

# DASG Budget Request 2024-2025

## For Athletics

Budget Request due to the Office of College Life by 4:00 pm Monday, November 6, 2023  
Applications and attachments must be typed and submitted via email to Dennis Shannakian at  
[ShannakianDennis@fhda.edu](mailto:ShannakianDennis@fhda.edu).

Please also copy the Administrator on the email.

Applications must be submitted as Word documents or searchable text PDFs (not scans; signatures are not required)

The Email Subject must be in the following format:

"DASG Budget Request - Your DASG Account/Program Name - Your DASG Account Number"

For Example: "DASG Budget Request - DASG Budget Committee - 41-51140"

***Everything submitted will be publicly available online.***

Delete the Object Codes and lines within Object Codes you do not need.

1. Program (Account) Name: **Athletics (Away Contests)**
2. Is this a new DASG account? Yes  No  DASG Account Number: **41-57201**
3. Amount requested for 2023-2024 **\$65,000**
4. Total amount allocated for 2023-2024 **\$25,000**
5. How long has this program existed? **Since 1967**
6. Number of students directly involved in this program: **Approximately 400 annually.**
7. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASG funds allocated to you have paid the \$10 DA Student Body Fee and are DASG Members (DASG Budget Stipulation # 1)? **Mountain Lions Athletics requires the \$10 fee, as part of its PE-99 Orientation to Athletics course (required for all freshmen and incoming student-athletes); this is covered by the instructor AND the Director of College Life during her visit to each PE-99 class.**
8. What would be the impact if DASG did not completely fund this request? **Mountain Lions Athletics relies on DASG funding to cover student-athlete meals and lodging during away trips for competition. If not completely funded, teams would need to fundraise to cover the shortfall. This could present an equity issue for some student-athletes as they do not have local fundraising connections/contacts that others might have. This is due to the fact that some are not from the local area. Not traveling would hinder students' exposure to four-year university recruiters and limit potential scholarship opportunities for beyond their time at De Anza College. In 2022, DASG supported the increase to raise per meal allotment rates due to ongoing inflation costs. We deeply appreciate this level of support in servicing our student-athletes.**
9. Total amount being requested for 2024-2025 (from page 2) **\$65,000**

Delete the Object Codes and lines within Object Codes you do not need.

### Domestic Conference and Travel (5510)

(For away games, De Anza Athletics are subject to a maximum allocation of \$10 for breakfast, \$15 for Lunch, and \$25 for dinner per student athlete. Each student athlete is allowed a maximum of one breakfast, one lunch, and one dinner in a twenty-four hour period. In the event that there is a required banquet at the State Championships the maximum allocation for Dinner would be waived. For the purpose of meal reimbursements, all meals will be defined by the period in which they are consumed. Breakfast shall be from 4:00 am to 11:00 am, lunch shall be from 11:01 am to 4:00 pm, and dinner shall be from 4:01 pm to 12:00 am. The budgeter shall have the right to appeal the decision to the DASG Finance Committee.)

**NOTE:** Athletics will be allocated a total sum only for away games and contests travel in California. Athletics may use some of this funding for games and contests out of California by requesting a waiver from the DASG Finance Committee during the fiscal year of the budget.

	Item	Intended Use	Cost
1.	<u>Meals &amp; Lodging</u>	<u>Away competition</u>	<u>\$65,000</u>
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
		TOTAL:	<u>\$65,000</u>

Total amount being requested for 2024-2025 (also complete line 9 at bottom of first page)

