How to Count Race in the Student Satisfaction Survey

Office of Research, Planning, and Institutional Effectiveness
Chabot College

Purpose

- Problematize prevalent/traditional ways of measuring "race/ethnicity"
  - Explain multiple options for counting race/ethnicity
- Share survey results from a targeted survey on "How to Count Race" for racial equity
- Explain how race/ethnicity is counted in the Office of Research, Planning, and Institutional Effectiveness' Spring 2023 Student Satisfaction Survey and Other Documents

Survey Results by Race Ethnicity

- Survey results are often disaggregated by race/ethnicity.
- For example:
  - ORPIE's "Spring 2022 Student Experiences Survey," illustrated 66% of Latinx survey respondents found Chabot's in-person instruction to be extremely or very effective versus only 38% of Asian/Asian American and Filipinx respondents.

Survey Results by Race Ethnicity

- The Chabot Fall 2019 Student Satisfaction Survey reported on all responses disaggregated by race/ethnicity.

Please tell us whether you agree or disagree with the following statements about the campus climate:	Percentage of those who agree or strongly agree						
	African American/ Black (n = 202)	Asian American/ Asian (n = 344)	Filipino/x (n = 221)	Latinx/ Chicanx (n = 600)	Native American/ Alaskan (n = 42)	Pacific Islander/ Hawaiian (n = 80)	White/ European American (n = 136)
At Chabot, there is general respect for differences in:							
race-ethnicity	82%	85%	86%	89%	90%	82%	86%
disability	77%	83%	85%	88%	90%	78%	85%
gender (men/women)	78%	85%	84%	88%	88%	78%	87%
gender (transgender, gender nonbinary, genderqueer)	72%	76%	78%	85%	85%	77%	81%
age	79%	83%	84%	88%	83%	83%	85%
sexual orientation	76%	82%	81%	87%	83%	82%	84%
native language	77%	82%	82%	87%	78%	85%	85%
religion	73%	77%	78%	84%	78%	77%	78%

Survey Results by Race Ethnicity

- But how do we decide who gets counted in each box?

African American/ Black (n = 100)	Asian American/ Asian (n = 270)	Filipino/a/x (n = 129)	Latino/a/x or Hispanic (n = 348)	Mid. East/ N. African (n = 24)	Native American (n = 21)	Pacific Islander (n = 35)	White Only (n = 72)	Multi-racial (n = 156)
84%	88%	85%	87%	79%	86%	83%	86%	89%
79%	87%	85%	87%	79%	86%	88%	85%	91%
72%	81%	78%	84%	78%	80%	94%	82%	86%
64%	67%	70%	67%	71%	86%	69%	67%	71%
71%	68%	68%	66%	58%	67%	66%	57%	65%
60%	64%	66%	66%	70%	75%	74%	67%	68%
77%	78%	82%	79%	71%	84%	74%	77%	83%
82%	82%	80%	82%	63%	85%	74%	81%	83%
58%	59%	63%	55%	52%	71%	45%	51%	64%
58%	47%	49%	47%	50%	55%	47%	46%	46%

Percentage who were satisfied or very satisfied

How to Count/Measure Race

- If a student checks off Native American and White, which box(es) should they count in?
- If a student checks off African American and Latinx, which box(es) should they count in?

Percentage who were satisfied or very satisfied								
African American/ Black (n = 100)	Asian American/ Asian (n = 270)	Filipino/a/x (n = 129)	Latino/a/x or Hispanic (n = 348)	Mid. East/ N. African (n = 24)	Native American (n = 21)	Pacific Islander (n = 35)	White Only (n = 72)	Multi-racial (n = 156)

- How to count or measure race/ethnicity is not straight-forward.

- Further, measurement and defining terms are not value-neutral.
  - Census "racial and ethnic data is used to redraw voting districts and enforce civil rights protections, as well as guide policymaking and research" (NPR, 2023)."

Current Federal/State Rules for Counting/Measuring Race and Ethnicity

- Federal and State Reporting Groups:
  - Stem from census questions on race/ethnicity:
    1. Are you of Hispanic, Latino or Spanish Origin?
    2. What is your race? (Check all that apply)
       1. Currently, no option for Hispanic/Latino in response options to question 2.
- Federal/State Way: Count Latinx First
  - Any student who answers yes to being of Hispanic, Latino and Spanish origin will be counted as Latinx.

