Fall 2020 Student Experience Survey for ARC's Asian Pacific Islander (API) Disproportionately Impacted (DI) Students: Key Findings and Analyses

Key Findings

Most API students had positive experiences and perceptions at ARC. However, **API DI students (Laotian, Guamanian, Samoan, Hawaiian, and Other Pacific Islander) had worse (i.e., less positive) experiences and perceptions at ARC than API Non-DI students (Asian Indian, Cambodian, Chinese, Filipino, Korean, Japanese, Vietnamese, and Other Asian).** Specifically, statistical analyses revealed that:

- API DI students were *less likely to agree that they are comfortable asking a professor for help, to be invested in course materials because they can relate to them, to believe that their professors care about their learning, and to report being able to find the academic support they need to do well*, compared to API Non-DI students
- API DI students reported *higher rates of mistreatment by staff due to their Racial Identity*, compared to API Non-DI students
- API DI students reported *higher rates of mistreatment by professors due to their Racial Identity*, compared to API Non-DI students
- API DI students reported *more negative encounters with professors or staff that made them doubt their belonging at ARC*, compared to API Non-DI students
- API DI students were *more likely to report as challenges to completion*:
  - *not enough food for daily meals*
  - *low self-confidence about their academic performance*
  - *unsupportive family and friends*
  - *lack of adequate mental health support services on campus*
- API DI students were *more likely to report as factors likely to contribute to success in the classroom*:
  - *classroom environments where I feel safe to ask questions without fear of judgement*
  - *different ways to learn course content (e.g. small group work, writing reflections, interactive demonstrations, etc.)*
  - *relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences*
- API DI students were *more likely to report as primary motivations to attend college:*
  - *I want to be the first person in my family to accomplish this goal*
  - *I want to use my education to help people of my cultural, ethnic, or racial group*
  - *I want to use my education to help people with my same sexual orientation*
  - *I want to be a role model*
  - *I want to use my education to obtain a good paying job to help myself and/or family*
  - *I want to use my education to expand my career options*
- API DI students were *more likely to report as factors that motivated them to work harder to be successful at ARC:*
  - *culturally relevant instruction (e.g. using diverse examples and texts) in the classroom*

- o *positive interaction with a staff person at ARC*
    - o *extracurricular activities (e.g. sports, theater, music, etc.),*
- API DI students were *less likely to be affiliated with the following ARC support services*:
    - o Tutoring at the Learning Resource Center
    - o Career and pathways support services
    - o CalWorks (California Work Opportunity and Responsibility to Kids)
    - o EOP&S (Extended Opportunity Program and Services)
- API DI students were *more likely to be employed and more likely to report working 31 or more hours per week*, compared to API Non-DI students.

Data Collection

An email invitation to participate in the API Student Experience Survey was sent to 5310 API students. Survey responses were collected from October 26th to November 16th, 2020. Incentives for completing the survey included a chance to win one of three $50 Amazon gift cards. The survey was also advertised on the PRISE Instagram account and participation was encouraged by PRISE peer mentors. The survey was administered online using Class Climate survey software.

Demographic Characteristics of Survey Respondents

- 459 students responded to the survey, an 8.6% return rate.
- 63.8% identified as female, 30. 5% identified as male. 0.9% identified as transgender/non-binary
- 67.8% identified as heterosexual or straight, 10.7% identified as gay, lesbian, bisexual, asexual, pansexual or fluid, or queer, 19.6% declined to answer, 1.9% indicated other
- 51.3% indicated that either one or both of their parents attended college or technical training school (beyond high school), 40.2% did not, 8.5% declined to answer
- 63.2% were continuing students, 19.9% were first time college students, 12.6% were returning students, and 4.3% were first time transfer students (new to Los Rios, but not new to college)
- 64.1% indicated Transfer as their education goal, followed by Degree at 52.5%, Certificate at 22%, Improve basic skills at 12.9%, Update, upgrade or maintain job skills or license at 10.5%, Undecided at 2.4%, and Other at 1.1% (students could select more than one educational goal)
- Ethnicity data are shown in Figure 1 below. The specific ethnicity categories (e.g., "Other Asian", "Black", "Other Pacific Islander") matched the categories available on the CCC apply application.   Other Asian was the most frequent response at 30.7%, followed by Filipino at 19.4%. White was 3rd at 14.4%, indicating that a fair number of respondents were biracial or mixed race. Chinese at 11.3%, Vietnamese at 10.5%, and Asian Indian at 10%, were the other categories to reach double-digit responses.
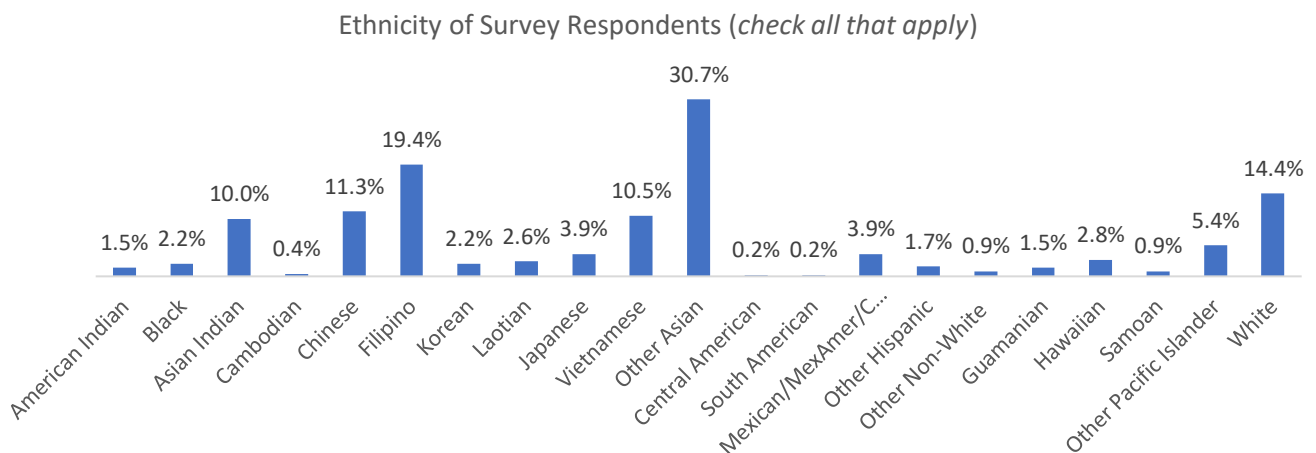
Ethnicity of Survey Respondents (*check all that apply*)

Figure 1. Ethnicity of survey respondents (respondents could select more than one category).

