

PUBLIC REPORT

2024 Sexual Misconduct Survey

Findings, student voice, and
action commitments for the CT
State community.

Prepared by

**Connecticut State
Community College**

Office

**Office of Equity and
Civil Rights**

Release Date

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CT STATE
COMMUNITY COLLEGE

How to Read This Report

This public-facing report is designed for students, employees, campus leaders, community partners, and members of the public who want to understand what students shared and how CT State will respond.

- **Opening Message:** A message of thanks, transparency, and shared responsibility.
- **At a Glance:** Key participation data and the central takeaway for readers.
- **What We Heard:** A plain-language summary of the strongest findings and most important gaps.
- **What We Will Do Next:** Action commitments focused on visibility, training, reporting access, support, and accountability.
- **Appendices:** Full raw tables and supporting data retained for transparency and follow-up review.

Opening Message

Dear CT State Community,

CT State Community College is committed to fostering learning environments where every student can feel safe, respected, supported, and able to seek help without hesitation. The 2024 Sexual Misconduct Survey gives us an important opportunity to listen closely to students, understand their experiences, and strengthen the systems that support prevention, response, and accountability.

The findings show important strengths. Most respondents reported feeling safe on campus and respected in academic settings, and many expressed confidence that CT State would take reports of sexual misconduct seriously. Those results reflect meaningful work already underway across our campuses and the dedication of faculty, staff, administrators, and community partners who support students every day.

The findings also show where we must do better. Too many students remain unsure where to report concerns, how to access help, or what support is available. Training is not reaching all students consistently or staying with them in ways that are practical and memorable. Students who reported incidents described mixed experiences, including difficulty navigating the process and challenges that continued after reporting.

As one statewide community college with campuses across Connecticut, our responsibility is both systemwide and local. Every student, at every campus and in every learning environment, should know where to turn, understand what support is available, and trust that concerns will be addressed with fairness, privacy, consistency, and care.

This report is not an endpoint. It is a public commitment to action. The Office of Equity and Civil Rights will work with campus and system partners to strengthen resource visibility, improve prevention education, clarify reporting pathways, support students who come forward, and use the data to guide measurable improvements.

Thank you to every student who participated. Your responses matter. They help CT State understand where students feel supported, where barriers remain, and what we must do next to build a safer, more responsive, and more student-centered college community.

Sincerely,

Vice President of Diversity, Equity, and Inclusion
CT State Community College

Survey Design and Administration

The 2024 Sexual Misconduct Survey was designed to help CT State better understand students' experiences, awareness, and needs related to sexual misconduct prevention and response. The survey asked students about campus safety, respect in learning environments, knowledge of reporting options, awareness of support resources, prevention education, and experiences with reporting or seeking help. In plain terms, the survey was intended to answer three practical questions: what students know, where students feel supported, and where CT State can make its systems easier to find, understand, and use.

The survey was shared electronically with students, and 816 students responded, representing a 2% response rate. The principal limitation is whether this sample accurately represents the overall CT State student population. The respondent profile indicates that White students, women, older students, Three Rivers students, and likely students with disabilities were overrepresented relative to the broader student population. Accordingly, the findings should not be interpreted as representative of every CT State student's experience. Rather, they provide an important snapshot of the experiences and perspectives reported by participating students, including areas of strength and opportunities to improve access to information, support, and consistent follow-through.

Students from across CT State participated, including students from different campuses, age groups, identities, and backgrounds. This broad participation is useful because students may experience campus safety, resource visibility, and reporting access differently depending on where they study, how they take classes, and what support they already know about. Future survey efforts should continue to be easy to access, voluntary, private, and clearly connected to support resources so that students understand both the purpose of the survey and where they can go for help if a question raises a concern.

At a Glance: Key Findings and Takeaways

816 student responses	2% response rate	12 campuses represented
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At a glance: 816 students participated across CT State campuses, representing a 2% response rate; 98.9% were registered students.

Most participants were ages 18–24 (64.5%), with representation from older age groups and students reporting disability, ESOL participation, international student status, LGBTQ+ identities, and diverse racial and ethnic backgrounds.

