

IRP@FHDA

To: Lisa Mandy, Director of Financial Aid & Scholarships, De Anza College
Kevin Harral, Director of Financial Aid, Foothill College
Student Services at De Anza College and Foothill College

From: Lourdes Del Rio-Parent, PhD, Sr. Research Analyst FHDA CCD

Date: 27 October 2021

Re: MIS financial aid submission report for 2020-21: Time-series analysis for the last three academic years, including headcount by financial aid award type and related SCFF statistics

Introduction

The 2020-21 MIS Financial Aid reports (SF, FA) for the Foothill-De Anza CDD were submitted by the FHDA CCD (Foothill-De Anza Community College District) to the CCCCCO (California Community Colleges Chancellor's Office) on October 18 of 2021. This document provides student headcounts by award category for submitted financial aid data for the last three academic years (i.e., 2018-19, 2019-20, 2020-21) and related SCFF (Student Centered Funding Formula) statistics, including student headcounts and allocated points under the *supplemental* and *student success* components. 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 related SCFF funding at the district and college level.

Data Validity Procedures used for MIS Financial Aid Reports

Prior to the submission of the MIS Financial Aid reports for the 2020-21 academic year, the directors for the financial aid offices at the colleges were asked to review two documents, which are currently available at the FHDA MIS Financial Aid webpage (http://research.fhda.edu/mis_reports/mis_financial_aid/):

- *Financial Aid FHDA-MIS Code Lookup/Xwalk (October, 2021)*: Crosswalk between detail/fund codes used by the FHDA CCD to identify data sources for financial aid and the corresponding MIS financial aid award code (MIS SF21).

- *De Anza Fin Aid Preliminary Figures, 2020-21, Foothill Fin Aid Preliminary Figures, 2020-21*: Preliminary student headcount and award amount by FHDA detail code/MIS award type code for the data to be submitted, compared to data for the prior academic year.

Overview of Data, Methods and Procedures

This document shows a summary of the data submitted in the MIS Financial Aid reports for the last three academic years (2018-19, 2019-20, 2020-21) and related SCFF (Student Center Funding Formula) components (*Supplemental* and *Student Success*) disaggregated by academic year and institution (FHDA CCD, De Anza College, Foothill College). Following is description of the data shown in this document.

- **Table 1, Table 2, and Table 3** show data for factors that correlate with then number of students at the college, or the district, who receive financial aid during a time period. These factors include: student’s 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 FAFSA¹).
 - Data in **Table 1** show student headcount by enrollment group (i.e., the highest number of units the student registered during any term of the academic year) at the district and college levels. To determine enrollment group for the academic year, the record for the term in which the student registered with the highest number of credit units by census date during the academic year at the college was selected. Then, based on the number of units the student was assigned to one of these four groups: (1) “12 or more units,” “6 to less than 12,” “Less than 6,” or “Noncredit.” At the district level, the number of units registered at both colleges were used instead. To receive financial aid,

¹ FAFSA or Free Application for Federal Student Aid.

programs often require that students enroll in at least 12 units during the term or academic period.

- Data in **Table 2** show 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 bachelor's degree to receive financial aid.
- Data in **Table 3** show student headcount for FAFSA applicants and by EFC classification. The purpose of these data is to estimate the number of students with the highest need for financial aid during a given academic year--students whose families are likely not able to contribute financially to the students' education.

- Specific to the MIS Financial Aid report, data in **Table 4** show student headcounts by institution and financial aid award category. The award categories include: CCPG (California College Promise Grant) waivers, grants, loans, scholarships, and work study. Different to the statistics shown by the MIS Data Mart, data in this table only include awards with amounts greater than zero.²

- Data for two of the three SCFF *Supplemental* allocation metrics are shown in **Table 5**. Under the SCFF *Supplemental* component, the district will receive one point based on headcounts for AB540³ students (data not included here), Pell grant recipients, and CCPG recipients who enrolled at any college within the district during the academic year. Headcounts⁴ for each college are provided in this table to estimate the college contribution to the final headcount for the district. (For more information, see *FY 2019-20 Metric Definitions* at <https://www.cccco.edu/About-Us/Chancellors->

² 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.

³ 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.

⁴ In the SCFF supplemental component, headcounts equal points (i.e., one point for each student).

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, as applicable. Promise Grants/CCPG recipients in SCFF procedures only include records for waivers coded as BA, B1, B2, B3, BB, BC, or BD⁵ with an award amount greater than \$0.
 - **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-time⁶ 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).

⁵ More information available at: <https://webdata.cccco.edu/ded/sf/sf21.pdf> (MIS Financial Aid Award Type).

⁶ First-time refers to first year of enrollment in a higher education institution after high school graduation.

- **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.
- Interpretation of the data shown in the tables mentioned above related to the SCFF *student success* metrics (**Table 6.A to Table 9.B**) need to 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.
 - Ranking for SCFF academic awards gives the highest priority to ADT (associate degrees for transfers), followed by associate degrees, bachelor's degree, and certificates of at least 24 units approved by the CCCCCO (California Community Colleges Chancellor's Office). Only awards for students who attended any of the colleges within the district during the academic year they receive the award are counted. The table below shows SCFF *student success* metrics included in this document and allocated points by group or *equity* component (Pell 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.

SCFF Student Success Allocated Points by Metric

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	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

- Actual points allocated to the district for 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 based on the three-year headcount average and related allocated points by SCFF *student success* metrics for the FHDA CCD. The purpose of the data is to simulate actual procedures used by the CCC system, which are also based on a three-year average (i.e., average allocated points based on data for the last three academic years). 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) may impact the total for allocated points. Data in **Table 10.C** estimate the contribution of each college to the total allocated points for the *student success* metrics based on available data, including total by *equity* metrics (i.e., Pell and CCPG/Promise Grant recipients).

- Similar to the previous tables for the District, data in **Table 11.A** and **Table 11.B** show estimates for allocated points by SCFF *student success* metric for De Anza College. For Foothill College, these data are shown in **Table 12.A** and **Table 12.B**. Data in these tables are shown for research purposes, which includes to examine the extent to which financial aid data for each college may impact final figures for the district in the SCFF *student success component*.

Data Highlights

- Data in **Table 1** show that in 2020-21 the number of full-time students (i.e., enrolled in 12 units or more during at least one term of the academic year) at De Anza College declined by 1%, when compared to data for the prior academic year. At Foothill College, the number of full-time students dropped by 6% during the same period.

- Regarding students' highest educational level, data in **Table 2** show that in 2020-21 the number of students with a high school diploma increased by 1%

at De Anza College, compared with the prior academic year, while at Foothill College the number for this group declined by 13% during the same period. For students with an associate degree, data in this table show a drop of 3% and 8% in the student headcount for De Anza and Foothill, respectively, during the same period.

- Headcount data for FAFSA applications and related EFC in **Table 3** show that while the number of De Anza students who submitted a FAFSA application applicable to 2020-21 increased by 9% over the prior year, the number of students at this college with an EFC equal to \$0 showed no significant changes during the same period. At Foothill College, the number of students who submitted a FAFSA application dropped by 2% in 2020-21 compared to the prior academic year; for EFC equal to \$0, the number for Foothill students dropped by 5% during the same period.
- Data by financial aid award category in **Table 4** show that the number of students who received at least one financial aid award or scholarship increased by 9% and 2% in 2020-21 at De Anza and Foothill, respectively, over the prior academic year. The headcount for scholarships showed the most significant drop between the last two academic years: 363 from 449 (19% drop) at De Anza; 416 from 778 (47%) at Foothill.
- Data for financial aid awards applicable to SCFF funding (Pell and Promise Grant Recipients/CCPG) in **Table 5** show a drop in the headcount for Pell recipients of 7% and 14% for De Anza and Foothill College, respectively, in 2020-21, compared to data for the prior academic year. Data in this table show also an increase of 3% in the student headcount for Promise Grant recipients De Anza, and a drop of 5% for this group at Foothill during the same period.
- Data for *student success* metrics related to academic awards in **Table 6.A**, **Table 6.B**, and **Table 6.C** show significant increases in the student headcount in 2020-21 for both colleges over the prior academic year. De Anza show a total headcount increase of 28% for all students and Pell recipients, and a 30% for Promise Grants/CCPG recipients. Foothill show a headcount increase of 10% for all students, 11% for Pell recipients and Promise Grants/CCPG recipients.

- Regarding points allocated based on headcounts for *student success* metrics related to academic awards, data for De Anza in **Table 7.A**, **Table 7.B**, and **Table 7.C** show an increase of 28% in 2020-21 for all students, and 31% for both Pell recipients and Promise Grants/CCPG over the prior academic year. Data in these tables also show an increase in allocated points during the same period for Foothill: 9% for all students, 11% for Pell recipients, and 12% for Promise Grants/CCPG recipients.
- Data for the *student success* metric regarding the number of students who earned at least 9 semester/13.5 quarter CTE units during the academic year in **Table 8.A** show a headcount increase for all students of 8% and 11% in 2020-21 at De Anza and Foothill, respectively, over the prior academic year. When accounting for financial aid status, data in this table show that the number of CCPG/Pell recipients under this metric increased by 16% and 2% at De Anza and Foothill, respectively, between the last two academic years.
- Data for allocated points under the *student success* metric for CTE units in **Table 8.B** show an increase for all students of 8% and 11% in 2020-21 for De Anza and Foothill, respectively, over the prior academic year. Data for allocated points for CCPG/Pell recipients under this metric show an increase of 13% and 3% for De Anza and Foothill, respectively, for the same period.
- Data for the *student success* metric regarding successful completion of a transfer level course in English and math by first-time students during the academic year in **Table 9.A** show a headcount increase for all students of 1% at De Anza and a drop of 13% at Foothill in 2020-21, when compared to data for the prior academic year. For CCPG/Pell recipients, data in this table show an increase of 11% and a drop of 18% at De Anza and Foothill, respectively, during the same period.
- Data for allocated points for completion of transfer level English and math courses by first-time students during the academic year in **Table 9.B** show an increase of 1% and a drop of 13% in 2020-21 for all students at De Anza and Foothill, respectively, between the last two academic years. For CCPG/Pell recipients, data in this table show an increase of 7% and a drop of 13% at De Anza and Foothill, respectively, during the same period.
- A summary of allocated points by SCFF *student success* metric and related *equity* components based on the three-year average headcount for 2020-21

are shown in **Table 10.B**, **Table 11.B**, and **Table 12.B** for FHDA CCD, De Anza, and Foothill, respectively. Data in **Table 10.B** show that 46% of the total points for these metrics allocated to the District are accounted by the number of students who received a Promise Grant/CCPG or Pell grant award. At the college level, data for De Anza in **Table 11.B** show that 49% of all points for these *student success* metrics are accounted financial aid awards; for Foothill, data in **Table 12.B** show a 43%.

