



FHDA MIS Quarterly Submission Report

Reporting term: summer 2025

Data extraction (Banner/production) and submission date: November 14, 2025

Introduction

The summer 2025 MIS quarterly reports were submitted by the FHDA CCD (Foothill-De Anza Community College District) to the CCCCOC (California Community Colleges Chancellor's Office) on November 14, 2025. This document, a component of the data validation process, identifies data issues and highlights key findings on these reports.

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

This document is divided into three sections:

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

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

Section A. Data Quality Issues

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

De Anza College

- SB-Student Characteristics
 - Missing data: race/ethnicity and CCC ID (California Community Colleges student identifier)
 - Data disaggregated by *residency status* in Table A.1 shows that 67.5% (405 of 600) of *international students* in summer 2025 had missing data for race/ethnicity and CCC ID—an increase of 7.2 percentage points when compared to data for the previous summer term. This finding suggests an undercount at the college level of students from race/ethnic backgrounds that are overrepresented among international students (e.g., Asians).
- SG-Special populations
 - Data for the MESA program was not submitted because the list of program participants was not confirmed prior submission date.
- SX-Enrollment
 - One record rejected due to “drop” registration after census date.
- SY Prior Learning
 - Records not linked to a course (without control number, CB00) were rejected because of an error at the MIS CCCCCO system. The issue was fixed after submission date. These records will be included in the resubmission at the end of the academic year (July 2026).
- VR Vision Aligned Reporting
 - Data for only 2 (CCCP, DSPS) of the 14 VAR programs was confirmed and submitted (see details in Table 1.C).

Foothill College

- SB-Student Characteristics
 - Missing data: race/ethnicity and CCC ID (California Community Colleges student identifier)
 - Data disaggregated by *residency status* in Table A.1 shows that 37.3% (79 of 212) of *international students* in summer 2025 had missing data for race/ethnicity and CCC ID—an increase of 1.2 percentage points when compared to data for the previous summer term. This finding suggests an undercount at the college level of students from race/ethnic backgrounds that are overrepresented among international students (e.g., Asians).
 - Data disaggregated by credit status Table A.2 shows that 43.5% (292 of 671) of students enrolled in only *noncredit* courses in summer 2025 were missing CCC ID data; 19.8% (133 of 671) were missing data for race/ethnicity and CCC ID.
- SX-Enrollment
 - Missing final grade (RD records)
 - Data in Table A.3 shows that 1,087 enrollment records were reported with ‘RD’ (report delayed/missing grade) as the course final grade; 86.9% (945) of these were for sections with a *class end date* on or after submission date; 72.9% (792) were for CTE courses.
 - Missing positive attendance
 - Data Table A.4 shows that 914 enrollment records (50 sections) were missing positive attendance; 69.4% (634) of these were for sections with a *class end date* on or after submission date; 77.6% (704) were for CTE courses. Missing positive attendance will significantly underestimate the college student headcount for positive attendance is used by most procedures to identify student registration status (i.e., whether the student will be counted/included in the analysis).

- Data in Table A.5 and Table A.6 compare headcount statistics using two approaches: (1) *attendance by first census*, which is independent of positive/actual attendance and (2) *attendance by first census in at least one census course or a minimum number of hours in a positive attendance course*. The second approach (see MIS data mart headcount in Table A.6) tends to produce lower headcounts for it will exclude students enrolled in only positive attendance courses who did not meet the minimum required number of contact hours.
- Foothill data based on *attendance by first census* in Table A.5 shows a headcount increase of 13.4% (9,624 from 8,485) in summer 2025 from the previous summer term while data in Table A.6 (MIS data mart, which takes into account positive attendance) shows an increase of 8.8% (8,819 from 8,102).
- SY Prior Learning
 - Records not linked to a course (without control number, CB00) were rejected because of an error at the MIS CCCCCO system. The issue was fixed after submission date. These records will be included in the resubmission at the end of the academic year (July 2026).
- VR Vision Aligned Reporting
 - No data was submitted for any of 14 VAR programs (see details in Table 1.D).

Table 1.A
Categorical Programs and Special Population Groups: Data Confirmed by the
Program Coordinator or Assistant(s) at De Anza College, Summer 2025

Program	Coordinator/Assistant	Headcount or Sections	Confirmation Date
A2MEND	Maurice Canyon, Angelita Pabros	9	4-Nov
Athletes	Ron Hannon	222	13-Oct
Basic Need Center	Grisel Vasquez	387	16-Sep
Homeless Housing Insecurity	Grisel Vasquez	-	15-Sep
CalWORKs	Sabrina Stewart, Joseph Lipsig	30	27-Aug
CCAP	Tiffany Rodriguez-Tran	15	4-Sep
California Virtual Campus - Online Education Initiative	N/A	27	
DSPS	Simone Christian; Kim Te	729	28-Oct
UC/CSU Dual Admissions	Khoa Nguyen, Nazy Galoyan	UC: 21	13-Nov
EOPS	Lan Trinh, Ammalinh Chan	77	5-Nov
EOPS- CAFYES/NextUp	Lan Trinh, Ammalinh Chan	17	5-Nov
EOPS-CARE	Lan Trinh, Ammalinh Chan	2	5-Nov
MESA	Deepa Yuvaraj, Melissa Maturino	Not confirmed/Not submitted	
Middle College- Fremont Union HSD	Alison Coy & Amanda Evans (FUHSD); Elizabeth Jahn	N/A	
Puente	Liliana Rivera, Angelita Pabros	58	30-Oct
Umoja	Maurice Canyon, Angelita Pabros	27	4-Nov
Rising Scholars Network	Jesus Ruelas, Jayme Brown	13	12-Nov
Section Instruct Material Costs (XB12)	James Adams, Shagun Kaur	42	4-Nov
Workforce Investment Act (WIA)	Sabrina Stewart, Joseph Lipsig	-	

Notes

Only data that has been confirmed as accurate and complete prior the submission date by the program coordinator or representative of the program is submitted.

Table 1.B
Categorical Programs and Special Population Groups: Data Confirmed by the
Program Coordinator or Assistant(s) at Foothill College, Summer 2025

Program	Coordinator/Assistant	Headcount or Sections	Confirmation Date
Athletes	Crystal Chen	153	13-Oct
Basic Need Center	Sonia Sanchez Santoyo	489	15-Sep
Homeless Housing Insecurity	Sonia Sanchez Santoyo	-	15-Sep
BS Dental Hygiene	Patti Chan; Anthony Cervantes; Carmelyn Paguio	Compl Track: 8; Entry Track: 50; Total: 58	16-Oct
BS Respiratory Care	Mendy Lum; Anthony Cervantes; Brenda Hanning	31	12-Nov
CalWORKs	Sabrina Stewart, Joseph Lipsig	8	27-Aug
CCAP	Josh Pelletier	1,138	9-Oct
College Now-MVLA USD	Gio Anselmo, Anthony Cervantes	9	15-Oct
California Virtual Campus - Online Education Initiative	Anthony Cervantes	N/A	
DSPS	Jackie Lauese	554	13-Nov
Dual Admissions	Isaac Escoto, Anthony Cervantes	UC: 6	13-Nov
EOPS	Andrea Lara Galvan	90	6-Nov
EOPS-CAFYES/NextUp	Andrea Lara Galvan	13	6-Nov
EOPS-CARE	Andrea Lara Galvan	6	6-Nov
Incarcerated	Anthony Cervantes	N/A	
Juvenile-justice impacted	Josh Pelletier	N/A	
MESA	Jovanah Arrington, Sophia Kim	63	1-Nov
Middle College-MVLA USD	Gio Anselmo, Anthony Cervantes	40	15-Oct
Middle College-Palo Alto USD	Rachel Dial, Emily Garrison	43	27-Oct
Puente	Maritza Jackson Sandoval; Hilda Fernandez	39	2-Nov
Umoja	Dokesha Meacham; Tiffany Rideaux	37	14-Oct
Section Instruct Material Costs (XB12)	Shawna Santiago; Fei Zheng	191	10-Nov

Notes

Only data that has been confirmed as accurate and complete prior the submission date by the program coordinator or representative of the program is submitted.

Table 1.C
Vision Aligned Reporting: Data Confirmed by the Program Coordinator or Assistant(s) at De Anza College, Summer 2025

Program	Data Custodian/Contact Person	Confirmation Date
VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement	Adrienne Hypolite	Not submitted
SC-CalWORKs	Sabrina Stewart	Not submitted
VC-CARE	Ammalinh Chan	Not submitted
SD-Disabled Student Programs and Services (DSPS)	Sushini Chand	21-Oct
VD-CCAP & CCAP STEM	Tiffany Rodriguez-Tran (CCAP)	16-Oct
VD-Dual Enrollment	Nazy Galoyan	Not submitted
SE-EOPS	Ammalinh Chan	Not submitted
VH-Middle College High School (MCHS)	Nazy Galoyan; Alison Coy & Amanda Evans (FUHSD)	Not submitted
VM-Mathematics, Engineering, Science Achievement (MESA)	Deepa Yuvaraj, Yvette Alva-Campbell	Not submitted
VN-NextUP/CAFYES	Ammalinh Chan	Not submitted
VE-Student Equity and Achievement Program (SEA)	Michelle Hernandez	Not submitted
VW-Strong Workforce Local Share	Katrina Tran	Not submitted
VT-Transfer Center	Khoa Nguyen, Angelie Lopez	Not submitted
VR-Veterans Resource Center	Casie Wheat	Not submitted

Notes

Submission of summer 2025 VAR data is optional. See Table VR.1 (De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service) for details.

Table 1.D
Vision Aligned Reporting: Data Confirmed by the Program Coordinator or Assistant(s) at Foothill College, Summer 2025

Program	Data Custodian/Contact Person	Confirmation Date
VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement	Chris Yang	Not submitted
SC-CalWORKs	Sabrina Stewart	Not submitted
VC-CARE	April Henderson	Not submitted
SD-Disabled Student Programs and Services (DSPS)	Stephanie Crosby	Not submitted
VD-CCAP & CCAP STEM	Josh Pelletier	Not submitted
VD-Dual Enrollment	Anthony Cervantes	Not submitted
SE-EOPS	April Henderson	Not submitted
VH-Middle College High School (MCHS)	Gio Anselmo; Rachel Dial, Emily Garrison; Anthony Cervantes	Not submitted
VM-Mathematics, Engineering, Science Achievement (MESA)	Sophia Kim	Not submitted
VN-NextUP/CAFYES	April Henderson	Not submitted
VE-Student Equity and Achievement Program (SEA)	Laurie Scolari	Not submitted
VW-Strong Workforce Local Share	Nadene Torres	Not submitted
VT-Transfer Center	Isaac Escoto	Not submitted
VR-Veterans Resource Center	Stephanie Crosby	Not submitted

Notes

Submission of summer 2025 VAR data is optional.

Section B. Data Highlights

Student Characteristics

- Data in Table SB.1 shows that the number of De Anza students in summer 2025 increased 6.2% (11,514 from 10,844) from the prior summer term. The number for *special admits* increased 36.1% (1,746 from 1,283) while the number of *first-time transfers* dropped 7.6% (2,392 from 2,589).
- Data for Foothill is not included in some sections of this document (*Student Characteristics, VTEA/Perkins, Student Success Services, Enrollment FTES*) because of the large number of enrollment records missing positive attendance, a situation that significantly underestimates (i.e., invalidates) student headcounts (see Section A for details). Positive attendance is one of the factors used to derive student headcount status, which determines whether the student is included in the analyses shown here.
- Student headcount statistics by course *credit status* in Table SB.2 show that in summer 2025 the number of students enrolled in only *noncredit* courses at De Anza increased 10.0% (308 from 280) when compared to the previous summer term; the number of students who enrolled in at least one credit course increased 6.1% (11,206 from 10,564).
- Data in Table SB.3 shows that during the last two summer terms less than 1% of De Anza students enrolled in at least one apprenticeship course (in summer 2025: 6 of 11,206).
- Data in Table SB.4 shows that in summer 2025 the number of *out-of-state* students at De Anza increased 27.5% (426 from 334) when compared to the prior summer term; the number of *California residents* increased 5.7% (10,488 from 9,920).
- Data disaggregated by *gender* in Table SB.5 shows that the number of *female* students at De Anza increased 10.4% (5,582 from 5,057) in summer 2025 from the previous summer term while the number of *non-binary* students dropped 11.5% (85 from 96).
- De Anza data disaggregated by *race/ethnicity* in Table SB.6 shows a significant increase in student headcount between the last two summer terms for most race/ethnic groups. The groups with the top percentage increase included *Filipino* and *Black/African American* students with 26.0% (446 from 354) and 16.4% (334 from 287), respectively. On the other hand, the number of *White* students dropped 20.5% (1,846 from 2,321). When taking into account missing *race/ethnicity* data for *international* students (see Section A

for details), it's likely that Asians students accounted for more than 45.9% of the college population in summer 2025.

- Data disaggregated by *age* group in Table SB.7 shows a larger-than-expected increase between the last two summer terms in the number of students *19 or younger*, 17.2% (5,330 from 4,548), and *50 or more*, 11.1% (491 from 442). The data also shows a significant drop in the number of students between *25 and 49 years old*; the highest percentage drop was for students aged *35 to 39* (-30.6%; 412 from 594).
- Data in Table SB.8 shows that the number of De Anza students who registered in *more than 15* credit units increased 33.3% (20 from 15) in summer 2025 from the previous summer term; the number of students who registered in *less than 6* units increased 10.0% (6,531 from 6,015).

Categorical Programs/Special Populations¹

- Most *categorical programs* (EOPS, CalWORKs, NextUp) at De Anza had a significant headcount increase in summer 2025 over the prior summer term; only the headcount for DSPS dropped (-7.7%; 729 from 790). Data in Table SG.1 shows the highest percentage increase for the NextUp/CAFYES program, fifteen times higher (16 from 1) than the previous summer.
- Data for *special populations* at De Anza Table in SG.1 shows a significant student headcount increase across groups between the last two summer terms. Groups with a significant drop in headcount include students classified as *first-generation* (-3.2%; 2,567 from 2,651), *homeless* (-20.5%; 31 from 39) and *seasonal farm worker* (-18.5%; 30 from 37). The headcounts related to *military status* also show significant drops, but this is likely due to data errors, which we intend to address in upcoming resubmissions.
- Data for *categorical programs* at Foothill in Table SG.2 shows that the student headcount for the CalWORKs and NextUp/CAFYES programs increased 166.7% (8 from 3) and 550.0% (13 from 2), respectively, in summer 2025 from the previous summer term. The headcount for EOPS dropped 21.7% (90 from 115).
- Data for *special populations* at Foothill in Table SG.2 shows a higher-than-expected increase between the last two summer terms in the headcount for most groups, excluding *MESA* (-6.0%; 63 from 67) and *homeless* (-18.0%; 11 from 30). The headcounts related to *military status* also show significant drops,

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

but this is likely due to data errors, which we intend to address in upcoming resubmissions.

