



MIS Financial Aid: Student Headcount by College, Award Type and Related SCFF Statistics, 2022-23

Introduction

The MIS student financial aid reports (SF, applicant; FA, award amount) for the 2022-23 academic year were submitted to the CCCCO (California Community Colleges Chancellor's Office) by the FHDA CCD (Foothill-De Anza Community College District) on November 29, 2023. 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 (2020-21, 2021-22 & 2022-23) and related SCFF (Student Centered Funding Formula) statistics, including estimates for headcounts and allocated points under the supplemental and student success components. The supplemental component relates to financial aid; the success component relates to academic outcomes. The purpose of this document is twofold: to provide financial aid administrators with the opportunity to review the data submitted, and to show the impact of financial aid data on SCFF funding at the district and college level.

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 data.

- *Financial Aid FHDA-MIS Code Lookup/Xwalk (November 2023)*: 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 SF21).
- *De Anza Student Financial Aid Preliminary Figures and Foothill Student Financial Aid Preliminary Figures 2022-23*: Excel documents with preliminary data for student headcount and award amount by FHDA CCD detail/fund

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

code and corresponding MIS award code for the reporting and prior academic year.

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 the 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 \$0 in the FAFSA²).
 - Data in Table 1 show 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 for a term, most students are required to enroll in at least 12 units.
 - Data in Table 2 show 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.

² FAFSA or Free Application for Federal Student Aid.

- Data in Table 3 show the student headcount for FAFSA applicants and students with EFC (expected family contribution) equal to \$0 (i.e., students whose families are not able to contribute financially to their education). The number of students with EFC equal to \$0 can be used to estimate the degree for financial aid need in the student population during the academic year.
- Data in Table 4 show the student headcount by institution and financial aid award category for 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
- 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

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 \$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>.

- Data for the SCFF *student success* allocation metrics, including related *equity* components (i.e., headcounts for Pell grant and CCPG recipients), are 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 district or college level.
 - 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).
 - 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.

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

- 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 CCCCO (California Community Colleges Chancellor's Office).
 - These procedures cannot be used to replicate 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).
 - 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 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 show 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 show 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 show 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 dropped 1.9% in 2022-23, compared to the prior academic year. At the college level, the number of *full-time* students dropped 2.1% (minus 240) and 0.4% (minus 20) at De Anza and Foothill, respectively.
- Regarding students' *highest educational level*, data in Table 2 show that the number of FHDA students with a high school diploma dropped 0.6% (minus 193) in 2022-23, when compared to the prior academic year. At the college level, the headcount for this group dropped 1.0% (minus 191) at De Anza and less than 0.1% (minus 2) at Foothill.

- Data in Table 3 show that the number of FHDA students who submitted a FAFSA application dropped 1.6% (minus 208) in 2022-23 when compared to the prior academic year. Data in this table also show that the number of FHDA students with EFC equal to \$0 dropped 2.3% (minus 102) during this period. For De Anza, data in Table 3 show that the number of FAFSA applicants dropped 2.3% (minus 204); the number for students with EFC equal to \$0 dropped 5.2% (minus 158). At Foothill, the data show a drop of 0.2% (minus 9) in the number of FAFSA applicants; for students with EFC equal \$0, headcount data show an increase of 3.0% (plus 49).
- Data in Table 4 show that the number of FHDA students who received at least one financial aid award or scholarship dropped 2.8% (minus 387) in 2022-23, compared to the prior year. Data in this table show that the student headcount for CCPG (Community College Promise Grant/fee waiver greater than \$0) at the district level dropped 1.2% (minus 149). At De Anza, the CCPG headcount dropped 2.3% (minus 196) while at Foothill it increased 2.1% (plus 89).
- Data in Table 4 show a significant increase in the number of students who received at least one scholarship at De Anza in 2022-23 over the prior academic year, 93.0% (plus 226). This increase was due to a higher than expected increase in the headcount for “Financial Aid Book Vouchers” (SD6029), 189 in 2022-23 from 1 in the prior academic year. Data in this table also show that the headcount for Foothill students who received at least one grant drop 21.6% (minus 624) in 2022-23, compared to the prior year. This significant drop in headcount is accounted by a significant drop in the number of students who in 2022-23 received a CARES grant (608 from 1,865 the prior year) or a *Promise Grant Book Voucher* (154 from 429 the prior year).
- Data in Table 5 show that the number of FHDA students who received at least one financial aid award applicable to SCFF funding (Pell or applicable CCPG) dropped 3.3% (minus 357) in 2022-23, compared to the prior academic year. Data at the college level show that the headcount for students who received a Pell or applicable CCPG award dropped 4.6% (minus 350) at De Anza, while at Foothill the number increased 0.8% (plus 31). Data in this table also show that the number of Pell recipients increased at both colleges

in 2022-23 over the prior academic year: 3.8% (plus 49) at Foothill and 0.5% (plus 18) at De Anza.

- Data in Table 6.A show that the number of FHDA students who received at least one academic award applicable to SCFF funding dropped 12.4% (minus 414) in 2022-23, compared to the prior year. Data at the college level show a headcount reduction of 12.1% (minus 25) and 13.0% (minus 165) at De Anza and Foothill, respectively.
- Data in Table 6.B show that the number of Pell recipients who received at least one academic award applicable to SCFF funding at FHDA dropped 6.7% in 2022-23, compared to the prior academic year. At Foothill, there was a headcount reduction of 21.8% (minus 67); at De Anza, 0.3% (minus 2).
- In Table 6.C, the data show a headcount reduction of 9.7% (minus 167) for the number of FHDA students who received at least one CCPG and an academic award applicable to SCFF funding in 2022-23, compared to the prior year. At the college level, the data show a reduction in headcount of 16.2% (minus 86) for Foothill and 6.8% (minus 81) for De Anza.
- Data for points based on the headcount for *all students* with at least one academic award applicable to SCFF funding in Table 7.A show that the total number of points allocated to the FHDA dropped by 12.3% (minus 1,345) in 2022-23, compared to the prior academic year. For Foothill, allocated points for this metric dropped 14.0% (minus 548); at De Anza, 11.4% (minus 800).
- Data for Pell recipients with at least one academic award applicable to SCFF funding in Table 7.B show a reduction of 6.6% (minus 359) in total points allocated to FHDA in 2022-23, compared to the prior academic year. Data for Foothill show a reduction of 21.9% (minus 347); De Anza, 0.2% (minus 9).
- Data for CCPG recipients with at least one academic award applicable to SCFF funding in Table 7.C show a drop of 9.8% (minus 582) in the total number of points allocated to FHDA in 2022-23, compared to the prior year. Data for Foothill show a drop of 16.9% (minus 308); De Anza, a drop of 6.6% (minus 274).
- Data in Table 8.A show that the number of FHDA students who earned at least 9 semester/13.5 quarter CTE (Career Technical Education) units in 2022-23 increase 0.5% (plus 27), compared to the prior academic year. At the college level, data in this table show that the number of students in this group

dropped 1.5% (minus 44) at De Anza and increased 1.5% (plus 34) at Foothill. Data for points related to CTE unit metrics in Table 8.B show same results (i.e., same percentage change statistics; headcounts and allocated points are correlated).

- Data in Table 9.A show that the number of FHDA first-time students who successfully completed at least one English and one math transfer level course increased 3.0% (plus 57) in 2022-23, compared to the prior year. At Foothill, the number of students in this group increased 14.7% (plus 57); at De Anza, the number dropped 1.1% (minus 17). Data for points related to this metric in Table 9.B show same results (i.e., same percentage change statistics; headcounts and allocated points are correlated).
- Data in Table 10.B show that in addition to their contribution to points generated by the *all students* group, FHDA students that received a Pell grant or an applicable CCPG tuition waiver account for 47.5% of all points in 2022-23 under these metrics. Data in Figure 10.B show that among these metrics *ADT (associate degree for transfer)* ranks top followed by CTE units with 34.4% and 24.1% of all points, respectively.
- Data in Figure 10.C show the contribution of each college to the total points allocated to FHDA in 2022-23 under these *student success* metrics and their related equity (i.e., student financial aid status) components. Data in this table show that 68.1% of total points under these metrics are accounted by De Anza, while 31.7% by Foothill. For points based on students' financial aid status, the data show De Anza's percentage of total points increased to 73.6% and 70.8% for Pell and CCPG students, respectively.
- Data in Figure 11.B and 12.B show points and percentages by *student success* metric and student financial aid status for De Anza and Foothill, respectively, in 2022-23. Data in these figures show that ADTs account for 35.2% and 34.3% of total point under these metrics at De Anza and Foothill, respectively. At De Anza, *completion of math and English transfer level courses* and CTE units each account for about 21% of total points under these metrics; at Foothill, CTE units ranks second with 28% of total points.

