

Chabot College
Student Accreditation Survey: All Students by Major Race-ethnicity Groups
October 2013

Percentage Distribution of All Survey Items

Based on a sample of 1,271 student course enrollments in major race-ethnicity groups

Satisfaction with Overall Experiences at Chabot	Percentage of those Satisfied or Very Satisfied				
	African American (n=179)	Asian American (n=204)	Filipino (n=142)	Latino (n=490)	White (n=256)
Overall experience at Chabot College	80%	78%	77%	87%	82%
Overall experience with <u>instructors</u>	89%	79%	83%	88%	82%
Overall experience with <u>other college staff</u>	64%	59%	70%	68%	61%
Progress towards my educational goal	72%	70%	62%	71%	72%
Preparation for <u>transfer</u> to four-year college or university	52%	59%	53%	59%	58%
Preparation for <u>obtaining employment</u> in my field of study	45%	46%	40%	50%	49%
Satisfaction with College Facilities					
Classrooms (lecture or group work)	76%	69%	78%	78%	77%
Science labs: Bldg. 2100 (Biology, Anatomy, Physio, Micro)	43%	45%	48%	43%	49%
Science labs: Bldg. 3900/1800 (Chemistry, Physics, Computer Sci)	47%	60%	64%	53%	62%
Technology laboratories (Auto, Electronics, Machine Tool, Welding)	49%	50%	47%	48%	56%
Tutoring areas (WRAC, PATH, Language Ctr., Math Lab, etc.)	64%	59%	67%	65%	62%
Computer labs in library and departments	79%	76%	77%	83%	74%
Availability/working order of equipment in all labs	70%	74%	70%	74%	70%
Art/music/theatre/drama studios and performance areas	71%	63%	79%	68%	65%
Physical Education and Athletics facilities	69%	65%	74%	76%	69%
Bldg. 700 downstairs (A&R, Fin Aid, Online Servs, Assesment)	74%	70%	76%	76%	67%
Bldg. 700 upstaris (Counseling, Career/Trnsf Ctr, Special Progs)	68%	75%	75%	73%	66%
Library	74%	76%	77%	81%	72%
Cafeteria	51%	54%	54%	59%	53%
Parking Facilities	47%	49%	42%	46%	50%
Maintenance/cleanliness of buildings and grounds	65%	61%	64%	72%	59%

NOTE: Percentages can be plus or minus for:

African Am: 8%; Asian Am: 7%

Filipino: 8%; Latino: 5%; White: 7%

Experience and Satisfaction with Student Services*	Percentage of those Satisfied or Very Satisfied				
	African American (n=179)	Asian American (n=204)	Filipino (n=142)	Latino (n=490)	White (n=256)
Admissions and Records Office	92%	85%	87%	90%	84%
Online Orientation	90%	90%	90%	90%	85%
Assessment Testing Center	90%	91%	92%	93%	91%
Counseling Appointments	69%	69%	74%	76%	62%
Front Desk Counseling (quick questions)	80%	78%	81%	84%	76%
Financial Aid Office	77%	79%	76%	83%	71%
Student Online Services in Bldg. 700	91%	89%	91%	94%	87%
Career and Transfer Center	82%	89%	87%	87%	73%
Office of Student Life (Clubs, Activities, Events)	82%	78%	88%	84%	80%
Student Government (SSCC, formerly ASCC)	83%	76%	85%	80%	78%
Student Health Center	89%	91%	88%	90%	89%
Library	91%	89%	91%	94%	93%
Tutoring (Peer Academic Tutoring Help) Bldg 2300	89%	86%	97%	87%	82%
WRAC Center, Library Mezzanine Rm 354	84%	92%	94%	91%	94%
Math Lab, Rm 3906B	82%	87%	88%	85%	85%
Communications Lab in Rm 802	80%	79%	91%	91%	86%
Disabled Students Programs and Services (DSPS)	82%	86%	78%	88%	89%
Extended Opportunity Programs and Services (EOP&S)	83%	77%	73%	88%	89%
PACE Degree and Transfer Program for Working Adults	84%	74%	81%	88%	84%
Veteran's Office	89%	80%	88%	84%	79%
Children's Center	83%	79%	87%	87%	95%
Intercollegiate Athletics	91%	81%	77%	92%	91%
College Bookstore	85%	81%	81%	88%	90%
Food Services	76%	74%	75%	82%	78%
Campus Safety and Security	88%	85%	83%	87%	87%
Counseling	Percentage who Agree or Strongly Agree				
	African American (n=179)	Asian American (n=204)	Filipino (n=142)	Latino (n=490)	White (n=256)
Counselors helped me clarify my education goal.	59%	59%	62%	59%	43%
Counselors helped me clarify my career goal.	44%	51%	48%	53%	35%
Counselors gave me encouragement and support.	52%	56%	57%	57%	39%

