



## FHDA MIS Quarterly Submission Report

Reporting term: Winter 2023 (MIS Term Code = 232)

Data download date (Banner): May 25, 2023

### Introduction

The purpose of this document is to identify threats to the validity of the MIS quarterly reports for winter 2023 submitted by the FHDA CCD to the CCCCCO (California Community Colleges Chancellor's Office) on May 25, 2023, so that managers and data custodians across the District can address these prior resubmissions at the end of the academic year.

In addition to documenting data quality issues not yet resolved by submission date (e.g., failing to review or confirm data for programs that provide services, missing official grade or positive attendance data), 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 or discussed to help data custodians review the accuracy of data submitted.

More information on the data submitted is available at the CCCCCO MIS data mart, <https://datamart.cccco.edu/DataMart.aspx>. This website provides data on students, courses, services, outcomes and employees within the entire CCCCCO system that can be disaggregated by state, district, college, and academic period.

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 submission date. These will impact the validity of the data presented here and available at the MIS data mart.

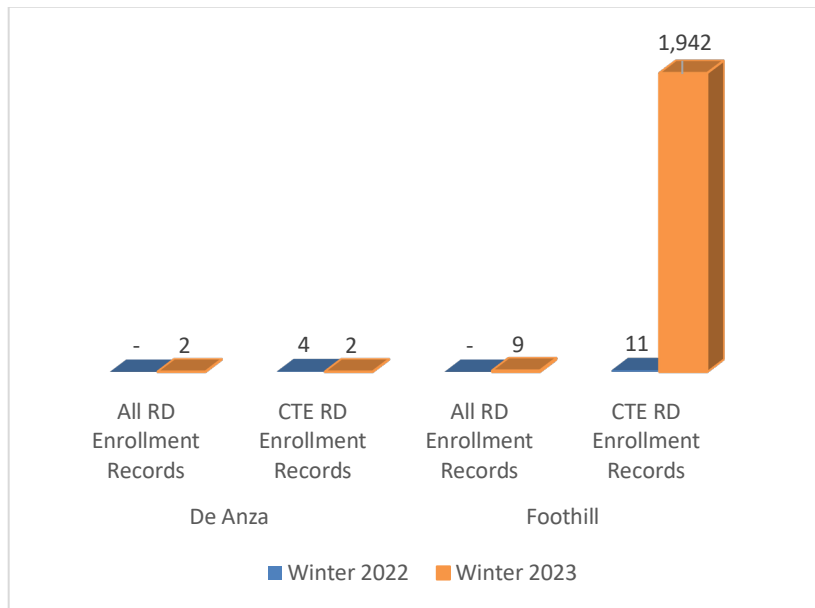
### De Anza College

- SB Student Characteristics
  - The number of students with race/ethnicity not reported increased by about 25% in winter 2023 over the prior winter term (see Table SB.6). Data in Table A.1 show that missing race/ethnicity data relates to the use of CCCApply (the standard college admission application), particularly among international students. For example, winter 2023 data in Table A.1 show that about 97.8% of international students at De Anza who used CCCApply reported their race/ethnicity, compared to 5.4% for those who did not use this application.
- SY Credit for Prior Learning
  - 3.8% (3 out of 78) of all records were rejected because of discrepancies between units awarded and those approved for the course: 2.6% (2) had a lower number of units and 1.3% (1) had a higher number.
- SX Enrollment
  - Enrollment records with 'RD' (report delayed/missing grade) as final grade: 2; none of these were for CTE (Career Technical Education) courses. See details in Figure A.1 and Table A.2.
- XB Sections
  - Data for zero or low-cost sections was not confirmed by the college.

## **Foothill College**

- SB Student Characteristics
  - The number of students with race/ethnicity not reported increased by about 19% in winter 2023 over the prior winter term (see Table SB.6). Same as De Anza, data in Table A.1 show that missing race/ethnicity data relates to the use of CCCApply (the standard college admission application), particularly among international students. Foothill data in Table A.1 show that about 92.7% of international students who used CCCApply reported their race/ethnicity, compared to 8.5% for those who did not.
- SY Credit for Prior Learning
  - 92.9% (26 out of 28) of all records were rejected because of discrepancies between units awarded and those approved for the course: 71.4% (20) had a lower number of units and 21.4% (6) had a higher number.
- SX Enrollment
  - All enrollment records missing final grade data (RD, report delayed) were deleted to bypass a MIS validity check regarding maximum percentage of 'RD' grades allowed for submission (2.5%). Data in Table A.2 show that these were mostly for sections with class final date in late May or June; the data is not available until July. Because of missing/incomplete enrollment data, student headcount and FTES figures shown in this document and the MIS data mart will be significantly underestimated.
  - Enrollment records with 'RD' (report delayed/missing grade) as final grade: 1,942; 1,583 or 81.5% of these were for CTE (Career Technical Education) courses. See details in Figure A.1 and Table A.2.
  - Enrollment records missing positive attendance: 1,729; 1,271 or 73.5% of these were for CTE courses. Most of these were for sections with class final date in late May or June. See details in Figure A.2, A.3 and Table A.3. Missing positive attendance data will underestimate student headcount and FTES figures shown in this document and the MIS data mart.

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



**Notes**

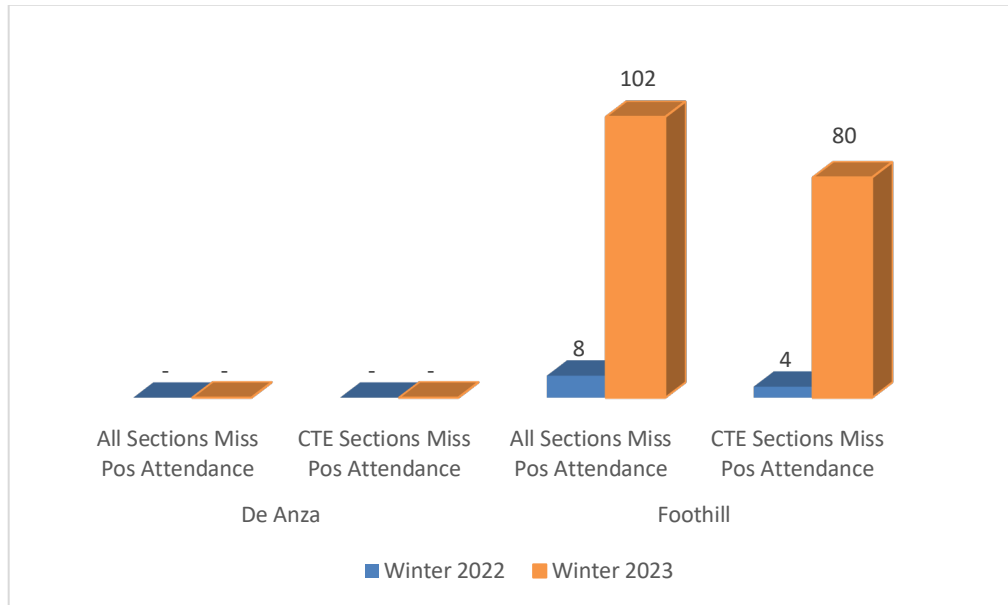
RD: Report delayed or missing grade

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

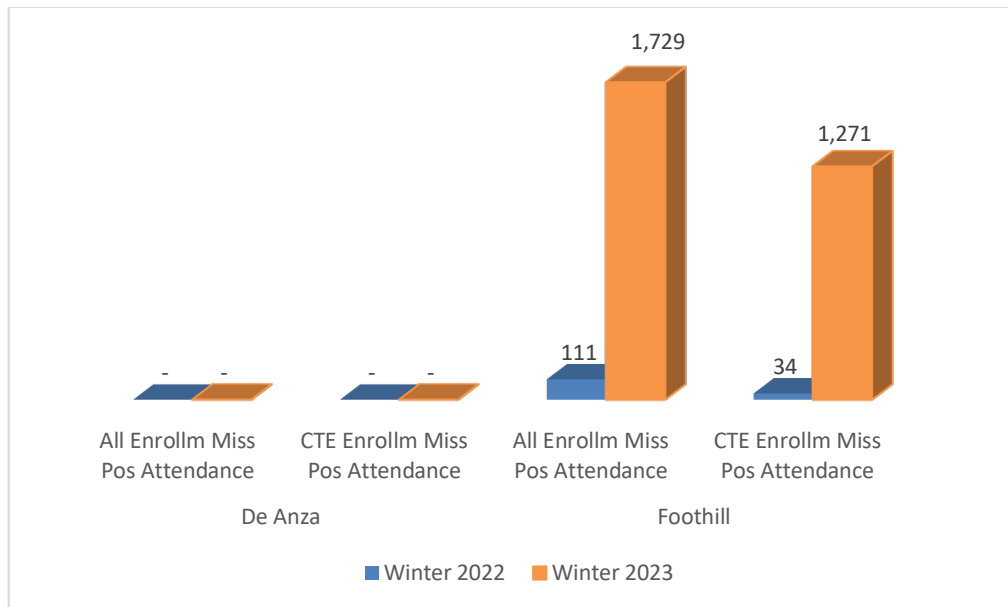
Data for the prior academic year/term is for a resubmission, December 2022.

All 'RD' enrollment records for Foothill were deleted from the winter 2023 submission on May 25, 2023 to bypass MIS validity check. These data should be included in the resubmission planned for July 2023.

**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**  
**Categorical Programs and Special Population Groups: Data Confirmed by the**  
**Program Coordinator/Assistant at each College, Winter 2023**

Program	Program Coordinator(s) or Assistant	Count	Confirmation Date
<b>De Anza College</b>			
Basic Need Center	Erika Flores	597	11-Apr
Calworks	Carlita Alamban, Sofia Abad-Guzman	27	1-May
DSPS	Shirley Schooler	898	24-May
EOPS*	Lan Trinh, Marilyn Booye	474	10-May
CARE	Lan Trinh, Marilyn Booye	4	10-May
College Now	Lisa Freitas, Barry Johnson	23	1-May
Middle College	Lisa Freitas, Barry Johnson	79	1-May
Puente	Liliana Rivera, Angelita Pabros	61	19-May
Umoja	Maurice Canyon, Angelita Pabros	48	9-May
CCAP	Vins Chacko	154	23-May
XB12: Section Instruct Material Costs	Shagun Kaur, Cathy Patel	Did not confirmed	
<b>Foothill College</b>			
Basic Need Center	Sonia Sanchez Santoyo	465	3-Apr
Calworks	Carlita Alamban, Sofia Abad-Guzman	4	1-May
DSPS	Jackie Lauese	692	25-May
EOPS*	Sarah Corrao	153	5-May
CARE	Sarah Corrao	2	5-May
College Now	Annett Inacker-Trail & Asha Jossis	35	4-May
Middle College	Annett Inacker-Trail & Asha Jossis	102	4-May
Incarcerated	Anthony Cervantes	61	2-May
Puente	Leticia Serna & Maritza Jackson Sandoval	64	22-May
Umoja	Dokeshia Meacham	59	16-May
CCAP	Josh Pelletier	1,119 (2 dropped after census)	26-Apr
BS Dental Hygiene	Patti Chan; Brian Roberts, Carmelyn Paguio	Entry: 45; Comp: 51; Total: 96	11-May
XB12: Section Instruct Material Costs	Carolyn Holcroft	Confirmed	5-May

## Section B. Data Highlights

### Students Characteristics

- Data in Table SB.1 show that the number of students at De Anza dropped slightly, 0.2% (minus 31), in winter 2023 when compared to the previous winter term. Regarding *enrollment status*, data in this table show that while the number of first-time and first-time transfer increased significantly (22.6% and 12.3%, respectively) over the prior winter term, the number of continuing students significantly declined (9.2%) during the same period.
- Data for Foothill College in Table SB.1 show a significant drop (-13%) in the student headcount between winter 2022 and winter 2023. However, these statistics are significantly underestimated because a large number of enrollment records had to be deleted from the submission. Enrollment data is used to identify whether the student should be included in the headcounts shown in this document or reports available at the MIS data mart. Because winter 2023 data for Foothill is not complete or accurate at this point (i.e., not ready for analysis) there will no further discussion about it here.
- Data for De Anza 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 (84.3%; plus 193) in the headcount for *noncredit* students in winter 2023 over the prior winter term. The headcount for *credit* students at this college dropped slightly during this period (-1.5%, minus 193).
- Data Table SB.3 show that there were only 17 students enrolled in *apprenticeship* courses at De Anza in winter 2023, a drop of 15% (minus 3) when compared to the prior winter term.
- Related to *residency status*, data for De Anza in Table SB.4 show that while the number of *California resident* students dropped 1.2% (minus 172), the number of *out-of-state* and *international* students increased 27.8% (plus 105) and 4% (plus 36), respectively, between winter 2022 and winter 2023.
- *Gender* data in Table SB.5 show that the number of *female* students at De Anza dropped 3.4% (minus 263) in winter 2023 when compared to the prior winter term; the number of male students increased 2.1% (plus 156) during the same period.
- Data for De Anza disaggregated by *race/ethnicity* in Table SB.6 show a drop in the number of *American Indian/Alaska Native* (-14.8%; minus 4), *Black/African American* (-6.1%, minus 25), and *Asian* (-2.8%, minus 187) students between winter 2022 and winter 2023. The data show an increase in the number of *Pacific Islanders* (11.7%, plus 7) and *White* (1%, plus 7 students) during this period.
- Data for De Anza disaggregated by *age group* in Table SB.7 show that in winter 2023 the number of students in the youngest (*19 or less*) and oldest (*50 or more*) groups increased 3.5% (plus 198) and 17.9% (plus 108), respectively, over the prior winter term. The number for all other age groups declined during the same period; the highest drop in headcount was for students aged *25 to 29* (-11.3%, minus 194).

- Data for *credit load* (i.e., number of units registered during the term) for De Anza in Table SB.8 show that in winter 2023 the number of *noncredit* students increased 84.3% (plus 193) over the prior winter term. Data in this table also show an increase in headcount for students taking less than six credit units (3.6%, plus 148) or more than 15 units (1.5%, plus 43), while those in the middle (6 to 11.5 and 12 to 15 units) declined. The highest drop in headcount was for students who took between 6 to 11.5 units (8.6%, minus 316).

