



# Mount Wachusett Community College Student Experience Survey

2024 Report



**Mount Wachusett**  
*Community College*



**PREPARED FOR**

Mount Wachusett  
Community College  
May 2024

**PREPARED BY**

Grand River Solutions, Inc.  
[www.grandriversolutions.com](http://www.grandriversolutions.com)

# Contents

## Survey Overview

- 3 Study Design
- 4 Study Measures
- 5 Data Methods
- 6 Key Terms
- 7 Response Rate and Study Demographics

## Findings

### Executive Summary

- 10 Executive Summary of Findings

### School Connectedness

- 12 Belonging, Equity & Well-being
- 13 Demographic Comparisons

### Knowledge of Resources, Policies, and Offices

- 17 Knowledge of Resources, Policies, and Offices
- 20 Demographic Comparisons

### Campus Climate

- 22 Campus Culture
- 23 Demographic Comparisons
- 24 Confidence in Reporting

### Sexual Misconduct

- 26 Overall Prevalence
- 27 Sexual Harassment
- 33 Sexual Violence
- 34 Intimate Partner Violence
- 38 Stalking

### Reporting

- 43 Reasons for Not Reporting
- 44 Reporting Experiences

### Impacts

- 46 Academic and Professional Impacts
- 47 Mental Health Impacts

### Bystander Intervention

- 49 Prevalence
- 50 Reasons for Not Intervening

# Study Design

The Mount Wachusett 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.

Mount Wachusett 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, Mount Wachusett Community College provided the race/ethnicity, binary gender, age, class year, residency status, full/part-time status, and Pell grant status 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 on 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 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 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 student's self-identification as a first-generation college student, military veteran, their housing status, and their parental status, when applicable. Students were also asked to identify their sex assigned at birth, gender identity, sexual orientation, and disability status.

## Knowledge and campus culture

Students were asked about their knowledge of key campus policies relevant to sexual misconduct. They were also asked about their perceptions of the campus culture, Mount Wachusett 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 since they have been a student at Mount Wachusett Community College, 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 or not they reported the incident, reasons why they did not report, and their experiences during the reporting process.

## School connectedness

Students were asked to reflect on their experiences at Mount Wachusett 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 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.

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.

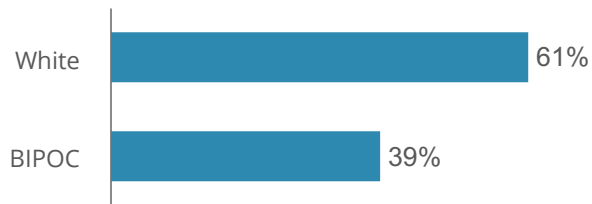
## TGQN

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.

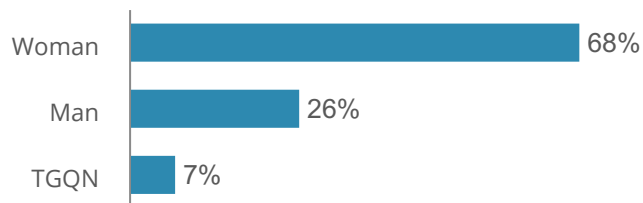
# Response Rate and Participant Demographics

A total of 3,034 Mount Wachusett Community College students were invited to participate, and 278 (9%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Mount Wachusett Community College students. Findings in this report should not be used to make conclusions about the entire student population.

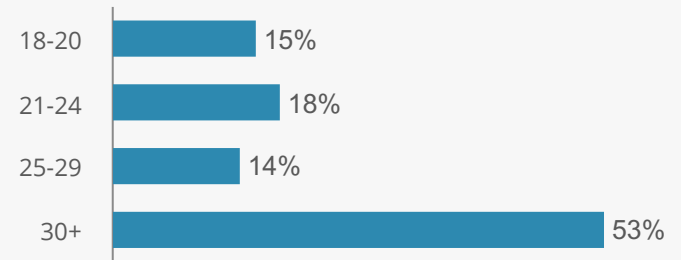
**Fig. 1 Race and ethnicity**



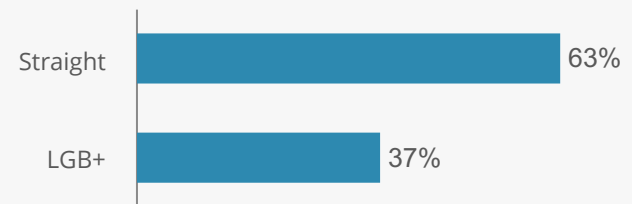
**Fig. 2 Gender identity**



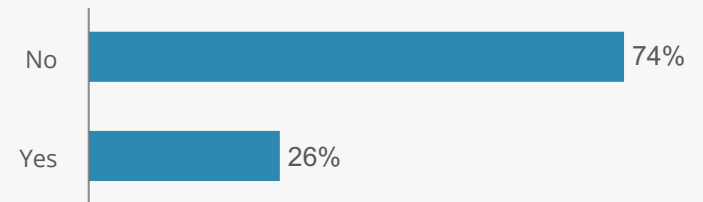
**Fig. 3 Age**



**Fig. 4 Sexual orientation**

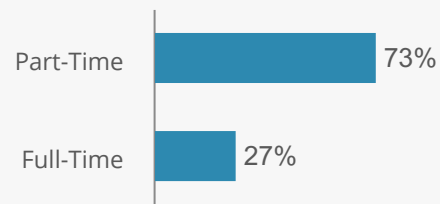


**Fig. 5 Disability status**

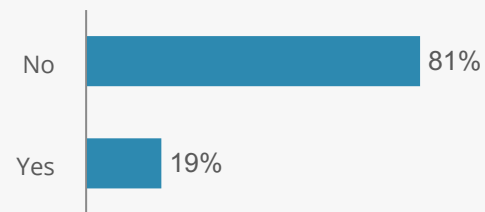


## Participant Demographics

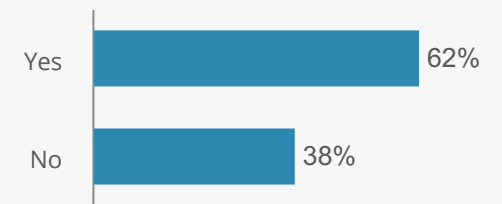
**Fig. 6 Enrollment status**



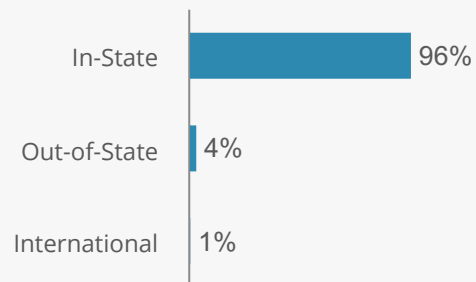
**Fig. 7 Transfer status**



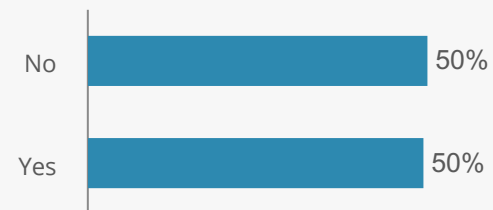
**Fig. 8 First-generation student**



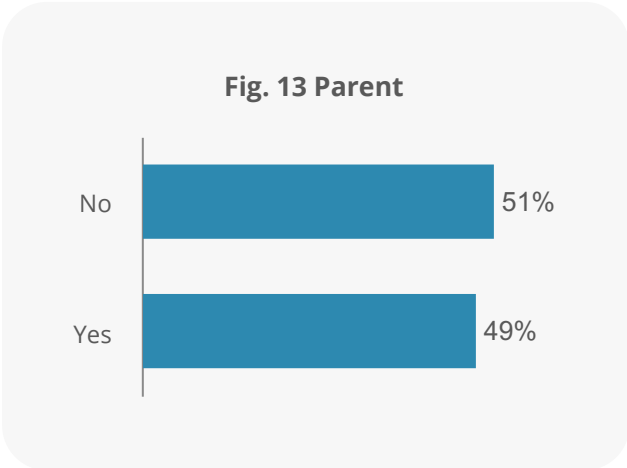
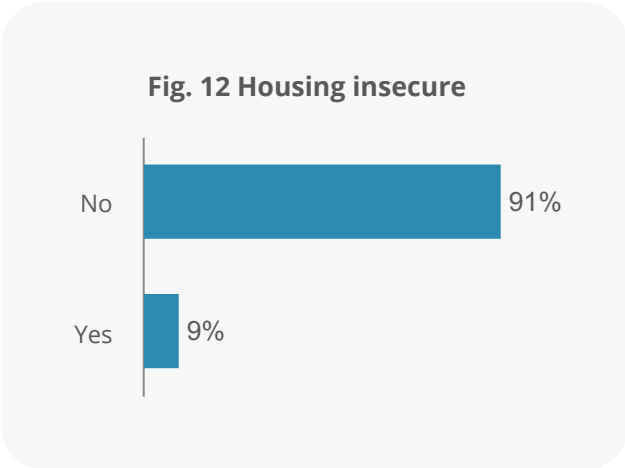
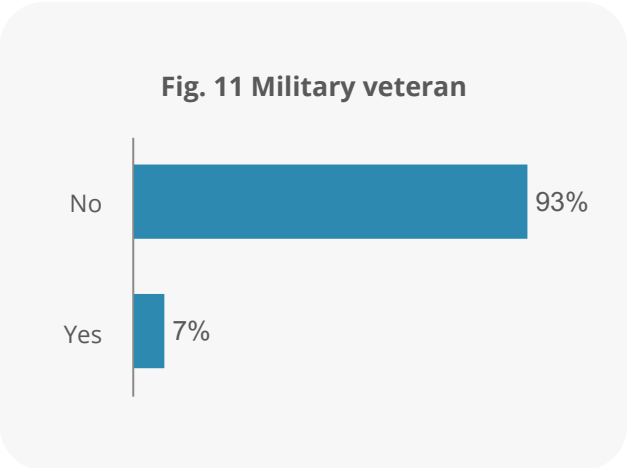
**Fig. 9 Residency**



**Fig. 10 Pell grant status**



# Participant Demographics



# Executive Summary

## School connectedness

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

## Knowledge of policies, resources, and offices

About a third of participants confirmed that they have learned about sexual misconduct through classes or trainings at the College. While a majority were aware that confidential resources are available on campus and knew where to get help if someone they know experiences sexual misconduct, most participants were unaware of the Title IX Coordinator.

## Sexual misconduct

Close to one in five participants said that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at MWCC (18%). Among those, most experienced difficulty in classes or dropped a class, and about one in four considered leaving school or transferring.

## 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 to report were that they did not think the incident was serious enough to report and they were worried that reporting the incident would interfere with their studies or other activities.

## Bystander intervention

About half 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 did not know what to do, or felt it was not their business to get involved.

## 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 high among students who have not experienced sexual misconduct. Perceptions of the campus culture varied by age, gender identity, and sexual orientation.



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 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, 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<sub>/4</sub>

Belonging

---

3.2<sub>/4</sub>

Equity

---

3.4<sub>/4</sub>

Well-being

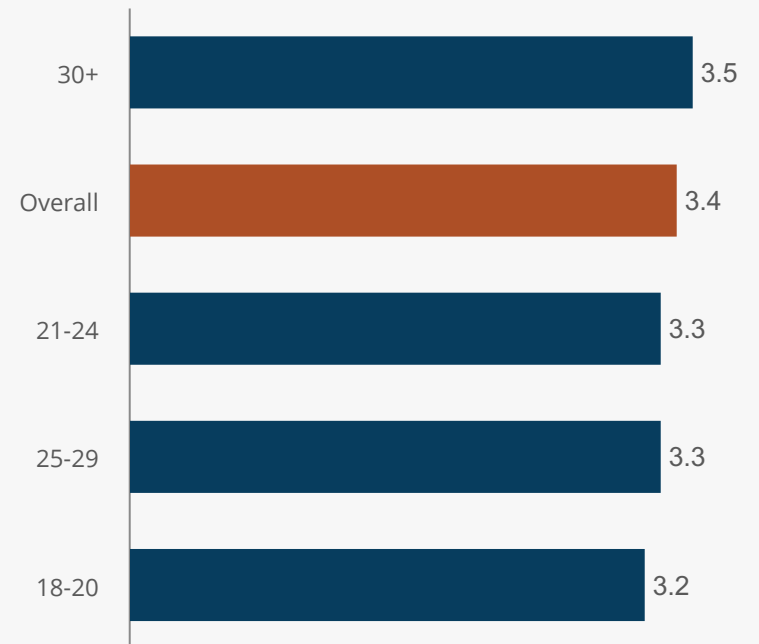
1 = negative response  
4 = positive response

## Differences in Perceptions of Belonging

Perceptions of belonging varied by age.

