



## FHDA MIS Quarterly Submission Report

Reporting Term: [spring 2022 \(MIS Term Code = 224\)](#)

Banner data extraction date, reporting term: July 28, 2022

Banner data extraction date, resubmissions: summer 2021, July 15; fall 2021, July 20; and winter 2022, July 26.

### Introduction

The purpose of this document is to identify threats to the validity of the MIS quarterly reports for spring 2022 submitted by the FHDA CCD to the CCCCCO (California Community Colleges Chancellor's Office) on July 28, 2022. The publication of this document is meant to give managers and data custodians across the District with the opportunity to review the information submitted and address data quality issues in their department or division.

In addition to documenting data quality issues not yet resolved by the time of submission (e.g., enrollment records with missing official grade or positive attendance), this document provides statistics on student characteristics, course offerings and faculty instructional workload for the reporting term and the corresponding term of the previous year. At the academic year level, statistics on student characteristics and special populations for the reporting and prior academic year based on recent data resubmissions are also provided here.

For more information on the data submitted readers are encouraged to visit the MIS data mart (<https://datamart.cccco.edu/DataMart.aspx>), which provides data for all colleges and districts within the CCCCCO system.

Sections in this document include:

- Section A. Data quality issues: identifies data quality issues not yet resolved by the submission date.
- Section B. Data highlights: provides a summary of key findings as shown by the data submitted for each college.
- Section C. Tables: shows statistics for the reporting term and corresponding term of the previous academic year. Student statistics at the academic year level are also included.

## Section A. Data Quality Issues

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

### De Anza College

- SX Enrollment, 2021-22
  - Enrollment records with 'RD' (report delayed/missing grade) as final grade: 23. Of these, 14 or 61% are for CTE (Career Technical Education) courses. See Table A.1 and Table A.5 for details.
- SY Credit for Prior Learning, spring 2022
  - 89% (238 of 266) of all records were rejected because of discrepancies between units awarded and those approved for the course: 55% (147) had a lower number of units and 34% (91) had a higher number.
- Categorical Programs and Special Populations, spring 2022
  - All programs confirmed their student lists prior submission date. See Table A.4 for details.

### Foothill College

- SX Enrollment, 2021-22
  - Enrollment records with 'RD' (report delayed/missing grade) as final grade: 89. Of these, 72 or 81% were for CTE courses. See details in Table A.1 and Table A.5.
  - Missing positive attendance: A total of 25 positive attendance sections (536 records) did not have attendance hours by the time of submission; 14 (322 records) or 56% were for CTE courses. See tables A.2, A.3 and A.6 for details.
- SY Credit for Prior Learning, spring 2022
  - 80% (33 of 41) of all records were rejected because of discrepancies between units awarded and those approved for the course: 56% (23) had a lower number of units and 24% (10) had a higher number.
- Categorical Programs and Special Populations, spring 2022
  - All programs confirmed their student lists prior submission date. See Table A.4 for details.

**Table A.1**  
**Number of Enrolment Records with 'RD' as Official Grade by Institution and CTE Category**

Term	2020-21		2021-22		Count Change for CTE RD Records	
	All RD Enrollment Records	CTE RD Enrollment Records	All RD Enrollment Records	CTE RD Enrollment Records	Count	Percent
<b>De Anza</b>						
Summer	-	-	5	2	2	-
Fall	2	-	-	-	-	-
Winter	-	-	4	2	2	-
Spring	-	-	14	10	10	-
<b>Total</b>	<b>2</b>	<b>-</b>	<b>23</b>	<b>14</b>	<b>14</b>	<b>-</b>
<b>Foothill</b>						
Summer	-	-	-	-	-	-
Fall	-	-	25	25	25	-
Winter	3	3	36	24	21	700%
Spring	1	-	28	23	23	-
<b>Total</b>	<b>4</b>	<b>3</b>	<b>89</b>	<b>72</b>	<b>69</b>	<b>2300%</b>

**Notes**

RD: Report delayed or missing grade

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

**Table A.2**  
**Number of Sections Missing Positive Attendance Hours by Institution and CTE Category**

Term	2020-21		2021-22		Change CTE Sections Miss Pos Attendance	
	All Sections Miss Pos Attendance	CTE Sections Miss Pos Attendance	All Sections Miss Pos Attendance	CTE Sections Miss Pos Attendance	Count	Percent
<b>De Anza</b>						
Fall	-	-	1	1		
<b>Foothill</b>						
Summer	1	-	-	-		
Fall	-	-	5	1	1	-
Winter	1	1	12	7	6	600%
Spring	3	-	8	6	6	-
<b>Total</b>	<b>5</b>	<b>1</b>	<b>25</b>	<b>14</b>	<b>13</b>	<b>1300%</b>

**Notes**

Data include only positive attendance sections with 100% of their enrollment missing contact or positive attendance hours by the time of submission.  
 CTE courses are those with SAM code equal to A, B, or C; or vocational TOP code (SCFF applicable).

**Table A.3**  
**Number of Enrollment Records for Sections Missing Positive Attendance Hours by Institution and CTE Category**

Term	2020-21		2021-22		Change CTE Enrollment Miss Pos Attendance	
	All Enrollm Miss Pos Attendance	CTE Enrollm Miss Pos Attendance	All Enrollm Miss Pos Attendance	CTE Enrollm Miss Pos Attendance	Count	Percent
<b>De Anza</b>						
Fall	-	-	1	1		
<b>Foothill</b>						
Summer	1	-	-	-	-	
Fall	-	-	76	1	1	
Winter	7	7	135	48	41	586%
Spring	46	-	325	273	273	
<b>Total</b>	<b>54</b>	<b>7</b>	<b>536</b>	<b>322</b>	<b>315</b>	<b>4500%</b>

**Notes**

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

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

**Table A.4**  
**Student Headcount for Categorical Programs and Special Population Groups as**  
**Confirmed by the Program Coordinator/Assistant at each College, Spring 2022**

<i>Program</i>	<i>Program Coordinator(s) or Assistant</i>	<i>Count</i>	<i>Confirmation Date</i>
<b>De Anza College</b>			
CalWORKs	Carlita Alamban, Sofia Abad-Guzman	29	12-Jul
DSPS	Shirley Schooler	843	27-Jul
EOPS*	Lan Trinh, Marilyn Booye	456	26-Jul
CARE	Lan Trinh, Marilyn Booye	1	26-Jul
College Now	Vanessa Goulart, Barry Johnson	47	20-Jul
Middle College	Vanessa Goulart, Barry Johnson	77	20-Jul
Puente	Angelita Pabros, Liliana Rivera	72	21-Jul
Umoja	Angelita Pabros & Maurice Canyon	34	21-Jul
CCAP	Magali Molina Ochoa	13	25-Jul
<b>Foothill College</b>			
CalWORKs	Carlita Alamban, Sofia Abad-Guzman	4	12-Jul
DSPS	Jackie Lauese & Losaline Taufahema	743	25-Jul
EOPS*	Sarah Corrao	167	6-Jul
CARE	Sarah Corrao	3	6-Jul
College Now	Annett Inacker-Trail & Asha Jossis	30	19-Jul
Middle College	Annett Inacker-Trail & Asha Jossis	93	19-Jul
Puente	Maritza Jackson Sandoval, Hilda Fernandez	67	5-Jul
Umoja	Dokesha Meacham	48	22-Jul
CCAP	Josh Pelletier	262	12-Jul
BS Dental Hygiene	Patti Chan; Brian Roberts, Carmelyn Paguio	Entry: 45; Completion: 84; Total: 129	12-Jul

**Notes**

\*EOPS headcount includes CARE students.

## Section B. Data Highlights

### Students Characteristics, Spring 2022

- Data in Table SB.1 show that the number of students at De Anza College and Foothill College dropped by 10% (minus 1,647) and 16% (minus 2,141), respectively, in spring 2022 when compared to the number for spring 2021. Specific to student *enrollment status*, data for De Anza show that the headcount for continuing students dropped significantly higher during this period (-14% or minus 1,669) compared to other groups. On the other hand, data for first-time transfer and special admit students show a significant increase in headcount during this period when compared to other groups at De Anza: 9% and 7%, respectively.
- For Foothill, data in Table SB.1 show a larger than expected drop in the number of returning (-22%, minus 462) and continuing students (-20%, minus 1,462) in spring 2022 when compared to their respective number for spring 2022 or the percentage change at the college level, -16%. On the other hand, Foothill data show a significant increase in the headcount for special admit and first-time students during this period: 7% and 4%, respectively.
- In terms of actual numbers, data in Table SB.1 show that in spring 2022 the number of continuing students at De Anza dropped by 1,669 from spring 2021, which is higher than the reduction in headcount at college level (1,647). At Foothill College, the number of continuing students dropped by 1,462 in spring 2022 from spring 2021, which is about 68% of the reduction in headcount at the college level (1,462 compared to 2,141).
- Data disaggregated by *course credit status* (i.e., students enrolled in at least one credit course or only in noncredit courses) in Table SB.2 show a significant increase at De Anza (574%, plus 224) in the headcount for noncredit courses between spring 2021 and spring 2022. Data for Foothill show a drop of about 4% (minus 44) in the headcount for noncredit courses during the same period. In spring 2022, about 1.8% (263) of all De Anza students enrolled only in noncredit courses; at Foothill, 9.4% (1,051).
- Data disaggregated by *apprenticeship status* in Table SB.3 show a drop of 26% (minus 245) in the student headcount for apprenticeship courses at Foothill during spring 2022 when compared to number for the prior spring term.
- Related to *residency status*, data for De Anza in Table SB.4 show a drop of 23% (minus 275) in *international* students and an increase of 39% (plus 114) in *out-state* students between spring 2021 and spring 2022. At Foothill College, the data show a 17% drop (minus 90) in the number of *international* students during this period.
- *Gender* data in Table SB.5 show a drop of 12% (minus 972) in the headcount for female students at De Anza between spring 2021 and spring 2022. At Foothill, the headcount for females dropped by 18% (minus 1,280) during this period.
- Regarding *race/ethnicity*, data in Table SB.6 show a significant drop in headcount across race/ethnic groups, excluding Hispanics at Foothill College, who show a

lower than expected drop in headcount when compared to the reduction in headcount at the college level (-10% compared to 16%).

- Data disaggregated by *age group* in Table SB.7 show a reduction in headcount across age groups at De Anza between spring 2021 and spring 2022, excluding the youngest (19 or less) and oldest (50 or more) groups. Data for Foothill College show a significant drop (22%) in headcount during the same period for groups between the ages of 20 and 34.
- Data for *credit load* (i.e., number of units registered during the term) in Table SB.8 for De Anza show a larger than expected decline in the number of students taking more than 6 units (-12% to -14%) in spring 2022 when compared to the number for spring 2021. Data for Foothill show a significant drop for the number of students taking less than 12 units. Students taking less than 6 units accounted for about 46% of the total reduction in headcount at Foothill during this period (979 of 2,141).

### Students Characteristics, 2021-22 Academic Year

- Data in Table SB.A1 show that the student headcount at De Anza and Foothill dropped by 8% (minus 2,488) and 15% (minus 4,519), respectively, between 2020-21 and 2021-22. When considering *enrollment status* at the annual level (i.e., enrollment status for the first term the student attended the college during the academic year), data for both colleges show a higher than expected drop in the number of first-time transfer and returning students and a higher than expected increase in the number of special admit students. The number of first-time transfer students dropped by 15% (minus 902) and 24% (minus 2,245); returning students dropped by 10% (minus 717) and 25% (minus 2,100); and special admits increased by 16% (plus 349) and 2% (plus 60) at De Anza and Foothill, respectively.
- When disaggregated by *credit status* (i.e., enrollment in only noncredit course(s) or at least one credit course during the academic year), data in Table SB.A2 show a drop of 9% (minus 2,767) and 17% (minus 4,583) in the student headcount for credit courses at De Anza and Foothill, respectively, in 2021-22 when compared to the number for the prior academic year. The headcount for noncredit students increased at both colleges in 2021-22 from the previous academic year. The percentage of noncredit students within the total college student population increased to 1% (365) and 7% (1,670) at De Anza and Foothill, respectively.
- Data in Table SB.A3 show that the number of students enrolled in only *apprenticeship* courses at Foothill dropped by 12% (minus 338) in 2021-22 when compared to the number for the prior academic year. However, the share or percentage of *apprenticeship* students within the college population increased slightly to 10% in 2021-22.
- Regarding *residency status* during the academic year (i.e., for those who changed residency status during the year, classification from highest to lowest priority: International, out-of-state, CA resident), data in Table SB.A4 show a higher than



expected reduction of about 20% in the number of international students at both colleges (minus 348, at De Anza; minus 175 at Foothill) between 2020-21 and 2021-22. The group for out-of-state students at De Anza was the only one with a higher than expected increase in headcount during this period, 17% (plus 111).

- Data for *gender* in Table SB.A5 show that between 2020-21 and 2021-22 the number of female students dropped at both colleges—a reduction of 2 percentage points more than the number for male students or the total student headcount (De Anza: -10%, minus 1,541; Foothill: -17%, minus 2,575).
- Data in Table SB.A6 for *race/ethnic* group show that number of white students dropped significantly between 2020-21 and 2021-22 at both colleges (De Anza: 16%, minus 871; Foothill: 20%, minus 1,798). The data also show that Asian students account for about 40% and 30% of the total reduction in headcount at De Anza and Foothill, respectively, during this period (minus 1,028 at De Anza; minus 1,400 at Foothill).
- Data disaggregated by *age group* (i.e., age at the start date of first term at the college during the academic year) in Table SB.A7 show that in 2021-22 the headcount for student groups between the ages of 20 and 34 dropped significantly at both colleges when compared to their respective numbers in 2020-21. The data show that the age group with highest drop in headcount at Foothill during this period was the one for students between of the ages of 20 and 24 (-22%, minus 2,020). At De Anza, the group with the highest reduction in head count was the one for age 25 to 29 (-14%, minus 517).
- Regarding the *number of credit units* registered during the academic year, data in Table SB.A8 show that at De Anza the highest percentage drop in headcount was for students who took more than 45 units (-19%, minus 815). Excluding the “less than six units” group, data for Foothill in Table SB.A8 show a significant drop in 2021-22 for the number of students taking more than one course (i.e., more than 6 units) during the academic year when compared to the number for 2020-21 (-16% to -18% drop in headcount from previous year).

### Categorical Programs/Special Populations, Spring 2022

- When compared to the prior spring term, student headcount data in Table SG.1 for *categorical programs* (i.e., DSPS, EOPS, CalWORKs) at De Anza show a larger than expected increase in spring 2022 for CalWORKs (33%, plus 6) and DSPS (3%, plus 23). EOPS at De Anza show a higher than expected drop in headcount (-26%, minus 160) during this period.
- Data in Table SG.1 for the *special population* groups at De Anza show a higher than expected increase between spring 2021 and spring 2022 for the following groups: CCAP (plus 13), Umoja (62%, plus 13), College Now (42%, plus 14), special admits (7%, plus 50), and apprentices (27%, plus 4). In term of actual numbers, the special population groups at De Anza with a larger than expected

decline in headcount during this period include first-generation (-12%, minus 561) and economically disadvantaged students (-11%, minus 659).

- Foothill data for *categorical programs* (i.e., DSPS, EOPS, CalWORKs) in Table SG.2 show a larger than expected drop in spring 2022 in the headcount for CalWORKs (-33%, minus 2) when compared to the number for spring 2021. The decline in headcount for DSPS or EOPS is within the expected range or less when compared to the reduction in student headcount at the college level during this period, -10%.
- Data for *special population* groups at Foothill in Table SG.2 show a higher than expected increase in the number of CCAP (66%, plus 104), special admit students (7%, plus 65), College Now (7%, plus 2), Middle College (3%, plus 2), foster youth (4%, plus 7), work-based learner (7%, plus 20), and incarcerated (plus 40) between spring 2021 and spring 2022 when compared to the reduction in headcount at the college level, -16%. Special population groups with a significant drop in headcount include Umoja (-25%, minus 16), first-generation (-19%, minus 637), and active military (-39%, minus 21), apprenticeship (-25%, minus 233), and LGBT (-40%, minus 317).

#### Categorical Programs/Special Populations, 2021-22 Academic Year

- The annual student headcount for each *categorical program* at De Anza and Foothill is shown in Table SG.A1 and Table SG.A2, respectively. Data for De Anza show that the CalWORKs and DSPS programs increased their headcount by 15% (plus 5) and 10% (plus 122), respectively, in 2021-22 over the prior academic year. Data for EOPS at De Anza show a drop of 20% (minus 151) for the same period.
- For the *special population* groups, the annual headcount for CCAP, Umoja, Middle College, and all special admit students in 2021-22 show an increase of 50% (plus 41), 24% (plus 9), 38% (plus 13) and 16% (plus 349), respectively, over the prior academic year. Data for Puente and Middle College show a drop of 10% in headcount (minus 9 and 10, respectively) for the same period.
- At Foothill College, data for *categorical programs* in Table SG.A2 show a higher than expected drop in headcount for the CalWORKs program, -54% (minus 7) in 2021-22 when compared to the number for 2020-21.
- For the *special populations* at Foothill, data for College Now, Middle College, and all special admits show a higher than expected headcount increase in 2021-22 over the prior academic year when considering both their headcount for 2020-21 and a reduction in the college student headcount of 15% for the same period.

