

IRP@FHDA

FHDA MIS Quarterly Submission Report

Reporting Term: **Fall 2020 (MIS Term Code = 208)**

Data Extract Date for reporting term (only applies to Banner data): January 29, 2021.

Section A. Introduction

The main purpose of this document is to identify issues that may threaten the validity of the data submitted by the FHDA CCD to the California Community Colleges Chancellor's Office (CCCCO) in the MIS quarterly reports for fall 2020. This document provides 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 prior data resubmission, scheduled for the end of the academic year (June 2021).

Fall term data for the current and prior academic years (i.e., fall 2019, fall 2020) are compared in this document, including (a) headcounts for categorical programs, special student populations, and faculty groups; (b) section counts by course characteristics or attributes; (c) instruction workload by faculty classification, and (d) FTES, full-time equivalent student, by course credit status or student enrollment status. Data provided in this document are intended to complement reports available at the MIS data mart (<https://datamart.cccco.edu/DataMart.aspx>), a web based application accessible to the general public that gives users the opportunity to compare community colleges and districts across California as it relates to student or staff demographics, course offerings, student services, or educational outcomes.

Sections in this document include:

- **Data Quality Issues:** Identify issues to be addressed prior resubmission by the end the academic year (e.g., identify programs that did not confirm the list of students served during the reporting term).
- **Data Highlights:** Provides a summary of key findings as shown by the data submitted for each college and term; points to significant changes for the current and prior academic year.
- **Tables:** Summarize some of the data submitted.

Section B. Data Quality Issues

By submission date, the following data validity issues were still pending/waiting to be resolved:

De Anza College

- Section rejected/deleted because of at least one instructor was missing HR contract for the term:
 - GEO 001, CRN-23396: 49 enrollment records deleted
- Section missing positive attendance hours:
 - ESL 344. CRN- 26210 (1 enrollment record)

Foothill College

- DSPS (Student Disabilities) data were not submitted because the department did not confirm the list of students served.
- Section rejected/deleted because of at least one instructor was missing HR contract for the term:
 - EMS 060B CRN-20987: 31 enrollment records deleted
- Number of sections with the official grade missing for all enrollment records (reported as "RD" or report delayed): 34 (see Table B.1 and Table B.3).
- Number of sections missing positive attendance hours: 36. A significant number of these were in CTE (career technical education) courses (see Table B.2 and Table B.3).
- Enrollment data for Foothill College did not pass a quality edit because the percentage of continuing students (students enrolled in spring and fall of 2020, known as persistence rate) was below 40%. A request was made to the MIS unit at the Chancellor's Office to overwrite this check.

Table B.1
Number of Enrollment Records Submitted with 'RD' as the Official Grade by College, CTE Category, and Term

CTE Category	Missing Grade Enrollment Record	
	Fall 2019	Fall 2020
De Anza		
Career Technical Education (CTE)	1	-
All	4	5
CTE Percent	25%	0%
Foothill		
Career Technical Education (CTE)	10	397
All	10	447
CTE Percent	100%	89%

Notes

RD: Report Delayed, used for records missing course official/final grade.
 The number of CTE (career technical education) enrollments with RD as final grade may significantly impact funding for workforce development programs or allocations under the SCFF (Student Centered Funding Formula).
 Significant differences between academic years/terms (prior and current) may be due to submission date (original versus end-of-the-year resubmission).

Table B.2
Number of Sections Missing Positive Attendance Hours by College and Term

Category	Missing Positive Attendance Section Count	
	Fall 2019	Fall 2020
De Anza		
Career Technical Education (CTE)	-	-
All	-	1
CTE Percent	-	-
Foothill		
Career Technical Education (CTE)	2	33
All	3	36
CTE Percent	67%	92%

Notes

Data include only positive attendance sections with 100% of their enrollment missing contact 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
Foothill College: Enrollment Count for Sections with all Records
Missing Positive Attendance Hours or the Official/Final Grade

Course ID	Section CRN	Missing Positive Attendance Hours	Missing Final Grade
ALCB400E	CRN-22028	11	0
ALCB409Y	CRN-20621	10	0
ALCB409Y	CRN-20866	17	0
APEL120.	CRN-22283	14	14
APEL121.	CRN-21882	17	17
APEL122.	CRN-21885	19	19
APEL136.	CRN-21908	12	12
APEL137.	CRN-21909	11	11
APEL137.	CRN-21910	13	13
APPR160A	CRN-22035	22	22
APPT124.	CRN-21982	7	7
APPT132.	CRN-21930	16	16
APPT132.	CRN-21931	15	15
APPT133.	CRN-21934	13	13
APPT134A	CRN-21933	14	14
APPT134B	CRN-21967	12	12
APPT138.	CRN-21956	16	16
APPT139B	CRN-21957	12	12
APPT139B	CRN-21972	13	0
APPT142.	CRN-21965	15	15
APPT146.	CRN-21969	8	8
APPT148.	CRN-21970	16	15
APPT153.	CRN-21975	8	8
APPT154.	CRN-21974	10	10
APPT155.	CRN-21977	11	11
APPT156.	CRN-21976	10	10
APPT158.	CRN-21978	13	13
APSM102.	CRN-22112	4	4
APSM103.	CRN-22188	15	15
APSM111.	CRN-22173	16	16
APSM120.	CRN-22037	7	7
APSM124.	CRN-22245	12	12
APSM124.	CRN-22252	11	11
APSM126.	CRN-22249	8	8
APSM157A	CRN-22258	6	6
APSM178B	CRN-22282	4	4
ENGL001A	CRN-22126	0	30
ENGL001A	CRN-22145	0	20

**Table B.4
FHDA Student Headcount for Special Population Groups or Categorical Programs, as Confirmed
by the Program Coordinator/Assistant at each College for the Reporting Term**

MIS Special Populations/Categorical Programs Report, Fall 2020

<i>Program</i>	<i>Program Coordinator(s) or Assistant</i>	<i>Count</i>	<i>Confirmation Date</i>
De Anza College			
Calworks	Carlita Alamban	19	6-Jan
DSPS	Shirley Schooler	781	28-Jan
EOPS*	Lan Trinh, Marilyn Booye	568	7-Jan
CARE	Lan Trinh, Marilyn Booye	5	7-Jan
College Now	Lisa Sheehy, Barry Johnson	34	21-Jan
Middle College	Lisa Sheehy, Barry Johnson	87	21-Jan
Puente	Angelita Pabros, Liliana Rivera	84	22-Jan
Umoja	Angelita Pabros & Maurice Canyon	31	19-Jan
Foothill College			
Calworks	Carlita Alamban	6	6-Jan
DSPS	Jackie Lauese	Not confirmed/Not submitted	
EOPS*	Lily Luu	224	28-Jan
CARE	Lily Luu	5	28-Jan
College Now	Annett Inacker-Trail & Anthony Cervantes	35	6-Jan
Middle College	Annett Inacker-Trail & Anthony Cervantes	96	6-Jan
Puente	Maritza Jackson Sandoval, Susie Huerta	77	14-Jan
Umoja	Tracee Cunningham	81	19-Jan
BS Dental Hygiene	Patti Chan; Brian Roberts	Compl T: 88; Entry T: 47; Total 135	14-Jan

Notes

*EOPS headcount includes CARE students.

