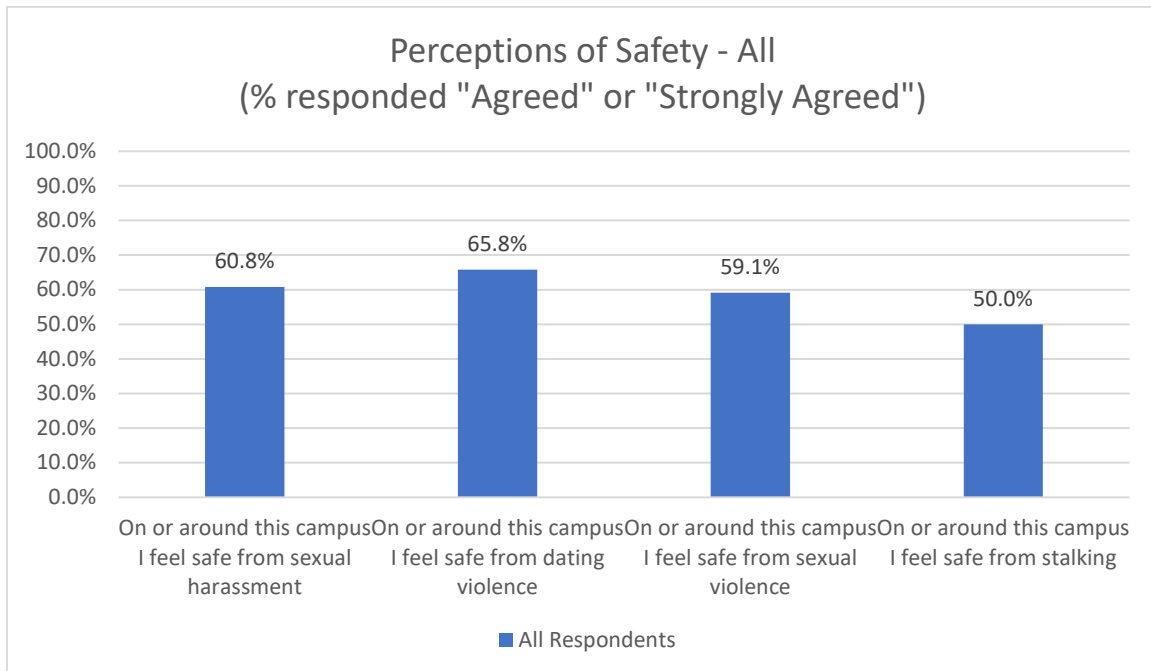
## Perceptions of Safety and Campus Life

### *Perceptions of Safety*

Participants were asked to indicate how strongly they agree or disagree with four statements focused on campus safety. Approximately 65.8% (n = 188) agreed or strongly agreed that on or around the Eastern campus they felt safe from dating violence, followed by sexual harassment (60.8%, n = 174), sexual violence (59.1%, n = 169 ) and stalking (50%, n = 143). However, there was some variation in response by gender identity, sexual orientation and disability status. Men and women in the sample indicated comparable levels of safety in regard to dating violence, whereby 68.5% (n = 37) of men and 65.7% (n = 136) of women agreed or strongly agreed that on or around campus they felt safe from dating violence. In regard to sexual harassment, sexual assault and stalking higher proportions of men agreed or strongly agreed that they felt safe compared to women. Also, higher proportions of heterosexual/straight students agreed or strongly agreed that they felt safe from all forms of sexual misconduct compared to queer spectrum students. A higher proportion of participants who did not have a disability also agreed or strongly agreed to feeling safe, compared to students who did have a disability. See tables 18 - 21 below for further details.