More info? Pew Research Center: Race and Multiracial Americans in the U.S. Census; Racial categories used in the decennial censuses, 1790 to the present; Pew Research Center: Who is Hispanic?

Example: Black/African American Students in State and Federal data

- Federal and State Reporting Groups:
  - Students who choose **only** Black/African American for their racial group are included as Black/African American in Federal/State data.
  - Students who choose Black/African American and Latino/a/x are counted as Latino/a/x.
    - "Latinx First"
  - Students who choose Black/African American and any other racial or ethnic group (e.g., White, Native American, Pacific Islander) are counted as multiracial.

Umoja's Recommendation for Counting Black/African American Students

- Umoja Way of Counting Black Students:
  - Students who choose Black/African American only *or in combination with any other* racial or ethnic group are counted as Black/African American.
- This is straight-forward to apply in analyses, such as [Fall 2022 African American/Black Students in comparison to Non African American/Black Students at Chabot](#).

How would the "Umoja Way" of counting Black students apply for other Racial/Ethnic Groups?

- Umoja Way *Option 1*:
- Count Students in Every Racial/Ethnic Group They Select, Include Multiracial White students in the White Group
  - A student who checks off Black, Filipinx, and Native American, will be counted in data for Black, Filipinx, Native American, and Multiracial students.
  - A student who checks off Black, Latinx, and White, will be counted in data for Black, Latinx, White, and Multiracial students.

How should ORPIE apply the "Umoja Way" for other Racial/Ethnic Groups?

- Umoja Way *Option 2*:
- Count Students in Every Racial/Ethnic Group They Select, Except Do Not Include Multiracial White Students in the White Group
  - A student who checks off Black, Filipinx, and Native American, will be counted in data for Black, Filipinx, Native American, and Multiracial students.
  - A student who checks off Black, Latinx, and White, will be counted in data for Black, Latinx, and Multiracial students.
    - (This student would not be counted in the "White" group.)

Comparing Umoja Ways of Counting Race: *Sometimes Results Differ*

	Umoja Way Option 1: Include Multiracial White students in the White Group								
	African American / Black (n = 100)	Asian American/ Asian (n = 270)	Filipino/a/x (n = 129)	Latino/a/x or Hispanic (n = 348)	Mid. East./N. African (n = 24)	Native American (n = 21)	Pacific Islander (n = 35)	White (n = 154)	Multi-racial (n = 156)
Overall, I feel safe at Chabot	75%	79%	78%	78%	67%	67%	66%	76%	72%

	Umoja Way Option 2: Do Not Include Multiracial White Students in the White Group								
	African American / Black (n = 100)	Asian American/ Asian (n = 270)	Filipino/a/x (n = 129)	Latino/a/x or Hispanic (n = 348)	Mid. East./N. African (n = 24)	Native American (n = 21)	Pacific Islander (n = 35)	White Only (n = 72)	Multi-racial (n = 156)
Overall, I feel safe at Chabot	75%	79%	78%	78%	67%	67%	66%	82%	72%

- If the category "White" includes students who check off White only ***and*** students who check off White and another race (Umoja Way Option 1), then 76% of "White" students agree or strongly agree that they "feel safe at Chabot."
- If the category "White" includes students who check off White only (Umoja Way Option 2), then 82% of "White" students agree or strongly agree that they "feel safe at Chabot."
- Students who check off only White have a stronger sense of safety than students who check off White and another race.

Comparing Umoja Ways of Counting Race: *Sometimes Results Stay the Same*

	Umoja Way Option 1: Include Multiracial White students in the White Group								
	African American / Black (n = 100)	Asian American/ Asian (n = 270)	Filipino/a/x (n = 129)	Latino/a/x or Hispanic (n = 348)	Mid. East./N. African (n = 24)	Native American (n = 21)	Pacific Islander (n = 35)	White (n = 154)	Multi-racial (n = 156)
Overall experience at Chabot College	84%	88%	85%	87%	79%	86%	83%	87%	89%

	Umoja Way Option 2: Do Not Include Multiracial White Students in the White Group								
	African American / Black (n = 100)	Asian American/ Asian (n = 270)	Filipino/a/x (n = 129)	Latino/a/x or Hispanic (n = 348)	Mid. East./N. African (n = 24)	Native American (n = 21)	Pacific Islander (n = 35)	White Only (n = 72)	Multi-racial (n = 156)
Overall experience at Chabot College	84%	88%	85%	87%	79%	86%	83%	86%	89%

- If the category "White" includes students who check off White only ***and*** students who check off White and another race, then 87% of "White" students are satisfied or very satisfied with "their experience at Chabot."
- If the category "White" includes students who check off White only, then 86% of "White" students are satisfied or very satisfied with "their experience at Chabot."
- For this metric, the results are essentially the same.

