



**FOOTHILL-DE ANZA**  
Community College District

# **Foothill-De Anza CCD**

## **Student & Employee Equity Surveys**

### **Administered Spring 2014**

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Community College District

# Student Survey Results



# Student Population

## Foothill

Survey sent to 10,848 students and resulted in 211 responses = **1.95% response rate**

- Higher proportion of female students (59% vs. 52%)
- Higher proportion of White students (50% vs. 33%)
- Lower proportion of Asian (23% vs. 27%) and Latino students (12% vs. 20%)

## De Anza

Survey sent to 16,613 students and resulted in 593 responses = **3.6% response rate**

- Higher proportion of female students (60% vs. 49%)
- Higher proportion of White students (36% vs. 22%)
- Lower proportion of Asian (29% vs. 39%) and Latino students (18% vs. 24%)



# Student Characteristics

## Foothill

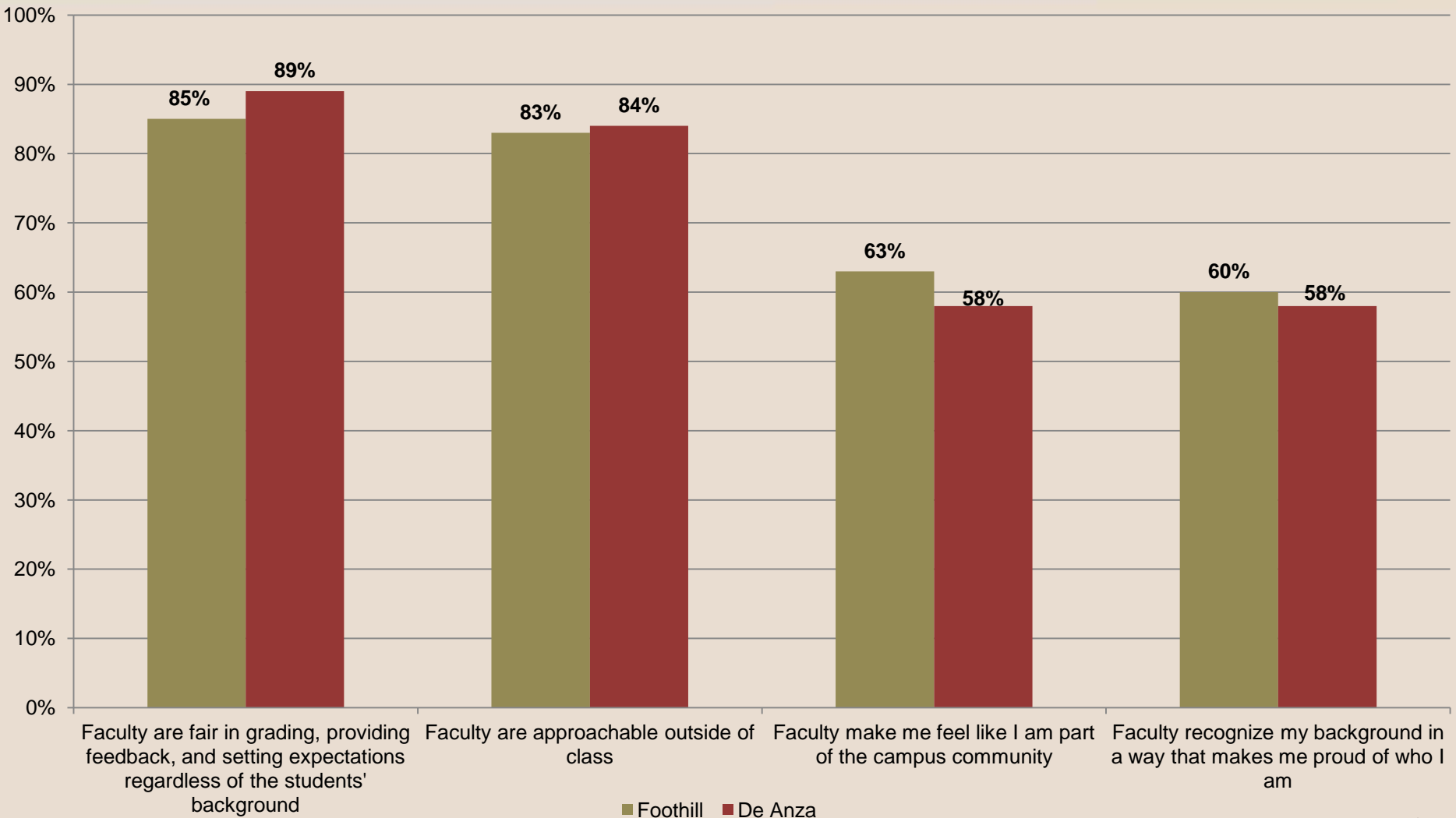
- New students who completed 1-3 quarters (29%) and continuing students who completed 4-6 quarters (28%).
- 31% spend 6-10 hours on campus per week, 26% spend 1-5 hours, and 22% spend 11-20 hours on campus. 11% reported spending no hours on campus.
- 25% took 4-6 different instructors, 23% took 1-3 instructors and 21% took 7-10 different instructors.
- 46% of respondents take all classes on campus while 43% take most of their classes on campus and 11% take most classes online.
- 25% stated they are the primary caregiver for another person.
- 33% reported their religion to be Christianity, 19% no religion, 15% decline to state, 11% Agnostic, 8% Atheist, 4% Buddhist, 2% Islam and 1% Judaism.
- 2% reported their sexual orientation as homosexual, 1% as asexual, and 4% bisexual.

