

# IRP@FHDA

## ***FHDA MIS Quarterly Submission Report***

Reporting Term: [Spring 2019 \(MIS Term Code = 194\)](#)

Data Extraction Date (only applies to Banner data): [August 1, 2019](#).

Data Extraction Dates for Resubmissions, 2018-19 Academic Year:

*Summer 2018:* July 3, 2019

*Fall 2018:* July 5, 2019

*Winter 2019:* July 11, 2019

### **Section A. Introduction**

This document provides statistics for the data submitted by the FHDA CCD to the MIS unit of the California Community Colleges Chancellor's Office (CCCCO) and identifies issues that may threaten the validity of data. The key purpose of the document is to provide managers and data custodians across the District with the opportunity to review the information submitted—with special emphasis on statistics for categorical groups, special populations, and course/section attributes. More information on the data submitted is provided at the MIS data mart: <https://datamart.cccco.edu/DataMart.aspx>. At this website, users can query the data submitted for the current or prior terms, or academic years. The MIS data mart also provides users with the opportunity to compare statistics for community colleges and districts across California.

Selected MIS data for the reporting term and corresponding term for the previous academic year are summarized in this report. This information includes data quality issues; student headcounts for special populations or categorical groups, as confirmed by program coordinators at the colleges; student headcounts disaggregated by California residence and enrollment status; figures for the Student Success/3SP report for students reported as California residents and who did not enrolled as special admit (high school concurrent enrollment) for the term; and section counts by course attribute, accounting method, work based leaning activity status, instruction delivery method, and schedule type (e.g., online, in-person, weekend, evening). Statistics for instructional faculty (EB report) are also provided; these include demographics and workload.

## Section B. Data Quality Issues

For spring 2019, the following issues impacted the quality or validity of the data submitted:

- De Anza College:
  - SX (Enrollment), count for:
    - Enrollments with the official grade missing<sup>1</sup> (delayed report), academic year: 7
    - Sections with 100% enrollment missing final grade for the academic year: 2
      - 201942: C-46074 (BIOL 077X, enrollment = 1)
      - 201942: C-46357 (ECON 001H, enrollment = 1)
    - Sections with missing positive attendance hours, academic year: 4
      - 201932: C-35936 (AUTO 350A, enrollment = 2)
      - 201942: C-46256 (AUTO 350B, enrollment = 1)
      - 201942: C-46258 (AUTO 351A, enrollment = 2)
      - 201942: C-46260 (AUTO 351B, enrollment = 2)

---

<sup>1</sup> Data only include sections with end class date of at least two weeks prior data submission.

## Section B. Data Quality Issues (cont.)

- Foothill College:
  - SX (Enrollment), count for:
    - Enrollments with the official grade missing<sup>2</sup> (delayed report), academic year: 388
    - Sections with 100% grades missing, academic year: 12
      - 201911: C-11292 (APPR 185B, enrollment = 5)
      - 201911: C-11294 (APRT 106A, enrollment = 7)
      - 201911: C-11293 (APRT 150B, enrollment = 7)
      - 201911: C-11322 (APSM 159A, enrollment = 11)
      - 201921: C-22597 (ITRN 052, enrollment = 5)
      - 201931: C-32534 (APSM 104, enrollment = 19)
      - 201931: C-32518 (APSM 121, enrollment = 22)
      - 201931: C-32538 (APSM 122, enrollment = 10)
      - 201931: C-32573 (APSM 151A, enrollment = 8)
      - 201931: C-32519 (APSM 157B, enrollment = 10)
      - 201941: C-42423 (APSM 101, enrollment = 16)
      - 201941: C-42424 (APSM 102, enrollment = 16)
      - 201941: C-42167 (APSM 103, enrollment = 16)
      - 201941: C-42170 (APSM 104, enrollment = 16)
      - 201941: C-42224 (APSM 106, enrollment = 19)
      - 201941: C-41754 (APSM 122, enrollment = 12)
      - 201941: C-42164 (APSM 127, enrollment = 14)
      - 201941: C-42161 (APSM 151C, enrollment = 7)
      - 201941: C-42200 (APSM 151C, enrollment = 8)
      - 201941: C-42169 (APSM 152A, enrollment = 7)
      - 201941: C-42166 (APSM 153A, enrollment = 3)
      - 201941: C-42158 (APSM 153C, enrollment = 8)
      - 201941: C-42159 (APSM 154A, enrollment = 6)
      - 201941: C-42165 (APSM 154B, enrollment = 8)
      - 201941: C-42163 (APSM 156B, enrollment = 5)
      - 201941: C-42160 (APSM 159A, enrollment = 12)
      - 201941: C-42408 (APSM 177A, enrollment = 6)
      - 201941: C-42409 (APSM 179B, enrollment = 5)
      - 201941: C-41284 (EMS 050, enrollment = 7)
      - 201941: C-41288 (EMS 052, enrollment = 27)
      - 201941: C-41862 (LINC 053B, enrollment = 1)
      - 201941: C-41787 (PHED 013, enrollment = 7)
      - 201941: C-42308 (PSYC 070R, enrollment = 1)

## Section B. Data Quality Issues (cont.)

- Foothill College:
  - Sections with missing positive attendance hours, academic year: 10
    - 201911: C-11292 (APPR 185B, enrollment = 5)
    - 201911: C-11294 (APRT 106A, enrollment = 7)
    - 201911: C-11293 (APRT 150B, enrollment = 7)
    - 201911: C-11322 (APSM 159A, enrollment = 11)
    - 201931: C-32534 (APSM 104, enrollment = 19)
    - 201931: C-32518 (APSM 121, enrollment = 22)
    - 201931: C-32538 (APSM 122, enrollment = 10)
    - 201931: C-32573 (APSM 151A, enrollment = 8)
    - 201931: C-32519 (APSM 157B, enrollment = 10)
    - 201931: C-32472 (CHLD 056N, enrollment = 35)
    - 201931: C-32518 (APSM 121, enrollment = 22)
    - 201931: C-32532 (APSM 122, enrollment = 12)
    - 201931: C-31937 (APSM 125, enrollment = 15)
    - 201931: C-31936 (APSM 126, enrollment = 19)
    - 201931: C-32505 (APSM 126, enrollment = 5)
    - 201931: C-32503 (APSM 127, enrollment = 20)
    - 201931: C-32599 (APSM 151A, enrollment = 3)
    - 201931: C-30478 (NCLA 406A, enrollment = 1)

**Table B.1  
FHDA Student Headcount for Special Population Groups or Categorical Programs  
Confirmed by Program Coordinators at each College for the Reporting Term**

**MIS Special Populations/Categorical Programs Report, Spring 2019**

<b>Program</b>	<b>Count</b>	<b>Program Coordinator(s) or Assistant</b>	<b>Confirmation Date</b>
<b>De Anza College</b>			
Calworks	28	Carlita Alamban	7-Jul
DSPS	849	Shirley Schooler	31-Jul
EOPS*	589	Marilyn Booye; Lan Trinh	22-Jul
CARE	2	Marilyn Booye; Lan Trinh	22-Jul
College Now	35	Tamara Emmert & Barry Johnson	24-Jun
Middle College	82	Tamara Emmert & Barry Johnson	24-Jun
Puente	88	Brenda Gonzalez & Angelita Pabros	3-Jul
Umoja	16	Angelita Pabros	9-Jul
<b>Foothill College</b>			
Calworks	16	Carlita Alamban	7-Jul
DSPS	801	Jackie Lauese, Bidya Subedi	31-Jul
EOPS*	280	Sarah Corrao	30-Jul
CARE	7	Sarah Corrao	19-Jul
College Now	24	Annett Inacker-Trail & Anthony Cervantes	8-Jul
Middle College	57	Annett Inacker-Trail & Anthony Cervantes	8-Jul
Puente	71	Maritza Jackson Sandoval	10-Jul
Umoja	64	Tracee Cunningham	2-Jul
BS Dental Hygiene	Fall Coh 2017: 24; Fall Coh 2018: 22	Patti Chan; Brian Roberts	8-Jul

## Section C. Data Summary

### *Students*

Student headcount figures at the district and colleges levels for the reporting term (spring) and the academic year (2018-19) are shown in tables beginning with SB (Student Characteristics), SG (Student Special Populations), and SS (*Student Success/3SP services*). Data in SB and SG tables only include student enrolled by census date (applicable to census courses) or who attended at least one meeting of a positive attendance class (applicable to positive attendance courses). Data in SS tables include all students or applicants who received *Student Success/3SP services*, independently of their registration status.