- Students aged 18-29 reported a lower sense of belonging than students aged 30 or older.

Fig. 14 Differences in perceptions of belonging

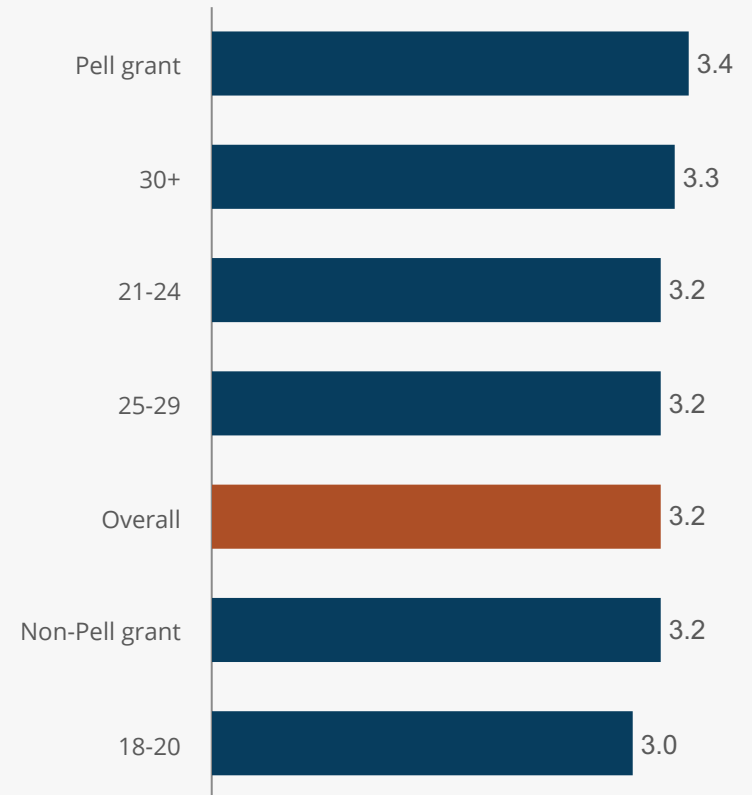


## Differences in Perceptions of Equity

Perceptions of equity varied by age and Pell grant status.

- Students aged 18-20 reported a lower sense of equity than students in other age groups.
- Students who did not identify as Pell grant recipients reported a lower sense of equity than their counterparts.

Fig. 15 Differences in perceptions of equity

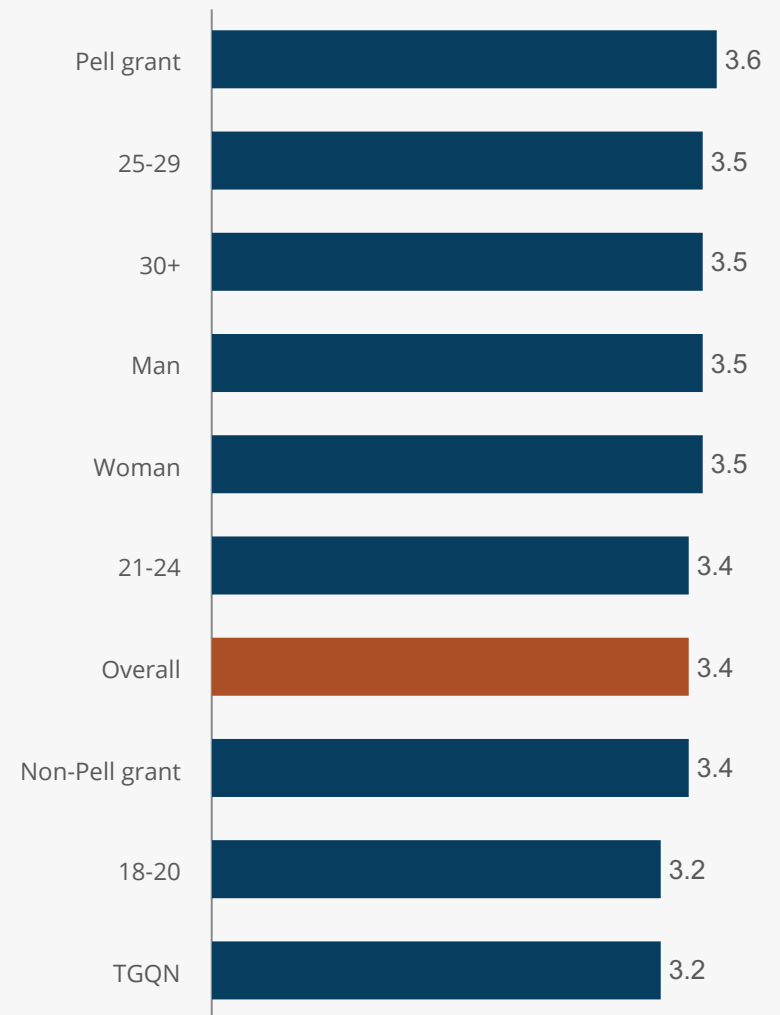


## Differences in Perceptions of Well-being

Perceptions of well-being varied by age, Pell grant status, and gender identity.

- TGQN students reported a lower sense of well-being than men and women.
- Students aged 18-20 reported a lower sense of well-being than students in other age groups.
- Students who did not identify as Pell grant recipients reported a lower sense of well-being than their counterparts.

Fig. 16 Differences in perceptions of well-being





Findings

# **Knowledge of Resources, Policies, & Offices**

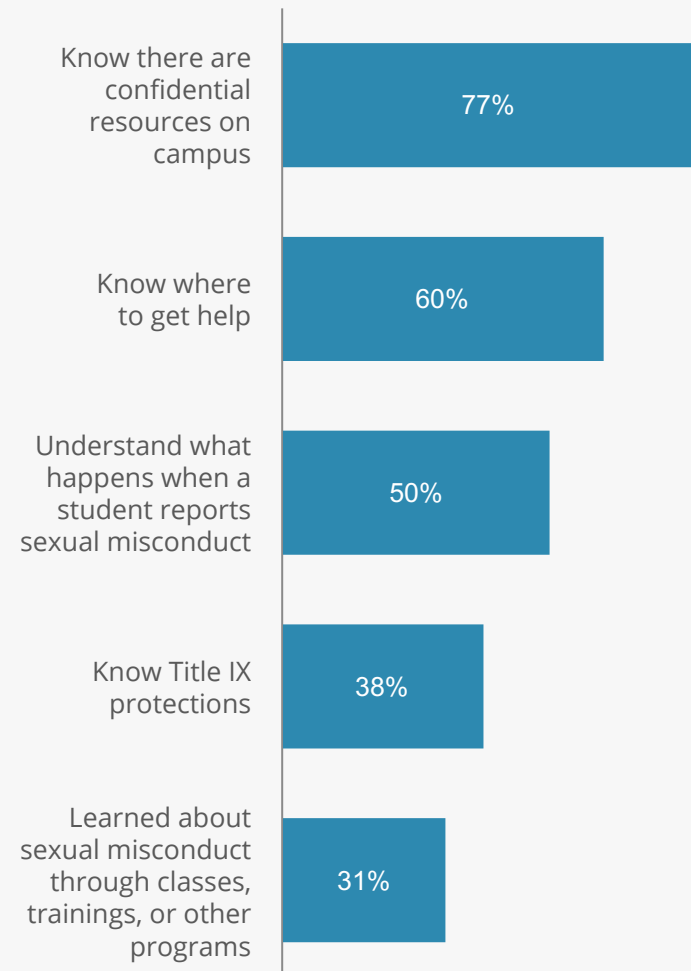
## Knowledge of Resources and Policies

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

Thirty-one percent (31%) of students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Mount Wachusett Community College. Over a third indicated that they know Title IX protections against sexual misconduct (38%).

A majority of students were aware that there are confidential resources available on campus (77%). Most students knew where at MWCC they could get help if someone they know experiences sexual misconduct (60%), and half understood what happens when a student reports sexual misconduct (50%).

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 Student Services (93%), about half knew about Campus Police and Public Safety (49%), and less than half knew about Counseling and Wellness Services (43%).

When asked if Mount Wachusett Community College has a Title IX Coordinator, 80% answered that they were unsure, 17% of participants said 'yes,' and 3% of participants answered 'no.'

Fig. 18 Knowledge of campus offices or departments

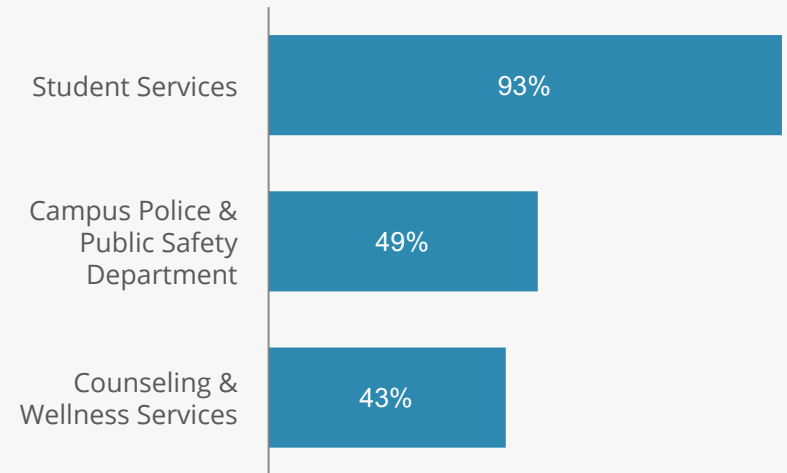
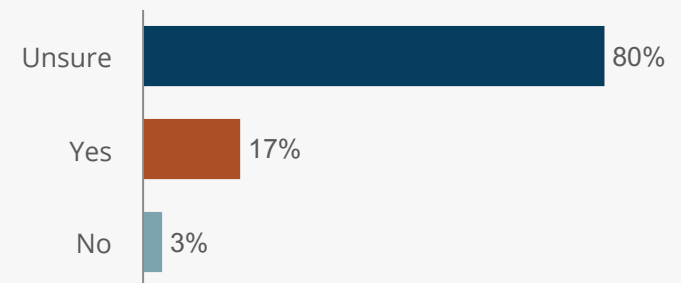


Fig. 19 Does MWCC have a Title IX coordinator?



# Knowledge of Sexual Misconduct Prevention

Students were asked whether they had received written, verbal, or online information from anyone at Mount Wachusett Community College relevant to sexual misconduct prevention.

## Prevention

About a third of students confirmed that they have received information on how to intervene as a bystander (33%) and how to help prevent sexual misconduct (32%).

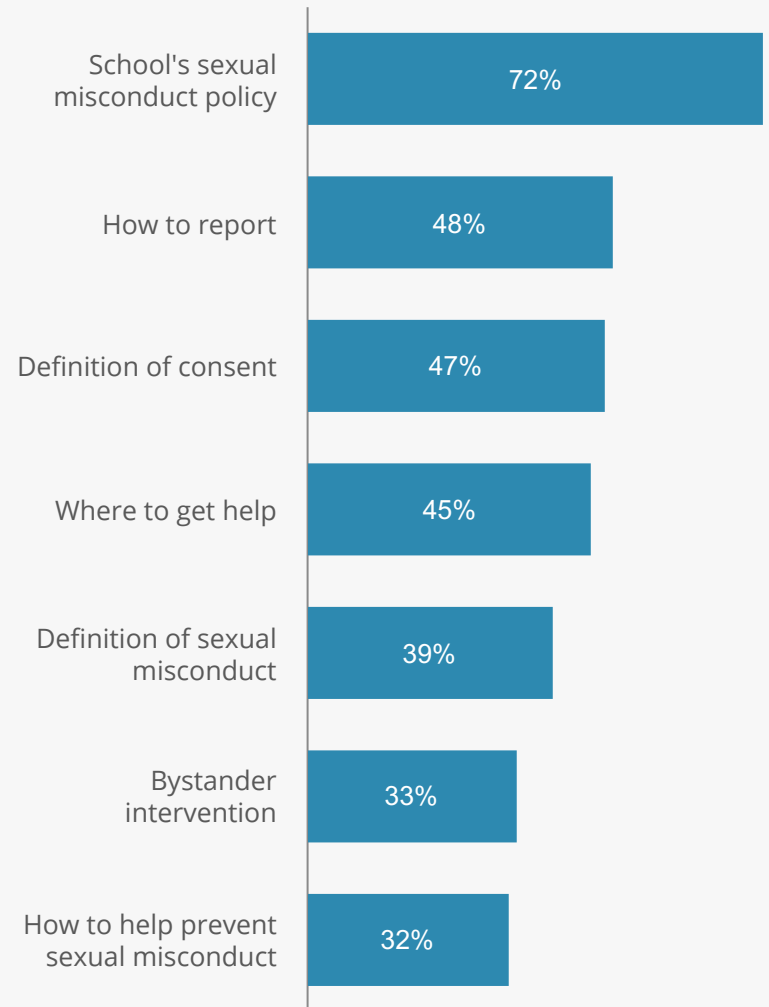
## Definitions and Policies

A majority of students were informed of the school's policy on sexual misconduct (72%). Thirty-nine percent (39%) confirmed that they received information on the definition of sexual misconduct and 47% were informed of the definition of consent and how to obtain it from a sexual partner.

