

De Anza College Office of Institutional Research and Planning

To: Campus Equity Survey Taskforce

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Date: 12/5/2014

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	

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	

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	

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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	

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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	

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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	

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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	

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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	

 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	

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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
Samoan	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.

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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	

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52. Are you a person with a disability? Check all that apply.		
	N	Percent
Acquired 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	

Question 57 – Is there anything you would like to share about how the campus climate can be improved on this campus?

Note: The responses remain in the format in which they were submitted by the respondent, no responses have been edited. Only the names of faculty members have been removed to retain their privacy.

1	an enigma that some deal with socially and academically by the natural tendency to treat me with initial suspicion or even disdain. Due to brain damage, I aspire to a career change in the film arts, and the teachers, as filmmakers in general, have the strengths and weaknesses of artists. There are issues that broadly need to be addressed, but overall, DA is strong or weak not because of individual behavior, but because it mandates a policy of excellence in personal comportment, which I believe is currently acceptable -- which is saying a lot insofar as some anecdotes I could relate of incidents involving the behavior of some instructors I could tell....
2	and that he doesn't consider such human issues to be acceptable for late or missed classes. His syllabus and presentation were chock full of put-downs and the clear expectation that many would fail his class and deserved to do so. I was horrified and immediately withdrew; I will CLEP the requirement next year at SJSU. I learn well independently; many do not. {Name Removed for Privacy} is the only reason I marked anything on this survey less than 100%. He was the exact opposite of everything I have come to know about the wonderful, welcoming DeAnza community. Maybe he has tenure or a contract or something, but he should no longer be teaching students. DeAnza would be better served to pay him to sit in his office.
3	and they are 99% of the time not willing to go ask someone else for me. also I dont appreciate it when i call a department to ask a question and leave a message and then no one ever calls back. I understand that staff has been cut but if you say you will call back those who leave a message please actually do that.
4	but thanks for trying.
5	for online courses. Out of the four occasions where I've sought to get an Add for an online class, only one instructor has ever bothered to answer my email.
6	from the VA rep, who has made up this rule.

7	is not a gender identity, neither is Intersex. Please learn the terms, or talk to the Rainbow club, or perhaps even the teacher you have on campus for the LGBT studies class before using terms you are unfamiliar with. A more important item, while I normally feel safe on campus, there have been incidents that have been reported, but we have heard no resolution for, or none has been done that bother me enough that certain buildings/locations I do not wish to be inside of. So while I am often feeling safe, that's only because I avoid areas I perceive as unsafe, which is NOT the same as the campus entirely being safe. Also, there was questions regarding teachers/faculty being inclusive, etc, I have found this is often the case, but there are some departments/teachers who are anything BUT inclusive, and yet we (the students) have no way of anonymously reporting these teachers for their behaviors.
8	on my transcripts that will possibly be a hinderance when applying for transfer. I see this as racial discrimination, and completely unfair and unprofessional.
9	with the staff is filled with sarcasm and aggression. Scores of previous students have made their greivences own, and yet there is no change. Others are to ofrightened to speak up. All of us have labored hard to get accepted and few of us are willing to risk all of it, so the majority stay quiet. This culture of silence needs to be broken. We need to have an indepentant observation/investigation of Catherine Hrycyk. We need to be able to openly discuss our concerns without fear of reprisals and some assurances that something will be done about the problem. This has been an ongoing conversation amongst the student body... Help us be heard.
10	#55 should be check-boxes, not radio buttons. It dismisses the identities of trans people who are binary-identified.
11	. This evaluation stirs up divisive feelings by evaluating everyone according to the very categories declared to be discriminatory. Please stop promoting division by implementing these evaluations which in themselves promote discrimination and division. Banning these evaluations and refusing to justify the need for this practice is a major step in treating everyone fairly and without partiality. Implementing these evaluations offers a tool to be mis-used by those obsessed with discrimination and allows them to become promoters of reverse discrimination. Please remove these tools that enable activists to continue to operate in discriminatory exercises. I greatly respect this institution, and the staff I have interacted with. I intend no disrespect to anyone that is reading this response. Please try to see this from my perspective that views this tool as damaging to the cohesive culture that we all want to see promoted on campus and in this country.
12	. I don't appreciate this. One of the classes was an art class, The other an English class.
13	. This school preaches equality and fairness, yet all of the more difficult science and math classes show the exact opposite!
14	1. improve/enforce guidelines re: cheating, shared HW, written papers, etc. 2. smoke free campus 3. support quality teaching staff and programs
15	A on the gender identity options. Keep that up.

