Quinsigamond Community College
Student Experience Survey
2024 Report

QUINSIGAMOND Community College

GRAND RIVER SOLUTIONS

PREPARED FOR

Quinsigamond
Community College
May 2024

PREPARED BY

Grand River Solutions, Inc.
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Contents

Study Design

The Quinsigamond 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.

Quinsigamond 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, Quinsigamond 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 Quinsigamond Community College could not provide this data, a question was included in the survey to obtain it.

Grand River Solutions sent a personalized email to the students, each with a unique link to the survey, and sent reminder emails to non-respondents over the field period. The number of reminder emails and the field period were mutually agreed upon by Quinsigamond 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 Quinsigamond 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. Quinsigamond Community College was able to add custom questions to the survey as agreed upon by Quinsigamond 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 Quinsigamond Community College, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first generation college student, military veteran, active duty military member, their housing status, and 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, Quinsigamond 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 Quinsigamond 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 if applicable.

School connectedness

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

Reports provided to Quinsigamond 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 5,517 Quinsigamond Community College students were invited to participate, and 319 (6%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Quinsigamond Community College students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

White 56%

BIPOC 44%

Fig. 2 Gender identity

Woman 65%

Man 28%

TGQN 7%

Fig. 3 Age

18-20 24%

21-24 18%

25-29 10%

30+ 48%
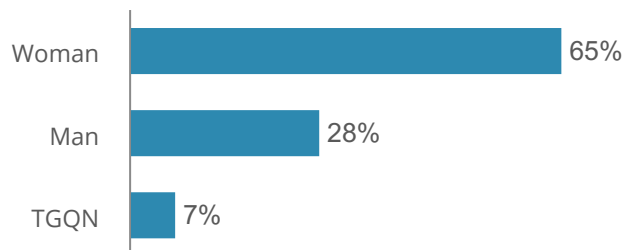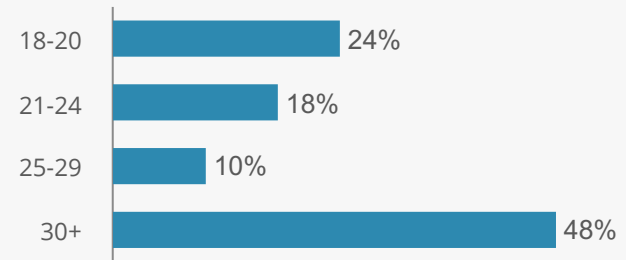
Fig. 4 Sexual orientation

Straight 64%

LGB+ 36%
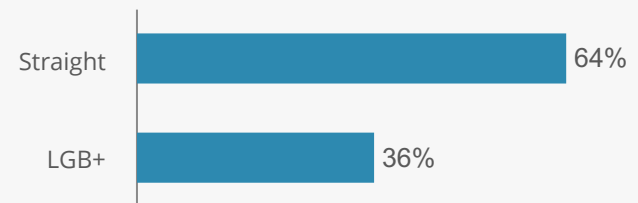
Fig. 5 Disability status

No 78%

Yes 22%
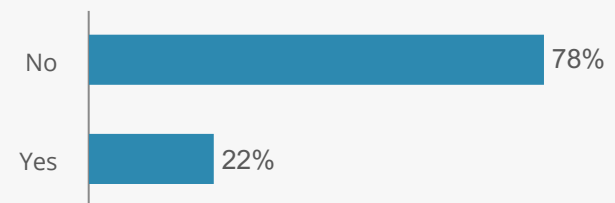
Participant Demographics

Fig. 6 Enrollment status

- Part-Time — 69%
- Full-Time — 31%

Fig. 7 Residency

- In-State — 99%
- International — 1%
- Out-of-State — 0%

Fig. 8 Class year

- 1st year — 54%
- 2nd year — 46%
- 3rd year — 0%
- 4th year — 0%
- 5th year + — 0%
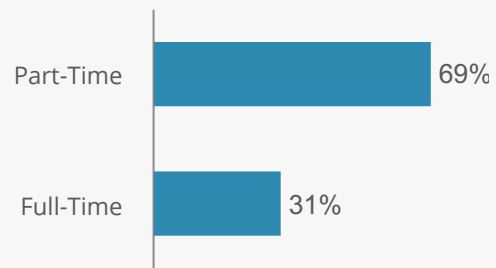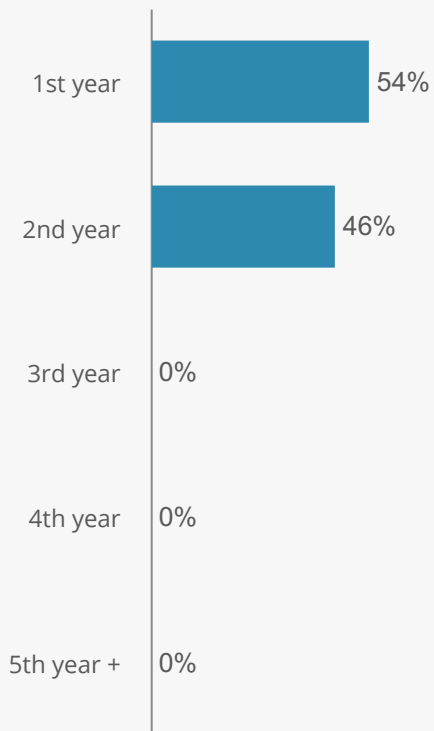
Fig. 9 Transfer status

- No — 95%
- Yes — 5%
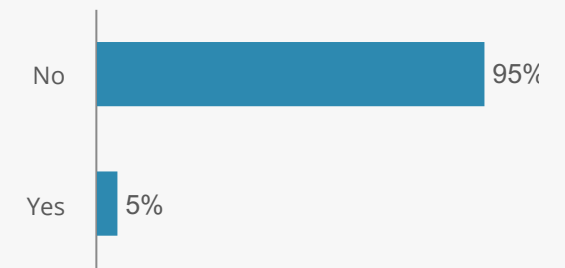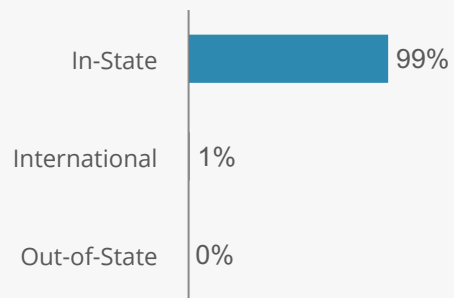
Fig. 10 Pell grant status

- No — 52%
- Yes — 48%

Participant Demographics

Fig. 11 Athlete

No — 97%
Yes — 3%
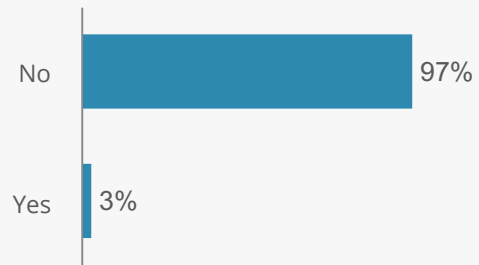
Fig. 12 First-generation student

Yes — 57%
No — 43%
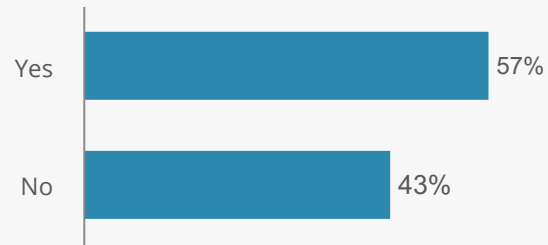
Fig. 13 Military veteran

No — 95%
Yes — 5%

Fig. 14 Active duty

No — 99%
Yes — 1%
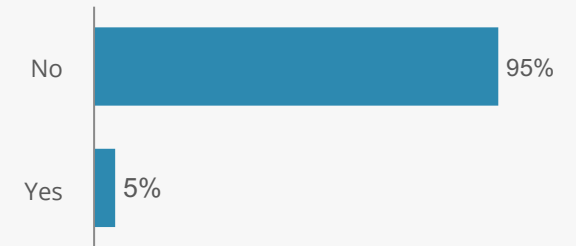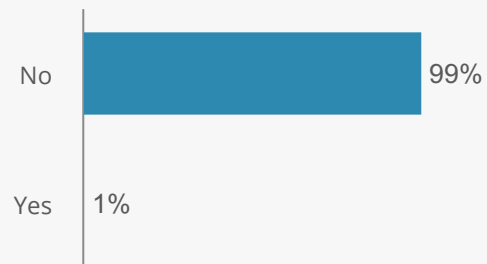
Fig. 15 Housing insecure

No — 90%
Yes — 10%

Fig. 16 Parent

Yes — 57%
No — 43%
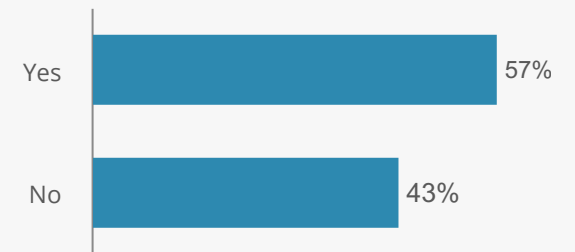
Executive Summary

School connectedness

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

Knowledge of policies, resources, and offices

While most participants were aware that confidential resources are available on campus, a majority were unsure or unaware of the Title IX coordinator. Most students knew where to get help if someone they know experiences sexual misconduct, and slightly more than half understood what happens when a student reports misconduct. About half of participants confirmed they have learned about sexual misconduct through trainings or other programs.

Sexual misconduct

Seventeen percent (17%) of participants said that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at Quinsigamond Community College. The prevalence of sexual harassment varied by age, sexual orientation, enrollment status, race/ethnicity, and parenting status.

Reporting

The majority of participants who experienced sexual misconduct did not report the incident to campus officials. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report, they were worried it would interfere with their schoolwork or other activities, and the incident occurred when school was not in session.

Bystander intervention

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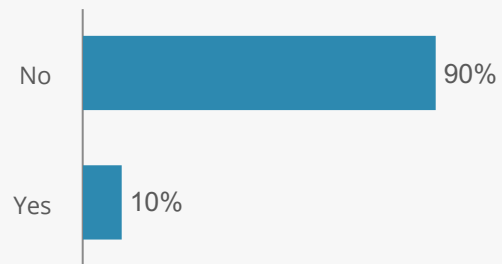
Campus climate and confidence in reporting

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 very high among students who have not experienced sexual misconduct.

Findings

School Connectedness

Perceptions of Belonging, Well-being, and Equity

Students were asked to what extent they agreed or disagreed with statements about their feelings of belonging, well-being, and equity at Quinsigamond 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.

3.2/4

Belonging

3.1/4

Equity

3.3/4

Well-being

1 = negative response
4 = positive response

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

Perceptions of belonging, equity, and well-being varied among demographic groups.

Belonging

Students with disabilities and White students reported a lower sense of belonging than students without disabilities and BIPOC students.

Equity

TGQN students and students with disabilities were less likely to agree that the College treats students equitably than men, women, and students without disabilities.

Well-being

Transfer students reported a lower sense of well-being than non-transfer students.

