

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

Students were asked about their satisfaction with various aspects of campus climate, services, and classroom practices in the Spring 2023 Student Satisfaction Survey. Results were disaggregated by race and ethnicity and a chi-square test of independence was run to ascertain if one racial/ethnic group's satisfaction with campus climate 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 satisfaction with campus climate. For example, for the survey prompt, "Other people make assumptions about my intelligence and abilities because of my race or ethnicity," higher agreement indicates lower levels of satisfaction with campus climate. Reversed scales have been taken into account for tabulating frequencies.

African American/Black students reported lower satisfaction with campus climate more frequently than any other racial/ethnic group (11 times). In particular, Black students reported lower respect on campus for a number of identities (e.g., disability, gender, sexual orientation, etc.). This calls attention to the importance of policies that support a respectful campus climate for intersectional identities that include being Black. A lower sense of respect also came up for Black students in how they reported being treated by instructors.

The next two groups **who more frequently reported lower satisfaction with campus climate were Middle Eastern/North African** (four times) **and White Only** (three times) students. In terms of reporting **statistically significantly higher satisfaction with campus climate than other groups, Latinx was the only group that stood out**, reporting higher satisfaction four 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* satisfaction with campus climate.

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

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

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%
Overall experience with instructors	79% ⁻	87%	85%	87%	79%	86%	88%	85%	91% ⁺
Overall experience with instruction	72% ⁻	81%	78%	84%	78%	80%	94% ⁺	82%	86%
Class availability (getting into classes in semester I need them)	64%	67%	70%	67%	71%	86%	69%	67%	71%
Class timing (classes are offered on days/times I can attend)	71%	68%	68%	66%	58%	67%	66%	57%	65%
Overall experience with non-instructional college staff	60%	64%	66%	66%	70%	75%	74%	67%	68%
Progress towards my educational goal	77%	78%	82%	79%	71%	84%	74%	77%	83%
Overall instructional experiences with Canvas/Online Platforms	82%	82%	80%	82%	63% ⁻	85%	74%	81%	83%
Preparation for transfer to four-year college or university	58%	59%	63%	55%	52%	71%	45%	51%	64%
Preparation for obtaining employment in my field of study	58%	47%	49%	47%	50%	55%	47%	46%	46%
Overall experience with paper/hard copy class schedule	64%	68%	65%	67%	59%	61%	69%	61%	69%
Overall experience with online class schedule (Class-Web/Flipbook)	76%	69%	76%	74%	79%	71%	67%	70%	77%
The accuracy of information presented on Chabot College's websites	69%	70%	63%	74%	71%	67%	74%	66%	69%
Efficiency of course registration over the Internet (ClassWeb)	73%	69%	69%	77% ⁺	63%	75%	76%	65%	75%
Convenience of getting a counseling appointment	63%	54%	53%	53%	39%	60%	50%	52%	55%
Maintenance and cleanliness of building and grounds	76%	72%	73%	78%	77%	75%	76%	82%	80%
Overall experience with Chabot facilities (e.g., classrooms, studios, etc.)	83%	80%	79%	84%	82%	86%	88%	84%	87%
Overall experience with computer labs on campus	71%	70%	70%	68%	53%	67%	65%	68%	74%

CAMPUS CLIMATE									
Please tell us whether you agree or disagree with the following statements about the campus climate:	Percentage who agree or strongly agree								
	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 feel welcome at Chabot	82%	80%	77%	81%	75%	86%	80%	83%	83%
I feel a sense of belonging at Chabot	68%	54%	59%	65%	50%	62%	49%	55%	58%
Overall, I feel safe at Chabot	75%	79%	78%	78%	67%	67%	66%	82%	72%
I am treated w/ respect by instructors, administrators, & other staff	85%	87%	87%	91%	83%	95%	83%	86%	92%
At Chabot, there is general respect for differences in:									
race-ethnicity	85%	87%	88%	89%	75% ⁻	90%	86%	84%	90%
disability	68% ⁻	82%	84%	83%	71%	81%	77%	81%	80%
gender (men/women)	79%	85%	86%	86%	71% ⁻	90%	74%	81%	86%
gender (transgender, gender nonbinary, genderqueer)	67% ⁻	79%	80%	77%	63%	71%	62% ⁻	76%	72%
age	76% ⁻	83%	87%	84%	71%	76%	77%	84%	82%
sexual orientation	69% ⁻	79%	81%	82%	71%	81%	71%	80%	81%
native language	68% ⁻	81%	81%	84% ⁺	71%	81%	74%	76%	83%
religion	69% ⁻	78%	77%	81% ⁺	70%	76%	69%	71%	78%
There is an emotionally supportive climate at Chabot for students with mental health needs	54%	64%	68%	63%	58%	57%	56%	46% ⁻	62%
Chabot College promotes positive interactions among different ethnic/cultural groups	67% ⁻	76%	77%	79% ⁺	52% ⁻	81%	66%	72%	76%
Other people make assumptions about my intelligence and abilities because of my race or ethnicity ^R	37% ⁻	31%	34%	25%	33%	29%	29%	19% ⁺	22%
Please tell us whether you agree or disagree with the following statements about the campus climate:	Percentage who agree or strongly agree								
	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)
Campus activities increase my understanding of people of diverse groups	53%	56%	56%	48%	43%	43%	51%	33% ⁻	51%
At Chabot, there is a college-wide commitment to student learning	68%	69%	80% ⁺	73%	63%	76%	71%	74%	74%
I would encourage others to attend this college	81%	79%	80%	83%	83%	81%	74%	85%	83%

LEARNING EXPERIENCES AT CHABOT

Engagement in Learning	Percentage of all respondents who selected often or very often								
Averaging ALL of your classes at Chabot from Spring 2020 through Spring 2023, how OFTEN have YOUR INSTRUCTORS done the following?	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)
In my classes my instructors have:									
• made me feel respected	80%	90%	91%	89%	96%	90%	86%	89%	91%
• encouraged me to participate in class	86%	87%	82%	82%	88%	76%	86%	89%	88%
• communicated to me that I have the ability to do the work	77%	81%	84%	75%	88%	81%	83%	81%	85%
• given clear instructions for completing assignments so I know what is expected	82%	83%	84%	83%	79%	90%	89%	74%	87%
• given timely feedback on assignments that helps me evaluate my learning and understand how to improve.	75%	79%	79%	73%	83%	86%	80%	71%	76%
• organized the course website in such a way that it is easy to find and access what I need to learn and succeed in the class.	76%	80%	73%	77%	79%	81%	80%	73%	77%
• included sufficient materials, perspectives, and/or experiences of people based on a variety of personal characteristics (e.g., ability, gender, race, etc.)	78%	84%	78%	78%	88%	85%	85%	76%	86%

Frequencies of Significant Differences									
Total number of times the group experienced (statistically significant) LESS or LOWER satisfaction with a campus climate issue.	11	0	0	1	4	0	1	3	0
Total number of times group experienced (statistically significant) MORE or HIGHER satisfaction with a campus climate issue.	0	0	1	4	0	0	1	1	1