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- 405 survey respondents (88.2%) were identified as belonging to one of the 8 API Non-DI Groups (Asian Indian, Cambodian, Chinese, Filipino, Korean, Japanese, Vietnamese, and Other Asian.), 54 survey respondents (11.8%) were identified as belonging to one of the 5 API DI Groups (Laotian, Guamanian, Samoan, Hawaiian, and Other Pacific Islander)[1]

Student Experience Survey Instrument

The API Student Experience Survey was developed by the API Disproportionate Impact Team with support from the Office of Institutional Research. The survey drew from earlier survey instruments administered at ARC (the Spring 2020 African American, Latinx, and Native American Student Experience Survey and the Fall 2019 Institutional Campus Climate Survey) and was customized for ARC's API student population.

The survey included 19 Likert-Scale questions about student experiences and perceptions, followed by 20 single or multiple selection questions about a number of topics, including interactions with faculty and staff, challenges to completion, motivations to succeed, use of support resources, and demographics, and 3 opened-ended questions regarding country of origin, parent's country of origin, and primary language spoken.

Likert-Scale Section Survey Results: Experiences and Perceptions at ARC

The first section of the Student Experience Survey asked ARC's Asian Pacific Islander (API) students various Likert-scale questions (strongly agree to strongly disagree) about their experiences and perceptions at ARC, including questions about their sense of belonging, the feeling that professors care, the college's commitment to students of color, and whether they feel that in consideration of their cultural, ethnic, racial identity, they feel safe, socially accepted, and academically supported. **Overall, the results revealed that most API students had positive experiences and perceptions at ARC.**

As shown in Figure 2 below, most API students strongly agreed or agreed that "I see myself as a part of the college community" (75.4%), that "I would feel comfortable asking a professor for help if I did not understand course-related material" (88.0%), that "I have at least one professor who cares about my academic success at ARC" (78.2%), that "I feel comfortable contributing to class discussions" (82.1%), that "I am invested in course materials because I can relate them to my real-life experiences" (75.5%), that "I believe that my professors care about my learning because they regularly ask about my understanding of course materials" (74.8%), and that "I am able to understand course materials because my professors use different teaching tools to help me learn" (80.3%).

When asked about the importance of various topics, most API students strongly agreed or agreed, but at a slightly lower rate. Most API students strongly agreed or agreed that "It is important to see teachers who look like me adequately represented in my classes" (65.7%), that "It is important to see other students with the same cultural, ethnic, or racial background in my classes" (63.2%), and that "It is important to have a space at ARC (on campus or virtually) where I can go to feel 'at home' where students of my same identity value me" (71.9%).

Most API students strongly agreed or agreed that "This college is committed to fostering an environment in which students of color can be successful" (74.9%). By contrast, for questions worded such that agreement reflected a more

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[1] Based on a review of 5 years of course success data at ARC (2015-2020), 5 API populations were identified as being disproportionately impacted: Laotian, Guamanian, Samoan, Hawaiian, and Other Pacific Islander[1]. These 5 API populations combined represent the API DI group in this report. By contrast, 8 API populations were identified as not being disproportionately impacted: Asian Indian, Cambodian, Chinese, Filipino, Korean, Japanese, Vietnamese, Other Asian. These 8 API populations combined represent the API Non-DI group in this report.

