

Emerging Research on Queer-Spectrum and Trans-Spectrum Students in Higher Education:

An Analysis of NSSE, CIRP, SERU-AAU and ACHA-NCHA Survey Responses

Presenters

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The Influence of Campus Climate on the Success of Queer-Spectrum and Trans-Spectrum Students

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Complexities of Survey Research with Queer-Spectrum & Trans-Spectrum Students

- Introducing the Measures within Your Respective Instruments
- Fluidity of Language & Survey Stagnancy
- Cultural Relevancy & Geographic Considerations
- Privacy, Confidentiality, & Stigma

SEXUAL IDENTITY

Instrument	Survey Questions & Response Options
RANKIN	Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. <i>Bisexual, Gay, Heterosexual, Lesbian, Pansexual, Queer, Questioning, A sexual identity not listed here, Please specify:_____</i>
CIRP	What Is Your Sexual Orientation? <i>Heterosexual/Straight, Gay, Lesbian, Bisexual, Queer, Other</i>
SERU	Do You Consider Yourself To Be: <i>Heterosexual or Straight, Gay or Lesbian, Bisexual, Queer, Questioning, Other (please specify):_____</i> , Decline to State
NSSE	Which Of The Following Best Describes Your Sexual Orientation? <i>Straight (Heterosexual), Bisexual, Gay, Lesbian, Queer, Questioning/Unsure, Another Sexual Orientation (please specify):_____</i> , I Prefer Not To Respond
ACHA-NCHA	What Term Best Describes Your Sexual Orientation? <i>Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer, Questioning, Same Gender Loving, Straight/Heterosexual, and Another Identity (please specify)*:_____</i>

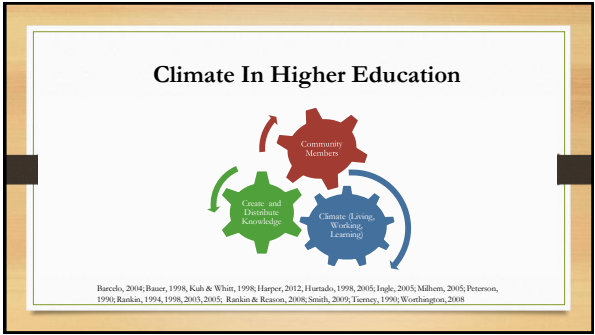
*A subject who indicates "other" were only included if their fill-in answer legitimately indicated a queer-spectrum identity.

GENDER IDENTITY

Instrument	Survey Questions & Response Options
RANKIN	<ul style="list-style-type: none"> • What is your birth sex (assigned)? <i>Male*, Female*, Intersex</i> • What is your current gender identity? <i>Genderqueer, Man*, Nonbinary, Transgender, Woman*, A gender not listed here (Short Answer)</i> • What is your gender expression? <i>Androgynous, Feminine, Masculine, A gender expression not listed here (Please specify):_____</i>
NSSE	What Is Your Gender Identity? <i>Man, Woman, Another Gender Identity (short answer), I prefer not to respond</i>
CIRP	Do you identify as transgender? <i>Yes or No</i>
SERU	<ul style="list-style-type: none"> • What sex were you assigned at birth, such as on an original birth certificate? <i>Male*, Female*, Intersex, Decline to State</i> • What is your current gender identity? <i>Male*/Man*, Female*/Woman*, Trans Male*/Trans Man, Trans Female*/Trans Woman, Genderqueer/Gender Non-Conforming, Prefer to Self Describe (Short Answer), Decline to State</i>
NCHA	<ul style="list-style-type: none"> • Do You Identify As Transgender? <i>Yes, No</i> • Which term do you use to describe your gender identity? <i>Woman*, Man*, Trans Woman, Trans Man, Genderqueer, Another Identity (Short Answer)</i> • What sex were you assigned at birth, such as on an original birth certificate? <i>Female*, Male*</i>

*A subject that indicates they were assigned "female" at birth, but identifies as non-female the contents of gender identity would also be included in the Trans-Spectrum sample (as well as those assigned "male" at birth, who identify with a non-female gender identity.

