Queer-Spectrum and Trans-Spectrum Student Experience in Higher Education: A Meta-Analysis of Four National Surveys

2018 Queer-Spectrum and Trans-Spectrum Student Experiences in American Higher Education

Welcome to today’s webinar.

Tips and FAQs
(This slide is available in your Handouts pane on the control panel)

• Audio: You may listen via your computer speakers or headphones, or by dialing in by phone. If you are having audio trouble, try switching to the alternate mode via the Audio Pane in your control panel. If dialing in by phone, be sure to enter your audio PIN.
• Video: Once the presentation begins, if you can hear but not see the slides, check that the viewer window is not minimized or hidden by clicking on daisy icon in your taskbar (PC) or dock (Mac).

• Questions are encouraged! Please use the Questions pane in your control panel at any time as you think of questions for the presenters or for technical assistance. Presenters will address questions at the end of the presentation.
• Today’s webinar will be recorded. Details will be emailed to you.
• There is no CE credit available for this presentation.
• For post-webinar assistance, please email achawebrinars@acha.org.
PRESENTERS

Mary Hoban, Ph.D. CHES
American College Health Association

Allison BrckaLorenz, Ph.D.
Center for Postsecondary Research, Indiana University

Maren Greathouse, M.S.
Tyler Clementi Center, Rutgers University New Brunswick

Ron Huesman, Ph.D.
SERU-AAU Consortium (UC-Berkeley & University of Minnesota)

Sue Rankin, Ph.D
Rankin & Associates Consulting

Ellen Stolzenberg, Ph.D
Higher Education Research Institute (UCLA)

ADDITION OF SO/GI VARIABLES

<table>
<thead>
<tr>
<th>Survey Instrument (Year Established)**</th>
<th>Sexual Identity</th>
<th>Gender Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIRP Your First College Year (2000)</td>
<td>2011</td>
<td>2011</td>
</tr>
<tr>
<td>CIRP Diverse Learning Environments Survey (2011)</td>
<td>2011</td>
<td>2011</td>
</tr>
<tr>
<td>Student Experience in the Research Institution (2010)</td>
<td>2010</td>
<td>2010</td>
</tr>
<tr>
<td>ACHA National College Health Assessment (2000)</td>
<td>2008*</td>
<td>2008*</td>
</tr>
</tbody>
</table>

*From 2000-2007, sexual identity and gender identity were ineffectively collapsed into a single question, “which of the following best describes you? Heterosexual, Gay/Lesbian, Bisexual, Transgendered, Other.” In 2008, the NCHA revised the survey with two distinct questions.

SIGNIFICANCE OF STUDY

- Historical Erasure of Queer-Spectrum and Trans-Spectrum Students from Institutional Research
- Largest Historical Combination of Samples (and individually for some surveys)
  - Queer-Spectrum Undergraduate Student Across 7 surveys (n=62, 208)
  - Trans-Spectrum Undergraduate Students Across 7 Surveys (n=6,976)
  - 918 Unique Institutions
- Unprecedented Generalizability of Queer-Spectrum and Trans-Spectrum Student Experiences (Carnegie Classification, Geographical Location, etc.)
- Timeliness of this Analysis
- Last National Analysis in 2010 and On-Going Funding Challenges

COLLAPSING VARIABLES
### SEXUAL ORIENTATION:
**Survey Questions & Response Options**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Is Your Sexual Orientation?</td>
<td>Heterosexual/Straight, Gay, Lesbian, Bisexual, Queer, Other</td>
</tr>
<tr>
<td>Do You Consider Yourself To Be: Heterosexual or Straight, Gay or</td>
<td>Bisexual, Queer, Questioning, Other (please specify):____, Decline to State</td>
</tr>
<tr>
<td>Which Of The Following Best Describes Your Sexual Orientation?</td>
<td>Straight (Heterosexual) Bisexual, Gay, Lesbian, Queer, Questioning/Unsure, Other Sexual Orientation (please specify):____, I Prefer Not To Respond</td>
</tr>
<tr>
<td>What Term Best Describes Your Sexual Orientation?</td>
<td>Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer, Questioning, Same Gender Loving, Straight/Heterosexual, and Another Identity (please specify)*:____</td>
</tr>
</tbody>
</table>