16	As a part-time student I am concerned about students required to do 12 points to get priority in a class. That is discriminatory to workers and people of low income.
17	Asian students don't want to mix and work with non-Asian students. I feel a lot of rejection from them.
18	Be safer for both gender
19	Being an evening student and working full time during the day, I have come to realize there is no off campus accessibility to registration desk, registrar and counseling is also very difficult to reach from off campus.
20	Better access to counselors, and a more one on one relationship. My problem with De Anza is that I never formed a real relationship with any of the counselors here. I recently got accepted to USC though, and did get feedback from some of the counselors on what classes to take. I still think there should be a new system implemented.
21	Better teachers
22	Better teachers are needed in the math department, they are almost all apathetic and look down on students in introductory classes.
23	Cafeteria staff opening doors to have a consistent time in the morning 6:30 am
24	Christian friendly community
25	Concentrate on teaching and leave the social engineering alone.
26	Could be more welcome to older students interested in lifetime learning. Students should be allowed to repeat a class if they had taken it years ago.
27	Counselors should be the only individuals giving counseling advice. the front desk receptionist gave me wrong advice which I discovered and had to go back to finally see the counselor
28	De Anza College lack on providing students educated, well manner, intelligent professors. A lot of the professors are arrogant, racist, not understanding people Your Welcome
29	De Anza and Foothill are 2 unfriendly and unqualified instructors of all community colleges that I've been to.
30	De anza is a great community college.
31	Deanza is a great campus from what I have experienced so far. I am only uncomfortable with all of the petitioners constantly bugging me. Also, with the way the campus is so open, I feel as if anyone could walk on and off. I wish there was something that could be done to make things feel more secure, but I understand that is limited.
32	Do not hire staff/faculty who has a strong foreign accent or those who do not have the command of the English language just to be politically correct. I'm there to learn, so if all my instructors are all whites because they are the most qualified professors, I'll be very happy.

33	Enforce teacher evaluation, student's place of voicing an opinion regarding the teacher's curriculum and how it is carried out. There isn't really any place other than ratemyprofessors to share the quality of certain class or the teacher in the campus, because sometimes with certain teachers, I feel like my time is wasted.
34	Evaluate students' feedback about the instructor's teaching environment.
35	Fire some of the ladies that work at the Records counter. Frankly, they have enough attitude and sassto put the ghetto of Ghettoville to shame.
36	Fuck EPRINT
37	Get math proffesors that don't have really bad accents
38	Get rid of international students.
39	Get some more white people working in positions i must speak to them. cant understand some workers
40	Have more events that make students get out of their comfort zone and interact more with one another
41	I LOVE GOING TO SCHOOL EVERYDAY
42	I am frequently judged because I am white. I know my ethnicity doesn't have a background of suffering, but that does not mean I have not personally suffered. Stop the stereotyping towards all races, including whites.
43	I am heavily tattooed and during Winter Quarter 2014 I had an instructor for a PE course who was openly hostile, insulting, and made inappropriate, unsolicited and degrading comments to me during and after class. I eventually just left the class. I would rather take an F than have to ever, EVER talk to that man again. I have attended De Anza off and on since 2002 and NEVER had such a terrible experience with a teacher. Any non-excellent score I just gave was based on HIM and his incredibly insulting attitude. He not only singled me out for my tattoos, but openly favored other students who met his standards for physical appearance. I would never take another class from him again. While it isn't his fault, necessarily, I ended up postponing my graduation from this school one more quarter because I withdrew (too late) from his class. While that was my choice, I do feel it could have been avoided had he not been so awful. He should retire unless he can adjust his attitudes to the times in which we are living. Unacceptable.
44	I am overall very happy that I choose De Anza and would recommend it to any other student/veteran looking to start their schooling. I feel that the math deparment is lacking quality instructors. Of the 6 math course i have taken here half of my instructor were very hard to understand. Another of my instructors while i believe he had the best intentions for his students and was one of the better math instructors on campus, kept bringing up his struggle to keep his job at De Anza and I felt that the classroom was not the place to air those problems.
45	I believe that each campus has a unique school but both campus I feel save.
46	I believe vocational instructors should have at least a Baccalaureate Degree. A lot of ignorant beliefs are shared with students as a result of Instructors not being formally educated.

