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The Experiences of Gay, Lesbian, Bisexual, and Transgender Students at the University of South Florida, Tampa Campus Using Aspects of the College Student Experiences Questionnaire

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The Experiences of Gay, Lesbian, Bisexual, and Transgender Students at the University of South Florida, Tampa Campus Using Aspects of the College Student Experiences Questionnaire

by

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Dedication

The achievement of this personal milestone is dedicated to:

- My parents and grandparents who taught me the value of education at a young age and encouraged my pursuit of obtaining a doctorate.
- My sister, Stefanie Stewart, who was my first friend and remains one of my best friends.
- My husband, Tim Staney, who provides unconditional love and great happiness which makes all things possible.
- To the greatest teacher I have known, Dr. Robert Eliason, who taught me to not only think outside the box but to burn it and stomp on the ashes.
- To my friends who have offered support and encouragement at each step of the journey.

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Abstract

This quantitative research study examined the college experiences of gay, lesbian, bisexual, and transgender students at the University of South Florida, Tampa campus. Students were surveyed, via the web, using select questions from the College Student Experiences Questionnaire during the Fall 2014 semester. The data were analyzed using appropriate statistical methods and the results reported for each scale and question. Recommendations for practice and areas for future research were identified.

There are four research questions that guide this study:

- Question 1: What are the collegiate experiences of gay men, lesbian, bisexual and transgender students as measured using aspects of the College Student Experiences Questionnaire?
- Question 2: How do the campus experiences of gay men and bisexual male students differ from lesbian and bisexual female students?
- Question 3: How do the campus experiences of gay men and lesbian students differ from bisexual students?
- Question 4: How do the campus experiences of gay men, lesbian, bisexual and transgender (GLBT) students differ from non-GLBT students?

The sample was composed of undergraduate and graduate students from a variety of ethnic and racial backgrounds at the University of South Florida, Tampa campus. The sample was primarily

composed of Caucasian individuals (66%) under the age of 29 (82%). There was a sizable number of individuals who identified as gay, lesbian, bisexual or other (N = 268). Most of the students were female and there were only a few individuals who identified as being transgender (N =10). Approximately seventy percent of those in the sample were undergraduate students. There were only a few notable differences between those who identified as gay, lesbian, bisexual, other, or transgender and those who identified as heterosexual/straight for their sexual orientation.

A review of the demographics revealed only a few differences between the groups. Those differences included:

- Those who identified their sexual orientation as lesbian, gay, bisexual or other or their gender as transgender were more likely to live in campus housing than those who identified their sexual orientation as heterosexual/straight.
- Those who identified their sexual orientation as lesbian, gay, bisexual or other or their gender as transgender were more likely to be enrolled in fewer course hours than those who identified their sexual orientation as heterosexual/straight.
- Those who identified their sexual orientation as lesbian, gay, bisexual or other, or their gender as transgender, were more likely to use loans to pay for college and less likely to have parental support in meeting those same expenses than those who identified their sexual orientation as heterosexual/straight.

Analysis of the first research question, "What are the collegiate experiences of gay men, lesbian, bisexual and transgender students as measured using aspects of the College Student Experiences Questionnaire?" was conducted with descriptive statistics for each of the CSEQ

questions. A review of the individual research questions, with their respective means and frequencies, revealed a few key findings:

- Students do not often develop a role-play of case study for class, with this question receiving the lowest mean in the Quality of Effort Course Learning scale.
- Higher level learning items, summarizing, explaining, and seeing how ideas fit together, within the Quality of Effort Course Learning scale all received high mean scores.
- Students are not very likely to engage with faculty outside of class time, as revealed in analysis of items with the Quality of Effort: Experiences with Faculty scale.
- Within the Quality of Effort: Campus Facilities scale students reported the highest frequency for meeting another student on campus for a discussion. All other items in the scale showed a lower frequency level.
- The Quality of Effort: Clubs and Organizations scale reinforced that students are not likely to engage a faculty member outside of class, with the question about meeting a faculty member or advisor receiving the lowest mean score in the scale.
- Students were more likely to become acquainted with a variety of students, rather than have a serious discussion with a variety of students, as revealed in a review of the questions in the Quality of Effort: Student Acquaintances scale.
- Students reported more frequently discussing social issues than discussing the views of writers, philosophers and historians, as revealed in a review of the questions in the Quality of Effort: Topics of Conversation scale.
- Within the College Environment: Scholarly and Intellectual scale, students thought that the greatest emphasis was placed on developing academic, scholarly and intellectual qualities.

- Within the College Environment: Vocational and practical scale, students thought that the greatest emphasis was placed on developing an understanding and appreciation of human diversity.
- Students reported, with the College Environment: Personal Relationships scale, having the best relationships with other students, followed by faculty, and then administrative personnel.

For Question Two, "How do the campus experiences of gay men and bisexual male students differ from lesbian and bisexual female students?", Question Three, "How do the campus experiences of gay men and lesbian students differ from bisexual students?" and Question Four, "How do the campus experiences of gay men, lesbian, bisexual and transgender (GLBT) students differ from non-GLBT students?" a 2 (male, female) x 3 (gay/lesbian, bisexual, straight/heterosexual) factorial between subjects ANOVA was performed, along with post hoc analysis. If an ANOVA was not able to be performed because of unequal variances, a one-way ANOVA was performed for differences between the three sexual orientations, answering questions thee and four. Overall, results showed that students do not differ greatly based on gender or sexual orientation. However, there were a few statistically significant differences.

On the Quality of Effort: Campus Facilities scale, a significant interaction effect between gender and sexual orientation ($F(2,1189) = 3.55$, $p = .02$) was found in performing the ANOVA. Post hoc pairwise testing revealed that female gay/lesbian had a significantly ($p = .03$) higher mean ($M = 2.069$, $SD = .416$) than male gay/lesbian ($M = 1.78$, $SD = .50$), making them more likely to utilize campus facilities on a more frequent basis. Additionally, male heterosexual/straight had a significantly ($p = .03$) higher mean ($M = 1.92$, $SD = .57$) than female

heterosexual/straight (M = 1.84, SD = .55), making them more likely to utilize campus facilities on a more frequent basis.

On the Quality of Effort: Topics of Conversation scale, a significant difference between gay/lesbian, bisexual, and heterosexual/straight was found ($F(2,1225) = 7.86$, $p = < .001$) when performing a factorial ANOVA. Post hoc pairwise testing revealed a significant difference (p = .02) between those who identified as gay/lesbian and those who identified as heterosexual or straight. Additionally, there a significant difference (p = .006) between those who identified as bisexual and those who identified as heterosexual or straight. Those who identified as gay/lesbian (M = 2.61, SD = .59) as well as bisexual (M = 2.60, SD = .64) indicated a greater frequency of participating in a variety of conversation, when compared to those who identified as heterosexual or straight (M = 2.39, SD = .66).

Chapter One: Introduction

Background and Rationale

Higher education in the United States is not an isolated bastion of academic inquiry, research, and thought. Since its inception, it has been impacted by the context in which it exists (Thelin, 2004). Colleges and universities are not immune from the social, cultural, and historical changes that have taken place: in fact, higher education has had to respond to these changing conditions. Socio-cultural-historic changes have left a major impact on higher education.

Minority groups have historically been marginalized within higher education, not only by the institutions themselves, but also by their faculty and students (Lopez & Chism, 1993). In its inception, higher education was created for, and accessible to, affluent white men (Thelin, 2004). However, this did not go unchallenged. African-Americans, women, and other minorities engaged in a fight to gain equal access to the same educational opportunities afforded to upper-class Caucasian men. Later, other minority groups would follow the same path.

In the late 1960's, a new minority group - consisting of gays, lesbians, bisexuals, transgender, and queer individuals - visibly emerged on the USA national scene (Dilley, 2002). This was precipitated by the Stonewall Riots (June 27-30, 1969): an uprising at the Stonewall Inn bar, which marked the point in time when gay and lesbian individuals rejected invisibility. This riot spawned the mantra of full acceptance, a theme which would become the anthem for the gay rights movement (Clendinen & Nagourney, 1999), a demand for a fully inclusive society, to participate in all aspects of the larger and dominant culture. The uprising at the Stonewall Inn

ushered in the call for full equality on political and cultural bases. As a result, this 'new' minority population demanded that higher education treat them equally and offer full inclusion.

Gay, lesbian, bisexual, transgender, and queer (GLBTQ) students emerged as a visible presence on college and university campuses. GLBTQ is a term widely used within the research on gay, lesbian, bisexual, transgender and queer students; it is accepted and employed because it encompasses multiple sexual and gender identities. This term will be developed and its individual elements expounded upon later in this chapter. It is important to note that this study concerns itself with gay, lesbian, bisexual and transgender students (GLBT). However, GLBTQ is used through this research to denote the student population because queer is an umbrella term, explored fully in Chapter Two, that encompasses multiple sexual and gender identities.

GLBTQ persons have not always been well received in higher education. Even in the 1990's, campus climate surveys examining GLBTQ student experiences revealed that GLBTQ students often perceived their environment as negative and had different experiences than non-GLBTQ students (Rhoads, 1994). In 2009, Ellis discussed that the perception of a negative campus climate has meant that GLBTQ students often felt excluded, experienced homophobia and heterosexism, and had an overall negative perception of their collegiate environment (Ellis, 2009).

The effect of not achieving full inclusion and equality has impacted GLBTQ students academically, socially, and psychologically. Research has noted that a negative campus climate and the stress of the coming out process, where one publicly reveals their sexual and/or gender identity, can have a negative effect on students' academic progress (Lopez & Chism, 1993). Additionally, GLBTQ students often felt unsafe on campus and in the classroom due to verbal and physical abuse by their peers, comments made by faculty and peers, or the (un)intentional

dismissal of their presence on campus (Lease, Cogdal & Londono-McConnell, 1995). The psychological stress of coming out was often exacerbated by the action of unsupportive peers, faculty, and administrators.

Recent research has studied the effect of both a negative campus and classroom climate on GLBTQ student success (Renn, 2010). Often noted in this research is the prevalence of homophobia and heterosexism on college campuses. GLBTQ students often reported physical or verbal attacks and a general feeling of being unwelcome (Evans, 2000). Additional research has tied a negative campus climate to poor academic performance, increased drug and alcohol abuse, and decreased persistence and retention (Willoughby, 2008). Campus climate has a direct effect on GLBTQ students both in outcomes and experiences.

In the last decade, there has been an increase in the literature regarding the experiences and outcomes of GLBTQ college students (Renn, 2010). The majority of the research has focused on campus climate and sexual identity development within the collegiate context. Given the popularity of the topic within higher education, these two areas have been fertile ground for research. There has been additional research conducted regarding the experiences of GLBTQ students in fraternities (Hesp & Brooks, 2009), career advising (Chojnacki & Gelberg, 1994), residence halls (Evans & Broido, 2002), and counseling and academic advising (Mitchell, 2000). The diversity and expansion of the research has helped those who work in higher education to better understand GLBTQ students and the issues they face on campus and in the classroom. This progression of research and its dissemination has led to the development of strategies that have helped to reduce homophobia on campus and the alienation experience of GLBTQ students.

Even with these studies, researchers are unaware of the overall collegiate experiences of GLBTQ students (Longerbeam, Inkelas, Johnson, & Lee, 2007; Rhoads, 1997; Sanlo, 2004;

Sanlo & Zemsky, 2005). GLBTQ students have unique encounters within their college environment based on their sexual orientation, which in turn yields different experiences (Carpenter, 2009; Longerbeam et al., 2007). What are these experiences? How do GLBTQ students' experiences compare with the dominant population? Are they similar or dissimilar? Answers to these questions are absent in the literature. Providing such answers would help fill this particular research gap and allow for more informative findings regarding GLBTQ students.

Each student enters higher education with different distinguishing characteristics (age, race, ethnicity, college readiness, parental income, etc.). GLBTQ students are no different; they bring their minority sexual orientation and gender identity, be it gay, lesbian, bisexual, or transgender, with them to campus. This characteristic, not shared by heterosexual students, means that they interact with and experience the heteronormative college environment differently. Therefore, their college experience, the totality of the effect of college upon them, is different (Cress, 2008). This phenomenon is not too dissimilar from what one might find with racial minorities on mainstream college and university campuses. Students' collegiate experiences vary based on who they are and the characteristics with which they enter college. While no two students will emerge with the same experience, there are patterns shared by those who enter college with similar or the same characteristics.

Conceptual Framework

College impact researchers often consider the ways in which students' social identities interact with college environments and outcomes. It is commonly recognized that background characteristics may affect the way students experience college and the outcomes that emerge. Two researchers who advanced theories on the intersection between the college student and the collegiate environment are Alexander Astin (1977) and Ernest Pascarella (1985).

Astin (1977) examined the differences of student experiences at varying institutions and developed the input-experience-outcome model (Astin, 1993), often described as the I-E-O (inputs-experiences-outcomes) model. The outcomes of college are determined by the inputs the student enters college with – race, gender, socioeconomic background, etc. – and the experiences the student has in college – involvement in clubs, college size, etc.

Astin (1977) stated that inputs directly and indirectly affect outcomes. Just because a student enters with a specific characteristic does not predetermine a specific set of outcomes. There is no direct correlation, in his model, between characteristic A and outcome B. However, he noted that there are trends that may be seen with certain inputs and outcomes (Astin, 1993). For instance, gender (male or female) or race (White, Black, Native American, etc.) as an input may share certain outcomes in college. Astin found that, for example, men are more likely to become involved in tutoring and African-Americans are more likely to engage in campus protests (Astin, 1993). However, it is not guaranteed that the inputs male and Black will yield a student who both tutors and protests. Trends may be noted among various inputs but direct correlations are not guaranteed.

For Astin (1977), experiences play an important part in forming college outcomes. He assessed "the impact of various environmental experiences by determining whether students grow or change differently under varying environmental conditions" (Astin, 1993, p.7). Experiences can include policies, peers, educational programs, and any other items or conditions to which the student is exposed during college. Experiences are what exist between the inputs and the outcomes. Experiences, like inputs, can reveal trends. Astin's research found student experiences vary over time. In his research, Astin noted that from 1985 to 1989, college students drank alcohol and smoked cigarettes more.

Astin's I-E-O model sought to explain the growth and change in college students. He explained collegiate outcomes as a combination of inputs and collegiate experiences: input + experiences = outcomes (I-E-O). The model is important for this study because it takes into account the characteristics that students enter with, including sexual orientation. Astin's model made explicit that students' traits have an effect on their collegiate outcomes. However, Astin is not the only one to hypothesize how college affects students.

Ernest Pascarella (1985) established five variables to account for the growth a student experiences in college: student background/pre-college traits, structural/organizational characteristics, institutional environments, interactions, and quality of student effort. He suggested "a general causal model that includes explicit consideration of both an institution's structural characteristics and its environment, providing a conceptual foundation for multi-institutional studies of collegiate impact" (Pascarella & Terenzini, 2005, p. 56). Pascarella's model sought to account for both the environmental and sociological origins of change that college students experience.

Pascarella's model accounted for pre-collegiate student traits (ethnicity, aptitude, achievement, personality and aspiration). These traits coupled with the institutional characteristics (enrollment, selectivity, residential size, etc.) shape the third variable in the model: institutional environment. Together, these three variables influence the type and quality of interactions students have with their peers and faculty on campus. The final variable in the model is accounted for by interactions with peers and faculty – the institutional environment and the student's background traits. Together these five variables account for student change.

Pascrella (1985) explained change in college students as a result of the student's background characteristics, interactions with faculty and peers, and the quality of effort invested

in learning. The remaining two variables in the model – organizational characteristics and institutional environment – have an indirect impact on student change and development.

Pascarella's model (1985) of student change mirrored aspects of Astin's model (1977). Both models take into account pre-college characteristics and the experiences a student has in college, the environment, and interactions with peers and faculty. These models both seek to explain the change and growth that students experience in college, and each take into account similar variables.

Statement of the Problem

What is lacking in the current research is an understanding of the broad experiences and outcomes of GLBTQ students in higher education (Carpenter, 2009; Longerbeam et al., 2007; Rhoads, 1997; Sanlo, 2004; Sanlo & Zemsky, 2005). The gap is noted in the following quote: "What is unknown relates to LGB students' broader college experiences, particularly their overall co-curricular involvements and academic and social outcomes" (Longerbeam et al., 2007, p. 217). While the majority of research has focused on campus climate issues or identity development, it has ignored the broad experiences of this population. The previous research has pointed to the fact that GLBTQ students have different experiences than non-GLBTQ students in specific areas, but it has not provided a broad enough picture to note what those other areas may be, or the differences within the population itself.

Within the current research, little or nothing is known about the educational and co-curricular experiences of GLBTQ students. At what rate do GLBTQ students use the library? Do gay men participate in more or less campus activities than lesbians? Do GLBTQ students have conversation with faculty members more frequently than non-GLBTQ students? Due to potential social constraints in a heteronormative culture, these questions and others like them are

imperative, but currently left unanswered. As illustrated by the work of Astin (1977) and Pascarella (1985) to better understand the college experiences of GLBTQ students' college experiences, the research needs to go beyond the narrow focus it has had to provide broader strokes, leading to a more detailed analysis of GLBTQ students.

As with the study of any minority group in higher education, the experiences of the sub-population may or may not differ from the dominant population. It is only through research that the similarities and differences can be known and made explicit. In the case of GLBTQ students, it is already known that there are differences in terms of perception of campus climate, issues regarding campus housing, and safety on campus. However, the previous research provides only a limited picture of the differences that GLBTQ students may have when compared to non-GLBTQ students. Additionally, the vast majority of research has ignored or does not comment on the similarities shared by GLBTQ and non-GLBTQ students, nor does it comment on the differences between gay males, lesbians, bisexuals or transgender students. Expanding the research provides a more complete picture of GLBTQ experiences and the differences between gay men, lesbians and bisexuals.

Knowing the broad similarities and differences are important aspects of research on GLBTQ student populations in higher education. If the research on GLBTQ students remains narrowly focused, then it will only yield more detailed information about a limited number of topics related to GLBTQ students. As the research literature notes, there is much that is not known about this minority population. Where should the research begin? That is the problem; one does not know where else to begin to look. Casting a broad net will, hopefully, identify other areas that are in need of research. If it were known for instance, via research and analysis, that GLBTQ students use active learning more frequently, then a researcher might investigate the

'why' behind the finding. Also, if gay men used the library more often than lesbians, further research could be conducted to determine why. What is needed first is the broad approach to identify the experiences and outcomes worthy of further investigation in order to begin the more detailed research and analysis. This study begins with an examination of the broad experiences of GLBTQ students.

Without an understanding of the broad patterns of experiences and outcomes of GLBTQ students in higher education, little will be known about this minority population. This lack of knowledge could lead to misunderstandings about GLBTQ student populations, assumptions about their needs, an inaccurate picture of their collegiate life, and a host of other problems. In her research, Renn (2010) advocates for advancing research on GLBTQ students so that this minority population may be better served on campus.

Purpose of the Study

This quantitative study examines the broad collegiate experiences of gay, lesbian, bisexual and transgender students at the University of South Florida, Tampa campus. This study examines the large gap in the literature, as noted by previous researchers. It allows for a fuller and more complete picture of GLBTQ college students, who have previously only been examined in a few specific areas. It, additionally, provides data that will highlight both similarities and differences between GLBT and non-GLBT students and differences within the population (between gay men, lesbians, and bisexuals).

The significance of this study for researchers studying GLBTQ students' college experiences will be to contribute to the limited knowledge base about the topic. Currently, there are a small number of studies that have sought to understand GLBTQ student's college experiences (Carpenter, 2009; Longerbeam et al., 2007; Rhoads, 1997; Sanlo, 2004; Sanlo &

Zemsky, 2005). Having a broad research-based understanding of this minority population will allow for the possibility of more specific and in-depth research questions to be addressed in the future. Also, the research will allow for the possibility of comparing the college experiences of GLBTQ students to other minority student populations as well as the dominant student population.

The significance of this study for gay, lesbian, bisexual and transgender students at the institution where the research is being conducted is that faculty and staff will be more able to accurately assist the specific student population. Currently, the institution has a very limited understanding of GLBTQ students at its campus. Therefore, there are only a few initiatives to specifically serve GLBTQ students. The existing programs are focused on campus climate and social interactions among GLBTQ students. However, more focused outreach initiatives and interventions could be devised to serve GLBTQ students based on the research findings. Additionally, most GLBTQ initiatives treat all GLBTQ students as a single population without paying any attention to differences within the population. If the differences were known, there would be the possibility to design targeted outreach initiatives for gay men, lesbian females and transgender students.

Research Questions

There are four research questions that guide this study:

- Question 1: What are the collegiate experiences of gay men, lesbian, bisexual and transgender students as measured using aspects of the College Student Experiences Questionnaire?

- Question 2: How do the campus experiences of gay men and bisexual male students differ from lesbian and bisexual female students?
- Question 3: How do the campus experiences of gay men and lesbian students differ from bisexual students?
- Question 4: How do the campus experiences of gay men, lesbian, bisexual and transgender (GLBT) students differ from non-GLBT students?

Previous research has noted the fact that all sexual minority students are generally grouped together in research (Carpenter, 2009; Longerbeam et al., 2007). It is often not known if the experiences or perceptions of gay male students differ from bisexual males or if the experiences of lesbians differ from gay males. For instance, many of the studies on GLBTQ campus climate group all GLBTQ students together without finding differences between gay males and lesbians (Sanlo, Rankin & Schoenberg, 2002). The research questions reflect dividing the overall GLBTQ sample into smaller units of comparison. While the research will yield overall experiences, it will also point to differences within the sample.

Delimitations of the Study

The population for this study is students at the University of South Florida, Tampa campus enrolled for the Fall 2014 term. Additionally, participants were only be solicited from a single institution and a single campus: Tampa. Only a single institution was selected because of the cost associated with surveying multiple institutions.

The study was limited to students' college experiences as measured through select questions from the College Student Experiences Questionnaire (CSEQ), while other areas were not examined. The researcher selected relevant questions from the CSEQ that most closely align

with gathering data about GLBTQ student experiences. The selected questions and their rationale for inclusion are explored in Chapter Three. Certain questions from the CSEQ were excluded because they did not align well with the research questions. All questions included in the CSEQ are multiple choice; no open ended questions are included.

While queer encompasses numerous sexual and gender identities (i.e. intersex, asexual, queer, etc.), this study only examined those who identify as gay, lesbian, bisexual and transgender. Therefore, not all sexual and gender identities that exist are included in the research or demographic questions.

The results of the study are only be generalizable to students at the same institution who self-identify as gay, lesbian, bisexual or transgender, but study could be replicated at other institutions of higher education. The results of this study are unique to the particular institution, the specific student population and sample, and the time of the study.

Limitations of the Study

A major limitation of this study is its dependence on students to self-identify and disclose their sexual orientation (gay, lesbian, bisexual, or straight/heterosexual) and gender (male, female or transgender) on the survey instrument. While strides have been taken on campuses to make GLBTQ students comfortable in disclosing their sexual orientation, not all students feel safe in doing so. Therefore, not all gay, lesbian, bisexual and transgender students may be at ease in disclosing their sexual orientation on the survey instrument. This could possibly affect the internal validity of the study. However, the anonymity in completing the survey and the confidentiality of the participants helped to mitigate this concern.

The sample used for this study may not be fully representative of the entire gay, lesbian, bisexual and transgender student population. Overall, the study relied on students who were comfortable with disclosing their sexual orientation anonymously on the survey instrument. Only those students who disclosed their sexual orientation were included in the results.

The results of the research relied on the participants to truthfully and honestly answer the survey questions. The design of the study helped to aid in mitigating this concern. Participants volunteered to complete the survey anonymously and confidentially.

Definitions

The following terms are operationally defined to aid in better understanding terms used throughout the study. The definitions are culled from multiple sources, providing a broader perspective on how the terms are defined and used within the research.

- Bisexual: Refers to a person who does not define his/her sexual orientation in terms of the gender of the other person. Given that there are multiple forms of gender expression, beyond just male and female, this term encompasses a wide variety of sexual interest (Chasse & Ressler, 2009; Weinberg, Williams, & Pryor, 1994)
- Gay: Refers to define men who define their sexual orientation by their attraction to those of the same sex. Additionally, gay may be employed as an all-encompassing term for anyone who does not define themselves as heterosexual or straight (Boswell, 2005; Chasse & Ressler, 2009; Safford, 2002).
- Heteronormativity: "The assumption that heterosexuality is the only valid sexual orientation and therefore anyone who is not heterosexual is abnormal,

and/or made invisible" (Chasse & Ressler, 2009, p. 23). It is rooted in the belief that heterosexuality is superior to other forms of sexual identity and expression (Sears & Williams, 1997).

- Heterosexism: The policies and institutional/cultural practices that privileges (i.e. provides social status, economic opportunities, rights) those who identify as heterosexual (Chasse & Ressler, 2009).
- Homophobia: The irrational fear of gay, lesbian, bisexual and transgender persons and others who do not fit societal expectations for sexual and gender expression (Chasse & Ressler, 2009; Safford, 2002).
- Lesbian: Refers to women who define their sexual orientation by their attraction to those of the same sex (Chasse & Ressler, 2009; Safford, 2002).
- Transgender: Refers to those whose gender expression and/or identity does not conform to their biological gender. (Chasse & Ressler, 2009; Safford, 2002).

The author, for purposes of clarity in this research, uses gay men to refer to men, lesbian to refer to women, and bisexual men/male and bisexual woman/female.

Often homosexual and gay are used interchangeably. However, the words are not culturally synonymous. Homosexual refers to those individuals who engage in sexual acts with those of the same gender. Gay refers to those who are "conscious of erotic inclination toward their own gender as a distinguishing characteristic" (Boswell, 2005, p.44) of themselves. Gay, in contrast to homosexual, refers to one's self-identity.

Queer, at its broadest, is a challenge to what is considered normative sexual or gender expression (Warner, 1993). It is a term that can be assumed by anyone who is marginalized

based on his/her sexual practices or expression of his/her gender. Queer, within queer theory, is also imbued with political overtones. It is used to refer to those who actively oppose heteronormativity, heterosexism, work for political and social change, and advocate for equality (Richardson & Seidman, 2002). This term is reviewed in greater detail in Chapter Two.

Organization of the Study

The study is divided into five chapters: Chapter One provides an introduction to the study; Chapter Two is a review of relevant literature and its relationship to the study; Chapter Three overviews the methods used and provides pertinent information on the survey instrument, CSEQ. Chapter Four will present the results of the study and answers the research questions; Chapter Five will provide recommendations and implications for future research and practice.

Chapter Two: Literature Review

Introduction

The purpose of Chapter Two is to lay a foundation, from the relevant literature, for the research project. Chapter Two has four main sections: sexual identity development models, queer theory, campus and classroom climate, and GLBTQ college student experiences. The first section reviews stage and life span approach models of sexual identity development. The next section covers the theoretical grounding of the study in queer theory. The third section examines the campus and classroom climate of GLBTQ students within higher education settings, and the final section reviews two previous studies that have looked at the broad collegiate experiences of GLBTQ students.

