



Mount Wachusett Community College Employee Experience Survey

2024 Report



Mount Wachusett
Community College



PREPARED FOR

Mount Wachusett
Community College
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PREPARED BY

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Study Design

The Mount Wachusett Community College Employee Experience Survey surveyed employees 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.

Mount Wachusett Community College identified the employee 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, Mount Wachusett Community College provided the race/ethnicity, employment type (administrator, faculty, staff, or other), and years employed of the participant pool. This information was provided to Grand River Solutions through a secure portal. If Mount Wachusett 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 employees, 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 Mount Wachusett 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 Mount Wachusett 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. Mount Wachusett Community College was able to add custom questions to the survey as agreed upon by Mount Wachusett Community College and Grand River Solutions. The survey was approved by the Ethical & Independent Review Services.

There were no incentives offered to participants for taking part in the survey.

Study Measures

Demographics

In addition to the demographic data provided by Mount Wachusett Community College, the survey included questions pertaining to the employee's self-identification as a confidential resource and supervisor. Employees were also asked to identify their sex assigned at birth, gender identity, sexual orientation, disability status, and how often they interact with students.

Knowledge and campus culture

Employees were asked about their knowledge of key campus policies relevant to sexual misconduct. They were also asked about their perceptions of the campus culture and Mount Wachusett Community College's efforts to prevent and respond to sexual misconduct.

Workplace connectedness

Employees were asked to reflect on their experiences at Mount Wachusett Community College and to identify their feelings and perceptions of belonging, equity, and well-being.

Sexual harassment and stalking

The survey asked participants about their experiences of sexual harassment and stalking in the past 12 months. The survey included follow-up questions for those who indicated experiencing sexual harassment and/or stalking. These questions asked about professional impacts of their experience, their relationship with the perpetrator, whether or not they reported the incident, and reasons why they did not report the incident, if applicable.

Employee and student disclosures

The survey asked participants about disclosures of sexual misconduct that they received from students and colleagues in the past 12 months. The survey included follow-up questions for those who indicated receiving a disclosure. These questions asked about their relationship to the person who made the disclosure, the perpetrator, whether the incident was reported, and reasons the incident was not reported, if applicable.

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 Mount Wachusett Community College.

Reports provided to Mount Wachusett 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.

The personal experience questions were collapsed to yes/no variables for both sexual harassment and stalking. 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 climate, 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 participants 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.

TGQN

Transgender, genderqueer, nonbinary, or gender nonconforming (TGQN) includes participants 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 & Participant Demographics

A total of 1,428 Mount Wachusett Community College employees were invited to participate, and 135 (10%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all MWCC employees. Findings in this report should not be used to make conclusions about the entire employee population.

Fig. 1 Race and ethnicity

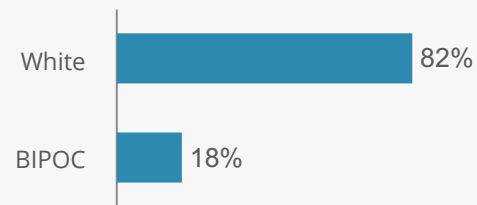


Fig. 2 Gender identity

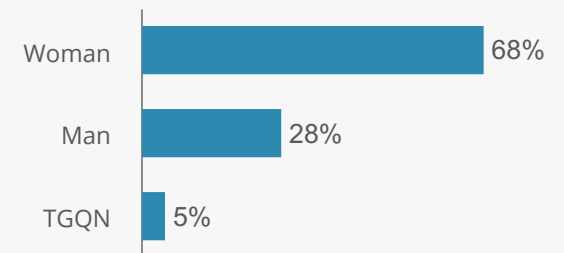


Fig. 3 Sexual orientation

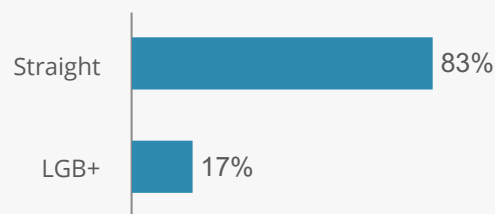
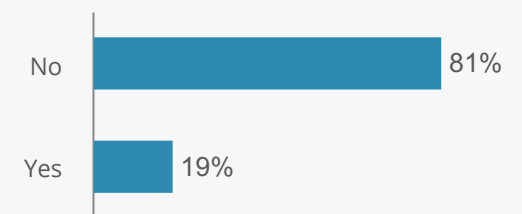