- Data in **Table 10.C** show estimates for the degree to which each college contributed to the total points allocated to the FHDA CCD in 2020-21 under these *student success* metrics and their related *equity* components. Data in this table show that 66% of all points for these metrics in 2020-21 are accounted by De Anza College, while 33% by Foothill. When disaggregating the data by students' financial aid status, statistics show that De Anza accounted for 67% of the points allocated to the District based on the number of CCPG recipients under these metrics, while Foothill accounted for 32%. For allocated to the District points based on the number of Pell recipients, the data show a 71% and 29% for De Anza and Foothill, respectively. (See also **Figure 10.C**).

Table 1. Student Headcount by Institution, Enrollment Group and Academic Year

Enrollment Group	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
12 or more units	19,928	19,819	19,266	19,671	(553)	-3%
6 to less than 12	13,537	12,893	13,132	13,187	239	2%
Less than 6	23,014	22,896	21,633	22,514	(1,263)	-6%
Noncredit	2,361	2,053	1,746	2,053	(307)	-15%
Total Headcount	58,840	57,661	55,777	57,426	(1,884)	-3%
De Anza College						
12 or more units	12,801	12,846	12,659	12,769	-187	-1%
6 to less than 12	7,081	6,375	6,959	6,805	584	9%
Less than 6	9,567	9,097	9,928	9,531	831	9%
Noncredit	10	57	90	52	33	58%
Total Headcount	29,459	28,375	29,636	29,157	1,261	4%
Foothill College						
12 or more units	6,839	6,739	6,362	6,647	-377	-6%
6 to less than 12	7,335	7,306	6,953	7,198	-353	-5%
Less than 6	16,087	16,386	14,446	15,640	-1,940	-12%
Noncredit	2,376	2,014	1,671	2,020	-343	-17%
Total Headcount	32,637	32,445	29,432	31,505	-3,013	-9%

Notes

Enrollment Group: Based on highest number units the student registered during any term of the academic year at the district or college level.

Figure 1. Credit Courses: Student Headcount by Institution, Enrollment Group and Academic Year

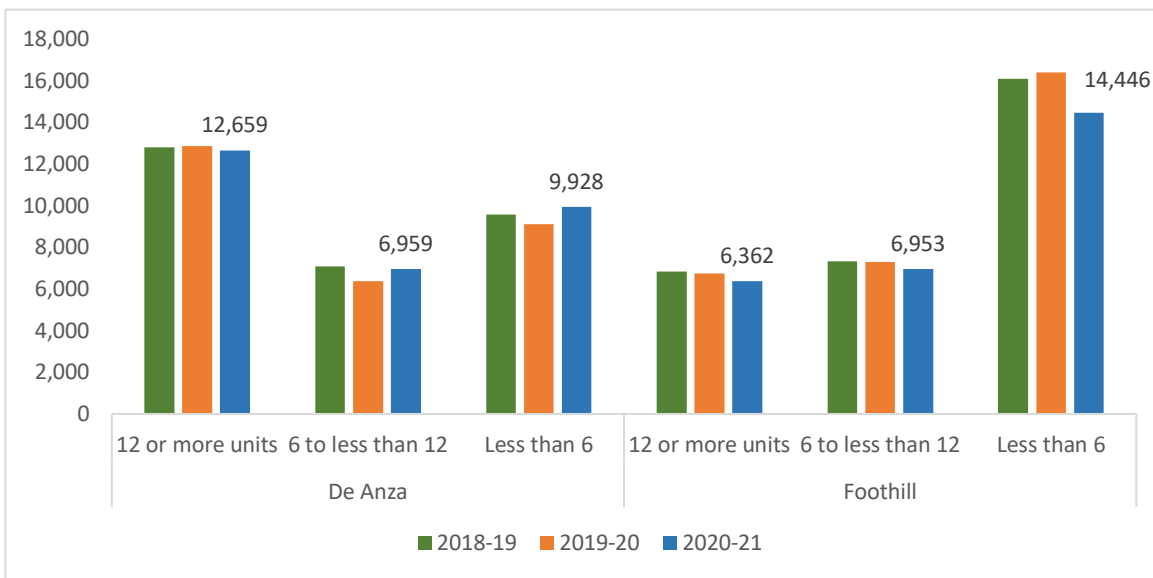


Table 2. Student Headcount by Institution, Highest Education Level and Academic Year

Highest Education Level	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
Not High School	3,886	4,394	5,632	4,637	1,238	28%
High School	39,740	38,665	36,294	38,233	-2,371	-6%
Associate Degree	3,036	3,089	2,901	3,009	-188	-6%
Bachelor Degree	10,191	9,616	9,155	9,654	-461	-5%
Unknown	1,987	1,897	1,795	1,893	-102	-5%
Total Headcount	58,840	57,661	55,777	57,426	-1,884	-3%
De Anza College						
Not High School	1,543	1,507	2,496	1,849	989	66%
High School	21,380	20,678	20,982	21,013	304	1%
Associate Degree	1,405	1,424	1,377	1,402	-47	-3%
Bachelor Degree	4,413	4,111	4,177	4,234	66	2%
Unknown	718	655	604	659	-51	-8%
Total Headcount	29,459	28,375	29,636	29,157	1,261	4%
Foothill College						
Not High School	2,598	3,221	3,516	3,112	295	9%
High School	20,685	20,182	17,556	19,474	-2,626	-13%
Associate Degree	1,746	1,807	1,654	1,736	-153	-8%
Bachelor Degree	6,314	5,976	5,499	5,930	-477	-8%
Unknown	1,294	1,259	1,207	1,253	-52	-4%
Total Headcount	32,637	32,445	29,432	31,505	-3,013	-9%

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

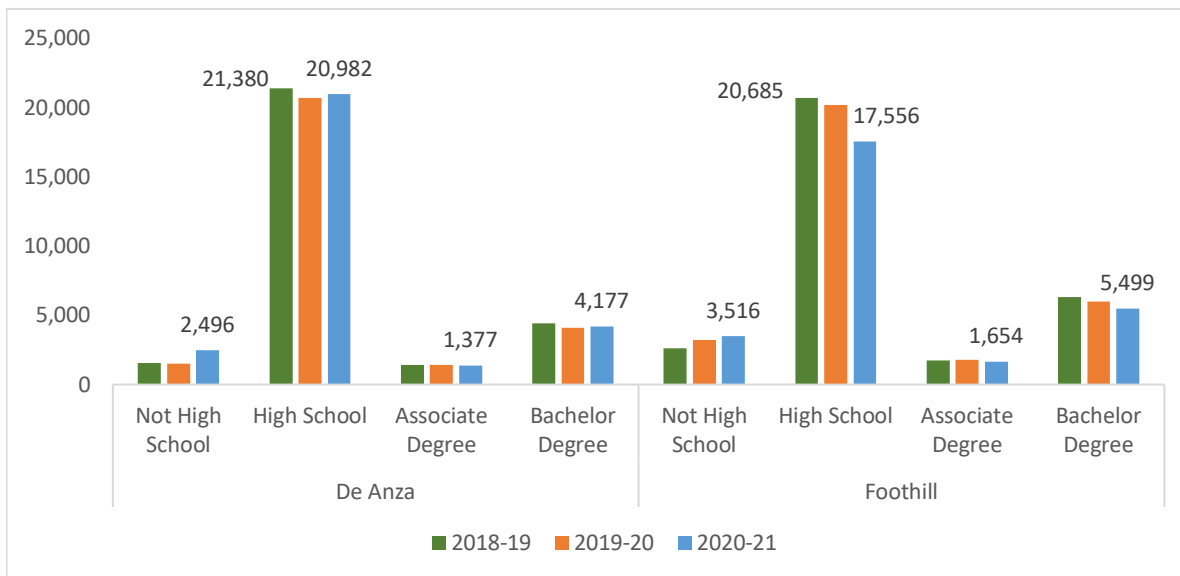


Table 3. Student Headcount by Institution, EFC/FAFSA Group and Academic Year

EFC/FAFSA Group	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
EFC equal 0	5,924	5,558	5,504	5,662	-54	-1%
All FAFSA Applicants	13,060	13,563	14,177	13,600	614	5%
Percent EFC equal Zero	45%	41%	39%	42%	-2%	-5%
De Anza College						
EFC equal 0	3,967	3,630	3,648	3,748	18	0%
All FAFSA Applicants	8,694	8,973	9,796	9,154	823	9%
Percent EFC equal Zero	46%	40%	37%	41%	-3%	-8%
Foothill College						
EFC equal 0	2,380	2,348	2,230	2,319	-118	-5%
All FAFSA Applicants	5,418	5,644	5,547	5,536	-97	-2%
Percent EFC equal Zero	44%	42%	40%	42%	-1%	-3%

