

**Chabot College**  
**Student Accreditation Survey: Student Responses by Race-Ethnicity**  
**October 2007**

**Percentage Distribution of All Survey Items**  
 Based on a sample of 1,379 student course enrollments

<b>Satisfaction with Overall Experiences at Chabot</b>	Percentage who were satisfied or very satisfied				
	African American (n=133)	Asian American/ Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
	Overall experience at Chabot College	78%	74%	83%	80%
Overall experience with instructors	84%	74%	82%	82%	88%
Overall experience with counselors *	54%	51%	52%	56%	52%
Overall experience with admissions and records staff	73%	57%	62%	63%	62%
Overall experience with other college staff	71%	59%	59%	62%	71%
Progress towards my educational goal	70%	69%	69%	75%	79%
Preparation for <u>transfer</u> to four-year college or university	61%	62%	50%	57%	62%
Preparation for <u>obtaining employment</u> in my field of study	52%	45%	51%	48%	50%
<b>Satisfaction with College Facilities</b>	Percentage who were satisfied or very satisfied				
	African American (n=133)	Asian American/ Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
	Classroom (lecture) facilities	68%	60%	60%	67%
Science laboratories (biology, chemistry, geology, physics)	48%	58%	59%	52%	55%
Technology laboratories (auto, electronics, drafting, welding)	51%	56%	40%	50%	58%
Tutoring areas (WRAC, PATH, Language Ctr., Math Lab, etc.)	60%	67%	65%	69%	66%
Computer laboratories in library and departments	73%	72%	76%	80%	79%
Availability/working order of equipment in labs	68%	66%	64%	65%	71%
Art/music/theatre/drama studios and performance areas	72%	69%	60%	64%	75%
Library	79%	80%	75%	83%	78%
Physical Education Facilities	74%	61%	62%	70%	78%
Cafeteria	63%	53%	59%	63%	66%
Bookstore	73%	69%	69%	75%	78%
Parking Facilities	49%	38%	42%	43%	49%
Maintenance/cleanliness of buildings and grounds	58%	56%	59%	65%	67%

Note: \* Satisfaction with counseling 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.

NOTE: Margin of error for each percentage averages plus or minus:  
 African Am/Asian: 11%/8%  
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**Chabot College Fall 2007 Student Accreditation Survey: Responses by Race-Ethnicity for Students in Five Major Racial-Ethnic Groups**

<b>Campus climate</b>	Percentage who agree or strongly agree				
	African American (n=133)	Asian American/ Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
I feel welcome at Chabot.	72%	70%	71%	74%	79%
I am treated with respect by faculty, administrators, and other college staff.	82%	70%	78%	86%	88%
At Chabot, there is general respect for differences in:					
race-ethnicity	76%	74%	80%	80%	85%
gender	77%	75%	82%	83%	89%
physical disability	77%	70%	79%	80%	84%
age	77%	77%	85%	83%	86%
sexual orientation	74%	69%	80%	76%	80%
native language	73%	65%	77%	78%	79%
religion	72%	70%	75%	74%	78%
Overall, I feel safe at Chabot.	67%	62%	54%	67%	70%
At Chabot, there is a college-wide commitment to student learning.	66%	67%	64%	69%	64%
I would encourage others to attend this college.	73%	68%	73%	79%	68%
<b>Registration &amp; Services</b>	Percentage who agree or strongly agree				
	African American (n=133)	Asian American/ Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
My Chabot paper application was processed in a reasonable amount of time.	80%	76%	81%	82%	88%
My Chabot on-line application was easy to complete.	86%	85%	89%	88%	91%
It was easy to register for classes on-line (CLASS-WEB).	87%	86%	92%	90%	90%
The fee payment process is easy to follow.	78%	82%	86%	84%	89%
I rely on the paper class schedule for information on course times and services.	72%	68%	74%	77%	71%
I rely on the on-line class schedule for information on course times and services.	81%	81%	83%	81%	80%
I use the college catalog for information on program and transfer requirements.	71%	73%	82%	77%	76%
It is clear to me what I need to do to complete my program (degree, cert., or transfer).	69%	65%	67%	60%	63%
The courses I need are usually available during the semester I need them.	63%	55%	50%	62%	58%
I know how to apply for Financial Aid if I need it.	78%	66%	55%	57%	53%
I know how to obtain student support services if I need them.	56%	49%	46%	41%	46%
The college protects the privacy of my student records.	68%	70%	70%	68%	65%
<b>Counseling</b>	Percentage who agree or strongly agree				
	African American (n=133)	Asian American/ Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
Counselors have been available when I needed to see them.	54%	50%	47%	55%	63%
My counselor(s) helped me identify my educational goal.	57%	51%	57%	54%	62%
My counselor(s) provided me with accurate information.	58%	57%	57%	64%	65%
My counselor(s) gave me useful assistance.	62%	61%	61%	64%	64%

