

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

This program review does not address one department. Rather, the data provided for this program review are all the programs in the IIS division that do not have a dedicated FT instructor. The dean acts as the de facto department chair for all of the programs without a chair, including Chicanx/Latinx, Comparative Ethnic Studies, International/Global Studies and Native American/Indigenous Studies. There is no singular mission statement that exists for all these programs since they are different programs.

How does your program mission statement relate to the mission, vision and values of the college?

(<https://www.deanza.edu/about-us/mission-and-values.html>)?

Although there is no singular mission statement for all these departments, the courses and programs in these departments are in complete alignment with the mission, vision and values of the college. The courses include Ethnic Studies courses and Global Studies courses. These are courses that serve "a diverse spectrum of people and cultures" which is one of the equity values. Furthermore, these courses help students feel connected, engaged and valued, all key factors to student success.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Hire FT faculty	The division needs to hire FT faculty to oversee	Dean and college	Governance committees		Whether or not FT faculty is approved by college	Whether or not FT instructor is hired
Professional development	Professional development for online courses	Instructors	Office of PD, Office of Online Education		Evaluations	Administrative evaluations will be used to see if courses in ICS/IIS

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

Three of the departments included in this program review and do not have any dedicated FT instructors are CETH (Comparative Ethnic Studies), CHLX (Chicanx/Latinx) and NAIS (Native American/Indigenous Studies). These three departments fall under the Ethnic Studies discipline. Ethnic Studies became a lower division CSU GE requirement in Fall 2021, an IGETC requirement in Fall 2023 and will be a requirement for all associate's degrees in CA community colleges starting Fall '2024. The demand for courses in these departments will be increasing due to these new requirements.

In 2021/22, the division changed the prefix for many of the courses that previously had an ICS prefix to prepare for the Ethnic Studies GE requirement. This is why there was a huge dip in the number of sections offered in 2021/22 compared to 2020/21.

One of the dedicated FT instructors in CETH is on 50% load. Another FT CETH instructor resigned in December 2022. There have been at least 3 PT faculty with high REP status who have retired in the past 2 years.

A new Transfer degree in Global Studies was created last year. This may increase demand for the Global Studies courses. The degree may be popular among international students. One of our neighboring 4-year institution, San Jose State University, offers a Global Studies degree, which the transfer degree could feed into.

B. Enrollment Trends

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

the data trend shows an increase in Enrollment

- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

The data trend is showing an increase in enrollment from 2021/22 to 2022/23. The comparison of enrollment from 2018/19 to 2022/23 is not an accurate one since many courses from 2018/19 have changed prefixes and are no longer considered in this dataset. This dataset excludes data from African American Studies, Asian American and Asian Studies and Women's, Gender and Sexuality Studies, three of the largest programs in the IIS division.

The data shows that even though there were fewer sections offered in 22/23 compared to 21/22, the enrollment actually increased yielding an overall higher productivity number for these courses. The data shows that there is strong demand for these courses. The limiting factor is the restricted number of FTEF the division has otherwise we would be able to offer more courses. The productivity number of 610 is one of the highest productivity numbers for the college which tells us that our classes have a high fill rate.

Much of the demand is due to the new GE requirement for Ethnic Studies. The CSU GE Area F: Ethnic Studies requirement went into effect in the 21/22 academic year. IGETC added Area 7: Ethnic Studies to the 23/24 academic year. These new requirements have yielded in increased demand for approved Ethnic Studies courses that meet the GE requirement. This includes CHLX 10 - Introduction to Chicano/Latino Studies, CETH 10 - Race, Ethnicity and Inequality, CETH 29 - Ethnic Studies, Cultural Pluralism and American Law and Justice, NAIS 12 - Ethnic Studies and the Historical Experiences of Native Americans. The enrollment for these courses have skyrocketed.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqItIQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).
2. Cite current industry trends.
3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

D. Course Success

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
4. How do course success rate trends align with your program goals?

The overall success rate appears to be staying constant. The success rates range from 69.8% to 73.6% with 2022/23 having an overall success rate of 72.5%.

