

IRP@FHDA

FHDA MIS Quarterly Submission Report

Reporting term: winter 2026

Data extraction (Banner/production): May 21, 2026

Introduction

The winter 2026 MIS quarterly reports were submitted by the FHDA CCD (Foothill-De Anza Community College District) to the CCCCCO (California Community Colleges Chancellor's Office) on May 21, 2026. This document identifies data issues and highlights key findings on these reports.

As part of the data validation efforts for the data submitted in these reports, statistics for the reporting term related to student characteristics, special populations groups, course offerings, and faculty instructional workload are presented here and compared with the corresponding statistics for the prior academic year.

This document is divided into three sections:

- Section A. Data quality issues: documents problems or errors with the data.
- Section B. Data highlights: provides a summary of key findings.
- Section C. Tables: compares data for the reporting term and the corresponding term of the prior academic year. Significant or unexpected changes are highlighted (i.e., identifies a trend, up or down arrow, by comparing the statistic for the group with that for the college).

More information on the data submitted is available at the CCCCCO MIS data mart, <https://datamart.cccco.edu/DataMart.aspx>. This website, which is open to the general public, allows users to query and compare data submitted by all California community colleges.

Section A. Data Quality Issues

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

De Anza College

- SB-Student Characteristics
 - Missing data for race/ethnicity and CCC ID (California Community Colleges student identifier)
 - Data disaggregated by *residency status* in Table A.1 shows that 71.6% (846 of 1,182) of *international* students in winter 2026 had missing data for race/ethnicity and CCC ID—an increase of less than 1 percentage point when compared to data for the previous winter term. This finding suggests an undercount at the college level of students from race/ethnic backgrounds that are overrepresented among *international* students (e.g., Asians).
- SG-Special populations
 - Data for the A2MEND program was not confirmed and not submitted.
- VR Vision Aligned Reporting
 - Data for the VR-Veterans Resource Center and SC-CalWORKs programs was not submitted because it was confirmed after submission date (to be submitted at the end of the academic year). Data for the VM-Mathematics, Engineering, Science Achievement (MESA) program was not submitted and had not yet been confirmed (see details in Table 1.C).

Foothill College

- SB-Student Characteristics
 - Missing data for race/ethnicity and CCC ID (California Community Colleges student identifier)
 - Data disaggregated by *residency status* in Table A.1 shows that 33.7% (129 of 383) of *international* students in winter 2026 had missing data for race/ethnicity and CCC ID—a 13.7 percentage points drop when compared to data for the

previous winter term (47.4%). This finding suggests an undercount at the college level of students from race/ethnic backgrounds that are overrepresented among international students (e.g., Asians).

- Data disaggregated by credit status Table A.2 shows that 18.2% (130 of 716) of students enrolled in only *noncredit* courses in winter 2026 were missing data for race/ethnicity and CCC ID, an increase of less than 1 percent from the prior winter term. The data also shows that 56.6% of students enrolled in only noncredit courses in winter 2026 did not use CCCApply (did not have a CCC student ID), an increase of 1.8 percentage points when compared to the prior winter term.
- SG-Special populations
 - Data for EOPS, CARE and NextUp was not submitted because it was confirmed after submission date (to be submitted at the end of the academic year).
- VR Vision Aligned Reporting
 - Data for SC-CalWORKs was not submitted because it was confirmed after submission date (to be submitted at the end of the academic year).
 - Data for the following seven programs was not submitted and had not yet been confirmed (see Table 1.D for details).
 - VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement
 - VC-CARE
 - SE-EOPS
 - VN-NextUp
 - VW-Strong Workforce Local Share
 - VT-Transfer Center
 - VR-Veterans Resource Center
- SX-Enrollment
 - Missing final grade (RD records)
 - All enrollment records missing the final grade (1,750, including 1,565 for CTE courses) were deleted from the

submission to bypass a MIS quality edit and be able to submit.

- Data in Table A.3 shows that a total of 110 sections were missing students' final grade by the time of submission; 54 (49%) of these were in the apprenticeship program; 101 (92%) were for CTE courses; and, 73 (66%) had a final class date on or after submission date.
- Missing positive attendance
 - Data Table A.4 shows that 1,448 enrollment records (94 sections) were missing positive attendance; 89.8% (1,301) of these records were for CTE courses. Missing positive attendance significantly underestimated the college student headcount or FTES because records missing positive attendance hours are usually not included in related analyses.
 - Data in Table A.5 and Table A.6 compare headcount statistics using two approaches: (1) *attendance by first census*, which is independent of positive/actual attendance, and (2) *attendance by first census in at least one census course or a minimum number of hours in a positive attendance course*. The second approach (see MIS data mart headcount in Table A.6) tends to produce lower headcounts for it excludes students enrolled in only positive attendance courses who did not meet the minimum required attendance hours.
 - Foothill data based on *attendance by first census* in Table A.5 shows a 0.8% headcount drop in winter 2026 when compared to the previous winter term (14,245 from 14,366) while data in Table A.6 (MIS data mart, which takes into account positive attendance) shows a headcount drop of 12.3% (12,529 from 14,288).

Table 1.A
Categorical Programs and Special Population Groups: Data Confirmed by the
Program Coordinator or Assistant(s) at De Anza College, Winter 2026

Program	Coordinator/Assistant	Headcount or Sections	Confirmation Date
CW-CalWORKs	Sabrina Stewart	38	5-May
SD-DSPS	Simone Christian; Kim Te	1,003	6-May
SE-EOPS	Lan Trinh, Ammalinh Chan	399	30-Apr
SE-EOPS-CARE	Lan Trinh, Ammalinh Chan	7	30-Apr
SG04-Incarcerated	Kim Te	-	30-Apr
SG05-MESA-ASEM	Deepa Yuvaraj, Melissa Maturino, Yvette Alva-Campbell	115	21-May
SG06-Puente	Liliana Rivera, Saul Ruiz	82	29-Apr
SG07-Middle College-Fremont UHSD	Alison Coy & Amanda Evans (FUHSD); Elizabeth Jahn	75	28-Apr
SG08-Umoja	Maurice Canyon, Angelita Pabros	53	4-May
SG11-CAFYES/NextUp	Lan Trinh, Ammalinh Chan	29	30-Apr
SG12-Baccal-Autom Techn Manag	David Capitolo; Kim Te	33	23-Apr
SG13-CCAP	Tiffany Rodriguez-Tran	189	16-Apr
SG22-A2MEND	Erick Aragon, Nazy Galoyan	Not confirmed/Not submitted	
SG23-Basic-Needs Center	Grisel Vasquez, Casie Wheat	1,471	15-Apr
SG25-Student_Housing	Yvonne Chamberlain-Marquez	33	7-May
SG26-UC/CSU Dual Admissions	Khoa Nguyen	CSU: 23; UC: 42	13-May
SG27-Homeless-Housing-Insecurity	Grisel Vasquez	-	15-Apr
SG28-Athlete	Ron Hannon	320	23-Apr
SG29-Rising-Scholars-Network	Nazy Galoyan, Jesus Ruelas, Jayme Brown	56	27-Apr
SX07-Enrollment-CVC	Kim Te	21	1-May
XB12-Instructional-Material-Cost	James Adams, Shagun Kaur	334	11-May

Table 1.B
Categorical Programs and Special Population Groups: Data Confirmed by the
Program Coordinator or Assistant(s) at Foothill College, Winter 2026

Program	Coordinator/Assistant	Headcount or Sections	Confirmation Date
CW-CalWORKs	Sabrina Stewart	17	5-May
SD-DSPS	Jackie Lauese	856	20-May
SE-EOPS	Andrea Lara Galvan, April Henderson	Confirmed after submission	
SE-EOPS-CARE	Andrea Lara Galvan, April Henderson	Confirmed after submission	
SG04-Incarcerated	Anthony Cervantes	-	5-May
SG05-MESA-ASEM	Sophia Kim	113	21-May
SG06-Puente	Maritza Jackson Sandoval; Hilda Fernandez	90	6-May
SG07-College Now-MVLA USD	Gio Anselmo, Anthony Cervantes	32	28-Apr
SG07-Middle College-MVLA USD	Gio Anselmo, Anthony Cervantes	57	28-Apr
SG07-Middle College-Palo Alto USD	Emily Garrison, Anthony Cervantes	97	27-Apr
SG08-Umoja	Doksha Meacham; Tiffany Rideaux	78	5-May
SG11-CAFYES/NextUp	Andrea Lara Galvan	Confirmed after submission	
SG12-Baccal-Dental Hygiene	Brenda Barrientos Calero, Anthony Cervantes, Carmelyn Paguio	85	28-Apr
SG12-Baccal-Respiratory Care	Adam Thompson, Anthony Cervantes, Brenda Hanning	18	12-May
SG13-CCAP	Josh Pelletier	1,274	22-Apr
SG23-Basic-Needs Center	Sonia Sanchez Santoyo	1,231	30-Apr
SG24-Youth-Justice	Josh Pelletier	-	5-May
SG25-Student_Housing	Yvonne Chamberlain-Marquez	25	7-May
SG26-UC/CSU Dual Admissions	Isaac Escoto, Cleve Freeman, Anthony Cervantes	CSU: 7; UC: 8	12-May
SG27-Homeless-Housing-	Sonia Sanchez Santoyo	-	30-Apr
SG28-Athlete	Crystal Chen	149	23-Apr
SX07-Enrollment-CVC	Anthony Cervantes	19	29-Apr
XB12-Instructional-Material-Cost	Fei Zheng, Sally Baldwin	882	18-May

Table 1.C

Vision Aligned Reporting: Data Confirmed by the Program Coordinator or Assistant(s) at De Anza College, Winter 2026

Program	Data Custodian/Contact Person	Confirmation Date
VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement	Amy Wang, Adrienne Hypolite	30-Apr
SC-CalWORKs	Sabrina Stewart	Confirmed after submission
VC-CARE	Ammalinh Chan, Jared Camacho Ramirez	18-May
SD-Disabled Student Programs and Services (DSPS)	Sushini Chand	20-May
VD-CCAP & CCAP STEM	Tiffany Rodriguez-Tran;	18-May
SE-EOPS	Ammalinh Chan, Jared Camacho Ramirez	12-May
VH-Middle College High School (MCHS)	On hold by the CCCC	N/A
VM-Mathematics, Engineering, Science Achievement (MESA)	Yvette Alva-Campbell	Not confirmed/Not submitted
VN-NextUP/CAFYES	Ammalinh Chan, Jared Camacho Ramirez	18-May
VE-Student Equity and Achievement Program (SEA)	N/A-Program does not provide services to students directly	N/A
VW-Strong Workforce Local Share	Katrina Tran	19-May
VT-Transfer Center	Angelie Lopez	30-Apr
VR-Veterans Resource Center	Casie Wheat	Confirmed after submission

Notes

See Table VR.1 (De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service) for details.

Table 1.D
Vision Aligned Reporting: Data Confirmed by the Program Coordinator or Assistant(s) at Foothill College, Winter 2026

Program	Data Custodian/Contact Person	Confirmation Date
VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement	Christopher Yang	Not confirmed/Not submitted
SC-CalWORKs	Sabrina Stewart	Confirmed after submission
VC-CARE	April Henderson, Andrea Lara Galvan	Not confirmed/Not submitted
SD-Disabled Student Programs and Services (DSPS)	Jackie Lauese, Stephanie Crosby	20-May
VD-CCAP & CCAP STEM	Josh Pelletier	7-May
SE-EOPS	April Henderson, Andrea Lara Galvan	Not confirmed/Not submitted
VH-Middle College High School (MCHS)	On hold by the CCCC	N/A
VM-Mathematics, Engineering, Science Achievement (MESA)	Sophia Kim	19-May
VN-NextUP/CAFYES	April Henderson, Andrea Lara Galvan	Not confirmed/Not submitted
VE-Student Equity and Achievement Program (SEA)	N/A-Program does not provide services to students directly	N/A
VW-Strong Workforce Local Share	Nadene Torres, Teresa Ong	No documentation provided
VT-Transfer Center	Cleve Freeman, Isaac Escoto	Not confirmed/Not submitted
VR-Veterans Resource Center	Stephanie Crosby	Not confirmed/Not submitted

Notes

See Table VR.1 (De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service) for details.

Section B. Data Highlights

Student Characteristics

- Data in Table SB.1 shows that the number of De Anza students in winter 2026 dropped 1.0% from the prior winter term (16,212 from 16,383). *Special admit* students was the only group, based on enrollment status, with a headcount increase during this period, 27.2% (1,247 from 980).
- Data for Foothill was not included in some sections of the *data highlights* (*Student Characteristics, VTEA/Perkins, Student Success Services, Enrollment FTES*) because of the large number of enrollment records missing positive attendance during the submission, which significantly underestimated or invalidated student headcounts for the college (see Section A for details).
- Student headcount statistics by course *credit status* in Table SB.2 show that in winter 2026 the number of students enrolled in only noncredit courses at De Anza increased 3.5% (599 from 579) when compared to the previous winter term; the number of students who enrolled in at least one credit course dropped 1.2% (15,613 from 15,804).
- Data in Table SB.3 shows that during the last two winter terms less than 1% of De Anza students enrolled in at least one *apprenticeship* course or section; in winter 2026, 0.6% (89 of 15,524). Between the last two winter terms, students enrolled in *apprenticeship* courses or sections at De Anza increased 93.5% (89 from 46).
- Data in Table SB.4 shows that in winter 2026 the number of *international* and *out-of-state* students at De Anza dropped 14.3% (1,182 from 1,379) and 2.1% (641 from 655), respectively, when compared to the prior winter term.
- Data disaggregated by *gender* in Table SB.5 shows that the number of *non-binary* students at De Anza dropped 5.6% (185 from 196) in winter 2026 from the previous winter term. The number of students missing data for *gender* (unknown) increased 37.9% (291 from 211).
- De Anza data disaggregated by *race/ethnicity* in Table SB.6 shows a significant drop in the number of *White* students in winter 2026 from the previous winter term, -6.8% (2,627 from 2,819). Data in this table also shows a higher-than-expected increase in the number of *Asian* students, 2.2% (6,224 from 6,089).
- Data disaggregated by *age* group in Table SB.7 shows that the student population at De Anza is increasing at the extremes of the *age* distribution: between the last two winter terms, the number of students *19 or younger* and those aged *50 or more* increased 3.6% (6,220 from 6,001) and 1.6% (826 from

813), respectively. The number of students aged 20 to 34 dropped 5.1% (7,557 from 7,960).

- Data in Table SB.8 shows that the number of De Anza students who registered in *more than 12* credit units (full-time) dropped 4.2% (7,414 from 7,740) in winter 2026 from the previous winter term; the number of credit students who registered in *less than 6* units increased 4.1% (4,685 from 4,500).

Categorical Programs/Special Populations¹

- Data in Table SG.1 shows that the student headcount for *DSPS* and *NextUp* at De Anza increased 2.3% (1,003 from 980) and 21.7% (28 from 23), respectively, in winter 2026 from the previous winter term. The headcount for CalWORKs and EOPS dropped 5.1% (37 from 39) and 2.4% (399 from 409), respectively.
- Data for special populations programs at De Anza in Table SG.1 shows a significant student headcount increase in winter 2026 from the previous winter term for the following programs: *all special admit/HS students*, 27.2% (1,247 from 980); *CCAP*, 57.5% (189 from 120); *Basic Needs Center*, 38.6% (1,412 from 1,019); *Rising Scholars Network*, 80.6% (56 from 31); and *Dual Admissions UC/CSU*, 109.7% (65 from 31).
- Data for *categorical programs* at Foothill in Table SG.2 shows that the student headcount for CalWORKs and *DSPS* increased 30.8% (17 from 13) and 15.8% (856 from 739), respectively, in winter 2026 from the prior winter term.
- Data for *special populations* at Foothill in Table SG.2 shows a higher-than-expected increase between the last two winter terms in the student headcount for the MESA program, 21.5% (113 from 93). The data also show a significant drop in the student headcount for the following programs: *all special admit/HS students*, 43.2% (1305 from 2,298); *apprenticeship*, 32.4% (1,200 from 1,775) *athletes*, 29.4% (149 from 211) and the *Basic Needs Center*, 10.7% (1,198 from 1,342).

¹ For special populations, headcount status is based on enrollment by census date, independently of positive attendance.

VTEA/Perkins

- Data in Table SV.1 shows that the number of students classified as *economically disadvantaged* who enrolled in at least one CTE (Career Technical Education) course at De Anza increased 3.0% (3,165 from 3,073) in winter 2026 from the previous winter term.

Credit for Prior Learning (CPL)

- De Anza data in Table SY.1 shows a drop of 6.3% (180 from 192) in the number of records for the *credit for prior learning* (CPL) report in winter 2026 when compared to the prior winter term. The data also shows that credit not associated with a specific course (for example, credit awarded to meet requirements for general education) and mathematics accounted for 23.9 % and 22.2%, respectively, of all CPL records submitted for the college in winter 2026.
- Data for Foothill in Table SY.2 shows an increase of 95.4% (127 from 65) in the number of records submitted in the CPL report in winter 2026, compared to the previous winter term. Advanced placement, industry certification, and military training accounted for 70.1%, 27.6% and 2.4%, respectively, of all CPL records in winter 2026 submitted for the college.

CVC (California Virtual Campus Course Exchange) Enrollment

- Data for De Anza in Table SX.A1 shows that the CVC student headcount dropped 34.4% (21 from 32) in winter 2026 when compared to the previous winter term. English courses accounted for 14.3% of the total headcount in winter 2026.
- Data for Foothill in Table SX.A2 shows a 58.7% drop (19 from 46) in the number CVC students for winter 2026 when compared to the prior winter term. Kinesiology courses accounted for 21.1% of the total headcount in winter 2026.

