

De Anza College Office of Institutional Research and Planning

To: Campus Equity Survey Taskforce

From: Mallory Newell, Interim Executive Director, FHDA Research and Planning
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Subject: De Anza Student Equity Survey Results – Spring 2014

The Foothill-De Anza Community College District – Campus Climate Survey for Students was administered in spring 2014. It was sent to all registered students by email on Monday, June 6 and was open for two weeks until Monday, June 16. The survey was sent to 16,613 students and resulted in 593 valid responses for a response rate of 3.6%.

Student Survey Population:

To compare the survey population to the spring 2014 student population:

- A higher rate of females responded to the survey (60% vs. 49%) than men (40% vs. 51%).
- Whites were overrepresented in the survey (36% vs. 22%), with Asians (29% vs. 39%) and Hispanics (18% vs. 24%) underrepresented.
- A higher rate of students 19 or younger responded to the survey (25% vs. 18%) as well as students 50 or older (11% vs. 5%).

Respondent's Student Characteristics (Questions 1-6)

- The respondents were largely new students who completed 1-3 quarters and students who completed 7 or more quarters. 30% of respondents stated they had completed 1-3 quarters followed by 23% with 10 or more quarters and 21% with 7-9 quarters.
- The largest group (53%) of respondents reported they spend 6 to 20 hours on campus, 28% of respondents stated they spend 11-20 hours on campus while 24% reported 6-10 hours and 23% 1-5 hours.
- 24% of respondents stated they had taken 7-10 different instructors, 29% took 11-19 instructors and 32% took 1-6 different instructors.
- 70% of respondents take all of their classes on campus while 29% take most of their classes on campus.
- 55% of respondents stated they are NOT more comfortable approaching a faculty member that looks like themselves ethnically/racially, while 45% stated they are more comfortable.

Faculty Interaction (Questions 7-14)

- 89% of respondents gave faculty an 80-100% rating in regards to: Faculty are fair in grading, providing feedback, and setting expectations, regardless of the students' backgrounds.

- 84% of respondents gave faculty an 80-100% rating in regards to: Faculty are approachable if I want to ask a question outside of class.
- 58% of respondents gave faculty an 80-100% rating in regards to: Faculty make me feel like I am part of the campus community.
- 58% of respondents gave faculty an 80-100% rating in regards to: Faculty recognize my background in a way that makes me proud of who I am.

Experience with Instructors (Questions 15-21)

- 82% of respondents stated instructors NEVER seem afraid of me because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status.
- 78% of respondents stated instructors NEVER ignore my comments or questions in class because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status.
- 77% of respondents stated instructors NEVER discourage students from asking questions in class due to students' race/ethnicity, language, gender, sexual orientation, religion, or disability status.
- 65% of respondents stated instructors NEVER reinforce stereotypes in the classroom based on race/ethnicity, language, gender, sexual orientation, religion, or disability status.

Student Encounters with Campus Services (Questions 22-28)

- 87% of respondents gave campus services an 80-100% rating in regards to: I have been treated fairly.
- 73% of respondents gave campus services an 80-100% rating in regards to: I have had an easy time getting answers to my questions.

Student Learning: As a result of my experiences at this college (Questions 29-33)

- 83% of respondents stated they strongly agree or somewhat agree that: I have an increased appreciation/ability to see things from the perspective of others.
- 78% of respondents stated they strongly agree or somewhat agree that: I have an increased appreciation for having instructors who represent a diversity of cultural backgrounds.
- 65% of respondents stated they strongly agree or somewhat agree that: I have a better understanding of my own cultural background.

Perceptions of the Campus Overall: I feel that (Questions 34-44)

- 88% of respondents stated they strongly agree or somewhat agree that: This campus is welcoming regardless of one's race/ethnicity, language, gender, sexual orientation, religion, or disability status.
- 87% of respondents stated they strongly agree or somewhat agree that: This campus provides an environment for free and open expression of ideas, opinions and beliefs.
- 60% of respondents stated they strongly agree or somewhat agree that: As a student employee/worker, my work skills have been enhanced through my interactions with campus staff and/or faculty.

Student Background Characteristics (Questions 45-56)

- 79% of respondents stated they are not a primary caregiver, while 10% stated for an individual under 18, and 10% for an individual over 18.
- 29% of respondents stated their religion is Christianity, followed by 18% no religion, 10% decline to state, 9% Agnostic, 9% Atheist, and 5% Buddhist.
- 83% of respondents reported their sexual orientation as heterosexual, 4% as homosexual, 1% as asexual, 5% as bisexual and 2% as other.
- 41% of survey respondents report their family income to be less than \$50,000, while 39% report their income to be over \$50,001 per year, 20% (118) reported not knowing their families income.

Differences between Groups

Age

32% (186) of the survey respondents reported they are between the ages of 20-24, 25% (145) are 19 or younger, 19% (113) are 40 or older, 13% (75) are 30-39, and 11% are 25-29 (64).

- Students 30 and older tended to report more positive experiences with their instructors than students between the ages of 20-29. For example, 91% of students 40 or older gave a rating between 89-100 in regards to instructors are fair in grading, providing feedback, and setting expectations, regardless of the students' background, compared to 86% of students 20-24 giving the same rating.

Students with Disabilities

25% (143) of the survey respondents reported they are disabled while 75% (428) reported no disability.

- Students who report they have a disability are less likely to report that campus services treat them fairly most of the time, report a higher rate of negative interactions with instructors, and a higher rate of negative interactions with the campus environment. For example, 79% of students with a disability reported they never or rarely experienced instructors who made them feel uncomfortable of their race/ethnicity, language, gender, sexual orientation, religion, or disability status, while 90% of students without a disability reported the same.

Family Income

41% (238) of survey respondents report their family income to be less than \$50,000, while 39% report their income to be over \$50,001 per year (226), 20% (118) reported not knowing their families income.

- Students who reported their family income to be between \$50,001 and \$75,000 (middle) are less likely to report that they have learned a lot about differences and cultural backgrounds during their time at FHDA than students who report their incomes to be \$0-\$25,000 (very low) or over \$100,001 (very high). For example, 76% of the middle income group reported they strongly or somewhat

agree that they have a better understanding of people who are different from them, while 87% of very low income students and 81% of very high income students reported the same.

Language

38% (220) of respondents report speaking only English at home, 45% (260) state that English is their primary language at home but they speak another language, and 17% (101) do not speak English at home.

- Students who report they speak only English at home are less likely to report personal and social learning than the other categories of English speakers. For example, 77% of students who speak only English reported they strongly or somewhat agree that they have a better understanding of people who are different from them, compared to 84% for students who speak English primarily, and 89% of student who do not speak English at home.

Ethnicity

29% (164) of respondents report their ethnicity to be White, followed by 30% (153) Asian, 19% (111) Multi-Race, and 16% (82) Latino/a.

- White students are the most likely to report positive interactions and relationships with instructors.
- Latino/a students are the most likely to report that they have learned about themselves and others in their time at FHDA.
- Multi-racial students are the least likely to report never having had negative interactions with instructors due to their race/ethnicity, language, gender, sexual orientation, religion, or disability status. These students are also the least likely to report that they are experiencing a positive and welcoming campus environment.
- For example, 86% of White students rated instructors between 80-100% in being fair in grading, providing feedback, and setting expectations, regardless of the students' background, while 88% of Multi-racial students provided the same rating.

Student-Instructor Interaction

Question 1 asks the student to identify the campus in which they take the majority of their classes.

2. How many quarters have you been a student on that campus?

	N	Percent
None: First quarter	37	6.2
1-3 quarters	175	29.5
4-6 quarters	118	19.9
7-9 quarters	124	20.9
10+ quarters	139	23.4
Total	593	
No Response	1	

3. How many hours do you spend physically on campus in a typical week?

	N	Percent
None	14	2.4
1-5	139	23.4
6-10	143	24.1
11-20	169	28.5
21-30	84	14.2
30+	44	7.4
Total	593	
No Response	1	

4. How many different instructors have you taken courses from?

	N	Percent
1-3	90	15.2
4-6	101	17.0
7-10	144	24.3
11-14	96	16.2
15-19	75	12.6
20+	87	14.7
Total	593	
No Response	1	

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5. Which best describes where you take most of your classes?

	N	Percent
All on campus	404	69.8
Most on campus	166	28.7
Most online	9	1.6
Total	579	
No Response	15	

6. Are you more comfortable approaching a faculty member that looks like yourself ethnically/racially?

	N	Percent
Yes	172	44.9
No	211	55.1
Total	383	
No Response	211	

Questions 7-14. What percentage of all your instructors (this quarter and in the past):

Employees:

7. Are fair in grading, providing feedback, and setting expectations, regardless of the students' backgrounds.

	N	Percent
90-100%	318	54.2
80-89%	204	34.8
70-79%	44	7.5
60-69%	13	2.2
< 60%	8	1.4
Total	587	
No Response	7	

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8. Are approachable if I want to ask a question outside of class.