Sexual Identity Development Models

The Stonewall Riots of 1969 presented higher education with two problems: (1) the increased visibility of GLBTQ people on campus, and (2) the demand of GLBTQ people for full inclusion within the university/college. The ability and comfort of GLBTQ people to publicly disclose their sexual identity--be it gay, lesbian, bisexual, transgender or queer--is directly tied to the Stonewall Riots. In the years leading up to Stonewall, GLBTQ people were forced to remain closeted, hidden from revealing their GLBTQ identity to others and at times themselves. Before this time, there were numerous severe legal, social, and religious consequences for someone who came out of the closet and publicly identified as being gay, lesbian, bisexual, transgender or queer (Clendinen & Nagourney, 1999). However, the tide began to turn post-Stonewall when

GLBTQ people emerged in full public view, partly due to the visibility of specific GLBTQ individuals.

The collective emergence from the closet was and is a powerful experience for GLBTQ people. The "closet symbolizes the oppression of lesbian, gay, and bisexual people who have been forced to remain silent about their sexual identity" (Rhoads, 1994, p. 61). The closet for GLBTQ people is the "experience of living without disclosing one's sexual orientation or gender identity" (Bochenek & Brown, 2001, p. xiii). The pre-Stonewall era was heavily built around GLBTQ people remaining closeted. Keeping GLBTQ people closeted allowed the dominant culture to remain powerful and in control, setting limits on acceptable behavior. It was taboo for a person to reveal his/her sexual identity unless it was heterosexual. It was yet another form of oppression that GLBTQ people were burdened with: the inability to fully disclose themselves. The doors to the closet began to open post-Stonewall. GLBTQ people emerged with pride and an anthem of full acceptance and equality. The often heard slogan that summarized the post-Stonewall era was 'Gay is Good' (Carter, 2004).

The emergence from the closet is termed coming out. Coming out is when one is "aware of one's sexual orientation or gender identity and beginning to disclose it to others. A person may be selectively 'out' in some situations or to certain people without generally disclosing his or her sexual orientation or gender identity" (Bochenek & Brown, 2001, p. xiii). This may take place over a couple of months or many years. The ability of GLBTQ to emerge from the closet and become visible in society, including higher education settings, was advanced by the momentum of Stonewall.

Understanding the coming out process within higher education is imperative. GLBTQ students are on the campus of every college and university. Thus, awareness of this process is essential for understanding a segment of the student population.

Professionals within higher education settings, especially those in student affairs, have sought to better understand students who identify themselves as gay, lesbian, bisexual, transgender and queer. Over the past twenty years, scholars in the field have turned to psychological models of sexual identity development to understand the GLBT student population (Bilodeau & Renn, 2005). The models that have been developed are as diverse as the students they seek to explain.

Bilodeau and Renn (2005) reviewed multiple models of sexual identity development, from the early stage models to those who advocated for a broader life span approach. Additionally, they examined non-empirical theories – feminist, post-modern and queer – that sought to document non-heterosexual identities. The authors noted that the stage models are the most frequently used models of sexual identity development; the life span models, however, are more useful in describing a wide variety of identity development, including (trans)gender identity development.

This section reviews Cass' stage model of sexual identity development (Cass, 1979) and D'Augelli's life span approach (D'Augelli, 1994); included with this are brief reviews of bisexual and transgender identity development. The similarities and differences between the models will be noted along with the implications the models have in higher education. Finally, the section will conclude with an examination of the impact this research has on the study.

Cass' stage model of sexual identity development. Vivienne Cass, in 1979, developed a six stage psychological model of homosexual identity formation. The six stages within the model

are "differentiated on the basis of the person's perceptions of his/her own behavior and the actions that arise as a consequence of this perception" (Cass, 1979, p. 219). The model moves from a person considering that he/she might be homosexual to identifying his/her sexual identity as a relevant aspect of him/herself. The six stages in Cass' model are: (1) identity confusion, (2) identity comparison, (3) identity tolerance, (4) identity acceptance, (5) identity pride, and (6) identity synthesis. Cass developed the model around two central assumptions: (1) identity development is a developmental process, and (2) the interaction between an individual and their environment produces change (Cass, 1979). The model is rooted in interpersonal congruence theory "which assumes that stability and change in human behavior are influenced by congruency or in-congruency that exists in a person's interpersonal environment" (Hunter, 2007, p. 43).

In stage one, identity confusion, a person begins to question the identity he/she has previously assumed, that of nonhomosexual and heterosexual (Cass, 1979). The underlying question in this stage is, "who am I?" Behavior, dreams and/or emotional responses to persons of the same sex may cause a person to question his/her presumed sexual identity. The individual may begin to think that he/she is homosexual. In this stage, the individual will not disclose his/her struggle to others.

In the second stage, identity comparison, the individual seeks to handle the social isolation that arises when he/she believes that he/she might be homosexual (Cass, 1979). The isolation and alienation that one feels, from not being part of the normative heterosexual majority, can be strenuous. The individual may seek out others who identify as homosexual. However, for the most part, the individual maintains a heterosexual identity.

In the third stage, identity tolerance, the individual accepts him/herself and realizes a new identity as a homosexual. The individual then seeks out others who are like him/her, helping to alleviate the isolation he/she feels. Interacting within the gay subculture allows a person the opportunity to meet a partner, have a system of support, find good role models, and gain the ability to better socialize with others.

The fourth stage, identity acceptance, is characterized by increased contact with other homosexuals. This contact leads to realizing their new identity as normal and a part of life. There is greater reliance on the gay subculture and a withdrawal from the dominant culture.

In the fifth stage, identity pride, the individual realizes the differences between how he/she views him/herself and how society views him/her. A dichotomy develops for the individual between those who identify as homosexual and those who identity as heterosexual. The homosexual rejects heterosexual values (e.g. marriage, sex-role structures) since these values promote the concept of homosexual inferiority (Cass, 1979). In this stage, one's public and private identity are melded into one.

In the final stage, identity synthesis, the individual rejects the dichotomy of homosexuality vs. heterosexuality created in the previous stage. The dichotomy is replaced with the realization of the similarities between homosexuals and heterosexuals. In the end, the individual is able to integrate his/her homosexual identity with all other aspects of self (Cass, 1979).

Cass' model follows the general structure of the individual trying to maintain congruency between the perception of one's behavior, self-identity and other's beliefs about one's self (Cass, 1979; Hunter, 2007). A person is able to progress to the next stage of the process by successfully completing the preceding stage. It is possible in this model to become stuck at any given stage if

one is unable to resolve the incongruence associated with it. It is only possible to progress in a forward motion. Once a stage is completed, a person moves forward towards the net stage.

The stage model of sexual identity development has also been applied to bisexuals. Weinberg (1994) proposed four broad stages of bisexual identity development: (1) Initial confusion: the individual experiences attraction to both genders and questions his/her heterosexual identity; (2) Finding and applying the label to one's self: the individual discovers sex with both genders is pleasurable and applies the label 'bisexual' to him/herself; (3) Settling into the identity: the individual completes the labeling process and seeks out social support; (4) Continued uncertainty: the individual experiences periods of doubt, a lack of social validation and the absence of bisexual role models. Bisexuals may initially identify as lesbian or gay and vacillate between those identities and a heterosexual identity before settling on a bisexual identity (Hunter, 2007). Much like Cass' model, Weinberg's model sees identity development within a stage framework, progressing from one stage to the next after successfully completing the preceding stage.

D'Augelli's life span approach of sexual identity development. Anthony D'Augelli (1994) developed six interactive processes by which gay, lesbian and bisexual (GLB) people navigate the coming out process. His model views identity as a social construction, based on the experiences an individual has within his/her environment. The six processes proposed in D'Augelli's model are:

- First, exiting a heterosexual identity: In this stage, individuals begin to recognize that their feelings and attractions are not heterosexual. They may begin to disclose to others that they are gay, lesbian or bisexual. This is a period of questioning and self-discovery.

- Second, developing a personal lesbian, gay, or bisexual identity: In this stage, individuals challenge internalized myths about what it means to identify as GLB. Through contact with others who identify as non-heterosexual, the individual will learn to develop a GLB identity. This is often accomplished through a relationship with others who have already navigated the process.
- Third, developing a lesbian, gay, or bisexual social identity: In this stage, individuals create a network of support from people who both know and support their sexual orientation.
- Fourth, becoming a lesbian, gay, or bisexual offspring: In this stage, individuals disclose their GLB identity to their parents and redefine their relationship with them in light of their identity.
- Fifth, developing a lesbian, gay, or bisexual intimacy status: In this stage, individuals learn to form intimate relationships with others in light of their sexual identity, either gay, lesbian or bisexual.
- Sixth, entering a lesbian, gay or bisexual community: The final stage is comprised of individuals becoming committed to social and political action.

D'Augelli's six processes are dynamic. An individual who is coming out does not necessarily progress from one process to the next in a linear manner. Rather, he/she may choose to enter one process while neglecting another for various reasons. A GLB college student may not disclose his/her GLB identity to his/her parents for fear that they will cut off finacial support. An individual may disclose his/her sexual identity to some people on campus but not others, choosing to wait until another time or not at all. A strength of D'Augelli's list processes is that it

does not limit the movement in one direction, but rather recognizes how the coming out process can be a dynamic journey for the individual.

Although originally focused on GLB, D'Augelli's life span approach has been used to understand transgender identity development, finding that the processes are applicable. Transgender refers "to individuals whose gender identity conflicts with their sex assigned at birth and/or societal norms for their gender expression" (Bilodeau & Renn, 2005, p. 30). Bilodeau applied D'Augelli's processes to fit transgender identity. The redefined process is:

> Process 1, exiting a traditionally gendered identity, involves recognizing that one is gender variant, attaching a label to this identity, and affirming oneself as gender variant through coming out to others. Process 2, developing a personal transgender identity, entails achieving the stability that comes from knowing oneself in relation to other transgender people and challenging internalized transphobia. Process 3, developing a transgender social identity, focuses on creating a support network of people who know and accept that one is gender variant. Process 4, becoming a transgender offspring, consists of coming out as transgender to family members and reevaluating relationships that may be disrupted by the disclosure. Process 5, developing a transgender intimacy status, involves creating intimate physical and emotional relationships. Finally, Process 6, entering a transgender community, involves making a commitment to political and social action and understanding identity through challenging transphobia. (Bilodeau & Renn, 2005, p. 32)

Through interviews with two college students who identified as transgender, Bilodeau found that the redefined processes are applicable to transgender students.

Similarities and differences. Stage models were developed in the early 1970s. The models focused "on the resolution of internal conflict related to identification as lesbian or gay, and informed what is commonly termed the coming-out process" (Bilodeau & Renn, 2005**,** pp. 25 -26). The stage models were developed based on studies with relatively small sample sizes and comprised in most often of Western Caucasian men (Bilodeau & Renn, 2005; Hunter, 2007). The researchers often asked adults to reflect back on their experiences of coming-out to develop the models, leading to a lack of research on adolescents/teenagers and college-aged students. It

is difficult to use one stage model to describe what is a very personal and complex psychological process.

The life span approach to sexual orientation and gender identity development recognizes that the development of a non-heterosexual identity is "a fluid and complex process influenced by other psychological identities" (Billodeau & Renn, 2007). These models recognize that there are multiple paths in which one discloses, reveals, and discovers his/her identity. This is all shaped within by both environmental and biological factors, including connections with the family, the peer groups and the community. Coming out is not isolated to the individual, but occurs within a larger social context. The life span approach examines the interaction of sexual identity development, along with other significant factors such as race, gender, social class and culture (Hunter, 2007; Rasmussen, 2004). An additional strength of this approach is that it is applicable beyond the heterosexual homosexual binary, and it takes into account those who are bisexual and transgender (Bilodeau & Renn, 2005).

There is a danger in using any one model to understand what is a very complex and individual process. Examining both the stage models and the life span approach provides one with a picture of how an individual may progress in exiting one sexual identity and assuming another.

Coming out in a higher education setting. Navigating the coming out process within a higher education setting can provide a challenge for the student, staff, faculty and institution. Supporting students who are navigating through the psychological process of exiting one sexual identity and entering another while at the same time supporting those who have already done so before entering college can be a test to an institution.

Often GLBTQ students are navigating the coming out process in conjunction with their overall identity development. While Sanlo (2005) notes that individuals are coming out at an earlier age, many are still navigating the process within the college environment. This is often compounded with normal development processes, adding an additional psychological process for GLBTQ students. Stevens (2004) found that for gay men "sexual identity development is often very prominent and occurs within the context of their college experience. For some gay men their sexual identity development occurs simultaneously in conjunction with race, gender, and religious identity development" (p. 185). Navigating multiple identities can mean that some GLBTQ students can feel overwhelmed and taxed by their identity development, neglect aspects of their identity development or postpone the coming process to focus on other developmental processes (Zubernis & Snyder, 2007).

Coming out is a lifelong process; it has a beginning but not an end. While Lopez and Chism (1993) found that most GLBTQ persons navigated the coming out process in two months to two years, it is truly never complete. While some students may have already disclosed their sexual identity to peers and their family, college provides a new set of individuals and social situations to once again disclose their sexual orientation and identity. A GLBTQ person is in some way at all times engaged in coming out, either in new social situations or to new people. Thus, an openly GLBTQ student on a college campus could be completing some of the same stages or processes alongside a closeted student.

The coming out process can affect academic performance and focus. Lopez and Chism (1993) found that

> The coming out process had a clear impact on the school performance of the students. Some participants found themselves so consumed with the issues surrounding their coming out process that all they could do was read and absorb literature on or by gay men and lesbians. Consequently, they found it difficult to

> concentrate on anything else such as class work. As one participant said, 'There's no way you can go through fifteen (course) hours when you're going through this.' Some participants reported that their grades dropped during this period; a few left school. For some, the drop resulted from their anxiety; for others, the freedom they experienced from former inhibitions and fears led to a temporary neglect of school-related responsibilities as they explored new social possibilities. (Lopez & Chism, 1993, p. 98)

Students who are navigating their sexual identity can be consumed by the task of discovering who they are. Processing the information and doing the work of self-reflection may leave little time to devote to other important activities, such as academic work.

GLBT students benefit from supportive relationships with adults and peers when navigating the coming out process and handling the stress associated with it (Zubernis & Snyder, 2007). If a faculty or staff member understands the coming out process of a GLBTQ individual, the faculty member or staff member can become an invaluable resource to that student (Evans, 2000). An educated instructor or staff member can facilitate or offer support to a gay student navigating the often emotionally and psychologically taxing process of coming out. Additionally, the person might be able to identify a student on campus who is in the process of coming out and provide assistance.

It is not easy for GLBTQ people to "establish a secure identity in the face of marginalization, invisibility, and social censure" (Fassinger, 1998, p. 19). The ability to navigate the six steps or processes in either model is complicated by the contextual situation of living in an environment that can be openly hostile to GLBTQ people. The campus and classroom climate can either be a help or hindrance to a student who is coming out. A negative campus and classroom climate can cause a student to remain closeted or make it difficult to successfully come out, while a supportive climate does just the opposite. A persistent negative campus

climate can be emotionally and socially damaging to GLBTQ students and can lead to physical abuse and attacks against them (Sears & Williams, 1997).

The visibility of GLBTQ people is increased on college and university campuses when they come out and disclose their identity. The visibility of a minority group on campus, especially one that calls for inclusion and equality, can appear to be disruptive. It is not, however, a fact that once GLBTQ people come out that everyone on campus suddenly realizes that they are GLBTQ. Gay people can remain an invisible minority if they wish, choosing not to disclose their sexual identity. However, as GLBTQ people come out, they will disclose themselves to staff, faculty, and fellow students. In coming out, GLBTQ people "play a role in initiating dialogue and eradicating heterosexism" (Watkins, 1998, p. 273). It is through this self-disclosure GLBTQ people become visible within higher education. They carry forth what their predecessors began at Stonewall: resistance to remaining closeted within their specific geographical and historical context.

Queer Theory

Queer + theory = queer theory. If only it were that easy. Since queer theory emerged in the 1980s it has been understood in a myriad of different ways. The seemingly simple task of defining queer is contentious. The problematic nature of the term spills over into defining a field of study whose name contains the very word: queer theory. However, this field of inquiry is useful for this study.

Queer theory is rooted in resistance to societal constructions of sexual and gender expression. It advocates for examining gender and sexuality within a broader context. Additionally, it highlights the effects of heterosexism and homophobia on individuals and society.

Queer. Defining queer is no easy task. As Anamarie Jagose (1996) noted, queer is "very much a category in the process of formation. It is not simply that queer has yet to solidify and take on a more consistent profile, but rather its definitional indeterminacy, its elasticity, is one of its constituent characteristics" (p. 1). The term queer, at its very heart, resists beginning defined. However un-queer it may be, regardless of how queer resists definition, it must still be defined, at least in so far as it is used.

The lack of a clear definition of queer leads to a multitude of definitions, each as unique as the one who employs it. A few of the definitions include:

- "Queer is by definition whatever is at odds with the normal, the legitimate, the dominant. There is nothing in particular to which it necessarily refers. It is an identity without an essence" (Halperin, 1995, p. 62).

- "Today, queer tends to have at least two primary uses. As an umbrella term, it signifies gay, lesbian, bisexual, transgender, intersexed, and questioning communities; as a descriptive term, it signals an identity or stance that opposes the essentialism and normativity that is implied in the terms gay, lesbian, and bisexual" (Fryer, 2010, p. 3-4).

- "… resistance to 'normativity', and dominant cultural values" (Kirsch, 2000, p. 36)

- Queer is a protest against "the idea of normal behavior" (Warner, 1993, p. 290).

- "... queer describes those gestures or analytical models which dramatize incoherencies in the allegedly stable relations between chromosomal sex, gender and sexual desire. Resisting the model of stability … queer focuses on mismatches between sex, gender and desire" (Jagose, 1996, p. 3).

Queer, at its broadest definition, following Halperin and Warner, is a challenge to what is considered 'normal' sexual or gender expression. It is a term that can be assumed by anyone who is marginalized based on his/her sexual practices or expression of his/her gender.

Queer emerges, according to Fryer (2010), as a term to replace gay, lesbian, transgender and bisexual which were seen as narrow and limiting. It is employed by those who do not find

the pre-constructed categories of gay, lesbian or bisexual useful or who feel erased and ignored by the way in which the terms are used. Often bisexuals, transgender and lesbians can become silenced within the gay movement (Kirsch, 2000), and the term queer counters this silence. Queer says it all, gathering in all who do not fit the norm. Queer is the great equalizer, placing gay men and lesbian women, bisexuals and transgender people on equal footing (Epstein, 1996). The great temptation here – and one which must be resisted – is to use queer is to create homogeneity where none exists.

Queer, for the purposes of this work, is taken at its broadest definition. Queer assumes under it all people who do not fit the pre-constructed heteronormative societal expectations for sexual and/or gender expression. At the same time, queer provides a voice and a space for all those under the umbrella, regardless of gender or sexuality. In queer, there is room for gay, lesbian, bisexual and transgender.

Queer theory. If defining queer is difficult, then defining what is meant by queer theory is an equally arduous task. As Deborah Carlin and Jennifer DiGrazia (2004) stated in the Introduction to their text, *Queer Cultures*, "… queer theory is not *a* theory. It constitutes no singular or collectively agreed upon definition or perspective. It possesses no canonical texts" (p. xi). Sullivan agreed with Carlin and DiGrazia when he stated that queer theory "is constructed as a sort of vague and indefinable set of practices and (political) positions that has the potential to challenge normative knowledge and identities" (Sullivan, 2003, p. 43-44) While queer theory may seem unwieldy, there are certain tenets that regularly appear.

Queer theory emerged in the late 1980s through a series of lectures by scholars in the fields of history and humanities who focused on lesbian and gay subjects (Stein & Plummer,

1996). This theory called for new ways of thinking about sexuality and gender, eschewing lesbian and gay studies as antiquated. The hallmarks of queer theory that developed are

> (1) a conceptualization of sexuality which sees sexual power embodied on different levels of social life, expressed discursively and enforced through boundaries and binary divides; (2) the problematization of sexual and gender categories, and of identities in general …; (3) a rejection of civil-rights strategies in favor of politics of carnival, transgression, and parody which leads to deconstruction, decentering, revisionist readings, and anti-assimilationist politics; (4) a willingness to interrogate areas which normally would not be seen as the terrain of sexuality, and to conduct queer 'readings' of ostensibly heterosexual or non-sexualized texts. (Stein & Plummer, 1996, p. 134)

At the very center of queer theory is sexuality and gender; they are the key categories through which everything else is to be understood (Kirsch, 2000).

Queer theory rejects the gender (male–female) and sexual (heterosexual-homosexual) binary, finding that there are as many genders and sexualities as there are people (Kirsch, 2000). Queer theory suspends the classifications of gay, lesbian, bisexual, masculine and feminine (Abbes, 2008). The traditional binary terms are not encompassing of the vast variety of sexualities and genders. As an example, bisexuals do not fit either the homosexual or heterosexual grouping (Sullivan, 2003). Thus, queer theory rejects these traditional binary categories because they are not inclusive or useful (Roseneil, 2002).

Queer theory states that sexuality and gender are socially constructed and not a biological given (Epstein, 1996). Sedgwick, in *Epistemology of the Closet* (2008), wrote,

> It is a rather amazing fact that, of the very many dimensions along which the genital activity of one person can be differentiated from that of another … precisely one, the gender of the object choice, emerged from the turn of the century, and has remained, as the dimension denoted by the now ubiquitous category of 'sexual orientation'. (p. 8)

The gender of the individual who one has sex with becomes the defining dimension of sexuality, over and against other dimensions of sexual behavior. From this singular dimension of sexual

behavior, society has constructed certain expressions of sexuality which are natural (heterosexuality), and others which are unnatural (all non-heterosexual behavior). Creating this binary category of sexuality allows for one societal group (heterosexuals) to have power over all others and label them as deviants. Furthermore, this binary socially and politically marginalizes those who do not identify as heterosexual.

Queer theory recognizes sexual and gender identities as social, multiple and fluid (Abbes, 2008). It seeks to "deconstruct the notion of fixed sexual and gender identities" (Lovass, et al., 2006, p. 6). Gender and sexuality are not fixed realities, but rather they can be defined and redefined throughout a lifetime. Identity is performed and therefore unstable and composed of fluid differences rather than being a unified essence (Abbes, 2008). People cannot simply be placed in a box and labeled; the labels may change over time. Queer theory recognizes that who a person is changes.

Queer theory challenges the dominant culture's construction of acceptable behavior. Fryer (2010) stated that queer theory advocates for anti-normative thought and post-normative thinking. It states that people cannot simply accept the world as it is presented to them. Rather, individuals must challenge society's way of thinking and constructing gender and sexuality. Queer theory calls for resistance and the formation of new ways of thinking.

Queer theory rejects the calls of gays and lesbians for equal rights on the basis that homosexuals and heterosexuals are all the same. It rejects this because "access to rights should not hinge on sameness but should be available to all irrespective of difference" (Meem et al., 2010, p. 186). There is a resistance to assimilation (Sullivan, 2003) and normalizing social forces (Lovass, et al., 2006). Queers do not want to be like everyone else, but rather they want to be

appreciated for who they are. Queer theory advocates for an appreciation of diversity and rejects the call for homogeneity as the great societal equalizer.

Homophobia and heterosexism. Queer theory recognizes that the effects of creating binary categories of sexuality and gender manifest in negative ways throughout society. At the simplest level, this binary creates a group of insiders, heterosexuals, and outsiders, non-heterosexuals. This division provides the insiders with power to stigmatize and label the outsiders. Homophobia and heterosexism are the effects of the imbalance of power.

Homophobia is "prejudice, discrimination, harassment, or acts of violence against sexual minorities … evidenced in a deep-seated fear or hatred of those who love and sexually desire those of the same sex" (Sears & Williams, 1997, p. 16) Homophobia is often used to describe the attitudes and behaviors of many heterosexuals regarding GLBT people (Watkins, 1998). Heterosexism is "a belief in the superiority of heterosexuals or heterosexual persons in policies, procedures, events, or activities" (Sears & Williams, 1997, p. 16). Heterosexism rests on the assumption that heterosexuality is the only normal, natural and preferable sexual orientation (O'Brien, 1998).

Homophobia, like all forms of prejudice and discrimination, is dangerous within any community. It "prevents an appreciation for unique traits not considered mainstream or dominant, thereby making a culture unsafe for everyone" (Lucozzi, 1998, p. 49). Homophobia places barriers between people, stopping any form of self-disclosure, communication, or personal growth. People who are homophobic remain cut-off from meeting people who are not like them and having an opportunity to debunk stereotypes or assumptions they might hold. It affects not only the individual but the community. As a result, the whole community becomes tainted and damaged by having members who are isolated. The entire community suffers when individuals

remain marginalized and are not given the opportunity to contribute; the community does not benefit from the unique talents or gifts that GLBTQ people have to offer.

Heterosexism is a building block of society, begun at birth and perpetuated through institutional structures (religion, media, etc.). Society presents heterosexuality as the "only viable option" while all forms of non-heterosexuality are "omitted entirely, denounced, or denigrated" (Birden, 2005, p. 2). Adrienne Rich writes of compulsory heterosexuality, where sexual and gender expressions that deviate from the norm are suppressed through "literal physical enslavement to the disguise and distortion of possible options" (as cited in Birden, 2005, p. 7). The manifestations of heterosexism in society are detrimental to GLBTQ individuals. GLBTQ individuals, as a result of heterosexism, feel marginalized within their own communities, view few media representations of people like themselves, and can begin to view themselves as deviants, believing societal myths and stereotypes.

The successful identity development of GLBTQ persons is influenced by their identification with gay culture and the GLBTQ community (Sullivan, 2003). As noted in Chapter Two, the process of coming out involves identification with others who are GLBTQ. Birden (2005) writes that "While the pressures of coming into sexual identity are substantial for all … [the struggles] are compounded by the psychological damage inflicted by years of bearing witness to, or experiencing anti-lesbian and gay prejudice in countless forms" (p. 1). A GLBTQ individual cannot fully realize his/her sexual identity in an environment which does not value diversity, is openly hostile to varied forms of sexual and gender expression, and actively discriminates.

It might be an expectation to see "college and university communities as 'ivory towers' of intellect … where persecution of individuals based on sexual orientation is nonexistent. Such

is not the case. Research demonstrates that homophobia and heterosexism are rampant on American campuses" (Rhoads, 1997, p.14). Even though higher education is generally seen as a liberal environment, rampant homophobia and heterosexism are still present. A study from the University of Michigan notes that

> ignorance, misconceptions, and falsehoods about homosexuality and homosexuals abound. Hence, it is not surprising that discrimination against gay men and lesbians is widespread at the university and that many gay men and lesbians experience insensitivity, defamation, and harassment in one form or another. (Sears & Williams, 1997, p. 201)

Even higher education must contend with heterosexism and homophobia. It must do so with the realization that students are negatively impacted when this behavior goes unexamined.