Fig. 4 Disability status



Participant Demographics

Fig. 5 Employment type

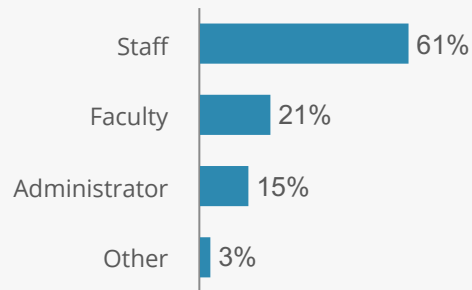


Fig. 6 Supervisor status

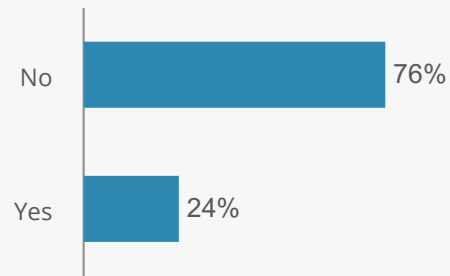


Fig. 9 Employment length

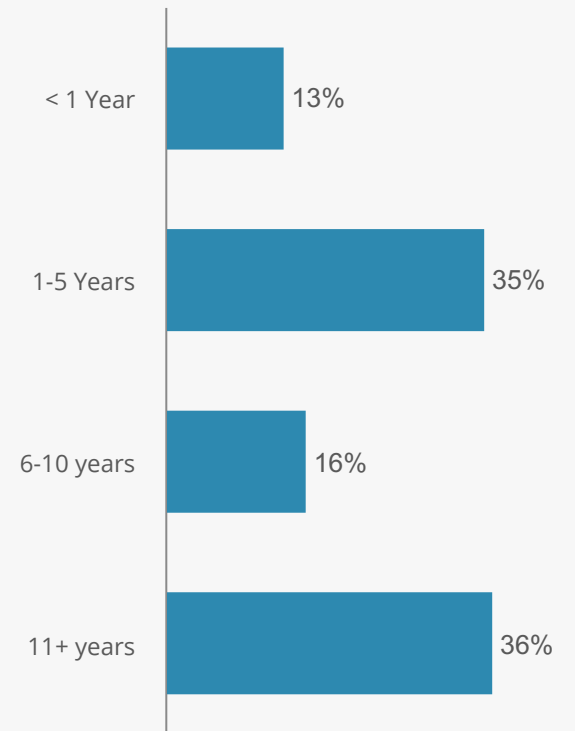


Fig. 7 Interaction with students

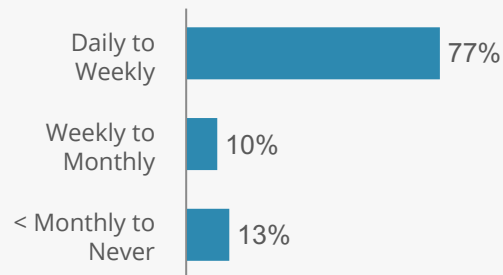
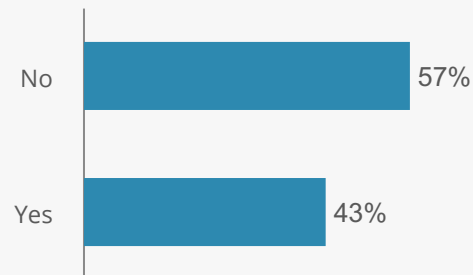


Fig. 8 Confidential resource





Findings

Executive Summary

Executive Summary

Workplace connectedness

Overall, a majority of employees surveyed expressed that they feel a sense of belonging at Mount Wachusett Community College, and most also felt safe and protected at the College. Most employees slightly agreed that MWCC treats all employees equitably. BIPOC employees reported a lower sense of equity and well-being than White employees.

Knowledge of essential information

Over 70% of participants confirmed that they understood key definitions and policies relevant to sexual misconduct, and two-thirds were aware of confidential resources available at the College. A majority of employees were aware that MWCC has a Title IX Coordinator.

Sexual harassment and stalking

Four percent (4%) of participants experienced sexual harassment and 3% experienced stalking in the past 12 months. Of those who experienced an incident of sexual harassment and/or stalking, 44% reported that the incident created a hostile or uncomfortable work environment, damaged relationships with colleagues, and that they had difficulty doing their job.

Reporting

While none of the participants who experienced sexual harassment reported the incident to their leadership or another office, a majority who experienced stalking did report the incident to their supervisor, other leadership, Human Resources, or the Title IX Office.

Student and colleague disclosures

Fifteen percent (15%) of participants received a disclosure from a student that they had experienced sexual misconduct in the past year. Of those, 80% reported the disclosure and 7% did not report it because they were a confidential resource. Three percent (3%) of participants received a disclosure from a fellow employee.

Campus climate and confidence in reporting

A majority of employees had positive feedback about the culture at MWCC and most expressed confidence in the reporting process for both students and employees. Most participants also felt confident in their ability to respond to disclosures of sexual misconduct received from either students or colleagues.



Findings

Workplace Connectedness

Perceptions of Belonging, Well-being, and Equity

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

Belonging

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

Equity

On average, a majority of employees **slightly agreed** that the College treats all employees fairly.

Well-being

On average, a majority of employees **agreed** that the College cares about their well-being and protects employees from harm.

3.1 /4

Belonging

2.8 /4

Equity

3.0 /4

Well-being

1 = negative response
4 = positive response

Differences in Perceptions of Equity and Well-being

Perceptions of equity and well-being varied by race. BIPOC employees reported a lower sense of equity and well-being than White employees.

Fig. 10 Differences in perceptions of equity



Fig. 11 Differences in perceptions of well-being



1 = negative response
4 = positive response



Findings

Knowledge of Policies

Knowledge of Workplace Policies & Procedures

Employees were asked about their knowledge of campus procedures, policies, and resources relevant to sexual misconduct.

