



School of Law
Williams Institute

UCLA

RESEARCH THAT MATTERS

COMMUNITY COLLEGE AND THE EXPERIENCES OF LGBTQ PEOPLE

Findings from a
National Probability
Survey

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EXECUTIVE SUMMARY

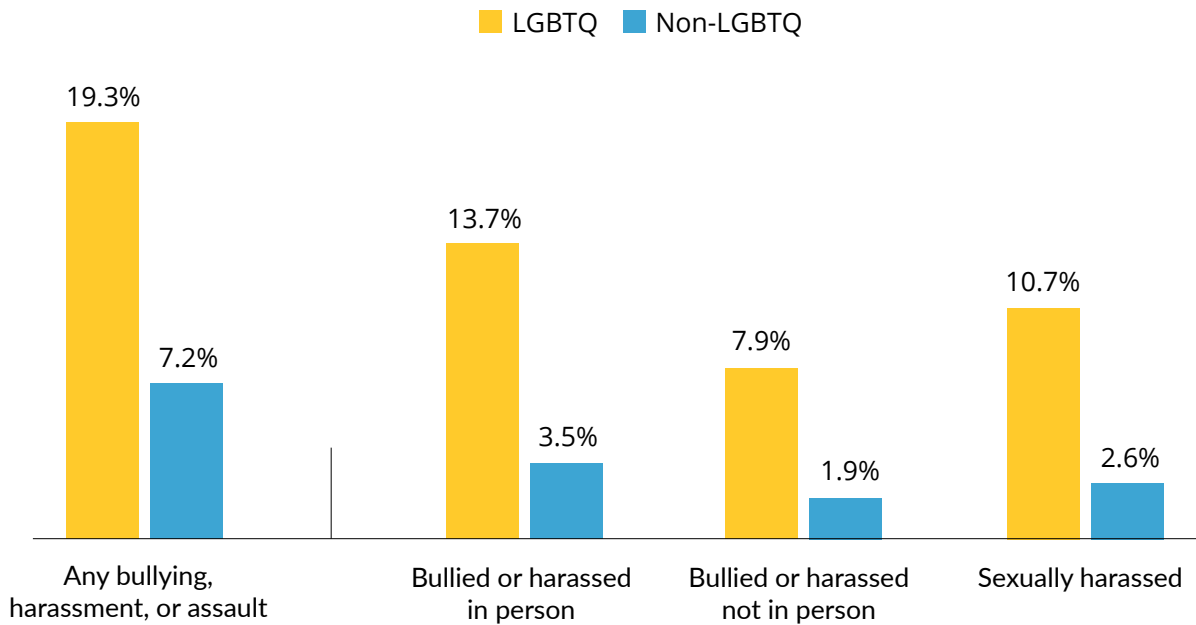
More than 4.6 million students are currently enrolled in community colleges in the U.S.—including over a quarter of all undergraduates. Community colleges provide a stepping stone to a four-year college and higher earnings. However, relatively little is known about the experiences of LGBTQ community college students.

This study provides new information about the experiences of LGBTQ people who have attended community colleges using data collected for the nationally representative Access to Higher Education Survey. Information about campus climate, experiences of belonging, discrimination, violence, mental health, educational aspirations, and sources of financial support were explored for LGBTQ and non-LGBTQ people (n=386) ages 18 to 40.

Nearly a third (32.7%) of LGBTQ people 18 to 40 reported that they attended community college at some point in their lives. Nearly all (96.2%) attended public institutions. Of those who attended community college, 14.4% were current community college students, 37.4% had completed an associate degree, and 21.0% had completed a bachelor's or graduate degree. Over half (57.9%) reported aspirations to one day obtain more education (e.g., a bachelor's or graduate degree).

Most LGBTQ people who attended community college were not “out” while attending, and LGBTQ students were more likely than non-LGBTQ students to report discrimination, harassment, and mental health struggles during their time there. A majority (74.8%) of LGBTQ people reported not being “out” as being LGBTQ to any of their teachers or staff, and 56.2% of LGBTQ people were not “out” to any other students at their community college. About four out of ten of all people found faculty and school staff and students at their community college to be “very accepting” of LGBTQ people.

LGBTQ people were nearly twice as likely to report unfair treatment by teachers, staff, or school administrators (22.1% vs. 11.7%) and hearing slurs or negative comments about LGBTQ people at their community college as their non-LGBTQ peers (24.0% vs. 12.7%). Almost three times as many LGBTQ people experienced bullying, harassment, or assault at their community college compared to non-LGBTQ people (19.3% vs. 7.2%, respectively). More specifically, one in ten (10.7%) LGBTQ people were sexually harassed at community colleges compared to 2.6% of their non-LGBTQ peers. Notably, faculty, school staff, administrators, and coaches were named as perpetrators by 16.3% of LGBTQ people who experienced bullying, harassment, or assault.

Bullying, harassment, or assault at community college among adults ages 18-40 (N=386) by LGBTQ status

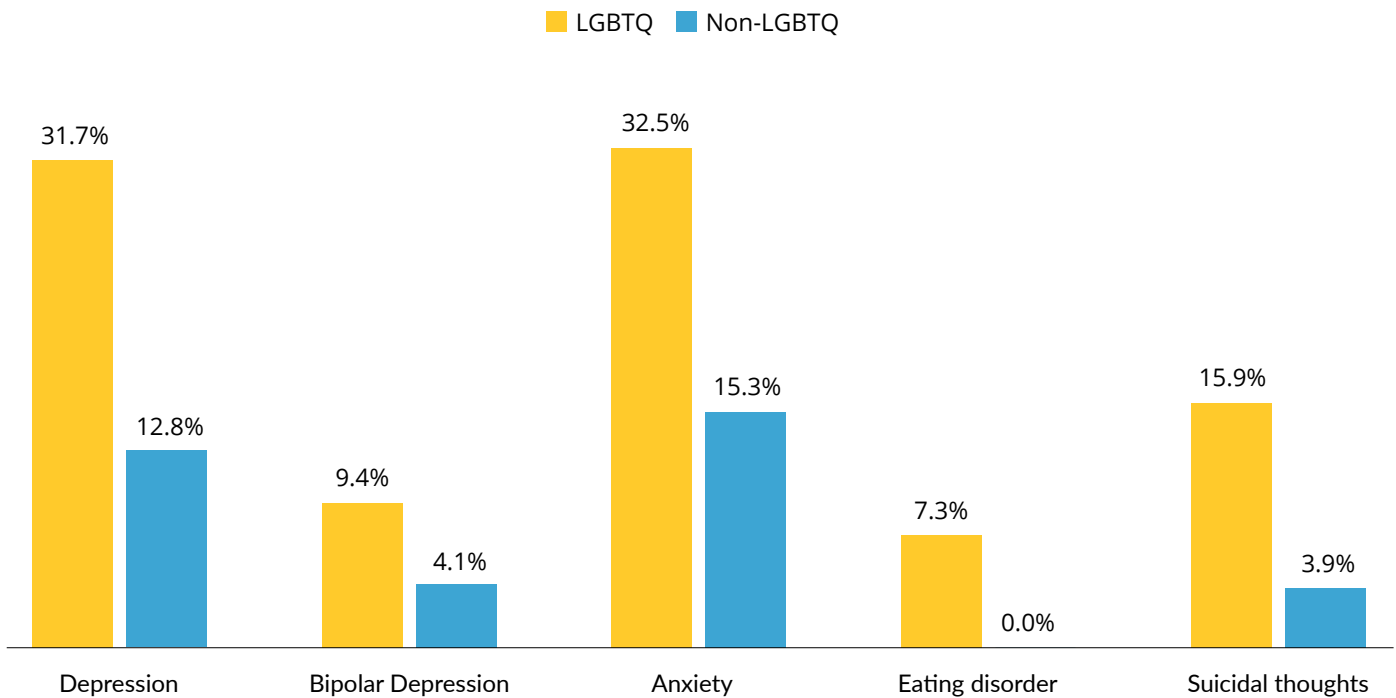
About half or more of those who had experienced bullying, harassment, or assault at their community college said that their community college did not know that the bullying, harassment, or assault was happening. Among the LGBTQ people who were victimized, only 14.0% indicated that their community college had an easily accessible, visible, and known procedure for reporting LGBT-related bias incidents and hate crimes that is distinct from generic reporting procedures. Few LGBTQ and non-LGBTQ people who experienced bullying, harassment, or assault filed a report or formal complaint.

More generally, few LGBTQ and non-LGBTQ people reported the presence of LGBTQ resources and indicators of LGBTQ inclusion at their community colleges. Notably, half or more of LGBTQ and non-LGBTQ people did not know if their community college had specific resources. Resources specific to transgender students were rarely reported—including the presence of at least one gender-neutral bathroom and a policy of allowing transgender students to change their gender designation on their program records or documents.

Not surprisingly, LGBTQ people felt less connected to their community colleges and felt less supported by faculty and staff compared to non-LGBTQ people. Fewer LGBTQ people felt a sense of belonging at their community college than non-LGBTQ people (61.0% vs 75.4%) or felt that at least one other student was close to them (54.1% vs. 67.2%). LGBTQ people were less likely than their non-LGBTQ counterparts to report that teachers empowered them to learn at their community college (73.2% and 85.0%). Accordingly, LGBTQ people were less likely than non-LGBTQ peers to recommend their community college to others (78.2% and 89.4%).

Moreover, more LGBTQ people reported mental health struggles while in community college than their non-LGBTQ peers. LGBTQ people were at least twice as likely as non-LGBTQ people to report that a professional told them that they had specific mental health problems while in community college, including depression (31.7% vs. 12.8%), bipolar depression (9.4% vs. 4.1%), anxiety (32.5% vs. 15.3%), and suicidal thoughts (15.9% vs. 3.9%).

Specific mental health conditions while at community college among adults ages 18-40 (N=386) by LGBTQ status



Few LGBTQ people reported that their community colleges had LGBTQ-supportive counseling services (11.5%) or LGBTQ-informed health services (8.0%).

INTRODUCTION

More than 4.6 million students are currently enrolled in community colleges in the U.S.—including over a quarter of all undergraduates.¹ These institutions have long served students from low-income families, first-generation college students, those who have disabilities, and racial and ethnic minority people.² Community colleges provide a stepping stone to a four-year college and higher earnings.³ In 2015-2016, about half of four-year college completers had been previously enrolled in community colleges.⁴

Community colleges have the potential to improve the socioeconomic status of LGBTQ people, particularly groups with higher rates of poverty, including transgender and bisexual people relative to their straight, cisgender counterparts.⁵ Yet, relatively little is known about the experiences of LGBTQ community college students.