In some cases, the implicit heterosexism and homophobia is latent within the policies of the college and university and the hidden curriculum in the classroom. Hidden curriculum includes all the unintended values and beliefs that expressed in the classroom (Kentli, 2009). Higher education institutions may not even mention GLBTQ individuals within their non-discrimination policies, offer counseling services for those coming out, provide a resource center for GLBTQ issues or speak to the unique concerns of GLBTQ students. A cursory view of such issues by a GLBTQ individual would lead him or her to believe that his/her college or university does not value or care about his/her emotional or physical well being. The classroom experience has the possibility to devalue the experiences of GLBTQ people. Instructors can ignore the contribution of gay people to the subject at hand, giving little or scant attention to significant gay historical events or ignoring the sexual orientation of central or influential persons. These all have the same effect - minimizing the importance of GLBTQ people. In the policies or the curriculum, GLBTQ people all too often hear that they are not valued. This institutional silence further encourages GLBTQ people to remain closeted and prohibits their identity development.

Campus and Classroom Climate

Campus climate is an important aspect of an institution of higher education because it is tied intimately to the mission of the college. A primary mission of any college or university is to disseminate knowledge (Rankin & Reason, 2008). Climate directly affects teaching, pedagogy, scholarly research and learning.

Campus climate:

> … is an attempt to describe how students, faculty, and staff experience interactions with one another which are laden with individual values and meaning. In other words, it is a way of discerning how the environmental complexities of a campus affect the overall functioning of both its members and the organization. (Cress, 2008, p. 96)

Or, "…campus climate is the metaphorical temperature gauge by which we measure a welcoming and receptive, versus a cool and alienating learning environment" (Cress, 2008, p. 96). Campus climate, simply put, is how students, faculty and staff interact within the learning environment. Models have been developed to better understand the complex dynamics of campus climate.

Sylvia Hurtado (1998) developed a multidimensional framework for understanding the campus racial climate. Her framework included four interrelated dimensions: (a) an institution's historical legacy of inclusion or exclusion of various racial or ethnic groups, (b) structural diversity in terms of the number of racial or ethnic groups on campus, (c) psychological climate consisting of perceptions and attitudes between and amongst groups, and (d) behavioral climate characterized by intergroup relations on campus (Hurtado, et al., 1998). This model is specific to racial climate and not inclusive of other social identities, including GLBTQ individuals.

Rankin and Reason (2008) proposed the Transformational Tapestry Model to study campus climate. They state that campus climate is influenced by six areas:

- Access and retention: Involves not only access to higher education by a diverse student population but also provides the support necessary for students to succeed academically and socially.
- Research and scholarship: Involves encouraging diversity in scholarly perspectives and methodologies.
- Inter-group and intra-group relations: Involves creating and supporting educational and programmatic interventions that encourage interaction between groups.
- Curriculum and pedagogy: Involves the proactive use of educational intervention to reduce harassment and raise awareness.
- University policies and services: Involves the commitment of institutions to "diversity and social justice by visibly, systematically, and proactively addressing issues of harassment" in policies and programs" (Rankin & Reason, 2008, p. 267).
- External relationships: Involves the realization that external components (government policies, state financial aid, legislative agendas) affect campus climate.

These dimensions in this model are independent and interconnected. One can change the climate of an institution through addressing any one of the six areas.

Both of the models noted above theoretically describe the complex nature of campus climate. Each of the two models show how interconnected the dimensions of campus climate are. Hurtado's (1998) model specifically describes racial campus climate, while Rankin and Reason's (2008) model is more applicable to diverse social identities.

GLBTQ campus and classroom climate. GLBTQ college students often live and learn within a collegiate environment that is hostile towards them, causing a cascade of negative effects. A negative campus climate has a direct impact upon a student's ability to succeed

academically and develop relationships with peers and faculty (Holly & Steiner, 2005). Additionally, research notes that GLBTQ students are often targets of physical violence on campus (Bowman & Morgan, 1998; Finn & McNeil, 1987), creating an unsafe living and learning environment.

A negative campus climate is often the result of homophobia and heterosexism, evident at both an individual level and within societal structures. Homophobia and heterosexism can be enacted either implicitly or explicitly. Implicitly, heterosexism and homophobia can be seen when institutions fail

> … to acknowledge GLBT life and culture on campus-from the art hanging on building walls to syllabi in the classrooms-communicates to the GLBT student that he or she is nonexistent. Through such omissions, it is easy to understand how GLBT students' attempt to make meaning are invalidated by the general educational institutions and experiences that are designed to enrich their lives and deepen their understanding of the world. (Engelken, 1998, p. 24)

Explicitly, it can be seen in physical acts of violence, hate speech and discrimination.

The campus and classroom environment can inhibit the sexual identity development of GLBTQ students (Stevens, 2004). If a student is to progress successfully through the stages or processes of coming out, then he/she needs a nurturing, inclusive and diverse environment in which to complete the stages. If this positive environment is lacking, then a student's sexual identity development could be stunted or postponed.

Researchers have documented that GLBTQ students often face an unsafe and at times dangerous campus climate (Bowman & Morgan, 1998). These students have often reported anti-GLBTQ graffiti, prevalence of stereotypes among students and staff and acts of physical violence along with slurs and verbal comments.

In a large nationwide study of 1,669 undergraduate GLBT students at thirty different institutions, Rankin (2003) found that 36 % had experienced harassment based on being GLBT,

51% percent of students did not disclose their sexual orientation on campus and/or the classroom, 43% perceived a homophobic climate on campus, and 19% feared for the personal safety because of their sexual orientation and gender identity. Overall, students noted that the campus climate was unwelcoming, and at times, they feared for their safety. Rankin's study is in keeping with Anthony D'Augelli's (1989) study that found that 75% of lesbians and gay men had experienced verbal harassment, 25% had been threatened with physical violence at least once, 22% had been chased and/or followed, 64% feared for their personal safety, and 17% had property damage. In both studies, students feared for their physical safety and experienced the effects of overt homophobia and heterosexism.

Lisa Jewell and Melanie Morrison (2010) in their study of negative behaviors towards gay men surveyed 286 Canadian undergraduate students and found a range of "overt antigay behaviors" by the population. Their results found that 43% engaged in yelling insulting comments at gay men, 14% played jokes on gay men, 43% had told an anti-gay joke, and 32% spread negative talk. Overall, they found a moderate correlation between participants who hold negative attitudes toward gay men and those who behave discriminatorily towards them. This study details that homophobic and heterosexist comments can be more subtle but are often rooted in personally held beliefs which are acted upon.

Sonja Ellis (2009) explored experiences of homophobia on campus by surveying 291 LGBT students from 42 universities in the UK. The results of the study found that

> … 23.4% of the students surveyed indicated that they had on at least one occasion been a victim of homophobic harassment/discrimination since being at university. Of these incidents, the most common forms of harassment/discrimination comprised derogatory remarks (77.9%), direct or indirect verbal harassment or threats (47.1%), and threats of physical violence (26.5%) … commonly occurring in public spaces on campus such as the Student Union or cafeteria (38.2%), in a hall of residence (27.9%), or whilst walking around campus (25.0%). In comparison, such incidents infrequently occurred in a class (8.8%) or in the office

> of a staff member (1.5%). Consistent with this, the overwhelming majority of incidents were perpetrated by students (76.5%), with only a small number being perpetrated by lecturers/tutors (4.4%), admin staff (1.5%), security staff (1.5%), or catering staff (1.5%). (Ellis, 2009, pp. 730-731)

The general findings of an inhospitable campus climate are in keeping with other studies. Additionally, other researchers confirm that harassment frequently occurs outside the classroom and by students (Lopez & Chism, 1993). The frequency of harassment outside of the classroom does not mean that the classroom is necessarily a warm and welcoming climate for GLBTQ students.

Lopez and Chism (1993) in their research with GLB students found that a

> … clear majority of those surveyed said that they did not feel safe disclosing their sexual identity in class, did not find that gay, lesbian, or bisexual topics were dealt with adequately in class or academic programs, did not feel that there were appropriate library resources, and felt that faculty did not support research on gay, lesbian, and bisexual topics. (p. 97)

Overall, GLBTQ students are not always comfortable disclosing their sexual identity in class. They often consider both the class climate and their assessment of the instructor before disclosing as GLBTQ.

The classroom provides an opportunity for instructors to facilitate the sexual identity development of GLBTQ students. An instructor can assist GLBTQ by

> … introducing LGBT topics, supporting academic inquiry in LGBT-related areas, and creating a welcoming classroom for students of all sexual orientations, faculty contributes not only to the student's academic success but also to the development of a positive self-identity. By engaging in homophobic harassment and heterosexist behavior, faculty perpetuate negative stereotypes, validate the hatred and violence perpetuated against LGBT people, silence LGBT voices in their classrooms, and inhibit LGBT students' learning. (Renn, 2000, p. 231)

Students who feel they must conceal a portion of their identity in a classroom, due in part to explicit or implicit heterosexist and homophobic behavior of the instructor, will suffer

academically and psychologically. On the other hand, an instructor who creates an inclusive classroom can facilitate the positive growth of GLBTQ students.

An accepting classroom "environment in which lesbian, gay, and bisexual topics are discussed and students can be open about their identities provides opportunities for students to learn about what it really means to be a lesbian, gay, and bisexual" (Evans, 2000, p. 84). This aligns with the stages and processes of sexual identity development discussed in the previous section. A classroom environment that releases the GLBTQ student from remaining closeted and frees his/her to express his/her total self can facilitate a positive development of his/her identity. Additionally, a positive environment allows the student the opportunity to ask questions that are directly related to his/her experiences as a GLBTQ person, explore topics of relevance, and do research on GLBTQ issues. This open and accepting classroom environment would be impossible if the student thought the instructor and/or classroom environment was homophobic or heterosexist.

This review of the literature on campus and classroom climate demonstrates that GLBTQ students face a negative climate on most college and university campuses. This is demonstrated by the numerous studies which have examined the campus and classroom experiences of GLBTQ students, the classroom environment for this population and the homophobia and heterosexism that is prevalent. This 'chilly' environment has an effect on GLBTQ student's sexual identity development, safety on campus and overall engagement and connection on campus and in the classroom.

GLBTQ College Student Experiences

College experience is what students do with their time on campus, how they interact with their collegiate environment, and what they gain from college. Researching the college

experience examines what happens in the classroom and outside of it. College experience, by its very nature, is very broad, examining the totality of student experiences. Researchers have sought to examine college student experiences from a variety of perspectives.

College student experiences have been examined by Robert Pace (1979). Pace, whose perspective is close to both Astin and Tinto, stated that student time and effort are the key constructs associated with the college experience (Ethington & Horn, 2007). He postulates that

> the extent to which students' exert time and efforts in the educational opportunities and activities provided by institutions directly impacts their growth and development as a result of attending college … institutions may provide the setting and opportunities for student's engagement in their learning, and students may participate in an activity, it is the quality of that engagement – not the mere participation –that impacts growth and development … there are multiple types of experiences with both academic and social domains. (Ethington & Horn, 2007, p. 184)

Pace's model of college experience encompasses the wide range of events in which students engage while in college, in and out of the classroom with faculty, staff and peers. The experiences are impacted by the environment in which they occur along with the student's effort in that environment. This model is focused on what students do, rather than who they are.

Alexander Astin (1993) developed the Input – Experience – Outcome Model (Astin, 1993), often described as the I-E-O model. The outcomes of college are determined by the inputs the student enters with and the experiences the student has while in college. The I-E-O Model seeks to explain the growth and change in college students. Astin explains collegiate outcomes as a combination of inputs and collegiate experiences: input + experiences = outcomes (I-E-O).

Astin elaborated on his model by proposing a theory of involvement. Simply put, the theory states that students learn by becoming involved (Pascarella & Terenzini, 2005). His theory has five basic tenets:

> (1) Involvement requires the investment of psychological and physical energy … (2) involvement is a continuous concept; different students will invest varying amounts of energy in different objects (3) involvement has both quantitative and qualitative features (4) the amount of learning or development is directly proportional to the quality and quantity of involvement and (5) educational effectiveness of any policy to practice is related to is capacity to induce student involvement. (p. 53).

This model realizes that the collegiate environment allows students the student to engage in a range of social and academic possibilities. The quality of these interactions is dependent on the student's effort.

GLBTQ student experiences. What is known about the collegiate experiences of GLBTQ students is centered around their coming out experiences, sexual identity development, campus experience, classroom experiences, and campus interventions to address homophobia and heterosexism (Renn, 2010). As noted in the previous sections, the sexual identity development of GLBTQ students can be a taxing psychological process. Navigating the stages can be made more difficult in an environment tainted with homophobia and heterosexism. The classroom and campus can often be described as unwelcoming and, at times, openly hostile. Overall, the collegiate experiences of GLBTQ are often negative. Additionally, there are large gaps in the literature concerning the experiences of GLBTQ students.

Researchers (Sanlo, 2004; Rhoads, 1997) have noted gaps in the literature concerning GLBTQ students in terms of their retention (Sanlo, 2004), their academic success (Sanlo, 2004) and their overall collegiate experiences (Longerbeam, Inkelas, Johnson, & Lee, 2007). This is compounded when "…few institutions gather and maintain data on the numbers or needs of sexual minority students. As a result, many sexual minority students in higher education tend to be invisible; therefore, their presence and experiences are known only anecdotally" (Sanlo, 2005, p. 97).

Ronnie Sanlo (2005) suggested that any research into the collegiate experiences should include family background and socioeconomic status; race/ethnicity; degree of comfort with sexual orientation and sexual identity development; level of participation in some aspect of the campus community (including major course of study), living arrangements both on and off campus, organizational or athletic involvement; work commitments; and on-campus support including mental health counseling and student health service. Often these areas are ignored within the field of research.

Rhoads (1997) stated that was is needed is

> … in-depth knowledge of the diversity that exists among lesbian, gay, and bisexual students. Although their common struggle in the face of an oppositional culture has led to the loose formation of a "community" organized around the need for solidarity, such a common struggle ought not to be confused with a clearly articulated cultural enclave. (p. 460)

The experiences of GLBTQ students are often viewed homogeneously, with no knowledge of the differences that exist among them. Research in regards to the diversity of experiences gay, lesbian, bisexual, transgender and queer students have is lacking.

Three studies in gay, lesbian, and bisexual student experiences. Three studies have examined the collegiate experiences of gay, lesbian and bisexual students (Carpenter, 2009; Dugan & Yuman, 2011; Longerbeam, Inkelas, Johnson, & Lee, 2007). Two of the studies (Carpenter, 2009; Longerbeam, Inkelas, Johnson, & Lee, 2007) have done secondary analyses of previously collected data. In each of the two studies, the researchers sought to better understand the collegiate experiences of gay, lesbian and bisexual students, and did so by examining the experiences of gay, lesbian and bisexuals students separately, instead of as a homogeneous group. In the third study (Dugan & Yuman, 2011) did primary research, via an online survey, on

the experiences of GLBT students. Dugan and Yuman (2011) also examined within group differences. In many ways, all three studies closely resemble the goal of this study.

Longerbeam, Inkelas, Johnson, and Lee (2007) in their study, *Lesbian, Gay, and Bisexual College Student Experiences: An Exploratory Study*, used data from 2004 National Study of Living-Learning Programs (NSLLP) to examine the overall experiences of GLB students. The quantitative study sought to better understand the differences between how heterosexual and GLB students understood their broader college experiences.

The sample for the study was comprised of 23,910 students from 34 universities in 24 states across the USA. A survey item asked students to disclose their sexual orientation; students could select lesbian, gay, bisexual or heterosexual. Gay, lesbian and bisexual students comprised 4% of the students (52 lesbians, 182 gay men, 148 bisexual men and 302 bisexual women), and 28.6% of students did not disclose their sexual orientation. All students in the study were in living-learning programs or traditional residence halls. A living-learning program links residence life with the curricular, resulting in students have more direct contact and deeper connections with faculty.

The researchers found common demographics between gay, lesbian and bisexual and heterosexual students, noting only a difference in regards to religious affiliation. Gay, lesbian and bisexual students were more likely to report that they had no religious affiliations, and heterosexual students were more likely to respond that they were Christians.

There were differences for several of the involvements and outcomes in the study. Lesbian and gay students reported more involvement in art and music activities, along with political and social activism; heterosexual students were more likely to report involvement in intramural sports and ROTC. Lesbian and gay students reported more discussion with peers

regarding sociocultural issues (human rights, multiculturalism and politics). The researchers found that lesbian and gay students were more likely to report increased growth in critical thinking and analysis along with growth in their liberal learning. There were no significant differences reported for academic self-confidence and perceptions of the residence hall environment and campus racial climate.

The researchers found significant differences when testing the interaction between gender and sexual orientation. Gay men were more likely than lesbians and heterosexual men to experience growth in their ability to apply knowledge in various contexts. Additionally, gay men were more likely than heterosexual men and lesbians to report discussing academic and career issues with their peers. A final significant difference was found: gay men were more likely to report drinking alcohol to assimilate than heterosexual women.

The authors note the limitations of their study; 28.6% chose not to self-disclose their sexual identity, and the sample included a majority (51.4%) of first-year students from large universities. Additionally, there was no option in the survey to self-identify as transgender (the options were gay or lesbian; bisexual; or heterosexual). While the authors make no note of it, a further deficit of the study is that it only sampled those in living-learning programs (61.0%) or traditional residence halls (39.0%), excluding students who commute to campus. While the authors provide a footing to begin future research they leave much work to be done.

One additional study has addressed the overall collegiate experiences of gay, lesbian and bisexual students. Carpenter (2009) in his study, *Sexual Orientation and Outcomes in College*, sought to make explicit the broad outcomes and experiences of gay, lesbian and bisexual students. He used data from the 1997, 1999 and 2001 survey results of the Harvard College Alcohol Study (CAS), comprising 40,000 students. This is a national survey, administered at

over 100 hundred institutions, and the only large-scale survey to explicitly ask about same-sex sexual behavior.

Carpenter separated out the gay, lesbian and bisexual students by using self-reported data on the student's lifetime sex partners. Students who stated that their sexual activity had been with a 'same-sex partner' were classified as gay, and those who responded with 'both opposite and same-sex partners' were classified as bisexual. This survey netted 1,800 students who reported having same-sex sexual relations or same and opposite-sex sexual relations in their lifetime, 601 men (3.8% of the overall sample) and 1243 women (4.7% of the overall sample).

The results of the study were analyzed by gender, men and women. The research found that gay men have higher GPAs when compared to heterosexual men and find their academic work to be more important. Additionally, gay and bisexual men report a close relationship with a faculty member or administrator and place more importance on participating in student clubs and organizations, volunteer activities, and arts and politics.

For females, the study found that lesbian and bisexual females had different outcomes and experiences when compared to heterosexual individuals of the same gender. The study found that bisexual females are "less satisfied with the education they are receiving, spend less time studying, and perceive their academic work as less important; and lesbian and bisexual females place more importance on participation in the arts and politics" (Carpenter, 2009, p. 694).

The study bases gay, lesbian and bisexual identity on sexual behavior. Study participants were not asked their sexual identity, but rather they denoted who their sexual activity was with (same-sex, opposite sex or both). Yet the literature states that sexual identity is not equivalent to sexual behavior (Boswell, 2005). Carpenter (2009) acknowledges this problem in the research noting the reader who would question the "the degree to which exclusively same-sex sexual

behavior over one's lifetime is correlated with a gay or lesbian orientation" (p. 695). The study, which was used to correlate sexual behavior to sexual identity in order to validate the results, had a small sample (men N=51 and female N= 22). This sample size exacerbates the initial problem of not asking participants how they self-identify. Essentially, in this study, participants were labeled as gay, lesbian or bisexual based on their sexual behavior instead of allowing them to self-identify.

John Dugan and Lauren Yuman's study (2011), *Commonalities and Differences Among Lesbian, Gay, and Bisexual College Students: Considerations for Research and Practice*, examined the college experiences of gay, lesbian and bisexual students with the purpose of determining the "appropriateness of collapsing lesbian, gay and bisexual college students into a single category in quantitative research …" (Dugan & Yuman, 2011, p. 201). The researchers sought to determine, via research, if the overgeneralizations about the lives of gay, lesbian and bisexual college students were appropriate and if the population should be treated as a homogenous group. Dugan and Yuman were looking for significant within group differences between lesbian, gay and bisexual college students in their sample.

Dugan and Yuman collected data about gay, lesbian and bisexual college student experiences via the Multi-Institutional Study of Leadership (MSL). The instrument was adapted from Astin's input-experience-output (I-E-O) model. The MSL measured campus climate, college experiences (community service involvement, study abroad, learning communities, etc.), sociocultural conversations, mentoring by faculty, appreciation of diversity and leadership efficacy. The survey was given online.

The survey was administered at 52 institutions across the USA. The researchers received 56,854 usable surveys, reflecting a 37% response rate. The usable surveys were narrowed to

those in which the students self-identified as lesbian, gay or bisexual (284 lesbians, 693 bisexual women, 245 bisexual men and 460 gay men for a total of 1,682). The researchers balanced the sample sizes, resulting in a final sample size of 980 cases.

Dugan and Yuman (2011) analyzed the data from the MSL using two-way ANOVAs to examine the influence of gender and sexual orientation as well as the interaction of the two, gender and sexual orientation, on campus climate. The researchers found that the interaction effect between both variables, sexual orientation and gender, was not statistically significant (Dugan & Yuman, 2011, p. 208). However, there was a significant main effect for sexual orientation. Gay men and lesbians were significantly more positive about the campus climate than bisexual male and female students.

When the researchers examined the second question of the study, within group differences of gay, lesbian and bisexual students in regards to their collegiate experiences, they found no differences between sexual orientation and students experiences in community service, study abroad, learning communities and internships (Dugan & Yuman, 2011, p. 208).

In the final question, the interaction between sexual orientation and gender on the appreciation of diversity, leadership efficacy and socially responsible leadership, the researchers found no significant interaction effect. However, Dugan and Yuman found a significant main effect for sexual orientation. Gay men and lesbians rated themselves higher in their appreciation for diversity. There were no main effects for leadership efficacy or socially responsible leadership. Dugan and Yuman's study found that gay, lesbian and bisexual students are more similar than they are different (Dugan & Yuman, 2011, p. 214).

Dugan and Yuman's study on collegiate experiences and outcomes closely mirrors this study. The researchers allowed the participants in the sample to self-identify their sexual

orientation. Additionally, the study examined the effect of sexual orientation and gender, determining the interaction effect and the main effect.

All three of the studies add to the body of literature on gay, lesbian and bisexual college students. The studies make explicit the broad experiences and outcomes of gay, lesbian and bisexual students. The research findings point to the fact that gay, lesbian and bisexual students do not have unilateral experiences in college. All of the studies (Carpenter, 2009; Dugan & Yuman, 2011; Longerbeam, Inkelas, Johnson, & Lee, 2007) represent important progress in the research regarding gay, lesbian and bisexual students in college. Often, the entire GLBTQ student population is viewed through a single lens, and results are reported as being applicable to all who are non-heterosexual. Additionally, the studies point to improvements that can be made in future studies.

A similar study at the same university. In the dissertation *The Interrelatedness of Homosexual Identify Development and Perceptions of Campus Climate for Gay, Lesbian, Bisexual and Transgender Students at the University of South Florida, Tampa Campus*, Baker (2008) surveyed gay, lesbian, bisexual, and transgender and heterosexual students. His research was focused on assessing the campus climate for gay, lesbian, bisexual and transgender students and determining differences between the groups. Additionally, Baker sought to examine the relationship between sexual identity development and how the campus climate was perceived by gay, lesbian, bisexual and transgender students.

Baker employed two instruments in his research study. The first instrument, *Assessment of Campus Climate for Lesbian, Gay, Bisexual and Transgender Persons*, composed of 39 items, was used to assess campus climate. The second instrument, *Gay Identity Questionnaire*, composed of 45 items, was employed to measure sexual identity development in those who

identified as gay, lesbian, bisexual or transgender. To conduct his research, the survey students had to anonymously disclose their sexual orientation on the electronic survey instrument.

In total, 2,429 students at the university responded to the survey and 225 identified as gay, lesbian, bisexual, transgender or questioning (Baker, 2008, pg. 39). Gay (N = 60), lesbian (N = 30), bisexual (N = 77), questioning/uncertain (N = 56) and transgender (N = 3) students accounted for approximately 9% of the total students in the survey.

Baker found that gay, lesbian, bisexual and transgender students at the university experienced less discrimination than their national counterparts when the collected data was compared to the national numbers. The data collected showed that 61% of gay, lesbian, bisexual and transgender students either agreed or strongly agreed that the campus climate was supportive of gay, lesbian, bisexual and transgender issues. At the same time, the same students noted that the university needed more visible resources for gay, lesbian, bisexual and transgender students and to more readily address gay, lesbian, bisexual and transgender students who were harassed. Lastly, when examining the campus environment, Baker's research found that heterosexual students perceived the campus environment more positively for gay, lesbian, bisexual and transgender students than gay, lesbian, bisexual and transgender students themselves perceived it to be (Baker, 2008, pg. 64).

In comparing differences in perception of the campus environment and response to discrimination and harassment between gay, lesbian, bisexual and transgender students, Baker found there to be only two differences. The first difference was between gay men and questioning students on their overall experience of the campus environment. Questioning students rated the campus environment more positively than gay students. The second difference was between gay men and bisexual students on campus's responses to discrimination and

harassment. Bisexual students saw the campus response to discrimination and harassment more positively than gay men.

The other guiding research question in Baker's research focused on the relationship between sexual identity development and the perceptions of campus climate. In his research, Baker found that there was a significant relationship between perceptions of campus climate and sexual identity development.

Baker's dissertation is important because it is conducted at the same university, highlights that previous research has shown there to be differences between gay, lesbian, bisexual and transgender students and their heterosexual counterparts, and also differences between gay, lesbian, bisexual and transgender students.

Conclusion

This literature review has described the sexual identity development of GLBTQ students, their campus and classroom environment, and their overall collegiate experiences. The coming out process for GLBTQ students can affect their academic success and interactions with peers, faculty and staff (Lopez & Chism, 1993). GLBTQ students live and attend classes within an environment that is often hostile to them (Fassinger, 1998). Studies on their overall college experiences demonstrate that the experiences of GLBTQ students differ from heterosexual students and are not homogenous among gay, lesbian and bisexual students (Carpenter, 2009; Dugan & Yuman, 2011; Longerbeam, Inkelas, Johnson, & Lee, 2007).

The research is couched within queer theory. Few studies concerning college students use queer theory as a theoretical framework (Renn, 2010). Renn (2010) makes an explicit call for researchers to engage in comprehensive research that is practical, utilizes quality research methods and applies "queer theory to persistent questions and problems in higher education" (p.

