

IRP@FHDA

FHDA MIS Quarterly Submission Report

Reporting Term: **Summer 2020 (MIS Term Code = 206)**

Data Extract Date for reporting term (only applies to Banner data): **November 20, 2020.**

Section A. Introduction

The main purpose of this document is to identify issues that may threaten the validity of the data submitted by FHDA CCD to the California Community Colleges Chancellor's Office (CCCCO) in the MIS quarterly reports for summer 2020. This document provides managers and data custodians across the District with the opportunity to review the information submitted and address any data quality issues in their respective areas prior data resubmission, scheduled for the end of the academic year (June 2021).

Data for the summer term in current and prior academic years (i.e., summer 2019, summer 2020) are compared in this document, including headcounts for categorical programs, special student populations, and faculty; counts for course/sections by characteristics or attributes; and estimates for faculty instruction workload and FTES (full-time equivalent student). These statistics are provided here to complement reports available at the MIS data mart (<https://datamart.cccco.edu/DataMart.aspx>), a web based application accessible 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.

The following sections are included in this document:

- **Data Quality Issues:** Identify issues to be addressed prior resubmission by the end the year (e.g., programs that did not confirm term by submission date the list of students served for the reporting; sections with 100% missing grades or positive attendance hours).
- **Data Highlights:** Provides a summary of key findings as shown by the data submitted for each college and term (current and prior year).
- **Tables:** Show summary counts and percentages for students, courses, faculty, and FTES by college and term.

Section B. Data Quality Issues

By the time of submission, the following data quality issues were still pending/waiting to be resolved:

De Anza College

- The DSPS/Student Disability report was not submitted for the list of the students served by the program during the reporting was not confirmed by the Division on time for submission.

Foothill College

- Data in Table B.1 show that 432 enrollment records for Foothill College were reported as 'RD' ("Report Delayed" or missing grade). Of these, 312 (72%) were in CTE courses. If not resolved by re-submission time, this will likely impact funding under the SCFF (Student Centered Funding Formula) and other CTE related programs.
- In Table B.2, the data show a total of 12 positive attendance sections with all records missing contact/positive attendance hours. Missing positive attendance hours will underestimate figures (student headcounts and FTES estimates) shown by reports based on these data (e.g., data shown in this document, MIS Data Mart reports).

Table B.1

Foothill College: Number of Submitted Enrollment Records with Missing/Report Delayed Final Grade by Term

Category	Missing Grade Enrollment Record	
	Summer 2019	Summer 2020
Career Technical Education (CTE)	1	312
All	1	432
CTE Percent	100%	72%

Notes

Missing grade enrollment record refers to the number or percentage of enrollment records with 'RD' (Report Delayed) as final grade.

The number of CTE (Career Technical Education) enrollments with a missing final grade may significantly impact funding for workforce development programs or allocations under the SCFF (Student Centered Funding Formula).

Significant differences between academic years/terms (prior and current) may be accounted by submission date (original versus end-of-the-year resubmission).

Table B.2
Number of Sections Missing Positive Attendance Hours
by College and Term

Category	Missing Positive Attendance Section Count	
	Summer 2019	Summer 2020
De Anza		
Career Technical Education (CTE)	2	-
All	2	-
CTE Percent	100%	
Foothill		
Career Technical Education (CTE)	-	10
All	-	12
CTE Percent		83%

Notes

Data include only positive attendance sections with 100% of their enrollment missing contact hours by the time of submission. The number of CTE (Career Technical Education) enrollments missing positive attendance hours may significantly impact funding for workforce development programs or allocations under the SCFF (Student Centered Funding Formula).

Table B.3

**FHDA Student Headcount for Special Population Groups or Categorical Programs,
as Confirmed by the Program Coordinator/Assistant at each College for the Reporting Term**

MIS Special Populations/Categorical Programs Report, Summer 2020			
<i>Program</i>	<i>Program Coordinator(s) or Assistant</i>	<i>Count</i>	<i>Confirmation Date</i>
De Anza College			
Calworks	Carlita Alamban	17	17-Nov
DSPS	Shirley Schooler		
EOPS*	Lan Trinh, Marilyn Booye	61	30-Oct
CARE	Lan Trinh, Marilyn Booye	1	30-Oct
College Now	A&R	Closed for summer	
Middle College	A&R	Closed for summer	
Puente	Angelita Pabros, Liliana Rivera	56	18-Nov
Umoja	Angelita Pabros & Maurice Canyon	18	10-Nov
Foothill College			
Calworks	Carlita Alamban	6	30-Oct
DSPS	Jackie Lauese	566	20-Nov
EOPS*	Lily Luu	133	9-Nov
CARE	Lily Luu	5	9-Nov
College Now	Annett Inacker-Trail & Anthony Cervantes	10	3-Nov
Middle College	Annett Inacker-Trail & Anthony Cervantes	15	3-Nov
Puente	Maritza Jackson Sandoval	29	6-Nov
Umoja	Tracee Cunningham	Closed for summer	
BS Dental Hygiene	Patti Chan; Brian Roberts	Completion Track: 10; Entry Track: 46; Total: 56	3-Nov

Notes

*EOPS headcount includes CARE students.