## Reporting and Resources

Around half of students received information on how to report sexual misconduct (48%), and 45% were informed about where to get help if someone they know experiences sexual misconduct.

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

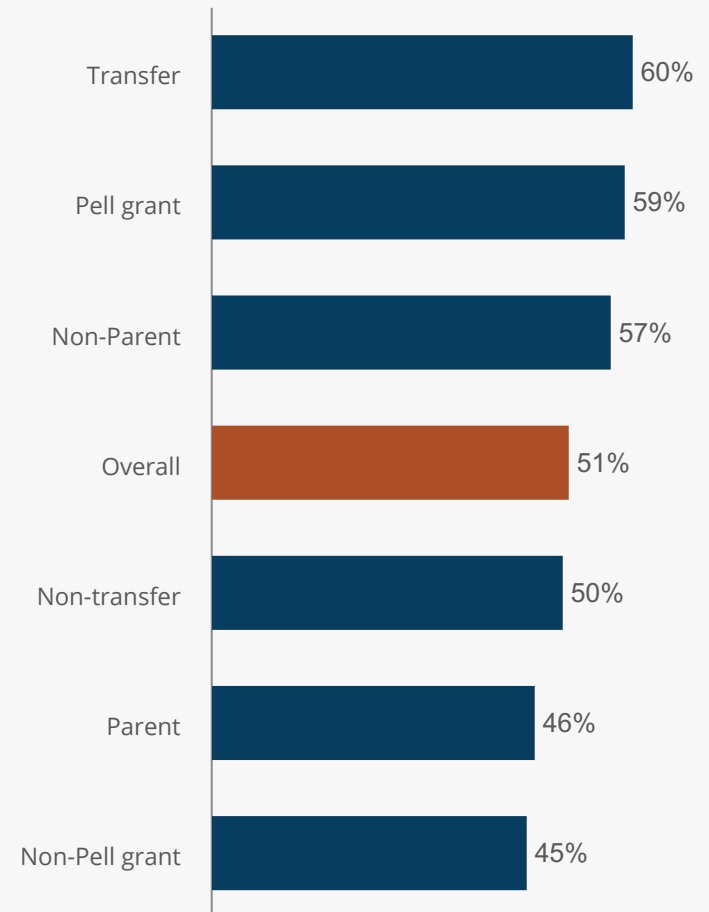


## Differences in Knowledge of Resources and Policies

Students' overall knowledge of campus resources and policies relevant to sexual misconduct varied by Pell grant status, parenting status, and transfer status.

Non-Pell grant recipients, students who identified as parents or guardians, and non-transfer students were less likely to agree that they knew this information compared to their respective counterparts.

Fig. 21 Differences in knowledge of campus resources and policies





Findings

# Campus Climate

## Campus Culture

Students were asked about the culture of sexual harassment at Mount Wachusett 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 the most 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.

3.3<sub>4</sub>

Campus Culture

1 = negative response

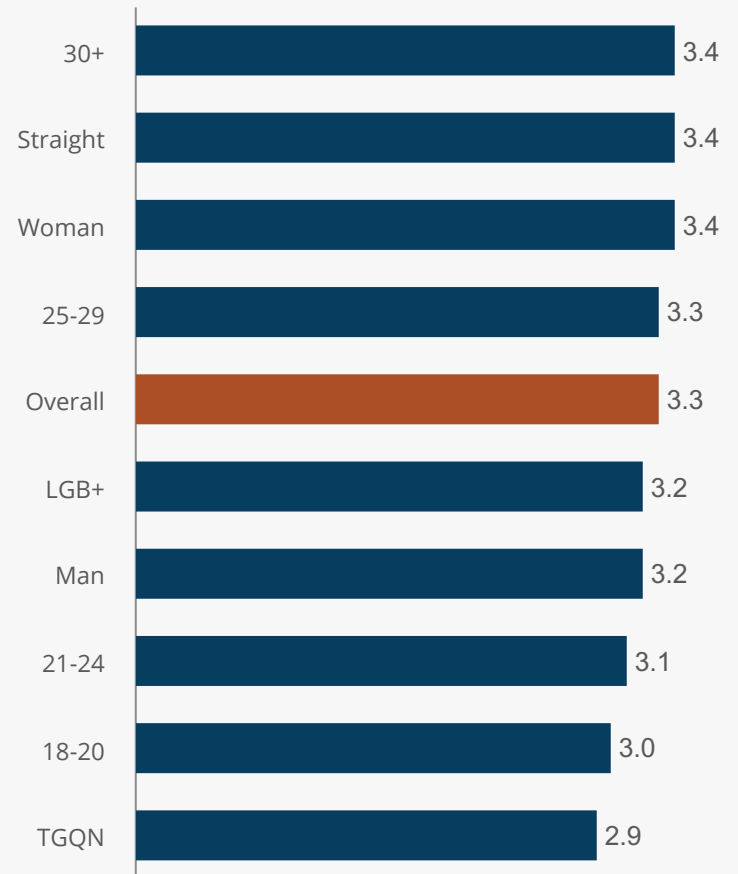
4 = positive response

## Differences in Perception of Campus Culture

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

TGQN students, men, LGB+ students, and students aged 18-24 had a less favorable view of the campus culture and the College's efforts to prevent and respond to sexual misconduct than their respective counterparts.

Fig. 22 Differences in perception of campus culture



1 = negative response  
4 = positive response

## Confidence in Reporting

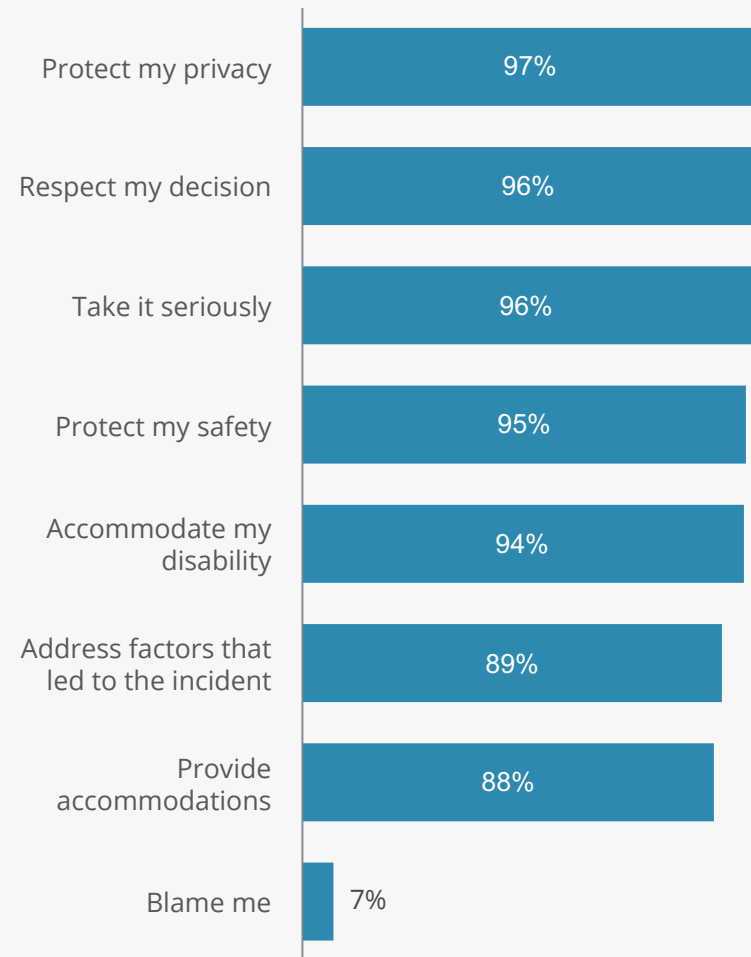
Participants who did not experience an incident of sexual misconduct were asked about their confidence in the school's reporting process and campus resources. Eighteen percent (18%) of students said that they would go to Counseling & Wellness Services, 12% would go to Campus Police & Public Safety, and 24% would go to another employee if sexual misconduct occurred.

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

A majority of students believed that their privacy and safety would be protected (97% and 95%). Eighty-nine percent (89%) felt that the school would address the factors that may have led to the incident. Seven percent (7%) believed MWCC would blame them or not believe them about the incident.

A majority of students believed the school would provide support and accommodations (88%), and of those who identified as having a disability, 94% believed that MWCC would properly accommodate their disability.

Fig. 23 If an incident of sexual misconduct occurred, I believe MWCC would...





Findings

# **Personal Experience**

## 18% of Students Experienced Sexual Misconduct

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence since they have been a student at MWCC. Overall, 18% of participants experienced at least one form of sexual misconduct.

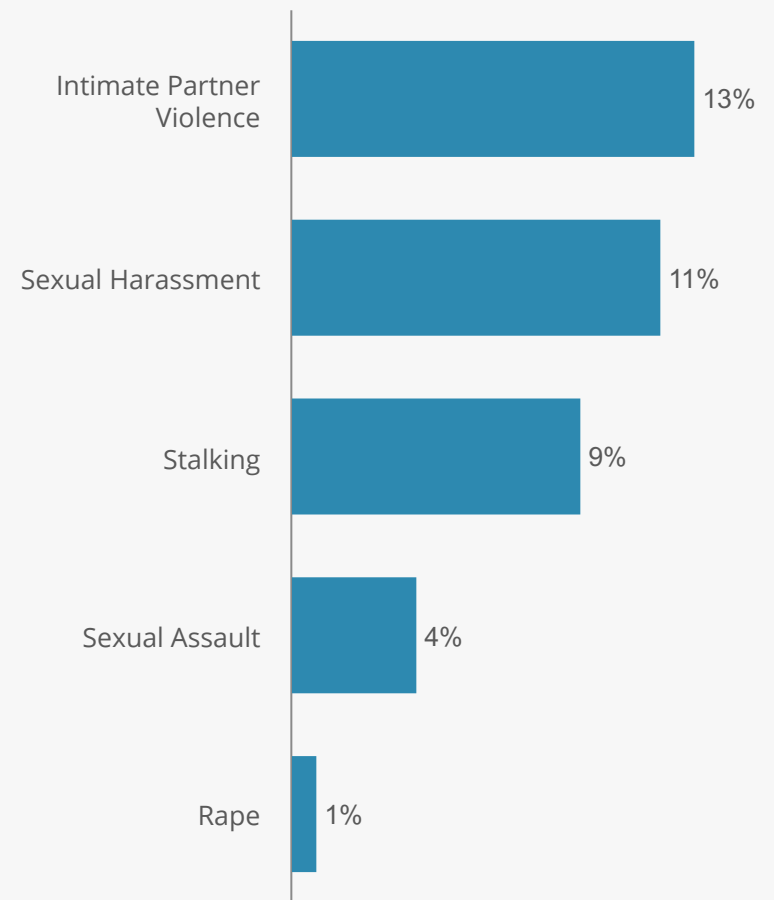
- **13%** experienced intimate partner violence
- **11%** experienced sexual harassment
- **9%** experienced stalking
- **4%** experienced sexual assault
- **1%** experienced rape

### INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact.<sup>1</sup>

<sup>1</sup> 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



**6%**

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

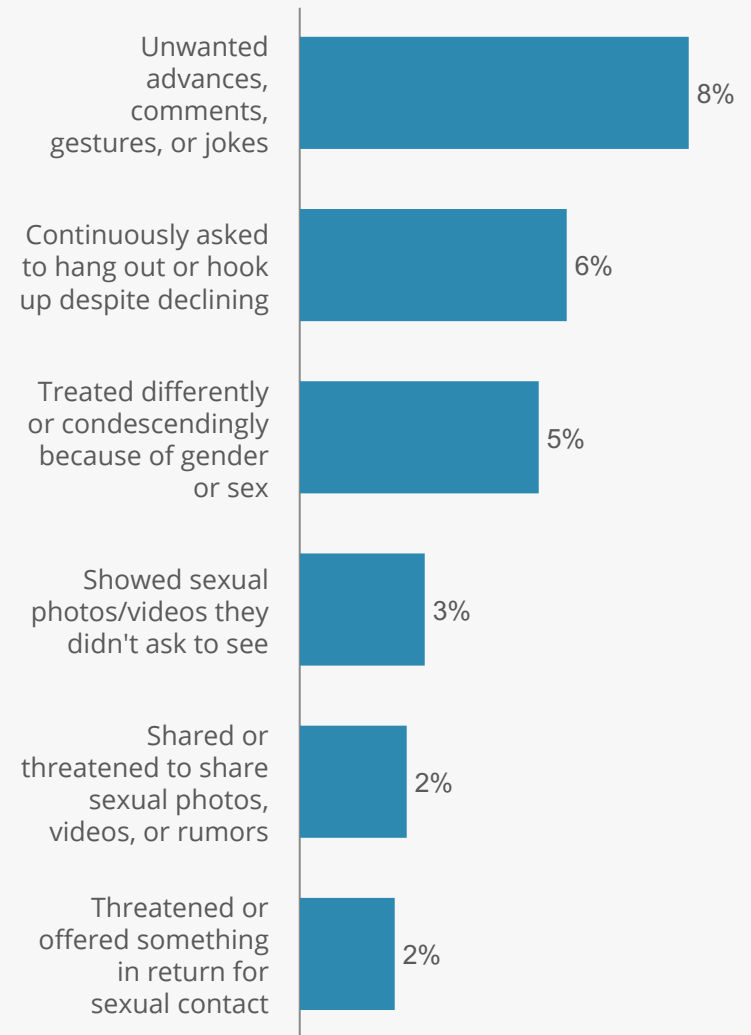
## 11% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at MWCC. Overall, 11% of participants experienced sexual harassment at least once.

The highest percentage of students reported that someone made unwanted sexual advances, comments, gestures, or jokes toward them (8%).

- **6%** indicated someone continuously asked them to hang out or hook up despite saying no
- **5%** indicated someone treated them differently or condescendingly because of their gender or sex
- **3%** indicated someone sent or showed them sexual photos or videos that they did not ask to see
- **2%** indicated someone shared or threatened to share sexual photos, videos, or rumors of them that they did not want shared
- **2%** indicated someone threatened them or offered something in return for sexual contact

Fig. 25 Prevalence of sexual harassment

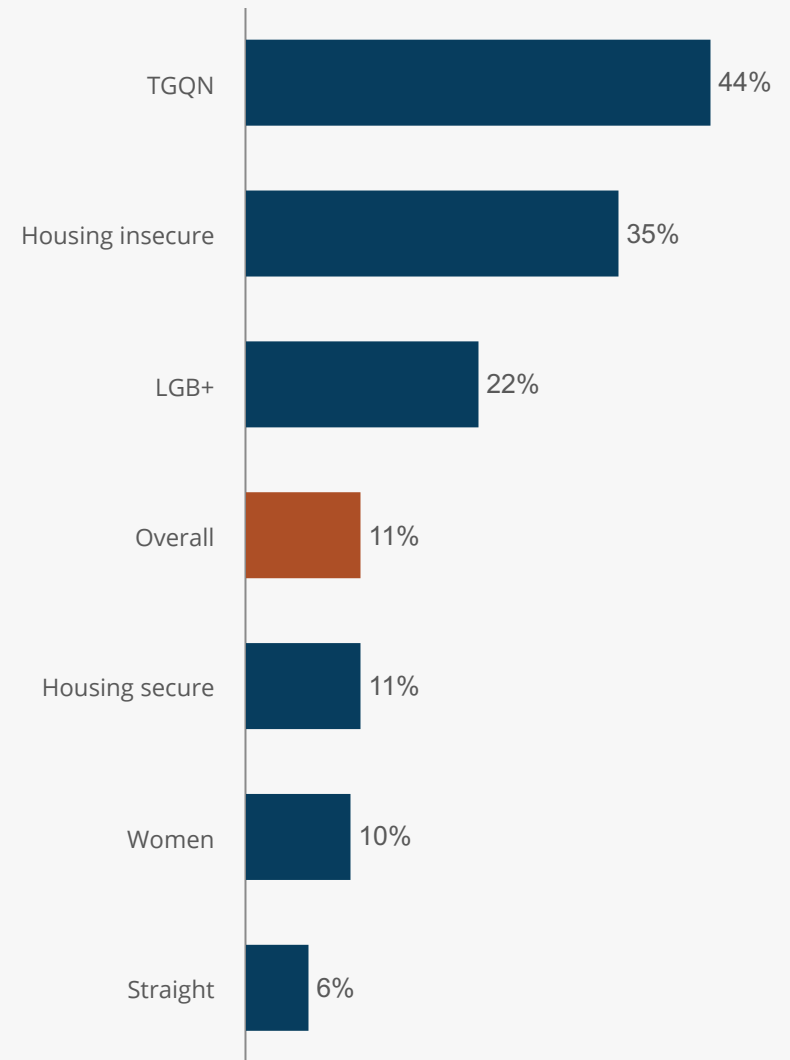


## Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied by gender identity, sexual orientation, and housing status.

- TGQN students were more likely to experience sexual harassment than women.
- Students facing housing insecurity were more likely to experience sexual harassment than their counterparts.
- LGB+ students were more likely to experience sexual harassment than straight students.

Fig. 26 Prevalence of sexual harassment by demographics

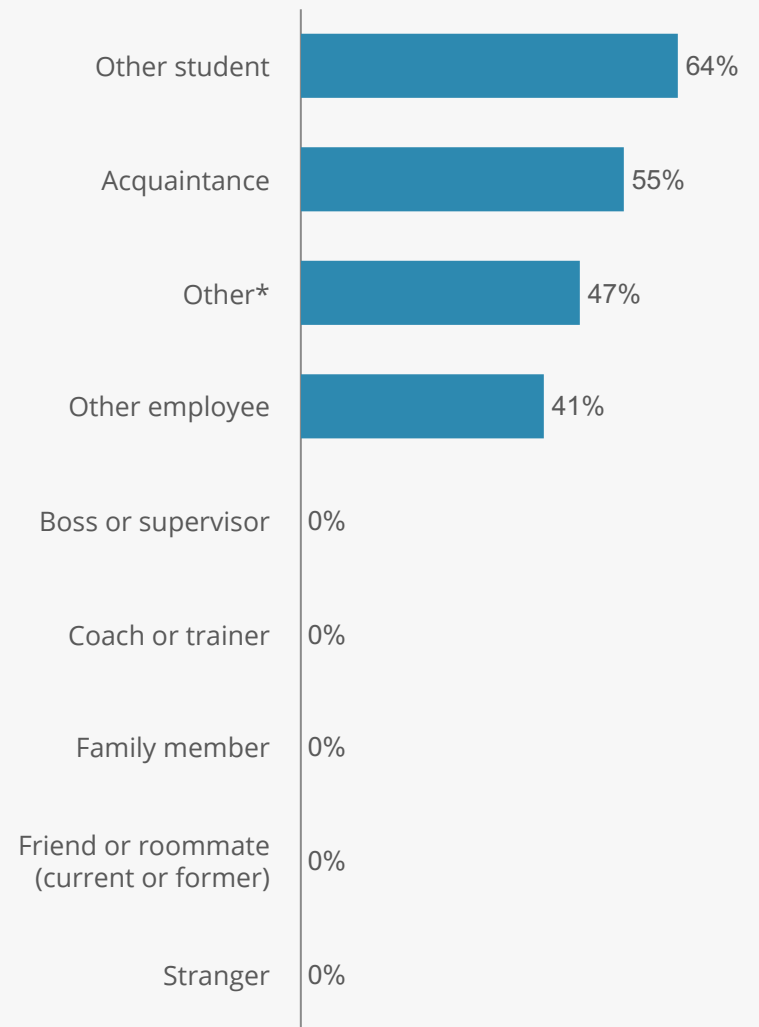


## Perpetrators of Sexual Harassment

Students who experienced sexual harassment 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 (64%), an acquaintance, friend of a friend, or someone they just met (55%), and an employee other than a professor, TA, coach, or trainer (41%).

Fig. 27 Perpetration of sexual harassment



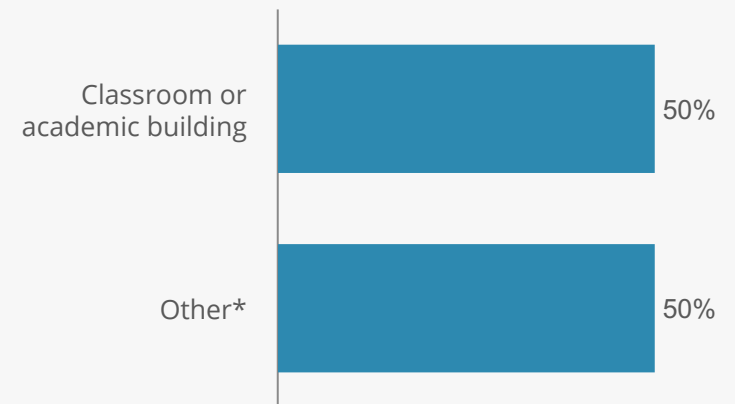
\*Other includes a coworker, current or former partner or spouse, a professor, TA, someone else, and unsure. The prevalence of these responses were too small to report separately.

## Locations Where Sexual Harassment Occurred

Students who experienced sexual harassment were asked about where the incident took place.

Half of participants indicated that the incident occurred at a classroom or other academic building (50%), and half said that the incident occurred at another place, which includes off-campus housing, online, a restaurant, bar, or club, a space used by a student organization, or somewhere else (50%).

**Fig. 28 Prevalence of sexual harassment by location**



\*Other includes off-campus housing, online, a restaurant, bar, or club, a space used by a student organization, or another place. The prevalence of these responses were too small to report separately.

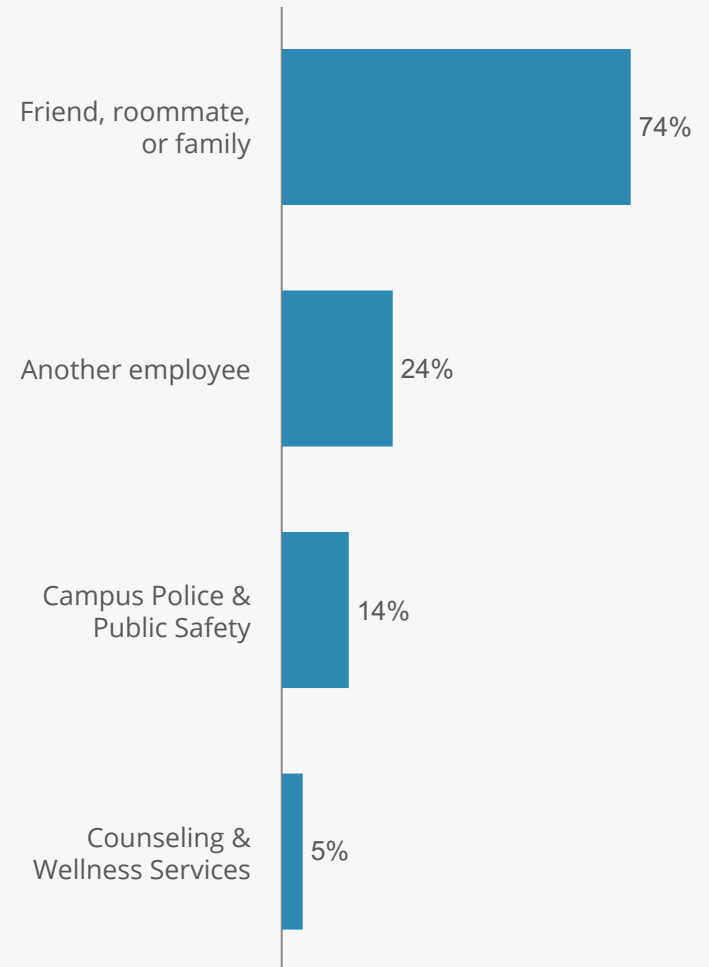
## Reporting of Sexual Harassment

Students who experienced sexual harassment were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (74%), a majority did not report the incident to the College.

