



FHDA MIS Quarterly Submission Report

Reporting Term: **FALL 2021 (MIS Term Code = 218)**

Banner data extract date for reporting term: February 17, 2022

Introduction

The main purpose of this document is to identify threats to the validity of the data in the fall 2021 MIS quarterly reports submitted by the FHDA CCD to the CCCCCO (California Community Colleges Chancellor's Office) on February 17, 2022. This document provides managers and data custodians across the District with the opportunity to review the information submitted and address data quality issues in their respective areas before resubmission at the end of the academic year (June-July 2022).

In addition to documenting data issues not yet resolved by the time of submission, this document provides statistics relating to students, course offerings and faculty instructional workload based on the latest MIS data submitted for last two fall terms (i.e., fall 2020 and fall 2021). These statistics include student headcount by enrollment status, residency status, categorical programs and special student populations; (b) section count by course characteristics or attributes; (c) instruction workload/FTEF count; and (d) FTES, full-time equivalent student, by course credit status and apportionment category. Statistics provided in this document are intended to complement ad hoc reports available at the MIS data mart (<https://datamart.cccco.edu/DataMart.aspx>), a web-based application accessible to the general public that gives users the opportunity to compare community colleges and districts across California as it relates to student or staff demographics, course offerings, student services, or educational outcomes.

Sections in this document include:

- **Data quality issues:** identifies data quality issues not yet resolved by the submission date.
- **Data highlights:** provides a summary of key findings as shown by the data submitted for each college.
- **Tables:** shows data for the reporting and corresponding term of the previous academic year; it also helps identify unexpected changes in the data.

Section A. Data Quality Issues

The following data quality issues were still unresolved by the time of submission.

De Anza College

- Data for the DSPS program were not submitted because the list of students served by the program was not reviewed/confirmed prior submission date.
- SY Credit for Prior Learning: 342 or about 87% of all records were rejected because of discrepancies between units awarded and those approved for the course: 224 or 57% of all records had units lower than those approved for the course; 118 or 30% had higher units than approved for the course.

Foothill College

- SX Enrollment:
 - Enrollment records with 'RD' (report delayed) as final grade: 160. All of these are for CTE (Career and Technical Education) courses applicable under the SCFF (Student Centered Funding Formula). See Table A.1 and Table A.2 for details.
 - Sections missing positive attendance: 15; 10 of these are for CTE courses. See details in Table A.3, A.4, and A.5.
- SY Credit for Prior Learning: 110 or about 66% of all records were rejected because of discrepancies between units awarded and those approved for the course (93 or 56% had units lower than those approved for the course; 17 or 10% had units higher than those approved for the course).

Table A.1
Number of Enrolment Records with 'RD' as Official Grade by College,
CTE Category and Academic Period

Term	2020-21		2021-22		Change CTE RD Records	
	All RD Enrollment Records	CTE RD Enrollment Records	All RD Enrollment Records	CTE RD Enrollment Records	Count	Percent
Foothill						
Fall	-	-	160	160	160	100%

Notes

RD: Report delayed or missing grade

Fall 2021 data extracted/submitted on February 17, 2022. Prior year/term data is for resubmission at the end of the academic year (June-July 2022).

CTE courses are those with SAM code equal to A, B, or C; or vocational TOP code (SCFF applicable).

Table A.2
Sections with RD Enrollment Records by College and Academic Period

Term	Course ID	Section CRN	Last Meeting Date	CTE Status	Record Count
Foothill					
Fall	APPT129.	C-21925	4-Nov-21	Yes	2
	GID 060.	C-22143	17-Dec-21	Yes	24
	APPT189.	C-22037	20-Jan-22	Yes	10
	APPT185.	C-22036	20-Jan-22	Yes	12
	APPT130.	C-21926	25-Jan-22	Yes	13
	APPT130.	C-21928	25-Jan-22	Yes	14
	APPT138.	C-21905	25-Jan-22	Yes	13
	APPT134B	C-21911	25-Jan-22	Yes	14
	APPT148.	C-21914	25-Jan-22	Yes	9
	APPT131.	C-21897	26-Jan-22	Yes	15
	APPT142.	C-21909	26-Jan-22	Yes	14
	APEL121.	C-21888	7-Feb-22	Yes	20
Total					160

Notes

RD: Report delayed or missing official grade.

**Table A.3
Number of Sections Missing Positive Attendance Hours by College and Academic Period**

Term	2020-21		2021-22		Change CTE Sections Miss Pos Att	
	All Sections Miss Pos Att	CTE Sections Miss Pos Att	All Sections Miss Pos Att	CTE Sections Miss Pos Att	Count	Percent
Foothill						
Fall	-	-	15	10	10	100%

Notes

Data include only positive attendance sections with 100% of their enrollment missing contact or positive attendance hours by the time of submission.
 Fall 2021 data extracted/submitted on February 17, 2022. Prior year/term data is for resubmission at the end of the academic year (June-July 2022).
 CTE courses are those with SAM code equal to A, B, or C; or vocational TOP code (SCFF applicable).

Table A.4 Total Enrollment Count for Sections Missing Positive Attendance Hours

Term	2020-21		2021-22		Change CTE Enrollm Miss Pos Att	
	All Enrollm Miss Pos Att	CTE Enrollm Miss Pos Att	All Enrollm Miss Pos Att	CTE Enrollm Miss Pos Att	Count	Percent
Foothill						
Fall	-	-	229	137	137	100%

Notes

Data include only positive attendance sections with 100% of their enrollment missing contact hours by the time of submission.
 Fall 2021 data extracted/submitted on February 17, 2022. Prior year/term data is for resubmission at the end of the academic year (June-July 2022).
 CTE courses are those with SAM code equal to A, B, or C; or vocational TOP code (SCFF applicable).

Table A.5
Sections with Missing Positive Attendance House by College and Term

Term	Course ID	Section CRN	Last Meeting Date	CTE Status	Record Count
Foothill					
Fall	NCBS405.	C-21579	12/10/2021	No	22
	NCBS405.	C-22194	12/10/2021	No	17
	NCCS406.	C-20607	12/10/2021	No	2
	NCEN401A	C-20981	12/10/2021	No	21
	NCEN401A	C-20983	12/10/2021	No	30
	APPT185.	C-22036	1/20/2022	Yes	12
	APPT189.	C-22037	1/20/2022	Yes	10
	APPT130.	C-21928	1/25/2022	Yes	14
	APPT130.	C-21926	1/25/2022	Yes	13
	APPT134B	C-21911	1/25/2022	Yes	14
	APPT138.	C-21905	1/25/2022	Yes	15
	APPT148.	C-21914	1/25/2022	Yes	9
	APPT131.	C-21897	1/26/2022	Yes	15
	APPT142.	C-21909	1/26/2022	Yes	15
	APEL121.	C-21888	2/7/2022	Yes	20
Total					229

Notes

Data include only positive attendance sections with 100% of their enrollment missing contact hours by the time of submission.

Fall 2021 data extracted/submitted on February 17, 2022. Prior year/term data is for resubmission at the end of the academic year (June-July 2022).

CTE courses are those with SAM code equal to A, B, or C; or vocational TOP code (SCFF applicable).

Table A.6
Student Headcount for Categorical Programs and Special Population
Groups as Confirmed by the Program Coordinator/Assistant at each
College

MIS Special Populations/Categorical Programs Report, Fall 2021

<i>Program</i>	<i>Program Coordinator(s) or Assistant</i>	<i>Count</i>	<i>Confirmation Date</i>
De Anza College			
Calworks	Carlita Alamban	19	28-Jan
DSPS	Shirley Schooler	Not confirmed/submitted	
EOPS*	Lan Trinh, Marilyn Booye	510	11-Jan
CARE	Lan Trinh, Marilyn Booye	2	11-Jan
College Now	Vanessa Goulart, Barry Johnson	77	31-Jan
Middle College	Vanessa Goulart, Barry Johnson	79	31-Jan
Puente	Angelita Pabros, Liliana Rivera	81	16-Feb
Umoja	Angelita Pabros & Maurice Canyon	44	16-Feb
CCAP	Magali Molina Ochoa	77	20-Jan
Foothill College			
Calworks	Carlita Alamban	3	28-Jan
DSPS	Jackie Lauese	748	14-Feb
EOPS*	Sarah Corrao	162	28-Jan
CARE	Sarah Corrao	3	28-Jan
College Now	Annett Inacker-Trail & Anthony Cervantes	35	31-Jan
Middle College	Annett Inacker-Trail & Anthony Cervantes	92	31-Jan
Puente	Maritza Jackson Sandoval, Susie Huerta	78	9-Feb
Umoja	Dokesha Meacham	82	1-Jan
CCAP	Josh Pelletier	563	11-Jan
BS Dental Hygiene	Patti Chan; Brian Roberts, Carmelyn Paguio	Entry level cohort: 47 Completion track: 76 Total: 123	2-Feb

Notes

*EOPS headcount includes CARE students.

