De Anza College Office of Institutional Research and Planning

To: Senior Staff

From: Lisa Ly, Senior Research Analyst

Date: 7/14/2021

Subject: BIPOC Student Needs Survey, Spring 2021

Overview:

The BIPOC Student Needs Survey was sent by the Office of Communications to students enrolled during spring 2021 quarter and whose ethnic identity included African American, Cambodian, Filipinx, Laotian, Latinx, Native American, Pacific Islander and/or Vietnamese. Of the 7,675 students, a total of 239 responses were collected between June 1, 2021 and June 8, 2021 for a response rate of 3%. The survey had four sections that inquired about students' perspectives on (1) feeling welcome and connected, (2) classroom connections, (3) online college services and (4) factors impeding success at De Anza College. This report summarizes the findings for all survey respondents, highlighting findings for the top four responding ethnic groups: African American, Filipinx, Vietnamese and Latinx.

Survey Highlights:

Demographics
- Among the 239 survey respondents, the top four responding ethnic groups were 22% Latinx (53), 17% Vietnamese (41), 9% African American (21) and 9% Filipinx (21). Fewer than 12 respondents identified as Cambodian, Laotian, Native American or Pacific Islander.
- Most respondents identified as woman (65%), followed by man (29%). Fewer than 10 respondents identified as genderqueer or gender nonconforming, non-binary or transgender.
- Most respondents were ages 18 to 25 (60%), did not receive Pell Grant (60%) and were never in foster care (93%).
- Respondents were mostly represented in the STEM (27%), Health (18%) and Business (17%) disciplines, followed by Arts (15%) and Humanities (15%).

Feeling Welcome and Connected
- The majority of respondents reported they felt welcome at De Anza (88%) and in the majority of their classes (90%). Vietnamese respondents were more likely to feel welcome at the college (93%) and in their classes (98%) than their ethnic counterparts.
- A little over half all respondents (57%) felt connected to other students. African American (62%) and Filipinx (62%) respondents were more likely to feel connected to other students than their ethnic counterparts.
- Most respondents (60% or more) saw themselves reflected in the college website, faculty and staff, college forms and documents, other students and curriculum.

- Compared to African American and Filipinx, Latinx respondents were more likely to see themselves reflected in the college website (70%) and in other students on campus (64%). Vietnamese respondents were more likely to see themselves reflected in the faculty and staff on campus (68%) and curriculum (71%). Both Latinx (66%) and Vietnamese (66%) respondents were more likely to see themselves reflected in the college forms and documents.
- Fewer than half of all respondents (49%) saw themselves reflected in the college programs and events on campus.

Classroom Connections

- The statements where the majority of respondents rated very important for classroom connections centered on faculty interaction: *the instructor really cared about me* (76%), *the instructor gave me regular feedback about my performance in the class* (75%), *the instructor respected my orientation, gender expression and/or identity* (72%), *the instructor was interested in what I thought* (71%), *the course had real-world, practical applications* and *the instructor challenged me to do the best I could* (each 69%).

Online College Services

- The top five online college services respondents indicated they were aware of included financial aid (92%), admissions and records (91%), academic counseling and library (each 90%), tutoring (89%) and disability support services (85%).
- The services respondents were not as aware of included psychological counseling, HEFAS (undocumented student resources), student success communities (e.g., Puente and Umoja), emergency cash assistance and the Jean Miller Resource Room.
- More than half of all respondents had used the bookstore (67%), academic counseling (67%), financial aid (63%) and admissions and records (55%) online college services over the past 12 months. In general, respondents who used the online services were more likely to report they were helpful rather than not helpful.

Factors Impeding Success at De Anza

- The top five factors that affected respondents' ability to be successful over that past 12 months were pandemic and shelter in place (79%), mental health issues (62%), technology resources (61%), lack of finances (60%) and unemployment or underemployment (55%).
- Housing insecurity or an unstable living environment were additional factors that affected at least one-third of African American, Filipinx, Vietnamese and Latinx respondents.
- More than half of Filipinx (52%) and Vietnamese (62%) respondents reported that racism or discrimination affected their ability to be successful.

Section 1: Welcome and Connected

Respondents were asked a series of questions to gauge whether they felt welcome and connected at De Anza. For each question, respondents could answer all the time, most of the time, rarely, never or do not know. This section of the report summarizes the findings for respondents who answered all or most of the time.