## VTEA/Perkins, Spring 2022

- 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 10% (minus 761) and 20% (minus 1,185) at De Anza and Foothill, respectively, between spring 2021 and spring 2022—a higher drop in headcount than the total student headcount for each respective college during this period.
- Specific to the number of *CTE economically disadvantaged* students, which is used to calculate allocations related to VTEA/Perkins, data in this table show a decline in headcount of 13% for De Anza (minus 375) and Foothill (minus 202) between spring 2021 and spring 2022.

## VTEA/Perkins, 2021-22 Academic Year

- Data in Table SV.A1 show that the number of students enrolled in *CTE (Career Technical Education)* dropped in 2021-22 by 10% (minus 1,556) and 16% (minus 2,450) at De Anza and Foothill, respectively, when compared to the number for 2020-21.
- Specific to the number of *CTE economically disadvantaged* students, data in this table show a decline in headcount of 9% (minus 547) at De Anza and 13% (minus 443) at Foothill between 2020-21 and 2021-22.

## Student Success

- Table SS.1 and Table SS.2 show data for *student services (3SP)* provided at De Anza College and Foothill College, respectively, during the 2020-21 and 2021-22 academic years. Data in these tables show that in 2021-22 at both colleges there was a higher than expected increase in the number of students who received academic probation services (De Anza: 83%, plus 2,156; Foothill: 95%, plus 448) and abbreviated education plan services (De Anza: 18%, plus 696; Foothill: 13%, plus 231) when compared to number for the prior academic year
- Data for De Anza also show a higher than expected increase in the number of students who received comprehensive education plan services (13%, plus 411) in 2021-22 over the prior academic year.
- Data in Table SS.1 and Table SS.2 show a significant drop in the number of students who received orientation services at De Anza (-18%, minus 1,029) and Foothill (-35%, minus 1,774) between 2020-21 and 2021-22 when compared to the reduction in the annual headcount for credit students at the college level (De Anza, -9%; Foothill, -17%).

## Course Characteristics

- Section data disaggregated by *course attribute* for spring 2021 and spring 2022 are shown in Table CB.1 and CB.2 for De Anza and Foothill, respectively. Data for De Anza in Table CB.1 show that between these two terms there was a drop of about 2% (minus 26) in the number of sections. For Foothill, data in Table CB.2 show a drop of 6% (minus 73) 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, 307% (plus 46). Noncredit courses with a significant increase in the number of sections at De Anza during this period include those with enhanced funding (workforce preparation, plus 26; other enhanced funding, plus 27), English as a Second Language (plus 25) and workforce preparation (plus 21). Basic skills and DSPS classes show an increase of 27% (plus 17) and 11% (plus 2), respectively. Data in this table also show that at this college the number of sections for transfer-level courses dropped during this period, especially those transferable to both UC/CSU (-6%, minus 62).
- Data for Foothill College in Table CB.2 show that between spring 2021 and spring 2022 there was a significant drop in the number of degree applicable courses (-6%, minus 66), transferable to UC/CSU (-8%, minus 52), apprenticeship (23%, minus 32), noncredit non-enhanced funding (29%, minus 23), and DSPS/approved special classes (-22%, minus 15). Courses with a higher than expected increase in the number of sections include basic skills (21%, plus 7), transferable to CSU only (10%, plus 20), and noncredit enhanced funding (60%, plus 9).

## 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 spring 2021 and spring 2022 in the number of sections for weekly or daily census and a decline for the number of independent study (alternative accounting method) sections. De Anza data show an increase of 31% (plus 101) and 16% (plus 6) for weekly and daily sections, respectively. Foothill data show an increase of 2888% (plus 231) and 300% (plus 12) for weekly and census type sections, respectively.
- Data in Table XB.1 and Table XB.2 that the number of *work-based learning* sections declined at De Anza (12%, minus 4) and increased at Foothill (37%, plus 7) between spring 2021 and spring 2022.
- 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 spring 2022 when compared to the number for spring 2021: De Anza, a drop of 23% (minus 327); Foothill, a drop of 41% (minus 380). The number of In-person sections increased by 443% (plus 213) at De Anza; at Foothill, 130% (plus 227).
- Data for *classroom/instruction workload* in Table XE.1 and Table XE.2 for De Anza and Foothill, respectively, show a drop of about 7% in FTEF (full-time equivalent

faculty) for credit courses at both colleges in spring 2022 when compared to spring 2021 (De Anza, minus 9.06; Foothill, minus 6.16).

- Foothill data for *classroom/instruction workload* in Table XE.2 for noncredit courses show a drop of 11% (minus 0.39) in between spring 2021 and spring 2022.

### FTES (Full Time Student Equivalent)

- *FTES (full-time equivalent student)* estimates data for credit courses at De Anza College in Table SX.1 show a drop of 12% (minus 525.55) in spring 2022 when compared to the number for spring 2021. After accounting for *apportionment type or status*, the most significant decline in FTES was for international students, a drop of 22% (minus 91.65). The FTES applicable to apportionment for CA (California) residents dropped by 11% (minus 444.59), which accounted for more than 80% of the total drop in FTES. Data for noncredit courses in this table show a significant increase in FTES (159%, plus 13.02) at De Anza during the same period, particularly for English as a Second Language courses (increase of 541%, plus 7.67).
- Data for credit courses at Foothill in Table SX.2 show that between spring 2021 and spring 2022 there was drop of 17% (minus 473.30) in FTES; for noncredit courses, data in this table show a drop of 16% (minus 21.28) during the same period.
- Data disaggregated by *enrollment status* for De Anza in Table SX.3 for CA residents enrolled in credit courses, not including apprenticeship, show a larger than expected drop in the FTES for new or returning students (first-time, -25%; first-time transfer, 12%, returning, 15%) between spring 2021 and spring 2022. Special admit students is the only group that shows an increase in FTES in this table (2%, plus 2.03). Data in this table also show that continuing students account for about 80% (358.08 of 444.59) of the decline in FTES.
- Data in Table SX.4 for CA residents enrolled in credit courses, not including apprenticeship, show a larger than expected drop in FTES at Foothill for new students and returning (first-time, -23%, first-time transfer, -19%; returning, -20). Special admit students show an increase of 1% (plus 1.22). Data in this table show that continuing students account for about 69% (272.78 of 396.23) of the loss in FTES for the College.

## Section C. Tables

This section includes the tables described in the Data Highlights section and is designed to help data custodians better understand the data and identify unexpected changes for the reporting period. The column “Trend—Compared to Total” is used as a visual aid to help identify changes across groups by taking into account changes at the college level. 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). Readers are encouraged to assess whether these changes are the product of data validity issues or other factors.

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 include only classes with at least one enrolment by census date and no data error by the time of submission (i.e., not rejected by the MIS system). Readers must be aware that missing data (e.g., missing positive attendance or final grade) may significantly underestimate statistics such as student headcount or FTES statistics.

**Table A.5**

**Sections with RD Enrollment Records by Institution, Academic Period, Section and CTE Status**

Academic Period	CTE Status	Course ID	Section CRN	Last Class Date	RD, Missing Grade, Count	Enrollment Count	RD or Missing Grade Percent
<b>De Anza</b>							
202212	CTE	DMT 109.	C-13181	8-Aug-21	2	2	100%
		ARTS002F	C-12054	8-Aug-21	1	20	5%
		ENGR010.	C-13169	8-Aug-21	1	31	3%
		HUMI001.	C-12716	8-Aug-21	1	28	4%
202232	CTE	ADMJ090A	C-33532	25-Mar-22	1	29	3%
	CTE	CIS 022A	C-34830	25-Mar-22	1	52	2%
		EWRT002.	C-32700	25-Mar-22	1	33	3%
		PEA 001X	C-01715	25-Mar-22	1	18	6%
202242	CTE	ADMJ090A	C-00066	24-Jun-22	9	10	90%
	CTE	DMT 080.	C-47762	24-Jun-22	1	22	5%
		BIOL040C	C-45354	24-Jun-22	2	29	7%
		HIST017B	C-44570	24-Jun-22	1	107	1%
		PHIL001.	C-44537	24-Jun-22	1	46	2%
<b>Total</b>					<b>23</b>		
<b>Foothill</b>							
202221	CTE	EMS 064A	C-20944	10-Dec-21	1	23	4%
	CTE	GID 060.	C-22143	17-Dec-21	24	26	92%
202231	CTE	EMS 064B	C-30978	25-Mar-22	1	21	5%
	CTE	C S 001A	C-31754	26-May-22	1	3	33%
202231	CTE	THTR045B	C-31098	3-Jun-22	8	8	100%
	CTE	THTR045B	C-31097	3-Jun-22	5	5	100%
202231	CTE	THTR045C	C-31187	3-Jun-22	2	2	100%
	CTE	THTR045D	C-31731	3-Jun-22	3	3	100%
202231	CTE	THTR045D	C-31732	3-Jun-22	4	4	100%
		PSYC070R	C-30349	25-Mar-22	1	1	100%
202231		MATH001A	C-31360	26-May-22	10	10	100%
		SPAN003.	C-31504	3-Jun-22	1	22	5%
202241	CTE	THTR027.	C-40954	24-Jun-22	4	7	57%
	CTE	APSM156B	C-41889	1-Jul-22	1	7	14%
202241	CTE	APEL120.	C-41899	<b>12-Oct-22</b>	18	18	100%
		CNSL008.	C-41753	13-May-22	2	2	100%
202241		ENGL001T	C-40590	24-Jun-22	2	13	15%
		POLI001.	C-40030	24-Jun-22	1	7	14%

**Table A.6**  
**Sections with Missing Positive Attendance Hours by Institution, Academic Period, Section**  
**and CTE Status**

Academic Period	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
<b>De Anza</b>					
202222	CTE	AUTO350A	C-25786	10-Dec-21	1
<b>Foothill</b>					
202221	CTE	LINC405.	C-22163	31-Oct-21	1
		NCBS405.	C-21579	10-Dec-21	22
		NCCS406.	C-20607	10-Dec-21	2
		NCEN401A	C-20983	10-Dec-21	30
		NCEN401A	C-20981	10-Dec-21	21
202231	CTE	ITRN050.	C-31250	1-Apr-22	13
	CTE	BUSI018.	C-31719	2-Jun-22	13
	CTE	THTR045B	C-31097	3-Jun-22	5
	CTE	THTR045B	C-31098	3-Jun-22	8
	CTE	THTR045C	C-31187	3-Jun-22	2
	CTE	THTR045D	C-31731	3-Jun-22	3
	CTE	THTR045D	C-31732	3-Jun-22	4
		NCBS405.	C-31523	25-Mar-22	10
		NCEN401A	C-30831	25-Mar-22	18
		NCEN401A	C-30829	25-Mar-22	24
		MATH002B	C-31045	25-May-22	25
		MATH001A	C-31360	26-May-22	10
202241	CTE	PHT 200L	C-41390	27-Apr-22	14
	CTE	AHS 051.	C-41684	27-May-22	27
	CTE	LINC401.	C-41431	24-Jun-22	100
	CTE	LINC402.	C-41432	24-Jun-22	99
	CTE	LINC405.	C-41433	24-Jun-22	15
	CTE	APEL120.	C-41899	<b>12-Oct-22</b>	18
		NCBS405.	C-41810	24-Jun-22	32
		NCEN401A	C-40827	24-Jun-22	20
<b>Total</b>					<b>536</b>

**Notes**

Data for the latest submission to the CCCCCO.

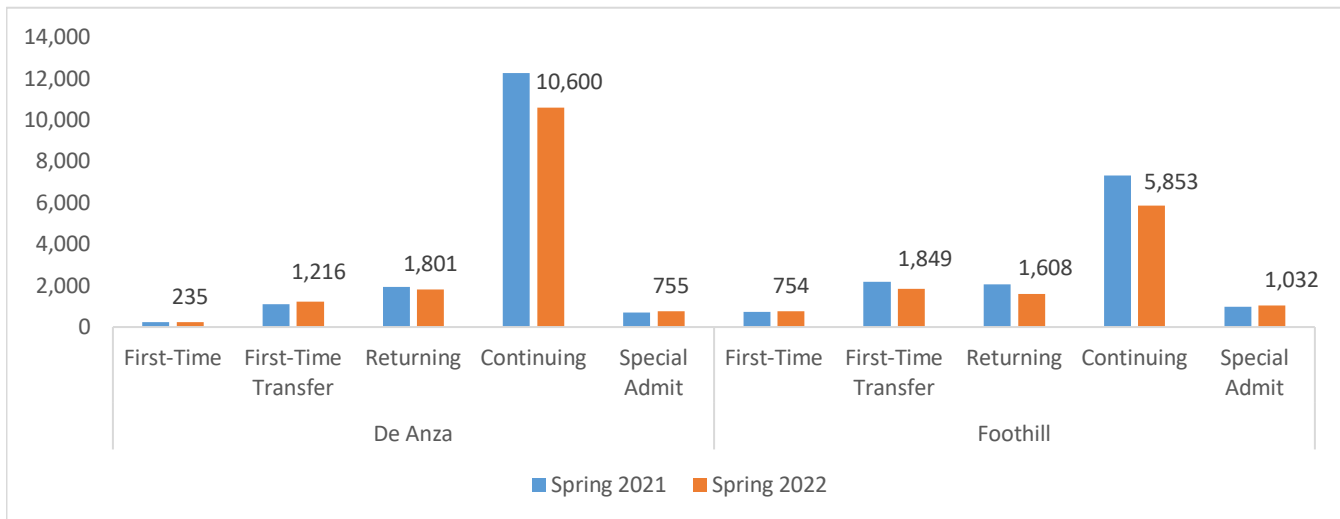
CTE courses/sections are those with SAM code equal to A, B, or C; or vocational TOP code.



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

Enrollment Status	Spring 2021		Spring 2022		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
First-Time	229	1.4%	235	1.6%	6	3%	↑
First-Time Transfer	1,111	6.8%	1,216	8.3%	105	9%	↑
Returning	1,940	11.9%	1,801	12.3%	(139)	-7%	
Continuing	12,269	75.5%	10,600	72.6%	(1,669)	-14%	↓
Special Admit	705	4.3%	755	5.2%	50	7%	↑
<b>Total Headcount</b>	<b>16,254</b>	<b>100.0%</b>	<b>14,607</b>	<b>100.0%</b>	<b>(1,647)</b>	<b>-10%</b>	
<b>Foothill</b>							
First-Time	728	5.5%	754	6.8%	26	4%	↑
First-Time Transfer	2,188	16.5%	1,849	16.6%	(339)	-15%	
Returning	2,070	15.6%	1,608	14.4%	(462)	-22%	↓
Continuing	7,315	55.0%	5,853	52.5%	(1,462)	-20%	↓
Unknown	22	0.2%	53	0.5%	31	141%	↑
Special Admit	967	7.3%	1,032	9.3%	65	7%	↑
<b>Total Headcount</b>	<b>13,290</b>	<b>100.0%</b>	<b>11,149</b>	<b>100.0%</b>	<b>(2,141)</b>	<b>-16%</b>	

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



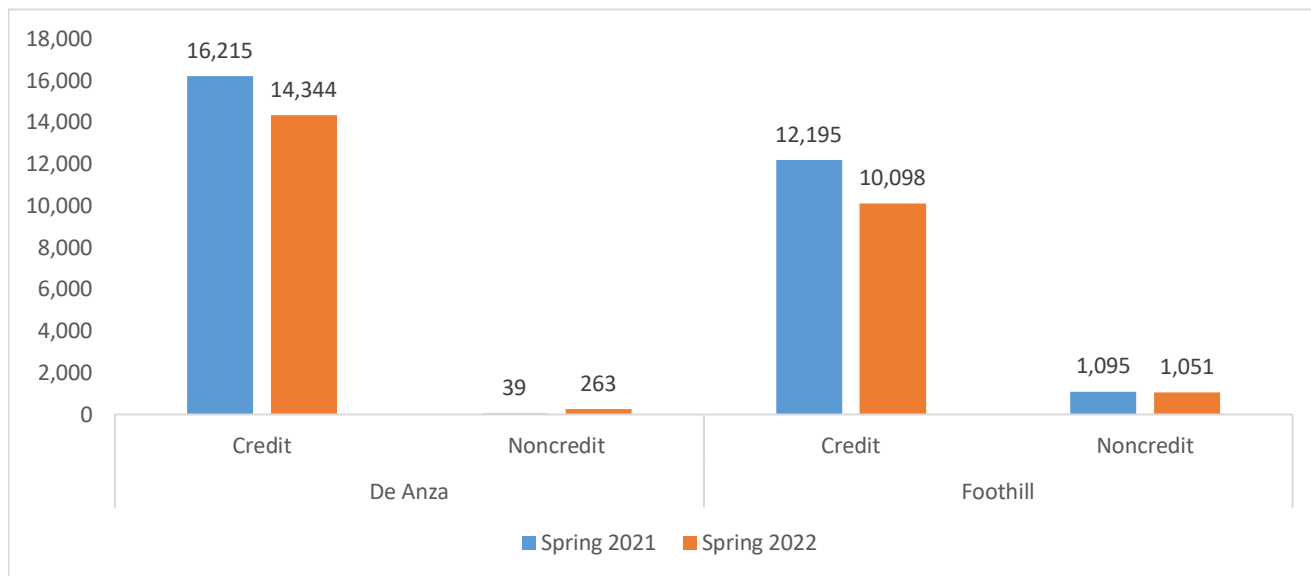
**Notes**

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.  
 “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	Spring 2021		Spring 2022		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
Credit	16,215	99.8%	14,344	98.2%	(1,871)	-12%	↓
Noncredit	39	0.2%	263	1.8%	224	574%	↑
<b>Total Headcount</b>	<b>16,254</b>	<b>100.0%</b>	<b>14,607</b>	<b>100.0%</b>	<b>(1,647)</b>	<b>-10%</b>	
<b>Foothill</b>							
Credit	12,195	91.8%	10,098	90.6%	(2,097)	-17%	↓
Noncredit	1,095	8.2%	1,051	9.4%	(44)	-4%	
<b>Total Headcount</b>	<b>13,290</b>	<b>100.0%</b>	<b>11,149</b>	<b>100.0%</b>	<b>(2,141)</b>	<b>-16%</b>	

