



## **FHDA MIS Quarterly Submission Report**

Reporting Term: **Winter (MIS Term Code = 212)**

Data Extract Date for reporting term (only applies to Banner data): **May 28, 2021.**

### **Section A. Introduction**

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

Fall term data for the current and prior academic years (i.e., winter 2020, winter 2021) are compared in this document, including (a) headcounts for categorical programs, special student populations, and faculty groups; (b) section counts by course characteristics or attributes; (c) instruction workload by faculty classification; and (d) FTES, full-time equivalent student, by course credit status or student enrollment status. Data provided in this document are intended to complement reports available at the MIS data mart ( <https://datamart.cccco.edu/DataMart.aspx> ), a web based application accessible to the general public that gives users the opportunity to compare community colleges and districts across California as it relates to student or staff demographics, course offerings, student services, or educational outcomes.

Sections in this document include:

- **Data Quality Issues:** Identify issues to be addressed prior resubmission by the end the academic year (e.g., identify programs that did not confirm the list of students served during the reporting term).
- **Data Highlights:** Provides a summary of key findings as shown by the data submitted for each college and term; points to significant changes for the current and prior academic year.
- **Tables:** Summarize some of the data submitted.

## **Section B. Data Quality Issues**

By submission date, the following data validity issues were still pending/waiting to be resolved:

### **De Anza College**

- No issues were identified by submission date.

### **Foothill College.**

- Enrollment data for Foothill College did not pass all validity checks; the percentage of enrollment records with RD (Report Delayed or missing official grade) for the college exceeded the maximum allowed (2.5%). To bypass this validity check, all records with RD were deleted. Table B.1 show that 74% of all enrollment records deleted were for CTE courses (applicable to SCFF funding).
- Data in Table B.2 show that 41 positive attendance sections (all classified as CTE courses) did not have attendance hours by the time of submission.
- Data in Table B.3 identify the 78 sections missing official grades or attendance hours; about 79% (62) of these have a class end date in June 2021 (after submission). It is expected that most of these, if not all, will have the official grade and applicable attendance hours by resubmission (June or July of 2021).
- Because of incomplete data (missing grades or attendance hours), statistics for Foothill College related to student count or FTES shown in this document will likely be underestimated.

**Table B.1**  
**Enrolment Records with ‘RD’ as the Official Grade by College,**  
**CTE Category and Term**

Category	RD or Missing Grade Enrolment Record Count	
	Winter 2020	Winter 2021
<b>De Anza</b>		
Career Technical Education (CTE)	1	-
All	2	-
CTE Percent	50%	
<b>Foothill</b>		
Career Technical Education (CTE)	487	967
All	488	1,303
CTE Percent	100%	74%

**Notes**

All enrollment records with RD for Foothill College were deleted to bypass validity check, winter 2021.  
 RD: Report Delayed, used for records missing the official/final grade for the course. Significant differences between academic years/terms (i.e., prior and current) may be due to submission date (i.e., comparing data for the original and end-of-the-year submissions).

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

Category	Missing Positive Attendance Section Count	
	Winter 2020	Winter 2021
<b>De Anza</b>		
Career Technical Education (CTE)	4	-
All	4	-
CTE Percent	-	-
<b>Foothill</b>		
Career Technical Education (CTE)	43	41
All	44	41
CTE Percent	98%	100%

**Notes**

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

**Table B.3**  
**Foothill College: Enrollment Count for Sections with all Records Missing Positive Attendance Hours or the Official/Final Grade**

Section CRN	Course Subject	Course Number	Section Final Date	Missing Grade Enrollment Count	Missing Positive Attendance Enrollment Count
C-32256	APSM	F177A	5-Mar-21	1	-
C-32204	APEL	F122A	7-May-21	24	24
C-32201	APEL	F123A	7-May-21	17	-
C-32194	APEL	F128.	12-May-21	16	16
C-32196	APEL	F125A	13-May-21	20	20
C-32205	APEL	F122A	14-May-21	22	22
C-32197	APEL	F125A	19-May-21	21	21
C-32237	C S	F049.	19-May-21	30	-
C-32195	APEL	F127.	19-May-21	34	-
C-32200	APEL	F123A	21-May-21	20	20
C-32206	APEL	F122A	21-May-21	21	21
C-31926	BIOL	F040B	27-May-21	22	-
C-31927	BIOL	F040B	27-May-21	27	-
C-32232	ECON	F001A	27-May-21	16	-
C-32233	ECON	F001A	27-May-21	14	-
C-32234	ECON	F001A	27-May-21	15	-
C-31910	MATH	F002B	1-Jun-21	32	-
C-32076	APEL	F123.	2-Jun-21	14	14
C-31966	KINS	F016B	3-Jun-21	17	-
C-31968	APPT	F195.	3-Jun-21	18	18
C-31901	CHLD	F008.	3-Jun-21	15	-
C-32055	THTR	F045C	3-Jun-21	2	-
C-31967	KINS	F016B	3-Jun-21	12	-
C-31965	THTR	F045B	3-Jun-21	8	-
C-31899	CHLD	F056N	3-Jun-21	31	-
C-31947	ENGR	F010.	3-Jun-21	10	-
C-31900	CHLD	F059.	3-Jun-21	13	-
C-31964	THTR	F045B	3-Jun-21	4	-
C-31873	MATH	F002B	4-Jun-21	33	-
C-31915	SPAN	F002.	4-Jun-21	12	-
C-32024	MTEC	F050A	4-Jun-21	13	-
C-32227	MTEC	F052A	4-Jun-21	11	-
C-32001	GID	F057.	4-Jun-21	26	-
C-31917	SPAN	F002.	4-Jun-21	22	-

Section CRN	Course Subject	Course Number	Section Final Date	Missing Grade Enrollment Count	Missing Positive Attendance Enrollment Count
C-32025	MTEC	F051A	4-Jun-21	21	-
C-32003	GID	F033.	4-Jun-21	10	-
C-32023	MTEC	F050A	4-Jun-21	13	-
C-31872	MATH	F002B	4-Jun-21	40	-
C-31895	HIST	F017C	4-Jun-21	22	-
C-32000	GID	F057.	4-Jun-21	32	-
C-31894	HIST	F017C	4-Jun-21	18	-
C-31916	SPAN	F002.	4-Jun-21	13	-
C-31902	BUSI	F057.	4-Jun-21	24	-
C-32002	GID	F033.	4-Jun-21	11	-
C-32022	MTEC	F050A	4-Jun-21	15	-
C-32026	MTEC	F051A	4-Jun-21	4	-
C-31998	APPT	F123.	8-Jun-21	7	7
C-31997	APPT	F124.	9-Jun-21	3	3
C-32225	ENGL	F001B	10-Jun-21	13	-
C-32224	ENGL	F001B	10-Jun-21	27	-
C-32202	APEL	F124A	11-Jun-21	24	24
C-32198	APEL	F126.	11-Jun-21	21	21
C-32236	APSC	F111.	14-Jun-21	14	-
C-31974	APPT	F136.	15-Jun-21	13	13
C-31981	APPT	F146.	15-Jun-21	13	13
C-31977	APPT	F141.	15-Jun-21	15	15
C-31980	APPT	F145.	15-Jun-21	12	12
C-31979	APPT	F143.	15-Jun-21	15	15
C-31994	APPT	F159.	15-Jun-21	13	13
C-31969	APPT	F131.	15-Jun-21	14	14
C-31988	APPT	F153.	16-Jun-21	10	10
C-31970	APPT	F131.	16-Jun-21	15	15
C-31989	APPT	F154.	16-Jun-21	9	9
C-31995	APPT	F159.	16-Jun-21	14	14
C-31986	APPT	F151.	16-Jun-21	15	15
C-31991	APPT	F156.	16-Jun-21	8	8
C-31993	APPT	F158.	16-Jun-21	11	11
C-31990	APPT	F155.	16-Jun-21	10	10
C-31992	APPT	F157.	16-Jun-21	10	10
C-31978	APPT	F141.	16-Jun-21	15	15
C-31971	APPT	F133.	16-Jun-21	15	15
C-31987	APPT	F151.	16-Jun-21	14	14