\$65,000

## **Request For Information (RFI)**








*Everything submitted will be publicly available online.*

	Question / Inquiry	Program Response
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<p>1. Please provide a <b>thorough</b> description of your program. Please describe the new services or features of your program that were implemented after you last submitted a DASG RFI. Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services?</p>	<p>At De Anza College, Mountain Lion Athletics is part of the Division of Physical Education and Athletics. We serve the needs of everyone interested in competing at the collegiate level.</p> <p>De Anza College Athletics has a rich history of academics and athletic accomplishments and is recognized as a top program in the Coast Conference. Many of our student-athletes have transferred to the university level and some have even competed professionally. Many top coaches and staff were former student-athletes at De Anza College. We are proud of these individuals and their contributions to the success of Mountain Lion Athletics.</p> <p>De Anza has dedicated faculty, staff and coaches working tirelessly with our student-athletes. These dedicated professionals ensure the success of our student-athletes and teams year after year. We are committed to excellence and welcome you to join us in reaching our goals.</p> <p>De Anza remains a leader in California in retention, transfers, and GPA. Mountain Lion Athletics is one of the most diverse student cohorts on campus and has a 58.5% population of underserved students.</p> <p>New services and features of our program include:</p> <ul style="list-style-type: none"> <li>👤 Student-Athlete Support Group, to address mental health challenges facing many of our students; we have teamed with campus Psych Services/Counselors/Staff to lead group sessions.</li> <li>📧 Monthly Newsletter from Athletics Academic Services to provide information/announcements/deadlines for student-athletes and employees (also posted on our athletics website); this is a great tool to remind student-athletes to pay the \$10 DASG fee.</li> <li>📱 Instagram for Student-Athlete Advisory Council; our student club keeps everyone updated on SAAC news; this is a great tool to remind student-athletes to pay the \$10 DASG fee.</li> <li>🎨 Gipper social media resource to create high-quality designs/graphics in promoting our students and programs on Twitter, Instagram and Facebook.</li> <li>📺 Live Streaming of athletic events to better showcase our students and teams; and provide viewing ability.</li> </ul> <p>Our program is unique in that Mountain Lion Athletics operates like its own mini-campus. We provide the following: instruction, student services, counseling, advising, eligibility, Title IX, medical treatment, grounds, facilities, custodial, equipment, laundry, transportation, student clubs (SAAC, Badminton), events/activities, statewide/national committee membership, professional development, student leadership workshops, and many other areas. In fact, Mountain Lion Athletics' footprint consists of nearly one-third of the entire campus. The Division</p>
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	Question / Inquiry	Program Response
		<p>includes 70+ employees/coaches/volunteers each year. There are no other programs on campus that are similar to Mountain Lion Athletics.</p> <p>Our employees have expertise and knowledge of CCCAA rules and regulations and must pass an annual compliance exam each year with a score of 85% or better. Our student-athletes must also complete annual eligibility workshops related to CCCAA athletic and academic requirements; be actively enrolled in 12+ units, maintain a 2.0 GPA, and meet ongoing Student Education Plan objectives annually.</p>
2.	<p>How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)</p>	<p>*College students who participate in athletics tend to fare better than non-athletes in their academic, personal and professional life during college and after graduation, a new Gallup study on alumni outcomes found. <i>Reference: Anderson, G (2020). Study: College athletes have better academic, life outcomes. Inside Higher Ed.</i></p> <p>The De Anza College Athletic Department offers resources and support systems in a cohort/environment where students feel comfortable and safe and experience a sense of connection and belonging. While diverse in many ways, our students often face similar challenges and learn to navigate adversity through important lessons learned in competition. Winning with humility and losing with grace helps prepare students for future endeavors in education and employment settings. The results of dedication and hard work instills confidence; and working together for a common goal teaches the value of teamwork.</p> <p>Employers seek to hire former student-athletes, as they are likely to have strong communication skills, follow rules, be dependable, and understand diverse team dynamics. Above all else, student-athletes exemplify qualities of leadership and emotional intelligence. These are all positive attributes in contributing in our campus community. Student-athletes are also more likely to engage in college life, as they are on campus more than non-athlete peers.</p>

