



Cape Cod Community College Student Safety Experience Survey

2024 Report



PREPARED FOR

Cape Cod
Community College
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PREPARED BY

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Study Design

The Cape Cod Community College Student Safety 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.

Cape Cod 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, Cape Cod 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 Cape Cod 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 Cape Cod 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 Cape Cod 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. Cape Cod Community College was able to add custom questions to the survey as agreed upon by Cape Cod 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 Cape Cod Community College, the survey included questions pertaining to the student's self-identification as a first-generation college student, military veteran, as well as their housing status and parenting 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, Cape Cod 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 Cape Cod 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 Cape Cod 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 Cape Cod Community College.

Reports provided to Cape Cod 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 LGBTQ+. 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 2,486 Cape Cod Community College students were invited to participate, and 55 (2%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Cape Cod 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

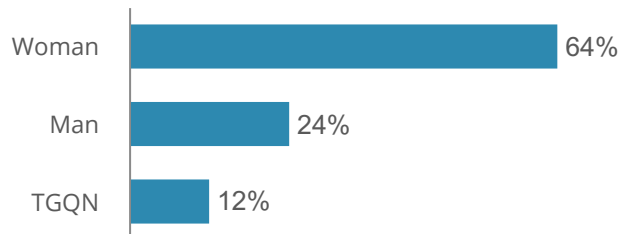


Fig. 3 Age

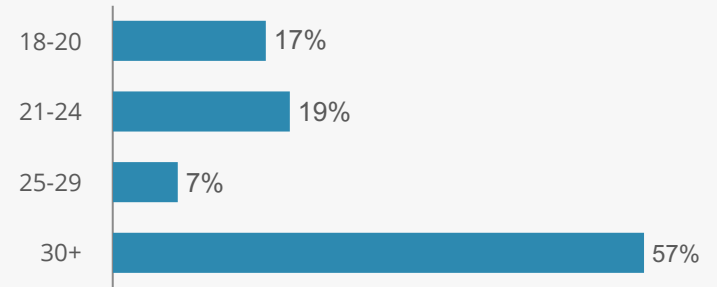
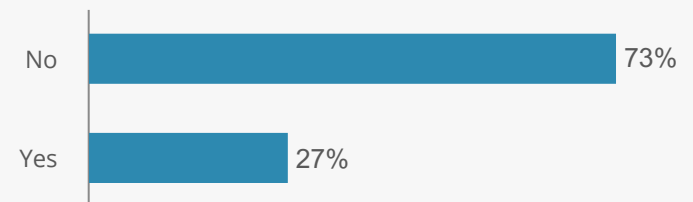


Fig. 4 Sexual orientation



Fig. 5 Disability status



Participant Demographics

Fig. 6 Veteran status

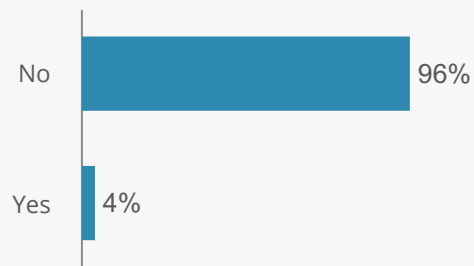


Fig. 7 First-generation student

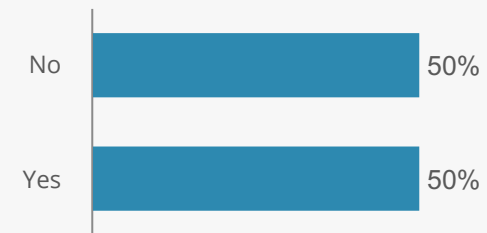


Fig. 8 Housing insecure

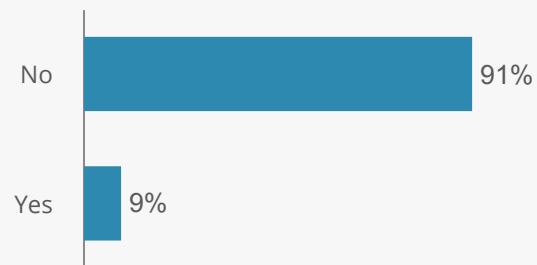


Fig. 9 Parent



Executive Summary

School connectedness

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

Knowledge of policies, resources, and offices

A majority of participants were aware that confidential resources are available at the College and knew where to get help if someone they know experiences sexual misconduct. A majority of participants were aware of the Title IX coordinator, a third were aware of Public Safety, and a quarter were aware of the Office of Student Conduct.

Campus climate and confidence in reporting

On average, students agreed 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 preventing and responding to sexual misconduct. In general, confidence in the College's reporting process was high among students who have not experienced sexual misconduct.

Sexual Misconduct

Around one in five participants (18%) said that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at Cape Cod Community College.

Reporting

The majority of participants who experienced sexual misconduct did not report the incident to the College. The most common reason why students chose not to report was that they did not think the incident was serious enough to report.

Bystander intervention

Fifty-nine percent (59%) of participants confirmed that they received training or information on how to intervene as a bystander from someone at the College. None of the participants who witnessed an incident of sexual harassment or misconduct said that they intervened in some way.



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 Cape Cod Community College. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

Belonging

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

Equity

On average, most students **agreed** that the College treats all students equitably.

Well-being

On average, most students **agreed** that they feel safe and protected at the College.