## De Anza

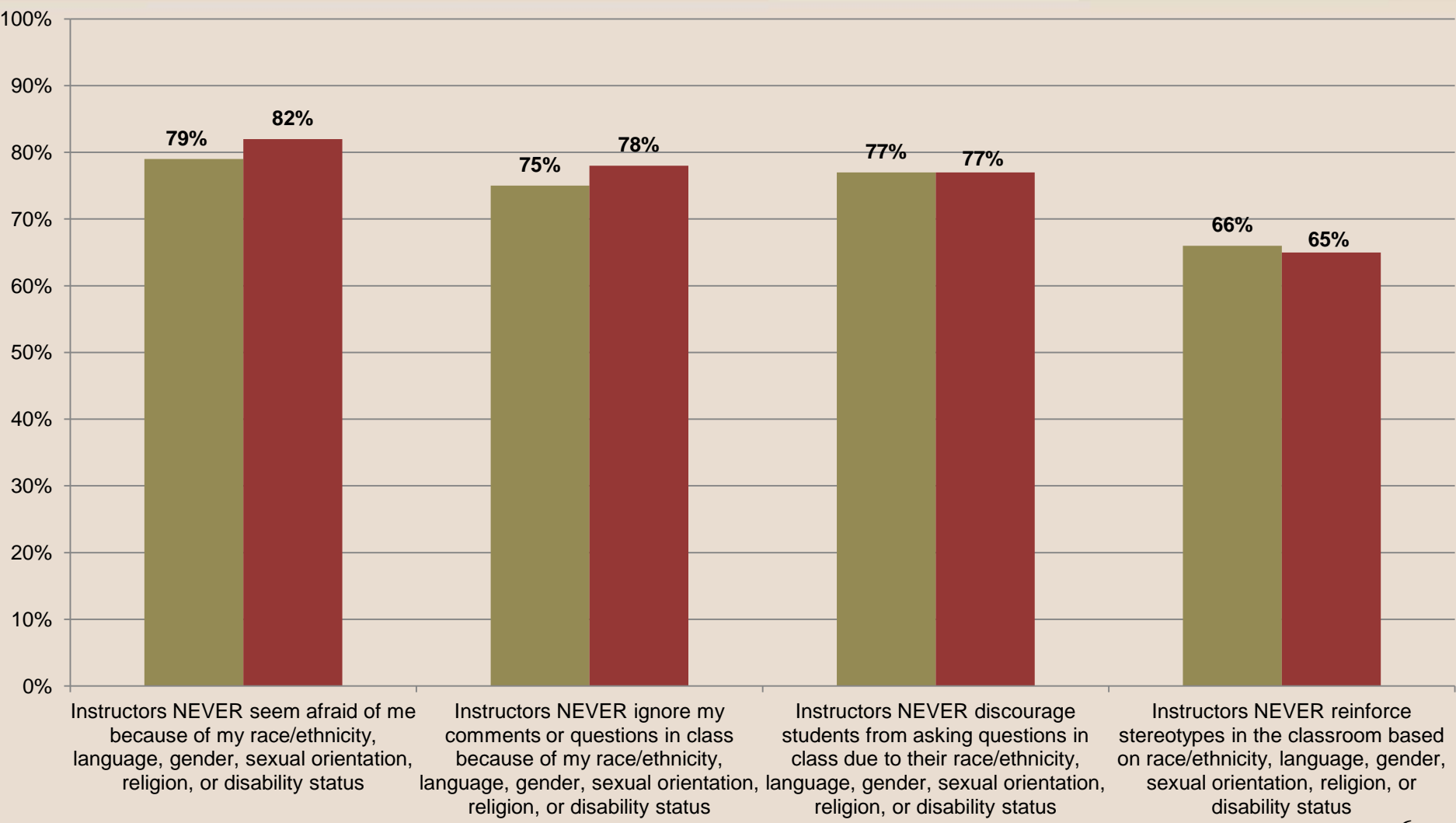
- New students who completed 1-3 quarters (30%) and continuing students who completed 10 or more quarters (23%).
- 28% spend 11-20 hours on campus per week, 24% spend 6-10 hours, and 23% spend 1-5 hours on campus.
- 24% of respondents took 7-10 different instructors, 29% took 11-19 instructors and 32% took 1-6 different instructors.
- 70% of respondents take all classes on campus while 29% take most of their classes on campus.
- 20% stated they are the primary caregiver for another person.
- 29% reported their religion to be Christianity, 18% no religion, 10% decline to state, 9% Agnostic, 9% Atheist, 5% Buddhist, 5% Hinduism and 4% Islam.
- 4% reported their sexual orientation as homosexual, 1% as asexual, and 5% bisexual.



