



Massachusetts Bay Community College Student Experience Survey

2024 Report



PREPARED FOR

Massachusetts Bay
Community College
April 2024

PREPARED BY

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Study Design

The Massachusetts Bay Community College Student Experience Survey surveyed 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.

Massachusetts Bay Community College 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, Massachusetts Bay Community College 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 Massachusetts Bay Community College 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 Massachusetts Bay Community College 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 Massachusetts Bay Community College 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. Massachusetts Bay Community College was able to add custom questions to the survey as agreed upon by Massachusetts Bay Community College 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 nine Amazon gift cards. Participants' survey responses were not connected to their raffle entry in any way.

Study Measures

Demographics

In addition to the demographic data provided by Massachusetts Bay Community College, the survey included questions pertaining to the student's self-identification as a first generation college student, enrollment in college classes while in high school, housing status, and parental or guardian 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 resources, policies, and offices relevant to sexual misconduct. They were also asked about their perceptions of the campus culture, Massachusetts Bay Community College's prevention and response efforts relevant to sexual misconduct, and bystander intervention.

Sexual Misconduct

The survey asked participants about their experiences of sexual misconduct 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 misconduct. These questions asked about academic, professional, and mental health impacts of their experience, their relationship with the perpetrator, the location of the incident, whether they felt the incident was related to an aspect of their identity, whether or not they reported the incident, reasons why they did not report, and their experiences during the reporting process when applicable.

School connectedness

Students were asked to reflect on their experiences at Massachusetts Bay Community College 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 Massachusetts Bay Community College.

Reports provided to Massachusetts Bay Community College 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 misconduct. 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 Misconduct

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 3,929 students were invited to participate, and 351 (9%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Massachusetts Bay Community College students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

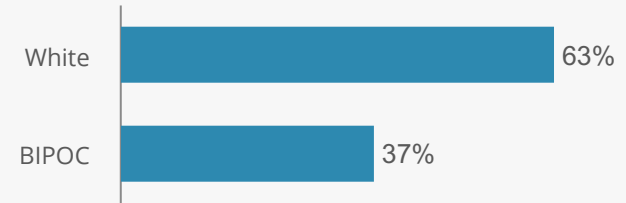


Fig. 2 Gender identity

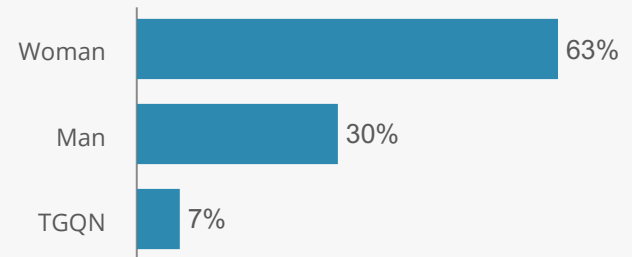
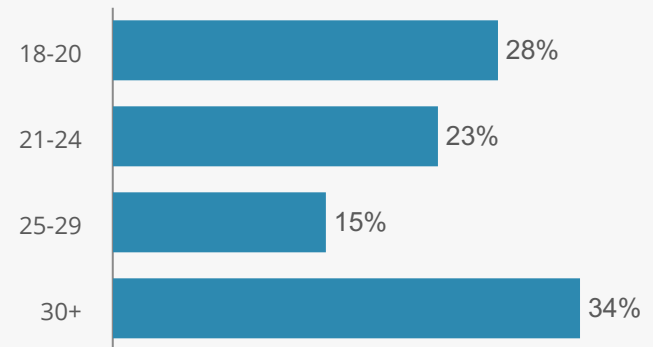


Fig. 3 Age



Participant Demographics

Fig. 4 Enrollment status

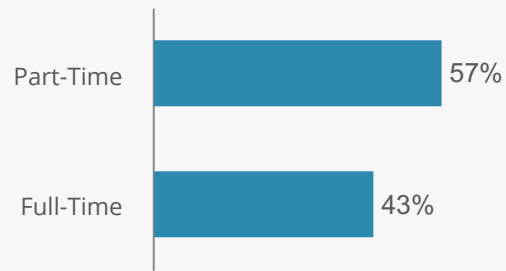


Fig. 5 Class year

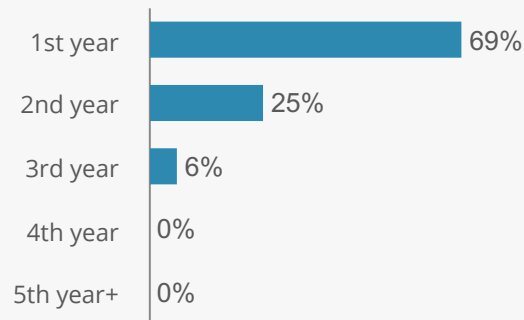


Fig. 6 Transfer status

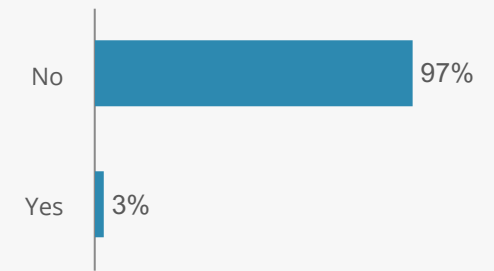


Fig. 7 Residency

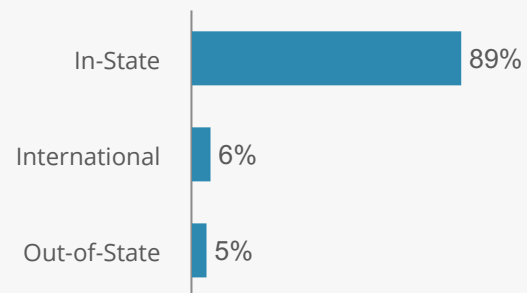


Fig. 8 Sexual orientation

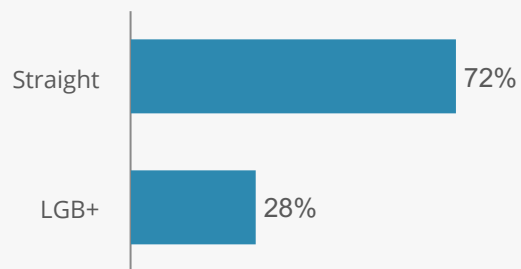
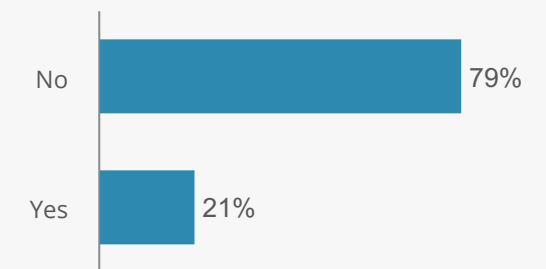


Fig. 9 Disability status



Participant Demographics

Fig. 10 First generation student

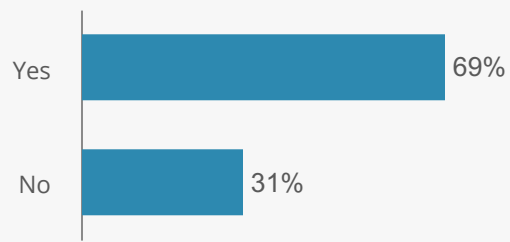


Fig. 11 Pell grant status

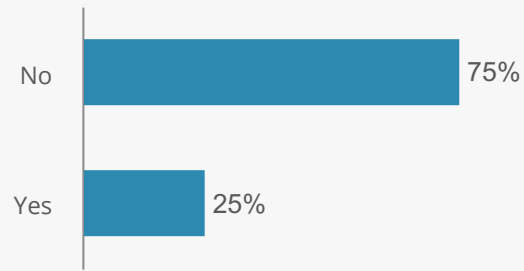


Fig. 12 Housing insecure

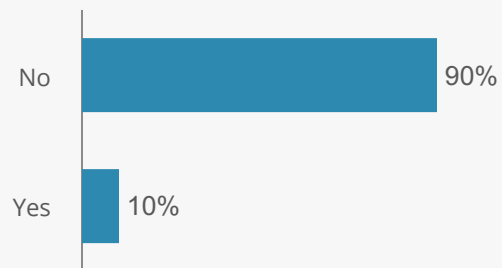
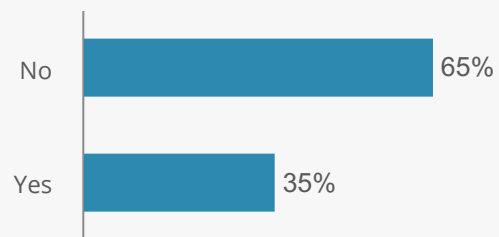


Fig. 13 Parent/guardian status



Executive Summary

School connectedness

Overall, most students indicated that they feel a sense of belonging as well as safe and protected at the College. Most students also agreed that the College treats all students equitably. Perceptions of belonging, well-being, and equity varied by gender identity and disability status.

Knowledge of policies, resources, and offices

While most participants were aware that confidential resources are available on campus, awareness of specific offices was mixed. A majority were unsure or unaware of the Case Manager and Resource Specialist and the Title IX coordinator. While a slight majority knew where to get help if someone they know experiences sexual misconduct, about half understood what happens when a student reports an incident. About a third of participants have learned about sexual misconduct through trainings or other programs.

Sexual misconduct

Nineteen percent (19%) of participants said that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape in the past year. The prevalence of these experiences varied by disability status, sexual orientation, age, housing status, and first-generation student status.

Reporting

The majority of participants who experienced sexual misconduct did not report the incident to campus officials. The most common reasons why students chose not report were that they did not think the incident was serious enough to report, did not want the perpetrator to get in trouble, and the incident occurred when school was not in session.

Bystander intervention

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

Campus climate and confidence in reporting

On average, students felt that it is uncommon for people at the school to make sexist comments or jokes, and agreed that the College is doing a good job of trying to prevent sexual misconduct from occurring as well as holding perpetrators accountable. In general, confidence in the College's reporting process was very high among students who have not experienced sexual misconduct.



Findings

School Connectedness

Perceptions of Belonging, Well-being, and Equity

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

Belonging

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

Equity

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

Well-being

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

3.4_{/4}

Belonging

3.2_{/4}

Equity

3.4_{/4}

Well-being

1 = negative response
4 = positive response

Differences in Perceptions of Belonging, Equity, and Well-being

Perceptions of belonging and equity varied by gender identity and disability status.

Belonging

- TGQN students reported a lower sense of belonging than women and men.
- Students with disabilities reported a lower sense of belonging than their counterparts.

Equity

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

Well-being

- There were no significant differences in perceptions of well-being observed across demographic groups.