The findings show that CT State has a solid foundation of student confidence in its intent to respond to sexual misconduct. Most respondents reported feeling safe on campus, respected in academic settings, and generally confident that reports would be taken seriously. At the same time, that confidence is not matched by student understanding of how to access help. While 83% of respondents said they feel safe on campus and roughly 80% or more believe reports would be taken seriously, only 55% to 58% know where to report or get help, just 51% completed prevention training, and only 23% said they remembered most or all of that training. Among the 21 students who reported incidents, experiences were mixed: 62% said they received active support, but 57% said staying at their campus within CT State became difficult after reporting. Moreover, 52% said reporting was difficult, and 52% said prevention efforts were inadequate. Taken together, the data suggest that CT State’s next phase of improvement should focus less on communicating institutional intent and more on improving visibility, usability, consistency, and follow-through across reporting, training, and support systems.

The Bottom Line

Students generally trust CT State’s intent to take sexual misconduct seriously. The next step is to make reporting options, support services, prevention education, and follow-through easier to find, easier to understand, and more consistent across every campus.

What We Heard

- **Students reported a strong foundation of safety and trust.** Most respondents said they feel safe on campus and believe CT State would take reports of sexual misconduct seriously.
- **Awareness of reporting and support options needs to improve.** Many students are not yet sure where to report concerns, where to seek help, or what happens after a report is made.
- **Prevention education must be more visible and memorable.** Training completion and recall indicate that students need repeated, practical, and accessible learning opportunities throughout the year.
- **Reporter experiences point to the need for greater consistency and care.** Students who reported incidents described mixed experiences, including difficulty navigating the process and challenges after making a report.

What the Findings Mean

- The most urgent gap is not institutional intent, but students' ability to find and use reporting and support systems.
- Prevention efforts need to shift from simple completion toward retention, practical understanding, and repeated exposure.
- Faculty and staff are key first points of contact and need consistent preparation to respond to student disclosures well.
- Students are asking for privacy, clarity, trust, and survivor-centered support, especially when deciding whether to report.
- Campus-specific operational conditions, including lighting, security visibility, and counseling access, shape the overall sense of safety.

What We Will Do Next

The survey findings will be used to guide a defined implementation process rather than serve only as a point-in-time assessment. The Office of Equity and Civil Rights will brief senior CT State leadership on the results and will coordinate follow-up actions with campus presidents, student affairs, academic affairs, counseling and wellness services, public safety, institutional research, communications, and other appropriate campus and system partners.

Within the next term, CT State should establish a survey response working group led by the Office of Equity and Civil Rights and supported by institutional research and student-facing partners. The working group should include representation from students, faculty, staff, campus leadership, counseling and wellness, public safety, and communications. Its charge should be to

review the systemwide and campus-specific results, identify the highest-priority gaps, and develop recommendations for prevention, reporting, training, supportive measures, and resource visibility.

During the first phase of implementation, the Office of Equity and Civil Rights should provide campus-specific results to each campus president and relevant campus leadership teams. These briefings should focus on the most actionable findings for each campus, including student awareness of Title IX roles, awareness of wellness and community partner resources, training recall, reporting confidence, and campus safety concerns raised in open-ended comments. Each campus should be invited to identify local initiatives that complement systemwide prevention and response strategies.

The implementation process should include a clear timeline. In the first 30 days after leadership review, CT State should confirm the working group membership, finalize the briefing schedule, and identify the campus-level data packets needed for discussion. Within 60 to 90 days, the working group should complete its review of the results and develop a prioritized action plan. By the start of the next academic term, CT State should begin implementing the highest-priority actions and establish a method for tracking progress.

Training improvements should be specific and practical. Based on the survey results, CT State should strengthen prevention education by developing shorter, repeated learning opportunities that students can encounter at multiple points during the year. Examples may include orientation modules on reporting and support options, brief classroom or first-year experience presentations, student leader training, faculty and staff response-to-disclosure training, bystander intervention refreshers, and targeted sessions for student organizations, athletics, clinical placements, and other student groups with distinct needs.