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

Credit Course Load	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
12 or more units	19,264	16,609	16,294	17,389	33.7%	(315)	-1.9%
6 to less than 12	13,135	10,936	10,892	11,654	22.6%	(44)	-0.4%
Less than 6	21,627	19,811	20,149	20,529	39.8%	338	1.7%
Noncredit	1,746	2,118	2,272	2,045	4.0%	154	7.3%
Total Headcount	55,772	49,474	49,607	51,618	100.0%	133	0.3%
De Anza College							
12 or more units	12,658	11,186	10,946	11,597	41.4%	-240	-2.1%
6 to less than 12	6,960	5,962	5,703	6,208	22.2%	-259	-4.3%
Less than 6	9,927	9,623	9,869	9,806	35.0%	246	2.6%
Noncredit	90	377	704	390	1.4%	327	86.7%
Total Headcount	29,635	27,148	27,222	28,002	100.0%	74	0.3%
Foothill College							
12 or more units	6,361	5,218	5,198	5,592	21.1%	-20	-0.4%
6 to less than 12	6,955	5,633	5,782	6,123	23.1%	149	2.6%
Less than 6	14,441	12,385	12,354	13,060	49.3%	-31	-0.3%
Noncredit	1,671	1,776	1,625	1,691	6.4%	-151	-8.5%
Total Headcount	29,428	25,012	24,959	26,466	100.0%	-53	-0.2%

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

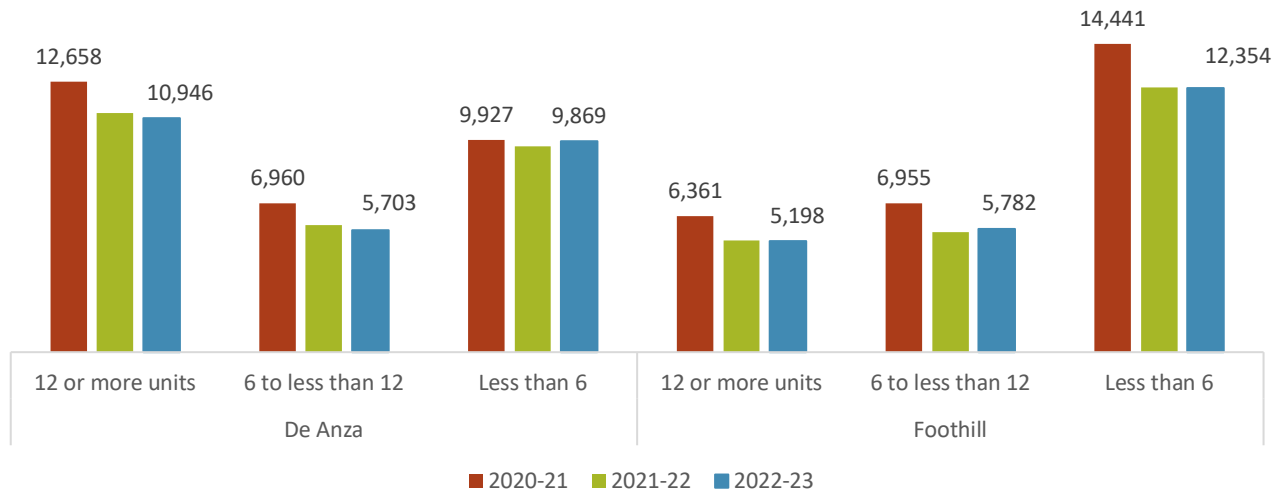


Table 2. Student Headcount by Institution, Highest Education Level and Academic Year

Highest Education Level	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
No High School	5,585	5,609	6,227	5,807	11.3%	618	11.0%
High School	36,340	30,720	30,527	32,529	63.0%	-193	-0.6%
Associate Degree	2,907	2,843	2,652	2,801	5.4%	-191	-6.7%
Bachelor Degree	9,162	8,118	7,732	8,337	16.2%	-386	-4.8%
Unknown	1,778	2,184	2,469	2,144	4.2%	285	13.0%
Total Headcount	55,772	49,474	49,607	51,618	100.0%	133	0.3%
De Anza College							
No High School	2,471	2,747	2,917	2,712	9.7%	170	6.2%
High School	21,006	18,377	18,186	19,190	68.5%	-191	-1.0%
Associate Degree	1,382	1,397	1,354	1,378	4.9%	-43	-3.1%
Bachelor Degree	4,182	3,904	3,793	3,960	14.1%	-111	-2.8%
Unknown	594	723	972	763	2.7%	249	34.4%
Total Headcount	29,635	27,148	27,222	28,002	100.0%	74	0.3%
Foothill College							
No High School	3,493	3,289	3,687	3,490	13.2%	398	12.1%
High School	17,580	14,088	14,086	15,251	57.6%	-2	0.0%
Associate Degree	1,654	1,535	1,387	1,525	5.8%	-148	-9.6%
Bachelor Degree	5,501	4,631	4,286	4,806	18.2%	-345	-7.4%
Unknown	1,200	1,469	1,513	1,394	5.3%	44	3.0%
Total Headcount	29,428	25,012	24,959	26,466	100.0%	-53	-0.2%

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

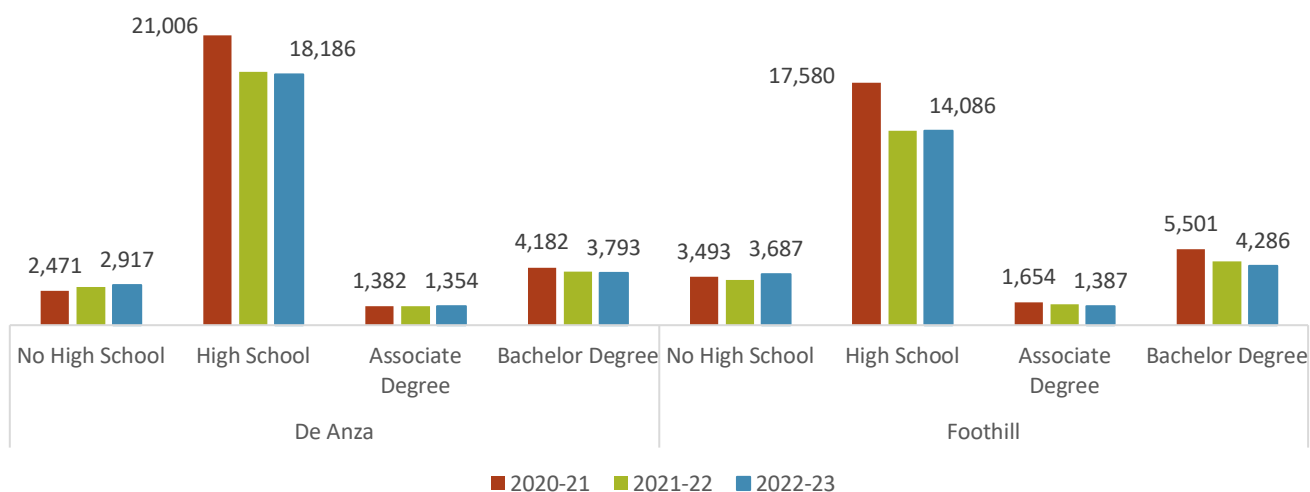


Table 3. Student Headcount by Institution, EFC, FAFSA Status and Academic Year

EFC/FAFSA Group	2020-21	2021-22	2022-23	3-Year Average	Last 2-Year Change	
				Count/Percent	Count	Percent
<i>Headcount</i>				FHDA CCD		
EFC equal 0	5,505	4,377	4,275	4,719	-102	-2.3%
FAFSA applicants	14,178	12,653	12,445	13,092	-208	-1.6%
All Students	55,772	49,474	49,607	51,618	133	0.3%
<i>Percent of all students</i>						
EFC equal 0	9.9%	7.8%	7.7%	8.5%	-0.2%	
FAFSA applicants	25.4%	22.7%	22.3%	23.5%	-0.4%	
<i>Headcount</i>				De Anza College		
EFC equal 0	3,649	3,052	2,894	3,198	-158	-5.2%
FAFSA applicants	9,797	9,030	8,826	9,218	-204	-2.3%
All Students	29,635	27,148	27,222	28,002	74	0.3%
<i>Percent of all students</i>						
EFC equal 0	12.3%	11.2%	10.6%	11.4%	-0.6%	
FAFSA applicants	33.1%	33.3%	32.4%	32.9%	-0.8%	
<i>Headcount</i>				Foothill College		
EFC equal 0	2,230	1,635	1,684	1,850	49	3.0%
FAFSA Applicants	5,547	4,648	4,639	4,945	-9	-0.2%
All Students	29,428	25,012	24,959	37%	-53	-0.2%
<i>Percent of all students</i>						
EFC equal 0	7.6%	6.5%	6.7%	7.0%	0.2%	
FAFSA Applicants	18.8%	18.6%	18.6%	0.0%	0.0%	

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

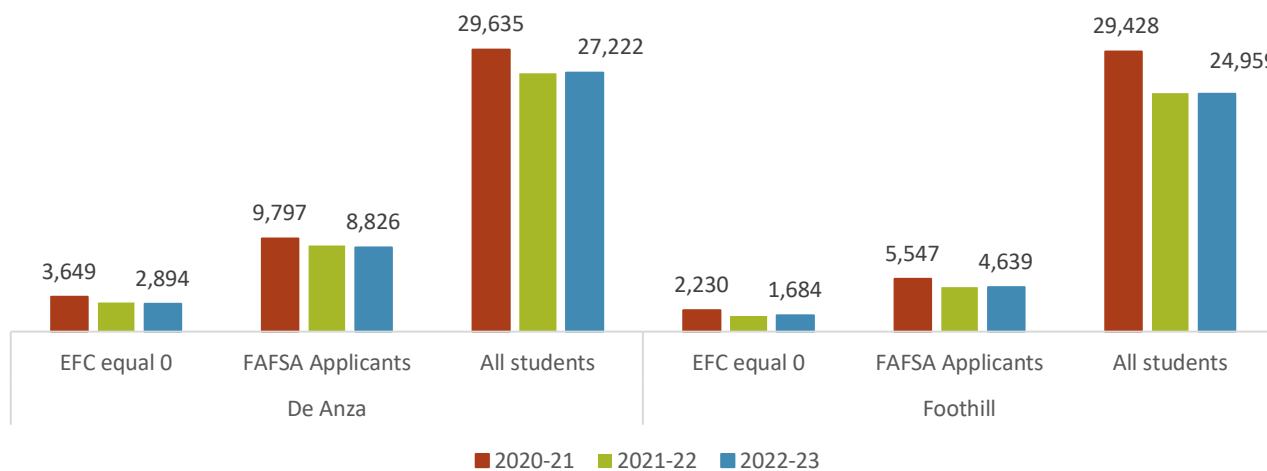


Table 4. Student Headcount by Institution, Financial Aid Award Category and Academic Year