# Faculty Interaction



# Experience with Instructors

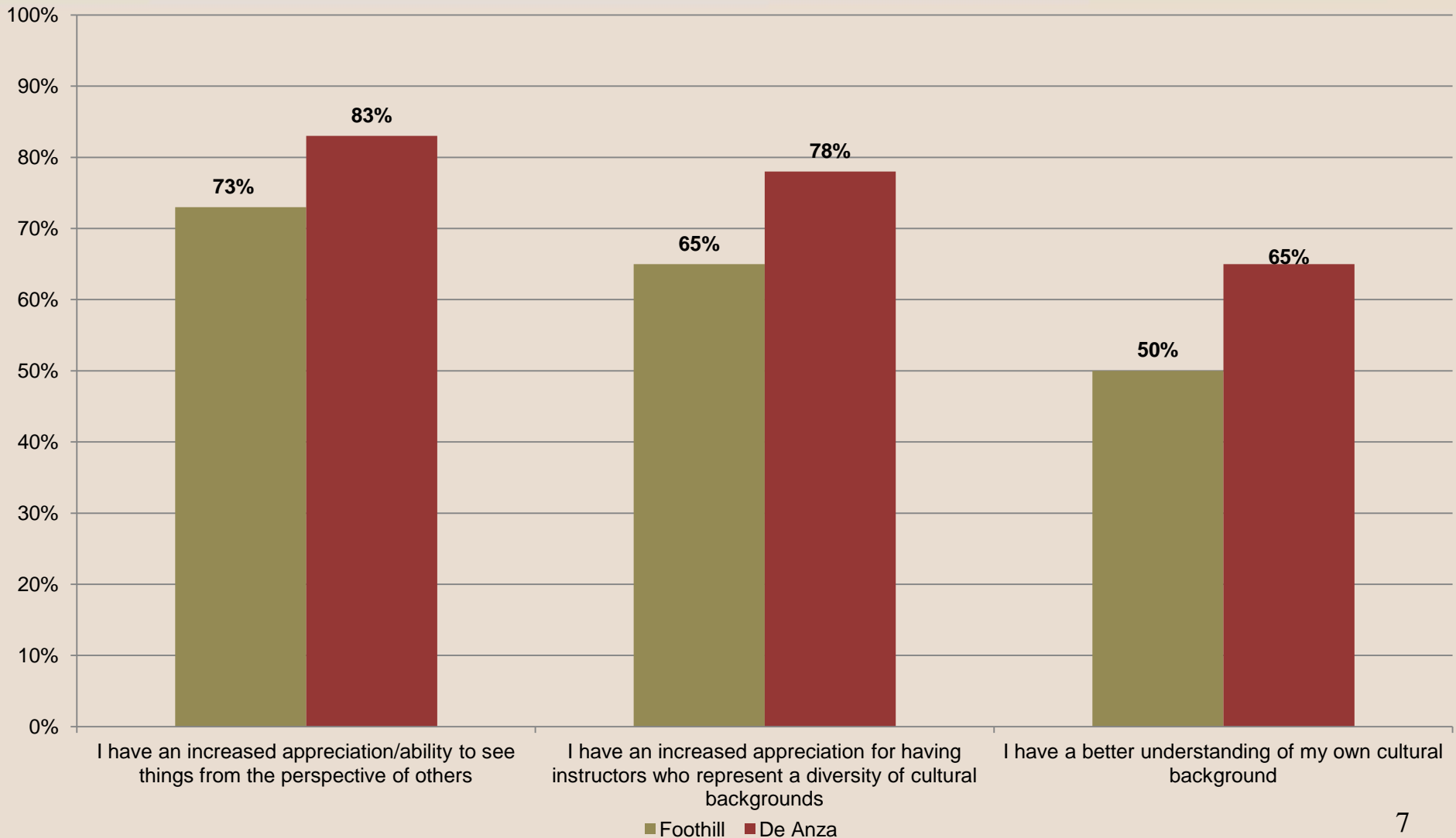


Questions 15-21: Includes respondents who selected never.

■ Foothill ■ De Anza



# Student Learning





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# Board of Trustees Presentation