Section C. Data Highlights

- Student Headcount
 - Data in Table SB.1 and Table SB.2 show a significant increase (21%) in the student headcount for De Anza College in summer 2020, compared to summer 2019, while data for Foothill College show a decline of 15% between the same terms. Data for De Anza in Table SB.1 show a significant increase in the headcount for California residents (25%) and a significant decline for international students (-12%).
 - In Table SB.2, De Anza College show a headcount increase across all categories related to enrollment status in summer 2020 compared to the previous summer. At Foothill College, the data show that only the headcount for first-time students (8%) increased between these terms.
- Special Population/Categorical Groups
 - De Anza College data in Table SG.1 show a significant increase in the student headcount for summer 2020, compared to summer 2019, for the following groups: Work Based Learner (213%), Puente (93%), special admit students (78%), EOPS (45%), and LGBT (36%)—all above the expected 21% increase shown for the college student population.
 - Data for Foothill in Table SG.2 show that despite a decline of 15% in student headcount for this College in summer 2020, compared to the prior summer, the following groups show a headcount increase during this term: Puente (71%), EOPS (29%) and the Baccalaureate-Dental Hygiene program (8%).
- Student Success/3SP Services
 - Related to initial education plan development, data for De Anza College in Table SS.1 and Foothill College in Table SS.2 suggest that this type of service was essentially not provided in summer 2020. It is assumed that categorical programs (i.e., DSPS, EOPS, CalWorks) are still providing this type of service to their students, but they may not be using Degree Works to develop or save a copy of students' education plans.
 - Data in Table SS.1 for De Anza College show a significant increase in the headcount for at-risk or academic probation services (362%) and for the number of contacts related to follow-up services (179%) in summer 2020, compared to summer 2019. Data for Foothill in Table SS.2 show a significant increase in the headcount for initial orientation services (272%) and for contacts related to follow-up services (59%) in summer 2020, compared to the prior summer.

- Course Offerings/Sections
 - De Anza College increased the number of sections by 66 (12%) in summer 2020, compared to the number in summer 2019, while Foothill College reduced the number of sections by 130 (-20%) over the same period (see Table CB.1 and CB.2).
 - Data in Table CB.1 show that degree applicable and transferable courses showed the largest increase in the number of sections offered at De Anza in summer 2020 over the prior summer; degree applicable courses increased by 70 (14%), UC/CSU transferable by 50 (11%), transferable general education math by 31 (14%), and transferable general education English by 12 (28%). In summer 2020, only 6% of the sections offered at De Anza College were classified as not transferrable. On the other hand, the type of course with the largest reduction in the number of sections in summer 2020 at De Anza were those approved for special education/students with disabilities—a reduction of 33% (24 to 16) from the previous summer term.
 - In contrast to De Anza’s approach of increasing degree applicable and transferable courses, Foothill College reduced the number of degree applicable sections by 137 (-23%), UC/CSU transferable sections by 85 (-23%), and CSU only transferable sections by 55 (-39%). In sum, Foothill reduced the number of sections for transferable courses from 528 in summer 2019 to 378 in summer 2020 (-27%). Conversely, Foothill College increased the number of courses approved for special education by 11 (19%) in summer 2020, compared to the previous summer.
- Class Schedule and Instructional Methods
 - Data in Table XF.1 and Table XF.2 show that sections offered in-person accounted for 2% and 25% of all sections offered in summer 2020 at De Anza College and Foothill College, respectively.
- Faculty
 - Data for De Anza College in Table EB.1 show an increase of 26 (9%) in the headcount for faculty/instructors in summer 2020, compared to summer 2019. This increase was mainly due to a significant increase in the headcount for temporary faculty—an increase of 26 (15%) in summer 2020 from the previous summer term.
 - Foothill College data in Table EB.2 show that the headcount for faculty/instructors in credit courses was reduced by 50 (16%) in summer 2020, compared to summer 2019. The greatest reduction was for temporary or part-time faculty, 48 (24%) less in summer 2020 than in the previous summer.

- Data in Table EB.3 for Instructional workload/FTEF at De Anza College show an increase of 7.77 (17%) in summer 2020, compared to summer 2019. Temporary or part-time faculty accounted for about 92% (7.18 of 7.77) of the increase in workload between these summer terms. The data also show that temporary faculty had a larger share of the instructional workload at De Anza College in summer 2020 (58%)—an increase in workload when compared to their share in the previous summer term (53%).
- At Foothill College, data in Table EB.4 show that for credit instructional workload/FTEF was reduced by 10.40 (22%) in summer 2020, compared to summer 2019. The workload/FTEF in credit courses for full-time/regular tenured faculty at Foothill declined by 4.13 (-28%) between summer 2019 and summer 2020; for temporary faculty the reduction in FTEF was 6.87 (-23%). Like in the previous summer term, about 61% of the instructional workload in credit courses at Foothill College in summer 2020 was accounted by temporary faculty.
- FTES
 - Data in Table SX.1 show that the count for FTES (full-time equivalent student) at De Anza College in summer 2020 for California residents enrolled in credit, no apprenticeship, applicable to apportionment courses increased by about 447.48—a 33% increase from the previous summer term. Related to student enrollment status, data in Table SX.3 show the first-time and special admit (concurrent high school students) students with the highest increase in headcount and FTES for California residents enrolled in credit course; however, continuing students accounted for about 46% of the FTES increase shown in Table SX.3 in summer 2020 over the previous summer term (205.3 of 447.9).
 - For Foothill College, FTES counts for summer 2020 are likely underestimated given the number (12) of sections that had not reported their positive attendance hours by the time of submission. Based on the data submitted, the FTES count for California residents enrolled in credit, no apprenticeship, applicable to apportionment courses at Foothill College in summer 2020 declined by 207.8 (-13%) compared to summer 2019 (see Table SX.2).
 - Foothill College data in Table SX.4 for California residents enrolled in credit courses disaggregated by student enrollment status show all groups but the first-time students with a decline in FTES in summer 2020, compared to summer 2019. Data in this table