Section CRN	Course Subject	Course Number	Section Final Date	Missing Grade Enrollment Count	Missing Positive Attendance Enrollment Count
C-32239	APEL	F120.	17-Jun-21	21	21
C-32207	APEL	F121A	18-Jun-21	25	25
C-32203	APEL	F124A	18-Jun-21	23	23
C-31996	APPT	F121.	21-Jun-21	8	8
C-32199	APEL	F126.	25-Jun-21	21	21
C-32077	APEL	F123.	12-Jul-21	19	19
<b>Total</b>				<b>1,303</b>	<b>589</b>

**Table B.4  
FHDA Student Headcount for Special Population Groups or Categorical Programs, as Confirmed by the Program Coordinator/Assistant at each College for the Reporting Term**

**MIS Special Populations/Categorical Programs Report, Winter 2021**

<i>Program</i>	<i>Program Coordinator(s) or Assistant</i>	<i>Count</i>	<i>Confirmation Date</i>
<b>De Anza College</b>			
Calworks	Carlita Alamban	18	4-May
DSPS	Shirley Schooler	736	27-May
EOPS*	Lan Trinh, Marilyn Booye	624	4-May
CARE	Lan Trinh, Marilyn Booye	5	4-May
College Now	Barry Johnson	33	17-May
Middle College	Barry Johnson	87	17-May
Puente	Angelita Pabros, Liliana Rivera	75	25-May
Umoja	Angelita Pabros & Maurice Canyon	24	17-May
<b>Foothill College</b>			
CalWorks	Carlita Alamban	5	4-May
DSPS	Jackie Lauese	749	21-May
EOPS*	Lily Luu	199	4-May
CARE	Lily Luu	4	4-May
College Now	Annett Inacker-Trail & Anthony Cervantes	32	6-May
Middle College	Annett Inacker-Trail & Anthony Cervantes	92	6-May
Puente	Maritza Jackson Sandoval, Susie Huerta	71	24-May
Umoja	Tracee Cunningham	75	17-May
BS Dental Hygiene	Patti Chan; Brian Roberts	Completion Track: 83 Entry Track: 47 Unduplicated: 130	10-May

**Notes**

\*EOPS headcount includes CARE students.

## Section C. Data Highlights

- Student Headcount<sup>1</sup>
  - Data in Table SB.1 show the headcount for students enrolled by census date or with positive attendance by college and residency status for the current and prior winter terms. Data in this table show no significant change in the total student headcount at De Anza College between winter 2020 and winter 2021. At Foothill College, winter 2021 data show a decline in total headcount of 6% (849 less) compared to the same term last year; however, the student headcount for this College is likely to increase once attendance hours and official grades are posted for all sections and the MIS winter data are resubmitted in June-July 2021.
  - Student headcount data by residency status in Table SB.1 show a significant decline in *out-of-state* and *international* students at both colleges in winter 2021, compared to the same term last year. The headcounts for *international* students show the most significant decline: a drop of 28% (488 less) at De Anza College and 36% (274 less) at Foothill College.
  - Student headcount by enrollment status statistics are shown in Table SB.2. At De Anza College, data in this table show a headcount increase in winter 2021 over the prior year for all groups, except continuing students; this group shows a drop of 5% (728 less) for the same period. At Foothill College, first-time transfer students show the largest decline in headcount among all groups during the same period, a drop of 17% (425 less).
- Special Populations/Categorical Groups
  - Student headcount statistics by special population group are shown in Table SG.1 and Table SG.2 for De Anza and Foothill College, respectively. Data for De Anza College in Table SG.1 show that among the categorical programs (i.e., *CalWorks*, *DSPS*, *EOPS*), only *EOPS* increased its student headcount in winter 2021 over the prior winter term, 14% (75 more). The data also show a significant headcount increase for special admit students during this period, 89% (359 more) at this College.
  - For Foothill College, data in Table SG.2 show a significant drop in student headcount between winter 2020 and winter 2021 across all categorical programs. Although the headcount for *special admit* students show a slight decline, 1% (13 less), during this

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<sup>1</sup> Student headcount data only include students enrolled by census date in at least one census type course or with positive attendance.



period, the number of students who participated in the *Middle College* program at this College show an increase of 64% (36 more).

- Student Success/3SP Services
  - Data for 3SP services (e.g., student success or matriculation services) are shown in Table SS.1 and SS.2 for De Anza College and Foothill College, respectively. For De Anza College, data in Table SS.1 show a headcount increase in winter 2021 over the prior year for the following services: *counseling* (first counseling appointment for the academic year), 29% (562 more); initial *abbreviated SEP*, 34% (254); and initial *comprehensive SEP*, 11% (93 more). The count for other *follow-up services* also increased during the same period, 8% (1,057 more).
  - At Foothill College, data in Table SS.2 show that the only 3SP service with a significant increase in headcount between winter 2020 and winter 2021 was initial *comprehensive SEP*, 26% (97 more). The count for other follow-up services shows a modest increase, 4% (272 more), during the same period.
- Course Offerings/Sections
  - Data for the number of sections disaggregated by course attribute are shown in Table CB.1 and CB.2 for De Anza and Foothill College, respectively. For De Anza College, data in Table CB.1 show a decline of 7% (117 less) in the total number of sections for winter 2021, compared to the number in winter 2020. On the other hand, data in this table show an increase in the number of sections for the following type of courses: *noncredit*, 55% (6 more); *advance occupational*, 4% (2 more); *below transfer level*, 10% (4 more); *noncredit-workforce preparation*, 36% (4 more); *general education-math/quantitative reasoning*, 3% (5 more); and, *support courses*, 9% (2 more). Courses that show a significant decline during the same period include *approved special class*, 46% (13 less), and *stand-alone*, 23% (31).
  - Data for Foothill College in Table CB.2 show a drop of 5% (70 less) in the total number of sections offered in winter 2021, compared to the number in winter 2020. Courses that show an increase in the number of sections during the same period include those classified as *basic skills*, 10% (3 more); *below transfer*, 13% (4 more); *noncredit-English as a second language*, 50%, (4 more); *noncredit-elementary secondary skills*, 117% (7 more); and general education-transfer, 4% (4 more). Regarding occupational courses, the data show an increase for *apprenticeship*, 2% (5 more), and *advanced occupational*, 50% (2 more); however, sections for *clearly occupational courses* declined by 21% (37 less).