Targeted Survey on How to Count Race

- Surveyed professionals at Chabot doing racial equity work (e.g., SASE tri-chairs, Director of Student Equity, Ethnic Studies Faculty, etc.).
- Surveyed professionals outside of Chabot involved in racial equity in education and who study critical race theory.
- Surveyed Chabot Students in a Black Leadership class.

Targeted Survey on How to Count Race: Three Multiple Choice Questions
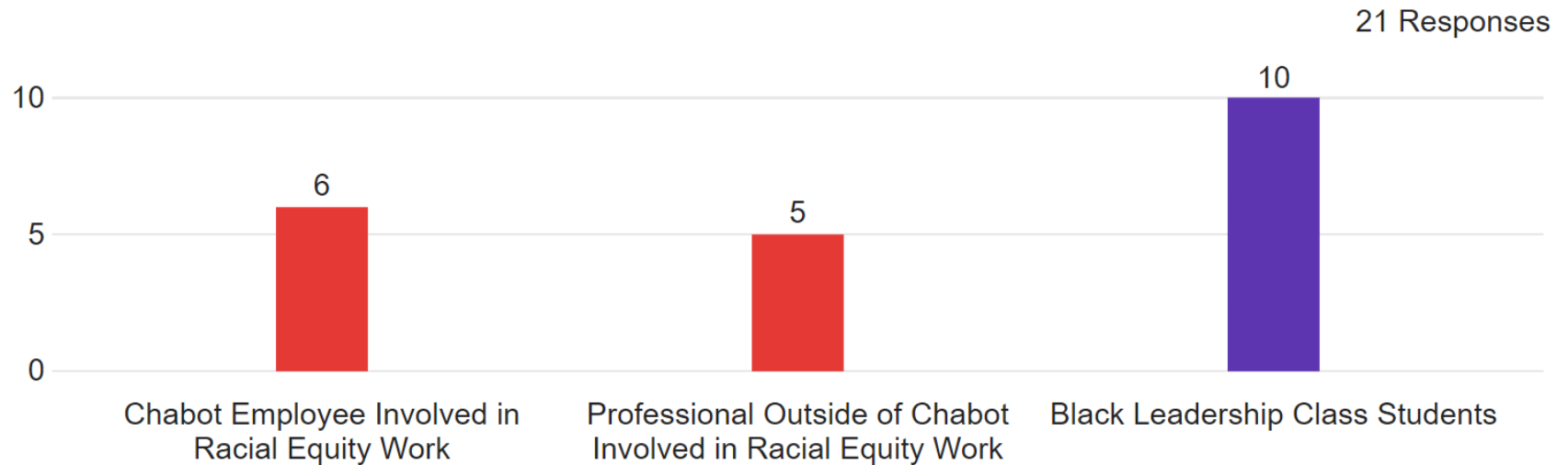
Questions:
1. Racial/ethnic group(s) with which students identify
2. Differences in students' satisfaction and outcomes that are correlated with students' race/ethnicity
3. Support racially-conscious and equity-driven decision-making

Reponses Options:
- Federal Way: Counting Latinx First
- Umoja Way Option 1: Counting Students in Multiple Racial/Ethnic Groups, Include Multiracial White students in the White Group
- Umoja Way Option 2: Counting Students in Multiple Racial/Ethnic Groups, Do not include multiracial Whites in White group

Targeted Survey on How to Count Race: Respondents

Please choose the answer that best describes you.