show first-time students with an increase of 23.3 (34%) in FTES between the current and prior summer term.

- Data in Table SX.4 (California residents enrolled in credit courses) show that the headcount and FTES for first-time transfer students at Foothill College declined significantly in summer 2020, compared to summer 2019—a decline of 33% and 35%, respectively. Data in this table also show that first-time transfer students at Foothill College accounted for a lower share of the total student headcount and FTES in summer 2020, compared to the previous summer term—a drop of 8% and 9% for their share of headcount and FTES, respectively.

Table SB.1
Student Headcount by College, Residency Status, and Term

	Summer 2019		Summer 2020		Change	
De Anza						
Residency	Count	Percent	Count	Percent	Count	Percent
California Res	8,888	89%	11,098	92%	2,210	25%
Out-of-state	260	3%	259	2%	(1)	0%
International	816	8%	717	6%	(99)	-12%
Unknown	-		-			
Total	9,964	100%	12,074	100%	2,110	21%
Foothill						
Residency	Count	Percent	Count	Percent	Count	Percent
California Res	11,041	91%	9,619	93%	(1,422)	-13%
Out-of-state	536	4%	374	4%	(162)	-30%
International	532	4%	316	3%	(216)	-41%
Unknown	-		-		-	
Total	12,109	100%	10,309	100%	(1,800)	-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.

Table SB.2
Student Headcount by College, Enrollment Status, and Term

	Summer 2019		Summer 2020		Change	
De Anza						
Enrollment Status	Count	Percent	Count	Percent	Count	Percent
First-Time	772	8%	1,241	10%	469	61%
First-Time Transfer	1,531	15%	1,797	15%	266	17%
Returning	1,242	12%	1,606	13%	364	29%
Continuing	5,808	58%	6,345	53%	537	9%
Special Admit	610	6%	1,085	9%	475	78%
Unknown	1		-			
Total	9,964	100%	12,074	100%	2,110	21%
Foothill						
Enrollment Status	Count	Percent	Count	Percent	Count	Percent
First-Time	943	8%	1,019	10%	76	8%
First-Time Transfer	4,116	34%	2,694	26%	(1,422)	-35%
Returning	2,154	18%	2,156	21%	2	0%
Continuing	3,646	30%	3,410	33%	(236)	-6%
Special Admit	1,197	10%	983	10%	(214)	-18%
Unknown	53		47			
Total	12,109	100%	10,309	100%	(1,800)	-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 in the term.

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

Table SG.1
De Anza College: Student Headcount by Special Population Group and Term

Group	Headcount		Change	
	Summer 2019	Summer 2020	Count	Percent
Calworks	19	17	(2)	-11%
DSPS	724	Not confirmed	-	-
EOPS	42	61	19	45%
Puente	29	56	27	93%
Umoja	N/A	18	-	-
All Special Admit/HS Students	610	1,085	475	78%
First-Generation	2,437	2,834	397	16%
Foster Youth	94	92	(2)	-2%
Military: Active Duty, Reserve, National	45	53	8	18%
Veteran	144	155	11	8%
Apprenticeship	N/A	N/A	-	-
LBGT	388	526	138	36%
Economically Disadvantaged	3,110	3,600	490	16%
Homeless	N/A	N/A	-	-
Work Based Learner	16	50	34	213%

College Student Population	Headcount		Change	
	Summer 2019	Summer 2020	Count	Percent
Credit Students	9,964	12,070	2,106	21%
Noncredit Only Students	-	4	-	-
All Students	9,964	12,074	2,110	21%

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 in the term.

For most groups, data include students with at least one enrollment during the academic year applicable for apportionment, including apprenticeship courses. Data for DSPS, EOPS and CalWorks include those confirmed by the program coordinator.

N/A: Not applicable, including groups with a headcount less or equal 10.