### Categorical Programs/Special Populations

- Data for *categorical programs* at De Anza in Table SG.1 (i.e., DSPS, EOPS, CalWORKs) show a larger than expected increase for the number of students served by *CalWORKs* (3.8%, plus 1) and *DSPS* (2.7%, plus 24) in winter 2023 over the prior winter term. The headcount for *EOPS* show a slightly larger than expected drop (-1%, minus 5) when compared to that for the College (-0.1%) during this period.
- Data in Table SG.1 for *special population* groups at De Anza show that the groups with the top actual headcount increase in winter 2023, compared to the prior winter term, were LGBT (plus 105), *CCAP* (plus 73), and Foster Youth (plus 54). Regarding percentage increase, the groups with the top percentage increase during this period were *CCAP* (90.1%), *homeless* (75%), and *Umoja* (54.8%).
- *Special population* groups at De Anza with the most significant drop between winter 2022 and winter 2023 based on actual headcount were the following: *Economically Disadvantaged* (minus 279), *First-Generation* (minus 89), and *College Now* (minus 24); based on percentage change: *College Now* (-51.1%), *Military* (-16.9%), and *Apprenticeship* (-15%).

### VTEA/Perkins

- Data in Table SV.1 for De Anza College show that even though the number of students enrolled in *CTE (Career Technical Education)* courses applicable to Perkins funding (SAM codes equal to A, B, C, or D) increased 1.9% (plus 129) between winter 2022 and winter 2023, the number of these students classified as economically disadvantage dropped 2% (minus 25).

### Student Success

- Data in Table SS.1 for De Anza show an increase in headcount for most student success services between winter 2022 and winter 2023. The highest percentage increase in headcount during this period was for *initial orientation* services (15.9%, plus 83). *Follow-up* services was the only category that show a count drop (-2.5%, minus 192) for this period.



## Course Characteristics

- Data in Table CB.1 show the same number of course sections at De Anza in winter 2023 and winter 2022. Data in Table CB.2 show that the number of sections at Foothill dropped 2.8% (minus 34) during the same period.
- Despite no increase in the total number of sections between the last two winter terms, De Anza data in Table CB.1 show a significant increase in the number of sections for *noncredit* courses (25.8%, plus 16), particularly for those with *enhanced funding: workforce* (23.3%, plus 7) and *other* (18.8%, plus 6). Courses that show a drop in the number of sections during the same period include general education math courses: *local competencies* (85.7%, minus 6) and *transfer math/quantitative reasoning* (-10.6%, minus 17).
- Foothill data in Table CB.2 show that between winter 2022 and winter 2023 the number of sections for *noncredit* courses dropped 20.2% (minus 18); *noncredit parenting*, 50% (minus 10); *noncredit approved special class*, 17.1% (minus 7), and *short-term*, 40% (minus 2). The number sections for *apprenticeship* courses also dropped significantly (21.7%, minus 51) during this period.
- Data in Table CB.2 also show that despite a drop in the total number of sections at Foothill in winter 2023, there was an increase in the number of sections for courses *transferable to CSU only* (14%, plus 31) and *UC/CSU* (1.6%, plus 10). In winter 2023, 54.2% of all Foothill sections were for courses transferable to *UC/CSU*, compared to 51.9% in winter 2022.

## Sections, Meets, and Faculty Assignments

- Data in Table XB.1 for De Anza show that between winter 2022 and winter 2023 the number of *weekly and positive attendance* sections dropped 4% (minus 17) and 26.3% (minus 10), respectively, while the number of *daily* and *independent study* sections increased 31.7% (plus 13) and 1.5% (plus 14), respectively.
- Foothill data in Table XB.2 show that the number of census type sections increased in winter 2023, compared to winter 2022: *weekly census*, 19.7% (plus 41) and *daily census*, 35% (plus 7). Data in this table also show a drop in the number of *positive attendance* (-14.7%, minus 55) and *independent study* (4.5%, minus 27) sections.
- The number of sections at De Anza that use *no-cost digital materials* increased 32% (plus 48) in winter 2023, compared to winter 2022. At Foothill, the number increased almost threefold (287.5%, plus 322).
- Data for *instruction delivery method* in Table XF.1 and XF.2 show that in winter 2023 the number of *100% distance education* (online) sections dropped 38.1% (minus 433) and 5.9% (minus 33) at De Anza and Foothill, respectively, when compared to the prior winter term. In winter 2023, the percentage of *in-person* sections at De Anza increased to 28% from 16.9% in winter 2022; for Foothill, stayed relatively the same, about 44%.
- FTEF (full-time equivalent faculty) data for *credit* courses at De Anza in Table XE.1 show a drop of 1.4% (minus 1.8 FTEF) between winter 2022 and winter

2023. At Foothill, data for *credit* courses in Table XE.2 show a drop of 1% (minus 0.79 FTEF) for the same period.

### 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 2.1% (minus 77.30 FTES) in winter 2023 when compared to the prior winter term. For *noncredit courses*, data in this table show that the number of FTES increased 171.6% (plus 52.88 FTES) during this period.
- Table SX.3 show FTES data for *California residents enrolled in credit no apprenticeship courses* at De Anza disaggregated by *enrollment status*. Data in this table show *first-time* students as the only group with an increase in FTES (9.7%, plus 5.44) between winter 2022 and winter 2023. Data in this table also show a significant drop in actual FTES for *returning* (minus 33.52) and *continuing* (minus 33.43) students.
- Because of missing data (close to 2,000 enrollment records deleted from the submission to bypass MIS edits due missing final grade data) FTES data for Foothill is considered incomplete, not ready for analysis. These data should be expected to be available by the time of resubmission, July 2023.

## 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 to better understand the data submitted and identify any issues. The column “Trend” may be used to identify unexpected changes in the data 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

Winter 2023, MIS SB Unknown/Not Reported Race/Ethnicity: Headcount by Residency, CCC Admission Application Submission Status and Academic Period

			Winter 2022		Winter 2023		Change	
			Headcount	Percent	Headcount	Percent	Headcount	Percent
Residency	CCCApply Subm St	Ethnicity/Race St	De Anza					
International	No	Not Reported	446	79.2%	600	94.6%	154	35%
		Reported	117	20.8%	34	5.4%	(83)	-71%
		Total	563	100.0%	634	100.0%	71	13%
	Yes	Not Reported	4	1.2%	7	2.2%	3	75%
		Reported	343	98.8%	305	97.8%	(38)	-11%
		Total	347	100.0%	312	100.0%	(35)	-10%
Out-of-state	No	Not Reported	3	60.0%	3	75.0%	-	0%
		Reported	2	40.0%	1	25.0%	(1)	-50%
		Total	5	100.0%	4	100.0%	(1)	-20%
	Yes	Not Reported	7	1.9%	12	2.5%	5	71%
		Reported	368	98.1%	467	97.5%	99	27%
		Total	375	100.0%	479	100.0%	104	28%
Resident	No	Not Reported	21	9.0%	19	9.0%	(2)	-10%
		Reported	213	91.0%	191	91.0%	(22)	-10%
		Total	234	100.0%	210	100.0%	(24)	-10%
	Yes	Not Reported	130	1.0%	120	0.9%	(10)	-8%
		Reported	13,541	99.0%	13,398	99.1%	(143)	-1%
		Total	13,671	100.0%	13,518	100.0%	(153)	-1%
			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), Winter 3023.

**Table A.2**

**Winter 2023, 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
<b>De Anza</b>							
		P E 44WX	C-38363	31-MAR-23	1	1	100%
		SOSCO83Z	C-37031	31-MAR-23	1	1	100%
<b>Foothill</b>							
Apprenticeship	CTE	APEL125.	C-31915	25-MAY-22	14	14	100%
Apprenticeship	CTE	APSM157B	C-32232	04-MAY-23	3	3	100%
Apprenticeship	CTE	APEL122.	C-32131	10-MAY-23	19	19	100%
Apprenticeship	CTE	APEL123.	C-31933	12-MAY-23	15	15	100%
Apprenticeship	CTE	APEL120.	C-31931	18-MAY-23	20	20	100%
Apprenticeship	CTE	APEL121.	C-31650	22-MAY-23	17	17	100%
Apprenticeship	CTE	APEL123.	C-31949	22-MAY-23	16	16	100%
Apprenticeship	CTE	APEL125.	C-31914	22-MAY-23	13	13	100%
Apprenticeship	CTE	APEL125.	C-31913	22-MAY-23	17	17	100%
Apprenticeship	CTE	APEL125.	C-31912	22-MAY-23	14	14	100%
Apprenticeship	CTE	APEL127.	C-31921	22-MAY-23	17	17	100%
Apprenticeship	CTE	APEL127.	C-31920	22-MAY-23	18	18	100%
Apprenticeship	CTE	APEL127.	C-31919	22-MAY-23	16	16	100%
Apprenticeship	CTE	APEL129.	C-31927	22-MAY-23	17	17	100%
Apprenticeship	CTE	APEL129.	C-31925	22-MAY-23	18	18	100%
Apprenticeship	CTE	APEL129.	C-31929	22-MAY-23	16	16	100%
Apprenticeship	CTE	APEL129.	C-31928	22-MAY-23	15	15	100%
Apprenticeship	CTE	APEL126.	C-32125	24-MAY-23	20	20	100%
Apprenticeship	CTE	APEL127.	C-32126	24-MAY-23	19	19	100%
Apprenticeship	CTE	APEL128.	C-32121	24-MAY-23	20	20	100%
Apprenticeship	CTE	APEL129.	C-32123	24-MAY-23	15	15	100%
Apprenticeship	CTE	APEL121.	C-31651	25-MAY-23	16	16	100%
Apprenticeship	CTE	APEL123.	C-31911	25-MAY-23	16	16	100%
Apprenticeship	CTE	APEL125.	C-31916	25-MAY-23	17	17	100%
Apprenticeship	CTE	APEL125.	C-31918	25-MAY-23	10	10	100%
Apprenticeship	CTE	APEL125.	C-31917	25-MAY-23	17	17	100%
Apprenticeship	CTE	APEL126.	C-32008	25-MAY-23	23	23	100%
Apprenticeship	CTE	APEL127.	C-31922	25-MAY-23	19	19	100%
Apprenticeship	CTE	APEL127.	C-31924	25-MAY-23	15	15	100%
Apprenticeship	CTE	APEL127.	C-32128	25-MAY-23	19	19	100%
Apprenticeship	CTE	APEL127.	C-31923	25-MAY-23	19	19	100%
Apprenticeship	CTE	APEL127.	C-32127	25-MAY-23	19	19	100%
Apprenticeship	CTE	APEL128.	C-32122	25-MAY-23	21	21	100%
Apprenticeship	CTE	APEL129.	C-32124	25-MAY-23	19	19	100%
Apprenticeship	CTE	APEL122.	C-32132	31-MAY-23	15	15	100%
Apprenticeship	CTE	APSC112.	C-32098	05-JUN-23	8	8	100%
Apprenticeship	CTE	APSC122.	C-32108	05-JUN-23	7	7	100%

**Table A.2**

**Winter 2023, 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
Apprenticeship	CTE	APEL123.	C-31950	06-JUN-23	18	18	100%
Apprenticeship	CTE	APSC112.	C-32099	06-JUN-23	9	9	100%
Apprenticeship	CTE	APSC122.	C-32109	06-JUN-23	8	8	100%
Apprenticeship	CTE	APSC122.	C-32110	07-JUN-23	6	6	100%
Apprenticeship	CTE	APSC132.	C-32113	07-JUN-23	9	9	100%
Apprenticeship	CTE	APSC112.	C-32100	08-JUN-23	6	6	100%
Apprenticeship	CTE	APSC132.	C-32114	08-JUN-23	8	8	100%
Apprenticeship	CTE	APEL125A	C-32129	09-JUN-23	22	22	100%
Apprenticeship	CTE	APSC112.	C-32104	09-JUN-23	10	10	100%
Apprenticeship	CTE	APSC132.	C-32115	09-JUN-23	9	9	100%
Apprenticeship	CTE	APSC112.	C-32105	12-JUN-23	12	12	100%
Apprenticeship	CTE	APPT187.	C-32214	13-JUN-23	10	10	100%
Apprenticeship	CTE	APPT196.	C-32212	13-JUN-23	10	10	100%
Apprenticeship	CTE	APSC122.	C-32112	13-JUN-23	8	8	100%
Apprenticeship	CTE	APPT122.	C-32077	14-JUN-23	6	6	100%
Apprenticeship	CTE	APPT124.	C-32130	14-JUN-23	6	6	100%
Apprenticeship	CTE	APPT132.	C-32030	14-JUN-23	12	12	100%
Apprenticeship	CTE	APPT142.	C-32037	14-JUN-23	14	14	100%
Apprenticeship	CTE	APPT151.	C-32067	14-JUN-23	7	7	100%
Apprenticeship	CTE	APPT154.	C-32068	14-JUN-23	13	13	100%
Apprenticeship	CTE	APPT155.	C-32071	14-JUN-23	15	15	100%
Apprenticeship	CTE	APPT158.	C-32074	14-JUN-23	10	10	100%
Apprenticeship	CTE	APPT159.	C-32075	14-JUN-23	10	10	100%
Apprenticeship	CTE	APSC132.	C-32116	14-JUN-23	6	6	100%
Apprenticeship	CTE	APPT131.	C-32007	15-JUN-23	15	15	100%
Apprenticeship	CTE	APPT138.	C-32015	15-JUN-23	16	16	100%
Apprenticeship	CTE	APPT143.	C-32038	15-JUN-23	13	13	100%
Apprenticeship	CTE	APPT145.	C-32095	15-JUN-23	13	13	100%
Apprenticeship	CTE	APPT159.	C-32076	15-JUN-23	8	8	100%
Apprenticeship	CTE	APSC112.	C-32107	15-JUN-23	12	12	100%
Apprenticeship	CTE	APSC132.	C-32117	15-JUN-23	8	8	100%
	<b>CTE</b>	<b>LINC063.</b>	<b>C-31523</b>	<b>28-APR-23</b>	79	79	100%
	<b>CTE</b>	<b>LINC090C</b>	<b>C-31524</b>	<b>28-APR-23</b>	79	79	100%
	CTE	KINS016A	C-31955	29-MAY-23	26	26	100%
	CTE	KINS016B	C-31957	29-MAY-23	26	26	100%
	CTE	KINS016C	C-31959	29-MAY-23	26	26	100%
	CTE	CHLD008.	C-30716	01-JUN-23	12	12	100%
	CTE	CHLD056N	C-31881	01-JUN-23	34	34	100%
	CTE	KINS016B	C-31883	01-JUN-23	24	24	100%
	CTE	KINS016B	C-31884	01-JUN-23	25	25	100%
	CTE	THTR045A	C-32101	01-JUN-23	3	3	100%
	CTE	THTR045B	C-32028	01-JUN-23	2	2	100%

