

# IRP@FHDA

## MIS Financial Aid: Student Headcount by College, Award Type and Related SCFF Statistics, 2023-24

### Introduction

The MIS student financial aid reports (SF, applicant; FA, award amount) for the 2023-24 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 18, 2024. 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 (2021-22, 2022-23 & 2023-24) 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. 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 levels.

### 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 documents<sup>1</sup> to identify possible errors or discrepancies between local data sources and preliminary MIS statistics.

- *Financial Aid FHDA-MIS Code Lookup/Xwalk (October 2024)*: 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 SF21). There are two worksheets describing the detail/fund codes used by each college.

---

<sup>1</sup> These documents are available at the FHDA MIS Report webpage, [http://research.fhda.edu/mis\\_reports/mis\\_financial\\_aid/](http://research.fhda.edu/mis_reports/mis_financial_aid/).

- *De Anza Student Financial Aid Preliminary Figures* and *Foothill Student Financial Aid Preliminary Figures 2023-24*: 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 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 FAFSA<sup>2</sup>).
  - Data in Table 1 shows student headcount data 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.

---

<sup>2</sup> FAFSA or Free Application for Federal Student Aid.

- Data in Table 2 shows student headcount figures 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 student headcount statistics 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 shows student headcount data 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.<sup>3</sup>
- 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: AB540<sup>4</sup> students (data not included here), Pell recipients, and CCPG recipients who enrolled at any of its colleges during the academic year. Headcount data<sup>5</sup> disaggregated by college are shown in this table to estimate the college contribution to the final headcount at the district level.<sup>6</sup>

---

<sup>3</sup> 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 BD<sup>3</sup> with an award amount greater than \$0.

<sup>4</sup> 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.

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

<sup>6</sup> 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-time<sup>7</sup> 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.

---

<sup>7</sup> 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 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).
  - 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
<b>Metrics not included in this document</b>			
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 10.3% (17,966 from 16293) in 2023-24 when compared to the prior academic year. At the college level, the number of *full-time* students increased 8.9% (11,923 from 10,945) at De Anza and 13.2% (5,883 from 5,198) at Foothill.
- 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 9.5% (36,412 from 33,252) in 2023-24, compared to the prior academic year. At the college level, the headcount for

this group increased 10.9% (21,713 from 19,581) at De Anza and 8.5% (16,819 from 15,502) at Foothill.

- Data in Table 3 shows that the number of FHDA students who submitted a FAFSA application increased 18.4% (14,732 from 12,444) in 2023-24 over the prior academic year. Data in this table also shows that the number of FHDA students with EFC equal to \$0 increased 43.6% (6,139 from 4,274) during this period. For De Anza, data in Table 3 shows that the number of FAFSA applicants increased 19.1% (10,515 from 8,826), and the number for students with EFC equal to \$0 increased 54.9% (4,482 from 2,894). At Foothill, the data shows an increase of 15.2% (5,342 from 4,638) in the number of FAFSA applicants; for students with EFC equal \$0, headcount data shows an increase of 17.7% (1,981 from 1,683).
- Data in Table 4 shows that the number of FHDA students who received at least one financial aid award or scholarship increased 10.8% (14,777 from 13,340) in 2023-24, 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 increased 16.8% (14,178 from 12,136). At De Anza, the CCPG headcount increased 18.6% (10,101 from 8,515) while at Foothill it increased 13.3% (4,986 from 4,401).
- Data in Table 4 shows a significant drop in the number of FHDA students who received at least one grant in 2023-24, compared to prior year (-15.9%; 6,917 from 8,229). Data in preliminary reports shows that this is mainly due to the sunset of CARES/HEERF federal grants during the prior academic year.
- Data in Table 4 for De Anza shows a drop of 34.3% (308 from 469) in the number of students who received at least one scholarship in 2023-24 when compared to the prior academic year. Data in preliminary reports shows that this is mainly due to a drop of 97.7% (10 from 180) the headcount for De Anza students who received at least one financial aid book voucher during this period.
- 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) increased 18.3% (12,357 from 10,446) in 2023-24, compared to the prior academic year. Data at the college level shows that the headcount for students who received a Pell or SCFF applicable CCPG award



increased 21.2% (8,706 from 7,189) at De Anza; at Foothill, the number increased 13.7% (4,297 from 3,779). Data in this table also shows that the number of Pell recipients increased at both colleges in 2023-24 over the prior academic year: 5.6% (1,414 from 1,339) at Foothill and 2.2% (3,527 from 3,451) at De Anza.

- Data in Table 6.A shows that the number of FHDA students who received at least one academic award applicable to SCFF funding dropped 3.6% (2,908 from 3,018) in 2023-24, compared to the prior academic year. Data at the college level shows headcount reductions of 0.6% (1,808 from 1,819) at De Anza and 8.2% (1,107 from 1,206) at Foothill. The drop in headcount at Foothill is mainly due to a significant reduction in the number of students whose highest academic award was an ADT degree (-11.4%, 367 from 414) or a SCFF applicable certificate (-18.7%; 375 from 461) during this period.
- 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 dropped 6.7% (914 from 980) in 2023-24, compared to the prior academic year. At Foothill, the headcount for this metric increased 1.2% (247 from 244); at De Anza, it dropped 9.5% (670 from 740) mainly driven by a drop in the headcount for associate degrees (-23.7%; 206 from 270).
- 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 dropped 6.8% (1,455 from 1,561) in 2023-24 when compared to the prior academic year. At the college level, data in this table shows a reduction in headcount of 7.2% (1,035 from 1,115) at De Anza under this metric. For Foothill, data in this table shows a reduction in headcount of 5.5% (426 from 451). The data suggests that the drop in total headcount at the district level is mainly due to a significant drop in the headcount for associate degrees at De Anza (-17.1%; 348 from 420) and ADT degrees at Foothill (12.8%; 198 from 227).
- 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 dropped 2.2% (9,590 from 9,801) in 2023-24 when compared to the prior academic year. For Foothill, total points in this table dropped 7.2.0% (3,313 from 3,571); at De Anza, total points increased 0.8% (6,303 from 6,251).

- Data for Pell recipients with at least one academic award applicable to SCFF funding in Table 7.B shows a reduction of 6.5% (4,755 from 5,084) in total points allocated to FHDA in 2023-24, compared to the prior academic year. Data for De Anza shows a reduction of 8.7% (3,516 from 3,852) while Foothill data shows an increase of 0.6% (1,256 from 1,248) during the same period.
- Data for CCPG recipients with at least one academic award applicable to SCFF funding in Table 7.C shows a drop of 6.7% (5,013 from 5,371) in the total number of points allocated to FHDA in 2023-24, compared to the prior year. Data for Foothill shows a drop in total points of 6.4% (1,429 from 1,526); De Anza, a drop of 6.6% (3,606 from 3,860).
- 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 2023-24 increased 6.8% (5,579 from 5,224) 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 3.8% (2,954 from 2,846) at De Anza and 10.8% (2,521 from 2,276) 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 1.7% (2,022 from 1,989) in 2023-24 when compared to the prior year. At Foothill, the number of students in this group increased 24.1% (551 from 444); at De Anza, the number dropped 3.6% (1,441 from 1,495). 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.B shows the 3-year average for allocated points to FHDA by 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 47.3% of all points under these metrics are accounted by financial aid or equity components. SCFF points generated by CCPG students accounted for 24.6% of total points for the metrics in this table; Pell students, 22.7%.
- Data in Figure 10.B shows percentage of total points (based on a 3-year average) for FHDA in 2023-24 disaggregated by SCFF *student success*

measure. Data in this figure shows that points generated by ADT degrees accounted for 33.7% of the total; CTE units: 24.8%; successful completion of English and Math transfer level courses by new students: 19.2%; associate degrees: 16.6%; SCFF certificates: 4.8%; and, baccalaureate degrees: 1%.

- Data in Figure 10.C shows the contribution of each college to the total points allocated to FHDA in 2023-24 under these *student success* metrics and their related equity (i.e., student financial aid status) components. Data in this table shows that 67.9% of total points under these metrics are accounted by De Anza and 31.6% 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 74.0% of all points generated by Pell students; Foothill, 25.8%. For CCPG points, De Anza accounted for 71.2%; Foothill, 28.6%.<sup>i</sup>
- 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 2023-24. 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: 21.6; CTE units: 21.9%; associate degrees: 17.2%, and SCFF certificates: 3.1%.
- Foothill data in Figure 12.B shows that CTE units accounted for 30% of all points under these metrics, followed by ADT degrees with 29.2%; associate degrees: 15.6%; successful completion of English and Math transfer level courses by new students: 13.5%; SCFF certificates: 8.7%; and, baccalaureate degrees: 3.1%.

---

<sup>i</sup> 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.

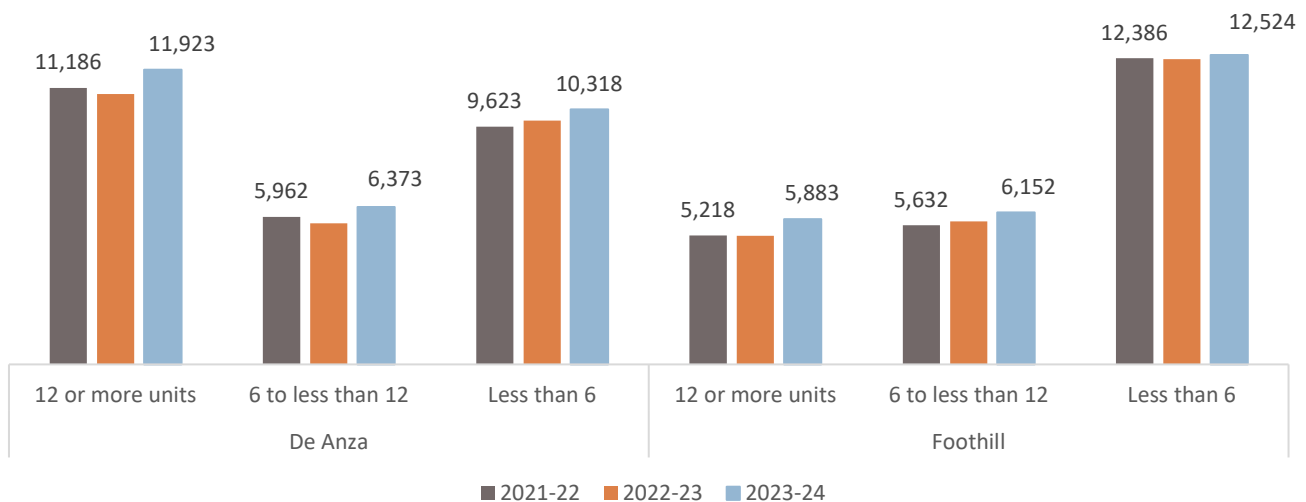
**Table 1. Student Headcount by Institution, Credit Course Load and Academic Year**