3.4_{/4}

Belonging

3.2_{/4}

Equity

3.5_{/4}

Well-being

1 = negative response
4 = positive response



Findings

Knowledge of Resources, Policies, & Offices

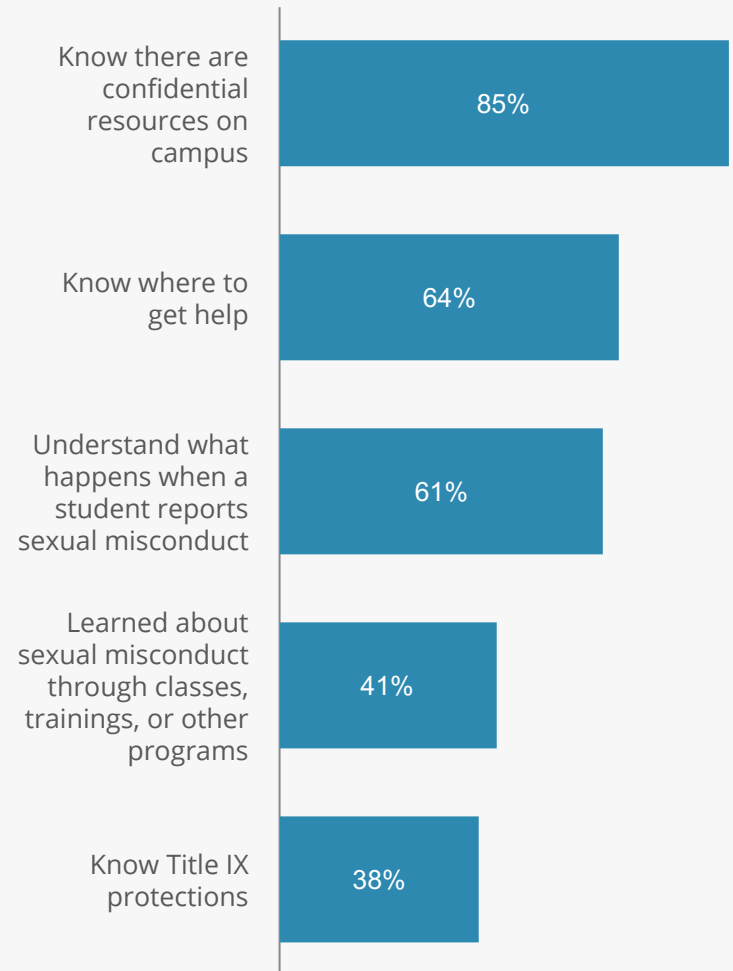
Knowledge of Resources and Policies

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

Forty-one percent (41%) of students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at the College. A little more than a third knew Title IX protections against sexual misconduct (38%).

A majority of students were aware that there are confidential resources available on campus (85%). About two-thirds of participants knew where at the College they could get help if someone they know experiences sexual misconduct (64%) and 61% understood what happens when a student reports sexual misconduct.

Fig. 10 Knowledge of campus resources and policies



Knowledge of Campus Offices and Departments

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

A majority of students confirmed that they knew about the Academic Advising Center (93%) and the Student Wellness Office (70%). A third of participants knew about Public Safety (33%) and a quarter knew about the Office of Student Conduct (25%).

When asked if Cape Cod Community College has a Title IX Coordinator, 76% of participants answered 'yes,' while 24% of participants answered 'no'.

Fig. 11 Knowledge of campus offices or departments

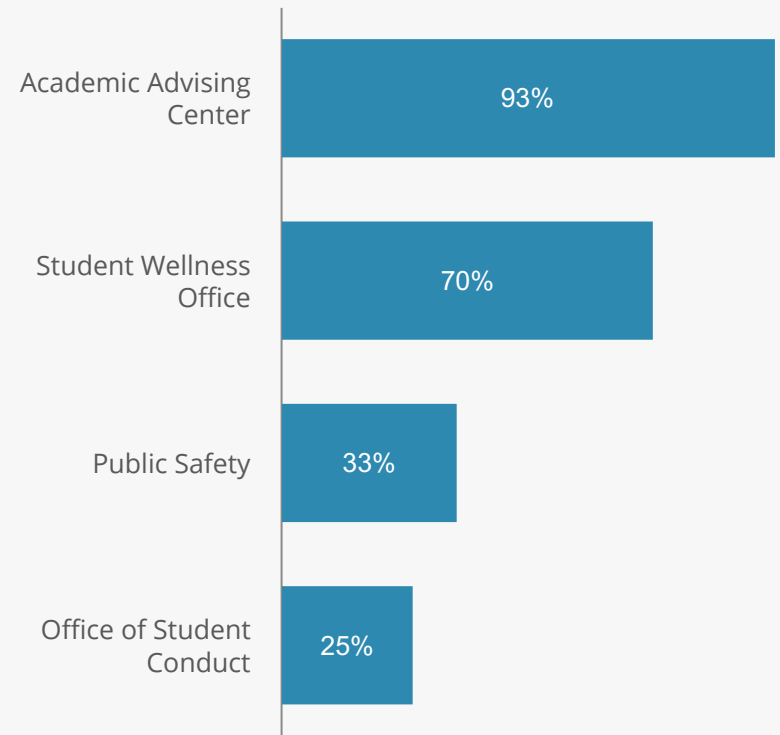
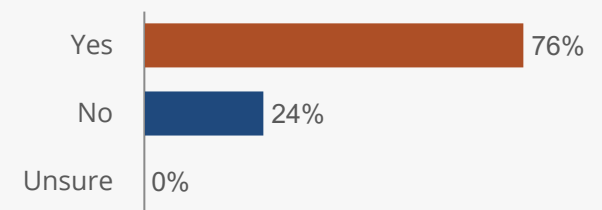


Fig. 12 Does Cape Cod Community College have a Title IX coordinator?



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

Most students confirmed that they have received information on how to intervene as a bystander (59%) and how to help prevent sexual misconduct (68%).