Feeling Welcome and Connected as a Student of Color

- 88% (211) of respondents felt welcome at De Anza all or most of the time.
  - Vietnamese respondents were more likely to report they felt welcome at De Anza (93%), followed by African American (86%), Filipinx (86%) and Latinx (85%).
- 90% (215) of respondents felt welcome in their classes all or most of the time.
  - Vietnamese respondents were more likely to report they felt welcome in the majority of their classes (98%), followed by African American (90%), Latinx (89%) and Filipinx (81%).
- 57% (136) respondents felt connected to other students all or most of the time.
  - African American (62%) and Filipinx (62%) respondents were more likely to report they felt connected to other students.

Figure 1:

Feeling Welcome and Connected as a Student of Color
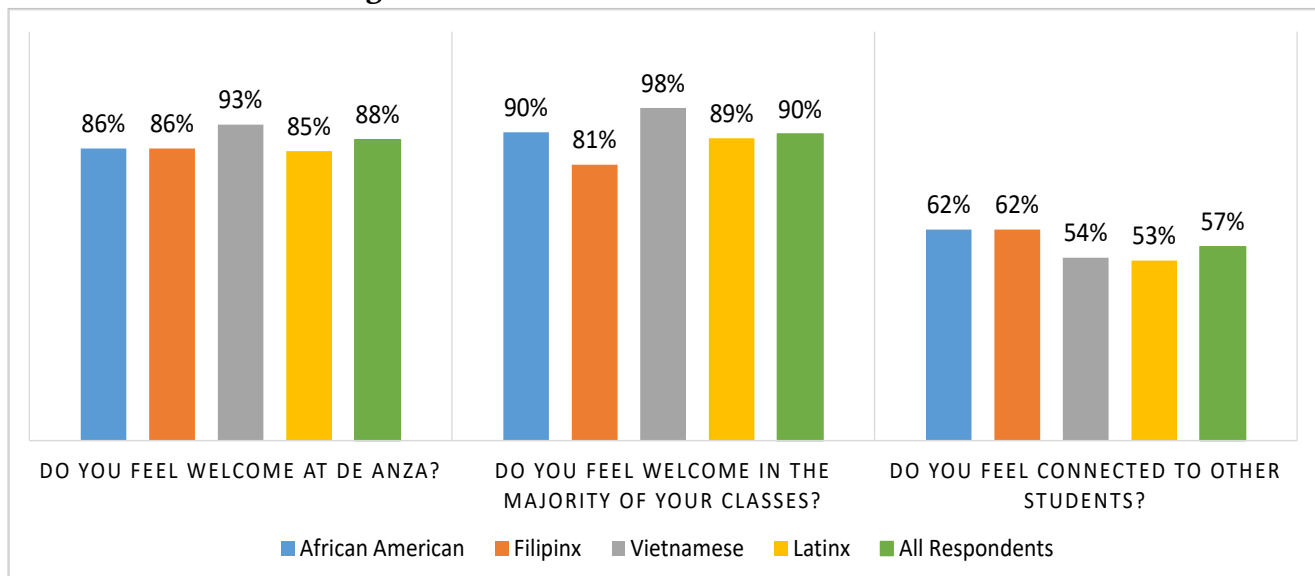
Total Respondents: African American=21, Filipinx=21, Vietnamese=41, Latinx=53, All Respondents=239
Only the top four responding ethnic groups are shown.

See Yourself Reflected

- Respondents saw their identities and individual needs reflected all or most of the time in the college website (66%), faculty and staff (62%), college forms and documents (62%), other students (61%) and curriculum of their course (60%).

- Fewer than half of all respondents (49%) indicated they saw themselves reflected in the college programs and events.

Figure 2:

See Yourself Reflected – All Respondents
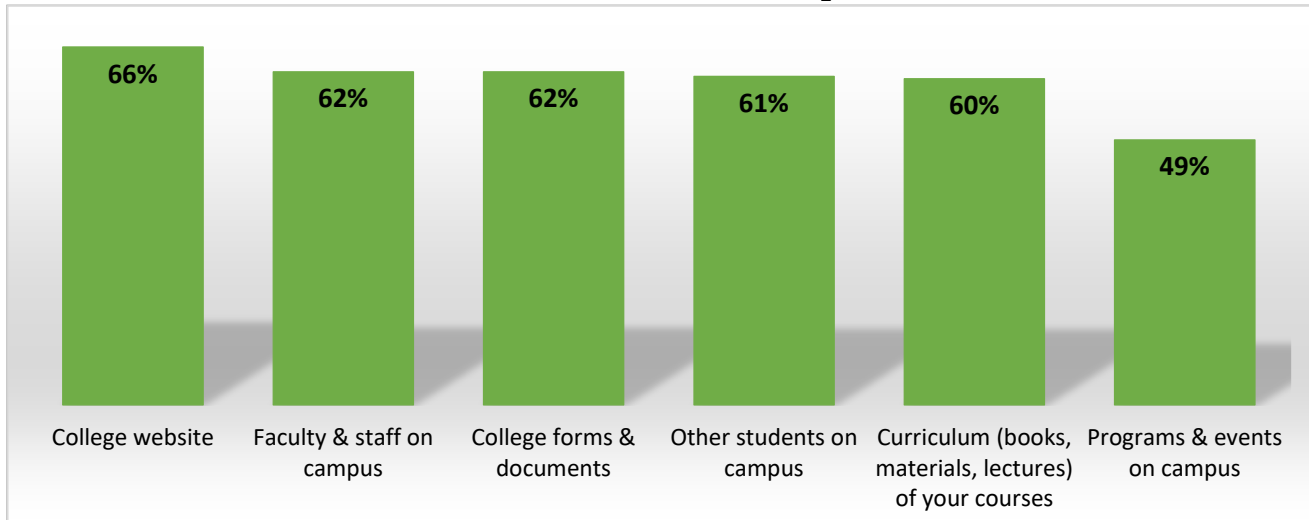
- Latinx respondents were more likely to see themselves reflected in the college website (70%) and in other students on campus (64%) than compared to their ethnic counterparts.
- Vietnamese respondents were more likely to see themselves reflected in the faculty and staff on campus (68%) and curriculum (71%) than compared to their ethnic counterparts.

Figure 3:

See Yourself Reflected – African American, Filipinx, Vietnamese & Latinx
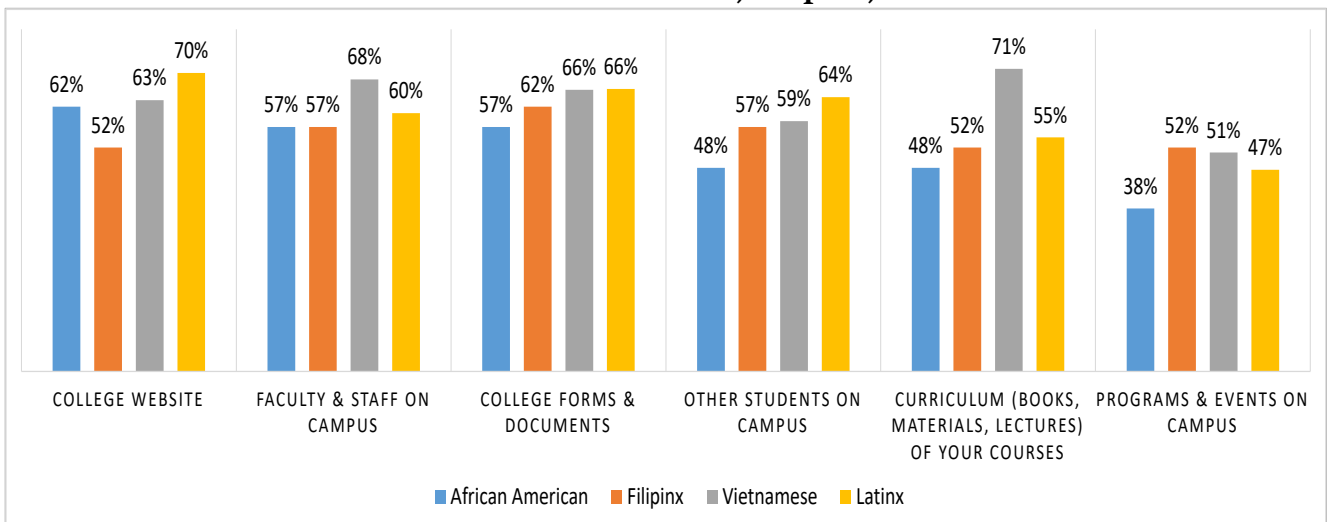
Total Respondents: African American=21, Filipinx=21, Vietnamese=41, Latinx=53
Only the top four responding ethnic groups are shown.

