

# An Exploratory Analysis of Undergraduate LGBTQ Music and Art Students' Well-Being

NICHOLAS ROSETH

## FRAMEWORK

"PERMA" Well-Being Model proposed by Martin E. P. Seligman, positive psychologist:

- Positive Emotions (P) - "the pleasant life"; feeling good
- Engagement (E) - involvement, flow
- Relationships (R) - positive and authentic connections with others
- Meaning (M) - a sense of belonging to something greater than self
  - M1 - "Meaning" encouraged by institution
  - M2 - "Meaning" self-directed by student
- Achievement (A) - "the achieving life"; sense of accomplishment

## RESEARCH QUESTIONS

1. Using Well-Being Theory as a framework, what is the overall status of LGBTQ music, music education, and art education students?
2. How do LGBTQ music/art students compare to straight music/art students and LGBTQ non-music/art students?
3. What are the policy implications of findings for universities and in collegiate music programs?

## DEMOGRAPHICS

- Mean age, 21.92 years ( $SD = 5.86$ )
- 995 institutions represented
- Total respondents,  $N = 30,014$ 
  - Straight + Music/Art,  $n = 3,333$  (11.1%)
  - LGBTQ + Music/Art,  $n = 545$  (1.8%)
  - LGBTQ + Non-Music/Art,  $n = 18,748$  (62.5%)
  - Unknown Identity + Music/Art,  $n = 7,388$  (24.6%) (not included on poster)

## METHOD

### Data Collection

- The College Student Report (CSR) of the National Survey of Student Engagement (NSSE) (Indiana University Bloomington)
- Items selected from CSR plausibly related to Well-Being Theory (Seligman)
- Access to data from 2013-2015 for all students self-identified as LGBTQ, and all students self-identified as "music" or "music and art education" majors