- Class Schedule and Instructional Methods
  - Section count statistics by credit status and accounting method are shown in Table XB.1 and XB.2 for De Anza College and Foothill College, respectively. Data in these tables show a significant increase in the number of *independent study* sections at both colleges in winter 2021 over the prior year. In winter 2021, about 73% of all sections for credit courses at the District were classified as *independent study*; compared to 31% and 37% in winter 2020 for De Anza and Foothill, respectively.
  - Data for number of sections that include *work-based learning* activities are shown in Table XB.3 and Table XB.4 for De Anza College and Foothill College, respectively. The data show that the number of these type of sections increased by 67% (12 more) at De Anza College in winter 2021 over the prior year; while at Foothill College, the number declined by 42% (14 less) during the same period.
  - Data in Table XF.1 and XF.2 show section counts by delivery method and schedule type. Data in Table XF.1 show that in winter 2021 about 97% of all sections for credit courses at De Anza College were offered *online*, compared to 17% in winter 2020.
  - At Foothill College, data in Table XF.2 show that 72% of all sections for credit courses were offered *online* in winter 2021, compared to 27% in winter 2020.
- Class Instructor Headcount
  - Data in Table EB.1 and Table EB.2 show instructor headcounts by faculty or employee group. For credit courses, data for De Anza College in Table EB.1 show a headcount increase between winter 2020 and winter 2021 only for the *full-time tenured* faculty, 4% (6 more).
  - At Foothill College, data for credit courses in Table EB.2 show a slight increase in the headcount for the *full-time tenured* faculty, 2% (2 more) and a significant increase for *contract staff* (i.e., not a District employee), 39% (16 more).
  - At both colleges, data for credit courses in Table EB.1 and Table EB.2 show a decline in the headcount for *full-time tenure track* faculty, 12%, in winter 2021, compared to winter 2020. The headcount for *part-time* or *academic temporary faculty* also declined at both colleges during the same period: a drop of 7% and 8% for De Anza and Foothill, respectively.
- Classroom Instruction Workload or FTEF
  - Data for instructional workload or FTEF (full-time equivalent faculty) data are shown in Table EB.3 and Table EB.4 for De Anza College and Foothill College, respectively. FTEF data for De Anza in Table EB.3 show an increase of 2% (1.52 more) in the

instructional workload for *full-time* faculty (tenured or tenure track), while for *part-time* faculty the data show a 2% drop (4.64 less).

- For Foothill College, data in Table EB.4 show the opposite; the instructional workload for *full-time* faculty declined by 2% (1.59 less) in winter 2021, compared to winter 2020, while the workload for part-time faculty increased by 2% (2.30 more) during the same period. These figures do not include workload accounted by other assignments, such as workload included in sections with no enrollment.
- Full-Time Equivalent Student (FTES)
  - Data in Table SX.1 and SX.2 show FTES by course attribute (i.e., *credit status*, *apprenticeship*), *student residency* (i.e., California residency, out-of-state, international), and *apportionment status* (i.e., applicable to state funding) for De Anza College and Foothill College, respectively. Data for De Anza College in Table SX.1 show that despite a significant increase in FTES for California residents (e.g., applicable to apportionment: 3% or 130 more), the total College FTES for credit courses declined by 2% (97.61). This drop on FTES is accounted by a significant decline in FTES for *international* (31% or 200 less) and *out-of-state* students (23% or 28 less).
  - For Foothill College, the FTES figure for apprenticeship courses is expected to increase after the resubmission of winter 2021 data in June-July 2021. However, the total college FTES for credit courses is expected to continue to show a significant drop in FTES due to the drop in FTES for *international students*, 41% (109 less), between winter 2021 and winter 2021.
  - Data in Table SX.2 also show a significant drop in FTES for *noncredit-CDPC* (Career Development and College Preparation) courses in winter 2021, compared to winter 2020; the FTES for *noncredit-elementary and secondary basic skills* and *noncredit-short-term vocational* declined by 30% (7.8 less) and 71% (17.4 less), respectively.
- FTES by Student Enrollment Status
  - Data in Table SX.3 and SX.4 show student headcount and FTES (full-time equivalent student) by enrollment status only for California residents enrolled in credit courses. Data for De Anza College in Table SX.3 show increases in headcount and FTES for all groups, not including *continuing* students who show a drop of 2% in headcount in winter 2021, compared to winter 2020, but no significant change in FTES for the same period.

- Data for Foothill College in Table SX.4 show a significant increase for *first-time* students in headcount (38% or 51 more) and FTES (32% or 9.2 more) during winter 2021, compared to winter 2020. On the other hand, data for *first-time transfer* students show a drop of 17% (340 less) in headcount and 11% (37.3) in FTES during the same period.
- Data in Table SX.5 and Table SX.6 show the contribution to the total credit FTES for California resident students disaggregated by their enrollment status. In Table SX.5, the data show that *continuing* students are the largest contributors to FTES at both colleges; in winter 2021, they accounted for 82% and 71% of the FTES for California residents in credit courses at De Anza and Foothill, respectively. Data in Table SX.6 suggest that *continuing* students, on average, take more courses (i.e., lower headcount per FTES) than any the other groups at either college, which suggest that changes in their headcount will have the most impact to the total FTES than any of the other groups.

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

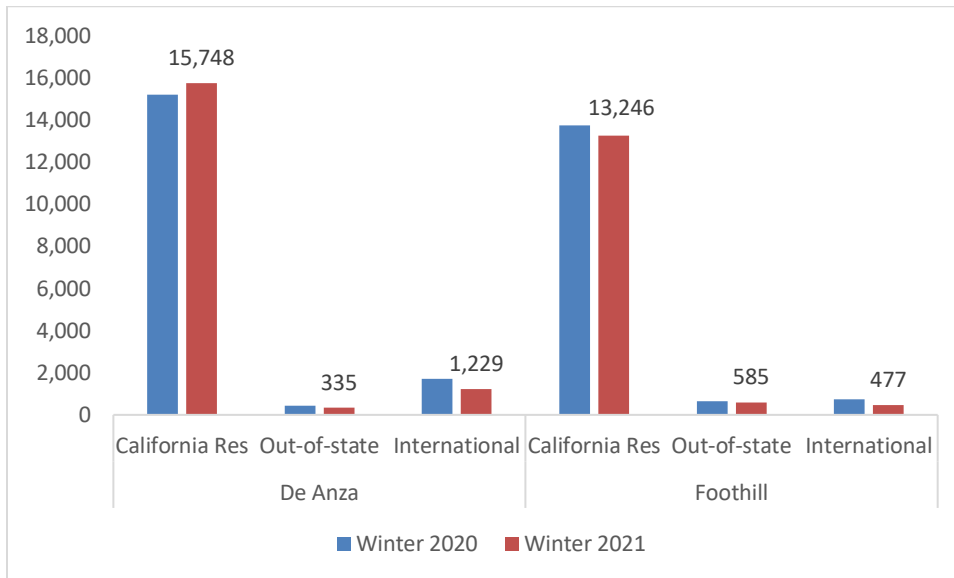
Residency	Winter 2020		Winter 2021		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
<b>De Anza</b>							
California Res	15,201	88%	15,748	91%	547	4%	↑
Out-of-state	422	2%	335	2%	(87)	-21%	↓
International	1,717	10%	1,229	7%	(488)	-28%	↓
Unknown	-		-				
Total	17,340	100%	17,312	100%	(28)	0%	
<b>Foothill</b>							
California Res	13,748	91%	13,246	93%	(502)	-4%	
Out-of-state	658	4%	585	4%	(73)	-11%	↓
International	751	5%	477	3%	(274)	-36%	↓
Unknown	-		-		-		
Total	15,157	100%	14,308	100%	(849)	-6%	

**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.

Significant differences in headcounts between academic periods may be due to missing data for positive attendance hours, which is more likely in data for the current term or academic year (prior resubmission at the end of the academic year).

Trend relates to the group statistic compared to that for the total for college.