- **14%** contacted Campus Police & Public Safety
- **5%** contacted Counseling & Wellness Services
- **24%** contacted another campus employee

Fig. 29 Reporting of sexual harassment

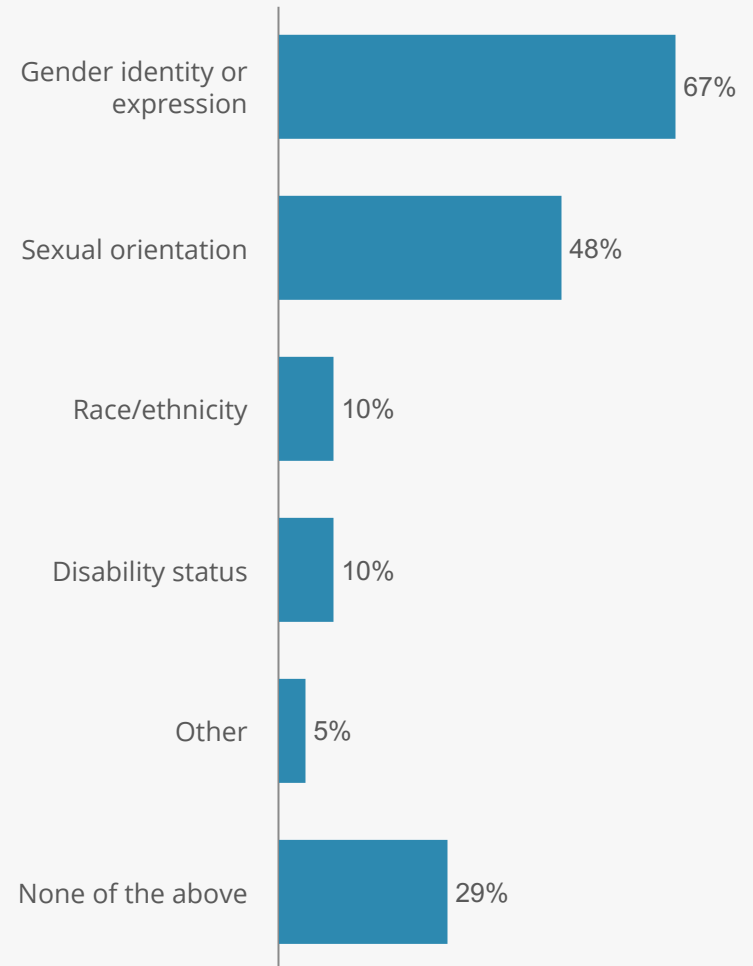


## Sexual Harassment and Discrimination

Students who experienced sexual harassment were asked if they believed the incidents were related to an identity that they hold.

- **67%** believed the incident was related to their gender identity or gender expression
- **48%** believed the incident was related to their sexual orientation
- **10%** believed the incident was related to their race or ethnicity
- **10%** 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

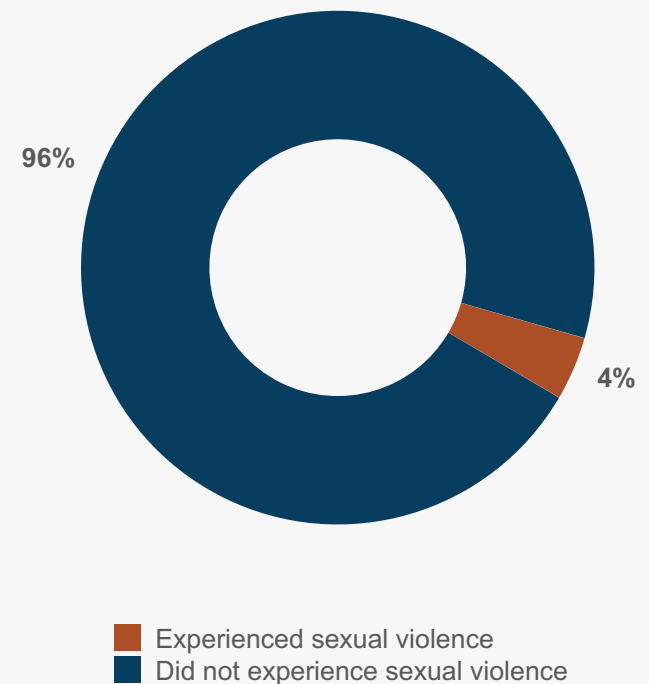


## 4% of Students Experienced Sexual Violence

The survey asked students about their experiences of sexual assault and rape since they have been a student at MWCC. Overall, 4% 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, reasons students chose not to report the incident, and significant differences in prevalence of sexual violence across demographic groups, if applicable.

Fig. 31 Prevalence of sexual violence



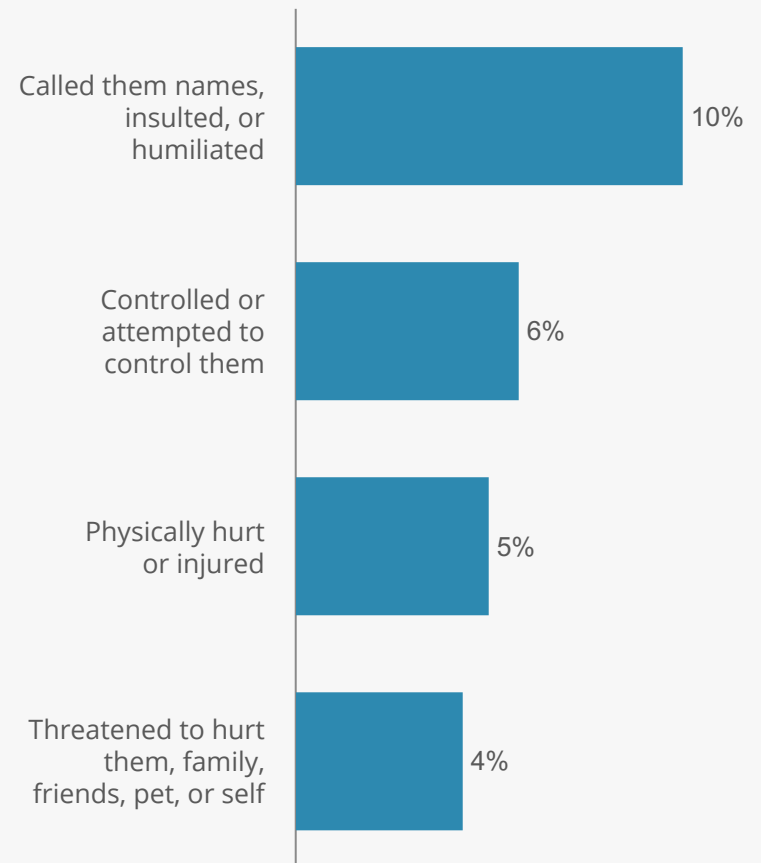
## 13% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at MWCC. Overall, 6% of participants experienced IPV once and 7% experienced IPV more than once.

The highest percentage of students reported that an intimate partner called them names, insulted, or humiliated them (10%).

- **6%** indicated a current or former partner controlled or attempted to control them physically, emotionally, or financially
- **5%** indicated a current or former partner physically hurt or injured them
- **4%** 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

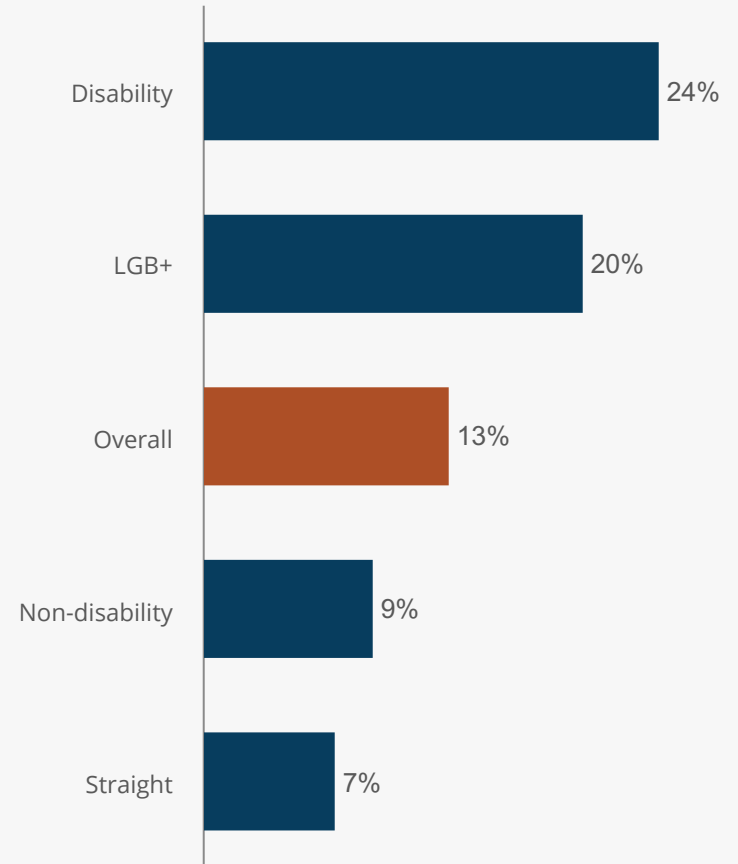


## Differences in Experience of Intimate Partner Violence

The prevalence of intimate partner violence (IPV) varied by sexual orientation and disability status.

- Students with disabilities were more likely to experience IPV than students without disabilities.
- LGB+ students were more likely to experience IPV than straight students.

Fig. 33 Prevalence of intimate partner violence by demographics

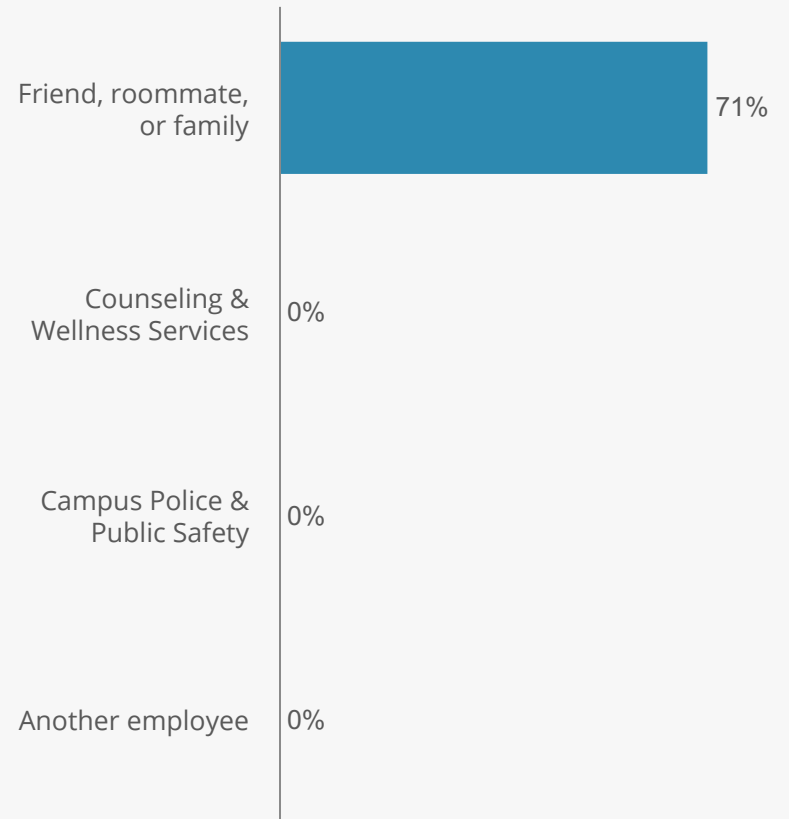


## Reporting of Intimate Partner Violence

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

While most students told a friend, roommate, or family member (71%), none of the participants said that they reported the incident to the College.

