Spring 2020 Student Experience Survey for ARC's African American, Latinx, and Native American Disproportionately Impacted (DI) Project Teams: Exploratory Analyses Part 1: On the Relationship between Student Experiences and Student Achievement (At-A-Glance View)

Key Finding:

ARC's African American, Latinx, and Native American students' experiences and perceptions were significantly associated and predictive of their student achievement outcomes. Specifically, ARC's African American, Latinx, and Native American students' experiences and perceptions (as measured by the Likert Scale section of the Spring 2020 Student Experience Survey conducted by ARC's DI Project Teams) were significantly associated with Student Success (success rates in courses) and Student Drops (withdrawal rates from courses), and were predictive of Persistence (continued enrollment from the Spring 2020 semester to the Fall 2020 semester).

Spring 2020 Student Experience Survey Likert Scale Questions for African American, Latinx, and Native American DI Project Teams	Signficantly Associated with Student Achievement Outcomes?											
	Overall (n=885), AA = African American (n=229), LA = Latinx (n=591), NA = Native American (n=65)											
Students were asked, "From your experience at ARC during the current academic year, to what extent do you agree or disagree with the following statements: (Rate from Strongly Agree to Strongly Disagree)"	Success Rate				Drop Rate				Persistence Rate			
	Overall	AA	LA	NA	Overall	AA	LA	NA	Overall	AA	LA	NA
I see myself as a part of the college community.	Yes	--	Yes	--	--	--	--	--	Yes	--	--	--
I would feel comfortable asking a professor for help if I did not understand course-related material.	Yes	--	Yes	Yes	Yes*	--	Yes*	Yes*	--	--	--	--
I have at least one professor who cares about my academic success at ARC.	Yes	--	Yes	--	Yes*	--	--	--	Yes	--	Yes	--
I feel comfortable contributing to class discussions.	--	--	--	--	--	--	--	--	--	--	--	--
I am invested in course materials because I can related them to my real-life experiences.	--	--	--	--	--	--	--	--	--	--	--	--
I believe that my professors care about my learning because they regularly ask about my understanding of course materials.	--	--	--	Yes	--	--	--	--	--	--	--	--
I am able to understand course materials because my professors use different teaching tools to help me learn	--	--	--	--	--	--	--	--	--	--	--	--
When I interact with professor(s) at this college, I feel they care about how I am doing.	--	--	--	Yes	--	--	--	Yes*	--	--	--	--
I see teachers who look like me adequately represented in my classrooms.	--	--	--	--	--	--	--	--	--	--	--	--
I see other students with the same cultural, ethnic, or racial (or Native American) background in my classes.	--	--	--	--	--	--	--	--	--	--	--	--
It has been easy for me to make friends at ARC.	--	--	--	--	--	--	--	--	--	--	--	--
I feel comfortable discussing racially sensitive topics on campus with members of other races, cultures, or ethnicities.	--	--	--	--	--	--	--	--	--	--	--	--
There is a space on campus where I can go to feel 'at home' where students of my same identity value me.	--	--	--	--	--	--	--	--	--	--	--	--
This college is committed to fostering an environment in which students of color can be successful.	--	--	--	--	--	--	--	--	Yes	--	Yes	--
The college's efforts at community building are effective (e.g. connecting diverse students and staff).	--	--	--	--	--	--	--	--	Yes	--	Yes	--
I see students who look like me represented on ARC's website.	--	--	--	--	--	--	--	--	--	--	--	--
This college is committed to diversity and inclusion (e.g. making sure everyone feels included).	--	--	--	--	--	--	--	--	Yes	--	Yes	--
When there were incidents of cultural, ethnic, or racial discrimination at ARC, the college reacted quickly and appropriately.	--	--	--	--	--	--	--	--	--	--	--	Yes
People of my cultural, ethnic, or racial (or Native American) group are more likely to experience discrimination on campus than others.	Yes*	Yes*	--	--	Yes	Yes	--	--	--	--	--	--
I sense cultural, ethnic, or racial tensions on campus.	Yes*	--	--	--	--	--	--	--	Yes*	--	--	--
I feel awkward in situations at ARC in which I am the only person of my cultural, ethnic, or racial (or tribal) group.	--	--	--	--	--	--	--	--	--	--	--	--
In consideration of my cultural, ethnic, or racial (or my tribal) identity, I feel safe (e.g. physical security) on the ARC campus.	--	--	--	--	--	--	--	--	Yes	--	Yes	--
Being a member of my cultural, ethnic, or racial (or my Native American) group, I feel socially accepted (e.g. no discrimination) on campus.	--	--	--	--	--	--	--	--	Yes	--	--	--
Being a member of my cultural, ethnic, or racial (or Native American) group, I feel included in informal activities with other students.	--	--	--	--	--	--	--	--	--	--	--	--
Being a member of my cultural, ethnic, or (or Native American) racial group, I am able to the find academic support I need to do well.	Yes	--	--	--	--	--	--	--	--	--	--	--
Being a member of my cultural, ethnic, or racial (or Native American) group, I am being taken seriously by professors.	Yes	--	--	--	Yes*	--	--	--	--	--	--	--
In consideration of my gender identity, I feel safe (e.g. physical security) on the ARC campus.	--	--	--	--	--	--	--	--	--	--	--	--
With my gender identity, I feel socially accepted (e.g. no discrimination) on campus.	--	--	--	--	--	--	--	--	--	--	--	--
I feel comfortable (e.g. emotional or mental ease) to openly share my sexual orientation at ARC.	--	--	--	--	--	--	--	--	--	--	--	--
In regards to my financial circumstances (e.g. personal income), I am able to purchase textbooks and supplies needed for this semester.	Yes	Yes	Yes	Yes	Yes*	--	--	Yes*	--	--	--	--
Thinking about my financial circumstances (e.g. personal income), I feel confident about my ability to pay for my college education.	Yes	Yes	Yes	Yes	Yes*	--	--	--	--	--	--	--
In my daily experience at ARC, I regularly worry about my financial circumstances (e.g. personal income).	Yes*	Yes*	--	Yes*	Yes	Yes	--	--	--	--	--	--
My current housing situation allows me to have a safe place to live so I can focus on my education at ARC.	Yes	--	Yes	--	--	--	--	--	--	--	--	--
I feel confident that I will complete my educational goal (e.g. certificate, associate's degree, transfer to 4-year, etc.).	Yes	--	Yes	Yes	Yes*	--	Yes*	Yes*	--	--	--	--

