

IRP@FHDA

FHDA MIS Quarterly Submission Report

Reporting term: fall 2025

Data extraction (Banner/production): February 23, 2026

Introduction

The fall 2025 MIS quarterly reports were submitted by the FHDA CCD (Foothill-De Anza Community College District) to the CCCCO (California Community Colleges Chancellor's Office) on February 24, 2026. 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 CCCCO 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

- CB-Course
 - Courses rejected by MIS because of TOP code errors:
 - BUS 070.
 - BUS 056.
 - BUS 060.
 - BUS 057.
 - BUS 086.
- SB-Student Characteristics
 - Missing data for race/ethnicity and CCC ID (California Community Colleges student identifier)
 - Data disaggregated by *residency status* in Table A.1 shows that 74.7% (922 of 1,235) of *international* students in fall 2025 had missing data for race/ethnicity and CCC ID—an increase of 6.5 percentage points when compared to data for the previous fall 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 CalWORKs was not confirmed and not submitted.
- VR Vision Aligned Reporting
 - Data for the following seven VAR programs was not confirmed prior submission date and not submitted (see details in Table 1.C).
 - SC-CalWORKs
 - SD-Disabled Student Programs and Services (DSPPS)
 - SE-EOPS
 - VC-CARE
 - VE-Student Equity and Achievement Program (SEA)
 - VM-Mathematics, Engineering, Science Achievement (MESA)
 - VN-NextUP/CAFYES

Foothill College

- SB-Student Characteristics
 - Special admit students: One record was rejected because of invalid birthdate.
 - Missing data for race/ethnicity and CCC ID (California Community Colleges student identifier)
 - Data disaggregated by *residency status* in Table A.1 shows that 46.6% (189 of 406) of *international* students in fall 2025 had missing data for race/ethnicity and CCC ID—a 3.7 percentage points drop when compared to data for the previous fall 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 18.2% (135 of 741) of students enrolled in only *noncredit* courses in fall 2025 were missing data for race/ethnicity and CCC ID, an increase of less than one percent from the prior fall term.
- SG-Special populations
 - Data for the CalWORKs was not confirmed and not submitted. Data for EOPS, CARE and NextUp was not submitted because it was confirmed after submission date.

- SX-Enrollment
 - Missing final grade (RD records)
 - All enrollment records missing the final grade (850, including 763 for CTE courses) were deleted from the submission to bypass a MIS quality edit and be able to submit. Data in Table A.3 shows that 68 sections were missing students' final grade by the time of submission; 53 of these were in the apprenticeship program; 65 were for CTE courses; and, only two had a final class date after submission.
 - Missing positive attendance
 - Data Table A.4 shows that 566 enrollment records (56 sections) were missing positive attendance; 90.3% (511) of these were for CTE courses. Missing positive attendance will significantly underestimate the college student headcount or FTES because records missing positive attendance hours will not be included in related analyses.
 - Data in Table A.5 and Table A.6 compare headcount statistics using two approaches: (1) *attendance by first census*, which is independent of positive/actual attendance, and (2) *attendance by first census in at least one census course or a minimum number of hours in a positive attendance course*. The second approach (see MIS data mart headcount in Table A.6) tends to produce lower headcounts for it 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 5.1% (14,537 from 13,827) in fall 2025 from the previous fall term while data in Table A.6 (MIS data mart, which takes into account positive attendance) shows an increase of 3.6% (13,828 from 13,345).

- VR Vision Aligned Reporting
 - Data for the following 11 programs was not confirmed prior submission and not submitted. Data in Table 1.D shows that three of these programs did not have a data custodian assigned by the time of submission.
 - VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement
 - SC-CalWORKs
 - VC-CARE
 - VD-Dual Enrollment
 - SE-EOPS
 - VH-Middle College High School (MCHS)
 - VN-NextUP/CAFYES
 - VE-Student Equity and Achievement Program (SEA)
 - VW-Strong Workforce Local Share
 - VT-Transfer Center
 - VR-Veterans Resource Center

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

Program	Coordinator/Assistant	Headcount or Sections	Confirmation Date
CW-CalWORKs	Sabrina Stewart, Joseph Lipsig	Not confirmed/Not submitted	
SD-DSPS	Simone Christian; Kim Te	1,061	9-Feb
SE-EOPS	Lan Trinh, Ammalinh Chan	397	19-Feb
SE-EOPS-CARE	Lan Trinh, Ammalinh Chan	7	19-Feb
SG04-Incarcerated	Kim Te	14	28-Jan
SG05-MESA-ASEM	Deepa Yuvaraj, Melissa Maturino, Yvette Alva-Campbell	105	5-Feb
SG06-Puente	Liliana Rivera, Angelita Pabros	95	6-Feb
SG07-Middle College-Fremont UHSD	Alison Coy & Amanda Evans (FUHSD); Elizabeth Jahn	76	27-Jan
SG08-Umoja	Maurice Canyon, Angelita Pabros	60	19-Feb
SG11-CAFYES/NextUp	Lan Trinh, Ammalinh Chan	28	19-Feb
SG12-Baccal-Autom Techn Manag	David Capitolo; Kim Te	35	9-Dec
SG13-CCAP	Tiffany Rodriguez-Tran	151	8-Jan
SG22-A2MEND	Erick Aragon, Nazy Galoyan	171	12-Feb
SG23-Basic-Needs Center	Grisel Vasquez	1,559	10-Feb
SG26-UC/CSU Dual Admissions	Khoa Nguyen	UC: 43; CSU: 24	3-Feb
SG27-Homeless-Housing-Insecurity	Grisel Vasquez	-	
SG28-Athlete	Ron Hannon	322	28-Jan
SG29-Rising-Scholars-Network	Nazy Galoyan, Jesus Ruelas, Jayme Brown	47	19-Feb
SV10-Workforce Investment Act (WIA)	Sabrina Stewart, Joseph Lipsig	-	
XB12-Instructional-Material-Cost	James Adams, Shagun Kaur	432	19-Feb

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

Program	Coordinator/Assistant	Headcount or Sections	Confirmation Date
CW-CalWORKs	Sabrina Stewart, Joseph Lipsig	Not confirmed/Not submitted	
SD-DSPS	Jackie Lauese	800	20-Feb
SE-EOPS	Andrea Lara Galvan	Confirmed after submission	
SE-EOPS-CARE	Andrea Lara Galvan	Confirmed after submission	
SG04-Incarcerated	Anthony Cervantes	N/A	
SG05-MESA-ASEM	Jovanah Arrington, Sophia Kim	101	19-Feb
SG06-Puente	Maritza Jackson Sandoval; Hilda Fernandez	101	9-Feb
SG07-College Now-MVLA USD	Gio Anselmo, Anthony Cervantes	32	27-Jan
SG07-Middle College-MVLA USD	Gio Anselmo, Anthony Cervantes	53	27-Jan
SG07-Middle College-Palo Alto USD	Emily Garrison	100	27-Jan
SG08-Umoja	Dokesha Meacham; Tiffany Rideaux	89	27-Jan
SG11-CAFYES/NextUp	Andrea Lara Galvan	Confirmed after submission	
SG12-Baccal-Dental Hygiene	Patti Chan; Anthony Cervantes; Carmelyn Paguio	86	10-Feb
SG12-Baccal-Respiratory Care	Adam Thompson, Anthony Cervantes, Brenda Hanning	27	17-Feb
SG13-CCAP	Josh Pelletier	722	9-Jan
SG23-Basic-Needs Center	Sonia Sanchez Santoyo	1,681	22-Jan
SG24-Youth-Justice	Josh Pelletier	N/A	
SG26-UC/CSU Dual Admissions	Isaac Escoto, Anthony Cervantes	UC: 10; CSU: 9	13-Nov
SG27-Homeless-Housing-Insecurity	Sonia Sanchez Santoyo	8	22-Jan
SG28-Athlete	Crystal Chen	223	27-Jan
XB12-Instructional-Material-Cost	Fei Zheng	372	27-Jan

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

Program	Data Custodian/Contact Person	Confirmation Date
VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement	Amy Wang, Adrienne Hypolite	12-Feb
SC-CalWORKs	Sabrina Stewart	Doc not submitted
VC-CARE	Ammalinh Chan	Did not confirm
SD-Disabled Student Programs and Services (DSPS)	Sushini Chand, Laureen Balducci	Did not confirm
VD-CCAP & CCAP STEM	Tiffany Rodriguez-Tran	9-Jan
SE-EOPS	Ammalinh Chan	Did not confirm
VH-Middle College High School (MCHS)	Nazy Galoyan	10-Feb
VM-Mathematics, Engineering, Science Achievement (MESA)	Yvette Alva-Campbell	Doc not submitted
VN-NextUP/CAFYES	Ammalinh Chan	Did not confirm
VE-Student Equity and Achievement Program (SEA)	Michelle Hernandez	Doc not submitted
VW-Strong Workforce Local Share	Katrina Tran	19-Feb
VT-Transfer Center	Angelie Lopez	22-Jan
VR-Veterans Resource Center	Casie Wheat	19-Feb

Notes

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

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

Program	Data Custodian/Contact Person	Confirmation Date
VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement	No data custodian assigned	
SC-CalWORKs	Sabrina Stewart	Doc not submitted
VC-CARE	April Henderson, Andrea Lara Galvan	Doc not submitted
SD-Disabled Student Programs and Services (DSPS)	Jackie Lauese, Stephanie Crosby	20-Feb
VD-CCAP & CCAP STEM	Josh Pelletier	9-Jan
VD-Dual Enrollment	No data custodian assigned	
SE-EOPS	April Henderson, Andrea Lara Galvan	Doc not submitted
VH-Middle College High School (MCHS)	No data custodian assigned	
VM-Mathematics, Engineering, Science Achievement (MESA)	Sophia Kim	19-Feb
VN-NextUP/CAFYES	April Henderson, Andrea Lara Galvan	Doc not submitted
VE-Student Equity and Achievement Program (SEA)	Christopher Yang	Doc not submitted
VW-Strong Workforce Local Share	Nadene Torres, Teresa Ong	Doc not submitted
VT-Transfer Center	Cleve Freeman, Isaac Escoto	Doc not submitted
VR-Veterans Resource Center	Jackie Lauese, Stephanie Crosby	Doc not submitted

Notes

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

Section B. Data Highlights

Student Characteristics

- Data in Table SB.1 shows that the number of De Anza students in fall 2025 increased 0.9% from the prior fall term (18,133 from 17,966). The number of *special admits, continuing, and first-time* students increased 34.2% (1,189 from 886), 5.3% (8,378 from 7,954) and 2.8% (3,433 from 3,340), respectively. On the other hand, the number of *first-time transfers and returning* students dropped 12.3% (3065 from 3495) and 9.7% (2,068 from 2,291), respectively.
- Data for Foothill is not included in some sections of the *data highlights (Student Characteristics, VTEA/Perkins, Student Success Services, Enrollment FTES)* because of the large number of enrollment records missing positive attendance, a situation that significantly underestimates or 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 fall 2025 the number of students enrolled in only *noncredit* courses at De Anza increased 11.9% (609 from 544) when compared to the previous fall term; the number of students who enrolled in at least one credit course increased 0.6% (17,524 from 17,422).
- Data in Table SB.3 shows that during the last two fall terms less than 1% of De Anza students enrolled in at least one *apprenticeship* course (in fall 2025, 99 of 17,524). Between the last two fall terms, students enrolled in *apprenticeship* courses or sections increased 167.6% (99 from 37).
- Data in Table SB.4 shows that in fall 2025 the number of *out-of-state* students at De Anza increased 22.2% (776 from 635) when compared to the prior fall term while the number of *international* students dropped 6.2% (1,235 from 1,316).
- Data disaggregated by *gender* in Table SB.5 shows that the number of *non-binary* students at De Anza increased 7.3% (206 from 192) in fall 2025 from the previous fall term. The number of male students increased 0.7% (9,018 from 8,954); the number for females stayed flat.
- De Anza data disaggregated by *race/ethnicity* in Table SB.6 shows a significant increase in student headcount between the last two fall terms for *Asians* (5.4%; 6,528 from 6,193) and *Hispanics* (2.1%; 4,679 from 4,585) and a significant drop for *White* students (11.1%; 3,272 from 3,679). Considering that a large number of *international* students were missing race/ethnicity data

(see Section A for details), it's likely that *Asian* students accounted for more than 36% of the college population in fall 2025.

- Data disaggregated by *age* group in Table SB.7 shows that the student population at De Anza is increasing at the extremes of the *age* distribution: between the last two fall terms, the number of students *19 or younger* and those aged *50 or more* increased 7.1% (7,062 from 6,594) and 5.6% (888 from 841), respectively. The number of students aged *30 to 34* and *35 to 39* dropped 16.1% (1,088 from 1,297) and 8.2% (836 from 911), respectively.
- Data in Table SB.8 shows that the number of De Anza students who registered in *more than 15* credit units increased 6.5% (3,582 from 3,363) in fall 2025 from the previous fall term; the number of students who registered in *less than 12* units dropped 0.7% (8,968 from 8,905).

Categorical Programs/Special Populations¹

- Data in Table SG.1 show that the student headcount for *DSPS* and *EOPS* at De Anza dropped 8.4% (1,061 from 1,158) and 2.9% (397 from 409), respectively, between the last two fall terms. Data for the *NextUp/CAFYES* program shows a headcount increase of 22.7% (27 from 22).
- Data for *special populations* programs at De Anza in Table SG.1 shows a significant student headcount increase in fall 2025 from the previous fall term for the following groups: *A2MEND* (905.9%; 171 from 17), *Dual Admissions* (123.3%; 67 from 30); *Rising Scholars* (74.1%; 47 from 27); *Basic Needs Center* (46.2%; 1,518 from 1,038); and *CCAP* (54.1%; 151 from 98).
- Data for *categorical programs* at Foothill in Table SG.2 shows that the student headcount for *DSPS* increased 7.5% (800 from 744) in fall 2025 from the prior fall term.
- Data for *special populations* at Foothill in Table SG.2 shows a higher-than-expected increase between the last two fall terms in the student headcount for the following programs: *CCAP* (67.9%; 722 from 430), *Dual Admissions* (58.3%; 19 from 12), and the *Basic Needs Center* (13.6%; 1,602 from 1,410). The data also shows a higher-than-expected drop in the headcount for the *Baccalaureate, Respiratory Care* program (-25%; 27 from 36).

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

VTEA/Perkins

- Data in Table SV.1 shows that the number of students classified as *economically disadvantaged* who enrolled in at least one CTE (Career Technical Education) course at De Anza increased 5.5% in fall 2025 from the previous fall term (3,464 from 3,284).

Credit for Prior Learning (CPL)

- De Anza data in Table SY.1 shows a drop of 39.5% (317 from 524) in the number of records for students who received *credit for prior learning* (CPL report) in fall 2025 when compared to the prior fall term. The data also shows that credit not associated with a course (advanced placement credits to meet requirements for general education) and mathematics courses accounted for 27.1% and 22.7%, respectively, of all CPL records submitted for the college in fall 2025.
- Data for Foothill in Table SY.2 shows an increase of 107.6% (255 from 123) in the number of records submitted in the CPL report in fall 2025, compared to the previous fall term. Advanced placement, industry certification, and military training accounted for 56.5%, 42.7% and 0.8% of all CPL records in fall 2025.

CVC (California Virtual Campus Course Exchange) Enrollment

- Data for De Anza in Table SX.A1 shows that the CVC student headcount increased 36.4% (15 from 11) in fall 2025 when compared to the previous fall term. Mathematics courses accounted for 26.7% of the total headcount in fall 2025.
- Data for Foothill in Table SX.A2 shows a 25% increase (45 from 36) in the number CVC students for fall 2025 when compared to the prior fall term. Political science courses accounted for 15.6% of the total headcount in fall 2025.