**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.

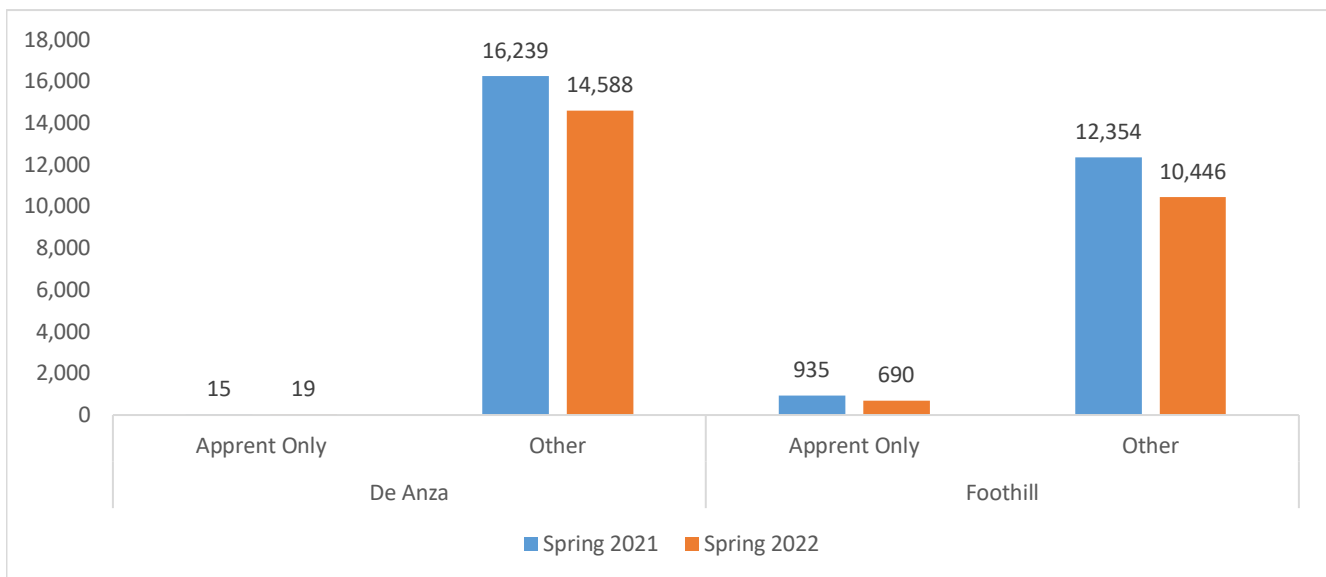
Credit: Students registered in at least one credit course.

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

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

Apprenticeship Status	Spring 2021		Spring 2022		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
Apprent Only	15	0.1%	19	0.1%	4	27%	↑
Other	16,239	99.9%	14,588	99.9%	(1,651)	-10%	
<b>Total Headcount</b>	<b>16,254</b>	<b>100.0%</b>	<b>14,607</b>	<b>100.0%</b>	<b>(1,647)</b>	<b>-10%</b>	
<b>Foothill</b>							
Apprent Only	935	7.0%	690	6.2%	(245)	-26%	↓
Apprent/Other	1	0.0%	13	0.1%	12	1200%	↑
Other	12,354	93.0%	10,446	93.7%	(1,908)	-15%	
<b>Total Headcount</b>	<b>13,290</b>	<b>100.0%</b>	<b>11,149</b>	<b>100.0%</b>	<b>(2,141)</b>	<b>-16%</b>	

**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.

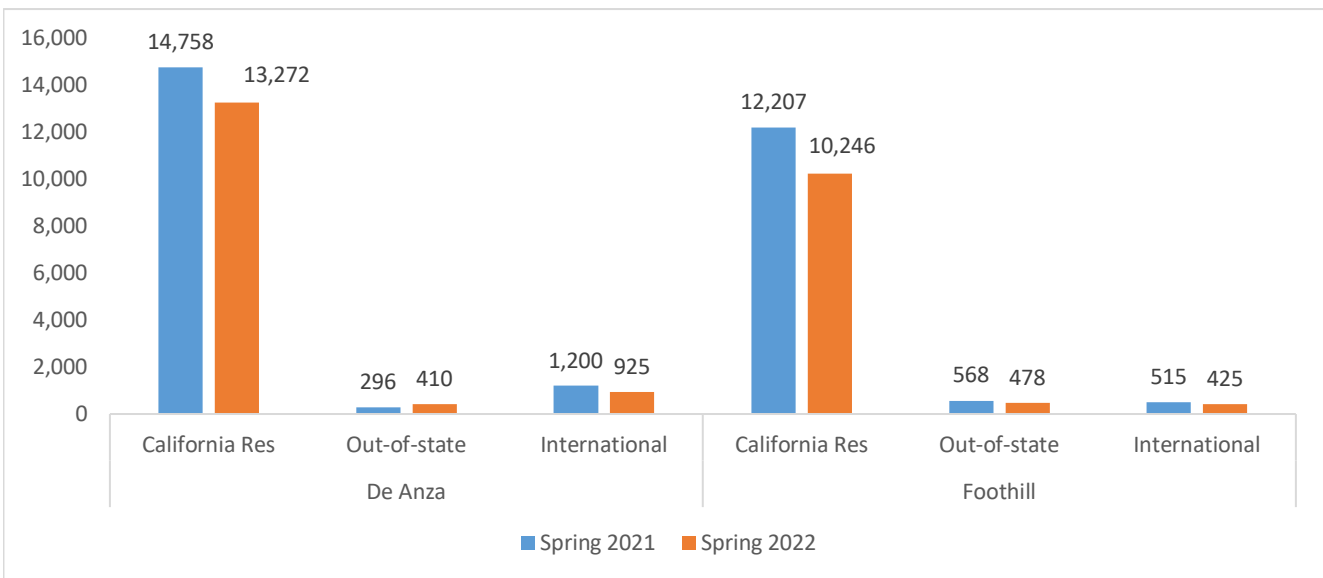
Apprent Only: Students registered in only apprenticeship courses.

Other: Students not registered in any apprenticeship course.

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

Residency Status	Spring 2021		Spring 2022		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
California Res	14,758	90.8%	13,272	90.9%	(1,486)	-10%	
Out-of-state	296	1.8%	410	2.8%	114	39%	↑
International	1,200	7.4%	925	6.3%	(275)	-23%	↓
<b>Total Headcount</b>	<b>16,254</b>	<b>100.0%</b>	<b>14,607</b>	<b>100.0%</b>	<b>(1,647)</b>	<b>-10%</b>	
<b>Foothill</b>							
California Res	12,207	91.9%	10,246	91.9%	(1,961)	-16%	
Out-of-state	568	4.3%	478	4.3%	(90)	-16%	
International	515	3.9%	425	3.8%	(90)	-17%	↓
<b>Total Headcount</b>	<b>13,290</b>	<b>100.0%</b>	<b>11,149</b>	<b>100.0%</b>	<b>(2,141)</b>	<b>-16%</b>	

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



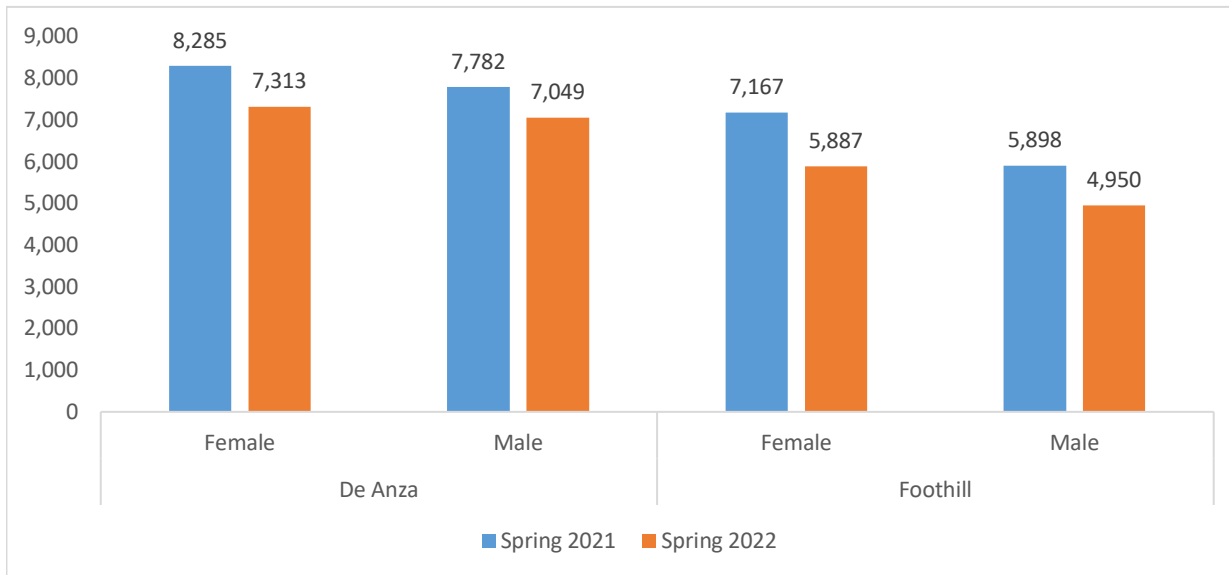
**Notes**

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	Spring 2021		Spring 2022		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
Female	8,285	51.0%	7,313	50.1%	(972)	-12%	↓
Male	7,782	47.9%	7,049	48.3%	(733)	-9%	
Non-binary	43	0.3%	96	0.7%	53	123%	↑
Unknown	144	0.9%	149	1.0%	5	3%	↑
<b>Total Headcount</b>	<b>16,254</b>	<b>100.0%</b>	<b>14,607</b>	<b>100.0%</b>	<b>(1,647)</b>	<b>-10%</b>	
<b>Foothill</b>							
Female	7,167	53.9%	5,887	52.8%	(1,280)	-18%	↓
Male	5,898	44.4%	4,950	44.4%	(948)	-16%	
Non-binary	47	0.4%	70	0.6%	23	49%	↑
Unknown	178	1.3%	242	2.2%	64	36%	↑
<b>Total Headcount</b>	<b>13,290</b>	<b>100.0%</b>	<b>11,149</b>	<b>100.0%</b>	<b>(2,141)</b>	<b>-16%</b>	

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



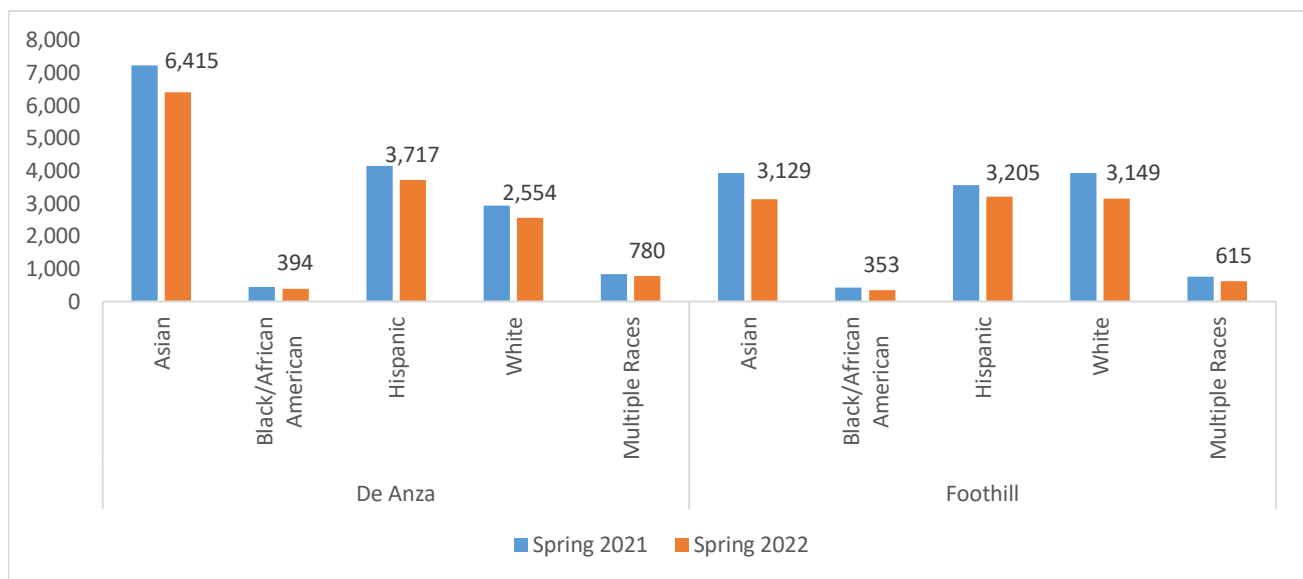
**Notes**

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	Spring 2021		Spring 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
<b>De Anza</b>							
American Indian/Alaska Native	28	0.2%	21	0.1%	(7)	-25%	
Asian	7,230	44.5%	6,415	43.9%	(815)	-11%	↓
Black/African American	450	2.8%	394	2.7%	(56)	-12%	↓
Hispanic	4,161	25.6%	3,717	25.4%	(444)	-11%	↓
Pacific Islander	74	0.5%	62	0.4%	(12)	-16%	↓
White	2,937	18.1%	2,554	17.5%	(383)	-13%	↓
Multiple Races	841	5.2%	780	5.3%	(61)	-7%	
Not Reported	533	3.3%	664	4.5%	131	25%	↑
<b>Total Headcount</b>	<b>16,254</b>	<b>100.0%</b>	<b>14,607</b>	<b>100.0%</b>	<b>(1,647)</b>	<b>-10%</b>	
<b>Foothill</b>							
American Indian/Alaska Native	30	0.2%	21	0.2%	(9)	-30%	↓
Asian	3,944	29.7%	3,129	28.1%	(815)	-21%	↓
Black/African American	434	3.3%	353	3.2%	(81)	-19%	↓
Hispanic	3,567	26.8%	3,205	28.7%	(362)	-10%	
Pacific Islander	117	0.9%	94	0.8%	(23)	-20%	↓
White	3,938	29.6%	3,149	28.2%	(789)	-20%	↓
Multiple Races	759	5.7%	615	5.5%	(144)	-19%	↓
Not Reported	501	3.8%	583	5.2%	82	16%	↑
<b>Total Headcount</b>	<b>13,290</b>	<b>100.0%</b>	<b>11,149</b>	<b>100.0%</b>	<b>(2,141)</b>	<b>-16%</b>	

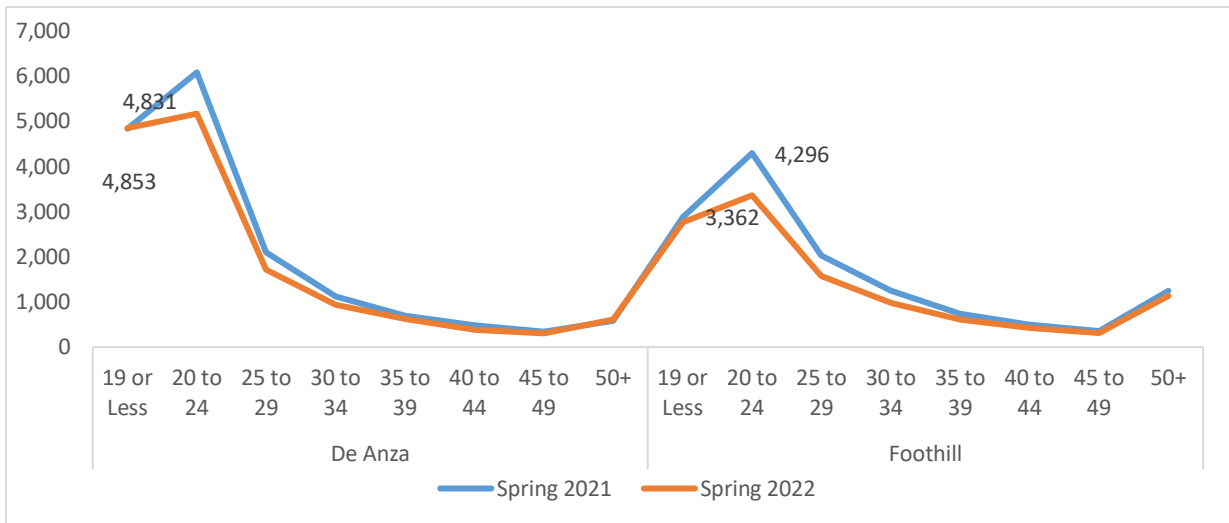
**Figure SB.6 Student Headcount by Institution, Race/Ethnic Group and Academic Period**



