



FHDA MIS Quarterly Submission Report

Reporting term: Spring 2026

Data extraction (Banner/production): July 30, 2026

Introduction

On **July 30, 2026**, the Foothill-De Anza Community College District (FHDA CCD) submitted its **spring 2026 MIS quarterly reports** to the California Community Colleges Chancellor's Office (CCCCO). This document highlights key findings from the submission and documents identified data quality issues.

As part of data validation, key reporting metrics for student characteristics, special populations, categorical programs, course offerings, and faculty workload are compared against data from the same term of the prior academic year.

This document is divided into three sections:

- Section A. Data Quality Issues: Identifies and documents missing data, reporting errors, and data discrepancies.
- Section B. Data Highlights: Summarizes key findings and trends.
- Section C. Tables: Compares reporting-term metrics against data from the corresponding term of the prior academic year. Significant or unexpected shifts are highlighted (e.g., using trend arrows to compare group statistics against college-wide averages).

Additional information about the submitted data is available on the CCCCCO MIS Data Mart (<https://datamart.cccco.edu/DataMart.aspx>). Publicly accessible, this web platform allows users to query and compare data submitted by all California community colleges.

Section A. Data Quality Issues

The following data quality issues remained unresolved at the time of submission:

De Anza College

- SB-Student Characteristics
 - **Race/Ethnicity and CCC ID Data Missing for International Students (Table A.1):** Data disaggregated by residency status shows that **70.0% (830 of 1,186)** of international students in spring 2026 had missing race/ethnicity and CCC ID data—a **1 percentage point increase** from the previous spring term. This underreporting likely leads to an undercount of racial and ethnic groups heavily represented among international students (e.g., Asian students) at the college level.
 - A student's enrollment status was reclassified from special admit to first-time student based on age criteria.
- SG-Special populations
 - Data for all categorical programs and special population groups was verified and confirmed prior to submission.
- VR-Vision Aligned Reporting
 - Data for all required VAR groups was verified and confirmed prior to submission.

Foothill College

- SB-Student Characteristics
 - **Race/Ethnicity and CCC ID Data Missing for International Students (Table A.1):** Data disaggregated by residency status shows that **35.1% (143 of 407)** of international students in spring 2026 had missing race/ethnicity and CCC ID data—a **8.3 percentage point decrease** from the previous spring term. This underreporting likely leads to an undercount of racial and ethnic groups heavily represented among international students (e.g., Asian students) at the college level.

- **Race/Ethnicity and CCC ID Data Missing for Noncredit-Only Students (Table A.2):** Data disaggregated by credit status shows that **20.9% (146 of 697)** of students enrolled exclusively in noncredit courses in spring 2026 had missing race/ethnicity and CCC ID data—an increase of approximately **2 percentage points** from the prior spring term. Additionally, **60.1%** of noncredit-only students in spring 2026 did not apply through CCCApply (did not have a CCC ID)—a **1.4 percentage point increase** compared to the prior spring term.
- SD-Student Disabilities
 - Despite lacking final confirmation by the deadline, DSPS data was submitted to prevent a significant reduction in program funding for the upcoming academic year. A preliminary review indicates that **302 students** enrolled in DSPS courses at Foothill lacked a disability code for the reporting term. Furthermore, data in **Table A.6** shows that only **36.8% (177 of 481)** of students enrolled in at least one special education class had a recorded disability code in spring 2026—a **1.2 percentage point decrease** from the prior spring term.
- SG-Special populations
 - Data for CSU/UC Dual Admission was not submitted. The data was not reviewed and confirmed prior to the submission deadline.
- VR-Vision Aligned Reporting
 - Data for the following required VAR groups was not submitted. The data was not reviewed and confirmed prior to the submission deadline.
 - SD-Disabled Student Programs and Services (DSPS)
 - VW-Strong Workforce Local Share
 - VR-Veterans Resource Center
- SX-Enrollment
 - Report Delayed (missing final grade)
 - Spring 2026 data in Table A.3 shows four records missing the final grade or report delayed (RD) records. Data submitted for the 2025–26 academic year shows 270 RD

records. Career Technical Education (CTE) courses make up 252, or 93.3%, of those records.

- Missing Positive Attendance
 - Spring 2026 data in Table A.4 shows that 163 enrollment records (9 sections) were missing positive attendance; 98.2% of these records were for CTE courses. Data submitted for the academic year shows 551 records missing positive attendance, including 380 (69%) for CTE courses.
- Attendance and Student Headcounts
 - Tables A.5 and A.6 compare headcount statistics using two distinct methodologies:
 - **First Census Attendance:** Measures attendance at the first census date, independent of positive or actual attendance hours.
 - **Threshold-Based Attendance:** Requires attendance at the first census in at least one census course, or a minimum number of completed hours in a positive attendance course.
 - As shown in Table A.6 (MIS Data Mart headcounts), the *Threshold-Based Attendance* generally yields lower headcount figures because it excludes students enrolled solely in positive attendance courses who did not meet the minimum hour threshold.
 - Based on *First Census Attendance* (Table A.5), Foothill's spring 2026 student headcount was 11,494. Conversely, applying *Threshold-Based Attendance* (Table A.6) yields a headcount of 11,382 (112 fewer students).
- XE-Faculty Assignment
 - Three part-time instructors did not have an active assignment or contract in the Human Resources system for this academic period.

Table 1.A
Categorical Programs and Special Population Groups: Data Confirmed by the
Program Coordinator or Assistant(s) at De Anza College, Spring 2026

Program	Coordinator/Assistant	Headcount or Sections	Confirmation Date
CW-CalWORKs	Sabrina Stewart	40	16-Jul
SD-DSPS	Simone Christian	955	29-Jul
SE-EOPS	Ammalinh Chan	424	23-Jul
SE-EOPS-CARE	Ammalinh Chan	7	23-Jul
SG04-Incarcerated	Kim Te		
SG05-MESA-ASEM	Deepa Yuvaraj	110	29-Jun
SG06-Puente	Liliana Rivera, Saul Ruiz	107	17-Jul
SG07-Middle College-Fremont UHSD	Alison Coy & Amanda Evans (FUHSD); Elizabeth Jahn	74	9-Jul
SG08-Umoja	Maurice Canyon, Angelita Pabros	51	16-Jul
SG11-CAFYES/NextUp	Ammalinh Chan	25	23-Jul
SG12-Baccal-Autom Techn Manag	David Capitolo; Kim Te	32	7-Jul
SG13-CCAP	Tiffany Rodriguez-Tran; Brittany Rubio	19	25-Jun
SG22-A2MEND	Erick Aragon, Nazy Galoyan	19	29-Jun
SG23-Basic-Needs Center	Grisel Vasquez, Casie Wheat	1,451	2-Jul
SG25-Student_Housing	Yvonne Chamberlain-Marquez	35	7-Jul
SG26-UC/CSU Dual Admissions	Khoa Nguyen	CSU: 19; UC: 42	21-Jul
SG27-Homeless-Housing-Insecurity	Grisel Vasquez	-	2-Jul
SG28-Athlete	Ron Hannon	294	7-Jul
SG29-Rising-Scholars-Network	Umar Douglas	62	July 7 20
SX07-Enrollment-CVC	Kim Te	-	20-Jul
XB12-Instructional-Material-Cost	James Adams, Shagun Kaur	183	27-Jul
SV10-Workforce Investment Act (WIA)	Sabrina Stewart	8	21-Jul

Table 1.B
Categorical Programs and Special Population Groups: Data Confirmed by the
Program Coordinator or Assistant(s) at Foothill College, Spring 2026

Program	Coordinator/Assistant	Headcount or Sections	Confirmation Date
CW-CalWORKs	Lily Luu, Sabrina Stewart	15	6-Jul
SD-DSPS	Jackie Lauese	Confirmed after deadline, 557	
SE-EOPS	Andrea Lara Galvan	258	24-Jul
SE-EOPS-CARE	Andrea Lara Galvan	13	24-Jul
SG04-Incarcerated	Anthony Cervantes		
SG05-MESA-ASEM	Sophia Kim	101	17-Jul
	Maritza Jackson Sandoval; Hilda Fernandez		
SG06-Puente		84	7-Jul
SG07-College Now-MVLA USD	Gio Anselmo, Anthony Cervantes	28	27-Jul
SG07-Middle College-MVLA USD	Gio Anselmo, Anthony Cervantes	54	27-Jul
SG07-Middle College-Palo Alto USD	Emily Garrison, Anthony Cervantes	58	22-Jul
	Dokesha Meacham; Tiffany Rideaux		
SG08-Umoja		69	7-Jul
SG11-CAFYES/NextUp	Andrea Lara Galvan	25	24-Jul
	Brenda Barrientos Calero, Carmelyn Paguio, Anthony Cervantes	Comp: 63; Entry: 45; Total: 108	13-Jul
SG12-Baccal-Dental Hygiene			
SG12-Baccal-Respiratory Care	Adam Thompson, Anthony Cervantes, Brenda Hanning	17	21-Jul
SG13-CCAP	Josh Pelletier	133	12-Jun
SG23-Basic-Needs Center	Sonia Sanchez Santoyo	1,187	9-Jul
SG24-Youth-Justice	Josh Pelletier		
SG25-Student_Housing	Yvonne Chamberlain-Marquez	19	7-Jul
	Isaac Escoto, Cleve Freeman, Anthony Cervantes		
SG26-UC/CSU Dual Admissions		Not confirmed/Not submitted	
SG27-Homeless-Housing-Insecurity	Sonia Sanchez Santoyo	1	9-Jul
SG28-Athlete	Crystal Chen	178	9-Jul
SX07-Enrollment-CVC	Anthony Cervantes		
XB12-Instructional-Material-Cost	Fei Zheng, Sally Baldwin	769	9-Jul
SV10-Workforce Investment Act (WIA)	Sabrina Stewart	-	21-Jul

Table 1.C**Vision Aligned Reporting: Data Confirmed by the Program Coordinator or Assistant(s) at De Anza College, Spring 2026**

Program	Data Custodian/Contact Person	Confirmation Date
VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement	Amy Wang, Adrienne Hypolite (Optional in 2025-26)	
SC-CalWORKs	Sabrina Stewart	15-Jul
VC-CARE	Ammalinh Chan, Jared Camacho Ramirez	14-Jul
SD-Disabled Student Programs and Services (DSPS)	Sushini Chand	29-Jul
VD-CCAP & CCAP STEM	Tiffany Rodriguez-Tran; Brittany Rubio	25-Jun
SE-EOPS	Ammalinh Chan, Jared Camacho Ramirez	14-Jul
VH-Middle College High School (MCHS)	N/A On hold by the CCCCCO	
VM-Mathematics, Engineering, Science Achievement (MESA)	Yvette Alva-Campbell	29-Jul
VN-NextUP/CAFYES	Ammalinh Chan, Jared Camacho Ramirez	14-Jul
VE-Student Equity and Achievement Program (SEA)	N/A-Program does not provide services to students directly	
VW-Strong Workforce Local Share	Katrina Tran	29-Jul
VT-Transfer Center	Angelie Lopez	8-Jul
VR-Veterans Resource Center	Casie Wheat	13-Jul

Notes

See Table VR.1 (De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service) for details.

Table 1.D**Vision Aligned Reporting: Data Confirmed by the Program Coordinator or Assistant(s) at Foothill College, Spring 2026**

Program	Data Custodian/Contact Person	Confirmation Date
VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement	Christopher Yang (Optional in 2025-26)	
SC-CalWORKs	Sabrina Stewart	15-Jul
VC-CARE	Andrea Lara Galvan	27-Jul
SD-Disabled Student Programs and Services (DSPS)	Jackie Lauese, Stephanie Crosby	Not confirmed/Not submitted
VD-CCAP & CCAP STEM	Josh Pelletier	25-Jun
SE-EOPS	Andrea Lara Galvan	27-Jul
VH-Middle College High School (MCHS)	N/A On hold by the CCCCCO	
VM-Mathematics, Engineering, Science Achievement (MESA)	Sophia Kim	22-Jul
VN-NextUP/CAFYES	Andrea Lara Galvan	27-Jul
VE-Student Equity and Achievement Program (SEA)	N/A-Program does not provide services to students directly	
VW-Strong Workforce Local Share	Nadene Torres, Teresa Ong	Not confirmed/Not submitted
VT-Transfer Center	Cleve Freeman, Isaac Escoto	22-Jul
VR-Veterans Resource Center	Stephanie Crosby	Not confirmed/Not submitted

Notes

See Table VR.1 (De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service) for details.

Section B. Data Highlights

Student Characteristics

- **De Anza Student Headcount (Table SB.1):** Data shows that De Anza's student headcount decreased 2.2% in spring 2026 compared to the prior spring term (falling from 15,779 to 15,438). This decline was largely driven by a 4.6% drop in continuing students (from 11,487 to 10,960).
- **Foothill Student Headcount (Table SB.1):** Data shows that Foothill's student headcount decreased 3.5% (from 11,831 to 11,412) in spring 2026 compared to the prior spring term. Notable declines included first-time transfer students, who fell 7.8% (from 2,113 to 1,948), and special admit students, who dropped 26.9% (from 1,033 to 755).
- **De Anza Student Headcount by Credit Status (Table SB.2):** Data shows that the number of De Anza students enrolled exclusively in noncredit courses rose 10.5% in spring 2026 (from 495 to 547) compared to the prior spring term. Conversely, the number of students taking at least one credit course declined 2.6% (from 15,284 to 14,891).
- **Foothill Student Headcount by Credit Status (Table SB.2):** Data shows that Foothill experienced year-over-year headcount declines across both credit categories in spring 2026. The number of students enrolled exclusively in noncredit courses fell 11.8% (from 701 to 618), while those taking at least one credit course decreased 3.0% (from 11,130 to 10,794).
- **De Anza Apprenticeship Headcount (Table SB.3):** Data shows that fewer than 1% of De Anza students enrolled in at least one apprenticeship course across the last two spring terms. In spring 2026, apprenticeship student headcount was 0.7% (101 out of 14,891 students), representing a 3.8% decline (from 105 to 101) compared to the prior spring term.
- **Foothill Apprenticeship Headcount (Table SB.3):** Data shows that the number of students enrolled exclusively in apprenticeship courses at Foothill increased 31.9% in spring 2026 (rising from 618 to 815) compared to the prior spring term. These students accounted for 7.6% of the college's total headcount in spring 2026, up from 5.6% the prior year.
- **De Anza Non-Resident Headcount (Table SB.4):** Data shows that De Anza's non-resident headcount declined year-over-year across both categories in spring 2026: international students dropped 15.4% (from 1,402 to 1,186), while out-of-state students decreased 2.5% (from 633 to 617).
- **Foothill Non-Resident Headcount (Table SB.4):** Data shows that Foothill's non-resident headcount declined year-over-year across both categories in

spring 2026: international student headcount dropped 12.3% (from 464 to 407), while out-of-state student headcount decreased 6.0% (from 463 to 435).

- **De Anza Headcount by Gender (Table SB.5):** Gender-disaggregated data shows that De Anza's non-binary student headcount dropped 9.0% in spring 2026 (from 188 to 171) compared to the prior spring term, while students with unrecorded gender data (unknown) increased 26.8% (from 198 to 251). Female and male students each continued to account for approximately 49% of total headcount.
- **Foothill Headcount by Gender (Table SB.5):** Gender-disaggregated data shows year-over-year headcount declines in spring 2026 for female students (down 4.9%, from 6,150 to 5,851) and non-binary students (down 15.1%, from 146 to 124). Conversely, students with unrecorded gender data (unknown) increased 16.9% (from 231 to 270).
- **De Anza Headcount by Race/Ethnicity (Table SB.6):** Race/ethnicity-disaggregated data shows a 6.8% drop in De Anza's White student headcount in spring 2026 compared to the prior spring term (falling from 2,570 to 2,396). Conversely, the data highlights a notable 13.8% increase in Black/African American student enrollment (rising from 443 to 504).
- **Foothill Headcount by Race/Ethnicity (Table SB.6):** Race/ethnicity-disaggregated data shows year-over-year demographic shifts at Foothill in spring 2026: White student headcount fell 6.3% (from 2,884 to 2,701), while enrollment for students of two or more races rose 2.5% (from 719 to 737).
- **De Anza Headcount by Age (Table SB.7):** Age-disaggregated data indicates a 4.4% year-over-year decline in De Anza students aged 20 to 24 during spring 2026, with headcount dropping from 7,292 to 6,970.
- **Foothill Headcount by Age (Table SB.7):** Age-disaggregated data shows a 7.0% year-over-year decrease in Foothill enrollment among students aged 24 or younger during spring 2026.
- **De Anza Headcount by Unit Load (Table SB.8):** Data shows that the number of De Anza students enrolled in 12 or more credit units (full-time) dropped 6.6% in spring 2026 (falling from 7,245 to 6,770) compared to the prior spring term.
- **Foothill Headcount by Unit Load (Table SB.8):** Data shows contrasting enrollment load trends at Foothill in spring 2026: full-time students (12 or more units) fell 8.0% year-over-year (from 3,495 to 3,216), while light part-time students (fewer than 6 units) increased 3.4% (from 4,621 to 4,779).

Categorical Programs/Special Populations¹

- **De Anza Categorical Programs Headcount (Table SG.1):** Data shows contrasting trends among De Anza's categorical programs in spring 2026: DSPS and EOPS headcounts dropped 4.0% (from 995 to 955) and 4.1% (from 442 to 424), respectively. Meanwhile, CalWORKs enrollment rose 5.3% (from 38 to 40) and NextUp grew 19.0% (from 21 to 25).
- **De Anza Special Programs Headcount (Table SG.1):** Data highlights significant spring 2026 headcount gains for De Anza's special populations programs compared to the prior spring term, including the Basic Needs Center (+39.9%, from 1,014 to 1,419), Rising Scholars Network (+106.7%, from 30 to 62), and Puente (+45.8%, from 72 to 105).
- **Foothill Categorical Programs Headcount (Table SG.2):** Data shows enrollment growth across several categorical programs at Foothill in spring 2026 compared to the prior spring term: EOPS headcount grew 37.2% (from 188 to 258), CalWORKs increased 25.0% (from 12 to 15), and NextUp rose 14.3% (from 21 to 24). Conversely, DSPS headcount dropped 21.0% (from 705 to 557).
- **Foothill Special Programs Headcount (Table SG.2):** Data shows contrasting spring 2026 headcount trends for Foothill's special populations: Puente enrollment rose 23.1% (from 65 to 80), while Special Admit and CCAP headcounts fell 26.9% (from 1,033 to 755) and 63.2% (from 361 to 133), respectively.

VTEA/Perkins

- **De Anza CTE Economically Disadvantaged Headcount (Table SV.1):** Data shows that the number of economically disadvantaged students enrolled in at least one Career Technical Education (CTE) course at De Anza increased 2.1% in spring 2026 (rising from 2,987 to 3,049) compared to the prior spring term.
- **Foothill CTE Economically Disadvantaged Headcount (Table SV.1):** Data shows a 5.5% year-over-year increase in spring 2026 for economically

¹ For special populations, headcount status is based on enrollment by census date, independently of positive attendance.

disadvantaged students taking CTE courses at Foothill (rising from 2,016 to 2,127).

