



MIS Financial Aid: Student Headcount by College, Award Type and Related SCFF Statistics, 2024-25

Introduction

The MIS student financial aid reports (SF, applicant; FA, award amount) for the 2024-25 academic year were submitted by the FHDA CCD (Foothill-De Anza Community College District) to the CCCCO (California Community Colleges Chancellor's Office) on October 27, 2025. This document is intended to (a) document data issues or errors, (b) provide financial aid administrators with the opportunity to review the data submitted, and (c) help inform stakeholders at the district and colleges about the impact of financial aid data on SCFF (Student Centered Funding Formula) allocations.

This document provides student headcounts by award category (i.e., tuition fee waivers, grants, scholarships, loans, work study) for the data submitted in the MIS FA report for last three academic years (2022-23, 2023-24, & 2024-25) and related SCFF (Student Centered Funding Formula) statistics, including estimates for headcounts and allocation points under the *supplemental* and *student success* components. The *supplemental* component relates to financial aid; the *success* component relates to student academic outcomes.

Data Validation

Prior to the submission of the MIS student financial aid reports, financial aid directors at both colleges were asked to review the following documents¹ to identify possible errors or discrepancies between local data sources and preliminary MIS statistics.

- *Financial Aid FHDA-MIS Code Lookup/Xwalk (October 2025)*: This is an Excel document that shows a crosswalk between detail/fund codes used by the FHDA CCD and the corresponding MIS financial aid award code (MIS

¹ These documents are available at the FHDA MIS Report webpage, http://research.fhda.edu/mis_reports/mis_financial_aid/.

SF21). There are two worksheets describing the detail/fund codes used by each college.

- *De Anza Student Financial Aid Preliminary Figures* and *Foothill Student Financial Aid Preliminary Figures 2024-25*: These are two Excel documents showing preliminary data for student headcount and award amount disaggregated by detail/fund code and corresponding MIS award code for the reporting and prior academic years.
- Data errors or issues during the submission process included:
 - Financial award records for 14 students (De Anza, 11; Foothill, 3) were rejected/deleted because they did not have a financial aid application (FAFSA or CCPG Financial Aid) in Banner at the time of submission.
 - Headcounts and related amounts for awards related to book vouchers were not consistent across data sources when comparing data uploaded to Banner versus files provided by Follett (bookstore).
 - Data for the fund code 'ESLBOO' (ESL Book Voucher) was not included in the submission (i.e., not captured the script) for it did not follow the standard format used to disaggregate codes by college (i.e., use of number, 1 for Foothill and 2 for De Anza, or letter, 'D' for De Anza and 'F' for Foothill, in the first or second character of the code).

Data Analysis: Overview of Methods & Procedures

This section provides a general description of the tables in this document, including methods and procedures used to generate the statistics shown here.

- Table 1, Table 2, and Table 3 show data for factors that tend to determine the number of students at the college or district who receive financial aid during an academic year. These factors include: students' full-time status (e.g., the number of students who registered for at least 12 units during at least one term of the academic year), students' highest education level (e.g., number of students with a high school diploma and less than a bachelor's degree), and the EFC (expected family contribution) for students who applied for financial

aid (e.g., the number of students with EFC equal to or less than \$0 in the FAFSA²).

- Data in Table 1 shows the student headcount by *credit course load* (i.e., the highest number of units the student registered during any term of the academic year) at the district and college level. Prior to assigning a student to an *enrollment group* for the academic year, the highest number of credit units the student was registered by census date during any term of the academic year at the college was determined. At the district level, the total number of units registered at both colleges was used instead. Then, based on the highest number of registered units, students were assigned to one of these four groups: (1) “12 or more units,” “6 to less than 12,” “Less than 6,” or “Noncredit.” To receive financial aid during a term, most students are required to enroll in at least 12 units.
- Data in Table 2 shows the student headcount by highest education level during the academic year. Excluding loans, students are often required to have at least a high school diploma and less than a bachelor’s degree to receive financial aid.
- Data in Table 3 shows the student headcount for FAFSA applicants and students with EFC (expected family contribution) equal to or less than \$0 (i.e., students whose families are not able to contribute financially to their education). The number of students with EFC equal to or less than \$0 can be used to estimate the degree for financial aid need in the student population during the academic year.
- Data in Table 4 shows the student headcount by institution and financial aid award category in the MIS FA report for the last three academic years. The award categories include: CCPG (California College Promise Grant) waivers, grants, loans, scholarships, and work study. Unlike statistics shown by the MIS Data Mart, data in this table only include awards with amounts greater than zero.³

² FAFSA or Free Application for Federal Student Aid.

³ California College Promise Grant (CCPG) waives student enrollment fees. A limited number of these awards can be reported with \$0 amount. No other award type can be reported with

- Data for two of the three SCFF *supplemental* allocation metrics are shown in Table 5. Under the SCFF *supplemental* component, a community college district will receive one point based on the headcount for each of the following: AB540⁴ students (data not included here), Pell recipients, and CCPG recipients who enrolled at any of its colleges during the academic year. Headcount data⁵ disaggregated by college are shown in this table to estimate the college contribution to the final headcount at the district level.⁶
- Data for the SCFF *student success* allocation metrics, including related *equity* components (i.e., headcounts for Pell grant and CCPG recipients), is shown in the tables identified below. Statistics in these tables are based on the highest academic award applicable to SCFF funding awarded to each student during the academic year at the college or district.
 - Table 6.A: Headcount for all students
 - Table 6.B: Headcount for Pell recipients
 - Table 6.C: Headcount for Promise Grants/CCPG recipients
 - Table 7.A: Allocated points based on headcounts for all students (headcounts shown in Table 6.A)
 - Table 7.B: Allocated points base on headcounts for Pell recipients (headcounts shown in Table 6.B)
 - Table 7.C: Allocated points base on headcounts for Promise recipients (headcounts shown in Table 6.C)
 - Table 8.A: Headcount for students who earned at least 9 semester/13.5 quarter CTE (career technical education) units during the academic year. Data include *equity* components (i.e., headcounts for Pell grant and CCPG recipients).

\$0. Promise Grants/CCPG waivers applicable to SCFF funding are those coded as BA, B1, B2, B3, BB, BC, or BD³ with an award amount greater than \$0.

⁴ Nonresident tuition exemption that authorizes any student, including undocumented students who met specific criteria, to pay in-state tuition at California's public colleges and universities.

⁵ In the SCFF supplemental component, headcounts equal points (i.e., one point for each student).

⁶ For more information on SCFF metric definitions, see <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>.

- Table 8.B: Allocated points based on headcounts for the CTE units, a *student success* metric, as shown by data in Table 8.A.
 - Table 9.A: Headcount for first-time⁷ students who successfully completed transfer level courses in English and math (i.e., at least one on each subject) during the academic year. Data includes *equity* components (i.e., headcounts for Pell grant and CCPG recipients).
 - Table 9.B: Allocated points based on headcounts for the completion of transfer level courses in English and math, as shown in Table 9.A.
- To better understand the data shown in the tables mentioned previously—in specific Table 6.A to Table 9.B—consider the following:
 - SCFF allocation points are based on district level headcounts. For example, the district will receive allocation points only for the highest award the student received at any of the colleges within the district during the academic year. Only students registered at any of the colleges within the district during the academic year they received the award are counted.
 - SCFF academic award ranking gives top priority to ADT's (associate degrees for transfers), followed by associate degrees, bachelor's degree, and certificates of at least 24 units approved by the CCCCCO (California Community Colleges Chancellor's Office).
 - These procedures cannot be used to replicate the final SCFF points or related funding given the availability of data (e.g., students' academic or financial aid history at another community college district are not available/used in these analyses). Timing of submission or resubmission will also impact final SCFF figures (e.g., resubmission to include latest updates to enrollment records previously missing final grade or positive attendance).
 - Table A.1 shows SCFF *student success* metrics or measures included in this document and corresponding allocation points by group or *equity* component (Pell grant and CCPG recipients). Notice that data

⁷ First-time refers to first year of enrollment in a higher education institution after high school graduation.

for two of the eight metrics are not included here for they are only available at the CCC (California Community Colleges) system level.

Table A1.

SCFF Student Success Allocated Points by Metric and Group

SCFF Student Success Metric	All Students	CCPG Recipients	Pell Grant Recipients
Associate degrees for transfer (ADT) granted	4	4	6
Associate degrees granted (excluding ADTs)	3	3	4.5
Baccalaureate degree granted	3	3	4.5
Credit certificates (16 units or more) granted	2	2	3
Completion of transfer-level mathematics and English courses within first academic year of enrollment by first time non-special admit credit students	2	2	3
Completion of nine or more CTE units (13.5 quarter units)	1	1	1.5

Metrics not included in this document

Attainment of regional living wage	1	1	1.5
Successful transfer to four-year university	1.5	1.5	2.25

Notes

More information at <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

- Actual points allocated to the district under the SCFF *student success equity* components (Pell and CCPG recipients) are based on data at the CCC system level (i.e., receiving the financial aid award at any of the community colleges prior or during the academic year). Statistics in this document are meant to provide an estimate, based on data available at the time of the analysis.
- First-time student status (see *student success* metric, “Completion of transfer-level mathematics and English courses within first academic year of enrollment”), are also based on data at the CCC system level.

Statistics in this document are meant to provide an estimate, based on data available at the time of the analysis.

- In the quarter system, credit certificates of at least 16 semester units are equivalent to certificates of at least 24 units (i.e., applicable to federal financial aid). For CTE (Career Technical Education), the metric refers to at least 13.5 quarter units earned at the district level during the academic year.
- Given data resubmissions for MIS annual or quarterly reports, headcount figures will likely change to some degree based on the date for the report.
- Data in Table 10.A and Table 10.B show estimates at the district level for total SCFF points based on the three-year headcount average and related *student success* metric or measure. A three-year average (i.e., the average headcount for the last three academic years) is also used by the CCC system to allocate total SCFF points. Data in these tables are meant to provide an estimate of the degree to which points for each measure and related *equity* components (Pell and CCGP headcounts) determine total allocated points. Data in Table 10.C shows an estimate for the contribution of each college to the total at the district level.
- Similar to tables at the district level (10.A and 10.B), data in Table 11.A and Table 11.B shows estimates for allocated points under each SCFF *student success* metric for De Anza College. For Foothill College, these data are shown in Table 12.A and Table 12.B.

Data Highlights

- Data in Table 1 shows that the number of *full-time* students (i.e., enrolled in 12 units or more during at least one term of the academic year) at FHDA increased 3.8% (18,660 from 17,969) in 2024-25, compared to the prior academic year. At the college level, the number of *full-time* students increased 7.3% (6,318 from 5,886) at Foothill and 2.0% (12,160 from 11,923) at De Anza.
- Regarding students' *highest educational level*, data in Table 2 shows that the number of FHDA students with *at least a high school diploma but less than a baccalaureate degree* increased 6.8% (39,003 from 36,531) in 2024-25,

compared to the prior academic year. At the college level, the headcount for this group increased 10.0% (18,561 from 16,869) at Foothill and 5.2% (22,921 from 21,783) at De Anza.