47	I don't know why you guys give a fuck about any of this. This is a college, we are here for our education. If your goal is to have a diverse campus rather than a campus that provides the best education possible and hire instructors based on how sensitive they are to other cultures then I must you guys are doing a fantastic job. Cut the crap, give me the goods. I hate someone because they are an asshole, bitch, cunt, or complete bastard, not because they wear a hajab, turban, are darker/ lighter than me, or believe in god or are a member of the church of the flying spaghetti monster. If anything, stop accepting rapists and sexual offenders into campus and letting these girls get touched or raped. Reflect on that you bastards, have a good day.
48	I feel some of the biggest challenges I had at DeAnza were when I was learning Mandarin and because both professors I teaching the classes catered more towards native speakers or had some knowledge of the language, I felt like they just didn't care about those who were not natives.
49	I find this entire survey objectionable, biased, irrelevant to the educational process. How can you educate when you focus on race & sex?
50	I had trouble with the politics in a student club organization (Film Club). It doesn't seem that there are strong democratic rules in place for people who want to put a student club together. Officers just elected themselves and then took over. These students just put something together based on what the few club officers wanted to do and were very closed to other students involvement/input. I found the officers of this club to be very NON inclusive and immature about getting things done as a group. This was sad too me, since I have worked professionally in area of this club and I feel like a great opportunity to build a strong team has been wasted, and many talented people have been alienated by the silly behavior of a few students.
51	I have encountered staff members who are rude and often have this attitude of power. Staff members should be supported of student a regardless of age difference. There should be mutual respect and compassion from the faculty. Many faculty including counselors seem to forget their role as educators and supporters. Students from the Silicon Valley especially high schools from San Jose should be made to feel accepted and not looked down on.
52	I have had several incredibly racist and sexist teachers. There is really no way to safely report them, especially if you need the grade. Also, becoming a resident has been an incredible pain, despite the fact that I've gone to this college for two years, work here, and graduated from high school less than twenty minutes away. De Anza often makes me feel robbed, and I do not recommend out of state students to come here-period.
53	I know people who have been ridiculed/not gotten the services they need due to an instructor's ignorance of their conditions. I think some sensitivity training/updated education on different disabilities could help raise instructor awareness on disabilities that aren't as visible/taken seriously (though they should!)
54	I love CA native plant landscaping. Having the pond up and going in the Cheeseman ESA would be a bonus to the campus
55	I love De Anza!