Foothill College



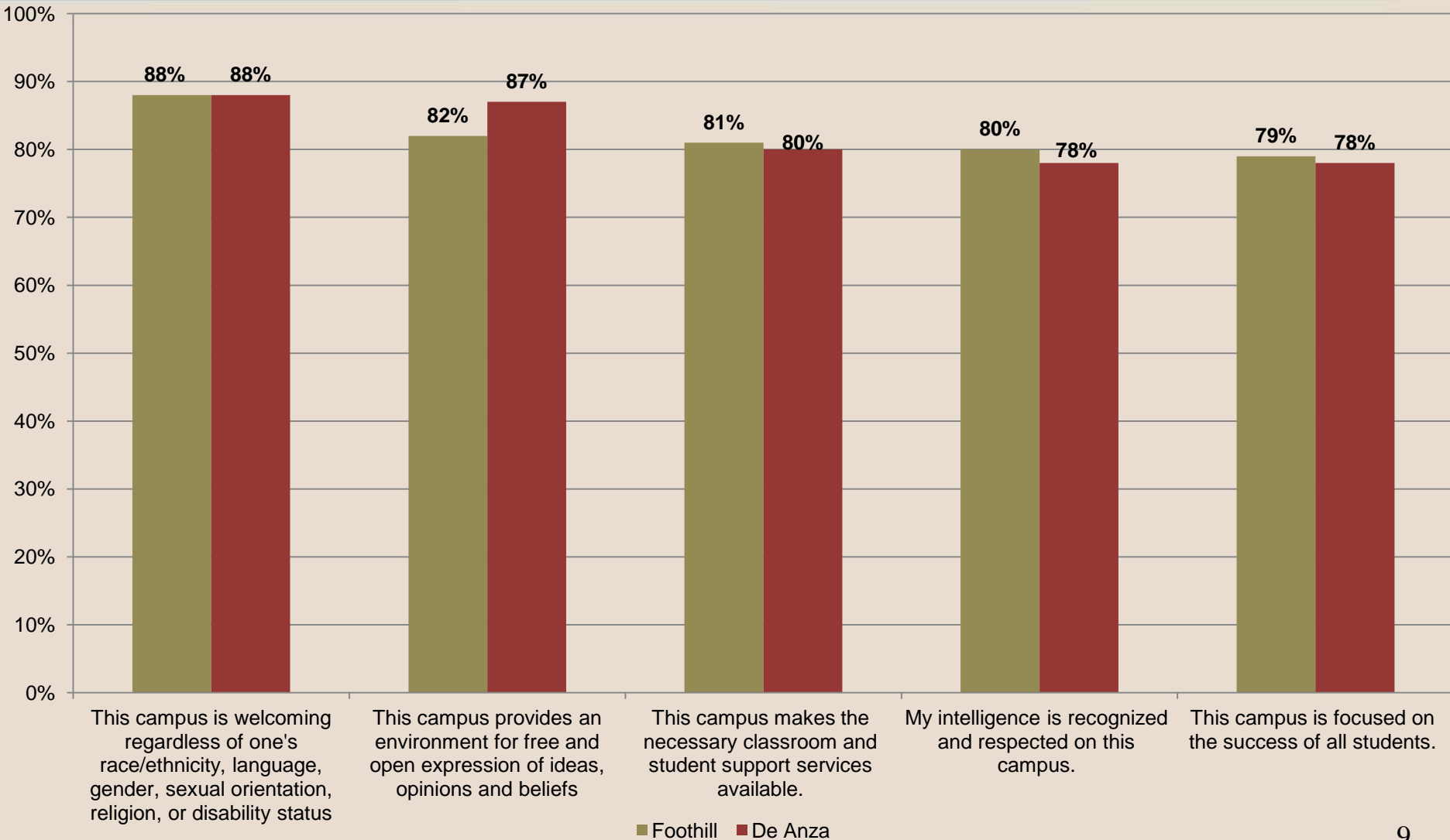
De Anza College







# Perceptions of the Campus Overall





# Interactions Between Groups

Note: Interactions between groups represent statistically significant differences between groups, however, they should be interpreted with caution due to small sample sizes when disaggregated by group.

## Age

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

- At De Anza, 91% (101) of students 40 or older gave a rating between 80-100% in regards to instructors are fair in grading, providing feedback, and setting expectations, regardless of the students' background, compared to 86% of students aged 20-24 (163).
- At Foothill, 93% (53) of students 40 or older gave a rating between 80-100% in regards to instructors are fair in grading, providing feedback, and setting expectations, regardless of the students' background, compared to 78% (26) of students 19 or younger.



# Interactions Between Groups

FOOTHILL-DE ANZA  
Community College District

## Disability Status

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.

- At De Anza, 79% (112) of students with a disability reported they never or rarely experienced instructors who made them feel uncomfortable, while 90% (382) of students without a disability reported the same.
- At Foothill, 80% (59) of students with a disability reported they never or rarely experienced instructors who made them feel uncomfortable, while 90% (118) of students without a disability reported the same.



# Interactions Between Groups

## Family Income

Students who reported their family income to be middle income (\$50k-\$75k) 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 income to be very low (\$0-\$25k) or very high (\$100k+).

- At De Anza, 76% (59) of middle income students reported they strongly or somewhat agree that they have a better understanding of people who are different from them, while 87% (110) of very low and 81% (65) of very high income students reported the same.
- At Foothill, 66% (17) of middle income students reported they strongly or somewhat agree that they have a better understanding of people who are different from them, while 76% (30) of very low and 87% (21) of high income (\$75-\$100k) students reported the same.



# Interactions Between Groups

## Ethnicity

- 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.
- At De Anza, 79% (88) of Multi-racial students report (strongly agree/somewhat agree) the campus is welcoming regardless of their background, compared to 91% (149) of White students.
- At Foothill, 67% (18) of Multi-racial students give instructors a rating between 80%-100% in regards to fair grading, while 92% (80) of White students give the same rating.
- At De Anza, 19% (21) of Multi-racial students and 16% (26) of White students report don't know/doesn't matter in regards to an increased appreciation for having instructors who represent a diversity of cultural backgrounds.
- At Foothill, 30% (8) of Multi-racial students and 27% (23) of White students (26) report don't know/doesn't matter in regards to an increased appreciation for having instructors who represent a diversity of cultural backgrounds.



