

IRP@FHDA

FHDA MIS Quarterly Submission Report

Reporting Term: **spring 2020 (MIS Term Code = 204)**
Data Extract Date for reporting term (only applies to Banner data): July 28, 2020.
Report includes data for terms resubmitted in July 2020: summer 2019, fall 2019,
& winter 2020.

Section A. Introduction

The main purpose of this document is to identify issues that may threaten the validity of the data submitted in the MIS quarterly reports for 2019-20 by FHDA CCD to the California Community Colleges Chancellor's Office (CCCCO). A key objective for the publication of this document is to provide managers and data custodians across the District with the opportunity to review the information submitted and address any data quality issues in their respective areas.

In this document special attention is given to data for categorical groups, special populations, course/section attributes, and faculty demographics. Summary statistics for these data are provided here to complement reports available at the MIS data mart (<https://datamart.cccco.edu/DataMart.aspx>), a web based application accessible the general public that gives users the opportunity to compare community colleges and districts across California as it relates to student or staff demographics, course offerings, student services, or educational outcomes.

In sum, this document identifies data validity issues and provides summary statistics for the spring 2020 term and the academic year of 2019-20, as applicable. These statistics include student headcounts for special populations or categorical groups; college student headcount disaggregated by California residence, enrollment status, course/program attribute (apprenticeship, credit, noncredit); counts for student success/3SP services for California resident-not special admit students; and, section counts by course attribute, accounting method, work based learning activity status, instruction delivery method, and schedule type (e.g., online, in-person, weekend, evening). Statistics for instructional faculty (EB report) are also provided, including headcount and workload for the academic year.

Section B. Data Quality Issues

This section identifies issues that have impacted the quality of the data submitted for 2019-20 academic year. As with previous submissions, the major data quality issues include missing grades (reported as 'RD' or report delayed) and missing positive attendance hours, both issues exacerbated by the COVID-19 pandemic in 2020. Counts by term and college of enrollments with a 'RD' as final grade are shown in Table B.1, including figures for CTE (Career Technical Education) enrollments. Counts for positive attendance sections with 100% of their enrollments missing positive attendance hours are shown in Table B.2, which also include counts for CTE sections. Statistics for CTE sections are included for these will impact categorical funding or allocations under the SCFF (Student Centered Funding Formula).

De Anza College

- MIS SX (Student Enrollment), spring 2020
 - Enrollment records with the official grade missing ('RD' as grade): 77
 - Number of positive attendance sections with all hours missing: 1

Foothill College

- MIS XF (Schedule-Session/Meets), spring 2020
 - Section rejected for one of its sessions/meetings had an 'end date' before start date
 - Term: 202041, CRN: 41307
 - Enrollment records with the official grade missing ('RD' as grade): 473
 - Number of positive attendance sections with all hours missing: 10

**Table B.1
 Number of Enrollments with Missing Final Grade (Report Delayed) by
 College and Term, 2019-20**

College	Term	Missing Grade Enrollment Count	CTE Missing Grade Enrollment Count	CTE Percent
De Anza	Fall	4	1	25%
	Winter	2	1	50%
	Spring	77	35	45%
Total		83	37	45%
Foothill	Summer	1	1	100%
	Fall	10	10	100%
	Winter	488	487	100%
	Spring	473	412	87%
Total		972	910	94%

Notes

Missing grade enrollment count refers to the number of enrollment records with 'RD' (Report Delayed) as final grade. The number of CTE (Career Technical Education) enrollments with a missing final grade may significantly impact funding for workforce development programs or allocations under the SCFF (Student Centered Funding Formula).

Table B.2
Number of Sections Missing Positive Attendance Hours by
College and Term, 2019-20

College	Term	Missing Positive Attendance Count	CTE Missing Positive Attendance Count	CTE Percent
De Anza	Summer	2	2	100%
	Winter	4	4	100%
	Spring	1	1	100%
Total		7	7	100%
Foothill	Fall	3	2	67%
	Winter	44	43	98%
	Spring	10	7	70%
Total		57	52	91%

Notes

Data includes only positive attendance sections with 100% of their enrollment missing attendance hours by the time of submission. The number of CTE (Career Technical Education) enrollments missing positive attendance hours may significantly impact funding for workforce development programs or allocations under the SCFF (Student Centered Funding Formula).

Table B.3
FHDA Student Headcount for Special Population Groups or Categorical Programs,
as Confirmed by the Program Coordinator at each College for the Reporting Term

MIS Special Populations/Categorical Programs Report, Spring 2020			
Program	Program Coordinator(s) or Assistant	Count	Confirmation Date
De Anza College			
Calworks	Carlita Alamban	25	1-Jul
DSPS	Shirley Schooler	809	27-Jul
EOPS*	Lan Trinh, Marilyn Booye	605	14-Jul
CARE	Lan Trinh, Marilyn Booye	6	14-Jul
College Now	A&R	76	
Middle College	A&R	37	
Puente	Angelita Pabros, Liliana Rivera	80	24-Jul
Umoja	Angelita Pabros & Claudia Barbosa-Egbuonye	27	8-Jul
Foothill College			
Calworks	Carlita Alamban	15	1-Jul
DSPS	Jackie Lauese	695	27-Jul
EOPS*	Sarah Corrao	229	2-Jul
CARE	Sarah Corrao	7	2-Jul
College Now	Annett Inacker-Trail & Anthony Cervantes	26	1-Jul
Middle College	Annett Inacker-Trail & Anthony Cervantes	55	1-Jul
Puente	Maritza Jackson Sandoval	67	30-Jun
Umoja	Tracee Cunningham	70	22-Jul
BS Dental Hygiene	Patti Chan; Brian Roberts	144 (Completion track: 99 Entry track: 45)	16-Jul

Notes

*EOPS headcount includes CARE students.

Section C. Data Highlights

- Student Headcount
 - Data in Table SB.1 for spring 2020 show a decline of 4% and 8% in student headcount at De Anza College and Foothill College, respectively, when compared to data for spring 2019. When taking into account apprenticeship or course credit status (e.g., students enrolled in only apprenticeship or noncredit courses), data in SB1.A show that the significant drop in student headcount at Foothill College in spring 2020 was mainly due to a drop of 82% (703 less students) in the apprenticeship program in spring 2020, compared to the headcount for spring 2019.¹
 - Data for the 2019-20 academic year in Table SG.1 show that student headcount at De Anza College dropped by 4% over the prior academic year. For Foothill College, the only significant change in student headcount in 2019-20 over the prior year was for the noncredit population—a decline of 15% (see Table SG.2).
 - Other findings related to student headcount for spring 2020, compared to data for spring 2019 include:
 - The number of international and out-of-state students declined at both colleges; data for international students show a drop of 11% at De Anza and 15% at Foothill College. For out-of-state students, the decline was 11% and 14% at De Anza and Foothill, respectively.
 - For California residents, the student headcount at De Anza declined by 3%, compared to a decline of 7% for Foothill.
 - Despite declines in the total number of students at the colleges, data disaggregated by enrollment status in Table SB.2 show a significant increase in the headcount for special admit students at both colleges: De Anza, 49%; Foothill, 23%. Also, while data for both colleges show a drop of 12% in the headcount for first-time students, data for transfer students show an increase of 8% at De Anza; at Foothill, a drop of 5%.

- Special Population/Categorical Groups
 - When compared to changes in the headcount for the general student population at De Anza College (a drop of 4% in spring 2020, compared to

¹ Missing attendance hours in positive attendance courses have significantly underestimated the student headcount for Foothill College.

spring 2019), data in Table SG.1A show the following special population groups at this College with a higher than expected headcount increase in spring 2020: Umoja (69%), special admit (49%), and military active duty students (30%). On the other hand, data in this table also show a significant drop in headcount during this term for the following groups at De Anza: CalWorks (-11%), Puente (-9%), veterans (-8%), and Middle College (-7%). The number of students who enrolled in courses with work-based learning activities declined significantly (-85%) in spring 2020 due to the drop (-40%) in the number of this type of classes offered at this College during this term, compared to spring 2019 (see Table XB.3).