139). Abandoning fixed definitions of gender and sexual orientation in favor of queer allows for a more detailed analysis of students beyond male-female and gay-straight. Examining the identities within the minority population – gay men, lesbians and bisexuals – results in a richer analysis of their experiences and rejects treating them as a homogenous group. Queer theory advocates for examining a broad spectrum of sexualities and realizing that each is unique. Not all GLBTQ individuals are the same or have the same experiences. Therefore, queer theory provides a useful lens for this study.

Chapter Three: Method

Introduction

The purpose of this study was to examine the collegiate experiences of gay, lesbian, bisexual and transgender students at the University of South Florida's Tampa campus. There is a lack of research regarding the collegiate experiences of GLBTQ students and this study provides for a fuller and more complete picture of their experiences in higher education, of which previously only have been examined in a few specific areas.

The research questions that guided this study were:

- Question 1: What are the collegiate experiences of gay men, lesbian, bisexual and transgender students, as measured using aspects of the College Student Experiences Questionnaire?
- Question 2: How do the campus experiences of gay and bisexual male students differ from lesbian and bisexual female students?
- Question 3: How do the campus experiences of gay men and lesbian students differ from bisexual students?
- Question 4: How do the campus experiences of gay men, lesbian, bisexual and transgender (GLBT) students differ from non-GLBT students?

A quantitative study was undertaken in order to pursue an examination of the research questions. The data gathering tool in the study was the College Student Experiences

Questionnaire (CSEQ), in an online format. This survey was distributed to a population of students at the University of South Florida, Tampa campus, with the purpose of gathering a sample of students, both GLBT and non-GLBT students. After thirty days the survey was closed and the data analyzed using descriptive statistics and analysis of variance (ANOVA).

Method

The study was a quantitative research project using primary research, via an online survey instrument. Quantitative research is useful in both describing and comparing data; overall, it is helpful in answering the question, "What exists?" (Hittleman & Simon, 2002). Surveys are useful tools to collect quantitative data about given items in a population (Weisberg & Krosnick, 1989). Additionally, surveys are employed to obtain descriptive research that both describes data and provides characteristics about the population. Descriptive research provides answers to the questions of who, what, where, when, and how (Gay, 1992). The descriptive research design utilized in this study collected information about participant's attitudes, beliefs, and behaviors (Gay, 1992).

Given the breadth of the study, college experiences, a questionnaire was an appropriate data collection tool because of its ability to gather a range of data and do so anonymously (Gall, Gall & Borg, 2007). Surveys have been used in numerous previous research studies and have been proven effective.

Participants involved in the study took an online version of select questions from the College Student Experiences Questionnaire (CSEQ) survey. There are numerous advantages to using an online survey format: flexibility, speed and timeliness, convenience, ease of data entry and analysis, question diversity, low administration cost, controlled sampling, and ease of follow-up (Evans & Mathur, 2005). Online surveys also remove the interaction between the

student and the researcher; this is a key advantage in working with GLBTQ individuals (Evans & Mathur, 2005). The research literature has noted that GLBTQ individuals are not always comfortable disclosing their sexual identity in face-to-face interviews (Meezan & Martin, 2003). Online surveys allow for student anonymity.

Instrument

In order to examine the experiences of gay, lesbian, bisexual and transgender students, an appropriate survey tool was selected. The survey tool utilized for this study was the College Student Experiences Questionnaire (CSEQ) (Pace & Kuh, 1998). The College Student Experiences Questionnaire (Pace & Kuh, 1998), currently in its fourth edition, was developed by Robert Pace in 1979 and is distributed by the Indiana University Center for Postsecondary Research. This instrument has been used in similar studies to examine the collegiate experiences of minority populations (Cole & Denzine, 2002; Lundberg, 2007; Strayhorn & DeVita, 2010). Additionally, the instrument has been used at hundreds of institutions across the United States for decades (Gonyea, et. al., 2003). The instrument provides a comprehensive inventory of student experience (Gonyea et al., 2003). It is used widely by higher education institutions interested in documenting, understanding, and improving the student experience (Pace & Kuh, 1998). The questionnaire, composed of 150 items, collects information on a student's background and demographic information, along with outcomes and experiences during college. The experiences are grouped into three dimensions: college activities, college environment, and estimate of gains.

The CSEQ measures the quality of students' college experiences inside and outside the classroom, perceptions of their campus environment, and progress toward educational goals. Additionally, it measures the quality of effort a student expends in using institutional resources.

Quality of effort is a key dimension for understanding student satisfaction, persistence, and effects of attending college (Pace & Kuh, 1998).

The questions within the survey are answered by participants on Likert scales. Students read the question and answer on a four (quality of effort and estimate of gains questions) or seven (college environment questions) point Likert scale. Participant instructions indicate that the answers identified reflect the participants' experiences within the past academic year.

The CSEQ is composed of three dimensions: college activities, college environment, and estimate of gains. The first dimension, quality of effort, is composed of thirteen measures. Quality of effort represents students' self-reported use of college resources and their engagement with the campus environment (i.e. joined a club, interacted with staff and//or faculty, etc.). As part of the survey, students are asked if they have participated in or experienced a particular event, responding very often, often, occasionally, or never.

The college environment dimension "assesses student perceptions of the psychological climate for learning that exists on campus" (Gonyea et al., 2003, p. 5). The first section of questions asks students how the campus environment emphasizes or promotes aspects of student development, responding on a seven-point scale from strong emphasis to weak emphasis. The college environment includes a student's relationships with other students and faculty, intellectual development, appreciation of diversity, and vocational development. The next scale within the measure is composed of questions gauging students' relationships with other students, faculty, and administrators, responding on a seven-point scale from rigid/remote to friendly/approachable.

The final dimension, estimate of gains, asks participants "to reflect on their entire experience at the institution and to estimate how much progress they feel they have made on 25

acknowledged goals of higher education" (Gonyea et al., 2003, p. 5). Items included within this measure include writing effectiveness, knowledge of other people and the world, ability to analyze, and independent learning. While the estimate of gains dimension is broad, from physical fitness to term papers, its goal is to measure a student's overall development in college. Participants respond on a four-point scale, ranging from very much to very little. This measure captures the added value that the college experience has given to the student.

Not all of the 150 questions contained within the CSEQ were useful or appropriate for this study, which has its goal to understand gay, lesbian, bisexual and transgender student experiences. Additionally, the time involved in answering 150 questions could have had the effect of limiting participation by students.

The researcher and this study were concerned with student experiences and how students interact on the college campus with faculty, students, administration, and facilities. The researcher examined all 150 questions within the survey and selected specific question sets that aligned with the research project. It is important to note, all of the questions for a particular quality of effort scale or an environment factor were retained in their entirety. Therefore, question sets that aligned with these specific areas were retained. Those question sets which did not align (i.e. computer and information technology, library, scientific and quantitative experiences, etc.) were removed and were not included in the survey. None of the estimate of gains questions were retained.

In total, nine scales and their associated questions were included in the survey. All of the selected CSEQ questions and their response choices that were used in the survey can be reviewed in Appendix B. The following scales, and their associated questions, were retained:

- Quality of effort: Course learning

    - Completed the assigned readings for a class.
    - Took detailed class notes during class.
    - Contributed to class discussions.
    - Developed a role-play, case study, or simulation for a class.
    - Tried to see how different facts and ideas fit together.
    - Summarized major points and information from your class notes or readings.
    - Worked on a class assignment, project, or presentation with other students.
    - Applied materials learned in class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.).
    - Used information or experiences from other areas of your life (job, internships, interactions with others) in class discussions or assignments.
    - Tried to explain material from a course to someone else (another student, friend, co-worker, family member).
    - Worked on a paper or project where you had to integrate ideas from various sources.

- Quality of effort: Experiences with faculty

    - Talked with your instructor about information related to a course you were taking (grades, make-up, assignments, etc.).
    - Discussed your academic program or course selection with a faculty member.
    - Discussed ideas for a term paper or other class project with a faculty member.
    - Discussed your career plans and ambitions with a faculty member.
    - Worked harder as a result of feedback from an instructor.
    - Socialized with a faculty member outside of class (had a snack or soft drink, etc.).
    - Participated with other students in a discussion with one or more faculty members outside of class.
    - Asked your instructor for comments and criticisms about your academic performance.
    - Worked harder than you thought you could to meet an instructor's expectations and standards.
    - Worked with a faculty member on a research project.

- Quality of effort: Campus facilities

    - Used a campus lounge to relax or study by yourself.
    - Met other students at some campus location (campus center, etc.) for a discussion.
    - Attended a cultural or social event in the campus center or other campus location.
    - Went to a lecture or panel discussion.
    - Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.).
    - Used campus recreational facilities (pool, fitness equipment, courts. etc.).
    - Played a team sport (intramural, club, intercollegiate).

- Followed a regular schedule of exercise or practice from some recreational sporting activity.

- Quality of effort: Clubs and organizations

  - Attended a meeting of a campus club, organization, or student government group.
  - Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).
  - Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.).
  - Met with a faculty member or staff advisor to discuss the activities of a group or organization.
  - Managed or provided leadership for a club or organization, on or off campus.

- Quality of effort: Student acquaintances

  - Became acquainted with students whose interests were different from yours.
  - Became acquainted with students whose family background (economic, social) was different from yours.
  - Became acquainted with students whose age was different from yours.
  - Became acquainted with students whose race or ethnic background was different from yours.
  - Became acquainted with students from another country.
  - Had serious discussions with students whose philosophy of life or personal values were very different from you.
  - Had serious discussions with students whose political opinions were very different from yours.
  - Had serious discussions with students whose religious beliefs were very different from yours.
  - Had serious discussions with students whose race or ethnic background was very different from yours.
  - Had serious discussions with students from a country different from yours.

- Quality of effort: Topics of conversations

  - Current events in the news.
  - Social issues such as peace, justice, human rights, equality, race relations.
  - Different lifestyles, customs and religions.
  - The ideas and views of other people such as writers, philosophers, historians.
  - The arts (painting, pottery, dance, theatrical, productions, symphony, movies, etc.).
  - Science (theories, experiments, methods, etc.).
  - Computers and other technologies.
  - Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.
  - The economy (employment, wealth, poverty, debt, trade, etc.).

    - International relations (human rights, free trade, military activities, political differences, etc.).

- College environment: Scholarly and intellectual

    - Emphasis on developing academic, scholarly, and intellectual qualities.
    - Emphasis on developing aesthetic, expressive, and creative qualities.
    - Emphasis on developing critical, evaluative, and analytical qualities.

- College environment: Vocational and practical

    - Emphasis on developing an understanding and appreciation of human diversity.
    - Emphasis on developing information literacy skills (using computers, other information resources).
    - Emphasis on developing vocational and occupational competence.
    - Emphasis on the personal relevance and practical value of your concerns.

- College environment: Personal relationships

    - Relationship with other students.
    - Relationships with administrative personnel and offices.
    - Relationships with faculty members.

In total, participants in the study were asked 64 CSEQ questions and 14 demographic questions.

Given that the CSEQ survey did not ask about sexual orientation, a question was added in the demographic section. The additional question read: Do you consider yourself to be: (a) heterosexual or straight (b) gay (c) lesbian (d) bisexual (e) other (Badgett & Goldberg, 2009; Scout, 2007). This question is focused on identity and not on sexual behavior. Participants were able to select one response. Limiting the response to one selection allowed the variables to be examined individually. This additional question appeared along with the other demographic questions in the online survey. Additionally, the demographic question that asked about gender was changed to include not only male and female as response choices, but also transgender. Table 1 reports the research questions alongside the relevant questions from the survey that was asked.

Table 1. Research Questions Matched to CSEQ and Demographic Questions.

Research Question	CSEQ Questions	Demographic Question(s)	Basis for Inclusion
Question 1: What are the collegiate experiences of gay, lesbian, bisexual, and transgender students?	64 selected CSEQ questions including scales and factors	Sexual orientation Gender	Pace & Kuh, 1998
Question 2: How do the experiences of gay men and bisexual male students differ from lesbian and bisexual female students?	64 selected CSEQ questions including scales and factors	Sexual orientation Gender	Carpenter, 2009; Longerbeam, Inkelas, Johnson & Lee, 2007
Question 3: How do the experiences of gay men and lesbian students differ from bisexual students?	64 selected CSEQ questions including scales and factors	Sexual orientation Gender	Carpenter, 2009; Dugan & Yuman, 2011; Longerbeam, Inkelas, Johnson & Lee, 2007
Question 4: How do the campus experiences of gay men, lesbian, bisexual and transgender students differ from non-gay men, lesbian, bisexual and transgender students?	64 selected CSEQ questions including scales and factors	Sexual orientation Gender	Carpenter, 2009; Dugan & Yuman, 2011; Longerbeam, Inkelas, Johnson & Lee, 2007

The psychometric properties of the CSEQ are provided in detail in the norms, Part Two (Gonyea et al., 2003). Ewell and Jones (1994) state that the CSEQ survey instrument has "excellent psychometric properties" (p. 31), the details of which are described here.

There is strong evidence of discrimination in the instrument, with good variance and distribution of scores in the normal range. The standard deviations for each measure, ranging from 2.2 to 7.7, point to "considerable differences in students' quality of effort, perceptions of the college environment, and estimates of gains" (Gonyea, et al., 2003, p.15). Both skewness, ranging from -0.8 to 0.8, and kurtosis, ranging from -0.7 to 0.7, are well within the range for the CSEQ scales.

There is strong reliability within the survey, with correlations provided between items and Cronbach's alpha for internal consistency. Reliability(freedom from measurement error) in the CSEQ is analyzed amongst the correlational patterns for the items within the scales (Gonyea et al., 2003). The majority of correlations within the instrument are in the ".3 to .4 range with many much higher" (Gonyea, et al. 2003, p. 17). Additionally, Cronbach's alpha scores are within the .70 to .92 range, well within the norm.

There is strong evidence of content validity, with Cronbach's alpha scores of 0.22 to 0.86, and construct validity, with R^2 scores of 0.02 to 0.45, for the instrument. Content validity for the CSEQ was determined through factor analysis (Gonyea, et al., 2003). It is noted that "all but one of the QE scales (Campus Facilities) meets the criterion" of only one factor for one scale (Gonyea et al., 2003, p. 21), ensuring content validity. Evidence of construct validity was shown through blocked hierarchical regression (Gonyea et al, 2003, p. 23-25). These properties combined with longevity and use of the instrument provide for strong validity and reliability.

The CSEQ relies upon students' self-reported disclosure of their activities, perceptions and gains for the academic year. Research on the validity of self-reports has been found to be valid under five conditions: (1) the information requested is known to the students (2) the questions are phrased clearly and unambiguously (3) the questions refer to recent activities (4)

the students think the questions require serious and thoughtful responses (5) the answers to the questions do not threaten, embarrass or violate the privacy of the student or encourage the student to respond in a socially desirable way (Gonyea, et al, 2003). Researchers report that these conditions have been met by the CSEQ (Gonyea et al, 2003).

All variables are represented in the CSEQ survey. The independent variables included in the study are gender (male, female or transgender) and sexual-identity (gay, lesbian, bisexual or straight/heterosexual). The dependent variables are the students' responses to the 64 select questions in the College Student Experiences Questionnaire (Pace & Kuh, 1998).

The CSEQ administrators, housed at Indiana University, provided permission for the use of the CSEQ instrument through an Item Usage Agreement. Utilizing the Item Usage Agreement allows for use of select CSEQ questions coupled with the ability to add additional questions. With the executed agreement the select CSEQ and demographic questions were created as an online survey instrument. In this study, Survey Monkey, an online secure survey creation tool, was used to house and create the survey. The data was stored on secure password protected site. The administration fee for the survey was $482.12 for an estimated sample size of 1300 participants; the cost of the Survey Monkey tool is $300. Personal funds were used to cover the cost of the survey instrument and its administration.

Population

The population for this study was enrolled students at the University of South Florida (USF), Tampa campus. The university's main campus, in Tampa, is composed of 30, 324 undergraduate students and 9,135 graduate students and 1,771 non-degree seeking. It offers 92 bachelors, 99 masters, 2 education specialists, 39 research doctorates, and 4 professional doctorates. The Tampa campus' gender breakdown is roughly 60% female and 40% male. The

university's ethnic composition is 12% African-American, 7% Asian, 21% Hispanic, and 55% White. It is located within a large metropolitan area. Students would have had to be enrolled for the Fall 2014 term to be included in the study. Thus, the target population for this study was all enrolled students for the Fall 2014 term at the USF Tampa campus.

Sampling

The sample for the research study was those students, from the population, who replied to the survey invitation and complete the questions in the online survey instrument. A minimum sample size of 379 was required for the study (Gay & Airasian, 2000). In total, 1,512 students answered the demographic portion of the survey; the scales varied with responses and the lowest student number on a scale was 1,128 and the highest was 1,325. The sample was obtained through utilizing the University's mass email policy, allowing for an email to be distributed to all enrolled students on the Tampa campus. This policy allowed all students who were enrolled to be provided the opportunity to participate in the study. If this method of sampling had failed to yield enough gay, lesbian, bisexual and transgender students, then intentional sampling would have been utilized. Students in this phase of sampling would have been identified through their participation in campus GLBTQ groups.

Intentional sampling was used to obtain more students who identified as gay, lesbian, bisexual or transgender. . This sampling method, which was supplemental, is a nonrandom means to obtain additional gay, lesbian, bisexual and transgender students (Gay & Airasian, 2000). In this stage, gay, lesbian, bisexual and transgender students who participated in campus GLBTQ groups were targeted for participation in the study. The researcher made contact with two GLBTQ campus groups, both listed in an online resource of campus clubs and organizations. Only one of the organizations replied to an outreach email, seeking to email club members. The

researcher asked for a reminder email about the research, with a link to the survey, to be sent to group members. After a small delay, the club's leadership sent an email from the researcher to the organization's members.

Figure 1 shows the sample that the research hoped to obtain for the study. The larger circle represents the entire student population at the university from which the sample was drawn. Within the larger student body are students who identify as gay, lesbian, bisexual and transgender. Some of the gay, lesbian, bisexual and transgender students participate in a GLBTQ student club at the university. While the population for the study was all undergraduate and graduate students at the university, the researcher needed enough gay, lesbian, bisexual and transgender students to participate. A way to reach gay, lesbian, bisexual, and transgender students is through GLBTQ student clubs on campus. What was hoped for was enough gay, lesbian, bisexual, and transgender student responses from outreach to the entire student body; however, if not enough gay, lesbian, bisexual and transgender students were reached, then intentional sampling would have been employed by reaching out to students in GLBTQ campus groups.

In order to determine the sample size, a power analysis was performed using Cohen's (1992) criterion of power at .80, with a medium effect size at .50 and alpha set at .05. A minimum sample size of 64 students in each group was needed in order to perform appropriate statistical analysis.

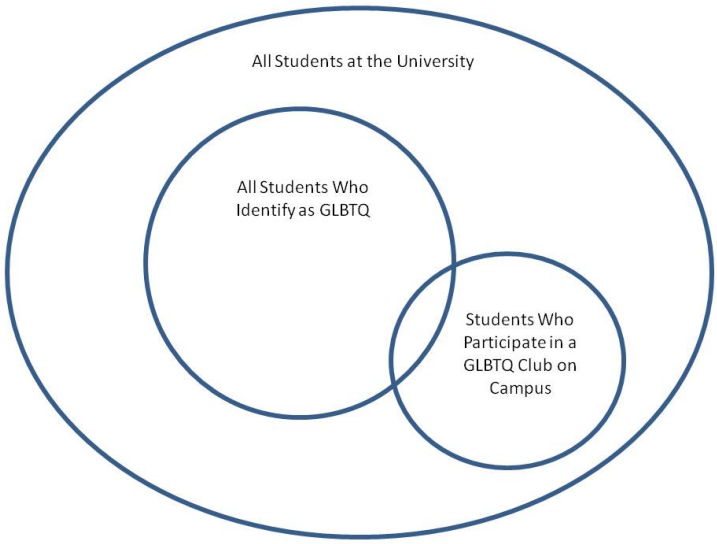

Figure 1. Sampling Participants.

It was assumed that not enough transgender students would be obtained. In a previous study at USF that examined LGBT students, Baker (2008) only had 3 transgender students respond to his online questionnaire. The sample obtained only had 11 transgender students. Given that the assumption held true, no separate analysis of transgender students was able to take place in the analysis.

This survey method and sampling used in this study was previously utilized at the same University with success. Baker (2008), in his dissertation *The Interrelatedness of Homosexual Identify Development and Perceptions of Campus Climate for Gay, Lesbian, Bisexual and Transgender Students at the University of South Florida, Tampa Campus*, surveyed gay, lesbian, bisexual, questioning and transgender students. In total, 2,429 students responded to the survey and 225 identified as gay, lesbian or bisexual (Baker, 2008, pg. 39). Gay, lesbian, bisexual and transgender students accounted for approximately 9% of the total students in the survey.

Baker recruited his sample by utilizing the University of South Florida's (USF) mass email policy. The policy allows for a college wide email to be distributed to all enrolled students. Baker sent two emails one month apart, one in December and another in January. This method allowed Baker not to have to engage in intentional sampling of gay, lesbian, bisexual and transgender students. In total, the online survey was available to students for sixty days. He had planned to reach out to specific GLBTQ campus groups if his sample did not garner a significant number of gay, lesbian, bisexual and transgender students.

Procedure

In order to obtain a sufficient sample from the population, a specific data collection procedure was needed. All students enrolled at the University of South Florida, Tampa campus were sent an email towards the end of the Fall 2014 term inviting them to participate in the study; this is allowed under the University's mass email policy. All currently enrolled students received an email message from the researcher, sent by the University, with information about the study and its purpose, instructions and link to completing the CSEQ, and the informed consent information. The IRB consent form was provide to participants to give them the opportunity to agree or decline to participate in the study. In total, participants had thirty days to complete the online survey.

The survey instrument was hosted by Survey Monkey and administered by the researcher. Administering the CSEQ electronically provided the ability to email the survey to identified participants and for them to complete the survey at a convenient time. The data collection period was thirty days. However, students were asked to complete the survey within ten days. Gall, Gall and Borg (2007) state that time should be ample enough to complete the survey and not too long for the students to forget to complete the survey.

Confidentiality and the anonymity of the participants was maintained throughout the study. Confidentiality requires that the participants' identities not be disclosed other than to authorized individuals (CDISC Clinical Research Glossary, 2011). The confidentiality of the students was maintained in the study to overcome possible threats to reliability and validity. This survey was anonymous as student names and emails were not collected as part of the survey instrument. Additionally, the survey was hosted on a secure server by Survey Monkey, and access to the survey results were only be available to the researcher. Only the researcher had access to survey results for the study.

A possible threat to validity was the dependence by the researcher on the participants to self-disclose their sexual orientation and gender on the CSEQ (Pace & Kuh, 1998). To mitigate any threats to reliability, the students were asked their sexual orientation along with other demographic questions. Research has noted that questions pertaining to sexual orientation are best answered on self-administered portions of a survey and in the context of other demographic questions **(**Badgett & Goldberg, 2009**).** An additional threat to reliability was the possibility of a student submitting the online survey multiple times, given that the survey will be anonymous (Gall, Gall & Borg, 2007). This cannot be controlled in this study, or any similar study, because of the need to maintain the anonymity of the participants in the study. No participant was asked to provide identifiable information on the survey.

Data Analysis

Data analysis was performed for each research question utilizing the most appropriate statistical method based upon the data type and research question. For the research question, "What are the collegiate experiences of gay men, lesbian, bisexual and transgender students as measured using aspects of the College Student Experiences Questionnaire?", descriptive

statistics were calculated for each question. For Question Two, “How do the campus experiences of gay men and bisexual male students differ from lesbian and bisexual female students?”, Question Three, “How do the campus experiences of gay men and lesbian students differ from bisexual students?” and Question Four, “How do the campus experiences of gay men, lesbian, bisexual and transgender (GLBT) students differ from non-GLBT students?” a 2 x 3 ANOVA (analysis of variance) was performed along with the necessary post hoc analysis. Given the limited number of transgender students (N = 11), a 3 x 3 ANOVA was not possible. Therefore, no analysis for questions two to four was possible for transgender students.

Missing data or partial submissions presented a problem in the calculation of the results. A participant would have had to answer the gender and sexual orientation demographic questions, at a minimum, to be included in the study. Additionally, all the questions under a scale or factor would have had to be answered to be included the response in the results for a given scale. Participants who answered the necessary demographic questions and completed a portion of the survey were included, as long as all questions under the scale or factor were completed. Thus, partial submissions were accepted if they met the stated requirements.

The transformation of the data set needed to take place for the gender and sexual orientation demographic questions, for certain students. Students who selected male and lesbian (N = 0), were transformed for analysis, to male and gay. Additionally, students who selected female and gay (N = 7), were transformed for analysis, to female and lesbian. Transformation of the data set, for certain students, assisted in the data analysis for demographic reporting for research Question One.

Data analysis was performed for each research question, utilizing the most appropriate statistical method based upon the data type and research question. For the first research question:

"What are the collegiate experiences of gay men, lesbian, bisexual and transgender students as measured using aspects of the College Student Experiences Questionnaire?" descriptive statistics were calculated for each individual CSEQ question. The descriptive statistics, presented in Chapter Four, included mean, standard deviation, frequency and standard error of the mean for each survey question (Gonyea et al, 2003).

For Question Two, "How do the campus experiences of gay men and bisexual male students differ from lesbian and bisexual female students?", Question Three, "How do the campus experiences of gay men and lesbian students differ from bisexual students?" and Question Four, "How do the campus experiences of gay men, lesbian, bisexual and transgender (GLBT) students differ from non-GLBT students?" a 2 (male, female) x 3 (gay/lesbian, bisexual, straight/heterosexual) ANOVA was performed along with post hoc analysis. Again, there were not enough transgender students (N = 7) to be included in the analysis.

An analysis of variance (ANOVA) is an appropriate statistical tool used for determining differences between group means (Salkind, 2007; Cardinal & Aitken, 2006). Additionally, ANOVA is well suited for variables two or more categories (Healey, 2007) and reduces Type I errors (Thompson, 2006; Cardinal & Aitken, 2006) that might occur in performing multiple t-tests. Finally, the ANOVA, unlike the t-test, can handle interactions between groups (Thompson, 2006; Wilcox, 2003; Cardinal & Aitken, 2006). These factors made the ANOVA the appropriate statistical tool for analyzing the main effect of gender and sexual orientation on college experience for gay, lesbian, bisexual and transgender students along with the effect of the interaction between gender and sexual orientation. The ANOVA was performed after screening the data for violations of assumptions.

For the ANOVAs, the alpha was set to .05 for testing the main and interaction effect (Cody & Smith, 1997). The estimated marginal means were calculated, in addition to the descriptive static means, because of unequal group sizes across the levels. Given that multiple comparison tests were being performed on the same data, the Type I error rate was controlled with Bonferroni adjustment (Cardinal & Aitken, 2006). Lastly, type III sum of squares were calculated used because of unequal sample sizes.