The Office of Equity and Civil Rights should also offer survey-result briefings to campus departments, governance groups, student organizations, and interested members of the CT State community. These briefings should explain the major findings, describe available reporting and support resources, and invite feedback on how to make resources more visible and easier to use. Briefings should be paired with clear referral materials so that participants leave with practical information they can share with students.

Finally, CT State should use the survey results to create an accountability cycle for improvement. Recommended actions should be assigned to responsible offices, paired with implementation timelines, and reviewed periodically with leadership. Progress measures may include increased student awareness of where to report and seek help, improved training completion and recall, clearer web and printed materials, stronger campus referral pathways, and documented follow-up on campus-specific safety and support concerns.

Student Feedback Themes

Open-ended comments reinforced the survey data and added practical context to the quantitative gaps. Students repeatedly asked for clearer reporting information, more visible resources, stronger prevention education, easier access to confidential support, and greater confidence that concerns would be handled consistently. The comments also highlighted the importance of privacy, inclusion, and campus-specific safety conditions such as lighting and security presence.

- **Resource visibility:** Students want clearer information about where to go, who to contact, and how to report.
- **Privacy and trust:** Students want lower-barrier, confidential, and trauma-informed ways to seek help.
- **Education and support:** Students want more practical prevention education and easier access to survivor-centered services.
- **Campus conditions:** Students connect safety to lighting, security presence, and the broader campus environment.

In sum, the survey results point to a clear leadership opportunity: build on the existing foundation of student trust by making support systems easier to find, easier to use, and more consistent in practice. Improving visibility, training effectiveness, reporting access, and follow-through would strengthen both prevention and response and better align student confidence with student experience.

Action Commitments

Issue	Key Data Point	Action Priority	Implementation Timeline
Low awareness of reporting and support options	Only 55% to 58% know where to report or get help	Increase visibility of reporting options, Title IX contacts, and support services across web, orientation, classroom, and campus materials	Begin summer 2026; implement updates by fall 2026.
Limited training reach and retention	51% completed training; 23% remembered most or all of it	Redesign training to be shorter, repeated, more practical, and easier to retain	Design within 60 to 90 days; launch by next academic term.
Difficulty navigating the reporting process	52% of reporters found reporting difficult	Expand confidential, anonymous, and lower-barrier reporting and referral pathways	Review within 60 days; pilot improvements within 90 days.
Mixed reporter experience and equity concerns	57% said staying at CT State became difficult after reporting; survey and comments noted inconsistent follow-up and differential treatment concerns	Review response practices, supportive measures, and equity safeguards to improve consistency and trust	Begin review within 30 days; report recommendations within 90 days.
Campus environment affects safety perceptions	Open-ended comments repeatedly referenced lighting, security presence, and counseling access	Address campus-specific safety and support access issues through local review and targeted improvements	Campus reviews within 90 days; local action plans by end of fall 2026.

Appendix: Raw Data Summary Tables

The appendix preserves the raw survey tables that support the public-facing summary. These tables allow readers to review the counts and percentages behind the report’s main conclusions, including strong general perceptions of safety and institutional intent, lower practical awareness of reporting and support resources, uneven training reach and recall, and mixed experiences among students who reported incidents.

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Appendix A. Survey Overview and Respondent Profile

Measure	Raw Data
Total survey responses	816
Response rate	2%
Registered students	807 of 816 (98.9%)
Age distribution	18–24: 526 (64.5%); 25–34: 122 (15.0%); 35–44: 97 (11.9%); 45–54: 45 (5.5%); 55–64: 17 (2.1%); 65+: 9 (1.1%)
International students	37 of 776 (4.8%)
Students enrolled in ESOL	39 of 772 (5.1%)
Students reporting a disability	220 of 773 (28.5%)
Largest racial/ethnic response groups (mark all that apply)	White: 424; Hispanic or Latino/a/x/e: 189; Black or African American: 170; Asian or Asian American: 52
Largest gender identity response groups (mark all that apply)	Woman: 502; Man: 193; Nonbinary: 32; Transman: 24
Largest sexual orientation response groups (mark all that apply)	Heterosexual or straight: 454; Bisexual: 124; Queer: 38; Pansexual: 43; Gay: 30; Lesbian: 31
Campus most familiar to respondents (highest counts)	Three Rivers: 198; Housatonic: 102; Gateway: 79; Manchester/Northwestern/Quinebaug Valley: 45 each

