Chabot College Student Satisfaction Survey: Fall 2019
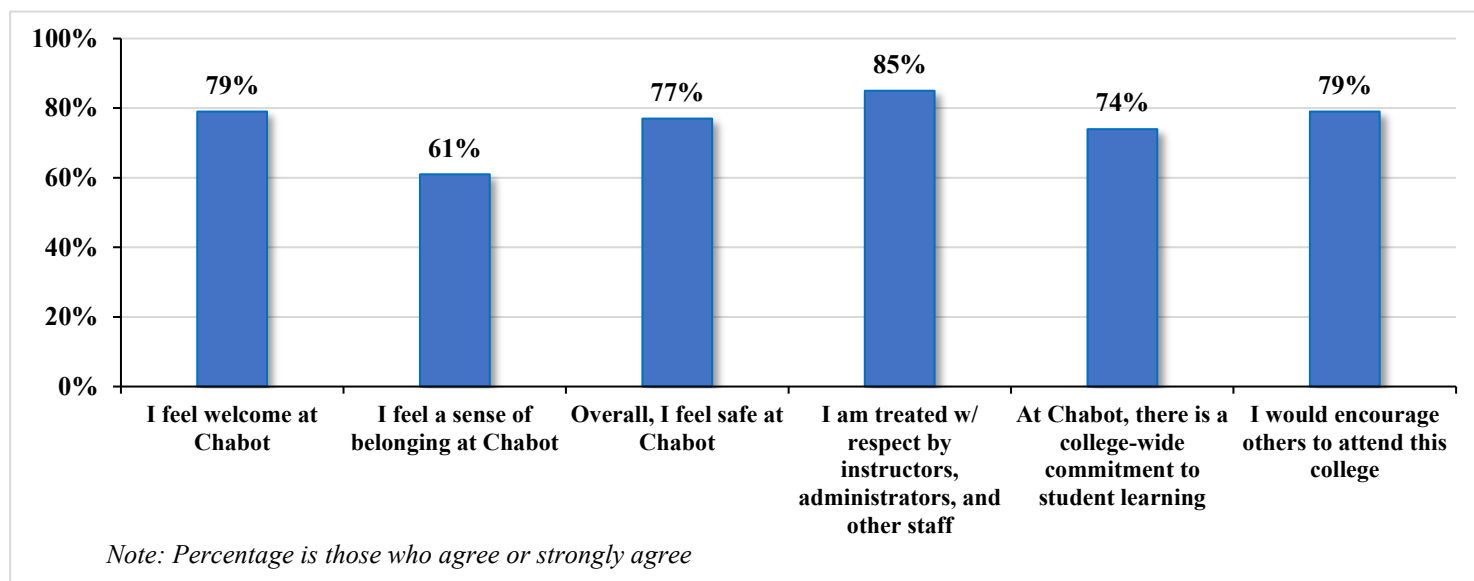# Highlights: Campus Climate, Diversity, and Equity

Most Chabot students perceive a positive campus climate, a high level of regard for diversity, and respect for differences on campus. "Campus climate" refers to the general atmosphere of a college—how welcome, respected, valued, and safe students feel on campus. Around 85% of respondents feel they are treated with respect by Chabot employees. Over 77% of respondents feel welcome, safe, and would encourage others to attend Chabot. One of the new questions added in Fall 2019 asked whether students feel a sense of belonging at Chabot, 61% of students indicated that they do.

See Page 2 for the findings on Chabot students' experiences and perspectives on diversity at Chabot. See Page 3 for challenges that Chabot students, particularly Students of Color, face outside of the classroom that are impeding their progress at Chabot.

The Student Satisfaction Survey was conducted in October 2019 in a representative sample of 79 on-campus course sections. Surveys were completed by 1,544 students (59% full-time; 41% part-time).

Chabot College Students' Perspectives on Campus Climate: Fall 2019

Bar chart values: I feel welcome at Chabot 79%; I feel a sense of belonging at Chabot 61%; Overall, I feel safe at Chabot 77%; I am treated w/ respect by instructors, administrators, and other staff 85%; At Chabot, there is a college-wide commitment to student learning 74%; I would encourage others to attend this college 79%.