negative campus climate (i.e., reverse-coded), only about 1 in 4 API students strongly agreed or agreed. Specifically, a minority of API students strongly agreed or agreed that "People of my cultural, ethnic, or racial group are more likely to experience discrimination at ARC (on campus or virtually) than others" (26.7%), that "I sense cultural, ethnic, or racial tensions in one or more of my classes on campus or the campuses' virtual online space" (22.1%), and that "I feel awkward in situations at ARC (on campus or virtually) in which I am the only person of my cultural, ethnic, or racial group" (25.7%).
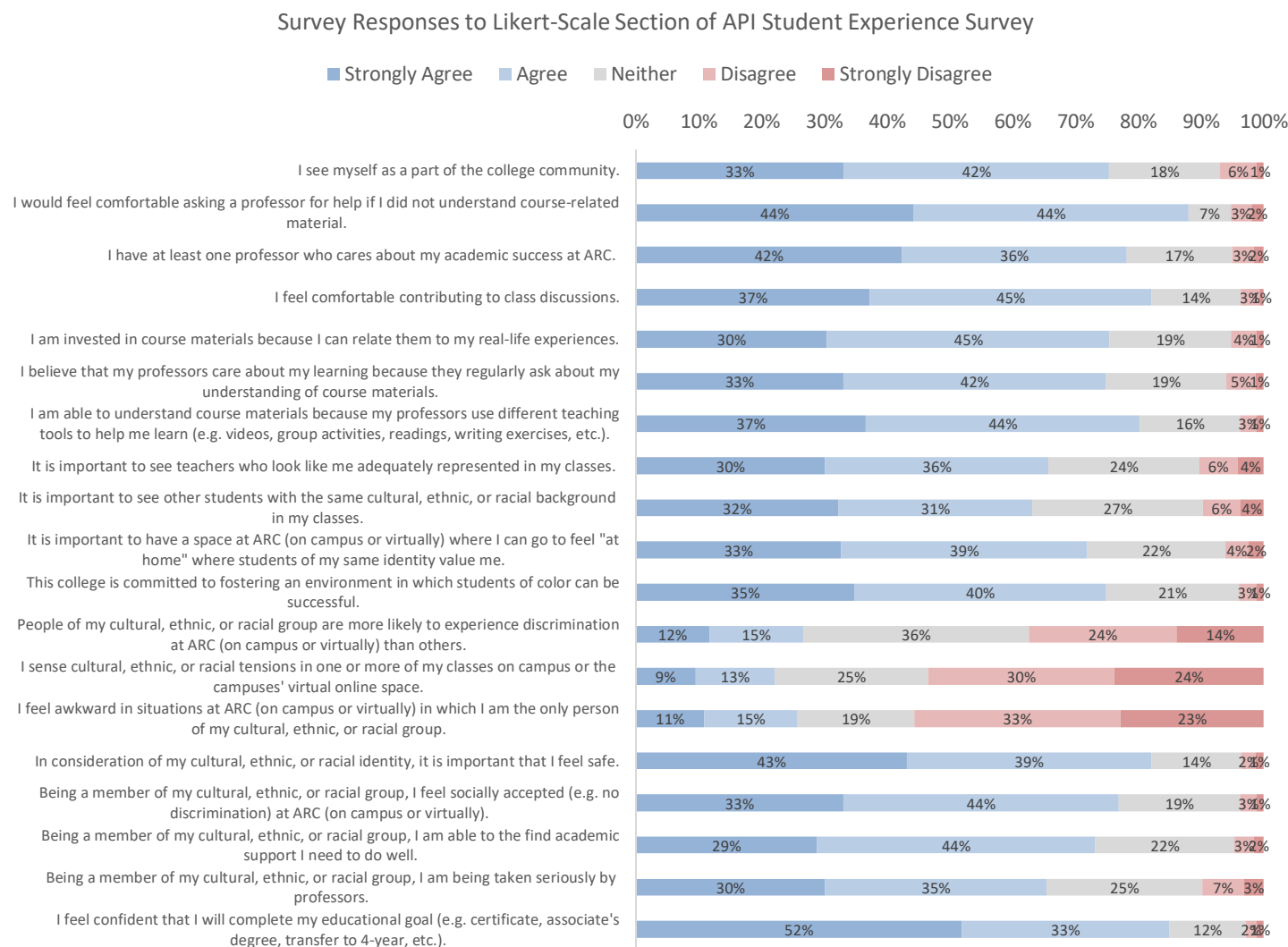
Survey Responses to Likert-Scale Section of API Student Experience Survey

Figure 2. Survey Responses to Likert-Scale Section of API Student Experience Survey

Regarding questions related to the students' cultural, ethnic, or racial identity, most API students reported positive experiences and perceptions. Specifically, most API students strongly agreed or agreed that "In consideration of my cultural, ethnic, or racial identity, it is important that I feel safe" (82.1%), that "Being a member of my cultural, ethnic, or racial group, I feel socially accepted (e.g. no discrimination) at ARC (on campus or virtually)" (76.9%), and that "Being a member of my cultural, ethnic, or racial group, I am able to the find academic support I need to do well" (73.2%). A slightly smaller majority of API students strongly agreed or agreed that "Being a member of my cultural, ethnic, or racial group, I am being taken seriously by professors" (65.4%).

Most API students strongly agreed or agreed that "I feel confident that I will complete my educational goal (e.g. certificate, associate's degree, transfer to 4-year, etc.)" (84.9%).

Comparisons between ARC's API DI group vs API Non-DI Group revealed significant differences in their experiences and perceptions, as measured by the Likert-Scale section of the survey[2]. As shown in Figure 3 below, **the API DI group was less likely than the API Non-DI Group to strongly agree or agree that "I would feel comfortable asking a professor for help if I did not understand course-related material" (74% vs 90%), that "I am invested in course materials because I can relate them to my real-life experiences" (61% vs 77%), that "I believe that my professors care about my learning because they regularly ask about my understanding of course materials" (64% vs 76%), and that "Being a member of my cultural, ethnic, or racial group, I am able to the find academic support I need to do well" (61% vs 75%).**
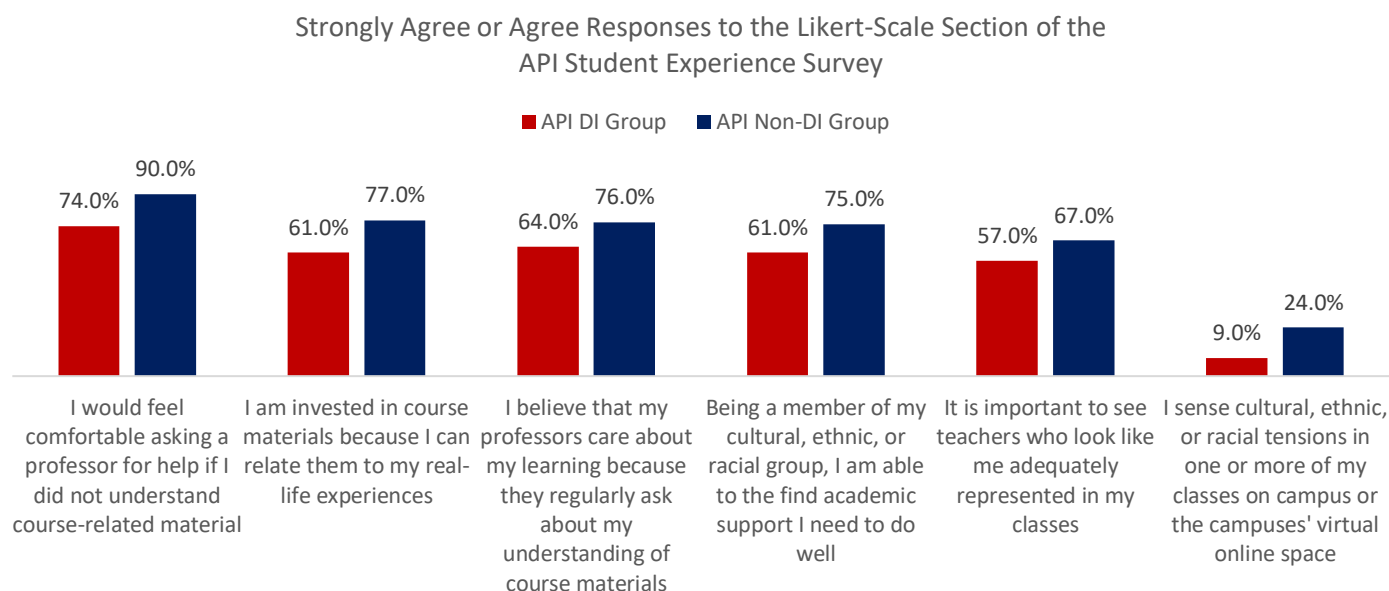