Fig. 14 Differences in perceptions of belonging

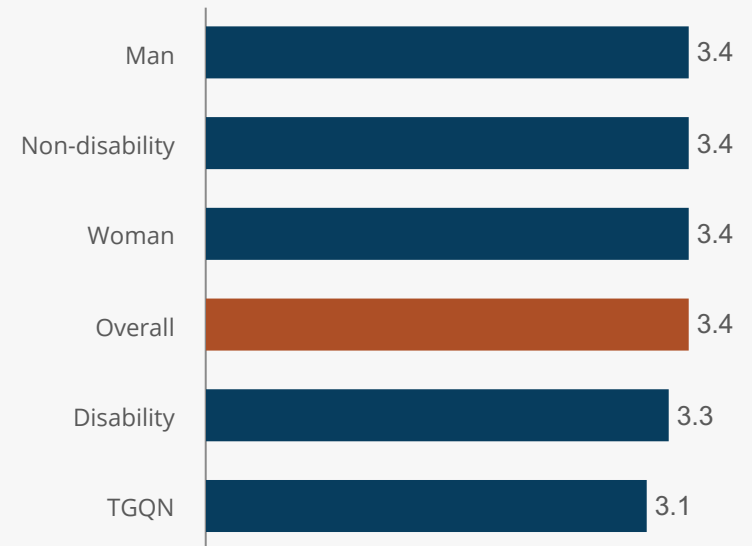


Fig. 15 Differences in perceptions of equity





Findings

Knowledge of Resources, Policies, & Offices

Knowledge of Resources and Policies

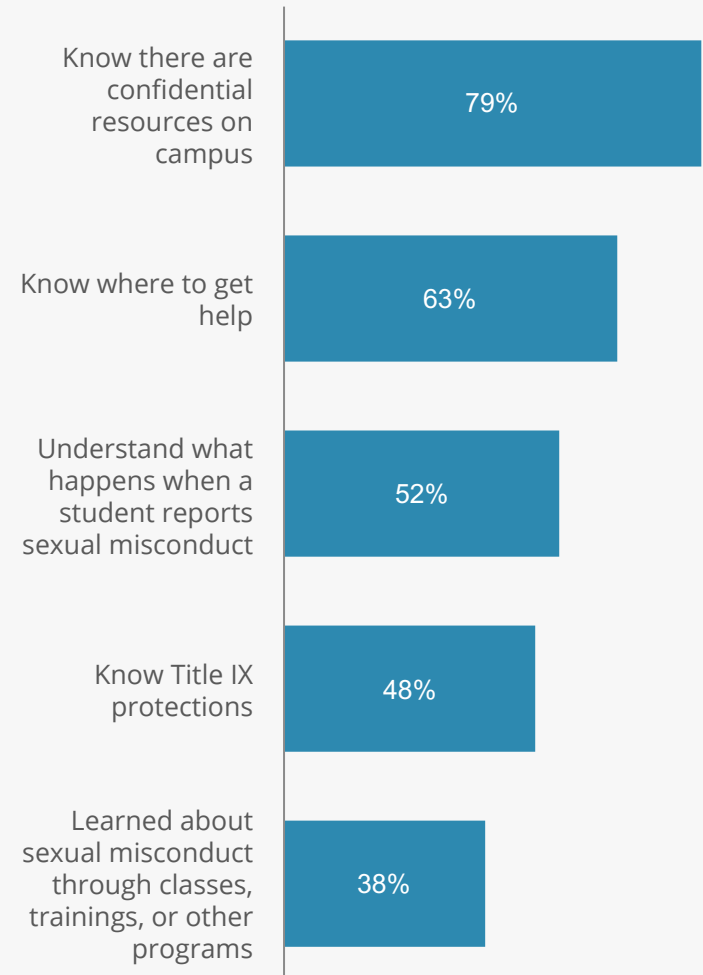
Students were asked about their knowledge of campus resources and policies relevant to sexual misconduct.

A majority of students were aware that there are confidential resources available on campus (79%).

Most students knew where at the College they could get help if someone they know experiences sexual misconduct (63%) and about half understood what happens when a student reports sexual misconduct to the College (52%).

Slightly less than half of students knew Title IX protections against sexual misconduct (48%). Thirty-eight percent (38%) confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at the College.

Fig. 17 Knowledge of campus resources and policies



Knowledge of Campus Offices and Departments

Students were asked about their knowledge of certain campus offices and departments.

A majority of students confirmed that they knew about the Office of Student Development (73%) and the counseling center (73%). A slight majority were aware of the Office of Public Safety (59%). Seventeen percent (17%) knew about the Case Manager and Resource Specialist.

When asked if the College has a Title IX coordinator, 64% of participants answered that they were unsure, 32% answered 'yes,' and 3% of participants answered 'no.'

Fig. 18 Knowledge of campus offices/departments

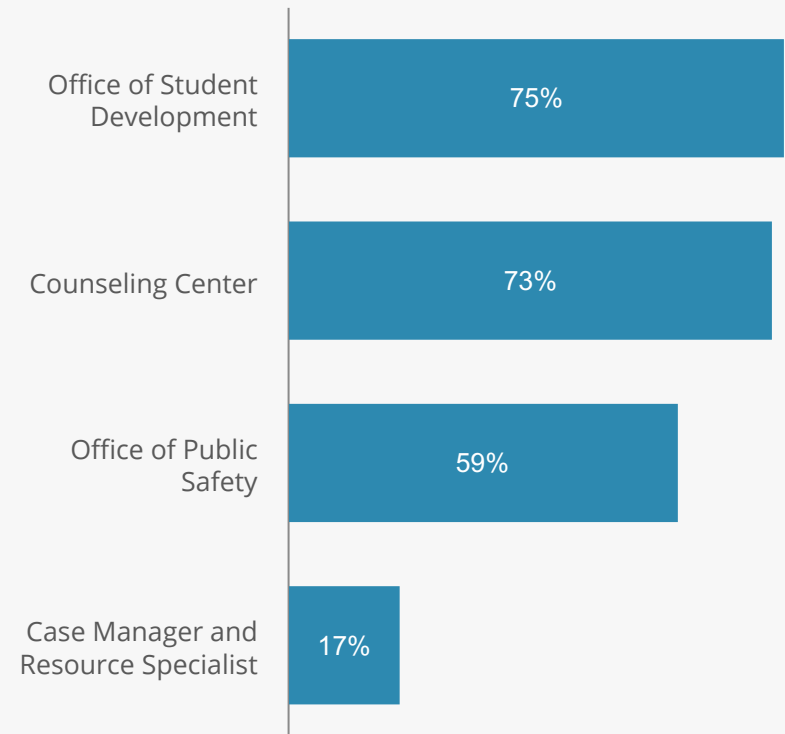
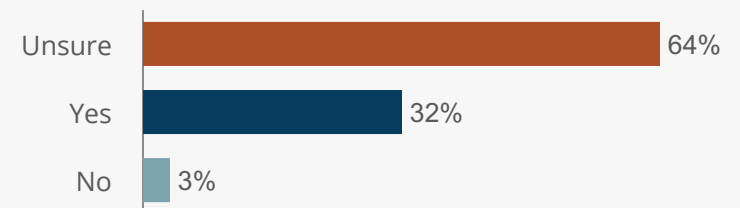


Fig. 19 Does MassBay Community College have a Title IX coordinator?



Knowledge of Sexual Misconduct Prevention

Students were asked whether they had received written, verbal, or online information from anyone at the College relevant to sexual misconduct prevention and other essential information.

Prevention

About a third of students confirmed that they have received information on how to intervene as a bystander (30%) and how to help prevent sexual misconduct (36%).

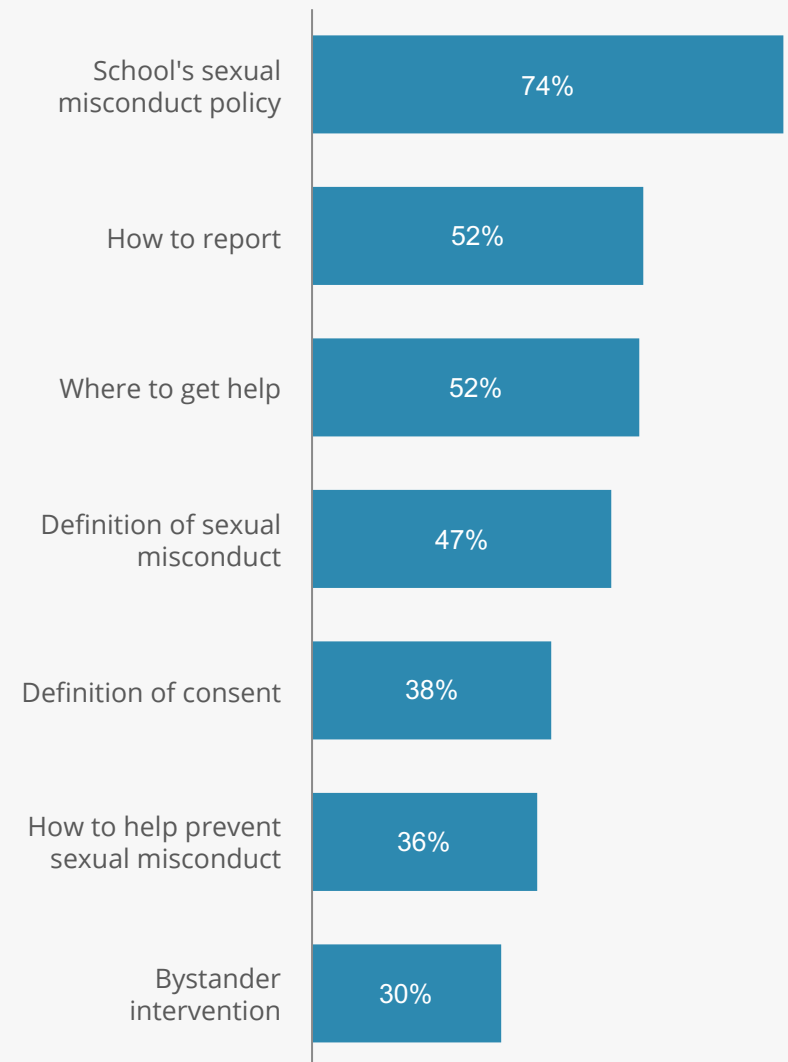
Definitions and Policies

While a majority of students confirmed that they received information on the school's policy on sexual misconduct (74%), fewer than half received information on the definition of sexual misconduct (47%) as well as the definition of consent and how to obtain it from a sexual partner (38%).

Reporting and Resources

About half of participants received information on how to report sexual misconduct (52%) and where to get help if someone they know experiences sexual misconduct (52%).

Fig. 20 Received information about the following from someone at the school

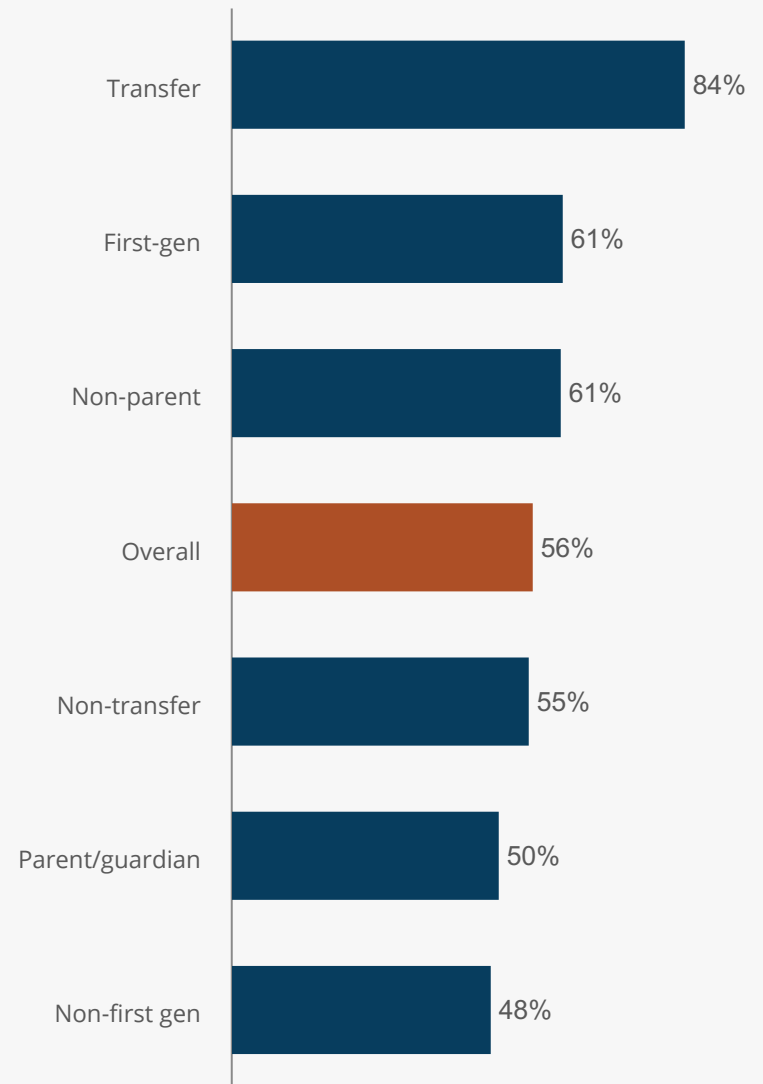


Differences in Knowledge

Some demographic groups were less likely to agree that they knew about campus resources, policies, offices, and other information relevant to sexual misconduct prevention.

Non-transfer students, parents or guardians, and participants who did not identify as first-generation college students were less likely to agree that they knew this information compared to their respective counterparts.