Table SG.2
Foothill College: Student Headcount by Special Population Group, and Term

Group	Headcount		Change	
	Summer 2019	Summer 2020	Count	Percent
Calworks	12	6	(6)	-50%
DSPS	653	566	(87)	-13%
EOPS	103	133	30	29%
Puente	17	29	12	71%
College Now	13	10	(3)	-23%
Middle College	34	15	(19)	-56%
All Special Admit/HS Students	1,197	983	(214)	-18%
First-Generation	2,401	2,026	(375)	-16%
Foster Youth	58	55	(3)	-5%
Military: Active Duty, Reserve, National	26	22	(4)	-15%
Veteran	156	139	(17)	-11%
Apprenticeship	480	464	(16)	-3%
Baccalaureate	52	56	4	8%
LBGT	484	402	(82)	-17%
Economically Disadvantaged	1,991	1,839	(152)	-8%
Homeless	N/A	N/A	-	-
Work Based Learner	173	98	(75)	-43%

College Student Population	Headcount		Change	
	Summer 2019	Summer 2020	Count	Percent
Credit Students	11,277	9,543	(1,734)	-15%
Noncredit Only Students	832	766	(66)	-8%
All Students	12,109	10,309	(1,800)	-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 in the term.

For most groups, data include students with at least one enrollment during the academic year applicable for apportionment, including apprenticeship courses. Data for DSPS, EOPS and CalWorks include those confirmed by the program coordinator.

Different to the prior year, the Baccalaureate headcount in 2019-20 includes “completion track” students (those who do not need to take all courses in the program).

N/A: Not applicable, including groups with a headcount less or equal 10.

Table SS.1

De Anza College: Count for Student Success Services (3SP) by Term and Academic Year for California Resident and Non-Special Admit Students

Service	Quarter or Annual	Headcount or Service Count		Change	
		2019-20	2020-21	Count	Percent
SS06: Initial Orientation	1-Summer	1,489	1,710	221	15%
	Annual	7,162	1,710	-5,452	
SS08: Counseling/Advising	1-Summer	3,745	3,587	-158	-4%
	Annual	13,062	3,587	-9,475	
SS09: Abbreviated SEP	1-Summer	1,040	10	-1,030	-99%
	Annual	4,248	10	-4,238	
SS09: Comprehensive SEP	1-Summer	565	4	-561	-99%
	Annual	3,513	4	-3,509	
SS10: At-Risk Follow-up	1-Summer	118	545	427	362%
	Annual	1,935	545	-1,390	
SS11: Other Follow-up	1-Summer	10,355	28,901	18,546	179%
	Annual	46,039	28,901	-17,138	

Notes

Data include students and applicants who received student success/3SP services during the academic year, independently of their enrollment status.

Headcount figures may not be mutually exclusive due to changes in student identifiers during the academic year.

Table SS.2

Foothill College: Count for Student Success Services (3SP) by Term and Academic Year for California Resident and Non-Special Admit Students

Service	Quarter or Annual	Headcount or Service Count		Change	
		2019-20	2020-21	Count	Percent
SS06: Initial Orientation	1-Summer	495	1,843	1,348	272%
	Annual	3,731	1,843	-1,888	
SS08: Counseling/Advising	1-Summer	2,731	2,681	-50	-2%
	Annual	9,301	2,681	-6,620	
SS09: Abbreviated SEP	1-Summer	420	16	-404	-96%
	Annual	1,916	16	-1,900	
SS09: Comprehensive SEP	1-Summer	271	2	-269	-99%
	Annual	1,668	2	-1,666	
SS10: At-Risk Follow-up	1-Summer	162	76	-86	-53%
	Annual	1,305	76	-1,229	
SS11: Other Follow-up	1-Summer	3,685	5,863	2,178	59%
	Annual	23,585	5,863	-17,722	

Notes

Data include students and applicants who received student success/3SP services during the academic year, independently of their enrollment status.

Headcount figures may not be mutually exclusive due to changes in student identifiers during the academic year.

Data do not include abbreviated plan for 99 students new to the DSPS program--list of DSPS students at Foothill was confirmed on submission date, after MIS SS data records were processed. These records will be added during re-submission.

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

Course Attribute	Classification	Summer 2019		Summer 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit Status	Credit, Degree Applicable	518	95%	588	96%	70	14%
	Credit, Not Degree Applicable	25	5%	21	3%	(4)	-16%
	Noncredit	2	0%	2	0%	-	0%
Transfer Status	UC/CSU Transferable	438	80%	488	80%	50	11%
	CSU Only Transferable	68	12%	87	14%	19	28%
	Not Transferable	39	7%	36	6%	(3)	-8%
Basic Skills	Basic Skills	21	4%	17	3%	(4)	-19%
	Not Basic Skills	524	96%	594	97%	70	13%
Occupational Level	Apprenticeship	-	0%	1	0%	1	
	Advanced Occupational	9	2%	15	2%	6	67%
	Clearly Occupational	74	14%	87	14%	13	18%
	Possibly Occupational	44	8%	55	9%	11	25%
Special Class	Non-Occupational	418	77%	453	74%	35	8%
	Approved Special Class	24	4%	16	3%	(8)	-33%
	Not a Special Class	521	96%	595	97%	74	14%
Total		545	100%	611	100%	66	12%

Notes

Data for credit and noncredit course sections with at least one student enrolled.

Table CB.1 (cont.)