### GENDER IDENTITY:
**Survey Questions & Response Options**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you identify as transgender? Yes or No</td>
<td></td>
</tr>
<tr>
<td>What sex were you assigned at birth, such as on an original birth</td>
<td>Male*, Female*, Intersex, Decline to State</td>
</tr>
<tr>
<td>birth certificate?</td>
<td></td>
</tr>
<tr>
<td>What is your current gender identity? Man/Male*, Woman/Female*,</td>
<td></td>
</tr>
<tr>
<td>Trans Man/Trans Woman, Genderqueer/Gender Non-Conforming, Prefer to</td>
<td></td>
</tr>
<tr>
<td>describe (Short Answer)</td>
<td></td>
</tr>
<tr>
<td>What Is Your Gender Identity? Man, Woman, Another Gender Identity</td>
<td></td>
</tr>
<tr>
<td>(please specify), I prefer not to respond</td>
<td></td>
</tr>
<tr>
<td>Do You Identity As Transgender? Yes, No</td>
<td></td>
</tr>
<tr>
<td>Which term do you use to describe your gender identity? Woman*, Man*,</td>
<td></td>
</tr>
<tr>
<td>Trans Woman, Trans Man, Genderqueer, Another Identity (please specify)</td>
<td></td>
</tr>
<tr>
<td>What sex were you assigned at birth, such as on an original birth</td>
<td></td>
</tr>
<tr>
<td>certificate?</td>
<td></td>
</tr>
<tr>
<td>Female*, Male*</td>
<td></td>
</tr>
</tbody>
</table>
CIRP UNIQUE CHALLENGES

- Space issues: Paper & Web administration
- Turning point after 50th administration of the TFS (2015)
- Accurate language vs. useable data
- National and institutional missions
- Confidentiality vs. anonymity
- Standing our ground
NSSE UNIQUE CHALLENGES

- Change is hard! Striving for longitudinal data
- If it ain’t broke…. Educating on the damage
- How do we know this matters? Promising to prove it
- Limited real estate—asking only what you need
- “Best practices” -> Honoring survey design
- Will anyone bother to use it? Promising to make magic
- Don’t ask, don’t tell; fearing the consequences
- Change is still hard! Making progress and saying farewell

SERU UNIQUE CHALLENGES

- What to do with “not listed above” or what was other in the past? Does it offer an appropriate alternative over fixed responses?
  - Political affiliation/ religious affiliation impacts these responses
- Language choices have fluctuated over time, not consistent—feed back from LGBTQIA campus resources and student feedback on past surveys
- We do not vary or allow changes to the core items—same across all institutions across the country
- Identifying Trans status: those who identify as one sex assigned at birth but transitioning to the that same sex (is this measurement error)?
ACHA UNIQUE CHALLENGES

- Fewer challenges for ACHA
- Not political
- Relatively young survey
- Privacy concerns for students doing the paper survey
- Staying current and relevant with a rapidly changing construct
- Measuring asexuality

OTHER CHALLENGES

- Evolving Language and Notions about Sexuality and Gender
- Operationalizing Items
- Politics of Language within Queer-Spectrum and Trans-Spectrum Communities
- Intersections of Identity & Impact on Lived Experience of Gender Identity & Sexual Identity
CAMPUS CLIMATE

WHAT IS CLIMATE?

What is it?

• Campus Climate is a construct

Definition?

• Climate is defined by R&A as the current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential

How is it measured?