Credit Course Load	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
12 or more units	16,609	16,293	17,966	16,956	33.6%	1,673	<b>10.3%</b>
6 to less than 12	10,935	10,894	11,765	11,198	22.2%	871	8.0%
Less than 6	19,812	20,146	20,702	20,220	40.0%	556	2.8%
Noncredit	2,118	2,272	1,987	2,126	4.2%	(285)	-12.5%
Total Headcount	49,474	49,605	52,420	50,500	100.0%	2,815	5.7%
<b>De Anza College</b>							
12 or more units	11,186	10,945	11,923	11,351	40.6%	978	<b>8.9%</b>
6 to less than 12	5,962	5,704	6,373	6,013	21.5%	669	11.7%
Less than 6	9,623	9,868	10,318	9,936	35.5%	450	4.6%
Noncredit	377	704	918	666	2.4%	214	30.4%
Total Headcount	27,148	27,221	29,532	27,967	100.0%	2,311	8.5%
<b>Foothill College</b>							
12 or more units	5,218	5,198	5,883	5,433	21.5%	685	<b>13.2%</b>
6 to less than 12	5,632	5,783	6,152	5,856	23.2%	369	6.4%
Less than 6	12,386	12,352	12,524	12,421	49.2%	172	1.4%
Noncredit	1,776	1,625	1,146	1,516	6.0%	-479	-29.5%
Total Headcount	25,012	24,958	25,705	25,225	100.0%	747	3.0%

**Notes**

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

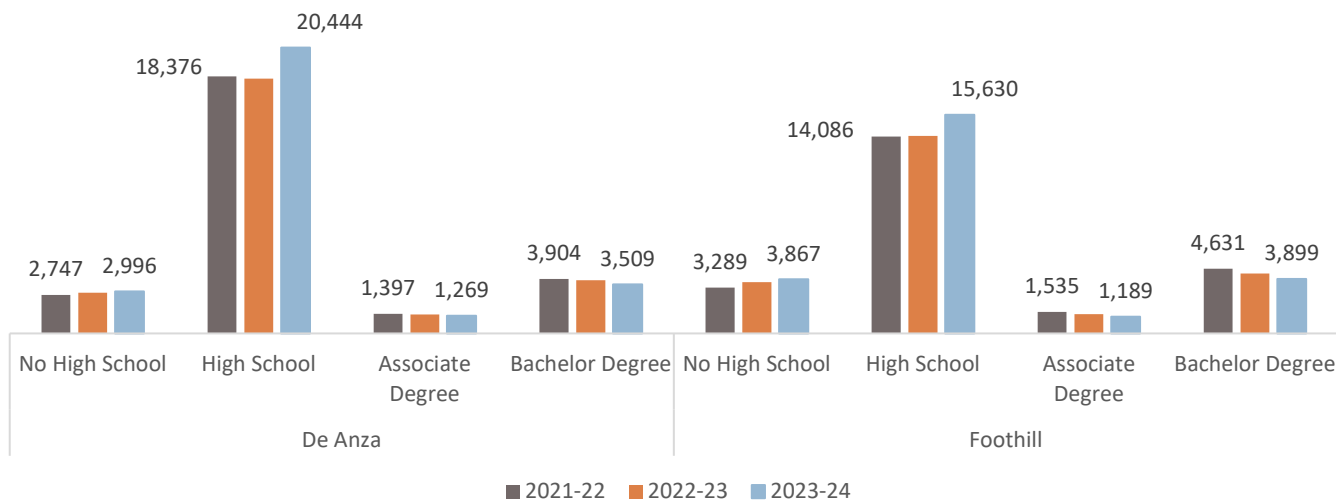
**Figure 1. Student Headcount by Institution, Credit Course Load and Academic Year**



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

Highest Education Level	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
No High School	5,609	6,193	6,486	6,096	12.1%	293	4.7%
High School	30,718	30,599	34,038	31,785	62.9%	3,439	<b>11.2%</b>
Associate Degree	2,843	2,653	2,374	2,623	5.2%	-279	<b>-10.5%</b>
Bachelor Degree	8,118	7,739	7,104	7,654	15.2%	-635	-8.2%
Unknown	2,186	2,421	2,418	2,342	4.6%	-3	-0.1%
Total Headcount	49,474	49,605	52,420	50,500	100.0%	2,815	5.7%
<b>De Anza College</b>							
No High School	2,747	2,902	2,996	2,882	10.3%	94	3.2%
High School	18,376	18,222	20,444	19,014	68.0%	2,222	<b>12.2%</b>
Associate Degree	1,397	1,359	1,269	1,342	4.8%	-90	<b>-6.6%</b>
Bachelor Degree	3,904	3,797	3,509	3,737	13.4%	-288	-7.6%
Unknown	724	941	1,314	993	3.6%	373	39.6%
Total Headcount	27,148	27,221	29,532	27,967	100.0%	2,311	8.5%
<b>Foothill College</b>							
No High School	3,289	3,672	3,867	3,609	14.3%	195	5.3%
High School	14,086	14,116	15,630	14,611	57.9%	1,514	<b>10.7%</b>
Associate Degree	1,535	1,386	1,189	1,370	5.4%	-197	<b>-14.2%</b>
Bachelor Degree	4,631	4,288	3,899	4,273	16.9%	-389	-9.1%
Unknown	1,471	1,496	1,120	1,362	5.4%	-376	-25.1%
Total Headcount	25,012	24,958	25,705	25,225	100.0%	747	3.0%

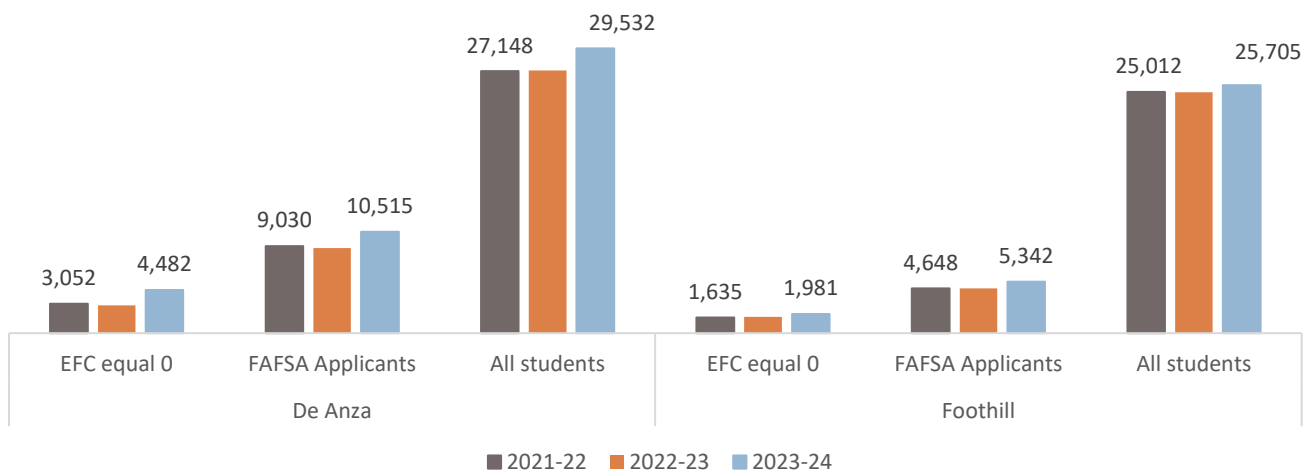
**Figure 2. Student Headcount by Institution, Highest Education Level and Academic Year**



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

EFC/FAFSA Group	2021-22	2022-23	2023-24	3-Year Average	Change, Last 2 years	
				Count/Percent	Count	Percent
<i>Headcount</i>				<b>FHDA CCD</b>		
EFC equal 0	4,377	4,274	6,139	4,930	1,865	<b>43.6%</b>
FAFSA applicants	12,653	12,444	14,732	13,276	2,288	<b>18.4%</b>
All Students	49,474	49,605	52,420	50,500	2,815	5.7%
<i>Percent of all students</i>						
EFC equal 0	8.8%	8.6%	12.4%	10.0%	3.8%	
FAFSA applicants	25.6%	25.2%	29.8%	26.8%	4.6%	
<i>Headcount</i>				<b>De Anza College</b>		
EFC equal 0	3,052	2,894	4,482	3,476	1,588	<b>54.9%</b>
FAFSA applicants	9,030	8,826	10,515	9,457	1,689	<b>19.1%</b>
All Students	27,148	27,221	29,532	27,967	2,311	8.5%
<i>Percent of all students</i>						
EFC equal 0	11.2%	10.6%	15.2%	12.4%	4.5%	
FAFSA applicants	33.3%	32.4%	35.6%	33.8%	3.2%	
<i>Headcount</i>				<b>Foothill College</b>		
EFC equal 0	1,635	1,683	1,981	1,766	298	<b>17.7%</b>
FAFSA Applicants	4,648	4,638	5,342	4,876	704	<b>15.2%</b>
All Students	25,012	24,958	25,705	36%	747	3.0%
<i>Percent of all students</i>						
EFC equal 0	6.5%	6.7%	7.7%	7.0%	1.0%	
FAFSA Applicants	18.6%	18.6%	20.8%	0.0%	2.2%	

