



FHDA MIS Quarterly Submission Report

Reporting Term: Fall 2022 (MIS Term Code = 228)

Banner data extract date: February 9, 2023

Introduction

The purpose of this document is to identify threats to the validity of the MIS quarterly reports for fall 2022, which were submitted by the FHDA CCD to the CCCC (California Community Colleges Chancellor's Office) on February 9, 2023. This document identifies data quality issues for the data submitted in these reports and help efforts to provide managers and data custodians across the District with the opportunity to address these prior resubmissions at the end of the academic year.

In addition to documenting data quality issues not yet resolved by the time of submission (e.g., failing to review or confirm the list of students served by the program, 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 compared these to those for the corresponding term of the previous academic year. Significant or unexpected changes are highlighted to help users review the data submitted.

For more information about the data submitted, users are encouraged to visit the MIS data mart (<https://datamart.cccco.edu/DataMart.aspx>). This web site provides user-friendly tools to review these data, including ad hoc reports about students, courses, student services, outcomes and employees within the entire CCCC system.

This document is divided into three sections:

- 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.

Section A. Data Quality Issues

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

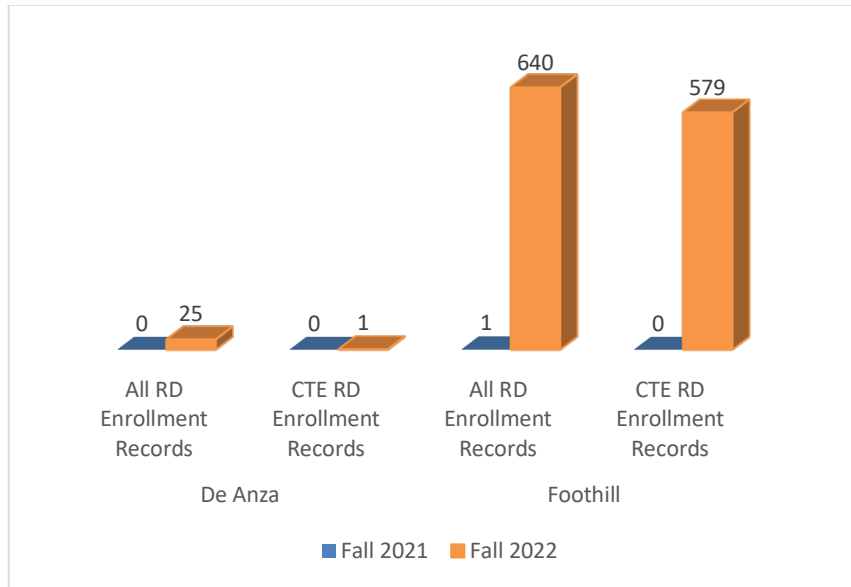
De Anza College

- SB Student Characteristics
 - There was a significant number of international students without race/ethnicity data in the Banner system. Results from follow-up analysis in Table A.1 show that missing data for race/ethnicity was related to whether a student submitted a CCCApply application (CCC admission application). Specific to international students at De Anza, fall 2022 data in Table A.1 show that for those who submitted a CCApply application, the percentage for missing race/ethnicity data was 2.4%; for those who did not, 93.3%.
- SY Credit for Prior Learning
 - 14% (47 of 326) of all records were rejected because of discrepancies between units awarded and those approved for the course: 10% (32) had a lower number of units and 5% (15) had a higher number. This is a significant improvement given that in previous terms the percentage of rejected records was always above 80%.
- SX Enrollment
 - Enrollment records with 'RD' (report delayed/missing grade) as final grade: 25; 1 or 4% of these were for CTE (Career Technical Education) courses. See details in Figure A.1 and Table A.2.
 - Enrollment records missing positive attendance: 2 records for 1 CTE course. See details in Figure A.2, A.3 and Table A.3.
- Categorical Programs and Special Populations
 - Data for all groups were confirmed. See details in Table A.4.

Foothill College

- CB Course Characteristics
 - Data for MATH083 were deleted from report; waiting for new TOP code to be approved.
- SB Student Characteristics
 - Similar to De Anza, a significant number of international students were missing race/ethnicity data. Data in Table A.4 show that at Foothill in fall 2022 about 92.7% of international students who had CCCApply data in the system also had race/ethnicity data, compared to 8.5% for those who did have data from this application.
- SY Credit for Prior Learning
 - 54% (21 of 39) of all records were rejected because of discrepancies between units awarded and those approved for the course: 44% (17) had a lower number of units and 10% (4) had a higher number.
- SX Enrollment
 - Enrollment records with 'RD' (report delayed/missing grade) as final grade: 640; 579 or 90.5% of these were for CTE (Career Technical Education) courses. See details in Figure A.1 and Table A.2.
 - Enrollment records missing positive attendance: 571; 488 or 85% of these were for CTE courses. See details in Figure A.2, A.3 and Table A.3.
- XB Sections
 - Data for zero or low-cost sections was not confirmed by the schedule coordinator.
- Categorical Programs and Special Populations
 - Data for all groups were confirmed. See details in Table A.4.

Figure A.1
Number of Enrollment Records with 'RD' as Official Grade by College,
Academic Period and CTE Classification



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).

Data for the prior academic year/term is for a resubmission, December 2022.

Figure A.2
Number of Sections Missing Positive Attendance Hours by College, Academic Period and CTE Classification

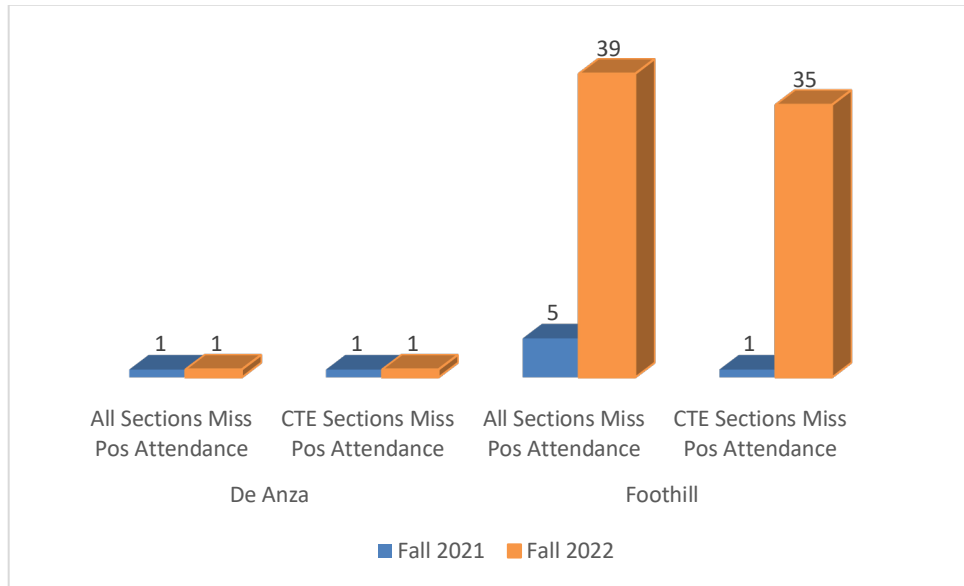
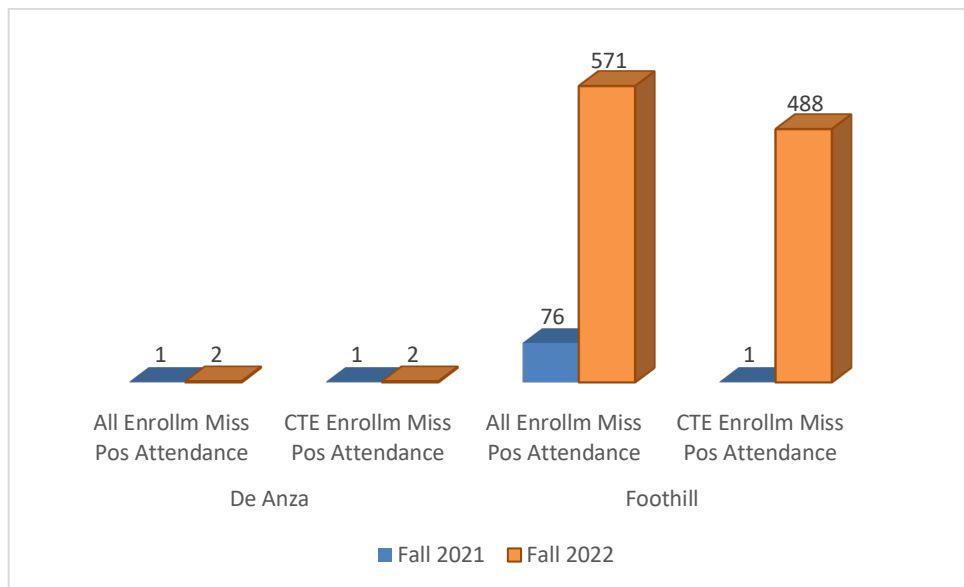


Figure A.3
Number of Enrollment Records for Sections Missing Positive Attendance Hours by College, Academic Period and CTE Classification



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).
 Data for the prior academic year/term is for a resubmission, December 2022.

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

Program	Program Coordinator(s) or Assistant	Count	Confirmation Date
De Anza College			
Basic Need Center	Erika Flores	691	4-Jan
Calworks	Carlita Alamban, Sofia Abad-Guzman	28	23-Jan
DSPS	Shirley Schooler	956	9-Feb
EOPS*	Lan Trinh, Marilyn Booye	484	30-Jan
CARE	Lan Trinh, Marilyn Booye	5	30-Jan
College Now	Lisa Freitas, Barry Johnson	23	19-Jan
Middle College	Lisa Freitas, Barry Johnson	81	19-Jan
Puente	Angelita Pabros, Liliana Rivera	59	23-Jan
Umoja	Angelita Pabros & Maurice Canyon	53	24-Jan
CCAP	Vins Chacko	142	13-Jan
Foothill College			
Basic Need Center	Sonia Sanchez Santoyo	421	4-Jan
Calworks	Carlita Alamban, Sofia Abad-Guzman	4	23-Jan
DSPS	Jackie Lauese	680	9-Feb
EOPS*	Sarah Corrao	168	6-Feb
CARE	Sarah Corrao	2	6-Feb
College Now	Annett Inacker-Trail & Asha Jossis	34	23-Jan
Middle College	Annett Inacker-Trail & Asha Jossis	104	23-Jan
Incarcerated	Anthony Cervantes	51	19-Jan
Puente	Leticia Serna	27	8-Feb
Umoja	Dokesha Meacham	68	23-Jan
CCAP	Josh Pelletier	794 (792 1C)	12-Jan
BS Dental Hygiene	Patti Chan; Brian Roberts, Carmelyn Paguio	Entry track: 45; Completion: 50	24-Jan

Section B. Data Highlights

Students Characteristics, Fall 2022

- Data in Table SB.1 show that the number of students at De Anza and Foothill dropped 2.2% (minus 382) and 2.9% (minus 408), respectively, in fall 2022 when compared to the previous fall term.
- Specific to student *enrollment status*, data in Table SB.1 for De Anza show that the headcount for *continuing* and *returning* students dropped 9.1% (minus 778) and 5.4% (minus 136), respectively, between fall 2021 and fall 2022. On the other hand, data in this table show that the headcount for *first-time*, *first-time transfer*, and *special admit* students at this college increased 5.1% (plus 165), 14.2% (plus 281), and 10% (plus 86), respectively, during this period.
- Findings for Foothill related to headcounts by enrollment status are similar to those for De Anza. Foothill data in Table SB.1 show that the headcount for *continuing* and *returning* students dropped 16% (minus 823) and 14.6% (minus 464), respectively, while the headcount for *first-time*, *first-time transfer*, and *special admit* students increased 3.5% (plus 60), 15.4% (plus 378), and 26.1% (plus 355) in fall 2022 when compared to fall 2021.
- 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 (145.2%; plus 228) in the headcount for *noncredit* students at De Anza in fall 2022 over the prior fall term. For Foothill, data in this table show that the headcount for *noncredit* students dropped 6.2% (minus 68) during the same period. Unreported *positive attendance* hours at Foothill for fall 2022 might have underestimated the *noncredit* student headcount.
- Foothill data Table SB.3 show that the headcount for *apprenticeship* students dropped 19.1% (minus 416) in fall 2022, compared to the prior fall term. However, the headcount for *apprenticeship* students at Foothill in fall 2022 will not be known until the end of the academic year due to missing data for this program by the time of submission (e.g., missing positive attendance for apprenticeship courses).
- Related to *residency status*, data for De Anza and Foothill in Table SB.4 show that the headcount for *California residents* dropped 3.1% (minus 491) and 3.5% (minus 455), respectively, in fall 2022 when compared to the previous fall term. Data for *out-of-state* and *international* students show that their headcount increased at both colleges during this period, specially at De Anza with a 22.1% increase (plus 90) for *out-of-state* students.
- *Gender* data in Table SB.5 show that the number of *female* students at De Anza and Foothill College dropped 4.9% (minus 420) and 5.5% (minus 372), respectively, between fall 2021 and fall 2022. The headcount for non-binary students increased significantly at both colleges during this period; however, it may take a few more years before these statistics become reliable (i.e., data elements are still relatively new to MIS).
- Table SB.6 shows data disaggregated by *race/ethnicity*. Data for the groups that account for more than 10% of the college population (i.e., *Asian*, *Hispanics*, and

Whites) show that at De Anza and Foothill the headcount for *Asian* students dropped 4.1% (minus 297) and 6.2% (minus 219), respectively, in fall 2022 when compared to the prior fall term. At De Anza, the headcount for *Hispanics* dropped higher than expected, 3.8% (minus 183), during this period when compared to the changes in the student headcount at the college level (-2.2%). At Foothill, the headcount for *Whites* dropped 6.5% (minus 258), which is higher than the 2.9% drop in headcount at the college level.

