

Chabot College: Fall 2025 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 Fall 2025 Student Satisfaction Survey. Results were disaggregated by race and ethnicity and independent samples t-tests were 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.

Two groups, Pacific Islander (10 times) and Asian (6 times) respondents, were more likely to experience disproportionate impact for campus climate. Pacific Islander respondents were much more likely to experience discrimination and Asian respondents felt less welcome or as if they belonged on campus.

Three groups tended to have higher disproportionate achievement when it came to campus climate: African American (8 times), Latinx (10 times), and White only (14 times). Latinx and White respondents were less likely to experience discrimination and African American students were satisfied with the campus (e.g., instructors, facilities, and registration).

[*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* satisfaction with campus climate.

⁽⁻⁾This group has statistically ignorantly 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, how satisfied are you with:	Percentage who were satisfied or very satisfied									
	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)
Overall experience at Chabot College	88%	91%	87%	86%	89%	79%	96%	88%	93% ^{DA+}	86%
Overall experience with instructors	86%	91%	86%	84%	87%	79%	96% ^{D4+}	78%	91%	84%
Overall quality of instruction	84%	95% ^{DA+}	82%	84%	84%	77%	92%	79%	93% ^{DA+}	82%
Class availability (getting into classes in the semester I need them)	65%	78% ^{DA+}	60%	53% ^{DI-}	66%	66%	79%	70%	66%	63%
Class timing (classes are offered on days/times I can attend)	71%	79% ^{DA+}	68%	67%	73%	72%	75%	73%	72%	71%
Overall online instructional experiences (e.g., with Canvas, etc.)	79%	82%	78%	76%	80%	87%	74%	81%	69% ^{DI-}	76%
Overall experience with non-instructional college employees	70%	68%	67%	69%	71%	63%	71%	73%	76%	66%
Overall experience with paper/hard copy class schedule	72%	68%	69%	67%	73% ^{DA+}	73%	73%	63%	75%	61% ^{DI-}
Overall experience with using online class schedules	79%	83%	82% ^{DA+}	76%	78%	83%	79%	71%	73%	74%
Efficiency of course registration over the Internet (MyPortal/ClassWeb)	71%	83% ^{DA+}	69%	63%	73% ^{DA+}	65%	83% ^{D4+}	63%	64%	69%
The accuracy of information presented on Chabot College's websites	71%	78% ^{DA+}	66%	66%	73% ^{DA+}	63%	63%	70%	69%	64%
Convenience of getting a counseling appointment	61%	70% ^{DA+}	60%	59%	61%	62%	65%	51%	59%	56%
Progress towards my educational goal	77%	80%	75%	78%	77%	68%	79%	69%	84% ^{DA+}	75%
Preparation for transfer to four-year college or university	65%	71%	65%	64%	64%	46% ^{DI-}	73%	53%	65%	62%
Preparation for obtaining employment in my field of study	54%	55%	51%	46%	55% ^{DA+}	38%	52%	44%	61% ^{DA+}	49%
Overall experience with Chabot facilities (e.g., classrooms, studios, etc.)	81%	92% ^{DA+}	77% ^{DI-}	76%	84%	80%	85%	78%	81%	85%
Overall experience with computer labs on campus	72%	78%	71%	76%	73%	72%	88% ^{D4+}	60%	74%	75%
The maintenance and cleanliness of building and grounds	80%	86% ^{DA+}	79%	73% ^{DI-}	81%	81%	84%	77%	78%	78%

