

**Chabot College**  
**Student Satisfaction Survey: Students' Responses by Race-Ethnicity Groups\***

Percentage Distribution of All Survey Items  
 Based on a sample of 1,544 respondents

<b>GENERAL IMPRESSIONS OF CHABOT COLLEGE</b>							
<b>Based on your overall experience, how satisfied are you with:</b>	Percentage who were satisfied or very satisfied						
	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)
Overall experience at Chabot College	84%	83%	85%	86%	83%	76%	91%
Overall experience with instructors	83%	84%	81%	86%	74%	86%	86%
Overall experience with other college staff	72%	71%	68%	73%	66%	73%	78%
Progress towards my educational goal	73%	75%	65%	73%	66%	68%	73%
Overall quality of instruction	79%	77%	78%	80%	60%	77%	84%
Overall instructional experiences with Canvas/Online Platforms	82%	81%	80%	81%	73%	77%	76%
Preparation for transfer to four-year college or university	62%	59%	50%	56%	65%	43%	56%
Preparation for obtaining employment in my field of study	54%	49%	38%	45%	47%	42%	57%
Class availability (getting into classes in semester I need them)	72%	64%	61%	65%	55%	59%	75%
Class timing (classes are offered on days/times I can attend)	70%	68%	66%	72%	64%	69%	76%
Overall experience with paper class schedule	75%	72%	66%	73%	65%	67%	72%
Overall experience with online class schedule	74%	76%	64%	69%	59%	63%	76%
Efficiency of course registration over the Internet (Class-Web)	82%	76%	73%	78%	69%	72%	78%
Convenience of getting a counseling appointment	48%	43%	34%	38%	26%	37%	41%

\* How Racial and Ethnic Student Groups are Counted: Survey respondents check all racial/ethnic groups that apply. Federal guidelines count any student who checks off Chicane/Latinx as Chicane/Latinx, regardless of whether they check another race or ethnicity. For this handout, Students of Color are counted in *each* race-ethnicity group they check off. For example, a student who checks off Chicane/Latinx and African-American/Black will be counted once with Chicane/Latinx students and once with African-American/Black students. Students are counted in the White racial/ethnic group if they have only checked off White. To see overall results for all student respondents, please refer to this handout:

[http://www.chabotcollege.edu/ir/studentsatisfaction/studsurvf19\\_resultsall.pdf](http://www.chabotcollege.edu/ir/studentsatisfaction/studsurvf19_resultsall.pdf)

For most responses, due to margin of error, percentages can be plus or minus:

African American/Black: 7-10%, Asian American/Asian: 5-8%, Filipino/x: 6-9%, Chicane/Latinx: 3-6%, Native American/Alaskan: 15-21%, Pacific.Islander/Hawaiian: 10-18%, White/European Americans: 7-12%.

\*\*Percentages for Native American/Alaskan and Pacific Islander/Hawaiian should be interpreted with caution because of higher margins of error due to small sample sizes. They are italicized for this reason.

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<b>Based on your experience with campus facilities, how satisfied are you with:</b>	<b>African American/ Black (n = 202)</b>	<b>Asian American/ Asian (n = 344)</b>	<b>Filipino/x (n = 221)</b>	<b>Latinx/ Chicax (n = 600)</b>	<b>Native American/ Alaskan (n = 42)</b>	<b>Pacific Islander/ Hawaiian (n = 80)</b>	<b>White/ European American (n = 136)</b>
Maintenance/cleanliness of building and grounds	66%	61%	57%	65%	55%	56%	66%
Classroom facilities	78%	72%	69%	75%	74%	71%	74%
Science Labs: Bldg. 2100 (Biology, Anatomy, Physio, Micro)	61%	67%	61%	61%	62%	56%	61%
Science Labs: Bldgs. 3900/1800 (Chemistry, Physics, Computer Science)	65%	66%	62%	63%	54%	60%	69%
Technology labs (Auto, Electronics, Machine Tool, Welding)	69%	62%	53%	59%	65%	55%	69%
Computer labs in library	80%	73%	74%	74%	69%	76%	76%
Computer labs in departments	79%	69%	70%	71%	69%	65%	64%
Art/music/theatre/drama studios and performance areas	76%	69%	60%	65%	67%	67%	74%
Physical Education and Athletics Facilities	74%	71%	59%	68%	77%	62%	76%
Library (Bldg. 100 upstairs)	84%	85%	81%	83%	76%	81%	82%
Bldg. 100 downstairs (lobby, tutoring, study rooms, etc.)	78%	78%	70%	76%	73%	67%	69%
Bldg. 700 downstairs (A&R, Fin Aid, Online Servs, Assesment)	76%	73%	69%	75%	70%	71%	73%
Bldg. 700 upstairs (Counseling, Career/Trnsfr Ctr, Special Progs)	76%	68%	66%	72%	64%	63%	65%
Cafeteria (Bldg. 2300)	63%	55%	54%	61%	56%	59%	59%
Parking Facilities	52%	48%	43%	48%	44%	47%	55%
STEM Center	72%	71%	65%	68%	58%	65%	69%