NOTE: Percentages can be plus or minus for:

African Am: 8%; Asian Am: 7%

Filipino: 8%; Latino: 5%; White: 7%

Registration & Other Services	Percentage who Agree or Strongly Agree				
	African American (n=179)	Asian American (n=204)	Filipino (n=142)	Latino (n=490)	White (n=256)
My Chabot on-line application was easy to complete.	84%	79%	76%	83%	81%
It was easy to register for classes on-line (CLASS-WEB).	81%	76%	77%	79%	75%
The fee payments process is easy to follow.	67%	78%	76%	73%	76%
I use the <u>paper class schedule</u> for info on course time and services.	54%	52%	60%	57%	44%
I use the <u>on-line class schedule</u> for info on course times and services.	77%	84%	85%	78%	79%
I use the <u>college catalog</u> for info on program and transfer requirements.	61%	59%	60%	54%	56%
It is clear to me what I need to do to complete my program (deg, cert, or trnsfr).	59%	52%	58%	60%	52%
The courses I need are usually available during the semester I need them.	49%	39%	43%	49%	46%
I know how to obtain student services if I need them.	68%	50%	56%	54%	55%
Email communications from the college have been useful to me.	57%	48%	52%	50%	49%
I use the Student Zone email for my Chabot business.	46%	38%	43%	42%	38%
The college protects the privacy of my student records.	65%	63%	67%	71%	62%

Courses and Instructors	Percentage who Agree or Strongly Agree				
	African American (n=179)	Asian American (n=204)	Filipino (n=142)	Latino (n=490)	White (n=256)
Course requirements and expectations are <u>provided clearly in writing</u> .	74%	78%	79%	79%	76%
Written class requirements and grading policies are <u>followed by instructors</u> .	75%	82%	81%	82%	81%
It is clear to me what I am expected to learn in each class.	77%	78%	76%	83%	79%
Instructors inform me of my progress in what I am expected to learn.	60%	60%	58%	62%	62%
Instructors are knowledgeable in the subjects they teach.	82%	84%	86%	85%	83%
Instructors demonstrate commitment to high standards of teaching.	76%	76%	74%	78%	76%
Instructors present material objectively without imposing their personal convictions.	69%	71%	65%	73%	66%
Instructors encourage students to examine different points of view.	75%	76%	72%	77%	71%
My instructors use a variety of teaching methods in my classes.	68%	69%	62%	67%	62%
Instructors are willing to spend time outside of class to discuss issues with students.	68%	70%	76%	70%	70%
Instructors have made special efforts to help me succeed.	60%	60%	56%	62%	55%
Grading practices of instructors are fair.	67%	74%	74%	74%	74%
Instructors encourage my participation in class no matter my race-ethnicity, cultural background, gender, sexual orientation, or non-academic characteristics.	77%	78%	82%	86%	82%
Overall, I feel I'm learning something from my course(s) regardless of the grade I'm getting.	75%	80%	82%	88%	84%
Course work has adequately prepared me for the next level of instruction.	70%	71%	74%	76%	75%