Vision Aligned Reporting

- Data in Table VR.1 shows the student headcount and total count/amount by VAR service for the following groups at De Anza in fall 2025:
 - Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement
 - Dual Enrollment, CCAP and CCAP STEM
 - Middle College High School (MCHS)
 - Veterans Resource Center
 - Transfer Center
 - Strong Workforce Local Share
- Data in Table VR.2 shows the student headcount and total count/amount by VAR service for the following groups at Foothill in fall 2025:
 - Disabled Student Programs and Services (DSPS)
 - Dual Enrollment, CCAP and CCAP STEM
 - Mathematics, Engineering, Science Achievement (MESA)

Student Success Services

- Data for De Anza in Table SS.1 shows that between fall 2024 and fall 2025 the number of students who received *orientation*, *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 42.3% (1,354 from 2,346); for *comprehensive education plan services*, it dropped 22.1% (2,593 from 3,330). The significant increase in *other follow-up* services (9.1%; 9,757 from 8,940) is likely related to data collection efforts for the VAR report.

Course Characteristics

- Data in Table CB.1 shows no significant differences in the number of sections at De Anza in fall 2025 when compared to the previous fall term (increased 0.6%; 1,645 from 1,636). Data in this table shows a significant increase in the number of sections for *noncredit* courses (8.9%; 98 from 90), in particular those applicable to *enhanced funding-workforce preparation* (8.5%; 51 from 47), *enhanced funding-other* (7.0%; 46 from 43). The data also shows a significant increase in courses *3-levels below transfer* (25.9%; 34 from 27) and a significant drop in *approved special classes* (-25.0%; 21 from 28).
- For Foothill, data in Table CB.2 shows that the total number of sections increased 5.2% (1,293 from 1,229) in fall 2025 when compared to the prior fall term. The number of sections for *credit-not degree applicable* courses increased 45.5% (32 from 22); *transferable to UC and CSU* sections increased 7.6% (711 from 661); *Basic Skills* increased 19.6% (55 from 46); and, *approved special classes* increased 25.8% (39 from 31). Specific to *noncredit*

courses, the data shows that the number of *enhanced-funding, other* sections increased 12.9% (35 from 31); for *short-term vocational* courses, the number increased 55.6% (14 from 9).

Section Attributes

- Data in Table XB.1 shows that in fall 2025 the number of sections with *low or no-cost instructional materials* increased 266.1% (432 from 118) from the prior fall term.
- For Foothill, data in Table XB.2 shows that the number of sections with *low or no-cost instructional materials* increased 6.6% (372 from 349) in fall 2026 from the prior fall term.
- Data in Figure XB.3 show that 62.2% of all *noncredit* course sections at De Anza during fall 2025 used the *alternative accounting* (previously known as noncredit independent) compared to 14.5% at Foothill.
- Data in Table XF.1 shows that 49.2% of all sections at De Anza in fall 2025 were online or *100% distance education* and 30.8% were *in-person*. The number of *in-person* sections increased 11.2% (506 from 455) between the two last fall terms.
- Data in Table XF.2 shows that 37.7% of all sections at Foothill in fall 2025 were online or *100% distance education* compared to 41.7% during the previous fall term. The number of *in-person* sections increased 12.0% (661 from 593) between the two fall terms (fall 2024: 27.8%; fall 2025: 30.8%).

Instructional Load/FTEF (Full Time Equivalent Faculty)

- Data in Table XE.1 shows that the total *FTEF* for *credit* courses at De Anza increased 3.3% (143.85 from 139.29) in fall 2025 compared to the prior fall term. The *FTEF* for *part-time faculty* assignments in fall 2025 increased 4.2% (77.37 from 74.21).
- Data in Table XE.2 shows that the total *FTEF* for *credit* courses at Foothill increased 6.3% (90.89 from 85.55) in fall 2025 compared to the prior fall term. The *FTEF* for *full-time overload* assignments increased 8.9% (9.23 from 8.47); for *part-time faculty*, the *FTEF* increased 9.0% (44.48 from 40.80).

FTES (Full Time Equivalent Student)

- Data in Table SX.2 shows that in fall 2025 the *FTES* for *credit* courses at De Anza increased 2.4% (4,793.85 from 4,682.13) from the previous fall term. The *FTES* for *California residents (excluding apprenticeship courses and enrollments not applicable to apportionment)* increased 2.7% (4,221.28 from 4,109.06). Data in this table also shows a higher-than-expected increase for *out-of-state* students (23.8%; 128.95 from 104.16) and a higher-than-expected drop for *international* students (5.0%; 440.69 from 463.79).
- Data for *noncredit* courses at De Anza in Table SX.2B shows that the *FTES* increased 12.2% (115.59 from 103.03) in fall 2025 compared to the prior fall term. Data for *CCDP-English as a Second Language* courses shows that the *FTES* increased 15.3% (73.23 from 63.49); for *CDCP Workforce Preparation* courses, it increased 7.1% (42.37 from 39.54).
- Data in Table SX.3 for *California residents* enrolled in *credit* courses (*excluding apprenticeship courses and enrollments not applicable to apportionment*) at De Anza disaggregated by *enrollment status* shows a significant increase in the *FTES* for *special admits* in fall 2025 compared to the prior fall (28.1%; 151.08 from 117.98). The data also shows that the *FTES* for *continuing and first-time* students increased 6.5% (2,167.50 from 2,034.54) and 7.1% (999.29 from 933.19), respectively. On the other hand, the *FTES* for *first-time transfer* and *returning* students dropped 13.5% (522.22 from 603.87) and 9.1% (381.19 from 419.47), respectively.

Section C. Tables

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

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

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

Table A.1

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

Student Residency	Race/Ethnicity	CCC Student ID Status	Fall 2024		Fall 2025	
			Count	Percent	Count	Percent
De Anza						
International	Not reported	Not reported	897	68.2%	922	74.7%
	Reported	Not reported	39	3.0%	69	5.6%
	Not reported	Reported	10	0.8%	6	0.5%
	Reported	Reported	370	28.1%	238	19.3%
	Total		1,316	100.0%	1,235	100.0%
Out-of-state	Not reported	Not reported	17	2.7%	46	5.9%
	Reported	Not reported	-	0.0%	6	0.8%
	Not reported	Reported	11	1.7%	20	2.6%
	Reported	Reported	609	95.6%	710	90.8%
	Total	Total	637	100.0%	782	100.0%
Resident	Not reported	Not reported	58	0.4%	54	0.3%
	Reported	Not reported	228	1.4%	266	1.6%
	Not reported	Reported	145	0.9%	178	1.1%
	Reported	Reported	15,592	97.3%	15,630	96.9%
	Total		16,023	100.0%	16,128	100.0%
Foothill						
International	Not reported	Not reported	235	50.2%	189	46.6%
	Reported	Not reported	8	1.7%	74	18.2%
	Not reported	Reported	7	1.5%	7	1.7%
	Reported	Reported	218	46.6%	136	33.5%
	Total		468	100.0%	406	100.0%
Out-of-state	Not reported	Not reported	3	0.6%	2	0.4%
	Reported	Not reported	2	0.4%	4	0.7%
	Reported	Reported	499	94.2%	507	93.2%
	Not reported	Reported	26	4.9%	31	5.7%
	Total		530	100.0%	544	100.0%
Resident	Not reported	Not reported	126	1.0%	142	1.0%
	Reported	Not reported	266	2.1%	355	2.6%
	Not reported	Reported	184	1.4%	199	1.5%
	Reported	Reported	12,253	95.5%	12,891	94.9%
	Total		12,829	100.0%	13,587	100.0%

Figure A.4

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

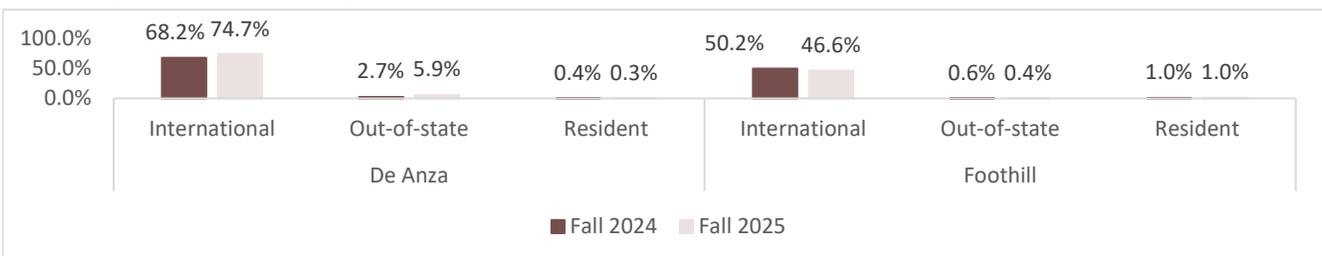


Table A.2

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	Fall 2024		Fall 2025	
			Count	Percent	Count	Percent
De Anza						
Credit	Not reported	Not reported	971	5.6%	1,021	5.8%
	Reported	Not reported	267	1.5%	338	1.9%
	Not reported	Reported	152	0.9%	177	1.0%
	Reported	Reported	16,034	92.0%	15,989	91.2%
	Total		17,424	100.0%	17,525	100.0%
Noncredit	Not reported	Not reported	1	0.2%	1	0.2%
	Reported	Not reported	-	0.0%	3	0.5%
	Not reported	Reported	14	2.5%	27	4.4%
	Reported	Reported	537	97.3%	589	95.0%
	Total		552	100.0%	620	100.0%
Foothill						
Credit	Not reported	Not reported	245	1.9%	198	1.4%
	Reported	Not reported	16	0.1%	151	1.1%
	Not reported	Reported	212	1.6%	226	1.6%
	Reported	Reported	12,671	96.4%	13,221	95.8%
	Total		13,144	100.0%	13,796	100.0%
Noncredit	Not reported	Not reported	119	17.4%	135	18.2%
	Reported	Not reported	260	38.1%	282	38.1%
	Not reported	Reported	5	0.7%	11	1.5%
	Reported	Reported	299	43.8%	313	42.2%
	Total		683	100.0%	741	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

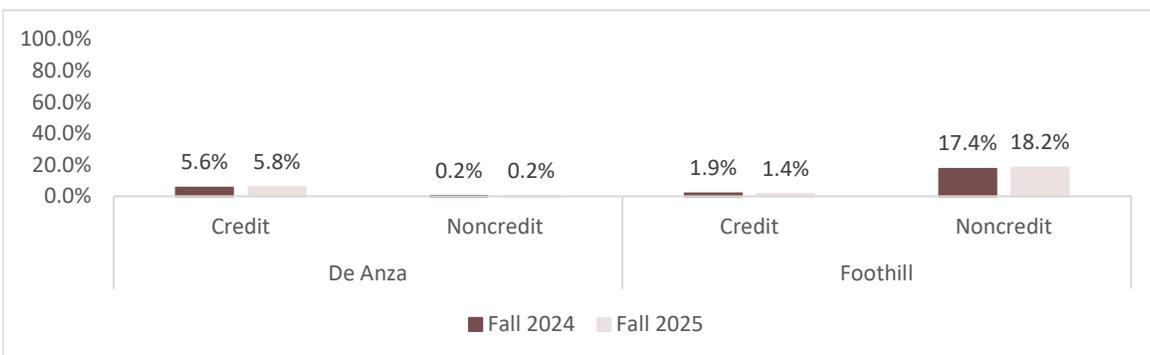


Table A.3

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

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
Foothill							
Apprenticeship	CTE	APSM114.	C-21841	22-Aug-25	17	17	100%
Apprenticeship	CTE	APSM133.	C-21877	19-Sep-25	14	14	100%
Apprenticeship	CTE	APSM181B	C-21851	8-Oct-25	5	5	100%
Apprenticeship	CTE	APSM181C	C-21897	9-Oct-25	4	4	100%
Apprenticeship	CTE	APSM114.	C-21974	10-Oct-25	13	13	100%
Apprenticeship	CTE	APSM159C	C-22081	10-Oct-25	5	5	100%
Apprenticeship	CTE	APSM121.	C-21869	15-Oct-25	2	2	100%
Apprenticeship	CTE	APSM107.	C-21970	17-Oct-25	5	5	100%
Apprenticeship	CTE	APSM124.	C-21871	23-Oct-25	5	5	100%
Apprenticeship	CTE	AATA104B	C-22062	31-Oct-25	31	31	100%
Apprenticeship	CTE	APSM124.	C-21870	5-Nov-25	6	6	100%
Apprenticeship	CTE	APSM104.	C-22008	7-Nov-25	15	15	100%
Apprenticeship	CTE	APSM108.	C-22009	7-Nov-25	7	7	100%
Apprenticeship	CTE	APSM152C	C-22018	7-Nov-25	8	8	100%
Apprenticeship	CTE	APSM181C	C-21999	13-Nov-25	10	10	100%
Apprenticeship	CTE	APSM120.	C-22030	20-Nov-25	6	6	100%
Apprenticeship	CTE	APSM108.	C-22011	21-Nov-25	15	15	100%
Apprenticeship	CTE	APSM108.	C-22010	21-Nov-25	13	13	100%
Apprenticeship	CTE	APSM114.	C-22012	21-Nov-25	8	8	100%
Apprenticeship	CTE	APSM152A	C-22017	21-Nov-25	3	3	100%
Apprenticeship	CTE	APSM171B	C-22020	21-Nov-25	3	3	100%
Apprenticeship	CTE	APSM175A	C-22024	21-Nov-25	11	11	100%
Apprenticeship	CTE	APSM175A	C-22023	21-Nov-25	12	12	100%
Apprenticeship	CTE	APSM177B	C-21994	4-Dec-25	2	2	100%
Apprenticeship	CTE	APSM103.	C-22033	5-Dec-25	18	18	100%
Apprenticeship	CTE	APSM103.	C-22031	5-Dec-25	13	13	100%
Apprenticeship	CTE	APSM109.	C-22038	5-Dec-25	6	6	100%
Apprenticeship	CTE	APSM116.	C-22041	5-Dec-25	12	12	100%
Apprenticeship	CTE	APSM157A	C-22045	5-Dec-25	9	9	100%
Apprenticeship	CTE	APSM176B	C-22054	5-Dec-25	4	4	100%
Apprenticeship	CTE	APSM181C	C-21998	11-Dec-25	5	5	100%
Apprenticeship	CTE	APSM103.	C-22032	12-Dec-25	15	15	100%
Apprenticeship	CTE	APSM104.	C-22035	12-Dec-25	15	15	100%
Apprenticeship	CTE	APSM108.	C-22058	12-Dec-25	7	7	100%
Apprenticeship	CTE	APSM109.	C-22037	12-Dec-25	10	10	100%
Apprenticeship	CTE	APSM114.	C-22039	12-Dec-25	9	9	100%
Apprenticeship	CTE	APSM114.	C-22040	12-Dec-25	9	9	100%
Apprenticeship	CTE	APSM122.	C-22042	12-Dec-25	13	13	100%
Apprenticeship	CTE	APSM174C	C-22049	12-Dec-25	9	9	100%
Apprenticeship	CTE	APSM177C	C-22056	12-Dec-25	4	4	100%
Apprenticeship	CTE	APSM181A	C-22057	12-Dec-25	5	5	100%