Findings from pioneering, but non-representative studies, indicate that while community college can be an important and positive experience for some LGBTQ students, they may also be environments in which LGBTQ people experience harassment and assault and may not feel comfortable being “out.”^{6,7,8,9} Prior research has found that community colleges are less likely than four-year colleges to have resources for LGBTQ students such as LGBTQ resource centers or student organizations.¹⁰ A 2012 study reported that transgender supportive policies, such as allowing a student to state a preferred name on school records, were even more rare at community colleges than at four-year colleges.¹¹

¹ Community College Research Center. (2021). *Community College FAQs*. Teachers College, Columbia University. <https://ccrc.tc.columbia.edu/Community-College-FAQs.html>; National Student Clearinghouse Research Center. Overview: Fall 2021 Enrollment Estimates. https://nscresearchcenter.org/wp-content/uploads/CTEE_Report_Fall_2021.pdf

² American Association of Community Colleges. (2021). *AACC Fast Facts 2021*. Washington, D.C. https://www.aacc.nche.edu/wp-content/uploads/2021/03/AACC_2021_FastFacts.pdf

³ American Association of Community Colleges. (2021).

⁴ National Student Clearinghouse Research Center. (2017). *Two-Year Contributions to Four-Year Completions*. <https://nscresearchcenter.org/snapshotreport-twoyearcontributionfouryearcompletions26/>

⁵ Badgett, M.V.L., S.K. Choi, & Wilson, B.D.M. (2019). *LGBT Poverty in the United States: A Study of Differences between Sexual Orientation and Gender Identity Groups*. The Williams Institute, UCLA, Los Angeles, CA.

⁶ Ivory, B.T. (2005). LGBT students in community college: Characteristics, challenges, and recommendations. *New Directions for Student Services*, 111, 61-69.

⁷ Potter, S., Moschella, E., Moynihan, M. M., & Smith, D. (2020). Sexual violence among LGBTQ community college students: A comparison with their heterosexual peers. *Community College Journal of Research and Practice*, 44(10-12), 787-803.

⁸ Rankin (2010) as cited in Beemyn, J. (2012).

⁹ Zamani-Gallaher, E.M. and Choudhuri, D.D. (2016). Tracing LGBTQ community college students' experiences. *New Directions for Community Colleges*, 174(Summer), 47-63.

¹⁰ Nguyen, D.J., Brazelton, G.B., Renn, K.A., & Woodford, M.R. (2018). Exploring the availability and influence of LGBTQ+ student services resources on student success at community colleges: A mixed methods analysis. *Community College Journal of Research and Practices*, 42(11), 783-796.

¹¹ Beemyn, J. (2012). The experiences and needs of transgender community college students. *Community College Journal of Research and Practice*, 36(7), 504-510.

More research into the experiences and needs of LGBTQ community college students that utilizes representative samples is essential as these institutions work to develop more robust resources and support for LGBTQ students. This study aims to shed light on the experiences of LGBTQ adults who have attended community colleges using a national sample of LGBTQ and non-LGBTQ adults ages 18-40. Information about campus climate, experiences of belonging, discrimination, violence, mental health, educational aspirations, and sources of financial support are explored for LGBTQ and non-LGBTQ participants.

RESULTS

BACKGROUND CHARACTERISTICS

More than one in three (35.9%) LGBTQ and non-LGBTQ Access to Higher Education Survey participants (N=1,068) reported that they attended community college at some point in their lives. This includes 32.7% of LGBTQ (n=567) participants (95% Confidence Interval [CI], 28.3%, 37.4%) and 38.8% of non-LGBTQ (n=501) participants (95% CI 33.3%, 44.6%). LGBTQ and non-LGBTQ participants were similar on nearly all demographic characteristics, except for educational attainment at survey completion. More non-LGBTQ participants had completed an associate degree (54.6%) and fewer (2.0%) were current students in community college as compared to LGBTQ participants (37.4% and 14.4%, respectively). This is likely due to the slightly younger age composition of the LGBTQ group. We also note that 14.2% of the LGBTQ participants were transgender. A general description of the full community college sample is provided below.

Nearly a third (31.6%) of the 386 participants who had ever attended community college were 18-24 years of age, 26.9% were 25-29, 21.3% were 30-34 and 20.2% were 35-40 years old at the time that they completed the Access to Higher Education Survey (Table 1). A majority (60.0%) of the sample was cisgender and female. More than half (57.0%) of the sample was White, non-Hispanic, 24.1% was Latino/a, 13.0% was Black, 2.3% was Asian, Native Hawaiian or Pacific Islander or American Indian, and 3.6% was more than one race.

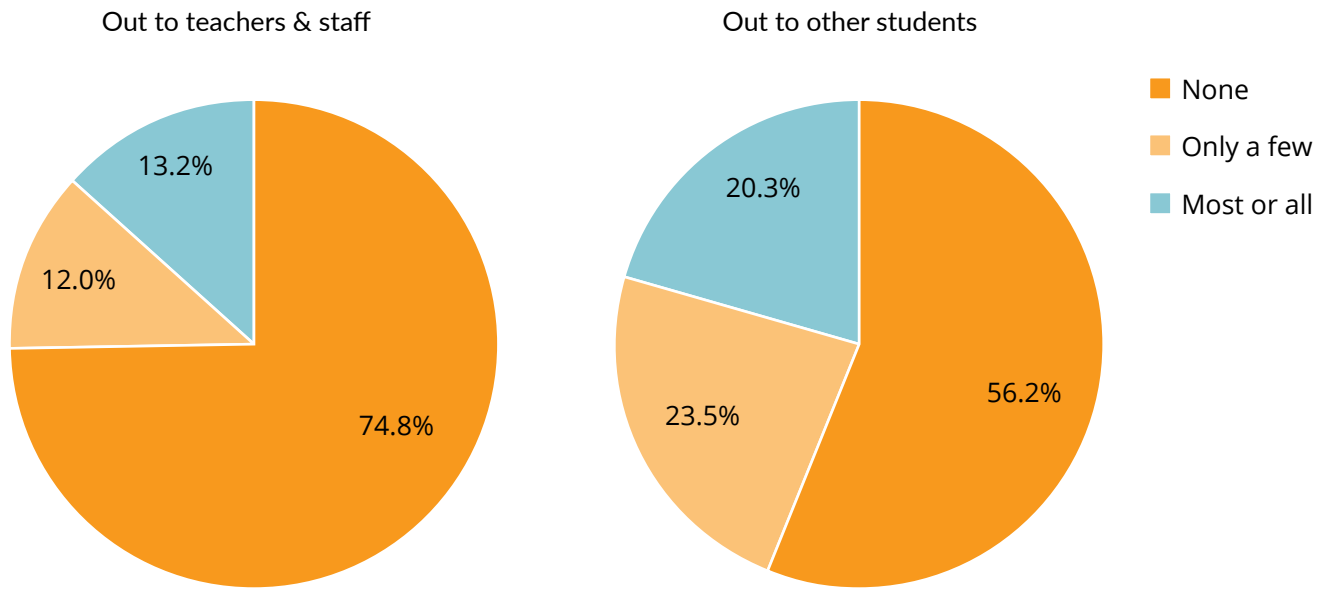
Participants varied on educational attainment: 29.6% reported a high school degree as their highest degree completed, 11.5% had a vocational, technical, or trade certificate, license, or degree, 32.6% had an associate degree, a fifth (17.7%) had a bachelor's degree, 6.0% had obtained a graduate degree, and 2.5% had not yet completed high school. Some (11.7%) participants reported having had an Individualized Education Program (IEP) or other school accommodation prior to the age of 18.

Participants were living across the U.S., with over a third (37.0%) in the South and nearly a third in the West (29.5%), when they completed the Access to Higher Education Survey. Participants attended community colleges in all regions of the US, including the Northeast (21.3%), Midwest (14.3%), South (35.3%), and West (29.2%). Most (94.1%) attended a public community college, while a handful (2.6%) attended private community colleges (3.3% didn't know if their school was public or private). Over a quarter (27.9%) reported that they had ever dropped out of a community college, 17.3% ever transferred to community colleges, and 17.7% seriously considered dropping out. Some participants picked a community college in a different city or state from where they grew up because they thought it would be more welcoming of someone like them (7.0%) or to get away from family (6.2%).

OUTNESS, ACCEPTANCE, AND EFFORTS TO AVOID DISCRIMINATION

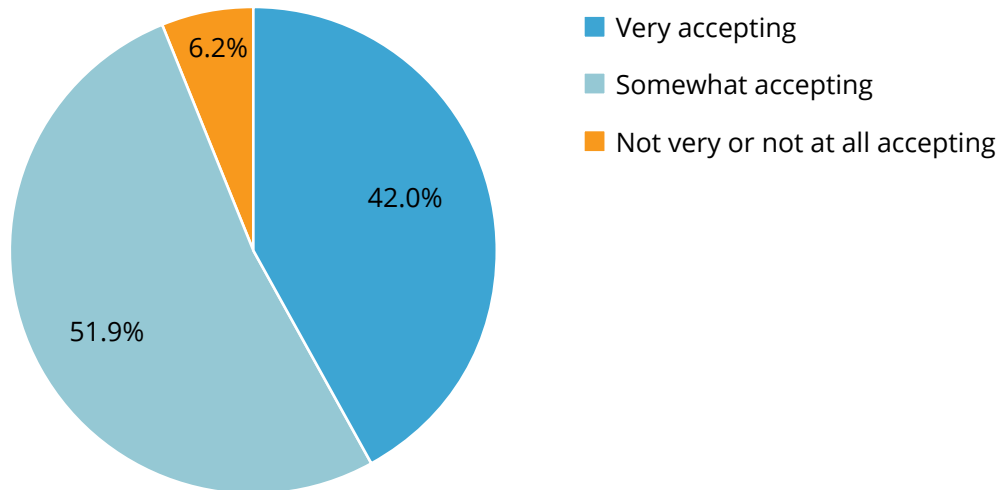
The majority (74.8%) of LGBTQ participants reported not being "out" as LGBTQ to any of their teachers and staff at their community college, 12.0% were out to only a few, and just 13.2% were out to most or all teachers and staff (Table 2). Outness to other students was somewhat higher: 56.2% of LGBTQ participants were not "out" to any other students at their community college, while 23.5% were out to only a few, and 20.3% were out to most or all other students about being LGBTQ.