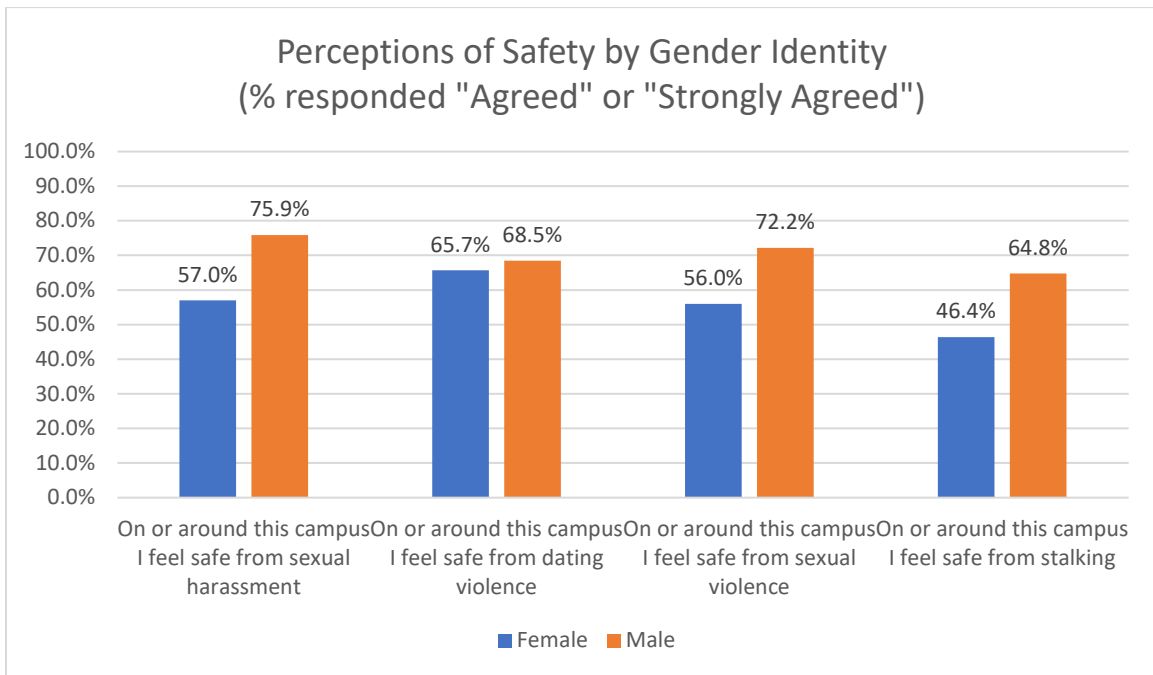
**Table 18.**

*Perceptions of Safety – all participants (n =286)*



**Table 19.**

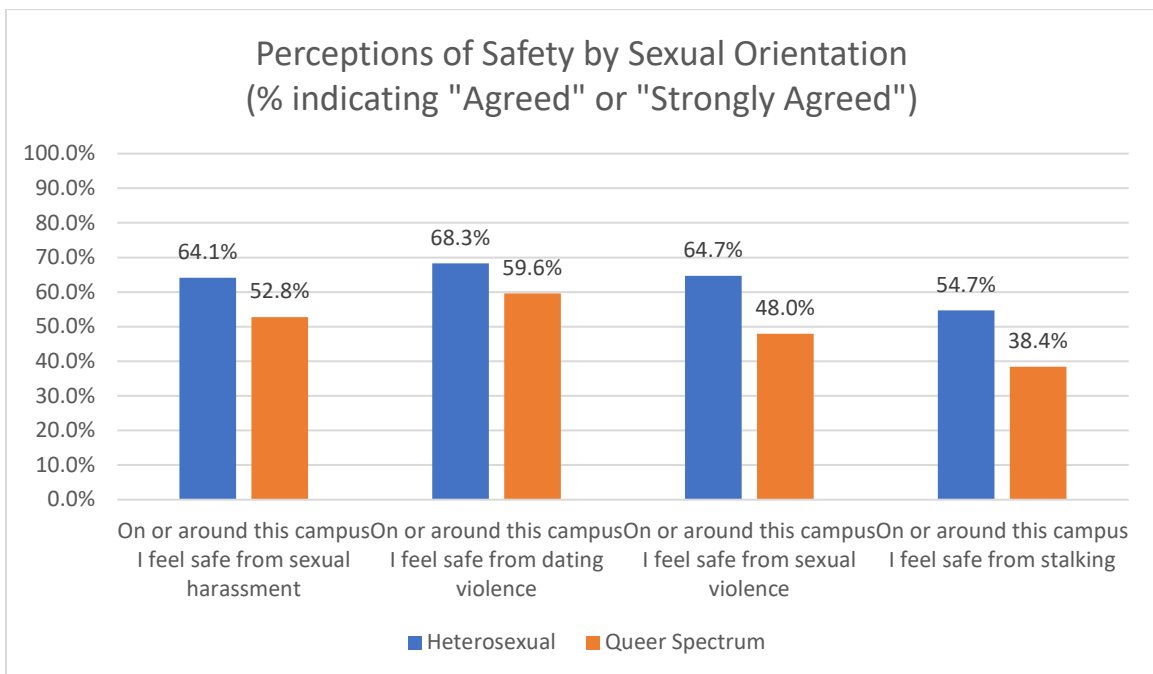
*Perceptions of safety by gender identity (n = 261)*



*Note.* Transgender, genderqueer and non-binary (TGN) students were excluded from this comparison due to low cell count.

