

# IRP@FHDA

## *FHDA MIS Quarterly Submission Report*

**Reporting Term:** Winter 2019 (192)

**Data extraction date (only applies to Banner data):** May 9, 2019.

### **Section A. Introduction**

This document provides statistics for the data submitted by the FHDA CCD to the MIS unit of the California Community Colleges Chancellor's Office (CCCCO) and identifies key issues that may threaten the validity of the data. The purpose of the document is to provide managers and data custodians across the District with the opportunity to review the information submitted—with special emphasis on statistics for categorical groups, special populations, and course/section attributes. The quarterly MIS reports for summer, winter, and spring are resubmitted in June/July (end of the academic year), after resolving any issues with the data in the original submission. More information on the data submitted is provided at the MIS data mart: <https://datamart.cccco.edu/DataMart.aspx>. At this website, users can query the data submitted for the current or prior terms, and academic years. The MIS data mart also provides users with the opportunity to compare statistics for community colleges and districts across California.

Selected MIS data for the reporting term and corresponding term for the previous academic year are summarized in this report. This information includes data quality issues; student headcounts for special populations or categorical groups, as confirmed by program coordinators at the colleges; student headcounts disaggregated by California residence and enrollment status; figures for the Student Success/3SP report for students reported as California residents and who did not enroll as special admit (high school concurrent enrollment) for the term; and sections counts by course attribute, accounting method, work based learning activity status, instruction delivery method, and schedule type (e.g., online, in-person, weekend, evening).

## Section B. Data Quality Issues

For winter 2019, the following issues impacted the quality or validity of the data submitted:

- De Anza College:
  - SX (Enrollment), count for:
    - Records with the official grade missing<sup>1</sup> (delayed report), academic year: 12
    - Sections with 100% grades missing, academic year: 1
      - 201932: C-35361 (MUSI 012C, enrollment = 1)
    - Sections with missing positive attendance hours, academic year: 1
      - 201932: C-35936 (AUTO 350A, enrollment = 2)
  
- Foothill College:
  - SX (Enrollment), count for:
    - Records with the official grade missing<sup>2</sup> (delayed report), academic year: 152
      - 201911: 13
      - 201931: 139
    - Sections with 100% grades missing, academic year: 12
      - 201911: C-11322 (APSM 159A, enrollment = 11)
      - 201931: C-32588 (APIW 109, enrollment = 3)
      - 201931: C-32537 (APSM 116, enrollment = 15)
      - 201931: C-32518 (APSM 121, enrollment = 22)
      - 201931: C-32532 (APSM 122, enrollment = 12)
      - 201931: C-32598 (APSM 124, enrollment = 6)
      - 201931: C-31937 (APSM 125, enrollment = 15)
      - 201931: C-31936 (APSM 126, enrollment = 19)
      - 201931: C-32505 (APSM 126, enrollment = 5)
      - 201931: C-32503 (APSM 127, enrollment = 20)
      - 201931: C-32599 (APSM 151A, enrollment = 3)
      - 201931: C-30608 (MATH 070R, enrollment = 1)
    - Sections with missing positive attendance hours, academic year: 13
      - 201911: C-11322 (APSM 159A, enrollment = 11)
      - 201921: C-21871 (NCCS 406, enrollment = 2)
      - 201931: C-32307 (ALCB 408Y, enrollment = 23)
      - 201931: C-32588 (APIW 109, enrollment = 3)
      - 201931: C-32537 (APSM 116, enrollment = 15)
      - 201931: C-32518 (APSM 121, enrollment = 22)
      - 201931: C-32532 (APSM 122, enrollment = 12)
      - 201931: C-31937 (APSM 125, enrollment = 15)
      - 201931: C-31936 (APSM 126, enrollment = 19)
      - 201931: C-32505 (APSM 126, enrollment = 5)
      - 201931: C-32503 (APSM 127, enrollment = 20)
      - 201931: C-32599 (APSM 151A, enrollment = 3)
      - 201931: C-30478 (NCLA 406A, enrollment = 1)

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<sup>1</sup> Data only include sections with end class date of at least two weeks prior data submission.