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

Age Group	Spring 2021		Spring 2022		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
19 or less	4,831	29.7%	4,853	33.2%	22	0%	
20 to 24	6,087	37.4%	5,171	35.4%	(916)	-15%	↓
25 to 29	2,096	12.9%	1,717	11.8%	(379)	-18%	↓
30 to 34	1,125	6.9%	929	6.4%	(196)	-17%	↓
35 to 39	701	4.3%	630	4.3%	(71)	-10%	↓
40 to 44	485	3.0%	388	2.7%	(97)	-20%	↓
45 to 49	341	2.1%	304	2.1%	(37)	-11%	↓
50 or more	587	3.6%	615	4.2%	28	5%	
Not Reported	1	0.0%	-	0.0%	(1)	-100%	
<b>Total Headcount</b>	<b>16,254</b>	<b>100.0%</b>	<b>14,607</b>	<b>100.0%</b>	<b>(1,647)</b>	<b>-10%</b>	
<b>Foothill</b>							
19 or less	2,878	21.7%	2,761	24.8%	(117)	-4%	
20 to 24	4,296	32.3%	3,362	30.2%	(934)	-22%	↓
25 to 29	2,029	15.3%	1,578	14.2%	(451)	-22%	↓
30 to 34	1,250	9.4%	973	8.7%	(277)	-22%	↓
35 to 39	733	5.5%	610	5.5%	(123)	-17%	↓
40 to 44	496	3.7%	418	3.7%	(78)	-16%	
45 to 49	349	2.6%	307	2.8%	(42)	-12%	
50 or more	1,253	9.4%	1,135	10.2%	(118)	-9%	
Not Reported	6	0.0%	5	0.0%	(1)	-	
<b>Total Headcount</b>	<b>13,290</b>	<b>100.0%</b>	<b>11,149</b>	<b>100.0%</b>	<b>(2,141)</b>	<b>-16%</b>	

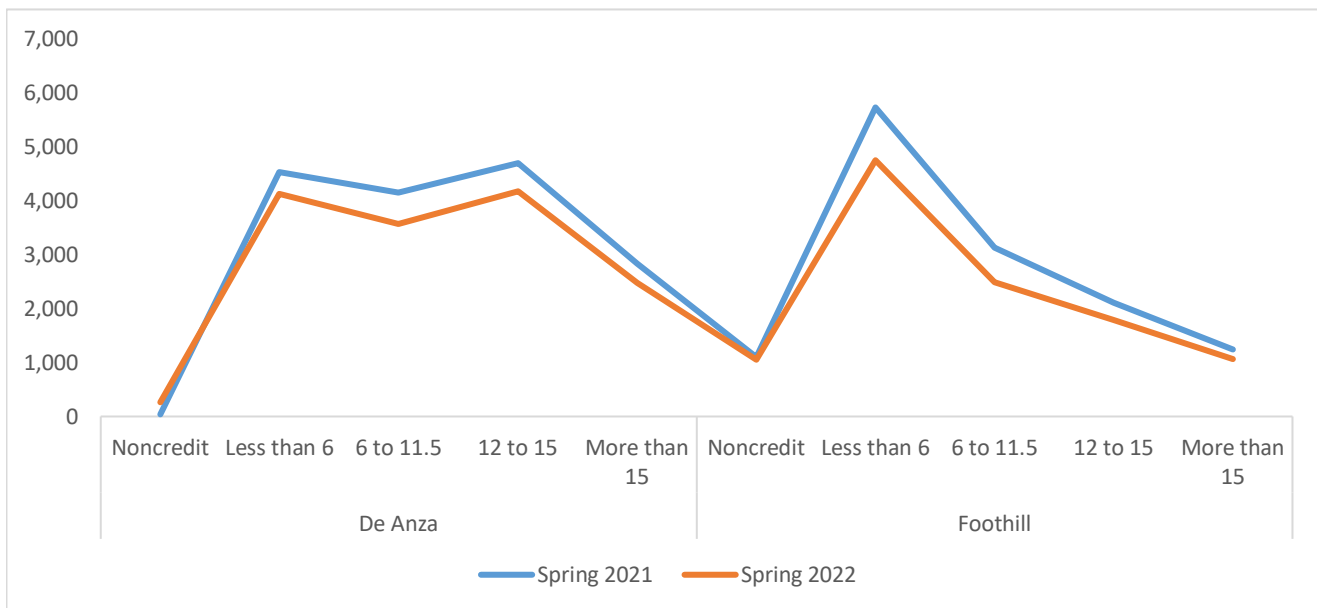
**Figure SB.7 Student Headcount by Institution, Age Group and Academic Period**



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

Number of Attempted Credit Units	Spring 2021		Spring 2022		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
Noncredit	39	0.2%	263	1.8%	224	574%	↑
Less than 6	4,534	27.9%	4,123	28.2%	(411)	-9%	
6 to 11.5	4,152	25.5%	3,570	24.4%	(582)	-14%	↓
12 to 15	4,699	28.9%	4,174	28.6%	(525)	-11%	↓
More than 15	2,830	17.4%	2,477	17.0%	(353)	-12%	↓
<b>Total Headcount</b>	<b>16,254</b>	<b>100.0%</b>	<b>14,607</b>	<b>100.0%</b>	<b>(1,647)</b>	<b>-10%</b>	
<b>Foothill</b>							
Noncredit	1,095	8.2%	1,051	9.4%	(44)	-4%	
Less than 6	5,728	43.1%	4,749	42.6%	(979)	-17%	↓
6 to 11.5	3,124	23.5%	2,488	22.3%	(636)	-20%	↓
12 to 15	2,104	15.8%	1,793	16.1%	(311)	-15%	
More than 15	1,239	9.3%	1,068	9.6%	(171)	-14%	
<b>Total Headcount</b>	<b>13,290</b>	<b>100.0%</b>	<b>11,149</b>	<b>100.0%</b>	<b>(2,141)</b>	<b>-16%</b>	

**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 and Academic Period**

Group	Spring 2021		Spring 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
CalWORKs	23	0.1%	29	0.2%	6	26%	↑
DSPS	820	5.0%	843	5.8%	23	3%	↑
EOPS	616	3.8%	456	3.1%	(160)	-26%	↓
CCAP	-	0.0%	13	0.1%	13	-	↑
Puente	74	0.5%	72	0.5%	(2)	-3%	
Umoja	21	0.1%	34	0.2%	13	62%	↑
College Now	33	0.2%	47	0.3%	14	42%	↑
Middle College	86	0.5%	77	0.5%	(9)	-10%	
All Special Admit/HS Students	705	4.3%	755	5.2%	50	7%	↑
First-Generation	4,623	28.4%	4,062	27.8%	(561)	-12%	↓
Foster Youth	184	1.1%	174	1.2%	(10)	-5%	
Military: Active Duty, Reserve, National Guard	96	0.6%	81	0.6%	(15)	-16%	↓
Veteran	254	1.6%	227	1.6%	(27)	-11%	↓
Apprenticeship	15	0.1%	19	0.1%	4	27%	↑
LGBT	903	5.6%	682	4.7%	(221)	-24%	↓
Economically Disadvantaged	6,238	38.4%	5,579	38.2%	(659)	-11%	↓
Homeless	14	0.1%	14	0.1%	-	0%	
Work Based Learner	155	1.0%	134	0.9%	(21)	-14%	↓

Credit Status Group	Spring 2021		Spring 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
Credit	16,215	99.8%	14,344	98.2%	(1,871)	-12%	↓
Noncredit	39	0.2%	263	1.8%	224	574%	↑
<b>Total Headcount</b>	<b>16,254</b>	<b>100.0%</b>	<b>14,607</b>	<b>100.0%</b>	<b>(1,647)</b>	<b>-10%</b>	

**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	Spring 2021		Spring 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
CalWORKs	6	0.0%	4	0.0%	(2)	-33%	↓
DSPS	727	5.5%	743	6.7%	16	2%	
EOPS	175	1.3%	167	1.5%	(8)	-5%	
CCAP	158	1.2%	262	2.3%	104	66%	↑
Puente	68	0.5%	67	0.6%	(1)	-1%	
Umoja	64	0.5%	48	0.4%	(16)	-25%	↓
College Now	28	0.2%	30	0.3%	2	7%	↑
Middle College	90	0.7%	93	0.8%	3	3%	↑
All Special Admit/HS Students	967	7.3%	1,032	9.3%	65	7%	↑
First-Generation	3,382	25.4%	2,745	24.6%	(637)	-19%	↓
Foster Youth	176	1.3%	183	1.6%	7	4%	↑
Military: Active Duty, Reserve, National Guard	54	0.4%	33	0.3%	(21)	-39%	↓
Veteran	207	1.6%	191	1.7%	(16)	-8%	
Apprenticeship	936	7.0%	703	6.3%	(233)	-25%	↓
Baccalaureate	146	1.1%	129	1.2%	(17)	-12%	
LBGT	802	6.0%	485	4.4%	(317)	-40%	↓
Economically Disadvantaged	3,240	24.4%	2,754	24.7%	(486)	-15%	
Homeless	7	0.1%	6	0.1%	(1)	-14%	
Work Based Learner	270	2.0%	290	2.6%	20	7%	↑
Incarcerated	-	0.0%	42	0.4%	42	-	↑

Credit Status Group	Spring 2021		Spring 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
Credit	12,195	91.8%	10,098	90.6%	(2,097)	-17%	↓
Noncredit	1,095	8.2%	1,051	9.4%	(44)	-4%	
<b>Total Headcount</b>	<b>13,290</b>	<b>100.0%</b>	<b>11,149</b>	<b>100.0%</b>	<b>(2,141)</b>	<b>-16%</b>	

**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 Institution, VTEA Economically Disadvantage Group and Academic Period**

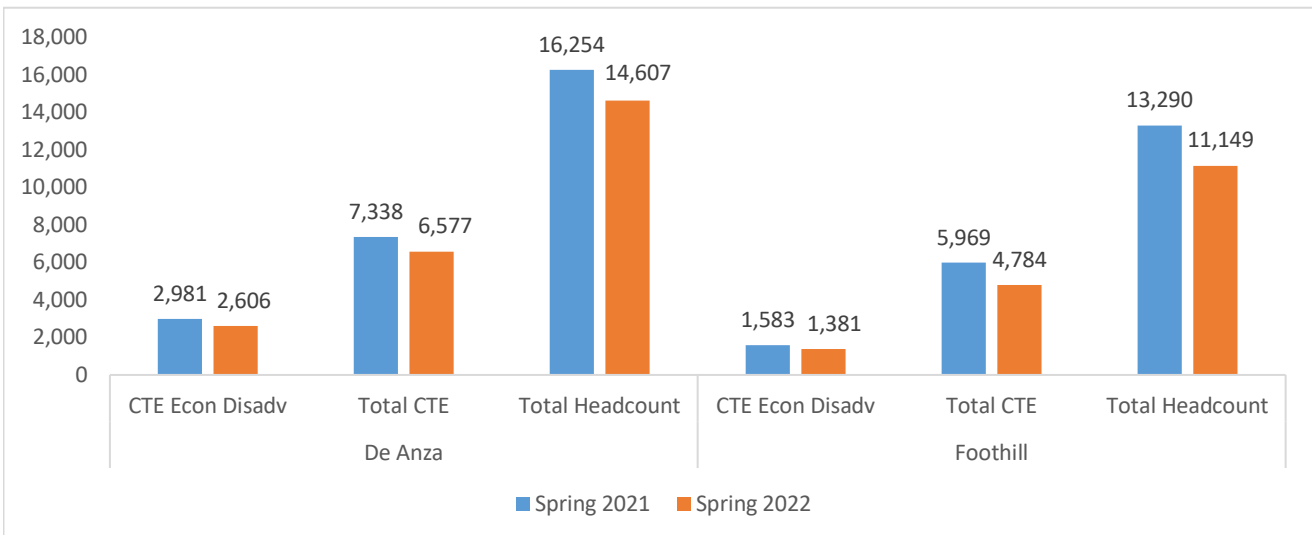
Group	Spring 2021		Spring 2022		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
CALW/TANF Auditable	12	0.1%	19	0.1%	7	58%	↑
SSI Auditable	31	0.2%	28	0.2%	(3)	-10%	
SSI Self-report	388	2.4%	361	2.5%	(27)	-7%	
Other Auditable	2,000	12.3%	1,673	11.5%	(327)	-16%	↓
Other Self-report	550	3.4%	525	3.6%	(25)	-5%	
Not Econ Disadv	4,357	26.8%	3,971	27.2%	(386)	-9%	
CTE Econ Disadv	2,981	18.3%	2,606	17.8%	(375)	-13%	↓
Total CTE	7,338	45.1%	6,577	45.0%	(761)	-10%	
<b>Total Headcount</b>	<b>16,254</b>	<b>100.0%</b>	<b>14,607</b>	<b>100.0%</b>	<b>(1,647)</b>	<b>-10%</b>	
<b>Foothill</b>							
CALW/TANF Auditable	4	0.0%	3	0.0%	(1)	-25%	↓
SSI Auditable	20	0.2%	18	0.2%	(2)	-10%	
SSI Self-report	240	1.8%	247	2.2%	7	3%	↑
Other Auditable	903	6.8%	773	6.9%	(130)	-14%	
Other Self-report	416	3.1%	340	3.0%	(76)	-18%	↓
Not Econ Disadv	4,386	33.0%	3,403	30.5%	(983)	-22%	↓
CTE Econ Disadv	1,583	11.9%	1,381	12.4%	(202)	-13%	
Total CTE	5,969	44.9%	4,784	42.9%	(1,185)	-20%	↓
<b>Total Headcount</b>	<b>13,290</b>	<b>100.0%</b>	<b>11,149</b>	<b>100.0%</b>	<b>(2,141)</b>	<b>-16%</b>	

**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).

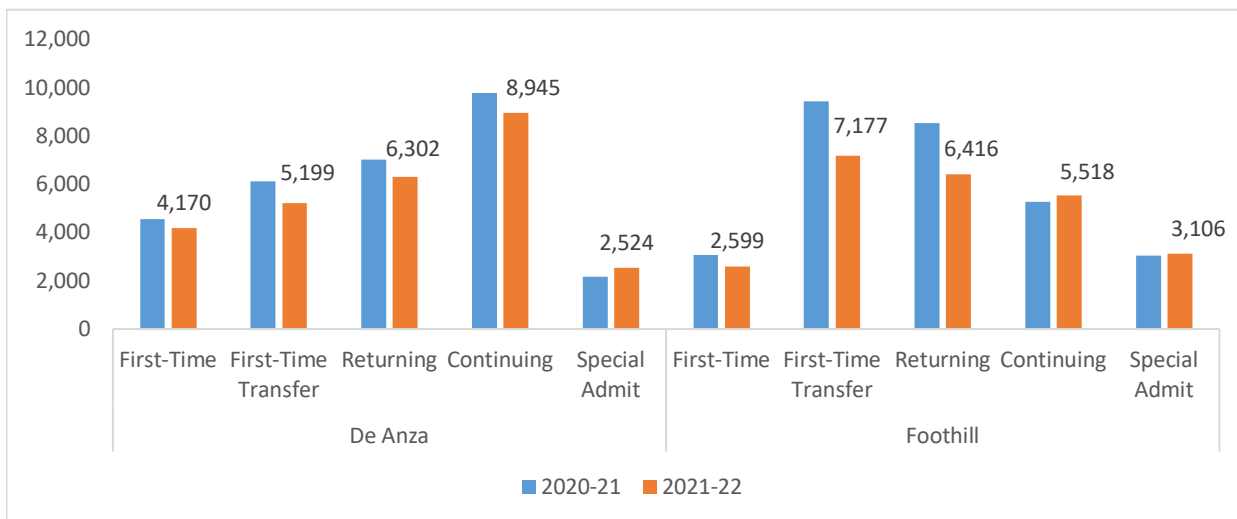
**Table SV.1 Student Headcount by College and VTEA Economically Disadvantage Group**



**Table SB.A1 Student Headcount by Institution, Enrollment Status (SB15) and Academic Year**

Enrollment Status	2020-21		2021-22		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
First-Time	4,554	15%	4,170	15%	(384)	-8%	
First-Time Transfer	6,101	21%	5,199	19%	(902)	-15%	↓
Returning	7,019	24%	6,302	23%	(717)	-10%	↓
Continuing	9,779	33%	8,945	33%	(834)	-9%	↓
Special Admit	2,175	7%	2,524	9%	349	16%	↑
<b>Total Headcount</b>	<b>29,628</b>	<b>100%</b>	<b>27,140</b>	<b>100%</b>	<b>(2,488)</b>	<b>-8%</b>	
<b>Foothill</b>							
First-Time	3,063	10%	2,599	10%	(464)	-15%	
First-Time Transfer	9,422	32%	7,177	29%	(2,245)	-24%	↓
Returning	8,516	29%	6,416	26%	(2,100)	-25%	↓
Continuing	5,277	18%	5,518	22%	241	5%	
Unknown	38	0%	27	0%	(11)	-29%	↓
Special Admit	3,046	10%	3,106	13%	60	2%	↑
<b>Total Headcount</b>	<b>29,362</b>	<b>100%</b>	<b>24,843</b>	<b>100%</b>	<b>(4,519)</b>	<b>-15%</b>	