Table A.3

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

Apprenticeship Status	CTE Status	Course ID	Section CRN	Last Class Date	RD Grade Count	Enrollment Count	RD Grade Percent
Apprenticeship	CTE	APSM103.	C-22034	19-Dec-25	15	15	100%
Apprenticeship	CTE	APSM104.	C-22036	19-Dec-25	14	14	100%
Apprenticeship	CTE	APSM151B	C-22044	19-Dec-25	15	15	100%
Apprenticeship	CTE	APSM174A	C-22048	19-Dec-25	6	6	100%
Apprenticeship	CTE	APSM175A	C-22050	19-Dec-25	18	18	100%
Apprenticeship	CTE	APSM127.	C-22066	30-Dec-25	7	7	100%
Apprenticeship	CTE	APSM126.	C-22016	14-Jan-26	6	6	100%
Apprenticeship	CTE	APPT185.	C-21954	20-Jan-26	19	19	100%
Apprenticeship	CTE	APPT195.	C-21955	20-Jan-26	17	17	100%
Apprenticeship	CTE	APSM177B	C-22055	28-Jan-26	7	7	100%
Apprenticeship	CTE	APSM125.	C-22043	29-Jan-26	6	6	100%
Apprenticeship	CTE	APEL135.	C-21959	31-Jan-26	15	15	100%
Not Appr	CTE	CWE 060A	C-21926	12-Dec-25	19	19	100%
Not Appr	CTE	CWE 060A	C-21901	12-Dec-25	16	16	100%
Not Appr	CTE	CWE 060A	C-21925	12-Dec-25	16	16	100%
Not Appr	CTE	CWE 060A	C-21927	12-Dec-25	33	33	100%
Not Appr	CTE	LINC053B	C-21389	12-Dec-25	31	31	100%
Not Appr	CTE	LINC079.	C-21390	12-Dec-25	31	31	100%
Not Appr	CTE	GID 034.	C-21743	18-Dec-25	9	9	100%
Not Appr	CTE	LINC073I	C-21397	9-Jan-26	10	10	100%
Not Appr	CTE	LINC081.	C-21398	9-Jan-26	10	10	100%
Not Appr	CTE	R T 070B	C-21505	14-Feb-26	1	1	100%
Not Appr	CTE	KINS016B	C-21700	6-Mar-26	30	30	100%
Not Appr	CTE	KINS016B	C-21699	6-Mar-26	29	29	100%
Not Appr	Not CTE	ECON001B	C-20746	12-Dec-25	9	9	100%
Not Appr	Not CTE	MATH001D	C-21701	30-Jan-26	39	39	100%
Not Appr	Not CTE	MATH001D	C-21702	30-Jan-26	39	39	100%

Notes

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

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					
Apprenticeship	CTE	APSM114.	C-21841	22-Aug-25	17
Apprenticeship	CTE	APSM133.	C-21877	19-Sep-25	14
Apprenticeship	CTE	APSM181B	C-21851	8-Oct-25	5
Apprenticeship	CTE	APSM181C	C-21897	9-Oct-25	4
Apprenticeship	CTE	APSM114.	C-21974	10-Oct-25	13
Apprenticeship	CTE	APSM159C	C-22081	10-Oct-25	5
Apprenticeship	CTE	APSM121.	C-21869	15-Oct-25	2
Apprenticeship	CTE	APSM107.	C-21970	17-Oct-25	5
Apprenticeship	CTE	APSM124.	C-21871	23-Oct-25	5
Apprenticeship	CTE	APSM124.	C-21870	5-Nov-25	6
Apprenticeship	CTE	APSM104.	C-22008	7-Nov-25	15
Apprenticeship	CTE	APSM108.	C-22009	7-Nov-25	7
Apprenticeship	CTE	APSM152C	C-22018	7-Nov-25	8
Apprenticeship	CTE	APSM181C	C-21999	13-Nov-25	10
Apprenticeship	CTE	APSM120.	C-22030	20-Nov-25	6
Apprenticeship	CTE	APSM108.	C-22011	21-Nov-25	15
Apprenticeship	CTE	APSM108.	C-22010	21-Nov-25	13
Apprenticeship	CTE	APSM114.	C-22012	21-Nov-25	8
Apprenticeship	CTE	APSM152A	C-22017	21-Nov-25	3
Apprenticeship	CTE	APSM171B	C-22020	21-Nov-25	3
Apprenticeship	CTE	APSM175A	C-22023	21-Nov-25	12
Apprenticeship	CTE	APSM175A	C-22024	21-Nov-25	11
Apprenticeship	CTE	APSM177B	C-21994	4-Dec-25	2
Apprenticeship	CTE	APSM103.	C-22033	5-Dec-25	18
Apprenticeship	CTE	APSM103.	C-22031	5-Dec-25	13
Apprenticeship	CTE	APSM109.	C-22038	5-Dec-25	6
Apprenticeship	CTE	APSM116.	C-22041	5-Dec-25	12
Apprenticeship	CTE	APSM157A	C-22045	5-Dec-25	9
Apprenticeship	CTE	APSM176B	C-22054	5-Dec-25	4
Apprenticeship	CTE	APSM181C	C-21998	11-Dec-25	5
Apprenticeship	CTE	APSM103.	C-22032	12-Dec-25	15
Apprenticeship	CTE	APSM104.	C-22035	12-Dec-25	15
Apprenticeship	CTE	APSM108.	C-22058	12-Dec-25	7
Apprenticeship	CTE	APSM109.	C-22037	12-Dec-25	10
Apprenticeship	CTE	APSM114.	C-22040	12-Dec-25	9
Apprenticeship	CTE	APSM114.	C-22039	12-Dec-25	9
Apprenticeship	CTE	APSM122.	C-22042	12-Dec-25	13
Apprenticeship	CTE	APSM174C	C-22049	12-Dec-25	9
Apprenticeship	CTE	APSM177C	C-22056	12-Dec-25	4
Apprenticeship	CTE	APSM181A	C-22057	12-Dec-25	5
Apprenticeship	CTE	APSM103.	C-22034	19-Dec-25	15
Apprenticeship	CTE	APSM104.	C-22036	19-Dec-25	14

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
Apprenticeship	CTE	APSM151B	C-22044	19-Dec-25	15
Apprenticeship	CTE	APSM174A	C-22048	19-Dec-25	6
Apprenticeship	CTE	APSM175A	C-22050	19-Dec-25	18
Apprenticeship	CTE	APSM127.	C-22066	30-Dec-25	7
Apprenticeship	CTE	APSM126.	C-22016	14-Jan-26	6
Apprenticeship	CTE	APPT185.	C-21954	20-Jan-26	19
Apprenticeship	CTE	APPT195.	C-21955	20-Jan-26	17
Apprenticeship	CTE	APSM177B	C-22055	28-Jan-26	7
Apprenticeship	CTE	APSM125.	C-22043	29-Jan-26	6
Not Appr	CTE	CWE 060A	C-21901	12-Dec-25	16
Not Appr	CTE	LINC402.	C-21417	12-Dec-25	3
Not Appr	CTE	PHOT407A	C-21425	12-Dec-25	10
Not Appr	Not CTE	NCBS405.	C-20882	12-Dec-25	28
Not Appr	Not CTE	NCEN401A	C-20679	12-Dec-25	27

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

Enrollment Status	Fall 2024		Fall 2025		Change	
	Count	Percent	Count	Percent	Count	Percent
De Anza						
First-Time	3,342	18.6%	3,438	18.9%	96	2.9%
First-Time Transfer	3,501	19.5%	3,070	16.9%	(431)	-12.3%
Returning	2,293	12.8%	2,069	11.4%	(224)	-9.8%
Continuing	7,954	44.2%	8,379	46.2%	425	5.3%
Special Admit	886	4.9%	1,189	6.6%	303	34.2%
Total Headcount	17,976	100.0%	18,145	100.0%	169	0.9%
Foothill						
First-Time	1,873	13.5%	2,056	14.1%	183	9.8%
First-Time Transfer	3,003	21.7%	3,202	22.0%	199	6.6%
Returning	2,765	20.0%	2,535	17.4%	(230)	-8.3%
Continuing	4,741	34.3%	5,075	34.9%	334	7.0%
Special Admit	1,445	10.5%	1,669	11.5%	224	15.5%
Total Headcount	13,827	100.0%	14,537	100.0%	710	5.1%

Table A.6

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

Enrollment Status	Fall 2024		Fall 2025		Change	
	Count	Percent	Count	Percent	Count	Percent
De Anza						
Continuing Student	7,954	44.2%	8,379	46.2%	425	5.3%
First-Time Student	3,342	18.6%	3,441	19.0%	99	3.0%
First-Time Transfer Student	3,501	19.5%	3,069	16.9%	(432)	-12.3%
Returning Student	2,293	12.8%	2,068	11.4%	(225)	-9.8%
Special Admit Student	886	4.9%	1,184	6.5%	298	33.6%
Total Headcount	17,976	100.0%	18,141	100.0%	165	0.9%
Foothill						
Continuing Student	4,741	35.5%	4,929	35.6%	188	4.0%
First-Time Student	2,994	22.4%	1,981	14.3%	(1,013)	-33.8%
First-Time Transfer Student	2,762	20.7%	3,064	22.2%	302	10.9%
Returning Student	1,424	10.7%	2,339	16.9%	915	64.3%
Special Admit Student	1,424	10.7%	1,515	11.0%	91	6.4%
Total Headcount	13,345	100.0%	13,828	100.0%	483	3.6%

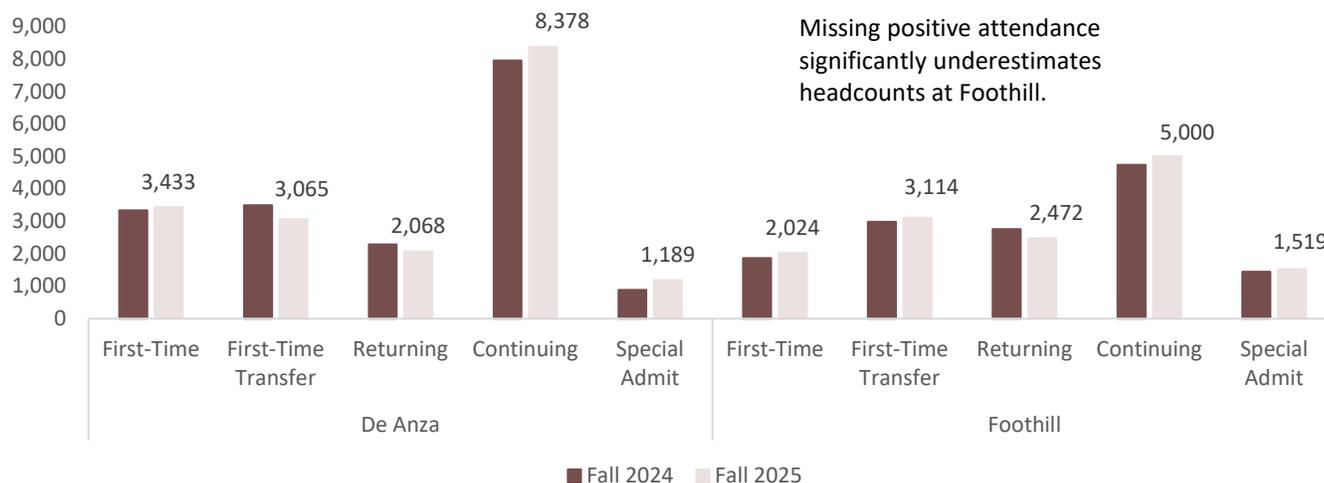
Notes

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

Enrollment Status	Fall 2024		Fall 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
First-Time	3,340	18.6%	3,433	18.9%	93	2.8%	↑
First-Time Transfer	3,495	19.5%	3,065	16.9%	(430)	-12.3%	↓
Returning	2,291	12.8%	2,068	11.4%	(223)	-9.7%	↓
Continuing	7,954	44.3%	8,378	46.2%	424	5.3%	↑
Special Admit	886	4.9%	1,189	6.6%	303	34.2%	↑
Total Headcount	17,966	100.0%	18,133	100.0%	167	0.9%	
Foothill							
First-Time	1,863	13.5%	2,024	14.3%	161	8.6%	
First-Time Transfer	2,981	21.6%	3,114	22.0%	133	4.5%	
Returning	2,756	20.0%	2,472	17.5%	(284)	-10.3%	
Continuing	4,738	34.4%	5,000	35.4%	262	5.5%	
Special Admit	1,444	10.5%	1,519	10.8%	75	5.2%	
Total Headcount	13,782	100.0%	14,129	100.0%	347	2.5%	

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.

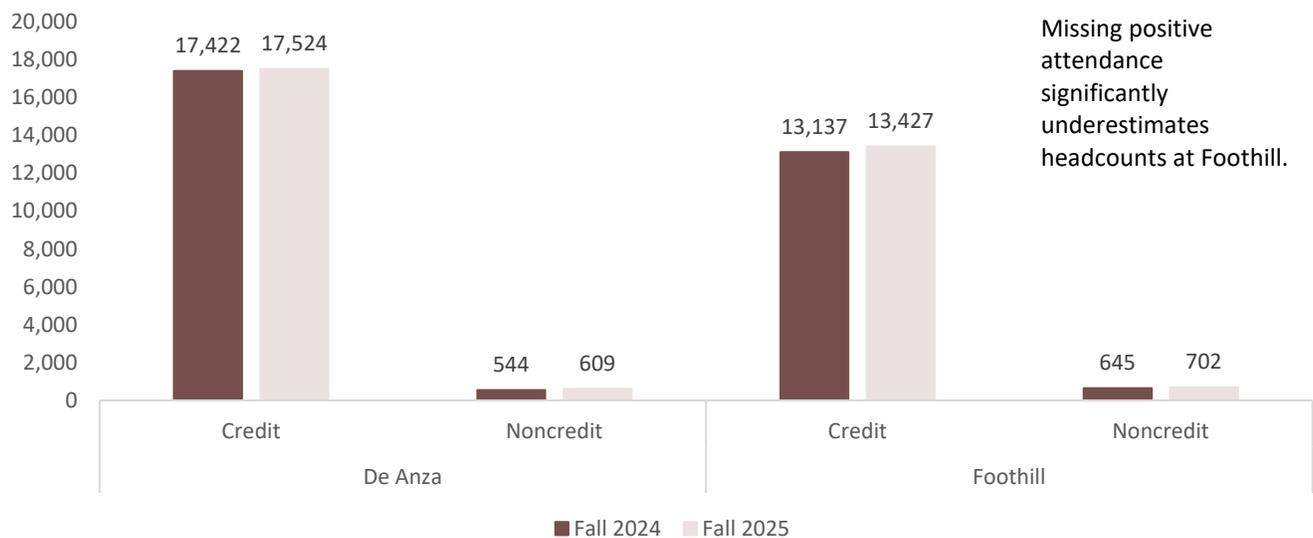
“Unknown” are students with no enough data to determine if they were first-time or first-time transfer (mainly older noncredit students with no evidence of prior higher education).

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 2024		Fall 2025		Change		Trend
	Count	Percent	Count	Percent	Count	Percent	
De Anza							
Credit	17,422	97.0%	17,524	96.6%	102	0.6%	
Noncredit	544	3.0%	609	3.4%	65	11.9%	↑
Total Headcount	17,966	100.0%	18,133	100.0%	167	0.9%	
Foothill							
Credit	13,137	95.3%	13,427	95.0%	290	2.2%	
Noncredit	645	4.7%	702	5.0%	57	8.8%	
Total Headcount	13,782	100.0%	14,129	100.0%	347	2.5%	

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



Notes

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

Credit: Students registered in at least one credit course.

