



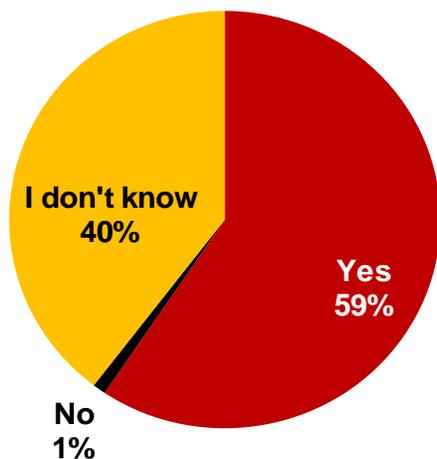
LGBTQ ENVIRONMENT

University of Maryland

2014 – Issue 1, March

This Campus Assessment Working Group (CAWG) Snapshot reports findings on freshman students' perceptions of Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues at the University of Maryland. The data included in this Snapshot represent results from the Beginning Student Survey (BSS), an annual survey administered by the CAWG Beginnings subgroup. Freshmen complete the survey approximately 8-10 weeks into fall semester during courses such as ENGL 101 and UNIV 100, among others. For the BSS 2011, out of 3,994 first-time, full-time freshmen, 1,498 (38%) completed the survey. Of respondents, 51% were men and 49% were women; 51% were White; 18% were Black/African American; 12% were Asian American; 10% were Hispanic; 4% were Foreign; 3% were Two or More races; 3% were Unknown; <1% were American Indian/Alaska Native; and <1% were Native Hawaiian/Other Pacific Islander. The data below represent only the responses of survey respondents, not all Maryland freshman students. Use caution when generalizing.

Is UMD a Welcoming Environment for LGBTQ people?



All Respondents

- The majority of respondents (**60%**) felt UMD is a welcoming environment. **Fewer than 1%** felt UMD is NOT a welcoming environment. The remaining **40%** responded "I don't know."

Demographic Differences*

- More female respondents than male respondents (**64%** versus **56%**) indicated that UMD is a welcoming environment for LGBTQ people.
- Race/ethnicity differences were investigated and only one was statistically significant. **Fifty-two percent** of Asian American respondents reported that UMD is a welcoming environment compared to **59%** of overall respondents.

Note: Percentages may not sum to 100 due to rounding. N = 1460.

Questions to Consider

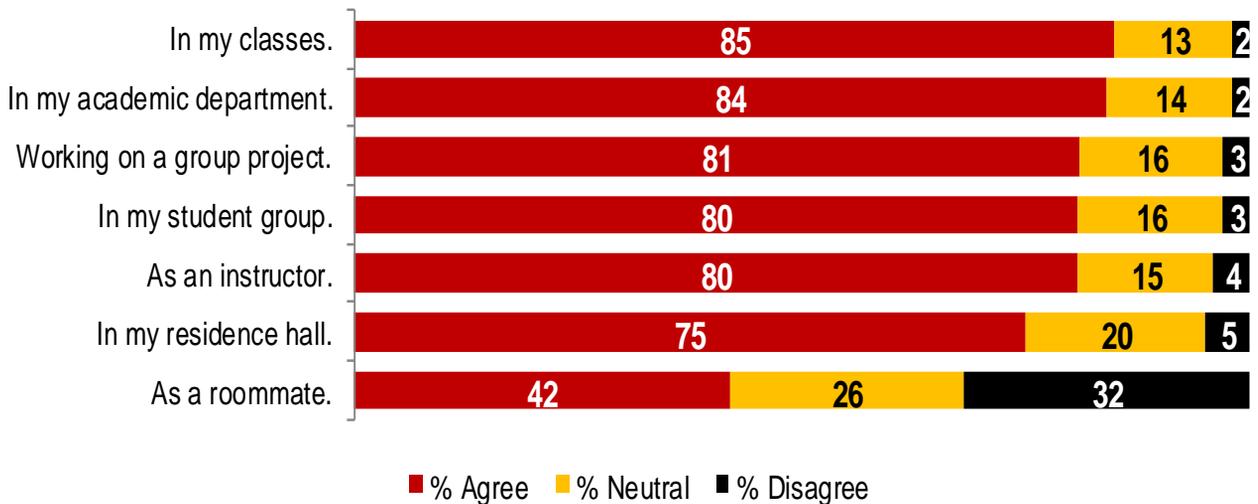


- Students took this survey approximately eight weeks into their first semester. What can UMD do to make a clearer stance to incoming freshmen within their first semester that it welcomes LGBTQ students?
- Does students' lack of knowledge of the LGBTQ climate at UMD highlight a need for more awareness of broader climate issues?

