

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

### Percentage Distribution of All Survey Items

Based on a sample of 1,084 respondents

### 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%

**\*How Racial/Ethnic Student Groups are Counted:** Survey respondents check all racial/ethnic categories that apply. Students who check off multiple groups are counted in each race/ethnicity they check off, except White. For example, a student who checks off Latinx and Native American/Alaska Native is counted in groups for Latinx, Native American/Alaska Native and multiracial students. A student who checks off African American/Black and White is counted in groups for African American/Black and multiracial, but not White. **\*\*Margins of error (MOE)** are the approximated difference by which the sample metric is expected to differ from the population metric. MOEs reflect how generalizable sample results are to the population. Two considerations for generalizing the Spring 2023 results: 1) Response rate was lower compared to previous years, which could result in response bias that reduces generalizability to the population. 2) Some MOEs are high due to the smaller sample size (i.e., >10%). We italicize and/or shade responses where the majority of MOEs are high because we believe the survey results may be representative of only the sample and not the population. For most responses, the MOEs are +/-: African American/Black: 6-14% (high MOEs), Asian American/Asian: 3-9%, Filipino/a/x: 4-12%, Latino/a/x: 3-8%, Middle Eastern/North African: 11-30% (very high MOEs), Native American/Alaska Native: 12-32% (very high MOEs), Pacific Islander/Hawaiian: 10-26% (very high MOEs), White: 4-20% (high MOEs), Multiracial: 4-11%.

Chabot College Spring 2023 Student Satisfaction Survey: Race-Ethnicity

What influences your decision to enroll in a course?	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)
The course is required for my degree, transfer, certificate, or major requirements.	90%	95%	97%	92%	91%	95%	94%	95%	97%
The course meets general education requirements.	90%	95%	95%	89%	87%	90%	91%	95%	94%
The course subject-matter is personally interesting to me.	67%	73%	79%	72%	74%	86%	67%	80%	69%
The course will increase my earning potential and/or allow me to get a better job.	69%	75%	80%	65%	59%	80%	70%	69%	69%
The course will help me gain knowledge/skills needed to pass a required course.	78%	84%	84%	82%	74%	95%	78%	81%	82%
The course is offered at a day/time that fits my schedule.	84%	89%	87%	82%	70%	86%	82%	83%	85%
The course has low-cost or zero-cost text books.	77%	77%	76%	75%	68%	90%	70%	66%	79%
The course is offered in my preferred modality (e.g., face-to-face, hybrid, online, etc.).	79%	85%	81%	86%	81%	84%	88%	81%	87%
The course is taught by an instructor I like/heard good things about.	69%	83%	81%	80%	77%	75%	81%	74%	83%

The following reasons make me MORE LIKELY to take a course that is FACE-TO-FACE:	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)
When the face-to-face course is the only available option.	70%	72%	75%	68%	61%	78%	70%	78%	72%
When I believe the subject-matter is easier to understand face-to-face.	79%	82%	88%	83%	83%	79%	74%	84%	86%
When the course has a required face-to-face component for my major (e.g., lab).	78%	83%	85%	79%	78%	89%	76%	79%	80%
When the day/time of the face-to-face course fits my schedule.	76%	86%	88%	86%	87%	84%	82%	85%	90%
When Chabot has clear safety procedures for “Personal Protective Equipment” for Covid-19.	52%	66%	62%	57%	59%	50%	52%	43%	54%
If Chabot's Covid-19 vaccine mandate were in place, so all students in face--to--face classes would be required to be vaccinated.	55%	61%	62%	51%	50%	50%	47%	52%	47%
If Chabot's Covid--19 vaccine mandate were NOT in place, so all students would be allowed to enroll in face--to--face classes, regardless of vaccination.	33%	28%	24%	25%	27%	39%	29%	29%	26%