**Table B.1**

**Student Headcounts for Special Populations or Categorical Programs as Confirmed by Program Coordinators, [Winter 2019](#)**

<b>Program</b>	<b>Headcount</b>	<b>Program Coordinator(s) or Assistant</b>	<b>Confirmation Date</b>
<b>De Anza</b>			
Calworks	29	Carlita Alamban	1-May
DSPS	1,012	Shirley Schooler	9-May
EOPS*	594	George Robles	7-May
CARE	2	George Robles	7-May
College Now	35	Tamara Emmert & Barry Johnson	23-Apr
Middle College	84	Tamara Emmert & Barry Johnson	23-Apr
First Year Experience	176	Jorge Morales & Angelita Pabros	7-May
Puente	92	Brenda Gonzalez & Angelita Pabros	6-May
Umoja	25	Angelita Pabros	1-May
<b>Foothill</b>			
Calworks	10	Carlita Alamban	1-May
DSPS	752	Jackie Lauese, Bidya Subedi	9-May
EOPS*	286	Sarah Corrao	6-May
CARE	5	Sarah Corrao	6-May
College Now	27	Annett Inacker-Trail & Anthony Cervantes	24-Apr
Middle College	62	Annett Inacker-Trail & Anthony Cervantes	24-Apr
Puente	74	Maritza Jackson Sandoval/Susie Huerta	6-May
Umoja	81	Tracee Cunningham	6-May
BS Dental Hygiene	Fall 2017: 24; Fall 2018: 24	Phyllis Spragge, Brian Roberts	18-Jan

**Note**

\*EOPS includes CARE students.

## **Section C. Student Population Statistics by College for the Reporting Term, Current and Previous Academic Year**

### ***Introduction***

This section shows headcount figures for students who met the following enrollment criterion for the reporting term: enrolled at the college by census date in at least one census course or attended at least one meeting of a positive attendance course. This means that students who received SSSP services (e.g., orientation, placement, education plan development) during the term but did not meet the enrollment criterion are not included in the figures for this section. Data shown in the following tables are disaggregated by California residency status for tuition purposes (California resident, out-of-state, or international student), enrollment status (first-time, first-time transfer, continuing, returning, or special admit), special population, and academic period (current and prior term data submitted to MIS). These data are meant to complement data available at the MIS data mart (<https://datamart.cccco.edu/DataMart.aspx>), which provides access to a variety of reports (e.g., demographics, success metrics) for the college/district and special populations.

Similar to the figures in the MIS data mart, significant differences in student headcounts for the reporting term when compared to the corresponding term of the previous academic year may be due to time issues: prior year figures are for the data submitted later in the academic year (resubmitted in June), when missing grades or positive attendance hours may no longer be significant issue in the data. For example, when taking into account only enrollment with apportionment flag, independently of reported positive attendance hours, the headcount drop between winter 2018 and 2019 in the student population at Foothill College is estimated to be about 10%, instead of 18% as shown by the data in these tables.

**Table C.1**

**Student Characteristics Report (SB): Student Headcount by College, California Residency and Term**

	Winter 2018		Winter 2019		Change	
<b>De Anza</b>						
<b>Residency</b>	<b>Count</b>	<b>Pct</b>	<b>Count</b>	<b>Pct</b>	<b>Count</b>	<b>Pct</b>
California Res	16,328	87%	15,558	87%	(770)	-5%
Out-of-state	565	3%	440	2%	(125)	-22%
International	1,934	10%	1,876	10%	(58)	-3%
Unknown	-		-			
<b>Total</b>	<b>18,827</b>	<b>100%</b>	<b>17,874</b>	<b>100%</b>	<b>(953)</b>	<b>-5%</b>
<b>Foothill</b>						
<b>Residency</b>	<b>Count</b>	<b>Pct</b>	<b>Count</b>	<b>Pct</b>	<b>Count</b>	<b>Pct</b>
California Res	15,031	88%	12,396	89%	(2,635)	-18%
Out-of-state	1,045	6%	690	5%	(355)	-34%
International	991	6%	899	6%	(92)	-9%
Unknown	-		-		-	
<b>Total</b>	<b>17,067</b>	<b>100%</b>	<b>13,985</b>	<b>100%</b>	<b>(3,082)</b>	<b>-18%</b>

**Notes**

Data include only students enrolled by census date in at least one census course or who attended at least one meeting of a positive attendance course during the term.