Fig. 21 Knowledge of resources, policies, and offices by demographics





Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at Massachusetts Bay Community College, and their perceptions of the College's efforts to prevent and respond to sexual misconduct. Their responses were scored on a scale from 1 to 4, with 4 being a positive response.

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

3.2_{/4}

Campus Culture

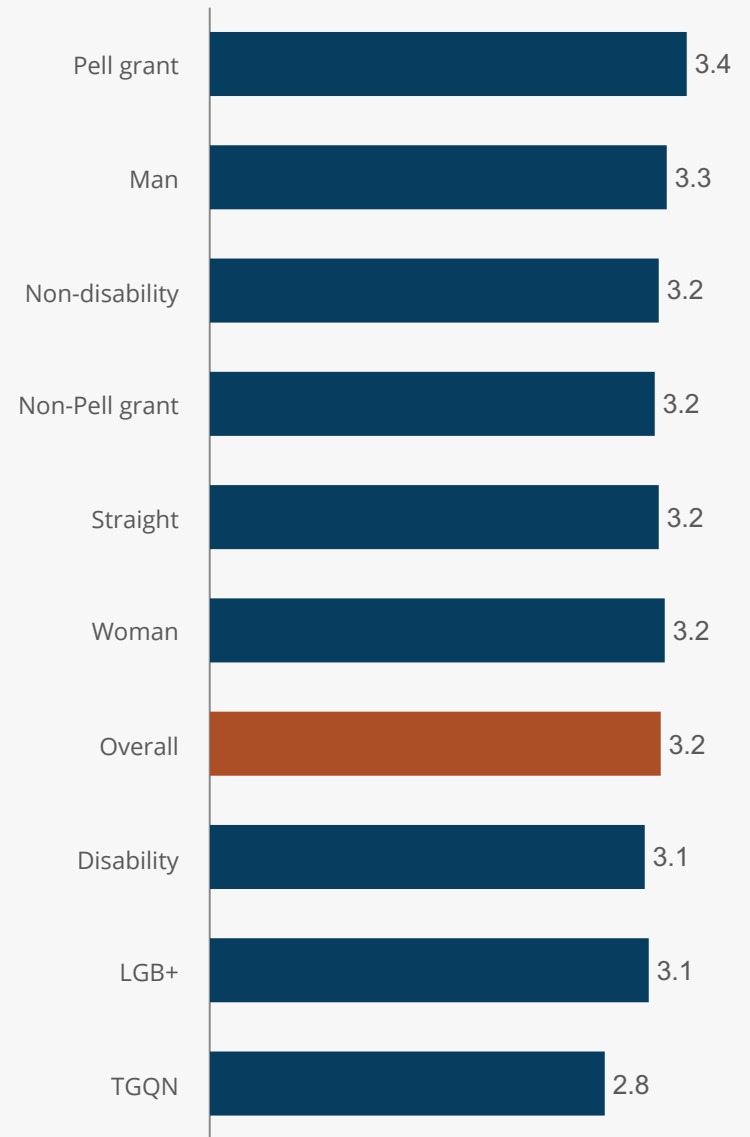
1 = negative response
4 = positive response

Differences in Perception of Campus Culture

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

TGQN students, LGB+ students, students with disabilities, and non-Pell grant recipients had less favorable views of the campus culture than their counterparts, and were less likely to agree that the school is doing a good job of preventing and responding to sexual misconduct.

Fig. 22 Differences in perception of campus culture



1 = negative response
4 = positive response

Confidence in Reporting

Participants who did not experience an incident of sexual misconduct in the past year were asked about their confidence in the school's reporting process and campus resources. Twenty-three percent (23%) of students indicated that they would go to the counseling center, 23% would go Public Safety, and 34% would go to another employee if an incident of sexual misconduct occurred.

A majority of students believed that their case would be taken seriously if they reported an incident of sexual misconduct and that the school would respect their decision about what to do (94% and 96%).

A majority also believed that the College would take steps to protect their privacy and safety (97% and 95%). Most felt that the school would address the factors that may have led to the incident (86%). Eleven percent (11%) of students believed that the College would blame them or not believe them about the incident.

Eighty-six percent (86%) of students believed the College would provide accommodations to support them. Among students who self-identified as having a disability, 83% believed that the College would properly accommodate their disability if they reported sexual misconduct.

Fig. 23 If an incident of sexual misconduct occurred, I believe MassBay Community College would...





Findings

Prevalence of Sexual Misconduct

19% of Students Experienced Sexual Misconduct

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, 19% of participants indicated experiencing at least one form of sexual misconduct in the past 12-months.

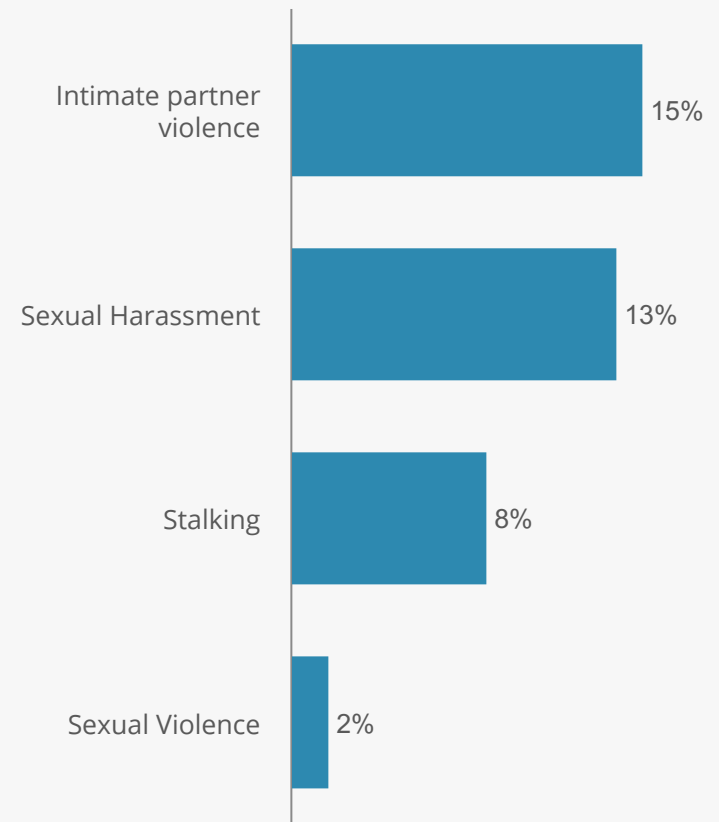
- 15% experienced intimate partner violence
- 13% experienced sexual harassment
- 8% experienced stalking
- 2% experienced sexual violence

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. 24 Prevalence of sexual misconduct (last 12 months)



6% experienced **two or more** instances of sexual misconduct.

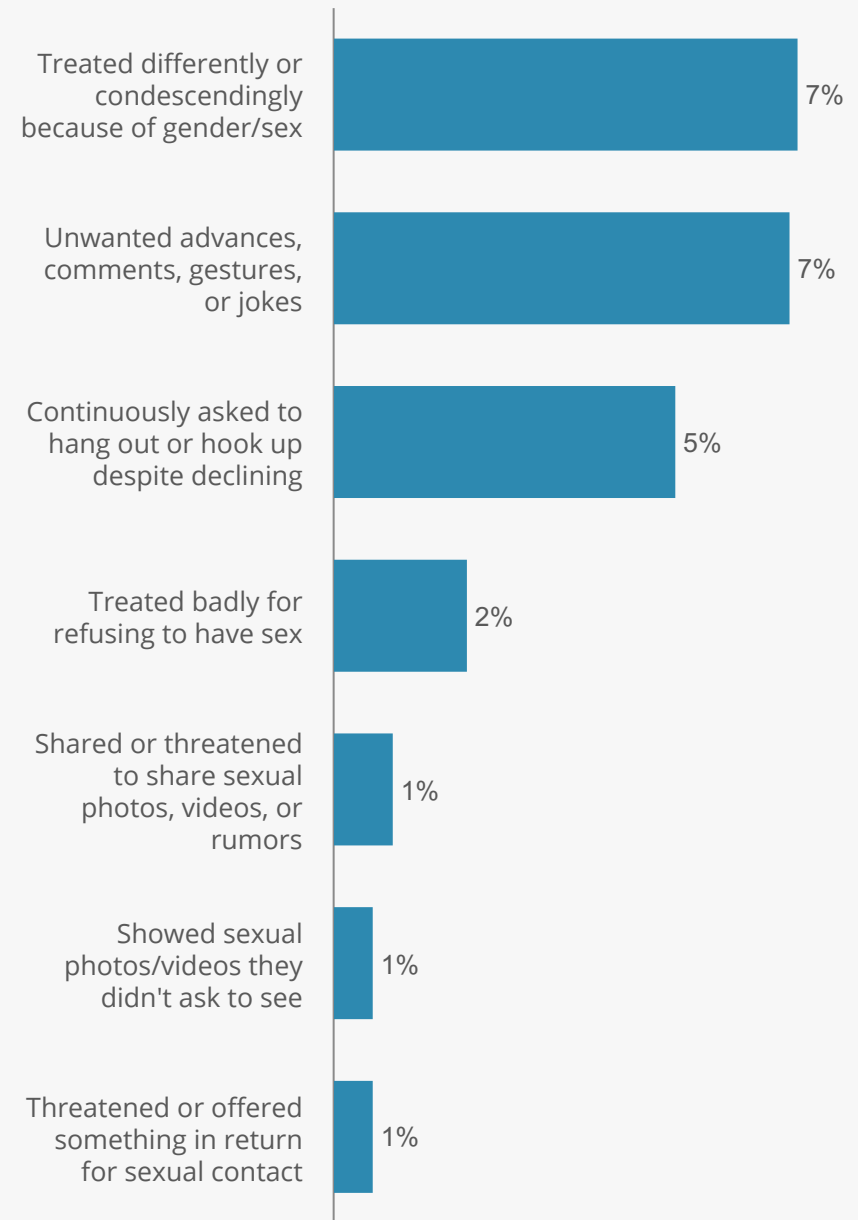
13% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment in the past 12 months. Overall, 11% of participants indicated experiencing sexual harassment once and 2% experienced sexual harassment more than once.

The highest percentage of students reported that someone treated them differently or condescendingly because of their gender or sex (7%) and that someone made unwanted sexual advances, comments, gestures, or jokes toward them (7%).

- 5% indicated someone continuously asked them to hang out or hook up despite saying no
- 2% indicated someone treated them badly for refusing to have sex
- 1% indicated someone shared or threatened to share sexual photos, videos, or rumors of them that they did not want shared
- 1% indicated someone sent or showed them sexual photos or videos that they did not ask to see
- 1% indicated someone threatened them or offered something in return for sexual contact

Fig. 25 Prevalence of sexual harassment

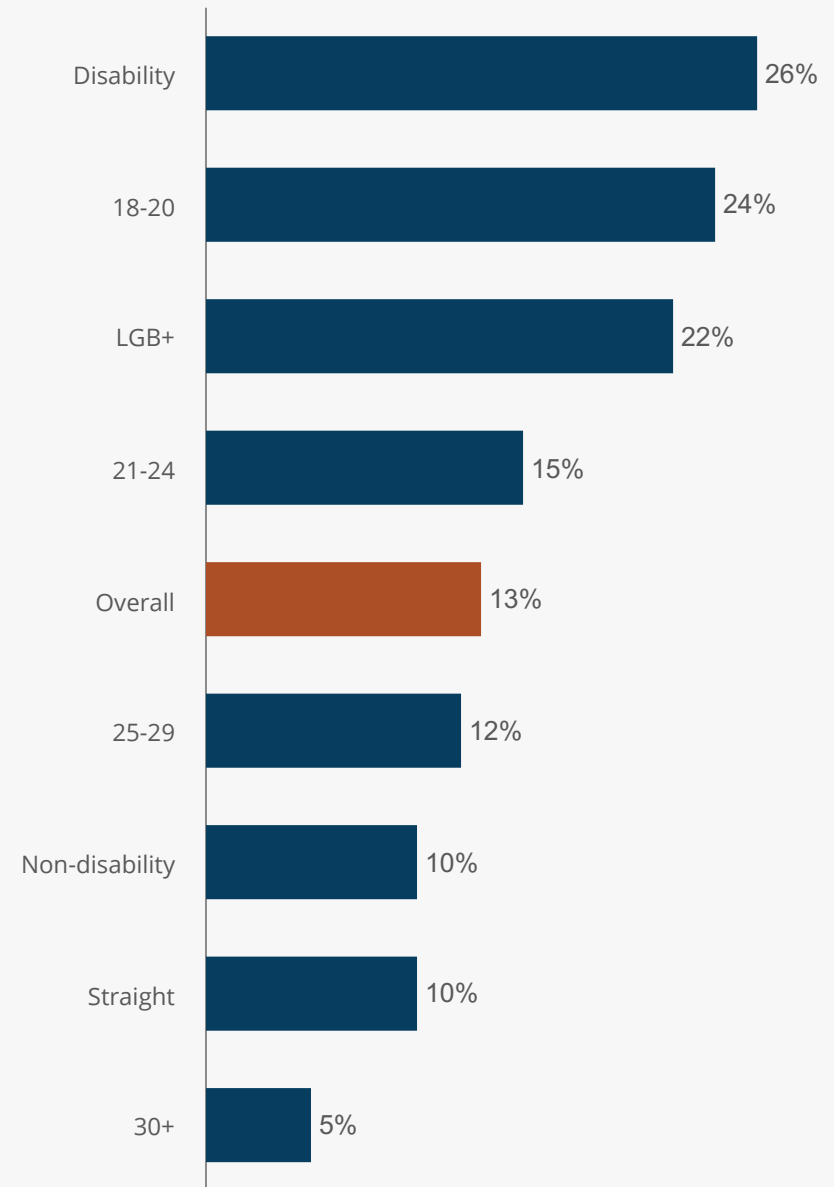


Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied by age, sexual orientation, and disability status.