### *Key Findings*

- Data for De Anza College and Foothill College show a decline of 5% in student headcount in 2018-19, compared to related figures for the prior year (see Table SB.1A). When disaggregated by residency status, the data show that *Out-of-state* students had largest decline in percentage points at both colleges (De Anza, 22%; Foothill, 20%). During the spring term, Foothill College show a decline in headcount of 39% for the *Out-of-state* group, while De Anza College show a decline of 24% decline (see Table SB.1).
- When disaggregated by enrollment status, data in Table SB.2 show that *First-time* students had the largest percentage point decline at both colleges during the spring term. The *Special Admit* group was the only one with a significant increase during this period (De Anza: 16%; Foothill: 19%).
- In Table SG1.B, data for special populations at De Anza College show that the student headcount for most of these groups declined in 2018-19 from the prior academic year at a higher rate than the student college population. DSPS, EOPS, and CalWorks at De Anza show a decline in student headcount of 8%, 10%, and 30% in 2018-19, respectively, when compared to data for the prior year. The only special population groups showing a headcount increase in 2018-19 from the prior academic year are the *Special Admit/HS students*, which include *College Now* (100% increase) and *Middle College* (8% increase).
- Opposite to De Anza College, data for Foothill College in Table SG.2B show that the headcount for most special population groups increased in 2018-19 from the prior year, even when the headcount for the college student population declined during this period. Student headcount for *Calworks* and *DSPS* increased by 36% and 1%, respectively, from the prior academic year; however, *EOPS* declined by 3% during the same period. The only groups in Table SG.2B with a higher than expected decline in

headcount during this period were *Special Admit/HS students* (8%), *Veterans* (8%), and those in military active duty (15%).

- Data in Table SS.1 for *Student Success/3SP* services show that the number of students who received *initial orientation* and *counseling services* at De Anza College in 2018-19 increased by 17% and 5%, respectively, when compared to related figures for the prior year. On the other hand, education planning data in this table show a significant decline in the number of De Anza students who developed an initial abbreviated (33%) or comprehensive plan (45%) in 2018-19, when compared to related figures for the prior year. The significant increase in the headcount for *Initial Placement* and *Follow-up* services in this table are mainly due to course placement based on high school grades (i.e., movement of data across systems).
- For Foothill College, *Student Success/3SP* data in Table SS.2 show a significant decline in student headcount for almost all services ranging from 6% (*At-risk follow-up*) to 81% (*Abbreviated SEP*), when compared to related figures for the prior year. In contrast, the number of students who received *Counseling/Advising* services at Foothill College increased by 7% in 2018-19 from the prior year. Same as shown for De Anza, the significant increase in the headcount for *initial placement* and *follow-up* services at Foothill are mainly due to course placement based on high school grades (i.e., movement of data across systems). Data in Table SS.2 for noncredit *Student Success/3SP* services show that a very small number of students (6) received this type of service at Foothill College in 2018-19.

### *Courses/Sections*

Data for course offerings or sections are shown in tables beginning with CB (Courses), XB (Sections), and XF (Sessions/Meetings). Data are disaggregated by college, course credit status, section attribute, and time period (term or academic year).

### *Key findings*

- Course attribute data for De Anza College in Table CB.1A show a significant decline in the number of sections in 2018-19, when compared to related figures for the prior year, for courses classified as *credit-not degree applicable* (38%), *not transferable* (33%), *basic skills* (40%), *below transfer level* (22% to 46%), or *stand-alone* (27%). These findings are not surprising given new regulations by the California Community Colleges Chancellor's Office which prohibit that colleges place students in English or math remedial courses, unless they are "highly unlikely to succeed in a higher level course" (AB 705). The data also show that De Anza stopped offering *apprenticeship* courses in 2018-19.

- Foothill College data for course attributes in CB.2A show a significant decline in the number of sections in 2018-19 from last academic year for courses classified as *credit-not degree applicable* (54%), *basic skills* (42%), *below transfer level* (31% to 73%), and *noncredit remedial courses* (31%)—most likely also the product of AB 705 regulations. In contrast to De Anza, the number of sections for *apprenticeship* courses at Foothill increased by 13%, while *advance occupational* course offerings declined by 35% in 2018-19 from the prior academic year.
- Regarding *accounting method*, data in Table XB.1A (De Anza) and Table XB.2A (Foothill) show a decline (13% to 26%) in census type sections at both colleges in 2018-19, when compared to related figures for the prior year. On the other hand, data for De Anza show a decline of 43% in the number of *positive attendance* sections and an increase of 16% for *independent study* sections in 2018-19 from the prior year. Data for Foothill show no significant changes in the number of sections for *positive attendance* or *independent study* sections in the last two academic years. In 2018-19, the percentage of *positive attendance* sections at De Anza was 1%; at Foothill, 20%.
- *Instruction delivery method* data for De Anza College in Table XF.1A show an increase of 10% and 13% for *online only* and *online hybrid* sections, respectively, in 2018-19, when compared to data for the prior year. Similar to De Anza, data in Table XF.1B show that the number of *in-person* sections at Foothill declined about 12% from the prior year. On the other hand, the number of *online hybrid* sections at Foothill declined by 10%, while *online only* sections increased only by 2% during the same period. In 2018-19, the percentage of *online only* sections at De Anza was 16%; at Foothill, 28%.
- Regarding *evening only* sections (after 4:30 PM), data for De Anza (Table XF.3A) and Foothill (Table XF.4A) show a decline of 19% and 13% in 2018-19, respectively, when compared to data for the prior year. In 2018-19, the percentage of *evening only* sections at De Anza was 12%; at Foothill, 9%.
- For sections offered only during the weekend (*weekend class only*), data for De Anza in Table XF.5A show an increase of 10% in 2018-19, when compared to data for the prior academic year. By contrast, the number of *weekend class only* sections at Foothill declined 19% during the same period. In 2018-19, the percentage of *weekend class only* sections at De Anza was 6%; at Foothill, 1%.



## *Instructional Faculty*

Data for instructional faculty are shown in tables beginning with EB (Employee Demographics). These tables mainly include headcount figures disaggregated by college, course credit status, employee classification, academic year, gender, age group, race/ethnic group, or assignment classification.

### *Key findings*

- Data for De Anza College (Table EB.1) and Foothill College (Table EB.2) show that in 2018-19 instructional staff at the colleges declined by 10% and 13%, respectively, when compared to related figures for the prior year. In terms of actual headcount, academic temporary or part-time faculty in credit courses shows the largest drop: De Anza, 77 (12%); Foothill, 67 (14%).
- Gender data for De Anza in Table EB.3 show some percentage points changes across groups in 2018-19, compared to the prior year (i.e., higher decline in males for tenure/tenure track faculty; higher decline in females for temporary faculty). However, similar to the prior year, in 2018-19 females accounted for at least 54% of any faculty group at De Anza or Foothill College (see Table EB.3 and Table EB.4).
- Regarding age, data show in 2018-19 part-time faculty age 31-35 had the largest drop in headcount at De Anza (24 or 40%; Table EB.5) and Foothill (19 or 27%; Table EB.7), when compared to data for the prior year.
- Race/ethnic group data in Table EB.7 show that instructional faculty at De Anza College were predominantly *White non-Hispanic* in 2018-19 (full-time tenured/non-tenured: 52%; part-time: 60%), followed by *Asian* (full-time tenured/non-tenured: 19%; part-time: 23%) and *Hispanic* (full-time tenured/non-tenured: 15%; part-time: 6%). By contrast, as shown by the MIS Data Mart,<sup>3</sup> the student population for fall 2018 at De Anza was predominantly *Asian* (40%), followed by *Hispanic* (27%), and *white non-Hispanic* (19%).
- Similar to De Anza College, race/ethnic data for Foothill College in Table EB.8 show significant differences between instructional faculty and student percentage figures across ethnic groups, particularly for *Hispanics*. In 2018-19, instructional faculty at Foothill were predominantly *White non-Hispanic* (full-time tenured/non-tenured: 59%; part-time: 62%), followed by *Asian* (full-time tenured/non-tenured: 17%; part-time: 21%) and *Hispanic* (full-time tenured/non-tenured: 14%; part-time: 8%). Compare to the Foothill student population, fall 2018: *White non-Hispanic*, 32%; *Hispanic*, 27%; and *Asian*, 25%.
- Regarding classroom instruction workload, data for credit courses show in 2018-19 a decline of 9% and 10% in FTE (full-time equivalent position) at De Anza (Table EB.9)

---

<sup>3</sup> [https://datamart.cccco.edu/Students/Student\\_Term\\_Annual\\_Count.aspx](https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)

and Foothill (Table EB.10), respectively, when compared to data for the prior academic year. The most significant drop in FTES was for part-time faculty: De Anza, about 33 (12%) FTE; Foothill, about 23 (12%) FTE.