Chabot College Spring 2023 Student Satisfaction Survey: Race-Ethnicity

The following reasons make me MORE LIKELY to take a course that is ONLINE:	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)
When the online course is the only available option.	74%	75%	84%	73%	70%	84%	80%	75%	83%
When I find a subject easier to understand in an online format.	68%	70%	73%	58%	48%	68%	74%	48%	66%
The ability to save on transportation costs and/or time.	82%	88%	87%	82%	70%	83%	86%	78%	85%
The need to care for my children, elders, another family member, etc.	69%	74%	71%	66%	59%	63%	85%	57%	63%
Increased flexibility to learn when it fits my schedule.	85%	90%	92%	83%	74%	88%	91%	85%	87%
When Chabot provides access to Wi-Fi, laptops, or space for online learning.	65%	66%	69%	67%	41%	56%	62%	43%	60%
A preference to avoid face-to-face interactions due to Covid-19 (e.g., health, social anxiety).	60%	61%	62%	45%	36%	29%	44%	40%	50%
Chabot's Covid-19 vaccine requirement to attend face-to-face classes (planned removal 4/23/23).	55%	43%	40%	37%	27%	41%	48%	30%	34%

Please indicate how reliable your resources are for online courses and canvas access:	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 have reliable access to a laptop/desktop computer.	89%	95%	93%	94%	79%	90%	91%	99%	95%
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%

Devices									
What type of device do you typically use to access online course material or do college work?	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)
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%

Class Attendance Preference										
What is your preference for attending classes in Fall 2023?		Percent who plan to attend in Fall 2023 who prefer:								
		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)
Of students who plan to attend in Fall 2023	All of my classes in-person	15%	27%	26%	34%	24%	38%	21%	38%	28%
	75% of my classes in-person and 25% online	24%	25%	29%	23%	19%	29%	28%	14%	29%
	50% of my classes in-person and 50% online	31%	23%	26%	20%	14%	10%	17%	17%	26%
	25% of my classes in-person and 75% online	9%	12%	6%	11%	19%	5%	17%	10%	7%
	All of my classes online	21%	14%	12%	13%	24%	19%	17%	21%	11%
I do not plan to take classes in Fall 2023*		6%	10%	8%	6%	13%	0%	17%	11%	13%

\*Percent is based on total responses rather than students who plan to attend in Fall 2023

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		37%	31%	34%	25%	33%	29%	29%	19%	22%