- Data in Table 3 shows that the number of FHDA students who submitted a FAFSA application dropped 1.7% (14,488 from 14,732) in 2024-25 over the prior academic year; those with EFC less than or equal to \$0 increased 26.3% (7,756 from 6,139).
- For De Anza, data in Table 3 shows that the number of FAFSA applicants dropped 3.4% (10,153 from 10,515) in 2024-25, compared to the prior academic year; those with EFC less than or equal to \$0 increased 21.0% (5,423 from 4,482). At Foothill, the data shows an increase of 1.5% (5,419 from 5,341) in the number of FAFSA applicants; for students with EFC less than or equal to \$0, headcount data shows an increase of 40.3% (2,779 from 1,981).
- Data in Table 4 shows that the number of FHDA students who received at least one financial aid award or scholarship dropped 3.0% (14,334 from 14,777) in 2024-25, compared to the prior year. Data in this table shows that the student headcount for *CCPG* (Community College Promise Grant fee waiver greater than \$0) at the district level dropped 4.2% (13,580 from 14,178). At De Anza, the *CCPG* headcount dropped 4.8% (9,620 from 10,101) while at Foothill it dropped 3.4% (4,815 from 4,986).
- Data in Table 4 shows a significant increase in the headcount for *scholarships* and *work study* in 2024-25, compared to the prior academic year. The headcount for *scholarships* increased 48.5% (457 from 308) and 23.3% (609 from 498) at the De Anza and Foothill, respectively. For *work study*, the headcount increased 11.5% (58 from 52) and 29.7% (48 from 37) at the De Anza and Foothill, respectively.
- Data in Table 5 shows that the number of FHDA students who received at least one financial aid award applicable to SCFF funding (*Pell* or applicable *CCPG* tuition waiver) dropped 5.7% (11,653 from 12,357) in 2024-25, compared to the prior academic year. On the other hand, the number of *Pell* recipients increased during the same period: at De Anza, 8.4% (3,825 from 3,527); at Foothill, 32.9% (1,879 from 1,414).

- Data in Table 6.A shows that the number of FHDA students who received at least one academic award applicable to SCFF funding increased 4.1% (3,133 from 3,008) in 2024-25, compared to the prior academic year. Data at the college level shows a headcount increase of 3.6% (1,875 from 1,810) at De Anza and 5.4% (1,270 from 1,205) at Foothill. The increase in headcount at De Anza was mainly due to a significant increase in the number of students whose highest academic award was an associate degree (10.7%; 644 from 582); at Foothill, the corresponding headcount for ADTs shows the highest increase (29.7%; 476 from 367).
- Data in Table 6.B shows that the number of *Pell* recipients who received at least one academic award applicable to SCFF funding at FHDA increased 12.2% (1,028 from 916) in 2024-25, compared to the prior academic year. At Foothill, the headcount for this metric increased 20.9% (301 from 249), mainly driven by the significant increase in ADTs (30.3%; 159 from 122). At De Anza, the total headcount under this metric increased 9.3% (732 from 670) mainly due to the significant increase in associate degrees (33.0%; 274 from 206).
- Data in Table 6.C shows that the number of FHDA students who received at least one *CCPG* and an academic award applicable to SCFF funding increased 3.6% (1,514 from 1,461) in 2024-25 when compared to the prior academic year. At the college level, De Anza data in this table shows a headcount increase of 1.2% (1,048 from 1,036) under this metric while Foothill data shows an increase of 10.2% (475 from 431).
- Data for points based on the headcount for *all students* with at least one academic award applicable to SCFF funding in Table 7.A shows that the total number of points at the district level under this metric increased 5.4% (10,324 from 9,791) in 2024-25 when compared to the prior academic year. For Foothill, data for total points in this table shows an increase of 9.6% (3,847 from 3,509); at De Anza, the data shows an increase of 3.4% (6,524 from 6,308) in total points.
- Data for *Pell recipients* with at least one academic award applicable to SCFF funding in Table 7.B shows an increase of 12.4% (5,351 from 4,761) in total points allocated to FHDA in 2024-25, compared to the prior academic year. De Anza data shows an increase of 9.3% (3,843 from 3,516) while Foothill data shows an increase of 21.5% (1,533 from 1,262).

- Data for *CCPG* recipients with at least one academic award applicable to SCFF funding in Table 7.C shows that the total number of points allocated to FHDA increased 3.7% (5,212 from 5,025) in 2024-25 when compared to the prior academic year. Foothill data shows an increase of 10.8% (1,594 from 1,439) while De Anza data shows an increase of 1.1% (3,649 from 3,608).
- Data in Table 8.A shows that the number of FHDA students who earned at least 9 semester/13.5 quarter CTE (Career Technical Education) units in 2024-25 increased 4.2% (5,849 from 5,611) when compared to the prior academic year. At the college level, data in this table shows that the number of students in this group increased 1.4% (2,998 from 2,957) at De Anza and 7.6% (2,745 from 2,551) at Foothill. Data for points related to CTE unit metrics in Table 8.B shows same results (i.e., same percentage change statistics; headcounts and allocated points are correlated).
- Data in Table 9.A shows that the number of students who enrolled for the first time at any of the colleges in the district and successfully completed at least one English and one math transfer level course increased 10.5% (2,232 from 2,020) in 2024-25 when compared to the prior year. At Foothill, the number of students in this group increased 3.2% (572 from 554); at De Anza, the number increased 12.8% (1,624 from 1,440). Data for points related to this metric in Table 9.B shows same results (i.e., same percentage change statistics; headcounts and allocated points are correlated).
- Data in Table 10.A and Table 10.B shows the 3-year average headcount and related points allocated to FHDA under the SCFF student success metric for *all students* and those who received applicable financial aid (i.e., *CCPG* or *Pell*). Data in this table shows that 46.9% of all points under these metrics are accounted by financial aid or equity components. SCFF points generated by *CCPG* students accounted for 23.9% of total points for the metrics in this table; *Pell* students, 23.0%.
- Data in Figure 10.B shows the percentage of total points (based on a 3-year average) for FHDA in 2024-25 disaggregated by SCFF *student success* measure. Data in this figure shows that points generated by ADT degrees accounted for 33.1% of the total; CTE units: 25.6%; successful completion of English and Math transfer level courses by new students: 19.8%; associate degrees: 15.8%; SCFF certificates: 4.9%; and, baccalaureate degrees: 0.8%.

- Data in Figure 10.C shows the contribution of each college to the total points allocated to FHDA in 2024-25 under these *student success* metrics and their related equity (i.e., student financial aid status) components. Data in this table shows that 68.3% of total points under these metrics are accounted by De Anza and 31.7% by Foothill.
- For points based on students' financial aid status or under the equity component, data in Figure 10.C shows that De Anza accounted for about 73.1% of all points generated by *Pell* students; Foothill, 26.9%. For *CCPG* points, De Anza accounted for 70.5%; Foothill, 29.5%.ⁱ
- Data in Figure 11.B and 12.B shows percentage of total points (3-year average) by *student success* metric for De Anza and Foothill, respectively, in 2024-25. Data for De Anza in Figure 11.B shows that ADT degrees accounted for 36.1% of all points under these metrics; successful completion of English and Math transfer level courses by new students: 21.9%; CTE units: 22.4%; associate degrees: 16.8%, and SCFF certificates: 2.8%.
- Foothill data in Figure 12.B shows that CTE units accounted for 31.1% of all points under these metrics, followed by ADT degrees with 27.8%; associate degrees: 14.3%; successful completion of English and Math transfer level courses by new students: 15.1%; SCFF certificates: 9.3%; and, baccalaureate degrees: 2.4%.

ⁱ Headcounts and percentage figures by college are not mutually exclusive for students who enrolled at both colleges during the academic year are counted once at the district level.

Table 1. Student Headcount by Institution, Credit Course Load and Academic Year

Credit Course Load	2022-23	2023-24	2024-25	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
FHDA CCD							
12 or more units	16,293	17,969	18,660	17,641	34.4%	691	3.8%
6 to less than 12	10,894	11,766	11,645	11,435	22.3%	(121)	-1.0%
Less than 6	20,145	20,703	19,480	20,109	39.2%	(1,223)	-5.9%
Noncredit	2,272	1,987	2,090	2,116	4.1%	103	5.2%
Total Headcount	49,604	52,425	51,875	51,301	100.0%	(550)	-1.0%
De Anza College							
12 or more units	10,945	11,923	12,160	11,676	40.6%	237	2.0%
6 to less than 12	5,704	6,373	6,286	6,121	21.3%	-87	-1.4%
Less than 6	9,867	10,318	10,135	10,107	35.1%	-183	-1.8%
Noncredit	704	918	985	869	3.0%	67	7.3%
Total Headcount	27,220	29,532	29,566	28,773	100.0%	34	0.1%
Foothill College							
12 or more units	5,198	5,886	6,318	5,801	22.9%	432	7.3%
6 to less than 12	5,784	6,153	6,168	6,035	23.8%	15	0.2%
Less than 6	12,352	12,524	11,654	12,177	48.1%	-870	-6.9%
Noncredit	1,625	1,146	1,195	1,322	5.2%	49	4.3%
Total Headcount	24,959	25,709	25,335	25,334	100.0%	(374)	-1.5%

Notes

Credit course load: Based on maximum number of units during any term of the academic year at the institution.

Figure 1. Student Headcount by Institution, Credit Course Load and Academic Year

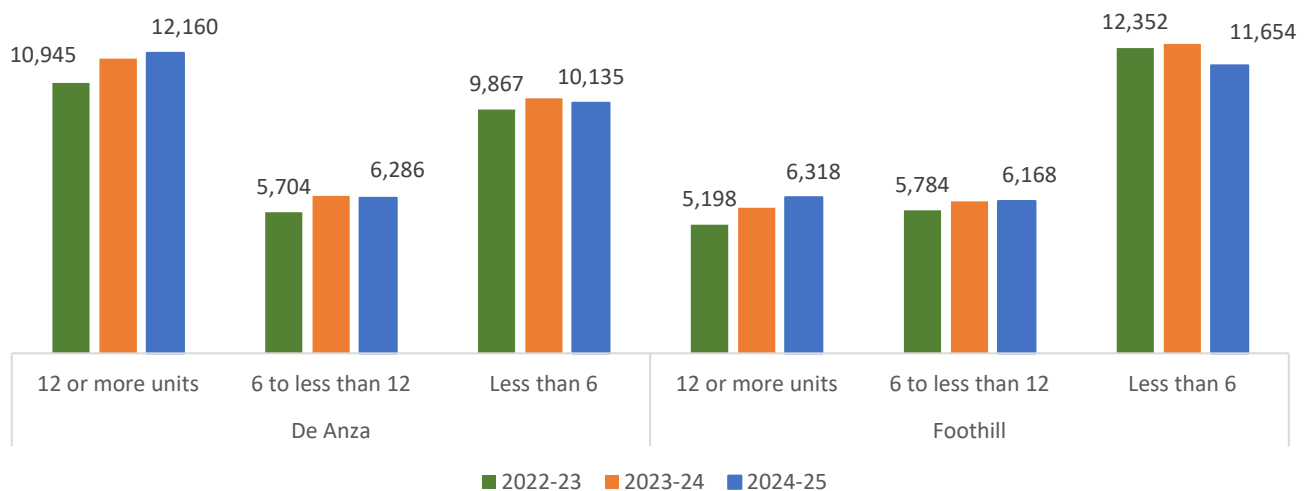


Table 2. Student Headcount by Institution, Highest Education Level and Academic Year

