FHDA Program Review

Limits: VIDA sections VIDA sections

Enrollment Trends FHDA District->De Anza College

	2020-21	2021-22	2-yr %Inc
Unduplicated Headcount	1,543	1,076	-30.3%
Census Enrollment	1,796	1,281	-28.7%
Sections	74	58	-21.6%
WSCH	2,571	1,915	-25.5%
FTES (end of term)	171	127	-25.7%
FTEF (end of term)	5.1	4.2	-18.3%
Productivity (WSCH/FTEF)	504	459	-8.8%

Faculty Workload FHDA District->De Anza College

	2020-21	2021-22	2-yr %Inc
Full Time Load	3.5	2.6	-27%
Full Time %	68.8%	61.7%	-10%
Overload	0.6	0.6	6%
Overload %	11.5%	15.0%	30%
Part Time Load	1.0	1.0	-3%
Part Time %	19.6%	23.4%	19%
Total FTEF	5.1	4.2	-18%

Course Success FHDA District->De Anza College

	2020	0-21 2021-22		
	Grades	Percent	Grades	Percent
Success	1,350	75%	981	77%
Non Success	212	12%	122	10%
Withdrew	234	13%	178	14%
Total	1,796	100%	1,281	100%

Course Success for African American, Latinx, and Filipinx Students

	'n	

	Grades	Percent	Grades	Percent
Success	623	70%	443	71%
Non Success	130	15%	74	12%
Withdrew	134	15%	106	17%
Total	887	100%	623	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

2020-21

2021-22

	Grades	Percent	Grades	Percent
Success	727	80%	538	82%
Non Success	82	9%	48	7%
Withdrew	100	11%	72	11%
Total	909	100%	658	100%

Enr Distribution by Student Demographics FHDA District->De Anza College

by Gender

2020-21

2021-22

	Enr	Percent	Enr	Percent
Female	1,180	66%	766	60%
Male	600	33%	498	39%
Unknown	16	1%	17	1%
Total	1,796	100%	1,281	100%

by Ethnicity

2020-21

2021-22

	Enr	Percent	Enr	Percent
African American	77	4%	49	4%
Asian	550	31%	404	32%
Decline to State/Unknown	69	4%	69	5%
Filipinx	131	7%	82	6%
Latinx	679	38%	492	38%
Native American	6	0%	5	0%
Pacific Islander	11	1%	9	1%
White	273	15%	171	13%
Total	1,796	100%	1,281	100%

Success Rates by Gender FHDA District->De Anza College

2021-22

	Succ	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	
Female	593	77%	74	10%	99	13%	766	100%	
Male	377	76%	46	9%	75	15%	498	100%	
Unknown	11	65%	2	12%	4	24%	17	100%	

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		2021-22								
	Succ	ess	Non Su	Non Success		Withdrew		Total		
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent		
All	981	77%	122	10%	178	14%	1,281	100%		

2020-21

Success		Non Success		Withdrew		Total	
Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
927	79%	128	11%	125	11%	1,180	100%
410	68%	83	14%	107	18%	600	100%
13	81%	1	6%	2	13%	16	100%
1,350	75%	212	12%	234	13%	1,796	100%
	927 410 13	Grades Percent 927 79% 410 68% 13 81%	Grades Percent Grades 927 79% 128 410 68% 83 13 81% 1	Grades Percent Grades Percent 927 79% 128 11% 410 68% 83 14% 13 81% 1 6%	Grades Percent Grades Percent Grades 927 79% 128 11% 125 410 68% 83 14% 107 13 81% 1 6% 2	Grades Percent Grades Percent Grades Percent 927 79% 128 11% 125 11% 410 68% 83 14% 107 18% 13 81% 1 6% 2 13%	Grades Percent Grades Percent Grades Percent Grades 927 79% 128 11% 125 11% 1,180 410 68% 83 14% 107 18% 600 13 81% 1 6% 2 13% 16

Success Rates by Ethnicity FHDA District->De Anza College

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	29	59%	10	20%	10	20%	49	100%
Asian	336	83%	25	6%	43	11%	404	100%
Decline to State/Unknown	59	86%	3	4%	7	10%	69	100%
Filipinx	67	82%	7	9%	8	10%	82	100%
Latinx	347	71%	57	12%	88	18%	492	100%
Native American	4	80%	0	0%	1	20%	5	100%
Pacific Islander	3	33%	2	22%	4	44%	9	100%
White	136	80%	18	11%	17	10%	171	100%
All	981	77%	122	10%	178	14%	1,281	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	47	61%	16	21%	14	18%	77	100%
Asian	471	86%	38	7%	41	7%	550	100%
Decline to State/Unknown	44	64%	9	13%	16	23%	69	100%
Filipinx	99	76%	16	12%	16	12%	131	100%
Latinx	477	70%	98	14%	104	15%	679	100%
Native American	5	83%	0	0%	1	17%	6	100%
Pacific Islander	7	64%	1	9%	3	27%	11	100%
White	200	73%	34	12%	39	14%	273	100%
All	1,350	75%	212	12%	234	13%	1,796	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

