



# Berkshire Community College Student Experience Survey

2024 Report



**PREPARED FOR**

Berkshire Community  
College  
June 2024

**PREPARED BY**

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# 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

### Knowledge of Resources, Policies, and Offices

- 14 Knowledge of Resources and Policies
- 15 Knowledge of Offices
- 16 Knowledge of Essential Information

### Campus Climate

- 18 Campus Culture
- 19 Demographic Comparisons
- 20 Confidence in Reporting

### Sexual Misconduct

- 22 Overall Prevalence
- 23 Sexual Harassment
- 24 Intimate Partner Violence
- 25 Stalking

### Reporting

- 26 Prevalence of Reporting
- 29 Reasons for Not Reporting

### Impacts

- 31 Academic and Professional Impacts
- 32 Mental Health Impacts

### Bystander Intervention

- 34 Prevalence



# Study Design

The Berkshire Community College Student Experience Survey surveyed students aged 18 or older and was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

Berkshire 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, Berkshire Community College provided the race/ethnicity, binary gender, age, 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 Berkshire 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 Berkshire 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 Berkshire 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. Berkshire Community College was able to add custom questions to the survey as agreed upon by Berkshire 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 Berkshire Community College, the survey included questions pertaining to the student's self-identification as first-generation college student, military veteran, 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, Berkshire Community College's efforts to prevent and respond 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 Berkshire 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 Berkshire 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 Berkshire Community College.

Reports provided to Berkshire 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.

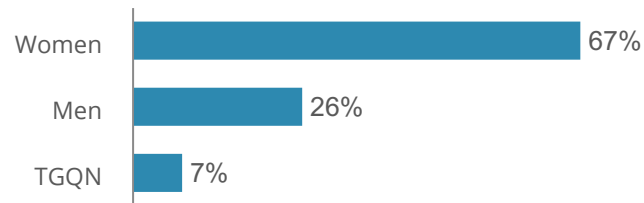
# Response Rate and Participant Demographics

A total of 1,255 Berkshire Community College students were invited to participate, and 95 (8%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Berkshire Community College students. Findings in this report should not be used to make conclusions about the entire student population.

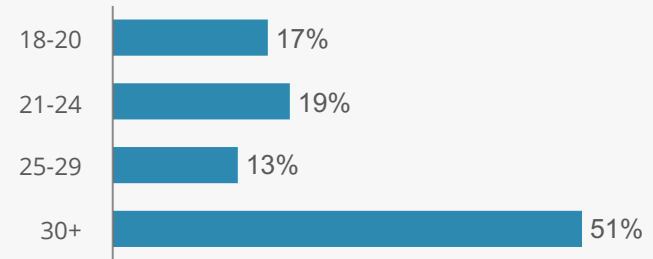
**Fig. 1 Race and ethnicity**



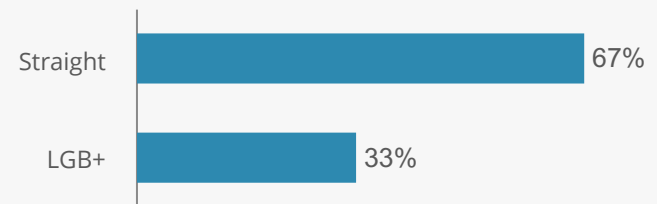
**Fig. 2 Gender identity**



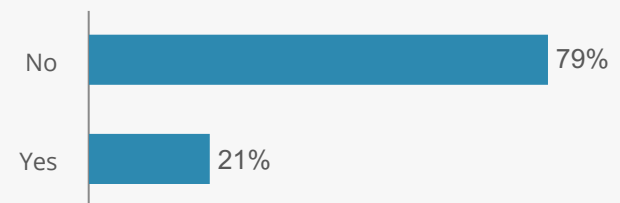
**Fig. 3 Age**



**Fig. 4 Sexual orientation**



**Fig. 5 Disability status**



## Participant Demographics

Fig. 6 Enrollment status

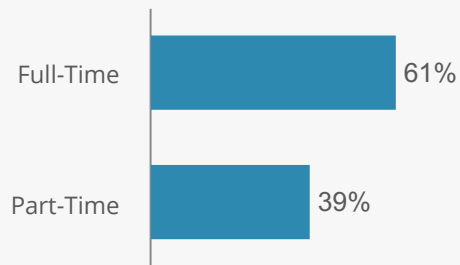


Fig. 7 Transfer status

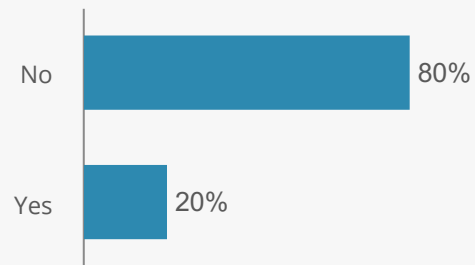


Fig. 8 First-generation student

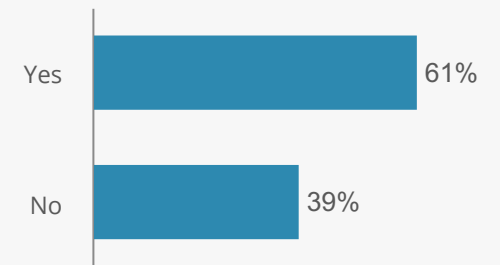


Fig. 9 Residency

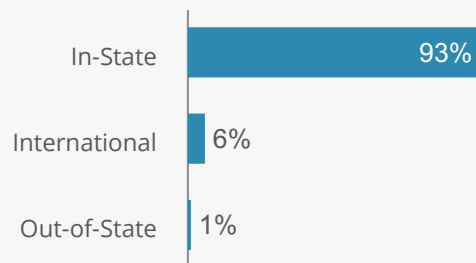
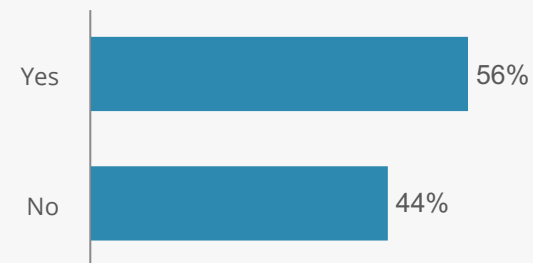


Fig. 10 Pell grant status





## Participant Demographics

Fig. 11 Military veteran

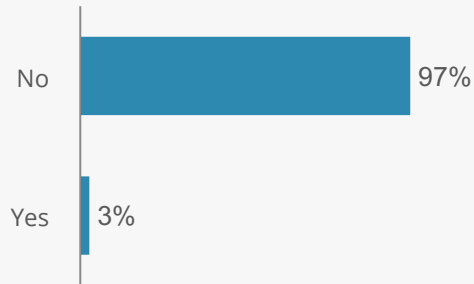


Fig. 12 Housing insecure

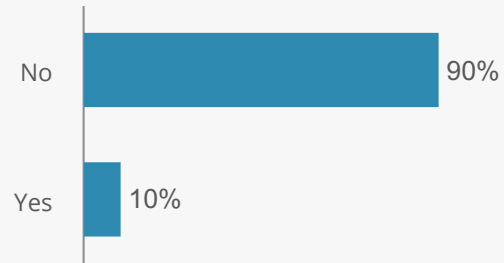


Fig.13 Parent



# Executive Summary

## School connectedness

Overall, most students indicated that they feel a sense of belonging as well as safe and protected at Berkshire Community College. Most students also agreed that the College treats students equitably.