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

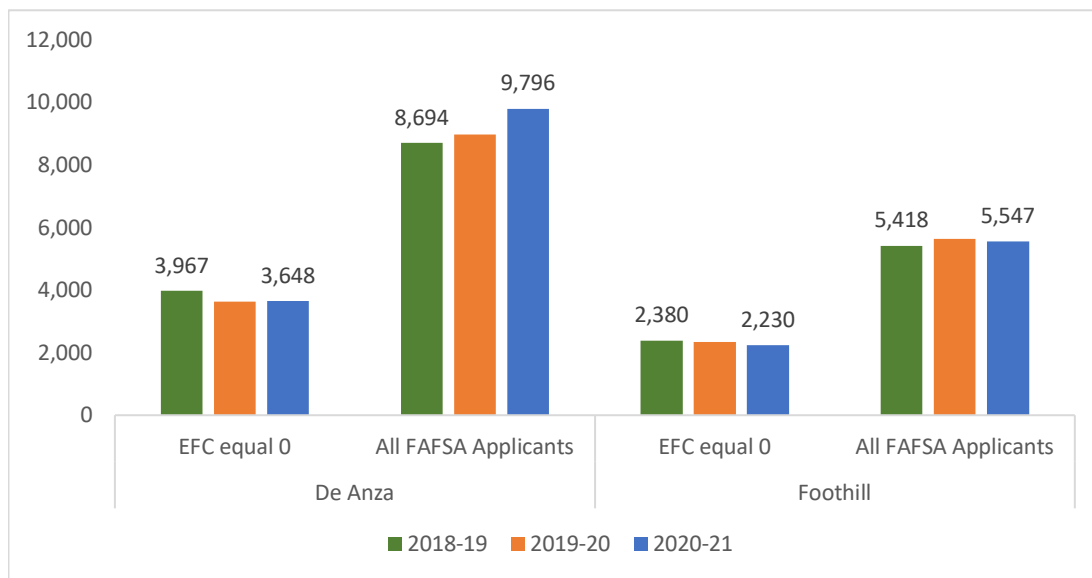


Table 4. Student Headcount by Institution, Financial Aid Award Category and Academic Year

Financial Aid Award Category	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
California College Promise Grant/Fee Waiver	13,220	13,387	14,080	13,562	693	5%
Grants	5,757	8,624	9,568	7,983	944	11%
Loans	1,047	881	777	902	-104	-12%
Scholarships	833	1,226	779	946	-447	-36%
Work Study	145	128	89	121	-39	-30%
Total Headcount	13,935	14,751	15,485	14,724	734	5%
De Anza College						
California College Promise Grant/Fee Waiver	8,547	8,899	9,736	9,061	837	9%
Grants	3,909	5,303	6,258	5,157	955	18%
Loans	629	478	466	524	-12	-3%
Scholarships	484	449	363	432	-86	-19%
Work Study	94	86	52	77	-34	-40%
Total Headcount	8,974	9,255	10,095	9,441	840	9%
Foothill College						
California College Promise Grant/Fee Waiver	5,434	5,040	5,160	5,211	120	2%
Grants	1,855	3,357	3,379	2,864	22	1%
Loans	418	403	311	377	-92	-23%
Scholarships	349	778	416	514	-362	-47%
Work Study	51	42	37	43	-5	-12%
Total Headcount	5,726	6,076	6,225	6,009	149	2%

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

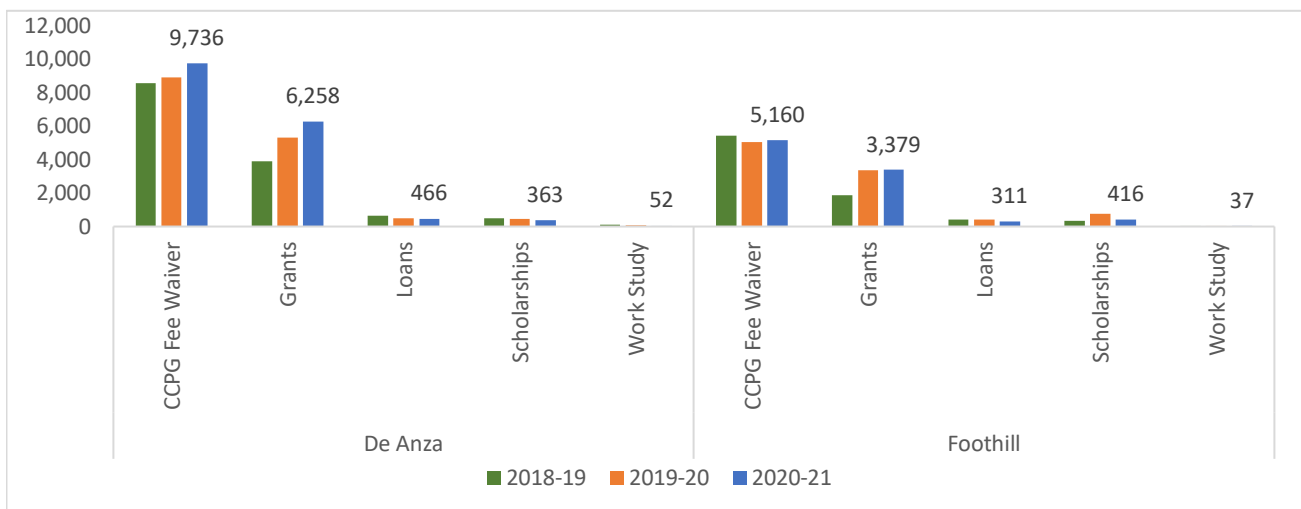


Table 5. SCFF Supplemental: Student Headcount by Institution, Financial Aid Award Type and Academic Year

Financial Aid Award Category	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
Pell Grant Recipients	4,929	5,235	4,782	4,982	-453	-9%
Promise Grant Recipients	13,064	12,156	12,186	12,469	30	0%
Total Headcount	13,223	12,324	12,393	12,647	69	1%
De Anza College						
Pell Grant Recipients	3,508	3,767	3,518	3,598	-249	-7%
Promise Grant Recipients	8,539	8,039	8,304	8,294	265	3%
Total Headcount	8,648	8,147	8,425	8,407	278	3%
Foothill College						
Pell Grant Recipients	1,421	1,471	1,264	1,385	-207	-14%
Promise Grant Recipients	5,282	4,628	4,403	4,771	-225	-5%
Total Headcount	5,335	4,688	4,494	4,839	-194	-4%

Notes

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

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

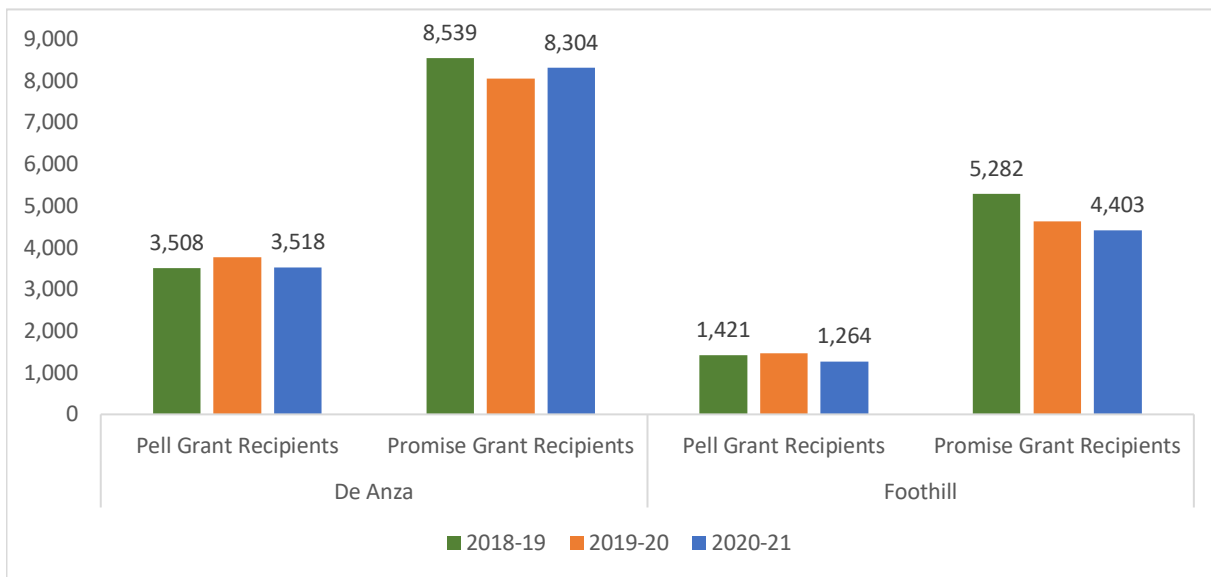
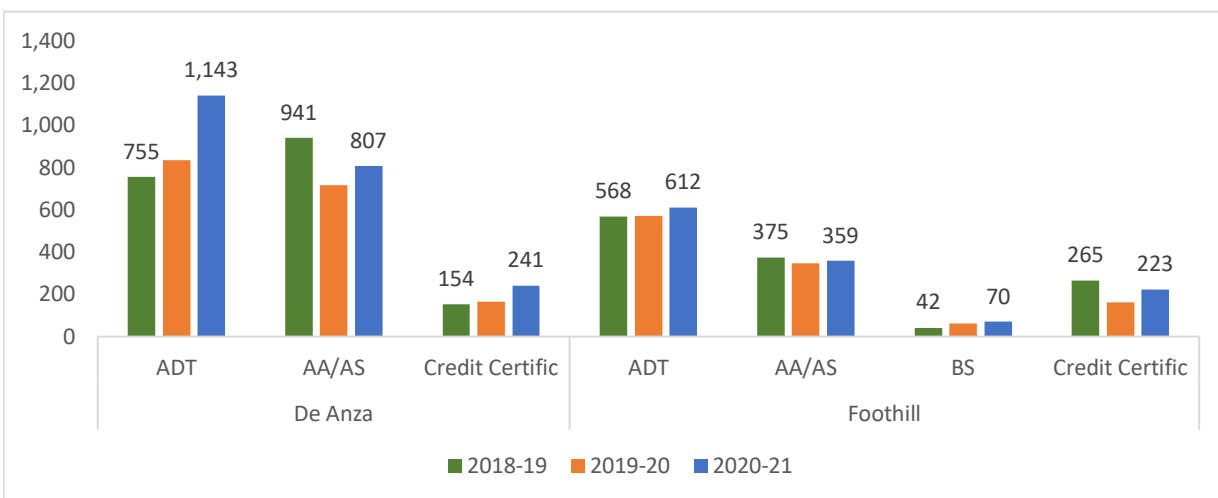


Table 6.A SCFF Student Success, All Students: Headcount by Institution, Highest SCFF Academic Award Type and Academic Year

