



INSTITUTIONAL RESEARCH

AMERICAN RIVER COLLEGE

arc-research@losrios.edu | ITC 116



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

Scope

This brief report focused on differences¹ between ARC's Latinx Puente students (n=41) and Latinx Non-Puente students (n=548) who participated in the Spring 2020 Student Experience Survey (n = 589).

Student Experience Survey Differences

Latinx Puente students reported some positive experiences at ARC.

For example, as shown in Figure 1 below, Latinx Puente students were significantly *more* likely than Latinx Non-Puente students to indicate that they had formed strong relationships that helped them feel more comfortable at ARC:

- Through a college program (34% vs 12%)
- At college orientation (15% vs 6%)
- Through participation in a club, organization, or extracurricular activity (46% vs 12%)
- Through a Learning Community (e.g., Puente, Umoja Sakhu, Native American Resource Center, PRISE, etc.) (71% vs 6%)

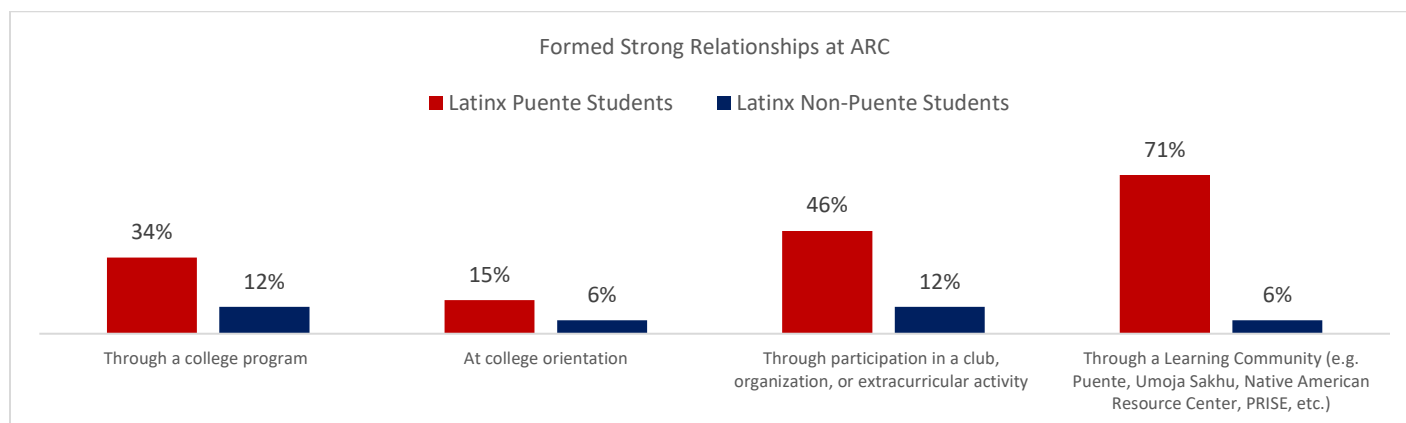


Figure 1. Differences between Latinx Puente and Latinx Non-Puente student responses regarding the formation of strong relationships at ARC.

However, Latinx Puente students also reported many negative experiences at ARC.

For example, Latinx Puente students were significantly *more* likely than Latinx Non-Puente students to strongly agree or agree that:

- I feel awkward in situations at ARC in which I am the only person of my cultural, ethnic, or racial group (27% vs 16%)

¹ All differences significant at the $p < .05$ level.

Latinx Puente students were significantly *more* likely than Latinx Non-Puente students to indicate that:

- They may not return to ARC due to lack of financial aid to cover school fees (12% vs 4%)
- They had been mistreated by staff at ARC because of their ethnic identity (12% vs 3%) (see Figure 2 below)
- They had been mistreated by professors at ARC because of their ethnic identity (10% vs 3%) (see Figure 2 below)

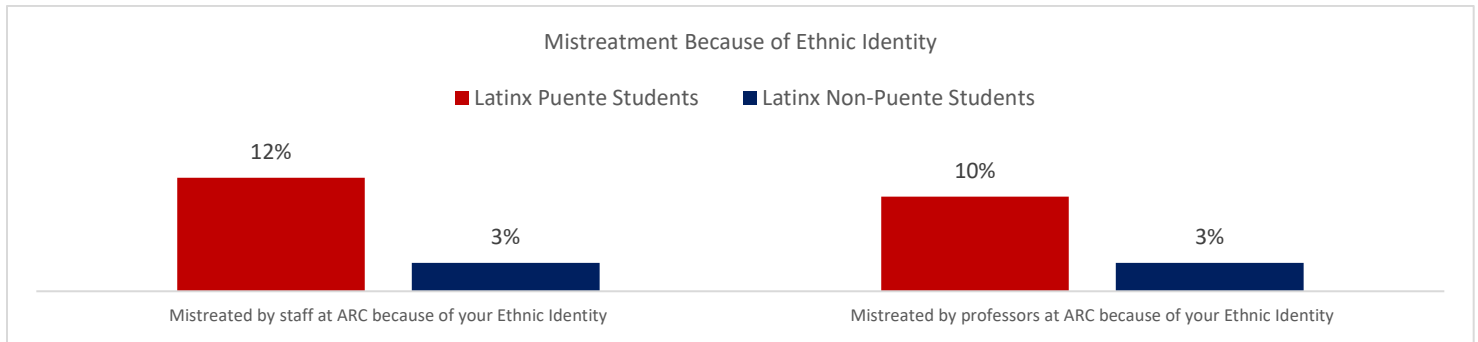


Figure 2. Mistreatment because of ethnic identity

Other differences between Latinx Puente students and Latinx Non-Puente students included the following:

Latinx Puente students were significantly *more* likely than Latinx Non-Puente students to indicate that the following factors had motivated them to work harder to be successful at ARC:

- Student job at ARC (22% vs 7%)
- Culturally relevant instruction (e.g., using diverse examples and texts) in the classroom (32% vs 8%)
- Positive interaction with a staff person at ARC (44% vs 22%)
- Extracurricular activities (e.g., sports, theater, music, etc.) (29% vs 8%)
- Working with a counselor (61% vs 28%)

Latinx Puente students were significantly *more* likely than Latinx Non-Puente students to indicate that they were affiliated with the following student support services:

- Beaver Food Pantry (42% vs 11%)
- ARC General Counseling (29% vs 10%)
- Honors Program at ARC (29% vs 2%)
- Transfer Center (22% vs 7%)
- EOP&S (Extended Opportunity Program and Services) (17% vs 6%)
- Pride Center (7% vs 2%)
- TRIO Student Support Services (15% vs 3%)
- MESA/STEM Center (17% vs 7%)

Latinx Puente students were significantly *more* likely than Latinx Non-Puente students to indicate that they had used a regional resource, specifically, Foreign Offices (e.g., Mexican Consulate) (38% vs 23%)

Demographic Differences

- Latinx Puente students were significantly younger in age ($M = 23$) than Latinx Non-Puente students ($M = 27$)
- Latinx Puente students had attempted significantly more units at ARC ($M = 68$) than Latinx Non-Puente students ($M = 49$)
- Latinx Puente students had completed significantly more units at ARC ($M = 51$) than Latinx Non-Puente students ($M = 38$)