One of the goals the division has is to engage in professional development, especially in the area of online teaching. Discussions on what accessibility is, how to provide accessible content, and how to provide regular and substantive interaction in online courses have already begun at the division level. Individual instructors are visiting and getting help from the Office of Online Education. Other professional development we are looking into include learning more

about ethnic studies specific pedagogy, alternative assessments as well as alternative grading or "ungrading" methods.

The division would really like to increase the number of FT instructors in this division. Oftentimes, PT instructors are teaching at multiple institutions and it is difficult for them to join division/department meetings and participate in professional development offered by the college. The demand for Ethnic Studies courses has jumped at every single community college. Some PT faculty are teaching in 3 or more institutions to meet this demand. Because they are teaching at multiple institutions, it can be difficult for them to teach in-person and participate in division meetings & professional development opportunities the college offers.

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. Students who identify as Black or Latinx have negative success gaps greater than 6 percentage points, whereas students who identify as Asians, Filipinx or White have either no success gaps or positive percentage gaps
2. The gaps in success for Black and Latinx students mirror the overall campus as a whole. Most of the courses are offered using an online modality in this division. We need to look at hiring faculty who are able to teach in-person. We also need to hire FT faculty who can participate in professional development that the college has to offer and in division meetings where discussions around SLO's and pedagogy take place.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Continue to use De Anza Connect so that someone reaches out to students and offers extra assistance when they are falling behind.
2. Look into more professional development on teaching pedagogy and online teaching strategies, especially high-touch strategies. High-touch strategies are used to humanize our teaching. But, oftentimes, it is difficult to employ these techniques when the max seat count for classes in these departments is 50.
3. These teaching and learning strategies are aligned with the college's mission and values especially with the key success factors of nurturing, engaging and connecting students.

Trends in Awards

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

The trend on associate degrees is low but has stayed relatively constant. Many students are now opting for an Associate's degree for transfer rather than an Associate's degree. The division has created a new Associate's degree for transfer in Global Studies. This is awaiting state approval.

The Associate's degree in Intercultural Studies needs to be revised. With the Ethnic Studies legislation, the courses in the ICS degree will be changing. We are awaiting transfer model curriculum to be developed at the state level before making changes to this degree. The state anticipates coming out with these model curriculum in the next several years.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. None
2. The department is looking into revising the Intercultural Studies Associate's degree, which will have to be updated due to the new changes in Ethnic Studies. The state will be creating new transfer model curriculum in Ethnic Studies, African American Studies, Asian American Studies, Chicax Studies and Native American Studies. We are awaiting these new curriculum to come out before making any changes to our local degree. The state anticipates coming out with these models in the next several years (at earliest spring 2025). The date has been postponed several times, but that is not within our control.
3. Additionally, the department is looking into creating a certificate of achievement in Ethnic Studies. High schools will require students to take an Ethnic Studies course as part of the graduation requirement starting in 25/26. There are high school teachers who are unprepared to teach Ethnic Studies, since the high school requirement to teach Ethnic Studies is only a credential in Social Studies, which for some teachers may not include any Ethnic Studies courses. The certificate is also aimed at professionals working in Diversity, Equity and Inclusion and students who are thinking of minoring in Ethnic Studies.

Staffing Trends

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

We desperately need FT faculty in these programs. There needs to a dedicated FT instructor who can provide vision and guidance for these departments. With the new Ethnic Studies requirement, the demand will continue to increase and we anticipate more interest in the certificates/degrees in these areas.

No new classified staffing is needed.

We are trying our best to have instructors who are well-versed in Ethnic Studies teaching pedagogy teach our courses. It has been a challenge with staffing since the new Ethnic Studies minimum qualifications have come out from the State Chancellor's office. On the one hand, the new minimum qualifications are there to formally validate the Ethnic Studies disciplines, but this also means instructors who didn't go to colleges that had Ethnic Studies as a major option, do not necessarily meet the min quals and have to go through an equivalency process.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division”

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

SLO's were done before I became the current dean started at De Anza. I do not see SLO's done for courses in these departments and do not know where they

Dean/Manager Comments

It would be inappropriate for the dean to comment since the dean wrote the program review.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.