- Data disaggregated by *age group* in Table SB.7 show that in fall 2022 the headcount for students *19 or younger* increased 3% (plus 199) and 13.1% (plus 457) at De Anza and Foothill, respectively, over the prior fall term. Data for both colleges in this table show the highest percentage drop in headcount for students in the *25-29* and *30-34* age groups (-9.9% to -13.9%; minus 111 to minus 275). Unlike Foothill, the headcount for the oldest group of students (i.e., *50 or older*) at De Anza significantly increased (17.3%, plus 107) during this period.
- Data for *credit load* (i.e., number of units registered during the term) in Table SB.8 show that the number of students who attempted between 6 and 11.5 units at De Anza and Foothill dropped 6.6% (minus 260) and 7.6% (minus 223), respectively, in fall 2022 when compared to fall 2021. Data in this table for De Anza also show a headcount drop of about 4% (minus 134) for students taking more than 15 credit units, while at Foothill the data show no significant changes or a small increase for the number of these students during this period.

Categorical Programs/Special Populations

- Data in Table SG.1 for *categorical programs* (i.e., DSPS, EOPS, CalWORKs) at De Anza show a larger than expected increase for the number of students served by *CalWORKs* (47.4%, plus 9) and *DSPS* (12.1%, plus 103) in fall 2022 over the prior fall term. The headcount for *EOPS* show a larger than expected drop (-5.1%, minus 26) when compared to that for the College (-2.5%) during this period.
- Data in Table SG.1 for *special population* groups at De Anza show a higher than expected increase in fall 2022, when compared to the prior fall term, for the following programs or groups: *CCAP* (84.4%, plus 65), *Umoja* (20.5%, plus 9), *special admit* (10%, plus 86), and *Middle College* (2%, plus 2). The data also show a significant drop during this period for the headcount of *Puente* (-27.2%, minus 22), *Economically Disadvantaged* (-9%, minus 604) and *First-Generation* (-4.6%, minus 233) students during this period.
- Foothill data for *categorical programs* (i.e., DSPS, EOPS, CalWORKs) in Table SG.2 show a larger than expected increase between fall 2021 and fall 2022 in the number of students served by *CalWORKs* (33.3%, plus 1) and *EOPS* (4.3%, plus 7). Data for *DSPS* show a larger than expected drop in headcount (-9.1%, minus 68) for this period when compared to that for the College (-2.9%).
- Data for *special population* groups at Foothill in Table SG.2 show a higher than expected increase in fall 2022, compared to the prior summer term, for programs related to high school concurrent enrollment, including *CCAP* (40.7%, plus 229), *special admit* (26.1%, plus 355), and *Middle College* (13%, plus 12). Foothill data

show a significant drop in headcount for the following *special population* groups: *Puente* (-65.4%, minus 51), *Umoja* (17.1%, minus 14), *Economically Disadvantaged* (-5.4%, minus 175) and *First-Generation* (-6%, minus 234) students during this period.

VTEA/Perkins

- Data in Table SV.1 show that the number of students enrolled in *CTE (Career Technical Education)* courses applicable to Perkins funding (SAM codes equal to A, B, C, or D) dropped 1.2% (minus 88) and 0.1% (minus 9) at De Anza and Foothill, respectively, between fall 2021 and fall 2022—a lower than expected drop in headcount than that for the respective college during this period. The fall 2022 CTE headcount at Foothill is expected to increase once positive attendance hours are posted.
- Regarding the number of *CTE economically disadvantaged* students, which is used to calculate allocations related to VTEA/Perkins, data in this table show that in fall 2022 this headcount dropped 5.6% (minus 173) at De Anza, while at Foothill it increased 2.6% (plus 46) over the prior fall term.

Student Success

- Data in Table SS.1 and Table SS.2 show that in fall 2022 there was a significant increase in the number of students who received *student success services (3SP)* at De Anza and Foothill over the prior fall term. At both colleges, *at-risk follow-up* services show the largest percentage increase in headcount during this period: 23% (plus 303) and 71% (plus 169) at De Anza and Foothill, respectively.
- Data in Table SS.1 and Table SS.2 show that there were some services with a lower than expected headcount or service count in fall 2022 (i.e., when compared to changes in the college student headcount). These include *initial orientation* (Foothill: -8.3%, minus 69), *abbreviated ed plan development* (De Anza: -13.6%, minus 179), and *other follow-up* (De Anza: -3.7%, minus 308; Foothill: 3.1%, minus 135).
- The drop in the count for *other follow-up services* at both colleges may be related to the headcount drop for *continuing* and *returning* students at both colleges between fall 2021 and fall 2022 (see data in Table SB.1).

Course Characteristics

- Data in Table CB.1 show that in fall 2022 the number of course sections at De Anza increased by 0.9% (plus 14) over the prior fall term. At Foothill, data in Table CB.1 show that the number of sections dropped 2.3% (minus 29) during this period.
- De Anza data in Table CB.1 show that between fall 2021 and fall 2022 the number of sections for *noncredit* courses increased 38.9% (plus 21); *noncredit workforce preparation* increased 61.9% (plus 13) and *noncredit English as a Second Language* increased 9.1% (plus 3). Data in this table show a drop of 88.9% (minus 8) during this period in the number of sections for *general education* courses that

meet local math competencies at De Anza and an increase of 9% (minus 10) for *basic skills* courses.

- Foothill data in Table CB.2 show that between fall 2021 and fall 2022 the number of sections for *noncredit* courses dropped 26.3% (minus 26); *noncredit parenting* sections dropped 50% (minus 10) and *noncredit approved special class* (DSPS) sections dropped 32.7% (minus 16). Similar to De Anza, when compared to the prior fall term, fall 2022 data for Foothill show a significant drop in the number of *general education* courses that meet local math competencies (none in fall 2022 from 6 in fall 2021), and an increase of 20.5% (plus 8) in the number of sections for basic skills courses.

Sections, Meets, and Faculty Assignments

- Data in Table XB.1 show that in fall 2022 the number of *weekly census* sections at De Anza increased 11.8% (plus 49) over the prior fall term, while the number of *positive attendance* sections dropped 38.1% (minus 16). This table also show a 29.9% increase (plus 43) for sections that use *no-cost instructional materials* at De Anza during this period. In fall 2022, 65.9% of all sections at De Anza used the independent study accounting method, compared to 67.2% in fall 2021.
- Foothill data in Table XB.2 show that between fall 2021 and fall 2022 the number of *weekly census* sections increased 35.2% (plus 70), while the number of *independent study* sections dropped 11.8% (minus 79). In fall 2022, 47.7% of all sections at Foothill used the *independent study* accounting method, compared to 52.8% in fall 2021.
- Data for *instruction delivery method* in Table XF.1 and XF.2 show that in fall 2022 the number of 100% *distance education* (online) sections dropped 33.2% (minus 435) and 18.2% (minus 126) at De Anza and Foothill, respectively, when compared to the prior fall term. In fall 2022, the percentage of in-person sections at De Anza was 25% from 14.1% in fall 2021; for Foothill, 44.9% from 37.6% in fall 2021.
- FTEF (full-time equivalent faculty) data for credit courses in Table XE.1 show that in fall 2022 the FTEF for full-time instructors dropped: 4.1% (minus 2.32 FTEF) for regular load and 17.5% (minus 2.36 FTEF) for overload when compared to the prior fall term.
- At Foothill, data in Table XE.1 show that in fall 2022 the FTEF for full-time instructors in overload assignment increased 15.4% (plus 15.4 FTEF) over the prior fall term, while the FTEF for part-time faculty dropped 15.7% (minus 6.79).

FTES (Full Time Equivalent Student)

- Data in Table SX.1 show that the number of FTES for *California residents enrolled in credit-no apprenticeship courses* at De Anza dropped 5.2% (minus 218 FTES) in fall 2022 when compared to the prior fall term. For *noncredit courses*, data in this table show that the number of FTES increased 28.6% (plus 8.19 FTES) at De Anza during this period.

- At Foothill, fall 2022 data in Table SX.2 show that the number of FTES for *California residents enrolled in credit-no apprenticeship courses* dropped 3% (minus 70.54 FTES), compared to fall 2021. The FTES for *noncredit courses* increased by 4.4% (plus 3.58 FTES) at Foothill during the same period.
- Table SX.3 and Table SX.4 show FTES data for *California residents enrolled in credit no apprenticeship courses* at De Anza and Foothill, respectively, disaggregated by *enrollment status*. Data in these tables show that in fall 2022 the FTES for *continuing* and *returning* students dropped significantly at both colleges when compare to the prior fall term. De Anza data show that the headcount for *continuing* and *returning* students dropped 8.85% (minus 194.86 FTES) and 10% (minus 49.29 FTES), respectively. Foothill data show that the headcount for *continuing* and *returning* students dropped 13.8% (minus 156.96 FTES) and 9% (minus 30.34 FTES), respectively.

Section C. Tables

This section includes the tables described in the *Data Highlights* section. The tables are designed to help data custodians and managers across the District better understand the data submitted and identify unexpected changes for the reporting period. The column “Trend” may be used to identify unexpected changes for a given group (e.g., group of students or courses) by taking 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 (e.g., small cell size with a large percentage change).

For student headcounts other than those for categorical programs (DSPS, EOPS, CalWORKs) or the student success services (3SP) report, 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.1

Fall 2022, MIS SB Unknown/Not Reported Race/Ethnicity: Headcount by Residency, CCC Admission Application Submission Status and Academic Period

			Fall 2021		Fall 2022		Change	
			Headcount	Percent	Headcount	Percent	Headcount	Percent
Residency	CCCApply Submitted	Ethnicity/Race St	De Anza					
International	No	Not Reported	414	76.1%	603	93.3%	189	46%
		Reported	130	23.9%	43	6.7%	(87)	-67%
		Total	544	100.0%	646	100.0%	102	19%
	Yes	Not Reported	4	1.1%	7	2.4%	3	75%
		Reported	365	98.9%	279	97.6%	(86)	-24%
		Total	369	100.0%	286	100.0%	(83)	-22%
Out-of-state	No	Not Reported	2	66.7%	2	66.7%	-	0%
		Reported	1	33.3%	1	33.3%	-	0%
		Total	3	100.0%	3	100.0%	-	0%
	Yes	Not Reported	5	1.2%	10	2.0%	5	100%
		Reported	400	98.8%	485	98.0%	85	21%
		Total	405	100.0%	495	100.0%	90	22%
Resident	No	Not Reported	23	9.2%	21	9.4%	(2)	-9%
		Reported	226	90.8%	202	90.6%	(24)	-11%
		Total	249	100.0%	223	100.0%	(26)	-10%
	Yes	Not Reported	135	0.9%	134	0.9%	(1)	-1%
		Reported	15,399	99.1%	14,936	99.1%	(463)	-3%
		Total	15,534	100.0%	15,070	100.0%	(464)	-3%
			Foothill					
International	No	Not Reported	126	71.6%	193	91.5%	67	53%
		Reported	50	28.4%	18	8.5%	(32)	-64%
		Total	176	100.0%	211	100.0%	35	20%
	Yes	Not Reported	4	1.9%	15	7.3%	11	275%
		Reported	209	98.1%	190	92.7%	(19)	-9%
		Total	213	100.0%	205	100.0%	(8)	-4%
Out-of-state	No	Not Reported	-	0.0%	1	7.7%	1	-
		Reported	18	100.0%	12	92.3%	(6)	-33%
		Total	18	100.0%	13	100.0%	(5)	-28%
	Yes	Not Reported	10	2.0%	11	2.0%	1	10%
		Reported	493	98.0%	528	98.0%	35	7%
		Total	503	100.0%	539	100.0%	36	7%
Resident	No	Not Reported	193	23.7%	234	31.2%	41	21%
		Reported	622	76.3%	517	68.8%	(105)	-17%
		Total	815	100.0%	751	100.0%	(64)	-8%
	Yes	Not Reported	178	1.5%	208	1.7%	30	17%
		Reported	12,018	98.5%	11,993	98.3%	(25)	0%
		Total	12,196	100.0%	12,201	100.0%	5	0%

Notes: Data for students enrolled by census (at least one enrollment with apportionment flag), fall 2022.