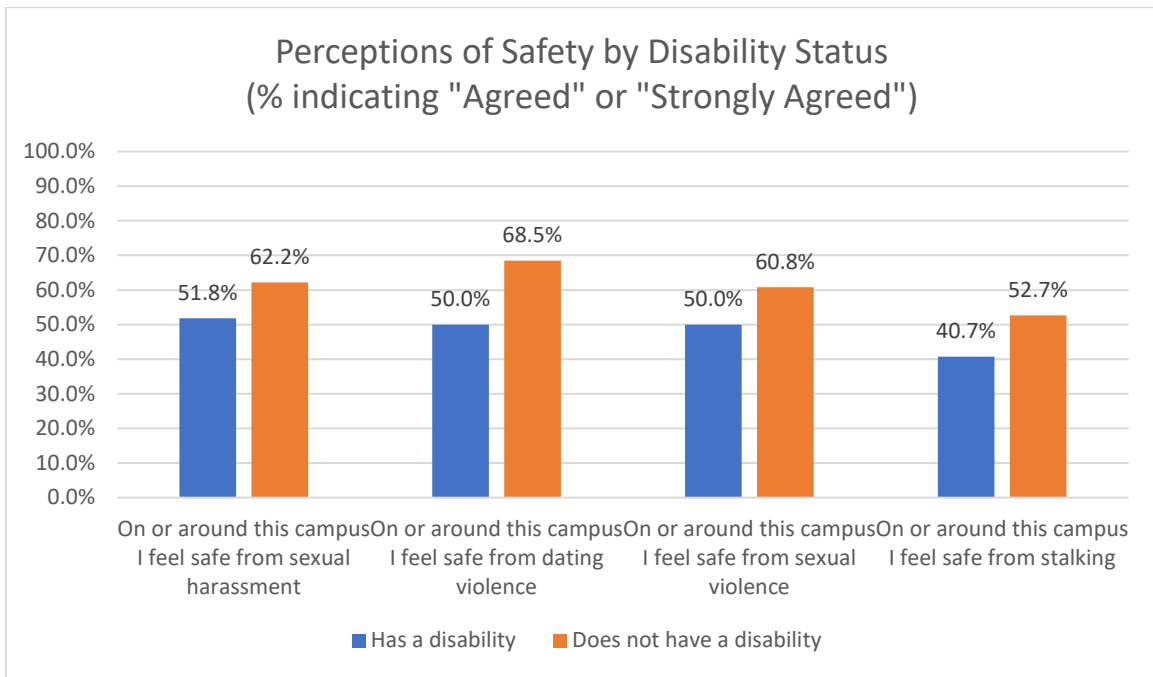
**Table 20.**

*Perceptions of safety by sexual orientation (n = 274)*



**Table 21.**

*Perceptions of safety by disability status (n = 286)*



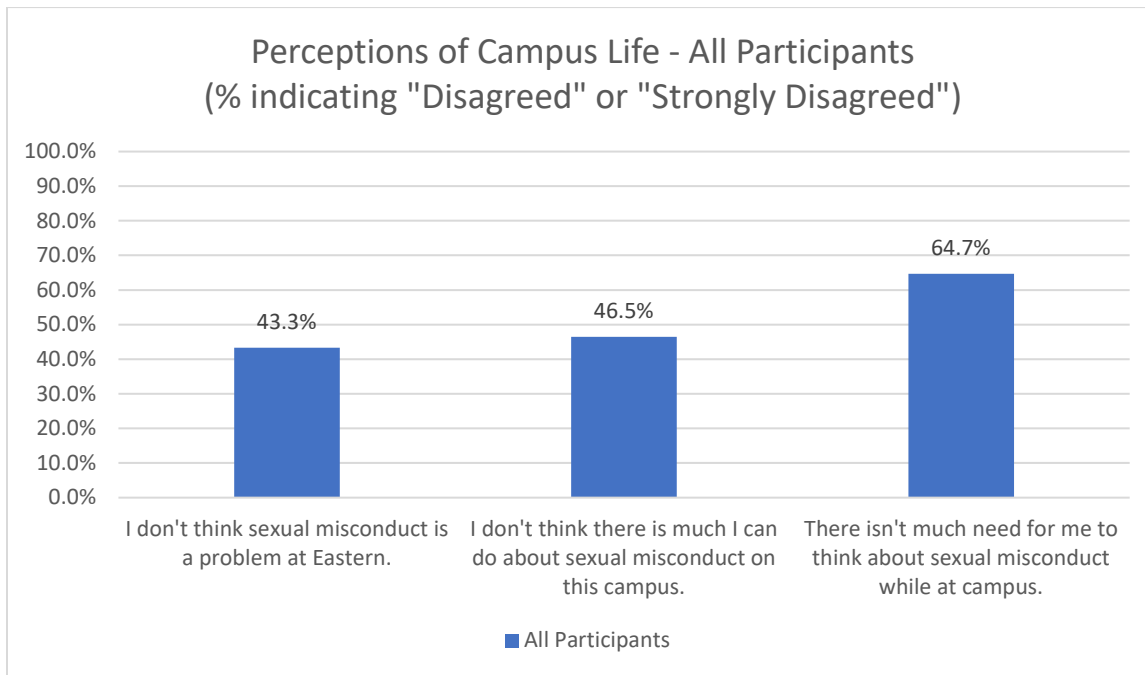
### ***Perceptions of Campus Life***

Participants were asked to select how much they agree or disagree with three statements focused on their perceptions of sexual misconduct and campus life. Approximately 43.3% (n = 124) disagree or strongly disagree with the statement that sexual assault is not a problem at ECSU. Also, 46.5% (n = 133) disagreed or strongly disagreed that there is not much they can do about sexual assault on campus. And finally, 64.7% (n = 185) of participants disagreed or strongly disagreed with the statement that there isn't much need for them to think about sexual assault on campus.

Additional comparisons show differences in responses based on gender identity, sexual orientation and disability status. A higher proportion of women disagreed with each of these statements compared to men. Additionally, a higher proportion of queer spectrum students disagreed with these statements compared to heterosexual/ straight students, and students with a disability were more likely to disagree compared to students without a disability. See tables 22 – 25 for more detailed information.