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



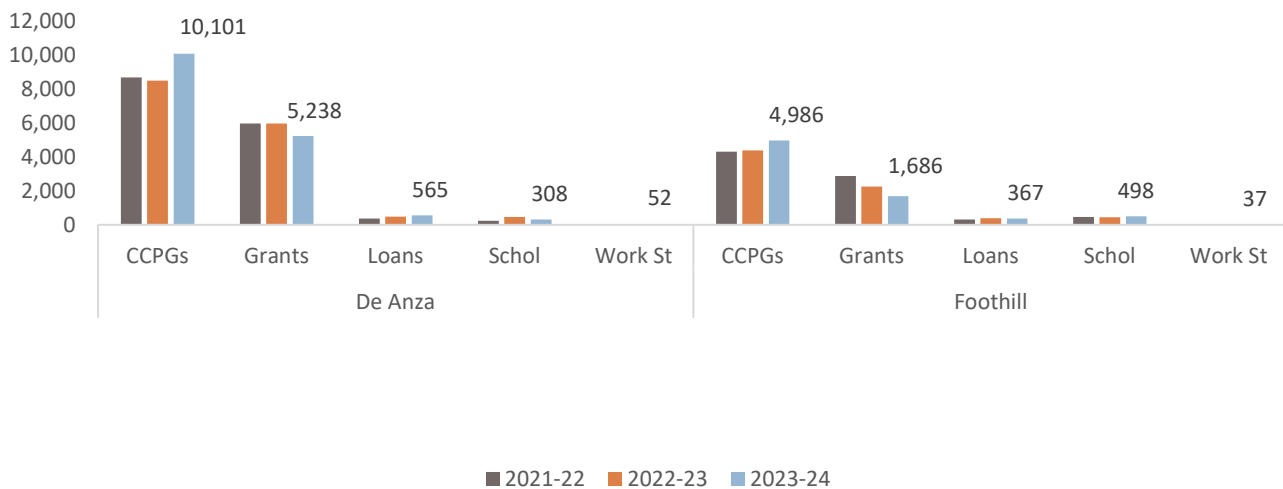
**Table 4. Student Headcount by Institution, Financial Aid Award Category and Academic Year**

Financial Aid Award Category	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
CCPG/Fee Waiver	12,285	12,136	14,178	12,866	92.2%	2,042	<b>16.8%</b>
Grants	8,821	8,229	6,917	7,989	57.3%	-1,312	<b>-15.9%</b>
Loans	695	876	932	834	6.0%	56	6.4%
Scholarships	697	920	806	808	5.8%	-114	-12.4%
Work Study	90	100	89	93	0.7%	-11	-11.0%
<b>Total Headcount</b>	<b>13,727</b>	<b>13,340</b>	<b>14,777</b>	<b>13,948</b>	<b>100.0%</b>	<b>1,437</b>	<b>10.8%</b>
<b>De Anza College</b>							
CCPG/Fee Waiver	8,711	8,515	10,101	9,109	95.4%	1,586	<b>18.6%</b>
Grants	5,977	5,990	5,238	5,735	60.1%	-752	-12.6%
Loans	378	485	565	476	5.0%	80	16.5%
Scholarships	243	469	308	340	3.6%	-161	-34.3%
Work Study	52	57	52	54	0.6%	-5	-8.8%
<b>Total Headcount</b>	<b>9,165</b>	<b>9,082</b>	<b>10,390</b>	<b>9,546</b>	<b>100.0%</b>	<b>1,308</b>	<b>14.4%</b>
<b>Foothill College</b>							
CCPG/Fee Waiver	4,312	4,401	4,986	4,566	87.5%	585	<b>13.3%</b>
Grants	2,892	2,268	1,686	2,282	43.7%	-582	-25.7%
Loans	317	391	367	358	6.9%	-24	-6.1%
Scholarships	458	453	498	470	9.0%	45	9.9%
Work Study	38	43	37	39	0.8%	-6	-14.0%
<b>Total Headcount</b>	<b>5,307</b>	<b>5,046</b>	<b>5,299</b>	<b>5,217</b>	<b>100.0%</b>	<b>253</b>	<b>5.0%</b>

**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**



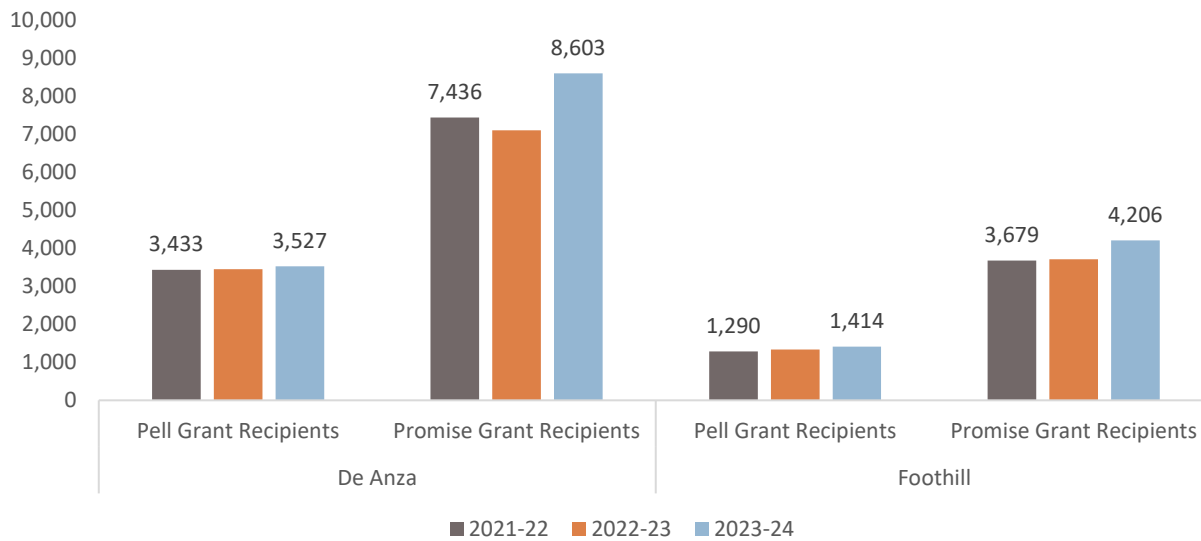
**Table 5. SCFF Supplemental: Student Headcount by Institution, Financial Aid Award Type and Academic Year**

Financial Aid Award Category	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
Pell Grant Recipients	4,723	4,790	4,941	4,818	43%	151	3.2%
Promise Grant Recipients	10,633	10,287	12,166	11,029	98%	1,879	18.3%
<b>Total Headcount</b>	<b>10,803</b>	<b>10,446</b>	<b>12,357</b>	<b>11,202</b>	<b>100%</b>	<b>1,911</b>	<b>18.3%</b>
<b>De Anza College</b>							
Pell Grant Recipients	3,433	3,451	3,527	3,470	44%	76	2.2%
Promise Grant Recipients	7,436	7,098	8,603	7,712	99%	1,505	21.2%
<b>Total Headcount</b>	<b>7,539</b>	<b>7,189</b>	<b>8,706</b>	<b>7,811</b>	<b>100%</b>	<b>1,517</b>	<b>21.1%</b>
<b>Foothill College</b>							
Pell Grant Recipients	1,290	1,339	1,414	1,348	34%	75	5.6%
Promise Grant Recipients	3,679	3,709	4,206	3,865	98%	497	13.4%
<b>Total Headcount</b>	<b>3,748</b>	<b>3,779</b>	<b>4,297</b>	<b>3,941</b>	<b>100%</b>	<b>518</b>	<b>13.7%</b>

**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**





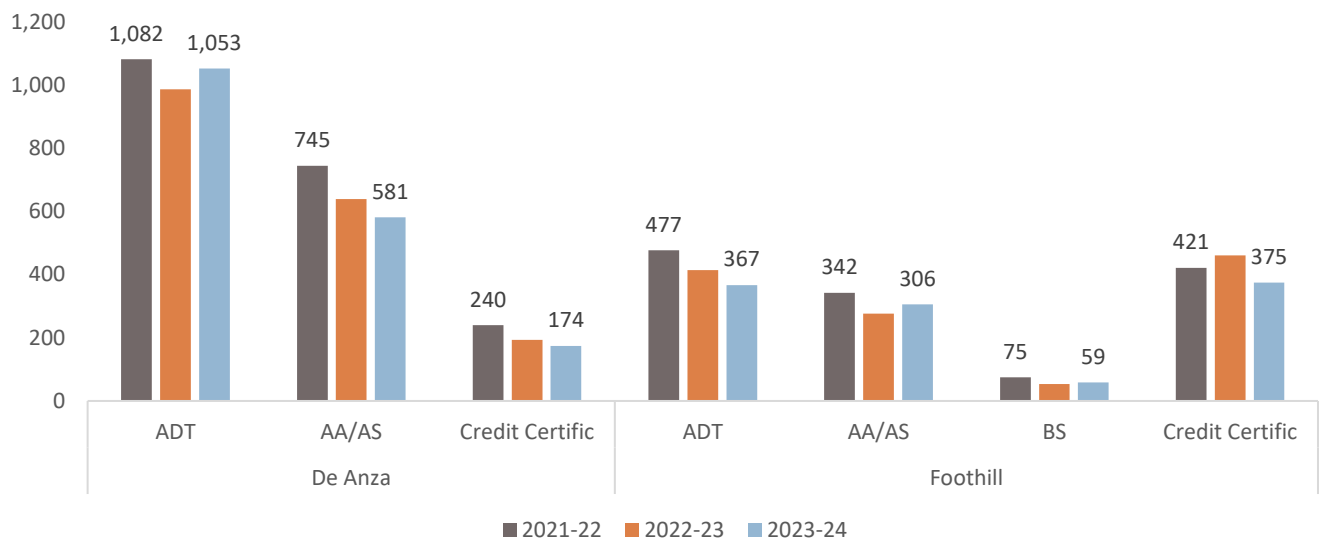
**Table 6.A SCFF Student Success, All Students: Headcount by Institution, Highest SCFF Academic Award Type and Academic Year**

Highest SCFF Academic Award Type	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
Associate Degree for Transfer	1,559	1,398	1,415	1,457	47.0%	17	1.2%
Associate Degree	1,079	915	885	960	31.0%	-30	-3.3%
Baccalaureate Degree	75	54	59	63	2.0%	5	9.3%
Credit Certificate, SCFF	661	651	549	620	20.0%	-102	<b>-15.7%</b>
<b>Total Headcount</b>	<b>3,374</b>	<b>3,018</b>	<b>2,908</b>	<b>3,100</b>	<b>100.0%</b>	<b>-110</b>	<b>-3.6%</b>
<b>De Anza College</b>							
Associate Degree for Transfer	1,082	987	1,053	1,041	54.8%	66	6.7%
Associate Degree	745	639	581	655	34.5%	-58	-9.1%
Credit Certificate, SCFF	240	193	174	202	10.7%	-19	-9.8%
<b>Total Headcount</b>	<b>2,067</b>	<b>1,819</b>	<b>1,808</b>	<b>1,898</b>	<b>100.0%</b>	<b>-11</b>	<b>-0.6%</b>
<b>Foothill College</b>							
Associate Degree for Transfer	477	414	367	419	34.7%	-47	-11.4%
Associate Degree	342	277	306	308	25.5%	29	10.5%
Baccalaureate Degree	75	54	59	63	5.2%	5	9.3%
Credit Certificate, SCFF	421	461	375	419	34.6%	-86	<b>-18.7%</b>
<b>Total Headcount</b>	<b>1,315</b>	<b>1,206</b>	<b>1,107</b>	<b>1,209</b>	<b>100.0%</b>	<b>-99</b>	<b>-8.2%</b>