	Question / Inquiry	Program Response
3.	<p>Go through the most recent DASG Budget Guiding Principles and explain how your program fits each of them or as many as possible. Please do not merely copy and paste the DASG Guiding Principles. The DASG Budget Guiding Principles are available at <a href="http://www.deanza.edu/dasg/budget">www.deanza.edu/dasg/budget</a></p>	<ul style="list-style-type: none"> <li> Fund programs that help students succeed and enable them to achieve their academic and personal goals at De Anza College: Athletics is an integral part of student activities/co-curricular programming, since the establishment of the college in 1967.</li> <li> Fund programs that promote leadership, civic engagement, and student advocacy among all students: Athletic programs provide ideal instructional labs for leadership development. Student-athletes are also engaged in the local community through civic engagement and student advocacy opportunities; local groups often ask our student-athletes to participate in charity and worthy causes each year.</li> <li> Fund programs that promote diversity, equity, and inclusion among all students: Few college programs can match the DEI data and success found with athletic teams.</li> <li> Fund programs based on the current value and needs of the program rather than solely on historical funding trends: Athletics was one of the largest cohorts back on campus, operating at 100% capacity.</li> <li> Fund programs that benefit students during the 2024-25 fiscal year: Mountain Lion Athletics remains an integral part of campus life, with full programming schedules for 2024-25, while other programs may not return to higher levels.</li> <li> Fund programs that benefit DASG Constituents: All students have the opportunity to participate and/or become involved in Mountain Lion Athletics.</li> <li> Fund programs that promote student retention by enhancing the quality of education at De Anza College: Athletic retention is at an all-time high and is a much-needed outlet for students during this time.</li> </ul>



	Question / Inquiry	Program Response
4.	<p>Explain how your program advertises and promotes itself to all students. Has your program made extra effort to market and reach underserved students? If so, describe how. If not, describe what challenges your program faces in trying to do so. Provide a clear plan for the current academic year as well as any marketing material you will or have used.</p>	<p>The athletic program advertises and promotes itself through online platforms:</p> <p>Our athletics website: <a href="https://deanzasports.com">https://deanzasports.com</a>  Twitter: <a href="https://twitter.com/DeAnzaAthletics">https://twitter.com/DeAnzaAthletics</a>  Instagram: <a href="https://www.instagram.com/deanzacollegeathletics/">https://www.instagram.com/deanzacollegeathletics/</a>  Facebook: <a href="https://www.facebook.com/DeAnzaCollegeAthletics/">https://www.facebook.com/DeAnzaCollegeAthletics/</a></p> <p>Our online presence reaches many students and potential recruits, including those from underserved populations. We have also partnered with Gipper, a national leader in sports graphic design to enhance our branding. We also live-stream many of our contests and utilize Facebook Live and a professional industry-leader as well (BlueFrame Technology):  <a href="https://www.team1sports.com/deanza/">https://www.team1sports.com/deanza/</a></p> <p>Coaches and staff also have individual social media accounts that they use to advertise, announce, and post specific program items.</p>
5.	<p>Explain how your program promotes equity within the program and on campus. For example: equity training for all staff and student leaders, hiring from underrepresented communities, etc.</p>	<p>Our program is a campus leader in promoting equity and hosting training opportunities for student leaders and staff. We have hosted a series of equity and social justice forums to discuss current events. <a href="https://deanzasports.com/saac/social_justice">https://deanzasports.com/saac/social_justice</a>  We also invite other campus areas to join our zoom equity sessions; and attend others as well.</p> <p>In 2021, our program successfully nominated the De Anza Student Equity Champion (Brittney Tran) for the many accomplishments led in our program.  <a href="https://www.deanza.edu/gov/eac/champions/index.html#brittney">https://www.deanza.edu/gov/eac/champions/index.html#brittney</a></p> <p>Our Division Dean represents the Coast Conference as a member on the CCCAA Equity and Inclusion Committee. He was recognized as a 2023 Equity Champion Award recipient here at De Anza College. <a href="https://www.deanza.edu/gov/eac/champions/index.html#brittney">Equity Champion Awards (deanza.edu)</a></p>
6.	<p>How has your program adapted to providing its services online? Alternatively, please provide a clear plan for how your program would provide online services if needed in the future.</p>	<p>Yes, our program was able to pivot from using remote services to now, a hybrid model, since Mountain Lion Athletics is back on campus full-time. During campus closure, we maintained our student leadership activities (increased many) with our Student-Athlete Advisory Council. Our classified staff and faculty continue to provide quality services, utilizing zoom and canvas when needed. We host online sessions for Student-Athlete Support (mental health), in partnership with our college Psych Services staff.</p>
7.	<p>Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.</p>	<p>Domestic Conference and Travel (5510)</p>








## Data Sheets/Attachments

Please attach supporting documents of the following questions and list the document names accordingly.