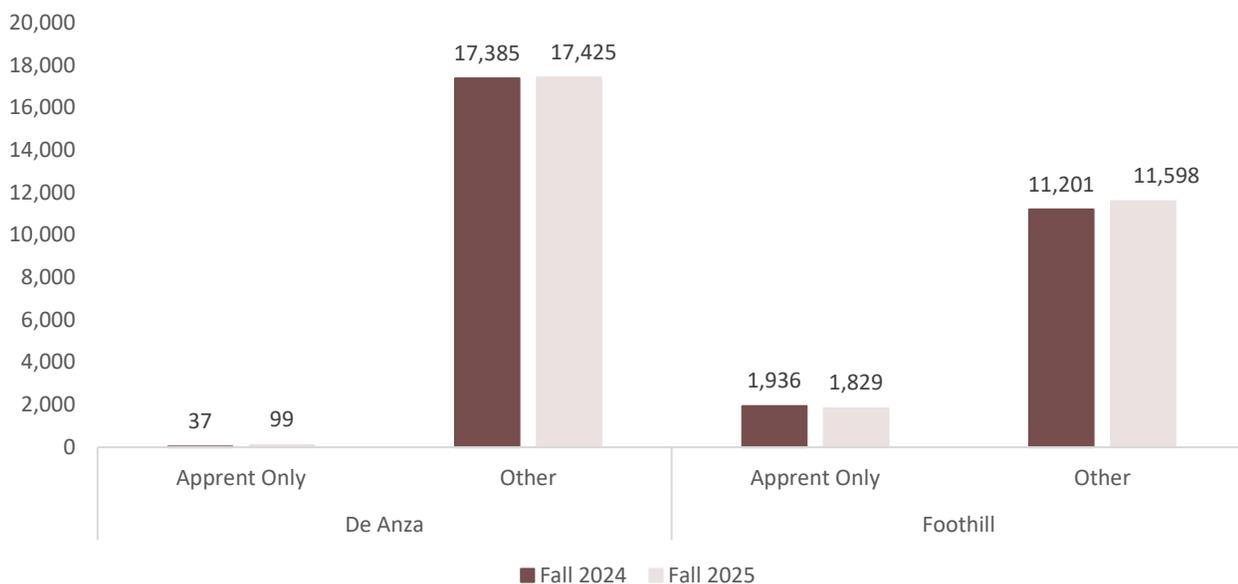
Noncredit: Students registered in only noncredit course(s).

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

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

Apprenticeship St	Fall 2024		Fall 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
Apprent/DIR	37	0.2%	99	0.6%	62	167.6%	↑
Other	17,385	99.8%	17,425	99.4%	40	0.2%	
Total Credit Headcount	17,422	100.0%	17,524	100.0%	102	0.6%	
Foothill							
Apprent/DIR	1,936	14.7%	1,829	13.6%	(107)	-5.5%	
Other	11,201	85.3%	11,598	86.4%	397	3.5%	
Total Credit Headcount	13,137	100.0%	13,427	100.0%	290	2.2%	

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



Notes

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

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

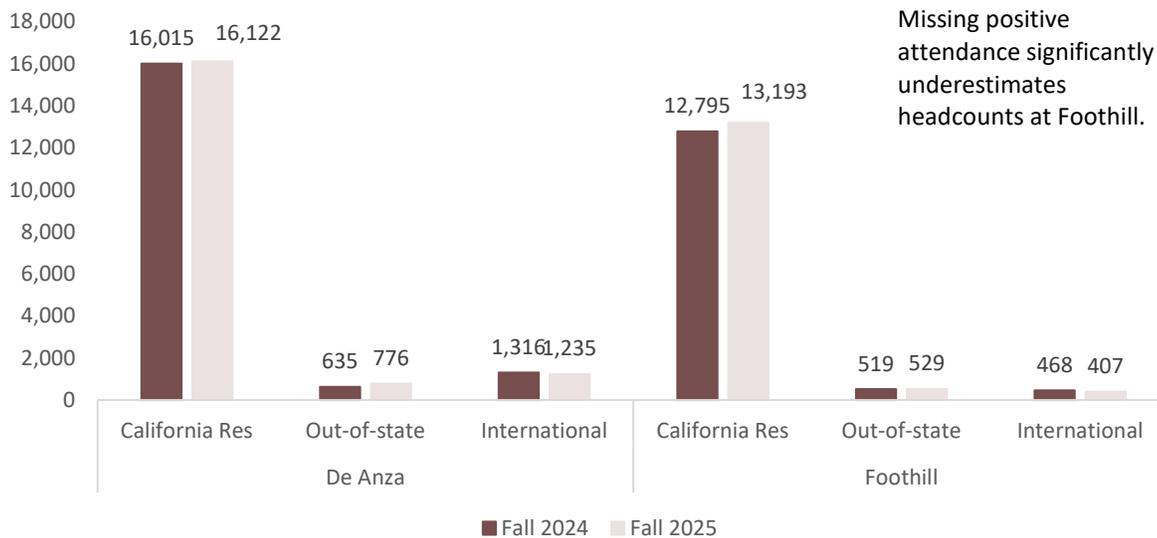
Other: Students not registered in any apprenticeship course or section.

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

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

Residency Status	Fall 2024		Fall 2025		Change		Trend
	Count	Percent	Count	Percent	Count	Percent	
De Anza							
California Res	16,015	89.1%	16,122	88.9%	107	0.7%	
Out-of-state	635	3.5%	776	4.3%	141	22.2%	↑
International	1,316	7.3%	1,235	6.8%	(81)	-6.2%	↓
Total Headcount	17,966	100.0%	18,133	100.0%	167	0.9%	
Foothill							
California Res	12,795	92.8%	13,193	93.4%	398	3.1%	
Out-of-state	519	3.8%	529	3.7%	10	1.9%	
International	468	3.4%	407	2.9%	(61)	-13.0%	
Total Headcount	13,782	100.0%	14,129	100.0%	347	2.5%	

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.

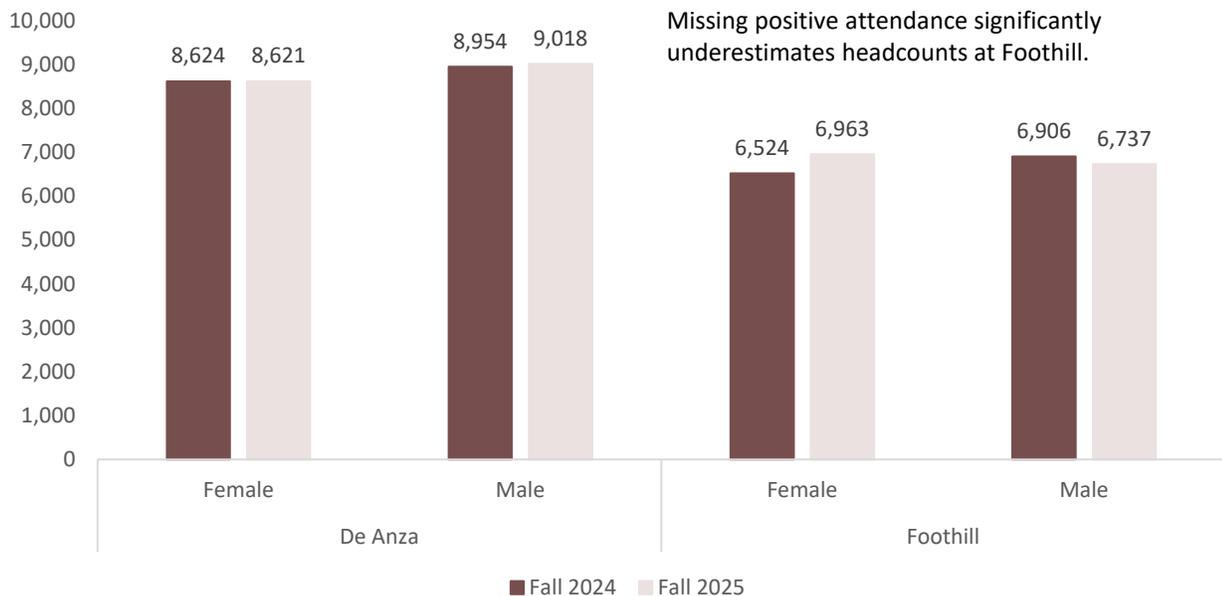
California residency refers to residency used for enrollment fee purposes.

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 2024		Fall 2025		Change		Trend
	Count	Percent	Count	Percent	Count	Percent	
De Anza							
Female	8,624	48.0%	8,621	47.5%	(3)	0.0%	
Male	8,954	49.8%	9,018	49.7%	64	0.7%	
Non-binary	192	1.1%	206	1.1%	14	7.3%	↑
Unknown	196	1.1%	288	1.6%	92	46.9%	↑
Total Headcount	17,966	100.0%	18,133	100.0%	167	0.9%	
Foothill							
Female	6,524	47.3%	6,963	49.3%	439	6.7%	
Male	6,906	50.1%	6,737	47.7%	(169)	-2.4%	
Non-binary	152	1.1%	136	1.0%	(16)	-10.5%	
Unknown	200	1.5%	293	2.1%	93	46.5%	
Total Headcount	13,782	100.0%	14,129	100.0%	347	2.5%	

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 2024		Fall 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
American Indian/Alaska Native	26	0.1%	24	0.1%	(2)	-7.7%	↓
Asian	6,193	34.5%	6,528	36.0%	335	5.4%	↑
Black/African American	482	2.7%	499	2.8%	17	3.5%	↑
Filipino	842	4.7%	831	4.6%	(11)	-1.3%	↓
Hispanic	4,585	25.5%	4,679	25.8%	94	2.1%	↑
Pacific Islander	60	0.3%	58	0.3%	(2)	-3.3%	↓
White	3,679	20.5%	3,272	18.0%	(407)	-11.1%	↓
Multiple Races	961	5.3%	1,017	5.6%	56	5.8%	↑
Not Reported	1,138	6.3%	1,225	6.8%	87	7.6%	↑
Total Headcount	17,966	100.0%	18,133	100.0%	167	0.9%	
Foothill							
American Indian/Alaska Native	16	0.1%	19	0.1%	3	18.8%	
Asian	3,224	23.4%	3,315	23.5%	91	2.8%	
Black/African American	423	3.1%	430	3.0%	7	1.7%	
Filipino	485	3.5%	458	3.2%	(27)	-5.6%	
Hispanic	4,663	33.8%	5,029	35.6%	366	7.8%	
Pacific Islander	95	0.7%	85	0.6%	(10)	-10.5%	
White	3,446	25.0%	3,359	23.8%	(87)	-2.5%	
Multiple Races	859	6.2%	883	6.2%	24	2.8%	
Not Reported	571	4.1%	551	3.9%	(20)	-3.5%	
Total Headcount	13,782	100.0%	14,129	100.0%	347	2.5%	

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

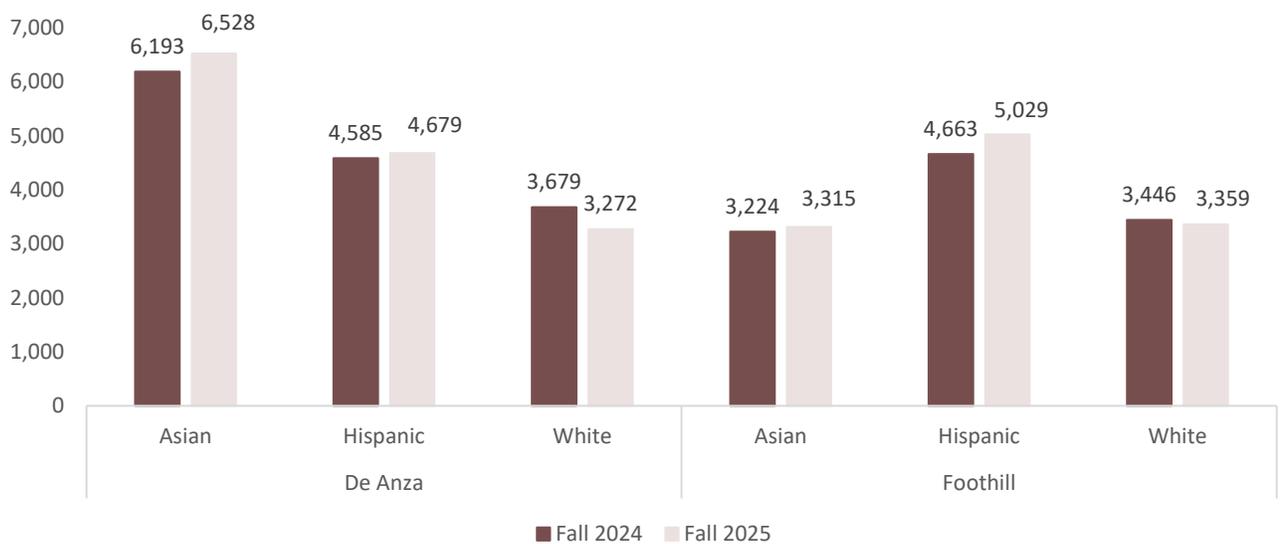
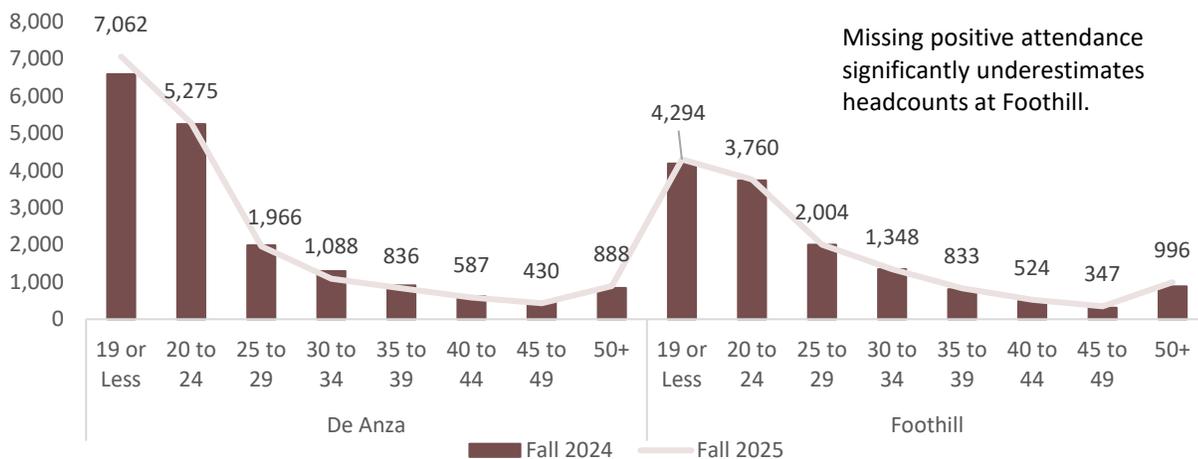


Table SB.7 Student Headcount by College, Age Group and Academic Period

Age Group	Fall 2024		Fall 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
19 or Less	6,594	36.7%	7,062	38.9%	468	7.1%	↑
20 to 24	5,251	29.2%	5,275	29.1%	24	0.5%	
25 to 29	1,987	11.1%	1,966	10.8%	(21)	-1.1%	↓
30 to 34	1,297	7.2%	1,088	6.0%	(209)	-16.1%	↓
35 to 39	911	5.1%	836	4.6%	(75)	-8.2%	↓
40 to 44	616	3.4%	587	3.2%	(29)	-4.7%	↓
45 to 49	467	2.6%	430	2.4%	(37)	-7.9%	↓
50 or more	841	4.7%	888	4.9%	47	5.6%	↑
Not Reported	2	0.0%	1	0.0%	(1)	-	
Total Headcount	17,966	100.0%	18,133	100.0%	167	0.9%	
Foothill							
19 or Less	4,190	30.4%	4,294	30.4%	104	2.5%	
20 to 24	3,732	27.1%	3,760	26.6%	28	0.8%	
25 to 29	2,008	14.6%	2,004	14.2%	(4)	-0.2%	
30 to 34	1,343	9.7%	1,348	9.5%	5	0.4%	
35 to 39	806	5.8%	833	5.9%	27	3.3%	
40 to 44	492	3.6%	524	3.7%	32	6.5%	
45 to 49	309	2.2%	347	2.5%	38	12.3%	
50 or more	887	6.4%	996	7.0%	109	12.3%	
Not Reported	15	0.1%	23	0.2%	8	-	
Total Headcount	13,782	100.0%	14,129	100.0%	347	2.5%	