Section B. Data Highlights

Students Headcount

- Data in Table SB.1 show that the student headcount at De Anza College and Foothill College dropped by 9% (minus 1,768) and 15% (minus 2,467), respectively, in fall 2021 when compared to fall 2020. Specific to student enrollment status, data in this table show that the headcount for first-time transfer and returning students dropped significantly at both colleges. Data for De Anza show a decline in headcount of 17% (minus 409) and 16% (minus 488) for first-time transfer and returning students, respectively. Data for Foothill show a drop of 16% (minus 334) for first-timers, 30% (minus 1,047) for first-time transfer, and 31% (minus 1,376) for returning students. The only two groups that show an increase in enrollment during this period are De Anza special admit students (2%, plus 15) and Foothill continuing students (8%, plus 387).
- Data disaggregated by course credit status (i.e., enrollment in credit or noncredit only courses) in Table SB.2 show a significant increase at De Anza (214%, plus 107) in the student headcount for noncredit courses between fall 2020 and fall 2021. Data for Foothill show a drop of about 4% (minus 44) in the student headcount for noncredit courses during the same period.
- Data disaggregated by apprenticeship status in Table SB.3 show a drop of 32% (minus 7) in the student headcount for apprenticeship at De Anza during fall 2021 when compared to the prior fall term.
- Related to California residency status, data in Table SB.4 show a drop of 31% (minus 418) and 32% (minus 180) for De Anza and Foothill, respectively, in the headcount for International students in fall 2021 when compared to the prior fall term. On the other hand, data for De Anza show an increase of 8% (plus 31) in the headcount for out-of-state students during the same period.
- Gender data in Table SB.5 show a drop of 11% (minus 1,043) in the headcount for female students at De Anza in fall 2021 compared to the prior fall term; for male students, the drop was 9% (minus 792). At Foothill, the headcount for males show a slightly higher drop (-16%, minus 1,267) than that for females or the college headcount. The significant increase in the headcount for non-binary students shown in the data for both colleges is mainly due to changes to items used to collect and report gender data.
- Regarding race/ethnicity, headcount data in Table SB.6 show that the only groups with a lower than expected drop in headcount (i.e., compared to the college student headcount) are American Indian/Alaska Native and Hispanic students. When considering actual numbers, data in this table show that Asian and White students had the most significant decline in headcount at both colleges between fall 2020 and fall 2021. Data in this table show that the headcount for Asians dropped by 11% (minus 891) at De Anza and 18%

(minus 748) at Foothill; for Whites, the headcount dropped by 13% (minus 446) at De Anza and 19% (minus 914) at Foothill.

- Data disaggregated by age in Table SB.7 show that in fall 2021 there was a significant decline in the number of students in their 20's at both colleges when compared to the prior fall term. Data in this table show that the headcount for students in the 20 to 24 age group dropped by 15% (minus 892) at De Anza and 21% (minus 986) at Foothill.
- Data for credit load (i.e., number of units registered during the term) in Table SB.8 show a larger than expected decline at both college in the number of students taking 12 or more units in fall 2021 when compared to the prior fall term. In terms of actual headcount, data for De Anza show the largest drop (minus 571) for the number of students taking 12 to 15 units, followed by those taking more than 15 units (minus 546). At Foothill, the largest decline in headcount was for students taking less than 6 units (minus 1,206).

Categorical Programs/Special Populations

- Data for categorical programs (i.e., DSPS, EOPS, CalWorks) at De Anza College in Table SG.1 show a larger than expected drop in the student headcount for EOPS (-10%) in fall 2021 when compared to fall 2020.
- De Anza data for special populations in Table SG.1 show a larger than expected increase in the headcount for Umoja (42%, plus 13), College Now (38%, plus 13), and special admit students (2%, plus 15) in fall 2021 when compared to the previous fall term.
- Foothill data for categorical programs (i.e., DSPS, EOPS, CalWorks) in Table SG.2 show a larger than expected drop in the headcount for CalWorks (50%) and EOPS (-28%) in fall 2021 compared to fall 2020.
- Despite a decline of 15% in the total student headcount, Foothill data for special populations in Table SG.2 show an increase in headcount for Puente (1%, plus 1), Umoja (1%, plus 1), foster youth (35%, plus 46) and active military (2%, plus 1) in fall 2021 when compared to the previous fall term.

VTEA/Perkins

- Data in Table SV.1 show that the number of students enrolled in CTE (Career Technical Education) courses applicable to Perkins funding (SAM codes equal to A, B, C, or D) dropped by 9% and 15% at De Anza and Foothill, respectively, between fall 2020 and fall 2021—same drop in headcount as for the respective college. Specific to the number of CTE economically disadvantage students, which is used to calculate allocation related to VTEA/Perkins, data in this table show a decline in headcount of 4% (minus 110) and 8% (minus 158) for De Anza and Foothill, respectively, during this period.

Student Success

- Table SS.1 and Table SS.2 show data for student services (3SP) provided at De Anza College and Foothill College, respectively, between September 1 to December 31 in 2020 (i.e., fall 2020) and 2021 (fall 2021). After accounting for a student headcount drop of 9% at the college level in fall 2021, when compared to the prior fall term, data for De Anza show an unexpected headcount increase during this period for services related to counseling/advising (1%, plus 63) and academic at-risk follow-up (70%, plus 545). Data in this table also show an increase in the count (up to 4 counts per student) for other follow-up services, 4% (plus 322). Data for De Anza also show a larger than expected drop in the number of students who received initial orientation (-19% or minus 231) or comprehensive education plan development services (-11% or minus 154) during this period.
- Given a student headcount drop of 15% between the fall 2020 and fall 2021, 3SP data for Foothill in Table SS.2 show a larger than expected increase in the number of students who received at-risk follow-up services (28%, plus 51) during this period. Data in this table also show a larger than expected drop between the last two fall terms in the number of students who received initial orientation (-35% or minus 445) or education plan development services (abbreviated: -17%, minus 114; comprehensive: -21%, minus 155) at Foothill.

Course Characteristics

- Course and section count data disaggregated by course attribute for fall 2020 and fall 2021 are shown in Table CB.1 and CB.2 for De Anza and Foothill, respectively. De Anza data in Table CB.1 show that between fall 2020 and fall 2021 there was a drop of less than 1% (minus 6) in the number of sections. For Foothill, data in Table CB.2 show a drop of 3% (minus 43) in the number of sections during the same period.
- De Anza data in Table CB.1 show a larger than expected increase in the number of sections for noncredit courses, 315% (plus 41). Noncredit courses with a significant increase in the number of sections at De Anza include those with enhanced funding (workforce preparation, plus 15; other enhanced funding, plus 33), English as a Second Language (plus 31) and workforce preparation (plus 10). Data in this table also show that sections for special education courses increased (plus 6) as well as below transfer-level courses (plus 14).
- Specific to credit courses at De Anza, data in Table CB.1 also show a drop of 3% (minus 47) between fall 2020 and fall 2021 in the number of sections. During this period the number of sections for UC/CSU transferrable courses was reduced by 4% (minus 45), including those for transfer general education (transfer English composition/critical thinking: -13% or minus 19; transfer math/quantitative reasoning: 10%, minus 19).

- Data for Foothill College in Table CB.2 show that between fall 2020 and fall 2021 there was a drop of 3% in the number of sections for credit (minus 40) and noncredit courses (minus 3). Courses that show a larger than expected increase in the number of sections during this period include credit-not degree applicable (26%, plus 5) and basic skills (29%, plus 9), transferable to CSU only (4%, plus 11) and program applicable (3%, plus 29).
- Foothill data for noncredit courses in Table CB.2 show a larger than expected increase in the number of sections for enhanced funding (44%, plus 7), parenting (83%, plus 10), and English as Second Language (38%, plus 3). Approved special class/DSPS was the only noncredit course classification with a drop in the number of sections between fall 2020 and fall 2021 at Foothill (-28%, minus 19).