	N	Percent
90-100%	310	52.6
80-89%	184	31.2
70-79%	70	11.9
60-69%	18	3.1
< 60%	7	1.2
Total	589	
No Response	5	

9. Show care and concern for me.

	N	Percent
90-100%	229	38.9
80-89%	191	32.5
70-79%	118	20.1
60-69%	36	6.1
< 60%	14	2.4
Total	588	
No Response	6	

10. Take an interest in my educational progress.

	N	Percent
90-100%	206	35.2
80-89%	189	32.3
70-79%	121	20.6
60-69%	48	8.2
< 60%	22	3.8
Total	586	
No Response	8	

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11. Make me feel that my contributions in class are valued.

	N	Percent
90-100%	238	40.5
80-89%	194	33.0
70-79%	105	17.9
60-69%	32	5.4
< 60%	19	3.2
Total	588	
No Response	6	

12. Make me feel like I am part of the campus community.

	N	Percent
90-100%	191	32.9
80-89%	147	25.3
70-79%	129	22.2
60-69%	66	11.4
< 60%	47	8.1
Total	580	
No Response	14	

13. Use examples in the classroom that reflect a wide range of cultures.

	N	Percent
90-100%	242	41.9
80-89%	152	26.3
70-79%	108	18.7
60-69%	41	7.1
< 60%	35	6.1
Total	578	
No Response	16	

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14. Recognize my background in a way that makes me proud of who I am.

	N	Percent
90-100%	195	34.0
80-89%	138	24.1
70-79%	131	22.9
60-69%	56	9.8
< 60%	53	9.2
Total	573	
No Response	21	

Questions 15-21. How often have you experienced instructors who:

15. Ignore my comments or questions in class because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status.

	N	Percent
Never	459	78.2
Rarely	73	12.4
Occasionally	22	3.7
Frequently	10	1.7
N/A or Don't Know	23	3.9
Total	587	
No Response	7	

16. Discourage students from asking questions in class due to students' race/ethnicity, language, gender, sexual orientation, religion, or disability status.

	N	Percent
Never	452	77.3
Rarely	80	13.7
Occasionally	25	4.3
Frequently	8	1.4
N/A or Don't Know	20	3.4
Total	585	
No Response	9	

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17. Reinforce stereotypes in the classroom based on race/ethnicity, language, gender, sexual orientation, religion, or disability status.

	N	Percent
Never	381	65.0
Rarely	109	18.6
Occasionally	54	9.2
Frequently	16	2.7
N/A or Don't Know	26	4.4
Total	586	
No Response	8	

18. Make me feel uncomfortable because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status.

	N	Percent
Never	414	70.6
Rarely	94	16.0
Occasionally	43	7.3
Frequently	17	2.9
N/A or Don't Know	18	3.1
Total	586	
No Response	8	

19. Assign readings or use materials in class that reinforce stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status.

	N	Percent
Never	389	66.3
Rarely	98	16.7
Occasionally	53	9.0
Frequently	21	3.6
N/A or Don't Know	26	4.4
Total	587	
No Response	7	

20. Allow other students to reinforce stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status.

	N	Percent
Never	385	66.0
Rarely	91	15.6
Occasionally	62	10.6
Frequently	23	3.9
N/A or Don't Know	22	3.8
Total	583	
No Response	11	

21. Seem afraid of me because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status.

	N	Percent
Never	481	81.8
Rarely	47	8.0
Occasionally	27	4.6
Frequently	8	1.4
N/A or Don't Know	25	4.3
Total	588	
No Response	6	

Student Encounters with Campus Services

Think about any encounters you have had with any of the services of this campus beyond the classroom, including things like the library, counseling, tutoring, admission and records, financial aid, the health center, campus security, or other services. Please grade your experiences with campus services in the following questions.

Questions 22-28. In my encounters with services on campus...

22. I have been treated with courtesy.

	N	Percent
90-100%	326	56.3
80-89%	160	27.6
70-79%	62	10.7
60-69%	21	3.6
< 60%	10	1.7
Total	579	
No Response	15	

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23. I have been given accurate and timely information.

	N	Percent
90-100%	279	48.7
80-89%	177	30.9
70-79%	73	12.7
60-69%	28	4.9
< 60%	16	2.8
Total	573	
No Response	21	

24. I have had an easy time getting answers to my questions.

	N	Percent
90-100%	236	41.2
80-89%	180	31.4
70-79%	92	16.1
60-69%	40	7.0
< 60%	25	4.4
Total	573	
No Response	21	

25. I have been able to meet face-to-face with someone to get help when needed.

	N	Percent
90-100%	294	53.4
80-89%	132	24.0
70-79%	66	12.0
60-69%	35	6.4
< 60%	24	4.4
Total	551	
No Response	43	

26. I have been talked to with respect by college employees.

	N	Percent
90-100%	311	54.5
80-89%	154	27.0
70-79%	71	12.4
60-69%	20	3.5
< 60%	15	2.6
Total	571	
No Response	23	

27. I have been treated fairly.

	N	Percent
90-100%	336	58.6
80-89%	160	27.9
70-79%	49	8.6
60-69%	14	2.4
< 60%	14	2.4
Total	573	
No Response	21	

28. I have been given the amount of time and attention I need to get the help I need.

	N	Percent
90-100%	274	48.5
80-89%	163	28.9
70-79%	88	15.6
60-69%	21	3.7
< 60%	19	3.4
Total	565	
No Response	29	

Student Learning

Questions 29-33.

As a result of my experiences at this college:

29. I have a better understanding of people who are different from me.

	N	Percent
Strongly Agree	280	47.6
Somewhat Agree	203	34.5
Somewhat Disagree	23	3.9
Strongly Disagree	15	2.6
N/A, don't know, doesn't matter	67	11.4
Total	588	
No Response	6	

FHDA Student Equity Survey – **DEANZA CAMPUS ONLY**

30. I am more comfortable working with people from other cultures.

	N	Percent
Strongly Agree	280	47.9
Somewhat Agree	158	27.0
Somewhat Disagree	37	6.3
Strongly Disagree	13	2.2
N/A, don't know, doesn't matter	97	16.6
Total	585	
No Response	9	

31. I have an increased appreciation/ability to see things from the perspective of others.

	N	Percent
Strongly Agree	303	51.8
Somewhat Agree	184	31.5
Somewhat Disagree	28	4.8
Strongly Disagree	8	1.4
N/A, don't know, doesn't matter	62	10.6
Total	585	
No Response	9	

32. I have a better understanding of my own cultural background.

	N	Percent
Strongly Agree	219	37.6
Somewhat Agree	160	27.5
Somewhat Disagree	58	10.0
Strongly Disagree	47	8.1
N/A, don't know, doesn't matter	98	16.8
Total	582	
No Response	12	

33. I have an increased appreciation for having instructors who represent a diversity of cultural backgrounds.

	N	Percent
Strongly Agree	294	50.5
Somewhat Agree	157	27.0
Somewhat Disagree	33	5.7
Strongly Disagree	10	1.7
N/A, don't know, doesn't matter	88	15.1
Total	582	
No Response	12	

Perceptions of the Campus Overall

Questions 34-44.

I feel that:

34. This campus is welcoming regardless of one's race/ethnicity, language, gender, sexual orientation, religion, or disability status.

	N	Percent
Strongly Agree	382	65.3
Somewhat Agree	132	22.6
Somewhat Disagree	36	6.2
Strongly Disagree	11	1.9
N/A, don't know, doesn't matter	24	4.1
Total	585	
No Response	9	

35. This campus makes the necessary classroom and student support services available.

	N	Percent
Strongly Agree	283	48.9
Somewhat Agree	182	31.4
Somewhat Disagree	49	8.5
Strongly Disagree	17	2.9
N/A, don't know, doesn't matter	48	8.3
Total	579	
No Response	15	

FHDA Student Equity Survey – **DEANZA CAMPUS ONLY**

36. I am safe from physical harm when I am on campus.

	N	Percent
Strongly Agree	243	41.8
Somewhat Agree	211	36.3
Somewhat Disagree	86	14.8
Strongly Disagree	19	3.3
N/A, don't know, doesn't matter	23	4.0
Total	582	
No Response	12	

37. This campus provides an environment for free and open expression of ideas, opinions and beliefs.

	N	Percent
Strongly Agree	310	53.4
Somewhat Agree	193	33.3
Somewhat Disagree	41	7.1
Strongly Disagree	11	1.9
N/A, don't know, doesn't matter	25	4.3
Total	580	
No Response	14	

38. I am valued as a human being on this campus.

	N	Percent
Strongly Agree	304	52.2
Somewhat Agree	176	30.2
Somewhat Disagree	42	7.2
Strongly Disagree	13	2.2
N/A, don't know, doesn't matter	47	8.1
Total	582	
No Response	12	

FHDA Student Equity Survey – **DEANZA CAMPUS ONLY**

39. My intelligence is recognized and respected on this campus.

	N	Percent
Strongly Agree	261	45.2
Somewhat Agree	188	32.6
Somewhat Disagree	61	10.6
Strongly Disagree	13	2.3
N/A, don't know, doesn't matter	54	9.4
Total	577	
No Response	17	

40. This campus is focused on the success of all students.

	N	Percent
Strongly Agree	265	45.8
Somewhat Agree	187	32.3
Somewhat Disagree	65	11.2
Strongly Disagree	22	3.8
N/A, don't know, doesn't matter	40	6.9
Total	579	
No Response	15	

41. This campus is free from tension related to race/ethnicity, language, gender, sexual orientation, religion, or disability status.