- Students with disabilities were more likely to experience sexual harassment than their counterparts.
- LGB+ students were more likely to experience sexual harassment than straight students.
- Students aged 18-20 were more likely to experience sexual harassment than students in other age groups.

Fig. 26 Prevalence of sexual harassment by demographics

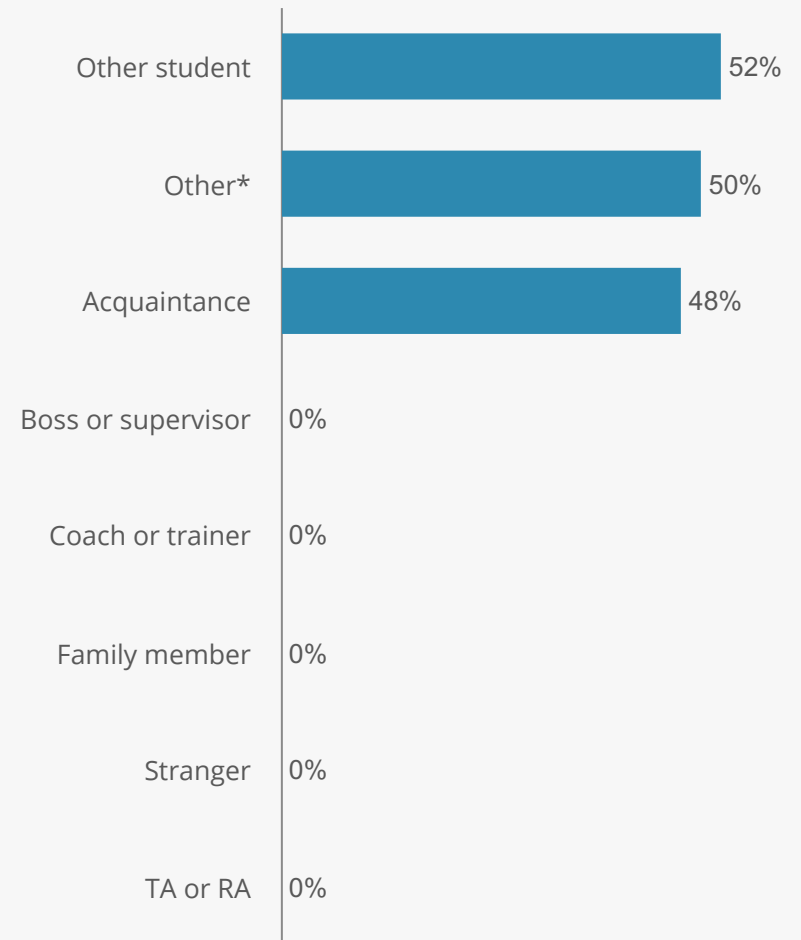


Perpetrators of Sexual Harassment

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 another student (52%) or an acquaintance, friend of a friend, or someone they just met (48%).

Fig. 27 Perpetration of sexual harassment



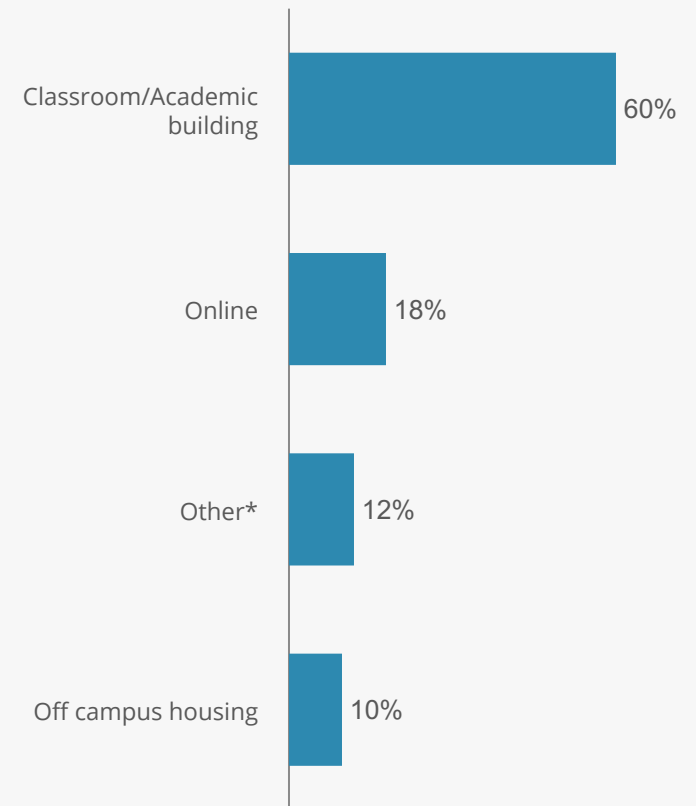
*Other includes professor, current or former partner or spouse, current or former friend or roommate, coworker, an employee other than a professor, TA, RA, coach or trainer, someone else, and unsure. The sample sizes of these responses were too small to report separately.

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 at a classroom or other academic building (60%).

Fig. 28 Prevalence of sexual harassment by location



*Other includes a space used by a student club or organization, a restaurant, bar, or club, and another place. The sample sizes of these responses were too small to report separately.

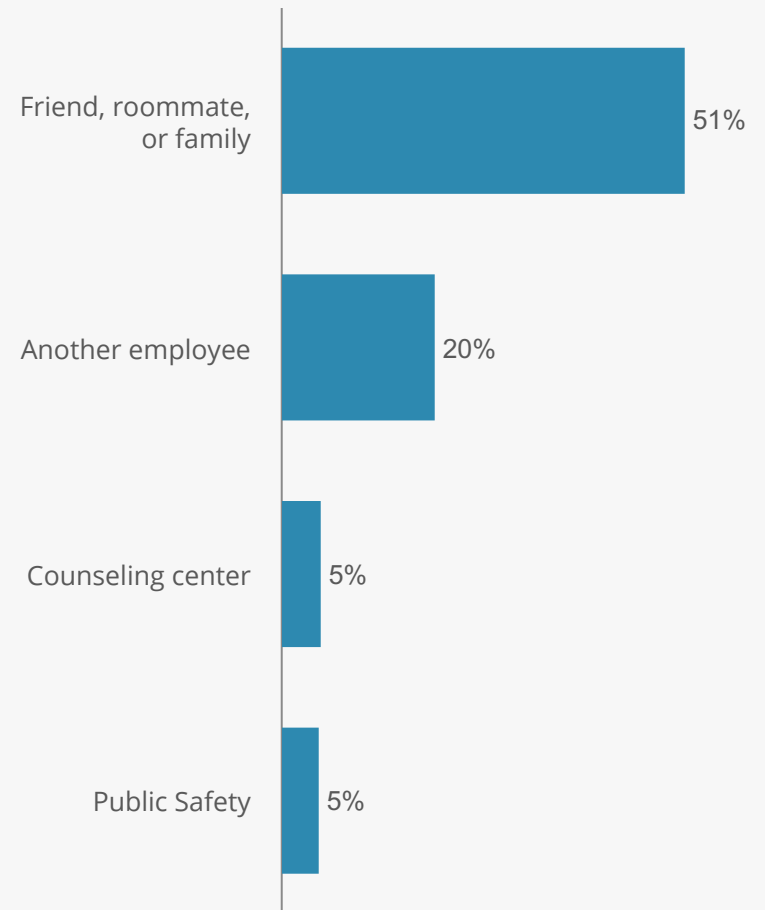
Reporting of Sexual Harassment

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

While about half of students told a friend, roommate, or family member (51%), a majority did not report the incident to the College.

- **5%** contacted the counseling center
- **5%** contacted Public Safety
- **20%** contacted another campus employee

Fig. 29 Reporting of sexual harassment

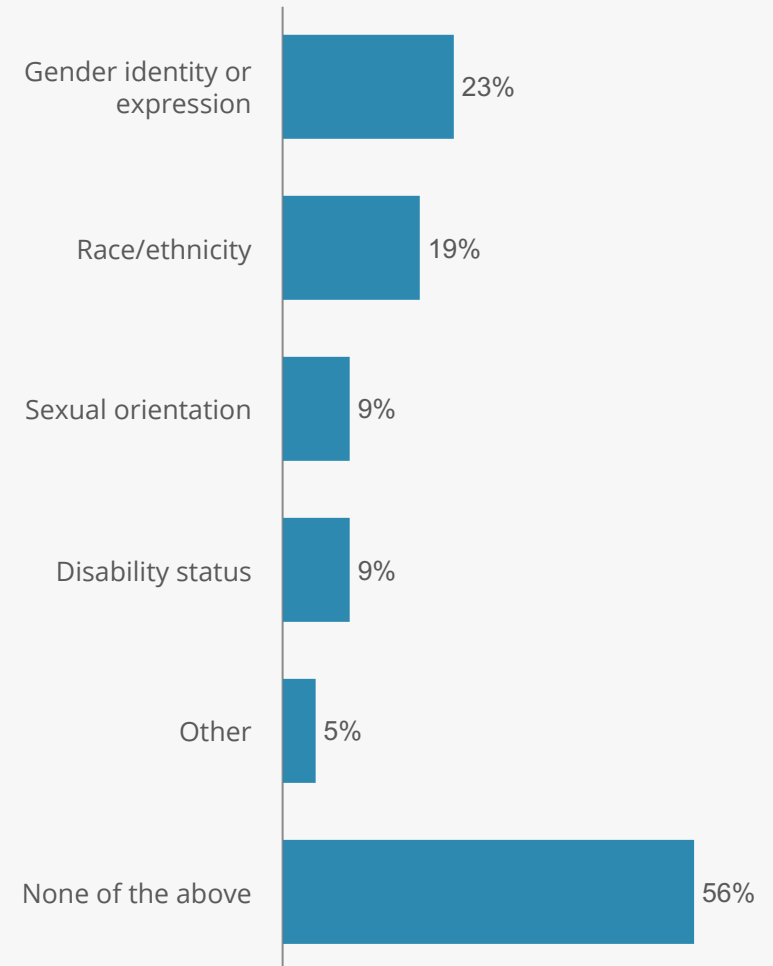


Sexual Harassment and Discrimination

Students who indicated experiencing sexual harassment in the past year were asked if they believed the incidents were related to an identity that they hold.