VTEA/Perkins

- Data in Table SV.1 shows that the number of students classified as *economically disadvantaged* who enrolled in at least one CTE (Career Technical Education) course at De Anza increased 2.4% (1,388 from 1,356) in summer 2025 from the previous summer term.

Credit for Prior Learning (CPL)

- De Anza data in Table SY.1 shows a drop of 45.0% (1,285 from 886) in the number of records for students who received *credit for prior learning* (CPL report) in summer 2025 when compared to the prior summer term. The count for summer 2025 is expected to increase once the data is resubmitted in July 2026, after records incorrectly rejected by the MIS system are included. The data also shows that mathematics and English courses accounted for 30.0% and 20.4%, respectively, of all records submitted for the college in summer 2025.
- Data for Foothill in Table SY.2 shows a drop of 47.9% (99 from 190) in the number of records submitted in the CPL report in summer 2025, compared to the previous summer term. Mathematics and English accounted for 37.4% and 25.3%, respectively, of all records submitted in summer 2025.

CVC (California Virtual Campus Course Exchange) Enrollment

- Data for De Anza in Table SX.A1 shows that the CVC student headcount increased 237.5% (27 from 8) in summer 2025 when compared to the previous summer term. Computer programming courses accounted for 25.9% of the total headcount in summer 2025.
- Data for Foothill in Table SX.A2 shows a fourteenfold increase (13 from 1) in the number CVC students for summer 2025 when compared to the prior summer term.

Vision Aligned Reporting

- Data in Table VR.1 shows the student headcount and total count for VAR services provided by the DSPS and CCAP programs at De Anza during the summer 2025 period. For the DSPS program, services with the top three headcounts are *specialized/supplemental Instruction* (379), *counseling-other* (294), and *counseling-academic* (196). For CCAP, the main service was *enrollment/reenrollment activities* (18).

Student Success Services

- Data for De Anza in Table SS.1 shows that between summer 2024 and summer 2025 the number of students who received *student success services* (*orientation, counseling, education plan development* and *at-risk follow up*) dropped significantly. The highest drop was for the number of students who developed their first education plan; the headcount for *abbreviated education plan* services dropped 48.7%; for *comprehensive education plan services*, it dropped 59.2%.

Course Characteristics

- Data in Table CB.1 shows no significant differences in the number of sections at De Anza in summer 2025 when compared to the previous summer term (increased 0.5%; 624 from 621). Data in this table shows a significant increase in the number of sections for *noncredit* courses (8.8%; 37 from 34), in particular those applicable to *enhanced funding-workforce preparation* (19.0%; 25 from 21) and *workforce preparation* (13.6%; 25 from 22).
- For Foothill, data in Table CB.2 shows that the total number of sections increased 12.3% (547 from 487) in summer 2025 when compared to the prior summer term. The number of sections for *credit-not degree applicable* courses increased 44.4% (13 from 9); *transferable to CSU only* sections increased 28.2% (132 from 103); and, *not program applicable* sections increased 19.0% (75 from 63). Specific to *noncredit* courses, the data shows that the number of *enhanced-funding, other* sections increased 38.5% (18 from 13); for *English as a Second Language* courses, the number increased 200% (9 from 3).

Section Attributes

- Data in Table XB.1 shows that in summer 2025 the number of *daily census* sections at De Anza dropped 14.3% (114 from 133) from the previous summer term while *independent study* sections increased 5.0% (480 from 457); *independent study* sections accounted for 76.9% of all sections, up from 73.6% the previous summer term.

- Regarding the number of sections with *low or no-cost instructional materials*, data in Table XB.1 shows that in the last two summer terms these accounted for less than 7% of the total at De Anza.
- For Foothill, data in Table XB.2 shows that the number of *daily census* and *not claimed for apportionment* sections increased 38.5% (54 from 39) and 233.3% (308 from 276), respectively, in summer 2025 when compared to the prior summer term.
- Regarding the number of sections with *low or no-cost instructional materials*, Foothill data in Table XB.2 shows that in summer 2025 these accounted for 34.9% of the total compared to 52.2% during the prior summer term.
- Data in Figure XB.3 show that 70.3% of all *noncredit* course sections at De Anza during summer 2025 used the *independent study* accounting method (alternative accounting) compared to 10.6% at Foothill.
- Data in Table XF.1 shows that 68.3% of all sections at De Anza in summer 2025 were online or *100% distance education* compared to 66.5% during the previous summer term. The number of *in-person* sections dropped 6.3% (150 from 160) between the two summer terms.
- Data in Table XF.2 shows that during the last two summer terms online or *100% distance education* sections accounted for about 53% of the total while *in-person* classes accounted for about 40%.

Instructional Load/FTEF (Full Time Equivalent Faculty)

- Data in Table XE.1 shows that the total *FTEF* for *credit* courses at De Anza increased 2.3% (55.33 from 54.08) in summer 2025 compared to the prior summer term. The *FTEF* for *full-time faculty-not overload* assignments in summer 2025 increased 42.8% (1.28 from 0.90); for *full-time faculty-overload*, it increased 4.3% (21.71 from 20.81).
- Data in Table XE.2 shows that total *FTEF* for *credit* courses at Foothill increased 14.7% (36.36 from 31.68) in summer 2025 compared to the prior summer term. The *FTEF* for *full-time faculty-not overload* assignments dropped 12.6% (1.76 from 2.02); for *part-time faculty*, the *FTEF* increased 28.4% (21.06 from 16.40).

FTES (Full Time Equivalent Student)

- Data in Table SX.2 shows that in summer 2025 the *FTES* for *credit* courses at De Anza increased 3.0% (1,937.16 from 1,881.18) from the previous summer term. The *FTES* for *California residents (excluding apprenticeship courses and enrollments not applicable to apportionment)* increased 2.0% (1,764.00 from

1,730.15). Data in this table also shows a higher-than-expected increase for *out-of-state* and *international* students: 36.7% (52.86 from 38.66) and 7.9% (119.24 from 110.50), respectively.

- Data for *noncredit* courses at De Anza in Table SX.2B shows that the *FTES* increased 12.3% (50.83 from 45.27) in summer 2025 compared to the prior summer term. Data for *CCDP-English as a Second Language* courses shows that the *FTES* dropped 1.7% (19.96 from 20.31); for *CDCP Workforce Preparation* courses, it increased 12.3% (50.83 from 45.27).
- Data for *California residents* enrolled in *credit* courses (*excluding apprenticeship courses and enrollments not applicable to apportionment*) at De Anza disaggregated by *enrollment status* in Table SX.3 shows a significant increase in the *FTES* for *special admits*, 33.0% (196.26 from 147.53), in summer 2025 compared to the prior summer. The data also shows that the *FTES* for *continuing* students increased 5.4% (914.01 from 867.21) while for *first-time transfer* and *returning* students it dropped 15.1% (327.44 from 385.75) and 3.0% (179.35 from 184.86), respectively.

Section C. Tables

The tables shown in this section are designed to help data custodians review the data submitted. The column “Trend” is meant to help them identify unexpected changes in the data for a given group (e.g., group of students or courses) after considering changes at the college level. A green upwards arrow is used to signal that the change is positive (i.e., greater than zero) and higher than that for the college (i.e., the group outperformed when compared to the college population by at least one percentage point). The red downward arrow is used to signal that the change is negative (i.e., lower than zero) and lower than that for the college (e.g., the group underperformed when compared to the college population by at least one percentage point). Data custodians are encouraged to assess whether these changes are the product of data validity issues or other unrelated factors (e.g., a statistical artifact due to a small cell size with a large percentage change). “Trend” symbols are not included when there are issues with the data (for example, a significant number of sections missing positive attendance).

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

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

Table A.1

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

Student Residency	Race/Ethnicity	CCC Student ID Status	Summer 2024		Summer 2025	
			Count	Percent	Count	Percent
De Anza						
International	Not reported	Not reported	356	60.3%	405	67.5%
	Reported	Not reported	5	0.8%	30	5.0%
	Not reported	Reported	5	0.8%	4	0.7%
	Reported	Reported	224	38.0%	161	26.8%
	Total		590	100.0%	600	100.0%
Out-of-state	Not reported	Not reported	4	1.2%	24	5.5%
	Not reported	Reported	8	2.4%	8	1.8%
	Reported	Reported	322	96.4%	407	92.7%
	Total		334	100.0%	439	100.0%
Resident	Not reported	Not reported	52	0.5%	54	0.5%
	Reported	Not reported	222	2.2%	215	2.0%
	Not reported	Reported	99	1.0%	156	1.5%
	Reported	Reported	9,550	96.2%	10,068	95.9%
	Total		9,923	100.0%	10,493	100.0%
Foothill						
International	Not reported	Not reported	78	38.4%	79	37.3%
	Reported	Not reported	1	0.5%	22	10.4%
	Reported	Reported	122	60.1%	107	50.5%
	Not reported	Reported	2	1.0%	4	1.9%
	Total		203	100.0%	212	100.0%
Out-of-state	Reported	Not reported	2	0.6%	1	0.3%
	Not reported	Not reported	1	0.3%	3	0.9%
	Not reported	Reported	10	3.2%	14	4.3%
	Reported	Reported	304	95.9%	304	94.4%
	Total		317	100.0%	322	100.0%
Resident	Not reported	Not reported	117	1.5%	131	1.4%
	Reported	Not reported	261	3.3%	299	3.3%
	Not reported	Reported	127	1.6%	176	1.9%
	Reported	Reported	7,460	93.7%	8,484	93.3%
	Total		7,965	100.0%	9,090	100.0%

Figure A.4

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

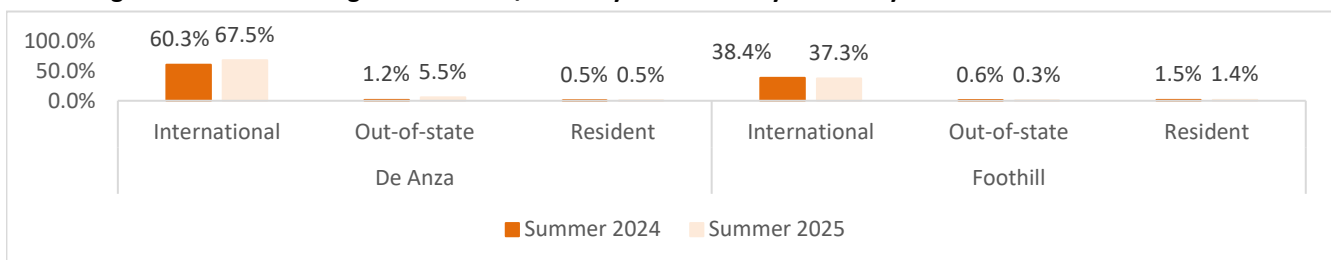


Table A.2

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

Student Credit Status	Race/Ethnic	CCC Student ID Status	Summer 2024		Summer 2025	
			Count	Percent	Count	Percent
De Anza						
Credit	Not reported	Not reported	396	3.7%	469	4.2%
	Reported	Not reported	227	2.1%	244	2.2%
	Not reported	Reported	103	1.0%	156	1.4%
	Reported	Reported	9,839	93.1%	10,337	92.2%
	Total		10,565	100.0%	11,206	100.0%
Noncredit	Not reported	Not reported	16	5.7%	14	4.3%
	Reported	Not reported	-	0.0%	1	0.3%
	Not reported	Reported	9	3.2%	12	3.7%
	Reported	Reported	257	91.1%	299	91.7%
	Total		282	100.0%	326	100.0%
Foothill						
Credit	Not reported	Not reported	72	0.9%	80	0.9%
	Reported	Not reported	4	0.1%	30	0.3%
	Not reported	Reported	133	1.7%	186	2.1%
	Reported	Reported	7,688	97.4%	8,657	96.7%
	Total		7,897	100.0%	8,953	100.0%
Noncredit	Not reported	Not reported	124	21.1%	133	19.8%
	Reported	Not reported	260	44.2%	292	43.5%
	Not reported	Reported	6	1.0%	8	1.2%
	Reported	Reported	198	33.7%	238	35.5%
	Total		588	100.0%	671	100.0%

Notes

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

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

Figure A.3

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

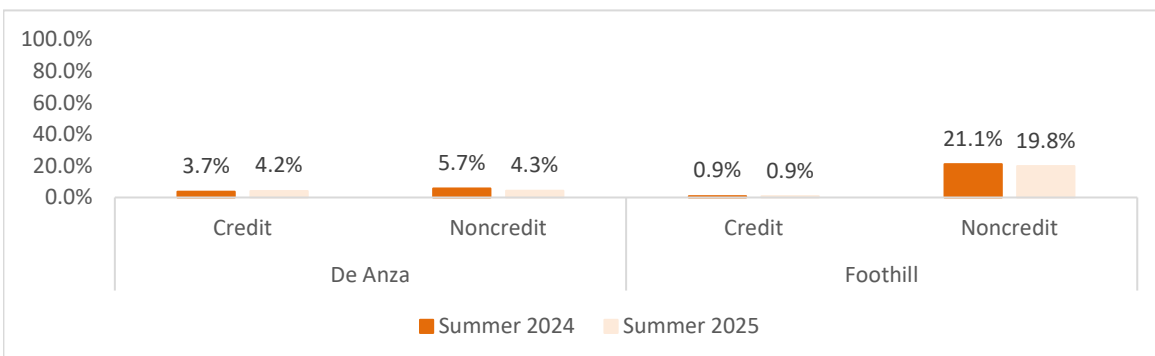


Table A.3

Winter 2025, MIS SX Enrollment: Sections with Report Delayed (RD) Grades

Apprenticeship	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
Foothill							
Not Appr	CTE	ITRN050.	C-10804	26-Jul-25	6	7	86%
Not Appr	Not CTE	HUMN009.	C-10697	8-Aug-25	1	36	3%
Not Appr	CTE	V T 070R	C-10779	12-Sep-25	1	1	100%
Not Appr	CTE	EMS 063A	C-10358	16-Sep-25	1	32	3%
Not Appr	CTE	EMS 063B	C-10153	16-Sep-25	1	32	3%
Not Appr	CTE	AHS 050A	C-10785	19-Sep-25	25	26	96%
Not Appr	Not CTE	ATHL011A	C-10639	19-Sep-25	24	25	96%
Not Appr	CTE	ITRN054.	C-10805	20-Sep-25	4	4	100%
Not Appr	CTE	R T 074.	C-10659	31-Oct-25	2	2	100%
Apprenticeship	CTE	APEL121A	C-10824	7-Nov-25	18	18	100%
Not Appr	CTE	KINS016A	C-10887	7-Nov-25	28	28	100%
Not Appr	CTE	KINS016A	C-10888	7-Nov-25	31	32	97%
Not Appr	CTE	LINC051C	C-10716	14-Nov-25	29	29	100%
Not Appr	CTE	LINC051D	C-10717	14-Nov-25	29	29	100%
Not Appr	CTE	EMS 050.	C-10841	20-Nov-25	35	35	100%
Not Appr	CTE	EMS 050.	C-10842	20-Nov-25	27	30	90%
Not Appr	CTE	KINS016A	C-10902	21-Nov-25	22	22	100%
Not Appr	CTE	KINS016A	C-10901	21-Nov-25	32	32	100%
Not Appr	CTE	R T 070A	C-10657	21-Nov-25	1	1	100%
Not Appr	Not CTE	CNSL005.	C-10937	21-Nov-25	14	14	100%
Not Appr	Not CTE	CNSL005.	C-10830	21-Nov-25	22	24	92%
Not Appr	Not CTE	CNSL005.	C-10829	21-Nov-25	24	25	96%
Apprenticeship	CTE	APEL124A	C-10826	5-Dec-25	21	21	100%
Not Appr	CTE	JRNL022A	C-10935	18-Dec-25	5	5	100%
Not Appr	Not CTE	ENGL001A	C-10936	18-Dec-25	27	27	100%
Not Appr	CTE	BUSI022.	C-10844	19-Dec-25	17	17	100%
Not Appr	CTE	BUSI022.	C-10846	19-Dec-25	23	25	92%
Not Appr	CTE	BUSI022.	C-10845	19-Dec-25	23	23	100%
Not Appr	CTE	GID 033.	C-10873	19-Dec-25	23	23	100%
Not Appr	CTE	GID 033.	C-10874	19-Dec-25	17	17	100%
Not Appr	CTE	GID 035.	C-10877	19-Dec-25	11	11	100%
Not Appr	CTE	GID 044A	C-10879	19-Dec-25	10	10	100%
Not Appr	CTE	GID 044A	C-10878	19-Dec-25	7	7	100%
Not Appr	CTE	ITRN050.	C-10950	19-Dec-25	4	4	100%
Not Appr	CTE	ITRN050.	C-10947	19-Dec-25	4	4	100%
Not Appr	CTE	ITRN050.	C-10951	19-Dec-25	21	21	100%
Not Appr	CTE	ITRN050.	C-10952	19-Dec-25	12	12	100%
Not Appr	CTE	ITRN050.	C-10949	19-Dec-25	18	18	100%
Not Appr	CTE	ITRN050.	C-10948	19-Dec-25	5	5	100%
Not Appr	CTE	JRNL022A	C-10938	19-Dec-25	24	24	100%
Not Appr	CTE	JRNL022A	C-10942	19-Dec-25	20	22	91%

