

# IRP@FHDA

## FHDA MIS Quarterly Submission Report

Reporting Term: [Fall 2019 \(MIS Term Code = 198\)](#)

Data Extract Date (only applies to Banner data): [February 13, 2020](#).

### Section A. Introduction

This document identifies issues that may threaten the validity of the data submitted by the FHDA CCD to the MIS unit of the California Community Colleges Chancellor's Office (CCCCO) in the quarterly reports for fall 2019. The main purpose of this document is to provide managers and data custodians across the District with the opportunity to review the information submitted; in particular, data for categorical groups, special populations, course/section attributes, and faculty. More information on the data submitted is available at the MIS data mart ( <https://datamart.cccco.edu/DataMart.aspx>), where users can query and compare data for the reporting term with that for prior terms or academic years. The MIS data mart also provides users with the opportunity to compare community colleges and districts across California as it relates to student demographics, course offerings, student services, educational outcomes, and faculty and staff.

To complement information already available at the MIS data mart, selected statistics for the reporting and prior year term are summarized in this report. These include student headcounts for special populations or categorical groups, including the date when the list of participating students was confirmed by the program coordinator or assistant at the college; college student headcount disaggregated by residence and enrollment status; counts for California resident-not special admit students who received matriculation services; and, section counts by course attribute, accounting method, work based learning activity status, instruction delivery method, and schedule type (e.g., online, in-person, weekend, evening). Statistics for instructional faculty (EB report) are also provided, including headcount and workload.

## Section B. Data Quality Issues

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

- De Anza College:
    - MIS CB (Courses):
      - Data for the following courses were deleted/rejected because of changes/discrepancies with SAM code (Banner-CCCCO curriculum inventory)
        - AUTO360G
        - AUTO365P
        - AUTO365W
    - MIS SX (Enrollment)
      - Enrollments with the official grade missing<sup>1</sup> (delayed report): 6
      - Sections with missing positive attendance hours: 2
        - AUTO 350A (CRN-12791) (enrollment, 5)
        - AUTO 350B (CRN-12697) (enrollment, 4)
  - Foothill College:
    - MIS SD (Student Disability): Data were not submitted; list of students who received services during the term was not confirmed by the department prior submission date.
      - DSPS students are reported as having received counseling services during the reporting term in MIS SS (Student Success/3SP); not submitting MIS SD data significantly underestimated the headcount for counseling/follow-up services at the College during the term.
    - MIS SX (Enrollment)
      - Enrollments with the official grade missing<sup>2</sup> (delayed report): 159
      - Sections missing official grade (all records missing official grade )
        - APPT 137B, CRN-22093
        - APPT 139B, CRN-22129
        - V T 051, CRN-22264
        - APSM 120, CRN-22546
        - APSM 125, CRN-22549
        - APSM 121, CRN-22551
      - Sections with missing positive attendance hours: 11
        - ALCB 462Y, CRN-20758
        - ALCB 400D, CRN-22286
        - ALCB 462Y, CRN-20627
        - APPT 139B, CRN-22129
        - APPT 137B, CRN-22093
        - APSM 125, CRN-22549
        - APSM 120, CRN-22546
        - APSM 121, CRN-22551
        - EMS 400, CRN-21586
        - NCCS 406, CRN-20979
        - NCP 400B, CRN-2192
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**Table B.1**  
**FHDA Student Headcount for Special Population Groups or Categorical Programs Confirmed by Program Coordinators at each College for the Reporting Term**

<b>MIS Special Populations/Categorical Programs Report, Fall 2019</b>			
<i>Program</i>	<i>Program Coordinator(s) or Assistant(s)</i>	<i>Count</i>	<i>Confirmation Date</i>
<b>De Anza College</b>			
Calworks	Carlita Alamban	29	5-Feb
DSPS	Shirley Schooler	985	13-Feb
EOPS*	Marilyn Booye; Lan Trinh	547	7-Feb
CARE	Marilyn Booye; Lan Trinh	2	7-Feb
College Now	Tamara Emmert & Barry Johnson	37	16-Jan
Middle College	Tamara Emmert & Barry Johnson	83	16-Jan
Puente	Angelita Pabros, Liliana Rivera	80	11-Feb
Umoja	Angelita Pabros	12	10-Feb
<b>Foothill College</b>			
Calworks	Carlita Alamban	19	5-Feb
<b>DSPS</b>	<b>Jackie Lauese, Bidya Subedi</b>	<b>Not confirmed</b>	
EOPS*	Sarah Corrao	309	4-Feb
CARE	Sarah Corrao	5	4-Feb
College Now	Annett Inacker-Trail & Anthony Cervantes	36	14-Jan
Middle College	Annett Inacker-Trail & Anthony Cervantes	57	14-Jan
Puente	Maritza Jackson Sandoval	86	10-Feb
Umoja	Tracee Cunningham	86	7-Feb
BS Dental Hygiene	Patti Chan; Brian Roberts	120 (Compl Track: 74; Entry Track: 46)	17-Jan