Vision Aligned Reporting

- Data in Table VR.1 shows the student headcount and total count/amount by VAR service for the following groups at De Anza in winter 2026:
 - VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement
 - SD-Disabled Student Programs and Services (DSPS)
 - SE-EOPS
 - VC-CARE
 - VN-NextUp
 - VD-Dual Enrollment, CCAP and CCAP STEM
 - VT-Transfer Center
 - VW-Strong Workforce Local Share
- Data in Table VR.2 shows the student headcount and total count/amount by VAR service for the following groups at Foothill in winter 2026:
 - Disabled Student Programs and Services (DSPS)
 - Dual Enrollment, CCAP and CCAP STEM
 - Mathematics, Engineering, Science Achievement (MESA)

Student Success Services

- Data in Table SS.1 shows that between winter 2025 and winter 2026 the number of students who received *counseling/advising*, *comprehensive SEP* and *other follow-up* services at De Anza increased 9.5% (2,218 from 2,026), 2.4% (1,694 from 1,655) and 8.1% (9,017 from 8,340), respectively. On the other hand, the number of students who developed an *abbreviated education plan* dropped 34.6% (874 from 1,336).

Course Characteristics

- Data in Table CB.1 shows no significant differences in the number of sections at De Anza in winter 2026 when compared to the previous winter term (increased 0.4%; 1,541 from 1,535). For *noncredit* courses, data in this table shows a significant increase in the number of sections (8.8%; 99 from 91), in particular those applicable to *enhanced funding-workforce preparation* (14.9%; 54 from 47). Related to occupational status, data in this table also shows a significant increase in the number of sections for *clearly occupational* courses (13.7%; 389 from 342) and a significant drop for *possibly occupational* courses (-40.7%; 51 from 86).
- For Foothill, data in Table CB.2 shows that the total number of sections increased 2.7% (1,305 from 1,271) in winter 2026 when compared to the prior winter term. The number of sections for *noncredit* courses increased 30.6% (81 from 62). This includes an increase of 22.6% (38 from 31) for *enhanced*

funding, other, 38.7% (43 from 31) for *non-enhanced funding*, and 60% (16 from 10) for *short-term vocational*.

Section Attributes

- Data in Table XB.1 shows that 21.7% (334 of 1,541) of all sections at De Anza in winter 2026 had *low or no-cost instructional materials*, compared to 11.1% (170 of 1,535) the previous winter term.
- At Foothill, data in Table XB.2 shows that 62.8% (820 of 1,305) of all sections in winter 2026 had *low or no-cost instructional materials*, compared to 37.0% (470 of 1,271) the previous winter term.
- Data in Figure XB.2 shows that all sections for credit courses at De Anza used the standardized accounting method in winter 2026, compared to 82.7% at Foothill. Positive attendance was used by 17.1% of all sections for credit courses at Foothill in winter 2026.
- Data in Figure XB.3 shows that at De Anza 65.7% of all sections for *noncredit* courses in winter 2026 used the *alternative accounting* methods (previously known as noncredit independent), compared to 16.0% at Foothill.
- Data in Table XF.1 shows that 46.7% of the sections at De Anza in winter 2026 were online or *100% distance education* and 30.8% were *in-person*. The number of *in-person* sections increased 7.0% (504 from 471) between the two last winter terms (winter 2025: 30.7%; winter 2026: 32.7%).
- Data in Table XF.2 shows that 38.2% of all sections at Foothill in winter 2026 were online or *100% distance education*, compared to 40.5% during the previous winter term. The number of *in-person* sections increased 9.0% (664 from 609) between the last two winter terms (winter 2025: 47.9%; winter 2026: 50.9%).

Instructional Load/FTEF (Full Time Equivalent Faculty)

- Data in Table XE.1 shows that the total FTEF for *credit* courses at De Anza increased 1.2% (132.90 from 131.36) in winter 2026 over the prior winter term. The FTEF for *full-time, not overload* assignments dropped 3.4% (53.95 from 55.83); for *part-time faculty* assignments, it increased 4.8% (64.85 from 61.85).
- Data in Table XE.2 shows that the total FTEF for *credit* courses at Foothill increased 0.9% (88.39 from 87.57) in winter 2026 compared to the prior winter term. The FTEF for *part-time faculty* increased 5.9% (41.61 from 39.28).

FTES (Full Time Equivalent Student)

- Data in Table SX.2 shows that in winter 2026 the FTES for *credit* courses at De Anza dropped 0.2% (4,371.01 from 4,381.42) from the previous winter term. The FTES for *California residents (excluding apprenticeship courses and enrollments not applicable to apportionment)* increased 1.5% (3,824.0 from 3,766.1). The FTES for *international* and *out-of-state* students dropped 12.4% (440.8 from 503.4) and 6.3% (101.1 from 107.9), respectively.
- Data for *noncredit* courses at De Anza in Table SX.2B shows that the FTES dropped 9.1% (95.17 from 104.71) in winter 2026 compared to the prior winter term. The FTES for *CCDP-English as a Second Language* and *CDCP Workforce Preparation* courses dropped 5.9% (66.05 from 70.21) and 15.8% (66.05 from 70.21), respectively.
- Data in Table SX.3 for *California residents* enrolled in *credit* courses (*excluding apprenticeship courses and enrollments not applicable to apportionment*) at De Anza disaggregated by *enrollment status* shows a significant increase in the FTES for *special admits* in winter 2026 over the prior winter term (25.6%; 164.72 from 131.19). The data also shows that the FTES for *first-time* and *continuing* students increased 23.9% (61.68 from 49.79) and 1.5% (3,167.30 from 3,121.70), respectively. On the other hand, the FTES for *first-time transfer* and *returning* students dropped 5.8% (183.39 from 194.76) and 8.1% (246.90 from 268.69), respectively.

Section C. Tables

The tables shown in this section are designed to help data custodians review the data submitted. The column “Trend” is meant to help them identify unexpected changes in the data for a given group (e.g., group of students or courses) after considering 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 population by at least one percentage point). 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 population by at least one percentage point). Data custodians are encouraged to assess whether these changes are the product of data validity issues or other unrelated factors (e.g., a statistical artifact due to a small cell size with a large percentage change). “Trend” symbols are not included when there are issues with the data (for example, a significant number of sections missing positive attendance).

Excluding data for *categorical programs*, *special populations* and *student success* (3SP) statistics, headcounts only include students who were enrolled by census date in at least one census course or have attended at least one class with positive attendance, as applicable. Some tables, as noted, use an alternative headcount method to calculate headcounts (e.g., at least one course enrollment by census date or applicable to apportionment, independently of positive attendance).

Course/section data only includes classes with at least one student enrolled by census date and no data error by the time of submission (i.e., had to be deleted because it did not pass MIS system checks).

Table A.1

Number of Student Missing Data for Race/Ethnicity or CCC Student ID by Residency Status and Academic Period

Student Residency	Race/Ethnicity	CCC Student ID Status	Winter 2025		Winter 2026	
			Count	Percent	Count	Percent
De Anza						
International	Not reported	Not reported	977	70.8%	846	71.6%
	Reported	Not reported	41	3.0%	99	8.4%
	Not reported	Reported	9	0.7%	5	0.4%
	Reported	Reported	352	25.5%	232	19.6%
	Total		1,379	100.0%	1,182	100.0%
Out-of-state	Not reported	Not reported	25	3.8%	40	6.2%
	Reported	Not reported	-	0.0%	8	1.2%
	Not reported	Reported	11	1.7%	11	1.7%
	Reported	Reported	625	94.6%	589	90.9%
	Total	Total	661	100.0%	648	100.0%
Resident	Not reported	Not reported	60	0.4%	53	0.4%
	Reported	Not reported	218	1.5%	245	1.7%
	Not reported	Reported	137	1.0%	185	1.3%
	Reported	Reported	13,941	97.1%	13,917	96.6%
	Total		14,356	100.0%	14,400	100.0%
Foothill						
International	Not reported	Not reported	212	47.4%	129	33.7%
	Reported	Not reported	19	4.3%	109	28.5%
	Not reported	Reported	6	1.3%	4	1.0%
	Reported	Reported	210	47.0%	141	36.8%
	Total		447	100.0%	383	100.0%
Out-of-state	Not reported	Not reported	5	0.9%	2	0.4%
	Reported	Not reported	3	0.5%	11	2.1%
	Reported	Reported	538	95.1%	491	92.3%
	Not reported	Reported	20	3.5%	28	5.3%
	Total		566	100.0%	532	100.0%
Resident	Not reported	Not reported	142	1.1%	138	1.0%
	Reported	Not reported	300	2.2%	377	2.8%
	Not reported	Reported	216	1.6%	194	1.5%
	Reported	Reported	12,695	95.1%	12,621	94.7%
	Total		13,353	100.0%	13,330	100.0%

Figure A.4

Percentage of Students Missing Data for Race/Ethnicity and CCC ID by Residency Status

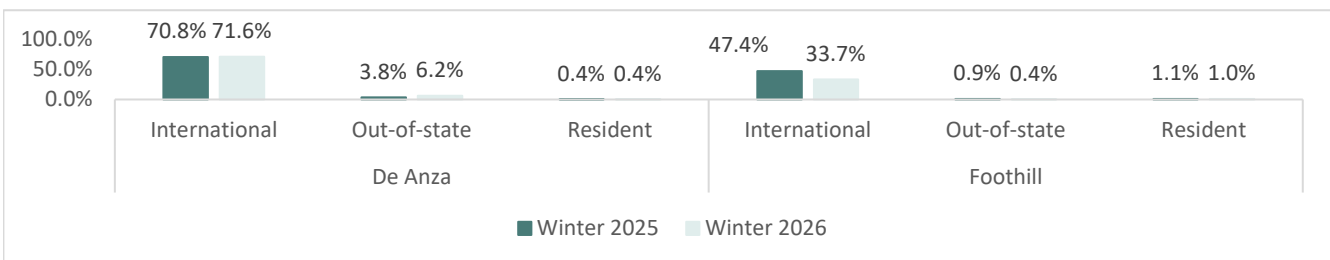


Table A.2

Number of Student Missing Data for Race/Ethnicity or CCC Student ID by Credit Status and Academic Period

Student Credit Status	Race/Ethnic	CCC Student ID Status	Winter 2025		Winter 2026	
			Count	Percent	Count	Percent
De Anza						
Credit	Not reported	Not reported	1,061	6.7%	935	6.0%
	Reported	Not reported	259	1.6%	349	2.2%
	Not reported	Reported	144	0.9%	176	1.1%
	Reported	Reported	14,341	90.7%	14,164	90.7%
	Total		15,805	100.0%	15,624	100.0%
Noncredit	Not reported	Not reported	1	0.2%	4	0.7%
	Reported	Not reported	-	0.0%	3	0.5%
	Not reported	Reported	13	2.2%	25	4.1%
	Reported	Reported	577	97.6%	574	94.7%
	Total		591	100.0%	606	100.0%
Foothill						
Credit	Not reported	Not reported	218	1.6%	139	1.0%
	Reported	Not reported	24	0.2%	222	1.6%
	Not reported	Reported	237	1.7%	219	1.6%
	Reported	Reported	13,085	96.5%	12,949	95.7%
	Total		13,564	100.0%	13,529	100.0%
Noncredit	Not reported	Not reported	141	17.6%	130	18.2%
	Reported	Not reported	298	37.2%	275	38.4%
	Not reported	Reported	5	0.6%	7	1.0%
	Reported	Reported	358	44.6%	304	42.5%
	Total		802	100.0%	716	100.0%

Notes

Data includes students registered by census date, independently of positive attendance hours.

Credit students are those who registered in at least one credit course; noncredit, registered in only noncredit courses.

Figure A.3

Percentage of Students with Race/Ethnicity and CCC ID Not Reported by Credit Status

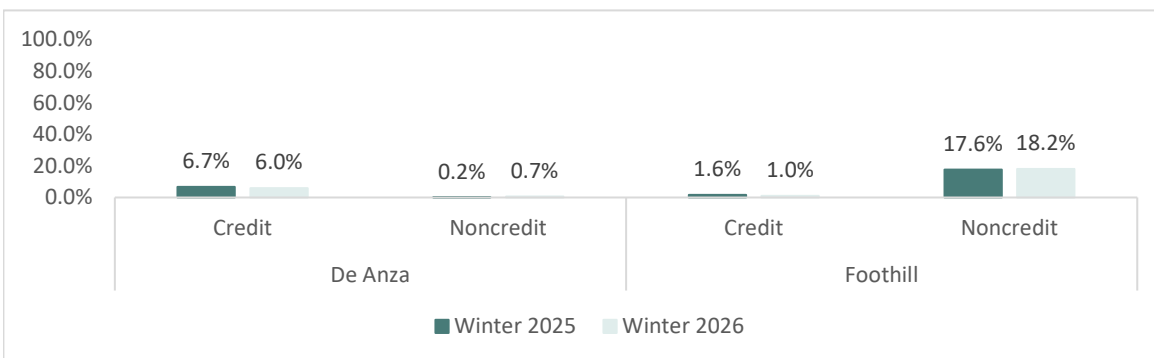


Table A.3

Winter 2026, MIS SX Enrollment: Sections with Report Delayed (RD) Grades

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
Foothill							
Apprenticeship	CTE	APEL119A	C-33289	27-Feb-26	22	22	100%
Apprenticeship	CTE	APSM181A	C-33334	18-Mar-26	6	6	100%
Apprenticeship	CTE	APEL119A	C-33340	27-Mar-26	22	22	100%
Not Appr	CTE	CWE 060A	C-32776	27-Mar-26	7	7	100%
Not Appr	CTE	CWE 060A	C-32777	27-Mar-26	33	33	100%
Not Appr	CTE	CWE 060A	C-32775	27-Mar-26	2	2	100%
Apprenticeship	CTE	APPT123.	C-33116	9-Apr-26	5	5	100%
Apprenticeship	CTE	APPT129.	C-33098	9-Apr-26	16	16	100%
Apprenticeship	CTE	APPT129.	C-33135	9-Apr-26	14	14	100%
Apprenticeship	CTE	APPT135A	C-33243	9-Apr-26	8	8	100%
Apprenticeship	CTE	APPT139A	C-33130	9-Apr-26	10	10	100%
Apprenticeship	CTE	APPT139B	C-33134	9-Apr-26	12	12	100%
Apprenticeship	CTE	APPT142.	C-33129	9-Apr-26	15	15	100%
Apprenticeship	CTE	APPT147A	C-33131	9-Apr-26	9	9	100%
Apprenticeship	CTE	APPT137B	C-33095	13-Apr-26	12	12	100%
Not Appr	CTE	KINS016C	C-32842	6-May-26	25	25	100%
Not Appr	CTE	KINS016C	C-32843	6-May-26	24	24	100%
Apprenticeship	CTE	APEL122A	C-33205	8-May-26	18	18	100%
Apprenticeship	CTE	APEL125.	C-33212	11-May-26	19	19	100%
Apprenticeship	CTE	APEL125.	C-33211	11-May-26	20	20	100%
Apprenticeship	CTE	APEL121.	C-33230	13-May-26	16	16	100%
Apprenticeship	CTE	APEL121.	C-33229	13-May-26	17	17	100%
Apprenticeship	CTE	APEL121.	C-33228	13-May-26	16	16	100%
Apprenticeship	CTE	APEL121.	C-33231	13-May-26	17	17	100%
Apprenticeship	CTE	APEL123.	C-33209	13-May-26	16	16	100%
Apprenticeship	CTE	APEL123.	C-33208	13-May-26	18	18	100%
Apprenticeship	CTE	APEL127.	C-33219	13-May-26	15	15	100%
Apprenticeship	CTE	APEL127.	C-33217	13-May-26	15	15	100%
Apprenticeship	CTE	APEL127.	C-33218	13-May-26	14	14	100%
Apprenticeship	CTE	APEL121.	C-33226	14-May-26	18	18	100%
Apprenticeship	CTE	APEL121.	C-33227	14-May-26	18	18	100%
Apprenticeship	CTE	APEL123.	C-33207	14-May-26	12	12	100%
Apprenticeship	CTE	APEL125.	C-33210	14-May-26	20	20	100%
Apprenticeship	CTE	APEL127.	C-33216	14-May-26	12	12	100%
Apprenticeship	CTE	APEL121A	C-33203	15-May-26	22	22	100%
Apprenticeship	CTE	APEL121.	C-33234	18-May-26	20	20	100%
Apprenticeship	CTE	APEL136.	C-33232	18-May-26	13	13	100%
Apprenticeship	CTE	APPT186.	C-33385	21-May-26	26	26	100%
Apprenticeship	CTE	APPT189.	C-33386	21-May-26	9	9	100%
Not Appr	CTE	C S 001A	C-32992	28-May-26	4	4	100%
Not Appr	CTE	KINS016C	C-32807	29-May-26	19	19	100%

Table A.3**Winter 2026, MIS SX Enrollment: Sections with Report Delayed (RD) Grades**