Highest SCFF Academic Award Type	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
Associate Degree for Transfer	1,321	1,406	1,752	1,493	346	25%
Associate Degree	1,308	1,063	1,159	1,177	96	9%
Baccalaureate Degree	42	61	70	58	9	15%
Credit Certificate, SCFF	417	326	463	402	137	42%
Total Headcount	3,088	2,856	3,444	3,129	588	21%
De Anza College						
Associate Degree for Transfer	755	835	1,143	911	308	37%
Associate Degree	941	717	807	822	90	13%
Credit Certificate, SCFF	154	166	241	187	75	45%
Total Headcount	1,850	1,718	2,191	1,920	473	28%
Foothill College						
Associate Degree for Transfer	568	572	612	584	40	7%
Associate Degree	375	348	359	361	11	3%
Baccalaureate Degree	42	61	70	58	9	15%
Credit Certificate, SCFF	265	163	223	217	60	37%
Total Headcount	1,250	1,144	1,264	1,219	120	10%

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



Notes

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

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

Highest Academic Award	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
Associate Degree for Transfer	451	454	603	503	149	33%
Associate Degree	467	357	394	406	37	10%
Baccalaureate Degree	9	13	19	14	6	46%
Credit Certificate, SCFF	57	56	62	58	6	11%
Total Headcount	984	880	1,078	981	198	23%
De Anza College						
Associate Degree for Transfer	289	288	415	331	127	44%
Associate Degree	360	259	296	305	37	14%
Credit Certificate, SCFF	28	40	41	36	1	3%
Total Headcount	677	587	752	672	165	28%
Foothill College						
Associate Degree for Transfer	163	166	188	172	22	13%
Associate Degree	110	99	98	102	-1	-1%
Baccalaureate Degree	9	13	19	14	6	46%
Credit Certificate, SCFF	29	16	21	22	5	31%
Total Headcount	311	294	326	310	32	11%

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

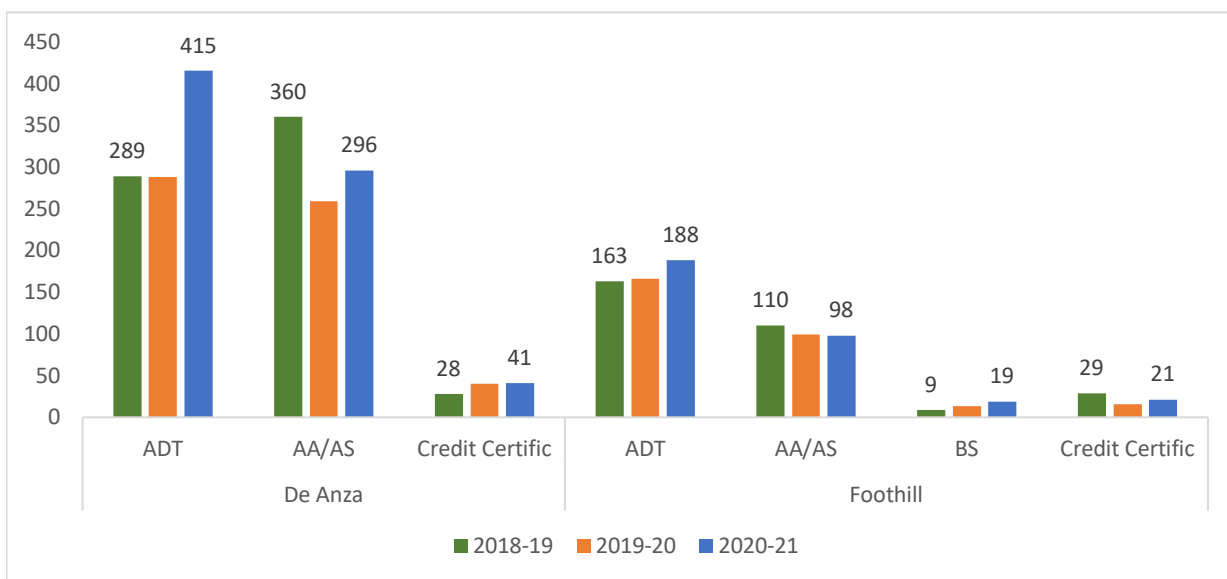


Table 6.C SCFF Student Success, Equity-CCPG: Student Headcount by Institution, Highest Academic Award and Academic Year

Highest Academic Award	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
Associate Degree for Transfer	690	710	927	776	217	31%
Associate Degree	743	564	652	653	88	16%
Baccalaureate Degree	32	36	34	34	-2	-6%
Credit Certificate, SCFF	114	100	119	111	19	19%
Total Headcount	1,579	1,410	1,732	1,574	322	23%
De Anza College						
Associate Degree for Transfer	420	441	620	494	179	41%
Associate Degree	553	388	465	469	77	20%
Credit Certificate, SCFF	57	69	78	68	9	13%
Total Headcount	1,030	898	1,163	1,030	265	30%
Foothill College						
Associate Degree for Transfer	271	269	309	283	40	15%
Associate Degree	195	178	190	188	12	7%
Baccalaureate Degree	32	36	34	34	-2	-6%
Credit Certificate, SCFF	58	32	41	44	9	28%
Total Headcount	556	515	574	548	59	11%

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

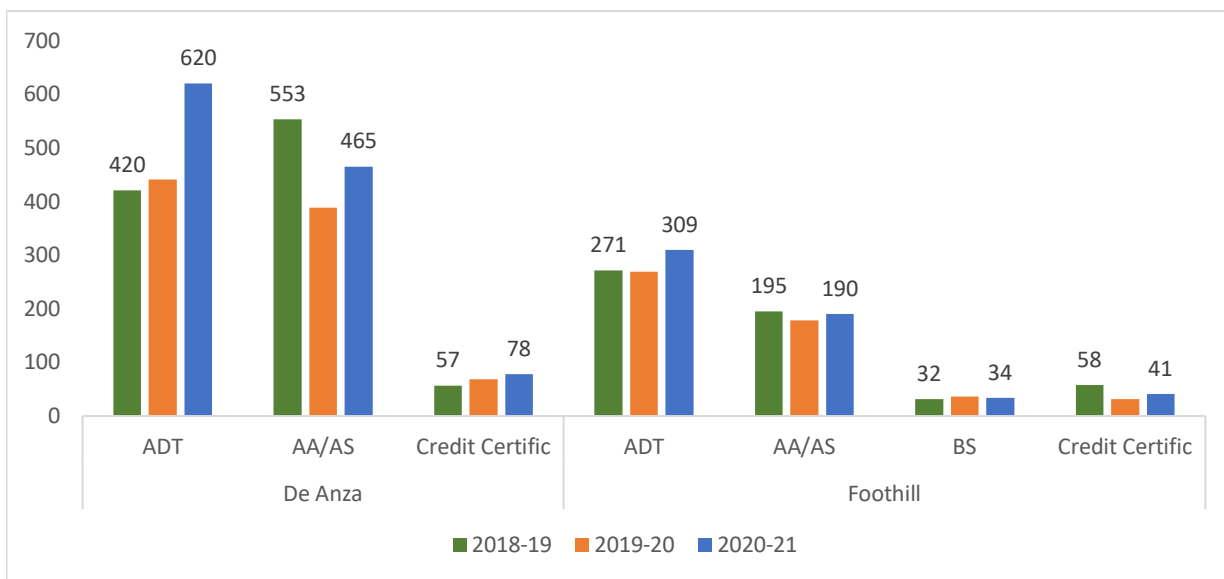


Table 7.A SCFF Student Success, All Students: Points by Institution, Highest Academic Award Type and Academic Year

Highest Academic Award	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
Associate Degree for Transfer	5,284	5,624	7,008	5,972	1,384	25%
Associate Degree	3,924	3,189	3,477	3,530	288	9%
Baccalaureate Degree	126	183	210	173	27	15%
Credit Certificate, SCFF	834	652	926	804	274	42%
Total Points	10,168	9,648	11,621	10,479	1,973	20%
De Anza College						
Associate Degree for Transfer	3,020	3,340	4,572	3,644	1,232	37%
Associate Degree	2,823	2,151	2,421	2,465	270	13%
Credit Certificate, SCFF	308	332	482	374	150	45%
Total Point	6,151	5,823	7,475	6,483	1,652	28%
Foothill College						
Associate Degree for Transfer	2,272	2,288	2,448	2,336	160	7%
Associate Degree	1,125	1,044	1,077	1,082	33	3%
Baccalaureate Degree	126	183	210	173	27	15%
Credit Certificate, SCFF	530	326	446	434	120	37%
Total Point	4,053	3,841	4,181	4,025	340	9%

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

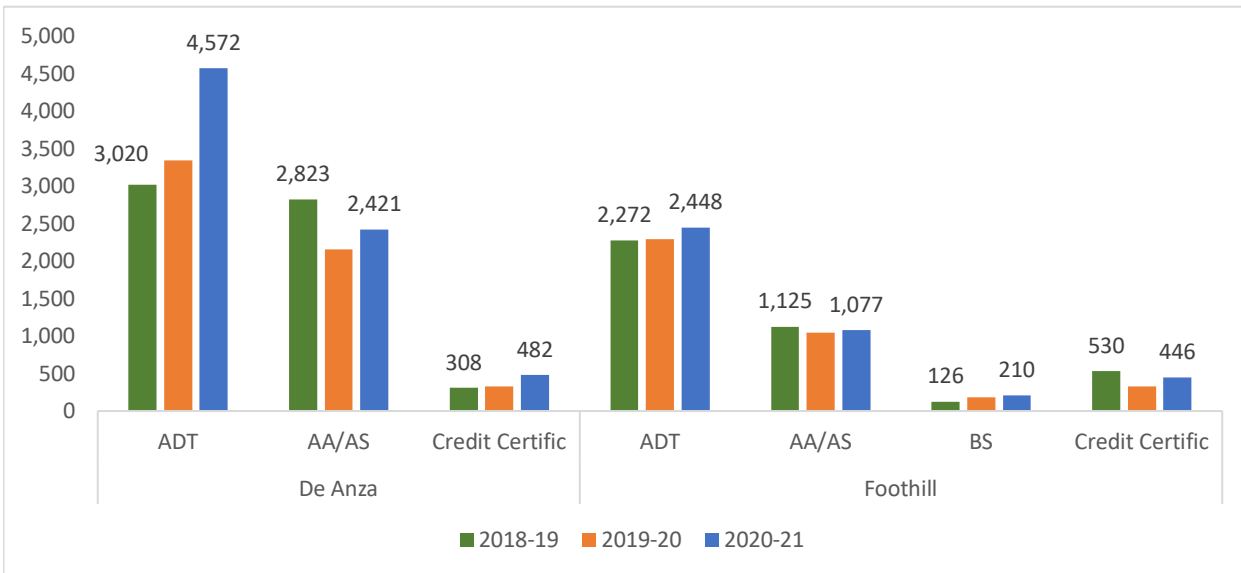


Table 7.B SCFF Student Success, Equity-Pell Grant: Points by Institution, Highest Academic Award and Academic Year