21 Responses

Targeted Survey on How to Count Race: Three Multiple Choice Questions
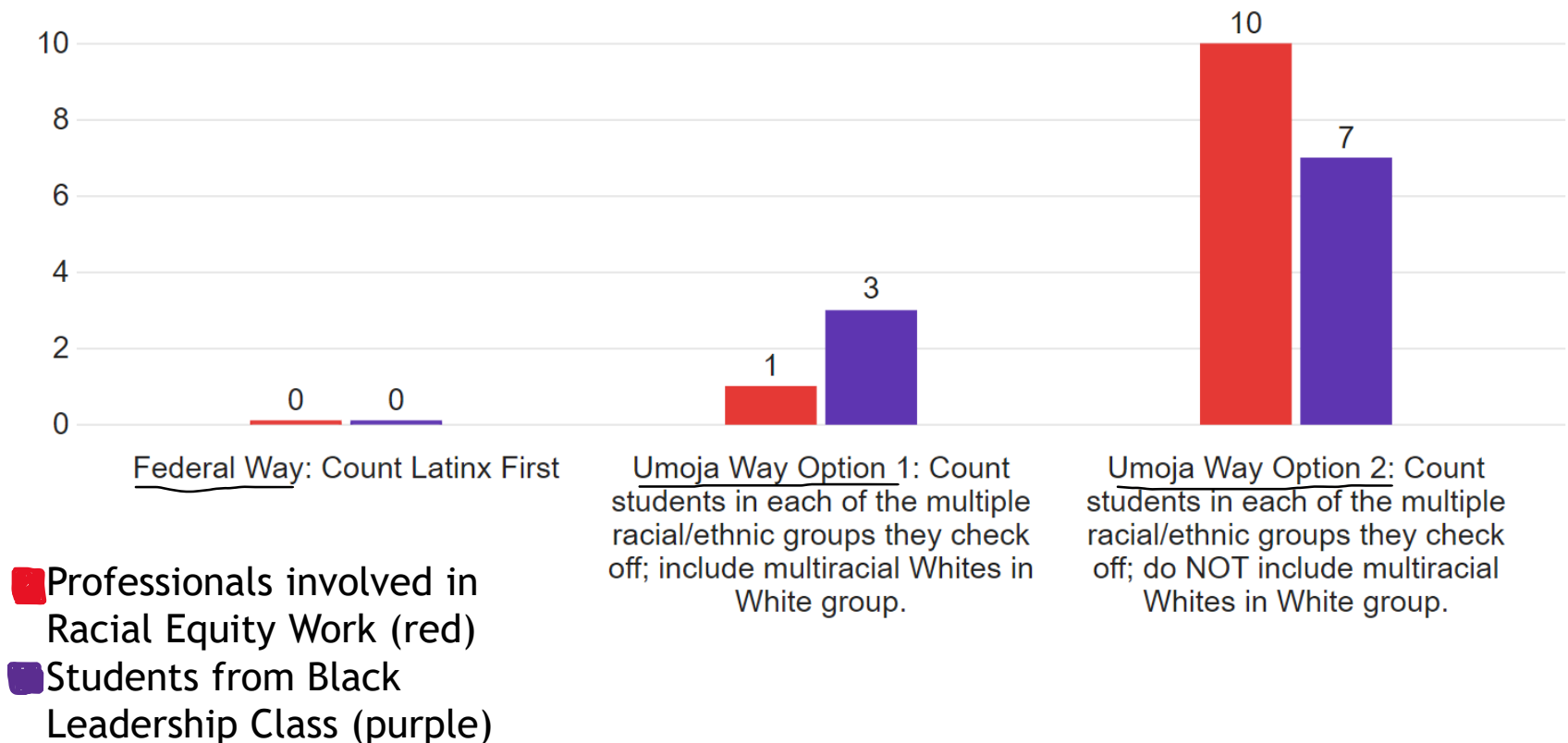
Results:

Response distribution same for all three questions.

1. Racial/ethnic group(s) with which students identify
2. Differences in students' satisfaction and outcomes that are correlated with students' race/ethnicity
3. Support racially-conscious and equity-driven decision-making

Targeted Survey on How to Count Race: Three Multiple Choice Questions

If you or others are going to use data for decision-making on campus, which way of counting do you think is *most likely* to be associated with racially-conscious and equity-driven decisions?