## Knowledge of policies, resources, and offices

Twenty percent (20%) of participants confirmed that they learned about sexual misconduct through classes or trainings. Two-thirds were aware that confidential resources are available on campus, and around half knew where to get help if someone they know experiences sexual misconduct. A majority of survey participants were unsure or unaware of the Title IX Coordinator.

## Sexual misconduct

Seventeen percent (17%) of participants said that they had experienced sexual harassment, intimate partner violence, or stalking since they have been a student at Berkshire Community College, and 6% experienced two or more instances of sexual misconduct. Among those, 57% experienced difficulty in classes or dropped a class, and 43% 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 did not trust that the College would take their disclosure seriously.

## Bystander intervention

Nine percent (9%) of participants witnessed an incident of sexual misconduct since they have been a student at Berkshire Community College. Most students who witnessed sexual misconduct did not intervene in some way.

## 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.



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 Berkshire 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.

3.3<sub>/4</sub>

Belonging

---

3.2<sub>/4</sub>

Equity

---

3.4<sub>/4</sub>

Well-being

1 = negative response  
4 = positive response



Findings

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

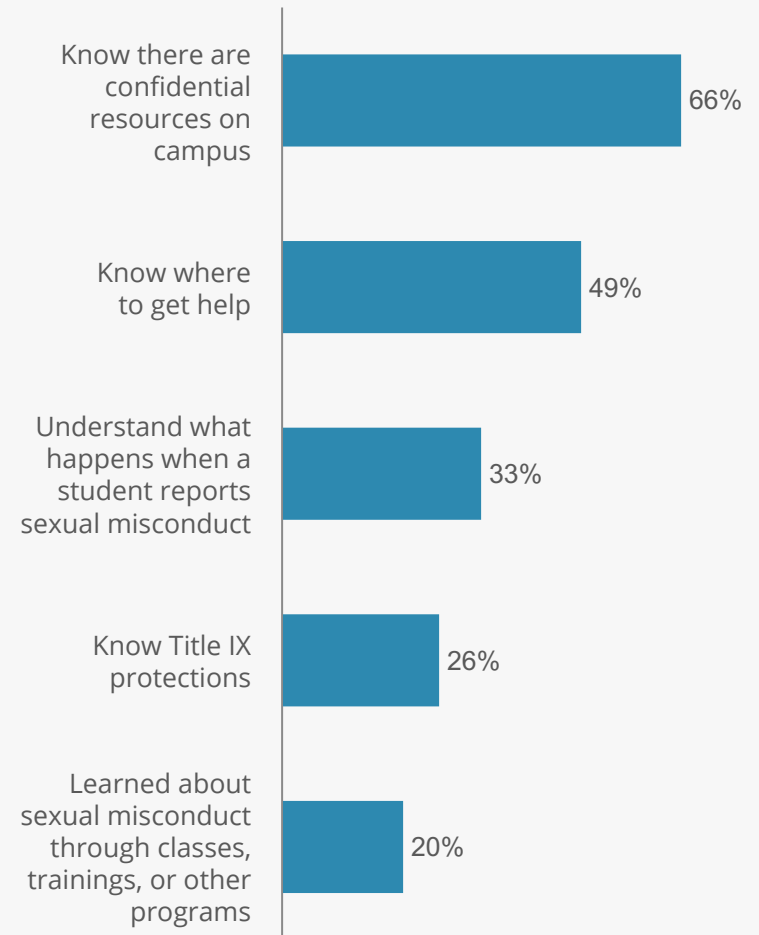
## Knowledge of Resources and Policies

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

Twenty percent (20%) of students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Berkshire Community College, and 26% indicated that they know Title IX protections against sexual misconduct.

Two-thirds of participants were aware that there are confidential resources available on campus (66%). About half knew where at the College they could get help if someone they know experiences sexual misconduct (49%), and a third understood what happens when a student reports sexual misconduct (33%).

Fig. 14 Knowledge of campus resources and policies





## 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 Personal Counseling (63%), and around half knew about Public Safety (54%).

When asked if Berkshire Community College has a Title IX Coordinator, 85% of participants answered that they were unsure, 13% answered 'yes,' and 2% of participants answered 'no.'

Fig. 15 Knowledge of campus offices or departments

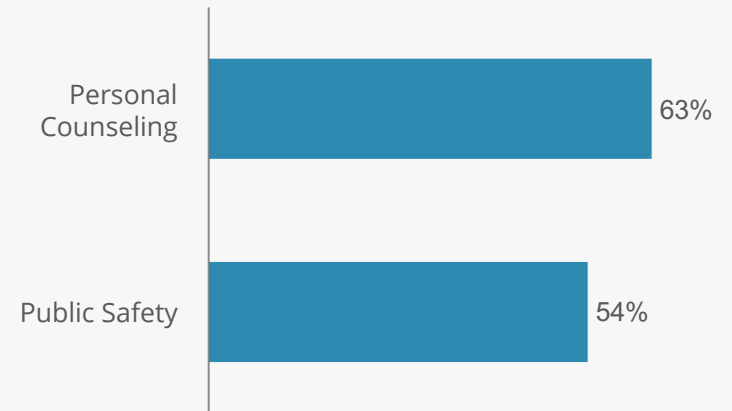
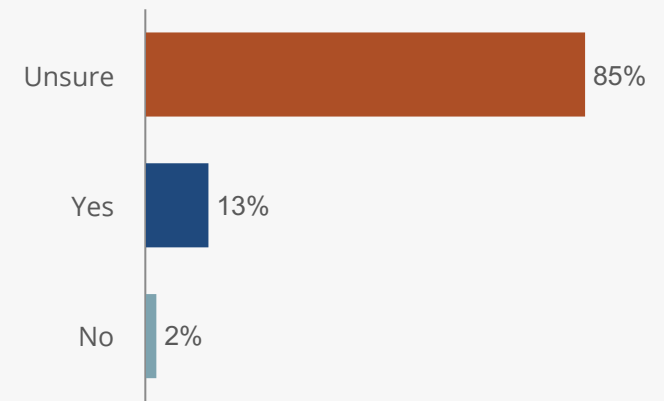


Fig. 16 Does Berkshire Community College have a Title IX Coordinator?



# Knowledge of Sexual Misconduct Prevention

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

## Prevention

About a third of participants confirmed that they received information on how to help prevent sexual misconduct (32%), and 29% received information on how to intervene as a bystander.