- Foothill College data for non-classroom assignments (e.g., loaded sections in class schedule, but no enrollment) in Table EB.10A show a significant increase in faculty headcount (102) and FTES (about 28 or 738%) in 2018-19 from the prior academic year.

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

	Spring 2018		Spring 2019		Change	
<b>De Anza</b>						
Residency	Count	Percent	Count	Percent	Count	Percent
California Res	15,655	86%	14,924	87%	(731)	-5%
Out-of-state	550	3%	416	2%	(134)	-24%
International	2,012	11%	1,910	11%	(102)	-5%
Unknown	-		-			
Total	18,217	100%	17,250	100%	(967)	-5%

<b>Foothill</b>						
Residency	Count	Percent	Count	Percent	Count	Percent
California Res	13,328	86%	12,960	89%	(368)	-3%
Out-of-state	1,082	7%	660	5%	(422)	-39%
International	1,046	7%	949	7%	(97)	-9%
Unknown	-		-		-	
Total	15,456	100%	14,569	100%	(887)	-6%

**Table SB.1A****FHDA Student Headcount by College, Residency Status, and Academic Year**

	2017-18		2018-19		Change	
<b>De Anza</b>						
Residency	Count	Percent	Count	Percent	Count	Percent
California Res	27,441	151%	26,190	152%	(1,251)	-5%
Out-of-state	1,368	8%	1,070	6%	(298)	-22%
International	2,499	14%	2,405	14%	(94)	-4%
Unknown	-		-			
Total	31,042	170%	29,455	171%	(1,587)	-5%

<b>Foothill</b>						
Residency	Count	Percent	Count	Percent	Count	Percent
California Res	30,047	194%	28,855	198%	(1,192)	-4%
Out-of-state	2,840	18%	2,286	16%	(554)	-20%
International	1,568	10%	1,430	10%	(138)	-9%
Unknown	-		-		-	
Total	34,261	222%	32,387	222%	(1,874)	-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 academic year. Residency headcounts for annual data are not mutually exclusive for they may include duplicated records for students who changed residency status during the academic year.

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

	Spring 2018		Spring 2019		Change	
<b>De Anza</b>						
<b>Enrollment Status</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
First-Time	326	2%	243	1%	(83)	-25%
First-Time Transfer	1,238	7%	1,186	7%	(52)	-4%
Returning	2,021	11%	1,896	11%	(125)	-6%
Continuing	14,357	79%	13,609	79%	(748)	-5%
Special Admit	272	1%	316	2%	44	16%
Unknown	3		-			
<b>Total</b>	<b>18,217</b>	<b>100%</b>	<b>17,250</b>	<b>100%</b>	<b>(967)</b>	<b>-5%</b>
<b>Foothill</b>						
<b>Enrollment Status</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
First-Time	1,021	7%	824	6%	(197)	-19%
First-Time Transfer	3,091	20%	2,818	19%	(273)	-9%
Returning	2,326	15%	2,481	17%	155	7%
Continuing	8,389	54%	7,635	52%	(754)	-9%
Special Admit	622	4%	743	5%	121	19%
Unknown	7		68			
<b>Total</b>	<b>15,456</b>	<b>100%</b>	<b>14,569</b>	<b>100%</b>	<b>(887)</b>	<b>-6%</b>

**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.

Enrollment status only applies to students enrolled in credit courses as a non-special admit (not concurrently enrolled in high school).

For spring 2019, the headcount of first-time students enrolled in at least one noncredit course at Foothill College was 680 (83% of all first-time students, 824).

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

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

Group	Headcount		Change	
	Spring 2018	Spring 2019	Count	Percent
Calworks	32	28	(4)	-13%
DSPS	1,008	849	(159)	-16%
EOPS	672	589	(83)	-12%
Puente	81	88	7	9%
Umoja	36	16	(20)	-56%
College Now	18	35	17	94%
Middle College	79	82	3	4%
All Special Admit/HS Students	272	316	44	16%
First-Generation	4,991	4,890	(101)	-2%
Foster Youth*	150	646	496	331%
Military: Active Duty, Reserve, National Guard	77	74	(3)	-4%
Veteran	320	286	(34)	-11%
LGBT	-	661		
Economically Disadvantage	-	6,373		
Homeless	-	13		
Work Based Learner	-	82		

College Student Population	Headcount		Change	
	Spring 2018	Spring 2019	Count	Percent
Credit Students	18,217	17,246	(971)	-5%
Noncredit Only Students	-	4		-
All Students	18,217	17,250	(967)	-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.

\*The unexpected increase in the headcount of foster youth is based on data from the CCCApply Data Center used in the 2018-19 MIS reports. Further review of these data will be conducted in 2019-20 to identify discrepancies between data sources (local versus CCCApply procedures).

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

Group	Headcount		Change	
	2017-18	2018-19	Count	Percent
Calworks	60	42	(18)	-30%
DSPS	1,481	1,366	(115)	-8%
EOPS	841	753	(88)	-10%
Puente	115	103	(12)	-10%
Umoja	60	41	(19)	-32%
College Now	18	36	18	100%
Middle College	80	86	6	8%
All Special Admit/HS Students	1,142	1,161	19	2%
First-Generation	8,499	8,223	(276)	-3%
Foster Youth*	269	1,256	987	367%
Military: Active Duty, Reserve, National Guard	150	139	(11)	-7%
Veteran	530	490	(40)	-8%
Apprenticeship	30	-	(30)	-100%
LBGT	-	1,164		
Economically Disadvantage	-	9,662		
Homeless	-	27		
Work Based Learner		240		

College Student Population	Headcount		Change	
	2017-18	2018-19	Count	Percent
Credit Students	31,042	29,447	(1,595)	-5%
Noncredit Only Students	-	8		-
All Students	31,042	29,455	(1,587)	-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 any term of 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.

\*The unexpected increase in the headcount of foster youth is based on data from the CCCApply Data Center used in the 2018-19 MIS reports. Further review of these data will be conducted in 2019-20 to identify discrepancies between data sources (local versus CCCApply procedures).

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

Group	Headcount		Change	
	Spring 2018	Spring 2019	Count	Percent
Calworks	8	16	8	100%
DSPS	769	801	32	4%
EOPS	304	280	(24)	-8%
Puente	68	71	3	4%
Umoja	52	64	12	23%
College Now	-	24	-	
Middle College	59	57	(2)	-3%
All Special Admit/HS Students	622	743	121	19%
First-Generation	3,813	3,705	(108)	-3%
Foster Youth*	76	598	522	687%
Military: Active Duty, Reserve, National Guard	41	37	(4)	-10%
Veteran	235	243	8	3%
Apprenticeship	854	857	3	0%
Baccalaureate	45	46	1	2%
LBGT	-	554	-	-
Economically Disadvantage	-	3,530	-	-
Homeless	-	10	-	-
Work Based Learner	-	368	-	-

College Student Population	Headcount		Change	
	Spring 2018	Spring 2019	Count	Percent
Credit Students	14,075	13,326	(749)	-5%
Noncredit Only Students	1,381	1,243	(138)	-10%
All Students	15,456	14,569	(887)	-6%

**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.

\*The unexpected increase in the headcount of foster youth is based on data from the CCCApply Data Center used in the 2018-19 MIS reports. Further review of these data will be conducted in 2019-20 to identify discrepancies between data sources (local versus CCCApply procedures).

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

Group	Headcount		Change	
	2017-18	2018-19	Count	Percent
Calworks	14	19	5	36%
DSPS	1,322	1,341	19	1%
EOPS	430	418	(12)	-3%
Puente	93	99	6	6%
Umoja	66	97	31	47%
College Now	-	29	-	
Middle College	66	65	(1)	-2%
All Special Admit/HS Students	2,108	1,947	(161)	-8%
First-Generation	8,108	8,084	(24)	0%
Foster Youth*	182	1,321	1,139	626%
Military: Active Duty, Reserve, National Guard	115	98	(17)	-15%
Veteran	565	521	(44)	-8%
Apprenticeship	2,713	2,809	96	4%
Baccalaureate	47	48	1	2%
LBGT	-	1,175	-	-
Economically Disadvantage	1	6,455	-	-
Homeless	-	19	-	-
Work Based Learner	2	623	-	-

  

College Student Population	Headcount		Change	
	2017-18	2018-19	Count	Percent
Credit Students	32,017	30,080	(1,937)	-6%
Noncredit Only Students	2,244	2,307	63	3%
All Students	34,261	32,387	(1,874)	-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 any term of 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.