**Notes**

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

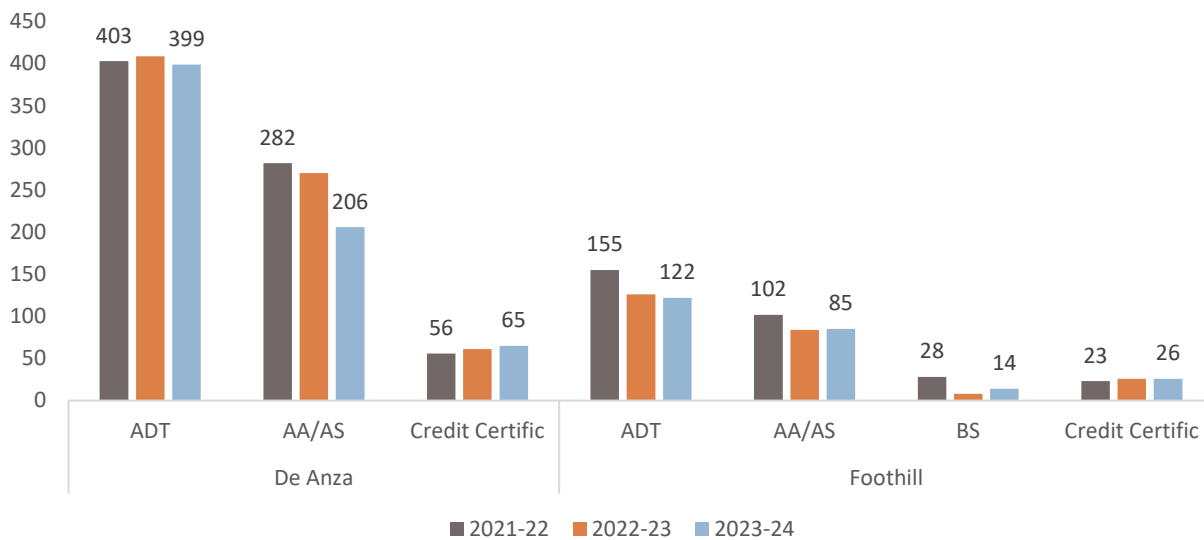
**Figure 6.A SCFF Student Success, All Students: Headcount by Institution, Highest SCFF Academic Award Type and Academic Year**



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

Highest Academic Award	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
Associate Degree for Transfer	558	534	519	537	55%	-15	-2.8%
Associate Degree	381	353	290	341	35%	-63	-17.8%
Baccalaureate Degree	28	8	14	17	2%	6	75.0%
Credit Certificate, SCFF	79	85	91	85	9%	6	7.1%
<b>Total Headcount</b>	<b>1,046</b>	<b>980</b>	<b>914</b>	<b>980</b>	<b>100%</b>	<b>-66</b>	<b>-6.7%</b>
<b>De Anza College</b>							
Associate Degree for Transfer	403	409	399	404	56%	-10	-2.4%
Associate Degree	282	270	206	253	35%	-64	<b>-23.7%</b>
Credit Certificate, SCFF	56	61	65	61	8%	4	6.6%
<b>Total Headcount</b>	<b>741</b>	<b>740</b>	<b>670</b>	<b>717</b>	<b>100%</b>	<b>-70</b>	<b>-9.5%</b>
<b>Foothill College</b>							
Associate Degree for Transfer	155	126	122	134	50%	-4	-3.2%
Associate Degree	102	84	85	90	34%	1	1.2%
Baccalaureate Degree	28	8	14	17	6%	6	75.0%
Credit Certificate, SCFF	23	26	26	25	9%	0	0.0%
<b>Total Headcount</b>	<b>308</b>	<b>244</b>	<b>247</b>	<b>266</b>	<b>100%</b>	<b>3</b>	<b>1.2%</b>

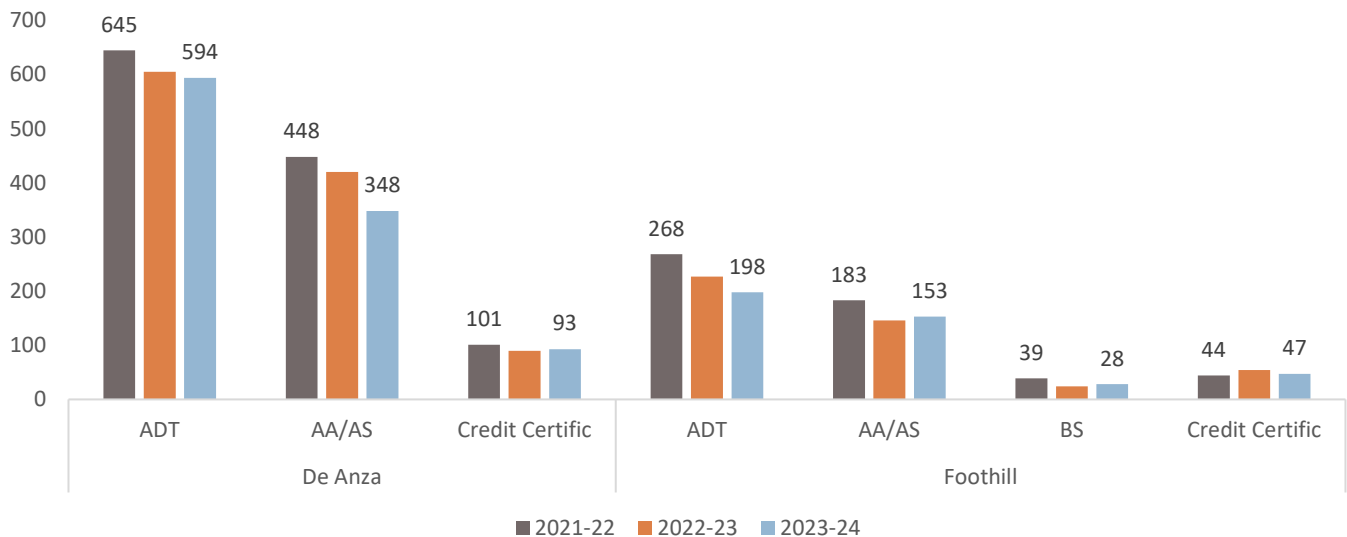
**Figure 6.B SCFF Student Success, Equity Component-Pell Grant: Student Headcount by Institution, Highest Academic Award and Academic Year**



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

Highest Academic Award	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
Associate Degree for Transfer	913	830	788	844	53.4%	-42	-5.1%
Associate Degree	626	565	499	563	35.7%	-66	-11.7%
Baccalaureate Degree	39	24	28	30	1.9%	4	16.7%
Credit Certificate, SCFF	145	142	140	142	9.0%	-2	-1.4%
<b>Total Headcount</b>	<b>1,723</b>	<b>1,561</b>	<b>1,455</b>	<b>1,580</b>	<b>100.0%</b>	<b>-106</b>	<b>-6.8%</b>
<b>De Anza College</b>							
Associate Degree for Transfer	645	605	594	615	55.1%	-11	-1.8%
Associate Degree	448	420	348	405	36.4%	-72	<b>-17.1%</b>
Credit Certificate, SCFF	101	90	93	95	8.5%	3	3.3%
<b>Total Headcount</b>	<b>1,194</b>	<b>1,115</b>	<b>1,035</b>	<b>1,115</b>	<b>100.0%</b>	<b>-80</b>	<b>-7.2%</b>
<b>Foothill College</b>							
Associate Degree for Transfer	268	227	198	231	49.1%	-29	<b>-12.8%</b>
Associate Degree	183	146	153	161	34.2%	7	4.8%
Baccalaureate Degree	39	24	28	30	6.4%	4	16.7%
Credit Certificate, SCFF	44	54	47	48	10.3%	-7	-13.0%
<b>Total Headcount</b>	<b>534</b>	<b>451</b>	<b>426</b>	<b>470</b>	<b>100.0%</b>	<b>-25</b>	<b>-5.5%</b>

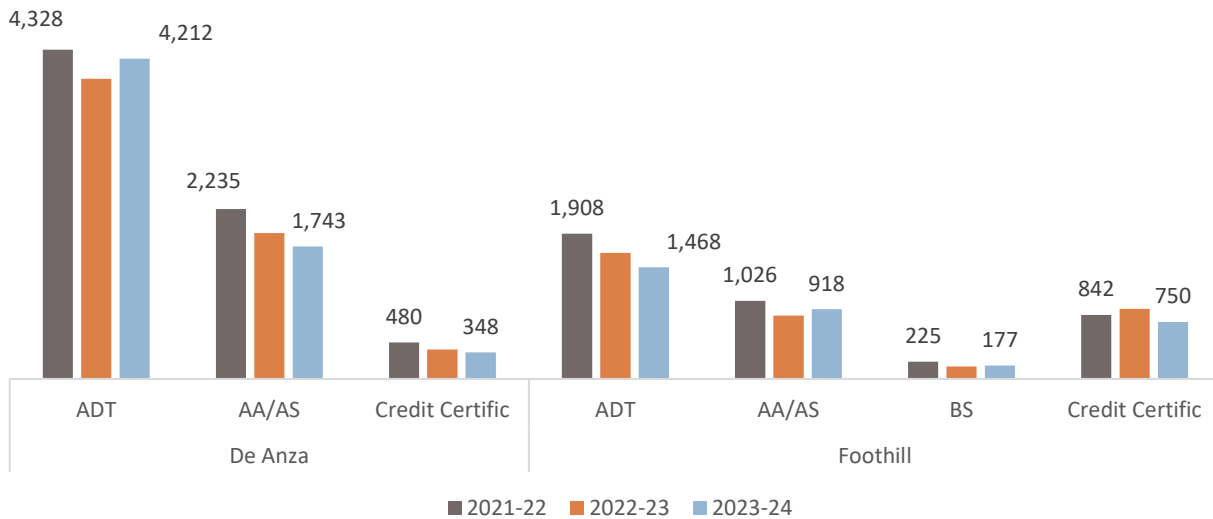
**Figure 6.C SCFF Student Success, Equity-CCPG: Student Headcount by Institution, Highest Academic Award and Academic Year**