56	I love de Anza!
57	I received a N/P last qtr. for being absent the last day to turn my portfolio in. I was absent because my father passed away unexpectedly the day before. The instructor had already reviewed n okayed it 4 days before. This also affected and dropped my gpa. NOT FAIR
58	I see that it is hard for students whose English is a second language to keep up in lectures and demonstrations (art classes). It would help if instructors were more sensitive to this, regardless of ESL and writing requirements. As an older student, over 50, I have felt welcome in class by all instructors, and by most other students. Partly this may be due to my enthusiasm for learning, participation in class and with others, and my willingness to assist with the educational goals of others.
59	I think the administration is doing an excellent job with regards to campus climate. Just keep up the good work!!
60	I think the evaluation of the teachers should be close to the end of quarter because I feel that after a teacher evaluation she decrease her enthusiasm in class. Thanks
61	I want to say that the Campus Senate is comprised of a lot of Asian Students, now I am not sure how people are chosen to represent their respective clubs, but there is no diversity in it at all. Which leaves me to question if in order to fit into De Anza College and become successful would it help if I was Asian? Food for thought.
62	I wish teachers took an interest in their students progress more in the math and sciences. Why is there a strong emphasis in high schools and middle schools on student success and teaching methods, but very little in colleges. You can argue that college is where students need to learn on their own, but then why do pre-college teachers spend so much time on teaching methods and improving test scores? And while 4yr university teachers may be concerned with research at their universities instead of their students, this is not the case at a community college.
63	I would like to see more respect for older students. Some of us are going back to school to improve job skills, but I never see any flexibility if you are a caregiver. I take care of older parents and young children. Last Halloween, for example a teacher at Deanza insisted on giving a midterm on Halloween night, and my children cried and cried no one could take them trick or treating. While some of these teachers maybe powerhouse men out in the world, could you get them to understand that some of us take care of families? We are not all 18 year old carefree singles.
64	I'm not sure if this is the place to say it, but I would like to see the ability to make appointments at the counseling office. I know there is probably a shortage of staff, but it is very inconvenient to have to drop in and wait for X amount of time (typically around an hour when I go).
65	I've found the campus environment to be quite welcoming, for the most part, but more discussions surrounding diversity are always good. More frequent events (such as movie screenings) that occur at various times would be nice, since I've personally found it difficult to attend those due to my schedule, and I'm sure there are many other students in my situation.

66	I've seen one professor descriminate against a young woman. The young girl did not understand what the professor was saying as professor had a thick accent and the young lady had English as second language. When the young woman asked if professor could repeat what she said the professor belittled the student in class and called her stupid etc. The girl ran out of building crying. I felt bad for her so later I composed what I felt a tactfully written note to the professor. The professor became angry with me and would not answer any of my questions...In the end she lowered my grade over one letter. When I asked her why she told me b/c I expressed my opinion in the treatment of that young lady. I have taken many classes from deanza and find many of the professors above and beyond. I feel deanza should do more auditing... To where the professor is unaware. Like I said my experience was not the normal, but one time is enough
67	Improved sanitation. On many occasions, I have gone to the cafeteria when it first opens in the morning and there are crumbs everywhere, sticky tables and floors. Also, around campus garbage is often strewn across multiple places. All this and more discourages students from staying on campus. And one more comment; sometimes even if a class has 20 or less people it NEEDS to be kept. I know many people who have children and other responsibilities who take classes at unpopular timings because its the only time THEY can fit into their schedules, only for it to be dropped. And how can De Anza express messages of diversity when there have been and are ongoing cuts that have done some major damage to the language department?!! Levels of language classes are not being offered every quarter which makes it nearly impossible for a student to be successful in learning the language when they have to wait a quarter or until next year to take the next level. REALLY!
68	Increase police walk around on campus & parking lots.
69	Information desks are sometimes unhelpful and offensive. They should work on their ignorant/arrogant attitude to improve the services they offer.
70	Install more lights at the Flint parking garage. It is dark there even during the day.
71	Instructors should be rotated, because some don't know how to at times get the lesson over to some students. These instructors think that their doing a good job but they are not. Students complain to each other about the non-ability to understand the lectures that are given by their instructor. I attended the City college of San Francisco, and at the end of each semester the students are asked about, not only the class they took, but, even the job that the instructor had done. this is something that should be done for all classes at De Anza, because there is a problem in a certain department, and it's a serious problem, trust and believe you me it is. Respectfully,
72	Is better to make couseler easier to be meet.
73	Just need more options in the cafeteria and other than that everything is GREAT!
74	Love the clubs and activities De Anza has. Like dances, movie nights, karaoke time, special talent showcases etc etc. Brings people together, more community like.