**Notes**

\*EOPS headcount includes CARE students.  
 Only students who received program services and enrolled by census during the term are included.

## Section C. Data Highlights and Statistics

- Student Headcount
  - Data in Table SB.1 show a decline in student headcount at both colleges in fall 2019, when compared to data for the same term in the prior year. Data for De Anza College show a decline of 4%; Foothill, 2%. The data also show the following changes for this period:
    - The number of international students declined at both colleges; at Foothill College, the decline in headcount for this group was almost twice (13% less) than that for De Anza College (7% less).
    - For California residents, the headcount at De Anza declined by 4%, compared to just 1% for Foothill.
    - Despite declines in the total number of students at the college, headcount data disaggregated by enrollment status in Table SB.2 show increases for first-timers at De Anza College (4%) and special-admit students at Foothill College (50%).
    - Data for special populations and programs at De Anza College in Table SG.1A show a higher than expected decline in headcount (i.e., when compared to data for the college student population) for the following programs: Umoja (63%), Veterans (19%), Puente (18%), Calworks (12%), and EOPS (9%).
    - At Foothill College, data in Table SG.2A show a significant headcount increase for the CalWorks program (90%), while data for EOPS and Middle College show a higher than expected decline of 9% and 8%, respectively.
  
- Student Success/Matriculation Services
  - Data for De Anza College in Table SS.1 show a significant increase for the number of students who received services primarily designed for first-time students. The number of students who received initial orientation services increased by 38% in fall 2019, compared to data for fall of the prior year. For abbreviated education plan services, the headcount increased by 26% during the same period.
  - On the other hand, headcount data for the type of services often associated with continuing or returning students showed a significant decline at De Anza College. Data for initial comprehensive education plan and at-risk/academic probation services show

a decline of 40% and 34%, respectively, in the number of student served at the College in fall 2019, compared to data for the same term in the prior year.

- Data for Foothill College in Table SS.2 show a significant increase in the number of students who received initial orientation services (114%). On the other hand, headcount data for this College also show a significant decline related to education planning services: abbreviated plan services show a decline of 37%; comprehensive education plan, a decline of 85%. For counseling or follow-up services, the decline in headcount is likely due to missing data or not reporting the MIS SD report (not including data for counseling services provided to students with disabilities).
- Course Offerings
  - When compared to the prior year, fall 2019 data for De Anza College in Table CB.1 show a significant decline for the number of sections for courses classified as basic skills (30%), credit not degree applicable (27%), not transferable (19%), below transfer (one level, 31%; two levels, 36%), or stand-alone (30%). Although apprenticeship courses were not offered at this College, the number of sections for occupational courses increased (advanced occupational, 19%; clearly occupational, 9%).
  - Opposite to De Anza College, data in Table CB.2 show that in fall 2019 Foothill College increased the number of sections for courses classified as basic skills (22%), credit not degree applicable (14%), not transferable (13%), below one transfer level (35%), or stand-alone (16%). The data show no significant differences in the number of sections for regular occupational courses offered at Foothill College in fall 2019, compared to fall term for the previous year. However, sections for apprenticeship courses increased by 20% at this College during the same period.
- Class Schedule and Instructional Methods
  - Fall 2019 data for the number of sections by schedule and instructional method show significant differences between the colleges regarding the following.
    - Accounting method: Most sections at De Anza College used a weekly census schedule—about 68% of all sections for the term. At Foothill College, weekly census sections made about 32% of the total. Positive attendance courses accounted for about 1% of all sections at De Anza College in 2019, compared to 31% at Foothill College. (See Table XB.1 and Table XB.2.)