				3-Year Average		Change, Last 2 years	
Highest Education Level	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
No High School	6,193	6,424	6,223	6,280	12.2%	-201	-3.1%
High School	30,599	34,150	38,006	34,252	66.8%	3,856	11.3%
Associate Degree	2,653	2,381	997	2,010	3.9%	-1,384	-58.1%
Bachelor Degree	7,739	7,105	4,061	6,302	12.3%	-3,044	-42.8%
Unknown	2,420	2,365	2,588	2,458	4.8%	223	9.4%
Total Headcount	49,604	52,425	51,875	51,301	100.0%	-550	-1.0%
De Anza College							
No High School	2,902	2,971	2,845	2,906	10.1%	-126	-4.2%
High School	18,222	20,510	22,412	20,381	70.8%	1,902	9.3%
Associate Degree	1,359	1,273	509	1,047	3.6%	-764	-60.0%
Bachelor Degree	3,797	3,506	2,211	3,171	11.0%	-1,295	-36.9%
Unknown	940	1,272	1,589	1,267	4.4%	317	24.9%
Total Headcount	27,220	29,532	29,566	28,773	100.0%	34	0.1%
Foothill College							
No High School	3,672	3,834	3,800	3,769	14.9%	-34	-0.9%
High School	14,116	15,678	18,065	15,953	63.0%	2,387	15.2%
Associate Degree	1,386	1,191	496	1,024	4.0%	-695	-58.4%
Bachelor Degree	4,288	3,895	1,955	3,379	13.3%	-1,940	-49.8%
Unknown	1,497	1,111	1,019	1,209	4.8%	-92	-8.3%
Total Headcount	24,959	25,709	25,335	25,334	100.0%	-374	-1.5%

Figure 2. Student Headcount by Institution, Highest Education Level and Academic Year

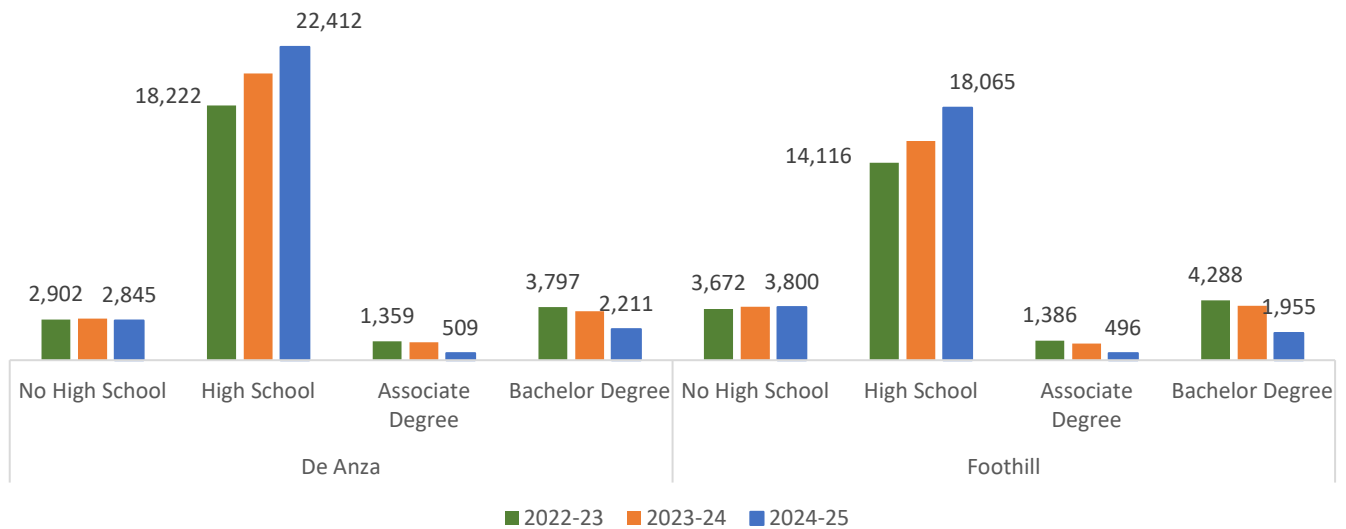


Table 3. Student Headcount by Institution, EFC, FAFSA Status and Academic Year

				3-Year Average	Change, Last 2 years	
EFC/FAFSA Group	2022-23	2023-24	2024-25	Count/Percent	Count	Percent
Headcount				FHDA CCD		
EFC less or equal 0	4,274	6,139	7,756	6,056	1,617	26.3%
FAFSA applicants	12,444	14,732	14,488	13,888	-244	-1.7%
All Students	49,604	52,425	51,875	51,301	-550	-1.0%
Percent of all students						
EFC less or equal 0	8.6%	12.4%	15.6%	12.2%	3.3%	
FAFSA applicants	25.1%	29.7%	29.2%	28.0%	-0.5%	
Headcount				De Anza College		
EFC less or equal 0	2,894	4,482	5,423	4,266	941	21.0%
FAFSA applicants	8,826	10,515	10,153	9,831	-362	-3.4%
All Students	27,220	29,532	29,566	28,773	34	0.1%
Percent of all students						
EFC less or equal 0	10.6%	15.2%	18.3%	14.7%	3.2%	
FAFSA applicants	32.4%	35.6%	34.3%	34.1%	-1.3%	
Headcount				Foothill College		
EFC less or equal 0	1,683	1,981	2,779	2,148	798	40.3%
FAFSA Applicants	4,638	5,341	5,419	5,133	78	1.5%
All Students	24,959	25,709	25,335	25,334	-374	-1.5%
Percent of all students						
EFC less or equal 0	6.7%	7.7%	11.0%	8.5%	3.3%	
FAFSA Applicants	18.6%	20.8%	21.4%	0.0%	0.6%	

Figure 3. Student Headcount by Institution, EFC, FAFSA Status and Academic Year

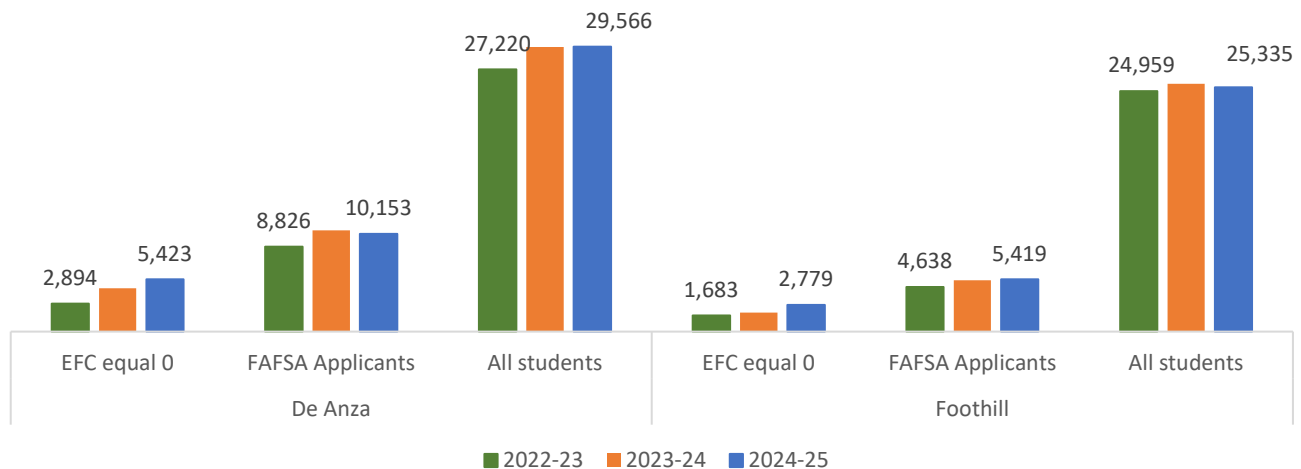


Table 4. Student Headcount by Institution, Financial Aid Award Category and Academic Year

Financial Aid Award Category	2022-23	2023-24	2024-25	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
FHDA CCD							
CCPG/Fee Waiver	12,136	14,178	13,580	13,298	94.0%	-598	-4.2%
Grants	8,229	6,917	6,644	7,263	51.3%	-273	-3.9%
Loans	876	932	866	891	6.3%	-66	-7.1%
Scholarships	920	806	1,063	930	6.6%	257	31.9%
Work Study	100	89	106	98	0.7%	17	19.1%
Total Headcount	13,340	14,777	14,334	14,150	100.0%	-443	-3.0%
De Anza College							
CCPG/Fee Waiver	8,515	10,101	9,620	9,412	95.8%	-481	-4.8%
Grants	5,990	5,238	4,591	5,273	53.7%	-647	-12.4%
Loans	485	565	528	526	5.4%	-37	-6.5%
Scholarships	469	308	457	411	4.2%	149	48.4%
Work Study	57	52	58	56	0.6%	6	11.5%
Total Headcount	9,082	10,390	10,010	9,827	100.0%	-380	-3.7%
Foothill College							
CCPG/Fee Waiver	4,401	4,986	4,815	4,734	91.4%	-171	-3.4%
Grants	2,268	1,686	2,055	2,003	38.7%	369	21.9%
Loans	391	367	338	365	7.1%	-29	-7.9%
Scholarships	453	498	609	520	10.0%	111	22.3%
Work Study	43	37	48	43	0.8%	11	29.7%
Total Headcount	5,046	5,299	5,186	5,177	100.0%	-113	-2.1%

Notes

Data only include awards with amount (SF22_AWARD_AMOUNT) greater than zero.

Figure 4. Student Headcount by Institution, Financial Aid Award Category and Academic Year

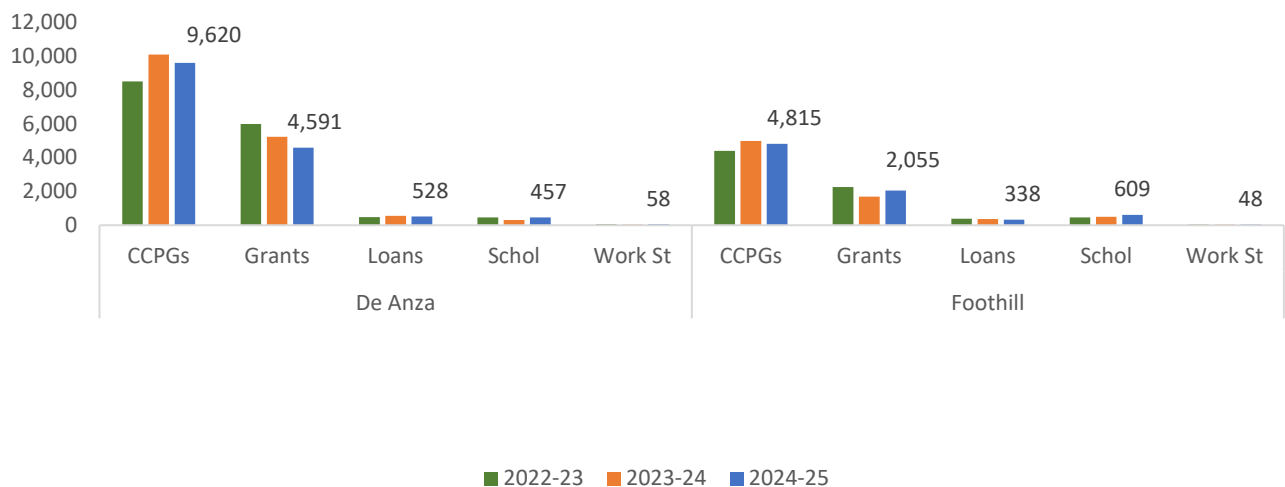


Table 5. SCFF Supplemental: Student Headcount by Institution, Financial Aid Award Type and Academic Year

				3-Year Average		Change, Last 2 years	
Financial Aid Award Category	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
Pell Grant Recipients	4,790	4,941	5,704	5,145	45%	763	15.4%
Promise Grant Recipients	10,287	12,166	11,349	11,267	98%	-817	-6.7%
Total Headcount	10,446	12,357	11,653	11,485	100%	-704	-5.7%
De Anza College							
Pell Grant Recipients	3,451	3,527	3,825	3,601	45%	298	8.4%
Promise Grant Recipients	7,098	8,603	8,037	7,913	99%	-566	-6.6%
Total Headcount	7,189	8,706	8,195	8,030	100%	-511	-5.9%
Foothill College							
Pell Grant Recipients	1,339	1,414	1,879	1,544	39%	465	32.9%
Promise Grant Recipients	3,709	4,206	3,787	3,901	97%	-419	-10.0%
Total Headcount	3,779	4,297	3,937	4,004	100%	-360	-8.4%

Notes

Promise Grant Recipients only include records with award type equal to BA, B1, B2, B3, BB, BC, or BD and award amount greater than zero.