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
Not Appr	Not CTE	ENGL001A	C-33111	29-May-26	27	27	100%
Not Appr	Not CTE	SOC 028.	C-32688	29-May-26	16	16	100%
Not Appr	CTE	CHLD051A	C-32927	4-Jun-26	13	13	100%
Not Appr	CTE	CHLD089.	C-32926	4-Jun-26	14	14	100%
Not Appr	CTE	GID 033.	C-33046	4-Jun-26	34	34	100%
Not Appr	CTE	GID 035.	C-33047	4-Jun-26	9	9	100%
Not Appr	CTE	GID 049.	C-33043	4-Jun-26	17	17	100%
Not Appr	CTE	GID 060.	C-33044	4-Jun-26	36	36	100%
Not Appr	CTE	JRNLO22B	C-33239	4-Jun-26	11	11	100%
Not Appr	CTE	JRNLO22B	C-33237	4-Jun-26	7	7	100%
Not Appr	CTE	JRNLO22B	C-33241	4-Jun-26	1	1	100%
Not Appr	CTE	JRNLO22B	C-33236	4-Jun-26	3	3	100%
Not Appr	CTE	JRNLO22B	C-33238	4-Jun-26	6	6	100%
Not Appr	CTE	JRNLO22B	C-33235	4-Jun-26	6	6	100%
Not Appr	CTE	JRNLO22B	C-33240	4-Jun-26	2	2	100%
Not Appr	CTE	JRNLO22B	C-33017	4-Jun-26	8	8	100%
Not Appr	CTE	JRNLO22B	C-33016	4-Jun-26	17	17	100%
Not Appr	CTE	KINS016C	C-32806	4-Jun-26	31	31	100%
Not Appr	CTE	KINS016C	C-32805	4-Jun-26	28	28	100%
Not Appr	CTE	MTEC050A	C-33051	4-Jun-26	72	72	100%
Not Appr	CTE	MTEC051A	C-33050	4-Jun-26	8	8	100%
Not Appr	CTE	MTEC051A	C-33052	4-Jun-26	22	22	100%
Not Appr	CTE	MTEC051A	C-33049	4-Jun-26	14	14	100%
Not Appr	CTE	MTEC052A	C-33053	4-Jun-26	12	12	100%
Not Appr	CTE	THTR045B	C-33056	4-Jun-26	9	9	100%
Not Appr	CTE	THTR045B	C-33062	4-Jun-26	12	12	100%
Not Appr	CTE	THTR045D	C-33063	4-Jun-26	3	3	100%
Not Appr	CTE	THTR045D	C-33057	4-Jun-26	9	9	100%
Not Appr	Not CTE	BIOL040B	C-32990	4-Jun-26	28	28	100%
Not Appr	Not CTE	ENGL001B	C-33020	4-Jun-26	39	39	100%
Not Appr	Not CTE	MATH017.	C-33013	4-Jun-26	21	21	100%
Not Appr	Not CTE	MATH017.	C-33009	4-Jun-26	22	22	100%
Not Appr	Not CTE	SPAN002.	C-33193	4-Jun-26	13	13	100%
Not Appr	CTE	BUSI059.	C-32923	5-Jun-26	16	16	100%
Not Appr	CTE	BUSI070R	C-32924	5-Jun-26	9	9	100%
Not Appr	CTE	GID 034.	C-33040	5-Jun-26	25	25	100%
Not Appr	CTE	GID 034.	C-33041	5-Jun-26	17	17	100%
Not Appr	CTE	GID 060.	C-33042	5-Jun-26	11	11	100%
Not Appr	CTE	ITRN050.	C-33025	5-Jun-26	6	6	100%
Not Appr	CTE	ITRN051.	C-33029	5-Jun-26	7	7	100%
Not Appr	CTE	KINS016C	C-32801	5-Jun-26	34	34	100%
Not Appr	CTE	KINS016C	C-32800	5-Jun-26	31	31	100%

Table A.3**Winter 2026, MIS SX Enrollment: Sections with Report Delayed (RD) Grades**

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
Not Appr	CTE	KINS016C	C-32802	5-Jun-26	31	31	100%
Not Appr	CTE	KINS016C	C-32803	5-Jun-26	38	38	100%
Not Appr	CTE	KINS016C	C-32804	5-Jun-26	36	36	100%
Not Appr	CTE	PHOT006B	C-33048	5-Jun-26	8	8	100%
Not Appr	Not CTE	ART 015D	C-33054	5-Jun-26	12	12	100%
Not Appr	Not CTE	ART 015D	C-33055	5-Jun-26	7	7	100%
Not Appr	CTE	JRNLO22A	C-33021	6-Jun-26	4	4	100%
Apprenticeship	CTE	APPT131.	C-33089	16-Jun-26	11	11	100%
Apprenticeship	CTE	APPT131.	C-33091	16-Jun-26	10	10	100%
Apprenticeship	CTE	APPT136.	C-33093	16-Jun-26	17	17	100%
Apprenticeship	CTE	APPT138.	C-33094	16-Jun-26	11	11	100%
Apprenticeship	CTE	APPT146.	C-33132	16-Jun-26	9	9	100%
Apprenticeship	CTE	APPT148.	C-33133	16-Jun-26	11	11	100%
Apprenticeship	CTE	APPT159.	C-33125	16-Jun-26	11	11	100%
Apprenticeship	CTE	APPT132.	C-33092	17-Jun-26	16	16	100%
Apprenticeship	CTE	APPT141.	C-33127	17-Jun-26	16	16	100%
Apprenticeship	CTE	APPT141.	C-33128	17-Jun-26	15	15	100%
Apprenticeship	CTE	APPT151.	C-33117	17-Jun-26	13	13	100%
Apprenticeship	CTE	APPT152.	C-33118	17-Jun-26	14	14	100%
Apprenticeship	CTE	APPT153.	C-33120	17-Jun-26	11	11	100%
Apprenticeship	CTE	APPT154.	C-33119	17-Jun-26	13	13	100%
Apprenticeship	CTE	APPT155.	C-33121	17-Jun-26	15	15	100%
Apprenticeship	CTE	APPT156.	C-33122	17-Jun-26	12	12	100%
Apprenticeship	CTE	APPT157.	C-33123	17-Jun-26	7	7	100%
Apprenticeship	CTE	APPT158.	C-33124	17-Jun-26	10	10	100%
Apprenticeship	CTE	APPT159.	C-33126	17-Jun-26	10	10	100%
Apprenticeship	CTE	APEL123A	C-33204	19-Jun-26	20	20	100%

Notes

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

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

Table A.4

Winter 2026, MIS SX Enrollment: Sections with Missing Positive Attendance Hours

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Foothill					
Apprenticeship	CTE	AATA102A	C-33291	9-Jan-26	23
Apprenticeship	CTE	APSM178A	C-33329	6-Feb-26	-
Apprenticeship	CTE	APEL119A	C-33289	27-Feb-26	22
Apprenticeship	CTE	APSM181A	C-33334	18-Mar-26	6
Apprenticeship	CTE	APEL119A	C-33340	27-Mar-26	22
Not Appr	CTE	EMS 400.	C-32187	27-Mar-26	10
Not Appr	CTE	PHOT407A	C-32994	27-Mar-26	3
Not Appr	CTE	PHOT407B	C-32996	27-Mar-26	6
Not Appr	Not CTE	NCAL402E	C-33099	27-Mar-26	5
Not Appr	Not CTE	NCAL419A	C-33083	27-Mar-26	3
Not Appr	Not CTE	NCAL419I	C-33081	27-Mar-26	3
Not Appr	Not CTE	NCBH400.	C-33328	27-Mar-26	1
Not Appr	Not CTE	NCBS405.	C-32535	27-Mar-26	5
Not Appr	Not CTE	NCBS411B	C-32988	27-Mar-26	7
Not Appr	Not CTE	NCEL451A	C-32916	27-Mar-26	12
Not Appr	Not CTE	NCEL451A	C-32917	27-Mar-26	9
Apprenticeship	CTE	APPT123.	C-33116	9-Apr-26	5
Apprenticeship	CTE	APPT129.	C-33098	9-Apr-26	16
Apprenticeship	CTE	APPT129.	C-33135	9-Apr-26	14
Apprenticeship	CTE	APPT135A	C-33243	9-Apr-26	8
Apprenticeship	CTE	APPT139A	C-33130	9-Apr-26	10
Apprenticeship	CTE	APPT139B	C-33134	9-Apr-26	12
Apprenticeship	CTE	APPT142.	C-33129	9-Apr-26	15
Apprenticeship	CTE	APPT147A	C-33131	9-Apr-26	9
Apprenticeship	CTE	APPT137B	C-33095	13-Apr-26	12
Not Appr	CTE	KINS016C	C-32842	6-May-26	25
Apprenticeship	CTE	APEL122A	C-33205	8-May-26	18
Apprenticeship	CTE	APEL125.	C-33211	11-May-26	20
Apprenticeship	CTE	APEL125.	C-33212	11-May-26	19
Apprenticeship	CTE	APEL121.	C-33231	13-May-26	17
Apprenticeship	CTE	APEL121.	C-33228	13-May-26	16
Apprenticeship	CTE	APEL121.	C-33230	13-May-26	16
Apprenticeship	CTE	APEL121.	C-33229	13-May-26	17
Apprenticeship	CTE	APEL123.	C-33209	13-May-26	16
Apprenticeship	CTE	APEL123.	C-33208	13-May-26	18
Apprenticeship	CTE	APEL127.	C-33218	13-May-26	14
Apprenticeship	CTE	APEL127.	C-33217	13-May-26	15
Apprenticeship	CTE	APEL127.	C-33219	13-May-26	15
Apprenticeship	CTE	APEL121.	C-33226	14-May-26	18
Apprenticeship	CTE	APEL121.	C-33227	14-May-26	18
Apprenticeship	CTE	APEL125.	C-33210	14-May-26	20
Apprenticeship	CTE	APEL127.	C-33216	14-May-26	12

Table A.4**Winter 2026, MIS SX Enrollment: Sections with Missing Positive Attendance Hours**

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Apprenticeship	CTE	APEL121A	C-33203	15-May-26	22
Apprenticeship	CTE	APEL121.	C-33234	18-May-26	20
Apprenticeship	CTE	APEL136.	C-33232	18-May-26	13
Apprenticeship	CTE	APPT186.	C-33385	21-May-26	26
Apprenticeship	CTE	APPT189.	C-33386	21-May-26	9
Not Appr	Not CTE	NCEL425.	C-33088	26-May-26	51
Not Appr	CTE	GID 033.	C-33045	4-Jun-26	31
Not Appr	CTE	GID 035.	C-33102	4-Jun-26	34
Not Appr	CTE	JRNLO22B	C-33016	4-Jun-26	17
Not Appr	CTE	JRNLO22B	C-33017	4-Jun-26	8
Not Appr	CTE	JRNLO22B	C-33239	4-Jun-26	11
Not Appr	CTE	JRNLO22B	C-33240	4-Jun-26	2
Not Appr	CTE	JRNLO22B	C-33235	4-Jun-26	6
Not Appr	CTE	JRNLO22B	C-33237	4-Jun-26	7
Not Appr	CTE	JRNLO22B	C-33238	4-Jun-26	6
Not Appr	CTE	JRNLO22B	C-33241	4-Jun-26	1
Not Appr	CTE	JRNLO22B	C-33236	4-Jun-26	3
Not Appr	CTE	KINS016C	C-32806	4-Jun-26	31
Not Appr	CTE	KINS016C	C-32805	4-Jun-26	28
Not Appr	CTE	MTEC050A	C-33051	4-Jun-26	72
Not Appr	CTE	MTEC051A	C-33052	4-Jun-26	22
Not Appr	CTE	MTEC052A	C-33053	4-Jun-26	12
Not Appr	Not CTE	MATH017.	C-33012	4-Jun-26	21
Not Appr	Not CTE	SPAN002.	C-33193	4-Jun-26	13
Not Appr	Not CTE	SPAN003.	C-33194	4-Jun-26	17
Not Appr	CTE	ITRN051.	C-33029	5-Jun-26	7
Not Appr	CTE	KINS016C	C-32800	5-Jun-26	31
Not Appr	CTE	KINS016C	C-32803	5-Jun-26	38
Not Appr	CTE	KINS016C	C-32802	5-Jun-26	31
Not Appr	CTE	KINS016C	C-32801	5-Jun-26	34
Not Appr	CTE	KINS016C	C-32804	5-Jun-26	36
Not Appr	CTE	JRNLO22A	C-33021	6-Jun-26	4
Apprenticeship	CTE	APPT131.	C-33091	16-Jun-26	10
Apprenticeship	CTE	APPT131.	C-33089	16-Jun-26	11
Apprenticeship	CTE	APPT136.	C-33093	16-Jun-26	17
Apprenticeship	CTE	APPT138.	C-33094	16-Jun-26	11
Apprenticeship	CTE	APPT146.	C-33132	16-Jun-26	9
Apprenticeship	CTE	APPT148.	C-33133	16-Jun-26	11
Apprenticeship	CTE	APPT159.	C-33125	16-Jun-26	11
Apprenticeship	CTE	APPT132.	C-33092	17-Jun-26	16
Apprenticeship	CTE	APPT141.	C-33127	17-Jun-26	16
Apprenticeship	CTE	APPT141.	C-33128	17-Jun-26	15
Apprenticeship	CTE	APPT151.	C-33117	17-Jun-26	13

Table A.4

Winter 2026, MIS SX Enrollment: Sections with Missing Positive Attendance Hours

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Apprenticeship	CTE	APPT152.	C-33118	17-Jun-26	14
Apprenticeship	CTE	APPT153.	C-33120	17-Jun-26	11
Apprenticeship	CTE	APPT154.	C-33119	17-Jun-26	13
Apprenticeship	CTE	APPT155.	C-33121	17-Jun-26	15
Apprenticeship	CTE	APPT156.	C-33122	17-Jun-26	12
Apprenticeship	CTE	APPT157.	C-33123	17-Jun-26	7
Apprenticeship	CTE	APPT158.	C-33124	17-Jun-26	10
Apprenticeship	CTE	APPT159.	C-33126	17-Jun-26	10
Apprenticeship	CTE	APEL123A	C-33204	19-Jun-26	20

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.

APSM178A-CRN 33329: Cancelled class with enrollment by census.

Table A.5

Student Headcount by Census Date, Independently of Positive Attendance, by Enrollment Status and Term

Enrollment Status	Winter 2025		Winter 2026		Change	
	Count	Percent	Count	Percent	Count	Percent
De Anza						
First-Time	463	2.8%	391	2.4%	(72)	-15.6%
First-Time Transfer	1,636	10.0%	1,542	9.5%	(94)	-5.7%
Returning	1,666	10.2%	1,507	9.3%	(159)	-9.5%
Continuing	11,651	71.1%	11,542	71.1%	(109)	-0.9%
Special Admit	980	6.0%	1,248	7.7%	268	27.3%
Total Headcount	16,396	100.0%	16,230	100.0%	(166)	-1.0%
Foothill						
First-Time	618	4.3%	580	4.1%	(38)	-6.1%
First-Time Transfer	2,056	14.3%	2,090	14.7%	34	1.7%
Returning	1,488	10.4%	1,466	10.3%	(22)	-1.5%
Continuing	7,906	55.0%	8,006	56.2%	100	1.3%
Special Admit	2,298	16.0%	2,103	14.8%	(195)	-8.5%
Total Headcount	14,366	100.0%	14,245	100.0%	(121)	-0.8%

Table A.6

MIS Data Mart: Student Headcount by Enrollment Status and Academic Period

Enrollment Status	Winter 2025		Winter 2026		Change	
	Count	Percent	Count	Percent	Count	Percent
De Anza						
First-Time Student	463	2.8%	391	2.4%	(72)	-15.6%
First-Time Transfer Student	1,636	10.0%	1,540	9.5%	(96)	-5.9%
Returning Student	1,666	10.2%	1,506	9.3%	(160)	-9.6%
Continuing Student	11,651	71.1%	11,536	71.1%	(115)	-1.0%
Special Admit Student	980	6.0%	1,247	7.7%	267	27.2%
Total Headcount	16,396	100.0%	16,220	100.0%	-176	-1.1%
Foothill						
First-Time Student	602	4.2%	525	4.2%	(77)	-12.8%
First-Time Transfer Student	2,041	14.3%	1,930	15.4%	(111)	-5.4%
Returning Student	1,480	10.4%	1,215	9.7%	(265)	-17.9%
Continuing Student	7,885	55.2%	7,571	60.4%	(314)	-4.0%
Special Admit Student	2,280	16.0%	1,288	10.3%	(992)	-43.5%
Total Headcount	14,288	100.0%	12,529	100.0%	-1,759	-12.3%

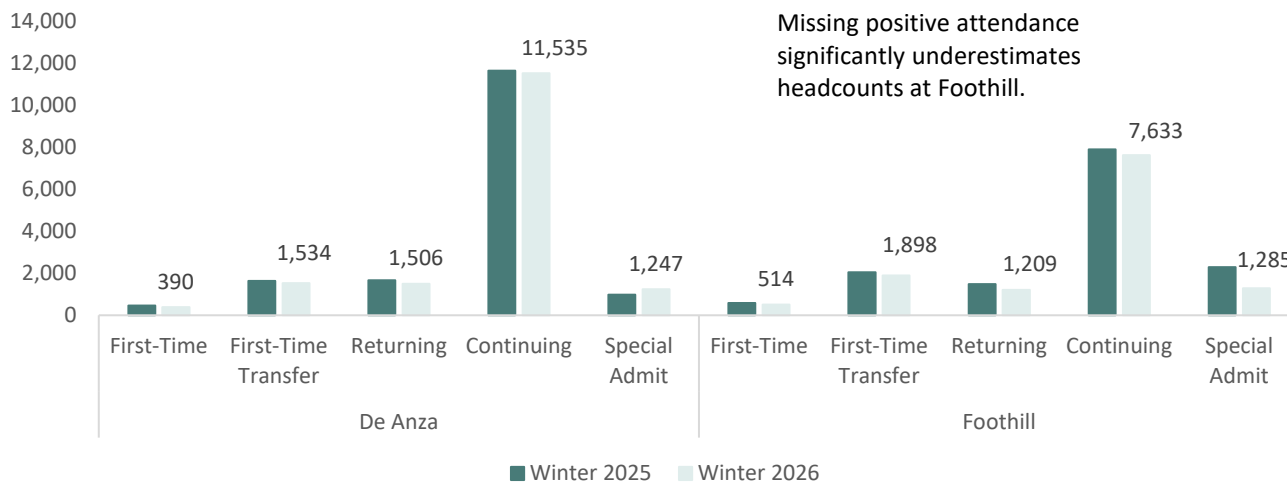
Notes

MIS data mart procedures include only students with headcount status STD7 of A,B,C,E,F,G or H.