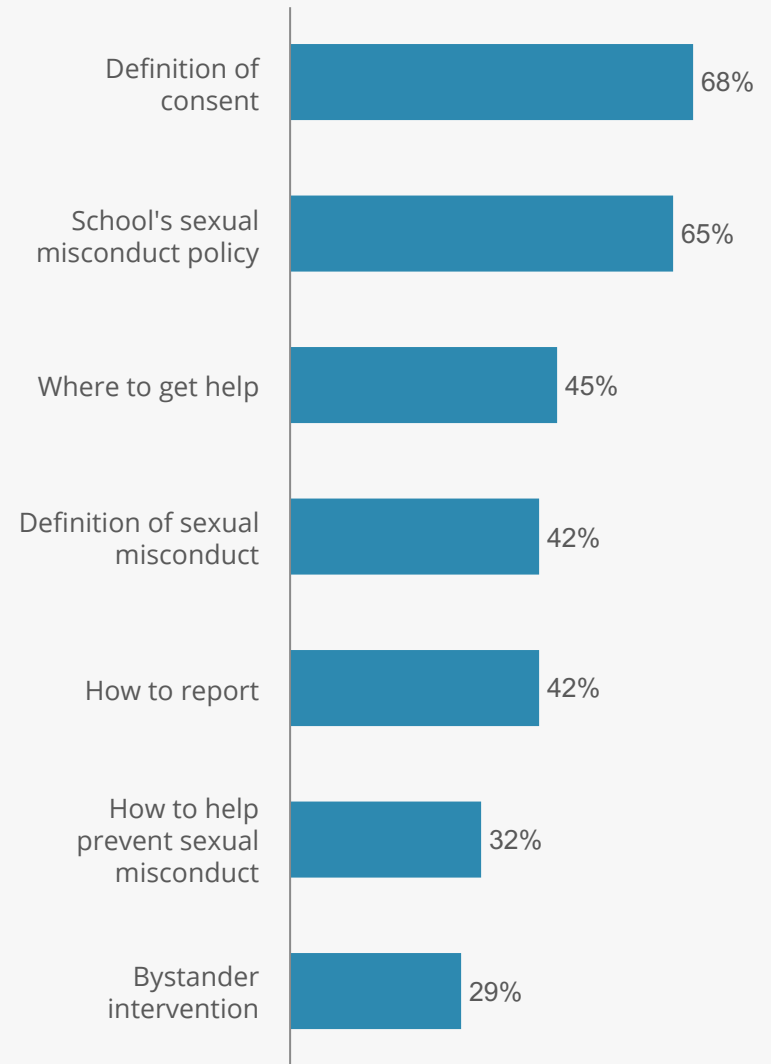
## Definitions and Policies

Most students were informed of the school's policy on sexual misconduct (65%). Forty-two percent (42%) confirmed that they received information on the definition of sexual misconduct, and 68% were informed of the definition of consent and how to obtain it from a sexual partner.

## Reporting and Resources

Slightly less than half of students received information on where to get help if someone they know experiences sexual misconduct (45%) and how to report sexual misconduct (42%).

Fig. 17 Received information about the following from someone at the school





Findings

# Campus Climate



## Campus Culture

Students were asked about the culture of sexual harassment at Berkshire 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 Berkshire Community 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

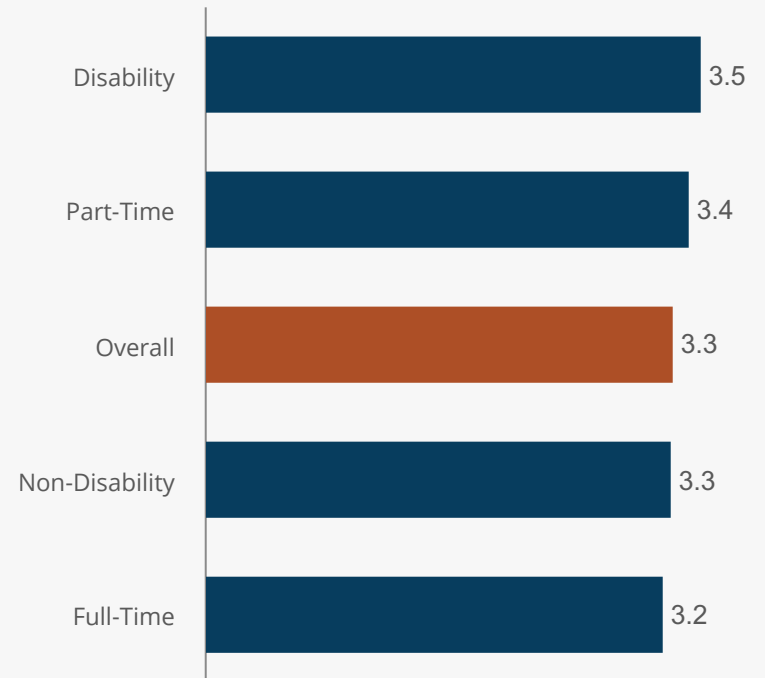
4 = positive response

## Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at Berkshire Community College varied by enrollment status and disability status.

Full-time students and students without disabilities had a less favorable view of the campus culture compared to part-time students and students with disabilities.

Fig. 18 Differences in perception of campus culture



1 = negative response  
4 = positive response

## Confidence in Reporting

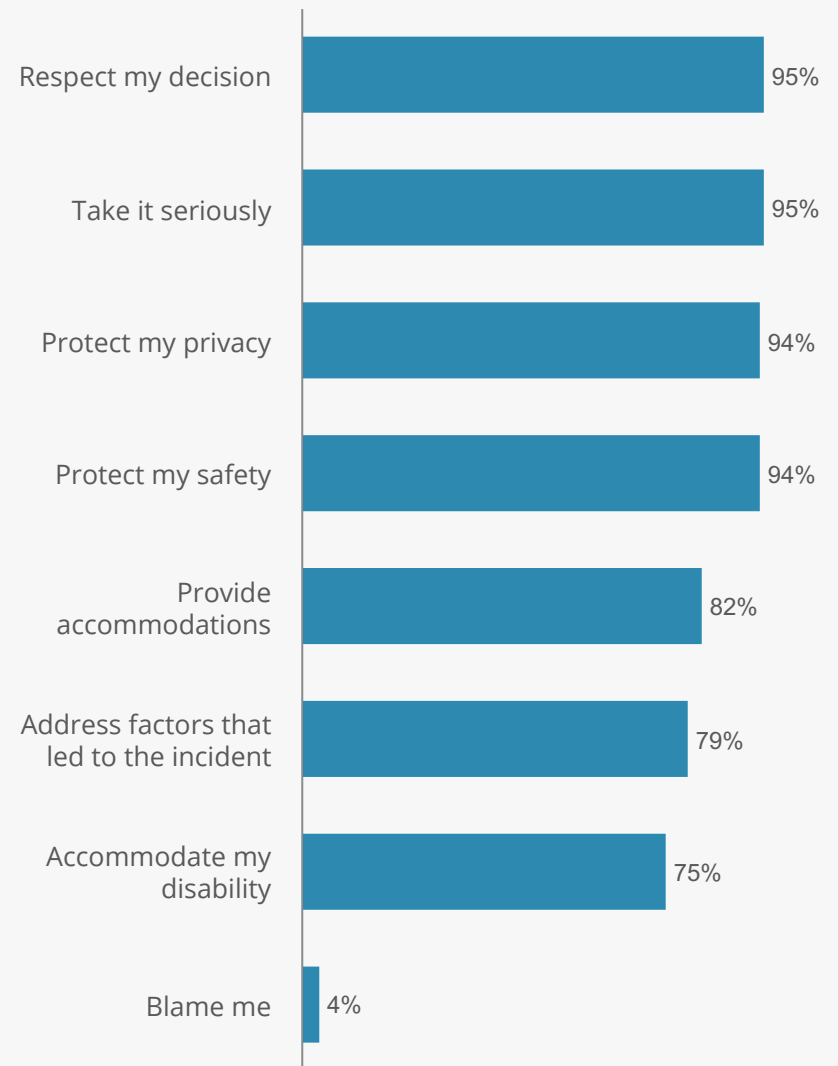
Participants who did not experience an incident of sexual misconduct since they have been a student at Berkshire Community College were asked about their confidence in the school's reporting process and campus resources. Thirty-five percent (35%) of students said they would go to Personal Counseling, 28% would go to Public Safety, and 31% would go to another employee if sexual misconduct occurred.