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**Chabot College Fall 2007 Student Accreditation Survey: Responses by Race-Ethnicity for Students in Five Major Racial-Ethnic Groups**

<b>Experience and Satisfaction with Student Services*</b>	Percentage who were satisfied or very satisfied				
	African American (n=133)	Asian American/ Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
	Admissions and Records	94%	87%	93%	94%
Orientation sessions	90%	85%	92%	96%	91%
Assessment Testing Center	86%	88%	84%	89%	89%
Counseling	84%	74%	74%	80%	73%
Financial Aid Office	82%	88%	79%	77%	84%
Children's Center	89%	74%	71%	91%	88%
Transfer, Employment, and Career Services Center	86%	77%	90%	86%	86%
Office of Student Life (Clubs, Activities, Events)	90%	77%	75%	89%	82%
Student Government (ASCC)	93%	79%	90%	87%	81%
Student Health Center	93%	87%	88%	100%	91%
Student Online Services in Bldg. 100	91%	89%	89%	96%	94%
Peer Academic Tutoring Help or PATH (formerly Tutorials) Bldg 2300	84%	76%	73%	90%	79%
Language Center, Bldg 800 or Bldg 2300	97%	82%	80%	88%	91%
WRAC Center, Bldg 800 or Library Mezzanine	90%	87%	91%	89%	93%
Math Lab, Rm 1712	77%	83%	87%	82%	93%
Student computer lab in Library Mezzanine	84%	89%	90%	91%	91%
Student computer labs in other departments	90%	87%	91%	88%	94%
Disabled Students Programs and Services (DSPS)	93%	86%	57%	89%	86%
Extended Opportunity Programs and Services (EOP&S)	94%	83%	75%	80%	79%
PACE Program for Working Adults	92%	76%	82%	91%	84%
Intercollegiate Athletics	88%	81%	100%	88%	88%
College Bookstore	85%	84%	84%	87%	85%
Food Services	76%	71%	73%	77%	81%
Campus Safety and Security	80%	73%	75%	82%	80%

Note: \* Satisfaction with student services may not necessarily reflect satisfaction with the staff or the core service, but with the overall process. For instance, in the case of Counseling, this includes contacting 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.

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**Chabot College Fall 2007 Student Accreditation Survey: Responses by Race-Ethnicity for Students in Five Major Racial-Ethnic Groups**