Chabot College Spring 2023 Student Satisfaction Survey: Race-Ethnicity

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%

**CHALLENGES TO PROGRESS AT CHABOT**

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

<b>ACADEMIC SERVICES, STUDENT SERVICES &amp; LEARNING SUPPORT PROGRAMS</b>									
<b>Have you used an academic or student service and were you satisfied?</b>	<b>Percentage of those who used it and were satisfied or very satisfied</b>								
	<b>African American/ Black (n = 100)</b>	<b>Asian American/ Asian (n = 270)</b>	<b>Filipino/a/x (n = 129)</b>	<b>Latino/a/x or Hispanic (n = 348)</b>	<b>Mid. East/ N. African (n = 24)</b>	<b>Native American (n = 21)</b>	<b>Pacific Islander (n = 35)</b>	<b>White Only (n = 72)</b>	<b>Multi-racial (n = 156)</b>
Admissions and Records Office	83%	90%	91%	88%	94%	100%	92%	95%	86%
Assessment Center	88%	92%	89%	95%	80%	100%	100%	86%	92%
Cafeteria (Bldg 2300, 1st floor)	86%	92%	93%	89%	79%	90%	95%	87%	95%
Campus Safety and Security	81%	90%	89%	92%	88%	80%	100%	85%	88%
Career and Transfer Center	82%	90%	95%	88%	33%	80%	100%	94%	86%
Financial Aid Office	84%	85%	87%	91%	100%	86%	94%	88%	84%
In-Person Counseling Appointments (scheduled 1-hr appointments)	85%	84%	92%	86%	94%	92%	100%	76%	95%
In-Person Drop--In Counseling (quick sessions)	81%	80%	84%	78%	87%	78%	80%	73%	85%
Online/Virtual/Phone Counseling Appointment (scheduled 1 hr appointments)	86%	82%	81%	82%	83%	78%	74%	81%	84%
Online/Virtual/Phone Drop-In Counseling (quick sessions)	83%	79%	74%	81%	83%	71%	70%	86%	83%
Library Electronic and Print Resources (e.g., books, databases,	85%	92%	93%	93%	100%	89%	89%	95%	93%
Library Study Spaces	94%	99%	99%	96%	100%	100%	93%	94%	98%
Chabot Library Laptop and Hotspot Loaner Program	92%	89%	89%	92%	100%	100%	75%	80%	87%
Chabot Library Website	77%	90%	89%	93%	100%	77%	100%	84%	88%
Library Open Hours (M--Th 7:30am-8:00pm; F 8am--2pm, Sat 9:30am-1:30 pm-remote chat only)	92%	94%	96%	97%	100%	91%	93%	94%	95%
Research Help from Librarians (in person/chat)	94%	95%	100%	95%	100%	83%	83%	100%	96%
Online Orientation	87%	90%	83%	87%	93%	100%	86%	85%	88%
Children's Center/ECD Lab School	80%	96%	100%	89%	100%	67%	67%	100%	75%
Disabled Students Programs and Services (DSPS)	71%	100%	100%	86%	100%	67%	100%	80%	87%
El Centro (one--stop bilingual resource center)	78%	100%	100%	95%	100%	100%	67%	100%	91%
Intercollegiate Athletics	67%	96%	100%	89%	100%	100%	67%	100%	89%
International Student Services	70%	100%	100%	88%	100%	100%	50%	100%	88%
Learning Communities (CIN, FYE, Movement, PACE, Puente,	85%	98%	96%	87%	100%	83%	78%	100%	93%
Office of Student Life (Clubs, Activities, Events)	82%	88%	96%	88%	100%	67%	83%	100%	89%
Special Programs (e.g., EOPS, TRiO, ASPIRE, CalWORKs)	85%	93%	96%	90%	100%	83%	75%	100%	93%
Student Government (Student Senate of Chabot College)	73%	95%	90%	78%	100%	100%	0%	100%	75%
Student Health Center: Medical Services (exclud.mental health)	75%	81%	95%	78%	100%	33%	80%	100%	82%
Student Health Center: Mental Health Services	77%	91%	90%	81%	100%	100%	100%	100%	81%
Student Online Services in Bldg. 700 (assistance to apply, register, etc.)	93%	95%	96%	91%	100%	90%	100%	100%	97%

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Veteran's Center	60%	84%	77%	75%	100%	-*	0%	100%	75%
Tutoring in Bldg 100 (Learning Connection)	71%	98%	100%	90%	100%	50%	100%	100%	90%
WRAC Center in Bldg 100 (reading/writing drop-in tutoring)	84%	96%	93%	89%	100%	100%	78%	100%	88%
Communication Lab in Rm 803	64%	100%	100%	84%	100%	100%	67%	80%	83%
Tutoring in Room 3906 (STEM Center)	88%	100%	91%	93%	100%	83%	100%	100%	94%
Wireless access on campus	87%	93%	87%	89%	83%	100%	81%	92%	87%

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

\*No student in this group has used this service

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)
Walk	3%	6%	7%	7%	9%	10%	11%	3%	10%
Drive myself	67%	81%	76%	76%	83%	75%	74%	90%	76%
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%

Can you depend on the mode(s) of transportation you usually use?	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)
Sometimes or always	92%	95%	98%	96%	96%	95%	97%	100%	98%

## LEARNING EXPERIENCES AT CHABOT

<b>Engagement in Learning</b>	Percentage of all respondents who selected often or very often								
	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)
<b>Averaging ALL of your classes at Chabot from Spring 2020 through Spring 2023, how OFTEN have YOUR INSTRUCTORS done the following?</b>									
<b>In my classes my instructors have:</b>									
• 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%