Table A.2

Fall 2022, MIS SX Enrollment: Sections with Report Delayed (RD) Grades

Apprenticeship	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
De Anza							
	CTE	NURS91AL	C-26080	4-Nov-22	1	9	11%
		ANTH001.	C-00082	16-Dec-22	1	52	2%
		L S 207.	C-24835	16-Dec-22	23	24	96%
Foothill							
	CTE	APSM124.	C-22184	5-Oct-22	1	11	9%
	CTE	APSM102.	C-22261	7-Oct-22	3	19	16%
	CTE	APSM101.	C-22259	28-Oct-22	1	16	6%
	CTE	APSM103.	C-22264	28-Oct-22	14	19	74%
	CTE	APSM117.	C-22335	18-Nov-22	2	14	14%
	CTE	APSM119.	C-22338	18-Nov-22	1	15	7%
	CTE	APSM102.	C-22369	9-Dec-22	1	16	6%
	CTE	APEL124.	C-21952	14-Dec-22	13	13	100%
	CTE	APEL124.	C-21959	15-Dec-22	17	17	100%
	CTE	APPT163.	C-22230	15-Dec-22	21	21	100%
	CTE	APPT163.	C-22229	15-Dec-22	23	23	100%
	CTE	APPT173.	C-22221	15-Dec-22	21	21	100%
	CTE	APSM120.	C-22351	21-Dec-22	1	18	6%
	CTE	APEL128.	C-21971	18-Jan-23	15	15	100%
	CTE	APPT129.	C-21926	19-Jan-23	1	9	11%
	CTE	APPT129.	C-21925	19-Jan-23	6	11	55%
	CTE	APPT134B	C-21906	19-Jan-23	14	14	100%
	CTE	APPT135A	C-21891	19-Jan-23	16	16	100%

Table A.3

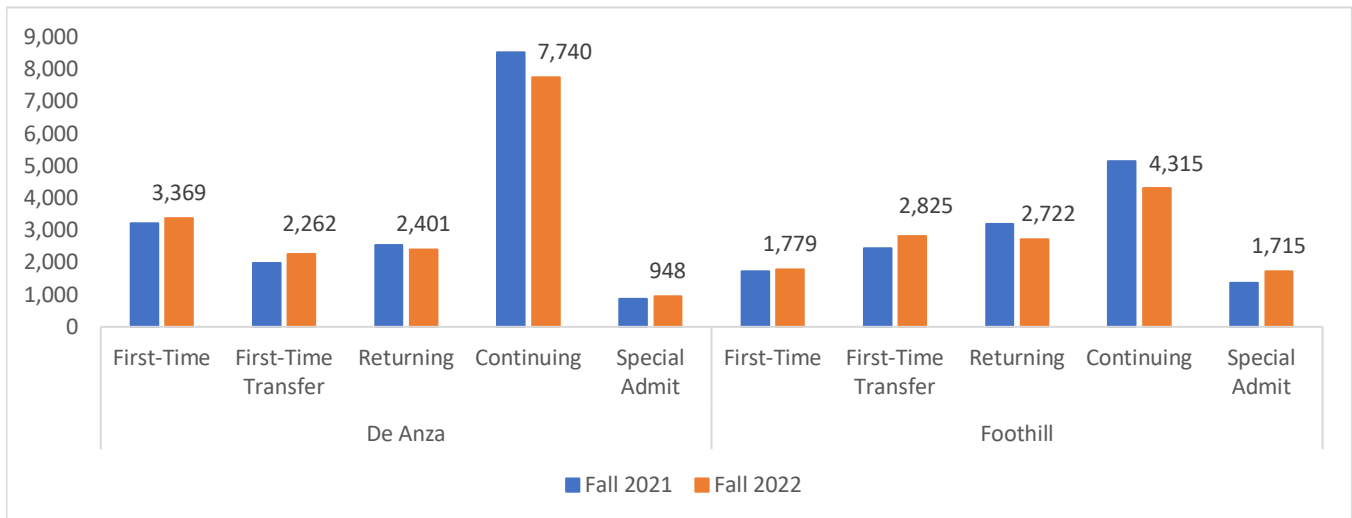
Fall 2022, MIS SX Enrollment: Sections with Missing Positive Attendance Hours

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
De Anza					
	CTE	AUTO350B	C-26021	16-Dec-22	2
Foothill					
Apprenticeship	CTE	APEL124.	C-21952	14-Dec-22	13
Apprenticeship	CTE	APEL124.	C-21959	15-Dec-22	17
Apprenticeship	CTE	APPT163.	C-22229	15-Dec-22	23
Apprenticeship	CTE	APPT163.	C-22230	15-Dec-22	21
Apprenticeship	CTE	APPT173.	C-22221	15-Dec-22	21
Apprenticeship	CTE	APEL128.	C-21971	18-Jan-23	15
Apprenticeship	CTE	APPT134B	C-21906	19-Jan-23	14
Apprenticeship	CTE	APPT135A	C-21891	19-Jan-23	16
Apprenticeship	CTE	APPT135B	C-21897	19-Jan-23	15
Apprenticeship	CTE	APPT136.	C-21894	19-Jan-23	16
Apprenticeship	CTE	APPT138.	C-21898	19-Jan-23	12
Apprenticeship	CTE	APPT143.	C-21904	19-Jan-23	16
Apprenticeship	CTE	APPT146.	C-21908	19-Jan-23	14
Apprenticeship	CTE	APPT137A	C-21900	23-Jan-23	11
Apprenticeship	CTE	APPT142.	C-21903	23-Jan-23	13
Apprenticeship	CTE	APPT152.	C-21914	23-Jan-23	23
Apprenticeship	CTE	APPT152.	C-21913	23-Jan-23	21
Apprenticeship	CTE	APPT155.	C-21918	23-Jan-23	6
Apprenticeship	CTE	APPT156.	C-21917	23-Jan-23	9
Apprenticeship	CTE	APSM121.	C-22353	25-Jan-23	10
Apprenticeship	CTE	APSM124.	C-22354	25-Jan-23	15
Apprenticeship	CTE	APSM157B	C-22359	25-Jan-23	7
Apprenticeship	CTE	APSM120.	C-22350	26-Jan-23	11
Apprenticeship	CTE	APSM126.	C-22356	26-Jan-23	9
Apprenticeship	CTE	APSM127.	C-22357	26-Jan-23	15
Apprenticeship	CTE	APSM128.	C-22358	26-Jan-23	4
Apprenticeship	CTE	APEL135.	C-21975	27-Jan-23	20
Apprenticeship	CTE	APEL121.	C-21978	31-Jan-23	18
Apprenticeship	CTE	APEL137.	C-21980	3-Feb-23	15
Apprenticeship	CTE	APPT121.	C-21923	6-Feb-23	11

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

Enrollment Status	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
First-Time	3,204	18.7%	3,369	20.1%	165	5.1%	↑
First-Time Transfer	1,981	11.6%	2,262	13.5%	281	14.2%	↑
Returning	2,537	14.8%	2,401	14.4%	(136)	-5.4%	↓
Continuing	8,518	49.8%	7,740	46.3%	(778)	-9.1%	↓
Special Admit	862	5.0%	948	5.7%	86	10.0%	↑
Total Headcount	17,102	100.0%	16,720	100.0%	(382)	-2.2%	
Foothill							
First-Time	1,719	12.4%	1,779	13.2%	60	3.5%	↑
First-Time Transfer	2,447	17.6%	2,825	21.0%	378	15.4%	↑
Returning	3,186	23.0%	2,722	20.2%	(464)	-14.6%	↓
Continuing	5,138	37.0%	4,315	32.0%	(823)	-16.0%	↓
Unknown	27	0.2%	113	0.8%	86	318.5%	↑
Special Admit	1,360	9.8%	1,715	12.7%	355	26.1%	↑
Total Headcount	13,877	100.0%	13,469	100.0%	(408)	-2.9%	

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



Notes

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

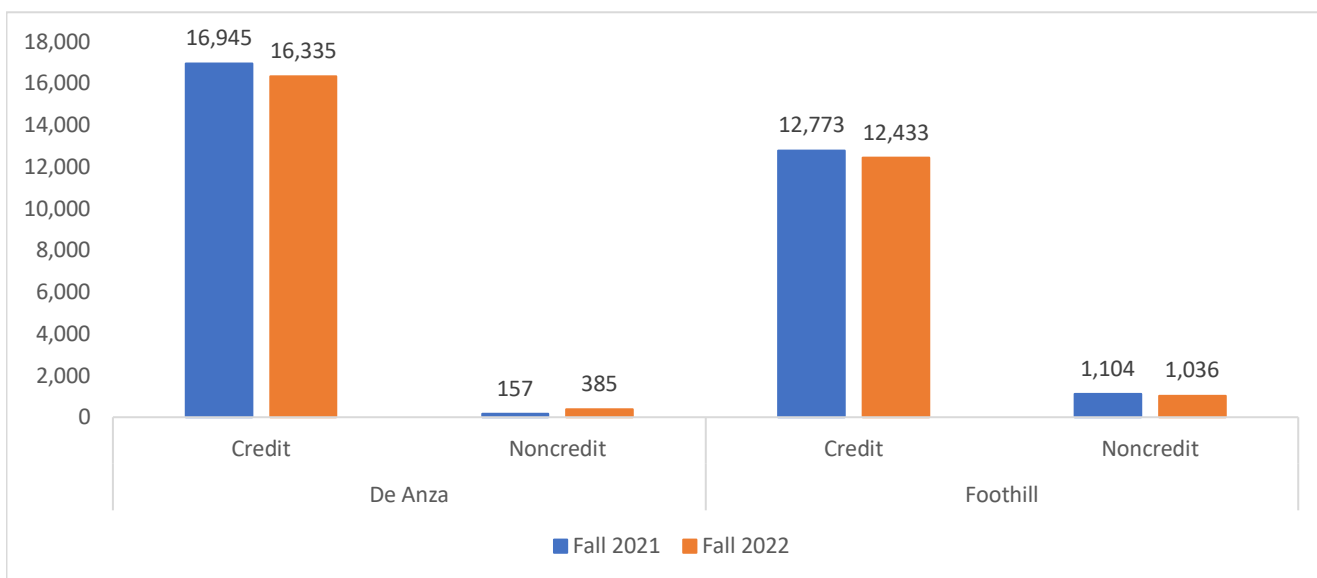
“Unknown” are students with no enough data to determine if they were first-time or first-time transfer (mainly older noncredit students with no evidence of prior higher education).

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

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

Credit Status Group	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Credit	16,945	99.1%	16,335	97.7%	(610)	-3.6%	↓
Noncredit	157	0.9%	385	2.3%	228	145.2%	↑
Total Headcount	17,102	100.0%	16,720	100.0%	(382)	-2.2%	
Foothill							
Credit	12,773	92.0%	12,433	92.3%	(340)	-2.7%	
Noncredit	1,104	8.0%	1,036	7.7%	(68)	-6.2%	↓
Total Headcount	13,877	100.0%	13,469	100.0%	(408)	-2.9%	

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



Notes

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

Credit: Students registered in at least one credit course.