Sections, Meets, and Faculty Assignments

- Data for accounting method in Table XB.1 and Table XB.2 for De Anza and Foothill, respectively, show a significant increase between fall 2020 and fall 2021 in the number of census type sections. Weekly census section increased by 13% (plus 47) and 127% (plus 184) at De Anza and Foothill, respectively. The number of sections that used the alternative accounting method (i.e., independent study/work experience) dropped by 8% (minus 95) and 25% (minus 222) at De Anza and Foothill, respectively, during this period.
- Data in Table XB.1 and Table XB.2 show an increase of 17% (plus 4) and 47% (plus 7) in the number of work-based learning sections at De Anza and Foothill, respectively, in fall 2021 over the prior fall term.
- Regarding instruction delivery method, data in Table XF.1 and XF.2 show a significant decline in the number of sections offered 100% through distance education, or online, at both colleges in fall 2021 when compared to the previous fall term: De Anza, -15% (minus 238); Foothill, -25% (minus 228). In-person instruction increased by 458% (plus 183) at De Anza; Foothill, 36% (plus 126).
- Data for classroom instruction workload in Table XE.1 show a drop of 5% (plus 7.208) in FTEF (full-time equivalent faculty) for credit courses De Anza in fall 2021 when compared to the prior fall term. Foothill data in Table XE.2 show no meaningful change (plus 0.292) in FTEF for credit courses during the same period. For noncredit courses, Foothill show a drop of 17% (minus 0.699) in FTEF during the same period. The FTEF for overload assignments in credit courses dropped by 7% (1.043) and 17% (1.566) at De Anza and Foothill, respectively.

FTES (Full Time Student Equivalent)

- FTES (full-time equivalent student) data for credit courses at De Anza College in Table SX.1 show a drop of 9% (minus 469.04) in fall 2021 when compared to fall 2020. After accounting for student residency status, the most significant decline in FTES was for International students, a drop of 32% (minus 153.29). The FTES for California residents dropped by 7% (minus 306.91). Data for noncredit courses in this table show a significant increase in FTES (225%, plus 22.05) at De Anza during the same period, particularly for English as a Second Language (2,997% or plus 22.78).
- FTES data for credit courses at Foothill in Table SX.2 show that between fall 2020 and fall 2021 there was drop of 15% (minus 511.40); for noncredit course, data in this table show a drop of 7% (minus 6.25). The FTES for International students dropped by 33% (minus 60.31). Data in this table also show that noncredit-short-term vocational was the only area with a significant increase (265%, plus 14.67) at Foothill during this period.
- FTES data disaggregated by enrollment status in Table SX.3 and Table SX.4 for De Anza and Foothill, respectively, show a larger than expected drop in FTES at both colleges for first-time transfer and returning students in fall 2021 when compared to fall 2020. De Anza data in Table SX.3 show a FTES drop of 23% (minus 106.44) and 16% (minus 92.03) for first-time and returning students, respectively. Data for Foothill in Table SX.4 show a drop of 32% (minus 167.01) and 27% (minus 122.58) for first-time transfer and returning students, respectively. The FTES for special admit students increased by 3% (plus 3.29) at De Anza; at Foothill, it dropped by 20% (minus 42.05).

Section C. Tables

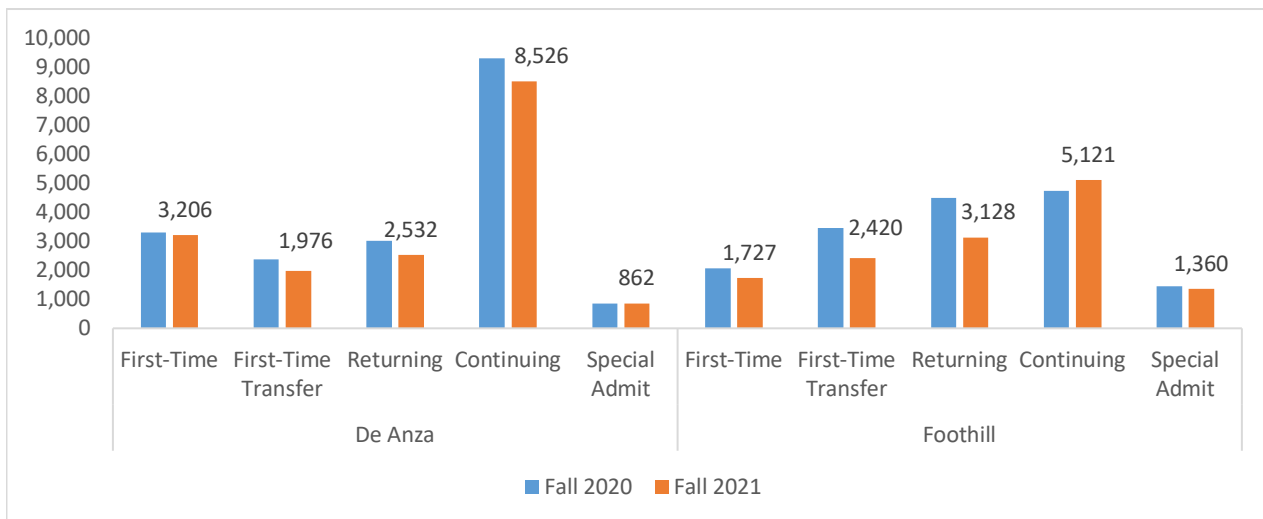
This section is designed to help identify unexpected changes in the data for the reporting term when compared to data for the corresponding term of the previous academic year. The column “Trend Compared to Total” is used as a visual aid to help identify unexpected changes in the data. A green upwards arrow is used to signal that the change is positive (i.e., greater than zero) and higher than that for the college (i.e., the group outperformed when compared to the college). The red downward arrow is used to signal that the change is negative (i.e., lower than zero) and lower than that for the college (e.g., the group underperformed when compared to the college). Reviewers are encouraged to assess whether these changes are the product of data validity issues or errors.

For student headcounts other than those for categorical programs (DSPS, EOPS, CalWorks) or the 3SP report (student services), the data only include students who were enrolled by census date or have attended one class with positive attendance. Course/section data refer to classes with at least one enrolment by the time of submission. Data for all tables are for the latest data submitted; meaning, some statistics such as college level or apprenticeship student headcounts for the reporting term may be underestimated due to unreported positive attendance or final grades. Most problems related to missing or unreported data tend to be resolved by the time of resubmission (June/July).

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

Enrollment Status	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
De Anza					
First-Time	3,301	3,206	(95)	-3%	
First-Time Transfer	2,385	1,976	(409)	-17%	↓
Returning	3,020	2,532	(488)	-16%	↓
Continuing	9,317	8,526	(791)	-8%	
Special Admit	847	862	15	2%	↑
Total Headcount	18,870	17,102	(1,768)	-9%	
Foothill					
First-Time	2,061	1,727	(334)	-16%	↓
First-Time Transfer	3,467	2,420	(1,047)	-30%	↓
Returning	4,504	3,128	(1,376)	-31%	↓
Continuing	4,734	5,121	387	8%	↑
Unknown	33	27	(6)	-18%	↓
Special Admit	1,451	1,360	(91)	-6%	
Total Headcount	16,250	13,783	(2,467)	-15%	

Figure SB.1 Student Headcount by Institution, 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.

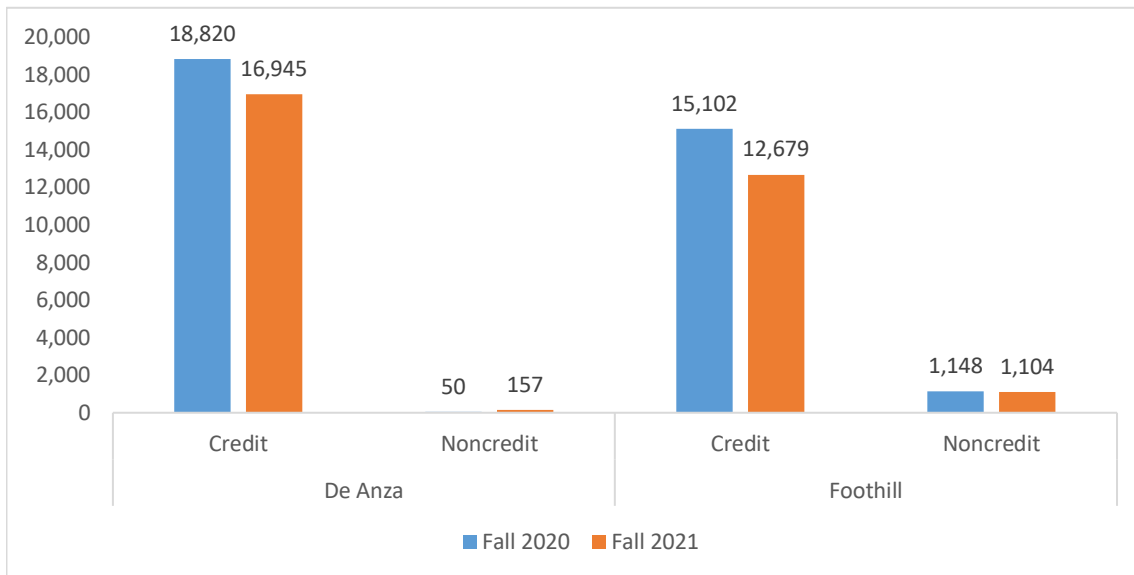
Headcount statistics for Foothill College tend to be lower than expected given missing attendance hours for a significant number of apprenticeship sections (i.e., sections with end date after submission date).