\*The unexpected increase in the headcount of foster youth is based on data from the CCCApply Data Center used in the 2018-19 MIS reports. Further review of these data will be conducted in 2019-20 to identify discrepancies between data sources (local versus CCCApply procedures).



**Table SS.1****De Anza College: Count for Student Success Services (3SP) by Term and Academic Year, California Residents and Non-Special Admit Only**

Service	Quarter or Annual	Headcount, Service Count		Change	
		2017-18	2018-19	Count	Percent
SS06: Initial Orientation	1-Summer	1,100	1,315	215	20%
	2-Fall	897	1,087	190	21%
	3-Winter	822	908	86	10%
	4-Spring	2,029	2,379	350	17%
	Annual	4,848	5,686	838	17%
SS07: Initial Placement*	1-Summer	1,403	6,054	4,651	332%
	2-Fall	1,628	5,086	3,458	212%
	3-Winter	1,478	4,716	3,238	219%
	4-Spring	2,610	7,394	4,784	183%
	Annual	7,119	23,249	16,130	227%
SS08: Counseling/Advising	1-Summer	3,349	4,019	670	20%
	2-Fall	5,404	5,238	(166)	-3%
	3-Winter	2,376	2,445	69	3%
	4-Spring	1,915	2,071	156	8%
	Annual	13,044	13,675	631	5%
SS09: Abbreviated SEP	1-Summer	780	742	(38)	-5%
	2-Fall	1,607	680	(927)	-58%
	3-Winter	1,112	514	(598)	-54%
	4-Spring	1,633	1,500	(133)	-8%
	Annual	5,132	3,436	(1,696)	-33%
SS09: Comprehensive SEP	1-Summer	1,501	393	(1,108)	-74%
	2-Fall	3,313	1,913	(1,400)	-42%
	3-Winter	1,627	984	(643)	-40%
	4-Spring	1,352	979	(373)	-28%
	Annual	7,793	4,269	(3,524)	-45%
SS10: At-Risk Follow-up	1-Summer	196	152	(44)	-22%
	2-Fall	562	565	3	1%
	3-Winter	539	568	29	5%
	4-Spring	469	420	(49)	-10%
	Annual	1,766	1,705	(61)	-3%
SS11: Other Follow-up	1-Summer	7,078	14,211	7,133	101%
	2-Fall	14,912	14,369	(543)	-4%
	3-Winter	13,248	13,104	(144)	-1%
	4-Spring	12,623	25,133	12,510	99%
	Annual	41,407	59,053	17,646	43%

**Notes**

\*Initial Placement" figures are mainly the product of course placement based on high school grades.

**Table SS.2****Foothill College: Count for Student Success Services (3SP) by Term and Academic Year**

Service	Quarter or Annual	Headcount, Service		Change	
		Count	Count	Count	Percent
		2017-18	2018-19		
SS06: Initial Orientation	1-Summer	531	658	127	24%
	2-Fall	624	79	(545)	-87%
	3-Winter	369	53	(316)	-86%
	4-Spring	291	394	103	35%
	Annual	1,815	1,184	(631)	-35%
SS07: Initial Placement*	1-Summer	1,033	12,395	11,362	1100%
	2-Fall	1,136	7,714	6,578	579%
	3-Winter	911	17,844	16,933	1859%
	4-Spring	1,828	6,884	5,056	277%
	Annual	4,908	44,837	39,929	814%
SS08: Counseling/Advising	1-Summer	2,372	3,028	656	28%
	2-Fall	3,103	3,101	(2)	0%
	3-Winter	1,797	1,853	56	3%
	4-Spring	1,401	1,578	177	13%
	Annual	8,673	9,272	599	7%
SS09: Abbreviated SEP	1-Summer	508	455	(53)	-10%
	2-Fall	2,582	472	(2,110)	-82%
	3-Winter	2,139	253	(1,886)	-88%
	4-Spring	2,135	253	(1,882)	-88%
	Annual	7,364	1,431	(5,933)	-81%
SS09: Comprehensive SEP	1-Summer	273	255	(18)	-7%
	2-Fall	2,276	3,030	754	33%
	3-Winter	2,755	1,588	(1,167)	-42%
	4-Spring	2,059	1,242	(817)	-40%
	Annual	7,363	6,115	(1,248)	-17%
SS10: At-Risk Follow-up	1-Summer	178	206	28	16%
	2-Fall	440	395	(45)	-10%
	3-Winter	500	407	(93)	-19%
	4-Spring	374	388	14	4%
	Annual	1,492	1,396	(96)	-6%
SS11: Other Follow-up	1-Summer	3,720	9,715	5,995	161%
	2-Fall	7,814	8,266	452	6%
	3-Winter	7,295	7,559	264	4%
	4-Spring	6,980	7,455	475	7%
	Annual	23,072	29,478	6,406	28%

**Notes**

\*Initial Placement" figures are mainly the product of course placement based on high school grades.

**Table SS.2A**  
**Foothill College: Count for Student Success Noncredit Services (3SP) for the Academic Year**

Foothill College: Noncredit SSSP Services	Current Headcount or Service
SS16-Noncredit-Initial-Orientation-Services	0
SS17-Noncredit-Initial-Assessment-Placement	0
SS18-Noncredit-Counseling/Advisement	0
SS19-Noncredit-Education-Plan	6
SS20-Noncredit-Success-Other	0

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

Course Attribute	Classification	Spring 2018		Spring2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit Status	Credit, Degree Applic	1,534	91%	1,549	94%	15	1%
	Credit, Not Deg Applic	157	9%	97	6%	(60)	-38%
	Noncredit	-	0%	8	0%	8	-
Transfer Status	UC/CSU Transferable	1,161	69%	1,161	70%	-	0%
	CSU Only Transferable	323	19%	346	21%	23	7%
	Not Transferable	207	12%	147	9%	(60)	-29%
Basic Skills	Basic Skills	152	9%	89	5%	(63)	-41%
	Not Basic Skills	1,539	91%	1,565	95%	26	2%
Occupational Level	Advanced Occupational	59	3%	69	4%	10	17%
	Clearly Occupational	287	17%	308	19%	21	7%
	Possibly Occupational	103	6%	93	6%	(10)	-10%
	Non-Occupational	1,242	73%	1,184	72%	(58)	-5%
Special Class	Approved Special Class	32	2%	32	2%	-	0%
	Not a Special Class	1,659	98%	1,622	98%	(37)	-2%
Prior to College	1 Level Below Transfer	72	4%	41	2%	(31)	-43%
	2 Levels Below Transfer	46	3%	26	2%	(20)	-43%
	3 Levels Below Transfer	27	2%	19	1%	(8)	-30%
	4 Levels Below Transfer	5	0%	3	0%	(2)	-40%
	5 Levels Below Transfer	2	0%	2	0%	-	0%
	Not Applicable	1,539	91%	1,563	94%	24	2%
Noncredit Category	Workforce Preparation	-	0%	8	0%	-	-
	Not Applicable/Credit	1,691	100%	1,646	100%	(45)	-3%
Program Status	Program Applicable	1,485	88%	1,475	89%	(10)	-
	Stand Alone	206	12%	179	11%	(27)	-13%
	<b>Total</b>	<b>1,691</b>	<b>100%</b>	<b>1,654</b>	<b>100%</b>	<b>(37)</b>	<b>-2%</b>