- For the academic year, data for De Anza College in Table SG.1A show a 4% drop in student headcount in 2019-20 over the prior academic year. Groups that show a higher than expected increase by the end of the academic year at De Anza include CalWorks (26%), LGBT (11%),² and special admit (8%). Groups with a higher than expected decline in headcount over the prior academic year at this College include work-based learners (-35%), homeless (-22%), Umoja (-17%), and veterans (-12%).
- For Foothill College, data in Table SG.2 show a drop of 8% in student headcount in spring 2020, compared to data for spring 2019. This is in part due to the significant drop in the number of apprenticeship classes during the same period (124 or 81% less sections, as shown in Table CB.2). When compared to changes in the student headcount for Foothill, data in Table SG.2 show a significant increase in spring 2020 for the Dental Hygiene BS program (213%) and special admit students (23%).
- When comparing data for the 2018-19 and 2019-20 academic years, Foothill College show a slight increase (1%) in the number of students enrolled in credit courses and a significant drop (-15%) for the number of student who enrolled in only noncredit courses in the last academic year. Special population groups with higher than expected increase in headcount during 2019-20 at this College include the Dental Hygiene BS program (223%), CalWorks (53%), special admit (43%), College Now (31%), foster youth (13%), DSPS (9%), and LGBT students (11%). On the other hand, groups

² LGBT: Lesbian, Gay, Bisexual, or Transgender

with a higher than expected drop in headcount during this period include EOPS (-10%) and economically disadvantaged students (-8%).

- Student Success/3SP Services
 - Data for De Anza College in Table SS.1 show that the number of students or applicants who received student success/3SP services (previously known as matriculation services) increased for most areas during spring 2020, compared to spring 2019, and the 2019-20 academic year, compared to 2018-19. Areas or type of services that show a drop in the number of students served during spring 2020 or the academic year include the development of a comprehensive education plan (-9% for spring 2020; -18% for the academic year), counseling/advising (-4% for the academic year, but an increase of 8% for spring 2020), and other follow-up services (-46% for spring 2020; -22% for the academic year).
 - Student Success/3SP data for Foothill College in Table SS.2 show a significant increase for most services during spring 2020, compared to spring 2019; including initial orientation (355%), abbreviated education plan (137%), and counseling/advising (37%). On the other hand, data for spring 2020 show a significant drop for comprehensive education plan development (-60%) and at-risk follow up (-44%). Data for the 2018-19 and 2019-20 academic years in this table show a significant increase at Foothill for services designed for first-time students (215% for initial orientation; 34% abbreviated education plan development), and a significant decline for services designed for continuing students (-73% for comprehensive plan development; -20% other follow-up services).

- Course Offerings
 - Data in Table CB.1 show that the number of sections offered at De Anza College in spring 2020 dropped by 10%, compared to spring 2019. The data show a significant drop in the number of sections for courses classified as stand-alone (-36%), CSU only transferable (-28%), not transferable (-23%), and credit-not degree applicable (-23%). Advanced occupational courses also show a significant drop (-42%) at De Anza in spring 2020; however, this is in part due to the reclassification of courses (advanced occupational versus apprenticeship) in the last academic years.
 - For the academic year, data in Table CB.1A show that the number of sections offered at De Anza in 2019-20 dropped by 4%, compared to the number in 2018-19. Changes

in course offerings during the last academic year are in alignment with changes for the spring term: a significant decline in the number of sections for courses classified as stand-alone (-29%), credit-not degree applicable (-26%), or not transferable (-21%).

- For Foothill College, data in Table CB.2 show a substantial drop of 23% in the number of sections offered in spring 2020, compared to the number in spring 2019. Data in this table show a significant drop for apprenticeship (-81%), not transferable (-48%), stand-alone (-38%), credit-degree applicable (-24%) and CSU only transferable courses (-25%).
- For the academic year, data in Table CB.2A show that the number of sections offered at Foothill College dropped by 4% in 2019-20, compared to the number in 2018-19. Data in this table show a significant drop for parenting (-17%), apprenticeship (-11%), and not transferable (-8%) courses.
- Class Schedule and Instructional Methods
 - In spring 2020, COVID-19 forced major changes in the college class schedules, which impacted not only the delivery and instructional methods used, but also what type of courses were offered during this term. Data for De Anza College in Table XB.1 show that about 99% of all classes offered in spring 2020 were classified as independent study. In Table XB.3, data show that only 6 of all sections taught at De Anza provided some type of work-based learning activity—a 71% drop compared to spring 2019. Data in Table XF.1 show that 99% of all courses offered during this term were online.
 - For the 2019-20 academic year, schedule data for De Anza College show that 50% of all sections were classified as independent study (see Table XB.1A), about 1% provided work-based learning activities (see Table XB.3A), and 41% were online (see Table XF.1A).
 - Data for Foothill College in Table XB.2 show that for spring 2020 courses were mainly classified as independent study (47%) or weekly census (35%). The number of courses that offered work-based learning activities dropped significantly (49%) at Foothill during spring 2020, compared to the number for spring 2019. Based on data on Table XF.2, about 49% of all credit courses sections at Foothill during spring 2020 were offered in-person.
 - For the 2019-20 academic year, schedule data for Foothill College in Table XB.2 show that about 41% of all credit sections were classified as independent study; about 1% provided some type of work-based learning activity, and 34% were offered online.

- Faculty
 - Headcount data for the 2019-20 academic year in Table EB.1 show that 28% of all De Anza College class instructors were classified as full-time faculty (tenured or tenured track) by the end of the academic year, compared to 71% for those classified as part-time (academic temporary). Regarding credit instructional workload (classroom instruction in credit courses) by faculty classification during 2019-20, data in Table EB.9 show a 48% of the load assigned to full-time faculty and 52% to part-time faculty.
 - For Foothill College, instructor headcount data for 2019-20 in Table EB.2 show that 25% of all credit class instructors were classified as full-time faculty (tenured or tenure track) by the end of the academic year; compared to 68% who were classified as part-time faculty, and 7% as contract staff (not a District employee). The data also show an increase of 84% in the number of contract staff at Foothill, over the prior academic year. Data in this table show that 83% of instructors who taught noncredit courses at Foothill were classified as part-time faculty.
 - Regarding workload for credit courses at Foothill College in 2019-20 by faculty status, data in Table EB.10 show that full-time faculty were assigned 49% of the instructional load; part-time faculty, 51%.
 - Gender data for 2019-20 show that the full-time faculty at both colleges are predominantly female: 56% as shown in Table EB.3 and Table EB.4.
 - Age group data³ for the 2019-20 academic year show that the full-time faculty at De Anza were significantly older than the full-time faculty at Foothill College. About 40% of all full-time instructors at De Anza were older than 55 (see Table EB.5), compared to 25% for Foothill (see Table EB.6).
 - Data disaggregated by race/ethnicity in Table EB.7 show in the 2019-20 academic year, full-time class instructors at De Anza were predominantly white (53%). Data in this table also show that about 19% of full-time instructors at this College were Asian, 15% Hispanic, and 7% Black/African American. For Foothill College, data in Table EB.8 show that most instructors in credit courses offered in the 2019-20 at this College were white (59%), followed by Asian (19%), Hispanic (15%), and Black/African American (7%).

³ Age was calculate using the first date of the last term of the academic year when the instructor taught or appear in the class schedule.

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

Spring 2019		Spring 2020		Change		
De Anza						
Residency	Count	Percent	Count	Percent	Count	Percent
California Res	14,924	87%	14,544	87%	-380	-3%
Out-of-state	416	2%	370	2%	-46	-11%
International	1,910	11%	1,708	10%	-202	-11%
Unknown	-		-			
Total	17,250	100%	16,622	100%	-628	-4%

Foothill						
Residency	Count	Percent	Count	Percent	Count	Percent
California Res	12,960	89%	12,079	90%	(881)	-7%
Out-of-state	660	5%	570	4%	(90)	-14%
International	949	7%	807	6%	(142)	-15%
Unknown	-		-		-	
Total	14,569	100%	13,456	100%	(1,113)	-8%

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.

