



FHDA MIS Quarterly Submission Report

Reporting term: **Fall 2023**

Data extraction (Banner) and submission date: February 15, 2024

Introduction

The purpose of this document is to identify and document threats to the validity of the MIS quarterly reports for Fall 2023 submitted by the FHDA CCD (Foothill-De Anza Community College District) to the CCCCO (California Community Colleges Chancellor's Office) on February 15, 2024.

In addition to documenting data quality issues not yet resolved by the date of submission (e.g., failing to review or confirm data for programs that provided student services during the reporting term, missing official grade or positive attendance data), this document provides tables with statistics on student characteristics, course offerings and faculty instructional workload for the reporting term and compare these with those for the same term of the prior academic year. Significant or unexpected changes are highlighted in these tables to help data custodians review the data submitted and take the proper action when applicable.

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

This document is divided into three sections:

- Section A. *Data quality issues*: identifies data quality issues not yet resolved by the submission date.
- Section B. *Data highlights*: provides a summary of key findings as shown by the data submitted for each college.
- Section C. *Tables*: show statistics for the reporting term and the corresponding term of the previous academic year. Significant or unexpected changes are highlighted unless the data is considered unreliable (e.g., a significant number of enrollment records missing positive attendance or final grade).

Section A. Data Quality Issues

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

De Anza College

- CB Courses
 - Data for ESL 400 was rejected by MIS. CB21 (Prior-to-college) data in Banner did not match data in the CCC curriculum inventory.
- CW CalWORKs
 - Data not confirmed prior submission date—not submitted.
- SB Student Characteristics
 - Missing data on race/ethnicity and CCC ID
 - Data disaggregated by *residency status* in Table A.4 show that 70.0% of *international students* in Fall 2023 were missing data for race/ethnicity and CCC ID (California Community College ID), compared to 54.9% for the previous fall term (15.1 percentage points increase).
- SY Credit for Prior Learning
 - Less than 1% (1 out of 394) of all records were rejected because of discrepancies between units awarded and those approved for the course—number of units transferred were higher than the number approved for the course.
- SX Enrollment
 - Enrollment records with 'RD' (report delayed/missing grade) as final grade: 34 records (1 section). See details in Table A.2.

Foothill College

- CW CaWORKs
 - Data not confirmed prior submission date—not submitted.
- SB Student Characteristics
 - Data disaggregated by *residency status* in Table A.4 show that 49.2% of *international students* in Fall 2023 were missing data for race/ethnicity and CCC ID (California Community College ID), compared to 43.1% in the previous fall term (6.1percentage points increase).
 - Data disaggregated by *credit status* in Table A.3 show that 67.7% of *noncredit* students in Fall 2023 were missing CCC ID data, slightly higher when compared to the previous fall term (66.9%).
- SY Credit for Prior Learning
 - 95.1% (78 of 82) of all records were rejected because of discrepancies between the number of units awarded and the units approved for the course: 79.3% (65) had a lower number of units and 15.9% (13) had a higher unit number than those approved.
- SX Enrollment
 - Enrollment records with 'RD' (report delayed/missing grade) as final grade: 219, including 216 for CTE courses. Data in Table A.1 show that 3 of the 14 sections with missing grades have a class end date after the MIS data submission date.
 - Sections missing positive attendance data: 11 (217 records) including 9 (181 records) for CTE courses. Data in Table A.2 show that 2 of the 11 sections with missing positive attendance have a class end date after the MIS data submission date.

Table 1.A
Categorical Programs and Special Population Groups: Data Confirmed by the
Program Coordinator/Assistant at De Anza College, Fall 2023

Program	Program Coordinator(s) or Assistant	Headcount	Confirmation Date
De Anza College			
A2MEND	Maurice Canyon, Angelita Pabros	10	23-Jan
Basic Need Center	Erika Flores	691 (690 submitted)	3-Jan
CalWORKs	Sabrina Stewart	not submitted	
DSPS	Shirley Schooler	988	14-Feb
EOPS*	Lan Trinh, Ammalinh Chan	425	14-Feb
CARE	Lan Trinh, Ammalinh Chan	10	14-Feb
CAFYES/NextUp	Lan Trinh, Ammalinh Chan	14 (13 submitted 1c)	14-Feb
MESA	Deepa Yuvaraj, Yvette Alva-Campbell	75	14-Feb
Middle College	Alison Coy (FUHSD), Elizabeth Jahn	82	18-Jan
Puente	Liliana Rivera, Angelita Pabros	70	19-Jan
Umoja	Maurice Canyon, Angelita Pabros	52	23-Jan
CCAP	Tiffany Rodriguez-Tran	139	24-Jan
Section Instruct Material			
Costs	Shagun Kaur, Cathy Patel	133	29-Jan
Dual Admissions	Nazy Galoyan	-	26-Jan

Table 1.B
Categorical Programs and Special Population Groups: Data Confirmed by the
Program Coordinator/Assistant at Foothill College, Fall 2023

Program	Program Coordinator(s) or Assistant	Headcount	Confirmation Date
Foothill College			
Basic Need Center	Sonia Sanchez Santoyo	544	19-Dec
CalWORKs	Sabrina Stewart	not submitted	
	Jackie Lauese, Yvette Nava		
DSPS	Perla	738	14-Feb
EOPS*	Sarah Corrao, Kai Chang	237	29-Jan
CARE	Sarah Corrao, Kai Chang	3	15-Feb
CAFYES/NextUp	Sarah Corrao	3	15-Feb
	Annett Inacker-Trail, Anthony		
College Now	Cervantes	34	24-Jan
MESA	Jovanah Arrington	48	8-Feb
	Annett Inacker-Trail, Anthony		
Middle College	Cervantes	91	24-Jan
Incarcerated	Anthony Cervantes	73 (71 submitted, 1c)	18-Jan
Juvenile-justice impacted	Josh Pelletier	2	19-Jan
Puente	Maritza Jackson Sandoval	68	25-Jan
Umoja	Dokesha Meacham	72	29-Jan
CCAP	Josh Pelletier	663	24-Jan
	Patti Chan; Brian Roberts,	92 (45 Completion	
BS Dental Hygiene	Carmelyn Paguio	47 Entry)	2-Feb
Section Instruct Material			
Costs	Anthony Caceres	638	23-Jan
Dual Admissions	Anthony Cervantes	-	26-Jan

Section B. Data Highlights

Students Characteristics

- Data in Table SB.1 show that the number of students at De Anza increased 5.1% (17,562 from 16,716) in Fall 2023 over the prior fall term. For Foothill, data in this table is unreliable or not valid because of the significant number of enrollment records missing positive attendance at the time of submission (i.e., attendance is used to determine whether the student attended the college during the term).
- Student headcount statistics based on an alternative procedure (i.e., attendance is based on the student having attended at least one class by census date, independently of positive attendance) in Table A.6 show that the student headcount at Foothill increased 1.8% (14,163 from 13,910) in Fall 2023 from the prior fall term; data for De Anza in this table show the same percentage increase as in Table SB.1 (5.1%).
- Headcount data by *enrollment status* in Table SB.1 show a significant percentage increase between the last two fall terms at De Anza for *first-time transfer* and *special admit* students: 14.0% and 6.1%, respectively. At Foothill, data in Table A.6 (alternative student headcount procedure) show a significant percentage increase in the headcount for most groups, not including special admit students; the headcount for this group dropped 6.5% during this period (1,614 from 1,726).
- Data in Table SB.2 show that between Fall 2022 and Fall 2023 the number of students enrolled in *only noncredit* courses at De Anza increased 43.9% (554 from 385).
- The number of *international and out-of-state* students at De Anza increased 23.7% (1,151 from 931) and 26.6% (606 from 490), respectively. See Table SB.3 for details.
- Headcount data by *gender* in Table SB.5 show that the number of male students at De Anza increased 5.5% (8,663 from 8,212).
- Data disaggregated by *race/ethnicity* for De Anza in Table SB.6 show a higher than expected increase between the last two fall terms in the number of *Black/African American* and *Pacific Islander* students: 8.1% (492 from 455) and 21.9 (89 from 73), respectively. The data also show that the number of students with race “not reported” at De Anza increased 46.2% (984 from 673) during this period.
- Data disaggregated by *age* group in Table SB.7 for De Anza show that the number of students aged 35 or older increased 14.7% (2,493 from 2,174).
- Data for *credit load* (i.e., number of units registered during the term) in Table SB.8 show that the number of students with a credit load of more than 15 units at De Anza increased 8.4% (3,280 from 3,026).

Categorical Programs/Special Populations

- Data for *categorical programs* (i.e., DSPS, EOPS, CalWORKs) at De Anza in Table SG.1 show that the headcount for EOPS dropped 12.2% (425 from 484) in Fall 2023, compared to headcount for the prior fall term.
- Data in Table SG.2 for *categorical programs* at Foothill College show that between the last two fall terms the headcount for EOPS increased 41.1% (237 from 168); for DSPS, 8.5% (738 from 680).
- Data for *special population* groups in Table SG.1 at De Anza show a higher than expected increase in the headcount for Puente in Fall 2023 over the prior fall term: 9.4% (70 from 64).
- Foothill data in Table SG.2 show a higher than expected increase between the last two fall terms for Puente (9.7%, 68 from 62), Umoja (5.9%, 72 from 68), and the Basic Needs Center (29.1%, 537 from 416). Headcount data for Middle College at Foothill shows a drop of 12.5% (91 from 104) during the same period.

VTEA/Perkins

- Data in Table SV.1 show that the number of students classified as *economically disadvantaged* who enrolled in *CTE (Career Technical Education)* courses at De Anza in Fall 2023 increased 6.1% (3,116 from 2,937) when compared to the headcount in Fall 2022.

Student Success

- De Anza data in Table SS.1 show that when compared to the prior fall term the number of De Anza students who received services to develop an *abbreviated education plan* dropped 2.9% (1,112 from 1,145) in Fall 2023 when compared to the number in Fall 2022; for *at risk-follow up* services, the headcount dropped 51.4% (355 from 723).
- For Foothill, data in Table SS.2 show a higher than expected increase between the last two fall terms for most services, including *orientation* (43.1%, 1,096 from 766), *abbreviated education plan* (10.5%, 522 from 352), *comprehensive education plan* (39.8%, 836 from 598), and *follow-up* services (17.0%, 4,941 from 4,222). Similar to De Anza, data for Foothill show a significant drop in the headcount of students who received *at risk-follow up* services (-63.2%, 150 from 408).

Course Characteristics

- Data in Table CB.1 and CB.2 show that the number of sections at De Anza and Foothill increased 0.4% (1,605 from 1599) and 2.6% (1,281 from 1248), respectively, in Fall 2023 when compared to the number in Fall 2022.
- Data for De Anza in Table CB.1 show an increase of 10.1% (98 from 89) in the number of sections for *credit-not degree applicable* courses.
- The number of sections for *noncredit* courses at De Anza increased 12.0% (84 from 75); sections for *noncredit English as Second Language* courses increased 19.4% (43 from 36); sections for *noncredit workforce development* increased 20.6% (41 from 34).
- Data for Foothill in Table CB.2 show that between Fall 2022 and Fall 2023 the number of sections for *transferable to UC and CSU* courses increased 8.6% (683 from 629); for *transferrable English, critical thinking* the number increased 19.2% (62 from 52).
- Data in Table CB.2 show that the number of sections for *noncredit* courses at Foothill dropped 5.5% (69 from 73); on the other hand, the number of *noncredit short-term vocational* sections increased 133.3% (7 from 3).