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

Highest Academic Award	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
Associate Degree for Transfer	6,236	5,592	5,660	5,829	57.5%	68	1.2%
Associate Degree	3,237	2,745	2,655	2,879	28.4%	-90	-3.3%
Baccalaureate Degree	225	162	177	188	1.9%	15	9.3%
Credit Certificate, SCFF	1,322	1,302	1,098	1,241	12.2%	-204	-15.7%
<b>Total Points</b>	<b>11,020</b>	<b>9,801</b>	<b>9,590</b>	<b>10,137</b>	<b>100.0%</b>	<b>-211</b>	<b>-2.2%</b>
<b>De Anza College</b>							
Associate Degree for Transfer	4,328	3,948	4,212	4,163	63.7%	264	6.7%
Associate Degree	2,235	1,917	1,743	1,965	30.1%	-174	-9.1%
Credit Certificate, SCFF	480	386	348	405	6.2%	-38	-9.8%
<b>Total Pointst</b>	<b>7,043</b>	<b>6,251</b>	<b>6,303</b>	<b>6,532</b>	<b>100.0%</b>	<b>52</b>	<b>0.8%</b>
<b>Foothill College</b>							
Associate Degree for Transfer	1,908	1,656	1,468	1,677	46.2%	-188	-11.4%
Associate Degree	1,026	831	918	925	25.5%	87	10.5%
Baccalaureate Degree	225	162	177	188	5.2%	15	9.3%
Credit Certificate, SCFF	842	922	750	838	23.1%	-172	-18.7%
<b>Total Pointst</b>	<b>4,001</b>	<b>3,571</b>	<b>3,313</b>	<b>3,628</b>	<b>100.0%</b>	<b>-258</b>	<b>-7.2%</b>

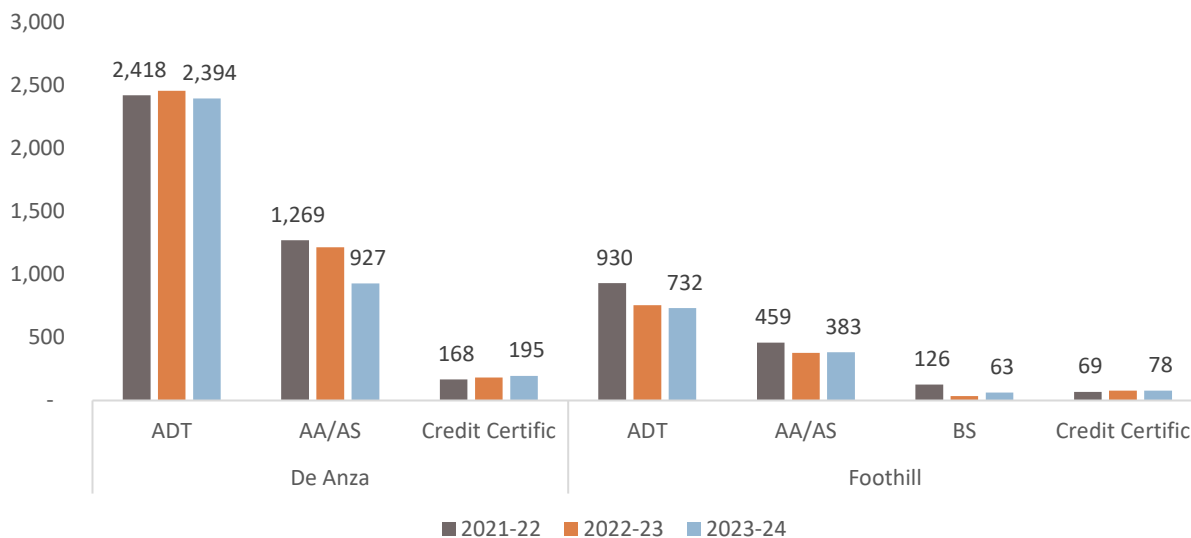
**Figure 7.A SCFF Student Success, All Students: Points by Institution, Highest Academic Award Type and Academic Year**



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

Highest Academic Award	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
Associate Degree for Transfer	3,348	3,204	3,114	3,222	63.3%	-90	-2.8%
Associate Degree	1,715	1,589	1,305	1,536	30.2%	-284	-17.8%
Baccalaureate Degree	126	36	63	75	1.5%	27	75.0%
Credit Certificate, SCFF	237	255	273	255	5.0%	18	7.1%
<b>Total Points</b>	<b>5,426</b>	<b>5,084</b>	<b>4,755</b>	<b>5,088</b>	<b>100.0%</b>	<b>-329</b>	<b>-6.5%</b>
<b>De Anza College</b>							
Associate Degree for Transfer	2,418	2,454	2,394	2,422	64.7%	-60	-2.4%
Associate Degree	1,269	1,215	927	1,137	30.4%	-288	-23.7%
Credit Certificate, SCFF	168	183	195	182	4.9%	12	6.6%
<b>Total Points</b>	<b>3,855</b>	<b>3,852</b>	<b>3,516</b>	<b>3,741</b>	<b>100.0%</b>	<b>-336</b>	<b>-8.7%</b>
<b>Foothill College</b>							
Associate Degree for Transfer	930	756	732	806	59.2%	-24	-3.2%
Associate Degree	459	378	383	407	29.8%	5	1.2%
Baccalaureate Degree	126	36	63	75	5.5%	27	75.0%
Credit Certificate, SCFF	69	78	78	75	5.5%	0	0.0%
<b>Total Points</b>	<b>1,584</b>	<b>1,248</b>	<b>1,256</b>	<b>1,363</b>	<b>100.0%</b>	<b>8</b>	<b>0.6%</b>

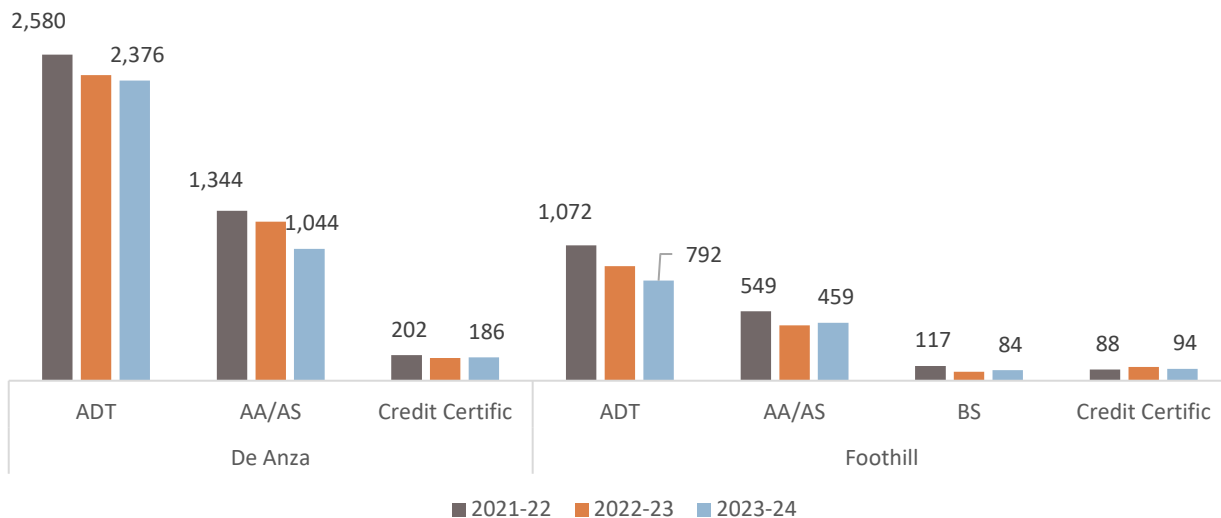
**Figure 7.B SCFF Student Success, Equity-Pell Grant: Points by Institution, Highest Academic Award and Academic Year**



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

Highest Academic Award	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
Associate Degree for Transfer	3,652	3,320	3,152	3,375	62.0%	-168	-5.1%
Associate Degree	1,878	1,695	1,497	1,690	31.1%	-198	-11.7%
Baccalaureate Degree	117	72	84	91	1.7%	12	16.7%
Credit Certificate, SCFF	290	284	280	285	5.2%	-4	-1.4%
<b>Total Points</b>	<b>5,937</b>	<b>5,371</b>	<b>5,013</b>	<b>5,440</b>	<b>100.0%</b>	<b>-358</b>	<b>-6.7%</b>
<b>De Anza College</b>							
Associate Degree for Transfer	2,580	2,420	2,376	2,459	63.6%	-44	-1.8%
Associate Degree	1,344	1,260	1,044	1,216	31.5%	-216	-17.1%
Credit Certificate, SCFF	202	180	186	189	4.9%	6	3.3%
<b>Total Points</b>	<b>4,126</b>	<b>3,860</b>	<b>3,606</b>	<b>3,864</b>	<b>100.0%</b>	<b>-254</b>	<b>-6.6%</b>
<b>Foothill College</b>							
Associate Degree for Transfer	1,072	908	792	924	58.0%	-116	-12.8%
Associate Degree	549	438	459	482	30.2%	21	4.8%
Baccalaureate Degree	117	72	84	91	5.7%	12	16.7%
Credit Certificate, SCFF	88	108	94	97	6.1%	-14	-13.0%
<b>Total Points</b>	<b>1,826</b>	<b>1,526</b>	<b>1,429</b>	<b>1,594</b>	<b>100.0%</b>	<b>-97</b>	<b>-6.4%</b>