<b>Engagement in Learning</b>	Percentage who responded "Often" or "Very Often"				
	African American (n=133)	Asian American/ Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
<b>Averaging all your classes over all your semesters at Chabot, how often have you done the following activities?</b>					
<b>In my classes I have:</b>					
• asked questions...	64%	37%	48%	52%	65%
• participated in large class discussions...	68%	41%	53%	51%	64%
• participated in small in-class discussions or projects...	71%	49%	62%	62%	73%
• made a presentation to the class...	42%	28%	37%	33%	40%
<b>Outside of class time I have:</b>					
• discussed class topics or assignments with other students from my classes...	41%	33%	36%	38%	45%
• met as a study group with other students from my classes...	26%	23%	30%	20%	26%
• talked about class topics with family, friends, and others...	51%	41%	35%	47%	56%
• used Email to communicate with an instructor...	42%	35%	44%	36%	42%
• met with my instructor to discuss assignments or my progress...	34%	23%	23%	26%	30%
<b>For my classes I have:</b>					
• come to class with my readings or assignments completed...	77%	74%	79%	79%	85%
• prepared one or more drafts of a paper or assignment before the final draft...	71%	65%	71%	68%	71%
• worked on a paper that required integrating ideas/information from various sources...	72%	64%	75%	66%	72%
• produced original works (i.e., artwork, designs, music, objects, etc.)...	51%	48%	54%	42%	47%
• done work that was not assigned to improve my skills in classes...	45%	38%	41%	41%	36%
• worked harder than I thought I could to meet an instructor's expectations...	57%	51%	63%	55%	54%
• volunteered in a community organization as part of a regular course...	29%	27%	21%	23%	19%
<b>On campus I have:</b>					
• tutored or taught other students (paid or voluntary)...	15%	18%	10%	10%	12%
• participated in campus clubs, student government, or intercollegiate sports...	15%	16%	9%	14%	11%
• had serious conversations with students of different religious beliefs or political opinions...	25%	17%	12%	15%	19%

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<b>College-wide Learning Goals</b>	Percentage who responded "Some" or "A Lot"				
	African American (n=133)	Asian American/ Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
<b>As a result of being at Chabot, how much progress have you made in the following areas?</b>					
<b>Communication:</b>					
• Reading effectively..	82%	74%	83%	81%	73%
• Writing effectively..	82%	77%	85%	81%	80%
• Speaking effectively..	82%	73%	80%	81%	75%
• Communicating with respect for the views of others..	90%	80%	84%	85%	79%
• Using computers and other technology effectively..	79%	70%	77%	71%	61%
<b>Critical Thinking:</b>					
• Recognizing valid research information on the Internet	78%	76%	86%	74%	73%
• Critical thinking (evaluating, analyzing, questioning)..	83%	77%	84%	81%	82%
• Problem-solving (applying knowledge to new situations)..	80%	77%	81%	75%	80%
• Mathematical skills and abilities..	72%	71%	75%	67%	60%
• Thinking for myself..	91%	82%	88%	85%	82%
<b>Global and Cultural Involvement &amp; Responsibility:</b>					
• Understanding diverse philosophies, cultures, and ways of life..	76%	77%	76%	72%	72%
• Becoming informed about current issues affecting the US and the world..	75%	68%	72%	74%	67%
• Ability to make a positive contribution to my community..	74%	67%	65%	66%	66%
• Developing a personal code of values and ethics..	84%	73%	76%	71%	66%
<b>Development of the whole person:</b>					
• Balancing the health of my mind, body, and spirit..	79%	70%	79%	73%	64%
• Discovering my own potential..	81%	76%	78%	79%	78%
• Developing my own creative abilities..	80%	76%	78%	77%	73%
• Developing clear educational or career goals..	83%	75%	79%	79%	74%
• Developing a love of learning..	84%	74%	74%	74%	65%

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**Chabot College Fall 2007 Student Accreditation Survey: Responses by Race-Ethnicity for Students in Five Major Racial-Ethnic Groups**

<b>Classroom Experiences</b>	Percentage who responded "Most" or "All"				
	African American (n=133)	Asian American/ Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
<b>Averaging all your classes over all your semesters at Chabot, how much of your classroom time has been spent in:</b>					
• Lectures: speaking or presenting only	55%	54%	55%	54%	46%
• Lectures: with interactions/discussions	48%	36%	48%	46%	48%
• Multi-media presentations using computers, powerpoint, video, slides, audio, etc.	31%	29%	34%	30%	25%
• In-class discussions involving the whole class	42%	33%	41%	38%	35%
• In-class discussions or activities in small groups	30%	28%	30%	33%	23%
• Active/hands on activities (experimenting, performing, creating, practicing, etc.)	32%	28%	25%	18%	25%
• Working one-on-one with instructor during class	16%	14%	9%	10%	11%