# Interactions Between Groups

## Distance Education

- 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.

- At De Anza, 85% (341) of students who take all their classes on campus report they never or rarely have experienced instructors who reinforce stereotypes in the classroom, compared to 82% (141) of at least some online students.
- At Foothill, 82% (70) of students who take all their classes on campus report they never or rarely have experienced instructors who reinforce stereotypes in the classroom, compared to 90% (91) of at least some online students.



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# Employee Surveys



# Employee Population

## Foothill

Sent to 2,471 employees and resulted in 212 responses = **8.57% response rate**

- The age profile is well aligned with the employee population of the campus
- Higher proportion of female respondents(66% vs. 64%)
- Higher proportion of White respondents (76% vs. 60%)
- Lower proportion of Asian (10% vs. 16%) and Latino respondents (8% vs. 14%)
- 27% were classified, 36% full-time faculty, 28% part-time faculty, and 8% administrators

## De Anza

Sent to 4,613 employees and resulted in 227 responses = **4.92% response rate**

- The age profile is well aligned with the employee population of the campus
- Higher proportion of female respondents (67% vs. 59%)
- Higher proportion of White respondents(56% vs. 47%)
- Lower proportion of Asian (13% vs. 21%) and Latino respondents (11% vs. 15%)
- 35% were classified, 30% full-time faculty, 27% part-time faculty, and 6% administrators





# Employee Characteristics

## **Foothill**

- 56% of respondents have worked at FHDA over 10 years, 22% for 4-9 years, and 22% for less than 3 years.
- 64% spend 20 or more hours on campus per week, 31% spend 6-20 hours on campus and 4% spend 1-5 hours on campus. 1% reported spending no hours on campus.
- 78% stated they interact with students daily, 13% stated weekly, 8% occasionally, and 1% never interact with students.
- 59% stated they speak only English, 35% reported English is primary but they speak other languages, and 5% reported English is not their primary language.
- 34% reported their religion to be Christianity, 10% no religion, 17% decline to state, 12% Agnostic, 11% Atheist, 3% Buddhist, 3% Judaism, and 2% Islam.
- 11% reported their sexual orientation as homosexual and 4% bisexual.