**CAMPUS CLIMATE**

<b>Please tell us whether you agree or disagree with the following statements about the campus climate:</b>	<b>Percentage of those who agree or strongly agree</b>						
	<b>African American/ Black (n = 202)</b>	<b>Asian American/ Asian (n = 344)</b>	<b>Filipino/x (n = 221)</b>	<b>Latinx/ Chicax (n = 600)</b>	<b>Native American/ Alaskan (n = 42)</b>	<b>Pacific Islander/ Hawaiian (n = 80)</b>	<b>White/ European American (n = 136)</b>
I feel welcome at Chabot	78%	78%	75%	82%	76%	77%	80%
I feel a sense of belonging at Chabot	56%	60%	53%	67%	51%	52%	65%
Overall, I feel safe at Chabot	74%	80%	68%	79%	78%	65%	77%
I am treated w/ respect by instructors, administrators, & other staff	80%	84%	83%	87%	83%	82%	91%

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<b>At Chabot, there is general respect for differences in:</b>							
<b>race-ethnicity</b>	82%	85%	86%	89%	90%	82%	86%
<b>disability</b>	77%	83%	85%	88%	90%	78%	85%
<b>gender (men/women)</b>	78%	85%	84%	88%	88%	78%	87%
<b>gender (transgender, gender nonbinary, genderqueer)</b>	72%	76%	78%	85%	85%	77%	81%
<b>age</b>	79%	83%	84%	88%	83%	83%	85%
<b>sexual orientation</b>	76%	82%	81%	87%	83%	82%	84%
<b>native language</b>	77%	82%	82%	87%	78%	85%	85%
<b>religion</b>	73%	77%	78%	84%	78%	77%	78%
<b>There is an emotionally supportive climate at Chabot for students with mental health needs</b>	49%	52%	53%	53%	55%	48%	51%
<b>Chabot College promotes positive interactions among different ethnic/cultural groups</b>	66%	68%	69%	76%	71%	67%	71%
<b>My contributions are dismissed or devalued because of my racial or ethnic background</b>	20%	18%	15%	16%	25%	14%	16%
<b>Other people make assumptions about my intelligence and abilities because of my race or ethnicity</b>	29%	24%	20%	20%	25%	24%	18%
<b>My classes teach me to work with people from diverse groups: cultures, sexualities, ages, etc.</b>	68%	70%	68%	75%	71%	71%	71%
<b>Campus activities increase my understanding of people of diverse groups</b>	59%	57%	54%	60%	54%	56%	52%
<b>I value making friends with students of other cultural/ethnic groups</b>	73%	78%	75%	80%	71%	79%	69%
<b>At Chabot, there is a college-wide commitment to student learning</b>	72%	73%	75%	77%	59%	74%	71%
<b>I would encourage others to attend this college</b>	74%	77%	77%	83%	85%	78%	79%