Strongly Agree or Agree Responses to the Likert-Scale Section of the API Student Experience Survey

Figure 3. Strongly agree or agree survey responses to Likert-Scale Section of API Student Experience Survey, API DI Group vs API Non-DI Group

The API DI group was also less likely than the API Non-DI Group to strongly agree or agree that "It is important to see teachers who look like me adequately represented in my classes" (57% vs 67%) and that "I sense cultural, ethnic, or racial tensions in one or more of my classes on campus or the campuses' virtual online space" (9% vs 24%). These results could be considered contrary to the idea that it is more important for the API DI group, relative to the API Non-DI group, to see teachers who look like them adequately represented in their classes and that they sense more cultural, ethnic, or racial tensions in one or more of their classes on campus or the campuses' virtual online space. No other significant differences emerged between the API DI group and the API Non-DI Group for the first section (the Likert-Scale section) of the survey.

Employed while being a student at ARC

Overall, a slight majority of API students reported being employed (on or off campus) while being a student at ARC (56% employed vs 44% not employed). 19% of API students reported being employed for 31 or more hours per week.

The API DI group was significantly more likely to be employed than the API Non-DI group (66% employed vs 54.6% employed) and was significantly more likely to report working 31 or more hours per week (32% vs 17.3%).

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[2] All differences significant at the p < .05 level.

85.5% of API students reported that "I will return" or "I will likely return" to ARC next semester. No significant differences emerged between the API DI group and the API Non-DI Group (85.2% vs 85.6%).

Reasons for not returning to ARC next semester

No specific reason among those listed on the survey garnered a double-digit percentage of responses. The reasons that received the most responses were "Covid-19 related challenges" (6.8%), "Not enough money to cover general costs" (5.4%), "Not enough financial aid to cover school fees" (5%), "Difficulty balancing work and family demands" (4.6%), and "Taking care of family members" (3.9%). No significant differences emerged between the API DI group and the API Non-DI Group for this question.

Mistreated by Staff at ARC

Students were asked, "During your experience at ARC, if applicable, please indicate whether you have felt that you have been mistreated by <u>staff</u> at ARC because of your (check all that apply)."

No specific cause for mistreatment by staff at ARC among those listed on the survey garnered a double-digit percentage of responses. The causes for mistreatment that received the most responses were "Language" (5%), "Racial Identity" (3.7%), and "Culture or Cultural Identity" (2.7%).

Several significant differences emerged between the API DI group and the API Non-DI Group regarding mistreatment by staff at ARC. As shown in Figure 4 below (left two bars), **the API DI group was significantly more likely to report "Racial Identity" (9.3% vs 3%) as a cause for mistreatment by <u>staff</u> at ARC as compared to the API Non-DI group. Differences were also observed for "Socioeconomic Class" (5.6% vs 0.7%), "Age" (5.6% vs. 1.5%), and "Body size" (3.7% vs 0.5%)[3].**

Mistreatment Because of Racial Identity

■ API DI Group   ■ API Non-DI Group

9.3%   3.0%   9.3%   1.2%

Mistreated by staff at ARC because of your Racial Identity   Mistreated by professors at ARC because of your Racial Identity
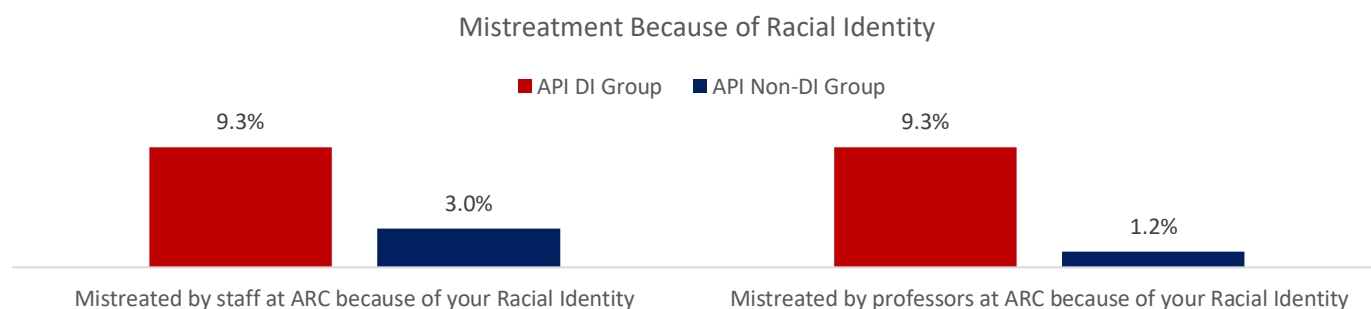
Figure 4. API survey respondents indicating mistreatment by staff (left two bars) and professors (right two bars) because of Racial Identity, API DI Group vs API Non-DI Group

Mistreated by Professors at ARC

Students were asked, "During your experience at ARC, if applicable, please indicate whether you have felt that you have been mistreated by <u>professor(s)</u> at ARC because of your (check all that apply)."

As was the case for mistreatment by staff, no specific cause for mistreatment by professors at ARC among those listed on the survey garnered a double-digit percentage of responses. Similarly, the causes for mistreatment that received the most responses were "Language" (3.1%), "Culture or Cultural Identity" (2.4%), and "Racial Identity" (2.2%).