Definitions and Policies

A majority of students confirmed that they received information on the school's policy on sexual misconduct (82%) and the definition of sexual misconduct (73%). A majority were also informed of the definition of consent and how to obtain it from a sexual partner (77%).

Reporting and Resources

A majority of students received information on where to get help if someone they know experiences sexual misconduct (73%) and on how to report sexual misconduct (64%).

Fig. 13 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 Cape Cod 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 a positive response.

On average, students **agreed** that it is uncommon for people at the school to make sexist comments or jokes, and that the College is doing a good job of trying to prevent sexual misconduct from occurring, and of holding perpetrators accountable.

3.4_{/4}

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 Cape Cod Community College were asked about their confidence in the school's reporting process and campus resources. Seventeen percent (17%) of students indicated that they would go to the Student Wellness Office, 22% would go to Public Safety, and 18% would go to another employee if sexual misconduct occurred.

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

A majority of students believed that their safety and privacy would be protected (97% and 93%). Ninety-four percent (94%) felt that the school would address the factors that may have led to the incident.

Eighty-six percent (86%) of students believed that the school would provide support and accommodations, and of those who identified as having a disability, 91% believed that the College would properly accommodate their disability.

Fig. 14 If an incident of sexual misconduct occurred, I believe Cape Cod Community College would...





Findings

Personal Experience

18% of Students Experienced Sexual Misconduct

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

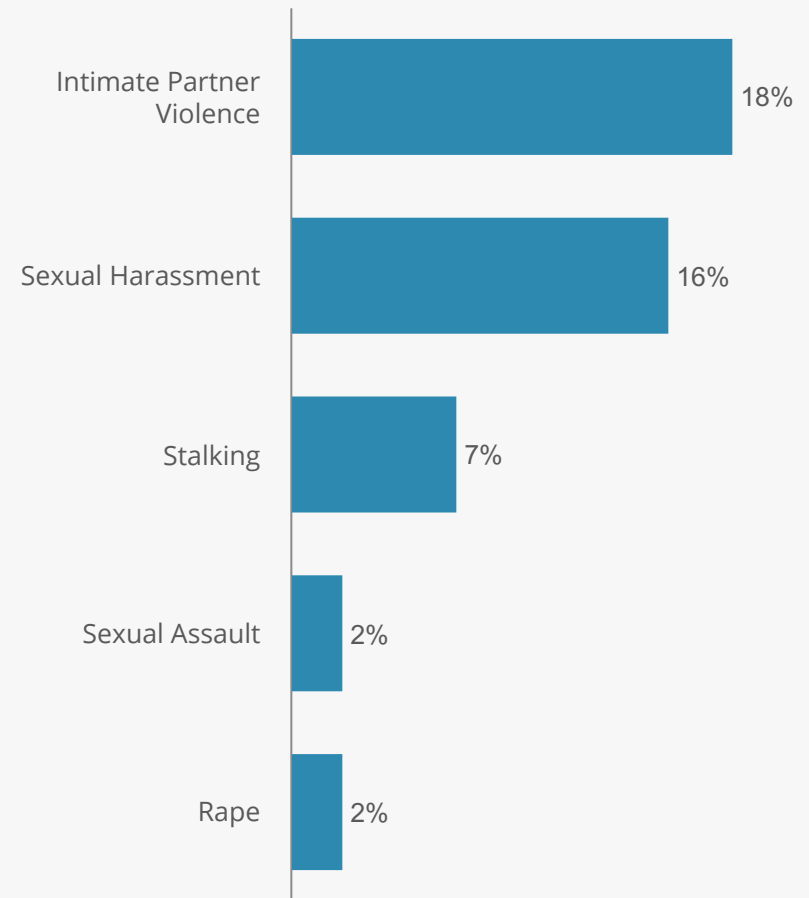
- **18%** experienced intimate partner violence
- **16%** experienced sexual harassment
- **7%** experienced stalking
- **2%** experienced sexual assault
- **2%** experienced rape

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. 15 Prevalence of sexual misconduct



5%

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

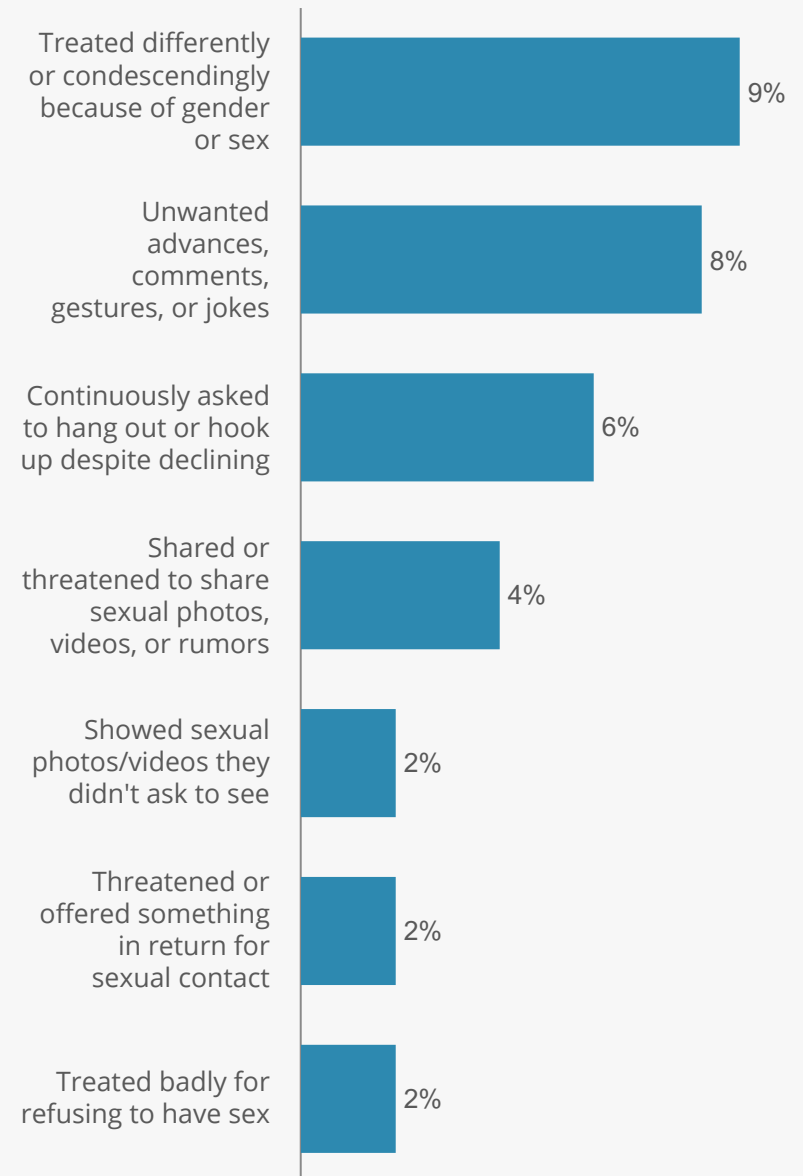
15% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at Cape Cod Community College. Overall, 13% of participants indicated experiencing sexual harassment once and 2% 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 (9%) and that someone made unwanted sexual advances, comments, gestures, or jokes toward them (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, the percentage of students who reported the incident, and significant differences in prevalence observed across demographic groups, if applicable.