Note: Percentage is those who agree or strongly agree

Chabot College Students' Perspectives on Campus Climate: 2009 -2019

Statements on campus climate	Percentages of those who agree or strongly agree						
	2009	2011	2013	2015	2017	2019	Trend
• I feel welcome at Chabot	74%	71%	76%	76%	81%	79%	
• I feel a sense of belonging at Chabot	*First asked in 2019*					61%	
• Overall, I feel safe at Chabot	73%	71%	75%	78%	83%	77%	
• I am treated w/ respect by instructors, administrators, and other staff	84%	86%	84%	87%	89%	85%	
• At Chabot, there is a college-wide commitment to student learning	-	65%	71%	72%	77%	74%	
• I would encourage others to attend this college	73%	69%	72%	75%	81%	79%	

Note: All percentages have a margin of error of 2 to 4 percentage points.

Students' Experiences with and Perspectives on Diversity at Chabot

Respect for diversity, feeling included, and a desire to make friends across different ethnic/cultural groups can contribute to a positive campus climate. Most students strongly agree or agree that the college and their classes at Chabot promote positive interactions among different ethnic/cultual groups (72%), and increase their understanding of diverse group (58%). Approximately three out of four students (77%) value making friends with students of other cultural or ethnic groups. About 54% of students feel that there is an emotionally supportive climate for students with mental health needs at Chabot.

Two new questions were added in the Fall 2019 survey to ask whether students felt their contributions were dismissed or others made assumptions about their intelligence and abilities because of their racial/ethnic identities. Overall, less than 22% of respondents agreed/strongly agreed with these statements; however, within some racial/ethnic subgroups, these percentages were higher.

Students' Experiences and Perspectives on Diversity at Chabot: 2009 -2019

Statements on campus diversity	Percentages of those who agree or strongly agree						
	2009	2011	2013	2015	2017	2019	Trend
• At Chabot, there is general respect for differences in:							
race-ethnicity	80%	82%	84%	87%	88%	87%	
disability	80%	81%	84%	86%	86%	85%	
gender (men/women)	82%	83%	84%	87%	87%	85%	
gender (transgender, gender nonbinary, genderqueer)	*First asked in 2015*			76%	80%	80%	
age	81%	83%	83%	85%	87%	85%	
sexual orientation	77%	79%	81%	80%	83%	83%	
native language	77%	78%	81%	81%	84%	83%	
religion	75%	76%	79%	78%	81%	80%	
• College promotes positive interactions among different ethnic/cultural groups	*First asked in 2015*			72%	81%	72%	
• My classes teach me to work with people from diverse groups: cultures, sexualities, ages, etc.	*First asked in 2015*			74%	78%	72%	
• Campus activities increase my understanding of people of diverse groups				57%	67%	58%	
• I value making friends with students of other cultural/ethnic groups				77%	82%	77%	
• On campus I have had serious conversations with students of different religious beliefs or political opinions	14%	14%	16%	14%	20%	20%	
• There is an emotionally supportive climate at Chabot for students with mental health needs	*First asked in 2019*					54%	
• My contributions are dismissed or devalued because of my racial or ethnic background	*First asked in 2019*					19%	
• Other people make assumptions about my intelligence and abilities because of my race or ethnicity	*First asked in 2019*					22%	

Statements on diversity and inclusion in classrooms	Percentages of those who agree or strongly agree						
	2009	2011	2013	2015	2017	2019	Trend
In my classes my instructors have:							
• made me feel respected	*First asked in 2015*			83%	88%	87%	
• made me feel included in the class				83%	85%	85%	
• encouraged me to participate in class				80%	83%	83%	
• communicated to me that I have the ability to do the work				73%	78%	78%	
• communicated to me that I can succeed in college				68%	73%	73%	
• included sufficient materials, perspectives, and/or experiences of people based on a variety of personal characteristics (e.g., ability, gender, race, etc.)	*First asked in 2019*					73%	

Note: Percentages have a margin of error of 2 to 3 percentage points.