Appendix B. Student Climate/Institutional Response

Survey Item	Key Raw Result
I feel valued in the classroom/learning environment	273 strongly agree + 332 agree = 605 of 746 responding positively (81.1% of non-missing responses)
Faculty, staff, and administrators respect what students think	266 strongly agree + 359 agree = 625 positive responses
I feel safe at CT State	280 strongly agree + 340 agree = 620 positive responses
I feel close to people on this campus	101 strongly agree + 233 agree = 334 positive responses; 255 neutral
If a student reported sexual misconduct, the institution would take the report seriously	286 strongly agree + 280 agree = 566 positive responses overall; 155 strongly agree + 198 agree among the 466 attention-screened respondents
The institution would maintain privacy	283 strongly agree + 284 agree = 567 positive responses overall; 165 strongly agree + 186 agree among attention-screened respondents
The institution would support the person making the report	267 strongly agree + 293 agree = 560 positive responses overall; 151 strongly agree + 196 agree among attention-screened respondents
The institution would provide accommodations	225 strongly agree + 263 agree = 488 positive responses overall; 116 strongly agree + 168 agree among attention-screened respondents
On or around CT State campuses, I feel safe from sexual harassment	196 strongly agree + 287 agree = 483 positive responses overall; 155 strongly agree + 236 agree among the 498 screened respondents

On or around CT State campuses, I feel safe from sexual violence	204 strongly agree + 280 agree = 484 positive responses overall; 160 strongly agree + 229 agree among screened respondents
On or around CT State campuses, I feel safe from stalking	180 strongly agree + 254 agree = 434 positive responses overall; 138 strongly agree + 207 agree among screened respondents

Appendix C. Knowledge, Training, and Help-Seeking Metrics

Measure	Raw Data
Know where to get help on campus if a friend or I experienced sexual misconduct	169 strongly agree + 230 agree = 399 positive responses
Understand what happens when a student reports a claim of sexual misconduct at CT State	154 strongly agree + 224 agree = 378 positive responses
Would know where to go to make a report of sexual misconduct	150 strongly agree + 228 agree = 378 positive responses
Received information or education about sexual misconduct before coming to CT State	467 of 686 (68.1%)
Completed incoming-student training modules or information sessions at CT State	351 of 688 (51.0%)
Remembered most or almost all CT State information or education about sexual misconduct	68 almost all + 120 most = 188 of 816 (23.0%)
Helpful/very helpful rating for CT State sexual misconduct information	133 very helpful + 137 helpful = 270 of 816 total responses
Most commonly recalled training topics	What sexual assault is and how to recognize it: 322; How consent is asked for/given/withheld/withdrawn: 259; How to

report an incident: 254; Additional prevention programs: 254;
Recognizing dangerous situations/intervening: 251

Most common exposure since
coming to CT State

Seen posters: 345; Discussed with friends: 172; Discussed
with family: 134; Visited a CT State website: 113; Seen/heard
administrators or staff address the issue: 103

Received no written or verbal
information from CT State on
listed prevention/reporting
topics