Fig. 16 Prevalence of sexual harassment

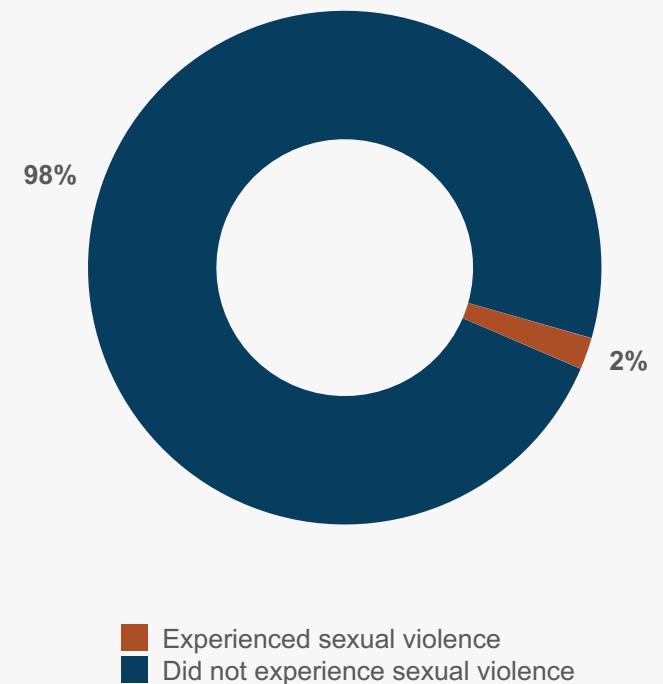


2% of Students Experienced Sexual Violence

The survey asked students about their experiences of sexual assault and rape since they have been a student at Cape Cod Community College. Overall, 2% 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: the locations of the incidents, the relationship of the students to the perpetrators, the percentage of students who reported the incident, and significant differences in prevalence observed across demographic groups, if applicable.

Fig. 17 Prevalence of sexual violence



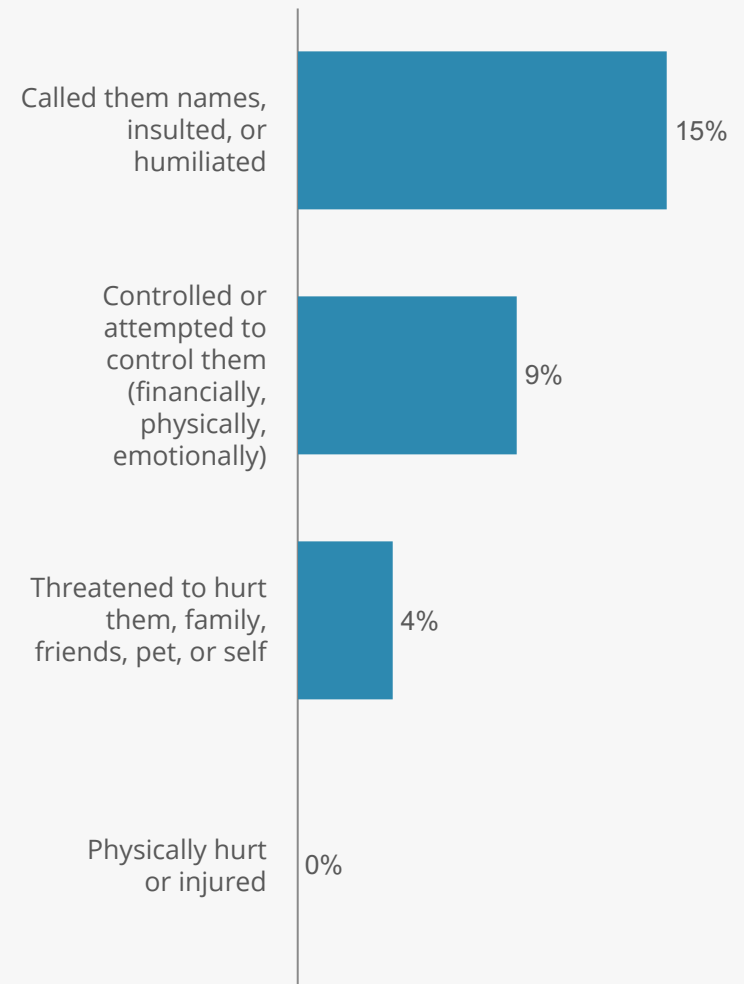
19% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at Cape Cod Community College. Overall, 14% 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 (15%).