Sections, Meets, and Faculty Assignments

- Data in Table XB.1 and XB.2 show that the number of *weekly census* sections increased 3.4% (481 from 465) and 5.2% (283 from 269) at De Anza and Foothill, respectively, in Fall 2023 when compared to the number in Fall 2022. Positive attendance sections at De Anza increased 30.8% (34 from 26); at Foothill, 3.0% (382 from 371).
- The number of sections with *zero or low instructional material cost* at De Anza dropped 47.4% (132 from 251). At Foothill, the number of these sections increased 70.2% (468 from 275). See XB.1 and XB.2 for details.
- Data in Figure XB.2 show that in Fall 2023 64.7% of all credit sections at De Anza used the *independent study/alternative accounting method*, compared to 49.3% at Foothill. Data in Figure XB.3 show that 61.9% of all *noncredit* sections in Fall 2023 at De Anza used the *independent study/alternative accounting method*, compared to 4.3% at Foothill.
- Data in Table XF.1 and XF.2 show that 27.4% and 48.7% of all classes at De Anza and Foothill, respectively, in Fall 2023 were *in-person*. When compared to the prior fall term, the number of *in-person* classes in Fall 2023 increased 10.3% (440 from 399) at De Anza and 10.8% (624 from 563) at Foothill.
- FTEF (full-time equivalent faculty) data for *credit* courses in Table XE.1 and XE.2 show an increase of 1.9% (136.65 from 134.12) and 5.5% (86.15 from 81.64) at De Anza and Foothill, respectively. At De Anza, the FTEF for *credit* courses for *full-time faculty overload* increased 26.4% (14.14 from 11.18); for *part-time faculty*, 2.0% (69.84 from 68.47). At Foothill, the FTEF for *credit* courses for *full-time*

faculty overload increased 3.4% (9.93 from 9.61); for *part-time faculty*, 12.1% (41.03 from 36.61).

- Data in Table XE.2 show that the FTEF for *noncredit* courses at Foothill increased 12.8% (3.13 from 2.7).

FTES (Full Time Equivalent Student)

- Data in Table SX.1 show that the FTES for credit courses at De Anza increased 5.0% (4,588.52 from 4,369.98) in Fall 2023 when compared to the FTES in Fall 2022. The FTES for *International* students show the largest percentage increase, 26.7% (413.80 from 326.54).
- Data for noncredit courses in Table SX.2 show an increase in FTES of 42.2% (101.59 from 71.46) at De Anza.
- Figure SX.2 show that *English as a Second Language* courses accounted for 61.71 of the total noncredit FTES at De Anza in Fall 2023.
- Data in Table SX.3 show that the FTES for *California residents* enrolled in credit course, not including apprenticeship, at De Anza increased 3.3% (4,068.83 from 3,939.06). Data disaggregated by student *enrollment status* in this table show that the largest percentage increase was for *first-time transfer* students, 11.2% (423.25 from 380.63). *First-time* students were the only ones that show a drop in FTES during this period (936.84 from 973.81).

Section C. Tables

The tables shown in this section are designed to help data custodians across the District review the data submitted and identify any issues that need to be addressed prior resubmission at the end of the academic year (July 2024). The column “Trend” is meant to help identify unexpected changes in the data for a given group (e.g., group of students or courses) after considering changes at the college level. A green upwards arrow is used to signal that the change is positive (i.e., greater than zero) and higher than that for the college (i.e., the group outperformed when compared to the college population). The red downward arrow is used to signal that the change is negative (i.e., lower than zero) and lower than that for the college (e.g., the group underperformed when compared to the college population). Readers are encouraged to assess whether these changes are the product of data validity issues or other factors (e.g., statistical artifact such as a small cell size with a large percentage change).

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

Course/section data include only classes with at least one enrolment by census date and no data error by the time of submission (i.e., not rejected by the MIS system).

Table A.1

Fall 2023, MIS SX Enrollment: Foothill Sections with Report Delayed (RD) Grades

Apprenticeship	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
De Anza							
		PSYC001.	C-27943	15-Dec-23	1	34	3%
Foothill							
Apprenticeship	CTE	APSM101.	C-22059	29-Sep-23	1	11	9%
Apprenticeship	CTE	APSM102.	C-22131	6-Oct-23	1	11	9%
Apprenticeship	CTE	APSM121.	C-22240	24-Jan-24	11	11	100%
Apprenticeship	CTE	APSM120.	C-22238	25-Jan-24	5	5	100%
Apprenticeship	CTE	APEL137.	C-21874	8-Feb-24	17	17	100%
Apprenticeship	CTE	APEL121.	C-22192	12-Feb-24	18	18	100%
	CTE	HORT090P	C-21636	18-Oct-23	4	11	36%
	CTE	GID 034.	C-21222	15-Dec-23	19	19	100%
	CTE	GID 060.	C-21217	15-Dec-23	16	16	100%
	CTE	KINS016B	C-21757	21-Dec-23	27	27	100%
	CTE	R T 070B	C-21598	9-Feb-24	1	1	100%
	CTE	KINS016A	C-21770	8-Mar-24	33	33	100%
	CTE	KINS016A	C-21771	8-Mar-24	35	35	100%
	CTE	LINC082C	C-21521	29-Mar-24	28	28	100%
		CNSL275.	C-21656	10-Nov-23	1	32	3%
		CNSL001.	C-20868	15-Dec-23	1	25	4%

Table A.2**Fall 2023, MIS SX Enrollment: Sections with Missing Positive Attendance Hours**

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Foothill					
Apprenticeship	CTE	APSM121.	C-22240	24-Jan-24	11
Apprenticeship	CTE	APSM120.	C-22238	25-Jan-24	5
Apprenticeship	CTE	APEL137.	C-21874	8-Feb-24	17
Apprenticeship	CTE	APEL121.	C-22192	12-Feb-24	18
	CTE	GID 034.	C-21222	15-Dec-23	19
	CTE	GID 060.	C-21217	15-Dec-23	16
	CTE	KINS016B	C-21757	21-Dec-23	27
	CTE	KINS016A	C-21770	8-Mar-24	33
	CTE	KINS016A	C-21771	8-Mar-24	35
		NCBS448A	C-20933	15-Dec-23	7
		NCEN401A	C-20547	15-Dec-23	29

Notes

Data only includes sections missing 100% positive attendance.

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

Table A.3

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

Student Credit Status	Race/Ethnic	CCC Student ID	Fall 2022		Fall 2023	
			Count	Percent	Count	Percent
De Anza						
Credit	Not reported	Not reported	532	3.3%	834	4.9%
	Reported	Not reported	236	1.4%	216	1.3%
	Not reported	Reported	133	0.8%	135	0.8%
	Reported	Reported	15,432	94.5%	15,825	93.0%
	Total		16,333	100.0%	17,010	100.0%
Noncredit	Not reported	Reported	8	2.1%	15	2.7%
	Reported	Reported	380	97.9%	547	97.3%
	Total		388	100.0%	562	100.0%
Foothill						
Credit	Not reported	Not reported	219	1.7%	292	2.2%
	Reported	Not reported	30	0.2%	26	0.2%
	Reported	Reported	12,396	96.4%	12,884	96.0%
	Not reported	Reported	214	1.7%	223	1.7%
	Total		12,859	100.0%	13,425	100.0%
Noncredit	Not reported	Not reported	190	18.1%	136	18.4%
	Reported	Not reported	513	48.8%	356	48.2%
	Reported	Reported	340	32.4%	238	32.2%
	Not reported	Reported	8	0.8%	8	1.1%
	Total		1,051	100.0%	738	100.0%

Notes

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

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

Figure A.3

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

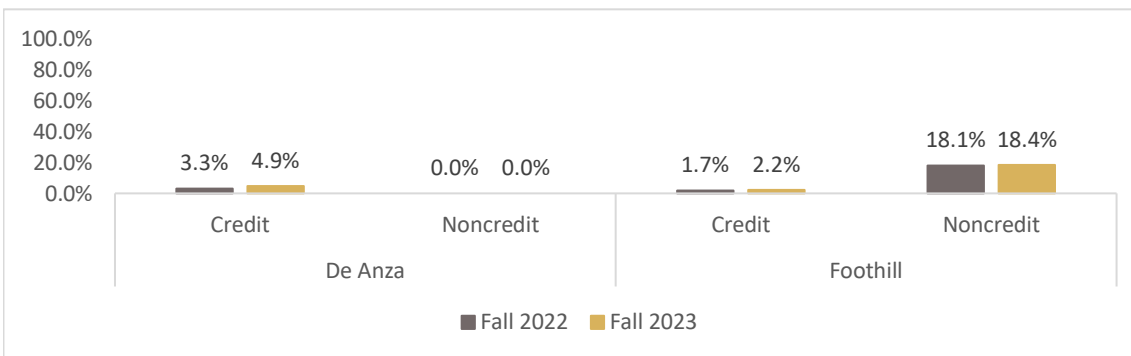


Table A.4

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

Student Residency	Report Race/Ethnic	Report CCC ID	Fall 2022		Fall 2023	
			Count	Percent	Count	Percent
De Anza						
International	Not reported	Not reported	512	54.9%	806	70.0%
	Reported	Not reported	38	4.1%	22	1.9%
	Not reported	Reported	8	0.9%	7	0.6%
	Reported	Reported	374	40.1%	316	27.5%
	Total		932	100.0%	1,151	100.0%
Out-of-state	Not reported	Not reported	2	0.4%	8	1.3%
	Reported	Not reported	1	0.2%	1	0.2%
	Not reported	Reported	10	2.0%	10	1.6%
	Reported	Reported	477	97.3%	590	96.9%
	Total		490	100.0%	609	100.0%
Resident	Not reported	Not reported	18	0.1%	20	0.1%
	Reported	Not reported	197	1.3%	193	1.2%
	Not reported	Reported	123	0.8%	133	0.8%
	Reported	Reported	14,961	97.8%	15,466	97.8%
	Total		15,299	100.0%	15,812	100.0%
Foothill						
International	Not reported	Not reported	179	43.1%	227	49.2%
	Reported	Not reported	16	3.9%	10	2.2%
	Not reported	Reported	16	3.9%	4	0.9%
	Reported	Reported	204	49.2%	220	47.7%
	Total		415	100.0%	461	100.0%
Out-of-state	Not reported	Not reported	1	0.2%	2	0.3%
	Reported	Not reported	12	2.2%	2	0.3%
	Reported	Reported	521	95.6%	637	97.3%
	Not reported	Reported	11	2.0%	14	2.1%
	Total		545	100.0%	655	100.0%
Resident	Not reported	Not reported	229	1.8%	199	1.5%
	Reported	Not reported	515	4.0%	370	2.8%
	Not reported	Reported	195	1.5%	213	1.6%
	Reported	Reported	12,011	92.7%	12,265	94.0%
	Total		12,950	100.0%	13,047	100.0%

Figure A.3

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

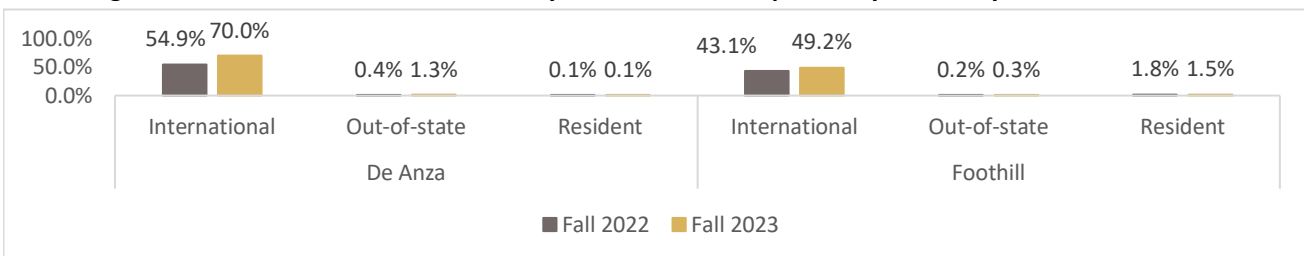


Table A.5

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

Enrollment Status	Fall 2022		Fall 2023		Change	
	Count	Percent	Count	Percent	Count	Percent
De Anza						
First-Time	3,350	20.0%	3,378	19.2%	28	0.8%
First-Time Transfer	2,284	13.7%	2,607	14.8%	323	14.1%
Returning	2,402	14.4%	2,518	14.3%	116	4.8%
Continuing	7,737	46.3%	8,064	45.9%	327	4.2%
Special Admit	948	5.7%	1,005	5.7%	57	6.0%
Total Headcount	16,721	100.0%	17,572	100.0%	851	5.1%
Foothill						
First-Time	1,800	12.9%	1,902	13.4%	102	5.7%
First-Time Transfer	2,901	20.9%	3,136	22.1%	235	8.1%
Returning	2,989	21.5%	2,925	20.7%	(64)	-2.1%
Continuing	4,379	31.5%	4,552	32.1%	173	4.0%
Unknown	115	0.8%	34	0.2%	(81)	-70.4%
Special Admit	1,726	12.4%	1,614	11.4%	(112)	-6.5%
Total Headcount	13,910	100.0%	14,163	100.0%	253	1.8%

