



School of Law
Williams Institute

UCLA

RESEARCH THAT MATTERS

EXPERIENCES OF LGBTQ PEOPLE IN FOUR-YEAR COLLEGES AND GRADUATE PROGRAMS

May 2022

Kathryn K. O'Neill
Kerith J. Conron
Abbie E. Goldberg
Ruben Guardado

TABLE OF CONTENTS

EXECUTIVE SUMMARY	2
Four-Year College	2
Graduate School	5
INTRODUCTION.....	8
RESULTS	11
FOUR-YEAR COLLEGE RESULTS.....	11
Background Characteristics	11
Outness, Acceptance, and Efforts to Avoid Discrimination.....	13
Unfair Treatment, Violence, and Harassment	15
Mental Health and Substance Use	17
School-level Indicators of LGBTQ Inclusion	18
Connectedness and General Support.....	20
Utilization of Campus Resources.....	20
Educational Aspirations and Encouragement.....	21
Financial support for Educational Expenses	22
GRADUATE SCHOOL RESULTS	22
Background Characteristics	22
Outness, Acceptance, and Efforts to Avoid Discrimination.....	24
Unfair Treatment, Violence, and Harassment	26
Mental Health and Substance Use	27
School-Level Indicators of LGBTQ Inclusion	29
Connectedness and General Support.....	30
Utilization of Campus Resources.....	31
Educational Aspirations and Encouragement.....	32
Financial Support for Educational Expenses.....	32
CONCLUSIONS	34
NON-DISCRIMINATION PROTECTIONS	35
RECOMMENDATIONS.....	35
AUTHORS	36
ACKNOWLEDGEMENTS	36
SUGGESTED CITATION	36
METHODS	37
TABLES	38
Appendix A. Four-Year College Tables.....	38
Appendix B. Graduate School Tables.....	52

EXECUTIVE SUMMARY

As of fall 2019, over 11 million undergraduate and 3 million graduate students were enrolled in four-year or graduate universities. These institutions provide an important stepping stone to higher earnings and greater economic stability; those with higher levels of education are consistently found to have higher rates of employment and higher median earnings. However, LGBTQ undergraduate and graduate students may face unique adversities in university settings relative to their non-LGBTQ counterparts.

This study provides new information about the experiences of LGBTQ people who have attended four-year college or graduate school using data collected for the nationally representative Access to Higher Education Survey. Information about campus climate, experiences of belonging, discrimination, violence, mental health, educational aspirations, and sources of financial support were explored for LGBTQ and non-LGBTQ people ages 18 to 40, including 629 respondents who have attended four-year college and 193 respondents who have attended graduate school.

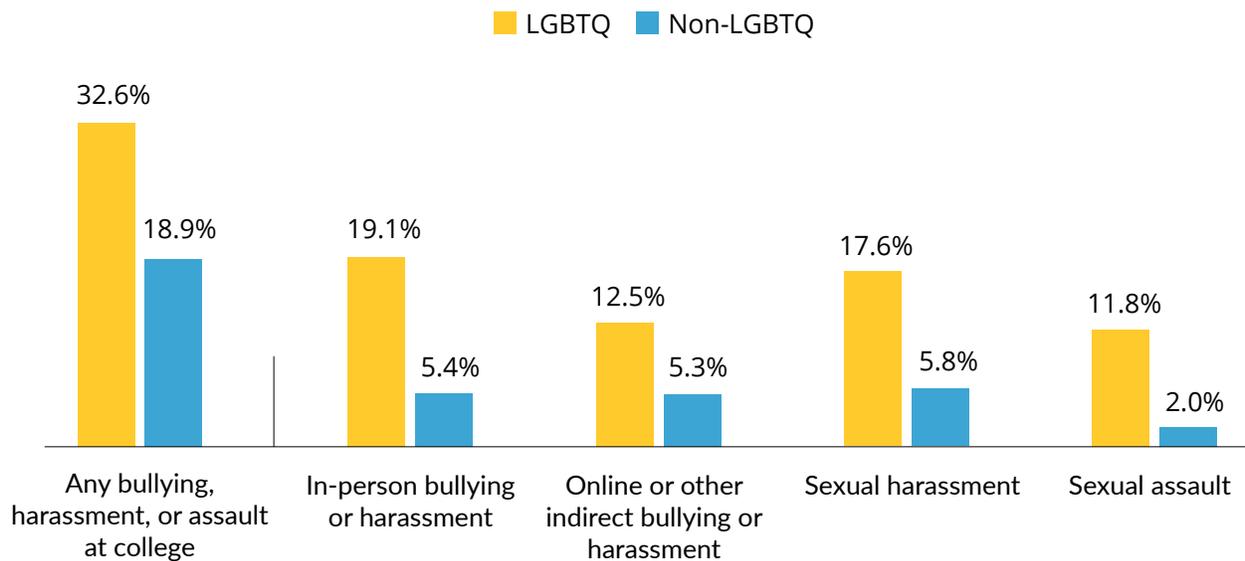
Four-Year College

Nearly three in five (58.3%) LGBTQ people ages 18-40 reported that they had attended four-year college at some point in their lives. Most (61.8%) attended public four-year institutions. Of LGBTQ people who attended college, 25.8% were current college students and 55.9% had completed their bachelor's degree. Two in five (44.4%) reported that while in college they aspired to obtain more education (e.g., a graduate degree).

LGBTQ people were four times more likely to report having picked a university in a different city or state to seek a more welcoming climate than non-LGBTQ people (21.5% vs. 4.8%, respectively). Twice as many LGBTQ people picked a college elsewhere to get away from family as did their non-LGBTQ counterparts (32.6% vs. 14.1%, respectively).

Nearly one-third of LGBTQ people (32.6%) experienced bullying, harassment, or assault at college, compared to 18.9% of non-LGBTQ people. Specific forms of adversity were experienced by twice as many or more LGBTQ than non-LGBTQ people. Nearly one in five (19.1%) LGBTQ people experienced in-person bullying or harassment, 12.5% of LGBTQ people experienced online or other indirect bullying or harassment, 17.6% experienced sexual harassment, and 11.8% experienced sexual assault in college. Each of these were reported by fewer non-LGBTQ people, including in-person bullying or harassment (5.4%), online or other indirect bullying or harassment (5.3%), sexual harassment (5.8%), or sexual assault (2.0%). Other students were the most frequently identified perpetrators of bullying, harassment, or assault of LGBTQ and non-LGBTQ people.

Bullying, harassment, or assault at four-year college among adults ages 18-40 (N=629) by LGBTQ status

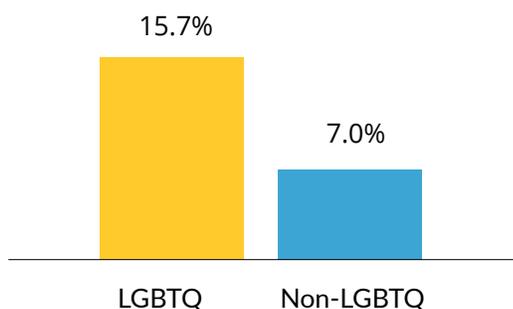


Nearly three-quarters of LGBTQ and non-LGBTQ people who had experienced bullying, harassment, or assault at their college said that their college did not know that the bullying, harassment, or assault was happening. Among the LGBTQ people who were victimized, only 19.5% said that their college had an easily accessible, visible, and known procedure for reporting LGBTQ-related bias incidents and hate crimes that is distinct from generic reporting procedures. Few LGBTQ and non-LGBTQ people who experienced bullying, harassment, or assault filed a report or formal complaint.

LGBTQ people were more likely to have lived in campus housing while attending college (59.5% vs. 46.4%) and were more likely than non-LGBTQ people to have experienced bullying, harassment, or assault while living in campus housing (25.2% vs. 11.3%). LGBTQ people in campus housing were more likely to experience online or other indirect bullying or harassment (6.7% vs 1.9%), sexual harassment (6.8% vs. 1.2%), and sexual assault (8.0% vs. 1.0%). Additionally, LGBTQ people were more likely to report unfair treatment from residence life staff (5.5% vs. 0.8%) and hearing slurs or negative comments about LGBTQ people while in campus housing (38.0% vs. 14.1%) than their non-LGBTQ peers.

LGBTQ people were more than twice as likely to have changed their dress, appearance, or mannerisms to avoid discrimination at college compared to non-LGBTQ peers (15.7% and 7.0%, respectively).

Changing appearance to avoid discrimination during four-year college among adults ages 18-40 (N=629) by LGBTQ status

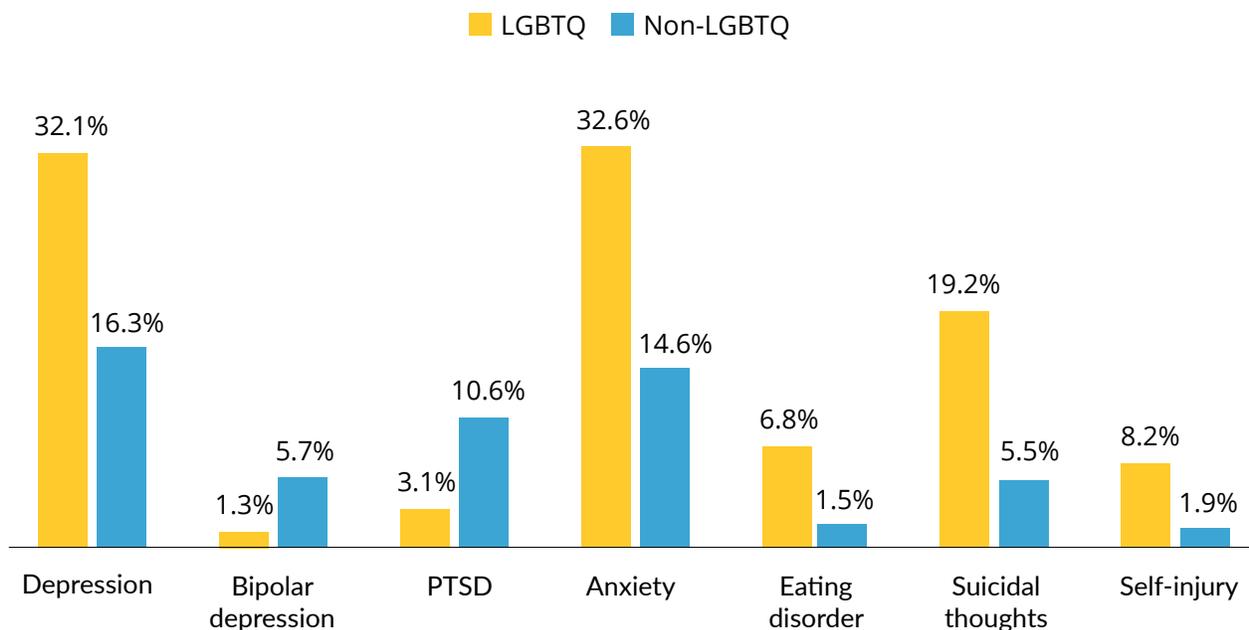


In general, more LGBTQ than non-LGBTQ people reported the presence of LGBTQ resources and indicators of LGBTQ-inclusion at their colleges, including symbols in campus buildings, resources for LGBTQ people, “out” teachers, staff, or administrators, or gender-inclusive policies. Over three-quarters (78.8%) of LGBTQ people and over half (55.4%) of non-LGBTQ people reported that their college had a LGBTQ student organization. Slightly more than half (51.7%) of LGBTQ people and 40.3% of non-LGBTQ people reported that their school had a LGBTQ student resource center.

Resources specific to transgender students were reported less often than other LGBTQ resources—including the presence of at least one gender neutral bathroom at their four-year college (noted by 44.4% of LGBTQ and 20.9% of non-LGBTQ people) and a policy of allowing transgender students to change their gender designation on their program records or documents (noted by 25.0% of LGBTQ and 11.0% of non-LGBTQ people). Less than a third (29.3%) of LGBTQ people and less than one in five (17.5%) non-LGBTQ people reported that their college had gender-inclusive housing.

Fewer LGBTQ people experienced a sense of belonging at their college (71.9%) compared to non-LGBTQ people (83.5%). Additionally, more LGBTQ people reported mental health struggles while in college than their non-LGBTQ peers. LGBTQ people were about three times more likely as non-LGBTQ people to report that their mental health was not good all or most of the time they were in college (35.3% and 10.8%, respectively). LGBTQ people were also at least twice as likely as non-LGBTQ people to report that a professional told them that they had a specific mental health problem while in college, including depression (32.1% vs. 16.3%), bipolar depression (5.7% vs. 1.3%), PTSD (10.6% vs. 3.1%), anxiety (32.6% vs. 14.6%), an eating disorder (6.8% vs. 1.5%), suicidal thoughts (19.2% vs. 5.5%), or self-injury (8.2% vs 1.9%).

Mental health during four-year college among adults ages 18-40 (N=629) by LGBTQ status



A minority of LGBTQ people reported that their colleges had LGBTQ-supportive counseling services (38.5%) or LGBTQ-informed health services (29.5%).

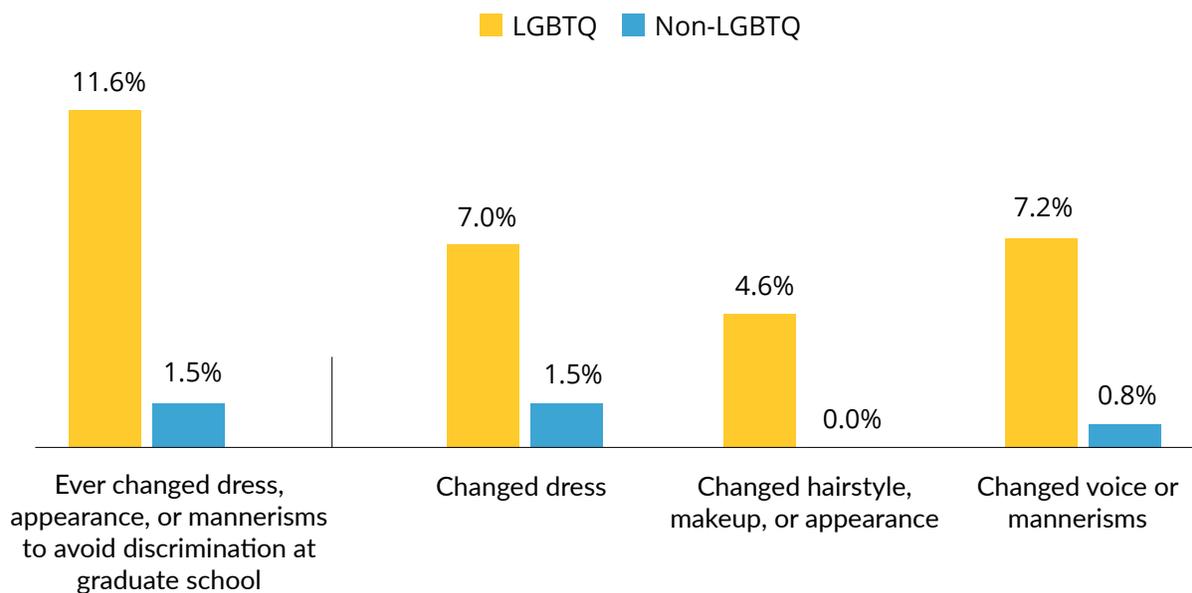
Graduate School

Roughly one in ten (11.1%) LGBTQ people ages 18-40 reported that they attended graduate school at some point in their lives. About half (54.2%) of these attended graduate programs at public universities. Two-thirds (66.7%) of those who have attended graduate school had completed a graduate degree at the time of survey completion and 30.4% were current students. Among both LGBTQ and non-LGBTQ people, more than half of current graduate students were pursuing a master's degree, about a quarter was pursuing doctoral degrees, and about one in ten were pursuing professional degrees (e.g., law, medicine). Among those that have completed a graduate degree, about four-fifths had completed a master's degree (80.9%).

LGBTQ people were much more likely to report having picked a university in a different city or state to seek a more welcoming climate, or to get away from family than non-LGBTQ people. An estimated 18.1% of LGBTQ people compared to 3.0% of non-LGBTQ people said they picked a graduate school elsewhere because they thought it would be more welcoming of someone like them. A quarter (25.5%) of LGBTQ people compared to 2.1% of non-LGBTQ people picked a graduate school elsewhere to get away from family. While in graduate school, LGBTQ people were less likely to report support from family resources for their educational expenses than non-LGBTQ people (28.1% and 53.0%, respectively).

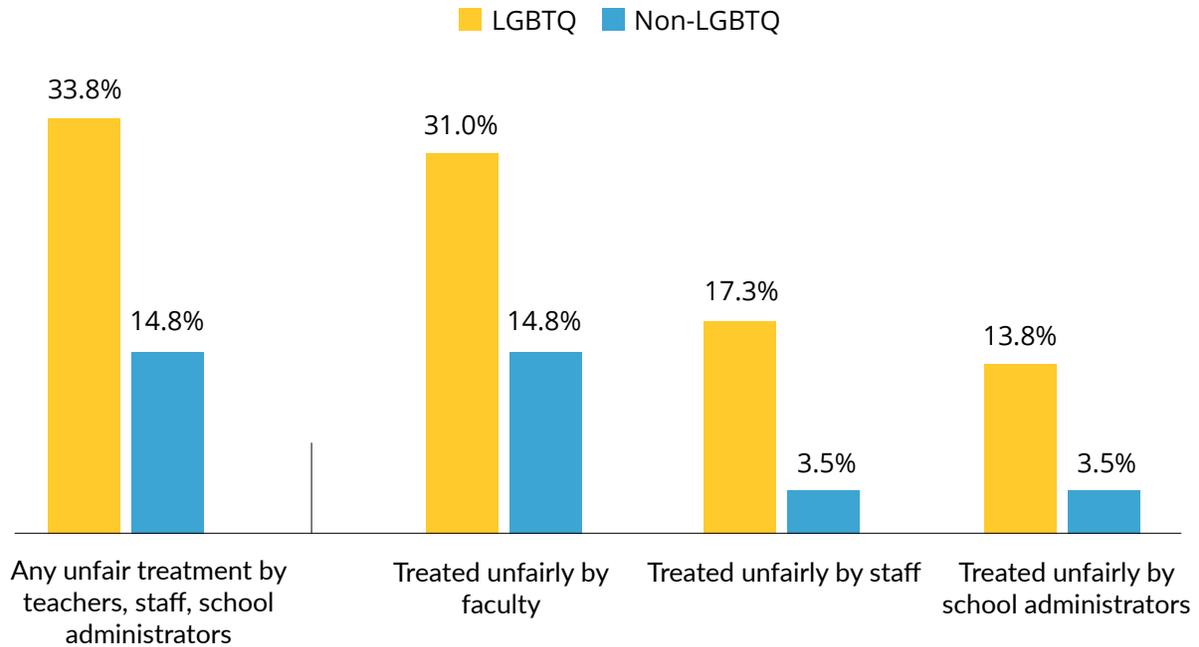
About two-thirds or more of LGBTQ people who attended graduate school reported that faculty and school staff and students at their graduate programs were very accepting of LGBTQ people. 70.8% and 64.5%, respectively. However, about a quarter (25.7%) of LGBTQ people reported hearing slurs or negative comments about LGBTQ people at their school. And, more than one in ten (11.6%) LGBTQ people changed their dress, appearance, or mannerisms to avoid discrimination at graduate school—far more than their non-LGBTQ peers (1.5%).

Change of appearance to avoid discrimination during graduate school among adults ages 18-40 (N=193) by LGBTQ status



LGBTQ people were more than twice as likely to report unfair treatment by faculty, staff, or school administrators, compared to non-LGBTQ people (33.8% and 14.8%, respectively). Almost a third (31.0%) of LGBTQ people reported unfair treatment by faculty, compared to 14.8% of non-LGBTQ people. LGBTQ people were also more likely to report unfair treatment by staff (17.3% vs. 3.5%) and by school administrators (13.8% vs. 3.5%) in graduate programs.

Unfair treatment during graduate school among adults ages 18-40 (N=193) by LGBTQ status



LGBTQ and non-LGBTQ people experienced bullying, harassment, and assault in graduate school at statistically similar rates, with 19.5% of LGBTQ and 9.1% of non-LGBTQ people reporting such victimization.

LGBTQ people were more likely to report that their graduate school had LGBTQ resources and indicators of LGBTQ-inclusion than non-LGBTQ people. Across LGBTQ and non-LGBTQ groups, a LGBTQ student organization was the most common resource, with three-quarters (76.1%) of LGBTQ people and half (51.5%) of non-LGBTQ people that their school had this resource. Among LGBTQ people, half or more reported that their graduate school had a LGBTQ student resource center (52.0%), “out” LGBTQ teachers, staff, or administrators (64.3%), LGBTQ symbols in campus buildings (59.2%), or integration of LGBTQ issues into existing courses (57.9%).

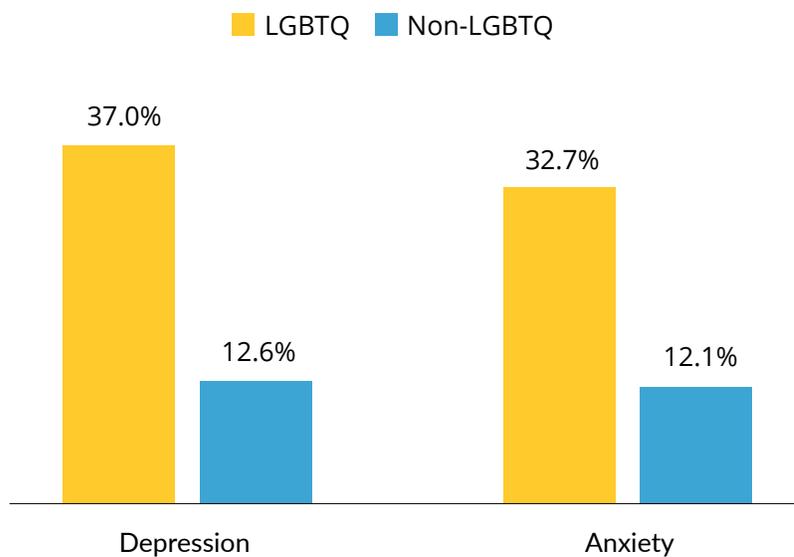
Among LGBTQ people, resources specific to transgender students were somewhat less commonly noted than general LGBTQ resources, including the presence of at least one gender neutral bathroom (48.0%) and a policy of allowing transgender students to change their gender markers on their school records (32.0%) with more than half, 57.9%, unaware of such policies). Less than a quarter (22.2%) of LGBTQ people reported that their graduate school had gender-inclusive housing.

While most (75.0%) LGBTQ and non-LGBTQ graduate students felt a sense of belonging at their

graduate school, fewer LGBTQ than non-LGBTQ people felt that faculty empowered them to learn (80.9% vs. 92.5%), and fewer would recommend their graduate school to others (73.1% vs. 88.6%).

Moreover, more LGBTQ people reported mental health struggles while in graduate school than their non-LGBTQ peers. LGBTQ people were nearly four times more likely than non-LGBTQ people to report that their mental health was not good all or most of the time they were in graduate school (34.1% and 8.6%, respectively). LGBTQ people were at least twice as likely as non-LGBTQ people to report that a professional told them that they had some specific mental health problems while in graduate school, including depression (37.0% vs 12.6%) and anxiety (32.7% vs. 12.1%).

Mental health conditions during graduate school among adults ages 18-40 (N=193) by LGBTQ status



Less than half of LGBTQ people reported that their graduate school had LGBTQ-supportive counseling services (46.2%) or LGBTQ-informed health services (39.9%).