Figure 1. Outness as LGBTQ to teachers, staff, and students while attending community college among LGBTQ adults ages 18-40 (N=386)



Only 42.0% of all participants found faculty and school staff and students at their community college to be very accepting of LGBTQ people.

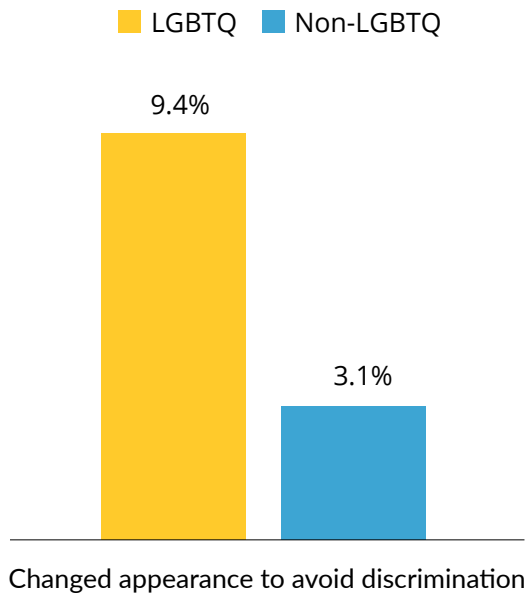
Figure 2. Perceived acceptance of LGBTQ people by teachers and staff at community college among adults ages 18-40 (N=386)



LGBTQ participants were more likely to report “covering” behaviors—including having changed their dress, appearance, or mannerisms to avoid discrimination at their community college compared to non-LGBTQ participants (9.4% and 3.1%, respectively). Covering or concealing one’s LGBTQ status is part of the minority stress process that elevates risk of poor mental health for LGBTQ people relative to non-LGBTQ people.¹²

¹² Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. *Psychological Bulletin*, 129(5), 674-697.

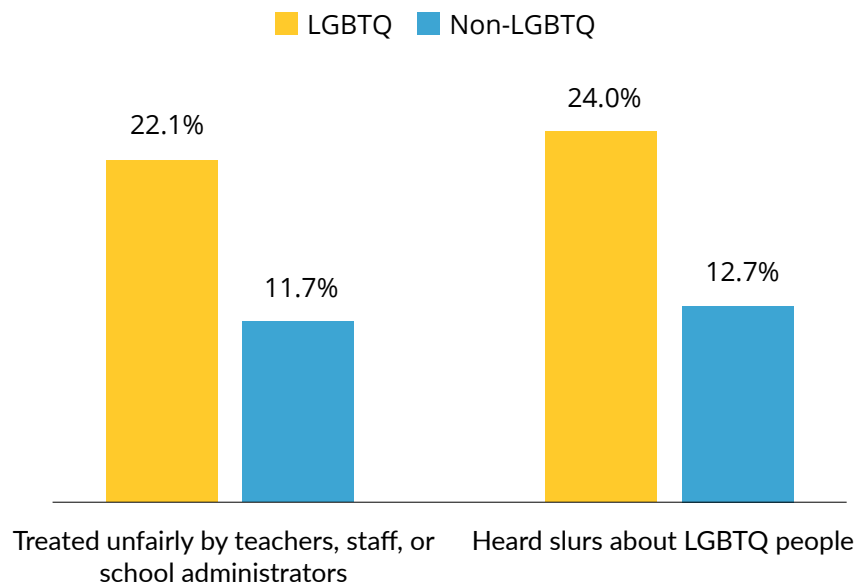
Figure 3. Ever changed dress, appearance, or mannerisms to avoid discrimination at community college among adults ages 18-40 (N=386) by LGBTQ status



UNFAIR TREATMENT, VIOLENCE, AND HARASSMENT

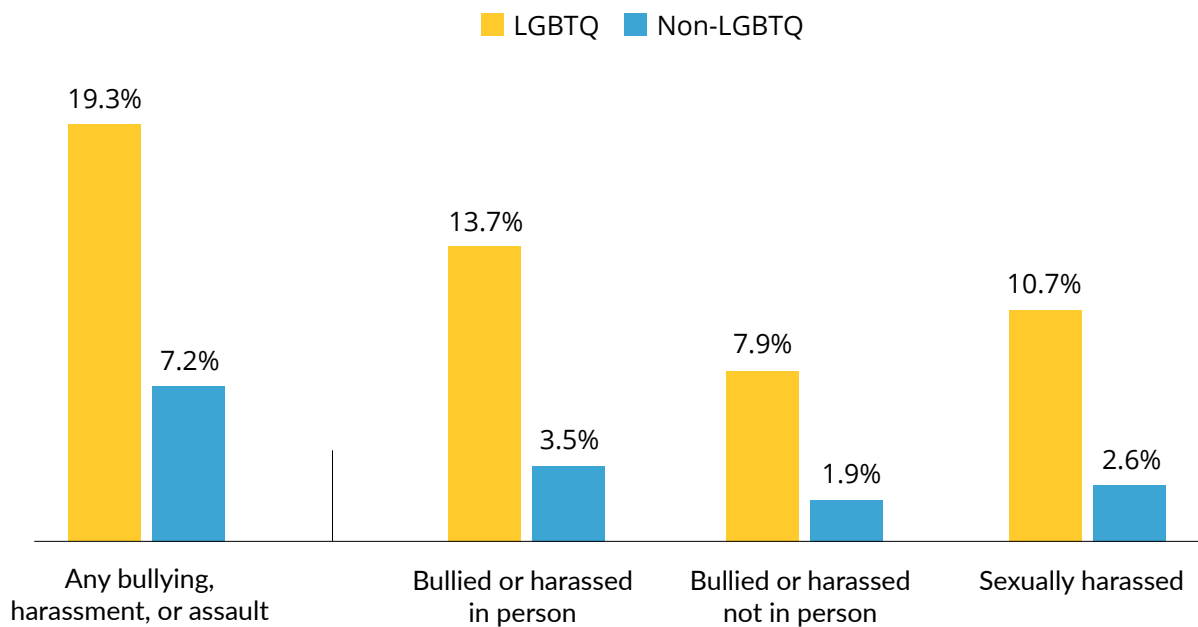
More LGBTQ (22.1%) than non-LGBTQ participants (11.7%) reported unfair treatment by teachers, staff, or school administrators (Table 3). LGBTQ participants were twice as likely to report hearing slurs or negative comments about LGBTQ people at their community college as their non-LGBTQ peers (24.0% vs. 12.7%). Slurs and negative comments about racial-ethnic minority people were reported by about one in five (21.7%) LGBTQ and non-LGBTQ participants.

Figure 4. Treated unfairly by teachers, staff, or school administrators at community college among adults ages 18-40 (N=386) by LGBTQ status



Almost three times as many LGBTQ participants experienced bullying, harassment, or assault at their community college compared to non-LGBTQ peers (19.3% vs. 7.2%, respectively). More specifically, 13.7% of LGBTQ participants were bullied or harassed in person at community colleges, compared to 3.5% of non-LGBTQ peers; 7.9% of LGBTQ were bullied or harassed online, or by notes or anonymous messages, or had offensive material left at their workspace, car, or someplace else compared to 1.9% of non-LGBTQ participants. One in ten (10.7%) LGBTQ participants were sexually harassed at community colleges compared to 2.6% of their non-LGBTQ peers; 4.3% of all participants were sexually assaulted at their community college.

Figure 5. Bullying, harassment, or assault at community college among adults ages 18-40 (N=386) by LGBTQ status



Other students (72.9%) were the most frequent perpetrators of bullying, harassment, and assault against LGBTQ and non-LGBTQ participants while community college students. Faculty, school staff, administrators, and coaches were named as perpetrators by 18.6% of those who experienced these adversities. Over a quarter (26.8%) identified “someone else” as the perpetrator.¹³

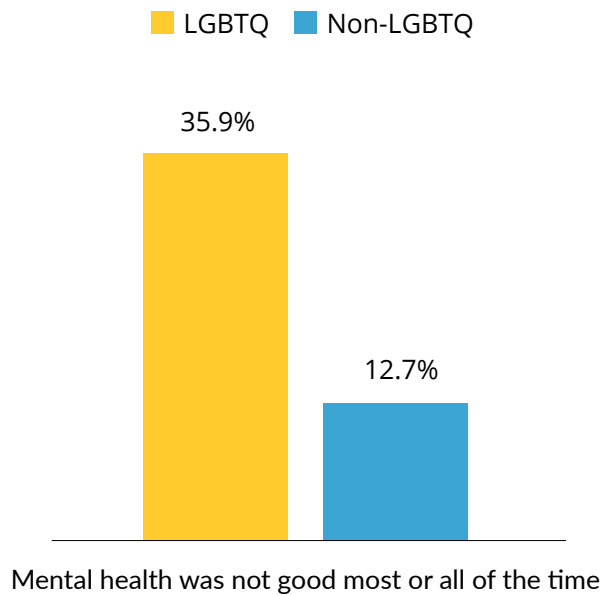
Nearly two-thirds (62.9%) of those who had experienced bullying, harassment, or assault at their community college said that their community college did not know that the bullying, harassment, or assault was happening. Among the LGBTQ participants who were victimized, 14.0% indicated that their community college had an easily accessible, visible, and known procedure for reporting LGBT-related bias incidents and hate crimes that is distinct from generic reporting procedures. Few (6.2%) participants, LGBTQ and non-LGBTQ, who experienced bullying, harassment, or assault filed a report or formal complaint.

¹³ Totals exceed 100% as some participants experienced more than one type of victimization and each type of victimization may have involved more than one type of perpetrator.