Table A.6

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

Enrollment Status	Fall 2022		Fall 2023		Change	
	Count	Percent	Count	Percent	Count	Percent
De Anza						
First-Time	3,323	20.2%	3,335	19.4%	12	0.4%
First-Time Transfer	2,094	12.8%	2,380	13.8%	286	13.7%
Returning	2,337	14.2%	2,437	14.2%	100	4.3%
Continuing	7,709	47.0%	8,032	46.7%	323	4.2%
Special Admit	948	5.8%	1,005	5.8%	57	6.0%
Total Headcount	16,411	100.0%	17,189	100.0%	778	4.7%
Foothill						
First-Time	1,800	13.0%	1,888	13.5%	88	4.9%
First-Time Transfer	2,897	20.9%	3,121	22.4%	224	7.7%
Returning	2,988	21.5%	2,916	20.9%	(72)	-2.4%
Continuing	4,378	31.5%	4,499	32.3%	121	2.8%
Not reported	115	0.8%	34	0.2%	(81)	-70.4%
Special Admit	1,715	12.3%	1,487	10.7%	(228)	-13.3%
Total Headcount	13,893	100.0%	13,945	100.0%	52	0.4%

Notes

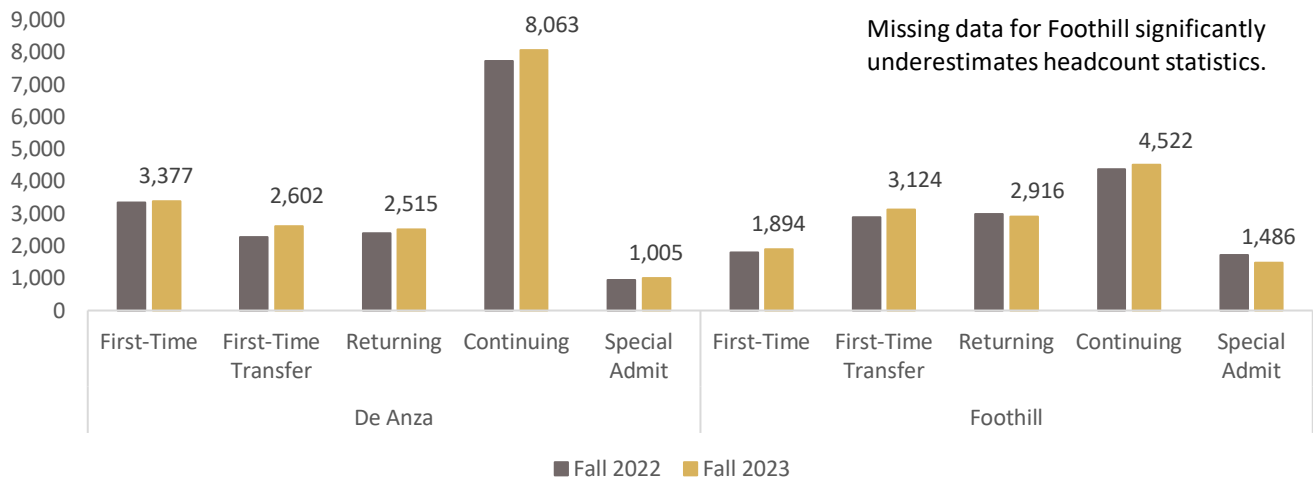
MIS data mart procedures include only students with headcount status STD7 of A,B,C,E,F,G or H.

https://datamart.cccco.edu/Students/Enrollment_Status.aspx

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

Enrollment Status	Fall 2022		Fall 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
First-Time	3,350	20.0%	3,377	19.2%	27	0.8%	
First-Time Transfer	2,283	13.7%	2,602	14.8%	319	14.0%	↑
Returning	2,400	14.4%	2,515	14.3%	115	4.8%	
Continuing	7,736	46.3%	8,063	45.9%	327	4.2%	
Special Admit	947	5.7%	1,005	5.7%	58	6.1%	↑
Total Headcount	16,716	100.0%	17,562	100.0%	846	5.1%	
Foothill							
First-Time	1,795	12.9%	1,894	13.6%	99	5.5%	
First-Time Transfer	2,893	20.8%	3,124	22.4%	231	8.0%	
Returning	2,984	21.5%	2,916	20.9%	(68)	-2.3%	
Continuing	4,378	31.5%	4,522	32.4%	144	3.3%	
Unknown	114	0.8%	33	0.2%	(81)	-71.1%	
Special Admit	1,715	12.4%	1,486	10.6%	(229)	-13.4%	
Total Headcount	13,879	100.0%	13,975	100.0%	96	0.7%	

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



Notes

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

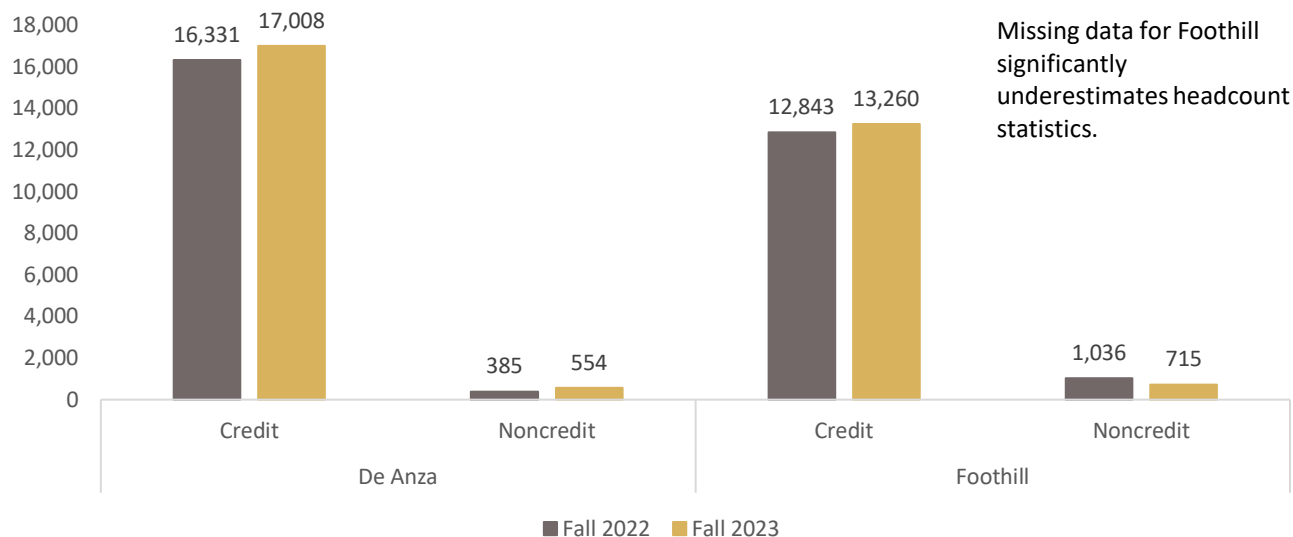
“Unknown” are students with no enough data to determine if they were first-time or first-time transfer (mainly older noncredit students with no evidence of prior higher education).

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

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

Credit Status Group	Fall 2022		Fall 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Credit	16,331	97.7%	17,008	96.8%	677	4.1%	
Noncredit	385	2.3%	554	3.2%	169	43.9%	↑
Total Headcount	16,716	100.0%	17,562	100.0%	846	5.1%	
Foothill							
Credit	12,843	92.5%	13,260	94.9%	417	3.2%	
Noncredit	1,036	7.5%	715	5.1%	(321)	-31.0%	
Total Headcount	13,879	100.0%	13,975	100.0%	96	0.7%	

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



Notes

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

Credit: Students registered in at least one credit course.

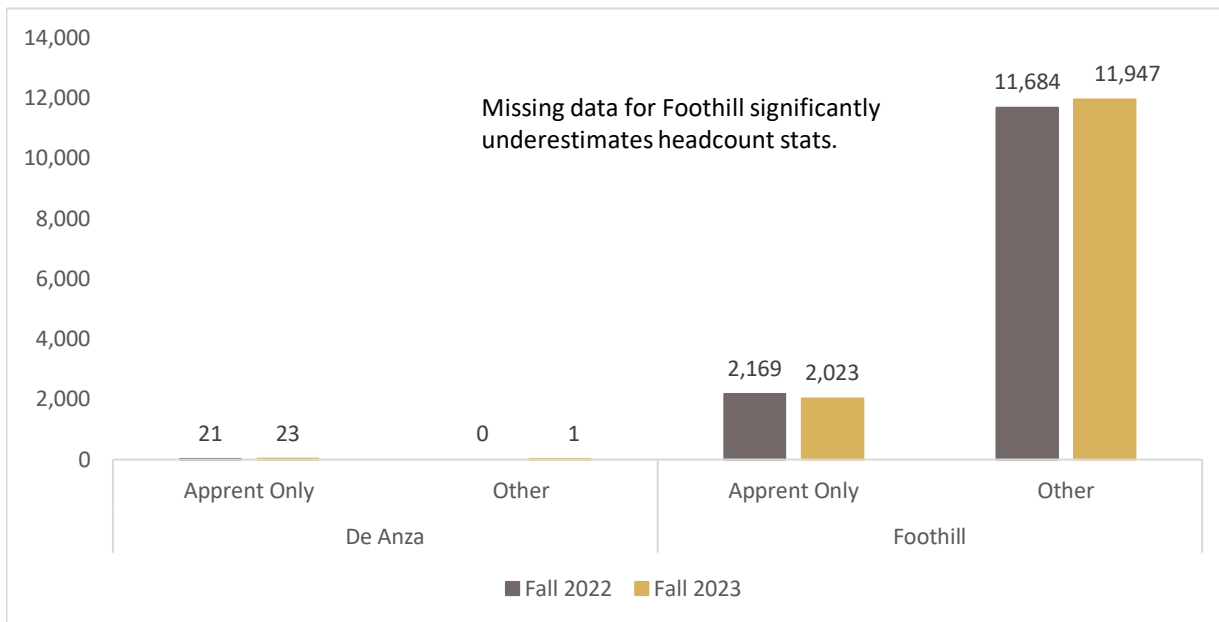
Noncredit: Students registered in only noncredit course(s).

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

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

Apprenticeship St	Fall 2022		Fall 2023		Change		Trend
	Count	Percent	Count	Percent	Count	Percent	
De Anza							
Apprent Only	21	0.1%	23	0.1%	2	9.5%	↑
Apprent/Other	-	0.0%	1	0.0%	1	-	
Other	16,695	99.9%	17,538	99.9%	843	5.0%	
Total Headcount	16,716	100.0%	17,562	100.0%	846	5.1%	
Foothill							
Apprent Only	2,169	15.6%	2,023	14.5%	(146)	-6.7%	
Apprent/Other	26	0.2%	5	0.0%	(21)	-	
Other	11,684	84.2%	11,947	85.5%	263	2.3%	
Total Headcount	13,879	100.0%	13,975	100.0%	96	0.7%	

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



Notes

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

Apprent Only: Students registered in only apprenticeship courses.