• Personal Experiences
• Perceptions
• Institutional Efforts

Rankin & Reason, 2008
Climate In Higher Education

Create and Distribute Knowledge

Climate (Living, Working, Learning)

Community Members

Climate In Higher Education

Positive Experiences with Campus Climate

Positive Perceptions of Campus Climate

Success

Persistence & Retention

Positive educational experiences
Healthy identity development
Overall well-being

CAMPUS CLIMATE & SUCCESSFUL OUTCOMES
Climate Matters

Climate Matters
Rankin Research - Summary Findings

<table>
<thead>
<tr>
<th></th>
<th>2003¹ (N = 1,669) U.S. (LGBQ)</th>
<th>2010² (N = 5,149) U.S. (queer/trans spectrum)</th>
<th>2016³ (N = 27,715) U.S.T.S. (transspectrum)</th>
<th>2017⁴ (N = 9,655) 9 campuses (queer/trans spectrum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced harassment</td>
<td>41%</td>
<td>Trans spectrum - 39%</td>
<td>46%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Queer spectrum - 22%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homophobic/Biphobic/Transphobic Campus Climate</td>
<td>74%</td>
<td>59.8%</td>
<td>Not asked</td>
<td>47%</td>
</tr>
<tr>
<td>Seriously considered leaving and/or left their institution</td>
<td>38%</td>
<td>33%</td>
<td>16% Left 1% expelled/forced out</td>
<td>31%</td>
</tr>
</tbody>
</table>

NATIONAL SURVEY OF STUDENT ENGAGEMENT

Queer Spectrum Students
~28,000 students (5.3%)!
CLIMATE OUTCOMES

- Less positive interactions with others
  - Other students and administrative staff and offices
- Perceive less support from their institution
- Less collaborative learning
- About the same student-faculty interaction

ACADEMIC AND CO-CURRICULAR OUTCOMES

- More Reflective & Integrative Learning
- More often aspire to doctoral or professional degrees
- Less often student-athletes or members of a fraternity or sorority
- Less often participate in service-learning
- Less perceived gains in working with others
**ACADEMIC MAJOR**

<table>
<thead>
<tr>
<th>Major</th>
<th>Queer-Spectrum</th>
<th>Heterosexual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>8.2%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>11.3%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>6.7%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Communications</td>
<td>3.8%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>10.5%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Social Service Professions</td>
<td>5.1%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Education</td>
<td>7.2%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Engineering</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>8.9%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Business</td>
<td>8.2%</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

**Trans-Spectrum Students**

~1,600 students (1%)

- Uncodeable
- Nonbinary
- Gender fluid
- Agender
- Small groups
- Transgender
- Genderqueer
- Two spirit
**CLIMATE OUTCOMES**

- Less positive interactions with others
  - Other students and administrative staff and offices
- Perceive less support from their institution
- Less collaborative learning
- About the same student-faculty interaction
- Lower satisfaction and perceived gains

**ACADEMIC AND CO-CURRICULAR OUTCOMES**

- More Reflective & Integrative Learning
- More often aspire to doctoral or professional degrees
- Less often student-athletes or members of a fraternity or sorority
- Less often participate in service-learning but more often have leadership experiences
- Less perceived gains in working with others
ACADEMIC MAJOR

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
CIRP ANNUAL STUDENT SURVEYS*

- Freshman Survey (TFS)
- Your First College Year (YFCY)
- Diverse Learning Environments (DLE)
- College Senior Survey (CSS)

*Staff Climate Survey, new for 2017-18
*HERI Faculty Survey administered every 3 years (next administration: 2019-2020)

ASTIN’S I-E-O MODEL

Environment
YFCY/DLE/CSS
(e.g., interactions with peers and faculty, academic enhancement experiences, co-curricular experiences)

Input
CIRP Freshman Survey
(e.g., academic performance in high school, financial concerns, expectations, degree aspirations, self-concept, demographics)

Outcome
YFCY/DLE/CSS
(e.g., gains in habits of mind, social agency, civic awareness, pluralistic orientation; satisfaction; post-college plans)
CIRP, THE FRESHMAN SURVEY (TFS)