Highest Academic Award	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
Associate Degree for Transfer	2,706	2,724	3,618	3,016	894	33%
Associate Degree	2,102	1,607	1,773	1,827	167	10%
Baccalaureate Degree	41	59	86	62	27	46%
Credit Certificate, SCFF	171	168	186	175	18	11%
Total Points	5,019	4,557	5,663	5,080	1,106	24%
De Anza College						
Associate Degree for Transfer	1,734	1,728	2,490	1,984	762	44%
Associate Degree	1,620	1,166	1,332	1,373	167	14%
Credit Certificate, SCFF	84	120	123	109	3	3%
Total Points	3,438	3,014	3,945	3,466	932	31%
Foothill College						
Associate Degree for Transfer	978	996	1,128	1,034	132	13%
Associate Degree	495	446	441	461	-5	-1%
Baccalaureate Degree	41	59	86	62	27	46%
Credit Certificate, SCFF	87	48	63	66	15	31%
Total Points	1,601	1,548	1,718	1,622	170	11%

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

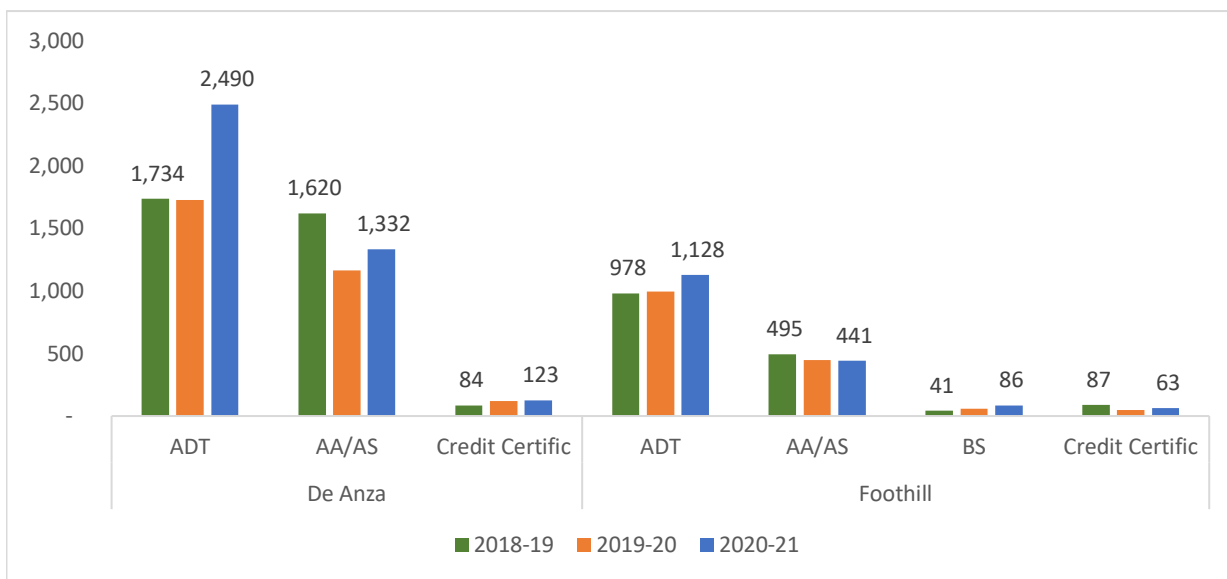


Table 7.C SCFF Student Success, Equity-CCPG: Points by Institution, Highest Academic Award and Academic Year

Highest Academic Award	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
Associate Degree for Transfer	2,760	2,840	3,708	3,103	868	31%
Associate Degree	2,229	1,692	1,956	1,959	264	16%
Baccalaureate Degree	96	108	102	102	-6	-6%
Credit Certificate, SCFF	228	200	238	222	38	19%
Total Points	5,313	4,840	6,004	5,386	1,164	24%
De Anza College						
Associate Degree for Transfer	1,680	1,764	2,480	1,975	716	41%
Associate Degree	1,659	1,164	1,395	1,406	231	20%
Credit Certificate, SCFF	114	138	156	136	18	13%
Total Points	3,453	3,066	4,031	3,517	965	31%
Foothill College						
Associate Degree for Transfer	1,084	1,076	1,236	1,132	160	15%
Associate Degree	585	534	570	563	36	7%
Baccalaureate Degree	96	108	102	102	-6	-6%
Credit Certificate, SCFF	116	64	82	87	18	28%
Total Points	1,881	1,782	1,990	1,884	208	12%

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

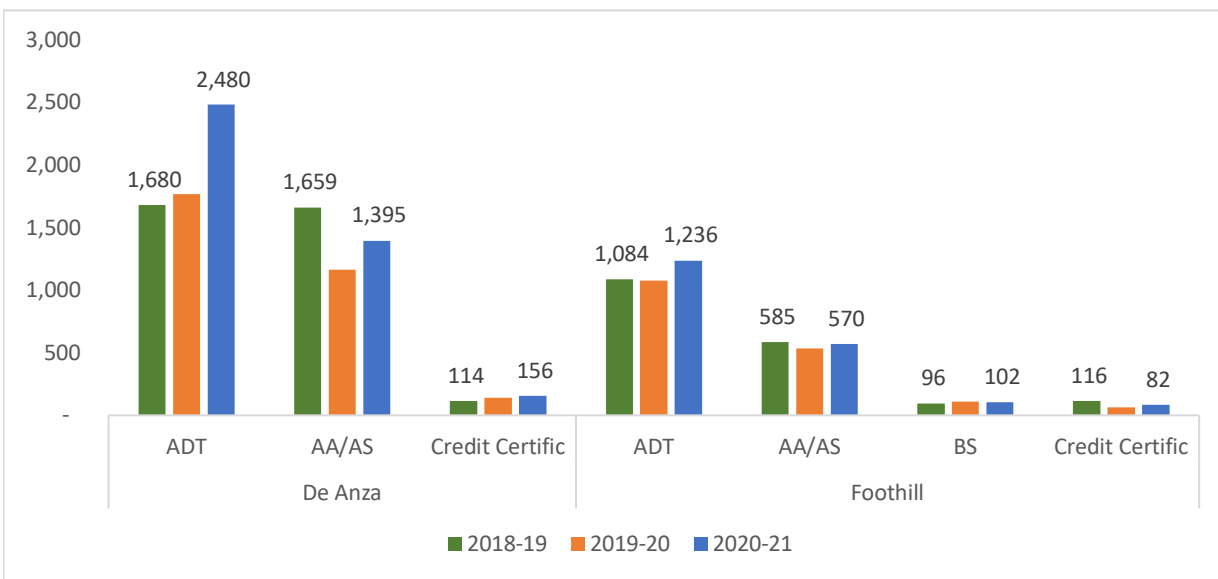


Table 8.A SCFF Student Success-Equity, CTE Units: Headcount by Institution, Financial Aid Award and Academic Year

Financial Aid Award	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
CCPG	2,008	1,955	2,166	2,043	211	11%
Pell	1,107	1,122	1,212	1,147	90	8%
CCPG/Pell	2,023	1,977	2,182	2,061	205	10%
All Students	5,492	5,472	5,953	5,639	481	9%
De Anza College						
CCPG	1,192	1,222	1,430	1,281	208	17%
Pell	727	786	861	791	75	10%
CCPG/Pell	1,202	1,240	1,438	1,293	198	16%
All Students	3,033	3,099	3,344	3,159	245	8%
Foothill College						
CCPG	779	701	713	731	12	2%
Pell	358	318	336	337	18	6%
CCPG/Pell	783	704	721	736	17	2%
All Students	2,328	2,259	2,501	2,363	242	11%

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

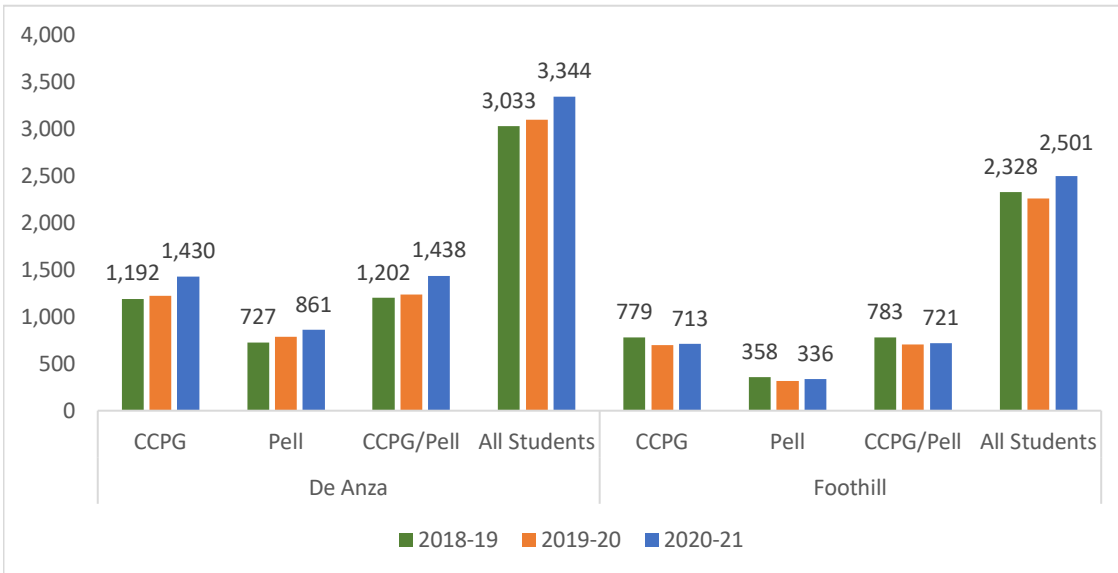


Table 8.B SCFF Student Success-Equity, CTE Units: Points by Institution, Financial Aid Award Type and Academic Year