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

Fig. 18 Prevalence of intimate partner violence



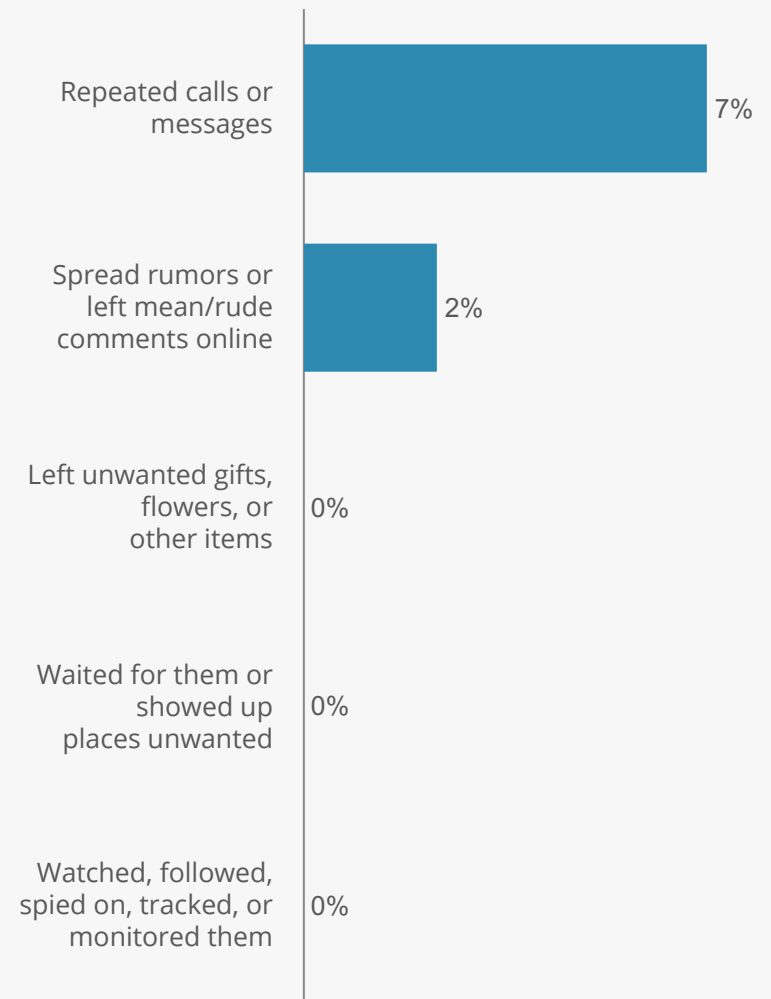
7% of Students Experienced Stalking

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 Cape Cod Community College. Overall, 5% of participants experienced stalking once and 2% experienced stalking more than once.

Seven percent (7%) of students reported that someone repeatedly called them or sent unwanted messages and 2% indicated that someone spread rumors or left mean or rude comments about them online.

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, and significant differences in prevalence observed across demographic groups, if applicable.

Fig. 19 Prevalence of stalking by behavior



Disclosing and Reporting of Sexual Misconduct

Students who experienced sexual misconduct since they have been a student at Cape Cod Community College were asked if they told a friend, roommate, or family member about the incident.

- **100%** of those who experienced stalking told a friend, roommate, or family member
- **85%** of those who experienced sexual harassment told a friend, roommate, or family member
- **67%** 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.

- **10%** contacted the Student Wellness Office
- **10%** contacted Public Safety
- **20%** contacted another campus employee (e.g. Title IX Coordinator, professor, or staff member)

Fig. 20 Disclosing of sexual misconduct to a friend, roommate, or family member

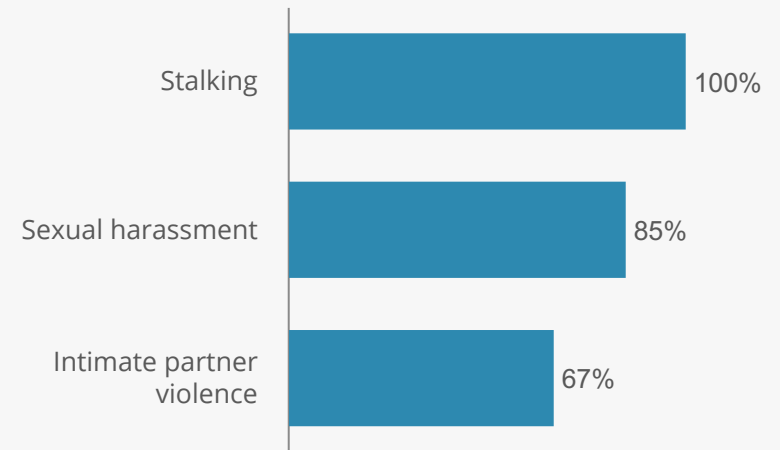
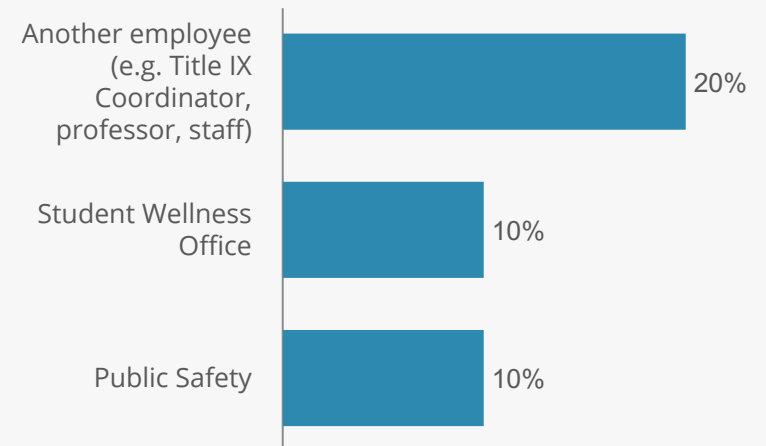