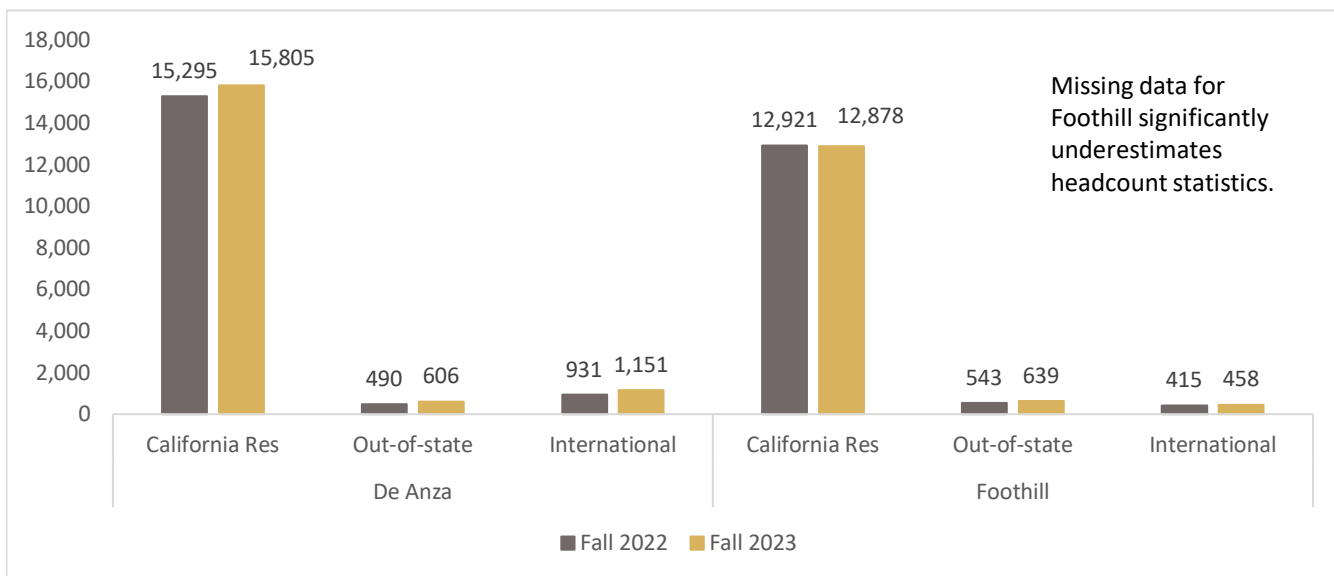
Other: Students not registered in any apprenticeship course.

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

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

Residency Status	Fall 2022		Fall 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
California Res	15,295	91.5%	15,805	90.0%	510	3.3%	
Out-of-state	490	2.9%	606	3.5%	116	23.7%	↑
International	931	5.6%	1,151	6.6%	220	23.6%	↑
Total Headcount	16,716	100.0%	17,562	100.0%	846	5.1%	
Foothill							
California Res	12,921	93.1%	12,878	92.2%	(43)	-0.3%	
Out-of-state	543	3.9%	639	4.6%	96	17.7%	
International	415	3.0%	458	3.3%	43	10.4%	
Total Headcount	13,879	100.0%	13,975	100.0%	96	0.7%	

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



Notes

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

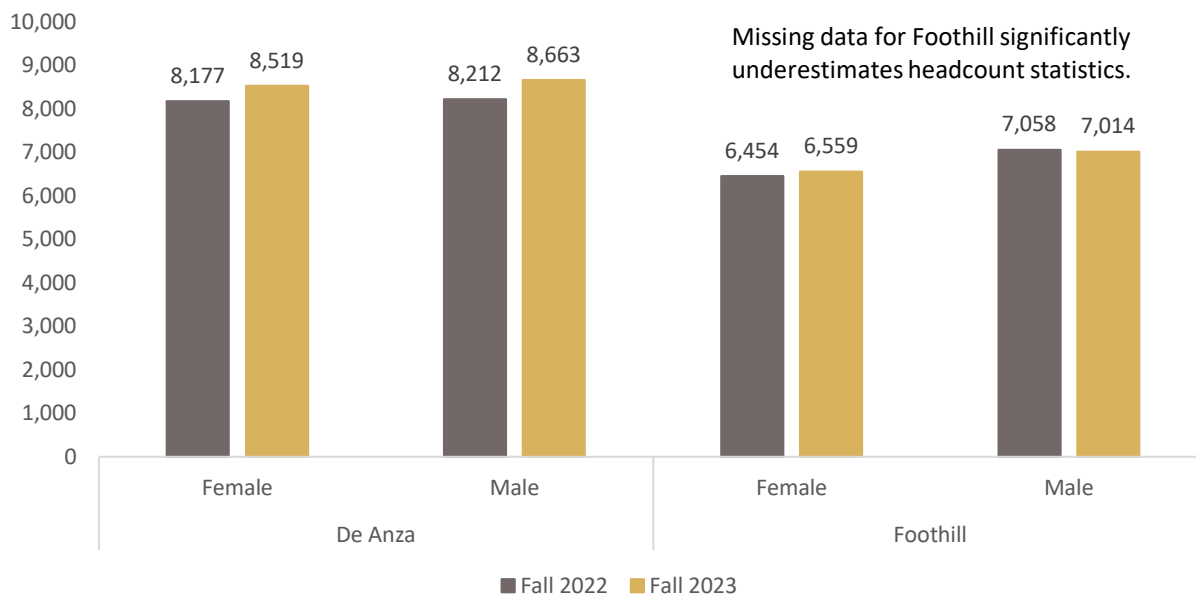
California residency refers to residency used for enrollment fee purposes.

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

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

Gender	Fall 2022		Fall 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Female	8,177	48.9%	8,519	48.5%	342	4.2%	
Male	8,212	49.1%	8,663	49.3%	451	5.5%	↑
Non-binary	160	1.0%	158	0.9%	(2)	-1.3%	
Unknown	167	1.0%	222	1.3%	55	32.9%	↑
Total Headcount	16,716	100.0%	17,562	100.0%	846	5.1%	
Foothill							
Female	6,454	46.5%	6,559	46.9%	105	1.6%	
Male	7,058	50.9%	7,014	50.2%	(44)	-0.6%	
Non-binary	115	0.8%	128	0.9%	13	11.3%	
Unknown	252	1.8%	274	2.0%	22	8.7%	
Total Headcount	13,879	100.0%	13,975	100.0%	96	0.7%	

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



Notes

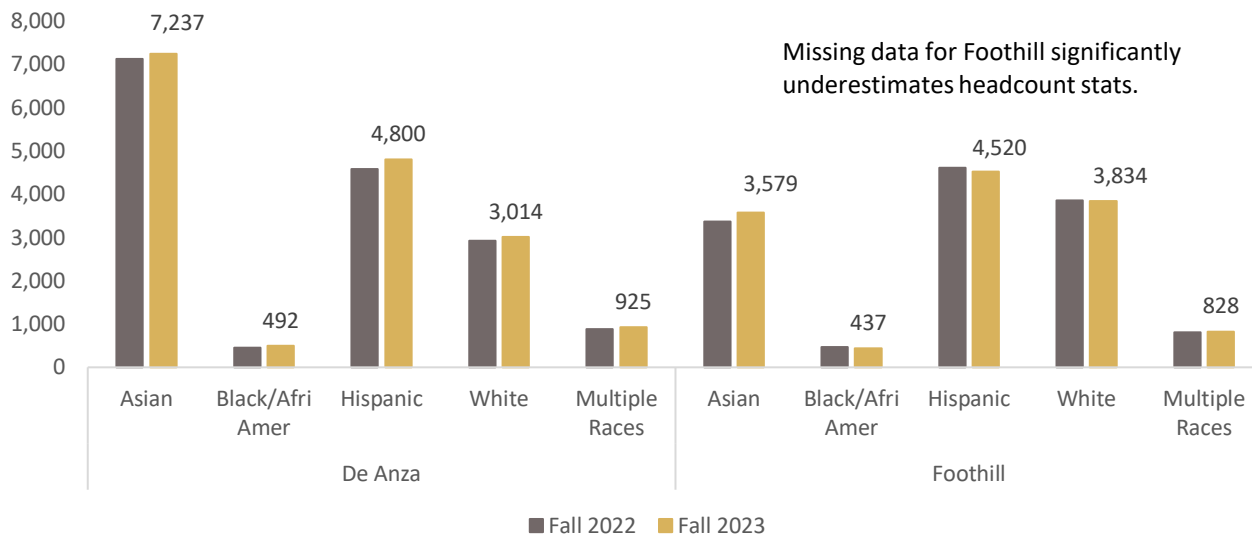
Data for credit and noncredit students enrolled in at least one census course by census date or who attended at least one meeting of a positive attendance course during the term.

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

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

Race/Ethnic Group	Fall 2022		Fall 2023		Change		Trend
	Count	Percent	Count	Percent	Count	Percent	
De Anza							
American Indian/Alaska Native	25	0.1%	21	0.1%	(4)	-16.0%	
Asian	7,117	42.6%	7,237	41.2%	120	1.7%	
Black/African American	455	2.7%	492	2.8%	37	8.1%	↑
Hispanic	4,576	27.4%	4,800	27.3%	224	4.9%	
Pacific Islander	73	0.4%	89	0.5%	16	21.9%	↑
White	2,920	17.5%	3,014	17.2%	94	3.2%	
Multiple Races	877	5.2%	925	5.3%	48	5.5%	
Not Reported	673	4.0%	984	5.6%	311	46.2%	↑
Total Headcount	16,716	100.0%	17,562	100.0%	846	5.1%	
Foothill							
American Indian/Alaska Native	25	0.2%	29	0.2%	4	16.0%	
Asian	3,367	24.3%	3,579	25.6%	212	6.3%	
Black/African American	472	3.4%	437	3.1%	(35)	-7.4%	
Hispanic	4,605	33.2%	4,520	32.3%	(85)	-1.8%	
Pacific Islander	127	0.9%	98	0.7%	(29)	-22.8%	
White	3,855	27.8%	3,834	27.4%	(21)	-0.5%	
Multiple Races	802	5.8%	828	5.9%	26	3.2%	
Not Reported	626	4.5%	650	4.7%	24	3.8%	
Total Headcount	13,879	100.0%	13,975	100.0%	96	0.7%	

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



Notes

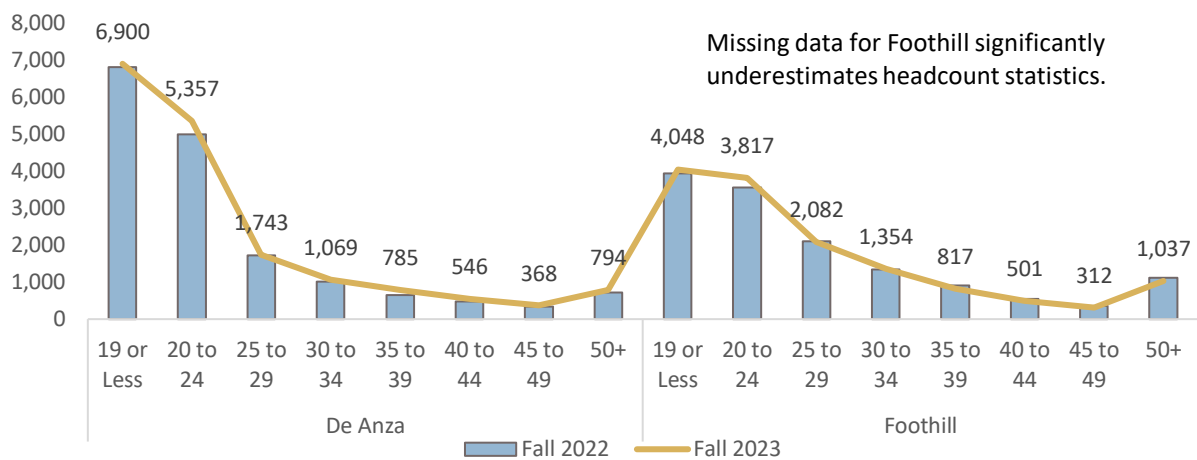
Trend: compares the statistic for the group with that for the college.