- Both Latinx (66%) and Vietnamese (66%) respondents were more likely to see themselves reflected in the college forms and documents than Filipinx or African American respondents.
- While half of Filipinx (52%) and Vietnamese (51%) respondents saw themselves reflected in the programs and events on campus all or most of the time, fewer than half of Latinx (47%) and African American (38%) respondents felt the same.

Section 2: Classroom Connections

Respondents were probed to reflect on a class in which they learned the most. They were given a list of statements and asked to rate the importance of each statement by selecting very important, somewhat important or not important. This section of the report summarizes the finding for respondents who answered very important.

- The top five statements respondents rated as very important for classroom connections centered on faculty interaction.
    1. *The instructor really cared about me* (76%).
    2. *The instructor gave me regular feedback about my performance in the class* (75%).
    3. *The instructor respected my orientation, gender expression and/or identity* (72%).
    4. *The instructor was interested in what I thought* (71%).
    5. *The course had real-world, practical applications* and *the instructor challenged me to do the best I could* (each 69%).
- Of the aforementioned statements, *the instructor really cared about me (#1), the instructor gave me regular feedback about my performance in the class (#2), the course had real-world, practical applications* and *the instructor challenged me to do the best I could (#5)* were rated very important by at least three-fourths of African American, Filipinx and Latinx respondents (Table 1).
- Fewer than 50% of all respondents rated these two statements as very important for classroom connections: *I had opportunities to work with other students* (49%) and *I was able to share my family history and talk about my culture and traditions in ways that made me feel proud of who I am* (42%).

Table 1:

Classroom Connections: Statements Respondents Rated Very Important

Statements	African American		Filipinx		Vietnamese		Latinx		All Respondents	
The instructor really cared about me.	▲	86%	▲	86%	▬	73%	▲	77%	▲	76%
The instructor gave me regular feedback about my performance in the class.	▲	76%	▲	81%	▬	68%	▲	75%	▲	75%
The instructor respected my orientation, gender expression and/or identity.	▬	62%	▬	62%	▬	71%	▲	77%	▬	72%
The instructor was interested in what I thought.	▲	76%	▬	71%	▬	63%	▲	83%	▬	71%
The course had real-world, practical applications.	▲	81%	▲	76%	▬	51%	▲	75%	▬	69%
The instructor challenged me to do the best I could.	▲	76%	▲	76%	▬	54%	▲	75%	▬	69%
The instructor helped me make connections between the class and my personal goals, interests and experiences.	▬	71%	▲	90%	▬	66%	▬	66%	▬	68%
The course was hands-on and engaged me in different projects and experiences.	▬	67%	▬	71%	▬	56%	▬	64%	▬	64%
The instructor provided opportunities to engage in community and/or out of class activities related to the curriculum.	▬	57%	▬	57%	▼	44%	▬	70%	▬	59%
I felt that my unique personal experiences and/or culture were honored and respected.	▬	52%	▬	62%	▼	46%	▬	66%	▬	59%
The instructor knew my name and how to pronounce it.	▬	71%	▬	57%	▼	46%	▬	64%	▬	59%
I had the opportunity to provide feedback or suggestions to my instructor on what they covered or did in class.	▬	62%	▬	62%	▼	46%	▬	53%	▬	56%
The instructor included my life experiences into the curriculum, activities and conversations/discussions.	▬	57%	▬	62%	▼	49%	▬	51%	▬	54%
I felt that I have something to offer that added value to the class.	▬	67%	▬	57%	▼	29%	▬	66%	▬	53%
I had opportunities to work with other students.	▬	52%	▼	43%	▼	41%	▬	53%	▼	49%
I was able to share my family history and talk about my culture and traditions in ways that made me feel proud of who I am.	▼	43%	▼	48%	▼	27%	▼	49%	▼	42%
Total Respondents		21		21		41		53		239

Green arrows (pointing upward) indicate 75% or more of respondents rated the statement as very important.
Yellow bars (flat) indicate 50% to 74% of respondents rated the statement as very important.
Red arrows (pointing downward) indicate fewer than 50% of respondents rated the statement as very important.
Only the top four responding ethnic groups are shown.

Section 3: Online College Services

Respondents were provided a list of 18 online college services and asked whether they utilized the services within the past 12 months. For each service, respondents could answer I used this service and it was helpful, I used this service and it was not helpful, I did not need this service or I did not know about this service.

Awareness of Online Services

- Responses where respondents indicated they either used or did not need the service were grouped together to assess for awareness. Most respondents (60% or more) indicated they were aware of the online college services (Table 2).
- The only exception is that fewer than half of African American respondents (43%) were aware of the Jean Miller Resource Room.