**Notes**

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

**Table CB.1A****De Anza College: Section Count by Course Attribute and Academic Year**

Course Attribute	Classification	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit Status	Credit, Degree Applic	5,336	89%	5,129	93%	(207)	-4%
	Credit, Not Deg Applic	644	11%	398	7%	(246)	-38%
	Noncredit	-	0%	14	0%	14	
Transfer Status	UC/CSU Transferable	4,075	68%	3,941	71%	(134)	-3%
	CSU Only Transferable	1,081	18%	1,045	19%	(36)	-3%
	Not Transferable	824	14%	555	10%	(269)	-33%
Basic Skills	Basic Skills	628	11%	377	7%	(251)	-40%
	Not Basic Skills	5,352	89%	5,164	93%	(188)	-4%
Occupational Level	Apprenticeship	9	0%	-	0%	(9)	-100%
	Advanced Occupational	161	3%	169	3%	8	5%
	Clearly Occupational	963	16%	963	17%	-	0%
	Possibly Occupational	389	7%	342	6%	(47)	-12%
	Non-Occupational	4,458	75%	4,067	73%	(391)	-9%
	Special Class	Approved Special Class	120	2%	118	2%	(2)
Prior to College	Not a Special Class	5,860	98%	5,423	98%	(437)	-7%
	1 Level Below Transfer	318	5%	196	4%	(122)	-38%
	2 Levels Below Transfer	196	3%	106	2%	(90)	-46%
	3 Levels Below Transfer	112	2%	73	1%	(39)	-35%
	4 Levels Below Transfer	17	0%	13	0%	(4)	-24%
	5 Levels Below Transfer	9	0%	7	0%	(2)	-22%
	6 Levels Below Transfer	1	0%	-	0%	-	
	Not Applicable	5,327	89%	5,146	93%	(181)	-3%
Noncredit Category	Workforce Preparation	-	0%	14	0%	14	
	Not Applicable/Credit	5,980	100%	5,527	100%	(453)	-8%
Program Status	Program Applicable	5,132	86%	4,921	89%	(211)	-4%
	Stand Alone	848	14%	620	11%	(228)	-27%
Total		5,980	100%	5,541	100%	(439)	-7%

**Notes**

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

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

Course Attribute	Classification	Spring 2018		Spring 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit Status	Credit, Degree Applic	1,194	90%	1,200	91%	6	1%
	Credit, Not Deg Applic	34	3%	23	2%	(11)	-32%
	Noncredit	104	8%	102	8%	(2)	-2%
Transfer Status	UC/CSU Transferable	775	58%	759	57%	(16)	-2%
	CSU Only Transferable	274	21%	259	20%	(15)	-5%
	Not Transferable	283	21%	307	23%	24	8%
Basic Skills	Basic Skills	40	3%	24	2%	(16)	-40%
	Not Basic Skills	1,292	97%	1,301	98%	9	1%
Occupational Level	Apprenticeship	118	9%	153	12%	35	30%
	Advanced Occupational	7	1%	7	1%	-	0%
	Clearly Occupational	173	13%	168	13%	(5)	-3%
	Possibly Occupational	167	13%	167	13%	-	0%
	Non-Occupational	867	65%	830	63%	(37)	-4%
Special Class	Approved Special Class	77	6%	77	6%	-	0%
	Not a Special Class	1,255	94%	1,248	94%	(7)	-1%
Prior to College	1 Level Below Transfer	20	2%	17	1%	(3)	-15%
	2 Levels Below Transfer	13	1%	5	0%	(8)	-62%
	3 Levels Below Transfer	7	1%	-	0%	(7)	-100%
	4 Levels Below Transfer	1	0%	2	0%	1	100%
	5 Levels Below Transfer	3	0%	2	0%	(1)	-
	6 Levels Below Transfer	2	0%	2	0%	-	0%
	Not Applicable	1,286	97%	1,297	98%	11	1%
Noncredit Category	English as a Second Language	6	0%	7	1%	1	17%
	Element Secondary Skills	5	0%	5	0%	-	0%
	Approved Special Ed	69	5%	70	5%	1	1%
	Parenting	15	1%	10	1%	(5)	-33%
	Short-Term Vocational	9	1%	10	1%	1	11%
	Not Applicable/Credit	1,228	92%	1,223	92%	(5)	0%
Program Status	Program Applicable	1,136	85%	1,091	82%	(45)	-4%
	Stand Alone	196	15%	234	18%	38	19%
	Total	1,332	100%	1,325	100%	(7)	-1%

**Table CB.2A**  
**Foothill College: Section Count by Course Attribute and Academic Year**

Course Attribute	Classification	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit Status	Credit, Degree Applic	4,405	87%	4,140	89%	(265)	-6%
	Credit, Not Deg Applic	212	4%	97	2%	(115)	-54%
	Noncredit	426	8%	391	8%	(35)	-8%
Transfer Status	UC/CSU Transferable	2,716	54%	2,499	54%	(217)	-8%
	CSU Only Transferable	938	19%	859	19%	(79)	-8%
	Not Transferable	1,389	28%	1,270	27%	(119)	-9%
Basic Skills	Basic Skills	180	4%	104	2%	(76)	-42%
	Not Basic Skills	4,863	96%	4,524	98%	(339)	-7%
Occupational Level	Apprenticeship	609	12%	688	15%	79	13%
	Advanced Occupational	26	1%	17	0%	(9)	-35%
	Clearly Occupational	633	13%	573	12%	(60)	-9%
	Possibly Occupational	600	12%	582	13%	(18)	-3%
	Non-Occupational	3,175	63%	2,768	60%	(407)	-13%
Special Class	Approved Special Class	328	7%	283	6%	(45)	-14%
	Not a Special Class	4,715	93%	4,345	94%	(370)	-8%
Prior to College	1 Level Below Transfer	97	2%	62	1%	(35)	-36%
	2 Levels Below Transfer	66	1%	19	0%	(47)	-71%
	3 Levels Below Transfer	26	1%	7	0%	(19)	-73%
	4 Levels Below Transfer	16	0%	11	0%	(5)	-31%
	5 Levels Below Transfer	4	0%	6	0%	2	50%
	6 Levels Below Transfer	6	0%	7	0%	1	17%
	Not Applicable	4,828	96%	4,516	98%	(312)	-6%
Noncredit Category	ESL	23	0%	25	1%	2	9%
	Elem/Secondary Skills	26	1%	18	0%	(8)	-31%
	Approved Special Ed	285	6%	262	6%	(23)	-8%
	Parenting	63	1%	58	1%	(5)	-8%
	Short-Term Vocational	29	1%	28	1%	(1)	-3%
	Not Applicable/Credit	4,617	92%	4,237	92%	(380)	-8%
Program Status	Program Applicable	4,073	81%	3,778	82%	(295)	-7%
	Stand Alone	970	19%	850	18%	(120)	-12%
Total		5,043	100%	4,628	100%	(415)	-8%

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

Credit Status	Accounting Method	Spring 2018		Spring 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekly Census	1,231	73%	1,082	65%	(149)	-12%
	Daily Census	38	2%	38	2%	-	0%
	Positive Attendance	6	0%	17	1%	11	183%
	Independent Study	416	25%	509	31%	93	22%
Noncredit	Positive Attendance	-	0%	8	0%		
	Total	1,691	100%	1,654	100%	(37)	-2%

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

Credit Status	Accounting Method	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekly Census	3,848	64%	3,353	61%	(495)	-13%
	Daily Census	571	10%	424	8%	(147)	-26%
	Positive Attendance	95	2%	54	1%	(41)	-43%
	Independent Study	1,466	25%	1,696	31%	230	16%
Noncredit	Positive Attendance	-	-	14	< 1%		
	Total	5,980	100%	5,541	100%	(439)	-7%



**Table XB.2****Foothill College: Section Count by Credit Status, Accounting Method, and Term**

Credit Status	Accounting Method	Spring 2018		Spring 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekly Census	505	38%	450	34%	(55)	-11%
	Daily Census	19	1%	41	3%	22	116%
	Positive Attendance	182	14%	207	16%	25	14%
	Independent Study	518	39%	525	40%	7	1%
	Not Claimed Apport	4	0%	-	0%	(4)	-100%
Noncredit	Positive Attendance	104	8%	102	8%	(2)	-2%
	Total	1,332	100%	1,325	100%	(7)	-1%

**Table XB.2A****Foothill College: Section Count by Credit Status, Accounting Method, and Academic Year**

Credit Status	Accounting Method	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekly Census	1,669	33%	1,414	31%	(255)	-15%
	Daily Census	208	4%	153	3%	(55)	-26%
	Positive Attendance	911	18%	925	20%	14	2%
	Independent Study	1,740	35%	1,745	38%	5	0%
	Not State Apport	89	2%	-	-	(89)	-100%
Noncredit	Positive Attendance	426	8%	391	8%	(35)	-8%
	Total	5,043	100%	4,628	100%	(415)	-8%

**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 2018		Spring 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activity	19	1%	21	1%	2	11%
	Other	1,672	99%	1,625	98%	(47)	-3%
Noncredit	Other	-	0%	8	0%	8	-
Total		1,691	100%	1,654	100%	(37)	-2%

**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	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activity	73	1%	68	1%	(5)	-7%
	Other	5,907	99%	5,459	99%	(448)	-8%
Noncredit	Other	-	0%	14	0%	14	
Total		5,980	100%	5,541	100%	(439)	-7%

**Notes**

Work based learning activity classification indicates the use of this type of activity (e.g., pre-apprenticeship, job shadowing, mentorship, internship, clinical experience, work-study programs, informational interviews, attendance at trade shows, field experience, community service learning) in the section.