21 Responses

Federal Way: Count Latinx First — Professionals involved in Racial Equity Work (red): 0, Students from Black Leadership Class (purple): 0

Umoja Way Option 1: Count students in each of the multiple racial/ethnic groups they check off; include multiracial Whites in White group. — red: 1, purple: 3

Umoja Way Option 2: Count students in each of the multiple racial/ethnic groups they check off; do NOT include multiracial Whites in White group. — red: 10, purple: 7

Professionals involved in Racial Equity Work (red)
Students from Black Leadership Class (purple)

Targeted Survey on How to Count Race: Open Ended Question to Explain Response

Students:
- In support of **Umoja Way Option 2** (Do not count multiracial White students in White group) (7 of 10 responses):
  - *I believe that while seemingly less inclusive towards the white community Umoja option 2 would be most equitable.*
  - *In my opinion I think that Umoja way option 2 is the best way to go because if you put the students that identify as white and black in the multi racial group & they don't see themselves as a mixed person then it can cause interference in the resources that are given to black people.*

Targeted Survey on How to Count Race: Open Ended Question to Explain Response

Students:

- In support of **Umoja Way Option 1** (count multiracial White students in White group) (3 of 10 responses):
  - *I feel like Umoja way option #1 would be a better solution/way for most of the answers considering it shouldn't matter if they select that they're black and/or white or another race. if they identify as black and another race, then they're those races*. *although, I feel whatever they identify as they should put that because whoever is doing the numbers are going to look at that certain person as whatever they selected on that survey, it shouldn't even matter what race anyone is.*

Targeted Survey on How to Count Race: Open Ended Question to Explain Response

Racial Equity Professionals:

- In support of **Umoja Way Option 2** (Do not count multiracial White students in White group) (10 of 11 responses):
  - *Umoja way 2 speaks to the experience of students who check off white as part of their heritage while experiencing life as a black person. I think there should be an added question asking, if multi racial, how do they identify or experience life?*

Targeted Survey on How to Count Race: Open Ended Question to Explain Response

- In support of **Umoja Way Option 2 Cont…**
  - *__Umoja Way Option 2 accounts for uneven power dynamics. We're not just talking about race, we're talking about racism__ and the Umoja Way Option 2 is where and how you operationalize an equity-minded approach. Umoja Way Option 2 is accounting for the histories of racism and exclusion that are experienced differentially by minoritized populations in the US.*
  - *Umoja Way Option 2 is responding to research that illustrates how decades of exclusion and systematic oppression may have resulted in a less welcoming campus climate for Students of Color and that's what we're trying to get at in a campus climate survey. You won't get the "answer," but it will hopefully get you the closest to being able to ask better questions about climate, student experiences, and equity.*

Targeted Survey on How to Count Race: Open Ended Question to Explain Response

- In support of **Umoja Way Option 2 Cont...**
  - *Umoja Option 1, treating everyone the same, does not work for me because if you identify as multiple identities, the world may also be perceiving you as multiple identities and therefore they are not treating you as a person who is walking through the world as White. ... Umoja Option 2, treat white differently, isn't like the perfect answer, but at least in that one you are isolating a lived experience and trying to adjust ... . If you pull in all the power associated with Whiteness and the corresponding oppression for non-Whites, if you're just checking that one White box, chances are, that is in fact closest to your lived experiences. ... Umoja option 2 is not perfect, but it's the best option. If you want to undo some of the oppressive system based on Whiteness, then you have to measure the way the system has been treating White differently.*

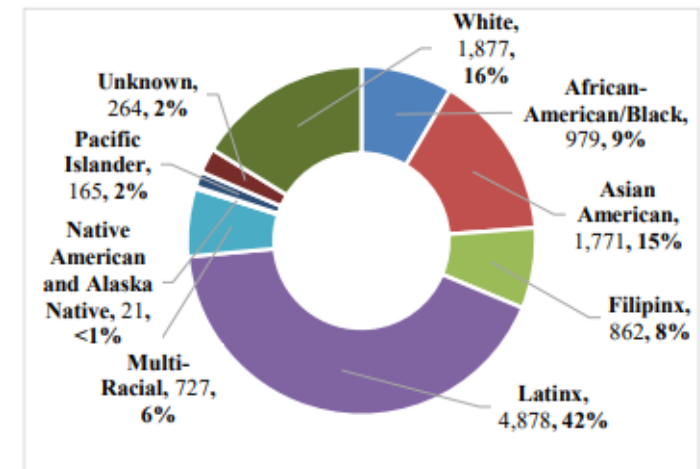# ORPIE's Method for Counting Race/Ethnicity in Student Satisfaction Survey

- **Umoja Way Option 2:** Count Students in Every Racial/Ethnic Group They Select, Except Do Not Include Multiracial White Students in the White Group
  - Consistent with survey results.
  - Consistent with ORPIE's mission and the college's commitment to antiracism and equity.
  - Consistent with critical race theory approach.
  - In the words of one survey respondent, "Umoja Way Option 2 is responding to research that illustrates how decades of exclusion and systematic oppression may have resulted in a less welcoming campus climate for Students of Color and that's what we're trying to get at in a campus climate survey."