Several significant differences emerged between the API DI group and the API Non-DI Group regarding mistreatment by professors at ARC. As shown in Figure 4 above (right two bars), **the API DI group was significantly more likely to report**

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[3] As the actual counts for the comparisons involving Socioeconomic class, Age, and Body size were all less than 5 per positive response, these results should be interpreted with caution. For example, for Body size, the comparison is between 2 positive responses (out of 54) for the API DI group vs 2 positive responses (out of 405) for the API Non-DI group.

"Racial Identity" (9.3% vs 1.2%), as a cause for mistreatment by <u>professors</u> at ARC as compared to the API Non-DI group. Differences were also observed for "Socioeconomic Class" (1.9% vs 0%), and "Body size" (1.9% vs 0%)[4].

Negative encounters with Professors or Staff at ARC that made you doubt your belonging at ARC

Students were asked, "During your experience at ARC, if applicable, how many negative encounters have you had with any professor or staff person that made you doubt your belonging at ARC?"

Overall, 82.6% of API students reported that "I have had no negative encounters with a professor or staff person". By contrast, 17.4% of API students reported 1 or more negative encounters with a professor or staff person.

As shown in Figure 5 below, **the API DI group was significantly more likely to report 1 or more negative encounters with a professor or staff person that made them doubt their belonging at ARC. (37.5% vs 14.6%).**
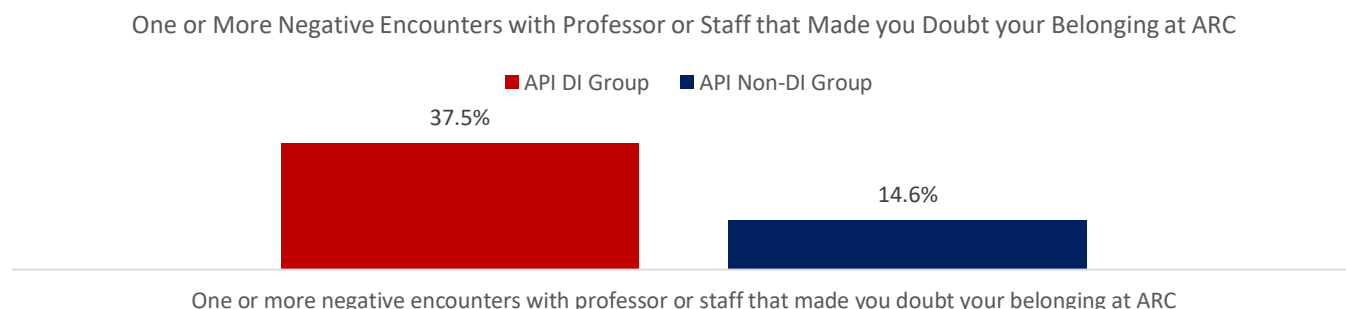

One or More Negative Encounters with Professor or Staff that Made you Doubt your Belonging at ARC

■ API DI Group   ■ API Non-DI Group

37.5%   14.6%

One or more negative encounters with professor or staff that made you doubt your belonging at ARC

Figure 5. API survey respondents indicating one or more negative encounters with professor or staff that made them doubt their belonging at ARC, API DI Group vs API Non-DI Group

Reasons for negative encounters with Professors at ARC

Students were asked, "If you have experienced at least one negative encounter with any <u>professor</u> which made you feel like you did not belong at ARC, please indicate how this person negatively influenced your experience? Check all that apply."

No specific cause for a negative encounter with any professor at ARC among those listed on the survey garnered a double-digit percentage of responses. The causes for a negative encounter that received the most responses were "Unresponsive to my requests" (7.8%), "Provided inaccurate information" (4.8%), and "Unavailable to meet with me" (2.4%).

Significant differences emerged between the API DI group and the API Non-DI Group regarding the causes for negative encounters with professors at ARC. **The API DI group was significantly more likely to report "Unresponsive to my requests" (20.4% vs 6.2%), and "Provided inaccurate information" (13% vs 3.7%) as causes of negative encounters with <u>professors</u> at ARC as compared to the API Non-DI group.**

Reasons for negative encounters with Staff at ARC

Students were asked, "If you have experienced at least one negative encounter with any <u>staff person</u> which made you feel like you did not belong at ARC, please indicate how this person negatively influenced your experience? Check all that apply."

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[4] As the actual counts for the comparisons involving Socioeconomic class and Body size were all less than 5 per positive response, these results should be interpreted with caution. Specifically, for both Socioeconomic class and Body size, the comparison is between 1 positive response (out of 54) for the API DI group vs 0 positive responses (out of 405) for the API Non-DI group.

As was the case for professors, no specific cause for a negative encounter with any staff person at ARC among those listed on the survey garnered a double-digit percentage of responses. Similarly, the causes for a negative encounter that received the most responses were "Unresponsive to my requests" (6.8%), "Provided inaccurate information" (5.4%), and "Unavailable to meet with me" (2%).

As was the case for professors, significant differences emerged between the API DI group and the API Non-DI Group regarding the causes for negative encounters with any staff person at ARC. **The API DI group was significantly more likely to report "Unresponsive to my requests" (22.2% vs 4.7%), and "Provided inaccurate information" (14.8% vs 4.2%) as causes of negative encounters with any <u>staff person</u> at ARC as compared to the API Non-DI group.**

Challenges to completion

Students were asked, "As an ARC student, have any of the following challenges made it hard for you to finish your degree, certificate, or transfer to a university? Check all that apply."

The challenges to completion that received the most responses were "Covid-19 related challenges" (32%), "Difficulty balancing work and family demands" (24.8%), "Not enough money to cover general living costs" (20%), "Looking for work" (19%), "Not enough financial aid to cover school fees" (18.5%), "Taking care of family members" (18.5%), and "Low self-confidence about my academic performance" (18.3%). All other challenges received less than 10.2% each.