Covering all the bullet points will be beneficial for our review process. IF attachment is not required or missing, please give your thorough answers below.

**Everything submitted will be publicly available online.**

	Question / Inquiry	Document Name / Additional Response
1.	<p>ENROLMENT</p> <ul style="list-style-type: none"> <li>• Number of total AND new active students over the past 3 years</li> <li>• Number of enrolments retained (stayed for more than a quarter)</li> <li>• Number of students enrolled in online services</li> <li>• Does your program serve a certain demographic or the whole De Anza population?</li> <li>• Racial demographics (if possible)</li> </ul>	<p>Attached PDFs:</p> <ul style="list-style-type: none"> <li> "Enrollment Trends Athletics" (includes Success Rates, Demographics)</li> <li> "Disproportionate Impact Athletics 2023" (Equity Gaps)</li> <li> "Disproportionate Impact Athletics 2022" (Equity Gaps)</li> <li> "Disproportionate Impact Athletics 2021" (Equity Gaps)</li> <li> "Demographic Data"</li> </ul> <p>Athletics serves one of the most diverse cohorts on campus with significantly lower Equity Gaps than overall college data.</p>
2.	<p>STUDENT FEEDBACK</p> <ul style="list-style-type: none"> <li>• Attach student feedback forms, surveys, etc.</li> <li>• How has your program responded to suggestions made by students in the previous year?</li> </ul>	<p>The Office of Institutional Research provides monthly interest survey data gathered from CCCApply. This information details student interest in potential participation in intercollegiate athletics. We utilize this data to determine expansion opportunities as our ongoing commitment to Title IX.</p> <p>*These reports are not available to share, due to FERPA and student privacy.</p>
3.	<p>FUNDING</p> <ul style="list-style-type: none"> <li>• List any funding from the college, sources of income, any grants, and any other source (include ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions)</li> <li>• Attach account reports of all sources of funding</li> </ul>	<p>Attached Excel Sheet:</p> <p>"Athletics Budget 2022" (Includes "B" Budget).</p>

**Signatures are not Required for this Application**

Signatures are not required for this application; however, the Administrator should still review and approve the application and should be copied on the email submitting the application. **The Budgeter and Administrator cannot be the same person.** Applications must be typed and submitted via email along with any attachments; applications must be submitted as Word documents or searchable text PDFs (not scans).

**Signatures that are Required for Utilizing Funds**

All future financial documents, forms, requests, requisitions require the signature of the budgeter(s) and the administrator responsible for the program of the account. The budgeter and administrator responsible for the program of the account shall sign designating this is an appropriate expenditure of DASG funds and in the best interest of the student body. Administrators are responsible for any expenditures exceeding budget allocations. **The Budgeter and Administrator cannot be the same person.**

**Budgeter and Administrator Information**

For DASG accounts the Budgeter is the person directly responsible for managing the account program and the Administrator is the person over them.