## CHALLENGES TO PROGRESS AT CHABOT

How much do these issues slow your progress to reach your educational goal?	Percentage slowed progress some or a lot						
	African American/ Black (n = 202)	Asian American/ Asian (n = 344)	Filipino/x (n = 221)	Latinx/ Chicax (n = 600)	Native American/ Alaskan (n = 42)	Pacific Islander/ Hawaiian (n = 80)	White/ European American (n = 136)
Job issues (hours, schedule, responsibilities)	67%	71%	70%	79%	76%	81%	69%
Financial Pressures (money for college/living)	75%	70%	74%	79%	80%	85%	62%
Family pressures or responsibilities	65%	72%	72%	74%	68%	77%	59%
Physical Health	38%	37%	37%	35%	41%	41%	26%
Mental Health	48%	49%	62%	49%	61%	57%	46%
Citizenship issues	15%	18%	11%	16%	12%	13%	7%
Classes: length, start times, days of week	54%	60%	57%	56%	68%	64%	55%
Lack of access to campus services	31%	33%	30%	32%	32%	27%	23%
Food insecurity (lack of or uncertain access to food)	28%	24%	24%	21%	24%	27%	17%
Housing insecurity (lack of a stable place to live, couch surfing, etc.)	27%	18%	19%	20%	27%	25%	14%
Unsure what classes to sign up for to complete my educational goal	50%	51%	51%	58%	64%	61%	40%

## FINANCIAL HARDSHIPS

This semester, I'm having a hard time paying for:	Percentage of all respondents						
	African American/ Black (n = 202)	Asian American/ Asian (n = 344)	Filipino/x (n = 221)	Latinx/ Chicax (n = 600)	Native American/ Alaskan (n = 42)	Pacific Islander/ Hawaiian (n = 80)	White/ European American (n = 136)
Transportation	27%	20%	19%	25%	21%	27%	22%
Housing	19%	14%	13%	17%	10%	26%	15%
Food	20%	14%	18%	16%	18%	24%	11%
Books	37%	45%	47%	45%	62%	56%	33%
Fees	28%	26%	37%	33%	44%	41%	20%

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Students with these numbers of financial hardships	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)
One	45%	38%	42%	41%	44%	33%	34%
Two	19%	18%	20%	21%	31%	26%	14%
Three	5%	10%	10%	9%	5%	17%	6%
Four	5%	2%	1%	4%	5%	4%	2%
Five	3%	1%	3%	3%	3%	4%	2%
At least one hardship	77%	70%	77%	77%	87%	84%	59%

**EFFECTS OF FINANCIAL HARDSHIPS ON SUCCESS**

Financial Hardships of students with each number of hardships:	Percentage success affected somewhat or a lot						
	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)
One	76%	74%	72%	72%	59%	83%	75%
Two	97%	82%	93%	94%	100%	100%	79%
Three	100%	94%	100%	98%	100%	100%	88%
Four	100%	100%	100%	100%	100%	100%	100%
Five	100%	100%	100%	93%	100%	100%	100%
At least one hardship	74%	66%	69%	70%	68%	79%	55%

**ACADEMIC SERVICES, STUDENT SERVICES & LEARNING SUPPORT PROGRAMS**

Experience and Satisfaction with Student Services	Percentage of those who used it and were satisfied or very satisfied						
	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)
Admissions and Records Office	87%	87%	87%	90%	88%	92%	83%
Online Orientation	91%	90%	89%	88%	83%	95%	93%
Assessment Center	91%	86%	82%	87%	84%	81%	94%