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

Age Group	Fall 2022		Fall 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
19 or Less	6,811	40.7%	6,900	39.3%	89	1.3%	
20 to 24	4,998	29.9%	5,357	30.5%	359	7.2%	↑
25 to 29	1,724	10.3%	1,743	9.9%	19	1.1%	
30 to 34	1,009	6.0%	1,069	6.1%	60	5.9%	
35 to 39	644	3.9%	785	4.5%	141	21.9%	↑
40 to 44	471	2.8%	546	3.1%	75	15.9%	↑
45 to 49	336	2.0%	368	2.1%	32	9.5%	↑
50 or more	723	4.3%	794	4.5%	71	9.8%	↑
Total Headcount	16,716	100.0%	17,562	100.0%	846	5.1%	

Foothill							
19 or Less	3,937	28.4%	4,048	29.0%	111	2.8%	
20 to 24	3,554	25.6%	3,817	27.3%	263	7.4%	
25 to 29	2,101	15.1%	2,082	14.9%	(19)	-0.9%	
30 to 34	1,340	9.7%	1,354	9.7%	14	1.0%	
35 to 39	909	6.5%	817	5.8%	(92)	-10.1%	
40 to 44	555	4.0%	501	3.6%	(54)	-9.7%	
45 to 49	360	2.6%	312	2.2%	(48)	-13.3%	
50 or more	1,118	8.1%	1,037	7.4%	(81)	-7.2%	
Not Reported	5	0.0%	7	0.1%	2	-	
Total Headcount	13,879	100.0%	13,975	100.0%	96	0.7%	

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



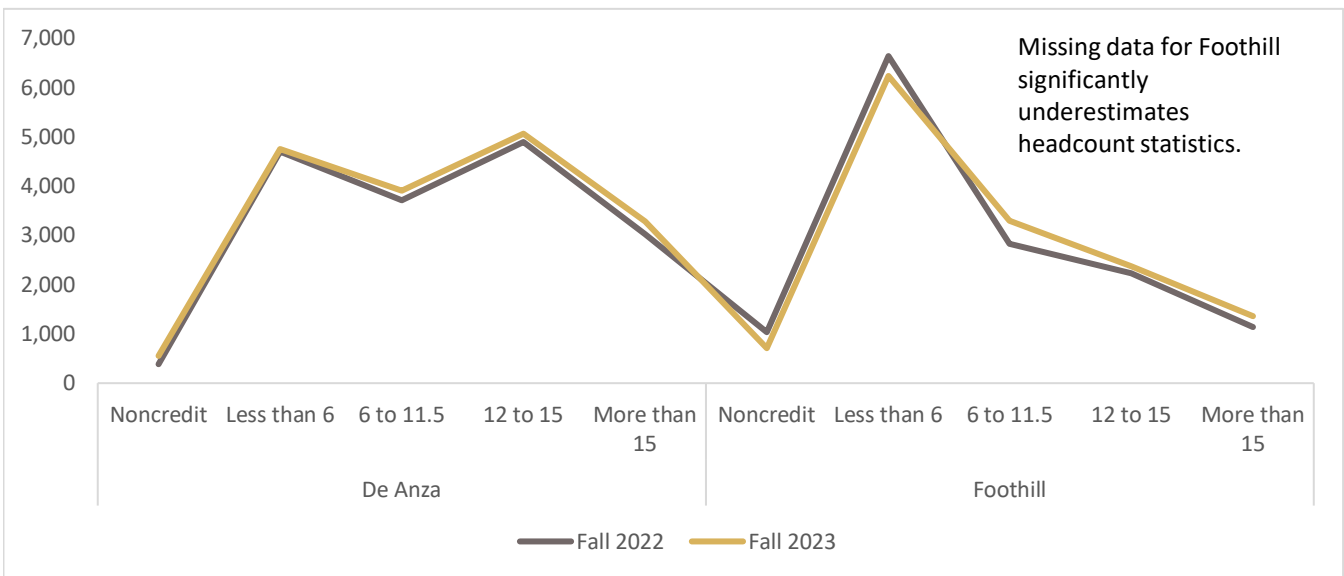
Notes

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

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

Attempted Credit Units	Fall 2022		Fall 2023		Change		Trend
	Count	Percent	Count	Percent	Count	Percent	
De Anza							
Noncredit	385	2.3%	554	3.2%	169	43.9%	↑
Less than 6	4,704	28.1%	4,757	27.1%	53	1.1%	
6 to 11.5	3,705	22.2%	3,907	22.2%	202	5.5%	
12 to 15	4,896	29.3%	5,064	28.8%	168	3.4%	
More than 15	3,026	18.1%	3,280	18.7%	254	8.4%	↑
Total Headcount	16,716	100.0%	17,562	100.0%	846	5.1%	
Foothill							
Noncredit	1,036	7.5%	715	5.1%	(321)	-31.0%	
Less than 6	6,637	47.8%	6,234	44.6%	(403)	-6.1%	
6 to 11.5	2,833	20.4%	3,294	23.6%	461	16.3%	
12 to 15	2,230	16.1%	2,367	16.9%	137	6.1%	
More than 15	1,143	8.2%	1,365	9.8%	222	19.4%	
Total Headcount	13,879	100.0%	13,975	100.0%	96	0.7%	

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



Notes

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

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

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

Group	Fall 2022		Fall 2023		Change		Trend
	Count	Percent	Count	Percent	Count	Percent	
Calworks	28	0.2%	-	0.0%	(28)	-100.0%	
DSPS	958	5.7%	988	5.6%	30	3.1%	
EOPS	484	2.9%	425	2.4%	(59)	-12.2%	↓
All Special Admit/HS Students	948	5.7%	1,005	5.7%	57	6.0%	↑
CCAP	142	0.8%	139	0.8%	(3)	-2.1%	
College Now	23	0.1%	-	0.0%	(23)	-100.0%	↓
Middle College	81	0.5%	82	0.5%	1	1.2%	
Basic Needs Center	644	3.9%	655	3.7%	11	1.7%	
NextUP/CAYES	-	0.0%	13	0.1%	13		
MESA	-	0.0%	75	0.4%	75		
Puente	64	0.4%	70	0.4%	6	9.4%	↑
A2MEND	-	0.0%	10	0.1%	10		
Umoja	53	0.3%	52	0.3%	(1)	-1.9%	↓
Formerly Incarcerated	29	0.2%	121	0.7%	92	317.2%	↑
With Legal Dependents	340	2.0%	941	5.4%	601	176.8%	↑
First-Generation	4,843	29.0%	4,985	28.4%	142	2.9%	
Foster Youth	247	1.5%	280	1.6%	33	13.4%	↑
Military: Active Duty, Reserve, I	69	0.4%	75	0.4%	6	8.7%	↑
Veteran	232	1.4%	215	1.2%	(17)	-7.3%	↓
Apprenticeship	21	0.1%	24	0.1%	3	14.3%	↑
Economically Disadvantaged	6,224	37.2%	6,547	37.3%	323	5.2%	
Homeless	37	0.2%	62	0.4%	25	67.6%	↑
Work Based Learner	114	0.7%	164	0.9%	50	43.9%	↑
LBGT	1,064	6.4%	1,004	5.7%	(60)	-5.6%	↓

De Anza Student Headcount by Census Date and Academic Period

	Fall 2022	Fall 2023	Count Change	Percent Change
Total Headcount	16,721	17,572	851	5.1%

Notes

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

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

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

Group	Fall 2022		Fall 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	4	0.0%	-	0.0%	(4)	-100.0%	
DSPS	680	4.9%	738	5.2%	58	8.5%	↑
EOPS	168	1.2%	237	1.7%	69	41.1%	↑
All Special Admit/HS Students	1,726	12.4%	1,614	11.4%	(112)	-6.5%	
CCAP	792	5.7%	663	4.7%	(129)	-16.3%	↓
College Now	34	0.2%	34	0.2%	-	0.0%	
Middle College	104	0.7%	91	0.6%	(13)	-12.5%	↓
Basic Needs Center	416	3.0%	537	3.8%	121	29.1%	↑
NextUP/CAYES	-	0.0%	3	0.0%	3		
MESA	-	0.0%	48	0.3%	48		
Puente	62	0.4%	68	0.5%	6	9.7%	↑
Umoja	68	0.5%	72	0.5%	4	5.9%	↑
Baccalaureate, Dental Hygiene	95	0.7%	92	0.6%	(3)	-3.2%	↓
Incarcerated	51	0.4%	71	0.5%	20	39.2%	↑
Youth-justice impacted	-	0.0%	2	0.0%	2		
Formerly Incarcerated	10	0.1%	74	0.5%	64	640.0%	↑
With Legal Dependents	214	1.5%	637	4.5%	423	197.7%	↑
First-Generation	3,861	27.8%	4,005	28.3%	144	3.7%	↑
Foster Youth	238	1.7%	206	1.5%	(32)	-13.4%	↓
Military: Active Duty, Reserve,	41	0.3%	46	0.3%	5	12.2%	↑
Veteran	257	1.8%	243	1.7%	(14)	-5.4%	↓
Apprenticeship	2,196	15.8%	2,059	14.5%	(137)	-6.2%	↓
Economically Disadvantaged	3,120	22.4%	3,451	24.4%	331	10.6%	↑
Homeless	35	0.3%	50	0.4%	15	42.9%	↑
Seasonal Farm Worker	-	0.0%	1	0.0%	1		
Work Based Learner	252	1.8%	274	1.9%	22	8.7%	↑
LGBT	660	4.7%	719	5.1%	59	8.9%	↑

Foothill Student Headcount by Census Date and Academic Period

	Fall 2022	Fall 2023	Count Change	Percent Change
Total Headcount	13,910	14,163	253	1.8%

Notes

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

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

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

Group	Fall 2022		Fall 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
1A-CALW/TANF Auditable	18	0.2%	24	0.3%	6	33.3%	↑
1S-CALW/TANF Self-report	-	0.0%	1	0.0%	1		
2A-SSI Auditable	47	0.6%	27	0.3%	(20)	-42.6%	↓
2S-SSI Self-report	398	5.4%	470	6.1%	72	18.1%	↑
4A-Other Auditable	1,847	25.2%	1,915	24.8%	68	3.7%	
4S-Other Self-report	627	8.6%	679	8.8%	52	8.3%	↑
NN-Not Econ Disadv	4,394	59.9%	4,611	59.7%	217	4.9%	
All CTE Econ Disadv	2,937	40.1%	3,116	40.3%	179	6.1%	↑
All CTE	7,331	100.0%	7,727	100.0%	396	5.4%	
Foothill							
1A-CALW/TANF Auditable	7	0.1%	5	0.1%	(2)	-28.6%	
1S-CALW/TANF Self-report	1	0.0%	1	0.0%	-	0.0%	
2A-SSI Auditable	37	0.5%	26	0.3%	(11)	-29.7%	
2S-SSI Self-report	331	4.4%	367	4.9%	36	10.9%	
4A-Other Auditable	974	13.0%	1,034	13.7%	60	6.2%	
4S-Other Self-report	529	7.1%	625	8.3%	96	18.1%	
NN-Not Econ Disadv	5,618	74.9%	5,470	72.7%	(148)	-2.6%	
All CTE Econ Disadv	1,879	25.1%	2,058	27.3%	179	9.5%	
All CTE	7,497	100.0%	7,528	100.0%	31	0.4%	