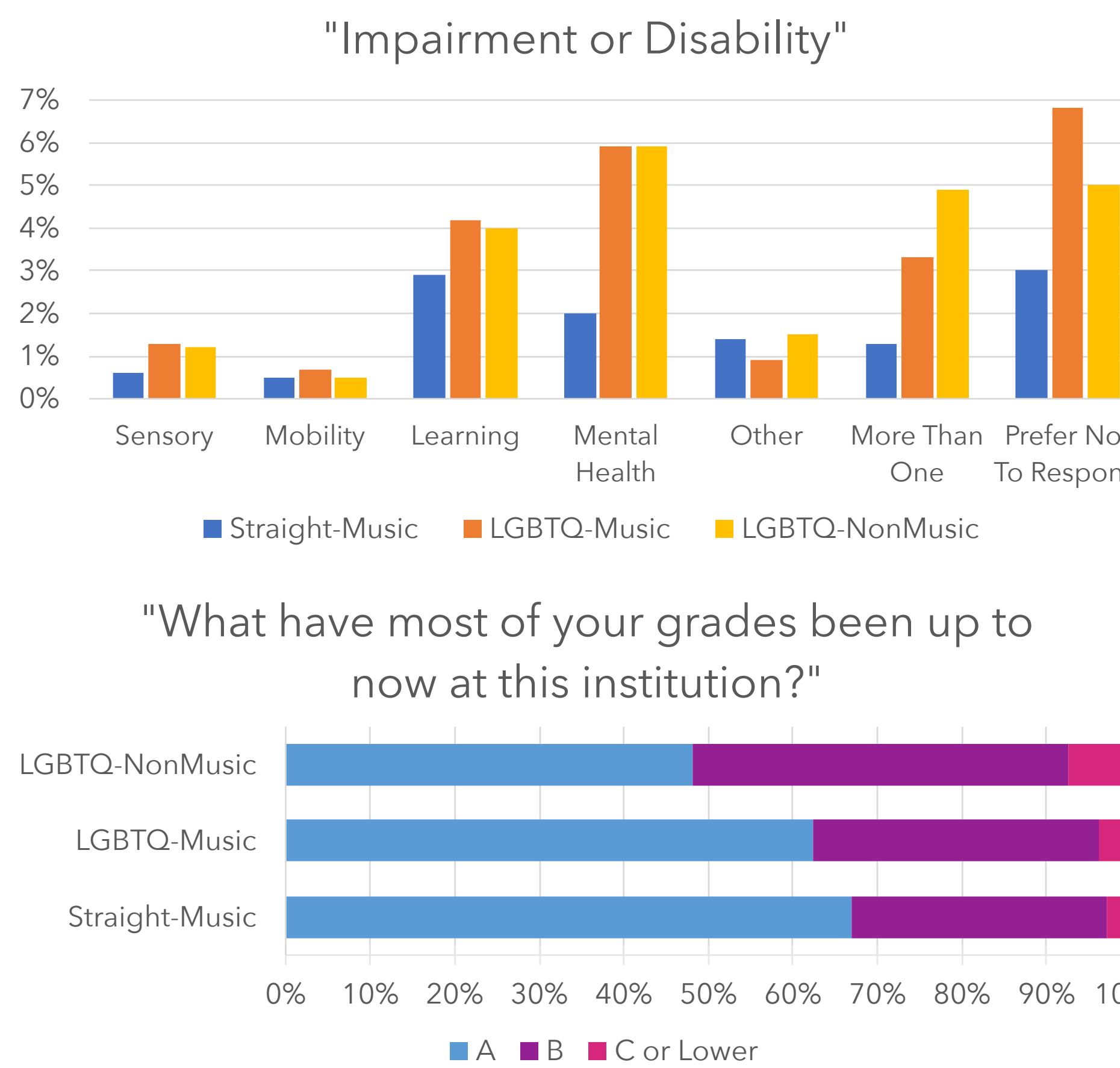
### Data Analysis

- Data were analyzed and interpreted using Well-Being Theory as a framework
- Exploratory Factor Analysis was used to delimit variables unrelated to the PERMA framework
- Factor scores were calculated for each individual to allow for additional analyses between groups