Table SB.1A
Student Headcount by College, Apprenticeship/Credit Status Group, and Term

Spring 2019		Spring 2020		Change		
De Anza						
Group	Count	Percent	Count	Percent	Count	Percent
Apprentice Only	0	0%	26	0%	26	-
Credit	17,246	100%	16,567	100%	(679)	-4%
Noncredit Only	4	0%	29	0%	25	625%
Total	17,250	100%	16,622	100%	(628)	-4%

Foothill						
Group	Count	Percent	Count	Percent	Count	Percent
Apprentice Only	855	6%	152	1%	(703)	-82%
Credit	12,472	86%	12,149	90%	(323)	-3%
Noncredit Only	1242	9%	1,155	9%	(87)	-7%
Total	14,569	100%	13,456	100%	(1,113)	-8%

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

	Spring 2019		Spring 2020		Change	
De Anza						
Enrollment Status	Count	Percent	Count	Percent	Count	Percent
First-Time	243	1%	215	1%	(28)	-12%
First-Time Transfer	1,186	7%	1,277	8%	91	8%
Returning	1,896	11%	1,914	12%	18	1%
Continuing	13,609	79%	12,745	77%	(864)	-6%
Special Admit	316	2%	471	3%	155	49%
Unknown	-		-			
Total	17,250	100%	16,622	100%	(628)	-4%
Foothill						
Enrollment Status	Count	Percent	Count	Percent	Count	Percent
First-Time	824	6%	725	5%	(99)	-12%
First-Time Transfer	2,818	19%	2,673	20%	(145)	-5%
Returning	2,481	17%	2,278	17%	(203)	-8%
Continuing	7,635	52%	6,804	51%	(831)	-11%
Special Admit	743	5%	914	7%	171	23%
Unknown	68		62			
Total	14,569	100%	13,456	100%	(1,113)	-8%

Notes

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

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

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

Group	Headcount		Change	
	Spring 2019	Spring 2020	Count	Percent
Calworks	28	25	(3)	-11%
DSPS	849	809	(40)	-5%
EOPS	589	605	16	3%
Puente	88	80	(8)	-9%
Umoja	16	27	11	69%
College Now	35	37	2	6%
Middle College	82	76	(6)	-7%
All Special Admit/HS Students	316	471	155	49%
First-Generation	4,890	4,678	(212)	-4%
Foster Youth	166	164	(2)	-1%
Military: Active Duty, Reserve, National Guard	74	96	22	30%
Veteran	286	263	(23)	-8%
Apprenticeship	-	27		
LGBT	661	646	(15)	-2%
Economically Disadvantaged	6,373	6,067	(306)	-5%
Homeless	13	13	-	0%
Work-Based Learner	82	12	(70)	-85%

College Student Population	Headcount		Change	
	Spring 2019	Spring 2020	Count	Percent
Credit Students	17,246	16,593	(653)	-4%
Noncredit Only Students	4	29	25	625%
All Students	17,250	16,622	(628)	-4%

Notes

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

For most groups, data include students with at least one enrollment during the academic year applicable for apportionment, including apprenticeship courses. Data for DSPS, EOPS and CalWorks include those confirmed by the program coordinator.

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

Group	Headcount		Change	
	2018-19	2019-20	Count	Percent
Calworks	42	53	11	26%
DSPS	1,366	1,398	32	2%
EOPS	753	725	(28)	-4%
Puente	103	108	5	5%
Umoja	41	34	(7)	-17%
College Now	36	37	1	3%
Middle College	86	83	(3)	-3%
All Special Admit/HS Students	1,161	1,249	88	8%
First-Generation	8,223	7,994	(229)	-3%
Foster Youth	296	298	2	1%
Military: Active Duty, Reserve, National Guard	139	141	2	1%
Veteran	490	433	(57)	-12%
Apprenticeship	-	27	27	-
LGBT	1,164	1,293	129	11%
Economically Disadvantaged	9,662	8,852	(810)	-8%
Homeless	27	21	(6)	-22%
Work-Based Learner	240	155	(85)	-35%

College Student Population	Headcount		Change	
	2018-19	2019-20	Count	Percent
Credit Students	29,447	28,319	(1,128)	-4%
Noncredit Only Students	8	53	45	563%
All Students	29,455	28,372	(1,083)	-4%

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 academic year. For most groups, data include students with at least one enrollment during the academic year applicable for apportionment, including apprenticeship courses. Data for DSPS, EOPS and CalWorks include those confirmed by the program coordinator.

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

Group	Headcount		Change	
	Spring 2019	Spring 2010	Count	Percent
Calworks	16	15	(1)	-6%
DSPS	801	695	(106)	-13%
EOPS	280	229	(51)	-18%
Puente	71	67	(4)	-6%
Umoja	64	70	6	9%
College Now	24	26	2	8%
Middle College	57	55	(2)	-4%
All Special Admit/HS Students	743	914	171	23%
First-Generation	3,705	3,166	(539)	-15%
Foster Youth	94	98	4	4%
Military: Active Duty, Reserve, National Guard	37	36	(1)	-3%
Veteran	243	185	(58)	-24%
Apprenticeship	857	152	(705)	-82%
Baccalaureate	46	144	98	213%
LGBT	554	502	(52)	-9%
Economically Disadvantage	3,530	3,319	(211)	-6%
Homeless	10	9	(1)	-10%
Work Based Learner	368	223	(145)	-39%

College Student Population	Headcount		Change	
	Spring 2019	Spring 2020	Count	Percent
Credit Students	13,326	12,301	(1,025)	-8%
Noncredit Only Students	1,243	1,155	(88)	-7%
All Students	14,569	13,456	(1,113)	-8%

Notes

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

For most groups, data include students with at least one enrollment during the academic year applicable for apportionment, including apprenticeship courses. Data for DSPS, EOPS and CalWorks include those confirmed by the program coordinator.

Different to the prior year, the Baccalaureate headcount in 2019-20 includes "completion track" students (those who do not need to take all courses in the program).

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

Group	Headcount		Change	
	2018-19	2019-20	Count	Percent
Calworks	19	29	10	53%
DSPS	1,341	1,456	115	9%
EOPS	418	375	(43)	-10%
Puente	99	101	2	2%
Umoja	97	98	1	1%
College Now	29	38	9	31%
Middle College	65	59	(6)	-9%
All Special Admit/HS Students	1,947	2,784	837	43%
First-Generation	8,084	7,922	(162)	-2%
Foster Youth	207	234	27	13%
Military: Active Duty, Reserve, National Guard	98	105	7	7%
Veteran	521	520	(1)	0%
Apprenticeship	2,809	2,757	(52)	-2%
Baccalaureate	48	155	107	223%
LGBT	1,175	1,303	128	11%
Economically Disadvantaged	6,455	5,933	(522)	-8%
Homeless	19	20	1	5%
Work-Based Learner	623	606	(17)	-3%

College Student Population	Headcount		Change	
	2018-19	2019-20	Count	Percent
Credit Students	30,080	30,385	305	1%
Noncredit Only Students	2,307	1,965	(342)	-15%
All Students	32,387	32,350	(37)	0%

Table SS.1

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

Service	Quarter or Annual	Headcount or Service Count		Change	
		2018-19	2019-20	Count	Percent
SS06: Initial Orientation	1-Summer	1,315	1,489	174	13%
	2-Fall	1,087	1,564	477	44%
	3-Winter	908	1,042	134	15%
	4-Spring	2,379	3,071	692	29%
	Annual	5,686	7,162	1,476	26%
SS08: Counseling/Advising	1-Summer	4,019	3,745	-274	-7%
	2-Fall	5,238	5,556	318	6%
	3-Winter	2,445	1,928	-517	-21%
	4-Spring	2,071	2,239	168	8%
	Annual	13,675	13,062	-613	-4%
SS09: Abbreviated SEP	1-Summer	742	1,040	298	40%
	2-Fall	680	950	270	40%
	3-Winter	514	743	229	45%
	4-Spring	1,500	1,564	64	4%
	Annual	3,436	4,248	812	24%
SS09: Comprehensive SEP	1-Summer	393	565	172	44%
	2-Fall	1,913	1,299	-614	-32%
	3-Winter	984	809	-175	-18%
	4-Spring	979	887	-92	-9%
	Annual	4,269	3,513	-756	-18%
SS10: At-Risk Follow-up	1-Summer	152	118	-34	-22%
	2-Fall	565	374	-191	-34%
	3-Winter	568	773	205	36%
	4-Spring	420	670	250	60%
	Annual	1,705	1,935	230	13%
SS11: Other Follow-up	1-Summer	14,211	10,355	-3,856	-27%
	2-Fall	14,369	15,010	641	4%
	3-Winter	13,104	12,607	-497	-4%
	4-Spring	25,133	13,560	-11,573	-46%
	Annual	59,053	46,039	-13,014	-22%