Campus Climate



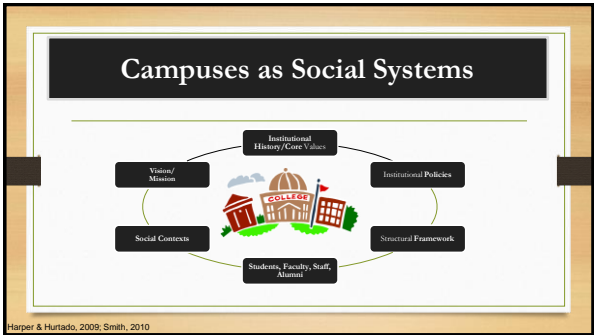
Campus Climate & Students

How students experience their campus environment influences both learning and developmental outcomes.¹

Discriminatory environments have a negative effect on student learning.²

Research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes.³

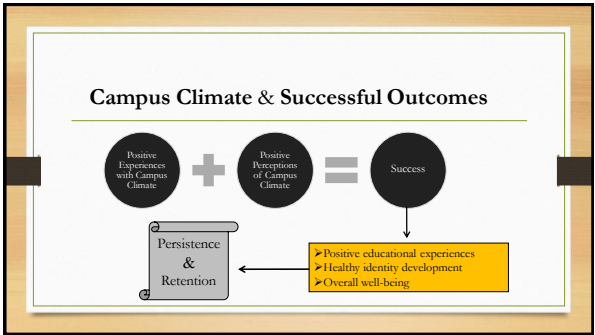
¹ Pascarella & Terenzini, 1991, 2005; Harper & Hurtado, 2009; Marantz & Moore, 2011; Patton, 2011; Struyven, 2012
² Calvert, Noss, Terenzini, Pascarella, & Hagedorn, 1993; Fergin, Vera & Innes, 1996; Pascarella & Terenzini, 2005
³ Hobb, 2004; Harper & Quaye, 2004; Harper & Hurtado, 2009; Hurtado, 2003; Nelson & Norkko-Dossert, 2010; Stephens, 2013



What is it? Campus Climate is a construct

Definition? *The current attitudes, behaviors, standards, and environment of faculty, staff, administrators and students, as well as university policies that influence the level of respect for individual needs, abilities, and potential.*

How is it measured? Personal Experiences, Perceptions & Institutional Efforts



Rankin – Summary Findings

	2013 ¹ (N = 1,669) U.S.	2010 ² (N = 5,149) U.S.	2010 ³ (N = 27,715) U.S./TS	2017 ⁴ (N = 9,655) 9 campuses
Experienced harassment	41%	Trans spectrum – 39% Queer spectrum – 22%	46%	31%
Homophobic/Biphobic/ Transphobic Campus Climate	74%	59.8%	Not asked	47%
Seriously considered leaving and/or left their institution	38%	33%	16% Left 1% expelled/ forced out	31%

¹Rankin, S. (2003). Campus climate for sexual minorities: A national perspective. New York, N.Y.: National Gay and Lesbian Task Force Policy Institute.
²Rankin, S., Weber, G., Blumentfeld, W., and Frazer, M.S. (2010). 2010 State of Higher Education for LGBT People. Charlotte, NC: Campus Pride.
³James, S. E., Herman, J. L., Rankin, S., Keeling, M., Mottet, L., & Anafi, M. (2016). The Report of the 2015 U.S. Transgender Survey. Washington, DC: National Center for Transgender Equality <http://www.nctse.org/reports>
⁴Rankin & Associates Consulting: <http://www.rankin-consulting.com>

The National Survey of Student Engagement's Findings From Queer-Spectrum and Trans-Spectrum Respondents

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Queer Spectrum Students ~28,000 students (9.8%)!

Category	Percentage
Bisexual	18.5
Gay	10.1
Questioning	8.9
Lesbian	6.8
Queer	4.1
Pansexual	4.0
Asexual	0.4
Other	0.6
Other	1.0
Other	3.8

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

Queer Spectrum Students

Major Field Representation

Field	Representation
Arts & Humanities	10
Social Sciences	5
Biological Sciences	2
Communications	1
Physical Sciences	1
Social Service...	1
Education	-2
Engineering	-3
Health Professions	-4
Business	-5

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

Trans-Spectrum Students ~3,700 students (1%)!

