



INSTITUTIONAL RESEARCH

AMERICAN RIVER COLLEGE

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Spring 2020 Student Experience Survey for ARC's African American, Latinx, and Native American Disproportionately Impacted (DI) Project Teams: Exploratory Analyses Part 3d Brief Report: Latinx Student Groups

Scope

This brief report focused on differences¹ between ARC's Mexican/Mexican American/Chicano (n=343), Central American (n=42), South American (n=44), and Other Hispanic (n=86) students who participated in the Spring 2020 Student Experience Survey².

Student Experience Survey Differences

South American and Central American students had less positive student experiences compared to Mexican/Mexican American/Chicano and Other Hispanic students at ARC.

For example, as shown in Figure 1 below:

- South American (61%) and Central American (67%) students were *less* likely to strongly agree or agree that “I feel comfortable contributing to class discussions”, compared to Mexican/Mexican American/Chicano (78%) and Other Hispanic (80%) students
- South American students were *less* likely to strongly agree or agree that “I see teachers who look like me adequately represented in my classrooms” (43%), compared to Mexican/Mexican American/Chicano (54%), Central American (60%) and Other Hispanic (66%) students

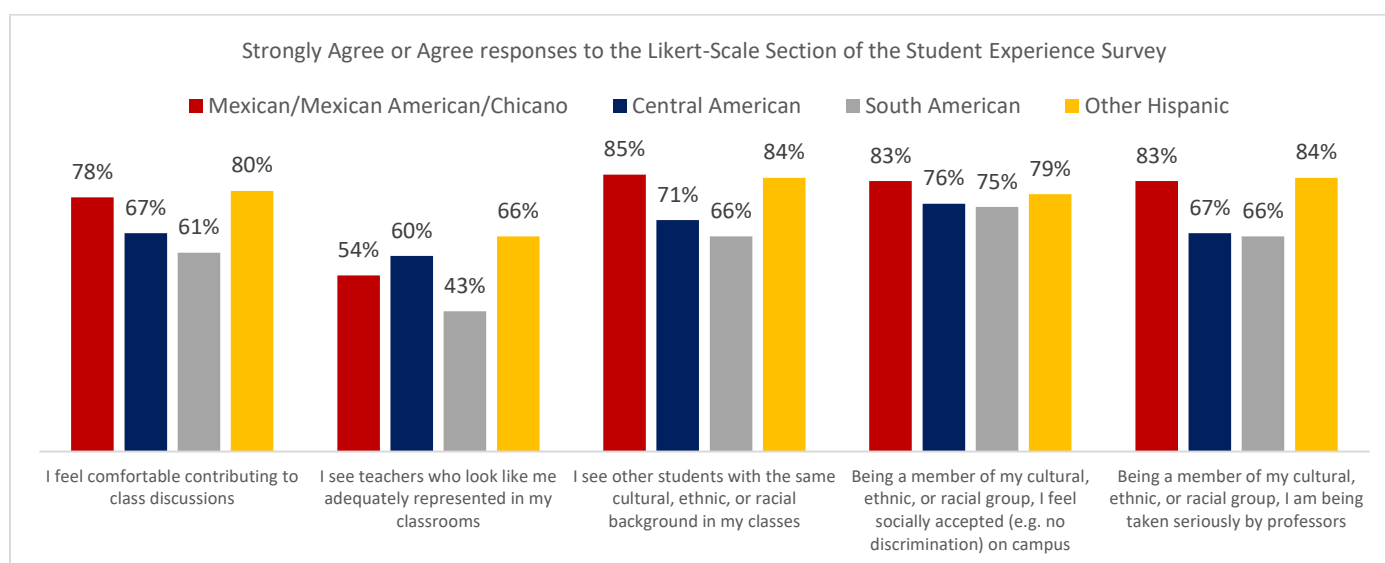


Figure 1. Differences in Latinx student responses to likert scale questions from the Spring 2020 Student Experience Survey

¹ All differences significant at the $p < .05$ level, unless otherwise noted.

² Latinx disaggregated group categories based on CCCapply application. Where students selected more than one Latinx category, the student was categorized in the smaller of the Latinx categories (e.g., if a student selected both Mexican/Mexican American/Chicano and South American, the student was categorized in the South American Group for between group comparisons.)

- South American (66%) and Central American (71%) students were *less* likely to strongly agree or agree that “I see other students with the same cultural, ethnic, or racial background in my classes”, compared to Mexican/Mexican American/Chicano (85%) and Other Hispanic (84%) students
- South American (75%) and Central American (76%) students were *less* likely to strongly agree or agree that “Being a member of my cultural, ethnic, or racial group, I feel socially accepted (e.g., no discrimination) on campus”, compared to Mexican/Mexican American/Chicano (83%) and Other Hispanic (79%) students
- South American (66%) and Central American (67%) students were *less* likely to strongly agree or agree that “Being a member of my cultural, ethnic, or racial group, I am being taken seriously by professors”, compared to Mexican/Mexican American/Chicano (83%) and Other Hispanic (84%) students

Central American students reported more negative encounters with professors at ARC.