Credit for Prior Learning (CP

- **De Anza Credit for Prior Learning (Table SY.1):** Data shows that the number of Credit for Prior Learning (CPL) records submitted for De Anza dropped 61.7% in spring 2026 (falling from 321 to 123) compared to the prior spring term. Advanced Placement (AP) accounted for 100% of all submitted CPL records, with Mathematics, General representing the largest discipline share at 21.1%.
- **Foothill Credit for Prior Learning (Table SY.2):** Data shows a 263.6% year-over-year increase in Credit for Prior Learning (CPL) records submitted for Foothill in spring 2026 (rising from 33 to 120). Of all submitted CPL records, Advanced Placement accounted for 75.8%, followed by Industry Certification (21.7%), CLEP (1.7%), and Military Training (0.8%).

CVC (California Virtual Campus Course Exchange) Enrollment

- **De Anza CVC Enrollment:** Due to a technical system error, De Anza reported zero California Virtual Campus (CVC) enrollment for spring 2026, as CVC students were unable to enroll in either the spring or summer 2026 terms.
- **Foothill CVC Enrollment (Table SX.A2):** Data shows that the number of California Virtual Campus (CVC) students at Foothill dropped 62.4% in spring 2026 (falling from 141 to 53) compared to the prior spring term. Physical Education and Mathematics, General each accounted for 11.3% of the total CVC headcount in spring 2026.

Vision Aligned Reporting

- Data in Table VR.1 shows spring 2026 student headcounts, total service counts, and allocated amounts for the following De Anza's VAR programs:
 - VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement
 - SC-CalWORKs
 - VC-CARE
 - SD-Disabled Student Programs and Services (DSPS)
 - VD-Dual Enrollment, CCAP and CCAP STEM
 - SE-EOPS
 - VM-Mathematics, Engineering, Science Achievement (MESA)
 - VN-NextUp
 - VW-Strong Workforce Local Share
 - VT-Transfer Center
 - VR-Veterans Resource Center
- Data in Table VR.2 shows spring 2026 student headcounts, total service counts, and allocated amounts for the following Foothill's VAR programs:
 - SC-CalWORKs
 - VC-CARE
 - VD-Dual Enrollment, CCAP and CCAP STEM
 - SE-EOPS
 - VM-Mathematics, Engineering, Science Achievement (MESA)
 - VN-NextUp
 - VT-Transfer Center

Student Success Services

- **De Anza Student Success Services (Table SS.1):** Data shows substantial year-over-year growth in Student Educational Plan (SEP) and follow-up services at De Anza between spring 2025 and spring 2026: comprehensive SEPs surged 608.8% (from 899 to 6,372), abbreviated SEPs grew 104.6% (from 1,291 to 2,641), and follow-up services rose 7.0% (from 7,237 to 7,746). Conversely, declines occurred in initial orientation (-23.3%, from 1,915 to 1,468) and counseling/advising (-7.7%, from 1,802 to 1,663).
- **Foothill Student Success Services (Table SS.2):** Data highlights increases across comprehensive SEPs (+7.0%, from 718 to 768), follow-up services (+6.4%, from 4,491 to 4,779), and counseling/advising (+3.2%, from 1,621 to 1,673). Meanwhile, steep declines occurred for initial orientation (-29.7%, from 1,064 to 748) and at-risk follow-up services (-42.0%, from 150 to 87).

Course Characteristics

- **De Anza Course Sections (Table CB.1):** Data shows that the number of sections at De Anza dropped 0.9% in spring 2026 (falling from 1,467 to 1,454) compared to the prior spring term. However, noncredit sections increased 7.7% (from 91 to 98), driven by gains in enhanced funding–workforce preparation (+14.5%, from 55 to 63) and workforce preparation (+12.5%, from 56 to 63). Regarding occupational status, sections for clearly occupational courses grew 7.0% (from 345 to 369), whereas possibly occupational sections declined 45.9% (from 85 to 46).
- **Foothill Course Sections (Table CB.2):** Data shows a 4.3% year-over-year increase in total course sections at Foothill for spring 2026 (rising from 1,063 to 1,109). Noncredit sections rose 33.9% (from 62 to 83), fueled by a 109.1% surge in short-term vocational sections (from 11 to 23) and new older adult sections (from 0 to 5).

Section Attributes

- **De Anza Section Attributes (Table XB.1):** Data shows that positive attendance sections grew 60.6% in spring 2026 (rising from 33 to 53) compared to the prior spring term. Conversely, work-based learning sections fell 10.7% (from 28 to 25), while the share of sections with low-or-no-cost instructional materials expanded by 2.4 percentage points (from 10.2% to 12.6%).
- **Foothill Section Attributes (Table XB.2):** Data shows a significant 268.3% increase in the number of positive attendance sections at Foothill (rising from 60 to 161). However, this increase was likely driven by an overwrite of the accounting method for credit courses in the production system, which replaced positive attendance codes with census-type accounting methods prior to the latest spring 2025 submission.
- **Foothill Section Attributes, cont. (Table XB.2):** Data also shows that the number of work-based learning sections at Foothill dropped 32.3% in spring 2026 (falling from 31 to 21) compared to the prior spring term. Additionally, the share of sections with low or no-cost instructional materials expanded by 38.1 percentage points (rising from 30.3% to 68.4%).
- **Credit & Noncredit Accounting Methods (Figures XB.2 & XB.3):** Figures XB.2 and XB.3 compare the use of positive attendance versus census-type accounting methods by credit course status at De Anza and Foothill for spring 2026. Among credit sections, positive attendance was used by approximately 1% of sections at De Anza, compared to 15% at Foothill. For noncredit

sections, positive attendance accounted for 36.7% at De Anza versus 80.7% at Foothill.

- **De Anza Instruction Delivery Methods (Table XF.1):** Data shows that 46.5% of all sections at De Anza in spring 2026 were fully online (100% distance education), while 31.0% were offered in person. The number of in-person sections increased 3.7% (rising from 435 to 451) compared to the prior spring term.
- **Foothill Instruction Delivery Methods (Table XF.2):** Data shows that 42.1% of all sections at Foothill in spring 2026 were fully online (100% distance education), while 46.9% were offered in person. The number of in-person sections increased 13.3% (rising from 459 to 520) compared to the prior spring term.

Instructional Load/FTEF (Full Time Equivalent Faculty)

- **De Anza Faculty Instructional Workload (Table XE.1):** Data shows that total credit Full-Time Equivalent Faculty (FTEF) at De Anza dropped 0.9% in spring 2026 (falling from 125.98 to 124.83) compared to the prior spring term. Specifically, FTEF for full-time, non-overload assignments decreased 3.3% (falling from 49.11 to 47.50).
- **Foothill Faculty Instructional Workload (Table XE.2):** Data shows that total credit Full-Time Equivalent Faculty (FTEF) at Foothill dropped 1.8% in spring 2026 (falling from 82.79 to 81.28) compared to the prior spring term. Specifically, FTEF for full-time, non-overload credit assignments decreased 2.6% (falling from 31.57 to 30.74), while noncredit FTEF dropped 1.2% (falling from 2.60 to 2.57).

FTES (Full Time Equivalent Student)

- **De Anza Student Course Load & Apportionment (Table XE.2):** Data shows that credit course Full-Time Equivalent Students (FTES) at De Anza dropped 1.1% in spring 2026 (falling from 4,152.25 to 4,108.87) compared to the prior spring term. FTES for California residents (excluding apprenticeship courses and non-apportionment enrollments) grew 1.0% (rising from 3,541.49 to 3,575.91). Conversely, FTES for international and out-of-state students declined 14.6% (falling from 504.48 to 430.84) and 6.0% (falling from 103.04 to 96.81), respectively.
- **De Anza Noncredit Student Course Load & Apportionment (Table SX.2B):** Data shows that noncredit course Full-Time Equivalent Students (FTES) at De Anza increased 15.5% in spring 2026 (rising from 83.47 to 96.44) compared to

the prior spring term. Specifically, FTES for Career Development and College Preparation (CDCP) Workforce Preparation courses grew 29.1% (rising from 32.34 to 41.74).

- **Foothill Student Course Load & Apportionment (Table SX.2A):** Data shows a 19.8% drop in credit course Full-Time Equivalent Students (FTES) at Foothill in spring 2026 compared to the prior spring term. However, this higher-than-expected decrease was caused by an FTES overestimate during the prior term, which occurred when the accounting method for apprenticeship courses was changed from positive attendance to census-type attendance (see Table SX.5 for details).
- **Foothill Resident Student Course Load & Apportionment (Table SX.2A):** Data shows that Full-Time Equivalent Students (FTES) for California residents (excluding apprenticeship courses and non-apportionment enrollments) at Foothill dropped 5.4% in spring 2026 (falling from 2,397.72 to 2,267.45) compared to the prior spring term.
- **Foothill Noncredit Student Course Load & Apportionment (Table SX.2B):** Data shows that noncredit Full-Time Equivalent Students (FTES) at Foothill decreased 11.6% in spring 2026 (falling from 72.54 to 64.16) compared to the prior spring term. This reduction was largely driven by declines in two key areas: English as a Second Language (down 24.9%, falling from 26.22 to 19.68) and Short-Term Vocational (down 37.6%, falling from 16.18 to 10.10).
- **De Anza Resident FTES by Enrollment Status (Table SX.3):** Data for *California residents enrolled in credit courses (excluding apprenticeship and non-apportionment enrollments)* shows significant FTES growth among *first-time* students (up 43.4%, from 34.13 to 48.96) and *special admit* students (up 9.6%, from 119.15 to 130.65).
- **Foothill Resident FTES by Enrollment Status (Table SX.4):** Foothill data in Table SX.4 for California residents enrolled in credit courses (excluding apprenticeship and non-apportionment enrollments) shows significant FTES growth among first-time students (up 16.6%, rising from 22.00 to 26.65) alongside a drop for first-time transfer students (down 9.4%, falling from 294.40 to 266.77).

Section C. Tables

The tables in this section are designed to assist data custodians with reviewing submitted data. The **Trend** column highlights unexpected shifts within specific student or course subgroups relative to overall college-level trends:

- **Green Upward Arrow (↑):** Signals positive growth that outperformed the overall college benchmark by at least 1 percentage point.
- **Red Downward Arrow (↓):** Signals a negative change that underperformed relative to the overall college benchmark by at least 1 percentage point.

Data custodians are encouraged to evaluate whether identified variations reflect actual trends, data validity issues, or statistical artifacts (such as drastic percentage shifts within small sample sizes). Note that **Trend** symbols are omitted when underlying data issues exist (e.g., a substantial volume of sections missing positive attendance).

Excluding data for categorical programs, special populations, and Student Success and Support Program (3SP) statistics, headcounts include only students enrolled by the census date in at least one census-type course or who attended at least one positive attendance section. As noted, certain tables utilize an alternative headcount methodology (e.g., requiring at least one course enrollment by the census date or eligible for apportionment, regardless of positive attendance).

Course and section data include only classes that had at least one student enrolled by the census date and were free of critical data errors at the time of submission (i.e., excluding sections deleted to pass MIS system checks).

Table A.1

Number of Student Missing Data for Race/Ethnicity or CCC Student ID by Residency Status and Academic Period

Student Residency	Race/Ethnicity	CCC Student ID Status	Spring 2025		Spring 2026	
			Count	Percent	Count	Percent
De Anza						
International	Not reported	Not reported	996	71.0%	830	70.0%
	Reported	Not reported	44	3.1%	105	8.9%
	Not reported	Reported	10	0.7%	5	0.4%
	Reported	Reported	352	25.1%	246	20.7%
	Total		1,402	100.0%	1,186	100.0%
Out-of-state	Not reported	Not reported	39	6.1%	43	6.9%
	Reported	Not reported	-	0.0%	11	1.8%
	Not reported	Reported	12	1.9%	11	1.8%
	Reported		586	92.0%	561	89.6%
	Total	Total	637	100.0%	626	100.0%
Resident	Not reported	Not reported	58	0.4%	109	0.8%
	Reported	Not reported	217	1.6%	284	2.1%
	Not reported	Reported	133	1.0%	144	1.1%
	Reported	Reported	13,342	97.0%	13,105	96.1%
	Total		13,750	100.0%	13,642	100.0%
Foothill						
International	Not reported	Not reported	202	43.4%	143	35.1%
	Reported	Not reported	40	8.6%	128	31.4%
	Not reported	Reported	6	1.3%	6	1.5%
	Reported	Reported	217	46.7%	130	31.9%
	Total		465	100.0%	407	100.0%
Out-of-state	Not reported	Not reported	5	1.1%	6	1.3%
	Reported	Not reported	2	0.4%	13	2.9%
	Reported	Reported	442	93.4%	411	92.4%
	Not reported	Reported	24	5.1%	15	3.4%
	Total		473	100.0%	445	100.0%
Resident	Not reported	Not reported	141	1.3%	185	1.7%
	Reported	Not reported	295	2.7%	370	3.5%
	Not reported	Reported	173	1.6%	162	1.5%
	Reported	Reported	10,335	94.4%	9,925	93.3%
	Total		10,944	100.0%	10,642	100.0%

Figure A.4

Percentage of Students Missing Data for Race/Ethnicity and CCC ID by Residency Status

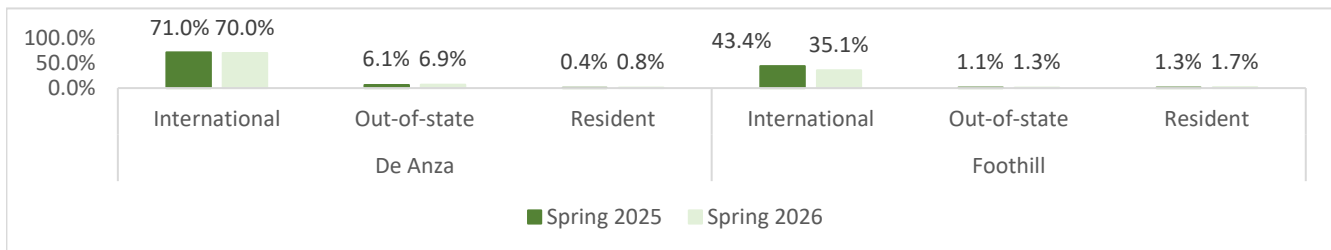


Table A.2

Number of Student Missing Data for Race/Ethnicity or CCC Student ID by Credit Status and Academic Period

Student Credit Status	Race/Ethnic	CCC Student ID Status	Spring 2025		Spring 2026	
			Count	Percent	Count	Percent
De Anza						
Credit	Not reported	Not reported	1,091	7.1%	972	6.5%
	Reported	Not reported	261	1.7%	394	2.6%
	Not reported	Reported	142	0.9%	144	1.0%
	Reported	Reported	13,790	90.2%	13,385	89.9%
	Total		15,284	100.0%	14,895	100.0%
Noncredit	Not reported	Not reported	2	0.4%	10	1.8%
	Reported	Not reported	-	0.0%	6	1.1%
	Not reported	Reported	13	2.6%	16	2.9%
	Reported	Reported	490	97.0%	527	94.3%
	Total		505	100.0%	559	100.0%
Foothill						
Credit	Not reported	Not reported	207	1.9%	188	1.7%
	Reported	Not reported	45	0.4%	238	2.2%
	Not reported	Reported	198	1.8%	173	1.6%
	Reported	Reported	10,695	96.0%	10,198	94.5%
	Total		11,145	100.0%	10,797	100.0%
Noncredit	Not reported	Not reported	141	19.1%	146	20.9%
	Reported	Not reported	292	39.6%	273	39.2%
	Not reported	Reported	5	0.7%	10	1.4%
	Reported	Reported	299	40.6%	268	38.5%
	Total		737	100.0%	697	100.0%

Notes

Data includes students registered by census date, independently of positive attendance hours.

Credit students are those who registered in at least one credit course; noncredit, registered in only noncredit courses.

Figure A.3

Percentage of Students with Race/Ethnicity and CCC ID Not Reported by Credit Status

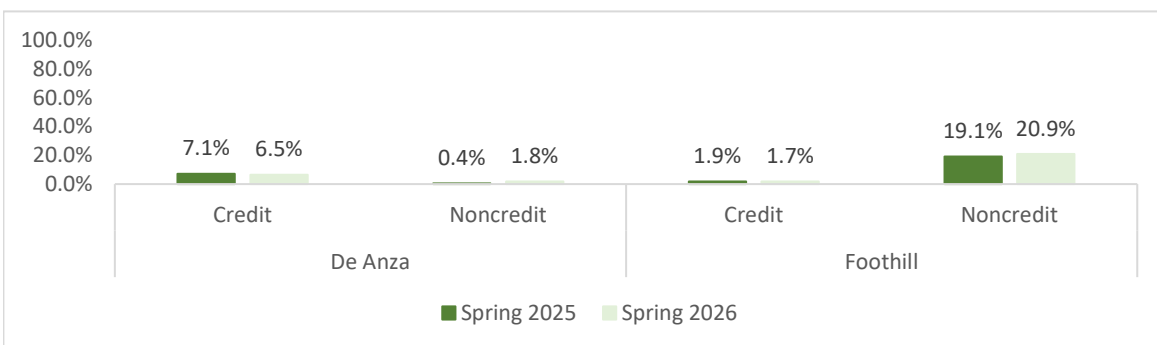


Table A.3

Spring 2026, MIS SX Enrollment: Sections with Report Delayed (RD) Grades

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
Foothill							
Not Appr	CTE	ACTG001A	C-40003	26-Jun-26	1	43	2%
Not Appr	CTE	LINC087A	C-41281	26-Jun-26	1	21	5%
Not Appr	Not CTE	BIOL040A	C-40364	26-Jun-26	1	32	3%
Not Appr	Not CTE	ENGL001A	C-40035	26-Jun-26	1	30	3%
Total					4	126	

Notes

RD: Report delayed or missing grade by the time of the latest submission to the CCCCCO.

CTE courses/sections are those with a SAM code equal to A, B, or C; or a vocational TOP code.

Table A.4**Spring 2026, MIS SX Enrollment: Sections with Missing Positive Attendance Hours**

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Foothill					
Not Appr	CTE	EMS 400.	C-40745	26-Jun-26	5
Not Appr	CTE	LINC401.	C-41303	26-Jun-26	121
Not Appr	CTE	PHOT407A	C-41211	26-Jun-26	4
Not Appr	CTE	PHOT407B	C-41213	26-Jun-26	3
Not Appr	CTE	PHOT407C	C-41346	26-Jun-26	2
Not Appr	CTE	PHT 064B	C-40447	26-Jun-26	21
Not Appr	CTE	THTR445A	C-41172	26-Jun-26	3
Not Appr	CTE	THTR445E	C-41173	26-Jun-26	1
Not Appr	Not CTE	NCAL407C	C-41316	26-Jun-26	3
Total					163

Notes

Data only includes sections missing 100% positive attendance.

CTE courses/sections are those with a SAM code equal to A, B, or C; or a vocational TOP code.

APSM178A-CRN 33329: Cancelled class with enrollment by census.