“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).

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

Credit Status Group	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
De Anza					
Credit	18,820	16,945	(1,875)	-10%	↓
Noncredit	50	157	107	214%	↑
Total Headcount	18,870	17,102	(1,768)	-9%	
Foothill					
Credit	15,102	12,679	(2,423)	-16%	↓
Noncredit	1,148	1,104	(44)	-4%	
Total Headcount	16,250	13,783	(2,467)	-15%	

Figure SB.2 Student Headcount by Institution, 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.

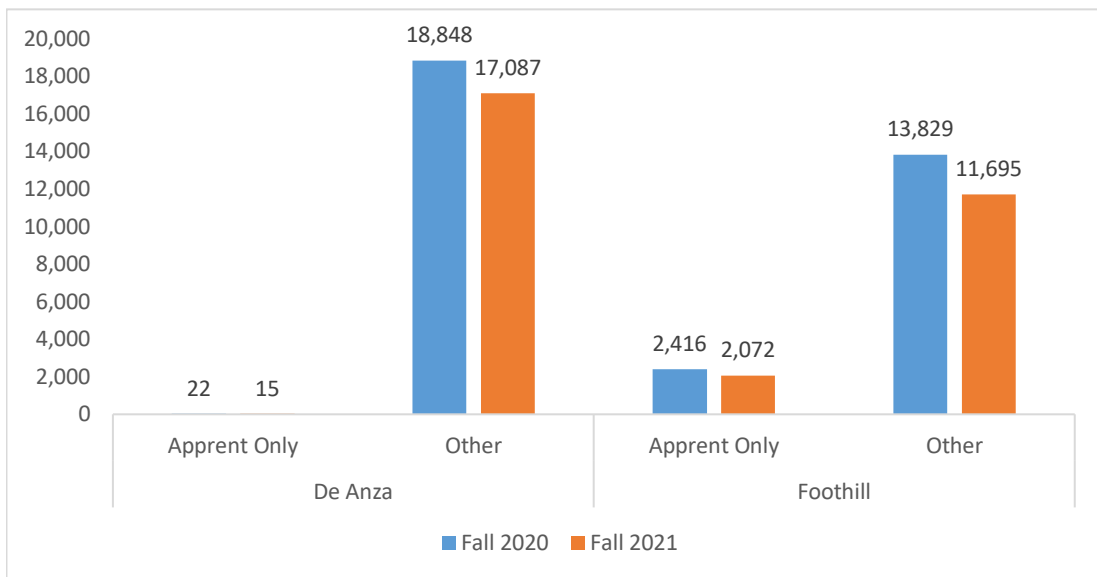
Credit: Students registered in at least one credit course.

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

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

Apprenticeship Status	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
De Anza					
Apprent Only	22	15	(7)	-32%	↓
Other	18,848	17,087	(1,761)	-9%	
Total Headcount	18,870	17,102	(1,768)	-9%	
Foothill					
Apprent Only	2,416	2,072	(344)	-14%	
Apprent/Other	5	16	11	220%	↑
Other	13,829	11,695	(2,134)	-15%	
Total Headcount	16,250	13,783	(2,467)	-15%	

Figure SB.3 Student Headcount by Institution, Apprenticeship 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.

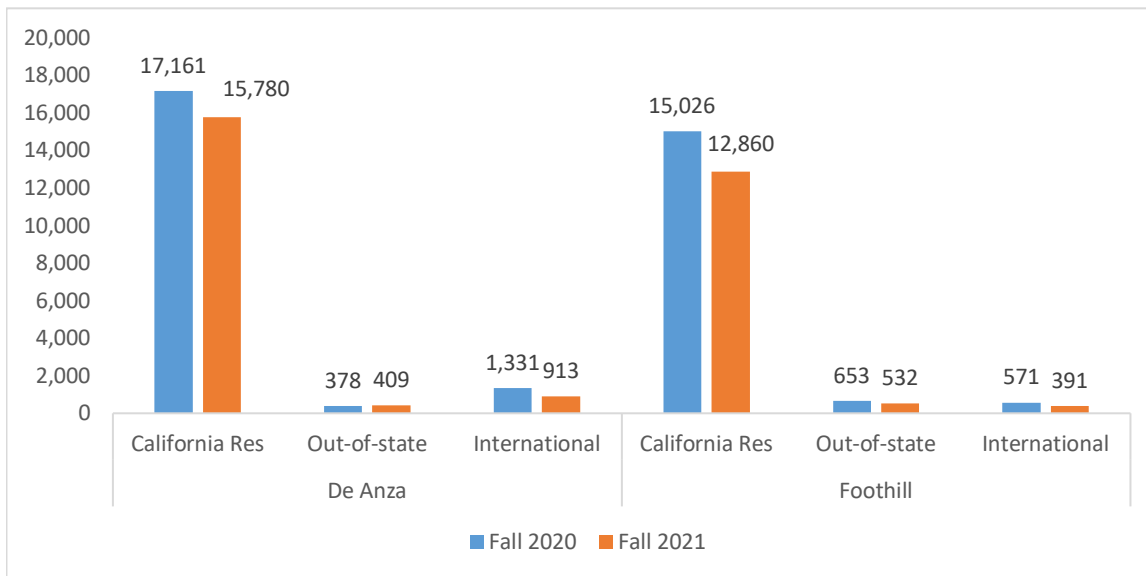
Apprent Only: Students registered in only apprenticeship courses.

Other: Students not registered in any apprenticeship course.

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

Residency Status	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
De Anza					
California Res	17,161	15,780	(1,381)	-8%	
Out-of-state	378	409	31	8%	↑
International	1,331	913	(418)	-31%	↓
Total Headcount	18,870	17,102	(1,768)	-9%	
Foothill					
California Res	15,026	12,860	(2,166)	-14%	
Out-of-state	653	532	(121)	-19%	↓
International	571	391	(180)	-32%	↓
Total Headcount	16,250	13,783	(2,467)	-15%	

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



Notes

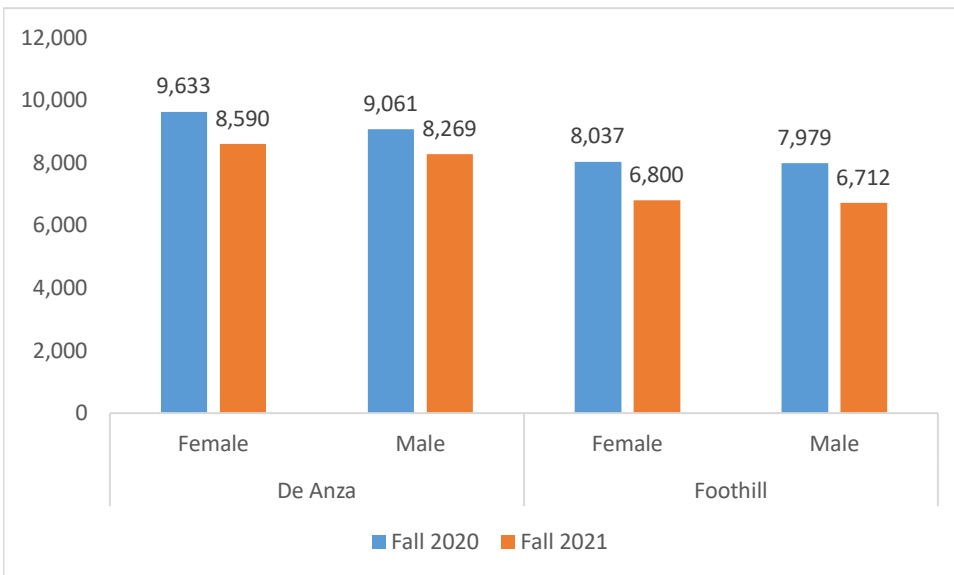
Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

California residency refers to residency used for enrollment fee purposes.