MENTAL HEALTH AND SUBSTANCE USE

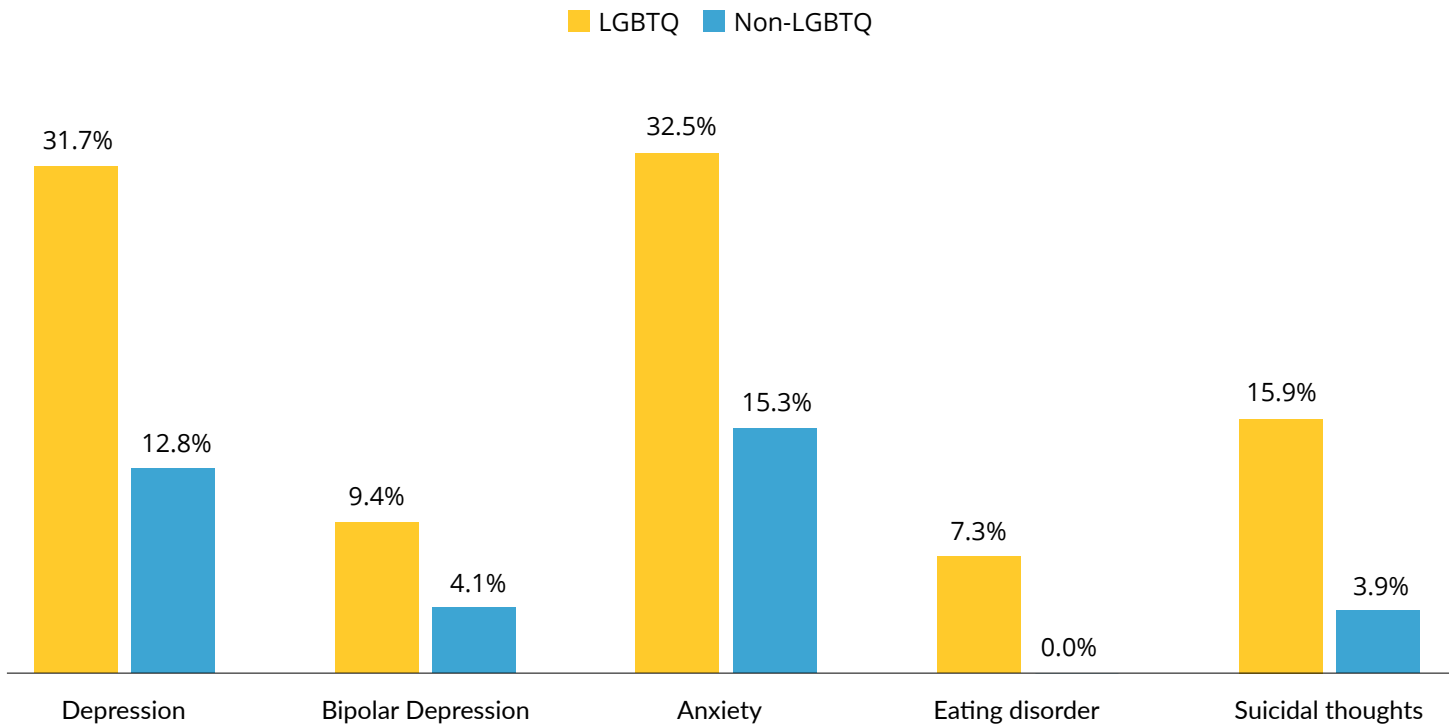
Poor mental health in community college, including depression, anxiety, suicidal thoughts, and eating disorders, was more common among LGBTQ than non-LGBTQ participants, while substance misuse was reported by comparable proportions of LGBTQ and non-LGBTQ participants (Table 4). More specifically, LGBTQ participants were nearly three times as likely as non-LGBTQ participants to report that their mental health was not good most or all of the time when they were in community college (35.9% vs. 12.7%, respectively).

Figure 6. Mental health at community college among adults ages 18-40 (N=386) by LGBTQ status



LGBTQ participants were at least twice as likely as non-LGBTQ participants to report that a professional told them that they had specific mental health problems while in community college, including depression (31.7% vs. 12.8%), bipolar depression (9.4% vs. 4.1%), anxiety (32.5% vs. 15.3%), an eating disorder (7.3% vs. 0.0%), and suicidal thoughts (15.9% vs. 3.9%). More than a third (35.8%) of LGBTQ and non-LGBTQ participants reported binge drinking in a typical month while in community college and about one in ten (9.8%) reported heavy alcohol use.

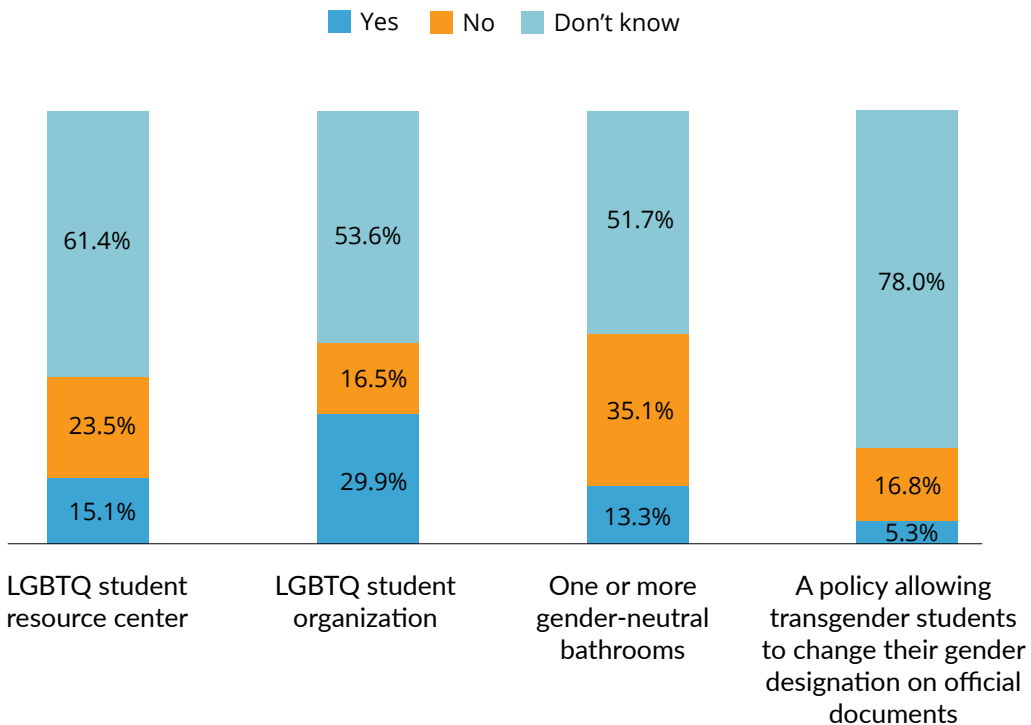
Figure 7. Specific mental health conditions while at community college among adults ages 18-40 (N=386) by LGBTQ status



SCHOOL-LEVEL INDICATORS OF LGBTQ INCLUSION

Overall, few participants, LGBTQ and non-LGBTQ alike, reported the presence of LGBTQ resources and indicators of LGBTQ inclusion at their community colleges (Table 5). Notably, half or more LGBTQ and non-LGBTQ participants did not know if their community college had specific resources. A college-recognized LGBTQ student organization was the most often reported resource: 29.9% of participants said that their community college had a student-led LGBTQ student organization while 15.1% said that their school had an LGBTQ student resource center. About one in five participants (22.5%) reported that campus buildings displayed LGBTQ symbols (e.g., rainbow flag, pink triangle, pictures of famous LGBTQ people), 19.2% reported that LGBTQ issues were integrated into existing courses, and 17.2% indicated that their community college had one or more “out” LGBTQ faculty, staff, or administrators.

Figure 8. Select indicators of LGBTQ inclusion at community college among adults ages 18-40 (N=386)



Resources specific to transgender students were somewhat less commonly noted by participants—including the presence of at least one gender-neutral bathroom (13.3%) and a policy of allowing transgender students to change their gender designation on their program records or documents (5.3%).

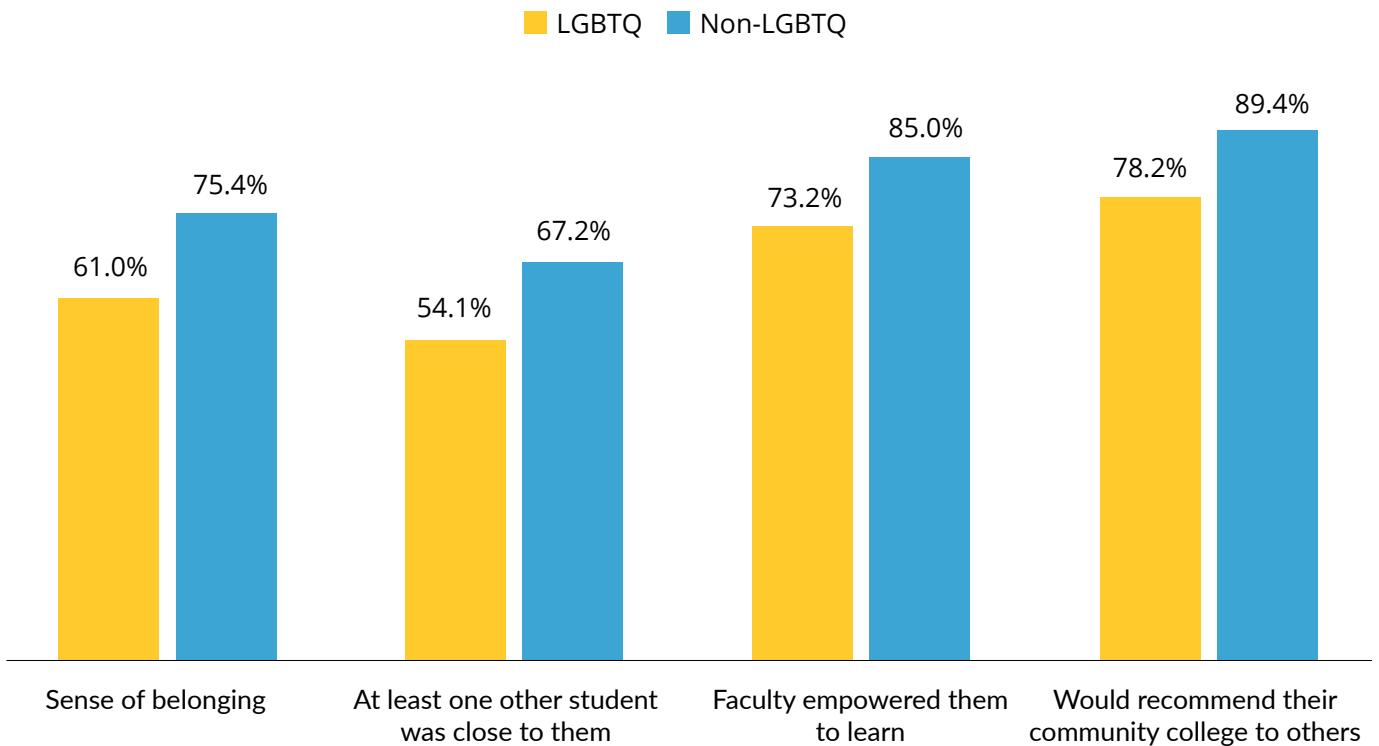
LGBTQ-supportive counseling services, with a staff that is knowledgeable of the needs and experiences of LGBTQ students and their concerns, were reported by 11.3% of all participants. LGBTQ-informed health services, with a staff that is knowledgeable of the needs and experiences of LGBTQ students and their concerns (e.g., PrEP daily medication for HIV prevention, hormone therapy), were reported by 7.5% of participants. Few participants (7.4%) reported that senior administrators (e.g., chancellor, president, vice-president, academic deans, senior diversity officer) at their community colleges explicitly included the terms “LGBT” (or “sexual orientation,” and “gender identity/ expression”) when publicly discussing multicultural and/or diversity issues on campus.