Category	Percentage
Uncodeable	17.4
Nonbinary	9.4
Gender fluid	8.4
Agender	6.9
Small groups	6.6
Transgender	6.6
Genderqueer	6.6
Two spirit	6.6
Other	0.4
Other	0.6
Other	1.0
Other	3.8

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

Trans-Spectrum Students

Major Field Representation

Field	Representation
Arts & Humanities	20
Social Sciences	10
Physical Sciences	5
Communications	2
Biological Sciences	1
Social Service Professions	1
Education	-2
Engineering	-3
Health Professions	-4
Business	-5

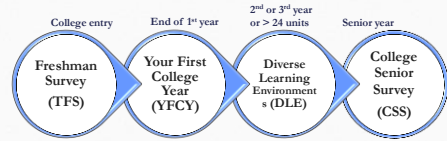
Academic and Co-Curricular Outcomes

- 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

Navigating the Challenges of Surveying Queer-Spectrum and Trans-Spectrum Students in Higher Education

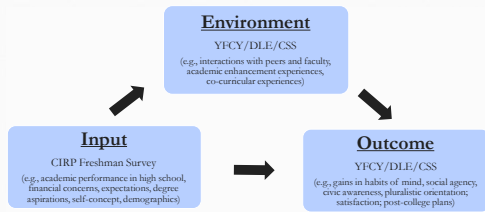
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CIRP Annual Student Surveys*



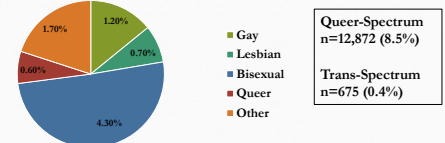
*Staff Climate Survey, new for 2017-18
*HERI Faculty Survey administered every 3 years (next administration: 2019-2020)

Astin's I-E-O Model

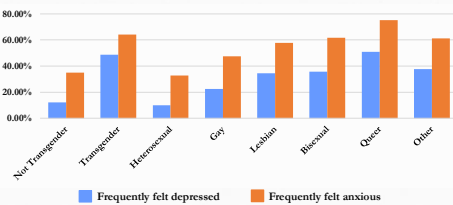


CIRP, The Freshman Survey (TFS)

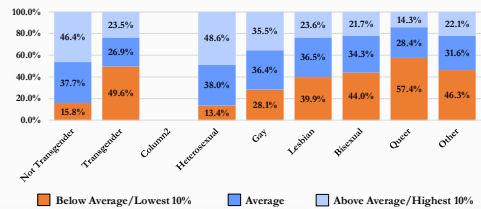
Queer-Spectrum Students (7.6%)

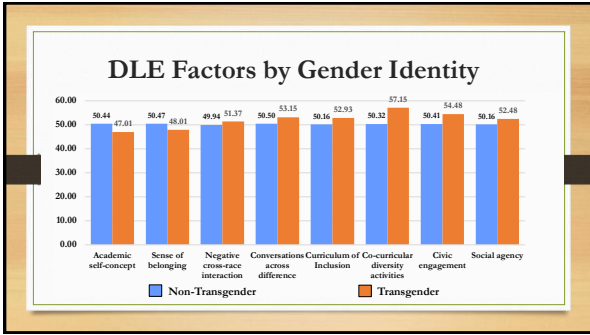


Felt Depressed & Felt Anxious (TFS)



Self-Rated Emotional Health (TFS)