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Counseling Appointments (scheduled 30 min - 1 hr appointments)	74%	72%	63%	70%	67%	63%	65%
Drop-in Counseling (quick sessions)	72%	72%	63%	70%	58%	64%	71%
Financial Aid Office	86%	84%	75%	82%	77%	78%	83%
Student Online Services in Bldg. 700	93%	90%	85%	92%	90%	92%	88%
Career and Transfer Center	78%	84%	77%	82%	71%	74%	84%
Office of Student Life (Clubs, Activities, Events)	81%	83%	78%	86%	58%	91%	82%
Student Government (Student Senate of Chabot College)	84%	83%	83%	86%	75%	100%	89%
Student Health Center: Medical Services (exclud. mental health)	85%	84%	80%	82%	92%	80%	81%
Student Health Center: Mental Health Services	84%	86%	74%	84%	75%	81%	77%
Library (overall)	95%	95%	96%	94%	94%	95%	95%
Library online and print resources (books, magazines, online journal articles, etc.)	88%	88%	94%	91%	92%	96%	93%
Research help by librarians	92%	84%	88%	90%	80%	91%	92%
Chabot library website	92%	87%	91%	91%	87%	88%	92%
Library Open Hours (M-Th 7:30 am - 8:00pm; F 8am - 2 pm, Sat 8:30am - 2:00pm)	94%	89%	90%	91%	81%	92%	93%
Tutoring in Bldg 100 (Learning Connection)	93%	95%	93%	88%	67%	90%	92%
WRAC Center in Bldg 100 (reading/writing drop-in tutoring)	92%	91%	96%	91%	88%	91%	88%
Tutoring in Room 3906 (STEM Center)	89%	89%	90%	87%	88%	89%	90%
Communication Lab in Rm 803	90%	87%	82%	88%	75%	94%	88%
Disabled Students Programs and Services (DSPS)	85%	91%	77%	85%	100%	87%	96%
Special Programs (e.g., EOPS, TRiO, ASPIRE, CalWORKs)	86%	90%	81%	90%	70%	85%	86%
Learning Communities (CIN, FYE, PACE, Puente, Umoja)	85%	86%	86%	86%	82%	73%	84%
El Centro (One-stop bilingual resource center)	87%	89%	85%	93%	75%	89%	84%
Veteran's Center	90%	92%	89%	89%	83%	100%	91%
Children's Center	86%	77%	67%	88%	71%	100%	88%
Intercollegiate Athletics	86%	83%	79%	88%	91%	81%	88%
College Bookstore	93%	89%	92%	92%	84%	94%	93%
Cafeteria (Bldg 2300, 1st floor)	82%	78%	82%	84%	82%	86%	85%
Campus Safety and Security	85%	87%	88%	88%	85%	75%	94%
Wireless access on campus	78%	81%	80%	81%	75%	81%	80%

Note: Satisfaction with student services may not necessarily reflect satisfaction with the staff or the service, but with the overall process.

## TRANSPORTATION

<b>To get to Chabot College, I usually ...</b>	Percentage of all respondents						
	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)
Walk	10%	6%	8%	6%	15%	6%	6%
Drive myself	63%	76%	69%	73%	78%	66%	74%
Ride bicycle	4%	1%	3%	3%	7%	3%	3%
Have a regular ride	13%	16%	17%	16%	12%	22%	14%
Ride bus	24%	15%	17%	12%	20%	12%	9%
Get different rides	18%	8%	13%	11%	12%	18%	13%
Ride BART	7%	2%	3%	3%	5%	3%	2%

  

<b>Dependability of Transportation</b>	Percentage of respondents who can depend on mode of transportation sometimes or always						
	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)
Of all responding	93%	94%	99%	98%	100%	100%	98%

## LEARNING EXPERIENCES AT CHABOT

<b>Engagement in Learning</b>	Percentage who responded often or very often						
	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)
<b>Averaging all your classes over all your semesters at Chabot, how often have you or your instructor done the following activities?</b>							
<b>In my classes my instructors have:</b>							
• made me feel respected	83%	84%	85%	92%	82%	80%	90%
• made me feel included in the class	81%	81%	85%	89%	85%	85%	88%
• encouraged me to participate in class	78%	81%	86%	84%	79%	84%	86%
• communicated to me that I have the ability to do the work	75%	76%	78%	78%	79%	86%	81%
• communicated to me that I can succeed in college	73%	71%	70%	73%	72%	82%	76%