	N	Percent
Strongly Agree	251	43.3
Somewhat Agree	165	28.4
Somewhat Disagree	86	14.8
Strongly Disagree	29	5.0
N/A, don't know, doesn't matter	49	8.4
Total	580	
No Response	14	

FHDA Student Equity Survey – **DEANZA CAMPUS ONLY**

42. I fit into the Foothill-De Anza community.

	N	Percent
Strongly Agree	259	44.8
Somewhat Agree	192	33.2
Somewhat Disagree	56	9.7
Strongly Disagree	24	4.2
N/A, don't know, doesn't matter	47	8.1
Total	578	
No Response	16	

43. As a student employee/worker, my work skills have been enhanced through my interactions with campus staff and/or faculty.

	N	Percent
Strongly Agree	192	33.3
Somewhat Agree	153	26.5
Somewhat Disagree	37	6.4
Strongly Disagree	21	3.6
N/A, don't know, doesn't matter	174	30.2
Total	577	
No Response	17	

44. This campus provides appropriate support for students who are primary caregivers (of either children or adults).

	N	Percent
Strongly Agree	152	26.3
Somewhat Agree	116	20.1
Somewhat Disagree	36	6.2
Strongly Disagree	18	3.1
N/A, don't know, doesn't matter	255	44.2
Total	577	
No Response	17	

Background

45. What is your educational goal?		
	N	Percent
Transfer to 4-year	382	65.2
Associates	70	11.9
Certificate	26	4.4
Basic Skills	11	1.9
Job skills	30	5.1
Pers. Enrichment	31	5.3
Undecided	17	2.9
Other	19	3.2
Total	586	
No Response	8	

46. What is your current family income (income is the amount of money you and family members living with you earn in a year)?

	N	Percent
\$0-25,000	126	21.6
\$25-50,000	112	19.2
\$50-75,000	78	13.4
\$75-100,000	68	11.7
Over \$100,000	80	13.7
Don't know	118	20.3
Total	582	
No Response	12	

47. Are you a primary caregiver for any of the following? Check all that apply.

	N	Percent
Indiv. <18 years	60	10.3
Indiv. >18 years	56	9.6
Both	8	1.4
None of the Above	458	78.7
Total	582	
No Response	12	

FHDA Student Equity Survey – **DEANZA CAMPUS ONLY**

48. Please mark the most appropriate item.

	N	Percent
English is the only language I speak	220	37.9
English is my primary language, but I speak one or more other languages	260	44.8
English is not my primary language	101	17.4
Total	581	
No Response	13	

49. What is your age?

	N	Percent
19 or younger	145	24.9
20-24	186	31.9
25-29	64	11.0
30-34	47	8.1
35-39	28	4.8
40-49	50	8.6
50 or older	63	10.8
Total	583	
No Response	11	

FHDA Student Equity Survey – **DEANZA CAMPUS ONLY**

50. With what racial/ethnic group(s) do you identify? Check all that apply.		
	N	Percent
African	3	0.5
African American	11	1.9
American Indian/Alaskan Native	1	0.2
Asian Indian	42	7.3
Cambodian	2	0.3
Central American	9	1.6
Chinese	42	7.3
Filipino	20	3.5
Hawaiian	2	0.3
Japanese	5	0.9
Korean	10	1.7
Mexican/Chicano	66	11.5
Middle Eastern	9	1.6
Other Asian	2	0.3
Other Non-White	4	0.7
Other Pacific Islander	3	0.5
Other: Please specify	23	4.0
Pakistani	5	0.9
Samoaan	1	0.2
South American	7	1.2
Vietnamese	30	5.2
White Non-Hispanic	164	28.7
Multiple Ethnicities	111	19.4
Total	572	
No Response	22	

Note: Students who selected more than one race are included in the “Multiple Ethnicities” category and are *not* included in each of the other categories.

FHDA Student Equity Survey – **DEANZA CAMPUS ONLY**

51. What is your religion?		
	N	Percent
Agnostic	54	9.4
Atheist	52	9.1
Bahai	1	0.2
Buddhism	26	4.5
Christianity	167	29.1
Decline to state/Rather not say	59	10.3
Hinduism	26	4.5
Islam	23	4.0
Jainism	1	0.2
Judaism	11	1.9
No religion	100	17.5
Other please specify:	44	7.7
Paganism	5	0.9
Shinto	1	0.2
Sikhism	1	0.2
Taoism	1	0.2
Wiccan	1	0.2
Total	573	
No Response	21	

FHDA Student Equity Survey – **DEANZA CAMPUS ONLY**

52. Are you a person with a disability? Check all that apply.		
	N	Percent
Aquired Brain Impairment	1	0.2
Chronic Health Impairments	3	0.5
Decline to state/Rather not say	31	5.4
Hearing Impairment or Deaf	1	0.2
Learning Disabilities	32	5.6
Mobility/Orthopedic Impairment	1	0.2
No disability	428	75.0
Other	3	0.5
Physical Disabilities	6	1.1
Psychological Disability	14	2.5
Speech and Language Impairment	3	0.5
Visual Impairment	7	1.2
Multiple Disabilities	41	7.2
Total	571	
No Response	23	

Note: Students who selected more than one disability are included in the “Multiple Disabilities” category and are *not* included in each of the other categories.

53. Are you a veteran of the US armed forces?		
	N	Percent
No	561	96.6
Yes	20	3.4
Total	581	
No Response	13	

54. What is your citizenship status?		
	N	Percent
AB 540 student/undocumented	13	2.2
Decline to state/Rather not say	12	2.1
U.S. citizen	476	81.6
U.S. permanent resident	71	12.2
U.S. temporary resident/international student	11	1.9
Total	583	
No Response	11	

FHDA Student Equity Survey – **DEANZA CAMPUS ONLY**

55. What is your gender identity?

	N	Percent
Female	333	57
Male	224	38.4
Transgender	1	0.2
Transsexual	1	0.2
Gender neutral/androgynous/ambiguous	4	0.7
Gender questioning	4	0.7
Decline to state/Rather not say	17	2.9
Total	584	
No Response	10	

56. What is your sexual orientation?

	N	Percent
Heterosexual	471	82.8
Homosexual	20	3.5
Asexual	6	1.1
Bisexual	28	4.9
Other	11	1.9
Decline to state/Rather not say	33	5.8
Total	569	
No Response	25	

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Notes on methodology

This report highlights some of the largest and most consistent differences in how different groups of students answered various questions.

To select the questions to highlight in this report, we used the following method:

1. Collapsed questions into the following groups, taking the mean across all questions for each student:
 - a. **Questions 7-14:** Positive interactions and relationships with instructors (questions 7-14)
 - b. **Questions 15-21:** Negative interactions and relationships with instructors
 - c. **Questions 22-28:** Positive interactions with non-academic campus staff and services
 - d. **Questions 29-33:** Student learning about self and others
 - e. **Questions 34-44:** Supportive and positive campus
2. When necessary, collapsed student demographic groups to create large enough samples. In some cases, not all students were included in a group.
 - a. **Number of quarters-** three groups: 0-3, 4-9 and 10+ quarters
 - b. **Online classes-** two groups: all on campus, at least some online
 - c. **Educational goal-** four groups: transfer, associates, certificate and other
 - d. **Age-** five groups: 19 or younger, 20-24, 25-29, 30-39, 40 or older.
 - e. **Race-** four groups: Asian, Latino/a, White, Multi-racial
 - f. **Disability-** two groups: disabled, no disability
 - g. **Gender-** two groups: female, male
3. Conduct bivariate t-tests between each of the demographic groups (e.g. males and females, white and Asian students) for each of the five collapsed categories of questions.
4. For the groups for which there were statistically significant differences, report the general finding (e.g. Older students tend to report more positive experiences with their instructors than younger students) and look at the cross tabulations for each of the specific questions in the category (e.g. look at the cross tabulations for questions 7-14, which make up the “positive instructor” question category, for students of different age groups).
5. Report most of the questions that have differences of at least ten percentage points in any one category.
 - a. Due to small sample sizes, some cells (student group by answer) represent very few students. Cells that contain fewer than 10 students are highlighted to indicate that these results should be interpreted with caution.

Such a method is necessary to distill the thousands of possible comparisons into meaningful, significant findings. However, there are likely more subtle differences between groups that might not bubble to the surface with such a strategy.