**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 2018		Spring 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activity	34	3%	35	3%	1	3%
	Other	1,194	90%	1,188	90%	(6)	-1%
Noncredit	Other	104	8%	102	8%	(2)	-
Total		1,332	100%	1,325	100%	(7)	-1%

**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	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activity	101	2%	101	2%	-	0%
	Other	4,516	90%	4,136	89%	(380)	-8%
Noncredit	Other	426	8%	391	8%	(35)	-8%
Total		5,043	100%	4,628	100%	(415)	-8%

**Notes**

Work based learning activity classification indicates the use of this type of activity (e.g., pre-apprenticeship, job shadowing, mentorship, internship, clinical experience, work-study programs, informational interviews, attendance at trade shows, field experience, community service learning) in the section.

**Table XF.1****De Anza College: Section Count by Credit Status, Instruction Delivery Method, and Term**

Credit Status	Delivery Method	Spring 2018		Spring 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Online Only	240	14%	263	16%	23	10%
	Online Hybrid	151	9%	184	11%	33	22%
	In-Person	1,300	77%	1,199	72%	(101)	-8%
Noncredit	In-Person	-	0%	8	0%	-	-
	Total	1,691	100%	1,654	100%	(37)	-2%

**Table XF.1A****De Anza College: Section Count by Credit Status, Instruction Delivery Method, and Academic Year**

Credit Status	Delivery Method	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Online Only	820	14%	906	16%	86	10%
	Online Hybrid	525	9%	592	11%	67	13%
	In-Person	4,635	78%	4,029	73%	(606)	-13%
Noncredit	In-Person	-	0%	14	0%	14	
	Total	5,980	100%	5,541	100%	(439)	-7%

**Table XF.2****Foothill College: Section Count by Credit Status, Instruction Delivery Method, and Term**

Credit Status	Delivery Method	Spring 2018		Spring 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Online Only	379	28%	390	29%	11	3%
	Online Hybrid	112	8%	100	8%	(12)	-11%
	In-Person	737	55%	733	55%	(4)	-1%
Noncredit	In-Person	104	8%	102	8%	(2)	-2%
	Total	1,332	100%	1,325	100%	(7)	-1%

**Table XF.2A****Foothill College: Section Count by Credit Status, Instruction Delivery Method, and Academic Year**

Credit Status	Delivery Method	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Online Only	1,278	25%	1,303	28%	25	2%
	Online Hybrid	439	9%	394	9%	(45)	-10%
	In-Person	2,900	58%	2,540	55%	(360)	-12%
Noncredit	In-Person	426	8%	391	8%	(35)	-8%
	Total	5,043	100%	4,628	100%	(415)	-8%

**Table XF.3****De Anza College: Section Count by Credit Status, Class Schedule—Day or Evening Session, and Term**

Credit Status	Schedule, Day - Evening	Spring 2018		Spring 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Day Only	1,051	62%	964	58%	(87)	-8%
	Day & Evening	17	1%	22	1%	5	29%
	Evening Only	232	14%	213	13%	(19)	-8%
	Online Only	240	14%	263	16%	23	10%
	Online Hybrid	151	9%	184	11%	33	22%
Noncredit	Day Only	-		2	0%	2	
	Evening Only	-	0%	6	0%	6	
Total		1,691	100%	1,654	100%	(37)	-2%

**Table XF.3A****De Anza College: Section Count by Credit Status, Class Schedule—Day or Evening Session, and Academic Year**

Credit Status	Schedule, Day - Evening	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Day Only	3,733	62%	3,288	59%	(445)	-12%
	Day & Evening	76	1%	70	1%	(6)	-8%
	Evening Only	826	14%	671	12%	(155)	-19%
	Online Only	820	14%	906	16%	86	10%
	Online Hybrid	525	9%	592	11%	67	13%
Noncredit	Day Only	-	0%	2	0%	2	
	Evening Only	-	0%	12	0%	12	
Total		5,980	100%	5,541	100%	(439)	-7%

**Table XF.4****Foothill College: Section Count by Credit Status, Class Schedule—Day or Evening Session, and Term**

Credit Status	Schedule, Day - Evening	Spring 2018		Spring 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Day Only	632	47%	623	47%	(9)	-1%
	Day & Evening	12	1%	19	1%	7	58%
	Evening Only	93	7%	91	7%	(2)	-2%
	Online Only	379	28%	390	29%	11	3%
	Online Hybrid	112	8%	100	8%	(12)	-11%
Noncredit	Day Only	85	6%	84	6%	(1)	-1%
	Day and Evening	5	0%	5	0%	-	0%
	Evening Only	14	1%	13	1%	(1)	-7%
Total		1,332	100%	1,325	100%	(7)	-1%

**Table XF.4A****Foothill College: Section Count by Credit Status, Class Schedule—Day or Evening Session, and Academic Year**

Credit Status	Schedule, Day - Evening	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Day Only	2,400	48%	2,091	45%	(309)	-13%
	Day & Evening	43	1%	53	1%	10	23%
	Evening Only	457	9%	396	9%	(61)	-13%
	Online Only	1,278	25%	1,303	28%	25	2%
	Online Hybrid	439	9%	394	9%	(45)	-10%
Noncredit	Day Only	354	7%	330	7%	(24)	-7%
	Day-Evening	15	0%	12	0%	(3)	-20%
	Evening Only	57	1%	49	1%	(8)	-14%
Total		5,043	100%	4,628	100%	(415)	-8%

**Table XF.5****De Anza College: Section Count by Credit Status, Class Schedule—Weekday or Weekend Session, and Term**

Credit Status	Weekend Schedule	Spring 2018		Spring 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekend Class Only	29	2%	31	2%	2	7%
	Weekend Class Included	1	0%	3	0%	2	200%
	No Weekend Class	1,270	75%	1,165	70%	(105)	-8%
	Online Only	240	14%	263	16%	23	10%
	Online Hybrid	151	9%	184	11%	33	22%
Noncredit	No Weekend Class	-	0%	8	0%	8	0%
	Total	1,691	100%	1,654	100%	(37)	-2%

**Table XF.5A****De Anza College: Section Count by Credit Status, Class Schedule—Weekday or Weekend Session, and Academic Year**

Credit Status	Weekend Schedule	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekend Class Only	88	5%	97	6%	9	10%
	Weekend Class Included	10	1%	8	0%	(2)	-20%
	No Weekend Class	4,537	268%	3,924	237%	(613)	-14%
	Online Only	820	48%	906	55%	86	10%
	Online Hybrid	525	31%	592	36%	67	13%
Noncredit	No Weekend Class	-	0%	14	1%	14	0%
	Total	5,980	354%	5,541	335%	(439)	-7%



**Table XF.6****Foothill College: Section Count by Credit Status, Class Schedule—Weekday or Weekend Session, and Term**

Credit Status	Weekend Schedule	Spring 2018		Spring 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekend Class Only	23	2%	24	2%	1	4%
	Weekend Class Included	9	1%	6	0%	(3)	-33%
	No Weekend Class	705	53%	703	53%	(2)	0%
	Online Only	379	28%	390	29%	11	3%
	Online Hybrid	112	8%	100	8%	(12)	-11%
Noncredit	Weekend Class Only	3	0%	2	0%	(1)	-33%
	Weekend Class Included	3	0%	2	0%	(1)	-33%
	No Weekend Class	98	7%	98	7%	-	0%
Total		1,332	100%	1,325	100%	(7)	-1%

**Table XF.6A****Foothill College: Section Count by Credit Status, Class Schedule—Weekday or Weekend Session, and Academic Year**

Credit Status	Weekend Schedule	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Weekend Class Only	84	2%	68	1%	(16)	-19%
	Weekend Class Included	27	1%	25	1%	(2)	-7%
	No Weekend Class	2,789	55%	2,447	53%	(342)	-12%
	Online Only	1,278	25%	1,303	28%	25	2%
	Online Hybrid	439	9%	394	9%	(45)	-10%
Noncredit	Weekend Class Only	15	0%	13	0%	(2)	-13%
	Weekend Class Included	5	0%	3	0%	(2)	-40%
	No Weekend Class	406	8%	375	8%	(31)	-8%
Total		5,043	100%	4,628	100%	(415)	-8%