Significant differences emerged between the API DI group and the API Non-DI Group regarding challenges to completion. As shown in Figure 6 below, **the API DI group was significantly more likely to report "Not enough food for daily meals" (11.1% vs 3%), "Low self-confidence about my academic performance" (31.5% vs 16.5%), "Unsupportive family and friends", (13% vs 4.7%), and "Lack of adequate mental health support services on campus" (13% vs 4.2%) as challenges to completion as compared to the API Non-DI group.**
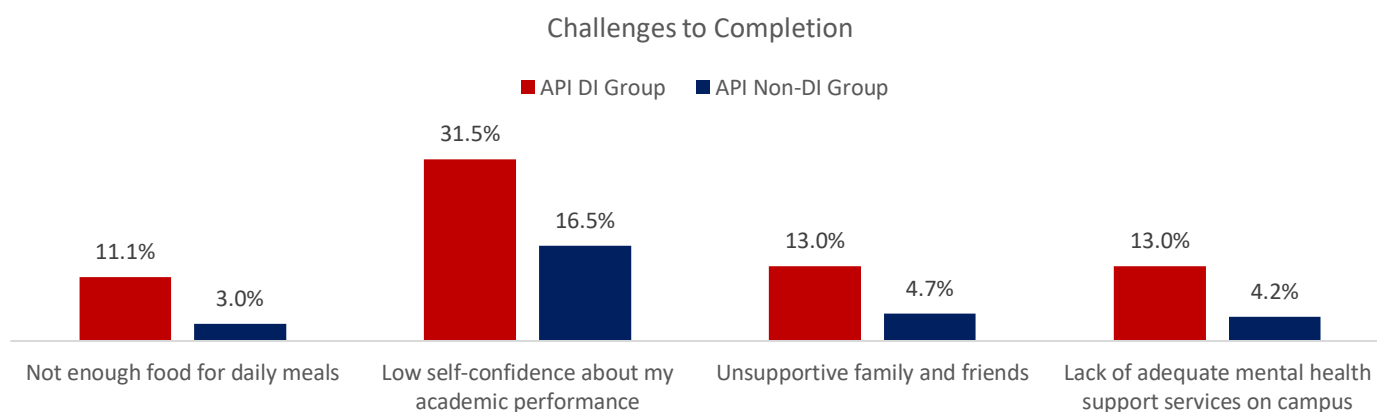
Challenges to Completion

■ API DI Group ■ API Non-DI Group

	Not enough food for daily meals	Low self-confidence about my academic performance	Unsupportive family and friends	Lack of adequate mental health support services on campus
API DI Group	11.1%	31.5%	13.0%	13.0%
API Non-DI Group	3.0%	16.5%	4.7%	4.2%

Figure 6. API survey respondents indicating challenges to completion, API DI Group vs API Non-DI Group

Factors likely to contribute to success in the classroom

Students were asked, "Thinking about your courses at ARC, what do you think will likely contribute to your success in future classes? Check all that apply"

The factors to success that received the most responses were "Clear explanations on what is required to be successful on assignments and/or exams" (66.4%), "Regular feedback from professor(s) about my academic performance" (63.6%), "Classroom environments where I feel safe to ask questions without fear of judgement" (46.4%), "Different ways to learn course content (e.g. small group work, writing reflections, interactive demonstrations, etc.)" (45.3%), "Opportunities to work with my classmates on assignments" (36.6%), and "Relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences" (36.4%).

Significant differences emerged between the API DI group and the API Non-DI Group. As shown in Figure 7 below, **the API DI group was significantly more likely to report "Classroom environments where I feel safe to ask questions without fear of judgement", (61.1% vs 44.4%), "Different ways to learn course content (e.g. small group work, writing reflections, interactive demonstrations, etc.)" (59.3% vs 43.5%), and "Relevant content (e.g. discussions, texts, and examples) that reflects my cultural, ethnic, or racial experiences" (59.3% vs 33.3%), as factors likely to contribute to success in the classroom as compared to the API Non-DI group.**
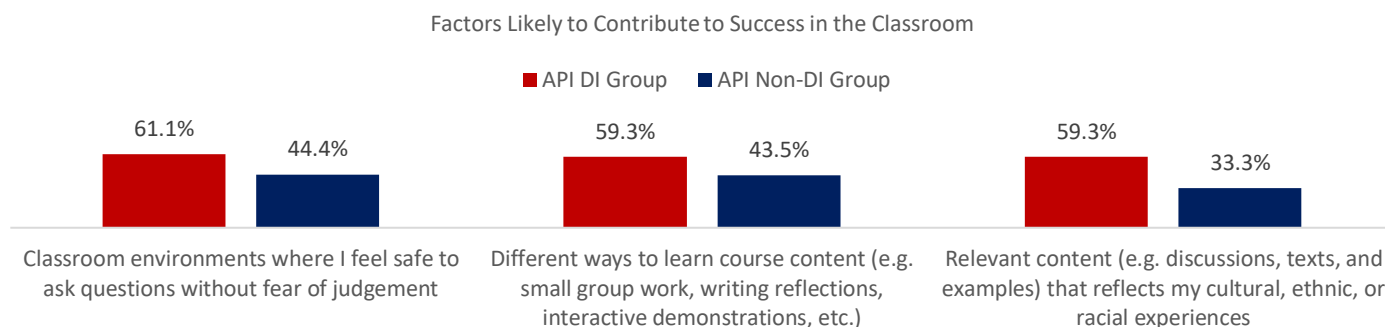

Figure 7. API survey respondents indicating factors likely to contribute to success in the classroom, API DI Group vs API Non-DI Group

Primary motivation to attend college

Students were asked, "What is the primary motivation that influenced your decision to attend college? Check all that apply."

The primary motivations to attend college that received the most responses were "I want to use my education to obtain a good paying job to help myself and/or family" (68.8%), "I want to use my education to help my family, community, and society" (65.6%), "I want to use my education to expand my career options" (61.4%), "I want to use my education to help people of my cultural, ethnic, or racial group" (36.2%), "I want to be a role model" (35.1%), and "My parent(s), guardian(s), or family encouraged me to attend college." (32.9%).

