Massasoit Community College
Student Experience Survey
2024 Report

Key terms

BIPOC

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, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

Sexual Misconduct

Sexual harassment, sexual assault, rape, intimate partner violence, and stalking collectively.

Sexual Violence

Sexual assault and/or rape collectively.

TGQN

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

- **4,820** students were invited to participate.

- **441 (9%)** completed the survey.

- Results reflect only those who participated and may not reflect the experiences of all students.

9%

Response rate
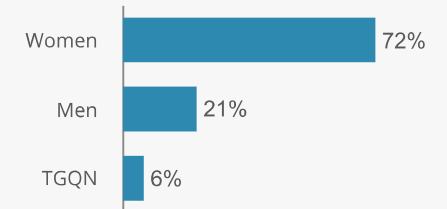
Participant demographics

Fig. 1 Race and ethnicity

- BIPOC 55%
- White 45%

Fig. 2 Gender identity

- Women 72%
- Men 21%
- TGQN 6%

Fig. 3 Age

- 18-20 40%
- 21-24 17%
- 25-29 13%
- 30+ 30%
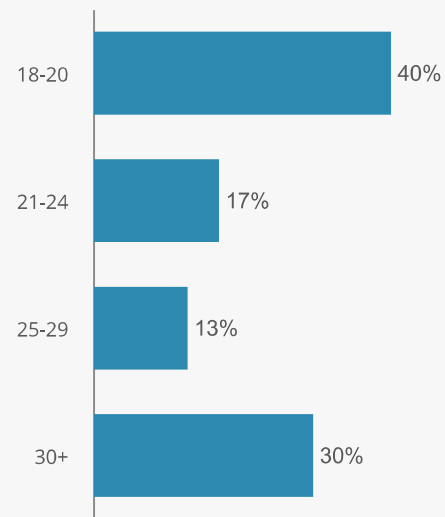
Fig. 4 Sexual orientation

- Straight 67%
- LGB+ 33%
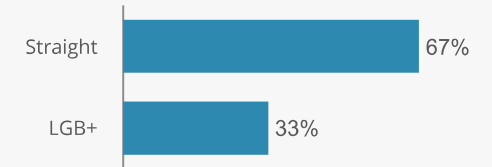
Fig. 5 Disability status

- No 82%
- Yes 18%
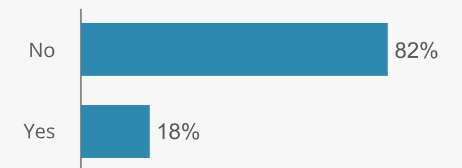
Participant demographics

Fig. 6 Class year

1st year	54%
2nd year	46%
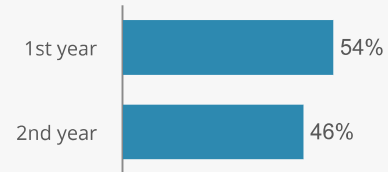
Fig. 7 Enrollment status

Part-Time	57%
Full-Time	43%
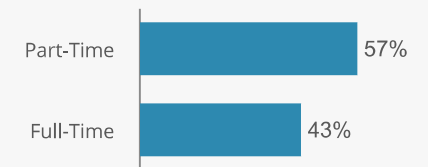
Fig. 8 Transfer status

No	83%
Yes	17%
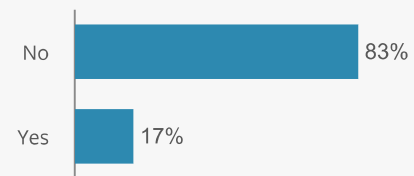
Fig. 9 Pell grant status

No	61%
Yes	39%

Fig. 10 Athlete

No	100%
Yes	0%
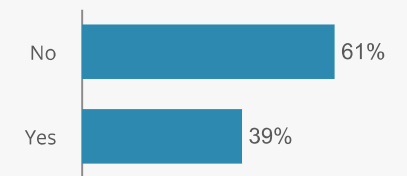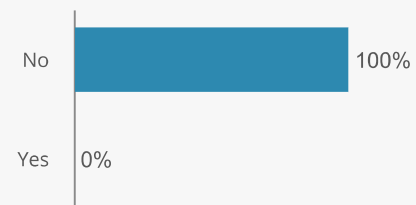
Fig. 11 First-generation student