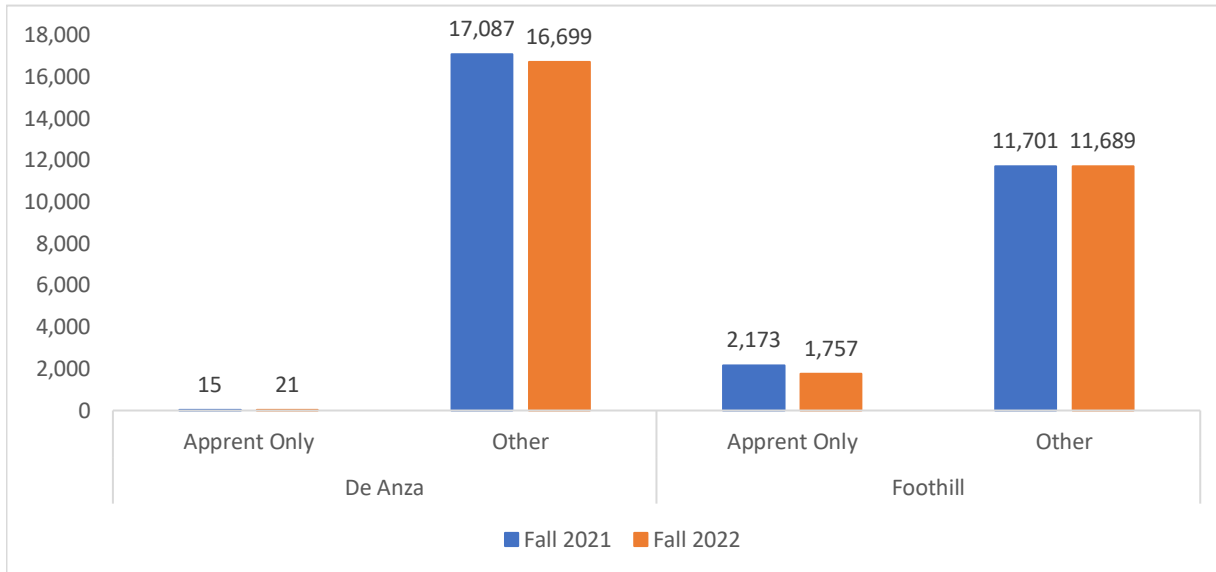
Noncredit: Students registered in only noncredit course(s).

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

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

Apprenticeship St	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Apprent Only	15	0.1%	21	0.1%	6	40.0%	↑
Other	17,087	99.9%	16,699	99.9%	(388)	-2.3%	↓
Total Headcount	17,102	100.0%	16,720	100.0%	(382)	-2.2%	
Foothill							
Apprent Only	2,173	15.7%	1,757	13.0%	(416)	-19.1%	↓
Apprent/Other	3	0.0%	23	0.2%	20	666.7%	↑
Other	11,701	84.3%	11,689	86.8%	(12)	-0.1%	
Total Headcount	13,877	100.0%	13,469	100.0%	(408)	-2.9%	

Figure SB.3 Student Headcount by College, 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.

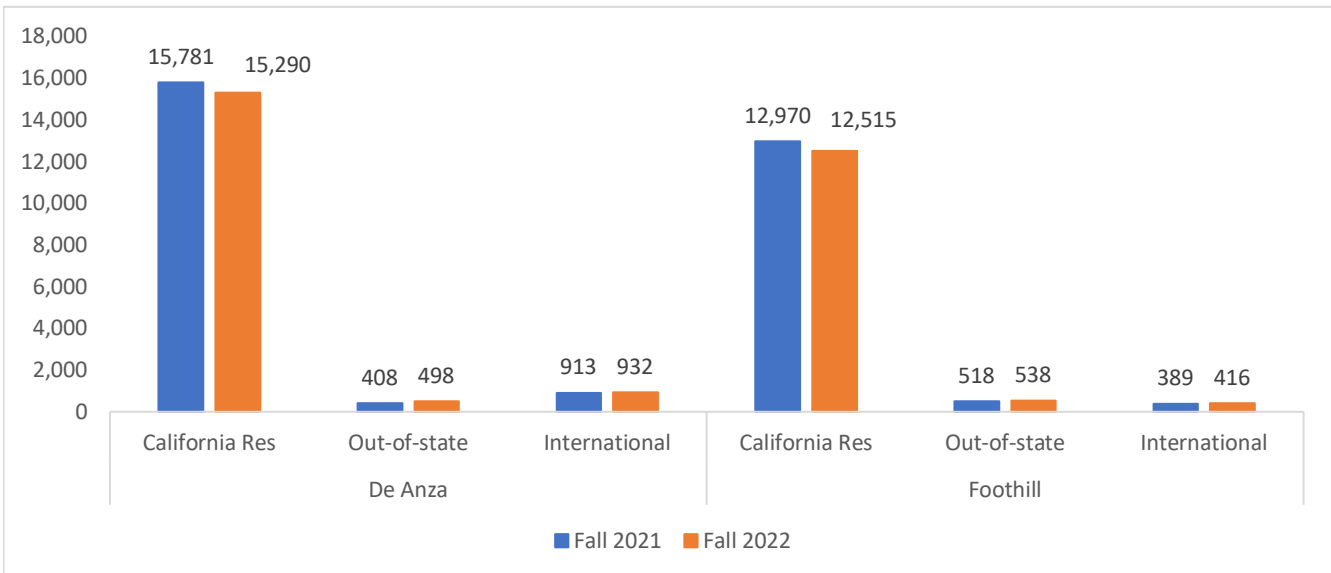
Other: Students not registered in any apprenticeship course.

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

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

Residency Status	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
California Res	15,781	92.3%	15,290	91.4%	(491)	-3.1%	↓
Out-of-state	408	2.4%	498	3.0%	90	22.1%	↑
International	913	5.3%	932	5.6%	19	2.1%	↑
Total Headcount	17,102	100.0%	16,720	100.0%	(382)	-2.2%	
Foothill							
California Res	12,970	93.5%	12,515	92.9%	(455)	-3.5%	↓
Out-of-state	518	3.7%	538	4.0%	20	3.9%	↑
International	389	2.8%	416	3.1%	27	6.9%	↑
Total Headcount	13,877	100.0%	13,469	100.0%	(408)	-2.9%	

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



Notes

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

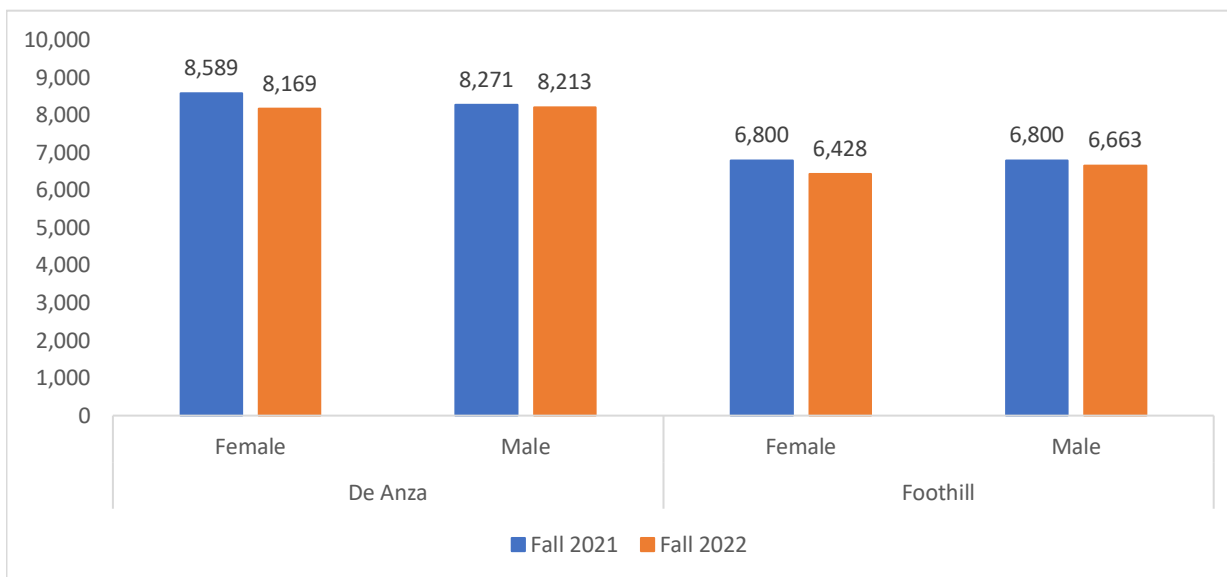
California residency refers to residency used for enrollment fee purposes.

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

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

Gender	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Female	8,589	50.2%	8,169	48.9%	(420)	-4.9%	↓
Male	8,271	48.4%	8,213	49.1%	(58)	-0.7%	
Non-binary	90	0.5%	157	0.9%	67	74.4%	↑
Unknown	152	0.9%	181	1.1%	29	19.1%	↑
Z-Total Headcount	17,102	100.0%	16,720	100.0%	(382)	-2.2%	
Foothill							
Female	6,800	49.0%	6,428	47.7%	(372)	-5.5%	↓
Male	6,800	49.0%	6,663	49.5%	(137)	-2.0%	
Non-binary	74	0.5%	114	0.8%	40	54.1%	↑
Unknown	203	1.5%	264	2.0%	61	30.0%	↑
Z-Total Headcount	13,877	100.0%	13,469	100.0%	(408)	-2.9%	

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



Notes

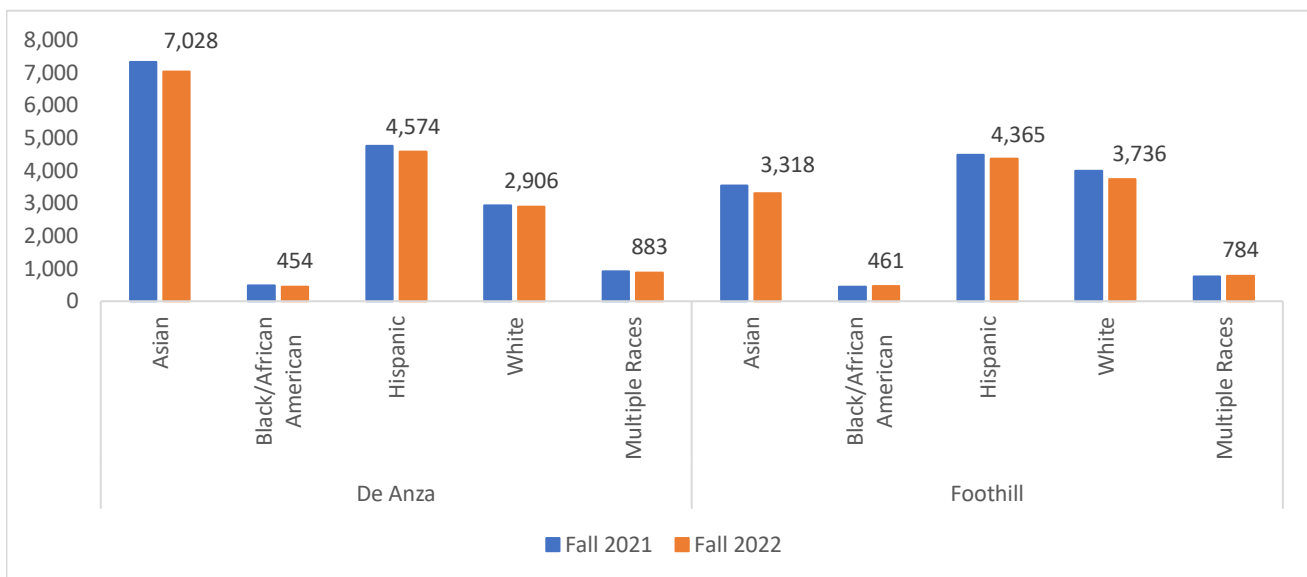
Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

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

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

Race/Ethnic Group	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
American Indian/Alaska Native	31	0.2%	25	0.1%	(6)	-19.4%	↓
Asian	7,325	42.8%	7,028	42.0%	(297)	-4.1%	↓
Black/African American	485	2.8%	454	2.7%	(31)	-6.4%	↓
Hispanic	4,757	27.8%	4,574	27.4%	(183)	-3.8%	↓
Pacific Islander	81	0.5%	73	0.4%	(8)	-9.9%	↓
White	2,934	17.2%	2,906	17.4%	(28)	-1.0%	
Multiple Races	906	5.3%	883	5.3%	(23)	-2.5%	↓
Not Reported	583	3.4%	777	4.6%	194	33.3%	↑
Total Headcount	17,102	100.0%	16,720	100.0%	(382)	-2.2%	
Foothill							
American Indian/Alaska Native	26	0.2%	27	0.2%	1	3.8%	↑
Asian	3,537	25.5%	3,318	24.6%	(219)	-6.2%	↓
Black/African American	451	3.2%	461	3.4%	10	2.2%	↑
Hispanic	4,476	32.3%	4,365	32.4%	(111)	-2.5%	
Pacific Islander	130	0.9%	130	1.0%	-	0.0%	
White	3,994	28.8%	3,736	27.7%	(258)	-6.5%	↓
Multiple Races	758	5.5%	784	5.8%	26	3.4%	↑
Not Reported	505	3.6%	648	4.8%	143	28.3%	↑
Total Headcount	13,877	100.0%	13,469	100.0%	(408)	-2.9%	