Queer-Spectrum Students

- Gay: 1.70%
- Lesbian: 1.20%
- Bisexual: 0.70%
- Queer: 4.30%
- Other: 0.60%

Queer-Spectrum n=12,872 (8.5%)
Trans-Spectrum n=675 (0.4%)

FELT DEPRESSED OR ANXIOUS (2016 TFS)

- Frequently felt depressed
- Frequently felt anxious

Not Transgender: 12.1% 35.0%
Transgender: 48.6% 10.1%
Heterosexual: 64.1% 22.6%
Gay: 32.7% 47.6%
Lesbian: 47.7% 34.5%
Bisexual: 57.7% 55.6%
Queer: 61.7% 61.7%
Other: 75.2% 61.2%

Frequently felt depressed  Frequently felt anxious
OTHER MENTAL HEALTH MEASURES (2016 TFS)

- Psychological Disorder
  - Queer-Spectrum: 36.8%
  - Heterosexual: 35.2%
- Frequently Feel Depressed
  - Queer-Spectrum: 52.2%
  - Heterosexual: 48.6%
- Frequently Feel Anxious
  - Queer-Spectrum: 60.3%
  - Heterosexual: 64.1%

SELF-RATED EMOTIONAL HEALTH

2016 TFS • QUEER-SPECTRUM N=12,872 (8.5%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Below average/Lowest 10%</th>
<th>Average</th>
<th>Above average/Highest 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual/Straight</td>
<td>13.4%</td>
<td>38.0%</td>
<td>48.6%</td>
</tr>
<tr>
<td>Queer-spectrum</td>
<td>42.8%</td>
<td>33.8%</td>
<td>23.4%</td>
</tr>
<tr>
<td>Gay</td>
<td>28.1%</td>
<td>36.4%</td>
<td>35.5%</td>
</tr>
<tr>
<td>Lesbian</td>
<td>39.9%</td>
<td>36.5%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>44.0%</td>
<td>34.3%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Queer</td>
<td>57.4%</td>
<td>28.4%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Other</td>
<td>46.3%</td>
<td>31.6%</td>
<td>22.1%</td>
</tr>
</tbody>
</table>
SELF-RATED EMOTIONAL HEALTH
(2016 TFS)
Trans-Spectrum n=675 (>1%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Non-Transgender</th>
<th>Transgender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Average</td>
<td>15.8%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Average</td>
<td>37.7%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Above Average</td>
<td>46.5%</td>
<td>23.5%</td>
</tr>
</tbody>
</table>

FIRST YEAR FINDINGS
(2016 YFCY)
Queer-Spectrum n=2,022 (12.7%)

- Frequently Homesick/Lonely: Queer-Spectrum 23.4%, Heterosexual 16.4%
- Isolated from Campus Life: Queer-Spectrum 24.9%, Heterosexual 15.3%
- Use Psychological Services: Queer-Spectrum 34.0%, Heterosexual 20.8%
FIRST YEAR FINDINGS
2016 YFCY • TRANS-SPECTRUM N=156 (1%)

Unsafe on Campus (Occ/Freq) Isolated from Campus Life Use Psychological Services (Occ/Freq)

- Trans-Spectrum: 52.7% 32.4% 58.1%
- Non-Transgender: 23.4% 16.4% 22.0%

UNDERGRADUATE STUDENT EXPERIENCE IN THE RESEARCH UNIVERSITY
**QUEER-SPECTRUM STUDENTS**

n=9,879 (11.3%)

- Heterosexual or straight (n=76,472)
- Gay or lesbian (n=2,651)
- Bisexual (n=4,879)
- Decline to state (n=705)
- *Other, queer-spectrum (n=2,349)
- Asexual (n=528)

**TRANS-SPECTRUM STUDENTS**

n=1,526 (1.7%)

- Cisgender (n=86,229)
- Trans-spectrum (n=1,526)
- Intersex (n=19)
- Decline to State (n=222)
CAMPUS CLIMATE (SEXUAL IDENTITY)
Queer-Spectrum n=9,879 (11.3%)