Notes

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

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

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

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

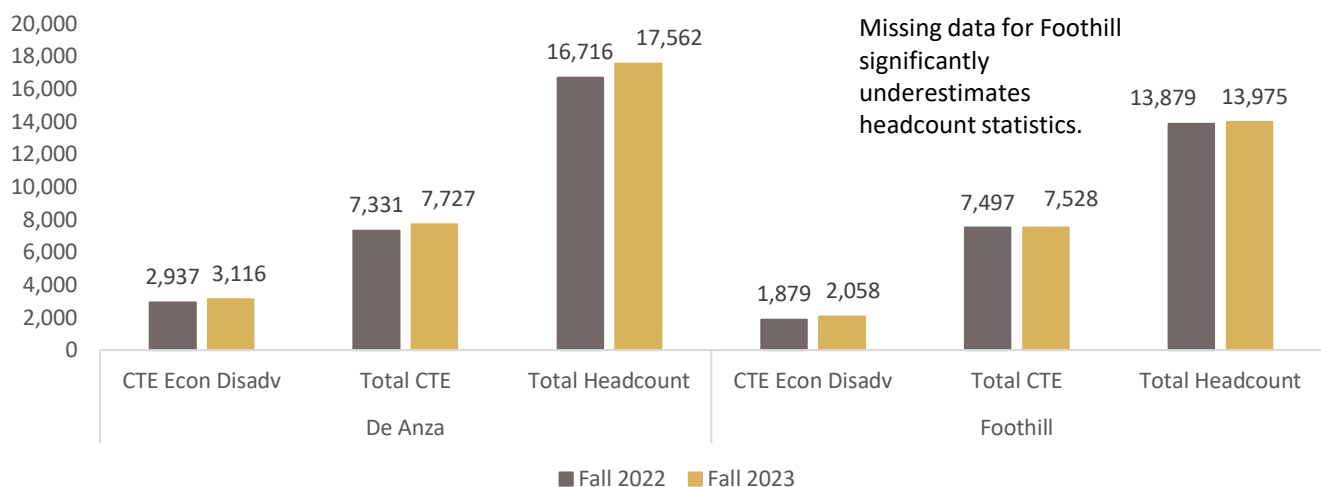


Table SS.1 De Anza College: Count by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount or Service Count		Change		
		2022-23	2023-24	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,192	1,097	(95)	-8.0%	
	2-Fall	1,102	1,110	8	0.7%	
	Annual	4,875	2,207	(2,668)		
SS08: Counseling/Advising	1-Summer	3,425	3,308	(117)	-3.4%	
	2-Fall	4,533	4,584	51	1.1%	
	Annual	12,036	7,892	(4,144)		
SS09: Abbreviated SEP	1-Summer	991	873	(118)	-11.9%	
	2-Fall	1,145	1,112	(33)	-2.9%	↓
	Annual	4,310	1,985	(2,325)		
SS09: Comprehensive SEP	1-Summer	531	483	(48)	-9.0%	
	2-Fall	1,432	1,427	(5)	-0.3%	
	Annual	3,794	1,910	(1,884)		
SS10: At-Risk Follow-up	1-Summer	723	355	(368)	-50.9%	
	2-Fall	1,623	788	(835)	-51.4%	↓
	Annual	5,167	1,143	(4,024)		
SS11: Other Follow-up	1-Summer	3,643	3,417	(226)	-6.2%	
	2-Fall	8,095	8,258	163	2.0%	
	Annual	23,518	11,660	(11,858)		

Notes

Data includes only California Residents and non-special admit students.

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

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

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

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

Trend based on percentage change for the student headcount for non-special admit students enrolled by census date, independently of positive attendance, at the college: 5%

Table SS.2 Foothill College: Counts by SSSP Service and Academic Period

Service	Quarter or Annual	Headcount or Service Count		Change		
		2022-23	2023-24	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	462	1,053	591	127.9%	
	2-Fall	766	1,096	330	43.1%	↑
	Annual	2,798	2,149	(649)		
SS08: Counseling/Advising	1-Summer	1,912	2,425	513	26.8%	
	2-Fall	2,917	2,906	(11)	-0.4%	
	Annual	8,116	5,331	(2,785)		
SS09: Abbreviated SEP	1-Summer	352	522	170	48.3%	
	2-Fall	730	807	77	10.5%	↑
	Annual	2,144	1,329	(815)		
SS09: Comprehensive SEP	1-Summer	212	314	102	48.1%	
	2-Fall	598	836	238	39.8%	↑
	Annual	1,713	1,150	(563)		
SS10: At-Risk Follow-up	1-Summer	88	27	(61)	-69.3%	
	2-Fall	408	150	(258)	-63.2%	↓
	Annual	764	177	(587)		
SS11: Other Follow-up	1-Summer	1,492	1,921	429	28.8%	
	2-Fall	4,222	4,941	719	17.0%	↑
	Annual	12,708	6,845	(5,863)		

Notes

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

Course Attribute	Classification	Fall 2022		Fall 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,435	89.7%	1,423	88.7%	(12)	-0.8%	
	Credit, Not Degree Applicable	89	5.6%	98	6.1%	9	10.1%	↑
	Noncredit	75	4.7%	84	5.2%	9	12.0%	↑
CB05-Transfer Status	Transferable to UC and CSU	1,142	71.4%	1,131	70.5%	(11)	-1.0%	↓
	Transferable to CSU only	270	16.9%	269	16.8%	(1)	-0.4%	
	Not transferable	187	11.7%	205	12.8%	18	9.6%	↑
CB08-Basic Skills	Basic Skills	121	7.6%	131	8.2%	10	8.3%	↑
	Not Basic Skills	1,478	92.4%	1,474	91.8%	(4)	-0.3%	
CB09-SAM Priority	Apprenticeship	8	0.5%	8	0.5%	-	0.0%	
	Advanced Occupational	35	2.2%	37	2.3%	2	5.7%	↑
	Clearly Occupational	316	19.8%	321	20.0%	5	1.6%	↑
	Possibly Occupational	103	6.4%	103	6.4%	-	0.0%	
	Non-Occupational	1,137	71.1%	1,136	70.8%	(1)	-0.1%	
CB10-Work Exp	Not Cooperative Work Exp	1,599	100.0%	1,605	100.0%	6	0.4%	
CB11-Classification	Enhanced Funding, Workforce Prep	34	2.1%	41	2.6%	7	20.6%	↑
	Enhanced Funding, Other	40	2.5%	41	2.6%	1	2.5%	↑
	Non-Enhanced Funding	1	0.1%	2	0.1%	1	100.0%	
	Credit Course	1,524	95.3%	1,521	94.8%	(3)	-0.2%	
CB13-Special Class	Approved Special Class	22	1.4%	22	1.4%	-	0.0%	
	Not a Special Class	1,577	98.6%	1,583	98.6%	6	0.4%	
CB21-Prior to Coll	1 Level Below Transfer	61	3.8%	60	3.7%	(1)	-1.6%	↓
	2 Levels Below Transfer	21	1.3%	25	1.6%	4	19.0%	↑
	3 Levels Below Transfer	26	1.6%	29	1.8%	3	11.5%	↑
	4 Levels Below Transfer	6	0.4%	6	0.4%	-	0.0%	
	5 Levels Below Transfer	4	0.3%	6	0.4%	2	50.0%	↑
	6 Levels Below Transfer	-	0.0%	2	0.1%	2		
	Not Applicable	1,481	92.6%	1,477	92.0%	(4)	-0.3%	
CB22-Noncredit Cat	English as a Second Language	36	2.3%	43	2.7%	7	19.4%	↑
	Elementary, Secondary Basic Sk	5	0.3%	-	0.0%	(5)	-100.0%	↓
	Workforce Preparation	34	2.1%	41	2.6%	7	20.6%	↑

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

Course Attribute	Classification	Fall 2022		Fall 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
	Credit Course	1,524	95.3%	1,521	94.8%	(3)	-0.2%	
CB23-Funding Agency	Not Developed with Econ Dev funds	1,599	100.0%	1,605	100.0%	6	0.4%	
CB24-Program Status	Program Applicable	1,497	93.6%	1,501	93.5%	4	0.3%	
	Not Program Applicable	102	6.4%	104	6.5%	2	2.0%	↑
CB25-General Ed Status	Transfer English Comp, Crit Think	133	8.3%	130	8.1%	(3)	-2.3%	↓
	Transfer Math/Quant Reasoning	170	10.6%	173	10.8%	3	1.8%	↑
	Local Mathematics Competency	1	0.1%	1	0.1%	-	0.0%	
	Not Applicable	1,295	81.0%	1,301	81.1%	6	0.5%	
CB26-Support Course St	Support Course	49	3.1%	46	2.9%	(3)	-6.1%	↓
	Not a Support Course	1,550	96.9%	1,559	97.1%	9	0.6%	
CB27-Upper Division St	Not an Upper Division Course	1,599	100.0%	1,605	100.0%	6	0.4%	
Total		1,599	100.0%	1,605	100.0%	6	0.4%	

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

Course Attribute	Classification	Fall 2022		Fall 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,148	92.0%	1,186	92.6%	38	3.3%	
	Credit, Not Degree Applicable	27	2.2%	26	2.0%	(1)	-3.7%	↓
	Noncredit	73	5.8%	69	5.4%	(4)	-5.5%	↓
CB05-Transfer Status	Transferable to UC and CSU	629	50.4%	683	53.3%	54	8.6%	↑
	Transferable to CSU only	236	18.9%	230	18.0%	(6)	-2.5%	↓
	Not transferable	383	30.7%	368	28.7%	(15)	-3.9%	↓
CB08-Basic Skills	Basic Skills	47	3.8%	48	3.7%	1	2.1%	
	Not Basic Skills	1,201	96.2%	1,233	96.3%	32	2.7%	
CB09-SAM Priority	Apprenticeship	269	21.6%	259	20.2%	(10)	-3.7%	↓
	Advanced Occupational	6	0.5%	6	0.5%	-	0.0%	
	Clearly Occupational	166	13.3%	165	12.9%	(1)	-0.6%	
	Possibly Occupational	167	13.4%	179	14.0%	12	7.2%	↑
	Non-Occupational	640	51.3%	672	52.5%	32	5.0%	↑
CB10-Work Exp	Not Cooperative Work Exp	1,248	100.0%	1,281	100.0%	33	2.6%	
CB11-Classification	Enhanced Funding, Other	22	1.8%	26	2.0%	4	18.2%	↑
	Non-Enhanced Funding	51	4.1%	43	3.4%	(8)	-15.7%	↓
	Credit Course	1,175	94.2%	1,212	94.6%	37	3.1%	
CB13-Special Class	Approved Special Class	41	3.3%	43	3.4%	2	4.9%	
	Not a Special Class	1,207	96.7%	1,238	96.6%	31	2.6%	
CB21-Prior to Coll	1 Level Below Transfer	18	1.4%	19	1.5%	1	5.6%	↑
	2 Levels Below Transfer	4	0.3%	4	0.3%	-	0.0%	
	3 Levels Below Transfer	8	0.6%	8	0.6%	-	0.0%	
	4 Levels Below Transfer	1	0.1%	1	0.1%	-	0.0%	
	5 Levels Below Transfer	2	0.2%	3	0.2%	1	50.0%	↑
	6 Levels Below Transfer	2	0.2%	2	0.2%	-	0.0%	

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

Course Attribute	Classification	Fall 2022		Fall 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
	Not Applicable	1,213	97.2%	1,244	97.1%	31	2.6%	
CB22-Noncredit Cat	English as a Second Language	11	0.9%	12	0.9%	1	9.1%	↑
	Elementary, Secondary Basic Sk	16	1.3%	15	1.2%	(1)	-6.3%	↓
	Approved Special Class	33	2.6%	35	2.7%	2	6.1%	↑
	Parenting	10	0.8%	-	0.0%	(10)	-100.0%	
	Short-Term Vocational	3	0.2%	7	0.5%	4	133.3%	↑
	Credit Course	1,175	94.2%	1,212	94.6%	37	3.1%	↓
CB23-Funding Agency	Not Developed with Econ Dev funds	1,248	100.0%	1,281	100.0%	33	2.6%	
CB24-Program Status	Program Applicable	1,135	90.9%	1,181	92.2%	46	4.1%	↑
	Not Program Applicable	113	9.1%	100	7.8%	(13)	-11.5%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	52	4.2%	62	4.8%	10	19.2%	↑
	Transfer Math/Quant Reasoning	60	4.8%	60	4.7%	-	0.0%	
	Not Applicable	1,136	91.0%	1,159	90.5%	23	2.0%	
CB26-Support Status	Support Course	15	1.2%	16	1.2%	1	6.7%	↑
	Not a Support Course	1,233	98.8%	1,265	98.8%	32	2.6%	
CB27-Upper Division St	Upper Division Course	12	1.0%	12	0.9%	-	0.0%	
	Not an Upper Division Course	1,236	99.0%	1,269	99.1%	33	2.7%	
Total		1,248	100.0%	1,281	100.0%	33	2.6%	