Age

Age groups:

Category	N	%
19 or younger	145	24.9
20-24	186	31.9
25-29	64	11.0
30-39	75	12.9
40 or older	113	19.4

Findings:

Older students tend to report more positive experiences with their instructors than younger students.

What percentage of all your instructors (this quarter and in the past):

Are fair in grading, providing feedback, and setting expectations, regardless of the students' backgrounds

	90-100%	80-89%	70-79%	60-69%	< 60%
19 or younger	51.4%	40.3%	6.2%	1.4%	0.7%
20-24	44.6%	43.0%	10.2%	0.5%	1.6%
25-29	46.9%	37.5%	6.2%	6.2%	3.1%
30-39	67.6%	21.6%	9.5%	0.0%	1.4%
40 or older	69.4%	21.6%	4.5%	3.6%	0.9%
19 or younger	74	58	9	2	1
20-24	83	80	19	1	3
25-29	30	24	4	4	2
30-39	50	16	7	0	1
40 or older	77	24	5	4	1

Are approachable if I want to ask a question outside of class

	90-100%	80-89%	70-79%	60-69%	< 60%
19 or younger	50.3%	34.5%	13.8%	1.4%	0.0%
20-24	44.9%	36.2%	13.5%	4.3%	1.1%
25-29	43.8%	37.5%	15.6%	1.6%	1.6%
30-39	64.9%	21.6%	9.5%	2.7%	1.4%
40 or older	66.1%	21.4%	7.1%	4.5%	0.9%
19 or younger	73	50	20	2	0
20-24	83	67	25	8	2
25-29	28	24	10	1	1
30-39	48	16	7	2	1
40 or older	74	24	8	5	1

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Show care and concern for me

	90-100%	80-89%	70-79%	60-69%	< 60%
19 or younger	26.9%	44.1%	22.1%	5.5%	1.4%
20-24	33.2%	32.1%	28.3%	3.8%	2.7%
25-29	29.7%	31.2%	23.4%	9.4%	6.2%
30-39	60.8%	21.6%	5.4%	10.8%	1.4%
40 or older	54.0%	26.5%	12.4%	5.3%	1.8%
19 or younger	39	64	32	8	2
20-24	61	59	52	7	5
25-29	19	20	15	6	4
30-39	45	16	4	8	1
40 or older	61	30	14	6	2

Take an interest in my educational progress

	90-100%	80-89%	70-79%	60-69%	< 60%
19 or younger	27.1%	43.8%	18.8%	8.3%	2.1%
20-24	28.4%	32.8%	25.7%	8.7%	4.4%
25-29	26.6%	31.2%	21.9%	14.1%	6.2%
30-39	51.4%	23.0%	14.9%	8.1%	2.7%
40 or older	49.6%	24.8%	18.6%	3.5%	3.5%
19 or younger	39	63	27	12	3
20-24	52	60	47	16	8
25-29	17	20	14	9	4
30-39	38	17	11	6	2
40 or older	56	28	21	4	4

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Make me feel that my contributions in class are valued

	90-100%	80-89%	70-79%	60-69%	< 60%
19 or younger	32.4%	37.9%	22.1%	5.5%	2.1%
20-24	35.3%	35.9%	17.4%	7.6%	3.8%
25-29	31.2%	35.9%	20.3%	7.8%	4.7%
30-39	50.0%	35.1%	10.8%	1.4%	2.7%
40 or older	58.4%	20.4%	16.8%	2.7%	1.8%
19 or younger	47	55	32	8	3
20-24	65	66	32	14	7
25-29	20	23	13	5	3
30-39	37	26	8	1	2
40 or older	66	23	19	3	2

Make me feel like I am part of the campus community

	90-100%	80-89%	70-79%	60-69%	< 60%
19 or younger	22.1%	30.3%	30.3%	9.7%	7.6%
20-24	27.3%	25.7%	20.2%	16.4%	10.4%
25-29	25.4%	28.6%	23.8%	15.9%	6.3%
30-39	47.9%	23.3%	19.2%	2.7%	6.8%
40 or older	50.9%	18.5%	16.7%	8.3%	5.6%
19 or younger	32	44	44	14	11
20-24	50	47	37	30	19
25-29	16	18	15	10	4
30-39	35	17	14	2	5
40 or older	55	20	18	9	6

Recognize my background in a way that makes me proud of who I am

	90-100%	80-89%	70-79%	60-69%	< 60%
19 or younger	27.3%	25.9%	23.8%	13.3%	9.8%
20-24	30.4%	23.9%	23.4%	12.5%	9.8%
25-29	24.2%	30.6%	32.3%	6.5%	6.5%
30-39	49.3%	20.5%	16.4%	5.5%	8.2%
40 or older	45.2%	20.2%	21.2%	5.8%	7.7%
19 or younger	39	37	34	19	14
20-24	56	44	43	23	18
25-29	15	19	20	4	4
30-39	36	15	12	4	6
40 or older	47	21	22	6	8

Disability Status

Category	N	%
No disability	428	75.0
Disabled	143	25.0

Findings:

Students who don't report any disability are more likely to report:

- ***that campus services treat them fairly most of the time***
- ***fewer negative interactions with instructors***
- ***a more positive campus environment***

In my encounters with services on campus...

I have been treated fairly.

	90-100%	80-89%	70-79%	60-69%	< 60%
No disability	62.2%	27.2%	7.2%	2.4%	1.0%
Disabled	48.6%	28.6%	12.9%	2.9%	7.1%
No disability	258	113	30	10	4
Disabled	68	40	18	4	10

How often have you experienced instructors who:

Ignore my comments or questions in class because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
No disability	82.4%	10.5%	3.3%	0.7%	3.0%
Disabled	66.0%	17.0%	5.7%	4.3%	7.1%
No disability	352	45	14	3	13
Disabled	93	24	8	6	10

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Discourage students from asking questions in class due to students' race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
No disability	80.7%	13.2%	3.3%	0.7%	2.1%
Disabled	66.9%	15.5%	7.0%	2.8%	7.7%
No disability	343	56	14	3	9
Disabled	95	22	10	4	11

Make me feel uncomfortable because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
No disability	73.9%	16.0%	5.4%	1.6%	3.1%
Disabled	61.5%	16.8%	11.9%	6.3%	3.5%
No disability	314	68	23	7	13
Disabled	88	24	17	9	5

Allow other students to reinforce stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
No disability	69.5%	14.9%	10.2%	2.1%	3.3%
Disabled	55.6%	17.6%	13.4%	8.5%	4.9%
No disability	294	63	43	9	14
Disabled	79	25	19	12	7

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Seem afraid of me because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
No disability	85.0%	7.2%	4.0%	0.5%	3.3%
Disabled	73.9%	10.6%	5.6%	2.8%	7.0%
No disability	364	31	17	2	14
Disabled	105	15	8	4	10

I feel that:

This campus is free from tension related to race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
No disability	68.5%	21.4%	5.6%	0.7%	3.8%
Disabled	55.9%	27.3%	7.0%	4.9%	4.9%
No disability	292	91	24	3	16
Disabled	80	39	10	7	7

This campus provides an environment for free and open expression of ideas, opinions and beliefs

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
No disability	56.1%	32.8%	6.1%	1.2%	3.8%
Disabled	45.1%	35.9%	9.9%	3.5%	5.6%
No disability	238	139	26	5	16
Disabled	64	51	14	5	8

This campus is welcoming regardless of one's race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
No disability	46.8%	29.4%	12.7%	3.5%	7.5%
Disabled	32.4%	24.6%	21.8%	9.9%	11.3%
No disability	199	125	54	15	32
Disabled	46	35	31	14	16

Educational Goal

Category	N	%
transfer	382	67.1
associates	70	12.3
certificate	26	4.6
other	91	16.0

Findings:

- ***Generally, students who state that they intend to transfer are less likely to report having positive relationships and interactions with their instructors.***
- ***This group of students is also the least likely to report having had positive interactions with campus services and the most likely to report that they don't fit into the FHDA community.***
- ***Students who report that they have an educational goal other than transfer, associates or certificate are the least likely to report that they have experienced significant personal growth because of their time at FHDA. This is likely due to the fact that they are the most likely to report that such measures don't apply to them.***

What percentage of all your instructors (this quarter and in the past):

Are fair in grading, providing feedback, and setting expectations, regardless of the students' backgrounds

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	47.8%	40.2%	8.4%	1.8%	1.8%
associates	64.3%	24.3%	10.0%	1.4%	0.0%
certificate	76.0%	16.0%	4.0%	4.0%	0.0%
other	64.0%	28.1%	3.4%	3.4%	1.1%
transfer	182	153	32	7	7
associates	45	17	7	1	0
certificate	19	4	1	1	0
other	57	25	3	3	1

Are approachable if I want to ask a question outside of class

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	47.8%	35.2%	13.4%	2.6%	1.0%
associates	68.6%	18.6%	10.0%	2.9%	0.0%
certificate	60.0%	16.0%	12.0%	8.0%	4.0%
other	57.8%	27.8%	8.9%	4.4%	1.1%
transfer	182	134	51	10	4
associates	48	13	7	2	0
certificate	15	4	3	2	1
other	52	25	8	4	1