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

	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Enrollment Status							
First-Time	456	2.8%	390	2.4%	(66)	-14.5%	↓
First-Time Transfer	1,633	10.0%	1,534	9.5%	(99)	-6.1%	↓
Returning	1,663	10.2%	1,506	9.3%	(157)	-9.4%	↓
Continuing	11,651	71.1%	11,535	71.2%	(116)	-1.0%	
Special Admit	980	6.0%	1,247	7.7%	267	27.2%	↑
Total Headcount	16,383	100.0%	16,212	100.0%	(171)	-1.0%	
Foothill							
First-Time	589	4.1%	514	4.1%	(75)	-12.7%	
First-Time Transfer	2,042	14.3%	1,898	15.1%	(144)	-7.1%	
Returning	1,480	10.3%	1,209	9.6%	(271)	-18.3%	
Continuing	7,904	55.2%	7,633	60.9%	(271)	-3.4%	
Special Admit	2,298	16.1%	1,285	10.2%	(1,013)	-44.1%	
Total Headcount	14,313	100.0%	12,539	100.0%	(1,774)	-12.4%	

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.

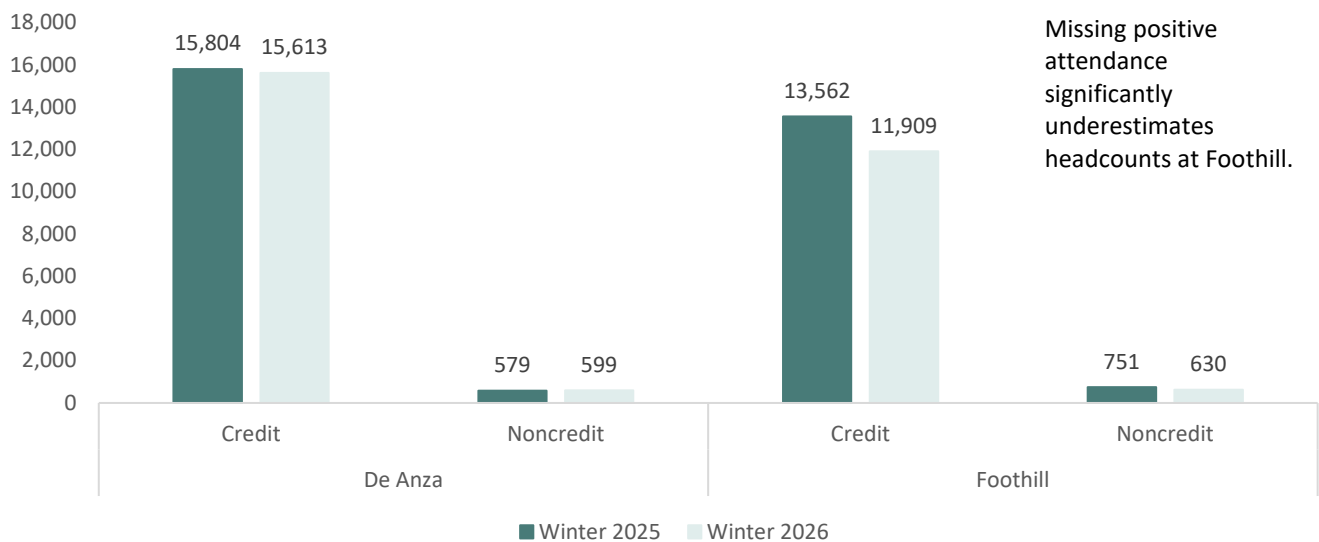
“Unknown” are students with no enough data to determine if they were first-time or first-time transfer (mainly older noncredit students with no evidence of prior higher education).

Trend: Compares the statistic for the group with that for the college. Because of a significant number of enrollment records with missing positive attendance, trend data for Foothill is not provided at this time.

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

Credit Status Group	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Credit	15,804	96.5%	15,613	96.3%	(191)	-1.2%	
Noncredit	579	3.5%	599	3.7%	20	3.5%	↑
Total Headcount	16,383	100.0%	16,212	100.0%	(171)	-1.0%	
Foothill							
Credit	13,562	94.8%	11,909	95.0%	(1,653)	-12.2%	
Noncredit	751	5.2%	630	5.0%	(121)	-16.1%	
Total Headcount	14,313	100.0%	12,539	100.0%	(1,774)	-12.4%	

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 Credit Student Headcount by College, Apprenticeship Status and Academic Period

Apprenticeship St	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Apprent/DIR	46	0.3%	89	0.6%	43	93.5%	↑
Other	15,758	99.7%	15,524	99.4%	(234)	-1.5%	
Total Credit Headcount	15,804	100.0%	15,613	100.0%	(191)	-1.2%	
Foothill							
Apprent/DIR	1,775	13.1%	1,200	10.1%	(575)	-32.4%	
Other	11,787	86.9%	10,709	89.9%	(1,078)	-9.1%	
Total Credit Headcount	13,562	100.0%	11,909	100.0%	(1,653)	-12.2%	

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



Notes

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

Apprent/DIR: Students registered in at least one apprenticeship course or section.

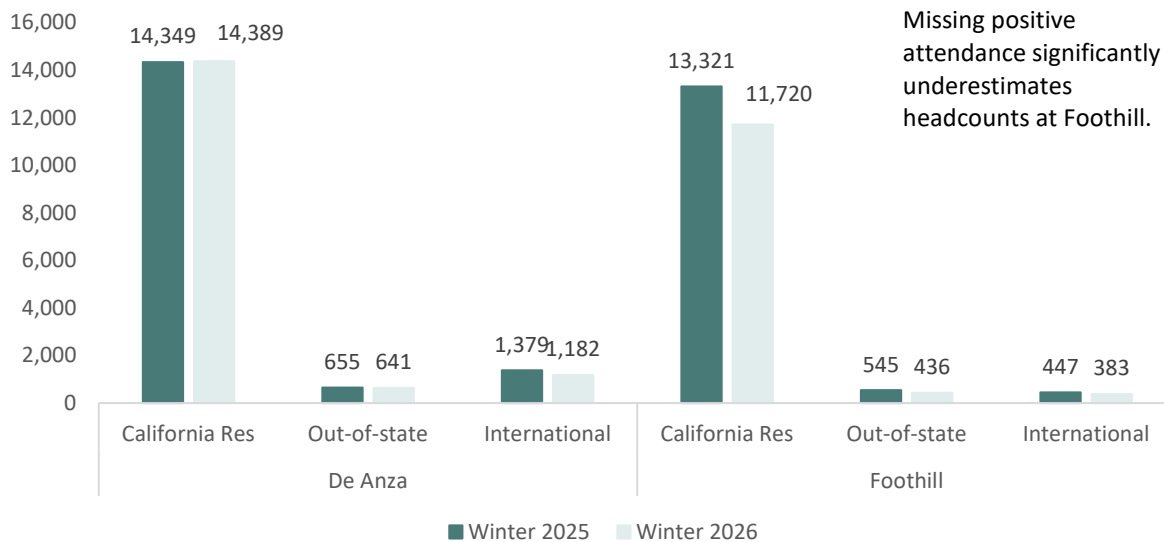
Other: Students not registered in any apprenticeship course or section.

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	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
California Res	14,349	87.6%	14,389	88.8%	40	0.3%	
Out-of-state	655	4.0%	641	4.0%	(14)	-2.1%	↓
International	1,379	8.4%	1,182	7.3%	(197)	-14.3%	↓
Total Headcount	16,383	100.0%	16,212	100.0%	(171)	-1.0%	
Foothill							
California Res	13,321	93.1%	11,720	93.5%	(1,601)	-12.0%	
Out-of-state	545	3.8%	436	3.5%	(109)	-20.0%	
International	447	3.1%	383	3.1%	(64)	-14.3%	
Total Headcount	14,313	100.0%	12,539	100.0%	(1,774)	-12.4%	

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.

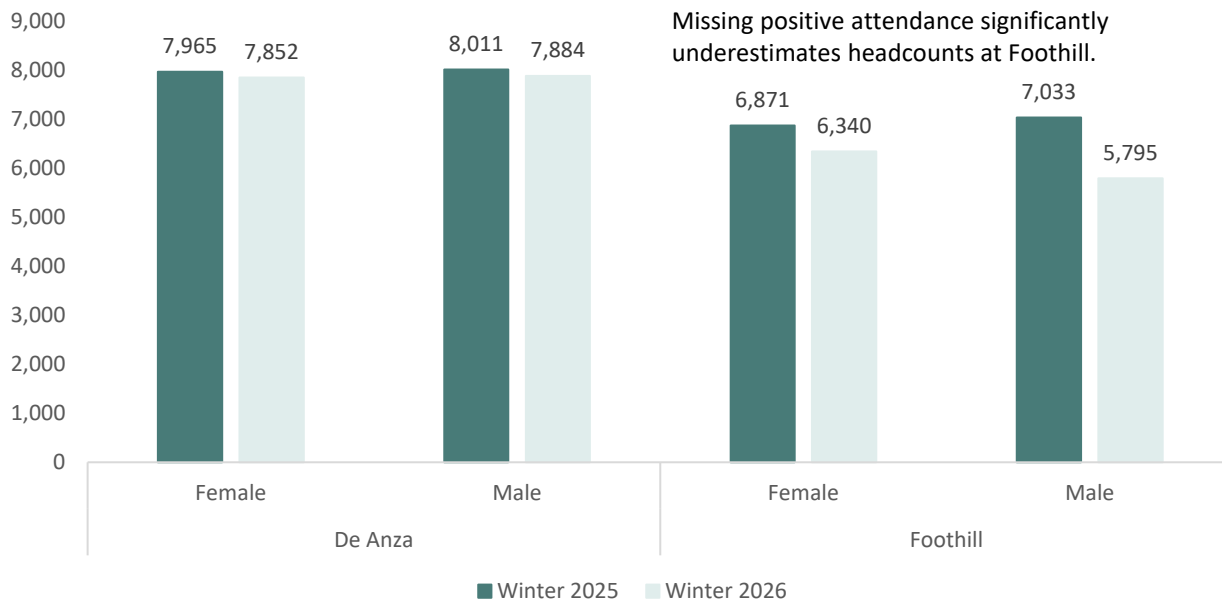
California residency refers to residency used for enrollment fee purposes.

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

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

Gender	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Female	7,965	48.6%	7,852	48.4%	(113)	-1.4%	
Male	8,011	48.9%	7,884	48.6%	(127)	-1.6%	
Non-binary	196	1.2%	185	1.1%	(11)	-5.6%	↓
Unknown	211	1.3%	291	1.8%	80	37.9%	↑
Total Headcount	16,383	100.0%	16,212	100.0%	(171)	-1.0%	
Foothill							
Female	6,871	48.0%	6,340	50.6%	(531)	-7.7%	
Male	7,033	49.1%	5,795	46.2%	(1,238)	-17.6%	
Non-binary	174	1.2%	120	1.0%	(54)	-31.0%	
Unknown	235	1.6%	284	2.3%	49	20.9%	
Total Headcount	14,313	100.0%	12,539	100.0%	(1,774)	-12.4%	

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	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
American Indian/Alaska Native	28	0.2%	26	0.2%	(2)	-7.1%	↓
Asian	6,089	37.2%	6,224	38.4%	135	2.2%	↑
Black/African American	418	2.6%	435	2.7%	17	4.1%	↑
Filipino	771	4.7%	776	4.8%	5	0.6%	
Hispanic	4,065	24.8%	4,032	24.9%	(33)	-0.8%	
Pacific Islander	65	0.4%	46	0.3%	(19)	-29.2%	↓
White	2,819	17.2%	2,627	16.2%	(192)	-6.8%	↓
Multiple Races	909	5.5%	906	5.6%	(3)	-0.3%	
Not Reported	1,219	7.4%	1,140	7.0%	(79)	-6.5%	↓
Total Headcount	16,383	100.0%	16,212	100.0%	(171)	-1.0%	
Foothill							
American Indian/Alaska Native	21	0.1%	14	0.1%	(7)	-33.3%	
Asian	3,423	23.9%	3,297	26.3%	(126)	-3.7%	
Black/African American	466	3.3%	372	3.0%	(94)	-20.2%	
Filipino	449	3.1%	404	3.2%	(45)	-10.0%	
Hispanic	4,839	33.8%	4,066	32.4%	(773)	-16.0%	
Pacific Islander	118	0.8%	68	0.5%	(50)	-42.4%	
White	3,534	24.7%	3,059	24.4%	(475)	-13.4%	
Multiple Races	873	6.1%	795	6.3%	(78)	-8.9%	
Not Reported	590	4.1%	464	3.7%	(126)	-21.4%	
Total Headcount	14,313	100.0%	12,539	100.0%	(1,774)	-12.4%	

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

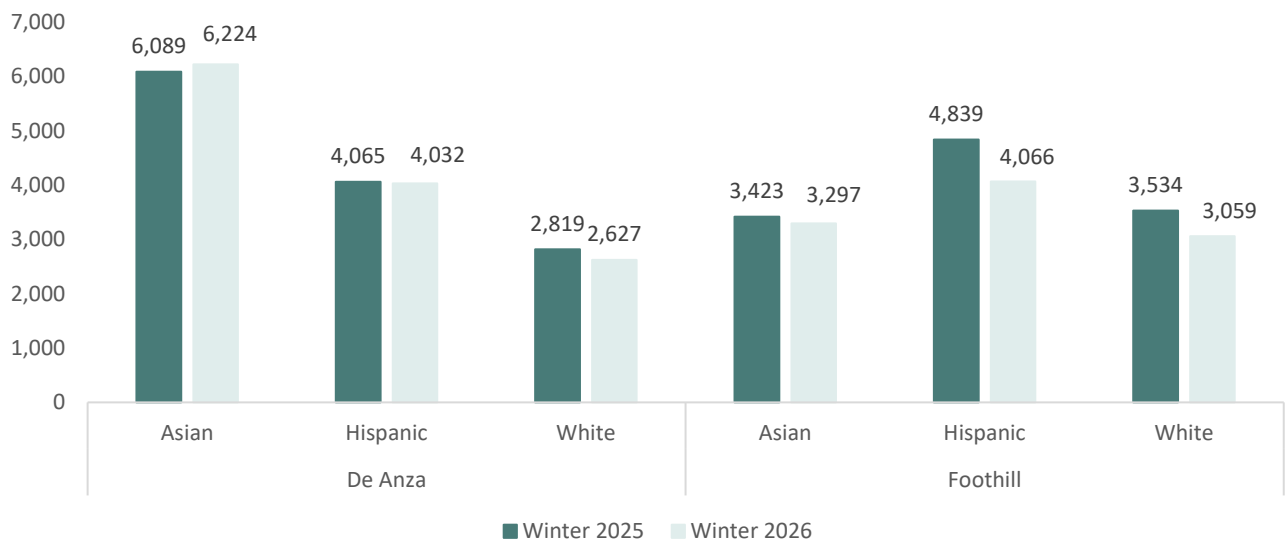
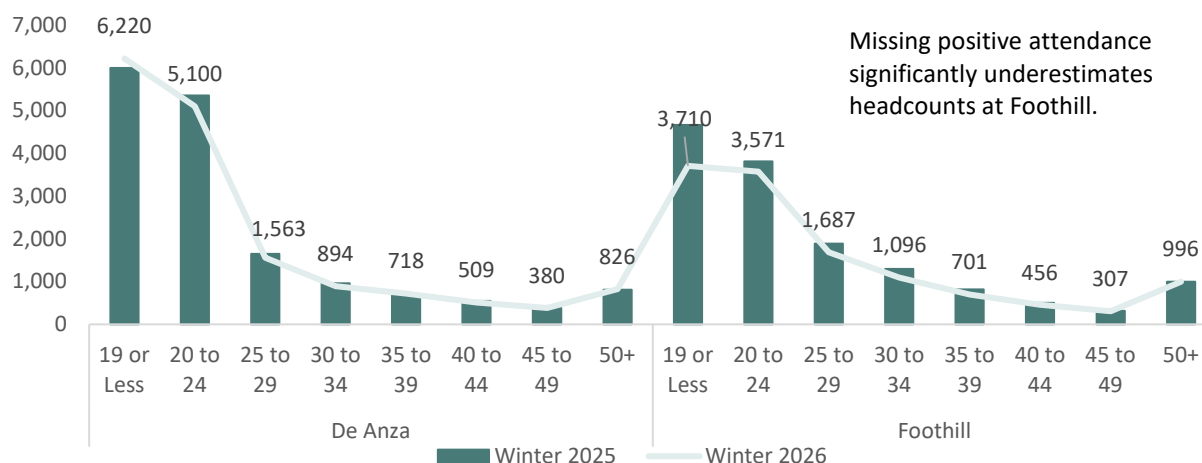