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

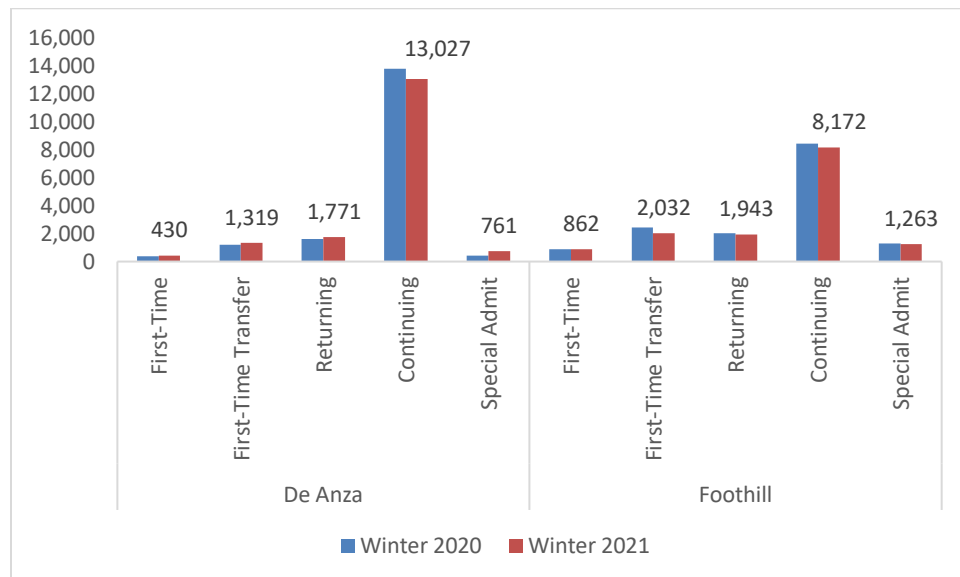
	Winter 2020		Winter 2021		Change		
<b>De Anza</b>							
Enrollment Status	Count	Percent	Count	Percent	Count	Percent	Trend
First-Time	363	2%	430	2%	67	18%	↑
First-Time Transfer	1,202	7%	1,319	8%	117	10%	↑
Returning	1,618	9%	1,771	10%	153	9%	↑
Continuing	13,755	79%	13,027	75%	(728)	-5%	↓
Special Admit	402	2%	761	4%	359	89%	↑
Unknown	-		4				
<b>Total</b>	<b>17,340</b>	<b>100%</b>	<b>17,312</b>	<b>100%</b>	<b>(28)</b>	<b>0%</b>	
<b>Foothill</b>							
Enrollment Status	Count	Percent	Count	Percent	Count	Percent	Trend
First-Time	884	6%	862	6%	(22)	-2%	
First-Time Transfer	2,457	16%	2,032	14%	(425)	-17%	↓
Returning	2,041	13%	1,943	14%	(98)	-5%	
Continuing	8,441	56%	8,172	57%	(269)	-3%	
Special Admit	1,276	8%	1,263	9%	(13)	-1%	
Unknown	58		36				
<b>Total</b>	<b>15,157</b>	<b>100%</b>	<b>14,308</b>	<b>100%</b>	<b>(849)</b>	<b>-6%</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 in the term.

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

Trend relates to the group statistic compared to that for the total for college.



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

Group	Headcount		Change		
	Winter 2020	Winter 2021	Count	Percent	Trend
CalWorks	22	18	(4)	-18%	↓
DSPS	949	736	(213)	-22%	↓
EOPS	549	624	75	14%	↑
Puente	71	75	4	6%	↑
Umoja	24	24	-	0%	
College Now	37	33	(4)	-11%	↓
Middle College	77	87	10	13%	↑
All Special Admit/HS Students	402	761	359	89%	↑
First-Generation	4,941	5,010	69	1%	↑
Foster Youth	165	182	17	10%	↑
Military: Active Duty, Reserve, National	92	87	(5)	-5%	↓
Veteran	264	252	(12)	-5%	↓
Apprenticeship	23	21	(2)	-9%	↓
LGBT	772	963	191	25%	↑
Economically Disadvantaged	6,257	6,754	497	8%	↑
Homeless	15	11	(4)	-27%	↓
Work Based Learner	65	134	69	106%	↑

College Student Population	Headcount		Change	
	Winter 2020	Winter 2021	Count	Percent
Credit Students	17,333	17,265	(68)	0%
Noncredit Only Students	7	47	40	571% ↑
All Students	17,340	17,312	(28)	0%

**Notes**

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

For most groups, data include students with at least one enrollment during the academic year applicable for apportionment, including apprenticeship courses.

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

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

Trend relates to the group statistic compared to that for the total or "All Students."

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

Group	Headcount		Change		
	Winter 2020	Winter 2021	Count	Percent	Trend
CalWorks	15	5	(10)	-67%	↓
DSPS	906	749	(157)	-17%	↓
EOPS	254	199	(55)	-22%	↓
Puente	76	71	(5)	-7%	↓
Umoja	80	75	(5)	-6%	
College Now	31	32	1	3%	↑
Middle College	56	92	36	64%	↑
All Special Admit/HS Students	1,276	1,263	(13)	-1%	
First-Generation	3,964	3,751	(213)	-5%	
Foster Youth	26	144	118	454%	↑
Military: Active Duty, Reserve, National	48	68	20	42%	↑
Veteran	283	251	(32)	-11%	↓
Apprenticeship	1,774	1,618	(156)	-9%	↓
Baccalaureate	128	130	2	2%	↑
LBGT	650	752	102	16%	↑
Economically Disadvantaged	3,236	3,347	111	3%	↑
Homeless	-	10	-	0%	
Work Based Learner	392	269	(123)	-31%	↓

College Student Population	Headcount		Change		
	Winter 2020	Winter 2021	Count	Percent	Trend
Credit Students	13,822	13,166	(656)	-5%	
Noncredit Only Students	1,335	1,142	(193)	-14%	↓
All Students	15,157	14,308	(849)	-6%	

**Notes**

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

For most groups, data include students with at least one enrollment during the academic year applicable for apportionment, including apprenticeship courses.

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

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

Trend relates to the group statistic compared to that for the total or "All Students."



**Table SS.1**

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

Service	Quarter or Annual	2019-20	2020-21	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,489	1,710	221	15%	↑
	2-Fall	1,564	1,177	-387	-25%	↓
	3-Winter	1,042	1,017	-25	-2%	
	Annual	7,162	3,904	-3,258		
SS08: Counseling/Advising	1-Summer	3,745	3,587	-158	-4%	↓
	2-Fall	5,556	4,336	-1,220	-22%	↓
	3-Winter	1,928	2,490	562	29%	↑
	Annual	13,062	10,413	-2,649		
SS09: Abbreviated SEP	1-Summer	1,040	10	-1,030	-99%	↓
	2-Fall	950	1,383	433	46%	↑
	3-Winter	743	997	254	34%	↑
	Annual	4,248	2,390	-1,858		
SS09: Comprehensive SEP	1-Summer	565	4	-561	-99%	↓
	2-Fall	1,299	1,387	88	7%	↑
	3-Winter	809	902	93	11%	↑
	Annual	3,513	2,293	-1,220		
SS10: At-Risk Follow-up	1-Summer	118	545	427	362%	↑
	2-Fall	374	776	402	107%	↑
	3-Winter	773	674	-99	-13%	↓
	Annual	1,935	1,995	60		
SS11: Other Follow-up	1-Summer	10,355	28,901	18,546	179%	↑
	2-Fall	15,010	14,144	-866	-6%	↓
	3-Winter	12,607	13,664	1,057	8%	↑
	Annual	46,039	53,869	7,830		

**Notes**

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

Data for initial orientation, abbreviated ed plan, and comprehensive ed plan only include students who received the service for the first-time at the colleges (or after 3 academic years). Follow-up services to initial orientation or education plan development are included in SS11, "Other Follow-up."

Data for counseling only include the first time the student received the service during the academic year. Follow-up services to counseling during the academic year are included in SS11, "Other Follow-up."

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

More information available at: [http://research.fhda.edu/mis\\_reports/mis\\_ss\\_student\\_success/](http://research.fhda.edu/mis_reports/mis_ss_student_success/)

Trend relates to the group statistic compared to less than -3.5% or more than 3.5% for down or up, respectively.