Table A.5

Student Headcount by Census Date, Independently of Positive Attendance, by Enrollment Status and Term

Enrollment Status	Spring 2025		Spring 2026		Change	
	Count	Percent	Count	Percent	Count	Percent
De Anza						
First-Time	317	2.0%	343	2.2%	26	8.2%
First-Time Transfer	1,494	9.5%	1,602	10.4%	108	7.2%
Returning	1,660	10.5%	1,621	10.5%	(39)	-2.3%
Continuing	11,488	72.8%	10,965	71.0%	(523)	-4.6%
Special Admit	830	5.3%	923	6.0%	93	11.2%
Total Headcount	15,789	100.0%	15,454	100.0%	(335)	-2.1%
Foothill						
First-Time	545	4.6%	510	4.4%	(35)	-6.4%
First-Time Transfer	2,139	18.0%	1,979	17.2%	(160)	-7.5%
Returning	1,303	11.0%	1,326	11.5%	23	1.8%
Continuing	6,862	57.8%	6,924	60.2%	62	0.9%
Special Admit	1,033	8.7%	755	6.6%	(278)	-26.9%
Total Headcount	11,882	100.0%	11,494	100.0%	(388)	-3.3%

Table A.6

MIS Data Mart: Student Headcount by Enrollment Status and Academic Period

Enrollment Status	Spring 2025		Spring 2026		Change	
	Count	Percent	Count	Percent	Count	Percent
De Anza						
First-Time Student	11,488	72.8%	10,962	71.0%	(526)	-4.6%
First-Time Transfer Student	317	2.0%	343	2.2%	26	8.2%
Returning Student	1,495	9.5%	1,602	10.4%	107	7.2%
Continuing Student	1,660	10.5%	1,621	10.5%	(39)	-2.3%
Special Admit Student	830	5.3%	922	6.0%	92	11.1%
Total Headcount	15,790	100.0%	15,450	100.0%	-340	-2.2%
Foothill						
First-Time Student	6,814	57.8%	6,844	60.1%	30	0.4%
First-Time Transfer Student	540	4.6%	505	4.4%	(35)	-6.5%
Returning Student	2,096	17.8%	1,973	17.3%	(123)	-5.9%
Continuing Student	1,296	11.0%	1,323	11.6%	27	2.1%
Special Admit Student	1,033	8.8%	737	6.5%	(296)	-28.7%
Total Headcount	11,779	100.0%	11,382	100.0%	-397	-3.4%

Notes

MIS data mart procedures include only students with headcount status STD7 of A,B,C,E,F,G or H.

Table A.6 DSPS Class: Headcount by College, Academic Period and Student Disability Status

College	Disability Status	Spring 2025		Spring 2026		Change	
		Count	Percent	Count	Percent	Count	Percent
De Anza	Yes	357	88.6%	345	93.2%	-12	-3.4%
	No	46	11.4%	25	6.8%	-21	-45.7%
	Total	403	100.0%	370	100.0%	-33	-8.2%
Foothill	Yes	208	38.0%	177	36.8%	-31	-14.9%
	No	339	62.0%	304	63.2%	-35	-10.3%
	Total	547	100.0%	481	100.0%	-66	-12.1%

Notes

DSPS Class: Specifically approved as a special class for disabled students.

Disability Status: The student has a disability code in the system for the academic period.

Figure A.6 DSPS Class: Headcount by College, Academic Period and Student Disability Status

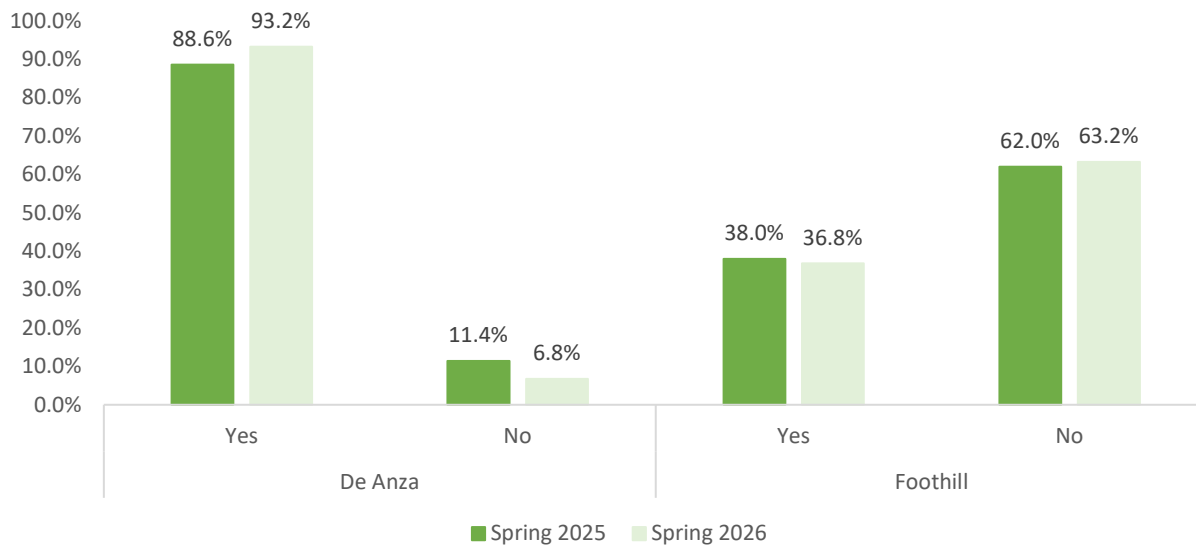
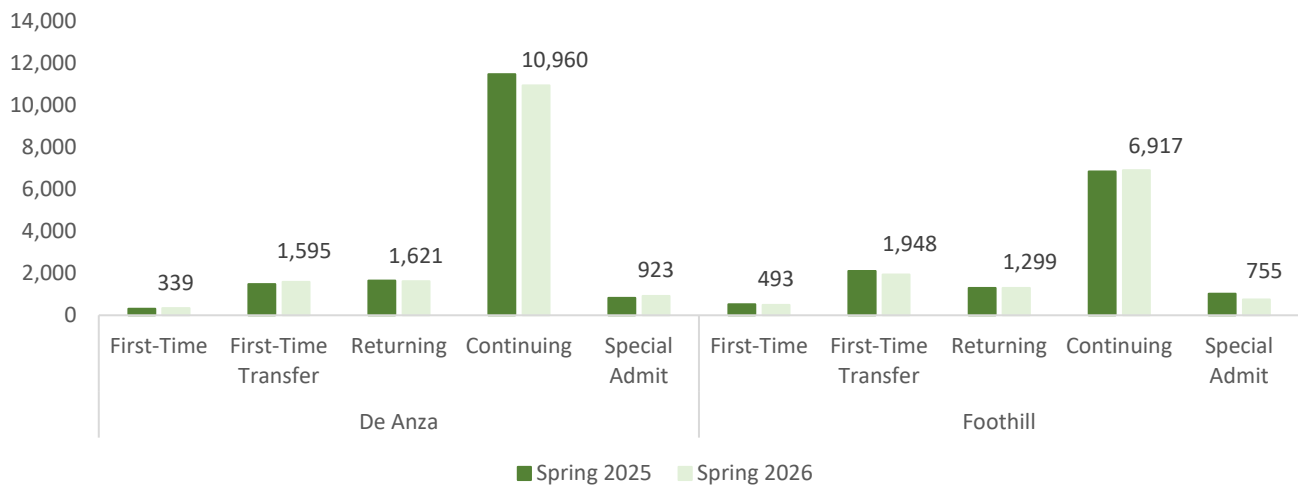


Table SB.1 Student Headcount by College, Enrollment Status (SB15) and Academic Period

	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Enrollment Status	De Anza						
First-Time	317	2.0%	339	2.2%	22	6.9%	↑
First-Time Transfer	1,488	9.4%	1,595	10.3%	107	7.2%	↑
Returning	1,657	10.5%	1,621	10.5%	(36)	-2.2%	
Continuing	11,487	72.8%	10,960	71.0%	(527)	-4.6%	↓
Special Admit	830	5.3%	923	6.0%	93	11.2%	↑
Total Headcount	15,779	100.0%	15,438	100.0%	(341)	-2.2%	
	Foothill						
First-Time	527	4.5%	493	4.3%	(34)	-6.5%	↓
First-Time Transfer	2,113	17.9%	1,948	17.1%	(165)	-7.8%	↓
Returning	1,298	11.0%	1,299	11.4%	1	0.1%	
Continuing	6,860	58.0%	6,917	60.6%	57	0.8%	
Special Admit	1,033	8.7%	755	6.6%	(278)	-26.9%	↓
Total Headcount	11,831	100.0%	11,412	100.0%	(419)	-3.5%	

Figure SB.1 Student Headcount by College, Enrollment Status (SB15) and Academic Period



Notes

Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

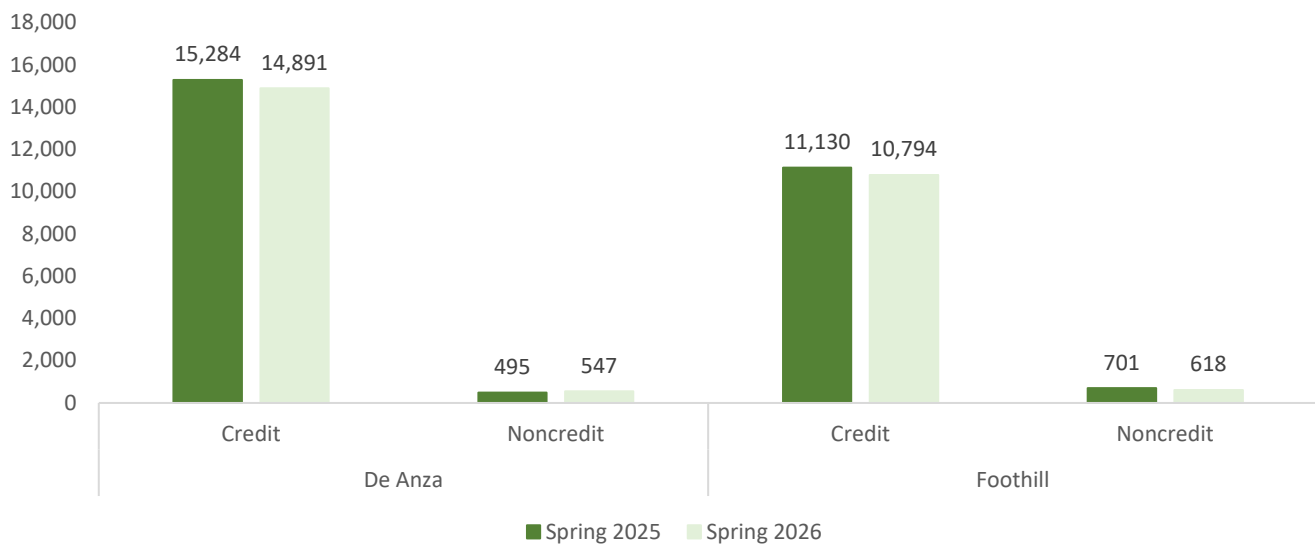
“Unknown” are students with no enough data to determine if they were first-time or first-time transfer (mainly older noncredit students with no evidence of prior higher education).

Trend: Compares the statistic for the group with that for the college. Because of a significant number of enrollment records with missing positive attendance, trend data for Foothill is not provided at this time.

Table SB.2 Student Headcount by College, Credit Status Group and Academic Period

	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Credit Status Group	De Anza						
Credit	15,284	96.9%	14,891	96.5%	(393)	-2.6%	
Noncredit	495	3.1%	547	3.5%	52	10.5%	↑
Total Headcount	15,779	100.0%	15,438	100.0%	(341)	-2.2%	
	Foothill						
Credit	11,130	94.1%	10,794	94.6%	(336)	-3.0%	
Noncredit	701	5.9%	618	5.4%	(83)	-11.8%	↓
Total Headcount	11,831	100.0%	11,412	100.0%	(419)	-3.5%	

Figure SB.2 Student Headcount by College, Credit Status Group and Academic Period



Notes

Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

Credit: Students registered in at least one credit course.

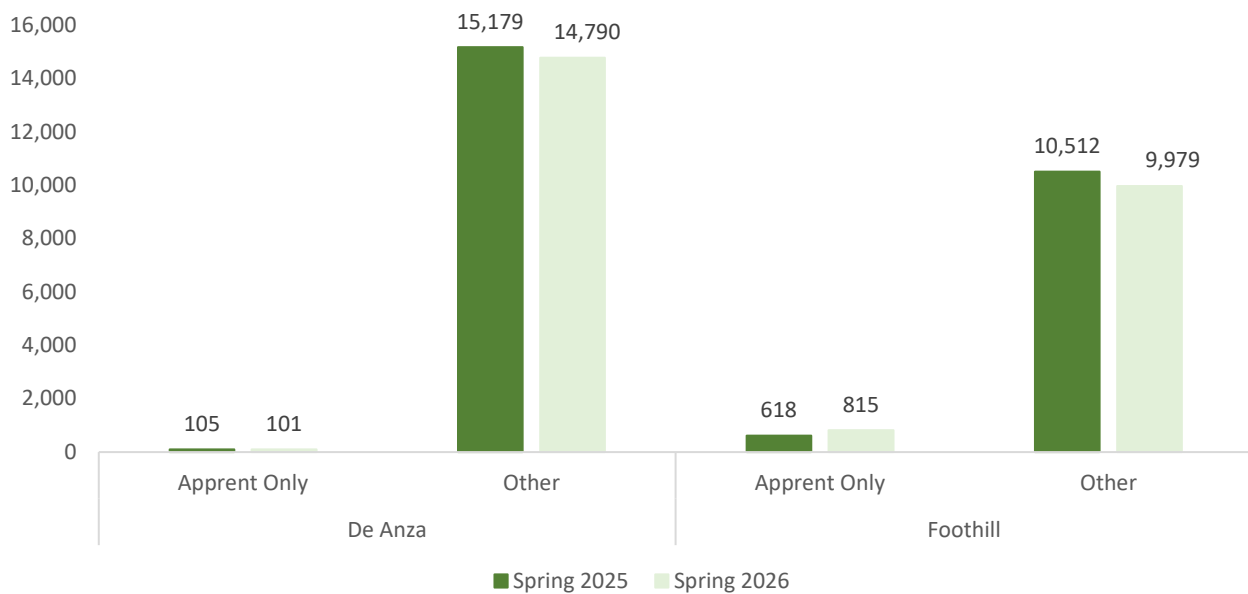
Noncredit: Students registered in only noncredit course(s).

Trend: Compares the statistic for the group with that for the college.

Table SB.3 Credit Student Headcount by College, Apprenticeship Status and Academic Period

	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Apprenticeship St							
De Anza							
Apprent/DIR	105	0.7%	101	0.7%	(4)	-3.8%	↓
Other	15,179	99.3%	14,790	99.3%	(389)	-2.6%	
Total Credit Headcount	15,284	100.0%	14,891	100.0%	(393)	-2.6%	
Foothill							
Apprent/DIR	618	5.6%	815	7.6%	197	31.9%	↑
Other	10,512	94.4%	9,979	92.4%	(533)	-5.1%	↓
Total Credit Headcount	11,130	100.0%	10,794	100.0%	(336)	-3.0%	

Figure SB.3 Credit Student Headcount by College, Apprenticeship Status and Academic Period



Notes

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

Apprent/DIR: Students registered in at least one apprenticeship course or section.

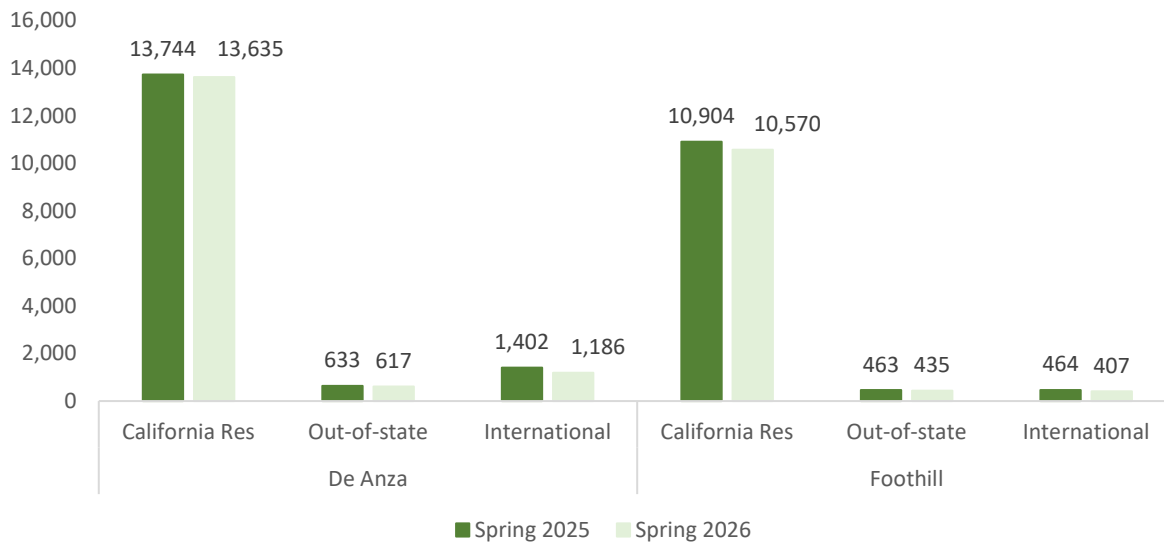
Other: Students not registered in any apprenticeship course or section.

Trend: Compares the statistic for the group with that for the college.