Fig. 17 Differences in perceptions of belonging

Group	Value
BIPOC	3.3
Non-Disability	3.3
Overall	3.2
White	3.2
Disability	3.1

Fig. 18 Differences in perceptions of equity

Group	Value
Man	3.1
Non-Disability	3.1
Woman	3.1
Overall	3.1
Disability	2.9
TGQN	2.7
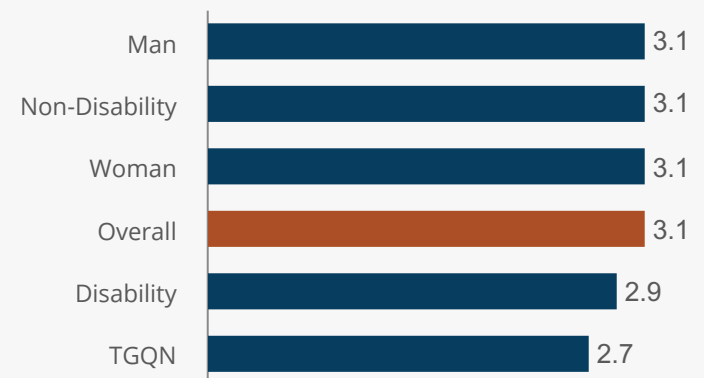
Fig. 19 Differences in perceptions of well-being

Group	Value
Non-Transfer	3.3
Overall	3.3
Transfer	3.1

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.

About half of students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Quinsigamond Community College (51%) and indicated that they know Title IX protections against sexual misconduct (51%).

A majority of students knew that there are confidential resources available on campus (79%), and two-thirds knew where at the College they could get help if someone they know experiences sexual misconduct (66%). A slight majority understood what happens when a student reports sexual misconduct (59%).

Fig. 20 Knowledge of campus resources and policies

Category	Percent
Know there are confidential resources on campus	79%
Know where to get help	66%
Understand what happens when a student reports sexual misconduct	59%
Know Title IX protections	51%
Learned about sexual misconduct through classes, trainings, or other programs	51%
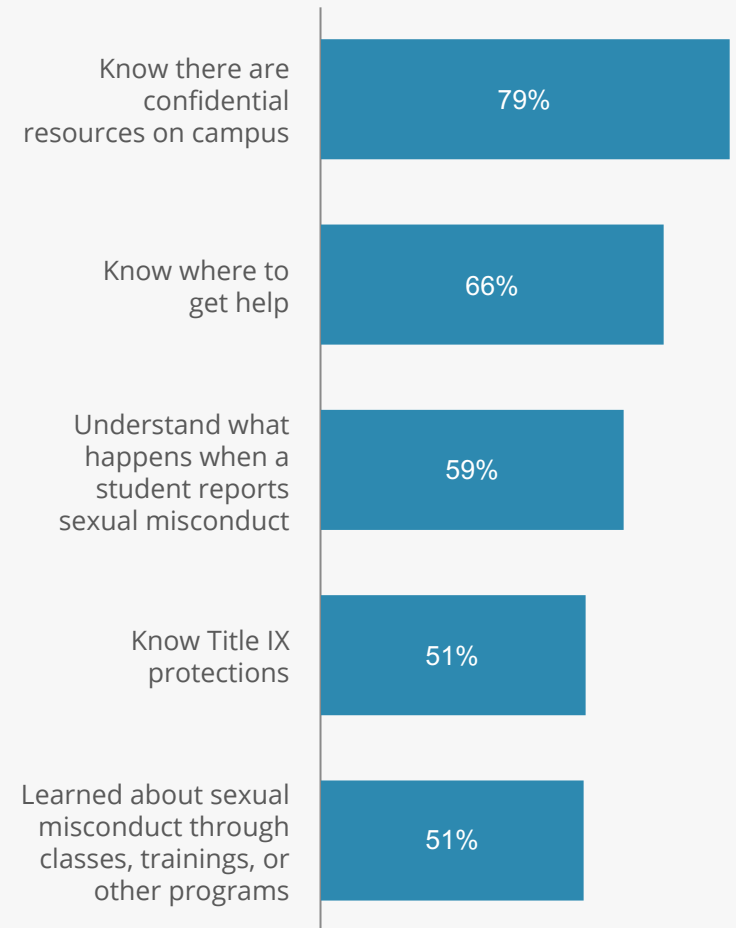
Knowledge of Campus Offices and Departments

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

Most students confirmed that they knew about the Food Pantry and Resource Center (69%) and the Office of Counseling and Wellness (60%). Less than half knew about the health and wellness services (40%).

When asked if Quinsigamond Community College has a Title IX Coordinator, 72% answered that they were unsure, 22% of participants answered 'yes,' and 6% of participants answered 'no.'

Fig. 21 Knowledge of campus offices or departments

Department	Percentage
Food Pantry and Resource Center	69%
Counseling and Wellness	60%
Health and Wellness	40%
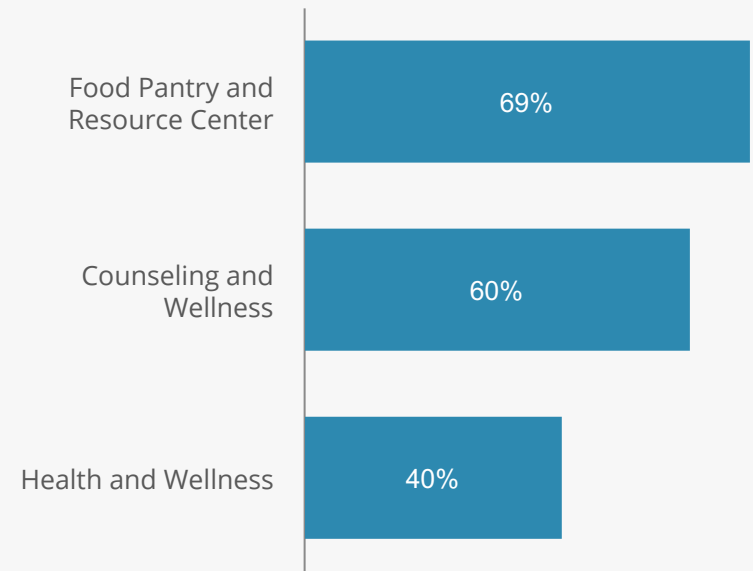
Fig. 22 Does QCC have a Title IX coordinator?

Response	Percentage
Unsure	72%
Yes	22%
No	6%
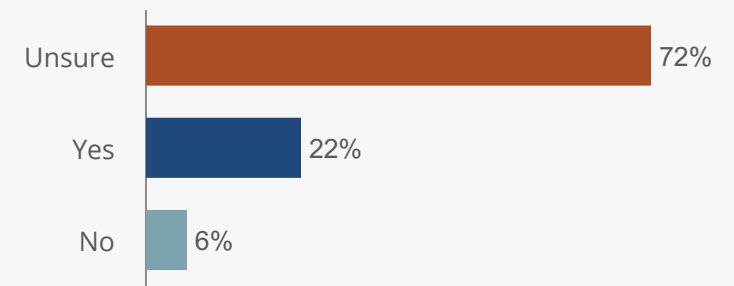
Knowledge of Sexual Misconduct Prevention

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

Prevention
Forty-four percent (44%) of students confirmed that they have received information on how to intervene as a bystander and 61% received information on how to help prevent sexual misconduct.

Definitions and Policies
Most students were informed of the school's policy on sexual misconduct (75%) and confirmed that they received information on the definition of sexual misconduct (63%). About two-thirds (67%) were informed of the definition of consent and how to obtain it from a sexual partner.

Reporting and Resources
Slightly more than half of students received information on how to report sexual misconduct (59%) and where to get help if someone they know experiences sexual misconduct (53%).

Fig. 23 Received information about the following from someone at the school

| Category	Percent
School's sexual misconduct policy	75%
Definition of consent	67%
Definition of sexual misconduct	63%
How to help prevent sexual misconduct	61%
How to report	59%
Where to get help	53%
Bystander intervention	44%
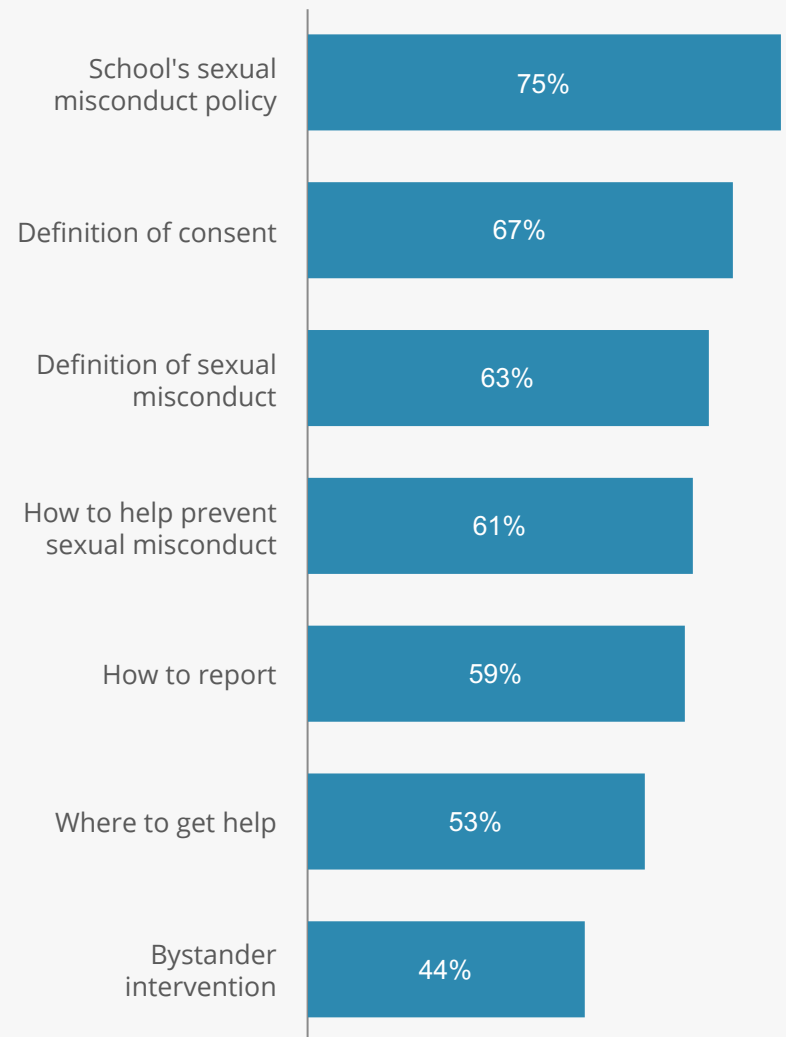
Differences in Knowledge of Resources and Policies

Students' overall knowledge of campus resources and policies relevant to sexual misconduct varied by race.

White students were less likely to agree that they knew this information compared to BIPOC students.