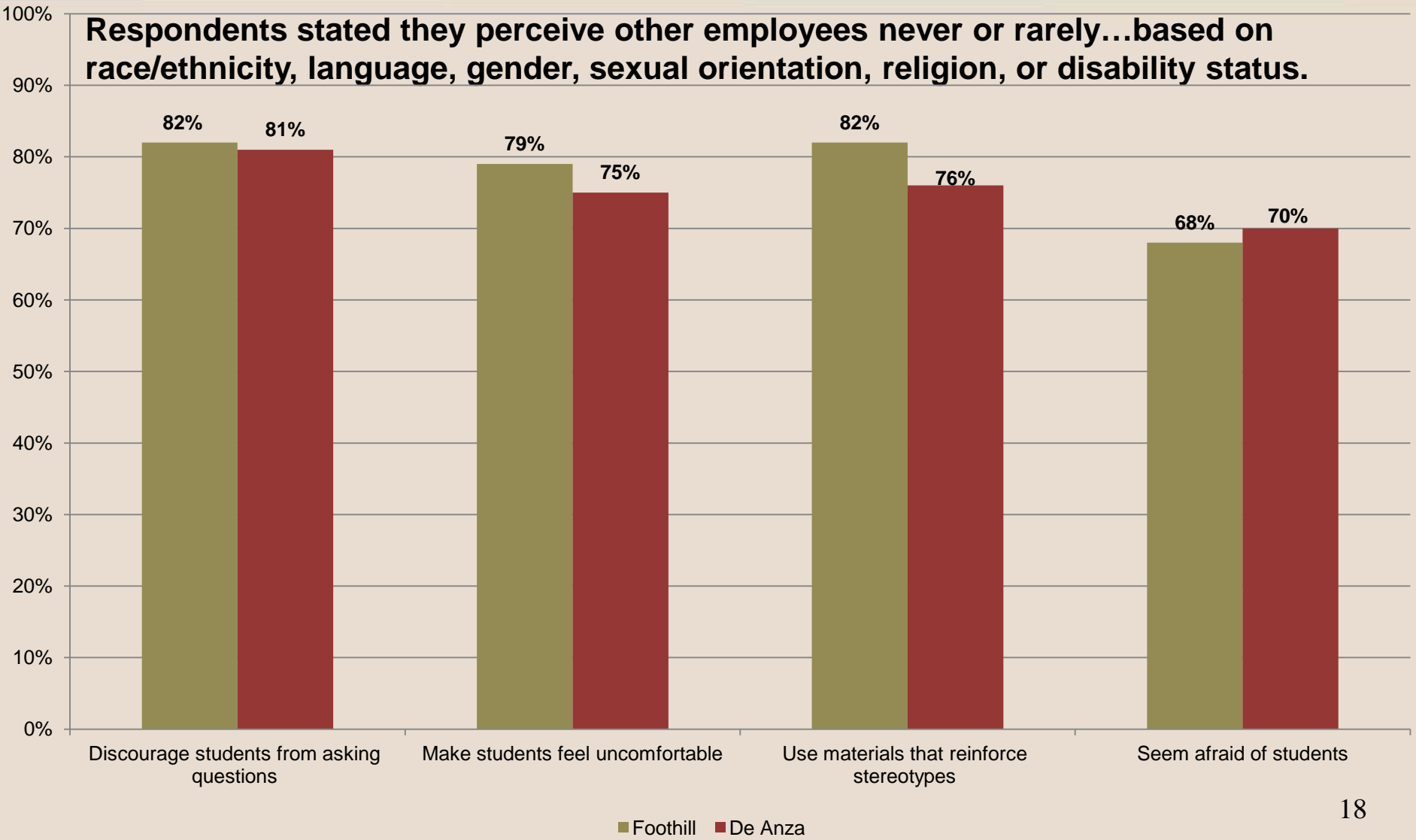
## **De Anza**

- 61% of respondents have worked at FHDA over 10 years, 24% for 4-9 years, and 15% for less than 3 years.
- 60% spend 20 or more hours on campus per week, 28% spend 6-20 hours on campus.
- 81% stated they interact with students daily, 12% stated weekly, 6% occasionally, and 2% never interact with students.
- 44% stated they speak only English, 47% reported English is primary but they speak another language, and 8% reported English is not their primary language.
- 33% reported their religion to be Christianity, 12% no religion, 21% decline to state, 8% Agnostic, 6% Atheist, 6% Buddhist, 5% Judaism, and 1% Islam.
- 5% reported their sexual orientation as homosexual, 1% as asexual, and 4% bisexual.



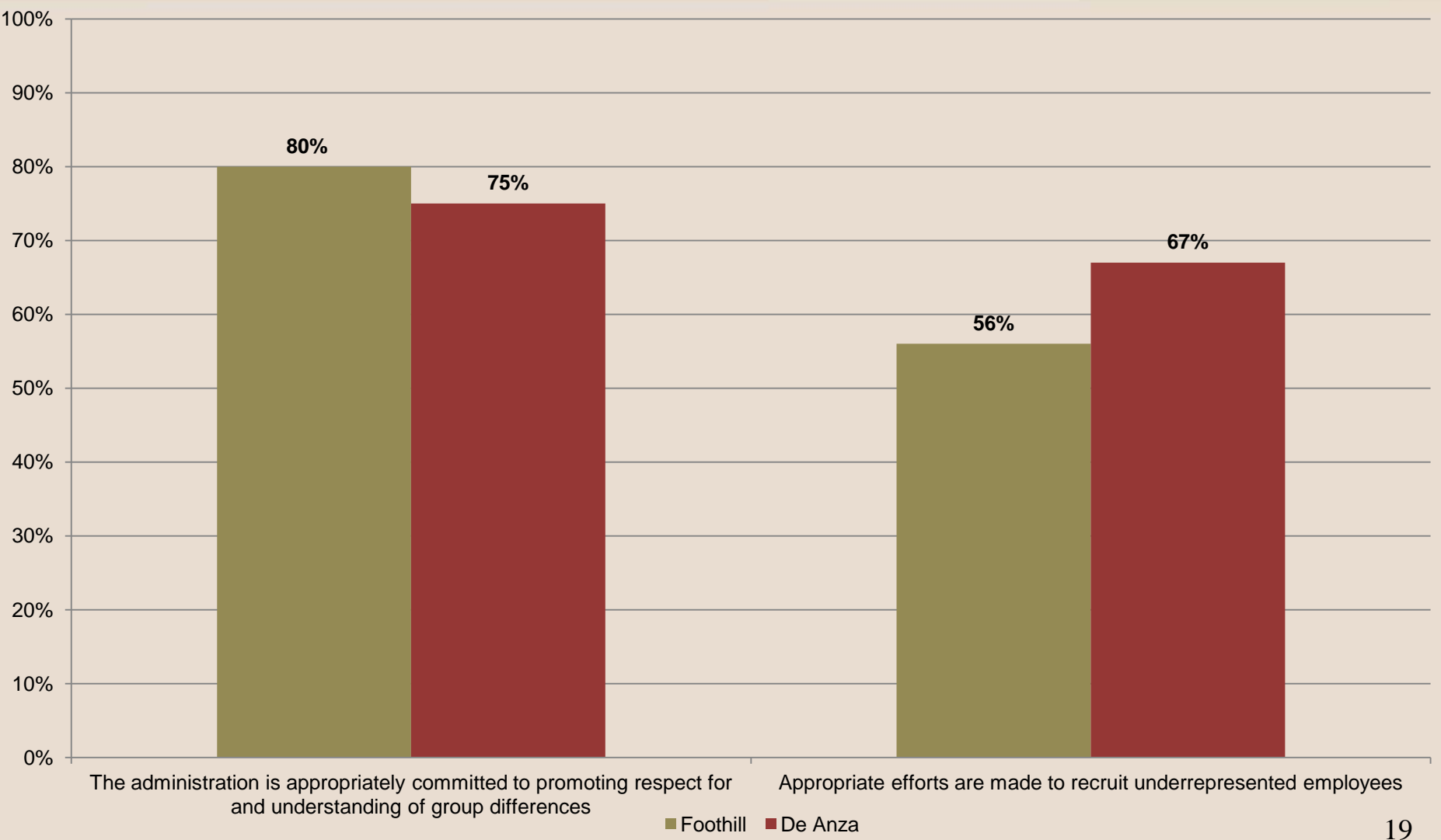
# Perception of Frequency of Employee Actions