SA/A: Students of My Sexual Orientation Are Respected on Campus

- Heterosexual/Straight: 85.7%
- Queer-Spectrum: 49.5%

CAMPUS CLIMATE (GENDER IDENTITY)
Trans-Spectrum n=1,526 (1.7%)

SA/A: Students of My Gender Are Respected on Campus

- Cisgender: 65.1%
- Trans-spectrum: 30.8%
CAMPUS CLIMATE (SEXUAL IDENTITY)
Queer-Spectrum n=9,879 (11.3 %)

- Strongly Agree or Agree - This RU is a safe and secure campus: 56.6%, Queer-Spectrum
- Strongly Agree or Agree - This RU is a welcoming campus: 66.0%, Queer-Spectrum
- Strongly Agree or Agree - Knowing what I know now, I would still choose to enroll at this RU: 61.4%, Queer-Spectrum
- Strongly Agree or Agree - I feel valued as an individual at this RU: 57.9%, Queer-Spectrum
- Strongly Agree or Agree - I feel that I belong at this University: 54.6%, Queer-Spectrum

CAMPUS CLIMATE (GENDER IDENTITY)
Trans-Spectrum n=1,526 (1.7%)

- Strongly Agree or Agree - This RU is a safe and secure campus: 53.3%, Trans-Spectrum
- Strongly Agree or Agree - This RU is a welcoming campus: 64.6%, Trans-Spectrum
- Strongly Agree or Agree - Knowing what I know now, I would still choose to enroll at this RU: 61.0%, Trans-Spectrum
- Strongly Agree or Agree - I feel valued as an individual at this RU: 49.9%, Trans-Spectrum
- Strongly Agree or Agree - I feel that I belong at this University: 54.0%, Trans-Spectrum
Disability Status, (% of responses)

- Do you have any physical disabilities? (n=2,169 yes responses)
- Do you have any learning disabilities? (n=5,918 yes responses)
- Do you have any psychological disabilities? (n=11,250 yes responses)
- No disability indicated (n=72,533 no's)

DISABILITY STATUS (SO)

- Other disability reported: 4.6%
- Psychological disability reported: 10.0%
- No disability reported: 85.4%

- Heterosexual/straight
- Queer-spectrum
DISABILITY STATUS (GI)

Other disability reported: 4.6% Cisgender, 7.1% Trans-spectrum
Psychological disability reported: 12.1% Cisgender, 49.0% Trans-spectrum
No disability reported: 83.3% Cisgender, 43.5% Trans-spectrum

Academic Engagement/Disengagement by Sexual Orientation*

- During this year, how often have you contributed to a class discussion?
  - Heterosexual/Straight: 59.6%
  - Queer-Spectrum: 65.7%
- During this year, how often have you brought up ideas or concepts from different courses during class discussions?
  - Heterosexual/Straight: 46.1%
  - Queer-Spectrum: 52.9%
- How frequently have you gone to class unprepared?
  - Heterosexual/Straight: 13.0%
  - Queer-Spectrum: 19.5%
- How frequently have you skipped class?
  - Heterosexual/Straight: 13.8%
  - Queer-Spectrum: 19.4%

*Responses of Very often/often/somewhat often
Academic Engagement/Disengagement by Gender Identity*

<table>
<thead>
<tr>
<th></th>
<th>Cisgender</th>
<th>Trans-spectrum</th>
</tr>
</thead>
<tbody>
<tr>
<td>During this year, how often have you contributed to a class discussion?</td>
<td>60.2%</td>
<td>64.8%</td>
</tr>
<tr>
<td>During this year, how often have you brought up ideas or concepts from different courses during class discussions?</td>
<td>46.8%</td>
<td>53.0%</td>
</tr>
<tr>
<td>How frequently have you gone to class unprepared?</td>
<td>13.6%</td>
<td>23.5%</td>
</tr>
<tr>
<td>How frequently have you skipped class?</td>
<td>14.2%</td>
<td>23.1%</td>
</tr>
</tbody>
</table>

