

Chabot College: Fall 2025 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 Fall 2025 Student Satisfaction Survey. Results were disaggregated by racial-ethnic groups and independent samples t-tests were run to ascertain if one racial-ethnic group's access to resources was statistically significantly higher or lower than all other racial-ethnic groups. 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.

Pacific Islander respondents had the highest amount of disproportionate impact (11 times), followed by Native American respondents and Latinx respondents (9 times each). All three groups had disproportionate impact regarding lack of money for transportation, books, and tuition (among other challenges). White only respondents were least likely to experience disproportionate impact for access to resources (2 times) and most likely to have disproportionate achievement (14 times), especially regarding being less likely to experience a lack of money for important resources, followed by Asian respondents have the second highest disproportionate achievement (9 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 Native American are italicized because of relatively small sample sizes/high margins of error (MOEs) (MOEs 8-37%). Caution should be taken when applying sample percentages to the population. Percentages for Middle Eastern/North African and Pacific Islander/Hawaiian are in grey and italicized because of small sample sizes/high MOEs (MOEs mostly > 50%). Percentages are representative of the sample, not the population. For most responses, due to MOEs, percentages can be plus or minus: African American/Black: 3-23%, Asian American/Asian: 1-18%, Filipino/a/x: 2-29%, Latino/a/x: 1-12%, Middle Eastern/North African: 3-52%, Native American/Alaska Native: 8-37%, Pacific Islander/Hawaiian: 4-52%, White: 2-43%, Multiracial: 2-19%.

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

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

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

DEVICES

What type of device do you typically use to access online course material or do college work? (Select what you typically use; Select all that apply.)		Percentage who selected the device									
		Overall (n = 1,382)	African American/ Black (n = 115)	Asian American / Asian (n = 293)	Filipino/a/x (n = 135)	Latino/a/x or Hispanic (n = 503)	Mid. East/ N. African (n = 34)	Native American (n = 24)	Pacific Islander (n = 40)	White Only (n = 112)	Multi-racial or Other (n = 173)
Do you typically have access to a laptop and/or tablet?		92%	86% ^{DI-}	93% ^{DI-}	96% ^{DA+}	91%	88%	96%	95%	96%	92%
What type of device do you typically use to access online course material or do college work? ***	My own laptop/desktop computer	89%	79%	91%***	92%***	88%***	82%	92%	92%	51%***	87%
	A shared laptop/desktop computer	5%	10%	3%***	8%	4%	6%	8%	5%	2%***	7%
	Laptop from Chabot's Library's lending program	3%	6%	4%	2%***	3%	9%	0%***	5%	2%	4%
	On-campus or another public computer	6%	4%	9%***	8%	4%***	0%***	0%***	8%	4%	4%
	Tablet	19%	25%	17%	24%	21%	15%	33%	21%	10%***	25%
	Mobile phone	39%	46%	42%	44%	42%	26%***	42%	41%	20%***	50%***
	Other	<1%	3%	0%	0%***	1%	3%	0%***	0%***	0%***	1%

***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:	Overall (n = 1,382)	African American/ Black (n = 115)	Asian American / Asian (n = 293)	Filipino/a/x (n = 135)	Latino/a/x or Hispanic (n = 503)	Mid. East/ N. African (n = 34)	Native American (n = 24)	Pacific Islander (n = 40)	White Only (n = 112)	Multi-racial or Other (n = 173)
I have reliable access to a laptop/desktop computer.	90%	90%	91%	98% ^{DA+}	89%	91%	96%	87%	93%	89%
My internet access is reliable.	91%	92%	92%	95%	90%	88%	92%	97%	93% ^{DA+}	92%
I have a (cellular) data plan that is sufficient for accessing course content on my computer or phone.	88%	91%	87%	95% ^{DA+}	87%	85%	92%	84%	89%	90%