Table A.3**Winter 2025, MIS SX Enrollment: Sections with Report Delayed (RD) Grades**

Apprenticeship	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
Not Appr	CTE	JRNLO22B	C-10944	19-Dec-25	17	17	100%
Not Appr	CTE	JRNLO22B	C-10943	19-Dec-25	13	13	100%
Not Appr	CTE	JRNLO22B	C-10939	19-Dec-25	10	10	100%
Not Appr	CTE	JRNLO22B	C-10940	19-Dec-25	17	17	100%
Not Appr	CTE	JRNLO22B	C-10941	19-Dec-25	13	13	100%
Not Appr	CTE	JRNLO22B	C-10946	19-Dec-25	17	17	100%
Not Appr	CTE	JRNLO22B	C-10945	19-Dec-25	27	27	100%
Not Appr	CTE	KINS016A	C-10870	19-Dec-25	32	32	100%
Not Appr	CTE	MTEC050A	C-10883	19-Dec-25	9	9	100%
Not Appr	CTE	MTEC050A	C-10884	19-Dec-25	14	14	100%
Not Appr	CTE	PHOT005.	C-10872	19-Dec-25	5	5	100%
Not Appr	CTE	PHOT006A	C-10881	19-Dec-25	9	9	100%
Not Appr	CTE	PHOT022.	C-10954	19-Dec-25	17	17	100%
Not Appr	CTE	THTR045A	C-10880	19-Dec-25	9	9	100%
Not Appr	CTE	THTR045A	C-10892	19-Dec-25	12	12	100%
Not Appr	CTE	THTR045C	C-10889	19-Dec-25	9	9	100%
Not Appr	CTE	THTR045C	C-10894	19-Dec-25	3	3	100%
Not Appr	CTE	THTR045E	C-10895	19-Dec-25	1	1	100%
Not Appr	CTE	THTR045E	C-10891	19-Dec-25	1	1	100%
Not Appr	Not CTE	BIOL040A	C-10876	19-Dec-25	21	21	100%
Not Appr	Not CTE	BIOL040A	C-10875	19-Dec-25	29	29	100%
Not Appr	Not CTE	ENGL001A	C-10863	19-Dec-25	20	20	100%
Not Appr	Not CTE	ENGL001A	C-10903	19-Dec-25	43	43	100%
Not Appr	Not CTE	MATH217.	C-10906	19-Dec-25	22	22	100%
Not Appr	Not CTE	MATH217.	C-10905	19-Dec-25	25	25	100%
Not Appr	Not CTE	MATH217.	C-10904	19-Dec-25	23	23	100%

Notes

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

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

Table A.4

Winter 2025, MIS SX Enrollment: Sections with Missing Positive Attendance Hours

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Foothill					
Not Appr	CTE	PHT 200L	C-10787	24-Jul-25	17
Not Appr	Not CTE	PHYS004A	C-10813	8-Aug-25	28
Not Appr	CTE	V T 089.	C-10783	5-Sep-25	23
Not Appr	Not CTE	NCBS403A	C-10771	11-Sep-25	17
Not Appr	CTE	V T 070.	C-10777	12-Sep-25	16
Not Appr	CTE	V T 070.	C-10778	12-Sep-25	12
Not Appr	CTE	EMS 063A	C-10358	16-Sep-25	32
Not Appr	CTE	EMS 063B	C-10153	16-Sep-25	32
Not Appr	Not CTE	ATHL011A	C-10639	19-Sep-25	25
Apprenticeship	CTE	APEL121A	C-10824	7-Nov-25	18
Not Appr	CTE	KINS016A	C-10887	7-Nov-25	28
Not Appr	CTE	KINS016A	C-10888	7-Nov-25	32
Not Appr	CTE	KINS016A	C-10901	21-Nov-25	32
Not Appr	CTE	KINS016A	C-10902	21-Nov-25	22
Apprenticeship	CTE	APEL124A	C-10826	5-Dec-25	21
Not Appr	CTE	JRNLO22A	C-10935	18-Dec-25	5
Not Appr	Not CTE	ENGL001A	C-10936	18-Dec-25	27
Not Appr	CTE	BUSI022.	C-10846	19-Dec-25	25
Not Appr	CTE	BUSI022.	C-10845	19-Dec-25	23
Not Appr	CTE	BUSI022.	C-10844	19-Dec-25	17
Not Appr	CTE	GID 033.	C-10873	19-Dec-25	23
Not Appr	CTE	GID 033.	C-10874	19-Dec-25	17
Not Appr	CTE	GID 035.	C-10877	19-Dec-25	11
Not Appr	CTE	GID 044A	C-10878	19-Dec-25	7
Not Appr	CTE	GID 044A	C-10879	19-Dec-25	10
Not Appr	CTE	JRNLO22A	C-10938	19-Dec-25	24
Not Appr	CTE	JRNLO22A	C-10942	19-Dec-25	22
Not Appr	CTE	JRNLO22B	C-10941	19-Dec-25	13
Not Appr	CTE	JRNLO22B	C-10943	19-Dec-25	13
Not Appr	CTE	JRNLO22B	C-10946	19-Dec-25	17
Not Appr	CTE	JRNLO22B	C-10945	19-Dec-25	27
Not Appr	CTE	JRNLO22B	C-10939	19-Dec-25	10
Not Appr	CTE	JRNLO22B	C-10940	19-Dec-25	17
Not Appr	CTE	JRNLO22B	C-10944	19-Dec-25	17
Not Appr	CTE	KINS016A	C-10870	19-Dec-25	32
Not Appr	CTE	MTEC050A	C-10883	19-Dec-25	9
Not Appr	CTE	MTEC050A	C-10884	19-Dec-25	14
Not Appr	CTE	PHOT005.	C-10872	19-Dec-25	5
Not Appr	CTE	PHOT006A	C-10881	19-Dec-25	9
Not Appr	CTE	PHOT022.	C-10954	19-Dec-25	17
Not Appr	CTE	THTR045A	C-10880	19-Dec-25	9
Not Appr	CTE	THTR045A	C-10892	19-Dec-25	12

Table A.4**Winter 2025, MIS SX Enrollment: Sections with Missing Positive Attendance Hours**

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	Section Enrollment
Not Appr	CTE	THTR045C	C-10889	19-Dec-25	9
Not Appr	CTE	THTR045C	C-10894	19-Dec-25	3
Not Appr	CTE	THTR045E	C-10895	19-Dec-25	1
Not Appr	CTE	THTR045E	C-10891	19-Dec-25	1
Not Appr	Not CTE	BIOL040A	C-10876	19-Dec-25	21
Not Appr	Not CTE	BIOL040A	C-10875	19-Dec-25	29
Not Appr	Not CTE	ENGL001A	C-10903	19-Dec-25	43
Not Appr	Not CTE	ENGL001A	C-10863	19-Dec-25	20

Notes

Data only includes sections missing 100% positive attendance.

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

Table A.5

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

	Summer 2024		Summer 2025		Change	
	Count	Percent	Count	Percent	Count	Percent
Enrollment Status	De Anza					
First-Time	886	8.2%	948	8.2%	62	7.0%
First-Time Transfer	2,589	23.9%	2,402	20.8%	(187)	-7.2%
Returning	1,214	11.2%	1,295	11.2%	81	6.7%
Continuing	4,875	44.9%	5,141	44.6%	266	5.5%
Special Admit	1,283	11.8%	1,746	15.1%	463	36.1%
Total Headcount	10,847	100.0%	11,532	100.0%	685	6.3%
	Foothill					
First-Time	799	9.4%	862	9.0%	63	7.9%
First-Time Transfer	2,080	24.5%	2,315	24.1%	235	11.3%
Returning	1,079	12.7%	1,155	12.0%	76	7.0%
Continuing	2,745	32.4%	3,090	32.1%	345	12.6%
Unknown	4	0.0%	-	0.0%	(4)	-100.0%
Special Admit	1,778	21.0%	2,202	22.9%	424	23.8%
Total Headcount	8,485	100.0%	9,624	100.0%	1,139	13.4%

Table A.6

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

	Summer 2024		Summer 2025		Change	
	Count	Percent	Count	Percent	Count	Percent
Enrollment Status	De Anza					
First-Time Student	886	8.2%	948	8.2%	62	7.0%
First-Time Transfer Student	2,589	23.9%	2,402	20.8%	(187)	-7.2%
Returning Student	1,214	11.2%	1,295	11.2%	81	6.7%
Continuing Student	4,874	44.9%	5,140	44.6%	266	5.5%
Special Admit Student	1,283	11.8%	1,746	15.1%	463	-
Total Headcount	10,846	100.0%	11,531	100.0%	685	6.3%
	Foothill					
First-Time Student	778	9.6%	837	9.5%	59	7.6%
First-Time Transfer Student	1,077	13.3%	2,270	25.7%	1,193	110.8%
Returning Student	2,741	33.8%	1,118	12.7%	(1,623)	-59.2%
Continuing Student	1,753	21.6%	3,037	34.4%	1,284	73.2%
Special Admit Student	1,753	21.6%	1,554	17.6%	(199)	-11.4%
Total Headcount	8,102	100.0%	8,816	100.0%	714	8.8%

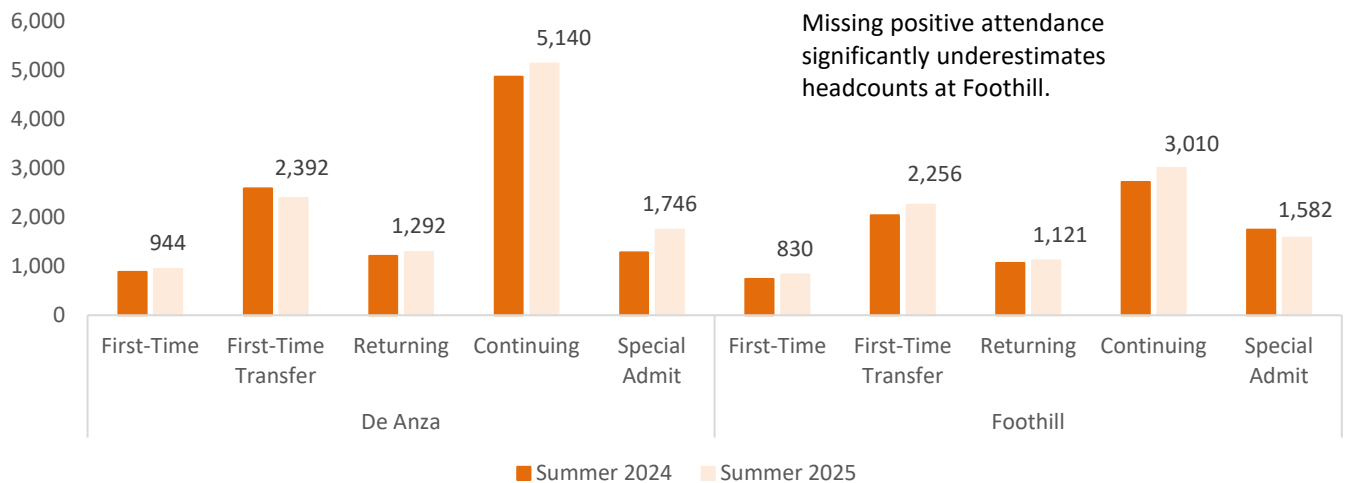
Notes

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

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

	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Enrollment Status	De Anza						
First-Time	885	8.2%	944	8.2%	59	6.7%	
First-Time Transfer	2,589	23.9%	2,392	20.8%	(197)	-7.6%	↓
Returning	1,213	11.2%	1,292	11.2%	79	6.5%	
Continuing	4,874	44.9%	5,140	44.6%	266	5.5%	
Special Admit	1,283	11.8%	1,746	15.2%	463	36.1%	↑
Total Headcount	10,844	100.0%	11,514	100.0%	670	6.2%	
	Foothill						
First-Time	743	8.9%	830	9.4%	87	11.7%	
First-Time Transfer	2,043	24.5%	2,256	25.6%	213	10.4%	
Returning	1,066	12.8%	1,121	12.7%	55	5.2%	
Continuing	2,724	32.7%	3,010	34.2%	286	10.5%	
Special Admit	1,746	21.0%	1,582	18.0%	(164)	-9.4%	
Total Headcount	8,322	100.0%	8,799	100.0%	477	5.7%	

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.

