



Big Bend Community College Student Community Survey

2023 Report



PREPARED FOR

Big Bend Community
College
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PREPARED BY

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Study Design

The Big Bend Community College Student Community Survey surveyed undergraduate students. The survey was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

Big Bend 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, Big Bend 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 Big Bend 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 was mutually agreed upon by Big Bend 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 Big Bend 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. Big Bend Community College was able to add custom questions to the survey as agreed upon by Big Bend Community College and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

At the end of the survey, participants were given the opportunity to enter a raffle to win a \$25 gift card. Participants' survey responses were not connected to their raffle entry in any way.

Study Measures

Demographics

In addition to the demographic data provided by Big Bend Community College, the survey included questions pertaining to the student's self-identification as a student athlete, a first generation college student, military veteran, as well as their enrollment in college classes at Big Bend Community College while in high school, and their parental status, when applicable. Students were also asked to identify their race and/or ethnicity, sex assigned at birth, gender identity, sexual orientation, disability status, and their religious affiliation.

Knowledge and campus culture

Students were asked about their knowledge of campus resources and procedures relevant to discrimination and harassment. They were also asked about their sense of belonging at the school, and their perceptions of the campus culture, equity, and the college's efforts to prevent discrimination and harassment.

Personal experience

The survey asked participants about their experiences of discrimination and harassment at Big Bend Community College in the past 12 months.

The survey included follow-up questions for those that indicated experiencing discrimination and/or harassment. These questions asked about academic, professional, and mental health impacts of their experience, their relationship with the perpetrator, 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 about the diversity of their closest friend group at Big Bend Community College, their involvement in DEI activities, their comfort with having conversations about an identity they hold, and their comfort expressing differing opinions than members of the campus community.

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 Big Bend Community College.

Reports provided to Big Bend 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 discrimination and harassment. 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. Religion was collapsed into Christian, not religious, and another religion. Definitions for 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, equity, and prevention and accountability (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 who self-identified as lesbian, gay, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

Christian, Another Religion, & Not Religious

Christian includes respondents that self-identified as Catholic, Jehovah's Witness, Mormon, Nondenominational Christian, other Christian, or Protestant. Another religion includes Buddhist, Hindu, Jewish, Muslim, Native American/Indigenous religion, and unsure. Not religious includes Agnostic, Atheist, not religious or spiritual.

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.

SURVEY DEMOGRAPHICS

Response Rate and Participant Demographics

A total of 1,710 Big Bend Community College students were invited to participate, and 153 (9%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Big Bend Community College students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