Fig. 21 Reporting of sexual misconduct to the College

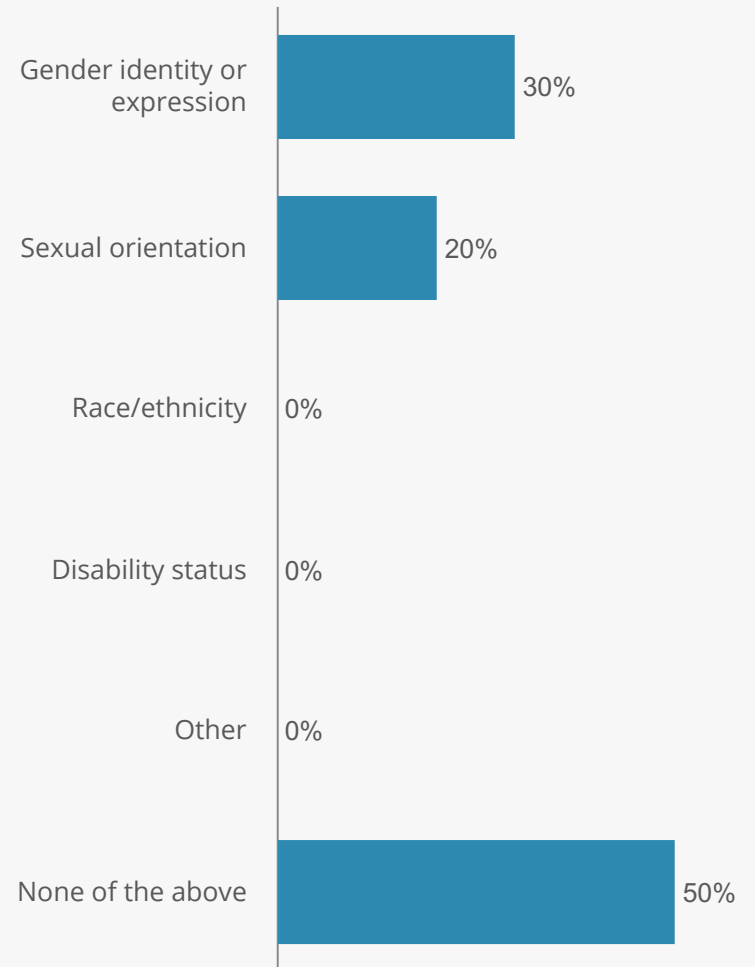


Sexual Misconduct and Discrimination

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

- **30%** believed the incident was related to their gender identity or gender expression
- **20%** believed the incident was related to their sexual orientation

Fig. 22 Sexual misconduct and discrimination





Findings

Reporting

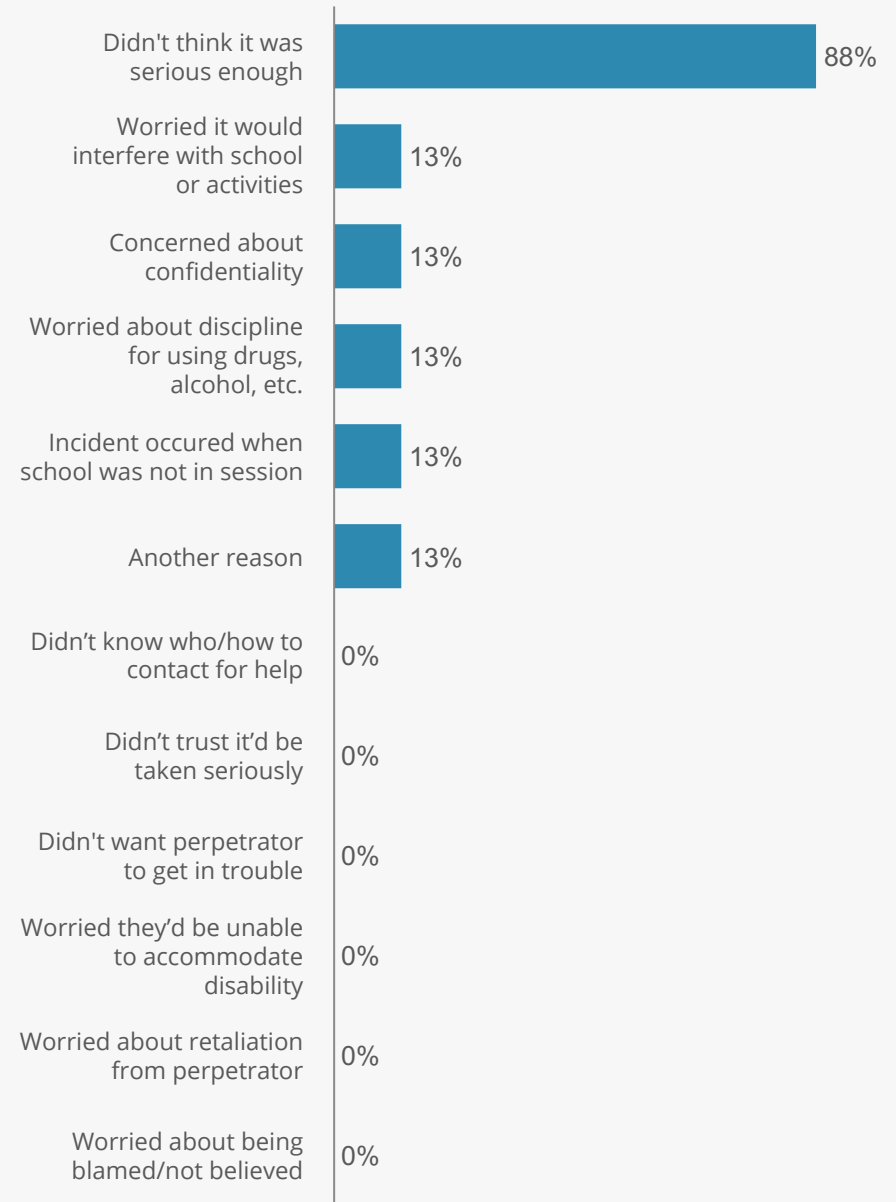
Fig. 23 Reasons participants did not report sexual misconduct