INTRODUCTION

A substantial minority of college and graduate students identify as LGBTQ and these students face unique adversities in university settings relative to their non-LGBTQ counterparts. According to a large national survey conducted in 2018 by the Association of American Universities, nearly 17% of undergraduate and graduate students identified as lesbian, gay, bisexual, asexual, queer, or questioning, and 1.7% of students identified as trans, nonbinary or gender questioning.¹ LGBTQ students face discrimination and marginalization by peers, faculty, and staff, in multiple contexts (e.g., residential life, counseling services),² which are linked to poorer mental health³ and may discourage outness.⁴

Students with intersecting marginalized identities (e.g., LGBTQ students of color; students with disabilities) may face enhanced stigma and identity-based stressors, such as discriminatory or offensive language, comments, or actions,⁵ as well as an intensified sense of not “belonging” or feeling out of place.⁶ Such experiences have implications for LGBTQ students’ mental health, academic functioning, and retention.⁷ Indeed, one study found that LGBTQ students who experienced more discrimination and marginalization (e.g., in the classroom) often reported greater discomfort and lower intentions to continue studying at their current college/university.⁸ Likewise, other research has linked experiences of harassment to academic disengagement and lower GPA.⁹ Significantly, this work aligns with research showing that a low sense of belonging at, or social integration within,

¹ Association of American Universities. (2020). *Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct*. Retrieved from [https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_\(01-16-2020_FINAL\).pdf](https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_(01-16-2020_FINAL).pdf)

² Garvey, J. C., Taylor, J. L., & Rankin, S. R. (2014). An examination of campus climate for LGBTQ community college students. *Community College Journal of Research and Practice*, 39(6), doi:10.1080/10668926.2013.861374 ; Hood, L., Sherrell, D., Pfeffer, C. A., & Mann, E. S. (2019). LGBTQ college students’ experiences with university health services: An exploratory study. *Journal of Homosexuality*, 66(6), 797–814; Goldberg, A. E., Kuvalanka, K. A., Budge, S., Benz, M., & Smith, J. Z. (2019). *Health care experiences of transgender university students*. *The Counseling Psychologist*. doi: 10.1177/0011000019827568

³ Woodford, M. R., Weber, G., Nicolazzo, Z., Hunt, R., Kulick, A., Coleman, T., ... Renn, K.A. (2018). Depression and attempted suicide among LGBTQ college students: Fostering resilience to the effects of heterosexism and cisgenderism on campus. *Journal of College Student Development* 59(4), 421-438.

⁴ Garvey, J. C., & Rankin, S. R. (2015). The influence of campus experiences on the level of outness among trans-spectrum and queer-spectrum students. *Journal of Homosexuality*, 62, 374-393.; Woodford, M. R., & Kulick, A. (2015). Academic and social integration on campus among sexual minority students: The impacts of psychological and experiential campus climate. *American Journal of Community Psychology*, 55(1-2), 13–24. <https://doi.org/10.1007/s10464-014-9683-x>

⁵ Kulick, A., Wernick, L. J., Woodford, M.R., & Renn, K. (2017). Heterosexism, depressions, and campus engagement among LGBTQ college students: Understanding intersectional differences and potentials for collective healing. *Journal of Homosexuality*, 64(8), 1125-1141.

⁶ Mancini, O. (2019). Attrition risk and resilience among sexual minority college students. *Columbia Social Work Review*, 9(1), 8–22. <https://doi.org/10.7916/cswr.v9i1.1961>

⁷ Mancini, 2019

⁸ Crane, P. R., Swaringen, K. S., Rivas-Koehl, M. M., Foster, A. M., Le, T. H., Weiser, D. A., & Talley, A. E. (2020). Come out, get out: Relations among sexual minority identification, microaggressions, and retention in higher education. *Journal of Interpersonal Violence*, 886260520967126. Advance online publication. <https://doi.org/10.1177/0886260520967126>

⁹ Woodford & Kulick, 2015

the university, which is more likely among students with stigmatized statuses (e.g., American Indian students),¹⁰ may reduce academic intentions and increase risk for withdrawal,¹¹ including transferring to another school.¹²

Because of their elevated risk of exposure to poor treatment, LGBTQ prospective college students and graduate students—and particularly the latter, who have more control and autonomy over their educational choices—may, in considering various institutions of higher education, consider both LGBTQ-specific factors that seem to signal inclusivity and diversity (e.g., LGBTQ organizations; presence of other LGBTQ students/faculty) in addition to more general factors (e.g., academic prestige; financial support).¹³ Prioritization of institutional climate—as well as state and community indicators of LGBTQ-support—may lead LGBTQ students to select colleges/universities that are far away from their homes and families— from whom they may be seeking escape.¹⁴ LGBTQ prospective graduate students may also prioritize LGBTQ-affirming faculty and mentors, which is important given that graduate students are uniquely dependent on their mentors for professional resources, emotional support, and academic support. This type of support is especially important to the well-being and professional success of students with historically marginalized identities in that they are vulnerable to isolation and academic uncertainty.¹⁵

LGBTQ students attending college or graduate school may be managing increased mental health problems (e.g., related to their experiences as marginalized individuals) as well as high levels of financial stress, possibly because of family rejection and/or refusal to pay for college.¹⁶ A 2021 survey conducted by the Williams Institute and the Point foundation with Access to Higher Education Survey data found that LGBTQ adults are more likely to have federal student loans than non-LGBTQ adults, with especially high rates of student debt among transgender participants.¹⁷ Higher levels of

¹⁰ Brown, L. L., & Kurpius, S. (1997). Psychosocial factors influencing academic persistence of American Indian college students. *Journal of College Student Development*, 38(1), 3-12.

¹¹ Allen, J., Robbins, S., Casillas, A., & Oh, I. (2008). Third year college retention and transfer: Effects of academic performance, motivation, and social connectedness. *Research in Higher Education*, 49, 647-664.

¹² Okun, M. A., Karoly, P., Martin, J. L., & Benshoff, A. (2008). Distinguishing between exogenous and endogenous intent-to-transfer students. *Journal of College Student Retention: Research, Theory and Practice*, 10(4), 507-524. <https://doi.org/10.2190/CS.10.4.f>

¹³ Burleson, D. A. (2010). Sexual orientation and college choice: Considering campus climate. *About Campus*, 14(6), 9-14. doi:10.1002/abc.20003

¹⁴ Goldberg, A. E., McCormick, N., Matsuno, E., Virginia, H., & Beemyn, G. (2021). [Transgender graduate students: Considerations, tensions, and decisions in choosing a graduate program](#). *Journal of Homosexuality*. doi:11080/00918369.2021.1919476

¹⁵ Lechuga, V. M. (2011). Faculty-graduate student mentoring relationships: Mentors' perceived roles and responsibilities. *Higher Education*, 62(6), 757-771. doi:10.1007/s10734-011-9416-0; Patton, L. D. (2009). My sister's keeper: A qualitative examination of mentoring experiences among African American women in graduate and professional schools. *The Journal of Higher Education*, 80(5), 510-537. doi:10.1080/00221546.2009.11779030

¹⁶ Human Rights Campaign. (2018). *LGBTQ youth report*. Retrieved from 2018-YouthReport-NoVid.pdf (https://assets2.hrc.org/files/assets/resources/2018-YouthReport-NoVid.pdf?_ga=2.213851549.885232345.1588877721-476157681.1588877721); Conron, K.J., Luhur, W., O'Neill, K., & Santiago, M. (alphabetical author order) (2021). Student Loan Debt Among LGBTQ People. The Williams Institute, UCLA and the Point Foundation, Los Angeles, CA.

¹⁷ Conron, Luhur, & O'Neill 2021.

financial stress combined with the daily challenges that LGBTQ students face (e.g., harassment and discrimination), may add to the challenges of completing their degree(s) on time and succeeding post-graduation.

Research into the experiences and needs of LGBTQ students on university campuses is essential as colleges and universities work to develop more robust resources and support for LGBTQ students. This study aims to shed light onto the experiences of LGBTQ adults who have attended four-year college or graduate school using a national sample of LGBTQ and non-LGBTQ adults ages 18-40, including 629 participants who have attended four-year college and 193 participants who have attended graduate school. Information about campus climate, experiences of belonging, discrimination, violence, mental health, educational aspirations, and sources of financial support are explored for LGBTQ and non-LGBTQ participants.

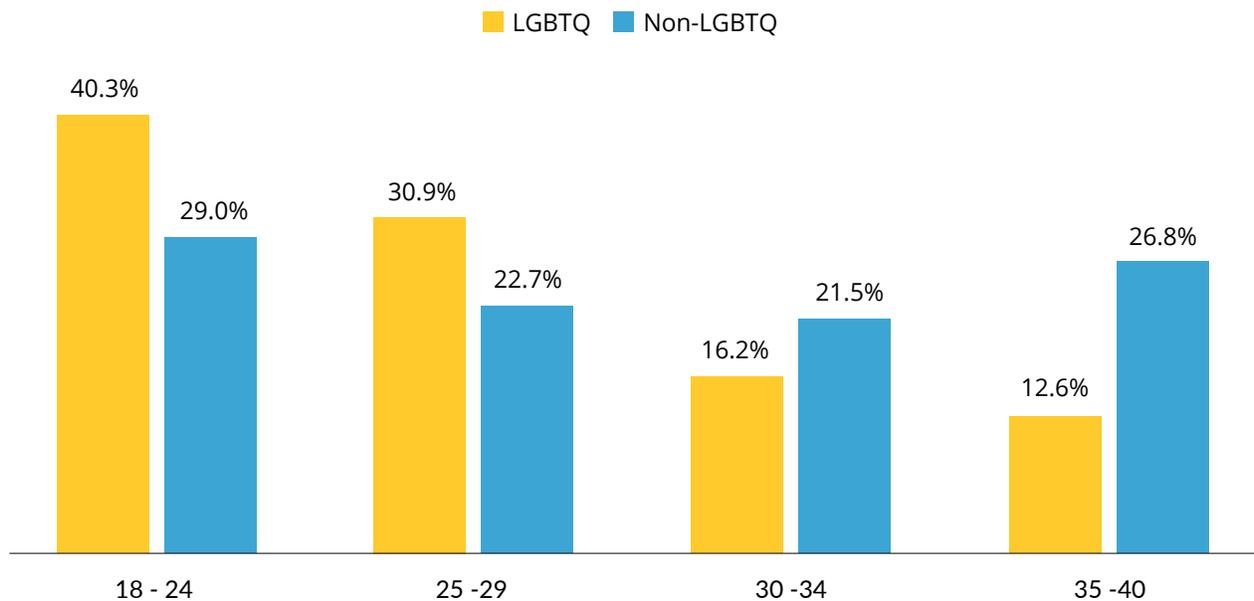
RESULTS

FOUR-YEAR COLLEGE RESULTS

Background Characteristics

Nearly three in five LGBTQ (58.3%, 95% Confidence Interval [CI], 52.4%, 63.9%) and half (49.0%, 95% CI 44.2%, 53.7%) of non-LGBTQ participants in the Access to Higher Education Survey (N=1,068) have attended a four-year college in their lifetime. LGBTQ (n=361) participants who have attended college were younger than non-LGBTQ (n=268) participants (see figure below, Table A1)—as has been observed in other samples.¹⁸ Of the LGBTQ participants, 13.3% were transgender. Most of the following background information refers to the full sample, unless otherwise noted.

Figure 1. Age of adults ages 18-40 who have ever attended college at the time of completing the Access to Higher Education Survey (N=629) by LGBTQ status



Just over half of the sample (51.0%) was cisgender and female. The majority (63.1%) of the sample was White, non-Hispanic, 15% was Latino/a, 10.6% was Black, 8.7% was Asian, Native Hawaiian or Pacific Islander or American Indian, and 2.6% was more than one race. Some (8.1%) participants reported having had an Individualized Education Program (IEP) or other school accommodation prior to the age of 18.

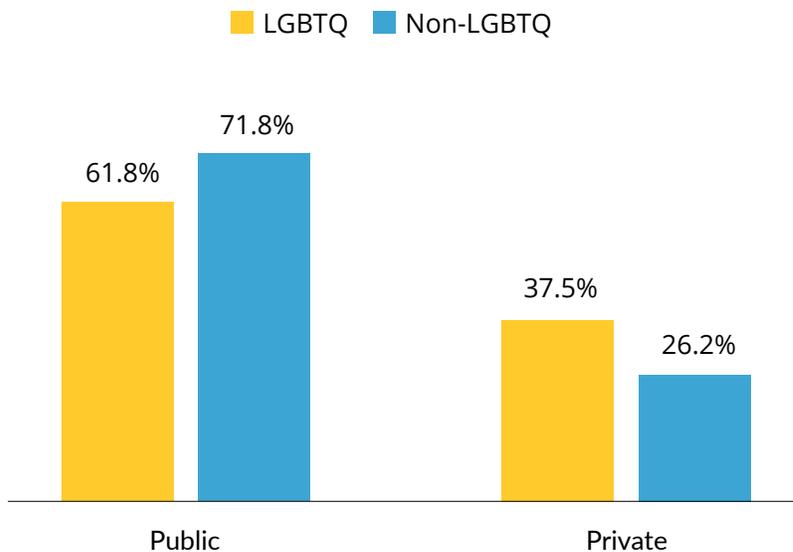
Participants varied on educational attainment; almost one-quarter (23.1%) reported that high school was their highest degree completed so far, 5.2% had a vocational, technical, or trade degree, 12.5% an associate degree, 42.1% a bachelor's degree, and 17.1% had continued to a graduate degree. Almost a quarter (23.2%) of participants were current students at the time of survey completion, while 59.2% had completed their bachelor's degree.

¹⁸ LGBT Demographic Data Interactive. (January 2019). Los Angeles, CA: The Williams Institute, UCLA School of Law.

Participants were living across the U.S., with about a fifth each in the Northeast (21.0%) and Midwest (20.7%), about a third in the South (33.8%), and a quarter in the West (24.4%). The colleges and universities that these participants attended or currently attend were similarly spread across the U.S., with 20.9% in the Northeast, 24.9% in the Midwest, 31.0% in the South, and 20.9% in the West. Two-thirds (66.1%) of all participants attended public universities.

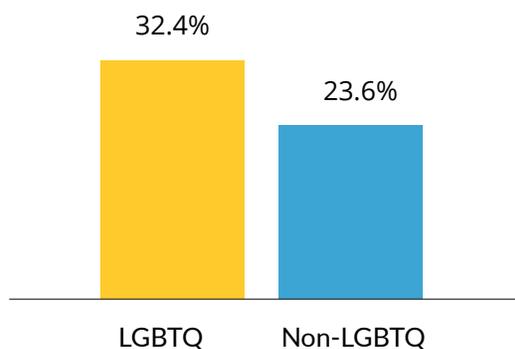
LGBTQ participants were somewhat less likely to have attended public institutions and more likely to have attended private ones; 61.8% and 71.8% of LGBTQ and non-LGBTQ participants, respectively, attended public universities, while 37.5% of LGBTQ and 26.2% of non-LGBTQ participants attended private universities.

Figure 2. Type of four-year college attended by adults ages 18-40 by LGBTQ status (N=629)



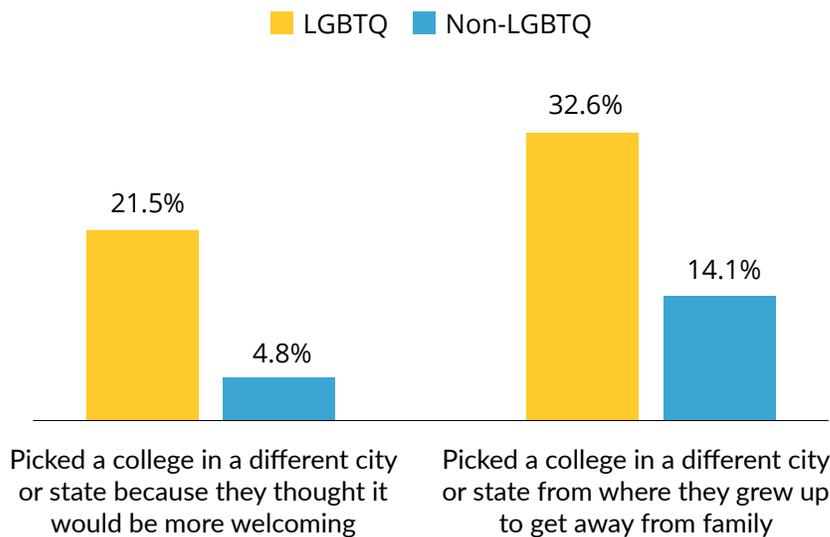
More than one in six (17.1%) participants ever dropped out of college and nearly a fifth (19.7%) of all participants ever transferred from one college to another. LGBTQ participants more frequently reported seriously considering transferring or dropping out than non-LGBTQ participants; 32.4% compared to 23.6%, respectively.

Figure 3. Seriously considered dropping out of or transferring from four-year college among adults ages 18-40 (N=629) by LGBTQ status



LGBTQ participants were four times more likely to report having picked a college in a different city or state to seek a more welcoming climate and were more than twice as likely to report having picked a college in a different city or state to get away from family as their non-LGBTQ peers. Slightly more than one in five (21.5%) LGBTQ participants compared to 4.8% of non-LGBTQ participants said they picked a college elsewhere because they thought it would be more welcoming of someone like them. Almost a third (32.6%) of LGBTQ participants compared to 14.1% of non-LGBTQ participants picked a college elsewhere to get away from family.

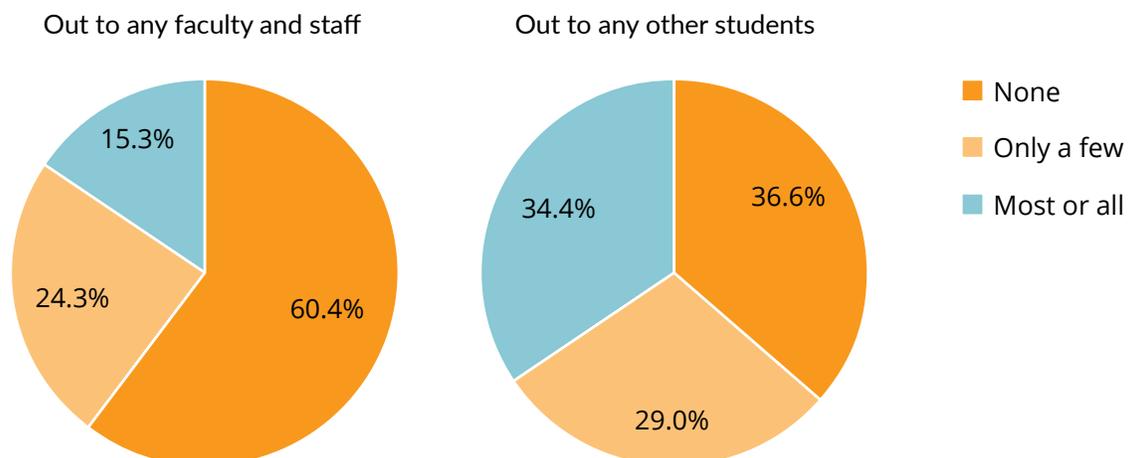
Figure 4. Picked a four-year college in a different city or state among adults ages 18-40 (N=629) by LGBTQ status



Outness, Acceptance, and Efforts to Avoid Discrimination

More than half (60.4%) of LGBTQ participants were not “out” as LGBTQ to any of the faculty or school staff at their college (Table A2). A quarter (24.3%) was out to only a few, and 15.3% was out to most or all teachers and staff. Outness to other students was higher; just over a third (36.6%) of participants were not “out” as LGBTQ to any other students at their college, 29% were out to only a few other students, and 34.4% were out to most or all of their peers about being LGBTQ.

Figure 5. Outness as LGBTQ to faculty, staff, and students while attending four-year college among LGBTQ adults ages 18-40 (N=361)



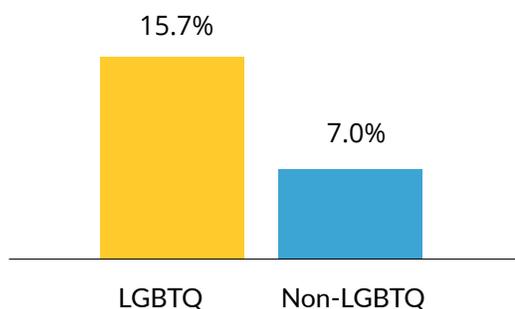
Just over half of all participants (56.0%) found faculty and staff at their college to be very accepting of LGBTQ people, 37.1% found them to be somewhat accepting and 6.9% reported that their faculty and staff were not very or not at all accepting. Similarly, just over half (52.1%) of all participants found students at their college to be very accepting of LGBTQ people, 40.0% reported that other students were somewhat accepting, and 6.9% of participants said that other students at their school were not very or not at all accepting.

Figure 6. Perceived acceptance of LGBTQ people by faculty and staff at four-year college among adults ages 18-40 (N=629)



LGBTQ participants were more likely to report “covering” behaviors—including having changed their dress, appearance, or mannerisms to avoid discrimination at their four-year college compared to non-LGBTQ participants (15.7% and 7.0%, respectively). Covering or concealing one’s LGBTQ status is part of the minority stress process that elevates risk of poor mental health for LGBTQ people relative to non-LGBTQ people.¹⁹

Figure 7. Ever changed dress, appearance, or mannerisms to avoid discrimination at four-year college among adults ages 18-40 (N=629) by LGBTQ status

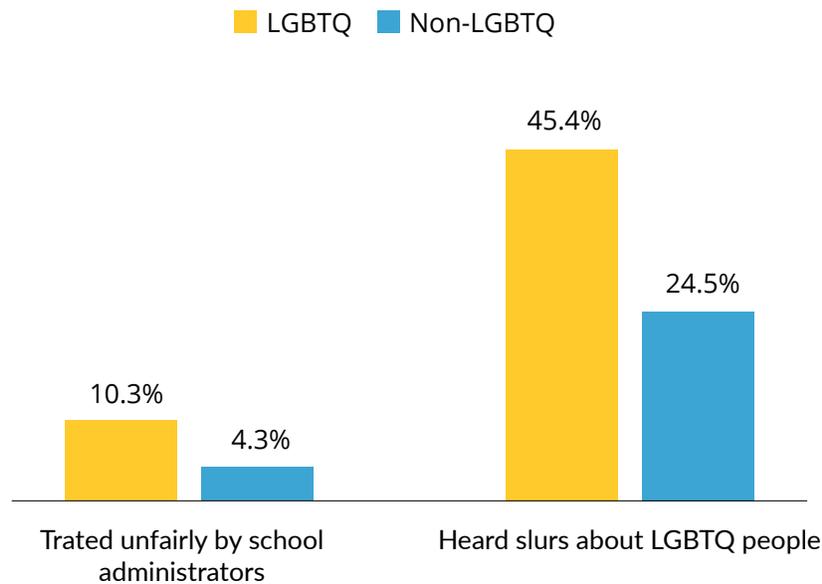


¹⁹ Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. *Psychological Bulletin*, 129(5), 674-697.