- Work-Based Learning: The number of sections that included work-based learning activities (e.g., internships, clinical experience, fields experience, community service learning) declined by about 25% at De Anza College, compared to the previous fall term. At Foothill College, the number of sections increased by 5%. (See Table XB.3 and Table XB.4.)
  - Online instruction: The number of online-only sections offered at De Anza College and Foothill College increased by 6% and 4%, respectively, in fall 2019, when compared to data for the same term in the previous year. However, the percentage of online-only sections offered at Foothill College (24%) continues to be significantly larger, when compared to number offered at De Anza College (15%).
- Faculty
  - Headcount data by employee classification for De Anza College and Foothill College in Table EB.1 and Table EB.2 show that in fall 2019 about 70% of the instructors in credit courses were either part-time or contract staff. (Contract staff is not employed by the District and most of these teach apprenticeship courses at Foothill College).
  - Regarding total workload (including overload) or FTEF for classroom instruction in credit courses, data in Table EB.3 show that tenured or tenured track faculty at De Anza College accounted by 48% of the total teaching workload in fall 2019, compared to 50% for fall of the prior year. At Foothill College, data in Table EB.4 show that tenured or tenure track faculty accounted for 50% of the total workload in credit courses in fall 2019, compared to 52% for the prior fall term.

Statistics are included in the following tables to complement data available at the California Community Colleges Chancellor's Office MIS Data Mart (<https://datamart.cccco.edu/Default.aspx>).

- Table SB.1 Student Headcount by College, Residency Status, and Term
- Table SB.2 Student Headcount by College, Enrollment Status, and Term
- Table SG.1A De Anza College: Student Headcount by Special Population Group and Term
- Table SG.2A Foothill College: Student Headcount by Special Population Group, and Term
- Table SS.1 De Anza College: Count for Student Success Services (3SP) by Term and Academic Year, California Residents and Non-Special Admit Only
- Table SS.2 Foothill College: Count for Student Success Services (3SP) by Term and Academic Year
- Table CB.1 De Anza College: Section Count by Course Attribute and Term
- Table CB.2 Foothill College: Section Count by Course Attribute and Term
- Table XB.1 De Anza College: Section Count by Credit Status, Accounting Method, and Term
- Table XB.2 Foothill College: Section Count by Credit Status, Accounting Method, and Term
- Table XB.3 De Anza College: Section Count by Credit Status, Work Based Learning Activity Classification, and Term
- Table XB.4 Foothill College: Section Count by Credit Status, Work Based Learning Activity Classification, and Term
- Table XF.1 De Anza College: Section Count by Credit Status, Instruction Delivery Method, Schedule, and Term
- Table XF.2 Foothill College: Section Count by Credit Status, Instruction Delivery Method, Schedule, and Term
- Table EB.1 De Anza College: Instructor Headcount by Course Credit Status, Group, and Term
- Table EB.2 Foothill College: Instructor Headcount by Course Credit Status, Group, and Term
- Table EB.3 De Anza College: Instructional Workload (FTEF) by Course Credit Status, Group, and Term
- Table EB.4 Foothill College: Instructional Workload (FTEF) by Course Credit Status, Group, and Term

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

	Fall 2018		Fall 2019		Change	
<b>De Anza</b>						
<b>Residency</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
California Res	17,263	88%	16,609	88%	(654)	-4%
Out-of-state	510	3%	503	3%	(7)	-1%
International	1,874	10%	1,751	9%	(123)	-7%
Unknown	-		-			
<b>Total</b>	<b>19,647</b>	<b>100%</b>	<b>18,863</b>	<b>100%</b>	<b>(784)</b>	<b>-4%</b>
<b>Foothill</b>						
<b>Residency</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
California Res	15,278	90%	15,080	91%	(198)	-1%
Out-of-state	830	5%	771	5%	(59)	-7%
International	887	5%	776	5%	(111)	-13%
Unknown	-		-		-	
<b>Total</b>	<b>16,995</b>	<b>100%</b>	<b>16,627</b>	<b>100%</b>	<b>(368)</b>	<b>-2%</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 during the term.