Post hoc tests were performed if a main or interaction effect was found in performing the ANOVA. Thompson (2006) notes that theses analyses are necessary to determine which group means differ, since there are multiple levels within each group. Again, an adjustment was made for multiple comparisons using a Bonferroni adjustment (Cardinal & Aitken, 2006).

Calculation of the survey statistics from the sample are reported in Chapter Four. As noted previously, the CSEQ reports reliability for the instrument, including Cronbach's alpha and intercorrelations. Both statistics are reported, for the sample that was collected, in the subsequent chapter.

Conclusion

This chapter provided descriptions of the research method, instrument, population and sample, data collection procedures and the data analysis methods that were employed in the study to answer the research questions.

Chapter Four: Results

Introduction

This chapter explores the results of the study and the analysis of the data that was conducted. The first section provides demographic information from those who responded to the invitation to participate in the survey and subsequently completed the online survey. The next section examines the first research question, with frequencies and means presented for each question. The final section examines research Questions Two, Three, and Four, with the analysis from the ANOVAs presented. Information is also presented in this chapter about the reliability of the survey instrument based on the sample who participated in the research.

Sample Demographics

As part of the research, students were asked to answer demographic questions at the onset of the survey. Data are reported for those who answered all of the demographic questions in Table Two. In total, 1,502 students answered all of the demographic questions in the survey. This information is useful in understanding who participated in the research and the opportunity to compare groups of participants, if possible.

The demographic information is presented in two columns, to represent two groups. The first column presents the frequency and percentage for those who identified either their sexual orientation as lesbian, gay, bisexual, or other, or their gender as transgender. The second column presents the same information for those who identified their sexual orientation as heterosexual/straight.

A decision was made by the researcher to include those who identified their sexual orientation as 'other' along with those who selected lesbian, gay, or bisexual. This strategy was taken because, philosophically, the category 'other' fits under the broad category of queer, those who reject sexual orientation binaries. Those who identified as 'other' are best examined alongside gay, lesbian and bisexual students, rather than alongside those who identified as heterosexual/straight.

A review of the demographic data in Table 2 reveals several interesting trends about the sample who participated in the research.

- Over 80% of students, regardless of sexual orientation, were between 19 – 29. This distribution makes the sample reflective of traditional age college students.
- More respondents were women than men.
- 268 of the students identified their sexual orientation as lesbian, gay, bisexual or other or their gender as transgender, representing 17% of the total students.
- Over 70% of students, regardless of sexual orientation, had been at the university between 1 – 6 semesters.
- Those who identified their sexual orientation as lesbian, gay, bisexual or other, or their gender as transgender, were more likely to live in a dorm than those who identified their sexual orientation as heterosexual/straight.
- Those who identified their sexual orientation as lesbian, gay, bisexual or other, or their gender as transgender were more likely to be enrolled in a greater number of credit hours than those who identified their sexual orientation as heterosexual/straight.
- Both groups worked a comparable number of hours, with no noticeable differences.

- Those who identified their sexual orientation as lesbian, gay, bisexual or other, or their gender as transgender were more likely to use loans to pay for college and less likely to have parental support in meeting those same expenses than those who identified their sexual orientation as heterosexual/straight.

A full description of all the demographic questions and their respective answers follows in Table 2.

Table 2. Demographic Responses for Survey Questions.

		Lesbian, Gay, Bisexual, Transgender, and Other		Heterosexual/Straight	
		Frequency	Percent	Frequency	Percent
Age					
	19 or younger	76	28.4%	270	21.7%
	20 - 23	102	38.1%	460	37%
	24 - 29	51	19%	281	22.6%
	30 - 39	26	9.7%	136	10.9%
	40 - 55	12	4.5%	81	6.5%
	Over 55	1	0.4%	16	1.3%
Sex					
	Female	174	64.9%	895	71.9%
	Male	84	31.3%	349	28.1%
	Transgender	10	3.7%	0	0%
Race or Ethnicity					
	American Indian/Native American	1	0.4%	6	0.5%
	Asian/Pacific Islander	14	5.2%	87	7%
	Black/African American	17	6.3%	103	8.3%
	Caucasian	183	68.3%	808	65%
	Mexican-American	6	2.2%	16	1.3%
	Other	20	7.5%	74	5.9%
	Other Hispanic	27	10.1%	150	12.1%
Sexual Orientation					
	Bisexual	124	46.3%	0	0%
	Gay	59	22%	0	0%
	Lesbian	31	11.6%	0	0%

Table 2. Demographic Responses for Survey Questions (continued)

	Other	54	20.1%	0	0%
	Heterosexual/Straight	0	0%	1244	100%
Classification in college					
	Graduate Student	62	23.1%	374	30.1%
	Unclassified	2	0.7%	7	0.6%
	Undergraduate Student	204	76.1%	863	69.4%
Semesters you have been a student at this university					
	1 – 3	124	46.3%	552	44.4%
	4 – 6	83	31%	332	26.7%
	7 – 9	31	11.6%	192	15.4%
	10 – 12	10	3.7%	58	4.7%
	12 – 15	9	3.4%	49	3.9%
	15	11	4.1%	61	4.9%
Lived during the school year					
	Dormitory or other campus housing	65	24.3%	196	15.8%
	Fraternity or sorority house	2	0.7%	12	1%
	Residence within driving distance	144	53.7%	781	62.8%
	Residence within walking distance	57	21.3%	255	20.5%
Course grades					
	A	87	32.5%	480	38.6%
	A-, B+	93	34.7%	452	36.3%
	B	53	19.8%	198	15.9%
	B-, C+	28	10.4%	103	8.3%
	C, C-, or lower	7	2.6%	11	0.9%
Parents graduate from college					
	I don't know	3	1.1%	18	1.4%
	No	84	31.3%	487	39.1%
	Yes, both parents	100	37.3%	411	33%
	Yes, father only	32	11.9%	154	12.4%
	Yes, mother only	49	18.3%	174	14%
Enroll for an advanced degree					
	No	69	25.7%	263	21.1%
	Yes	199	74.3%	981	78.9%
Credit hours this term					
	6 or fewer	29	10.8%	197	15.8%
	7 – 11	38	14.2%	256	20.6%
	12 – 14	109	40.7%	405	32.6%
	15 – 16	72	26.9%	297	23.9%
	17 or more	20	7.5%	89	7.2%

Table 2. Demographic Responses for Survey Questions (continued)

Hours a week spent outside of class on activities related to academic program				
5 or fewer hours a week	41	15.3%	172	13.8%
6 – 10 hours a week	74	27.6%	337	27.1%
11 – 15 hours a week	61	22.8%	257	20.7%
16 – 20 hours a week	37	13.8%	188	15.1%
21 – 25 hours a week	20	7.5%	118	9.5%
26 – 30 hours a week	9	3.4%	66	5.3%
More than 30 hours a week	26	9.7%	106	8.5%
Hours a week you usually spent working on a job for pay				
1 – 10 hours a week	27	10.1%	135	10.9%
11 -20 hours a week	49	18.3%	197	15.8%
21 – 30 hours a week	40	14.9%	193	15.5%
31 – 40 hours a week	32	11.9%	144	11.6%
More than 40 hours	19	7.1%	112	9%
None, I don't have a job	101	37.7%	463	37.2%
How college expenses are met				
Employer support	8	3%	46	3.7%
Loans	76	28.4%	267	21.5%
Other	7	2.6%	29	2.3%
Parents	46	17.2%	265	21.3%
Scholarships and grants	78	29.1%	352	28.3%
Self (job, savings, etc.)	49	18.3%	252	20.3%
Spouse or partner	4	1.5%	33	2.7%

Research Question One

For the first research question, "What are the collegiate experiences of gay men, lesbian, bisexual and transgender students as measured using aspects of the College Student Experiences Questionnaire?", descriptive statistics were calculated for each of the 64 individual question on the CSEQ survey. The individual survey items for those who identified as gay, lesbian, bisexual, other, or transgender are presented in the tables below. Those who selected 'other' were retained because they fit into the broad umbrella category of queer. While this sexual orientation is not part of the research question, it does represent a sizable number of students (N = 54) and adds to

better understanding of LGBTQ students. This result provides an expansion of the original research question, based on the data received from the survey and the sample for this research question.

In this section, each table provides descriptive statistics, including the mean, standard error of the mean (SEM), and standard deviation (SD). The higher the mean the more frequently the student indicated they engaged in or performed the given item. Listed in the table alongside the previous items, are the frequency of each items, never (NE), occasionally (OC), often (OF), and very often (VO).

The data obtained from the online survey were coded as follows for Quality of Effort questions:

- Never (NE) = 1
- Occasionally (OC) = 2
- Often (OF) = 3
- Very often (VO) = 4

Therefore, higher means indicate a greater frequency and lower means indicate less frequency. Higher means are indicative of more frequent participation in a college activity or experience, and thus greater engagement and a stronger benefit of student's participation in college.

All responses were retained for reporting the individual survey items, as long as the student answered the gender and sexual orientation questions on the demographic portion of the survey. Therefore, the number of responses varies for each question. Some students did not answer all of the questions. Therefore, the number of students for each question is reported in the tables as well.

Survey questions are reported within the scale they support. Furthermore, the tables are separated by scale to facilitate alignment of the scales and survey questions. Since there are nine scales, there are nine tables of data (Tables 3 to 11).

Table 3. Quality of Effort: Course Learning for Gay, Lesbian, Bisexual, Other and Transgender.

					Frequency			
	N	M	SEM	SD	NE	OC	OF	VO
Completed the assigned readings for a class.	255	2.96	.056	.893	10	76	82	87
Took detailed class notes during class.	254	3.09	.059	.939	15	56	74	109
Contributed to class discussions.	256	2.73	.066	1.063	34	86	51	85
Developed a role-play, case study, or simulation for a class.	255	1.69	.054	.870	130	90	18	17
Tried to see how different facts and ideas fit together.	256	3.28	.050	.796	3	46	83	124
Summarized major points and information from your class notes or readings.	255	3.18	.056	.887	12	45	83	115
Worked on a class assignment, project, or presentation with other students.	256	2.76	.057	.910	15	99	75	67
Applied materials learned in class to other areas	256	2.90	.057	.915	17	70	91	78
Used information or experiences from other areas of your life in class discussions or assignments.	256	2.87	.060	.957	21	73	81	81
Tried to explain material from a course to someone else.	256	3.06	.052	.836	5	67	92	92
Worked on a paper or project where you had to integrate ideas from various sources.	255	3.19	.053	.849	6	54	81	114

Results in Table 3 show that there is a variety of means scores, ranging from 1.69 to 3.28, for individual items for Course Learning. Higher level learning items, summarizing, explaining, and seeing how ideas fit together, all received high mean scores.

Results in Table 4 show that students are not very likely to engage with faculty outside of class time. Items that received the lowest mean score are those where the student would socialize, carry on a conversation, or work on a research project, all of which would be outside of class time.

Results in Table 5 show that all of the means tend to be low for the items within this scale, ranging from 1.15 to 2.23. The item with the highest mean was for when students were meeting another student for a discussion. The means for these questions are lower overall than the questions from the previous two scales, reported above.

Results in Table 6 again show that students are not likely to engage a faculty member outside of class. The question about meeting with a faulty or staff advisor received the lowest mean score ($M = 1.35$). Overall, the mean scores for items within the Clubs and Organizations scale are low.

The questions in the next scales, shown in Table 8, ask students about their acquaintances and discussions with a variety of different students. Results in Table 7 show that the means tend to be higher for the 'became acquainted' questions than the 'had serious discussions' questions. The lowest mean for the student acquaintance questions was for becoming acquaintance with students from another country ($M = 2.62$). Interestingly, students report having serious discussions with those from another country more frequently than those who political views differed from their own.

Table 4. Quality of Effort: Experiences with Faculty for Gay, Lesbian, Bisexual, Other and Transgender.

					Frequency		
	N	M	SEM	SD	NE	OC	OF	VO
Talked with your instructor about information related to a course you were taking.	237	2.38	.053	.822	23	131	54	29
Discussed your academic program or course selection with a faculty member.	237	2.27	.056	.869	41	117	54	25
Discussed ideas for a term paper or other class project with a faculty member.	237	2.06	.064	.985	84	79	50	24
Discussed your career plans and ambitions with a faculty member.	237	2.11	.058	.895	61	111	43	22
Worked harder as a result of feedback from an instructor.	237	2.54	.060	.918	33	79	88	37
Socialized with a faculty member outside of class.	237	1.45	.045	.691	152	68	12	5
Participated with other students in a discussion with one or more faculty members outside of class.	237	1.70	.058	.892	126	70	27	14
Asked your instructor for comments and criticisms about your academic performance.	236	1.96	.057	.877	81	97	44	14
Worked harder than you thought you could to meet an instructor's expectations and standards.	236	2.28	.061	.941	50	99	57	30
Worked with a faculty member on a research project.	237	1.49	.059	.905	171	31	19	16

Table 5. Quality of Effort: Campus Facilities for Gay, Lesbian, Bisexual, Other and Transgender.

	N	Mean	SEM	SD	Frequency NE	OC	OF	VO
Used a campus lounge to relax or study by yourself.	230	2.14	.066	1.001	70	89	40	31
Met other students at some campus location for a discussion.	230	2.23	.062	.933	50	105	46	29
Attended a cultural or social event in the campus center or other campus location.	228	2.00	.055	.824	63	116	3	14
Went to a lecture or panel discussion.	230	1.94	.058	.882	76	111	23	20
Used a campus learning lab or center to improve study or academic skills.	230	1.63	.058	.886	134	61	21	14
Used campus recreational facilities.	229	1.96	.060	.912	83	90	39	17
Played a team sport.	229	1.15	.038	.568	211	6	7	5
Followed a regular schedule of exercise or practice from some recreational sporting activity.	230	1.86	.069	1.040	115	59	29	27

Results in Table 8 show that students were most likely to discuss social issues ($M = 3.05$) and least likely to discuss the views of writers, philosophers and historians ($M = 2.34$). Overall, students engaged in a variety of conversations.

Table 6. Quality of Effort: Clubs and Organizations for Gay, Lesbian, Bisexual, Other and Transgender.

					Frequency		
	N	Mean	SEM	SD	NE	OC	OF	VO
Attended a meeting of a campus club, organization, or student government group.	224	2.00	.068	1.018	86	80	29	29
Worked on a campus committee, student organization, or project.	226	1.63	.064	.967	142	45	19	20
Worked on an off-campus committee, organization, or project.	226	1.58	.059	.892	143	49	20	14
Met with a faculty member or staff advisor to discuss the activities of a group or organization.	226	1.35	.043	.651	166	44	13	3
Managed or provided leadership for a club or organization, on or off campus.	226	1.64	.066	.994	146	37	22	21

The questions presented in the next three tables (Tables 9 – 11), for the College Environment scale items, are asked on a seven point Likert scale. Therefore, the means can be higher than the previous items on the Quality of Effort scales. The higher agreement score for the College Environment scale items is represented by a 7 and the lower agreement is represented with a 1. Again, higher means are preferable: they represent stronger emphasis by the instiution on given items or stronger relationships on campus. The mean, standard error of the mean, and standard deviation are presented for each question within the scale alongside the frequency.

Table 7. Quality of Effort: Student Acquaintances for Gay, Lesbian, Bisexual, Other and Transgender.

					Frequency		
	N	Mean	SEM	SD	NE	OC	OF	VO
Became acquainted with students whose interests were different from yours.	223	2.68	.058	.867	13	92	72	46
Became acquainted with students whose family background (economic, social) was different from yours.	224	2.89	.058	.869	9	71	80	64
Became acquainted with students whose age was different from yours.	221	2.92	.060	.896	11	65	76	69
Became acquainted with students who race or ethnic background was different from yours.	223	3.00	.058	.859	6	64	77	76
Became acquainted with students from another country.	222	2.62	.058	.862	16	92	74	40
Had serious discussions with students whose philosophy of life or personal values were different from yours.	224	2.46	.066	.993	40	82	60	42
Had serious discussions with students whose political opinions were different from yours.	223	2.17	.069	1.034	68	84	36	35
Had serious discussions with students whose religious beliefs were different from yours.	223	2.34	.070	1.039	52	87	41	43
Had serious discussions with students whose race or ethnic background was different from yours.	222	2.55	.069	1.022	37	76	58	51
Had serious discussions with students from a country different from yours.	224	2.28	.069	1.026	57	86	43	38

Table 8. Quality of Effort: Topics of Conversation for Gay, Lesbian, Bisexual, Other and Transgender.

					Frequency		
	N	Mean	SEM	SD	NE	OC	OF	VO
Current events in the news.	221	2.77	.060	.887	12	82	72	55
Social issues such as peace, justice, human rights, equality, race relations.	221	3.05	.062	.926	15	44	77	85
Different lifestyles, customs and religions.	218	2.85	.061	.894	13	16	79	60
The ideas and views of other people such as writers, philosophers, historians.	218	2.34	.067	.986	45	90	47	36
The arts (painting, pottery, dance, theatrical, productions, symphony, movies, etc.)	219	2.42	.065	.965	37	92	52	38
Science (theories, experiments, methods, etc.)	220	2.64	.073	1.083	36	75	42	67
Computers and other technologies.	218	2.41	.061	.902	30	101	55	32
Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.	220	2.54	.065	.971	28	93	51	48

Table 8. Quality of Effort: Topics of Conversation for Gay, Lesbian, Bisexual, Other and Transgender (continued).

The economy (employment, wealth, poverty, debt, trade, etc.).	218	2.48	.061	.907	27	94	62	35
International relations (human rights, free trade, military activities, political differences, etc.).	220	2.55	.065	.962	30	84	62	44

Table 9. College Environment: Scholarly and Intellectual for Gay, Lesbian, Bisexual, Other and Transgender.

					Frequency						
	N	Mean	SEM	SD	1	2	3	4	5	6	7
Emphasis on developing academic, scholarly, and intellectual qualities.	219	5.22	.095	1.404	3	8	11	35	71	41	50
Emphasis on developing aesthetic, expressive, and creative qualities.	218	4.01	.100	1.479	10	25	40	66	46	16	15
Emphasis on developing critical, evaluative, and analytical qualities.	217	5.21	.096	1.420	3	8	12	39	58	50	47

The three questions within this scale ask students to rate the emphasis that is placed on their development in three areas. Results in Table 9, for the College Environment: Scholarly and Intellectual scale, show that students found that the greatest emphasis was placed on developing

academic, scholarly, and intellectual qualities. Of the three questions in this scale, they reported the least emphasis was on developing aesthetic, expressive, and creative qualities.

Table 10. College Environment: Vocational and Practical for Gay, Lesbian, Bisexual, Other and Transgender.

					Frequency						
	N	Mean	SEM	SD	1	2	3	4	5	6	7
Emphasis on developing an understanding and appreciation of human diversity.	217	5.02	.104	1.532	7	10	11	44	60	41	44
Emphasis on developing information literacy skills.	218	4.82	.102	1.506	7	9	22	46	61	40	33
Emphasis on developing vocational and occupational competence.	218	4.24	.112	1.652	13	21	37	49	50	23	25
Emphasis on the personal relevance and practical value of your concerns.	219	4.26	.114	1.684	19	17	25	61	43	32	22

Results in Table 10, for the College Environment: Vocational and Practical scale, show that students saw the greatest emphasis on developing an understanding and appreciation of human diversity. The last two questions in the scale showed low means when compared with the highest mean in the scale. Students did not see great emphasis placed either on developing vocational and occupational competence or on personal relevance and practical value of their concerns.

Table 11. College Environment: Personal Relationships for Gay, Lesbian, Bisexual, Other and Transgender.

					Frequency						
	N	Mean	SEM	SD	1	2	3	4	5	6	7
Relationship with other students	219	4.94	.113	1.669	8	14	18	42	50	36	51
Relationships with administrative personnel and offices.	218	4.45	.115	1.704	15	16	29	45	52	31	30
Relationships with faculty members.	219	4.86	.110	1.624	9	11	22	42	52	42	41

Results in Table 11, for the College Environment: Personal Relationships scale, show that students had the strongest relationships with other students, followed by faculty, and then thirdly with administrative personnel.

Reliability

Information is reported for reliability for each of the Quality of Effort and College Environment scales. Reliability assesses the similarity of responses among items in the same category. Cronbach's alpha, calculated for each scale, is a measure used to report the estimate of reliability. Scores are considered to be strong when they are above .70, with 1.00 being perfect reliability. The Cronbach's alpha is reported for the sample in this student in Table 12. The Cronbach's alpha was calculated using SPSS statistical software. All of the reliability scores are above .70 on each of the scales.

Table 12. Reliability for Quality of Effort and College Environment Scales.

Scale	Number of Items	Cronbach Alpha
Quality of Effort: Course Learning	11	.801
Quality of Effort: Experiences with Faculty	10	.867
Quality of Effort: Campus Facilities	8	.720
Quality of Effort: Clubs and Organizations	5	.811
Quality of Effort: Student Acquaintances	10	.923
Quality of Effort: Topics of Conversation	10	.885
College Environment: Scholarly and Intellectual	3	.774
College Environment: Vocational and Practical	4	.775
College Environment: Personal Relationships	3	.728

The intercorrelations for the individual items in each scale are reported in Tables 13 – 21. The questions are ordered in the same order that they appear on the survey. Thus, the first question in each scale is labeled 1, the second question 2, and so forth. The intercorrelation values were calculated using SPSS statistical software and mirror those in the CSEQ norms.

Table 13. Intercorrelations for Quality of Effort: Course Learning Scale.

	1	2	3	4	5	6	7	8	9	10	11
1	1										
2	0.31	1									
3	0.27	0.14	1								
4	0.18	0.08	0.37	1							
5	0.25	0.16	0.35	0.27	1						
6	0.30	0.31	0.26	0.23	0.44	1					
7	0.06	0.08	0.26	0.36	0.22	0.19	1				
8	0.18	0.13	0.29	0.28	0.37	0.33	0.29	1			
9	0.18	0.07	0.38	0.28	0.33	0.30	0.28	0.50	1		
10	0.14	0.15	0.25	0.21	0.33	0.33	0.28	0.44	0.41	1	
11	0.17	0.12	0.35	0.27	0.31	0.30	0.34	0.36	0.41	0.39	1

Table 14. Intercorrelations for Quality of Effort: Experiences with Faulty Scale.

	1	2	3	4	5	6	7	8	9	10
1	1									
2	0.53	1								
3	0.53	0.56	1							
4	0.48	0.63	0.54	1						
5	0.45	0.40	0.48	0.51	1					
6	0.25	0.29	0.36	0.41	0.26	1				
7	0.34	0.35	0.41	0.43	0.34	0.54	1			
8	0.51	0.42	0.50	0.48	0.49	0.31	0.38	1		
9	0.34	0.28	0.37	0.33	0.52	0.17	0.32	0.44	1	
10	0.23	0.28	0.38	0.39	0.26	0.46	0.42	0.28	0.21	1

Table 15. Intercorrelations for Quality of Effort: Campus Facilities Scale.

	1	2	3	4	5	6	7	8
1	1							
2	0.45	1						
3	0.34	0.40	1					
4	0.20	0.29	0.42	1				
5	0.30	0.26	0.26	0.25	1			
6	0.25	0.26	0.35	0.20	0.20	1		
7	0.16	0.15	0.20	0.06	0.17	0.43	1	
8	0.10	0.12	0.09	0.11	0.03	0.47	0.36	1

Table 16. Intercorrelations for Quality of Effort: Clubs and Organizations Scale.

	1	2	3	4	5
1	1				
2	0.66	1			
3	0.27	0.31	1		
4	0.41	0.58	0.26	1	
5	0.54	0.64	0.49	0.51	1

Table 17. Intercorrelations for Quality of Effort: Student Acquaintances Scale.

	1	2	3	4	5	6	7	8	9	10
1	1									
2	0.75	1								
3	0.52	0.61	1							
4	0.62	0.74	0.62	1						
5	0.54	0.61	0.52	0.7	1					
6	0.56	0.57	0.46	0.53	0.5	1				
7	0.44	0.42	0.33	0.37	0.38	0.71	1			
8	0.45	0.49	0.36	0.43	0.39	0.7	0.72	1		
9	0.51	0.55	0.42	0.59	0.51	0.67	0.61	0.7	1	
10	0.44	0.53	0.41	0.53	0.65	0.63	0.55	0.62	0.74	1

Table 18. Intercorrelations for Quality of Effort: Topics of Conversations Scale.

	1	2	3	4	5	6	7	8	9	10
1	1									
2	0.63	1								
3	0.53	0.69	1							
4	0.45	0.58	0.54	1						
5	0.28	0.38	0.37	0.5	1					
6	0.31	0.31	0.33	0.34	0.3	1				
7	0.35	0.27	0.27	0.28	0.28	0.44	1			
8	0.49	0.53	0.5	0.49	0.37	0.52	0.43	1		
9	0.55	0.53	0.5	0.47	0.29	0.3	0.37	0.55	1	
10	0.53	0.61	0.57	0.53	0.34	0.28	0.3	0.57	0.65	1

Table 19. Intercorrelations for College Environment: Scholarly and Intellectual Scale.

	1	2	3
1	1		
2	0.5	1	
3	0.67	0.44	1

Table 20. Intercorrelations for College Environment: Vocational and Practical.

	1	2	3	4
1	1			
2	0.37	1		
3	0.33	0.56	1	
4	0.46	0.46	0.59	1

Table 21. Intercorrelations for College Environment: Personal Relationships Scale.

	1	2	3
1	1		
2	0.43	1	
3	0.38	0.61	1

Research Questions Two, Three, and Four

For Question Two, "How do the campus experiences of gay men and bisexual male students differ from lesbian and bisexual female students?", Question Three, "How do the campus experiences of gay men and lesbian students differ from bisexual students?" and Question Four, "How do the campus experiences of gay men, lesbian, bisexual and transgender (GLBT) students differ from non-GLBT students?" A 2 (male, female) x 3 (gay/lesbian, bisexual, straight/heterosexual) ANOVA was performed, along with post hoc analysis. The independent variables in the ANOVA were gender and sexual orientation, and the dependent variables were the Quality of Effort and College Environment scales.

Given that there were only 11 students who identified as transgender, they were not able to be included in the ANOVA. Additionally, the 54 students who selected 'other' as their sexual orientation were not included in the analysis because they did not identify as gay/lesbian, bisexual or heterosexual/straight. Additionally, when broken down by gender, the sample size for 'other' became quite small. All other students were retained for the analysis as long as they answered all questions within a given scale.

To be included, a student had to answer all the questions within a given scale. For instance, the Quality of Effort: Course Learning has eleven questions that comprise the scale. In order to be included in the analysis, a student had to have answered all eleven questions within the Course Learning section. This held true for each of the nine scales with their associated

questions. A student could be included in one scale and not the others, depending on if they answered all of the associated questions for the particular scale. Each scale was analyzed individually.