Financial Aid Award Category	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
CCPG/Fee Waiver	14,080	12,285	12,136	12,834	90.5%	-149	-1.2%
Grants	9,568	8,821	8,229	8,873	62.6%	-592	-6.7%
Loans	777	695	876	783	5.5%	181	26.0%
Scholarships	779	697	920	799	5.6%	223	32.0%
Work Study	89	90	100	93	0.7%	10	11.1%
Total Headcount	15,485	13,727	13,340	14,184	100.0%	-387	-2.8%
De Anza College							
CCPG/Fee Waiver	9,736	8,711	8,515	8,987	95.1%	-196	-2.3%
Grants	6,258	5,977	5,990	6,075	64.3%	13	0.2%
Loans	466	378	485	443	4.7%	107	28.3%
Scholarships	363	243	469	358	3.8%	226	93.0%
Work Study	52	52	57	54	0.6%	5	9.6%
Total Headcount	10,095	9,165	9,082	9,447	100.0%	-83	-0.9%
Foothill College							
CCPG/Fee Waiver	5,160	4,312	4,401	4,624	83.7%	89	2.1%
Grants	3,379	2,892	2,268	2,846	51.5%	-624	-21.6%
Loans	311	317	391	340	6.1%	74	23.3%
Scholarships	416	458	453	442	8.0%	-5	-1.1%
Work Study	37	38	43	39	0.7%	5	13.2%
Total Headcount	6,225	5,307	5,046	5,526	100.0%	-261	-4.9%

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

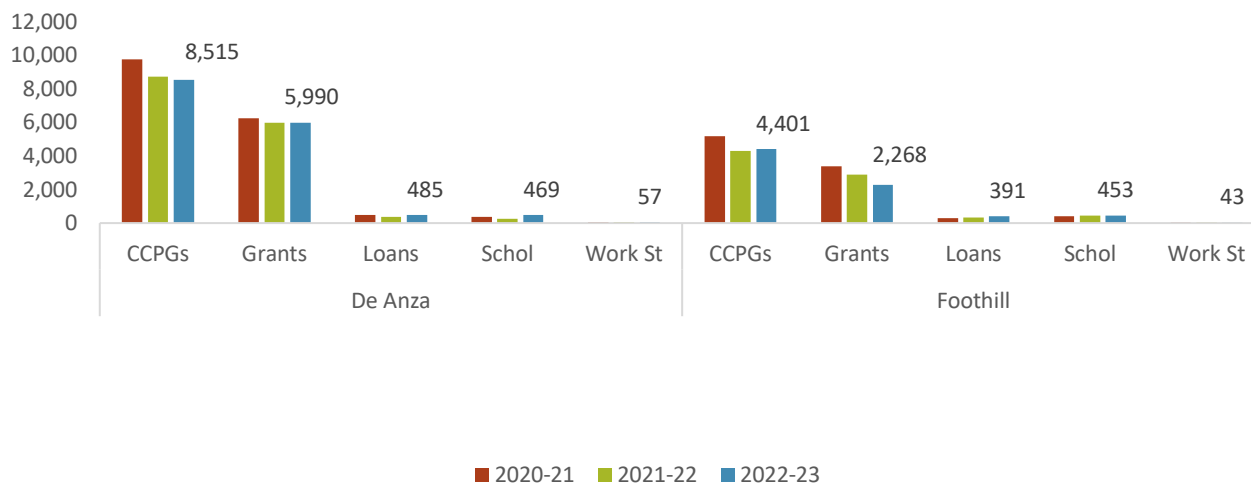


Table 5. SCFF Supplemental: Student Headcount by Institution, Financial Aid Award Type and Academic Year

Financial Aid Award Category	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
Pell Grant Recipients	4,782	4,723	4,790	4,765	42%	67	1.4%
Promise Grant Recipients	12,186	10,633	10,287	11,035	98%	-346	-3.3%
Total Headcount	12,393	10,803	10,446	11,214	100%	-357	-3.3%
De Anza College							
Pell Grant Recipients	3,518	3,433	3,451	3,467	45%	18	0.5%
Promise Grant Recipients	8,304	7,436	7,098	7,613	99%	-338	-4.5%
Total Headcount	8,425	7,539	7,189	7,718	100%	-350	-4.6%
Foothill College							
Pell Grant Recipients	1,264	1,290	1,339	1,298	32%	49	3.8%
Promise Grant Recipients	4,403	3,679	3,709	3,930	98%	30	0.8%
Total Headcount	4,494	3,748	3,779	4,007	100%	31	0.8%

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

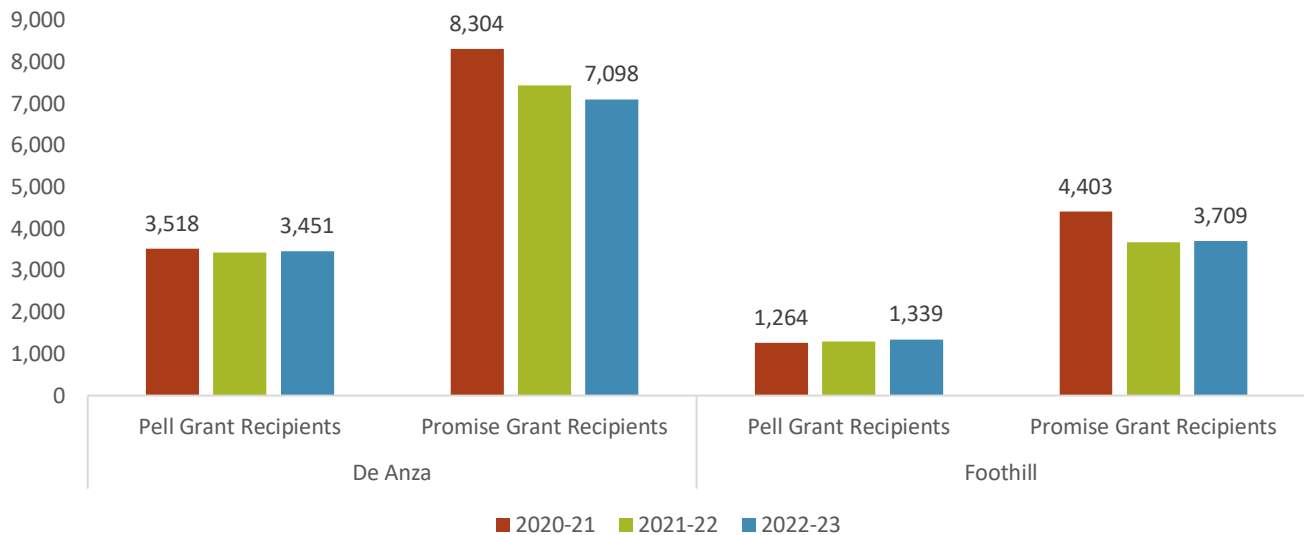


Table 6.A SCFF Student Success, All Students: Headcount by Institution, Highest SCFF Academic Award Type and Academic Year

Highest SCFF Academic Award Type	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	1,758	1,559	1,396	1,571	48.2%	-163	-10.5%
Associate Degree	1,165	1,079	909	1,051	32.3%	-170	-15.8%
Baccalaureate Degree	71	75	54	67	2.0%	-21	-28.0%
Credit Certificate, SCFF	528	618	558	568	17.4%	-60	-9.7%
Total Headcount	3,522	3,331	2,917	3,257	100.0%	-414	-12.4%
De Anza College							
Associate Degree for Transfer	1,142	1,082	985	1,070	52.8%	-97	-9.0%
Associate Degree	810	745	639	731	36.1%	-106	-14.2%
Credit Certificate, SCFF	241	240	193	225	11.1%	-47	-19.6%
Total Headcount	2,193	2,067	1,817	2,026	100.0%	-250	-12.1%
Foothill College							
Associate Degree for Transfer	619	477	414	503	40.6%	-63	-13.2%
Associate Degree	362	342	271	325	26.2%	-71	-20.8%
Baccalaureate Degree	71	75	54	67	5.4%	-21	-28.0%
Credit Certificate, SCFF	288	378	368	345	27.8%	-10	-2.6%
Total Headcount	1,340	1,272	1,107	1,240	100.0%	-165	-13.0%

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

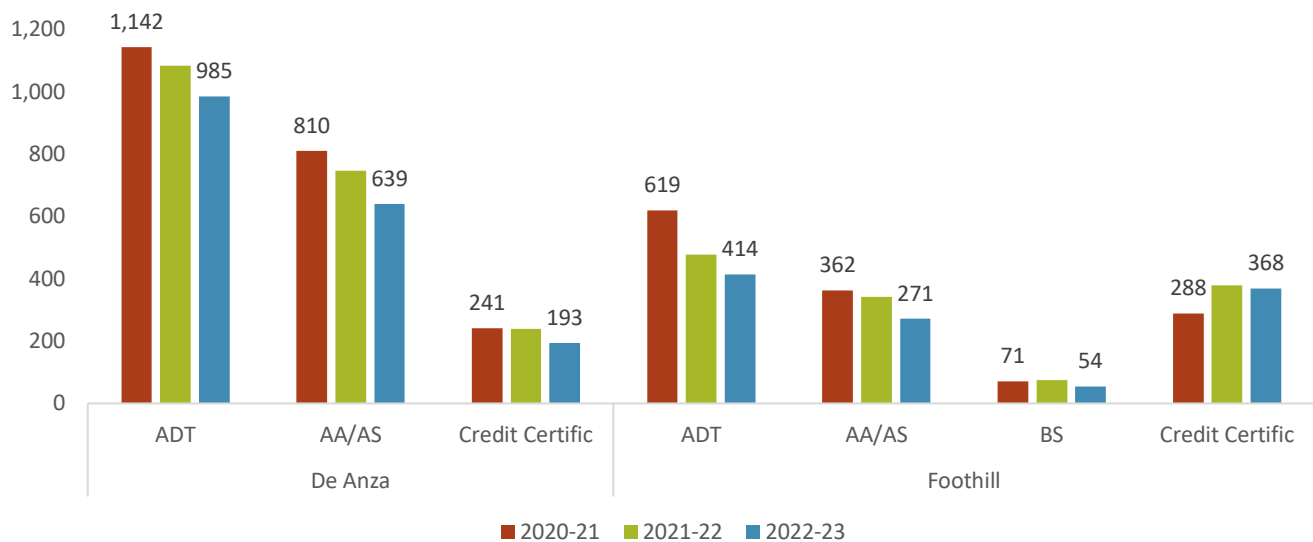


Table 6.B SCFF Student Success, Equity Component-Pell Grant: Student Headcount by Institution, Highest Academic Award and Academic Year