NOTE: Percentages can be plus or minus for:
 African Am: 8%; Asian Am: 7%
 Filipino: 8%; Latino: 5%; White: 7%

Tutoring, Labs, & Library	Percentage who Agree or Strongly Agree				
	African American (n=179)	Asian American (n=204)	Filipino (n=142)	Latino (n=490)	White (n=256)
Sufficient tutoring resources are available for students in a variety of subjects.	54%	51%	50%	58%	49%
To complete my class assignments, open computer labs on campus:					
Enough available computers.	62%	53%	54%	58%	48%
Appropriate software for my classes.	57%	52%	54%	66%	52%
Enough lab assistants to help me.	44%	41%	47%	50%	37%
I have attended a library orientation session taught by a Chabot College librarian.	Yes: 24%	19%	22%	23%	24%
If yes, the Library orientation session adequately addressed my needs.	45%	51%	47%	57%	47%
I find the research info for my class assignments in:					
The Chabot College Library's collections (books, magazines, AV materials).	44%	33%	38%	44%	33%
The Library Internet Homepage.	44%	40%	42%	48%	42%
The Library is open when I need to use it.	64%	60%	66%	69%	56%

Student Involvement and Government	Percentage who Agree or Strongly Agree				
	African American (n=179)	Asian American (n=204)	Filipino (n=142)	Latino (n=490)	White (n=256)
I know my rights and responsibilities as a student.	62%	70%	60%	67%	56%
There are enough opportunities for involvements in co-curricular student activities.	53%	59%	53%	56%	43%
The college is responsive to student input and suggestions.	41%	53%	45%	47%	34%
Student interests are adequately represented by the student government (SSCC).	34%	38%	29%	38%	26%
	Percentage Likely and Very Likely				
I am likely to:					
Respond to communications by Student Senate (SSCC).	52%	47%	52%	44%	31%
Attend meetings of the Student Senate (SSCC).	41%	35%	29%	29%	17%

Campus climate	Percentage who Agree or Strongly Agree				
	African American (n=179)	Asian American (n=204)	Filipino (n=142)	Latino (n=490)	White (n=256)
I feel welcome at Chabot.	79%	71%	74%	80%	74%
I am treated with respect by faculty, administrators, and other college staff.	82%	80%	86%	87%	83%
At Chabot, there is general respect for differences in:					
race-ethnicity.	82%	82%	88%	87%	83%
gender.	83%	82%	89%	89%	81%
physical disability.	84%	83%	86%	87%	84%
age.	84%	81%	84%	87%	82%
sexual orientation.	82%	78%	82%	86%	77%
native language.	81%	79%	81%	85%	78%
religion.	79%	80%	82%	84%	74%
Overall, I feel safe at Chabot.	78%	74%	68%	80%	69%
At Chabot, there is a college-wide commitment to helping students learn.	70%	70%	78%	74%	71%
I would encourage others to attend this college.	78%	68%	66%	79%	67%

NOTE: Percentages can be plus or minus for:

African Am: 8%; Asian Am: 7%

Filipino: 8%; Latino: 5%; White: 7%

Classroom Teaching Methods	Percentage who responded Most or All				
	African American (n=179)	Asian American (n=204)	Filipino (n=142)	Latino (n=490)	White (n=256)
Lectures (talking only)	49%	57%	62%	59%	48%
Lectures (talking AND asking students questions)	62%	55%	64%	62%	49%
Multi-media presentations (powerpoint, video, slides, ect)	38%	41%	39%	42%	34%
Whole class discussions	39%	31%	30%	41%	24%
Small group discussions or activities	38%	30%	34%	38%	21%
Active/hands-on (labs, physical education, music, art, etc.)	26%	35%	33%	27%	28%
One-on-one w/instructor during class	13%	52%	54%	57%	46%