Significant differences in headcounts for the term between academic years may be due to time issues: prior year data is for the data submitted later in the year, June, when missing grades or reporting positive attendance hours are no longer a significant issue for the winter submission.

Data source: MIS data files, submitted on January 31, 2019.

Definition for residency status available at:

[http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/SB/SB09.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SB/SB09.pdf).

Table C.2

**Student Characteristics Report (SB): Student Headcount by College, Enrollment Status and Term**

	Winter 2018		Winter 2019		Change	
<b>De Anza</b>						
<b>Enrollment Status</b>	<b>Count</b>	<b>Pct</b>	<b>Count</b>	<b>Pct</b>	<b>Count</b>	<b>Pct</b>
First-Time	366	2%	388	2%	22	6%
First-Time Transfer	1,295	7%	1,214	7%	(81)	-6%
Returning	1,741	9%	1,678	9%	(63)	-4%
Continuing	15,044	80%	14,173	79%	(871)	-6%
Special Admit	381	2%	421	2%	40	10%
Unknown	-		-			
<b>Total</b>	<b>18,827</b>	<b>100%</b>	<b>17,874</b>	<b>100%</b>	<b>(953)</b>	<b>-5%</b>
<b>Foothill</b>						
<b>Enrollment Status</b>	<b>Count</b>	<b>Pct</b>	<b>Count</b>	<b>Pct</b>	<b>Count</b>	<b>Pct</b>
First-Time	1,135	7%	918	7%	(217)	-19%
First-Time Transfer	2,716	16%	2,450	18%	(266)	-10%
Returning	2,514	15%	2,039	15%	(475)	-19%
Continuing	9,664	57%	7,823	56%	(1,841)	-19%
Special Admit	1,038	6%	684	5%	(354)	-34%
Unknown	-		71			
<b>Total</b>	<b>17,067</b>	<b>100%</b>	<b>13,985</b>	<b>100%</b>	<b>(3,082)</b>	<b>-18%</b>

**Notes**

Data include only students enrolled by census date in at least one census course or who attended at least one meeting of a positive attendance course during the term.

Significant differences in headcounts for the reporting terms between academic years may be due to time issues: prior year data is for the data submitted later in the year, June, when missing grades or reporting positive attendance hours are no longer a significant issue for the winter submission.

Data source: MIS data files, submitted on January 31, 2019.

Definitions for enrollment status are available at:

[http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/SB/SB15.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SB/SB15.pdf).

**Table C.3****De Anza College: Student Headcounts for Special Populations by Term**

Group	Headcount		Change	
	Winter 2018	Winter 2019	Count	Percent
Calworks	27	29	2	7%
DSPS	1,099	1,012	(87)	-8%
EOPS	690	594	(96)	-14%
First-Year Experience	159	176	17	11%
Puente	88	92	4	5%
Umoja	42	25	(17)	-40%
College Now	18	35	17	94%
Middle College	80	84	4	5%
All Special Admit/HS Students	381	421	40	10%
First-Generation	5,214	4,952	(262)	-5%
Foster Youth	154	175	21	14%
Military: Active Duty, Reserve, National	89	94	5	6%
Veteran	314	301	(13)	-4%
LGBT	-	671		
Economically Disadvantage	-	6,639		
Work Based Learner	-	125		

College Student Population	Headcount		Change	
	Winter 2018	Winter 2019	Count	Percent
Credit Students	18,827	17,868	(959)	-5%
Noncredit Only Students	-	6		-
All Students	18,827	17,874	(953)	-5%

**Notes**

Excluding EOPS & DSPS, data include only students enrolled by census date in at least one census course or who attended at least one meeting of a positive attendance course during the term. Data for DSPS & EOPS include those confirmed by the program coordinator by the time of submission.

Data source: MIS data files, submitted on January 31, 2019.