The scale score for Quality of Effort and College Environment was calculated for each student by totaling the responses on the individual questions and dividing by the number of questions. A scale score was produced for each student, who met the requirements noted above. A factorial between-subjects ANOVA was performed for each scale. Before performing the factorial ANOVA, the assumptions necessary to perform the analysis were evaluated. Levene's test was used to check for equality of variance, and the *p* value evaluated. Skewness and kurtosis were examined to check for normality. The rule of thumb that says a variable is reasonably close to normal if its skewness and kurtosis have a value between -1.0 and +1.0 was employed (Bulmer, 1979). The results for equality of variance and normality are reported with each scale. If the assumptions were met, the ANOVA was performed.

In performing the factorial ANOVA, the alpha was set to .05 for testing the main and interaction effect (Cody & Smith, 1997). The estimated marginal means were calculated, in addition to the descriptive static means, because of unequal group sizes across the levels. Given that multiple comparison tests were being performed on the same data, the Type I error rate was controlled with Bonferroni adjustment (Cardinal & Aitken, 2006). Lastly, type III sum of squares were calculated because of unequal sample sizes.

Post hoc pairwise tests were performed if a main or interaction effect was found in performing the ANOVA. Thompson (2006) notes that theses analyses are necessary to determine which group means differ, since there are multiple levels within each group. Again, an

adjustment was made for multiple comparisons using Bonferroni adjustment (Cardinal & Aitken, 2006).

Additional post hoc tests were performed on the individual questions within the scale if there was a main or interaction effect. This allowed the researcher to determine on which specific questions, if any, there was a difference.

Quality of Effort: Course Learning. The assumptions of the ANOVA were checked before performing the statistical test. The assumptions of equal variance ($F(5,1325) = 1.99$, $p = .07$) the normality (skewness = -.056, kurtosis = -.497) were checked. All other assumptions of the ANOVA were met.

A 2 x 3 between subjects ANOVA was conducted to test for the effect of gender and sexual orientation on the Quality of Effort: Course Learning scale. There was a nonsignificant main effect for gender ($F(1,1325) = 3.45$, $p = .06$) and sexual orientation ($F(2,1325) = 1.34$, $p = .26$). Additionally, there was not a significant interaction between gender and sexual orientation ($F(2,1325) = .19$, $p = .82$). Detailed results for the main and interaction effect are reported in Table 22.

Table 22. Main and Interaction Effect for Quality of Effort: Course Learning Scale.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	.921	1	.921	3.456	.063
Sexual Orientation	.715	2	.358	1.342	.262
Gender * Sexual Orientation	.103	2	.051	.193	.825
Error	353.240	1325	.267		
Total	11233.636	1331			

Quality of Effort: Experiences with Faculty. The assumptions of the ANOVA were checked before performing the statistical test. The assumptions of equal variance ($F(5,1228) = 0.76$, $p = .57$) and normality (skewness = .70 and kurtosis = .30) were checked. All other assumptions of the ANOVA were met.

A 2 x 3 between subjects ANOVA was conducted to test for the effect of gender and sexual orientation on the Quality of Effort: Experiences with Faculty scale. There was a nonsignificant main effect for gender ($F(1,1228) = .12$, $p = .72$) and sexual orientation ($F(2,1228) = .10$, $p = .90$). Additionally, there was not a significant interaction between gender and sexual orientation ($F(2,1228) = .1.30$, $p = .27$). Detailed results for the main and interaction effect are reported in Table 23.

Table 23. Main and Interaction Effect for Quality of Effort: Experiences with Faculty Scale.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	.045	1	.045	.128	.720
Sexual Orientation	.072	2	.036	.104	.902
Gender * Sexual Orientation	.908	2	.454	1.306	.271
Error	426.751	1228	.348		
Total	5389.480	1234			

Quality of Effort: Campus Facilities. The assumptions of the ANOVA were checked before performing the statistical test. The assumptions of equal variance ($F(5, 1189) = 1.83$, $p = .10$) and normality (skewness = .73, kurtosis = .41) were checked. All other assumptions of the ANOVA were met too.

A 2 x 3 between subjects ANOVA was conducted to test for the effect of gender and sexual orientation on the Quality of Effort: Campus Facilities scale. There was a nonsignificant main effect for gender ($F(1,1189) = .92$, $p = .33$) and sexual orientation ($F(2,1189) = .28$, $p =$

.75). There was a significant interaction effect between gender and sexual orientation ($F(2,1189) = 3.55$, $p = .02$). Detailed results for the main and interaction effect are reported in Table 24.

Given that there was a significant effect for the interaction effect of gender and sexual orientation post hoc pairwise testing was completed. Female gay/lesbian had a significantly ($p = .03$) higher mean ($M = 2.06$, $SD = .416$) than male gay/lesbian ($M = 1.78$, $SD = .50$). Additionally, male heterosexual/straight had a significantly ($p = .03$) higher mean ($M = 1.92$, $SD = .578$) than female heterosexual/straight ($M = 1.84$, $SD = .55$). Detailed results for the interaction effect are reported in Table 25.

Since there was an interaction effect, post hoc testing was performed on each question within the Campus Facilities scale by using a Bonferroni approach. The only significant difference ($p = .001$) was between heterosexual or straight males and heterosexual or straight females on the question of following a regular exercise schedule. Males more frequently reported that they followed a regular exercise schedule. Detailed results are reported in Table 26.

Table 24. Main and Interaction Effect for Quality of Effort: Campus Facilities.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	.275	1	.275	.927	.336
Sexual Orientation	.168	2	.084	.283	.754
Gender * Sexual Orientation	2.110	2	1.055	3.552	.029
Error	353.158	1189	.297		
Total	4511.781	1195			
Corrected Total	355.955	1194			

Table 25. Pairwise Comparison for Gender and Sexual Orientation on the Quality of Effort: Campus Facilities Scale.

Sexual Orientation	Gender	Gender	Mean Difference	Std. Error	Sig.	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
Bisexual	Female	Male	.002	.152	.992	-.296	.300
	Male	Female	-.002	.152	.992	-.300	.296
Gay/Lesbian	Female	Male	.281*	.133	.035	.020	.541
	Male	Female	-.281*	.133	.035	-.541	-.020
Heterosexual/	Female	Male	-.084*	.039	.030	-.161	-.008
Straight	Male	Female	.084*	.039	.030	.008	.161

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

Table 26. Pairwise Comparison for Gender and Sexual Orientation on the Followed a Regular Schedule of Exercise or Practice from Some Recreational Sporting Activity Question.

Sexual Orientation	Gender	Gender	Mean Difference	Std. Error	Sig.	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
Bisexual	Female	Male	-.798*	.300	.008	-1.386	-.210
	Male	Female	.798*	.300	.008	.210	1.386
Gay/Lesbian	Female	Male	.252	.262	.336	-.262	.766
	Male	Female	-.252	.262	.336	-.766	.262
Heterosexual or	Female	Male	-.255*	.077	.001	-.405	-.104
Straight	Male	Female	.255*	.077	.001	.104	.405

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

Quality of Effort: Clubs and Organizations. The assumptions of the ANOVA were checked before performing the statistical test. The assumptions of equal variance ($F(5,1182) =$, $p = 0.06$) and normality (skewness = 1.16, kurtosis = .55) were checked. All other assumptions of the ANOVA were met as well.

A 2 x 3 between subjects ANOVA was conducted to test for the effect of gender and sexual orientation on the Quality of Effort: Clubs and Organizations scale. The descriptive statistics are reported in Table 27. There was a nonsignificant main effect for gender ($F(1,1182) = 1.18$, $p = .27$) and sexual orientation ($F(2,1182) = .58$, $p = .55$). Additionally, there was not a significant interaction between gender and sexual orientation ($F(2,1182) = 1.86$, $p = .15$). Detailed results for the main and interaction effect are reported in Table 27.

Table 27. Main and Interaction Effect for Quality of Effort: Clubs and Organizations Scale.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	.621	1	.621	1.182	.277
Sexual Orientation	.615	2	.307	.585	.557
Gender * Sexual Orientation	1.960	2	.980	1.867	.155
Error	620.417	1182	.525		
Total	3953.160	1188			

Quality of Effort: Student Acquaintances. The assumptions of the ANOVA were checked before performing the statistical test. The assumptions of equal variance ($F(5, 1134) = 0.56$, $p = 0.72$) and normality (skewness = .13, kurtosis = -.56) were checked. All other assumptions of the ANOVA were met too.

A 2 x 3 between subjects ANOVA was conducted to test for the effect of gender and sexual orientation on the Quality of Effort: Student Acquaintances scale. The descriptive statistics are reported in Table 28. There was a nonsignificant main effect for gender ($F(1,1134) = 3.03$, $p = .08$) and sexual orientation ($F(2,1134) = 1.38$, $p = .25$). Additionally, there was not a significant interaction between gender and sexual orientation ($F(2,1134) = 1.17$, $p = .30$). Detailed results for the main and interaction effect are reported in Table 28.

Table 28. Main and Interaction Effect for Quality of Effort: Student Acquaintances

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.869[a]	5	.574	1.122	.347
Intercept	1643.628	1	1643.628	3213.925	.000
Gender	1.550	1	1.550	3.031	.082
Sexual Orientation	1.414	2	.707	1.382	.251
Gender * Sexual Orientation	1.203	2	.601	1.176	.309
Error	579.937	1134	.511		
Total	7935.090	1140			

Quality of Effort: Topics of Conversation. The assumptions of the ANOVA were checked before performing the statistical test. The assumption of equal variance ($F(5, 1122) = 2.82$, $p = .01$) and (skewness = .18, kurtosis = -.43) normality was checked. Given the violation of homogeneity of variance, the factorial ANOVA was not able to be performed. Thus, a different approach was needed.

The researcher investigated doing a one-way ANOVA on sexual orientation, since that would answer the majority of the research questions. First, the assumption of equal variance ($F(2, 1125) = 1.64$, $p = .19$) was checked for performing a one-way ANOVA. Having satisfied the assumptions of the ANOVA, the researcher proceeded with the analysis.

A one-way ANOVA was conducted to evaluate differences amongst those of different sexual orientations for the Quality of Effort: Topics of Conversation scale. There was a significant difference between the sexual orientations ($F(2,1225) = 7.86$, $p = < .001$). Given the finding, post hoc pairwise analysis was completed. Full details of the ANOVA are in Table 29.

Post hoc pairwise testing revealed a significant difference ($p = .02$) those who identified as gay/lesbian and those who identified as heterosexual or straight. Additionally, there was a

significant difference (p = .006) between those who identified as bisexual and those who identified as heterosexual or straight. Those who identified as gay/lesbian (M = 2.61, SD = .59) as well as bisexual (M = 2.60, SD = .64) indicated a greater frequency of participating in a variety of conversation, when compared to those who identified as heterosexual or straight (M = 2.39, SD = .66). Full details are available in Table 30.

Post hoc analysis, with a Bonferonni adjustment, of the individual questions within the scale. In total, two questions had a significant difference within the Topics of Conversation scale:

- There was a significant effect for the question, social issues such as peace, justice, human rights, equality, race relations (F(2,1128) = 20.12, p = < .001). Those who identified as gay/lesbian (M = 3.11, SD = .86) as well as bisexual (M = 3.03, SD = .92) indicated a greater frequency of participating in a variety of conversation about social issues, when compared to those who identified as heterosexual or straight (M = 2.55, SD = .98).
- There was a significant effect for the question, different lifestyles, customs and religions (F(2,1128) = 8.06, p = < .001). Those who identify as gay or lesbian more frequently engage in conversations about different lifestyles, customs and religions than those who identify as heterosexual/straight. Those who identified as gay/lesbian (M = 2.98, SD = .81) as well as bisexual (M = 2.81, SD = .92) indicated a greater frequency of participating in a variety of conversation, when compared to those who identified as heterosexual or straight (M = 2.62, SD = .91).

Table 29. Main Effect of Sexual Orientation for College Environment: Topics of Conversation Scale.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.904	2	3.452	7.866	.000
Within Groups	493.762	1125	.439		
Total	500.666	1127			

Table 30. Pairwise Comparison of Sexual Orientation for College Environment: Topics of Conversation Scale.

Sexual Orientation	Sexual Orientation	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Gay/Lesbian	Bisexual	.008492754	.103681496	1.000	-.24009046	.25707597
	Heterosexual or Straight	.224190355*	.082574348	.020	.02621292	.42216779
Bisexual	Gay/Lesbian	-.008492754	.103681496	1.000	-.25707597	.24009046
	Heterosexual or Straight	.215697602*	.069617933	.006	.04878402	.38261118
Heterosexual or Straight	Gay/Lesbian	-.224190355*	.082574348	.020	-.42216779	-.02621292
	Bisexual	-.215697602*	.069617933	.006	-.38261118	-.04878402

*. The mean difference is significant at the 0.05 level.

College Environment: Scholarly and Intellectual. The assumptions of the ANOVA were checked before performing the statistical test. The assumptions of equal variance ($F(5, 1121) = 2.90$, $p = .10$) and normality (skewness = -.57, kurtosis = .47) were checked, and all the other assumptions of the ANOVA were met.

A 2 x 3 between subjects ANOVA was conducted to test for the effect of gender and sexual orientation on the College Environment: Scholarly and Intellectual scale. The descriptive statistics are reported in Table Thirty-One. There was a nonsignificant main effect for gender, ($F(1,1121) = 2.53$, $p = .11$) and sexual orientation ($F(2,1121) = 1.93$, $p = .14$). Additionally, there was not a significant interaction between gender and sexual orientation ($F(2,1121) = .06$, $p = .93$). Detailed results for the main and interaction effect are reported in Table 31.

Table 31. Main and Interaction Effect for College Environment: Scholarly and Intellectual Scale.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	3.844	1	3.844	2.539	.111
Sexual Orientation	5.870	2	2.935	1.939	.144
Gender * Sexual Orientation	.195	2	.097	.064	.938
Error	1697.116	1121	1.514		
Total	28542.111	1127			

College Environment: Vocational and Practical. The assumptions of the ANOVA were checked before performing the statistical test. The assumption of equality of variance ($F(5, 1121) = 3.15$, $p = .008$) and normality (skewness = -.29, kurtosis = .02) was checked. Given the violation of homogeneity of variance, the factorial ANOVA was not able to be performed. Thus, a different approach was needed.

The researcher investigated doing a one-way ANOVA on sexual orientation since that would answer the majority of the research questions. First, the assumption of equal variance ($F(2, 1124) = 1.64$, $p = .08$) was checked for the one-way ANOVA. Having satisfied the assumptions of the ANOVA, the researcher proceeded with the analysis.

A one-way ANOVA was conducted to evaluate differences among those of different sexual orientations for the Quality of Effort: Topics of Conversation scale. There was not a significant difference between the sexual orientations ($F(2,1124) = 2.92$, $p = .054$). Detailed results are reported in Table 32.

Table 32. Main Effect of Sexual Orientation for College Environment: Vocational and Practical

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.121	2	4.560	2.928	.054
Within Groups	1750.470	1124	1.557		
Total	1759.591	1126			

College Environment: Personal Relationships. The assumptions of the ANOVA were checked before performing the statistical test. The assumptions of equality of variance ($F(5,1135) = .61$, $p = .68$) and normality (skewness = -.37, kurtosis = -.28) were checked. All other assumptions of the ANOVA were met too.

A 2 x 3 between subjects ANOVA was conducted to test for the effect of gender and sexual orientation on the College Environment: Personal Relationships scale. The descriptive statistics are reported in Table Thirty-Three. There was a nonsignificant main effect for gender ($F(1,1135) = .04$, $p = .83$) and sexual orientation ($F(2,1135) = .54$, $p = .58$). Additionally, there was not a significant interaction between gender and sexual orientation ($F(2,1135) = .15$, $p = .85$). Detailed results for the main and interaction effect are reported in Table 33.

Table 33. Main and Interaction Effect for College Environment: Personal Relationships.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	.081	1	.081	.042	.837
Sexual Orientation	2.063	2	1.031	.542	.582
Gender * Sexual Orientation	.585	2	.293	.154	.857
Error	2159.620	1135	1.903		
Total	27776.667	1141			

Conclusion

This chapter presented the analysis of the four research questions along with a description of the sample who participated in the research.

The sample was composed of undergraduate and graduate students from a variety of ethnic and racial backgrounds at the University of South Florida, Tampa campus. The sample was primarily composed of Caucasian individuals (66%) under the age of 29 (82%). There was a

sizable number of individuals who identified as gay, lesbian, bisexual or other ($N = 268$). Most of the students were female and there were only a few individuals who identified as being transgender ($N = 10$). Approximately seventy percent of those in the sample were undergraduate students. There were only a few notable differences between those who identified as gay, lesbian, bisexual, other, or transgender and those who identified as heterosexual/straight for their sexual orientation.

A review of the demographics revealed only a few differences between the groups. Those differences included:

- Those who identified their sexual orientation as lesbian, gay, bisexual or other or their gender as transgender were more likely to live in campus housing than those who identified their sexual orientation as heterosexual/straight.
- Those who identified their sexual orientation as lesbian, gay, bisexual or other or their gender as transgender were more likely to be enrolled in fewer course hours than those who identified their sexual orientation as heterosexual/straight.
- Those who identified their sexual orientation as lesbian, gay, bisexual or other, or their gender as transgender, were more likely to use loans to pay for college and less likely to have parental support in meeting those same expenses than those who identified their sexual orientation as heterosexual/straight.

Analysis of the first research question, "What are the collegiate experiences of gay men, lesbian, bisexual and transgender students as measured using aspects of the College Student Experiences Questionnaire?" was conducted with descriptive statistics for each of the CSEQ questions. The researcher made a decision to include those who identified their sexual as other, along with those who identified as gay, lesbian, bisexual or transgender.

A review of the individual research questions, with their respective means and frequencies, revealed a few key findings:

- Students do not often develop a role-play of case study for class, with this question receiving the lowest mean in the Quality of Effort Course Learning scale.
- Higher level learning items, summarizing, explaining, and seeing how ideas fit together, within the Quality of Effort Course Learning scale all received high mean scores.
- Students are not very likely to engage with faculty outside of class time, as revealed in analysis of items with the Quality of Effort: Experiences with Faculty scale.
- Within the Quality of Effort: Campus Facilities scale students reported the highest frequency for meeting another student on campus for a discussion. All other items in the scale showed a lower frequency level.
- The Quality of Effort: Clubs and Organizations scale reinforced that students are not likely to engage a faculty member outside of class, with the question about meeting a faculty member or advisor receiving the lowest mean score in the scale.
- Students were more likely to become acquainted with a variety of students, rather than have a serious discussion with a variety of students, as revealed in a review of the questions in the Quality of Effort: Student Acquaintances scale.
- Students reported more frequently discussing social issues than discussing the views of writers, philosophers and historians, as revealed in a review of the questions in the Quality of Effort: Topics of Conversation scale.
- Within the College Environment: Scholarly and Intellectual scale, students thought that the greatest emphasis was placed on developing academic, scholarly and intellectual qualities.

- Within the College Environment: Vocational and practical scale, students thought that the greatest emphasis was placed on developing an understanding and appreciation of human diversity.
- Students reported, with the College Environment: Personal Relationships scale, having the best relationships with other students, followed by faculty, and then administrative personnel.

For Question Two, "How do the campus experiences of gay men and bisexual male students differ from lesbian and bisexual female students?", Question Three, "How do the campus experiences of gay men and lesbian students differ from bisexual students?" and Question Four, "How do the campus experiences of gay men, lesbian, bisexual and transgender (GLBT) students differ from non-GLBT students?" a 2 (male, female) x 3 (gay/lesbian, bisexual, straight/heterosexual) factorial between subjects ANOVA was performed, along with post hoc analysis. If an ANOVA was not able to be performed because of unequal variances, a one-way ANOVA was performed for differences between the three sexual orientations, answering questions thee and four. Overall, results showed that students do not differ greatly based on gender or sexual orientation. However, there were a few statistically significant differences.

On the Quality of Effort: Campus Facilities scale, a significant interaction effect between gender and sexual orientation ($F(2,1189) = 3.55$, $p = .02$) was found in performing the ANOVA. Post hoc pairwise testing revealed that female gay/lesbian had a significantly ($p = .03$) higher mean ($M = 2.069$, $SD = .416$) than male gay/lesbian ($M = 1.78$, $SD = .50$), making them more likely to utilize campus facilities on a more frequent basis. Additionally, male heterosexual/straight had a significantly ($p = .03$) higher mean ($M = 1.92$, $SD = .57$) than female

heterosexual/straight (M = 1.84, SD = .55), making them more likely to utilize campus facilities on a more frequent basis.

On the Quality of Effort: Topics of Conversation scale, a significant difference between gay/lesbian, bisexual, and heterosexual/straight was found ($F(2,1225) = 7.86$, $p = < .001$) when performing a factorial ANOVA. Post hoc pairwise testing revealed a significant difference (p = .02) between those who identified as gay/lesbian and those who identified as heterosexual or straight. Additionally, there a significant difference (p = .006) between those who identified as bisexual and those who identified as heterosexual or straight. Those who identified as gay/lesbian (M = 2.61, SD = .59) as well as bisexual (M = 2.60, SD = .64) indicated a greater frequency of participating in a variety of conversation, when compared to those who identified as heterosexual or straight (M = 2.39, SD = .66). It should be noted, that this difference may be accounted for by the historical of when the data was collected. The Fall of 2014 was a period when there were national conversations about marriage equality, transgender legislation, and more frequent media coverage of LGBTQ issues.

Chapter Five: Further Research and Recommendations

Introduction

The purpose of this study was to better understand the college experiences of gay, lesbian, bisexual, and transgender college students. This was accomplished by administering the College Student Experiences Questionnaire (CSEQ) as an online survey. Select questions from the CSEQ, 64 in total, were given along with demographic questions. The survey was administered at the University of South Florida (USF), Tampa campus. The population for the study was all enrolled students at USF during the Fall 2014 term. Students were invited to participate in the research project by a university wide email. In total, approximately 1,500 students participated in some portion of the research.

This study sought to answer four research questions regarding the college experiences of gay, lesbian, bisexual, and transgender college students. Its aim was to understand the similarities and differences that exist between GLBT students and then between GLBT students and those who identify as heterosexual/straight. The research questions are:

- Question 1: What are the collegiate experiences of gay men, lesbian, bisexual and transgender students as measured using aspects of the College Student Experiences Questionnaire?
- Question 2: How do the campus experiences of gay and bisexual male students differ from lesbian and bisexual female students?

- Question 3: How do the campus experiences of gay men and lesbian students differ from bisexual students?
- Question 4: How do the campus experiences of gay men, lesbian, bisexual and transgender (GLBT) students differ from non-GLBT students?

Method Summary

This quantitative research project was conducted at the University of South Florida, Tampa campus. The target population for this study was all enrolled students for the Fall 2014 term at USF, Tampa campus. Students had to have been enrolled for the Fall 2014 term to be included in the study.

The sample for the research study were those students, from the population, who replied to the survey invitation and complete the questions in the online survey instrument. The sample was obtained through utilizing the University's mass email policy, which allows for an email to be distributed to all enrolled students on the USF Tampa campus. In total, 1,512 students answered the demographic portion of the survey; the scales varied with responses, the lowest student response number on a scale was 1,128 and the highest was 1,325.

In total, 268 students among the respondents identified their sexual orientation as lesbian, gay, bisexual or other, or their gender as transgender, representing 17% of the total respondents. This number is just slightly higher than what Baker (2008) had in his sample at the same institution. Baker had 228 (9%) self-identified LGBT students in his research project of 2,318 respondents.

Not many self-identified transgender students participated in the survey ($N = 11$), and were subsequently excluded from the analysis in research Question Four. However, this is a

significant increase in the number of transgender students, when compared to Baker's (2008) previous study at the same institution. Baker had only 3 transgender students in his research study.

In order to answer the research questions, the researcher utilized the College Student Experiences Questionnaire (CSEQ), in an online format. This instrument has been used in similar studies to examine the collegiate experiences of minority populations (Cole & Denzine, 2002; Lundberg, 2007; Strayhorn & DeVita, 2010). Additionally, the instrument has been used at hundreds of institutions across the United States for decades (Gonyea, et. al., 2003). The instrument provides a comprehensive inventory of student experience (Gonyea et al., 2003). It is widely used by higher education institutions interested in documenting, understanding, and improving the student experience (Pace & Kuh, 1998). In total, 64 questions were selected by the researcher for use in the study alongside 14 demographic questions. The findings from the respondent's answers to the CSEQ questions are presented in detail, by research question, in the next section.

Findings by Research Question

There are four research questions that this research project sought to answer. Data analysis was performed for each research question utilizing the most appropriate statistical method based upon the data type and research question. For the research question, "What are the collegiate experiences of gay men, lesbian, bisexual and transgender students as measured using aspects of the College Student Experiences Questionnaire?", descriptive statistics were calculated for each question. For Question Two, "How do the campus experiences of gay men and bisexual male students differ from lesbian and bisexual female students?", Question Three, "How do the campus experiences of gay men and lesbian students differ from bisexual students?" and

Question Four, "How do the campus experiences of gay men, lesbian, bisexual and transgender (GLBT) students differ from non-GLBT students?" a 2 x 3 ANOVA was performed along with the necessary post hoc analysis. If a factorial was not possible because of a violation of one or more of the assumptions, then a one-way ANOVA was performed for sexual orientation. This analysis strategy allowed for an answer to research questions three and four. Not all of the findings are presented in the following discussion of each question; data is not presented for items for which there was no statistical significance.

Research Question One. For the first research question: "What are the collegiate experiences of gay men, lesbian, bisexual and transgender students as measured using aspects of the College Student Experiences Questionnaire?", descriptive statistics were calculated for each of the 64 individual question on the CSEQ survey. Some of the findings, worth noting, are:

- On the Quality of Effort: Course Learning scale, students reported more frequently engaging in higher level learning (i.e seeing how ideas fit together, summarizing, and integrating ideas from various sources) than lower level items (i.e. taking notes and completing readings). Also of note on this scale, the two items (contributed to class discussion and worked on a class project with another student) with a low reported frequency are those where the student would have to interact with their peers.

- Students are not likely to engage faculty members outside of class, as revealed in the Quality of Effort: Experiences with Faculty scale and the Quality of Effort: Clubs and Organizations scale.

- Students are not likely to play a team sport, with the question receiving the lowest mean of any question in the survey. Interestingly, on the same scale, Quality of Effort: Campus

Facilities, the greatest frequency was for the only other question that involved meeting another student. All the other questions on the scale could be complete independently.

- Overall, on the Quality of Effort: Student Acquaintances scale, students reported greater frequency in becoming acquainted with a variety of students than engaging in serious discussions with them.
- Students reported frequently discussing social issues and different lifestyles, customs, and religions, as reported on the Quality of Effort: Topics of Conversation scale.
- Students reported the greatest emphasis was placed developing academic, scholarly, and intellectual qualities. Of the three questions on the College Environment: Scholarly and Intellectual scale they reported the least emphasis being on developing aesthetic, expressive, and creative qualities.
- On the College Environment: Vocational and Practical scale students saw the greatest emphasis on developing an understanding and appreciation of human diversity.
- Students reported having the strongest relationships with other students, followed by faculty and then with administrative personnel, as noted on the College Environment: Personal Relationships scale.