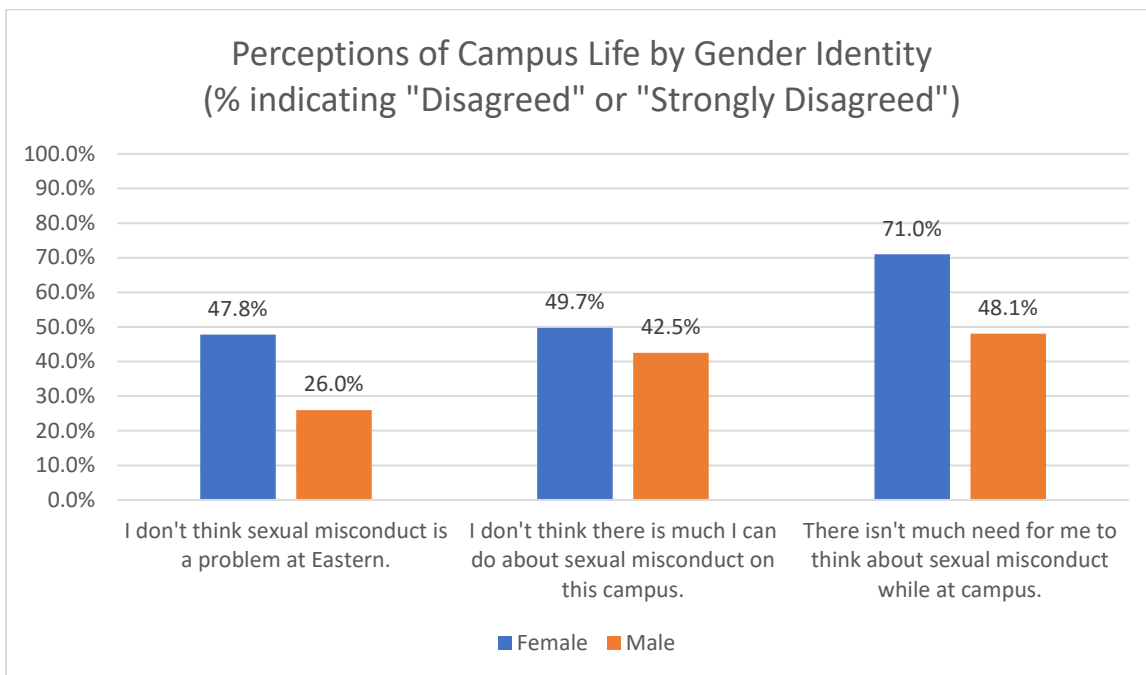
**Table 22.**

*Perceptions of Campus Life (n = 286)*



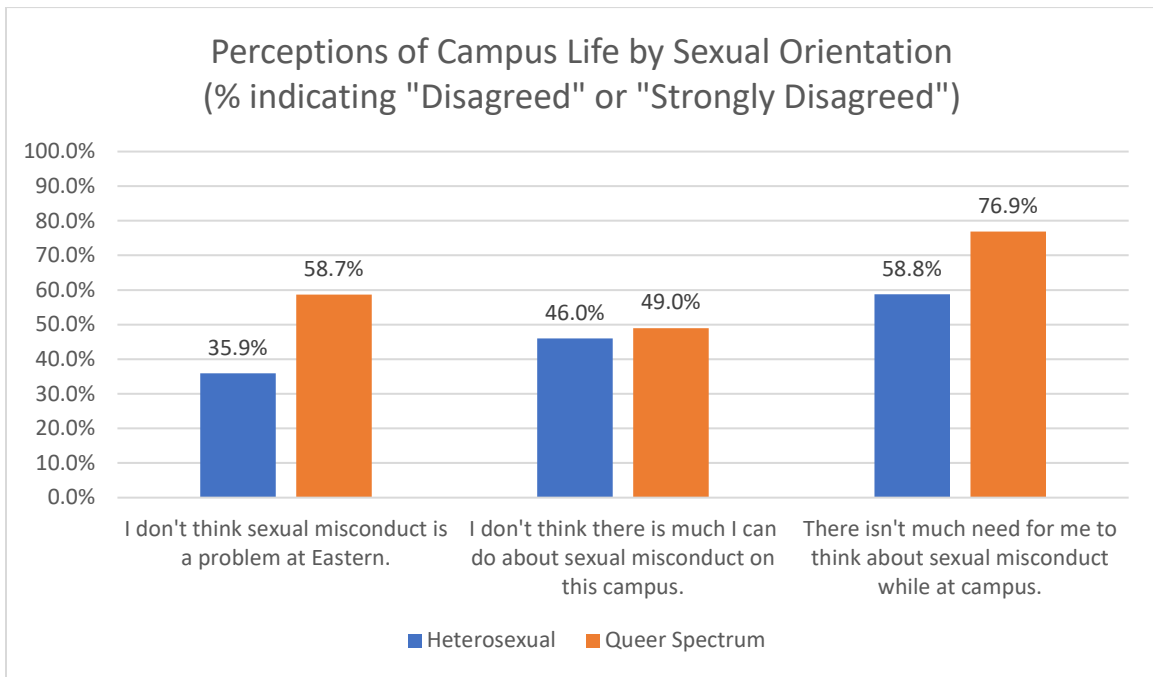
**Table 23.**

*Perceptions of campus life by gender identity (n =261)*



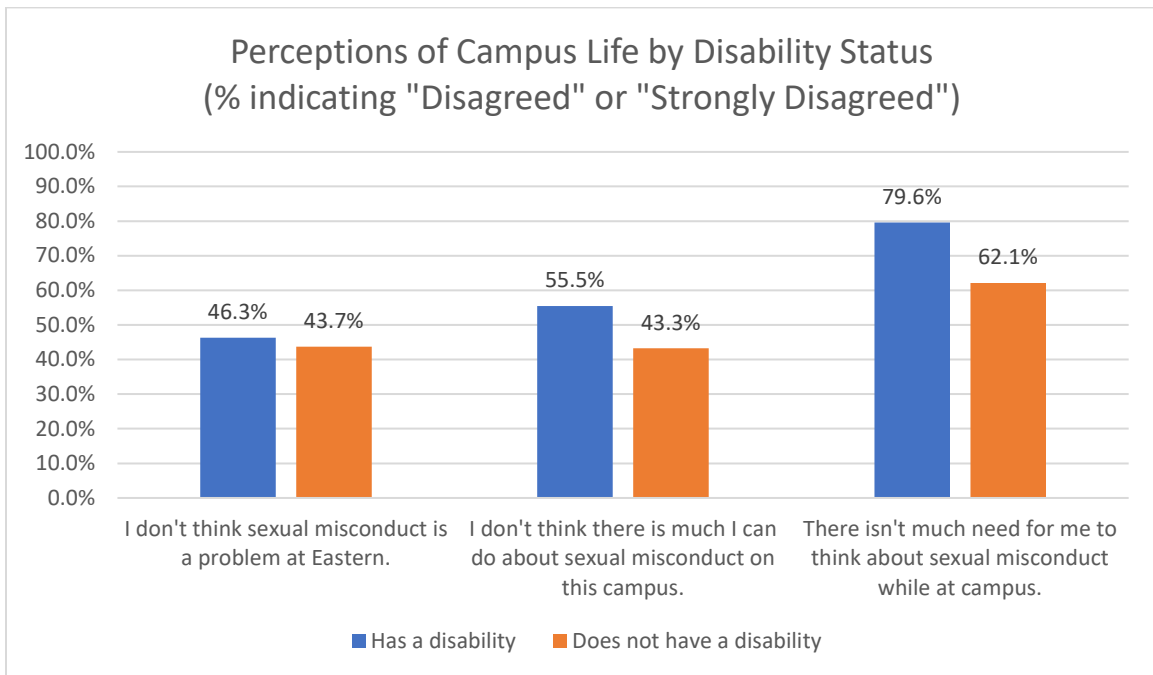
**Table 24.**

*Perceptions of campus life by sexual orientation (n = 274)*



**Table 25.**

*Perceptions of campus life by disability status (n = 286)*



## Perceptions and Experiences of Reporting

When asked if they had made a report of sexual harassment, sexual assault, dating violence or stalking to ECSU since they became a student here, 18 people responded “yes” (6.3%). Of those who reported, the vast majority identified as female (82.4%, n = 14). More than half of people who reported were queer spectrum students (56.3%, n = 9) and the majority did not have a disability (72.2%, n = 13).