**Table SS.2**

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

Service	Quarter or Annual	Headcount or Service Count		Change		
		2019-20	2020-21	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	495	1,843	1,348	272%	↑
	2-Fall	171	1,258	1,087	636%	↑
	3-Winter	1,274	866	-408	-32%	↓
	Annual	3,731	3,967	236		
SS08: Counseling/Advising	1-Summer	2,731	2,681	-50	-2%	
	2-Fall	3,427	2,946	-481	-14%	↓
	3-Winter	2,045	1,870	-175	-9%	↓
	Annual	9,301	7,497	-1,804		
SS09: Abbreviated SEP	1-Summer	420	16	-404	-96%	↓
	2-Fall	446	630	184	41%	↑
	3-Winter	475	488	13	3%	
	Annual	1,916	1,134	-782		
SS09: Comprehensive SEP	1-Summer	271	2	-269	-99%	↓
	2-Fall	558	743	185	33%	↑
	3-Winter	377	474	97	26%	↑
	Annual	1,668	1,219	-449		
SS10: At-Risk Follow-up	1-Summer	162	76	-86	-53%	↓
	2-Fall	446	183	-263	-59%	↓
	3-Winter	478	129	-349	-73%	↓
	Annual	1,305	388	-917		
SS11: Other Follow-up	1-Summer	3,685	5,863	2,178	59%	↑
	2-Fall	7,055	6,833	-222	-3%	
	3-Winter	6,788	7,060	272	4%	↑
	Annual	23,585	18,828	-4,757		

**Notes**

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

Data for initial orientation, abbreviated ed plan, and comprehensive ed plan only include students who received the service for the first-time at the colleges (or after 3 academic years). Follow-up services to initial orientation or education plan development are included in SS11, "Other Follow-up."

Data for counseling only include the first time the student received the service during the academic year. Follow-up services to counseling during the academic year are included in SS11, "Other Follow-up."

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

More information available at: [http://research.fhda.edu/mis\\_reports/mis\\_ss\\_student\\_success/](http://research.fhda.edu/mis_reports/mis_ss_student_success/)

Trend relates to the group statistic compared to less than -3.5% or more than 3.5% for down or up, respectively.

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

Course Attribute	Classification	Winter 2020		Winter 2021		Change		
		Count	Perc	Count	Perc	Count	Perc	Trend
Credit Status	Credit, Degree Applicable	1,534	94%	1,422	94%	(112)	-7%	
	Credit, Not Degree Applic	86	5%	75	5%	(11)	-13%	↓
	Noncredit	11	1%	17	1%	6	55%	↑
Transfer Status	UC/CSU Transferable	1,187	73%	1,104	73%	(83)	-7%	
	CSU Only Transferable	315	19%	287	19%	(28)	-9%	↓
	Not Transferable	129	8%	123	8%	(6)	-5%	
Basic Skills	Basic Skills	79	5%	73	5%	(6)	-8%	
	Not Basic Skills	1,552	95%	1,441	95%	(111)	-7%	
Occupational Level	Apprenticeship	7	0%	8	1%	1		
	Advanced Occupational	45	3%	47	3%	2	4%	↑
	Clearly Occupational	311	19%	303	20%	(8)	-3%	
	Possibly Occupational	106	6%	94	6%	(12)	-11%	↓
	Non-Occupational	1,162	71%	1,062	70%	(100)	-9%	↓
Special Class	Approved Special Class	28	2%	15	1%	(13)	-46%	↓
	Not a Special Class	1,603	98%	1,499	99%	(104)	-6%	
Total		1,631	100%	1,514	100%	(117)	-7%	

**Notes**

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

Trend relates to the course group/attribute statistic compared to less than -7.5% or more than 1% for down or up, respectively.

**Table CB.1 (cont.)**

**De Anza College: Section Count by Course Attribute and Term**

Course Attribute	Classification	Winter 2020		Winter 2021		Change		
		Count	Perc	Count	Perc	Count	Perc	Trend
Prior to College	1 Level Below Transfer	39	2%	43	3%	4	10%	↑
	2 Levels Below Transfer	22	1%	18	1%	(4)	-18%	↓
	3 Levels Below Transfer	22	1%	16	1%	(6)	-27%	↓
	4 Levels Below Transfer	4	0%	3	0%	(1)	-25%	↓
	5 Levels Below Transfer	1	0%	2	0%	1	100%	↑
	Not Applicable	1,543	95%	1,432	95%	(111)	-7%	
Noncredit Category	English as a Second Language	-	0%	2	0%	2	-	
	Workforce Preparation	11	1%	15	1%	4	36%	↑
	Not Applicable/Credit	1,620	99%	1,497	99%	(123)	-8%	↓
Program Status	Program Applicable	1,497	92%	1,411	93%	(86)	-6%	
	Stand Alone	134	8%	103	7%	(31)	-23%	↓
Gen Education Status	GE Tranf English Comp	134	8%	132	9%	(2)	-1%	
	GE Tranf Math/Quant Reas	180	11%	185	12%	5	3%	↑
	GE Loc Math/Quant Reas	9	1%	9	1%	-	0%	
	Not Applicable	1,308	80%	1,188	78%	(120)	-9%	↓
Course Support Status	Support Course	22	1%	24	2%	2	9%	↑
	Not a Support Course	1,609	99%	1,490	98%	(119)	-7%	
Total		1,631	100%	1,514	100%	(117)	-7%	

**Notes**

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

Trend relates to the course group/attribute statistic compared to less than -7.5% or more than 1% for down or up, respectively.

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

Course Attribute	Classification	Winter 2020		Winter 2021		Change		
		Count	Perc	Count	Perc	Count	Perc	Trend
Credit Status	Credit, Degree Applicable	1,160	89%	1,102	89%	(58)	-5%	
	Credit, Not Degree Applic	26	2%	18	1%	(8)	-31%	↓
	Noncredit	116	9%	112	9%	(4)	-3%	
Transfer Status	UC/CSU Transferable	690	53%	660	54%	(30)	-4%	
	CSU Only Transferable	239	18%	204	17%	(35)	-15%	↓
	Not Transferable	373	29%	368	30%	(5)	-1%	
Basic Skills	Basic Skills	30	2%	33	3%	3	10%	↑
	Not Basic Skills	1,272	98%	1,199	97%	(73)	-6%	↓
Occupational Level	Apprenticeship	207	16%	212	17%	5	2%	↑
	Advanced Occupational	4	0%	6	0%	2	50%	↑
	Clearly Occupational	175	13%	138	11%	(37)	-21%	↓
	Possibly Occupational	167	13%	169	14%	2	1%	↑
	Non-Occupational	749	58%	707	57%	(42)	-6%	↓
Special Class	Approved Special Class	82	6%	73	6%	(9)	-11%	↓
	Not a Special Class	1,220	94%	1,159	94%	(61)	-5%	
Total		1,302	100%	1,232	100%	(70)	-5%	

**Notes**

Data for credit and noncredit course sections with at least one student enrolled.  
Trend relates to the course group/attribute statistic compared to less than -5.5% or more than 1% for down or up, respectively.

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

Course Attribute	Classification	Winter 2020		Winter 2021		Change		
		Count	Perc	Count	Perc	Count	Perc	Trend
Prior to College	1 Level Below Transfer	20	2%	19	2%	(1)	-5%	
	2 Levels Below Transfer	2	0%	6	0%	4	200%	↑
	3 Levels Below Transfer	2	0%	4	0%	2	100%	↑
	4 Levels Below Transfer	3	0%	4	0%	1	33%	↑
	5 Levels Below Transfer	2	0%	2	0%	-	0%	
	6 Levels Below Transfer	2	0%	-	0%	(2)	-100%	↓
	Not Applicable	1,271	98%	1,197	97%	(74)	-6%	
Noncredit Category	English as a Second Language	8	1%	12	1%	4	50%	↑
	Elementary Secondary Skills	6	0%	13	1%	7	117%	↑
	Approved Special Ed Class	71	5%	66	5%	(5)	-7%	↓
	Parenting	18	1%	14	1%	(4)	-22%	↓
	Short-Term Vocational	13	1%	7	1%	(6)	-46%	↓
	Not Applicable/Credit	1,186	91%	1,120	91%	(66)	-6%	
	Program Status	Program Applicable	1,057	81%	1,049	85%	(8)	-1%
	Stand Alone	245	19%	183	15%	(62)	-25%	↓
Gen Education Status	GE Tranf English Comp	45	3%	46	4%	1	2%	↑
	GE Tranf Math/Quant Reas	67	5%	70	6%	3	4%	↑
	GE Loc Math/Quant Reas	6	0%	6	0%	-	0%	
	Not Applicable	1,184	91%	1,110	90%	(74)	-6%	
Course Support Status	Support Course	11	1%	10	1%	(1)	-9%	↓
	Not a Support Course	1,291	99%	1,222	99%	(69)	-5%	
Total		1,302	100%	1,232	100%	(70)	-5%	

**Notes**

Data for credit and noncredit course sections with at least one student enrolled.  
Trend relates to the course group/attribute statistic compared to less than -5.5% or more than 1% for down or up, respectively.