Figure 5. SCFF Supplemental: Student Headcount by Institution, Financial Aid Award Type and Academic Year

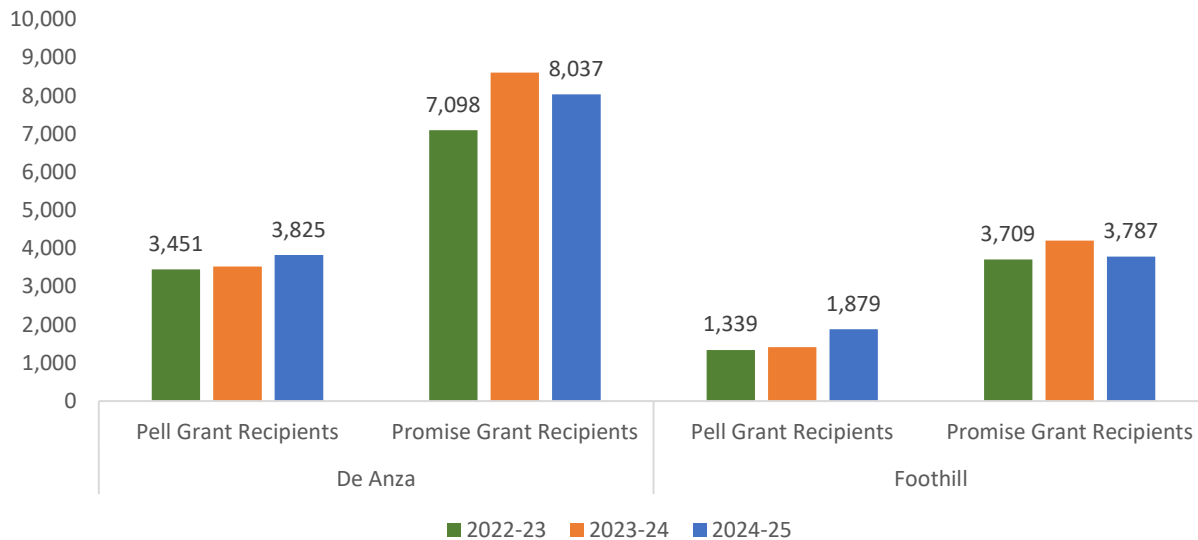


Table 6.A SCFF Student Success, All Students: Headcount by Institution, Highest SCFF Academic Award Type and Academic Year

				3-Year Average		Change, Last 2 years	
Highest SCFF Academic Award Type	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	1,398	1,415	1,534	1,449	47.5%	119	8.4%
Associate Degree	915	886	944	915	30.0%	58	6.5%
Baccalaureate Degree	54	59	50	54	1.8%	-9	-15.3%
Credit Certificate, SCFF	653	648	603	635	20.8%	-45	-6.9%
Total Headcount	3,020	3,008	3,131	3,053	100.0%	123	4.1%
De Anza College							
Associate Degree for Transfer	987	1,053	1,065	1,035	56.4%	12	1.1%
Associate Degree	639	582	644	622	33.9%	62	10.7%
Credit Certificate, SCFF	193	175	166	178	9.7%	-9	-5.1%
Total Headcout	1,819	1,810	1,875	1,835	100.0%	65	3.6%
Foothill College							
Associate Degree for Transfer	414	367	476	419	34.1%	109	29.7%
Associate Degree	277	306	305	296	24.1%	-1	-0.3%
Baccalaureate Degree	54	59	50	54	4.4%	-9	-15.3%
Credit Certificate, SCFF	463	473	439	458	37.3%	-34	-7.2%
Total Headcount	1,208	1,205	1,270	1,228	100.0%	65	5.4%

Notes

Data include only records for students registered during the academic year they received the award.

Figure 6.A SCFF Student Success, All Students: Headcount by Institution, Highest SCFF Academic Award Type and Academic Year

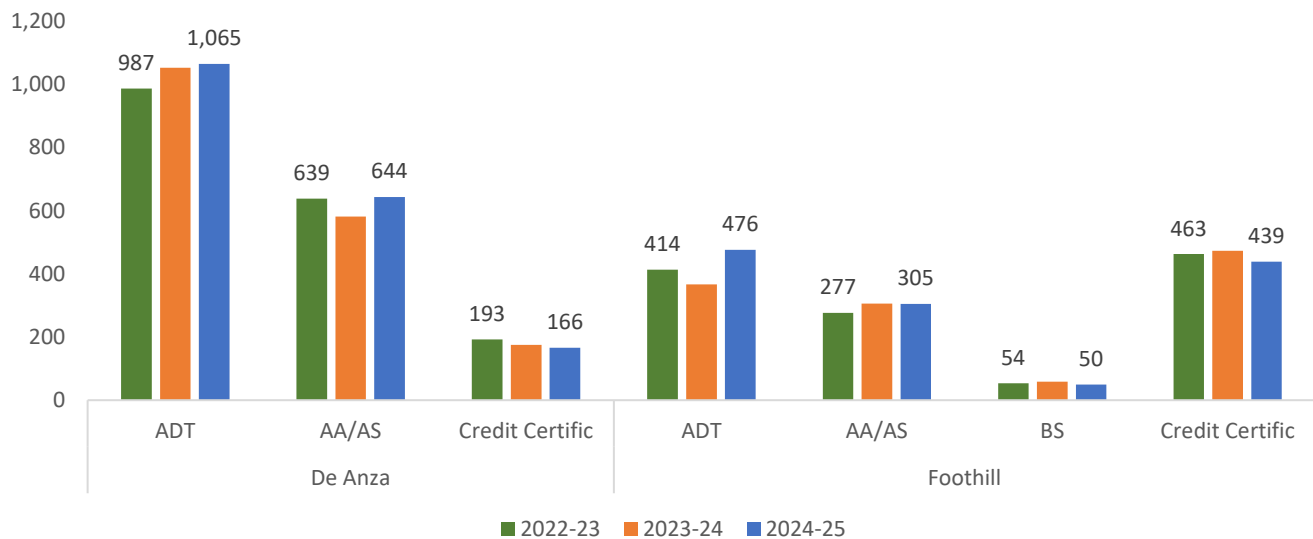


Table 6.B SCFF Student Success, Equity Component-Pell Grant: Student Headcount by Institution, Highest Academic Award and Academic Year

				3-Year Average		Change, Last 2 years	
Highest Academic Award	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	534	519	568	540	55%	49	9.4%
Associate Degree	353	290	363	335	34%	73	25.2%
Baccalaureate Degree	8	14	12	11	1%	-2	-14.3%
Credit Certificate, SCFF	85	93	85	88	9%	-8	-8.6%
Total Headcount	980	916	1,028	975	100%	112	12.2%
De Anza College							
Associate Degree for Transfer	409	399	412	407	57%	13	3.3%
Associate Degree	270	206	274	250	35%	68	33.0%
Credit Certificate, SCFF	61	65	46	57	8%	-19	-29.2%
Total Headcount	740	670	732	714	100%	62	9.3%
Foothill College							
Associate Degree for Transfer	126	122	159	136	51%	37	30.3%
Associate Degree	84	85	90	86	33%	5	5.9%
Baccalaureate Degree	8	14	12	11	4%	-2	-14.3%
Credit Certificate, SCFF	26	28	40	31	12%	12	42.9%
Total Headcount	244	249	301	265	100%	52	20.9%

Figure 6.B SCFF Student Success, Equity Component-Pell Grant: Student Headcount by Institution, Highest Academic Award and Academic Year

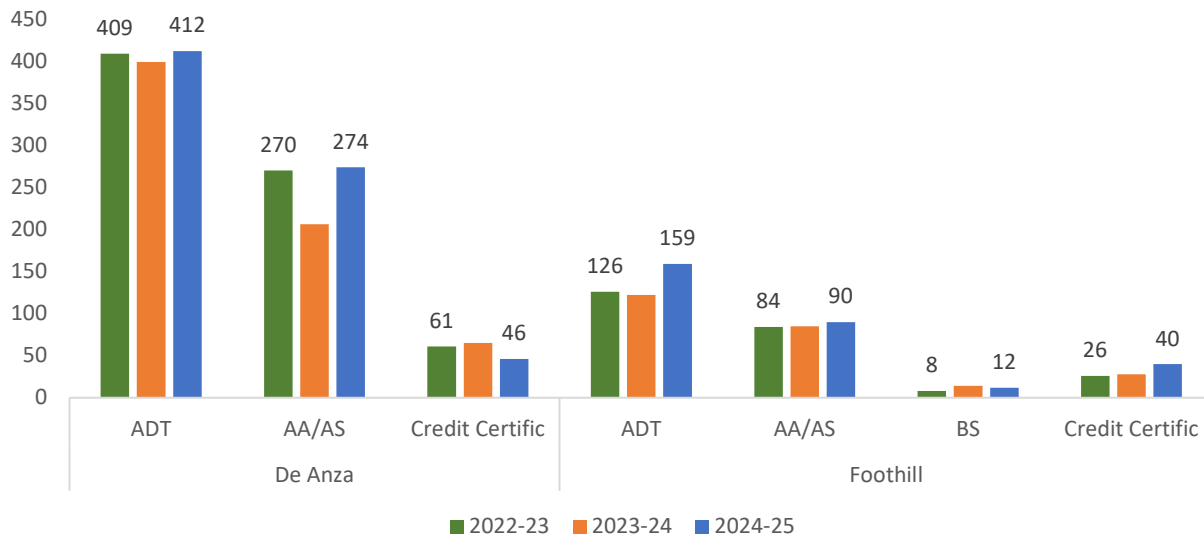


Table 6.C SCFF Student Success, Equity-CCPG: Student Headcount by Institution, Highest Academic Award and Academic Year

				3-Year Average		Change, Last 2 years	
Highest Academic Award	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	830	788	805	808	53.4%	17	2.2%
Associate Degree	565	499	549	538	35.6%	50	10.0%
Baccalaureate Degree	24	28	25	26	1.7%	-3	-10.7%
Credit Certificate, SCFF	143	146	135	141	9.3%	-11	-7.5%
Total Headcount	1,562	1,461	1,514	1,512	100.0%	53	3.6%
De Anza College							
Associate Degree for Transfer	605	594	579	593	55.6%	-15	-2.5%
Associate Degree	420	348	395	388	36.4%	47	13.5%
Credit Certificate, SCFF	90	94	74	86	8.1%	-20	-21.3%
Total Headcount	1,115	1,036	1,048	1,066	100.0%	12	1.2%
Foothill College							
Associate Degree for Transfer	227	198	231	219	48.3%	33	16.7%
Associate Degree	146	153	157	152	33.6%	4	2.6%
Baccalaureate Degree	24	28	25	26	5.7%	-3	-10.7%
Credit Certificate, SCFF	55	52	62	56	12.4%	10	19.2%
Total Headcount	452	431	475	453	100.0%	44	10.2%