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

Enrollment Status	Fall 2018		Fall 2019		Change	
	Count	Percent	Count	Percent	Count	Percent
<b>De Anza</b>						
First-Time	3,321	17%	3,438	18%	117	4%
First-Time Transfer	2,439	12%	2,300	12%	(139)	-6%
Returning	2,592	13%	2,508	13%	(84)	-3%
Continuing	10,922	56%	10,232	54%	(690)	-6%
Special Admit	372	2%	385	2%	13	3%
Unknown	1		-			
<b>Total</b>	<b>19,646</b>	<b>100%</b>	<b>18,863</b>	<b>100%</b>	<b>(783)</b>	<b>-4%</b>
<b>Foothill</b>						
First-Time	2,127	13%	2,114	13%	(13)	-1%
First-Time Transfer	4,014	24%	3,779	23%	(235)	-6%
Returning	3,642	21%	3,597	22%	(45)	-1%
Continuing	6,354	37%	5,889	35%	(465)	-7%
Special Admit	789	5%	1,187	7%	398	50%
Unknown	69		61			
<b>Total</b>	<b>16,995</b>	<b>100%</b>	<b>16,627</b>	<b>100%</b>	<b>(368)</b>	<b>-2%</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.

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

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

Group	Headcount		Change	
	Fall 2018	Fall 2019	Count	Percent
Calworks	33	29	(4)	-12%
DSPS	1,022	985	(37)	-4%
EOPS	604	547	(57)	-9%
Puente	97	80	(17)	-18%
Umoja	32	12	(20)	-63%
College Now	36	37	1	3%
Middle College	86	83	(3)	-3%
All Special Admit/HS Students	372	385	13	3%
First-Generation	5,686	5,556	(130)	-2%
Foster Youth	-	205		
Military: Active Duty, Reserve, National	98	91	(7)	-7%
Veteran	335	273	(62)	-19%
LBGT	701	884	183	26%
Economically Disadvantaged	7,403	6,651	(752)	-10%
Homeless	15	13	(2)	-13%
Work Based Learner	77	90	13	17%

College Student Population	Headcount		Change	
	Fall 2018	Fall 2019	Count	Percent
Credit Students	19,646	18,853	(793)	-4%
Noncredit Only Students	1	10		-
All Students	19,647	18,863	(784)	-4%

**Notes**

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

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

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

Group	Headcount		Change	
	Fall 2018	Fall 2019	Count	Percent
Calworks	10	19	9	90%
DSPS	882	-	(882)	-
EOPS	341	309	(32)	-9%
Puente	87	86	(1)	-1%
Umoja	89	86	(3)	-3%
College Now	25	36	11	44%
Middle College	62	57	(5)	-8%
All Special Admit/HS Students	789	1,187	398	50%
First-Generation	4,631	4,605	(26)	-1%
Foster Youth	-	137		
Military: Active Duty, Reserve, National	64	61	(3)	-5%
Veteran	337	331	(6)	-2%
Apprenticeship	2,387	2,428	41	2%
Baccalaureate	48	120	72	150%
LBGT	515	702	187	36%
Economically Disadvantaged	4,045	3,574	(471)	-12%
Homeless	-	-	-	-
Work Based Learner	206	209	3	1%

College Student Population	Headcount		Change	
	Fall 2018	Fall 2019	Count	Percent
Credit Students	15,530	15,361	(169)	-1%
Noncredit Only Students	1,465	1,266	(199)	-14%
All Students	16,995	16,627	(368)	-2%

**Notes**

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

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

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

**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	
		2018-19	2019-20	Count	Percent
SS06: Initial Orientation	1-Summer	1,315	1,460	145	11%
	2-Fall	1,087	1,499	412	38%
	Annual	5,686	2,959	(2,727)	
SS07: Initial Placement	1-Summer	6,054	3,426	(2,628)	-43%
	2-Fall	5,086	5,180	94	2%
	Annual	23,249	8,606	(14,643)	
SS08: Counseling/Advising	1-Summer	4,019	3,259	(760)	-19%
	2-Fall	5,238	5,542	304	6%
	Annual	13,675	8,801	(4,874)	
SS09: Abbreviated SEP	1-Summer	742	885	143	19%
	2-Fall	680	857	177	26%
	Annual	3,436	1,742	(1,694)	
SS09: Comprehensive SEP	1-Summer	393	492	99	25%
	2-Fall	1,913	1,148	(765)	-40%
	Annual	4,269	1,640	(2,629)	
SS10: At-Risk Follow-up	1-Summer	152	118	(34)	-22%
	2-Fall	565	374	(191)	-34%
	Annual	1,705	492	(1,213)	
SS11: Other Follow-up	1-Summer	14,211	11,930	(2,281)	-16%
	2-Fall	14,369	16,142	1,773	12%
	Annual	59,053	27,792	(31,261)	