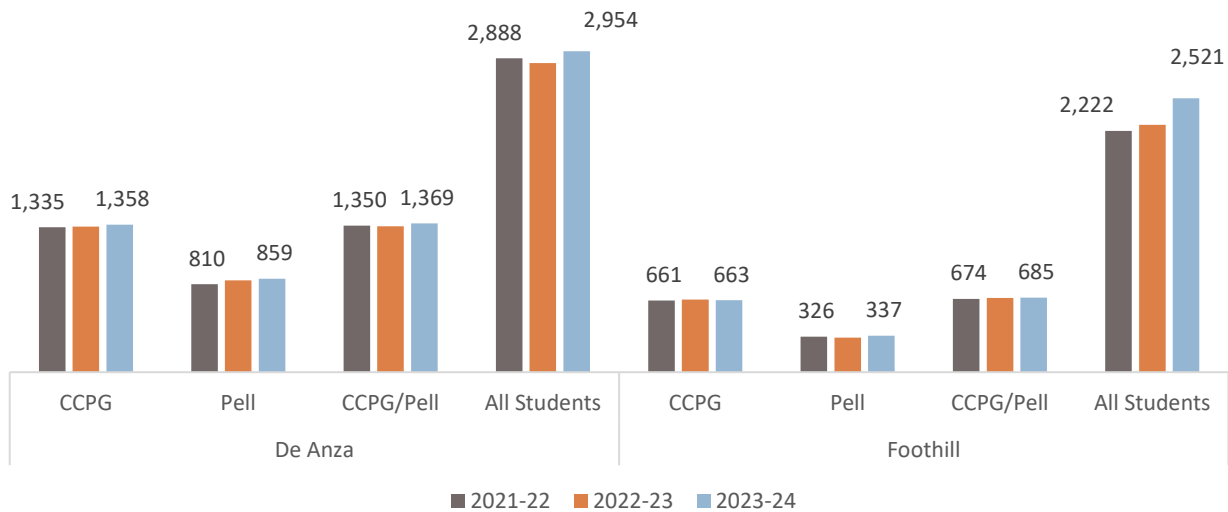
**Figure 7.C SCFF Student Success, Equity-CCPG: Points by Institution, Highest Academic Award and Academic Year**



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

Financial Aid Award	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
CCPG	2,009	2,042	2,049	2,033	38.2%	7	0.3%
Pell	1,149	1,180	1,208	1,179	22.1%	28	2.4%
CCPG/Pell	2,038	2,061	2,082	2,060	38.7%	21	1.0%
All Students	5,175	5,224	5,579	5,326	100.0%	355	<b>6.8%</b>
<b>De Anza College</b>							
CCPG	1,335	1,340	1,358	1,344	46.4%	18	1.3%
Pell	810	845	859	838	28.9%	14	1.7%
CCPG/Pell	1,350	1,344	1,369	1,354	46.8%	25	1.9%
All Students	2,888	2,846	2,954	2,896	100.0%	108	<b>3.8%</b>
<b>Foothill College</b>							
CCPG	661	668	663	664	28.4%	-5	-0.7%
Pell	326	318	337	327	14.0%	19	6.0%
CCPG/Pell	674	682	685	680	29.1%	3	0.4%
All Students	2,222	2,276	2,521	2,340	100.0%	245	<b>10.8%</b>

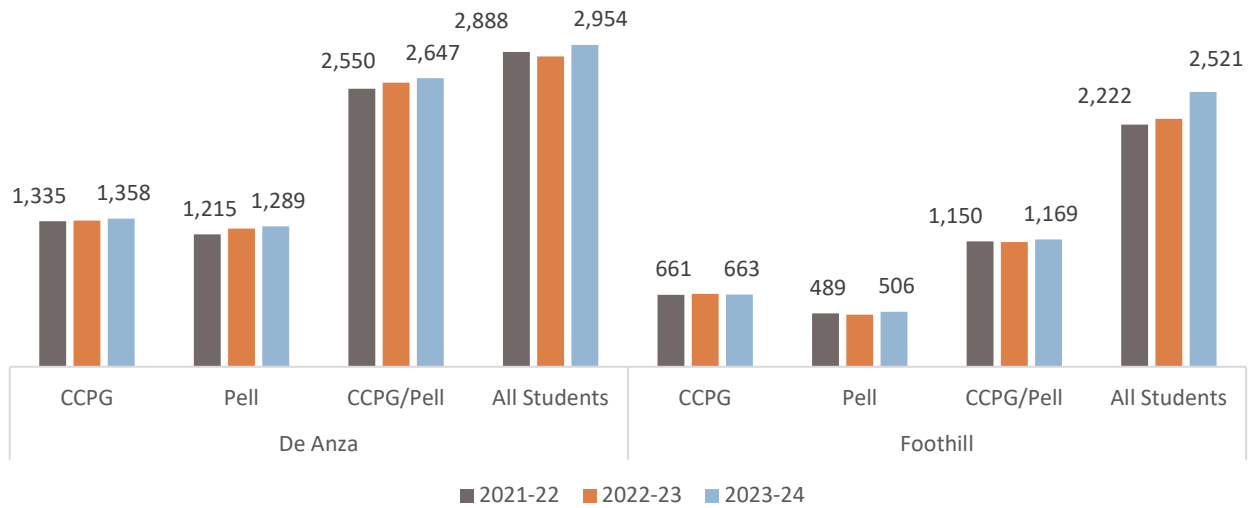
**Figure 8.A SCFF Student Success-Equity, CTE Units: Headcount by Institution, Financial Aid Award and Academic Year**



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

Financial Aid Award	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
CCPG	2,009	2,042	2,049	2,033	38.2%	7	0.3%
Pell	1,724	1,770	1,812	1,769	33.2%	42	2.4%
CCPG/Pell	3,733	3,812	3,861	3,802	71.4%	49	1.3%
All Students	5,175	5,224	5,579	5,326	100.0%	355	<b>6.8%</b>
<b>De Anza College</b>							
CCPG	1,335	1,340	1,358	1,344	46.4%	18	1.3%
Pell	1,215	1,268	1,289	1,257	43.4%	21	1.7%
CCPG/Pell	2,550	2,608	2,647	2,601	89.8%	39	1.5%
All Students	2,888	2,846	2,954	2,896	100.0%	108	<b>3.8%</b>
<b>Foothill College</b>							
CCPG	661	668	663	664	28.4%	-5	-0.7%
Pell	489	477	506	491	21.0%	29	6.0%
CCPG/Pell	1,150	1,145	1,169	1,155	49.3%	24	2.1%
All Students	2,222	2,276	2,521	2,340	100.0%	245	<b>10.8%</b>

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

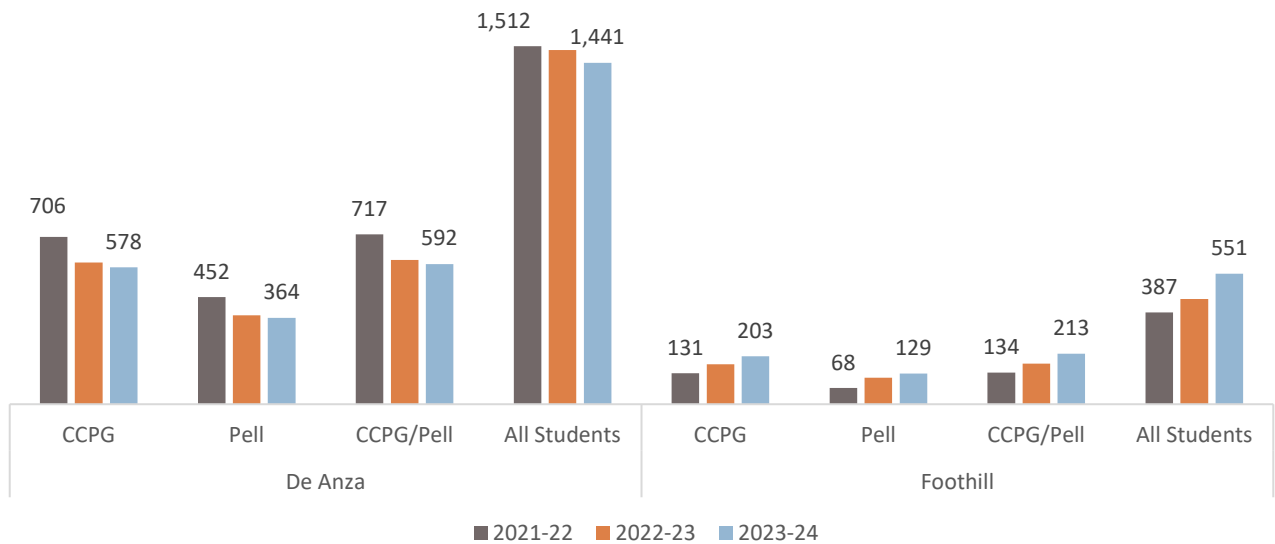




**Table 9.A SCFF Student Success-Equity, Completion of Transfer Level Mathematics and English: Headcount by Institution, Financial Aid Category and Academic Year**

Financial Aid Award	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
CCPG	842	776	786	801	40.5%	10	1.3%
Pell	526	492	496	505	25.5%	4	0.8%
CCPG/Pell	858	789	810	819	41.3%	21	2.7%
All Students	1,932	1,989	2,022	1,981	100.0%	33	<b>1.7%</b>
<b>De Anza College</b>							
CCPG	706	599	578	628	42.3%	(21)	-3.5%
Pell	452	376	364	397	26.8%	(12)	-3.2%
CCPG/Pell	717	609	592	639	43.1%	(17)	-2.8%
All Students	1,512	1,495	1,441	1,483	100.0%	(54)	<b>-3.6%</b>
<b>Foothill College</b>							
CCPG	131	169	203	168	36.4%	34	20.1%
Pell	68	112	129	103	22.4%	17	15.2%
CCPG/Pell	134	171	213	173	37.5%	42	24.6%
All Students	387	444	551	461	100.0%	107	<b>24.1%</b>

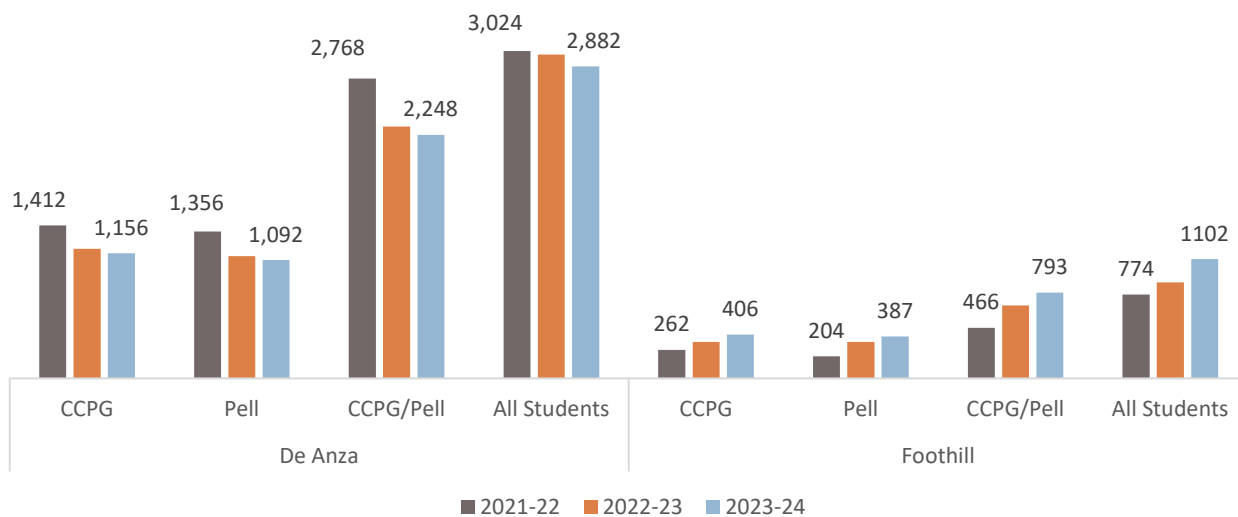
**Figure 9.A SCFF Student Success-Equity, Completion of Transfer Level Mathematics and English: Headcount by Institution, Financial Aid Category and Academic Year**



