



FHDA MIS Quarterly Submission Report

Reporting Term: Winter 2022 (MIS Term Code = 222)

Banner data extract date for reporting term: May 26, 2022

Introduction

The purpose of this document is to identify threats to the validity of the MIS quarterly reports for winter 2022 submitted by the FHDA CCD to the CCCCCO (California Community Colleges Chancellor's Office) on May 26, 2022. The publication of this document is meant to provide managers and data custodians across the District with the opportunity to review the information submitted and address data quality issues before the resubmission of these reports at the end of the academic year (July, 2022).

In addition to documenting data issues not yet resolved by the time of submission (e.g., enrollment records with missing official grade or positive attendance), this document provides statistics on student characteristics, course offerings and faculty instructional workload for the reporting term and the corresponding term of the previous year (i.e., winter 2021 and winter 2022). Statistics provided in this document are intended to complement ad hoc reports available at the MIS data mart (<https://datamart.cccco.edu/DataMart.aspx>). The MIS data mart is 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:

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

Section A. Data Quality Issues

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

De Anza College

- SX Enrollment
 - Enrollment records with 'RD' (report delayed) as final grade: 5. See Table A.1 and Table A.5 for details.
- SY Credit for Prior Learning
 - 86% (158) of all records were rejected because of discrepancies between units awarded and those approved for the course: 55% (101) of all records had units lower than those approved for the course; 31% (57) had higher units than approved for the course.
- Categorical Programs and Special Populations
 - Student list for all programs were all confirmed prior submission date. See Table A.4 for details.

Foothill College

- SX Enrollment
 - Enrollment records with 'RD' (report delayed) as final grade: 1,440; 77% of these are for CTE (Career Technical Education) courses. A significant number of these are from apprenticeship courses with class end date in June 2022. See details in Table A.1 and Table A.5.
 - Missing positive attendance: A total of 100 sections (1,596 records) were missing positive attendance hours; 80% of these were for CTE courses. See tables A.2, A.3 and A.6 for details. A significant number of these are from apprenticeship courses with a class end date after submission date.
- SY Credit for Prior Learning
 - 78% (53) of all records were rejected because of discrepancies between units awarded and those approved for the course: 57% (39) of all records had units lower than those approved for the course; 21% (14) had higher units than approved for the course.
- Categorical Programs and Special Populations
 - Student list for all programs were all confirmed prior submission date. See Table A.4 for details.

Table A.1
Number of Enrolment Records with 'RD' as Official Grade by College, CTE Category

Term	2020-21		2021-22		Count Change for CTE RD Records	
	All RD Enrollment Records	CTE RD Enrollment Records	All RD Enrollment Records	CTE RD Enrollment Records	Count	Percent
De Anza						
Winter	-	-	5	2	2	40%
Foothill						
Winter	3	3	1,440	1,111	1,108	77%

Notes

RD: Report delayed or missing grade
 CTE courses are those with SAM code equal to A, B, or C; or vocational TOP code (SCFF applicable).
 Winter 2021 data extracted/submitted on May 26, 2022.

Table A.2
Number of Sections Missing Positive Attendance Hours

Term	2020-21		2021-22		Change CTE Sections Miss Pos Att	
	All Sections Miss Pos Att	CTE Sections Miss Pos Att	All Sections Miss Pos Att	CTE Sections Miss Pos Att	Count	Percent
Foothill						
Winter	1	1	100	80	79	100%

Notes

Data include only positive attendance sections with 100% of their enrollment missing contact or positive attendance hours by the time of submission.
 CTE courses are those with SAM code equal to A, B, or C; or vocational TOP code (SCFF applicable).
 Winter 2021 data extracted/submitted on May 26, 2022.

Table A.3
Enrollment Count for Sections Missing Positive Attendance Hours

Term	2020-21		2021-22		Change CTE Enroll Miss Pos Att	
	All Enroll Miss Pos Att	CTE Enroll Miss Pos Att	All Enroll Miss Pos Att	CTE Enroll Miss Pos Att	Count	Percent
Foothill						
Winter	7	7	1,596	1,182	1,175	100%

Notes

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

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

Winter 2021 data extracted/submitted on May 26, 2022.

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

<i>Program</i>	<i>Program Coordinator(s) or Assistant</i>	<i>Count</i>	<i>Confirmation Date</i>
De Anza College			
Calworks	Carlita Alamban	26	26-Apr
DSPS	Shirley Schooler	874	25-May
EOPS*	Lan Trinh, Marilyn Booye	479	13-Apr
CARE	Lan Trinh, Marilyn Booye	2	13-Apr
College Now	Vanessa Goulart, Barry Johnson	47	2-May
Middle College	Vanessa Goulart, Barry Johnson	76	2-May
Puente	Angelita Pabros, Liliana Rivera	70	4-May
Umoja	Angelita Pabros & Maurice Canyon	31	4-May
CCAP	Magali Molina Ochoa	81	7-Apr
Foothill College			
Calworks	Carlita Alamban	3	26-Apr
DSPS	Losaline Taufahema	657	25-May
EOPS*	Sarah Corrao	170	10-May
CARE	Sarah Corrao	2	10-May
College Now	Annett Inacker-Trail & Anthony Cervantes	33	2-May
Middle College	Annett Inacker-Trail & Anthony Cervantes	94	2-May
Puente	Maritza Jackson Sandoval, Susie Huerta	62	5-May
Umoja	Dokesha Meacham	47	5-May
CCAP	Josh Pelletier	872	5-Apr
BS Dental Hygiene	Patti Chan; Brian Roberts, Carmelyn Paguio	Entry Track: 45 Compl Track: 76 Total: 121	10-May

Notes

*EOPS headcount includes CARE students.

Section B. Data Highlights

Students Headcount

- Data in Table SB.1 show that the number of students at De Anza College and Foothill College dropped by 12% (minus 2,121) and 27% (minus 4,244), respectively, in winter 2022 when compared to winter 2021. Specific to student *enrollment status*, data for De Anza show that the headcount for first-time and continuing students dropped significantly higher during this period (-24% and -15%, respectively) compared to other groups. For Foothill, the data show the larger percentage drops for special admit and returning students (-42% and -30%, respectively). In terms of actual numbers, continuing students account for about 92% (1,940 of 2,121) and 54% (2,287 of 4,244) of the decline in student headcount at De Anza and Foothill College, respectively, during this period.
- Data disaggregated by *course credit status* (i.e., students enrolled in at least one credit course or only in noncredit courses) in Table SB.2 show a significant increase at De Anza (385%, plus 181) in the headcount for noncredit courses between winter 2021 and winter 2022. Data for Foothill show a drop of about 7% (minus 85) in the headcount for noncredit courses during the same period. In winter 2022, the percentage of students enrolled only in noncredit courses at De Anza was about 2% (228 of 15,185); at, Foothill, 9% (1,058 of 11,258).
- Data disaggregated by *apprenticeship status* in Table SB.3 show a drop of 55% (minus 1,280) in the student headcount for apprenticeship courses at Foothill during winter 2022 when compared to the prior winter term. However, this statistic is significantly underestimated due to incomplete or missing data (i.e., a significant number of winter apprenticeship courses end during the spring term).
- Related to *residency status*, headcount data for De Anza in Table SB.4 show a drop of 26% (minus 321) in *international* students and an increase of 15% (plus 50) in *out-state* students between winter 2021 and winter 2022. Data for Foothill College in this table show a drop of 28% (minus 3,996) for *California residents* during this period.
- *Gender* data in Table SB.5 show a drop of 14% (minus 1,249) in the headcount for female students at De Anza in winter 2022 compared to winter 2021. At Foothill, the headcount for males show a drop of 32% (minus 2,394) during this period. The significant increase in the headcount for non-binary students shown in the data for both colleges is mainly due to changes to items used to collect and report *gender* data.
- Regarding *race/ethnicity*, data in Table SB.6 show a significant drop in headcount across race/ethnic groups, excluding Hispanics at both colleges and Asians at Foothill College (i.e., Hispanics and Asians at Foothill show the same or lower decline rates as the general population for the colleges). In term of actual numbers, data for De Anza show that Asians account for 48% (1,013 of 2,121) of the decline in student headcount between winter 2021 and winter 2022. At Foothill, White students account for 33% (1,387 of 4,244) of the decline in student

headcount during this period; Hispanics, 30% (1,254 of 4,244); and Asians, 23% (989 of 4,244).

- Data disaggregated by *age group* in Table SB.7 show that students aged 20 to 24 account for 48% (1,015 of 2,121) and 25% (1,043 of 4,244) of the decline in student headcount at De Anza and Foothill, respectively, in winter 2022 compared to winter 2021. Data for Foothill also show that students 19 years old or less account for 25% (1,050 of 4,244) of the decline in student headcount at this college during this period.
- Data for *credit load* (i.e., number of units registered during the term) in Table SB.8 show a larger than expected decline at both college in the number of students taking 6 to 11.6 units in winter 2022 when compared to the prior winter term (De Anza: -14% or 666 of 2,121; Foothill: -36% or 2,761 of 4,244). Data for De Anza also show a higher than expected drop in the number of students taking 12 to 15 units, -14%. This last group account for 34% (711 of 2,121) of the decline in student headcount at De Anza during this period.

Categorical Programs/Special Populations

- When compared to the prior winter term, student headcount data for *categorical programs* (i.e., DSPS, EOPS, CalWORKs) at De Anza in Table SG.1 show a larger than expected increase in winter 2022 for CalWORKs (44%, plus 8) and DSPS (19%, plus 138). EOPS at De Anza show a higher than expected drop in headcount (-23%, minus 145).
- Data for *special population* groups at De Anza show a higher than expected increase between winter 2021 and winter 2022 for the following groups: CCAP (108%, plus 42), Umoja (29%, plus 7), College Now (42%, plus 14), special admits (12%, plus 88), and students active in the military (6%, plus 5). In term of actual numbers, the special population groups at De Anza with larger than expected decline in headcount during this period include first-generation (-16%, minus 826) and economically disadvantage students (-14%, minus 958).
- Foothill data for *categorical programs* (i.e., DSPS, EOPS, CalWORKs) in Table SG.2 show a larger than expected drop in winter 2022 in the headcount for CalWORKs (40%, minus 2) compared to winter 2021. The decline in headcount for DSPS and EOPS are within the expected ranged or less compared to the decline in student headcount at the college level during this period.
- Data for *special population* groups at Foothill in Table SG.2 show a higher than expected decline in the number of special admit students (-42%, minus 737). Data in this table also show that the CCAP program accounts for 86% of all special admit students at Foothill in winter 2022, compared to 51% in winter 2021. Excluding apprenticeship, other groups with a significant decline in student headcount at Foothill include first-generation (-31%, minus 1,290), active military (-35%, minus 25), and veteran (-39%, minus 117) students.

VTEA/Perkins

- Data in Table SV.1 show that the number of students enrolled in *CTE (Career Technical Education)* courses applicable to Perkins funding (SAM codes equal to A, B, C, or D) dropped by 14% (minus 1,080) and 32% (minus 2,472) at De Anza and Foothill, respectively, between winter 2021 and winter 2022—a higher drop in headcount than the one for each respective college during this period. The number of CTE students at Foothill should increase significantly once all data for winter 2022 have been submitted by the end of the academic year.
- Specific to the number of *CTE economically disadvantaged* students, which is used to calculate allocation related to VTEA/Perkins, data in this table show a decline in headcount of 13% (minus 419) and 19% (minus 327) for De Anza and Foothill, respectively, between winter 2021 and winter 2022.

Student Success

- Table SS.1 and Table SS.2 show data for *student services (3SP)* provided at De Anza College and Foothill College, respectively, in winter 2021 and winter 2022. Data in these tables show that at both colleges there was a higher than expected increase in the number of students who received academic probation services between these two terms (De Anza: 123%, plus 832; Foothill: 253%, plus 326).
- Data in Table SS.1 show a higher than expected drop in the number of students who received orientation (-49%, minus 497) or abbreviated education plan services (-24%, minus 236) at De Anza College in winter 2022 when compared to the prior winter term. For Foothill, data in Table SS.2 show a higher than expected increase in the number of abbreviated education plans, 1% (plus 7), after taking into account that the student headcount for students enrolled in non-apprenticeship courses at this college dropped by 23% during the same period.