*Responses of Very often/often/somewhat often

ACHA-NATIONAL COLLEGE HEALTH ASSESSMENT
ACHA NATIONAL COLLEGE HEALTH ASSESSMENT

- Roots in the CDC YRBS effort
- Health behaviors, needs, impediments to academic performance
- Safety and violence, mental health, sexual health, substance use, sleep, physical activity, and more
- 1.7 million students at more than 850 institutions since 2000
- Sharing data from Spring 2016: 76,663 undergraduate students at 126 4-year US institutions
- Limitations

Queer-Spectrum Students (n=9,331, or 12.7% of the sample)

- Bisexual (n=4,098)
- Gay (n=1,196)
- Lesbian (n=813)
- Pansexual (n=1,171)
- Queer (n=722)
- Questioning (n=1,249)
- Same Gender Loving (n=80)
### DRUG/ALCOHOL FINDINGS

**Queer-Spectrum** n=9,331 (12.6%) • **Trans-Spectrum** n=2,294 (3.8%)

<table>
<thead>
<tr>
<th>Substance</th>
<th>Queer-Spectrum</th>
<th>Straight/Heterosexual</th>
<th>Trans-Spectrum</th>
<th>Cisgender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol use within the last 30 days</td>
<td>69.1%</td>
<td>63.9%</td>
<td>61.0%</td>
<td>64.1%</td>
</tr>
<tr>
<td>Marijuana use within the last 30 days</td>
<td>30.9%</td>
<td>18.8%</td>
<td>24.2%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Any ecstasy or other club drug use within the last 30 days*</td>
<td>21.2%</td>
<td>14.7%</td>
<td>18.8%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Any meth or other amphetamine use within the last 30 days</td>
<td>3.4%</td>
<td>2.0%</td>
<td>4.1%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Any heroin use within the last 30 days</td>
<td>0.7%</td>
<td>0.3%</td>
<td>1.8%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Any prescription drug misuse within the last 12 months**</td>
<td>17.4%</td>
<td>11.8%</td>
<td>16.3%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Pain medication misuse within the last 12 months</td>
<td>7.9%</td>
<td>4.8%</td>
<td>8.0%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Prescription opioid and sedative misuse within the last 12 months</td>
<td>3.2%</td>
<td>1.6%</td>
<td>3.8%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

### MENTAL HEALTH FINDINGS

**Queer-Spectrum** n=9,331 (12.6%) • **Trans-Spectrum** n=2,294 (3.8%)

<table>
<thead>
<tr>
<th>Mental/Emotional Health</th>
<th>Queer-Spectrum</th>
<th>Straight/Heterosexual</th>
<th>Trans-Spectrum</th>
<th>Cisgender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt very lonely within the last 12 months</td>
<td>79.1%</td>
<td>59.1%</td>
<td>72.5%</td>
<td>61.0%</td>
</tr>
<tr>
<td>Felt so depressed it was difficult to function within the last 12 months</td>
<td>59.3%</td>
<td>33.7%</td>
<td>56.2%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Intentionally cut, burned, bruised, or otherwise injured themselves within the last 12 months</td>
<td>18.3%</td>
<td>5.4%</td>
<td>22.0%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Seriously considered suicide within the last 12 months</td>
<td>23.5%</td>
<td>8.2%</td>
<td>26.3%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Attempted suicide within the last 12 months</td>
<td>3.5%</td>
<td>1.1%</td>
<td>5.2%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>
### ACADEMIC IMPEDIMENTS