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



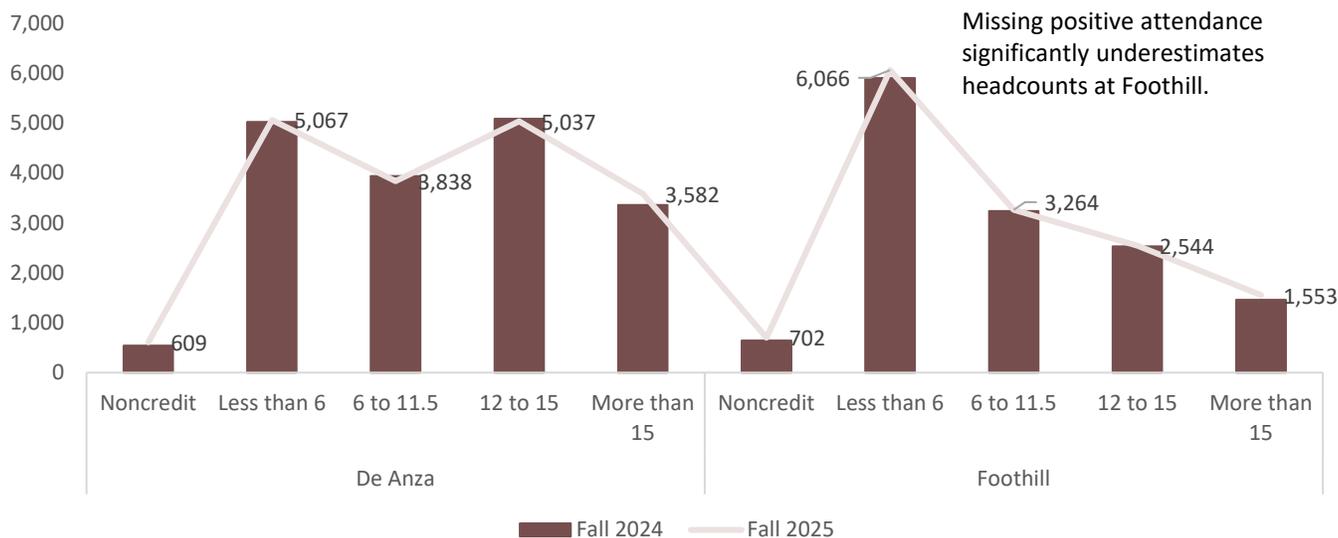
Notes

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

	Fall 2024		Fall 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Attempted Credit Units							
De Anza							
Noncredit	544	3.0%	609	3.4%	65	11.9%	↑
Less than 6	5,024	28.0%	5,067	27.9%	43	0.9%	
6 to 11.5	3,944	22.0%	3,838	21.2%	(106)	-2.7%	↓
12 to 15	5,091	28.3%	5,037	27.8%	(54)	-1.1%	↓
More than 15	3,363	18.7%	3,582	19.8%	219	6.5%	↑
Total Headcount	17,966	100.0%	18,133	100.0%	167	0.9%	
Foothill							
Noncredit	645	4.7%	702	5.0%	57	8.8%	
Less than 6	5,907	42.9%	6,066	42.9%	159	2.7%	
6 to 11.5	3,238	23.5%	3,264	23.1%	26	0.8%	
12 to 15	2,534	18.4%	2,544	18.0%	10	0.4%	
More than 15	1,458	10.6%	1,553	11.0%	95	6.5%	
Total Headcount	13,782	100.0%	14,129	100.0%	347	2.5%	

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 2024		Fall 2025		Change		Trend
	Count	Percent	Count	Percent	Count	Percent	
Calworks	43	0.2%	Not confirmed/Not submitted				
DSPS	1,158	6.4%	1,061	5.8%	(97)	-8.4%	↓
EOPS	409	2.3%	397	2.2%	(12)	-2.9%	↓
NextUP/CAYES	22	0.1%	27	0.1%	5	22.7%	↑
All Special Admit/HS Students	886	4.9%	1,189	6.6%	303	34.2%	↑
CCAP	98	0.5%	151	0.8%	53	54.1%	↑
Middle College	79	0.4%	76	0.4%	(3)	-3.8%	↓
Athletes	353	2.0%	322	1.8%	(31)	-8.8%	↓
Basic Needs Center	1,038	5.8%	1,518	8.4%	480	46.2%	↑
MESA	106	0.6%	105	0.6%	(1)	-0.9%	
Puente	78	0.4%	91	0.5%	13	16.7%	↑
Umoja	64	0.4%	60	0.3%	(4)	-6.3%	↓
A2MEND	17	0.1%	171	0.9%	154	905.9%	↑
Incarcerated	-	0.0%	14	0.1%	14		
Rising Scholars Network	27	0.2%	47	0.3%	20	74.1%	↑
Dual Adm UC/CSU	30	0.2%	67	0.4%	37	123.3%	↑
Formerly Incarcerated	174	1.0%	220	1.2%	46	26.4%	↑
With Legal Dependents	1,366	7.6%	1,473	8.1%	107	7.8%	↑
First-Generation	5,257	29.2%	5,175	28.5%	(82)	-1.6%	↓
Foster Youth	326	1.8%	307	1.7%	(19)	-5.8%	↓
Military: Active Duty, Reserve, N	66	0.4%	73	0.4%	7	10.6%	↑
Veteran	225	1.3%	233	1.3%	8	3.6%	↑
Apprenticeship	37	0.2%	99	0.5%	62	167.6%	↑
Economically Disadvantaged	7,974	44.4%	8,371	46.1%	397	5.0%	↑
Homeless	17	0.1%	283	1.6%	266	1564.7%	↑
Seasonal Farm Worker	95	0.5%	70	0.4%	(25)	-26.3%	↓
Work Based Learner	189	1.1%	148	0.8%	(41)	-21.7%	↓
LGBT	1,062	5.9%	1,077	5.9%	15	1.4%	
Baccalaureate, Auto Techn Manag			35	0.2%			

De Anza Student Headcount by Census Date and Academic Period

	Fall 2024	Fall 2025	Count Change	Percent Change
Total Headcount	17,976	18,145	169	0.9%

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 2024		Fall 2025		Change		Trend
	Count	Percent	Count	Percent	Count	Percent	
Calworks	13	0.1%	Not confirmed/Not submitted				
DSPS	744	5.4%	800	5.5%	56	7.5%	↑
EOPS	263	1.9%	Not confirmed/Not submitted				
NextUP/CAYES	12	0.1%	Not confirmed/Not submitted				
All Special Admit/HS Students	1,445	10.5%	1,522	10.5%	77	5.3%	
CCAP	430	3.1%	722	5.0%	292	67.9%	↑
College Now	32	0.2%	32	0.2%	-	0.0%	
Middle College	137	1.0%	153	1.1%	16	11.7%	↑
Athletes	217	1.6%	223	1.5%	6	2.8%	
Basic Needs Center	1,410	10.2%	1,602	11.0%	192	13.6%	↑
MESA	96	0.7%	101	0.7%	5	5.2%	
Puente	87	0.6%	97	0.7%	10	11.5%	↑
Umoja	91	0.7%	89	0.6%	(2)	-2.2%	↓
Baccalaureate, Dental Hygiene	91	0.7%	86	0.6%	(5)	-5.5%	↓
Baccalaureate, Respiratory Care	36	0.3%	27	0.2%	(9)	-25.0%	↓
Dual Adm UC/CSU	12	0.1%	19	0.1%	7	58.3%	↑
Formerly Incarcerated	106	0.8%	142	1.0%	36	34.0%	↑
With Legal Dependents	1,200	8.7%	1,440	9.9%	240	20.0%	↑
First-Generation	3,978	28.8%	4,192	28.8%	214	5.4%	
Foster Youth	263	1.9%	254	1.7%	(9)	-3.4%	↓
Military: Active Duty, Reserve, N	55	0.4%	60	0.4%	5	9.1%	↑
Veteran	243	1.8%	233	1.6%	(10)	-4.1%	↓
Apprenticeship	1,936	14.0%	1,874	12.9%	(62)	-3.2%	↓
Economically Disadvantaged	4,691	33.9%	5,247	36.1%	556	11.9%	↑
Homeless	11	0.1%	16	0.1%	5	45.5%	↑
Seasonal Farm Worker	44	0.3%	45	0.3%	1	2.3%	
Work Based Learner	297	2.1%	230	1.6%	(67)	-22.6%	↓
LGBT	835	6.0%	807	5.6%	(28)	-3.4%	↓

Foothill Student Headcount by Census Date and Academic Period

	Fall 2024	Fall 2025	Count Change	Percent Change
Total Headcount	13,827	14,537	710	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 SV.1 Student Headcount by College, VTEA Economically Disadvantaged Group and Academic Period

Group	Fall 2024		Fall 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
De Anza							
CALW/TANF Auditable	27	0.4%	8	0.1%	(19)	-70.4%	↓
CALW/TANF Self-report	503	6.7%	540	7.1%	37	7.4%	↑
GA Auditable	3	0.0%	-	0.0%	(3)	-100.0%	↓
Other Auditable	1,890	25.1%	1,280	16.8%	(610)	-32.3%	↓
Other Self-report	861	11.4%	1,636	21.4%	775	90.0%	↑
Not Econ Disadv	4,259	56.5%	4,174	54.6%	(85)	-2.0%	
All CTE Econ Disadv	3,284	43.5%	3,464	45.4%	180	5.5%	
All CTE	7,543	100.0%	7,638	100.0%	95	1.3%	
Foothill							
CALW/TANF Auditable	12	0.2%	11	0.2%	(1)	-8.3%	
CALW/TANF Self-report	382	5.3%	376	5.2%	(6)	-1.6%	
GA Auditable	4	0.1%	4	0.1%	-	0.0%	
Other Auditable	932	12.9%	706	9.7%	(226)	-24.2%	
Other Self-report	940	13.1%	1,394	19.2%	454	48.3%	
Not Econ Disadv	4,929	68.5%	4,788	65.8%	(141)	-2.9%	
All CTE Econ Disadv	2,270	31.5%	2,491	34.2%	221	9.7%	
All CTE	7,199	100.0%	7,279	100.0%	80	1.1%	

Notes

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

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

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

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

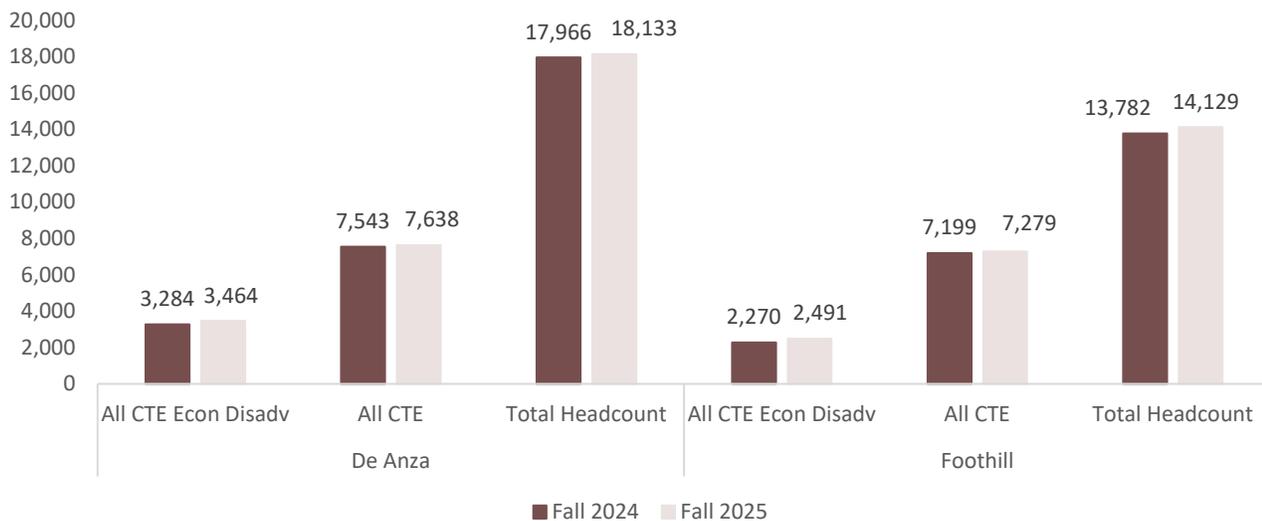


Table SY.1 De Anza, Student Credit for Prior Learning: Number of Records by Academic Period

Assessment Method	Course TOP Code	Fall 2024		Fall 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Advanced Placement (AP)	Not at course	-	0.0%	86	27.1%	86	-	
	170100-Mathematics, General	142	27.1%	72	22.7%	(70)	-49.3%	↓
	150100-English	117	22.3%	42	13.2%	(75)	-64.1%	↓
	220500-History	89	17.0%	35	11.0%	(54)	-60.7%	↓
	040100-Biology, General	25	4.8%	17	5.4%	(8)	-32.0%	
	200100-Psychology, General	33	6.3%	17	5.4%	(16)	-48.5%	↓
	110500-Spanish	29	5.5%	13	4.1%	(16)	-55.2%	↓
	190500-Chemistry, General	19	3.6%	12	3.8%	(7)	-36.8%	
	110700-Chinese	19	3.6%	9	2.8%	(10)	-52.6%	↓
	220400-Economics	32	6.1%	9	2.8%	(23)	-71.9%	↓
	100900-Design	9	1.7%	2	0.6%	(7)	-77.8%	↓
	220600-Geography	4	0.8%	2	0.6%	(2)	-50.0%	↓
	190200-Physics, General	-	0.0%	1	0.3%	1	-	
	070710-Computer Programming	1	0.2%	-	0.0%	(1)	-100.0%	
	100100-Fine Arts, General	2	0.4%	-	0.0%	(2)	-100.0%	
	100210-Painting and Drawing	3	0.6%	-	0.0%	(3)	-100.0%	
Total		524	100.0%	317	100.0%	(207)	-39.5%	

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

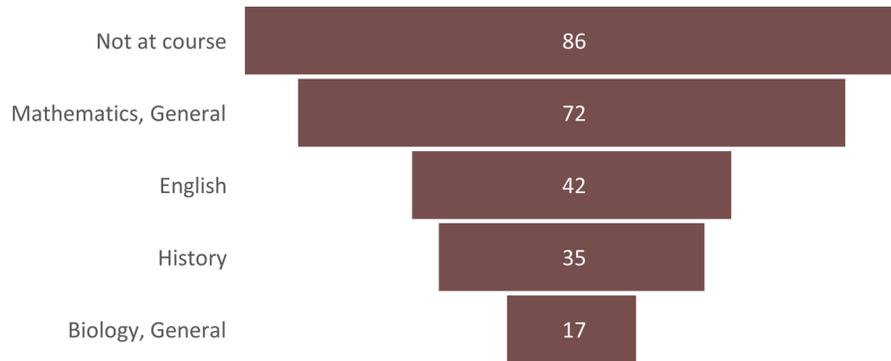


Table SY.2 Foothill, Student Credit for Prior Learning: Number of Records by Academic Period

Assessment Method	Course TOP Code	Fall 2024		Fall 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
Industry certification	Not a course	-	0.0%	66	25.9%	66	-	
Advanced Placement (AP)	Not a course	-	0.0%	49	19.2%	49	-	
Industry certification	040100-Biology, General	-	0.0%	43	16.9%	43	-	
Advanced Placement (AP)	170100-Mathematics, General	49	39.8%	42	16.5%	(7)	-14.3%	↓
	150100-English	30	24.4%	20	7.8%	(10)	-33.3%	↓
	220500-History	20	16.3%	14	5.5%	(6)	-30.0%	↓
	190500-Chemistry, General	3	2.4%	10	3.9%	7	233.3%	↑
	200100-Psychology, General	13	10.6%	9	3.5%	(4)	-30.8%	↓
Military training (excluding CLEP)	Not a course	-	0.0%	2	0.8%	2	-	
	100100-Fine Arts, General	2	1.6%	-	0.0%	(2)	-100.0%	↓
	190200-Physics, General	6	4.9%	-	0.0%	(6)	-100.0%	↓
Total		123	100.0%	255	100.0%	132	107.3%	