Program Review Data Sheet

Limits: Course Credit Status Credit

Enrollment Trends

FHDA District->De Anza College->Intercultural/Internation Stu->French-FD, FHDA District->De Anza College->Intercultural/Internation Stu->German-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Hindi-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Italian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Japanese-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Korean-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Persian-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Russian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Sign Language-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Vietnamese Language-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	1,623	1,517	1,671	1,501	1,367	-15.8%
Enrollment	2,270	2,019	2,388	2,089	1,943	-14.4%
Sections	73	60	66	62	61	-16.4%
WSCH	3,786	3,366	3,982	3,481	3,237	-14.5%
FTEs (end of term)	250	222	263	230	216	-13.6%
FTEF (end of term)	7.7	6.5	7.3	6.9	6.8	-11.9%
Productivity (WSCH/FTEF)	493	514	544	506	478	-3.0%

Faculty Workload

FHDA District->De Anza College->Intercultural/Internation Stu->French-FD, FHDA District->De Anza College->Intercultural/Internation Stu->German-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Hindi-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Italian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Japanese-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Korean-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Persian-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Russian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Sign Language-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Vietnamese Language-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.3	0.0	0.0	0.0	0.0	-100%
Full Time %	4.4%	0.0%	0.0%	0.0%	0.0%	-100%
Part Time Load	7.3	6.5	7.3	6.9	6.8	-8%
Part Time %	95.6%	100.0%	100.0%	100.0%	100.0%	5%
Total FTEF	7.7	6.5	7.3	6.9	6.8	-12%

Course Success

FHDA District->De Anza College->Intercultural/Internation Stu->French-FD, FHDA District->De Anza College->Intercultural/Internation Stu->German-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Hindi-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Italian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Japanese-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Korean-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Persian-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Russian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Sign Language-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Vietnamese Language-DA

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,784	79%	1,600	79%	1,967	82%	1,655	79%	1,623	84%
Non Success	289	13%	198	10%	158	7%	218	10%	167	9%
Withdrew	197	9%	219	11%	263	11%	216	10%	153	8%
Total	2,270	100%	2,017	100%	2,388	100%	2,089	100%	1,943	100%

Course Success by Race/Ethnicity

FHDA District->De Anza College->Intercultural/Internation Stu->French-FD, FHDA District->De Anza College->Intercultural/Internation Stu->German-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Hindi-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Italian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Japanese-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Korean-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Persian-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Russian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Sign Language-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Vietnamese Language-DA

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	334	60%	326	62%	444	67%	347	61%	326	71%
Non Success	146	26%	111	21%	90	13%	112	20%	76	16%
Withdrew	77	14%	85	16%	133	20%	109	19%	59	13%
Total	557	100%	522	100%	667	100%	568	100%	461	100%

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

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,450	85%	1,274	85%	1,523	88%	1,308	86%	1,297	88%
Non Success	143	8%	87	6%	68	4%	106	7%	91	6%
Withdrew	120	7%	134	9%	130	8%	107	7%	94	6%
Total	1,713	100%	1,495	100%	1,721	100%	1,521	100%	1,482	100%

Enr Distribution by Student Demographics

FHDA District->De Anza College->Intercultural/Internation Stu->French-FD, FHDA District->De Anza College->Intercultural/Internation Stu->German-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Hindi-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Italian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Japanese-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Korean-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Persian-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Russian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Sign Language-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Vietnamese Language-DA

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	1,151	51%	1,008	50%	1,402	59%	1,206	58%	980	50%
Male	1,087	48%	976	48%	954	40%	815	39%	878	45%
Non-Binary	0	0%	2	0%	0	0%	0	0%	0	0%
Unknown gender	32	1%	33	2%	32	1%	68	3%	85	4%
Total	2,270	100%	2,019	100%	2,388	100%	2,089	100%	1,943	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	1,190	52%	989	49%	1,090	46%	867	42%	922	47%
Black	55	2%	46	2%	57	2%	67	3%	57	3%
Filipinx	125	6%	132	7%	154	6%	110	5%	93	5%
Latinx	377	17%	345	17%	456	19%	391	19%	311	16%
Native American	9	0%	11	1%	12	1%	8	0%	5	0%
Pacific Islander	19	1%	14	1%	30	1%	10	0%	6	0%
Unknown ethnicity	33	1%	66	3%	65	3%	109	5%	125	6%
White	462	20%	416	21%	524	22%	527	25%	424	22%
Total	2,270	100%	2,019	100%	2,388	100%	2,089	100%	1,943	100%