Highest Academic Award	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	604	558	533	565	55%	-25	-4.5%
Associate Degree	399	381	352	377	36%	-29	-7.6%
Baccalaureate Degree	19	28	8	18	2%	-20	-71.4%
Credit Certificate, SCFF	64	79	83	75	7%	4	5.1%
Total Headcount	1,086	1,046	976	1,036	100%	-70	-6.7%
De Anza College							
Associate Degree for Transfer	414	403	408	408	55%	5	1.2%
Associate Degree	299	282	270	284	38%	-12	-4.3%
Credit Certificate, SCFF	41	56	61	53	7%	5	8.9%
Total Headcount	754	741	739	745	100%	-2	-0.3%
Foothill College							
Associate Degree for Transfer	190	155	126	157	53%	-29	-18.7%
Associate Degree	100	102	83	95	32%	-19	-18.6%
Baccalaureate Degree	19	28	8	18	6%	-20	-71.4%
Credit Certificate, SCFF	23	23	24	23	8%	1	4.3%
Total Headcount	332	308	241	294	100%	-67	-21.8%

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

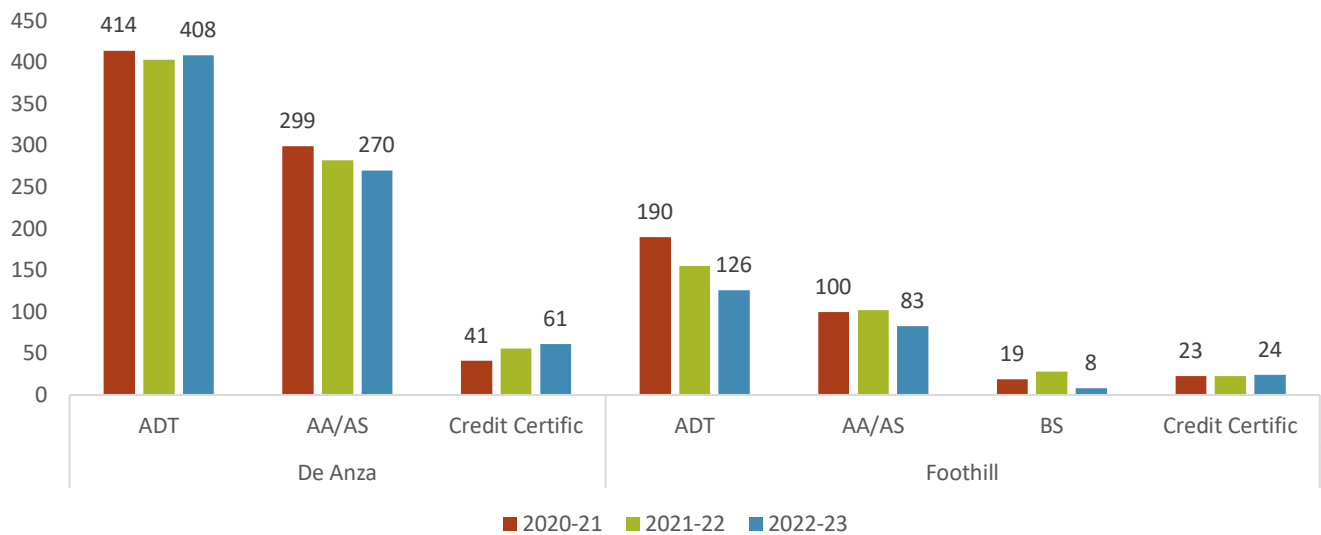


Table 6.C SCFF Student Success, Equity-CCPG: Student Headcount by Institution, Highest Academic Award and Academic Year

Highest Academic Award	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	930	913	828	890	53.2%	-85	-9.3%
Associate Degree	655	626	563	615	36.8%	-63	-10.1%
Baccalaureate Degree	35	39	24	33	2.0%	-15	-38.5%
Credit Certificate, SCFF	123	142	138	134	8.0%	-4	-2.8%
Total Headcount	1,743	1,720	1,553	1,672	100.0%	-167	-9.7%
De Anza College							
Associate Degree for Transfer	618	645	603	622	53.8%	-42	-6.5%
Associate Degree	468	448	420	445	38.5%	-28	-6.3%
Credit Certificate, SCFF	78	101	90	90	7.7%	-11	-10.9%
Total Headcount	1,164	1,194	1,113	1,157	100.0%	-81	-6.8%
Foothill College							
Associate Degree for Transfer	314	268	227	270	51.9%	-41	-15.3%
Associate Degree	190	183	144	172	33.1%	-39	-21.3%
Baccalaureate Degree	35	39	24	33	6.3%	-15	-38.5%
Credit Certificate, SCFF	45	41	50	45	8.7%	9	22.0%
Total Headcount	584	531	445	520	100.0%	-86	-16.2%

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

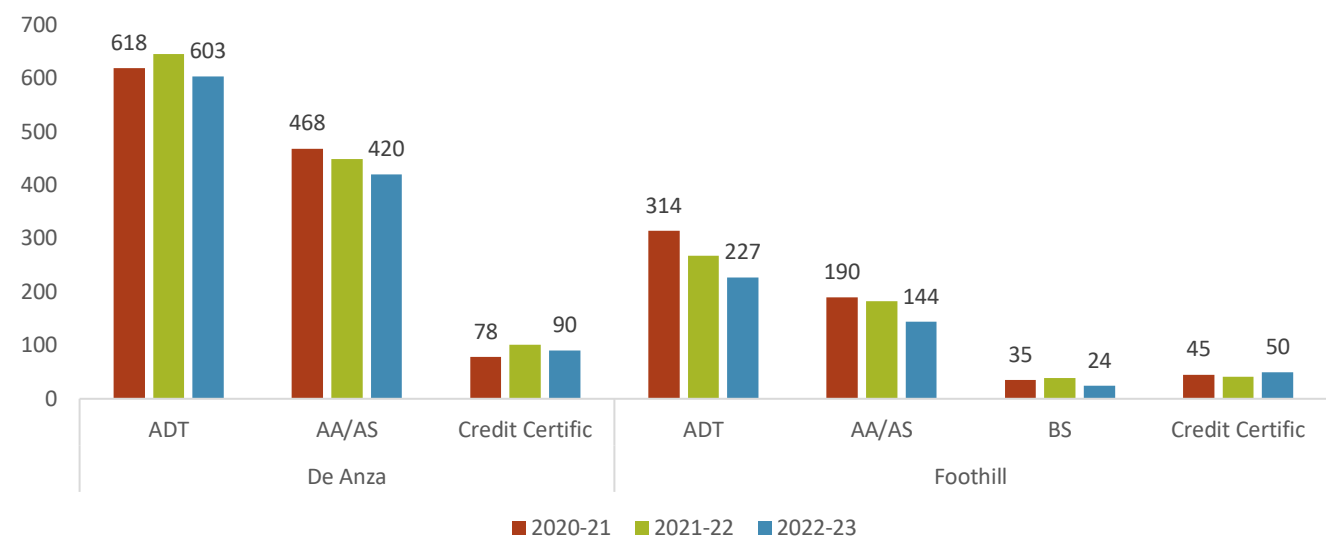


Table 7.A SCFF Student Success, All Students: Points by Institution, Highest Academic Award Type and Academic Year

Highest Academic Award	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	7,032	6,236	5,584	6,284	58.3%	-652	-10.5%
Associate Degree	3,495	3,237	2,727	3,153	29.3%	-510	-15.8%
Baccalaureate Degree	213	225	162	200	1.9%	-63	-28.0%
Credit Certificate, SCFF	1,056	1,236	1,116	1,136	10.5%	-120	-9.7%
Total Points	11,796	10,934	9,589	10,773	100.0%	-1,345	-12.3%
De Anza College							
Associate Degree for Transfer	4,568	4,328	3,940	4,279	61.8%	-388	-9.0%
Associate Degree	2,430	2,235	1,917	2,194	31.7%	-318	-14.2%
Credit Certificate, SCFF	482	480	386	449	6.5%	-94	-19.6%
Total Pointst	7,480	7,043	6,243	6,922	100.0%	-800	-11.4%
Foothill College							
Associate Degree for Transfer	2,476	1,908	1,656	2,013	51.9%	-252	-13.2%
Associate Degree	1,086	1,026	813	975	25.1%	-213	-20.8%
Baccalaureate Degree	213	225	162	200	5.2%	-63	-28.0%
Credit Certificate, SCFF	576	756	736	689	17.8%	-20	-2.6%
Total Pointst	4,351	3,915	3,367	3,878	100.0%	-548	-14.0%