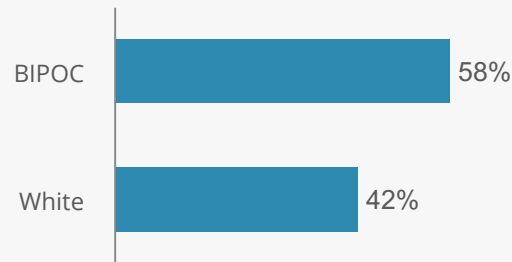


Fig. 4 Disability status

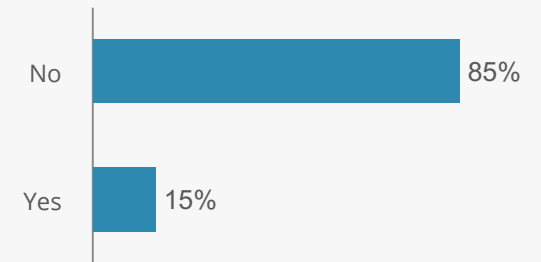


Fig. 2 Gender identity

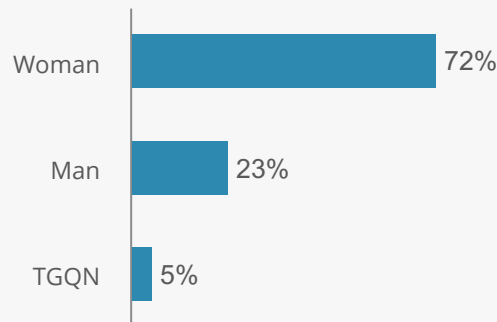


Fig. 5 Religious affiliation

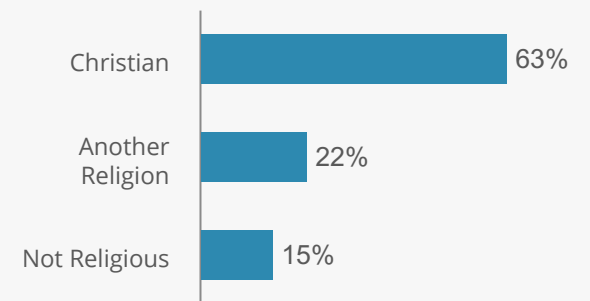


Fig. 3 Sexual orientation

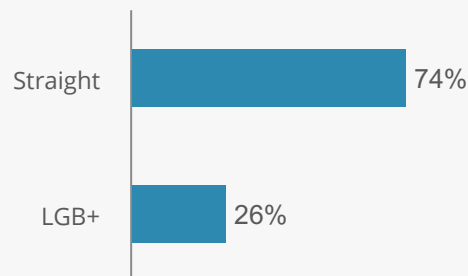
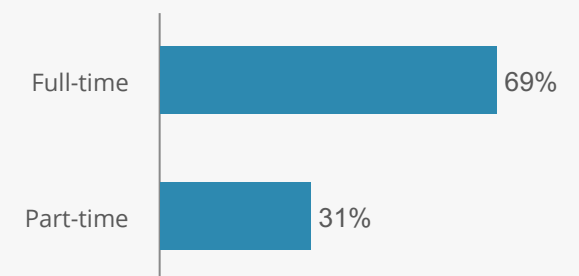
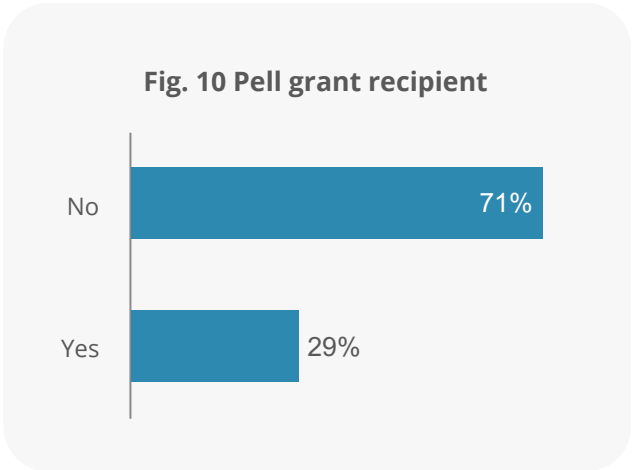
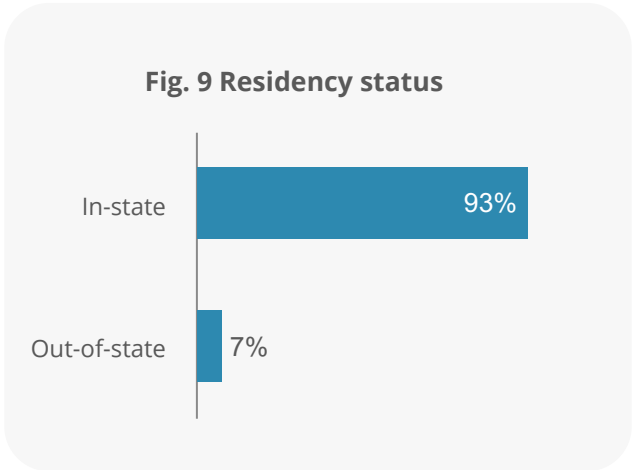
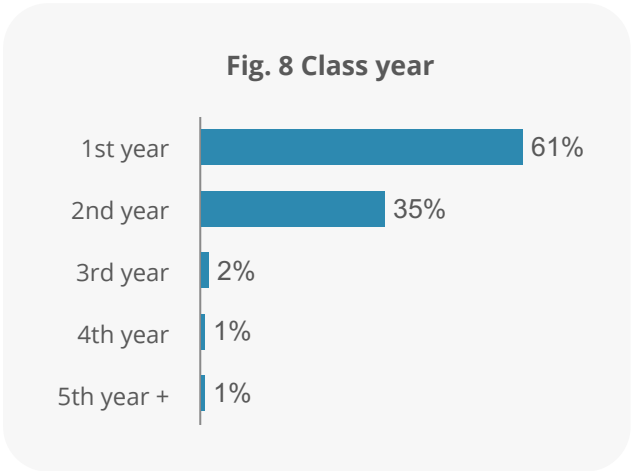
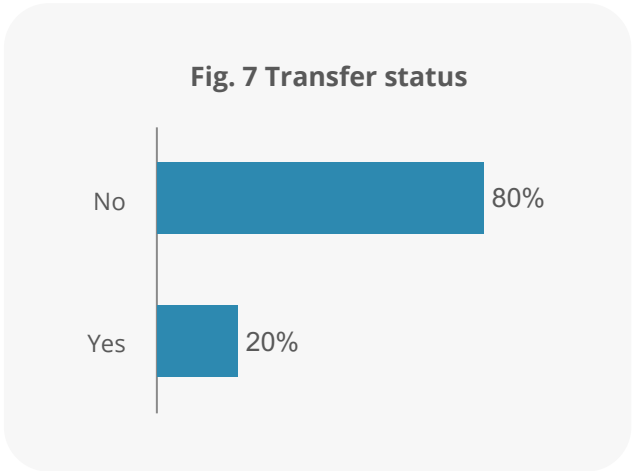


Fig. 6 Enrollment status



Participant Demographics



Executive Summary

Campus culture

On average, most participants felt a sense of belonging and equity, and that the college is doing a good job of trying to prevent discrimination. However, LGB+ and full-time students reported a lower sense of belonging, and students who identified as Christian or with another religion reported a lower sense of equity. Most participants felt that it is uncommon for members of the campus community to make insensitive or inappropriate comments.

