

I. Introduction

Survey History and Development

The Office of Institutional Research surveys a representative sample of Chabot students every two years to determine their satisfaction with Chabot College and to collect information about students for purposes of college planning and evaluation. Every six years a faculty/staff survey is also administered as part of the Accreditation Self-Study.

Methodology

The Fall 2005 Student Satisfaction Survey was conducted between October 17-28, 2005 in a stratified systematic random sample of 75 course sections, which produced a sample of 1,605 students. The four-page Chabot survey was anonymous, and took about 20 minutes to complete. The response rate was 96% of the selected course sections and almost 100% of the students present in class the day of the survey. Therefore, the response bias was towards students who regularly attend class.

The student sample was representative of the gender, race-ethnicity, and age distribution of students who are enrolled at Chabot. However, the sample had an over-representation of full-time students because students who were enrolled in more courses had a higher chance of being in the sample. Therefore, the overall results are most reflective of students who are on campus more frequently. In order to control for the bias towards full-time students, the detailed student survey results are reported separately for full-time, part-time, and evening/Saturday students. Most percentages in the overall student results have a margin of error of plus or minus 3 to 4 percentage points. The detailed student results have higher margins of error—plus or minus 5 percentage points for full-time students and plus or minus 6 to 10 percentage points for different types of part-time students.

Interpretation of Items Related to Counseling

There was concern that satisfaction rates in the survey items related to counseling were lower than feedback given to counselors after counseling sessions. As a result of this concern and for comparative purposes, an inquiry was conducted to determine satisfaction with counseling at other California community colleges. It was discovered that these other colleges had similar findings as Chabot. Specifically, items related to particular outcomes of counseling appointments (e.g., The counselor answered all of my questions.) asked immediately after a counseling session solicited much higher satisfaction rates than items from annual satisfaction surveys that inquired about general satisfaction (e.g., I am satisfied with my overall experiences with counseling.).

In light of the above findings, items related to satisfaction with counseling in this survey may not necessarily reflect satisfaction with counselors, but with the overall process, which includes interacting with the front desk, making an appointment, trying to get in for drop-in counseling, and attending the actual counseling appointment under conditions of counselor shortages.