



Latinx Student Online/Remote Classroom Experience & Learning | Sept. 2020

This memo reports Latinx student experiences with online learning based on responses to questions from the [UA Student Online/Remote Classroom Experience Survey](#). The survey was sent to main campus graduate and undergraduate students in early September 2020 and received a response rate of 14%. Latinx students were identified by the Inclusive Race/Ethnicity flag ‘Hispanic or Latino’ from UAnalytics Student Academic Profile and represented 28% (n=1,131) of the undergraduates and 19% (n=225) of graduate/professional responses in the weighted samples. Direct questions to AssessmentResearch@arizona.edu.

Findings:

- 30% of Latinx undergraduate and 35% of Latinx graduate/professional students personally know at least one student at the university without adequate internet or technology.
- Nearly 4 in 10 Latinx undergraduates (38%) report limited internet access impeded their ability to learn online, which is a slightly higher than the rate among other undergraduates (34%).
- Lack of access to appropriate technology/software was higher for Latinx undergraduates compared to non-Latinx peers (27% vs. 20%).
- 36% Latinx undergraduate and 22% of Latinx graduate/professional, students felt isolated or lonely all or most of the time in the two weeks preceding the survey.

Do you personally know any University of Arizona students who do not have access to reliable internet, or the technology needed to do coursework?

	Latinx Undergraduate	Latinx Graduate/Professional
No	70%	65%
Yes, one person	12%	14%
Yes, 2-4 people	13%	15%
Yes, 5 or more people	5%	6%

There were no statistically significant differences between Latinx and all other students.

The following factors reduced my ability to participate/perform in remote courses¹:

Undergraduate (% agree/strongly agree)	Latinx Undergrad	Not Latinx Undergrad
Limited internet access	38%*	34%
Lack of access to appropriate technology/software	27%*	20%
Lack of familiarity with required technology/applications	42%	42%
Uncertainty about which technologies/applications I am required to use	43%	41%
Health-related stress (mine, family member’s, roommate’s)	52%	48%
Distractions from my physical environment	63%	60%
Distractions from my personal technology (phone, computer)	58%	58%

¹ Note: * indicates statistically significant Pearson’s chi-square (p<.05)

The following factors reduced my ability to participate/perform in remote courses:

Graduate/Professional (% agree/strongly agree)	Latinx Grad/Prof.	Not Latinx Grad/Prof
Limited internet access	35%	32%
Lack of access to appropriate technology/software	26%	21%
Lack of familiarity with required technology/applications	26%	26%
Uncertainty about which technologies/applications I am required to use	27%	24%
Health-related stress (mine, family member's, roommate's)	52%	47%
Distractions from my physical environment	61%	58%
Distractions from my personal technology (phone, computer)	52%	50%

Note: There were no statistically significant difference between Latinx and all other students.

In the past 2 weeks, have you felt isolated or lonely?

36% of Latinx undergraduate students reported feelings of isolation or loneliness all or most of the time in the past few weeks, which was the same as the rate reported by other undergraduates. The combined rate was 22% among Latinx graduate and professional students.

	Latinx Undergrad	Latinx Grad/Prof
Almost all of the time	15%	9%
Most of the time	21%	13%
Some of the time	45%	55%
None of the time	19%	22%

Methods Overview: The Fall 2020 Student Survey was sent to all enrolled main campus undergraduate and graduate/professional students (n = 37,608) between September 4 to 13. The overall response rate was 14%, with a breakdown of 13.3% for undergraduates (n=4,100) and 17.5% among graduate/professional students (n=1,185). Students were asked to provide feedback on their experience with campus instruction during the first three weeks of fall 2020. Surveys with <25% completed responses were eliminated from the analyses. Data were weighted to match university demographics by gender, class standing, and race/ethnicity for undergraduates and gender and international student status for graduate/professional students.