Show care and concern for me

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	33.2%	35.8%	22.4%	6.6%	2.1%
associates	57.1%	20.0%	15.7%	5.7%	1.4%
certificate	40.0%	28.0%	16.0%	8.0%	8.0%
other	48.4%	27.5%	16.5%	5.5%	2.2%
transfer	126	136	85	25	8
associates	40	14	11	4	1
certificate	10	7	4	2	2
other	44	25	15	5	2

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Take an interest in my educational progress

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	29.4%	35.4%	21.7%	9.3%	4.2%
associates	52.9%	28.6%	12.9%	4.3%	1.4%
certificate	48.0%	16.0%	32.0%	0.0%	4.0%
other	40.7%	27.5%	20.9%	7.7%	3.3%
transfer	111	134	82	35	16
associates	37	20	9	3	1
certificate	12	4	8	0	1
other	37	25	19	7	3

Make me feel that my contributions in class are valued

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	35.8%	36.6%	18.7%	5.5%	3.4%
associates	54.3%	22.9%	17.1%	4.3%	1.4%
certificate	52.0%	20.0%	16.0%	8.0%	4.0%
other	49.5%	27.5%	16.5%	4.4%	2.2%
transfer	136	139	71	21	13
associates	38	16	12	3	1
certificate	13	5	4	2	1
other	45	25	15	4	2

Make me feel like I am part of the campus community

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	26.4%	27.2%	25.1%	12.7%	8.7%
associates	52.2%	18.8%	17.4%	8.7%	2.9%
certificate	50.0%	20.8%	12.5%	4.2%	12.5%
other	39.1%	25.3%	17.2%	11.5%	6.9%
transfer	100	103	95	48	33
associates	36	13	12	6	2
certificate	12	5	3	1	3
other	34	22	15	10	6

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Use examples in the classroom that reflect a wide range of cultures

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	38.8%	26.1%	20.6%	8.4%	6.1%
associates	50.7%	31.9%	14.5%	1.4%	1.4%
certificate	45.8%	25.0%	16.7%	0.0%	12.5%
other	46.4%	22.6%	16.7%	8.3%	6.0%
transfer	147	99	78	32	23
associates	35	22	10	1	1
certificate	11	6	4	0	3
other	39	19	14	7	5

Recognize my background in a way that makes me proud of who I am

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	29.9%	25.3%	23.5%	11.5%	9.9%
associates	47.1%	21.4%	27.1%	1.4%	2.9%
certificate	33.3%	20.8%	25.0%	4.2%	16.7%
other	41.5%	20.7%	17.1%	12.2%	8.5%
transfer	112	95	88	43	37
associates	33	15	19	1	2
certificate	8	5	6	1	4
other	34	17	14	10	7

In my encounters with services on campus...

I have been treated with courtesy.

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	53.5%	29.0%	12.2%	3.7%	1.6%
associates	58.6%	27.1%	8.6%	4.3%	1.4%
certificate	68.0%	20.0%	0.0%	4.0%	8.0%
other	60.5%	26.7%	9.3%	2.3%	1.2%
transfer	201	109	46	14	6
associates	41	19	6	3	1
certificate	17	5	0	1	2
other	52	23	8	2	1

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

I have been given accurate and timely information.

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	44.1%	33.4%	14.7%	4.8%	2.9%
associates	52.2%	30.4%	7.2%	7.2%	2.9%
certificate	50.0%	34.6%	3.8%	3.8%	7.7%
other	62.7%	20.5%	12.0%	3.6%	1.2%
transfer	165	125	55	18	11
associates	36	21	5	5	2
certificate	13	9	1	1	2
other	52	17	10	3	1

I have had an easy time getting answers to my questions.

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	37.2%	33.2%	17.6%	7.8%	4.3%
associates	43.5%	34.8%	11.6%	7.2%	2.9%
certificate	48.0%	36.0%	0.0%	4.0%	12.0%
other	52.4%	21.4%	16.7%	4.8%	4.8%
transfer	139	124	66	29	16
associates	30	24	8	5	2
certificate	12	9	0	1	3
other	44	18	14	4	4

I have been able to meet face-to-face with someone to get help when needed.

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	51.4%	25.0%	13.5%	6.3%	3.8%
associates	57.6%	19.7%	12.1%	6.1%	4.5%
certificate	56.0%	28.0%	0.0%	4.0%	12.0%
other	58.7%	22.7%	9.3%	5.3%	4.0%
transfer	187	91	49	23	14
associates	38	13	8	4	3
certificate	14	7	0	1	3
other	44	17	7	4	3

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

I have been talked to with respect by college employees.

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	51.1%	28.9%	14.4%	4.3%	1.3%
associates	60.9%	24.6%	8.7%	4.3%	1.4%
certificate	57.7%	23.1%	3.8%	0.0%	15.4%
other	60.5%	23.5%	11.1%	1.2%	3.7%
transfer	191	108	54	16	5
associates	42	17	6	3	1
certificate	15	6	1	0	4
other	49	19	9	1	3

I have been treated fairly.

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	55.7%	30.7%	8.0%	2.7%	2.9%
associates	59.7%	29.9%	9.0%	1.5%	0.0%
certificate	61.5%	19.2%	3.8%	7.7%	7.7%
other	69.4%	17.6%	10.6%	1.2%	1.2%
transfer	209	115	30	10	11
associates	40	20	6	1	0
certificate	16	5	1	2	2
other	59	15	9	1	1

I have been given the amount of time and attention I need to get the help I need.

	90-100%	80-89%	70-79%	60-69%	< 60%
transfer	42.9%	31.9%	17.7%	4.6%	2.9%
associates	55.9%	22.1%	16.2%	1.5%	4.4%
certificate	50.0%	33.3%	4.2%	0.0%	12.5%
other	62.5%	21.2%	10.0%	3.8%	2.5%
transfer	160	119	66	17	11
associates	38	15	11	1	3
certificate	12	8	1	0	3
other	50	17	8	3	2

As a result of my experiences at this college:

I have a better understanding of people who are different from me

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
transfer	49.3%	35.4%	3.1%	2.4%	9.7%
associates	45.7%	28.6%	7.1%	2.9%	15.7%
certificate	65.4%	30.8%	3.8%	0.0%	0.0%
other	36.3%	37.4%	3.3%	2.2%	20.9%
transfer	188	135	12	9	37
associates	32	20	5	2	11
certificate	17	8	1	0	0
other	33	34	3	2	19

I am more comfortable working with people from other cultures

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
transfer	50.7%	26.1%	7.1%	1.3%	14.8%
associates	49.3%	27.5%	2.9%	4.3%	15.9%
certificate	57.7%	26.9%	7.7%	0.0%	7.7%
other	33.0%	31.9%	3.3%	2.2%	29.7%
transfer	192	99	27	5	56
associates	34	19	2	3	11
certificate	15	7	2	0	2
other	30	29	3	2	27

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

I have an increased appreciation/ability to see things from the perspective of others

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
transfer	54.4%	31.1%	5.3%	1.3%	7.9%
associates	50.0%	24.3%	4.3%	2.9%	18.6%
certificate	57.7%	38.5%	0.0%	0.0%	3.8%
other	41.8%	37.4%	2.2%	0.0%	18.7%
transfer	206	118	20	5	30
associates	35	17	3	2	13
certificate	15	10	0	0	1
other	38	34	2	0	17

I have a better understanding of my own cultural background

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
transfer	37.0%	28.9%	10.8%	8.7%	14.7%
associates	44.8%	22.4%	7.5%	4.5%	20.9%
certificate	53.8%	19.2%	7.7%	7.7%	11.5%
other	33.3%	26.7%	7.8%	6.7%	25.6%
transfer	141	110	41	33	56
associates	30	15	5	3	14
certificate	14	5	2	2	3
other	30	24	7	6	23

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

I have an increased appreciation for having instructors who represent a diversity of cultural backgrounds

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
transfer	52.0%	29.8%	5.0%	1.6%	11.6%
associates	58.0%	23.2%	4.3%	2.9%	11.6%
certificate	48.0%	36.0%	8.0%	0.0%	8.0%
other	40.0%	20.0%	4.4%	1.1%	34.4%
transfer	197	113	19	6	44
associates	40	16	3	2	8
certificate	12	9	2	0	2
other	36	18	4	1	31

I feel that:

I fit into the Foothill-De Anza community

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
transfer	43.9%	35.6%	9.0%	4.8%	6.6%
associates	58.0%	29.0%	4.3%	2.9%	5.8%
certificate	56.0%	24.0%	8.0%	4.0%	8.0%
other	33.0%	31.9%	15.4%	2.2%	17.6%
transfer	165	134	34	18	25
associates	40	20	3	2	4
certificate	14	6	2	1	2
other	30	29	14	2	16

Family Income

Category	N	%
\$0-25,000	126	21.7
\$25,001-50,000	112	19.2
\$50,001-75,000	78	13.4
\$75,001-100,000	68	11.7
Over \$100,000	80	13.8
Don't know	118	20.3

Findings:

Students who report that their families are in the middle income categories are less likely than their peers who report coming from very low- and very high-income families that they have learned a lot about differences and cultural backgrounds during their time at FHDA.