- **23%** believed the incident was related to their gender identity or gender expression
- **19%** believed the incident was related to their race or ethnicity
- **9%** believed the incident was related to their sexual orientation
- **9%** believed the incident was related to their disability status
- **5%** believed the incident was related to another identity marker

Fig. 30 Sexual harassment and discrimination



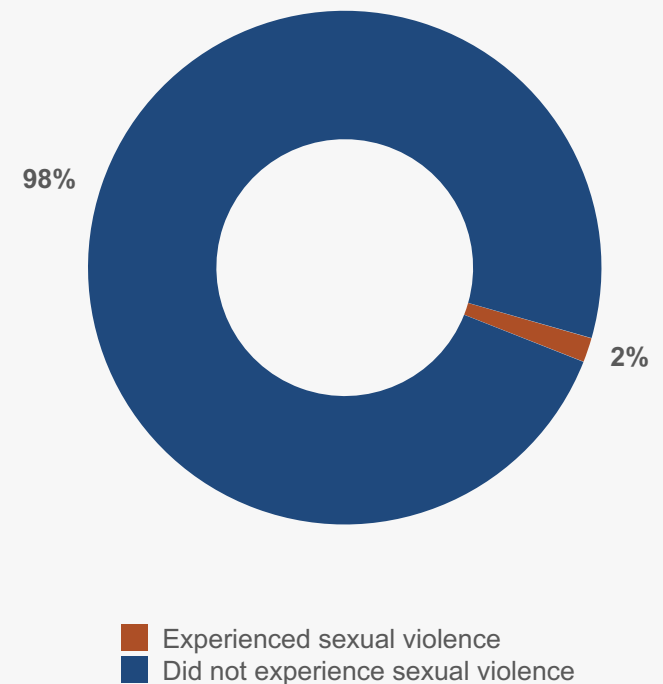
2% of Students Experienced Sexual Violence

The survey asked students about their experiences of sexual assault and rape in the past 12 months. Overall, only 2% of students indicated experiencing at least one instance of sexual violence.

The prevalence of sexual violence was too small to report additional information relevant to these experiences, including: impacts of the incident, the relationship of the students to the perpetrators, the percentage of students who reported the incident, and reasons students chose not to report the incident, if applicable.

There were no significant differences in prevalence of sexual violence observed across demographic groups.

Fig. 31 Prevalence of sexual violence



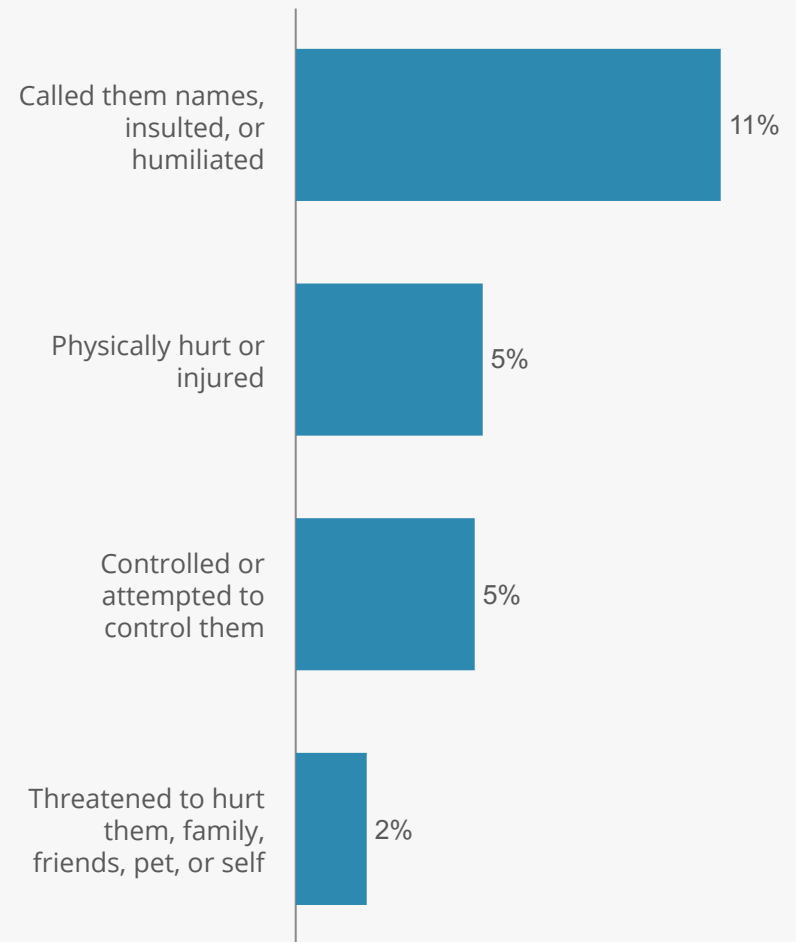
15% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) in the past year. Overall, 6% of participants indicated experiencing IPV once and 8% experienced IPV more than once.

The highest percentage of students reported that an intimate partner called them names, insulted, or humiliated them (11%).

- **5%** indicated a current or former partner physically hurt or injured them
- **5%** indicated a current or former partner controlled or attempted to control them physically, emotionally, or financially
- **2%** indicated a current or former partner threatened to hurt them, their family, friends, pets or threatened to hurt themselves

Fig. 32 Prevalence of intimate partner violence

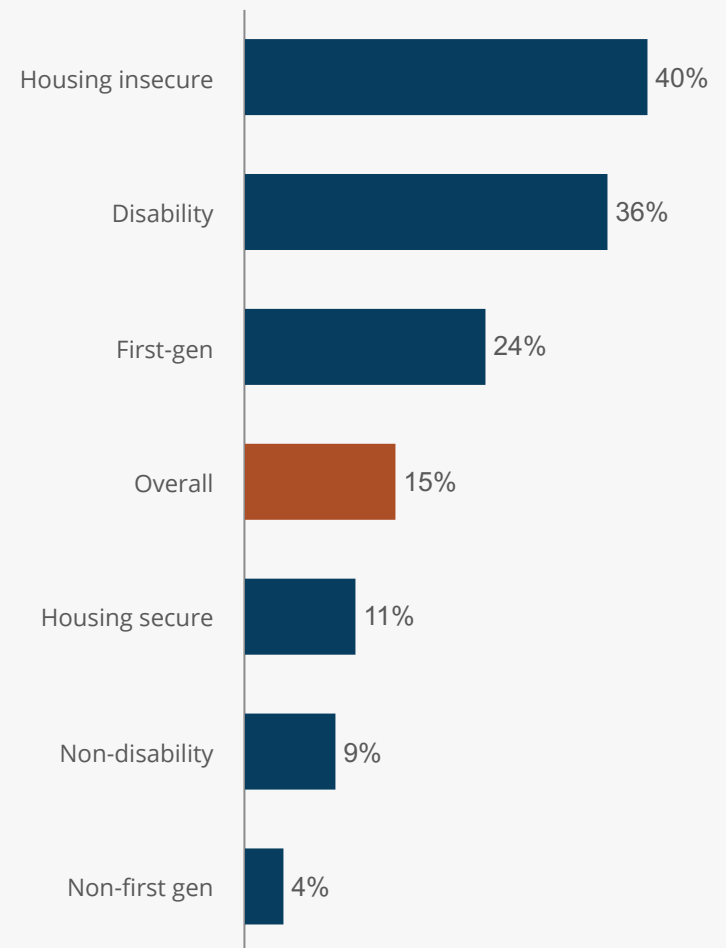


Differences in Experience of Intimate Partner Violence

The prevalence of intimate partner violence (IPV) varied across some demographic groups.

- Students who had insecure housing were more likely to experience intimate partner violence than students with secure housing.
- Students with disabilities were more likely to experience intimate partner violence than their counterparts.
- First-generation students were more likely to experience intimate partner violence than their counterparts.

Fig. 33 Prevalence of intimate partner violence by demographics



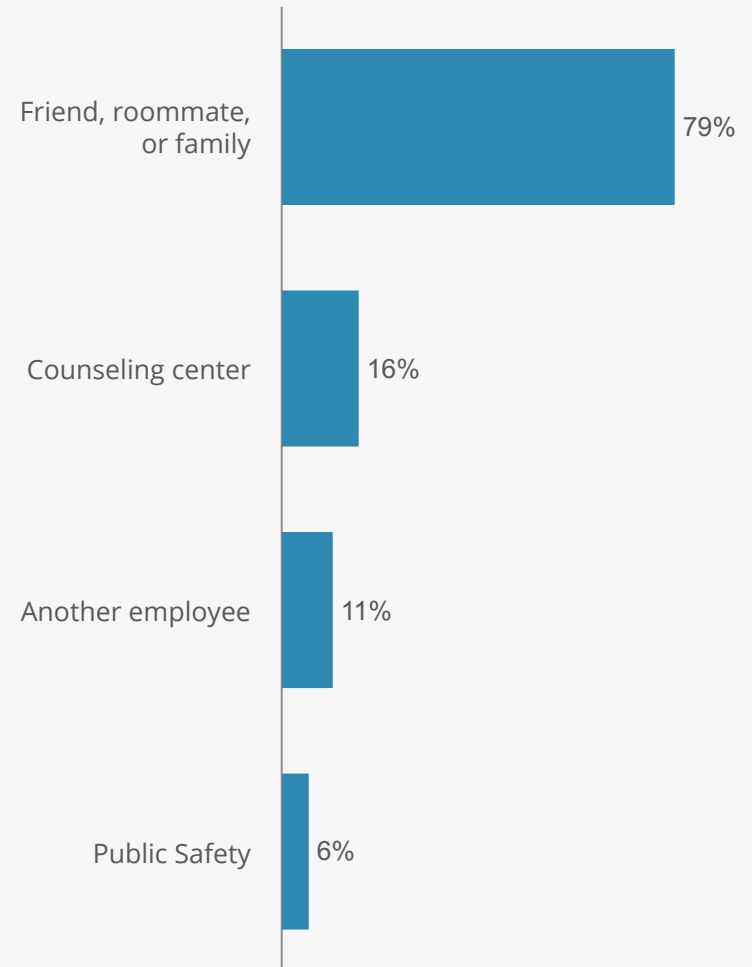
Reporting of Intimate Partner Violence

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

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

- **16%** contacted the counseling center
- **6%** contacted Public Safety
- **11%** contacted another campus employee

Fig. 34 Reporting of intimate partner violence

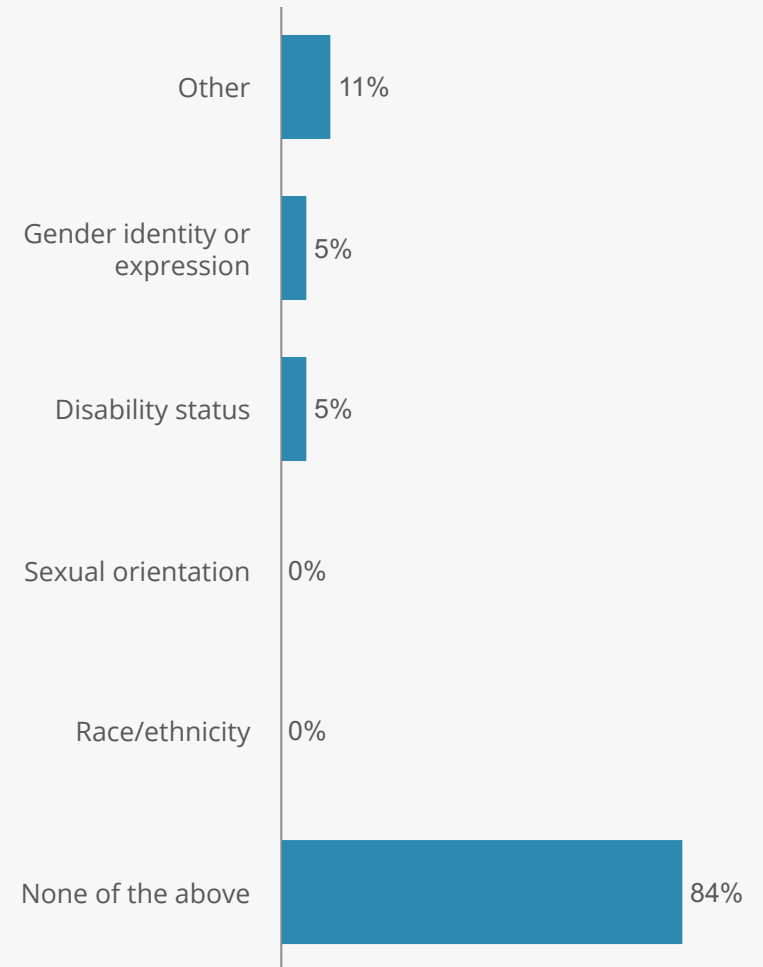


Intimate Partner Violence and Discrimination

Students who indicated experiencing intimate partner violence in the past year were asked if they believed the incidents were related to an identity that they hold.