De Anza College: Section Count by Course Attribute and Term

Course Attribute	Classification	Summer 2019		Summer 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Prior to College	1 Level Below Transfer	10	2%	12	2%	2	20%
	2 Levels Below Transfer	7	1%	6	1%	(1)	-14%
	3 Levels Below Transfer	5	1%	3	0%	(2)	-40%
	4 Levels Below Transfer	2	0%	1	0%	(1)	-50%
	5 Levels Below Transfer	1	0%	-	0%	(1)	-100%
	Not Applicable	520	95%	589	96%	69	13%
Noncredit Category	Workforce Preparation	2	0%	2	0%	-	0%
	Not Applicable/Credit	543	100%	609	100%	66	12%
Program Status	Program Applicable	501	92%	565	92%	64	13%
	Stand Alone	44	8%	46	8%	2	5%
Gen Education Status	GE Tranf English Comp	43	8%	55	9%	12	28%
	GE Tranf Math/Quant Reas	52	10%	83	14%	31	60%
	GE Loc Math/Quant Reas	4	1%	5	1%	1	25%
	Not Applicable	446	82%	468	77%	22	5%
Course Support Status	Support Course	2	0%	3	0%	1	50%
	Not a Support Course	543	100%	608	100%	65	12%
Total		545	100%	611	100%	66	12%

Notes

Data for credit and noncredit course sections with at least one student enrolled.

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

Course Attribute	Classification	Summer 2019		Summer 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit Status	Credit, Degree Applicable	589	89%	452	85%	(137)	-23%
	Credit, Not Degree Applicable	8	1%	9	2%	1	13%
	Noncredit	64	10%	70	13%	6	9%
Transfer Status	UC/CSU Transferable	376	57%	291	55%	(85)	-23%
	CSU Only Transferable	142	21%	87	16%	(55)	-39%
	Not Transferable	143	22%	153	29%	10	7%
Basic Skills	Basic Skills	6	1%	10	2%	4	67%
	Not Basic Skills	655	99%	521	98%	(134)	-20%
Occupational Level	Apprenticeship	65	10%	69	13%	4	6%
	Clearly Occupational	89	13%	56	11%	(33)	-37%
	Possibly Occupational	113	17%	93	18%	(20)	-18%
	Non-Occupational	392	59%	313	59%	(79)	-20%
Special Class	Approved Special Class	57	9%	68	13%	11	19%
	Not a Special Class	604	91%	463	87%	(141)	-23%
Total		661	100%	531	100%	(130)	-20%

Notes

Data for credit and noncredit course sections with at least one student enrolled.

Table CB.2 (cont.)
Foothill College: Section Count by Course Attribute and Term

Course Attribute	Classification	Summer 2019		Summer 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Prior to College	1 Level Below Transfer	3	0%	3	1%	-	0%
	2 Levels Below Transfer	-	0%	2	0%	2	-
	3 Levels Below Transfer	-	0%	2	0%	2	-
	4 Levels Below Transfer	2	0%	1	0%	(1)	-50%
	Not Applicable	656	99%	523	98%	(133)	-20%
Noncredit Category	English as a Second Language	2	0%	2	0%	-	0%
	Elementary Secondary Skills	-	0%	3	1%	3	-
	Approved Special Ed Class	52	8%	64	12%	12	23%
	Parenting	4	1%	-	0%	(4)	-100%
	Short-Term Vocational	6	1%	1	0%	(5)	-83%
Program Status	Not Applicable/Credit	597	90%	461	87%	(136)	-23%
	Program Applicable	531	80%	405	76%	(126)	-24%
Gen Education Status	Stand Alone	130	20%	126	24%	(4)	-3%
	GE Tranf English Comp	25	4%	19	4%	(6)	-24%
Course Support Status	GE Tranf Math/Quant Reas	25	4%	18	3%	(7)	-28%
	GE Loc Math/Quant Reas	2	0%	1	0%	(1)	-50%
	Not Applicable	609	92%	493	93%	(116)	-19%
Total	Not a Support Course	661	100%	531	100%	(130)	-20%

Notes

Data for credit and noncredit course sections with at least one student enrolled.

Table XB.1

De Anza College: Section Count by Credit Status, Accounting Method, and Term

Course Credit Status	Accounting Method	Summer 2019		Summer 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit	Daily Census	284	52%	104	17%	(180)	-63%
	Positive Attendance	11	2%	-	0%	(11)	-100%
	Independent Study	248	46%	505	83%	257	104%
Noncredit	Positive Attendance	2	0%	2	0%	-	0%
Total		545	100%	611	100%	66	12%

Table XB.2

Foothill College: Section Count by Credit Status, Accounting Method, and Term

Course Credit Status	Accounting Method	Summer 2019		Summer 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit	Daily Census	90	14%	9	2%	(81)	-90%
	Positive Attendance	155	23%	86	16%	(69)	-45%
	Independent Study	352	53%	364	69%	12	3%
	Not Claimed Apport	-	0%	2	0%	2	-
Noncredit	Positive Attendance	62	9%	69	13%	7	11%
	Not Claimed Apport	2	0%	1	0%	(1)	-50%
Total		661	100%	531	100%	(130)	-20%

Table XB.3

De Anza College: Section Count by Credit Status, Work Based Learning Activity Classification, and Term

Course Credit Status	Work Based Learning Activity Status	Summer 2019		Summer 2020		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activity	3	1%	11	2%	8	267%
	Other	540	99%	598	98%	58	11%
Noncredit	Other	2	0%	2	0%	-	-
Total		545	100%	611	100%	66	12%

Notes

Work-based learning activity indicates the use of instructional strategies that enhance classroom learning by connecting it to the workplace (e.g., pre-apprenticeship, job shadowing, mentorship, internship, clinical experience, work-study programs, informational interviews, attendance at trade shows, field experience, community service learning).