Table 2:

Awareness of Online College Services

Online College Services	African American	Filipinx	Vietnamese	Latinx	All Respondents
Financial Aid	▲ 86%	▲ 90%	▲ 98%	▲ 85%	▲ 92%
Admissions and Records	▲ 81%	▲ 90%	▲ 88%	▲ 94%	▲ 91%
Counseling - Academic	▲ 86%	▲ 76%	▲ 100%	▲ 89%	▲ 90%
Library	▲ 81%	▲ 90%	▲ 95%	▲ 89%	▲ 90%
Tutoring and Student Success Center	▬ 71%	▲ 86%	▲ 100%	▲ 83%	▲ 89%
Disabled Student Services	▲ 76%	▲ 90%	▲ 83%	▲ 79%	▲ 85%
Veterans Services	▲ 81%	▲ 90%	▲ 78%	▲ 79%	▲ 84%
Computer and Technology Assistance	▲ 76%	▲ 76%	▲ 80%	▲ 79%	▲ 80%
Transfer Center	▲ 81%	▬ 71%	▲ 76%	▲ 75%	▲ 79%
Immigration Legal Services	▲ 86%	▲ 86%	▬ 68%	▬ 74%	▲ 78%
Health Services	▬ 62%	▲ 86%	▲ 80%	▬ 74%	▲ 77%
Food Assistance	▲ 76%	▲ 86%	▲ 78%	▬ 72%	▲ 75%
Counseling - Psychological	▬ 71%	▬ 71%	▲ 80%	▬ 64%	▬ 73%
HEFAS: Undocumented Student Resources	▬ 62%	▲ 86%	▬ 71%	▬ 66%	▬ 72%
Bookstore	▬ 62%	▲ 76%	▲ 83%	▬ 74%	▬ 72%
Student Success Communities*	▬ 57%	▲ 76%	▬ 68%	▬ 68%	▬ 71%
Emergency Cash Assistance	▬ 62%	▬ 62%	▬ 68%	▬ 55%	▬ 66%
Jean Miller Resource Room for Women, Genders and Sexuality	▼ 43%	▲ 76%	▬ 68%	▬ 60%	▬ 64%
Total Respondents	21	21	41	53	239

*Puente, Umoja, Men of Color, IMPACT AAPI, FYE, MPS, LEAD, REACH
Green arrows (pointing upward) indicate 75% or more of respondents were aware of the service.
Yellow bars (flat) indicate 50% to 74% of respondents were aware of the service.
Red arrows (pointing downward) indicate fewer than 50% of respondents were aware of the service.
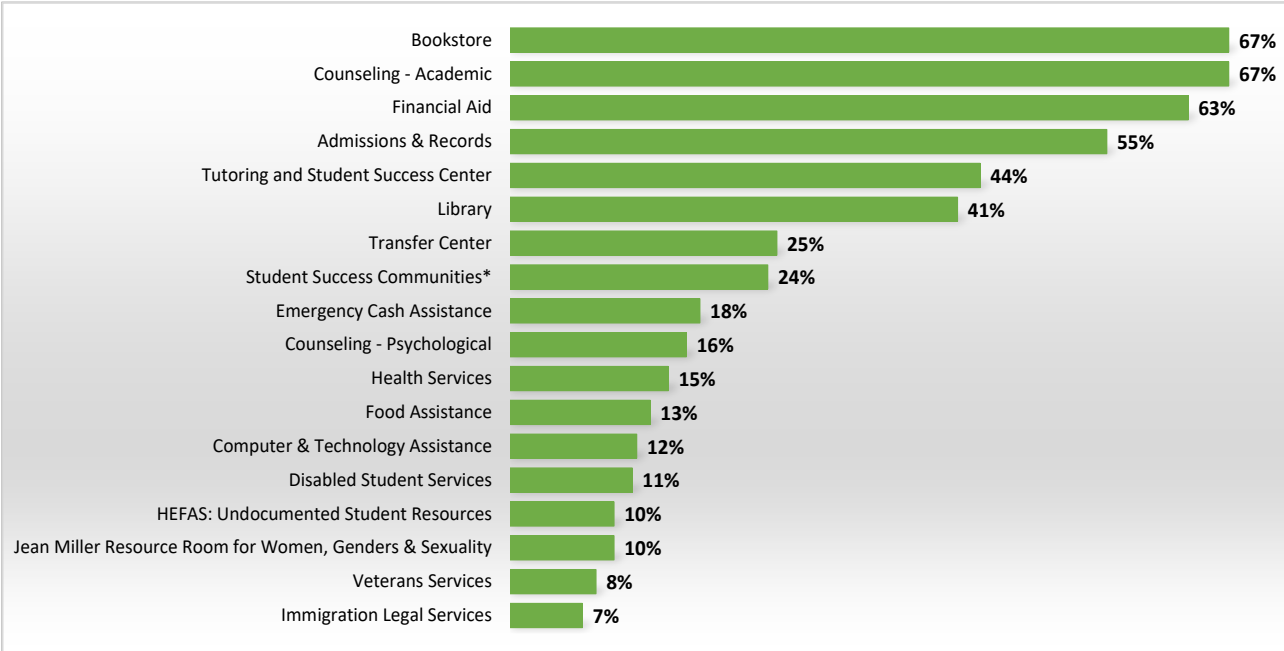Only the top four responding ethnic groups are shown.