Cells in green are where stronger agreement on the survey item was associated with better student achievement outcomes (higher success, lower drop, or higher persistence rates)
Cells in red are where stronger agreement on the survey item was associated with worse student achievement outcomes (lower success, higher drop, or lower persistence rates)
* indicates where stronger agreement on the survey item was associated with lower rates, which for success and persistence rates = worse outcomes, but for drop rates = better outcomes

Student Success Rates: for each survey respondent, the percentage of successful grade notations received (A, B, C, Credit, Pass) divided by all grade notations received (including W's but excluding Excused Withdrawals (EWs)) at ARC.
Student Drop Rates: for each survey respondent, the percentage of W grade notations received divided by all grade notations received (excluding EWs) at ARC.
Persistence was computed as continued enrollment in the Fall 2020 semester (excluding survey respondents who had been awarded a degree or certificate during the 2019-2020 academic year).

Caveats:
1. Comparisons of student achievement between the Spring 2020 survey respondents and the Spring 2020 ARC student population suggests that survey respondents had more positive outcomes relative to ARC's African American, Latinx, and Native American Spring 2020 student populations.
2. The student achievement metrics reported in the full report from which this "At-A-Glance" view was derived, should not be directly compared to metrics typically reported on the ARC website or on college, district, or state data dashboards as these metrics differ in important ways. Specifically, these "individualized" student achievement metrics reported here represent student achievement at the student level, rather than at a course or section level. In addition, these metrics were unweighted and could reflect performance over a varying number of terms. (e.g., Student X's success rate could have been computed based on 1 semester and 12 total units, while Student Y's success rate could have been computed based on 4 semesters and 60 total units. Both students were given equal weight in the analyses in this report to reflect each student's "career" success and drop rate at ARC.