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

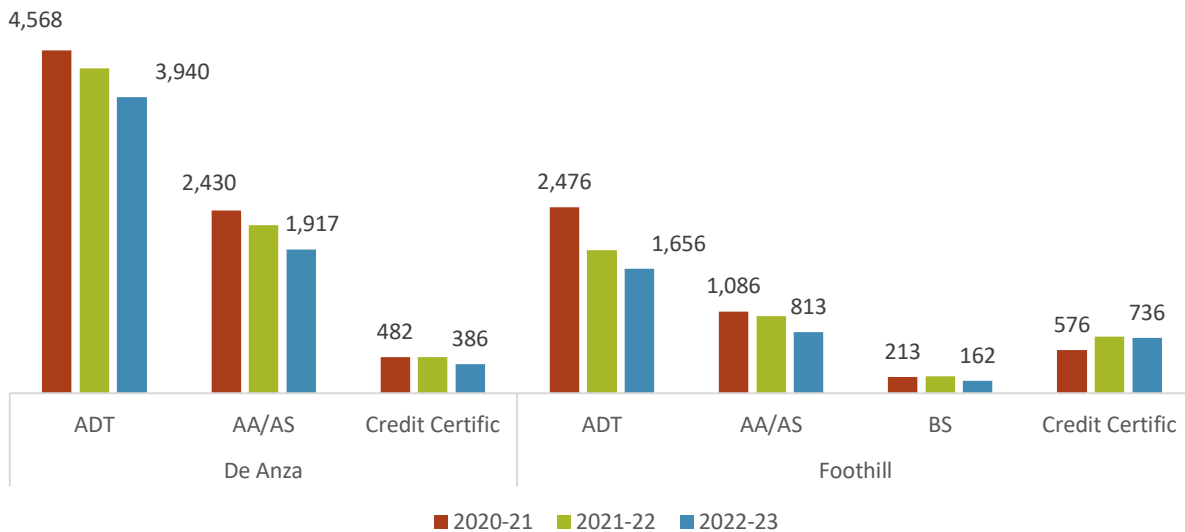


Table 7.B SCFF Student Success, Equity-Pell Grant: Points by Institution, Highest Academic Award and Academic Year

Highest Academic Award	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	3,624	3,348	3,198	3,390	62.8%	-150	-4.5%
Associate Degree	1,796	1,715	1,584	1,698	31.5%	-131	-7.6%
Baccalaureate Degree	86	126	36	83	1.5%	-90	-71.4%
Credit Certificate, SCFF	192	237	249	226	4.2%	12	5.1%
Total Points	5,697	5,426	5,067	5,397	100.0%	-359	-6.6%
De Anza College							
Associate Degree for Transfer	2,484	2,418	2,448	2,450	63.1%	30	1.2%
Associate Degree	1,346	1,269	1,215	1,277	32.9%	-54	-4.3%
Credit Certificate, SCFF	123	168	183	158	4.1%	15	8.9%
Total Points	3,953	3,855	3,846	3,885	100.0%	-9	-0.2%
Foothill College							
Associate Degree for Transfer	1,140	930	756	942	61.9%	-174	-18.7%
Associate Degree	450	459	374	428	28.1%	-86	-18.6%
Baccalaureate Degree	86	126	36	83	5.4%	-90	-71.4%
Credit Certificate, SCFF	69	69	72	70	4.6%	3	4.3%
Total Points	1,745	1,584	1,238	1,522	100.0%	-347	-21.9%

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

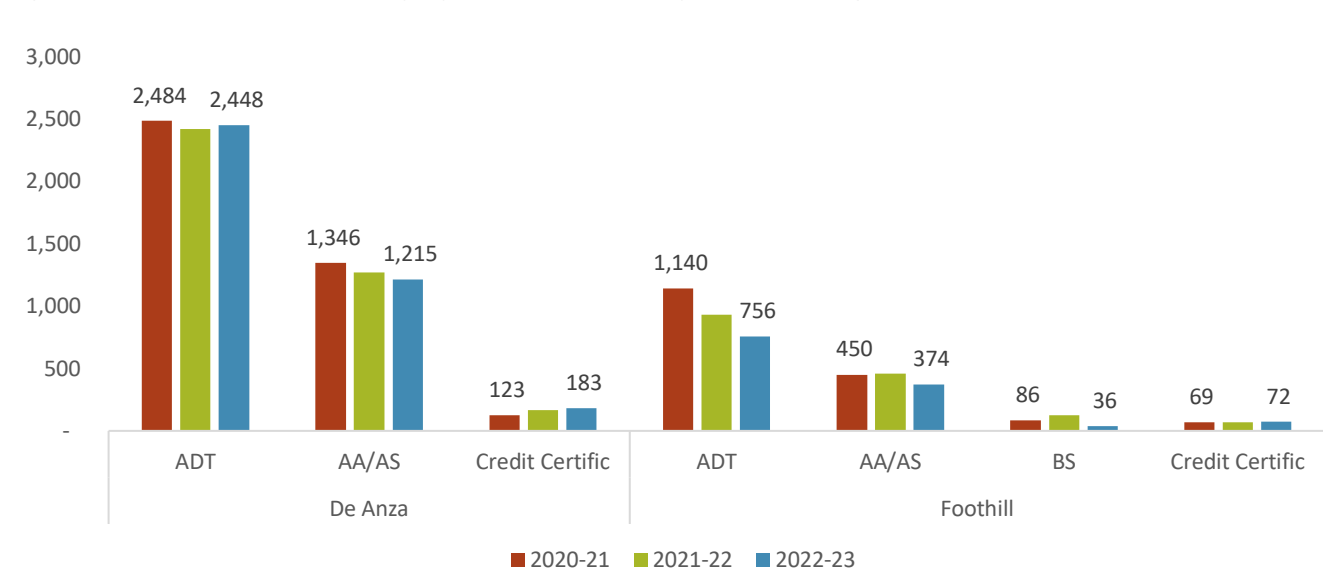


Table 7.C SCFF Student Success, Equity-CCPG: Points by Institution, Highest Academic Award and Academic Year

Highest Academic Award	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
Associate Degree for Transfer	3,720	3,652	3,312	3,561	61.7%	-340	-9.3%
Associate Degree	1,965	1,878	1,689	1,844	31.9%	-189	-10.1%
Baccalaureate Degree	105	117	72	98	1.7%	-45	-38.5%
Credit Certificate, SCFF	246	284	276	269	4.7%	-8	-2.8%
Total Points	6,036	5,931	5,349	5,772	100.0%	-582	-9.8%
De Anza College							
Associate Degree for Transfer	2,472	2,580	2,412	2,488	62.1%	-168	-6.5%
Associate Degree	1,404	1,344	1,260	1,336	33.4%	-84	-6.3%
Credit Certificate, SCFF	156	202	180	179	4.5%	-22	-10.9%
Total Points	4,032	4,126	3,852	4,003	100.0%	-274	-6.6%
Foothill College							
Associate Degree for Transfer	1,256	1,072	908	1,079	60.5%	-164	-15.3%
Associate Degree	570	549	432	517	29.0%	-117	-21.3%
Baccalaureate Degree	105	117	72	98	5.5%	-45	-38.5%
Credit Certificate, SCFF	90	82	100	91	5.1%	18	22.0%
Total Points	2,021	1,820	1,512	1,784	100.0%	-308	-16.9%

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

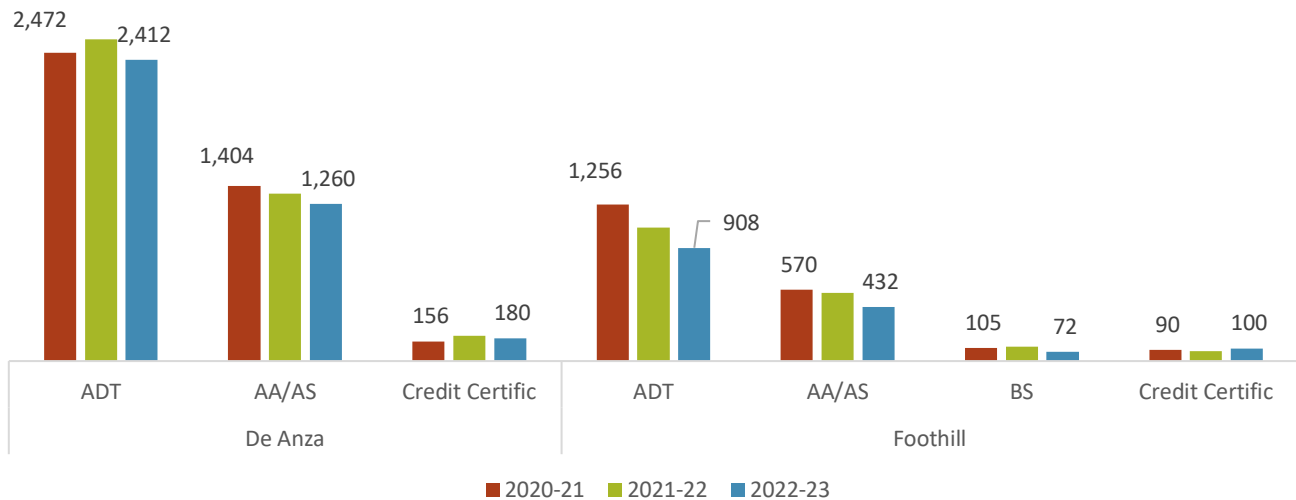


Table 8.A SCFF Student Success-Equity, CTE Units: Headcount by Institution, Financial Aid Award and Academic Year

Financial Aid Award	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
CCPG	2,167	2,009	2,037	2,071	38.0%	28	1.4%
Pell	1,212	1,149	1,179	1,180	21.7%	30	2.6%
CCPG/Pell	2,183	2,038	2,056	2,092	38.4%	18	0.9%
All Students	5,964	5,175	5,202	5,447	100.0%	27	0.5%
De Anza College							
CCPG	1,431	1,335	1,338	1,368	45.2%	3	0.2%
Pell	862	810	844	839	27.7%	34	4.2%
CCPG/Pell	1,439	1,350	1,342	1,377	45.5%	-8	-0.6%
All Students	3,351	2,888	2,844	3,028	100.0%	-44	-1.5%
Foothill College							
CCPG	713	661	665	680	29.2%	4	0.6%
Pell	335	326	318	326	14.0%	-8	-2.5%
CCPG/Pell	721	674	679	691	29.7%	5	0.7%
All Students	2,505	2,222	2,256	2,328	100.0%	34	1.5%