Fig. 34 Reporting of intimate partner violence

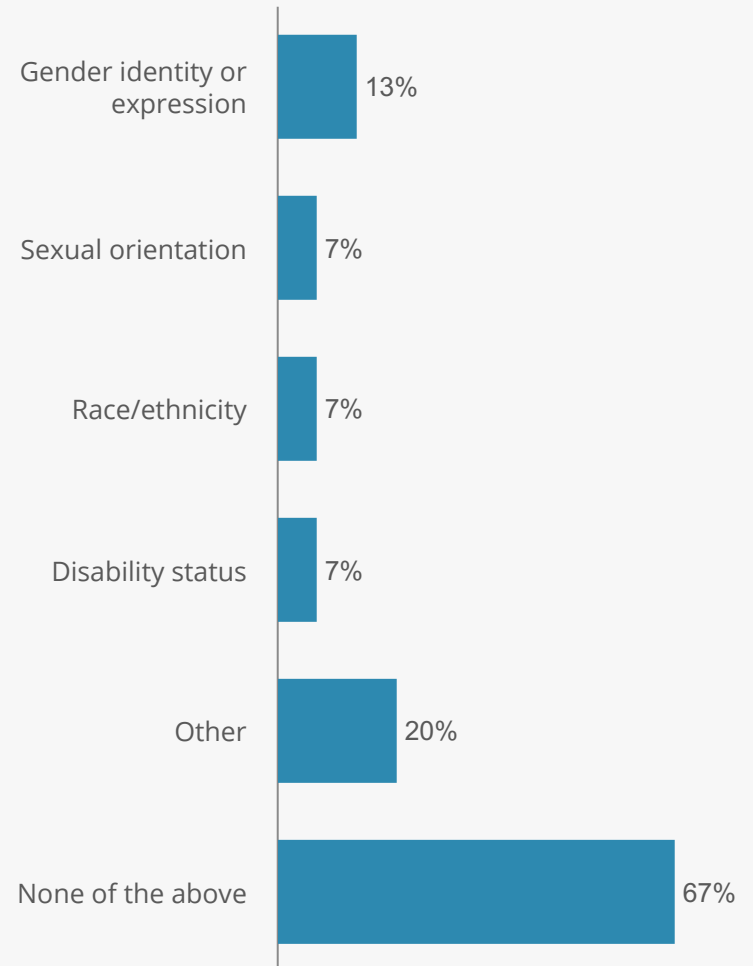


## Intimate Partner Violence and Discrimination

Students who experienced intimate partner violence were asked if they believed the incidents were related to an identity that they hold.

- **13%** believed the incident was related to their gender identity or gender expression
- **7%** believed the incident was related to their sexual orientation
- **7%** believed the incident was related to their race or ethnicity
- **7%** believed the incident was related to their disability status
- **20%** believed the incident was related to another identity marker

Fig. 35 Intimate partner violence and discrimination



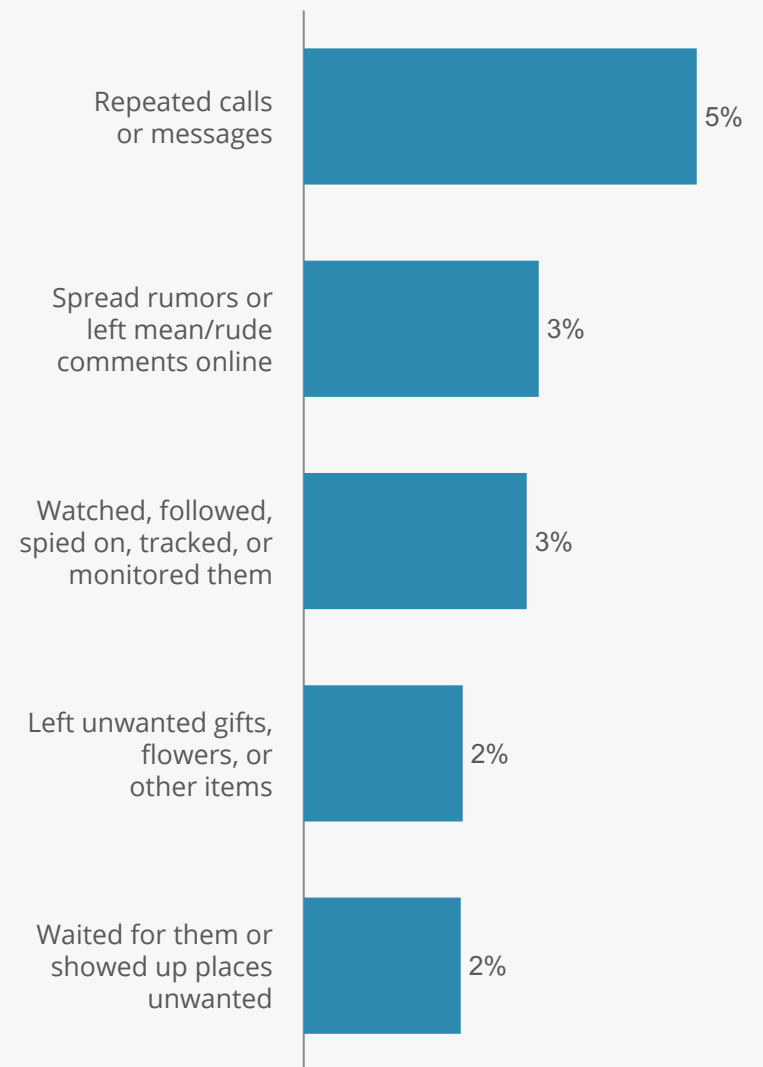
## 9% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety since they have been a student at MWCC. Overall, 4.5% of participants experienced stalking once and 4.5% 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 watched, followed, spied on, tracked, or monitored them
- 2% indicated someone left them unwanted gifts, flowers, or other items
- 2% indicated someone waited for them or showed up in places when they didn't want them there

Fig. 36 Prevalence of stalking by behavior

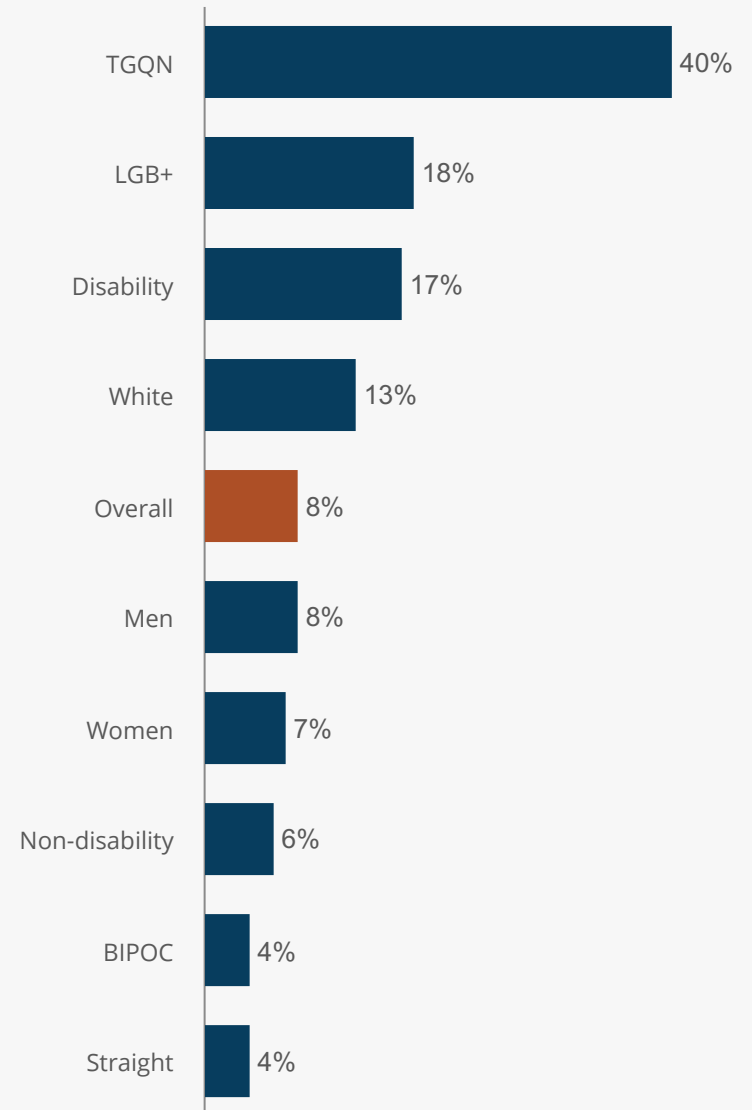


## Differences in Experience of Stalking

The prevalence of stalking varied by gender identity, sexual orientation, disability status, and race.

- TGQN students were more likely to experience stalking than men and women.
- LGB+ students were more likely to experience stalking than straight students.
- Students with disabilities were more likely to experience stalking than students without disabilities.
- White students were more likely to experience stalking than BIPOC students.

Fig. 37 Prevalence of stalking by demographics



# Perpetrators and Reporting of Stalking

## Perpetrators

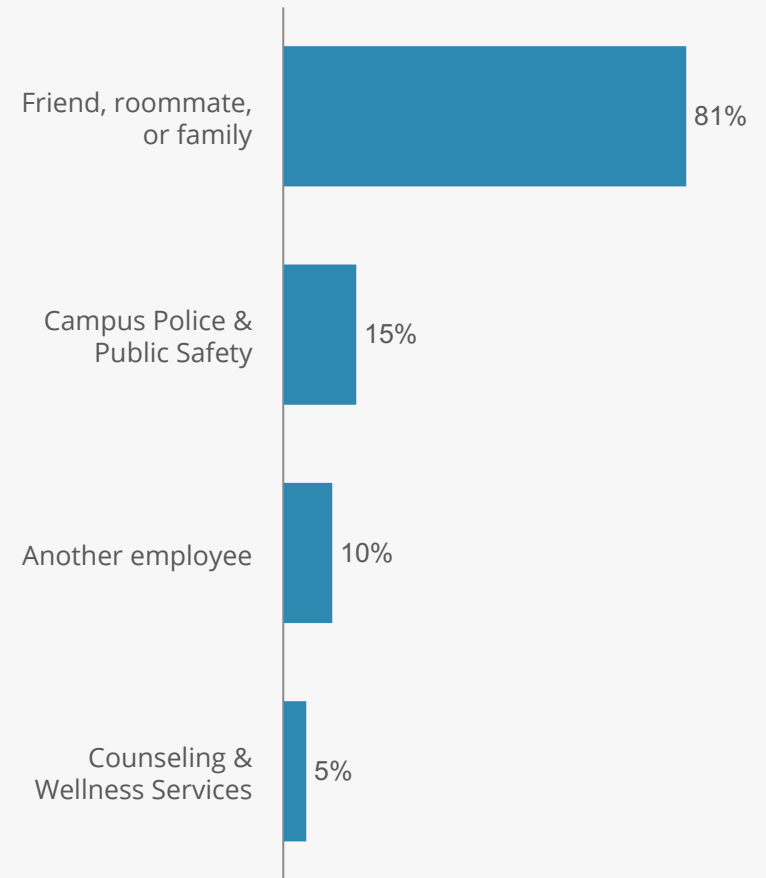
Students who experienced stalking were asked what their relationship was with the person(s) who engaged in that behavior. The most common responses were a current or former partner or spouse, another student, and a current or former friend or roommate, however, the response rates were too small to report the exact prevalence of each of these responses.

## Reporting

Students who experienced stalking were asked if they told someone about the incident. While most students told a friend, roommate, or family member (81%), a majority did not report the incident to the College.

- **15%** contacted Campus Police & Public Safety
- **5%** contacted Counseling & Wellness Services
- **10%** contacted another campus employee

Fig. 38 Reporting of stalking

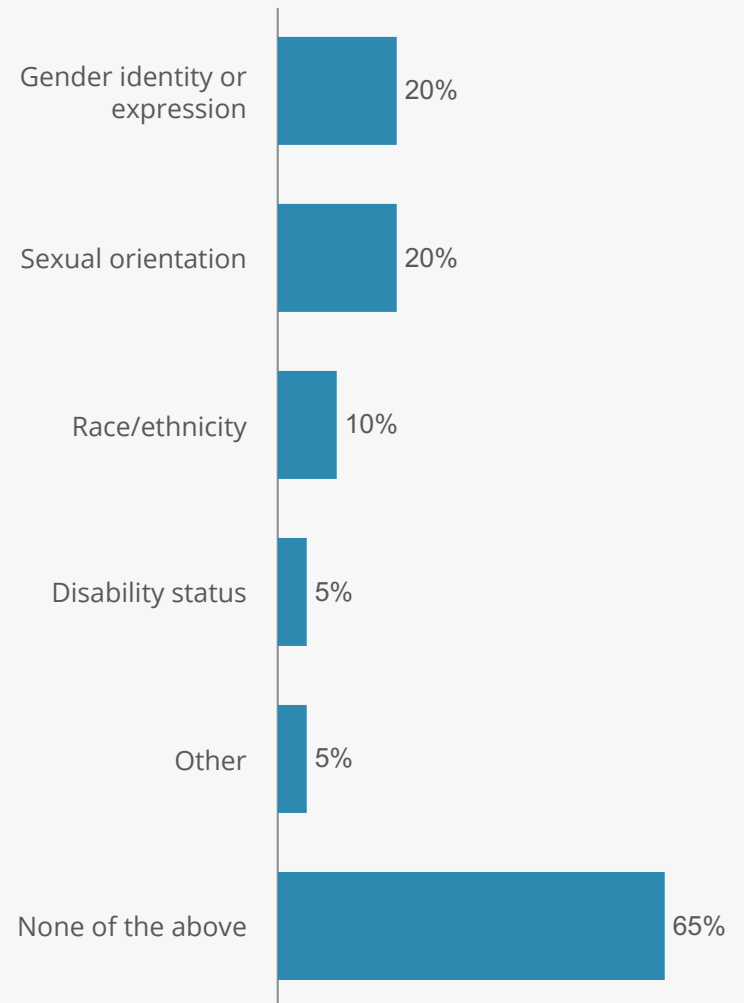


## Stalking and Discrimination

Students who experienced stalking were asked if they believed the incidents were related to an identity that they hold.