**Table C.4**

**Foothill College: Student Headcounts for Special Populations by Term**

Group	Headcount		Change	
	Winter 2018	Winter 2019	Count	Percent
Calworks	10	10	-	0%
DSPS	817	752	(65)	-8%
EOPS	314	286	(28)	-9%
Puente	72	74	2	3%
Umoja	58	81	23	40%
College Now	-	27	-	
Middle College	62	62	-	0%
All Special Admit/HS Students	1,038	684	(354)	-34%
First-Generation	4,102	3,542	(560)	-14%
Foster Youth	101	101	-	0%
Military: Active Duty, Reserve, National	64	44	(20)	-31%
Veteran	332	236	(96)	-29%
Apprenticeship	2,184	743	(1,441)	-66%
Baccalaureate	45	48	3	7%
LGBT	-	491	-	-
Economically Disadvantage	-	3,488	-	-
Homeless	-	< 10	-	-
Work Based Learner	-	282	-	-

College Student Population	Headcount		Change	
	Winter 2018	Winter 2019	Count	Percent
Credit Students	15,717	12,577	(3,140)	-20%
Noncredit Only Students	1,350	1,408	58	4%
All Students	17,067	13,985	(3,082)	-18%

**Notes**

For most groups, data include only students enrolled by census date in at least one census course or who attended at least one meeting of a positive attendance course during the term. Data for DSPS & EOPS include those confirmed by the program coordinator by the time of submission.

Significant differences in headcounts for the reporting terms between academic years may be due to time issues: prior year data is for the data submitted later in the year, June, when missing grades or reporting positive attendance hours are no longer a significant issue for the winter submission.

Data source: MIS data files, submitted on January 31, 2019.



## **Section D. Student Success Report (3SP): Counts by College, Service and Term for Current and Previous Academic Year**

This section shows the number of students or applicants who received student success (3SP) services at the colleges during the current and previous academic year. Different to the previous sections, data for these figures include only California residents and not special admit students, independently of their registration status at the college; meaning, data also include applicants classified as California residents (for tuition purposes) who did not register at the college during the term. Specific to placement services, data for the current year include students who were placed into math, English, or ESL courses based on high school grades (not included in previous years).

Regarding Student Success (3SP) services designed for noncredit students, data show no evidence that these services were provided during the academic year at any of the colleges. This will be the last year that these figures will be included in the submission report. Similar reports for all students or applicants at the college (independently of residency or special admit status) are available at the MIS data mart:

[https://datamart.cccco.edu/Services/Student\\_Success.aspx](https://datamart.cccco.edu/Services/Student_Success.aspx).

Table D.1

**De Anza College: Statistics for Student Success Services, California Residents who are Not Special Admit Students by Term, and Academic Year**

Service	Quarter or Annual	Headcount, Service Count		Change	
		2017-18	2018-19	Count	Percent
SS06: Initial Orientation	1-Summer	1,100	1,261	161	15%
	2-Fall	897	1,056	159	18%
	3-Winter	822	926	104	13%
	Annual	4,848	3,243	(1,605)	
SS07: Initial Placement	1-Summer	1,403	5,724	4,321	308%
	2-Fall	1,628	4,841	3,213	197%
	3-Winter	1,478	4,669	3,191	216%
	Annual	7,119	15,234	8,115	
SS08: Counseling/Advising	1-Summer	3,349	3,810	461	14%
	2-Fall	5,404	5,104	(300)	-6%
	3-Winter	2,376	2,436	60	3%
	Annual	13,044	11,350	(1,694)	
SS09: Abbreviated SEP	1-Summer	780	692	(88)	-11%
	2-Fall	1,607	662	(945)	-59%
	3-Winter	1,112	509	(603)	-54%
	Annual	5,132	1,863	(3,269)	
SS09: Comprehensive SEP	1-Summer	1,501	376	(1,125)	-75%
	2-Fall	3,313	1,904	(1,409)	-43%
	3-Winter	1,627	983	(644)	-40%
	Annual	7,793	3,263	(4,530)	
SS10: At-Risk Follow-up	1-Summer	196	151	(45)	-23%
	2-Fall	562	566	4	1%
	3-Winter	539	569	30	6%
	Annual	1,766	1,286	(480)	
SS11: Other Follow-up	1-Summer	7,078	13,666	6,588	93%
	2-Fall	14,912	13,866	(1,046)	-7%
	3-Winter	13,248	13,091	(157)	-1%
	Annual	41,407	37,698	(3,709)	

**Notes**

Annual: Up-to-date figures for the academic year; data only include terms submitted for the year. Significant increases in placement services are mainly due to course placement based on high school grades (AB 705).