**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	2021-22	2022-23	2023-24	3-Year Average		Change, Last 2 years	
				Count	Percent	Count	Percent
<b>FHDA CCD</b>							
CCPG	1,684	1,552	1,572	1,603	40.5%	20	1.3%
Pell	1,578	1,476	1,488	1,514	38.2%	12	0.8%
CCPG/Pell	3,262	3,028	3,060	3,117	78.7%	32	1.1%
All Students	3,864	3,978	4,044	3,962	100.0%	66	<b>1.7%</b>
<b>De Anza College</b>							
CCPG	1,412	1,198	1,156	1,255	42.3%	(42)	-3.5%
Pell	1,356	1,128	1,092	1,192	40.2%	(36)	-3.2%
CCPG/Pell	2,768	2,326	2,248	2,447	82.5%	(78)	-3.4%
All Students	3,024	2,990	2,882	2,965	100.0%	(108)	<b>-3.6%</b>
<b>Foothill College</b>							
CCPG	262	338	406	335	36.4%	68	20.1%
Pell	204	336	387	309	33.5%	51	15.2%
CCPG/Pell	466	674	793	644	69.9%	119	17.7%
All Students	774	888	1,102	921	100.0%	214	<b>24.1%</b>

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



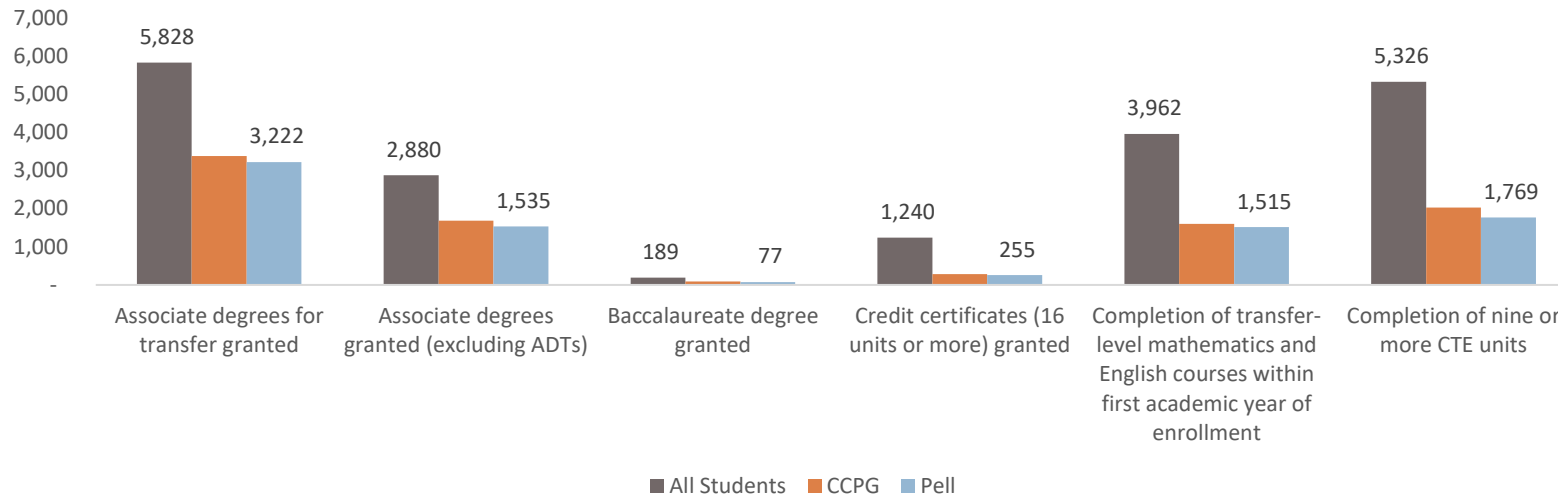
**Table 10.A FHDA CCD: Total Points by SCFF Student Success Measure and Financial Aid Status, 2023-24**

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	1,457	5,828	4.0	844	3,376	6.0	537	3,222
Associate degrees granted (excluding ADTs)	3.0	960	2,880	3.0	563	1,689	4.5	341	1,535
Baccalaureate degree granted	3.0	63	189	3.0	30	90	4.5	17	77
Credit certificates (16 units or more) granted	2.0	620	1,240	2.0	142	284	3.0	85	255
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2.0	1,981	3,962	2.0	801	1,602	3.0	505	1,515
Successful transfer to four-year university	1.5	-	-	1.5	-	-	2.3	-	-
Completion of nine or more CTE units	1.0	5,326	5,326	1.0	2,033	2,033	1.5	1,179	1,769
Attainment of regional living wage	1.0	-	-	1.0	-	-	1.5	-	-
<b>Total Points</b>			<b>19,425</b>			<b>9,074</b>			<b>8,372</b>

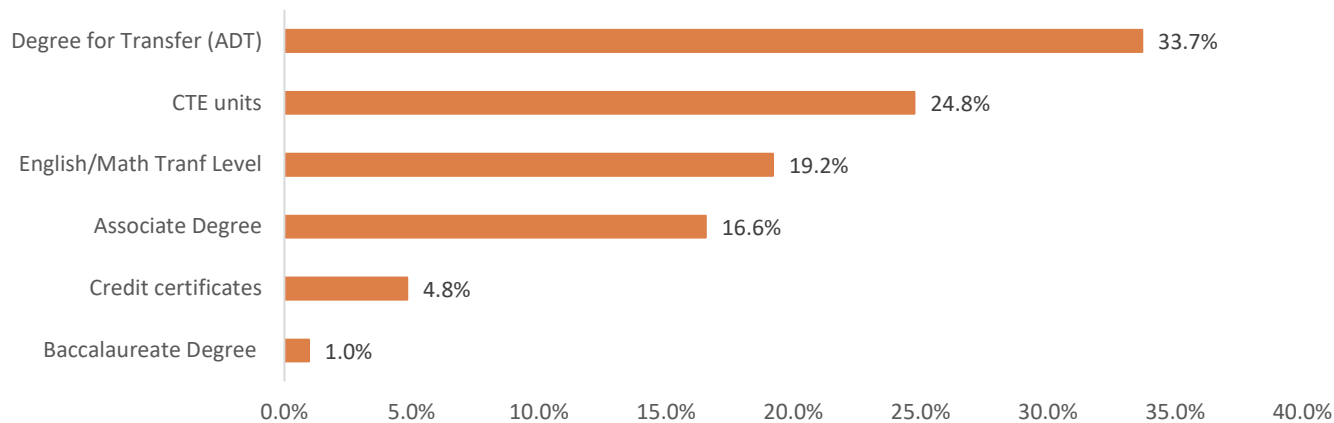
**Table 10.B FHDA CCD: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2023-24**

SCFF Student Success Measure	All Students	CCPG	Pell	Total	Percent Grand Total
Associate degrees for transfer granted	5,828	3,376	3,222	12,426	33.7%
Associate degrees granted (excluding ADTs)	2,880	1,689	1,535	6,104	16.6%
Baccalaureate degree granted	189	90	77	356	1.0%
Credit certificates (16 units or more) granted	1,240	284	255	1,779	4.8%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	3,962	1,602	1,515	7,079	19.2%
Completion of nine or more CTE units	5,326	2,033	1,769	9,128	24.8%
<b>Total</b>	<b>19,425</b>	<b>9,074</b>	<b>8,372</b>	<b>36,871</b>	<b>100.0%</b>
<b>Percent of Grand Total</b>	<b>52.7%</b>	<b>24.6%</b>	<b>22.7%</b>	<b>100.0%</b>	

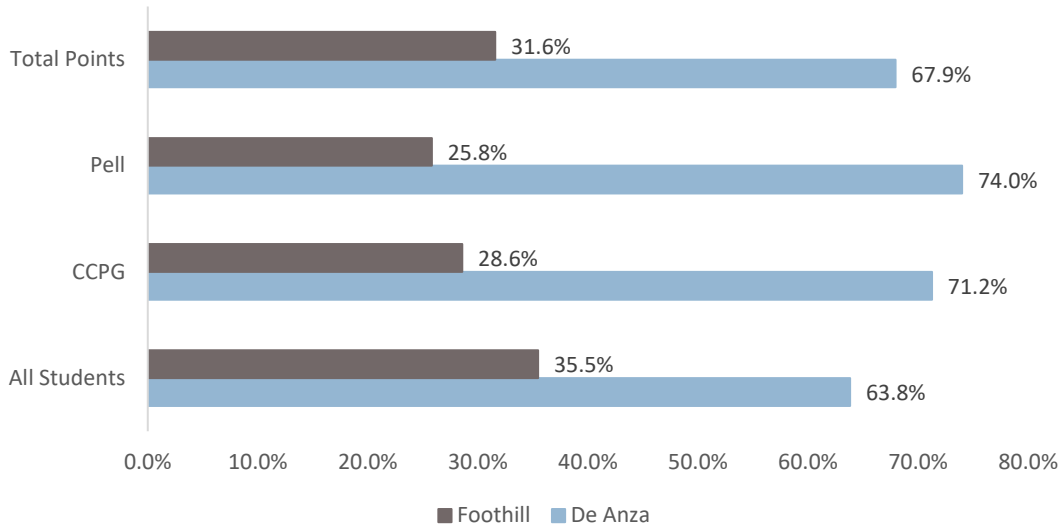
**Figure 10.A FHDA CCD: Total Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2023-24**



**Figure 10.B FHDA CCD: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2023-24**



**Table 10.C FHDA: Percentage of Points for SCFF Student Success Measure and Financial Aid Groups by Institution, 2023-24**