A majority of students believed that their case would be taken seriously if they reported an incident of sexual misconduct (95%) and that the school would respect their decision about what to do (95%).

Ninety-four percent (94%) of students believed that their privacy and safety would be protected, and most felt that the school would address the factors that may have led to the incident (79%). Four percent (4%) of students believed that the College would blame them or not believe them about the incident.

A majority of students believed that the College would provide support and accommodations (82%), and of those who identified as having a disability, most believed that the College would properly accommodate their disability (75%).

**Fig. 19** If an incident of sexual misconduct occurred, I believe Berkshire Community College would...





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 Berkshire Community College. Overall, 17% of participants experienced at least one form of sexual misconduct.

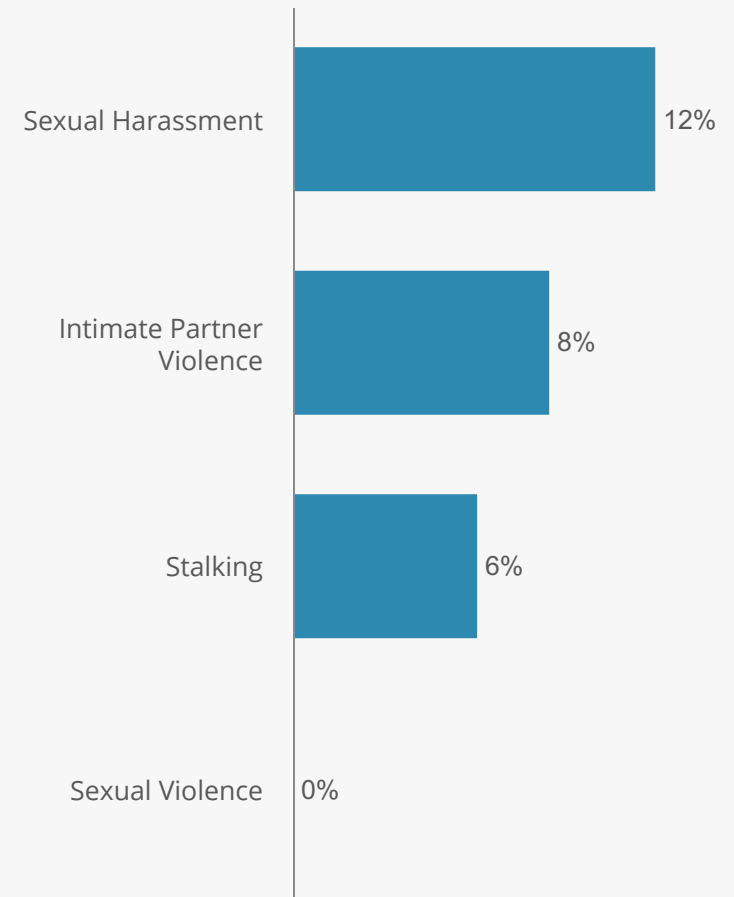
- **12%** experienced sexual harassment
- **8%** experienced intimate partner violence
- **6%** experienced stalking
- No participants experienced sexual assault or rape

### 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. 20 Prevalence of sexual misconduct



**6%**

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

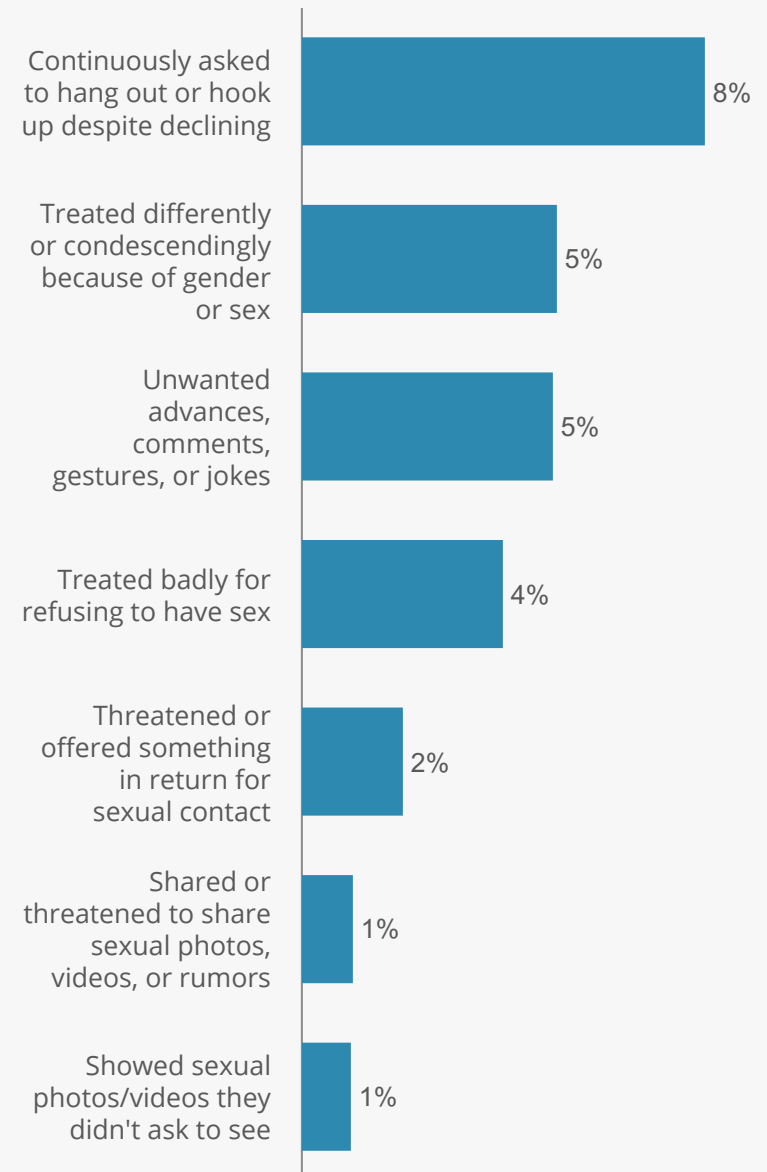
## 12% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at Berkshire Community College. Overall, 11% of participants experienced sexual harassment once and 1% experienced sexual harassment more than once.