Budgeter’s Name:	<u>Ron Hannon</u>
Phone Number:	<u>408-864-8594</u>
Email:	<u><a href="mailto:hannonron@fhda.edu">hannonron@fhda.edu</a></u>
Relationship to Project:	<u>Budgeter &amp; Oversight of Intercollegiate Athletic Programs</u>
Position on Campus:	<u>Director of Athletics &amp; Student-Athlete Success</u>
Administrator’s Name:	<u>Eric Mendoza</u>
Phone Number:	<u>408-864-8402</u>
Email:	<u><a href="mailto:mendozaeric@fhda.edu">mendozaeric@fhda.edu</a></u>
Relationship to Project:	<u>Administrator</u>
Position on Campus:	<u>Dean of Physical Education &amp; Athletics</u>

# Program Review Data Sheet

Limits: Course Credit Status Credit

## Enrollment Trends

FHDA District->De Anza College->Physical Education/Athletics->Physical Education-DA->P E

	2020-21	2021-22	2022-23	3-yr %Inc
Unduplicated Headcount	786	639	561	-28.6%
Enrollment	1,882	1,908	1,746	-7.2%
Sections	73	99	113	54.8%
WSCH	3,268	3,153	2,862	-12.4%
FTEF (end of term)	217	211	191	-12.0%
FTEF (end of term)	5.8	5.8	5.9	1.8%
Productivity (WSCH/FTEF)	564	542	485	-14.0%

## Faculty Workload

FHDA District->De Anza College->Physical Education/Athletics->Physical Education-DA->P E

	2020-21	2021-22	2022-23	3-yr %Inc
Full Time Load	3.1	3.4	3.4	7%
Full Time %	54.1%	58.2%	57.0%	5%
Overload	0.5	0.4	0.8	67%
Overload %	8.6%	7.7%	14.1%	64%
Part Time Load	2.2	2.0	1.7	-21%
Part Time %	37.3%	34.0%	28.9%	-22%
Total FTEF	5.8	5.8	5.9	2%

## Course Success

FHDA District->De Anza College->Physical Education/Athletics->Physical Education-DA->P E

	2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,696	90%	1,801	94%	1,668	96%
Non Success	91	5%	40	2%	40	2%
Withdrew	95	5%	67	4%	38	2%
Total	1,882	100%	1,908	100%	1,746	100%



### Course Success for Black, Latinx, and Filipinx Students

	2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent
Success	953	90%	1,026	95%	936	96%
Non Success	54	5%	33	3%	21	2%
Withdraw	57	5%	26	2%	17	2%
Total	1,064	100%	1,085	100%	974	100%

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

	2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent
Success	743	91%	775	94%	732	95%
Non Success	37	5%	7	1%	19	2%
Withdraw	38	5%	41	5%	21	3%
Total	818	100%	823	100%	772	100%

### Enr Distribution by Student Demographics

### Student Headcounts by Gender

	2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent
Female	495	26%	526	28%	433	25%
Male	1,377	73%	1,371	72%	1,292	74%
Unknown gender	10	1%	11	1%	21	1%
Total	1,882	100%	1,908	100%	1,746	100%

### Student Headcounts by Race/Ethnicity

	2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent
Asian	409	22%	345	18%	350	20%
Black	185	10%	243	13%	189	11%
Filipinx	109	6%	82	4%	88	5%
Latinx	770	41%	760	40%	697	40%
Native American	19	1%	18	1%	6	0%
Pacific Islander	37	2%	44	2%	45	3%
Unknown ethnicity	35	2%	71	4%	58	3%
White	318	17%	345	18%	313	18%
Total	1,882	100%	1,908	100%	1,746	100%

### Success Rates by Gender

	2022-23							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	414	96%	9	2%	10	2%	433	100%
Male	1,234	96%	31	2%	27	2%	1,292	100%
Unknown gender	20	95%	0	0%	1	5%	21	100%
All	1,668	96%	40	2%	38	2%	1,746	100%

## 2021-22

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	503	96%	2	0%	21	4%	526	100%
Male	1,287	94%	38	3%	46	3%	1,371	100%
Unknown gender	11	100%	0	0%	0	0%	11	100%
All	1,801	94%	40	2%	67	4%	1,908	100%

## 2020-21

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	446	90%	15	3%	34	7%	495	100%
Male	1,242	90%	75	5%	60	4%	1,377	100%
Unknown gender	8	80%	1	10%	1	10%	10	100%
All	1,696	90%	91	5%	95	5%	1,882	100%