				Percentage who were satisfied or very satisfied					
African American/ Black (n = 100)	Asian American/ Asian (n = 270)	Filipino/a/x (n = 129)	Latino/a/x or Hispanic (n = 348)	Mid. East/ N. African (n = 24)	Native American (n = 21)	Pacific Islander (n = 35)	White Only (n = 72)	Multi-racial (n = 156)
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79%	87%	85%	87%	79%	86%	88%	85%	91%
72%	81%	78%	84%	78%	80%	94%	82%	86%

ORPIE's Method for Counting Race/Ethnicity Outside the Student Satisfaction Survey

- For State/Federal reporting, we use the State/Federal method.
- For most ORPIE handouts (in which we want to count each student **once**), ORPIE also uses the State/Federal way of reporting **because**:

  - When reporting demographic information, multiracial students would be counted in multiple "slices of the pie" (see diagram right) The denominator for calculating percentages would not be straight-forward.
  - When reporting outcomes data, we want each student to count once (e.g., course success rates, persistence, etc.). (See next slide.)
  - It is a time intensive process to disaggregate data in the Umoja way; ORPIE is consistently making strategic choices motivated by equity, the College mission, and ORPIE's mission so that multiple and diverse campus needs can be met.

Race-Ethnicity

- White, 1,877, 16%
- African-American/Black, 979, 9%
- Asian American, 1,771, 15%
- Filipinx, 862, 8%
- Latinx, 4,878, 42%
- Multi-Racial, 727, 6%
- Native American and Alaska Native, 21, <1%
- Pacific Islander, 165, 2%
- Unknown, 264, 2%

Fall 2022: 11,544 students

Overall Course Success Rates* by Race/Ethnicity (Federal/State Race/Ethnicity Guidelines)
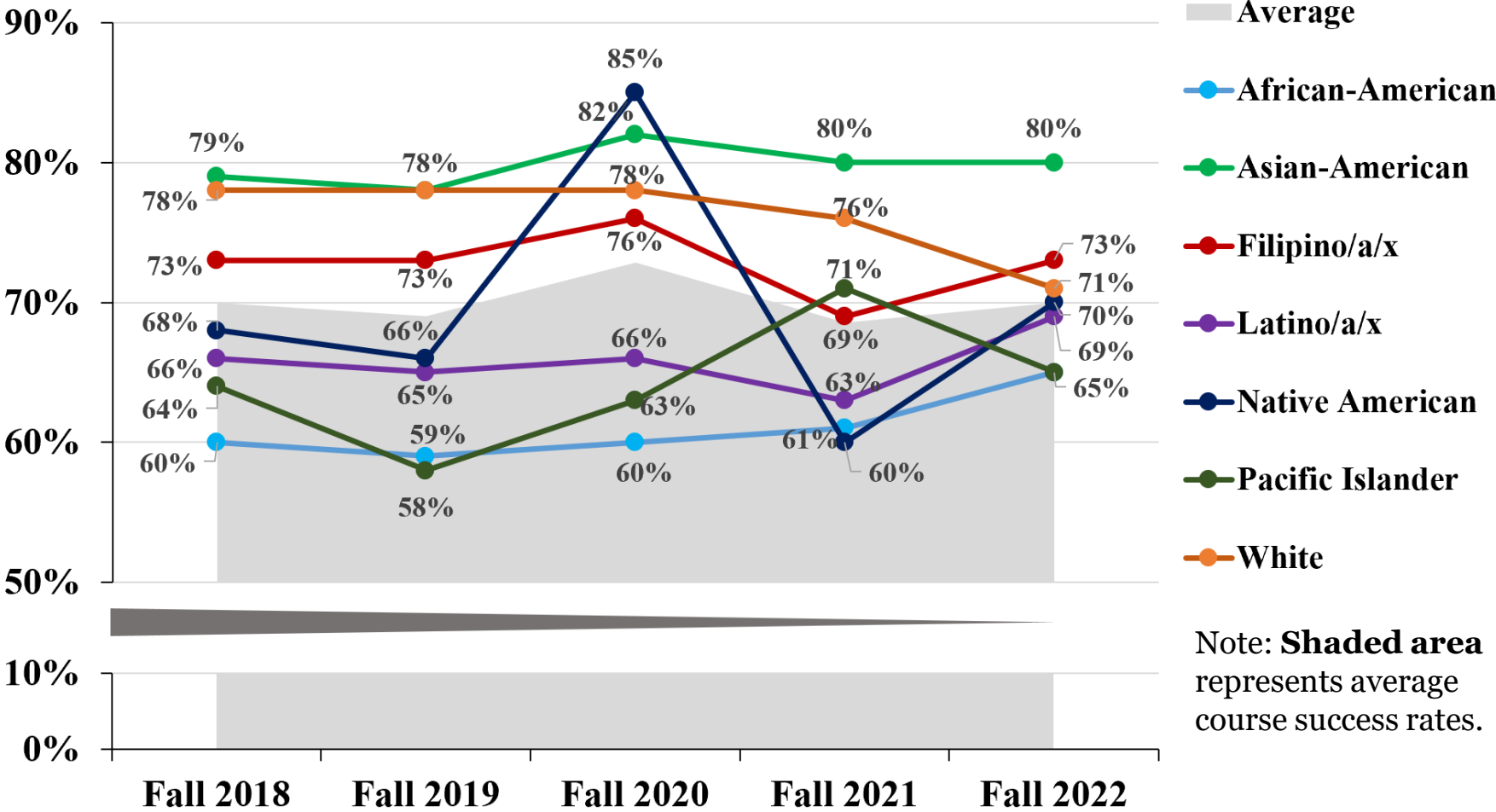
*Success Rate: Percent of success grades (A, B, C, NCA, NCB, NCP, NCS, and P) out of all grades in the semester