A majority of employees confirmed that they know the definition of sexual misconduct and how to recognize it (81%). Most were aware of confidential resources available at MWCC (66%), and 78% knew who is required to report incidents of sexual misconduct to the College.

A majority of participants understood what happens when an employee reports sexual misconduct (71%), and slightly more than half understand what happens when a student makes a report (57%).

When asked if MWCC has a Title IX Coordinator, 79% of participants answered 'yes,' while 19% said that they were unsure, and 2% answered 'no.'

Fig. 12 Knowledge of campus policies and resources

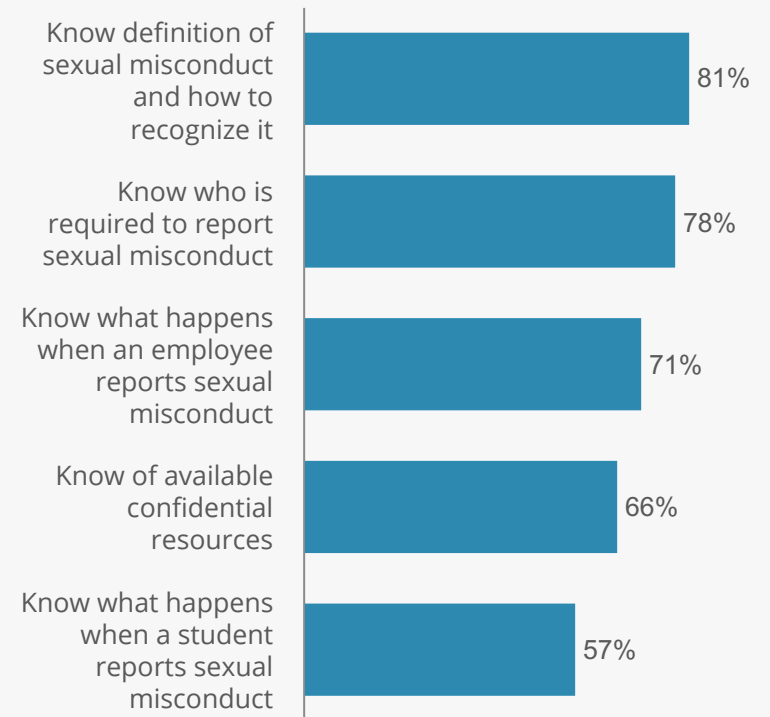
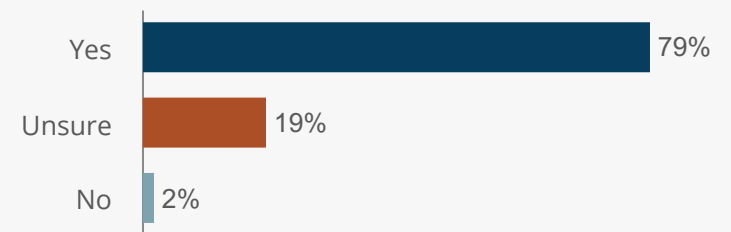


Fig. 13 Does MWCC have a Title IX coordinator?





Findings

Workplace Climate

Workplace Culture

Employees were asked to what extent they agreed or disagreed with statements about the culture of sexual harassment at Mount Wachusett Community College, and their perceptions of the College's prevention and response efforts. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

On average, employees **agreed** that it is uncommon for people at the school to make sexist comments or jokes, and that MWCC 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

Confidence in Reporting Process for Students

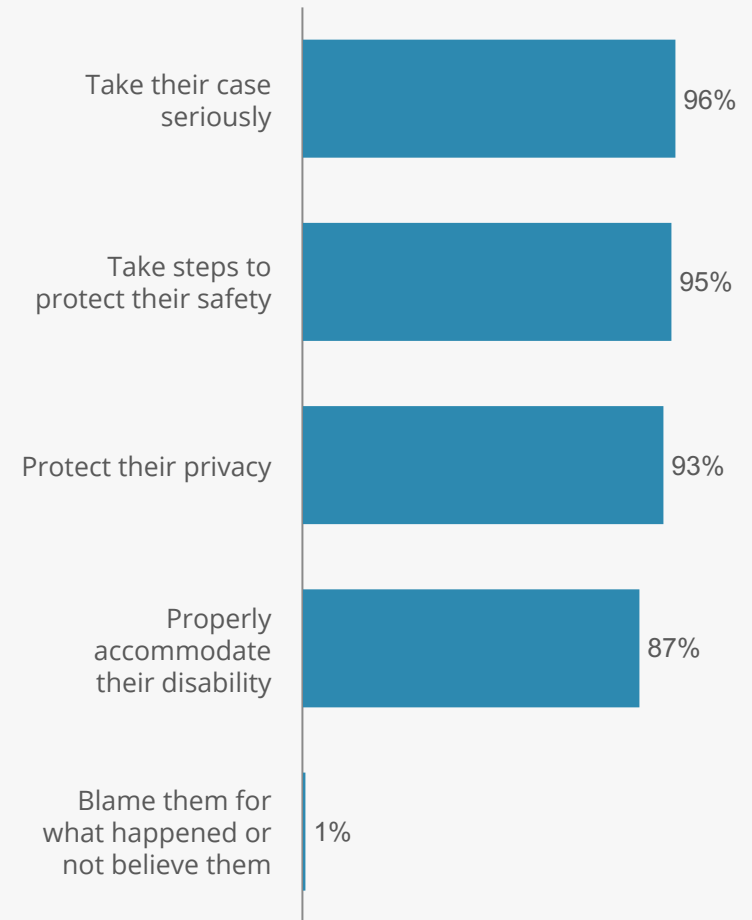
Participants were asked about their confidence in Mount Wachusett Community College's reporting process and campus resources if a student were to experience sexual misconduct.