- Overall, the top five online college services respondents indicated they were aware of included financial aid (92%), admissions and records (91%), academic counseling and library (each 90%), tutoring (89%) and disability support services.
- In contrast, the services respondents were not as aware of included psychological counseling, HEFAS (undocumented student resources), student success communities (e.g., Puente, Umoja, Men of Color, IMPACT AAPI, FYE, MPS, LEAD, and REACH), emergency cash assistance and the Jean Miller Resource Room.

Most Used Online Services

- More than half of all respondents had used the bookstore (67%), academic counseling (67%), financial aid (63%) and admissions and records (55%) online college services.
- In general, respondents who used the online services were more likely to report they were helpful rather than not helpful.

Figure 4:

Most Used Online College Services Past 12 Months – All Respondents

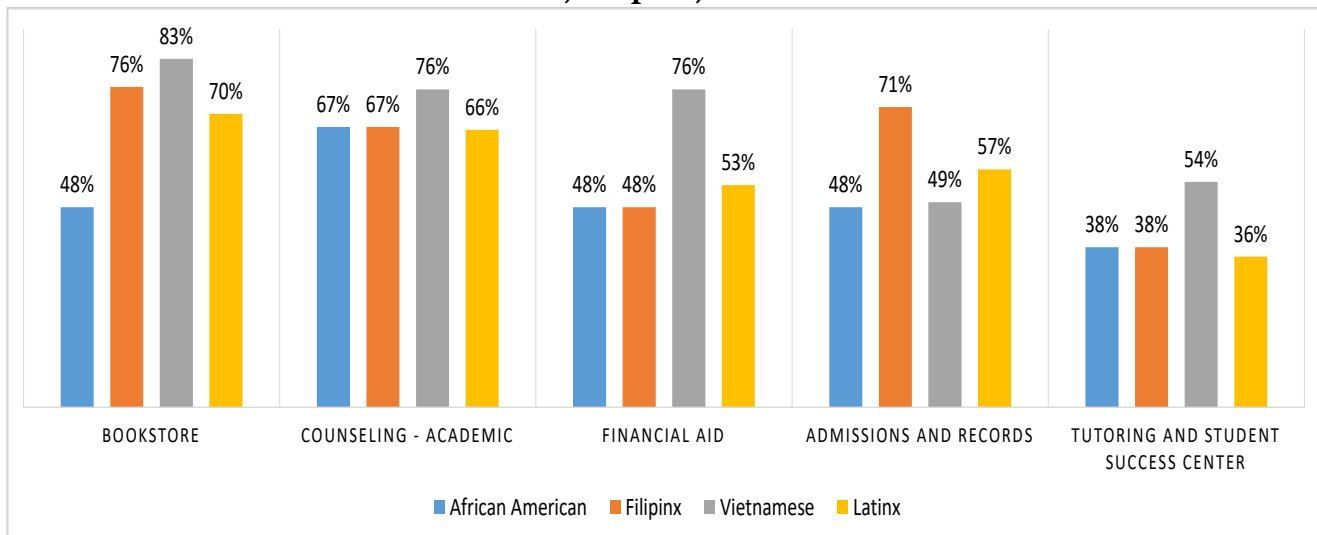| Service	%
Bookstore	67%
Counseling - Academic	67%
Financial Aid	63%
Admissions & Records	55%
Tutoring and Student Success Center	44%
Library	41%
Transfer Center	25%
Student Success Communities*	24%
Emergency Cash Assistance	18%
Counseling - Psychological	16%
Health Services	15%
Food Assistance	13%
Computer & Technology Assistance	12%
Disabled Student Services	11%
HEFAS: Undocumented Student Resources	10%
Jean Miller Resource Room for Women, Genders & Sexuality	10%
Veterans Services	8%
Immigration Legal Services	7%