Fig. 24 Differences in knowledge of campus resources and policies

BIPOC — 67%
Overall — 61%
White — 57%
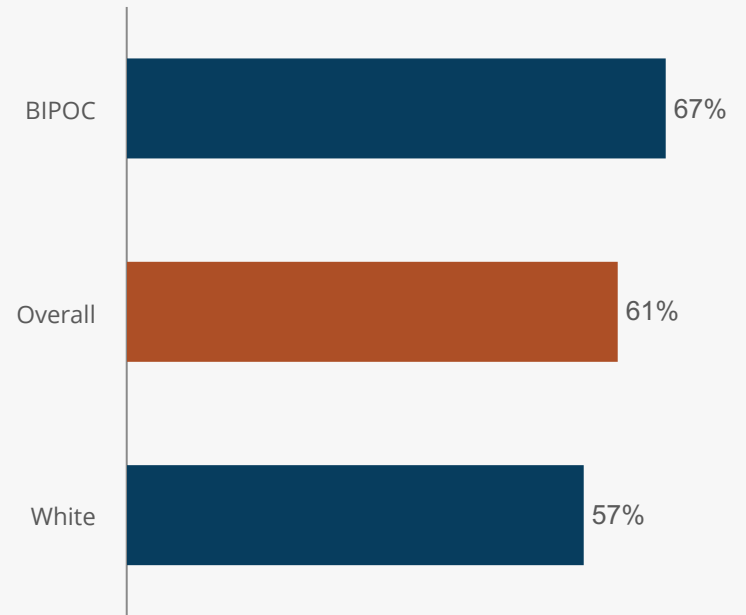
Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at Quinsigamond 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 Quinsigamond Community College is doing a good job of trying to prevent sexual misconduct from occurring, and of holding perpetrators accountable.

3.3/4

Campus Culture

1 = negative response
4 = positive response

Differences in Perception of Campus Culture

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

Groups who had a less favorable view of the campus culture, and were less likely to agree that the school is doing a good job of preventing and responding to sexual misconduct than their counterparts included:

- TGQN students and women
- Students aged 18-24
- Non-Pell grant recipients
- Non-parents or guardians

Fig. 25 Differences in perception of campus culture

Group	Value
Man	3.4
Parent	3.4
25-29	3.3
30+	3.3
Pell Grant	3.3
Overall	3.3
Woman	3.3
21-24	3.2
Non-Parent	3.2
Non-Pell Grant	3.2
18-20	3.1
TGQN	2.9
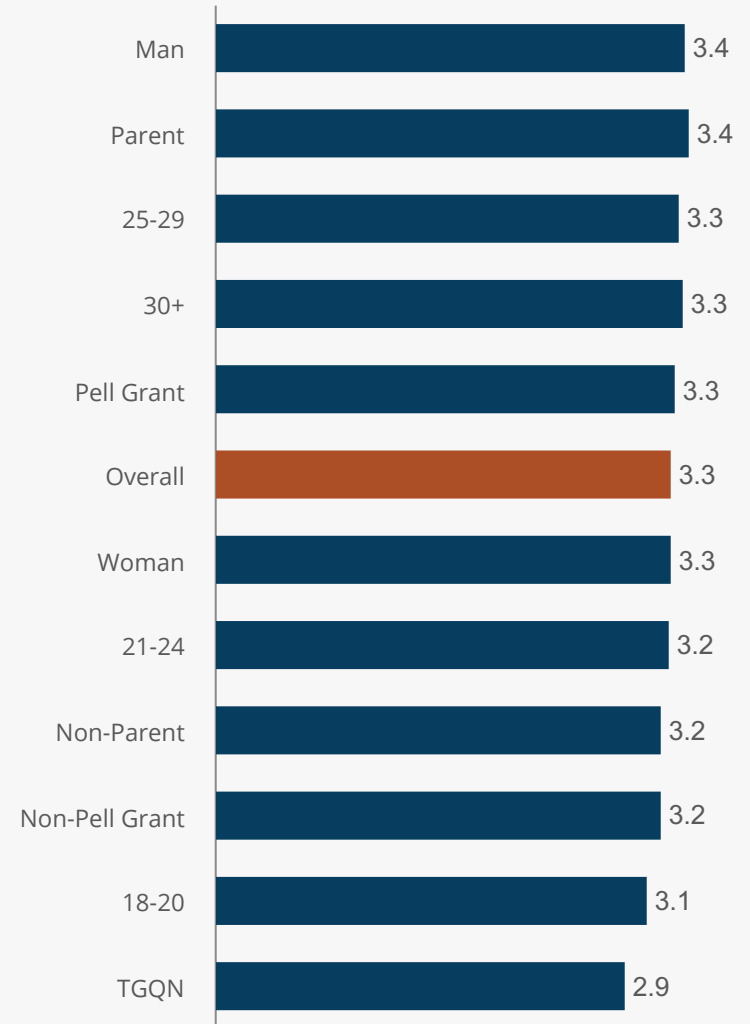
1 = negative response
4 = positive response

Confidence in Reporting

Participants who did not experience an incident of sexual misconduct since they have been a student at Quinsigamond Community College were asked about their confidence in the school's reporting process and campus resources. Nineteen percent (19%) of students indicated that they would go to the counseling, health, or wellness services, 17% would go to campus police, and 27% would go to another employee if they experienced sexual misconduct.

A majority of students believed that their case would be taken seriously if they reported an incident of sexual misconduct (93%) and that the school would respect their decision about what to do (92%). Most also felt that the school would address the factors that may have led to the incident (89%).

Ninety-five percent (95%) of students believed that their privacy and safety would be protected. Seven percent (7%) believed that the College would blame them or not believe them about the incident.

Eighty-five percent (85%) believed that the school would provide support and accommodations and of those who self-identified as having a disability, 80% believed that the College would properly accommodate their disability.

Fig. 26 If an incident of sexual misconduct occurred, I believe QCC would...

Category	Percentage
Protect my safety	95%
Protect my privacy	95%
Take it seriously	93%
Respect my decision	92%
Address factors that led to the incident	89%
Provide accommodations	85%
Accommodate my disability	80%
Blame me	7%
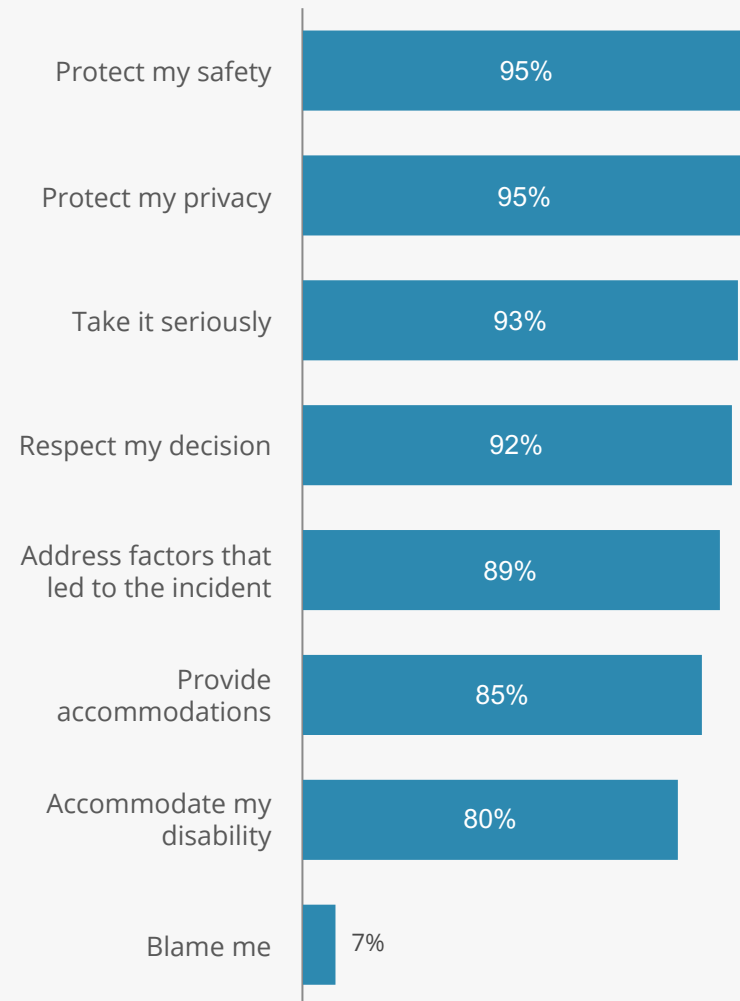
Findings

Personal Experience

17% 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 Quinsigamond Community College. Overall, 17% of participants indicated experiencing at least one form of sexual misconduct.

- **13%** experienced intimate partner violence
- **13%** experienced sexual harassment
- **7%** experienced stalking
- **3%** experienced sexual assault
- **2%** experienced rape

INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact.[1]

1 Hirsch, J. S. & Khan, S. (2020). Sexual citizens: A landmark study of sex, power and assault on campus. WW Norton.

Fig. 27 Prevalence of sexual misconduct

Category	Percentage
Intimate Partner Violence	13%
Sexual Harassment	13%
Stalking	7%
Sexual Assault	3%
Rape	2%

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

13% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at Quinsigamond Community College. 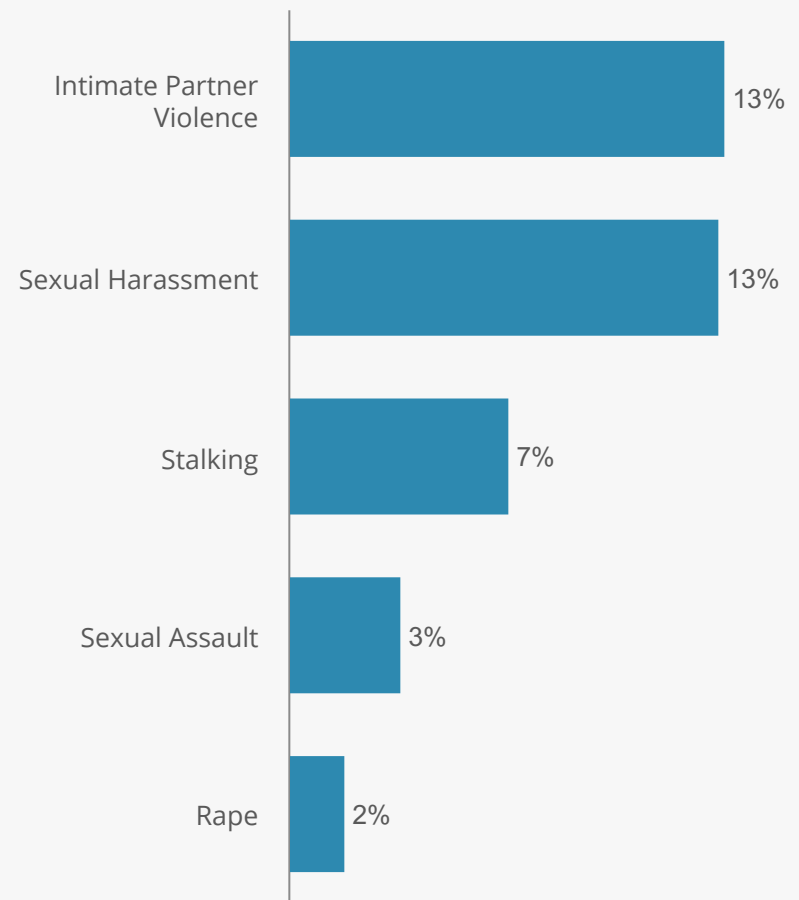Overall, 10% of participants indicated experiencing sexual harassment and 3% experienced sexual harassment more than once.