A majority of participants believed that the student's case would be taken seriously (96%), and most did not feel that the College would blame the student or not believe them about the incident (1%).

A majority of participants believed that the student's privacy would be protected (93%), and that MWCC would take steps to protect the student's safety (95%).

Eighty-seven percent (87%) believed that MWCC would properly accommodate the student's disability if they had one.

Fig. 14 If a student experienced sexual misconduct, I believe MWCC would...



Confidence in Reporting Process for Employees

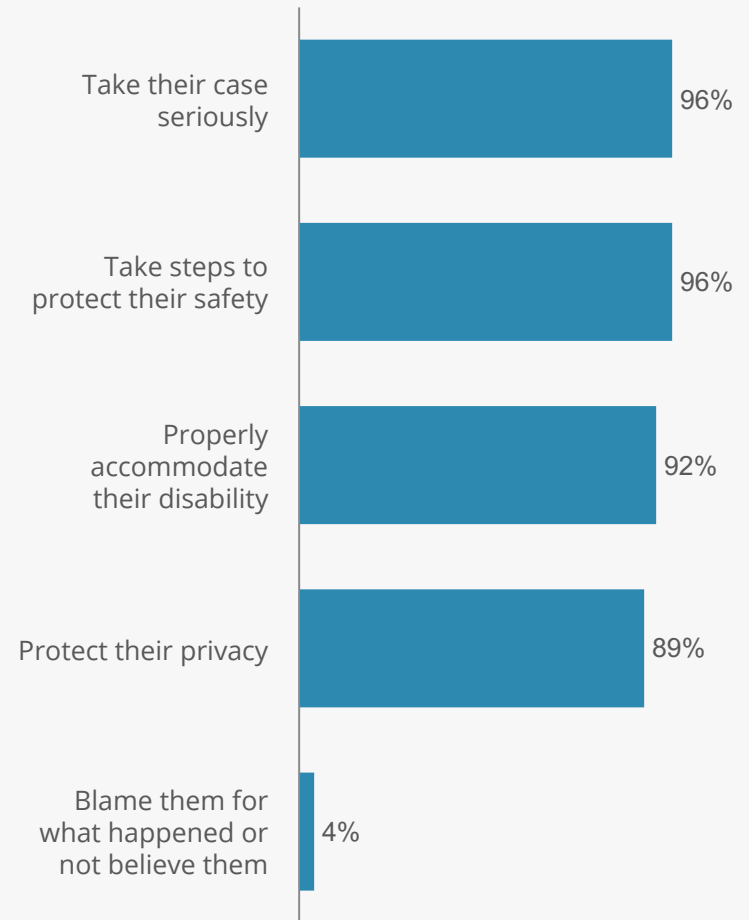
Participants were also asked about their confidence in Mount Wachusett Community College's reporting process and campus resources if an employee were to experience sexual misconduct.

A majority of participants believed that the employee's case would be taken seriously (96%), and most did not feel that the College would blame the employee or not believe them about the incident (4%).

A majority of participants believed that the employee's privacy would be protected (89%), and that MWCC would take steps to protect the employee's safety (96%).

Ninety-two percent (92%) believed that MWCC would properly accommodate the employee's disability if they had one.

Fig. 15 If an employee experienced sexual misconduct, I believe MWCC would...