Section C. Data Highlights

- Student Headcount¹
 - Data in Table SB.1 show a significant drop in the headcount for out-of-state and international students between fall 2019 and fall 2020 at De Anza College and Foothill College. When data for these two groups (i.e., nonresidents) are combined, figures show a drop of about 24% (534 less students) at De Anza and 21% (332 less students) at Foothill College. For California residents, data for De Anza College show a headcount increase of 3% (525 more), while Foothill College show a drop of 3% (453 less). Headcount figures for Foothill College are likely underestimated given the significant number of sections that have not yet reported positive hours (see Table B.3) for fall 2020 at this college.
 - Table SB.2 shows data disaggregated by enrollment status. Data in this table show a significant headcount increase between fall 2019 and fall 2020 at both colleges for special admit and returning students. Regarding special admit students, in this table De Anza show an increase of 120% (462 more), while Foothill show an increase of 22% (259 more). For returning students, De Anza show an increase of 20% (507 more) while Foothill show 16% (596 more).
 - The number of continuing students (enrolled in spring 2020 and fall 2020) dropped significantly at both colleges in fall 2020, compared to the number in fall 2019. The data show a drop in headcount of 9% (915 less students) for this group De Anza; at Foothill, 20% (1,158 less).
 - Both colleges show a drop of 4% during the same period for first-time students, a key group to the SCFF (Student Centered Funding Formula).
- Special Populations/Categorical Groups
 - De Anza College data in Table SG.1 show a significant drop in student headcount for CalWorks (34% or 10 less students) and DSPS (21% or 203 less) between fall 2019 and fall 2020. Groups with a higher than expected increase in headcount, based on 0% change for credit students at the college level, include: special admits/high school students (120% or 462 more students), EOPS (4% or 21 more), LBGT (13% or 116 more) and work based learners (48% or 43 more).
 - For Foothill College, data in Table SG.2 show a significant drop in headcount between fall 2019 and fall 2020 for most of programs or groups in this table. On the other hand,

¹ Student headcount data only include students enrolled by census date in at least one census type course or with positive attendance.

groups that show a significant headcount increase in this table include Middle College (68% or 39 more students), special admit/high school students (22% or 259 more) and Baccalaureate/Dental Hygiene majors (13% or 15 more).

- Student Success/3SP Services
 - Data for De Anza College in Table SS.1 show a significant drop in the number of students who received initial college orientation or counseling services in fall 2020, compared to the number in fall 2019. However, when comparing cumulative numbers from summer to fall for the current and prior academic years, the data show that the headcount for orientation only dropped by 5% (166 less students) while counseling dropped by 15% (1,378 less).
 - Regarding initial education plan development at De Anza, data in Table SS.1 for fall 2020 show an increase in headcount for both abbreviated and comprehensive plans, compared to the prior fall term. Conversely, when comparing cumulative headcounts from summer to fall for the prior and current academic years, initial abbreviated plan services dropped by 30% (597 less students) while initial comprehensive plans services dropped by 25% (473 less).
 - Regarding at-risk services (i.e., academic probation) at De Anza, the data in Table SS.1 show consistent increases for summer and fall of the current academic year, compared to data for the prior year. By the end of fall 2020 (cumulative numbers of contacts/services in summer and fall), the data show a 168% increase (829 more contacts/services) over the same period of the prior academic year.
 - In contrast to De Anza College, data for Foothill College in Table SS.2 show a significant drop (57% or 349 less contacts/services) for at-risk services in summer and fall of 2020, compared to the number for same period of the prior academic year.
 - Like De Anza, data for Foothill show an increase in the headcount for services related to initial education plan services in fall 2020, compared to fall 2019. However, when taking into account cumulative numbers from summer to fall, data for Foothill show a drop of 25% (220 less students) in the headcount for initial abbreviated ed plans and 10% (84 less) for initial comprehensive plans during the current academic year, when compared to the headcount for the same period of prior academic year.
 - Data in Table SS.2 show that the headcount for counseling services at Foothill College has consistently dropped during summer and fall of the current academic year, when compared to the same periods of the prior academic year. The cumulative headcount

for summer and fall of 2020 show a drop of 9% (531 less students), compared to the same period for the prior academic year.

- Course Offerings/Sections
 - Data for De Anza College in Table CB.1 show a drop of 5% (91 less) in the number of sections offered in fall 2020, compared to the number in fall 2019. Courses that show a significant drop in fall 2020, compared to prior fall term, include those classified as approved special class/DSPS (47% or 15 less sections), CSU only transferable (12% or 36 less), and stand alone (22% or 32 less).
 - Data for Foothill College in Table CB.2 show a drop of 12% (172 less) in the number of sections offered in fall 2020, compared to the number in fall 2019. Courses that show a significant drop in the number of sections include those classified as credit not degree applicable (55% or 22 less), basic skills (32% or 14 less), and stand alone (25% or 72 less).
- Class Schedule and Instructional Methods
 - Data in Table XB.1 and Table XB.2 show a significant increase in the number of independent study sections at De Anza and Foothill in fall 2020, compared to the number in fall 2019. About 73% of all sections at De Anza were classified as independent study in fall 2020, compared to 29% in fall 2019. At Foothill College, independent study sections accounted for 69% of all sections in fall 2020, compared to 35% in fall 2019.
 - For De Anza College, data in Table XF.1 show that 97% of all sections offered at De Anza College in fall 2020 were online, compared to 15% in fall 2019. At Foothill College, data in Table XF.2 show that 69% of all sections in fall 2020 were online, compared to 26% in fall 2019.
- Faculty
 - Data for De Anza College in Table EB.1 show an increase of 3% (5 more) for the number of full-time instructors in credit courses during fall 2020, compared to the number for fall 2019. The number of part-time instructors dropped by 6% (25 less) between the same fall terms.
 - Data for Foothill College in Table EB.2 show an increase of 3% (4 more) in the number of full-time instructors in credit courses in fall 2020, compared to fall 2019. The number of part-time instructors dropped by 13% (41 less).