Course Characteristics

- Course and section count data disaggregated by *course attribute* for winter 2021 and winter 2022 are shown in Table CB.1 and CB.2 for De Anza and Foothill, respectively. De Anza data in Table CB.1 show that between these two terms there was a drop of about 3% (minus 49) in the number of sections. For Foothill, data in Table CB.2 show a drop of 2% (minus 30) in the number of sections during the same period.
- De Anza data in Table CB.1 show a larger than expected increase in the number of sections for noncredit courses, 265% (plus 45). Noncredit courses with a significant increase in the number of sections at De Anza include those with enhanced funding (workforce preparation, plus 19; other enhanced funding, plus 32), English as a Second Language (plus 30) and workforce preparation (plus 15). Data in this table also show that at this college the number of sections for transfer-level courses dropped during this period, especially those transferable to both UC/CSU (-7%, minus 74).
- Data for Foothill College in Table CB.2 show that between winter 2021 and winter 2022 there was a drop of 2% (minus 30) in the number of sections; sections for noncredit course accounted for about 93% of (28 out of 30) of the

decline in total sections. Among noncredit courses, the most significant drop was for approved special education courses (-38%, minus 25).

- Data for Foothill in Table CB.2 show that in winter 2022 the number of sections for courses transferrable to UC/CSU dropped by 6% (minus 42), while those transferable to CSU only increased by 8% (plus 16).

Sections, Meets, and Faculty Assignments

- Data for *accounting method* in Table XB.1 and Table XB.2 for De Anza and Foothill, respectively, show a significant increase between winter 2021 and winter 2022 in the number of census type sections. Weekly census sections increased by 22% (plus 76) and 2500% (plus 200) at De Anza and Foothill, respectively. The number of sections that used the alternative accounting method (i.e., independent study/work experience) dropped by 13% (minus 142) and 32% (minus 290) at De Anza and Foothill, respectively, during this period. On the other hand, the data also show that the alternative accounting method was the one used the most at both colleges during winter 2022 (De Anza: 66% or 960 of 1,464; Foothill: 50% or 605 of 1,203)—see Figure XB.1 for details.
- Data in Table XB.2 show an increase of 53% (plus 10) in the number of *work-based learning* sections at Foothill in winter 2022 over the prior winter term.
- Regarding instruction *delivery method*, data in Table XF.1 and XF.2 show a significant decline in the number of sections offered 100% through distance education, or online, at both colleges in winter 2022 when compared to the previous winter term: De Anza, -22% (minus 328); Foothill, -39% (minus 363). In-person instruction increased by 404% (plus 198) at De Anza; Foothill, 90% (plus 253)—see Figure XF.1 for details.
- Data for classroom *instruction workload* in Table XE.1 and Table XE.2 for De Anza and Foothill, respectively, show a drop of 9% in FTEF (full-time equivalent faculty) for credit courses during winter 2022 at both colleges when compared to the prior winter term (De Anza: minus 12.2; Foothill, minus 7.64).
- Foothill data for instruction workload in Table XE.2 for noncredit courses show a drop of 26% (minus 1.10) in winter 2022 compared to the prior winter term.

FTES (Full Time Student Equivalent)

- *FTES (full-time equivalent student)* estimates data for credit courses at De Anza College in Table SX.1 show a drop of 13% (minus 600.26) in winter 2022 when compared to winter 2021. After accounting for *apportionment type or status*, the most significant decline in FTES was for International students, a drop of 28% (minus 126.60). The FTES applicable to apportionment for California residents dropped by 11% (minus 472.94). Data for noncredit courses in this table show a significant increase in FTES (273%, plus 22.53) at De Anza during the same period, particularly for English as a Second Language (1205%, plus 19.26).
- Data for credit courses at Foothill in Table SX.2 show that between winter 2021 and winter 2022 there was drop of 26% (minus 814.29) in FTES; for noncredit courses, data in this table show a drop of 23% (minus 20.98). Data in this table

also show that noncredit-short-term vocational was the only area with a significant increase (148%, plus 10.74) in FTES at Foothill during this period.

- Data disaggregated by *enrollment status* for De Anza in Table SX.3 show a larger than expected drop in the FTES for first-time (-31%, minus 24.84) and continuing students (-12%, minus 404.37) in winter 2022 compared to winter 2021. Special admit students is the only group that shows an increase in FTES during this period (6%, plus 7.22). Data in this table also show that continuing students account for about 86% (404.37 of 472.94) of the decline in FTES at De Anza college during this period.
- Data in Table SX.4 show a larger than expected drop in FTES at Foothill for all *enrollment status* groups, excluding continuing students for whom the decline in FTES (i.e., percentage change) was not as significant as for the other groups or at the college level. On the other hand, continuing students account for about 50% (269.66 of 536.36) of the loss in FTES at Foothill during winter 2022 compared to winter 2021.
- When considering actual loss in FTES and percentage change, data in Table SX.4 for Foothill show a significantly larger than expected decline in FTES special admit student (-46%, minus 112.36) in winter 2022 compared to winter 2021.

Section C. Tables

This section is designed to help identify unexpected changes in the data for the reporting term when compared to data for the corresponding term of the previous academic year. The column “Trend—Compared to Total” is used as a visual aid to help identify unexpected changes in the data. A green upwards arrow is used to signal that the change is positive (i.e., greater than zero) and higher than that for the college (i.e., the group outperformed when compared to the college). The red downward arrow is used to signal that the change is negative (i.e., lower than zero) and lower than that for the college (e.g., the group underperformed when compared to the college). Reviewers are encouraged to assess whether these changes are the product of data validity issues or errors.

For student headcounts other than those for categorical programs (DSPS, EOPS, CalWORKs) or the 3SP report (student services), the data only include students who were enrolled by census date or have attended one class with positive attendance. Course/section data include only classes with at least one enrolment by census date and no data error by the time of submission. Missing data (e.g., missing positive attendance or final grade) may significantly underestimate statistics such as student headcount or FTES estimates.

Data for all tables are for the latest data submitted; some statistics such as college level or apprenticeship student headcounts for the reporting term may be underestimated due to unreported positive attendance or final grades.

Table A.5

Sections with RD Enrollment Records by College, Apprenticeship Status and CTE Status; Winter 2022

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	RD, Missing Grade, Count	Enrollment Count	RD or Missing Grade Percent
De Anza							
	CTE	ADMJ090A	C-33532	25-Mar-22	1	29	3%
	CTE	CIS 022A	C-34830	25-Mar-22	1	52	2%
		EWRT001B	C-00779	25-Mar-22	1	28	4%
		EWRT002.	C-32700	25-Mar-22	1	33	3%
		PEA 001X	C-01715	25-Mar-22	1	18	6%
Total					5		
Foothill							
Apprenticeship	CTE	APPT194.	C-32075	24-Mar-22	10	10	100%
Apprenticeship	CTE	APPT129.	C-31956	7-Apr-22	1	1	100%
Apprenticeship	CTE	APSC112.	C-31920	10-May-22	8	8	100%
Apprenticeship	CTE	APEL121.	C-31780	11-May-22	11	11	100%
Apprenticeship	CTE	APSC112.	C-31921	12-May-22	5	5	100%
Apprenticeship	CTE	APSC122.	C-31932	12-May-22	8	8	100%
Apprenticeship	CTE	APSC132.	C-31938	12-May-22	10	10	100%
Apprenticeship	CTE	APEL113.	C-31823	13-May-22	21	21	100%
Apprenticeship	CTE	APSC112.	C-31922	13-May-22	8	8	100%
Apprenticeship	CTE	APSC122.	C-31933	13-May-22	8	8	100%
Apprenticeship	CTE	APSC132.	C-31939	13-May-22	9	9	100%
Apprenticeship	CTE	APEL127.	C-32024	16-May-22	16	16	100%
Apprenticeship	CTE	APSC112.	C-31923	16-May-22	7	7	100%
Apprenticeship	CTE	APSC122.	C-31934	16-May-22	7	7	100%
Apprenticeship	CTE	APSC132.	C-31940	16-May-22	9	9	100%
Apprenticeship	CTE	APEL125A	C-32119	17-May-22	21	21	100%
Apprenticeship	CTE	APEL127.	C-32025	17-May-22	20	20	100%
Apprenticeship	CTE	APSC112.	C-31924	17-May-22	8	8	100%
Apprenticeship	CTE	APSC122.	C-31935	17-May-22	9	9	100%
Apprenticeship	CTE	APSC132.	C-31941	17-May-22	8	8	100%
Apprenticeship	CTE	APSC112.	C-31925	19-May-22	5	5	100%
Apprenticeship	CTE	APSC132.	C-31942	19-May-22	10	10	100%
Apprenticeship	CTE	APEL138.	C-31822	20-May-22	8	8	100%
Apprenticeship	CTE	APSC132.	C-31943	20-May-22	8	8	100%
Apprenticeship	CTE	APPT147B	C-32076	2-Jun-22	10	10	100%
Apprenticeship	CTE	APPT186.	C-32077	2-Jun-22	19	19	100%
Apprenticeship	CTE	APEL120.	C-32017	8-Jun-22	21	21	100%
Apprenticeship	CTE	APEL125.	C-31803	8-Jun-22	14	14	100%
Apprenticeship	CTE	APEL125.	C-31805	8-Jun-22	17	17	100%
Apprenticeship	CTE	APEL125.	C-31804	8-Jun-22	17	17	100%
Apprenticeship	CTE	APEL127.	C-31808	8-Jun-22	20	20	100%
Apprenticeship	CTE	APEL127.	C-31807	8-Jun-22	19	19	100%

Table A.5

Sections with RD Enrollment Records by College, Apprenticeship Status and CTE Status; Winter 2022

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	RD, Missing Grade, Count	Enrollment Count	RD or Missing Grade Percent
Apprenticeship	CTE	APEL129.	C-31819	8-Jun-22	24	24	100%
Apprenticeship	CTE	APEL129.	C-31818	8-Jun-22	23	23	100%
Apprenticeship	CTE	APEL129.	C-31813	8-Jun-22	23	23	100%
Apprenticeship	CTE	APPT123.	C-31711	8-Jun-22	7	7	100%
Apprenticeship	CTE	APEL123.	C-31781	10-Jun-22	17	17	100%
Apprenticeship	CTE	APEL123.	C-31784	14-Jun-22	15	15	100%
Apprenticeship	CTE	APEL125.	C-31806	14-Jun-22	16	16	100%
Apprenticeship	CTE	APEL125.	C-31802	14-Jun-22	15	15	100%
Apprenticeship	CTE	APEL125.	C-31801	14-Jun-22	14	14	100%
Apprenticeship	CTE	APEL125.	C-31785	14-Jun-22	17	17	100%
Apprenticeship	CTE	APEL127.	C-31811	14-Jun-22	16	16	100%
Apprenticeship	CTE	APEL127.	C-31809	14-Jun-22	13	13	100%
Apprenticeship	CTE	APEL127.	C-31812	14-Jun-22	17	17	100%
Apprenticeship	CTE	APEL127.	C-31810	14-Jun-22	18	18	100%
Apprenticeship	CTE	APEL129.	C-31820	14-Jun-22	22	22	100%
Apprenticeship	CTE	APPT136.	C-31627	14-Jun-22	15	15	100%
Apprenticeship	CTE	APPT143.	C-31649	14-Jun-22	13	13	100%
Apprenticeship	CTE	APPT145.	C-31651	14-Jun-22	14	14	100%
Apprenticeship	CTE	APPT148.	C-31653	14-Jun-22	12	12	100%
Apprenticeship	CTE	APPT157.	C-31707	14-Jun-22	10	10	100%
Apprenticeship	CTE	APPT159.	C-31710	14-Jun-22	11	11	100%
Apprenticeship	CTE	APPT131.	C-31622	15-Jun-22	14	14	100%
Apprenticeship	CTE	APPT133.	C-31624	15-Jun-22	15	15	100%
Apprenticeship	CTE	APPT142.	C-31648	15-Jun-22	16	16	100%
Apprenticeship	CTE	APPT151.	C-31655	15-Jun-22	15	15	100%
Apprenticeship	CTE	APPT151.	C-31706	15-Jun-22	14	14	100%
Apprenticeship	CTE	APPT154.	C-31657	15-Jun-22	15	15	100%
Apprenticeship	CTE	APPT158.	C-31708	15-Jun-22	7	7	100%
Apprenticeship	CTE	APPT159.	C-31709	15-Jun-22	11	11	100%
Apprenticeship	CTE	APEL120.	C-32016	23-Jun-22	19	19	100%
Apprenticeship	CTE	APEL136.	C-31824	28-Jun-22	16	16	100%
Apprenticeship	CTE	APEL121.	C-31944	29-Jun-22	18	18	100%
	CTE	BUSI018.	C-31719	2-Jun-22	13	13	100%
	CTE	C S 022A	C-31874	3-Jun-22	23	23	100%
	CTE	CHLD059.	C-31036	3-Jun-22	24	24	100%
	CTE	GID 033.	C-31831	3-Jun-22	14	14	100%
	CTE	GID 033.	C-31829	3-Jun-22	11	11	100%
	CTE	KINS016B	C-31099	3-Jun-22	20	20	100%
	CTE	MTEC050A	C-31837	3-Jun-22	15	15	100%
	CTE	MTEC050A	C-31836	3-Jun-22	16	16	100%