302 respondents (37.0%) did not check any option

Appendix D. Reporter Experience Data

Measure	Raw Data
Students who reported sexual harassment, sexual assault, dating violence, or stalking to CT State	21 of 629 respondents to that item (3.3%)
Actively supported with formal or informal resources	13 of 21 (61.9%)
Support/accommodations needs met	12 of 21 (57.1%)
Institution created an environment where the experience was recognized as a problem	11 of 21 (52.4%)
Institution did not do enough to prevent the experience	11 of 21 (52.4%)
Institution made it difficult to report	11 of 21 (52.4%)
Institution covered up or denied the experience in some way	10 of 21 (47.6%) reported cover-up; 10 of 21 (47.6%) reported denial
Staying at CT State became difficult after reporting	11 of 17 valid responses (64.7%) in one table version; 12 of 21 (57.1%) in the companion table
Responded differently based on race	7 of 17 valid responses (41.2%) / 8 of 21 (38.1%) in companion table
Felt discriminated against based on race	7 of 17 valid responses (41.2%) / 8 of 21 (38.1%) in companion table
Felt discriminated against based on sexual orientation	5 of 17 valid responses (29.4%) / 6 of 21 (28.6%) in companion table

Most common people told before the questionnaire

Faculty or staff member at CT State: 13; Title IX Office: 9; Campus safety or police: 8; Office of Student Conduct: 8; On-campus counselor/therapist: 7

Usefulness ratings of campus resources

Faculty/staff and campus offices received mixed ratings, ranging from very useful to not at all useful, with no single campus response channel rated uniformly positively

Appendix E. Campus-Specific Resource Awareness Tables

The following tables summarize the campus-level resource awareness counts included in the workbook. For each campus, the figures show how many respondents reported being extremely, very, somewhat, slightly, or not at all aware of key campus and community resources related to sexual misconduct response.

Asnuntuck (n=18)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	1	1	4	1	10
Deputy Title IX Coordinator	1	1	1	2	12
Wellness Center	3	4	5	4	1
The Network Against Domestic Abuse	3	3	1	3	7
New Britain YWCA Sexual Assault Crisis Service	2	3	4	0	8

Capital (n=20)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	0	1	4	3	12
Deputy Title IX Coordinator	1	1	1	4	13
New Britain YWCA Sexual Assault Crisis Service	2	1	1	4	12

Gateway (n=79)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	3	5	18	7	43
Deputy Title IX Coordinator	3	6	16	8	42
Counseling and Wellness Office	18	20	19	7	13
Women and Families Center	13	9	12	16	27
The Umbrella Center / Hope Family Justice Center	13	4	10	9	39

Housatonic (n=102)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	3	6	23	16	50
Deputy Title IX Coordinator	4	6	24	9	54
Counseling and Wellness Center	20	23	24	17	14

Manchester (n=45)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	1	7	4	8	24
Deputy Title IX Coordinator	1	5	7	6	25
Mental Health and Wellness Services	12	13	10	7	2

Interval House	1	2	7	5	28
Mindset Time Counseling	2	4	6	8	24

Middlesex (n=22)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	2	0	8	3	9
Deputy Title IX Coordinator	1	0	6	5	10
Mental Health and Wellness Services	4	4	12	1	1
Listening Lounge	7	3	6	2	4

Naugatuck Valley (n=18)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	2	2	2	3	8
Deputy Title IX Coordinator	2	2	0	4	8
Wellness Counselors	2	5	5	3	1
Safe Haven of Greater Waterbury	2	4	3	3	5

Northwestern (n=45)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	2	4	5	11	23

Deputy Title IX Coordinator	1	3	7	8	26
Mental Health and Wellness Services	15	9	13	5	3
Susan B. Anthony Project	19	12	7	3	4

Norwalk (n=25)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	1	3	3	3	15
Deputy Title IX Coordinator	1	2	4	3	15
Rowan Center	1	1	4	2	17

Quinebaug Valley (n=45)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	2	4	12	4	22
Deputy Title IX Coordinator	3	2	9	7	23
Timely Care	8	8	11	3	13
Sexual Assault Crisis Center of Southeastern CT (SACCEC)	3	4	14	3	20

Three Rivers (n=198)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	12	13	43	24	101

Deputy Title IX Coordinator	20	14	40	30	90
Wellness Coordinator	17	34	43	34	62
Sexual Assault Crisis Center of Southeastern CT (SACCEC)	25	11	35	32	91
Safe Futures	37	25	45	26	61

Tunxis (n=30)