Notes

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

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

Table SS.2

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

Service	Quarter or Annual	Headcount or Service Count		Change	
		2018-19	2019-20	Count	Percent
SS06: Initial Orientation	1-Summer	658	495	-163	-25%
	2-Fall	79	171	92	116%
	3-Winter	53	1,274	1,221	2304%
	4-Spring	394	1,791	1,397	355%
	Annual	1,184	3,731	2,547	215%
SS08: Counseling/Advising	1-Summer	3,028	2,731	-297	-10%
	2-Fall	3,101	3,427	326	11%
	3-Winter	1,853	2,045	192	10%
	4-Spring	1,578	2,166	588	37%
	Annual	9,272	9,301	29	0%
SS09: Abbreviated SEP	1-Summer	455	420	-35	-8%
	2-Fall	472	446	-26	-6%
	3-Winter	253	475	222	88%
	4-Spring	253	600	347	137%
	Annual	1,431	1,916	485	34%
SS09: Comprehensive SEP	1-Summer	255	271	16	6%
	2-Fall	3,030	558	-2,472	-82%
	3-Winter	1,588	377	-1,211	-76%
	4-Spring	1,242	491	-751	-60%
	Annual	6,115	1,668	-4,447	-73%
SS10: At-Risk Follow-up	1-Summer	206	162	-44	-21%
	2-Fall	395	446	51	13%
	3-Winter	407	478	71	17%
	4-Spring	388	219	-169	-44%
	Annual	1,396	1,305	-91	-7%
SS11: Other Follow-up	1-Summer	9,715	3,685	-6,030	-62%
	2-Fall	8,266	7,055	-1,211	-15%
	3-Winter	7,559	6,788	-771	-10%
	4-Spring	7,455	8,416	961	13%
	Annual	29,478	23,585	-5,893	-20%

Notes

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

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

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

Course Attribute	Classification	Spring 2019		Spring2020		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit Status	Credit, Degree Applicable	1,549	94%	1,399	94%	(150)	-10%
	Credit, Not Degree Applic	97	6%	75	5%	(22)	-23%
	Noncredit	8	0%	10	1%	2	25%
Transfer Status	UC/CSU Transferable	1,161	70%	1,122	76%	(39)	-3%
	CSU Only Transferable	346	21%	249	17%	(97)	-28%
	Not Transferable	147	9%	113	8%	(34)	-23%
Basic Skills	Basic Skills	89	5%	71	5%	(18)	-20%
	Not Basic Skills	1,565	95%	1,413	95%	(152)	-10%
Occupational Level	Apprenticeship	-	0%	9	1%	9	-
	Advanced Occupational	69	4%	40	3%	(29)	-42%
	Clearly Occupational	308	19%	269	18%	(39)	-13%
	Possibly Occupational	93	6%	90	6%	(3)	-3%
	Non-Occupational	1,184	72%	1,076	73%	(108)	-9%
Special Class	Approved Special Class	32	2%	31	2%	(1)	-3%
	Not a Special Class	1,622	98%	1,453	98%	(169)	-10%
Prior to College	1 Level Below Transfer	41	2%	35	2%	(6)	-15%
	2 Levels Below Transfer	26	2%	20	1%	(6)	-23%
	3 Levels Below Transfer	19	1%	19	1%	-	0%
	4 Levels Below Transfer	3	0%	3	0%	-	0%
	5 Levels Below Transfer	2	0%	1	0%	(1)	-50%
	Not Applicable	1,563	94%	1,406	95%	(157)	-10%
Noncredit Category	Workforce Preparation	8	0%	10	1%	2	25%
	Not Applicable/Credit	1,646	100%	1,474	99%	(172)	-10%
Program Status	Program Applicable	1,475	89%	1,370	92%	(105)	-7%
	Stand Alone	179	11%	114	8%	(65)	-36%
Gen Education Status	GE Tranf English Comp	-	0%	105	7%	105	-
	GE Tranf Math/Quant Reasoning	-	0%	171	12%	171	-
	GE Loc Math/Quant Reas	-	0%	10	1%	10	-
	Not Applicable	-	0%	1,198	81%	1,198	-
	Support Course	-	0%	14	1%	14	-
	Not a Support Course	-	0%	1,470	99%	1,470	-
Total		1,654	100%	1,484	100%	(170)	-10%

Notes

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

Table CB.1A

De Anza College: Section Count by Course Attribute and Academic Year

Course Attribute	Classification	2018-18		2019-20		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit Status	Credit, Degree Applicable	5,129	93%	5,014	94%	(115)	-2%
	Credit, Not Degree Applic	398	7%	294	6%	(104)	-26%
	Noncredit	14	0%	34	1%	20	143%
Transfer Status	UC/CSU Transferable	3,941	71%	3,979	74%	38	1%
	CSU Only Transferable	1,045	19%	926	17%	(119)	-11%
	Not Transferable	555	10%	437	8%	(118)	-21%
Basic Skills	Basic Skills	377	7%	272	5%	(105)	-28%
	Not Basic Skills	5,164	93%	5,070	95%	(94)	-2%
Occupational Level	Apprenticeship	-	0%	25	0%	25	#DIV/0!
	Advanced Occupational	169	3%	137	3%	(32)	-19%
	Clearly Occupational	963	17%	958	18%	(5)	-1%
	Possibly Occupational	342	6%	343	6%	1	0%
	Non-Occupational	4,067	73%	3,879	73%	(188)	-5%
Special Class	Approved Special Class	118	2%	115	2%	(3)	-3%
	Not a Special Class	5,423	98%	5,227	98%	(196)	-4%
Prior to College	1 Level Below Transfer	196	4%	139	3%	(57)	-29%
	2 Levels Below Transfer	106	2%	72	1%	(34)	-32%
	3 Levels Below Transfer	73	1%	70	1%	(3)	-4%
Prior to College	4 Levels Below Transfer	13	0%	13	0%	-	0%
	5 Levels Below Transfer	7	0%	6	0%	(1)	-14%
	Not Applicable	5,146	93%	5,042	94%	(104)	-2%
Noncredit Category	Workforce Preparation	14	0%	34	1%	20	143%
	Not Applicable/Credit	5,527	100%	5,308	99%	(219)	-4%
Program Status	Program Applicable	4,921	89%	4,902	92%	(19)	0%
	Stand Alone	620	11%	440	8%	(180)	-29%
Gen Education Status	GE Tranf English Comp	-	0%	425	8%	425	-
	GE Tranf Math/Quant Reasoning	-	0%	581	11%	581	-
	GE Loc Math/Quant Reas	-	0%	35	1%	35	-
	Not Applicable	-	0%	4,146	78%	4,146	-
Course Support Status	Support Course	-	0%	71	1%	71	-
	Not a Support Course	-	0%	5,059	95%	5,059	-
Total		5,541	100%	5,342	100%	(199)	-4%