Table A.5

Sections with RD Enrollment Records by College, Apprenticeship Status and CTE Status; Winter 2022

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	RD, Missing Grade, Count	Enrollment Count	RD or Missing Grade Percent
	CTE	MTEC051A	C-31839	3-Jun-22	9	9	100%
	CTE	MTEC052A	C-31840	3-Jun-22	11	11	100%
	CTE	THTR045B	C-31097	3-Jun-22	5	5	100%
	CTE	THTR045B	C-31098	3-Jun-22	8	8	100%
	CTE	THTR045C	C-31187	3-Jun-22	2	2	100%
	CTE	THTR045D	C-31731	3-Jun-22	3	3	100%
	CTE	THTR045D	C-31732	3-Jun-22	4	4	100%
	CTE	BUSI022.	C-31870	4-Jun-22	15	15	100%
	CTE	BUSI059C	C-31786	4-Jun-22	42	42	100%
	CTE	CHLD008.	C-31037	24-Jun-22	12	12	100%
		PSYC070R	C-30349	25-Mar-22	1	1	100%
		KINS015.	C-32072	15-Apr-22	27	27	100%
		MATH001A	C-31360	26-May-22	10	10	100%
		ECON001A	C-31364	27-May-22	19	19	100%
		ECON001A	C-31363	27-May-22	19	19	100%
		ENGR010.	C-31770	27-May-22	16	16	100%
		ENGL001B	C-31355	3-Jun-22	29	29	100%
		MATH002B	C-31011	3-Jun-22	29	29	100%
		SPAN001.	C-31501	3-Jun-22	18	18	100%
		SPAN001.	C-31503	3-Jun-22	13	13	100%
		SPAN001.	C-31502	3-Jun-22	21	21	100%
		SPAN002.	C-31051	3-Jun-22	22	22	100%
		SPAN002.	C-31050	3-Jun-22	20	20	100%
		SPAN003.	C-31504	3-Jun-22	22	22	100%
		SPAN003.	C-31505	3-Jun-22	27	27	100%
		BIOL040B	C-31062	24-Jun-22	19	19	100%
		BIOL040B	C-31745	24-Jun-22	17	17	100%
Total					1,440		

Table A.6

Sections with Missing Positive Attendance Hours by College, Apprenticeship Status and CTE Status; Winter 2022

Apprenticeship St	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Foothill					
Apprenticeship	CTE	APPT194.	C-32075	24-Mar-22	10
Apprenticeship	CTE	APPT129.	C-31956	7-Apr-22	1
Apprenticeship	CTE	APEL121.	C-31780	11-May-22	11
Apprenticeship	CTE	APEL113.	C-31823	13-May-22	21
Apprenticeship	CTE	APEL127.	C-32024	16-May-22	16
Apprenticeship	CTE	APEL125A	C-32119	17-May-22	21
Apprenticeship	CTE	APEL127.	C-32025	17-May-22	20
Apprenticeship	CTE	APEL138.	C-31822	20-May-22	8
Apprenticeship	CTE	APEL123A	C-32014	27-May-22	21
Apprenticeship	CTE	APPT147B	C-32076	2-Jun-22	10
Apprenticeship	CTE	APPT186.	C-32077	02-Jun-22	19
Apprenticeship	CTE	APPT122.	C-31712	7-Jun-22	5
Apprenticeship	CTE	APEL120.	C-32017	08-Jun-22	21
Apprenticeship	CTE	APEL125.	C-31805	8-Jun-22	17
Apprenticeship	CTE	APEL125.	C-31803	08-Jun-22	14
Apprenticeship	CTE	APEL125.	C-31804	8-Jun-22	17
Apprenticeship	CTE	APEL127.	C-31808	08-Jun-22	20
Apprenticeship	CTE	APEL127.	C-31807	8-Jun-22	19
Apprenticeship	CTE	APEL129.	C-31819	08-Jun-22	24
Apprenticeship	CTE	APEL129.	C-31818	8-Jun-22	23
Apprenticeship	CTE	APEL129.	C-31813	08-Jun-22	23
Apprenticeship	CTE	APPT123.	C-31711	8-Jun-22	7
Apprenticeship	CTE	APEL123.	C-31781	10-Jun-22	17
Apprenticeship	CTE	APEL123.	C-31784	14-Jun-22	15
Apprenticeship	CTE	APEL125.	C-31785	14-Jun-22	17
Apprenticeship	CTE	APEL125.	C-31801	14-Jun-22	14
Apprenticeship	CTE	APEL125.	C-31806	14-Jun-22	16
Apprenticeship	CTE	APEL125.	C-31802	14-Jun-22	15
Apprenticeship	CTE	APEL127.	C-31811	14-Jun-22	16
Apprenticeship	CTE	APEL127.	C-31810	14-Jun-22	18
Apprenticeship	CTE	APEL127.	C-31812	14-Jun-22	17
Apprenticeship	CTE	APEL127.	C-31809	14-Jun-22	13
Apprenticeship	CTE	APEL129.	C-31820	14-Jun-22	22
Apprenticeship	CTE	APPT136.	C-31627	14-Jun-22	15
Apprenticeship	CTE	APPT143.	C-31649	14-Jun-22	13
Apprenticeship	CTE	APPT145.	C-31651	14-Jun-22	14
Apprenticeship	CTE	APPT148.	C-31653	14-Jun-22	12
Apprenticeship	CTE	APPT157.	C-31707	14-Jun-22	10
Apprenticeship	CTE	APPT159.	C-31710	14-Jun-22	11
Apprenticeship	CTE	APPT131.	C-31622	15-Jun-22	14

Table A.6

Sections with Missing Positive Attendance Hours by College, Apprenticeship Status and CTE Status; Winter 2022

Apprenticeship St	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Foothill					
Apprenticeship	CTE	APPT132.	C-31623	15-Jun-22	14
Apprenticeship	CTE	APPT133.	C-31624	15-Jun-22	15
Apprenticeship	CTE	APPT138.	C-31645	15-Jun-22	12
Apprenticeship	CTE	APPT141.	C-31647	15-Jun-22	15
Apprenticeship	CTE	APPT142.	C-31648	15-Jun-22	16
Apprenticeship	CTE	APPT151.	C-31706	15-Jun-22	14
Apprenticeship	CTE	APPT151.	C-31655	15-Jun-22	15
Apprenticeship	CTE	APPT153.	C-31656	15-Jun-22	14
Apprenticeship	CTE	APPT154.	C-31657	15-Jun-22	15
Apprenticeship	CTE	APPT155.	C-31658	15-Jun-22	10
Apprenticeship	CTE	APPT156.	C-31659	15-Jun-22	7
Apprenticeship	CTE	APPT158.	C-31708	15-Jun-22	7
Apprenticeship	CTE	APPT159.	C-31709	15-Jun-22	11
Apprenticeship	CTE	APEL120.	C-32016	23-Jun-22	19
Apprenticeship	CTE	APEL136.	C-31824	28-Jun-22	16
Apprenticeship	CTE	APEL121.	C-31944	29-Jun-22	18
	CTE	ITRN050.	C-31250	01-Apr-22	13
	CTE	BUSI018.	C-31719	2-Jun-22	13
	CTE	GID 033.	C-31135	03-Jun-22	15
	CTE	GID 033.	C-31447	3-Jun-22	26
	CTE	GID 033.	C-31830	03-Jun-22	14
	CTE	GID 033.	C-31832	3-Jun-22	17
	CTE	GID 033.	C-31134	03-Jun-22	14
	CTE	GID 033.	C-31829	3-Jun-22	11
	CTE	GID 033.	C-31831	03-Jun-22	14
	CTE	GID 035.	C-31448	3-Jun-22	13
	CTE	KINS016B	C-31100	03-Jun-22	28
	CTE	KINS016B	C-31099	3-Jun-22	20
	CTE	MTEC050A	C-31838	03-Jun-22	19
	CTE	MTEC050A	C-31837	3-Jun-22	15
	CTE	MTEC050A	C-31836	03-Jun-22	16
	CTE	MTEC051A	C-31839	3-Jun-22	9
	CTE	MTEC052A	C-31840	03-Jun-22	11
	CTE	THTR045B	C-31097	3-Jun-22	5
	CTE	THTR045B	C-31098	03-Jun-22	8
	CTE	THTR045C	C-31187	3-Jun-22	2
	CTE	THTR045D	C-31731	03-Jun-22	3
	CTE	THTR045D	C-31732	3-Jun-22	4
	CTE	BUSI022.	C-31870	04-Jun-22	15
	CTE	BUSI059C	C-31786	4-Jun-22	42

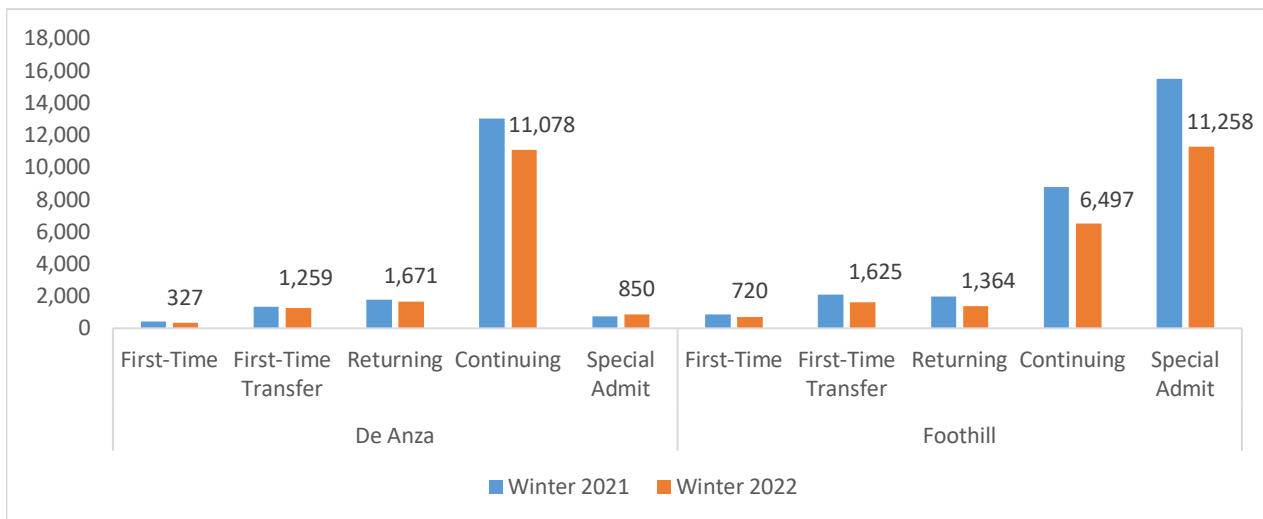
Table A.6
Sections with Missing Positive Attendance Hours by College, Apprenticeship Status and
CTE Status; Winter 2022