- Instructional workload/FTEF data for De Anza College in Table EB.3 show an increase of 3% for full-time faculty (about 2 more FTEF) in fall 2020, compared to fall 2019. The workload for part-time faculty in credit course dropped by 3% between these terms.
- Data in Table EB.4 for Foothill College show a drop of 3% (1.25 less) in the instructional workload for full-time instructors in fall 2020, compared to fall 2019. For part-time instructors, the workload dropped by 11% (5.40 less).
- FTES
 - Data for De Anza College in Table SX.1 show that the FTES for California resident students who enrolled in credit courses, not including apprenticeship, applicable to state apportionment increased by 4% (about 179 more) in fall 2020, compared to the number for fall 2019. However, the data also show a drop in FTES of 25% (159 less) for international students and 20% (about 28 less) for out-of-state students. In total, there were no significant changes in FTES at De Anza college between the current and prior fall terms.
 - For Foothill College, data in Table SX.2 show a significant drop in FTES for students enrolled in apprenticeship credit courses (15% or about 70 less) and international students (33% or 91 less) in fall 2020, compared to fall 2019. However, the significant drop in FTES is likely due in part to missing positive attendance hours in these courses by the time of submission. Based on the data submitted, the FTES for credit courses at Foothill College dropped by 4% (about 154 less) in fall 2020, compare to the number for fall 2019. For noncredit courses, the drop in FTES was 16% (16 less).
- FTES by Student Enrollment Status
 - Table SX.3 show FTES and student headcount for California residents enrolled in credit courses at De Anza College in fall 2019 and fall 2020 disaggregated by enrollment status. In this table, the data show a significant increase in for De Anza FTES during fall 2020, compared to fall 2019, for students classified as special admit (85% or 57 FTES more) or returning (27% or 125 FTES more).
 - Like for De Anza, data for Foothill College in Table SX.4 show a significant increase in FTES for special admit and returning students in fall 2020, compared to the number in fall 2019. The FTES increased by 49% (about 71 more) for special admits and 20% (125 more) for returning students.
 - Data in Table SX.5 and the accompanying graph show student headcount for California residents enrolled in credit courses at FHDA CCD disaggregated by college, enrollment status and fall term. The data show key differences in the student profile for

the colleges as it relates to enrollment status: the number of first-time students at De Anza in fall 2020 was three times the number at Foothill (977 and 362); for continuing students, the number at De Anza was twice the number at Foothill (2,334 to 1,160).

- Data in Table SX.6 and the accompanying graph show the rate of student headcount to credit FTES (i.e., on average, the number of students needed to produce one FTES) by enrollment status at the FHDA CCD in fall 2019 and fall 2020. The data show that first-time and continuing students are the groups with the highest FTES yield or productivity. In fall 2020, on average, it took three first-time students to produce one FTES at De Anza (rate of 3.041); while for the special admit group, it took about seven students to produce one FTES (rate of 6.745).

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

	Fall 2019		Fall 2020		Change	
De Anza						
Residency	Count	Percent	Count	Percent	Count	Percent
California Res	16,634	88%	17,159	91%	525	3%
Out-of-state	498	3%	384	2%	(114)	-23%
International	1,751	9%	1,331	7%	(420)	-24%
Unknown	-		-			
Total	18,883	100%	18,874	100%	(9)	0%
Foothill						
Residency	Count	Percent	Count	Percent	Count	Percent
California Res	15,178	91%	14,725	92%	(453)	-3%
Out-of-state	774	5%	647	4%	(127)	-16%
International	776	5%	571	4%	(205)	-26%
Unknown	-		-		-	
Total	16,728	100%	15,943	100%	(785)	-5%

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.

Significant differences in headcounts between academic periods may be due to missing data for positive attendance hours, which is more likely in data for the current term or academic year (prior resubmission at the end of the academic year).

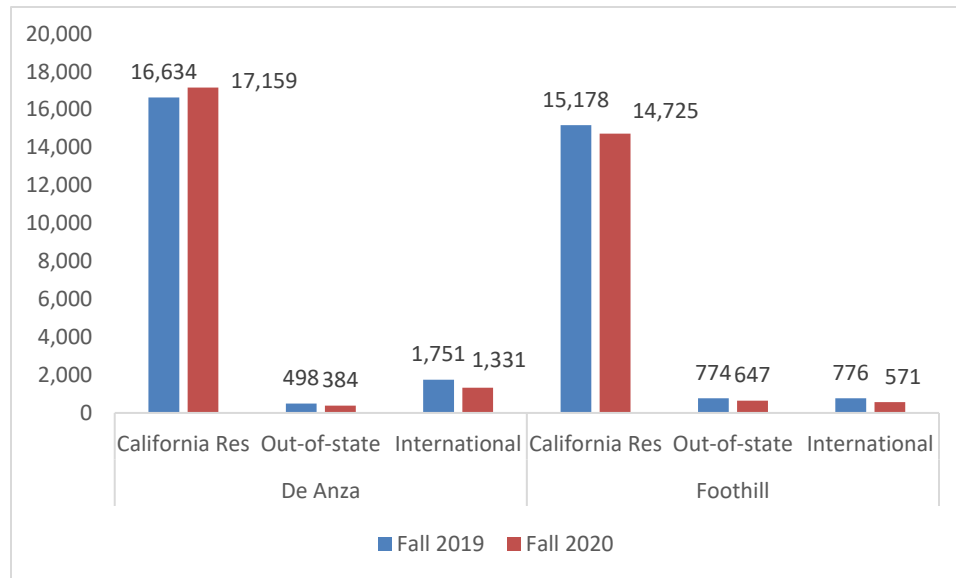


Table SB.2
Student Headcount by College, Enrollment Status, and Term

	Fall 2019		Fall 2020		Change	
De Anza						
Enrollment Status	Count	Percent	Count	Percent	Count	Percent
First-Time	3,443	18%	3,293	17%	(150)	-4%
First-Time Transfer	2,304	12%	2,391	13%	87	4%
Returning	2,516	13%	3,023	16%	507	20%
Continuing	10,235	54%	9,320	49%	(915)	-9%
Special Admit	385	2%	847	4%	462	120%
Unknown	-		-			
Total	18,883	100%	18,874	100%	(9)	0%
Foothill						
Enrollment Status	Count	Percent	Count	Percent	Count	Percent
First-Time	2,146	13%	2,055	13%	(91)	-4%
First-Time Transfer	3,798	23%	3,436	22%	(362)	-10%
Returning	3,647	22%	4,243	27%	596	16%
Continuing	5,888	35%	4,730	30%	(1,158)	-20%
Special Admit	1,188	7%	1,447	9%	259	22%
Unknown	61		32			
Total	16,728	100%	15,943	100%	(785)	-5%

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.

