**Overview:**

The aim of this project is to demonstrate differences between LGBTQ+ respondents and non-LGBTQ+ respondents in their feelings of academic success, mental health, and sense of belonging within the campus environment. We primarily grouped respondents by self-identification of their gender and sexuality. We also incorporate information on age and degree programs to examine the effects of different factors.

**Stakeholders:** Colleges and Institutions in the United States

**Data:** Survey data from the Healthy Minds Study for the year 2019-2020. 89888 Students from 69 colleges and universities in the United States participated in the survey.

**Approach: (UPDATE with final)** We built a set of dynamic dashboards in Tableau to visualize survey responses by respondents' reported sexuality or gender. This approach allowed us to examine clear equity differences within each demographic group. Each dashboard includes a parameter to switch between either sexuality or gender. We examined responses to key survey questions to assess academic performance, mental health, and feelings of the campus climate.

* The first dashboard provides an overview of respondents’ information in tables and plots. There is a demographic breakdown, including counts and percentage of total. As well as information on respondents' ages and degree program to provide context.
* The second dashboard focuses on questions related to campus climate and behavior.
* The third dashboard focuses on questions related to factors impacting academic success.

**Results (update this last once we finalize the dashboard)**

**Campus climate and behavior**

**Factors impacting academic success**

Students’ academic success and performance differs by gender and sexuality. LGB+ (if gender) and TQ+ (if sexuality) students are less confident in their ability to finish their degree due to a variety of challenges. Although LGB+ students represent 20% of the surveyed students, they represent 36% of students that believe mental or emotional health challenges will prevent them from completing their degree. Similarly, TQ+ students represent 2.15% of the surveyed students, but 6.7% of students that believe mental or emotional health challenges will prevent them from completing their degree. LGB+ and TQ+ students also experience more days where emotional or mental difficulties have negatively impacted their academic performance.

**Impacts**

This analysis sought to demonstrate differences in shared experiences between different demographic groups in order to quantify the needs of students. Identifying the needs of underrepresented groups is a critical step to help institutions identify resources and initiatives to help improve their academic performance and mental health. Results can inform both policy and practice at colleges and universities. Increasing availability and access to resources of underrepresented groups also benefits these institutions by reducing student risk on campus, improving academic performance, and increasing student retention rates.

**Future work**