Research Question Two, Three, and Four. For research Question Two, "How do the campus experiences of gay men and bisexual male students differ from lesbian and bisexual female students?", Question Three, "How do the campus experiences of gay men and lesbian students differ from bisexual students?" and Question Four, "How do the campus experiences of gay men, lesbian, bisexual and transgender (GLBT) students differ from non-GLBT students?",

appropriate ANOVAs were performed. Those results which were statistically significant are reported in this section; statistically non-significant result are excluded.

Overall, those who identify as gay, lesbian, and bisexual do not differ greatly among themselves, or with those who identify as heterosexual/straight, based on their responses to the 64 CSEQ questions. Of the nine scales investigated in the research, only two showed any statistically significant findings.

The Quality of Effort: Campus Facilities scale is composed of questions which ask the respondent about their use of campus facilities and attendance at particular events within those facilities, including campus lounges, recreational facilities, engagement in team sports and attendance of a lecture. Within this scale there was a significant interaction effect between gender and sexual orientation ($F(2,1189) = 3.55$, $p = .02$). Those who identified as female gay/lesbian had a significantly ($p = .03$) higher mean ($M = 2.069$, $SD = .416$) than those who identified as male gay/lesbian ($M = 1.78$, $SD = .50$), making them more likely to utilize campus facilities on a more frequent basis. Additionally, those who identified as male heterosexual/straight had a significantly ($p = .03$) higher mean ($M = 1.92$, $SD = .57$) than those who identified as female heterosexual/straight ($M = 1.84$, $SD = .55$), making them more likely to utilize campus facilities on a more frequent basis.

The Quality of Effort: Topics of Conversation scale is composed of questions relating to the various topics of conversations that students engage in, including science, computers, current events, and social issues. Within this scale, there was a significant difference between gay/lesbian, bisexual, and heterosexual/straight ($F(2,1225) = 7.86$, $p = < .001$). There was a significant difference ($p = .02$) between those who identified as gay/lesbian and those who identified as heterosexual/straight. Additionally, there was a significant difference ($p = .006$)

between those who identified as bisexual and those who identified as heterosexual/straight. Those who identified as gay/lesbian (M = 2.61, SD = .59) as well as bisexual (M = 2.60, SD = .64) indicated a greater frequency of participating in a variety of conversation, when compared to those who identified as heterosexual or straight (M = 2.39, SD = .66).

Within the Quality of Effort: Topics of Conversation scale, there was a significant effect for two questions. The first question, Social issues such as peace, justice, human rights, equality, race relations, showed a significant effect ($F(2,1128) = 20.12$, $p = < .001$). Those who identified as gay/lesbian (M = 3.11, SD = .86) as well as bisexual (M = 3.03, SD = .92) indicated a greater frequency of participating in a variety of conversation about social issues, when compared to those who identified as heterosexual or straight (M = 2.55, SD = .98). The second question, Different lifestyles, customs and religions, also showed a significant effect ($F(2,1128) = 8.06$, $p = < .001$). Those who identified as gay/lesbian (M = 2.98, SD = .81) as well as bisexual (M = 2.81, SD = .92) indicated a greater frequency of participating in varieties conversations about different lifestyles, customs and religions, when compared to those who identified as heterosexual or straight (M = 2.62, SD = .91).

Comparison of current research with previous research. Three studies have previously examined the collegiate experiences of gay, lesbian and bisexual students (Carpenter, 2009; Dugan & Yuman, 2011; Longerbeam, Inkelas, Johnson, & Lee, 2007). Only one of those studies, Dugan and Yuman (2011), did primary research and examined within-group differences. The other two studies did secondary analysis of previously collected research. Given the relevance of the studies to this current project, it is appropriate to examine how the results of this research compare to what other have found in studying GLBTQ college students' experiences.

Longerbeam, Inkelas, Johnson, and Lee (2007) in their study *Lesbian, Gay, and Bisexual College Student Experiences: An Exploratory Study*, also reported, like this study, that many of the demographics between gay, lesbian and bisexual and heterosexual students are very similar. The researchers in their study also found that lesbian and gay students reported more discussion with peers regarding sociocultural issues (human rights, multiculturalism and politics). Additionally, the researchers found that lesbian and gay students were more likely to report increased growth in critical thinking and analysis along with growth in their liberal learning. The findings by Longerbeam, Inkelas, Johnson, and Lee (2007) mirror those in this study.

Carpenter (2009) in his study, *Sexual Orientation and Outcomes in College*, found that gay and bisexual men report a close relationship with a faculty member or administrator and place more importance on participating in student clubs and organizations, volunteer activities, and arts and politics. This study did not find similar results for what Carpenter found in his study. From the research noted above in this study it does not appear that gay, lesbian and bisexual students are particularly close with faculty members or frequently participate in clubs.

John Dugan and Lauren Yuman's study (2011), *Commonalities and Differences Among Lesbian, Gay, and Bisexual College Students: Considerations for Research and Practice*, found that gay, lesbian and bisexual students are more similar than they are different. The researchers found few differences where there was either a main effect, for gender or sexual orientation, or an interaction effect, between gender and sexual orientation. Thus, the results from John Dugan and Lauren Yuman's study (2011) are similar to the findings in this study.

Limitations

There are several limitations to this research project. First, this study was only conducted at a single university. All the respondents to the online survey were from the University of South Florida, Tampa campus. Thus, the data received are particular to a single institution and the students who attend it. Further research would need to be conducted across several institutions, in various geographic regions, to determine if the results obtained in this study are replicable.

Another limitation was the lack of a sizable number of transgender students in the sample. This meant that no data analysis was performed for this particular group of students, beyond the reporting of survey demographics and responses to the CSEQ questions. Several researchers, including Baker (2008) in his study at the same university, cite receiving few transgender student respondents. Thus, very little is known about transgender students. New research methodologies are needed to secure a sizable number of transgender students so that more detailed analysis can be performed.

The final limitation was that the 'other' category did not allow respondents to further define their answer to their selection to the sexual orientation question. Without an open text box associated with this response, the researcher cannot determine the sexual orientation of the respondents. Given that there are a plethora of sexual orientations beyond gay, lesbian and bisexual, it is important to have a better understanding of how the respondents self-identify. Future research studying GLBTQ students should include either more response options, including asexual, pansexual, queer, etc, or a free form text box for respondents to describe their self-identified sexual orientation.

Recommendations for Practice

The findings from this research study are helpful for student affairs professionals, higher education administrators, and faculty in enhancing the experience of GLBTQ students on college campuses.

In current practice, student affairs professionals, staff, and faculty on college campus should be attentive to students within the queer spectrum, beyond those who identify as gay or lesbian. In this study, bisexual students and 'other' students were a substantial segment of those who identified with a minority sexual orientation. Bisexual was the most frequently selected sexual orientation ($N = 124$) after heterosexual/straight ($N = 1244$). However, most of the campus programming is often focused on those who identify as gay and lesbian, with more programs being responsive to and inclusive of bisexual students too. It is recommended that more attention be paid to those who identify with emerging sexual orientations (i.e. pansexual or asexual) and gender identities (i.e. gender queer). This would reflect the tenants of queer theory which recognize sexual and gender identities as social, multiple and fluid (Abbes, 2008). This would include using broad language not only in reference to specific student populations, but also to the naming of campus programs and initiatives that seek to reach out to the GLBTQ student population on campus. The traditional naming of gay and lesbian student clubs or gay and lesbian studies may prove to be too narrow, and thereby non-inclusive.

In practice, college professionals should continue to design on-campus programming that serves GLBTQ students as a whole. Given that there are few differences in the college experiences of gay, lesbian, and bisexual students, colleges may wish to continue to offer programs and initiatives that meet the broad needs of all who identify with a minority sexual orientation rather than niche programs for a particular sexual orientation. While the naming of

such GLBTQ outreach programs may need to be changed, the content of the programs may not need to be drastically altered. The largest area for improvement may be in making more students feel included, especially those who identify as bisexual, asexual, pansexual, intersex, gender queer or other minority sexual orientations and gender identities.

Given that GLBT students are more likely to live in campus housing than their heterosexual/straight counterparts, those who work in campus housing my need additional resources and training in working with this student population. Student affairs professionals along with faculty, regardless of their sexual orientation, may need diversity training that is inclusive of the unique challenges faced by GLBTQ students. Previous research has shown that GLBTQ students often face a hostile campus environment, especially in campus housing (Rhoads, 1997, Sear, 1997). Residential staff can assist in offsetting the negative environment by providing direct support and guidance. This level of support will only be possible with a staff that has been educated about the specific needs of GLBTQ students.

Students who participated in the research study reported that they did not frequently engage faculty members outside of class time. This could be attributed to a myriad of reasons including university size, classroom environment, or faculty uncomfortability with GLBTQ students. Faculty members may need to examine messages, intentional or unintentional, that would lead to GLBTQ not frequently engaging them outside of class time. Previous research has found that GLBTQ students often face a negative environment in class (Kentli, 2009). Faculty members are in a unique and powerful position to determine the classroom atmosphere and make it positive and inclusive for GLTQ students. Previous research has shown that GLBTQ students benefit from supportive relationships when coming out (Zubernis & Snyder, 2007). If a faculty

member understands the coming out process of a GLBTQ individual, the faculty member or staff member can become an invaluable resource to that student (Evans, 1998).

Gay males reported less frequent use of campus facilities than lesbian females. In general, males tend to make less frequent use of campus facilities than females and sexual orientation may not be a factor. However, previous research has found that GLBTQ students often encountered a negative campus environment (Bowman et al., 1998; Finn & McNeil, 1987; Jewell & Morrison, 2010; Rankin, 2003). Baker (2008) in his research, at the same university, found that GLBTQ students reported a negative campus environment. Student affairs professionals and administrators are charged with, among other things, providing a conducive environment for learning. Learning is not solely relegated to the classroom, but also takes place in a variety of campus facilities. Therefore, attention should be paid to creating a safe and inclusive environment for gay men within a variety of campus facilities. Student affairs professionals and administrators should pay regular attention to the campus climate and seek to create an environment that allows all students to utilize campus facilities.

Future Research

The results of this study have provided answers to the four research questions posed. At the same time, it has created opportunities for further inquiry into those who identify as GLBTQ and posed new questions that can be explored.

There is a wide variety of sexual orientations that can be explored in future research and attention should be paid to those emerging sexual identities. Those who identified their sexual orientation as ‘other’ represented twenty percent of those who identified with a minority sexual orientation. ‘Other’ is as broad as queer, encompassing a variety of sexual orientations –

pansexual, asexual, polysexual, etc. Further research should provide space for students to self-identify their sexual orientation within broader headings.

Future research should examine the variety of sexual orientations with which students identify. As new identities emerge and gain acceptance, there is the opportunity to further explore the differences in GLBTQ students. The challenge in this area of research is the relatively small number of students who identify with a particular sexual orientation. For instance, there may not be a great number of students who self-identify as asexual. Small samples will be a challenging problem and limit the research. Therefore, qualitative research may be a better research method because it does not rely on large sample sizes.

This study did not examine the effect of navigating multiple identities (i.e. racial, disability, etc.) to determine differences in college experiences. In the sample, over thirty percent of those who participated in a portion of the research did not identify as Caucasian. Race and ethnicity are additional considerations. Future research might examine the impact of navigating multiple identities on college experiences. Do students who identify as a minority in terms of their sexual orientation and racial identity face more challenges at college?

Attention should be paid to the suggestion of John Dugan and Lauren Yuman's (2011) that sexual minorities be examined as a single group, instead of examining gay and bisexual men and lesbian and bisexual females as separate groups. Dugan and Yuman's research concluded that there are relatively few differences between gay, lesbian and bisexual students. Given the findings in this research study, which support their conclusion, researchers may consider examining those who identify as gay, lesbian, and bisexual as a single group, rather than disparate groups.

This research supported the findings of Longerbeam, Inkelas, Johnson, and Lee (2007) in regards to the conversations that GLBTQ individuals are having on campus. Further research might examine the content of these conversations in greater detail. The current research, including this study, is quantitative. Qualitative research on the content of the conversations of GLBTQ students may help to broaden the understanding of how the conversations differ from those who identify as heterosexual/straight.

More research is needed to determine the relationship that GLBTQ students have with faculty members. Carpenter (2009) found that GLBTQ students had close relationships with faculty. However, the results of this research do not indicate the same strong connection between GLBTQ students and faculty. Future research might explore the relationship that GLBTQ students have with faculty and what influences that relationship. As part of this research, one might explore the comfort faculty have with GLBTQ students and faculty perceptions of this student population.

Differences in demographic information, specifically the higher rates of GLBT students in campus housing, taking greater credit hours and the more frequent use of loans to pay for college, could provide an area for future research. Each of the identified areas may benefit from further qualitative research. However, some of these differences may be attributed to the greater number of undergraduate students in the GLBT sample than the non-GLBT sample in this study.

New methods are needed to secure the large data sets necessary to explore the experiences of GLBTQ college students. Previous research has tried to use secondary data that are not based on identity, but rather behavior. Those studies that have asked about sexual orientation have tended to have smaller sample sizes. New research methods are needed that are

able to secure larger sample sizes of GLBTQ students, especially if more detailed analysis is to be performed.

Conclusion

This quantitative research project examined the college experiences of gay, lesbian, bisexual, and transgender students at the University of South Florida, Tampa campus through the use of selected questions from the College Student Experiences Questionnaire. The data collected from the study were analyzed and the data were presented. The information obtained can be used to help inform college administrators, student affairs professionals, and faculty. Ideas for further research were presented which would help create a better understanding of GLBTQ students' experiences in college.

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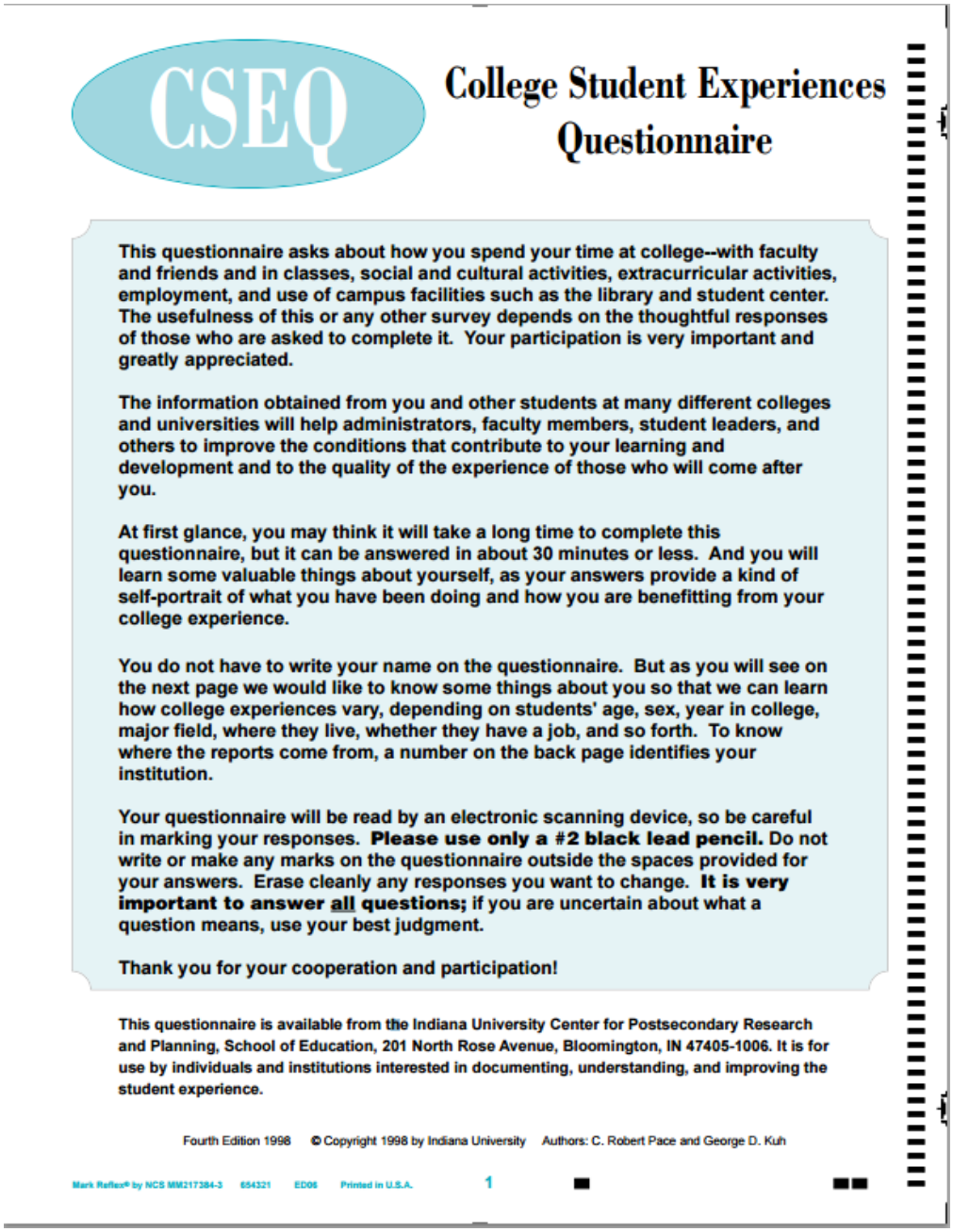
Appendix A: College Student Experiences Questionnaire



CSEQ

College Student Experiences Questionnaire

This questionnaire asks about how you spend your time at college--with faculty and friends and in classes, social and cultural activities, extracurricular activities, employment, and use of campus facilities such as the library and student center. The usefulness of this or any other survey depends on the thoughtful responses of those who are asked to complete it. Your participation is very important and greatly appreciated.

The information obtained from you and other students at many different colleges and universities will help administrators, faculty members, student leaders, and others to improve the conditions that contribute to your learning and development and to the quality of the experience of those who will come after you.

At first glance, you may think it will take a long time to complete this questionnaire, but it can be answered in about 30 minutes or less. And you will learn some valuable things about yourself, as your answers provide a kind of self-portrait of what you have been doing and how you are benefitting from your college experience.

You do not have to write your name on the questionnaire. But as you will see on the next page we would like to know some things about you so that we can learn how college experiences vary, depending on students' age, sex, year in college, major field, where they live, whether they have a job, and so forth. To know where the reports come from, a number on the back page identifies your institution.

Your questionnaire will be read by an electronic scanning device, so be careful in marking your responses. **Please use only a #2 black lead pencil.** Do not write or make any marks on the questionnaire outside the spaces provided for your answers. Erase cleanly any responses you want to change. **It is very important to answer all questions;** if you are uncertain about what a question means, use your best judgment.

Thank you for your cooperation and participation!

This questionnaire is available from the Indiana University Center for Postsecondary Research and Planning, School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006. It is for use by individuals and institutions interested in documenting, understanding, and improving the student experience.

Mark Reflex® by NCS MM217384-3 654321 ED06 Printed in U.S.A.

BACKGROUND INFORMATION

DIRECTIONS: Indicate your response by filling in the appropriate oval next to the correct answer.

Age

- ○ 19 or younger
- ○ 20 - 23
- ○ 24 - 29
- ○ 30 - 39
- ○ 40 - 55
- ○ Over 55

Sex

- ○ male
- ○ female

What is your marital status?

- ○ not married
- ○ married
- ○ divorced
- ○ separated
- ○ widowed

What is your classification in college?

- ○ freshman/first-year
- ○ sophomore
- ○ junior
- ○ senior
- ○ graduate student
- ○ unclassified

Did you begin college here or did you transfer here from another institution?

- ○ started here
- ○ transferred from another institution

Where do you now live during the school year?

- ○ dormitory or other campus housing
- ○ residence (house, apartment, etc.) within walking distance of the institution
- ○ residence (house, apartment, etc.) within driving distance
- ○ fraternity or sorority house

With whom do you live during the school year? (Fill in all that apply)

- ○ no one, I live alone
- ○ one or more other students
- ○ my spouse or partner
- ○ my child or children
- ○ my parents
- ○ other relatives
- ○ friends who are not students at the institution I'm attending
- ○ other people: who?

Do you have access to a computer where you live or work, or nearby that you can use for your school work?

- ○ yes
- ○ no

What have most of your grades been up to now at this institution?

- ○ A
- ○ A-, B+
- ○ B
- ○ B-, C+
- ○ C, C-, or lower

Which of these fields best describes your major, or your anticipated major? You may indicate more than one if applicable.

- ○ Agriculture
- ○ Biological/life sciences (biology, biochemistry, botany, zoology, etc.)
- ○ Business (accounting, business administration, marketing, management, etc.)
- ○ Communication (speech, journalism, television/radio, etc.)
- ○ Computer and information sciences
- ○ Education
- ○ Engineering
- ○ Ethnic, cultural studies, and area studies
- ○ Foreign languages and literature (French, Spanish, etc.)
- ○ Health-related fields (nursing, physical therapy, health technology, etc.)
- ○ History
- ○ Humanities (English, literature, philosophy, religion, etc.)
- ○ Liberal/general studies
- ○ Mathematics
- ○ Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)
- ○ Parks, recreation, leisure studies, sports management
- ○ Physical sciences (physics, chemistry, astronomy, earth science, etc.)
- ○ Pre-professional (pre-dental, pre-medical, pre-veterinary)
- ○ Public administration (city management, law enforcement, etc.)
- ○ Social sciences (anthropology, economics, political science, psychology, sociology, etc.)
- ○ Visual and performing arts (art, music, theater, etc.)
- ○ Undecided
- ○ Other: What?

Did either of your parents graduate from college?

- ○ no
- ○ yes, both parents
- ○ yes, father only
- ○ yes, mother only
- ○ don't know

Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?

- ○ yes
- ○ no

How many credit hours are you taking this term?

- ○ 6 or fewer
- ○ 7 - 11
- ○ 12 - 14
- ○ 15 - 16
- ○ 17 or more

During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?

- ○ 5 or fewer hours a week
- ○ 6 - 10 hours a week
- ○ 11 - 15 hours a week
- ○ 16 - 20 hours a week
- ○ 21 - 25 hours a week
- ○ 26 - 30 hours a week
- ○ more than 30 hours a week

During the time school is in session, about how many hours a week do you usually spend working on a job for pay? To provide information about your work experiences on and off campus, fill in one oval in each column.

	ON-CAMPUS	OFF-CAMPUS
None; I don't have a job	⬭	⬭
1 - 10 hours a week	⬭	⬭
11 - 20 hours	⬭	⬭
21 - 30 hours	⬭	⬭
31 - 40 hours	⬭	⬭
More than 40 hours	⬭	⬭

If you have a job, how does it affect your school work?

- ⬭ I don't have a job
- ⬭ My job does not interfere with my school work
- ⬭ My job takes some time from my school work
- ⬭ My job takes a lot of time from my school work

How do you meet your college expenses? Fill in the response that best approximates the amount of support from each of the various sources.

	None	Very Little	Less Than Half	About Half	More Than Half	All or Nearly All
Self (job, savings, etc.)	⬭	⬭	⬭	⬭	⬭	⬭
Parents	⬭	⬭	⬭	⬭	⬭	⬭
Spouse or partner	⬭	⬭	⬭	⬭	⬭	⬭
Employer support	⬭	⬭	⬭	⬭	⬭	⬭
Scholarships and grants	⬭	⬭	⬭	⬭	⬭	⬭
Loans	⬭	⬭	⬭	⬭	⬭	⬭
Other sources	⬭	⬭	⬭	⬭	⬭	⬭

What is your racial or ethnic identification? (Fill in all that apply)

- ⬭ American Indian or other Native American
- ⬭ Asian or Pacific Islander
- ⬭ Black or African American
- ⬭ Caucasian (other than Hispanic)
- ⬭ Mexican-American
- ⬭ Puerto Rican
- ⬭ Other Hispanic
- ⬭ Other: What?