**Table EB.1****De Anza College: Instructor Headcount by Course Credit Status, Employee Classification, and Academic Year**

Credit Status	Employee Classification	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Academic Regular, Tenured	198	23%	185	24%	-13	-7%
	Academic Regular, on Tenure Track	38	4%	42	5%	4	11%
	Academic Temporary	622	71%	545	70%	-77	-12%
	Classified	8	1%	4	1%	-4	-50%
	Contract Staff	1	0%	2	0%	1	100%
	Educational Administrator	3	0%	1	0%	-2	-67%
	<b>Total</b>	<b>870</b>	<b>100%</b>	<b>779</b>	<b>100%</b>	<b>-91</b>	<b>-10%</b>
Noncredit	Academic Regular, Tenured	0		2	40%		
	Academic Regular, on Tenure Track	0		1	20%		
	Academic Temporary	0		2	40%		
	<b>Total</b>	<b>0</b>		<b>5</b>	<b>100%</b>		

**Notes**

Employee classification is based on human resources data by the end of the academic year.

**Table EB.2****Foothill College: Instructor Headcount by Course Credit Status, Employee Classification, and Academic Year**

Credit Status	Employee Class	2017-18		2018-19		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Academic Regular, Tenured	133	19%	127	21%	-6	-5%
	Academic Regular, on Tenure Track	40	6%	28	5%	-12	-30%
	Academic Temporary	494	71%	427	70%	-67	-14%
	Classified	1	0%	1	0%	0	0%
	Contract Staff	28	4%	25	4%	-3	-11%
	Educational Administrator	3	0%	3	0%	0	0%
	Total	699	100%	611	100%	-88	-13%
Noncredit	Academic Regular, Tenured	8	12%	6	11%	-2	-25%
	Academic Regular, on Tenure Track	1	2%	1	2%	0	0%
	Academic Temporary	56	85%	46	82%	-10	-18%
	Classified	1	2%	2	4%	1	100%
	Contract Staff	0	0%	1	2%	1	
	Total	66	100%	56	100%	-10	-15%

**Notes**

Employee classification is based on human resources data by the end of the academic year.

**Table EB.3****De Anza College: Instructor Headcount by Course Credit Status, Employee Classification, Gender, and Academic Year**

Credit Status	Employee Classification	Gender	2017-18		2018-19		Change	
			Count	Percent	Count	Percent	Count	Percent
Credit	Full-Time Faculty, Tenured or Tenure Track	Female	122	52%	124	55%	2	2%
		Male	114	48%	103	45%	-11	-10%
		Total	236	100%	227	100%	-9	-4%
	Part-Time, Temporary Faculty	Female	345	55%	292	54%	-53	-15%
		Male	277	45%	253	46%	-24	-9%
		Total	622	100%	545	100%	-77	-12%
Noncredit	Full-Time Faculty, Tenured or Tenure Track	Male	0		3	100%	3	
		Total	0		3	100%	3	
	Part-Time, Temporary Faculty	Male	0		2	100%	2	
		Total	0		2	100%	2	

**Table EB.4**

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

Credit Status	Employee Classification	Gender	Count	Percent	Count	Percent	Count	Percent
Credit	Full-Time Faculty, Tenured or Tenure Track	Female	97	56%	87	56%	-10	-10%
		Male	76	44%	68	44%	-8	-11%
		Total	173	100%	155	100%	-18	-10%
	Part-Time, Temporary Faculty	Female	273	55%	236	55%	-37	-14%
		Male	221	45%	191	45%	-30	-14%
		Total	494	100%	427	100%	-67	-14%
Noncredit	Full-Time Faculty, Tenured or Tenure Track	Female	6	67%	6	86%	0	0%
		Male	3	33%	1	14%	-2	-67%
		Total	9	100%	7	100%	-2	-22%
	Part-Time, Temporary Faculty	Female	41	73%	36	78%	-5	-12%
		Male	15	27%	10	22%	-5	-33%
		Total	56	100%	46	100%	-10	-18%

**Table EB.5**

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

Credit Status	Employee Classification	Age Group	2017-18		2018-19		Change	
			Count	Percent	Count	Percent	Count	Percent
Credit	Full-Time Faculty, Tenured or Tenure Track	30 or less	3	1%	2	1%	(1)	-33%
		31-35	11	5%	14	6%	3	27%
		36-40	26	11%	29	13%	3	12%
		41-45	26	11%	25	11%	(1)	-4%
		46-50	37	16%	38	17%	1	3%
		51-55	43	18%	34	15%	(9)	-21%
		56-60	44	19%	45	20%	1	2%
		61 or more	46	19%	40	18%	(6)	-13%
		Total	236	100%	227	100%	(9)	-4%
	Part-Time, Temporary Faculty	30 or less	17	3%	14	3%	(3)	-18%
		31-35	60	10%	36	7%	(24)	-40%
		36-40	56	9%	53	10%	(3)	-5%
		41-45	54	9%	48	9%	(6)	-11%
		46-50	74	12%	70	13%	(4)	-5%
		51-55	85	14%	70	13%	(15)	-18%
		56-60	61	10%	55	10%	(6)	-10%
		61 or more	215	35%	199	37%	(16)	-7%
Total		622	100%	545	100%	(77)	-12%	
Noncredit	Full-Time Faculty, Tenured or Tenure Track	41-45	-		1	33%		
		56-60	-		1	33%		
		61 or more	-		1	33%		
		Total	-		3	100%		
	Part-Time, Temporary Faculty	61 or more	-		2	100%		
		Total	-		2	100%		

**Table EB.6**

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

Credit Status	Employee Classification	Age Group	2017-18		2018-19		Change	
			Count	Percent	Count	Percent	Count	Percent
Credit	Full-Time Faculty, Tenured or Tenure Track	30 or less	5	3%	4	3%	(1)	-20%
		31-35	9	5%	5	3%	(4)	-44%
		36-40	23	13%	19	12%	(4)	-17%
		41-45	30	17%	30	19%	-	0%
		46-50	32	18%	32	21%	-	0%
		51-55	27	16%	27	17%	-	0%
		56-60	25	14%	21	14%	(4)	-16%
		61 or more	22	13%	17	11%	(5)	-23%
		Total	173	100%	155	100%	(18)	-10%
	Part-Time, Temporary Faculty	30 or less	29	6%	26	6%	(3)	-10%
		31-35	71	14%	52	12%	(19)	-27%
		36-40	51	10%	48	11%	(3)	-6%
		41-45	59	12%	50	12%	(9)	-15%
		46-50	68	14%	53	12%	(15)	-22%
		51-55	65	13%	56	13%	(9)	-14%
		56-60	51	10%	51	12%	-	0%
		61 or more	100	20%	91	21%	(9)	-9%
		Total	494	100%	427	100%	(67)	-14%
Noncredit	Full-Time Faculty, Tenured or Tenure Track	30 or less	1	11%	-	0%	(1)	-100%
		36-40	2	22%	2	29%	-	0%
		46-50	2	22%	2	29%	-	0%
		51-55	1	11%	1	14%	-	0%
		56-60	1	11%	1	14%	-	0%
		61 or more	2	22%	1	14%	(1)	-50%
		Total	9	100%	7	100%	(2)	-22%
	Part-Time, Temporary Faculty	30 or less	4	7%	2	4%	(2)	-50%
		31-35	8	14%	7	15%	(1)	-13%
		36-40	5	9%	2	4%	(3)	-60%
		41-45	5	9%	4	9%	(1)	-20%
		46-50	4	7%	3	7%	(1)	-25%
		51-55	2	4%	3	7%	1	50%
		56-60	7	13%	4	9%	(3)	-43%
		61 or more	21	38%	21	46%	-	0%
Total	56	100%	46	100%	(10)	-18%		