Resource	Extremely	Very	Somewhat	Slightly	Not at all
CT State Title IX Coordinator	1	2	3	5	17
Deputy Title IX Coordinator	0	2	5	4	17
Mental Health Counseling and Wellness Services	7	7	10	1	3
YWCA New Britain Campus Advocate / Sexual Assault Crisis Services	2	5	3	7	11

Appendix E-1. Campus Comparison of Major Awareness Gaps

Campus	Largest documented awareness gaps	Illustrative raw data
Asnuntuck	Lowest awareness centered on Title IX roles rather than wellness resources	Not at all aware: Title IX Coordinator 10; Deputy Title IX Coordinator 12; Wellness Center 1
Capital	Low awareness across all listed resources in a small respondent group	Not at all aware: Title IX Coordinator 12; Deputy Title IX Coordinator 13; New Britain YWCA Sexual Assault Crisis Service 12
Gateway	Substantial gap between awareness of Counseling and Wellness Office and lower awareness of Title IX and community partners	Not at all aware: Title IX Coordinator 43; Deputy Title IX Coordinator 42; Umbrella/Hope Family Justice Center 39; Counseling and Wellness Office 13
Housatonic	High lack of awareness of Title IX roles despite stronger awareness of counseling/wellness resources	Not at all aware: Title IX Coordinator 50; Deputy Title IX Coordinator 54; Counseling and Wellness Center 14
Manchester	Strong awareness of campus wellness services but limited awareness of Title IX and local community partners	Not at all aware: Title IX Coordinator 24; Deputy Title IX Coordinator 25; Interval House 28; Mental Health and Wellness Services 2
Middlesex	Title IX awareness lags behind awareness of on-campus wellness and Listening Lounge supports	Not at all aware: Title IX Coordinator 9; Deputy Title IX Coordinator 10; Mental Health and Wellness Services 1; Listening Lounge 4
Naugatuck Valley	Title IX awareness lower than awareness of wellness counselors and local partner resource	Not at all aware: Title IX Coordinator 8; Deputy Title IX Coordinator 8; Wellness Counselors 1; Safe Haven 5
Northwestern	Large Title IX awareness gap alongside comparatively stronger recognition of local community partner	Not at all aware: Title IX Coordinator 23; Deputy Title IX Coordinator 26; Susan B. Anthony Project 4; Mental Health and Wellness Services 3

Norwalk	Very limited awareness of both Title IX roles and the Rowan Center	Not at all aware: Title IX Coordinator 15; Deputy Title IX Coordinator 15; Rowan Center 17
Quinebaug Valley	Lower awareness of Title IX and SACCEC than of Timely Care	Not at all aware: Title IX Coordinator 22; Deputy Title IX Coordinator 23; SACCEC 20; Timely Care 13
Three Rivers	Largest absolute number of students reporting no awareness of key Title IX and community resources	Not at all aware: Title IX Coordinator 101; Deputy Title IX Coordinator 90; SACCEC 91; Safe Futures 61
Tunxis	Limited awareness of Title IX roles remains more pronounced than awareness of campus counseling	Not at all aware: Title IX Coordinator 17; Deputy Title IX Coordinator 17; Mental Health Counseling and Wellness Services 3

Across campuses, the most consistent awareness gap is limited recognition of the CT State Title IX Coordinator and Deputy Title IX Coordinator. By contrast, several campuses show comparatively stronger awareness of local wellness or community partner resources, suggesting that campus-level support visibility may be more effective than system-level Title IX role recognition in some locations.

Appendix F. Open-Ended Response Source Material

The workbook includes full raw responses to both open-ended questions: one asking whether students had anything else to share about the survey, and one asking for suggestions to improve CT State's response to and prevention of stalking, domestic violence, and sexual assault. Those raw comments were used to develop the qualitative themes summarized in the executive summary and can support additional coding or campus-level review if needed.

Closing Commitment

CT State Community College will use these findings to strengthen awareness, prevention, reporting access, supportive measures, and accountability across every campus.

Equity. Safety. Trust. Action.

Office of Equity and Civil Rights

Connecticut State Community College