The highest percentage of students reported that someone treated them differently or condescendingly because of their gender or sex (10%).

- **7%** indicated someone made unwanted sexual advances, comments, gestures, or jokes toward them
- **4%** indicated someone continuously asked them to hang out or hook up despite saying no
- **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
- **2%** indicated someone treated them badly for refusing to have sex

Fig. 28 Prevalence of sexual harassment

Category	Percent
Treated differently or condescendingly because of gender or sex	10%
Unwanted advances, comments, gestures, or jokes	7%
Continuously asked to hang out or hook up despite declining	4%
Showed sexual photos/videos they didn't ask to see	3%
Shared or threatened to share sexual photos, videos, or rumors	2%
Threatened or offered something in return for sexual contact	2%
Treated badly for refusing to have sex	2%

Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among demographic groups.

- Students aged 18-20 and 25-29 were more likely to experience sexual harassment than students in other age groups.

- Full-time students were more likely to experience sexual harassment than part-time students.

- LGB+ students were more likely to experience sexual harassment than straight students.

- Students who did not identify as parents or guardians were more likely to experience sexual harassment than their counterparts.

- White students were more likely to experience sexual harassment than BIPOC students.

Fig. 29 Prevalence of sexual harassment by demographics

Demographic	Percentage
18-20	30%
Full-time	25%
LGB+	22%
Non-parent/guardian	19%
White	17%
25-29	17%
Overall	13%
Woman	12%
Straight	10%
Part-time	8%
30+	7%
21-24	6%
BIPOC	6%
Parent/guardian	3%
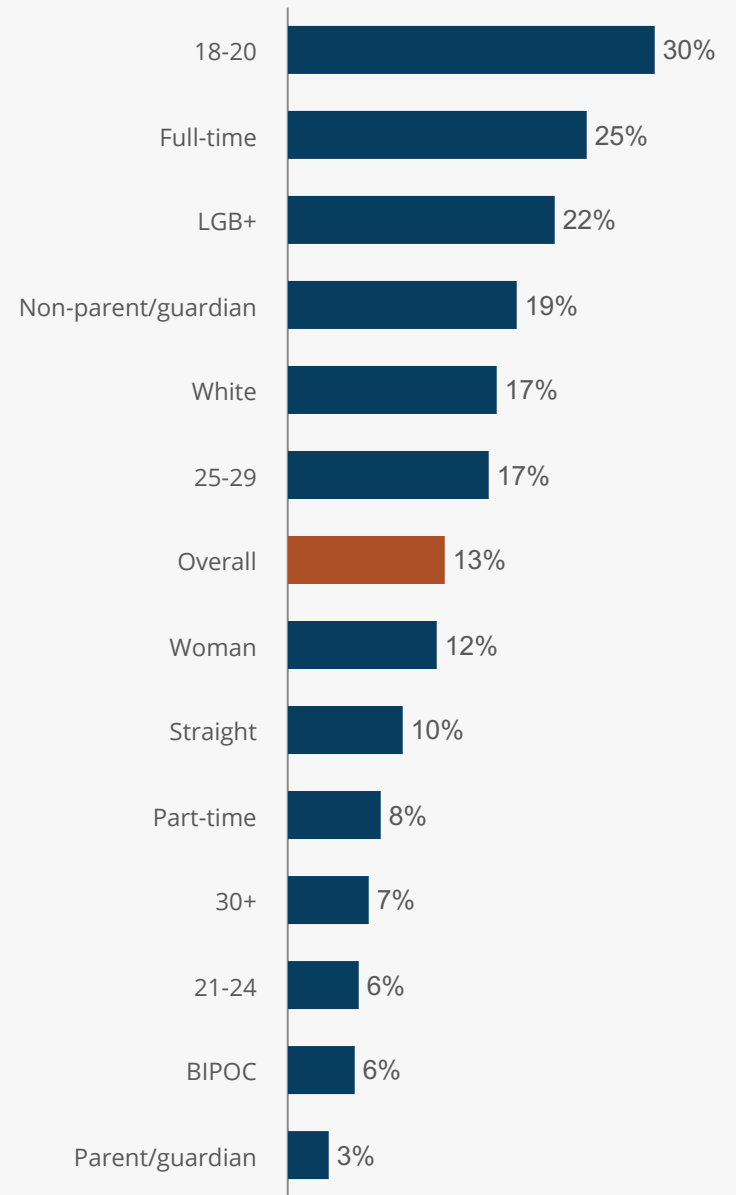
Perpetrators of Sexual Harassment

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%), followed by an employee other than a professor, TA, coach, or trainer (39%) and an acquaintance, friend of a friend, or someone they just met (27%).

Fig. 30 Perpetration of sexual harassment

Category	Percentage
Other student	64%
Other*	45%
Other employee	39%
Acquaintance	27%
Professor	12%
Boss or supervisor	0%
Someone else	0%
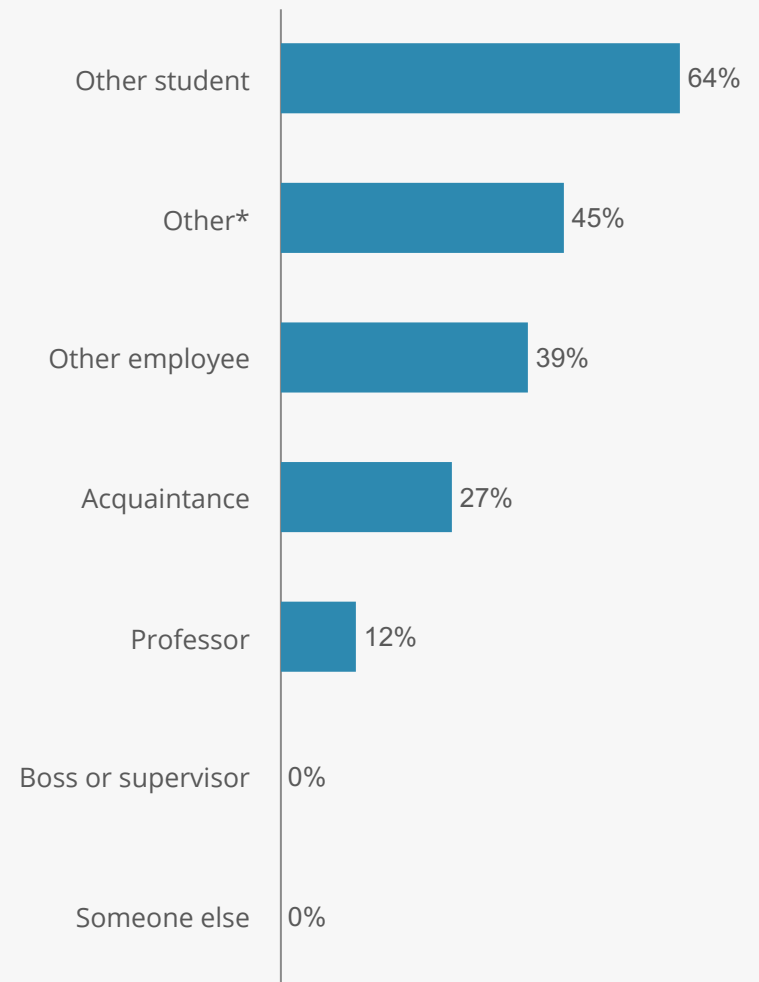
*Other includes coworker, current or former partner or spouse, current or former friend or roommate, a family member, coach or trainer, TA, stranger, and unsure. The prevalence of these responses were too small to report separately.

Locations Where Sexual Harassment Occurred

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

The highest percentage of students indicated that the incident occurred at a classroom or other academic building (65%).

Fig. 31 Prevalence of sexual harassment by location

Classroom/Academic building — 65%

Other* — 35%
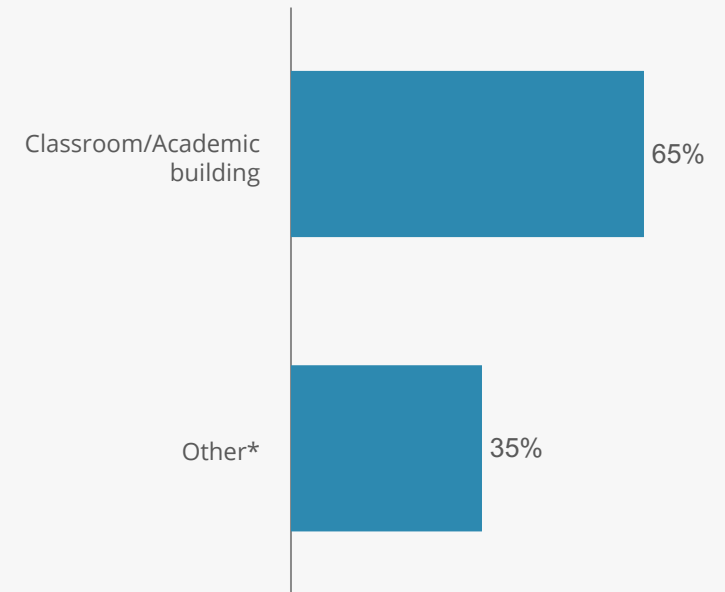
*Other includes a restaurant, bar, or club, space used by a student club or organization, online, and another place. The prevalence of these responses were too small to report separately.

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 (73%), a majority did not report the incident to the College.

- **15%** contacted counseling, health, or wellness services
- **15%** contacted campus police
- **27%** contacted another campus employee (e.g. Title IX Coordinator, professor, or staff member)

Fig. 32 Reporting of sexual harassment
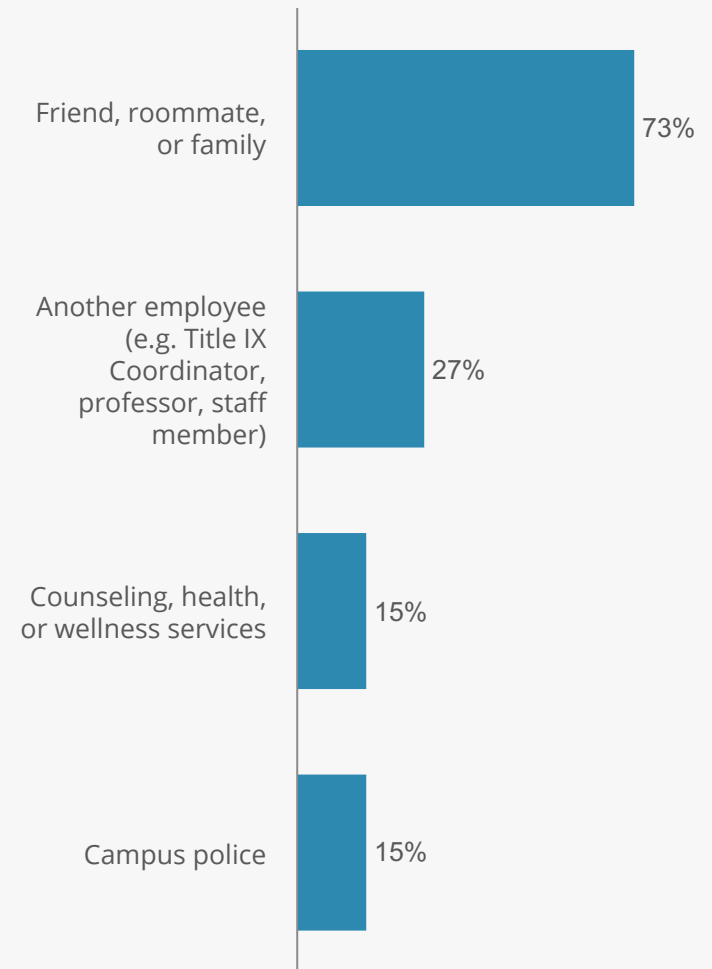
Friend, roommate, or family	73%
Another employee (e.g. Title IX Coordinator, professor, staff member)	27%
Counseling, health, or wellness services	15%
Campus police	15%