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

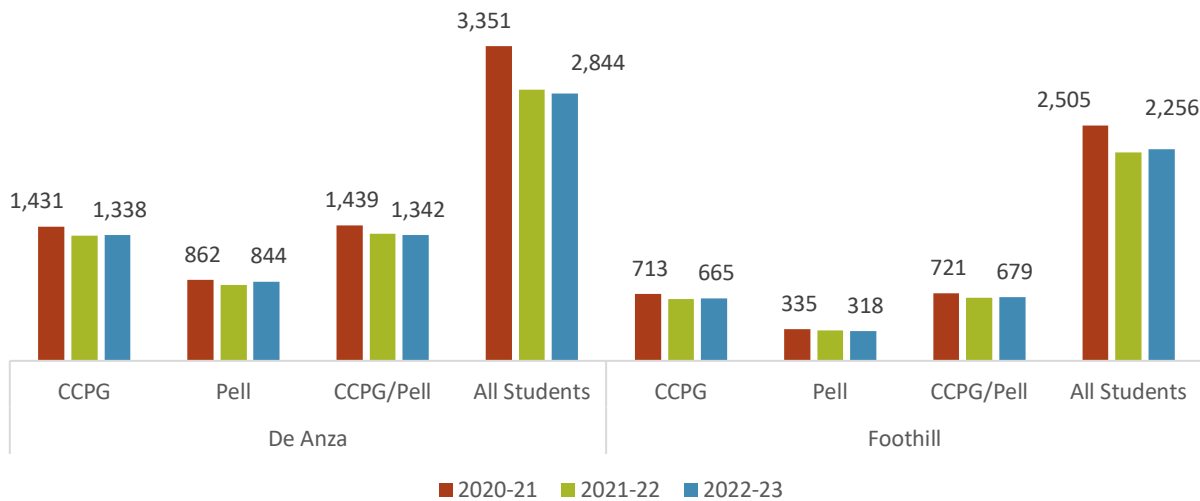


Table 8.B SCFF Student Success-Equity, CTE Units: Points by Institution, Financial Aid Award Type and Academic Year

Financial Aid Award	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
CCPG	2,167	2,009	2,037	2,071	38.0%	28	1.4%
Pell	1,818	1,724	1,769	1,770	32.5%	45	2.6%
CCPG/Pell	3,985	3,733	3,806	3,841	70.5%	73	2.0%
All Students	5,964	5,175	5,202	5,447	100.0%	27	0.5%
De Anza College							
CCPG	1,431	1,335	1,338	1,368	45.2%	3	0.2%
Pell	1,293	1,215	1,266	1,258	41.6%	51	4.2%
CCPG/Pell	2,724	2,550	2,604	2,626	86.7%	54	2.1%
All Students	3,351	2,888	2,844	3,028	100.0%	-44	-1.5%
Foothill College							
CCPG	713	661	665	680	29.2%	4	0.6%
Pell	503	489	477	490	21.0%	-12	-2.5%
CCPG/Pell	1,216	1,150	1,142	1,169	50.2%	-8	-0.7%
All Students	2,505	2,222	2,256	2,328	100.0%	34	1.5%

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

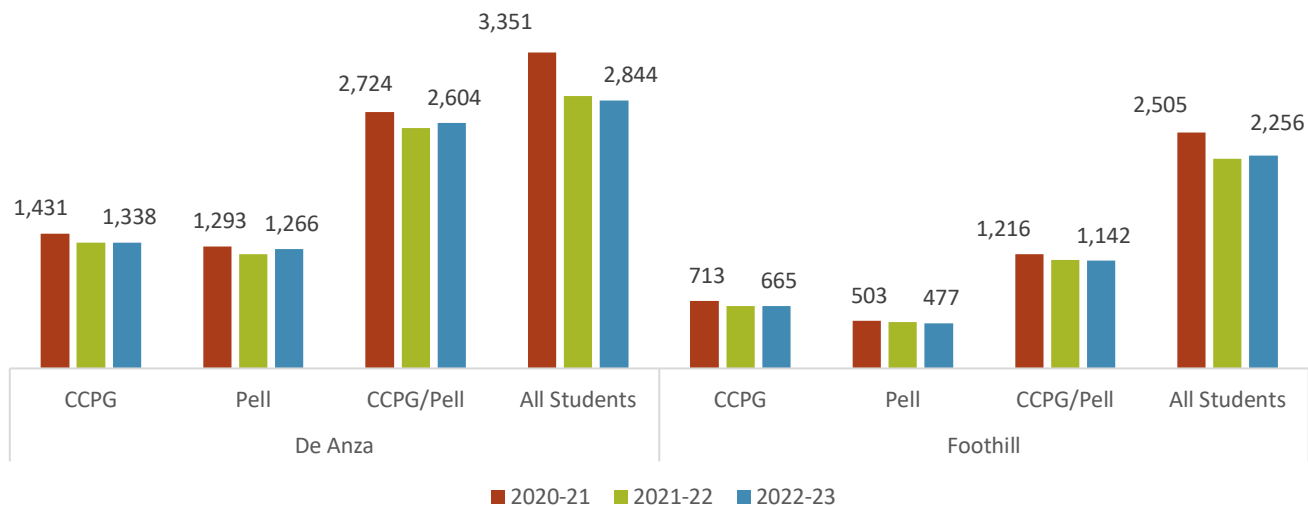


Table 9.A SCFF Student Success-Equity, Completion of Transfer Level Mathematics and English: Headcount by Institution, Financial Aid Category and Academic Year

Financial Aid Award	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
CCPG	923	842	773	846	42.3%	(69)	-8.2%
Pell	562	526	489	526	26.3%	(37)	-7.0%
CCPG/Pell	944	858	785	862	43.1%	(73)	-8.5%
All Students	2,077	1,932	1,989	1,999	100.0%	57	3.0%
De Anza College							
CCPG	766	706	597	690	44.9%	(109)	-15.4%
Pell	464	452	375	430	28.0%	(77)	-17.0%
CCPG/Pell	778	717	607	701	45.6%	(110)	-15.3%
All Students	1,606	1,512	1,495	1,538	100.0%	(17)	-1.1%
Foothill College							
CCPG	145	131	167	148	34.9%	36	27.5%
Pell	92	68	110	90	21.2%	42	61.8%
CCPG/Pell	154	134	169	152	36.0%	35	26.1%
All Students	440	387	444	424	100.0%	57	14.7%

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

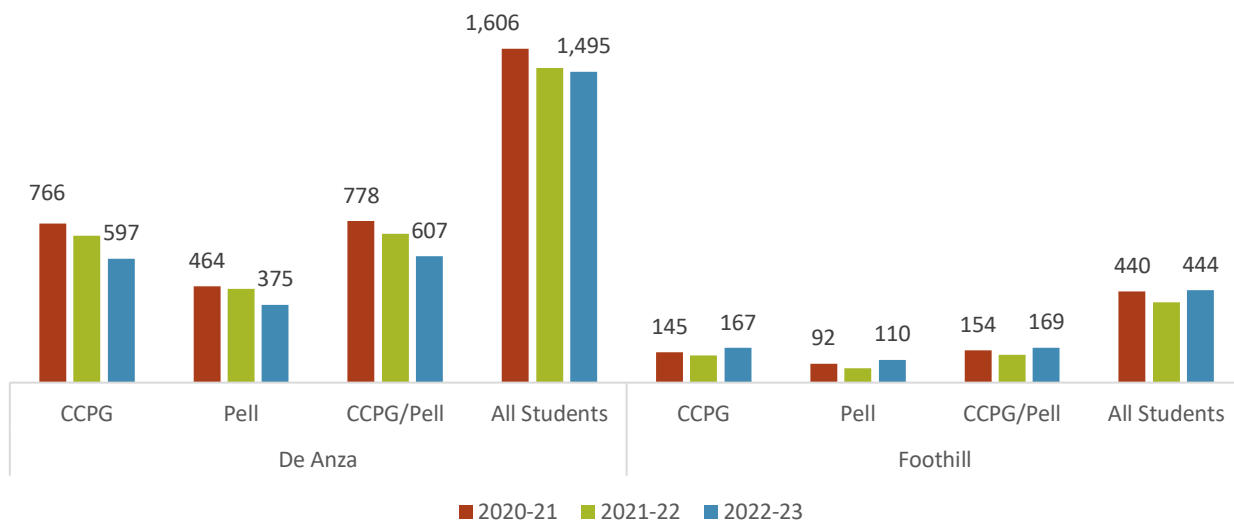


Table 9.B SCFF Student Success-Equity, Completion of Transfer Level Mathematics and English: Points by Institution, Financial Aid Category and Academic Year

Financial Aid Award	2020-21	2021-22	2022-23	3-Year Average		Last 2-Year Change	
				Count	Percent	Count	Percent
FHDA CCD							
CCPG	1,846	1,684	1,546	1,692	42.3%	(138)	-8.2%
Pell	1,686	1,578	1,467	1,577	39.4%	(111)	-7.0%
CCPG/Pell	3,532	3,262	3,013	3,269	81.8%	(249)	-7.6%
All Students	4,154	3,864	3,978	3,999	100.0%	114	3.0%
De Anza College							
CCPG	1,532	1,412	1,194	1,379	44.9%	(218)	-15.4%
Pell	1,392	1,356	1,125	1,291	42.0%	(231)	-17.0%
CCPG/Pell	2,924	2,768	2,319	2,670	86.8%	(449)	-16.2%
All Students	3,212	3,024	2,990	3,075	100.0%	(34)	-1.1%
Foothill College							
CCPG	290	262	334	295	34.9%	72	27.5%
Pell	276	204	330	270	31.9%	126	61.8%
CCPG/Pell	566	466	664	565	66.7%	198	42.5%
All Students	880	774	888	847	100.0%	114	14.7%