Financial Aid Award	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
CCPG	2,008	1,955	2,166	2,043	211	11%
Pell	1,661	1,683	1,818	1,721	135	8%
CCPG/Pell	3,669	3,638	3,984	3,764	346	10%
All Students	5,492	5,472	5,953	5,639	481	9%
De Anza College						
CCPG	1,192	1,222	1,430	1,281	208	17%
Pell	1,091	1,179	1,292	1,187	113	10%
CCPG/Pell	2,283	2,401	2,722	2,468	321	13%
All Students	3,033	3,099	3,344	3,159	245	8%
Foothill College						
CCPG	779	701	713	731	12	2%
Pell	537	477	504	506	27	6%
CCPG/Pell	1,316	1,178	1,217	1,237	39	3%
All Students	2,328	2,259	2,501	2,363	242	11%

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

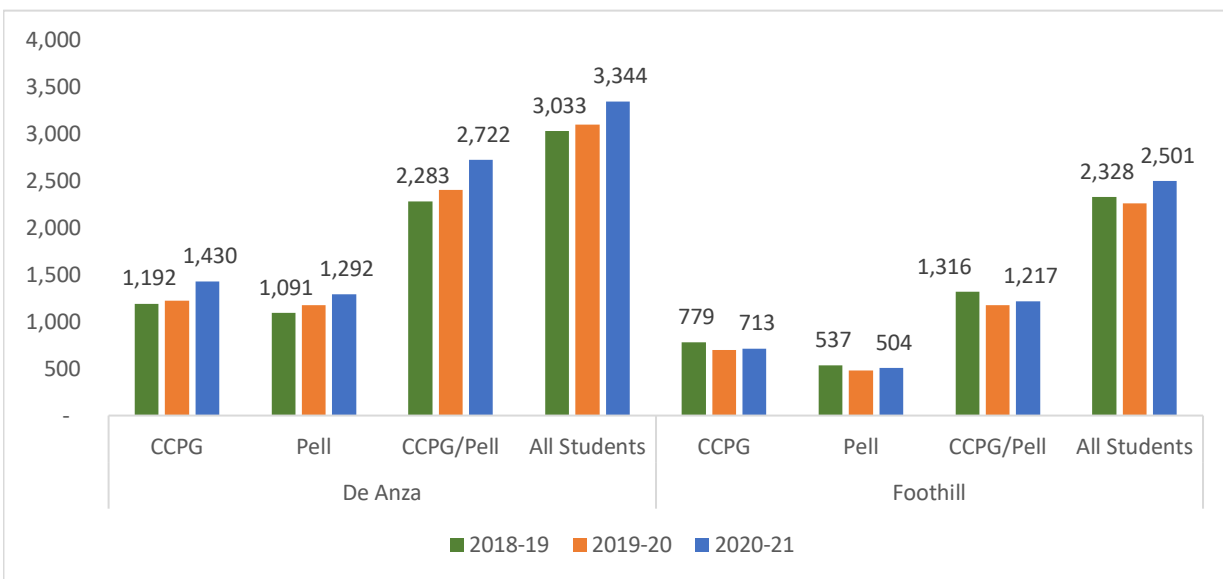


Table 9.A SCFF Student Success-Equity, Completion of Transfer Level Mathematics and English: Headcount by Institution, Financial Aid Category and Academic Year

Financial Aid Award	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
CCPG	701	883	922	835	39	4%
Pell	454	550	562	522	12	2%
CCPG/Pell	719	896	943	853	47	5%
All Students	1,896	2,143	2,076	2,038	(67)	-3%
De Anza College						
CCPG	541	691	765	666	74	11%
Pell	366	450	464	427	14	3%
CCPG/Pell	555	702	777	678	75	11%
All Students	1,356	1,594	1,604	1,518	10	1%
Foothill College						
CCPG	154	185	145	161	(40)	-22%
Pell	86	93	92	90	(1)	-1%
CCPG/Pell	158	187	154	166	(33)	-18%
All Students	508	509	441	486	(68)	-13%

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

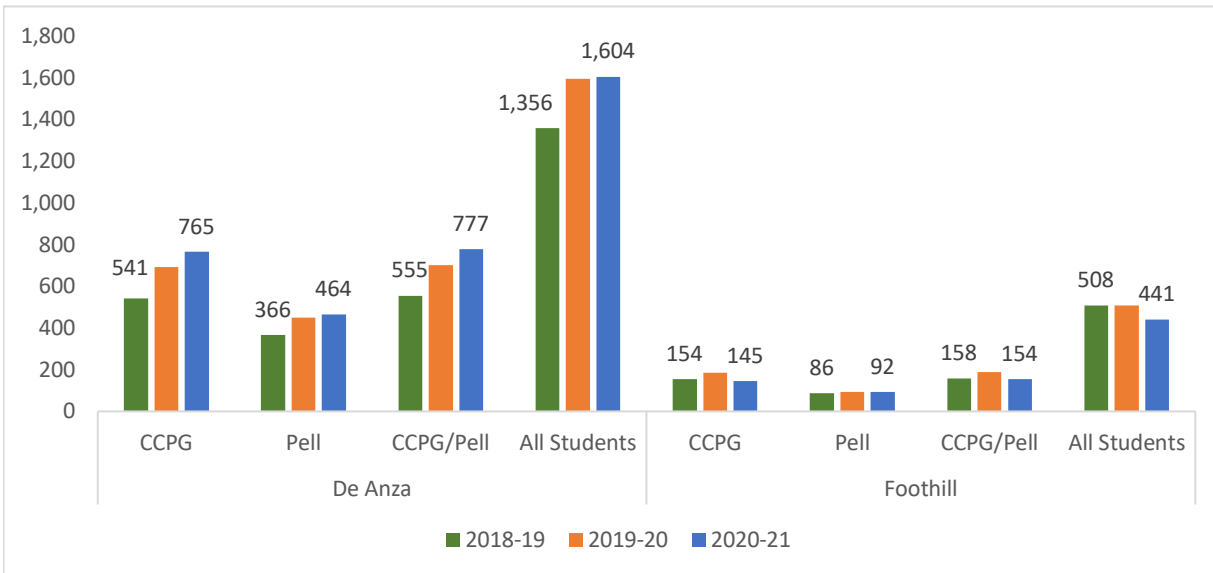


Table 9.B SCFF Student Success-Equity, Completion of Transfer Level Mathematics and English: Points by Institution, Financial Aid Category and Academic Year

Financial Aid Award	Academic Year			Three Year Average	Last Two Years	
	2018-19	2019-20	2020-21		Change	Percent Change
FHDA CCD						
CCPG	1,402	1,766	1,844	1,671	78	4%
Pell	1,362	1,650	1,686	1,566	36	2%
CCPG/Pell	2,764	3,416	3,530	3,237	114	3%
All Students	3,792	4,286	4,152	4,077	(134)	-3%
De Anza College						
CCPG	1,082	1,382	1,530	1,331	148	11%
Pell	1,098	1,350	1,392	1,280	42	3%
CCPG/Pell	2,180	2,732	2,922	2,611	190	7%
All Students	2,712	3,188	3,208	3,036	20	1%
Foothill College						
CCPG	308	370	290	323	(80)	-22%
Pell	258	279	276	271	(3)	-1%
CCPG/Pell	566	649	566	594	(83)	-13%
All Students	1,016	1,018	882	972	(136)	-13%

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

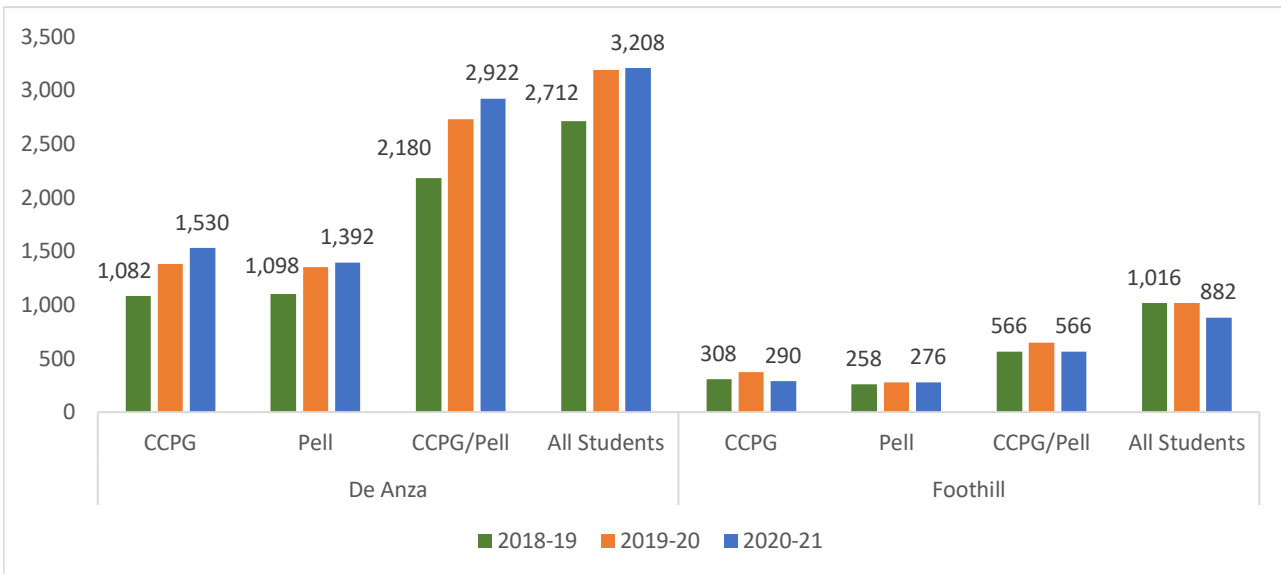


Table 10.A FHDA CCD: Total Points by SCFF Student Success Measure and Financial Aid Status, 2020-21