Table SB.4 Student Headcount by College, Residency Status and Academic Period

	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Residency Status	De Anza						
California Res	13,744	87.1%	13,635	88.3%	(109)	-0.8%	
Out-of-state	633	4.0%	617	4.0%	(16)	-2.5%	↓
International	1,402	8.9%	1,186	7.7%	(216)	-15.4%	↓
Total Headcount	15,779	100.0%	15,438	100.0%	(341)	-2.2%	
	Foothill						
California Res	10,904	92.2%	10,570	92.6%	(334)	-3.1%	
Out-of-state	463	3.9%	435	3.8%	(28)	-6.0%	↓
International	464	3.9%	407	3.6%	(57)	-12.3%	↓
Total Headcount	11,831	100.0%	11,412	100.0%	(419)	-3.5%	

Figure SB.4 Student Headcount by College, Residency Status and Academic Period



Notes

Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

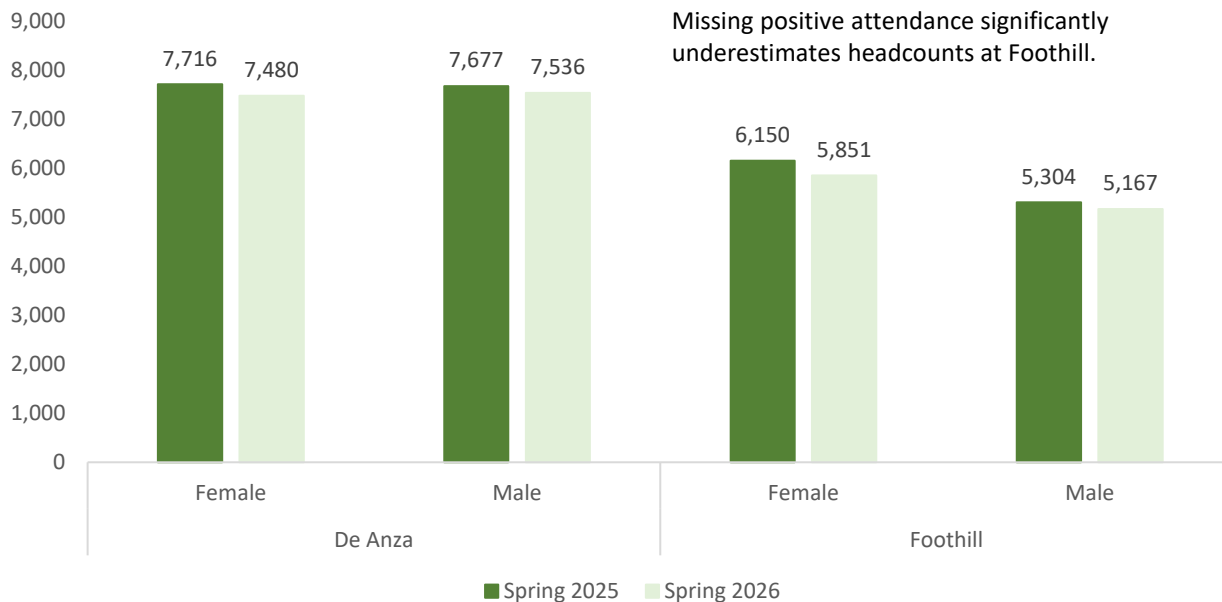
California residency refers to residency used for enrollment fee purposes.

Trend: Compares the statistic for the group with that for the college.

Table SB.5 Student Headcount by College, Gender and Academic Period

	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Female	7,716	48.9%	7,480	48.5%	(236)	-3.1%	
Male	7,677	48.7%	7,536	48.8%	(141)	-1.8%	
Non-binary	188	1.2%	171	1.1%	(17)	-9.0%	↓
Unknown	198	1.3%	251	1.6%	53	26.8%	↑
Total Headcount	15,779	100.0%	15,438	100.0%	(341)	-2.2%	
Foothill							
Female	6,150	52.0%	5,851	51.3%	(299)	-4.9%	↓
Male	5,304	44.8%	5,167	45.3%	(137)	-2.6%	
Non-binary	146	1.2%	124	1.1%	(22)	-15.1%	↓
Unknown	231	2.0%	270	2.4%	39	16.9%	↑
Total Headcount	11,831	100.0%	11,412	100.0%	(419)	-3.5%	

Figure SB.5 Student Headcount by College, Gender and Academic Period



Notes

Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

Trend: Compares the statistic for the group with that for the college.

Table SB.6 Student Headcount by College, Race/Ethnic Group and Academic Period

Race/Ethnic Group	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
American Indian/Alaska Native	31	0.2%	22	0.1%	(9)	-29.0%	↓
Asian	5,898	37.4%	5,856	37.9%	(42)	-0.7%	
Black/African American	443	2.8%	504	3.3%	61	13.8%	↑
Filipino	733	4.6%	716	4.6%	(17)	-2.3%	
Hispanic	3,924	24.9%	3,913	25.3%	(11)	-0.3%	
Pacific Islander	55	0.3%	45	0.3%	(10)	-18.2%	↓
White	2,570	16.3%	2,396	15.5%	(174)	-6.8%	↓
Multiple Races	877	5.6%	846	5.5%	(31)	-3.5%	↓
Not Reported	1,248	7.9%	1,140	7.4%	(108)	-8.7%	↓
Total Headcount	15,779	100.0%	15,438	100.0%	(341)	-2.2%	
Foothill							
American Indian/Alaska Native	17	0.1%	15	0.1%	(2)	-11.8%	↓
Asian	3,095	26.2%	3,042	26.7%	(53)	-1.7%	
Black/African American	378	3.2%	349	3.1%	(29)	-7.7%	↓
Filipino	406	3.4%	369	3.2%	(37)	-9.1%	↓
Hispanic	3,727	31.5%	3,636	31.9%	(91)	-2.4%	
Pacific Islander	62	0.5%	57	0.5%	(5)	-8.1%	↓
White	2,884	24.4%	2,701	23.7%	(183)	-6.3%	↓
Multiple Races	719	6.1%	737	6.5%	18	2.5%	↑
Not Reported	543	4.6%	506	4.4%	(37)	-6.8%	↓
Total Headcount	11,831	100.0%	11,412	100.0%	(419)	-3.5%	

Figure SB.6 Student Headcount by College, Race/Ethnic Group and Academic Period

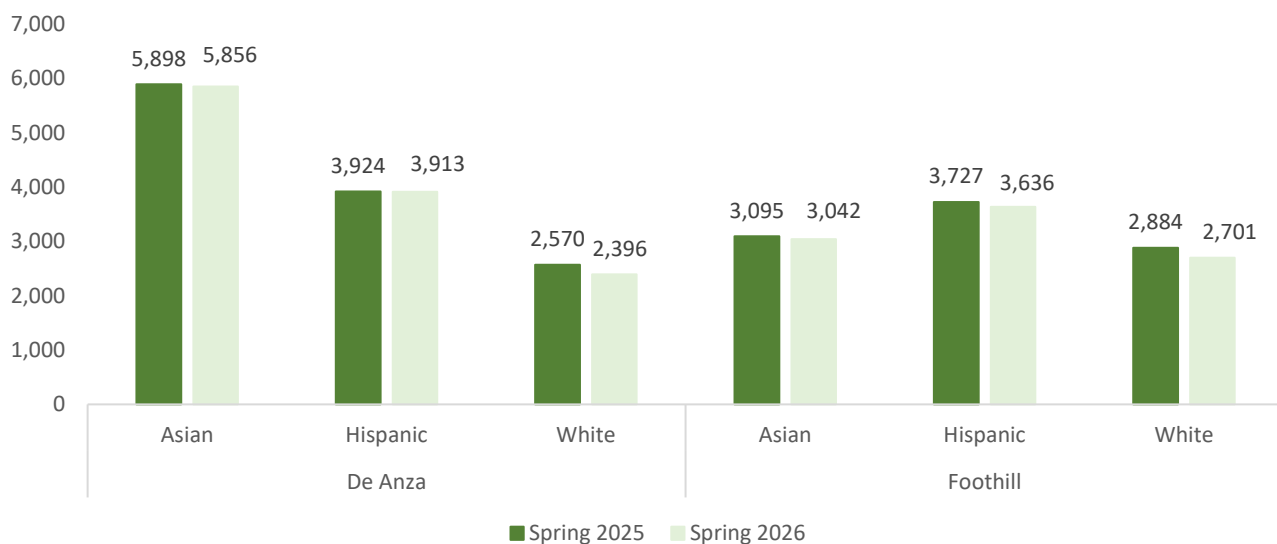
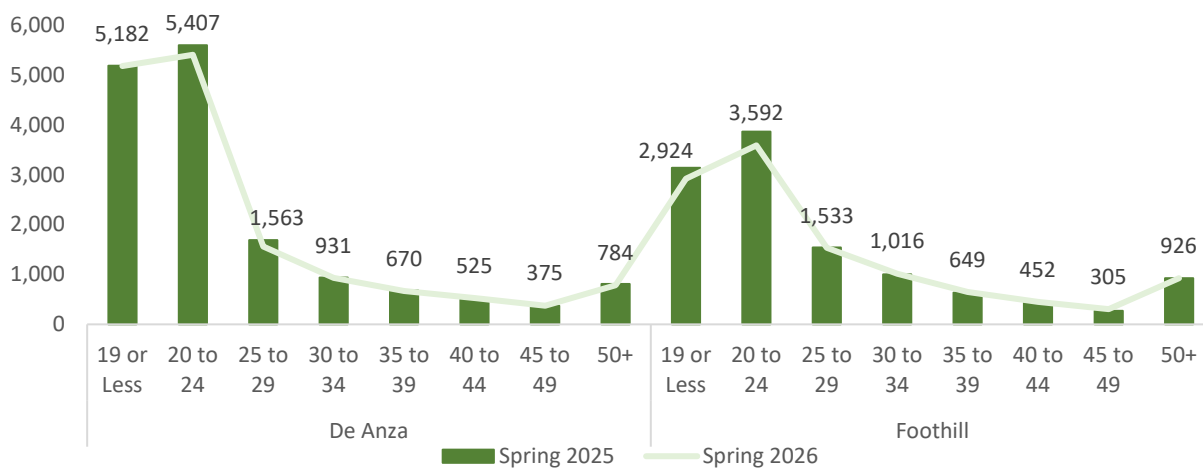


Table SB.7 Student Headcount by College, Age Group and Academic Period

Age Group	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
19 or Less	5,191	32.9%	5,182	33.6%	(9)	-0.2%	
20 to 24	5,601	35.5%	5,407	35.0%	(194)	-3.5%	↓
25 to 29	1,691	10.7%	1,563	10.1%	(128)	-7.6%	↓
30 to 34	939	6.0%	931	6.0%	(8)	-0.9%	
35 to 39	680	4.3%	670	4.3%	(10)	-1.5%	
40 to 44	496	3.1%	525	3.4%	29	5.8%	↑
45 to 49	371	2.4%	375	2.4%	4	1.1%	
50 or more	808	5.1%	784	5.1%	(24)	-3.0%	
Not Reported	2	0.0%	1	0.0%	(1)	-	
Total Headcount	15,779	100.0%	15,438	100.0%	(341)	-2.2%	
Foothill							
19 or Less	3,142	26.6%	2,924	25.6%	(218)	-6.9%	↓
20 to 24	3,865	32.7%	3,592	31.5%	(273)	-7.1%	↓
25 to 29	1,543	13.0%	1,533	13.4%	(10)	-0.6%	
30 to 34	1,000	8.5%	1,016	8.9%	16	1.6%	↑
35 to 39	639	5.4%	649	5.7%	10	1.6%	↑
40 to 44	429	3.6%	452	4.0%	23	5.4%	↑
45 to 49	274	2.3%	305	2.7%	31	11.3%	↑
50 or more	925	7.8%	926	8.1%	1	0.1%	
Not Reported	14	0.1%	15	0.1%	1	-	
Total Headcount	11,831	100.0%	11,412	100.0%	(419)	-3.5%	

Figure SB.7 Student Headcount by College, Age Group and Academic Period



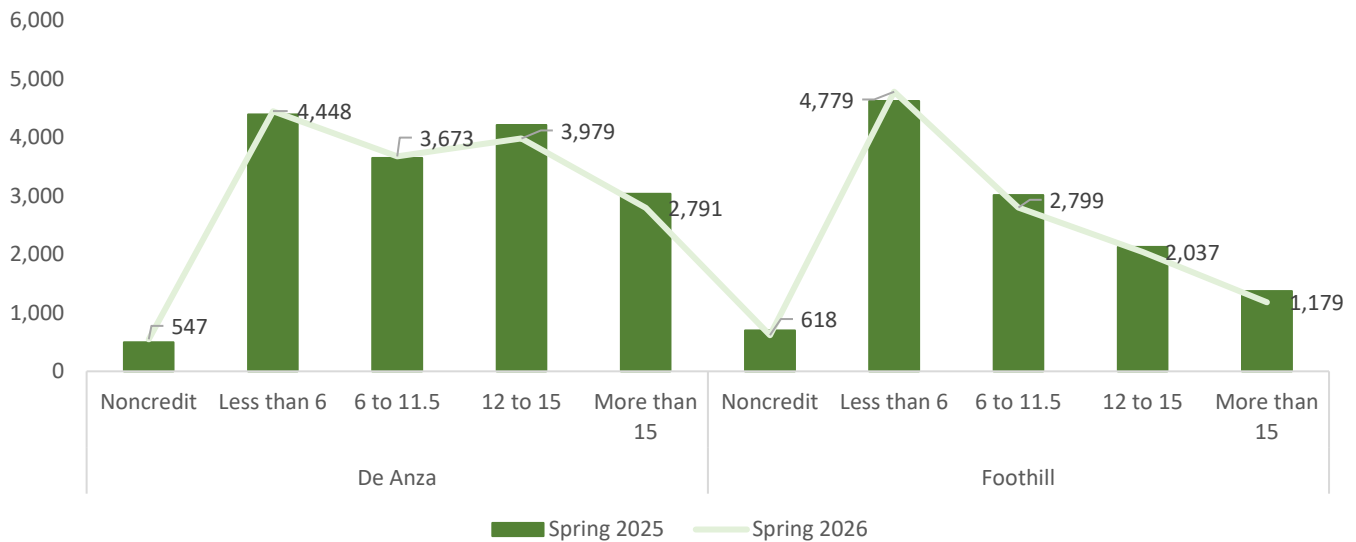
Notes

Trend: Compares the statistic for the group with that for the college.

Table SB.8 Student Headcount by College, Number of Attempted Credit Units and Academic Period

	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Noncredit	495	3.1%	547	3.5%	52	10.5%	↑
Less than 6	4,391	27.8%	4,448	28.8%	57	1.3%	
6 to 11.5	3,648	23.1%	3,673	23.8%	25	0.7%	
12 to 15	4,209	26.7%	3,979	25.8%	(230)	-5.5%	↓
More than 15	3,036	19.2%	2,791	18.1%	(245)	-8.1%	↓
Total Headcount	15,779	100.0%	15,438	100.0%	(341)	-2.2%	
Foothill							
Noncredit	701	5.9%	618	5.4%	(83)	-11.8%	↓
Less than 6	4,621	39.1%	4,779	41.9%	158	3.4%	↑
6 to 11.5	3,014	25.5%	2,799	24.5%	(215)	-7.1%	↓
12 to 15	2,125	18.0%	2,037	17.8%	(88)	-4.1%	
More than 15	1,370	11.6%	1,179	10.3%	(191)	-13.9%	↓
Total Headcount	11,831	100.0%	11,412	100.0%	(419)	-3.5%	

Figure SB.8 Student Headcount by College, Number of Attempted Credit Units and Academic Period



Notes

Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

Trend: Compares the statistic for the group with that for the college.

Table SG.1 De Anza College Student Headcount by Categorical Program/Special Population Group and Academic Period

Group	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	38	0.2%	40	0.3%	2	5.3%	↑
DSPS	995	6.3%	955	6.2%	(40)	-4.0%	↓
EOPS	442	2.8%	424	2.7%	(18)	-4.1%	↓
NextUP/CAYES	21	0.1%	25	0.2%	4	19.0%	↑
All Special Admit/HS Student	830	5.3%	923	6.0%	93	11.2%	↑
CCAP	-	0.0%	19	0.1%	19		
Middle College	77	0.5%	74	0.5%	(3)	-3.9%	↓
Athletes	299	1.9%	294	1.9%	(5)	-1.7%	
Basic Needs Center	1,014	6.4%	1,419	9.2%	405	39.9%	↑
MESA	103	0.7%	110	0.7%	7	6.8%	↑
Puente	72	0.5%	105	0.7%	33	45.8%	↑
Umoja	56	0.4%	51	0.3%	(5)	-8.9%	↓
A2MEND	18	0.1%	19	0.1%	1	5.6%	↑
Baccalaureate, Auto Techn IV	-	0.0%	32	0.2%	32		
Rising Scholars Network	30	0.2%	62	0.4%	32	106.7%	↑
Campus-Housing	-	0.0%	35	0.2%	35		
Dual Adm UC/CSU	57	0.4%	60	0.4%	3	5.3%	↑
Formerly Incarcerated	170	1.1%	190	1.2%	20	11.8%	↑
With Legal Dependents	1,322	8.4%	1,346	8.7%	24	1.8%	↑
First-Generation	4,196	26.6%	3,962	25.6%	(234)	-5.6%	↓
Foster Youth	283	1.8%	319	2.1%	36	12.7%	↑
Military: Active Duty, Reserve	63	0.4%	79	0.5%	16	25.4%	↑
Veteran	223	1.4%	236	1.5%	13	5.8%	↑
Apprenticeship	105	0.7%	101	0.7%	(4)	-3.8%	↓
Economically Disadvantaged	6,712	42.5%	7,152	46.3%	440	6.6%	↑
Homeless	20	0.1%	37	0.2%	17	85.0%	↑
Seasonal Farm Worker	42	0.3%	29	0.2%	(13)	-31.0%	↓
Work Based Learner	156	1.0%	153	1.0%	(3)	-1.9%	
LGBT	998	6.3%	946	6.1%	(52)	-5.2%	↓

De Anza Student Headcount by Census Date and Academic Period

	Spring 2025	Spring 2026	Count Change	Percent Change
Total Headcount	15,789	15,454	(335)	-2.1%

Notes

Data include credit and noncredit students who were enrolled by census date (i.e., enrollments with apportionment flag) or received services from any of the categorical programs (i.e., CalWORKs, DSPS and EOPS).

Trend: Compares the statistic for the group with that for the college.

Table SG.2 Foothill College Student Headcount by Categorical Program/Special Population Group and Academic Period

Group	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	12	0.1%	15	0.1%	3	25.0%	↑
DSPS	705	5.9%	557	4.8%	(148)	-21.0%	↓
EOPS	188	1.6%	258	2.2%	70	37.2%	↑
NextUP/CAYES	21	0.2%	24	0.2%	3	14.3%	↑
All Special Admit/HS Students	1,033	8.7%	755	6.6%	(278)	-26.9%	↓
CCAP	361	3.0%	133	1.2%	(228)	-63.2%	↓
College Now	33	0.3%	28	0.2%	(5)	-15.2%	↓
Middle College	123	1.0%	112	1.0%	(11)	-8.9%	↓
Athletes	198	1.7%	178	1.5%	(20)	-10.1%	↓
Basic Needs Center	1,191	10.0%	1,120	9.7%	(71)	-6.0%	↓
MESA	93	0.8%	101	0.9%	8	8.6%	↑
Puente	65	0.5%	80	0.7%	15	23.1%	↑
Umoja	76	0.6%	69	0.6%	(7)	-9.2%	↓
Baccalaureate, Dental Hygiene	101	0.9%	108	0.9%	7	6.9%	↑
Baccalaureate, Respiratory Care	32	0.3%	17	0.1%	(15)	-46.9%	↓
Campus-Housing	-	0.0%	19	0.2%	19		
Dual Adm UC/CSU	15	0.1%	Not confirmed/Not submitted				
Formerly Incarcerated	82	0.7%	106	0.9%	24	29.3%	↑
With Legal Dependents	1,177	9.9%	1,177	10.2%	-	0.0%	
First-Generation	3,321	27.9%	3,105	27.0%	(216)	-6.5%	↓
Foster Youth	261	2.2%	218	1.9%	(43)	-16.5%	↓
Military: Active Duty, Reserve, N	50	0.4%	61	0.5%	11	22.0%	↑
Veteran	185	1.6%	175	1.5%	(10)	-5.4%	↓
Apprenticeship	619	5.2%	815	7.1%	196	31.7%	↑
Economically Disadvantaged	4,389	36.9%	4,534	39.4%	145	3.3%	↑
Homeless	18	0.2%	13	0.1%	(5)	-27.8%	↓
Seasonal Farm Worker	42	0.4%	32	0.3%	(10)	-23.8%	↓
Work Based Learner	346	2.9%	294	2.6%	(52)	-15.0%	↓
LGBT	786	6.6%	712	6.2%	(74)	-9.4%	↓

Foothill Student Headcount by Census Date and Academic Period

	Spring 2025	Spring 2026	Count Change	Percent Change
Total Headcount	11,882	11,494	(388)	-3.3%

Notes

Data include credit and noncredit students who were enrolled by census date (i.e., enrollments with apportionment flag) or received services from any of the categorical programs (i.e., CalWORKs, DSPS and EOPS).