Apprenticeship St	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Foothill					
		ALCB409Y	C-31685	25-Mar-22	21
		NCBS405.	C-31523	25-Mar-22	10
		NCEN401A	C-30829	25-Mar-22	24
		NCEN401A	C-30831	25-Mar-22	18
		KINS015.	C-32072	15-Apr-22	27
		MATH002B	C-31045	25-May-22	25
		MATH001A	C-31360	26-May-22	10
		MATH017.	C-30787	26-May-22	24
		ECON001A	C-31363	27-May-22	19
		ENGR010.	C-31770	27-May-22	16
		ART 004A	C-31841	03-Jun-22	19
		MATH002B	C-31010	3-Jun-22	29
		MATH002B	C-31011	03-Jun-22	29
		SPAN001.	C-31503	3-Jun-22	13
		SPAN001.	C-31501	03-Jun-22	18
		SPAN001.	C-31502	3-Jun-22	21
		SPAN002.	C-31051	03-Jun-22	22
		SPAN002.	C-31050	3-Jun-22	20
		SPAN003.	C-31505	03-Jun-22	27
		SPAN003.	C-31504	3-Jun-22	22
Total					1,596

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

Enrollment Status	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
De Anza					
First-Time	433	327	(106)	-24%	↓
First-Time Transfer	1,323	1,259	(64)	-5%	
Returning	1,770	1,671	(99)	-6%	
Continuing	13,018	11,078	(1,940)	-15%	↓
Special Admit	762	850	88	12%	
Total Headcount	17,306	15,185	(2,121)	-12%	
Foothill					
First-Time	877	720	(157)	-18%	
First-Time Transfer	2,095	1,625	(470)	-22%	
Returning	1,962	1,364	(598)	-30%	↓
Continuing	8,784	6,497	(2,287)	-26%	
Unknown	36	41	5	14%	↑
Special Admit	1,748	1,011	(737)	-42%	↓
Total Headcount	15,502	11,258	(4,244)	-27%	

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



Notes

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

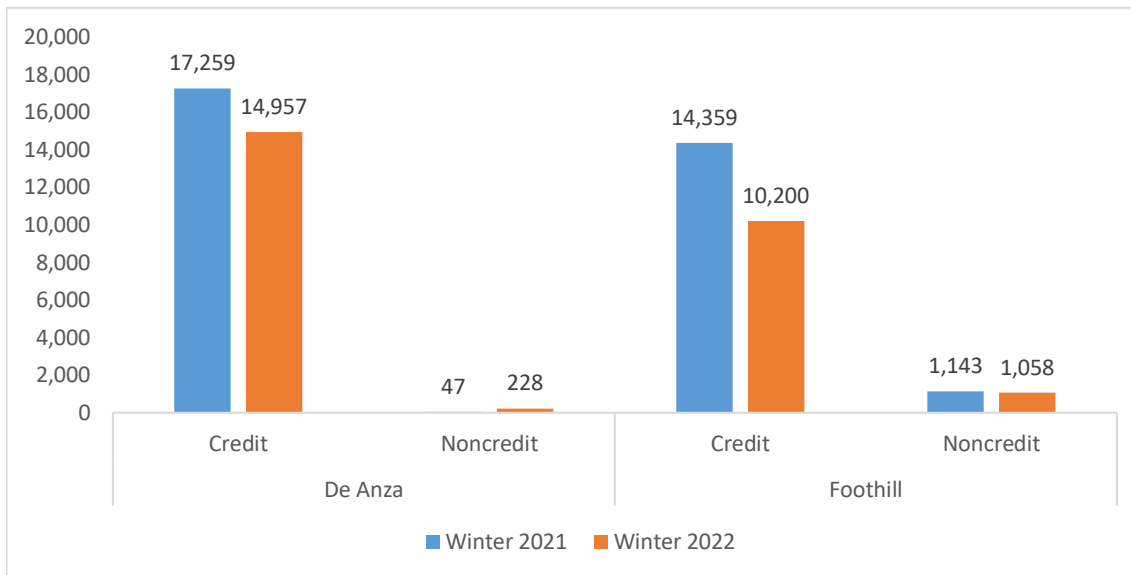
Headcount statistics for Foothill College tend to be lower than expected given missing attendance hours for a significant number of apprenticeship sections (i.e., sections with end date after submission date).

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

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

Credit Status Group	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
De Anza					
Credit	17,259	14,957	(2,302)	-13%	↓
Noncredit	47	228	181	385%	↑
Total Headcount	17,306	15,185	(2,121)	-12%	
Foothill					
Credit	14,359	10,200	(4,159)	-29%	↓
Noncredit	1,143	1,058	(85)	-7%	
Total Headcount	15,502	11,258	(4,244)	-27%	

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



Notes

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

Headcount statistics for Foothill College tend to be lower than expected given missing attendance hours for a significant number of apprenticeship sections (i.e., sections with end date after submission date).

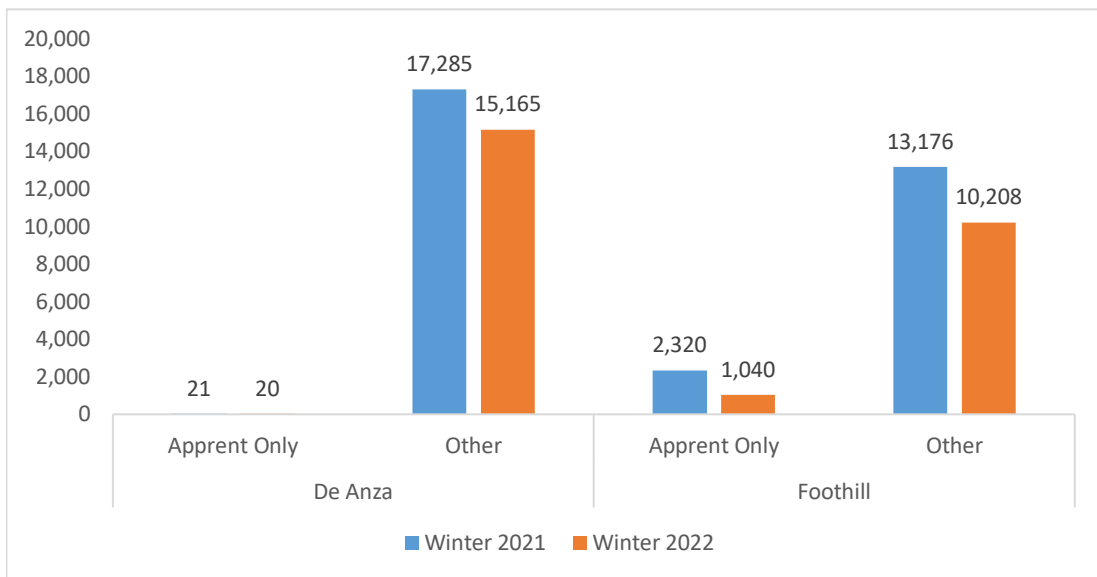
Credit: Students registered in at least one credit course.

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

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

Apprenticeship Status	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
De Anza					
Apprent Only	21	20	(1)	-5%	
Other	17,285	15,165	(2,120)	-12%	
Total Headcount	17,306	15,185	(2,121)	-12%	
Foothill					
Apprent Only	2,320	1,040	(1,280)	-55%	↓
Apprent/Other	6	10	4	67%	↑
Other	13,176	10,208	(2,968)	-23%	
Total Headcount	15,502	11,258	(4,244)	-27%	

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



Notes

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

Headcount statistics for Foothill College tend to be lower than expected given missing attendance hours for a significant number of apprenticeship sections (i.e., sections with end date after submission date).

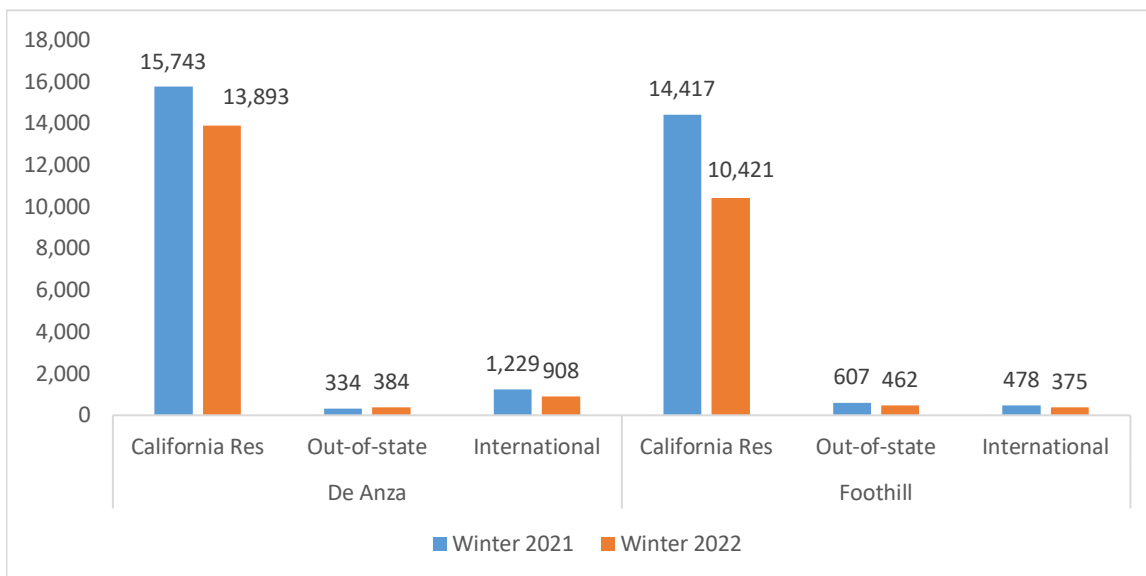
Apprent Only: Students registered in only apprenticeship courses.

Other: Students not registered in any apprenticeship course.

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

Residency Status	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
De Anza					
California Res	15,743	13,893	(1,850)	-12%	
Out-of-state	334	384	50	15%	↑
International	1,229	908	(321)	-26%	↓
Total Headcount	17,306	15,185	(2,121)	-12%	
Foothill					
California Res	14,417	10,421	(3,996)	-28%	↓
Out-of-state	607	462	(145)	-24%	
International	478	375	(103)	-22%	
Total Headcount	15,502	11,258	(4,244)	-27%	

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



Notes

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

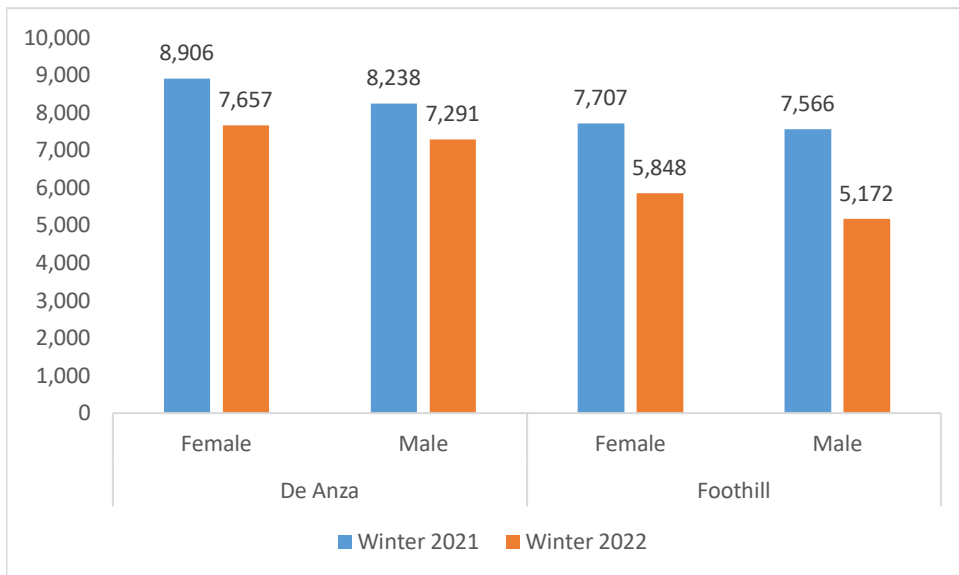
Headcount statistics for Foothill College tend to be lower than expected given missing attendance hours for a significant number of apprenticeship sections (i.e., sections with end date after submission date).

California residency refers to residency used for enrollment fee purposes.