Sexual Harassment and Discrimination

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

- **45%** believed the incident was related to their gender identity or gender expression

- **12%** believed the incident was related to their sexual orientation

- **6%** believed the incident was related to their race or ethnicity

- **6%** believed the incident was related to their disability status

- **12%** believed the incident was related to another identity marker

Fig. 33 Sexual harassment and discrimination

Gender identity or expression — 45%
Sexual orientation — 12%
Race/ethnicity — 6%
Disability status — 6%
Other — 12%
None of the above — 39%
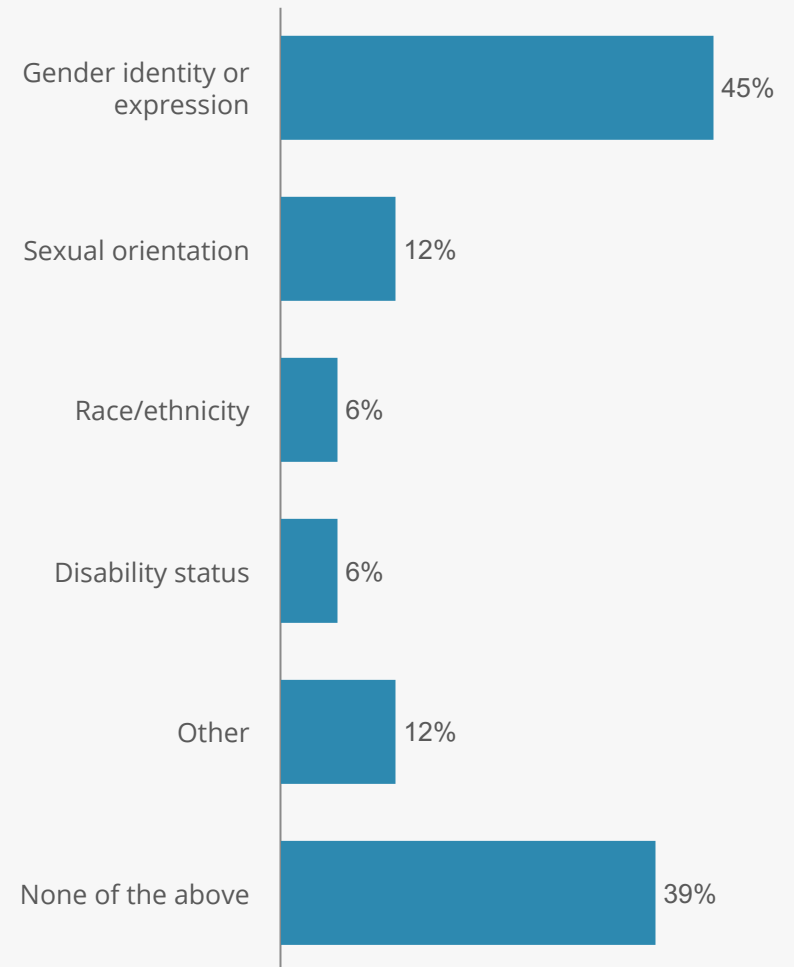
4% of Students Experienced Sexual Violence

The survey asked students about their experiences of sexual assault and rape since they have been a student at QCC. 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. 34 Prevalence of sexual violence

96%

4%

■ Experienced sexual violence
■ Did not experience sexual violence
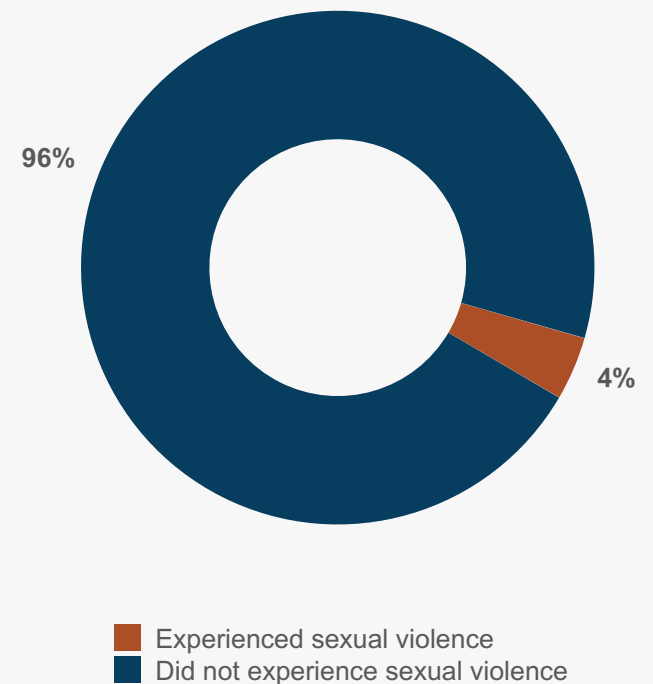
13% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at QCC. Overall, 2% of participants indicated experiencing IPV once and 12% experienced IPV more than once.

- **9%** indicated a current or former partner called them names, insulted, or humiliated them

- **9%** indicated a current or former partner controlled or attempted to control them physically, emotionally, or financially

- **4%** indicated a current or former partner physically hurt or injured them

- **3%** indicated a current or former partner threatened to hurt them, their family, friends, pets or threatened to hurt themself

The prevalence of intimate partner violence was too small to report any differences observed across demographic groups.

Fig. 35 Prevalence of intimate partner violence

Category	Percentage
Called them names, insulted, or humiliated	9%
Controlled or attempted to control them	9%
Physically hurt or injured	4%
Threatened to hurt them, family, friends, pet, or self	3%
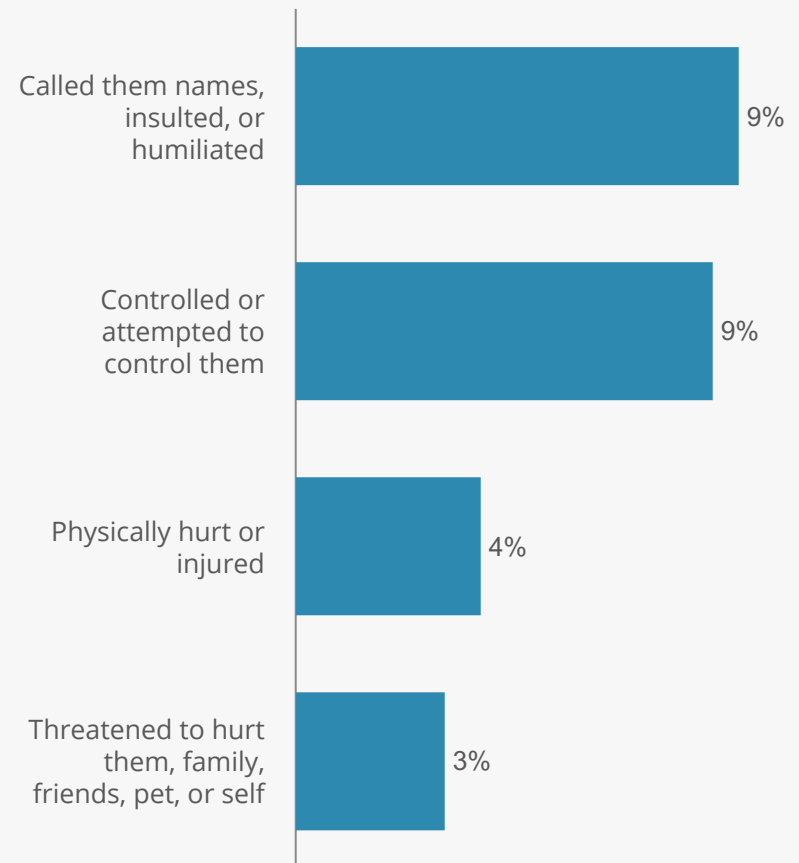
Reporting of Intimate Partner Violence

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

While about half of students told a friend, roommate, or family member (54%), a majority did not report the incident to the College.

- **15%** contacted campus police
- **8%** contacted counseling, health, or wellness services
- **8%** contacted another campus employee (e.g. Title IX Coordinator, professor, or staff member)

Fig. 36 Reporting of intimate partner violence
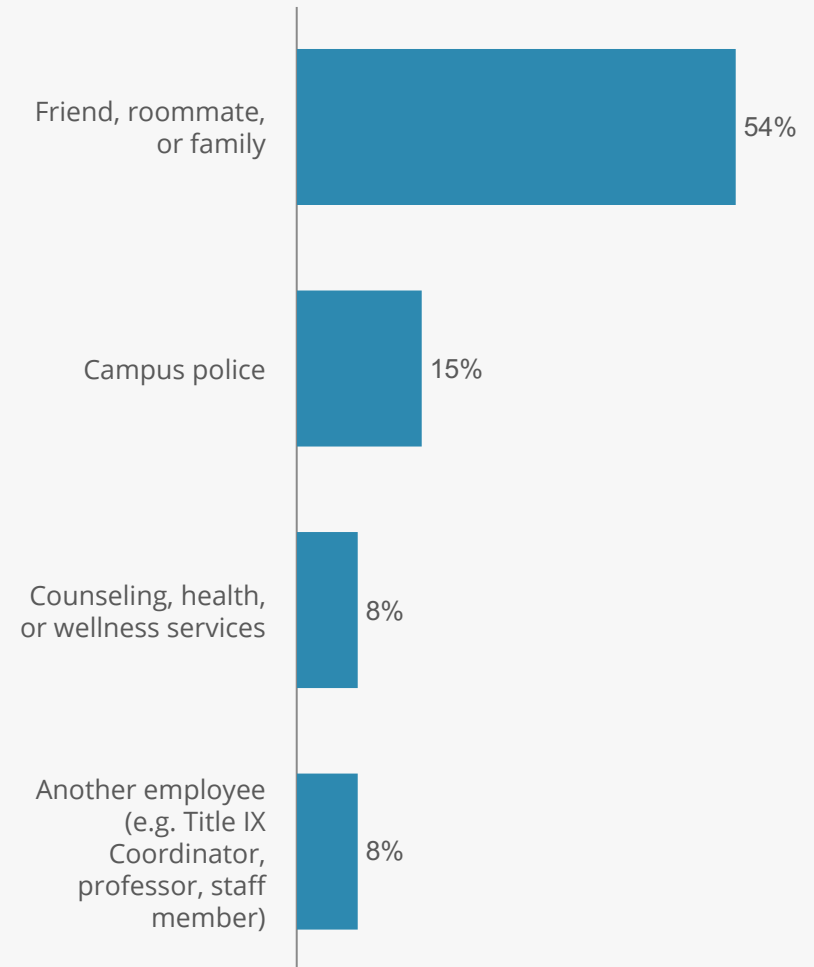
Category	Percentage
Friend, roommate, or family	54%
Campus police	15%
Counseling, health, or wellness services	8%
Another employee (e.g. Title IX Coordinator, professor, staff member)	8%

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.