Knowledge of resources & procedures

A majority of participants knew where to get help at the college if they or a friend experienced discrimination or harassment, and most understood what happens when a student reports misconduct.

School connectedness

Most participants felt comfortable having conversations about an identity they hold and expressing a differing opinion than their friends, fellow students, professors, and other staff members. However, students who affiliated with another religion were less comfortable having these conversation compared to those who identified as Christian or not religious. In general, engagement with DEI activities was low, ranging from 4% to 18%.

Discrimination and harassment

About one in ten participants (9%) experienced discrimination at the college in the past year and only 1% experienced harassment. The sample size of those who experienced discrimination and/or harassment was too small to report statistically significant differences in experience observed across demographic groups.

Among those who experienced discrimination and/or harassment, about three in four (75%) reported mental health impacts, and over a third (37%) reported impacts to their academic, professional, or student life.

Reporting

The majority of participants who experienced discrimination and/or harassment did not report the incident to the college or contact the counseling center. The most common reasons why participants did not report the incident were that they were worried about being blamed or not believed, were concerned about confidentiality, and were worried that the disclosure would not be taken seriously.



Findings

Campus Climate

Perceptions of Belonging, Equity, and Prevention

Students were asked to what extent they agreed or disagreed with statements about their feelings of belonging, representation, and Big Bend Community College's efforts to prevent and respond to discrimination. Their responses were scored on a scale from 1 to 4, with 4 being a positive response.

Belonging

On average, most students **agreed** that they feel a sense of belonging, and that there are others who are like them and role models that they can relate to at the college.

Equity

On average, most students **agreed** that their hard work is recognized and rewarded fairly.

Prevention and Accountability

On average, most students **agreed** that the college is doing a good job of trying to prevent discrimination, and of holding perpetrators accountable.

3.0_{/4}
Belonging

3.1_{/4}
Equity

3.2_{/4}
Prevention and Response

1 = negative response
4 = positive response

Differences in Perceptions of Belonging and Equity

Perceptions of belonging, equity, prevention, and response efforts varied among demographic groups.

Belonging

LGB+ students and full-time students reported a lower sense of belonging than straight and part-time students.

Equity

Students who affiliated as Christian or with another religion were less likely to report feeling that all students are treated equitably compared to students who identified as not religious.

Fig. 11 Differences in perceptions of belonging

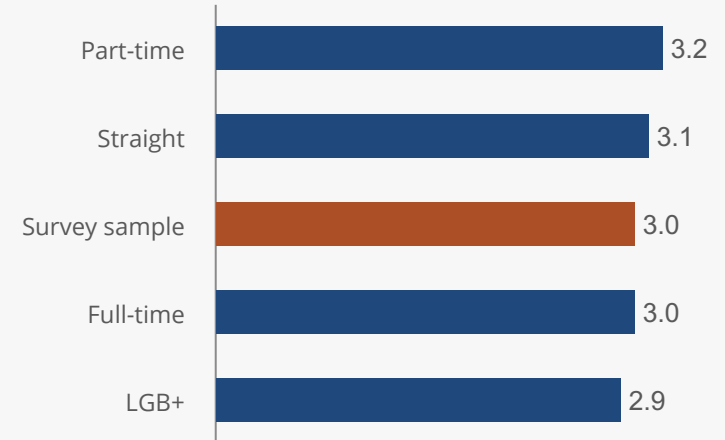
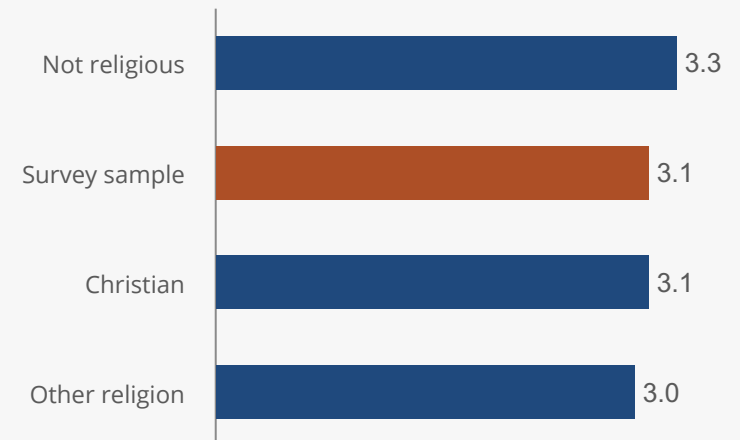