Success Rates by Gender

FHDA District->De Anza College->Intercultural/Internation Stu->French-FD, FHDA District->De Anza College->Intercultural/Internation Stu->German-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Hindi-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Italian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Japanese-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Korean-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Persian-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Russian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Sign Language-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Vietnamese Language-DA

2022-23

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	815	83%	87	9%	78	8%	980	100%
Male	735	84%	72	8%	71	8%	878	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	73	86%	8	9%	4	5%	85	100%
All	1,623	84%	167	9%	153	8%	1,943	100%

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	954	79%	121	10%	131	11%	1,206	100%
Male	640	79%	94	12%	81	10%	815	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	61	90%	3	4%	4	6%	68	100%
All	1,655	79%	218	10%	216	10%	2,089	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,169	83%	88	6%	145	10%	1,402	100%
Male	771	81%	69	7%	114	12%	954	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	27	84%	1	3%	4	13%	32	100%
All	1,967	82%	158	7%	263	11%	2,388	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	804	80%	92	9%	112	11%	1,008	100%
Male	769	79%	102	10%	103	11%	974	100%
Non-Binary	1	50%	1	50%	0	0%	2	100%
Unknown gender	26	79%	3	9%	4	12%	33	100%
All	1,600	79%	198	10%	219	11%	2,017	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	944	82%	114	10%	93	8%	1,151	100%
Male	814	75%	171	16%	102	9%	1,087	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	26	81%	4	13%	2	6%	32	100%
All	1,784	79%	289	13%	197	9%	2,270	100%

Success Rates by Ethnicity

FHDA District->De Anza College->Intercultural/Internation Stu->French-FD, FHDA District->De Anza College->Intercultural/Internation Stu->German-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Hindi-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Italian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Japanese-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Korean-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Persian-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Russian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Sign Language-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Vietnamese Language-DA

2022-23

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	822	89%	47	5%	53	6%	922	100%
Black	44	77%	9	16%	4	7%	57	100%
Filipinx	75	81%	7	8%	11	12%	93	100%
Latinx	207	67%	60	19%	44	14%	311	100%
Native American	3	60%	1	20%	1	20%	5	100%
Pacific Islander	4	67%	1	17%	1	17%	6	100%
Unknown ethnicity	114	91%	7	6%	4	3%	125	100%
White	354	83%	35	8%	35	8%	424	100%
All	1,623	84%	167	9%	153	8%	1,943	100%

2021-22

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	754	87%	55	6%	58	7%	867	100%
Black	43	64%	13	19%	11	16%	67	100%
Filipinx	79	72%	20	18%	11	10%	110	100%
Latinx	225	58%	79	20%	87	22%	391	100%
Native American	6	75%	1	13%	1	13%	8	100%
Pacific Islander	5	50%	1	10%	4	40%	10	100%
Unknown ethnicity	96	88%	10	9%	3	3%	109	100%
White	447	85%	39	7%	41	8%	527	100%
All	1,655	79%	218	10%	216	10%	2,089	100%

2020-21

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	974	89%	38	3%	78	7%	1,090	100%
Black	36	63%	4	7%	17	30%	57	100%
Filipinx	120	78%	11	7%	23	15%	154	100%
Latinx	288	63%	75	16%	93	20%	456	100%
Native American	11	92%	0	0%	1	8%	12	100%
Pacific Islander	21	70%	3	10%	6	20%	30	100%
Unknown ethnicity	56	86%	4	6%	5	8%	65	100%
White	461	88%	23	4%	40	8%	524	100%
All	1,967	82%	158	7%	263	11%	2,388	100%