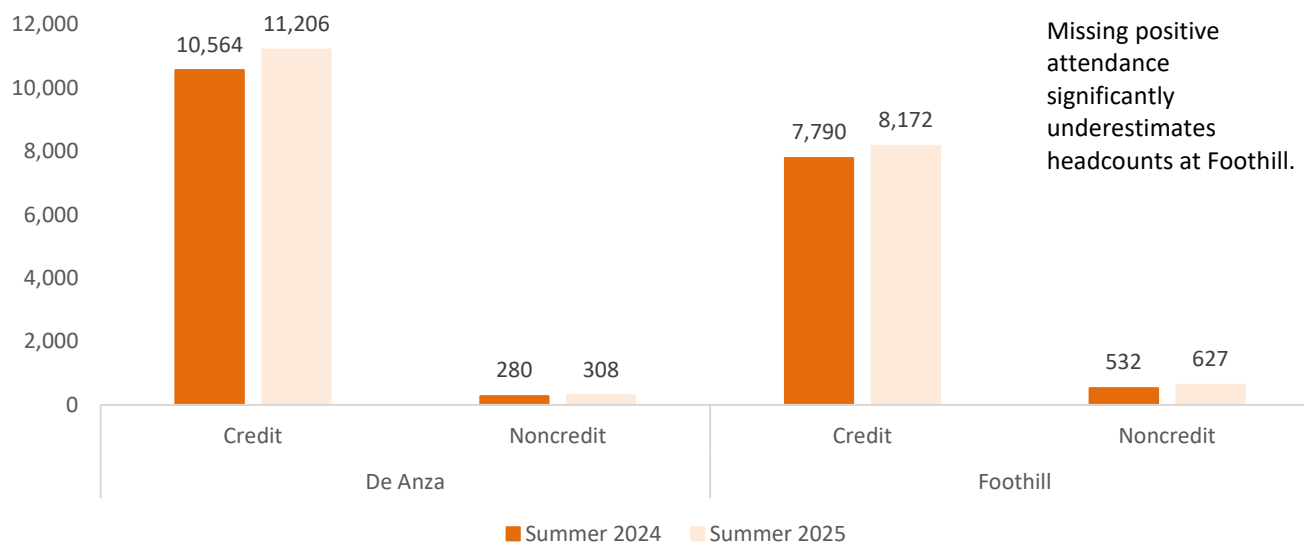
“Unknown” are students with no enough data to determine if they were first-time or first-time transfer (mainly older noncredit students with no evidence of prior higher education).

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

	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Credit Status Group	De Anza						
Credit	10,564	97.4%	11,206	97.3%	642	6.1%	
Noncredit	280	2.6%	308	2.7%	28	10.0%	↑
Total Headcount	10,844	100.0%	11,514	100.0%	670	6.2%	
Foothill							
Credit	7,790	93.6%	8,172	92.9%	382	4.9%	
Noncredit	532	6.4%	627	7.1%	95	17.9%	
Total Headcount	8,322	100.0%	8,799	100.0%	477	5.7%	

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.

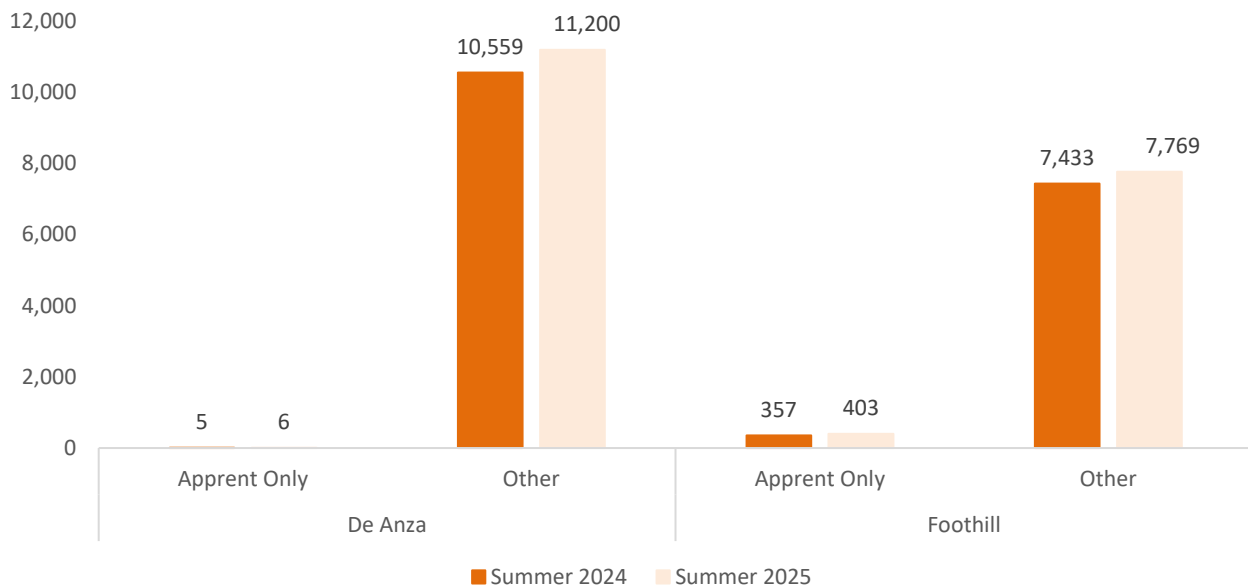
Noncredit: Students registered in only noncredit course(s).

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

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

	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Apprenticeship St							
De Anza							
Apprent Only	5	0.0%	6	0.1%	1	20.0%	↑
Other	10,559	100.0%	11,200	99.9%	641	6.1%	
Total Credit Headcount	10,564	100.0%	11,206	100.0%	642	6.1%	
Foothill							
Apprent Only	357	4.6%	403	4.9%	46	12.9%	↑
Other	7,433	95.4%	7,769	95.1%	336	4.5%	
Total Credit Headcount	7,790	100.0%	8,172	100.0%	382	4.9%	

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



Notes

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

Apprent Only: Students registered in only apprenticeship courses.

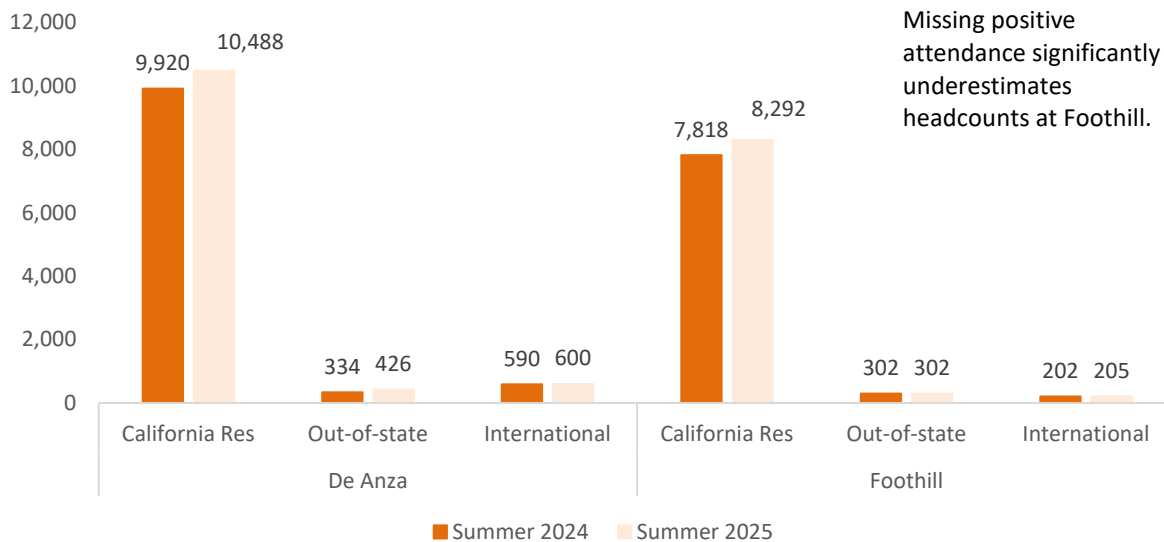
Other: Students not registered in any apprenticeship course.

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

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

	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Residency Status	De Anza						
California Res	9,920	91.5%	10,488	91.1%	568	5.7%	
Out-of-state	334	3.1%	426	3.7%	92	27.5%	↑
International	590	5.4%	600	5.2%	10	1.7%	
Total Headcount	10,844	100.0%	11,514	100.0%	670	6.2%	
Foothill							
California Res	7,818	93.9%	8,292	94.2%	474	6.1%	
Out-of-state	302	3.6%	302	3.4%	-	0.0%	
International	202	2.4%	205	2.3%	3	1.5%	
Total Headcount	8,322	100.0%	8,799	100.0%	477	5.7%	

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.

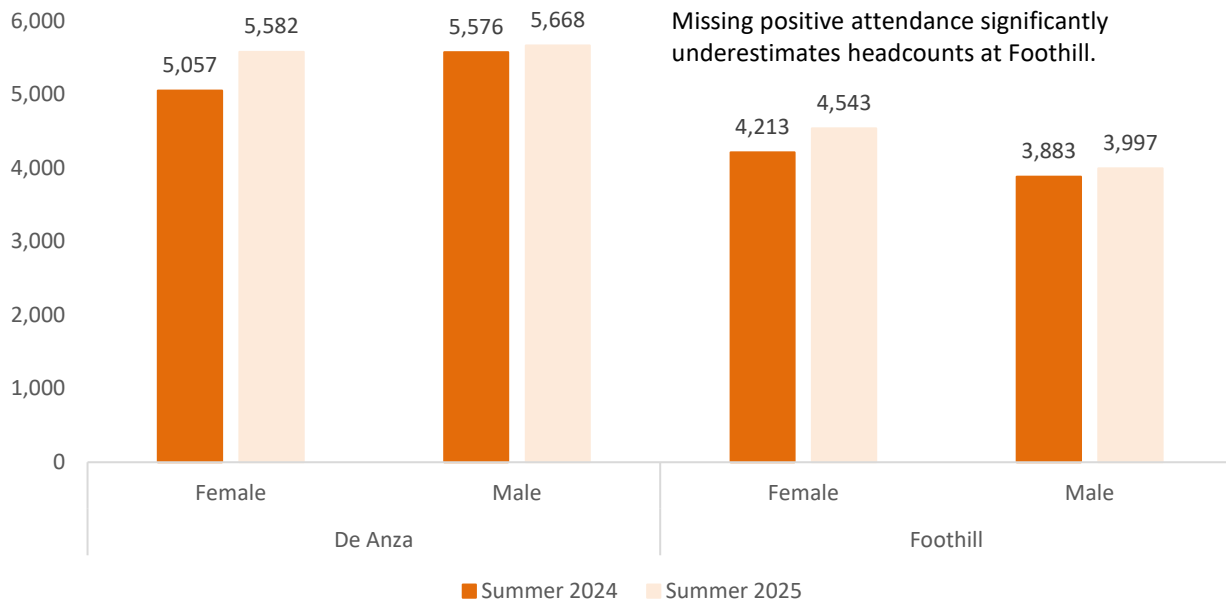
California residency refers to residency used for enrollment fee purposes.

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

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

	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Female	5,057	46.6%	5,582	48.5%	525	10.4%	↑
Male	5,576	51.4%	5,668	49.2%	92	1.6%	
Non-binary	96	0.9%	85	0.7%	(11)	-11.5%	↓
Unknown	115	1.1%	179	1.6%	64	55.7%	↑
Total Headcount	10,844	100.0%	11,514	100.0%	670	6.2%	
Foothill							
Female	4,213	50.6%	4,543	51.6%	330	7.8%	
Male	3,883	46.7%	3,997	45.4%	114	2.9%	
Non-binary	83	1.0%	65	0.7%	(18)	-21.7%	
Unknown	143	1.7%	194	2.2%	51	35.7%	
Total Headcount	8,322	100.0%	8,799	100.0%	477	5.7%	

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	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
American Indian/Alaska Native	23	0.2%	20	0.2%	(3)	-13.0%	↓
Asian	4,748	43.8%	5,289	45.9%	541	11.4%	↑
Black/African American	287	2.6%	334	2.9%	47	16.4%	↑
Filipino	354	3.3%	446	3.9%	92	26.0%	↑
Hispanic	1,986	18.3%	2,243	19.5%	257	12.9%	↑
Pacific Islander	39	0.4%	39	0.3%	-	0.0%	↑
White	2,321	21.4%	1,846	16.0%	(475)	-20.5%	↓
Multiple Races	563	5.2%	646	5.6%	83	14.7%	↑
Not Reported	523	4.8%	651	5.7%	128	24.5%	↑
Total Headcount	10,844	100.0%	11,514	100.0%	670	6.2%	
Foothill							
American Indian/Alaska Native	7	2.1%	11	2.9%	4	57.1%	
Asian	2,654	814.1%	2,845	762.7%	191	7.2%	
Black/African American	231	70.9%	255	68.4%	24	10.4%	
Filipino	252	77.3%	284	76.1%	32	12.7%	
Hispanic	2,135	654.9%	2,335	626.0%	200	9.4%	
Pacific Islander	69	21.2%	36	9.7%	(33)	-47.8%	
White	2,052	629.4%	2,047	548.8%	(5)	-0.2%	
Multiple Races	596	182.8%	613	164.3%	17	2.9%	
Not Reported	326	100.0%	373	100.0%	47	14.4%	
Total Headcount	8,322	2552.8%	8,799	2359.0%	477	5.7%	

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

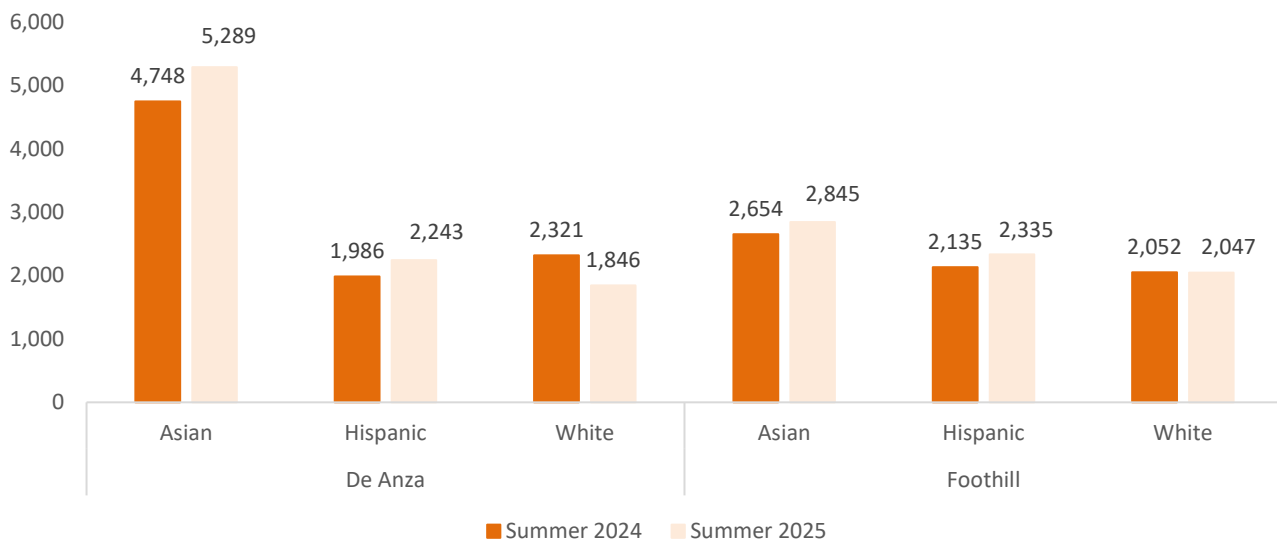
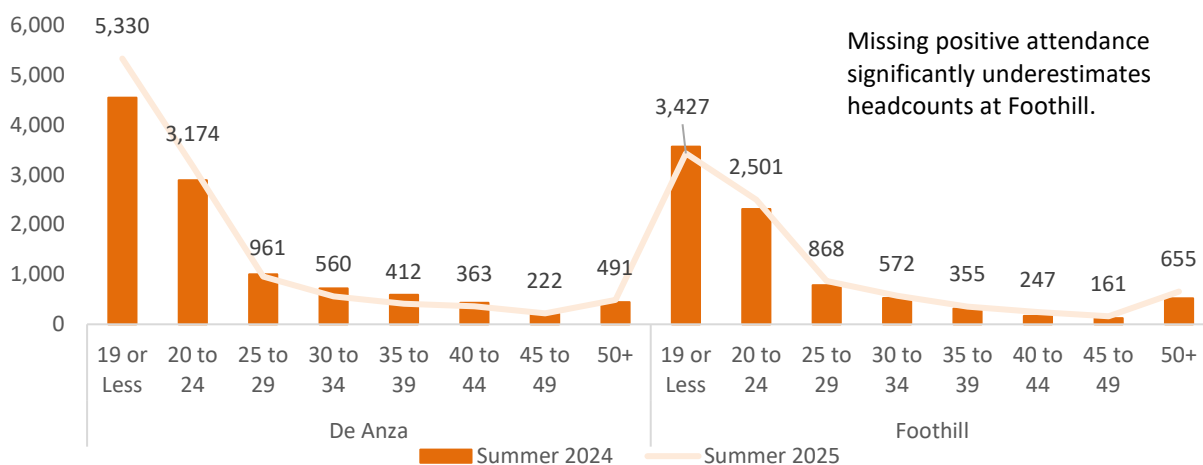