- **20%** believed the incident was related to their gender identity or gender expression
- **20%** believed the incident was related to their sexual orientation
- **10%** believed the incident was related to their race or ethnicity
- **5%** believed the incident was related to their disability status
- **5%** believed the incident was related to another identity marker

Fig. 39 Stalking and discrimination





Findings

# Reporting

## Reasons Students Did Not Report

Students who experienced 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 students did not report the incident were they did not think the incident was serious enough to report (59%), they were worried it would take time away from their studies or other activities (28%), and they did not trust that the report would be taken seriously (25%).

Fig. 40 Reasons participants did not report sexual misconduct

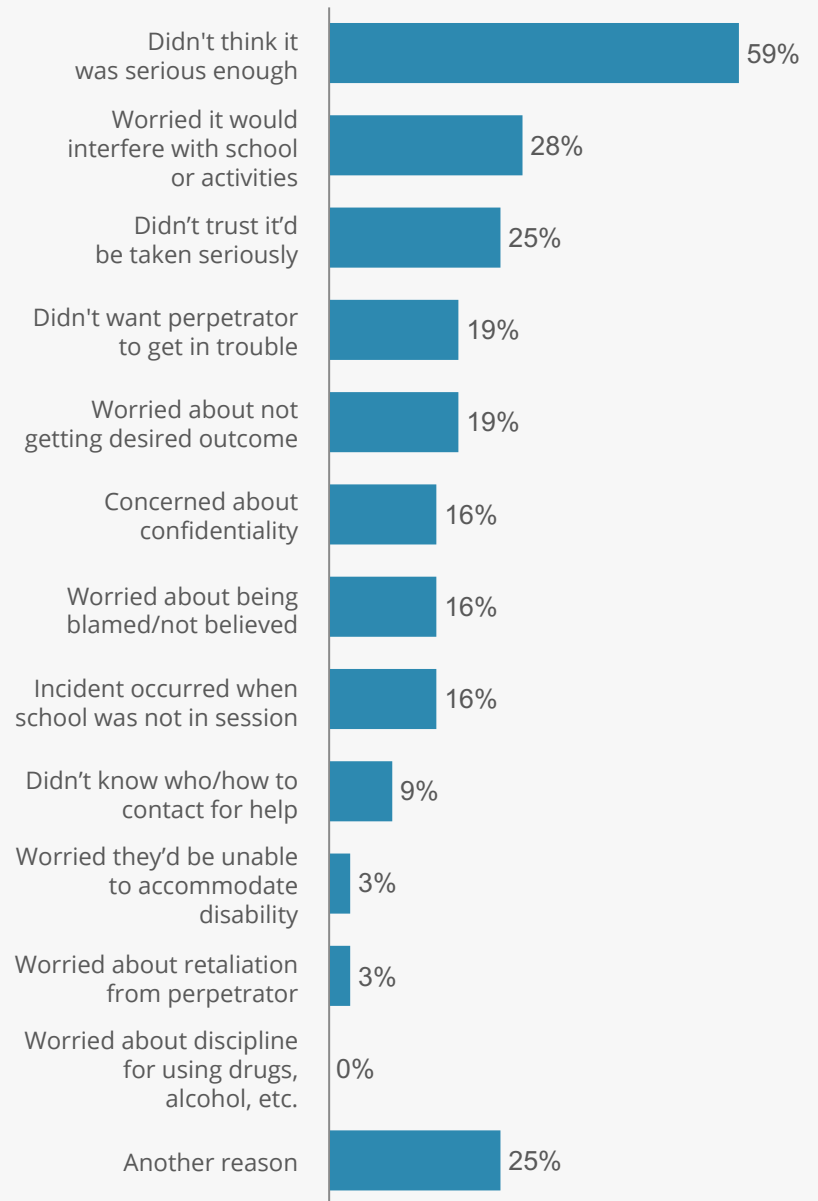


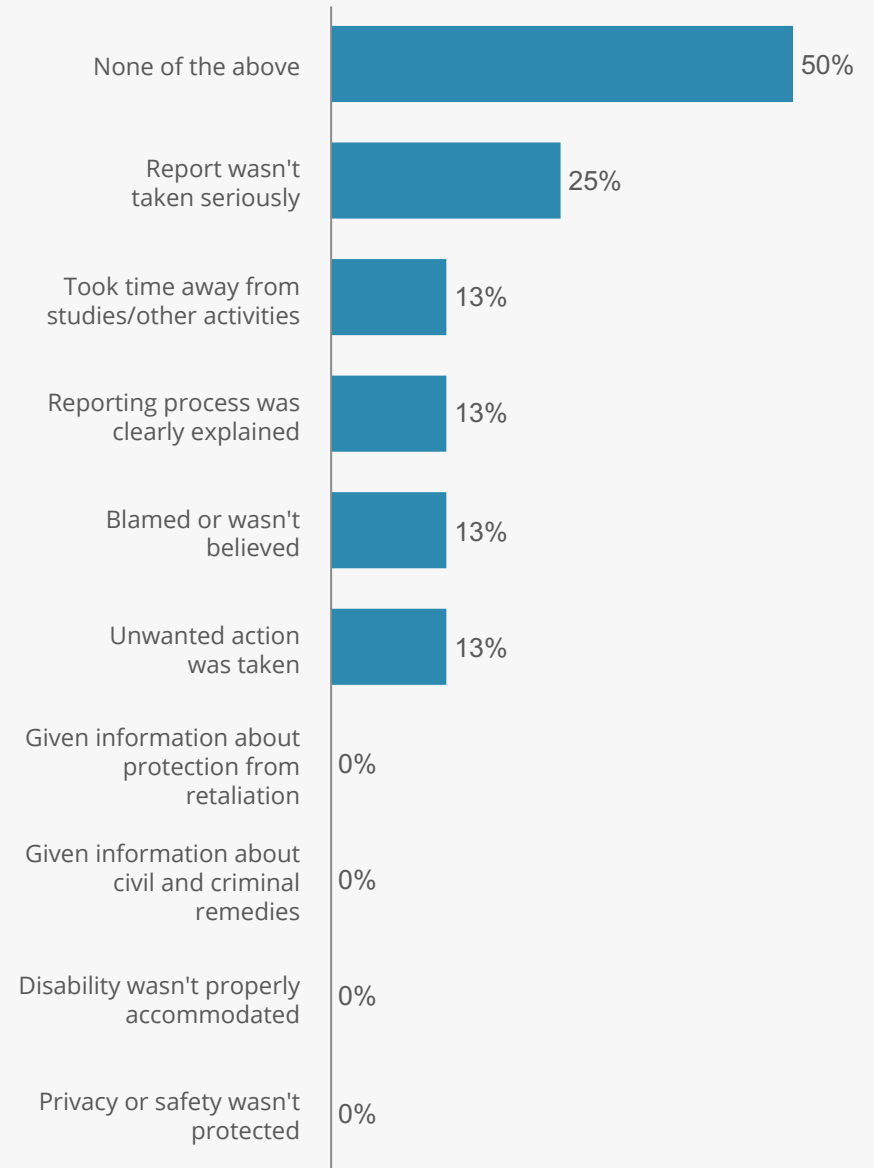
Fig. 41 Experiences reporting sexual misconduct

## Experiences with the Reporting Process

Students who experienced sexual misconduct since they have been a student at MWCC and told a campus official were asked about their experience reporting the incident.

A quarter of participants who reported an incident felt that their disclosure was not taken seriously (25%), and 13% said that the reporting process was clearly explained to them.

Thirteen percent (13%) felt that reporting the incident took time away from their studies or other activities, felt that they were blamed or not believed, and expressed that the College took action that the student did not want taken.





Findings

**Impacts**

## Academic, Professional, & Student Life Impacts

Students who experienced sexual harassment, sexual violence, intimate partner violence, or stalking were asked about impacts they experienced since they have been a student at MWCC.

### Academic impacts

Most students who experienced sexual misconduct said that they had difficulty in classes or dropped a class (62%). About one in four considered leaving school or transferring (24%).

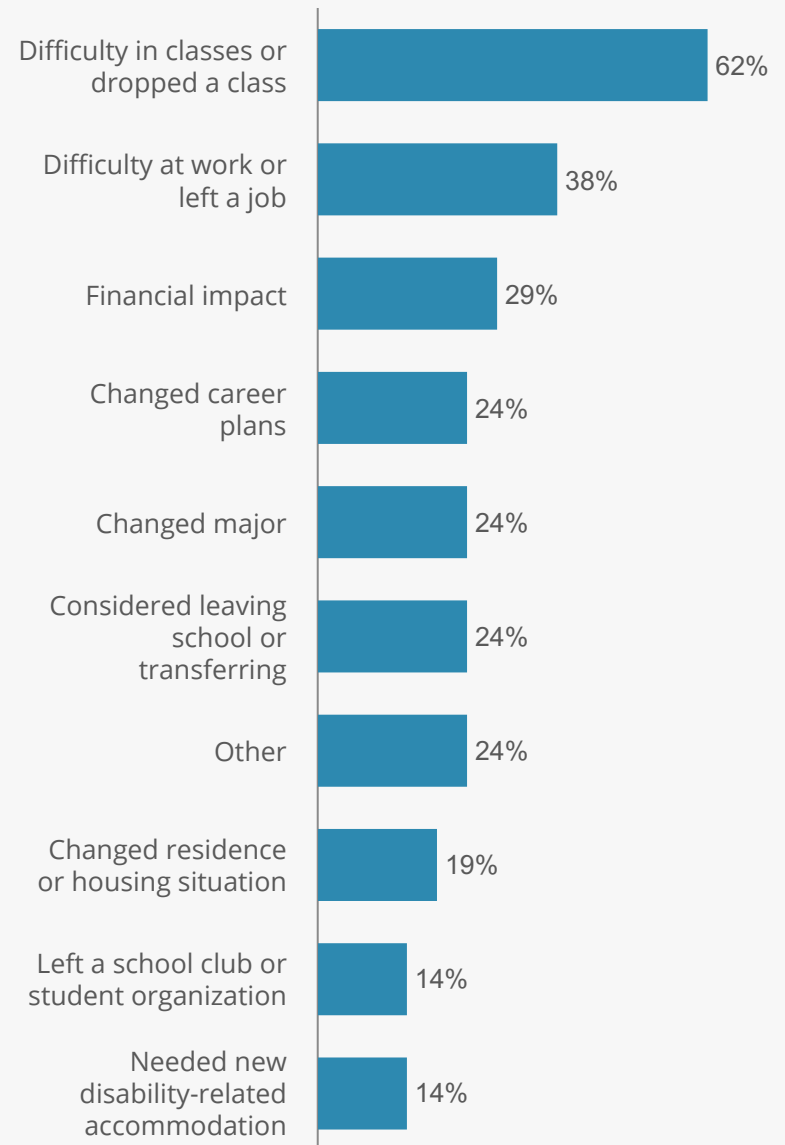
### Professional or financial impacts

Over a third of participants who experienced sexual misconduct reported difficulty at work or left a job or internship (38%), and 29% experienced some sort of financial impact, such as loss of a scholarship or foreign-student visa, or incurred healthcare costs.

### Student life impacts

About a fifth of students who experienced sexual misconduct changed their residence or housing situation (19%), and 14% left a school club.