CONNECTEDNESS AND GENERAL SUPPORT

Participants answered several questions about their connectedness to their community college community and their perception of support and encouragement from faculty and staff. Responses varied across indicators of connectedness and support and between LGBTQ and non-LGBTQ participants. As shown in Table 6, fewer LGBTQ participants felt a sense of belonging at their community college (61.0%) than non-LGBTQ participants (75.4%). About one in 10 (10.3%) participants felt unsafe at their community college. Fewer LGBTQ participants felt that at least one other student was close to them (54.1%) compared to non-LGBTQ participants (67.2%). LGBTQ participants were less likely than their non-LGBTQ counterparts to report that teachers empowered them to learn at their

community college (73.2% and 85.0%, respectively). Half or more LGBTQ and non-LGBTQ participants reported that teachers believed in their potential to succeed (71.0%) and that at least one teacher (57.9%) and staff member (54.6%) took an interest in their development. Somewhat fewer (45.4%) of all participants reported that staff encouraged them to get involved in campus activities. LGBTQ participants were less likely than non-LGBTQ participants to recommend their community college to others (78.2% and 89.4%, respectively).

Figure 9. Belonging, connectedness, and support at community college among adults ages 18-40 (N=386) by LGBTQ status



UTILIZATION OF CAMPUS RESOURCES

As shown in Table 7, LGBTQ and non-LGBTQ participants reported comparable lifetime use of community college campus resources. The most commonly used resources were academic advising (58.1%), financial aid advising (49.1%), career counseling (37.9%), tutoring (35.7%), and the writing center (34.2%). Satisfaction with specific services was also comparable between LGBTQ and non-LGBTQ users of these services. More participants reported that they were satisfied with student health services (59.2%), student psychological services (43.9%), and campus safety services (53.1%) than reported neutral (37.3%, 44.8%, 46.1%, respectively) or dissatisfied (3.6%, 11.3%, 0.8%, respectively) feelings.

EDUCATIONAL ASPIRATIONS AND ENCOURAGEMENT

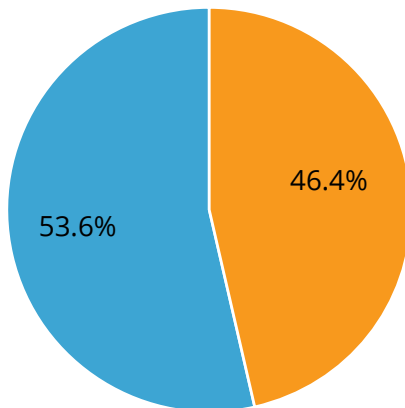
Many (39.4%) LGBTQ and non-LGBTQ community college participants reported aspirations to obtain a bachelor's degree, and some (17.0%) reported a desire to obtain a graduate degree (Table 8). Encouragement to pursue further training or education among those who wanted a bachelor's or graduate degree was statistically similar between LGBTQ and non-LGBTQ participants across various types of potential supports (e.g., parents/guardians, staff or administrators, faculty, friends). In general, parents/guardians and other family members were the most encouraging of the pursuit of further training or education compared to other sources of support.

FINANCIAL SUPPORT FOR EDUCATIONAL EXPENSES

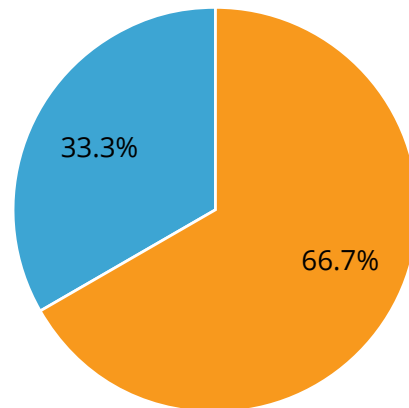
LGBTQ and non-LGBTQ participants reported a range of funding sources for educational expenses (i.e., tuition and fees, living expenses), including family resources, savings or work, grants, scholarships, and loans at comparable levels (Table 9). Aid that need not be repaid (e.g., scholarships, military funding, savings, work-study, and family resources) were more often reported sources of educational expense support. Loans were reported by a third (33.3%) of those who attended community college.

Figure 10. Financial support for community college among adults ages 18-40 (n=386)

Support from family resources for educational expenses during community college



Used loans to pay for educational expenses during community college



■ No
■ Yes

CONCLUSIONS AND RECOMMENDATIONS

Attending community college is a common experience for LGBTQ people, either as a terminal degree or, for many, as part of their path towards a bachelor's or graduate degree. Access to Higher Education Survey participants attended community colleges in all regions of the U.S., including the Northeast (21.3%), Midwest (14.3%), South (35.3%), and West (29.2%). Nearly all (96.2%) attended public institutions. Over half (57.9%) reported aspirations to obtain more education (e.g., a bachelor's or graduate degree) one day.

Three-quarters of LGBTQ people reported not being “out” to any of their teachers and staff at their community college. Somewhat more than half of LGBTQ people were not “out” to any other students at their community college. LGBTQ people who attended community college were twice as likely to report unfair treatment by teachers, staff, or school administrators and hearing slurs or negative comments about LGBTQ people at their community college as their non-LGBTQ peers. Almost three times as many LGBTQ people experienced bullying, harassment, or assault at their community college compared to non-LGBTQ people. Not surprisingly, more LGBTQ people reported mental health struggles while in community college than their non-LGBTQ peers.

Overall, few LGBTQ and non-LGBTQ people reported the presence of LGBTQ resources and indicators of LGBTQ inclusion at their community colleges. Notably, half or more of LGBTQ and non-LGBTQ people did not know if their community college had specific resources. Resources specific to transgender students were uncommon. LGBTQ people felt less connected to their community colleges and less supported by faculty and staff compared to non-LGBTQ people.

No federal law expressly protects students from discrimination or harassment based on their sexual orientation or gender identity. However, an increasing number of courts and federal agencies have expanded protections for LGBTQ students under Title IX of the Education Amendments of 1972 (“Title IX”).¹⁴ Title IX prohibits any education program or activity receiving federal financial assistance from discriminating against individuals on the basis of their sex, including that individuals not be excluded from participation in or denied the benefits of covered programs or activities because of sex.¹⁵ The reach of Title IX is broad and has long been understood to cover all of the operations of “traditional educational institutions” like elementary and secondary schools, community and four-year colleges and universities, and vocational and trade programs.¹⁶ Title IX has been used alongside other civil rights statutes in support of a wide range of policies and initiatives related, but not limited to, recruitment, admissions, and counseling; student financial aid; athletics; discipline; and enforcement against acts of harassment.¹⁷

¹⁴ Department of Education. *Resources for LGBTQI+ Students*. <https://www2.ed.gov/about/offices/list/ocr/lgbt.html> Accessed March 2022.

¹⁵ 20 U.S.C. § 1681(a).

¹⁶ 34 C.F.R. § 106.2(h)(2); Department of Justice. *Title IX*. <https://www.justice.gov/crt/title-ix> Accessed March 2022.

¹⁷ Department of Education. *Title IX and Sex Discrimination*. https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html Accessed March 2022.

While Title IX does not expressly enumerate sexual orientation or gender identity like it does sex, the Departments of Justice and Education and various federal courts have recently aligned in the view that the statute nevertheless encompasses both bases,¹⁸ consistent with the Supreme Court's reasoning in *Bostock v. Clayton County*.¹⁹ In addition, the Department of Education has expressed its intent to amend its regulations implementing Title IX to be inclusive of sexual orientation or gender identity by April 2022,²⁰ consistent with recent executive orders.²¹ These changes are expected to expand and strengthen nationwide protections for LGBTQ students, and ensure that they are able to file claims of discrimination and harassment based on their LGBTQ status with the Department of Education and in federal courts across the country. Such changes are needed based upon findings from this study and others.

Recommendations to improve community college environments for LGBTQ students are to

1. Make an institutional commitment that clearly communicates support for LGBTQ students.²²
2. Include sexual orientation and gender identity explicitly in non-discrimination policies to protect LGBTQ students, as well as faculty and staff.²³
3. Disseminate information about non-discrimination protections and reporting mechanisms campus-wide.
4. Include LGBTQ content in diversity and non-discrimination training for faculty and staff.^{24,25}
5. Promote peer outreach and leadership by engaging LGBTQ and heterosexual students to create official events or "spaces" for LGBTQ students.²⁶

¹⁸ Memorandum from Pamela S. Karlan, Principal Deputy Assistant Att'y Gen., Civil Rights Div., U.S. Dep't of Justice, to Federal Agency Civil Rights Directors and General Counsels (Mar. 26, 2021); Enforcement of Title IX of the Education Amendments of 1972 with Respect to Discrimination Based on Sexual Orientation and Gender Identity in Light of *Bostock v. Clayton County*, 86 Fed. Reg. 32,637 (June 22, 2021); see, e.g., *Grimm v. Gloucester Cnty. Sch. Bd.*, 972 F.3d 586 (4th Cir. 2020); *Adams v. Sch. Bd. of St. Johns Cnty.*, 968 F.3d 1286, (11th Cir. 2020).

¹⁹ 140 S. Ct. 1731 (2020) (analyzing a similar provision in Title VII of the Civil Rights Act of 1964).

²⁰ RegInfo.gov. *Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance*. <https://www.reginfo.gov/public/do/eAgendaViewRule?pubId=202104&RIN=1870-AA16> Accessed March 2022.

²¹ Preventing and Combating Discrimination on the Basis of Gender Identity or Sexual Orientation, Exec. Order No. 13,988, 86 Fed. Reg. 7023 (Jan. 20, 2021) (requiring the implementation of the *Bostock* decision across the civil rights statutes enforced by federal agencies); Guaranteeing an Educational Environment Free from Discrimination on the Basis of Sex, Including Sexual Orientation or Gender Identity, Exec. Order. No. 14,021, 86 Fed. Reg. 13,803 (Mar. 08, 2021) (authorizing "additional [Title IX] enforcement actions [against sexual orientation and gender identity discrimination] . . . to the fullest extent permissible under law").