Table SB.7 Student Headcount by College, Age Group and Academic Period

Age Group	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
19 or Less	4,548	41.9%	5,330	46.3%	782	17.2%	↑
20 to 24	2,893	26.7%	3,174	27.6%	281	9.7%	↑
25 to 29	1,000	9.2%	961	8.3%	(39)	-3.9%	↓
30 to 34	719	6.6%	560	4.9%	(159)	-22.1%	↓
35 to 39	594	5.5%	412	3.6%	(182)	-30.6%	↓
40 to 44	434	4.0%	363	3.2%	(71)	-16.4%	↓
45 to 49	213	2.0%	222	1.9%	9	4.2%	↑
50 or more	442	4.1%	491	4.3%	49	11.1%	↑
Not Reported	1	0.0%	1	0.0%	-	-	
Total Headcount	10,844	100.0%	11,514	100.0%	670	6.2%	
Foothill							
19 or Less	3,561	42.8%	3,427	38.9%	(134)	-3.8%	
20 to 24	2,311	27.8%	2,501	28.4%	190	8.2%	
25 to 29	787	9.5%	868	9.9%	81	10.3%	
30 to 34	530	6.4%	572	6.5%	42	7.9%	
35 to 39	317	3.8%	355	4.0%	38	12.0%	
40 to 44	167	2.0%	247	2.8%	80	47.9%	
45 to 49	123	1.5%	161	1.8%	38	30.9%	
50 or more	522	6.3%	655	7.4%	133	25.5%	
Not Reported	4	0.0%	13	0.1%	9	-	
Total Headcount	8,322	100.0%	8,799	100.0%	477	5.7%	

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



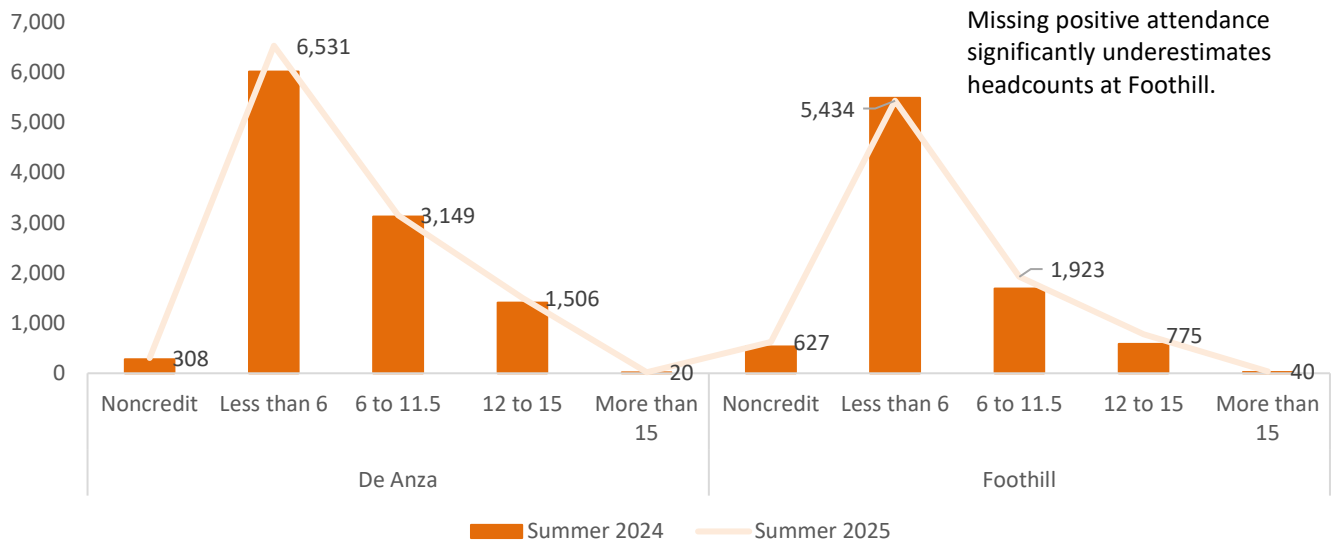
Notes

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

	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Attempted Credit Units							
De Anza							
Noncredit	280	2.6%	308	2.7%	28	10.0%	↑
Less than 6	6,015	55.5%	6,531	56.7%	516	8.6%	↑
6 to 11.5	3,127	28.8%	3,149	27.3%	22	0.7%	
12 to 15	1,407	13.0%	1,506	13.1%	99	7.0%	
More than 15	15	0.1%	20	0.2%	5	33.3%	↑
Total Headcount	10,844	100.0%	11,514	100.0%	670	6.2%	
Foothill							
Noncredit	532	6.4%	627	7.1%	95	17.9%	
Less than 6	5,493	66.0%	5,434	61.8%	(59)	-1.1%	
6 to 11.5	1,689	20.3%	1,923	21.9%	234	13.9%	
12 to 15	583	7.0%	775	8.8%	192	32.9%	
More than 15	25	0.3%	40	0.5%	15	60.0%	
Total Headcount	8,322	100.0%	8,799	100.0%	477	5.7%	

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	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	26	0.2%	30	0.3%	4	15.4%	↑
DSPS	790	7.3%	729	6.3%	(61)	-7.7%	↓
EOPS	43	0.4%	77	0.7%	34	79.1%	↑
NextUP/CAYES	1	0.0%	16	0.1%	15	1500.0%	↑
All Special Admit/HS Students	1,283	11.8%	1,746	15.1%	463	36.1%	↑
CCAP	13	0.1%	15	0.1%	2	15.4%	↑
Athletes	59	0.5%	222	1.9%	163	276.3%	↑
Basic Needs Center	317	2.9%	331	2.9%	14	4.4%	
MESA	37	0.3%	Not confirmed/Not Submitted				
Puente	18	0.2%	39	0.3%	21	116.7%	↑
Umoja	24	0.2%	27	0.2%	3	12.5%	↑
A2MEND	6	0.1%	9	0.1%	3	50.0%	↑
Rising Scholars Network	-	0.0%	13	0.1%	13		
Dual Adm UC/CSU	10	0.1%	21	0.2%	11	110.0%	↑
Formerly Incarcerated	75	0.7%	97	0.8%	22	29.3%	↑
With Legal Dependents	549	5.1%	727	6.3%	178	32.4%	↑
First-Generation	2,651	24.4%	2,567	22.3%	(84)	-3.2%	↓
Foster Youth	151	1.4%	179	1.6%	28	18.5%	↑
Military: Active Duty, Reserve, N	59	0.5%	23	0.2%	(36)	-61.0%	↓
Veteran	185	1.7%	110	1.0%	(75)	-40.5%	↓
Apprenticeship	5	0.0%	6	0.1%	1	20.0%	↑
Economically Disadvantaged	3,985	36.7%	4,175	36.2%	190	4.8%	
Homeless	39	0.4%	31	0.3%	(8)	-20.5%	↓
Seasonal Farm Worker	37	0.3%	30	0.3%	(7)	-18.9%	↓
Work Based Learner	2	0.0%	5	0.0%	3	150.0%	↑
LGBT	492	4.5%	609	5.3%	117	23.8%	↑

De Anza Student Headcount by Census Date and Academic Period

	Summer 2024	Summer 2025	Count Change	Percent Change
Total Headcount	10,847	11,532	685	6.3%

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	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Calworks	3	0.0%	8	0.1%	5	166.7%	↑
DSPS	530	6.2%	554	5.8%	24	4.5%	
EOPS	115	1.4%	90	0.9%	(25)	-21.7%	↓
NextUP/CAYES	2	0.0%	13	0.1%	11	550.0%	↑
All Special Admit/HS Students	1,778	21.0%	2,202	22.9%	424	23.8%	↑
CCAP	807	9.5%	1,137	11.8%	330	40.9%	↑
College Now	5	0.1%	9	0.1%	4	80.0%	↑
Middle College	10	0.1%	83	0.9%	73	730.0%	↑
Athletes	133	1.6%	153	1.6%	20	15.0%	↑
Basic Needs Center	228	2.7%	430	4.5%	202	88.6%	↑
MESA	67	0.8%	63	0.7%	(4)	-6.0%	↓
Puente	22	0.3%	31	0.3%	9	40.9%	↑
Umoja	35	0.4%	37	0.4%	2	5.7%	
Baccalaureate, Dental Hygiene	53	0.6%	57	0.6%	4	7.5%	
Baccalaureate, Respiratory Care	-	0.0%	31	0.3%	31		
Dual Adm UC/CSU	-	0.0%	6	0.1%	6		
Formerly Incarcerated	30	0.4%	62	0.6%	32	106.7%	↑
With Legal Dependents	448	5.3%	696	7.2%	248	55.4%	↑
First-Generation	1,821	21.5%	2,036	21.2%	215	11.8%	
Foster Youth	128	1.5%	145	1.5%	17	13.3%	↑
Military: Active Duty, Reserve, N	62	0.7%	21	0.2%	(41)	-66.1%	↓
Veteran	217	2.6%	111	1.2%	(106)	-48.8%	↓
Apprenticeship	357	4.2%	442	4.6%	85	23.8%	↑
Economically Disadvantaged	2,253	26.6%	2,781	28.9%	528	23.4%	↑
Homeless	30	0.4%	11	0.1%	(19)	-63.3%	↓
Seasonal Farm Worker	16	0.2%	30	0.3%	14	87.5%	↑
Work Based Learner	235	2.8%	246	2.6%	11	4.7%	
LBGT	446	5.3%	444	4.6%	(2)	-0.4%	

Foothill Student Headcount by Census Date and Academic Period

	Summer 2024	Summer 2025	Count Change	Percent Change
Total Headcount	8,485	9,624	1,139	13.4%

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	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
1A-CALW/TANF Auditab	15	0.4%	17	0.4%	2	13.3%	↑
1S-CALW/TANF Self-rep	203	5.4%	254	6.5%	51	25.1%	
3A-GA Auditable	2	0.1%	-	0.0%	(2)	-100.0%	
4A-Other Auditable	757	20.0%	412	10.5%	(345)	-45.6%	↓
4S-Other Self-report	379	10.0%	705	17.9%	326	86.0%	↑
NN-Not Econ Disadv	2,433	64.2%	2,540	64.7%	107	4.4%	
All CTE Econ Disadv	1,356	35.8%	1,388	35.3%	32	2.4%	
All CTE	3,789	100.0%	3,928	100.0%	139	3.7%	
Foothill							
1A-CALW/TANF Auditab	4	0.1%	3	0.1%	(1)	-25.0%	
1S-CALW/TANF Self-rep	160	4.4%	205	5.6%	45	28.1%	
3A-GA Auditable	1	0.0%	1	0.0%	-	0.0%	
4A-Other Auditable	382	10.4%	264	7.2%	(118)	-30.9%	
4S-Other Self-report	379	10.3%	595	16.3%	216	57.0%	
NN-Not Econ Disadv	2,740	74.7%	2,589	70.8%	(151)	-5.5%	
All CTE Econ Disadv	926	25.3%	1,068	29.2%	142	15.3%	
All CTE	3,666	100.0%	3,657	100.0%	(9)	-0.2%	

Notes

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

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

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

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

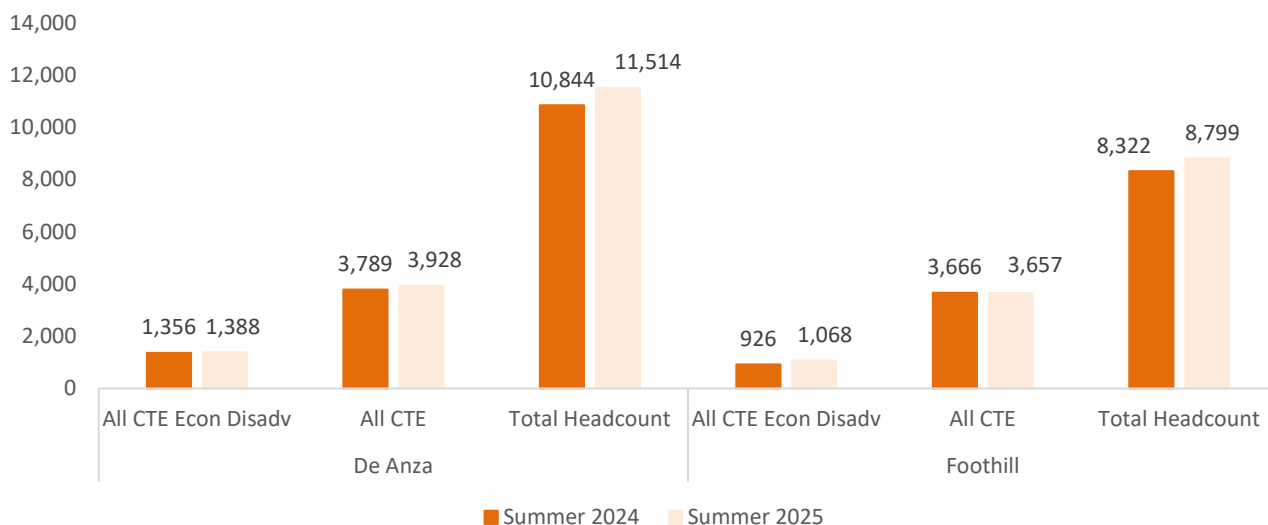


Table SY.1 De Anza, Student Credit for Prior Learning: Number of Records by Academic Period