Fig. 12 Differences in perceptions of equity



Campus Culture

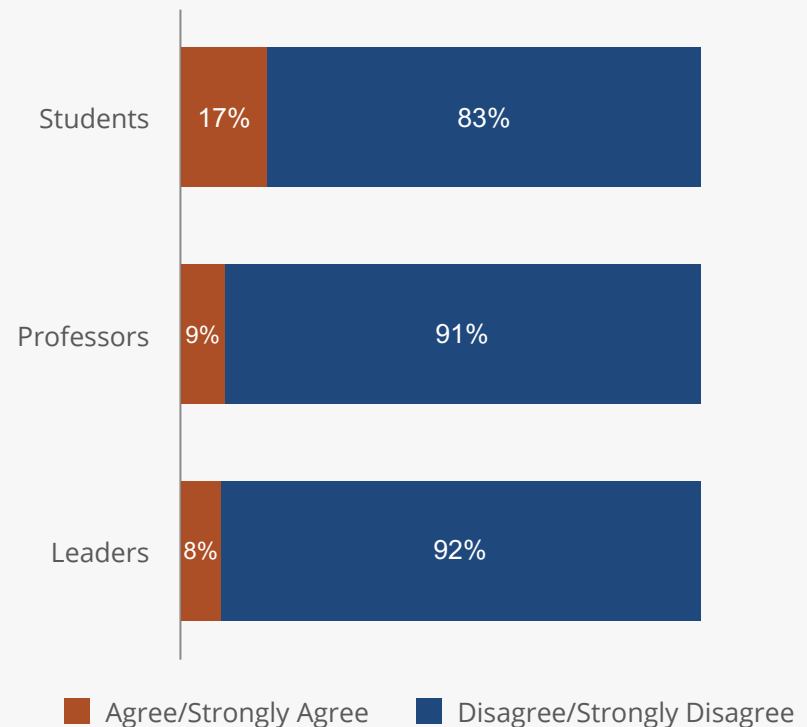
Participants were asked about how common it is for students, professors, and leaders at Big Bend Community College to make comments that are insensitive or inappropriate.

Most participants disagreed that it is common for students, professors, and leaders to make insensitive or inappropriate comments. About **one in six (17%)** participants agreed that it is common for fellow students to make such comments, while **9%** agreed that it is common for professors to do so, and **8%** agreed that it is common for the college's leaders to do so.

Among those who agreed or strongly agreed, 70% felt the comments were commonly directed toward **age or generation**, 70% felt they were directed toward **race or ethnicity**, and 54% felt they were directed toward **sex or gender identity**.

BIPOC participants were more likely to agree that it is common for fellow students to make insensitive or inappropriate comments compared to White participants (22% vs. 10%).

Fig. 13 It's common for [...] to make comments that are insensitive or inappropriate





Findings

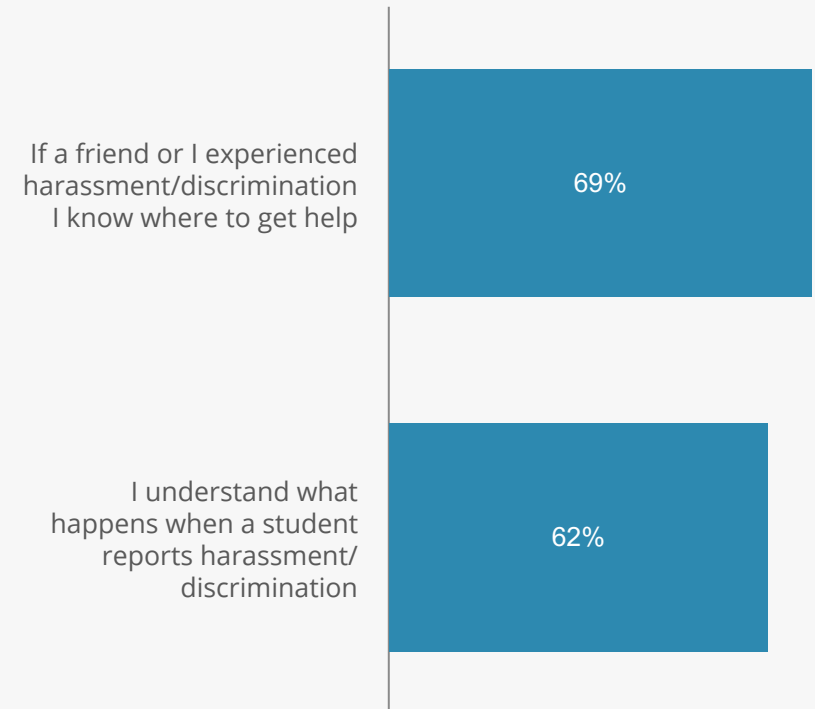
Knowledge of Resources

Knowledge of Campus Resources & Procedures

Students were asked about their knowledge of campus resources and procedures relevant to discrimination and harassment.

Most participants (69%) indicated that they knew where to get help if they or a friend experienced discrimination or harassment. Another **62%** indicated that they understood what happens when a student reports discrimination or harassment to the school.