Notes

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

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

Course Attribute	Classification	Spring 2019		Spring2020		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit Status	Credit, Degree Applicable	1,200	91%	913	89%	(287)	-24%
	Credit, Not Degree Applic	23	2%	21	2%	(2)	-9%
	Noncredit	102	8%	90	9%	(12)	-12%
Transfer Status	UC/CSU Transferable	759	57%	671	66%	(88)	-12%
	CSU Only Transferable	259	20%	194	19%	(65)	-25%
	Not Transferable	307	23%	159	16%	(148)	-48%
Basic Skills	Basic Skills	24	2%	25	2%	1	4%
	Not Basic Skills	1,301	98%	999	98%	(302)	-23%
Occupational Lev	Apprenticeship	153	12%	29	3%	(124)	-81%
	Advanced Occupational	7	1%	8	1%	1	14%
	Clearly Occupational	168	13%	148	14%	(20)	-12%
	Possibly Occupational	167	13%	135	13%	(32)	-19%
	Non-Occupational	830	63%	704	69%	(126)	-15%
Special Class	Approved Special Class	77	6%	78	8%	1	1%
	Not a Special Class	1,248	94%	946	92%	(302)	-24%
Prior to College	1 Level Below Transfer	17	1%	15	1%	(2)	-12%
	2 Levels Below Transfer	5	0%	2	0%	(3)	-60%
	3 Levels Below Transfer	-	0%	4	0%	4	-
	4 Levels Below Transfer	2	0%	-	0%	(2)	-100%
	5 Levels Below Transfer	2	0%	2	0%	-	0%
	6 Levels Below Transfer	2	0%	2	0%	-	0%
	Not Applicable	1,297	98%	999	98%	(298)	-23%
Noncredit Cat	ESL	7	1%	6	1%	(1)	-14%
	Elementary Secondary Skills	5	0%	4	0%	(1)	-20%
	Approved Special Ed Class	70	5%	69	7%	(1)	-1%
	Parenting	10	1%	7	1%	(3)	-30%
	Short-Term Vocational	10	1%	4	0%	(6)	-60%
	Not Applicable/Credit	1,223	92%	934	91%	(289)	-24%
Program Status	Program Applicable	1,091	82%	879	86%	(212)	-19%
	Stand Alone	234	18%	145	14%	(89)	-38%
Gen Educ Status	GE Tranf English Comp	-	0%	45	4%	45	-
	GE Tranf Math/Quant Reasoning	-	0%	54	5%	54	-
	GE Loc Math/Quant Reas	-	0%	5	0%	5	-
	Not Applicable	-	0%	920	90%	920	-
	Support Course	-	0%	7	1%	7	-
	Not a Support Course	-	0%	1,017	99%	1,017	-
Total		1,325	100%	1,024	100%	(301)	-23%

Table CB.2A

Foothill College: Section Count by Course Attribute and Academic Year

Course Attribute	Classification	Count	Percent	Count	Percent	Count	Percent
Credit Status	Credit, Degree Applicable	4,140	89%	3,975	89%	(165)	-4%
	Credit, Not Degree Applic	97	2%	95	2%	(2)	-2%
	Noncredit	391	8%	385	9%	(6)	-2%
Transfer Status	UC/CSU Transferable	2,499	54%	2,483	56%	(16)	-1%
	CSU Only Transferable	859	19%	809	18%	(50)	-6%
	Not Transferable	1,270	27%	1,163	26%	(107)	-8%
Basic Skills	Basic Skills	104	2%	105	2%	1	1%
	Not Basic Skills	4,524	98%	4,350	98%	(174)	-4%
Occupat Level	Apprenticeship	688	15%	609	14%	(79)	-11%
	Advanced Occupational	17	0%	19	0%	2	12%
	Clearly Occupational	573	12%	583	13%	10	2%
	Possibly Occupational	582	13%	577	13%	(5)	-1%
	Non-Occupational	2,768	60%	2,667	60%	(101)	-4%
Special Class	Approved Special Class	283	6%	301	7%	18	6%
	Not a Special Class	4,345	94%	4,154	93%	(191)	-4%
Prior to College	1 Level Below Transfer	62	1%	65	1%	3	5%
	2 Levels Below Transfer	19	0%	12	0%	(7)	-37%
	3 Levels Below Transfer	7	0%	9	0%	2	29%
	4 Levels Below Transfer	11	0%	8	0%	(3)	-27%
	5 Levels Below Transfer	6	0%	6	0%	-	0%
	6 Levels Below Transfer	7	0%	6	0%	(1)	-14%
	Not Applicable	4,516	98%	4,349	98%	(167)	-4%
Noncredit Cat	ESL	25	1%	23	1%	(2)	-8%
	Elem/Secondary Skills	18	0%	16	0%	(2)	-11%
	Approved Special Ed	262	6%	265	6%	3	1%
	Parenting	58	1%	48	1%	(10)	-17%
	Short-Term Vocational	28	1%	33	1%	5	18%
	Not Applicable/Credit	4,237	92%	4,070	91%	(167)	-4%
Program Status	Program Applicable	3,778	82%	3,644	82%	(134)	-4%
	Stand Alone	850	18%	811	18%	(39)	-5%
Gen Educat Stat	GE Tranf English Comp	-	0%	176	4%	176	-
	GE Tranf Math/Quant Reasoning	-	0%	223	5%	223	-
	GE Loc Math/Quant Reas	-	0%	21	0%	21	-
	Not Applicable	-	0%	4,035	91%	4,035	-
Course Support Stat	Support Course	-	0%	35	1%	35	-
	Not a Support Course	-	0%	4,420	99%	4,420	-
Total		4,628	100%	4,455	100%	(173)	-4%

Table XB.1**De Anza College: Section Count by Credit Status, Accounting Method, and Term**

Credit Status	Accounting Method	Spring 2019		Spring 2020		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekly Census	1,082	65%	-	0%	(1,082)	-100%
	Daily Census	38	2%	-	0%	(38)	-100%
	Positive Attendance	17	1%	12	1%	(5)	-29%
	Independent Study	509	31%	1,462	99%	953	187%
Noncredit	Positive Attendance	8	0%	10	1%		
Total		1,654	100%	1,484	100%	(170)	-10%

Table XB.1A**De Anza College: Section Count by Credit Status, Accounting Method, and Academic Year**

Credit Status	Accounting Method	2018-18		2019-20		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekly Census	3,353	61%	2,198	41%	(1,155)	-34%
	Daily Census	424	8%	366	7%	(58)	-14%
	Positive Attendance	54	1%	48	1%	(6)	-11%
	Independent Study	1,696	31%	2,696	50%	1,000	59%
Noncredit	Positive Attendance	14	0%	34	1%	20	143%
Total		5,541	100%	5,342	100%	(199)	-4%

Table XB.2

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

Credit Status	Accounting Method	Spring 2019		Spring 2020		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekly Census	450	34%	358	35%	(92)	-20%
	Daily Census	41	3%	27	3%	(14)	-34%
	Positive Attendance	207	16%	63	6%	(144)	-70%
	Independent Study	525	40%	485	47%	(40)	-8%
	Independent Lab	-	0%	1	0%	1	-
Noncredit	Positive Attendance	102	8%	90	9%	(12)	-12%
Total		1,325	100%	1,024	100%	(301)	-23%

Table XB.2

Foothill College: Section Count by Credit Status, Accounting Method, and Academic Year

Credit Status	Accounting Method	2018-19		2019-20		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekly Census	1,414	31%	1,254	28%	(160)	-11%
	Daily Census	153	3%	166	4%	13	8%
	Positive Attendance	925	20%	809	18%	(116)	-13%
	Independent Study	1,745	38%	1,840	41%	95	5%
	Independent Lab	-	0%	1	0%	1	-
Noncredit	Positive Attendance	391	8%	381	9%	(10)	-3%
	Not State Apport	-	0%	4	0%	4	-
Total		4,628	100%	4,455	100%	(173)	-4%

Table XB.3

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

Credit Status	Work-Based Learning Activity Status	Spring 2019		Spring 2020		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work-Based Learning Activity	21	1%	6	0%	(15)	-71%
	Other	1,625	98%	1,468	99%	(157)	-10%
Noncredit	Other	8	0%	10	1%	2	-
Total		1,654	100%	1,484	100%	(170)	-10%

Notes

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

Table XB.3A

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

Credit Status	Work-Based Learning Activity Status	2018-19		2019-20		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work-Based Learning Activity	68	1%	41	1%	(27)	-40%
	Other	5,459	99%	5,267	99%	(192)	-4%
Noncredit	Other	14	0%	34	1%	20	
Total		5,541	100%	5,342	100%	(199)	-4%

Table XB.4

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

Credit Status	Work-Based Learning Activity Status	Spring 2019		Spring 2020		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work-Based Learning Activity	35	3%	18	2%	(17)	-49%
	Other	1,188	90%	916	89%	(272)	-23%
Noncredit	Other	102	8%	90	9%	(12)	-
Total		1,325	100%	1,024	100%	(301)	-23%