²² Taylor, J.L. (2015). Understanding equity in community college practice. *New Directions for Community Colleges*, 172(Winter), 57-66.

²³ Taylor, J.L. (2015).

²⁴ Taylor, J.L. (2015).

²⁵ Robinson, G.D. (2019).

²⁶ Nguyen, D.J., et al. (2018).

6. Designate gender-neutral restrooms.²⁷
7. Initiate a campus climate survey to monitor change and to identify emerging issues.^{28,29}
8. Provide information about on-campus, local, and remote LGBTQ resources, including LGBTQ-supportive mental health care, to all students.

²⁷ Taylor, J.L. (2015).

²⁸ Taylor, J.L. (2015).

²⁹ Rankin, S. G., J.C., Duran, A. (2019). A retrospective of LGBT issues on US college campuses: 1990-2020. *International Sociology*, 34(4), 435-454.

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RESEARCH THAT MATTERS



APPENDIX

METHODS

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

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

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

Descriptive analyses were conducted using Stata v15.1 statistical software and include design-based F-tests (Rao-Scott chi-square tests) of differences in proportions to assess whether outcomes vary across demographic groups at an alpha of 0.05³⁰. Confidence intervals (95% CI) were included to communicate the degree of uncertainty around an estimate due to sampling error. All analyses were weighted using sampling weights provided by Ipsos. Sampling weights account for the probability of selection and non-response, and they adjust for response bias by gender and age, race/ethnicity, education, Census region, metropolitan status, and household income to align with benchmarks from the U.S. population ages 18 to 40 as reported in the 2020 March supplement of the U.S. Census Bureau's Current Population Survey. The study protocol was reviewed and approved by Institutional Review Board at UCLA.

³⁰ J. N. K. Rao, A. J. Scott, On chi-squared tests for multiway contingency tables with cell proportions estimated from survey data. *Ann. Stat.* 12, 46–60 (1984).

TABLES

Table 1. Characteristics of adults ages 18-40 (N=386) in the Access to Higher Education Survey who have attended a community college and their programs by LGBTQ status

	LGBTQ N=232		NON-LGBTQ N=154		ALL ^y N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Age							
18-24	34.8	26.0, 44.7	27.3	19.6, 36.8	31.6	25.4, 38.5	0.35
25-29	28.1	21.2, 36.1	25.4	18.8, 33.4	26.9	22.0, 32.5	
30-34	20.2	14.0, 28.4	22.6	16.6, 30.0	21.3	16.7, 26.7	
35-40	17.0	11.6, 24.0	24.6	18.6, 31.7	20.2	16.1, 25.1	
Sex and gender							
Cisgender male	25.6	19.3, 33.2	40.3	32.4, 48.7	31.9	26.7, 37.6	0.08*
Cisgender female	60.1	51.5, 68.2	59.7	51.3, 67.6	60.0	53.9, 65.8	
Transgender	14.2	9.4, 20.9	0.0		8.1	5.4, 12.1	
Race-ethnicity							
White, non-Hispanic	58.5	49.1, 67.3	55.0	46.3, 63.4	57.0	50.5, 63.3	0.40
Latino/a	21.9	15.3, 30.3	27.0	19.7, 35.8	24.1	19.0, 30.0	
Black, non-Hispanic	11.8	6.7, 20.0	14.7	9.2, 22.5	13.0	9.0, 18.5	
Asian, Hawaiian or Pacific Islander, American Indian, non-Hispanic	2.4	1.1, 5.2	2.0	0.4, 9.0	2.3	1.1, 4.7	
More than one race, non-Hispanic	5.4	1.9, 14.0	1.3	0.5, 3.6	3.6	1.5, 8.5	
Highest degree completed							
Less than high school	3.2	0.6, 14.8	1.7	0.4, 6.8	2.5	0.7, 8.4	0.33
High school	32.8	24.5, 42.4	25.2	18.1, 33.9	29.6	23.7, 36.2	
Vocational, technical, or trade certificate, license, or degree	13.1	8.3, 20.1	9.5	5.7, 15.3	11.5	8.2, 16.0	
Associate degree	29.9	22.2, 38.9	36.4	28.5, 45.0	32.6	27.0, 38.9	
Bachelor's degree	17.0	12.4, 22.9	18.6	13.2, 25.4	17.7	14.0, 22.0	
Graduate degree	4.0	2.2, 7.2	8.8	5.6, 13.5	6.0	4.2, 8.6	
Individualized Education Program (IEP) or other accommodations at school prior to age 18	13.1	8.7, 19.2	10.0	5.9, 16.4	11.7	8.5, 16.0	0.24
Completed an associate degree	37.4	29.3, 46.4	54.6	46.0, 62.9	44.8	38.6, 51.1	<0.01
Current student at a community college	14.4	8.2, 24.3	2.0	0.6, 6.1	9.1	5.3, 15.2	<0.01
Region of current residence							
Northeast	8.8	5.0, 14.9	17.9	12.4, 25.1	12.7	9.3, 17.1	0.05
Midwest	18.1	12.4, 25.7	24.4	18.0, 32.2	20.8	16.3, 26.1	
South	41.5	32.5, 51.0	31.1	23.5, 39.8	37.0	30.8, 43.7	
West	31.6	24.2, 40.1	26.6	19.9, 34.7	29.5	24.3, 35.3	

	LGBTQ N=232		NON-LGBTQ N=154		ALL ^y N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Region of community college last attended							
Northeast	19.9	13.9, 27.6	23.2	16.9, 31.0	21.3	16.7, 26.7	0.11
Midwest	10.3	6.1, 17.0	19.6	13.8, 27.2	14.3	10.5, 19.0	
South	39.3	30.4, 49.0	29.8	22.2, 38.6	35.3	29.0, 42.1	
West	30.5	23.2, 38.8	27.4	20.4, 35.6	29.2	23.9, 35.0	
Type of community college last attended							
Public	96.2	91.9, 98.3	91.2	85.5, 94.8	94.1	90.9, 96.2	0.18
Private	1.6	0.6, 4.4	3.9	1.7, 8.6	2.6	1.4, 4.9	
Don't know	2.2	0.7, 6.6	4.8	2.4, 9.7	3.3	1.8, 6.1	
Ever dropped out of a community college	27.9	20.5, 36.7	28.0	20.8, 36.5	27.9	22.6, 34.0	0.99
Ever transferred community colleges	15.5	10.6, 22.1	19.7	14.0, 27.0	17.3	13.4, 22.0	0.34
Seriously considered dropping out of a community college	20.9	14.4, 29.1	13.6	8.8, 20.2	17.7	13.4, 23.1	0.12
Picked a community college in a different city or state from where you grew up because you thought it would be more welcoming of someone like you	7.7	4.2, 13.6	6.2	3.1, 12.0	7.0	4.5, 10.9	0.65
Picked a community college in a different city or state from where you grew up to get away from family	6.7	3.3, 13.2	5.4	2.7, 10.6	6.2	3.7, 10.1	0.66

CI: Confidence Interval.

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

[#]F test for test of difference in proportions. Bold p-values are statistically significant. *Compares cisgender male and female only.

Table 2. Outness, acceptance, and efforts to avoid discrimination while attending community college reported by adults ages 18-40 (N=386) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=232		NON-LGBTQ N=154		ALL [¥] N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
At your last community college, about how many faculty and school staff were you “out” to about being lesbian, gay, bisexual, transgender, or queer (LGBTQ)?							
None	74.8	66.1, 81.9	--	--	--	--	--
Only a few	12.0	8.1, 17.5	--	--	--	--	
Most or all	13.2	7.6, 22.0	--	--	--	--	
At your last community college, about how many other students were you “out” to about being LGBTQ?							
None	56.2	46.9, 65.1	--	--	--	--	--
Only a few	23.5	17.1, 31.3	--	--	--	--	
Most or all	20.3	13.1, 30.2	--	--	--	--	
At your last community college, how accepting toward LGBTQ people were the faculty and school staff?							
Very accepting	43.6	34.7, 53.0	39.7	31.5, 48.5	42.0	35.6, 48.5	0.78
Somewhat accepting	50.1	41.0, 59.1	54.3	45.7, 62.7	51.9	45.5, 58.3	
Not very or not at all accepting	6.3	3.6, 10.8	6.0	3.3, 10.5	6.2	4.1, 9.1	
At your last community college program, how accepting toward LGBTQ people were the students?							
Very accepting	42.4	33.4, 52.0	41.4	33.1, 50.2	42.0	35.6, 48.6	0.90
Somewhat accepting	50.5	41.4, 59.6	49.9	41.4, 58.5	50.3	43.9, 56.7	
Not very or not at all accepting	7.1	3.9, 12.6	8.7	5.0, 14.5	7.8	5.2, 11.5	
Ever changed dress, appearance, or mannerisms to avoid discrimination at last community college	9.4	5.3, 16.2	3.1	1.1, 8.1	6.7	4.0, 10.9	0.04
Specific action taken to avoid discrimination							
Changed dress	8.2	4.3, 15.0	2.3	0.7, 7.0	5.6	3.2, 9.8	0.04
Changed hairstyle, makeup, or appearance	5.6	2.4, 12.4	1.5	0.4, 6.3	3.9	1.8, 7.9	0.10
Changed voice or mannerisms	4.4	2.2, 8.5	0.8	0.1, 5.6	2.9	1.5, 5.3	0.07

CI: Confidence Interval.