Table XB.1

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

Course Credit Status	Accounting Method	Winter 2020		Winter 2021		Change		
		Count	Perc	Count	Perc	Count	Perc	Trend
Credit	Weekly Census	1,058	65%	350	23%	(708)	-67%	↓
	Daily Census	45	3%	44	3%	(1)	-2%	
	Positive Attendance	11	1%	1	0%	(10)	-91%	↓
	Independent Study	506	31%	1,102	73%	596	118%	↑
Noncredit	Positive Attendance	11	1%	17	1%	6	55%	↑
Total		1,631	100%	1,514	100%	(117)	-7%	

## Notes

Trend relates to the section group/attribute statistic compared to less than -7.5% or more than 1% for down or up, respectively.

Table XB.2

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

Course Credit Status	Accounting Method	Winter 2020		Winter 2021		Change		
		Count	Perc	Count	Perc	Count	Perc	Trend
Credit	Weekly Census	421	32%	8	1%	(413)	-98%	↓
	Daily Census	24	2%	4	0%	(20)	-83%	↓
	Positive Attendance	256	20%	214	17%	(42)	-16%	↓
	Independent Study	485	37%	894	73%	409	84%	↑
Noncredit	Positive Attendance	116	9%	111	9%	(5)	-4%	
	Not Claimed Apport	-	0%	1	0%	1	-	
Total		1,302	100%	1,232	100%	(70)	-5%	

## Notes

Trend relates to the section group/attribute statistic compared to less than -5.5% or more than 1% for down or up, respectively.

Table XB.3

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

Course Credit Status	Work Based Learning Activity Status	Winter 2020		Winter 2021		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Credit	Work Based Learning Activ	18	1%	30	2%	12	67%	↑
	Other	1,602	98%	1,467	97%	(135)	-8%	↓
Noncredit	Other	11	1%	17	1%	6	55%	↑
Total		1,631	100%	1,514	100%	(117)	-7%	

**Notes**

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

Trend relates to the section group/attribute statistic compared to less than -7.5% or more than 1% for down or up, respectively.

Table XB.4

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

Course Credit Status	Work Based Learning Activity Status	Winter 2020		Winter 2021		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Credit	Work Based Learning Activ	33	3%	19	2%	(14)	-42%	↓
	Other	1,153	89%	1,101	89%	(52)	-5%	
Noncredit	Other	116	9%	112	9%	(4)	-3%	
Total		1,302	100%	1,232	100%	(70)	-5%	

**Notes**

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

Trend relates to the section group/attribute statistic compared to less than -5.5% or more than 1% for down or up, respectively.



**Table XF.1**

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

Classification	Credit Status	Section Attribute	Winter 2020		Winter 2021		Change		
			Count	Perc within Cred St	Count	Perc within Cred St	Count	Perc	Trend
Delivery Method	Credit	Online Only	270	17%	1,447	97%	1,177	436%	↑
		Online Hybrid	175	11%	1	0%	(174)	-99%	↓
		In-Person	1,175	73%	49	3%	(1,126)	-96%	↓
	Noncredit	Online Only	-	0%	17	100%	17	-	
		In-Person	11	100%	-	0%	(11)	-100%	↓
Day/Evening Sched	Credit	Day Only	957	59%	39	3%	(918)	-96%	↓
		Day and Evening	20	1%	-	0%	(20)	-100%	↓
		Evening Only	198	12%	10	1%	(188)	-95%	↓
		Online Only	270	17%	1,447	97%	1,177	436%	↑
	Noncredit	Online Hybrid	175	11%	1	0%	(174)	-99%	↓
		Day Only	3	27%	-	0%	(3)	-100%	↓
		Evening Only	8	73%	-	0%	(8)	-100%	↓
		Online Only	-	0%	17	100%	17	-	
Weekend Schedule	Credit	Weekend Class Only	40	2%	-	0%	(40)	-100%	↓
		Weekend Class Included	2	0%	-	0%	(2)	-100%	↓
		No Weekend Class	1,133	70%	49	3%	(1,084)	-96%	↓
	Noncredit	Online Only	270	17%	1,447	97%	1,177	436%	↑
		Online Hybrid	175	11%	1	0%	(174)	-99%	↓
		No Weekend Class	11	100%	-	0%	(11)	-100%	↓
		Online Only	-	0%	17	100%	17	-	
Total	Credit	Total	1,620	100%	1,497	100%	(123)	-8%	
	Noncredit	Total	11	100%	17	100%	6	55%	↑

**Notes**

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

Trend relates to the section group/attribute statistic compared to less than -7.5% or more than 1% for down or up, respectively.

**Table XF.2**  
**Foothill College: Section Count by Credit Status, Instruction Delivery Method, Schedule and Term**

Classification	Credit Status	Section Attribute	Winter 2020		Winter 2021		Change		
			Count	Perc within Cred St	Count	Perc within Cred St	Count	Perc	Trend
Delivery Method	Credit	Online Only	318	27%	808	72%	490	154%	↑
		Online Hybrid	140	12%	33	3%	(107)	-76%	↓
		In-Person	728	61%	279	25%	(449)	-62%	↓
	Noncredit	Online Only	0	0%	111	99%	111	-	↓
		Online Hybrid	1	1%	-	0%	(1)	-100%	↓
		In-Person	115	99%	1	1%	(114)	-99%	↓
Day/Evening Sched	Credit	Day Only	587	49%	180	16%	(407)	-69%	↓
		Day and Evening	12	1%	2	0%	(10)	-83%	↓
		Evening Only	129	11%	97	9%	(32)	-25%	↓
		Online Only	318	27%	808	72%	490	154%	↑
		Online Hybrid	140	12%	33	3%	(107)	-76%	↓
	Noncredit	Day Only	95	82%	1	1%	(94)	-99%	↓
		Day and Evening	4	3%	-	0%	(4)	-100%	↓
		Evening Only	16	14%	-	0%	(16)	-100%	↓
		Online Only	0	0%	111	99%	111	-	↓
		Online Hybrid	1	1%	-	0%	(1)	-100%	↓
Weekend Schedule	Credit	Weekend Class Only	28	2%	-	0%	(28)	-100%	↓
		Weekend Class Included	5	0%	-	0%	(5)	-100%	↓
		No Weekend Class	695	59%	279	25%	(416)	-60%	↓
		Online Only	318	27%	808	72%	490	154%	↑
		Online Hybrid	140	12%	33	3%	(107)	-76%	↓
	Noncredit	Weekend Class Only	2	2%	-	0%	(2)	-100%	↓
		Weekend Class Included	1	1%	-	0%	(1)	-100%	↓
		No Weekend Class	112	97%	1	1%	(111)	-99%	↓
		Online Only	0	0%	111	99%	111	-	↑
		Online Hybrid	1	1%	-	0%	(1)	-100%	↓
Total	Credit	Total	1186	100%	1,120	100%	(66)	-6%	
	Noncredit	Total	116	100%	112	100%	(4)	-3%	