Figure 6.C SCFF Student Success, Equity-CCPG: Student Headcount by Institution, Highest Academic Award and Academic Year

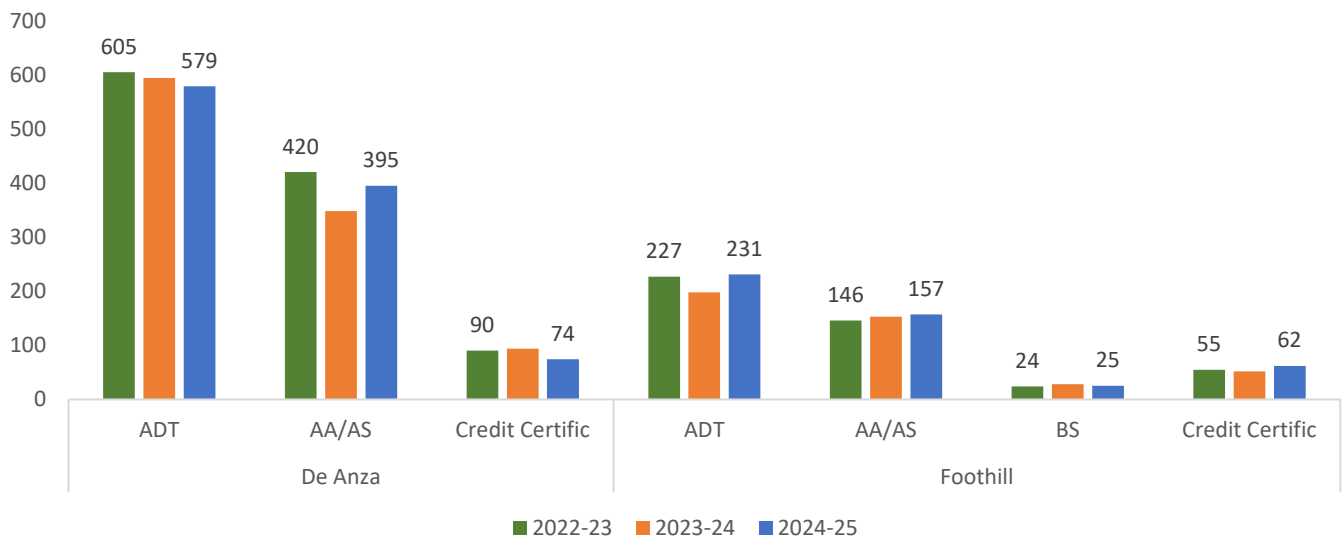


Table 7.A SCFF Student Success, All Students: Points by Institution, Highest Academic Award Type and Academic Year

				3-Year Average		Change, Last 2 years	
Highest Academic Award	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	5,592	5,660	6,136	5,796	58.1%	476	8.4%
Associate Degree	2,745	2,658	2,832	2,745	27.5%	174	6.5%
Baccalaureate Degree	162	177	150	163	1.6%	-27	-15.3%
Credit Certificate, SCFF	1,306	1,296	1,206	1,269	12.7%	-90	-6.9%
Total Points	9,805	9,791	10,324	9,973	100.0%	533	5.4%
De Anza College							
Associate Degree for Transfer	3,948	4,212	4,260	4,140	65.1%	48	1.1%
Associate Degree	1,917	1,746	1,932	1,865	29.3%	186	10.7%
Credit Certificate, SCFF	386	350	332	356	5.6%	-18	-5.1%
Total Points	6,251	6,308	6,524	6,361	100.0%	216	3.4%
Foothill College							
Associate Degree for Transfer	1,656	1,468	1,904	1,676	46.0%	436	29.7%
Associate Degree	831	918	915	888	24.4%	-3	-0.3%
Baccalaureate Degree	162	177	150	163	4.5%	-27	-15.3%
Credit Certificate, SCFF	926	946	878	917	25.2%	-68	-7.2%
Total Points	3,575	3,509	3,847	3,644	100.0%	338	9.6%

Figure 7.A SCFF Student Success, All Students: Points by Institution, Highest Academic Award Type and Academic Year

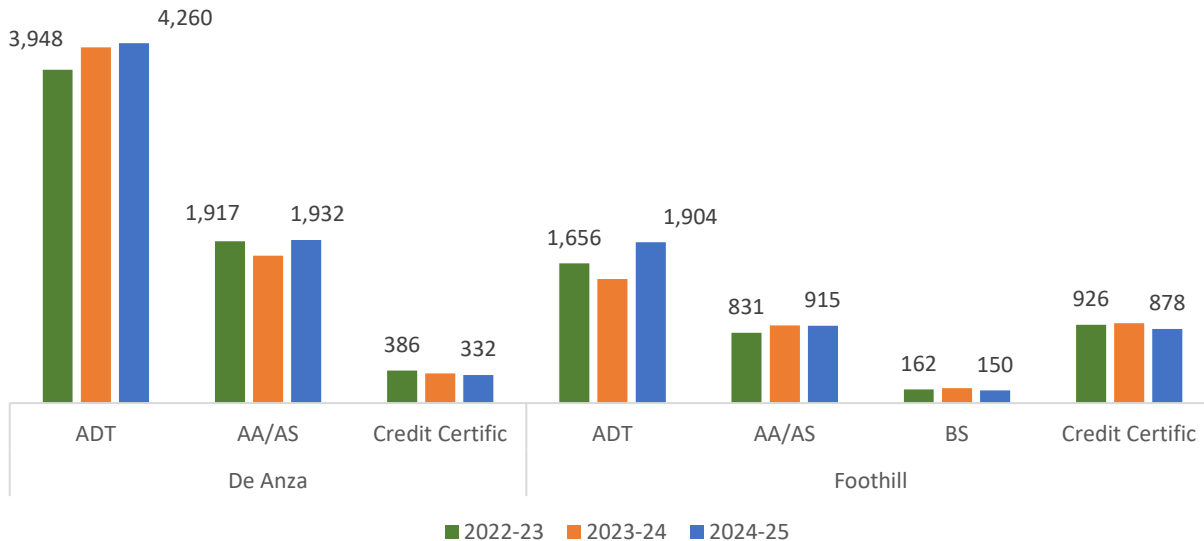


Table 7.B SCFF Student Success, Equity-Pell Grant: Points by Institution, Highest Academic Award and Academic Year

				3-Year Average		Change, Last 2 years	
Highest Academic Award	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	3,204	3,114	3,408	3,242	64.0%	294	9.4%
Associate Degree	1,589	1,305	1,634	1,509	29.8%	329	25.2%
Baccalaureate Degree	36	63	54	51	1.0%	-9	-14.3%
Credit Certificate, SCFF	255	279	255	263	5.2%	-24	-8.6%
Total Points	5,084	4,761	5,351	5,065	100.0%	590	12.4%
De Anza College							
Associate Degree for Transfer	2,454	2,394	2,472	2,440	65.3%	78	3.3%
Associate Degree	1,215	927	1,233	1,125	30.1%	306	33.0%
Credit Certificate, SCFF	183	195	138	172	4.6%	-57	-29.2%
Total Points	3,852	3,516	3,843	3,737	100.0%	327	9.3%
Foothill College							
Associate Degree for Transfer	756	732	954	814	60.4%	222	30.3%
Associate Degree	378	383	405	389	28.8%	23	5.9%
Baccalaureate Degree	36	63	54	51	3.8%	-9	-14.3%
Credit Certificate, SCFF	78	84	120	94	7.0%	36	42.9%
Total Points	1,248	1,262	1,533	1,348	100.0%	272	21.5%

Figure 7.B SCFF Student Success, Equity-Pell Grant: Points by Institution, Highest Academic Award and Academic Year

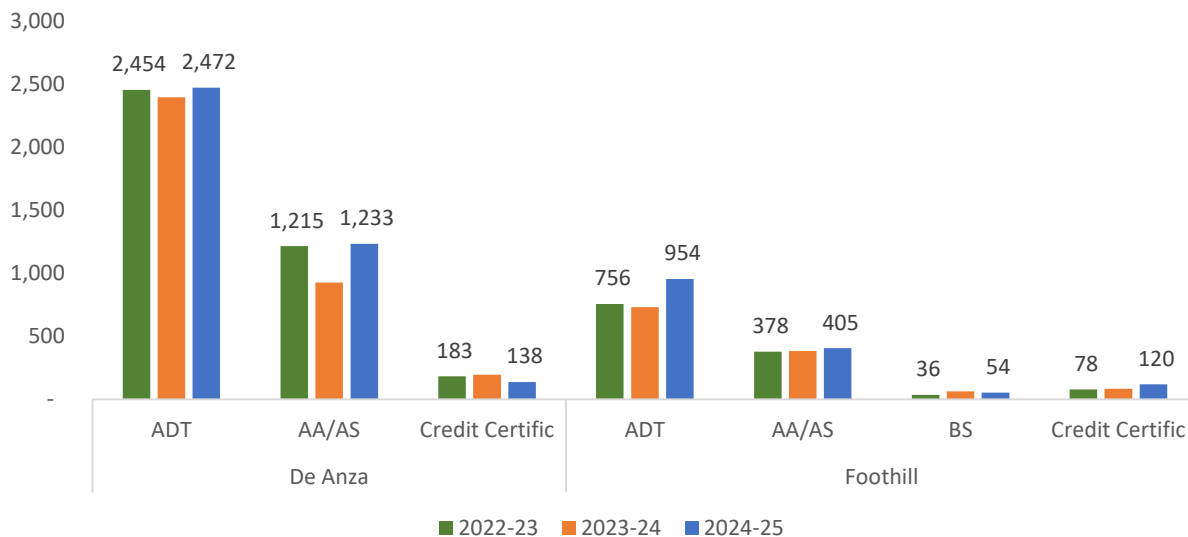


Table 7.C SCFF Student Success, Equity-CCPG: Points by Institution, Highest Academic Award and Academic Year

				3-Year Average		Change, Last 2 years	
Highest Academic Award	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	3,320	3,152	3,220	3,231	62.1%	68	2.2%
Associate Degree	1,695	1,497	1,647	1,613	31.0%	150	10.0%
Baccalaureate Degree	72	84	75	77	1.5%	-9	-10.7%
Credit Certificate, SCFF	286	292	270	283	5.4%	-22	-7.5%
Total Points	5,373	5,025	5,212	5,203	100.0%	187	3.7%
De Anza College							
Associate Degree for Transfer	2,420	2,376	2,316	2,371	64.0%	-60	-2.5%
Associate Degree	1,260	1,044	1,185	1,163	31.4%	141	13.5%
Credit Certificate, SCFF	180	188	148	172	4.6%	-40	-21.3%
Total Points	3,860	3,608	3,649	3,706	100.0%	41	1.1%
Foothill College							
Associate Degree for Transfer	908	792	924	875	57.5%	132	16.7%
Associate Degree	438	459	471	456	30.0%	12	2.6%
Baccalaureate Degree	72	84	75	77	5.1%	-9	-10.7%
Credit Certificate, SCFF	110	104	124	113	7.4%	20	19.2%
Total Points	1,528	1,439	1,594	1,520	100.0%	155	10.8%

Figure 7.C SCFF Student Success, Equity-CCPG: Points by Institution, Highest Academic Award and Academic Year