Yes	70%
No	30%
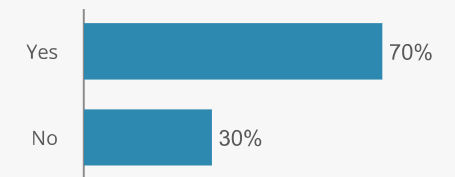
Participant demographics

Fig. 12 Housing insecure

No — 90%
Yes — 10%

Fig. 13 Parent

No — 62%
Yes — 38%
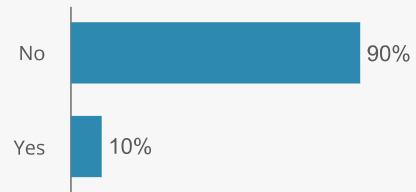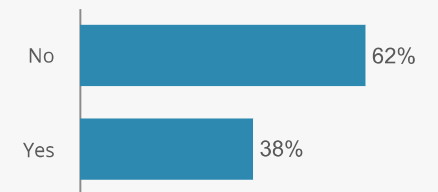
Fig. 14 Military veteran

No — 96%
Yes — 4%

Fig. 15 Active duty

No — 99%
Yes — 1%
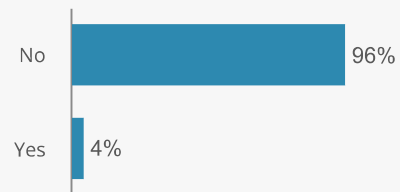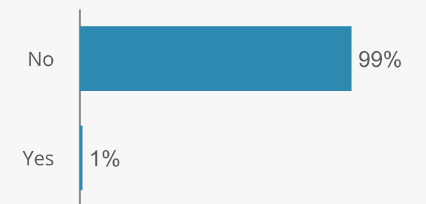
Belonging, Equity, and Well-being

Belonging

- On average, students **agreed** that they feel a sense of belonging at the school
- LGB+ and non-Pell grant students had a lower sense of belonging

Equity

- On average, students **agreed** that the college treats all students equitably
- Women, TGQN, and non-Pell grant students had a lower sense of equity

Well-being

- On average, students **agreed** that they feel a sense of well-being at the school
- LGB+ and non-Pell grant students had a lower sense of well-being

3.2 /4
Belonging

3.1 /4
Equity

3.3 /4
Well-being

1 = negative response
4 = positive response

Campus culture

- Students **agreed** that it is uncommon for people at the school to make sexist comments or jokes.

- Students **agreed** that the school is doing a good job of preventing sexual misconduct and holding perpetrators accountable.

- LGB+, BIPOC, and full-time students expressed less positive views of the campus culture

3.2 /4

Culture

1 = negative response
4 = positive response

Confidence in reporting

- Confidence in the reporting process was high among those who haven't experienced sexual misconduct

- If they were to experience sexual misconduct:
  - **19%** would go to Campus Police
  - **27%** would go to another employee

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

Category	Percentage
Take it seriously	95%
Respect my decision	94%
Protect my safety	94%
Protect my privacy	92%
Accommodate my disability	91%
Provide accommodations	85%
Address factors that led to the incident	84%
Blame me	7%
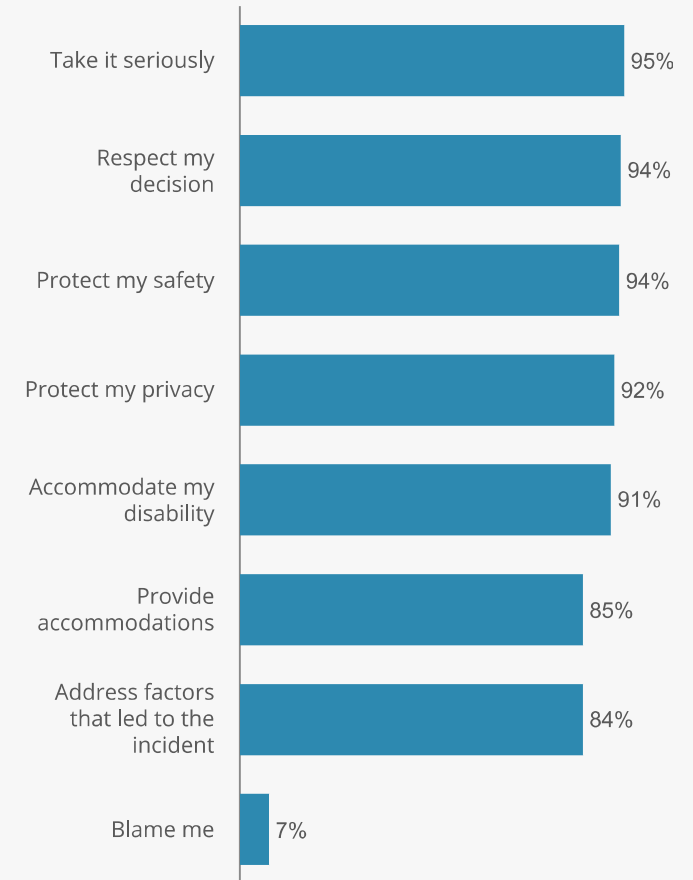
Knowledge of resources & policies