As a result of my experiences at this college:

I have a better understanding of people who are different from me

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
\$0-25,000	49.2%	38.1%	4.0%	1.6%	7.1%
\$25,001-50,000	48.2%	39.3%	2.7%	0.9%	8.9%
\$50,001-75,000	39.7%	35.9%	3.8%	2.6%	17.9%
\$75,001-100,000	47.1%	35.3%	4.4%	5.9%	7.4%
Over \$100,000	61.3%	20.0%	0.0%	2.5%	16.2%
Don't know	39.3%	36.8%	6.8%	3.4%	13.7%
\$0-25,000	62	48	5	2	9
\$25,001-50,000	54	44	3	1	10
\$50,001-75,000	31	28	3	2	14
\$75,001-100,000	32	24	3	4	5
Over \$100,000	49	16	0	2	13
Don't know	46	43	8	4	16

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

I am more comfortable working with people from other cultures

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
\$0-25,000	51.6%	31.0%	10.3%	1.6%	5.6%
\$25,001-50,000	43.2%	36.0%	8.1%	0.0%	12.6%
\$50,001-75,000	51.3%	15.4%	3.8%	2.6%	26.9%
\$75,001-100,000	45.6%	30.9%	4.4%	4.4%	14.7%
Over \$100,000	57.5%	15.0%	3.8%	3.8%	20.0%
Don't know	39.1%	28.7%	5.2%	1.7%	25.2%
\$0-25,000	65	39	13	2	7
\$25,001-50,000	48	40	9	0	14
\$50,001-75,000	40	12	3	2	21
\$75,001-100,000	31	21	3	3	10
Over \$100,000	46	12	3	3	16
Don't know	45	33	6	2	29

I have a better understanding of my own cultural background

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
\$0-25,000	40.0%	31.2%	12.0%	5.6%	11.2%
\$25,001-50,000	40.2%	29.5%	8.0%	9.8%	12.5%
\$50,001-75,000	35.1%	20.8%	16.9%	5.2%	22.1%
\$75,001-100,000	32.4%	29.4%	8.8%	14.7%	14.7%
Over \$100,000	38.8%	30.0%	5.0%	5.0%	21.2%
Don't know	35.7%	23.5%	9.6%	8.7%	22.6%
\$0-25,000	50	39	15	7	14
\$25,001-50,000	45	33	9	11	14
\$50,001-75,000	27	16	13	4	17
\$75,001-100,000	22	20	6	10	10
Over \$100,000	31	24	4	4	17
Don't know	41	27	11	10	26

Language

Category	N	%
English only	220	37.9
English primary	260	44.8
Not English	101	17.4

Findings:

- *Students who report that they speak only English at home are less likely to report personal and social learning than students who speak languages other than English at home.*
- *Students who don't speak English at home are more likely to report a supportive campus environment than students who do speak English at home.*

As a result of my experiences at this college:

I have a better understanding of people who are different from me

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
English only	42.5%	34.2%	5.0%	4.1%	14.2%
English primary	49.2%	34.6%	3.5%	1.5%	11.2%
Not English	50.5%	37.6%	3.0%	2.0%	6.9%
English only	93	75	11	9	31
English primary	128	90	9	4	29
Not English	51	38	3	2	7

I have an increased appreciation/ability to see things from the perspective of others

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
English only	43.8%	34.2%	4.6%	2.3%	15.1%
English primary	56.0%	27.8%	5.0%	1.2%	10.0%
Not English	56.0%	37.0%	4.0%	0.0%	3.0%
English only	96	75	10	5	33
English primary	145	72	13	3	26
Not English	56	37	4	0	3

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

I have a better understanding of my own cultural background

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
English only	25.8%	29.5%	11.1%	12.9%	20.7%
English primary	41.5%	25.2%	9.7%	5.4%	18.2%
Not English	51.5%	29.7%	8.9%	4.0%	5.9%
English only	56	64	24	28	45
English primary	107	65	25	14	47
Not English	52	30	9	4	6

I have an increased appreciation for having instructors who represent a diversity of cultural backgrounds

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
English only	43.1%	27.1%	8.3%	3.2%	18.3%
English primary	55.2%	24.7%	3.9%	1.2%	15.1%
Not English	52.5%	34.3%	5.1%	0.0%	8.1%
English only	94	59	18	7	40
English primary	143	64	10	3	39
Not English	52	34	5	0	8

I feel that...

I am valued as a human being on this campus

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
English only	51.6%	26.5%	9.6%	3.2%	9.1%
English primary	50.8%	31.8%	6.6%	2.3%	8.5%
Not English	58.0%	33.0%	4.0%	0.0%	5.0%
English only	113	58	21	7	20
English primary	131	82	17	6	22
Not English	58	33	4	0	5

Number of Quarters

Category	N	%
0-3	212	35.8
4-9	242	40.8
10+	139	23.4

Findings:

- *Students who have been enrolled at FHDA for between 4 and 9 terms are the least likely to report mostly positive interactions and relationships with their instructors.*
- *Students who have been enrolled at FHDA the longest (10+ terms) are the most likely to report having learned about people who are different from them.*

What percentage of all your instructors (this quarter and in the past):

Are fair in grading, providing feedback, and setting expectations, regardless of the students' backgrounds

	90-100%	80-89%	70-79%	60-69%	< 60%
0-3	59.9%	32.4%	4.3%	1.9%	1.4%
4-9	47.9%	37.6%	10.3%	2.5%	1.7%
10+	56.2%	33.6%	7.3%	2.2%	0.7%
0-3	124	67	9	4	3
4-9	116	91	25	6	4
10+	77	46	10	3	1

Are approachable if I want to ask a question outside of class

	90-100%	80-89%	70-79%	60-69%	< 60%
0-3	58.1%	31.0%	7.6%	2.4%	1.0%
4-9	44.8%	34.9%	15.4%	4.1%	0.8%
10+	58.4%	24.8%	12.4%	2.2%	2.2%
0-3	122	65	16	5	2
4-9	108	84	37	10	2
10+	80	34	17	3	3

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Show care and concern for me

	90-100%	80-89%	70-79%	60-69%	< 60%
0-3	39.7%	35.9%	18.7%	3.8%	1.9%
4-9	34.0%	32.4%	22.8%	8.3%	2.5%
10+	46.7%	27.0%	17.5%	5.8%	2.9%
0-3	83	75	39	8	4
4-9	82	78	55	20	6
10+	64	37	24	8	4

Make me feel that my contributions in class are valued

	90-100%	80-89%	70-79%	60-69%	< 60%
0-3	47.1%	28.1%	18.1%	4.8%	1.9%
4-9	31.1%	39.8%	18.3%	5.8%	5.0%
10+	47.1%	27.9%	16.9%	5.9%	2.2%
0-3	99	59	38	10	4
4-9	75	96	44	14	12
10+	64	38	23	8	3

Make me feel like I am part of the campus community

	90-100%	80-89%	70-79%	60-69%	< 60%
0-3	33.8%	27.1%	24.2%	9.2%	5.8%
4-9	27.3%	24.4%	23.5%	13.9%	10.9%
10+	41.8%	23.9%	17.2%	10.4%	6.7%
0-3	70	56	50	19	12
4-9	65	58	56	33	26
10+	56	32	23	14	9

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Recognize my background in a way that makes me proud of who I am

	90-100%	80-89%	70-79%	60-69%	< 60%
0-3	35.9%	26.2%	22.3%	7.8%	7.8%
4-9	29.8%	21.4%	25.2%	11.3%	12.2%
10+	39.1%	25.8%	18.8%	10.2%	6.2%
0-3	74	54	46	16	16
4-9	71	51	60	27	29
10+	50	33	24	13	8

As a result of my experiences at this college:

I have a better understanding of people who are different from me

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
0-3	44.3%	34.8%	2.4%	3.8%	14.8%
4-9	48.3%	34.2%	5.0%	2.5%	10.0%
10+	51.8%	34.3%	4.4%	0.7%	8.8%
0-3	93	73	5	8	31
4-9	116	82	12	6	24
10+	71	47	6	1	12

I have an increased appreciation/ability to see things from the perspective of others

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
0-3	46.4%	34.4%	4.8%	1.0%	13.4%
4-9	52.3%	30.1%	5.4%	2.5%	9.6%
10+	59.6%	28.7%	3.7%	0.0%	8.1%
0-3	97	72	10	2	28
4-9	125	72	13	6	23
10+	81	39	5	0	11

Online

Category	N	%
All on campus	404	69.8
At least some online	179	30.2

Findings:

Students who take at least some classes online are more likely to report negative interactions with instructors than students who take all of their classes on campus.