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

Gender	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
De Anza					
Female	9,633	8,590	(1,043)	-11%	↓
Male	9,061	8,269	(792)	-9%	
Non-binary	24	77	53	221%	↑
Unknown	152	166	14	9%	↑
Total Headcount	18,870	17,102	(1,768)	-9%	
Foothill					
Female	8,037	6,800	(1,237)	-15%	
Male	7,979	6,712	(1,267)	-16%	↓
Non-binary	26	67	41	158%	↑
Unknown	208	204	(4)	-2%	
Total Headcount	16,250	13,783	(2,467)	-15%	

Figure SB.5 Student Headcount by Institution, 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.

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

Race/Ethnic Group	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
De Anza					
American Indian/Alaska Native	30	29	(1)	-3%	
Asian	8,169	7,278	(891)	-11%	↓
Black/African American	545	479	(66)	-12%	↓
Hispanic	5,137	4,755	(382)	-7%	
Pacific Islander	98	82	(16)	-16%	↓
White	3,380	2,934	(446)	-13%	↓
Multiple Races	999	897	(102)	-10%	↓
Not Reported	512	648	136	27%	↑
Total Headcount	18,870	17,102	(1,768)	-9%	
Foothill					
American Indian/Alaska Native	30	28	(2)	-7%	
Asian	4,267	3,519	(748)	-18%	↓
Black/African American	487	453	(34)	-7%	
Hispanic	4,959	4,425	(534)	-11%	
Pacific Islander	157	130	(27)	-17%	↓
White	4,868	3,954	(914)	-19%	↓
Multiple Races	875	752	(123)	-14%	
Not Reported	607	522	(85)	-14%	
Total Headcount	16,250	13,783	(2,467)	-15%	

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

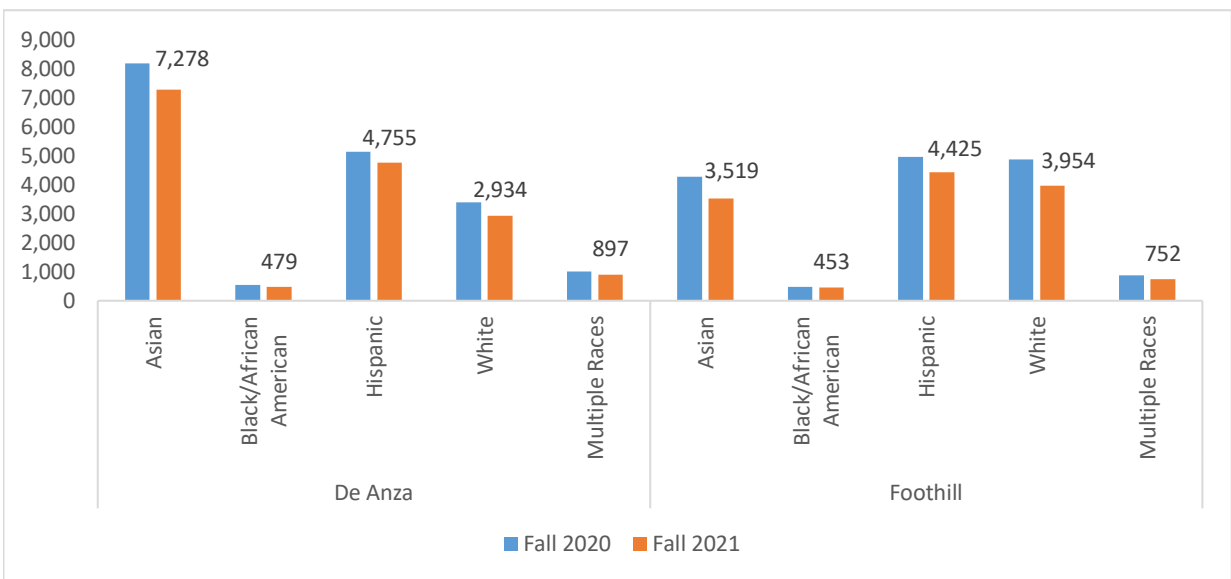


Table SB.7 Student Headcount by Institution, Age Group and Academic Period

Age Group	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
De Anza					
19 or Less	7,071	6,612	(459)	-6%	
20 to 24	6,151	5,259	(892)	-15%	↓
25 to 29	2,250	1,998	(252)	-11%	↓
30 to 34	1,228	1,121	(107)	-9%	
35 to 39	714	688	(26)	-4%	
40 to 44	495	466	(29)	-6%	
45 to 49	382	341	(41)	-11%	↓
50 or more	579	617	38	7%	
Z-Total Headcount	18,870	17,102	(1,768)	-9%	
Foothill					
19 or Less	4,011	3,477	(534)	-13%	
20 to 24	4,595	3,609	(986)	-21%	↓
25 to 29	2,619	2,224	(395)	-15%	
30 to 34	1,708	1,433	(275)	-16%	↓
35 to 39	974	896	(78)	-8%	
40 to 44	604	527	(77)	-13%	
45 to 49	393	383	(10)	-3%	
50 or more	1,342	1,230	(112)	-8%	↓
Not Reported	4	4	-	-	
Z-Total Headcount	16,250	13,783	(2,467)	-15%	

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

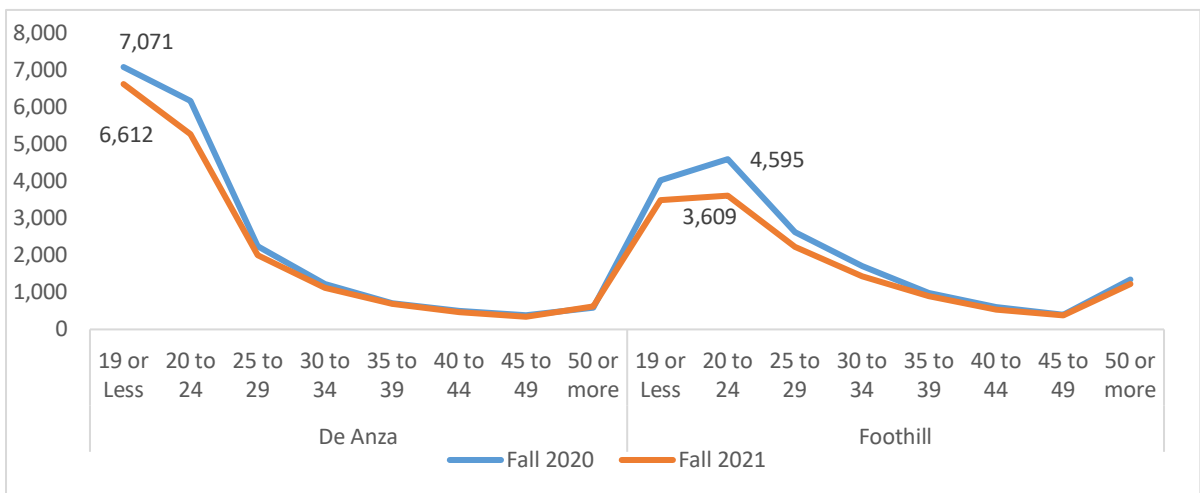
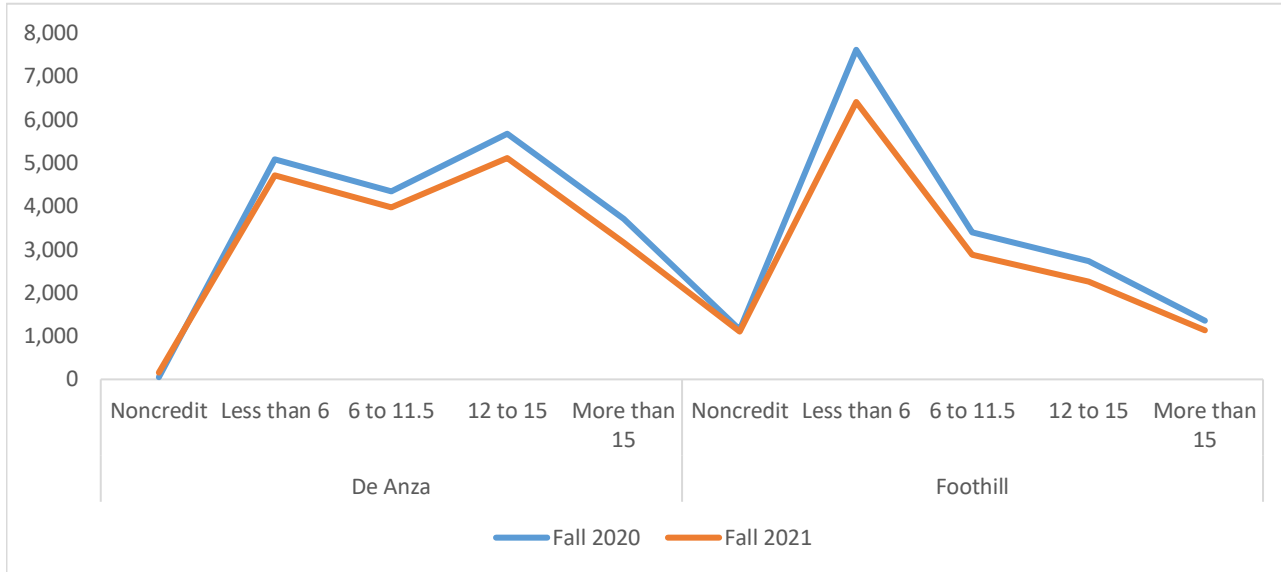