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									
	Overall (n = 1,382)	African American/ Black (n = 115)	Asian American / Asian (n = 293)	Filipino/a/x (n = 135)	Latino/a/x or Hispanic (n = 503)	Mid. East/ N. African (n = 34)	Native American (n = 24)	Pacific Islander (n = 40)	White Only (n = 112)	Multi-racial or Other (n = 173)
Job issues (hours, schedule, responsibilities) ^κ	49%	50%	45%	53%	50%	47%	50%	60% ^{DI-}	37% ^{DA+}	51%
Family pressures or responsibilities ^κ	46%	40% ^{DA+}	45%	55% ^{DI-}	50%	45%	50%	45%	30% ^{DA+}	47%
Physical Health ^κ	23%	21%	25%	22%	23%	12% ^{DA+}	38% ^{DI-}	30% ^{DI-}	17% ^{DA+}	24%
Mental Health ^κ	38%	34%	36%	52% ^{DI-}	39%	25% ^{DA+}	54% ^{DI-}	56% ^{DI-}	33%	41%
Citizenship issues ^κ	9%	2% ^{DA+}	12% ^{DI-}	3% ^{DA+}	9%	9%	8%	5%	4% ^{DA+}	5% ^{DA+}
Class availability: length, start times, days of week ^κ	38%	39%	38%	44% ^{DI-}	37%	38%	39%	50% ^{DI-}	34%	44% ^{DI-}
Being unsure what classes to sign up for to complete my ed. goal ^κ	34%	24%	33%	36%	36% ^{DI-}	30%	30%	35%	28% ^{DA+}	34%
Lack of access to campus services ^κ	11%	8%	10%	9%	11%	18%	13%	13% ^{DI-}	8%	10%
Lack of a space free of distractions to do my schoolwork ^κ	18%	14%	14%	16%	21% ^{DI-}	21%	29%	15%	12% ^{DA+}	20%
Lack of money for transportation (car, gas, BART, rideshares, etc.) ^κ	21%	27% ^{DI-}	15% ^{DA+}	19%	26% ^{DI-}	33% ^{DI-}	35% ^{DI-}	26% ^{DI-}	8% ^{DA+}	28% ^{DI-}
Lack of money for books ^κ	24%	26%	21% ^{DA+}	23%	28% ^{DI-}	34%	33% ^{DI-}	36% ^{DI-}	9% ^{DA+}	30% ^{DI-}
Lack of money for laptop/computer/internet ^κ	18%	19%	13% ^{DA+}	12%	21% ^{DI-}	21%	21%	28% ^{DI-}	6% ^{DA+}	20%
Lack of money to pay for housing ^κ	22%	27% ^{DI-}	19%	18%	24%	36% ^{DI-}	26%	23%	15% ^{DA+}	25%
Lack of money to pay for food ^κ	21%	27% ^{DI-}	17% ^{DA+}	20%	23%	30%	39% ^{DI-}	26% ^{DI-}	15% ^{DA+}	28% ^{DI-}
Lack of money for class tuition/fees and other required student fees ^κ	28%	32%	23% ^{DA+}	28%	32% ^{DI-}	33%	39% ^{DI-}	41% ^{DI-}	15% ^{DA+}	31%

Sum of issues affecting students at least some or often (out of 15)	Overall (n = 1,382)	African American/ Black (n = 115)	Asian American / Asian (n = 293)	Filipino/a/x (n = 135)	Latino/a/x or Hispanic (n = 503)	Mid. East/ N. African (n = 34)	Native American (n = 24)	Pacific Islander (n = 40)	White Only (n = 112)	Multi-racial or Other (n = 173)
At Least 1 Issue Some/Often ^κ	73%	73%	70%	76%	75%	74%	79%	83%	70%	76%

How often have you experienced food insecurity (e.g., not knowing where your next meal will come from, not having money to purchase food, etc.) in the past two years?	Overall (n = 1,382)	African American/ Black (n = 115)	Asian American / Asian (n = 293)	Filipino/a/x (n = 135)	Latino/a/x or Hispanic (n = 503)	Mid. East/ N. African (n = 34)	Native American (n = 24)	Pacific Islander (n = 40)	White Only (n = 112)	Multi-racial or Other (n = 173)
Often or Very Often ^κ	8%	16% ^{DI-}	5% ^{DA+}	7%	8%	3%	21% ^{DI-}	8%	6%	11% ^{DI-}

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How often have you experienced housing insecurity (e.g., not having your own room/place to stay, living in car, couch surfing, etc.) in the past two years?	Overall (n = 1,382)	African American/ Black (n = 115)	Asian American / Asian (n = 293)	Filipino/a/x (n = 135)	Latino/a/x or Hispanic (n = 503)	Mid. East/ N. African (n = 34)	Native American (n = 24)	Pacific Islander (n = 40)	White Only (n = 112)	Multi-racial or Other (n = 173)
Often or Very Often ^R	8%	12% ^{DI-}	5% ^{DA+}	5%	8%	13%	17%	10%	5%	10%