- **A majority** knew there are confidential resources available on campus

- **A slight majority** knew where to get help

- **About half** knew what happens when a report is made, and Title IX protections

- **39%** have learned about sexual misconduct through classes/trainings

Fig. Knowledge of campus resources and policies

Category	Percentage
Know there are confidential resources on campus	73%
Know where to get help	57%
Understand what happens when a student reports sexual misconduct	52%
Know Title IX protections	45%
Learned about sexual misconduct through classes, trainings, or other programs	39%
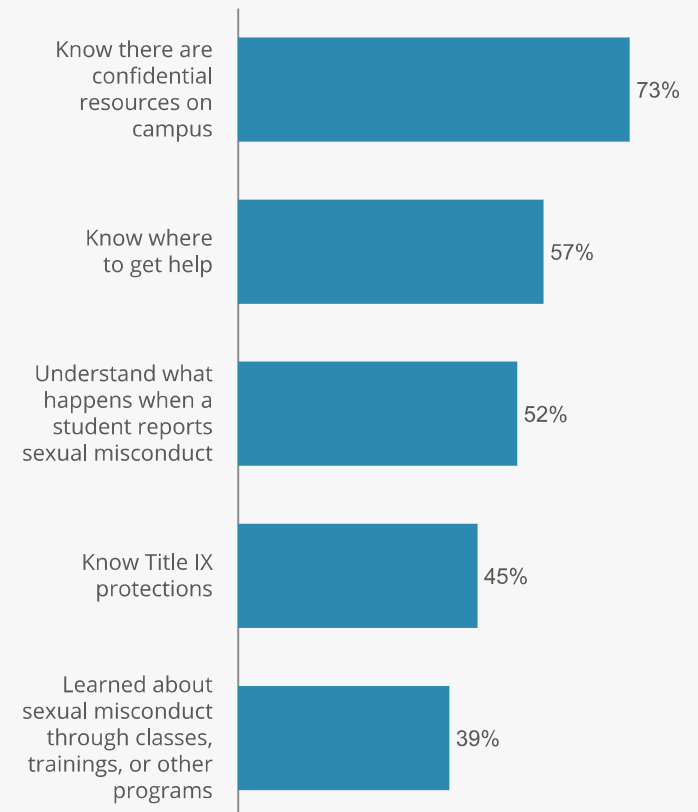
Knowledge of campus offices and departments

- **About half** knew about the Dean of Students

- **28%** knew about the Office of Health and Wellness

- **A majority** were unaware of the Title IX Coordinator

Fig. 20 Knowledge of campus offices and departments

Dean of Students	49%
Office of Health and Wellness	28%
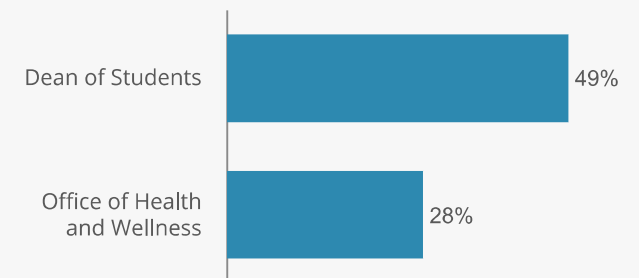
Fig. 21 Does Massasoit Community College have a Title IX Coordinator?