The highest percentage of students reported that someone continuously asked them to hang out or hook up despite saying no (8%).

The prevalence of sexual harassment was too small to report additional information relevant to these experiences, including: the locations of the incidents, the relationship of the students to the perpetrators, impacts experienced, the percentage of students who reported the incident, and significant differences in prevalence across demographic groups, if applicable.

Fig. 21 Prevalence of sexual harassment





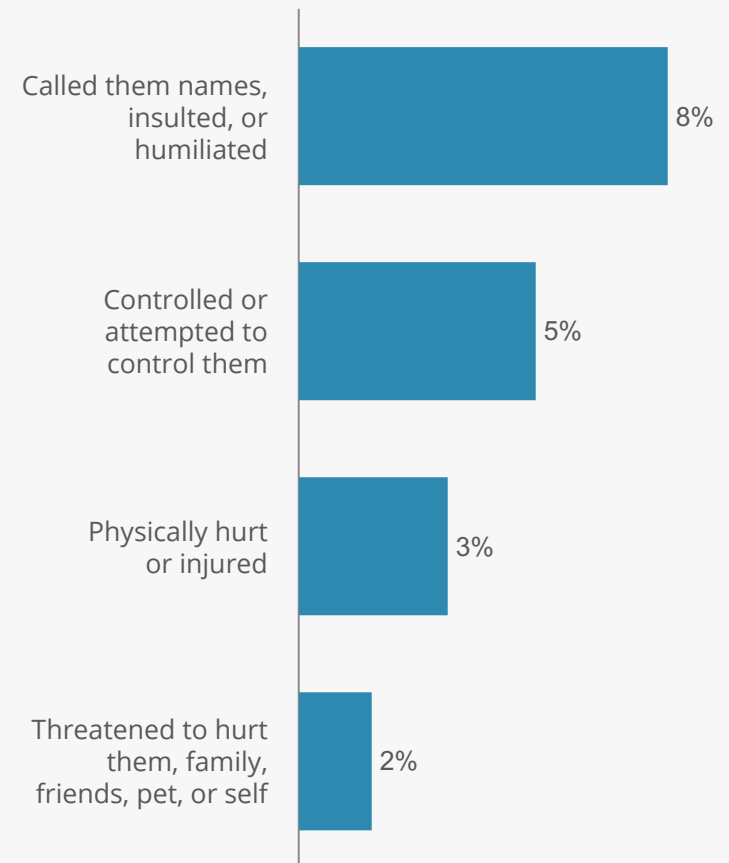
## 8% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at Berkshire Community College. Overall, 3% of participants experienced IPV once and 5% experienced IPV more than once.

The highest percentage of students reported that an intimate partner called them names, insulted, or humiliated them (8%).

The prevalence of IPV was too small to report additional information relevant to these experiences, including: the percentage of students who reported the incident, impacts experienced, and significant differences in prevalence across demographic groups, if applicable.

Fig. 22 Prevalence of intimate partner violence



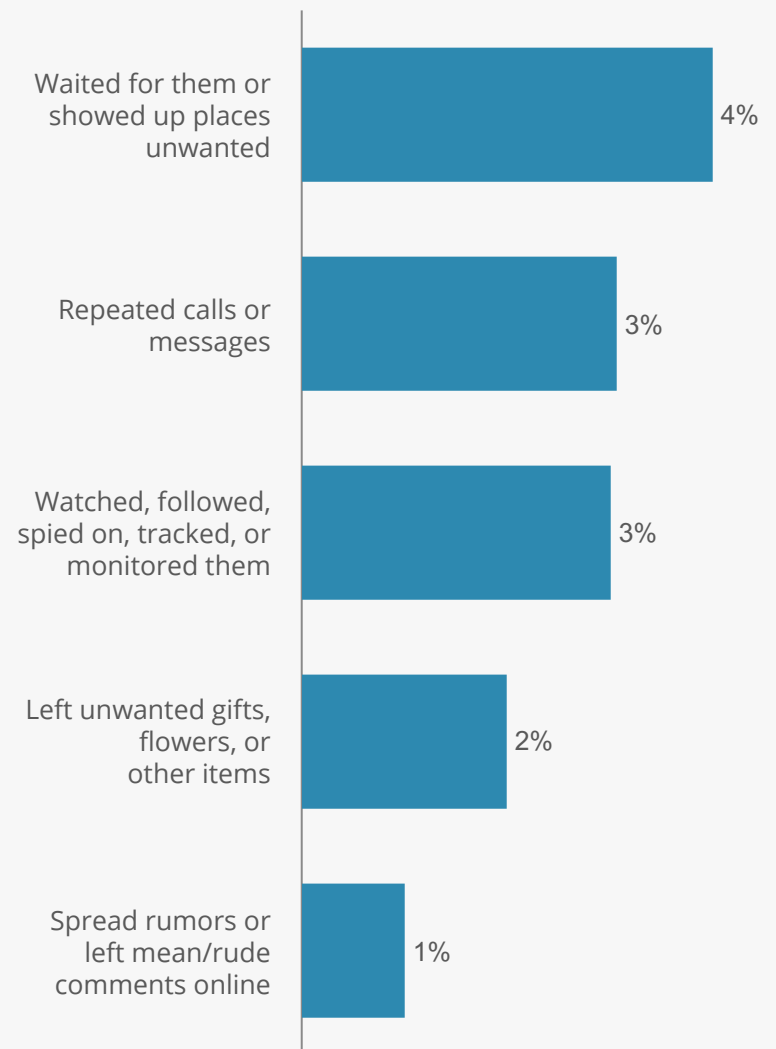
## 6% of Students Experienced Stalking

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 Berkshire Community College. Overall, 2% of participants experienced stalking once and 4% experienced stalking more than once.

The highest percentage of students reported that someone waited for them or showed up in places when they didn't want them there (4%).

The prevalence of stalking was too small to report additional information relevant to these experiences, including: the relationship of the students to the perpetrators, the percentage of students who reported the incident, impacts experienced, and significant differences in prevalence across demographic groups, if applicable.

Fig. 23 Prevalence of stalking by behavior



## Disclosures and Reports of Sexual Misconduct

Students who experienced sexual misconduct were asked if they told a friend, roommate, or family member about the incident.

- **67%** of those who experienced stalking told a friend, roommate, or family member
- **63%** of those who experienced sexual harassment told a friend, roommate, or family member
- **25%** of those who experienced intimate partner violence told a friend, roommate, or family member

Students who experienced sexual misconduct were also asked if they told someone at the College about the incident. A majority did not report the incident to the College.