**Figure SB.A1 Student Headcount by Institution, Enrollment Status (SB15) and Academic Period**



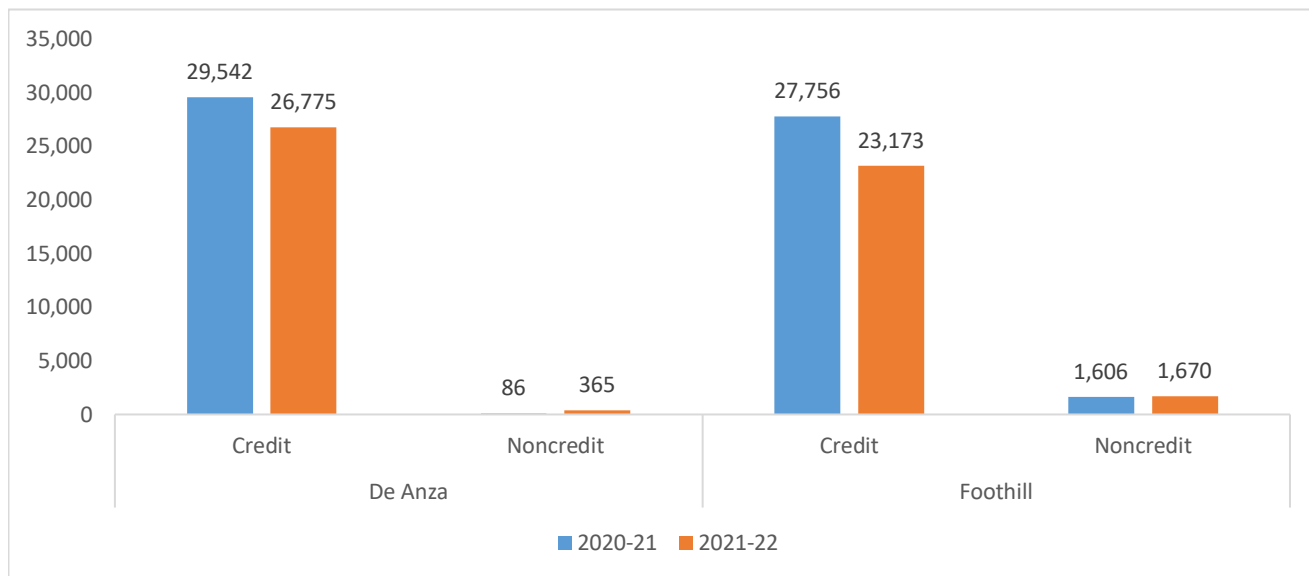
**Notes**

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 academic year.  
 Enrollment status refers to the first term the student attended the college during the academic year.  
 “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.A2 Student Headcount by Institution, Credit Status Group and Academic Year**

Credit Status Group	2020-21		2021-22		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
Credit	29,542	99.7%	26,775	99%	(2,767)	-9%	↓
Noncredit	86	0.3%	365	1%	279	324%	↑
<b>Total Headcount</b>	<b>29,628</b>	<b>100.0%</b>	<b>27,140</b>	<b>100%</b>	<b>(2,488)</b>	<b>-8%</b>	
<b>Foothill</b>							
Credit	27,756	95%	23,173	93%	(4,583)	-17%	↓
Noncredit	1,606	5%	1,670	7%	64	4%	
<b>Total Headcount</b>	<b>29,362</b>	<b>100%</b>	<b>24,843</b>	<b>100%</b>	<b>(4,519)</b>	<b>-15%</b>	

**Figure SB.A2 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 academic year.

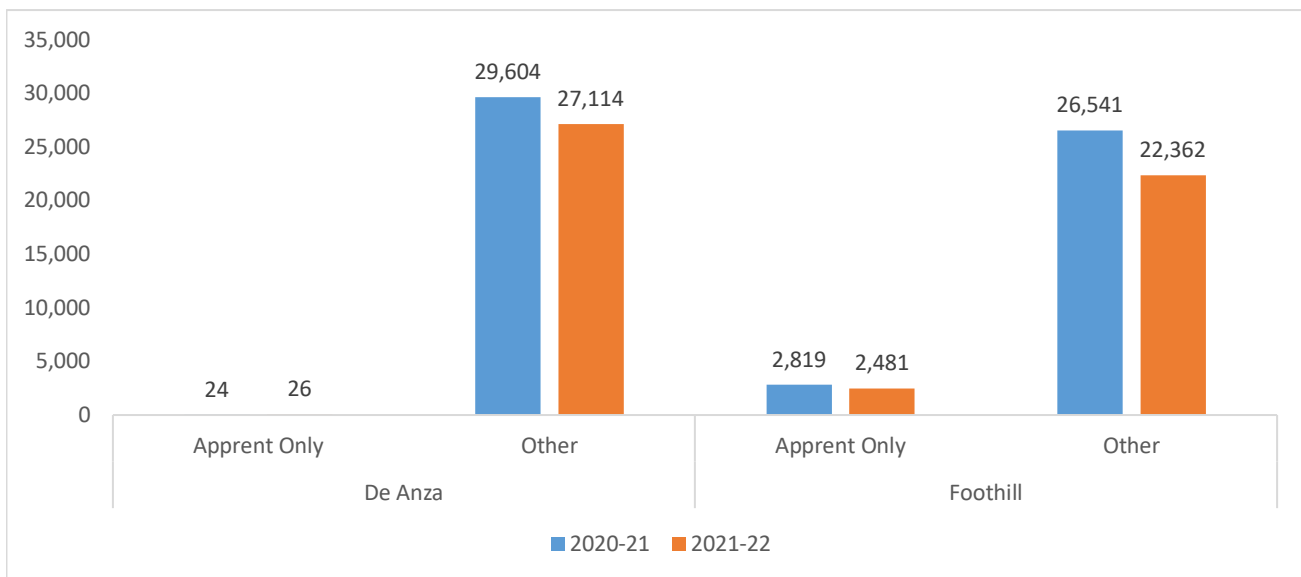
Credit: Students registered in at least one credit course.

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

**Table SB.A3 Student Headcount by Institution, Apprenticeship Status and Academic Year**

Apprenticeship Status	2020-21		2021-22		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
Apprent Only	24	0.1%	26	0.1%	2	8%	
Other	29,604	99.9%	27,114	99.9%	(2,490)	-8%	
<b>Total Headcount</b>	<b>29,628</b>	<b>100.0%</b>	<b>27,140</b>	<b>100.0%</b>	<b>(2,488)</b>	<b>-8%</b>	
<b>Foothill</b>							
Apprent Only	2,819	9.6%	2,481	10.0%	(338)	-12%	
Apprent/Other	2	0.0%	-	0.0%	(2)	-100%	
Other	26,541	90.4%	22,362	90.0%	(4,179)	-16%	↓
<b>Total Headcount</b>	<b>29,362</b>	<b>100.0%</b>	<b>24,843</b>	<b>100.0%</b>	<b>(4,519)</b>	<b>-15%</b>	

**Figure SB.A3 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 academic year.

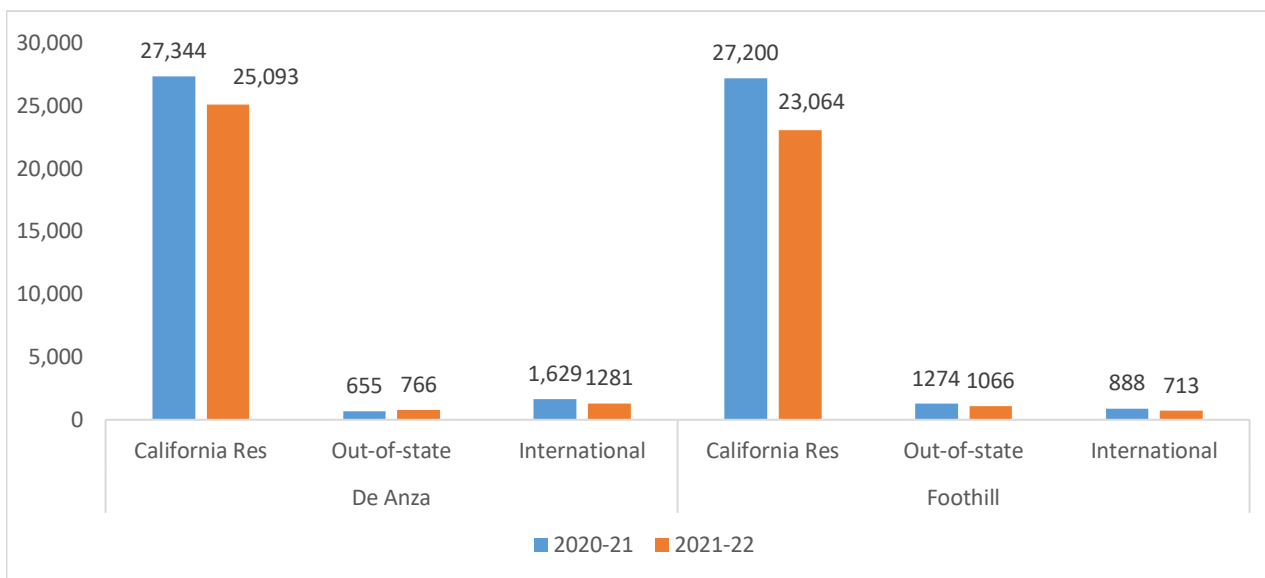
Apprent Only: Students registered in only apprenticeship courses.

Other: Students not registered in any apprenticeship course.

**Table SB.A4 Student Headcount by Institution, Residency Status and Academic Year**

Residency Status	2020-21		2021-22		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
California Res	27,344	92.3%	25,093	92%	(2,251)	-8%	
Out-of-state	655	2.2%	766	3%	111	17%	↑
International	1,629	5.5%	1,281	5%	(348)	-21%	↓
<b>Total Headcount</b>	<b>29,628</b>	<b>100.0%</b>	<b>27,140</b>	<b>100%</b>	<b>(2,488)</b>	<b>-8%</b>	
<b>Foothill</b>							
California Res	27,200	92.6%	23,064	92.8%	(4,136)	-15%	
Out-of-state	1,274	4.3%	1,066	4.3%	(208)	-16%	↓
International	888	3.0%	713	2.9%	(175)	-20%	↓
<b>Total Headcount</b>	<b>29,362</b>	<b>100.0%</b>	<b>24,843</b>	<b>100.0%</b>	<b>(4,519)</b>	<b>-15%</b>	

**Figure SB.A4 Student Headcount by Institution, Residency Status and Academic Period**



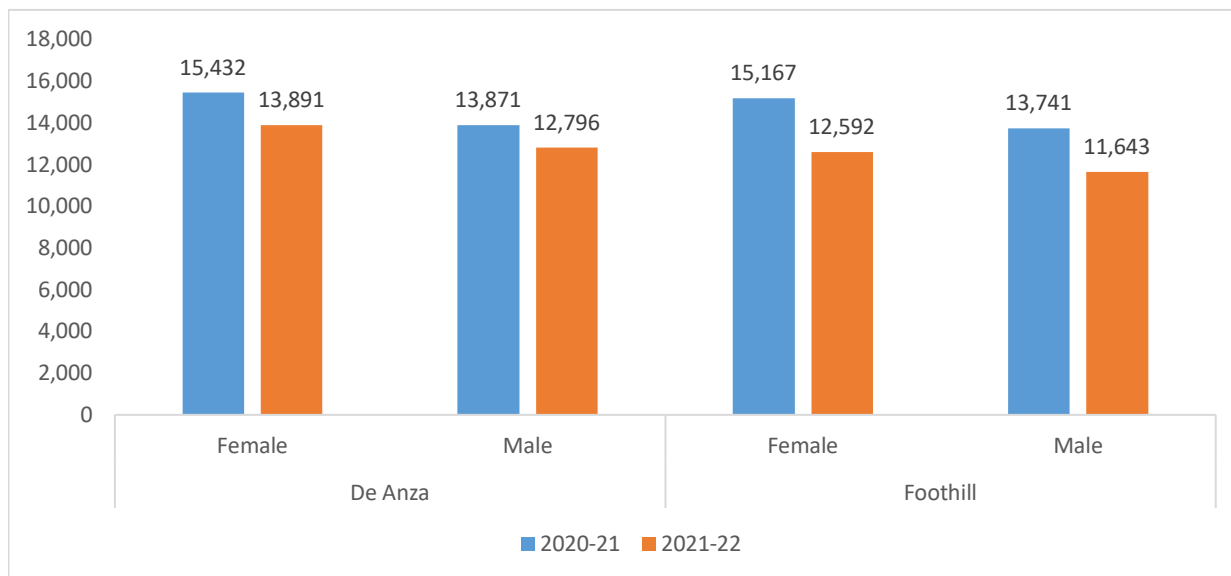
**Notes**

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 academic year.  
 For residence code, residency status is ranked using the following order: international, out-of-state, CA resident. California residency refers to residency used for enrollment fee purposes.

**Table SB.A5 Student Headcount by Institution, Gender and Academic Year**

Gender	2020-21		2021-22		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
Female	15,432	52.1%	13,891	51.2%	(1,541)	-10%	↓
Male	13,871	46.8%	12,796	47.1%	(1,075)	-8%	
Non-binary	65	0.2%	170	0.6%	105	162%	↑
Not Reported	260	0.9%	283	1.0%	23	9%	↑
<b>Total</b>	<b>29,628</b>	<b>100.0%</b>	<b>27,140</b>	<b>100.0%</b>	<b>(2,488)</b>	<b>-8%</b>	
<b>Foothill</b>							
Female	15,167	51.7%	12,592	50.7%	(2,575)	-17%	↓
Male	13,741	46.8%	11,643	46.9%	(2,098)	-15%	
Non-binary	72	0.2%	151	0.6%	79	110%	↑
Not Reported	382	1.3%	457	1.8%	75	20%	↑
<b>Total</b>	<b>29,362</b>	<b>100.0%</b>	<b>24,843</b>	<b>100.0%</b>	<b>(4,519)</b>	<b>-15%</b>	

**Figure SB.A5 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 academic year.

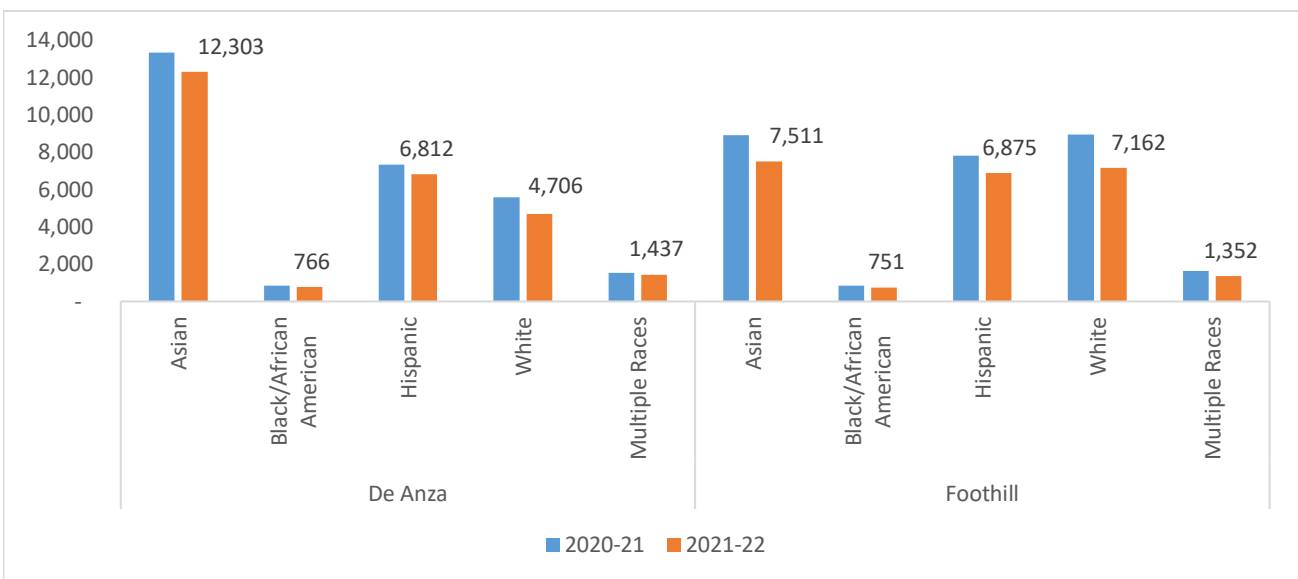
For gender group, classification is ranked using the following order: non-binary, female, male, not reported.