Notes

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

Table XB.4A

Foothill College: Section Count by Credit Status, Work Based Learning Activity Classification, and Academic Year

Credit Status	Work Based Learning Activity Status	2018-19		2019-20		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activ	101	2%	94	2%	(7)	-7%
	Other	4,136	89%	3,976	89%	(160)	-4%
Noncredit	Other	391	8%	385	9%	(6)	-2%
Total		4,628	100%	4,455	100%	(173)	-4%

Table XF.1

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

Schedule Category	Credit Status	Section Attribute	Spring 2019		Spring 2020		Change	
			Count	Percent Credit Status	Count	Percent Credit Status	Count	Percent
Delivery Method	Credit	Online Only	263	16%	1,458	99%	1,195	454%
		Online Hybrid	184	11%	-	0%	(184)	-100%
		In-Person	1,199	73%	16	1%	(1,183)	-99%
	Noncredit	Online Only	-	0%	10	100%	10	-
		In-Person	8	100%	-	0%	(8)	-100%
Day/Evening Sched	Credit	Day Only	964	59%	16	1%	(948)	-98%
		Day and Evening	22	1%	-	0%	(22)	-100%
		Evening Only	213	13%	-	0%	(213)	-100%
		Online Only	263	16%	1,458	99%	1,195	454%
	Noncredit	Online Hybrid	184	11%	-	0%	(184)	-100%
		Day Only	2	25%	-	0%	(2)	-100%
		Evening Only	6	75%	-	0%	(6)	-100%
		Online Only	-	0%	10	100%	10	-
Weekend Schedule	Credit	Weekend Class Only	31	2%	-	0%	(31)	-100%
		Weekend Class Included	3	0%	-	0%	(3)	-100%
		No Weekend Class	1,165	71%	16	1%	(1,149)	-99%
	Noncredit	Online Only	263	16%	1,458	99%	1,195	454%
		Online Hybrid	184	11%	-	0%	(184)	-100%
		No Weekend Class	8	100%	-	0%	(8)	-100%
		Online Only	-	0%	10	100%	10	-
Total Credit			1,646		1,474		(172)	-10%
Total Noncredit			8		10		2	25%
Total			1,654		1,484		(170)	-10%

Notes

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

Table XF.1A

De Anza College: Section Count by Credit Status, Instruction Delivery Method, Schedule, and Academic Year

Schedule Category	Credit Status	Section Attribute	2018-19		2019-20		Change	
			Count	Percent Credit Status	Count	Percent Credit Status	Count	Percent
Delivery Method	Credit	Online Only	906	16%	2,158	41%	1,252	138%
		Online Hybrid	592	11%	405	8%	(187)	-32%
		In-Person	4,029	73%	2,745	52%	(1,284)	-32%
	Noncredit	Online Only	-		10	29%	10	-
		In-Person	14	100%	24	71%	10	71%
Day/Evening Sched	Credit	Day Only	3,288	59%	2,242	42%	(1,046)	-32%
		Day-Evening	70	1%	43	1%	(27)	-39%
		Evening Only	671	12%	460	9%	(211)	-31%
		Online Only	906	16%	2,158	41%	1,252	138%
		Online Hybrid	592	11%	405	8%	(187)	-32%
	Noncredit	Day Only	2	14%	5	15%	3	150%
		Evening Only	12	86%	19	56%	7	58%
		Online Only	-	0%	10	29%	10	-
Weekend Schedule	Credit	Weekend Class Only	97	2%	76	1%	(21)	-22%
		Weekend Class Included	8	0%	3	0%	(5)	-63%
		No Weekend Class	3,924	71%	2,666	50%	(1,258)	-32%
		Online Only	906	16%	2,158	41%	1,252	138%
	Online Hybrid	592	11%	405	8%	(187)	-32%	
	Noncredit	No Weekend Class	14	100%	24	71%	10	71%
		Online Only	-	0%	10	29%	10	-
Total Credit			5,527		5,308		(219)	-4%
Total Noncredit			14		34		20	143%
Total			5,541		5,342		(199)	-4%

Notes

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

Table XF.2

Foothill College: Section Count by Credit Status, Instruction Delivery Method, Schedule, and Term

Schedule Category	Credit Status	Section Attribute	Spring 2019		Spring 2020		Change	
			Count	Percent Credit Status	Count	Percent Credit Status	Count	Percent
Delivery Method	Credit	Online Only	390	32%	390	42%	-	0%
		Online Hybrid	100	8%	82	9%	(18)	-18%
		In-Person	733	60%	462	49%	(271)	-37%
	Noncredit	In-Person	102	100%	90	100%	(12)	-12%
Day/Evening Sched	Credit	Day Only	623	51%	373	40%	(250)	-40%
		Day and Evening	19	2%	17	2%	(2)	-11%
		Evening Only	91	7%	72	8%	(19)	-21%
		Online Only	390	32%	390	42%	-	0%
	Noncredit	Online Hybrid	100	8%	82	9%	(18)	-18%
		Day Only	84	82%	77	86%	(7)	-8%
		Day and Evening	5	5%	4	4%	(1)	-20%
		Evening Only	13	13%	9	10%	(4)	-31%
Weekend Schedule	Credit	Weekend Class Only	24	2%	19	2%	(5)	-21%
		Weekend Class Included	6	0%	6	1%	-	0%
		No Weekend Class	703	57%	437	47%	(266)	-38%
		Online Only	390	32%	390	42%	-	0%
	Noncredit	Online Hybrid	100	8%	82	9%	(18)	-18%
		Weekend Class Only	2	2%	-	0%	(2)	-100%
		Weekend Class Included	2	2%	2	2%	-	0%
		No Weekend Class	98	96%	88	98%	(10)	-10%
Total Credit			1,223		934		(289)	-24%
Total Noncredit			102		90		(12)	-12%
Total			1,325		1,024			

Notes

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

Table XF.2A

Foothill College: Section Count by Credit Status, Instruction Delivery Method, Schedule, and Academic Year

Schedule Category	Credit Status	Section Attribute	2018-19		2019-20		Change	
			Count	Percent Credit Status	Count	Percent Credit Status	Count	Percent Credit St
Delivery Method	Credit	Online Only	1,303	31%	1,377	34%	74	6%
		Online Hybrid	394	9%	384	9%	(10)	-3%
		In-Person	2,540	60%	2,309	57%	(231)	-9%
	Noncredit	Online Hybrid	-	-	1	0%	1	-
		In-Person	391	100%	384	100%	(7)	-2%
Day/Evening Sched	Credit	Day Only	2,091	49%	1,876	46%	(215)	-10%
		Day-Evening	53	1%	49	1%	(4)	-8%
		Evening Only	396	9%	384	9%	(12)	-3%
		Online Only	1,303	31%	1,377	34%	74	6%
		Online Hybrid	394	9%	384	9%	(10)	-3%
	Noncredit	Day Only	330	84%	326	85%	(4)	-1%
		Day-Evening	12	3%	12	3%	-	0%
		Evening Only	49	13%	46	12%	(3)	-6%
		Online Hybrid	-	0%	1	0%	1	-
Weekend Schedule	Credit	Weekend Class Only	68	2%	76	20%	8	12%
		Weekend Class Included	25	1%	23	1%	(2)	-8%
		No Weekend Class	2,447	58%	2,210	54%	(237)	-10%
		Online Only	1,303	31%	1,377	34%	74	6%
		Online Hybrid	394	9%	384	9%	(10)	-3%
	Noncredit	Weekend Class Only	13	3%	2	1%	(11)	-85%
		Weekend Class Included	3	1%	6	2%	3	100%
		No Weekend Class	375	96%	376	98%	1	0%
		Online Hybrid	-	0%	1	0%	1	-
Total Credit			4,237		4,070		(167)	-4%
Total Noncredit			391		385		(6)	-2%
Total			4,628		4,455		(173)	-4%

Notes

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

Table EB.1

De Anza College: Instructor Headcount by Course Credit Status, Employee Class, and Academic Year