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



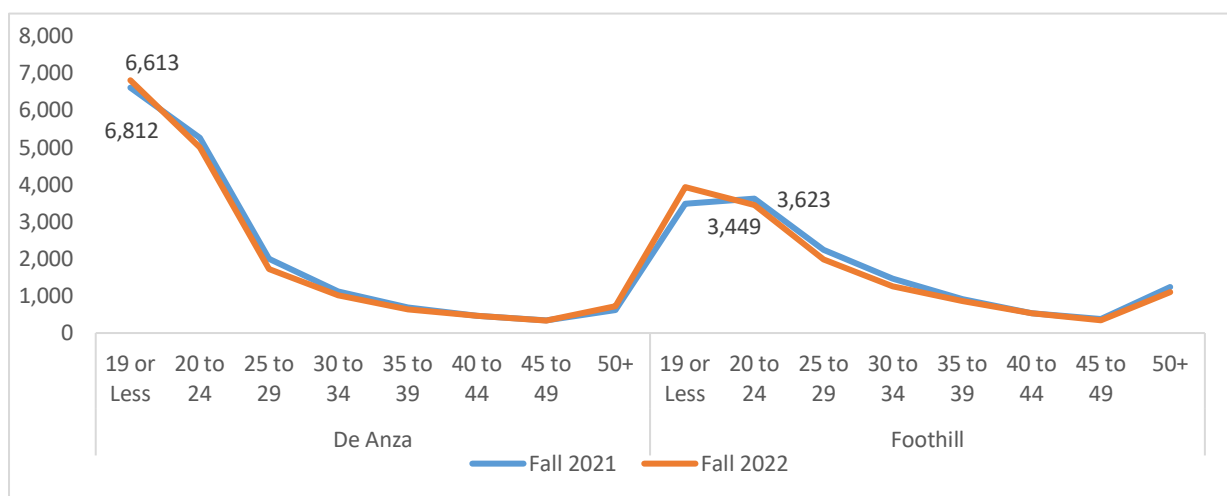
Notes

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

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

Age Group	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
19 or Less	6,613	38.7%	6,812	40.7%	199	3.0%	↑
20 to 24	5,258	30.7%	4,999	29.9%	(259)	-4.9%	↓
25 to 29	1,998	11.7%	1,723	10.3%	(275)	-13.8%	↓
30 to 34	1,121	6.6%	1,010	6.0%	(111)	-9.9%	↓
35 to 39	688	4.0%	643	3.8%	(45)	-6.5%	↓
40 to 44	466	2.7%	473	2.8%	7	1.5%	↑
45 to 49	341	2.0%	336	2.0%	(5)	-1.5%	
50 or more	617	3.6%	724	4.3%	107	17.3%	↑
Total Headcount	17,102	100.0%	16,720	100.0%	(382)	-2.2%	
Foothill							
19 or Less	3,476	25.0%	3,933	29.2%	457	13.1%	↑
20 to 24	3,623	26.1%	3,449	25.6%	(174)	-4.8%	↓
25 to 29	2,249	16.2%	1,979	14.7%	(270)	-12.0%	↓
30 to 34	1,459	10.5%	1,256	9.3%	(203)	-13.9%	↓
35 to 39	909	6.6%	859	6.4%	(50)	-5.5%	↓
40 to 44	537	3.9%	530	3.9%	(7)	-1.3%	
45 to 49	386	2.8%	348	2.6%	(38)	-9.8%	↓
50 or more	1,233	8.9%	1,110	8.2%	(123)	-10.0%	↓
Not Reported	5	0.0%	5	0.0%	-	-	
Total Headcount	13,877	100.0%	13,469	100.0%	(408)	-2.9%	

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



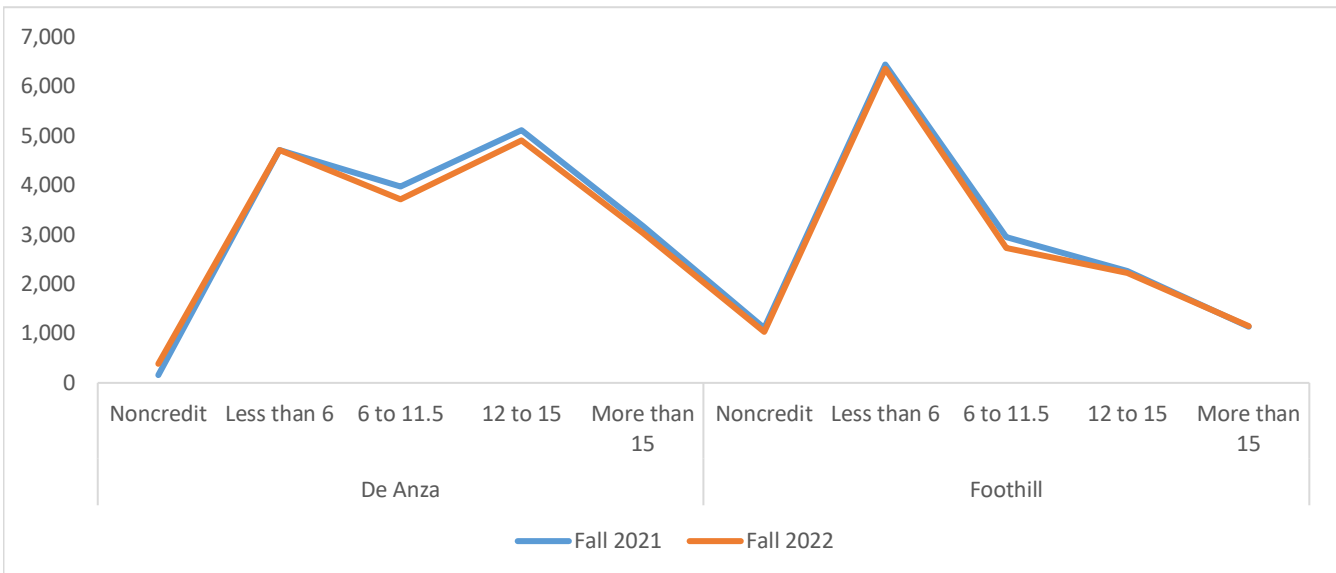
Notes

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

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

Attempted Credit Units	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Noncredit	157	0.9%	385	2.3%	228	145.2%	↑
Less than 6	4,707	27.5%	4,705	28.1%	(2)	0.0%	
6 to 11.5	3,967	23.2%	3,707	22.2%	(260)	-6.6%	↓
12 to 15	5,111	29.9%	4,897	29.3%	(214)	-4.2%	↓
More than 15	3,160	18.5%	3,026	18.1%	(134)	-4.2%	↓
Total Headcount	17,102	100.0%	16,720	100.0%	(382)	-2.2%	
Foothill							
Noncredit	1,104	8.0%	1,036	7.7%	(68)	-6.2%	↓
Less than 6	6,435	46.4%	6,348	47.1%	(87)	-1.4%	
6 to 11.5	2,944	21.2%	2,721	20.2%	(223)	-7.6%	↓
12 to 15	2,263	16.3%	2,222	16.5%	(41)	-1.8%	
More than 15	1,131	8.2%	1,142	8.5%	11	1.0%	↑
Total Headcount	13,877	100.0%	13,469	100.0%	(408)	-2.9%	

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



Notes

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

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

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

Group	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	19	0.1%	28	0.2%	9	47.4%	↑
DSPS	853	5.0%	956	5.7%	103	12.1%	↑
EOPS	510	3.0%	484	2.9%	(26)	-5.1%	↓
All Special Admit/HS Students	862	5.0%	948	5.7%	86	10.0%	↑
CCAP	77	0.5%	142	0.8%	65	84.4%	↑
College Now	47	0.3%	23	0.1%	(24)	-51.1%	↓
Middle College	79	0.5%	81	0.5%	2	2.5%	↑
Puente	81	0.5%	59	0.4%	(22)	-27.2%	↓
Umoja	44	0.3%	53	0.3%	9	20.5%	↑
Basic Needs Center	-	0.0%	691	4.1%	691		
Economically Disadvantaged	6,676	39.0%	6,072	36.3%	(604)	-9.0%	↓
Homeless	8	0.0%	15	0.1%	7	87.5%	↑
First-Generation	5,013	29.3%	4,780	28.6%	(233)	-4.6%	↓
Foster Youth	218	1.3%	242	1.4%	24	11.0%	↑
LGBT	935	5.5%	1,013	6.1%	78	8.3%	↑
Military: Active Duty, Reserve, l	97	0.6%	75	0.4%	(22)	-22.7%	↓
Veteran	251	1.5%	223	1.3%	(28)	-11.2%	↓
Apprenticeship	15	0.1%	21	0.1%	6	40.0%	↑
Work Based Learner	122	0.7%	114	0.7%	(8)	-6.6%	↓

Credit Status Group	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Credit	16,945	99.1%	16,335	97.7%	(610)	-3.6%	↓
Noncredit	157	0.9%	385	2.3%	228	145.2%	↑
Total Headcount	17,102	100.0%	16,720	100.0%	(382)	-2.2%	

Notes

Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one Data for DSPS, EOPS and CalWorks include those confirmed by the program coordinator, independent of attendance Trend: compares the statistic for the group with that for the college.

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

Group	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	3	0.0%	4	0.0%	1	33.3%	↑
DSPS	748	5.4%	680	5.0%	(68)	-9.1%	↓
EOPS	161	1.2%	168	1.2%	7	4.3%	↑
All Special Admit/HS Students	1,360	9.8%	1,715	12.7%	355	26.1%	↑
CCAP	563	4.1%	792	5.9%	229	40.7%	↑
College Now	35	0.3%	34	0.3%	(1)	-2.9%	
Middle College	92	0.7%	104	0.8%	12	13.0%	↑
Puente	78	0.6%	27	0.2%	(51)	-65.4%	↓
Umoja	82	0.6%	68	0.5%	(14)	-17.1%	↓
Basic Needs Center	-	0.0%	421	3.1%	421		
Economically Disadvantaged	3,212	23.1%	3,037	22.5%	(175)	-5.4%	↓
Homeless	8	0.1%	20	0.1%	12	150.0%	↑
First-Generation	3,884	28.0%	3,650	27.1%	(234)	-6.0%	↓
Foster Youth	183	1.3%	231	1.7%	48	26.2%	↑
Incarcerated	-	0.0%	51	0.4%	51		
LBGT	675	4.9%	649	4.8%	(26)	-3.9%	↓
Military: Active Duty, Reserve, I	64	0.5%	43	0.3%	(21)	-32.8%	↓
Veteran	276	2.0%	231	1.7%	(45)	-16.3%	↓
Apprenticeship	2,176	15.7%	1,783	13.2%	(393)	-18.1%	↓
Baccalaureate, Dental Hygiene	123	0.9%	95	0.7%	(28)	-22.8%	↓
Work Based Learner	215	1.5%	253	1.9%	38	17.7%	↑

Credit Status Group	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Credit	12,773	92.0%	12,433	92.3%	(340)	-2.7%	
Noncredit	1,104	8.0%	1,036	7.7%	(68)	-6.2%	↓
Total Headcount	13,877	100.0%	13,469	100.0%	(408)	-2.9%	