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

Gender	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
De Anza					
Female	8,906	7,657	(1,249)	-14%	↓
Male	8,238	7,291	(947)	-11%	↓
Non-binary	29	86	57	197%	↑
Unknown	133	151	18	14%	↑
Total Headcount	17,306	15,185	(2,121)	-12%	
Foothill					
Female	7,707	5,848	(1,859)	-24%	
Male	7,566	5,172	(2,394)	-32%	↓
Non-binary	37	60	23	62%	↑
Unknown	192	178	(14)	-7%	
Total Headcount	15,502	11,258	(4,244)	-27%	

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



Notes

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

Headcount statistics for Foothill College tend to be lower than expected given missing attendance hours for a significant number of apprenticeship sections (i.e., sections with end date after submission date).

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

Race/Ethnic Group	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
De Anza					
American Indian/Alaska Native	29	26	(3)	-10%	
Asian	7,710	6,697	(1,013)	-13%	↓
Black/African American	477	411	(66)	-14%	↓
Hispanic	4,343	3,873	(470)	-11%	
Pacific Islander	80	60	(20)	-25%	↓
White	3,247	2,641	(606)	-19%	↓
Multiple Races	866	822	(44)	-5%	
Not Reported	554	655	101	18%	↑
Total Headcount	17,306	15,185	(2,121)	-12%	
Foothill					
American Indian/Alaska Native	31	17	(14)	-45%	↓
Asian	4,079	3,090	(989)	-24%	
Black/African American	468	338	(130)	-28%	↓
Hispanic	4,571	3,317	(1,254)	-27%	
Pacific Islander	135	91	(44)	-33%	↓
White	4,744	3,357	(1,387)	-29%	↓
Multiple Races	873	597	(276)	-32%	↓
Not Reported	601	451	(150)	-25%	
Total Headcount	15,502	11,258	(4,244)	-27%	

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

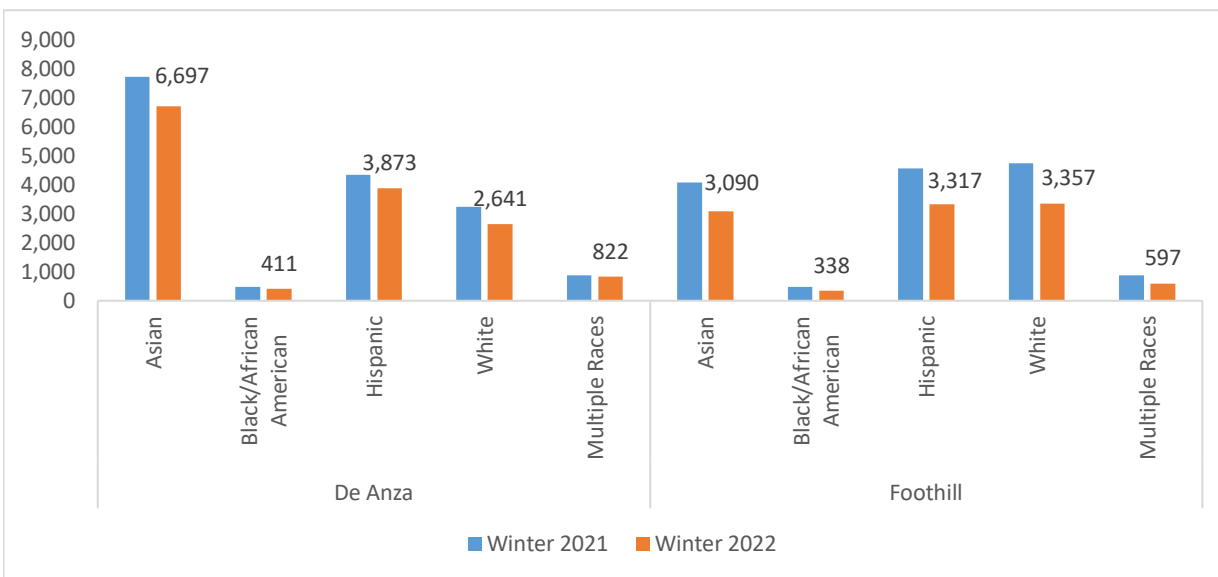


Table SB.7 Student Headcount by Institution, Age Group and Academic Period

Age Group	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
De Anza					
19 or Less	5,752	5,644	(108)	-2%	
20 to 24	5,895	4,880	(1,015)	-17%	↓
25 to 29	2,145	1,713	(432)	-20%	↓
30 to 34	1,202	980	(222)	-18%	↓
35 to 39	750	637	(113)	-15%	↓
40 to 44	533	441	(92)	-17%	↓
45 to 49	374	286	(88)	-24%	↓
50 or more	653	604	(49)	-8%	
Not Reported	2	-	(2)	-100%	
Total Headcount	17,306	15,185	(2,121)	-12%	
Foothill					
19 or Less	3,821	2,771	(1,050)	-27%	
20 to 24	4,297	3,254	(1,043)	-24%	
25 to 29	2,444	1,639	(805)	-33%	↓
30 to 34	1,641	1,050	(591)	-36%	↓
35 to 39	974	693	(281)	-29%	↓
40 to 44	594	468	(126)	-21%	
45 to 49	404	306	(98)	-24%	
50 or more	1,319	1,073	(246)	-19%	
Not Reported	8	4	(4)	-	
Total Headcount	15,502	11,258	(4,244)	-27%	

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

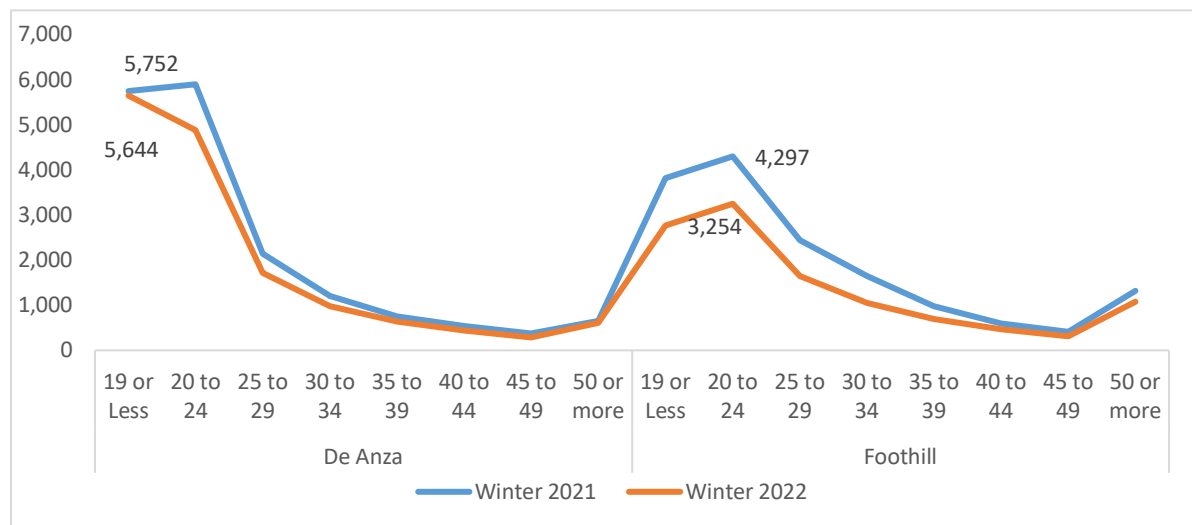
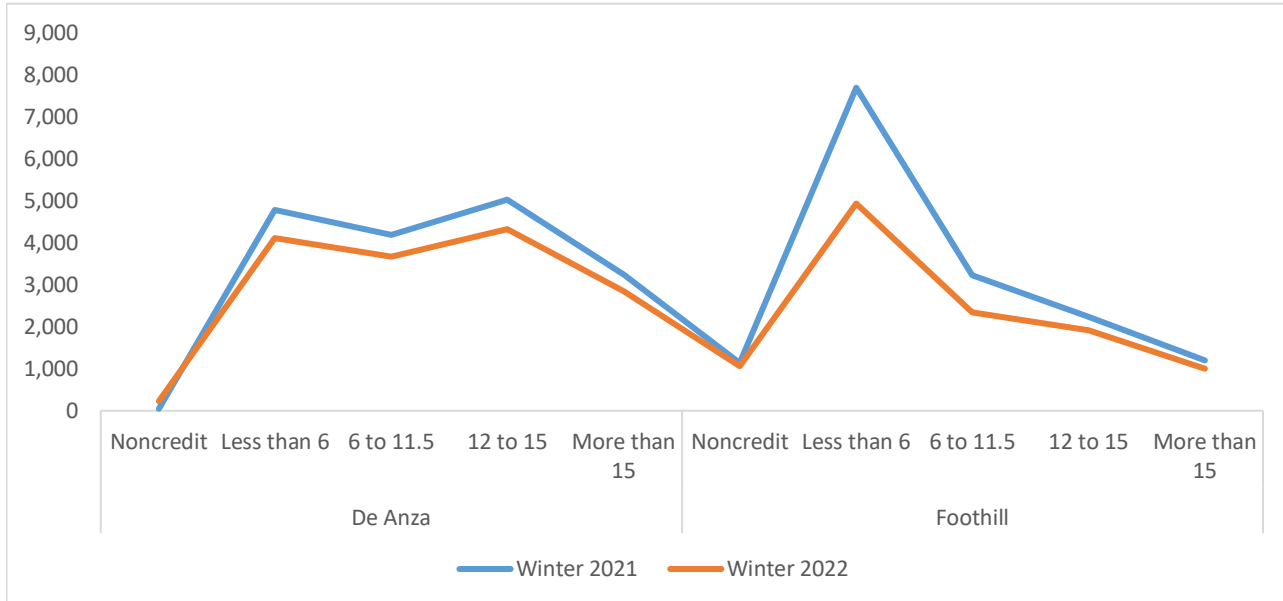


Table SB.8 Student Headcount by Institution, Number of Attempted Credit Units and Academic Period

Number of Attempted Credit Units	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
De Anza					
Noncredit	47	228	181	385%	↑
Less than 6	4,784	4,118	(666)	-14%	↓
6 to 11.5	4,195	3,672	(523)	-12%	
12 to 15	5,032	4,321	(711)	-14%	↓
More than 15	3,248	2,846	(402)	-12%	
Total Headcount	17,306	15,185	(2,121)	-12%	
Foothill					
Noncredit	1,143	1,058	(85)	-7%	
Less than 6	7,699	4,938	(2,761)	-36%	↓
6 to 11.5	3,225	2,351	(874)	-27%	
12 to 15	2,239	1,916	(323)	-14%	
More than 15	1,196	995	(201)	-17%	
Total Headcount	15,502	11,258	(4,244)	-27%	

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



Notes

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

Headcount statistics for Foothill College tend to be lower than expected given missing attendance hours for a significant number of apprenticeship sections (i.e., sections with end date after submission date).

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

Group	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
Calworks	18	26	8	44%	↑
DSPS	736	874	138	19%	↑
EOPS	624	479	(145)	-23%	↓
CCAP	39	81	42	108%	↑
Puente	75	70	(5)	-7%	
Umoja	24	31	7	29%	↑
College Now	33	47	14	42%	↑
Middle College	87	76	(11)	-13%	↓
All Special Admit/HS Students	762	850	88	12%	↑
First-Generation	5,043	4,217	(826)	-16%	↓
Foster Youth	195	186	(9)	-5%	
Military: Active Duty, Reserve, National Guard	82	87	5	6%	↑
Veteran	257	232	(25)	-10%	
Apprenticeship	21	20	(1)	-5%	
LGBT	988	886	(102)	-10%	
Economically Disadvantaged	6,785	5,827	(958)	-14%	↓
Homeless	12	8	(4)	-33%	↓
Work Based Learner	134	106	(28)	-21%	↓

Credit Status Group	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
Credit	17,259	14,957	(2,302)	-13%	↓
Noncredit	47	228	181	385%	↑
Total Headcount	17,306	15,185	(2,121)	-12%	

Notes

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

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

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

Group	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
Calworks	5	3	(2)	-40%	↓
DSPS	749	657	(92)	-12%	
EOPS	199	170	(29)	-15%	
CCAP	884	872	(12)	-1%	
Puente	71	62	(9)	-13%	
Umoja	75	47	(28)	-37%	↓
College Now	32	33	1	3%	↑
Middle College	92	94	2	2%	
All Special Admit/HS Students	1,748	1,011	(737)	-42%	↓
First-Generation	4,140	2,850	(1,290)	-31%	↓
Foster Youth	158	180	22	14%	↑
Military: Active Duty, Reserve, National Guard	71	46	(25)	-35%	↓
Veteran	299	182	(117)	-39%	↓
Apprenticeship	2,326	1,050	(1,276)	-55%	↓
Baccalaureate	130	121	(9)	-7%	
LBGT	798	638	(160)	-20%	
Economically Disadvantaged	3,446	2,701	(745)	-22%	
Homeless	11	6	(5)	-45%	↓
Work Based Learner	270	326	56	21%	

Credit Status Group	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
Credit	14,359	10,200	(4,159)	-29%	↓
Noncredit	1,143	1,058	(85)	-7%	
Total Headcount	15,502	11,258	(4,244)	-27%	

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.