*Differences between groups reported throughout this report are statistically significant. For racial/ethnic groups, some groups (American Indian, Hawaiian, Foreign, Unknown and individuals who identify as Two or More Races) are not included due to small headcounts that make statistical analyses unreliable. For further explanation, see page 3.

Personal Comfort

"I AM comfortable having an LGBTQ person:"



Note: Students who indicated not living in residence halls were removed from the "In my residence hall" item. Percentages may not sum to 100 due to rounding. N = 1439 - 1492 depending on item.

All Respondents

- In general, respondents report less comfort being in increasingly personal environments with LGBTQ individuals. For example, they report less comfort with an LGBTQ roommate than with an LGBTQ classmate.

Demographic Differences*

- Gender differences were found across all items. Approximately **10%** more female respondents agreed with these items than their male counterparts. For example, **47%** of females versus **38%** of males agreed they would be comfortable having an LGBTQ roommate.
- Analyses were conducted to examine group differences for four racial/ethnic groups (White, Black/African American, Asian, and Hispanic respondents). No statistically significant differences emerged for Hispanic respondents. However, racial/ethnic differences were found in six of the seven items among White, Black/African American, and Asian American groups and are described below. No statistically significant differences occurred for the "roommate" item.
 - In general, slightly more White students than expected agreed with all six items.
 - In general, slightly fewer Black/African American students than expected agreed with all six items.
 - In general, fewer Asian American students than expected agreed with five of the six items, except for "in my classes," where there was no statistically significant difference.

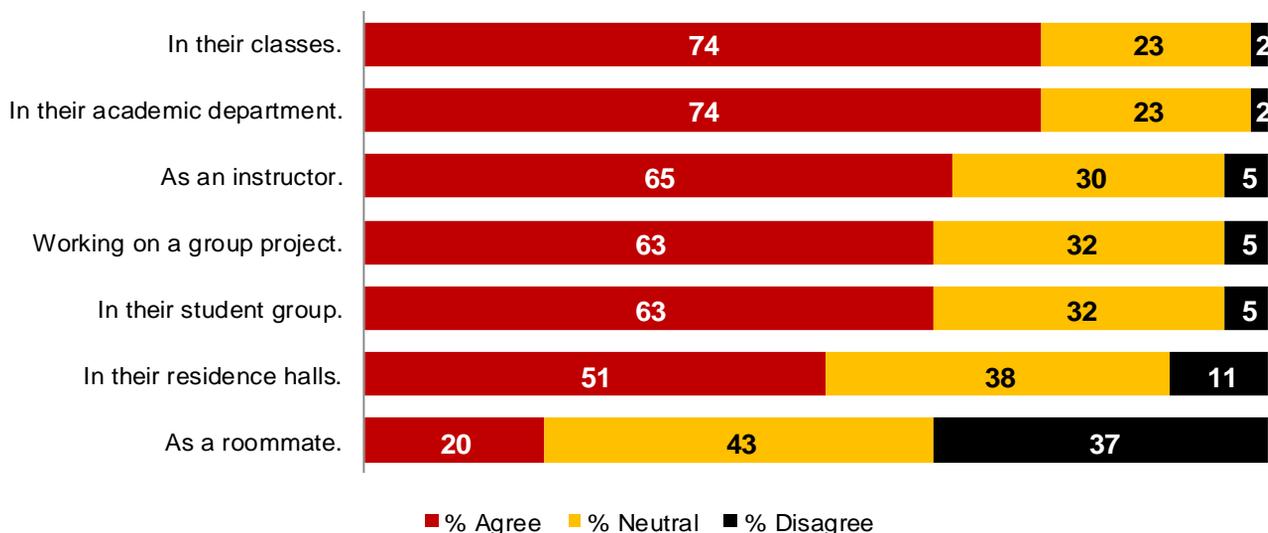


Question to Consider

- Students report more discomfort with LGBTQ people as proximity and environmental intimacy increase. What can we do to foster a safe, welcoming space for LGBTQ people in all settings?

Perceptions of Others' Comfort

"I think MOST STUDENTS at UMD are comfortable having an LGBTQ person:"



Note: Percentages may not sum to 100 due to rounding. N = 1478 - 1482 depending on item.

All Respondents

- Students' perceptions of other students' comfort with LGBTQ people were consistently lower than their own.
- A sizeable portion of respondents selected neutral when attempting to estimate other students' comfort.