SCFF Student Success Measures	All Students			CCPG Recipients 1			Pell Grant Recipients		
	Allocated Points	Three Year Average Headcount	Total Points	Allocated Points	Three Year Average Headcount	Total Points	Allocated Points	Three Year Average Headcount	Total Points
Associate degrees for transfer granted	4.0	1,493	5,972	4.0	776	3,104	6.0	503	3,018
Associate degrees granted (excluding ADTs)	3.0	1,177	3,531	3.0	653	1,959	4.5	406	1,827
Baccalaureate degree granted	3.0	58	174	3.0	34	102	4.5	14	63
Credit certificates (16 units or more) granted	2.0	402	804	2.0	111	222	3.0	58	174
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2.0	2,038	4,076	2.0	835	1,670	3.0	522	1,566
Successful transfer to four-year university	1.5	-	-	1.5	-	-	2.3	-	-
Completion of nine or more CTE units	1.0	5,639	5,639	1.0	2,043	2,043	1.5	1,147	1,721
Attainment of regional living wage	1.0	-	-	1.0	-	-	1.5	-	-
Total Points			20,196			9,100			8,369

Table 10.B FHDA CCD: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2020-21

SCFF Student Success Measures	All Students	CCPG	Pell	Total	Percent Grand Total
Associate degrees for transfer granted	5,972	3,104	3,018	12,094	32%
Associate degrees granted (excluding ADTs)	3,531	1,959	1,827	7,317	19%
Baccalaureate degree granted	174	102	63	339	1%
Credit certificates (16 units or more) granted	804	222	174	1,200	3%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	4,076	1,670	1,566	7,312	19%
Completion of nine or more CTE units	5,639	2,043	1,721	9,403	25%
Total	20,196	9,100	8,369	37,665	100%
Percent of Grand Total	54%	24%	22%	100%	

Figure 10.A FHDA CCD: Total Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2020-21

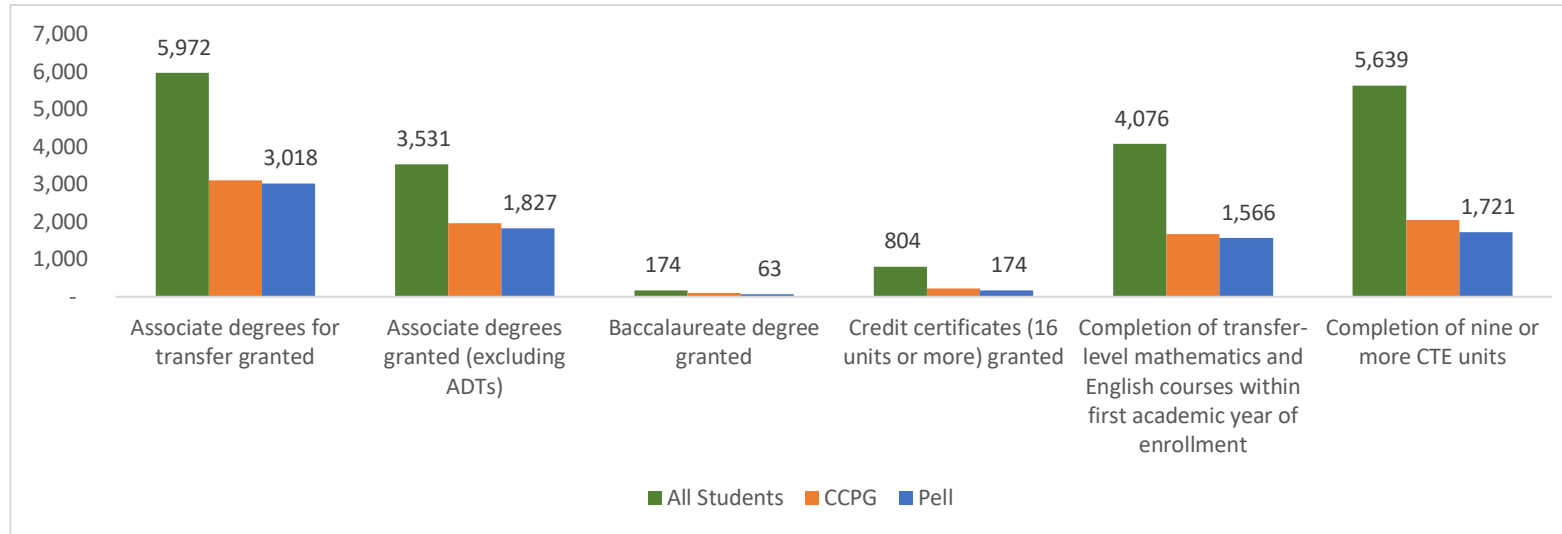


Figure 10.B FHDA CCD: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2020-21

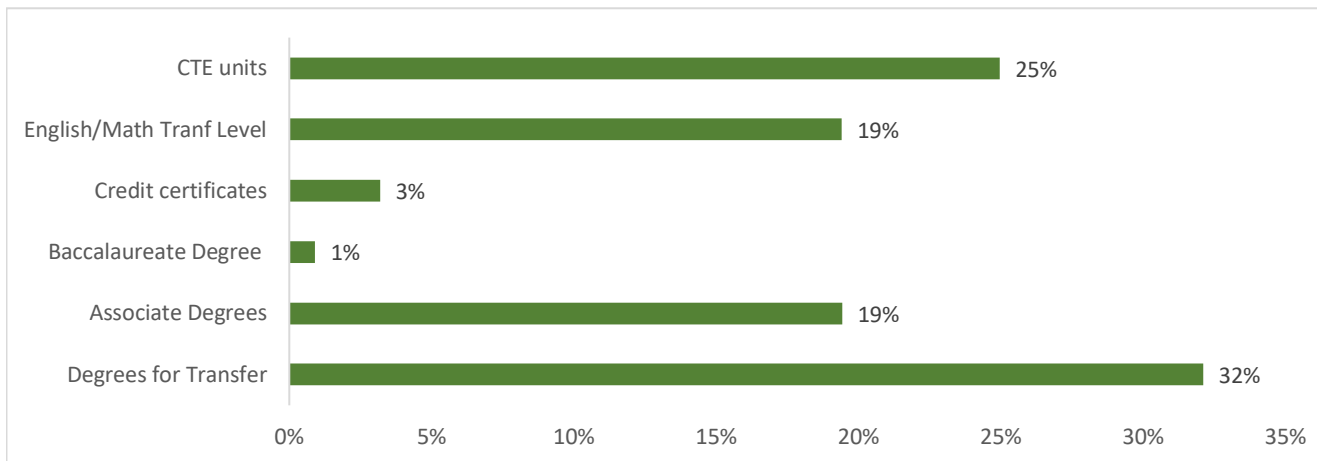
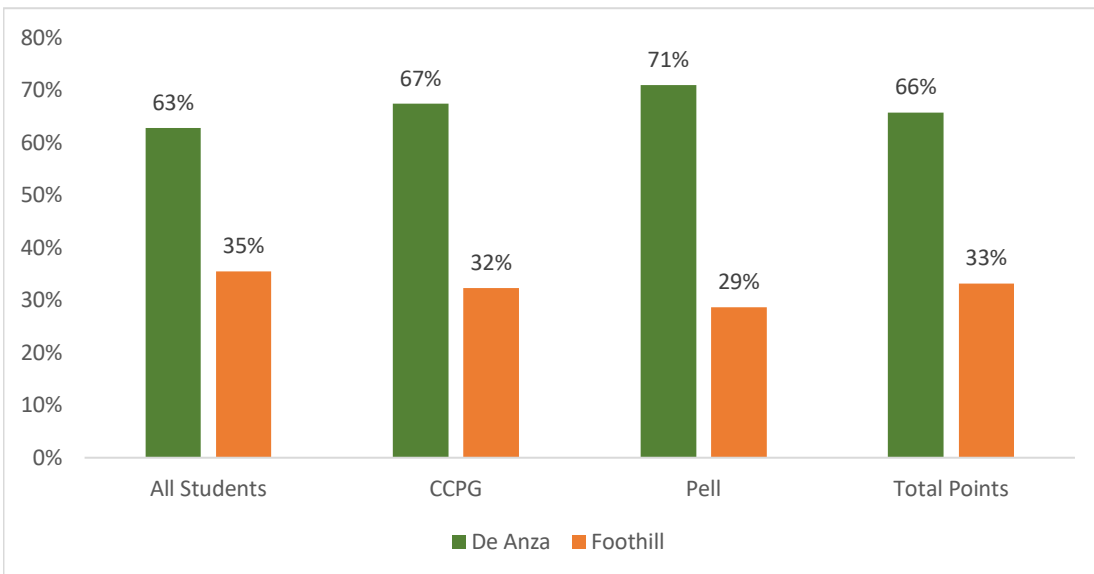


Table 10.C FHDA CCD: Total Points for Select SCFF Student Success Measures by Financial Aid Groups and Institution, 2020-21

Institution	All Students			Total
	CCPG	Pell	Points	
FHDA CCD	20,196	9,100	8,369	37,665
De Anza	12,679	6,132	5,934	24,745
Foothill	7,168	2,939	2,396	12,503
Percent of Total for the Institution				
FHDA CCD	54%	24%	22%	100%
De Anza	51%	25%	24%	100%
Foothill	57%	24%	19%	100%

Figure 10.C FHDA CCD: Percentage of Total Points for Select SCFF Student Success Measures by Financial Aid Groups and College, 2020-21



Notes

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

See Table 10.B, 11.B, 12.B for details.

Points for the FHDA CCD are not the result of the sum of points for the colleges.