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<b>Engagement in Learning</b> Averaging all your classes over all your semesters at Chabot, how often have you or your instructor done the following activities?	Percentage who responded often or very often						
	African American/ Black (n = 202)	Asian American/ Asian (n = 344)	Filipino/x (n = 221)	Latinx/ Chicax (n = 600)	Native American/ Alaskan (n = 42)	Pacific Islander/ Hawaiian (n = 80)	White/ European American (n = 136)
<b>In my classes my instructors have:</b> • included sufficient materials, perspectives, and/or experiences of people based on a variety of personal characteristics (e.g., ability, gender, race, etc.)	74%	73%	68%	77%	62%	75%	72%
<b>In my classes I have:</b> • asked questions or contributed to course discussions in other ways	72%	57%	62%	71%	79%	70%	78%
• participated in large class discussions	69%	56%	60%	68%	79%	63%	70%
• participated in small in-class discussions or projects	74%	72%	74%	79%	87%	75%	78%
• made a presentation to the class	61%	54%	58%	67%	69%	58%	57%
• come to class without completing my reading or assignments	32%	27%	30%	29%	29%	24%	29%
<b>Outside of class time I have:</b> • discussed class topics or assignments with other students from my classes	57%	48%	53%	55%	53%	48%	49%
• applied what I learned in this class to other classes or in my life	61%	50%	56%	59%	62%	53%	59%
• talked about class topics with family, friends, and others	64%	47%	55%	62%	72%	59%	67%
• used Email/Canvas/other electronic means to communicate w/ an instructor	68%	57%	60%	66%	67%	66%	59%
• met with my instructor to discuss assignments or my progress	53%	36%	40%	42%	56%	46%	34%
• volunteered in a community organization as part of a regular course	29%	20%	20%	24%	28%	27%	19%
<b>On campus I have:</b> • tutored or taught other students (paid or voluntary)	20%	18%	16%	14%	26%	12%	16%
• participated in campus clubs, student government, or intercollegiate sports	28%	24%	21%	18%	23%	23%	18%
• connected with people, groups, or programs to help me stay engaged	35%	31%	27%	23%	33%	24%	21%
• had serious conversations with students of different religious beliefs or political opinions	31%	20%	18%	17%	33%	22%	20%



**LEARNING OUTCOMES AT CHABOT**

Institutional Learning Goals	Percentage who responded some or a lot						
	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)
<b>As a result of being at Chabot, how much progress have you made in the following areas?</b>							
<b>Communication:</b>							
• Reading effectively	76%	81%	81%	83%	84%	76%	70%
• Writing effectively	81%	82%	82%	83%	89%	82%	74%
• Speaking effectively	81%	82%	84%	83%	86%	84%	76%
• Communicating with respect for the views of others	85%	84%	89%	89%	87%	92%	79%
• Using computer technology to communicate	78%	76%	80%	81%	76%	81%	73%
<b>Critical Thinking:</b>							
• Evaluating, analyzing, and questioning information from various sources (e.g., the Internet, literature, news) for validity	82%	82%	82%	84%	82%	88%	79%
• Problem-solving (applying logic and knowledge to new situations)	84%	79%	82%	84%	89%	80%	79%
• Quantitative and/or qualitative reasoning abilities	79%	75%	78%	80%	87%	79%	73%
• Analyzing multiple paradigms & methodologies to develop my own opinion	77%	72%	73%	76%	89%	79%	69%
<b>Global and Cultural Involvement &amp; Civic Responsibility:</b>							
• Understanding diverse philosophies, cultures, and ways of life	78%	72%	76%	75%	76%	75%	75%
• Understanding my role as an informed person/citizen in a democracy	73%	72%	70%	74%	76%	71%	72%
• Understanding how I can make a positive contribution to my community	75%	74%	75%	75%	81%	74%	70%
• Understanding of how diverse ethnic and cultural backgrounds impact perspectives	77%	76%	80%	80%	82%	82%	76%
<b>Development of the whole person:</b>							
• Balancing the health of my mind, body, and spirit	69%	64%	68%	64%	75%	67%	58%
• Developing clear educational or career goals	79%	74%	71%	75%	86%	80%	72%
• Developing a love of learning	74%	67%	67%	71%	86%	71%	70%
• Developing my time management abilities	78%	68%	70%	71%	78%	71%	73%