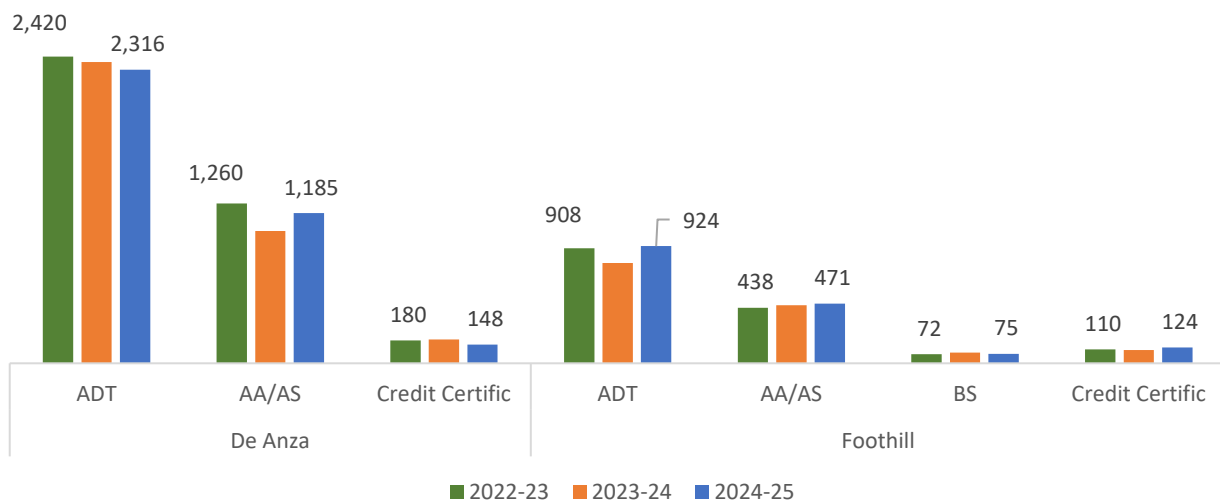


Table 8.A SCFF Student Success-Equity, CTE Units: Headcount by Institution, Financial Aid Award and Academic Year

				3-Year Average		Change, Last 2 years	
Financial Aid Award	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
CCPG	2,042	2,050	2,103	2,065	37.1%	53	2.6%
Pell	1,180	1,209	1,345	1,245	22.4%	136	11.2%
CCPG/Pell	2,061	2,083	2,149	2,098	37.7%	66	3.2%
All Students	5,224	5,611	5,849	5,561	100.0%	238	4.2%
De Anza College							
CCPG	1,340	1,360	1,315	1,338	45.6%	-45	-3.3%
Pell	845	861	879	862	29.4%	18	2.1%
CCPG/Pell	1,344	1,371	1,333	1,349	46.0%	-38	-2.8%
All Students	2,846	2,957	2,998	2,934	100.0%	41	1.4%
Foothill College							
CCPG	668	663	761	697	27.6%	98	14.8%
Pell	318	337	444	366	14.5%	107	31.8%
CCPG/Pell	682	685	789	719	28.5%	104	15.2%
All Students	2,276	2,551	2,745	2,524	100.0%	194	7.6%

Figure 8.A SCFF Student Success-Equity, CTE Units: Headcount by Institution, Financial Aid Award and Academic Year

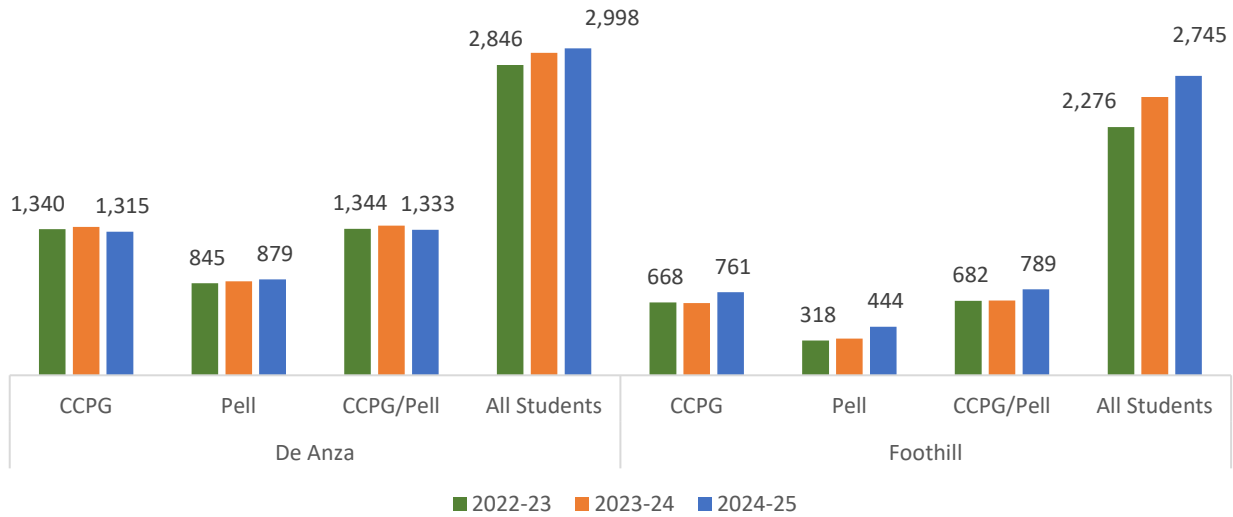


Table 8.B SCFF Student Success-Equity, CTE Units: Points by Institution, Financial Aid Award Type and Academic Year

				3-Year Average		Change, Last 2 years	
Financial Aid Award	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
CCPG	2,042	2,050	2,103	2,065	37.1%	53	2.6%
Pell	1,770	1,814	2,018	1,867	33.6%	204	11.2%
CCPG/Pell	3,812	3,864	4,121	3,932	70.7%	257	6.7%
All Students	5,224	5,611	5,849	5,561	100.0%	238	4.2%
De Anza College							
CCPG	1,340	1,360	1,315	1,338	45.6%	-45	-3.3%
Pell	1,268	1,292	1,319	1,293	44.1%	27	2.1%
CCPG/Pell	2,608	2,652	2,634	2,631	89.7%	-18	-0.7%
All Students	2,846	2,957	2,998	2,934	100.0%	41	1.4%
Foothill College							
CCPG	668	663	761	697	27.6%	98	14.8%
Pell	477	506	666	550	21.8%	161	31.8%
CCPG/Pell	1,145	1,169	1,427	1,247	49.4%	259	22.1%
All Students	2,276	2,551	2,745	2,524	100.0%	194	7.6%

Figure 8.B SCFF Student Success-Equity, CTE Units: Points by Institution, Financial Aid Award Type and Academic Year

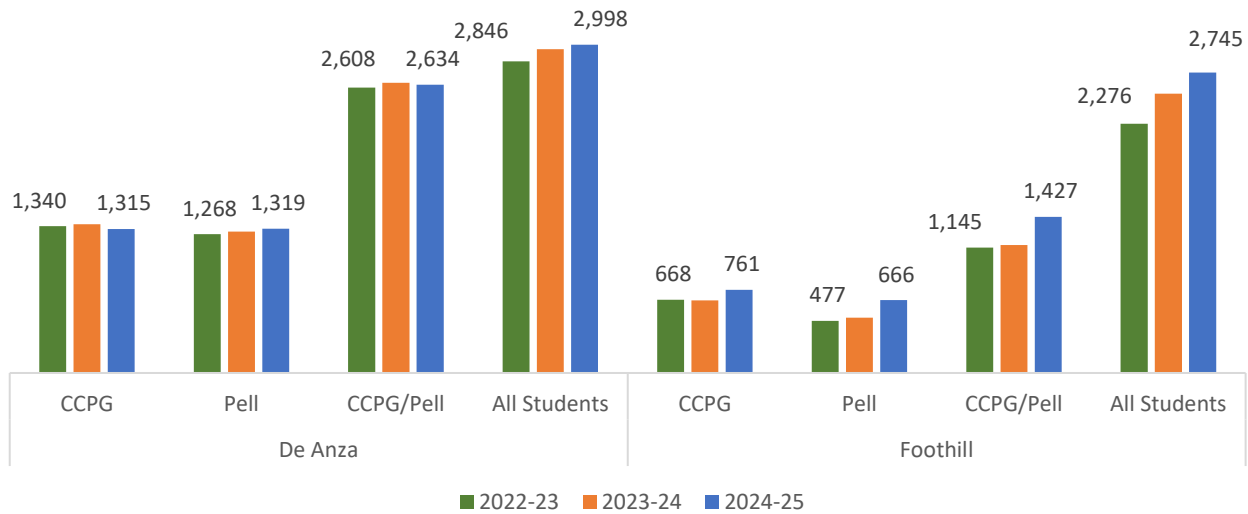


Table 9.A SCFF Student Success-Equity, Completion of Transfer Level Mathematics and English: Headcount by Institution, Financial Aid Category and Academic Year

				3-Year Average		Change, Last 2 years	
Financial Aid Award	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
CCPG	776	788	812	792	38.1%	24	3.0%
Pell	492	497	629	539	25.9%	132	26.6%
CCPG/Pell	789	812	851	817	39.3%	39	4.8%
All Students	1,989	2,020	2,232	2,080	100.0%	212	10.5%
De Anza College							
CCPG	599	579	600	593	39.0%	21	3.6%
Pell	376	365	461	401	26.4%	96	26.3%
CCPG/Pell	609	593	623	608	40.0%	30	5.1%
All Students	1,495	1,440	1,624	1,520	100.0%	184	12.8%
Foothill College							
CCPG	169	203	203	192	36.6%	-	0.0%
Pell	112	129	162	134	25.7%	33	25.6%
CCPG/Pell	171	213	219	201	38.4%	6	2.8%
All Students	444	554	572	523	100.0%	18	3.2%

Figure 9.A SCFF Student Success-Equity, Completion of Transfer Level Mathematics and English: Headcount by Institution, Financial Aid Category and Academic Year

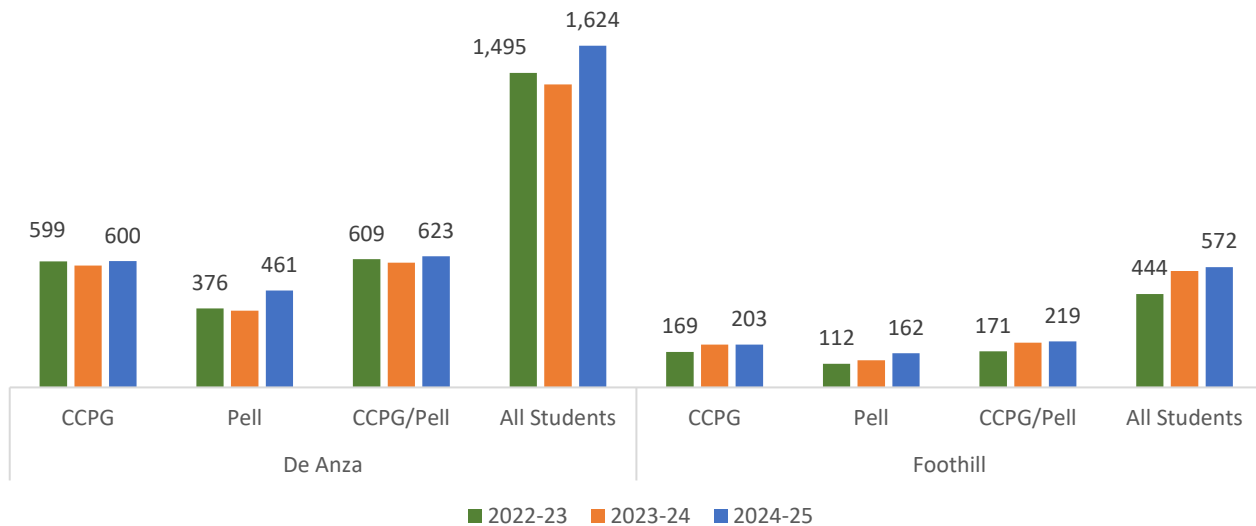


Table 9.B SCFF Student Success-Equity, Completion of Transfer Level Mathematics and English: Points by Institution, Financial Aid Category and Academic Year