**Table SB.A6 Student Headcount by Institution, Race/Ethnic Group and Academic Year**

Race/Ethnic Group	2020-21		2021-22		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
American Indian/Alaska Native	47	0.2%	47	0.2%	-	0%	
Asian	13,331	45.0%	12,303	45.3%	(1,028)	-8%	
Black/African American	856	2.9%	766	2.8%	(90)	-11%	↓
Hispanic	7,349	24.8%	6,812	25.1%	(537)	-7%	
Pacific Islander	136	0.5%	124	0.5%	(12)	-9%	↓
White	5,577	18.8%	4,706	17.3%	(871)	-16%	↓
Multiple Races	1,535	5.2%	1,437	5.3%	(98)	-6%	
Not Reported	797	2.7%	945	3.5%	148	19%	↑
<b>Total Headcount</b>	<b>29,628</b>	<b>100.0%</b>	<b>27,140</b>	<b>100.0%</b>	<b>(2,488)</b>	<b>-8%</b>	
<b>Foothill</b>							
American Indian/Alaska Native	48	0.2%	39	0.2%	(9)	-19%	↓
Asian	8,911	30.3%	7,511	30.2%	(1,400)	-16%	↓
Black/African American	861	2.9%	751	3.0%	(110)	-13%	
Hispanic	7,805	26.6%	6,875	27.7%	(930)	-12%	
Pacific Islander	224	0.8%	191	0.8%	(33)	-15%	
White	8,960	30.5%	7,162	28.8%	(1,798)	-20%	↓
Multiple Races	1,651	5.6%	1,352	5.4%	(299)	-18%	↓
Not Reported	902	3.1%	962	3.9%	60	7%	↑
<b>Total Headcount</b>	<b>29,362</b>	<b>100.0%</b>	<b>24,843</b>	<b>100.0%</b>	<b>(4,519)</b>	<b>-15%</b>	

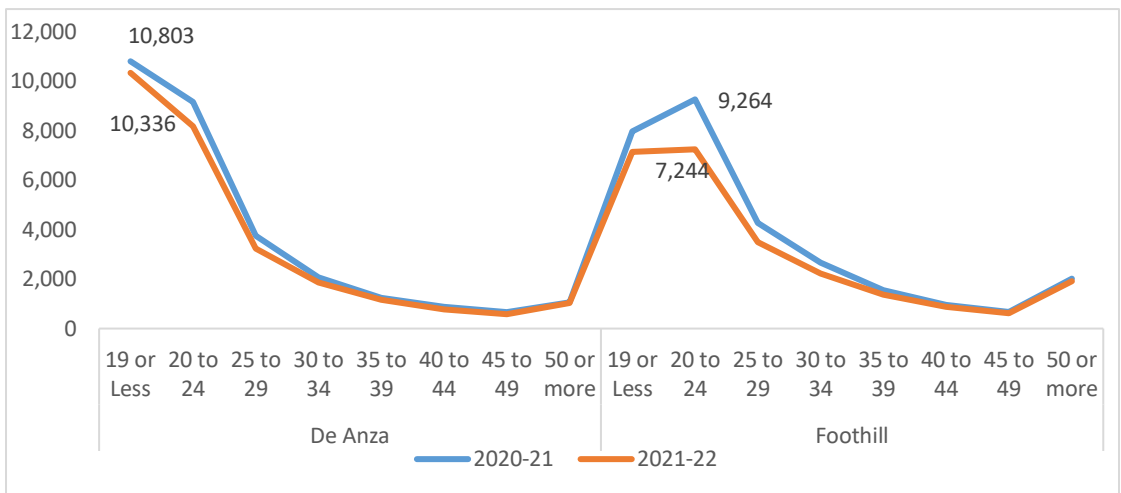
**Figure SB.A6 Student Headcount by Institution, Race/Ethnic Group and Academic Period**



**Table SB.A7 Student Headcount by Institution, Age Group and Academic Year**

Age Group	2020-21		2021-22		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
19 or Less	10,803	36.5%	10,336	38.1%	(467)	-4%	
20 to 24	9,154	30.9%	8,168	30.1%	(986)	-11%	↓
25 to 29	3,748	12.7%	3,231	11.9%	(517)	-14%	↓
30 to 34	2,067	7.0%	1,855	6.8%	(212)	-10%	↓
35 to 39	1,249	4.2%	1,159	4.3%	(90)	-7%	
40 to 44	884	3.0%	775	2.9%	(109)	-12%	↓
45 to 49	664	2.2%	580	2.1%	(84)	-13%	↓
50 or more	1,057	3.6%	1,035	3.8%	(22)	-2%	
Not Reported	2	0.0%	1	0.0%	(1)	-50%	
<b>Total</b>	<b>29,628</b>	<b>100.0%</b>	<b>27,140</b>	<b>100.0%</b>	<b>(2,488)</b>	<b>-8%</b>	
<b>Foothill</b>							
19 or Less	7,959	27.1%	7,133	28.7%	(826)	-10%	
20 to 24	9,264	31.6%	7,244	29.2%	(2,020)	-22%	↓
25 to 29	4,274	14.6%	3,496	14.1%	(778)	-18%	↓
30 to 34	2,665	9.1%	2,221	8.9%	(444)	-17%	↓
35 to 39	1,541	5.2%	1,362	5.5%	(179)	-12%	
40 to 44	967	3.3%	866	3.5%	(101)	-10%	
45 to 49	669	2.3%	609	2.5%	(60)	-9%	
50 or more	2,014	6.9%	1,904	7.7%	(110)	-5%	
Not Reported	9	0.0%	8	0.0%	(1)	-	
<b>Total</b>	<b>29,362</b>	<b>100.0%</b>	<b>24,843</b>	<b>100.0%</b>	<b>(4,519)</b>	<b>-15%</b>	

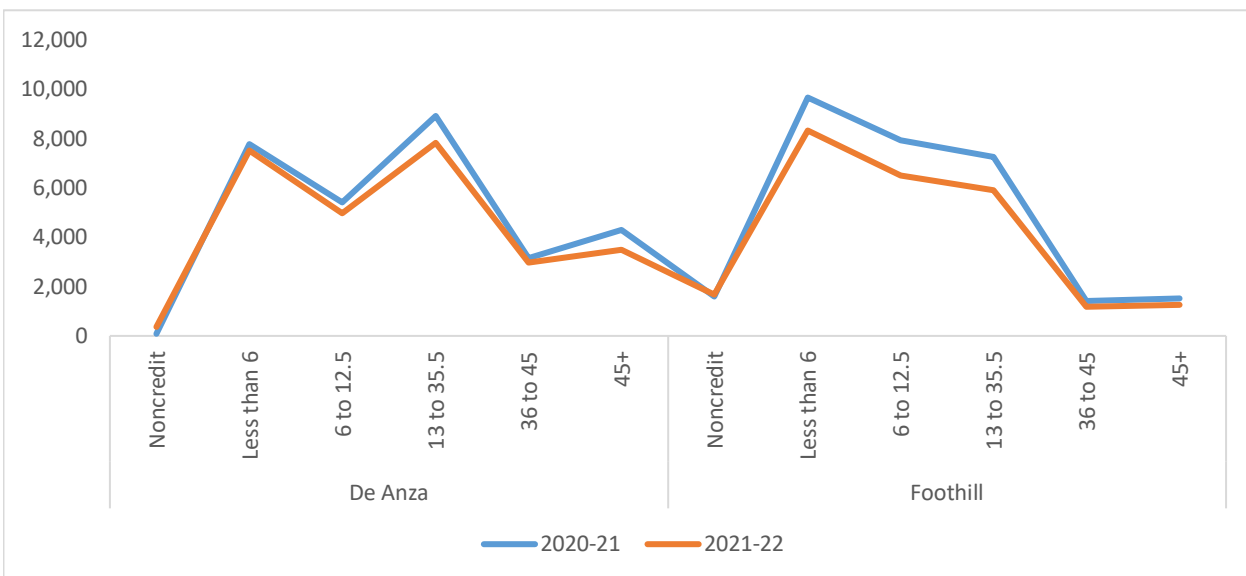
**Figure SB.A7 Student Headcount by Institution, Age Group and Academic Period**



**Table SB.A8 Student Headcount by Institution, Number of Attempted Credit Units and Academic Year**

Number of Attempted Credit Units	2020-21		2021-22		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
<b>De Anza</b>							
Noncredit	86	0.3%	365	1.3%	279	324%	↑
Less than 6	7,773	26.2%	7,507	27.7%	(266)	-3%	
6 to 12.5	5,400	18.2%	4,971	18.3%	(429)	-8%	
13 to 35.5	8,921	30.1%	7,826	28.8%	(1,095)	-12%	↓
36 to 45	3,144	10.6%	2,982	11.0%	(162)	-5%	
More than 45	4,304	14.5%	3,489	12.9%	(815)	-19%	↓
Total Headcount	29,628	100.0%	27,140	100.0%	(2,488)	-8%	
<b>Foothill</b>							
Noncredit	1,606	5.5%	1,670	6.7%	64	4%	
Less than 6	9,654	32.9%	8,318	33.5%	(1,336)	-14%	
6 to 12.5	7,930	27.0%	6,505	26.2%	(1,425)	-18%	↓
13 to 35.5	7,240	24.7%	5,908	23.8%	(1,332)	-18%	↓
36 to 45	1,405	4.8%	1,180	4.7%	(225)	-16%	↓
More than 45	1,527	5.2%	1,262	5.1%	(265)	-17%	↓
Total Headcount	29,362	100.0%	24,843	100.0%	(4,519)	-15%	

**Figure SB.A8 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 academic year.

**Table SG.A1 De Anza College Student Headcount by Categorical Program/Special Population and Academic Year**

Group	2020-21		2021-22		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
Calworks	33	0.1%	38	0.1%	5	15%	↑
DSPS	1,253	4.2%	1,375	5.1%	122	10%	↑
EOPS	749	2.5%	598	2.2%	(151)	-20%	↓
CCAP	82	0.3%	123	0.5%	41	50%	↑
Puente	100	0.3%	90	0.3%	(10)	-10%	↓
Umoja	37	0.1%	46	0.2%	9	24%	↑
College Now	34	0.1%	47	0.2%	13	38%	↑
Middle College	88	0.3%	79	0.3%	(9)	-10%	↓
All Special Admit/HS Students	2,175	7.3%	2,524	9.3%	349	16%	↑
First-Generation	8,077	27.3%	7,366	27.1%	(711)	-9%	↓
Foster Youth	349	1.2%	366	1.3%	17	5%	↑
Military: Active Duty, Reserve, National Guard	138	0.5%	140	0.5%	2	1%	↑
Veteran	416	1.4%	397	1.5%	(19)	-5%	↓
Apprenticeship	24	0.1%	26	0.1%	2	8%	↑
LBGT	1,779	6.0%	1,417	5.2%	(362)	-20%	↓
Economically Disadvantaged	9,525	32.1%	8,661	31.9%	(864)	-9%	↓
Homeless	27	0.1%	21	0.1%	(6)	-22%	↓
Work Based Learner	303	1.0%	246	0.9%	(57)	-19%	↓

Credit Status Group	2020-21		2021-22		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
Credit	29,542	99.7%	26,775	98.7%	(2,767)	-9%	↓
Noncredit	86	0.3%	365	1.3%	279	324%	↑
<b>Total Headcount</b>	<b>29,628</b>	<b>100.0%</b>	<b>27,140</b>	<b>100.0%</b>	<b>(2,488)</b>	<b>-8%</b>	

**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 academic year.

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

**Table SG.A2 Foothill College Student Headcount by Categorical Program/Special Population and Academic Year**

Group	2020-21		2021-22		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
Calworks	13	0.0%	6	0.0%	(7)	-54%	↓
DSPS	1,314	4.5%	1,301	5.2%	(13)	-1%	
EOPS	264	0.9%	231	0.9%	(33)	-13%	
CCAP	1,031	3.5%	1,023	4.1%	(8)	-1%	
Puente	93	0.3%	92	0.4%	(1)	-1%	
Umoja	96	0.3%	87	0.4%	(9)	-9%	
College Now	36	0.1%	38	0.2%	2	6%	↑
Middle College	100	0.3%	102	0.4%	2	2%	↑
All Special Admit/HS Students	3,047	10.4%	3,106	12.5%	59	2%	↑
First-Generation	7,368	25.1%	6,041	24.3%	(1,327)	-18%	↓
Foster Youth	299	1.0%	389	1.6%	90	30%	↑
Military: Active Duty, Reserve, National Guard	109	0.4%	106	0.4%	(3)	-3%	
Veteran	468	1.6%	405	1.6%	(63)	-13%	
Apprenticeship	2,821	9.6%	2,481	10.0%	(340)	-12%	
Baccalaureate	165	0.6%	148	0.6%	(17)	-10%	
LBGT	1,533	5.2%	1,133	4.6%	(400)	-26%	↓
Economically Disadvantaged	5,797	19.7%	4,788	19.3%	(1,009)	-17%	↓
Homeless	17	0.1%	13	0.1%	(4)	-24%	↓
Work Based Learner	427	1.5%	548	2.2%	121	28%	↑
Incarcerated	-	0.0%	42	0.2%	42	-	↑

Credit Status Group	2020-21		2021-22		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
Credit	27,756	94.5%	23,173	93.3%	(4,583)	-17%	↓
Noncredit	1,606	5.5%	1,670	6.7%	64	4%	
<b>Total Headcount</b>	<b>29,362</b>	<b>100.0%</b>	<b>24,843</b>	<b>100.0%</b>	<b>(4,519)</b>	<b>-15%</b>	

**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 academic year.

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

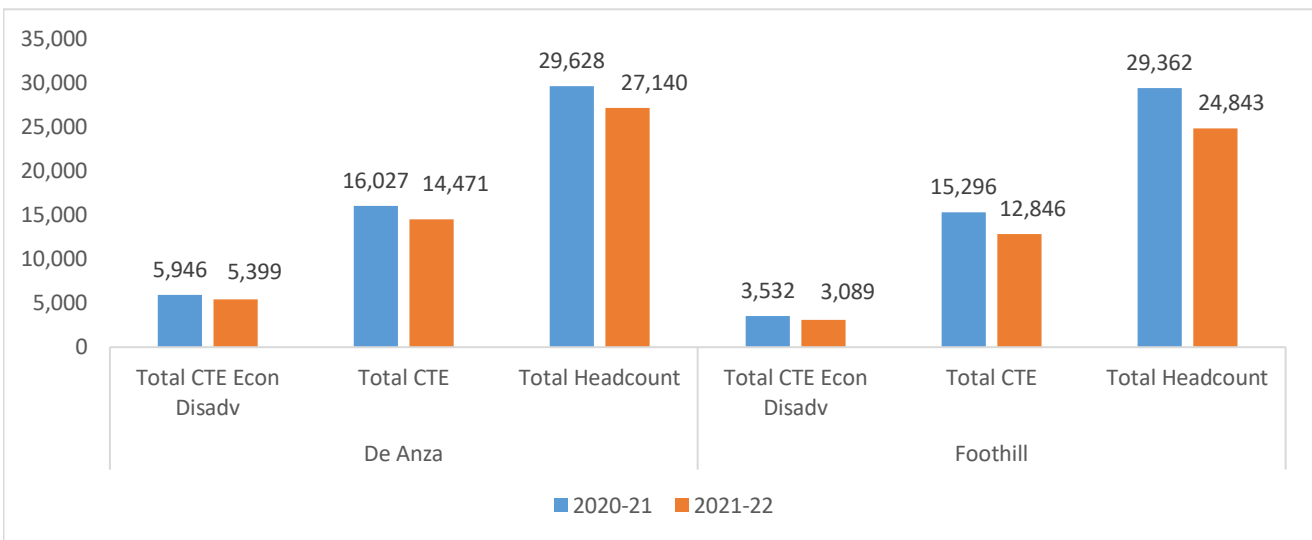
**Table SV.A1 Student Headcount by Institution, VTEA Economically Disadvantage Group and Academic Year**

Group	2020-21		2021-22		Change		Trend - Compared to Total
	Count	Percent	Count	Percent	Count	Percent	
<b>De Anza</b>							
CALW/TANF Auditable	25	0.1%	31	0.1%	6	24%	↑
SSI Auditable	58	0.2%	58	0.2%	-	0%	
SSI Self-report	850	2.9%	812	3.0%	(38)	-4%	
Other Auditable	3,927	13.3%	3,358	12.4%	(569)	-14%	↓
Other Self-report	1,139	3.8%	1,173	4.3%	34	3%	↑
Not Econ Disadv	10,165	34.3%	9,147	33.7%	(1,018)	-10%	↓
Total CTE Econ Disadv	5,946	20.1%	5,399	19.9%	(547)	-9%	↓
Total CTE	16,027	54.1%	14,471	53.3%	(1,556)	-10%	↓
<b>Total Headcount</b>	<b>29,628</b>	<b>100.0%</b>	<b>27,140</b>	<b>100.0%</b>	<b>(2,488)</b>	<b>-8%</b>	
<b>Foothill</b>							
CALW/TANF Auditable	9	0.0%	7	0.0%	(2)	-22%	↓
SSI Auditable	37	0.1%	35	0.1%	(2)	-5%	
SSI Self-report	565	1.9%	568	2.3%	3	1%	↑
Other Auditable	1,910	6.5%	1,605	6.5%	(305)	-16%	↓
Other Self-report	1,017	3.5%	883	3.6%	(134)	-13%	
Not Econ Disadv	11,765	40.1%	9,759	39.3%	(2,006)	-17%	↓
Total CTE Econ Disadv	3,532	12.0%	3,089	12.4%	(443)	-13%	
Total CTE	15,296	52.1%	12,846	51.7%	(2,450)	-16%	↓
<b>Total Headcount</b>	<b>29,362</b>	<b>100.0%</b>	<b>24,843</b>	<b>100.0%</b>	<b>(4,519)</b>	<b>-15%</b>	

**Notes**

More information about the VTEA/CTE Perkins 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 related funding).

**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
<b>SS06: Initial Orientation</b>	1-Summer	1,707	1,229	(478)	-28%	
	2-Fall	1,187	964	(223)	-19%	
	3-Winter	1,012	518	(494)	-49%	
	4-Spring	1,806	1,972	166	9%	
	Annual	5,712	4,683	(1,029)	-18%	↓
<b>SS08: Counseling/Advising</b>	1-Summer	3,555	3,337	(218)	-6%	
	2-Fall	4,398	4,734	336	8%	
	3-Winter	2,481	2,057	(424)	-17%	
	4-Spring	2,142	1,943	(199)	-9%	
	Annual	12,576	12,071	(505)	-4%	
<b>SS09: Abbreviated SEP</b>	1-Summer	64	1,010	946	1478%	
	2-Fall	1,388	1,315	(73)	-5%	
	3-Winter	994	760	(234)	-24%	
	4-Spring	1,339	1,396	57	4%	
	Annual	3,785	4,481	696	18%	↑
<b>SS09: Comprehensive SEP</b>	1-Summer	4	583	579	14475%	
	2-Fall	1,388	1,235	(153)	-11%	
	3-Winter	903	870	(33)	-4%	
	4-Spring	876	894	18	2%	
	Annual	3,171	3,582	411	13%	↑
<b>SS10: At-Risk Follow-up</b>	1-Summer	547	329	(218)	-40%	
	2-Fall	776	1,321	545	70%	
	3-Winter	675	1,508	833	123%	
	4-Spring	610	1,606	996	163%	
	Annual	2,608	4,764	2,156	83%	↑
<b>SS11: Other Follow-up</b>	1-Summer	4,086	3,664	(422)	-10%	
	2-Fall	7,436	8,350	914	12%	
	3-Winter	7,550	7,732	182	2%	
	4-Spring	7,462	7,095	(367)	-5%	
	Annual	23,912	23,965	53	0%	

**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 classification is based on comparing percentage change for the service with that for the student headcount in credit courses at the college level during the academic year, -9% (-8% for total headcount).