Table SB.7 Student Headcount by College, Age Group and Academic Period

Age Group	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
19 or Less	6,001	36.6%	6,220	38.4%	219	3.6%	↑
20 to 24	5,354	32.7%	5,100	31.5%	(254)	-4.7%	↓
25 to 29	1,648	10.1%	1,563	9.6%	(85)	-5.2%	↓
30 to 34	958	5.8%	894	5.5%	(64)	-6.7%	↓
35 to 39	674	4.1%	718	4.4%	44	6.5%	↑
40 to 44	551	3.4%	509	3.1%	(42)	-7.6%	↓
45 to 49	382	2.3%	380	2.3%	(2)	-0.5%	
50 or more	813	5.0%	826	5.1%	13	1.6%	↑
Not Reported	2	0.0%	2	0.0%	-	-	
Total Headcount	16,383	100.0%	16,212	100.0%	(171)	-1.0%	
Foothill							
19 or Less	4,669	32.6%	3,710	29.6%	(959)	-20.5%	
20 to 24	3,813	26.6%	3,571	28.5%	(242)	-6.3%	
25 to 29	1,887	13.2%	1,687	13.5%	(200)	-10.6%	
30 to 34	1,295	9.0%	1,096	8.7%	(199)	-15.4%	
35 to 39	818	5.7%	701	5.6%	(117)	-14.3%	
40 to 44	501	3.5%	456	3.6%	(45)	-9.0%	
45 to 49	314	2.2%	307	2.4%	(7)	-2.2%	
50 or more	999	7.0%	996	7.9%	(3)	-0.3%	
Not Reported	17	0.1%	15	0.1%	(2)	-	
Total Headcount	14,313	100.0%	12,539	100.0%	(1,774)	-12.4%	

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



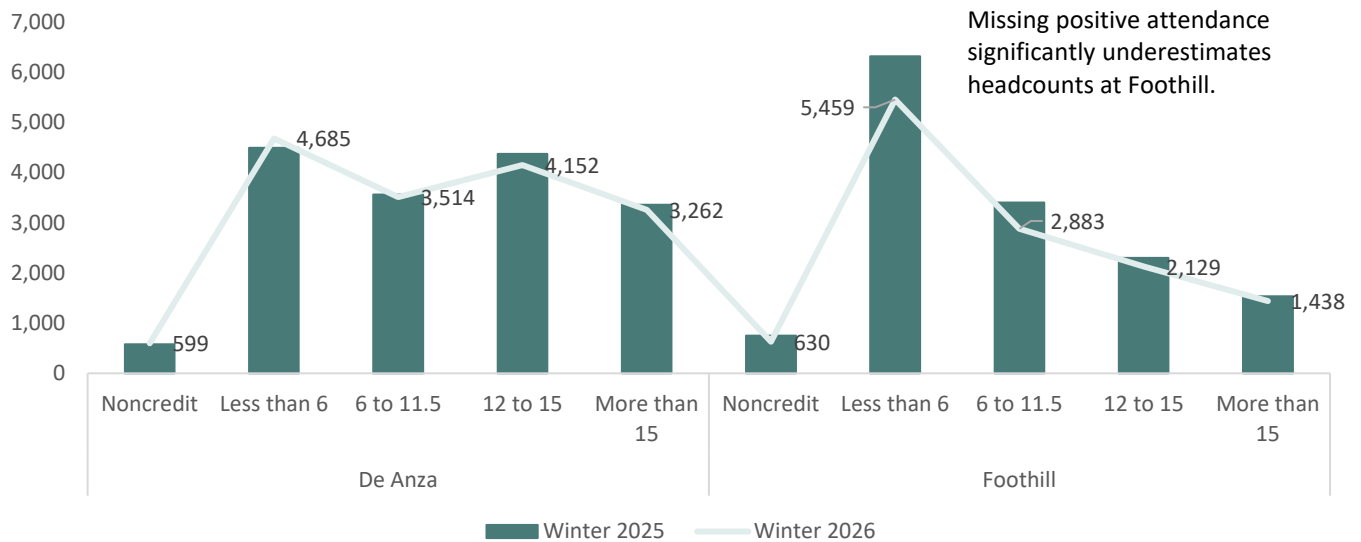
Notes

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

	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Attempted Credit Units							
Noncredit	579	3.5%	599	3.7%	20	3.5%	↑
Less than 6	4,500	27.5%	4,685	28.9%	185	4.1%	↑
6 to 11.5	3,564	21.8%	3,514	21.7%	(50)	-1.4%	
12 to 15	4,378	26.7%	4,152	25.6%	(226)	-5.2%	↓
More than 15	3,362	20.5%	3,262	20.1%	(100)	-3.0%	↓
Total Headcount	16,383	100.0%	16,212	100.0%	(171)	-1.0%	
Foothill							
Noncredit	751	5.2%	630	5.0%	(121)	-16.1%	
Less than 6	6,319	44.1%	5,459	43.5%	(860)	-13.6%	
6 to 11.5	3,406	23.8%	2,883	23.0%	(523)	-15.4%	
12 to 15	2,300	16.1%	2,129	17.0%	(171)	-7.4%	
More than 15	1,537	10.7%	1,438	11.5%	(99)	-6.4%	
Total Headcount	14,313	100.0%	12,539	100.0%	(1,774)	-12.4%	

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	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	39	0.2%	37	0.2%	(2)	-5.1%	↓
DSPS	980	6.0%	1,003	6.2%	23	2.3%	↑
EOPS	409	2.5%	399	2.5%	(10)	-2.4%	↓
NextUP/CAYES	23	0.1%	28	0.2%	5	21.7%	↑
All Special Admit/HS Students	980	6.0%	1,247	7.7%	267	27.2%	↑
CCAP	120	0.7%	189	1.2%	69	57.5%	↑
Middle College	78	0.5%	75	0.5%	(3)	-3.8%	↓
Athletes	315	1.9%	320	2.0%	5	1.6%	↑
Basic Needs Center	1,019	6.2%	1,412	8.7%	393	38.6%	↑
MESA	110	0.7%	115	0.7%	5	4.5%	↑
Puente	78	0.5%	78	0.5%	-	0.0%	
Umoja	57	0.3%	53	0.3%	(4)	-7.0%	↓
A2MEND	17	0.1%	Not confirmed/Not Submitted				
Rising Scholars Network	31	0.2%	56	0.3%	25	80.6%	↑
Campus-Housing	-	0.0%	33	0.2%	33		
Dual Adm UC/CSU	31	0.2%	65	0.4%	34	109.7%	↑
Formerly Incarcerated	165	1.0%	200	1.2%	35	21.2%	↑
With Legal Dependents	1,340	8.2%	1,346	8.3%	6	0.4%	
First-Generation	4,419	27.0%	4,189	25.8%	(230)	-5.2%	↓
Foster Youth	296	1.8%	308	1.9%	12	4.1%	↑
Military: Active Duty, Reserve, N	63	0.4%	71	0.4%	8	12.7%	↑
Veteran	218	1.3%	216	1.3%	(2)	-0.9%	
Apprenticeship	46	0.3%	89	0.5%	43	93.5%	↑
Economically Disadvantaged	6,890	42.0%	7,314	45.1%	424	6.2%	↑
Homeless	20	0.1%	43	0.3%	23	115.0%	↑
Seasonal Farm Worker	56	0.3%	32	0.2%	(24)	-42.9%	↓
Work Based Learner	159	1.0%	143	0.9%	(16)	-10.1%	↓
LGBT	1,007	6.1%	998	6.1%	(9)	-0.9%	
Baccalaureate, Auto Techn Manag			35	0.2%			

De Anza Student Headcount by Census Date and Academic Period

	Winter 2025	Winter 2026	Count Change	Percent Change
Total Headcount	16,396	16,230	(166)	-1.0%

Notes

Data include credit and noncredit students who were enrolled by census date (i.e., enrollments with apportionment flag) or received services from any of the categorical programs (i.e., CalWORKs, DSPS and EOPS).

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 and Academic Period

Group	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	13	0.1%	17	0.1%	4	30.8%	↑
DSPS	739	5.1%	856	6.0%	117	15.8%	↑
EOPS	221	1.5%	Not confirmed/Not Submitted				
NextUP/CAYES	19	0.1%	Not confirmed/Not Submitted				
All Special Admit/HS Students	2,298	16.0%	1,305	9.2%	(993)	-43.2%	↓
CCAP	1,213	8.4%	1,273	8.9%	60	4.9%	↑
College Now	33	0.2%	32	0.2%	(1)	-3.0%	↓
Middle College	140	1.0%	154	1.1%	14	10.0%	↑
Athletes	211	1.5%	149	1.0%	(62)	-29.4%	↓
Basic Needs Center	1,342	9.3%	1,198	8.4%	(144)	-10.7%	↓
MESA	93	0.6%	113	0.8%	20	21.5%	↑
Puente	75	0.5%	82	0.6%	7	9.3%	↑
Umoja	85	0.6%	78	0.5%	(7)	-8.2%	↓
Baccalaureate, Dental Hygiene	88	0.6%	85	0.6%	(3)	-3.4%	↓
Baccalaureate, Respiratory Care	32	0.2%	18	0.1%	(14)	-43.8%	↓
Campus-Housing	-	0.0%	22	0.2%	22		
Dual Adm UC/CSU	13	0.1%	15	0.1%	2	15.4%	↑
Formerly Incarcerated	101	0.7%	110	0.8%	9	8.9%	↑
With Legal Dependents	1,297	9.0%	1,310	9.2%	13	1.0%	↑
First-Generation	4,076	28.4%	3,409	23.9%	(667)	-16.4%	↓
Foster Youth	280	1.9%	214	1.5%	(66)	-23.6%	↓
Military: Active Duty, Reserve, N	47	0.3%	61	0.4%	14	29.8%	↑
Veteran	241	1.7%	178	1.2%	(63)	-26.1%	↓
Apprenticeship	1,775	12.4%	1,200	8.4%	(575)	-32.4%	↓
Economically Disadvantaged	4,792	33.4%	4,789	33.6%	(3)	-0.1%	
Homeless	17	0.1%	11	0.1%	(6)	-35.3%	↓
Seasonal Farm Worker	48	0.3%	36	0.3%	(12)	-25.0%	↓
Work Based Learner	309	2.2%	330	2.3%	21	6.8%	↑
LGBT	808	5.6%	759	5.3%	(49)	-6.1%	↓

Foothill Student Headcount by Census Date and Academic Period

	Winter 2025	Winter 2026	Count Change	Percent Change
Total Headcount	14,366	14,245	(121)	-0.8%

Notes

Data include credit and noncredit students who were enrolled by census date (i.e., enrollments with apportionment flag) or received services from any of the categorical programs (i.e., CalWORKs, DSPS and EOPS).

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	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
CALW/TANF Auditable	30	1.0%	25	0.8%	(5)	-16.7%	↓
CALW/TANF Self-report	552	18.0%	453	14.3%	(99)	-17.9%	↓
SSI Auditable	2	0.1%	1	0.0%	(1)	-50.0%	↓
GA Auditable	4	0.1%	1	0.0%	(3)	-75.0%	↓
Other Auditable	1,531	49.8%	1,130	35.7%	(401)	-26.2%	↓
Other Self-report	954	31.0%	1,555	49.1%	601	63.0%	↑
Not Econ Disadv	4,239	137.9%	3,952	124.9%	(287)	-6.8%	↓
All CTE Econ Disadv	3,073	100.0%	3,165	100.0%	92	3.0%	↑
All CTE	7,312	237.9%	7,117	224.9%	(195)	-2.7%	↓
Foothill							
CALW/TANF Auditable	9	0.1%	7	0.1%	(2)	-22.2%	
CALW/TANF Self-report	416	5.5%	295	4.7%	(121)	-29.1%	
GA Auditable	5	0.1%	3	0.0%	(2)	-40.0%	
Other Auditable	807	10.7%	564	9.0%	(243)	-30.1%	
Other Self-report	1,123	14.9%	1,364	21.9%	241	21.5%	
Not Econ Disadv	5,163	68.6%	4,002	64.2%	(1,161)	-22.5%	
All CTE Econ Disadv	2,360	31.4%	2,233	35.8%	(127)	-5.4%	
All CTE	7,523	100.0%	6,235	100.0%	(1,288)	-17.1%	

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

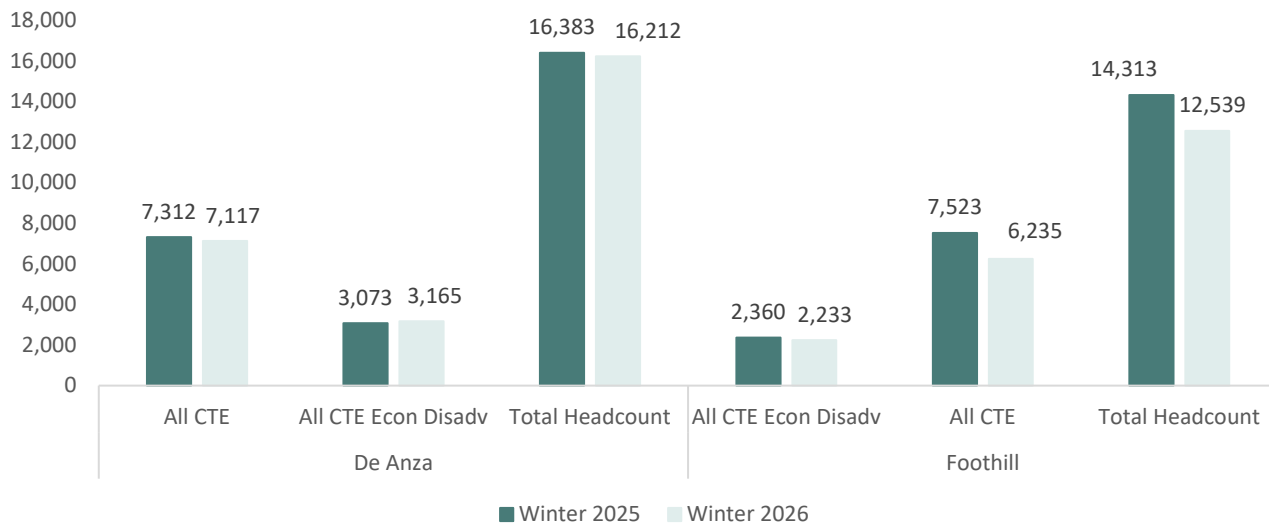


Table SY.1 De Anza, Student Credit for Prior Learning: Number of Records by Academic Period

Assessment Method	Course TOP Code	Winter 2025		Winter 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Advanced Placement (AP)	Not at course	-	0.0%	43	23.9%	43	-	
	170100-Mathematics, General	55	28.6%	40	22.2%	(15)	-27.3%	↓
	220500-History	34	17.7%	29	16.1%	(5)	-14.7%	↓
	150100-English	31	16.1%	18	10.0%	(13)	-41.9%	↓
	110500-Spanish	12	6.3%	13	7.2%	1	8.3%	↑
	190500-Chemistry, General	10	5.2%	9	5.0%	(1)	-10.0%	↓
	200100-Psychology, General	16	8.3%	9	5.0%	(7)	-43.8%	↓
	040100-Biology, General	12	6.3%	8	4.4%	(4)	-33.3%	↓
	220400-Economics	9	4.7%	7	3.9%	(2)	-22.2%	↓
	100900-Design	-	0.0%	2	1.1%	2	-	
	110700-Chinese	7	3.6%	1	0.6%	(6)	-85.7%	↓
	220600-Geography	1	0.5%	1	0.6%	-	0.0%	
	100100-Fine Arts, General	1	0.5%	-	0.0%	(1)	-100.0%	↓
	100210-Painting and Drawing	3	1.6%	-	0.0%	(3)	-100.0%	↓
	190200-Physics, General	1	0.5%	-	0.0%	(1)	-100.0%	↓
Total		192	100.0%	180	100.0%	(12)	-6.3%	

Figure SY.1 De Anza, Student Credit for Prior Learning, Advanced Placement: Top Five Areas, Winter 2026

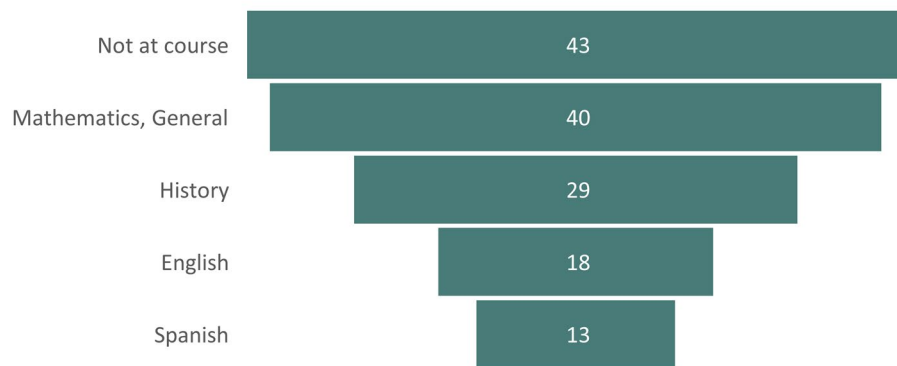


Table SY.2 Foothill, Student Credit for Prior Learning: Number of Records by Academic Period