				3-Year Average		Change, Last 2 years	
Financial Aid Award	2022-23	2023-24	2024-25	Count	Percent	Count	Percent
FHDA CCD							
CCPG	1,552	1,576	1,624	1,584	38.1%	48	3.0%
Pell	1,476	1,491	1,887	1,618	38.9%	396	26.6%
CCPG/Pell	3,028	3,067	3,511	3,202	77.0%	444	14.5%
All Students	3,978	4,040	4,464	4,161	100.0%	424	10.5%
De Anza College							
CCPG	1,198	1,158	1,200	1,185	39.0%	42	3.6%
Pell	1,128	1,095	1,383	1,202	39.5%	288	26.3%
CCPG/Pell	2,326	2,253	2,583	2,387	78.5%	330	14.6%
All Students	2,990	2,880	3,248	3,039	100.0%	368	12.8%
Foothill College							
CCPG	338	406	406	383	36.6%	-	0.0%
Pell	336	387	486	403	38.5%	99	25.6%
CCPG/Pell	674	793	892	786	75.1%	99	12.5%
All Students	888	1,108	1,144	1,047	100.0%	36	3.2%

Figure 9.B SCFF Student Success-Equity, Completion of Transfer Level Mathematics and English: Points by Institution, Financial Aid Category and Academic Year

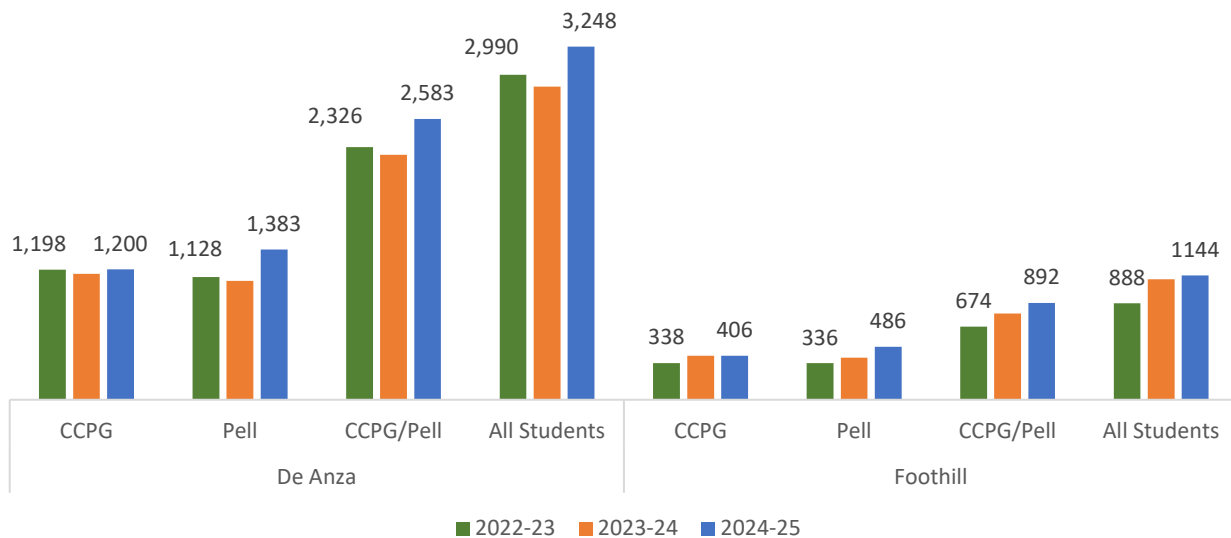


Table 10.A FHDA CCD: Total Points by SCFF Student Success Measure and Financial Aid Status, 2024-25

SCFF Student Success Measure	All Students			CCPG Recipients 1			Pell Grant Recipients		
	Allocated Points	3-Year Average	Total Points	Allocated Points	3-Year Average	Total Points	Allocated Points	3-Year Average	Total Points
Associate degrees for transfer granted	4.0	1,449	5,796	4.0	808	3,232	6.0	540	3,240
Associate degrees granted (excluding ADTs)	3.0	915	2,745	3.0	538	1,614	4.5	335	1,508
Baccalaureate degree granted	3.0	54	162	3.0	26	78	4.5	11	50
Credit certificates (16 units or more) granted	2.0	635	1,270	2.0	141	282	3.0	88	264
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2.0	2,080	4,160	2.0	792	1,584	3.0	539	1,617
Successful transfer to four-year university	1.5	-	-	1.5	-	-	2.3	-	-
Completion of nine or more CTE units	1.0	5,561	5,561	1.0	2,065	2,065	1.5	1,245	1,868
Attainment of regional living wage	1.0	-	-	1.0	-	-	1.5	-	-
Total Points			19,694			8,855			8,546

Table 10.B FHDA CCD: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2024-25

SCFF Student Success Measure	All Students	CCPG	Pell	Total	Percent Grand Total
Associate degrees for transfer granted	5,796	3,232	3,240	12,268	33.1%
Associate degrees granted (excluding ADTs)	2,745	1,614	1,508	5,867	15.8%
Baccalaureate degree granted	162	78	50	290	0.8%
Credit certificates (16 units or more) granted	1,270	282	264	1,816	4.9%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	4,160	1,584	1,617	7,361	19.8%
Completion of nine or more CTE units	5,561	2,065	1,868	9,494	25.6%
Total	19,694	8,855	8,546	37,095	100.0%
Percent of Total	53.1%	23.9%	23.0%	100.0%	

Figure 10.A FHDA CCD: Total Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2024-25

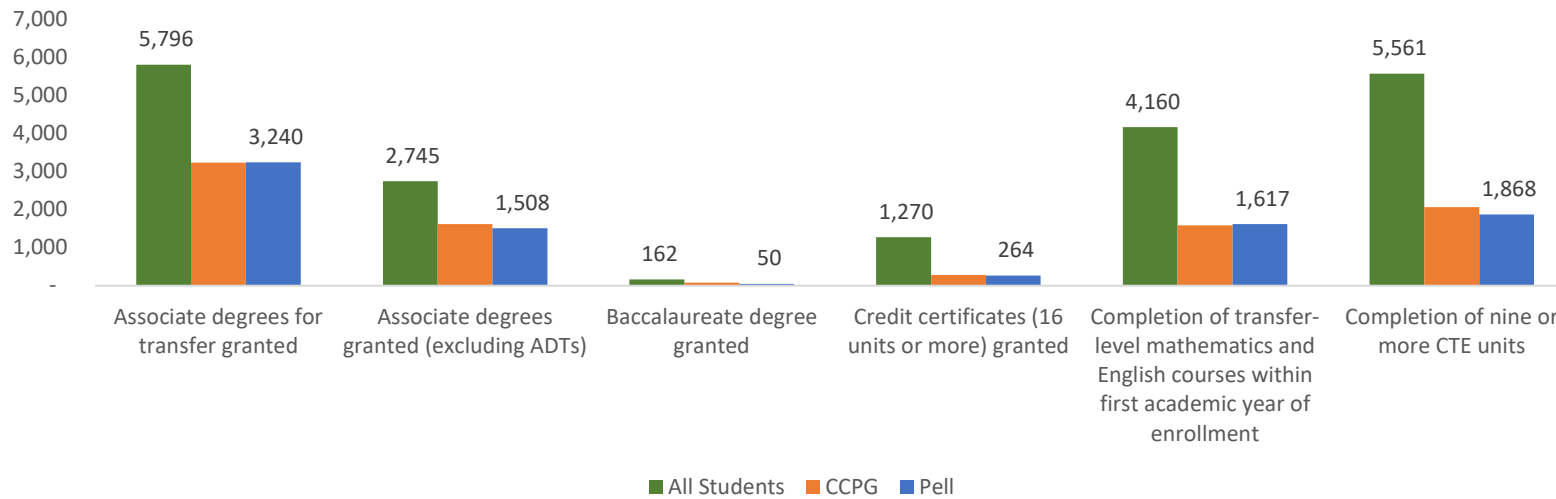


Figure 10.B FHDA CCD: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2024-25

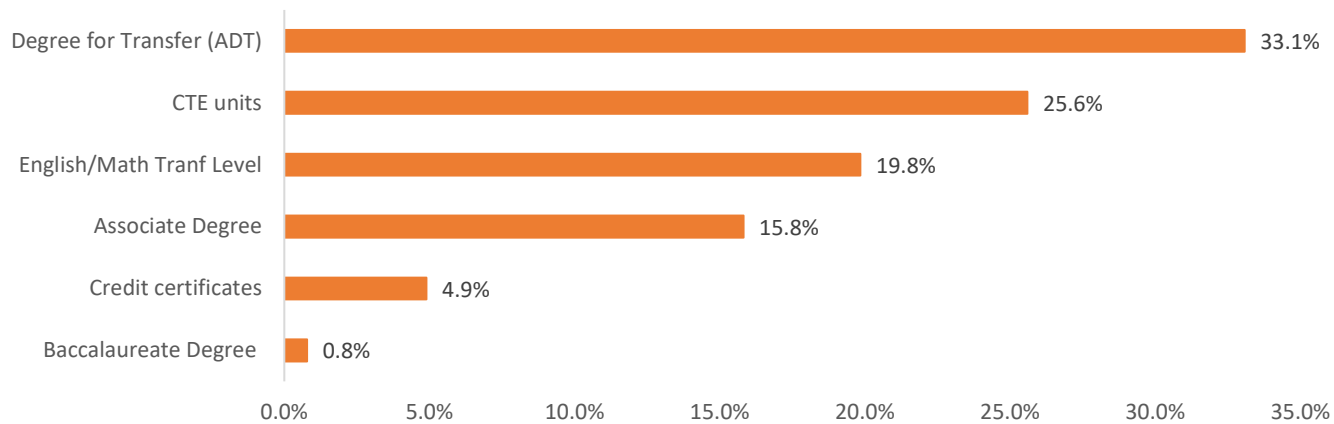
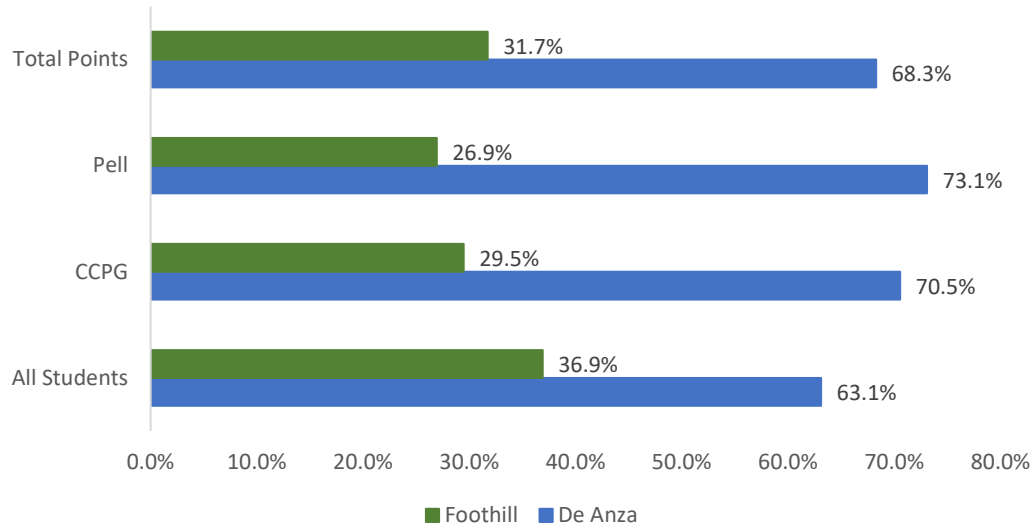


Table 10.C FHDA: Percentage of Points for SCFF Student Success Measure and Financial Aid Groups by Institution, 2024-25



Notes

Based on estimates for the three-year point average allocated to the college for each SCFF Student Success Measure.