- **6%** contacted Personal Counseling
- **19%** contacted another campus employee (e.g. Title IX Coordinator, professor, or staff member)

Fig. 24 Disclosing of sexual misconduct to a friend, roommate, or family member

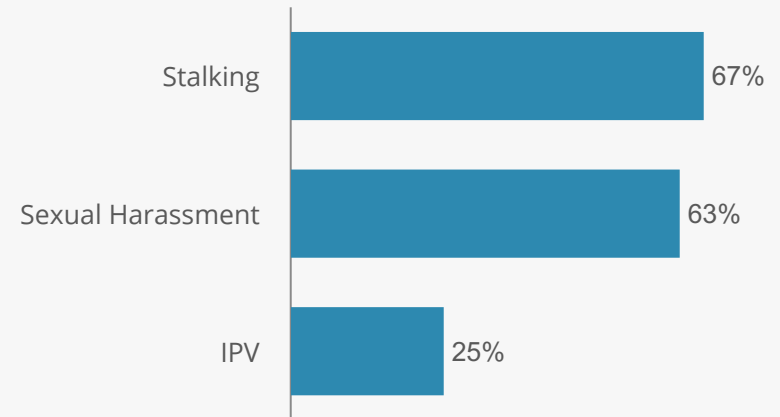
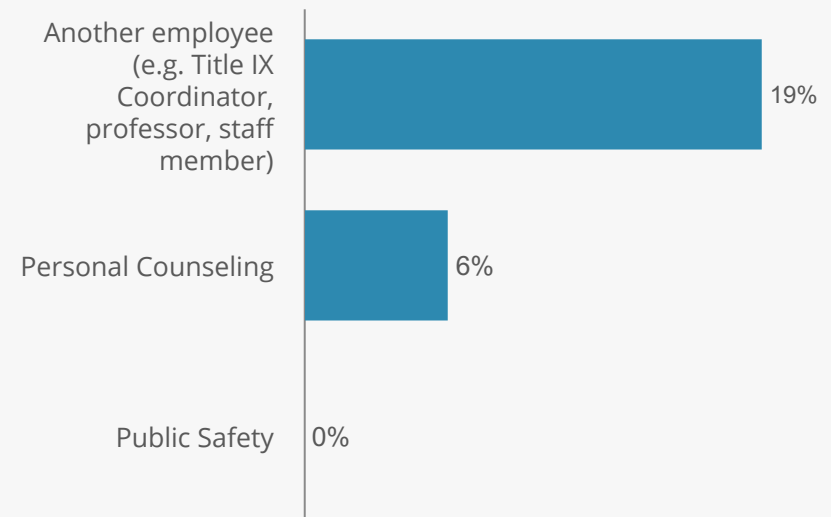


Fig. 25 Reporting of sexual misconduct to the College

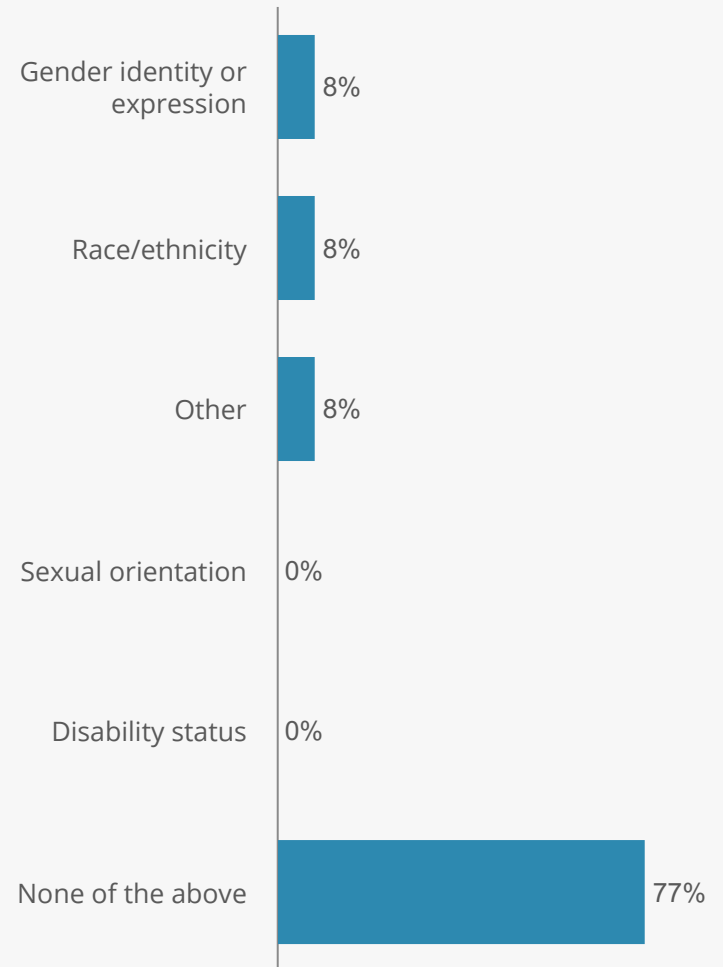


## Sexual Misconduct and Discrimination

Students who experienced sexual misconduct 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 race or ethnicity
- **8%** believed the incident was related to another identity marker