Unfair Treatment, Violence, and Harassment

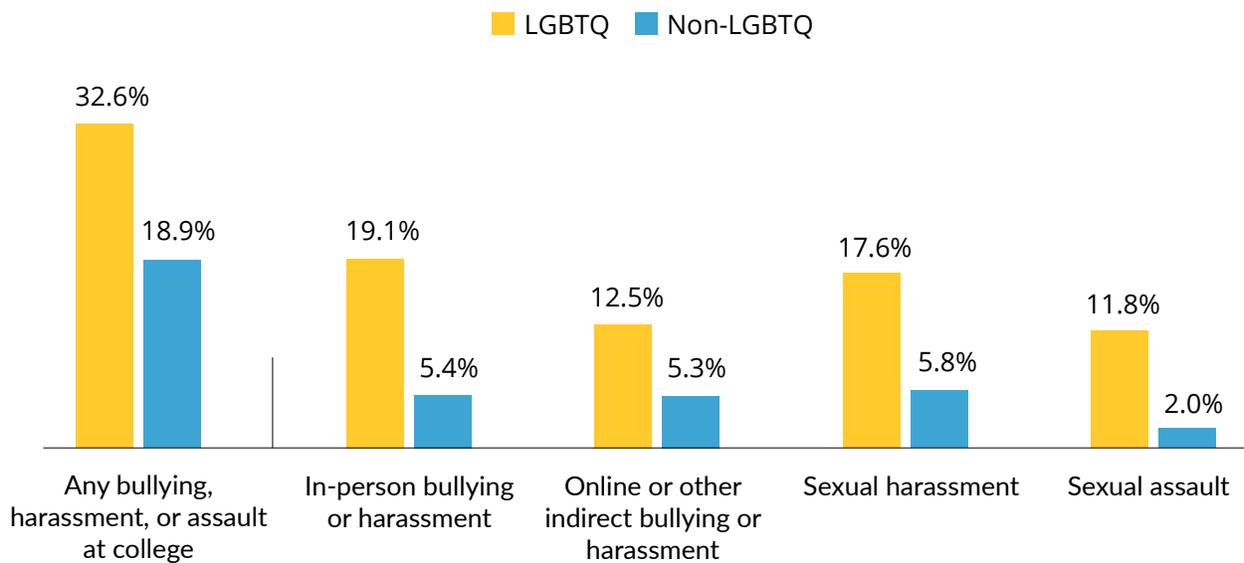
Just over a fifth (21.6%) of all participants reported unfair treatment by teachers, staff, or school administrators (Table A3.1). More LGBTQ people (10.3%) than non-LGBTQ people (4.3%) reported unfair treatment from school administrators. LGBTQ participants were more likely than their non-LGBTQ peers to report hearing slurs or negative comments about LGBTQ people (45.4% and 24.5%, respectively) at their four-year college. LGBTQ participants were also more likely than their non-LGBTQ peers to report hearing slurs or negative comments about racial-ethnic minority people (50.0% and 26.1%, respectively).

Figure 8. Mistreatment at four-year college among adults ages 18-40 (N=629) by LGBTQ status



Almost twice as many LGBTQ participants experienced bullying, harassment, or assault at four-year colleges as non-LGBTQ participants (32.6% vs. 18.9%, respectively). More specifically, 19.1% of LGBTQ participants were bullied or harassed in-person at college, compared to 5.4% of non-LGBTQ participants; 12.5% of LGBTQ participants were bullied or harassed online or by notes or anonymous messages or had offensive material left at their workspace, car, or someplace else compared to 5.3% of non-LGBTQ peers. More than one in six (17.6%) LGBTQ participants were sexually harassed in college, compared to 5.8% of non-LGBTQ participants. Additionally, an estimated 11.8% of LGBTQ participants reported being sexual assaulted in college, compared to 2.0% of non-LGBTQ participants.

Figure 9. Bullying, harassment, or assault at four-year college among adults ages 18-40 (N=629) by LGBTQ status



Other students (77.9%) were the most frequent perpetrators of bullying, harassment, and assault against LGBTQ and non-LGBTQ participants when they were in college. Faculty, school staff, administrators, and coaches were named as perpetrators by 3.4%, 4.5%, 4.7%, and 1.6%, respectively, (14.2% in total) of those who experienced these adversities. About a quarter (24.7%) of participants who reported victimization identified “someone else” as the perpetrator.²⁰

Nearly three-quarters (72.7%) of those who had experienced bullying, harassment, or assault at their four-year college, among both LGBTQ and non-LGBTQ participants, said that their college did not know that the bullying, harassment, or assault was happening. Among the LGBTQ people who were victimized, one in five (19.5%) indicated that their college had an easily accessible, visible, and known procedure for reporting LGBTQ-related bias incidents and hate crimes that is distinct from generic reporting procedures. Few (8.3%) participants, LGBTQ and non-LGBTQ, who experienced bullying, harassment, or assault filed a report or formal complaint.

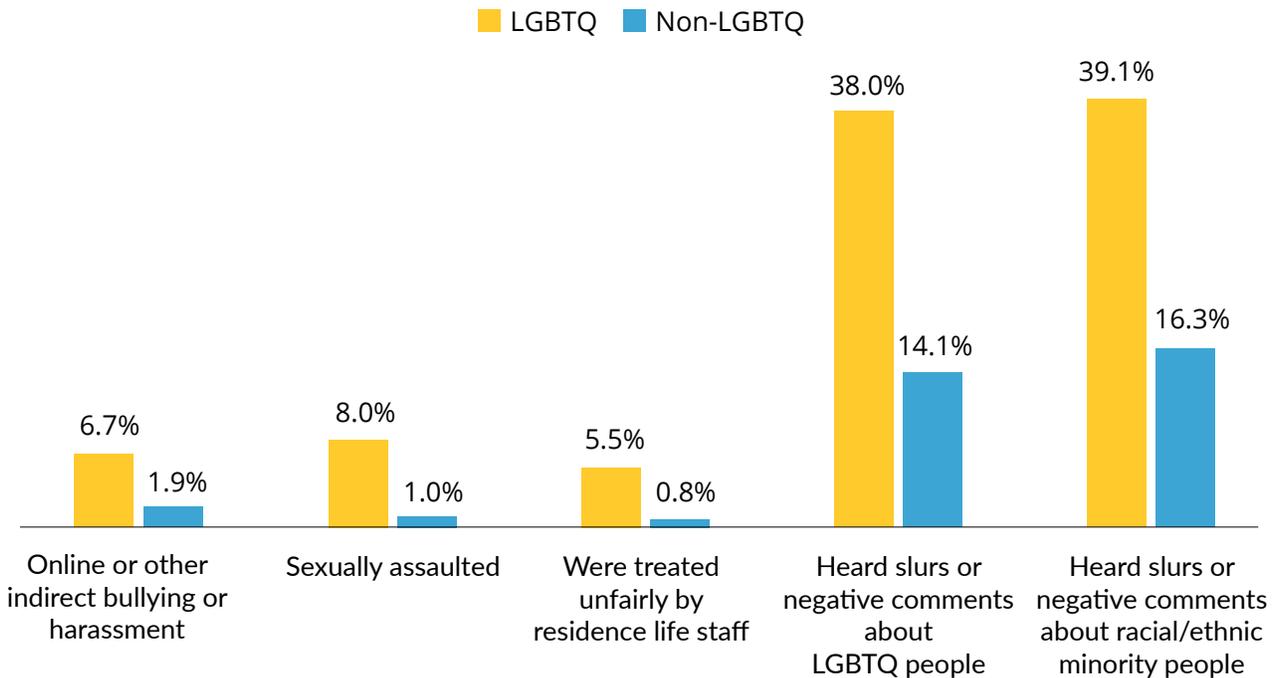
Violence and Harassment in Campus Housing

Over half of all participants reported living in on-campus housing while at four-year college, with LGBTQ participants (59.5%) more likely to have lived in these settings than non-LGBTQ participants (46.4%) (Table A3.2). LGBTQ participants experienced more bullying, harassment, or assault in campus housing than non-LGBTQ participants (25.2% vs. 11.3%, respectively). In particular, 6.7% vs. 1.9% of LGBTQ and non-LGBTQ participants who lived in campus housing experienced on-line or indirect bullying or harassment, 6.8% vs. 1.2% of LGBTQ and non-LGBTQ participants experienced sexual harassment in campus housing, and 8.0% vs. 1.0% of LGBTQ and non-LGBTQ participants experienced sexual assault in campus housing.

²⁰ Totals exceed 100% as some participants experienced more than one type of victimization and each type of victimization may have involved more than one type of perpetrator.

More LGBTQ participants reported experiencing unfair treatment by residence life staff (5.5%) than their non-LGBTQ peers in campus housing (0.8%). LGBTQ participants more frequently reported hearing slurs or negative comments about LGBTQ people (38.0%) and racial-ethnic minorities (39.1%) than their non-LGBTQ peers (14.1% and 16.3%, respectively) while living in campus housing.

Figure 10. Negative experiences while living in on-campus housing among adults ages 18-40 (N=629) by LGBTQ status



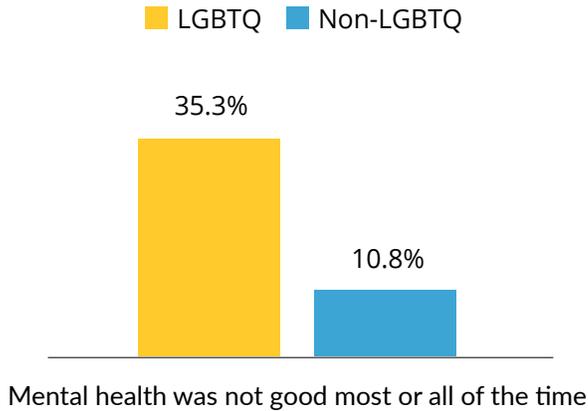
Violence and Harassment at Campus Jobs

More than a third (34.0%) of all participants worked on campus while at four-year college. Some (7.5%) of these participants experienced bullying, harassment, or assault at their campus job. Slurs and negative comments were heard less frequently while working on campus than in other campus settings, with 8.2% of participants who worked campus jobs having heard slurs or negative comments about LGBTQ people, and 4.7% having heard slurs or negative comments about racial-ethnic minorities while at their job.

Mental Health and Substance Use

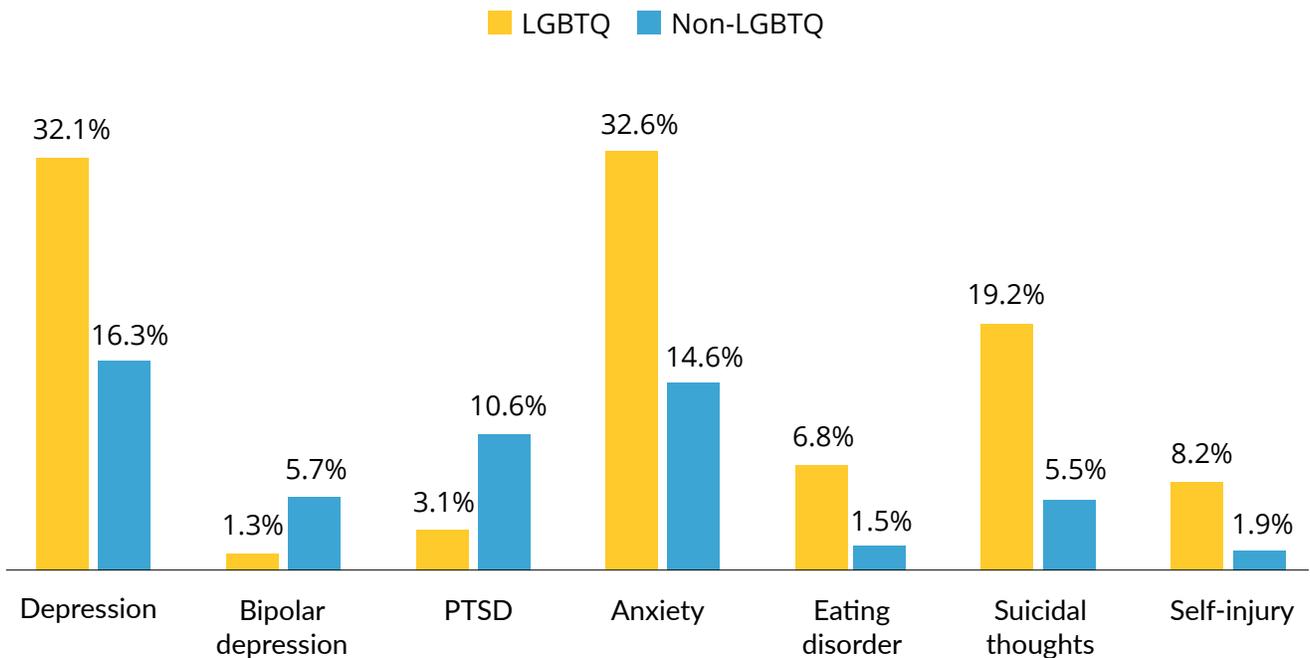
Poor mental health in four-year college, including depression, anxiety, suicidal thoughts, and eating disorders, was more common among LGBTQ than non-LGBTQ participants, while substance misuse was reported by comparable proportions of LGBTQ and non-LGBTQ people (Table A4). More specifically, LGBTQ participants were three times as likely as non-LGBTQ participants to report that their mental health was not good most or all of the time that they were in college (35.3% vs. 10.8%, respectively).

Figure 11. Mental health at four-year college among adults ages 18-40 (N=629) by LGBTQ status



LGBTQ participants were twice as likely (or more) than non-LGBTQ participants to report that a professional told them that they had specific mental health problems while in college, including depression (32.1% vs. 16.3%), bipolar depression (5.7% vs. 1.3%), PTSD (10.6% vs. 3.1%), anxiety (32.6% vs. 14.6%), an eating disorder (6.8% vs. 1.5%), suicidal thoughts (19.2% vs. 5.5%), and self-injury (8.2% vs. 1.9%). Nearly half of both LGBTQ and non-LGBTQ participants (49.4%) reported binge drinking in a typical month while in college, and 16.2% reported heavy alcohol use.

Figure 12. Specific mental health conditions while at four-year college among adults ages 18-40 (N=629) by LGBTQ status



School-level Indicators of LGBTQ Inclusion

LGBTQ participants were more likely to report that their colleges had LGBTQ resources and indicators of LGBTQ-inclusion than non-LGBTQ participants (Table A5). Across LGBTQ/non-LGBTQ groups, a LGBTQ student organization was most common resource, with 78.8% of LGBTQ and 55.4% of

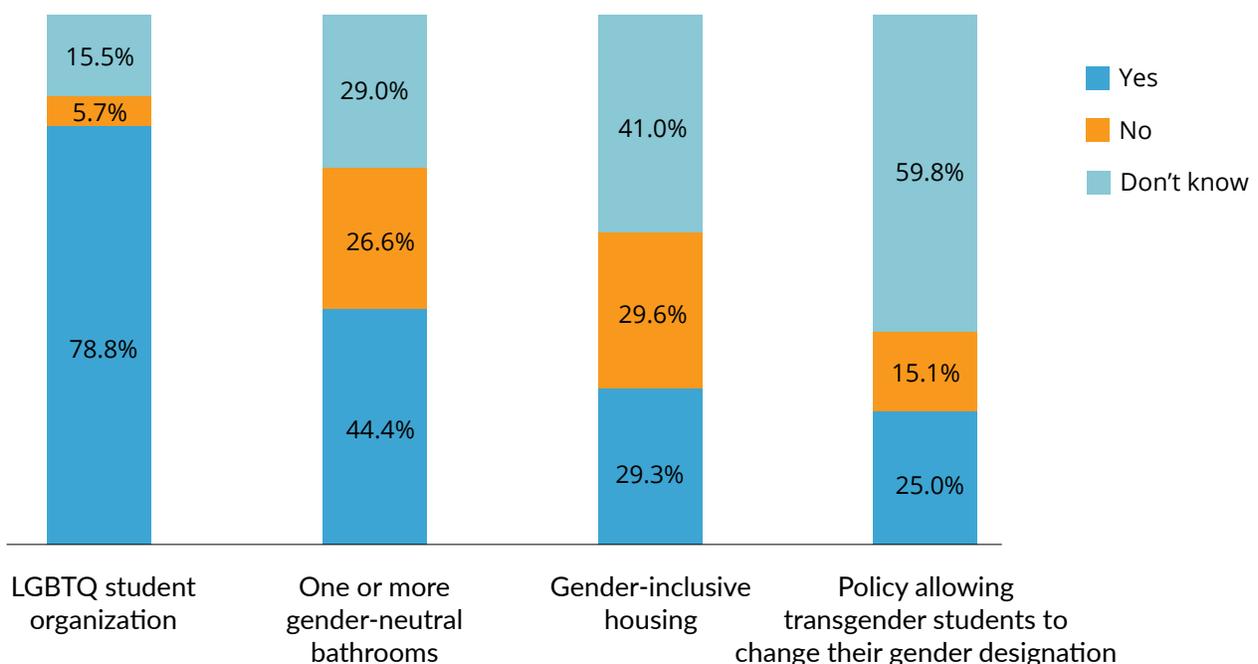
non-LGBTQ participants reporting that one was present at their college. The following findings are reported for LGBTQ participants; findings for non-LGBTQ students are provided in Table A5.

Half or more LGBTQ participants reported that their four-year college had a LGBTQ student resource centers (51.7%) or “out” LGBTQ teachers, staff, or administrators (56.4%). More than half (60.1%) reported LGBTQ symbols in campus buildings and almost half (47.3%) reported integration of LGBTQ issues into existing courses.

Resources specific to transgender students were somewhat less commonly noted by participants than general LGBTQ resources, including the presence of at least one gender neutral bathroom (44.4%), a policy of allowing transgender students to change their gender markers on their school records (25.0%), with more than half (59.8%) unaware of such policies. Slightly less than a third (29.3%) of LGBTQ participants reported that their college had gender-inclusive housing, defined as housing not segregated into men’s and women’s spaces-- including double and multiple occupancy bedrooms-- and welcoming to students who identify outside of the gender binary.

LGBTQ-supportive counseling services, with a staff that is knowledgeable of the needs and experiences of LGBTQ students and their concerns, was reported by 38.5% of LGBTQ participants. LGBTQ-informed health services, with a staff that is knowledgeable of the needs and experiences of LGBTQ students and their concerns (e.g., PrEP daily medication for HIV prevention, hormone therapy), was reported by 29.5% of LGBTQ participants. Slightly more than a third (36.5%) of LGBTQ participants reported that senior administrators (e.g., chancellor, president, vice-president, academic deans, senior diversity officer) at their university explicitly included the terms “LGBT” (or “sexual orientation,” and “gender identity/expression”) when publicly discussing multicultural and/or diversity issues on campus.

Figure 13. Select indicators of LGBTQ inclusion at four-year college among LGBTQ adults ages 18-40 (N=629)

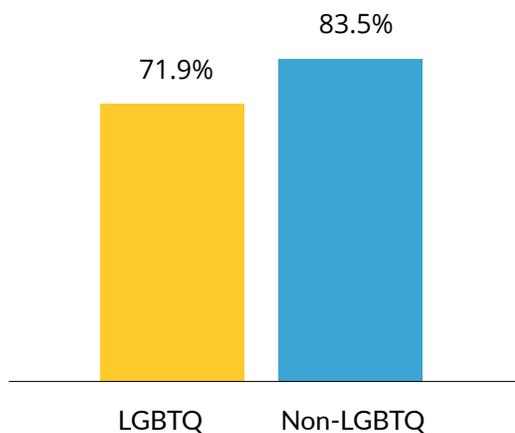


Connectedness and General Support

Participants answered several questions about their connectedness to their four-year college community and their perception of support and encouragement from faculty and staff. Responses varied across indicators of connectedness and support. As shown in Table A6, fewer LGBTQ participants felt a sense of belonging at their college (71.9%) than non-LGBTQ participants (83.5%).

Responses were similar on other indicators of connectedness and general support across LGBTQ and non-LGBTQ groups. Some (7.7%) participants felt unsafe at their college. More than three quarters (77.8%) of all participants felt that at least one other student was close to them. More than four-fifths felt that faculty empowered them to learn (83.6%), and that faculty believed in their potential to succeed (82.7%). More than two-thirds of participants reported that a faculty member (69.2%) or staff member (65.0%) took an interest in their development. Overall, 82.9% of participants would recommend their college to others.

Figure 14. Sense of belonging in four-year college by adults ages 18-40 (N=629) by LGBTQ status

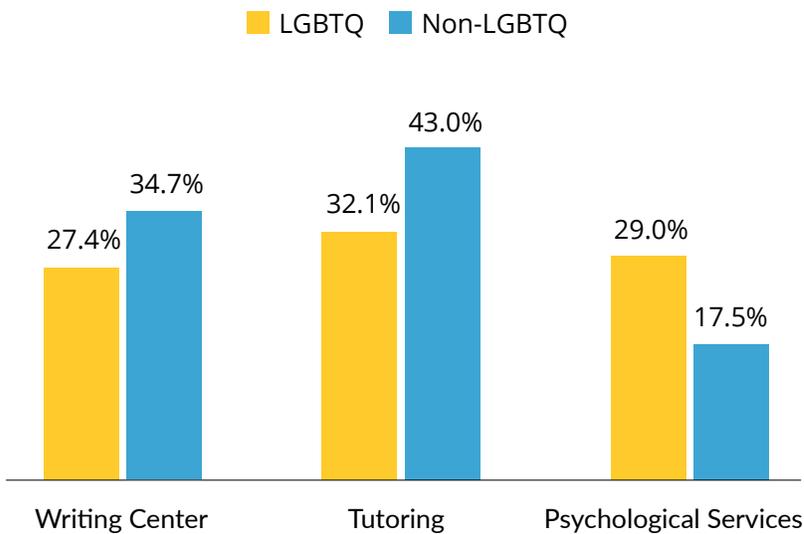


Utilization of Campus Resources

As shown in Table A7, nearly 90% of both LGBTQ and non-LGBTQ participants have utilized campus resources and reported comparable lifetime use of resources unless otherwise noted. The most frequently used resource was academic advising, with more than three-quarters (75.8%) of all participants using that resource. Career counseling was also highly used, with over half (54.6%) of participants making use of that resource.

LGBTQ participants were less likely than non-LGBTQ participants to use some resources, including the writing center (27.4% and 37.4%, respectively), and tutoring (32.1% and 43.0%, respectively). LGBTQ participants were more likely than non-LGBTQ participants to use student psychological services (29.0% and 17.5%, respectively). Levels of satisfaction with services was similar between LGBTQ and non-LGBTQ participants. Among LGBTQ and non-LGBTQ participants who had used student psychological services, only 47.6% of participants were satisfied with these services, while 26.1% rated their satisfaction as neutral and 26.3% were dissatisfied. Somewhat higher levels of satisfaction were reported for other student resources, including student health services (63.8%) and campus safety services (59.6%), among participants who had used those resources.

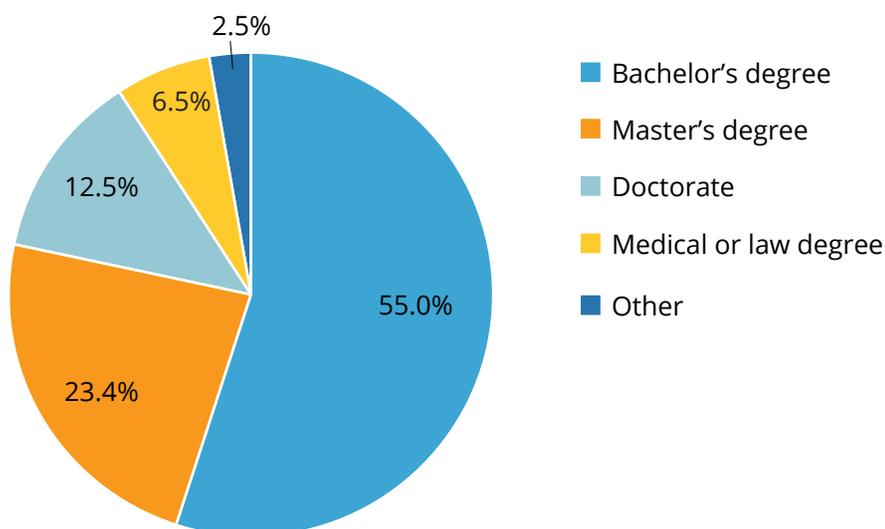
Figure 15. Use of campus resources at four-year college among adults ages 18-40 (N=629) by LGBTQ status



Educational Aspirations and Encouragement

Educational aspirations and encouragement to pursue additional education was similar between LGBTQ and non-LGBTQ participants. Over 40% of all participants reported that while in college, they aspired to attain a graduate or professional degree (Table A8). About one-quarter (23.4%) wanted to obtain a master's degree, and 12.5% wanted to obtain a doctorate degree, either a PhD (9.6%) or a professional doctorate (2.9%). At the time of survey completion, 17.1% of participants had also completed a graduate degree (Table A1).

figure 16. Educational aspirations during four-year college among adults ages 18-40 (N=629)



Encouragement to pursue further education among those who wanted a graduate or professional degree was comparable between LGBTQ and non-LGBTQ participants across various types of potential supports (e.g., parents/guardians, staff or administrators, faculty, friends). In general, parents/guardians and other family members were the most encouraging of the pursuit of further education compared to other sources of support.