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, 2020-21

SCFF Student Success Measures	All Students			CCPG Recipients 1			Pell Grant Recipients		
	Allocated Points	Three Year Average Headcount	Total Points	Allocated Points	Three Year Average Headcount	Total Points	Allocated Points	Three Year Average Headcount	Total Points
Associate degrees for transfer granted	4	911	3,644	4	494	1,976	6	331	1,986
Associate degrees granted (excluding ADTs)	3	822	2,466	3	469	1,407	5	305	1,373
Baccalaureate degree granted	3	-	-	3	-	-	5	-	-
Credit certificates (16 units or more) granted	2	187	374	2	68	136	3	36	108
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2	1,518	3,036	2	666	1,332	3	427	1,281
Successful transfer to four-year university	2	-	-	2	-	-	2	-	-
Completion of nine or more CTE units	1	3,159	3,159	1	1,281	1,281	2	791	1,187
Attainment of regional living wage	1	-	-	1	-	-	2	-	-
Total Points			12,679			6,132			5,934

Table 11.B De Anza: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2020-21

SCFF Student Success Measures	All Students	CCPG	Pell	Total	Grand Total
Associate degrees for transfer granted	3,644	1,976	1,986	7,606	31%
Associate degrees granted (excluding ADTs)	2,466	1,407	1,373	5,246	21%
Credit certificates (16 units or more) granted	374	136	108	618	2%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	3,036	1,332	1,281	5,649	23%
Completion of nine or more CTE units	3,159	1,281	1,187	5,627	23%
Total	12,679	6,132	5,934	24,745	100%
Percent of Grand Total	51%	25%	24%	100%	

Figure 11.A De Anza: Total Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2020-21

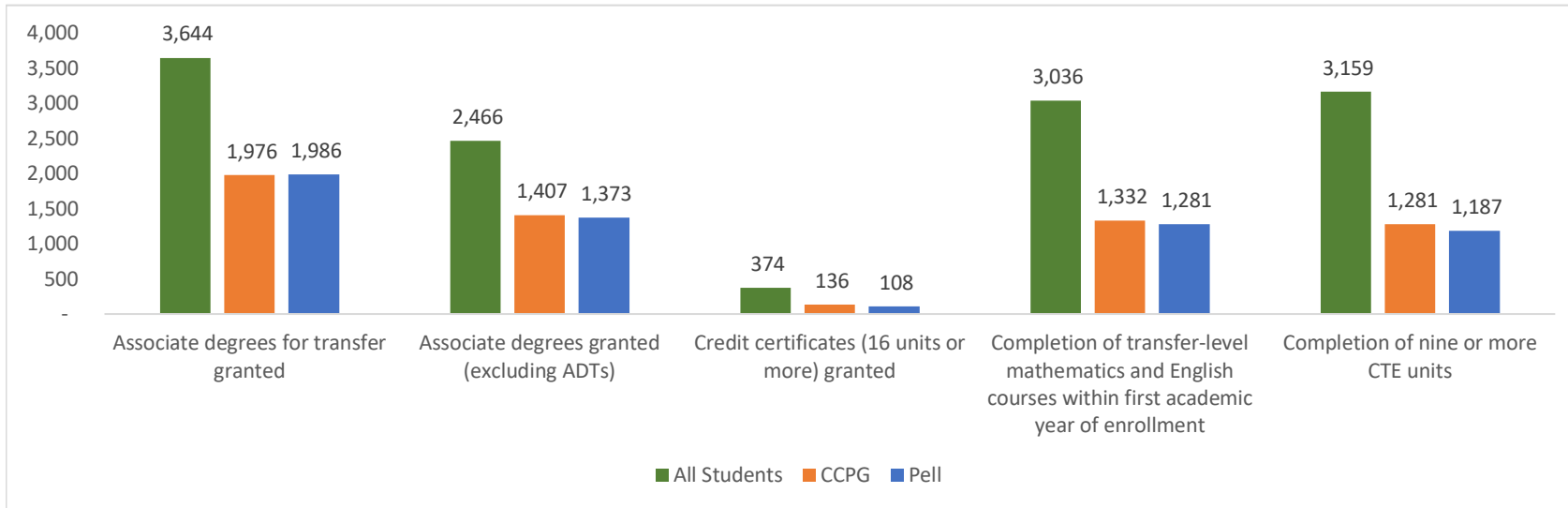


Figure 11.B De Anza: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points, 2020-21

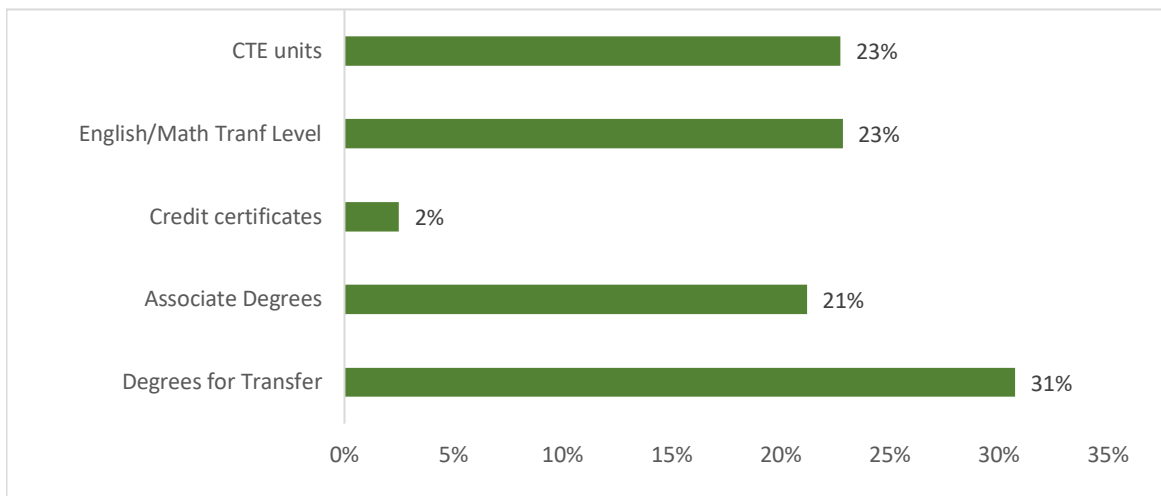


Table 12.A Foothill: Total Points by SCFF Student Success Measure and Financial Aid Status, 2020-21

SCFF Student Success Measures	All Students			CCPG Recipients 1			Pell Grant Recipients		
	Allocated Points	Three Year Average Headcount	Total Points	Allocated Points	Three Year Average Headcount	Total Points	Allocated Points	Three Year Average Headcount	Total Points
Associate degrees for transfer granted	4	584	2,336	4	283	1,132	6	172	1,032
Associate degrees granted (excluding ADTs)	3	361	1,083	3	188	564	5	102	459
Baccalaureate degree granted	3	58	174	3	34	102	5	14	63
Credit certificates (16 units or more) granted	2	217	434	2	44	88	3	22	66
Completion of transfer-level mathematics and English courses within first academic year of enrollment	2	486	972	2	161	322	3	90	270
Successful transfer to four-year university	2	-	-	2	-	-	2	-	-
Completion of nine or more CTE units	1	2,363	2,363	1	731	731	2	337	506
Attainment of regional living wage	1	-	-	1	-	-	2	-	-
Total Points			7,362			2,939			2,396

Table 12.B Foothill: Total Points and Related Percentages by SCFF Student Success Measures and Financial Aid Status, 2020-21

SCFF Student Success Measures	All Students			Percent Grand Total	
	All Students	CCPG	Pell	Total	Grand Total
Associate degrees for transfer granted	2,160	1,132	1,032	4,324	35%
Associate degrees granted (excluding ADTs)	1,085	564	459	2,108	17%
Baccalaureate degree granted	125	102	63	290	2%
Credit certificates (16 units or more) granted	579	88	66	733	6%
Completion of transfer-level mathematics and English courses within first academic year of enrollment	972	322	270	1,564	13%
Completion of nine or more CTE units	2,247	731	506	3,484	28%
Total Points	7,168	2,939	2,396	12,503	100%
Percent Grand Total	57%	24%	19%	100%	

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

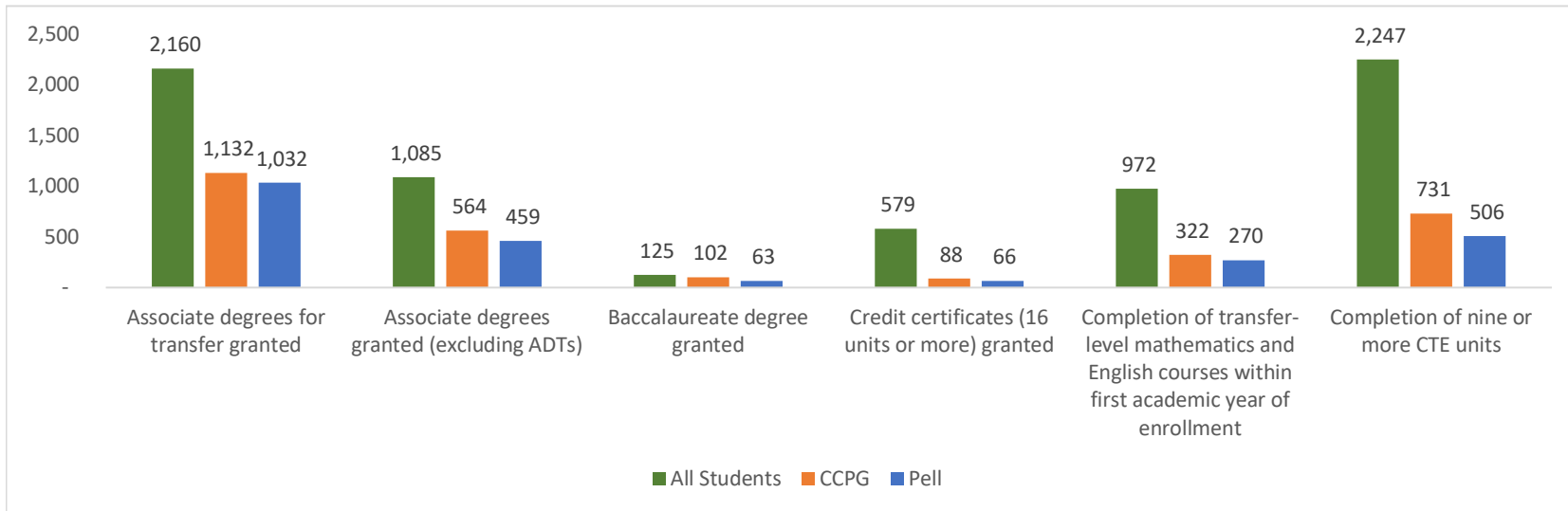


Figure 12.B Foothill: Percentage Points by SCFF Student Success Measure, Including Financial Aid/Supplemental Points