Trend: Compares the statistic for the group with that for the college.

Table SV.1 Student Headcount by College, VTEA Economically Disadvantaged Group and Academic Period

Group	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
CALW/TANF Auditable	28	0.4%	26	0.4%	(2)	-7.1%	↓
CALW/TANF Self-report	537	7.6%	421	6.4%	(116)	-21.6%	↓
SSI Auditable	1	0.0%	2	0.0%	1	100.0%	
GA Auditable	3	0.0%	1	0.0%	(2)	-66.7%	↓
Other Auditable	1,401	19.7%	1,075	16.3%	(326)	-23.3%	↓
Other Self-report	1,017	14.3%	1,524	23.1%	507	49.9%	↑
Not Econ Disadv	4,125	58.0%	3,562	53.9%	(563)	-13.6%	↓
All CTE Econ Disadv	2,987	42.0%	3,049	46.1%	62	2.1%	↑
All CTE	7,112	100.0%	6,611	100.0%	(501)	-7.0%	↓
Foothill							
CALW/TANF Auditable	9	0.2%	11	0.2%	2	22.2%	↑
CALW/TANF Self-report	384	6.9%	274	5.0%	(110)	-28.6%	↓
SSI Auditable	-	0.0%	1	0.0%	1	-	
GA Auditable	3	0.1%	3	0.1%	-	0.0%	
Other Auditable	770	13.9%	554	10.2%	(216)	-28.1%	↓
Other Self-report	850	15.3%	1,284	23.6%	434	51.1%	↑
Not Econ Disadv	3,531	63.7%	3,311	60.9%	(220)	-6.2%	↓
All CTE Econ Disadv	2,016	36.3%	2,127	39.1%	111	5.5%	
All CTE	5,547	100.0%	5,438	100.0%	(109)	-2.0%	

Notes

More information about the VTEA report available at: <https://webdata.cccco.edu/ded/sv/sv.htm>

CTE: Career Technical Education, based on course SAM code equal to A, B, C, D (applicable to Perkins funding).

Trend: Compares the statistic for the group with that for the college.

Table SV.1 Student Headcount by College and VTEA Economically Disadvantaged Group

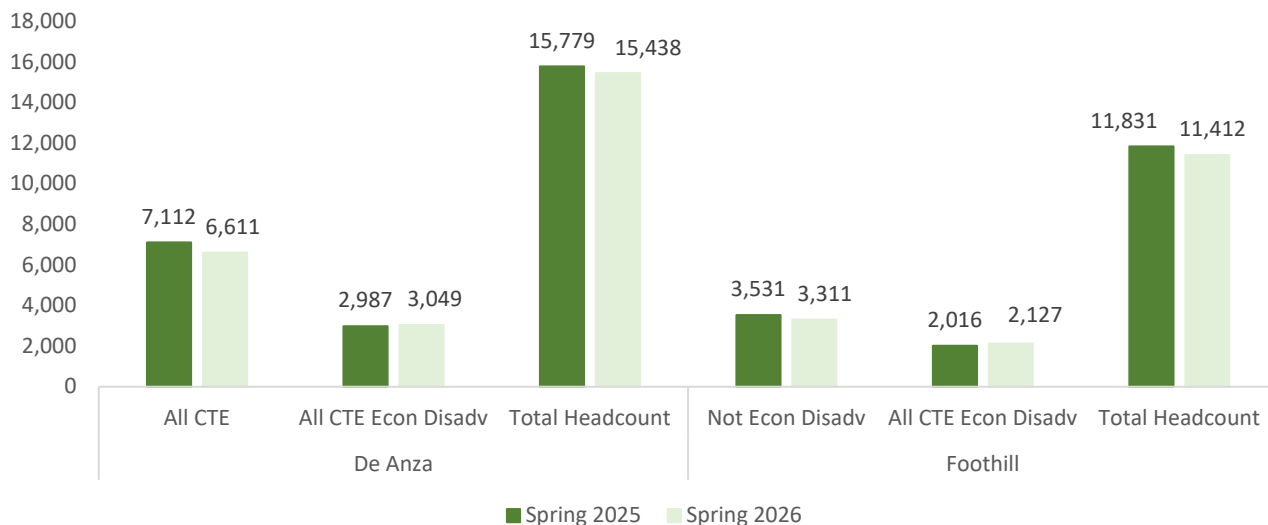


Table SY.1 De Anza, Student Credit for Prior Learning: Number of Records by Academic Period

Assessment Method	Course TOP Code	Spring 2025		Spring 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Advanced Placement (AP)	170100-Mathematics, General	95	29.6%	26	21.1%	(69)	-72.6%	
	220500-History	69	21.5%	21	17.1%	(48)	-69.6%	↓
	Not a course	-	0.0%	20	16.3%	20	-	↓
	150100-English	60	18.7%	18	14.6%	(42)	-70.0%	↓
	040100-Biology, General	21	6.5%	10	8.1%	(11)	-52.4%	↑
	200100-Psychology, General	19	5.9%	7	5.7%	(12)	-63.2%	↓
	220600-Geography	3	0.9%	6	4.9%	3	100.0%	↓
	110700-Chinese	8	2.5%	4	3.3%	(4)	-50.0%	↓
	190500-Chemistry, General	15	4.7%	4	3.3%	(11)	-73.3%	↓
	220400-Economics	15	4.7%	3	2.4%	(12)	-80.0%	
	100900-Design	1	0.3%	2	1.6%	1	100.0%	↓
	100210-Painting and Drawing	2	0.6%	1	0.8%	(1)	-50.0%	
	110500-Spanish	12	3.7%	1	0.8%	(11)	-91.7%	↓
	100100-Fine Arts, General	1	0.3%	-	0.0%	(1)	-100.0%	↓
	Total	321	100.0%	123	100.0%	(198)	-61.7%	

Figure SY.1 De Anza, Student Credit for Prior Learning, Advanced Placement: Top Five Areas, Spring 2026

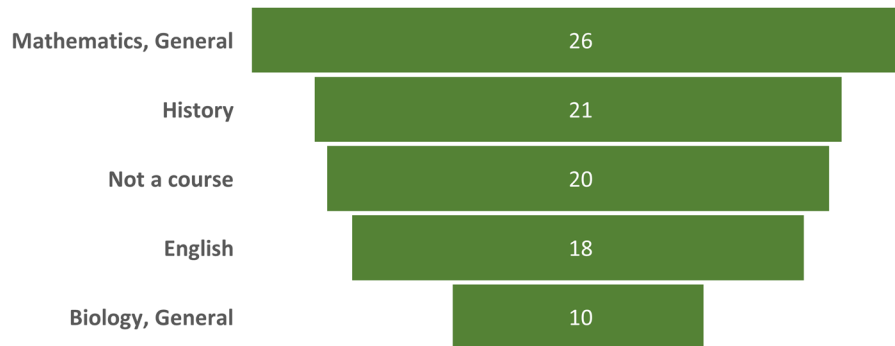


Table SY.2 Foothill, Student Credit for Prior Learning: Number of Records by Academic Period

Assessment Method	Course TOP Code	Spring 2025		Spring 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Advanced Placement (AP)	Not a course	-	0.0%	28	23.3%	28	-	
	170100-Mathematics, General	8	24.2%	24	20.0%	16	200.0%	
Industry certification	Not a course	-	0.0%	18	15.0%	18	-	
Advanced Placement (AP)	150100-English	8	24.2%	14	11.7%	6	75.0%	
	220500-History	5	15.2%	12	10.0%	7	140.0%	
	200100-Psychology, General	2	6.1%	8	6.7%	6	300.0%	↑
Industry certification	040100-Biology, General	7	21.2%	8	6.7%	1	14.3%	
Advanced Placement (AP)	190500-Chemistry, General	1	3.0%	4	3.3%	3	300.0%	↑
College Level Examination Program (CL	Not a course	-	0.0%	2	1.7%	2	-	
Advanced Placement (AP)	100100-Fine Arts, General	-	0.0%	1	0.8%	1	-	
Military training (excluding CLEP)	Not a course	-	0.0%	1	0.8%	1	-	
Advanced Placement (AP)	190200-Physics, General	2	6.1%	-	0.0%	(2)	-100.0%	
Total		33	100.0%	120	100.0%	87	263.6%	

Figure SY.2 Foothill, Student Credit for Prior Learning: Count by Assessment Methods, Spring 2026

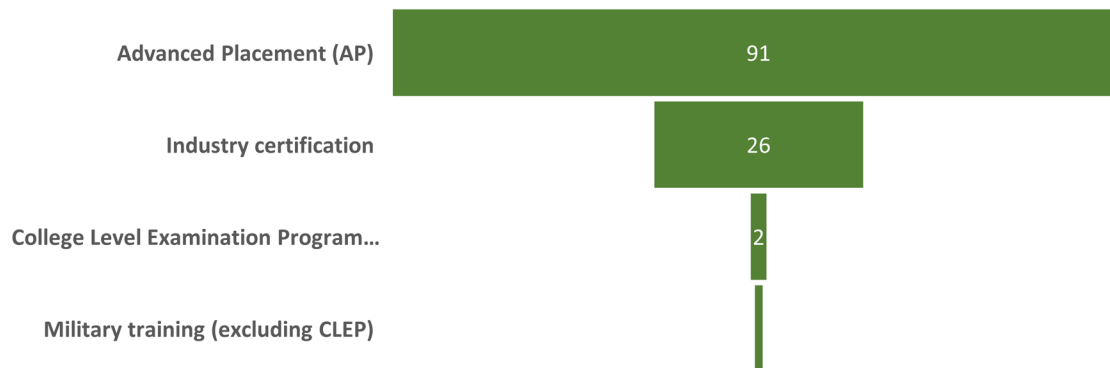


Table SX.A2 California Virtual Campus (CVC) Course Exchange Enrollment, Foothill: Student Headcount

Course TOP Code	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
083500-Physical Education	10	7.1%	6	11.3%	-4	-40.0%	
170100-Mathematics, General	6	4.3%	6	11.3%	0	0.0%	
220200-Anthropology	15	10.6%	5	9.4%	-10	-66.7%	
050200-Accounting	1	0.7%	4	7.5%	3	300.0%	
061410-Multimedia	6	4.3%	3	5.7%	-3	-50.0%	
070700-Computer Software Development	9	6.4%	3	5.7%	-6	-66.7%	
110800-Japanese	5	3.5%	3	5.7%	-2	-40.0%	
193000-Earth Science	4	2.8%	3	5.7%	-1	-25.0%	
220700-Political Science	12	8.5%	3	5.7%	-9	-75.0%	
220800-Sociology	7	5.0%	3	5.7%	-4	-57.1%	
050600-Business Management	1	0.7%	2	3.8%	1	100.0%	
100500-Commercial Music	1	0.7%	2	3.8%	1	100.0%	
103000-Art and Design	0	-	2	3.8%	2		
127000-Kinesiology	1	0.7%	2	3.8%	1	100.0%	
050500-Business Administration	1	0.7%	1	1.9%	0	0.0%	
070800-Computer Infrastructure and Support	1	0.7%	1	1.9%	0	0.0%	
090100-Engineering, General (requires Calculu	1	0.7%	1	1.9%	0	0.0%	
101100-Photography	3	2.1%	1	1.9%	-2	-66.7%	
101200-Photography	1	0.7%	1	1.9%	0	0.0%	
200100-Psychology, General	3	2.1%	1	1.9%	-2	-66.7%	
220400-Economics	3	2.1%	1	1.9%	-2	-66.7%	
220600-Geography	18	12.8%	1	1.9%	-17	-94.4%	
083580-Adapted Physical Education	1	0.7%	0	-	-1	-100.0%	
100400-Music	3	2.1%	0	-	-3	-100.0%	
100700-Dramatic Arts	1	0.7%	0	-	-1	-100.0%	
122800-Athletic Training and Sports Medicine	1	0.7%	0	-	-1	-100.0%	
130500-Child Development/Early Care and Edu	8	5.7%	0	-	-8	-100.0%	
150100-English	9	6.4%	0	-	-9	-100.0%	
150300-Comparative Literature	1	0.7%	0	-	-1	-100.0%	
150600-Speech Communication	7	5.0%	0	-	-7	-100.0%	
150900-Philosophy	2	1.4%	0	-	-2	-100.0%	
220100-Social Sciences, General	2	1.4%	0	-	-2	-100.0%	
220500-History	6	4.3%	0	-	-6	-100.0%	
220610-Geographic Information Systems	1	0.7%	0	-	-1	-100.0%	
493010-Career Guidance and Orientation	1	0.7%	0	-	-1	-100.0%	
493084-English as a Second Language - Writin	1	0.7%	0	-	-1	-100.0%	
Total Headcount	141	100.0%	53	100.0%	-88	-62.4%	

Table VR.1 De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service

Service by Program	Headcount	Total Services Amount
Program: SC-CalWORKs	41	
C01-Counseling-Academic	3	3
C05-Counseling-Financial Aid	1	1
C07-Counseling-Program Specific Counseling	7	7
D01-Direct Aid to Students-Textbooks	1	135
D04-Direct Aid to Students-Gift Cards	3	414
D09-Direct Aid to Students-Transportation	6	400
D14-Direct Aid to Students-Work Study	4	664
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Current Student	9	9
S08-Student Support Services-Education Plan	2	2
S21-Student Support Services-Program Specific	13	13
Program: SD-Disabled Student Programs and Services (DSPS)	1,136	
C01-Counseling-Academic	390	648
C03-Counseling-Mental Health	1	1
C05-Counseling-Financial Aid	94	103
C06-Counseling-Transfer	3	3
C07-Counseling-Program Specific Counseling	192	200
C99-Counseling-Other	17	17
D01-Direct Aid to Students-Textbooks	12	1,800
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Current Student	14	14
S02-Student Support Services-Enrollment/Reenrollment Activities	94	103
S04-Student Support Services-Learning Disability Management	4	11
S08-Student Support Services-Education Plan	39	44
S10-Student Support Services-Alternative Media/Adaptive Equipment	72	91
S11-Student Support Services-Interpreting/Captioning	15	810
S12-Student Support Services-Test Proctoring	2	2
S13-Student Support Services-Specialized/Supplemental Instruction	379	515
S14-Student Support Services-Tutoring	18	171
S21-Student Support Services-Program Specific	111	312
S22-Student Support Services-Unstructured Student Support	542	1,625

Table VR.1 De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service

Service by Program	Headcount	Total Services Amount
Program: SE-EOPS	420	
C01-Counseling-Academic	382	737
C02-Counseling-Basic Needs	8	8
C03-Counseling-Mental Health	2	2
C04-Counseling-Career	8	8
C05-Counseling-Financial Aid	7	7
C06-Counseling-Transfer	50	68
C07-Counseling-Program Specific Counseling	9	10
C99-Counseling-Other	12	13
D01-Direct Aid to Students-Textbooks	193	30,444
D03-Direct Aid to Students-Food	202	41,076
D04-Direct Aid to Students-Gift Cards	204	40,800
D09-Direct Aid to Students-Transportation	7	1,800
D12-Direct Aid to Students-Program Specific Grant	370	203,500
D99-Direct Aid to Students-Other	63	5,521
Program: VA-Asian American Native Hawaiian Pacific Islander	62	
C01-Counseling-Academic	45	76
C03-Counseling-Mental Health	11	13
C04-Counseling-Career	6	6
C06-Counseling-Transfer	21	22
C07-Counseling-Program Specific Counseling	56	270
C99-Counseling-Other	3	3
S08-Student Support Services-Education Plan	13	18
S13-Student Support Services-Specialized/Supplemental Instruction	26	26
Program: VC-CARE	8	
C01-Counseling-Academic	7	14
C06-Counseling-Transfer	1	2
C99-Counseling-Other	1	1
D04-Direct Aid to Students-Gift Cards	7	3,200
D09-Direct Aid to Students-Transportation	4	1,100
D12-Direct Aid to Students-Program Specific Grant	7	3,500

Table VR.1 De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service

Service by Program	Headcount	Total Services Amount
Program: VD-Dual Enrollment, CCAP and CCAP STEM	19	
S02-Student Support Services-Enrollment/Reenrollment Activities	19	19
Program: VM-Mathematics, Engineering, Science Achievement (MESA)	69	
C01-Counseling-Academic	44	71
C04-Counseling-Career	5	5
C05-Counseling-Financial Aid	1	1
C06-Counseling-Transfer	21	29
D12-Direct Aid to Students-Program Specific Grant	23	94,220
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Current Student	9	37
S14-Student Support Services-Tutoring	35	441
S20-Student Support Services-Career Tours/Fairs	12	39
S23-Student Support Services-Work Based Learning	2	2
S24-Student Support Services-Internships	23	32
Program: VN-NextUP/CAFYES	28	
C01-Counseling-Academic	19	30
C03-Counseling-Mental Health	3	3
C04-Counseling-Career	2	2
C06-Counseling-Transfer	11	15
C99-Counseling-Other	10	16
D01-Direct Aid to Students-Textbooks	12	1,911
D02-Direct Aid to Students-Emergency Aid	5	7,520
D03-Direct Aid to Students-Food	12	1,632
D04-Direct Aid to Students-Gift Cards	18	8,000
D05-Direct Aid to Students-Housing	1	2,730
D09-Direct Aid to Students-Transportation	9	2,700
D12-Direct Aid to Students-Program Specific Grant	25	40,500
D13-Direct Aid to Students-Technology	1	581

Table VR.1 De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service

Service by Program	Headcount	Total Services Amount
Program: VR-Veterans Resource Center	303	
C01-Counseling-Academic	138	203
C04-Counseling-Career	44	53
C06-Counseling-Transfer	12	14
C07-Counseling-Program Specific Counseling	32	36
C99-Counseling-Other	8	8
D01-Direct Aid to Students-Textbooks	101	7,575
D04-Direct Aid to Students-Gift Cards	1	100
D99-Direct Aid to Students-Other	33	3,825
O02-Outreach or Inreach-Inreach Event	34	65
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Current Student	12	12
S03-Student Support Services-Transfer Assistance Activities	11	13
S14-Student Support Services-Tutoring	16	101
S17-Student Support Services-Student Center	73	612
S21-Student Support Services-Program Specific	151	151
Program: VT-Transfer Center	840	
C01-Counseling-Academic	137	157
C03-Counseling-Mental Health	1	1
C04-Counseling-Career	2	2
C05-Counseling-Financial Aid	1	1
C06-Counseling-Transfer	476	618
C99-Counseling-Other	107	123
S03-Student Support Services-Transfer Assistance Activities	231	246
S17-Student Support Services-Student Center	5	9
S19-Student Support Services-University Tours or Representative Visits/Transfer Fairs	86	86
Program: VW-Strong Workforce Local Share	139	
S07-Student Support Services-Career Activities	139	151
S24-Student Support Services-Internships	4	4