- **8%** believed the incident was related to their gender identity or gender expression
- **8%** believed the incident was related to their disability status
- **8%** believed the incident was related to another identity marker

Fig. 37 Intimate partner violence and discrimination

Category	Percentage
Gender identity or expression	8%
Disability status	8%
Sexual orientation	0%
Race/ethnicity	0%
Other	8%
None of the above	77%
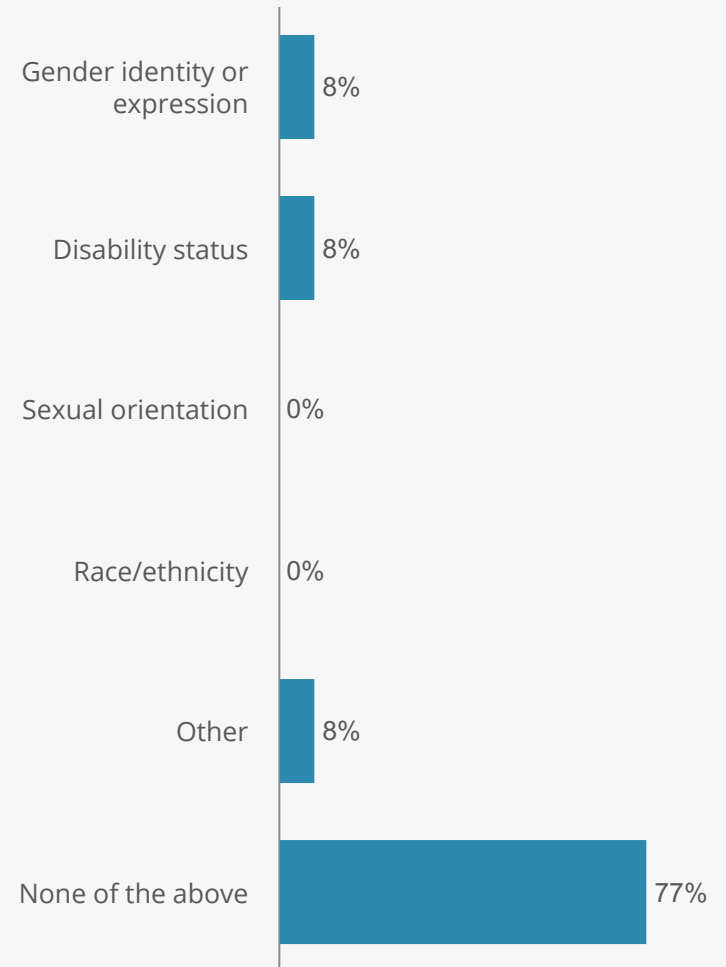
7% of Students Experienced Stalking

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 QCC. Overall, 1% of participants indicated experiencing stalking one and 6% experienced stalking more than once.

The highest percentage of students reported that someone repeatedly called them or sent unwanted messages (5%).

- **3%** indicated someone waited for them or showed up in places when they didn't want them there

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

- **2%** indicated someone watched, followed, spied on, tracked, or monitored them

- **1%** indicated someone left them unwanted gifts, flowers, or other items

The prevalence of stalking was too small to report any differences observed across demographic groups.

Fig. 38 Prevalence of stalking by behavior
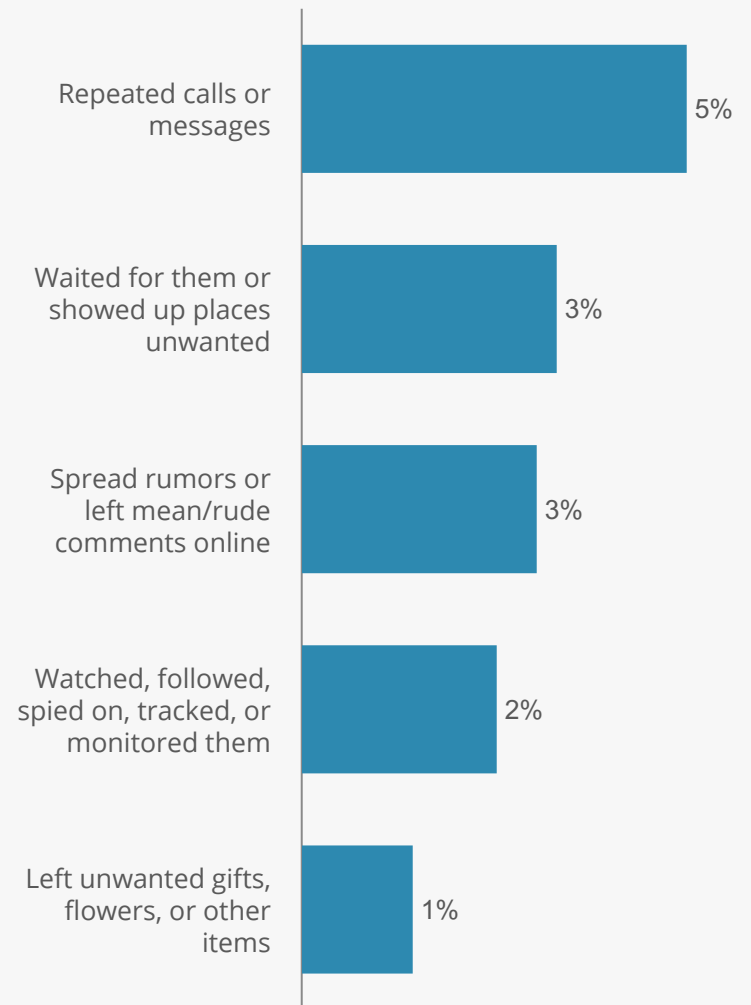
Perpetration and Reporting of Stalking

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 acquaintance, friend of a friend, or someone they just met, another student, and a current or former partner or spouse, however, the response rates were too small to report the exact prevalence 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 (58%), a majority did not report the incident to the College.

- **11%** contacted campus police
- **6%** contacted counseling, health, or wellness services
- **28%** contacted another campus employee (e.g. Title IX Coordinator, professor, or staff member)

Fig. 39 Reporting of stalking
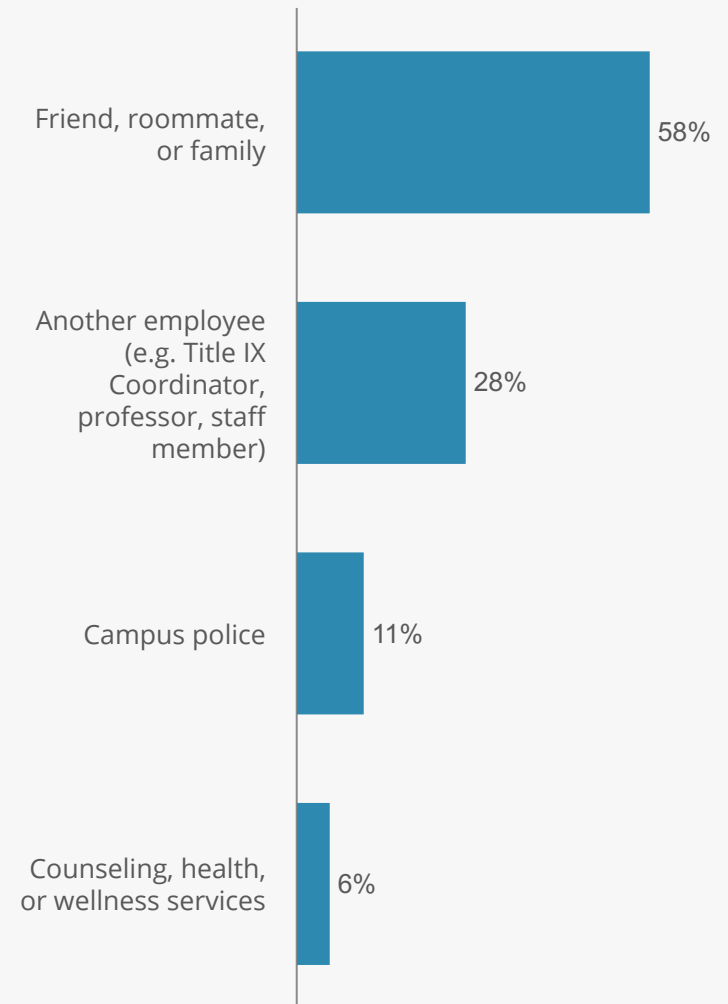
Category	Percent
Friend, roommate, or family	58%
Another employee (e.g. Title IX Coordinator, professor, staff member)	28%
Campus police	11%
Counseling, health, or wellness services	6%

Stalking and Discrimination

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

- **17%** believed the incident was related to their gender identity or gender expression
- **11%** believed the incident was related to their sexual orientation
- **6%** believed the incident was related to their race or ethnicity
- **6%** believed the incident was related to their disability status
- **17%** believed the incident was related to another identity marker

Fig. 40 Stalking and discrimination

Gender identity or expression — 17%
Sexual orientation — 11%
Race/ethnicity — 6%
Disability status — 6%
Other — 17%
None of the above — 50%
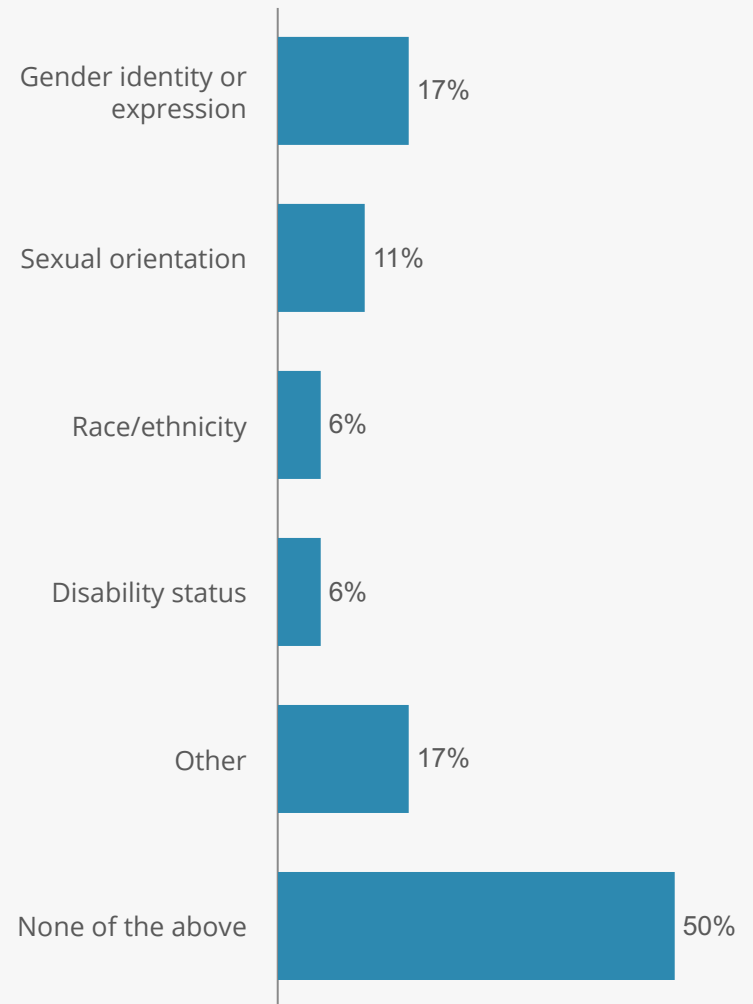
Findings

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 why students did not report the incident were they did not think the incident was serious enough to report (51%), they were worried it would take time away from their studies or other activities (34%), and the incident occurred when school was not in session (31%).