## Success Rates by Ethnicity

FHDA District-&gt;De Anza College-&gt;Physical Education/Athletics-&gt;Physical Education-DA-&gt;P E

## 2022-23

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	332	95%	9	3%	9	3%	350	100%
Black	179	95%	6	3%	4	2%	189	100%
Filipinx	86	98%	1	1%	1	1%	88	100%
Latinx	671	96%	14	2%	12	2%	697	100%
Native American	3	50%	1	17%	2	33%	6	100%
Pacific Islander	44	98%	0	0%	1	2%	45	100%
Unknown ethnicity	50	86%	5	9%	3	5%	58	100%
White	303	97%	4	1%	6	2%	313	100%
All	1,668	96%	40	2%	38	2%	1,746	100%

## 2021-22

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	323	94%	2	1%	20	6%	345	100%
Black	229	94%	9	4%	5	2%	243	100%
Filipinx	77	94%	2	2%	3	4%	82	100%
Latinx	720	95%	22	3%	18	2%	760	100%
Native American	18	100%	0	0%	0	0%	18	100%
Pacific Islander	42	95%	0	0%	2	5%	44	100%
Unknown ethnicity	68	96%	1	1%	2	3%	71	100%
White	324	94%	4	1%	17	5%	345	100%
All	1,801	94%	40	2%	67	4%	1,908	100%

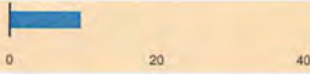


## 2020-21

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	372	91%	20	5%	17	4%	409	100%
Black	174	94%	5	3%	6	3%	185	100%
Filipinx	102	94%	3	3%	4	4%	109	100%
Latinx	677	88%	46	6%	47	6%	770	100%
Native American	16	84%	2	11%	1	5%	19	100%
Pacific Islander	36	97%	0	0%	1	3%	37	100%
Unknown ethnicity	33	94%	0	0%	2	6%	35	100%
White	286	90%	15	5%	17	5%	318	100%
All	1,696	90%	91	5%	95	5%	1,882	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.

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 (Physical Education-DA, 113 sections)	1,746	96%	96%	0		
Asian	350	95%	96%	-1		3
Black	189	95%	96%	-1		2
Filipinx	88	98%	95%	+2		
Latinx	697	96%	95%	+1		
Native American	N/A					
Pacific Islander	45	98%	95%	+2		
Unknown ethnicity	58	86%	96%	-10		6
White	313	97%	95%	+2		
Female	433	96%	96%	+0		
Male	1,292	96%	96%	0		2
Non-Binary	0					
Unknown gender	21	95%	96%	0		1
Foster youth	10	90%	96%	-6		1
Individuals with disabilities	42	93%	96%	-3		2
Low Income	551	94%	96%	-2		13
Not Low Income	1,195	96%	94%	+2		
Veterans	16	100%	95%	+5		

<sup>1</sup>The 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).

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 (Physical Education-DA, 99 sections)	1,908	94%	94%	0		
Asian	345	94%	95%	-1		4
Black	243	94%	94%	0		1
Filipinx	82	94%	94%	-1		1
Latinx	760	95%	94%	+1		
Native American	18	100%	94%	+6		
Pacific Islander	44	95%	94%	+1		
Unknown ethnicity	71	96%	94%	+1		
White	345	94%	94%	-1		3
Female	526	96%	94%	+2		
Male	1,371	94%	96%	-2		26
Non-Binary	0					
Unknown gender	11	100%	94%	+6		
Foster youth	N/A					
Individuals with disabilities	75	96%	94%	+2		
Low Income	699	92%	96%	-4		29
Not Low Income	1,209	96%	92%	+4		
Veterans	17	100%	94%	+6		

<sup>1</sup>The 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).




# Disproportionate Impact with Margin of Error by Year

Limits: 2020-21

This tool is designed to highlight groups experiencing disproportionate impact. Disproportionate impact means that a group is achieving at significantly lower rates.