Summary: ORPIE's Method for Counting Race/Ethnicity

- To understand the experiences of **one** racial/ethnic group on campus, we count students with Umoja principles →
  - Fall 2022 African American in comparison to Non African American Students
  - Fall 2022 Latinx in comparison to Non Latinx Students
- To understand student experiences, campus climate issues, etc. of multiple racial ethnic groups *at the same time*, we use Umoja Way Option 2 (i.e., Count Students in Every Racial/Ethnic Group They Select, Except Do Not Include Multiracial White Students in the White Group)

GENERAL IMPRESSIONS OF CHABOT COLLEGE									
Based on your overall experience, <u>how satisfied</u> are you with:	Percentage who were satisfied or very satisfied								
	African American/ Black (n = 100)	Asian American/ Asian (n = 270)	Filipino/a/x (n = 129)	Latino/a/x or Hispanic (n = 348)	Mid. East/ N. African (n = 24)	Native American (n = 21)	Pacific Islander (n = 35)	White Only (n = 72)	Multi-racial (n = 156)
Overall experience at Chabot College	84%	88%	85%	87%	79%	86%	83%	86%	89%

- For State/Federal reporting, we use the State/Federal method.
- For most ORPIE handouts in which we want to count each student **once** (e.g., for reporting on characteristics and outcomes data), ORPIE also uses the State/Federal way of reporting.

What's Next?

- ORPIE shared the overall handout on the [Spring 2023 Student Satisfaction Survey](#) earlier this week.

- ORPIE is working on additional handouts, including ones that:

  ▫ Disaggregate responses by race and ethnicity.

GENERAL IMPRESSIONS OF CHABOT COLLEGE									
Based on your overall experience, how satisfied are you with:	Percentage who were satisfied or very satisfied								
	African American/ Black (n = 100)	Asian American/ Asian (n = 270)	Filipino/a/x (n = 129)	Latino/a/x or Hispanic (n = 348)	Mid. East/ N. African (n = 24)	Native American (n = 21)	Pacific Islander (n = 35)	White Only (n = 72)	Multi-racial (n = 156)
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  ▫ Disaggregate responses by sexual orientation and gender.

  ▫ Special Topics Handouts: e.g., Campus Climate for Diversity and Equity.