Financial support for Educational Expenses

LGBTQ and non-LGBTQ participants reported a range of funding sources for educational expenses (tuition and fees, living expenses), including family resources, savings or work, grants, scholarships, and loans (Table A9). Over half (56.5%) of all participants reported using loans to pay for college. More than two-thirds of participants reported using family resources (70.2%), their own income from work (66.4%), or aid such as grants or scholarships (68.0%).

GRADUATE SCHOOL RESULTS

Background Characteristics

More than one in ten LGBTQ (11.1%, 95% Confidence Interval [CI] 8.8%, 14.0%) and non-LGBTQ (13.0%, 95% CI 10.5%, 16.0%) participants in the Access to Higher Education Survey (N=1,068) have attended a graduate program in their lifetime. More than a third (35.0%) of participants who have attended graduate school were in the 35-40 age range, 24.0% were 30-34, 31.6% were 25-29, and 9.3% were 18-24. LGBTQ (n=104) participants who have ever attended graduate school were somewhat younger than non-LGBTQ (n=89) participants -- as has been observed in other samples.²¹ Of the LGBTQ participants who have attended graduate school, 10.7% were transgender. Most of the following background information refers to the full sample, unless otherwise noted.

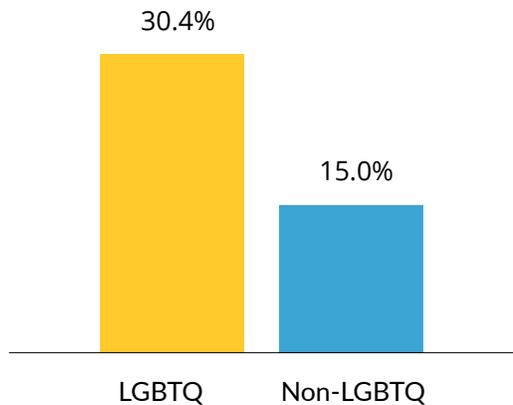
Half (50.7%) of all participants were female and cisgender. The majority (64.4%) of the sample was White, non-Hispanic, 16.6% was Latino/a, 8.3% was Asian, Native Hawaiian or Pacific Islander or American Indian, 8.1% was Black, and 2.6% was more than one race (Table B1). Roughly one in ten (9.3%) participants reported having had an Individualized Education Program (IEP) or other school accommodation prior to the age of 18.

Just under a third (30.4%) of LGBTQ participants who have ever attended graduate school were current graduate students at the time of survey completion, compared to 15.0% of non-LGBTQ participants.

Among all current students, 59.0% were pursuing a master's degree. A fifth (20.7%) of current students were pursuing Ph.D. degrees, and the remainder were pursuing professional doctorates (7.5%), medical degrees (5.5%), law degrees (4.4%), or other types of graduate programs (4.3%).

²¹ LGBT Demographic Data Interactive. (January 2019). Los Angeles, CA: The Williams Institute, UCLA School of Law.

Figure 17. Current graduate school attendance among adults who have ever attended graduate school ages 18-40 by LGBTQ status (N=193)



Among those who had completed their graduate degree, the majority completed master's degrees (80.9%). The remainder completed Ph.D.'s (14.7%), law degrees (8.9%), medical degrees (6.3%), professional doctorates (3.2%), or other types of graduate degrees (1.4%).

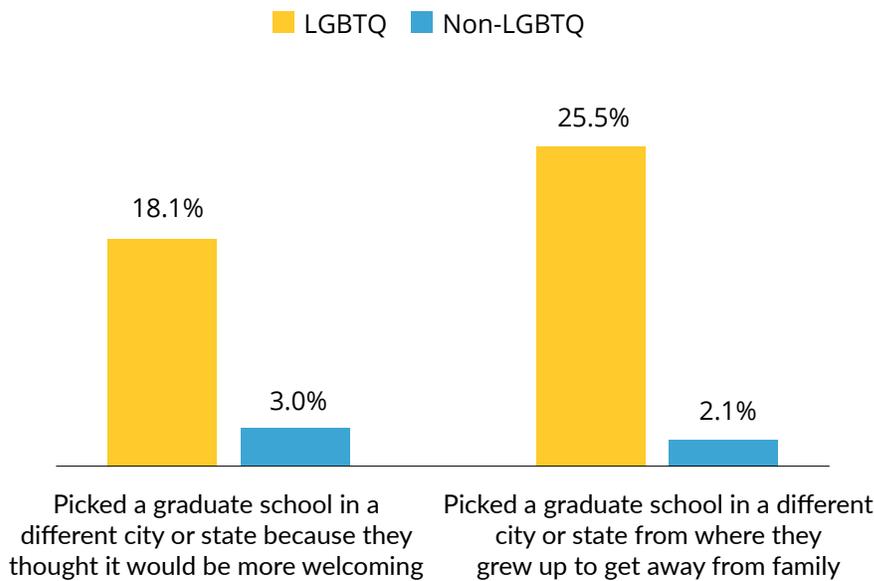
Participants were living across the U.S., with just under a quarter in the Northeast (24.8%), 16.5% in the Midwest, under a third (30.2%) living in the South, and a quarter in the West (28.5%). The graduate schools that these participants attended were also spread across the country and beyond, with a quarter each in the Northeast (22.3%), the Midwest (25.2%), and the South (27.7%), a fifth (19.5%) in the West, and 5.3% outside of the U.S.

More than half (58.7%) of the graduate schools attended by these participants were public while 37.2% were private (4.1% of participants did not know whether their graduate school was public or private).

Very few (0.6%) participants had ever transferred graduate schools and only 6.0% had ever dropped out of graduate school. Nearly a fifth (18.1%) reported seriously considered dropping out of or transferring graduate school.

LGBTQ participants were much more likely to report having picked a graduate school in a different city or state to seek a more welcoming climate, or to get away from family as their non-LGBTQ peers. Slightly less than one in five (18.1%) LGBTQ participants compared to 3.0% of non-LGBTQ participants said they picked a graduate school elsewhere because they thought it would be more welcoming of someone like them. A quarter (25.5%) of LGBTQ participants compared to 2.1% of non-LGBTQ participants picked a program elsewhere to get away from family.

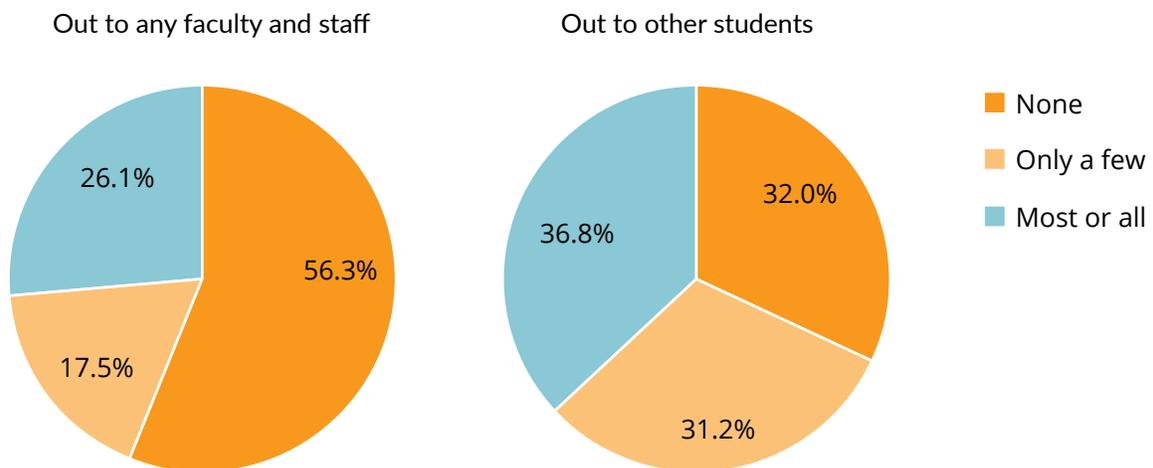
Figure 18. Picked a graduate school in a different city or state among adults ages 18-40 (N=193) by LGBTQ status



Outness, Acceptance, and Efforts to Avoid Discrimination

More than half (56.3%) of LGBTQ participants were not “out” as LGBTQ to any faculty and school staff at their graduate school (Table B2). Close to a fifth (17.5%) was out to only a few, and a quarter (26.1%) was out to most or all faculty and staff. Outness to other students was higher; just under a third (32.0%) were not “out” as LGBTQ to any other students, 31.2% were out to just a few other students, and 36.8% were out to most or all other students at their graduate school.

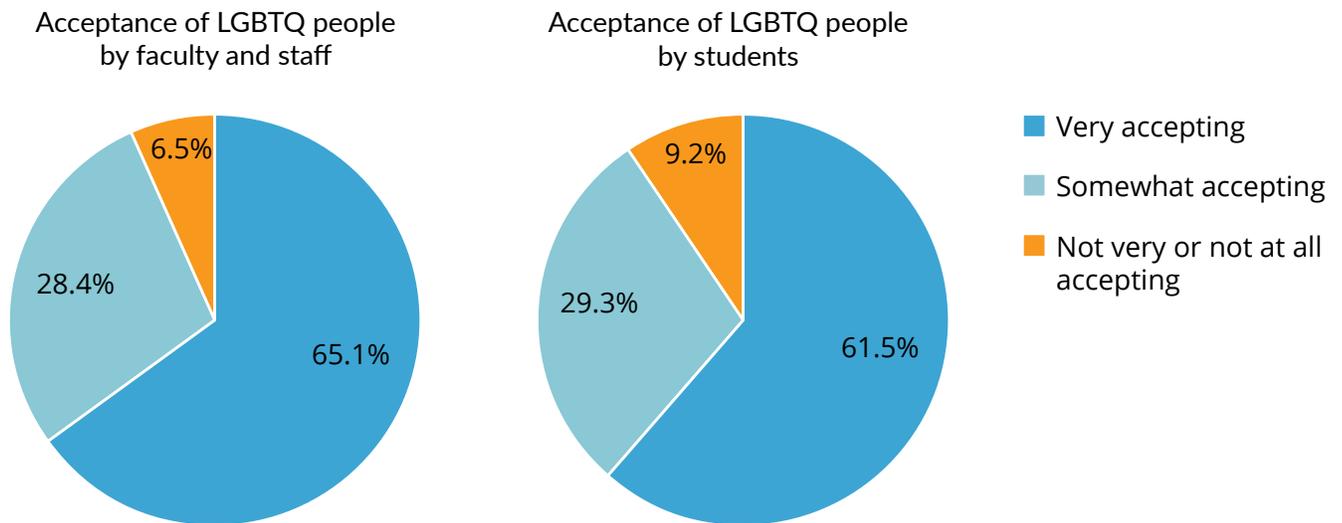
Figure 19. Outness as LGBTQ to faculty, staff, and students while attending graduate school among LGBTQ adults ages 18-40 (N=104)



Majorities of all participants found that faculty, school staff, students at their graduate programs were very accepting of LGBTQ people. Specifically, 65.1% reported that faculty and staff were very

accepting, while 28.4% were somewhat accepting and 6.5% were not very or not at all accepting. An estimated 61.5% found that students were very accepting, with less than a third (29.3%) somewhat accepting and less than one in ten (9.2%) not very or not at all accepting.

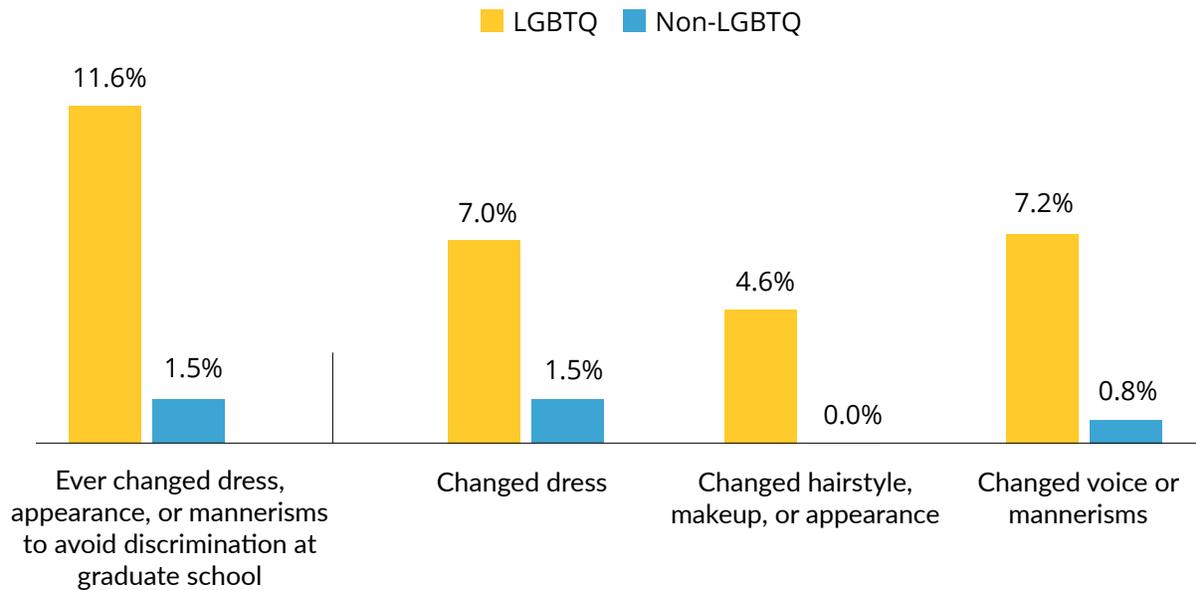
Figure 20. Perceived acceptance of LGBTQ people in graduate school reported by adults ages 18-40 (N=193)



LGBTQ participants were more likely to report “covering” behaviors – including having changed their dress, appearance, or mannerisms to avoid discrimination at graduate school compared to non-LGBTQ participants (11.6% compared to 1.5%, respectively). Specifically, 7.0% of LGBTQ participants reported changing their dress to avoid discrimination, compared to 1.5% of non-LGBTQ participants. 4.6% of LGBTQ participants changed their hairstyle, makeup, or appearance, compared to 0.0% of non-LGBTQ participants, and 7.2% of LGBTQ participants changed their voice or mannerisms, compared to 0.8% of non-LGBTQ participants. Covering or concealing one’s LGBTQ status is part of the minority stress process that elevates risk of poor mental health for LGBTQ people relative to non-LGBTQ people.²²

²² Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. *Psychological Bulletin*, 129(5), 674-697.

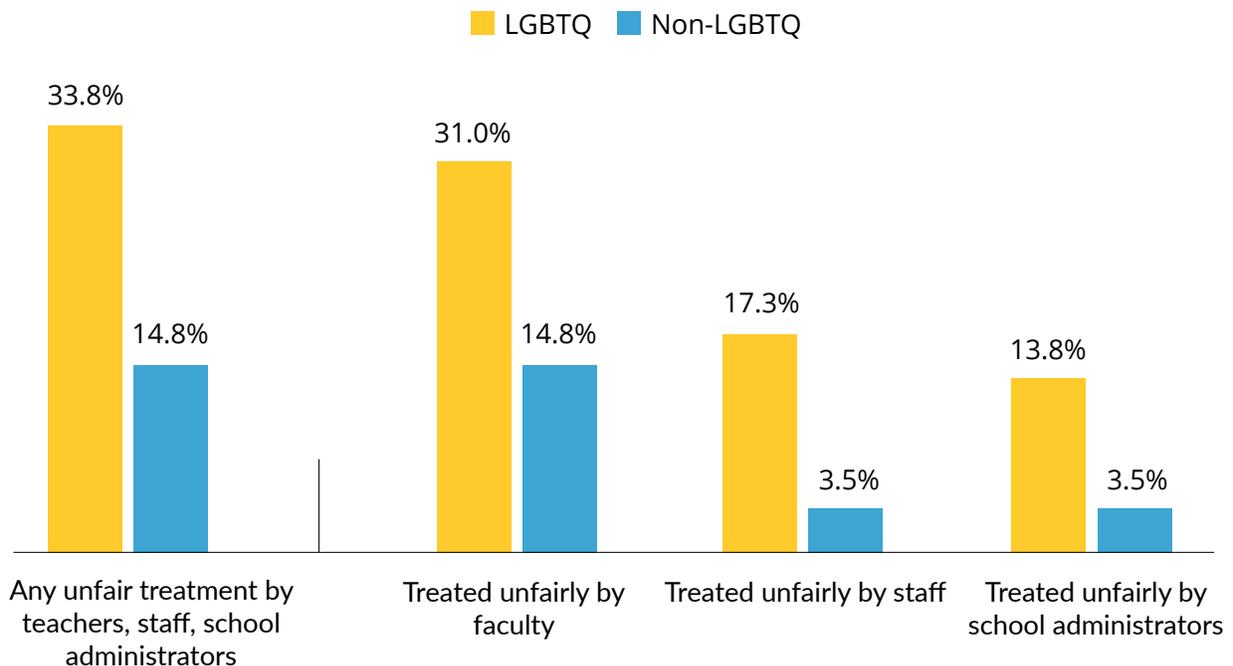
Figure 21. Covering to avoid discrimination during graduate school among adults ages 18-40 (N=193) by LGBTQ status



Unfair Treatment, Violence, and Harassment

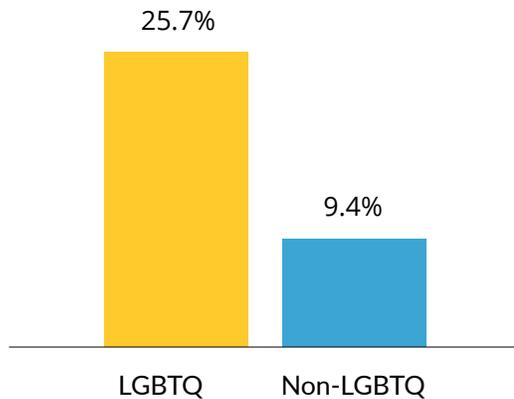
LGBTQ participants were more likely to report being treated unfairly by teachers, staff, or school administrators compared to non-LGBTQ participants (33.8% and 14.8%, respectively, reported any unfair treatment) (Table B3.1). Unfair treatment by faculty was most frequently reported, by nearly a third (31.0%) of LGBTQ participants and 14.8% of non-LGBTQ participants. Additionally, 17.3% of LGBTQ compared to 3.5% of non-LGBTQ participants reported unfair treatment by staff, and 13.8% of LGBTQ compared to 3.5% of non-LGBTQ participants reported unfair treatment from school administrators.

Figure 22. Unfair treatment during graduate school experienced by adults ages 18-40 (N=193) by LGBTQ status



LGBTQ participants were more likely than their non-LGBTQ peers in graduate school to report hearing slurs or negative comments about LGBTQ people (25.7% compared to 9.4%, respectively). An estimated 17.9% of all participants, including 23.5% of LGBTQ and 12.5% of non-LGBTQ participants, reported hearing slurs or negative comments about racial-ethnic minorities.

Figure 23. Heard slurs or negative comments about LGBTQ people during graduate school by adults ages 18-40 (N=193) by LGBTQ status



Statistically similar proportions of LGBTQ and non-LGBTQ participants reported bullying, harassment, or assault at graduate school. In total, 14.2% of all participants reported any of these negative experiences, including 19.5% of LGBTQ and 9.1% of non-LGBTQ participants.

Violence and Harassment in Campus Housing

Few participants (7.8%) lived in campus housing while attending graduate school, therefore, detailed findings are not reported here, but are shown in Table B3.2.

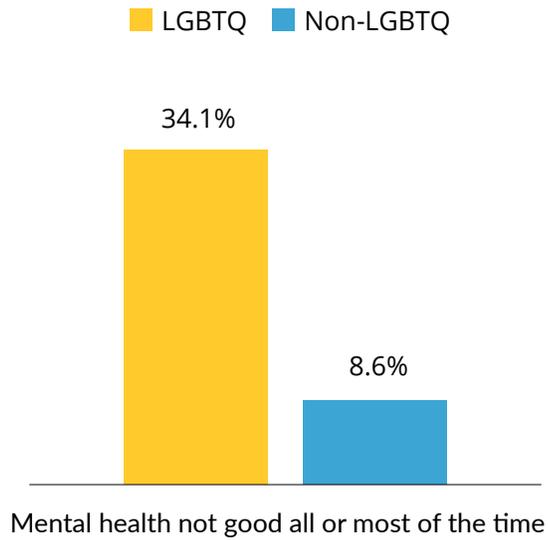
Violence and Harassment at Campus Jobs

About one-quarter (23.7%) of participants reported working at a campus job while in graduate school. Due to the relatively small sample size, detailed findings are not reported here, but are shown in Table B3.2.

Mental Health and Substance Use

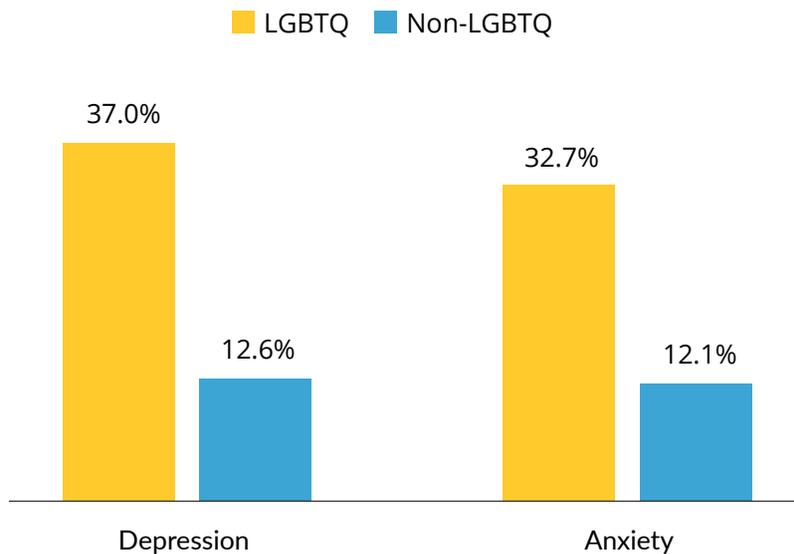
Poor mental health in graduate school, including depression, and anxiety, was more common among LGBTQ than non-LGBTQ participants, while substance misuse was reported by comparable proportions of LGBTQ and non-LGBTQ people (Table B4). LGBTQ participants were nearly four times more likely than non-LGBTQ participants to report that their mental health was not good all or most of the time when they were in graduate school (34.1% and 8.6%, respectively).

Figure 24. Mental health during graduate school among adults ages 18-40 (N=193) by LGBTQ status



LGBTQ participants were more likely than non-LGBTQ participants to report that a professional told them that they had some specific mental health problems while in college, including depression (37.0% vs. 12.6%) or anxiety (32.7% vs. 12.1%). Many LGBTQ (52.0%) and non-LGBTQ participants (42.4%) reported binge drinking in a typical month while in college, and some (14.3% of LGBTQ participants and 5.5% of non-LGBTQ participants) reported heavy alcohol use.