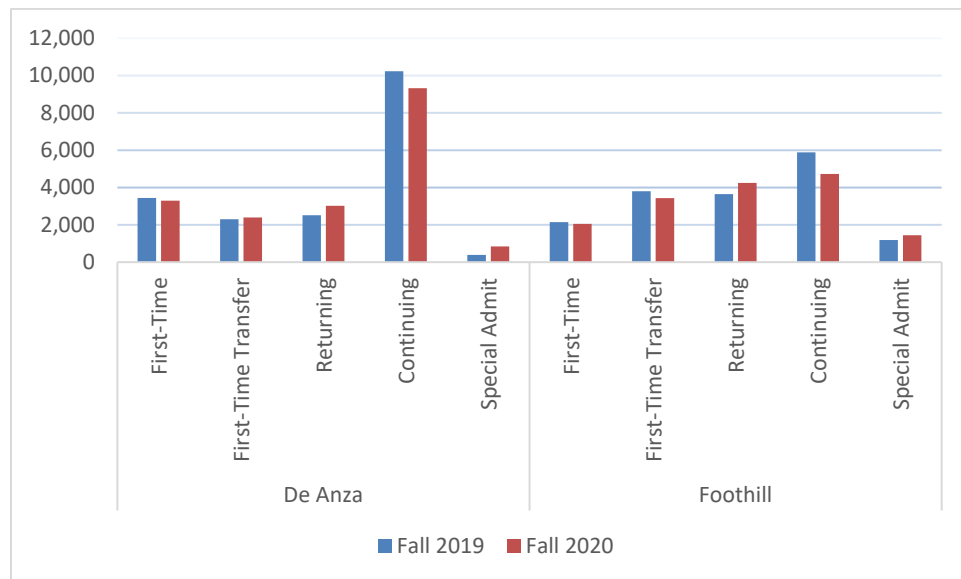


Table SG.1
De Anza College: Student Headcount by Special Population Group and Term

Group	Headcount		Change	
	Fall 2019	Fall 2020	Count	Percent
Calworks	29	19	(10)	-34%
DSPS	984	781	(203)	-21%
EOPS	547	568	21	4%
Puente	80	84	4	5%
Umoja	12	31	-	-
College Now	37	34	(3)	-8%
Middle College	83	87	4	5%
All Special Admit/HS Students	385	847	462	120%
First-Generation	5,588	5,420	(168)	-3%
Foster Youth	206	181	(25)	-12%
Military: Active Duty, Reserve, National	93	98	5	5%
Veteran	278	253	(25)	-9%
Apprenticeship	20	22	2	10%
LBGT	884	1,000	116	13%
Economically Disadvantaged	6,828	6,936	108	2%
Homeless	13	17	4	31%
Work Based Learner	89	132	43	48%

College Student Population	Headcount		Change	
	Fall 2019	Fall 2020	Count	Percent
Credit Students	18,851	18,825	(26)	0%
Noncredit Only Students	32	49	17	53%
All Students	18,883	18,874	(9)	0%

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, independently of enrollment status.

N/A: Not applicable, including groups with a headcount less or equal 10.

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

Group	Headcount		Change	
	Fall 2019	Fall 2020	Count	Percent
Calworks	19	6	(13)	-68%
DSPS	1,021	Not confirmed/submitted		
EOPS	309	224	(85)	-28%
Puente	86	77	(9)	-10%
Umoja	86	81	(5)	-6%
College Now	36	35	(1)	-3%
Middle College	57	96	39	68%
All Special Admit/HS Students	1,188	1,447	259	22%
First-Generation	4,659	4,368	(291)	-6%
Foster Youth	-	127	-	-
Military: Active Duty, Reserve, National	58	64	6	10%
Veteran	341	299	(42)	-12%
Apprenticeship	2,488	2,130	(358)	-14%
Baccalaureate	120	135	15	13%
LGBT	702	720	18	3%
Economically Disadvantaged	3,679	3,469	(210)	-6%
Homeless	N/A	10	-	-
Work Based Learner	209	201	(8)	-4%

College Student Population	Headcount		Change	
	Fall 2019	Fall 2020	Count	Percent
Credit Students	15,418	14,815	(603)	-4%
Noncredit Only Students	1,310	1,128	(182)	-14%
All Students	16,728	15,943	(785)	-5%

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, independently of enrollment status.

N/A: Not applicable, including groups with a headcount less or equal 10.

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	
		2019-20	2020-21	Count	Percent
SS06: Initial Orientation	1-Summer	1,489	1,710	221	15%
	2-Fall	1,564	1,177	-387	-25%
	Annual	7,162	2,887	-4,275	
SS08: Counseling/Advising	1-Summer	3,745	3,587	-158	-4%
	2-Fall	5,556	4,336	-1,220	-22%
	Annual	13,062	7,923	-5,139	
SS09: Abbreviated SEP	1-Summer	1,040	10	-1,030	-99%
	2-Fall	950	1,383	433	46%
	Annual	4,248	1,393	-2,855	
SS09: Comprehensive SEP	1-Summer	565	4	-561	-99%
	2-Fall	1,299	1,387	88	7%
	Annual	3,513	1,391	-2,122	
SS10: At-Risk Follow-up	1-Summer	118	545	427	362%
	2-Fall	374	776	402	107%
	Annual	1,935	1,321	-614	
SS11: Other Follow-up	1-Summer	10,355	28,901	18,546	179%
	2-Fall	15,010	14,144	-866	-6%
	Annual	46,039	42,634	-3,405	

Notes

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

Data for initial orientation, abbreviated ed plan, and comprehensive ed plan only include students who received the service for the first-time at the colleges (or after 3 academic years). Follow-up services to initial orientation or education plan development are included in SS11, "Other Follow-up."

Data for counseling only include the first time the student received the service during the academic year. Follow-up services to counseling during the academic year are included in SS11, "Other Follow-up."