For example, as shown in Figure 2 below:

- Central American students were *more* likely to report that professors had provided inaccurate information (19%), compared to Mexican/Mexican American/Chicano (5%), South American (11%) and Other Hispanic (11%) students
- Central American students were *more* likely to report that professors had been unresponsive to their requests (24%), compared to Mexican/Mexican American/Chicano (9%), South American (11%) and Other Hispanic (14%) students

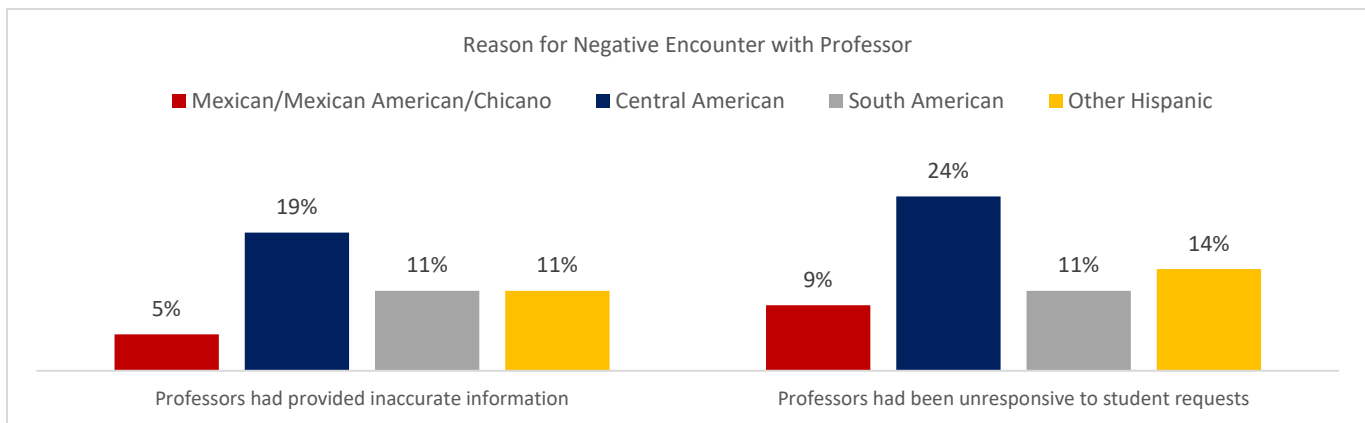


Figure 2. Reasons for negative encounter with professor

In terms of challenges to completion (degree, certificate, or transfer):

- Central American students were *more* likely to report “Little to no contact with professor(s) outside of my course(s)” as a challenge to completion (17%), compared to Mexican/Mexican American/Chicano (4%), South American (2%) and Other Hispanic (9%) students
- Other Hispanic (31%) and Mexican/Mexican American/Chicano (23%) students were *more* likely to report “Low self-confidence about my academic performance” as a challenge to completion, compared to Central American (17%) and South American (11%) students

Other differences between Latinx students included the following:

Primary motivation to attend college

- Mexican/Mexican American/Chicano students were *more* likely to report “I want to be the first person in my family to accomplish this goal” as a primary motivation to attend college (49%), compared to Central American (36%), South American (36%) and Other Hispanic (31%) students

- Mexican/Mexican American/Chicano students were *more* likely to report “I want to be a role model” as a primary motivation to attend college (49%), compared to Central American (38%), South American (41%) and Other Hispanic (34%) students (marginally significant, $p = .06$)

Puente

- Mexican/Mexican American/Chicano students were *more* likely to report being affiliated with Puente (9%), compared to Central American (2%), South American (2%) and Other Hispanic (2%) students

Demographic Differences

- South American students were older ($M = 30$) than Mexican/Mexican American/Chicano ($M = 26$), Central American ($M = 25$), and Other Hispanic ($M = 26$) students (marginally significant, $p = .06$)
- Mexican/Mexican American/Chicano students were significantly more likely to be a first generation college student (49%), compared to Central American (26%), South American (36%), and Other Hispanic (33%) students
- South American students had attempted significantly more units at ARC ($M = 66$), compared to Mexican/Mexican American/Chicano ($M = 49$), Central American ($M = 42$), and Other Hispanic ($M = 43$) students
- South American students had completed significantly more units at ARC ($M = 50$), compared to Mexican/Mexican American/Chicano ($M = 38$), Central American ($M = 34$), and Other Hispanic ($M = 32$) students