**Notes**

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

Table EB.1

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

Course Credit Status	Faculty Group	Winter 2020		Winter 2021		Change		
		Count	Perc within Cred St	Count	Perc within Cred St	Count	Perc	Trend
Credit	Academic Regular, Tenured	166	27%	172	29%	6	4%	↑
	Academic Regular, on Tenure Track	34	6%	30	5%	-4	-12%	↓
	Academic Temporary	416	67%	385	65%	-31	-7%	↓
	Classified	0	0%	1	0%	1	-	
	Contract Staff	2	0%	0	0%	-2	-100%	↓
	Educational Administrator	0	0%	2	0%	2	-	
	Total	618	100%	590	100%	-28	-5%	
Noncredit	Academic Regular, Tenured	1	33%	3	38%	2	200%	↑
	Academic Regular, on Tenure Track	1	33%	2	25%	1	100%	↑
	Academic Temporary	1	33%	3	38%	2	200%	↑
	Total	3	100%	8	100%	5	167%	↑

**Notes**

Trend relates to the instructor group statistic compared to the total: less than -5.5% or more than 1% for down or up, respectively.

Table EB.2

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

Course Credit Status	Faculty Group	Winter 2020		Winter 2021		Change		
		Count	Perc	Count	Perc	Count	Perc	Trend
Credit	Academic Regular, Tenured	109	22%	111	23%	2	2%	↑
	Academic Regular, on Tenure Track	25	5%	22	5%	-3	-12%	↓
	Academic Temporary	310	64%	284	60%	-26	-8%	↓
	Classified	2	0%	2	0%	0	0%	
	Contract Staff	41	8%	57	12%	16	39%	↑
	Educational Administrator	0	0%	1	0%	1	-	
	Total	487	100%	477	100%	-10	-2%	
Noncredit	Academic Regular, Tenured	4	10%	12	26%	8	200%	↑
	Academic Regular, on Tenure Track	1	2%	3	7%	2	200%	↑
	Academic Temporary	34	83%	30	65%	-4	-12%	↓
	Classified	1	2%	0	0%	-1	100%	↓
	Educational Administrator	1	2%	1	2%	0	0%	
	Total	41	100%	46	100%	5	12%	↑

Notes

Trend relates to the instructor group statistic compared to the total: less than -2.5% or more than 1% for down or up, respectively.

Table EB.3

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

Course Credit Status	Employee Group	Winter 2020			Winter 2021			Change		
		Regular Workload	Overload	Total	Regular Workload	Overload	Total	Total Workload	Percent	Trend
Credit	Academic Regular, Tenured	46.35	12.70	59.06	49.04	13.28	62.32	3.27	6%	↑
	Academic Regular, on Tenure Track	10.42	1.77	12.19	9.12	1.32	10.44	(1.75)	-14%	↓
	Academic Temporary	68.73	-	68.73	64.09	-	64.09	(4.64)	-7%	↓
	Classified	-	-	-	0.32	-	0.32	0.32	-	-
	Contract Staff	-	-	-	-	-	-	-	-	-
	Educational Administrator	-	-	-	0.09	-	0.09	0.09	-	-
	<b>Total</b>		<b>125.50</b>	<b>14.47</b>	<b>139.98</b>	<b>122.66</b>	<b>14.60</b>	<b>137.27</b>	<b>(2.71)</b>	<b>-2%</b>
Noncredit	Academic Regular, Tenured	-	-	-	-	-	-	-	-	-
	Academic Regular, on Tenure Track	-	-	-	-	-	-	-	-	-
	Academic Temporary	-	-	-	-	-	-	-	-	-
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Total Workload (FTEF), Credit Courses

Faculty Group	Winter 2020		Winter 2021		Change		
	Workload	Percent	Workload	Percent	Workload	Percent	Trend
Academic Regular, Tenure or Tenure Track	71.25	51%	72.77	53%	1.52	2%	↑
Academic Temporary	68.73	49%	64.09	47%	(4.64)	-2%	↓
<b>Total Workload</b>	<b>139.98</b>	<b>100%</b>	<b>137.27</b>	<b>100%</b>	<b>(2.71)</b>		

Table EB.4

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

Course Credit Status	Employee Group	Winter 2020			Winter 2021			Change		
		Regular Workload	Overload	Total	Regular Workload	Overload	Total	Total Workload	Percent	Trend
Credit	Academic Regular, Tenured	29.41	8.00	37.41	28.70	7.11	35.81	(1.60)	-4%	↓
	Academic Regular, on Tenure Track	6.74	1.04	7.78	7.26	0.53	7.79	0.01	0%	
	Academic Temporary	40.78	-	40.78	43.08	-	43.08	2.30	6%	↑
	Classified	0.30	-	0.30	0.14	-	0.14	(0.16)	-53%	↓
	Contract Staff	-	-	-	-	-	-	-	-	-
	Educational Administrator	-	-	-	0.10	-	0.10	0.10	-	-
	<b>Total</b>		<b>77.23</b>	<b>9.04</b>	<b>86.27</b>	<b>79.28</b>	<b>7.65</b>	<b>86.93</b>	<b>0.66</b>	<b>1%</b>
Noncredit	Academic Regular, Tenured	0.36	0.09	0.45	0.88	0.09	0.97	0.52	116%	↑
	Academic Regular, on Tenure Track	-	-	-	0.75	-	0.75	0.75	-	-
	Academic Temporary	3.66	-	3.66	2.45	-	2.45	(1.21)	-33%	↓
	Classified	-	-	-	-	-	-	-	-	-
	Educational Administrator	-	-	-	0.05	-	0.05	0.05	-	-
	<b>Total</b>		<b>4.02</b>	<b>0.09</b>	<b>4.11</b>	<b>4.13</b>	<b>0.09</b>	<b>4.22</b>	<b>0.11</b>	<b>3%</b>

Total Workload (FTEF), Credit Courses

Faculty Group	Winter 2020		Winter 2021		Change		
	Workload	Percent	Workload	Percent	Workload	Percent	Trend
Academic Regular, Tenure or Tenure Track	45.19	52%	43.60	50%	(1.59)	-2%	↓
Academic Temporary	40.78	47%	43.08	50%	2.30	2%	↑
<b>Total Workload</b>	<b>86.27</b>	<b>100%</b>	<b>86.93</b>	<b>100%</b>			

**Table SX.1**

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

Category	Winter 2020		Winter 2021		Change		
	De Anza						Trend
	FTES	Percent	FTES	Percent	FTES	Percent	
Credit-Apprenticeship	4.3	-	4.17	< 1%	-0.12	-3%	↓
Credit-No Apprenticeship, CA Resident, Apport App	4,006.2	84%	4136.59	88%	130.35	3%	↑
Credit-No Apprenticeship, CA Resident, Not Apport App	1.1	0%	1.35	0%	0.26	24%	↑
Credit-No Apprenticeship, International	649.2	14%	448.9	10%	(200.26)	-31%	↓
Credit-No Apprenticeship, Out-of-State	120.0	3%	92.11	2%	-27.84	-23%	↓
Credit-Total	4,780.7	100%	4683.12	100%	(97.61)	-2%	

Category	Winter 2020		Winter 2021		Change		
	De Anza						Trend
	FTES	Percent	FTES	Percent	FTES	Percent	
Noncredit-CDCP: English as a Second Language	-	0%	1.59	19%	1.59	-	↑
Noncredit-CDCP: Workforce Preparation	0.89	100%	6.76	81%	5.87	660%	↑
Noncredit-Total	0.89	100%	8.35	100%	7.46	838%	↑

**Notes**

Significant differences between terms may be due to date of data submission (original submission or resubmission at the end of the academic year).  
 No Apport App: Data include contract sections or enrollments with overrides for apportionment.