Figure SY.2 Foothill, Student Credit for Prior Learning, Advanced Placement: Top Assessment Methods, Fall 2025

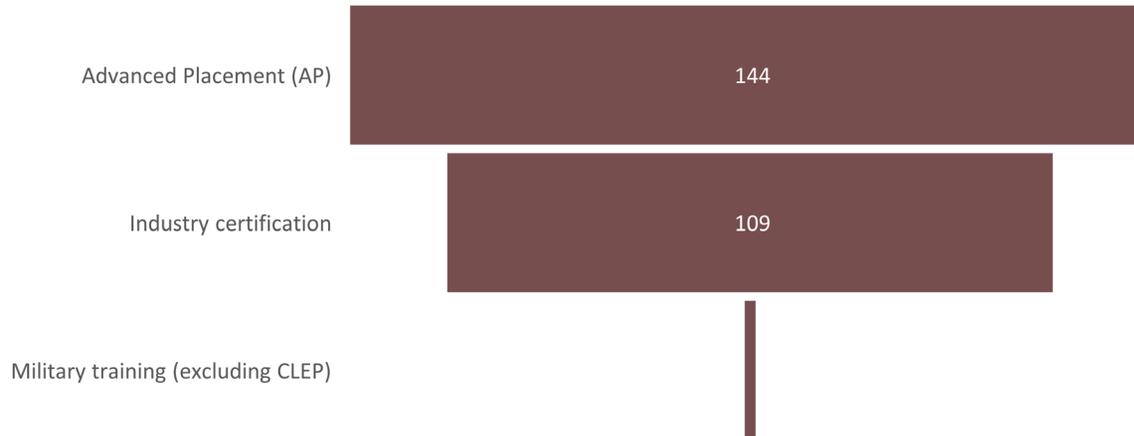


Table SX.A1 California Virtual Campus (CVC) Course Exchange Enrollment, De Anza: Student Headcount

Course TOP Code	Fall 2024		Fall 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
170100-Mathematics, General	6	54.5%	4	26.7%	-2	-33.3%	
150100-English	0	0.0%	3	20.0%	3		
050200-Accounting	0	0.0%	2	13.3%	2		↓
070710-Computer Programming	2	18.2%	2	13.3%	0	0.0%	
200100-Psychology, General	0	0.0%	2	13.3%	2		
111730-Korean	0	0.0%	1	6.7%	1		↓
210500-Administration of Justice	0	0.0%	1	6.7%	1		
110600-Russian	1	9.1%	0	0.0%	-1	-100.0%	
220700-Political Science	2	18.2%	0	0.0%	-2	-100.0%	
Total Headcount	11	100.0%	15	100.0%	4	36.4%	

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

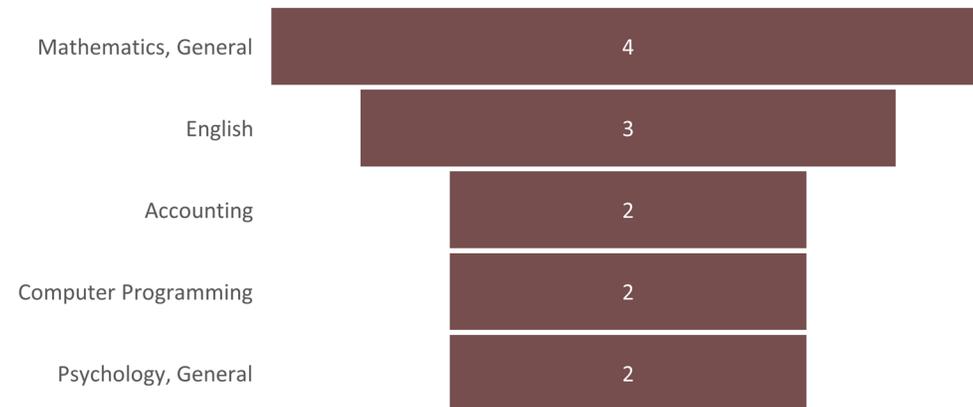


Table SX.A2 California Virtual Campus (CVC) Course Exchange Enrollment, Foothill: Student Headcount

Course TOP Code	Fall 2024		Fall 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
220700-Political Science	0	0.0%	7	15.6%	7		
083500-Physical Education	2	5.6%	5	11.1%	3	150%	↑
100500-Commercial Music	0	0.0%	5	11.1%	5		
070700-Computer Software Development	7	19.4%	4	8.9%	-3	-43%	↓
170100-Mathematics, General	0	0.0%	4	8.9%	4		
103000-Art and Design	0	0.0%	3	6.7%	3		
150100-English	5	13.9%	3	6.7%	-2	-40%	↓
050200-Accounting	1	2.8%	2	4.4%	1	100%	↑
110500-Spanish	2	5.6%	2	4.4%	0	0%	
110800-Japanese	1	2.8%	2	4.4%	1	100%	↑
127000-Kinesiology	1	2.8%	2	4.4%	1	100%	↑
220400-Economics	0	0.0%	2	4.4%	2		
061410-Multimedia	0	0.0%	1	2.2%	1		
100210-Painting and Drawing	0	0.0%	1	2.2%	1		
100400-Music	4	11.1%	1	2.2%	-3	-75%	↓
122800-Athletic Training and Sports Medicine	0	0.0%	1	2.2%	1		
130500-Child Development/Early Care and Edt	1	2.8%	1	2.2%	0	0%	
200100-Psychology, General	1	2.8%	1	2.2%	0	0%	
220200-Anthropology	1	2.8%	1	2.2%	0	0%	
220800-Sociology	0	0.0%	1	2.2%	1		
080100-Education, General	1	2.8%	0	0.0%	-1	-100%	↓
083580-Adapted Physical Education	1	2.8%	0	0.0%	-1	-100%	↓
101100-Photography	1	2.8%	0	0.0%	-1	-100%	↓
101200-Photography	1	2.8%	0	0.0%	-1	-100%	↓
150600-Speech Communication	5	13.9%	0	0.0%	-5	-100%	↓
179900-Other Mathematics	1	2.8%	0	0.0%	-1	-100%	↓
220300-Ethnic Studies	1	2.8%	0	0.0%	-1	-100%	↓
220500-History	1	2.8%	0	0.0%	-1	-100%	↓
Total Headcount	36	100.0%	45	100.0%	9	25%	

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

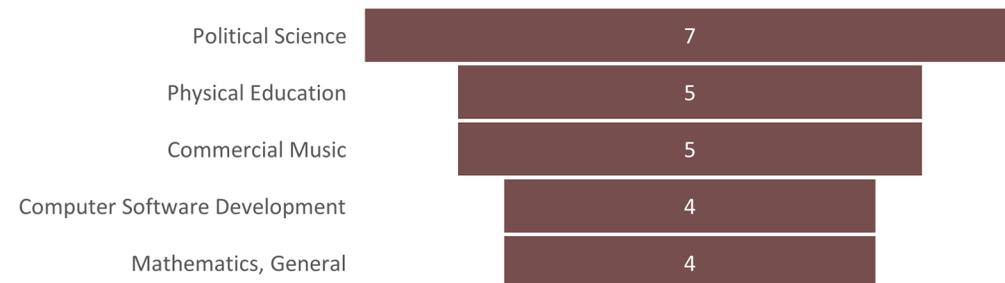


Table VR.1 De Anza: Vision Aligned Reporting, Student Headcount and Total Amount by Program and Service

Service by Program	Headcount	Total Services Amount
Program: VA-Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement	77	
C01-Counseling-Academic	56	99
C03-Counseling-Mental Health	4	6
C04-Counseling-Career	10	11
C05-Counseling-Financial Aid	1	1
C06-Counseling-Transfer	19	20
C07-Counseling-Program Specific Counseling	59	315
C99-Counseling-Other	1	1
O02-Outreach or Inreach-Inreach Event	20	20
S03-Student Support Services-Transfer Assistance Activities	11	11
S07-Student Support Services-Career Activities	20	20
S08-Student Support Services-Education Plan	19	26
S13-Student Support Services-Specialized/Supplemental Instruction	23	23
S15-Student Support Services-Peer Support	29	29
S16-Student Support Services-Learning Communities	40	77
S19-Student Support Services-University Tours or Representative Visits/Transfer Fairs	27	27
S99-Student Support Services-Other	42	49
Program: VD-Dual Enrollment, CCAP and CCAP STEM	203	
S02-Student Support Services-Enrollment/Reenrollment Activities	198	280
S18-Student Support Services-Referral to Other Services	13	13
Program: VH-Middle College High School (MCHS)	76	
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Curre	76	76
S02-Student Support Services-Enrollment/Reenrollment Activities	76	76
S08-Student Support Services-Education Plan	1	1

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

Service by Program	Headcount	Total Services Amount
Program: VR-Veterans Resource Center	335	
C01-Counseling-Academic	261	736
C04-Counseling-Career	135	383
C06-Counseling-Transfer	44	88
C07-Counseling-Program Specific Counseling	7	9
C99-Counseling-Other	12	18
D01-Direct Aid to Students-Textbooks	90	6,750
O02-Outreach or Inreach-Inreach Event	17	17
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Curre	36	38
S03-Student Support Services-Transfer Assistance Activities	12	15
S14-Student Support Services-Tutoring	3	3
S17-Student Support Services-Student Center	26	70
S21-Student Support Services-Program Specific	185	185
Program: VT-Transfer Center	1,623	
C01-Counseling-Academic	253	281
C03-Counseling-Mental Health	1	1
C04-Counseling-Career	5	5
C05-Counseling-Financial Aid	1	1
C06-Counseling-Transfer	635	900
C99-Counseling-Other	114	142
S03-Student Support Services-Transfer Assistance Activities	501	597
S17-Student Support Services-Student Center	2	4
S18-Student Support Services-Referral to Other Services	6	6
S19-Student Support Services-University Tours or Representative Visits/Transfer Fairs	605	669
Program: VW-Strong Workforce Local Share	121	
S07-Student Support Services-Career Activities	119	143
S23-Student Support Services-Work Based Learning	1	1
S24-Student Support Services-Internships	3	3

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

Service by Program	Headcount	Total Services Amount
Program: SD-Disabled Student Programs and Services (DSPS)	1,009	
C01-Counseling-Academic	81	122
C07-Counseling-Program Specific Counseling	479	694
D01-Direct Aid to Students-Textbooks	21	23
D11-Direct Aid to Students-Mental Health Grant	17	17
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Curre	20	23
S10-Student Support Services-Alternative Media/Adaptive Equipment	86	101
S11-Student Support Services-Interpreting/Captioning	4	55
S12-Student Support Services-Test Proctoring	1	1
S13-Student Support Services-Specialized/Supplemental Instruction	503	913
Program: VD-Dual Enrollment, CCAP and CCAP STEM	753	
S02-Student Support Services-Enrollment/Reenrollment Activities	753	1,035
S19-Student Support Services-University Tours or Representative Visits/Transfer Fairs	110	110
Program: VM-Mathematics, Engineering, Science Achievement (MESA)	88	
C01-Counseling-Academic	25	26
C03-Counseling-Mental Health	5	5
C04-Counseling-Career	2	2
C06-Counseling-Transfer	24	31
C07-Counseling-Program Specific Counseling	45	60
C99-Counseling-Other	2	2
D01-Direct Aid to Students-Textbooks	17	2,029
D09-Direct Aid to Students-Transportation	7	601
D12-Direct Aid to Students-Program Specific Grant	12	17,912
S01-Student Support Services-Program Onboarding, Orientation, and/or Retention Activities for Curre	65	169
S03-Student Support Services-Transfer Assistance Activities	6	6
S06-Student Support Services-Completion and/or Student Success Activities	20	24
S07-Student Support Services-Career Activities	42	75
S14-Student Support Services-Tutoring	28	224
S17-Student Support Services-Student Center	1	1

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

Service	Quarter or Annual	2024-25	2025-26	Change		
				Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,764	1,470	(294)	-16.7%	
	2-Fall	1,266	1,143	(123)	-9.7%	↓
	Annual	5,774	2,613			
SS08: Counseling/Advising	1-Summer	3,811	3,521	(290)	-7.6%	
	2-Fall	4,687	4,718	31	0.7%	
	Annual	12,326	8,239			
SS09: Abbreviated SEP	1-Summer	2,752	1,410	(1,342)	-48.8%	
	2-Fall	2,346	1,354	(992)	-42.3%	↓
	Annual	7,725	2,764			
SS09: Comprehensive SEP	1-Summer	4,060	1,652	(2,408)	-59.3%	
	2-Fall	3,330	2,593	(737)	-22.1%	↓
	Annual	9,944	4,245			
SS10: At-Risk Follow-up	1-Summer	416	346	(70)	-16.8%	
	2-Fall	806	730	(76)	-9.4%	↓
	Annual	2,299	1,076			
SS11: Other Follow-up	1-Summer	4,568	4,577	9	0.2%	
	2-Fall	8,940	9,757	817	9.1%	↑
	Annual	26,108	14,290			

Notes

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

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

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

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

Trend based on percentage change for the student headcount in credit courses at the college level during the academic period, 0.6%.

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

Service	Quarter or Annual	Headcount or Service Count		Change		
		2024-25	2025-26	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,093	947	(146)	-13.4%	
	2-Fall	913	920	7	0.8%	
	Annual	3,826	1,867			
SS08: Counseling/Advising	1-Summer	2,633	2,872	239	9.1%	
	2-Fall	3,373	3,300	(73)	-2.2%	
	Annual	9,404	6,172			
SS09: Abbreviated SEP	1-Summer	525	449	(76)	-14.5%	
	2-Fall	1,538	910	(628)	-40.8%	
	Annual	3,431	1,359			
SS09: Comprehensive SEP	1-Summer	475	482	7	1.5%	
	2-Fall	3,987	1,545	(2,442)	-61.2%	
	Annual	6,743	2,027			
SS10: At-Risk Follow-up	1-Summer	43	71	28	65.1%	
	2-Fall	157	135	(22)	-14.0%	
	Annual	498	206			
SS11: Other Follow-up	1-Summer	2,399	2,561	162	6.8%	
	2-Fall	5,774	5,632	(142)	-2.5%	
	Annual	16,126	8,159			