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

Section Attribute	Classification	Fall 2022		Fall 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Weekly Census	465	29.1%	481	30.0%	16	3.4%	↑
	Daily Census	54	3.4%	54	3.4%	-	0.0%	
	Positive Attendance	26	1.6%	34	2.1%	8	30.8%	↑
	Independent Study, Work Exper	1,054	65.9%	1,036	64.5%	(18)	-1.7%	↓
XB09-Work Based Lear Act	Work-Based Learning	27	1.7%	30	1.9%	3	11.1%	
	Unknown	1,572	98.3%	1,575	98.1%	3	0.2%	
XB12-Instructional Material Cost	Uses only no-cost digital instructional material	188	11.8%	115	7.2%	(73)	-38.8%	↓
	Has low instructional material costs	63	3.9%	17	1.1%	(46)	-73.0%	↓
	Does not meet no-cost or low-cost inst material criteria	1,348	84.3%	1,473	91.8%	125	9.3%	↑
Total		1,599	100.0%	1,605	100.0%	6	0.4%	

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

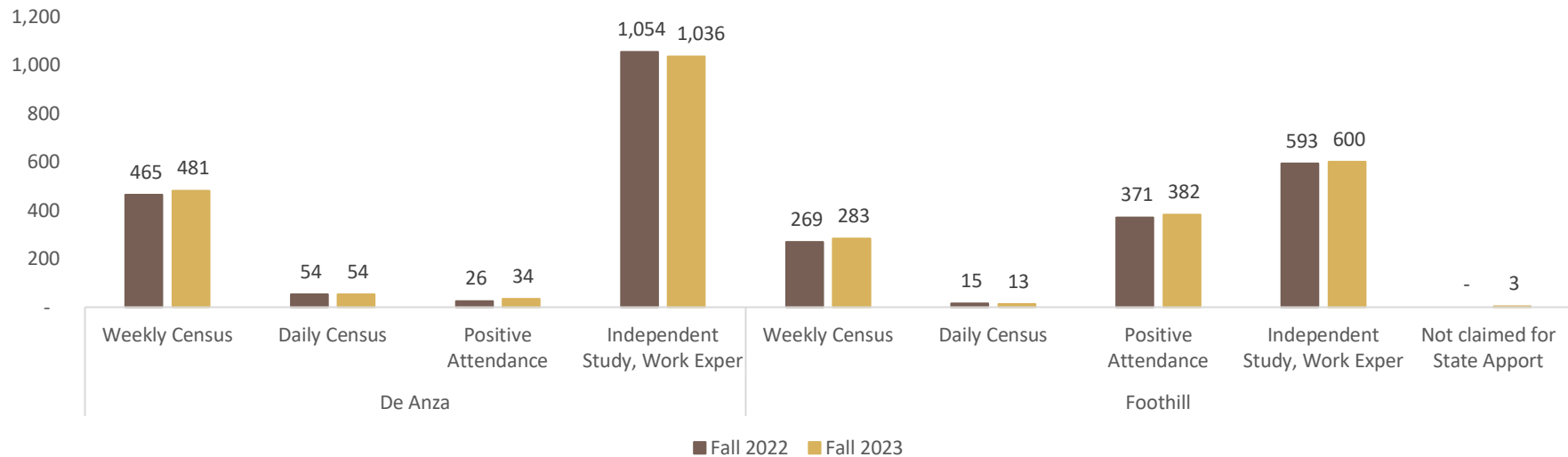


Table XB.2 Foothill College: Section Count by Attribute, Classification and Academic Period

Section Attribute	Classification	Fall 2022		Fall 2023		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Weekly Census	269	21.6%	283	22.1%	14	5.2%	↑
	Daily Census	15	1.2%	13	1.0%	(2)	-13.3%	↓
	Positive Attendance	371	29.7%	382	29.8%	11	3.0%	
	Independent Study, Work Exper	593	47.5%	600	46.8%	7	1.2%	
	Not claimed for State Apport	-	0.0%	3	0.2%	3		
XB09-Work Based Lear Act	Work-Based Learning	23	1.8%	22	1.7%	(1)	-4.3%	↓
	Unknown	1,225	98.2%	1,259	98.3%	34	2.8%	
XB12-Instructioal Material Cost	No associated instructional material	-	0.0%	170	13.3%	170		
	Uses only no-cost digital instructional material	175	14.0%	166	13.0%	(9)	-5.1%	↓
	Has instruct material costs, but none are passed on to students	-	0.0%	114	8.9%	114		
	Has low instructional material costs	100	8.0%	188	14.7%	88	88.0%	↑
	Does not meet no-cost or low-cost inst material criteria	973	78.0%	643	50.2%	(330)	-33.9%	↓
Total		1,248	100.0%	1,281	100.0%	33	2.6%	

Figure XB.2 Percentage of Section Total Count for Credit Courses by Accounting Method and Academic Period

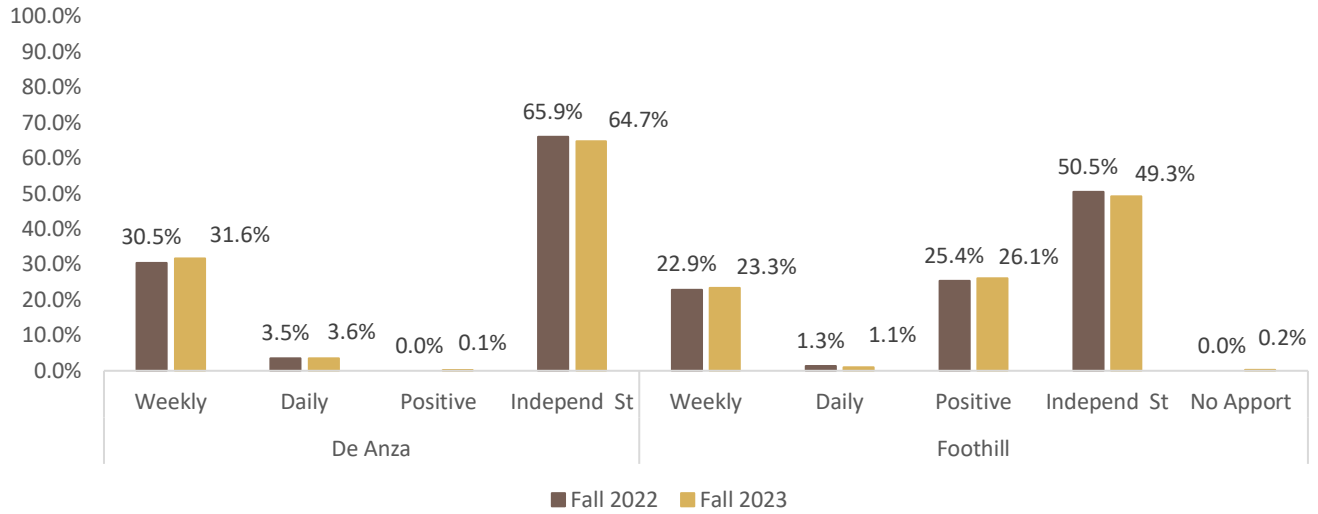


Figure XB.3 Percentage of Section Total Count for Noncredit Courses by Accounting Method and Academic Period

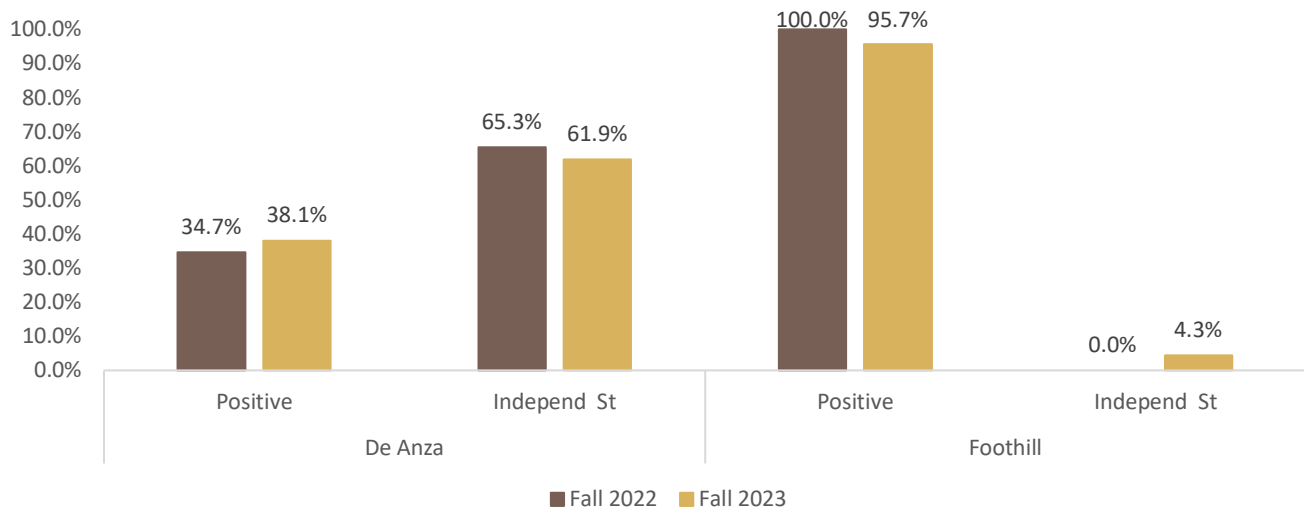


Table XF.1 De Anza College: Section Count by Instructional Method and Academic Period

Instruction Delivery Method	Fall 2022		Fall 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	877	54.8%	821	51.2%	(56)	-6.4%	↓
Dist Ed 50% to 99%	231	14.4%	213	13.3%	(18)	-7.8%	↓
Dist Ed Less than 50%	92	5.8%	131	8.2%	39	42.4%	↑
In-Person	399	25.0%	440	27.4%	41	10.3%	↑
Total	1,599	100.0%	1,605	100.0%	6	0.4%	

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

Instruction Delivery Method	Fall 2022		Fall 2023		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	569	45.6%	540	42.2%	(29)	-5.1%	↑
Dist Ed 50% to 99%	44	3.5%	61	4.8%	17	38.6%	↑
Dist Ed Less than 50%	72	5.8%	56	4.4%	(16)	-22.2%	↓
In-Person	563	45.1%	624	48.7%	61	10.8%	↑
Total	1,248	100.0%	1,281	100.0%	33	2.6%	

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

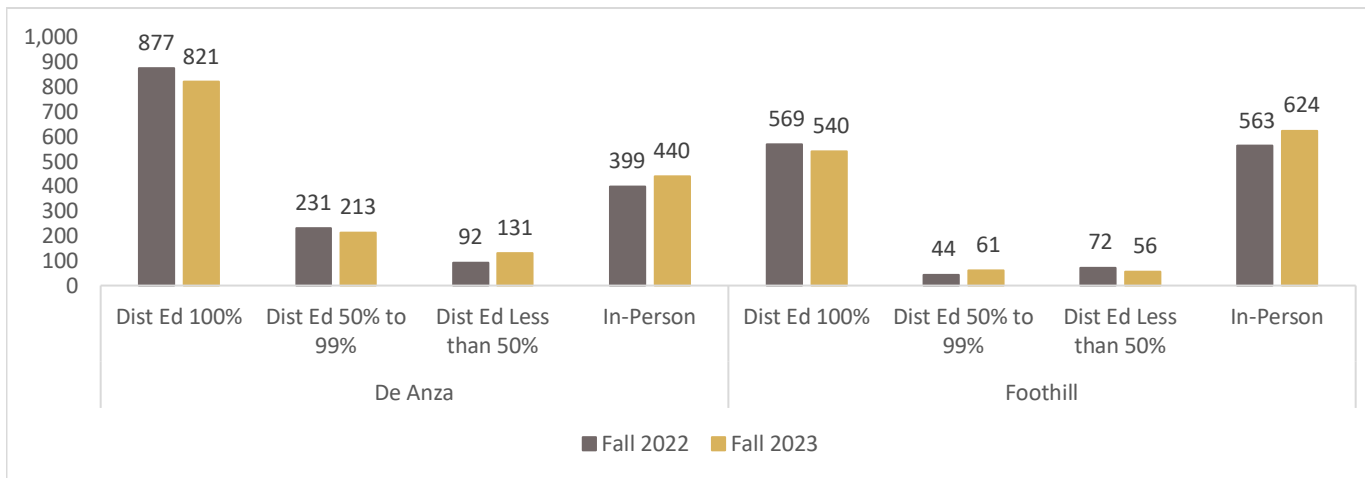


Table XE.1 De Anza College: Section, Employee and Full-Time Equivalent Faculty (FTEF) Count by Assignment Type and Academic Period

