



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 3a Brief Report: Umoja

Scope

This brief report focused on differences¹ between ARC's African American Umoja students (n=48) and African American Non-Umoja students (n=176) who participated in the Spring 2020 Student Experience Survey (n = 224).

Student Experience Survey Differences

African American Umoja students reported some positive experiences at ARC.

For example, as shown in Figure 1 below, African American Umoja students were significantly *more* likely than African American Non-Umoja students to strongly agree or agree that:

- I have at least one professor who cares about my academic success at ARC (90% vs 82%)
- There is a space on campus where I can go to feel "at home" where students of my same identity value me (58% vs 39%)

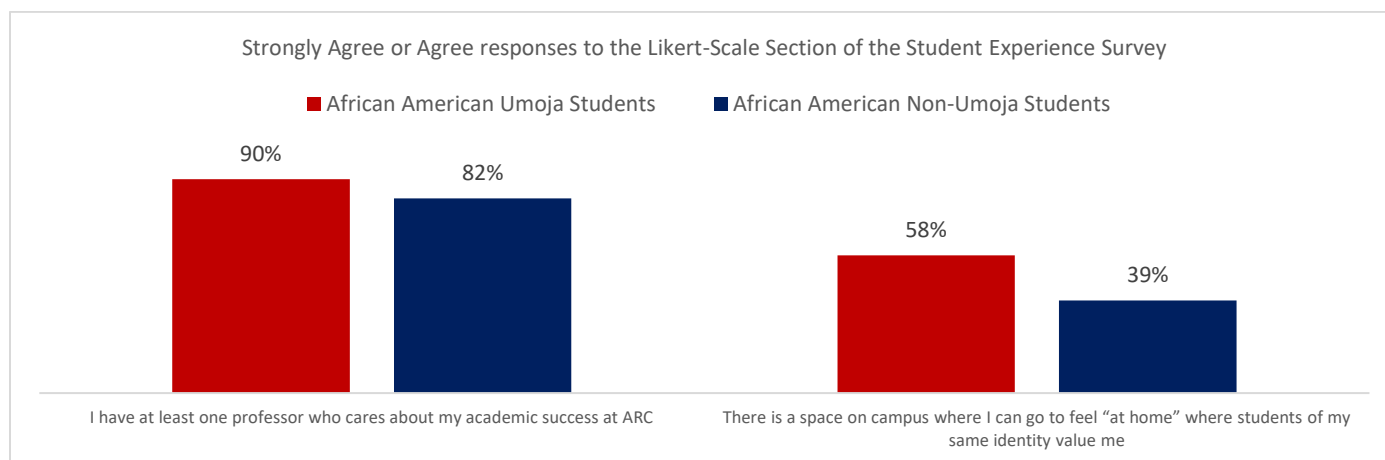


Figure 1. Differences between African American Umoja and African American Non-Umoja student responses on likert scale questions from the Spring 2020 Student Experience Survey

In addition, African American Umoja students were significantly *more* likely than African American Non-Umoja students to indicate that they had formed strong relationships that helped them feel more comfortable at ARC:

- Through participation in a club, organization, or extracurricular activity (33% vs 13%)
- Through a Learning Community (e.g., Puente, Umoja Sakhu, Native American Resource Center, PRISE, etc.) (73% vs 9%)

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

However, African American Umoja students also reported many negative experiences at ARC.

For example, as shown in Figure 2 below, African American Umoja students were significantly *more* likely than African American Non-Umoja students to strongly agree or agree that:

- People of my cultural, ethnic, or racial group are more likely to experience discrimination on campus than others (85% vs 49%)
- I sense cultural, ethnic, or racial tensions on campus (42% vs 18%)
- I feel awkward in situations at ARC in which I am the only person of my cultural, ethnic, or racial group (50% vs 34%)
- In my daily experience at ARC, I regularly worry about my financial circumstances (73% vs 55%)

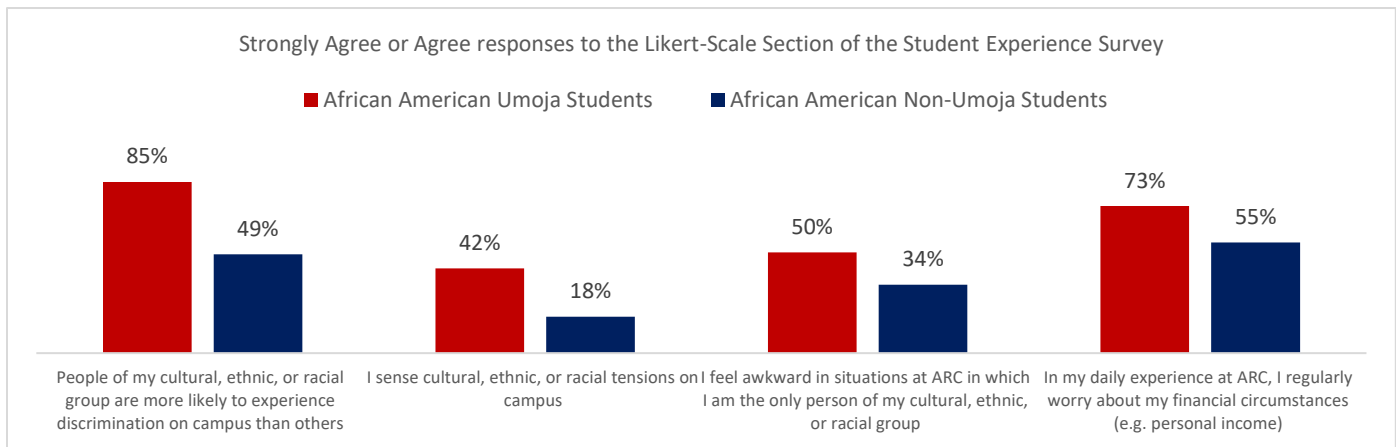


Figure 2. Additional differences on the likert scale section of the Spring 2020 Student Experience Survey