75	Make us feel like the campus police actually care and want to be involved with us when we are in trouble. I feel like they're there just to police cars (check for permits). Tell us when they're available. If I had known they were still active at night, I feel like I could've reached some form of closure or just did the very best thing by having a certain sexual offender taken care of. Instead, I felt like I'd be asked for proof and didn't think they would care to listen if all I had were words to say. I felt helpless. Now a couple of sexual assault cases have been reported and each time I read one I start to feel like I matter a little bit more. It's been too long since last spring and I wish more had been done. But I felt like I'd be brushed off for just looking as if I'm pointing fingers. We know the campus police exist. But I feel like they haven't reached out far enough? I don't know how to word it well...
76	Math department faculty aren't good.
77	More booksales!
78	More gender neutral bathrooms private locker rooms Allow people to choose the name on roster, without having to legally change their name Provide diversity training for staff, particularly lgbtq education
79	More hot girls.
80	More options and cheaper daycare for students with kids.
81	More trees should be planted.
82	More weekend classes would be nice.
83	Mr. {Name Remove for Privacy} need to focus more on what he teaches and be more of a teacher then a person to pick and be child like to students. (Asshole)
84	My experience on your campus was terrible and for it, I wouldn't consider retaking courses from this college. The professor I worked with failed to display any of the above metrics and has ruined the experience on your campus for me. I would be willing to speak more about my experience if someone were willing to listen. Thank you for giving me the opportunity to share. -Robert Robbshi@gmail.com
85	Need more janitors and security patrolling and cleaning.
86	Needs better councilors.
87	Nope, it's pretty good overall.
88	Not have the radical westboro baptist Christian type people speak at our schools. Nobody agrees with their beliefs, not even real Christians.
89	Overall, I love de Anza!
90	People speed in the parking lots, police never seem to catch them
91	Please add more food options to the cafeteria. Maybe invite a food truck into the school's parking lot.
92	Please screen your professors and instructors more thoroughly in the hiring process. I've dealt with more poor teachers in 3 quarters at De Anza than I did in 13 years of elementary and secondary school. It's really not fair to the students.
93	Professor {Name Removed for Privacy} for EWRT2 propagates racist, sexist, and ethical stereotypes within her classroom.

94	Professors should do more to encourage their students to express different points of view
95	Quit spending money on unnecessary staffs or those who are at retirement age
96	Renovating the library (different/brighter colors and adding brighter lights) will provide an atmosphere more conducive to studying. I would stay at De Anza longer each day to study.
97	See oneself simply as a human
98	Some of our African American teachers from the ICS program seem racist to whoever is not black or a black student
99	Some of the teachers in my department are borderline abusive, verbally and physically shoving students
100	Some of these questions are ridiculous
101	Some teachers need to be reevaluated for their teaching qualifications. I have had very lousy teachers that did not care for the class.
102	Something I believe would benefit De Anza is an increased opportunity to meet people. While most people I've met here have been great, it usually takes a catalyst of some sort to spark the interaction. Classes consist of sitting down, listening and leaving. Couple that with a campus seen as one where you come, take your classes and leave immediately afterwards and you end up having a very dull experience here unless you get outside your comfort zone. To remedy this, it could be asked of professors to allow time within the first week of classes for students to introduce themselves and become more comfortable with each other, or to incorporate a group project into the lesson plan. Classes that included things such as these have been my favorite experiences at De Anza. Another thing I want to point out is that club day happens once a quarter for only a few hours. Some people might miss it and have to wait a few months to experience the next one. Either more frequent club days or an event designated for people to simply meet each other would solve a problem many people have at De Anza. Also, consider firing {Name Removed for Privacy}. There is much that can be said about him I respectfully won't delve into, but simply put he is a stain on the quality of professors at De Anza. It disgusts me that a man like him calls himself a professor and gets paid by this district to do so.
103	Stop changing the teacher for classes last minute, once in a while is okay, but every time is pushing it. Also when you post classes at De Anza for summer school actually offer them. I know this campus has many students attending but really organize your schedule better. Thanks just some suggestions...
104	Stop sending race surveys, it seems like the same survey I get emailed every time.
105	Stop signs in side the flint center parking garage.