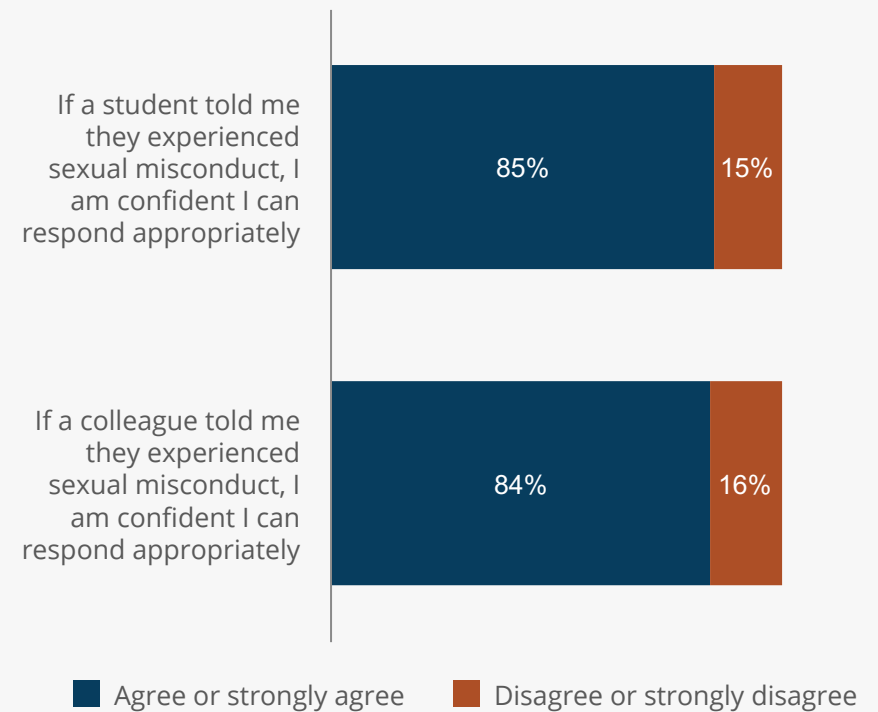


Confidence in Ability to Respond to Disclosures

Participants were asked about their confidence in their ability to respond appropriately if they were to receive a disclosure of sexual misconduct from a student or a colleague.

A majority of participants believed that they could respond appropriately if a student or colleague told them they had experienced sexual misconduct (85% and 84%).

Fig. 16 Confidence in ability to respond to disclosure of sexual misconduct





Findings

Student & Employee Disclosures

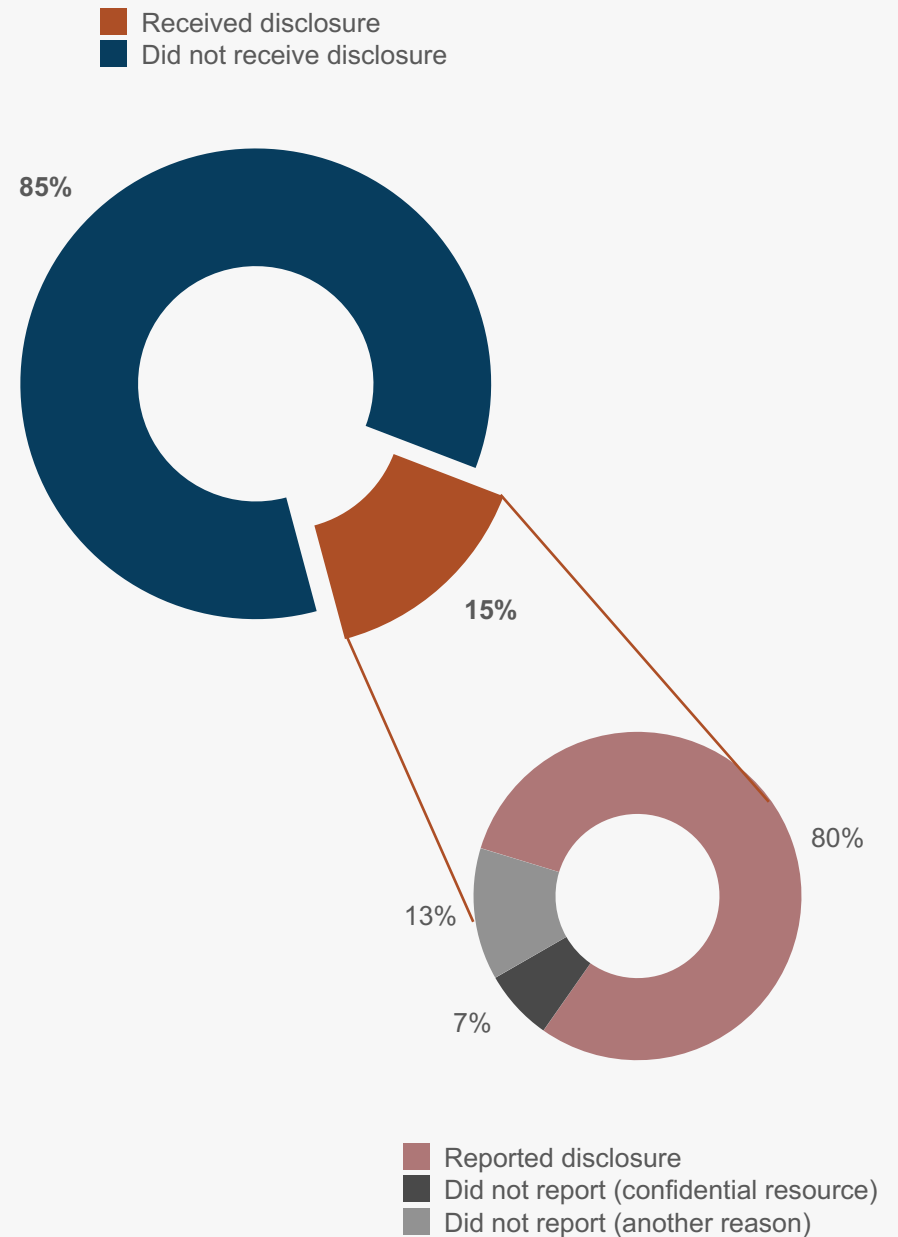
Student Disclosures

Employees were asked if, in the past 12 months, any students had disclosed to them that they were a victim of sexual harassment, sexual assault, intimate partner violence, and/or stalking.

Fifteen percent (15%) of participants had received a disclosure from a student. Of those, 80% reported the incident to a campus official, while 7% did not report the incident because they were designated as a confidential resource.