Significant differences emerged between the API DI group and the API Non-DI Group. As shown in Figure 8 below, **the API DI group was significantly more likely to report "I want to be the first person in my family to accomplish this goal" (40.7% vs 26.7%), "I want to use my education to help people of my cultural, ethnic, or racial group" (57.4% vs 33.3%), "I want to use my education to help people with my same sexual orientation" (18.5% vs 9.4%), "I want to be a role model" (57.4% vs 32.1%), "I want to use my education to obtain a good paying job to help myself and/or family"**
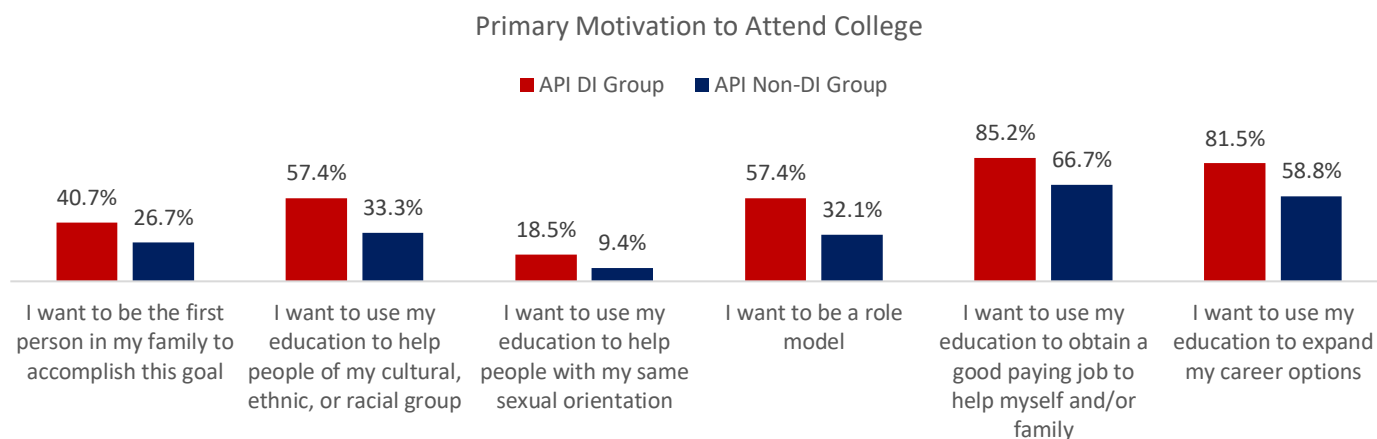

Figure 8. API survey respondents indicating primary motivation to attend college, API DI Group vs API Non-DI Group

(85.2% vs 66.7%), and "I want to use my education to expand my career options" (81.5% vs 58.8%), as primary motivations to attend college as compared to the API Non-DI group.

Factors that motivated you to work harder

Students were asked, "During your experience at ARC, have any of the following factors motivated you to work harder to be successful at ARC? Check all that apply."

The factors that motivated students to work harder to be successful that received the most responses were "Financial aid to pay for school fees and textbooks" (47.7%), "Positive interaction with a professor at ARC" (42%), "Family support for my education" (38.1%), "Working with a counselor" (28.3%), and "Positive interaction with a staff person at ARC" (23.5%)

Significant differences emerged between the API DI group and the API Non-DI Group regarding factors that motivated students to work harder to be successful. As shown in Figure 9 below, **the API DI group was significantly more likely to report "Culturally relevant instruction (e.g. using diverse examples and texts) in the classroom" (24.1% vs 7.7%), "Positive interaction with a staff person at ARC" (38.9% vs 21.5%), and "Extracurricular activities (e.g. sports, theater, music, etc.)" (14.8% vs 6.2%), as factors that motivated them to work harder to be successful as compared to the API Non-DI group.**
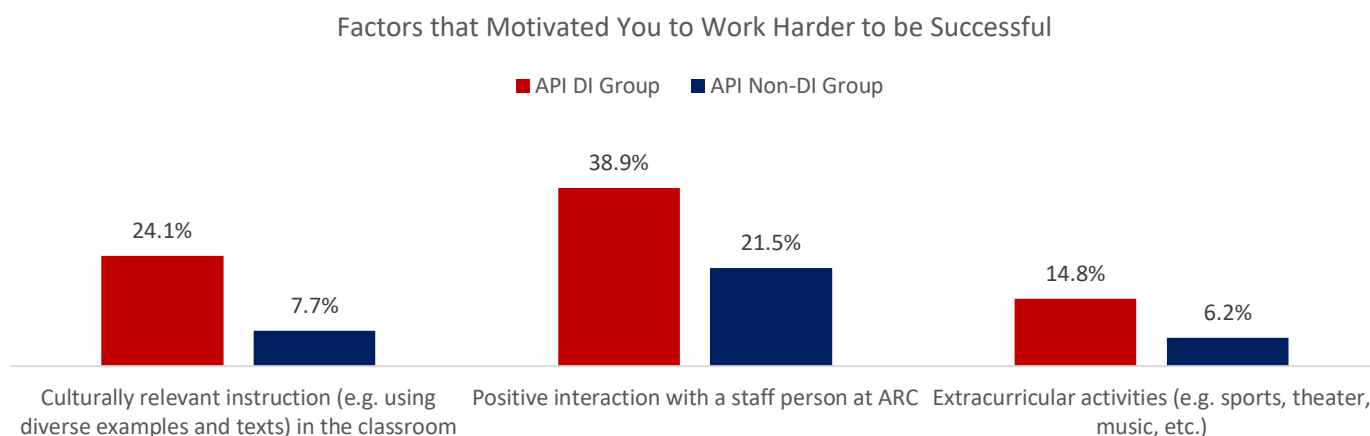
Factors that Motivated You to Work Harder to be Successful

■ API DI Group   ■ API Non-DI Group

Figure 9. API survey respondents indicating factors that motivated them to work harder to be successful at ARC, API DI Group vs API Non-DI Group

Affiliation with support resources

Students were asked, "What support resources are you affiliated with? Check all that apply."