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

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

Table 3. Violence and harassment experienced while attending community college reported by adults ages 18-40 (N=386) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=232		NON-LGBTQ N=154		ALL ^y N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Any unfair treatment by teachers, staff, school administrators	22.1	15.3, 30.8	11.7	7.2, 18.4	17.6	13.1, 23.3	0.03
Unfair treatment by specific party							
Treated unfairly by teacher(s)	18.4	12.2, 26.7	11.0	6.7, 17.6	15.2	11.0, 20.6	0.10
Treated unfairly by staff	12.2	7.4, 19.4	3.8	1.7, 8.1	8.6	5.6, 13.0	<0.01
Treated unfairly by school administrator(s)	10.3	5.9, 17.2	2.5	1.0, 6.1	6.9	4.2, 11.1	<0.01
Heard slurs or negative comments about LGBTQ people	24.0	17.6, 31.7	12.7	8.2, 19.1	19.1	14.9, 24.2	0.01
Heard slurs or negative comments about racial/ethnic minority people (e.g., people who are Black, Latino/a, Middle Eastern, Asian)	24.1	17.7, 32.0	18.3	12.5, 26.1	21.7	17.1, 27.1	0.25
Bullying, harassment, or assault							
Any bullying, harassment, or assault at your last community college	19.3	13.2, 27.1	7.2	3.9, 12.8	14.1	10.2, 19.1	<0.01
Bullied or harassed in-person	13.7	8.5, 21.2	3.5	1.5, 7.7	9.3	6.1, 13.9	<0.01
Bullied or harassed on-line, by text, notes, anonymous messages, or offensive material left at your workspace, car, or someplace else	7.9	4.1, 14.4	1.9	0.6, 5.8	5.3	3.0, 9.2	0.02
Had your property damaged	8.4	4.3, 15.9	3.5	1.4, 8.4	6.3	3.6, 10.8	0.10
Sexually harassed	10.7	6.6, 16.9	2.6	1.0, 7.0	7.2	4.7, 11.1	<0.01
Threatened	7.6	3.9, 14.2	2.5	0.9, 6.7	5.4	3.1, 9.4	0.05
Physically attacked	3.4	1.3, 8.3	1.7	0.5, 5.6	2.7	1.3, 5.6	0.37
Sexually assaulted	6.1	3.0, 12.3	1.9	0.6, 6.0	4.3	2.3, 8.0	0.07
At your last community college, who bullied, harassed, or assaulted you? (check all that apply)							
	n=43		n=11		n=51		
Other student(s)	73.6	51.9, 87.8	69.6	29.9, 92.5	72.9	53.9, 86.1	0.84
Faculty	6.8	2.1, 19.8	0.0	--	5.7	1.8, 16.7	0.46
School staff	7.3	1.9, 24.3	0.0	--	6.1	1.6, 20.6	0.49
School administrator(s)	2.2	0.3, 15.0	15.9	2.1, 62.6	4.4	1.0, 17.3	0.10
Coach(es)	0.0	--	14.5	1.9, 60.1	2.4	0.3, 16.2	0.03
Someone else	28.2	12.7, 51.5	19.4	2.7, 67.9	26.8	12.9, 47.5	0.68

	LGBTQ N=232		NON-LGBTQ N=154		ALL ^Y N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
How did your community college respond to the worst bullying, harassment, assault, or discrimination that you experienced?							
	n=43		n=11		n=51		
Teachers, staff, and school administrators did not know that it was happening	65.8	44.8, 82.0	49.5	19.4, 80.0	62.9	44.6, 78.1	0.45
Teachers, staff, and school administrators knew that it was happening and did nothing	4.5	1.5, 12.6	0.0	--	3.7	1.2, 10.3	
Aggressor received suspension	5.9	1.3, 22.9	26.3	6.4, 64.9	9.5	3.4, 24.1	
Aggressor was expelled	6.0	0.8, 33.7	10.7	1.4, 51.0	6.9	1.4, 27.0	
Other	17.9	6.8, 39.3	13.5	1.8, 57.5	17.1	7.2, 35.5	
Did this community college have an easily accessible, visible and known procedure for reporting LGBT-related bias incidents and hate crimes that is distinct from generic reporting procedures?							
	n=43		n=11		n=51		
Yes	14.0	4.4, 36.6	21.0	4.8, 58.1	15.5	6.2, 33.7	0.64
No or don't know	86.0	63.4, 95.6	79.0	41.9, 95.2	84.5	66.3, 93.8	
Did you report or file a formal complaint with the community college (e.g., police, head of school)?							
	n=43		n=11		n=51		
Yes	4.1	1.1, 13.8	13.7	1.9, 57.2	6.2	1.9, 18.4	0.17
No	77.1	57.1, 89.5	45.9	19.3, 74.9	70.3	53.1, 83.2	
Not applicable	18.8	7.6, 39.6	40.4	15.6, 71.3	23.5	12.1, 40.7	

CI: Confidence Interval.

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

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

Table 4. Mental health and substance use while attending community college reported by adults ages 18-40 (N=386) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=232		NON-LGBTQ N=154		ALL [¥] N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Thinking about your mental health, which includes stress, depression, and problems with emotions, when you were in a community college, how often was your mental health not good?							
All or most of the time	35.9	27.9, 44.8	12.7	7.7, 20.2	26.0	20.8, 32.0	<0.01
Sometimes	35.5	26.7, 45.2	28.7	21.7, 36.9	32.6	26.6, 39.2	
Rarely or never	28.6	21.6, 36.9	58.6	50.0, 66.7	41.4	35.5, 47.7	
While in a community college, were you told by a professional that you had							
Depression	31.7	24.2, 40.3	12.8	8.1, 19.6	23.6	18.8, 29.3	<0.01
Bipolar depression	9.4	5.6, 15.5	4.1	1.8, 9.2	7.1	4.6, 10.9	0.04
PTSD	10.4	6.6, 16.0	3.9	1.7, 8.7	7.6	5.2, 11.2	0.06
Anxiety	32.5	24.9, 41.1	15.3	10.2, 22.3	25.2	20.2, 30.9	0.03
Substance abuse or dependence	7.7	4.0, 14.2	3.9	1.7, 8.9	6.1	3.6, 10.1	0.42
An eating disorder	7.3	4.1, 12.9	0.0	--	4.2	2.3, 7.5	0.04
Suicidal thoughts	15.9	10.5, 23.3	3.9	1.7, 8.9	10.8	7.4, 15.4	<0.01
Self-injury	6.8	3.8, 11.8	4.0	1.6, 9.5	5.6	3.5, 8.9	0.57
Other mental health concern	0.9	0.2, 4.3	0.7	0.1, 5.1	0.9	0.3, 2.8	0.85
Binge drinking in a typical month while in a community college	38.4	30.0, 47.5	32.3	25.1, 40.4	35.8	30.0, 42.0	0.31
Heavy alcohol use in a typical month while in a community college	11.6	6.9, 19.0	7.3	4.1, 12.7	9.8	6.5, 14.4	0.23

CI: Confidence Interval.

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

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

Table 5. School-level indicators of LGBTQ inclusion at community college reported by adults ages 18- 40 (N=386) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=232		NON-LGBTQ N=154		ALL ^y N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
LGBTQ student organization							
Yes	34.8	27.0, 43.6	23.3	16.7, 31.5	29.9	24.5, 35.9	0.05
No	12.6	7.7, 20.0	21.8	15.6, 29.6	16.5	12.4, 21.7	
Don't know	52.6	43.5, 61.5	54.9	46.3, 63.2	53.6	47.2, 59.8	
LGBTQ student resource center							
Yes	16.2	11.4, 22.6	13.5	8.8, 20.1	15.1	11.5, 19.5	0.80
No	22.9	16.3, 31.3	24.4	17.9, 32.4	23.5	18.6, 29.3	
Don't know	60.9	52.0, 69.1	62.2	53.7, 70.0	61.4	55.2, 67.3	
One or more “out” LGBTQ teachers, staff, or administrators							
Yes	19.6	13.9, 26.9	14.1	9.1, 21.3	17.2	13.2, 22.2	0.29
No	11.4	7.4, 17.1	16.1	11.0, 23.0	13.4	10.0, 17.6	
Don't know	69.1	60.9, 76.2	69.8	61.5, 76.9	69.4	63.6, 74.6	
LGBTQ symbols in campus buildings							
Yes	26.0	18.8, 34.7	17.8	12.1, 25.4	22.5	17.6, 28.4	0.27
No	22.8	17.1, 29.8	26.5	19.8, 34.5	24.4	19.9, 29.6	
Don't know	51.2	42.1, 60.2	55.7	47.1, 64.0	53.1	46.7, 59.4	
Integration of LGBTQ issues into existing courses							
Yes	19.4	13.2, 27.5	19.0	13.3, 26.6	19.2	14.8, 24.7	0.52
No	22.9	16.5, 30.9	29.0	21.9, 37.3	25.5	20.6, 31.2	
Don't know	57.7	48.6, 66.3	51.9	43.4, 60.4	55.2	48.9, 61.4	
One or more gender neutral bathrooms							
Yes	15.6	10.6, 22.3	10.2	6.2, 16.2	13.3	9.8, 17.7	0.10
No	30.2	22.9, 38.6	41.6	33.5, 50.3	35.1	29.4, 41.2	
Don't know	54.3	45.3, 63.0	48.2	39.8, 56.7	51.7	45.3, 58.0	
A policy or practice of allowing transgender students the ability to change their gender designation on their program records and documents							
Yes	6.0	3.2, 11.1	4.3	2.1, 8.5	5.3	3.2, 8.4	0.06
No	12.6	8.5, 18.3	22.3	16.3, 29.9	16.8	13.0, 21.3	
Don't know	81.4	74.6, 86.7	73.4	65.6, 80.0	78.0	72.9, 82.3	
LGBTQ-supportive counseling services							
Yes	11.5	7.8, 16.7	11.1	6.9, 17.5	11.3	8.4, 15.2	0.40
No	12.6	8.4, 18.6	18.1	12.6, 25.3	15.0	11.4, 19.4	
Don't know	75.9	68.7, 81.8	70.8	62.7, 77.8	73.7	68.4, 78.4	
LGBTQ-informed health services							
Yes	8.0	5.1, 12.3	6.8	3.8, 12.0	7.5	5.2, 10.6	0.71
No	14.9	9.9, 21.8	18.0	12.5, 25.3	16.2	12.4, 21.1	
Don't know	77.1	69.7, 83.1	75.2	67.4, 81.6	76.3	71.0, 80.8	

	LGBTQ N=232		NON-LGBTQ N=154		ALL [†] N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Senior administrators who explicitly included the terms “LGBT” or sexual orientation and gender identity/expression when publicly discussing multicultural and/or diversity issues at the school							
Yes	8.3	5.3, 12.6	6.3	3.4, 11.6	7.4	5.2, 10.5	0.39
No	15.3	10.7, 21.3	20.6	14.7, 28.2	17.6	13.7, 22.2	
Don't know	76.4	69.5, 82.2	73.0	65.0, 79.8	75.0	69.8, 79.5	