The prevalence of student disclosures was too small to report reasons why participants who were not a confidential resource did not report the incident.

Fig. 17 Percentage of respondents who received and reported a disclosure from a student



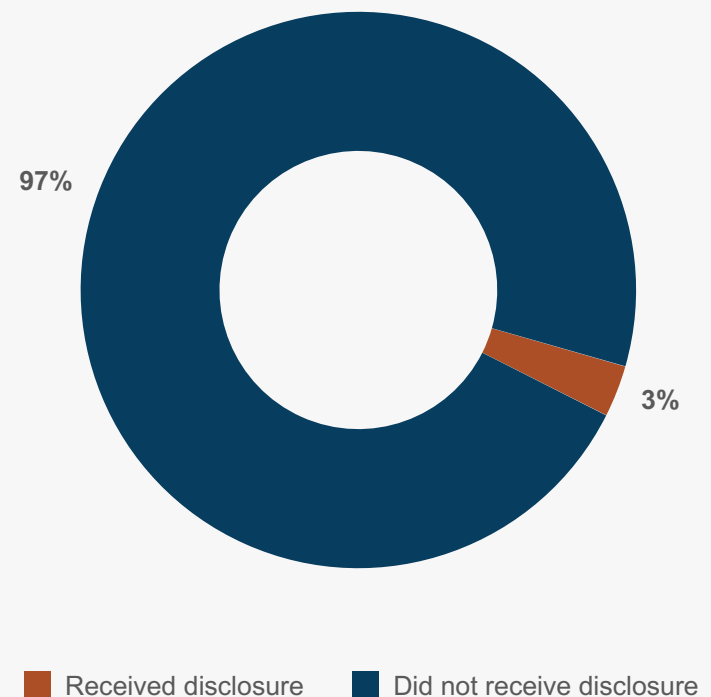
Employee Disclosures

Participants were also asked if, in the past 12 months, any colleagues had disclosed to them that they were a victim of sexual harassment, sexual assault, intimate partner violence, and/or stalking by another employee.

Three percent (3%) of participants had received a disclosure from a colleague.

The prevalence of colleague disclosures was too small to report whether those participants reported the disclosure and if not, the reasons why participants who were not a confidential resource did not report the incident.

Fig. 18 Percentage of participants who received a disclosure from a colleague





Findings

Sexual Harassment & Stalking

4% of Employees Experienced Sexual Harassment

The survey asked employees about their experiences of sexual harassment in the past 12 months.

Prevalence

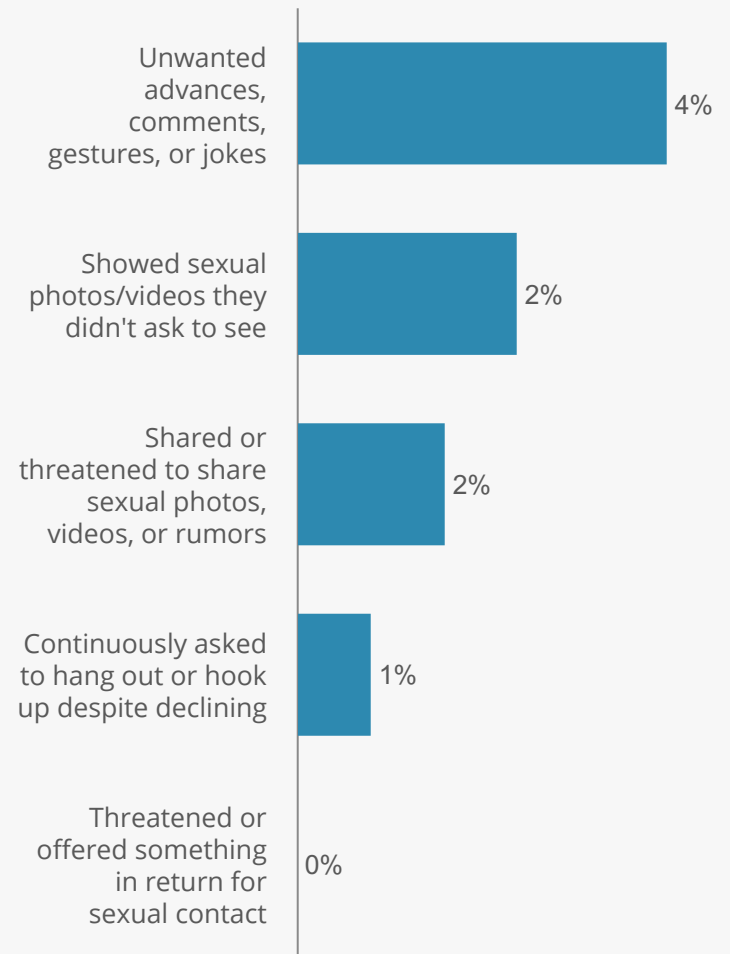
Overall, 4% of participants indicated experiencing at least one form of sexual harassment. The highest percentage of employees said that someone made unwanted sexual advances, comments, gestures, or jokes toward them toward them (4%).

The prevalence of sexual harassment was too small to report additional information relevant to these experiences, including the relationship of the employees to the perpetrators.