Participants who said they had made a report to ECSU were asked follow-up questions. First, they were asked to think about the events related what they reported and assess the role ECSU played in providing support, responding effectively to their report and influencing their experience on campus. Approximately 66.7% (n = 10) of participants said that ECSU actively supported them with formal or informal resources. However, almost half (n = 7, 46.7%) of those who reported said that they felt that ECSU made it difficult to report and over half (n = 8, 57.1%) said that ECSU created an environment where staying at ECSU was difficult for them.

**Table 26.**

*Perceptions of Reporting Experience (n = 15)*

	Yes		No	
	n	%	n	%
<b>Actively supporting you with either formal or informal resources (e.g., counseling, academic services, meetings or phone calls)?</b>	10	66.7%	5	33.3%
<b>Apologizing for what happened to you?</b>	8	61.5%	5	38.5%
<b>Believing your report?</b>	8	57.1%	6	42.9%
<b>Allowing you to have a say in how your report was handled?</b>	6	50%	6	50%
<b>Ensuing you were treated as an important member of the institution?</b>	8	61.5%	5	38.5%
<b>Meeting your needs for support and accommodations?</b>	8	57.1%	6	42.9%
<b>Create an environment where this type of experience was safe to discuss?</b>	7	53.8%	6	46.2%
<b>Create an environment where this type of experience was recognized as a problem?</b>	6	50%	6	50%
<b>Not doing enough to prevent this type of experience/s?</b>	NR	NR	NR	NR
<b>Creating an environment in which this type of experience/s seemed common or normal?</b>	6	50%	6	50%

	Yes		No	
	n	%	n	%
<b>Creating an environment in which this experience seemed more likely to occur?</b>	5	45.5%	6	54.5%
<b>Making it difficult to report the experience/s?</b>	7	46.7%	8	53.3%
<b>Responding inadequately to the experience/s, if reported?</b>	7	46.7%	8	53.3%
<b>Mishandling your case, if disciplinary action was requested?</b>	5	45.5%	6	54.5%
<b>Covering up your experience/s?</b>	NR	NR	NR	NR
<b>Denying your experience/s in some way?</b>	NR	NR	NR	NR
<b>Punishing you in some way for reporting the experience/s (e.g., loss of privileges or status)?</b>	NR	NR	NR	NR
<b>Suggesting your experience/s might affect the reputation of the institution?</b>	NR	NR	NR	NR
<b>Creating an environment where you no longer felt like a valued member of the institution?</b>	NR	NR	NR	NR
<b>Creating an environment where staying at ECSU was difficult for you?</b>	8	57.1%	6	42.9%
<b>Responding differently to your experience/s based on your sexual orientation?</b>	NR	NR	NR	NR
<b>Creating an environment in which you felt discriminated against based on your orientation?</b>	NR	NR	NR	NR
<b>Expressing a biased or negative attitude toward you and/or your experience/s based on your sexual orientation?</b>	NR	NR	NR	NR
<b>Responding differently to your experience/s based on your race?</b>	0	0%	13	100%
<b>Creating an environment in which you felt discriminated against based on your race?</b>	0	0%	12	100%
<b>Expressing a biased or negative attitude toward you and/or your experience/s based on your race?</b>	NR	NR	NR	NR

NR = Not reported as cell size is less than 5.

Participants who had reported sexual misconduct to ECSU were also asked questions about other people and offices they told about the incident. First, participants were asked to

select who they had told about the incident and could select all that apply. The most frequent people that were told were close friend other than a roommate (n = 13) and roommate (n = 12).

**Table 27.**

*Who participants told about the incident (general)*

<b>Who participants told about the incident (general).</b>	
	<b>n</b>
Close friend other than a roommate	13
Roommate	12
Parent or guardian	9
Resident Assistant	7
Institution faculty or staff	7
Romantic Partner	5
Other family member	5
Other Housing Staff	5
Off-campus counselor or therapist	NR
On-campus counselor or therapist	NR
Doctor/nurse	NR
Office of Student Conduct	NR
Off-campus rape crisis staff	NR

*Note.* NR = no report due to cell count less than 5.