Notes

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

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

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

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

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

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

Course Attribute	Classification	Fall 2024		Fall 2025		Change		Trend
		Count	Percent	Count	Percent	Count	Percent	
CB04-Credit Status	Credit, Degree Applicable	1,450	88.6%	1,452	88.3%	2	0.1%	
	Credit, Not Degree Applicable	96	5.9%	95	5.8%	(1)	-1.0%	
	Noncredit	90	5.5%	98	6.0%	8	8.9%	↑
CB05-Transfer Status	Transferable to UC and CSU	1,159	70.8%	1,159	70.5%	-	0.0%	
	Transferable to CSU only	265	16.2%	262	15.9%	(3)	-1.1%	
	Not transferable	212	13.0%	224	13.6%	12	5.7%	↑
CB08-Basic Skills	Basic Skills	128	7.8%	133	8.1%	5	3.9%	↑
	Not Basic Skills	1,508	92.2%	1,512	91.9%	4	0.3%	
CB09-SAM Priority	Apprenticeship	7	0.4%	7	0.4%	-	0.0%	
	Advanced Occupational	45	2.8%	42	2.6%	(3)	-6.7%	↓
	Clearly Occupational	333	20.4%	388	23.6%	55	16.5%	↑
	Possibly Occupational	93	5.7%	55	3.3%	(38)	-40.9%	↓
	Non-Occupational	1,158	70.8%	1,153	70.1%	(5)	-0.4%	
CB10-Work Exp	Not Cooperative Work Exp	1,636	100.0%	1,645	100.0%	9	0.6%	
CB11-Classification	Enhanced Funding, Workforce Prep	47	2.9%	51	3.1%	4	8.5%	↑
	Enhanced Funding, Other	43	2.6%	46	2.8%	3	7.0%	↑
	Non-Enhanced Funding	-	0.0%	1	0.1%	1		
	Credit Course	1,546	94.5%	1,547	94.0%	1	0.1%	
CB13-Special Class	Approved Special Class	28	1.7%	21	1.3%	(7)	-25.0%	↓
	Not a Special Class	1,608	98.3%	1,624	98.7%	16	1.0%	
CB21-Prior to Coll	1 Level Below Transfer	59	3.6%	60	3.6%	1	1.7%	
	2 Levels Below Transfer	25	1.5%	25	1.5%	-	0.0%	
	3 Levels Below Transfer	27	1.7%	34	2.1%	7	25.9%	↑
	4 Levels Below Transfer	6	0.4%	6	0.4%	-	0.0%	
	5 Levels Below Transfer	4	0.2%	4	0.2%	-	0.0%	
	6 Levels Below Transfer	4	0.2%	4	0.2%	-	0.0%	
	Not Applicable	1,511	92.4%	1,512	91.9%	1	0.1%	
	CB22-Noncredit Cat	English as a Second Language	43	2.6%	46	2.8%	3	7.0%
	Workforce Preparation	47	2.9%	52	3.2%	5	10.6%	↑
	Credit Course	1,546	94.5%	1,547	94.0%	1	0.1%	

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

Course Attribute	Classification	Fall 2024		Fall 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB23-Funding Agency	Not Developed with Econ Dev funds	1,636	100.0%	1,645	100.0%	9	0.6%	
CB24-Program Status	Program Applicable	1,521	93.0%	1,533	93.2%	12	0.8%	
	Not Program Applicable	115	7.0%	112	6.8%	(3)	-2.6%	↓
CB25-General Ed Status	Transfer English Comp, Crit Think	130	7.9%	120	7.3%	(10)	-7.7%	↓
	Transfer Math/Quant Reasoning	177	10.8%	181	11.0%	4	2.3%	↑
	Local Mathematics Competency	1	0.1%	1	0.1%	-	0.0%	
	Not Applicable	1,328	81.2%	1,343	81.6%	15	1.1%	
	Support Course	43	2.6%	46	2.8%	3	7.0%	↑
CB26-Support Course St	Not a Support Course	1,593	97.4%	1,599	97.2%	6	0.4%	
CB27-Upper Division St	Upper Division Course	-	0.0%	2	0.1%	2		
	Not an Upper Division Course	1,636	100.0%	1,643	99.9%	7	0.4%	
Total		1,636	100.0%	1,645	100.0%	9	0.6%	

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	Fall 2024		Fall 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB04-Credit Status	Credit, Degree Applicable	1,145	93.2%	1,192	92.2%	47	4.1%	
	Credit, Not Degree Applicable	22	1.8%	32	2.5%	10	45.5%	↑
	Noncredit	62	5.0%	69	5.3%	7	11.3%	↑
CB05-Transfer Status	Transferable to UC and CSU	661	53.8%	711	55.0%	50	7.6%	↑
	Transferable to CSU only	221	18.0%	222	17.2%	1	0.5%	
	Not transferable	347	28.2%	360	27.8%	13	3.7%	
CB08-Basic Skills	Basic Skills	46	3.7%	55	4.3%	9	19.6%	↑
	Not Basic Skills	1,183	96.3%	1,238	95.7%	55	4.6%	
CB09-SAM Priority	Apprenticeship	248	20.2%	245	18.9%	(3)	-1.2%	↓
	Advanced Occupational	6	0.5%	7	0.5%	1	16.7%	↑
	Clearly Occupational	153	12.4%	163	12.6%	10	6.5%	↑
	Possibly Occupational	165	13.4%	181	14.0%	16	9.7%	↑
	Non-Occupational	657	53.5%	697	53.9%	40	6.1%	↑
CB10-Work Exp	Cooperative Work Experience	-	0.0%	4	0.3%	4		
	Not Cooperative Work Exp	1,229	100.0%	1,289	99.7%	60	4.9%	
CB11-Classification	Enhanced Funding, Other	31	2.5%	35	2.7%	4	12.9%	↑
	Non-Enhanced Funding	31	2.5%	34	2.6%	3	9.7%	↑
	Credit Course	1,167	95.0%	1,224	94.7%	57	4.9%	
CB13-Special Class	Approved Special Class	31	2.5%	39	3.0%	8	25.8%	↑
	Not a Special Class	1,198	97.5%	1,254	97.0%	56	4.7%	
CB21-Prior to Coll	1 Level Below Transfer	19	1.5%	18	1.4%	(1)	-5.3%	↓
	2 Levels Below Transfer	4	0.3%	6	0.5%	2	50.0%	↑
	3 Levels Below Transfer	9	0.7%	8	0.6%	(1)	-11.1%	↓
	4 Levels Below Transfer	1	0.1%	2	0.2%	1	100.0%	↑
	5 Levels Below Transfer	3	0.2%	3	0.2%	-	0.0%	
	6 Levels Below Transfer	4	0.3%	3	0.2%	(1)	-25.0%	↓
	Not Applicable	1,189	96.7%	1,253	96.9%	64	5.4%	

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

Course Attribute	Classification	Fall 2024		Fall 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
CB22-Noncredit Cat	English as a Second Language	14	1.1%	16	1.2%	2	14.3%	↑
	Elementary, Secondary Basic Sk	15	1.2%	13	1.0%	(2)	-13.3%	↓
	Approved Special Class	23	1.9%	25	1.9%	2	8.7%	↑
	Short-Term Vocational	9	0.7%	14	1.1%	5	55.6%	↑
	Workforce Preparation	1	0.1%	1	0.1%	-	0.0%	
	Credit Course	1,167	95.0%	1,224	94.7%	57	4.9%	
CB23-Funding Agency	Not Developed with Econ Dev funds	1,229	100.0%	1,293	100.0%	64	5.2%	
CB24-Program Status	Program Applicable	1,133	92.2%	1,191	92.1%	58	5.1%	
	Not Program Applicable	96	7.8%	102	7.9%	6	6.3%	↑
CB25-General Ed Status	Transfer English Comp, Crit Think	59	4.8%	56	4.3%	(3)	-5.1%	↓
	Transfer Math/Quant Reasoning	61	5.0%	59	4.6%	(2)	-3.3%	↓
	Local Mathematics Competency	-	0.0%	4	0.3%	4		
	Not Applicable	1,109	90.2%	1,174	90.8%	65	5.9%	
CB26-Support Status	Support Course	11	0.9%	13	1.0%	2	18.2%	↑
	Not a Support Course	1,218	99.1%	1,280	99.0%	62	5.1%	
CB27-Upper Division St	Upper Division Course	14	1.1%	14	1.1%	-	0.0%	
	Not an Upper Division Course	1,215	98.9%	1,279	98.9%	64	5.3%	
Total		1,229	100.0%	1,293	100.0%	64	5.2%	

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	Fall 2024		Fall 2025		Change		
		Count	Percent	Count	Percent	Count	Percent	Trend
XB01-Accounting Method	Weekly Census	491	30.0%	510	31.0%	19	3.9%	↑
	Daily Census	47	2.9%	56	3.4%	9	19.1%	↑
	Positive Attendance	35	2.1%	37	2.2%	2	5.7%	↑
	Independent Study, Work Exper	1,063	65.0%	1,042	63.3%	(21)	-2.0%	↓
XB09-Work Based Lear Act	Work-Based Learning	33	2.0%	26	1.6%	(7)	-21.2%	↓
	Unknown	1,603	98.0%	1,619	98.4%	16	1.0%	
XB12-Instructioal Material Cost	No associated instructional material	7	0.4%	27	1.6%	20	285.7%	↑
	Has instruct material costs, but none are passed on to students	4	0.2%	24	1.5%	20	500.0%	↑
	Has low instructional material costs	16	1.0%	60	3.6%	44	275.0%	↑
	Uses only no-cost, OER course material	84	5.1%	183	11.1%	99	117.9%	↑
	Uses only no-cost digital course material that does not meet OER guidelines	6	0.4%	138	8.4%	132	2200.0%	↑
	Uses a mix of no-cost OER and other cost bearing resources, no costs are passed on to students	1	0.1%	-	0.0%	(1)	-100.0%	↓
	Does not meet no-cost or low-cost inst material criteria	1,518	92.8%	1,213	73.7%	(305)	-20.1%	↓
Total		1,636	100.0%	1,645	100.0%	9	0.6%	

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

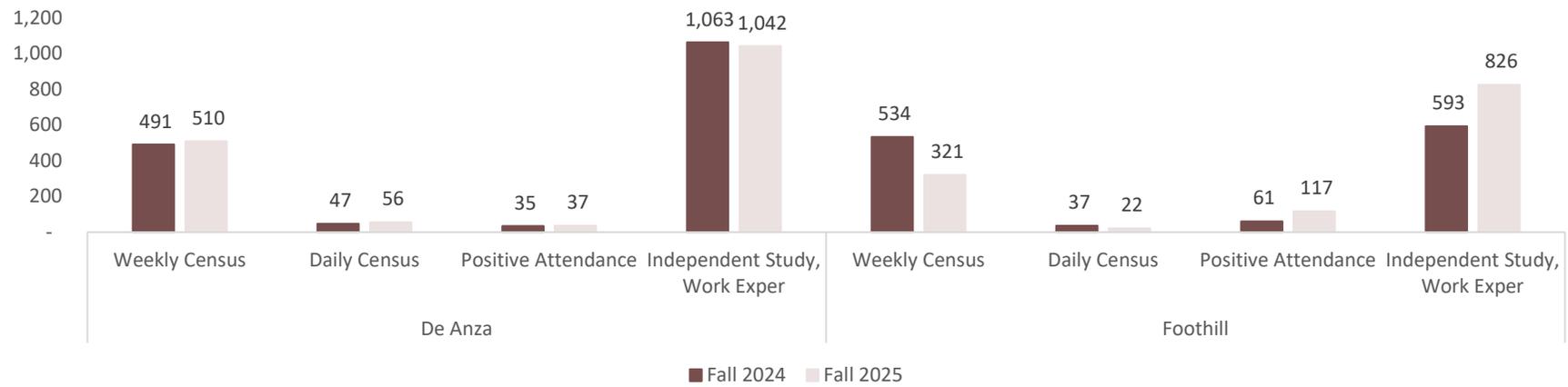


Table XB.2 Foothill College: Section Count by Attribute and Academic Period

Section Attribute	Classification	Fall 2024		Fall 2025		Change		Trend
		Count	Percent	Count	Percent	Count	Percent	
XB01-Accounting Method	Weekly Census	534	43.4%	321	24.8%	(213)	-39.9%	↓
	Daily Census	37	3.0%	22	1.7%	(15)	-40.5%	↓
	Positive Attendance	61	5.0%	117	9.0%	56	91.8%	↑
	Independent Study, Work Exper	593	48.3%	826	63.9%	233	39.3%	↑
	Not claimed for State Apport	4	0.3%	7	0.5%	3	75.0%	↑
XB09-Work Based Lear Act	Work-Based Learning							
	Unknown	25	2.0%	25	1.9%	-	0.0%	
XB12-Instructional Material Cost	No associated instructional material							
		97	7.9%	84	6.5%	(13)	-13.4%	↓
	Has instruct material costs, but none are passed on to students	113	9.2%	120	9.3%	7	6.2%	↑
	Has low instructional material costs	70	5.7%	67	5.2%	(3)	-4.3%	↓
	Uses only no-cost, OER course material	26	2.1%	65	5.0%	39	150.0%	↑
	Uses only no-cost digital course material that does not meet OER guidelines	39	3.2%	5	0.4%	(34)	-87.2%	↓
	Uses a mix of no-cost OER and other cost bearing resources, no costs are passed on to students	4	0.3%	31	2.4%	27	675.0%	↑
Does not meet no-cost or low-cost inst material criteria	880	71.6%	921	71.2%	41	4.7%	↑	
Total		1,229	100.0%	1,293	100.0%	64	5.2%	

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-Fall 2025, was not confirmed/submitted for Foothill.

Figure XB.2

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

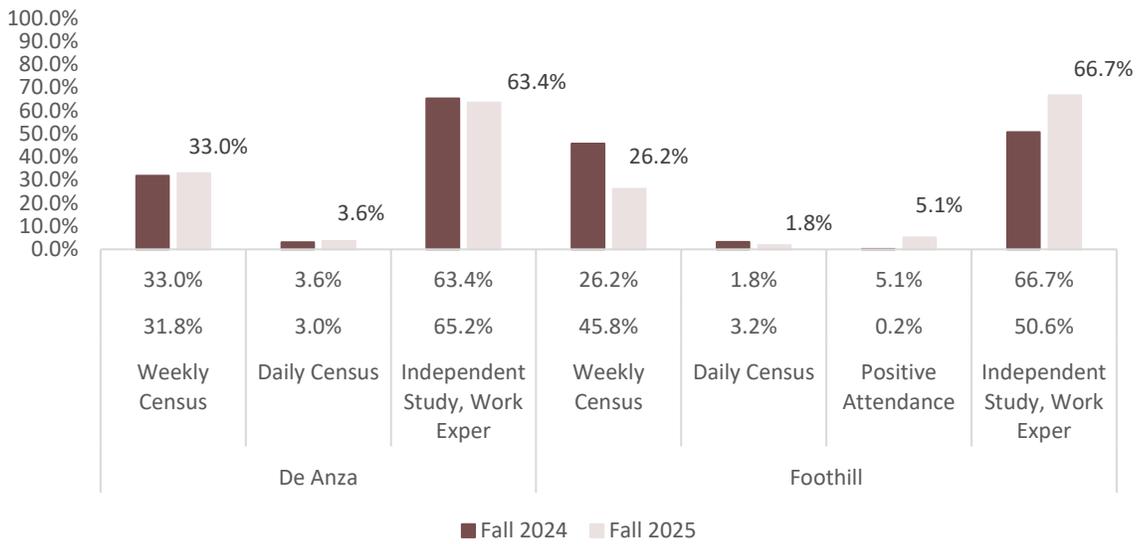


Figure XB.3

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

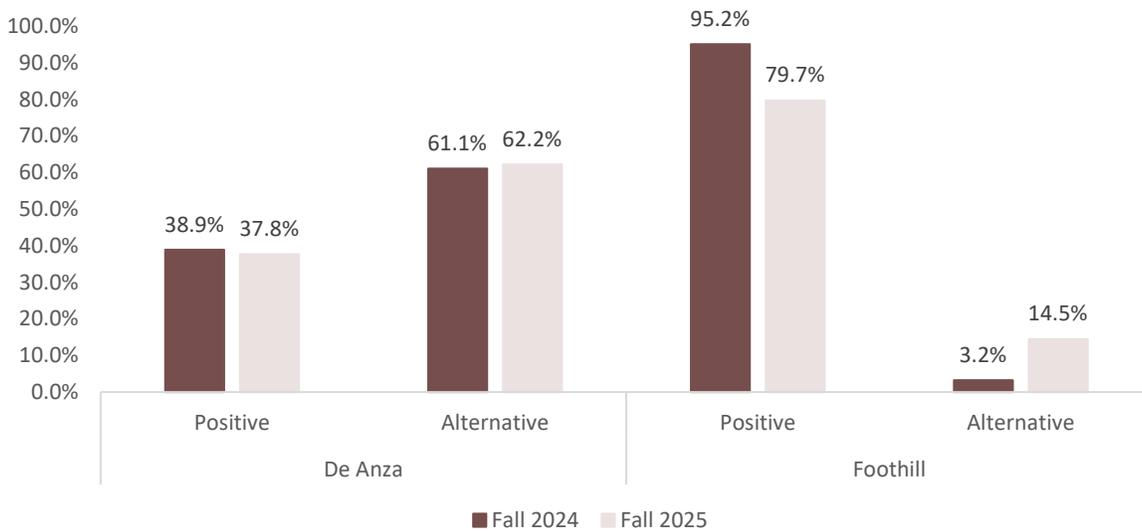


Table XF.1 De Anza College: Section Count by Instructional Method and Academic Period