106	Student employees on campus should be required to have their services evaluated by other students and de anza faculty. Some student employees lack customer service skills, are disrespectful to customers, and do not follow health code guidelines in the cafeteria for serving food. Gloves are not changed after touching a cleaning rag, wiping their face or cleaning surfaces/cooking areas. Student employees in the cafeteria also get extremely upset when asked to change their gloves due to their lack of cleanliness.
107	Teachers are not serious.
108	The campus does not provide structured disability support that suits my disability. One of my professors was hostile toward me when I talked about my mental disability. She thought it didn't exist or that I didn't need extra help.
109	The center for students with learning disabilities is extremely unwelcoming and discouraging. I went there and was talked down too. I need the accommodations the center offers but I do not want to go back there because I am discouraged.
110	The dean's receptionist is the rudest person I've spoken to (an older caucasian female in the math department office) - she is the only experience I've had where I felt belittled and disregarded. She talked down to me, though it had nothing to do with my race/sex, but was very disrespectful. My teachers have all been great except {Name Removed for Privacy} - the rudest teacher I've had.
111	The greater majority of my teachers have been exceptional and understanding, flexible when I faced difficulties. However there have been a few that were unorganized, communicated poorly, and down right rude. Margret Stevens stands out as being horrible instructor. Again the majority of my instructors were excellent, Margret Stevens was pathetic.
112	The low scores are for the people at the back of the financial aid office, the front office people are great. When applying for financial aid and having to go through extra steps, the people in the back cubicle showed no interest in helping me. She was rude, her email was insensitive, upsetting, and has discouraged me from going further into the process of an appeal.
113	The manager of the bookstore is such a hostile person.
114	The people
115	The staff are alright, but the student climate is indifferent at best, hostile at worst.
116	The teachers in the math and physics department have been much less personable and more belittling than teachers in other departments.
117	Their should be more security on campus day or night. Female / male bathrooms should have video camera at all entrance doors. Better lighting on campus at night.
118	There is plenty of racial and gender diversity. However, there is little or no political diversity. De Anza needs to make an effort to provide voices for conservative and libertarian views.