**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

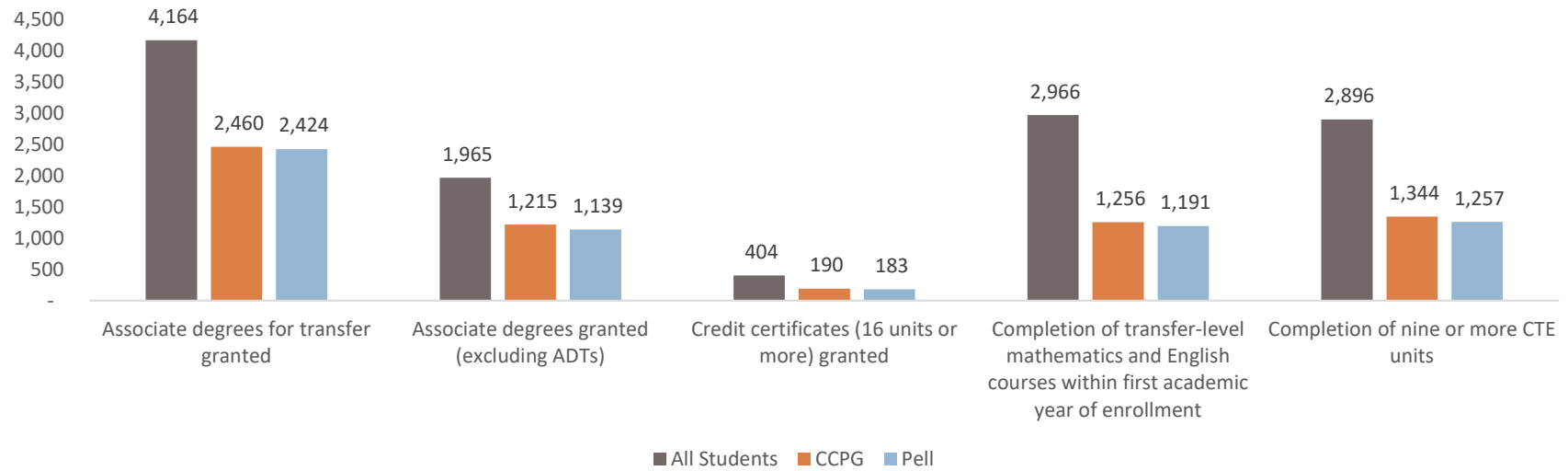
**Table 11.A De Anza: Total Points by SCFF Student Success Measure and Financial Aid Status, 2023-24**

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	1,041	4,164	4	615	2,460	6	404	2,424
Associate degrees granted (excluding ADTs)	3	655	1,965	3	405	1,215	5	253	1,139
Baccalaureate degree granted	3	-	-	3	-	-	5	-	-
Credit certificates (16 units or more) granted	2	202	404	2	95	190	3	61	183
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2	1,483	2,966	2	628	1,256	3	397	1,191
Successful transfer to four-year university	2	-	-	2	-	-	2	-	-
Completion of nine or more CTE units	1	2,896	2,896	1	1,344	1,344	2	838	1,257
Attainment of regional living wage	1	-	-	1	-	-	2	-	-
<b>Total Points</b>			<b>12,395</b>			<b>6,465</b>			<b>6,194</b>

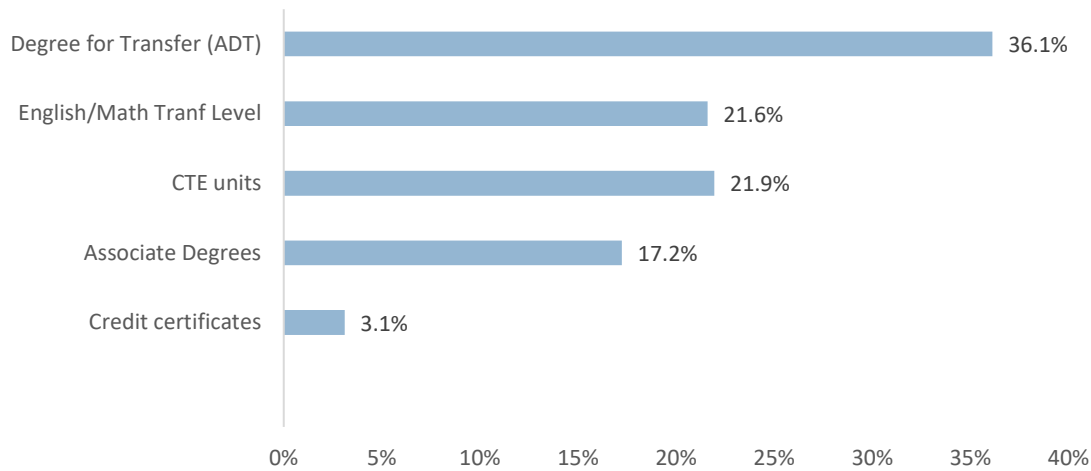
**Table 11.B De Anza: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2023-24**

SCFF Student Success Measure	All Students	CCPG	Pell	Total	Grand Total
Associate degrees for transfer granted	4,164	2,460	2,424	9,048	36.1%
Associate degrees granted (excluding ADTs)	1,965	1,215	1,139	4,319	17.2%
Credit certificates (16 units or more) granted	404	190	183	777	3.1%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2,966	1,256	1,191	5,413	21.6%
Completion of nine or more CTE units	2,896	1,344	1,257	5,497	21.9%
<b>Total</b>	<b>12,395</b>	<b>6,465</b>	<b>6,194</b>	<b>25,054</b>	<b>100.0%</b>
<b>Percent of Grand Total</b>	<b>49.5%</b>	<b>25.8%</b>	<b>24.7%</b>	<b>100.0%</b>	

**Figure 11.A De Anza: Total Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2023-24**



**Figure 11.B De Anza: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2023-24**



**Table 12.A Foothill: Total Points by SCFF Student Success Measure and Financial Aid Status, 2023-24**

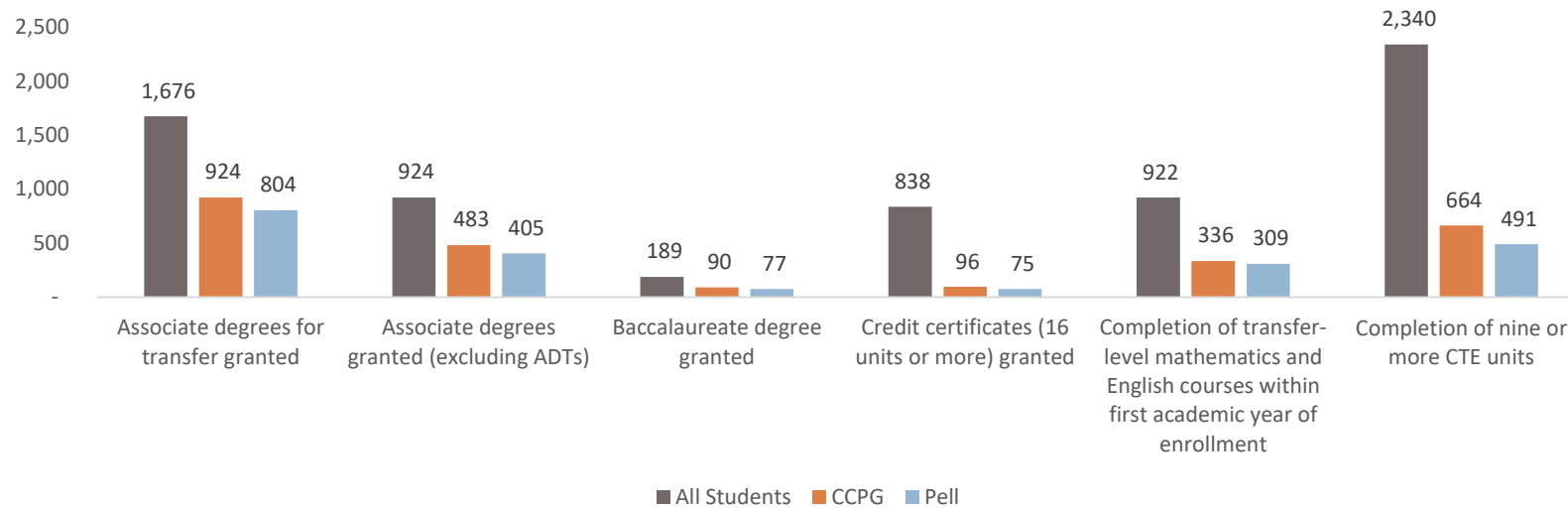
SCFF Student Success Measure	All Students			CCPG Recipients 1			Pell Grant Recipients		
	Allocated Points	3-Year Average Headcount	Total Points	Allocated Points	3-Year Average Headcount	Total Points	Allocated Points	3-Year Average Headcount	Total Points
Associate degrees for transfer granted	4	419	1,676	4	231	924	6	134	804
Associate degrees granted (excluding ADTs)	3	308	924	3	161	483	5	90	405
Baccalaureate degree granted	3	63	189	3	30	90	5	17	77
Credit certificates (16 units or more) granted	2	419	838	2	48	96	3	25	75
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2	461	922	2	168	336	3	103	309
Successful transfer to four-year university	2	-	-	2	-	-	2	-	-
Completion of nine or more CTE units	1	2,340	2,340	1	664	664	2	327	491
Attainment of regional living wage	1	-	-	1	-	-	2	-	-
<b>Total Points</b>			<b>6,889</b>			<b>2,593</b>			<b>2,160</b>

**Table 12.B Foothill: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2023-24**

SCFF Student Success Measure	All			Total	Percent Grand Total
	Students	CCPG	Pell		
Associate degrees for transfer granted	1,676	924	804	3,404	29.2%
Associate degrees granted (excluding ADTs)	924	483	405	1,812	15.6%
Baccalaureate degree granted	189	90	77	356	3.1%
Credit certificates (16 units or more) granted	838	96	75	1,009	8.7%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	922	336	309	1,567	13.5%
Completion of nine or more CTE units	2,340	664	491	3,495	30.0%
<b>Total Points</b>	<b>6,889</b>	<b>2,593</b>	<b>2,160</b>	<b>11,642</b>	<b>100.0%</b>
<b>Percent Grand Total</b>	<b>59.2%</b>	<b>22.3%</b>	<b>18.6%</b>	<b>100.0%</b>	



**Figure 12.A Foothill: Total Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2023-24**



**Figure 12.B Foothill: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2023-24**