Table D.2

**Foothill College: Statistics for Student Success Services, California Residents who are Not Special Admit Students by Term, and Academic Year**

Service	Quarter or Annual	Headcount, Service Count		Change	
		2017-18	2018-19	Count	Percent
SS06: Initial Orientation	1-Summer	531	611	80	15%
	2-Fall	624	79	(545)	-87%
	3-Winter	369	53	(316)	-86%
	Annual	1,815	743	(1,072)	
SS07: Initial Placement	1-Summer	1,033	11,893	10,860	1,051%
	2-Fall	1,136	7,546	6,410	564%
	3-Winter	911	17,822	16,911	1,856%
	Annual	4,908	37,261	32,353	
SS08: Counseling/Advising	1-Summer	2,372	2,746	374	16%
	2-Fall	3,103	2,720	(383)	-12%
	3-Winter	1,797	1,847	50	3%
	Annual	8,673	7,313	(1,360)	
SS09: Abbreviated SEP	1-Summer	508	407	(101)	-20%
	2-Fall	2,582	337	(2,245)	-87%
	3-Winter	2,139	253	(1,886)	-88%
	Annual	7,364	997	(6,367)	
SS09: Comprehensive SEP	1-Summer	273	232	(41)	-15%
	2-Fall	2,276	3,016	740	33%
	3-Winter	2,755	1,585	(1,170)	-42%
	Annual	7,363	4,833	(2,530)	
SS10: At-Risk Follow-up	1-Summer	178	150	(28)	-16%
	2-Fall	440	393	(47)	-11%
	3-Winter	500	406	(94)	-19%
	Annual	1,492	949	(543)	
SS11: Other Follow-up	1-Summer	3,720	9,373	5,653	152%
	2-Fall	7,814	7,379	(435)	-6%
	3-Winter	7,295	7,531	236	3%
	Annual	23,072	22,752	(320)	

**Notes**

Annual: Up-to-date figures for the academic year; data only include terms submitted for the year. Significant increases in placement services are mainly due to course placement based on high school grades (AB 705).

## **Section E. Sections by Course Attributes: Section Count by College and Term**

Data in this section shows the number of sections offered at each college for the reporting term and corresponding term of the previous academic year. Section counts are disaggregated by course attribute, accounting method, work based learning activity status, instruction delivery method, and schedule. Significant changes in the section count may reflect policy changes at the state (e.g., AB 705, Students Center Funding Formula) or college level (e.g., enrollment management strategies). Only sections that show enrollment and pass all checks by the MIS system (no syntactical, referential, or quality error) are submitted.

**Table E.1 De Anza College: Number of Sections by Course Attribute and Term**

Course Attribute	Classification	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit Status	Credit, Degree Applicable	1,539	89%	1,512	93%	(27)	-2%
	Credit, Not Degree Applic	182	11%	118	7%	(64)	-35%
	Noncredit	-	0%	4	0%	4	-
Transfer Status	UC/CSU Transferable	1,166	68%	1,147	70%	(19)	-2%
	CSU Only Transferable	315	18%	316	19%	1	0%
	Not Transferable	240	14%	171	10%	(69)	-29%
Basic Skills	Basic Skills	179	10%	111	7%	(68)	-38%
	Not Basic Skills	1,542	90%	1,523	93%	(19)	-1%
Occupational Level	Advanced Occupational	53	3%	49	3%	(4)	-8%
	Clearly Occupational	291	17%	299	18%	8	3%
	Possibly Occupational	106	6%	95	6%	(11)	-10%
	Non-Occupational	1,271	74%	1,191	73%	(80)	-6%
Special Class	Approved Special Class	30	2%	29	2%	(1)	-3%
	Not a Special Class	1,691	98%	1,605	98%	(86)	-5%
Prior to College	1 Level Below Transfer	95	6%	59	4%	(36)	-38%
	2 Levels Below Transfer	57	3%	36	2%	(21)	-37%
	3 Levels Below Transfer	29	2%	20	1%	(9)	-31%
	4 Levels Below Transfer	4	0%	3	0%	(1)	-25%
	5 Levels Below Transfer	3	0%	1	0%	(2)	-67%
	Not Applicable	1,533	89%	1,515	93%	(18)	-1%
Noncredit Category	Workforce Preparation	-	0%	4	< 1%	-	-
	Not Applicable/Credit	1,721	100%	1,630	100%	(91)	-5%
Program Status	Program Applicable	1,489	87%	1,458	89%	(31)	-
	Stand Alone	232	13%	176	11%	(56)	-24%
Total		1,721	100%	1,634	100%	(87)	-5%