Table XB.4

Foothill College: Section Count by Credit Status, Work Based Learning Activity Classification, and Term

Course Credit Status	Work Based Learning Activity Status	Summer 2019		Summer 2020		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activity	21	3%	11	2%	(10)	-48%
	Other	576	87%	450	85%	(126)	-22%
Noncredit	Other	64	10%	70	13%	6	-
Total		661	100%	531	100%	(130)	-20%

Notes

Work-based learning activity indicates the use of instructional strategies that enhance classroom learning by connecting it to the workplace (e.g., pre-apprenticeship, job shadowing, mentorship, internship, clinical experience, work-study programs, informational interviews, attendance at trade shows, field experience, community service learning).

Table XF.1

De Anza College: Section Count by Credit Status, Instruction Delivery Method, Schedule, and Term

Classification	Credit Status	Section Attribute	Summer 2019		Summer 2020		Change	
			Count	Perc within Cred St	Count	Perc within Cred St	Count	Perc
Delivery Method	Credit	Online Only	176	32%	595	98%	419	238%
		Online Hybrid	51	9%	-	0%	(51)	-100%
		In-Person	316	58%	14	2%	(302)	-96%
	Noncredit	Online Only	-	0%	2	100%	2	-
		In-Person	2	100%	-	0%	(2)	-100%
Day/Evening Sched	Credit	Day Only	252	46%	14	2%	(238)	-94%
		Day and Evening	6	1%	-	0%	(6)	-100%
		Evening Only	58	11%	-	0%	(58)	-100%
		Online Only	176	32%	595	98%	419	238%
	Noncredit	Online Hybrid	51	9%	-	0%	(51)	-100%
		Day Only	2	100%	-	0%	(2)	-100%
		Online Only	-	0%	2	100%	2	-
Weekend Schedule	Credit	Weekend Class Only	6	1%	-	0%	(6)	-100%
		No Weekend Class	310	57%	14	2%	(296)	-95%
		Online Only	176	32%	595	98%	419	238%
	Noncredit	Online Hybrid	51	9%	-	0%	(51)	-100%
		No Weekend Class	2	100%	-	0%	(2)	-100%
		Online Only	-	0%	2	100%	2	-
Total	Credit	Total	543	100%	609	100%	66	12%
	Noncredit	Total	2	100%	2	100%	-	0%

Notes

Percentage figures are computed within the credit status classification: credit or noncredit.

Table XF.2

Foothill College: Section Count by Credit Status, Instruction Delivery Method, Schedule, and Term

Classification	Credit Status	Section Attribute	Summer 2019		Summer 2020		Change	
			Count	Perc within Cred St	Count	Perc within Cred St	Count	Perc
Delivery Method	Credit	Online Only	315	53%	344	75%	29	9%
		Online Hybrid	18	3%	4	1%	(14)	-78%
		In-Person	264	44%	113	25%	(151)	-57%
	Noncredit	Online Only	-		69	99%	69	-
		In-Person	64	100%	1	1%	(63)	-98%
Day/Evening Sched	Credit	Day Only	228	38%	100	22%	(128)	-56%
		Day and Evening	8	1%	2	0%	(6)	-75%
		Evening Only	28	5%	11	2%	(17)	-61%
		Online Only	315	53%	344	75%	29	9%
	Noncredit	Online Hybrid	18	3%	4	1%	(14)	-78%
		Day Only	58	91%	1	1%	(57)	-98%
		Day and Evening	3	5%	-	0%	(3)	-100%
		Evening Only	3	5%	-	0%	(3)	-100%
		Online Only	-	0%	69	99%	69	-
		Weekend Class Only	4	1%	-	0%	(4)	-100%
Weekend Schedule	Credit	Weekend Class Included	5	1%	-	0%	(5)	-100%
		No Weekend Class	255	43%	113	25%	(142)	-56%
		Online Only	315	53%	344	75%	29	9%
	Noncredit	Online Hybrid	18	3%	4	1%	(14)	-78%
		Weekend Class Included	2	3%	-	0%	(2)	-100%
		No Weekend Class	62	97%	1	1%	(61)	-98%
		Online Only	-	0%	69	99%	69	-
Total	Credit	Total	597	100%	461	100%	(136)	-23%
	Noncredit	Total	64	100%	70	100%	6	9%

Notes

Percentage figures are computed within the credit status classification: credit or noncredit.