Assessment Method	Course TOP Code	Summer 2024		Summer 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Advanced Placement (AP)	170100-Mathematics, General	266	30.0%	385	30.0%	119	44.7%	↑
	150100-English	184	20.8%	258	20.1%	74	40.2%	
	220500-History	148	16.7%	216	16.8%	68	45.9%	
	200100-Psychology, General	69	7.8%	96	7.5%	27	39.1%	
	040100-Biology, General	59	6.7%	75	5.8%	16	27.1%	
	190500-Chemistry, General	46	5.2%	61	4.7%	15	32.6%	
	220400-Economics	30	3.4%	58	4.5%	28	93.3%	↑
	110500-Spanish	31	3.5%	57	4.4%	26	83.9%	↑
	110700-Chinese	31	3.5%	29	2.3%	(2)	-6.5%	↓
	220600-Geography	8	0.9%	24	1.9%	16	200.0%	↑
	100900-Design	6	0.7%	16	1.2%	10	166.7%	↑
	100210-Painting and Drawing	6	0.7%	6	0.5%	-	0.0%	
	100100-Fine Arts, General	1	0.1%	4	0.3%	3	300.0%	↑
	070710-Computer Programming	1	0.1%	-	0.0%	(1)	-100.0%	↓
	Total	886	100.0%	1,285	100.0%	399	45.0%	

Figure SY.1 De Anza, Student Credit for Prior Learning, Advanced Placement: Top Five Areas, Summer 2025

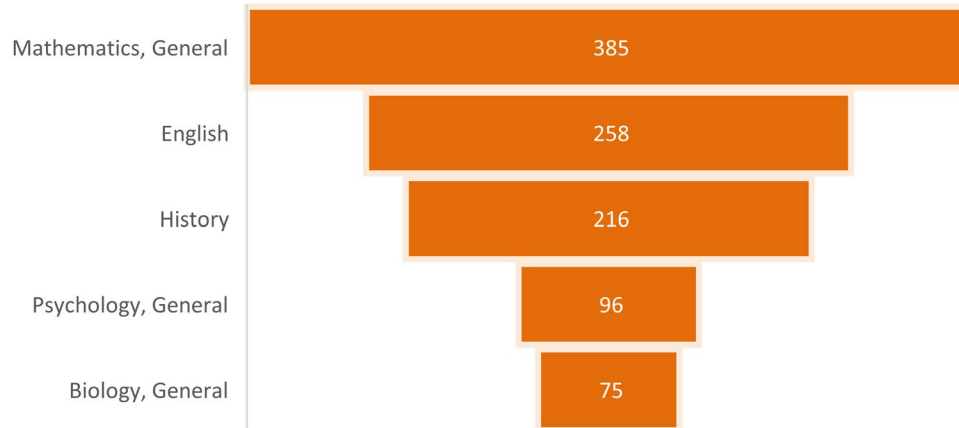


Table SY.2 Foothill, Student Credit for Prior Learning: Number of Records by Academic Period

Assessment Method	Course TOP Code	Summer 2024		Summer 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Advanced Placement (AP)	170100-Mathematics, General	60	31.6%	37	37.4%	(23)	-38.3%	↓
	150100-English	33	17.4%	25	25.3%	(8)	-24.2%	
	220500-History	26	13.7%	14	14.1%	(12)	-46.2%	
	200100-Psychology, General	20	10.5%	12	12.1%	(8)	-40.0%	
	190200-Physics, General	6	3.2%	8	8.1%	2	33.3%	↑
	190500-Chemistry, General	9	4.7%	3	3.0%	(6)	-66.7%	
	030100-Environmental Science	2	1.1%	-	0.0%	(2)	-100.0%	
	110500-Spanish	1	0.5%	-	0.0%	(1)	-100.0%	
Industry certification	040100-Biology, General	33	17.4%	-	0.0%	(33)	-100.0%	↓
Total		190	100.0%	99	100.0%	(91)	-47.9%	

Figure SY.2 Foothill, Student Credit for Prior Learning, Advanced Placement: Top Five Areas, Summer 2025

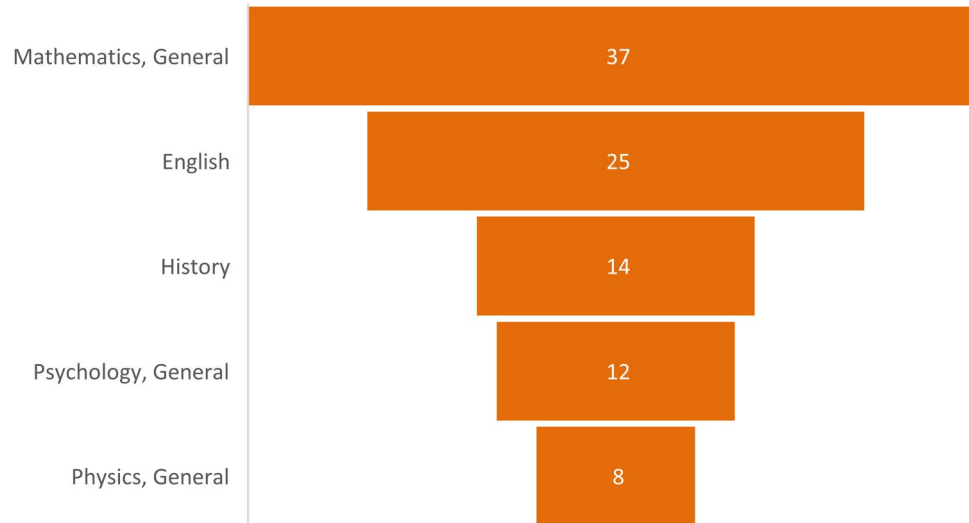


Table SX.A1 California Virtual Campus (CVC) Course Exchange Enrollment, De Anza: Student Headcount

Course TOP Code	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
070710-Computer Programming	4	50.0%	7	25.9%	3	75.0%	
220300-Ethnic Studies	0	0.0%	5	18.5%	5		
030100-Environmental Science	0	0.0%	2	7.4%	2		
130600-Nutrition, Foods, and Culinary Arts	0	0.0%	2	7.4%	2		
170100-Mathematics, General	0	0.0%	2	7.4%	2		
030200-Environmental Studies	0	0.0%	1	3.7%	1		
051100-Real Estate	1	12.5%	1	3.7%	0	0.0%	
070720-Database Design and Administrator	1	12.5%	1	3.7%	0	0.0%	
159900-Other Humanities	1	12.5%	1	3.7%	0	0.0%	
191100-Astronomy	0	0.0%	1	3.7%	1		
220200-Anthropology	0	0.0%	1	3.7%	1		
220500-History	0	0.0%	1	3.7%	1		
220600-Geography	0	0.0%	1	3.7%	1		
493013-Academic Guidance	0	0.0%	1	3.7%	1		
111730-Korean	1	12.5%	0	0.0%	-1	-100.0%	↓
Total Headcount	8	100.0%	27	100.0%	19	237.5%	

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

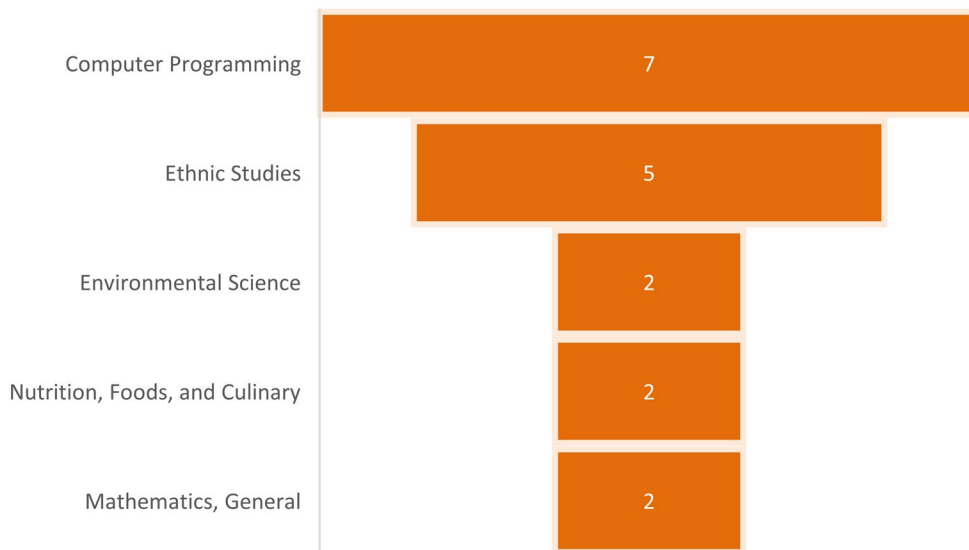


Table SX.A2 California Virtual Campus (CVC) Course Exchange Enrollment, Foothill: Student Headcount

Course TOP Code	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
050200-Accounting	0	0.0%	2	14.3%	2		
070700-Computer Software Development	0	0.0%	2	14.3%	2		
130500-Child Development/Early Care and Edu	0	0.0%	2	14.3%	2		
050500-Business Administration	0	0.0%	1	7.1%	1		
070710-Computer Programming	0	0.0%	1	7.1%	1		
100100-Fine Arts, General	1	100.0%	1	7.1%	0	0	
100500-Commercial Music	1	100.0%	1	7.1%	0	0.0%	
103000-Art and Design	0	0.0%	1	7.1%	1		
150100-English	0	0.0%	1	7.1%	1		
200100-Psychology, General	0	0.0%	1	7.1%	1		
220100-Social Sciences, General	0	0.0%	1	7.1%	1		
Total Headcount	1	100.0%	14	100.0%	13	1300.0%	

Figure SX.A2 CVC Course Exchange Enrollment, Foothill: Summer 2025 Headcount

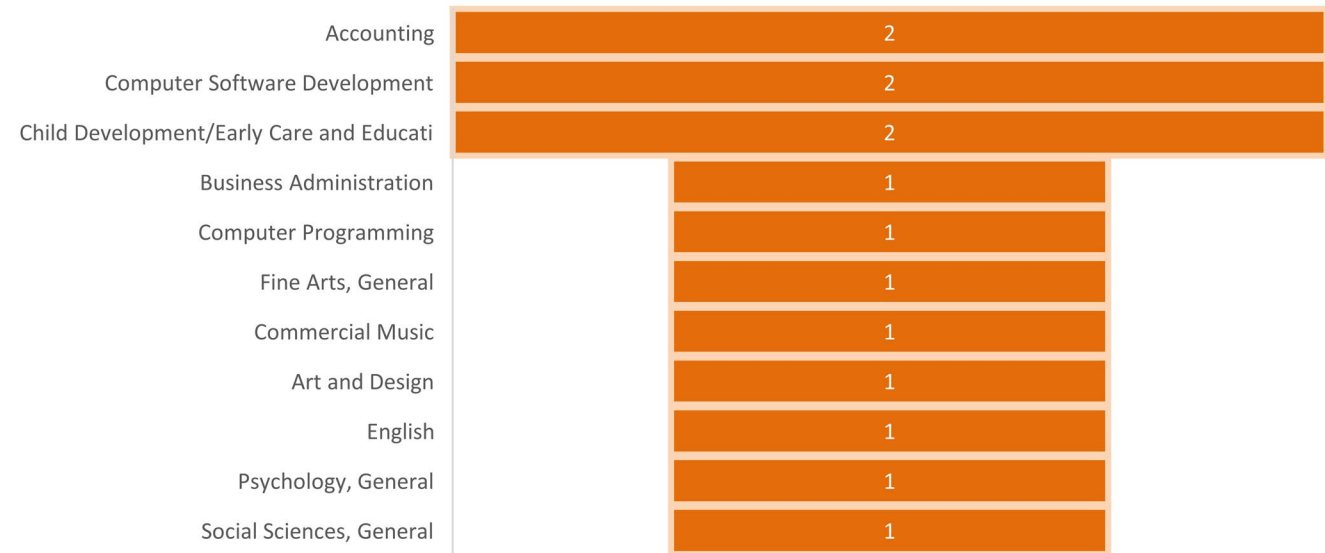


Table VR.1 De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service

Program	Service	Student Headcount		Service	
		Count	Percent	Sum	Percent
SD-Disabled Student Programs and Services (DSPS)	C01-Counseling-Academic	196	25.0%	240	16.0%
	C06-Counseling-Transfer	5	0.6%	5	0.3%
	C07-Counseling-Program Specific Counseling	96	12.2%	97	6.5%
	C99-Counseling-Other	294	37.5%	468	31.2%
	S02-Student Support Services-Enrollment/Reenrollment Activities	39	5.0%	41	2.7%
	S04-Student Support Services-Learning Disability Management	1	0.1%	1	0.1%
	S08-Student Support Services-Education Plan	20	2.6%	22	1.5%
	S10-Student Support Services-Alternative Media/Adaptive Equipment	10	1.3%	10	0.7%
	S11-Student Support Services-Interpreting/Captioning	2	0.3%	48	3.2%
	S13-Student Support Services-Specialized/Supplemental Instruction	379	48.3%	523	34.9%
	S14-Student Support Services-Tutoring	1	0.1%	2	0.1%
	S99-Student Support Services-Other	4	0.5%	42	2.8%
	Total	784	100.0%	1,499	100.0%
VD-Dual Enrollment, CCAP and CCAP STEM	S02-Student Support Services-Enrollment/Reenrollment Activities	18	100.0%	18	94.7%
	S07-Student Support Services-Career Activities	1	5.6%	1	5.3%
	Total	18	100.0%	19	100.0%

Notes

Data includes all students who received services from the program, independently of their program status (i.e., active in the program in the reporting term).