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

More information available at:

http://research.fhda.edu/mis_reports/mis_ss_student_success/

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	
		2019-20	2020-21	Count	Percent
SS06: Initial Orientation	1-Summer	495	1,843	1,348	272%
	2-Fall	171	1,258	1,087	636%
	Annual	3,731	3,101	-630	
SS08: Counseling/Advising	1-Summer	2,731	2,681	-50	-2%
	2-Fall	3,427	2,946	-481	-14%
	Annual	9,301	5,627	-3,674	
SS09: Abbreviated SEP	1-Summer	420	16	-404	-96%
	2-Fall	446	630	184	41%
	Annual	1,916	646	-1,270	
SS09: Comprehensive SEP	1-Summer	271	2	-269	-99%
	2-Fall	558	743	185	33%
	Annual	1,668	745	-923	
SS10: At-Risk Follow-up	1-Summer	162	76	-86	-53%
	2-Fall	446	183	-263	-59%
	Annual	1,305	259	-1,046	
SS11: Other Follow-up	1-Summer	3,685	5,863	2,178	59%
	2-Fall	7,055	6,833	-222	-3%
	Annual	23,585	12,597	-10,988	

Notes

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

Data for initial orientation, abbreviated ed plan, and comprehensive ed plan only include students who received the service for the first-time at the colleges (or after 3 academic years). Follow-up services to initial orientation or education plan development are included in SS11, "Other Follow-up."

Data for counseling only include the first time the student received the service during the academic year. Follow-up services to counseling during the academic year are included in SS11, "Other Follow-up."

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

More information available at:

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

Course Attribute	Classification	Fall 2019		Fall 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit Status	Credit, Degree Applicable	1,563	93%	1,481	93%	(82)	-5%
	Credit, Not Degree Applicable	108	6%	97	6%	(11)	-10%
	Noncredit	11	1%	13	1%	2	18%
Transfer Status	UC/CSU Transferable	1,232	73%	1,187	75%	(45)	-4%
	CSU Only Transferable	294	17%	258	16%	(36)	-12%
	Not Transferable	156	9%	146	9%	(10)	-6%
Basic Skills	Basic Skills	101	6%	94	6%	(7)	-7%
	Not Basic Skills	1,581	94%	1,497	94%	(84)	-5%
Occupational Level	Apprenticeship	9	1%	8	1%	(1)	
	Advanced Occupational	43	3%	41	3%	(2)	-5%
	Clearly Occupational	304	18%	284	18%	(20)	-7%
	Possibly Occupational	103	6%	108	7%	5	5%
Special Class	Non-Occupational	1,223	73%	1,150	72%	(73)	-6%
	Approved Special Class	32	2%	17	1%	(15)	-47%
	Not a Special Class	1,650	98%	1,574	99%	(76)	-5%
Total		1,682	100%	1,591	100%	(91)	-5%

Notes

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

Table CB.1 (cont.)

De Anza College: Section Count by Course Attribute and Term

Course Attribute	Classification	Fall 2019		Fall 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Prior to College	1 Level Below Transfer	55	3%	58	4%	3	5%
	2 Levels Below Transfer	23	1%	20	1%	(3)	-13%
	3 Levels Below Transfer	24	1%	19	1%	(5)	-21%
	4 Levels Below Transfer	4	0%	4	0%	-	0%
	5 Levels Below Transfer	3	0%	2	0%	(1)	-33%
	Not Applicable	1,573	94%	1,488	94%	(85)	-5%
Noncredit Category	English as a Second Language	-	0%	2	0%	2	-
	Workforce Preparation	11	1%	11	1%	-	0%
	Not Applicable/Credit	1,671	99%	1,578	99%	(93)	-6%
Program Status	Program Applicable	1,534	91%	1,475	93%	(59)	-4%
	Stand Alone	148	9%	116	7%	(32)	-22%
Gen Education Status	GE Tranf English Comp	153	9%	154	10%	1	1%
	GE Tranf Math/Quant Reas	184	11%	195	12%	11	6%
	GE Loc Math/Quant Reas	12	1%	12	1%	-	0%
	Not Applicable	1,333	79%	1,230	77%	(103)	-8%
Course Support Status	Support Course	33	2%	38	2%	5	15%
	Not a Support Course	1,649	98%	1,553	98%	(96)	-6%
Total		1,682	100%	1,591	100%	(91)	-5%

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	Fall 2019		Fall 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit Status	Credit, Degree Applicable	1,313	95%	1,173	96%	(140)	-11%
	Credit, Not Degree Applicable	40	3%	18	1%	(22)	-55%
	Noncredit	115	8%	105	9%	(10)	-9%
Transfer Status	UC/CSU Transferable	746	54%	668	55%	(78)	-10%
	CSU Only Transferable	234	17%	203	17%	(31)	-13%
	Not Transferable	488	35%	425	35%	(63)	-13%
Basic Skills	Basic Skills	44	3%	30	2%	(14)	-32%
	Not Basic Skills	1,424	103%	1,266	104%	(158)	-11%
Occupational Level	Apprenticeship	308	22%	279	23%	(29)	-9%
	Advanced Occupational	5	0%	7	1%	2	40%
	Clearly Occupational	171	12%	142	12%	(29)	-17%
	Possibly Occupational	162	12%	149	12%	(13)	-8%
	Non-Occupational	822	59%	719	59%	(103)	-13%
Special Class	Approved Special Class	84	6%	76	6%	(8)	-10%
	Not a Special Class	1,384	100%	1,220	100%	(164)	-12%
Total		1,468	106%	1,296	106%	(172)	-12%

Notes

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

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

Course Attribute	Classification	Fall 2019		Fall 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Prior to College	1 Level Below Transfer	27	2%	19	2%	(8)	-30%
	2 Levels Below Transfer	8	1%	2	0%	(6)	-
	3 Levels Below Transfer	3	0%	4	0%	1	-
	4 Levels Below Transfer	3	0%	4	0%	1	33%
	5 Levels Below Transfer	2	0%	1	0%	(1)	-50%
	6 Levels Below Transfer	2	0%	1	0%	(1)	-50%
	Not Applicable	1,423	108%	1,265	108%	(158)	-
Noncredit Category	English as a Second Language	7	1%	8	1%	1	14%
	Elementary Secondary Skills	6	0%	13	1%	7	117%
	Approved Special Ed Class	73	6%	68	6%	(5)	-7%
	Parenting	19	1%	12	1%	(7)	-37%
	Short-Term Vocational	10	1%	4	0%	(6)	-60%
	Not Applicable/Credit	1,353	102%	1,191	102%	(162)	-12%
Program Status	Program Applicable	1,177	89%	1,077	92%	(100)	-8%
	Stand Alone	291	22%	219	19%	(72)	-25%
Gen Education Status	GE Tranf English Comp	61	5%	58	5%	(3)	-5%
	GE Tranf Math/Quant Reas	77	6%	66	6%	(11)	-14%
	GE Loc Math/Quant Reas	8	1%	6	1%	(2)	-25%
	Not Applicable	1,322	100%	1,166	100%	(156)	-12%
Course Support Status	Support Course	17	1%	11	1%	(6)	-35%
	Not a Support Course	1,451	110%	1,285	110%	(166)	-11%
Total		1,468	111%	1,296	111%	(172)	-12%