Table EB.1

De Anza College: Instructor Headcount by Course Credit Status, Employee Class, and Term

Course Credit Status	Faculty Group	Summer 2019		Summer 2020		Change	
		Count	Perc within Cred St	Count	Perc within Cred St	Count	Perc
Credit	Academic Regular, Tenured	102	34%	102	31%	0	0%
	Academic Regular, on Tenure Track	19	6%	21	6%	2	11%
	Academic Temporary	174	58%	200	62%	26	15%
	Classified	2	1%	1	0%	-1	-50%
	Educational Administrator	1	0%	0	0%	-1	-100%
	Total	298	100%	324	100%	26	9%
Noncredit	Academic Regular, on Tenure Track	1	100%	1	100%	0	0%
	Total	1	100%	1	100%	0	0%

Table EB.2

Foothill College: Instructor Headcount by Course Credit Status, Employee Class, and Term

Course Credit Status	Faculty Group	Summer 2019		Summer 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit	Academic Regular, Tenured	73	24%	61	23%	-12	-16%
	Academic Regular, on Tenure Track	17	5%	22	8%	5	29%
	Academic Temporary	200	65%	152	58%	-48	-24%
	Classified	1	0%	0	0%	-1	-100%
	Contract Staff	19	6%	24	9%	5	26%
	Educational Administrator	0	0%	1	0%	1	-
	Total	310	100%	260	100%	-50	-16%
Noncredit	Academic Regular, Tenured	1	5%	3	13%	2	200%
	Academic Regular, on Tenure Track	0	0%	1	4%	1	-
	Academic Temporary	20	91%	19	83%	-1	-5%
	Classified	1	5%	0	0%	-1	-100%
	Total	22	100%	23	100%	1	5%

Table EB.3

De Anza College: Instructional Workload (FTEF) by Course Credit Status, Group, and Term

Course Credit Status	Employee Group	Summer 2019			Summer 2020			Change	
		Regular Workload	Overload	Total	Regular Workload	Overload	Total	Total Workload	Percent
Credit	Academic Regular, Tenured	0.67	17.60	18.27	0.45	17.95	18.39	0.12	1%
	Academic Regular, on Tenure Track	-	3.48	3.48	0.02	4.06	4.08	0.61	17%
	Academic Temporary	24.44	-	24.44	31.62	-	31.62	7.18	29%
	Classified	0.15	-	0.15	0.11	-	0.11	(0.03)	-23%
	Educational Administrator	0.10	-	0.10	-	-	-	(0.10)	-100%
	Total	25.36	21.08	46.44	32.20	22.01	54.21	7.77	17%
Noncredit	Academic Regular, on Tenure Track	0	0	0	0	0	0	-	-
	Total	0	0	0	0	0	0	-	-

Faculty Group	Total Workload (FTEF), Credit Courses			
	Summer 2019		Summer 2020	
	Workload	Percent	Workload	Percent
Academic Regular, Tenure or Tenure Track	21.75	47%	22.47	41%
Academic Temporary	24.44	53%	31.62	58%
Total Workload	46.44	100%	54.21	100%

Table EB.4

Foothill College: Instructional Workload (FTEF) by Course Credit Status, Group, and Term

Course Credit Status	Employee Group	Summer 2019			Summer 2020			Change	
		Regular Workload	Overload	Total	Regular Workload	Overload	Total	Total Workload	Percent
Credit	Academic Regular, Tenured	0.57	14.26	14.83	0.51	10.20	10.70	(4.13)	-28%
	Academic Regular, on Tenure Track	1.01	2.20	3.21	0.66	3.00	3.66	0.45	14%
	Academic Temporary	29.94	-	29.94	23.07	-	23.07	(6.87)	-23%
	Classified	0.10	-	0.10	-	-	-	(0.10)	-100%
	Contract Staff	-	-	-	-	-	-	-	-
	Educational Administrator	-	-	-	0.25	-	0.25	0.25	-
	Total		31.61	16.46	48.07	24.48	13.20	37.67	(10.40)
Noncredit	Academic Regular, Tenured	-	0.09	0.09	-	0.20	0.20	0.11	120%
	Academic Regular, on Tenure Track	-	-	-	-	0.15	0.15	0.15	-
	Academic Temporary	2.10	-	2.10	1.93	-	1.93	(0.17)	-8%
	Classified	-	-	-	-	-	-	-	-
	Total	2.10	0.09	2.19	1.93	0.35	2.28	0.09	4%

Total Workload (FTEF), Credit Courses

Faculty Group	Summer 2019		Summer 2020	
	Workload	Percent	Workload	Percent
Academic Regular, Tenure or Tenure Track	18.04	38%	14.36	38%
Academic Temporary	29.94	62%	23.07	61%
Total Workload	48.07	100%	37.67	100%

Table SX.1

De Anza College: Student Headcount and FTES (Full-Time Equivalent Student) by Course Credit Status, Category and Term

Category	Summer 2019		Summer 2020		Change	
	FTES	Percent	FTES	Percent	FTES	Percent
Credit-Apprenticeship	-	-	0.5	> 1%		
Credit-No Apprenticeship, CA Resident, Apport App	1,356.7	87%	1804.22	91%	447.48	33%
Credit-No Apprenticeship, CA Resident, No Apport App	0.7	0%	0.49	0%	-0.16	-25%
Credit-No Apprenticeship, International	156.6	10%	142.82	7%	(13.78)	-9%
Credit-No Apprenticeship, Out of State	44.1	3%	42.32	2%	-1.78	-4%
Credit-Total	1,558.1	100%	1990.35	100%	432.26	28%

Category	Summer 2019		Summer 2020		Change	
	FTES	Percent	FTES	Percent	FTES	Percent
Noncredit-CDCP: Workforce Preparation	0.8	100%	0.49	100%	-0.27	-36%
Noncredit-Total	0.8	100%	0.49	100%	(0.27)	-36%

Notes

Significant differences between terms may be due to date of data submission (original submission or resubmission at the end of the academic year).