Credit Status	Employee Classification	2018-19		2019-20		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Academic Regular, Tenured	185	24%	175	23%	-10	-5%
	Academic Regular, on Tenure Track	42	5%	40	5%	-2	-5%
	Academic Temporary	545	70%	535	71%	-10	-2%
	Classified	4	1%	3	0%	-1	-25%
	Contract Staff	2	0%	1	0%	-1	-50%
	Educational Administrator	1	0%	1	0%	0	0%
	Total	779	100%	755	100%	-24	-3%
Noncredit	Academic Regular, Tenured	2	40%	2	25%	0	0%
	Academic Regular, on Tenure Track	1	20%	1	13%	0	0%
	Academic Temporary	2	40%	5	63%	3	150%
	Total	5	100%	8	100%	3	60%

Table EB.2

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

Credit Status	Employee Class	2018-19		2019-20		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Academic Regular, Tenured	127	21%	121	20%	-6	-5%
	Academic Regular, on Tenure Track	28	5%	29	5%	1	4%
	Academic Temporary	427	70%	418	68%	-9	-2%
	Classified	1	0%	2	0%	1	100%
	Contract Staff	25	4%	46	7%	21	84%
	Educational Administrator	3	0%	2	0%	-1	-33%
	Total	611	100%	618	100%	7	1%
Noncredit	Academic Regular, Tenured	6	11%	5	9%	-1	-17%
	Academic Regular, on Tenure Track	1	2%	1	2%	0	0%
	Academic Temporary	46	82%	44	83%	-2	-4%
	Classified	2	4%	1	2%	-1	-50%
	Contract Staff	1	2%	1	2%	0	0%
	Educational Administrator	0	0%	1	2%	1	-
	Total	56	100%	53	100%	-3	-5%

Table EB.3

De Anza College: Instructor Headcount by Course Credit Status, Employee Class, Gender, and Academic Year

Credit Status	Employee Class	Gender	2018-19		2019-20		Change	
			Count	Percent	Count	Percent	Count	Percent
Credit	Full-Time Faculty, Tenured or Tenure Track	Female	124	55%	121	56%	-3	-2%
		Male	103	45%	94	44%	-9	-9%
		Total	227	100%	215	100%	-12	-5%
	Part-Time, Temporary Faculty	Female	292	54%	286	53%	-6	-2%
		Male	253	46%	249	47%	-4	-2%
		Total	545	100%	535	100%	-10	-2%
Noncredit	Full-Time Faculty, Tenured or Tenure Track	Male	3	100%	3	100%	0	0%
		Total	3		3	100%	0	0%
	Part-Time, Temporary Faculty	Male	2	100%	5	100%	3	150%
		Total	2		5	100%	3	150%

Table EB.4

Foothill College: Instructor Headcount by Course Credit Status, Employee Class, Gender, and Academic Year

Credit Status	Employee Classification	Gender	2018-19		2019-20		Change	
			Count	Percent	Count	Percent	Count	Percent
Credit	Full-Time Faculty, Tenured or Tenure Track	Female	87	56%	84	56%	-3	-3%
		Male	68	44%	66	44%	-2	-3%
		Total	155	100%	150	100%	-5	-3%
	Part-Time, Temporary Faculty	Female	236	55%	233	56%	-3	-1%
		Male	191	45%	185	44%	-6	-3%
		Total	427	100%	418	100%	-9	-2%
Noncredit	Full-Time Faculty, Tenured or Tenure Track	Female	6	86%	5	83%	-1	-17%
		Male	1	14%	1	17%	0	0%
		Total	7	100%	6	100%	-1	-14%
	Part-Time, Temporary Faculty	Female	36	78%	36	82%	0	0%
		Male	10	22%	8	18%	-2	-20%
		Total	46	100%	44	100%	-2	-4%

Table EB.5

De Anza College: Instructor Headcount by Course Credit Status, Employee Class, Age Group, and Academic Year

Credit Status	Employee Class	Age Group	2018-19		2019-20		Change			
			Count	Percent	Count	Percent	Count	Percent		
Credit	Full-Time Faculty, Tenured or Tenure Track	30 or less	2	1%	2	1%	-	0%		
		31-35	14	6%	11	5%	(3)	-21%		
		36-40	29	13%	22	10%	(7)	-24%		
		41-45	25	11%	27	13%	2	8%		
		46-50	38	17%	33	15%	(5)	-13%		
		51-55	34	15%	33	15%	(1)	-3%		
		56-60	45	20%	49	23%	4	9%		
		61 or more	40	18%	38	18%	(2)	-5%		
		Total	227	100%	215	100%	(12)	-5%		
		Credit	Part-Time, Temporary Faculty	30 or less	14	3%	13	2%	(1)	-7%
31-35	36			7%	27	5%	(9)	-25%		
36-40	53			10%	55	10%	2	4%		
41-45	48			9%	46	9%	(2)	-4%		
46-50	70			13%	65	12%	(5)	-7%		
51-55	70			13%	64	12%	(6)	-9%		
56-60	55			10%	63	12%	8	15%		
61 or more	199			37%	202	38%	3	2%		
Total	545			100%	535	100%	(10)	-2%		
Noncredit	Full-Time Faculty, Tenured or Tenure Track	41-45	1	33%	1	33%	-	0%		
		56-60	1	33%	1	33%	-	0%		
		61 or more	1	33%	1	33%	-	0%		
		Total	3	100%	3	100%	-	0%		
		Noncredit	Part-Time, Temporary Faculty	31-35	-		1	20%	1	-
				36-40	-		1	20%	1	-
				56-60	-		1	20%	1	-
61 or more	2			100%	2	40%	-	0%		
Total	2	100%	5	100%	3	150%				

Table EB.6

Foothill College: Instructor Headcount by Course Credit Status, Employee Class, Age Group, and Academic Year

Credit Status	Employee Class	Age Group	2018-19		2019-20		Change			
			Count	Percent	Count	Percent	Count	Percent		
Credit	Full-Time Faculty, Tenured or Tenure Track	30 or less	4	3%	3	2%	(1)	-25%		
		31-35	5	3%	6	4%	1	20%		
		36-40	19	12%	17	11%	(2)	-11%		
		41-45	30	19%	33	22%	3	10%		
		46-50	32	21%	29	19%	(3)	-9%		
		51-55	27	17%	25	17%	(2)	-7%		
		56-60	21	14%	18	12%	(3)	-14%		
		61 or more	17	11%	19	13%	2	12%		
		Total	155	100%	150	100%	(5)	-3%		
		Credit	Part-Time, Temporary Faculty	30 or less	26	6%	21	5%	(5)	-19%
31-35	52			12%	44	11%	(8)	-15%		
36-40	48			11%	58	14%	10	21%		
41-45	50			12%	41	10%	(9)	-18%		
46-50	53			12%	49	12%	(4)	-8%		
51-55	56			13%	61	15%	5	9%		
56-60	51			12%	54	13%	3	6%		
61 or more	91			21%	90	22%	(1)	-1%		
Total	427			100%	418	100%	(9)	-2%		
Noncredit	Full-Time Faculty, Tenured or Tenure Track			31-35	-	0%	1	17%	1	-
		36-40	2	29%	2	33%	-	0%		
		46-50	2	29%	-	0%	(2)	-100%		
		51-55	1	14%	1	17%	-	0%		
		56-60	1	14%	2	33%	1	100%		
		61 or more	1	14%	-	0%	(1)	-100%		
		Total	7	100%	6	100%	(1)	-14%		
		Noncredit	Part-Time, Temporary Faculty	30 or less	2	4%	2	5%	-	0%
				31-35	7	15%	3	7%	(4)	-57%
				36-40	2	4%	4	9%	2	100%
41-45	4			9%	3	7%	(1)	-25%		
46-50	3			7%	2	5%	(1)	-33%		
51-55	3			7%	2	5%	(1)	-33%		
56-60	4			9%	6	14%	2	50%		
61 or more	21			46%	22	50%	1	5%		
Total	46			100%	44	100%	(2)	-4%		

Table EB.7

De Anza College: Instructor Headcount by Course Credit Status, Employee Class, Race/Ethnic Group, and Academic Year