2019-20

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	848	86%	59	6%	82	8%	989	100%
Black	34	74%	6	13%	6	13%	46	100%
Filipinx	108	82%	12	9%	12	9%	132	100%
Latinx	184	53%	93	27%	67	19%	344	100%
Native American	9	82%	0	0%	2	18%	11	100%
Pacific Islander	10	71%	1	7%	3	21%	14	100%
Unknown ethnicity	57	88%	7	11%	1	2%	65	100%
White	350	84%	20	5%	46	11%	416	100%
All	1,600	79%	198	10%	219	11%	2,017	100%

2018-19

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	1,007	85%	104	9%	79	7%	1,190	100%
Black	37	67%	11	20%	7	13%	55	100%
Filipinx	90	72%	23	18%	12	10%	125	100%
Latinx	207	55%	112	30%	58	15%	377	100%
Native American	7	78%	1	11%	1	11%	9	100%

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Pacific Islander	15	79%	1	5%	3	16%	19	100%
Unknown ethnicity	28	85%	4	12%	1	3%	33	100%
White	393	85%	33	7%	36	8%	462	100%
All	1,784	79%	289	13%	197	9%	2,270	100%

Data is for the academic year, including summer term and early summer/second spring terms for Foothill College. Enrollments include students who are counted for apportionment for the report years (i.e., Apprenticeship, noncredit and other students who do not necessarily have a reported grade). Cross-listed courses are included in the home department. 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.

Degrees and Certificates

French-FD German-FD Hindi-DA Italian-FD Japanese-FD Korean-FD Persian-DA Russian-FD Sign Language-DA Vietnamese Language-DA

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Major	Ethnicity	2022-23
Credit Certificate-Transcriptable	2FLC - French Language and Culture	Asian	1
		Filipinx	1
		Native American	1
		Total	3
	2ILC - Italian Language and Culture	Black	1
		Filipinx	1
		White	1
		Total	3
	2KLC - Korean Language and Culture	Asian	3
		Total	3
	2RLC - Russian Language and Culture	Asian	1
		White	1
		Total	2
	Total		11
Total			11

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

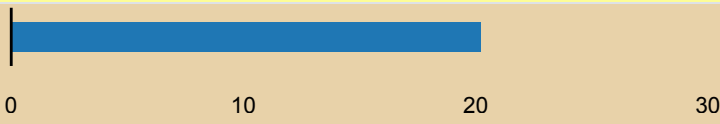
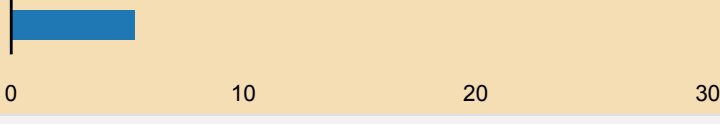
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

FHDA District->De Anza College->Intercultural/Internation Stu->French-FD, FHDA District->De Anza College->Intercultural/Internation Stu->German-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Hindi-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Italian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Japanese-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Korean-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Persian-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Russian-FD, FHDA District->De Anza College->Intercultural/Internation Stu->Sign Language-DA, FHDA District->De Anza College->Intercultural/Internation Stu->Vietnamese Language-DA
 Number of sections: 61

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (French-FD, 61 sections)	1,943	84%	84%	0		
Asian	922	89%	78%	+11		
Black	57	77%	84%	-7		4
Filipinx	93	81%	84%	-3		3
Latinx	311	67%	87%	-20		63
Native American	N/A					
Pacific Islander	N/A					
Unknown ethnicity	125	91%	83%	+8		
White	424	83%	84%	0		1
Female	980	83%	84%	-1		8
Male	878	84%	83%	+0		
Non-Binary	0					
Unknown gender	85	86%	83%	+2		
Foster youth	N/A					
Individuals with disabilities	46	78%	84%	-5		3
Low Income	694	80%	85%	-5		37
Not Low Income	1,249	85%	80%	+5		
Veterans	19	84%	84%	+1		

¹The PPG-1 method follows the CCCC method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).