**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 Count		Change	
		2018-19	2019-20	Count	Percent
SS06: Initial Orientation	1-Summer	658	490	(168)	-26%
	2-Fall	79	169	90	114%
	Annual	1,184	659	(525)	
SS07: Initial Placement	1-Summer	12,395	3,045	(9,350)	-75%
	2-Fall	7,714	8,269	555	7%
	Annual	44,837	11,314	(33,523)	
SS08: Counseling/Advising	1-Summer	3,028	2,208	(820)	-27%
	2-Fall	3,101	2,813	(288)	-9%
	Annual	9,272	5,021	(4,251)	
SS09: Abbreviated SEP	1-Summer	455	276	(179)	-39%
	2-Fall	472	298	(174)	-37%
	Annual	1,431	574	(857)	
SS09: Comprehensive SEP	1-Summer	255	242	(13)	-5%
	2-Fall	3,030	454	(2,576)	-85%
	Annual	6,115	696	(5,419)	
SS10: At-Risk Follow-up	1-Summer	206	163	(43)	-21%
	2-Fall	395	446	51	13%
	Annual	1,396	609	(787)	
SS11: Other Follow-up	1-Summer	9,715	3,140	(6,575)	-68%
	2-Fall	8,266	6,616	(1,650)	-20%
	Annual	29,478	9,660	(19,818)	

**Notes**

“Initial Placement” figures are mainly the product of course placement based on high school grades.

Not submitting DSPS data significantly lowered the number of students reported as having received counseling services.

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

Course Attribute	Classification	Fall 2018		Fall 2019		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit Status	Credit, Degree Applicable	1,542	91%	1,563	93%	21	1%
	Credit, Not Degree Applicable	148	9%	108	6%	(40)	-27%
	Noncredit	2	0%	8	0%	6	-
Transfer Status	UC/CSU Transferable	1,204	71%	1,232	73%	28	2%
	CSU Only Transferable	299	18%	294	18%	(5)	-2%
	Not Transferable	189	11%	153	9%	(36)	-19%
Basic Skills	Basic Skills	142	8%	100	6%	(42)	-30%
	Not Basic Skills	1,550	92%	1,579	94%	29	2%
Occupational Level	Advanced Occupational	42	2%	50	3%	8	19%
	Clearly Occupational	278	16%	303	18%	25	9%
	Possibly Occupational	112	7%	103	6%	(9)	-8%
	Non-Occupational	1,260	74%	1,223	73%	(37)	-3%
Special Class	Approved Special Class	32	2%	32	2%	-	0%
	Not a Special Class	1,660	98%	1,647	98%	(13)	-1%
Total		1,692	100%	1,679	100%	(13)	-1%

**Notes**

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

**Table CB.1**

**De Anza College: Section Count by Course Attribute and Term (Cont.)**

Course Attribute	Classification	Fall 2018		Fall 2019		Change	
		Count	Perc	Count	Perc	Count	Perc
Prior to College	1 Level Below Transfer	80	5%	55	3%	(25)	-31%
	2 Levels Below Transfer	36	2%	23	1%	(13)	-36%
	3 Levels Below Transfer	25	1%	24	1%	(1)	-4%
	4 Levels Below Transfer	5	0%	4	0%	(1)	-20%
	5 Levels Below Transfer	3	0%	3	0%	-	0%
	Not Applicable	1,543	91%	1,570	94%	27	2%
Noncredit Category	Workforce Preparation	2	0%	8	0%	6	-
	Not Applicable/Credit	1,690	100%	1,671	100%	(19)	-1%
Program Status	Program Applicable	1,485	88%	1,534	91%	49	3%
	Stand Alone	207	12%	145	9%	(62)	-30%
Gen Education Status	GE Tranf English Comp	-	0%	153	9%	153	-
	GE Tranf Math/Quant Reas	-	0%	184	11%	184	-
	GE Loc Math/Quant Reas	-	0%	12	1%	12	-
	Not Applicable	-	0%	1,330	79%	1,330	-
Course Support Status	Support Course	-	0%	33	2%	33	-
	Not a Support Course	-	0%	1,646	98%	1,646	-
<b>Total</b>		<b>1,692</b>	<b>100%</b>	<b>1,679</b>	<b>100%</b>	<b>(13)</b>	<b>-1%</b>