**Table E.2 Foothill College: Number of Sections by Course Attribute and Term**

Course Attribute	Classification	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit Status	Credit, Degree Applicable	1,262	87%	1,126	88%	(136)	-11%
	Credit, Not Degree Applic	63	4%	33	3%	(30)	-48%
	Noncredit	127	9%	123	10%	(4)	-3%
Transfer Status	UC/CSU Transferable	742	51%	680	53%	(62)	-8%
	CSU Only Transferable	265	18%	225	18%	(40)	-15%
	Not Transferable	445	31%	377	29%	(68)	-15%
Basic Skills	Basic Skills	51	4%	35	3%	(16)	-31%
	Not Basic Skills	1,401	96%	1,247	97%	(154)	-11%
Occupational Level	Apprenticeship	209	14%	192	15%	(17)	-8%
	Advanced Occupational	5	0%	5	< 1%	-	0%
	Clearly Occupational	185	13%	162	13%	(23)	-12%
	Possibly Occupational	162	11%	147	11%	(15)	-9%
	Non-Occupational	891	61%	776	61%	(115)	-13%
Special Class	Approved Special Class	94	6%	77	6%	(17)	-18%
	Not a Special Class	1,358	94%	1,205	94%	(153)	-11%
Prior to College	1 Level Below Transfer	29	2%	21	2%	(8)	-28%
	2 Levels Below Transfer	16	1%	6	< 1%	(10)	-63%
	3 Levels Below Transfer	7	0%	2	< 1%	(5)	-71%
	4 Levels Below Transfer	9	1%	5	< 1%	(4)	-44%
	5 Levels Below Transfer	-	0%	2	< 1%	2	-
	6 Levels Below Transfer	2	0%	2	< 1%	-	0%
	Not Applicable	1,389	96%	1,244	97%	(145)	-10%
Noncredit Category	English as a Second Language	8	1%	8	1%	-	0%
	Elementary Secondary Skills	8	1%	6	< 1%	(2)	-25%
	Approved Special Ed Class	79	5%	71	6%	(8)	-10%
	Parenting	23	2%	28	2%	5	22%
	Short-Term Vocational	9	1%	10	1%	1	11%
	Not Applicable/Credit	1,325	91%	1,159	90%	(166)	-13%
Program Status	Program Applicable	1,148	79%	1,024	80%	(124)	-11%
	Stand Alone	304	21%	258	20%	(46)	-15%
Total		1,452	100%	1,282	100%	(170)	-12%

**Table E.3 De Anza College: Number of Sections by Accounting Method and Term**

Course Credit Status	Accounting Method	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekly Census	1,274	74%	1,092	67%	(182)	-14%
	Daily Census	41	2%	43	3%	2	5%
	Positive Attendance	13	1%	7	0%	(6)	-46%
	Independent Study	393	23%	488	30%	95	24%
Noncredit	Positive Attendance	-	0%	4	0%		
	Total	1,721	100%	1,634	100%	(87)	-5%

**Table E.4 Foothill College: Number of Sections by Accounting Method and Term**

Course Credit Status	Accounting Method	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekly Census	553	38%	479	37%	(74)	-13%
	Daily Census	23	2%	8	1%	(15)	-65%
	Positive Attendance	276	19%	249	19%	(27)	-10%
	Independent Study	438	30%	423	33%	(15)	-3%
	Not Claimed Apport	35	2%	-	0%	(35)	-100%
Noncredit	Positive Attendance	127	9%	123	10%	(4)	-3%
	Total	1,452	100%	1,282	100%	(170)	-12%

**Notes**

More information on accounting methods is available at:

[http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/XB/xb01.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/XB/xb01.pdf).