Table A.2

Winter 2023, 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
	CTE	THTR045B	C-32026	01-JUN-23	8	8	100%
	CTE	THTR045C	C-32102	01-JUN-23	1	1	100%
	CTE	THTR045D	C-32027	01-JUN-23	2	2	100%
	CTE	THTR045D	C-32029	01-JUN-23	2	2	100%
	CTE	THTR045E	C-32103	01-JUN-23	1	1	100%
	CTE	BUSI018.	C-31086	08-JUN-23	9	9	100%
	CTE	BUSI059E	C-31860	09-JUN-23	14	14	100%
	CTE	BUSI059E	C-31859	09-JUN-23	20	20	100%
	CTE	GID 033.	C-31843	09-JUN-23	24	24	100%
	CTE	GID 033.	C-31851	09-JUN-23	45	45	100%
	CTE	GID 033.	C-31849	09-JUN-23	37	37	100%
	CTE	GID 035.	C-31848	09-JUN-23	26	26	100%
	CTE	GID 035.	C-31842	09-JUN-23	18	18	100%
	CTE	GID 057.	C-31850	09-JUN-23	44	44	100%
	CTE	MTEC050A	C-31846	09-JUN-23	53	53	100%
	CTE	MTEC051A	C-31845	09-JUN-23	13	13	100%
	CTE	MTEC052A	C-31844	09-JUN-23	2	2	100%
		<b>L A 061B</b>	<b>C-31945</b>	<b>17-MAR-23</b>	4	4	100%
		BIOL040B	C-31808	01-JUN-23	20	20	100%
		BIOL040B	C-31807	01-JUN-23	25	25	100%
		ENGL001B	C-31753	02-JUN-23	29	29	100%
		MATH017.	C-31789	08-JUN-23	26	26	100%
		MATH017.	C-31791	08-JUN-23	21	21	100%
		MATH017.	C-31790	08-JUN-23	24	24	100%
		ENGL001B	C-31700	09-JUN-23	22	22	100%
		ENGL001B	C-31701	09-JUN-23	17	17	100%
		MATH002B	C-31769	09-JUN-23	37	37	100%
		SPAN001.	C-31717	09-JUN-23	10	10	100%
		SPAN002.	C-31750	09-JUN-23	26	26	100%
		SPAN002.	C-31752	09-JUN-23	15	15	100%
		SPAN002.	C-31751	09-JUN-23	10	10	100%
		SPAN003.	C-31723	09-JUN-23	10	10	100%
		SPAN003.	C-31722	09-JUN-23	20	20	100%
		SPAN004.	C-31724	09-JUN-23	23	23	100%
		ENGL001B	C-31699	30-JUN-23	20	20	100%

Notes

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

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

All 'RD' enrollment records for Foothill were deleted from the winter 2023 submission on May 25,2023 to bypass MIS validity check. These data should be included in the resubmission planned for July 2023.

**Table A.3**

**Winter 2023, MIS SX Enrollment: Sections with Missing Positive Attendance Hours**

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
<b>De Anza</b>					
None					
<b>Foothill</b>					
Apprenticeship	CTE	APEL125.	C-31915	25-MAY-22	14
Apprenticeship	CTE	APSM157B	C-32232	04-MAY-23	3
Apprenticeship	CTE	APEL122.	C-32131	10-MAY-23	19
Apprenticeship	CTE	APEL123.	C-31933	12-MAY-23	15
Apprenticeship	CTE	APEL120.	C-31931	18-MAY-23	20
Apprenticeship	CTE	APEL121.	C-31650	22-MAY-23	17
Apprenticeship	CTE	APEL123.	C-31949	22-MAY-23	16
Apprenticeship	CTE	APEL125.	C-31913	22-MAY-23	17
Apprenticeship	CTE	APEL125.	C-31912	22-MAY-23	14
Apprenticeship	CTE	APEL125.	C-31914	22-MAY-23	13
Apprenticeship	CTE	APEL127.	C-31919	22-MAY-23	16
Apprenticeship	CTE	APEL127.	C-31921	22-MAY-23	17
Apprenticeship	CTE	APEL127.	C-31920	22-MAY-23	18
Apprenticeship	CTE	APEL129.	C-31925	22-MAY-23	18
Apprenticeship	CTE	APEL129.	C-31929	22-MAY-23	16
Apprenticeship	CTE	APEL129.	C-31927	22-MAY-23	17
Apprenticeship	CTE	APEL129.	C-31928	22-MAY-23	15
Apprenticeship	CTE	APEL126.	C-32125	24-MAY-23	20
Apprenticeship	CTE	APEL127.	C-32126	24-MAY-23	19
Apprenticeship	CTE	APEL128.	C-32121	24-MAY-23	20
Apprenticeship	CTE	APEL129.	C-32123	24-MAY-23	15
Apprenticeship	CTE	APEL121.	C-31651	25-MAY-23	16
Apprenticeship	CTE	APEL123.	C-31911	25-MAY-23	16
Apprenticeship	CTE	APEL125.	C-31916	25-MAY-23	17
Apprenticeship	CTE	APEL125.	C-31918	25-MAY-23	10
Apprenticeship	CTE	APEL125.	C-31917	25-MAY-23	17
Apprenticeship	CTE	APEL126.	C-32008	25-MAY-23	23
Apprenticeship	CTE	APEL127.	C-32127	25-MAY-23	19
Apprenticeship	CTE	APEL127.	C-31923	25-MAY-23	19
Apprenticeship	CTE	APEL127.	C-31924	25-MAY-23	15
Apprenticeship	CTE	APEL127.	C-31922	25-MAY-23	19
Apprenticeship	CTE	APEL127.	C-32128	25-MAY-23	19
Apprenticeship	CTE	APEL128.	C-32122	25-MAY-23	21
Apprenticeship	CTE	APEL129.	C-32124	25-MAY-23	19
Apprenticeship	CTE	APEL122.	C-32132	31-MAY-23	15
Apprenticeship	CTE	APEL123.	C-31950	06-JUN-23	18
Apprenticeship	CTE	APEL125A	C-32129	09-JUN-23	22
Apprenticeship	CTE	APPT187.	C-32214	13-JUN-23	10



**Table A.3**

**Winter 2023, MIS SX Enrollment: Sections with Missing Positive Attendance Hours**

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Apprenticeship	CTE	APPT196.	C-32212	13-JUN-23	10
Apprenticeship	CTE	APPT122.	C-32077	14-JUN-23	6
Apprenticeship	CTE	APPT124.	C-32130	14-JUN-23	6
Apprenticeship	CTE	APPT132.	C-32030	14-JUN-23	12
Apprenticeship	CTE	APPT142.	C-32037	14-JUN-23	14
Apprenticeship	CTE	APPT151.	C-32067	14-JUN-23	7
Apprenticeship	CTE	APPT154.	C-32068	14-JUN-23	13
Apprenticeship	CTE	APPT155.	C-32071	14-JUN-23	15
Apprenticeship	CTE	APPT158.	C-32074	14-JUN-23	10
Apprenticeship	CTE	APPT159.	C-32075	14-JUN-23	10
Apprenticeship	CTE	APPT131.	C-32007	15-JUN-23	15
Apprenticeship	CTE	APPT138.	C-32015	15-JUN-23	16
Apprenticeship	CTE	APPT143.	C-32038	15-JUN-23	13
Apprenticeship	CTE	APPT145.	C-32095	15-JUN-23	13
Apprenticeship	CTE	APPT159.	C-32076	15-JUN-23	8
	<b>CTE</b>	<b>DMS 072A</b>	<b>C-31841</b>	<b>31-MAR-23</b>	13
	<b>CTE</b>	<b>LINC401.</b>	<b>C-31581</b>	<b>31-MAR-23</b>	1
	CTE	CHLD008.	C-30716	01-JUN-23	12
	CTE	CHLD056N	C-31881	01-JUN-23	34
	CTE	CHLD059.	C-31882	01-JUN-23	22
	CTE	KINS016B	C-31884	01-JUN-23	25
	CTE	KINS016B	C-31883	01-JUN-23	24
	CTE	THTR045A	C-32101	01-JUN-23	3
	CTE	THTR045B	C-32028	01-JUN-23	2
	CTE	THTR045B	C-32026	01-JUN-23	8
	CTE	THTR045C	C-32102	01-JUN-23	1
	CTE	THTR045D	C-32027	01-JUN-23	2
	CTE	THTR045D	C-32029	01-JUN-23	2
	CTE	THTR045E	C-32103	01-JUN-23	1
	CTE	BUSI018.	C-31086	08-JUN-23	9
	CTE	BUSI059E	C-31859	09-JUN-23	20
	CTE	BUSI059E	C-31860	09-JUN-23	14
	CTE	GID 033.	C-31849	09-JUN-23	37
	CTE	GID 033.	C-31851	09-JUN-23	45
	CTE	GID 033.	C-31843	09-JUN-23	24
	CTE	GID 035.	C-31848	09-JUN-23	26
	CTE	GID 035.	C-31842	09-JUN-23	18
	CTE	GID 057.	C-31850	09-JUN-23	44
	CTE	GID 068B	C-32054	09-JUN-23	14
	CTE	MTEC050A	C-31846	09-JUN-23	53
	CTE	MTEC051A	C-31845	09-JUN-23	13
	CTE	MTEC052A	C-31844	09-JUN-23	2

**Table A.3****Winter 2023, MIS SX Enrollment: Sections with Missing Positive Attendance Hours**

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
		NCBS405.	C-31942	31-MAR-23	21
		NCBS448A	C-31787	31-MAR-23	14
		ECON001A	C-32243	25-MAY-23	19
		ECON001A	C-32241	25-MAY-23	21
		ECON001A	C-32242	25-MAY-23	19
		BIOL040B	C-31808	01-JUN-23	20
		BIOL040B	C-31807	01-JUN-23	25
		ENGL001B	C-31753	02-JUN-23	29
		ENGL001B	C-31700	09-JUN-23	22
		ENGL001B	C-31701	09-JUN-23	17
		MATH002B	C-31771	09-JUN-23	34
		MATH002B	C-31769	09-JUN-23	37
		SPAN001.	C-30901	09-JUN-23	21
		SPAN001.	C-31717	09-JUN-23	10
		SPAN002.	C-31751	09-JUN-23	10
		SPAN002.	C-31750	09-JUN-23	26
		SPAN002.	C-31752	09-JUN-23	15
		SPAN003.	C-31723	09-JUN-23	10
		SPAN003.	C-31722	09-JUN-23	20
		SPAN004.	C-31724	09-JUN-23	23
		ART 004G	C-31874	30-JUN-23	25
		ENGL001B	C-31699	30-JUN-23	2
		ENGL001B	C-31699	30-JUN-23	2

**Notes**

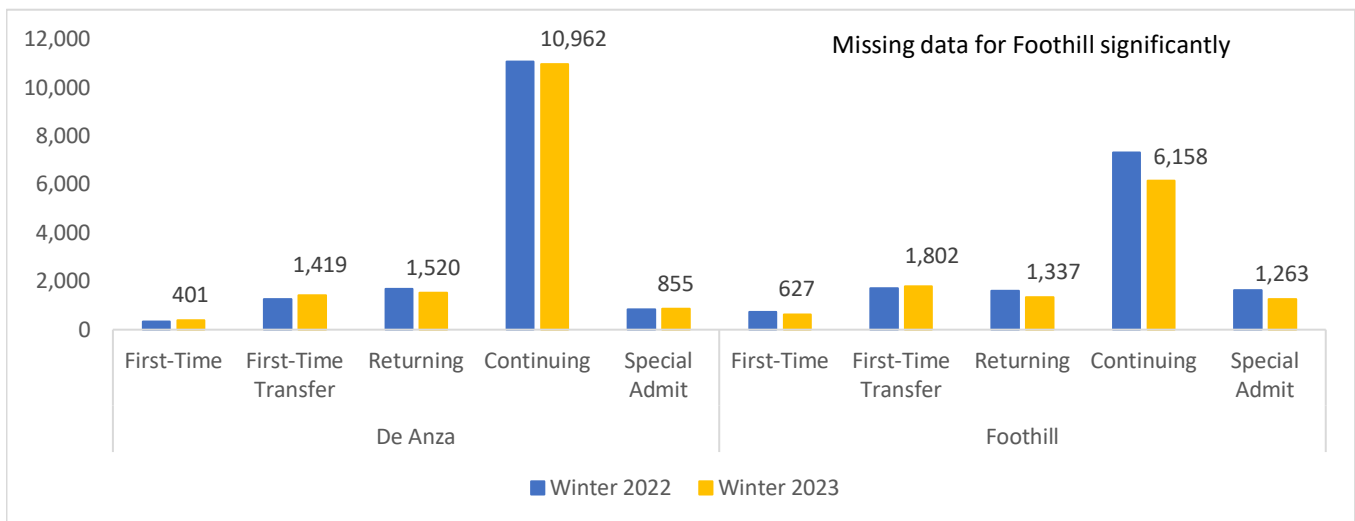
Data only includes sections missing 100% positive attendance.