The support resources that received the most responses were "Tutoring at the Learning Resource Center" (18.1%), "ARC General Counseling" (16.8%), "EOP&S (Extended Opportunity Program and Services)" (11.8%), "Transfer Center at ARC" (9.8%), and "Career and Pathways Support Services" (6.8%)

Significant differences emerged between the API DI group and the API Non-DI Group regarding affiliated support resources.

As shown in Figure 10 below, **the API DI group was significantly <u>less</u> likely to report being affiliated with "Tutoring at the Learning Resource Center" (7.4% vs 19.5%), "Career and Pathways Support Services" (0% vs 7.7%), "CalWorks (California Work Opportunity and Responsibility to Kids)" (0% vs 7.2%), and "EOP&S (Extended Opportunity Program and Services)" (0% vs 13.3%), as compared to the API Non-DI group.**
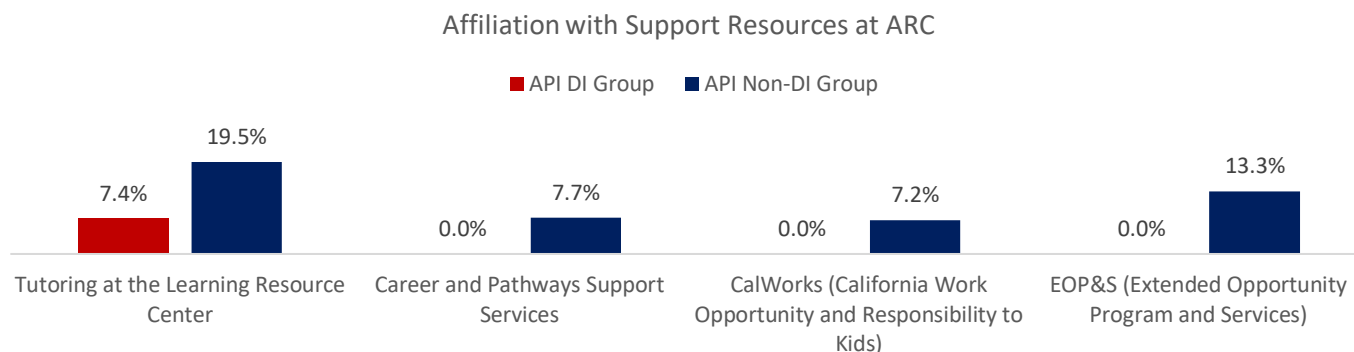

Figure 10. API survey respondents indicating affiliation with support resources at ARC, API DI Group vs API Non-DI Group

Regional resources

Students were asked, "As an ARC student, have you used any of the following regional resources (e.g. services or programs offered in Sacramento County)? Check all that apply."

Most students responded that "I have not used any community resources and I am not interested in them" (36.8%) or that "I have not used any community resources but I would likely use them if I had more information" (29.2%).

The regional resource that received the most responses was "Food banks" (7.8%). All other resources received less than 1.4%.

That aside, significant differences emerged between the API DI group and the API Non-DI Group regarding the usage of regional resources. **The API DI group was significantly more likely to report having used "WEAVE or other domestic abuse services/shelters" (5.6% vs 0.5%), and "Community organizations (e.g. La Familia Counseling Center, Greater Sacramento Urban League, and Sacramento Native American Health Center)" (5.6% vs 0.7%), as compared to the API Non-DI group[5].**

Additional demographic analyses

No significant differences emerged between the API DI group and the API Non-DI group for the following demographics:

- Gender (API DI group: Female: 64.8%, Male: 29.6%, Transgender/Non-binary/Non-conforming: 1.9%, Declined to answer: 3.7%), (API Non-DI group: Female: 63.7%, Male: 30.6%, Transgender/Non-binary/Non-conforming: 0.7%, Declined to answer: 4.9%)
- Parents attended college or technical training (API DI group: Attended: 46.2%), (API Non-DI group: Attended: 52%)

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[5] As the actual counts for the comparisons involving WEAVE and Community Organizations were all less than 5 per positive response, these results should be interpreted with caution. Specifically, for WEAVE the comparison is between 3 positive responses (out of 54) for the API DI group vs 2 positive responses (out of 405) for the API Non-DI group. Similarly, for Community Organizations, the comparison is between 3 positive responses (out of 54) for the API DI group vs 3 positive responses (out of 405) positive responses for the API Non-DI group.

- Sexual orientation (API DI group: Heterosexual or Straight: 83%, Queer Spectrum: 17%), (API Non-DI group: Heterosexual or Straight: 86.9%, Queer Spectrum: 13.1%)[6]
- Enrollment status (API DI group: Continuing student: 64.8%, First time college student: 14.8%, Returning student: 18.5%, First time transfer student: 1.9%), (API Non-DI group: Continuing student: 63%, First time college student: 20.6%, Returning student: 11.7%, First time transfer student: 4.7%)
- Educational goal (API DI group: Transfer: 75.9%, Degree: 61.1%, Certificate: 18.5%, Update, upgrade or maintain job skills or license: 9.3%, Improve basic skills: 13%, Undecided: 3.7%), (API Non-DI group: Transfer: 62.8%, Degree: 51.4%, Certificate: 22.5%, Update, upgrade or maintain job skills or license: 10.6%, Improve basic skills: 12.8%, Undecided: 2.2%)

Conclusion

While most API students had positive experiences and perceptions at ARC, API DI students had significantly worse experiences and perceptions than API Non-DI students, including more reports of mistreatment by staff and professors due to their racial identity, and more negative encounters with professors or staff that made them doubt their belonging at ARC.

Significant differences emerged regarding employment and work hours, challenges to completion, factors likely to contribute to success in the classroom, motivations to attend college, motivations to work harder to be successful at ARC, and affiliation with ARC's support services.

API DI students had significantly worse experiences and perceptions than API Non-DI students, including more reports of mistreatment by staff and professors due to their racial identity, and more negative encounters with professors or staff that made them doubt their belonging at ARC.

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[6] Excludes Other and Decline to State