Reporting

None of the participants who experienced sexual harassment reported the incident to their supervisor, other leadership, Human Resources, the Title IX Office, an Employee Assistance Program, or to another confidential resource.

Fig. 19 Prevalence of sexual harassment



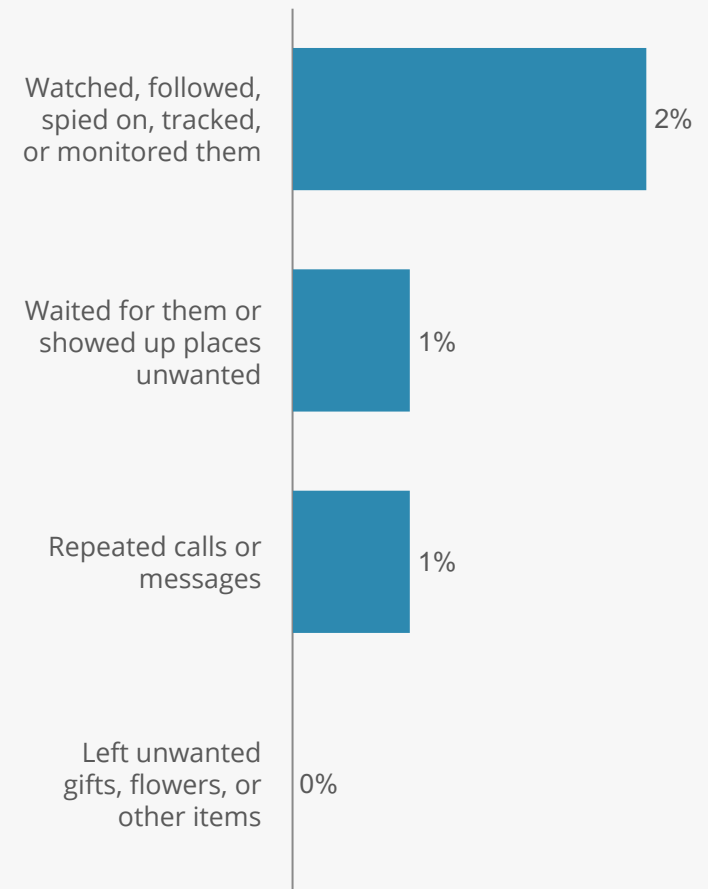
3% of Employees Experienced Stalking

Employees 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, 3% of participants experienced at least one form of stalking.

The highest percentage of employees reported that someone watched, followed, spied on, tracked, or monitored them (2%).

- 1% indicated someone waited for them or showed up in places when they didn't want them there
- 1% indicated someone repeatedly called them or sent unwanted messages

Fig. 20 Prevalence of stalking by behavior

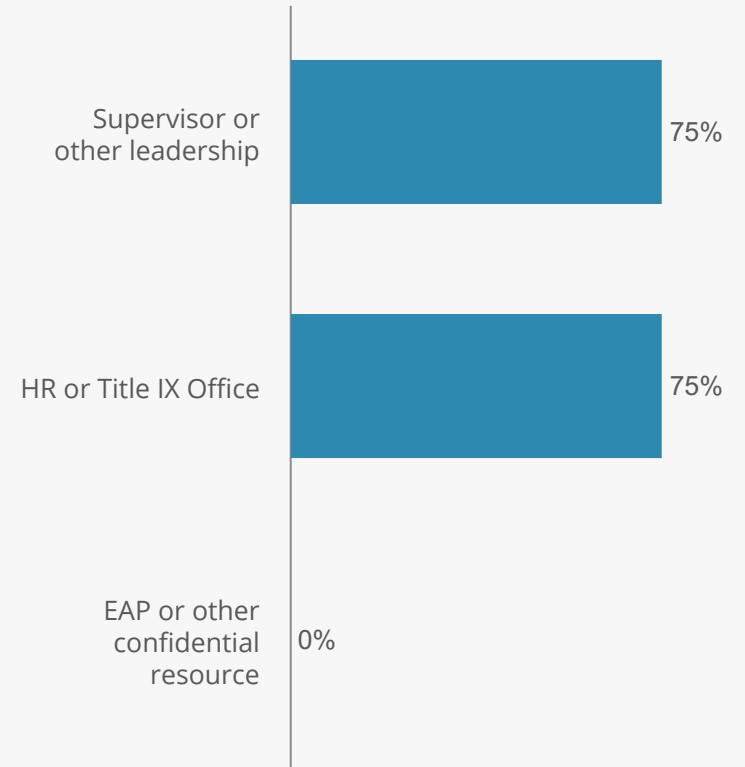


Reporting of Stalking

Employees who experienced stalking in the past year were asked whether the incident was reported to a campus official, either by them or by someone else.

- **75%** said the incident was reported to their supervisor, department chair, Dean, or unit lead
- **75%** said the incident was reported to Human Resources or the Title IX Office

Fig. 21 Were any of the following offices or departments contacted about the incident?