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

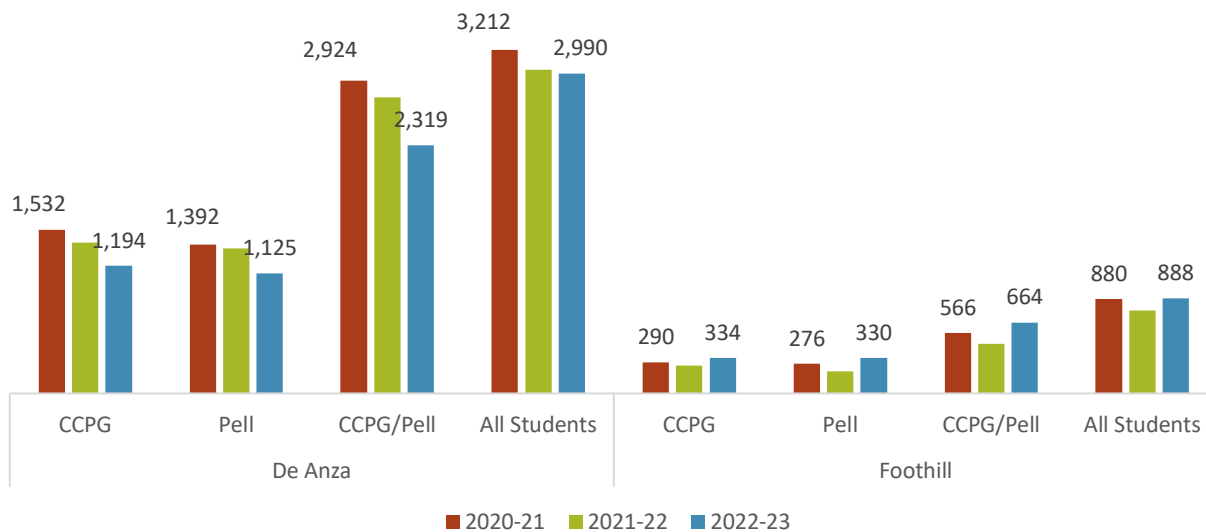


Table 10.A FHDA CCD: Total Points by SCFF Student Success Measure and Financial Aid Status, 2022-23

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	1,571	6,284	4.0	890	3,560	6.0	565	3,390
Associate degrees granted (excluding ADTs)	3.0	1,051	3,153	3.0	615	1,845	4.5	377	1,697
Baccalaureate degree granted	3.0	67	201	3.0	33	99	4.5	18	81
Credit certificates (16 units or more) granted	2.0	568	1,136	2.0	134	268	3.0	75	225
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2.0	1,999	3,998	2.0	846	1,692	3.0	526	1,578
Successful transfer to four-year university	1.5	-	-	1.5	-	-	2.3	-	-
Completion of nine or more CTE units	1.0	5,447	5,447	1.0	2,071	2,071	1.5	1,180	1,770
Attainment of regional living wage	1.0	-	-	1.0	-	-	1.5	-	-
Total Points			20,219			9,535			8,741

Table 10.B FHDA CCD: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2022-23

SCFF Student Success Measure	All Students	CCPG	Pell	Total	Percent Grand Total
Associate degrees for transfer granted	6,284	3,560	3,390	13,234	34.4%
Associate degrees granted (excluding ADTs)	3,153	1,845	1,697	6,695	17.4%
Baccalaureate degree granted	201	99	81	381	1.0%
Credit certificates (16 units or more) granted	1,136	268	225	1,629	4.2%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	3,998	1,692	1,578	7,268	18.9%
Completion of nine or more CTE units	5,447	2,071	1,770	9,288	24.1%
Total	20,219	9,535	8,741	38,495	100.0%
Percent of Grand Total	52.5%	24.8%	22.7%	100.0%	

Figure 10.A FHDA CCD: Total Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2022-23

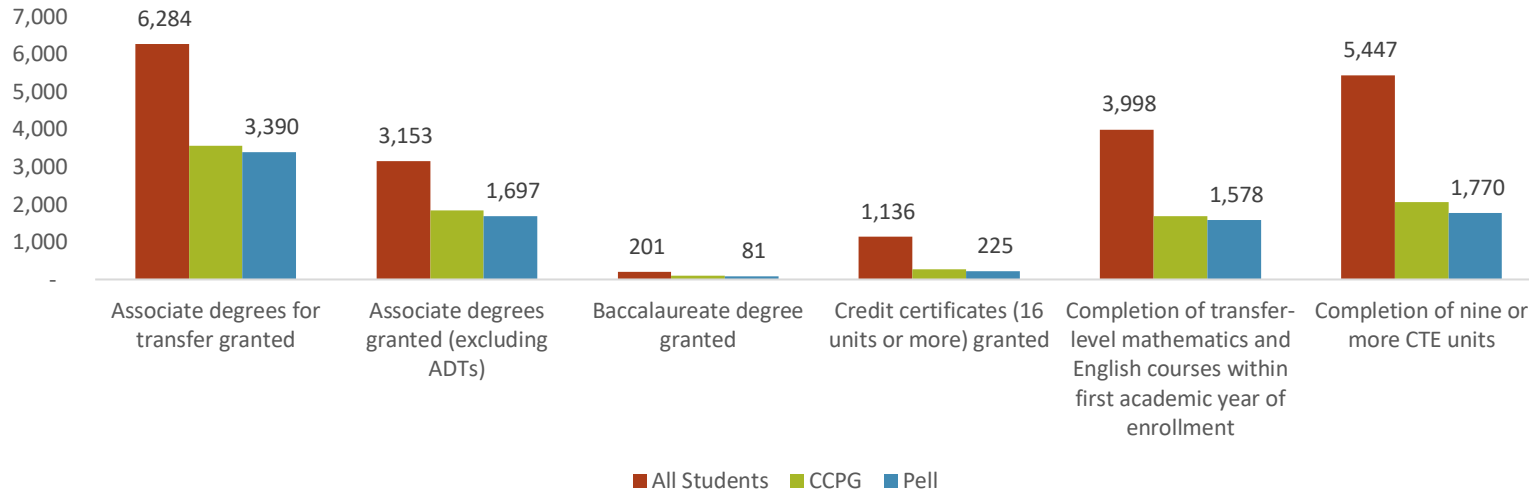


Figure 10.B FHDA CCD: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2022-23

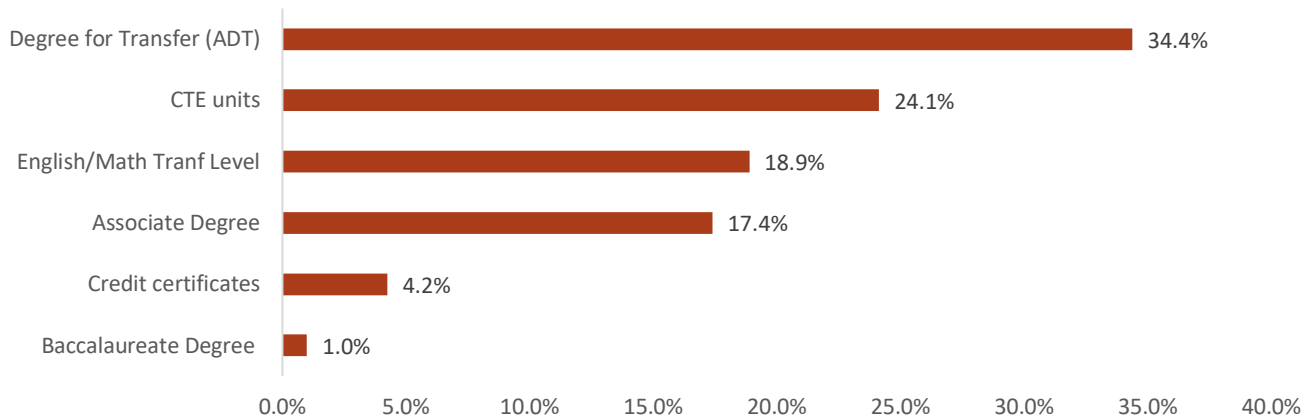
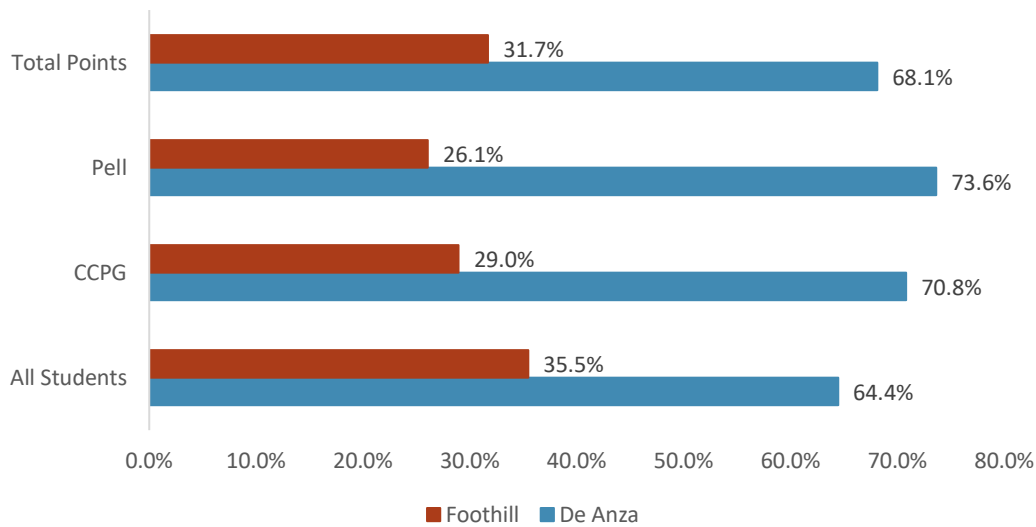