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

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

Enrollment Status	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
<b>De Anza</b>							
First-Time	327	2.2%	401	2.6%	74	22.6%	↑
First-Time Transfer	1,264	8.3%	1,419	9.4%	155	12.3%	↑
Returning	1,674	11.0%	1,520	10.0%	(154)	-9.2%	↓
Continuing	11,073	72.9%	10,962	72.3%	(111)	-1.0%	↓
Special Admit	850	5.6%	855	5.6%	5	0.6%	↑
<b>Total Headcount</b>	<b>15,188</b>	<b>100.0%</b>	<b>15,157</b>	<b>100.0%</b>	<b>(31)</b>	<b>-0.2%</b>	
<b>Foothill</b>							
First-Time	739	5.7%	627	5.5%	(112)	-15.2%	
First-Time Transfer	1,704	13.1%	1,802	15.9%	98	5.8%	
Returning	1,597	12.3%	1,337	11.8%	(260)	-16.3%	
Continuing	7,316	56.2%	6,158	54.3%	(1,158)	-15.8%	
Unknown	41	0.3%	144	1.3%	103	251.2%	
Special Admit	1,621	12.5%	1,263	11.1%	(358)	-22.1%	
<b>Total Headcount</b>	<b>13,018</b>	<b>100.0%</b>	<b>11,331</b>	<b>100.0%</b>	<b>(1,687)</b>	<b>-13.0%</b>	

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



**Notes**

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

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

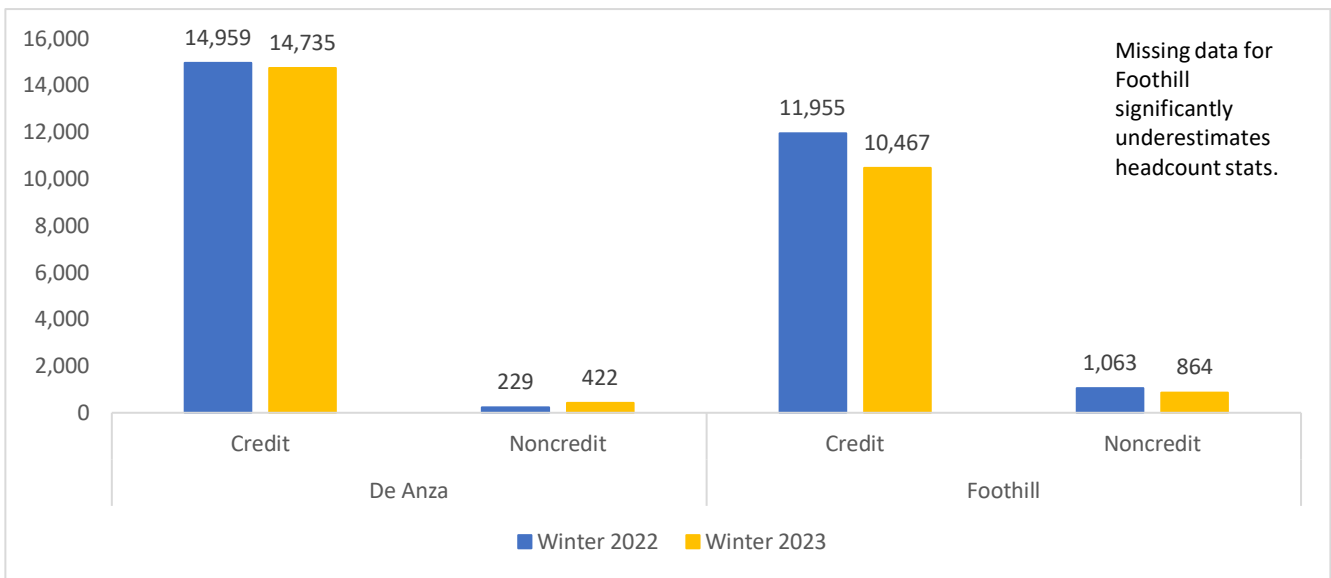
Trend: compares the statistic for the group with that for the college. Because of missing data, trends are not provided for Foothill.

Data for the original winter submissions for Foothill do not include a significant number of records with missing grades (mainly classes that end in late May or June). Thus, the student headcount is significantly underestimated.

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

Credit Status Group	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
<b>De Anza</b>							
Credit	14,959	98.5%	14,735	97.2%	(224)	-1.5%	↓
Noncredit	229	1.5%	422	2.8%	193	84.3%	↑
<b>Total Headcount</b>	<b>15,188</b>	<b>100.0%</b>	<b>15,157</b>	<b>100.0%</b>	<b>(31)</b>	<b>-0.2%</b>	
<b>Foothill</b>							
Credit	11,955	91.8%	10,467	92.4%	(1,488)	-12.4%	
Noncredit	1,063	8.2%	864	7.6%	(199)	-18.7%	
<b>Total Headcount</b>	<b>13,018</b>	<b>100.0%</b>	<b>11,331</b>	<b>100.0%</b>	<b>(1,687)</b>	<b>-13.0%</b>	

**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.

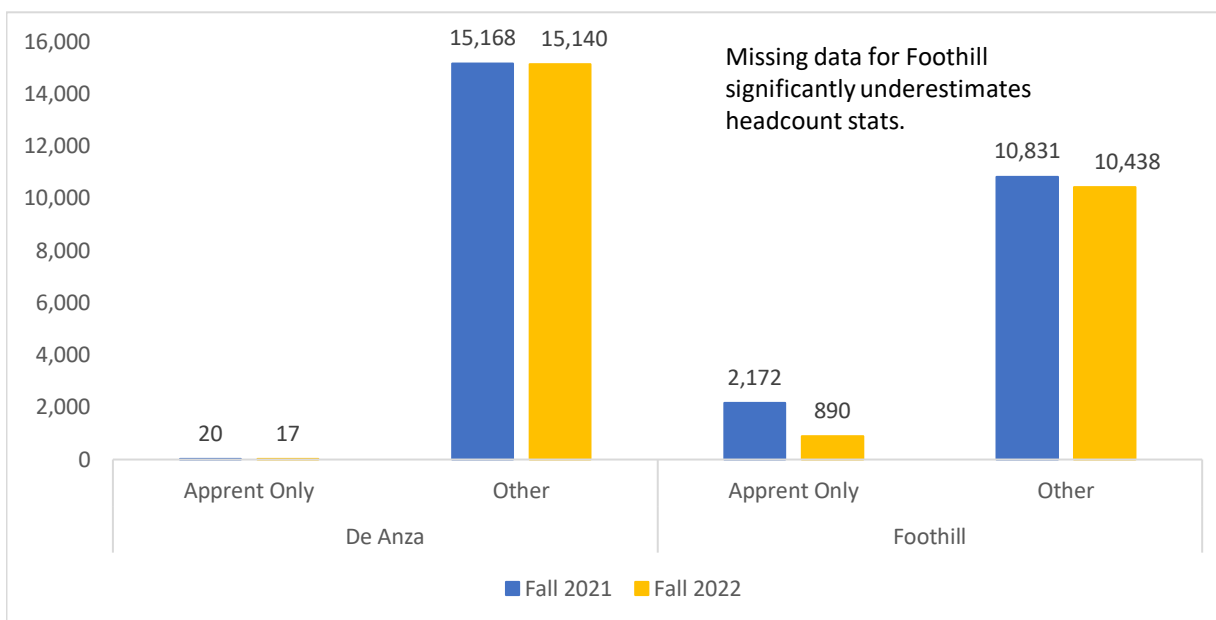
Noncredit: Students registered in only noncredit course(s).

Trend: compares the statistic for the group with that for the college. Because of missing data, trends are not provided for Foothill.

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

Apprenticeship St	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
<b>De Anza</b>							
Apprent Only	20	0.1%	17	0.1%	(3)	-15.0%	↓
Other	15,168	99.9%	15,140	99.9%	(28)	-0.2%	
<b>Total Headcount</b>	<b>15,188</b>	<b>100.0%</b>	<b>15,157</b>	<b>100.0%</b>	<b>(31)</b>	<b>-0.2%</b>	
<b>Foothill</b>							
Apprent Only	2,172	16.7%	890	7.9%	(1,282)	-59.0%	
Apprent/Other	15	0.1%	3	0.0%	(12)	-80.0%	
Other	10,831	83.2%	10,438	92.1%	(393)	-3.6%	
<b>Total Headcount</b>	<b>13,018</b>	<b>100.0%</b>	<b>11,331</b>	<b>100.0%</b>	<b>(1,687)</b>	<b>-13.0%</b>	

**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.

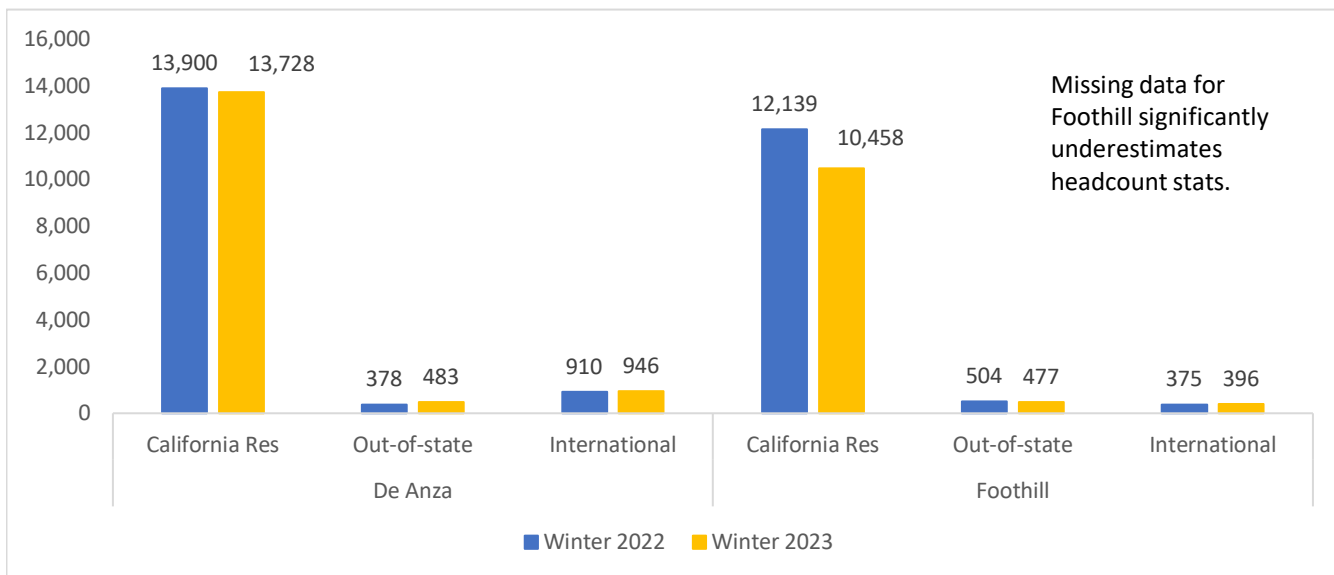
Other: Students not registered in any apprenticeship course.

Trend: compares the statistic for the group with that for the college. Because of missing data, trends are not provided for Foothill.

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

Residency Status	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
<b>De Anza</b>							
California Res	13,900	91.5%	13,728	90.6%	(172)	-1.2%	↓
Out-of-state	378	2.5%	483	3.2%	105	27.8%	↑
International	910	6.0%	946	6.2%	36	4.0%	↑
<b>Total Headcount</b>	<b>15,188</b>	<b>100.0%</b>	<b>15,157</b>	<b>100.0%</b>	<b>(31)</b>	<b>-0.2%</b>	
<b>Foothill</b>							
California Res	12,139	93.2%	10,458	92.3%	(1,681)	-13.8%	
Out-of-state	504	3.9%	477	4.2%	(27)	-5.4%	
International	375	2.9%	396	3.5%	21	5.6%	
<b>Total Headcount</b>	<b>13,018</b>	<b>100.0%</b>	<b>11,331</b>	<b>100.0%</b>	<b>(1,687)</b>	<b>-13.0%</b>	

**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.

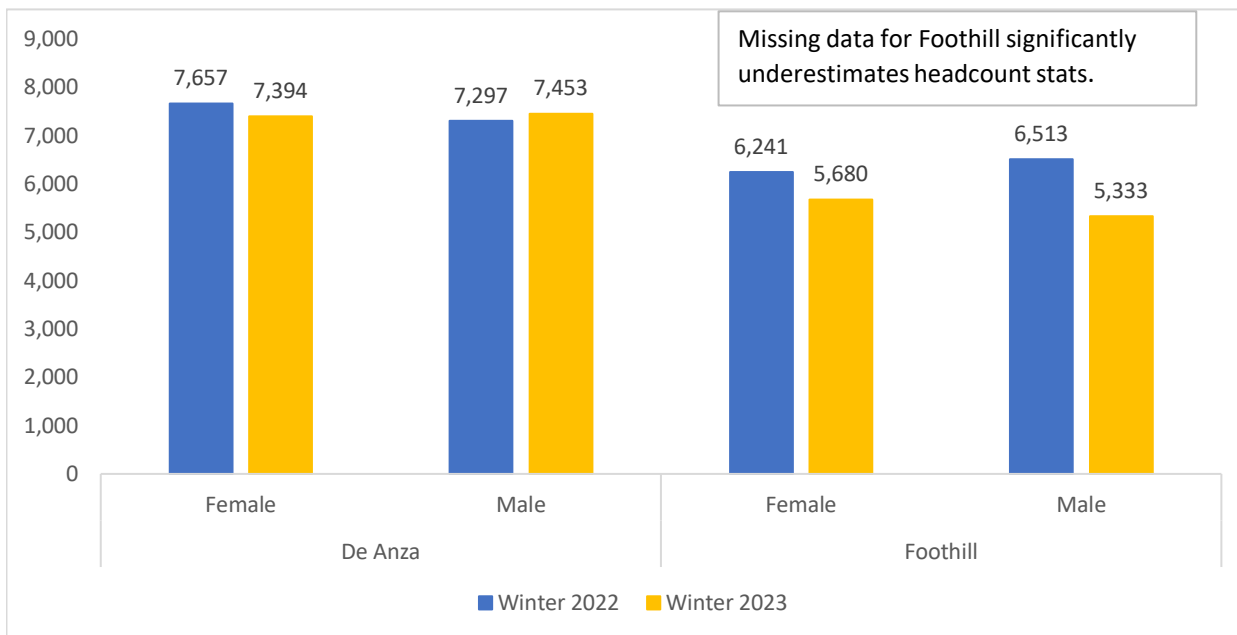
California residency refers to residency used for enrollment fee purposes.

Trend: compares the statistic for the group with that for the college. Because of missing data, trends are not provided for Foothill.