Table VR.2 Foothill: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service

Service by Program	Headcount	Total Services Amount
Program: SC-CalWORKs	15	
D09-Direct Aid to Students-Transportation	1	50
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Current Student	2	4
S02-Student Support Services-Enrollment/Reenrollment Activities	2	2
S21-Student Support Services-Program Specific	11	11
Program: SE-EOPS	347	
C01-Counseling-Academic	209	381
C03-Counseling-Mental Health	21	22
C04-Counseling-Career	23	28
C05-Counseling-Financial Aid	8	9
C06-Counseling-Transfer	24	32
C07-Counseling-Program Specific Counseling	13	16
C99-Counseling-Other	57	74
D01-Direct Aid to Students-Textbooks	73	10,494
D12-Direct Aid to Students-Program Specific Grant	95	35,950
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Current Student	141	163
S05-Student Support Services-Material Loans	5	6
S08-Student Support Services-Education Plan	13	13
S14-Student Support Services-Tutoring	26	48
S21-Student Support Services-Program Specific	14	18
S99-Student Support Services-Other	50	54

Service by Program	Headcount	Total Services Amount
Program: VC-CARE	15	
C01-Counseling-Academic	13	21
C03-Counseling-Mental Health	1	1
C04-Counseling-Career	2	2
C07-Counseling-Program Specific Counseling	1	1
C99-Counseling-Other	3	3
D03-Direct Aid to Students-Food	12	6,027
D09-Direct Aid to Students-Transportation	12	3,166
D12-Direct Aid to Students-Program Specific Grant	10	11,693
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Current Student	1	2
S05-Student Support Services-Material Loans	2	3
S14-Student Support Services-Tutoring	4	8
S21-Student Support Services-Program Specific	2	2
Program: VD-Dual Enrollment, CCAP and CCAP STEM	133	
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Current Student	15	15
S02-Student Support Services-Enrollment/Reenrollment Activities	133	133
Program: VM-Mathematics, Engineering, Science Achievement (MESA)	82	
C01-Counseling-Academic	21	22
C03-Counseling-Mental Health	3	3
C04-Counseling-Career	6	6
C06-Counseling-Transfer	12	13
C07-Counseling-Program Specific Counseling	28	38
C99-Counseling-Other	1	1
D01-Direct Aid to Students-Textbooks	10	634
D12-Direct Aid to Students-Program Specific Grant	29	16,107
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Current Student	27	62
S03-Student Support Services-Transfer Assistance Activities	5	5
S07-Student Support Services-Career Activities	37	207
S14-Student Support Services-Tutoring	21	136
S17-Student Support Services-Student Center	20	20
S19-Student Support Services-University Tours or Representative Visits/Transfer Fairs	6	6
S20-Student Support Services-Career Tours/Fairs	12	12
S21-Student Support Services-Program Specific	1	1

Service by Program	Headcount	Total Services Amount
S24-Student Support Services-Internships	1	1
Program: VN-NextUP/CAFYES	22	
C01-Counseling-Academic	8	15
C04-Counseling-Career	1	1
C05-Counseling-Financial Aid	1	1
C99-Counseling-Other	3	4
D10-Direct Aid to Students-Academic Supplies	22	4,400
D12-Direct Aid to Students-Program Specific Grant	11	5,250
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Current Student	1	1
S14-Student Support Services-Tutoring	1	1
S21-Student Support Services-Program Specific	7	10
S99-Student Support Services-Other	1	1
Program: VT-Transfer Center	337	
C03-Counseling-Mental Health	8	9
C04-Counseling-Career	13	13
C06-Counseling-Transfer	245	295
S06-Student Support Services-Completion and/or Student Success Activities	64	64
S08-Student Support Services-Education Plan	64	65
S19-Student Support Services-University Tours or Representative Visits/Transfer Fairs	11	11

Table SS.A1 De Anza College: Count by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount/Service Count		Change		
		2024-25	2025-26	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,764	1,420	(344)	-19.5%	
	2-Fall	1,266	1,125	(141)	-11.1%	
	3-Winter	829	819	(10)	-1.2%	
	4-Spring	1,915	1,468	(447)	-23.3%	↓
	Annual	5,774	4,832	(942)	-16.3%	
SS08: Counseling/Advising	1-Summer	3,811	3,487	(324)	-8.5%	
	2-Fall	4,687	4,709	22	0.5%	
	3-Winter	2,026	2,221	195	9.6%	
	4-Spring	1,802	1,663	(139)	-7.7%	↓
	Annual	12,326	12,076	(250)	-2.0%	
SS09: Abbreviated SEP	1-Summer	2,752	1,381	(1,371)	-49.8%	
	2-Fall	2,346	1,360	(986)	-42.0%	
	3-Winter	1,336	876	(460)	-34.4%	
	4-Spring	1,291	2,641	1,350	104.6%	↑
	Annual	7,725	6,258	(1,467)	-19.0%	
SS09: Comprehensive SEP	1-Summer	4,060	1,611	(2,449)	-60.3%	
	2-Fall	3,330	2,607	(723)	-21.7%	
	3-Winter	1,655	1,697	42	2.5%	
	4-Spring	899	6,372	5,473	608.8%	↑
	Annual	9,944	12,287	2,343	23.6%	
SS10: At-Risk Follow-up	1-Summer	416	322	(94)	-22.6%	
	2-Fall	806	730	(76)	-9.4%	
	3-Winter	574	581	7	1.2%	
	4-Spring	503	492	(11)	-2.2%	
	Annual	2,299	2,125	(174)	-7.6%	
SS11: Other Follow-up	1-Summer	4,568	4,543	(25)	-0.5%	
	2-Fall	8,940	9,691	751	8.4%	
	3-Winter	8,340	8,990	650	7.8%	
	4-Spring	7,237	7,746	509	7.0%	↑
	Annual	26,108	27,483	1,375	5.3%	

Notes

Placement services are no longer included in "SS11: Other Follow-up" counts given that students are automatically placed based on admission application data.

Counts for "SS06: Initial Orientation," "SS09: Abbreviated SEP," and "SS09: Comprehensive SEP" services are only reported in the term/academic year when the student first received the service at the college.

SS08: Counseling/Advising are reported during the term when the student first received the service at the college during the academic period.

Submission status for categorical programs (i.e., EOPS, DSPS, CalWORKs) may impact counts.

Trend based on percentage change for the student headcount in credit courses at the college level during the academic period, -2.6% in spring 2026.

Table SS.A2 Foothill College: Counts by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount or Service Count		Change		
		2024-25	2025-26	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,093	919	(174)	-15.9%	
	2-Fall	913	921	8	0.9%	
	3-Winter	756	738	(18)	-2.4%	
	4-Spring	1,064	748	(316)	-29.7%	↓
	Annual	3,826	3,326	(500)	-13.1%	
SS08: Counseling/Advising	1-Summer	2,633	2,774	141	5.4%	
	2-Fall	3,373	3,307	(66)	-2.0%	
	3-Winter	1,777	1,824	47	2.6%	
	4-Spring	1,621	1,673	52	3.2%	↑
	Annual	9,404	9,578	174	1.9%	
SS09: Abbreviated SEP	1-Summer	525	511	(14)	-2.7%	
	2-Fall	1,538	906	(632)	-41.1%	
	3-Winter	784	638	(146)	-18.6%	
	4-Spring	584	566	(18)	-3.1%	
	Annual	3,431	2,621	(810)	-23.6%	
SS09: Comprehensive SEP	1-Summer	475	455	(20)	-4.2%	
	2-Fall	3,987	1,548	(2,439)	-61.2%	
	3-Winter	1,563	922	(641)	-41.0%	
	4-Spring	718	768	50	7.0%	↑
	Annual	6,743	3,693	(3,050)	-45.2%	
SS10: At-Risk Follow-up	1-Summer	43	43	-	0.0%	
	2-Fall	157	135	(22)	-14.0%	
	3-Winter	148	98	(50)	-33.8%	
	4-Spring	150	87	(63)	-42.0%	↓
	Annual	498	363	(135)	-27.1%	
SS11: Other Follow-up	1-Summer	2,399	2,458	59	2.5%	
	2-Fall	5,774	5,657	(117)	-2.0%	
	3-Winter	5,093	5,168	75	1.5%	
	4-Spring	4,491	4,779	288	6.4%	↑
	Annual	16,126	16,340	214	1.3%	

Notes

Placement services are no longer included in "SS11: Other Follow-up" counts given that students are automatically placed based on admission application data.

Counts for "SS06: Initial Orientation," "SS09: Abbreviated SEP," and "SS09: Comprehensive SEP" services are only reported in the term/academic year when the student first received the service at the college.

SS08: Counseling/Advising are reported during the term when the student first received the service at the college during the academic period.

Submission status for categorical programs (i.e., EOPS, DSPS, CalWORKs) may impact counts.

Trend based on percentage change for the student headcount in credit courses at the college level during the academic period, -3.0% in spring 2026.

Table CB.1 De Anza College: Section Count by Course Attribute and Academic Period

Course Attribute	Classification	Spring 2025		Spring 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,313	89.5%	1,300	89.4%	(13)	-1.0%	
	Credit, Not Degree Applicable	63	4.3%	56	3.9%	(7)	-11.1%	↓
	Noncredit	91	6.2%	98	6.7%	7	7.7%	↑
CB05-Transfer Status	Transferable to UC and CSU	1,016	69.3%	998	68.6%	(18)	-1.8%	
	Transferable to CSU only	266	18.1%	273	18.8%	7	2.6%	↑
	Not transferable	185	12.6%	183	12.6%	(2)	-1.1%	
CB08-Basic Skills	Basic Skills	88	6.0%	83	5.7%	(5)	-5.7%	↓
	Not Basic Skills	1,379	94.0%	1,371	94.3%	(8)	-0.6%	
CB09-SAM Priority	Apprenticeship	6	0.4%	7	0.5%	1	16.7%	↑
	Advanced Occupational	57	3.9%	63	4.3%	6	10.5%	↑
	Clearly Occupational	345	23.5%	369	25.4%	24	7.0%	↑
	Possibly Occupational	85	5.8%	46	3.2%	(39)	-45.9%	↓
	Non-Occupational	974	66.4%	969	66.6%	(5)	-0.5%	
CB10-Work Exp	Not Cooperative Work Exp	1,467	100.0%	1,454	100.0%	(13)	-0.9%	
CB11-Classification	Enhanced Funding, Workforce Prep	55	3.7%	63	4.3%	8	14.5%	↑
	Enhanced Funding, Other	35	2.4%	35	2.4%	-	0.0%	
	Non-Enhanced Funding	1	0.1%	-	0.0%	(1)	-100.0%	↓
	Credit Course	1,376	93.8%	1,356	93.3%	(20)	-1.5%	
CB13-Special Class	Approved Special Class	22	1.5%	18	1.2%	(4)	-18.2%	↓
	Not a Special Class	1,445	98.5%	1,436	98.8%	(9)	-0.6%	
CB21-Prior to Coll	1 Level Below Transfer	34	2.3%	30	2.1%	(4)	-11.8%	↓
	2 Levels Below Transfer	20	1.4%	20	1.4%	-	0.0%	
	3 Levels Below Transfer	23	1.6%	21	1.4%	(2)	-8.7%	↓
	4 Levels Below Transfer	4	0.3%	6	0.4%	2	50.0%	↑
	5 Levels Below Transfer	2	0.1%	4	0.3%	2	100.0%	↑
	6 Levels Below Transfer	2	0.1%	2	0.1%	-	0.0%	
	Not Applicable	1,382	94.2%	1,371	94.3%	(11)	-0.8%	
CB22-Noncredit Cat	English as a Second Language	35	2.4%	35	2.4%	-	0.0%	
	Workforce Preparation	56	3.8%	63	4.3%	7	12.5%	↑
	Credit Course	1,376	93.8%	1,356	93.3%	(20)	-1.5%	

Table CB.1 De Anza College: Section Count by Course Attribute and Academic Period

Course Attribute	Classification	Spring 2025		Spring 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB23-Funding Agency	Not Developed with Econ Dev funds	1,467	100.0%	1,454	100.0%	(13)	-0.9%	
CB24-Program Status	Program Applicable	1,366	93.1%	1,358	93.4%	(8)	-0.6%	
	Not Program Applicable	101	6.9%	96	6.6%	(5)	-5.0%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	83	5.7%	78	5.4%	(5)	-6.0%	↓
	Transfer Math/Quant Reasoning	146	10.0%	142	9.8%	(4)	-2.7%	↓
	Local Mathematics Competency	1	0.1%	1	0.1%	-	0.0%	
	Not Applicable	1,237	84.3%	1,233	84.8%	(4)	-0.3%	
	Support Course	19	1.3%	18	1.2%	(1)	-5.3%	↓
CB26-Support Course St	Not a Support Course	1,448	98.7%	1,436	98.8%	(12)	-0.8%	
CB27-Upper Division St	Upper Division Course	-	0.0%	2	0.1%	2		
	Not an Upper Division Course	1,467	100.0%	1,452	99.9%	(15)	-1.0%	
Total		1,467	100.0%	1,454	100.0%	(13)	-0.9%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Table CB.2 Foothill College: Section Count by Course Attribute and Academic Period

Course Attribute	Classification	Spring 2025		Spring 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	980	92.2%	1,000	90.2%	20	2.0%	
	Credit, Not Degree Applicable	21	2.0%	26	2.3%	5	23.8%	↑
	Noncredit	62	5.8%	83	7.5%	21	33.9%	↑
CB05-Transfer Status	Transferable to UC and CSU	648	61.0%	636	57.3%	(12)	-1.9%	
	Transferable to CSU only	223	21.0%	217	19.6%	(6)	-2.7%	
	Not transferable	192	18.1%	256	23.1%	64	33.3%	↑
CB08-Basic Skills	Basic Skills	41	3.9%	45	4.1%	4	9.8%	↑
	Not Basic Skills	1,022	96.1%	1,064	95.9%	42	4.1%	
CB09-SAM Priority	Apprenticeship	94	8.8%	131	11.8%	37	39.4%	↑
	Advanced Occupational	6	0.6%	6	0.5%	-	0.0%	
	Clearly Occupational	155	14.6%	154	13.9%	(1)	-0.6%	
	Possibly Occupational	161	15.1%	166	15.0%	5	3.1%	
	Non-Occupational	647	60.9%	652	58.8%	5	0.8%	
CB10-Work Exp	Cooperative Work Experience	3	0.3%	-	0.0%	(3)	-100.0%	↓
	Not Cooperative Work Exp	1,060	99.7%	1,109	100.0%	49	4.6%	
CB11-Classification	Enhanced Funding, Other	30	2.8%	42	3.8%	12	40.0%	↑
	Non-Enhanced Funding	32	3.0%	41	3.7%	9	28.1%	↑
	Credit Course	1,001	94.2%	1,026	92.5%	25	2.5%	
CB13-Special Class	Approved Special Class	35	3.3%	38	3.4%	3	8.6%	↑
	Not a Special Class	1,028	96.7%	1,071	96.6%	43	4.2%	
CB21-Prior to Coll	1 Level Below Transfer	12	1.1%	12	1.1%	-	0.0%	
	2 Levels Below Transfer	10	0.9%	8	0.7%	(2)	-20.0%	↓
	3 Levels Below Transfer	8	0.8%	8	0.7%	-	0.0%	
	4 Levels Below Transfer	1	0.1%	4	0.4%	3	300.0%	↑
	5 Levels Below Transfer	3	0.3%	2	0.2%	(1)	-33.3%	↓
	6 Levels Below Transfer	3	0.3%	1	0.1%	(2)	-66.7%	↓
	Not Applicable	1,026	96.5%	1,074	96.8%	48	4.7%	

Table CB.2 Foothill College: Section Count by Course Attribute and Academic Period

Course Attribute	Classification	Spring 2025		Spring 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB22-Noncredit Cat	English as a Second Language	16	1.5%	16	1.4%	-	0.0%	
	Elementary, Secondary Basic Sk	9	0.8%	9	0.8%	-	0.0%	
	Approved Special Class	25	2.4%	26	2.3%	1	4.0%	
	Older Adults Class	-	0.0%	8	0.7%	8		
	Short-Term Vocational	11	1.0%	23	2.1%	12	109.1%	↑
	Workforce Preparation	1	0.1%	1	0.1%	-	0.0%	
	Credit Course	1,001	94.2%	1,026	92.5%	25	2.5%	
CB23-Funding Agency	Not Developed with Econ Dev funds	1,063	100.0%	1,109	100.0%	46	4.3%	
CB24-Program Status	Program Applicable	970	91.3%	1,001	90.3%	31	3.2%	
	Not Program Applicable	93	8.7%	108	9.7%	15	16.1%	↑
CB25-General Ed Status	Transfer English Comp, Crit Think	41	3.9%	37	3.3%	(4)	-9.8%	↓
	Transfer Math/Quant Reasoning	55	5.2%	53	4.8%	(2)	-3.6%	↓
	Local Mathematics Competency	-	0.0%	2	0.2%	2		
CB25-General Ed Status	Not Applicable	967	91.0%	1,017	91.7%	50	5.2%	
CB26-Support Status	Support Course	4	0.4%	7	0.6%	3	75.0%	↑
	Not a Support Course	1,059	99.6%	1,102	99.4%	43	4.1%	
CB27-Upper Division St	Upper Division Course	15	1.4%	15	1.4%	-	0.0%	
	Not an Upper Division Course	1,048	98.6%	1,094	98.6%	46	4.4%	
Total		1,063	100.0%	1,109	100.0%	46	4.3%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Table XB.1 De Anza College: Section Count by Attribute and Academic Period

Section Attribute	Classification	Spring 2025		Spring 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Standardized Attendance	-	0.0%	1,339	92.1%	1,339		
	Positive Attendance	33	2.2%	53	3.6%	20	60.6%	↑
	Alternative Attendance	-	0.0%	62	4.3%	62		
	Weekly Census	421	28.7%	-	0.0%	(421)	-100.0%	
	Daily Census	49	3.3%	-	0.0%	(49)	-100.0%	
	Independent Study, Work Exper	964	65.7%	-	0.0%	(964)	-100.0%	
XB09-Work Based Lear Act	Work-Based Learning	28	1.9%	25	1.7%	(3)	-10.7%	↓
	Unknown	1,439	98.1%	1,429	98.3%	(10)	-0.7%	
XB12-Instructioal Material Cost	No associated instructional material	9	0.6%	-	0.0%	(9)	-100.0%	
	Has instruct material costs, but none are passed on to students	6	0.4%	3	0.2%	(3)	-50.0%	↓
	Has low instructional material costs	8	0.5%	22	1.5%	14	175.0%	↑
	Uses only no-cost, OER course material	77	5.2%	97	6.7%	20	26.0%	↑
	Uses only no-cost digital course material that does not meet OER guidelines	49	3.3%	61	4.2%	12	24.5%	↑
	Does not meet no-cost or low-cost inst material criteria	1,318	89.8%	1,271	87.4%	(47)	-3.6%	↓
Total		1,467	100.0%	1,454	100.0%	(13)	-0.9%	