Assessment Method	Course TOP Code	Winter 2025		Winter 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Advanced Placement (AP)	Not at course	-	0.0%	32	25.2%	32	-	
	170100-Mathematics, General	26	40.0%	22	17.3%	(4)	-15.4%	↓
Industry certification	Not at course	-	0.0%	22	17.3%	22	-	
Advanced Placement (AP)	220500-History	8	12.3%	16	12.6%	8	100.0%	↑
Industry certification	040100-Biology, General	1	1.5%	13	10.2%	12	1200.0%	↑
Advanced Placement (AP)	150100-English	11	16.9%	10	7.9%	(1)	-9.1%	↓
	200100-Psychology, General	8	12.3%	6	4.7%	(2)	-25.0%	↓
	190500-Chemistry, General	5	7.7%	3	2.4%	(2)	-40.0%	↓
Military training (excluding CLEP)	Not at course	-	0.0%	3	2.4%	3	-	
	190200-Physics, General	6	9.2%	-	0.0%	(6)	-100.0%	↓
Total		65	100.0%	127	100.0%	62	95.4%	↑

Figure SY.2 Foothill, Student Credit for Prior Learning: Count by Assessment Methods, Winter 2026

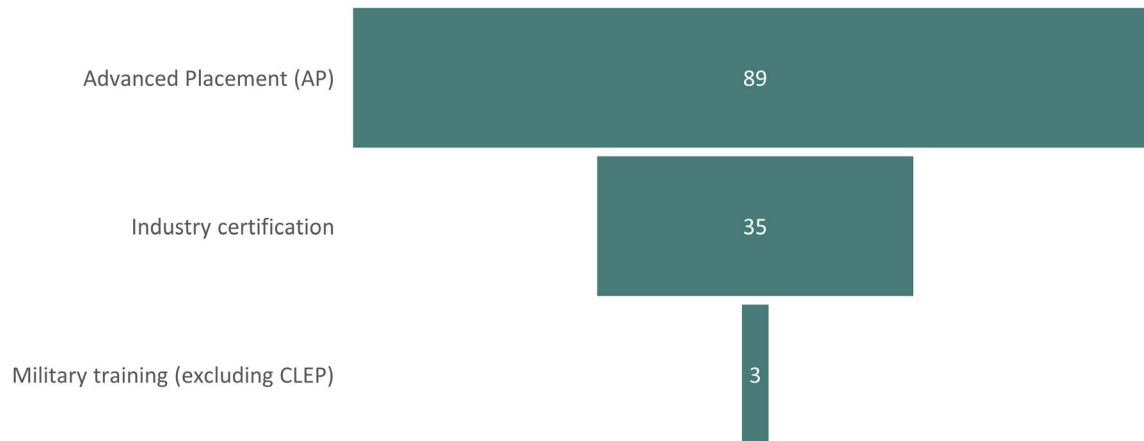


Table SX.A1 California Virtual Campus (CVC) Course Exchange Enrollment, De Anza: Student Headcount

Course TOP Code	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
150100-English	0	-	3	14.3%	3		
050600-Business Management	0	-	2	9.5%	2		
070710-Computer Programming	1	3.1%	2	9.5%	1	100.0%	↑
111730-Korean	0	-	2	9.5%	2		
220500-History	1	3.1%	2	9.5%	1	100.0%	↑
030100-Environmental Science	0	-	1	4.8%	1		
030300-Environmental Technology	1	3.1%	1	4.8%	0	0.0%	
050200-Accounting	0	-	1	4.8%	1		
083500-Physical Education	0	-	1	4.8%	1		
095300-Drafting Technology	0	-	1	4.8%	1		
127000-Kinesiology	2	6.3%	1	4.8%	-1	-50.0%	↓
170100-Mathematics, General	0	-	1	4.8%	1		↓
200100-Psychology, General	4	12.5%	1	4.8%	-3	-75.0%	↓
220200-Anthropology	0	-	1	4.8%	1		↓
220400-Economics	2	6.3%	1	4.8%	-1	-50.0%	↓
030200-Environmental Studies	4	12.5%	0	-	-4	-100.0%	↓
050500-Business Administration	2	6.3%	0	-	-2	-100.0%	↓
100700-Dramatic Arts	1	3.1%	0	-	-1	-100.0%	↓
130600-Nutrition, Foods, and Culinary Arts	1	3.1%	0	-	-1	-100.0%	↓
150600-Speech Communication	1	3.1%	0	-	-1	-100.0%	↓
220300-Ethnic Studies	10	31.3%	0	-	-10	-100.0%	↓
220700-Political Science	2	6.3%	0	-	-2	-100.0%	↓
220800-Sociology	1	3.1%	0	-	-1	-100.0%	↓
Total Headcount	32	100.0%	21	100.0%	-11	-34.4%	

Figure SX.A1 California Virtual Campus (CVC) Course Exchange Enrollment, De Anza: Top Five Areas

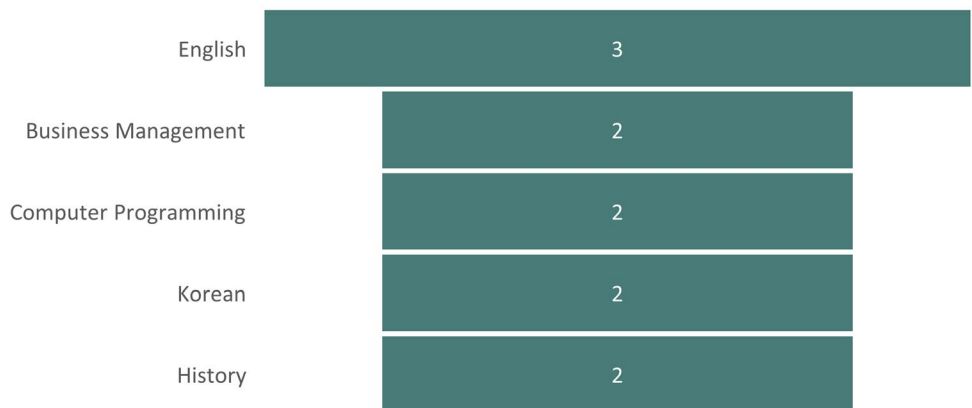


Table SX.A2 California Virtual Campus (CVC) Course Exchange Enrollment, Foothill: Student Headcount

Course TOP Code	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
127000-Kinesiology	5	10.9%	4	21.1%	-1	-20.0%	
050200-Accounting	0	-	3	15.8%	3		
220200-Anthropology	6	13.0%	3	15.8%	-3	-50.0%	
220100-Social Sciences, General	0	-	2	10.5%	2		
050210-Tax Studies	0	-	1	5.3%	1		
083500-Physical Education	6	13.0%	1	5.3%	-5	-83.3%	
100400-Music	2	4.3%	1	5.3%	-1	-50.0%	
101200-Photography	1	2.2%	1	5.3%	0	0.0%	
170100-Mathematics, General	2	4.3%	1	5.3%	-1	-50.0%	
220400-Economics	0	-	1	5.3%	1		
220610-Geographic Information Systems	0	-	1	5.3%	1		
221000-International Studies	0	-	1	5.3%	1		
493200-Work Experience	0	-	1	5.3%	1		
061410-Multimedia	1	2.2%	0	-	-1	-100.0%	
070700-Computer Software Development	3	6.5%	0	-	-3	-100.0%	
070710-Computer Programming	1	2.2%	0	-	-1	-100.0%	
101100-Photography	2	4.3%	0	-	-2	-100.0%	
110500-Spanish	1	2.2%	0	-	-1	-100.0%	
110800-Japanese	4	8.7%	0	-	-4	-100.0%	
130500-Child Development/Early Care and Edu	1	2.2%	0	-	-1	-100.0%	
150100-English	3	6.5%	0	-	-3	-100.0%	
150600-Speech Communication	1	2.2%	0	-	-1	-100.0%	
150900-Philosophy	1	2.2%	0	-	-1	-100.0%	
200100-Psychology, General	1	2.2%	0	-	-1	-100.0%	
220600-Geography	2	4.3%	0	-	-2	-100.0%	
220700-Political Science	5	10.9%	0	-	-5	-100.0%	
220800-Sociology	1	2.2%	0	-	-1	-100.0%	
Total Headcount	46	100.0%	19	100.0%	-27	-58.7%	

Figure SX.A2 CVC Course Exchange Enrollment, Foothill: Winter 2026 Headcount

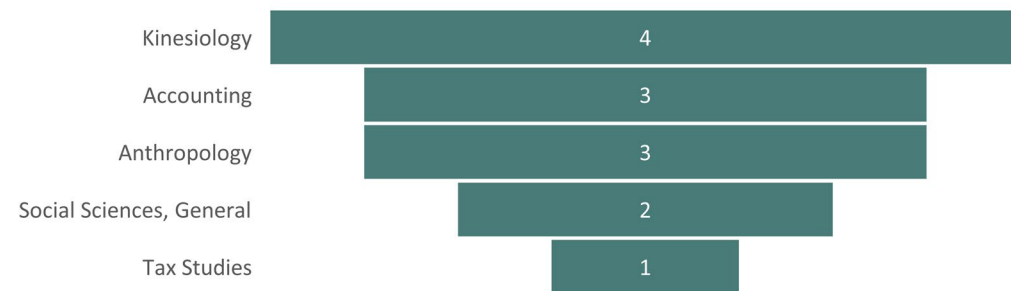


Table VR.1 De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service

Service by Program	Headcount	Total Services Amount
Program: SD-Disabled Student Programs and Services (DSPS)	1,074	
C01-Counseling-Academic	418	662
C03-Counseling-Mental Health	3	3
C06-Counseling-Transfer	4	5
C07-Counseling-Program Specific Counseling	154	159
C99-Counseling-Other	562	2,322
D01-Direct Aid to Students-Textbooks	21	3,150
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Curre	1	1
S02-Student Support Services-Enrollment/Reenrollment Activities	3	3
S04-Student Support Services-Learning Disability Management	2	3
S08-Student Support Services-Education Plan	17	17
S10-Student Support Services-Alternative Media/Adaptive Equipment	63	74
S11-Student Support Services-Interpreting/Captioning	18	1,104
S12-Student Support Services-Test Proctoring	1	1
S13-Student Support Services-Specialized/Supplemental Instruction	380	540
S14-Student Support Services-Tutoring	15	112
S21-Student Support Services-Program Specific	60	216
Program: SE-EOPS	389	
C01-Counseling-Academic	356	734
C02-Counseling-Basic Needs	8	11
C03-Counseling-Mental Health	2	2
C04-Counseling-Career	11	12
C06-Counseling-Transfer	57	80
C07-Counseling-Program Specific Counseling	15	17
C99-Counseling-Other	12	14
D01-Direct Aid to Students-Textbooks	174	28,462
D03-Direct Aid to Students-Food	185	41,364
D04-Direct Aid to Students-Gift Cards	153	30,400
D09-Direct Aid to Students-Transportation	8	2,150
D12-Direct Aid to Students-Program Specific Grant	337	202,200

Table VR.1 De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service

Service by Program	Headcount	Total Services Amount
Program: VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement	95	
C01-Counseling-Academic	50	86
C03-Counseling-Mental Health	3	3
C04-Counseling-Career	15	23
C06-Counseling-Transfer	28	37
C07-Counseling-Program Specific Counseling	55	285
O02-Outreach or Inreach-Inreach Event	40	40
S07-Student Support Services-Career Activities	16	19
S08-Student Support Services-Education Plan	22	30
S13-Student Support Services-Specialized/Supplemental Instruction	29	56
S16-Student Support Services-Learning Communities	21	21
S19-Student Support Services-University Tours or Representative Visits/Transfer Fairs	19	19
S99-Student Support Services-Other	5	5
Program: VC-CARE	7	
C01-Counseling-Academic	7	19
C04-Counseling-Career	1	1
D04-Direct Aid to Students-Gift Cards	7	1,350
D09-Direct Aid to Students-Transportation	3	750
Program: VD-Dual Enrollment, CCAP and CCAP STEM	203	
S02-Student Support Services-Enrollment/Reenrollment Activities	203	279
S18-Student Support Services-Referral to Other Services	1	1
Program: VN-NextUP/CAFYES	25	
C01-Counseling-Academic	18	31
C04-Counseling-Career	3	4
C05-Counseling-Financial Aid	1	1
C06-Counseling-Transfer	6	11
C99-Counseling-Other	7	7
D01-Direct Aid to Students-Textbooks	10	1,451
D02-Direct Aid to Students-Emergency Aid	1	4,181
D03-Direct Aid to Students-Food	11	3,160

Table VR.1 De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service

Service by Program	Headcount	Total Services Amount
D04-Direct Aid to Students-Gift Cards	16	3,300
D05-Direct Aid to Students-Housing	1	2,730
D09-Direct Aid to Students-Transportation	7	2,100
D13-Direct Aid to Students-Technology	2	1,200
Program: VT-Transfer Center	745	
C01-Counseling-Academic	87	93
C03-Counseling-Mental Health	2	2
C04-Counseling-Career	1	1
C05-Counseling-Financial Aid	3	4
C06-Counseling-Transfer	486	617
C99-Counseling-Other	55	60
S03-Student Support Services-Transfer Assistance Activities	260	280
S17-Student Support Services-Student Center	5	5
S18-Student Support Services-Referral to Other Services	1	1
S19-Student Support Services-University Tours or Representative Visits/Transfer Fairs	49	51
Program: VW-Strong Workforce Local Share	106	
S07-Student Support Services-Career Activities	105	113
S24-Student Support Services-Internships	1	1

Table VR.2 Foothill: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service

Service by Program	Headcount	Total Services Amount
Program: SD-Disabled Student Programs and Services (DSPS)	1,182	
C01-Counseling-Academic	65	104
C07-Counseling-Program Specific Counseling	359	560
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Curre	13	21
S03-Student Support Services-Transfer Assistance Activities	30	95
S04-Student Support Services-Learning Disability Management	14	33
S08-Student Support Services-Education Plan	5	5
S10-Student Support Services-Alternative Media/Adaptive Equipment	40	47
S11-Student Support Services-Interpreting/Captioning	5	134
S13-Student Support Services-Specialized/Supplemental Instruction	479	886
S21-Student Support Services-Program Specific	694	2,001
Program: VD-Dual Enrollment, CCAP and CCAP STEM	1,276	
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Curre	166	183
S02-Student Support Services-Enrollment/Reenrollment Activities	1,276	2,887
S19-Student Support Services-University Tours or Representative Visits/Transfer Fairs	91	91
S20-Student Support Services-Career Tours/Fairs	161	161
Program: VM-Mathematics, Engineering, Science Achievement (MESA)	89	
C01-Counseling-Academic	25	32
C03-Counseling-Mental Health	3	3
C04-Counseling-Career	9	9
C06-Counseling-Transfer	18	27
C07-Counseling-Program Specific Counseling	49	70
C99-Counseling-Other	3	3
D01-Direct Aid to Students-Textbooks	8	675
D09-Direct Aid to Students-Transportation	3	326
D12-Direct Aid to Students-Program Specific Grant	27	8,610
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Curre	33	50

Table SS.A1 De Anza College: Count by SSSP Service and Academic Period

Service	Quarter or Annual	2024-25	2025-26	Change		
				Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,764	1,470	(294)	-16.7%	
	2-Fall	1,266	1,143	(123)	-9.7%	
	3-Winter	829	816	(13)	-1.6%	
	Annual	5,774	3,429	(2,345)	-40.6%	
SS08: Counseling/Advising	1-Summer	3,811	3,521	(290)	-7.6%	
	2-Fall	4,687	4,718	31	0.7%	
	3-Winter	2,026	2,218	192	9.5%	↑
	Annual	12,326	10,457	(1,869)	-15.2%	
SS09: Abbreviated SEP	1-Summer	2,752	1,410	(1,342)	-48.8%	
	2-Fall	2,346	1,354	(992)	-42.3%	
	3-Winter	1,336	874	(462)	-34.6%	↓
	Annual	7,725	3,638	(4,087)	-52.9%	
SS09: Comprehensive SEP	1-Summer	4,060	1,652	(2,408)	-59.3%	
	2-Fall	3,330	2,593	(737)	-22.1%	
	3-Winter	1,655	1,694	39	2.4%	↑
	Annual	9,944	5,939	(4,005)	-40.3%	
SS10: At-Risk Follow-up	1-Summer	416	346	(70)	-16.8%	
	2-Fall	806	730	(76)	-9.4%	
	3-Winter	574	581	7	1.2%	↑
	Annual	2,299	1,657	(642)	-27.9%	
SS11: Other Follow-up	1-Summer	4,568	4,577	9	0.2%	
	2-Fall	8,940	9,757	817	9.1%	
	3-Winter	8,340	9,017	677	8.1%	↑
	Annual	26,108	22,225	(3,883)	-14.9%	

Notes

Placement services are no longer included in "SS11: Other Follow-up" counts given that students are automatically placed based on admission application data.

Counts for "SS06: Initial Orientation," "SS09: Abbreviated SEP," and "SS09: Comprehensive SEP" services are only reported in the term/academic year when the student first received the service at the college.

SS08: Counseling/Advising are reported during the term when the student first received the service at the college during the academic period.

Submission status for categorical programs (i.e., EOPS, DSPS, CalWORKs) may impact counts.

Trend based on percentage change for the student headcount in credit courses at the college level during the academic period, -1.2%.