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

Gender	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
<b>De Anza</b>							
Female	7,657	50.4%	7,394	48.8%	(263)	-3.4%	↓
Male	7,297	48.0%	7,453	49.2%	156	2.1%	↑
Non-binary	88	0.6%	157	1.0%	69	78.4%	↑
Unknown	146	1.0%	153	1.0%	7	4.8%	↑
<b>Total Headcount</b>	<b>15,188</b>	<b>100.0%</b>	<b>15,157</b>	<b>100.0%</b>	<b>(31)</b>	<b>-0.2%</b>	
<b>Foothill</b>							
Female	6,241	47.9%	5,680	50.1%	(561)	-9.0%	
Male	6,513	50.0%	5,333	47.1%	(1,180)	-18.1%	
Non-binary	66	0.5%	118	1.0%	52	78.8%	
Unknown	198	1.5%	200	1.8%	2	1.0%	
<b>Total Headcount</b>	<b>13,018</b>	<b>100.0%</b>	<b>11,331</b>	<b>100.0%</b>	<b>(1,687)</b>	<b>-13.0%</b>	

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



**Notes**

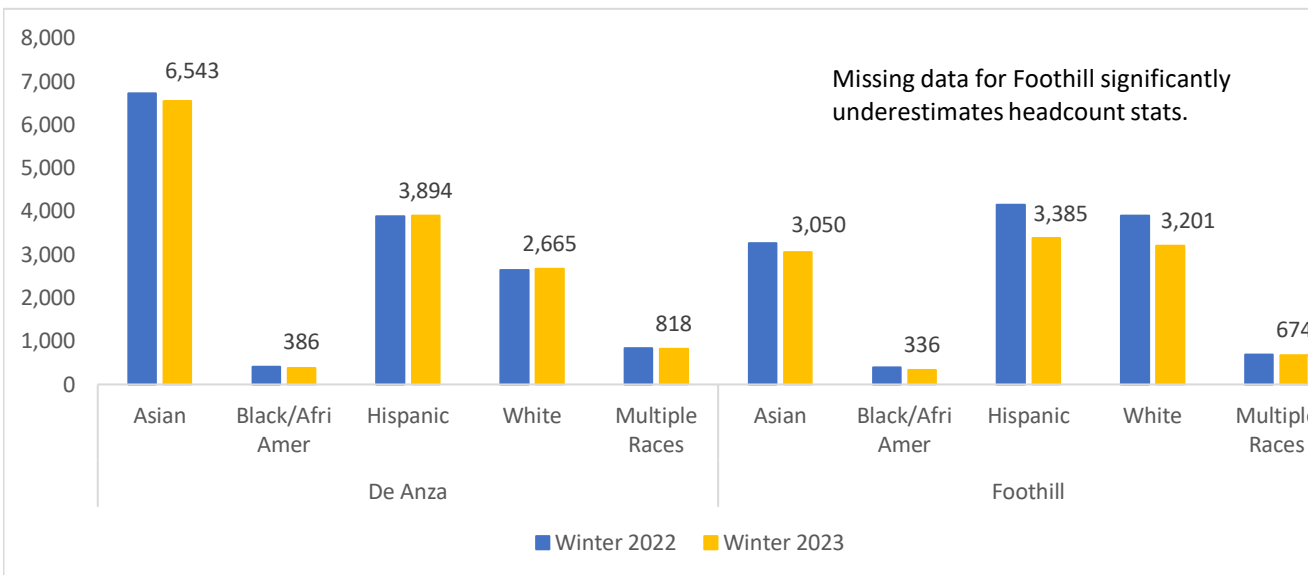
Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

Trend: compares the statistic for the group with that for the college. Because of missing data, trends are not provided for Foothill.

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

Race/Ethnic Group	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
<b>De Anza</b>							
American Indian/Alaska Native	27	0.2%	23	0.2%	(4)	-14.8%	↓
Asian	6,730	44.3%	6,543	43.2%	(187)	-2.8%	↓
Black/African American	411	2.7%	386	2.5%	(25)	-6.1%	↓
Hispanic	3,879	25.5%	3,894	25.7%	15	0.4%	↑
Pacific Islander	60	0.4%	67	0.4%	7	11.7%	↑
White	2,638	17.4%	2,665	17.6%	27	1.0%	↑
Multiple Races	832	5.5%	818	5.4%	(14)	-1.7%	↓
Not Reported	611	4.0%	761	5.0%	150	24.5%	↑
<b>Total Headcount</b>	<b>15,188</b>	<b>100.0%</b>	<b>15,157</b>	<b>100.0%</b>	<b>(31)</b>	<b>-0.2%</b>	
<b>Foothill</b>							
American Indian/Alaska Native	22	0.2%	22	0.2%	-	0.0%	
Asian	3,269	25.1%	3,050	26.9%	(219)	-6.7%	
Black/African American	387	3.0%	336	3.0%	(51)	-13.2%	
Hispanic	4,145	31.8%	3,385	29.9%	(760)	-18.3%	
Pacific Islander	118	0.9%	80	0.7%	(38)	-32.2%	
White	3,901	30.0%	3,201	28.2%	(700)	-17.9%	
Multiple Races	686	5.3%	674	5.9%	(12)	-1.7%	
Not Reported	490	3.8%	583	5.1%	93	19.0%	
<b>Total Headcount</b>	<b>13,018</b>	<b>100.0%</b>	<b>11,331</b>	<b>100.0%</b>	<b>(1,687)</b>	<b>-13.0%</b>	

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



**Notes**

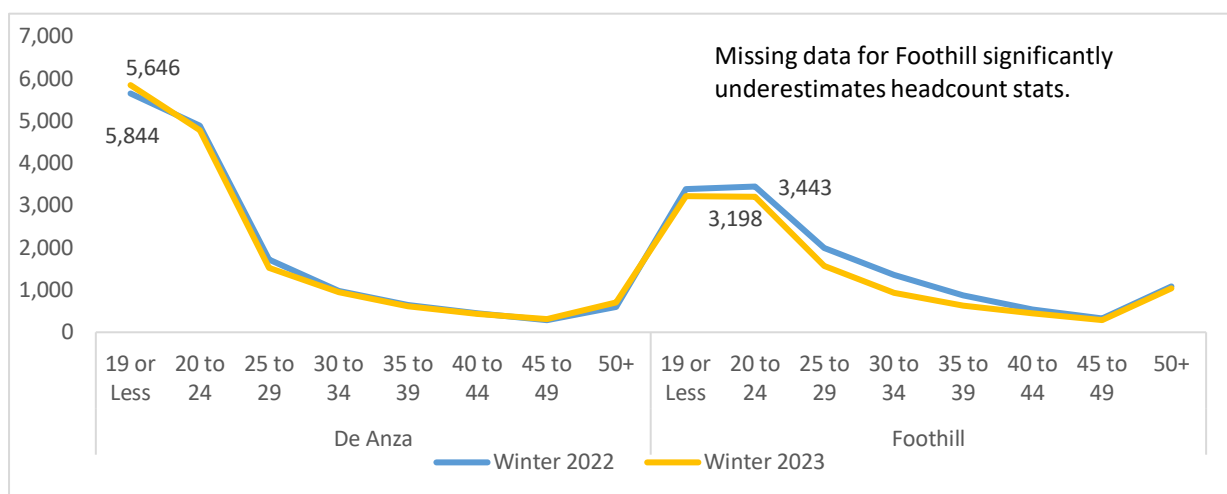
Trend: compares the statistic for the group with that for the college. Because of missing data, trends are not provided Foothill.



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

Age Group	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
<b>De Anza</b>							
19 or Less	5,646	37.2%	5,844	38.6%	198	3.5%	↑
20 to 24	4,880	32.1%	4,779	31.5%	(101)	-2.1%	↓
25 to 29	1,713	11.3%	1,519	10.0%	(194)	-11.3%	↓
30 to 34	980	6.5%	942	6.2%	(38)	-3.9%	↓
35 to 39	638	4.2%	620	4.1%	(18)	-2.8%	↓
40 to 44	441	2.9%	429	2.8%	(12)	-2.7%	↓
45 to 49	286	1.9%	312	2.1%	26	9.1%	↑
50 or more	604	4.0%	712	4.7%	108	17.9%	↑
<b>Total Headcount</b>	<b>15,188</b>	<b>100.0%</b>	<b>15,157</b>	<b>100.0%</b>	<b>(31)</b>	<b>-0.2%</b>	
<b>Foothill</b>							
19 or Less	3,385	26.0%	3,226	28.5%	(159)	-4.7%	
20 to 24	3,443	26.4%	3,198	28.2%	(245)	-7.1%	
25 to 29	1,996	15.3%	1,564	13.8%	(432)	-21.6%	
30 to 34	1,354	10.4%	925	8.2%	(429)	-31.7%	
35 to 39	879	6.8%	634	5.6%	(245)	-27.9%	
40 to 44	533	4.1%	447	3.9%	(86)	-16.1%	
45 to 49	334	2.6%	288	2.5%	(46)	-13.8%	
50 or more	1,090	8.4%	1,044	9.2%	(46)	-4.2%	
Not Reported	4	0.0%	5	0.0%	1	-	
<b>Total Headcount</b>	<b>13,018</b>	<b>100.0%</b>	<b>11,331</b>	<b>100.0%</b>	<b>(1,687)</b>	<b>-13.0%</b>	

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



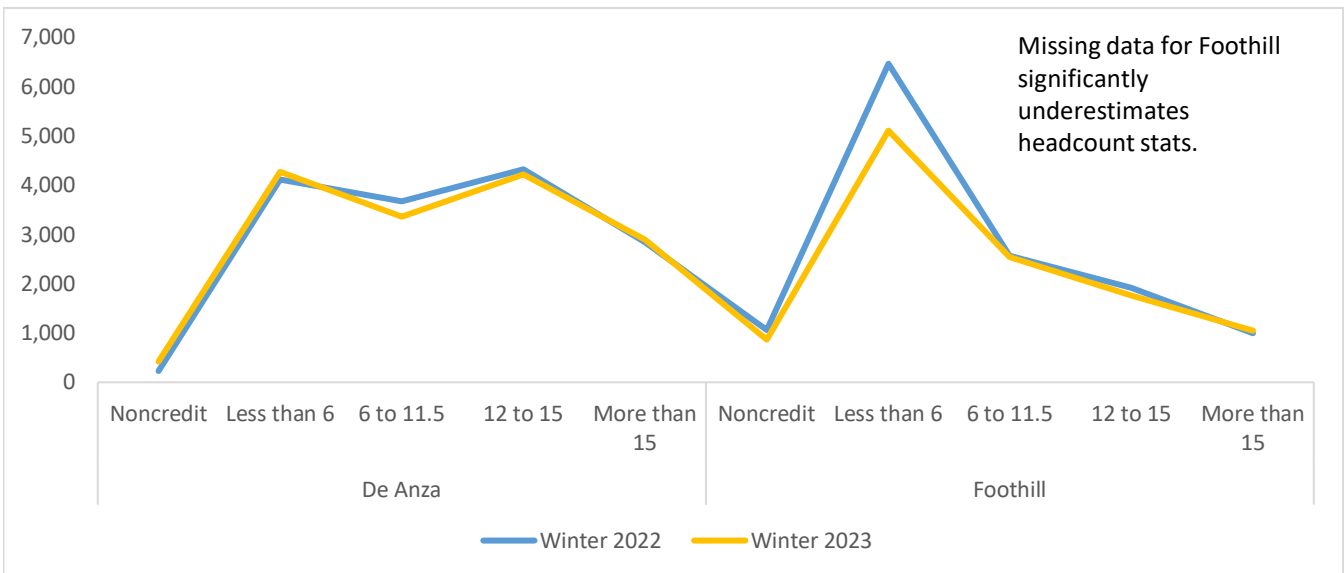
**Notes**

Trend: compares the statistic for the group with that for the college. Because of missing data, trends are not provided for Foothill.

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

Attempted Credit Units	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
<b>De Anza</b>							
Noncredit	229	1.5%	422	2.8%	193	84.3%	↑
Less than 6	4,119	27.1%	4,267	28.2%	148	3.6%	↑
6 to 11.5	3,674	24.2%	3,358	22.2%	(316)	-8.6%	↓
12 to 15	4,320	28.4%	4,221	27.8%	(99)	-2.3%	↓
More than 15	2,846	18.7%	2,889	19.1%	43	1.5%	↑
<b>Total Headcount</b>	<b>15,188</b>	<b>100.0%</b>	<b>15,157</b>	<b>100.0%</b>	<b>(31)</b>	<b>-0.2%</b>	
<b>Foothill</b>							
Noncredit	1,063	8.2%	864	7.6%	(199)	-18.7%	
Less than 6	6,464	49.7%	5,107	45.1%	(1,357)	-21.0%	
6 to 11.5	2,570	19.7%	2,544	22.5%	(26)	-1.0%	
12 to 15	1,924	14.8%	1,767	15.6%	(157)	-8.2%	
More than 15	997	7.7%	1,049	9.3%	52	5.2%	
<b>Total Headcount</b>	<b>13,018</b>	<b>100.0%</b>	<b>11,331</b>	<b>100.0%</b>	<b>(1,687)</b>	<b>-13.0%</b>	

**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. Because of missing data, trends are not provided for Foothill.

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

Group	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	26	0.2%	27	0.2%	1	3.8%	↑
DSPS	874	5.8%	898	5.9%	24	2.7%	↑
EOPS	479	3.2%	474	3.1%	(5)	-1.0%	↓
All Special Admit/HS Students	850	5.6%	855	5.6%	5	0.6%	
CCAP	81	0.5%	154	1.0%	73	90.1%	↑
College Now	47	0.3%	23	0.2%	(24)	-51.1%	↓
Middle College	76	0.5%	79	0.5%	3	3.9%	↑
Puente	70	0.5%	61	0.4%	(9)	-12.9%	↓
Umoja	31	0.2%	48	0.3%	17	54.8%	↑
Basic Needs Center	-	0.0%	597	3.9%	597		
Economically Disadvantaged	5,880	38.7%	5,601	37.0%	(279)	-4.7%	↓
Homeless	8	0.1%	14	0.1%	6	75.0%	↑
First-Generation	4,246	28.0%	4,157	27.4%	(89)	-2.1%	↓
Foster Youth	187	1.2%	241	1.6%	54	28.9%	↑
LGBT	886	5.8%	991	6.5%	105	11.9%	↑
Military: Active Duty, Reserve,	89	0.6%	74	0.5%	(15)	-16.9%	↓
Veteran	233	1.5%	208	1.4%	(25)	-10.7%	↓
Apprenticeship	20	0.1%	17	0.1%	(3)	-15.0%	↓
Work Based Learner	106	0.7%	118	0.8%	12	11.3%	↑
Seasonal Farm Worker	-	0.0%	1	0.0%	1		