Fig. 41 Reasons participants did not report sexual misconduct

Reason	Percentage
Didn't think it was serious enough	51%
Worried it would interfere with school/activities	34%
Incident occurred when school was not in session	31%
Didn't trust it'd be taken seriously	26%
Concerned about confidentiality	26%
Worried about being blamed/not believed	23%
Worried about not getting desired outcome	23%
Didn't know who/how to contact for help	14%
Didn't want perpetrator to get in trouble	14%
Worried about retaliation from perpetrator	9%
Worried they'd be unable to accommodate disability	6%
Worried about discipline for using drugs, alcohol, etc.	6%
Another reason	31%

Experiences with the Reporting Process

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

Slightly less than half of students indicated that the reporting process was clearly explained to them (46%), about a third said they were given information about civil and criminal remedies (31%), and 23% were given information about protections from retaliation.
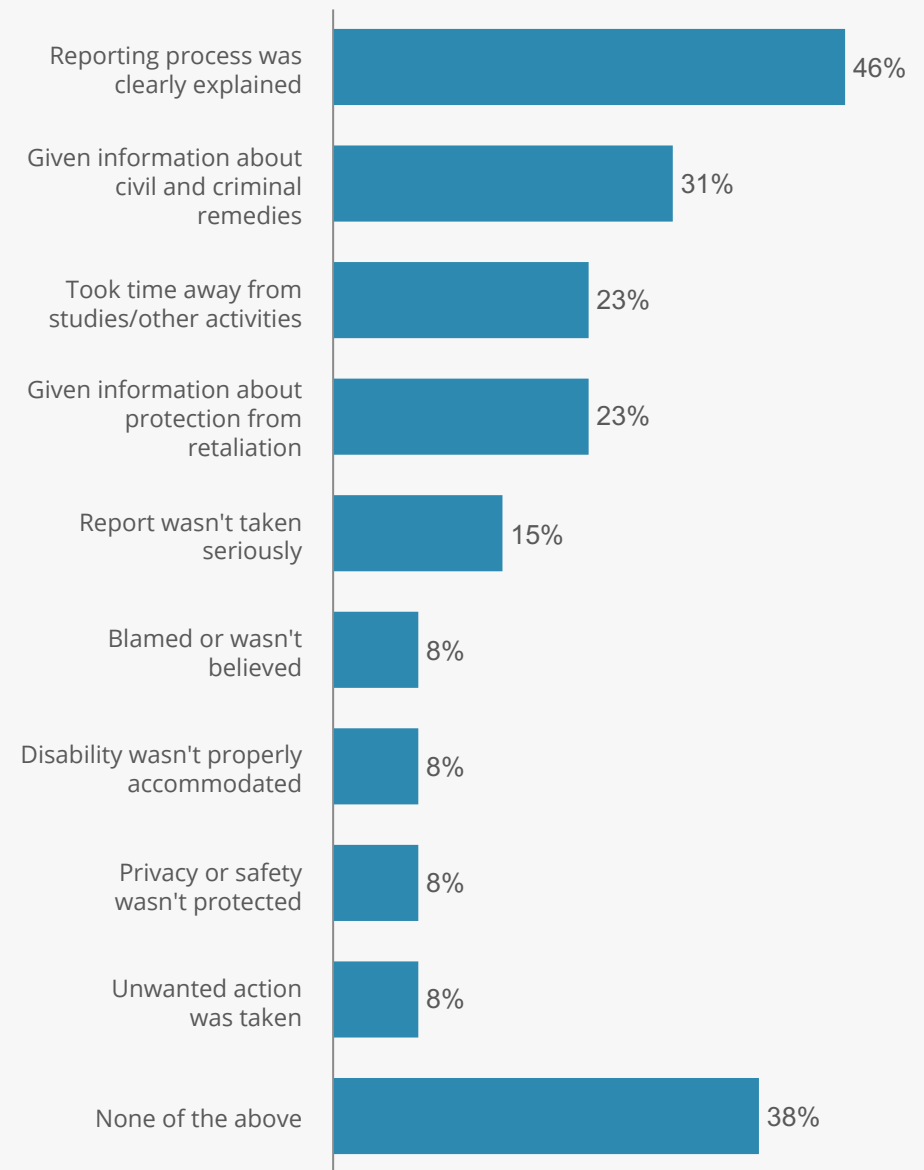
Twenty-three percent (23%) felt the reporting process took time away from their studies or other activities and 15% felt that their report was not taken seriously.

Fig. 42 Experiences reporting sexual misconduct

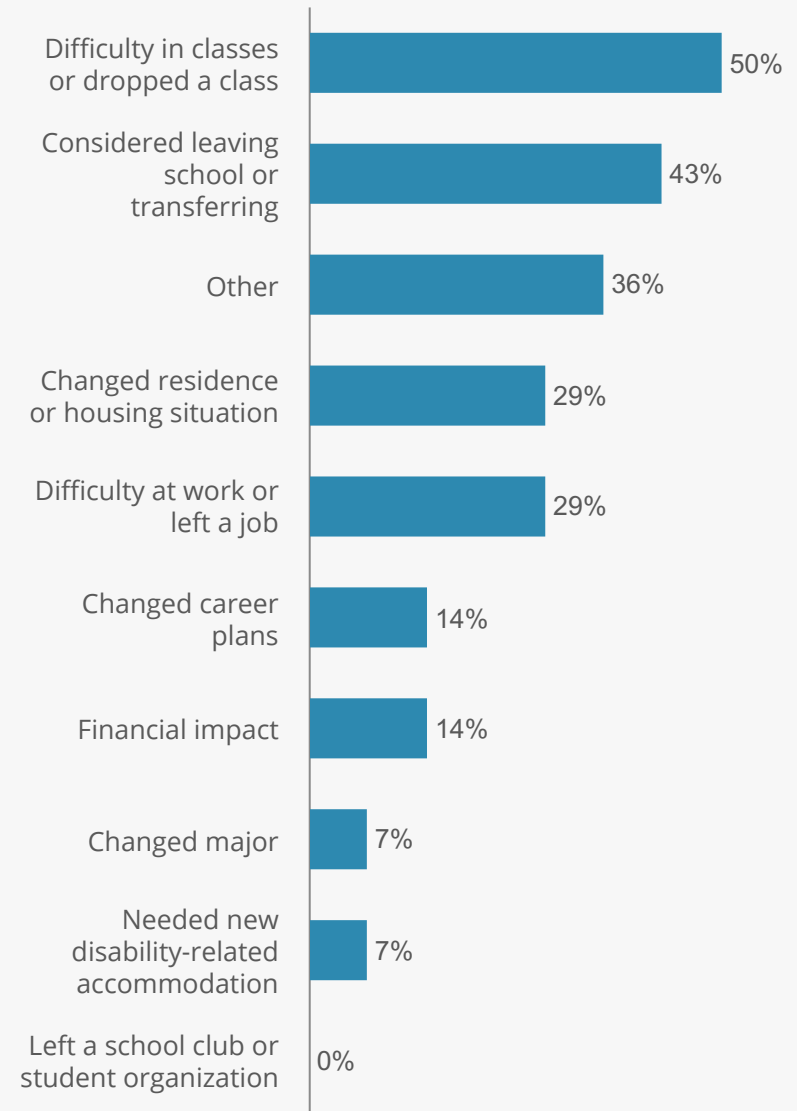|	
Reporting process was clearly explained	46%
Given information about civil and criminal remedies	31%
Took time away from studies/other activities	23%
Given information about protection from retaliation	23%
Report wasn't taken seriously	15%
Blamed or wasn't believed	8%
Disability wasn't properly accommodated	8%
Privacy or safety wasn't protected	8%
Unwanted action was taken	8%
None of the above	38%

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 following the incident.

Half of students who experienced sexual misconduct had difficulty in classes or dropped a class (50%), and close to half considered leaving school or transferring (43%).

Close to a third of students who experienced sexual misconduct had difficulty at work or left a job (29%) and 14% changed their career plans and experienced some sort of financial impact.

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

Impact	Percentage
Difficulty in classes or dropped a class	50%
Considered leaving school or transferring	43%
Other	36%
Changed residence or housing situation	29%
Difficulty at work or left a job	29%
Changed career plans	14%
Financial impact	14%
Changed major	7%
Needed new disability-related accommodation	7%
Left a school club or student organization	0%

Mental Health Impacts

Students who experienced 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 QCC.
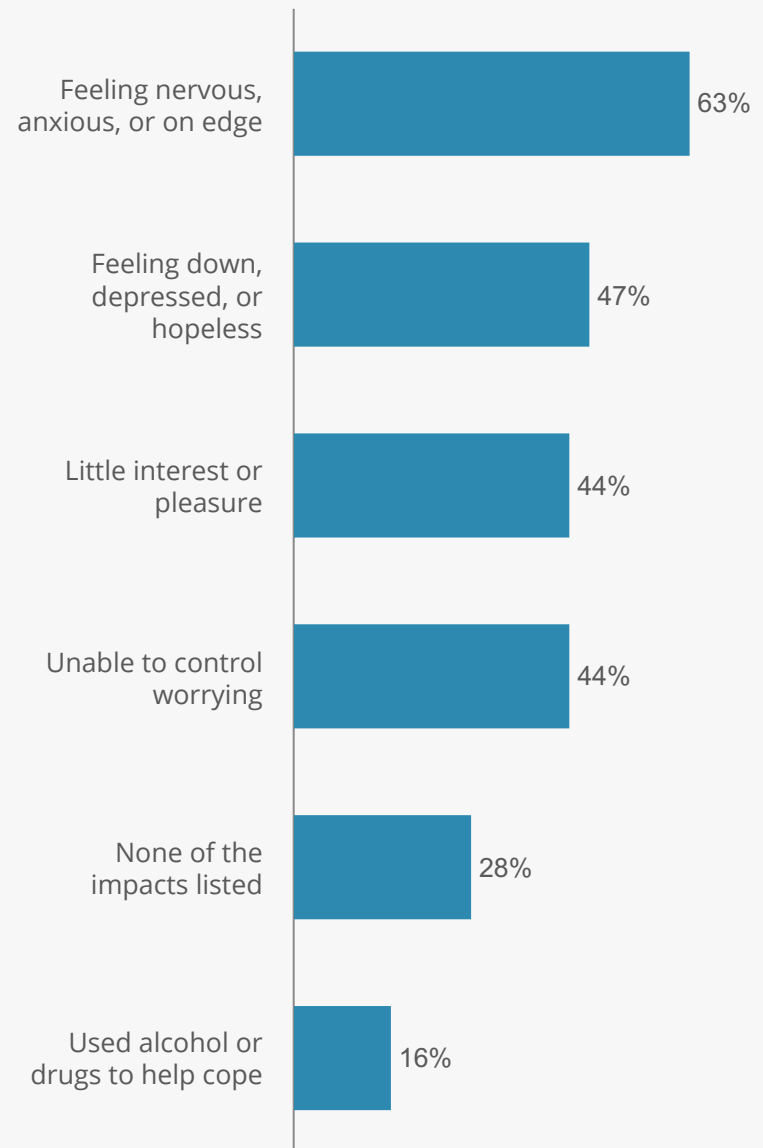
Most students who experienced sexual misconduct reported that they felt nervous, anxious, or on edge (63%) and close to half felt down, depressed, or hopeless (47%).