Table SS.A2 Foothill College: Counts by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount or Service Count		Change		
		2024-25	2025-26	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,093	947	(146)	-13.4%	
	2-Fall	913	920	7	0.8%	
	3-Winter	756	735	(21)	-2.8%	
	Annual	3,826	2,602	(1,224)	-32.0%	
SS08: Counseling/Advising	1-Summer	2,633	2,872	239	9.1%	
	2-Fall	3,373	3,300	(73)	-2.2%	
	3-Winter	1,777	1,818	41	2.3%	
	Annual	9,404	7,990	(1,414)	-15.0%	
SS09: Abbreviated SEP	1-Summer	525	449	(76)	-14.5%	
	2-Fall	1,538	910	(628)	-40.8%	
	3-Winter	784	641	(143)	-18.2%	
	Annual	3,431	2,000	(1,431)	-41.7%	
SS09: Comprehensive SEP	1-Summer	475	482	7	1.5%	
	2-Fall	3,987	1,545	(2,442)	-61.2%	
	3-Winter	1,563	920	(643)	-41.1%	
	Annual	6,743	2,947	(3,796)	-56.3%	
SS10: At-Risk Follow-up	1-Summer	43	71	28	65.1%	
	2-Fall	157	135	(22)	-14.0%	
	3-Winter	148	98	(50)	-33.8%	
	Annual	498	304	(194)	-39.0%	
SS11: Other Follow-up	1-Summer	2,399	2,561	162	6.8%	
	2-Fall	5,774	5,632	(142)	-2.5%	
	3-Winter	5,093	5,164	71	1.4%	
	Annual	16,126	12,750	(3,376)	-20.9%	

Notes

Placement services are no longer included in "SS11: Other Follow-up" counts given that students are automatically placed based on admission application data.

Counts for "SS06: Initial Orientation," "SS09: Abbreviated SEP," and "SS09: Comprehensive SEP" services are only reported in the term/academic year when the student first received the service at the college.

SS08: Counseling/Advising are reported during the term when the student first received the service at the college during the academic period.

Submission status for categorical programs (i.e., EOPS, DSPS, CalWORKs) may impact counts.

Trend based on percentage change for the student headcount in credit courses at the college level during the academic period, not yet available due to the large number of records with missing positive attendance or final grade.

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

Course Attribute	Classification	Winter 2025		Winter 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,369	89.2%	1,369	88.8%	-	0.0%	
	Credit, Not Degree Applicable	75	4.9%	73	4.7%	(2)	-2.7%	↓
	Noncredit	91	5.9%	99	6.4%	8	8.8%	↑
CB05-Transfer Status	Transferable to UC and CSU	1,078	70.2%	1,074	69.7%	(4)	-0.4%	
	Transferable to CSU only	272	17.7%	267	17.3%	(5)	-1.8%	↓
	Not transferable	185	12.1%	200	13.0%	15	8.1%	↑
CB08-Basic Skills	Basic Skills	108	7.0%	109	7.1%	1	0.9%	
	Not Basic Skills	1,427	93.0%	1,432	92.9%	5	0.4%	
CB09-SAM Priority	Apprenticeship	8	0.5%	6	0.4%	(2)	-25.0%	↓
	Advanced Occupational	42	2.7%	46	3.0%	4	9.5%	↑
	Clearly Occupational	342	22.3%	389	25.2%	47	13.7%	↑
	Possibly Occupational	86	5.6%	51	3.3%	(35)	-40.7%	↓
	Non-Occupational	1,057	68.9%	1,049	68.1%	(8)	-0.8%	
CB10-Work Exp	Not Cooperative Work Exp	1,535	100.0%	1,541	100.0%	6	0.4%	
CB11-Classification	Enhanced Funding, Workforce Prep	47	3.1%	54	3.5%	7	14.9%	↑
	Enhanced Funding, Other	44	2.9%	44	2.9%	-	0.0%	
	Non-Enhanced Funding	-	0.0%	1	0.1%	1		
	Credit Course	1,444	94.1%	1,442	93.6%	(2)	-0.1%	
CB13-Special Class	Approved Special Class	21	1.4%	22	1.4%	1	4.8%	↑
	Not a Special Class	1,514	98.6%	1,519	98.6%	5	0.3%	
CB21-Prior to Coll	1 Level Below Transfer	46	3.0%	42	2.7%	(4)	-8.7%	↓
	2 Levels Below Transfer	20	1.3%	20	1.3%	-	0.0%	
	3 Levels Below Transfer	29	1.9%	33	2.1%	4	13.8%	↑
	4 Levels Below Transfer	6	0.4%	6	0.4%	-	0.0%	
	5 Levels Below Transfer	4	0.3%	4	0.3%	-	0.0%	
	6 Levels Below Transfer	3	0.2%	4	0.3%	1	33.3%	↑
	Not Applicable	1,427	93.0%	1,432	92.9%	5	0.4%	
CB22-Noncredit Cat	English as a Second Language	44	2.9%	43	2.8%	(1)	-2.3%	↓
	Elementary, Secondary Basic Sk	-	0.0%	1	0.1%	1		
	Workforce Preparation	47	3.1%	55	3.6%	8	17.0%	↑

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

Course Attribute	Classification	Winter 2025		Winter 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
	Credit Course	1,444	94.1%	1,442	93.6%	(2)	-0.1%	
CB23-Funding Agency	Not Developed with Econ Dev funds	1,535	100.0%	1,541	100.0%	6	0.4%	
CB24-Program Status	Program Applicable	1,429	93.1%	1,444	93.7%	15	1.0%	
	Not Program Applicable	106	6.9%	97	6.3%	(9)	-8.5%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	106	6.9%	98	6.4%	(8)	-7.5%	↓
	Transfer Math/Quant Reasoning	162	10.6%	161	10.4%	(1)	-0.6%	
	Local Mathematics Competency	1	0.1%	1	0.1%	-	0.0%	
	Not Applicable	1,266	82.5%	1,281	83.1%	15	1.2%	
CB26-Support Course St	Support Course	26	1.7%	27	1.8%	1	3.8%	↑
	Not a Support Course	1,509	98.3%	1,514	98.2%	5	0.3%	
	Upper Division Course	-	0.0%	2	0.1%	2		
CB27-Upper Division St	Not an Upper Division Course	1,535	100.0%	1,539	99.9%	4	0.3%	
Total		1,535	100.0%	1,541	100.0%	6	0.4%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

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

Course Attribute	Classification	Winter 2025		Winter 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,183	93.1%	1,195	91.6%	12	1.0%	
	Credit, Not Degree Applicable	26	2.0%	29	2.2%	3	11.5%	↑
	Noncredit	62	4.9%	81	6.2%	19	30.6%	↑
CB05-Transfer Status	Transferable to UC and CSU	716	56.3%	735	56.3%	19	2.7%	
	Transferable to CSU only	255	20.1%	232	17.8%	(23)	-9.0%	↓
	Not transferable	300	23.6%	338	25.9%	38	12.7%	↑
CB08-Basic Skills	Basic Skills	45	3.5%	52	4.0%	7	15.6%	↑
	Not Basic Skills	1,226	96.5%	1,253	96.0%	27	2.2%	
CB09-SAM Priority	Apprenticeship	198	15.6%	214	16.4%	16	8.1%	↑
	Advanced Occupational	7	0.6%	6	0.5%	(1)	-14.3%	↓
	Clearly Occupational	171	13.5%	183	14.0%	12	7.0%	↑
	Possibly Occupational	197	15.5%	202	15.5%	5	2.5%	
	Non-Occupational	698	54.9%	700	53.6%	2	0.3%	
CB10-Work Exp	Cooperative Work Experience	3	0.2%	4	0.3%	1	33.3%	↑
	Not Cooperative Work Exp	1,268	99.8%	1,301	99.7%	33	2.6%	
CB11-Classification	Enhanced Funding, Other	31	2.4%	38	2.9%	7	22.6%	↑
	Non-Enhanced Funding	31	2.4%	43	3.3%	12	38.7%	↑
	Credit Course	1,209	95.1%	1,224	93.8%	15	1.2%	
CB13-Special Class	Approved Special Class	33	2.6%	40	3.1%	7	21.2%	↑
	Not a Special Class	1,238	97.4%	1,265	96.9%	27	2.2%	
CB21-Prior to Coll	1 Level Below Transfer	14	1.1%	16	1.2%	2	14.3%	↑
	2 Levels Below Transfer	8	0.6%	11	0.8%	3	37.5%	↑
	3 Levels Below Transfer	8	0.6%	8	0.6%	-	0.0%	
	4 Levels Below Transfer	2	0.2%	2	0.2%	-	0.0%	
	5 Levels Below Transfer	2	0.2%	2	0.2%	-	0.0%	
	6 Levels Below Transfer	4	0.3%	1	0.1%	(3)	-75.0%	↓
	Not Applicable	1,233	97.0%	1,265	96.9%	32	2.6%	

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

Course Attribute	Classification	Winter 2025		Winter 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB22-Noncredit Cat	English as a Second Language	16	1.3%	17	1.3%	1	6.3%	↑
	Elementary, Secondary Basic Sk	10	0.8%	13	1.0%	3	30.0%	↑
	Approved Special Class	25	2.0%	26	2.0%	1	4.0%	↑
	Older Adults Class	-	0.0%	8	0.6%	8		
	Short-Term Vocational	10	0.8%	16	1.2%	6	60.0%	↑
	Workforce Preparation	1	0.1%	1	0.1%	-	0.0%	
	Credit Course	1,209	95.1%	1,224	93.8%	15	1.2%	
CB23-Funding Agency	Not Developed with Econ Dev funds	1,271	100.0%	1,305	100.0%	34	2.7%	
CB24-Program Status	Program Applicable	1,174	92.4%	1,200	92.0%	26	2.2%	
	Not Program Applicable	97	7.6%	105	8.0%	8	8.2%	↑
CB25-General Ed Status	Transfer English Comp, Crit Think	53	4.2%	53	4.1%	-	0.0%	
	Transfer Math/Quant Reasoning	69	5.4%	61	4.7%	(8)	-11.6%	↓
	Local Mathematics Competency	-	0.0%	5	0.4%	5		
CB25-General Ed Status	Not Applicable	1,149	90.4%	1,186	90.9%	37	3.2%	
CB26-Support Status	Support Course	9	0.7%	14	1.1%	5	55.6%	↑
	Not a Support Course	1,262	99.3%	1,291	98.9%	29	2.3%	
CB27-Upper Division St	Upper Division Course	15	1.2%	15	1.1%	-	0.0%	
	Not an Upper Division Course	1,256	98.8%	1,290	98.9%	34	2.7%	
Total		1,271	100.0%	1,305	100.0%	34	2.7%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

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

Section Attribute	Classification	Winter 2025		Winter 2026		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Standardized Attendance	-	0.0%	1,442	93.6%	1,442		
	Positive Attendance	31	2.0%	34	2.2%	3	9.7%	
	Alternative Attendance	-	0.0%	65	4.2%	65		
	Weekly Census	472	30.7%	-	0.0%	(472)	-100.0%	
	Daily Census	50	3.3%	-	0.0%	(50)	-100.0%	
	Independent Study, Work Exper	982	64.0%	-	0.0%	(982)	-100.0%	
XB09-Work Based Lear Act	Work-Based Learning	32	2.1%	32	2.1%	-	0.0%	
	Unknown	1,503	97.9%	1,509	97.9%	6	0.4%	
XB12-Instructioal Material Cost	No associated instructional material	22	1.4%	6	0.4%	(16)	-72.7%	↓
	Has instruct material costs, but none are passed on to students	9	0.6%	34	2.2%	25	277.8%	↑
	Has low instructional material costs	14	0.9%	35	2.3%	21	150.0%	↑
	Uses only no-cost, OER course material	50	3.3%	167	10.8%	117	234.0%	↑
	Uses only no-cost digital course material that does not meet OER guidelines	75	4.9%	92	6.0%	17	22.7%	↑
	Does not meet no-cost or low-cost inst material criteria	1,365	88.9%	1,207	78.3%	(158)	-11.6%	↓
Total		1,535	100.0%	1,541	100.0%	6	0.4%	

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

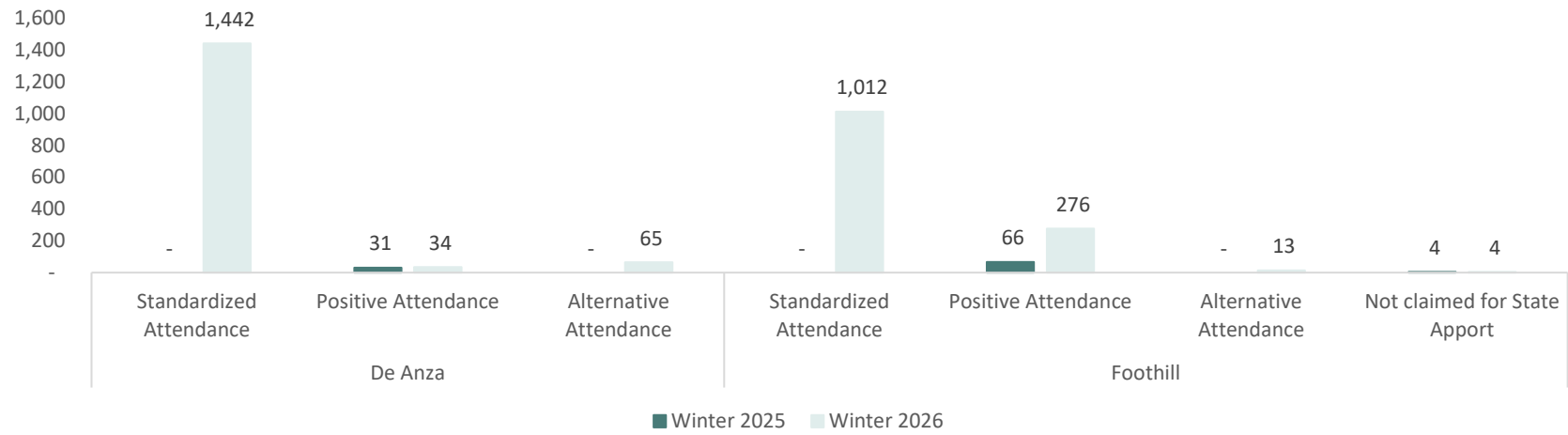


Table XB.2 Foothill College: Section Count by Attribute and Academic Period

Section Attribute	Classification	Winter 2025		Winter 2026		Change		Trend
		Count	Percent	Count	Percent	Count	Percent	
XB01-Accounting Method	Standardized Attendance	-	0.0%	1,012	77.5%	1,012		
	Positive Attendance	66	5.2%	276	21.1%	210	318.2%	
	Alternative Attendance	-	0.0%	13	1.0%	13		
	Not claimed for State Apport	4	0.3%	4	0.3%	-	0.0%	
	Weekly Census	539	42.4%	-	0.0%	(539)	-100.0%	
	Daily Census	40	3.1%	-	0.0%	(40)	-100.0%	
	Independent Study, Work Exper	622	48.9%	-	0.0%	(622)	-100.0%	
XB09-Work Based Lear Act	Work-Based Learning	30	2.4%	34	2.6%	4	13.3%	
	Unknown	1,241	97.6%	1,271	97.4%	30	2.4%	
XB12-Instructional Material Cost	No associated instructional material	124	9.8%	158	12.1%	34	27.4%	↑
	Has instruct material costs, but none are passed on to students	116	9.1%	402	30.8%	286	246.6%	↑
	Has low instructional material costs	78	6.1%	79	6.1%	1	1.3%	
	Uses only no-cost, OER course material	117	9.2%	129	9.9%	12	10.3%	↑
	Uses only no-cost digital course material that does not meet OER guidelines	6	0.5%	21	1.6%	15	250.0%	↑
	Uses a mix of no-cost OER and other cost bearing resources, no costs are passed on to students	29	2.3%	31	2.4%	2	6.9%	↑
	Does not meet no-cost or low-cost inst material criteria	801	63.0%	485	37.2%	(316)	-39.5%	↓
Total		1,271	100.0%	1,305	100.0%	34	2.7%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Figure XB.2

Credit Courses: Percentage of Total Count by College and Accounting Method, Winter 2026

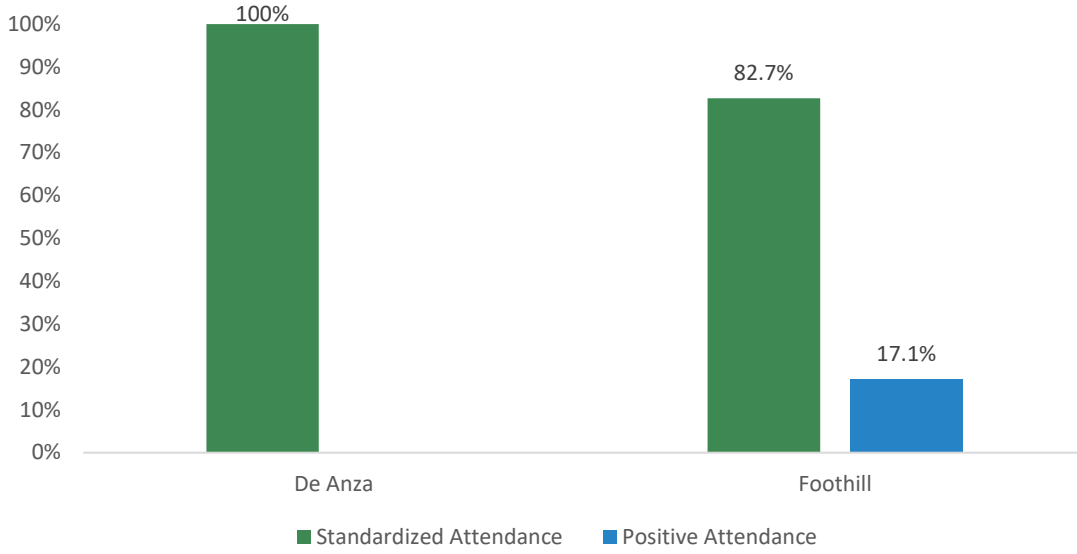


Figure XB.3

Noncredit Courses: Percentage of Total Count by College and Accounting Method, Winter 2026