A Deeper Look: Students' Perspectives on Campus Climate and Diversity by Race-Ethnicity* in Fall 2019

Statements on campus climate and diversity	Percentages of those who agree or strongly agree						
	African American/ Black	Asian American/ Asian	Filipino/x	Latinx/ Chicanx	Native American/ Alaskan**	Pacific Islander/ Hawaiian**	White/ European American
• I feel a sense of belonging at Chabot	56%	60%	53%	67%	*51%*	*52%*	65%
• At Chabot, there is general respect for differences in race-ethnicity	82%	85%	86%	89%	*90%*	*82%*	86%
• My contributions are dismissed or devalued because of my racial or ethnic background	20%	18%	15%	16%	*25%*	*14%*	16%
• Other people make assumptions about my intelligence and abilities because of my race or ethnicity	29%	24%	20%	20%	*25%*	*24%*	18%
• In my classes my instructors have made me feel respected	83%	84%	85%	92%	*82%*	*80%*	90%

Equity Outside the Classroom

Many Chabot students have a hard time paying for basic student expenses and these financial hardships and other challenges affect their success at Chabot. Basic student expenses include housing, food, books, and fees. Students of Color are more likely to report having difficulties paying for these expenses and also report at higher rates that these financial hardships present obstacles to their success at Chabot. Other challenges that Chabot Students of Color report that impede their progress at Chabot include family pressures or responsibilities, mental health issues, food insecurity, and housing insecurity.

Financial Hardships: Fall 2019

This semester, I'm having a hard time paying for:	Percentages of those who agree or strongly agree						
	African American/ Black	Asian American/ Asian	Filipino/x	Latinx/ Chicanx	Native American/ Alaskan**	Pacific Islander/ Hawaiian**	White/ European American
• Housing	19%	14%	13%	17%	*10%*	*26%*	15%
• Food	20%	14%	18%	16%	*18%*	*24%*	11%
• Books	37%	45%	47%	45%	*62%*	*56%*	33%
• Fees	28%	26%	37%	33%	*44%*	*41%*	20%

Students with at Least One Financial Hardship: Fall 2019

This semester, I'm having a hard time paying for:	African American/ Black	Asian American/ Asian	Filipino/x	Latinx/ Chicanx	Native American/ Alaskan**	Pacific Islander/ Hawaiian**	White/ European American
At least one financial hardship	77%	70%	77%	77%	*87%*	*84%*	59%

Effect of Financial Hardships on Success: Fall 2019

This/These hardships affect my success in college	Percentages of those whose success affected somewhat or a lot						
	African American/ Black	Asian American/ Asian	Filipino/x	Latinx/ Chicanx	Native American/ Alaskan**	Pacific Islander/ Hawaiian**	White/ European American
At least one financial hardship	74%	66%	69%	70%	*68%*	*79%*	55%

Challenges to Progress at Chabot: Fall 2019

How much do these issues slow your progress to reach your educational goal?	Percentages of those who agree or strongly agree						
	African American/ Black	Asian American/ Asian	Filipino/x	Latinx/ Chicanx	Native American/ Alaskan**	Pacific Islander/ Hawaiian**	White/ European American
• Financial pressures (money for college/living)	75%	70%	74%	79%	*80%*	*85%*	62%
• Family pressures or responsibilities	65%	72%	72%	74%	*68%*	*77%*	59%
• Mental health	48%	49%	62%	49%	*61%*	*57%*	46%
• Food insecurity (lack of or uncertain access to food)	28%	24%	24%	21%	*24%*	*27%*	17%
• Housing insecurity (lack of a stable place to live, couch surfing, etc.)	27%	18%	19%	20%	*27%*	*25%*	14%

* How Racial and Ethnic Student Groups are Counted: Survey respondents check all racial/ethnic groups that apply. Federal guidelines count any student who checks off Chicanx/Latinx as Chicanx/Latinx, regardless of whether they check another race or ethnicity. For this handout, Students of Color are counted in *each* race-ethnicity group they checked off. For example, a student who checks off Chicanx/Latinx and African-American/Black will be counted once with Chicanx/Latinx students and once with African-American/Black students. Students are counted in the White racial/ethnic group if they have only checked off White.

For most responses, due to margin of error, percentages can be plus or minus:

African American/Black: 7-10%, Asian American/Asian: 5-8%, Filipino/x: 6-9%, Chicanx/Latinx: 3-6%, Native American/Alaskan: 15-21%, Pacific.Islander/Hawaiian: 10-18%, White/European Americans: 7-12%.

**Percentages for Native American/Alaskan and Pacific Islander/Hawaiian should be interpreted with caution because of the higher margins of error due to smaller sample sizes. They are italicized for this reason.