*Puente, Umoja, Men of Color, IMPACT AAPI, FYE, MPS, LEAD, REACH

- Vietnamese (83%), Filipinx (76%) and Latinx (70%) respondents were more likely to use the bookstore online service than compared to African American respondents (48%).
- Vietnamese respondents were more likely to use academic counseling (76%), financial aid (76%) and tutoring (54%) online services than compared to their ethnic counterparts.
- Filipinx respondents were more likely to use admissions and records (71%) online services than compared to their ethnic counterparts.

Figure 5:

Most Used Online College Services Past 12 Months –
African American, Filipinx, Vietnamese & Latinx

Total Respondents: African American=21, Filipinx=21, Vietnamese=41, Latinx=53
Only the top four responding ethnic groups are shown.

Services Not Available but Respondents Would Like (Open-Ended Response)

Respondents were given the opportunity to write in services they would like to see offered at De Anza. The themes noted below were frequently mentioned among respondents.

- Services or resources respondents specified they would like to access, notably the library.
  - *"Adaptive PE on the weekends"*
  - *"Foster care"*
  - *"Laptop loans"*
  - *"Legal services"*
  - *"Library"*
  - *"Wresting resources"*
  - *"Please open the library back up to study in, not everyone has the same resources and a place to study, students need a good environment to study to succeed."*
  - *"Student pantry, free library, a place to find out about more services [because] honestly I didn't know you ha[ve] most of these."*
- *Community or support groups that centered on specific interests and/or needs.*
  - *"Networking with students already with masters that are enrolled at De Anza to advance their skills."*
  - *"Services or groups for South East Asian students, especially those who are low income."*
  - *"Something regarding Nigerian heritage and culture."*
  - *"Support groups for people with disabilities."*
  - *"Tech buddy program"*

- Financial services or resources respondents would like to access and/or learn more about.
  - *"Co-op programs, Money Management/Minimalism, Roommates network/app"*
  - *"Help with paying for books and classes."*
  - *"More scholarship support/response to email inquiries."*
  - *"Workshops for adulting, like paying taxes, renting, for any students who may not have adults to show them how."*
  - *"To get our marginalized communities involved on campus, there need[s] to be paid opportunities. We are socio-economically disadvantaged and cannot spend 10-20 hours a week doing work without compensation. A lot of us are first generation, have bills to pay and are saving to afford college when we transfer. It's unrealistic to reach out to these groups and expect us to give up so much time. Also, town halls and zoom sessions aren't attractive to students. We are already zoomed fatigued and these zoom sessions don't do much to improve our material conditions and make a difference in our lives."*

Section 4: Factors Impeding Success at De Anza

Respondents were given a list of factors that may have affected their ability to be successful at De Anza and asked to indicate whether the factor had a great effect, some effect or no effect on their success. This section of the report summarizes the finding for respondents who answered the factors greatly or somewhat affected them over the past 12 months.

- The top five factors that affected respondents' ability to be successful included the following:
  1. Pandemic and shelter in place (79%)
  2. Mental health issues (62%)
  3. Technology resources (61%)
  4. Lack of finances (60%)
  5. Unemployment or underemployment (55%)
- Mental health was more likely to affect Filipinx (81%) and Vietnamese (78%) respondents than Latinx (58%) and African American (48%) respondents.
- Technology resources (80%) and lack of finances (68%) were more likely to affect Vietnamese (80%) respondents than compared to their ethnic counterparts.
- Housing insecurity or an unstable living environment were additional factors that affected at least one-third of African American, Filipinx, Vietnamese and Latinx respondents.
- More than half of Filipinx (52%) and Vietnamese (62%) respondents reported that racism or discrimination affected their ability to be successful.