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 reason why students did not report the incident was they did not think the incident was serious enough to report (88%).

Additionally, some students were worried reporting the incident would take time away from their studies or other activities (13%), were concerned the report would not be kept confidential (13%), were worried they would get in trouble for using drugs, alcohol, or for something else (13%), and some did not report because the incident occurred when school was not in session (13%).





Findings

Impacts

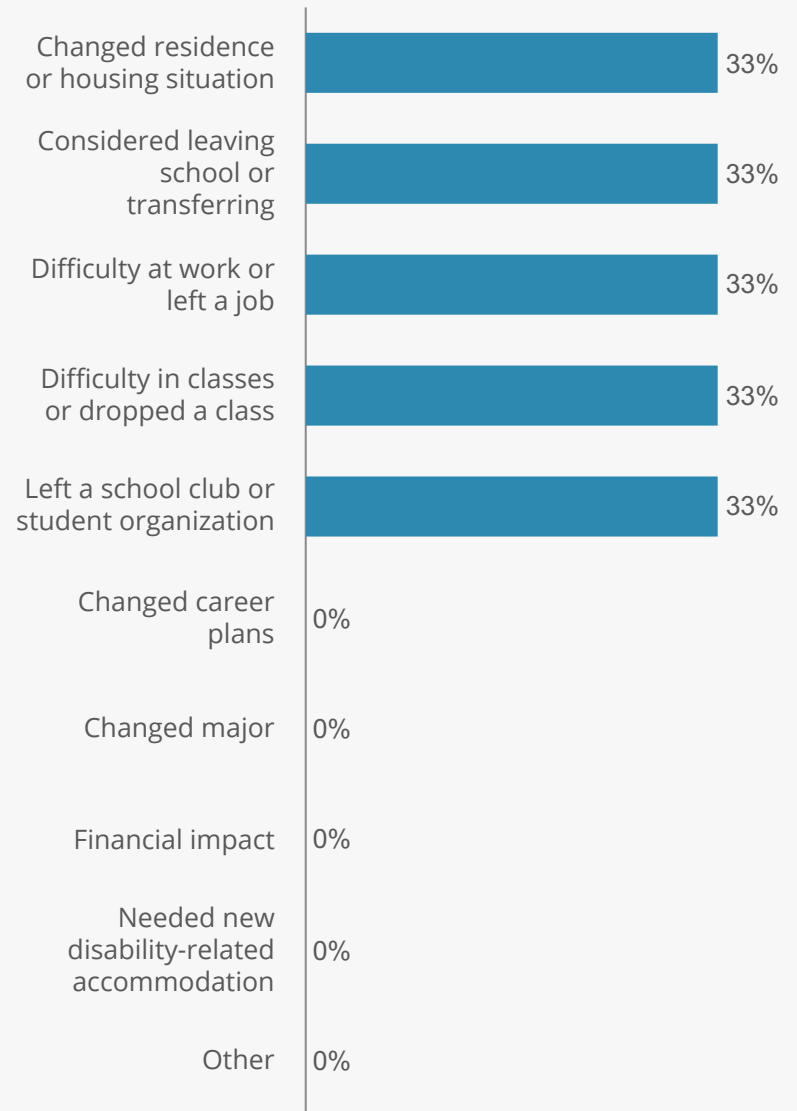
Academic, Professional, & Student Life Impacts

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

A third of students who experienced sexual misconduct said they also experienced academic impacts, including having difficulty in classes or that they dropped a class (33%). A third also expressed that they considered leaving school or transferring (33%).

A third also experienced professional or financial impacts including having difficulty at work or that they left a job or internship (33%).

Fig. 24 Impacts on academic, professional, or student life



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 Cape Cod Community College.