**Table EB.7**

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

Credit Status	Employee Class	Race/Ethnic Group	2017-18		2018-19		Change	
			Count	Percent	Count	Percent	Count	Percent
Credit	Full-Time Faculty, Tenured or Tenure Track	American						
		Indian/Alaskan	2	1%	2	1%	-	0%
		Asian	41	17%	42	19%	1	2%
		Black/African American	17	7%	16	7%	(1)	-6%
		Hispanic	34	14%	35	15%	1	3%
		White	126	53%	118	52%	(8)	-6%
		More than one race	5	2%	5	2%	-	0%
		Not reported	11	5%	9	4%	(2)	-18%
	<b>Total</b>	<b>236</b>	<b>100%</b>	<b>227</b>	<b>100%</b>	<b>(9)</b>	<b>-4%</b>	
	Part-Time, Temporary Faculty	American						
		Indian/Alaskan	4	1%	4	1%	-	0%
		Asian	143	23%	127	23%	(16)	-11%
		Black/African American	20	3%	16	3%	(4)	-20%
		Hispanic	31	5%	31	6%	-	0%
Pacific Islander		1	0%	1	0%	-	0%	
White		371	60%	329	60%	(42)	-11%	
More than one race		12	2%	9	2%	(3)	-25%	
Not reported	40	6%	28	5%	(12)	-30%		
<b>Total</b>	<b>622</b>	<b>100%</b>	<b>545</b>	<b>100%</b>	<b>(77)</b>	<b>-12%</b>		
Noncredit	Full-Time Faculty, Tenured or Tenure Track	American						
		Indian/Alaskan	-		1	33%		
		White	-		1	33%		
		Not reported	-		1	33%		
	<b>Total</b>	<b>-</b>		<b>3</b>	<b>100%</b>			
	Part-Time, Temporary Faculty	White	-		2	100%		
<b>Total</b>	<b>-</b>		<b>2</b>	<b>100%</b>				



**Table EB.8**

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

Credit Status	Employee Classification	Race/Ethnic Group	2017-18		2018-19		Change	
			Count	Percent	Count	Percent	Count	Percent
Credit	Full-Time Faculty, Tenured or Tenure Track	Asian	28	16%	26	17%	(2)	-7%
		Black/African American	10	6%	9	6%	(1)	-10%
		Hispanic	25	14%	21	14%	(4)	-16%
		White	102	59%	92	59%	(10)	-10%
		More than one race	6	3%	6	4%	-	0%
		Not reported	2	1%	1	1%	(1)	-50%
		Total	173	100%	155	36%	(18)	-10%
		Part-Time, Temporary Faculty	American Indian/Alaskan	4	1%	4	1%	-
	Asian		92	19%	90	21%	(2)	-2%
	Black/African American		11	2%	12	3%	1	9%
	Hispanic		33	7%	33	8%	-	0%
	White		326	66%	266	62%	(60)	-18%
	More than one race		8	2%	3	1%	(5)	-63%
	Not reported		20	4%	19	4%	(1)	-5%
	Total		494	100%	427	100%	(67)	-14%
Noncredit	Full-Time Faculty, Tenured or Tenure Track	Asian	1	11%	2	29%	1	100%
		Hispanic	1	11%	1	14%	-	0%
		White	7	78%	4	57%	(3)	-43%
		Total	9	100%	7	100%	(2)	-22%
	Part-Time, Temporary Faculty	American Indian/Alaskan	1	2%	1	2%	-	0%
		Asian	4	7%	4	9%	-	0%
		Black/African American	1	2%	1	2%	-	0%
		Hispanic	12	21%	8	17%	(4)	-33%
		White	34	61%	30	65%	(4)	-12%
		More than one race	1	2%	1	2%	-	0%
		Not reported	3	5%	1	2%	(2)	-67%
		Total	56	100%	46	100%	(10)	-18%

**Table EB.9****De Anza College: Faculty Workload for Classroom Instruction by Employee Classification, Prior and Current Year**

Credit Status	Employee Classification	2017-18			2018-19			Change	
		Regular	Overload	Total FTE	Regular	Overload	Total FTE	FTE	Percent
Credit	Academic Regular, Tenured	153.41	57.59	211.00	143.64	51.63	195.26	(15.74)	-7%
	Academic Regular, on Tenure Track	34.10	6.66	40.76	34.49	8.46	42.95	2.19	5%
	Academic Temporary Classified	267.54	-	267.54	234.68	-	234.68	(32.86)	-12%
	Contract Staff	1.11	-	1.11	0.66	-	0.66	(0.45)	-41%
	Educational Administrator	-	-	-	-	-	-	-	-
	Total	456.16	64.25	520.41	413.47	60.09	473.56	(46.85)	-9%
	Noncredit	Academic Regular, Tenured	-	-	-	-	-	-	-
	Academic Regular, on Tenure Track	-	-	-	-	-	-	-	-
	Academic Temporary	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-

**Notes**

FTE: Workload based on a full-time faculty position.

**Table EB.9A****De Anza College: Faculty Workload for Non-Classroom Assignments by Employee Classification, Prior and Current Year**

Division	Assignment Classification	2017-18		2018-19		Change	
		Instructor Headcount	FTE	Instructor Headcount	FTE	Count	FTE
Language Arts	Other	1	0.125	-	-	(1)	(0.125)
Learning Resources	Other	-	-	1	0.024	1	0.024
Social Sciences and Humanities	Other	-	-	1	0.016	1	0.016
	Total	1	0.125	2	0.040	1	(0.085)

**Notes**

Data only include sections with loaded assignments in the class schedule, but no enrollment.

FTE: Workload based on a full-time faculty position.

Assignments were classified based on course TOP code: assignments with a TOP code equal to '999999' were identified as "Official Leave/Reassignment"; assignments with a valid TOP code were identified as "Other."

**Table EB.10**

**Foothill College: Faculty Workload for Classroom Instruction by Employee Classification, Prior and Current Year**

Credit Status	Employee Classification	2017-18			2018-19			Change	
		Regular	Overload	Total FTE	Regular	Overload	Total FTE	FTE	Percent
Credit	Academic Regular, Tenured	95.72	43.17	138.89	90.08	37.31	127.39	(11.50)	-8%
	Academic Regular, on Tenure Track	27.06	6.43	33.49	18.67	4.57	23.24	(10.25)	-31%
	Academic Temporary	190.15	-	190.15	166.69	-	166.69	(23.46)	-12%
	Classified	0.23	-	0.23	0.46	-	0.46	0.23	99%
	Contract Staff	-	-	-	-	-	-	-	-
	Educational Administrator	0.49	-	0.49	0.46	-	0.46	(0.02)	-4%
	<b>Total</b>		<b>313.65</b>	<b>49.60</b>	<b>363.25</b>	<b>276.37</b>	<b>41.88</b>	<b>318.25</b>	<b>(45.00)</b>
Noncredit	Academic Regular, Tenured	1.60	0.42	2.02	1.11	0.36	1.47	(0.55)	-27%
	Academic Regular, on Tenure Track	0.03	-	0.03	1.00	-	1.00	0.97	3230%
	Academic Temporary	12.85	-	12.85	12.79	-	12.79	(0.07)	-1%
	Classified	-	-	-	0.50	-	0.50	0.50	
	Contract Staff	-	-	-	-	-	-	-	-
	<b>Total</b>		<b>14.49</b>	<b>0.42</b>	<b>14.90</b>	<b>15.40</b>	<b>0.36</b>	<b>15.76</b>	<b>0.86</b>

**Notes**

FTE: Workload based on a full-time faculty position.

**Table EB.10A****Foothill College: Faculty Workload for Non-Classroom Assignments by Employee Classification, Prior and Current Year**

Division	Assignment Classification	2017-18		2018-19		Change	
		Instructor Headcount	FTE	Instructor Headcount	FTE	Count	FTE
Biological & Health Sciences	Official Leave/Reassignment	-	-	1	0.109	1	0.109
	Other	-	-	18	1.702	18	1.702
Business & Social Sciences	Other	1	0.100	-	-	(1)	(0.100)
	Other	-	-	3	0.363	3	0.363
Economic Development							
Kinesiology and Athletics	Other	2	0.102	2	0.200	-	0.098
Language Arts	Official Leave/Reassignment	-	-	1	0.036	1	0.036
	Other	2	0.353	26	4.650	24	4.297
Physical Science, Math & Engineering	Official Leave/Reassignment	-	-	1	0.095	1	0.095
	Other	14	3.159	71	24.253	57	21.094
Student Resources & Support Programs	Other	2	0.033	-	-	(2)	(0.033)
	Total	21	3.747	122	31.408	102	27.661

**Notes**

Data only include sections with loaded assignments in the class schedule, but no enrollment.

FTE: Workload based on a full-time faculty position.

Assignments were classified based on course TOP code: assignments with a TOP code equal to '999999' were identified as "Official Leave/Reassignment"; assignments with a valid TOP code were identified as "Other."