## OVERALL WELL-BEING



## ADDITIONAL CONTEXT

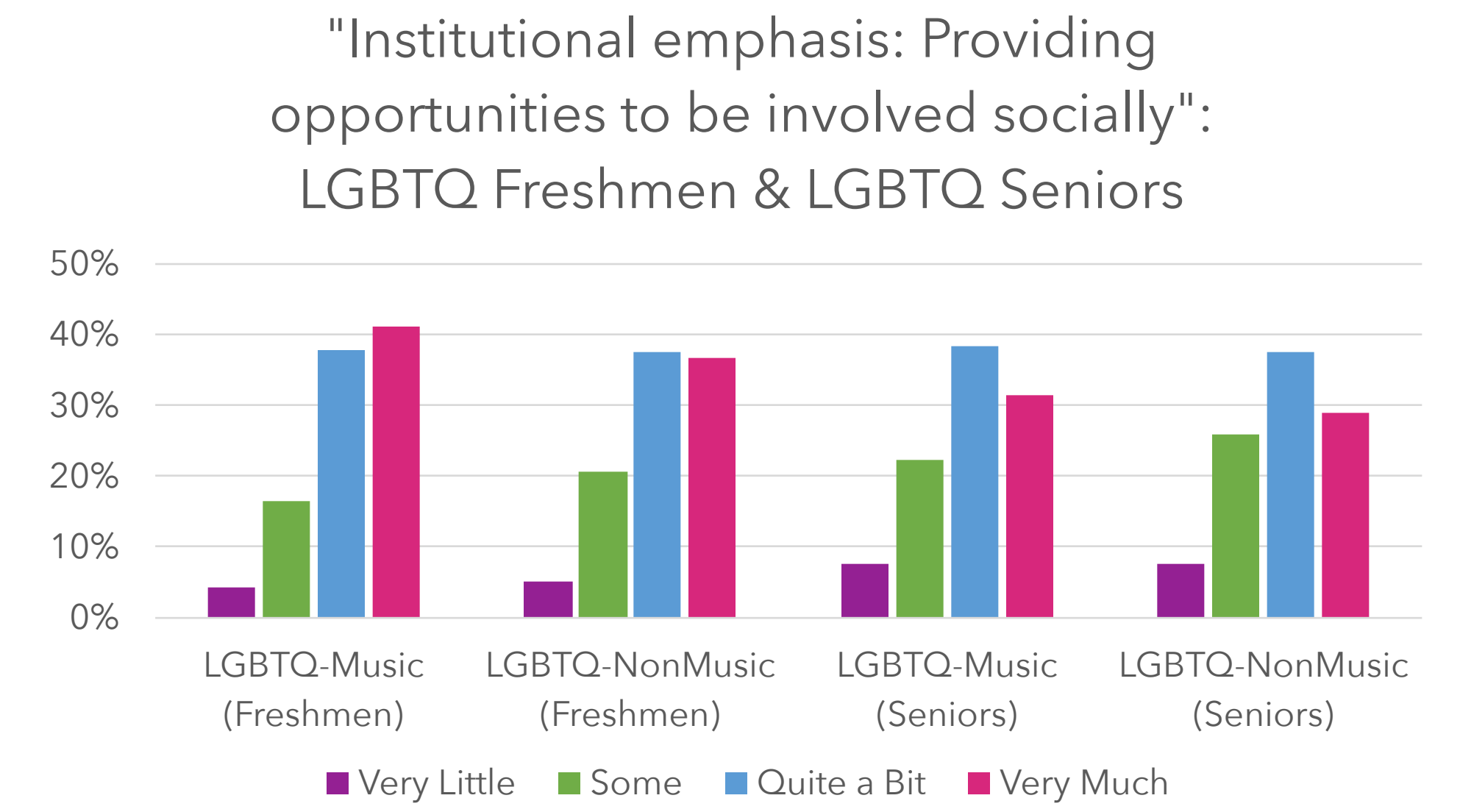


## FINDINGS & CONCLUSIONS

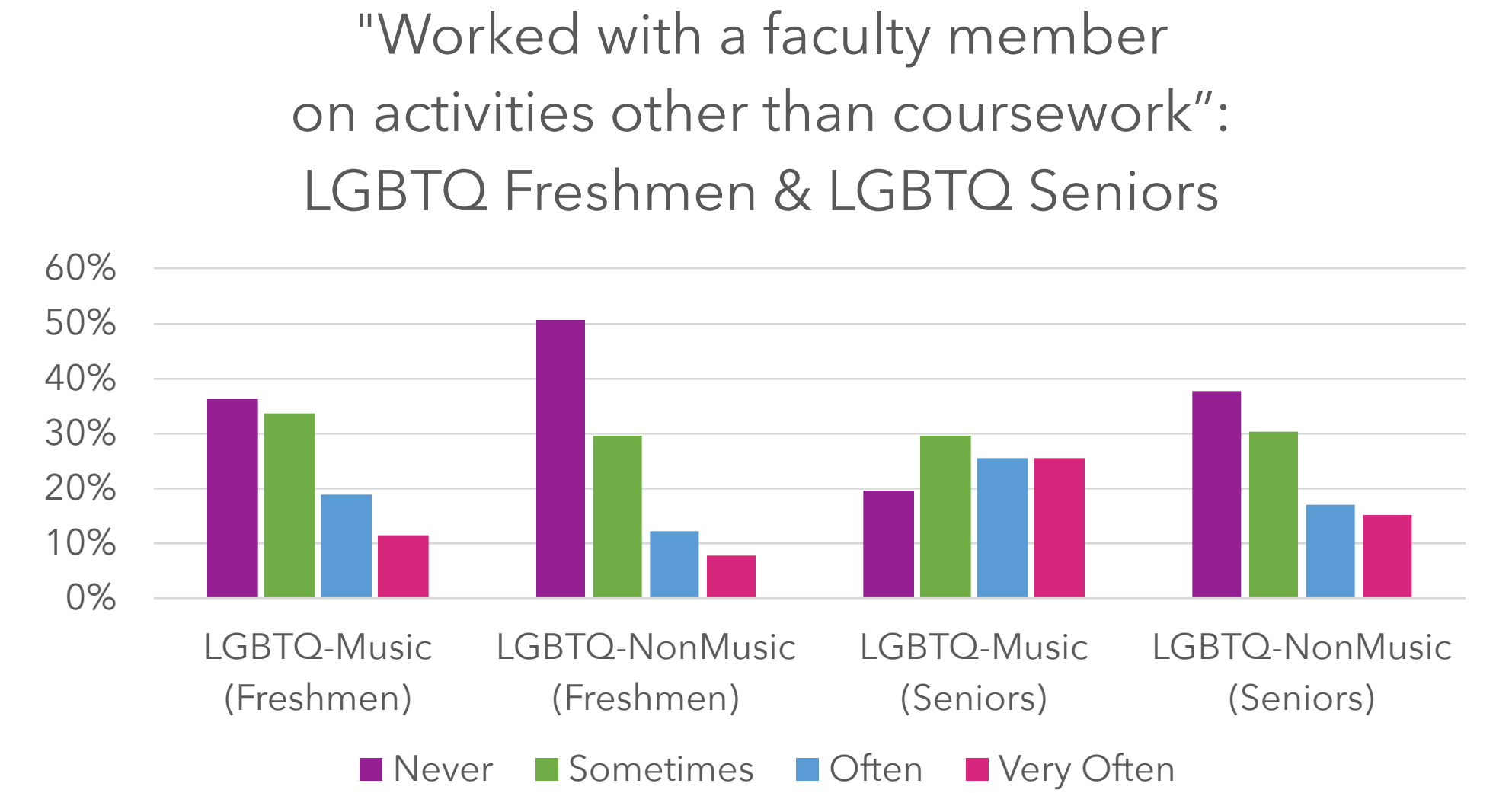
- LGBTQ music students not significantly different from straight music peers in P, E, M1, R; some significant item-level differences within categories may exist, e.g. relationships with peers
- LGBTQ non-music students significantly "less well" than straight music peers; require additional institutional support in P, E, R, A
- All LGBTQ students rated M2 significantly higher than straight peers, and A significantly lower; suggests LGBTQ students may be more actively exploring diverse perspectives and problems, and may require institutional support to increase achievement
- LGBTQ music students rated items related to E and A significantly higher than LGBTQ non-music students