Unsure	74%
Yes	24%
No	2%
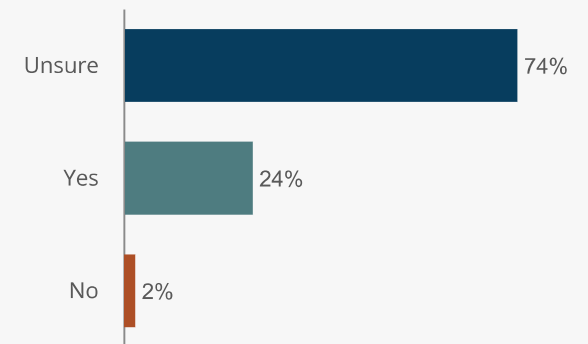
Knowledge of sexual misconduct prevention

Prevention

- **About a third** received info on bystander intervention
- **About half** received info on how to prevent sexual misconduct

Definitions & Policies

- **Most** received the school's policy on sexual misconduct
- **About half** received info on the definition of sexual misconduct and the definition of consent

Reporting & Resources

- **About half** received info on how to report sexual misconduct and where to get help

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

School's sexual misconduct policy — 75%
How to report — 55%
Where to get help — 51%
Definition of sexual misconduct — 50%
How to help prevent sexual misconduct — 47%
Definition of consent — 45%
Bystander intervention — 32%

Prevalence of Sexual Misconduct

Overall prevalence

- **17%** experienced at least one form of sexual misconduct
- **8%** experienced two or more instances

By violence type

- **17%** experienced intimate partner violence
- **14%** experienced sexual harassment
- **9%** experienced stalking
- **2%** experienced sexual assault
- **1%** experienced rape

Fig. Prevalence of sexual misconduct

Category	Percentage
Intimate Partner Violence	17%
Sexual Harassment	14%
Stalking	9%
Sexual Assault	2%
Rape	1%
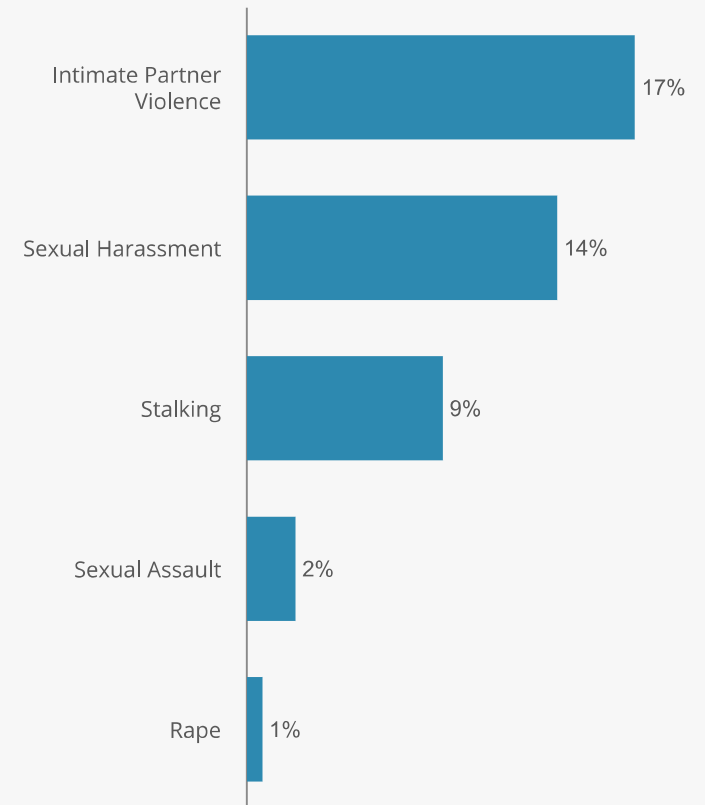
Sexual harassment

Prevalence

- **14%** of students experienced sexual harassment; 9% experienced SH once, 5% experienced SH more than once
- Groups more likely to experience SH: Students with disabilities, full-time, housing insecure, LGB+, second year, TGQN, women

Perpetrators

- Common perpetrators were **an acquaintance another student**, and an **employee**