Headcount statistics for Foothill College tend to be lower than expected given missing attendance hours for a significant number of apprenticeship sections (i.e., sections with end date after submission date).

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

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

Group	Winter 2021	Winter 2022	Change		Trend Compared to Total
			Count	Percent	
De Anza					
1A-CALW/TANF Auditable	11	18	7	64%	
2A-SSI Auditable	33	30	(3)	-9%	
2S-SSI Self-report	416	379	(37)	-9%	
4A-Other Auditable	2,118	1,742	(376)	-18%	
4S-Other Self-report	577	567	(10)	-2%	
NN-Not Econ Disadv	4,645	3,984	(661)	-14%	
All CTE Econ Disadv	3,155	2,736	(419)	-13%	
All CTE	7,800	6,720	(1,080)	-14%	
Foothill					
1A-CALW/TANF Auditable	3	3	-	0%	
2A-SSI Auditable	21	19	(2)	-10%	
2S-SSI Self-report	249	239	(10)	-4%	
4A-Other Auditable	930	756	(174)	-19%	
4S-Other Self-report	493	352	(141)	-29%	
NN-Not Econ Disadv	5,932	3,787	(2,145)	-36%	
All CTE Econ Disadv	1,696	1,369	(327)	-19%	
All CTE	7,628	5,156	(2,472)	-32%	

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.

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

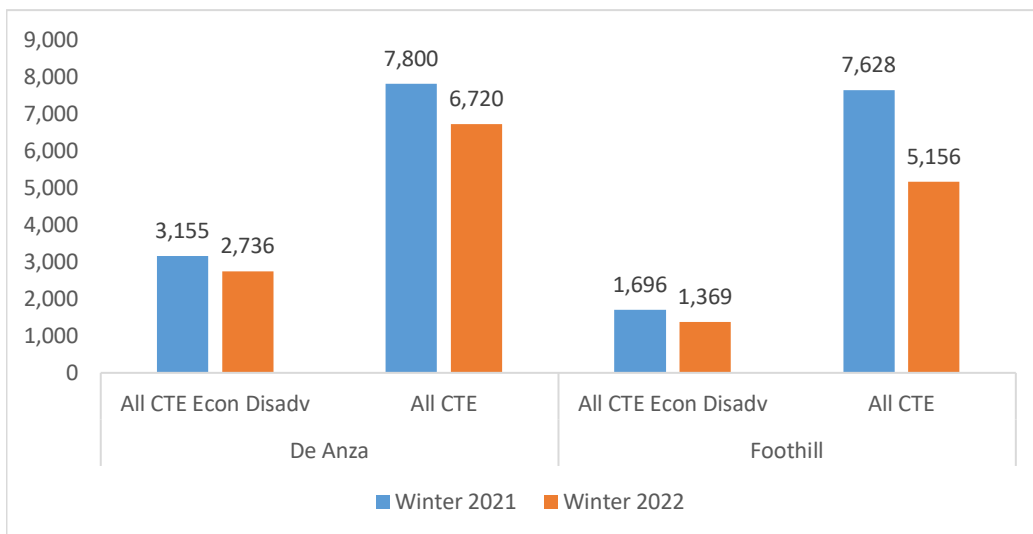


Table SS.1 De Anza College: Headcount or Service Count by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount or Service Count		Change		
		2020-21	2021-22	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,707	1,216	(491)	-29%	
	2-Fall	1,187	956	(231)	-19%	
	3-Winter	1,012	515	(497)	-49%	↓
	Annual	5,712	2,687	(3,025)		
SS08: Counseling/Advising	1-Summer	3,555	3,344	(211)	-6%	
	2-Fall	4,398	4,461	63	1%	
	3-Winter	2,481	2,227	(254)	-10%	
	Annual	12,576	10,032	(2,544)		
SS09: Abbreviated SEP	1-Summer	64	1,004	940	1469%	
	2-Fall	1,388	1,259	(129)	-9%	
	3-Winter	994	758	(236)	-24%	↓
	Annual	3,785	3,021	(764)		
SS09: Comprehensive SEP	1-Summer	4	580	576	14400%	
	2-Fall	1,388	1,234	(154)	-11%	
	3-Winter	903	871	(32)	-4%	
	Annual	3,171	2,685	(486)		
SS10: At-Risk Follow-up	1-Summer	547	327	(220)	-40%	
	2-Fall	776	1,321	545	70%	
	3-Winter	675	1,507	832	123%	↑
	Annual	2,608	3,155	547		
SS11: Other Follow-up	1-Summer	4,086	3,673	(413)	-10%	
	2-Fall	7,436	7,758	322	4%	
	3-Winter	7,550	7,719	169	2%	↑
	Annual	23,912	18,422	(5,490)		

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 description is based on comparing percentage change for the service with that for the student headcount in non-apprenticeship courses at the college level during the term, -12%.

Table SS.2 Foothill College: Headcount or Service Count by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount or Service Count		Change		
		2020-21	2021-22	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,796	506	(1,290)	-72%	
	2-Fall	1,266	821	(445)	-35%	
	3-Winter	867	717	(150)	-17%	
	Annual	4,998	2,044	(2,954)		
SS08: Counseling/Advising	1-Summer	2,642	2,247	(395)	-15%	
	2-Fall	3,149	2,821	(328)	-10%	
	3-Winter	1,778	1,753	(25)	-1%	
	Annual	9,276	6,821	(2,455)		
SS09: Abbreviated SEP	1-Summer	95	359	264	278%	
	2-Fall	677	563	(114)	-17%	
	3-Winter	480	487	7	1%	↑
	Annual	1,746	1,409	(337)		
SS09: Comprehensive SEP	1-Summer	2	258	256	12800%	
	2-Fall	746	591	(155)	-21%	
	3-Winter	477	454	(23)	-5%	
	Annual	1,745	1,303	(442)		
SS10: At-Risk Follow-up	1-Summer	76	66	(10)	-13%	
	2-Fall	183	234	51	28%	
	3-Winter	129	455	326	253%	↑
	Annual	470	755	285		
SS11: Other Follow-up	1-Summer	3,649	1,726	(1,923)	-53%	
	2-Fall	4,607	4,359	(248)	-5%	
	3-Winter	4,528	4,497	(31)	-1%	
	Annual	16,080	10,184	(5,896)		

Notes

Placement services are no longer included in "SS11: Other Follow-up" counts given that students are automatically placed Counts for "SS06: Initial Orientation," "SS09: Abbreviated SEP," and "SS09: Comprehensive SEP" services are only reported 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 description is based on comparing percentage change for the service with that for the student headcount in non-apprenticeship courses at the college level during the term, -23%.

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

Course Attribute	Classification	Winter 2021		Winter 2022		Change in Section Count Trend - Compared to		
		Courses	Sections	Courses	Sections	Count	Percent	Total
CB04-Credit Status	Credit, Degree Applicable	639	1,421	640	1,337	(84)	-6%	↓
	Credit, Not Degree Applicable	22	75	21	65	(10)	-13%	↓
	Noncredit	13	17	29	62	45	265%	↑
CB05-Transfer Status	Transferable to UC and CSU	383	1,103	390	1,029	(74)	-7%	↓
	Transferable to CSU only	239	287	232	281	(6)	-2%	
	Not transferable	52	123	68	154	31	25%	↑
CB08-Basic Skills	Basic Skills	21	73	23	89	16	22%	↑
	Not Basic Skills	653	1,440	667	1,375	(65)	-5%	↓
CB09-SAM Priority	Apprenticeship	8	8	7	7	(1)	-13%	↓
	Advanced Occupational	33	47	29	40	(7)	-15%	↓
	Clearly Occupational	214	303	218	305	2	1%	↑
	Possibly Occupational	39	94	43	94	-	0%	
	Non-Occupational	380	1,061	393	1,018	(43)	-4%	↓
CB10-Work Exp	Not Cooperative Work Exp	674	1,513	690	1,464	(49)	-3%	
CB11-Classification	Enhanced Funding, Workforce Prep	7	11	21	30	19	173%	↑
	Enhanced Funding, Other	-	-	8	32	32	-	
	Non-Enhanced Funding	6	6	-	-	(6)	-100%	↓
	Credit Course	661	1,496	661	1,402	(94)	-6%	↓
CB13-Special Class	Approved Special Class	8	15	10	17	2	13%	↑
	Not a Special Class	666	1,498	680	1,447	(51)	-3%	
CB21-Prior to Coll	1 Level Below Transfer	8	43	11	49	6	14%	↑
	2 Levels Below Transfer	6	18	5	21	3	17%	↑
	3 Levels Below Transfer	5	16	6	20	4	25%	↑
	4 Levels Below Transfer	2	3	2	4	1	33%	↑
	5 Levels Below Transfer	2	2	2	2	-	0%	
	Not Applicable	651	1,431	664	1,368	(63)	-4%	↓
CB22-Noncredit Cat	English as a Second Language	2	2	8	32	30	1500%	↑
	Workforce Preparation	11	15	21	30	15	100%	↑
	Credit Course	661	1,496	661	1,402	(94)	-6%	↓

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

Course Attribute	Classification	Winter 2021		Winter 2022		Change in Section Count Trend - Compared to		
		Courses	Sections	Courses	Sections	Count	Percent	Total
CB23-Funding Agency	Not Developed with Econ Dev funds	674	1,513	690	1,464	(49)	-3%	
CB24-Program Status	Program Applicable	617	1,411	641	1,383	(28)	-2%	
	Not Program Applicable	57	102	49	81	(21)	-21%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	14	128	14	110	(18)	-14%	↓
	Transfer Math/Quant Reasoning	34	185	32	161	(24)	-13%	↓
	Local Mathematics Competency	2	9	3	7	(2)	-22%	↓
CB26-Support Status	Not Applicable	624	1,191	641	1,186	(5)	0%	
	Support Course	5	25	5	26	1	4%	↑
	Not a Support Course	669	1,488	685	1,438	(50)	-3%	
Total		674	1,513	690	1,464	(49)	-3%	

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

Course Attribute	Classification	Winter 2021		Winter 2022		Change in Section Count Trend - Compared to		
		Courses	Sections	Courses	Sections	Count	Percent	Total
CB04-Credit Status	Credit, Degree Applicable	574	1,102	596	1,094	(8)	-1%	
	Credit, Not Degree Applicable	16	19	16	20	1	5%	↑
	Noncredit	38	112	35	89	(23)	-21%	↓
CB05-Transfer Status	Transferable to UC and CSU	310	660	307	618	(42)	-6%	↓
	Transferable to CSU only	147	204	165	220	16	8%	↑
	Not transferable	171	369	175	365	(4)	-1%	
CB08-Basic Skills	Basic Skills	26	34	23	35	1	3%	↑
	Not Basic Skills	602	1,199	624	1,168	(31)	-3%	↓
CB09-SAM Priority	Apprenticeship	99	213	108	235	22	10%	↑
	Advanced Occupational	4	6	4	6	-	0%	
	Clearly Occupational	106	138	114	154	16	12%	↑
	Possibly Occupational	104	169	108	165	(4)	-2%	
	Non-Occupational	315	707	313	643	(64)	-9%	↓
CB10-Work Exp	Not Cooperative Work Exp	628	1,233	647	1,203	(30)	-2%	
CB11-Classification	Enhanced Funding, Other	8	16	11	22	6	38%	↑
	Non-Enhanced Funding	30	96	24	67	(29)	-30%	↓
	Credit Course	590	1,121	612	1,114	(7)	-1%	
CB13-Special Class	Approved Special Class	22	73	21	48	(25)	-34%	↓
	Not a Special Class	606	1,160	626	1,155	(5)	0%	
CB21-Prior to Coll	1 Level Below Transfer	9	20	10	21	1	5%	↑
	2 Levels Below Transfer	6	6	4	6	-	0%	
	3 Levels Below Transfer	4	4	5	7	3	75%	↑
	4 Levels Below Transfer	3	4	-	-	(4)	-100%	↓
	5 Levels Below Transfer	2	2	1	2	-	0%	