**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	Fall 2018		Fall 2019		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit Status	Credit, Degree Applicable	1,246	90%	1,311	89%	65	5%
	Credit, Not Degree Applicable	35	3%	40	3%	5	14%
	Noncredit	109	8%	115	8%	6	6%
Transfer Status	UC/CSU Transferable	717	52%	748	51%	31	4%
	CSU Only Transferable	242	17%	232	16%	(10)	-4%
	Not Transferable	431	31%	486	33%	55	13%
Basic Skills	Basic Skills	36	3%	44	3%	8	22%
	Not Basic Skills	1,354	97%	1,422	97%	68	5%
Occupational Level	Apprenticeship	255	18%	306	21%	51	20%
	Advanced Occupational	5	0%	5	0%	-	
	Clearly Occupational	163	12%	171	12%	8	5%
	Possibly Occupational	170	12%	162	11%	(8)	-5%
	Non-Occupational	797	57%	822	56%	25	3%
Special Class	Approved Special Class	82	6%	84	6%	2	2%
	Not a Special Class	1,308	94%	1,382	94%	74	6%
Total		1,390	100%	1,466	100%	76	5%

**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 (cont.)**

Course Attribute	Classification	Fall 2018		Fall 2019		Change	
		Count	Perc	Count	Perc	Count	Perc
Prior to College	1 Level Below Transfer	20	1%	27	2%	7	35%
	2 Levels Below Transfer	8	1%	8	1%	-	0%
	3 Levels Below Transfer	4	0%	3	0%	(1)	-25%
	4 Levels Below Transfer	3	0%	3	0%	-	0%
	5 Levels Below Transfer	2	0%	2	0%	-	0%
	6 Levels Below Transfer	2	0%	2	0%	-	0%
	Not Applicable	1,351	97%	1,421	97%	70	5%
Noncredit Category	English as a Second Language	7	1%	7	0%	-	0%
	Elementary Secondary Skills	5	0%	6	0%	1	20%
	Approved Special Ed Class	76	5%	73	5%	(3)	-4%
	Parenting	15	1%	19	1%	4	27%
	Short-Term Vocational	6	0%	10	1%	4	67%
	Not Applicable/Credit	1,281	92%	1,351	92%	70	5%
	Program Status	Program Applicable	1,140	82%	1,176	80%	36
	Stand Alone	250	18%	290	20%	40	16%
Gen Education Status	GE Tranf English Comp	-	0%	61	4%	61	
	GE Tranf Math/Quant Reas	-	0%	77	5%	77	
	GE Loc Math/Quant Reas	-	0%	8	1%	8	
	Not Applicable	-	0%	1,320	90%	1,320	
	Course Support Status	Support Course	-	0%	17	1%	17
	Not a Support Course	-	0%	1,449	99%	1,449	
<b>Total</b>		<b>1,390</b>	<b>100%</b>	<b>1,466</b>	<b>100%</b>	<b>76</b>	<b>5%</b>

**Notes**

Data for credit and noncredit courses 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 2018		Fall 2019		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit	Weekly Census	1,179	70%	1,140	68%	(39)	-3%
	Daily Census	35	2%	37	2%	2	6%
	Positive Attendance	12	1%	14	1%	2	17%
	Independent Study	464	27%	480	29%	16	3%
Noncredit	Positive Attendance	2	0%	8	0%	6	300%
Total		1,692	100%	1,679	100%	(13)	-1%

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

Course Credit Status	Accounting Method	Fall 2018		Fall 2019		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit	Weekly Census	485	35%	475	32%	(10)	-2%
	Daily Census	10	1%	25	2%	15	150%
	Positive Attendance	307	22%	333	23%	26	8%
	Independent Study	479	34%	518	35%	39	8%
Noncredit	Positive Attendance	109	8%	113	8%	4	4%
	Not Claimed Apport	-	0%	2	0%	2	-
Total		1,390	100%	1,466	100%	76	5%

**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 2018		Fall 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activ	19	1%	14	1%	(5)	-26%
	Other	1,671	99%	1,657	99%	(14)	-1%
Noncredit	Other	2	0%	8	0%	6	-
Total		1,692	100%	1,679	100%	(13)	-1%

**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 2018		Fall 2019		Change	
		Count	Percent	Count	Percent	Count	Percent
Credit	Work Based Learning Activ	21	2%	22	2%	1	5%
	Other	1,260	91%	1,329	91%	69	5%
Noncredit	Other	109	8%	115	8%	6	-
Total		1,390	100%	1,466	100%	76	5%