Credit Status Group	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Credit	14,959	98.5%	14,735	97.2%	(224)	-1.5%	↓
Noncredit	229	1.5%	422	2.8%	193	84.3%	↑
<b>Total Headcount</b>	<b>15,188</b>	<b>100.0%</b>	<b>15,157</b>	<b>100.0%</b>	<b>(31)</b>	<b>-0.2%</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

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	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	3	0.0%	4	0.0%	1	33.3%	
DSPS	662	5.1%	692	6.1%	30	4.5%	
EOPS	169	1.3%	153	1.4%	(16)	-9.5%	
All Special Admit/HS Students	1,621	12.5%	1,263	11.1%	(358)	-22.1%	
CCAP	872	6.7%	1,117	9.9%	245	28.1%	
College Now	33	0.3%	35	0.3%	2	6.1%	
Middle College	94	0.7%	102	0.9%	8	8.5%	
Puente	62	0.5%	64	0.6%	2	3.2%	
Umoja	48	0.4%	59	0.5%	11	22.9%	
Basic Needs Center	-	0.0%	465	4.1%	465		
Economically Disadvantaged	2,832	21.8%	2,780	24.5%	(52)	-1.8%	
Homeless	9	0.1%	14	0.1%	5	55.6%	
First-Generation	3,526	27.1%	2,848	25.1%	(678)	-19.2%	
Foster Youth	194	1.5%	195	1.7%	1	0.5%	
Incarcerated	-	0.0%	61	0.5%	61		
LBGT	653	5.0%	640	5.6%	(13)	-2.0%	
Military: Active Duty, Reserve, l	57	0.4%	35	0.3%	(22)	-38.6%	
Veteran	258	2.0%	174	1.5%	(84)	-32.6%	
Apprenticeship	2,187	16.8%	893	7.9%	(1,294)	-59.2%	
Baccalaureate, Dental Hygiene	121	0.9%	96	0.8%	(25)	-20.7%	
Work Based Learner	327	2.5%	271	2.4%	(56)	-17.1%	

Credit Status Group	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Credit	11,955	91.8%	10,467	92.4%	(1,488)	-12.4%	
Noncredit	1,063	8.2%	864	7.6%	(199)	-18.7%	
<b>Total Headcount</b>	<b>13,018</b>	<b>100.0%</b>	<b>11,331</b>	<b>100.0%</b>	<b>(1,687)</b>	<b>-13.0%</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.

Trend: compares the statistic for the group with that for the college. Because of missing data, trends are not provided for Foothill.

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

Group	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
<b>De Anza</b>							
1A-CALW/TANF Auditable	19	0.1%	21	0.1%	2	10.5%	↑
2A-SSI Auditable	30	0.2%	38	0.3%	8	26.7%	↑
2S-SSI Self-report	381	2.5%	378	2.5%	(3)	-0.8%	
4A-Other Auditable	1,756	11.6%	1,703	11.2%	(53)	-3.0%	↓
4S-Other Self-report	559	3.7%	551	3.6%	(8)	-1.4%	↓
NN-Not Econ Disadv	3,977	26.2%	4,160	27.4%	183	4.6%	↑
All CTE Econ Disadv	2,745	18.1%	2,691	17.8%	(54)	-2.0%	↓
All CTE	6,722	44.3%	6,851	45.2%	129	1.9%	↑
<b>College Headcount</b>	<b>15,188</b>	<b>100.0%</b>	<b>15,157</b>	<b>100.0%</b>	<b>(31)</b>	<b>-0.2%</b>	
<b>Foothill</b>							
1A-CALW/TANF Auditable	4	0.0%	3	0.0%	(1)	-25.0%	
2A-SSI Auditable	20	0.2%	36	0.3%	16	80.0%	
2S-SSI Self-report	284	2.2%	261	2.3%	(23)	-8.1%	
4A-Other Auditable	811	6.2%	810	7.1%	(1)	-0.1%	
4S-Other Self-report	465	3.6%	378	3.3%	(87)	-18.7%	
NN-Not Econ Disadv	5,094	39.1%	3,943	34.8%	(1,151)	-22.6%	
All CTE Econ Disadv	1,584	12.2%	1,488	13.1%	(96)	-6.1%	
All CTE	6,678	51.3%	5,431	47.9%	(1,247)	-18.7%	
<b>College Headcount</b>	<b>13,018</b>	<b>100.0%</b>	<b>11,331</b>	<b>100.0%</b>	<b>(1,687)</b>	<b>-13.0%</b>	

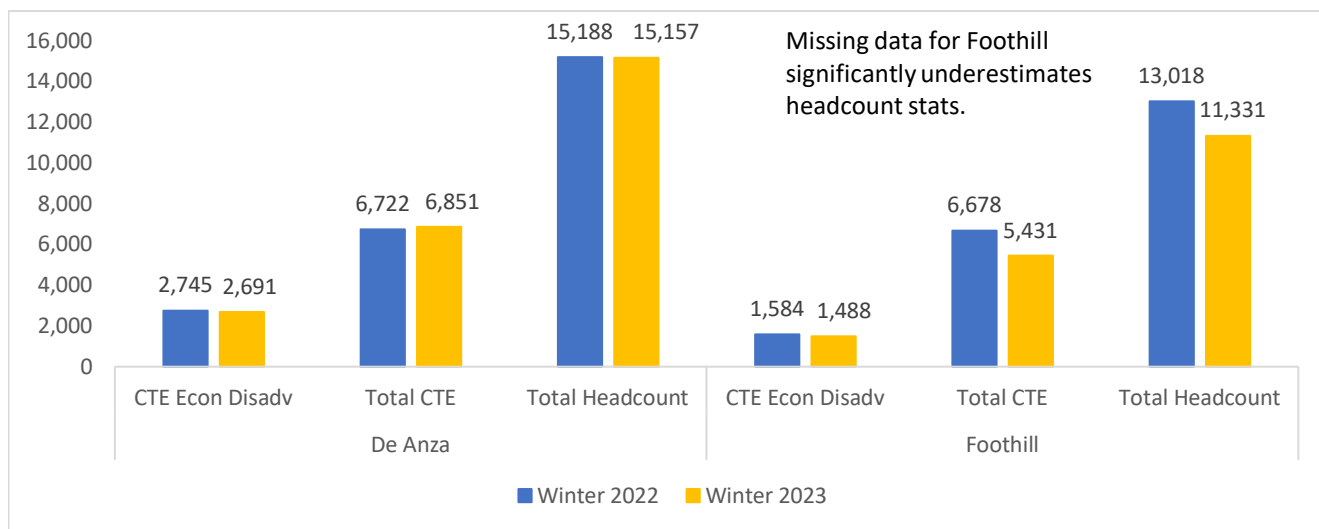
**Notes**

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).

Trend: compares the statistic for the group with that for the college. Because of missing data, trends are not provided for Foothill.

**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%	
	3-Winter	522	605	83	15.9%	↑
	Annual	4,718	2,861	(1,857)		
SS08: Counseling/Advising	1-Summer	3,344	2,999	(345)	-10.3%	
	2-Fall	4,740	4,840	100	2.1%	
	3-Winter	2,063	2,173	110	5.3%	↑
	Annual	12,098	10,012	(2,086)		
SS09: Abbreviated SEP	1-Summer	1,014	909	(105)	-10.4%	
	2-Fall	1,318	1,139	(179)	-13.6%	
	3-Winter	766	832	66	8.6%	↑
	Annual	4,508	2,880	(1,628)		
SS09: Comprehensive SEP	1-Summer	584	523	(61)	-10.4%	
	2-Fall	1,239	1,427	188	15.2%	
	3-Winter	871	941	70	8.0%	↑
	Annual	3,587	2,891	(696)		
SS10: At-Risk Follow-up	1-Summer	329	722	393	119.5%	
	2-Fall	1,320	1,623	303	23.0%	
	3-Winter	1,508	1,676	168	11.1%	↑
	Annual	4,765	4,021	(744)		
SS11: Other Follow-up	1-Summer	3,676	3,017	(659)	-17.9%	
	2-Fall	8,373	8,065	(308)	-3.7%	
	3-Winter	7,752	7,560	(192)	-2.5%	↓
	Annual	24,036	17,987	(6,049)		

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 when the student first received the service at the college during the winter term. SS08: Counseling/Advising are reported during the term when the student first received the service at the college during the winter term. 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 winter term, -0.2%.

**Table SS.2 Foothill College: Counts 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	511	457	(54)	-10.6%	
	2-Fall	828	759	(69)	-8.3%	
	3-Winter	718	561	(157)	-21.9%	
	Annual	3,238	1,777	(1,461)		
SS08: Counseling/Advising	1-Summer	2,267	1,951	(316)	-13.9%	
	2-Fall	2,828	2,922	94	3.3%	
	3-Winter	1,762	1,678	(84)	-4.8%	
	Annual	8,497	6,551	(1,946)		
SS09: Abbreviated SEP	1-Summer	369	289	(80)	-21.7%	
	2-Fall	569	723	154	27.1%	
	3-Winter	497	444	(53)	-10.7%	
	Annual	1,991	1,456	(535)		
SS09: Comprehensive SEP	1-Summer	260	206	(54)	-20.8%	
	2-Fall	592	595	3	0.5%	
	3-Winter	456	417	(39)	-8.6%	
	Annual	1,742	1,218	(524)		
SS10: At-Risk Follow-up	1-Summer	68	88	20	29.4%	
	2-Fall	236	405	169	71.6%	
	3-Winter	455	182	(273)	-60.0%	
	Annual	918	675	(243)		
SS11: Other Follow-up	1-Summer	1,739	1,476	(263)	-15.1%	
	2-Fall	4,376	4,241	(135)	-3.1%	
	3-Winter	4,514	4,218	(296)	-6.6%	
	Annual	13,687	9,623	(4,064)		

**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 reporting term. However, due to missing data headcount estimates at the college could be significantly underestimated.

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

Course Attribute	Classification	Winter 2022		Winter 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,337	91.3%	1,320	90.2%	(17)	-1.3%	↓
	Credit, Not Degree Applicable	65	4.4%	66	4.5%	1	1.5%	↑
	Noncredit	62	4.2%	78	5.3%	16	25.8%	↑
CB05-Transfer Status	Transferable to UC and CSU	1,029	70.3%	1,023	69.9%	(6)	-0.6%	
	Transferable to CSU only	281	19.2%	279	19.1%	(2)	-0.7%	
	Not transferable	154	10.5%	162	11.1%	8	5.2%	↑
CB08-Basic Skills	Basic Skills	89	6.1%	95	6.5%	6	6.7%	↑
	Not Basic Skills	1,375	93.9%	1,369	93.5%	(6)	-0.4%	
CB09-SAM Priority	Apprenticeship	7	0.5%	5	0.3%	(2)	-28.6%	↓
	Advanced Occupational	40	2.7%	49	3.3%	9	22.5%	↑
	Clearly Occupational	305	20.8%	310	21.2%	5	1.6%	↑
	Possibly Occupational	94	6.4%	92	6.3%	(2)	-2.1%	↓
	Non-Occupational	1,018	69.5%	1,008	68.9%	(10)	-1.0%	↓
CB10-Work Exp	Not Cooperative Work Exp	1,464	100.0%	1,464	100.0%	-	0.0%	
CB11-Classification	Enhanced Funding, Workforce Prep	30	2.0%	37	2.5%	7	23.3%	↑
	Enhanced Funding, Other	32	2.2%	38	2.6%	6	18.8%	↑
	Non-Enhanced Funding	-	0.0%	3	0.2%	3		
	Credit Course	1,402	95.8%	1,386	94.7%	(16)	-1.1%	↓
CB13-Special Class	Approved Special Class	17	1.2%	18	1.2%	1	5.9%	↑
	Not a Special Class	1,447	98.8%	1,446	98.8%	(1)	-0.1%	
CB21-Prior to Coll	1 Level Below Transfer	49	3.3%	44	3.0%	(5)	-10.2%	↓
	2 Levels Below Transfer	21	1.4%	20	1.4%	(1)	-4.8%	↓
	3 Levels Below Transfer	20	1.4%	23	1.6%	3	15.0%	↑
	4 Levels Below Transfer	4	0.3%	4	0.3%	-	0.0%	
	5 Levels Below Transfer	2	0.1%	4	0.3%	2	100.0%	↑
	Not Applicable	1,368	93.4%	1,369	93.5%	1	0.1%	
CB22-Noncredit Cat	English as a Second Language	32	2.2%	36	2.5%	4	12.5%	↑
	Elementary, Secondary Basic Sk	-	0.0%	3	0.2%	3		
	Workforce Preparation	30	2.0%	39	2.7%	9	30.0%	↑
	Credit Course	1,402	95.8%	1,386	94.7%	(16)	-1.1%	↓



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

Course Attribute	Classification	Winter 2022		Winter 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB23-Funding Agency	Not Developed with Econ Dev funds	1,464	100.0%	1,464	100.0%	-	0.0%	
CB24-Program Status	Program Applicable	1,383	94.5%	1,378	94.1%	(5)	-0.4%	
	Not Program Applicable	81	5.5%	86	5.9%	5	6.2%	↑
CB25-General Ed Status	Transfer English Comp, Crit Think	110	7.5%	109	7.4%	(1)	-0.9%	
	Transfer Math/Quant Reasoning	161	11.0%	144	9.8%	(17)	-10.6%	↓
	Local Mathematics Competency	7	0.5%	1	0.1%	(6)	-85.7%	↓
	Not Applicable	1,186	81.0%	1,210	82.7%	24	2.0%	↑
CB27-Upper Division St	Not an Upper Division Course	1,464	100.0%	1,464	100.0%	-	0.0%	