Figure XB.1 Section Count by College, Accounting Method and Academic Period

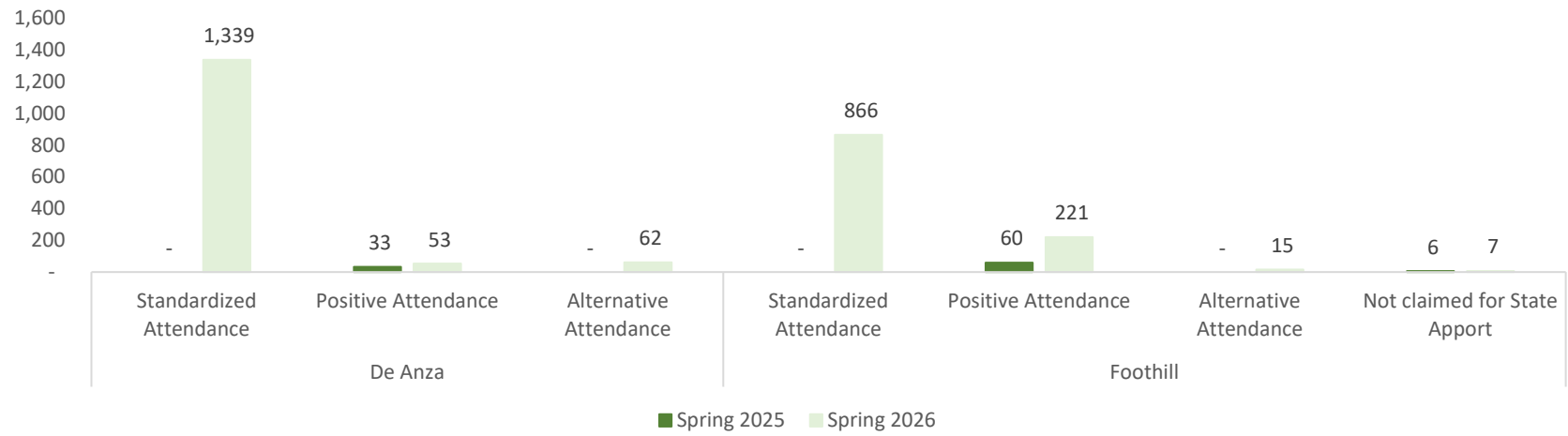


Table XB.2 Foothill College: Section Count by Attribute and Academic Period

Section Attribute	Classification	Spring 2025		Spring 2026		Change		Trend
		Count	Percent	Count	Percent	Count	Percent	
XB01-Accounting Method	Standardized Attendance	-	0.0%	866	78.1%	866		
	Positive Attendance	60	5.6%	221	19.9%	161	268.3%	↑
	Alternative Attendance	-	0.0%	15	1.4%	15		
	Not claimed for State Apport	6	0.6%	7	0.6%	1	16.7%	↑
	Weekly Census	401	37.7%	-	0.0%	(401)	-100.0%	
	Daily Census	33	3.1%	-	0.0%	(33)	-100.0%	
	Independent Study, Work Exper	563	53.0%	-	0.0%	(563)	-100.0%	
XB09-Work Based Lear Act	Work-Based Learning	31	2.9%	21	1.9%	(10)	-32.3%	↓
	Unknown	1,032	97.1%	1,088	98.1%	56	5.4%	
XB12-Instructional Material Cost	No associated instructional material	67	6.3%	146	13.2%	79	117.9%	↑
	Has instruct material costs, but none are passed on to students	101	9.5%	300	27.1%	199	197.0%	↑
	Has low instructional material costs	51	4.8%	69	6.2%	18	35.3%	
	Uses only no-cost, OER course material	74	7.0%	186	16.8%	112	151.4%	↑
	Uses only no-cost digital course material that does not meet OER guidelines	5	0.5%	25	2.3%	20	400.0%	↑
	Uses a mix of no-cost OER and other cost bearing resources, no costs are passed on to students	24	2.3%	33	3.0%	9	37.5%	↑
	Does not meet no-cost or low-cost inst material criteria	741	69.7%	350	31.6%	(391)	-52.8%	↓
	Total	1,063	100.0%	1,109	100.0%	46	4.3%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Figure XB.2

Credit Courses: Percentage of Total Count by College and Accounting Method, Spring 2026

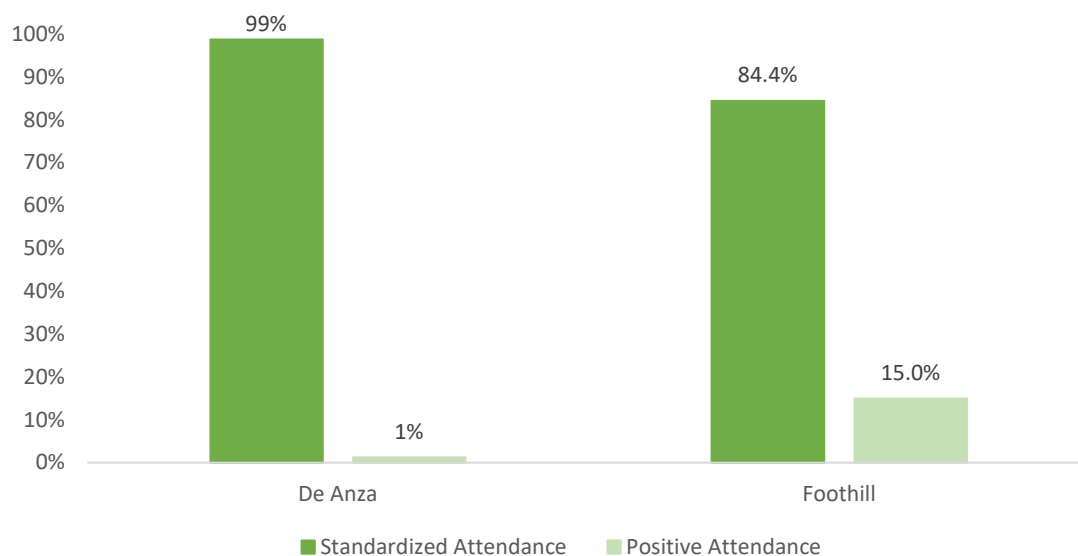


Figure XB.3

Noncredit Courses: Percentage of Total Count by College and Accounting Method, Spring 2026

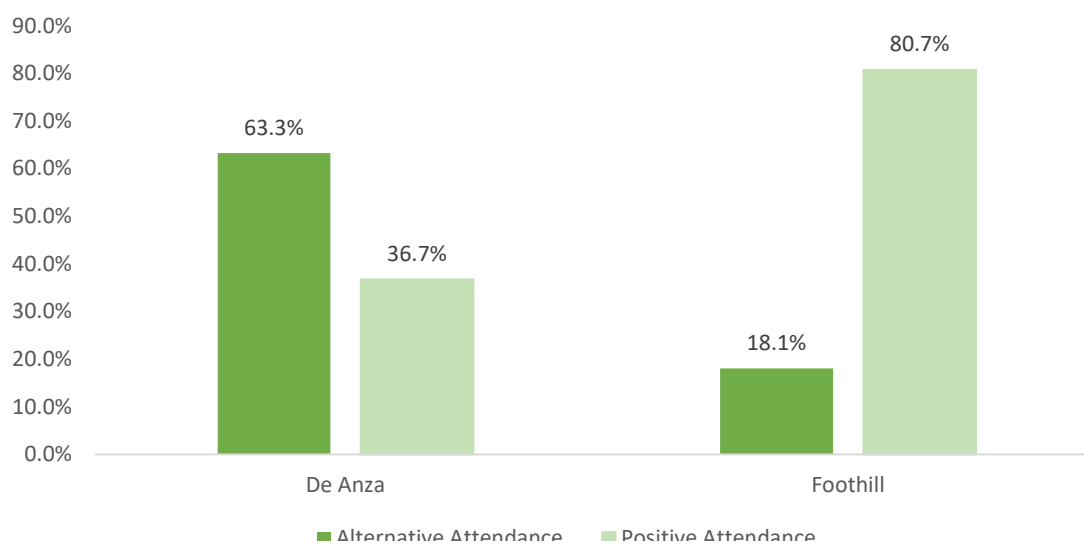


Table XF.1 De Anza College: Section Count by Instructional Method and Academic Period

Instruction Delivery Method	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	748	51.0%	676	46.5%	(72)	-9.6%	↓
Dist Ed 50% to 99%	166	11.3%	60	4.1%	(106)	-63.9%	↓
Dist Ed Less than 50%	118	8.0%	267	18.4%	149	126.3%	↑
In-Person	435	29.7%	451	31.0%	16	3.7%	↑
Total	1,467	100.0%	1,454	100.0%	(13)	-0.9%	

Table XF.2 Foothill College: Section Count by Instructional Method and Academic Period

Instruction Delivery Method	Spring 2025		Spring 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	491	46.2%	467	42.1%	(24)	-4.9%	↓
Dist Ed 50% to 99%	52	4.9%	38	3.4%	(14)	-26.9%	↓
Dist Ed Less than 50%	61	5.7%	84	7.6%	23	37.7%	↑
In-Person	459	43.2%	520	46.9%	61	13.3%	↑
Total	1,063	100.0%	1,109	100.0%	46	4.3%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Figure XF.1 Section Count by College, Instructional Method and Academic Period

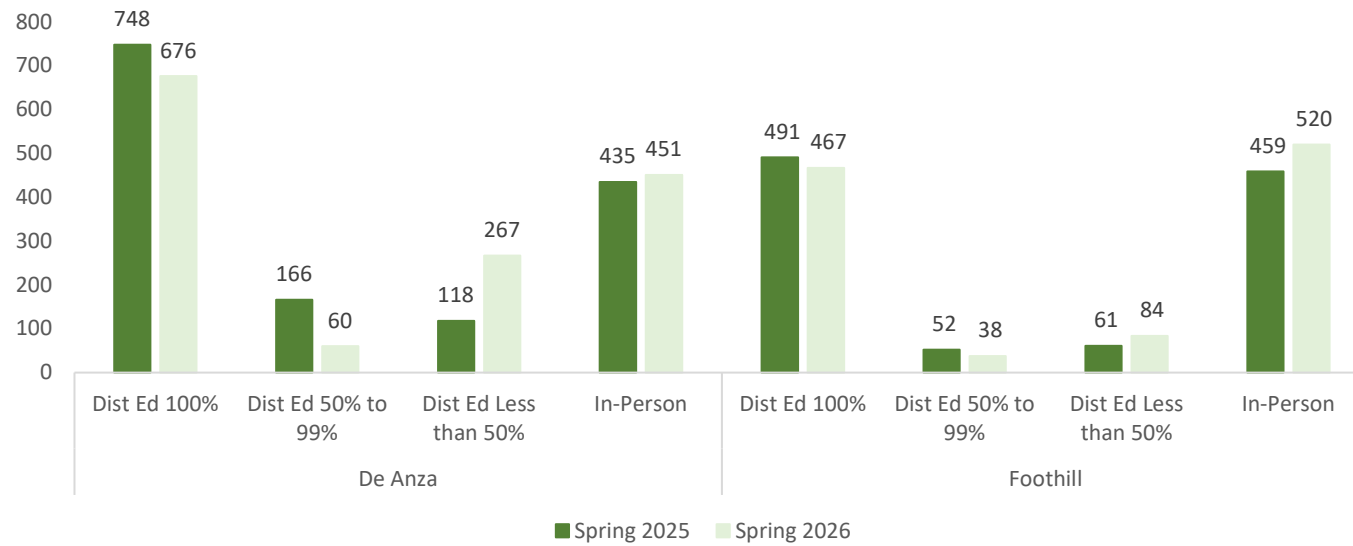


Table XE.1 De Anza College: Section, Employee and Full-Time Equivalent Faculty (FTE) Count by Assignment Type and Academic Period

Credit Status	Assignment Type	Spring 2025			Spring 2026			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	591	184	49.11	572	191	47.50	(1.61)	-3.3%	↓
	FT Faculty, Overload	150	90	15.57	158	98	16.34	0.77	4.9%	↑
	PT Faculty/Temporary Staff	591	371	61.30	595	374	61.00	(0.30)	-0.5%	
	Contract Staff	86	65	-	78	59	-	-		
	Total	1,376	562	125.98	1,356	564	124.83	(1.15)	-0.9%	
Noncredit	FT Faculty, Not Overload	43	19	-	50	20	-	-		
	Contract Staff	48	35	-	48	32	-	-		
	Total	91	54	-	98	52	-	-		

Table XE.2 Foothill College: Section, Employee and Full-Time Equivalent Faculty (FTEF) Count by Assignment Type and Academic Period

Credit Status	Assignment Type	Spring 2025			Spring 2026			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	428	134	31.57	438	125	30.74	(0.82)	-2.6%	↓
	FT Faculty, Overload	118	75	11.11	115	71	10.86	(0.24)	-2.2%	↓
	PT Faculty/Temporary Staff	367	261	39.79	367	262	39.68	(0.11)	-0.3%	
	Contract Staff	173	69	0.33	203	71	-	(0.33)	-100.0%	
	Total	1,000	424	82.79	1,026	415	81.28	(1.51)	-1.8%	
Noncredit	FT Faculty, Not Overload	23	16	1.06	37	21	1.11	0.06	5.3%	↑
	FT Faculty, Overload	3	1	0.09	3	1	0.09	-	0.0%	
	PT Faculty/Temporary Staff	27	14	1.45	30	13	1.36	(0.09)	-6.1%	↓
	Contract Staff	11	10	-	16	13	-	-		
	Total	62	41	2.60	83	48	2.57	(0.03)	-1.2%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Contract staff FTEF for Foothill, Spring 2026, is likely due to a coding error at the college for assignment type.

Figure XE.1 Employee and Full-Time Equivalent (FTE) Count in Credit Courses by College, Assignment Type and Academic Period

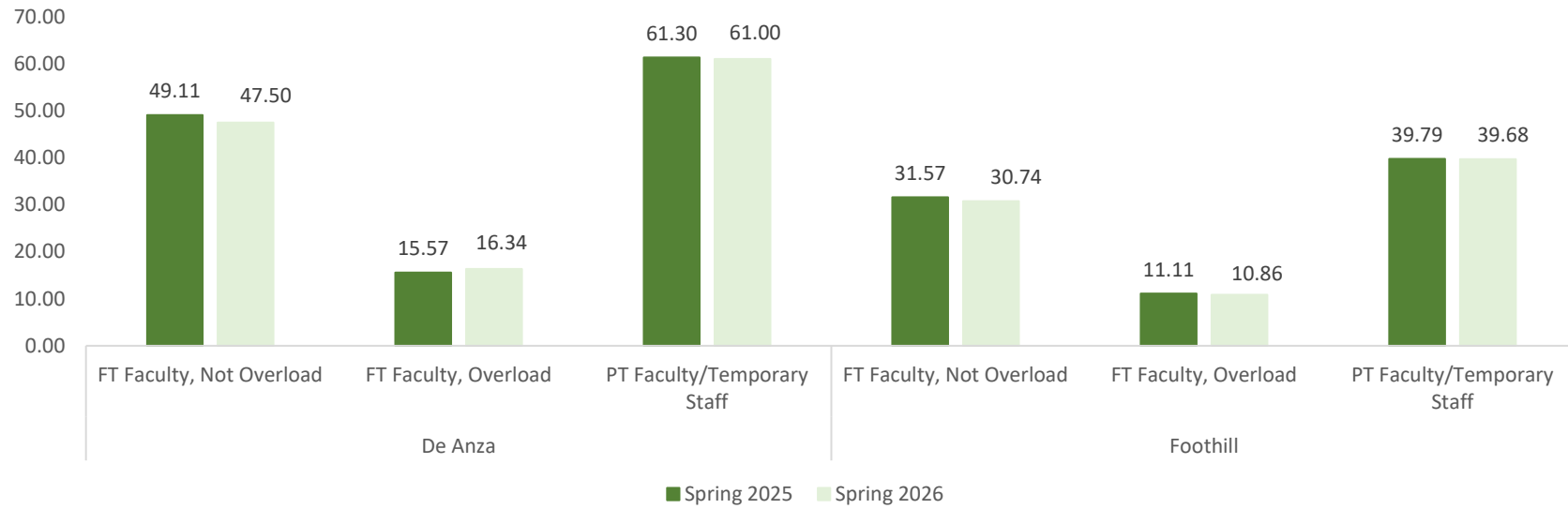


Table SX.1A De Anza: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Credit Courses

Apportionment Type	Spring 2025			Spring 2026			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Apprenticeship	19	2.61	0.1%	16	3.05	0.1%	0.44	17.0%	↑
CA Resident, apportionment	13,449	3,541.49	85.3%	13,302	3,575.91	87.0%	34.41	1.0%	↑
CA Resident, no apportionment	5	0.64	0.0%	14	1.47	0.0%	0.83	130.7%	↑
International	1,397	504.48	12.1%	1,173	430.84	10.5%	(73.64)	-14.6%	↓
Out-of-state	417	103.04	2.5%	396	96.81	2.4%	(6.22)	-6.0%	↓
Total	15,285	4,152.25	100.0%	14,893	4,108.07	100.0%	(44.18)	-1.1%	

Figure SX.1A De Anza: Credit Full-Time Equivalent Student (FTES) Estimates by Apportionment Type and Academic Period