FHDA District->De Anza College->Physical Education/Athletics->Physical Education-DA 2020 Summer to 2021 Spring  
 Number of sections: 73

## Course Completion with Margin of Error

Target Population(s)	The # of credit courses students enrolled in & were present on census day in Fall	The % of courses passed (earned A, B, C, or credit) out of the credit courses students enrolled in & were present in on census day	Comparison to the reference group (Percentage point difference with +/- added)*	Percentage Point Gap and Margin of Error	Additional Needed Successes
All Students (Physical Education-DA, 73 sections)	1,882	90%	0		
African American	185	94%	+4		
Asian	409	91%	+1		
Decline to State	35	94%	+4		
Filipinx	109	94%	+3		
Latinx	770	88%	-2		
Native American	19	84%	-6		
Pacific Islander	37	97%	+7		
White	318	90%	0		
Female	495	90%	0		
Male	1,377	90%	0		
Not Reported	10	80%	-10		
Current or former foster youth	N/A				
Individuals with disabilities	59	86%	-4		
Low income students***	443	86%	-5		-1
Veterans	15	100%	+10		

The Percentage Point Gap (PPG) is the difference between the success rate of the noted disaggregated subgroup and the student body as a whole. The Margin of Error (MOE) is based on the formula  $E = 0.98 / \sqrt{\text{subgroup size}}$ .

Subgroups are highlighted when the PPG exceeds the MOE.

In the chart, the PPG is the blue bar and the MOE is the triangle.

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. Low-income represents self-declared family income from the previous year of \$25,000 or less.

**2023-24 DE ANZA COLLEGE INTERCOLLEGIATE ATHLETICS BUDGET ALLOCATION**

INDEX CODE	BANNER FOP			ORG DESCRIPTION	ORIGINAL	REVISED
	FUND	ORG	PROG		BUDGET	BUDGET
240053	114000	226001	83500	ATHLETICS GENERAL	\$ 36,400.00	\$ 65,000.00
240054	114000	226002	83500	MEN'S WATER POLO	\$ 2,600.00	\$ 4,000.00
240055	114000	226003	83500	WOMEN'S WATER POLO	\$ 1,300.00	\$ 2,000.00
240056	114000	226004	83500	MEN'S SOCCER	\$ 2,900.00	\$ 4,500.00
240057	114000	226005	83500	BASEBALL	\$ 12,800.00	\$ 20,000.00
240058	114000	226006	83500	MEN'S BASKETBALL	\$ 2,600.00	\$ 4,000.00
240059	114000	226007	83500	WOMEN'S BASKETBALL	\$ 2,600.00	\$ 4,000.00
240060	114000	226008	83500	FOOTBALL	\$ 28,700.00	\$ 45,000.00
240061	114000	226009	83500	MEN'S SWIM/DIVING	\$ 600.00	\$ 1,000.00
240062	114000	226010	83500	WOMEN'S SWIM/DIVING	\$ 1,900.00	\$ -
240064	114000	226012	83500	MEN'S X-COUNTRY	\$ -	\$ -
240065	114000	226013	83500	WOMEN'S X-COUNTRY	\$ 1,600.00	\$ 2,500.00
240067	114000	226015	83500	WOMEN'S TENNIS	\$ 1,600.00	\$ 2,500.00
240068	114000	226016	83500	MEN'S TRACK & FIELD	\$ 3,500.00	\$ 5,500.00
240069	114000	226017	83500	WOMEN'S TRACK & FIELD	\$ 7,300.00	\$ 11,500.00
240070	114000	226018	83500	WOMEN'S VOLLEYBALL	\$ 2,600.00	\$ 4,000.00
240071	114000	226019	83500	WOMEN'S SOCCER	\$ 3,200.00	\$ 5,000.00
240073	114000	226021	83500	WOMEN'S BADMINTON	\$ 1,600.00	\$ 2,500.00
240219	114000	226023	83500	BEACH VOLLEYBALL	\$ 3,200.00	\$ 5,000.00
<b>TOTALS</b>					<b>\$ 117,000.00</b>	<b>\$ 188,000.00</b>