Table 10.C FHDA: Percentage of Points for SCFF Student Success Measure and Financial Aid Groups by Institution, 2022-23



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 do 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, 2022-23

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	1,070	4,280	4	622	2,488	6	408	2,448
Associate degrees granted (excluding ADTs)	3	731	2,193	3	445	1,335	5	284	1,278
Baccalaureate degree granted	3	-	-	3	-	-	5	-	-
Credit certificates (16 units or more) granted	2	225	450	2	90	180	3	53	159
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2	1,538	3,076	2	690	1,380	3	430	1,290
Successful transfer to four-year university	2	-	-	2	-	-	2	-	-
Completion of nine or more CTE units	1	3,028	3,028	1	1,368	1,368	2	839	1,259
Attainment of regional living wage	1	-	-	1	-	-	2	-	-
Total Points			13,027			6,751			6,434

Table 11.B De Anza: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2022-23

SCFF Student Success Measure	All Students			Total	Grand Total
	Students	CCPG	Pell		
Associate degrees for transfer granted	4,280	2,488	2,448	9,216	35.2%
Associate degrees granted (excluding ADTs)	2,193	1,335	1,278	4,806	18.3%
Credit certificates (16 units or more) granted	450	180	159	789	3.0%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	3,076	1,380	1,290	5,746	21.9%
Completion of nine or more CTE units	3,028	1,368	1,259	5,655	21.6%
Total	13,027	6,751	6,434	26,212	100.0%
Percent of Grand Total	49.7%	25.8%	24.5%	100.0%	

Figure 11.A De Anza: Total Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2022-23

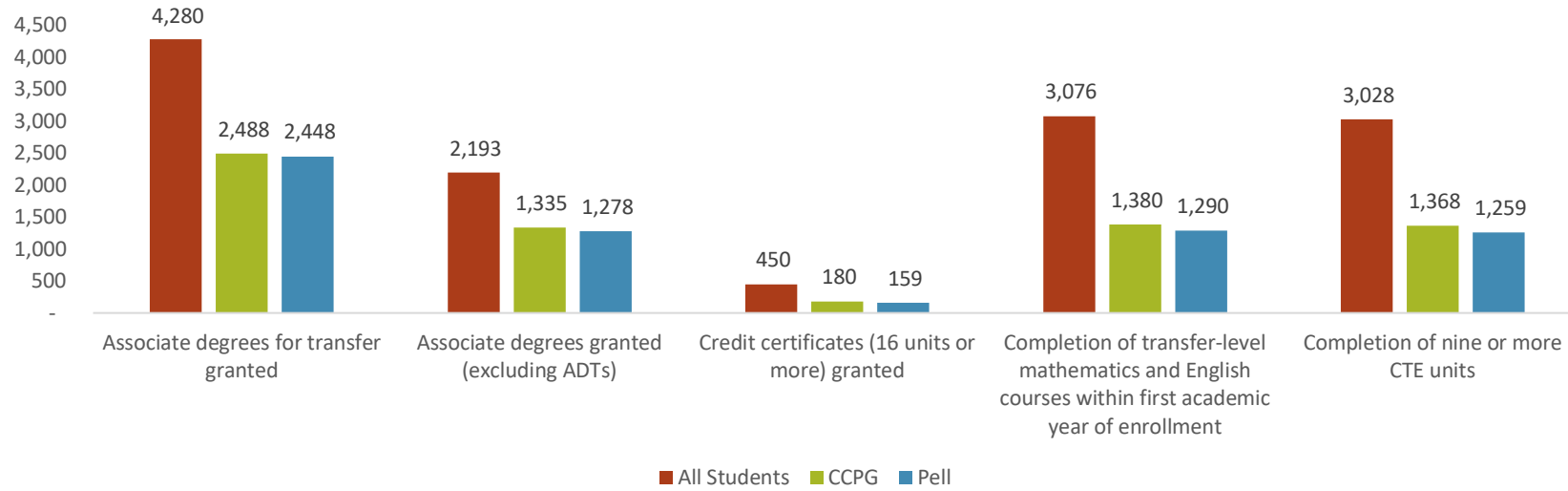


Figure 11.B De Anza: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2022-23

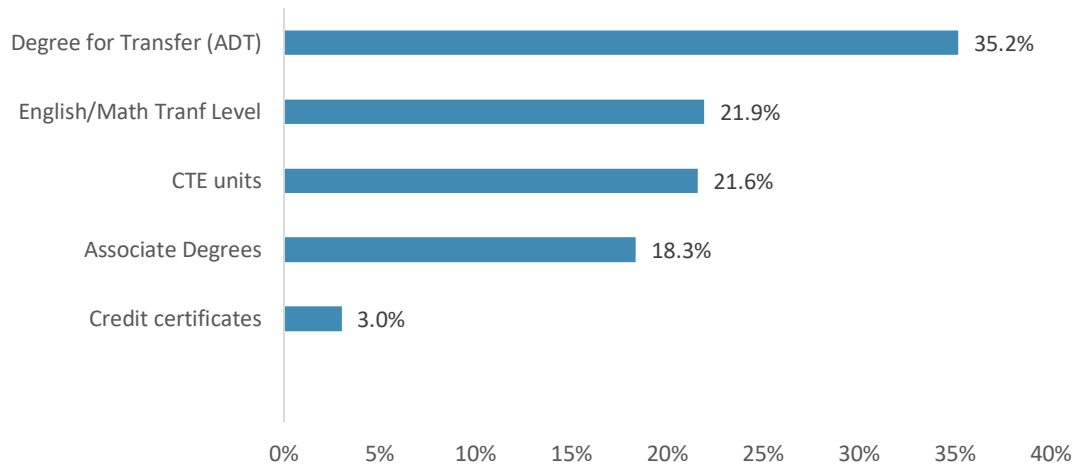


Table 12.A Foothill: Total Points by SCFF Student Success Measure and Financial Aid Status, 2022-23

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	503	2,012	4	270	1,080	6	157	942
Associate degrees granted (excluding ADTs)	3	325	975	3	172	516	5	95	428
Baccalaureate degree granted	3	67	201	3	33	99	5	18	81
Credit certificates (16 units or more) granted	2	345	690	2	45	90	3	23	69
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2	424	848	2	148	296	3	90	270
Successful transfer to four-year university	2	-	-	2	-	-	2	-	-
Completion of nine or more CTE units	1	2,328	2,328	1	680	680	2	326	489
Attainment of regional living wage	1	-	-	1	-	-	2	-	-
Total Points			7,054			2,761			2,279

Table 12.B Foothill: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2022-23

SCFF Student Success Measure	All Students			Percent Grand Total	
	All Students	CCPG	Pell	Total	Percent Grand Total
Associate degrees for transfer granted	2,160	1,080	942	4,182	34.3%
Associate degrees granted (excluding ADTs)	1,085	516	428	2,029	16.6%
Baccalaureate degree granted	125	99	81	305	2.5%
Credit certificates (16 units or more) granted	579	90	69	738	6.0%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	972	296	270	1,538	12.6%
Completion of nine or more CTE units	2,247	680	489	3,416	28.0%
Total Points	7,168	2,761	2,279	12,208	100.0%
Percent Grand Total	58.7%	22.6%	18.7%	100.0%	

Figure 12.A Foothill: Total Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2022-23

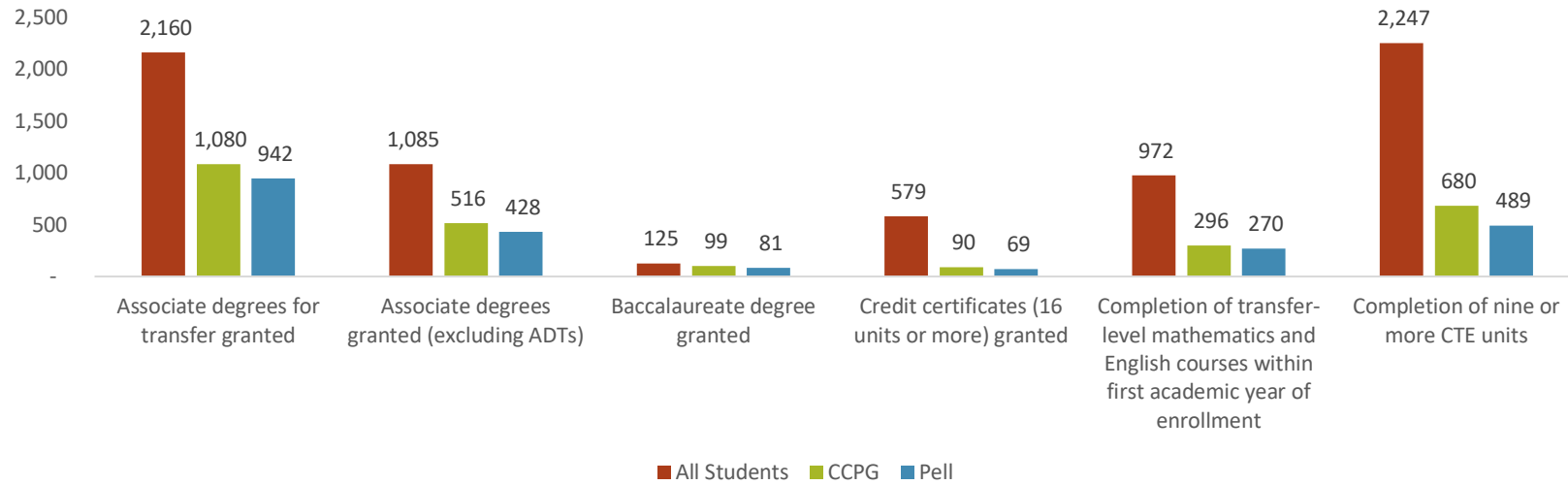


Figure 12.B Foothill: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2022-23