Fig. 14 Knowledge of campus resources and procedures





Findings

School Connectedness

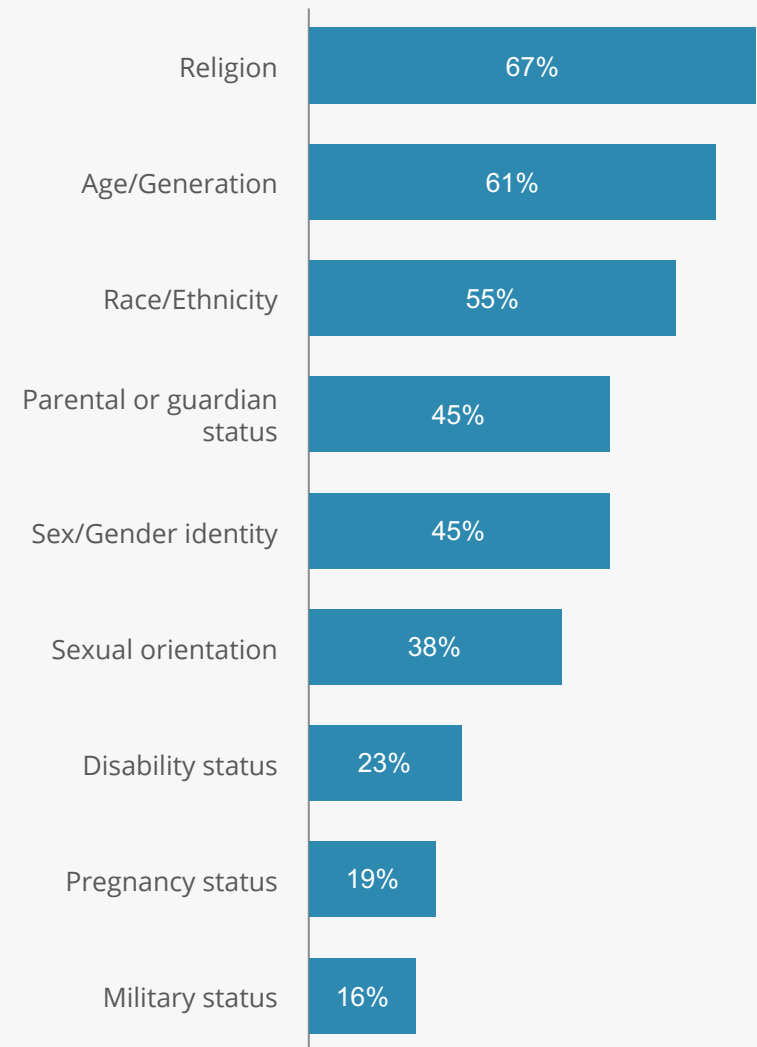
Diversity Among Friends

Students were asked to reflect on how their closest friends at Big Bend Community College differed from themselves.

The extent of diversity among close friends varied depending on the differences surveyed. Students were most likely to have friends who differed from them based on **religion** (67%), **age or generation** (61%), and **race or ethnicity** (55%).

Fewer participants reported differences based on military status (16%), pregnancy status (19%), and disability status (19%).

Fig. 15 Think of your 3 closest friends (not family) at Big Bend Community College. Are any of them different from you based on:



Comfort with Conversations About Identities

Students were asked about how comfortable and safe they felt having conversations about an identity they hold with various members of the campus community.

Overall, students reported feeling most comfortable having these conversations with **their friends** (93%). They reported feeling less comfortable having these conversations with **their professors** (79%), **other staff members** (74%), and with **fellow students** (68%).

The most common reason why students reported feeling uncomfortable having these conversations was because they felt they wouldn't be understood (33%).

Students who affiliated with another religion were less comfortable having conversations about an identity they hold with their friends compared to students who identified as Christian or not religious (80% vs. 95% and 100%).

Fig. 16 I feel comfortable and safe having conversations about an identity I hold with:

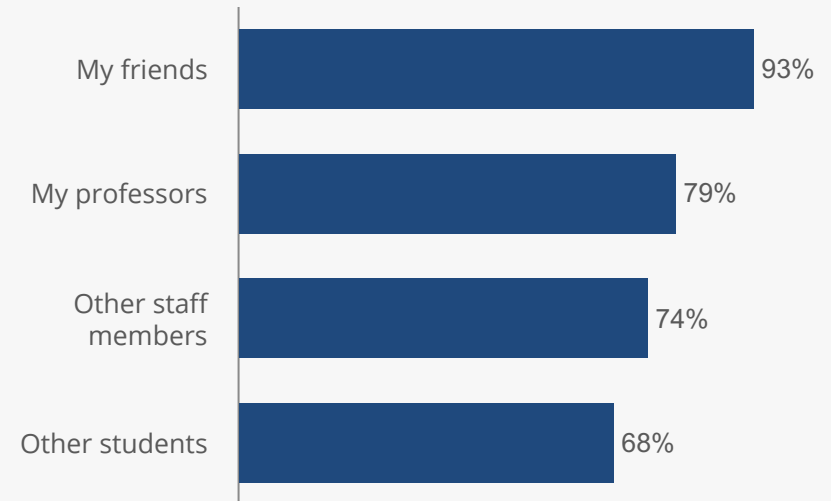
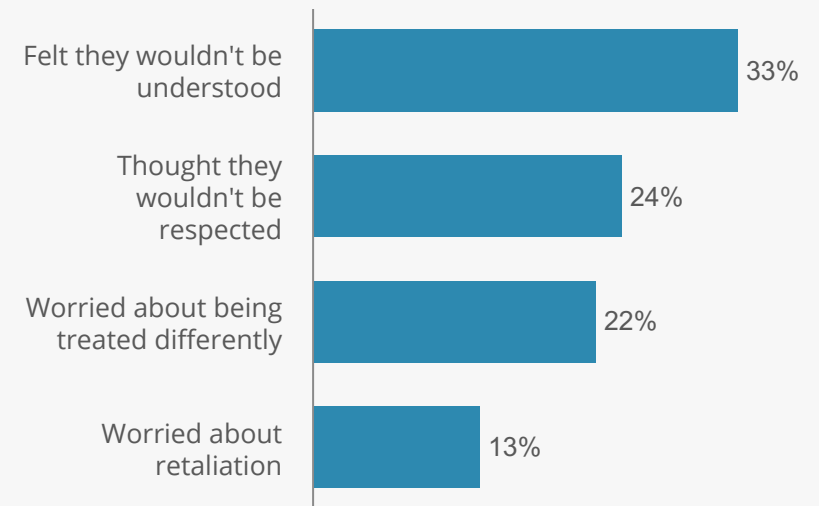


Fig. 17 Reasons students felt uncomfortable having conversations about an identity they hold



Comfort with Expressing Differing Opinions

Students were also asked about how comfortable they felt expressing a differing opinion than various members of the campus community.

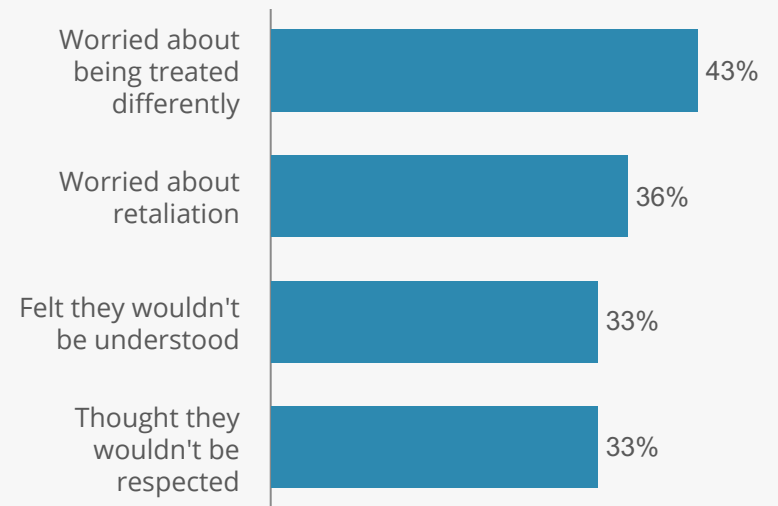
Students reported feeling most comfortable expressing a differing opinion than **their friends** (94%). They reported feeling less comfortable expressing a differing opinion than **their professors** (83%), **fellow students** (81%), and **other staff members** (78%).

The most common reason why students reported feeling uncomfortable expressing a differing opinion was because they were **worried about being treated differently** (43%).

Fig. 18 I feel comfortable expressing a differing opinion than:



Fig. 19 Reasons students felt uncomfortable expressing a differing opinion

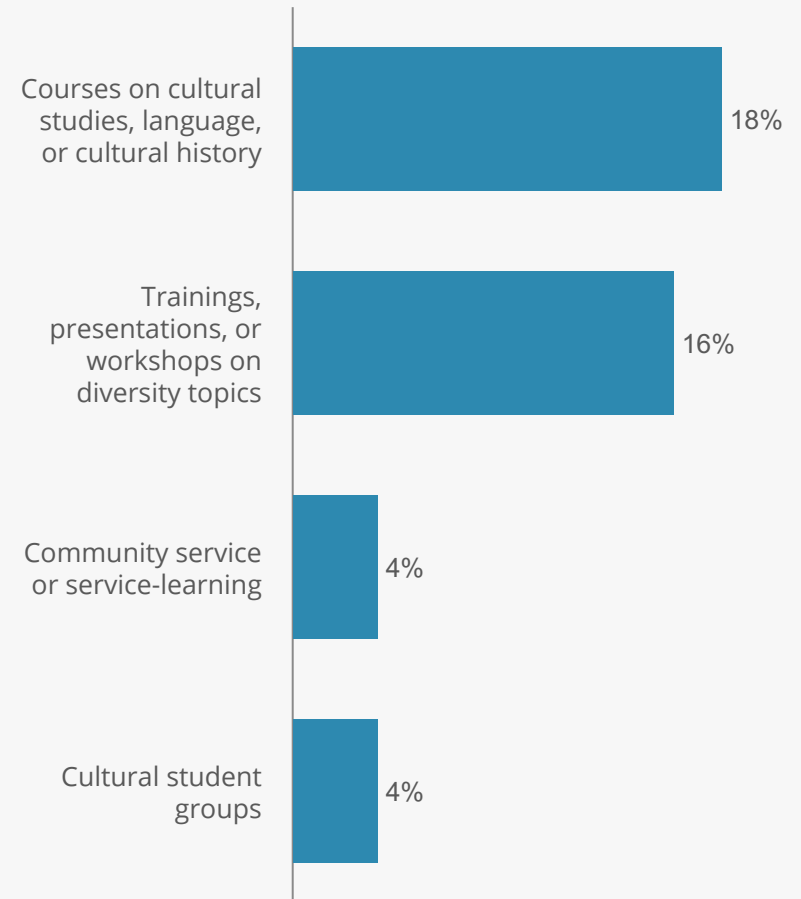


Engagement with DEI Activities

Students were asked about their engagement in activities relevant to diversity, equity, and inclusion (DEI) at Big Bend Community College. Overall, engagement in these activities ranged from 4% to 18%.

Eighteen percent (18%) of students took courses in cultural studies, language, or cultural history, and 16% participated in trainings, presentations, or workshops on diversity topics. A lower percentage of participants engaged in community service or service learning (4%), or a cultural student group (4%).

Fig. 20 Engagement with DEI-related activities





Findings

Discrimination & Harassment

9% of Students Surveyed Experienced Discrimination

The survey asked students about their experiences of discrimination, harassment, and/or violence at Big Bend Community College in the past 12 months. Overall, **9% of participants** indicated that they experienced discrimination, and only **1%** experienced harassment.

Perpetrators

Common perpetrators included a coworker, professor, another employee, or another student.

Reporting

A majority of participants did not report the incident to the college or contact the counseling center. Common reasons students did not report the incident were that they were worried about being blamed or not believed, were worried that the disclosure would not be kept confidential, and were worried that the disclosure would not be taken seriously.

Demographic Comparisons

The sample size of those who experienced discrimination and/or harassment is too small to report statistically significant differences observed across demographic groups.

Fig. 21 Prevalence of discrimination

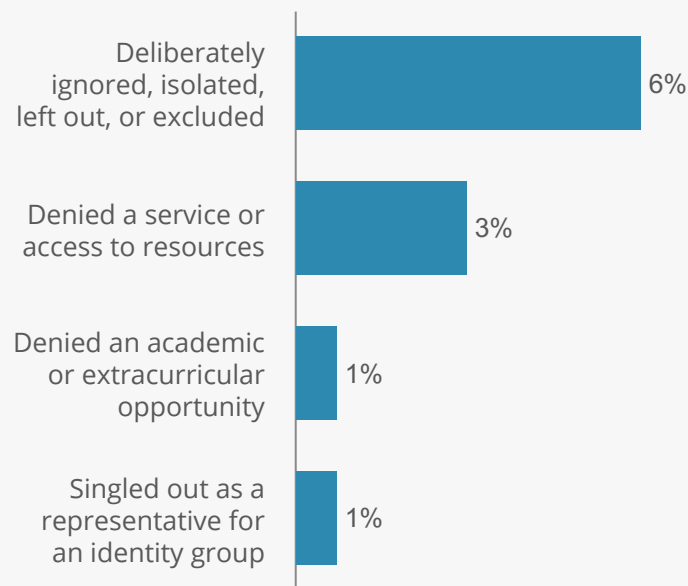
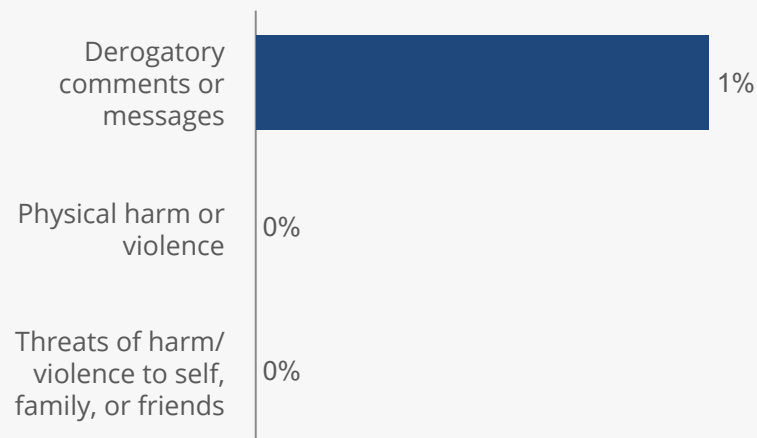