Reporting

- **10%** contacted Campus Police
- **12%** contacted another campus employee

Fig. Prevalence of sexual harassment

Unwanted advances, comments, gestures, or jokes	9%
Treated differently or condescendingly because of gender or sex	8%
Continuously asked to hang out or hook up despite declining	4%
Treated badly for refusing to have sex	3%
Shared or threatened to share sexual photos, videos, or rumors	2%
Showed sexual photos/ videos they didn't ask to see	2%
Threatened or offered something in return for sexual contact	2%

Sexual violence

Prevalence

- **2%** of students experienced sexual assault and/or rape
- The prevalence of sexual assault was too small to report additional information relevant to these experiences

Reporting

- **13%** contacted Campus Police
- **25%** contacted another campus employee

Fig. Prevalence of sexual violence

98%

2%

■ Experienced sexual violence
■ Did not experience sexual violence
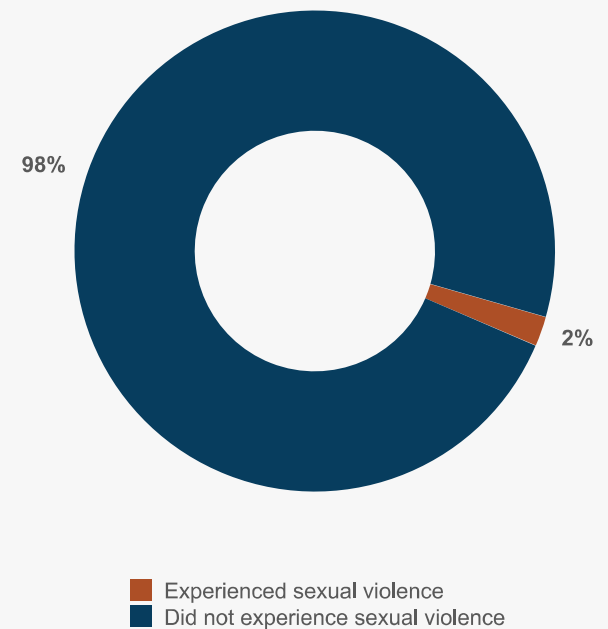
Intimate partner violence (IPV)

Prevalence

- **17%** of students experienced IPV; 7% experienced IPV once, 10% experienced IPV more than once

- Students facing housing insecurity were more likely to experience IPV

Reporting

- **4%** contacted Campus Police
- **4%** contacted another campus employee

Fig. Prevalence of intimate partner violence

Category	Percentage
Controlled or attempted to control them	12%
Called them names, insulted, or humiliated	10%
Threatened to hurt them, family, friends, pet, or self	5%
Physically hurt or injured	4%
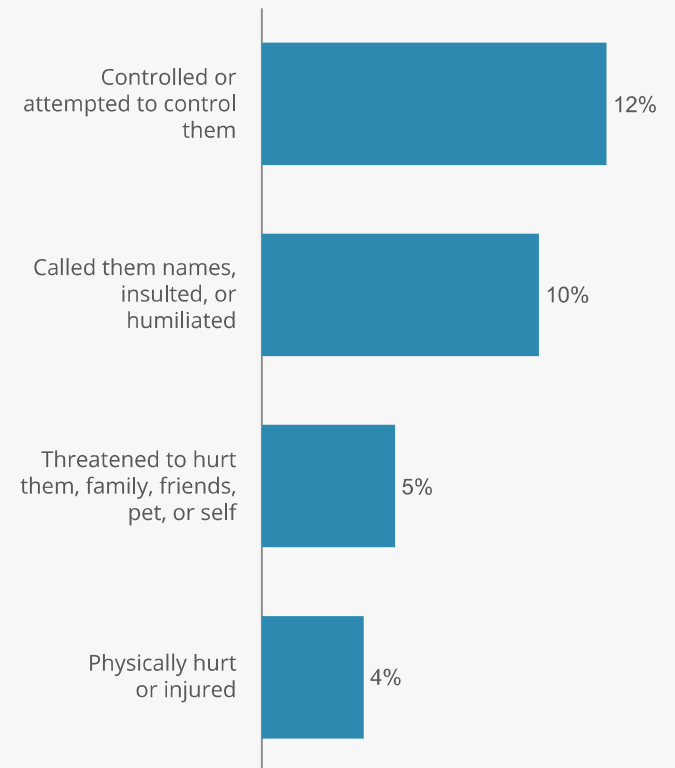
Stalking