Table SB.8 Student Headcount by Institution, Number of Attempted Credit Units and Academic Period

Number of Attempted Credit Units	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
De Anza					
Noncredit	50	157	107	214%	↑
Less than 6	5,087	4,708	(379)	-7%	
6 to 11.5	4,346	3,967	(379)	-9%	
12 to 15	5,681	5,110	(571)	-10%	↓
More than 15	3,706	3,160	(546)	-15%	↓
Total Headcount	18,870	17,102	(1,768)	-9%	
Foothill					
Noncredit	1,148	1,104	(44)	-4%	
Less than 6	7,614	6,408	(1,206)	-16%	↓
6 to 11.5	3,398	2,877	(521)	-15%	
12 to 15	2,735	2,262	(473)	-17%	↓
More than 15	1,355	1,132	(223)	-16%	↓
Total Headcount	16,250	13,783	(2,467)	-15%	

Figure SB.8 Student Headcount by Institution, 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.

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

Group	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
Calworks	19	19	-	0%	
DSPS	781	-	Not Submitted		
EOPS	567	510	(57)	-10%	↓
CCAP	82	77	(5)	-6%	
Puente	84	81	(3)	-4%	
Umoja	31	44	13	42%	↑
College Now	34	47	13	38%	↑
Middle College	87	79	(8)	-9%	
All Special Admit/HS Students	847	862	15	2%	↑
First-Generation	5,472	4,956	(516)	-9%	
Foster Youth	200	211	11	6%	
Military: Active Duty, Reserve, National Guard	94	100	6	6%	
Veteran	257	242	(15)	-6%	
Apprenticeship	22	15	(7)	-32%	↓
LBGT	1,040	984	(56)	-5%	
Economically Disadvantaged	7,130	6,512	(618)	-9%	

Credit Status Group	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
Credit	18,820	16,945	(1,875)	-10%	↓
Noncredit	50	157	107	214%	↑
Total Headcount	18,870	17,102	(1,768)	-9%	

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.

Data for DSPS, EOPS and CalWorks include those confirmed by the program coordinator, independent of attendance hours.

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

Group	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
Calworks	6	3	(3)	-50%	↓
DSPS	814	748	(66)	-8%	
EOPS	224	162	(62)	-28%	↓
CCAP	610	563	(47)	-8%	
Puente	77	78	1	1%	↑
Umoja	81	82	1	1%	↑
College Now	35	35	-	0%	
Middle College	96	92	(4)	-4%	
All Special Admit/HS Students	1,452	1,360	(92)	-6%	
First-Generation	4,504	3,837	(667)	-15%	
Foster Youth	132	178	46	35%	↑
Military: Active Duty, Reserve, National Guard	64	65	1	2%	↑
Veteran	324	269	(55)	-17%	↓
Apprenticeship	2,421	2,088	(333)	-14%	
Baccalaureate	135	123	(12)	-9%	
LBGT	764	698	(66)	-9%	
Economically Disadvantaged	3,601	3,102	(499)	-14%	

Credit Status Group	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
Credit	15,102	12,679	(2,423)	-16%	↓
Noncredit	1,148	1,104	(44)	-4%	
Total Headcount	16,250	13,783	(2,467)	-15%	

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.

Data for DSPS, EOPS and CalWorks include those confirmed by the program coordinator, independent of attendance hours.

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

Group	Fall 2020	Fall 2021	Change		Trend Compared to Total
			Count	Percent	
De Anza					
1A-CALW/TANF Auditable	12	15	3	25%	↑
2A-SSI Auditable	37	31	(6)	-16%	↓
2S-SSI Self-report	422	431	9	2%	↑
4A-Other Auditable	2,095	1,933	(162)	-8%	
4S-Other Self-report	570	616	46	8%	↑
NN-Not Econ Disadv	4,982	4,394	(588)	-12%	↓
All CTE Econ Disadv	3,136	3,026	(110)	-4%	
All CTE	8,118	7,420	(698)	-9%	
Foothill					
1A-CALW/TANF Auditable	1	3	2	200%	↑
2A-SSI Auditable	24	18	(6)	-25%	↓
2S-SSI Self-report	281	283	2	1%	↑
4A-Other Auditable	1,023	929	(94)	-9%	
4S-Other Self-report	541	479	(62)	-11%	
NN-Not Econ Disadv	6,343	5,286	(1,057)	-17%	↓
All CTE Econ Disadv	1,870	1,712	(158)	-8%	
All CTE	8,213	6,998	(1,215)	-15%	

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.

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

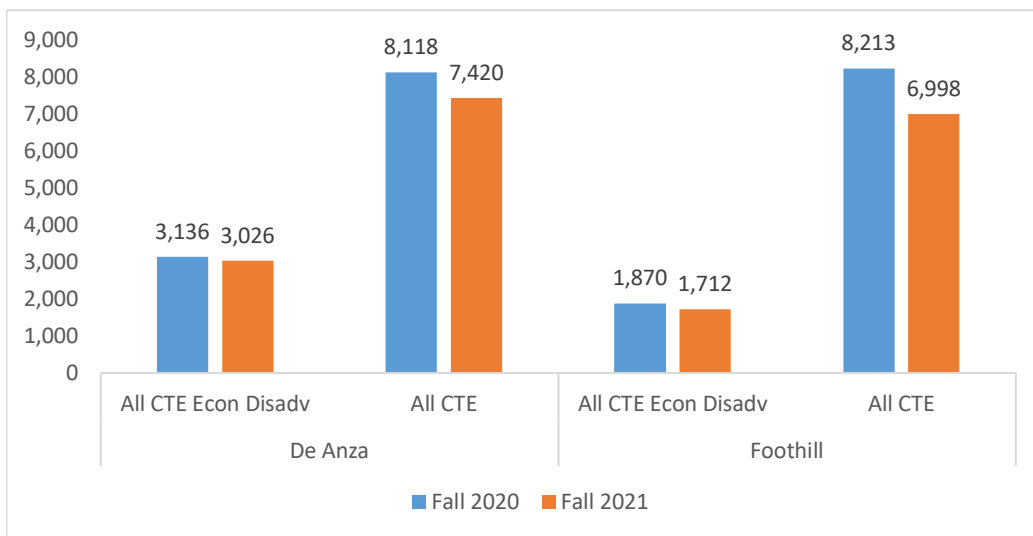


Table SS.1 De Anza College: Headcount or Service Count by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount or Service Count		Change		
		2020-21	2021-22	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,707	1,216	(491)	-29%	
	2-Fall	1,187	956	(231)	-19%	↓
	Annual	5,712	2,172	(3,540)		
SS08: Counseling/Advising	1-Summer	3,555	3,344	(211)	-6%	
	2-Fall	4,398	4,461	63	1%	↑
	Annual	12,576	7,805	(4,771)		
SS09: Abbreviated SEP	1-Summer	64	1,004	940	-	
	2-Fall	1,388	1,259	(129)	-9%	
	Annual	3,785	2,263	(1,522)		
SS09: Comprehensive SEP	1-Summer	4	580	576	-	
	2-Fall	1,388	1,234	(154)	-11%	↓
	Annual	3,171	1,814	(1,357)		
SS10: At-Risk Follow-up	1-Summer	547	327	(220)	-40%	
	2-Fall	776	1,321	545	70%	↑
	Annual	2,608	1,648	(960)		
SS11: Other Follow-up	1-Summer	4,086	3,673	(413)	-10%	
	2-Fall	7,436	7,758	322	4%	↑
	Annual	23,912	11,417	(12,495)		

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.