Figure 25. Mental health conditions during graduate school among adults ages 18-40 (N=193) by LGBTQ status



School-Level Indicators of LGBTQ Inclusion

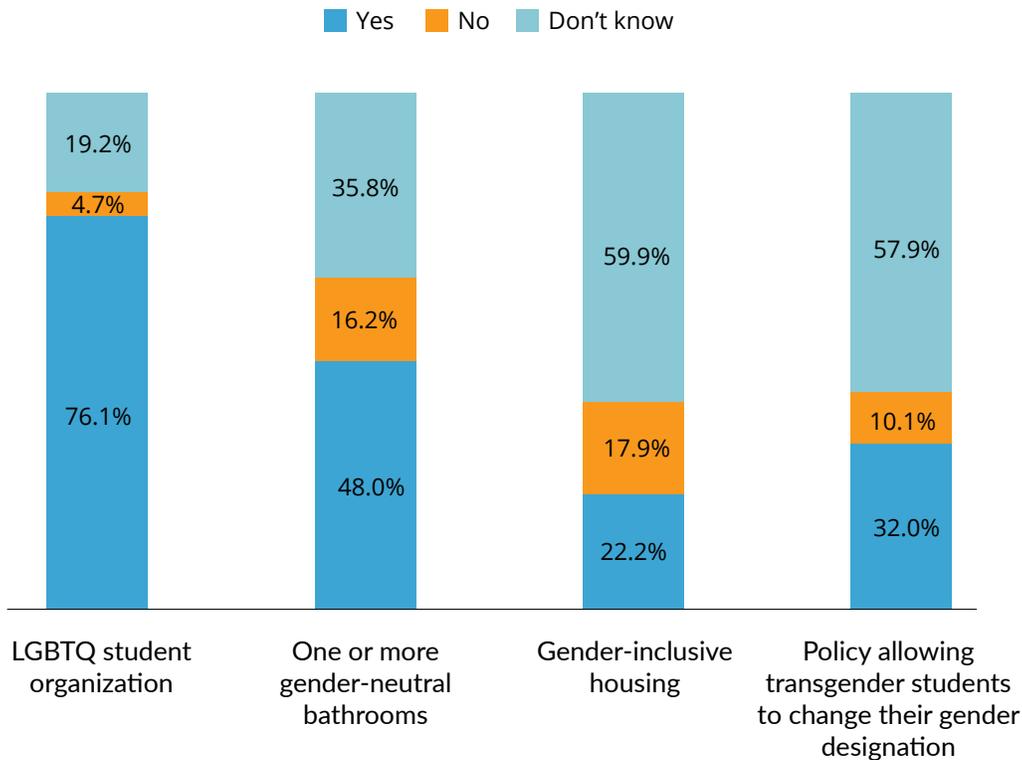
LGBTQ participants were more likely to report that their graduate school had LGBTQ resources and indicators of LGBTQ-inclusion than non-LGBTQ participants (Table B5). Across LGBTQ and non-LGBTQ groups, a LGBTQ student organization was the most common resource, with three-quarters (76.1%) of LGBTQ participants and half (51.5%) of non-LGBTQ participants reporting that their school had this resource. The following findings are reported for LGBTQ participants; findings for non-LGBTQ students are provided in Table B5.

Half or more of LGBTQ participants reported that their graduate school had a LGBTQ student resource center (52.0%), “out” LGBTQ teachers, staff, or administrators (64.3%), LGBTQ symbols in campus buildings (59.2%), or integration of LGBTQ issues into existing courses (57.9%).

Resources specific to transgender students were somewhat less commonly than general LGBTQ resources, including the presence of at least one gender neutral bathroom (48.0%) and a policy of allowing transgender students to change their gender markers on their school records (32.0%) with more than half, 57.9%, unaware of such policies). Less than a quarter (22.2%) of LGBTQ participants reported that their college had gender-inclusive housing, defined as housing not segregated into men’s and women’s spaces—including double and multiple occupancy bedrooms—and welcoming to students who identify outside of the gender binary.

LGBTQ-supportive counseling services, with a staff that is knowledgeable of the needs and experiences of LGBTQ students and their concerns, was reported by 46.2% of LGBTQ participants. LGBTQ-informed health services, with a staff that is knowledgeable of the needs and experiences of LGBTQ students and their concerns (e.g., PrEP daily medication for HIV prevention, hormone therapy), was reported by 39.9% of LGBTQ participants. More than a third (34.9%) of participants reported that senior administrators (e.g., chancellor, president, vice-president, academic deans, senior diversity officer) at their university explicitly included the terms “LGBT” (or “sexual orientation,” and “gender identity/expression”) when publicly discussing multicultural and/or diversity issues on campus.

Figure 26. Select indicators of LGBTQ inclusion at graduate school among LGBTQ adults ages 18-40 (N=104)

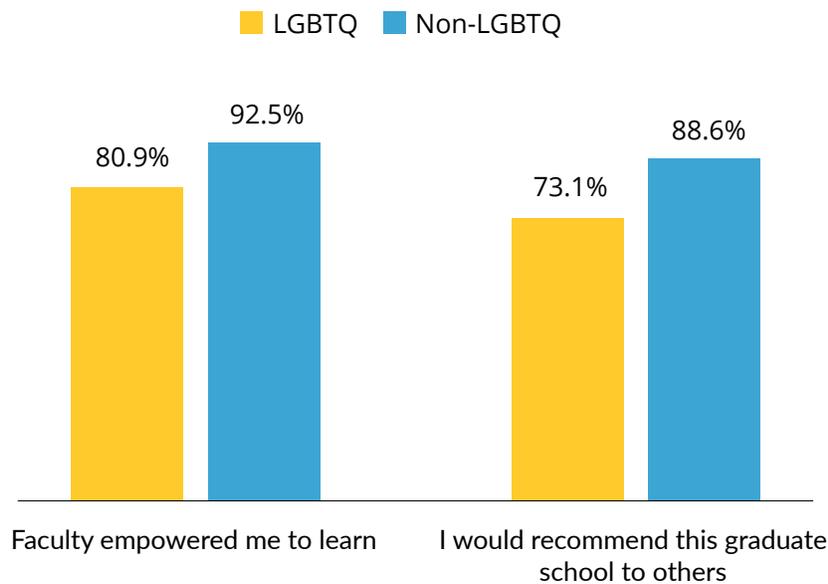


Connectedness and General Support

Participants answered several questions about their connectedness to their graduate school community and their perception of support and encouragement from faculty and staff. Responses varied across indicators of connectedness and support. Three quarters of all participants (75.0%) felt a sense of belonging in graduate school, including 69.7% of LGBTQ and 80.1% of non-LGBTQ participants (Table B6). More than three quarters (77.5%) of participants felt that at least one other student was close to them. More than one in ten (13.3%) participants felt unsafe at their school, including 16.5% of LGBTQ and 10.1% of non-LGBTQ participants.

Roughly three quarters (76.3%) of participants reported that at least one faculty member took an interest in their development. Many (86.1%) said that their advisor believed in their potential to succeed, including 81.7% of LGBTQ and 90.3% of non-LGBTQ participants. However, fewer LGBTQ than non-LGBTQ participants felt that faculty empowered them to learn (80.9% vs. 92.5%), and fewer LGBTQ participants would recommend their graduate school to others (73.1% vs. 88.6%) than non-LGBTQ peers.

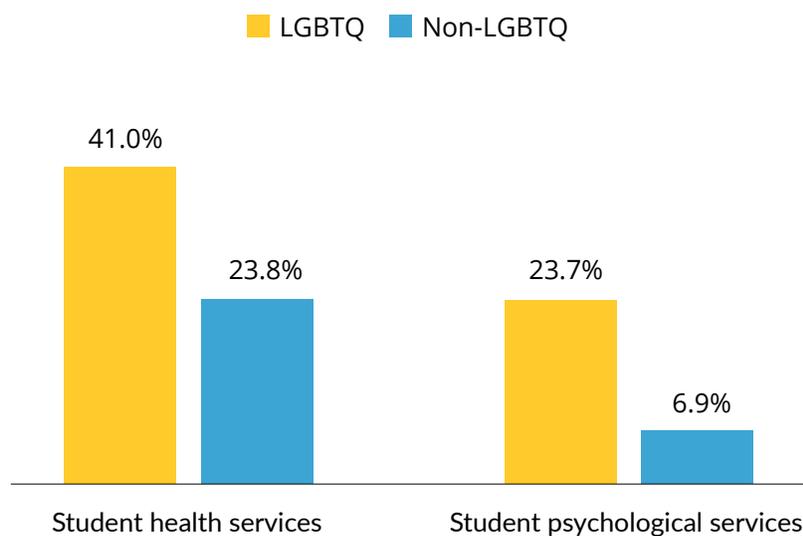
Figure 27. Experiences of connectedness and support in graduate school among adults ages 18-40 (N=193) by LGBTQ status



Utilization of Campus Resources

As shown in Table B7, three quarters (75.7%) of all participants have utilized campus school resources at their graduate school. LGBTQ and non-LGBTQ participants reported statistically comparable lifetime use of resources unless otherwise noted. Academic advising was the most frequently used resource, with more than half of all participants (50.6%) using that resource. Financial aid advising (30.3%) and tutoring (22.6%) were also frequently used. LGBTQ participants were more likely than non-LGBTQ participants to utilize student health services (41.0% compared to 23.8%) and psychological services (23.7% compared to 6.9%). Among participants who used these services, nearly half or more of LGBTQ and non-LGBTQ participants were satisfied with services.

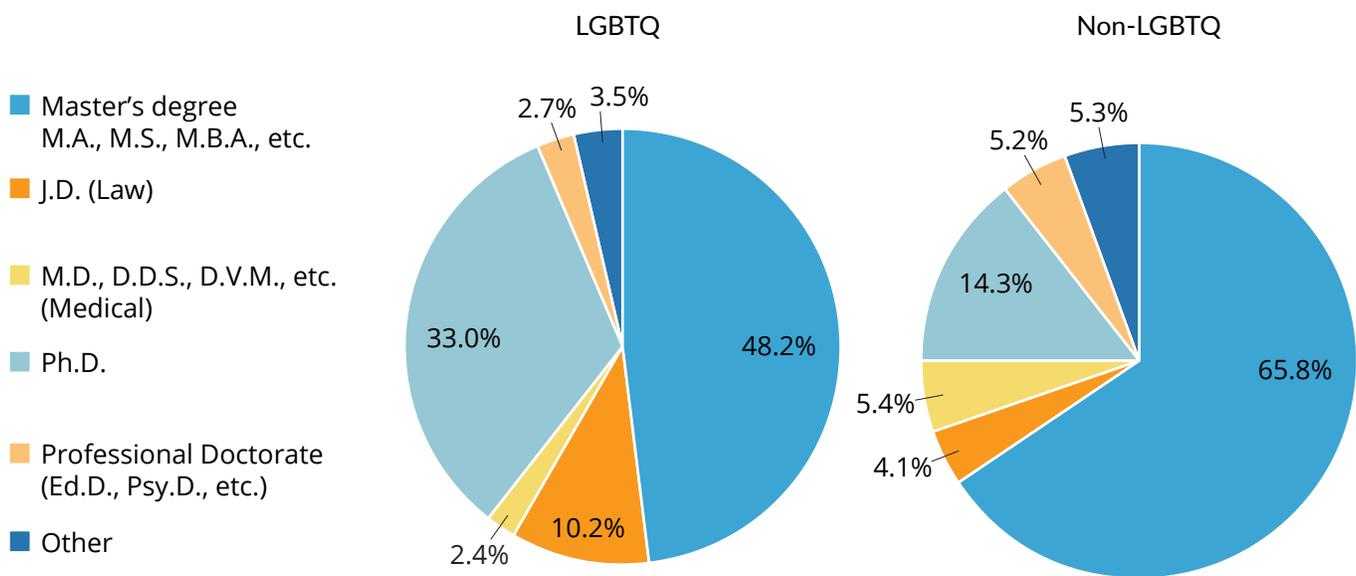
Figure 28. Use of campus resources at graduate school by adults ages 18-40 by LGBTQ status (N=193)



Educational Aspirations and Encouragement

The highest and mostly commonly reported degree that LGBTQ and non-LGBTQ participants reported wanting to complete while in graduate school was a master's (48.2% and 65.8%, respectively) (Table B8). The second most common type of desired degree was a PhD or other doctorate. Among those who wanted to continue their graduate education beyond one graduate degree, encouragement was comparable between LGBTQ and non-LGBTQ participants across various types of potential supports (e.g., parents/guardians, staff or administrators, faculty, friends).

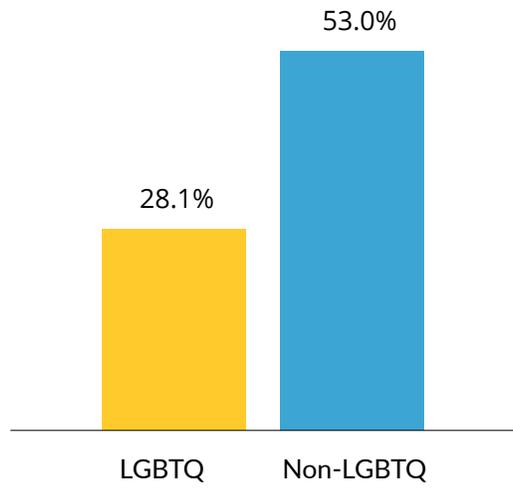
Figure 29. Highest degree desired while attending graduate school among adults ages 18-40 (N=193) by LGBTQ status



Financial Support for Educational Expenses

LGBTQ and non-LGBTQ participants reported a range of funding sources for educational expenses (tuition and fees, living expenses) during graduate school (Table B9). The most frequently reported source was the participant's own resources, such as savings from work or work-study, was reported by 71.8% of participants, including 67.5% of LGBTQ and 76.0% of non-LGBTQ participants. LGBTQ participants were less likely to report support from family resources for their educational expenses than non-LGBTQ participants (28.1% and 53.0%, respectively). About half (51.7%) of all participants relied upon grants or other aid which need not be repaid, including 58.9% of LGBTQ and 44.5% of non-LGBTQ participants, and just under half (48.8%) reported using student loans, including 53.5% of LGBTQ and 44.2% of non-LGBTQ participants.

Figure 30. Financial support from family during graduate school among adults ages 18-40 (N=193) by LGBTQ status



CONCLUSIONS

Colleges and universities are increasingly concerned about diversity, equity, and inclusion. Findings from this study highlight the need to improve conditions for LGBTQ students, a sizable and heterogeneous minority population. Many LGBTQ and non-LGBTQ participants attended public institutions in regions across the U.S. LGBTQ people were more likely to report having picked a university in a different city or state in order to seek a more welcoming climate, or to get away from family, for college and graduate school relative to their non-LGBTQ counterparts.

Despite efforts to find more welcoming environments, majorities of LGBTQ people in four-year college and graduate school were not “out” as LGBTQ to any faculty or staff (60.4% and 56.3%, respectively). Moreover, LGBTQ people were more likely than non-LGBTQ people to report “covering” behavior – including having changed their dress, appearance, or mannerisms to avoid discrimination – in both four-year college and graduate school. In four-year college, 15.7% of LGBTQ compared to 7.0% of non-LGBTQ people reported covering behavior. In graduate school, 11.6% of LGBTQ compared to 1.5% of non-LGBTQ people reported covering behavior.

LGBTQ people were more likely than their non-LGBTQ peers to report hearing slurs or negative comments about LGBTQ people in both four-year college and graduate school. In four-year college, LGBTQ people were more likely than non-LGBTQ people to experience bullying, harassment, or assault (32.6% vs. 18.9%). In graduate school, unfair treatment was especially prevalent for LGBTQ respondents, with 33.8% compared to 14.8% experiencing unfair treatment from faculty, staff, or school administrators. Not surprisingly, more LGBTQ people reported mental health struggles while in four-year college or graduate school than their non-LGBTQ peers.

LGBTQ resources and indicators of LGBTQ-inclusion were more commonly reported by LGBTQ than non-LGBTQ people in college and graduate school and some resources were more common than others. Roughly three-quarters of LGBTQ people reported that their college or university had a LGBTQ student group and about half reported the presence of a LGBTQ student resource center. Resources specific to transgender students were less commonly noted by LGBTQ people, including at least one gender neutral bathroom (reported by less than half), gender-inclusive housing (reported by less than one-third), and a policy of allowing transgender students to change their gender markers on their school records (reported by less than one-third). LGBTQ-supportive counseling services were reported by less than half of LGBTQ people in college and graduate school and LGBTQ-informed health services were reported by less than 40% of LGBTQ students. Many LGBTQ students did not know about the presence of LGBTQ resources at their colleges and universities.

LGBTQ people felt less of a sense of belonging at four-year college compared to their non-LGBTQ peers (71.9% compared to 83.5% reported a sense of belonging, respectively). Other measures of connectedness and support in four-year college were relatively high and comparable across LGBTQ and non-LGBTQ people.

Among graduate school attendees, a sense of belonging was reported by comparable proportions of LGBTQ and non-LGBTQ people. However, LGBTQ people were less likely than their non-LGBTQ peers to feel that faculty empowered them to learn there (80.9% compared to 92.5%, respectively).

Additionally, LGBTQ people were less likely than non-LGBTQ people to report that they would recommend their graduate school to others (73.1% compared to 88.6%, respectively).

NON-DISCRIMINATION PROTECTIONS

No federal law expressly protects students from discrimination or harassment based on their sexual orientation or gender identity. However, an increasing number of courts and federal agencies have expanded protections for LGBTQ students under Title IX of the Education Amendments of 1972 (“Title IX”).²³ The U.S. Department of Education has expressed its intent to amend its regulations implementing Title IX to be inclusive of sexual orientation or gender identity by April 2022,²⁴ consistent with recent executive orders.²⁵ These changes are expected to expand and strengthen nationwide protections for LGBTQ students, and ensure that they are able to file claims of discrimination and harassment based on their LGBTQ status with the Department of Education and in federal courts across the country. Such changes are needed based upon findings from this study and others.

RECOMMENDATIONS

Recommendations to improve college and university environments for LGBTQ students are to:

1. Include sexual orientation and gender identity explicitly in non-discrimination policies to protect LGBTQ students, as well as faculty and staff.
2. Disseminate information about non-discrimination protections and reporting mechanisms campus wide.
3. Include LGBTQ content in diversity and non-discrimination training for faculty and staff.
4. Promote peer outreach and leadership by engaging LGBTQ and heterosexual students to create official events or “spaces” for LGBTQ students.
5. Designate gender-neutral restrooms.
6. Initiate a campus climate survey to monitor change and to identify emerging issues.²⁶
7. Hire mental health counselors and medical staff who are competent in the provision of care to LGBTQ students and train current personnel.
8. Provide information about on-campus, local, and remote LGBTQ resources, including LGBTQ-supportive mental health care, to all students.

²³ <https://www2.ed.gov/about/offices/list/ocr/lgbt.html>

²⁴ <https://www.reginfo.gov/public/do/eAgendaViewRule?publd=202104&RIN=1870-AA16>

²⁵ Preventing and Combating Discrimination on the Basis of Gender Identity or Sexual Orientation, Exec. Order No. 13,988, 86 Fed. Reg. 7023 (Jan. 20, 2021) (requiring the implementation of the *Bostock* decision across the civil rights statutes enforced by federal agencies); Guaranteeing an Educational Environment Free from Discrimination on the Basis of Sex, Including Sexual Orientation or Gender Identity, Exec. Order No. 14,021, 86 Fed. Reg. 13,803 (Mar. 08, 2021) (authorizing “additional [Title IX] enforcement actions [against sexual orientation and gender identity discrimination] . . . to the fullest extent permissible under law”).

²⁶ Rankin, S. G., J.C., Duran, A. (2019). A retrospective of LGBT issues on US college campuses: 1990-2020. *International Sociology*, 34(4), 435-454.

AUTHORS

Kathryn K. O'Neill, M.P.P., is the Peter J. Cooper Policy Fellow and a Policy Analyst at the Williams Institute UCLA School of Law.

Kerith J. Conron, Sc.D., M.P.H., is the Blachford-Cooper Distinguished Scholar and Research Director at the Williams Institute.

Abbie E. Goldberg, Ph.D., is a Professor in the Department of Psychology and the Director of Women & Gender Studies at Clark University

Ruben Guardado, M.P.H., is a Policy Analyst at the Williams Institute.

ACKNOWLEDGEMENTS

This study would not have been possible without the generous support of the Point Foundation and the thought partnership of Jorge Valencia, Executive Director, Ted Farley, Deputy Executive Director, and James Williams, Board Chair Emeritus. The Point Foundation has been conducting surveys of LGBTQ undergraduate and graduate students applying for scholarships for several years, and many questions in this survey were informed by this prior work. The authors thank Andrew R. Flores, Visiting Scholar, the Williams Institute and Co-Investigator of the Access to Higher Education Project for his contributions to study design, survey development, and for his review of this report. We also thank the scientific advisory board who provided crucial guidance in the development of this survey. The board included Mariella Arredondo (Indiana University, Bloomington), Abbie Goldberg (Clark University), Michelle Marzullo (California Institute of Integral Studies), and Dan Merson (Rankin and Associates Consulting). This team helped to shape the topics covered on this survey, and reviewed iterations of the survey tool. The survey was also reviewed by Willa Mei Kurland (University of Washington, Seattle). Several items on the questionnaire were modeled upon questions used in Higher Education Research Institute (HERI) surveys; we are grateful for their permission to use these items. The authors also thank Christy Mallory, Daniel H. Renberg Senior Scholar and Legal Director of the Williams Institute and Brad Sears, David Sanders Distinguished Scholar of Law & Policy and Founding Executive Director of the Williams Institute for their reviews and Luis A. Vasquez for contributing information about the status of legal protections in education.

SUGGESTED CITATION

O'Neill, K. & Conron, K.J. (co-first authors), A. Goldberg & R. Guardado. (2022). The Experiences of LGBTQ People in Four-Year Colleges and Graduate Programs: Findings from a National Probability Survey.

ABOUT THE WILLIAMS INSTITUTE

The Williams Institute is dedicated to conducting rigorous, independent research on sexual orientation and gender identity law and public policy. A think tank at UCLA Law, the Williams Institute produces high-quality research with real-world relevance and disseminates it to judges, legislators, policymakers, media, and the public. These studies can be accessed at the Williams Institute website.

FOR MORE INFORMATION

The Williams Institute, UCLA School of Law
Box 951476, Los Angeles, CA 90095-1476
williamsinstitute.law.ucla.edu



APPENDICES

METHODS

The Access to Higher Education Survey was an anonymous cross-sectional survey conducted between January 15 and February 10 2021 with 1,079 U.S. adults ages 18 to 40 sampled from the KnowledgePanel maintained by Ipsos that is representative of U.S. adults. Panelists were recruited via stratified sampling on LGBTQ status, using existing panel demographic data about sexual orientation, gender identity, and sex assigned at birth, to recruit LGBTQ and non-LGBTQ volunteers in similar proportions. In total, the survey was completed in English by 572 LGBTQ and 507 non-LGBTQ adults.

KnowledgePanel panelists are primarily recruited by address-based sampling with a random sample of households drawn from the latest Delivery Sequence File of the U.S. Postal Service (USPS) – a database with full coverage of all delivery points in the U.S. All persons in selected households are invited to join and participate in KnowledgePanel. Ipsos provides selected households that do not already have internet access a tablet and internet connection at no cost to them. Those who join the panel and who are selected to participate in a survey are sent a unique password-protected log-in used to complete surveys online. Panelists receive reward points or incentives such as cash payments to participate in surveys. Survey participation is voluntary.