**Respondents stated they perceive other employees never or rarely...based on race/ethnicity, language, gender, sexual orientation, religion, or disability status.**





# Perceptions of the Institution

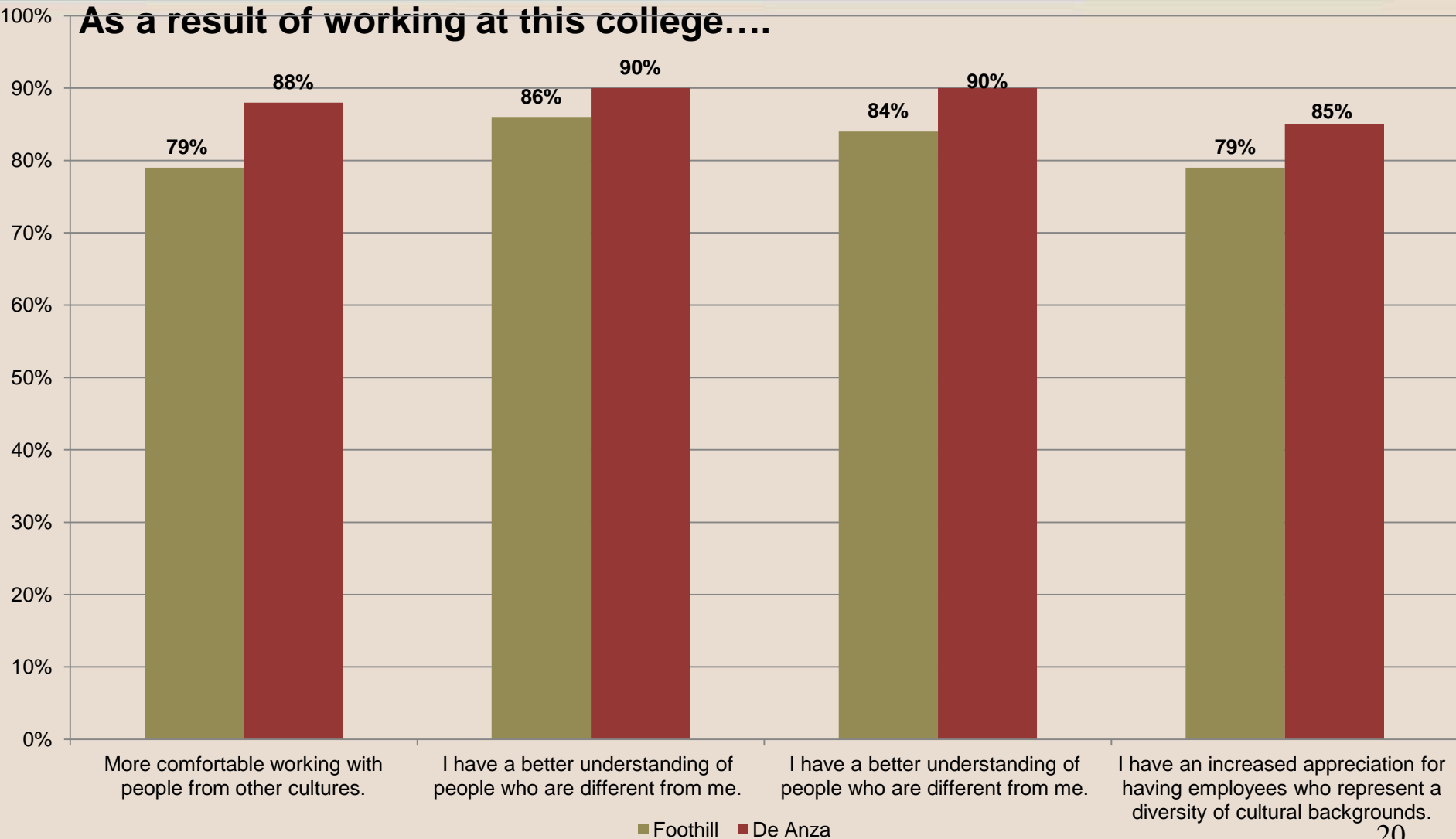


Questions 25-26: Includes respondents who selected strongly agree or somewhat agree. Excludes non responses.