In addition, African American Umoja students were significantly *less* likely than African American Non-Umoja students to strongly agree or agree that:

- This college is committed to fostering an environment in which students of color can be successful (44% vs 59%)
- The college's efforts at community building are effective (44% vs 53%)
- This college is committed to diversity and inclusion (e.g., making sure everyone feels included) (46% vs 67%)
- When there were incidents of cultural, ethnic, or racial discrimination at ARC, the college reacted quickly and appropriately (31% vs 52%)
- Thinking about my financial circumstances (e.g., personal income), I feel confident about my ability to pay for my college education (21% vs 36%)

African American Umoja students were significantly *more* likely than African American Non-Umoja students to indicate that:

- They had been mistreated by staff at ARC because of their racial identity (31% vs 10%) (see Figure 3)
- They had been mistreated by professors at ARC because of their racial identity (23% vs 6%) (see Figure 3)

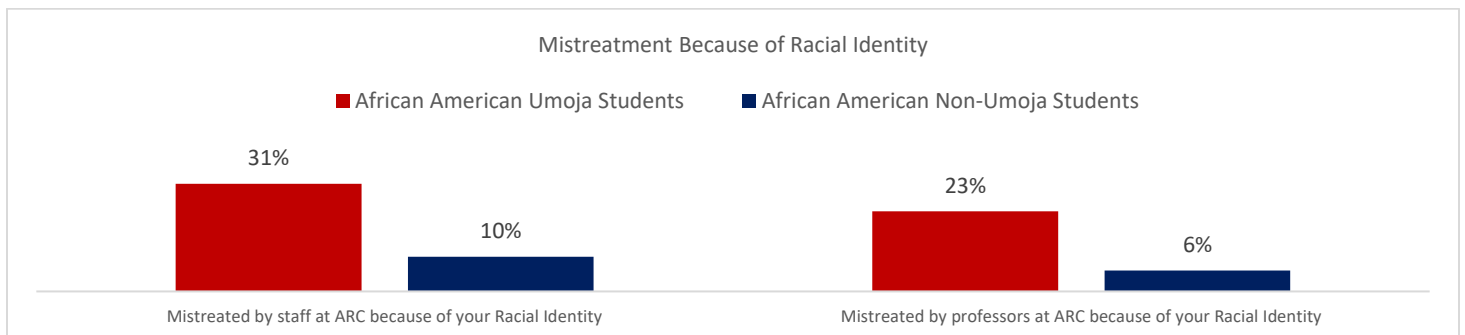


Figure 3. Mistreatment because of racial identity

- They had 1 or more negative encounters with any professor or staff person that made them doubt their belonging at ARC (48% vs 20%)
- Professors had provided inaccurate information (17% vs 5%)
- Professors had been unresponsive to their requests (23% vs 11%)
- Staff had provided inaccurate information (25% vs 6%)
- Staff had made negative comments about their cultural, ethnic, or racial background (10% vs 2%)
- Staff had been unresponsive to their requests (25% vs 11%)
- Staff had been unavailable to meet with them (13% vs 3%)

Other differences between African American Umoja students and African American Non-Umoja students included the following:

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

- Financial aid to pay for school fees and textbooks (54% vs 34%)
- Student job at ARC (21% vs 4%)
- Culturally relevant instruction (e.g., using diverse examples and texts) in the classroom (35% vs 7%)
- Positive interaction with a staff person at ARC (56% vs 24%)
- Positive interaction with an administrator at ARC (27% vs 11%)
- Positive interaction with a professor at ARC (60% vs 38%)
- Extracurricular activities (e.g., sports, theater, music, etc.) (21% vs 4%)
- Working with a counselor (50% vs 26%)

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

- Beaver Food Pantry (35% vs 8%)
- ARC General Counseling (29% vs 13%)
- Dusty Baker Athlete Center (6% vs 1%)²
- Honors Program at ARC (6% vs 1%)
- Career and Pathways Support Services (8% vs 2%)
- EOP&S (Extended Opportunity Program and Services) (21% vs 8%)
- TRIO Student Support Services (15% vs 3%)

African American Umoja students were significantly *more* likely than African American Non-Umoja students to indicate that they had not used any community resources (e.g., Homeless shelters, Food banks, WEAVE, Community Organizations, Foreign Offices, Veterans Resources) but would likely use them if they had more information. (38% vs 23%)

Demographic Differences

- African American Umoja students were significantly *more* likely to be low-income students (Below Poverty Level = 71%) than African American Non-Umoja students (Below Poverty Level = 39%)
- African American Umoja students were *more* likely to be First generation College students (38%) than African American Non-Umoja students (24%), (marginally significant difference, $p = .07$)

² Comparisons for the Dusty Baker Athlete Center, Honors Program, and Career and Pathways Support Services should be interpreted with caution as actual counts were less than 5 per positive response. For example, the comparison for the Dusty Baker Center is between 3 positive responses out of 45 for the Umoja students and 1 positive response out of 175 students for the Non-Umoja students.