Have you met with an academic counselor to create a Student Education Plan/SEP (SEPs map out future classes needed to meet your educational goal)? (Select all that apply.)		Percent of responses that said "no"									
		Overall (n = 1,382)	African American/ Black (n = 115)	Asian American / Asian (n = 293)	Filipino/a/x (n = 135)	Latino/a/x or Hispanic (n = 503)	Mid. East/ N. African (n = 34)	Native American (n = 24)	Pacific Islander (n = 40)	White Only (n = 112)	Multi-racial or Other (n = 173)
Students that said "No" ^R		27%	27%	30% ^{DI-}	22%	23%	27%	25%	34%	19%	23%
Of students that selected "No"	I do not know what an SEP is. ^R	28%	31%	25%	26%	30%	30%	0% ^{DA+}	9%	12%	32%
	I'm still deciding on my major or goals. ^R	17%	9%	15%	30% ^{DI-}	18%	20%	33%	18%	10%	17%
	I didn't think it was necessary (e.g., made my own plan, talked to peers, etc.). ^R	30%	31%	36% ^{DI-}	44%	23% ^{DA+}	30%	33%	55% ^{DI-}	22%	39%
	I do not know how to get one. ^R	16%	16%	11%	7%	22% ^{DI-}	20%	0% ^{DA+}	0% ^{DA+}	7%	5% ^{DA+}
	I've been too busy. ^R	24%	28%	26%	44% ^{DI-}	20%	30%	33%	9%	17%	15%
	I've had trouble getting access to an academic counselor to create an SEP. ^R	16%	13%	13% ^{DA+}	11% ^{DA+}	22% ^{DI-}	0% ^{DA+}	33%	18%	8%	17%
	Other ^R	3%	3%	2%	0% ^{DA+}	3%	0% ^{DA+}	17% ^{DI-}	0% ^{DA+}	7% ^{DI-}	0%

TRANSPORTATION

How do you usually get to Chabot?	Percentage of all respondents									
	Overall (n = 1,382)	African American/ Black (n = 115)	Asian American / Asian (n = 293)	Filipino/a/x (n = 135)	Latino/a/x or Hispanic (n = 503)	Mid. East/ N. African (n = 34)	Native American (n = 24)	Pacific Islander (n = 40)	White Only (n = 112)	Multi-racial or Other (n = 173)
Drive myself	71%	66%	74% ^{DA+}	73%	66% ^{DI-}	74%	58%	65%	46% ^{DI-}	66%
Walk	6%	11%	7%	6%	5%	0%***	13%	5%	4%	5%
Bicycle	2%	1%	1%***	1%	2%	0%***	4%	5%	4%	4%
Bus	18%	26%***	15%***	26%***	20%	12%	29%	13%	6%***	19%
Have a regular ride	17%	13%	18%	21%	20%	21%	17%	28%	5%***	19%
Get different rides	6%	10%	5%	7%	7%	9%	13%	13%	3%***	10%
BART	5%	12%***	3%***	3%***	6%	6%	13%	5%	2%***	8%

***Statistical significance in responses to specific questions on typical modes of transportation are 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?	Overall (n = 1,382)	African American/ Black (n = 115)	Asian American / Asian (n = 293)	Filipino/a/x (n = 135)	Latino/a/x or Hispanic (n = 503)	Mid. East/ N. African (n = 34)	Native American (n = 24)	Pacific Islander (n = 40)	White Only (n = 112)	Multi-racial or Other (n = 173)
Sometimes or always	92%	93%	91%	92% ^{DI-}	93% ^{DA+}	85% ^{DI-}	92% ^{DI-}	98%	99% ^{DA+}	94%

Frequencies of Significant Differences	Overall (n = 1,382)	African American/ Black (n = 115)	Asian American / Asian (n = 293)	Filipino/a/x (n = 135)	Latino/a/x or Hispanic (n = 503)	Mid. East/ N. African (n = 34)	Native American (n = 24)	Pacific Islander (n = 40)	White Only (n = 112)	Multi-racial or Other (n = 173)
Total Number of Times Group experienced (statistically significant) LESS or LOWER access to resources.	-	6	4	6	9	2	9	11	2	5
Total Number of Times Group experienced (statistically significant) MORE or HIGHER access to resources.	-	2	9	6	2	4	2	2	14	2