Fig. 42 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 since they have been a student at MWCC.

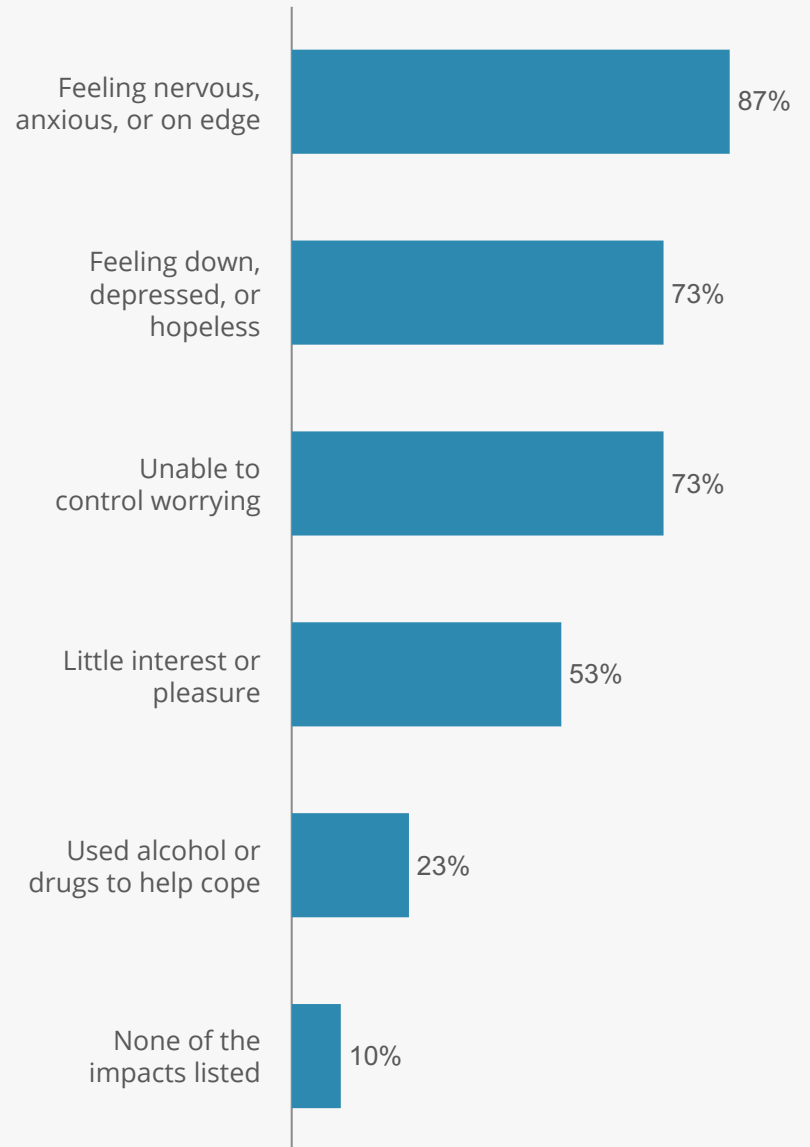
A majority of students who experienced sexual misconduct reported that they felt nervous, anxious, or on edge (87%), felt down, depressed, or hopeless (73%), and were unable to stop or control worrying (73%). Around half felt little interest or pleasure in doing things (53%), and about a quarter had used alcohol or drugs to cope with stress or negative thoughts about the incident (23%).

### 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.<sup>2</sup>

<sup>2</sup> 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. 43 Impacts on mental health





Findings

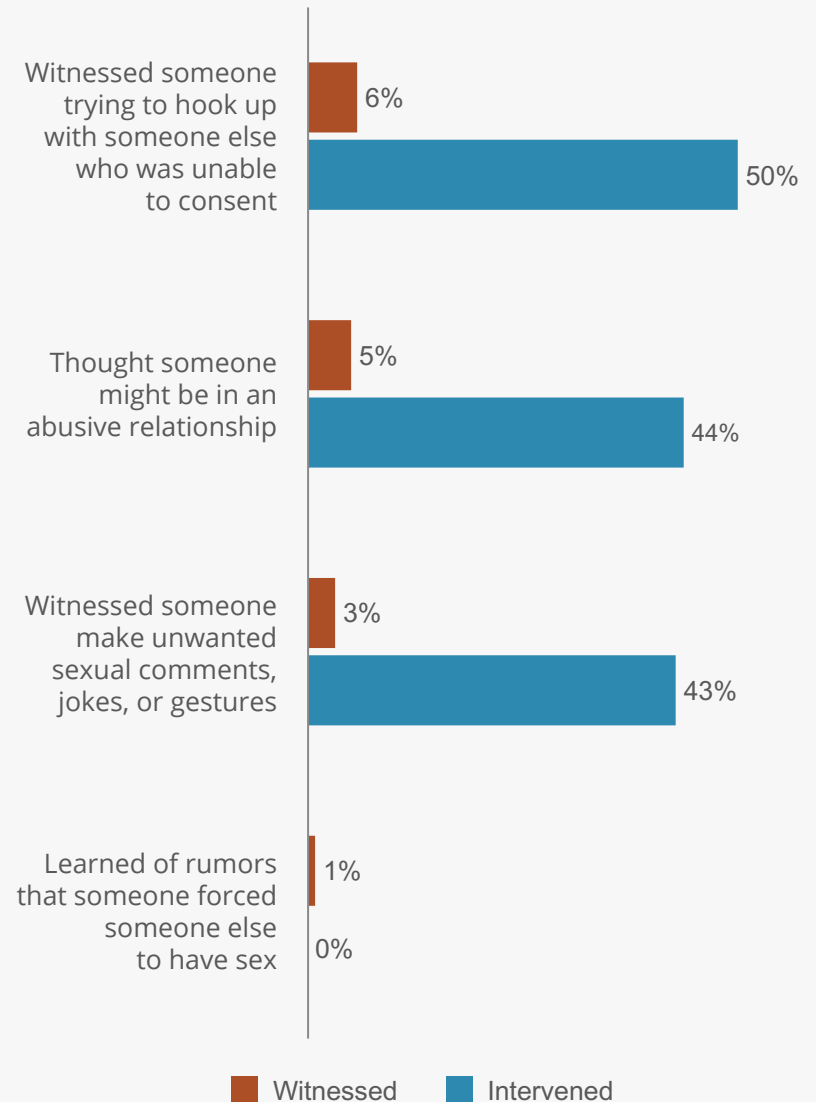
# **Bystander Intervention**

## Bystander Behaviors

Students were asked if they witnessed certain situations of sexual misconduct since they have been a student at MWCC and, if so, how they responded to those situations.

- **6%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, 50% intervened in some way.
- **5%** thought someone might be in an abusive relationship. Among those, 44% intervened in some way.
- **3%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 43% intervened in some way.
- **1%** learned of rumors that someone forced someone else to have sex. Among those, none said they intervened.

Fig. 44 Percentage of students who witnessed sexual misconduct and intervened

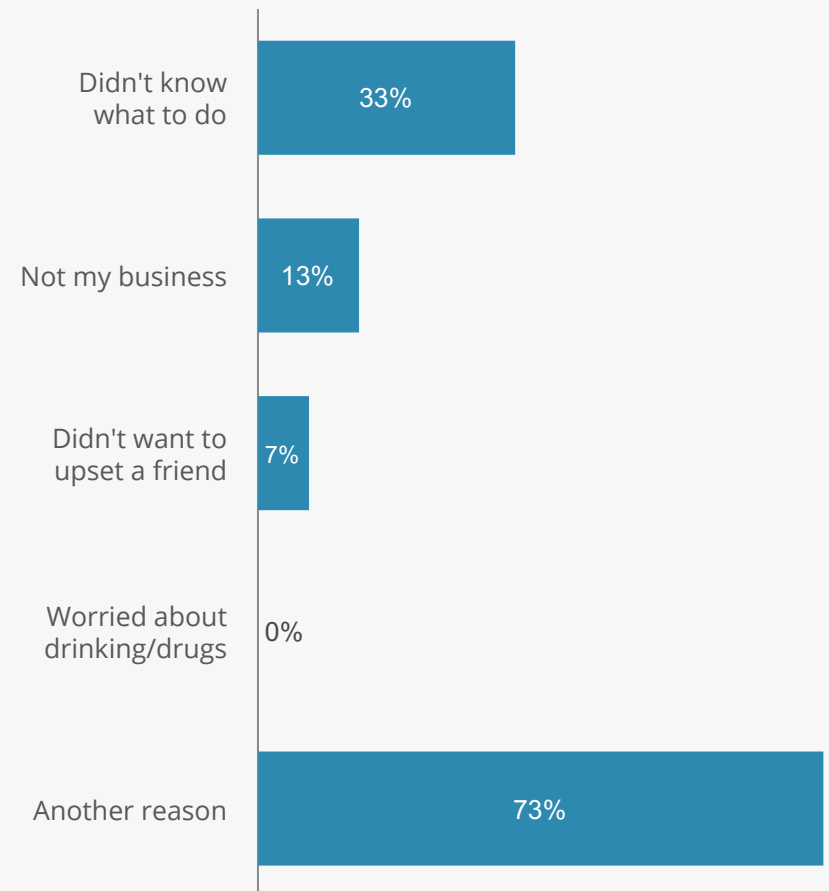


## Why Students Did Not Intervene

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

- **33%** were not sure what to do
- **13%** felt it was not their business to intervene
- **7%** did not want to upset a friend
- **73%** did not intervene for another reason

Fig. 45 Reasons students did not intervene





# Recommendations

## Recommendations

Included on the following pages are recommendations to address key findings from the Mount Wachusett 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.<sup>3</sup>

---

<sup>3</sup> 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

**Some students expressed concerns about belonging, equity, well-being, and the campus culture.**

[pg. 13-15 & 23](#)

## Recommendations

1. Evaluate current steps being taken to protect students' physical and emotional safety and improvements that can be made.
2. Strengthen and expand on-campus services provided for TGQN students, LGB+ students, and students aged 18-20.
3. Consider conducting focus groups to better understand the experiences of students and their perceptions of the campus culture and belonging, equity, and well-being.
4. Transparently communicating how the College plans to address these survey findings can help improve perceptions of the campus culture and accountability.

## Key Findings

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

- 83% were unaware of the Title IX coordinator and 62% did not know Title IX protections
- 50% did not know what happens when a report is made
- 40% did not know where to get help

[pg. 17-20](#)

## 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.
4. Consider aiming extra education efforts toward groups who had less awareness of policies and resources, such as parenting students, non-transfer students, and non-Pell grant students.
5. Increase awareness of who the Title IX Coordinator is, how students can contact them, and what their role entails. Increasing awareness of the Title IX Coordinator can help improve campus trust and climate.<sup>4</sup>

---

<sup>4</sup> Shah, R., Storch, J. (2022). Increasing knowledge and campus trust in reporting sexual and interpersonal violence: The role of the Title IX coordinator. *Journal of American College Health*.

## Key Findings

### **41% of those who experienced sexual harassment said the perpetrator was an employee\***

Most students felt the incident was related to their gender identity or sexual orientation.

\*An employee other than a professor, TA, RA, coach or trainer

pg. [29](#) & [32](#)

## Recommendations

1. Evaluate training requirements for staff and bolster those trainings as necessary. Ensure employees receive training on the experiences of gender and sexual minorities and how it relates to sexual misconduct.
2. Evaluate policies including hiring processes, sanctions, promotions, training, and background checks. Ensure proper protections against retaliation are in place.

## Key Findings

### Overall, reporting to the College was low.

Common reasons students did not report:

- Did not think it was serious enough
- Worried it would interfere with school or other activities
- Worried it would not be taken seriously

Some students who did report sexual misconduct experienced the above concerns and 87% said the reporting process was not clearly explained to them.

[pg. 31](#), [36](#), [40](#), & [43-44](#)

## 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.
4. Evaluate the requirements of students during the reporting process and explore methods to reduce the time commitment. Review the process for students to receive extra time and other accommodations while they are engaged in the reporting process.
5. Consider incorporating restorative justice approaches to better meet the needs of those who experience violence and/or harassment.

## Key Findings

**Many students who experienced sexual misconduct reported academic and mental health impacts.**

[pg. 46-47](#)

## 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 student 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.

## Key Findings

### Students may benefit from bystander training.

- 67% of students have not received information on bystander intervention
- 33% of students who witnessed an incident did not intervene because they did not know what to do and 13% believed it was not their business to intervene

[pg. 19 & 49-50](#)

## 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