119	<p>There is so much emphasis on diversity but it is focus on Asians, blacks, & hispanics. In my history class there is a lot of animosity against whites that my teacher makes me uncomfortable to come to class. The teachers are not teaching students how to think but what to think. It feels like I am walking into an internment camp to be brained washed to hate whites. It seems like a very anti-white schools. Some of the teachers I've had don't speak english well and they constantly confuse me in class. Some of them have written test question with bad grammar that is hard to understand. A lot of time when they are giving lecture and writing on the board us students have to rise our hands to correct the teacher or ask about a mistake they have made. What is worst is when they complain about how they get paid little. It shows how much they don't like their jobs and they don't really care about our educations. Some just do a bad job by just giving easy work and not caring if they student are learning, some don't care to answer their emails, and some spend most of the time venting and taking about inappropriate things or non class related. One of the graphic designers teacher I had sat at his table most of the class and hard got out of his seat to interact with the students. When it was time to leave he would rush us out so he could lock the door. But in actuality he was trying to get out out before traffic so he could get back to his home in SF. Another teacher I had was for web design. I didn't learn anything in that class. It was a complete waste of time. He was getting ready to retiree and did not care much about teaching. He even said that we didn't have to come to class because he was not going to teach. I only remember have one day of lecture where he talked about good and bad web design. Two other days was students going up to class to show good and bad websites the found online. And that was the extend of our web design class. I am actually a student that want to get something out of the class. I'm not taking t</p>
120	There is some car accident in parking lots and campus can't do anything
121	There should be more security in the campus for girls.
122	UNISEX BATHROOMS!!!
123	Under racial/ethnic you should include Hispanic also, and take away White, non-Hispanic. I am white and Hispanic but mostly White.
124	We need better food, we don't always want greasy junk food, and we don't always want a salad.
125	We need more gender-neutral restrooms in convenient campus locations!! This is a form of oppression and is cruel to nonbinary-gender identified students.
126	When a student has been assaulted, it shouldn't take days or weeks to get a description of the suspect. That, and having dealt with the campus police, it's clear that while they are dedicated to keeping us safe, they are woefully understaffed. These two problems are extremely worrisome to me.
127	Why are there sashes for different cultures at graduation? It is hurtful and exclusive, and there is no sash for me. Instead, perhaps sashes could reflect a student's major.

128	Why do we have to learn & write about history/racism in English courses? What happened to creative writing? Save the history for the history courses. English and Speech teachers are also too judge mental and do not give you much room to be creative and express yourself. They are also unfair graders. On a side note...the women's bathrooms need an area to place there belongings. It is disgusting putting your things on the ground and impossible trying to use the restroom with a backpack and a hand full of books.
129	Why would these demographic questions be asked?????
130	Working a full-time job I would like to see the on-line class schedule expanded. Thank you.
131	Y'all could have done a little better with those last two questions on your survey, here.
132	Yatman Auyoung is a rude instructor who would much rather humiliate his students than properly teach. I suggest that you have students review teachers like him, rather than the younger instructors who actually care about their students and work hard to provide them with a well-rounded education, such as Chris Chan. If Auyoung has tenure, then I suggest his forced retirement. I passed his class by teaching myself with the assigned textbook and was subjected to humiliation. That man is a tyrant.
133	Yes, do not ask question about our religion, sexual orientation, or ethnic background. It does not matter. fuck the surveys. who cares, we are all humans.
134	You should work harder to accept religious, conservative viewpoints. You should have more services available after hours for working people. You should have more online classes for working people.
135	better reaction to harrasment claims, cleaner bathrooms, more diverse dining options
136	get more than one teacher to teach the Accounting tax class. She is really not fair. It's her way or no way on how to think and do things.
137	i am confused about the purpose of this survey.
138	i don't think there is much i can say to contribute to the better-making of this campus.
139	in general, you are tops thank you
140	more clubs, activities that all students can paticipate; the price of food and book can be cheaper
141	more security especially in the late hours
142	more services, promote ICS classes, cultural/ethnic events
143	more shade please :)P
144	on summer season bring more child developmental classes.
145	opportunity to continue to take enrichment classes - ceramics, art, PE, photography. We should encourage Life Long Learners!
146	people are very loud around smoking area where I have to walk by. smoking area shouldn't be on campus
147	provide more biology tutoring specifically biology 40

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

148	safer campus for both gender
149	some activities at lunch
150	stop letting the christian guy tell everyone they're going to hell.
151	take better feedback, this one was a little vague. i've had some TERRIBLE teachers and their ratemyprofessor.com pages are totally true. That being said, there was only one teacher who allowed students to make insensitive comments about a story we were reading where the guy thought he was being funny in making such remarks but they made me feel very uncomfortable and it was hard to come back to class after that. luckily he ended up dropping before i did but i still was upset at the teacher for not recognizing and punishing his ignorant and offensive comments

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

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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

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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

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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

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

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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

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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

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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

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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

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

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

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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

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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

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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

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

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%