How often have you experienced instructors who:

Reinforce stereotypes in the classroom based on race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
All on campus	69.3%	15.7%	10.0%	1.2%	3.7%
At least some online	55.5%	26.0%	7.5%	5.8%	5.2%
All on campus	278	63	40	5	15
At least some online	96	45	13	10	9

Assign readings or use materials in class that reinforce stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
All on campus	69.8%	15.2%	9.2%	2.0%	3.7%
At least some online	59.8%	20.7%	8.6%	7.5%	3.4%
All on campus	280	61	37	8	15
At least some online	104	36	15	13	6

Ethnicity

Category	N	%
Asian	153	30.0
Latino/a	82	16.1
White	164	32.2
Multi-Racial	111	21.8

Findings:

- ***White students are the most likely to report positive interactions and relationships with instructors.***
- ***Latino/a students are the most likely to report that they have learned about themselves and others in their time at FHDA.***
- ***Multi-racial students are the least likely to report never having had negative interactions with instructors due to their race/ethnicity, language, gender, sexual orientation, religion, or disability status***
- ***These students are also the least likely to report that they are experiencing a positive and welcoming campus environment.***

What percentage of all your instructors (this quarter and in the past):

Are fair in grading, providing feedback, and setting expectations, regardless of the students' backgrounds

	90-100%	80-89%	70-79%	60-69%	< 60%
Asian	46.7%	41.3%	8.7%	2.0%	1.3%
Latino/a	55.6%	42.0%	2.5%	0.0%	0.0%
White	60.4%	26.2%	9.1%	2.4%	1.8%
Multi-Racial	55.9%	32.4%	8.1%	2.7%	0.9%
Asian	70	62	13	3	2
Latino/a	45	34	2	0	0
White	99	43	15	4	3
Multi-Racial	62	36	9	3	1

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Are approachable if I want to ask a question outside of class

	90-100%	80-89%	70-79%	60-69%	< 60%
Asian	50.3%	31.8%	12.6%	4.0%	1.3%
Latino/a	50.0%	40.2%	6.1%	3.7%	0.0%
White	58.9%	27.0%	11.7%	2.5%	0.0%
Multi-Racial	50.5%	31.5%	14.4%	1.8%	1.8%
Asian	76	48	19	6	2
Latino/a	41	33	5	3	0
White	96	44	19	4	0
Multi-Racial	56	35	16	2	2

Show care and concern for me

	90-100%	80-89%	70-79%	60-69%	< 60%
Asian	35.3%	38.0%	20.7%	3.3%	2.7%
Latino/a	29.3%	41.5%	26.8%	2.4%	0.0%
White	44.5%	29.9%	16.5%	7.3%	1.8%
Multi-Racial	40.5%	26.1%	19.8%	9.9%	3.6%
Asian	53	57	31	5	4
Latino/a	24	34	22	2	0
White	73	49	27	12	3
Multi-Racial	45	29	22	11	4

Make me feel that my contributions in class are valued

	90-100%	80-89%	70-79%	60-69%	< 60%
Asian	35.8%	37.7%	17.9%	6.0%	2.6%
Latino/a	36.6%	37.8%	22.0%	2.4%	1.2%
White	48.2%	31.1%	14.6%	4.9%	1.2%
Multi-Racial	40.5%	30.6%	17.1%	7.2%	4.5%
Asian	54	57	27	9	4
Latino/a	30	31	18	2	1
White	79	51	24	8	2
Multi-Racial	45	34	19	8	5

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Recognize my background in a way that makes me proud of who I am

	90-100%	80-89%	70-79%	60-69%	< 60%
Asian	33.6%	24.8%	28.9%	8.1%	4.7%
Latino/a	29.6%	28.4%	30.9%	7.4%	3.7%
White	38.6%	22.2%	18.4%	10.1%	10.8%
Multi-Racial	29.9%	27.1%	20.6%	14.0%	8.4%
Asian	50	37	43	12	7
Latino/a	24	23	25	6	3
White	61	35	29	16	17
Multi-Racial	32	29	22	15	9

As a result of my experiences at this college:

I have an increased appreciation/ability to see things from the perspective of others

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	53.3%	31.6%	6.6%	0.0%	8.6%
Latino/a	62.2%	29.3%	2.4%	2.4%	3.7%
White	50.3%	33.1%	1.8%	1.2%	13.5%
Multi-Racial	48.6%	32.4%	4.5%	0.9%	13.5%
Asian	81	48	10	0	13
Latino/a	51	24	2	2	3
White	82	54	3	2	22
Multi-Racial	54	36	5	1	15

I have a better understanding of my own cultural background

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	42.5%	28.8%	9.8%	6.5%	12.4%
Latino/a	50.0%	30.5%	6.1%	2.4%	11.0%
White	23.8%	33.5%	11.0%	9.1%	22.6%
Multi-Racial	38.0%	22.2%	12.0%	8.3%	19.4%
Asian	65	44	15	10	19
Latino/a	41	25	5	2	9
White	39	55	18	15	37
Multi-Racial	41	24	13	9	21

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

I have an increased appreciation for having instructors who represent a diversity of cultural backgrounds

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	50.7%	30.3%	6.6%	0.0%	12.5%
Latino/a	58.0%	29.6%	2.5%	0.0%	9.9%
White	45.7%	28.7%	7.9%	1.8%	15.9%
Multi-Racial	53.2%	19.8%	4.5%	3.6%	18.9%
Asian	77	46	10	0	19
Latino/a	47	24	2	0	8
White	75	47	13	3	26
Multi-Racial	59	22	5	4	21

How often have you experienced instructors who:

Reinforce stereotypes in the classroom based on race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
Asian	67.8%	20.4%	7.2%	1.3%	3.3%
Latino/a	79.0%	13.6%	4.9%	0.0%	2.5%
White	62.6%	18.4%	12.3%	3.1%	3.7%
Multi-Racial	57.7%	21.6%	10.8%	5.4%	4.5%
Asian	103	31	11	2	5
Latino/a	64	11	4	0	2
White	102	30	20	5	6
Multi-Racial	64	24	12	6	5

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

Make me feel uncomfortable because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
Asian	74.3%	19.7%	2.0%	2.0%	2.0%
Latino/a	86.4%	8.6%	3.7%	0.0%	1.2%
White	69.3%	16.0%	6.7%	4.3%	3.7%
Multi-Racial	65.8%	18.0%	10.8%	2.7%	2.7%
Asian	113	30	3	3	3
Latino/a	70	7	3	0	1
White	113	26	11	7	6
Multi-Racial	73	20	12	3	3

Allow other students to reinforce stereotypes based on race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
Asian	72.8%	13.9%	9.3%	2.6%	1.3%
Latino/a	76.5%	11.1%	7.4%	1.2%	3.7%
White	61.3%	19.0%	10.4%	4.3%	4.9%
Multi-Racial	61.3%	14.4%	14.4%	7.2%	2.7%
Asian	110	21	14	4	2
Latino/a	62	9	6	1	3
White	100	31	17	7	8
Multi-Racial	68	16	16	8	3

Seem afraid of me because of my race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Never	Rarely	Occasionally	Frequently	N/A or Don't Know
Asian	85.6%	7.8%	3.9%	0.0%	2.6%
Latino/a	85.4%	7.3%	2.4%	1.2%	3.7%
White	84.7%	6.1%	4.9%	1.8%	2.5%
Multi-Racial	81.1%	9.0%	3.6%	0.9%	5.4%
Asian	131	12	6	0	4
Latino/a	70	6	2	1	3
White	138	10	8	3	4
Multi-Racial	90	10	4	1	6

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

I feel that...