INSIGHTS

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

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

Fig. 44 Impacts on mental health

| Impact	Percentage
Feeling nervous, anxious, or on edge	63%
Feeling down, depressed, or hopeless	47%
Little interest or pleasure	44%
Unable to control worrying	44%
None of the impacts listed	28%
Used alcohol or drugs to help cope	16%

Findings

Bystander Intervention

Bystander Behaviors

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

- **8%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, 40% intervened in some way.

- **7%** thought someone might be in an abusive relationship. Among those, 48% intervened in some way.

- **3%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 27% intervened in some way.

- **2%** learned of rumors that someone forced someone else to have sex. Among those, none said that they intervened.

Fig. 45 Percentage of students who witnessed sexual misconduct and intervened

Witnessed someone trying to hook up with someone else who was unable to consent — 8% / 40%

Thought someone might be in an abusive relationship — 7% / 48%

Witnessed someone make unwanted sexual comments, jokes, or gestures — 3% / 27%

Learned of rumors that someone forced someone else to have sex — 2% / 0%
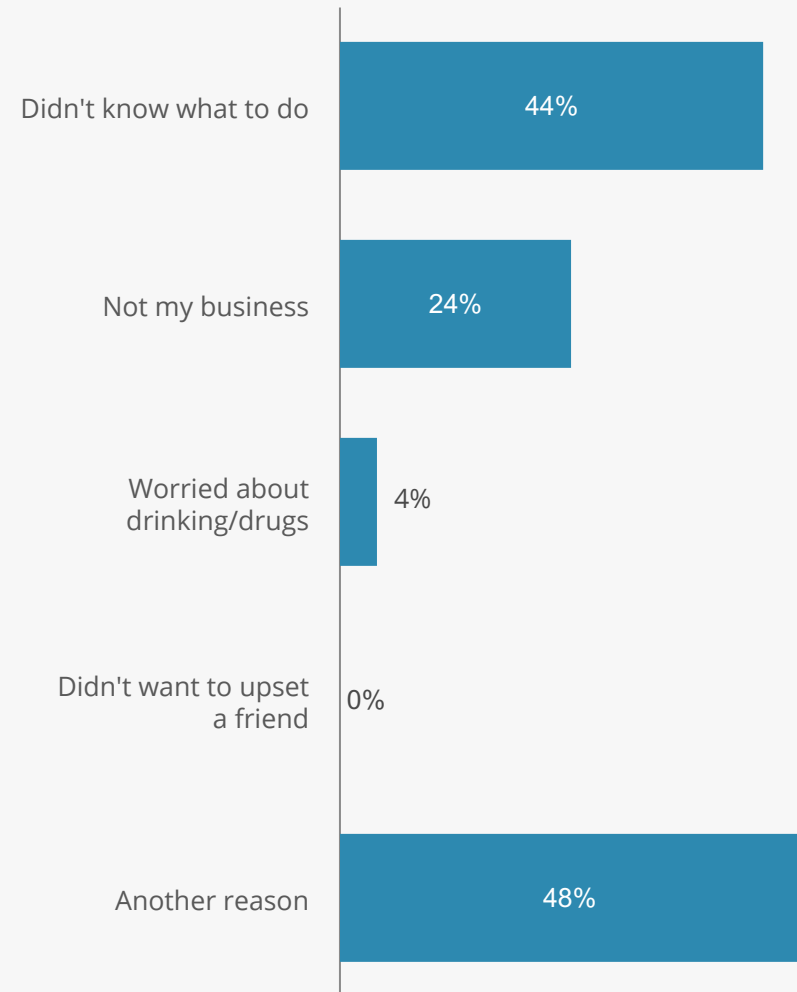
■ Witnessed ■ Intervened
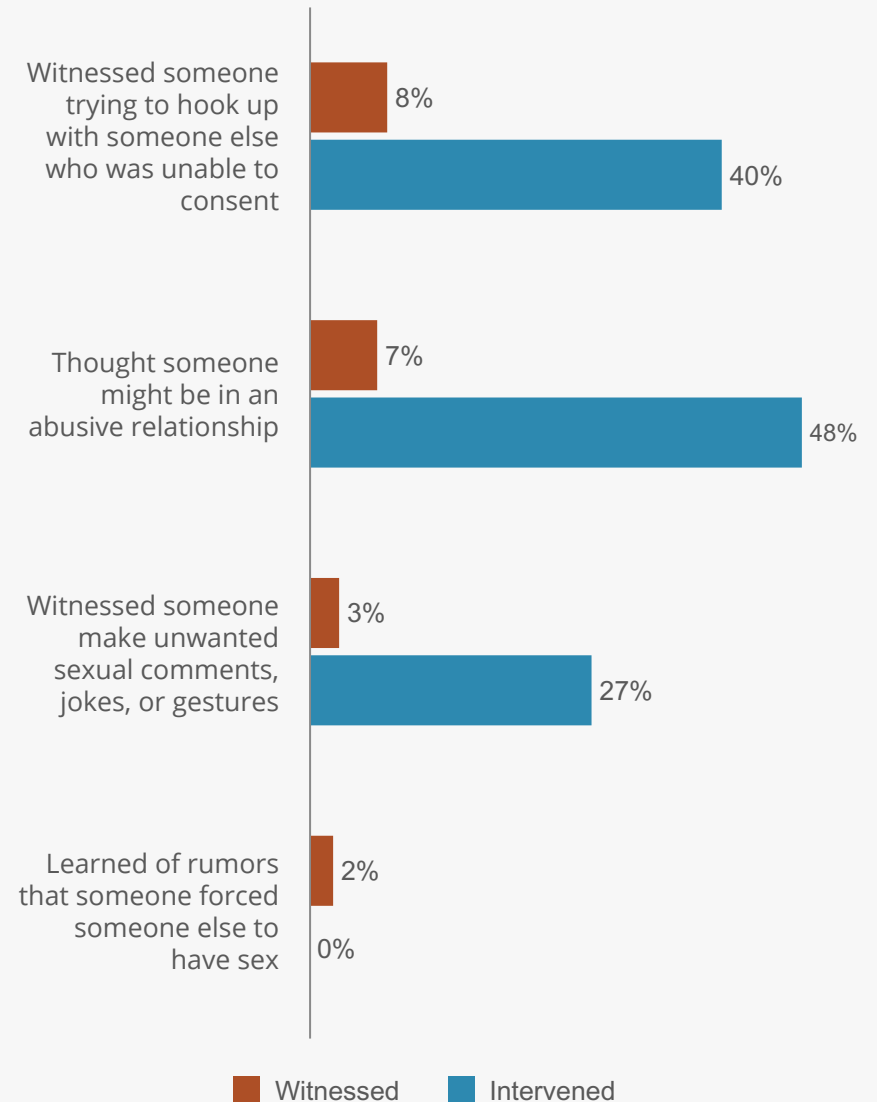
Why Students Did Not Intervene

Students who witnessed certain situations of sexual misconduct since they have been a student at QCC were asked about reasons why they did not intervene.

- **44%** were not sure what to do

- **24%** felt it was not their business to intervene

- **4%** did not want to get in trouble for drinking and/or doing drugs

- **48%** did not intervene for another reason

Fig. 46 Reasons students did not intervene

- Didn't know what to do — 44%
- Not my business — 24%
- Worried about drinking/drugs — 4%
- Didn't want to upset a friend — 0%
- Another reason — 48%

Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the Quinsigamond Community College Student Experience Survey. We recognize that it may not be feasible to implement all of these recommendations, but this list serves as a starting point for you to develop an evidence-based action plan.

Any mention of specific programs is not an endorsement of the program, but a recommendation that was developed based on evidence of risk and protective factors for sexual misconduct, effectiveness, accessibility, and input from experts.

Research supports that effective programming should 1) be implemented at several socio-ecological levels, 2) utilize various approaches, 3) and occur often. Research also shows that retention of knowledge and skills tends to decline after three months, highlighting the importance of frequent training and programming.[3]

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3 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

Some students expressed concerns about school connectedness and the campus culture.

- White students and students with disabilities reported a lower sense of belonging
- TGQN students and students with disabilities reported a lower sense of equity
- Transfer students reported a lower sense of well-being
- TGQN students, women, students aged 18-24, non-Pell grant recipients, and non-parents had less positive perceptions of the campus culture

pg. 13 & 21

Recommendations

1. Evaluate current steps being taken to protect students' physical and emotional safety and improvements that can be made.

2. Provide programming that addresses rape myths, gender norms, and unhealthy relationship dynamics.

3. Strengthen and expand on-campus services provided for TGQN students, students with disabilities, and transfer students.

4. Address systemic and cultural discrimination of gender minorities and students with disabilities on campus.

5. Consider conducting focus groups to better understand the experiences of students and their perceptions of the campus culture and belonging, equity, and well-being.

6. A low campus culture score indicates students believe the institution should be doing more to prevent and respond to sexual misconduct.

Key Findings

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

- 78% were unaware of the Title IX coordinator
- 41% did not know what happens when a report is made
- 34% did not know where to get help

pg. 15 - 18

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 White students.

Key Findings

39% of those who experienced sexual harassment said the perpetrator was an employee*

pg. 27

*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

Overall, reporting to campus officials was low.

Common reasons students did not report:

- Did not think it was serious enough
- Worried it would interfere with school or other activities
- The incident occurred when school was not in session
- Worried it would not be taken seriously

Students who did report experienced the above concerns and 69% were not given information on civil or criminal remedies and 54% said the reporting process was not clearly explained to them.

pg. 39 - 40

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.

Key Findings

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

pg. 42-43

Recommendations

1. Educate faculty about the role mental health can play in academic performance and the support resources that are available to students.

2. Evaluate whether campus counseling and health services have the capacity to handle students' needs.

3. Ensure that professors and staff are able to identify signs of mental health concerns within the classroom and are equipped with skills to provide support and referrals including options for off-campus resources and services.

Key Findings

Students may benefit from bystander training.

- 56% of students have not received information on bystander intervention
- 44% of students who witnessed an incident did not intervene because they did not know what to do

pg. 17 & 46

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