Notes

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

Table XB.1

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

Course Credit Status	Accounting Method	Fall 2019		Fall 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit	Weekly Census	1,140	68%	369	23%	(771)	-68%
	Daily Census	37	2%	41	3%	4	11%
	Positive Attendance	14	1%	1	0%	(13)	-93%
	Independent Study	480	29%	1,167	73%	687	143%
Noncredit	Positive Attendance	11	1%	13	1%	2	18%
Total		1,682	100%	1,591	100%	(91)	-5%

Table XB.2

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

Course Credit Status	Accounting Method	Fall 2019		Fall 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit	Weekly Census	475	32%	15	1%	(460)	-97%
	Daily Census	25	2%	4	0%	(21)	-84%
	Positive Attendance	335	23%	279	22%	(56)	-17%
	Independent Study	518	35%	893	69%	375	72%
Noncredit	Positive Attendance	113	8%	105	8%	(8)	-7%
	Not Claimed Apport	2	0%	-	0%	(2)	-100%
Total		1,468	100%	1,296	100%	(172)	-12%

Table XB.3

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

Course Credit Status	Work Based Learning Activity Status	Fall 2019		Fall 2020		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activity	14	1%	24	2%	10	71%
	Other	1,657	99%	1,554	98%	(103)	-6%
Noncredit	Other	11	1%	13	1%	2	-
Total		1,682	100%	1,591	100%	(91)	-5%

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.4

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

Course Credit Status	Work Based Learning Activity Status	Fall 2019		Fall 2020		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activity	22	1%	15	1%	(7)	-32%
	Other	1,331	91%	1,176	91%	(155)	-12%
Noncredit	Other	115	8%	105	8%	(10)	-
Total		1,468	100%	1,296	100%	(172)	-12%

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 XF.1

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

Classification	Credit Status	Section Attribute	Fall 2019		Fall 2020		Change	
			Count	Perc within Cred St	Count	Perc within Cred St	Count	Perc
Delivery Method	Credit	Online Only	254	15%	1,536	97%	1,282	505%
		Online Hybrid	179	11%	1	0%	(178)	-99%
		In-Person	1,238	74%	41	3%	(1,197)	-97%
	Noncredit	Online Only	-	0%	13	1%	13	-
		In-Person	11	100%	-	0%	(11)	-100%
Day/Evening Sched	Credit	Day Only	1,017	61%	34	2%	(983)	-97%
		Day and Evening	17	1%	-	0%	(17)	-100%
		Evening Only	204	12%	7	0%	(197)	-97%
	Noncredit	Online Only	254	15%	1,536	97%	1,282	505%
		Online Hybrid	179	11%	1	0%	(178)	-99%
		Evening Only	11	100%	-	0%	(11)	-100%
		Online Only	-	0%	13	1%	13	-
Weekend Schedule	Credit	Weekend Class Only	30	2%	-	0%	(30)	-100%
		Weekend Class Included	1	0%	-	0%	(1)	-100%
		No Weekend Class	1,207	72%	41	3%	(1,166)	-97%
	Noncredit	Online Only	254	15%	1,536	97%	1,282	505%
		Online Hybrid	179	11%	1	0%	(178)	-99%
Total	Credit	No Weekend Class	11	100%	-	0%	(11)	-100%
		Online Only	-	0%	13	100%	13	-
	Noncredit	Total	11	100%	13	1%	2	18%

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

Classification	Credit Status	Section Attribute	Fall 2019		Fall 2020		Change		
			Count	Perc within Cred St	Count	Perc within Cred St	Count	Perc	
Delivery Method	Credit	Online Only	354	26%	824	69%	470	133%	
		Online Hybrid	144	11%	38	3%	(106)	-74%	
		In-Person	855	63%	329	28%	(526)	-62%	
Day/Evening Sched	Noncredit	Online Only	-	0%	101	96%	101	-	
		Online Hybrid	-	0%	1	1%	1	-	
		In-Person	115	100%	3	3%	(112)	-97%	
Day/Evening Sched	Credit	Day Only	688	51%	218	18%	(470)	-68%	
		Day and Evening	12	1%	-	0%	(12)	-100%	
		Evening Only	155	11%	111	9%	(44)	-28%	
	Noncredit	Day Only	96	83%	3	3%	(93)	-97%	
		Day and Evening	1	1%	-	0%	(1)	-100%	
		Evening Only	18	16%	-	0%	(18)	-100%	
	Weekend Schedule	Credit	Online Only	354	26%	824	69%	470	133%
			Online Hybrid	144	11%	38	3%	(106)	-74%
			Weekend Class Included	25	2%	-	0%	(25)	-100%
Noncredit		Weekend Class Included	7	1%	-	0%	(7)	-100%	
		No Weekend Class	823	61%	329	28%	(494)	-60%	
		Online Only	354	26%	824	69%	470	133%	
Weekend Schedule	Credit	Online Hybrid	144	11%	38	3%	(106)	-74%	
		Weekend Class Included	1	1%	-	0%	(1)	-100%	
	Noncredit	No Weekend Class	114	99%	3	3%	(111)	-97%	
		Online Only	-	0%	101	96%	101	-	
Total	Credit	Online Hybrid	-	0%	1	1%	1	-	
		Total	1,353	100%	1,191	100%	(162)	-12%	
Total	Noncredit	Total	115	100%	105	100%	(10)	-9%	

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 Term

Course Credit Status	Faculty Group	Fall 2019		Fall 2020		Change	
		Count	Perc within Cred St	Count	Perc within Cred St	Count	Perc
Credit	Academic Regular, Tenured	155	25%	152	25%	-3	-2%
	Academic Regular, on Tenure Track	36	6%	44	7%	8	22%
	Academic Temporary	427	69%	402	67%	-25	-6%
	Educational Administrator	0	0%	1	0%	1	-
	Total	618	100%	599	100%	-19	-3%
Noncredit	Academic Regular, Tenured	1	17%	2	33%	1	100%
	Academic Regular, on Tenure Track	1	17%	3	50%	2	200%
	Academic Temporary	4	67%	1	17%	-3	-75%
	Total	6	100%	6	100%	0	0%