Table 3:

Factors Affecting Success Past 12 Months:
Statements Respondents Rated Had Great or Some Affect

Factors Affecting Success	African American	Filipinx	Vietnamese	Latinx	All Respondents
Pandemic and Shelter in Place - including lack of a quiet place to study or attend class, loss of interaction with others, increased stress, etc.	▼ 43%	▲ 95%	▲ 80%	▲ 87%	▲ 79%
Mental Health Issues - personal or family mental health issues or lack of access to mental health services.	▼ 48%	▲ 81%	▲ 78%	▬ 58%	▬ 62%
Technology Resources - including reliable access to the internet and access to a computer with a camera and microphone, etc.	▬ 57%	▼ 48%	▲ 80%	▬ 62%	▬ 61%
Lack of Finances - not enough money or financial aid to pay for college and associated expenses.	▬ 57%	▼ 48%	▬ 68%	▬ 58%	▬ 60%
Unemployment or Underemployment - loss of employment or unable to find employment when seeking it or not enough hours or pay to support your financial needs.	▬ 52%	▬ 57%	▬ 54%	▬ 58%	▬ 55%
Health Issues - personal or family health issues or lack of access to health care.	▼ 38%	▬ 52%	▬ 68%	▼ 49%	▼ 49%
Housing Insecurity - including moving frequently, crowding, poor housing quality, or the inability to afford rent or bills.	▼ 33%	▼ 38%	▼ 49%	▼ 36%	▼ 44%
Unstable Living Environment - family or home situation is unstable, unsafe or unsupportive.	▼ 38%	▼ 48%	▼ 49%	▼ 30%	▼ 39%
Racism or Discrimination - trauma and associated mental health and health issues associated with racism or discrimination pertaining to your identity or orientation.	▼ 29%	▬ 52%	▬ 61%	▼ 26%	▼ 34%
Food Insecurity - limited or uncertain availability of nutritionally adequate and safe foods, or the ability to acquire such foods in a socially acceptable manner.	▼ 29%	▼ 24%	▼ 34%	▼ 25%	▼ 33%
Homelessness - including having no place to live or couch surfing, living with friends or relatives, living in a shelter, vehicle, or abandoned structures.	▼ 24%	▼ 19%	▼ 29%	▼ 11%	▼ 18%
Lack of Childcare - inability to acquire quality childcare or elder care or inability to pay for it.	▼ 19%	▼ 19%	▼ 22%	▼ 11%	▼ 16%
Total Respondents	21	21	41	53	239

Green arrows (pointing upward) indicate 75% or more of respondents reported the factor greatly or somewhat affected their success.
Yellow bars (flat) indicate 50% to 74% of respondents reported the factor greatly or somewhat affected their success.
Red arrows (pointing downward) indicate fewer than 50% of respondents reported the factor greatly or somewhat affected their success.
Only the top four responding ethnic groups are shown.

Other Factors Affecting Success (Open-Ended Response)

Respondents were given the opportunity to write in other factors that affected their ability to be successful at De Anza, and feedback touched on study spaces and instructors.

- Factors pertaining to study spaces and internet access
  - *"Can the library please open up? Having a safe environment to study is very important."*
  - *"Mainly gyms closed no place to shower. Luckily got creative with making shower in my van, and sometimes no internet unless I stayed and camped out at downtown… Luckily 24 Hour Fitness is open again which allows me to shower and do [homework] 24/7…"*
- Factors related to instructors' communication, support or teaching were noted by Vietnamese respondents.
  - *"Lack of communication between professors and students"*
  - *"Lack of accommodations from professors"*
  - *"Lack of instructor support & empathy"*
  - *"The quality of teachers is not equal. In my experience, there are too many bad teachers over good ones who truly care about their students' success. Many even don't consider to listen to their students and make it hard to contact… Teachers play an important role in students' experience. I hope one day, teachers can all equally [be] good so we don't have to compete to register [for the] better ones."*

Additional Feedback (Open-Ended Response)

Respondents could write in any issues or needs they wanted to share to help the college better support them. Their feedback mentioned financial resources and access to campus facilities or services.

- Financial resources
  - *"I applied for a second help for emergency funds and I didn't receive any help. I really needed the help and still do."*
  - *"I wish scholarships were graded by now because it has been four month since they were due and the school year is ending."*
  - *"You guys should offer affordable housing options for students going to school full time, maybe a work study program thing. This might already exist but if it does I don't hear anything about it."*
  - *"If possible, I would like to see more financial help for career changers in healthcare. Especially for Black and Mexican-Americans who are both severely underrepresented in higher level healthcare."*
- Access to campus facilities or services
  - *"Because of COVID-19, students have to study via Zoom-meeting, but sometimes we [lose] connection or have unstable connection."*
  - *"We need more psychologists. The waiting list is too long."*