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

Course Attribute	Classification	Winter 2021		Winter 2022		Change in Section Count Trend - Compared to		
		Courses	Sections	Courses	Sections	Count	Percent	Total
	6 Levels Below Transfer	-	-	1	1	1	-	
	Not Applicable	604	1,197	626	1,166	(31)	-3%	↓
CB22-Noncredit Cat	English as a Second Language	11	12	7	10	(2)	-17%	↓
	Elementary, Secondary Basic Sk	6	13	6	13	-	0%	
	Approved Special Class	15	66	14	41	(25)	-38%	↓
	Parenting	3	14	4	20	6	43%	↑
	Short-Term Vocational	3	7	4	5	(2)	-29%	↓
	Credit Course	590	1,121	612	1,114	(7)	-1%	
CB23-Funding Agency	Not Developed with Econ Dev funds	628	1,233	647	1,203	(30)	-2%	
CB24-Program Status	Program Applicable	542	1,050	578	1,068	18	2%	↑
	Not Program Applicable	86	183	69	135	(48)	-26%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	8	46	8	45	(1)	-2%	
	Transfer Math/Quant Reasoning	15	70	15	59	(11)	-16%	↓
	Local Mathematics Competency	2	6	2	6	-	0%	
	Not Applicable	603	1,111	622	1,093	(18)	-2%	
CB26-Support Status	Support Course	4	10	5	10	-	0%	
	Not a Support Course	624	1,223	642	1,193	(30)	-2%	
Total		628	1,233	647	1,203	(30)	-2%	

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

Section Attribute	Classification	Winter 2021		Winter 2022		Change in Section Count Trend - Compared to		
		Courses	Sections	Courses	Sections	Count	Percent	Total
XB01-Accounting Method	Weekly Census	171	349	250	425	76	22%	↑
	Daily Census	34	44	31	41	(3)	-7%	↓
	Positive Attendance	14	18	17	38	20	111%	↑
	Independent Study, Work Exper	504	1,102	452	960	(142)	-13%	↓
XB09-Work Based Lear Act	Work-Based Learning	22	30	22	29	(1)	-3%	
	Unknown	652	1,483	668	1,435	(48)	-3%	
Total		674	1,513	690	1,464	(49)	-3%	

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

Section Attribute	Classification	Winter 2021		Winter 2022		Change in Section Count Trend - Compared to		
		Courses	Sections	Courses	Sections	Count	Percent	Total
XB01-Accounting Method	Weekly Census	6	8	141	208	200	2500%	↑
	Daily Census	4	4	11	18	14	350%	↑
	Positive Attendance	141	325	190	372	47	14%	↑
	Independent Study, Work Exper	479	895	357	605	(290)	-32%	↓
	Not claimed for State Apport	1	1	-	-	(1)	-100%	↑
XB09-Work Based Lear Act	Work-Based Learning	13	19	21	29	10	53%	↑
	Unknown	615	1,214	626	1,174	(40)	-3%	↓
Total		628	1,233	647	1,203	(30)	-2%	

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

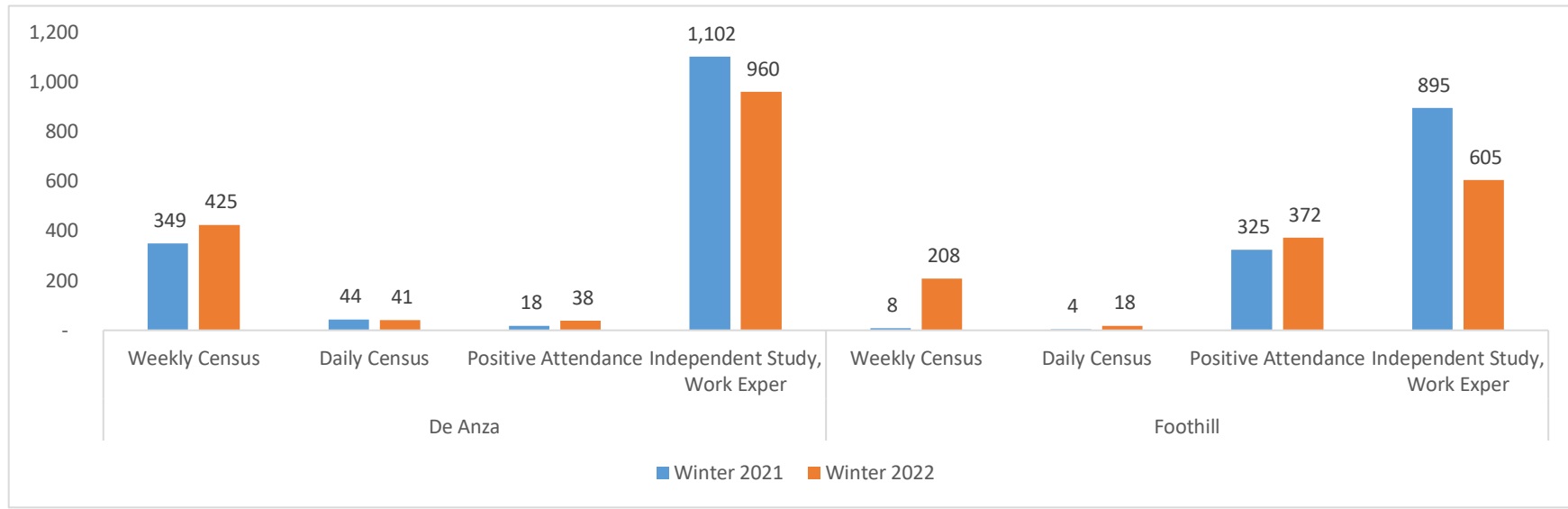


Table XF.1 De Anza College: Course and Section Count by Instructional Method and Academic Period

Instruction Delivery Method	Winter 2021		Winter 2022		Change in Section Count Trend Compared to Total		
	Courses	Sections	Courses	Sections	Count	Percent	
Dist Ed 100%	640	1,463	508	1,135	(328)	-22%	↓
Dist Ed 50% to 99%	1	1	33	52	51	5100%	↑
Dist Ed Less than 50%	-	-	20	30	30	-	
In-Person	33	49	200	247	198	404%	↑
Total	674	1,513	690	1,464	(49)	-3%	

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

Instruction Delivery Method	Winter 2021		Winter 2022		Change in Section Count Trend Compared to Total		
	Courses	Sections	Courses	Sections	Count	Percent	
Dist Ed 100%	489	919	341	556	(363)	-39%	↓
Dist Ed 50% to 99%	12	18	43	55	37	206%	↑
Dist Ed Less than 50%	8	15	30	58	43	287%	↑
In-Person	146	281	315	534	253	90%	↑
Total	628	1,233	647	1,203	(30)	-2%	

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

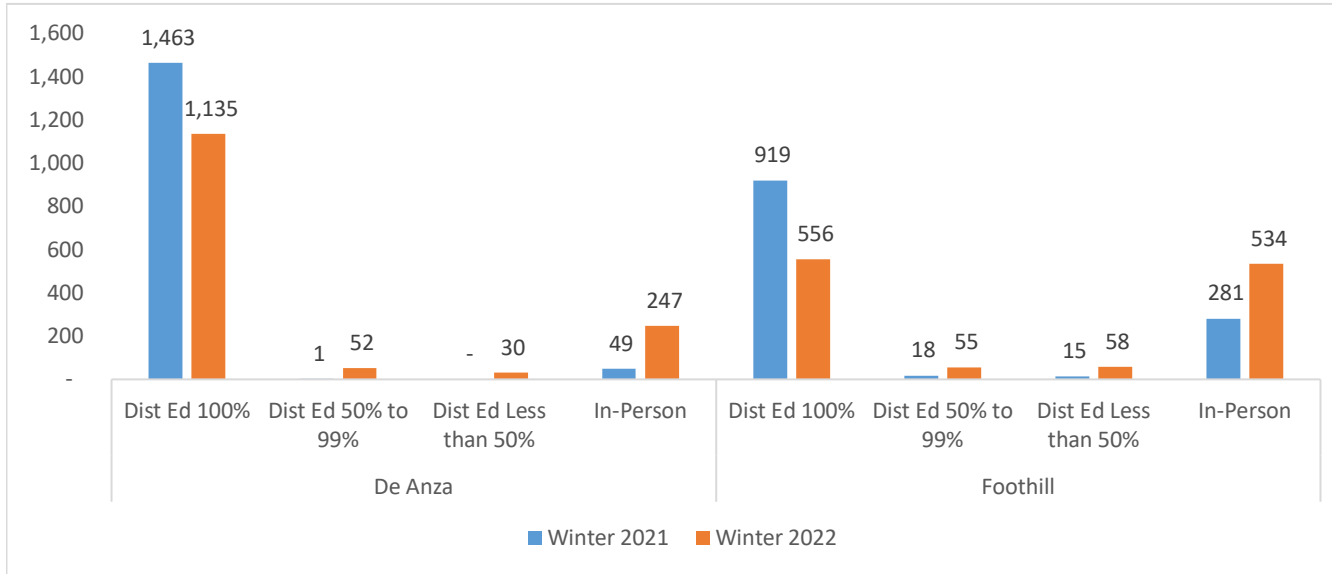


Table XE.1 De Anza College: Section, Employee and Full-Time Equivalent (FTE) Count by Assignment Type and Academic Period

Credit Status	Assignment Type	Winter 2021			Winter 2022			Change in FTE		Trend - Compared to Total
		Sections	Employee Headcount	FTE	Sections	Employee Headcount	FTE	Count	Percent	
Credit	FT Faculty, Not Overload	693.0	206.0	59.5	682.0	200.0	56.3	(3.2)	-5%	
	FT Faculty, Overload	143.0	94.0	14.7	125.0	88.0	12.9	(1.8)	-12%	↓
	PT Faculty/Temporary Staff	592.0	377.0	63.0	535.0	351.0	55.7	(7.3)	-12%	↓
	Contract Staff	109.0	74.0	-	94.0	67.0	-	-	-	
	Total	1,496.0	590.0	137.2	1,402.0	555.0	125.0	(12.2)	-9%	
Noncredit	FT Faculty, Not Overload	13.0	5.0	-	34.0	13.0	-	-	-	
	FT Faculty, Overload	-	-	-	2.0	2.0	0.2	0.2		
	Contract Staff	4.0	3.0	-	26.0	21.0	-	-	-	
	Total	17.0	8.0	-	62.0	35.0	0.2	0.2	-	

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

Credit Status	Assignment Type	Winter 2021			Winter 2022			Change in FTE		Trend - Compared to Total
		Sections	Employee Headcount	FTE	Sections	Employee Headcount	FTE	Count	Percent	
Credit	FT Faculty, Not Overload	432	138	37.905	458	138	37.014	(0.9)	-2%	
	FT Faculty, Overload	90	54	7.878	88	54	7.655	(0.2)	-3%	
	PT Faculty/Temporary Staff	379	277	41.143	326	244	34.633	(6.5)	-16%	↓
	Contract Staff	294	98	0.015	311	77	-	(0.0)	-100%	
	Total	1,121	477	86.941	1,114	432	79.302	(7.6)	-9%	
Noncredit	FT Faculty, Not Overload	21	16	1.799	20	13	0.929	(0.9)	-48%	↓
	FT Faculty, Overload	3	1	0.090	-	-	-	(0.1)	-100%	
	PT Faculty/Temporary Staff	86	28	2.327	65	25	2.186	(0.1)	-6%	
	Contract Staff	2	2	-	4	4	-	-	-	
	Total	112	46	4.216	89	42	3.115	(1.1)	-26%	