The Access to Higher Education Survey was developed to gather data about experiences in various educational settings (e.g., high school, community college, graduate school), including harassment, experiences with services, institutional policies, educational aspirations, support and barriers, mental health, educational financing, student debt, and similar topics. The survey was developed in consultation with an advisory board of experts in higher education and related fields. Where possible, survey questions were modeled on questions used in large surveys of higher education, such as those created by the Higher Education Research Institute, or on other large, federally funded surveys.

Descriptive analyses were conducted using Stata v15.1 statistical software and include design-based F-tests (Rao-Scott chi-square tests) of differences in proportions to assess whether outcomes vary across demographic groups at an alpha of 0.05.²⁷ Confidence intervals (95% CI) were included to communicate the degree of uncertainty around an estimate due to sampling error. All analyses were weighted using sampling weights provided by Ipsos. Sampling weights account for the probability of selection and non-response, and they adjust for response bias by gender and age, race/ethnicity, education, Census region, metropolitan status, and household income to align with benchmarks from the U.S. population ages 18 to 40 as reported in the 2020 March supplement of the U.S. Census Bureau's Current Population Survey. The study protocol was reviewed and approved by Institutional Review Board at UCLA.

²⁷ J. N. K. Rao, A. J. Scott, On chi-squared tests for multiway contingency tables with cell proportions estimated from survey data. *Ann. Stat.* 12, 46–60 (1984).

TABLES

Appendix A. Four-Year College Tables

Table A1. Characteristics of adults ages 18-40 (N=629) in the Access to Higher Education Survey who have attended a four-year college and their programs by LGBTQ status

	LGBTQ N=361		NON-LGBTQ N=268		ALL ^y N=629		F#
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Age							
18-24	40.3	32.7, 48.4	29.0	22.6, 36.3	35.4	30.2, 41.1	0.00
25-29	30.9	24.8, 37.8	22.7	17.9, 28.3	27.4	23.3, 31.9	
30-34	16.2	12.0, 21.6	21.5	17.0, 26.8	18.5	15.3, 22.2	
35-40	12.6	9.4, 16.7	26.8	21.9, 32.4	18.7	15.7, 22.1	
Sex and gender							
Cisgender male	34.9	28.0, 42.6	50.1	43.5, 56.6	41.4	36.5, 46.6	0.07*
Cisgender female	51.8	44.2, 59.2	49.9	43.4, 56.5	51.0	45.8, 56.1	
Transgender	13.3	8.9, 19.3	0.0		7.6	5.1, 11.2	
Race-ethnicity							
White, non-Hispanic	66.2	58.8, 72.9	58.9	52.1, 65.4	63.1	57.9, 67.9	0.36
Latino/a	13.6	10.1, 18.2	16.8	11.8, 23.3	15.0	11.9, 18.7	
Black, non-Hispanic	10.9	6.4, 18.0	10.1	6.4, 15.6	10.6	7.4, 15.0	
Asian, Hawaiian or Pacific Islander, American Indian, non-Hispanic	6.5	3.4, 12.0	11.7	8.0, 16.8	8.7	6.2, 12.3	
More than one race, non-Hispanic	2.7	1.3, 5.4	2.5	1.3, 4.8	2.6	1.6, 4.3	
Individualized Education Program (IEP) or other accommodations at school prior to age 18	9.0	6.3, 12.7	6.8	4.1, 11.2	8.1	6.0, 10.7	0.21
Highest degree completed							
High school	26.8	20.1, 34.8	18.1	13.0, 24.6	23.1	18.5, 28.4	<0.05
Vocational, technical, or trade degree	5.1	2.9, 8.9	5.3	2.8, 9.7	5.2	3.4, 7.8	
Associate degree	12.1	8.0, 17.7	13.1	8.9, 18.9	12.5	9.4, 16.4	
Bachelor's degree	43.4	36.1, 50.9	40.5	34.4, 47.0	42.1	37.2, 47.3	
Graduate degree	12.7	9.4, 16.8	23.0	18.5, 28.3	17.1	14.3, 20.4	
Current student in college	25.8	19.2, 33.8	19.7	14.1, 26.8	23.2	18.6, 28.6	0.21
Completed a bachelor's degree	55.9	48.2, 63.3	63.5	56.5, 70.0	59.2	53.9, 64.3	0.14
Region of current residence							
Northeast	23.3	17.3, 30.6	17.9	13.6, 23.2	21.0	16.9, 25.7	0.53
Midwest	19.6	14.3, 26.1	22.3	17.3, 28.4	20.7	16.9, 25.2	
South	34.1	27.1, 41.9	33.5	27.5, 40.1	33.8	29.0, 39.1	
West	23.1	18.1, 28.9	26.3	21.0, 32.3	24.4	20.7, 28.6	

	LGBTQ N=361		NON-LGBTQ N=268		ALL [†] N=629		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Region of college last attended							
Northeast	19.9	14.8, 26.2	22.2	17.1, 28.3	20.9	17.1, 25.2	0.33
Midwest	27.5	20.9, 35.3	21.4	16.7, 27.0	24.9	20.5, 29.9	
South	31.5	24.6, 39.3	30.4	24.5, 37.0	31.0	26.3, 36.2	
West	19.8	15.2, 25.3	22.4	17.4, 28.3	20.9	17.4, 24.9	
Other or outside U.S.	1.3	0.5, 3.3	3.6	1.9, 6.7	2.3	1.4, 3.9	
Type of college last attended							
Public	61.8	54.0, 69.1	71.8	65.5, 77.3	66.1	60.8, 71.0	0.02
Private	37.5	30.3, 45.4	26.2	20.9, 32.4	32.7	27.8, 38.0	
Don't know	0.6	0.2, 1.8	2.0	0.8, 4.9	1.2	0.6, 2.5	
Ever dropped out of college	20.0	14.9, 26.3	13.2	9.5, 18.1	17.1	13.7, 21.2	0.06
Ever transferred colleges	19.3	14.6, 25.2	20.2	15.4, 26.0	19.7	16.2, 23.8	0.82
Seriously considered transferring or dropping out of college	32.4	26.0, 39.4	23.6	18.4, 29.6	28.6	24.3, 33.3	<0.05
Picked a college in a different city or state from where you grew up because you thought it would be more welcoming of someone like you	21.5	15.8, 28.5	4.8	2.8, 8.1	14.3	10.8, 18.7	0.00
Picked a college in a different city or state from where you grew up to get away from family	32.6	26.0, 40.1	14.1	10.2, 19.1	24.7	20.4, 29.5	0.00

CI: Confidence Interval.

[†]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended four-year college, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended four-year college when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

*Compares cisgender male and female only.

Table A2. Outness, acceptance, and efforts to avoid discrimination while attending four-year college reported by adults ages 18-40 (N=629) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=361		NON-LGBTQ N=268		ALL [‡] N=629		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
At your last college, about how many faculty and school staff were you “out” to about being lesbian, gay, bisexual, transgender, or queer (LGBTQ)?							
None	60.4	52.8, 67.5	--	--	--	--	--
Only a few	24.3	18.1, 31.9	--	--	--	--	
Most or all	15.3	11.1, 20.7	--	--	--	--	
At your last college, about how many other students were you “out” to about being LGBTQ?							
None	36.6	29.8, 44.0	--	--	--	--	--
Only a few	29.0	22.9, 36.0	--	--	--	--	
Most or all	34.4	27.3, 42.2	--	--	--	--	
At your last college, how accepting toward LGBTQ people were the faculty and school staff?							
Very accepting	58.7	51.2, 65.9	52.4	45.8, 58.9	56.0	50.9, 61.0	0.44
Somewhat accepting	34.7	27.9, 42.1	40.3	34.0, 46.9	37.1	32.3, 42.2	
Not very or not at all accepting	6.6	3.8, 11.4	7.3	4.7, 11.3	6.9	4.8, 9.9	
At your last college, how accepting toward LGBTQ people were the students?							
Very accepting	55.9	48.4, 63.2	46.9	40.4, 53.5	52.1	46.9, 57.2	0.20
Somewhat accepting	37.1	30.3, 44.6	43.9	37.5, 50.6	40.0	35.1, 45.2	
Not very or not at all accepting	6.9	3.9, 11.9	9.2	6.2, 13.4	7.9	5.6, 11.0	
Ever changed dress, appearance, or mannerisms to avoid discrimination at college.	15.7	10.5, 22.7	7.0	4.4, 10.9	12.0	8.7, 16.3	0.01
Specific action taken to avoid discrimination							
Changed dress	12.2	7.4, 19.4	4.5	2.5, 7.9	8.9	5.9, 13.2	0.01
Changed hairstyle, makeup, or appearance	11.1	6.6, 18.1	4.2	2.3, 7.5	8.2	5.3, 12.3	0.01
Changed voice or mannerisms	8.2	4.7, 13.9	2.2	1.0, 4.8	5.7	3.5, 9.0	<0.01

CI: Confidence Interval.

[‡]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended four-year college, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended four-year college when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table A3.1. Violence and harassment experienced while attending four-year college reported by adults ages 18-40 (N=629) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=361		NON-LGBTQ N=268		ALL ^y N=629		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Any unfair treatment by teachers, staff, school administrators	23.3	18.2, 29.4	19.2	14.8, 24.7	21.6	18.0, 25.6	0.28
Unfair treatment by specific party:							
Treated unfairly by faculty	18.4	13.9, 23.8	15.9	11.9, 21.0	17.3	14.2, 21.0	0.48
Treated unfairly by staff	13.8	9.7, 19.2	8.6	5.7, 12.7	11.6	8.9, 15.0	0.07
Treated unfairly by school administrator(s)	10.3	6.9, 15.0	4.3	2.5, 7.2	7.7	5.6, 10.6	0.00
Heard slurs or negative comments about LGBTQ people	45.4	38.1, 53.0	24.5	19.5, 30.3	36.5	31.6, 41.7	0.00
Heard slurs or negative comments about racial/ethnic minority people (e.g., people who are Black, Latino/a, Middle Eastern, Asian)	50.0	42.6, 57.5	26.1	20.9, 32.0	39.8	34.8, 45.0	0.00
Bullying, harassment, or assault							
Any bullying, harassment, or assault at your last college	32.6	26.2, 39.7	18.9	14.5, 24.1	26.7	22.5, 31.3	0.00
Bullied or harassed in-person	19.1	14.0, 25.6	5.4	3.3, 8.7	13.3	10.1, 17.2	0.00
Bullied or harassed not in-person; on-line, by text, notes, anonymous messages or offensive material left at your workspace, car, or someplace else	12.5	8.5, 17.9	5.3	3.2, 8.5	9.4	6.9, 12.7	0.01
Had your property damaged	11.4	7.4, 17.0	10.8	7.6, 15.1	11.1	8.4, 14.7	0.87
Sexually harassed	17.6	12.8, 23.7	5.8	3.5, 9.3	12.5	9.5, 16.3	0.00
Threatened	6.5	3.7, 11.0	4.1	2.4, 6.8	5.5	3.6, 8.1	0.22
Physically attacked	3.9	1.8, 8.1	2.5	1.2, 5.0	3.3	1.9, 5.7	0.39
Sexually assaulted	11.8	7.8, 17.4	2.0	0.9, 4.1	7.6	5.2, 10.9	0.00
At your last college, who bullied, harassed, or assaulted you?	n=122		n=59		n=181		
Other student(s)	80.6	68.1, 89.0	71.4	56.0, 83.0	77.9	71.4	0.29
Faculty	2.7	0.7, 9.3	5.2	1.6, 15.1	3.4	1.4, 8.0	0.44
School staff	6.4	2.3, 16.5	0.0	--	4.5	1.6, 11.8	0.18
School administrator(s)	6.5	1.9, 20.0	0.4	0.1, 2.9	4.7	1.4, 14.5	0.00
Coach(es)	2.3	0.5, 9.3	0.0	--	1.6	0.4, 6.6	0.37
Someone else	22.3	13.6, 34.4	30.3	18.4, 45.6	24.7	17.2, 34.1	0.35
How did your college respond to the worst bullying, harassment, assault, or discrimination that you experienced?	n=122		n=59		n=181		

	LGBTQ N=361		NON-LGBTQ N=268		ALL [¥] N=629		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Faculty, staff, and school administrators did not know that it was happening	73.0	60.1, 82.9	71.9	57.1, 83.2	72.7	62.9, 80.7	0.11
Faculty, staff, and school administrators knew that it was happening and did nothing	7.9	4.0, 14.9	3.1	0.8, 12.0	6.4	3.5, 11.5	
Aggressor received suspension	4.3	0.9, 18.1	2.1	0.3, 13.9	3.7	1.0, 12.8	
Aggressor was expelled	1.4	0.3, 6.0	0.0		1.0	0.2, 4.2	
You were disciplined, but not the aggressor	5.2	1.6, 15.6	0.4	0.1, 2.9	3.7	1.2, 11.1	
Other	8.2	3.0, 20.6	22.4	12.3, 37.3	12.4	7.1, 21.0	
Did this college have an easily accessible, visible and known procedure for reporting LGBTQ-related bias incidents and hate crimes that is distinct from generic reporting procedures?	n=122		n=59		n=181		
Yes	19.5	11.0, 32.2	19.2	10.2, 33.3	19.5	12.6, 28.9	0.97
No or Don't Know	80.5	67.8, 89.0	80.8	66.7, 89.8	80.5	71.1, 87.4	
Did you report or file a formal complaint with the college (e.g., police, head of school)?	n=122		n=59		n=181		
Yes	9.9	4.9, 18.7	4.9	1.5, 14.5	8.3	4.6, 14.7	0.57
No	74.4	61.9, 83.9	75.3	60.6, 85.8	74.7	65.2, 82.4	
Not applicable	15.7	8.0, 28.4	19.8	10.3, 34.7	16.9	10.4, 26.3	

CI: Confidence Interval.

[¥]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended four-year college, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended four-year college when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table A3.2. Violence and harassment experienced in campus housing or at campus jobs while attending four-year college reported by adults ages 18-40 (N=629) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=361		NON-LGBTQ N=268		ALL [†] N=629		F#
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Campus Housing							
Did you live in on-campus housing at the last college that you attended?							
Yes	59.5	52.1, 66.4	46.4	39.9, 53.0	53.9	48.7, 58.9	0.01
No	40.5	33.6, 47.9	53.6	47.0, 60.1	46.1	41.1, 51.3	
Bullying, harassment, or assault in campus housing	n=195		n=127		n=322		
Any bullying, harassment, or assault in campus housing	25.2	17.7, 34.5	11.3	7.0, 17.9	20.1	15.0, 26.4	0.01
Bullied or harassed in-person	9.2	5.1, 16.2	3.9	1.7, 8.7	7.3	4.4, 11.8	0.08
Bullied or harassed not in-person; on-line, by text, notes, anonymous messages or offensive material left at your workspace, car, or someplace else	6.7	3.9, 11.3	1.9	0.6, 6.0	5.0	3.1, 7.9	0.04
Had your property damaged	6.7	2.7, 15.5	8.3	4.7, 14.4	7.3	4.1, 12.6	0.68
Sexually harassed	6.8	3.7, 12.1	1.2	0.3, 4.7	4.7	2.7, 8.1	0.01
Threatened	2.0	0.6, 6.2	0.8	0.1, 5.6	1.5	0.6, 4.2	0.44
Physically attacked	1.0	0.2, 5.1	0.8	0.1, 5.6	0.9	0.3, 3.3	0.89
Sexually assaulted	8.0	3.9, 15.7	1.0	0.2, 4.0	5.4	2.8, 10.4	0.00
Were treated unfairly by residence life staff	5.5	2.7, 10.8	0.8	0.2, 4.1	3.8	1.9, 7.2	0.01
Heard slurs or negative comments about LGBTQ people in campus housing	38.0	28.5, 48.5	14.1	9.1, 21.3	29.2	22.7, 36.7	0.00
Heard slurs or negative comments about racial/ethnic minority people (e.g., people who are Black, Latino/a, Middle Eastern, Asian) in campus housing	39.1	29.5, 49.6	16.3	10.9, 23.8	30.7	24.0, 38.2	0.00
Campus Employment							
Did you ever work at an on-campus job at the last college that you attended?							
Yes	37.5	30.6, 45.0	29.2	23.8, 35.3	34.0	29.3, 38.9	0.08
No	62.5	55.0, 69.4	70.8	64.7, 76.2	66.0	61.1, 70.7	
Bullying, harassment, or assault at campus job	n=140		n=88		n=228		
Any bullying, harassment, or assault at a campus job	8.7	4.0, 17.9	5.5	2.4, 11.9	7.5	4.7, 13.3	0.41
Bullied or harassed in-person	6.9	2.7, 16.5	4.8	2.0, 11.2	6.1	3.0, 12.1	0.57

	LGBTQ N=361		NON-LGBTQ N=268		ALL ^Y N=629		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Bullied or harassed not in-person; on-line, by text, notes, anonymous messages or offensive material left at your workspace, car, or someplace else	2.1	0.8, 5.5	1.2	0.2, 8.1	1.8	0.7, 4.2	0.60
Had your property damaged	0.0		1.9	0.4, 7.6	0.7	0.2, 2.9	0.08
Sexually harassed	1.1	0.3, 4.6	0.0	--	0.7	0.2, 2.9	0.30
Threatened	0.5	0.1, 3.5	0.0	--	0.3	0.0, 2.2	0.45
Physically attacked	1.3	0.3, 5.2	0.0	--	0.8	0.2, 3.3	0.29
Sexually assaulted	0.0	--	0.0	--	0.0	--	--
Heard slurs or negative comments about LGBTQ people at a campus job	9.2	4.4, 18.4	6.3	2.7, 14.4	8.2	4.5, 14.2	0.50
Heard slurs or negative comments about racial/ethnic minority people (e.g., people who are Black, Latino/a, Middle Eastern, Asian) at a campus job	4.9	2.5, 9.3	4.3	1.8, 10.3	4.7	2.8, 7.9	0.81

CI: Confidence Interval.

^YThe Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended four-year college, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended four-year college when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table A4. Mental health and substance use while attending four-year college reported by adults ages 18-40 (N=629) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=361		NON-LGBTQ N=268		ALL [‡] N=629		F#
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Thinking about your mental health, which includes stress, depression, and problems with emotions, when you were in college, how often was your mental health not good?							
All or most of the time	35.3	28.5, 42.8	10.8	7.1, 16.0	24.8	20.4, 29.8	0.00
Sometimes	38.2	31.3, 45.5	31.2	25.4, 37.6	35.2	30.5, 40.2	
Rarely or never	26.5	20.1, 34.1	58.1	51.4, 64.4	40.0	35.1, 45.1	
While in college, were you told by a professional that you had:							
Depression	32.1	26.1, 38.7	16.3	11.9, 22.0	25.3	21.4, 29.7	0.00
Bipolar depression	5.7	3.3, 9.7	1.3	0.5, 3.4	3.8	2.3, 6.1	0.01
PTSD	10.6	7.2, 15.4	3.1	1.3, 7.0	7.4	5.2, 10.4	0.00
Anxiety	32.6	26.3, 39.4	14.6	10.5, 19.9	24.9	20.9, 29.4	0.00
Substance abuse or dependence	6.9	4.4, 10.8	3.6	2.0, 6.5	5.5	3.8, 7.9	0.22
An eating disorder	6.8	4.2, 10.9	1.5	0.4, 5.1	4.6	2.9, 7.1	0.04
Suicidal thoughts	19.2	14.2, 25.4	5.5	2.8, 10.5	13.4	10.2, 17.4	0.00
Self-injury	8.2	5.2, 12.6	1.9	0.8, 4.8	5.5	3.7, 8.2	0.01
Other mental health concern	4.5	1.6, 11.9	0.3	0.0, 2.0	2.6	1.0, 6.8	0.01
Binge drinking in a typical month while in college	50.0	42.5, 57.5	48.7	42.2, 55.3	49.4	44.3, 54.6	0.81
Heavy alcohol use in a typical month while in college	16.1	11.6, 22.1	16.4	12.2, 21.6	16.2	12.9, 20.1	0.95

CI: Confidence Interval.

[‡]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended four-year college, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended four-year college when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table A5. School-level indicators of LGBTQ inclusion at four-year college reported by adults ages 18-40 (N=629) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=361		NON-LGBTQ N=268		ALL [†] N=629		F#
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
LGBTQ student organization							
Yes	78.8	71.8, 84.5	55.4	48.8, 61.9	68.8	63.9, 73.3	0.00
No	5.7	3.4, 9.4	13.4	9.5, 18.6	9.0	6.7, 12.0	
Don't know	15.5	10.4, 22.4	31.2	25.4, 37.6	22.2	18.2, 26.8	
LGBTQ student resource center							
Yes	51.7	44.1, 59.1	40.3	34.0, 47.0	46.8	41.7, 52.0	0.04
No	17.4	12.5, 23.8	17.0	12.7, 22.4	17.3	13.8, 21.4	
Don't know	30.9	24.3, 38.4	42.6	36.3, 49.3	35.9	31.2, 41.0	
One or more "out" LGBTQ teachers, staff, or administrators							
Yes	56.4	48.8, 63.6	34.6	28.7, 41.1	47.1	42.0, 52.2	0.00
No	5.9	3.0, 11.2	14.6	10.6, 19.9	9.6	7.0, 13.1	
Don't know	37.8	30.8, 45.2	50.8	44.2, 57.3	43.3	38.3, 48.5	
LGBTQ symbols in campus buildings							
Yes	60.1	52.6, 67.2	38.0	31.9, 44.6	50.7	45.5, 55.8	0.00
No	15.4	10.9, 21.3	23.4	18.3, 29.3	18.8	15.3, 22.9	
Don't know	24.5	18.5, 31.7	38.6	32.4, 45.3	30.6	26.0, 35.5	
Integration of LGBTQ issues into existing courses							
Yes	47.3	39.9, 54.8	31.0	25.3, 37.4	40.3	35.4, 45.4	0.01
No	17.1	12.1, 23.6	23.7	18.6, 29.8	19.9	16.1, 24.3	
Don't know	35.6	28.6, 43.3	45.3	38.8, 51.9	39.8	34.8, 44.9	
One or more gender neutral bathrooms							
Yes	44.4	37.1, 52.0	20.9	16.0, 26.9	34.4	29.5, 39.6	0.00
No	26.6	20.1, 34.2	31.5	25.8, 37.8	28.7	24.1, 33.7	
Don't know	29.0	23.1, 35.7	47.6	41.1, 54.2	37.0	32.3, 41.9	
Gender-inclusive housing							
Yes	29.3	23.1, 36.5	17.5	12.9, 23.2	24.2	20.1, 29.0	0.01
No	29.6	23.3, 36.8	29.1	23.6, 35.4	29.4	25.0, 34.3	
Don't know	41.0	33.8, 48.7	53.4	46.8, 59.9	46.3	41.2, 51.5	
A policy or practice of allowing transgender students the ability to change their gender designation on their program records and documents							
Yes	25.0	18.8, 32.5	11.0	7.2, 16.3	19.0	14.9, 23.9	<0.01
No	15.1	10.3, 21.7	18.2	13.7, 23.7	16.4	12.9, 20.7	
Don't know	59.8	52.1, 67.1	70.9	64.4, 76.6	64.6	59.3, 69.5	
LGBTQ-supportive counseling services							
Yes	38.5	31.3, 46.1	25.1	19.6, 31.5	32.7	27.9, 38.0	0.02
No	14.9	10.0, 21.6	16.1	11.9, 21.5	15.4	11.9, 19.7	
Don't know	46.6	39.3, 54.1	58.8	52.1, 65.2	51.8	46.7, 57.0	

	LGBTQ N=361		NON-LGBTQ N=268		ALL [†] N=629		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
LGBTQ-informed health services							
Yes	29.5	22.9, 37.0	20.2	15.3, 26.3	25.5	21.1, 30.5	0.12
No	15.2	10.4, 21.8	16.5	12.2, 21.9	15.8	12.3, 20.0	
Don't know	55.3	47.6, 62.7	63.3	56.7, 69.5	58.7	53.5, 63.8	
Senior administrators who explicitly included the terms "LGBTQ" or sexual orientation and gender identity/expression when publicly discussing multicultural and/or diversity issues at the school							
Yes	36.5	29.4, 44.3	23.1	17.9, 29.2	30.8	26.0, 36.0	0.02
No	15.7	10.9, 22.1	19.0	14.5, 24.5	17.1	13.6, 21.3	
Don't know	47.8	40.4, 55.3	57.9	51.3, 64.3	52.2	47.0, 57.3	

CI: Confidence Interval.

