

# LGBTQA Needs Assessment 10 Years Later

## What campus services do LGBTQA+ students need based off their perceptions of campus climate?

### Methodology

- The department created a Qualtrics survey that was distributed through snowball sampling.
- Descriptive statistics using SPSS was used to analyze quantitative results and data reduction was used to find themes and patterns in the qualitative data.

### Key Findings

- 23 students (30%) who identify as Bisexual/Pansexual/Fluid describe the environment as either “not good” or “poor.”
- Of all students who identified as gender non-conforming or non-binary, 13 students (76%) rated the campus climate as either poor or not good, 4 students (24%) rated the campus climate as good and no students rated the campus climate as great.
- Students specifically cited concerns regarding the general lack of gender inclusive restrooms, housing and locker usage at the Ray Meyer Fitness Center; a perceived lack of opportunities for non-LGBTQA-identifying individuals to learn about LGBTQA-related topics; and environments that cater to straight and cisgender audiences.
- Students specifically cited a general awareness of news, events and organizations promoted by LGBTQA Student Services and the Center for Identity, Inclusion, and Social Change as supportive factors.

### Demographics

- Of the 254 respondents, 163 were undergraduates, 49 were graduate students, 30 were staff members, 14 were faculty members and 12 were alumni.
- Of the student respondents, 146 (69%) identify as White, 31 (15%) identify as Latinx, 15 (7%) identify as Multiracial, 9 (4%) identify as Black, 5 (2%) identify as Asian and 4 (2%) identify as Middle Eastern.
- When asked about their sexual orientation, 78 (37%) students identify as Bisexual, Pansexual or Fluid, 67 (32%) describe themselves as Gay or Lesbian, 32 (15%) describe themselves as Straight and 19 (9%) describe themselves as Queer.
- When asked to indicate their Gender Identity, 172 (81%) students identify as Cisgender, 27 (13%) said they are Non-Binary, 4 (2%) indicated being Trans Man and 4 (2%) Trans Woman; however, 19 (9%) overall identify as Trans.

### Plan of Action

- Revitalize a previous “Trans in the Classroom” workshop for training this 2016-2017 academic year
- Launch between one and three weekly discussion groups focusing on Bisexual, Pansexual or Fluid sexualities, multiracial identities and intersectional identities
- Revise and rename the Safe Zone workshop to include more tangible skills and knowledge around bystander intervention
- Expand marketing and outreach efforts to the Loop campus, regarding the Center for Identity, Inclusion and Social Change programs

“Having a LGBTQA+ space, mentorship, ongoing discussion groups, training for staff, academic courses, and health services are so important to assisting students in living the healthiest lives they can.” - Student