Prevalence

- **9%** of students experienced stalking; 4% experienced stalking once, 5% experienced stalking more than once
- Groups more likely to experience stalking: Housing insecure and LGB+

Reporting

- **16%** contacted Campus Police
- **13%** contacted another campus employee

Fig. Prevalence of stalking by behavior

Behavior	Percentage
Repeated calls or messages	5%
Waited for them or showed up places unwanted	4%
Spread rumors or left mean/rude comments online	3%
Watched, followed, spied on, tracked, or monitored them	2%
Left unwanted gifts, flowers, or other items	1%
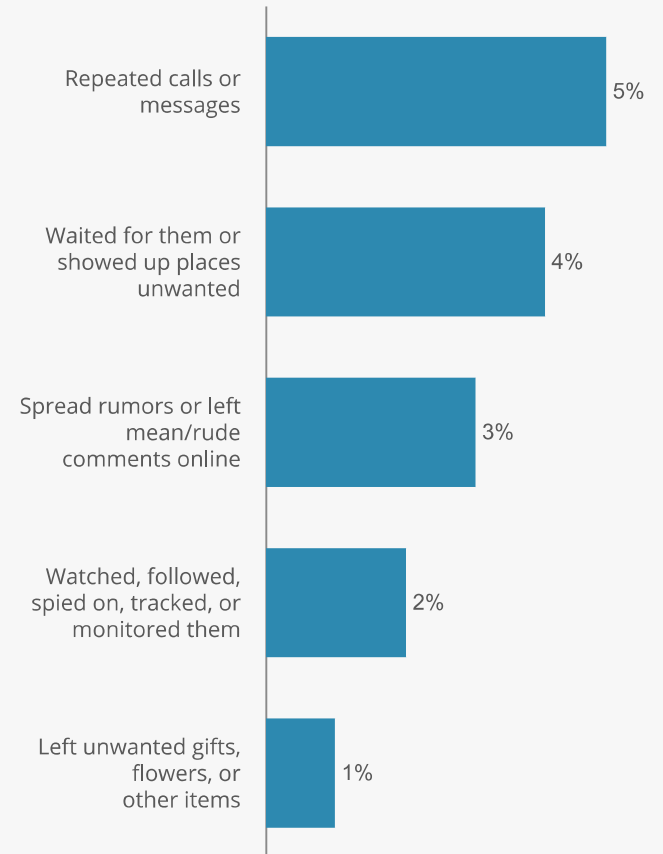
Reporting

- **The majority** of students who experienced sexual misconduct didn't report it

- **Most common reasons**
  - Didn't think incident was serious enough to report
  - Worried it would interfere with school or activities
  - Worried it would not be kept confidential

Fig. Reasons participants did not report sexual misconduct

Reason	Percentage
Didn't think it was serious enough	56%
Worried it would interfere with school or activities	25%
Concerned about confidentiality	24%
Didn't trust it'd be taken seriously	18%
Worried about being blamed/not believed	18%
Didn't want perpetrator to get in trouble	16%
Worried about not getting desired outcome	16%
Incident occurred when school was not in session	16%
Didn't know who/how to contact for help	15%
Worried they'd be unable to accommodate disability	7%
Worried about retaliation from perpetrator	7%
Worried about discipline for using drugs, alcohol, etc.	5%
Another reason	31%

Impacts

Academic impacts
- **46%** had difficulty in class or dropped a class
- **28%** considered leaving school