Fig. 26 Sexual misconduct and discrimination





Findings

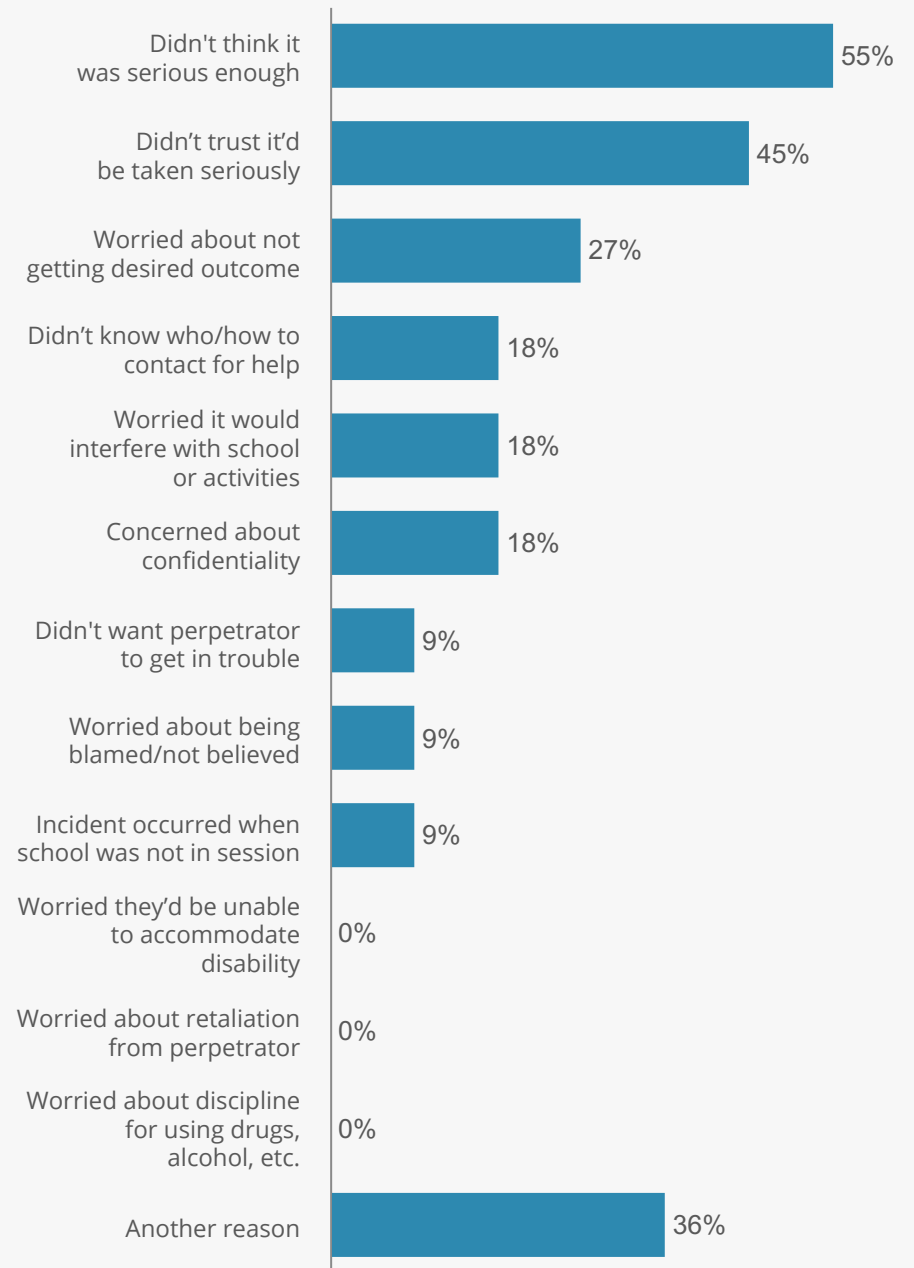
# Reporting

## 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 why students did not report the incident were they did not think the incident was serious enough to report (55%), they did not trust that the report would be taken seriously (45%), and they were worried they would not get the outcome that they were hoping for (27%).

Fig. 27 Reasons participants did not report sexual misconduct







Findings

**Impacts**

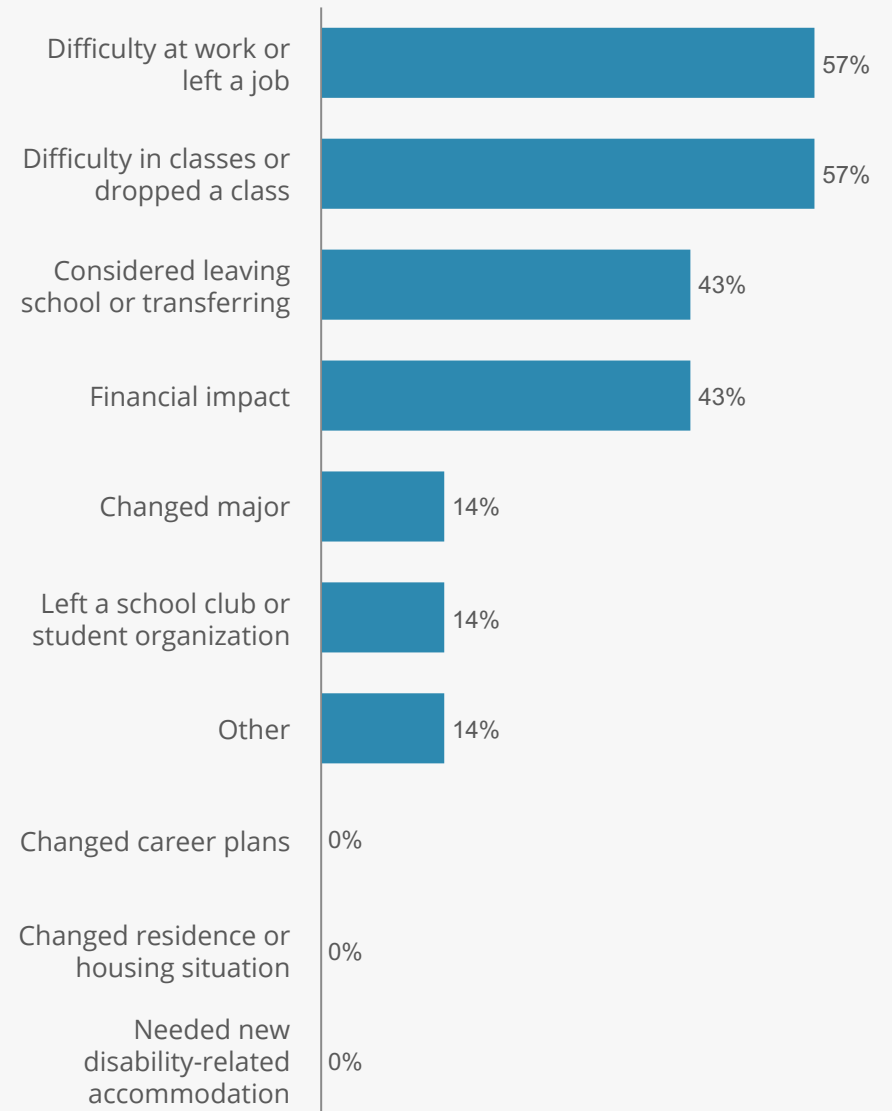
## Academic, Professional, & Student Life Impacts

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

Over half of students who experienced sexual misconduct had difficulty in classes or dropped a class (57%), and 43% considered leaving school or transferring.

Most students who experienced sexual misconduct said they had difficulty at work or left a job or internship (57%), and 43% experienced some sort of financial impact, such as loss of a scholarship, loss of a foreign-student visa, or incurred healthcare costs.

Fig. 28 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 Berkshire Community College.