Credit Status	Assignment Type	Fall 2022			Fall 2023			Change FTEF		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	673	191	54.46	652	184	52.67	(1.79)	-3.3%	
	FT Faculty, Overload	112	78	11.18	137	88	14.14	2.95	26.4%	↑
	PT Faculty/Temporary Staff	666	381	68.47	673	375	69.84	1.37	2.0%	↑
	Contract Staff	104	71	-	95	66	-	-	-	
	Total	1,524	578	134.12	1,521	571	136.65	2.53	1.9%	
Noncredit	FT Faculty, Not Overload	30	11	-	33	12	-	-	-	
	FT Faculty, Overload	1	1	0.10	-	-	-	(0.10)	-100.0%	
	PT Faculty/Temporary Staff	-	-	-	1	1	0.15	0.15		
	Contract Staff	44	32	-	50	35	-	-	-	
	Total	75	43	0.10	84	47	0.15	0.05	50.0%	

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

Credit Status	Assignment Type	Fall 2022			Fall 2023			Change FTEF		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	462	132	35.43	474	134	35.19	(0.24)	-0.7%	
	FT Faculty, Overload	106	61	9.61	114	71	9.93	0.32	3.4%	
	PT Faculty/Temporary Staff	346	236	36.61	374	255	41.03	4.42	12.1%	↑
	Contract Staff	330	76	-	318	79	-	-	-	
	Total	1,175	412	81.64	1,212	440	86.15	4.51	5.5%	
Noncredit	FT Faculty, Not Overload	14	11	0.61	19	14	1.18	0.58	95.2%	↑
	FT Faculty, Overload	5	2	0.17	5	3	0.17	0.00	0.6%	
	PT Faculty/Temporary Staff	47	22	2.00	38	16	1.78	(0.22)	-11.1%	↓
	Contract Staff	8	7	-	8	7	-	-	-	
	Total	73	41	2.77	69	39	3.13	0.36	12.8%	

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

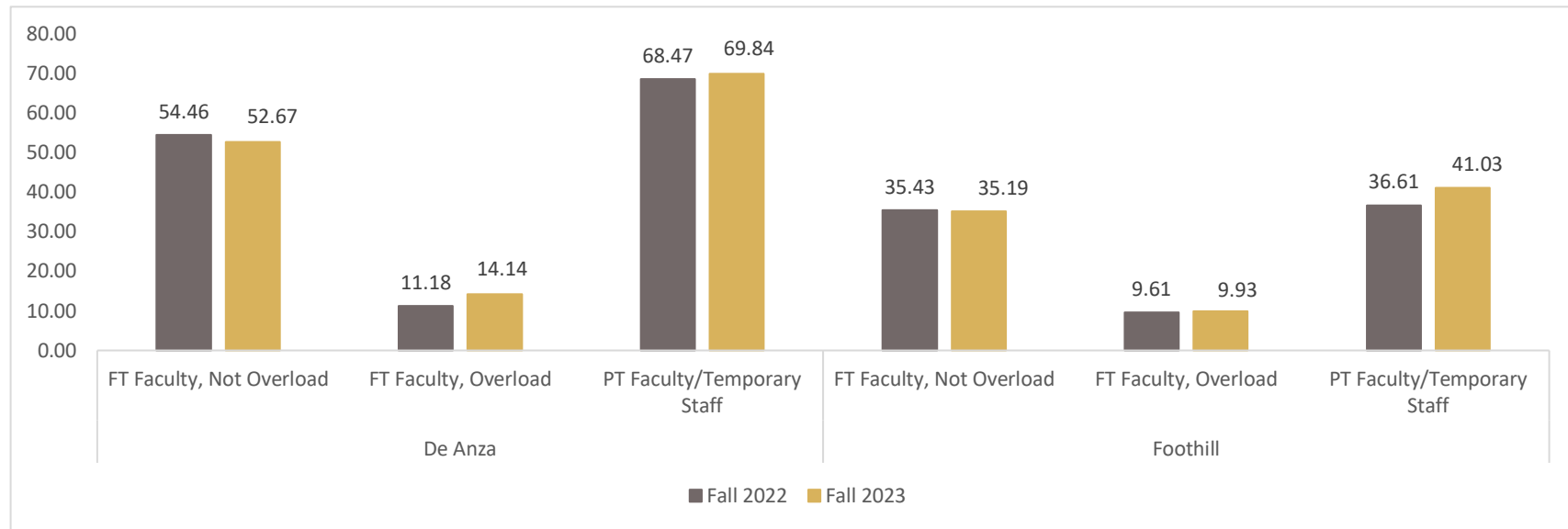


Table SX.1 De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Credit Courses

Apportionment Type	Fall 2022			Fall 2023			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Credit-Apprenticeship	21	4.55	0.1%	24	4.63	0.1%	0.08	1.7%	
Credit-No Apprenticeship, CA Resident, Apport	15,007	3,939.06	90.1%	15,443	4,068.83	88.7%	129.77	3.3%	
Credit-No Apprenticeship, CA Resident, No Apport	12	1.02	0.0%	4	0.33	0.0%	(0.69)	-67.4%	↓
Credit-No Apprenticeship, International	931	326.54	7.5%	1,148	413.80	9.0%	87.27	26.7%	↑
Credit-No Apprenticeship, Out-of-state	369	98.81	2.3%	396	100.93	2.2%	2.12	2.1%	
Credit-Total	16,332	4,369.98	100.0%	17,010	4,588.52	100.0%	218.54	5.0%	

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

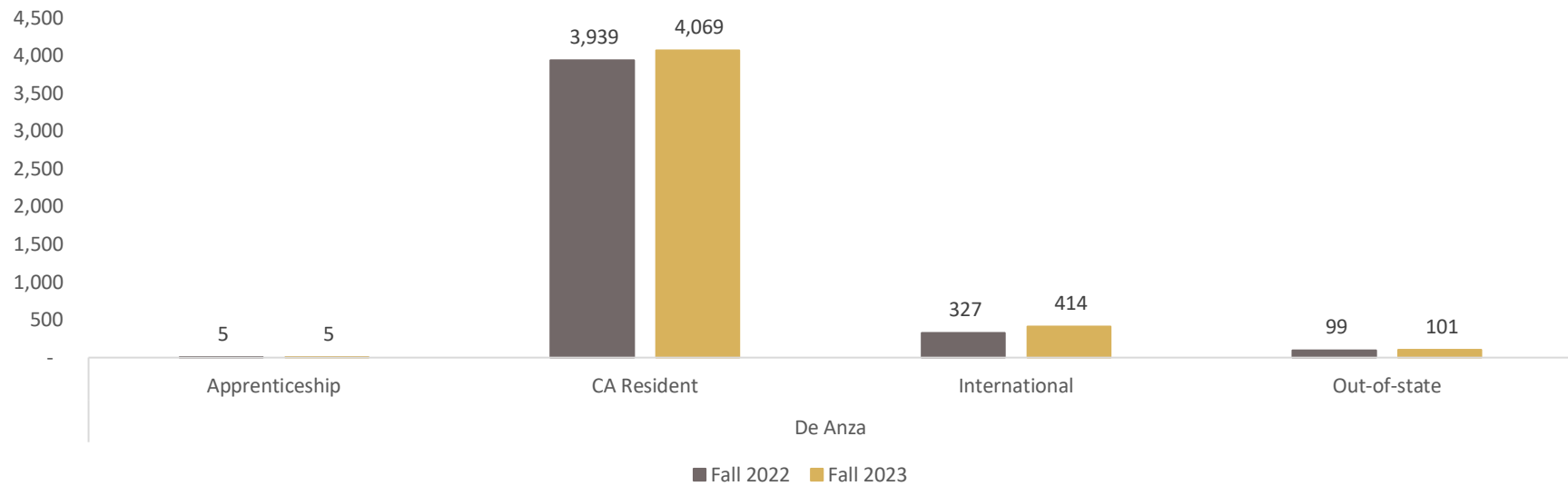


Table SX.2 De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Noncredit Courses

Apportionment Type	Fall 2022			Fall 2023			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Noncredit-CDCP: Elementary and Secondary Basic Skil	19	1.09	0.0%	-	-	0.0%	(1.09)	-100.0%	↓
Noncredit-CDCP: English as a Second Language	321	42.33	1.0%	466	61.71	1.3%	19.38	45.8%	↑
Noncredit-CDCP: Workforce Preparation	231	28.04	0.6%	307	39.89	0.9%	11.85	42.3%	
Noncredit-Total	563	71.46	1.6%	766	101.59	2.2%	30.13	42.2%	

Figure SX.2 De Anza: Noncredit Full-Time Equivalent Student (FTES) Estimates by Program and Academic Period

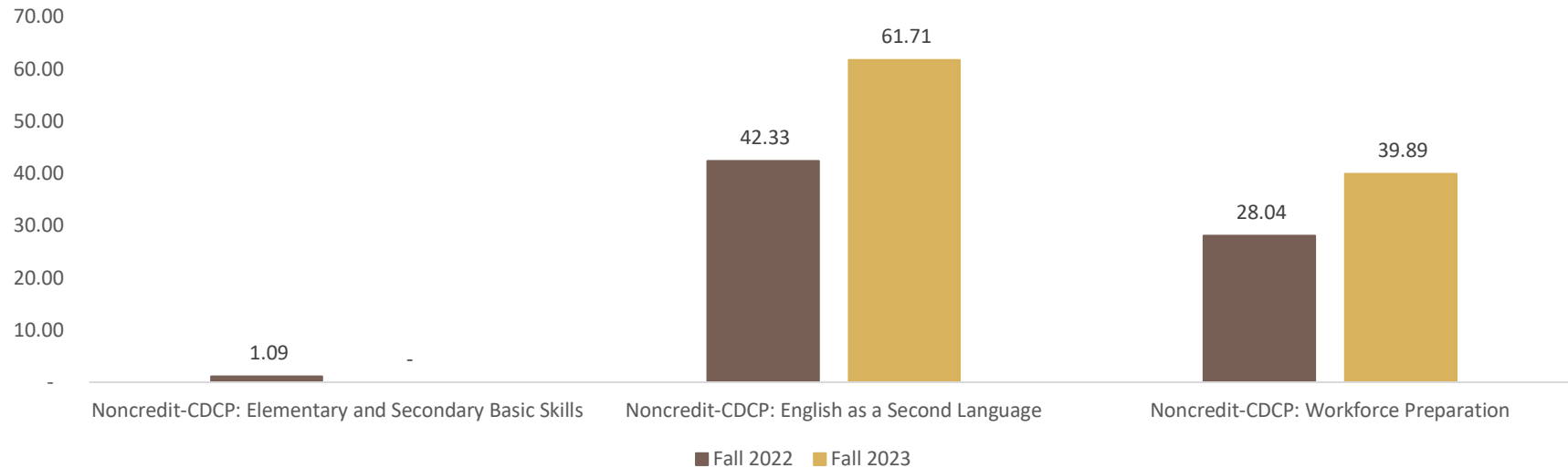


Table SX.2 De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) for California Residents in Credit-Non Apprenticeship Courses by Enrollment Status and Academic Period

Enrollment Status	Fall 2022			Fall 2023			Change FTES		
	Student Headcount	FTES	Perc FTES	Student Headcount	FTES	Perc FTES	Count	Percent	Trend
First-Time	2,949	973.81	24.7%	2,875	936.84	23.0%	(36.97)	-3.8%	↓
First-Time Transfer	1,835	380.63	9.7%	2,024	423.25	10.4%	42.61	11.2%	↑
Returning	2,244	446.66	11.3%	2,353	471.12	11.6%	24.47	5.5%	↑
Continuing	7,036	2,008.52	51.0%	7,190	2,103.13	51.7%	94.61	4.7%	↑
Special Admit	943	129.44	3.3%	1,001	134.49	3.3%	5.05	3.9%	
Total	15,007	3,939.06	100.0%	15,443	4,068.83	100.0%	129.77	3.3%	

Notes

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

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