<b>Courses &amp; Instructors</b>	Percentage who agree or strongly agree				
	African American (n=133)	Asian American/ Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
<b>Please tell us whether you agree or disagree with the following statements:</b>					
Course requirements and expectations are provided in writing.	74%	71%	78%	78%	83%
Written class requirements and grading policies are followed by instructors.	75%	76%	79%	78%	84%
It is clear to me what I am expected to learn in each class.	75%	71%	73%	80%	80%
Instructors inform me of my progress in what I am expected to learn.	60%	61%	58%	64%	66%
Instructors are knowledgeable in the subjects they teach.	78%	72%	74%	83%	85%
Instructors demonstrate a commitment to high standards of teaching.	73%	62%	72%	76%	77%
Instructors present material objectively without imposing their personal convictions.	65%	60%	66%	67%	64%
Instructors encourage students to examine different points of view.	71%	70%	71%	74%	71%
My instructors use a variety of teaching methods in my classes.	63%	63%	61%	66%	64%
Instructors are willing to spend time outside of class to discuss issues with students.	69%	61%	62%	70%	68%
Instructors have made special efforts to help me achieve.	60%	48%	52%	57%	57%
Grading practices of instructors are fair.	69%	68%	63%	71%	75%
Instructors encourage my participation in class no matter my race-ethnicity, cultural background, gender, sexual orientation, or other non-academic characteristics.	77%	76%	81%	81%	90%
Overall, I feel I'm learning something from my course(s) regardless of the grade I'm getting	81%	73%	80%	78%	84%
Course work has adequately prepared me for the next level of instruction.	66%	71%	76%	74%	75%

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<b>Tutoring, Labs, &amp; Library</b>	Percentage who agree or strongly agree				
	African American (n=133)	Asian American/Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
Sufficient tutoring resources are available for students in a variety of subjects.	52%	51%	52%	55%	46%
To complete my class assignments, open computer labs on campus:					
have enough available computers.	54%	49%	49%	52%	51%
have appropriate software for my classes.	56%	54%	59%	58%	51%
have enough lab assistants to help me.	44%	45%	45%	52%	41%
I have attended a Library orientation session taught by a Chabot College librarian. --->	Yes - 20%	Yes - 23%	Yes - 28%	Yes - 28%	Yes - 20%
If yes, the Library orientation session adequately addressed my needs.	66%	54%	73%	78%	79%
I find the research information for my class assignments in:					
the Chabot College Library's collections (books, magazines, AV materials).	44%	41%	45%	43%	31%
the Library's Internet Homepage.	49%	48%	55%	50%	34%
The Library is open when I need to use it .	61%	65%	63%	69%	55%

<b>Student Involvement</b>	Percentage who responded "Some" or "A Lot"				
	African American (n=133)	Asian American/Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
I know my rights and responsibilities as a student.	62%	68%	77%	72%	70%
There are enough opportunities for involvement in extracurricular student activities.	58%	53%	50%	58%	54%
Students are invited to help improve campus practices, programs, and services.	57%	43%	46%	49%	42%
The college is responsive to student input and suggestions.	48%	36%	44%	46%	35%
Student interests are adequately represented by the student government.	43%	34%	32%	39%	26%

<b>Scheduling</b>	Percentage who responded "Yes"				
	African American (n=133)	Asian American/Pacific Islander (n=232)	Filipino (n=122)	Latino (n=254)	White (n=277)
Which of the following two options would you prefer for a typical 3-unit class?					
18 weeks (3-unit class meets 3 hrs/wk.)	51%	53%	51%	57%	49%
16 weeks (3-unit class meets 3 hrs & 23 mins/wk.)	49%	47%	49%	43%	51%
Which of the following start and end times would you prefer for Spring Semester?					
Early start/end: Early January to early May.	75%	71%	77%	75%	79%
Late start/end: Early February to early June.	25%	29%	23%	25%	21%

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