**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, Schedule, and Term**

Classification	Credit Status	Section Attribute	Fall 2018		Fall 2019		Change	
			Count	Perc	Count	Perc	Count	Perc
Delivery Method	Credit	Online Only	240	14%	254	15%	14	6%
		Online Hybrid	175	10%	179	11%	4	2%
		In-Person	1,275	75%	1,238	74%	(37)	-3%
	Noncredit	In-Person	2	0%	8	0%	6	300%
Day/Evening Sched	Credit	Day Only	1,052	62%	1,017	61%	(35)	-3%
		Day and Evening	19	1%	17	1%	(2)	-11%
		Evening Only	204	12%	204	12%	-	0%
		Online Only	240	14%	254	15%	14	6%
		Online Hybrid	175	10%	179	11%	4	2%
	Noncredit	Evening Only	2	0%	8	0%	6	300%
Weekend Schedule	Credit	Weekend Class Only	26	2%	30	2%	4	15%
		Weekend Class Included	2	0%	1	0%	(1)	-50%
		No Weekend Class	1,247	74%	1,207	72%	(40)	-3%
		Online Only	240	14%	254	15%	14	6%
		Online Hybrid	175	10%	179	11%	4	2%
	Noncredit	No Weekend Class	2	0%	8	0%	6	300%
Total	Credit		1,690	100%	1,671	100%	(19)	-1%
	Noncredit		2	0%	8	0%	6	300%
	All		1,692	100%	1,679	100%	(13)	-1%

**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 2018		Fall 2019		Change	
			Count	Perc	Count	Perc	Count	Perc
Delivery Method	Credit	Online Only	341	25%	354	24%	13	4%
		Online Hybrid	143	10%	144	10%	1	1%
		In-Person	797	57%	853	58%	56	7%
	Noncredit	In-Person	109	8%	115	8%	6	6%
Day/Evening Sched	Credit	Day Only	637	46%	688	47%	51	8%
		Day and Evening	15	1%	12	1%	(3)	-20%
		Evening Only	145	10%	153	10%	8	6%
		Online Only	341	25%	354	24%	13	4%
		Online Hybrid	143	10%	144	10%	1	1%
	Noncredit	Day Only	94	7%	96	7%	2	2%
		Day and Evening	1	0%	1	0%	-	0%
		Evening Only	14	1%	18	1%	4	29%
Weekend Schedule	Credit	Weekend Class Only	16	1%	25	2%	9	56%
		Weekend Class Included	10	1%	7	0%	(3)	-30%
	Noncredit	No Weekend Class	771	55%	821	56%	50	6%
		Online Only	341	25%	354	24%	13	4%
		Online Hybrid	143	10%	144	10%	1	1%
Weekend Schedule	Noncredit	Weekend Class Included	-	0%	1	0%	1	
		No Weekend Class	109	8%	114	8%	5	5%
Total	Credit		1,281	92%	1,351	92%	70	5%
	Noncredit		109	8%	115	8%	6	6%
	All		1,390	100%	1,466	100%	76	5%

**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, Group, and Term**

Course Credit Status	Faculty Group	Fall 2018		Fall 2019		Change	
		Count	Perc within Cred St	Count	Perc within Cred St	Count	Perc
Credit	Academic Regular, Tenured	168	26%	156	25%	-12	-7%
	Academic Regular, on Tenure Track	39	6%	36	6%	-3	-8%
	Academic Temporary	429	67%	426	69%	-3	-1%
	Classified	2	0%	0	0%	-2	-100%
	Contract Staff	1	0%	0	0%	-1	-100%
	Educational Administrator	1	0%	0	0%	-1	
<b>Total</b>		<b>640</b>	<b>100%</b>	<b>618</b>	<b>100%</b>	<b>-22</b>	<b>-3%</b>
Noncredit	Academic Regular, on Tenure Track	1	100%	1	25%	0	0%
	Academic Temporary	0	0%	3	75%	3	-
<b>Total</b>		<b>1</b>	<b>100%</b>	<b>4</b>	<b>100%</b>	<b>3</b>	<b>300%</b>