**Queer-Spectrum n=9,331 (12.6%) • Trans-Spectrum n=2,294 (3.8%)**

<table>
<thead>
<tr>
<th>Academic Impediments</th>
<th>Queer-Spectrum</th>
<th>Straight/Heterosexual</th>
<th>Trans-Spectrum</th>
<th>Cisgender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>39.1%</td>
<td>22.1%</td>
<td>39.5%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Depression</td>
<td>31.8%</td>
<td>14.0%</td>
<td>33.7%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Discrimination</td>
<td>4.2%</td>
<td>0.9%</td>
<td>7.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Drug use</td>
<td>3.8%</td>
<td>1.6%</td>
<td>3.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Eating disorder/problem</td>
<td>3.0%</td>
<td>1.2%</td>
<td>4.1%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Finances</td>
<td>10.8%</td>
<td>6.6%</td>
<td>13.1%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Roommate difficulties</td>
<td>9.2%</td>
<td>5.8%</td>
<td>11.1%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Stress</td>
<td>45.3%</td>
<td>32.0%</td>
<td>44.3%</td>
<td>33.4%</td>
</tr>
</tbody>
</table>

### SEXUAL/RELATIONSHIP VIOLENCE

**Queer-Spectrum n=9,331 (12.6%) • Trans-Spectrum n=2,294 (3.8%)**

<table>
<thead>
<tr>
<th>Sexual Victimization and Relationship Violence within the last 12 months</th>
<th>Queer-Spectrum</th>
<th>Straight/Heterosexual</th>
<th>Trans-Spectrum</th>
<th>Cisgender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexually touched without consent</td>
<td>15.7%</td>
<td>7.7%</td>
<td>14.1%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Sexual penetration attempted without consent</td>
<td>7.1%</td>
<td>3.1%</td>
<td>6.1%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Sexually penetrated without consent</td>
<td>4.5%</td>
<td>1.9%</td>
<td>4.7%</td>
<td>2.2%</td>
</tr>
<tr>
<td>One or more of the three types of sexual victimization above</td>
<td>16.6%</td>
<td>8.3%</td>
<td>15.1%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Emotionally abusive relationship</td>
<td>12.7%</td>
<td>7.9%</td>
<td>13.7%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Physically abusive relationship</td>
<td>3.0%</td>
<td>1.7%</td>
<td>3.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Sexually abusive relationship</td>
<td>3.9%</td>
<td>1.7%</td>
<td>4.8%</td>
<td>1.9%</td>
</tr>
<tr>
<td>One or more of the three types of abusive relationships above</td>
<td>14.2%</td>
<td>8.6%</td>
<td>15.2%</td>
<td>9.2%</td>
</tr>
</tbody>
</table>
Responses to Unwelcoming Campus Climates

What are students’ behavioral responses?

Lack of Persistence

30% of respondents have seriously considered leaving their institution

What do students offer as the main reason for their departure?

Source: R&A, 2015; Rankin et al., 2010; Strayhorn, 2012
Student Departure

- Experienced Victimization
- Lack of Social Support
- Feelings of hopelessness
- Suicidal Ideation or Self-Harm

Source: Liu & Mustanski, 2012

IMPLICATIONS FOR POLICY AND PRACTICE
STUDENT SUPPORT SERVICES

Increase Support/Outreach Programs For Queer-Spectrum And Trans-Spectrum Students Through Professionally Staffed LGBTQ+ Resource Centers

- Cohort Models
- Faculty, Staff, And Peer Mentors
- QPOC Groups

LGBTQ RESOURCE CENTERS

- Culturally Competent Advocates and Trusted First-Point-of-Entry for Referral to Campus Services
- Provision of Faculty/Staff Cultural Competency Trainings by Content Experts (Safe Zone Trainings/Liaison Programs)
- LGBTQ+ Targeted Programming & Leadership Development that Encourage Positive Identity Development and Cultivation of Social Support Networks
- Peer Mentorship Programs that Promote Development of Social Support Networks (and decrease students from escalating to crisis)
- Peer Education Programs that Create and Informed Student Body (Improves Campus Climate)
- Physical Hub for Students Seeking to Cultivate Social Support Networks (Student Lounges, Offices)
- Cultivate of Campus-wide LGBTQ+ Resources via Partnership with Counseling Services, Health Services, Housing, etc. (Referral Network/Safe Zone Liaisons)

Students should not be burdened with the responsibility to provide these resources to their peers and the campus professionals that serve them.
QUESTIONS & COMMENTS