**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
<b>SS06: Initial Orientation</b>	1-Summer	1,796	512	(1,284)	-71%	
	2-Fall	1,266	824	(442)	-35%	
	3-Winter	867	719	(148)	-17%	
	4-Spring	1,069	1,169	100	9%	
	Annual	4,998	3,224	(1,774)	-35%	↓
<b>SS08: Counseling/Advising</b>	1-Summer	2,642	2,262	(380)	-14%	
	2-Fall	3,149	2,826	(323)	-10%	
	3-Winter	1,778	1,759	(19)	-1%	
	4-Spring	1,707	1,626	(81)	-5%	
	Annual	9,276	8,473	(803)	-9%	
<b>SS09: Abbreviated SEP</b>	1-Summer	95	363	268	282%	
	2-Fall	677	567	(110)	-16%	
	3-Winter	480	495	15	3%	
	4-Spring	494	552	58	12%	
	Annual	1,746	1,977	231	13%	↑
<b>SS09: Comprehensive SEP</b>	1-Summer	2	260	258	12900%	
	2-Fall	746	592	(154)	-21%	
	3-Winter	477	455	(22)	-5%	
	4-Spring	520	429	(91)	-18%	
	Annual	1,745	1,736	(9)	-1%	
<b>SS10: At-Risk Follow-up</b>	1-Summer	76	68	(8)	-11%	
	2-Fall	183	236	53	29%	
	3-Winter	129	455	326	253%	
	4-Spring	82	159	77	94%	
	Annual	470	918	448	95%	↑
<b>SS11: Other Follow-up</b>	1-Summer	3,649	1,740	(1,909)	-52%	
	2-Fall	4,607	4,374	(233)	-5%	
	3-Winter	4,528	4,508	(20)	0%	
	4-Spring	4,466	4,235	(231)	-5%	
	Annual	16,080	13,660	(2,420)	-15%	

**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 classification is based on comparing percentage change for the service with that for the student headcount in credit courses at the college level during the academic year, -17% (-15% for total headcount).



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

Course Attribute	Classification	Spring 2021		Spring 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
CB04-Credit Status	Credit, Degree Applicable	1,365	94.5%	1,294	91.3%	(71)	-5%	↓
	Credit, Not Degree Applicable	64	4.4%	63	4.4%	(1)	-2%	
	Noncredit	15	1.0%	61	4.3%	46	307%	↑
CB05-Transfer Status	Transferable to UC and CSU	1,038	71.9%	976	68.8%	(62)	-6%	↓
	Transferable to CSU only	293	20.3%	291	20.5%	(2)	-1%	
	Not transferable	113	7.8%	151	10.6%	38	34%	↑
CB08-Basic Skills	Basic Skills	62	4.3%	79	5.6%	17	27%	↑
	Not Basic Skills	1,382	95.7%	1,339	94.4%	(43)	-3%	↓
CB09-SAM Priority	Apprenticeship	4	0.3%	6	0.4%	2	50%	↑
	Advanced Occupational	60	4.2%	57	4.0%	(3)	-5%	↓
	Clearly Occupational	301	20.8%	316	22.3%	15	5%	↑
	Possibly Occupational	89	6.2%	83	5.9%	(6)	-7%	↓
	Non-Occupational	990	68.6%	956	67.4%	(34)	-3%	↓
CB10-Work Exp	Not Cooperative Work Exp	1,444	100.0%	1,418	100.0%	(26)	-2%	
CB11-Classification	Enhanced Funding, Workforce Prep	8	0.6%	34	2.4%	26	325%	↑
	Enhanced Funding, Other	-	0.0%	27	1.9%	27	-	↑
	Non-Enhanced Funding	7	0.5%	-	0.0%	(7)	-100%	↓
	Credit Course	1,429	99.0%	1,357	95.7%	(72)	-5%	↓
CB13-Special Class	Approved Special Class	19	1.3%	21	1.5%	2	11%	↑
	Not a Special Class	1,425	98.7%	1,397	98.5%	(28)	-2%	
CB21-Prior to Coll	1 Level Below Transfer	32	2.2%	41	2.9%	9	28%	↑
	2 Levels Below Transfer	15	1.0%	17	1.2%	2	13%	↑
	3 Levels Below Transfer	14	1.0%	16	1.1%	2	14%	↑
	4 Levels Below Transfer	3	0.2%	4	0.3%	1	33%	↑
	5 Levels Below Transfer	2	0.1%	2	0.1%	-	0%	
	Not Applicable	1,378	95.4%	1,338	94.4%	(40)	-3%	↓
CB22-Noncredit Cat	English as a Second Language	2	0.1%	27	1.9%	25	1250%	↑
	Workforce Preparation	13	0.9%	34	2.4%	21	162%	↑
	Credit Course	1,429	99.0%	1,357	95.7%	(72)	-5%	↓

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

Course Attribute	Classification	Spring 2021		Spring 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
CB23-Funding Agency	Not Developed with Econ Dev funds	1,444	100.0%	1,418	100.0%	(26)	-2%	
CB24-Program Status	Program Applicable	1,336	92.5%	1,324	93.4%	(12)	-1%	
	Not Program Applicable	108	7.5%	94	6.6%	(14)	-13%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	89	6.2%	79	5.6%	(10)	-11%	↓
	Transfer Math/Quant Reasoning	152	10.5%	139	9.8%	(13)	-9%	↓
	Local Mathematics Competency	7	0.5%	4	0.3%	(3)	-43%	↓
	Not Applicable	1,196	82.8%	1,196	84.3%	-	0%	
CB26-Support Status	Support Course	15	1.0%	22	1.6%	7	47%	↑
	Not a Support Course	1,429	99.0%	1,396	98.4%	(33)	-2%	
<b>Total</b>		<b>1,444</b>	<b>100.0%</b>	<b>1,418</b>	<b>100.0%</b>	<b>(26)</b>	<b>-2%</b>	

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

Course Attribute	Classification	Spring 2021		Spring 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
CB04-Credit Status	Credit, Degree Applicable	1,014	90.0%	948	89.9%	(66)	-7%	↓
	Credit, Not Degree Applicable	18	1.6%	25	2.4%	7	39%	↑
	Noncredit	95	8.4%	81	7.7%	(14)	-15%	↓
CB05-Transfer Status	Transferable to UC and CSU	648	57.5%	596	56.5%	(52)	-8%	↓
	Transferable to CSU only	205	18.2%	225	21.3%	20	10%	↑
	Not transferable	274	24.3%	233	22.1%	(41)	-15%	↓
CB08-Basic Skills	Basic Skills	33	2.9%	40	3.8%	7	21%	↑
	Not Basic Skills	1,094	97.1%	1,014	96.2%	(80)	-7%	↓
CB09-SAM Priority	Apprenticeship	141	12.5%	109	10.3%	(32)	-23%	↓
	Advanced Occupational	8	0.7%	6	0.6%	(2)	-25%	↓
	Clearly Occupational	140	12.4%	148	14.0%	8	6%	↑
	Possibly Occupational	152	13.5%	147	13.9%	(5)	-3%	
	Non-Occupational	686	60.9%	644	61.1%	(42)	-6%	
CB10-Work Exp	Cooperative Work Experience	-	0.0%	1	0.1%	1	-	↑
	Not Cooperative Work Exp	1,127	100.0%	1,053	99.9%	(74)	-7%	↓
CB11-Classification	Enhanced Funding, Other	15	1.3%	24	2.3%	9	60%	↑
	Non-Enhanced Funding	80	7.1%	57	5.4%	(23)	-29%	↓
	Credit Course	1,032	91.6%	973	92.3%	(59)	-6%	
CB13-Special Class	Approved Special Class	69	6.1%	54	5.1%	(15)	-22%	↓
	Not a Special Class	1,058	93.9%	1,000	94.9%	(58)	-5%	
CB21-Prior to Coll	1 Level Below Transfer	19	1.7%	19	1.8%	-	0%	
	2 Levels Below Transfer	4	0.4%	10	0.9%	6	150%	↑
	3 Levels Below Transfer	4	0.4%	6	0.6%	2	50%	↑
	4 Levels Below Transfer	3	0.3%	1	0.1%	(2)	-67%	↓

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

Course Attribute	Classification	Spring 2021		Spring 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
	5 Levels Below Transfer	2	0.2%	2	0.2%	-	-	
	6 Levels Below Transfer	-	0.0%	1	0.1%	1	-	↑
	Not Applicable	1,095	97.2%	1,015	96.3%	(80)	-7%	↓
CB22-Noncredit Cat	English as a Second Language	10	0.9%	12	1.1%	2	20%	↑
	Elementary, Secondary Basic Sk	12	1.1%	11	1.0%	(1)	-8%	↓
	Approved Special Class	58	5.1%	43	4.1%	(15)	-26%	↓
	Parenting	7	0.6%	10	0.9%	3	43%	↑
	Short-Term Vocational	8	0.7%	5	0.5%	(3)	-38%	↓
	Credit Course	1,032	91.6%	973	92.3%	(59)	-6%	
CB23-Funding Agency	Not Developed with Econ Dev funds	1,127	100.0%	1,054	100.0%	(73)	-6%	
CB24-Program Status	Program Applicable	962	85.4%	928	88.0%	(34)	-4%	
	Not Program Applicable	165	14.6%	126	12.0%	(39)	-24%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	45	4.0%	40	3.8%	(5)	-11%	↓
	Transfer Math/Quant Reasoning	57	5.1%	52	4.9%	(5)	-9%	↓
	Local Mathematics Competency	5	0.4%	4	0.4%	(1)	-20%	↓
	Not Applicable	1,020	90.5%	958	90.9%	(62)	-6%	
CB26-Support Status	Support Course	7	0.6%	7	0.7%	-	0%	
	Not a Support Course	1,120	99.4%	1,047	99.3%	(73)	-7%	↓
<b>Total</b>		<b>1,127</b>	<b>100.0%</b>	<b>1,054</b>	<b>100.0%</b>	<b>(73)</b>	<b>-6%</b>	

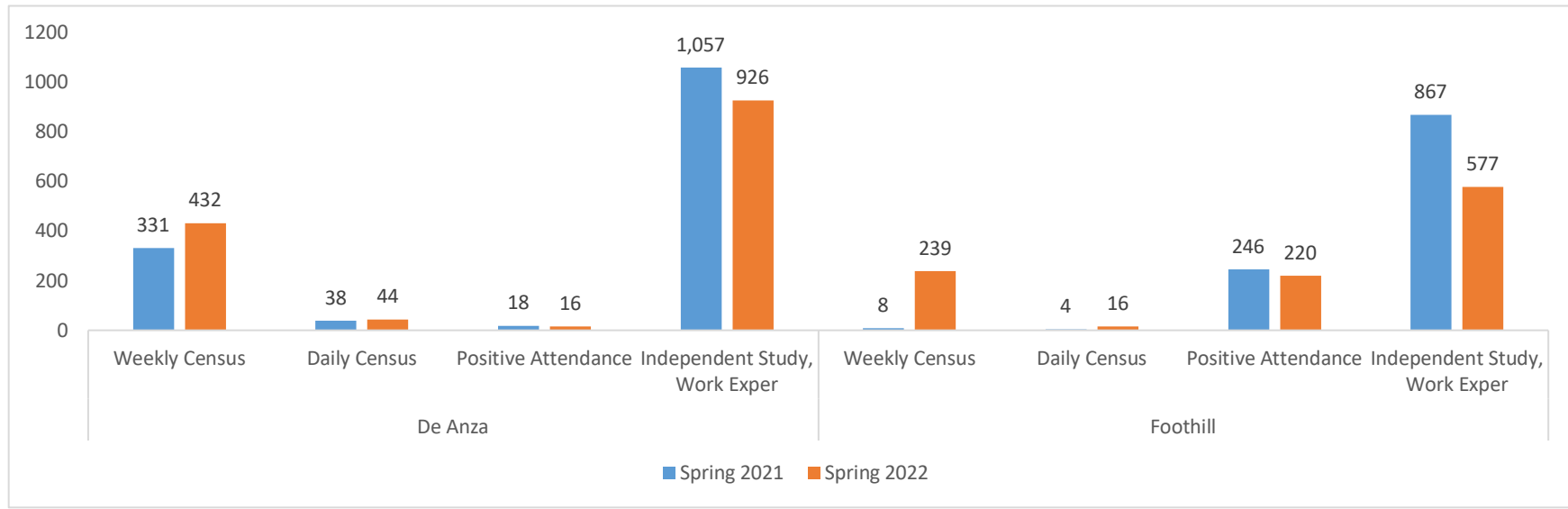
**Table XB.1 De Anza College: Section Count by Section Attribute and Academic Period**

Section Attribute	Classification	Spring 2021		Spring 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
XB01-Accounting Method	Weekly Census	331	22.9%	432	30.5%	101	31%	↑
	Daily Census	38	2.6%	44	3.1%	6	16%	↑
	Positive Attendance	18	1.2%	16	1.1%	(2)	-11%	↓
	Independent Study, Work Exper	1,057	73.2%	926	65.3%	(131)	-12%	↓
XB09-Work Based Lear Act	Work-Based Learning	33	2.3%	29	2.0%	(4)	-12%	↓
	Unknown	1,411	97.7%	1,389	98.0%	(22)	-2%	
<b>Total</b>		<b>1,444</b>	<b>100.0%</b>	<b>1,418</b>	<b>100.0%</b>	<b>(26)</b>	<b>-2%</b>	

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

Section Attribute	Classification	Spring 2021		Spring 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
XB01-Accounting Method	Weekly Census	8	0.7%	239	22.7%	231	2888%	↑
	Daily Census	4	0.4%	16	1.5%	12	300%	↑
	Positive Attendance	246	21.8%	220	20.9%	(26)	-11%	↓
	Independent Study, Work Exper	867	76.9%	577	54.7%	(290)	-33%	↓
	Not claimed for State Apport	2	0.2%	2	0.2%	-	0%	
XB09-Work Based Lear Act	Work-Based Learning	19	1.7%	26	2.5%	7	37%	↑
	Unknown	1,108	98.3%	1,028	97.5%	(80)	-7%	↓
<b>Total</b>		<b>1,127</b>	<b>100.0%</b>	<b>1,054</b>	<b>100.0%</b>	<b>(73)</b>	<b>-6%</b>	

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



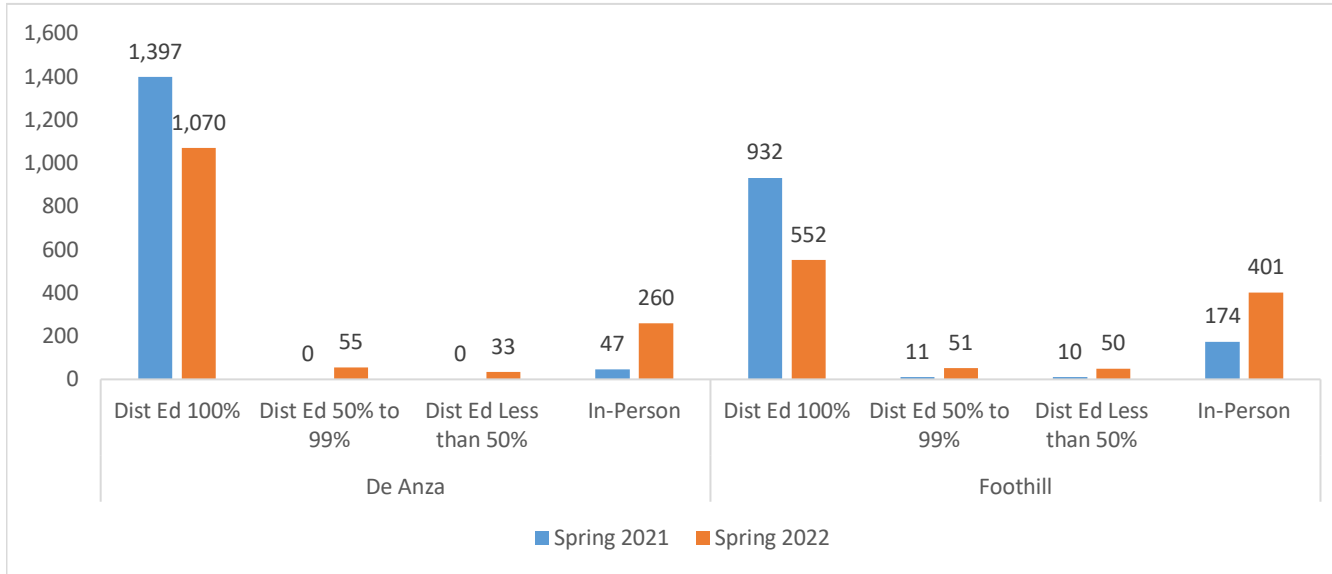
**Table XF.1 De Anza College: Section Count by Instructional Method and Academic Period**