## REPRESENTATIVE ITEM-LEVEL FINDINGS FOR PERMA

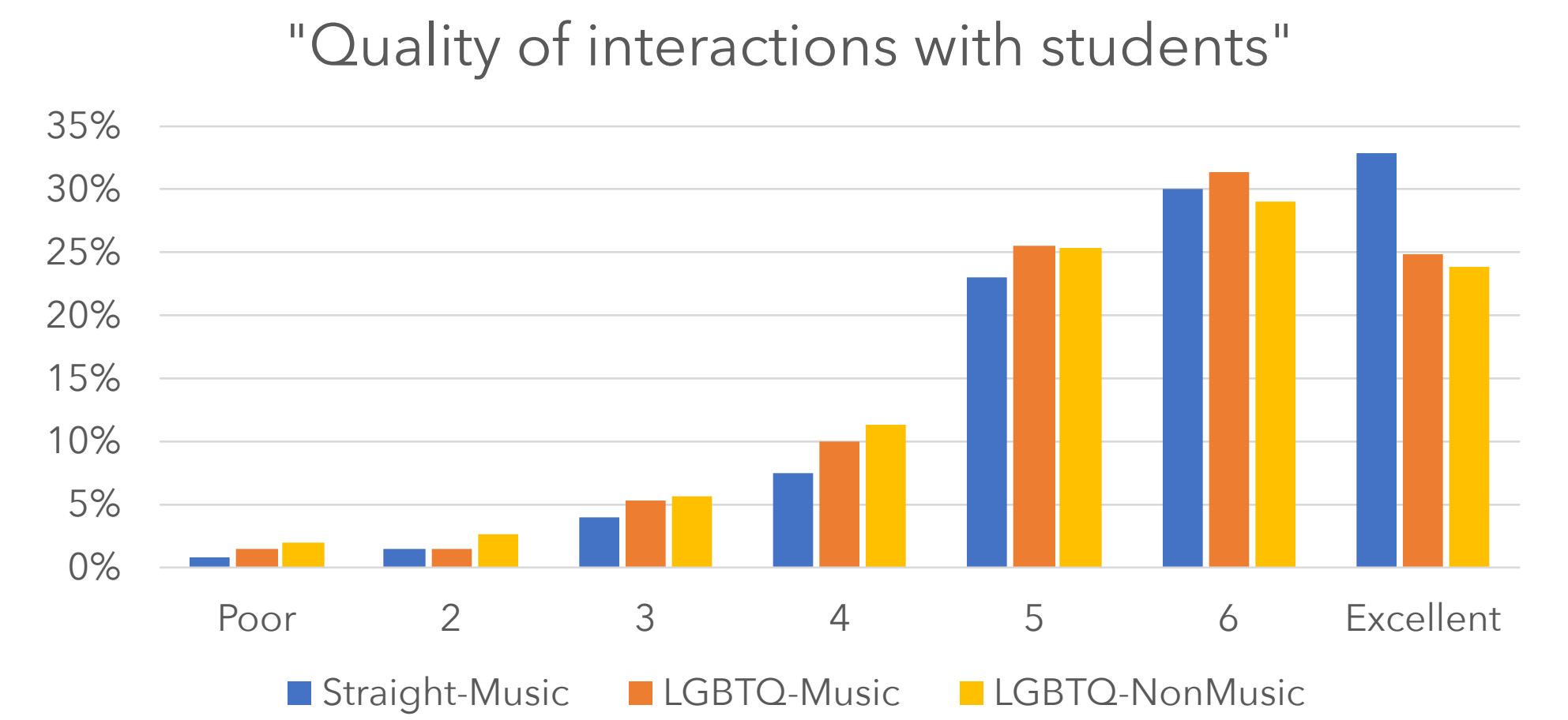
### Positive Emotions



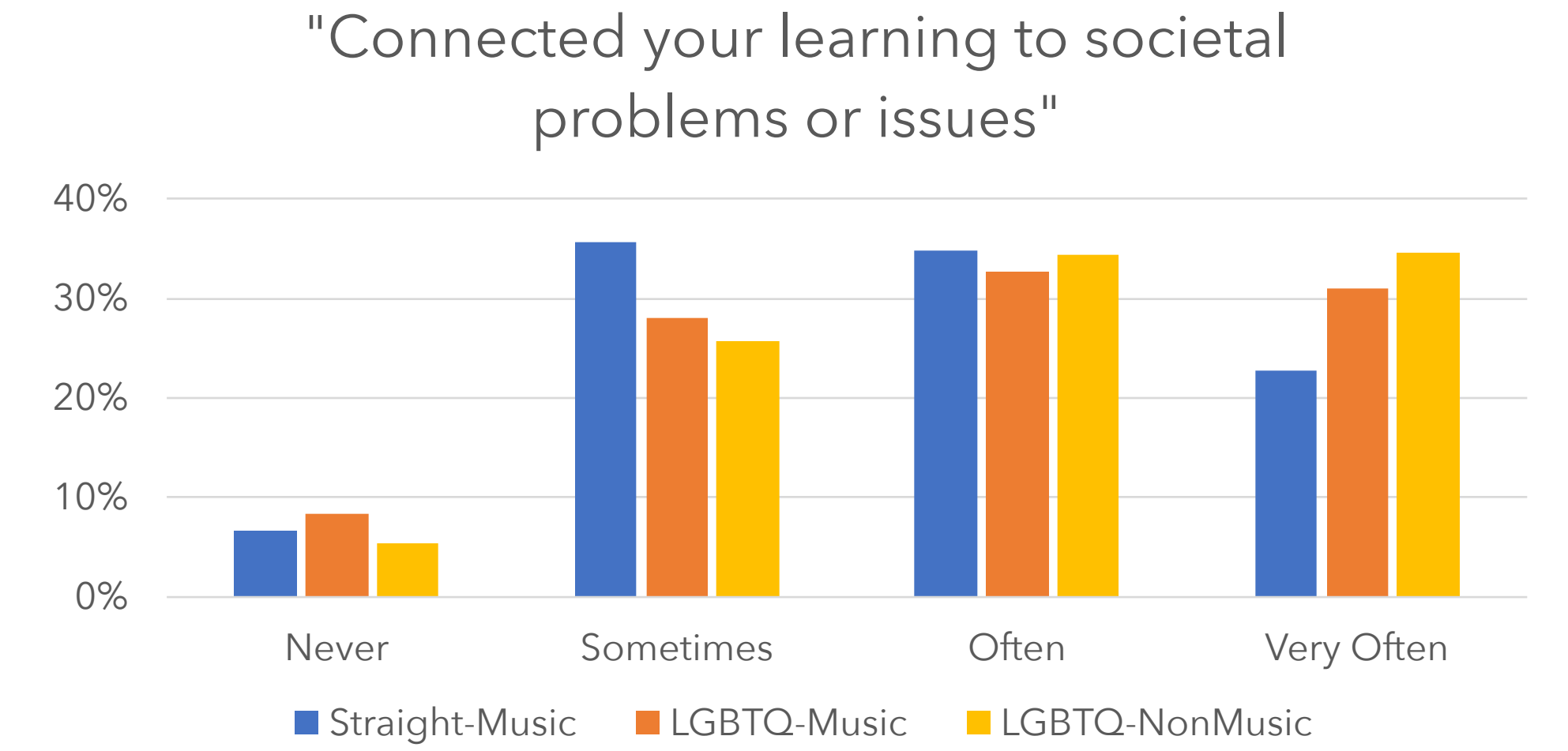
### Engagement



### Relationships



### Meaning



### Achievement