Instruction Delivery Method	Fall 2024		Fall 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	814	49.8%	810	49.2%	(4)	-0.5%	
Dist Ed 50% to 99%	221	13.5%	191	11.6%	(30)	-13.6%	↓
Dist Ed Less than 50%	146	8.9%	138	8.4%	(8)	-5.5%	↓
In-Person	455	27.8%	506	30.8%	51	11.2%	↑
Total	1,636	100.0%	1,645	100.0%	9	0.6%	

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

Instruction Delivery Method	Fall 2024		Fall 2025		Change		
	Count	Percent	Count	Percent	Count	Percent	Trend
Dist Ed 100%	512	41.7%	488	37.7%	(24)	-4.7%	↑
Dist Ed 50% to 99%	72	5.9%	73	5.6%	1	1.4%	↓
Dist Ed Less than 50%	55	4.5%	71	5.5%	16	29.1%	
In-Person	590	48.0%	661	51.1%	71	12.0%	↑
Total	1,229	100.0%	1,293	100.0%	64	5.2%	

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

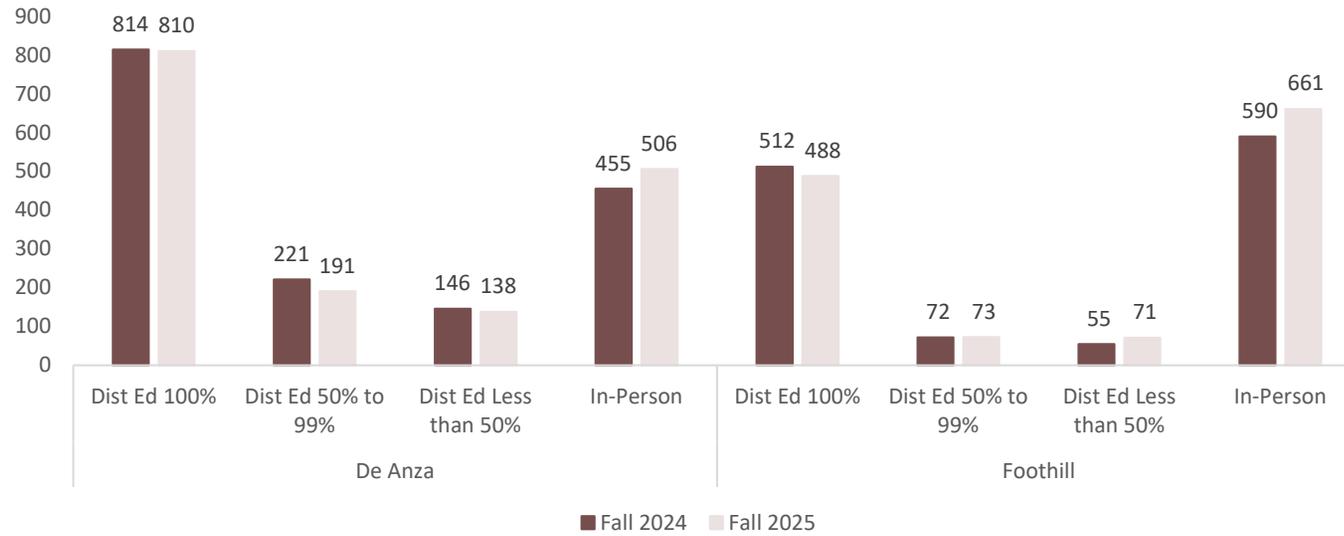


Table XE.1 De Anza College: Section, Employee and Full-Time Equivalent Faculty (FTE) Count by Assignment Type and Academic Period

Credit Status	Assignment Type	Fall 2024			Fall 2025			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	645	184	50.99	621	184	51.90	0.91	1.8%	
	FT Faculty, Overload	139	89	14.07	139	88	14.58	0.51	3.7%	
	PT Faculty/Temporary Staff	705	396	74.24	732	403	77.37	3.13	4.2%	↑
	Contract Staff	93	65	-	98	69	-	-	-	
	Total	1,546	587	139.29	1,547	594	143.85	4.56	3.3%	
Noncredit	FT Faculty, Not Overload	41	15	-	39	14	-	-	-	
	Contract Staff	49	36	-	59	39	-	-	-	
	Total	90	51	-	98	53	-	-	-	

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 2024			Fall 2025			Change FTE		
		Sections	Employee Headcount	FTEF	Sections	Employee Headcount	FTEF	Count	Percent	Trend
Credit	FT Faculty, Not Overload	480	138	36.27	480	137	36.71	0.44	1.2%	
	FT Faculty, Overload	97	64	8.47	104	68	9.23	0.76	8.9%	↑
	PT Faculty/Temporary Staff	374	268	40.80	402	280	44.48	3.68	9.0%	↑
	Contract Staff	300	73	-	322	92	0.48	0.48	-	
	Total	1,167	450	85.55	1,224	472	90.89	5.35	6.3%	
Noncredit	FT Faculty, Not Overload	23	16	0.93	25	17	1.23	0.30	31.7%	↑
	FT Faculty, Overload	5	3	0.30	4	2	0.19	(0.11)	-37.9%	↓
	PT Faculty/Temporary Staff	31	18	1.91	30	16	1.65	(0.26)	-13.7%	↓
	Contract Staff	6	4	-	11	11	-	-	-	
	Total	62	41	3.14	69	45	3.06	(0.08)	-2.5%	

Notes

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

Contract staff FTEF for Foothill, Fall 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

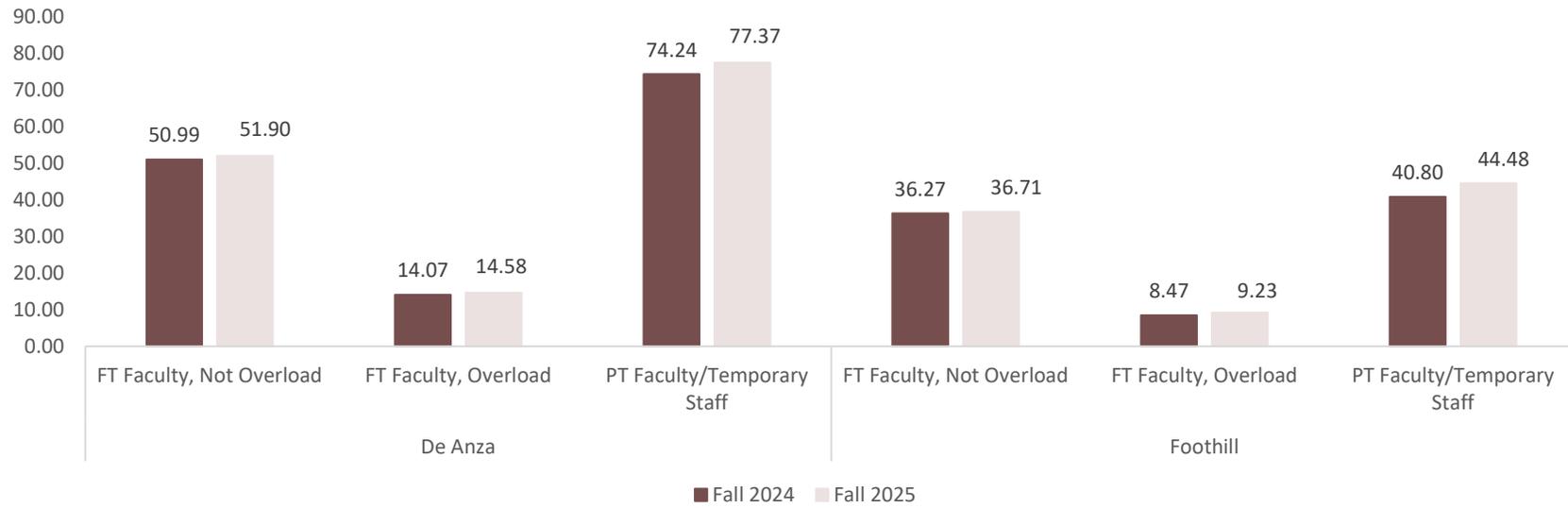


Table SX.1A De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Credit Courses

Apportionment Type	Fall 2024			Fall 2025			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Credit-Apprenticeship	17	3.77	0.1%	15	2.93	0.1%	(0.85)	-22.5%	↓
Credit-CA Resident, Apport	15,687	4,109.06	87.8%	15,773	4,221.28	88.1%	112.22	2.7%	
Credit-CA Resident, No Apport	13	1.36	0.0%	-	-	0.0%	(1.36)	-100.0%	↓
Credit-International	1,313	463.79	9.9%	1,225	440.69	9.2%	(23.09)	-5.0%	↓
Credit-Out-of-state	405	104.16	2.2%	513	128.95	2.7%	24.79	23.8%	↑
Credit-Total	17,424	4,682.13	100.0%	17,525	4,793.85	100.0%	111.71	2.4%	

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

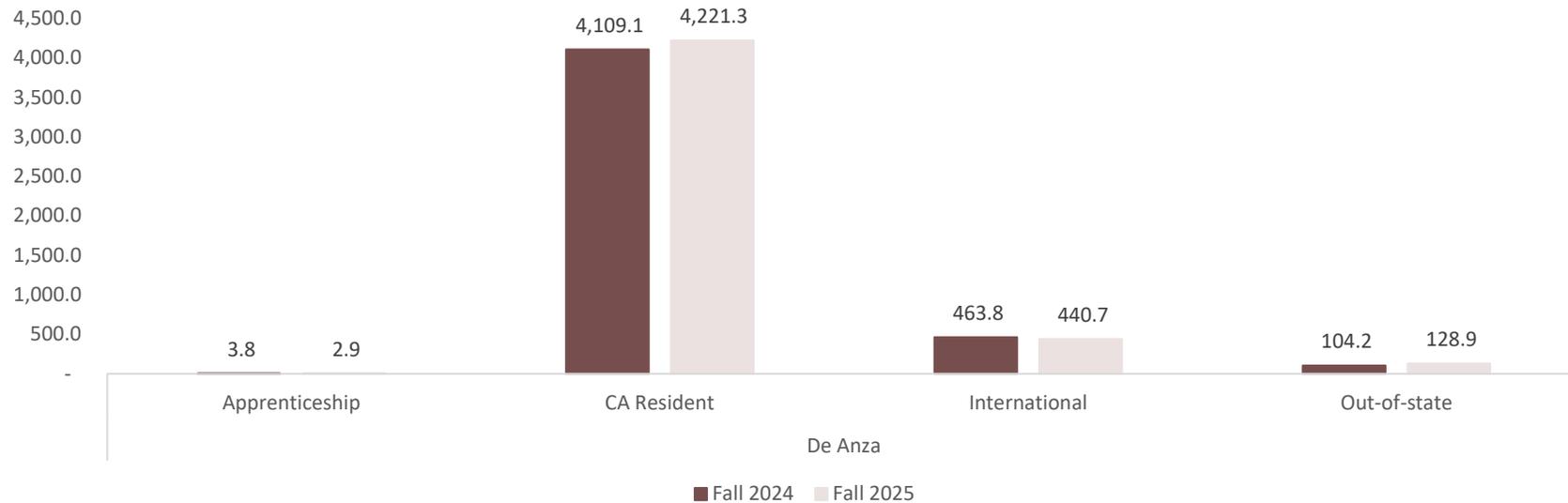
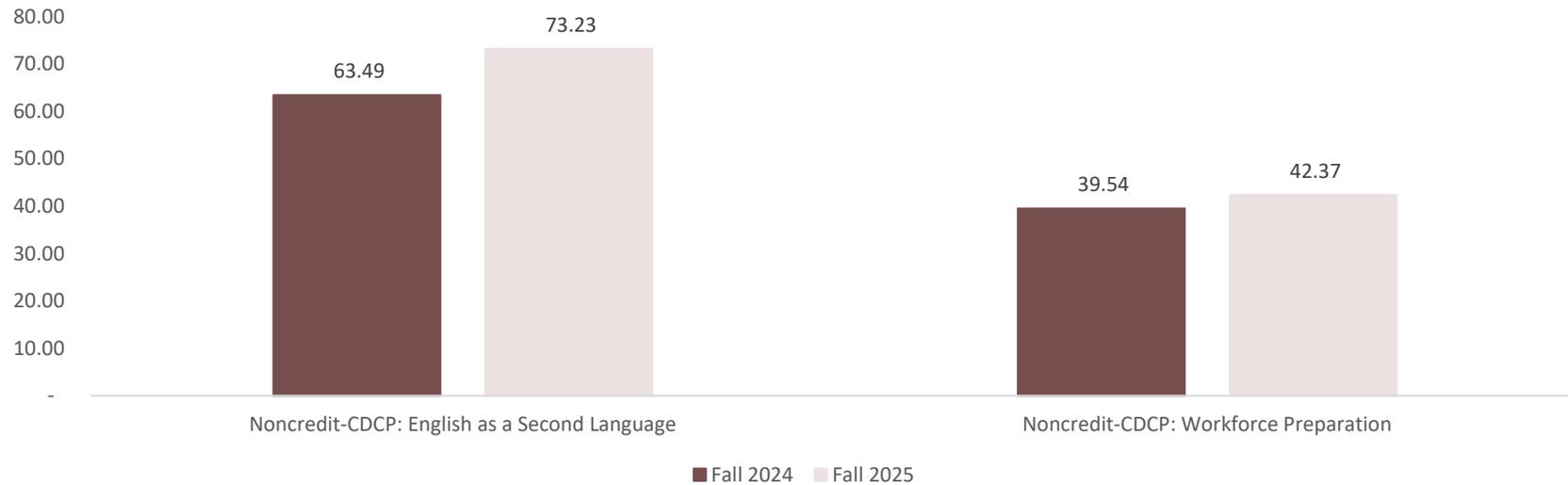


Table SX.1B De Anza College: Student Headcount and Full-Time Equivalent Student (FTES) Estimates by Apportionment Type for Noncredit Courses

Apportionment Type	Fall 2024			Fall 2025			Change FTES		
	Student Headcount	FTES	Percent FTES	Student Headcount	FTES	Percent FTES	Count	Percent	Trend
Noncredit-CDCP: English as a Second Language	483	63.49	61.6%	538	73.23	63.3%	9.74	15.3%	↑
Noncredit-CDCP: Workforce Preparation	302	39.54	38.4%	333	42.37	36.7%	2.82	7.1%	↑
Noncredit-Total	764	103.03	100.0%	842	115.59	100.0%	12.56	12.2%	

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	Fall 2024			Fall 2025			Change FTES		
	Student Headcount	FTES	Perc FTES	Student Headcount	FTES	Perc FTES	Count	Percent	Trend
First-Time	2,884	933.19	22.7%	3,019	999.29	23.7%	66.10	7.1%	↑
First-Time Transfer	2,851	603.87	14.7%	2,424	522.22	12.4%	(81.66)	-13.5%	↓
Returning	2,137	419.47	10.2%	1,906	381.19	9.0%	(38.28)	-9.1%	↓
Continuing	6,933	2,034.54	49.5%	7,254	2,167.50	51.3%	132.95	6.5%	↑
Special Admit	882	117.98	2.9%	1,170	151.08	3.6%	33.10	28.1%	↑
Total	15,687	4,109.06	100.0%	15,773	4,221.28	100.0%	112.22	2.7%	

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