Demographic Differences*

- Patterns of gender difference were similar to the previous question with regard to "in their classes," "in their academic department," "working on a group project," and "in their student group."
- Patterns of race/ethnicity differences were similar to the previous question with the exception of Asian American students. More Asian American students than expected agreed with the item "as a roommate" while fewer than expected agreed with items "in their academic department" and "as an instructor."



Question to Consider

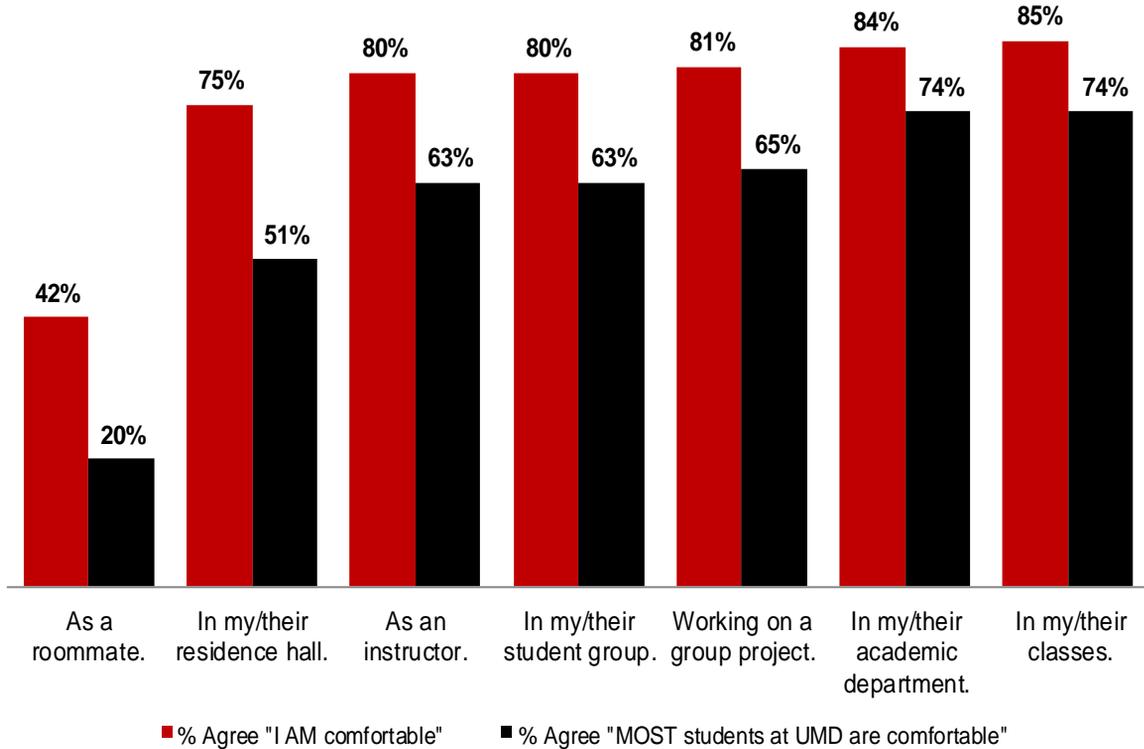
- How can we encourage all students to be more comfortable with LGBTQ peers on campus?

Demographic Differences Explained

Differences (tested with chi square analyses) are reported where the responses across the demographic categories (e.g., male and female) are significantly different than expected relative to the overall response pattern. For example, if 70% of all respondents agreed with a statement, we would expect 70% of both males and females to agree, if sex were not a factor. However, if we found a significant difference with only 65% of males agreeing, then we would report that "fewer males than expected" agreed with the item. The American Indian/Native Hawaiian, Unknown, and Foreign racial/ethnic/citizenship groups were not included due to small sample sizes that make statistical analyses unreliable.

“I am comfortable” versus “Most students at UMD are comfortable”

Comparing Student Responses



All Respondents

- Respondents tended to report they were more comfortable with LGBTQ individuals in various settings than most of their peers with a **10-24%** difference in agreement across the items.
- Differences between self and perceptions of others' comfort were greatest within the living environment (i.e., roommate and residence hall).



Question to Consider

- What visible actions can UMD take to encourage the student body to welcome LGBTQ individuals?



The Campus Assessment Working Group (CAWG) regularly gathers and exchanges information about UMD student and alumni experiences. The group is charged with developing a campus "Culture of Evidence" in which data and assessment can inform campus decision making. Its three subgroups focus on freshman experiences, junior/senior student experiences, and retention and completion efforts. For more information, to view past reports, or to join a CAWG subgroup, please visit www.umd.edu/cawg.