**Table E.5 De Anza College: Number of Sections by Work Based Learning Activity Status**

Course Credit Status	Work Based Learning Activity Status	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activity	24	1%	22	1%	(2)	-8%
	Other	1,697	99%	1,608	98%	(89)	-5%
Noncredit	Other	-	0%	4	0%	4	-
Total		1,721	100%	1,634	100%	(87)	-5%

**Table E.6 Foothill College: Number of Sections by Work Based Learning Activity Status**

Course Credit Status	Work Based Learning Activity Status	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activity	29	2%	22	2%	(7)	-24%
	Other	1,296	89%	1,137	89%	(159)	-12%
Noncredit	Other	127	9%	123	10%	(4)	-
Total		1,452	100%	1,282	100%	(170)	-12%

**Notes**

More information on definition for work based learning activity is available at:

[http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/XB/xb09.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/XB/xb09.pdf).



**Table E.7 De Anza College: Number of Sections by Instruction Delivery Method**

Course Credit Status	Delivery Method	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Online Only	225	13%	251	15%	26	12%
	Online Hybrid	159	9%	178	11%	19	12%
	In-Person	1,337	78%	1,201	74%	(136)	-10%
Noncredit	In-Person	-	0%	4	0%	-	-
Total		1,721	100%	1,634	100%	(87)	-5%

**Table E.8 Foothill College: Number of Sections by Instruction Delivery Method**

Course Credit Status	Delivery Method	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Online Only	303	21%	296	23%	(7)	-2%
	Online Hybrid	139	10%	124	10%	(15)	-11%
	In-Person	883	61%	739	58%	(144)	-16%
Noncredit	In-Person	127	9%	123	10%	(4)	-3%
Total		1,452	100%	1,282	100%	(170)	-12%

**Notes**

More information on instructional methods is available at:

[http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/XF/xf01.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/XF/xf01.pdf).

**Table E.9 De Anza College: Number of Sections by Class Schedule Type, Day or Evening**

Course Credit Status	Schedule, Day - Evening	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Day Only	1,069	62%	982	60%	(87)	-8%
	Day and Evening	28	2%	24	1%	(4)	-14%
	Evening Only	240	14%	195	12%	(45)	-19%
	Online Only	225	13%	251	15%	26	12%
	Online Hybrid	159	9%	178	11%	19	12%
Noncredit	Evening Only	-	0%	4	0%	-	0%
Total		1,721	100%	1,634	100%	(87)	-5%

**Table E.10 Foothill College: Number of Sections by Class Schedule Type, Day or Evening**

Course Credit Status	Schedule, Day - Evening	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Day Only	719	50%	594	46%	(125)	-17%
	Day and Evening	11	1%	11	1%	-	0%
	Evening Only	153	11%	134	10%	(19)	-12%
	Online Only	303	21%	296	23%	(7)	-2%
	Online Hybrid	139	10%	124	10%	(15)	-11%
Noncredit	Day Only	102	7%	99	8%	(3)	-3%
	Day and Evening	4	0%	4	0%	-	0%
	Evening Only	21	1%	20	2%	(1)	-5%
Total		1,452	100%	1,282	100%	(170)	-12%

**Notes**

More information on classification for day or evening classes is available at:

[http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Derived\\_Elements/XBD/XBD3.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Derived_Elements/XBD/XBD3.pdf).

**Table E.11 De Anza College: Number of Sections by Class Schedule Type, Weekends**

Course Credit Status	Weekend Schedule	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekend Class Only	27	2%	34	2%	7	26%
	Weekend Class Included	6	0%	3	0%	(3)	-50%
	No Weekend Class	1,304	76%	1,164	71%	(140)	-11%
	Online Only	225	13%	251	15%	26	12%
	Online Hybrid	159	9%	178	11%	19	12%
Noncredit	No Weekend Class	-	0%	4	0%	4	0%
Total		1,721	100%	1,634	100%	(87)	-5%

**Table E.12 Foothill College: Number of Sections by Class Schedule Type, Weekends**

Course Credit Status	Weekend Schedule	Winter 2018		Winter 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekend Class Only	26	2%	24	2%	(2)	-8%
	Weekend Class Included	3	0%	5	0%	2	67%
	No Weekend Class	854	59%	710	55%	(144)	-17%
	Online Only	303	21%	296	23%	(7)	-2%
	Online Hybrid	139	10%	124	10%	(15)	-11%
Noncredit	Weekend Class Only	8	1%	10	1%	2	25%
	No Weekend Class	119	8%	113	9%	(6)	-5%
Total		1,452	100%	1,282	100%	(170)	-12%