SS11: Data include up to four counts of follow-up services at the college during the academic year per student.

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 term, -9%.

Table SS.2 Foothill College: Headcount or Service Count by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount or Service Count		Change		
		2020-21	2021-22	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,796	506	(1,290)	-72%	
	2-Fall	1,266	821	(445)	-35%	↓
	Annual	4,998	1,327	(3,671)		
SS08: Counseling/Advising	1-Summer	2,642	2,247	(395)	-15%	
	2-Fall	3,149	2,821	(328)	-10%	
	Annual	9,276	5,068	(4,208)		
SS09: Abbreviated SEP	1-Summer	95	359	264	278%	
	2-Fall	677	563	(114)	-17%	↓
	Annual	1,746	922	(824)		
SS09: Comprehensive SEP	1-Summer	2	258	256	-	
	2-Fall	746	591	(155)	-21%	↓
	Annual	1,745	849	(896)		
SS10: At-Risk Follow-up	1-Summer	76	66	(10)	-13%	
	2-Fall	183	234	51	28%	↑
	Annual	470	300	(170)		
SS11: Other Follow-up	1-Summer	3,649	1,726	(1,923)	-53%	
	2-Fall	4,607	4,359	(248)	-5%	
	Annual	16,080	6,049	(10,031)		

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.

SS11: Data include up to four counts of follow-up services at the college during the academic year per student.

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 term, -15%.

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

Course Attribute	Classification	Fall 2020		Fall 2021		Change for Sections		Trend Compared to Total
		Courses	Sections	Courses	Sections	Count	Percent	
CB04-Credit Status	Credit, Degree Applicable	603	1,481	631	1,445	(36)	-2%	↓
	Credit, Not Degree Applicable	24	97	26	86	(11)	-11%	↓
	Noncredit	12	13	20	54	41	315%	↑
CB05-Transfer Status	Transferable to UC and CSU	370	1,187	381	1,142	(45)	-4%	↓
	Transferable to CSU only	212	258	228	273	15	6%	↑
	Not transferable	57	146	68	170	24	16%	↑
CB08-Basic Skills	Basic Skills	23	94	28	111	17	18%	↑
	Not Basic Skills	616	1,497	649	1,474	(23)	-2%	↓
CB09-SAM Priority	Apprenticeship	8	8	8	8	-	0%	
	Advanced Occupational	28	41	27	39	(2)	-5%	↓
	Clearly Occupational	198	284	223	309	25	9%	↑
	Possibly Occupational	39	108	37	103	(5)	-5%	↓
	Non-Occupational	366	1,150	382	1,126	(24)	-2%	↓
CB10-Work Exp	Not Cooperative Work Exp	639	1,591	677	1,585	(6)	0%	
CB11-Classification	Enhanced Funding, Workforce Prep	5	6	12	21	15	250%	↑
	Enhanced Funding, Other	-	-	8	33	33	-	↑
	Non-Enhanced Funding	7	7	-	-	(7)	-100%	↓
	Credit Course	627	1,578	657	1,531	(47)	-3%	↓
CB13-Special Class	Approved Special Class	9	17	12	23	6	35%	↑
	Not a Special Class	630	1,574	665	1,562	(12)	-1%	↓
CB21-Prior to Coll	1 Level Below Transfer	8	58	11	65	7	12%	↑
	2 Levels Below Transfer	5	20	6	22	2	10%	↑
	3 Levels Below Transfer	6	19	7	22	3	16%	↑
	4 Levels Below Transfer	2	4	2	6	2	50%	↑
	5 Levels Below Transfer	2	2	2	2	-	0%	
	Not Applicable	616	1,488	649	1,468	(20)	-1%	↓
CB22-Noncredit Cat	English as a Second Language	2	2	8	33	31	1550%	↑
	Workforce Preparation	10	11	12	21	10	91%	↑
	Credit Course	627	1,578	657	1,531	(47)	-3%	↓
CB23-Funding Agency	Not Developed with Econ Dev funds	639	1,591	677	1,585	(6)	0%	

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

Course Attribute	Classification	Fall 2020		Fall 2021		Change for Sections		Trend Compared to Total
		Courses	Sections	Courses	Sections	Count	Percent	
CB24-Program Status	Program Applicable	575	1,475	621	1,488	13	1%	↑
	Not Program Applicable	64	116	56	97	(19)	-16%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	12	146	16	127	(19)	-13%	↓
	Transfer Math/Quant Reasoning	34	195	32	176	(19)	-10%	
	Local Mathematics Competency	3	12	3	9	(3)	-25%	↓
	Not Applicable	590	1,238	626	1,273	35	3%	↑
CB26-Support Status	Support Course	5	39	6	42	3	8%	↑
	Not a Support Course	634	1,552	671	1,543	(9)	-1%	↓
Total		639	1,591	677	1,585	(6)	-0.4%	

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

Course Attribute	Classification	Fall 2020		Fall 2021		Change for Sections		Trend Compared to Total
		Courses	Sections	Courses	Sections	Count	Percent	
CB04-Credit Status	Credit, Degree Applicable	582	1,191	582	1,146	(45)	-4%	↓
	Credit, Not Degree Applicable	15	19	17	24	5	26%	↑
	Noncredit	31	105	34	102	(3)	-3%	
CB05-Transfer Status	Transferable to UC and CSU	299	667	304	641	(26)	-4%	↓
	Transferable to CSU only	150	204	157	215	11	5%	↑
	Not transferable	179	444	172	416	(28)	-6%	↓
CB08-Basic Skills	Basic Skills	20	31	25	40	9	29%	↑
	Not Basic Skills	608	1,284	608	1,232	(52)	-4%	↓
CB09-SAM Priority	Apprenticeship	118	298	107	271	(27)	-9%	↓
	Advanced Occupational	5	7	6	7	-	0%	
	Clearly Occupational	101	143	109	157	14	10%	↑
	Possibly Occupational	95	149	98	146	(3)	-2%	
	Non-Occupational	309	718	313	691	(27)	-4%	↓
CB10-Work Exp	Not Cooperative Work Exp	628	1,315	633	1,272	(43)	-3%	
CB11-Classification	Enhanced Funding, Other	6	16	11	23	7	44%	↑
	Non-Enhanced Funding	25	89	23	79	(10)	-11%	↓
	Credit Course	597	1,210	599	1,170	(40)	-3%	
CB13-Special Class	Approved Special Class	23	76	22	57	(19)	-25%	↓
	Not a Special Class	605	1,239	611	1,215	(24)	-2%	
CB21-Prior to Coll	1 Level Below Transfer	7	20	8	22	2	10%	↑
	2 Levels Below Transfer	2	2	4	4	2	100%	↑
	3 Levels Below Transfer	4	4	5	9	5	125%	↑
	4 Levels Below Transfer	2	4	2	2	(2)	-50%	↓
	5 Levels Below Transfer	1	1	1	2	1	100%	↑

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

Course Attribute	Classification	Fall 2020		Fall 2021		Change for Sections		Trend Compared to Total
		Courses	Sections	Courses	Sections	Count	Percent	
	6 Levels Below Transfer	1	1	-	-	(1)	-100%	↓
	Not Applicable	611	1,283	613	1,233	(50)	-4%	↓
CB22-Noncredit Cat	English as a Second Language	6	8	8	11	3	38%	↑
	Elementary, Secondary Basic Sk	4	13	5	15	2	15%	↑
	Approved Special Class	15	68	14	49	(19)	-28%	↓
	Parenting	3	12	3	22	10	83%	↑
	Short-Term Vocational	3	4	4	5	1	25%	↑
	Credit Course	597	1,210	599	1,170	(40)	-3%	
CB23-Funding Agency	Not Developed with Econ Dev funds	628	1,315	633	1,272	(43)	-3%	
CB24-Program Status	Program Applicable	509	1,085	555	1,114	29	3%	↑
	Not Program Applicable	119	230	78	158	(72)	-31%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	7	58	7	54	(4)	-7%	↓
	Transfer Math/Quant Reasoning	14	66	16	62	(4)	-6%	↓
	Local Mathematics Competency	2	6	2	6	-	0%	
	Not Applicable	605	1,185	608	1,150	(35)	-3%	
CB26-Support Status	Support Course	3	11	4	12	1	9%	↑
	Not a Support Course	625	1,304	629	1,260	(44)	-3%	
Total		628	1,315	633	1,272	(43)	-3%	