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

Course Attribute	Classification	Summer 2024		Summer 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	564	90.8%	566	90.7%	2	0.4%	
	Credit, Not Degree Applicable	23	3.7%	21	3.4%	(2)	-8.7%	↓
	Noncredit	34	5.5%	37	5.9%	3	8.8%	↑
CB05-Transfer Status	Transferable to UC and CSU	473	76.2%	474	76.0%	1	0.2%	
	Transferable to CSU only	81	13.0%	78	12.5%	(3)	-3.7%	↓
	Not transferable	67	10.8%	72	11.5%	5	7.5%	↑
CB08-Basic Skills	Basic Skills	27	4.3%	27	4.3%	-	0.0%	
	Not Basic Skills	594	95.7%	597	95.7%	3	0.5%	
CB09-SAM Priority	Apprenticeship	2	0.3%	2	0.3%	-	0.0%	
	Advanced Occupational	9	1.4%	10	1.6%	1	11.1%	↑
	Clearly Occupational	125	20.1%	131	21.0%	6	4.8%	↑
	Possibly Occupational	47	7.6%	44	7.1%	(3)	-6.4%	↓
	Non-Occupational	438	70.5%	437	70.0%	(1)	-0.2%	
CB10-Work Exp	Not Cooperative Work Exp	621	100.0%	624	100.0%	3	0.5%	
CB11-Classification	Enhanced Funding, Workforce Prep	21	3.4%	25	4.0%	4	19.0%	↑
	Enhanced Funding, Other	12	1.9%	12	1.9%	-	0.0%	
	Non-Enhanced Funding	1	0.2%	-	0.0%	(1)	-100.0%	↓
	Credit Course	587	94.5%	587	94.1%	-	0.0%	
CB13-Special Class	Approved Special Class	23	3.7%	20	3.2%	(3)	-13.0%	↓
	Not a Special Class	598	96.3%	604	96.8%	6	1.0%	
CB21-Prior to Coll	1 Level Below Transfer	12	1.9%	12	1.9%	-	0.0%	
	2 Levels Below Transfer	8	1.3%	8	1.3%	-	0.0%	
	3 Levels Below Transfer	4	0.6%	4	0.6%	-	0.0%	
	4 Levels Below Transfer	2	0.3%	2	0.3%	-	0.0%	
	5 Levels Below Transfer	2	0.3%	2	0.3%	-	0.0%	
	Not Applicable	593	95.5%	596	95.5%	3	0.5%	
CB22-Noncredit Cat	English as a Second Language	12	1.9%	12	1.9%	-	0.0%	
	Workforce Preparation	22	3.5%	25	4.0%	3	13.6%	↑
	Credit Course	587	94.5%	587	94.1%	-	0.0%	
CB23-Funding Agency	Not Developed with Econ Dev funds	621	100.0%	624	100.0%	3	0.5%	
CB24-Program Status	Program Applicable	572	92.1%	577	92.5%	5	0.9%	

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

Course Attribute	Classification	Summer 2024		Summer 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
	Not Program Applicable	49	7.9%	47	7.5%	(2)	-4.1%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	53	8.5%	52	8.3%	(1)	-1.9%	↓
	Transfer Math/Quant Reasoning	75	12.1%	79	12.7%	4	5.3%	↑
	Local Mathematics Competency	1	0.2%	1	0.2%	-	0.0%	
	Not Applicable	492	79.2%	492	78.8%	-	0.0%	
CB26-Support Course St	Support Course	4	0.6%	4	0.6%	-	0.0%	
	Not a Support Course	617	99.4%	620	99.4%	3	0.5%	
CB27-Upper Division St	Not an Upper Division Course	621	100.0%	624	100.0%	3	0.5%	
Total		621	100.0%	624	100.0%	3	0.5%	

Notes

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

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

Course Attribute	Classification	Summer 2024		Summer 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	433	88.9%	487	89.0%	54	12.5%	
	Credit, Not Degree Applicable	9	1.8%	13	2.4%	4	44.4%	↑
	Noncredit	45	9.2%	47	8.6%	2	4.4%	
CB05-Transfer Status	Transferable to UC and CSU	270	55.4%	302	55.2%	32	11.9%	
	Transferable to CSU only	103	21.1%	132	24.1%	29	28.2%	↑
	Not transferable	114	23.4%	113	20.7%	(1)	-0.9%	
CB08-Basic Skills	Basic Skills	16	3.3%	23	4.2%	7	43.8%	↑
	Not Basic Skills	471	96.7%	524	95.8%	53	11.3%	
CB09-SAM Priority	Apprenticeship	57	11.7%	50	9.1%	(7)	-12.3%	↓
	Advanced Occupational	3	0.6%	4	0.7%	1	33.3%	↑
	Clearly Occupational	71	14.6%	99	18.1%	28	39.4%	↑
	Possibly Occupational	104	21.4%	109	19.9%	5	4.8%	
	Non-Occupational	252	51.7%	285	52.1%	33	13.1%	
CB10-Work Exp	Not Cooperative Work Exp	487	100.0%	547	100.0%	60	12.3%	
CB11-Classification	Enhanced Funding, Other	13	2.7%	18	3.3%	5	38.5%	↑
	Non-Enhanced Funding	32	6.6%	29	5.3%	(3)	-9.4%	↓
	Credit Course	442	90.8%	500	91.4%	58	13.1%	
CB13-Special Class	Approved Special Class	32	6.6%	31	5.7%	(1)	-3.1%	↓
	Not a Special Class	455	93.4%	516	94.3%	61	13.4%	
CB21-Prior to Coll	1 Level Below Transfer	4	0.8%	3	0.5%	(1)	-25.0%	↓
	2 Levels Below Transfer	3	0.6%	3	0.5%	-	0.0%	
	3 Levels Below Transfer	5	1.0%	6	1.1%	1	20.0%	↑
	4 Levels Below Transfer	2	0.4%	6	1.1%	4	200.0%	↑
	Not Applicable	473	97.1%	529	96.7%	56	11.8%	
CB22-Noncredit Cat	English as a Second Language	3	0.6%	9	1.6%	6	200.0%	↑
	Elementary, Secondary Basic Sk	7	1.4%	5	0.9%	(2)	-28.6%	↓
	Approved Special Class	28	5.7%	25	4.6%	(3)	-10.7%	↓

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

Course Attribute	Classification	Summer 2024		Summer 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
	Older Adults Class	-	0.0%	1	0.2%	1		
	Short-Term Vocational	7	1.4%	7	1.3%	-	0.0%	
	Credit Course	442	90.8%	500	91.4%	58	13.1%	
CB23-Funding Agency	Not Developed with Econ Dev funds	487	100.0%	547	100.0%	60	12.3%	
CB24-Program Status	Program Applicable	424	87.1%	472	86.3%	48	11.3%	
	Not Program Applicable	63	12.9%	75	13.7%	12	19.0%	↑
CB25-General Ed Status	Transfer English Comp, Crit Think	20	4.1%	17	3.1%	(3)	-15.0%	↓
	Transfer Math/Quant Reasoning	25	5.1%	26	4.8%	1	4.0%	
	Not Applicable	442	90.8%	504	92.1%	62	14.0%	↑
CB26-Support Status	Support Course	1	0.2%	1	0.2%	-	0.0%	
	Not a Support Course	486	99.8%	546	99.8%	60	12.3%	
CB27-Upper Division St	Upper Division Course	2	0.4%	5	0.9%	3	150.0%	↑
	Not an Upper Division Course	485	99.6%	542	99.1%	57	11.8%	
Total		487	100.0%	547	100.0%	60	12.3%	

Notes

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

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

Section Attribute	Classification	Summer 2024		Summer 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Daily Census	133	21.4%	114	18.3%	(19)	-14.3%	↓
	Positive Attendance	31	5.0%	30	4.8%	(1)	-3.2%	↓
	Independent Study, Work Exper	457	73.6%	480	76.9%	23	5.0%	↑
XB09-Work Based Lear Act	Work-Based Learning	3	0.5%	5	0.8%	2	66.7%	↑
	Unknown	618	99.5%	619	99.2%	1	0.2%	
XB12-Instructioal Material Cost	No associated instructional material	6	1.0%	1	0.2%	(5)	-83.3%	↓
	Has instruct material costs, but none are passed on to students	2	0.3%	1	0.2%	(1)	-50.0%	↓
	Has low instructional material costs	10	1.6%	8	1.3%	(2)	-20.0%	↓
	Uses only no-cost, OER course material	21	3.4%	16	2.6%	(5)	-23.8%	↓
	Uses only no-cost digital course material that does not meet OER guidelines	-	0.0%	16	2.6%	16		
	Does not meet no-cost or low-cost inst material criteria	582	93.7%	582	93.3%	-	0.0%	
Total		621	100.0%	624	100.0%	3	0.5%	

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

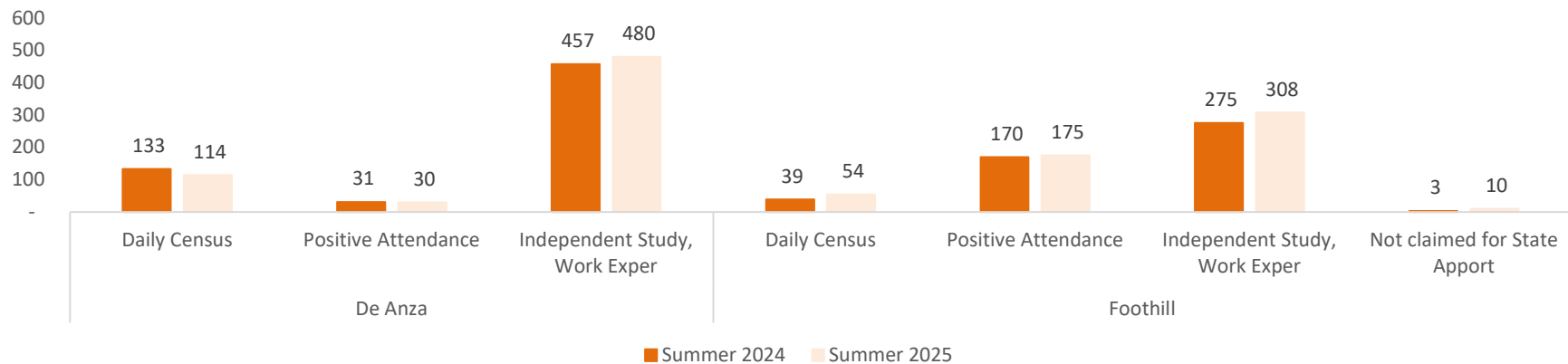


Table XB.2 Foothill College: Section Count by Attribute and Academic Period

Section Attribute	Classification	Summer 2024		Summer 2025		Change		Trend
		Count	Percent	Count	Percent	Count	Percent	
XB01-Accounting Method	Daily Census	39	8.0%	54	9.9%	15	38.5%	↑
	Positive Attendance	170	34.9%	175	32.0%	5	2.9%	
	Independent Study, Work Exper	275	56.5%	308	56.3%	33	12.0%	
	Not claimed for State Apport	3	0.6%	10	1.8%	7	233.3%	↑
XB09-Work Based Lear Act	Work-Based Learning	23	4.7%	28	5.1%	5	21.7%	↑
	Unknown	464	95.3%	519	94.9%	55	11.9%	
XB12-Instructional Material Cost	No associated instructional material	120	24.6%	35	6.4%	(85)	-70.8%	↓
	Has instruct material costs, but none are passed on to students	76	15.6%	93	17.0%	17	22.4%	
	Has low instructional material costs	58	11.9%	27	4.9%	(31)	-53.4%	↓
	Uses only no-cost, OER course material	-	0.0%	23	4.2%	23		
	Uses only no-cost digital course material that does not meet OER guidelines	-	0.0%	8	1.5%	8		
	bearing resources, no costs are passed on	-	0.0%	5	0.9%	5		
	Does not meet no-cost or low-cost inst material criteria	233	47.8%	356	65.1%	123	52.8%	↑
	Total	487	100.0%	547	100.0%	60	12.3%	

Notes

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

Data for XB12-Instructional Material Cost-Summer 2025, was not confirmed/submitted for Foothill.

Figure XB.2

Credit Courses: Percentage of the Section Total Count by College, Accounting Method and Term

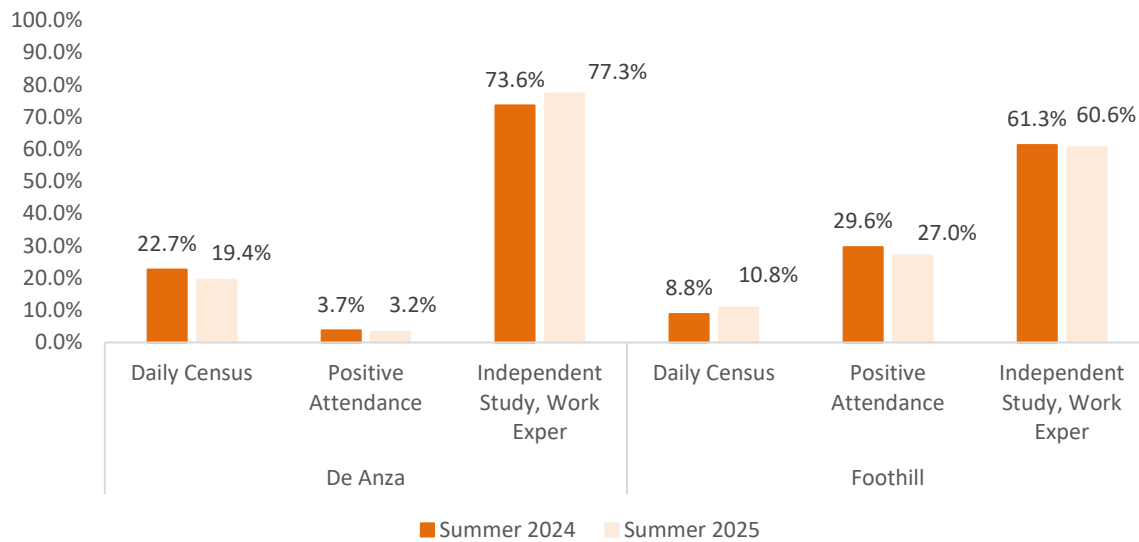


Figure XB.3

Noncredit Courses: Percentage of the Section Total Count by College, Accounting Method and Term

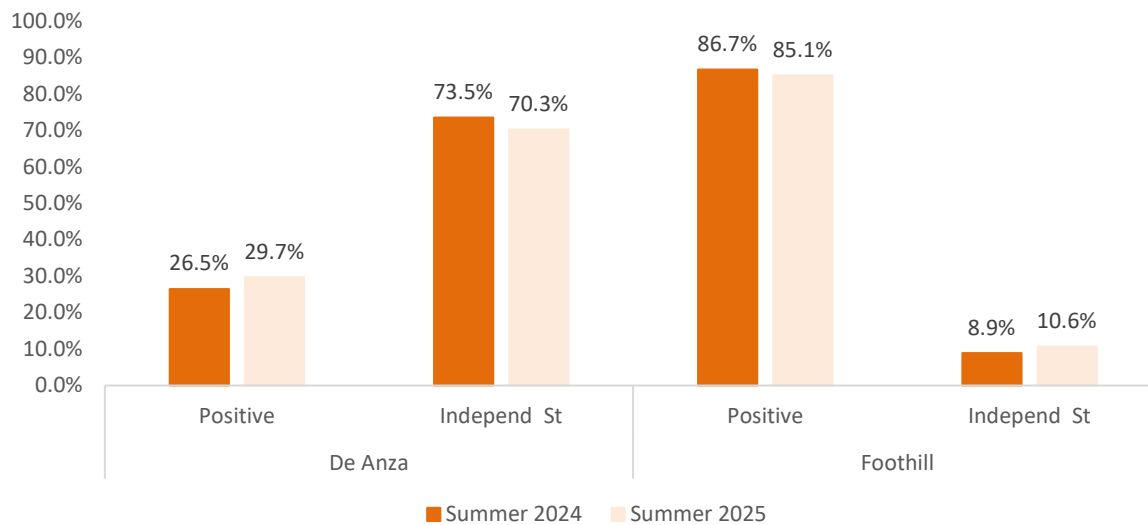


Table XF.1 De Anza College: Section Count by Instructional Method and Academic Period