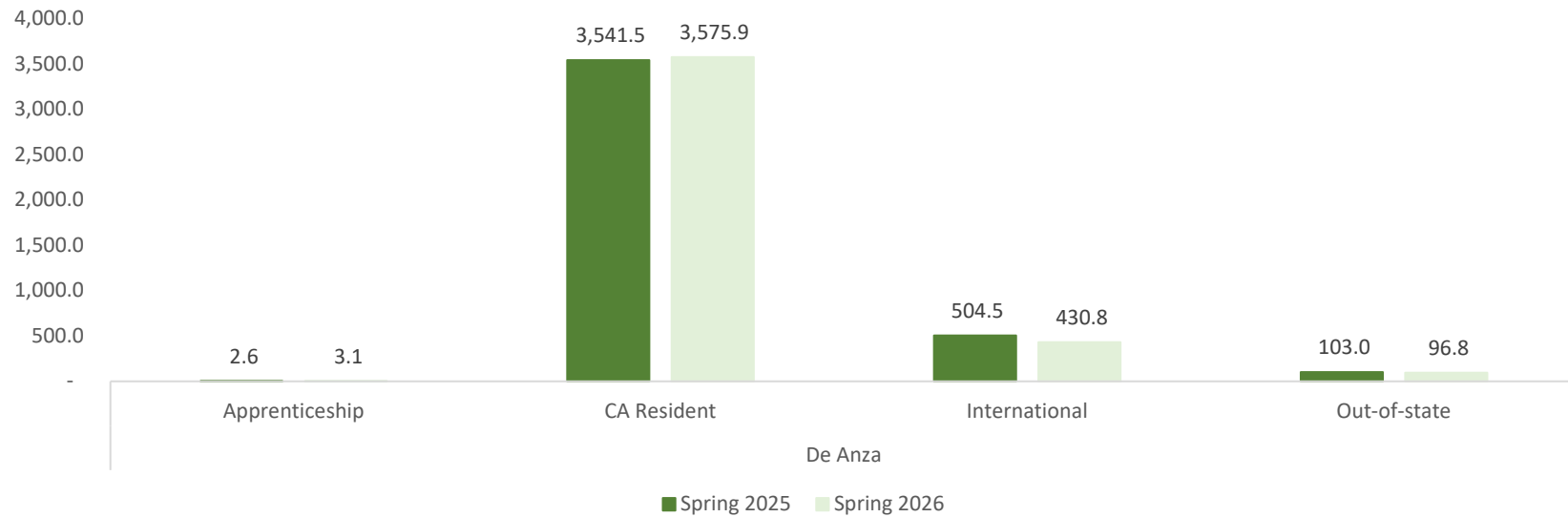
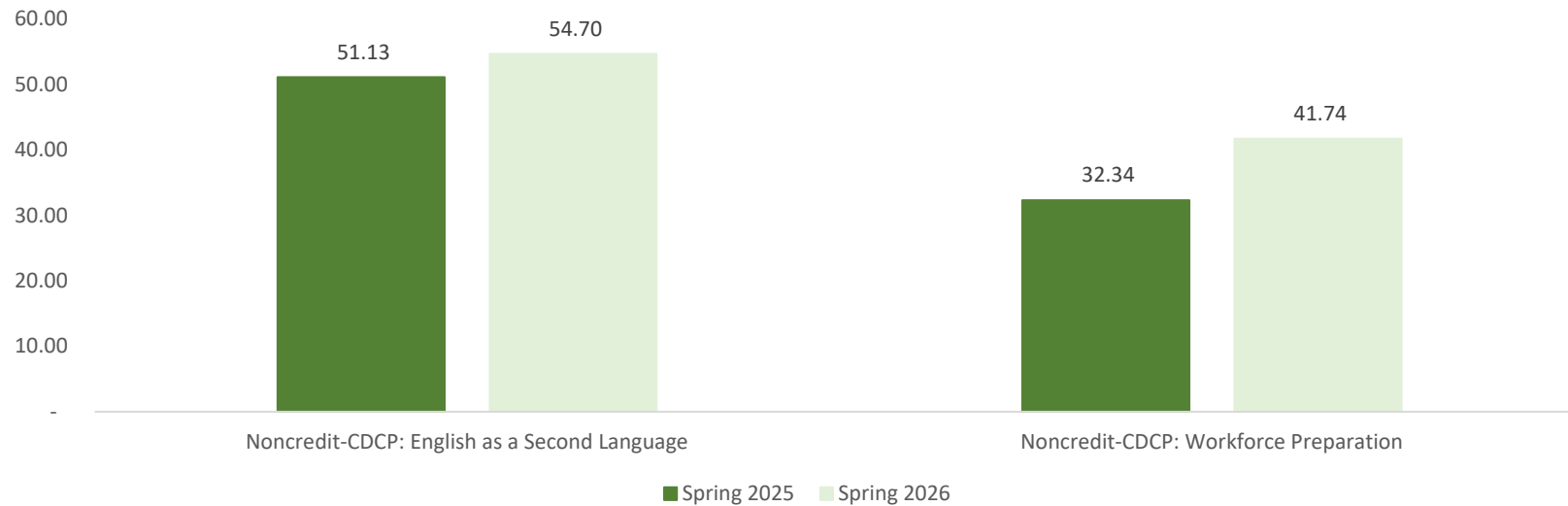


Table SX.1B De Anza: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Noncredit Courses

Apportionment Type	Spring 2025			Spring 2026			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Noncredit-CDCP: English as a Second Language	419	51.13	61.3%	449	54.70	56.7%	3.57	7.0%	
Noncredit-CDCP: Workforce Preparation	296	32.34	38.7%	330	41.74	43.3%	9.40	29.1%	↑
Noncredit-Total	695	83.47	100.0%	764	96.44	100.0%	12.97	15.5%	

Figure SX.1B De Anza: Noncredit Full-Time Equivalent Student (FTES) Estimates by Program and Academic Period



Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Table SX.2A Foothill College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Credit Courses

Apportionment Type	Spring 2025			Spring 2026			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Apprenticeship	583	579.76	18.0%	803	104.05	4.0%	(475.72)	-82.1%	↓
CA Resident, apportionment	9,779	2,397.72	74.6%	9,225	2,267.45	88.0%	(130.27)	-5.4%	↓
CA Resident, no apportionment	73	8.74	0.3%	87	7.67	0.3%	(1.07)	-12.2%	
International	456	158.26	4.9%	403	135.27	5.2%	(22.99)	-14.5%	
Out-of-state	303	67.73	2.1%	318	62.59	2.4%	(5.14)	-7.6%	
Total	11,133	3,212.22	100.0%	10,797	2,577.03	100.0%	(635.18)	-19.8%	

Figure SX.2A Foothill: Credit Full-Time Equivalent Student (FTES) Estimates by Apportionment Type and Academic Period

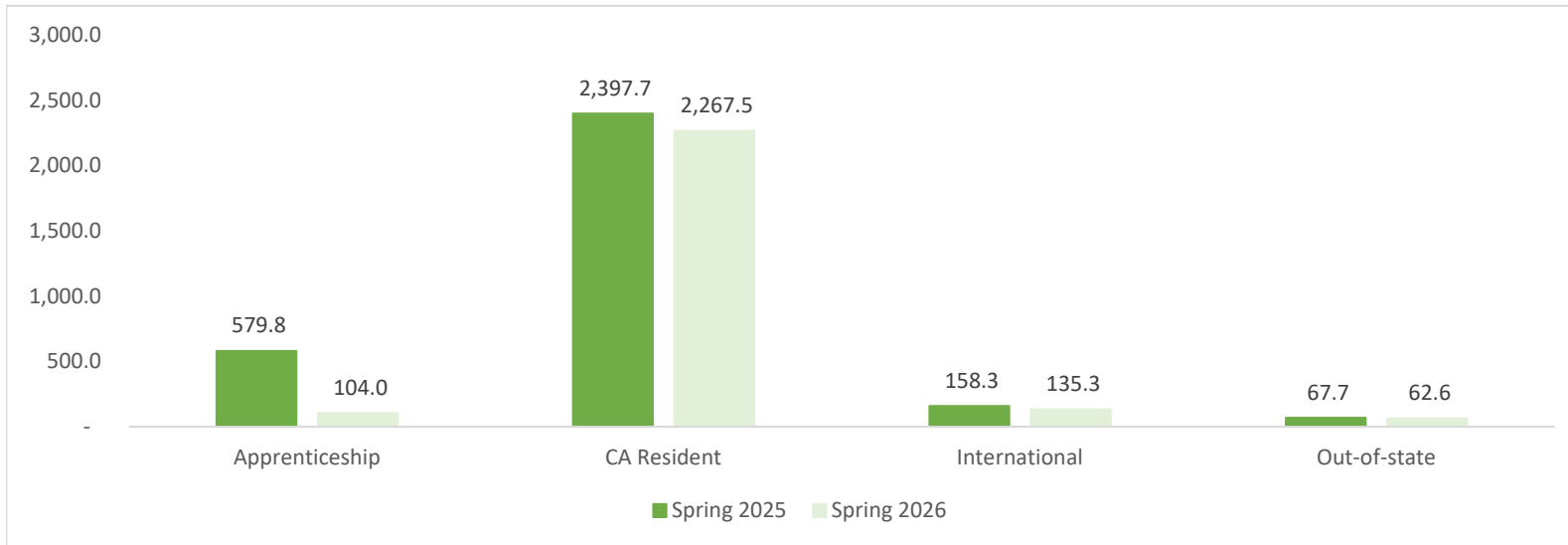


Table SX.2B Foothill College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Noncredit Courses

Apportionment Type	Spring 2025			Spring 2026			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Noncredit-CDCP: Elementary and Secondary Basic Skills	431	11.11	15.3%	431	10.28	16.0%	(0.83)	-7.4%	
Noncredit-CDCP: English as a Second Language	238	26.22	36.1%	207	19.68	30.7%	(6.54)	-24.9%	↓
Noncredit-CDCP: Short-Term Vocational	182	16.18	22.3%	241	10.10	15.7%	(6.08)	-37.6%	↓
Noncredit-CDCP: Workforce Preparation	12	0.45	0.6%	9	0.40	0.6%	(0.05)	-11.0%	
Noncredit-Other	472	18.58	25.6%	504	23.69	36.9%	5.11	27.5%	
Noncredit-Total	1,298	72.54	100.0%	1,351	64.16	100.0%	(8.39)	-11.6%	

Figure SX.2B Foothill: Noncredit Full-Time Equivalent Student (FTES) Estimates by Program and Academic Period

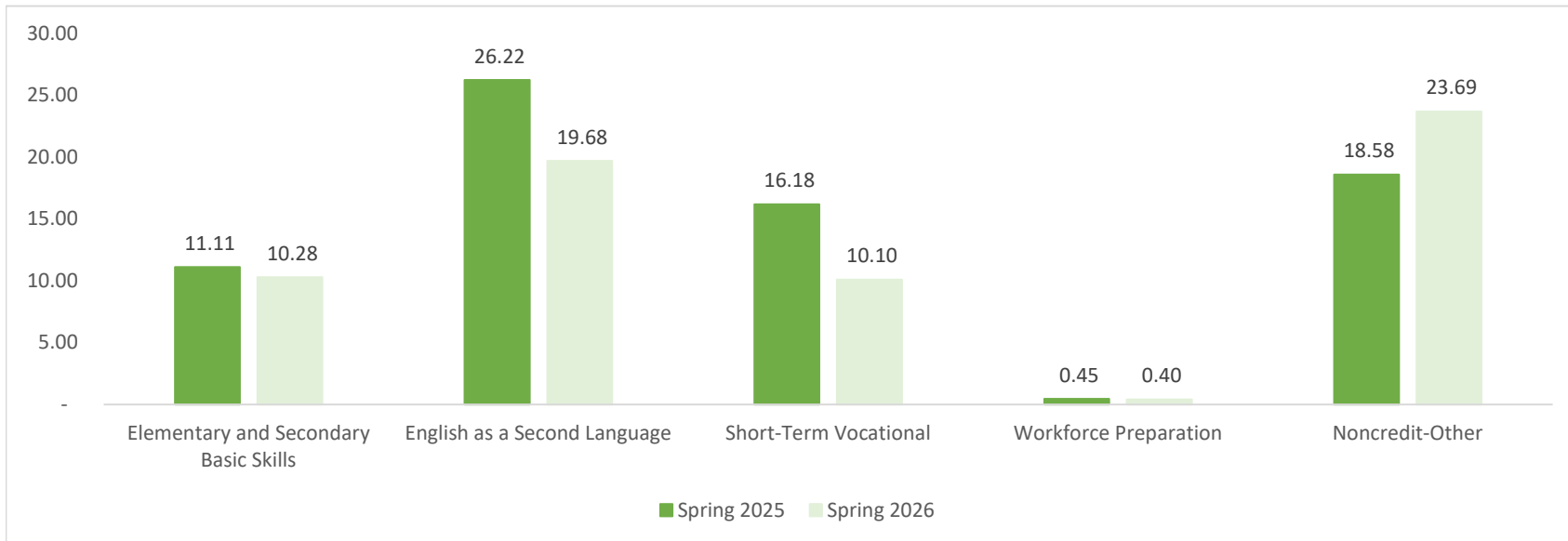


Table SX.3 De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period

Enrollment Status	Spring 2025			Spring 2026			Change FTES		
	Student Headcount	FTES	Perc FTES	Student Headcount	FTES	Perc FTES	Count	Percent	Trend
First-Time	151	34.13	1.0%	210	48.96	1.4%	14.82	43.4%	↑
First-Time Transfer	1,068	180.41	5.1%	1,121	194.04	5.4%	13.64	7.6%	↑
Returning	1,505	272.01	7.7%	1,462	274.71	7.7%	2.70	1.0%	
Continuing	9,903	2,935.79	82.9%	9,615	2,927.56	81.9%	(8.24)	-0.3%	
Special Admit	822	119.15	3.4%	894	130.65	3.7%	11.50	9.6%	↑
Total	13,449	3,541.49	100.0%	13,302	3,575.91	100.0%	34.41	1.0%	

Notes

Data only includes enrollments for California residents in credit courses applicable to apportionment, not including apprenticeship.

FTES estimates are based on section total contact hours or positive attendance.

Figure SX.3 De Anza College: Full-Time Equivalent Student (FTES) Estimates for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period

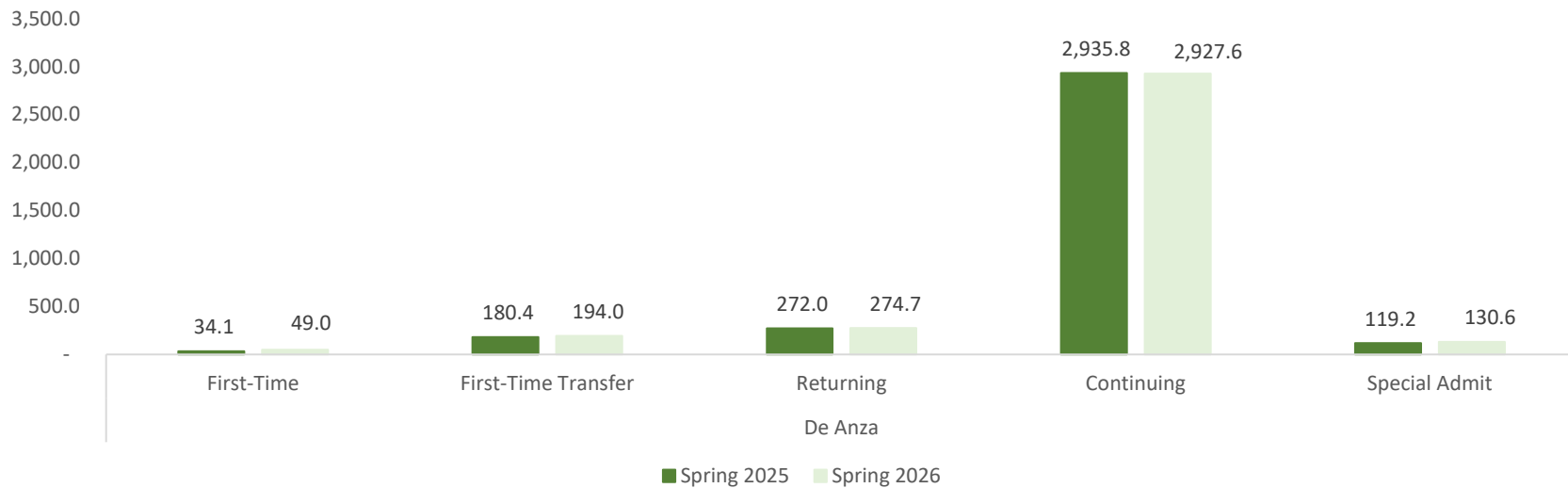


Table SX.4 Foothill College: Student Headcount and Full-Time Equivalent Student (FTES) for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period

Enrollment Status	Winter 2025			Winter 2026			Change FTES		
	Student Headcount	FTES	Perc FTES	Student Headcount	FTES	Perc FTES	Count	Percent	Trend
First-Time	97	22.00	0.9%	115	25.65	1.1%	3.65	16.6%	↑
First-Time Transfer	1,685	294.40	12.3%	1,540	266.77	11.8%	(27.63)	-9.4%	↓
Returning	1,086	197.06	8.2%	1,123	194.94	8.6%	(2.12)	-1.1%	
Continuing	5,893	1,723.72	71.9%	5,734	1,673.18	73.8%	(50.54)	-2.9%	
Special Admit	1,018	160.55	6.7%	713	106.92	4.7%	(53.63)	-33.4%	↓
Total	9,779	2,397.72	100.0%	9,225	2,267.45	100.0%	(130.27)	-5.4%	

Notes

Data only includes enrollments for California residents in credit courses applicable to apportionment, not including apprenticeship.

FTES estimates are based on section total contact hours or positive attendance.

Figure SX.4 Foothill College: Full-Time Equivalent Student (FTES) Estimates for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period

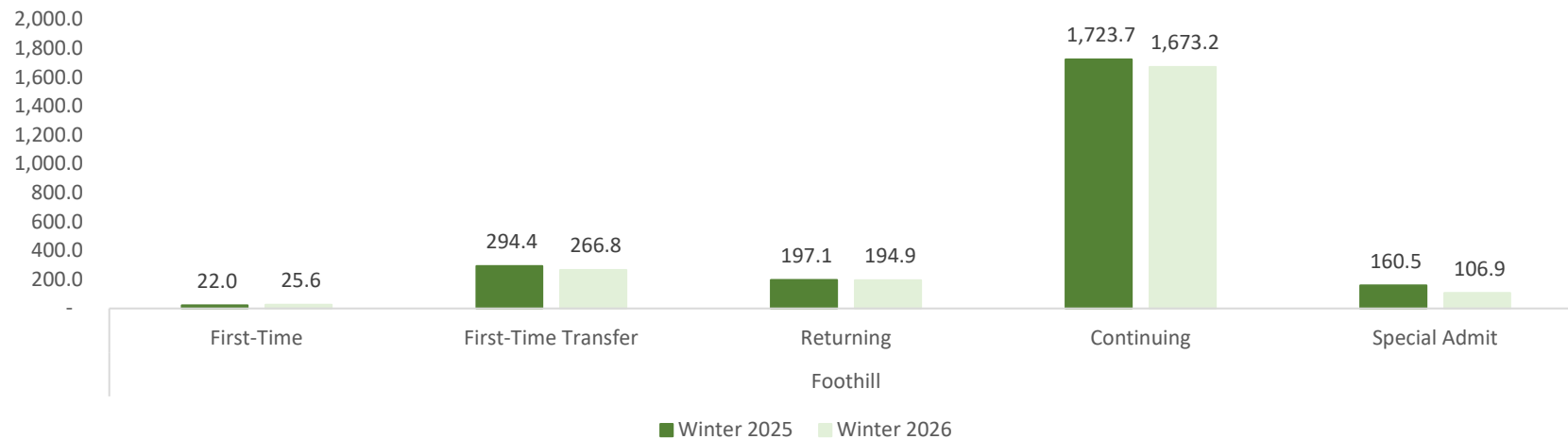


Table SX.5 Foothill College, Apprenticeship: Section Count, Student Headcount and FTES by Academic Period

Accounting Method	Spring 2025			Spring 2026		
	Sections	Headcount	FTES	Sections	Headcount	FTES
Standardized Attendance	0	0		13	64	14.2
Positive Attendance	3	9	0.48	116	720	89.14
Weekly Census	75	489	535.2	0	0	
Daily Census	16	61	17.75	0	0	
Total	94	559	553.43	129	767	103.34

Notes

Prior to the final MIS submission for the academic year, the accounting method for most positive attendance credit course sections in 2024–25 was converted to a census-type method (daily or weekly).