Notes

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

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

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

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

Group	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
1A-CALW/TANF Auditable	16	0.1%	18	0.1%	2	12.5%	↑
2A-SSI Auditable	32	0.2%	47	0.3%	15	46.9%	↑
2S-SSI Self-report	424	2.5%	385	2.3%	(39)	-9.2%	↓
4A-Other Auditable	1,975	11.5%	1,783	10.7%	(192)	-9.7%	↓
4S-Other Self-report	621	3.6%	662	4.0%	41	6.6%	↑
NN-Not Econ Disadv	4,352	25.4%	4,437	26.5%	85	2.0%	↑
All CTE Econ Disadv	3,068	17.9%	2,895	17.3%	(173)	-5.6%	↓
All CTE	7,420	43.4%	7,332	43.9%	(88)	-1.2%	
College Headcount	17,102	100.0%	16,720	100.0%	(382)	-2.2%	
Foothill							
1A-CALW/TANF Auditable	3	0.0%	7	0.1%	4	133.3%	↑
1S-CALW/TANF Self-report	-	0.0%	2	0.0%	2		
2A-SSI Auditable	18	0.3%	36	0.5%	18	100.0%	↑
2S-SSI Self-report	296	4.2%	309	4.4%	13	4.4%	↑
4A-Other Auditable	952	13.4%	943	13.3%	(9)	-0.9%	
4S-Other Self-report	497	7.0%	515	7.3%	18	3.6%	↑
NN-Not Econ Disadv	5,329	75.1%	5,274	74.4%	(55)	-1.0%	↓
All CTE Econ Disadv	1,766	24.9%	1,812	25.6%	46	2.6%	↑
All CTE	7,095	100.0%	7,086	100.0%	(9)	-0.1%	
College Headcount	13,877	195.6%	13,469	190.1%	(408)	-2.9%	

Notes

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

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

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

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

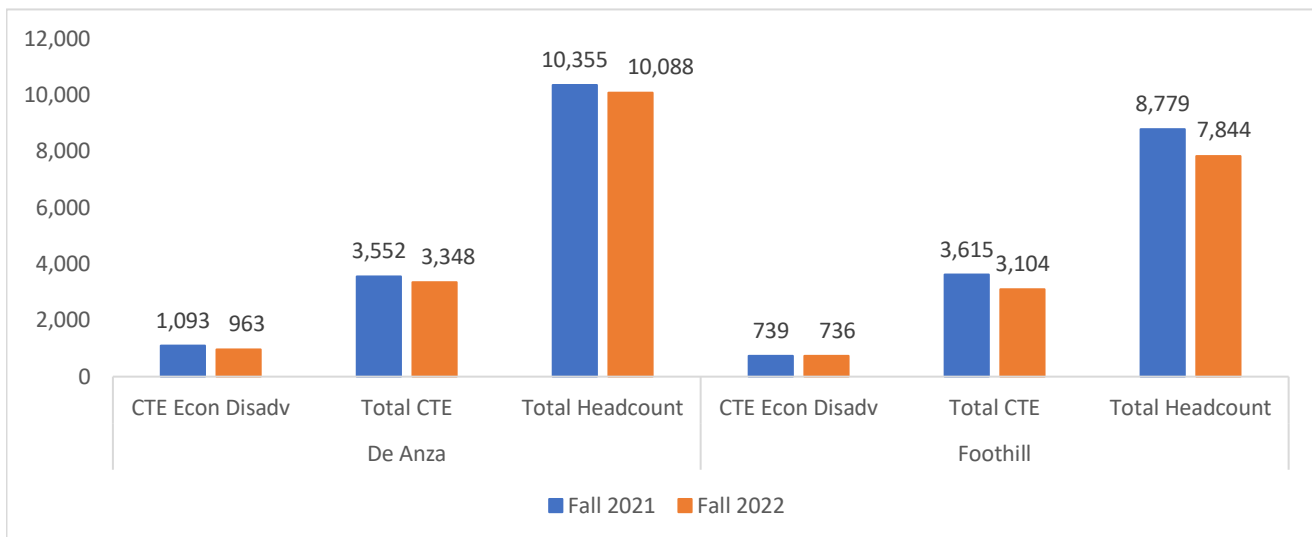


Table SS.1 De Anza College: Count by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount or Service Count		Change		
		2021-22	2022-23	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,235	1,164	(71)	-5.7%	
	2-Fall	971	1,092	121	12.5%	↑
	Annual	4,718	2,256	(2,462)		
SS08: Counseling/Advising	1-Summer	3,344	2,999	(345)	-10.3%	
	2-Fall	4,740	4,840	100	2.1%	↑
	Annual	12,098	7,839	(4,259)		
SS09: Abbreviated SEP	1-Summer	1,014	909	(105)	-10.4%	
	2-Fall	1,318	1,139	(179)	-13.6%	↓
	Annual	4,508	2,048	(2,460)		
SS09: Comprehensive SEP	1-Summer	584	523	(61)	-10.4%	
	2-Fall	1,239	1,427	188	15.2%	↑
	Annual	3,587	1,950	(1,637)		
SS10: At-Risk Follow-up	1-Summer	329	722	393	119.5%	
	2-Fall	1,320	1,623	303	23.0%	↑
	Annual	4,765	2,345	(2,420)		
SS11: Other Follow-up	1-Summer	3,676	3,017	(659)	-17.9%	
	2-Fall	8,373	8,065	(308)	-3.7%	↓
	Annual	24,036	11,066	(12,970)		

Placement services are no longer included in "SS11: Other Follow-up" counts given that students are automatically placed. Counts for "SS06: Initial Orientation," "SS09: Abbreviated SEP," and "SS09: Comprehensive SEP" services are only reported during the term when the student first received the service at the college during Submission status for categorical programs (i.e., EOPS, DSPS, CalWORKs) may impact counts. Trend based on percentage change for the student headcount in credit courses at the college level during the fall term, -2.2%.

Service	Quarter or Annual	Headcount or Service Count		Change		
		2021-22	2022-23	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	511	457	(54)	-10.6%	
	2-Fall	828	759	(69)	-8.3%	↓
	Annual	3,238	1,216	(2,022)		
SS08: Counseling/Advising	1-Summer	2,267	1,951	(316)	-13.9%	
	2-Fall	2,828	2,922	94	3.3%	↑
	Annual	8,497	4,873	(3,624)		
SS09: Abbreviated SEP	1-Summer	369	289	(80)	-21.7%	
	2-Fall	569	723	154	27.1%	↑
	Annual	1,991	1,012	(979)		
SS09: Comprehensive SEP	1-Summer	260	206	(54)	-20.8%	
	2-Fall	592	595	3	0.5%	↑
	Annual	1,742	801	(941)		
SS10: At-Risk Follow-up	1-Summer	68	88	20	29.4%	
	2-Fall	236	405	169	71.6%	↑
	Annual	918	493	(425)		
SS11: Other Follow-up	1-Summer	1,739	1,476	(263)	-15.1%	
	2-Fall	4,376	4,241	(135)	-3.1%	↓
	Annual	13,687	5,704	(7,983)		

Notes

Placement services are no longer included in "SS11: Other Follow-up" counts given that students are automatically placed Counts for "SS06: Initial Orientation," "SS09: Abbreviated SEP," and "SS09: Comprehensive SEP" services are only reported SS08: Counseling/Advising are reported during the term when the student first received the service at the college during Submission status for categorical programs (i.e., EOPS, DSPS, CalWORKs) may impact counts. Trend based on percentage change for the student headcount in credit courses at the college level during the fall term, -2.9%

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

Course Attribute	Classification	Fall 2021		Fall 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,445	91.2%	1,435	89.7%	(10)	-0.7%	↓
	Credit, Not Degree Applicable	86	5.4%	89	5.6%	3	3.5%	↑
	Noncredit	54	3.4%	75	4.7%	21	38.9%	↑
CB05-Transfer Status	Transferable to UC and CSU	1,142	72.1%	1,142	71.4%	-	0.0%	
	Transferable to CSU only	273	17.2%	270	16.9%	(3)	-1.1%	↓
	Not transferable	170	10.7%	187	11.7%	17	10.0%	↑
CB08-Basic Skills	Basic Skills	111	7.0%	121	7.6%	10	9.0%	↑
	Not Basic Skills	1,474	93.0%	1,478	92.4%	4	0.3%	
CB09-SAM Priority	Apprenticeship	8	0.5%	8	0.5%	-	0.0%	
	Advanced Occupational	39	2.5%	35	2.2%	(4)	-10.3%	↓
	Clearly Occupational	309	19.5%	316	19.8%	7	2.3%	↑
	Possibly Occupational	103	6.5%	103	6.4%	-	0.0%	
	Non-Occupational	1,126	71.0%	1,137	71.1%	11	1.0%	↑
CB10-Work Exp	Not Cooperative Work Exp	1,585	100.0%	1,599	100.0%	14	0.9%	
CB11-Classification	Enhanced Funding, Workforce Prep	21	1.3%	34	2.1%	13	61.9%	↑
	Enhanced Funding, Other	33	2.1%	40	2.5%	7	21.2%	↑
	Non-Enhanced Funding	-	0.0%	1	0.1%	1		
	Credit Course	1,531	96.6%	1,524	95.3%	(7)	-0.5%	↓
CB13-Special Class	Approved Special Class	23	1.5%	22	1.4%	(1)	-4.3%	↓
	Not a Special Class	1,562	98.5%	1,577	98.6%	15	1.0%	↑
CB21-Prior to Coll	1 Level Below Transfer	65	4.1%	61	3.8%	(4)	-6.2%	↓
	2 Levels Below Transfer	22	1.4%	21	1.3%	(1)	-4.5%	↓
	3 Levels Below Transfer	22	1.4%	26	1.6%	4	18.2%	↑
	4 Levels Below Transfer	6	0.4%	6	0.4%	-	0.0%	
	5 Levels Below Transfer	2	0.1%	4	0.3%	2	100.0%	↑
	Not Applicable	1,468	92.6%	1,481	92.6%	13	0.9%	
CB22-Noncredit Cat	English as a Second Language	33	2.1%	36	2.3%	3	9.1%	↑
	Elementary, Secondary Basic Sk	-	0.0%	5	0.3%	5		
	Workforce Preparation	21	1.3%	34	2.1%	13	61.9%	↑
	Credit Course	1,531	96.6%	1,524	95.3%	(7)	-0.5%	↓

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

Course Attribute	Classification	Fall 2021		Fall 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB23-Funding Agency	Not Developed with Econ Dev funds	1,585	100.0%	1,599	100.0%	14	0.9%	
CB24-Program Status	Program Applicable	1,488	93.9%	1,497	93.6%	9	0.6%	
	Not Program Applicable	97	6.1%	102	6.4%	5	5.2%	↑
CB25-General Ed Status	Transfer English Comp, Crit Think	127	8.0%	133	8.3%	6	4.7%	↑
	Transfer Math/Quant Reasoning	176	11.1%	170	10.6%	(6)	-3.4%	↓
	Local Mathematics Competency	9	0.6%	1	0.1%	(8)	-88.9%	↓
	Not Applicable	1,273	80.3%	1,295	81.0%	22	1.7%	↑
CB27-Upper Division St	Not an Upper Division Course	1,585	100.0%	1,599	100.0%	14	0.9%	

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

Course Attribute	Classification	Fall 2021		Fall 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,148	90.3%	1,142	91.9%	(6)	-0.5%	
	Credit, Not Degree Applicable	24	1.9%	27	2.2%	3	12.5%	↑
	Noncredit	99	7.8%	73	5.9%	(26)	-26.3%	↓
CB05-Transfer Status	Transferable to UC and CSU	641	50.4%	632	50.9%	(9)	-1.4%	
	Transferable to CSU only	215	16.9%	235	18.9%	20	9.3%	↑
	Not transferable	415	32.7%	375	30.2%	(40)	-9.6%	↓
CB08-Basic Skills	Basic Skills	39	3.1%	47	3.8%	8	20.5%	↑
	Not Basic Skills	1,232	96.9%	1,195	96.2%	(37)	-3.0%	↓
CB09-SAM Priority	Apprenticeship	271	21.3%	261	21.0%	(10)	-3.7%	↓
	Advanced Occupational	7	0.6%	6	0.5%	(1)	-14.3%	↓
	Clearly Occupational	159	12.5%	166	13.4%	7	4.4%	↑
	Possibly Occupational	146	11.5%	167	13.4%	21	14.4%	↑
	Non-Occupational	688	54.1%	642	51.7%	(46)	-6.7%	↓
CB10-Work Exp	Not Cooperative Work Exp	1,271	100.0%	1,242	100.0%	(29)	-2.3%	
CB11-Classification	Enhanced Funding, Other	22	1.7%	22	1.8%	-	0.0%	
	Non-Enhanced Funding	77	6.1%	51	4.1%	(26)	-33.8%	↓
	Credit Course	1,172	92.2%	1,169	94.1%	(3)	-0.3%	
CB13-Special Class	Approved Special Class	57	4.5%	41	3.3%	(16)	-28.1%	↓
	Not a Special Class	1,214	95.5%	1,201	96.7%	(13)	-1.1%	
CB21-Prior to Coll	1 Level Below Transfer	21	1.7%	18	1.4%	(3)	-14.3%	
	2 Levels Below Transfer	4	0.3%	4	0.3%	-	0.0%	↑
	3 Levels Below Transfer	9	0.7%	8	0.6%	(1)	-11.1%	↓
	4 Levels Below Transfer	2	0.2%	1	0.1%	(1)	-50.0%	↓
	5 Levels Below Transfer	2	0.2%	2	0.2%	-	0.0%	
	6 Levels Below Transfer	-	0.0%	2	0.2%	2		↓