- **5%** believed the incident was related to their gender identity or gender expression
- **5%** believed the incident was related to their disability status
- **11%** believed the incident was related to another identity marker

Fig. 35 Intimate partner violence and discrimination



8% 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, 5% of participants indicated experiencing stalking once and 3% experienced stalking more than once.

Students most frequently reported that someone repeatedly called them or sent unwanted messages (5%).

- 3% indicated someone spread rumors or left mean or rude comments about them online
- 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

Students with disabilities were more likely to experience stalking than their counterparts.

Fig. 36 Prevalence of stalking by behavior

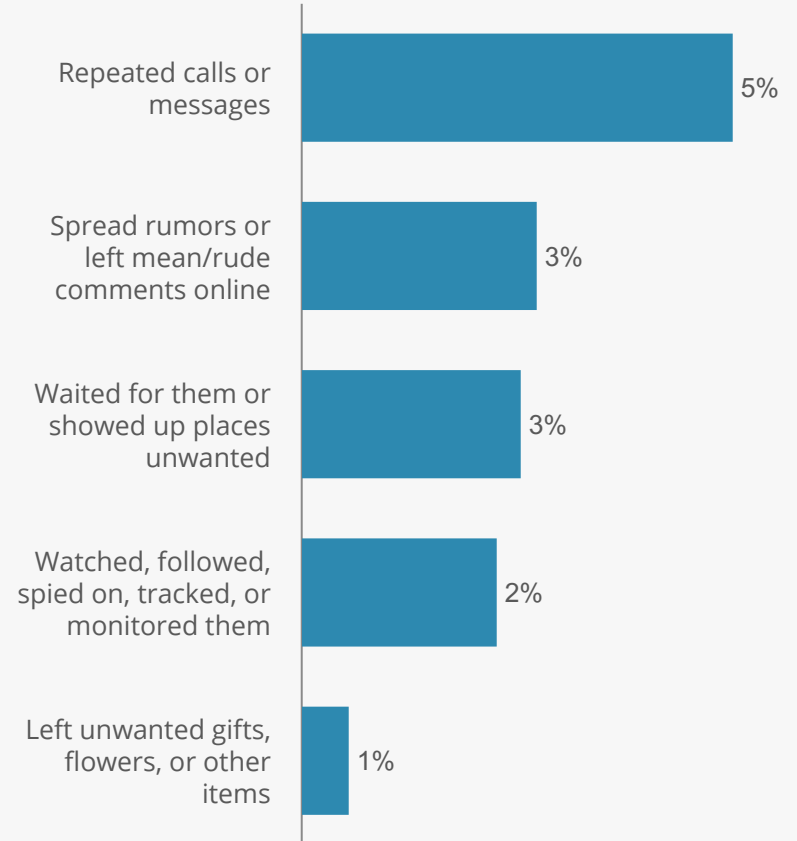
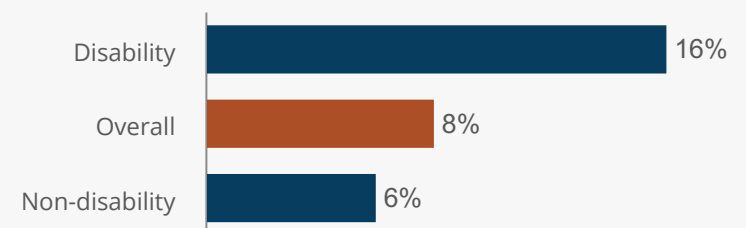


Fig. 37 Prevalence of stalking by demographics

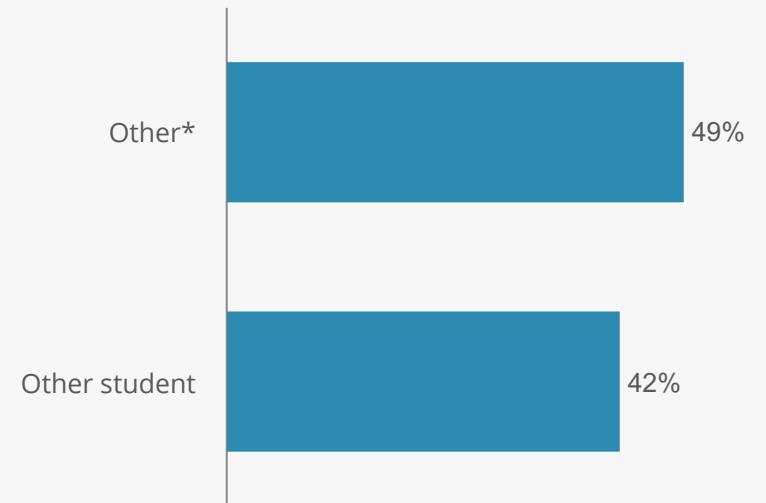


Perpetrators of Stalking

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 another student (42%).

Fig. 38 Perpetration of stalking



*Other includes an acquaintance, friend of a friend, or someone they just met, and a current or former partner or spouse. The sample sizes of these responses were too small to report separately.

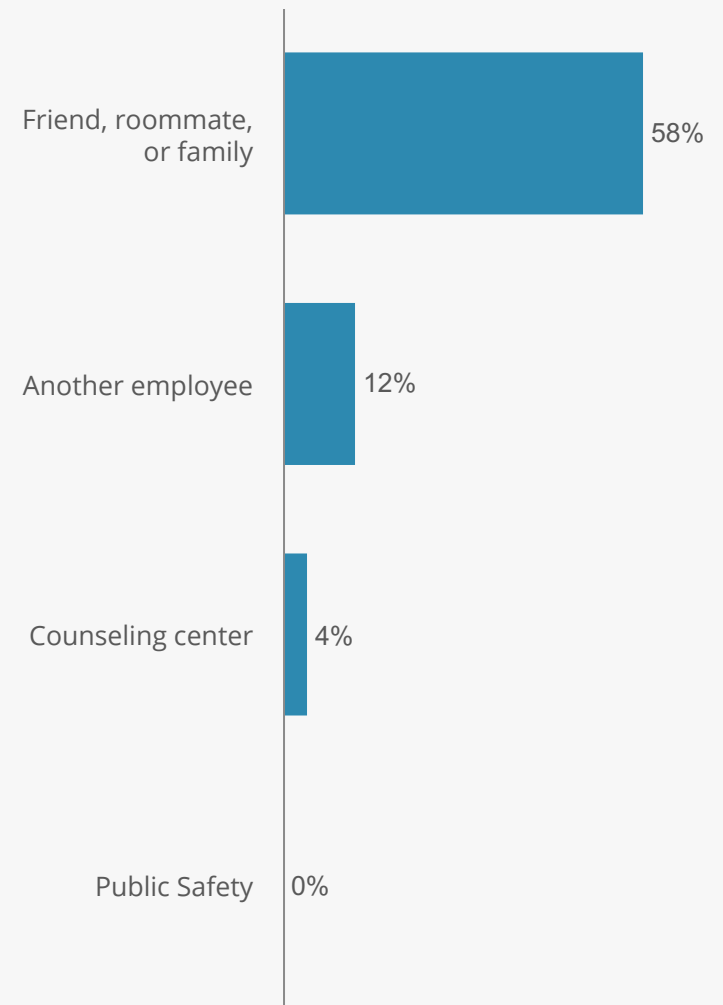
Reporting of Stalking

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

While most students told a friend, roommate, or family member (58%), a majority did not report the incident to the College.

- **4%** contacted the contacted the counseling center
- **12%** contacted another campus employee
- None of the participants indicated that they contacted Public Safety

Fig. 39 Reporting of stalking

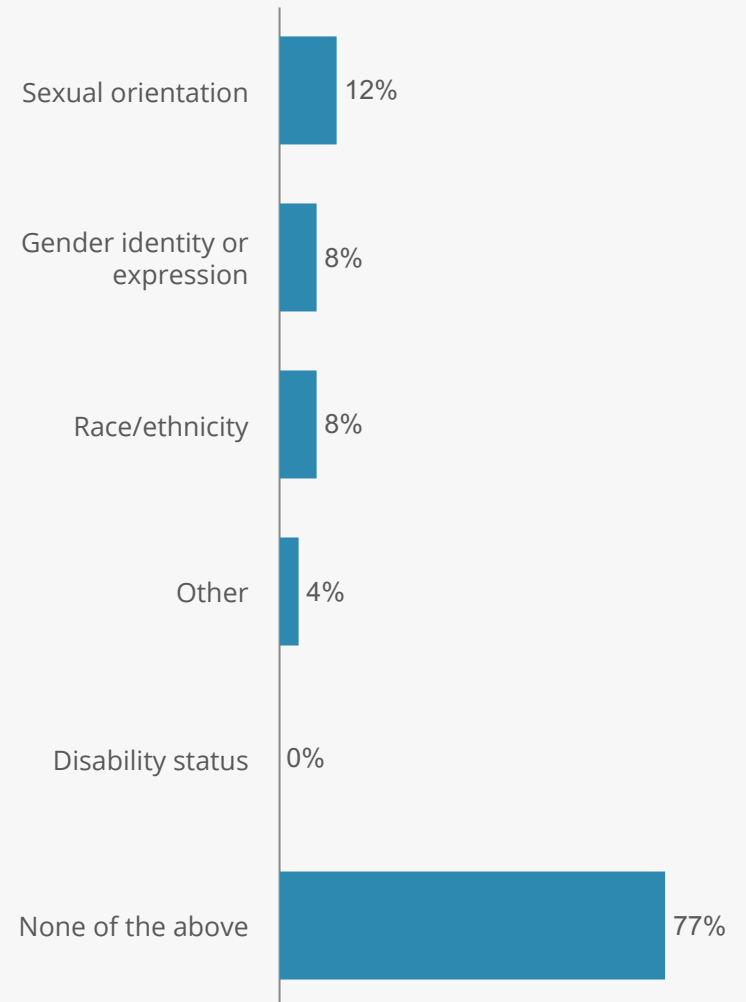


Stalking and Discrimination

Students who indicated experiencing stalking in the past year were asked if they believed the incidents were related to an identity that they hold.

- **12%** believed the incident was related to their sexual orientation
- **8%** believed the incident was related to their gender identity or gender expression
- **8%** believed the incident was related to their race or ethnicity
- **4%** believed the incident was related to another identity marker

Fig. 40 Stalking and discrimination





Findings

Reporting

Reasons Students Did Not Report

Students who indicated experiencing sexual misconduct 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 (60%), they did not want the perpetrator to get in trouble (26%), and the incident occurred when school was not in session (22%).