Data include the following SCFC Student Success Measures:

Associate degrees for transfer granted

Associate degrees granted (excluding ADTs)

Baccalaureate degree granted

Credit certificates (16 units or more) granted

Completion of transfer-level mathematics and English courses within first academic year of enrollment

Completion of nine or more CTE units

Data does not include the following SCFCC Student Success Measures:

Successful transfer to four-year university

Attainment of regional living wage

Table 11.A De Anza: Total Points by SCFF Student Success Measure and Financial Aid Status, 2024-25

SCFF Student Success Measure	All Students			CCPG Recipients 1			Pell Grant Recipients		
	Allocated Points	3-Year Average Headcount	Total Points	Allocated Points	3-Year Average Headcount	Total Points	Allocated Points	3-Year Average Headcount	Total Points
Associate degrees for transfer granted	4	1,035	4,140	4	593	2,372	6	407	2,442
Associate degrees granted (excluding ADTs)	3	622	1,866	3	388	1,164	5	250	1,125
Baccalaureate degree granted	3	-	-	3	-	-	5	-	-
Credit certificates (16 units or more) granted	2	178	356	2	86	172	3	57	171
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2	1,520	3,040	2	593	1,186	3	401	1,203
Successful transfer to four-year university	2	-	-	2	-	-	2	-	-
Completion of nine or more CTE units	1	2,934	2,934	1	1,338	1,338	2	862	1,293
Attainment of regional living wage	1	-	-	1	-	-	2	-	-
Total Points			12,336			6,232			6,234

Table 11.B De Anza: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2024-25

SCFF Student Success Measure	All Students	CCPG	Pell	Total	Percent Grand Total
Associate degrees for transfer granted	4,140	2,372	2,442	8,954	36.1%
Associate degrees granted (excluding ADTs)	1,866	1,164	1,125	4,155	16.8%
Credit certificates (16 units or more) granted	356	172	171	699	2.8%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	3,040	1,186	1,203	5,429	21.9%
Completion of nine or more CTE units	2,934	1,338	1,293	5,565	22.4%
Total	12,336	6,232	6,234	24,802	100.0%
Percent of Total	49.7%	25.1%	25.1%	100.0%	

Figure 11.A De Anza: Total Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2024-25

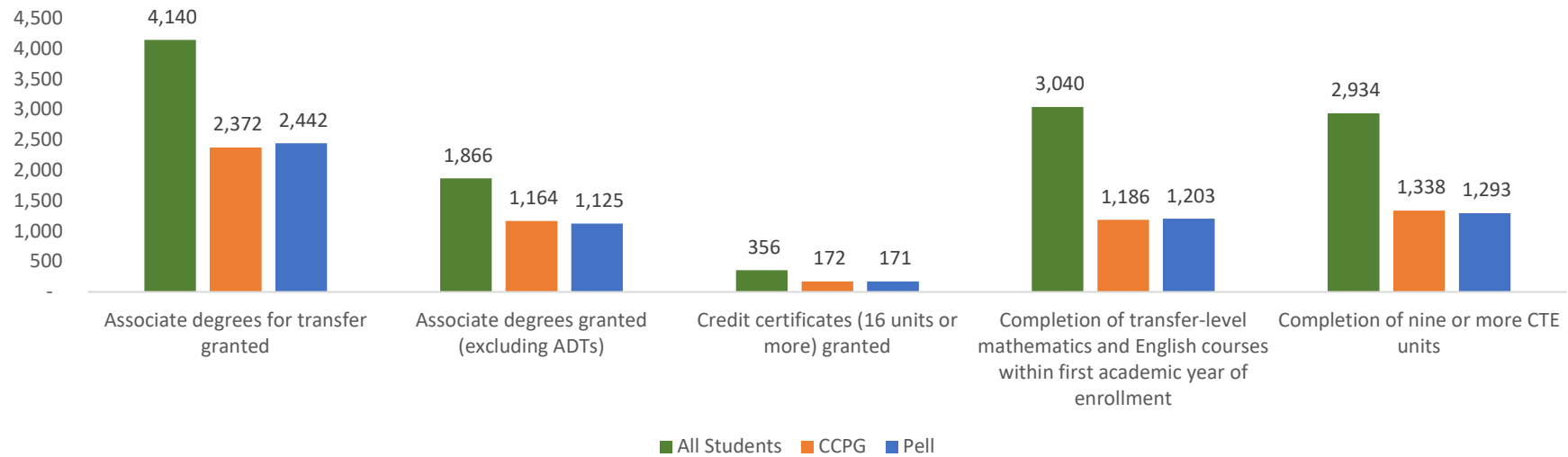


Figure 11.B De Anza: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2024-25

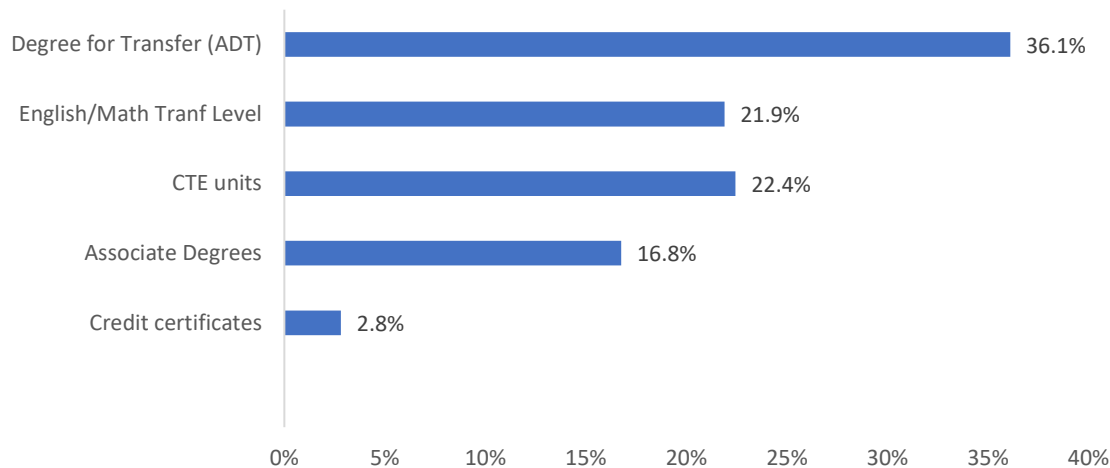


Table 12.A Foothill: Total Points by SCFF Student Success Measure and Financial Aid Status, 2024-25

SCFF Student Success Measure	All Students			CCPG Recipients 1			Pell Grant Recipients		
	Allocated Points	3-Year Average Headcount	Total Points	Allocated Points	3-Year Average Headcount	Total Points	Allocated Points	3-Year Average Headcount	Total Points
Associate degrees for transfer granted	4	419	1,676	4	219	876	6	136	816
Associate degrees granted (excluding ADTs)	3	296	888	3	152	456	5	86	387
Baccalaureate degree granted	3	54	162	3	26	78	5	11	50
Credit certificates (16 units or more) granted	2	458	916	2	56	112	3	31	93
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2	523	1,046	2	192	384	3	134	402
Successful transfer to four-year university	2	-	-	2	-	-	2	-	-
Completion of nine or more CTE units	1	2,524	2,524	1	697	697	2	366	549
Attainment of regional living wage	1	-	-	1	-	-	2	-	-
Total Points			7,212			2,603			2,297

Table 12.B Foothill: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2024-25

SCFF Student Success Measure	All Students	CCPG	Pell	Total	Percent Grand Total
Associate degrees for transfer granted	1,676	876	816	3,368	27.8%
Associate degrees granted (excluding ADTs)	888	456	387	1,731	14.3%
Baccalaureate degree granted	162	78	50	290	2.4%
Credit certificates (16 units or more) granted	916	112	93	1,121	9.3%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	1,046	384	402	1,832	15.1%
Completion of nine or more CTE units	2,524	697	549	3,770	31.1%
Total Points	7,212	2,603	2,297	12,112	100.0%
Percent of Total	59.5%	21.5%	19.0%	100.0%	

Figure 12.A Foothill: Total Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2024-25

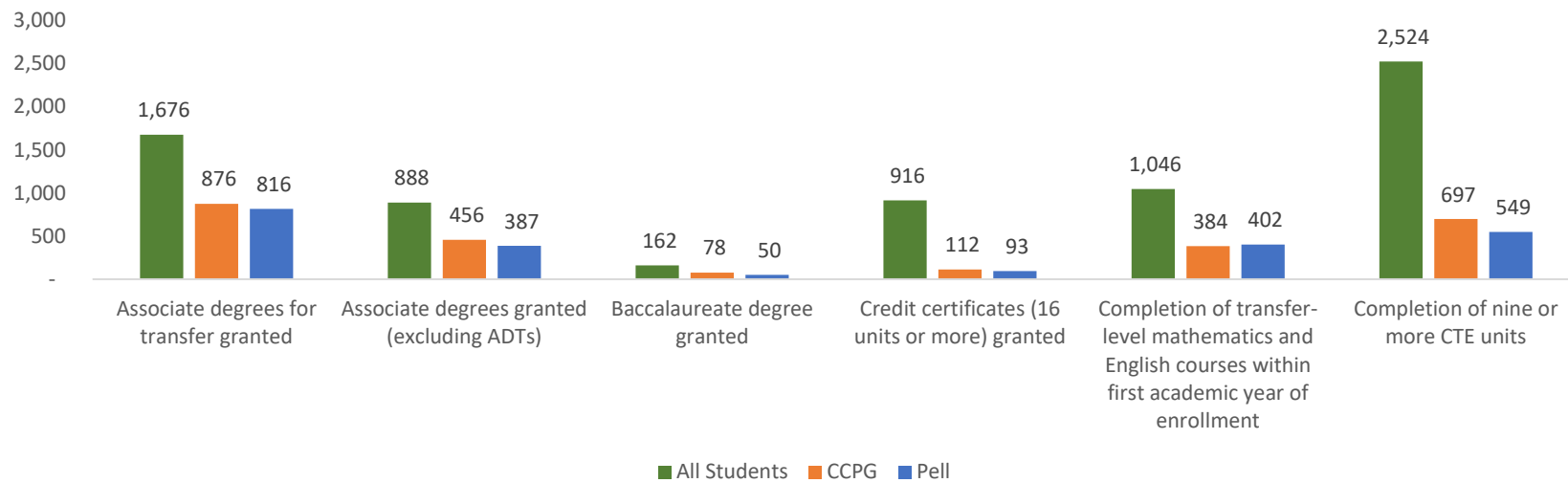


Figure 12.B Foothill: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2024-25