Table EB.2

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

Course Credit Status	Faculty Group	Fall 2019		Fall 2020		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit	Academic Regular, Tenured	112	24%	107	24%	-5	-4%
	Academic Regular, on Tenure Track	23	5%	32	7%	9	39%
	Academic Temporary	310	66%	269	59%	-41	-13%
	Classified	2	0%	1	0%	-1	-50%
	Contract Staff	25	5%	43	9%	18	72%
	Educational Administrator	0	0%	1	0%	1	-
	Total	472	100%	453	100%	-19	-4%
	Noncredit	Academic Regular, Tenured	3	7%	10	22%	7
Academic Regular, on Tenure Track		1	2%	4	9%	3	300%
Academic Temporary		36	84%	32	70%	-4	-11%
Classified		1	2%	0	0%	-1	-100%
Contract Staff		1	2%	0	0%	-1	-100%
Educational Administrator		1	2%	0	0%	-1	-100%
Total		43	100%	46	100%	3	7%

Table EB.3

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

Course Credit Status	Employee Group	Fall 2019			Fall 2020			Change	
		Regular Workload	Overload	Total	Regular Workload	Overload	Total	Total Workload	Percent
Credit	Academic Regular, Tenured	45.86	10.98	56.84	43.92	12.67	56.59	(0.26)	0%
	Academic Regular, on Tenure Track	11.39	0.98	12.37	12.94	1.69	14.63	2.26	18%
	Academic Temporary	76.97	-	76.97	74.83	-	74.83	(2.14)	-3%
	Educational Administrator	-	-	-	-	-	-	-	-
	Total	134.22	11.96	146.18	131.69	14.36	146.05	(0.13)	0%
Noncredit	Academic Regular, Tenured	-	-	-	-	-	-	-	-
	Academic Regular, on Tenure Track	-	-	-	-	-	-	-	-
	Academic Temporary	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-

Total Workload (FTEF), Credit Courses

Faculty Group	Fall 2019		Fall 2020	
	Workload	Percent	Workload	Percent
Academic Regular, Tenure or Tenure Track	69.21	47%	71.22	49%
Academic Temporary	76.97	53%	74.83	51%
Total Workload	146.18	100%	146.05	100%

Table EB.4

Foothill College: Instructional Workload (FTEF) by Course Credit Status, Group, and Term

Course Credit Status	Employee Group	Fall 2019			Fall 2020			Change	
		Regular Workload	Overload	Total	Regular Workload	Overload	Total	Total Workload	Percent
Credit	Academic Regular, Tenured	30.44	8.47	38.91	27.20	8.14	35.35	(3.56)	-9%
	Academic Regular, on Tenure Track	7.39	0.52	7.91	9.06	1.16	10.22	2.31	29%
	Academic Temporary	47.39	-	47.39	41.99	-	41.99	(5.40)	-11%
	Classified	0.27	-	0.27	0.04	-	0.04	(0.22)	-84%
	Contract Staff	-	-	-	-	-	-	-	-
	Educational Administrator	-	-	-	-	-	-	-	-
	Total	85.48	8.99	94.47	78.29	9.31	87.59	(6.88)	-7%
Noncredit	Academic Regular, Tenured	0.36	0.09	0.45	0.79	0.09	0.88	0.43	94%
	Academic Regular, on Tenure Track	0.11	-	0.11	0.57	-	0.57	0.46	415%
	Academic Temporary	3.64	-	3.64	2.70	-	2.70	(0.94)	-26%
	Classified	-	-	-	-	-	-	-	-
	Contract Staff	-	-	-	-	-	-	-	-
	Educational Administrator	-	-	-	-	-	-	-	-
	Total	4.11	0.09	4.20	4.06	0.09	4.15	(0.05)	-1%

Total Workload (FTEF), Credit Courses

Faculty Group	Fall 2019		Fall 2020	
	Workload	Percent	Workload	Percent
Academic Regular, Tenure or Tenure Track	46.82	50%	45.57	52%
Academic Temporary	47.39	50%	41.99	48%
Total Workload	94.47	100%	87.59	100%

Table SX.1

De Anza College: Student Headcount and FTES (Full-Time Equivalent Student) by Course Credit Status, Category and Term

	Fall 2019		Fall 2020		Change	
	De Anza					
Category	FTES	Percent	FTES	Percent	FTES	Percent
Credit-Apprenticeship	3.71	0%	4.92	0%	1.21	33%
Credit-No Apprenticeship, CA Resident, Apport App	4,299.22	85%	4,477.97	88%	178.75	4%
Credit-No Apprenticeship, CA Resident, Not Apport App	2.23	0%	0.31	0%	(1.92)	-86%
Credit-No Apprenticeship, International	637.13	13%	477.87	9%	(159.26)	-25%
Credit-No Apprenticeship, Out of State	134.99	3%	107.44	2%	(27.55)	-20%
Credit-Total	5,077.28	100%	5,068.51	100%	(8.77)	0%

	Fall 2019		Fall 2020		Change	
	De Anza					
Category	FTES	Percent	FTES	Percent	FTES	Percent
Noncredit-CDCP: English as a Second Language	-	0%	0.76	8%	0.76	-
Noncredit-CDCP: Workforce Preparation	5.6	100%	9.02	92%	3.43	61%
Noncredit-Total	5.6	100%	9.78	100%	4.19	75%

Notes

Significant differences between terms may be due to date of data submission (original submission or resubmission at the end of the academic year).

No Apport App: Data include contract sections or enrollments with overrides for apportionment.

Table SX.2

Foothill College: Student Headcount and FTES (Full-Time Equivalent Student) by Course Credit Status, Category and Term

Category	Fall 2019		Fall 2020		Change	
	FTES	Percent	FTES	Percent	FTES	Percent
Foothill						
Credit-Apprenticeship	458.2	13%	387.9	12%	(70.3)	-15%
Credit-No Apprenticeship, CA Resident, Apport App	2,696.0	77%	2,694.8	81%	(1.2)	0%
Credit-No Apprenticeship, CA Resident, Not Apport App	1.2	0%	1.4	0%	0.2	14%
Credit-No Apprenticeship, International	272.8	8%	181.5	5%	(91.3)	-33%
Credit-No Apprenticeship, Out of State	71.8	2%	80.7	2%	8.9	12%
Credit-Total	3,500.0	100%	3,346.3	100%	(153.7)	-4%

Category	Fall 2019		Fall 2020		Change	
	FTES	Percent	FTES	Percent	FTES	Percent
Foothill						
Noncredit-CDCP: Elementary and Secondary Basic Skills	27.3	140%	18.33	106%	(8.97)	-33%
Noncredit-CDCP: English as a Second Language	19.5	19%	17.27	20%	(2.19)	-11%
Noncredit-CDCP: Short-Term Vocational	7.1	7%	5.53	6%	(1.61)	-23%
Noncredit-Other	48.9	48%	45.51	53%	(3.38)	-7%
Noncredit-Total	102.8	100%	86.64	100%	(16.15)	-16%

Notes

Significant differences between terms may be due to date of data submission (original submission or resubmission at the end of the academic year).