Instruction Delivery Method	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	413	66.5%	426	68.3%	13	3.1%	↑
Dist Ed 50% to 99%	26	4.2%	26	4.2%	-	0.0%	
Dist Ed Less than 50%	22	3.5%	22	3.5%	-	0.0%	
In-Person	160	25.8%	150	24.0%	(10)	-6.3%	↓
Total	621	100.0%	624	100.0%	3	0.5%	

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

Instruction Delivery Method	Summer 2024		Summer 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	259	53.2%	295	53.9%	36	13.9%	↑
Dist Ed 50% to 99%	24	4.9%	12	2.2%	(12)	-50.0%	↓
Dist Ed Less than 50%	11	2.3%	12	2.2%	1	9.1%	
In-Person	193	39.6%	228	41.7%	35	18.1%	↑
Total	487	100.0%	547	100.0%	60	12.3%	

Notes

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

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

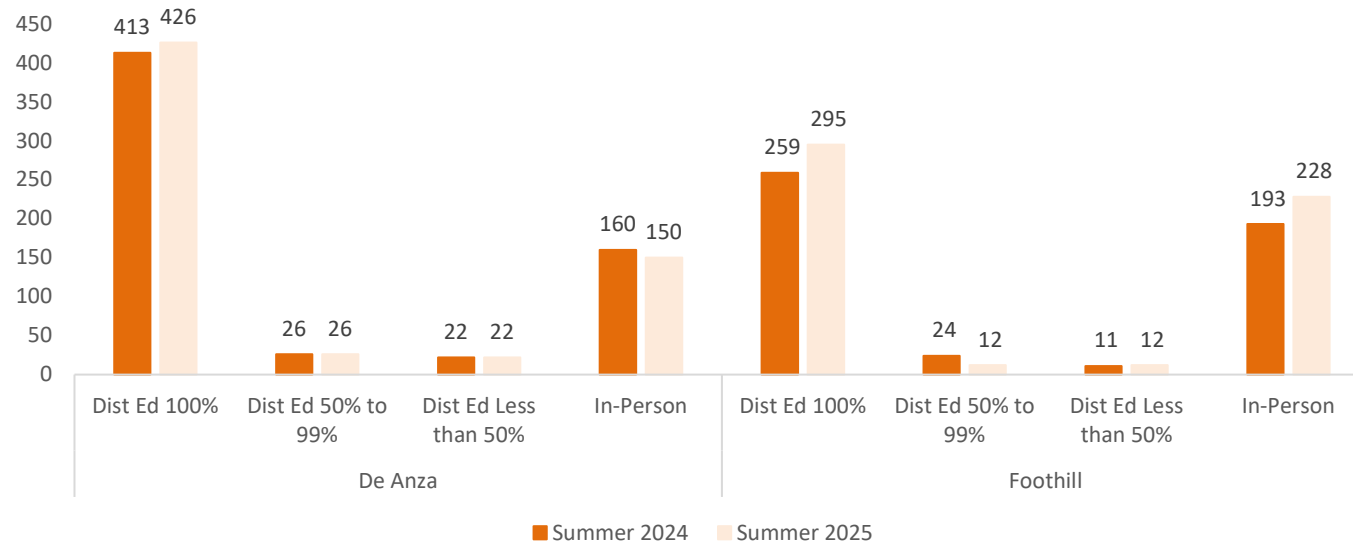


Table XE.1 De Anza College: Section, Employee and Full-Time Equivalent Faculty (FTE) Count by Assignment Type and Academic Period

Credit Status	Assignment Type	Summer 2024			Summer 2025			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	63	25	0.90	55	27	1.28	0.38	42.8%	↑
	FT Faculty, Overload	200	114	20.81	208	110	21.71	0.91	4.3%	↑
	PT Faculty/Temporary Staff	309	209	32.37	309	206	32.34	(0.03)	-0.1%	
	Contract Staff	26	17	-	24	19	-	-		
	Total	587	325	54.08	587	320	55.33	1.26	2.3%	
Noncredit	FT Faculty, Not Overload	8	5	-	10	6	-	-		
	Contract Staff	26	24	-	27	24	-	-		
	Total	34	29	-	37	30	-	-		

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

Credit Status	Assignment Type	Summer 2024			Summer 2025			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	44	20	2.02	61	28	1.76	(0.25)	-12.6%	↓
	FT Faculty, Overload	143	78	13.27	146	76	13.53	0.26	2.0%	
	PT Faculty/Temporary Staff	156	119	16.40	203	150	21.06	4.66	28.4%	↑
	Contract Staff	129	54	-	131	53	-	-		
	Total	442	246	31.68	500	271	36.36	4.67	14.7%	
Noncredit	FT Faculty, Not Overload	5	3	0.03	10	7	-	(0.03)	-100.0%	↓
	FT Faculty, Overload	11	7	0.43	14	6	0.71	0.28	65.6%	↑
	PT Faculty/Temporary Staff	26	12	0.96	21	10	0.80	(0.16)	-16.2%	↓
	Contract Staff	5	6	-	5	5	-	-		
	Total	45	28	1.42	47	26	1.51	0.09	6.6%	

Notes

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

Contract staff FTEF for Foothill, Summer 2025, is likely due to a coding error at the college for assignment type.

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

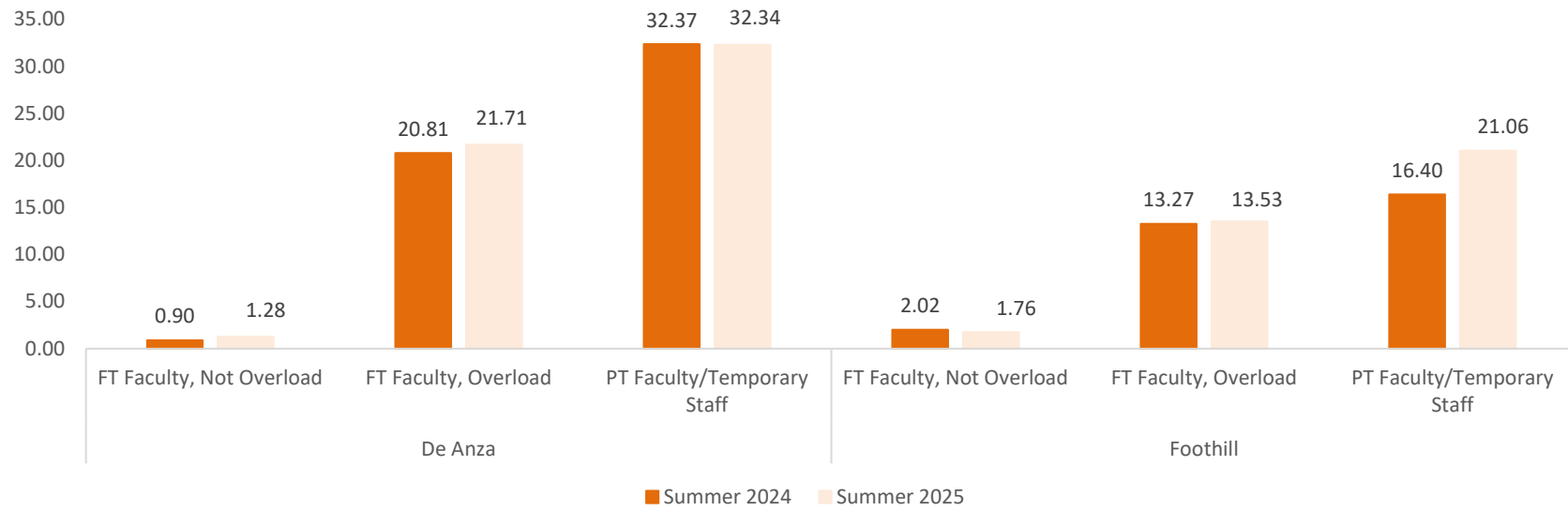


Table SX.1A De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Credit Courses

Apportionment Type	Summer 2024			Summer 2025			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Credit-Apprenticeship	5	1.05	0.1%	6	0.62	0.0%	(0.43)	-41.3%	↓
Credit-No Apprenticeship, CA Resident, Apport	9,745	1,730.15	92.0%	10,304	1,764.00	91.1%	33.85	2.0%	
Credit-No Apprenticeship, CA Resident, No Apport	6	0.81	0.0%	3	0.45	0.0%	(0.36)	-44.5%	↓
Credit-No Apprenticeship, International	572	110.50	5.9%	579	119.24	6.2%	8.74	7.9%	↑
Credit-No Apprenticeship, Out-of-state	238	38.66	2.1%	314	52.86	2.7%	14.19	36.7%	↑
Credit-Total	10,565	1,881.18	100.0%	11,206	1,937.16	100.0%	55.98	3.0%	

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

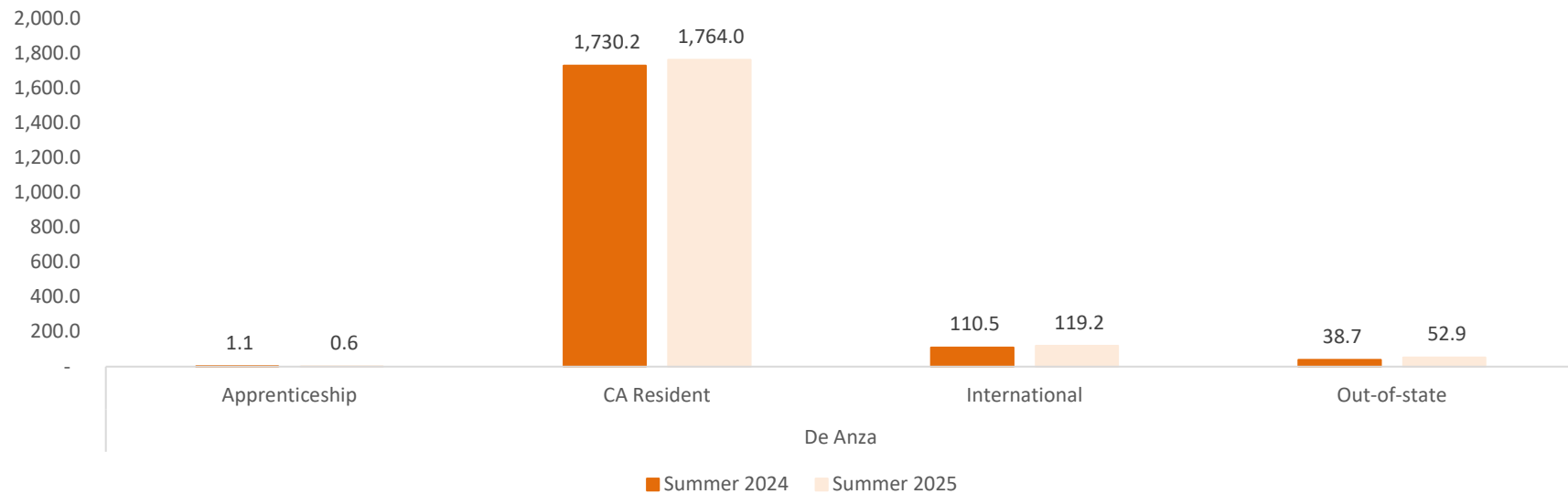
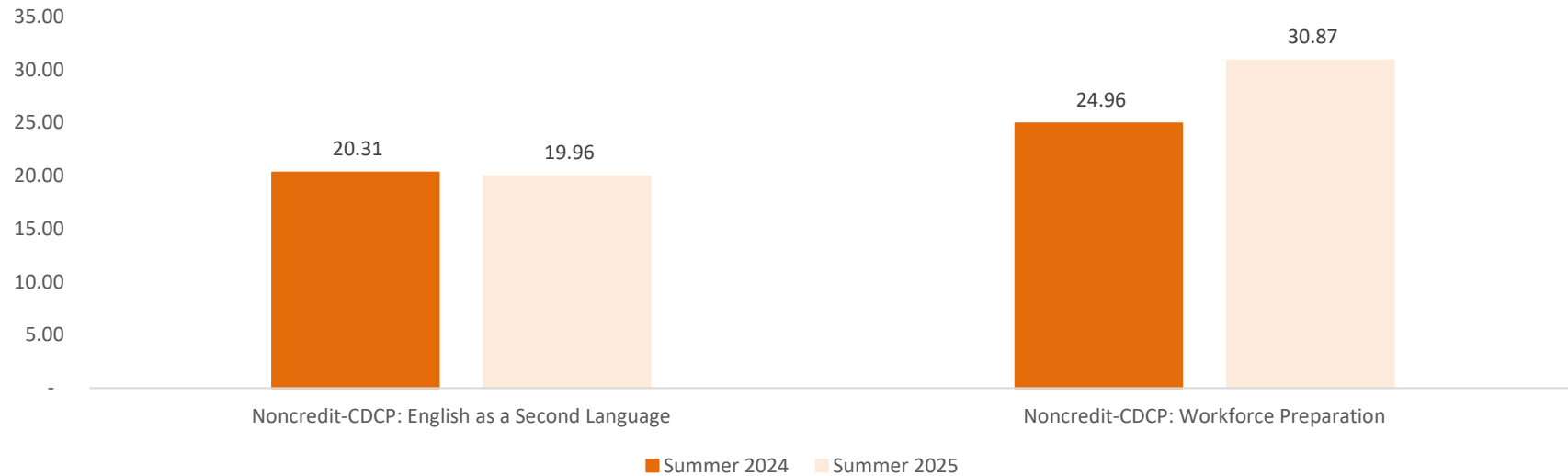


Table SX.1B De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Noncredit Courses

Apportionment Type	Summer 2024			Summer 2025			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Noncredit-CDCP: English as a Second Language	158	20.31	44.9%	167	19.96	39.3%	(0.35)	-1.7%	↓
Noncredit-CDCP: Workforce Preparation	212	24.96	55.1%	248	30.87	60.7%	5.92	23.7%	↑
Noncredit-Total	362	45.27	100.0%	407	50.83	100.0%	5.56	12.3%	

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



Notes

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

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

Enrollment Status	Summer 2024			Summer 2025			Change FTES		
	Student Headcount	FTES	Perc FTES	Student Headcount	FTES	Perc FTES	Count	Percent	Trend
First-Time	776	144.80	8.4%	844	146.94	8.3%	2.14	1.5%	
First-Time Transfer	2,318	385.75	22.3%	2,093	327.44	18.6%	(58.32)	-15.1%	↓
Returning	1,123	184.86	10.7%	1,184	179.35	10.2%	(5.51)	-3.0%	↓
Continuing	4,254	867.21	50.1%	4,454	914.01	51.8%	46.81	5.4%	↑
Special Admit	1,274	147.53	8.5%	1,729	196.26	11.1%	48.73	33.0%	↑
Total	9,745	1,730.15	100.0%	10,304	1,764.00	100.0%	33.85	2.0%	

Notes

Data only includes enrollments for California residents in credit courses applicable to apportionment, not including apprenticeship.

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

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