[†]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended four-year college, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended four-year college when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table A6. Connectedness and general support while attending four-year college reported by adults ages 18-40 (N= 629) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=361		NON-LGBTQ N=268		ALL [‡] N=629		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
I felt a sense of belonging							
Agree	71.9	64.7, 78.2	83.5	77.9, 87.9	76.9	72.1, 81.1	0.01
Disagree	28.1	21.8, 35.3	16.5	12.1, 22.1	23.1	18.9, 27.9	
I felt unsafe at the school							
Agree	8.0	5.3, 11.9	7.3	4.8, 11.1	7.7	5.7, 10.3	0.76
Disagree	92.0	88.1, 94.7	92.7	88.9, 95.2	92.3	89.7, 94.3	
At least one other student was close to me							
Agree	75.5	68.3, 81.6	80.9	74.7, 85.9	77.8	73.0, 82.0	0.22
Disagree	24.5	18.4, 31.7	19.1	14.1, 25.3	22.2	18.0, 27.0	
Faculty empowered me to learn here							
Agree	85.1	79.2, 89.5	81.7	75.6, 86.5	83.6	79.5, 87.0	0.37
Disagree	14.9	10.5, 20.8	18.3	13.5, 24.4	16.4	13.0, 20.5	
At least one faculty member took an interest in my development							
Agree	70.1	63.2, 76.2	68.1	61.5, 74.0	69.2	64.5, 73.7	0.65
Disagree	29.9	23.8, 36.8	31.9	26.0, 38.5	30.8	26.3, 35.5	
Faculty believed in my potential to succeed							
Agree	82.7	76.9, 87.4	82.8	77.0, 87.3	82.7	78.7, 86.2	0.99
Disagree	17.3	12.6, 23.1	17.2	12.7, 23.0	17.3	13.8, 21.3	
At least one staff member took an interest in my development							
Agree	66.1	59.1, 72.5	63.6	56.9, 69.8	65.0	60.1, 69.6	0.60
Disagree	33.9	27.5, 40.9	36.4	30.2, 43.1	35.0	30.4, 39.9	
Staff encouraged me to get involved in campus activities							
Agree	71.0	64.3, 76.9	62.4	55.8, 68.6	67.3	62.6, 71.7	0.06
Disagree	29.0	23.1, 35.7	37.6	31.4, 44.2	32.7	28.3, 37.4	
If asked, I would recommend this college to others							
Agree	81.5	75.3, 86.4	84.8	79.0, 89.2	82.9	78.7, 86.4	0.39
Disagree	18.5	13.6, 24.7	15.2	10.8, 21.0	17.1	13.6, 21.3	

CI: Confidence Interval.

[‡]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended four-year college, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended four-year college when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table A7. Utilization of campus resources while attending four-year college reported by adults ages 18-40 (N=629) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=361		NON-LGBTQ N=268		ALL [†] N=629		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Ever used campus resources at last college	88.9	83.8, 92.5	90.0	85.3, 93.3	89.3	86.0, 92.0	0.71
Specific services used:							
Writing Center	27.4	21.5, 34.2	37.4	31.2, 44.0	31.7	27.3, 36.5	0.03
Tutoring	32.1	25.6, 39.5	43.0	36.6, 49.6	36.8	32.0, 41.9	0.03
Disability Resource Center	9.7	6.3, 14.7	8.5	5.5, 12.9	9.2	6.7, 12.5	0.67
Career counseling	56.2	48.8, 63.4	52.5	45.9, 59.0	54.6	49.5, 59.6	0.46
Academic advising	76.9	70.7, 82.2	74.2	68.2, 79.5	75.8	71.4, 79.6	0.51
Transcript review	27.1	21.1, 34.1	33.3	27.3, 39.8	29.8	25.4, 34.6	0.19
Financial aid advising	46.7	39.3, 54.2	47.2	40.6, 53.8	46.9	41.8, 52.1	0.92
Student health services	51.2	43.6, 58.7	45.6	39.1, 52.2	48.8	43.7, 53.9	0.27
Student psychological services	29.0	22.7, 36.1	17.5	13.0, 23.1	24.1	19.9, 28.8	0.01
Campus safety services	17.6	13.0, 23.4	15.8	11.7, 21.2	16.9	13.6, 20.7	0.62
Satisfaction with student health services	n=199		n=126		n=325		
Satisfied	62.5	52.6, 71.4	65.7	56.5, 73.9	63.8	56.8, 70.2	0.24
Neutral	25.7	17.9, 35.4	28.8	21.1, 37.9	26.9	21.1, 33.6	
Dissatisfied	11.8	7.2, 18.9	5.5	2.8, 10.6	9.3	6.2, 13.8	
Satisfaction with student psychological services	n=102		n=45		n=147		
Satisfied	46.6	33.3, 60.4	49.9	34.4, 65.4	47.6	37.1, 58.3	0.11
Neutral	21.7	13.2, 33.5	35.9	22.6, 51.7	26.1	18.5, 35.5	
Dissatisfied	31.8	20.7, 45.4	14.2	5.9, 30.5	26.3	18.0, 36.8	
Satisfaction with campus safety services	n=71		n=43		n=114		
Satisfied	58.8	42.2, 73.5	60.9	43.7, 75.7	59.6	47.5, 70.6	0.10
Neutral	30.7	17.8, 47.7	38.7	23.9, 55.9	33.9	23.6, 46.0	
Dissatisfied	10.5	3.3, 28.8	0.4	0.1, 3.3	6.4	2.1, 18.4	

CI: Confidence Interval.

[†]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended four-year college, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended four-year college when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table A8. Educational aspirations and encouragement while attending four-year college reported by adults ages 18-40 (N=629) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=361		NON-LGBTQ N=268		ALL [†] N=629		F#
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
When you were in college, what was the highest academic degree that you wanted to obtain?							
Bachelor's degree (B.A., B.S.)	55.6	48.0, 62.9	54.3	47.7, 60.7	55.0	49.9, 60.1	0.10
Master's degree (M.A., M.S., M.B.A., etc.)	23.0	17.2, 30.0	24.1	19.0, 30.0	23.4	19.4, 28.0	
J.D. (Law)	1.5	0.6, 3.5	0.8	0.2, 2.9	1.2	0.6, 2.5	
M.D., D.D.S., D.V.M., etc. (Medical)	4.5	2.3, 8.5	6.3	3.6, 10.7	5.3	3.4, 8.0	
Ph.D.	12.0	7.9, 17.9	6.4	4.0, 10.1	9.6	6.9, 13.2	
Professional Doctorate (Ed.D., Psy.D., etc.)	2.4	1.1, 5.1	3.6	1.7, 7.3	2.9	1.7, 4.9	
Other: (specify)	1.0	0.3, 3.5	4.5	2.4, 8.2	2.5	1.4, 4.4	
Encouragement to pursue further training or education among participants who wanted a graduate or other degree.	n=161		n=126		n=287		
Parents/guardians							
Encouraged a lot	65.9	55.2, 75.2	65.7	56.6, 73.8	65.8	58.6, 72.3	0.82
Encouraged a little	15.6	9.2, 25.2	14.4	9.4, 21.3	15.0	10.6, 20.9	
Neither encouraged nor discouraged me	17.3	10.9, 26.4	17.1	11.4, 24.9	17.2	12.6, 23.1	
Discouraged me from going to graduate school	1.2	0.4, 3.4	2.9	0.9, 9.0	2.0	0.8, 4.5	
Other family members							
Encouraged a lot	45.6	34.9, 56.8	55.2	45.8, 64.3	49.8	42.4, 57.3	0.26
Encouraged a little	21.9	14.5, 31.7	22.4	15.7, 30.9	22.1	16.8, 28.5	
Neither encouraged nor discouraged me	32.2	22.9, 43.1	21.4	15.1, 29.5	27.4	21.3, 34.5	
Discouraged me from going to graduate school	0.3	0.0, 2.4	1.0	0.2, 5.1	0.6	0.2, 2.3	
Staff or administrators							
Encouraged a lot	29.7	20.7, 40.7	41.9	32.8, 51.6	35.1	28.3, 42.4	0.31
Encouraged a little	33.9	23.8, 45.8	26.7	19.1, 35.9	30.7	23.9, 38.6	
Neither encouraged nor discouraged me	33.8	24.9, 44.0	31.4	23.3, 40.9	32.8	26.5, 39.7	
Discouraged me from going to graduate school	2.6	0.4, 13.8	0.0	--	1.4	0.2, 8.1	
Professors							
Encouraged a lot	48.5	37.7, 59.5	54.2	44.6, 63.4	51.0	43.5, 58.4	0.18
Encouraged a little	26.4	18.1, 36.8	18.5	12.3, 26.9	22.9	17.4, 29.7	
Neither encouraged nor discouraged me	20.8	13.7, 30.4	27.4	19.8, 36.5	23.7	18.2, 30.2	
Discouraged me from going to four-year college	4.2	1.3, 13.4	0.0	--	2.4	0.7, 7.8	

	LGBTQ N=361		NON-LGBTQ N=268		ALL [†] N=629		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Other adults (such as therapist, religious advisor, employer, etc.)							
Encouraged a lot	21.6	14.6, 30.7	36.3	27.6, 46.1	28.0	22.1, 34.8	0.03
Encouraged a little	13.9	7.5, 24.3	10.0	5.8, 16.7	12.2	7.9, 18.4	
Neither encouraged nor discouraged me	24.2	16.4, 34.1	32.6	24.4, 42.2	27.9	22.0, 34.7	
Discouraged me from going to graduate school	4.4	0.7, 22.4	1.3	0.3, 5.5	3.0	0.7, 12.5	
Not applicable	36.0	26.2, 47.1	19.7	13.2, 28.4	28.9	22.4, 36.3	
Friends							
Encouraged a lot	31.4	23.0, 41.3	45.0	35.7, 54.7	37.4	30.7, 44.5	0.17
Encouraged a little	35.5	25.5, 47.0	28.0	20.5, 36.9	32.2	25.5, 39.7	
Neither encouraged nor discouraged me	32.4	22.5, 44.3	27.0	19.3, 36.5	30.1	23.3, 37.8	
Discouraged me from going to graduate school	0.6	0.2, 2.6	0.0	--	0.4	0.1, 1.4	

CI: Confidence Interval.

[†]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended four-year college, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended four-year college when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same. [#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table A9. Financial support for educational expenses while attending four-year college reported by adults ages 18-40 (N=629) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=361		NON-LGBTQ N=268		ALL [†] N=629		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Any educational expenses for last college covered by:							
Family resources (parents, relatives, spouse, etc.)	70.8	64.0, 76.8	69.5	63.2, 75.1	70.2	65.6, 74.5	0.77
My own resources (savings from work, work-study, other income)	64.4	56.8, 71.3	69.0	62.4, 74.9	66.4	61.2, 71.1	0.34
Aid which need not be repaid (grants, scholarships, military funding, etc.)	71.0	64.3, 76.9	63.9	57.5, 69.9	68.0	63.3, 72.3	0.12
Aid which must be repaid (loans, etc.)	60.3	52.6, 67.5	51.3	44.7, 57.9	56.5	51.3, 61.5	0.08

CI: Confidence Interval. [†]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended four-year college, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended four-year college when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same. [#]F test for test of difference in proportions. Bold p-values are statistically significant.

Appendix B. Graduate School Tables

Table B1. Characteristics of adults ages 18-40 (N=193) in the Access to Higher Education Survey who have attended graduate school and their programs by LGBTQ status

	LGBTQ N=104		NON-LGBTQ N=89		ALL ^y N=193		F#
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Age							
18-24	14.3	7.3, 26.2	4.5	1.3, 14.0	9.3	5.1, 16.3	0.07
25-29	36.8	26.4, 48.6	26.7	18.1, 37.5	31.6	24.7, 39.5	
30-34	20.6	12.8, 31.4	27.3	19.0, 37.7	24.0	18.0, 31.3	
35-40	28.3	19.5, 39.2	41.5	31.6, 52.3	35.0	28.1, 42.7	
Sex and gender							
Cisgender male	41.4	30.4, 53.5	46.7	36.3, 57.4	44.1	36.4, 52.1	0.97*
Cisgender female	47.9	36.6, 59.4	53.3	42.6, 63.7	50.7	42.8, 58.5	
Transgender	10.7	6.1, 18.0	0.0	--	5.2	3.0, 9.0	
Race-ethnicity							
White, non-Hispanic	59.3	47.2, 70.4	69.3	58.3, 78.5	64.4	56.2, 71.9	0.20
Latino/a	14.3	7.4, 25.7	18.9	11.5, 29.4	16.6	11.2, 23.9	
Asian, Hawaiian or Pacific Islander, American Indian, non-Hispanic	10.1	5.7, 17.1	6.5	2.7, 15.1	8.3	5.1, 13.2	
Black, non-Hispanic	12.6	5.6, 25.9	3.8	1.2, 11.2	8.1	4.1, 15.4	
More than one race, non-Hispanic	3.7	1.0, 13.2	1.4	0.3, 5.9	2.6	0.9, 7.0	
Individualized Education Program (IEP) or other accommodations at school prior to age 18	11.9	6.3, 21.2	6.9	3.1, 14.7	9.3	5.7, 14.9	0.35
Highest degree completed							
Associate degree	2.8	0.8, 9.2	1.4	0.2, 9.3	2.1	0.7, 5.8	0.02
Bachelor's degree	30.5	20.9, 42.2	12.1	6.5, 21.5	21.1	15.2, 28.4	
Graduate degree	66.7	55.0, 76.6	86.5	76.8, 92.5	76.8	69.4, 82.9	
Type(s) of completed graduate degree completed	n=67		n=78		n=145		
Master's degree (M.A., M.S., M.B.A., etc.)	82.4	69.9, 90.4	79.9	69.1, 87.5	80.9	73.1, 86.9	0.72
J.D. (Law)	11.7	4.8, 25.6	6.9	2.8, 16.1	8.9	4.7, 16.2	0.40
M.D., D.D.S., D.V.M., etc. (Medical)	3.4	0.8, 14.0	8.3	3.5, 18.6	6.3	2.9, 12.8	0.29
Ph.D.	18.1	9.1, 32.8	12.2	6.5, 21.9	14.7	9.2, 22.7	0.39
Professional Doctorate (Ed.D., Psy.D., etc.)	2.4	0.3, 15.1	3.8	1.0, 14.1	3.2	1.0, 9.5	0.69
Other	0.9	0.1, 6.2	1.7	0.4, 6.7	1.4	0.4, 4.3	0.59
Current student in graduate school	30.4	20.6, 42.5	15.0	8.5, 25.1	22.6	16.4, 30.3	0.03
Type(s) of graduate degree among current graduate students	n=33	n=18	n=51				

	LGBTQ N=104		NON-LGBTQ N=89		ALL [†] N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Master's degree (M.A., M.S., M.B.A., etc.)	58.4	37.0, 76.9	59.9	33.7, 81.4	59.0	42.2, 74.0	0.93
J.D. (Law)	7.1	2.1, 21.6	1.0	0.1, 7.7	4.4	1.4, 12.6	0.06
M.D., D.D.S., D.V.M., etc. (Medical)	2.5	0.6, 10.2	9.3	1.2, 45.6	5.5	1.2, 22.5	0.25
Ph.D.	26.8	12.7, 48.0	13.1	3.8, 36.3	20.7	10.9, 35.6	0.26
Professional Doctorate (Ed.D., Psy.D., etc.)	0.0	--	16.7	4.6, 45.5	7.5	2.0, 23.7	0.07
Other	7.8	1.0, 40.2	0.0	--	4.3	0.6, 26.0	0.34
Region of current residence							
Northeast	25.3	15.9, 37.8	24.4	16.5, 34.5	24.8	18.4, 32.6	0.51
Midwest	13.3	8.2, 21.0	19.5	12.3, 29.4	16.5	11.7, 22.6	
South	34.9	24.6, 46.8	25.7	17.4, 36.3	30.2	23.3, 38.1	
West	26.5	17.9, 37.3	30.4	21.5, 41.2	28.5	22.0, 36.0	
Region of graduate school last attended							
Northeast	18.3	11.3, 28.3	26.0	17.8, 36.5	22.3	16.6, 29.4	0.23
Midwest	25.8	16.3, 38.4	24.7	16.5, 35.2	25.2	18.7, 33.1	
South	33.7	23.2, 46.1	22.1	14.5, 32.3	27.7	20.9, 35.6	
West	19.9	12.6, 29.8	19.1	11.9, 29.3	19.5	14.1, 26.3	
Other or outside U.S.	2.3	0.7, 7.4	8.0	3.5, 17.3	5.3	2.6, 10.4	
Type of graduate school last attended							
Public	54.2	42.5, 65.5	63.0	52.1, 72.7	58.7	50.6, 66.3	0.51
Private	40.4	29.6, 52.3	34.2	24.8, 45.0	37.2	29.9, 45.2	
Don't know	5.4	1.8, 15.0	2.9	0.7, 11.4	4.1	1.7, 9.4	
Ever dropped out of graduate school	8.7	4.6, 15.6	3.4	1.1, 10.4	6.0	3.5, 10.2	0.14
Ever transferred graduate schools	0.0	--	1.2	0.2, 8.4	0.6	0.1, 4.4	0.33
Seriously considered transferring or dropping out of graduate school	23.6	15.3, 34.6	12.8	7.0, 22.2	18.1	12.7, 25.0	0.08
Picked a graduate school in a different city or state from where you grew up because you thought it would be more welcoming of someone like you	18.1	10.5, 29.5	3.0	0.6, 12.8	10.4	6.2, 17.1	0.01
Picked a graduate school in a different city or state from where you grew up to get away from family	25.5	16.0, 38.0	2.1	0.5, 8.7	13.5	8.5, 20.9	0.00

CI: Confidence Interval. [†]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended graduate school, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended graduate school when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same. [#]F test for test of difference in proportions. Bold p-values are statistically significant. *Compares cisgender male and female only.

Table B2. Outness, acceptance, and efforts to avoid discrimination while attending graduate school reported by adults ages 18-40 (N=193) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=104		NON-LGBTQ N=89		ALL [¥] N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
At your last graduate school, about how many faculty and school staff were you “out” to about being lesbian, gay, bisexual, transgender, or queer (LGBTQ)?							
None	56.3	44.6, 67.4	--	--	--	--	--
Only a few	17.5	11.2, 26.5	--	--	--	--	
Most or all	26.1	17.0, 38.0	--	--	--	--	
At your last graduate school, about how many other students were you “out” to about being LGBTQ?							
None	32.0	21.8, 44.3	--	--	--	--	--
Only a few	31.2	21.7, 42.7	--	--	--	--	
Most or all	36.8	26.2, 48.8	--	--	--	--	
At your last graduate school, how accepting toward LGBTQ people were the faculty and school staff?							
Very accepting	70.8	59.1, 80.3	59.7	48.8, 69.8	65.1	57.2, 72.3	0.29
Somewhat accepting	22.6	14.2, 33.9	33.9	24.5, 44.8	28.4	21.8, 36.1	
Not very or not at all accepting	6.6	2.7, 15.5	6.4	2.8, 13.8	6.5	3.5, 11.6	
At your last graduate school, how accepting toward LGBTQ people were the students?							
Very accepting	64.5	52.7, 74.8	58.6	47.4, 69.0	61.5	53.5, 69.0	0.47
Somewhat accepting	29.2	19.8, 40.8	29.4	20.3, 40.5	29.3	22.5, 37.1	
Not very or not at all accepting	6.3	2.5, 15.2	12.0	6.4, 21.3	9.2	5.5, 15.0	
Ever changed dress, appearance, or mannerisms to avoid discrimination at graduate school.	11.6	6.1, 20.8	1.5	0.4, 5.9	6.4	3.6, 11.4	0.00
Specific action taken to avoid discrimination							
Changed dress	7.0	3.0, 15.9	1.5	0.4, 5.9	4.2	2.0, 8.8	0.04
Changed hairstyle, makeup, or appearance	4.6	1.9, 10.7	0.0	--	2.3	0.9, 5.4	0.02
Changed voice or mannerisms	7.2	3.4, 14.5	0.8	0.1, 5.3	3.9	1.9, 7.7	0.01

CI: Confidence Interval.

[¥]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended graduate school, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended graduate school when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table B3.1. Violence and harassment experienced while attending graduate school reported by adults ages 18-40 (N=193) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=104		NON-LGBTQ N=89		ALL ^y N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Any unfair treatment by teachers, staff, school administrators	33.8	23.5, 46.1	14.8	8.9, 23.8	24.2	17.8, 31.9	0.01
Unfair treatment by specific party:							
Treated unfairly by faculty	31.0	20.9, 43.3	14.8	8.9, 23.8	22.8	16.6, 30.5	0.02
Treated unfairly by staff	17.3	9.5, 29.4	3.5	1.2, 9.7	10.2	6.0, 17.0	0.00
Treated unfairly by school administrator(s)	13.8	6.8, 26.0	3.5	1.2, 9.7	8.5	4.6, 15.2	0.02
Heard slurs or negative comments about LGBTQ people	25.7	17.1, 36.7	9.4	5.0, 17.0	17.4	12.3, 24.0	0.00
Heard slurs or negative comments about racial/ethnic minority people (e.g., people who are Black, Latino/a, Middle Eastern, Asian)	23.5	15.6, 33.9	12.5	7.1, 21.2	17.9	12.9, 24.4	0.06
Bullying, harassment, or assault							
Any bullying, harassment, or assault at your last graduate school	19.5	11.2, 31.9	9.1	4.5, 17.3	14.2	9.1, 21.4	0.07
Bullied or harassed in-person	12.4	6.4, 22.6	4.7	1.7, 12.0	8.5	4.9, 14.3	0.09
Bullied or harassed not in-person; on-line, by text, notes, anonymous messages or offensive material left at your workspace, car, or someplace else	10.0	4.0, 22.9	3.2	1.0, 9.6	6.5	3.1, 13.3	0.10
Had your property damaged	7.8	3.1, 18.3	4.5	1.7, 11.6	6.1	3.1, 11.8	0.42
Sexually harassed	8.6	3.9, 17.6	2.2	0.5, 8.5	5.3	2.7, 10.2	0.07
Threatened	4.9	1.6, 14.1	1.2	0.2, 7.9	3.0	1.1, 7.8	0.17
Physically attacked	4.2	1.2, 13.9	1.2	0.2, 7.9	2.7	0.9, 7.6	0.25
Sexually assaulted	3.7	0.9, 14.1	2.2	0.5, 8.5	2.9	1.0, 7.9	0.61
At your last graduate school, who bullied, harassed, or assaulted you?	n=16		n=8		n=24		
Other student(s)	47.3	19.9, 76.4	38.0	10.8, 75.7	44.5	22.5, 68.9	0.71
Faculty	38.1	12.5, 72.7	12.6	1.4, 58.9	30.5	10.9, 61.4	0.26
School staff	42.1	15.3, 74.6	12.6	1.4, 58.9	33.4	12.8, 63.1	0.20
School administrator(s)	35.2	10.5, 71.7	12.6	1.4, 58.9	28.5	9.4, 60.5	0.31
Coach(es)	18.7	4.0, 55.9	14.7	1.7, 63.1	17.5	5.0, 46.2	0.84
Someone else	50.1	21.5, 78.7	47.3	14.9, 82.1	49.3	25.8, 73.1	0.91

	LGBTQ N=104		NON-LGBTQ N=89		ALL ^Y N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
How did your graduate school respond to the worst bullying, harassment, assault, or discrimination that you experienced?	n=16		n=8		n=24		
Faculty, staff, and school administrators did not know that it was happening	34.4	13.0, 64.8	72.6	30.8, 94.1	45.7	23.4, 69.9	0.36
Faculty, staff, and school administrators knew that it was happening and did nothing	25.2	7.3, 58.9	14.7	1.7, 63.1	22.1	7.7, 49.1	
You were disciplined, but not the aggressor	2.8	0.3, 21.3	0.0		2.0	0.2, 15.4	
Other	37.6	12.5, 71.9	12.6	1.4, 58.9	30.2	10.9, 60.4	
Did this graduate school have an easily accessible, visible and known procedure for reporting LGBTQ-related bias incidents and hate crimes that is distinct from generic reporting procedures?	n=16		n=8		n=24		
Yes	14.2	3.1, 46.4	44.6	15.2, 78.2	24.1	9.9, 47.7	0.14
No or Don't Know	85.8	53.6, 96.9	55.4	21.8, 84.8	75.9	52.3, 90.1	
Did you report or file a formal complaint with the graduate school (e.g., police, head of school)?	n=16		n=8		n=24		
Yes	26.3	7.8, 60.1	11.0	1.3, 54.3	21.3	7.4, 47.8	0.65
No	43.0	17.8, 72.5	62.5	26.0, 88.7	49.4	26.4, 72.6	
Not applicable	30.7	8.2, 68.6	26.5	6.0, 67.1	29.3	10.7, 58.8	

CI: Confidence Interval.