Instruction Delivery Method	Spring 2021		Spring 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
Dist Ed 100%	1,397	96.7%	1,070	75.5%	(327)	-23%	↓
Dist Ed 50% to 99%	-	0.0%	55	3.9%	55	-	↑
Dist Ed Less than 50%	-	0.0%	33	2.3%	33	-	↑
In-Person	47	3.3%	260	18.3%	213	453%	↑
<b>Total</b>	<b>1,444</b>	<b>100.0%</b>	<b>1,418</b>	<b>100.0%</b>	<b>(26)</b>	<b>-2%</b>	

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

Instruction Delivery Method	Spring 2021		Spring 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend - Compared to Total
Dist Ed 100%	932	82.7%	552	52.4%	(380)	-41%	↓
Dist Ed 50% to 99%	11	1.0%	51	4.8%	40	364%	↑
Dist Ed Less than 50%	10	0.9%	50	4.7%	40	400%	↑
In-Person	174	15.4%	401	38.0%	227	130%	↑
<b>Total</b>	<b>1,127</b>	<b>100.0%</b>	<b>1,054</b>	<b>100.0%</b>	<b>(73)</b>	<b>-6%</b>	

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





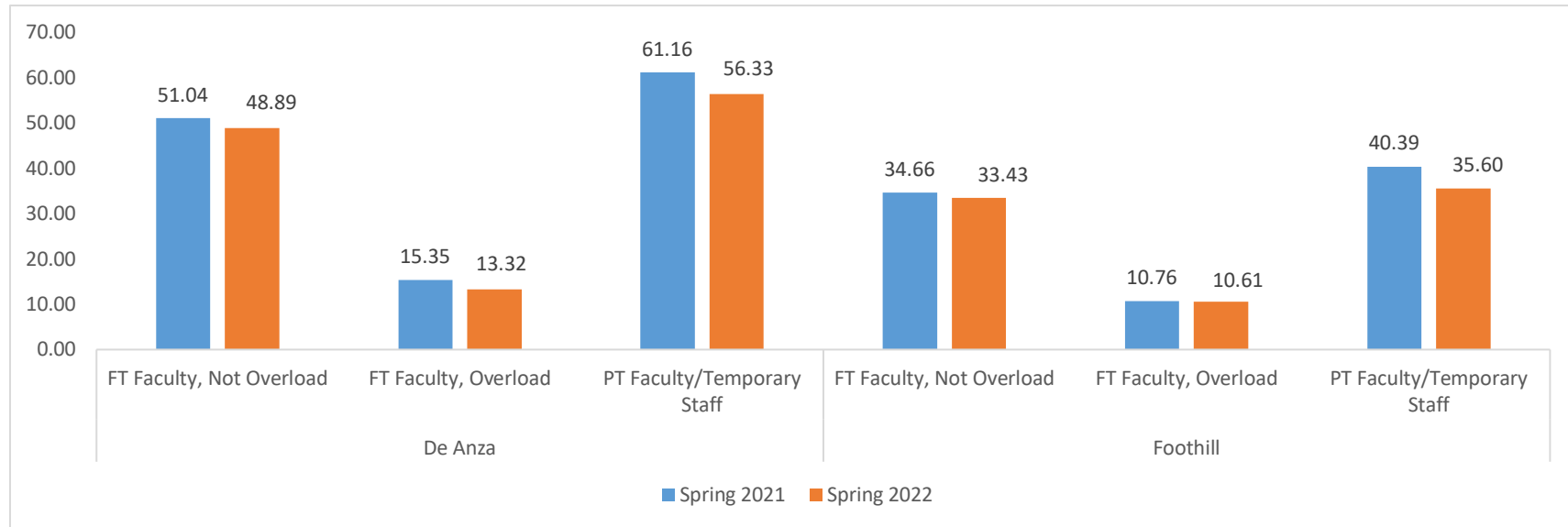
**Table XE.1 De Anza College: Section, Employee and Full-Time Equivalent Faculty (FTE) Count by Assignment Type and Academic Period**

Credit Status	Assignment Type	Spring 2021			Spring 2022			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend - Compared to Total
Credit	FT Faculty, Not Overload	620.0	189.0	51.04	628.0	183.0	48.89	(2.14)	-4%	
	FT Faculty, Overload	155.0	98.0	15.35	130.0	87.0	13.32	(2.03)	-13%	↓
	PT Faculty/Temporary Staff	582.0	385.0	61.16	540.0	366.0	56.33	(4.82)	-8%	↓
	Contract Staff	113.0	80.0	0.07	98.0	71.0	-	(0.07)	-100%	↓
	<b>Total</b>	<b>1,429.0</b>	<b>583.0</b>	<b>127.60</b>	<b>1,357.0</b>	<b>557.0</b>	<b>118.54</b>	<b>(9.06)</b>	<b>-7%</b>	
Noncredit	FT Faculty, Not Overload	13.0	5.0	-	27.0	11.0	0.10	0.10	-	↑
	FT Faculty, Overload	-	-	-	1.0	1.0	0.10	0.10	-	↑
	Contract Staff	2.0	2.0	-	33.0	25.0	-	-	-	
	<b>Total</b>	<b>15.0</b>	<b>7.0</b>	<b>-</b>	<b>61.0</b>	<b>36.0</b>	<b>0.20</b>	<b>0.20</b>	<b>-</b>	

**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 2021			Spring 2022			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend - Compared to Total
Credit	FT Faculty, Not Overload	408	134	34.66	434	135	33.43	(1.23)	-4%	
	FT Faculty, Overload	118	70	10.76	113	72	10.61	(0.14)	-1%	
	PT Faculty/Temporary Staff	376	271	40.39	335	249	35.60	(4.79)	-12%	↓
	Contract Staff	197	60	-	163	53	-	-	-	
	<b>Total</b>	<b>1,032</b>	<b>440</b>	<b>85.80</b>	<b>973</b>	<b>414</b>	<b>79.65</b>	<b>(6.16)</b>	<b>-7%</b>	
Noncredit	FT Faculty, Not Overload	15	12	1.19	16	10	1.36	0.17	14%	↑
	FT Faculty, Overload	6	2	0.14	5	3	0.19	0.05	38%	↑
	PT Faculty/Temporary Staff	71	27	2.26	54	24	1.66	(0.61)	-27%	↓
	Contract Staff	3	3	-	6	4	-	-	-	
	<b>Total</b>	<b>95</b>	<b>43</b>	<b>3.59</b>	<b>81</b>	<b>41</b>	<b>3.20</b>	<b>(0.39)</b>	<b>-11%</b>	

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



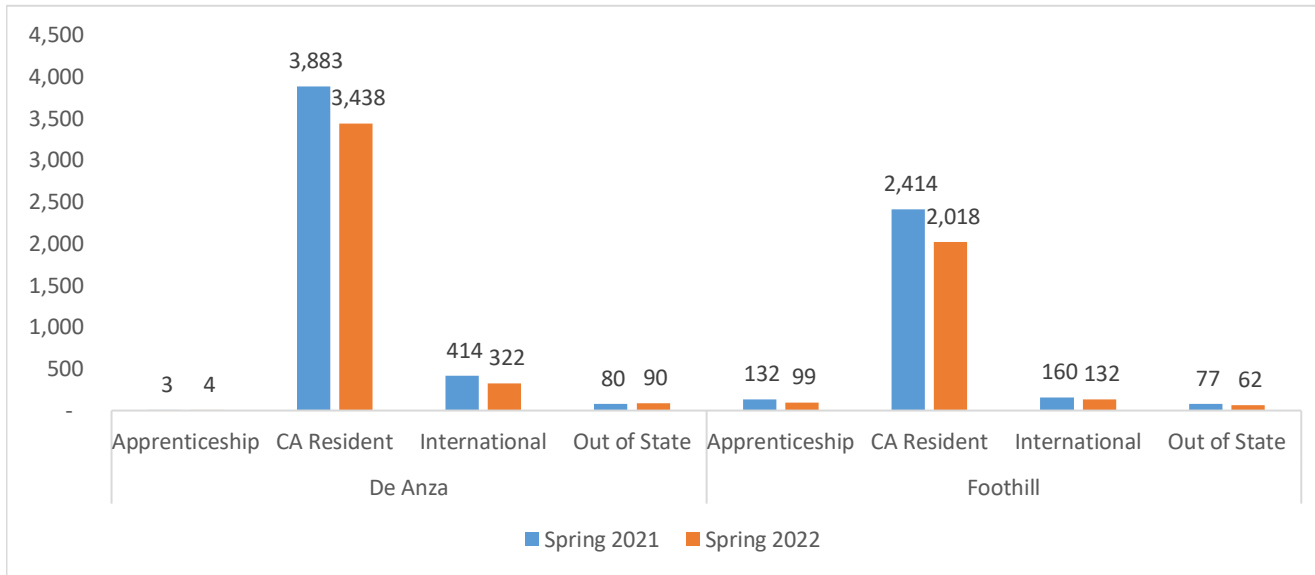
**Table SX.1 De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type**

Apportionment Type	Spring 2021			Spring 2022			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend - Compared to Total
Credit-Apprenticeship	15	2.88	0.1%	19	3.54	0.1%	0.66	23%	↑
Credit-Non Apprenticeship, CA Resident, Appt App	14,709	3,883.03	88.6%	13,057	3,438.45	89.2%	(444.59)	-11%	
Credit-Non Apprenticeship, CA Resident, Not Appt App	6	0.84	0.0%	12	0.98	0.0%	0.13	16%	↑
Credit-Non Apprenticeship, International	1,199	414.05	9.5%	923	322.41	8.4%	(91.65)	-22%	↓
Credit-Non Apprenticeship, Out of State	291	80.29	1.8%	340	90.17	2.3%	9.89	12%	↑
<b>Credit-Total</b>	<b>16,217</b>	<b>4,381.10</b>	<b>100.0%</b>	<b>14,345</b>	<b>3,855.55</b>	<b>100.0%</b>	<b>(525.55)</b>	<b>-12%</b>	
Noncredit-CDCP: English as a Second Language	10	1	17.4%	196	9	42.9%	7.67	541%	↑
Noncredit-CDCP: Workforce Preparation	41	7	82.6%	224	12	57.1%	5.35	79%	
<b>Noncredit-Total</b>	<b>51</b>	<b>8</b>	<b>100.0%</b>	<b>408</b>	<b>21</b>	<b>100.0%</b>	<b>13.02</b>	<b>159%</b>	

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

Apportionment Type	Spring 2021			Spring 2022			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend - Compared to Total
Credit-Apprenticeship	936	132.22	4.7%	722	98.51	4.3%	(33.71)	-25%	↓
Credit-Non Apprenticeship, CA Resident, Appt App	10,410	2,414.16	86.7%	8,720	2,017.93	87.3%	(396.23)	-16%	
Credit-Non Apprenticeship, CA Resident, Not Appt App	12	1.02	0.0%	16	1.07	0.0%	0.04	4%	↑
Credit-Non Apprenticeship, International	511	159.65	5.7%	425	131.68	5.7%	(27.97)	-18%	↓
Credit-Non Apprenticeship, Out of State	339	77.15	2.8%	302	61.71	2.7%	(15.44)	-20%	↓
<b>Credit-Total</b>	<b>12,198</b>	<b>2,784.20</b>	<b>100.0%</b>	<b>10,159</b>	<b>2,310.90</b>	<b>100.0%</b>	<b>(473.30)</b>	<b>-17%</b>	
Noncredit-CDCP: Elementary and Secondary Basic Skills	890	75.73	58.4%	598	65.04	60.0%	(10.69)	-14%	
Noncredit-CDCP: English as a Second Language	179	12.99	10.0%	128	12.57	11.6%	(0.43)	-3%	
Noncredit-CDCP: Short-Term Vocational	149	6.52	5.0%	126	1.88	1.7%	(4.64)	-71%	↓
Noncredit-Other	884	34.42	26.5%	945	28.90	26.7%	(5.52)	-16%	
<b>Noncredit-Total</b>	<b>2,078</b>	<b>129.66</b>	<b>100.0%</b>	<b>1,787</b>	<b>108.38</b>	<b>100.0%</b>	<b>(21.28)</b>	<b>-16%</b>	

**Figure SX.1 Credit Full-Time Equivalent Student (FTES) Estimates by College, Course Type and Academic Period**



**Notes**

Data for records included in the MIS submission and applicable to apportionment.

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

**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 2021			Spring 2022			Change FTES		
	Student Headcount	FTES	Perct FTES	Student Headcount	FTES	Perct FTES	Count	Percent	Trend Compared to Total
First-Time	175	46.24	1.2%	137	34.86	1.0%	(11.39)	-25%	↓
First-Time Transfer	1,021	186.55	4.8%	939	164.25	4.8%	(22.30)	-12%	↓
Returning	1,885	368.16	9.5%	1,682	313.31	9.1%	(54.85)	-15%	↓
Continuing	10,924	3,172.87	81.7%	9,554	2,814.79	81.9%	(358.08)	-11%	
Special Admit	704	109.20	2.8%	745	111.23	3.2%	2.03	2%	↑
<b>Total</b>	<b>14,709</b>	<b>3,883.03</b>	<b>100.0%</b>	<b>13,057</b>	<b>3,438.45</b>	<b>100.0%</b>	<b>(444.59)</b>	<b>-11%</b>	

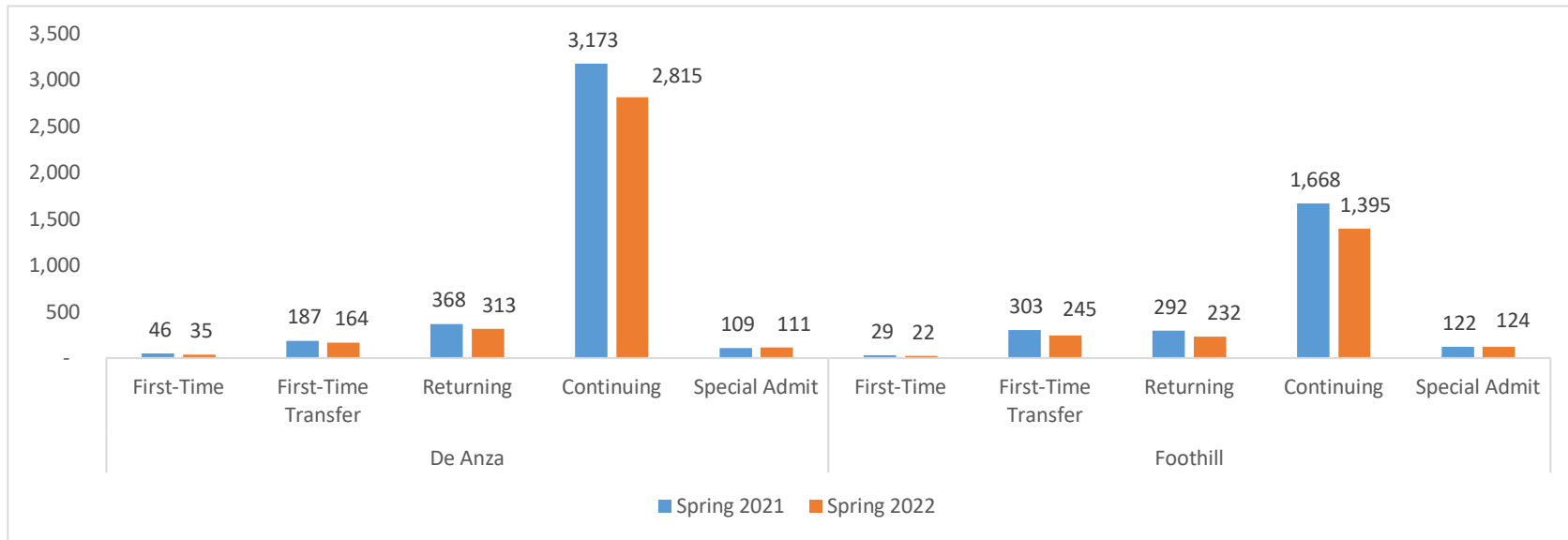
**Table SX.4 Foothill College: Student Headcount and Full-Time Equivalent Student (FTES) for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period**

Enrollment Status	Spring 2021			Spring 2022			Change FTES		
	Student Headcount	FTES	Perct FTES	Student Headcount	FTES	Perct FTES	Count	Percent	Trend Compared to Total
First-Time	119	28.64	1.2%	126	22.06	1.1%	(6.58)	-23%	↓
First-Time Transfer	1,724	303.47	12.6%	1,424	245.09	12.1%	(58.38)	-19%	↓
Returning	1,605	292.16	12.1%	1,294	232.45	11.5%	(59.71)	-20%	↓
Continuing	6,007	1,667.56	69.1%	4,832	1,394.78	69.1%	(272.78)	-16%	
Special Admit	955	122.32	5.1%	1,044	123.55	6.1%	1.22	1%	↑
<b>Total</b>	<b>10,410</b>	<b>2,414.16</b>	<b>100.0%</b>	<b>8,720</b>	<b>2,017.93</b>	<b>100.0%</b>	<b>(396.23)</b>	<b>-16%</b>	

**Notes**

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

**Figure SX.2 Full-Time Equivalent Student (FTES) Estimates for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period**



**Notes**

Data for records included in the MIS submission and applicable to apportionment.  
 FTES estimates are based on section total contact hours or positive attendance.