Fig. 41 Reasons participants did not report sexual misconduct

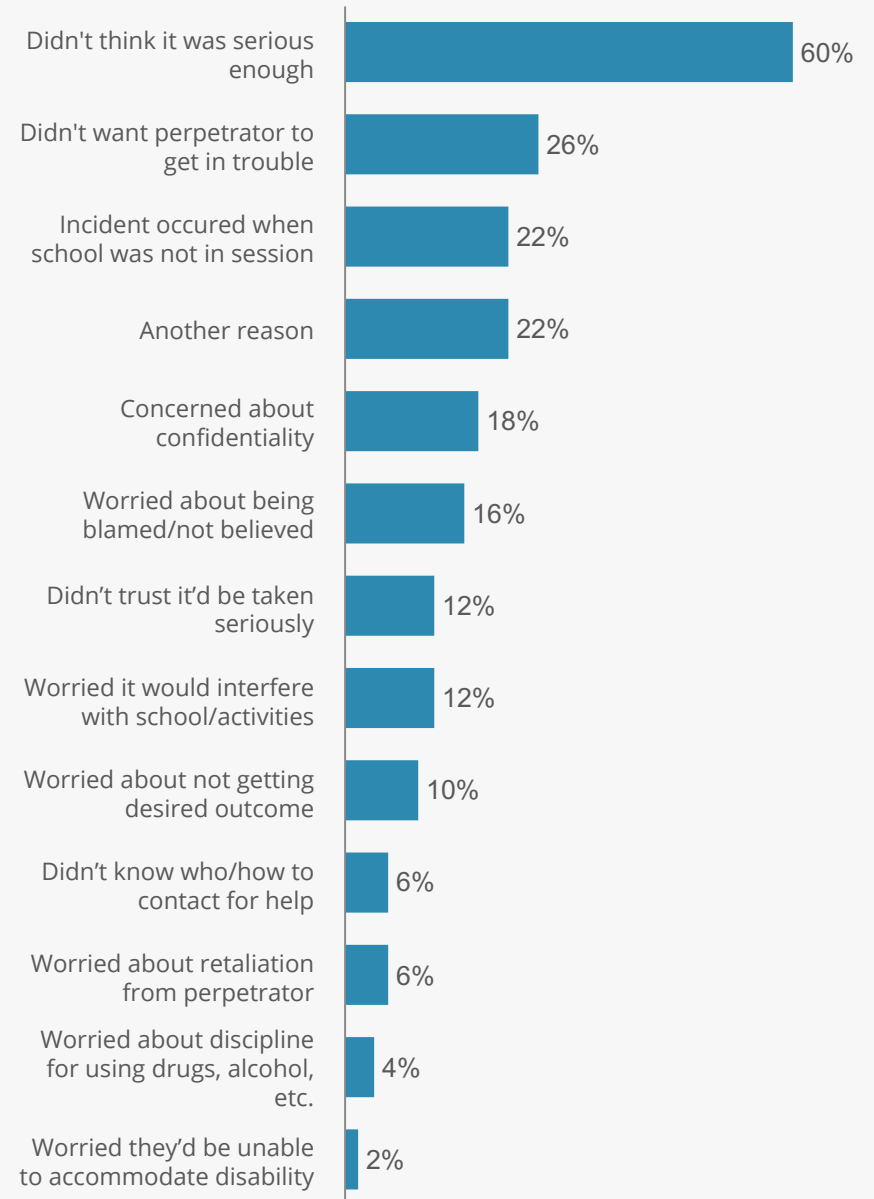


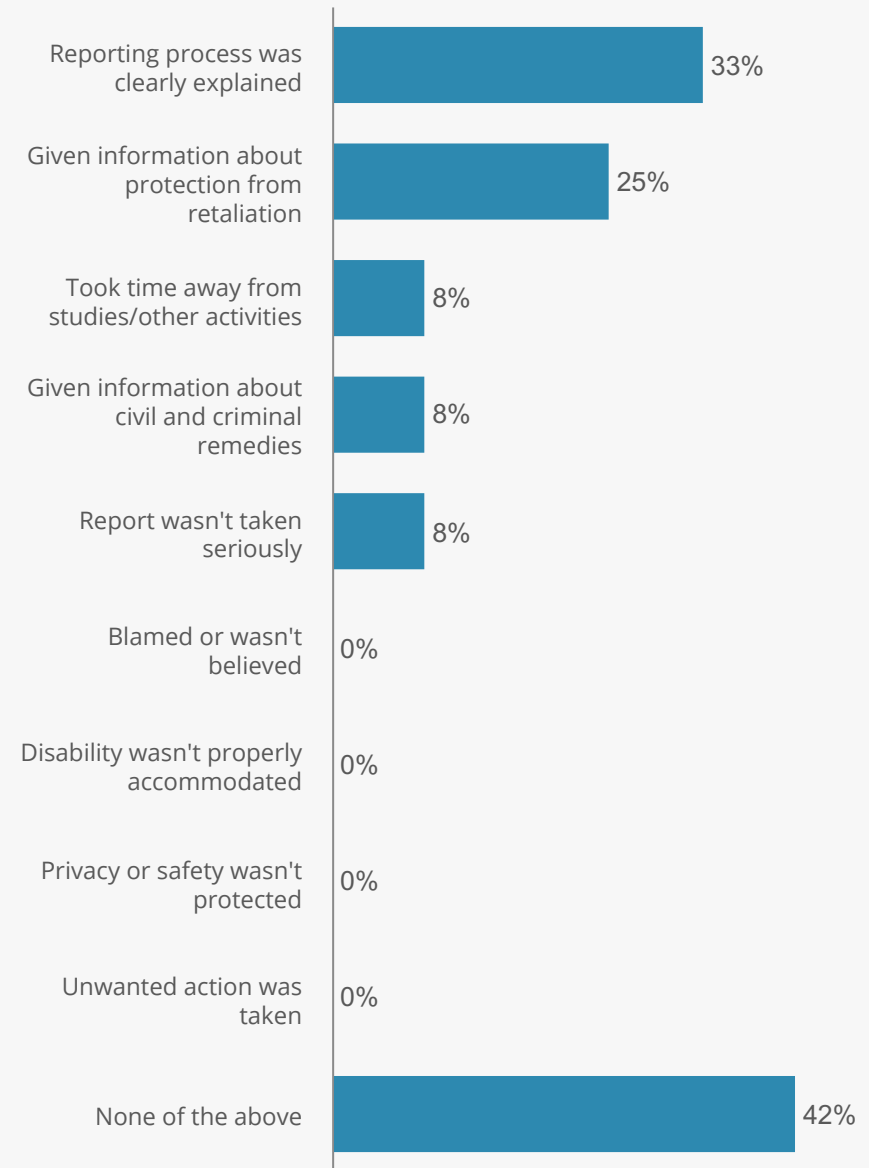
Fig. 42 Experiences reporting sexual misconduct

Experiences with the Reporting Process

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

About a third of students felt the reporting process was clearly explained to them (33%). A fourth said that they were provided information about protection from retaliation (25%), and 8% were given information about potential civil and criminal remedies.

Eight percent (8%) of students felt that reporting the incident took time away from their academics or other activities and 8% felt that their report was not taken seriously.





Findings

Impacts

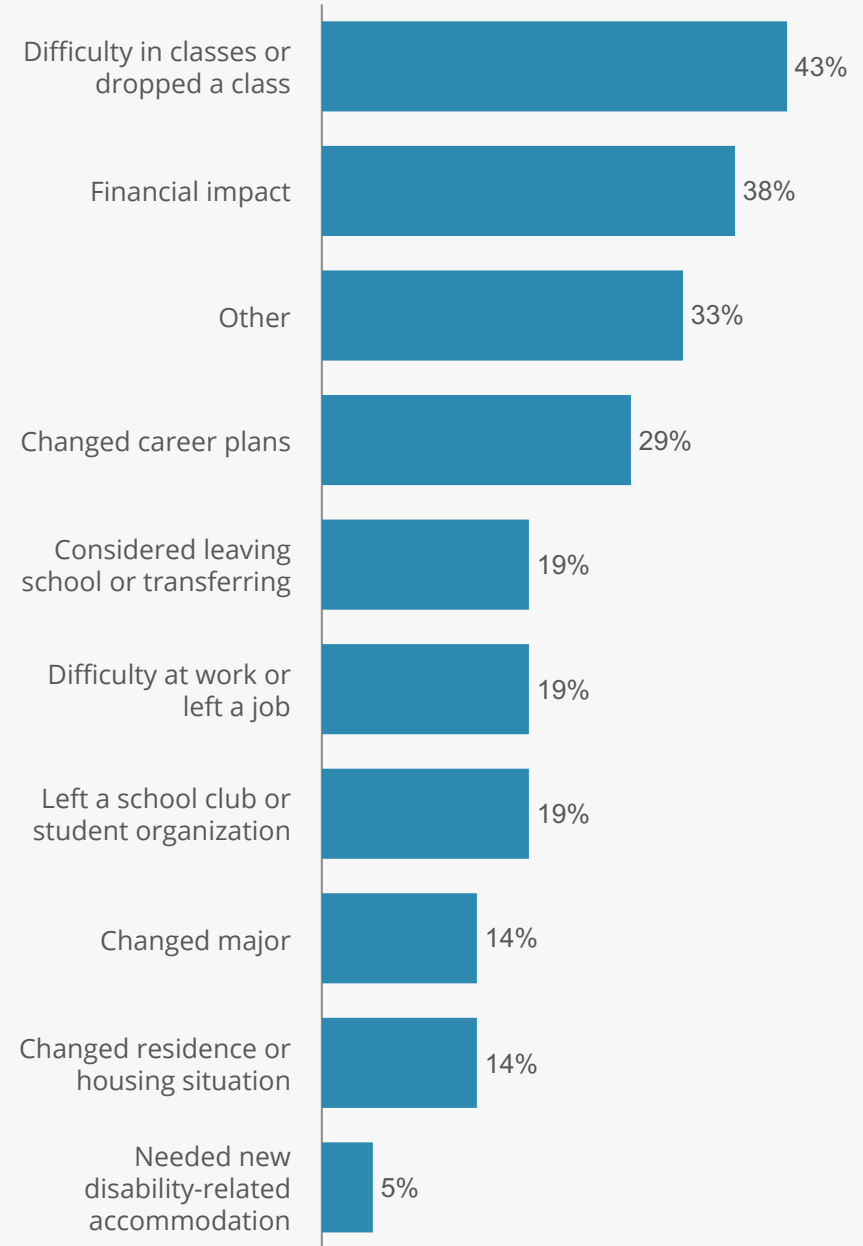
Academic, Professional, & Student Life Impacts

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

Slightly fewer than half of participants who experienced an incident said they had difficulty in classes or dropped a class (43%). About one in five (19%) considered leaving school or transferring.

Over a third experienced some sort of financial impact, such as losing a scholarship or foreign-student visa, or incurred healthcare costs (38%). Twenty-nine percent (29%) said that they changed their career plans and 19% had difficulty at work or left a job.

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



Mental Health Impacts

Students who indicated experiencing sexual harassment, sexual violence, intimate partner violence, or stalking were also asked about whether they experienced certain mental health symptoms in the past year.

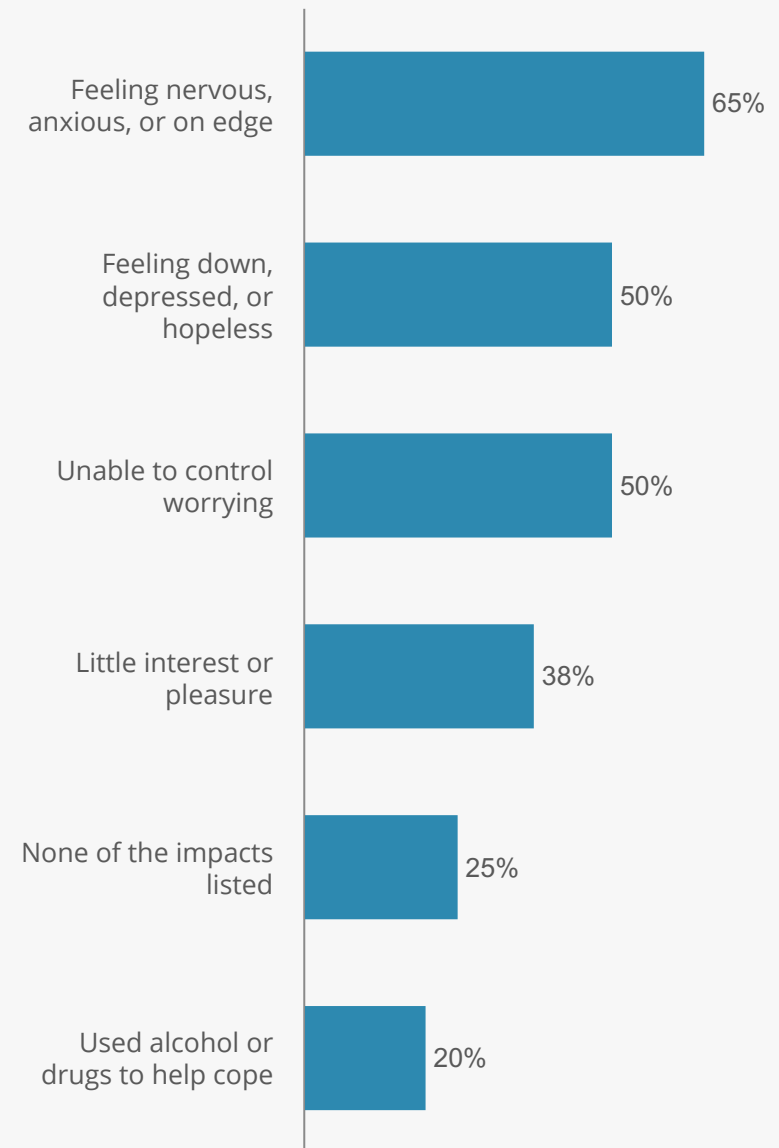
Most students reported that they felt nervous, anxious, or on edge (65%) and half felt down, depressed, or hopeless (50%) and were unable to stop or control worrying (50%).