<b>Averaging all of your classes with REAL-TIME INTERACTION (i.e., face-to-face or online synchronous) from Spring 2020 through Spring 2023, how OFTEN have YOU done the following?</b>	Percentage of all respondents who selected often or very often								
	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)
• asked questions or contributed to course discussions	80%	69%	69%	69%	78%	70%	65%	80%	75%
• made a presentation in class	54%	48%	48%	47%	60%	45%	41%	52%	38%
• reached out to the instructor if I have a question or concern	75%	70%	57%	64%	81%	65%	58%	77%	64%

<b>Averaging all of your classes in the ONLINE ASYNCHRONOUS format from Spring 2020- through Spring 2023, how OFTEN have YOU done the following?</b>	Percentage of all respondents who selected often or very often								
	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)
• asked questions or contributed to online discussion forms	71%	66%	69%	61%	61%	74%	68%	70%	60%
• developed my own regular schedule to ensure I complete my assignments on time	77%	74%	74%	69%	74%	89%	72%	80%	72%
• reached out to the instructor if I have a question or concern	69%	66%	60%	58%	61%	65%	59%	66%	59%

LEARNING OUTCOMES AT CHABOT									
Institutional Learning Goals	Percentage of all respondents who selected 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)
<b>As a result of being at Chabot, how much progress have you made in the following areas?</b>									
<b>Communication:</b>									
• Express ideas designed to generate meaning and foster understanding in various contexts, while keeping the audience in mind	74%	75%	74%	65%	70%	62%	74%	71%	74%
• Express ideas using credible and relevant sources	84%	77%	76%	73%	78%	76%	69%	82%	76%
• Use active listening skills	87%	84%	86%	85%	83%	85%	86%	83%	85%
• Effectively analyze and comprehend a written text or presentation	84%	80%	84%	81%	78%	86%	83%	81%	79%
<b>Critical Thinking:</b>									
• Analyze, evaluate and question information from various sources for validity and significance	83%	83%	86%	82%	82%	76%	89%	89%	81%
• Identify and explore a problem applying logic and quantitative and qualitative reasoning	83%	82%	83%	80%	86%	86%	86%	85%	82%
• Consider multiple strategies to propose effective solutions or desired outcomes and implement a plan to address the problem	77%	80%	82%	79%	77%	76%	77%	77%	78%
<b>Civic and Global Engagement:</b>									
• Be open to multiple perspectives and to think from the perspective of another individual or world view	76%	81%	88%	80%	64%	76%	80%	73%	83%
• Articulate current and historical sources of structural inequity	73%	67%	68%	65%	64%	76%	71%	58%	70%
• Articulate how natural, social, cultural, economic, or political issues impact people’s lives and the earth’s sustainability	73%	68%	70%	71%	68%	71%	74%	66%	71%
• Engage controversy/conflict with civility to develop new and creative solutions to social problems	67%	62%	63%	63%	59%	67%	51%	52%	68%
• Civically engage in individual actions or collective community-based efforts for justice	63%	57%	50%	56%	48%	67%	54%	42%	55%
<b>Information and Technological Literacy:</b>									
• Question dominant forms of knowledge production including whose voices/perspectives they validate, and whose experiences are missing	64%	61%	55%	58%	64%	52%	65%	49%	64%
• Construct meaning with active engagement, as opposed to merely finding and reporting on information	61%	65%	57%	60%	64%	62%	66%	61%	68%
• Challenge the perception of information as being objective/neutral	63%	62%	61%	60%	55%	67%	65%	56%	65%
• Select and use technology effectively to accomplish a task or solve a practical problem	73%	74%	75%	75%	86%	71%	70%	67%	78%

Chabot College Spring 2023 Student Satisfaction Survey: Race-Ethnicity

Development of the Whole Person:									
• Cultivate the health of mind, body, and spirit	71%	61%	65%	62%	64%	67%	60%	60%	66%
• Gain transferrable skills important for academic and career	77%	74%	80%	74%	81%	71%	71%	77%	79%
• Nourish a love of life-long learning	71%	64%	73%	65%	64%	71%	54%	73%	72%
• Expand capacity for self-understanding, including recognizing one's strengths and weaknesses	78%	72%	83%	72%	71%	76%	66%	72%	80%