Participants who had reported sexual misconduct to ECSU and indicated that they had told a university resource were asked a question to assess the usefulness of the resource. However, due to low cell count it is not possible to report out on that data.

**Open-ended questions**

All participants who completed the survey were asked two open-ended questions. The first question was “Is there anything else you would like to share with us about the questions we have asked you in this survey?”. The second question was “Do you have any suggestions for how ECSU can improve their efforts to respond to or prevent stalking, domestic violence, and/or sexual assault?”.

***Is there anything else you would like to share with us about the topics we have asked you in this survey?***

Twenty-eight (28) individuals provided responses to this open-ended question. The majority of responses fell into several categories. Responses were edited for clarity, length, and to ensure the anonymity of participants. Unless otherwise noted, each response was from a single individual.

*Feedback on Required Training*



- I believe that while university programs aim to increase student awareness, the online programs required before campus visits do not provide valuable information and do not require students to pay attention to the intended information or points. So although it's required for us to watch these videos to inform us about these important topics, we still aren't obtaining the valuable information that's needed to prevent most of these incidents from reoccurring.
- The Title IX training needs to be more educational. Its form now is useless. Everyone I know skips through the videos and answers the questions quickly because the answers are very obvious. This makes it give the impression that sexual assault is just when someone does not say yes and all the multiple choice answers are wildly obvious. There needs to be education on the impact of alcohol, sexual harassment versus assault, with no obvious answers that require little to no education.
- Training videos are waste of time.
- I found the information provided by ECSU very comprehensive.

#### *Improve Title IX Response and Accountability*

- Anytime I have heard of a student making a report, I have heard the process is extremely long, and often nothing gets done.
- Participant indicated that she is a survivor of sexual assault and went to CAPS, which was extremely helpful but did not want to report to Title IX.
- Participant indicated that they reported to Title IX and that communication was poor, they were berated with questions and it did not seem to be a fair experience.
- Participants reported hearing about situations where someone reported sexual assault and the reporter is not treated well and justice is not done [n = 3]
- Participants discussed concerns that people who have committed sexual misconduct at ECSU are not being held accountable by Title IX [n = 4]
- Participant asks why there is not anonymous complaint form.

#### *More Support for Victims*

- Give more support to the victims
- There really needs to be more victim advocates on campus.

#### *Student perceptions of this topic*

- As a female, I think that it is extremely important to learn about this topic.
- Campus organizations providing information and support for this topic are extremely valuable.
- I think safety and conduct are being pushed a bit too much on campus. I am greatly displeased by how often I see information at the school or by email relating to these topics. I just want to go about my day, rather than seeing signs about how to get help. For

example, the crisis numbers posted at the top of the garage are extremely discouraging and make me feel like I am in a depressing environment.

### *Safety*

- I believe Eastern creates an environment that allows for students to feel safe and heard
- I feel harassed daily on campus for just existing. Please expel the disgusting students who harass people and stalk people
- Stalking is a very frequent issue, I've heard from different friends of mine talk about how they've experienced stalking by students on campus.

### *About the survey*

- I am glad this survey is being sent out because it may help someone who is in an interpersonal violent situation.
- I appreciated the open answer for “what is consent” I feel that misinterpretation can also be a confounding variable in sexual misconduct and it is important to understand the definition
- The distinction of “trans” being the only one you’re able to pick with the gender identity is terrible. I’m not sure if it was just the wrong setting so you could only click one. Either make it so those options can both be selected or different questions please, because I honestly find it very insensitive of a situation.

### ***Do you have any suggestions for how ECSU can improve their efforts to respond to or prevent stalking, domestic violence, and/or sexual assault?***

Sixty-two (62) individuals provided responses to this open-ended question. The majority of responses fell into several categories. Responses were edited for clarity, length, and to ensure the anonymity of participants. Unless otherwise noted, each response was from a single individual.

### *Suggestions for Training*

- Actually hold people accountable for not doing title 9 training
- Continue hosting events
- ECSU should have an open house event where students have to go to Gelsi-Young and Wood services for priority points. Campus police should also be involved in these conversations to include the perspective of first responders.
- Educate more students on the signs that contribute to these problems
- Have in-person training rather than online training [n = 4]
- I feel another approach should be taken when trying to inform students on campus and commuting about this important topics that should be talked about.
- Maybe discuss it more in classes (I don’t think we discussed this topic in any of the criminology classes I took, which would be relevant as sexual assault is a crime) I guess that would depend on how relevant it was to the material
- Maybe post more flyers that are aimed more towards those who are doing the stalking, violence or assault. Most posters are more representative of the victims themselves.