No Apport App: Data include contract sections or enrollments with overrides for apportionment.

Table SX.2

Foothill College: Student Headcount and FTES (Full-Time Equivalent Student) by Course Credit Status, Category and Term

	Summer 2019		Summer 2020		Change	
Foothill						
Category	FTES	Percent	FTES	Percent	FTES	Percent
Credit-Apprenticeship	58.0	-	49.9	> 1%		
Credit-No Apprenticeship, CA Resident, Apport App	1,572.1	88%	1,364.4	90%	(207.8)	-13%
Credit-No Apprenticeship, CA Resident, No Apport App	0.1	0%	3.5	0%	3.4	3778%
Credit-No Apprenticeship, International	91.1	5%	52.8	3%	(38.3)	-42%
Credit-No Apprenticeship, Out of State	61.9	3%	46.9	3%	(15.0)	-24%
Credit-Total	1,783.1	100%	1,517.5	100%	(265.7)	-15%

	Summer 2019		Summer 2020		Change	
Foothill						
Category	FTES	Percent	FTES	Percent	FTES	Percent
Noncredit-CDCP: Elementary and Secondary Basic Skills	-	0%	1.55	16%	1.55	-
Noncredit-CDCP: English as a Second Language	5.8	12%	9.53	17%	3.73	64%
Noncredit-CDCP: Short-Term Vocational	5.7	12%	1.68	3%	(4.04)	-71%
Noncredit-Other	38.1	77%	43.61	77%	5.56	15%
Noncredit-Total	49.6	100%	56.37	100%	6.80	14%

Notes

Significant differences between terms may be due to date of data submission (original submission or resubmission at the end of the academic year).

No Apport App: Data include contract sections or enrollments with overrides for apportionment.

Table SX.3

De Anza College: California Resident Headcount and Credit FTES (Full-Time Equivalent Student) by Student Enrollment and Term

Enrollment Status	Summer 2019		Summer 2020		Change		Percent Change	
	Count	FTES	Count	FTES	Count	FTES	Count	FTES
First-Time	734	105.1	1,216	189.3	482	84.3	66%	80%
First-Time Transfer	1,414	206.4	1,696	248.1	282	41.7	20%	20%
Returning	1,205	171.4	1,568	239.0	363	67.6	30%	39%
Continuing	4,926	806.6	5,532	1,011.9	606	205.3	12%	25%
Special Admit	608	67.9	1,082	117.0	474	49.1	78%	72%
Total	8,887	1,357.3	11,094	1,805.2	2,207	447.9	25%	33%

Enrollment Status	Percent of Total				Perc Points Change	
	Summer 2019		Summer 2020		Count	FTES
First-Time	8%	8%	11%	10%	3%	3%
First-Time Transfer	16%	15%	15%	14%	-1%	-1%
Returning	14%	13%	14%	13%	1%	1%
Continuing	55%	59%	50%	56%	-6%	-3%
Special Admit	7%	5%	10%	6%	3%	1%
Total	100%	100%	100%	100%		

Notes

Significant differences between terms may be due to date of data submission (original submission or resubmission at the end of the academic year). Data only include California residents (for tuition purposes) and credit courses, independently of enrollment or section apportionment status.

Table SX.4

Foothill College: California Resident Headcount and Credit FTES (Full-Time Equivalent Student) by Student Enrollment and Term

Enrollment Status	Summer 2019		Summer 2020		Change		Percent Change	
	Count	FTES	Count	FTES	Count	FTES	Count	FTES
First-Time	434	67.7	574	91.0	140	23.3	32%	34%
First-Time Transfer	3,610	552.4	2,364	367.7	(1,246)	(184.7)	-35%	-33%
Returning	1,889	279.3	2,068	271.4	179	(7.8)	9%	-3%
Continuing	3,214	595.1	3,118	574.8	(96)	(20.3)	-3%	-3%
Special Admit	1,197	133.6	988	111.4	(209)	(22.2)	-17%	-17%
Total	10,344	1,628.1	9,112	1,416.3	(1,232)	(211.8)	-12%	-13%

Enrollment Status	Percent of Total					
	Summer 2019		Summer 2020		Perc Points Change	
	Count	FTES	Count	FTES	Count	FTES
First-Time	4%	4%	6%	6%	2%	2%
First-Time Transfer	35%	34%	26%	26%	-9%	-8%
Returning	18%	17%	23%	19%	4%	2%
Continuing	31%	37%	34%	41%	3%	4%
Special Admit	12%	8%	11%	8%	-1%	0%
Total	100%	100%	100%	100%		

Notes

Significant differences between terms may be due to date of data submission (original submission or resubmission at the end of the academic year). Data only include California residents (for tuition purposes) and credit courses, independently of enrollment or section apportionment status.