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

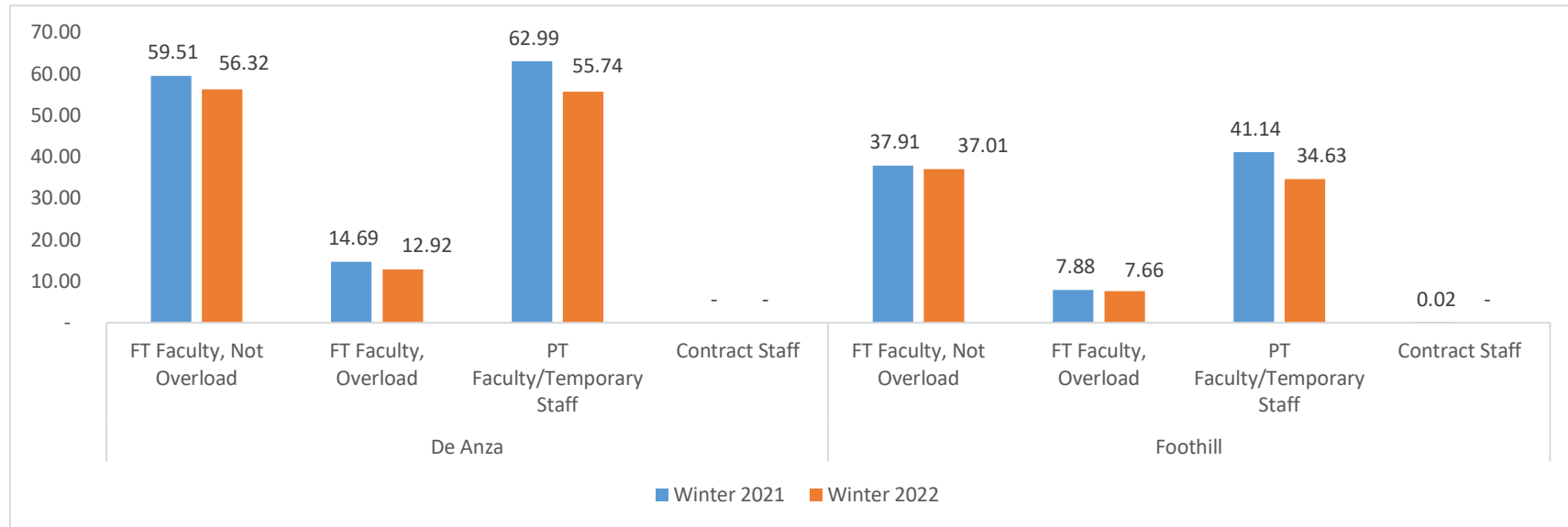


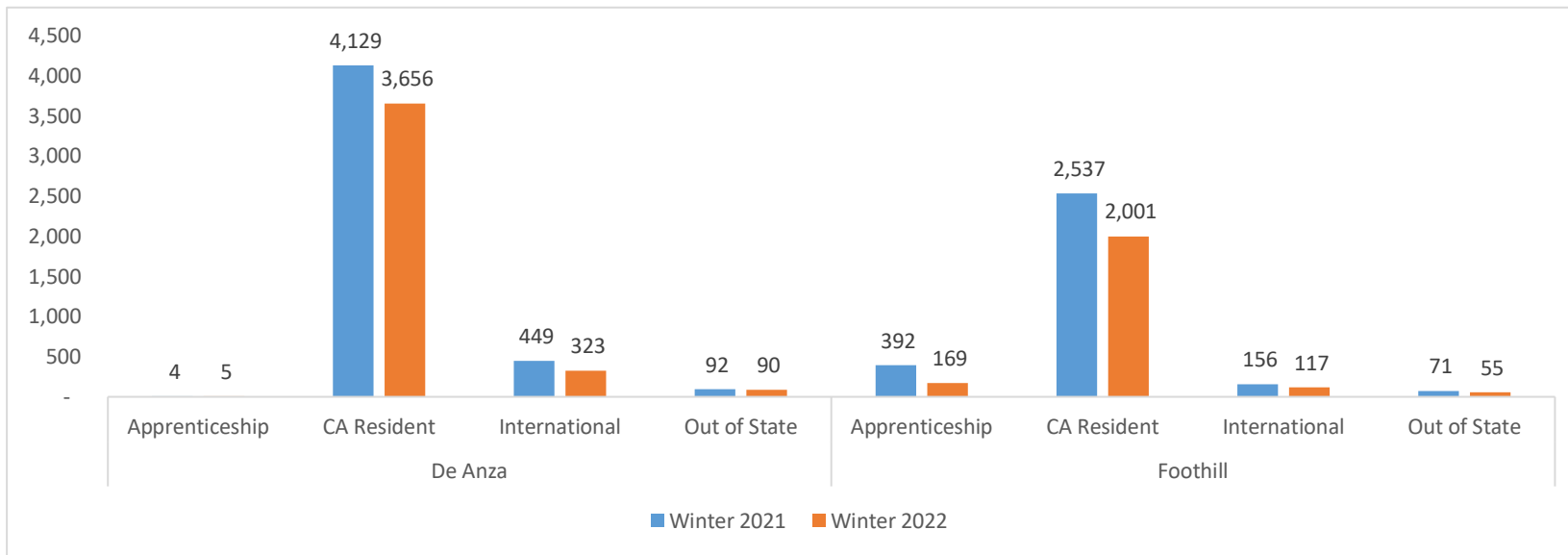
Table SX.1 De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type

Apportionment Type	Winter 2022		Winter 2022		Change in FTES		Trend - Compared to Total
	Student Headcount	FTES	Student Headcount	FTES	Count	Percent	
Credit-Apprenticeship	21	4.24	20	4.99	0.8	18%	↑
Credit-No Apprenticeship, CA Resident, Apport App	15,682	4,128.88	13,698	3,655.95	(472.9)	-11%	
Credit-No Apprenticeship, CA Resident, Not Apport App	9	1.36	18	1.32	(0.0)	-3%	
Credit-No Apprenticeship, International	1,228	449.34	907	322.74	(126.6)	-28%	↓
Credit-No Apprenticeship, Out of State	327	91.90	327	90.46	(1.4)	-2%	
Credit-Total	17,261	4,675.71	14,958	4,075.46	(600.3)	-13%	
Noncredit-CDCP: English as a Second Language	10	2	194	21	19.3	1205%	↑
Noncredit-CDCP: Workforce Preparation	48	7	166	10	3.3	49%	↑
Noncredit-Total	57	8	353	31	22.5	273%	

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

Apportionment Type	Winter 2021		Winter 2022		Change in FTES		Trend - Compared to Total
	Student Headcount	FTES	Student Headcount	FTES	Count	Percent	
Credit-Apprenticeship	2,326	391.67	1,059	169.30	(222.4)	-57%	↓
Credit-No Apprenticeship, CA Resident, Apport App	11,251	2,536.92	8,552	2,000.56	(536.4)	-21%	
Credit-No Apprenticeship, CA Resident, Not Apport App	24	1.67	4	0.27	(1.4)	-84%	↓
Credit-No Apprenticeship, International	473	156.45	373	117.45	(39.0)	-25%	
Credit-No Apprenticeship, Out of State	309	70.55	267	55.39	(15.2)	-21%	
Credit-Total	14,359	3,157.26	10,242	2,342.97	(814.3)	-26%	
Noncredit-CDCP: Elementary and Secondary Basic Skills	957	18	726	9.90	(8.3)	-46%	↓
Noncredit-CDCP: English as a Second Language	190	20	129	11.86	(8.5)	-42%	↓
Noncredit-CDCP: Short-Term Vocational	145	7	160	18.02	10.7	148%	↑
Noncredit-Other	973	46	885	31.44	(14.9)	-32%	↓
Noncredit-Total	2,244	92	1,864	71.21	(21.0)	-23%	

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



Notes

Data for a significant number of apprenticeship courses at Foothill College are not available until the end of June.

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

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

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

Enrollment Status	Winter 2021		Winter 2022		Change in FTES		Trend Compared to Total
	Student Headcount	FTES	Student Headcount	FTES	Count	Percent	
1-First-Time	370	80.17	209	55.33	(24.8)	-31%	↓
2-First-Time Transfer	1,209	213.17	1,013	189.86	(23.3)	-11%	
3-Returning	1,704	315.72	1,574	288.07	(27.6)	-9%	
5-Continuing	11,638	3,399.38	10,063	2,995.02	(404.4)	-12%	↓
Y-Special Admit	761	120.44	839	127.67	7.2	6%	↑
Total	15,682	4,128.88	13,698	3,655.95	(472.9)	-11%	

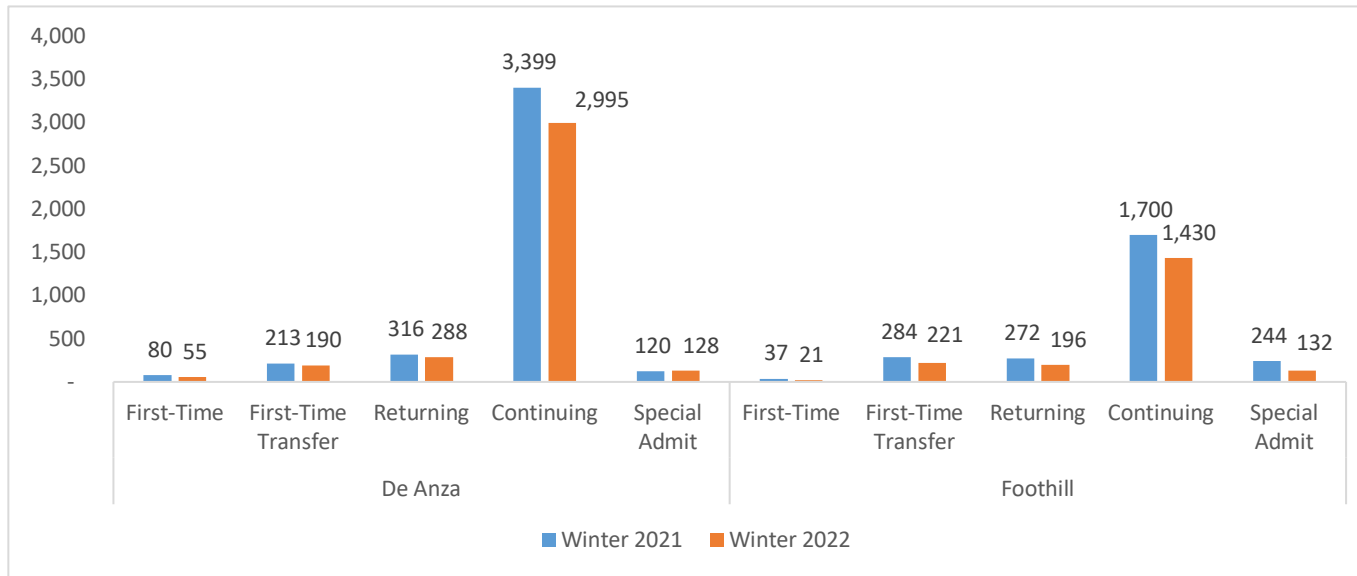
Table SX.4 Foothill College: Student Headcount and Full-Time Equivalent Student (FTES) for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period

Enrollment Status	Winter 2021		Winter 2022		Change in FTES		Trend Compared to Total
	Student Headcount	FTES	Student Headcount	FTES	Count	Percent	
1-First-Time	175	36.75	91	21.43	(15.3)	-42%	↓
2-First-Time Transfer	1,612	284.33	1,248	220.95	(63.4)	-22%	↓
3-Returning	1,500	271.84	1,110	196.20	(75.6)	-28%	↓
5-Continuing	6,225	1,699.78	5,085	1,430.12	(269.7)	-16%	
Y-Special Admit	1,739	244.23	1,018	131.86	(112.4)	-46%	↓
Total	11,251	2,536.92	8,552	2,000.56	(536.4)	-21%	

Notes

Data only include enrollments applicable to apportionment.

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



Notes

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