

Chabot College: Spring 2023 Student Satisfaction Survey: Students' Responses by Race-Ethnicity Groups* **

Students were asked about their access to a variety of resources for meeting educational goals and basic needs in the Spring 2023 Student Satisfaction Survey. Results were disaggregated by race and ethnicity and chi-square tests of independence were run to ascertain if one racial/ethnic group's access to resources was higher or lower than all other racial/ethnic groups in statistically significant ways. For understanding results, it is important to note that when questions have a reversed scale, higher agreement with a prompt would represent lower access to resources. For example, for the survey prompt, "Lack of money to pay for housing slows my progress toward my educational goal," *higher* agreement indicates *lower* access to resources. Reversed scales have been taken into account for tabulating frequencies.

African American/Black students reported lower access to resources more frequently (nine times) than any other racial/ethnic group. For example, Black students have lower access to money for transportation, housing, and food. **The next two groups who more frequently reported lower access to resources than other racial/ethnic groups were Middle Eastern/North African students (three times) and Pacific Islander students (two times).** In terms of reporting statistically significantly **higher access to resources, White Only students stood out, reporting higher access 10 times.**

[*To understand how students are counted in the racial/ethnic groups in this handout, please refer to How to Count Race in the Student Satisfaction Survey \(page 24\).](#)

**Percentages for African American/Black and White Only are italicized because of relatively small sample sizes/high margins of error (MOEs) (MOEs mostly 10%-19%). Caution should be taken when applying sample percentages to the population. Percentages for Middle Eastern/North African, Native American/Alaska Native, and Pacific Islander/Hawaiian are in grey and italicized because of small sample sizes/high MOEs (MOEs mostly > 20%). Percentages are representative of the sample, not the population. For most responses, due to MOEs, percentages can be plus or minus: African American/Black: 6-14%, Asian American/Asian: 3-9%, Filipino/a/x: 4-12%, Latino/a/x: 3-8%, Middle Eastern/North African: 11-30%, Native American/Alaska Native: 12-32%, Pacific Islander/Hawaiian: 10-26%, White: 4-20%, Multiracial: 4-11%.

^RThis question has a reversed scale, meaning *higher* percentages of agreement indicate *lower* access to resources.

⁽⁻⁾This group has statistically significantly lower access to resources compared to all other groups.

⁽⁺⁾This group has statistically significantly higher access to resources compared to all other groups.

Devices										
		Percentage who selected the device								
		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)
Do you typically have access to a laptop and/or tablet?		89% ⁻	97% ⁺	96%	93%	96%	80% ⁻	97%	99%	92%
What type of device do you typically use to access online course material or do college work? ***	My own laptop/desktop computer	84% ^{***}	96% ^{***}	91%	89%	92%	76% ^{***}	97%	96%	89%
	A shared laptop/desktop computer	4%	5%	7%	5%	8%	5%	3%	1%	7%
	Laptop from library's lending program	11% ^{***}	3%	4%	5%	8%	10%	3%	0% ^{***}	6%
	On-Campus or another computer	8%	6%	12% ^{***}	5%	21% ^{***}	14%	3%	3%	9%
	Tablet	21%	27%	32% ^{***}	23%	21%	0% ^{***}	26%	15% ^{***}	24%
	Mobile Phone	50%	49%	63% ^{***}	52%	67%	57%	49%	49%	51%

***Statistical significance in responses to specific questions on typical device usage are not counted in the overall tabulation of access to resources. Rather, access to resources is measured by responses to whether students have access to a laptop and/or tablet.

Please indicate how reliable your resources are for online courses and canvas access:	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)
	I have reliable access to a laptop/desktop computer.	89% ⁻	95%	93%	94%	79% ⁻	90%	91%	99% ⁺
My internet access is reliable.	87%	91%	88%	90%	79%	81%	80% ⁻	90%	92%
I have a data plan that is sufficient for accessing course content on my computer or phone.	82%	88%	87%	84%	71% ⁻	90%	66% ⁻	90%	88%

CHALLENGES TO PROGRESS AT CHABOT									
How much do these issues SLOW your progress to reach your educational goal?	Percentage of challenges that affected some or a lot								
	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)
Job issues (hours, schedule, responsibilities)^R	70%	64%	70%	73% ⁻	75%	57%	69%	56% ⁺	66%
Family pressures or responsibilities^R	67%	71%	75%	76%	63%	75%	77%	61% ⁺	71%
Physical Health^R	49%	42%	38%	40%	42%	33%	40%	39%	38%
Mental Health^R	66%	65% ⁺	78% ⁻	73%	57%	70%	71%	63%	79% ⁻
Citizenship issues^R	21% ⁻	13%	11%	13%	21%	0% ⁺	9%	4% ⁺	5% ⁺
Classes: length, start times, days of week^R	70%	71%	71%	67%	83%	67%	71%	67%	76%
Being unsure what classes to sign up for to complete my ed. goal^R	57%	56%	60%	58%	63%	38%	54%	60%	56%
Lack of access to campus services^R	29%	22%	17%	25%	42% ⁻	24%	17%	24%	21%
Lack of a space free of distractions to do my schoolwork^R	47%	42%	44%	43%	50%	38%	40%	33%	44%
Lack of money for transportation (car, gas, BART, rideshares, etc.)^R	45% ⁻	33%	30%	32%	46%	33%	31%	22% ⁺	32%
Lack of money for books^R	46%	43%	43%	46%	42%	52%	34%	26% ⁺	45%
Lack of money for laptop/computer/internet^R	38% ⁻	22%	20%	24%	35%	19%	31%	17%	22%
Lack of money to pay for housing^R	39% ⁻	27%	25%	23%	30%	24%	17%	21%	24%
Lack of money to pay for food^R	43% ⁻	31%	33%	29%	33%	38%	26%	21% ⁺	30%
Lack of money for class tuition/fees and other required student fees^R	48%	43%	45%	48%	52%	48%	40%	31% ⁺	40%

TRANSPORTATION									
How do you usually get to Chabot?	Percentage of all respondents								
	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)
Drive myself	67% ⁻	81%	76%	76%	83%	75%	74%	90% ⁺	76%
Walk***	3%	6%	7%	7%	9%	10%	11%	3%	10%
Bicycle***	1%	<1%***	2%	2%	0%	5%	0%	3%	1%
Bus***	26%***	7%***	11%	14%	9%	20%	11%	10%	15%
Have a regular ride***	14%	16%	19%	14%	13%	15%	17%	7%***	20%***
Get different rides***	10%	6%	7%	7%	9%	15%	3%	6%	5%
BART***	14%***	2%***	4%	2%	4%	0%	3%	3%	3%

***Statistical significance in responses to specific questions on typical modes of transportation are not not counted in the overall tabulation of access to resources. Rather, access to resources is measured by responses to whether students typically drive themselves to campus.

Can you depend on the mode(s) of transportation you usually use?	Percentage of all respondents who selected sometimes or always								
	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)
Sometimes or always	92% ⁻	95%	98%	96%	96%	95%	97%	100% ⁺	98%

Frequencies of Significant Differences									
Total Number of Times Group experienced (statistically significant) LESS or LOWER access to resources.	9	1	1	1	3	1	2	0	1
Total Number of Times Group experienced (statistically significant) MORE or HIGHER access to resources.	1	2	0	0	0	2	0	10	1