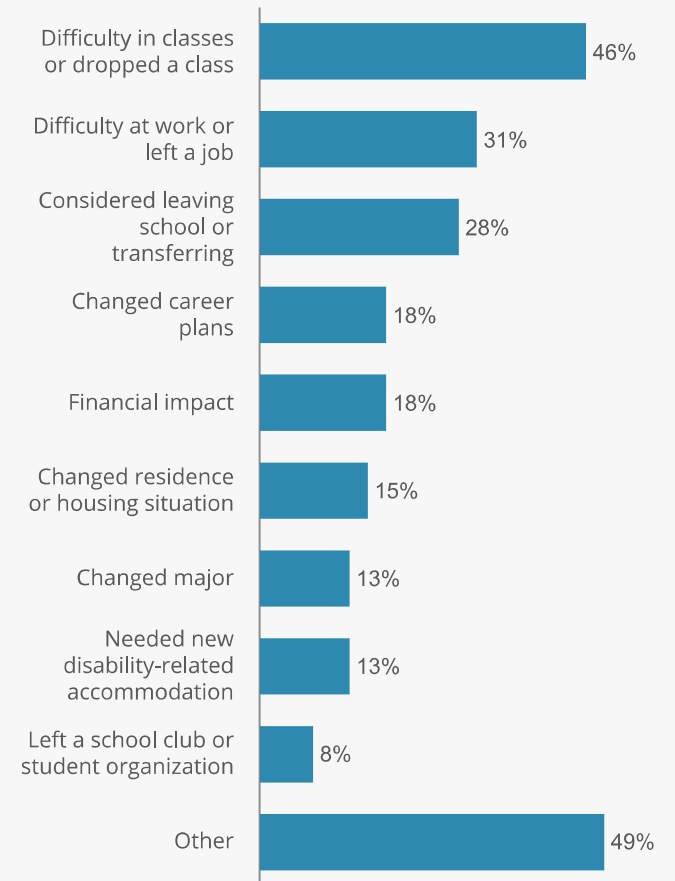**Financial/Professional impacts**
- **31%** had difficulty at work or left a job

Mental health impacts
- **65%** felt nervous, anxious, or on edge
- **50%** felt down, depressed, or hopeless

Fig. Impacts on academic, professional, or student life

Category	Percentage
Difficulty in classes or dropped a class	46%
Difficulty at work or left a job	31%
Considered leaving school or transferring	28%
Changed career plans	18%
Financial impact	18%
Changed residence or housing situation	15%
Changed major	13%
Needed new disability-related accommodation	13%
Left a school club or student organization	8%
Other	49%

Bystander intervention

- **9%** thought someone might be in an abusive relationship. 59% intervened.

- **5%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. None intervened.

- **1%** witnessed someone make unwanted sexual comments, jokes, or gestures. 38% intervened.

- **1%** learned of rumors that someone forced someone else to have sex. None intervened.

Fig. Percentage of students who intervened after witnessing sexual misconduct

Thought someone might be in an abusive relationship — 9% / 59%

Witnessed someone try to hook up with someone else who was unable to consent — 5% / 0%

Witnessed someone make unwanted sexual comments, jokes, or gestures — 1% / 38%

Learned of rumors that someone forced someone else to have sex — 1% / 0%

Witnessed ■ Intervened ■

Key Findings

Students expressed some concerns about the campus culture and belonging, equity, and well-being

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 and LGB+ students.

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. A low campus culture score among some students may indicate students believe the institution should be doing more to prevent sexual misconduct and hold perpetrators accountable.

5. 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.

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.

4. Consider aiming extra education efforts toward groups who had less awareness of policies and resources, such as full-time students, students who are not Pell grant recipients, and students who are not first-generation college students.

Key Findings

17% of those who experienced sexual harassment said the perpetrator was a professor and 40% said the perpetrator was an employee*

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

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

Some students were more likely to experience sexual misconduct.

Recommendations

1. Provide programming that addresses rape myths, gender norms, toxic masculinity, and unhealthy relationship dynamics. Evaluate campus policies that may establish gender segregated spaces and spaces that may perpetuate violence.

2. Strengthen and expand on-campus services for TGQN and LGB+ students. Provide education on prevention and sex education that is comprehensive and inclusive. Address systematic and cultural discrimination of gender and sexual minority students on campus.

3. Support collaboration between disability services and Title IX offices. Ensure services are accessible, and train disability services staff on trauma-informed care.

4. Housing and economic insecurity are correlated with an increased risk of victimization. Evaluate how the College is supporting the basic needs of students.

Key Findings

Overall, reporting to campus officials was low.

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 increasing education efforts to boost students' awareness and understanding of confidential vs. non-confidential resources.

Key Findings

Students may benefit from bystander training.

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 are included in your report.

Key Findings

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

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 health and wellness services have the capacity to meet 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.