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

Course Attribute	Classification	Winter 2022		Winter 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,096	92.0%	1,079	93.2%	(17)	-1.6%	
	Credit, Not Degree Applicable	20	1.7%	21	1.8%	1	5.0%	↑
	Noncredit	89	7.5%	71	6.1%	(18)	-20.2%	↓
CB05-Transfer Status	Transferable to UC and CSU	618	51.9%	628	54.2%	10	1.6%	↑
	Transferable to CSU only	221	18.6%	252	21.8%	31	14.0%	↑
	Not transferable	366	30.7%	291	25.1%	(75)	-20.5%	↓
CB08-Basic Skills	Basic Skills	35	2.9%	40	3.5%	5	14.3%	↑
	Not Basic Skills	1,170	98.2%	1,131	97.7%	(39)	-3.3%	↓
CB09-SAM Priority	Apprenticeship	235	19.7%	184	15.9%	(51)	-21.7%	↓
	Advanced Occupational	6	0.5%	7	0.6%	1	16.7%	↑
	Clearly Occupational	156	13.1%	172	14.9%	16	10.3%	↑
	Possibly Occupational	165	13.9%	183	15.8%	18	10.9%	↑
	Non-Occupational	643	54.0%	625	54.0%	(18)	-2.8%	
CB10-Work Exp	Cooperative Work Experience	1	0.1%	-	0.0%	(1)	-100.0%	↓
	Not Cooperative Work Exp	1,204	101.1%	1,171	101.1%	(33)	-2.7%	
CB11-Classification	Enhanced Funding, Other	22	1.8%	19	1.6%	(3)	-13.6%	↓
	Non-Enhanced Funding	67	5.6%	52	4.5%	(15)	-22.4%	↓
	Credit Course	1,116	93.7%	1,100	95.0%	(16)	-1.4%	
CB13-Special Class	Approved Special Class	48	4.0%	42	3.6%	(6)	-12.5%	↓
	Not a Special Class	1,157	97.1%	1,129	97.5%	(28)	-2.4%	
CB21-Prior to Coll	1 Level Below Transfer	21	1.8%	16	1.4%	(5)	-23.8%	↓
	2 Levels Below Transfer	6	0.5%	6	0.5%	-	0.0%	
	3 Levels Below Transfer	7	0.6%	4	0.3%	(3)	-42.9%	↓
	4 Levels Below Transfer	-	0.0%	1	0.1%	1		
	5 Levels Below Transfer	2	0.2%	3	0.3%	1	50.0%	↑

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

Course Attribute	Classification	Winter 2022		Winter 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
	6 Levels Below Transfer	1	0.1%	2	0.2%	1	100.0%	↑
	Not Applicable	1,168	98.1%	1,139	98.4%	(29)	-2.5%	
CB22-Noncredit Cat	English as a Second Language	10	0.8%	11	0.9%	1	10.0%	↑
	Elementary, Secondary Basic Sk	13	1.1%	13	1.1%	-	0.0%	
	Approved Special Class	41	3.4%	34	2.9%	(7)	-17.1%	↓
	Parenting	20	1.7%	10	0.9%	(10)	-50.0%	↓
	Short-Term Vocational	5	0.4%	3	0.3%	(2)	-40.0%	↓
	Credit Course	1,116	93.7%	1,100	95.0%	(16)	-1.4%	
CB23-Funding Agency	Not Developed with Econ Dev funds	1,205	101.2%	1,171	101.1%	(34)	-2.8%	
CB24-Program Status	Program Applicable	1,070	89.8%	1,061	91.6%	(9)	-0.8%	
	Not Program Applicable	135	11.3%	110	9.5%	(25)	-18.5%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	45	3.8%	47	4.1%	2	4.4%	↑
	Transfer Math/Quant Reasoning	59	5.0%	61	5.3%	2	3.4%	↑
	Local Mathematics Competency	6	0.5%	-	0.0%	(6)	-100.0%	
	Not Applicable	1,095	91.9%	1,063	91.8%	(32)	-2.9%	
CB26-Support Status	Support Course	10	0.8%	10	0.9%	-	0.0%	
	Not a Support Course	1,195	100.3%	1,161	100.3%	(34)	-2.8%	

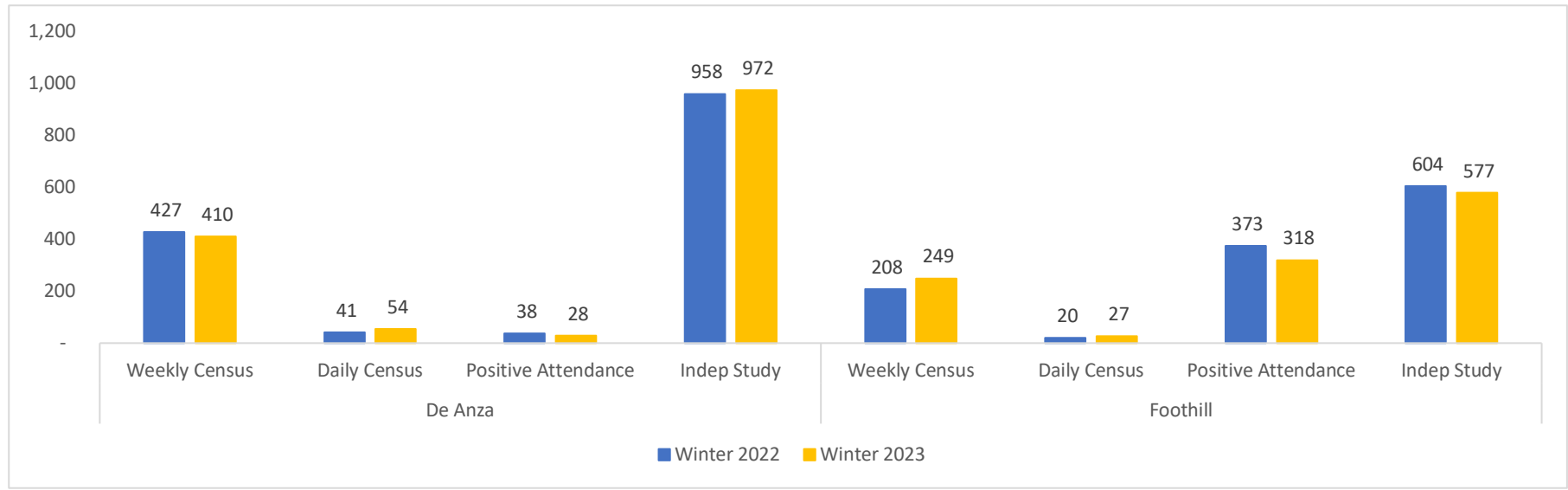
**Table XB.1 De Anza College: Section Count by Section Attribute and Academic Period**

Section Attribute	Classification	Winter 2022		Winter 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Weekly Census	427	29.2%	410	28.0%	(17)	-4.0%	↓
	Daily Census	41	2.8%	54	3.7%	13	31.7%	↑
	Positive Attendance	38	2.6%	28	1.9%	(10)	-26.3%	↓
	Independent Study, Work Exper	958	65.4%	972	66.4%	14	1.5%	↑
XB09-Work Based Lear Act	Work-Based Learning	29	2.0%	29	2.0%	-	0.0%	
	Unknown	1,435	98.0%	1,435	98.0%	-	0.0%	
XB12-Instructional Material Cost	Uses only no-cost digital instructional material	150	10.2%	198	13.5%	48	32.0%	↑
	Has low instructional material costs	81	5.5%	64	4.4%	(17)	-21.0%	↓
	Does not meet no-cost or low-cost inst material criteria	1,233	84.2%	1,202	82.1%	(31)	-2.5%	↓
<b>Total</b>		<b>1,464</b>	<b>100.0%</b>	<b>1,464</b>	<b>100.0%</b>	<b>-</b>	<b>0.0%</b>	

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

Section Attribute	Classification	Winter 2022		Winter 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Weekly Census	208	17.3%	249	21.3%	41	19.7%	↑
	Daily Census	20	1.7%	27	2.3%	7	35.0%	↑
	Positive Attendance	373	31.0%	318	27.2%	(55)	-14.7%	↓
	Independent Study, Work Exper	604	50.1%	577	49.3%	(27)	-4.5%	↓
XB09-Work Based Lear Act	Work-Based Learning	30	2.5%	28	2.4%	(2)	-6.7%	↓
	Unknown	1,175	97.5%	1,143	97.6%	(32)	-2.7%	
XB12-Instructional Material Cost	Uses only no-cost digital instructional material	112	9.3%	434	37.1%	322	287.5%	↑
	Has low instructional material costs	35	2.9%	18	1.5%	(17)	-48.6%	↓
	Does not meet no-cost or low-cost inst material criteria	1,058	87.8%	719	61.4%	(339)	-32.0%	↓
<b>Total</b>		<b>1,205</b>	<b>100.0%</b>	<b>1,171</b>	<b>100.0%</b>	<b>(34)</b>	<b>-2.8%</b>	

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



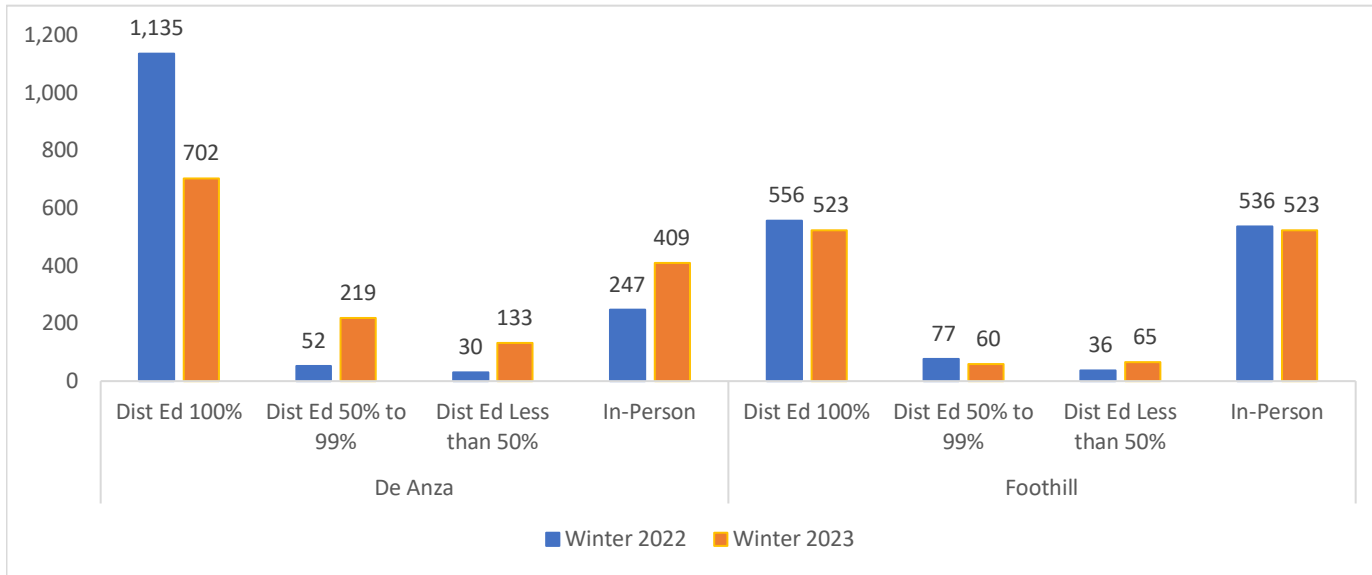
**Table XF.1 De Anza College: Section Count by Instructional Method and Academic Period**

Instruction Delivery Method	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	1,135	77.5%	702	48.0%	(433)	-38.1%	↓
Dist Ed 50% to 99%	52	3.6%	219	15.0%	167	321.2%	↑
Dist Ed Less than 50%	30	2.0%	133	9.1%	103	343.3%	↑
In-Person	247	16.9%	409	28.0%	162	65.6%	↑
<b>Total</b>	<b>1,464</b>	<b>100.0%</b>	<b>1,463</b>	<b>100.0%</b>	<b>(1)</b>	<b>-0.1%</b>	

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

Instruction Delivery Method	Winter 2022		Winter 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	556	46.1%	523	44.7%	(33)	-5.9%	↓
Dist Ed 50% to 99%	77	6.4%	60	5.1%	(17)	-22.1%	↑
Dist Ed Less than 50%	36	3.0%	65	5.6%	29	80.6%	↑
In-Person	536	44.5%	523	44.7%	(13)	-2.4%	↑
<b>Total</b>	<b>1,205</b>	<b>100.0%</b>	<b>1,171</b>	<b>100.0%</b>	<b>(34)</b>	<b>-2.8%</b>	

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





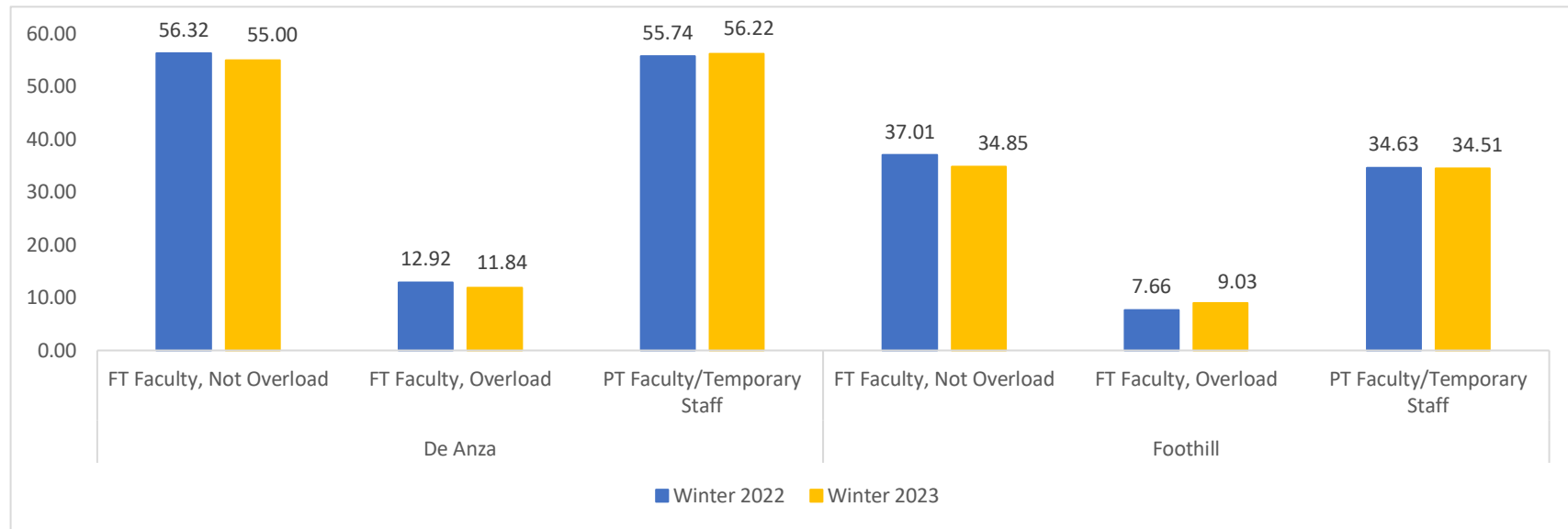
**Table XE.1 De Anza College: Section, Employee and Full-Time Equivalent Faculty (FTE) Count by Assignment Type and Academic Period**