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

Library	Never	Occasionally	Often	Very Often
Used the library as a quiet place to read or study materials you brought with you.	⬭	⬭	⬭	⬭
Found something interesting while browsing in the library.	⬭	⬭	⬭	⬭
Asked a librarian or staff member for help in finding information on some topic.	⬭	⬭	⬭	⬭
Read assigned materials other than textbooks in the library (reserve readings, etc.).	⬭	⬭	⬭	⬭
Used an index or database (computer, card catalog, etc.) to find material on some topic.	⬭	⬭	⬭	⬭
Developed a bibliography or reference list for a term paper or other report.	⬭	⬭	⬭	⬭
Gone back to read a basic reference or document that other authors referred to.	⬭	⬭	⬭	⬭
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources.	⬭	⬭	⬭	⬭

Computer and Information Technology	Never	Occasionally	Often	Very Often
Used a computer or word processor to prepare reports or papers.	⬭	⬭	⬭	⬭
Used e-mail to communicate with an instructor or other students.	⬭	⬭	⬭	⬭
Used a computer tutorial to learn material for a course or developmental/remedial program.	⬭	⬭	⬭	⬭
Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).	⬭	⬭	⬭	⬭
Searched the World Wide Web or Internet for information related to a course.	⬭	⬭	⬭	⬭
Used a computer to retrieve materials from a library not at this institution.	⬭	⬭	⬭	⬭
Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.).	⬭	⬭	⬭	⬭
Used a computer to analyze data (statistics, forecasting, etc.).	⬭	⬭	⬭	⬭
Developed a Web page or multimedia presentation.	⬭	⬭	⬭	⬭

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Never	Occasionally	Often	Very Often
Course Learning				
Completed the assigned readings for class.	○	○	○	○
Took detailed notes during class.	○	○	○	○
Contributed to class discussions.	○	○	○	○
Developed a role play, case study, or simulation for a class.	○	○	○	○
Tried to see how different facts and ideas fit together.	○	○	○	○
Summarized major points and information from your class notes or readings.	○	○	○	○
Worked on a class assignment, project, or presentation with other students.	○	○	○	○
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.).	○	○	○	○
Used information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments.	○	○	○	○
Tried to explain material from a course to someone else (another student, friend, co-worker, family member.)	○	○	○	○
Worked on a paper or project where you had to integrate ideas from various sources.	○	○	○	○
Writing Experiences				
Used a dictionary or thesaurus to look up the proper meaning of words.	○	○	○	○
Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing.	○	○	○	○
Asked other people to read something you wrote to see if it was clear to them.	○	○	○	○
Referred to a book or manual about writing style, grammar, etc.	○	○	○	○
Revised a paper or composition two or more times before you were satisfied with it.	○	○	○	○
Asked an instructor or staff member for advice and help to improve your writing.	○	○	○	○
Prepared a major written report for a class (20 pages or more).	○	○	○	○

	Never	Occasionally	Often	Very Often
Experiences with Faculty				
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc.).	○	○	○	○
Discussed your academic program or course selection with a faculty member.	○	○	○	○
Discussed ideas for a term paper or other class project with a faculty member.	○	○	○	○
Discussed your career plans and ambitions with a faculty member.	○	○	○	○
Worked harder as a result of feedback from an instructor.	○	○	○	○
Socialized with a faculty member outside of class (had a snack or soft drink, etc.).	○	○	○	○
Participated with other students in a discussion with one or more faculty members outside of class.	○	○	○	○
Asked your instructor for comments and criticisms about your academic performance.	○	○	○	○
Worked harder than you thought you could to meet an instructor's expectations and standards.	○	○	○	○
Worked with a faculty member on a research project.	○	○	○	○
Art, Music, Theater				
Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family members.	○	○	○	○
Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus.	○	○	○	○
Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc.), on or off the campus.	○	○	○	○
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members.	○	○	○	○
Attended a concert or other music event, on or off the campus.	○	○	○	○
Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus.	○	○	○	○
Read or discussed the opinions of art, music, or drama critics.	○	○	○	○

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Never	Occasionally	Often	Very Often
Campus Facilities				
Used a campus lounge to relax or study by yourself.	○	○	○	○
Met other students at some campus location (campus center, etc.) for a discussion.	○	○	○	○
Attended a cultural or social event in the campus center or other campus location.	○	○	○	○
Went to a lecture or panel discussion.	○	○	○	○
Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.)	○	○	○	○
Used campus recreational facilities (pool, fitness equipment, courts, etc.).	○	○	○	○
Played a team sport (intramural, club, intercollegiate).	○	○	○	○
Followed a regular schedule of exercise or practice for some recreational sporting activity.	○	○	○	○
Clubs and Organizations				
Attended a meeting of a campus club, organization, or student government group.	○	○	○	○
Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).	○	○	○	○
Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.).	○	○	○	○
Met with a faculty member or staff advisor to discuss the activities of a group or organization.	○	○	○	○
Managed or provided leadership for a club or organization, on or off the campus.	○	○	○	○
Personal Experiences				
Told a friend or family member why you reacted to another person the way you did.	○	○	○	○
Discussed with another student, friend, or family member why some people get along smoothly, and others do not.	○	○	○	○
Asked a friend for help with a personal problem.	○	○	○	○
Read articles or books about personal growth, self-improvement, or social development.	○	○	○	○
Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances.	○	○	○	○
Taken a test to measure your abilities, interests, or attitudes.	○	○	○	○
Asked a friend to tell you what he or she really thought about you.	○	○	○	○
Talked with a faculty member, counselor or other staff member about personal concerns.	○	○	○	○

	Never	Occasionally	Often	Very Often
Student Acquaintances				
Became acquainted with students whose interests were different from yours.	○	○	○	○
Became acquainted with students whose family background (economic, social) was different from yours.	○	○	○	○
Became acquainted with students whose age was different from yours.	○	○	○	○
Became acquainted with students whose race or ethnic background was different from yours.	○	○	○	○
Became acquainted with students from another country.	○	○	○	○
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	○	○	○	○
Had serious discussions with students whose political opinions were very different from yours.	○	○	○	○
Had serious discussions with students whose religious beliefs were very different from yours.	○	○	○	○
Had serious discussions with students whose race or ethnic background was different from yours.	○	○	○	○
Had serious discussions with students from a country different from yours.	○	○	○	○
Scientific and Quantitative Experiences				
Memorized formulas, definitions, technical terms and concepts.	○	○	○	○
Used mathematical terms to express a set of relationships.	○	○	○	○
Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker, etc.)	○	○	○	○
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class.	○	○	○	○
Completed an experiment or project using scientific methods.	○	○	○	○
Practiced to improve your skill in using a piece of laboratory equipment.	○	○	○	○
Showed someone else how to use a piece of scientific equipment.	○	○	○	○
Explained an experimental procedure to someone else.	○	○	○	○
Compared the scientific method with other methods for gaining knowledge and understanding.	○	○	○	○
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you.	○	○	○	○

5

CONVERSATIONS

DIRECTIONS: In conversations with others (students, family members, co-workers, etc.) outside the classroom *during this school year*, about how often have you talked about each of the following?

Topics of Conversation	Never	Occasionally	Often	Very Often
Current events in the news.	○	○	○	○
Social issues such as peace, justice, human rights, equality, race relations.	○	○	○	○
Different lifestyles, customs, and religions.	○	○	○	○
The ideas and views of other people such as writers, philosophers, historians.	○	○	○	○
The arts (painting, poetry, dance, theatrical productions, symphony, movies, etc.).	○	○	○	○
Science (theories, experiments, methods, etc.).	○	○	○	○
Computers and other technologies.	○	○	○	○
Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.	○	○	○	○
The economy (employment, wealth, poverty, debt, trade, etc.).	○	○	○	○
International relations (human rights, free trade, military activities, political differences, etc.).	○	○	○	○

Information in Conversations	Never	Occasionally	Often	Very Often
Referred to knowledge you acquired in your reading or classes.	○	○	○	○
Explored different ways of thinking about the topic.	○	○	○	○
Referred to something one of your instructors said about the topic.	○	○	○	○
Subsequently read something that was related to the topic.	○	○	○	○
Changed your opinion as a result of the knowledge or arguments presented by others.	○	○	○	○
Persuaded others to change their minds as a result of the knowledge or arguments you cited.	○	○	○	○

READING/WRITING

During this current school year, about how many books have you read? Fill in one response for each item listed below.	More than 20	Between 10 and 20	Between 5 and 10	Fewer than 5	None
Textbooks or assigned books	○	○	○	○	○
Assigned packs of course readings	○	○	○	○	○
Non-assigned books	○	○	○	○	○

During this current school year, about how many exams, papers, or reports have you written? Fill in one response for each item listed below.	More than 20	Between 10 and 20	Between 5 and 10	Fewer than 5	None
Essay exams for your courses	○	○	○	○	○
Term papers or other written reports	○	○	○	○	○

OPINIONS ABOUT YOUR COLLEGE OR UNIVERSITY

How well do you like college?

- ○ I am enthusiastic about it.
- ○ I like it.
- ○ I am more or less neutral about it.
- ○ I don't like it.

If you could start over again, would you go to the same institution you are now attending?

- ○ Yes, definitely
- ○ Probably yes
- ○ Probably no
- ○ No, definitely

THE COLLEGE ENVIRONMENT

Colleges and universities differ from one another in the extent to which they emphasize or focus on various aspects of students' development. Thinking of your experience at this institution, to what extent do you feel that each of the following is emphasized? The responses are numbered from 7 to 1, with the highest and lowest points illustrated. Fill in the oval with the number that best represents your impression on each of the following seven-point rating scales.

Emphasis on developing academic, scholarly, and intellectual qualities

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on developing aesthetic, expressive, and creative qualities

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on developing critical, evaluative, and analytical qualities

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on developing an understanding and appreciation of human diversity

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on developing information literacy skills (using computers, other information resources)

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on developing vocational and occupational competence

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

Emphasis on the personal relevance and practical value of your courses

Strong Emphasis ⑦ ⑥ ⑤ ④ ③ ② ① Weak Emphasis

The next three ratings refer to relations with people at this college. Again, thinking of your own experience, please rate the quality of these relationships on each of the following seven-point rating scales.

Relationships with other students

Friendly, Supportive, Sense of belonging ⑦ ⑥ ⑤ ④ ③ ② ① Competitive, Uninvolved, Sense of alienation

Relationships with administrative personnel and offices

Helpful, Considerate, Flexible ⑦ ⑥ ⑤ ④ ③ ② ① Rigid, Impersonal, Bound by regulations

Relationships with faculty members

Approachable, Helpful, Understanding, Encouraging ⑦ ⑥ ⑤ ④ ③ ② ① Remote, Discouraging, Unsympathetic

Go to next page

ESTIMATE OF GAINS

DIRECTIONS: In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Little	Some	Quite a Bit	Very Much
Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation).	○	○	○	○
Acquiring background and specialization for further education in a professional, scientific, or scholarly field.	○	○	○	○
Gaining a broad general education about different fields of knowledge.	○	○	○	○
Gaining a range of information that may be relevant to a career.	○	○	○	○
Developing an understanding and enjoyment of art, music, and drama.	○	○	○	○
Broadening your acquaintance with and enjoyment of literature.	○	○	○	○
Seeing the importance of history for understanding the present as well as the past.	○	○	○	○
Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.).	○	○	○	○
Writing clearly and effectively.	○	○	○	○
Presenting ideas and information effectively when speaking to others.	○	○	○	○
Using computers and other information technologies.	○	○	○	○
Becoming aware of different philosophies, cultures, and ways of life.	○	○	○	○
Developing your own values and ethical standards.	○	○	○	○

	Very Little	Some	Quite a Bit	Very Much
Understanding yourself, your abilities, interests, and personality.	○	○	○	○
Developing the ability to get along with different kinds of people.	○	○	○	○
Developing the ability to function as a member of a team.	○	○	○	○
Developing good health habits and physical fitness.	○	○	○	○
Understanding the nature of science and experimentation.	○	○	○	○
Understanding new developments in science and technology.	○	○	○	○
Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology.	○	○	○	○
Thinking analytically and logically.	○	○	○	○
Analyzing quantitative problems (understanding probabilities, proportions, etc.).	○	○	○	○
Putting ideas together, seeing relationships, similarities, and differences between ideas.	○	○	○	○
Learning on your own, pursuing ideas, and finding information you need.	○	○	○	○
Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.)	○	○	○	○

ADDITIONAL QUESTIONS

1. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	8. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	15. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
2. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	9. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	16. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
3. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	17. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
4. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	11. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	18. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
5. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	12. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	19. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
6. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	13. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	20. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
7. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	14. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	

OTHER ID#, If Requested

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

THANK YOU FOR YOUR PARTICIPATION!

PLEASE DO NOT WRITE IN THIS AREA

Appendix B: Selected Questions from the College Student Experiences Questionnaire

Directions

This questionnaire, part of a research study, asks about how you spend your time at college – with faculty and friends and in classes, social and cultural activities, use of campus facilities and extracurricular activities. There are no right or wrong answers to any of the questions. Your responses will be averaged with the responses of other participants. All responses will remain anonymous and individual responses will not be identified.

No identifiable information, including your name or email address, will be collected. However, you will be asked to report information on your age, gender, year in college, sexual orientation and whether you have a job.

There are no direct benefits to participating in this study. However, your participation will represent an important contribution to educational research that will help in better understanding college student experiences.

The results of the study may be published in a dissertation, *The Experiences of Gay, Lesbian, Bisexual, and Transgender Students at the University of South Florida Using Aspects of the College Student Experiences Questionnaire*. The published summary results will not include any information that would personally identify you in any way.

Your participation to participate in this research study is completely voluntary. It will take approximately 15-minutes to complete the questions. You are free to participate in this research study or to withdraw at any time, without any penalty.

All data collected as part of the survey wil be maintained on a secure password protected site, only the researcher will have access to the data.

If you have any questions about this research or the survey please contact Matthew Stewart at mdstewar@mail.usf.edu or Dr. Kathleen King at kathleenking@usf.edu

Your submission of this survey indicates your agreement to participate. If you agree to participate, please click indicate below.

I have read this informed consent form describing this research project. I realize I have the right and opportunity to question the person in charge of this research and receive answers that I deem satisfactory.

I understand that I am being asked to participate in research. I understand the risks and benefits, and I freely give my consent to participate in the research project outlined in this form, under the conditions indicated in it.

Yes, I agree
No, I do not agree

Background Information

Directions: Indicate your response by selecting the appropriate response.

Question 1: Age
19 or younger
20 - 23
24 – 29
30 – 39
40 – 55
Over 55

Question 2: Sex
Male
Female
Transgendered

Question 3: What is your racial or ethnic identification? (Select all that apply)
American Indian or other Native American
Asian or Pacific Islander
Black or African American
Caucasian (other than Hispanic)
Mexican-American
Puerto Rican
Other Hispanic
Other

Question 4: Do you consider yourself to be:
Heterosexual or Straight
Gay
Lesbian
Bisexual
Other

Question 5: What is your marital status?
Not married
Married
Divorced
Separated
Widowed

Question 6: What is your classification in college?
Undergraduate Student
Graduate Student
Unclassified

Question 7: How many semesters have you been a student at this university?
1 – 3
4 – 6
7 – 9
10 – 12
12 – 15
15 +

Question 8: Where do you now live during the school year?
Dormitory or other campus housing
Residence (house, apartment, etc.) within walking distance to the institution
Residence (house, apartment, etc.) within driving distance
Fraternity or sorority house

Question 9: What have most of your grades been up to now at this institution?
A
A-, B+
B
B-, C+
C, C-, or lower

Question 10: Did either of your parents graduate from college?
No
Yes, both parents
Yes, father only
Yes, mother only
I don't know

Question 11: Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?
Yes
No

Question 12: How many credit hours are you taking this term?
6 or fewer
7 – 11
12 – 14
15 – 16
17 or more

Question 13: During the time school is in session, about how many hours a week do you spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work rehearsing, etc?
5 or fewer hours a week
6 – 10 hours a week
11 – 15 hours a week
16 – 20 hours a week
21 – 25 hours a week
26 – 30 hours a week
More than hours a week

Question 14: During the time school is in session, about how many hours a week do you usually spend working on a job for pay? To provide information about your work experiences on and off campus, fill in one overall for each column.
None, I don't have a job
1 – 10 hours a week
21 – 30 hours a week
31 – 40 hours a week
More than 40 hours

Question 15: How do you best meet your college expenses? Fill in the response that best approximates the amount of support from each of the various sources.
Self (job, savings, etc.)
Parents
Spouse or partner
Employer support
Scholarships and grants
Loans
Other

College Activities

Directions: In your experience at this institution during the current school year, about how often have you done each of the following?

Course Learning

Question 1: Completed the assigned readings for a class.
Never
Occasionally
Often
Very Often

Question 2: Took detailed class notes during class.
Never
Occasionally
Often
Very Often

Question 3: Contributed to class discussions.
Never
Occasionally
Often
Very Often

Question 4: Developed a role-play, case study, or simulation for a class.
Never
Occasionally
Often
Very Often

Question 5: Tried to see how different facts and ideas fit together.
Never
Occasionally
Often
Very Often

Question 6: Summarized major points and information from your class notes or readings.
Never
Occasionally
Often
Very Often

Question 7: Worked on a class assignment, project, or presentation with other students.
Never
Occasionally
Often
Very Often

Question 8: Applied materials learned in class to other areas (your job or internship, other courses, relationships with friends, family, co-workers. Etc.)
Never
Occasionally
Often
Very Often

Question 9: Used information or experiences from other areas of your life (job, internships, interactions with others) in class discussions or assignments.
Never
Occasionally
Often
Very Often

Question 10: Tried to explain material from a course to someone else (another student, friend, co-worker, family member).
Never
Occasionally
Often
Very Often

Question 11: Worked on a paper or project where you had to integrate ideas from various sources.
Never
Occasionally
Often
Very Often

Experiences with Faculty

Question 12: Talked with your instructor about information related to a course you were taking (grades, make-up, assignments, etc.).
Never
Occasionally
Often
Very Often

Question 13: Discussed your academic program or course selection with a faculty member.
Never
Occasionally
Often
Very Often

Question 14: Discussed ideas for a term paper or other class project with a faculty member.
Never
Occasionally
Often
Very Often

Question 15: Discussed your career plans and ambitions with a faculty member.
Never
Occasionally
Often
Very Often

Question 16: Worked harder as a result of feedback from an instructor.
Never
Occasionally
Often
Very Often

Question 17: Socialized with a faculty member outside of class (had a snack or soft drink, etc.).
Never
Occasionally
Often
Very Often

Question 18: Participated with other students in a discussion with one or more faculty members outside of class.
Never
Occasionally
Often
Very Often

Question 19: Asked your instructor for comments and criticisms about your academic performance.
Never
Occasionally
Often
Very Often

Question 20: Worked harder than you thought you could to meet an instructor's expectations and standards.
Never
Occasionally
Often
Very Often

Question 21: Worked with a faculty member on a research project.
Never
Occasionally
Often
Very Often

Campus Facilities

Question 22: Used a campus lounge to relax or study by yourself.
Never
Occasionally
Often
Very Often

Question 23: Met other students at some campus location (campus center, etc.) for a discussion.
Never
Occasionally
Often
Very Often

Question 24: Attended a cultural or social event in the campus center or other campus location.
Never
Occasionally
Often
Very Often

Question 25: Went to a lecture or panel discussion.
Never
Occasionally
Often
Very Often

Question 26: Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.).
Never
Occasionally
Often
Very Often

Question 27: Used campus recreational facilities (pool, fitness equipment, courts. etc.).
Never
Occasionally
Often
Very Often

Question 28: Played a team sport (intramural, club, intercollegiate).
Never
Occasionally
Often
Very Often

Question 29: Followed a regular schedule of exercise or practice from some recreational sporting activity.
Never
Occasionally
Often
Very Often

Clubs and Organizations

Question 30: Attended a meeting of a campus club, organization, or student government group.
Never
Occasionally
Often
Very Often

Question 31: Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).
Never
Occasionally
Often
Very Often

Question 32: Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.).
Never
Occasionally
Often
Very Often

Question 33: Met with a faculty member or staff advisor to discuss the activities of a group or organization.
Never
Occasionally
Often
Very Often

Question 34: Managed or provided leadership for a club or organization, on or off campus.
Never
Occasionally
Often
Very Often

Student Acquaintances

Question 35: Became acquainted with students whose interests were different from yours.
Never
Occasionally
Often
Very Often

Question 36: Became acquainted with students whose family background (economic, social) was different from yours.
Never
Occasionally
Often
Very Often

Question 37: Became acquainted with students whose age was different from yours.
Never
Occasionally
Often
Very Often

Question 38: Became acquainted with students whose race or ethnic background was different from yours.
Never
Occasionally
Often
Very Often

Question 39: Became acquainted with students from another country.
Never
Occasionally
Often
Very Often

Question 40: Had serious discussions with students whose philosophy of life or personal values were very different from you.
Never
Occasionally
Often
Very Often

Question 41: Had serious discussions with students whose political opinions were very different from yours.
Never
Occasionally
Often
Very Often

Question 42: Had serious discussions with students whose religious beliefs were very different from yours.
Never
Occasionally
Often
Very Often

Question 43: Had serious discussions with students whose race or ethnic background was very different from yours.
Never
Occasionally
Often
Very Often

Question 44: Had serious discussions with students from a country different from yours.
Never
Occasionally
Often
Very Often

Topics of Conversations

Directions: In conversations with others (students, family members, co-workers, etc.) outside the classroom during the school year, about how often have you talked about each of the following?

Question 45: Current events in the news
Very often
Often
Occasionally
Never

Question 46: Social issues such as peace, justice, human rights, equality, race relations.
Very often
Often
Occasionally
Never

Question 47: Different lifestyles, customs and religions.
Very often
Often
Occasionally
Never

Question 48: The ideas and views of other people such as writers, philosophers, historians.
Very often
Often
Occasionally
Never

Question 49: The arts (painting, pottery, dance, theatrical, productions, symphony, movies, etc.)
Never
Occasionally
Often
Very Often

Question 50: Science (theories, experiments, methods, etc.)
Very often
Often
Occasionally
Never

Question 51: Computers and other technologies.
Very often
Often
Occasionally
Never

Question 52: Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.
Very often
Often
Occasionally
Never

Question 53: The economy (employment, wealth, poverty, debt, trade, etc.).
Very often
Often
Occasionally
Never

Question 54: International relations (human rights, free trade, military activities, political differences, etc.).
Very often
Often
Occasionally
Never

The College Environment

Directions: College and universities differ, from one another, in the extent to which they emphasize or focus on various aspects of students' development. Thinking of your experience at this institution, to what extent do you feel that each of the following is emphasized? The responses are numbered from 7 to 1, with the highest and lowest illustrated. Select the one that best represents your impressions on each of the following seven-point rating scales.

Scholarly and Intellectual

Question 55: Emphasis on developing academic, scholarly, and intellectual qualities.
Strong emphasis 1 2 3 4 5 6 7 Weak emphasis

Question 56: Emphasis on developing aesthetic, expressive, and creative qualities.
Strong emphasis 1 2 3 4 5 6 7 Weak emphasis

Question 57: Emphasis on developing critical, evaluative, and analytical qualities.
Strong emphasis 1 2 3 4 5 6 7 Weak emphasis

Vocational and Practical

Question 58: Emphasis on developing an understanding and appreciation of human diversity.
1 Strong emphasis
2
3
4
5
6
7 Weak emphasis

Question 59: Emphasis on developing information literacy skills (using computers, other information resources)
Strong emphasis 1 2 3 4 5 6 7 Weak emphasis

Question 60: Emphasis on developing vocational and occupational competence.
Strong emphasis 1 2 3 4 5 6 7 Weak emphasis

Question 61: Emphasis on the personal relevance and practical value of your concerns.
Strong emphasis 1 2 3 4 5 6 7 Weak emphasis

Practical Relationships

Directions: The next three ratings refer to relations with people at this college. Again, thinking of your own experience, please rate the quality of these relationships on each of the following seven-point rating scales.

Question 62: Relationship with other students.
1 Friendly, supportive, sense of belonging
2
3
4
5
6
7 Competitive, uninvolved, sense of alienation

Question 63: Relationships with administrative personnel and offices.
Helpful, considerate, flexible 1 2 3 4 5 6 7 Rigid, impersonal, bound by regulations

Question 64: Relationships with faculty members.
Approachable, helpful, understanding, encouraging 1 2 3 4 5 6 7 remote, discouraging, unsympathetic

Appendix C: College Student Experiences Questionnaire Item Usage Agreement

CSEQ

Item Usage Agreement
College Student Experiences Questionnaire
Assessment Program

The College Student Experiences Questionnaire Assessment Program is part of the Indiana University Center for Postsecondary Research. The CSEQ Assessment Program is home to the *College Student Experiences Questionnaire (CSEQ)* and the *College Student Expectations Questionnaire (CSXQ).* These are copyrighted survey instruments, and the copyrights are owned by The Trustees of Indiana University. Any use of survey items contained within the *CSEQ* or *CSXQ* is prohibited without prior written permission from Indiana University. When fully executed, this Agreement constitutes written permission from the University, on behalf of the CSEQ Assessment Program, for the party named below to use an item or items from the *College Student Experiences Questionnaire* or *College Student Expectations Questionnaire* in accordance with the terms of this Agreement.

In consideration of the mutual promises below, the parties hereby agree as follows:

1) The University hereby grants **Matthew Stewart** ("Licensee") a nonexclusive, worldwide, irrevocable license to use, reproduce, distribute, publicly display and perform, and create derivatives from, in all media now known or hereafter developed, the item(s) listed in the proposal attached as Exhibit A, solely for the purpose of including such item(s) in the survey activity described in Exhibit A, which is incorporated by reference into this Agreement. This license does not include any right to sublicense others. This license only covers the survey instrument, time frame, population, and other terms described in Exhibit A. Any different or repeated use of the item(s) shall require an additional license.

2) In exchange for the license granted in section 1, Licensee agrees:

   a) to pay to Indiana University the sum of **$ 482.12**, by check upon execution of this Agreement;

   b) to provide to the *CSEQ Assessment Program* frequency distributions and means on the licensed item(s);

   c) in all publications or presentations of data obtained through the licensed item(s), to include the following citation: "Items *xx* and *xx* used with permission from the *CSEQ Assessment Program, Indiana University,* Copyright 1998, The Trustees of Indiana University";

   d) to provide to the *CSEQ Assessment Program*, a copy of any derivatives of, or alterations to, the item(s) that Licensee makes for the purpose of Licensee's survey ("modified items"), for the *CSEQ Assessment Program's* own nonprofit, educational purposes, which shall include the use of the modified items in the *CSEQ*, *CSXQ* or any other survey instruments, reports, or other educational or professional materials that it may develop or use in the future. Licensee hereby grants the University a nonexclusive, worldwide, irrevocable, royalty-free license to use,

Indiana University Center for Postsecondary Research
1900 East Tenth Street • Eigenmann Hall, Suite 419 • Bloomington, IN 47406-7512
Phone: (812) 856-5825 • Fax: (812) 856-5150
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Last revised January 2006

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e) to provide to the *CSEQ Assessment Program* for its own nonprofit, educational purposes, a copy of all reports, presentations, analyses, or other materials in which the item(s) licensed under this Agreement, or modified items, and any responses to licensed or modified items, are presented, discussed, or analyzed. The *CSEQ Assessment Program* shall not make public any data it obtains under this subsection in a manner that identifies specific institutions or individuals, except with the consent of the Licensee.

The undersigned hereby consent to the terms of this Agreement and confirm that they have all necessary authority to enter into this Agreement.

For The Trustees of Indiana University:

Robert M. Gonyea — 12-16-14

Robert M. Gonyea
Associate Director, Center for Postsecondary Research
Director, CSEQ Assessment Program
Indiana University

Date

For Licensee:

Name, Title, and Organization

Date

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Appendix D: Institutional Review Board Approval Letter

USF
UNIVERSITY OF
SOUTH FLORIDA

RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FWA No. 00001669
12901 Bruce B. Downs Blvd., MDC035 • Tampa, FL 33612-4799
(813) 974-5638 • FAX(813)974-7091

10/2/2014

Matthew Stewart
L-CACHE - Leadership, Counseling, Adult, Career & Higher Education
4202 East Fowler
Tampa, FL 33612

RE: **Exempt Certification**
IRB#: Pro00018684
Title: The Experiences of Gay, Lesbian, Bisexual, and Transgender Students at the University of South Florida Using Aspects of the College Student Experiences Questionnaire

Study Approval Period: 9/30/2014 to 9/30/2019

Dear Mr. Stewart:

On 9/30/2014, the Institutional Review Board (IRB) determined that your research meets USF requirements and Federal Exemption criteria as outlined in the federal regulations at 45CFR46.101(b):

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your study qualifies for a waiver of the requirements for the documentation of informed consent as outlined in the federal regulations at 45CFR46.117(c) which states that an IRB may waive the requirement for the investigator to obtain a signed consent form for some or all subjects if it finds either: (1) That the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern; or (2) That the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.

As the principal investigator for this study, it is your responsibility to ensure that this research is conducted as outlined in your application and consistent with the ethical principles outlined in

the Belmont Report and with USF IRB policies and procedures. Please note that changes to this protocol may disqualify it from exempt status. Please note that you are responsible for notifying the IRB prior to implementing any changes to the currently approved protocol.

The Institutional Review Board will maintain your exemption application for a period of five years from the date of approval or for three years after a Final Progress Report is received, whichever is longer. If you wish to continue this protocol beyond five years, you will need to submit a new application at least 60 days prior to the end of your exemption approval period. Should you complete this study prior to the end of the five-year period, you must submit a request to close the study.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

John A Schinka, Ph.D.

John Schinka, Ph.D., Chairperson
USF Institutional Review Board