- No, I think the online training was good, but the thing is I don't really remember a lot of it because it was at the beginning of the year. Maybe if there was another variation of the training that would be done over winter break, it could be good.
- Offer more education [ n = 3]
- Provide a self-defense course [n = 2]
- Require in-person training for faculty and students.
- The trainings are not at all valuable compared to the culture of doing right pushed by clubs and organizations.
- The trainings seemed to vilify male students. If both students are in a situation where there is heavy drinking involved, neither one is able to give consent. However, the male student is the one that is responsible. There is no room for young people making mistakes.

### *Hold Offenders Accountable*

- Actually listen to victims and punish the perpetrators violently and swiftly. People who do this to other people deserve no mercy or pity
- ECSU can start by listening to students and believing them when they make reports- not believing the rapist or abuser. It's not fair to those who have been hurt and have the courage to report it.
- Get better employees. Actually expel the students that are repeat offenders, because there are plenty of students that are widely known as not safe to be around on campus, and it is shocking that they are still allowed to go here.
- If someone reports one of these following and the allegations are deemed true said person should not be allowed on campus.
- If there is an incident off campus and then that person threatens someone to do something, really anything.
- Participants said that people have reported who are in positions of power on campus, and nothing was done. Title IX should hold these people accountable [n = 3]
- Stop blaming/ignoring the victims and actually punish the perpetrators lmao
- Stop taking bribes/letting students who are children of employees do whatever they want without repercussions
- Take cases more serious and provide punishment to the assaulter
- Title IX should take victims more seriously and have better repercussions for the offenders. While a title IX investigation is going on, nothing happens to the offender which may allow them to re-offend. That exact scenario happened to someone I know on campus. It has been reported.
- yeah, actually start doing stuff. There are creeps around campus walking free that have been reported.

### *Take Reports Seriously*

- Take reports seriously and don't make students feel bad about themselves when they do file a report or make them hesitant to file one because of poor experience heard from other students.

- Taking it more seriously, regardless of the timing of the report, they should be responsive and treat every case the same.
- I think that ECSU needs to take these cases seriously. I have heard that in the past they have done a bad job handling some cases of sexual assault, which has led to a lot of students becoming mistrustful of the university.
- Stop addressing claims of sexual violence under the assumption that the victim is lying.
- The process is long- make sure its being consistently monitored

### *More Support*

- Be more involved with students who seem to be going through a tough time.
- This is probably impossible and something I know you're already working on. But removing the shame surrounding reporting something that happened to you somehow would be amazing.
- Give more support, be way more clear about what is going to happen and hold up to the timeline that is originally given.
- Hire more staff who have resources to help people other than reporting and if they do report help them through the process:
- I wish it was made aware for students that they can go and talk to someone without fear of it being reported. I think many people hold back from talking to someone because they don't want to report it they just want to talk.
- Just listen I know people are used to going right into action but first just listen and see how you can help
- Listen to students and discipline those who need it. Educate and teach people the right way to treat others.
- Once you are given a report. Give whatever support the victim needs without anyone, not even from Title IX, dismissing their experience.
- Providing a way for students to have unfiltered conversation with an adult faculty member about their case without fear of actions being taken without student's final consent.
- Show you care! Show you truly want to help, support, listen to, and make sure every student maintains their well-being for a lifetime.
- There should be more support and help shown or offered especially after someone reports. A report doesn't just change anything that the person is dealing with. There should also be a follow-up after a report and meeting with the person on what is actually going on so the person reporting is aware.
- Value victims. Address the problems. Ask victims the best solutions for them

### *Clarity on Resources and Reporting*

- Clear directions/information all in one place about how to report stalking, dating violence, and/or sexual assault and what places on campus will support you.
- Do not ask survivors why they didn't make a report earlier. Also, make it very clear to students which campus offices are mandated to report, and which are confidential. It

could also be more publicized that students have other options besides making an official report.

- Find more informative ways to reach the students and who to go to for help
- Hand out brochures
- Make it known where people can seek help. Often times, wordy posters and emails are sent out with all the information which people do not read because they are wordy and impossible to read at a glance. Locations of all the centers need to be clear, potentially on posters in all the halls with one poster for each resource instead of all the information on one.
- Make sure students are aware of where to go if they need to report an incident and that they will have full support.
- Not really. maybe make the women's center more known to freshman.
- Obviously, more frequent distribution of information on how to get help.

#### *Blue Lights / Police*

- Make sure all of the blue lights are working on campus as many of them are not working [n = 3]
- Have the police respond in a more timely manner
- I suggest for the campus police to go into these calls with an open mind and empathy.
- Noticeable cameras/lights/frequent patrols (especially at night)/emergency call system in parking garages.

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