Credit Status	Employee Class	Race/Ethnic Group	2018-19		2019-20		Change	
			Count	Percent	Count	Percent	Count	Percent
Credit	Full-Time Faculty, Tenured or Tenure Track	American Indian/Alaskan	2	1%	-	0%	(2)	-100%
		Asian	42	19%	41	19%	(1)	-2%
		Black/African American	16	7%	14	7%	(2)	-13%
		Hispanic	35	15%	33	15%	(2)	-6%
		White	118	52%	114	53%	(4)	-3%
		More than one race	5	2%	5	2%	-	0%
		Not reported	9	4%	8	4%	(1)	-11%
		Total	227	100%	215	100%	(12)	-5%
	Part-Time, Temporary Faculty	American Indian/Alaskan	4	1%	5	1%	1	25%
		Asian	127	23%	122	23%	(5)	-4%
		Black/African American	16	3%	18	3%	2	13%
		Hispanic	31	6%	30	6%	(1)	-3%
		Pacific Islander	1	0%	2	0%	1	100%
		White	329	60%	323	60%	(6)	-2%
		More than one race	9	2%	8	1%	(1)	-11%
		Not reported	28	5%	27	5%	(1)	-4%
Total	545	100%	535	100%	(10)	-2%		
Noncredit	Full-Time Faculty, Tenured or Tenure Track	American Indian/Alaskan	1	33%	-	0%	(1)	-100%
		White	1	33%	2	67%	1	100%
		Not reported	1	33%	1	33%	-	0%
		Total	3	100%	3	100%	-	0%
	Part-Time, Temporary Faculty	Asian	-		1	20%	1	-
		Hispanic	-		1	20%	1	-
		White	2	100%	2	40%	-	0%
		Not reported	-	0%	1	20%	1	-
		Total	2	100%	5	100%	3	150%

Table EB.8

Foothill College: Instructor Headcount by Course Credit Status, Employee Class, Race/Ethnic Group, and Academic Year

Credit Status	Employee Classification	Race/Ethnic Group	2018-19		2019-20		Change	
			Count	Percent	Count	Percent	Count	Percent
Credit	Full-Time Faculty, Tenured or Tenure Track	Asian	26	17%	24	16%	(2)	-8%
		Black/African American	9	6%	9	6%	-	0%
		Hispanic	21	14%	23	15%	2	10%
		White	92	59%	88	59%	(4)	-4%
		More than one race	6	4%	5	3%	(1)	-17%
		Not reported	1	1%	1	1%	-	0%
		Total	155	100%	150	36%	(5)	-3%
	Part-Time, Temporary Faculty	American Indian/Alaskan	4	1%	4	1%	-	0%
		Asian	90	21%	81	19%	(9)	-10%
		Black/African American	12	3%	10	2%	(2)	-17%
		Hispanic	33	8%	39	9%	6	18%
		White	266	62%	260	62%	(6)	-2%
		More than one race	3	1%	6	1%	3	100%
		Total	427	100%	418	100%	(9)	-2%
Noncredit	Full-Time Faculty, Tenured or Tenure Track	Asian	2	29%	2	33%	-	0%
		Hispanic	1	14%	1	17%	-	0%
		White	4	57%	3	50%	(1)	-25%
		Total	7	100%	6	100%	(1)	-14%
	Part-Time, Temporary Faculty	American Indian/Alaskan	1	2%	1	2%	-	0%
		Asian	4	9%	3	7%	(1)	-25%
		Black/African American	1	2%	1	2%	-	0%
		Hispanic	8	17%	11	25%	3	38%
		White	30	65%	27	61%	(3)	-10%
		More than one race	1	2%	1	2%	-	0%
		Total	46	100%	44	100%	(2)	-4%

Table EB.9

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

Credit Status	Employee Class	2018-19			2019-20			Change	
		Regular	Overload	Total FTE	Regular	Overload	Total FTE	FTE	Percent
Credit	Academic Regular, Tenured	143.64	51.63	195.26	130.41	55.31	185.72	(9.54)	-5%
	Academic Regular, on Tenure Track	34.49	8.46	42.95	30.53	9.02	39.55	(3.40)	-8%
	Academic Temporary	234.68	-	234.68	236.33	-	236.33	1.65	1%
	Classified	0.66	-	0.66	0.27	-	0.27	(0.39)	-59%
	Contract Staff	-	-	-	-	-	-	-	-
	Educational Administrator	-	-	-	0.10	-	0.10	0.10	
	Total	413.47	60.09	473.56	397.64	64.33	461.97	(11.58)	-2%
Noncredit	Academic Regular, Tenured	-	-	-	-	-	-	-	-
	Academic Regular, on Tenure Track	-	-	-	-	-	-	-	-
	Academic Temporary	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-

Faculty Group	2018-19		2019-20	
	Credit Workload	Percent	Credit Workload	Percent
Academic Regular, Tenure or Tenure Track	238.22	50%	69.56	48%
Academic Temporary	234.68	50%	76.63	52%
Total	472.90	100%	146.19	100%

Table EB.10

Foothill College: Instructional Workload (FTE) by Course Credit Status, Group, and Academic Year

Credit Status	Employee Classification	2018-19			2019-20			Change	
		Regular	Overload	Total FTE	Regular	Overload	Total FTE	FTE	Percent
Credit	Academic Regular, Tenured	90.08	37.31	127.39	85.70	39.11	124.81	(2.58)	-2%
	Academic Regular, on Tenure Track	18.67	4.57	23.24	21.76	5.27	27.03	3.79	16%
	Academic Temporary	166.69	-	166.69	160.18	-	160.18	(6.51)	-4%
	Classified	0.46	-	0.46	0.78	-	0.78	0.32	69%
	Contract Staff	-	-	-	-	-	-	-	-
	Educational Administrator	0.46	-	0.46	0.19	-	0.19	(0.27)	-59%
	Total		276.37	41.88	318.25	268.61	44.38	312.99	(5.26)
Noncredit	Academic Regular, Tenured	1.11	0.36	1.47	0.93	0.36	1.29	(0.18)	-12%
	Academic Regular, on Tenure Track	1.00	-	1.00	0.11	-	0.11	(0.89)	-89%
	Academic Temporary	12.79	-	12.79	12.37	-	12.37	(0.42)	-3%
	Classified	0.50	-	0.50	-	-	-	(0.50)	-100%
	Contract Staff	-	-	-	-	-	-	-	-
	Educational Administrator	-	-	-	-	-	-	-	-
	Total		15.40	0.36	15.76	13.41	0.36	13.77	(1.99)

Faculty Group	2018-19		2019-20	
	Credit Workload	Percent	Credit Workload	Percent
Academic Regular, Tenured or Tenure Track	150.63	47%	151.84	49%
Academic Temporary	166.69	53%	160.18	51%
Total	317.32	100%	312.02	100%

Table EB.11**De Anza College: Non-Instructional Workload (FTEF) by Division and Academic Year**

Division	2018-19		2019-20		Change	
	Instructor Headcount	FTE	Instructor Headcount	FTE	Count	FTE
Intercultural/International	-	-	1	0.100	1	0.100
Language Arts	-	-	1	0.597	1	0.597
Learning Resources	1	0.024	-	-	(1)	(0.024)
Physical Sciences/Math/Engin	-	-	1	0.156	1	0.156
Total	1	0.024	2	0.853	1	0.829

Notes

Non-Instructional workload refers to load assigned to sections with no enrollment.

Table EB.12

Foothill College: Non-Instructional Workload (FTEF) by Division and Academic Year

Division	2018-19		2019-20		Change	
	Instructor Headcount	FTE	Instructor Headcount	FTE	Instructor Headcount	FTE
Biological & Health Sciences	18	1.292	4	0.504	(14)	(0.788)
	-	-	4	0.403	4	0.403
Economic Development	1	0.060	-	-	(1)	(0.060)
Fine Arts & Communications	-	-	1	0.115	1	0.115
Kinesiology and Athletics	2	0.200	1	0.050	(1)	(0.150)
Language Arts	26	4.650	15	2.579	(11)	(2.071)
	63	21.659	52	18.696	(11)	(2.963)
Student Resources & Support Prog	-	-	1	0.030	1	0.030
Total	110	27.861	78	22.377	(32)	(5.484)

Notes

Non-Instructional workload refers to load assigned to sections with no enrollment.