Engagement in Learning	Percentage who responded Often or Very Often				
	African American (n=179)	Asian American (n=204)	Filipino (n=142)	Latino (n=490)	White (n=256)
In my classes I have:					
• asked questions.	59%	35%	39%	49%	58%
• participated in large class discussions.	70%	45%	45%	52%	59%
• participated in small in-class discussions or projects.	74%	65%	70%	72%	71%
• made a presentation to the class.	49%	37%	43%	46%	43%
Outside of classe time I have:					
• discussed class topics or assignments with other students from my classes.	43%	46%	50%	44%	46%
• met as a study group with other students from my classes.	30%	31%	39%	28%	29%
• talked about class topics with family, friends, and others.	60%	43%	46%	56%	58%
• used <u>Email, Blackboard</u> or other electronic means to communicate with an instructor.	63%	54%	67%	59%	63%
• met with my instructor to discuss assignments or my progress.	37%	31%	29%	30%	30%
For my classes I have:					
• come to class <u>without</u> my readings or assignments completed.	15%	14%	13%	12%	14%
• prepared <u>two or more drafts</u> of a paper or assignment before the final draft.	44%	43%	48%	54%	40%
• worked on a paper that required integrating ideas/information from various sources.	61%	56%	66%	66%	62%
• produced original works (i.e., artwork, designs, music, objects, etc.).	38%	40%	41%	41%	38%
• done work that was <u>not</u> assigned to improve my skills in classes.	32%	20%	23%	29%	32%
• worked harder than I thought I could to meet an instructor's expectations.	48%	45%	55%	55%	44%
• volunteered in a community organization as part of a regular course.	19%	15%	14%	20%	15%
On campus I have:					
• tutored or taught other students (paid or voluntary).	15%	14%	12%	10%	11%
• participated in campus clubs, student government, or intercollegiate sports.	21%	12%	11%	15%	17%
• had serious conversations with students of different religious beliefs or political opinions.	25%	8%	12%	14%	17%

NOTE: Percentages can be plus or minus for:

African Am: 8%; Asian Am: 7%

Filipino: 8%; Latino: 5%; White: 7%

College-wide Learning Goals	Percentage who responded Often or Very Often				
	African American (n=179)	Asian American (n=204)	Filipino (n=142)	Latino (n=490)	White (n=256)
Communication:					
• Reading effectively.	79%	71%	84%	83%	69%
• Writing effectively.	82%	76%	86%	85%	74%
• Speaking effectively.	79%	74%	78%	84%	73%
• Communicating with respect for the views of others.	88%	78%	85%	86%	77%
• Using computers and other technology effectively.	76%	70%	80%	79%	59%
Critical Thinking:					
• Recognizing valid research information on the Internet.	80%	77%	82%	83%	75%
• Critical thinking (evaluating, analyzing, questioning).	81%	76%	91%	87%	77%
• Problem-solving (applying knowledge to new situations).	81%	76%	82%	83%	75%
• Mathematical skills and abilities.	66%	66%	71%	70%	61%
• Thinking for myself.	84%	80%	85%	86%	79%
Global and Cultural Involvement & Responsibility:					
• Understanding diverse philosophies, cultures, and ways of life.	76%	76%	77%	81%	69%
• Becoming informed about current issues affecting the US and the world.	76%	69%	67%	77%	64%
• Ability to make a positive contribution to my community.	70%	65%	61%	73%	57%
• Developing a personal code of values and ethics.	79%	71%	75%	77%	63%
Development of the whole person:					
• Balancing the health of my mind, body, and spirit.	82%	71%	75%	75%	60%
• Discovering my own potential.	82%	71%	82%	81%	72%
• Developing my own creative abilities.	78%	70%	80%	80%	67%
• Developing clear educational or career goals.	84%	71%	80%	82%	69%
• Developing a love of learning.	81%	64%	74%	78%	65%

NOTE: Percentages can be plus or minus for:
 African Am: 8%; Asian Am: 7%
 Filipino: 8%; Latino: 5%; White: 7%