CAMPUS CLIMATE

Please tell us whether you agree or disagree with the following statements about the campus climate:	Percent who agree or strongly agree									
	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 feel welcome at Chabot.	85%	87%	80% ^{DI-}	85%	89% ^{DA+}	85%	83%	78%	88%	81%
I feel a sense of belonging at Chabot.	71%	76%	65% ^{DI-}	69%	76% ^{DA+}	79% ^{DA+}	83%	60%	65%	63% ^{DI-}
Overall, I feel safe at Chabot.	86%	90%	82% ^{DI-}	83%	89% ^{DA+}	85%	83%	82%	88%	84%
I am treated with respect by instructors, administrators, and other employees.	90%	89%	88%	92%	90%	85%	83%	85%	95% ^{DA+}	87%
There is an emotionally supportive climate at Chabot for students with mental health needs	68%	73%	64%	64%	69%	74%	83% ^{DA+}	62%	65%	65%
Chabot College promotes positive interactions among diverse groups (races/ethnicities, sexualities, ages, etc.).	84%	84%	80%	86%	86% ^{DA+}	82%	83%	72%	84%	81%
Campus activities increase my understanding of people of diverse groups	68%	67%	64%	67%	71% ^{DA+}	69%	67%	63%	55% ^{DI-}	63%
Other people make assumptions about my intelligence and abilities because of my gender. ^R	21%	16%	22%	20%	19%	18%	17%	25%	15%	18%
Other people make assumptions about my intelligence and abilities because of my race or ethnicity. ^R	23%	23%	27% ^{DI-}	20%	20%	18%	21%	28%	13% ^{DA+}	20%
At Chabot, there is a college-wide commitment to student learning.	79%	84%	77%	73%	80%	71%	83%	77%	79%	75%
I would encourage others to attend this college	85%	87%	81% ^{DI-}	83%	88% ^{DA+}	82%	88%	90%	90%	84%
At Chabot, I have experienced and/or witnessed someone experiencing discrimination based on:										
race-ethnicity ^K	13%	15%	15%	11%	10% ^{DA+}	9%	17%	19% ^{DI-}	9%	13%
disability ^K	13%	13%	14%	12%	12%	6% ^{DA+}	26% ^{DI-}	19%	9%	16%
gender (men/women) ^K	13%	13%	12%	13%	12%	9%	21%	22% ^{DI-}	7% ^{DA+}	15%
gender (transgender, gender nonbinary, genderqueer) ^K	11%	11%	11%	9%	11%	6%	25%	21% ^{DI-}	6% ^{DA+}	14%
age ^K	13%	13%	11%	12%	12%	6% ^{DA+}	26% ^{DI-}	18% ^{DI-}	14%	15%
sexual orientation ^K	10%	8%	10%	8%	10%	6%	17%	20% ^{DI-}	7%	12%
native language ^K	12%	9%	13%	7%	10%	9%	9%	21% ^{DI-}	6% ^{DA+}	11%
religion ^K	12%	10%	11%	10%	9%	6% ^{DA+}	17%	21% ^{DI-}	8%	11%
body weight/size ^K	12%	12%	11%	12%	11%	6%	17%	19% ^{DI-}	6% ^{DA+}	12%
income level/socio-economic status ^K	11%	9%	10%	9%	10%	3%	17%	18% ^{DI-}	7%	11%
citizenship status ^K	11%	6%	11%	7%	9%	6%	13%	18% ^{DI-}	6%	9%

LEARNING EXPERIENCES AT CHABOT

Averaging ALL of your classes at Chabot from Fall 2023 through Fall 2025, how OFTEN have YOUR INSTRUCTORS done the following?	Percentage who responded Often or Very Often									
	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)
• made me feel respected.	90%	90%	89%	91%	90%	94%	100%	85%	93%	88%
• encouraged me to participate in class.	86%	85%	87%	85%	84%	91%	83%	83%	96% ^{DA+}	81%
• made me feel comfortable to ask questions.	85%	87%	83%	84%	82%	91%	83%	85%	96% ^{DA+}	80%
• communicated to me that I have the ability to do the work.	81%	78%	82%	81%	81%	88%	83%	83%	84%	81%
• given clear instructions for completing assignments so I know what is expected.	83%	85%	82%	80%	84%	82%	88%	80%	92% ^{DA+}	80%
• given timely feedback on assignments to help me evaluate learning & understand how to improve.	81%	79%	79%	79%	82%	79%	83%	78%	84%	79%
• clearly organized course website so materials are easy to find and access.	82%	84%	80%	77%	83%	79%	83%	80%	86%	79%
• included sufficient materials, perspectives, and/or experiences of people based on a variety of characteristics (e.g., race/ethnicity, ability, gender, etc.)	82%	83%	81%	85%	82%	82%	75%	79%	93% ^{DA+}	80%

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 the group experienced (statistically significant)	-	0	6	2	0	1	2	10	2	2
Total number of times group experienced (statistically significant)	-	8	1	0	11	4	4	0	14	0