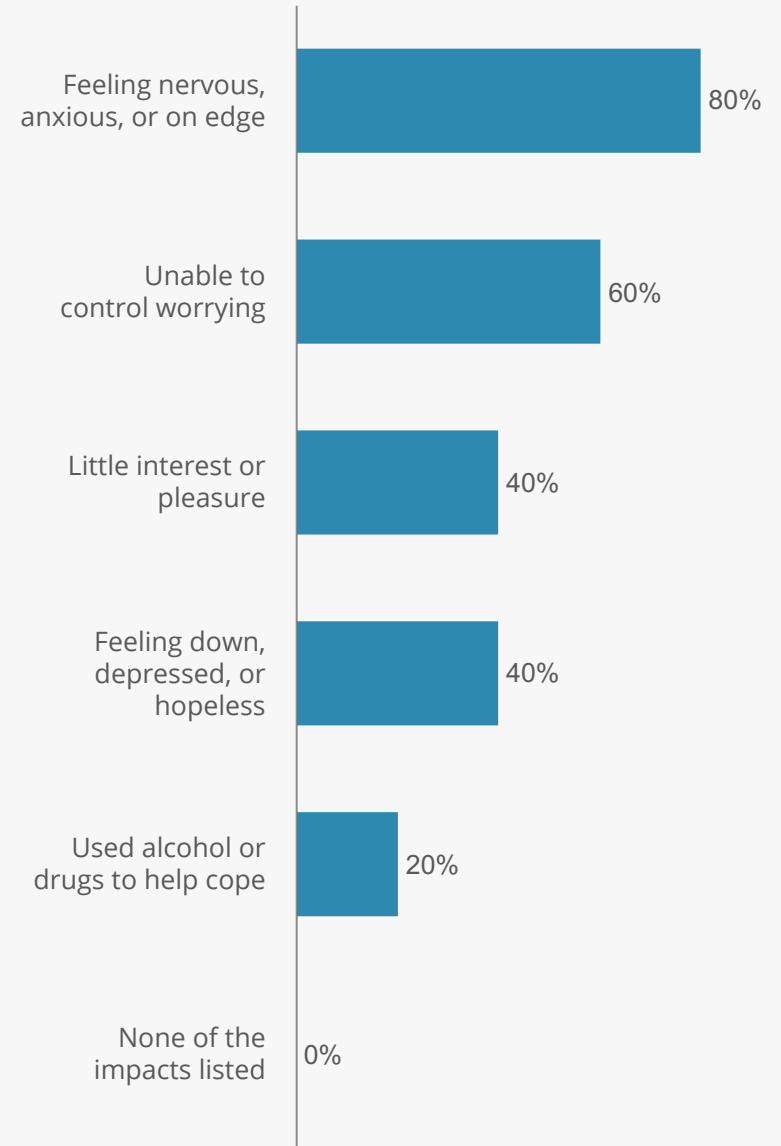
A majority of students reported that they felt nervous, anxious, or on edge (80%) and were unable to stop or control worrying (60%). Forty percent (40%) said they felt little interest or pleasure in doing things, and felt down, depressed, or hopeless (40%).

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. 25 Impacts on mental health





Findings

Bystander Intervention

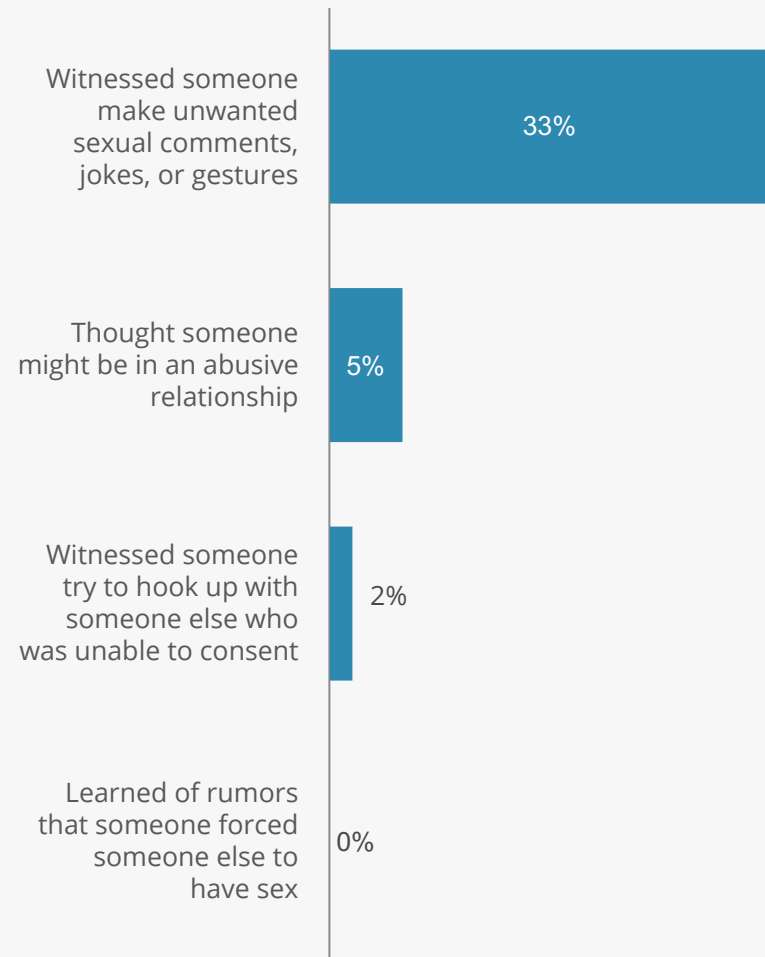
Bystander Behaviors

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

Among students who witnessed an incident of sexual harassment or misconduct, none indicated that they intervened.

- **33%** witnessed someone make unwanted sexual comments, jokes, or gestures.
- **5%** thought someone might be in an abusive relationship.
- **2%** Witnessed someone try to hook up with someone else who was passed out or unable to consent.

Fig. 26 Percentage of students who witnessed sexual misconduct





Recommendations

Recommendations

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

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

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

- 24% were unaware of the Title IX Coordinator and 62% did not know Title IX protections
- 41% did not receive information on bystander intervention
- 39% did not know what happens when sexual misconduct is reported
- 36% did not know where to get help

[pg. 13-15](#)

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.

Key Findings

A majority of students did not report sexual misconduct to the College.

Common reasons students did not report:

- Did not think it was serious enough
- Worried it would interfere with school or other activities
- Worried about confidentiality

[pg. 25](#) & [28](#)

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 mental health impacts.

[pg. 31](#)

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 Student Wellness has the capacity to handle students' needs and consider partnering with community organizations.
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.