# Personal Development

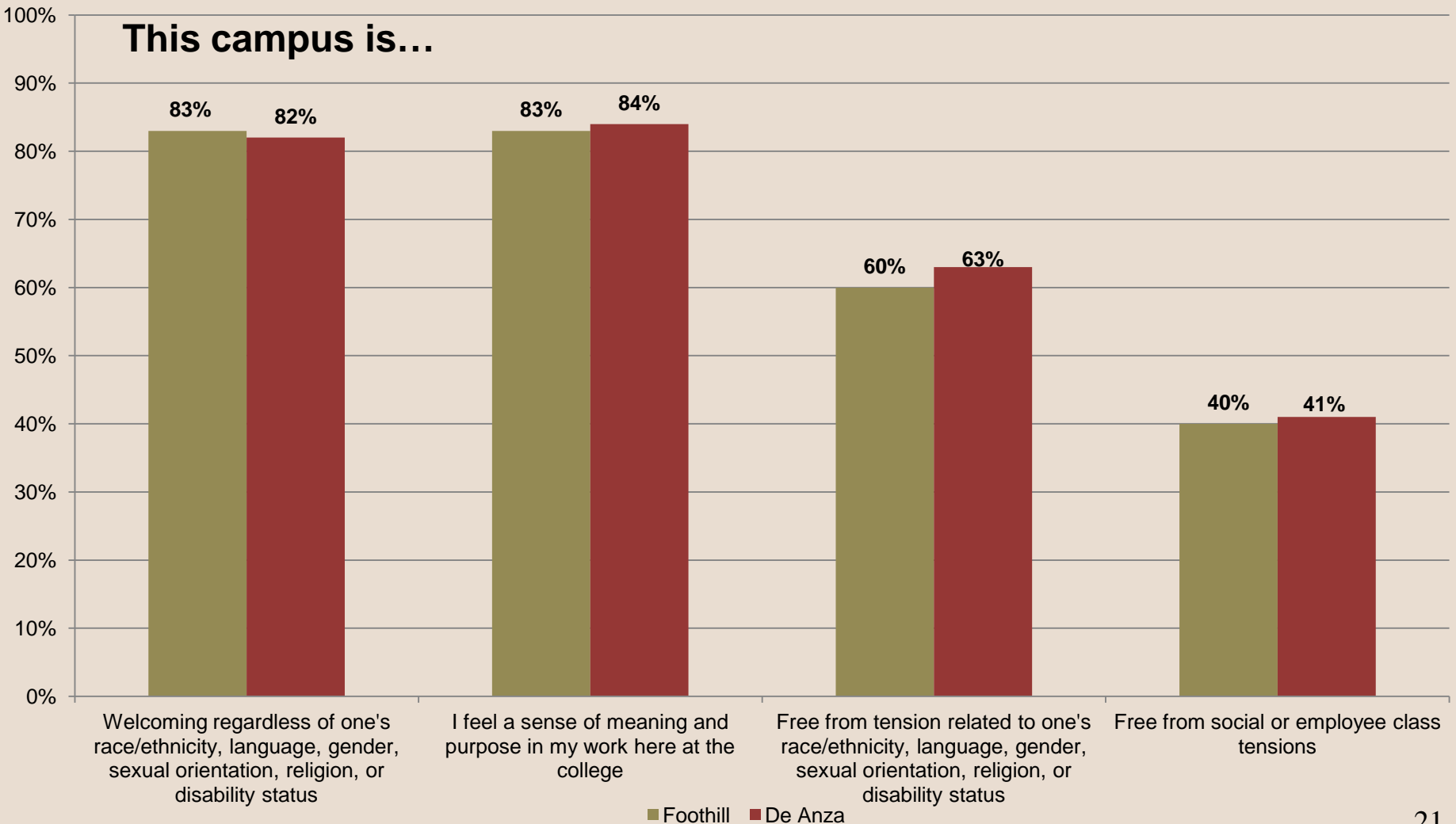
**As a result of working at this college....**



■ Foothill ■ De Anza



# Perceptions of the Campus Overall





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# Board of Trustees Presentation



Foothill College



De Anza College





# Interactions Between Groups

## Gender – De Anza College

Many questions showed no difference between females and males. However, females were more likely to report feeling less physically safe on campus and more likely to feel marginalized in how they were treated at work.

- 88% (57) of males compared to 74% (98) of females stated strongly agree or somewhat agree that they are safe from physical harm when they are on campus.
- 69% (44) of males compared to 60% (79) of females stated they never or rarely felt excluded from formal collegial networks.
- 68% (43) of males compared to 54% (71) of females stated they never or rarely have been talked over, ignored, or silenced by other employees.

## Gender – Foothill College

Many questions showed no difference between males and females. However, females were more likely to feel excluded from collegial networks.

- 57% (52) of females stated they never or rarely felt excluded from collegial networks while 74% (33) of males reported the same.



# Next Steps

- Develop a plan of dissemination to share across campus.
- Possibly develop a scorecard in areas where we passed/failed.
- Spend time reviewing the open-ended responses.
- Develop action teams out of the Equity Committees at both campuses that can help address areas of improvement.
- Convene focus groups to delve into particular areas in greater detail.
- Share across campus, post on research websites. <sup>24</sup>