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

Table 6. Connectedness and general support while attending community college reported by adults ages 18-40 (N=386) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=232		NON-LGBTQ N=154		ALL [†] N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
I felt a sense of belonging							
Agree	61.0	51.9, 69.4	75.4	67.1, 82.1	67.2	60.9, 72.9	0.02
Disagree	39.0	30.6, 48.1	24.6	17.9, 32.9	32.8	27.1, 39.1	
I felt unsafe at the school							
Agree	8.7	5.3, 13.9	12.4	7.9, 18.9	10.3	7.4, 14.2	0.28
Disagree	91.3	86.1, 94.7	87.6	81.1, 92.1	89.7	85.8, 92.6	
At least one other student was close to me							
Agree	54.1	45.0, 62.9	67.2	58.5, 74.9	59.6	53.2, 65.7	0.04
Disagree	45.9	37.1, 55.0	32.8	25.1, 41.5	40.4	34.3, 46.8	
Teachers empowered me to learn here							
Agree	73.2	64.3, 80.5	85.0	77.8, 90.2	78.2	72.3, 83.1	0.02
Disagree	26.8	19.5, 35.7	15.0	9.8, 22.2	21.8	16.9, 27.7	
At least one teacher took an interest in my development							
Agree	57.5	48.2, 66.3	58.5	49.9, 66.6	57.9	51.5, 64.1	0.88
Disagree	42.5	33.7, 51.8	41.5	33.4, 50.1	42.1	35.9, 48.5	
Teachers believed in my potential to succeed							
Agree	69.2	59.7, 77.4	73.3	65.0, 80.3	71.0	64.5, 76.7	0.49
Disagree	30.8	22.6, 40.3	26.7	19.7, 35.0	29.0	23.3, 35.5	
At least one staff member took an interest in my development							
Agree	53.9	44.7, 62.8	55.6	47.0, 63.9	54.6	48.2, 60.9	0.79
Disagree	46.1	37.2, 55.3	44.4	36.1, 53.0	45.4	39.1, 51.8	
Staff encouraged me to get involved in campus activities							
Agree	42.8	33.9, 52.1	49.0	40.5, 57.5	45.4	39.1, 51.9	0.33
Disagree	57.2	47.9, 66.1	51.0	42.5, 59.5	54.6	48.1, 60.9	

	LGBTQ N=232		NON-LGBTQ N=154		ALL [‡] N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
If asked, I would recommend this community college to others							
Agree	78.2	69.7, 84.8	89.4	83.4, 93.4	83.0	77.5, 87.3	0.01
Disagree	21.8	15.2, 30.3	10.6	6.6, 16.6	17.0	12.7, 22.5	

CI: Confidence Interval.

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

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

Table 7. Utilization of campus resources while attending community college reported by adults ages 18-40 (N=386) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=232		NON-LGBTQ N=154		ALL [‡] N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Ever used campus resources at last community college	76.3	68.0, 82.9	76.4	68.5, 82.8	76.3	70.7, 81.2	0.98
Specific services used							
Writing Center	30.5	22.4, 39.9	39.2	31.2, 47.8	34.2	28.3, 40.6	0.17
Tutoring	31.6	23.6, 40.8	41.2	33.0, 49.9	35.7	29.8, 42.1	0.13
Disability Resource Center	11.8	7.4, 18.2	7.4	4.0, 13.1	9.9	6.9, 14.1	0.21
Career counseling	36.1	27.8, 45.4	40.3	32.1, 49.0	37.9	31.9, 44.4	0.51
Academic advising	58.0	49.0, 66.5	58.1	49.6, 66.2	58.1	51.8, 64.1	0.98
Transcript review	31.3	23.3, 40.7	35.0	27.3, 43.6	32.9	27.1, 39.3	0.55
Financial aid advising	48.3	39.2, 57.4	50.3	41.8, 58.7	49.1	42.8, 55.5	0.76
Student health services	21.5	14.0, 31.6	11.8	7.2, 18.7	17.4	12.4, 23.8	0.06
Student psychological services	12.7	7.5, 20.9	8.7	5.0, 14.6	11.0	7.4, 16.1	0.31
Campus safety services	17.4	10.5, 27.2	10.1	6.1, 16.4	14.3	9.7, 20.4	0.12
Satisfaction with student health services							
	n=41		n=17		n=58		
Satisfied	63.0	38.2, 82.5	49.7	25.6, 73.8	59.2	40.1, 75.8	0.46
Neutral	31.9	13.9, 57.7	50.3	26.2, 74.4	37.3	21.3, 56.6	
Dissatisfied	5.0	1.1, 20.7	0.0		3.6	0.8, 15.0	
Satisfaction with student psychological services							
	n=29		n=14		n=43		
Satisfied	43.3	19.9, 70.1	45.2	20.8, 72.2	43.9	25.3, 64.5	0.89
Neutral	47.1	21.3, 74.5	40.3	16.8, 69.3	44.8	24.8, 66.6	
Dissatisfied	9.6	2.3, 32.2	14.5	3.3, 45.7	11.3	4.0, 27.7	

	LGBTQ N=232		NON-LGBTQ N=154		ALL [‡] N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Satisfaction with campus safety services							
	n=32		n=16		n=48		
Satisfied	57.9	30.1, 81.4	42.2	19.7, 68.4	53.1	32.5, 72.7	0.50
Neutral	41.0	17.7, 69.1	57.8	31.6, 80.3	46.1	26.6, 66.8	
Dissatisfied	1.2	0.1, 8.8	0.0	--	0.8	0.1, 6.1	

CI: Confidence Interval.

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

Table 8. Educational aspirations and encouragement while attending community college reported by adults ages 18-40 (N=386) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=232		NON-LGBTQ N=154		ALL ^Y N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
When you were in a community college program, what was the highest academic degree that you wanted to obtain?							
Vocational, technical, or trade certificate	2.1	0.9, 4.9	4.0	1.8, 8.8	2.9	1.6, 5.3	0.53
Vocational, technical, or trade license	4.1	1.6, 10.3	1.8	0.6, 5.5	3.1	1.5, 6.7	
Vocational, technical, or trade degree	0.5	0.1, 2.5	1.4	0.4, 5.5	0.9	0.3, 2.6	
Associate degree (A.A. or equivalent)	32.4	24.3, 41.7	33.1	25.4, 41.8	32.7	26.9, 39.1	
Bachelor's degree (B.A., B.S.)	42.0	33.2, 51.3	35.9	28.0, 44.6	39.4	33.2, 45.9	
Graduate degree	15.9	10.1, 24.1	18.5	12.7, 26.1	17.0	12.7, 22.5	
Other	3.0	1.5, 5.9	5.2	2.5, 10.6	3.9	2.3, 6.5	
Encouragement to pursue further training or education among respondents who wanted a Bachelor's, graduate degree, or other							
	n=146		n=93		n=239		
Parents/guardians							
Encouraged a lot	64.0	53.1, 73.7	72.2	61.6, 80.8	67.5	59.9, 74.3	0.49
Encouraged a little	20.7	13.4, 30.4	15.8	9.3, 25.5	18.6	13.4, 25.3	
Neither encouraged nor discouraged me	12.4	7.3, 20.1	11.2	6.2, 19.4	11.9	8.0, 17.2	
Discouraged me from going to four-year college	2.9	1.1, 7.7	0.8	0.1, 5.4	2.0	0.8, 4.9	
Other family members							
Encouraged a lot	43.3	32.1, 55.1	64.7	53.7, 74.4	52.3	44.0, 60.5	0.05
Encouraged a little	32.5	22.0, 45.0	20.5	13.1, 30.6	27.4	20.3, 35.9	
Neither encouraged nor discouraged me	22.8	14.8, 33.3	14.7	8.6, 24.1	19.4	13.9, 26.4	
Discouraged me from going to four-year college	1.5	0.3, 7.3	0.0	--	0.9	0.2, 4.3	
Staff or administrators							
Encouraged a lot	30.9	20.1, 44.3	43.3	32.6, 54.7	36.1	28.1, 44.9	0.32
Encouraged a little	29.3	20.1, 40.5	20.1	12.4, 30.9	25.5	19.0, 33.2	
Neither encouraged nor discouraged me	38.2	28.0, 49.4	35.9	26.2, 47.0	37.2	29.9, 45.2	
Discouraged me from going to four-year college	1.6	0.2, 10.7	0.6	0.1, 4.2	1.2	0.2, 5.7	
Professors							
Encouraged a lot	34.8	23.8, 47.8	47.1	36.2, 58.3	40.0	31.9, 48.6	0.36
Encouraged a little	24.7	16.5, 35.3	21.3	13.1, 32.7	23.3	17.2, 30.8	
Neither encouraged nor discouraged me	40.1	29.5, 51.6	31.6	22.6, 42.2	36.5	29.2, 44.5	
Discouraged me from going to four-year college	0.4	0.1, 3.0	0.0	--	0.2	0.0, 1.7	
Other adults (such as therapist, religious advisor, employer, etc.)							
Encouraged a lot	25.3	15.9, 37.8	36.2	26.3, 47.5	29.9	22.7, 38.3	0.56
Encouraged a little	17.3	9.2, 30.1	14.8	8.2, 25.2	16.2	10.4, 24.4	
Neither encouraged nor discouraged me	32.6	23.1, 43.8	25.4	17.2, 35.8	29.6	22.9, 37.2	
Discouraged me from going to four-year college	0.2	0.0, 1.6	0.0	--	0.1	0.0, 0.9	
Not applicable	24.5	16.2, 35.4	23.6	15.2, 34.7	24.1	17.9, 31.7	

	LGBTQ N=232		NON-LGBTQ N=154		ALL [¥] N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Friends							
Encouraged a lot	36.0	25.4, 48.1	50.2	39.1, 61.2	42.0	34.0, 50.4	0.24
Encouraged a little	35.5	24.5, 48.3	26.2	18.1, 36.4	31.6	24.0, 40.2	
Neither encouraged nor discouraged me	28.1	19.8, 38.2	23.6	15.5, 34.3	26.2	20.1, 33.4	
Discouraged me from going to four-year college	0.5	0.1, 3.3	0.0	--	0.3	0.0, 1.9	

CI: Confidence Interval.

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

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

Table 9. Financial support for educational expenses while attending community college reported by adults ages 18-40 (N=386) on the Access to Higher Education Survey by LGBTQ status

	LGBTQ N=232		NON-LGBTQ N=154		ALL [¥] N=386		F [#]
	%	95% CI	%	95% CI	%	95% CI	P-VALUE
Any educational expenses for last community college covered by							
Family resources (parents, relatives, spouse, etc.)	54.1	45.1, 62.9	52.8	44.3, 61.2	53.6	47.2, 59.8	0.83
My own resources (savings from work, work-study, other income)	61.6	52.3, 70.2	63.6	54.9, 71.5	62.4	56.0, 68.5	0.76
Aid which need not be repaid (grants, scholarships, military funding, etc.)	68.4	59.9, 75.9	57.7	49.2, 65.8	63.8	57.7, 69.5	0.07
Aid which must be repaid (loans, etc.)	34.0	25.8, 43.4	32.3	25.0, 40.5	33.3	27.5, 39.6	0.77

CI: Confidence Interval.

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

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