INSIGHTS

The COVID-19 pandemic has been linked to an increase in anxiety, depression, and social isolation among college students. A sense of belonging with their college campus may be a protective factor.²

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

Fig. 44 Impacts on mental health





Findings

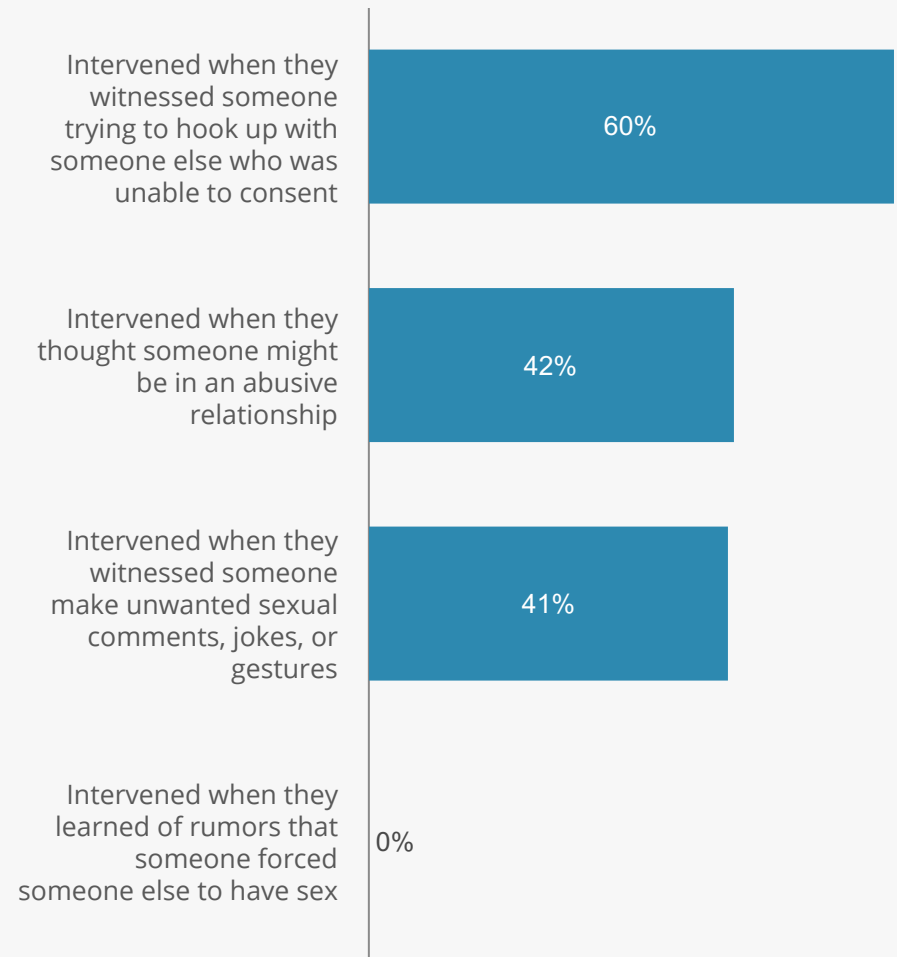
Bystander Intervention

Bystander Behaviors

Students were asked if they witnessed certain situations of sexual misconduct in the past year and, if so, how they responded to those situations.

- **11%** thought someone might be in an abusive relationship. Among those, 42% intervened in some way.
- **7%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, 60% intervened in some way.
- **4%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 41% intervened in some way.
- **3%** learned of rumors that someone forced someone else to have sex. Among those, none said that they intervened.

Fig. 45 Percentage of students who intervened after witnessing sexual misconduct

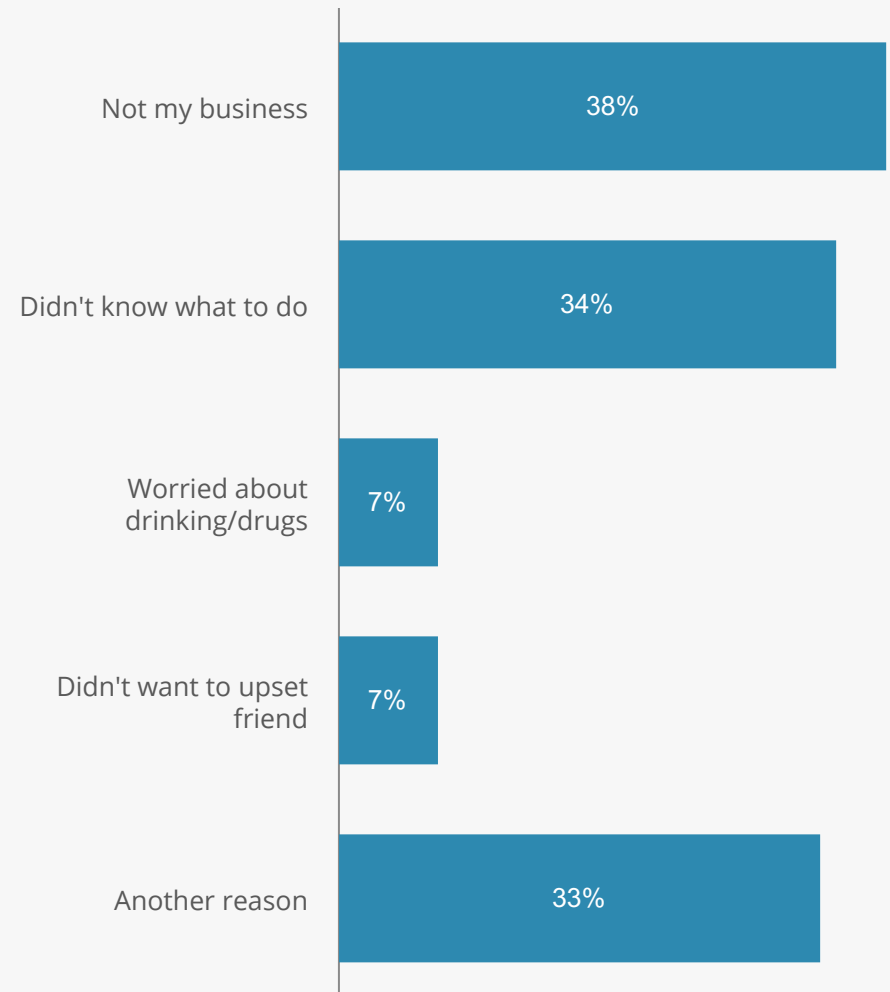


Why Students Did Not Intervene

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

- **38%** felt it was not their business to intervene
- **34%** were not sure what to do
- **7%** did not want to get in trouble for drinking and/or doing drugs
- **7%** did not want to upset a friend
- **33%** did not intervene for another reason

Fig. 46 Reasons students did not intervene





Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the Massachusetts Bay Community College Student Experience 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 misconduct, 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 McMahan, 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 misconduct. Being open and honest when communicating about the action plan can help build trust.

Key Findings

TGQN students reported a lower sense of equity and belonging. Students with disabilities reported a lower sense of belonging.

Students with disabilities were also more likely to experience sexual harassment and intimate partner violence.

pg. [13](#), [26](#), and [33](#)

Recommendations

1. Evaluate current steps being taken to protect students' physical and emotional safety and improvements that can be made.
2. Provide space for sharing, building skills related to inclusive practices, and strengthening a sense of belonging.
3. Provide programming that addresses rape myths, gender norms, and unhealthy relationship dynamics.
4. Strengthen and expand services provided on campus for TGQN students and students with disabilities.
5. Provide education on prevention and sex education that is comprehensive and inclusive.
6. Address systemic and cultural discrimination of gender and sexual minorities and students with disabilities on campus.

Key Findings

There is room to improve students' knowledge of policies and resources.

- 52% did not know Title IX protections and 67% were unaware of the Title IX coordinator
- 83% were unaware of the Case Manager and Resource Specialist and 21% were unsure if the campus had confidential resources
- 48% of students did not know what happens when a report is made
- 37% did not know how to help a friend if they experienced sexual misconduct

pg. [15-16](#)

Recommendations

1. Review all policies to ensure they are explained in plain language that avoids legal jargon.
2. Increase awareness of policies through targeted educational efforts. Students are more likely to remember policies if they are exposed to them in various formats at various times throughout their academic career.
3. Place policy information in accessible, commonly viewed areas, such as dining halls, bathrooms, class syllabi, and on your website. Clearly and succinctly explain the Title IX reporting process to help students make an informed decision about whether to report an incident to the school.

Key Findings

Responses signaled a need for more prevention training.

- 64% have not received information on how to prevent sexual misconduct
- 62% have not received information on the definition of consent
- 53% have not received information on the definition of sexual misconduct
- 48% have not been trained on how to report an incident of misconduct

pg. [17](#)

Recommendations

1. Assess current programming to identify gaps in content that can be filled.
2. Utilize a variety of strategies to train students, such as in-person training, online trainings, passive knowledge campaigns, and integrating lessons into existing coursework.
3. Train students several times throughout their academic career.

Key Findings

Students may benefit from bystander training.

- 70% of students have not received information on bystander intervention
- 34% of students that witnessed an incident did not intervene because they did not know what to do and 38% believed it was not their business to intervene

pg. [17](#) & [48](#)

Recommendations

1. Assess current bystander intervention programming and consider increasing and altering programming to meet the specific needs of your student population.
2. Examples of bystander intervention programs supported by research include:
 1. Bringing in the Bystander
 2. Green Dot
 3. The Men's Program
 4. TakeCARE
 5. Take a Stand
 6. The Women's Program
 7. InterAct
 8. SCREAM
 9. OneAct
 10. MVP
 11. RESPECT
 12. Friends Helping Friends
 13. Safe Sisters
 14. The Men's Project
 15. SWAT
 16. U Got This!
 17. Intervene

Key Findings

TGQN students, LGB+ students, and students with disabilities had less positive views of the campus culture.

pg. [21](#)

Recommendations

1. Consider conducting focus groups to better understand the experiences of students and their perceptions of the campus culture.
2. A low campus culture score indicates students believe the institution should be doing more to prevent sexual and interpersonal violence and hold perpetrators accountable.
3. Transparently communicating how the College plans to address these survey findings can help improve perceptions of the campus culture and of accountability.

Key Findings

Students expressed concerns about the reporting process.

Many students who did report said they did not receive certain information:

- 92% were not given information about civil and criminal remedies
- 75% were not given information about protection from retaliation
- 67% said the process was not clearly explained

pg. [41-42](#)

Recommendations

1. Regularly train response staff on trauma-informed care and interventions.
2. Address systemic barriers for reporting to law enforcement and work to establish a partnership with police to address violence and harassment.
3. Create a uniform system for explaining the reporting process to students in a way that is trauma-informed and excludes jargon. Ensure staff are consistently following this process.

Key Findings

Many students who experienced sexual misconduct reported difficulty in classes, financial impacts, and mental health impacts

pg. [44-45](#)

Recommendations

1. Educate faculty about the role mental health can play in academic performance and the support resources that are available to students.
2. Evaluate whether campus counseling and health services have the capacity to handle students' needs.
3. Ensure that professors and staff are able to identify signs of mental health concerns within the classroom and are equipped with skills to provide support and referrals. Including options for off-campus resources and services.