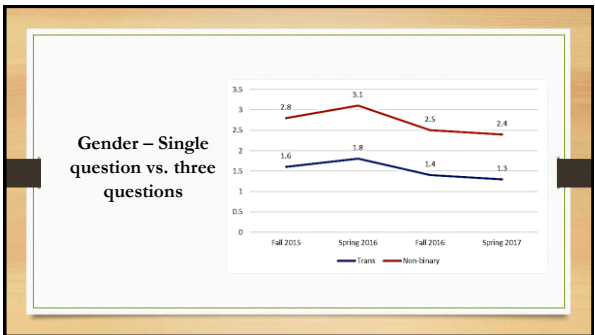
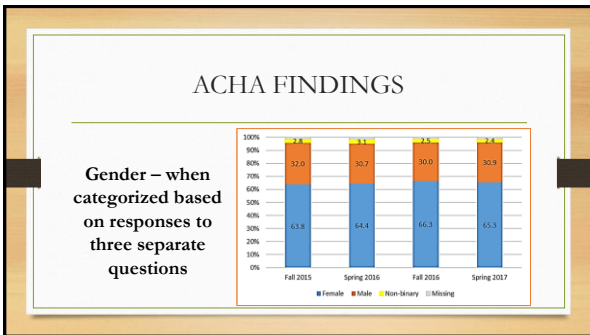
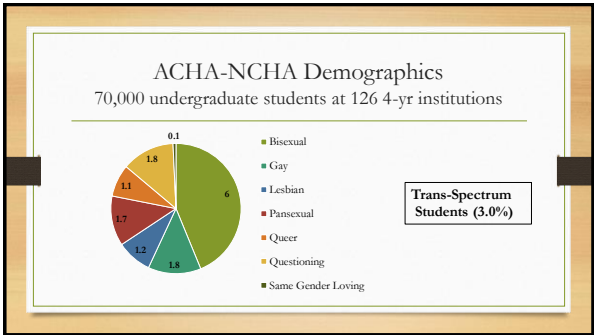


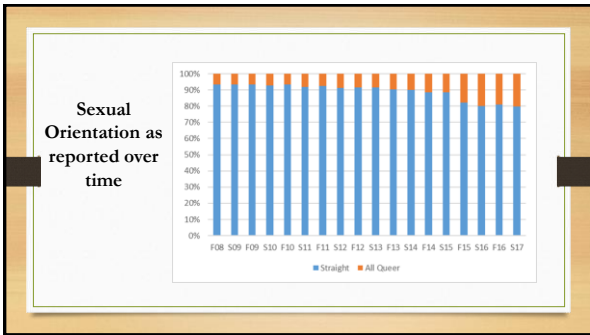
Health Disparities in Queer and Trans-Spectrum Students in Higher Education

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ACHA-National College Health Assessment

American College Health Association





Self-Harming Behaviors

	Straight	Queer-Spectrum
Self-Injury Last 12 Months	5.4%	18.3%
Suicide Ideation Last 12 Months	8.2%	23.5%
Suicide Attempt Last 12 Months	1.1%	3.5%
Cisgender		Trans-Spectrum
Self-Injury Last 12 Months	6.8%	22.0%
Suicide Ideation Last 12 Months	9.9%	26.3%
Suicide Attempt Last 12 Months	1.4%	5.2%

Sexual Violence

	Straight	Queer-Spectrum
Sexually Touched	7.7%	15.7%
Attempted Penetration	3.1%	7.1%
Completed Penetration	1.9%	4.5%
Any of the Above	8.3%	16.6%
Cisgender		Trans-Spectrum
Sexually Touched	8.5%	14.1%
Attempted Penetration	3.5%	6.1%
Completed Penetration	2.2%	4.7%
Any of the Above	9.2%	15.1%

Relationship Violence

	Straight	Queer-Spectrum
Emotionally Abusive Relationship	7.9%	12.7%
Physically Abusive Relationship	1.7%	3.0%
Sexually Abusive Relationship	1.7%	3.9%
Any Abusive Relationship	8.6%	14.2%
Cisgender		Trans-Spectrum
Emotionally Abusive Relationship	8.5%	13.7%
Physically Abusive Relationship	1.9%	3.4%
Sexually Abusive Relationship	1.9%	4.8%
Any Abusive Relationship	9.2%	15.2%

Opiate Use

	Straight	Queer-Spectrum
Heroin/Opiate Use in the Last 30 Days	0.3%	0.7%
Pain Medication Misuse in Last 12 Months	4.8%	7.9%
Pain Medication AND Sedative Misuse in Last 12 Months	1.6%	3.2%
Cisgender		Trans-Spectrum
Heroin/Opiate Use in the Last 30 Days	0.3%	1.8%
Pain Medication Misuse in Last 12 Months	5.1%	8.0%
Pain Medication AND Sedative Misuse in Last 12 Months	1.7%	3.8%

Questions and Discussion