Credit Status	Assignment Type	Winter 2022			Winter 2023			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	682	200	56.32	695	197	55.00	(1.31)	-2.3%	↓
	FT Faculty, Overload	125	88	12.92	109	81	11.84	(1.08)	-8.3%	↓
	PT Faculty/Temporary Staff	535	351	55.74	531	356	56.22	0.48	0.9%	
	Contract Staff	94	67	-	75	55	0.10	0.10		
	<b>Total</b>	<b>1,402</b>	<b>555</b>	<b>124.97</b>	<b>1,386</b>	<b>557</b>	<b>123.17</b>	<b>(1.80)</b>	<b>-1.4%</b>	
Noncredit	FT Faculty, Not Overload	34	13	-	34	13	-	-		
	FT Faculty, Overload	2	2	0.20	1	1	0.10	(0.10)	-50.0%	
	Contract Staff	26	21	-	44	34	-	-		
	<b>Total</b>	<b>62</b>	<b>35</b>	<b>0.20</b>	<b>78</b>	<b>47</b>	<b>0.10</b>	<b>(0.10)</b>	<b>-50.0%</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	Winter 2022			Winter 2023			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	458	138	37.01	462	130	34.85	(2.17)	-5.9%	↓
	FT Faculty, Overload	88	54	7.66	103	63	9.03	1.37	17.9%	↑
	PT Faculty/Temporary Staff	326	244	34.63	325	252	34.51	(0.13)	-0.4%	
	Contract Staff	314	77	-	283	93	0.13	0.13		
	<b>Total</b>	<b>1,116</b>	<b>432</b>	<b>79.30</b>	<b>1,100</b>	<b>444</b>	<b>78.51</b>	<b>(0.79)</b>	<b>-1.0%</b>	
Noncredit	FT Faculty, Not Overload	20	13	0.93	17	13	1.04	0.11	11.7%	↑
	FT Faculty, Overload	-	-	-	4	2	0.10	0.10		
	PT Faculty/Temporary Staff	65	25	2.19	46	19	1.92	(0.27)	-12.2%	↓
	Contract Staff	4	4	-	5	5	-	-		
	<b>Total</b>	<b>89</b>	<b>42</b>	<b>3.12</b>	<b>71</b>	<b>39</b>	<b>3.06</b>	<b>(0.06)</b>	<b>-1.9%</b>	

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



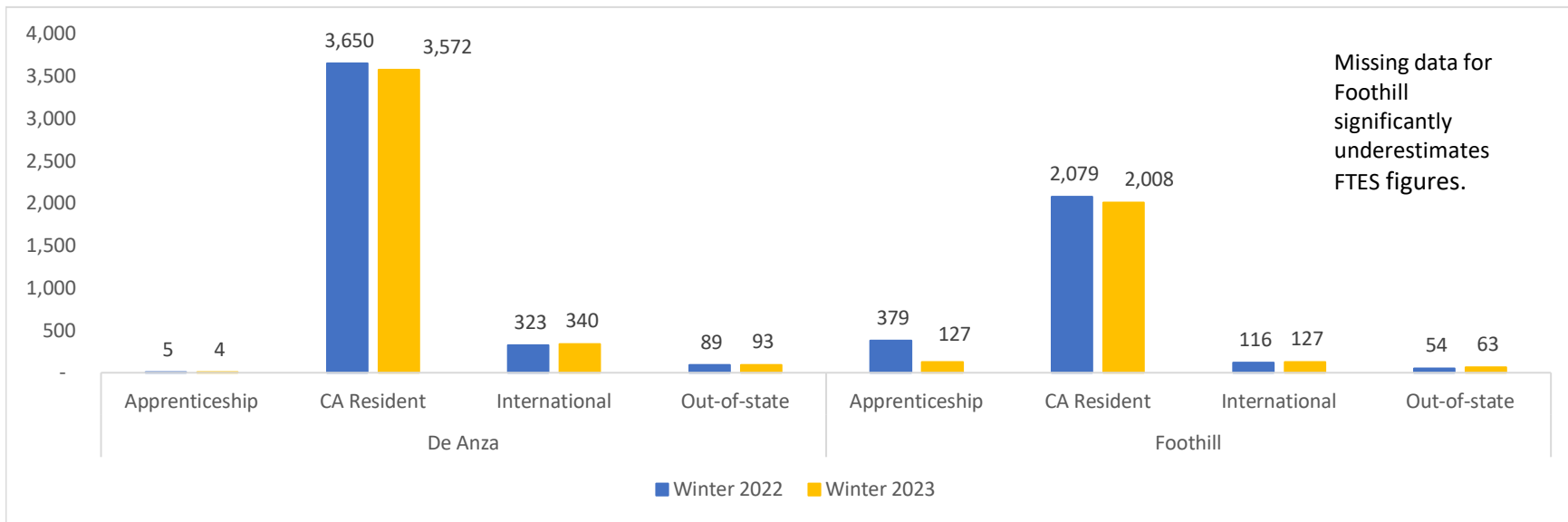
**Table SX.1 De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type**

Apportionment Type	Winter 2022			Winter 2023			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Credit-Apprenticeship	20	4.99	0.1%	17	3.71	0.1%	(1.28)	-25.7%	↓
Credit-No Apprenticeship, CA Resident, Apport	13,704	3,649.69	89.7%	13,419	3,572.39	89.1%	(77.30)	-2.1%	↓
Credit-No Apprenticeship, CA Resident, No Apport	18	1.32	0.0%	17	1.38	0.0%	0.06	4.2%	↑
Credit-No Apprenticeship, International	909	322.92	7.9%	945	339.54	8.5%	16.62	5.1%	↑
Credit-No Apprenticeship, Out-of-state	321	88.56	2.2%	350	93.05	2.3%	4.49	5.1%	↑
<b>Credit-Total</b>	<b>14,959</b>	<b>4,067.48</b>	<b>100.0%</b>	<b>14,735</b>	<b>4,010.07</b>	<b>100.0%</b>	<b>(57.41)</b>	<b>-1.4%</b>	
Noncredit-CDCP: Elementary and Secondary Basic :	-	-	0.0%	7	0.41	0.5%	0.41		
Noncredit-CDCP: English as a Second Language	194	20.85	67.7%	348	48.37	57.8%	27.52	132.0%	↑
Noncredit-CDCP: Workforce Preparation	166	9.95	32.3%	269	34.90	41.7%	24.94	250.6%	↑
<b>Noncredit-Total</b>	<b>353</b>	<b>30.81</b>	<b>100.0%</b>	<b>608</b>	<b>83.68</b>	<b>100.0%</b>	<b>52.88</b>	<b>171.6%</b>	

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

Apportionment Type	Winter 2022			Winter 2023			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Credit-Apprenticeship	2,188	378.88	14.4%	893	127.31	5.5%	(251.58)	-66.4%	
Credit-No Apprenticeship, CA Resident, Apport	9,200	2,079.03	79.1%	8,909	2,008.30	86.3%	(70.73)	-3.4%	
Credit-No Apprenticeship, CA Resident, No Apport	4	0.27	0.0%	14	0.93	0.0%	0.67	250.0%	
Credit-No Apprenticeship, International	373	116.44	4.4%	392	126.99	5.5%	10.55	9.1%	
Credit-No Apprenticeship, Out-of-state	263	53.51	2.0%	303	62.78	2.7%	9.27	17.3%	
<b>Credit-Total</b>	<b>12,009</b>	<b>2,628.14</b>	<b>100.0%</b>	<b>10,496</b>	<b>2,326.31</b>	<b>100.0%</b>	<b>(301.82)</b>	<b>-11.5%</b>	
Noncredit-CDCP: Elementary and Secondary Basic :	726	9.91	13.9%	1,100	19.83	29.7%	9.92	100.2%	
Noncredit-CDCP: English as a Second Language	129	11.89	16.7%	183	16.68	25.0%	4.79	40.3%	
Noncredit-CDCP: Short-Term Vocational	160	18.02	25.3%	45	3.34	5.0%	(14.68)	-81.5%	
Noncredit-Other	885	31.44	44.1%	723	26.97	40.4%	(4.47)	-14.2%	
<b>Noncredit-Total</b>	<b>1,864</b>	<b>71.25</b>	<b>100.0%</b>	<b>2,007</b>	<b>66.82</b>	<b>100.0%</b>	<b>(4.43)</b>	<b>-6.2%</b>	

**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	Winter 2022			Winter 2023			Change FTES		
	Student Headcount	FTES	Percet FTES	Student Headcount	FTES	Percet FTES	Count	Percent	Trend
First-Time	212	56.03	1.5%	246	61.47	1.7%	5.44	9.7%	↑
First-Time Transfer	1,016	190.08	5.2%	1,049	181.76	5.1%	(8.32)	-4.4%	↓
Returning	1,578	288.13	7.9%	1,388	254.61	7.1%	(33.52)	-11.6%	↓
Continuing	10,059	2,987.98	81.9%	9,884	2,954.55	82.7%	(33.43)	-1.1%	
Special Admit	839	127.46	3.5%	852	119.99	3.4%	(7.47)	-5.9%	↓
<b>Total</b>	<b>13,704</b>	<b>3,649.69</b>	<b>100.0%</b>	<b>13,419</b>	<b>3,572.39</b>	<b>100.0%</b>	<b>(77.30)</b>	<b>-2.1%</b>	

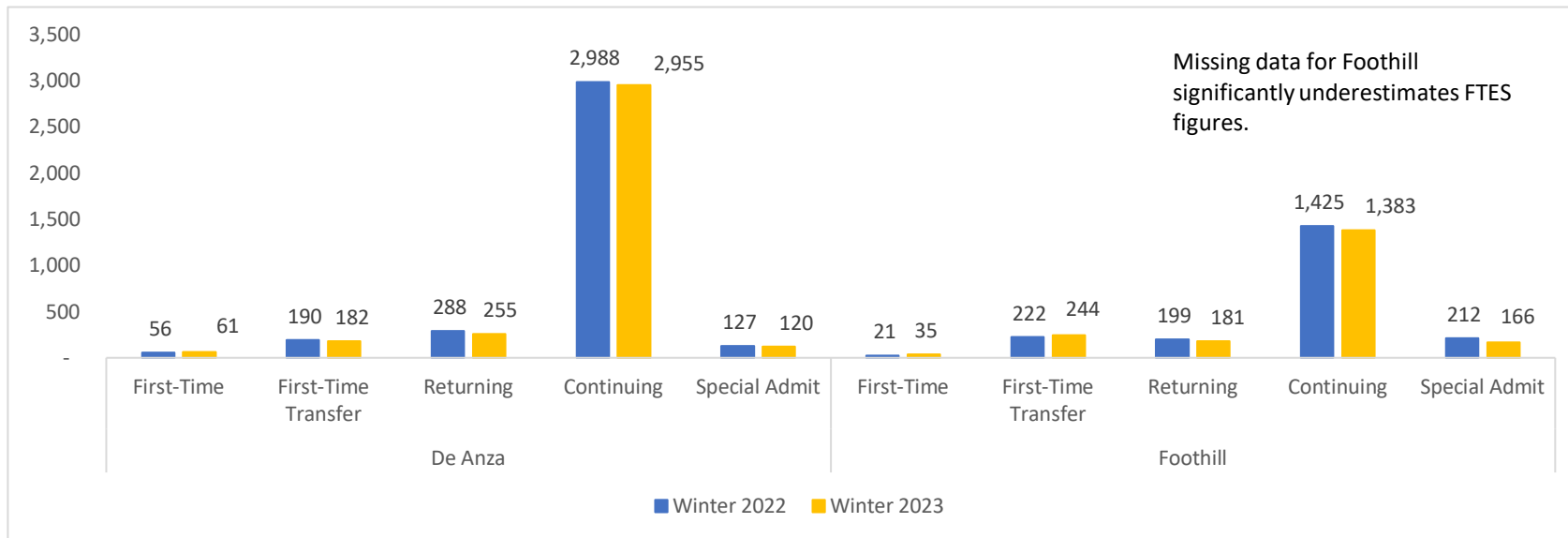
**Table SX.4 Foothill College: Student Headcount and Full-Time Equivalent Student (FTES) for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period**

Enrollment Status	Winter 2022			Winter 2023			Change FTES		
	Student Headcount	FTES	Percet FTES	Student Headcount	FTES	Percet FTES	Count	Percent	Trend
First-Time	92	21.47	1.0%	171	34.73	1.7%	13.26	61.8%	
First-Time Transfer	1,252	222.18	10.7%	1,418	243.74	12.1%	21.56	9.7%	
Returning	1,117	198.82	9.6%	1,076	181.15	9.0%	(17.67)	-8.9%	
Continuing	5,091	1,424.65	68.5%	4,964	1,383.18	68.9%	(41.47)	-2.9%	
Special Admit	1,647	211.61	10.2%	1,280	165.51	8.2%	(46.10)	-21.8%	
<b>Total</b>	<b>9,200</b>	<b>2,079.03</b>	<b>100.0%</b>	<b>8,909</b>	<b>2,008.30</b>	<b>100.0%</b>	<b>(70.73)</b>	<b>-3.4%</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.