This campus is welcoming regardless of one's race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	68.0%	24.2%	4.6%	0.0%	3.3%
Latino/a	76.8%	15.9%	3.7%	1.2%	2.4%
White	71.3%	19.5%	2.4%	2.4%	4.3%
Multi-Racial	52.3%	27.0%	13.5%	2.7%	4.5%
Asian	104	37	7	0	5
Latino/a	63	13	3	1	2
White	117	32	4	4	7
Multi-Racial	58	30	15	3	5

This campus makes the necessary classroom and student support services available

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	50.0%	31.6%	10.5%	2.0%	5.9%
Latino/a	65.4%	28.4%	3.7%	0.0%	2.5%
White	48.8%	27.2%	7.4%	4.3%	12.3%
Multi-Racial	40.0%	40.0%	8.2%	0.9%	10.9%
Asian	76	48	16	3	9
Latino/a	53	23	3	0	2
White	79	44	12	7	20
Multi-Racial	44	44	9	1	12

I am safe from physical harm when I am on campus

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	42.1%	38.8%	13.8%	1.3%	3.9%
Latino/a	41.5%	41.5%	12.2%	3.7%	1.2%
White	47.2%	36.8%	9.2%	2.5%	4.3%
Multi-Racial	37.8%	36.9%	18.9%	0.9%	5.4%
Asian	64	59	21	2	6
Latino/a	34	34	10	3	1
White	77	60	15	4	7
Multi-Racial	42	41	21	1	6

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

This campus provides an environment for free and open expression of ideas, opinions and beliefs

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	53.3%	34.9%	7.9%	0.0%	3.9%
Latino/a	59.8%	32.9%	3.7%	2.4%	1.2%
White	58.3%	28.8%	5.5%	1.8%	5.5%
Multi-Racial	45.5%	40.9%	7.3%	1.8%	4.5%
Asian	81	53	12	0	6
Latino/a	49	27	3	2	1
White	95	47	9	3	9
Multi-Racial	50	45	8	2	5

I am valued as a human being on this campus

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	54.6%	32.2%	3.9%	0.7%	8.6%
Latino/a	61.0%	31.7%	3.7%	0.0%	3.7%
White	55.2%	27.6%	7.4%	4.9%	4.9%
Multi-Racial	38.7%	36.0%	10.8%	0.9%	13.5%
Asian	83	49	6	1	13
Latino/a	50	26	3	0	3
White	90	45	12	8	8
Multi-Racial	43	40	12	1	15

My intelligence is recognized and respected on this campus

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	42.0%	36.0%	11.3%	1.3%	9.3%
Latino/a	48.8%	39.0%	3.7%	2.4%	6.1%
White	53.1%	29.0%	8.6%	1.9%	7.4%
Multi-Racial	35.1%	36.0%	12.6%	2.7%	13.5%
Asian	63	54	17	2	14
Latino/a	40	32	3	2	5
White	86	47	14	3	12
Multi-Racial	39	40	14	3	15

FHDA Equity Survey 2014 - DE ANZA Student Subgroup Analysis

This campus is focused on the success of all students

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	41.4%	34.2%	13.8%	2.6%	7.9%
Latino/a	51.2%	34.1%	7.3%	3.7%	3.7%
White	46.6%	31.9%	9.2%	4.3%	8.0%
Multi-Racial	40.4%	38.5%	14.7%	1.8%	4.6%
Asian	63	52	21	4	12
Latino/a	42	28	6	3	3
White	76	52	15	7	13
Multi-Racial	44	42	16	2	5

This campus is free from tension related to race/ethnicity, language, gender, sexual orientation, religion, or disability status

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	47.1%	33.3%	11.8%	2.0%	5.9%
Latino/a	53.7%	26.8%	13.4%	1.2%	4.9%
White	40.7%	27.2%	16.0%	4.9%	11.1%
Multi-Racial	35.1%	30.6%	19.8%	6.3%	8.1%
Asian	72	51	18	3	9
Latino/a	44	22	11	1	4
White	66	44	26	8	18
Multi-Racial	39	34	22	7	9

I fit into the Foothill-De Anza community

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A, don't know, doesn't matter
Asian	50.7%	32.2%	9.2%	0.0%	7.9%
Latino/a	50.6%	40.7%	1.2%	2.5%	4.9%
White	40.1%	31.5%	11.7%	8.6%	8.0%
Multi-Racial	36.9%	36.9%	14.4%	2.7%	9.0%
Asian	77	49	14	0	12
Latino/a	41	33	1	2	4
White	65	51	19	14	13
Multi-Racial	41	41	16	3	10

Equity Student Survey

Summary: We examined whether the students who responded to the equity survey accurately reflect the larger student population across five demographic categories: gender, race/ethnicity, educational goal, age and first term status.

Gender:

Overall, female students responded to the survey at higher rates than male students. However, this is a bit more complicated when we use the full results, where students were allowed to choose another gender (transgender, intersex...) or to decline to state their gender.

	Total		Foothill		De Anza	
	Survey	Population	Survey	Population	Survey	Population
Female	56.4%	49.8%	54.7%	52.4%	57.0%	48.9%
Male	38.2%	50.2%	37.7%	47.6%	38.4%	51.1%
Other	2.1%	--	3.3%	--	1.7%	--
Decline to State	3.3%	--	4.3%	--	2.9%	--

If we leave out the students who chose a gender other than female or male and assume that those who declined to state are equally likely to be male or female, we see the same pattern: at both schools female students were much more likely to respond to the survey than male students.

	Total		Foothill		De Anza	
	Survey	Population	Survey	Population	Survey	Population
Female	59.6%	49.8%	59.2%	52.4%	59.8%	48.9%
Male	40.4%	50.2%	40.8%	47.6%	40.2%	51.1%

FHDA Equity Survey - Student Representation

Race/Ethnicity:

The equity survey included additional ethnicity categories which makes direct comparison difficult (especially since students were allowed to choose multiple races). We have aggregated ethnicities using the definitions below.

We see evidence that white students were much more likely than students of other races to respond to the equity survey. All races other than white are underrepresented in the survey results. However, it could be that these students are more likely to list more than one race.

	Total		Foothill		De Anza	
	Survey	Population	Survey	Population	Survey	Population
African American	1.8%	4.5%	1.5%	5.0%	1.9%	4.2%
Asian	22.3%	34.7%	19.4%	26.9%	23.3%	39.4%
Filipino	3.1%	6.0%	2.0%	5.2%	3.5%	6.5%
Latino/a	13.3%	22.9%	10.5%	20.5%	14.3%	24.2%
Native American	0.1%	0.5%	0.0%	0.6%	0.2%	0.4%
Pacific Islander	0.8%	0.8%	0.0%	1.2%	1.1%	0.6%
White	32.7%	26.1%	42.8%	33.0%	28.7%	21.6%
Multi	17.9%	--	13.9%	--	19.4%	--
Other/Unrecorded	8.0%	4.5%	9.0%	7.6%	7.7%	2.9%

If we remove the “multiple ethnicities” category (thereby assuming that all groups were equally likely to list multiple ethnicities) we see a similar trend. We should be careful in interpreting both of these results as it is not clear how being able to select multiple ethnicities affected student responses.

	Total		Foothill		De Anza	
	Survey	Population	Survey	Population	Survey	Population
African American	2.2%	4.5%	1.7%	5.0%	2.4%	4.2%
Asian	27.2%	34.7%	22.5%	26.9%	28.9%	39.4%
Filipino	3.8%	6.0%	2.3%	5.2%	4.3%	6.5%
Latino/a	16.2%	22.9%	12.2%	20.5%	17.8%	24.2%
Native American	0.2%	0.5%	0.0%	0.6%	0.2%	0.4%
Pacific Islander	0.9%	0.8%	0.0%	1.2%	1.3%	0.6%

FHDA Equity Survey - Student Representation

White	39.8%	26.1%	50.9%	33.0%	35.6%	21.6%
Other/Unrecorded	9.8%	4.5%	10.4%	7.6%	9.5%	2.9%

Definitions for ethnicity categories:

African-American: African American

Asian: Asian Indian, Cambodian, Chinese, Japanese, Korean, Other Asian, Vietnamese

Filipino: Filipino

Latino/a: Central American, Mexican/Chicano, South American

Native American: American Indian/Alaskan Native

Pacific Islander: Hawaiian, Other Pacific Islander, Samoan

White: White Non-Hispanic

Other: African, Middle Eastern, Other Non-White, Other: Please Specify, Pakistani

Multiple Ethnicities: Anyone who specified multiple ethnicities as answers to the question.

FHDA Equity Survey - Student Representation

Educational Goal:

Generally speaking, the education goals of survey respondents are representative of the populations of the two schools.

	Total		Foothill		De Anza	
	Survey	Population	Survey	Population	Survey	Population
Transfer	63.7%	61.5%	54.2%	53.5%	67.1%	66.2%
Associates	11.8%	7.7%	10.3%	9.0%	12.3%	7.6%
Certificate	4.3%	2.0%	3.5%	2.0%	4.6%	1.8%
Other/undecided	20.3%	28.8%	32.0%	35.5%	16.0%	24.3%

Age:

The youngest (19 or younger) and oldest (50 or older) students were more likely to respond to the survey than other age groups.

	Total		Foothill		De Anza	
	Survey	Population	Survey	Population	Survey	Population
19 or younger	22.4%	12.8%	15.6%	13.5%	24.9%	18.3%
20-24	30.5%	49.3%	26.5%	46.9%	31.9%	47.3%
25-29	11.9%	15.9%	14.2%	16.7%	11.0%	14.1%
30-34	8.8%	7.2%	10.9%	7.4%	8.1%	6.4%
35-39	4.8%	4.1%	4.7%	4.3%	4.8%	3.8%
40-49	8.7%	5.3%	9.0%	5.4%	8.6%	4.9%
50 or older	12.9%	5.5%	19.0%	5.8%	10.8%	5.2%

First term of enrollment:

Students in their first term were much more likely than other students to respond to the survey. Because enrollment status was asked differently in the two surveys, we are not able to look at anything beyond first term status.

	Total		Foothill		De Anza	
	Survey	Population	Survey	Population	Survey	Population
First Term	7.1%	2.4%	9.5%	2.2%	6.2%	1.3%