Fig. 22 Prevalence of harassment and violence





Findings

Victim Impacts

Impacts of Discrimination and Harassment

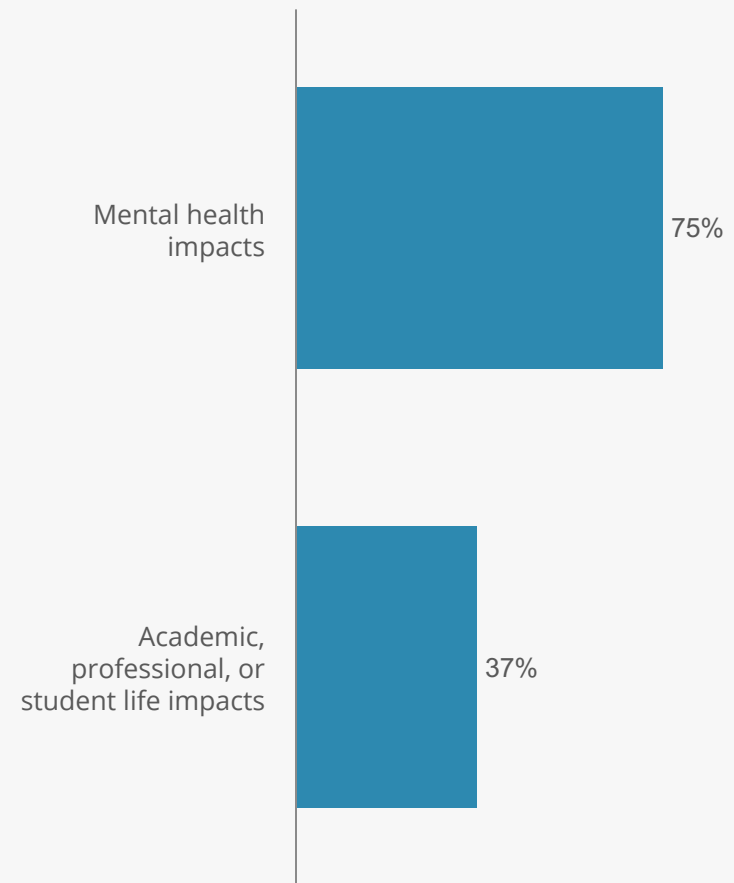
Students who indicated experiencing discrimination and/or harassment were asked about impacts they experienced following the incident.

About **three in four (75%)** who experienced an incident also experienced negative mental health symptoms, and **37%** experienced impacts to their academic, professional, and/or student life.

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.¹

Fig. 23 Prevalence of discrimination



¹ 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.



Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the Big Bend Community College Student Community 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 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.

Developing an Action Plan

An action plan can help you implement and track the effectiveness of the diversity, equity, and inclusion 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 discrimination and harassment. Being open and honest when communicating about the action plan can help build trust.

Key Findings

Most students had positive perceptions about belonging, equity, prevention, and accountability.

[pg. 11](#)

Students reported low incidents of insensitive or inappropriate comments by other students, professors, or leaders.

[pg. 13](#)

Recommendations

1. Continue positive practices toward prevention of discrimination and harassment. Consider building awareness campaigns to celebrate this aspect and build greater engagement.
2. Consider working with faculty and staff to ensure they understand expectations related to discrimination and harassment policies.
3. Provide DEI related workshops to employees and students, with an emphasis on implicit bias, microaggressions, structural barriers, how to address bias-related incidents that occur in the classroom or other areas of campus, and how to respond if one is called out for various behaviors or concerns.

Key Findings

Common reasons for not reporting were concern about being blamed or not believed, concern about confidentiality, and a lack of trust.

[pg. 22](#)

Recommendations

1. Create a marketing and communications plan to ensure students know where to report, how to report, and what to report. Consider creating materials with information related to confidentiality versus privacy.
2. Review online reporting forms to ensure they are easy to use.
3. Engage faculty and staff to ensure they understand reporting obligations related to discrimination and harassment. Consider sending a bi-annual message to all employees reminding them of their obligations under campus policy.
4. Consider a campaign to introduce the professional staff who are responsible for taking and managing incident reports.
5. Regularly train response staff on trauma-informed interventions.

Key Findings

A high percentage of those who experienced discrimination or harassment also experienced academic and mental health impacts.

[pg. 24](#)

Recommendations

1. Bolster systems that provide supportive measures to students who experience discrimination or harassment.
2. Review the supports that are available to students who have difficulty in classes.

Key Findings

There are opportunities to build belonging and engagement across differences.

- Students were most likely to have friends from a different religion (67%), age or generation (61%), and race or ethnicity (55%).
- Students felt less comfortable having conversations about their identities with their fellow students (68%).
- Students felt they wouldn't be understood, and worry about being treated differently, if they expressed a different opinion.

[pg. 17-19](#)

Participation in DEI activities was low.

Less than half of students engaged in DEI activities, trainings, or workshops.

[pg. 20](#)

Recommendations

1. Develop opportunities for intergroup dialogue and/or restorative justice circles.
2. Provide space for sharing, building skills related to inclusive practices, and strengthening a sense of belonging.
3. Consider encouraging high profile faculty, staff, and students with various identities to lead these dialogues.
4. Schedule a robust calendar of DEI-related events, including workshops, professional development, and other activities each semester that include both passive and active engagement opportunities.