Findings

Impacts

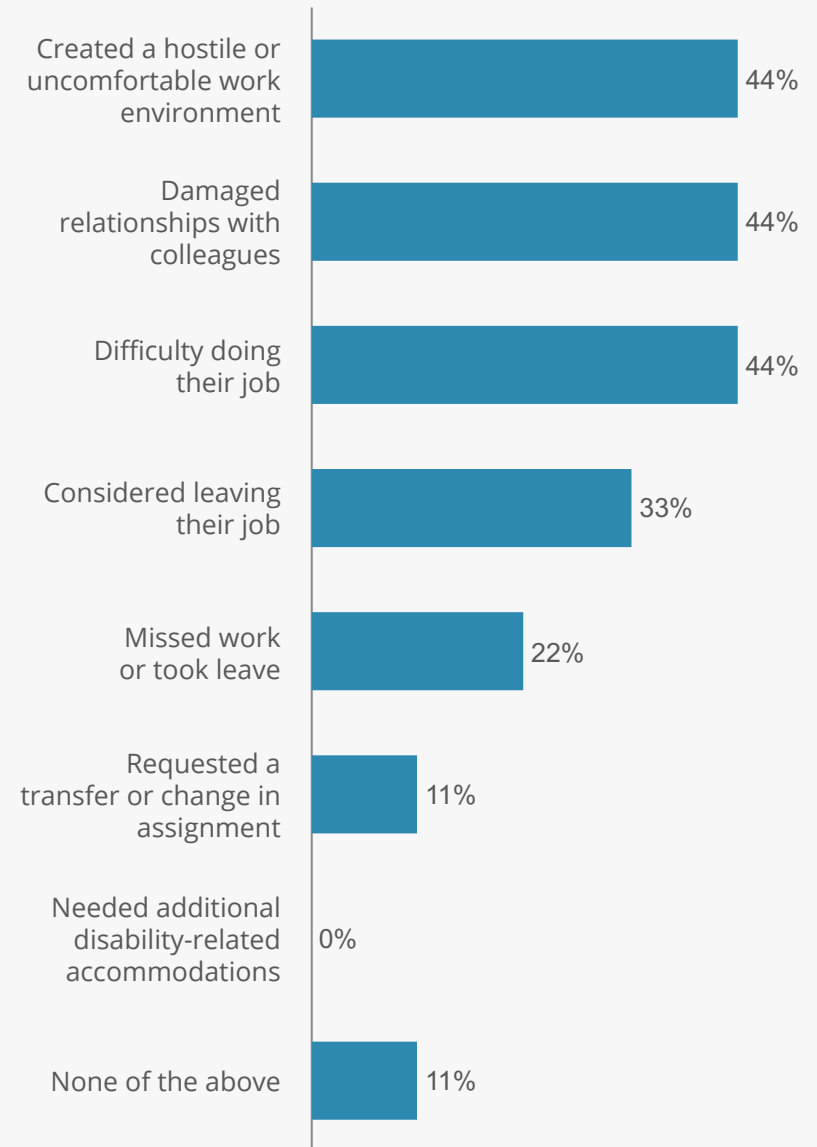
Professional Impacts

Employees who experienced sexual harassment and/or stalking were asked about the impacts they experienced to their professional life following the incident.

Close to half of participants who had experienced sexual harassment and/or stalking said the incident created a hostile or uncomfortable work environment (44%) and damaged their relationships with colleagues (44%).

About half also reported that they had difficulty doing their job (44%), and a third said they considered leaving their job (33%).

Fig. 22 Impacts on professional life





Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the Mount Wachusett Community College Employee 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.²

² McMahon, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive Prevention of Campus Sexual Violence: Expanding Who Is Invited to the Table. *Trauma, Violence, & Abuse*, 22(4), 843-855.

Developing an Action Plan

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

Considerations when developing the action plan:

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

Key Findings

BIPOC employees reported a lower sense of equity and well-being.

[pg.13](#)

Recommendations

1. Train supervisors on how to develop equitable performance management, goal setting, and review processes for their teams.
2. Consider holding a forum to better understand perceptions about representation and how the College, while following all laws and protocols, can build a workforce in which employees feel represented and able to succeed at equitable levels.
3. Evaluate current steps being taken to protect employees' physical and emotional safety and improvements that can be made.

Key Findings

There is room to improve knowledge of reporting procedures and available resources.

- 43% did not know what happens when a student reports misconduct and 29% did not know what happens when an employee makes a report
- 34% did not know about confidential campus resources
- 21% did not know the campus has a Title IX Coordinator

[pg. 15](#)

Recommendations

1. Increase awareness of policies through targeted educational efforts. Consider conducting briefings on the relevant policies and reporting options. Focus this training on both supervisors and non-supervisors, as well as staff that frequently interact with students.
2. Place policy information in accessible, commonly viewed areas, such as bathrooms, break areas, and on your website.

Key Findings

Employees who experienced sexual harassment and/or stalking also experienced professional impacts.

44% said the incident created a hostile or uncomfortable environment, damaged their relationships with colleagues, and made it difficult to do their job.

[pg. 29](#)

Recommendations

1. Evaluate processes and resources available to support those that have experienced sexual harassment, stalking, or other sexual misconduct.
2. Consider accommodations that can allow employees to balance their workloads while addressing their experience. This can include hybrid schedules, flexible hours, and meeting-free days.