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

Course Attribute	Classification	Fall 2021		Fall 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
	Not Applicable	1,233	97.0%	1,207	97.2%	(26)	-2.1%	
CB22-Noncredit Cat	English as a Second Language	11	0.9%	11	0.9%	-	0.0%	
	Elementary, Secondary Basic Sk	14	1.1%	16	1.3%	2	14.3%	↑
	Approved Special Class	49	3.9%	33	2.7%	(16)	-32.7%	↓
	Parenting	20	1.6%	10	0.8%	(10)	-50.0%	↓
	Short-Term Vocational	5	0.4%	3	0.2%	(2)	-40.0%	↓
	Credit Course	1,172	92.2%	1,169	94.1%	(3)	-0.3%	
CB23-Funding Agency	Not Developed with Econ Dev funds	1,271	100.0%	1,242	100.0%	(29)	-2.3%	
CB24-Program Status	Program Applicable	1,115	87.7%	1,129	90.9%	14	1.3%	↑
	Not Program Applicable	156	12.3%	113	9.1%	(43)	-27.6%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	54	4.2%	52	4.2%	(2)	-3.7%	↓
	Transfer Math/Quant Reasoning	62	4.9%	60	4.8%	(2)	-3.2%	↓
	Local Mathematics Competency	6	0.5%	-	0.0%	(6)	-100.0%	↓
	Not Applicable	1,149	90.4%	1,130	91.0%	(19)	-1.7%	
CB26-Support Status	Support Course	12	0.9%	15	1.2%	3	25.0%	↑
	Not a Support Course	1,259	99.1%	1,227	98.8%	(32)	-2.5%	↓
CB27-Upper Division St	Upper Division Course	14	1.1%	12	1.0%	(2)	-14.3%	↓

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

Section Attribute	Classification	Fall 2021		Fall 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Weekly Census	416	26.2%	465	29.1%	49	11.8%	↑
	Daily Census	55	3.5%	54	3.4%	(1)	-1.8%	↓
	Positive Attendance	42	2.6%	26	1.6%	(16)	-38.1%	↓
	Independent Study, Work Exper	1,072	67.6%	1,054	65.9%	(18)	-1.7%	↓
XB09-Work Based Lear Act	Work-Based Learning	28	1.8%	27	1.7%	(1)	-3.6%	↓
	Unknown	1,557	98.2%	1,572	98.3%	15	1.0%	↑
XB12-Instructioal Material Cost	Uses only no-cost digital instructional material	145	9.1%	188	11.8%	43	29.7%	↑
	Has low instructional material costs	73	4.6%	63	3.9%	(10)	-13.7%	
	Does not meet no-cost or low-cost inst material criteria	1,367	86.2%	1,348	84.3%	(19)	-1.4%	↓
Total		1,585	100.0%	1,599	100.0%	14	0.9%	

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

Section Attribute	Classification	Fall 2021		Fall 2022		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Weekly Census	199	15.7%	269	21.7%	70	35.2%	↑
	Daily Census	18	1.4%	15	1.2%	(3)	-16.7%	↓
	Positive Attendance	383	30.1%	366	29.5%	(17)	-4.4%	↓
	Independent Study, Work Exper	671	52.8%	592	47.7%	(79)	-11.8%	↓
XB09-Work Based Lear Act	Work-Based Learning	22	1.7%	23	1.9%	1	4.5%	↑
	Unknown	1,249	98.3%	1,219	98.1%	(30)	-2.4%	↓
XB12-Instructional Material Cost	Uses only no-cost digital instructional material	-	0.0%	175	14.1%	175		
	Has low instructional material costs	-	0.0%	100	8.1%	100		
	Does not meet no-cost or low-cost inst material criteria	1,271	100.0%	967	77.9%	(304)		
Total		1,271	100.0%	1,242	100.0%	(29)	-2.3%	

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

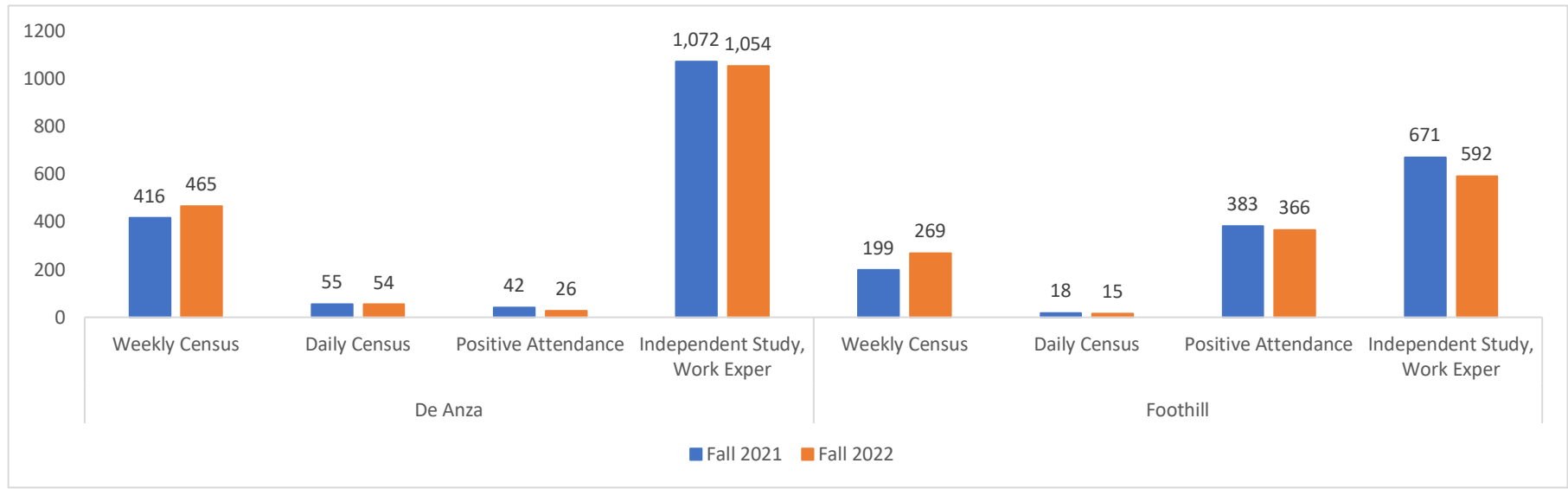


Table XF.1 De Anza College: Section Count by Instructional Method and Academic Period

Instruction Delivery Method	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	1,312	82.8%	877	54.8%	(435)	-33.2%	↓
Dist Ed 50% to 99%	32	2.0%	230	14.4%	198	618.8%	↑
Dist Ed Less than 50%	18	1.1%	93	5.8%	75	416.7%	↑
In-Person	223	14.1%	399	25.0%	176	78.9%	↑
Total	1,585	100.0%	1,599	100.0%	14	0.9%	

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

Instruction Delivery Method	Fall 2021		Fall 2022		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	694	54.6%	568	45.7%	(126)	-18.2%	↓
Dist Ed 50% to 99%	62	4.9%	61	4.9%	(1)	-1.6%	↑
Dist Ed Less than 50%	37	2.9%	55	4.4%	18	48.6%	↑
In-Person	478	37.6%	558	44.9%	80	16.7%	↑
Total	1,271	100.0%	1,242	100.0%	(29)	-2.3%	

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

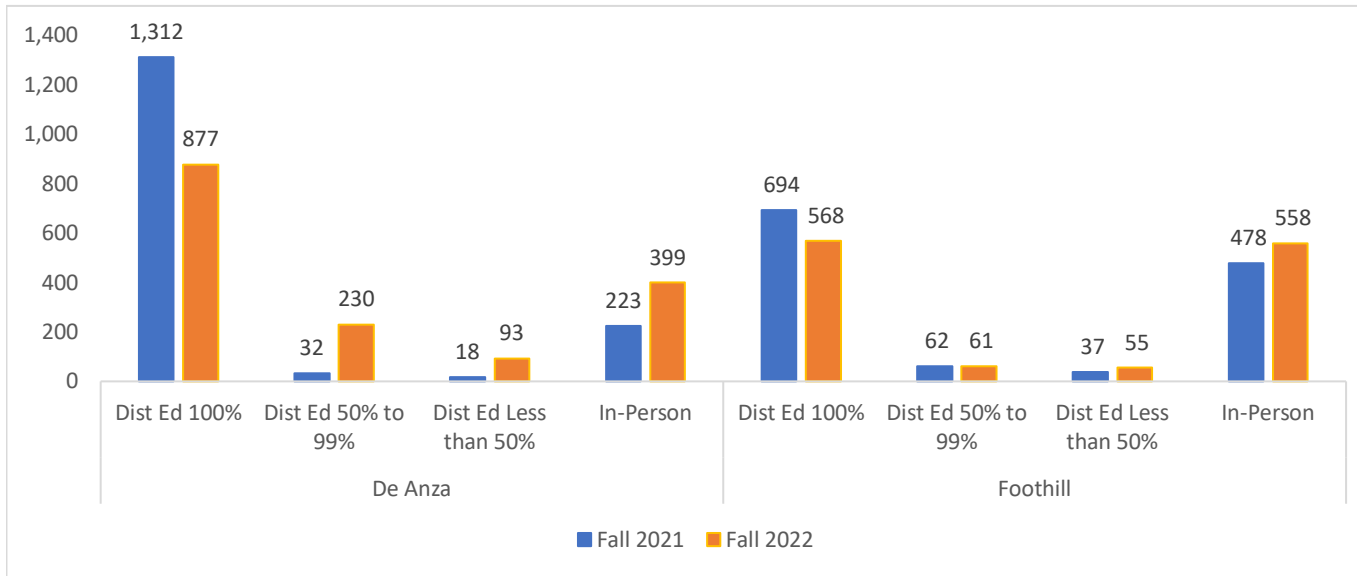


Table XE.1 De Anza College: Section, Employee and Full-Time Equivalent Faculty (FTE) Count by Assignment Type and Academic Period

Credit Status	Assignment Type	Fall 2021			Fall 2022			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	678	191	56.89	672	190	54.57	(2.32)	-4.1%	↓
	FT Faculty, Overload	138	93	13.44	111	77	11.08	(2.36)	-17.5%	↓
	PT Faculty/Temporary Staff	651	378	68.51	666	381	68.47	(0.04)	-0.1%	
	Contract Staff	99	73	-	106	72	-	-		
	Total	1,531	579	138.84	1,524	578	134.12	(4.72)	-3.4%	
Noncredit	FT Faculty, Not Overload	38	13	-	30	11	-	-		
	FT Faculty, Overload	-	-	-	1.0	1.00	0.10	0.10		
	Contract Staff	16	13	-	44	32	-	-		
	Total	54	26	-	75	43	0.10	0.10		

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

Credit Status	Assignment Type	Fall 2021			Fall 2022			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	421	132	36.04	462	132	35.40	(0.65)	-1.8%	
	FT Faculty, Overload	97	52	8.22	105	61	9.48	1.26	15.4%	↑
	PT Faculty/Temporary Staff	396	274	43.20	345	236	36.41	(6.79)	-15.7%	↓
	Contract Staff	332	82	0.07	326	78	-	(0.07)	-100.0%	
	Total	1,172	456	87.53	1,169	414	81.29	(6.24)	-7.1%	
Noncredit	FT Faculty, Not Overload	21	14	1.17	14	11	0.61	(0.57)	-48.3%	↓
	FT Faculty, Overload	5	3	0.19	5	2	0.17	(0.02)	-10.5%	
	PT Faculty/Temporary Staff	70	26	2.09	47	22	2.00	(0.10)	-4.5%	
	Contract Staff	3	3	-	8	7	-	-		
	Total	99	46	3.45	73	41	2.77	(0.68)	-19.7%	