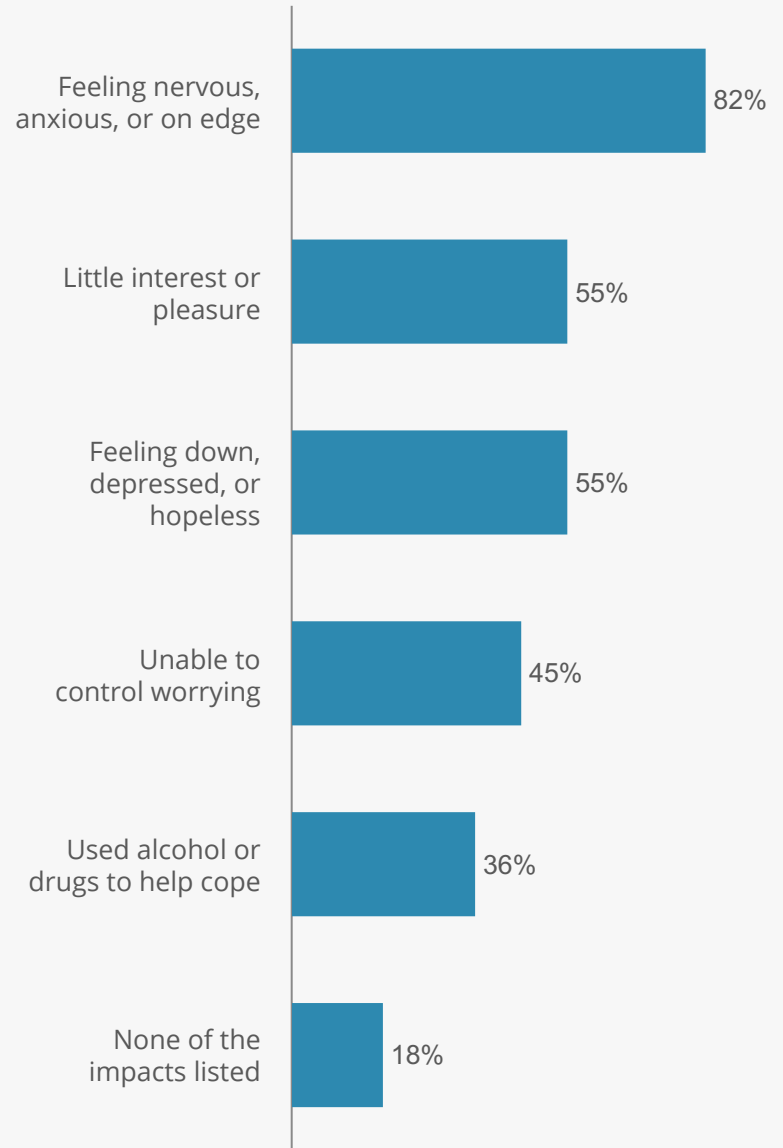
A majority of students who experienced sexual misconduct reported that they felt nervous, anxious, or on edge (82%). Over half felt little interest or pleasure in doing things (55%), and felt down, depressed, or hopeless (55%).

### 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. 29 Impacts on mental health





Findings

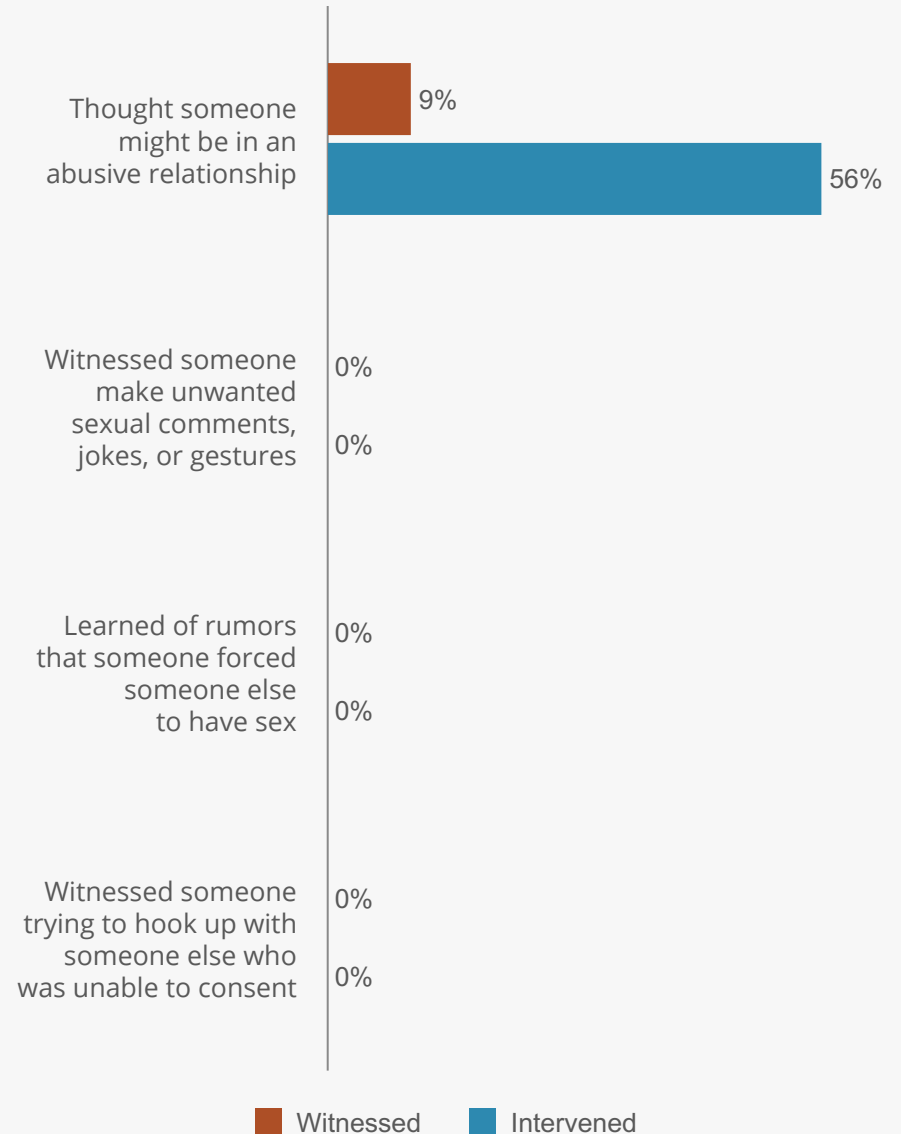
# **Bystander Intervention**

## Bystander Behaviors

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

Nine percent (9%) of participants thought someone might be in an abusive relationship. Among those, 56% intervened in some way.

Fig. 30 Percentage of students who intervened after witnessing sexual misconduct





# Recommendations



## Recommendations

Included on the following pages are recommendations to address key findings from the Berkshire 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>

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<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

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

- 87% were unaware of the Title IX Coordinator
- 71% have not received information on bystander intervention
- 67% did not know what happens when a report is made
- 51% did not know where to get help

[pg. 14-16](#)

## Recommendations

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

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<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

### **Students that have not experienced sexual misconduct expressed concerns about reporting to the institution.**

- 25% of students with disabilities believed they would not receive accommodations
- 21% of students thought the factors that led to the incident would not be addressed

[pg. 20](#)

## Recommendations

1. Ensure accommodations are available for students with disabilities and evaluate how the availability of those accommodations are communicated to students.
2. Support collaboration between disability services and misconduct/Title IX offices. Ensure services are accessible. Train disability services staff in trauma-informed care.
3. Continue positive practices toward prevention of violence and harassment. Consider building awareness campaigns to celebrate the campus culture and build greater engagement.
4. Increase awareness of what the institution is currently doing to prevent sexual misconduct, and how the institution addresses perpetrators of misconduct.

## 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 not be taken seriously
- Worried they would not get the outcome they wanted

[pg. 26 & 29](#)

## 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.

## Key Findings

# Students who experienced sexual misconduct reported academic and mental health impacts.

[pg. 31-32](#)

## 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 services have the capacity to handle students' needs. Consider expanding partnerships with community mental health services to provide support to students.
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.