^YThe Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended graduate school, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended graduate school when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table B3.2. Violence and harassment experienced in campus housing or at a campus jobs while attending graduate school reported by adults ages 18-40 (N=193) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=104		NON-LGBTQ N=89		ALL [†] N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Did you live in on-campus housing at the last graduate school that you attended?							
Yes	7.2	3.4, 14.5	8.4	4.1, 16.7	7.8	4.7, 12.9	0.76
No	92.8	85.5, 96.6	91.6	83.3, 95.9	92.2	87.1, 95.3	
Bullying, harassment, or assault in campus housing	n=8		n=8		n=16		
Any bullying, harassment, or assault in campus housing	0.0	--	34.4	9.1, 73.4	18.9	5.3, 49.4	0.13
Bullied or harassed in-person	0.0	--	11.9	1.2, 59.1	6.5	0.7, 40.7	0.34
Bullied or harassed not in-person; on-line, by text, notes, anonymous messages or offensive material left at your workspace, car, or someplace else	0.0	--	11.9	1.2, 59.1	6.5	0.7, 40.7	0.38
Had your property damaged	0.0	--	22.5	4.4, 64.4	12.4	2.6, 43.1	0.22
Sexually harassed	0.0	--	0.0	--	0.0	--	--
Threatened	0.0	--	0.0	--	0.0	--	--
Physically attacked	0.0	--	0.0	--	0.0	--	--
Sexually assaulted	0.0	--	0.0	--	0.0	--	--
Heard slurs or negative comments about LGBTQ people in campus housing	0.0	--	11.4	1.2, 57.9	6.2	0.7, 39.5	0.38
Heard slurs or negative comments about racial/ethnic minority people (e.g., people who are Black, Latino/a, Middle Eastern, Asian)	0.0	--	11.4	1.2, 57.9	6.2	0.7, 39.5	0.38
Did you ever work at an on-campus job at the last graduate school that you attended?							
Yes	27.6	18.4, 39.0	19.8	12.6, 29.7	23.7	17.6, 31.0	0.26
No	72.4	61.0, 81.6	80.2	70.3, 87.4	76.3	69.0, 82.4	
Bullying, harassment, or assault at campus job	n=28		n=18		n=46		
Any bullying, harassment, or assault at a campus job	1.8	0.2, 12.7	0.0	--	1.0	0.1, 7.5	0.42
Bullied or harassed in-person	1.8	0.2, 12.7	0.0	--	1.0	0.1, 7.5	0.42
Bullied or harassed not in-person; on-line, by text, notes, anonymous messages or offensive material left at your workspace, car, or someplace else	0.0	--	0.0	--	0.0	--	--

	LGBTQ N=104		NON-LGBTQ N=89		ALL ^Y N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Had your property damaged	0.0	--	0.0	--	0.0	--	--
Sexually harassed	0.0	--	0.0	--	0.0	--	--
Threatened	0.0	--	0.0	--	0.0	--	--
Physically attacked	0.0	--	0.0	--	0.0	--	--
Sexually assaulted	0.0	--	0.0	--	0.0	--	--
Heard slurs or negative comments about LGBTQ people at a campus job	10.0	2.9, 29.1	5.4	0.7, 31.9	8.1	2.8, 20.9	0.59
Heard slurs or negative comments about racial/ethnic minority people (e.g., people who are Black, Latino/a, Middle Eastern, Asian) at a campus job	7.5	2.1, 23.4	11.4	2.7, 37.3	9.1	3.5, 21.8	0.65

CI: Confidence Interval.

*The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended graduate school, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended graduate school when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same. # F test for test of difference in proportions. Bold p-values are statistically significant.

Table B4. Mental health and substance use while attending graduate school reported by adults ages 18-40 (N=193) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=104		NON-LGBTQ N=89		ALL ^Y N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Thinking about your mental health, which includes stress, depression, and problems with emotions, when you were in graduate school, how often was your mental health not good?							
All or most of the time	34.1	24.3, 45.6	8.6	4.3, 16.6	21.1	15.5, 28.1	0.00
Sometimes	34.1	23.7, 46.2	30.6	21.5, 41.6	32.3	25.2, 40.4	
Rarely or never	31.8	21.9, 43.6	60.7	49.7, 70.7	46.5	38.7, 54.5	
While in graduate school, were you told by a professional that you had:							
Depression	37.0	27.0, 48.4	12.6	6.7, 22.4	24.6	18.6, 31.8	0.00
Bipolar depression	1.2	0.3, 5.0	1.1	0.2, 7.6	1.2	0.3, 3.8	0.09
PTSD	9.8	5.3, 17.4	2.1	0.5, 8.1	5.9	3.4, 10.1	0.17
Anxiety	32.7	23.0, 44.1	12.1	6.4, 21.6	22.2	16.3, 29.4	0.00
Substance abuse or dependence	1.7	0.4, 6.8	1.1	0.1, 7.3	1.4	0.4, 4.3	0.56
An eating disorder	4.8	2.0, 11.1	1.1	0.2, 7.5	2.9	1.3, 6.4	0.36
Suicidal thoughts	12.8	7.3, 21.5	3.3	1.0, 9.7	8.0	4.9, 13.0	0.13
Self-injury	3.2	1.1, 9.4	0.0	--	1.6	0.5, 4.7	0.34
Other mental health concern	3.2	0.9, 10.8	0.0	--	1.5	0.4, 5.2	0.20

	LGBTQ N=104		NON-LGBTQ N=89		ALL [†] N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Binge drinking in a typical month while in graduate school	52.0	40.4, 63.3	42.4	32.2, 53.3	47.1	39.2, 55.1	0.24
Heavy alcohol use in a typical month while in graduate school	14.3	7.2, 26.4	5.5	2.4, 12.0	9.8	5.7, 16.5	0.06

CI: Confidence Interval. [†]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended graduate school, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended graduate school when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same. [#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table B5. School-level indicators of LGBTQ inclusion at graduate school reported by adults ages 18-40 (N=193) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=104		NON-LGBTQ N=89		ALL [†] N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
LGBTQ student organization							
Yes	76.1	64.8, 84.7	51.5	40.7, 62.1	63.5	55.6, 70.8	0.00
No	4.7	1.9, 11.0	20.8	13.1, 31.4	12.9	8.5, 19.3	
Don't know	19.2	11.4, 30.4	27.7	19.3, 38.0	23.6	17.5, 30.9	
LGBTQ student resource center							
Yes	52.0	40.5, 63.4	32.0	22.7, 43.0	41.8	34.1, 49.9	0.04
No	12.4	6.7, 21.9	20.2	12.7, 30.6	16.4	11.3, 23.1	
Don't know	35.5	25.5, 47.0	47.8	37.3, 58.6	41.8	34.3, 49.7	
One or more "out" LGBTQ teachers, staff, or administrators							
Yes	64.3	52.8, 74.3	28.6	19.8, 39.3	46.1	38.3, 54.1	0.00
No	7.8	3.8, 15.4	19.7	12.3, 30.0	13.9	9.3, 20.2	
Don't know	27.8	18.9, 39.1	51.7	40.9, 62.3	40.0	32.6, 47.9	
LGBTQ symbols in campus buildings							
Yes	59.2	47.3, 70.1	33.6	24.2, 44.6	46.3	38.5, 54.4	0.01
No	16.7	9.5, 27.8	20.3	12.7, 30.8	18.5	13.0, 25.8	
Don't know	24.1	15.6, 35.3	46.1	35.5, 57.0	35.1	28.0, 43.0	
Integration of LGBTQ issues into existing courses							
Yes	57.9	46.1, 68.8	29.6	20.7, 40.3	43.5	35.8, 51.5	0.00
No	13.9	7.5, 24.4	22.9	15.0, 33.4	18.5	13.0, 25.6	
Don't know	28.2	19.0, 39.6	47.5	37.0, 58.3	38.0	30.7, 46.0	

	LGBTQ N=104		NON-LGBTQ N=89		ALL [†] N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
One or more gender neutral bathrooms							
Yes	48.0	36.6, 59.7	19.1	11.9, 29.2	33.4	26.0, 41.6	0.00
No	16.2	9.7, 25.9	28.3	19.6, 39.1	22.3	16.5, 29.5	
Don't know	35.8	25.7, 47.2	52.6	41.8, 63.2	44.3	36.6, 52.3	
Gender-inclusive housing							
Yes	22.2	13.8, 33.8	12.6	7.0, 21.7	17.3	12.0, 24.4	0.29
No	17.9	10.9, 28.1	19.0	11.7, 29.2	18.4	13.1, 25.3	
Don't know	59.9	48.1, 70.6	68.4	57.5, 77.7	64.2	56.2, 71.5	
A policy or practice of allowing transgender students the ability to change their gender designation on their program records and documents							
Yes	32.0	21.7, 44.4	11.8	6.4, 20.9	21.7	15.5, 29.6	0.01
No	10.1	5.2, 18.8	17.9	10.8, 28.1	14.1	9.4, 20.5	
Don't know	57.9	45.9, 69.1	70.3	59.4, 79.3	64.2	56.1, 71.6	
LGBTQ-supportive counseling services							
Yes	46.2	34.8, 58.1	18.3	11.3, 28.3	31.9	24.7, 40.1	0.00
No	5.3	1.8, 14.3	19.0	11.7, 29.3	12.3	7.9, 18.7	
Don't know	48.5	37.0, 60.1	62.7	51.7, 72.6	55.8	47.6, 63.6	
LGBTQ-informed health services							
Yes	39.9	28.8, 52.2	14.4	8.3, 23.7	26.9	20.1, 35.0	0.00
No	9.5	4.5, 18.9	20.0	12.5, 30.3	14.8	10.0, 21.5	
Don't know	50.6	39.1, 62.1	65.6	54.7, 75.2	58.3	50.1, 66.0	
Senior administrators who explicitly included the terms "LGBTQ" or sexual orientation and gender identity/expression when publicly discussing multicultural and/or diversity issues at the school							
Yes	46.3	34.9, 58.0	24.0	16.0, 34.3	34.9	27.6, 43.0	0.01
No	11.5	6.0, 21.2	20.0	12.6, 30.4	15.9	10.8, 22.6	
Don't know	42.2	31.4, 53.8	56.0	45.1, 66.3	49.2	41.4, 57.1	

CI: Confidence Interval.

[†]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended graduate school, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended graduate school when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table B6. Connectedness and general support while attending graduate school reported by adults ages 18-40 (N=193) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=104		NON-LGBTQ N=89		ALL [¥] N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
I felt a sense of belonging							
Agree	69.7	57.5, 79.7	80.1	70.2, 87.3	75.0	67.2, 81.4	0.15
Disagree	30.3	20.3, 42.5	19.9	12.7, 29.8	25.0	18.6, 32.8	
I felt unsafe at the school							
Agree	16.5	9.0, 28.3	10.1	5.0, 19.5	13.3	8.4, 20.4	0.28
Disagree	83.5	71.7, 91.0	89.9	80.5, 95.0	86.7	79.6, 91.6	
At least one other student was close to me							
Agree	77.4	65.8, 85.9	77.7	67.4, 85.4	77.5	70.1, 83.6	0.97
Disagree	22.6	14.1, 34.2	22.3	14.6, 32.6	22.5	16.4, 29.9	
Faculty empowered me to learn here							
Agree	80.9	68.1, 89.3	92.5	84.8, 96.5	86.8	79.4, 91.8	0.04
Disagree	19.1	10.7, 31.9	7.5	3.5, 15.2	13.2	8.2, 20.6	
At least one faculty member took an interest in my development							
Agree	74.7	62.3, 84.0	77.9	67.3, 85.9	76.3	68.5, 82.8	0.65
Disagree	25.3	16.0, 37.7	22.1	14.1, 32.7	23.7	17.2, 31.5	
My advisor believed in my potential to succeed							
Agree	81.7	69.5, 89.8	90.3	82.1, 95.0	86.1	79.0, 91.1	0.13
Disagree	18.3	10.2, 30.5	9.7	5.0, 17.9	13.9	8.9, 21.0	
If asked, I would recommend this graduate school to others							
Agree	73.1	60.9, 82.5	88.6	79.7, 94.0	81.0	73.5, 86.8	0.02
Disagree	26.9	17.5, 39.1	11.4	6.0, 20.3	19.0	13.2, 26.5	

CI: Confidence Interval.

[¥]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended graduate school, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended graduate school when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table B7. Utilization of campus resources while attending graduate school by reported by adults ages 18-40 (N=193) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=104		NON-LGBTQ N=89		ALL [†] N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Ever used campus resources at last graduate school	78.8	66.2, 87.6	72.8	62.1, 81.3	75.7	67.8, 82.2	0.42
Specific services used:							
Writing Center	22.9	14.8, 33.8	16.5	9.9, 26.2	19.7	14.2, 26.7	0.31
Tutoring	21.5	13.8, 31.9	23.7	15.7, 34.2	22.6	16.8, 29.8	0.74
Disability Resource Center	8.4	3.7, 18.0	9.1	4.3, 18.1	8.7	5.0, 14.7	0.88
Career counseling	37.3	27.1, 48.8	31.1	22.0, 41.9	34.1	27.2, 41.9	0.41
Academic advising	51.6	40.0, 63.0	49.6	38.9, 60.3	50.6	42.6, 58.4	0.81
Transcript review	13.3	7.6, 22.3	20.5	13.1, 30.5	17.0	12.0, 23.5	0.21
Financial aid advising	34.6	24.7, 46.1	26.1	17.8, 36.6	30.3	23.6, 37.9	0.24
Student health services	41.0	30.3, 52.7	23.8	15.8, 34.2	32.3	25.4, 40.0	0.02
Student psychological services	23.7	15.8, 34.1	6.9	3.1, 14.8	15.2	10.5, 21.3	0.00
Campus safety services	9.7	4.8, 18.6	14.7	8.4, 24.4	12.2	7.9, 18.4	0.34
Satisfaction with student health services	n=42		n=21		n=63		
Satisfied	80.9	60.9, 92.0	64.1	40.6, 82.4	74.6	59.8, 85.3	0.24
Neutral	18.1	7.2, 38.4	35.9	17.6, 59.4	24.8	14.2, 39.6	
Dissatisfied	1.1	0.1, 7.6	0.0		0.7	0.1, 4.8	
Satisfaction with student psychological services	n=27		n=6		n=33		
Satisfied	67.3	46.0, 83.3	48.3	14.4, 83.8	62.9	43.4, 79.0	0.35
Neutral	25.4	11.6, 46.9	51.7	16.2, 85.6	31.5	16.7, 51.4	
Dissatisfied	7.2	2.0, 22.6	0.0		5.6	1.6, 17.8	
Satisfaction with campus safety services	n=11		n=12		n=23		
Satisfied	75.3	37.8, 93.9	48.4	21.3, 76.5	58.8	34.9, 79.2	0.25
Neutral	11.9	2.3, 43.7	44.8	18.6, 74.2	32.0	14.3, 57.2	
Dissatisfied	12.8	1.5, 58.9	6.8	0.8, 40.2	9.1	2.0, 33.0	

CI: Confidence Interval.

[†]The Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended graduate school, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended graduate school when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same.

[#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table B8. Educational aspirations and encouragement while attending graduate school reported by adults ages 18-40 (N=193) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=104		NON-LGBTQ N=89		ALL [†] N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
When you were in graduate school, what was the highest academic degree that you wanted to obtain?							
Master's degree (M.A., M.S., M.B.A., etc.)	48.2	36.7, 59.9	65.8	54.9, 75.2	57.3	49.2, 65.0	0.04
J.D. (Law)	10.2	5.2, 19.1	4.1	1.5, 10.9	7.1	4.0, 12.1	
M.D., D.D.S., D.V.M., etc. (Medical)	2.4	0.8, 6.6	5.4	2.0, 13.5	3.9	1.8, 8.2	
Ph.D.	33.0	22.8, 45.2	14.3	8.4, 23.2	23.3	17.1, 30.9	
Professional Doctorate (Ed.D., Psy.D., etc.)	2.7	0.7, 9.7	5.2	2.0, 12.7	3.9	1.8, 8.4	
Other: (specify)	3.5	0.7, 15.6	5.3	1.9, 13.9	4.4	1.9, 10.2	
Encouragement to continue education beyond a first graduate degree:							
Parents/guardians	38.4	27.6, 50.3	38.7	28.8, 49.6	38.5	31.1, 46.5	0.99
Encouraged a lot	13.3	7.3, 23.0	15.9	9.5, 25.5	14.6	9.9, 21.1	
Encouraged a little	31.0	21.8, 41.9	28.8	20.2, 39.3	29.9	23.4, 37.3	
Neither encouraged nor discouraged me	2.3	0.3, 14.7	3.0	0.7, 11.3	2.7	0.8, 8.1	
Discouraged me from going to graduate school	15.1	7.9, 26.9	13.6	7.6, 23.3	14.4	9.3, 21.5	
Not applicable	38.4	27.6, 50.3	38.7	28.8, 49.6	38.5	31.1, 46.5	
Other family members							
Encouraged a lot	37.4	26.4, 49.9	32.3	23.0, 43.1	34.8	27.4, 43.0	0.78
Encouraged a little	17.6	10.7, 27.4	12.4	6.9, 21.4	14.9	10.3, 21.2	
Neither encouraged nor discouraged me	31.3	22.3, 42.0	36.6	27.0, 47.4	34.0	27.2, 41.6	
Discouraged me from going to graduate school	2.3	0.3, 14.7	3.7	1.1, 11.5	3.0	1.1, 8.3	
Not applicable	11.4	5.7, 21.4	15.0	8.6, 24.8	13.2	8.6, 19.8	
Staff or administrators							
Encouraged a lot	28.0	18.6, 39.8	28.4	19.7, 39.1	28.2	21.5, 36.0	0.50
Encouraged a little	14.1	7.8, 24.1	23.1	15.2, 33.4	18.7	13.3, 25.6	
Neither encouraged nor discouraged me	37.0	26.8, 48.6	33.8	24.5, 44.6	35.4	28.3, 43.2	
Discouraged me from going to graduate school	2.3	0.3, 14.7	0.0		1.1	0.2, 7.7	
Not applicable	18.6	10.9, 29.9	14.7	8.4, 24.5	16.6	11.3, 23.7	
Professors							
Encouraged a lot	37.2	26.5, 49.2	35.6	26.1, 46.5	36.4	29.1, 44.4	0.68
Encouraged a little	15.4	8.7, 25.6	18.8	11.7, 29.0	17.1	11.9, 24.0	
Neither encouraged nor discouraged me	32.0	22.4, 43.3	28.4	19.8, 39.0	30.2	23.5, 37.8	
Discouraged me from going to graduate school	2.3	0.3, 14.7	0.0		1.1	0.2, 7.7	
Not applicable	13.2	7.2, 23.1	17.1	10.2, 27.1	15.2	10.3, 21.8	

	LGBTQ N=104		NON-LGBTQ N=89		ALL ^Y N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Other adults (such as therapist, religious advisor, employer, etc.)							
Encouraged a lot	22.6	14.0, 34.3	22.3	14.6, 32.5	22.4	16.4, 29.9	0.58
Encouraged a little	10.5	5.7, 18.3	14.4	8.2, 24.1	12.5	8.3, 18.4	
Neither encouraged nor discouraged me	29.5	20.7, 40.2	34.9	25.5, 45.7	32.3	25.6, 39.8	
Discouraged me from going to graduate school	2.3	0.3, 14.7	0.0		1.1	0.2, 7.7	
Not applicable	35.2	24.5, 47.5	28.4	19.6, 39.2	31.7	24.5, 39.8	
Friends							
Encouraged a lot	38.7	28.2, 50.3	31.5	22.4, 42.3	35.0	27.9, 42.9	0.21
Encouraged a little	13.9	7.9, 23.3	24.8	16.6, 35.3	19.4	14.0, 26.4	
Neither encouraged nor discouraged me	32.4	22.3, 44.6	28.3	19.8, 38.7	30.3	23.5, 38.2	
Discouraged me from going to graduate school	3.7	0.9, 14.1	0.0	--	1.8	0.4, 7.2	
Not applicable	11.4	5.8, 21.1	15.4	8.9, 25.4	13.4	8.8, 20.0	

CI: Confidence Interval. ^YThe Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended graduate school, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended graduate school when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same. [#]F test for test of difference in proportions. Bold p-values are statistically significant.

Table B9. Financial support for educational expenses while attending graduate school reported by adults ages 18-40 (N=193) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=104		NON-LGBTQ N=89		ALL ^Y N=193		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Any educational expenses for last graduate school covered by:							
Family resources (parents, relatives, spouse, etc.)	28.1	18.8, 39.8	53.0	42.2, 63.5	40.8	33.2, 48.8	0.00
My own resources (savings from work, work-study, other income)	67.5	55.8, 77.4	76.0	65.5, 84.1	71.8	64.1, 78.5	0.24
Aid which need not be repaid (grants, scholarships, military funding, etc.)	58.9	46.9, 70.0	44.5	34.1, 55.5	51.7	43.6, 59.6	0.08
Aid which must be repaid (loans, etc.)	53.5	41.9, 64.9	44.2	33.9, 55.0	48.8	40.9, 56.7	0.25

CI: Confidence Interval. ^YThe Access to Higher Education Project sample was drawn to include comparable proportions of LGBTQ and non-LGBTQ people to facilitate comparisons between these two groups. Findings for LGBTQ and non-LGBTQ people are generalizable to 18-40-year-old LGBTQ and non-LGBTQ people in the U.S. who have attended graduate school, respectively. Percentages reported in the All column represent the experiences of the study sample, which is disproportionately LGBTQ by design. Thus, findings from the All column should only be generalized to all people ages 18 to 40 in the U.S. who have attended graduate school when the percentages for LGBTQ and non-LGBTQ people reported in the preceding columns are the same. [#]F test for test of difference in proportions. Bold p-values are statistically significant.