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

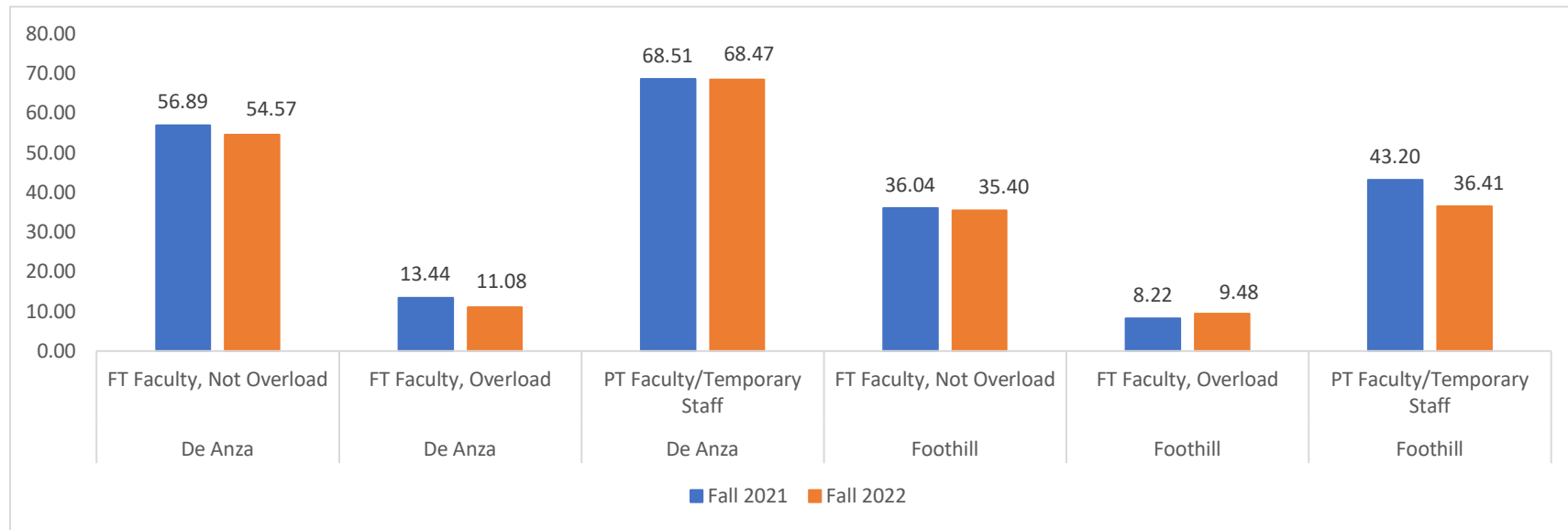


Table SX.1 De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type

Apportionment Type	Fall 2021			Fall 2022			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Credit-Apprenticeship	15	3.39	0.1%	21	4.55	0.1%	1.16	34.2%	↑
Credit-No Apprenticeship, CA Resident, Apport	15,663	4,156.48	90.7%	15,003	3,938.34	90.1%	(218.14)	-5.2%	↓
Credit-No Apprenticeship, CA Resident, No Apport	9	1.13	0.0%	2	0.31	0.0%	(0.82)	-72.5%	↓
Credit-No Apprenticeship, International	911	324.90	7.1%	932	326.99	7.5%	2.09	0.6%	↑
Credit-No Apprenticeship, Out-of-state	356	98.27	2.1%	377	100.71	2.3%	2.44	2.5%	↑
Credit-Total	16,946	4,584.17	100.0%	16,335	4,370.90	100.0%	(213.27)	-4.7%	
Noncredit-CDCP: Elementary and Secondary Basic !	-	-	0.0%	19	0.34	0.9%	0.34		
Noncredit-CDCP: English as a Second Language	174	22.13	77.3%	321	18.31	49.7%	(3.82)	-17.3%	↓
Noncredit-CDCP: Workforce Preparation	60	6.51	22.7%	231	18.18	49.4%	11.67	179.1%	↑
Noncredit-Total	231	28.64	100.0%	563	36.83	100.0%	8.19	28.6%	

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

Apportionment Type	Fall 2021			Fall 2022			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Credit-Apprenticeship	2,179	399.15	13.7%	2,146	304.76	11.1%	(94.39)	-23.6%	↓
Credit-No Apprenticeship, CA Resident, Apport	9,927	2,318.87	79.9%	10,030	2,248.33	81.8%	(70.54)	-3.0%	
Credit-No Apprenticeship, CA Resident, No Apport	11	0.80	0.0%	9	0.60	0.0%	(0.20)	-25.0%	↓
Credit-No Apprenticeship, International	383	119.51	4.1%	412	128.63	4.7%	9.12	7.6%	↑
Credit-No Apprenticeship, Out-of-state	289	64.88	2.2%	306	67.36	2.4%	2.48	3.8%	↑
Credit-Total	12,777	2,903.22	100.0%	12,869	2,749.69	100.0%	(153.53)	-5.3%	
Noncredit-CDCP: Elementary and Secondary Basic !	864	12.79	15.6%	987	18.06	21.2%	5.27	41.2%	↑
Noncredit-CDCP: English as a Second Language	128	13.55	16.6%	183	18.45	21.6%	4.90	36.1%	↑
Noncredit-CDCP: Short-Term Vocational	142	20.28	24.8%	195	22.89	26.8%	2.60	12.8%	↑
Noncredit-Other	930	35.16	43.0%	781	25.98	30.4%	(9.19)	-26.1%	↓
Noncredit-Total	2,043	81.79	100.0%	2,094	85.37	100.0%	3.58	4.4%	

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

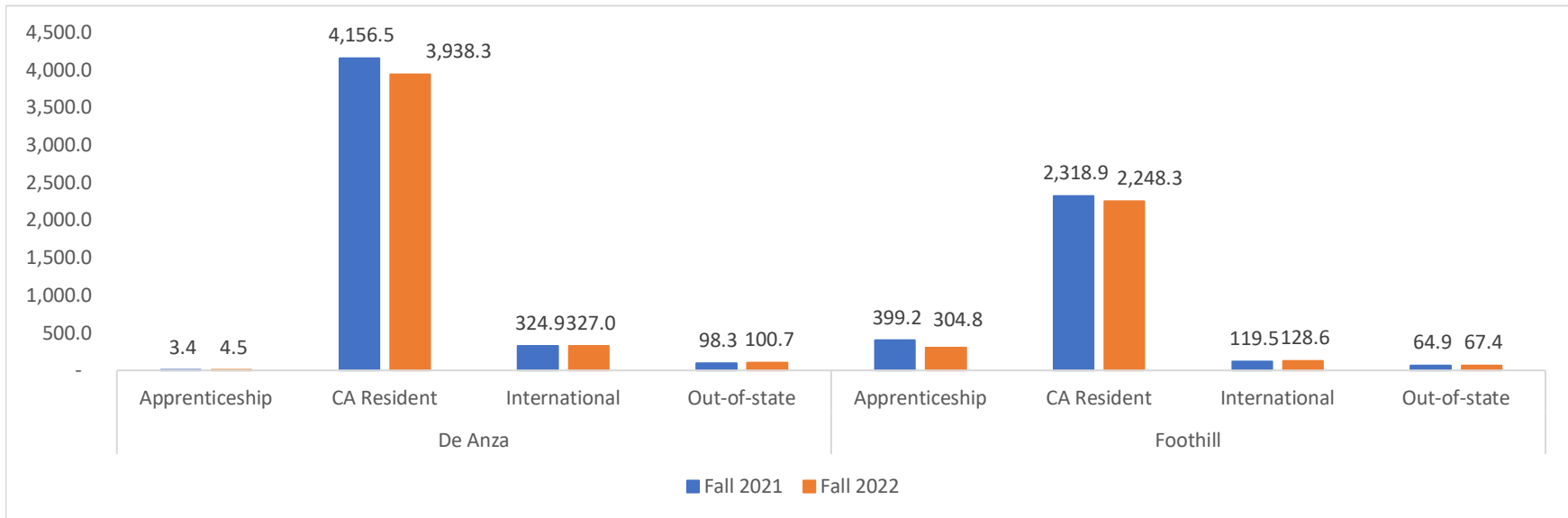


Table SX.3 De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period

Enrollment Status	Fall 2021			Fall 2022			Change FTES		
	Student Headcount	FTES	Perct FTES	Student Headcount	FTES	Perct FTES	Count	Percent	Trend
First-Time	2,946	979.29	23.6%	2,955	976.58	24.8%	(2.72)	-0.3%	
First-Time Transfer	1,687	351.08	8.4%	1,823	376.68	9.6%	25.60	7.3%	↑
Returning	2,432	495.27	11.9%	2,243	445.98	11.3%	(49.29)	-10.0%	↓
Continuing	7,741	2,203.80	53.0%	7,037	2,008.95	51.0%	(194.86)	-8.8%	↓
Special Admit	857	127.03	3.1%	945	130.15	3.3%	3.12	2.5%	↑
Total	15,663	4,156.48	100.0%	15,003	3,938.34	100.0%	(218.14)	-5.2%	

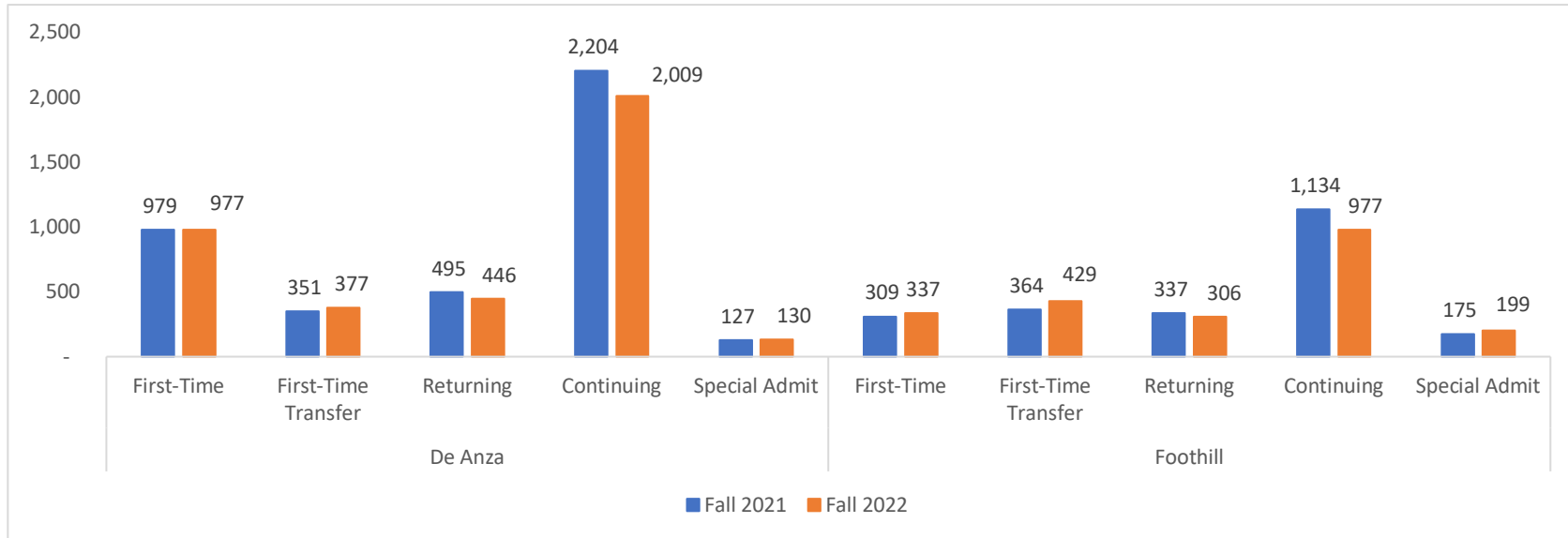
Table SX.4 Foothill College: Student Headcount and Full-Time Equivalent Student (FTES) for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period

Enrollment Status	Fall 2021			Fall 2022			Change FTES		
	Student Headcount	FTES	Perct FTES	Student Headcount	FTES	Perct FTES	Count	Percent	Trend
First-Time	961	308.99	13.3%	1,106	336.63	15.0%	27.64	8.9%	↑
First-Time Transfer	1,876	364.47	15.7%	2,153	429.12	19.1%	64.65	17.7%	↑
Returning	1,666	336.69	14.5%	1,515	306.35	13.6%	(30.34)	-9.0%	↓
Continuing	4,070	1,133.77	48.9%	3,483	976.82	43.4%	(156.96)	-13.8%	↓
Special Admit	1,354	174.95	7.5%	1,773	199.42	8.9%	24.48	14.0%	
Total	9,927	2,318.87	100.0%	10,030	2,248.33	100.0%	(70.54)	-3.0%	

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.