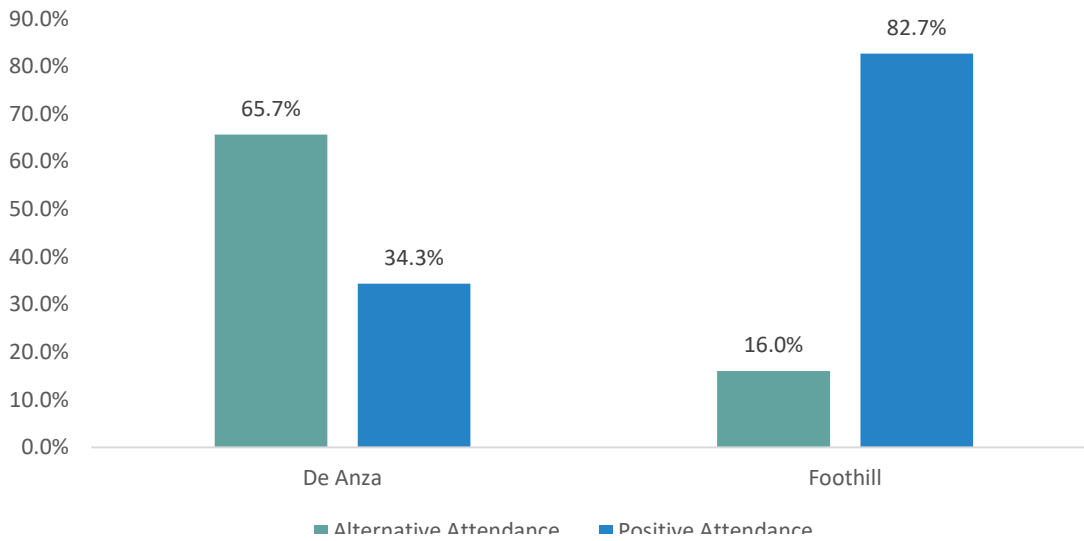


Table XF.1 De Anza College: Section Count by Instructional Method and Academic Period

Instruction Delivery Method	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	739	48.1%	719	46.7%	(20)	-2.7%	↓
Dist Ed 50% to 99%	205	13.4%	66	4.3%	(139)	-67.8%	↓
Dist Ed Less than 50%	120	7.8%	252	16.4%	132	110.0%	↑
In-Person	471	30.7%	504	32.7%	33	7.0%	↑
Total	1,535	100.0%	1,541	100.0%	6	0.4%	

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

Instruction Delivery Method	Winter 2025		Winter 2026		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	515	40.5%	499	38.2%	(16)	-3.1%	↓
Dist Ed 50% to 99%	82	6.5%	35	2.7%	(47)	-57.3%	↓
Dist Ed Less than 50%	65	5.1%	107	8.2%	42	64.6%	↑
In-Person	609	47.9%	664	50.9%	55	9.0%	↑
Total	1,271	100.0%	1,305	100.0%	34	2.7%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

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

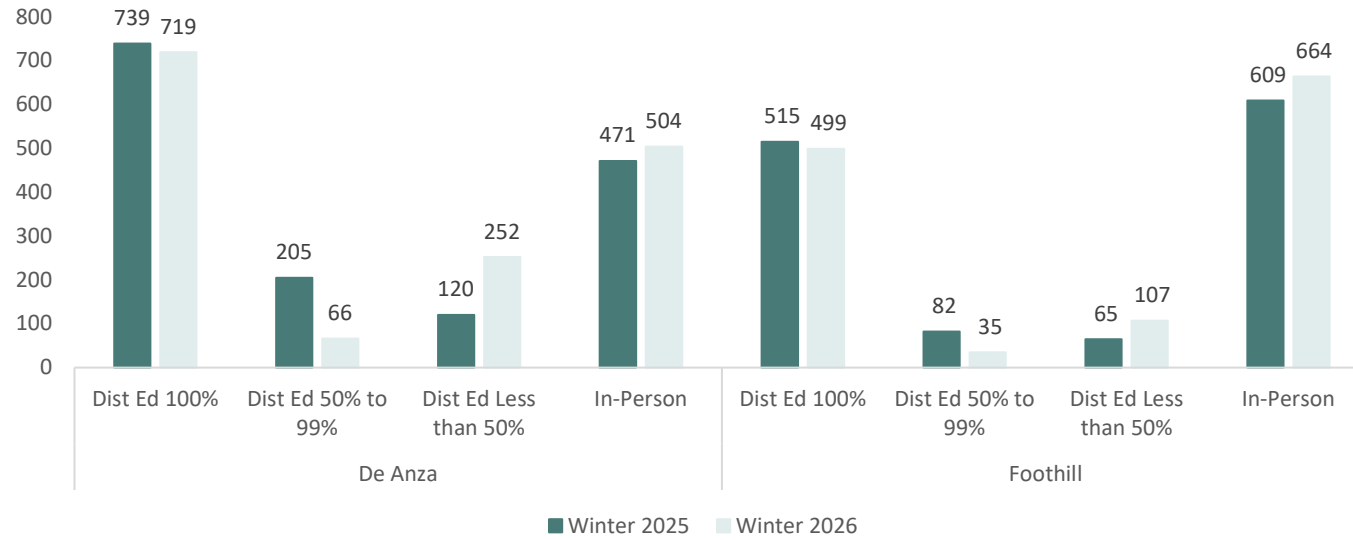


Table XE.1 De Anza College: Section, Employee and Full-Time Equivalent Faculty (FTE) Count by Assignment Type and Academic Period

Credit Status	Assignment Type	Winter 2025			Winter 2026			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	677	198	55.83	639	189	53.95	(1.88)	-3.4%	↓
	FT Faculty, Overload	128	90	13.68	136	90	14.10	0.42	3.0%	↑
	PT Faculty/Temporary Staff	591	376	61.85	617	381	64.85	2.99	4.8%	↑
	Contract Staff	80	57	-	95	74	-	-	-	-
	Total	1,444	579	131.36	1,442	580	132.90	1.53	1.2%	
Noncredit	FT Faculty, Not Overload	42	17	-	48	21	-	-	-	-
	Contract Staff	49	37	-	52	37	-	-	-	-
	Total	91	54	-	99	57	-	-	-	-

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 2025			Winter 2026			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	509	142	38.45	481	137	37.56	(0.88)	-2.3%	
	FT Faculty, Overload	106	73	9.84	100	63	9.22	(0.62)	-6.3%	↓
	PT Faculty/Temporary Staff	365	259	39.28	384	275	41.61	2.33	5.9%	↑
	Contract Staff	313	104	-	340	122	-	-	-	-
	Total	1,209	467	87.57	1,224	486	88.39	0.82	0.9%	
Noncredit	FT Faculty, Not Overload	26	16	1.21	42	24	1.20	(0.00)	-0.2%	
	FT Faculty, Overload	6	7	0.63	3	1	0.09	(0.54)	-85.7%	↓
	PT Faculty/Temporary Staff	28	15	1.69	26	13	1.21	(0.49)	-28.8%	↓
	Contract Staff	5	6	-	14	9	-	-	-	-
	Total	62	42	3.53	81	46	2.50	(1.03)	-29.2%	

Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

Contract staff FTEF for Foothill, Winter 2026, is likely due to a coding error at the college for assignment type.

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

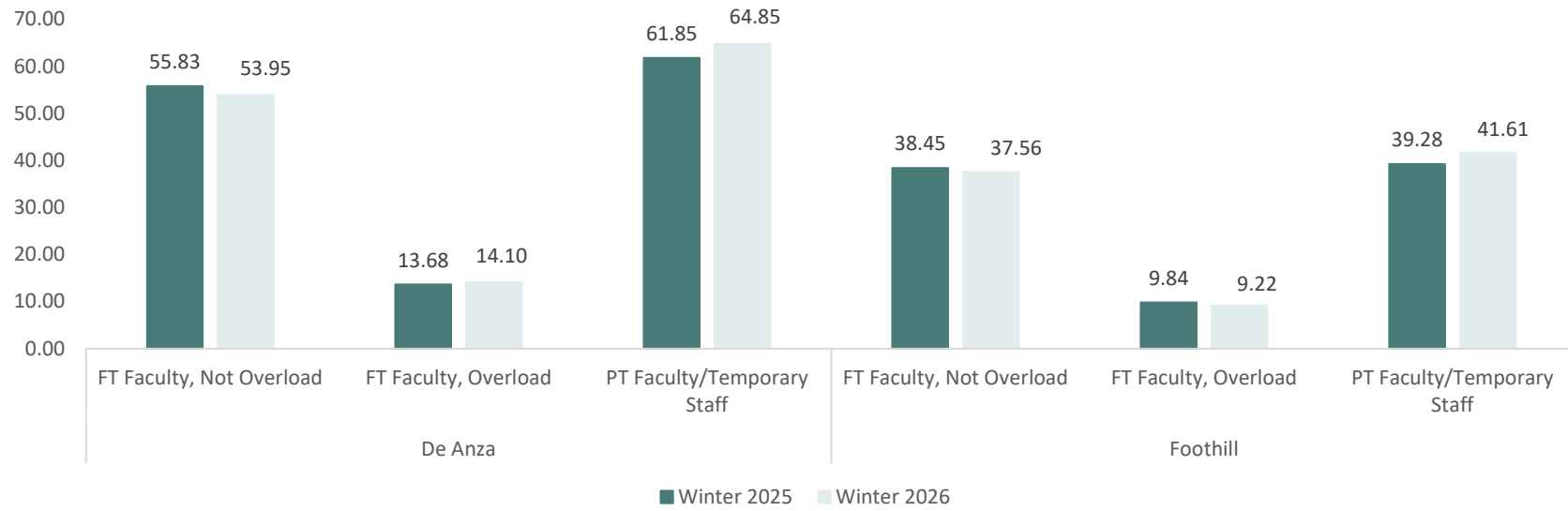


Table SX.1A De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Credit Courses

Apportionment Type	Winter 2025			Winter 2026			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Apprenticeship	15	3.49	0.1%	20	4.53	0.1%	1.03	29.6%	↑
CA Resident, apportionment	14,008	3,766.13	86.0%	14,022	3,824.00	87.5%	57.87	1.5%	↑
CA Resident, no apportionment	5	0.47	0.0%	5	0.63	0.0%	0.16	34.7%	↑
International	1,374	503.44	11.5%	1,173	440.78	10.1%	(62.66)	-12.4%	↓
Out-of-state	405	107.90	2.5%	398	101.07	2.3%	(6.82)	-6.3%	↓
Total	15,805	4,381.42	100.0%	15,614	4,371.01	100.0%	(10.42)	-0.2%	

Figure SX.1A De Anza: Credit Full-Time Equivalent Student (FTES) Estimates by Apportionment Type and Academic Period

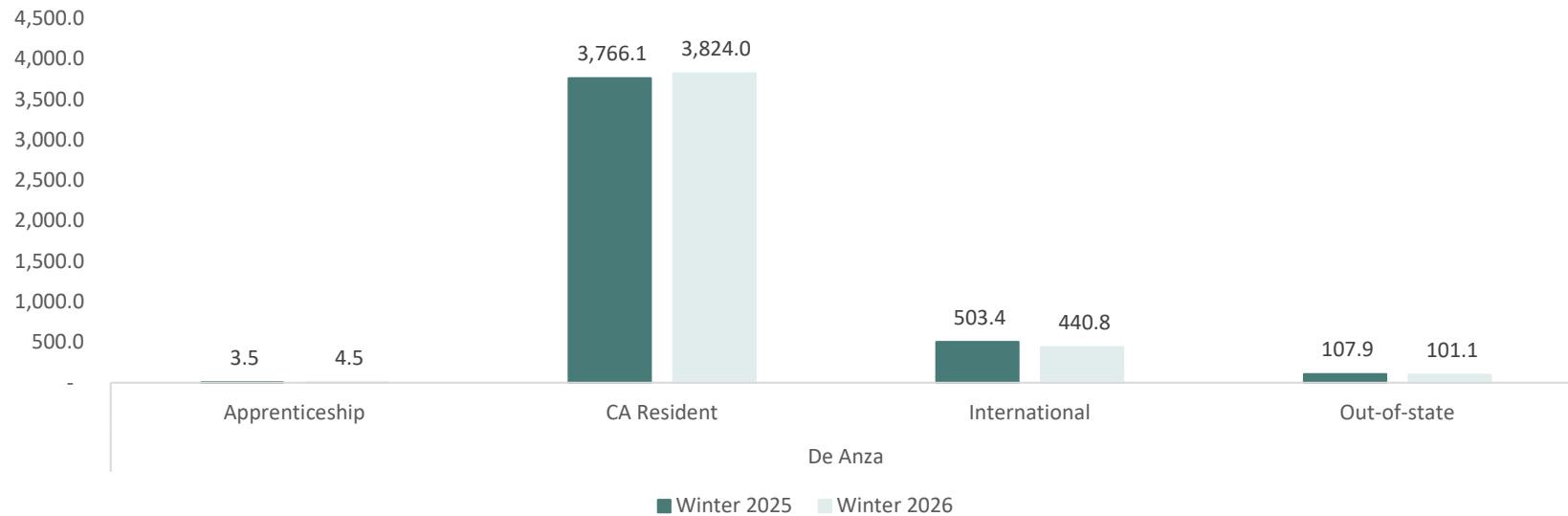
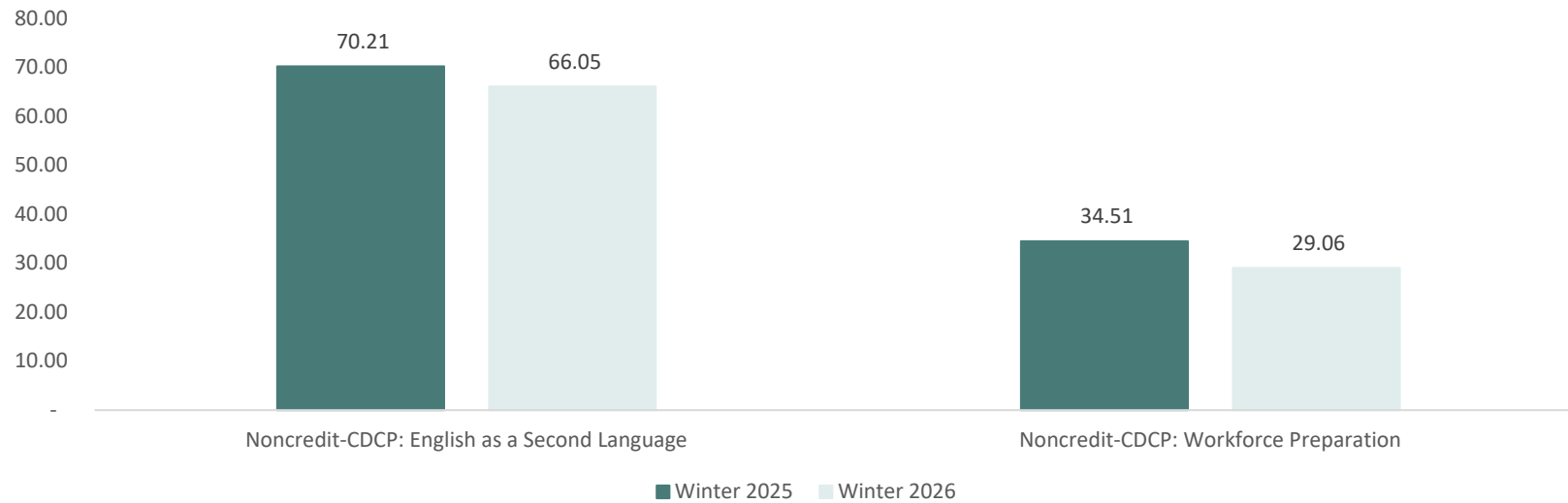


Table SX.1B De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Noncredit Courses

Apportionment Type	Winter 2025			Winter 2026			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Noncredit-CDCP: Elementary and Secondary Basic Skills	-	-	0.0%	1	0.06	0.1%	0.06		
Noncredit-CDCP: English as a Second Language	537	70.21	67.0%	523	66.05	69.4%	(4.15)	-5.9%	
Noncredit-CDCP: Workforce Preparation	294	34.51	33.0%	294	29.06	30.5%	(5.45)	-15.8%	↓
Noncredit-Total	818	104.71	100.0%	795	95.17	100.0%	(9.54)	-9.1%	

Figure SX.1B De Anza: Noncredit Full-Time Equivalent Student (FTES) Estimates by Program and Academic Period



Notes

Trend: Shows how the percentage change for the group compares to the one for the college or total.

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 2025			Winter 2026			Change FTES		
	Student Headcount	FTES	Perc FTES	Student Headcount	FTES	Perc FTES	Count	Percent	Trend
First-Time	202	49.79	1.3%	251	61.68	1.6%	11.89	23.9%	↑
First-Time Transfer	1,106	194.76	5.2%	1,053	183.39	4.8%	(11.37)	-5.8%	↓
Returning	1,512	268.69	7.1%	1,363	246.90	6.5%	(21.79)	-8.1%	↓
Continuing	10,214	3,121.70	82.9%	10,134	3,167.30	82.8%	45.60	1.5%	
Special Admit	974	131.19	3.5%	1,221	164.72	4.3%	33.53	25.6%	↑
Total	14,008	3,766.13	100.0%	14,022	3,824.00	100.0%	57.87	1.5%	

Notes

Data only includes enrollments for California residents in credit courses applicable to apportionment, not including apprenticeship. FTES estimates are based on section total contact hours or positive attendance.

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