**Table SX.2**

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

Category	Winter 2020		Winter 2021		Change		
	Foothill						Trend
	FTES	Percent	FTES	Percent	FTES	Percent	
Credit-Apprenticeship	291.5	9%	255.4	9%	(36.1)	-12%	↓
Credit-No Apprenticeship, CA Resident, Apport App	2,451.5	80%	2,452.9	84%	1.4	0%	
Credit-No Apprenticeship, CA Resident, Not Apport App	1.7	0%	1.8	0%	0.1	4%	↑
Credit-No Apprenticeship, International	265.4	9%	156.1	5%	(109.3)	-41%	↓
Credit-No Apprenticeship, Out-of-State	63.9	2%	71.5	2%	7.5	12%	↑
Credit-Total	3,074.1	100%	2,937.6	100%	(136.5)	-4%	

Category	Winter 2020		Winter 2021		Change		
	Foothill						Trend
	FTES	Percent	FTES	Percent	FTES	Percent	
Noncredit-CDCP: Elementary and Secondary Basic Skills	25.7	131%	17.85	87%	(7.80)	-30%	↓
Noncredit-CDCP: English as a Second Language	19.5	18%	20.62	22%	1.09	6%	↑
Noncredit-CDCP: Short-Term Vocational	24.4	22%	6.97	7%	(17.41)	-71%	↓
Noncredit-Other	40.0	36%	49.06	52%	9.09	23%	↑
Noncredit-Total	109.5	100%	94.5	100%	(15.03)	-14%	

**Notes**

Significant differences between terms may be due to date of data submission (original submission or resubmission at the end of the academic year).  
 No Apport App: Data include contract sections or enrollments with overrides for apportionment.



**Table SX.3**

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

Enrollment Status	Winter 2020		Winter 2021		Change		Percent Change		Trend
	Count	FTES	Count	FTES	Count	FTES	Count	FTES	
First-Time	245	60.7	367	79.9	122	19.2	50%	32%	↑
First-Time Transfer	1,058	193.6	1,209	213.2	151	19.5	14%	10%	↑
Returning	1,588	280.8	1,706	316.4	118	35.5	7%	13%	↑
Continuing	11,907	3,406.4	11,667	3,412.2	(240)	5.8	-2%	0%	↓
Special Admit	401	70.0	760	120.5	359	50.5	90%	72%	↑
<b>Total</b>	<b>15,199</b>	<b>4,011.6</b>	<b>15,709</b>	<b>4,142.1</b>	<b>510</b>	<b>130.5</b>	<b>3%</b>	<b>3%</b>	

Enrollment Status	Percent of Total						
	Winter 2020		Winter 2021		Perc Points Change		Trend
	Count	FTES	Count	FTES	Count	FTES	
First-Time	2%	2%	2%	2%	1%	0%	
First-Time Transfer	7%	5%	8%	5%	1%	0%	
Returning	10%	7%	11%	8%	0%	1%	
Continuing	78%	85%	74%	82%	-4%	-3%	↓
Special Admit	3%	2%	5%	3%	2%	1%	↑
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>			

**Notes**

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

**Table SX.4**

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

Enrollment Status	Winter 2020		Winter 2021		Change		Percent Change		
	Count	FTES	Count	FTES	Count	FTES	Count	FTES	Trend
First-Time	135	29.0	186	38.2	51	9.2	38%	32%	↑
First-Time Transfer	1,981	325.0	1,641	287.7	(340)	(37.3)	-17%	-11%	↓
Returning	1,747	282.6	1,671	296.1	(76)	13.5	-4%	5%	↑
Continuing	7,989	1,934.5	7,573	1,909.1	(416)	(25.4)	-5%	-1%	
Special Admit	1,314	161.8	1,262	170.3	(52)	8.5	-4%	5%	↑
Total	13,166	2,732.9	12,333	2,701.3	(833)	(31.6)	-6%	-1%	

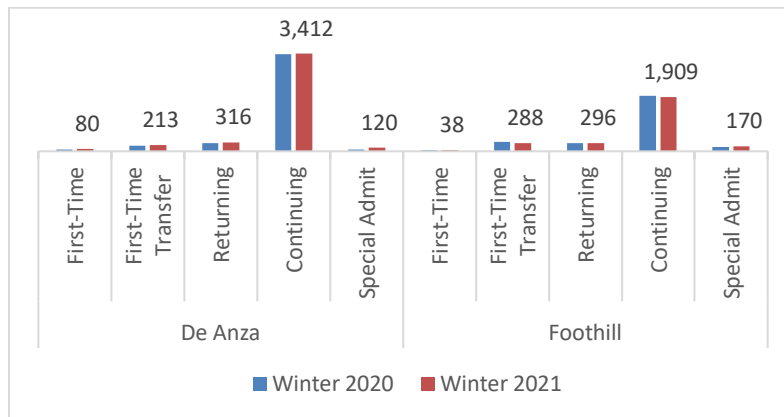
Enrollment Status	Percent of Total						
	Winter 2020		Winter 2021		Perc Points Change		Trend
	Count	FTES	Count	FTES	Count	FTES	
First-Time	1%	1%	2%	1%	0%	0%	
First-Time Transfer	15%	12%	13%	11%	-2%	-1%	↓
Returning	13%	10%	14%	11%	0%	1%	
Continuing	61%	71%	61%	71%	1%	0%	
Special Admit	10%	6%	10%	6%	0%	0%	
Total	100%	100%	100%	100%			

**Notes**

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

**Table SX.5**  
**Foothill-De Anza CCD: California Resident Credit FTES (Full-Time Equivalent Student)**  
**by College, Student Enrollment Status and Term**

College	Enrollment St	FTES		Change		
		Winter 2020	Winter 2021	Count	Percent	Trend
De Anza	First-Time	60.7	79.9	19.21	32%	↑
	First-Time Transfer	193.6	213.2	19.52	10%	↑
	Returning	280.8	316.4	35.52	13%	↑
	Continuing	3,406.4	3,412.2	5.79	0%	
	Special Admit	70.0	120.5	50.45	72%	↑
	<b>Total</b>	<b>4,011.6</b>	<b>4,142.1</b>	<b>130.49</b>	<b>3%</b>	
Foothill	First-Time	29.0	38.2	9.22	32%	↑
	First-Time Transfer	325.0	287.7	-37.34	-11%	↓
	Returning	282.6	296.1	13.47	5%	↑
	Continuing	1,934.5	1,909.1	-25.43	-1%	
	Special Admit	161.8	170.3	8.49	5%	↑
	<b>Total</b>	<b>2,732.9</b>	<b>2,701.3</b>	<b>-31.59</b>	<b>-1%</b>	



**Table SX.6**  
**Foothill-De Anza CCD: Number of California Resident Students per Credit FTES**  
**by College, Enrollment Status and Term**

College	Enrollment St	Headcount Per FTES		Change		
		Winter 2020	Winter 2021	Count	Percent	Trend
De Anza	First-Time	4.04	4.59	0.56	14%	↑
	First-Time Transfer	5.46	5.67	0.21	4%	↑
	Returning	5.65	5.39	-0.26	-5%	↓
	Continuing	3.50	3.42	-0.08	-2%	↓
	Special Admit	5.73	6.31	0.58	10%	↑
	Total	3.79	3.79	0.00	0%	
Foothill	First-Time	4.66	4.87	0.21	5%	↑
	First-Time Transfer	6.10	5.70	-0.39	-6%	↓
	Returning	6.18	5.64	-0.54	-9%	↓
	Continuing	4.13	3.97	-0.16	-4%	↓
	Special Admit	8.12	7.41	-0.71	-9%	↓
	Total	4.82	4.57	-0.25	-5%	↓