No Apport App: Data include contract sections or enrollments with overrides for apportionment.

Table SX.3

De Anza College: California Resident Headcount and Credit FTES (Full-Time Equivalent Student) by Student Enrollment and Term

Enrollment Status	Fall 2019		Fall 2020		Change		Percent Change	
	Count	FTES	Count	FTES	Count	FTES	Count	FTES
First-Time	3,009	981.6	2,972	977.5	(37)	(4.1)	-1%	0%
First-Time Transfer	1,981	425.2	2,181	457.5	200	32.3	10%	8%
Returning	2,448	464.1	2,951	589.4	503	125.3	21%	27%
Continuing	8,783	2,366.8	8,165	2,333.9	(618)	(32.9)	-7%	-1%
Special Admit	383	67.6	843	125.0	460	57.4	120%	85%
Total	16,604	4,305.2	17,112	4,483.2	508	178.0	3%	4%

Enrollment Status	Fall 2019		Fall 2020		Perc Points Change	
	Count	FTES	Count	FTES	Count	FTES
First-Time	18%	23%	17%	22%	-1%	-1%
First-Time Transfer	12%	10%	13%	10%	1%	0%
Returning	15%	11%	17%	13%	3%	2%
Continuing	53%	55%	48%	52%	-5%	-3%
Special Admit	2%	2%	5%	3%	3%	1%
Total	100%	100%	100%	100%		

Notes

Significant differences between terms may be due to date of data submission (original submission or resubmission at the end of the academic year). Data only include California residents (for tuition purposes) and credit courses, independently of enrollment or section apportionment status.

Table SX.4

Foothill College: California Resident Headcount and Credit FTES (Full-Time Equivalent Student) by Student Enrollment and Term

Enrollment Status	Fall 2019		Fall 2020		Change		Percent Change	
	Count	FTES	Count	FTES	Count	FTES	Count	FTES
First-Time	1,210	372.2	1,289	362.4	79	(9.7)	7%	-3%
First-Time Transfer	3,207	620.2	2,943	573.2	(264)	(47.0)	-8%	-8%
Returning	3,299	637.2	4,150	762.3	851	125.2	26%	20%
Continuing	5,261	1,365.8	4,246	1,160.1	(1,015)	(205.7)	-19%	-15%
Special Admit	1,185	142.4	1,444	212.9	259	70.5	22%	49%
Total	14,162	3,137.6	14,072	3,070.9	(90)	(66.8)	-1%	-2%

Enrollment Status	Percent of Total					
	Fall 2019		Fall 2020		Perc Points Change	
	Count	FTES	Count	FTES	Count	FTES
First-Time	9%	12%	9%	12%	1%	0%
First-Time Transfer	23%	20%	21%	19%	-2%	-1%
Returning	23%	20%	29%	25%	6%	5%
Continuing	37%	44%	30%	38%	-7%	-6%
Special Admit	8%	5%	10%	7%	2%	2%
Total	100%	100%	100%	100%		

Notes

Significant differences between terms may be due to date of data submission (original submission or resubmission at the end of the academic year). Data only include California residents (for tuition purposes) and credit courses, independently of enrollment or section apportionment status.

Table SX.5
Foothill-De Anza CCD: California Resident Credit FTES (Full-Time Equivalent Student)
by College, Student Enrollment Status and Term

College	Enrollment St	FTES		Change	
		Fall 2019	Fall 2020	Count	Percent
De Anza	First-Time	982	977	-4.13	0%
	First-Time Transfer	425	457	32.34	8%
	Returning	464	589	125.3	27%
	Continuing	2,367	2,334	-32.91	-1%
	Special Admit	68	125	57.44	85%
Foothill	First-Time	372	362	-9.74	-3%
	First-Time Transfer	620	573	-46.98	-8%
	Returning	637	762	125.18	20%
	Continuing	1,366	1,160	-205.69	-15%
	Special Admit	142	213	70.47	49%

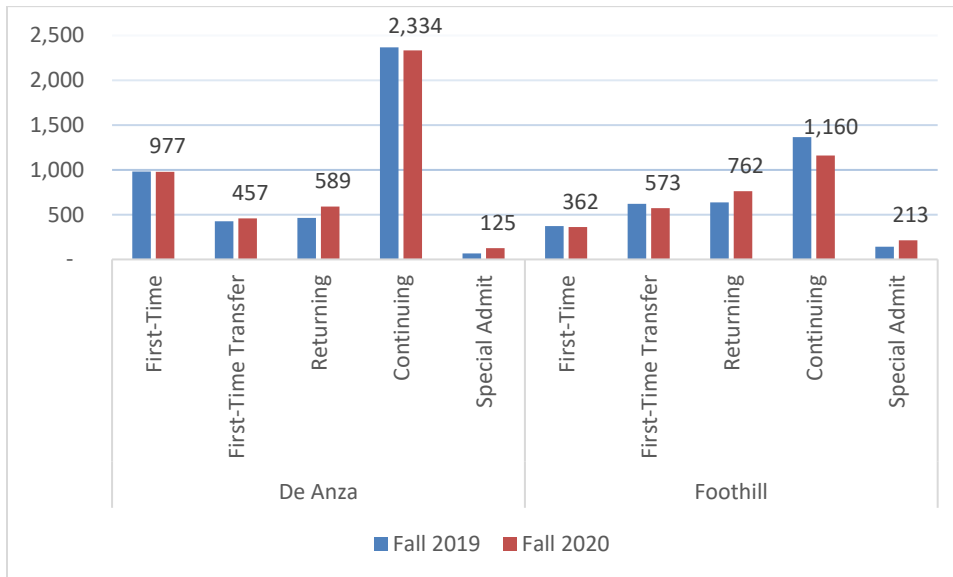


Table SX.6
Foothill-De Anza CCD: Number of California Resident Students per Credit FTES
by College, Enrollment Status and Term

College	Enrollment St	Headcount Per 1 FTES		Change	
		Fall 2019	Fall 2020	Count	Percent
De Anza	First-Time	3.065	3.041	-0.025	-1%
	First-Time Transfer	4.660	4.767	0.108	2%
	Returning	5.275	5.007	-0.268	-5%
	Continuing	3.711	3.499	-0.212	-6%
	Special Admit	5.670	6.745	1.075	19%
Foothill	First-Time	3.251	3.557	0.305	9%
	First-Time Transfer	5.171	5.134	-0.037	-1%
	Returning	5.178	5.444	0.266	5%
	Continuing	3.852	3.660	-0.192	-5%
	Special Admit	8.322	6.784	-1.538	-18%