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

Section Attribute	Classification	Fall 2020		Fall 2021		Change for Sections		Trend Compared to
		Courses	Sections	Courses	Sections	Count	Percent	Total
XB01-Accounting Method	Weekly Census	189	369	232	416	47	13%	↑
	Daily Census	27	38	40	55	17	45%	↑
	Positive Attendance	16	17	17	42	25	147%	↑
	Independent Study, Work Exper	459	1,167	450	1,072	(95)	-8%	↓
XB09-Work Based Lear Act	Work-Based Learning	17	24	21	28	4	17%	↑
	Unknown	622	1,567	656	1,557	(10)	-1%	↓
Total		639	1,591	677	1,585	(6)	0%	

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

Section Attribute	Classification	Fall 2020		Fall 2021		Change for Sections		Trend Compared to
		Courses	Sections	Courses	Sections	Count	Percent	Total
XB01-Accounting Method	Weekly Census	15	15	125	199	184	1227%	↑
	Daily Census	4	4	12	18	14	350%	↑
	Positive Attendance	152	403	165	384	(19)	-5%	↓
	Independent Study, Work Exper	457	893	371	671	(222)	-25%	↓
XB09-Work Based Lear Act	Work-Based Learning	12	15	15	22	7	47%	↑
	Unknown	616	1,300	618	1,250	(50)	-4%	↓
Total		628	1,315	633	1,272	(43)	-3%	

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

Instruction Delivery Method	Fall 2020		Fall 2021		Change for Sections		Trend Compared to Total
	Courses	Sections	Courses	Sections	Count	Percent	
Dist Ed 100%	614	1,550	527	1,312	(238)	-15%	↓
Dist Ed 50% or more	-	-	16	32	32		↑
Dist Ed Less than 50%	1	1	15	18	17	1700%	↑
In-Person	24	40	168	223	183	458%	↑
Total	639	1,591	677	1,585	(6)	0%	

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

Instruction Delivery Method	Fall 2020		Fall 2021		Change for Sections		Trend Compared to Total
	Courses	Sections	Courses	Sections	Count	Percent	
Dist Ed 100%	464	924	377	696	(228)	-25%	↓
Dist Ed 50% or more	15	25	37	45	20	80%	↑
Dist Ed Less than 50%	9	15	26	54	39	260%	↑
In-Person	163	351	265	477	126	36%	↑
Total	628	1,315	633	1,272	(43)	-3%	

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

Credit Status	Assignment Type	Fall 2020			Fall 2021			Change in FTE		Trend Compared to Total
		Sections	Employee Headcount	FTE	Sections	Employee Headcount	FTE	Count	Percent	
Credit	FT Faculty, Not Overload	674	192	57.372	678	191	56.889	(0.483)	-1%	
	FT Faculty, Overload	138	89	14.480	138	93	13.437	(1.043)	-7%	↓
	PT Faculty/Temporary Staff	703	399	74.196	651	378	68.514	(5.682)	-8%	↓
	Contract Staff	101	65	-	99	73	-	-	-	
	Total	1,578	599	146.048	1,531	579	138.840	(7.208)	-5%	
Noncredit	FT Faculty, Not Overload	12	5	-	38	13	-	-	-	
	Contract Staff	1	1	-	16	13	-	-	-	
	Total	13	6	-	54	26	-	-	-	

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

Credit Status	Assignment Type	Fall 2020			Fall 2021			Change in FTE		Trend Compared to Total
		Sections	Employee Headcount	FTE	Sections	Employee Headcount	FTE	Count	Percent	
Credit	FT Faculty, Not Overload	439	136	36.762	424	132	36.390	(0.372)	-1%	↓
	FT Faculty, Overload	101	64	9.437	94	52	7.871	(1.566)	-17%	↓
	PT Faculty/Temporary Staff	395	274	41.622	396	274	43.201	1.579	4%	↑
	Contract Staff	340	81	-	330	82	0.067	0.067		
	Total	1,210	461	87.821	1,170	456	87.529	(0.292)	0%	
Noncredit	FT Faculty, Not Overload	14	13	1.359	21	14	1.170	(0.189)		
	FT Faculty, Overload	3	1	0.090	5	3	0.190	0.100	111%	↑
	PT Faculty/Temporary Staff	88	32	2.703	70	26	2.093	(0.610)	-23%	↓
	Contract Staff	-	-	-	6	5	-	-	-	
	Total	105	46	4.152	102	48	3.453	(0.699)	-17%	

Table SX.1 De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) by Apportionment Type

Apportionment Type	Fall 2020		Fall 2021		Change in FTES		Trend Compared to Total
	Student Headcount	FTES	Student Headcount	FTES	Count	Percent	
Credit-Apprenticeship	22	4.92	15	3.35	(1.57)	-32%	↓
Credit-No Apprenticeship, CA Resident, Apport App	17,089	4,475.94	15,661	4,169.03	(306.91)	-7%	
Credit-No Apprenticeship, CA Resident, Not Apport App	13	1.37	9	1.15	(0.22)	-16%	↓
Credit-No Apprenticeship, International	1,331	477.69	911	324.40	(153.29)	-32%	↓
Credit-No Apprenticeship, Out of State	376	105.91	357	98.86	(7.05)	-7%	
Credit-Total	18,822	5,065.83	16,946	4,596.79	(469.04)	-9%	
Noncredit-CDCP: English as a Second Language	5	0.76	174	23.54	22.78	2997%	↑
Noncredit-CDCP: Workforce Preparation	59	9.02	60	8.29	(0.73)	-8%	↓
Noncredit-Total	64	9.78	231	31.83	22.05	225%	

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

Apportionment Type	Fall 2020		Fall 2021		Change in FTES		Trend Compared to Total
	Student Headcount	FTES	Student Headcount	FTES	Count	Percent	
Credit-Apprenticeship	2,422	449.78	2,190	399.87	(49.91)	-11%	
Credit-No Apprenticeship, CA Resident, Apport App	11,757	2,697.53	9,914	2,306.31	(391.22)	-15%	
Credit-No Apprenticeship, CA Resident, Not Apport App	19	1.40	11	0.84	(0.56)	-40%	↓
Credit-No Apprenticeship, International	568	181.36	385	121.05	(60.31)	-33%	↓
Credit-No Apprenticeship, Out of State	360	78.92	306	69.52	(9.40)	-12%	
Credit-Total	15,104	3,408.99	12,781	2,897.59	(511.40)	-15%	
Noncredit-CDCP: Elementary and Secondary Basic Skills	924	18.33	881	12.32	(6.01)	-33%	↓
Noncredit-CDCP: English as a Second Language	197	17.48	128	13.58	(3.90)	-22%	↓
Noncredit-CDCP: Short-Term Vocational	130	5.53	142	20.20	14.67	265%	↑
Noncredit-Other	949	47.03	931	36.02	(11.01)	-23%	↓
Noncredit-Total	2,186	88.37	2,061	82.12	(6.25)	-7%	

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	Fall 2020		Fall 2021		Change in FTES		Trend Compared to Total
	Student Headcount	FTES	Student Headcount	FTES	Count	Percent	
First-Time	2,976	978.00	2,944	979.01	1.01	0%	
First-Time Transfer	2,180	457.69	1,685	351.25	(106.44)	-23%	↓
Returning	2,944	587.91	2,427	495.88	(92.03)	-16%	↓
Continuing	8,146	2,328.41	7,748	2,215.67	(112.74)	-5%	
Special Admit	843	123.93	857	127.22	3.29	3%	↑
Total	17,089	4,475.94	15,661	4,169.03	(306.91)	-7%	

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	Fall 2020		Fall 2021		Change in FTES		Trend Compared to Total
	Student Headcount	FTES	Student Headcount	FTES	Count	Percent	
First-Time	1,250	355.96	969	308.74	(47.22)	-13%	
First-Time Transfer	2,667	527.27	1,863	360.26	(167.01)	-32%	↓
Returning	2,242	456.62	1,661	334.04	(122.58)	-27%	↓
Continuing	4,150	1,145.77	4,074	1,133.41	(12.36)	-1%	
Special Admit	1,448	211.91	1,347	169.86	(42.05)	-20%	↓
Total	11,757	2,697.53	9,914	2,306.31	(391.22)	-15%	

Notes

Data only include enrollments applicable to apportionment.