**Table EB.2**

**Foothill College: Instructor Headcount by Course Credit Status, Group, and Term**

Course Credit Status	Faculty Group	Fall 2018		Fall 2019		Change	
		Count	Perc	Count	Perc	Count	Perc
Credit	Academic Regular, Tenured	124	26%	113	24%	-11	-9%
	Academic Regular, on Tenure Track	19	4%	23	5%	4	21%
	Academic Temporary	311	65%	309	66%	-2	-1%
	Classified	1	0%	2	0%	1	100%
	Contract Staff	19	4%	24	5%	5	26%
	Educational Administrator	2	0%	0	0%	-2	-100%
<b>Total</b>		<b>476</b>	<b>100%</b>	<b>471</b>	<b>100%</b>	<b>-5</b>	<b>-1%</b>
Noncredit	Academic Regular, Tenured	5	11%	3	7%	-2	-40%
	Academic Regular, on Tenure Track	0	0%	1	2%	1	
	Academic Temporary	36	82%	36	84%	0	0%
	Classified	2	5%	1	2%	-1	-50%
	Contract Staff	1	2%	1	2%	0	0%
	Educational Administrator	0	0%	1	2%	1	
<b>Total</b>		<b>44</b>	<b>100%</b>	<b>43</b>	<b>100%</b>	<b>-1</b>	<b>-2%</b>

**Table EB.3**

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

Course Credit Status	Employee Group	Fall 2018			Fall 2019			Change	
		Regular Workload	Overload	Total	Regular Workload	Overload	Total	Total Workload	Percent
Credit	Academic Regular, Tenured	50.45	11.18	61.64	46.11	11.08	57.19	(4.44)	-7%
	Academic Regular, on Tenure Track	11.81	1.26	13.07	11.39	0.98	12.37	(0.70)	-5%
	Academic Temporary	73.62	-	73.62	76.63	-	76.63	3.01	4%
	Classified	0.14	-	0.14	-	-	-	(0.14)	-100%
	Contract Staff	-	-	-	-	-	-	-	-
	Educational Administrator	-	-	-	-	-	-	-	-
	<b>Total</b>		<b>136.02</b>	<b>12.44</b>	<b>148.46</b>	<b>134.13</b>	<b>12.06</b>	<b>146.19</b>	<b>(2.27)</b>
Noncredit	Academic Regular, on Tenure Track	-	-	-	-	-	-	-	-
	Academic Temporary	-	-	-	-	-	-	-	-
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Faculty Group	Total Workload (FTEF), Credit Courses			
	Fall 2018		Fall 2019	
	Workload	Percent	Workload	Percent
Academic Regular, Tenure or Tenure Track	74.70	50%	69.56	48%
Academic Temporary	73.62	50%	76.63	52%
<b>Total Workload</b>	<b>148.46</b>	<b>100%</b>	<b>146.19</b>	<b>100%</b>

**Table EB.4**

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

Course Credit Status	Employee Group	Fall 2018			Fall 2019			Change	
		Regular Workload	Overload	Total	Regular Workload	Overload	Total	Total Workload	Percent
Credit	Academic Regular, Tenured	34.35	7.70	42.05	30.75	8.69	39.44	(2.61)	-6%
	Academic Regular, on Tenure Track	5.60	0.55	6.15	7.39	0.52	7.91	1.77	29%
	Academic Temporary	45.00	-	45.00	46.85	-	46.85	1.86	4%
	Classified	0.15	-	0.15	0.27	-	0.27	0.12	82%
	Contract Staff	-	-	-	-	-	-	-	-
	Educational Administrator	0.11	-	0.11	-	-	-	(0.11)	-100%
	<b>Total</b>	<b>85.21</b>	<b>8.24</b>	<b>93.45</b>	<b>85.26</b>	<b>9.21</b>	<b>94.47</b>	<b>1.02</b>	<b>1%</b>
	Noncredit	Academic Regular, Tenured	0.51	0.09	0.60	0.36	0.09	0.45	(0.15)
Academic Regular, on Tenure Track		-	-	-	0.11	-	0.11	0.11	
Academic Temporary		3.76	-	3.76	3.64	-	3.64	(0.12)	-3%
Classified		0.25	-	0.25	-	-	-	(0.25)	-100%
Contract Staff		-	-	-	-	-	-	-	
Educational Administrator		-	-	-	-	-	-	-	
<b>Total</b>		<b>4.52</b>	<b>0.09</b>	<b>4.61</b>	<b>4.11</b>	<b>0.09</b>	<b>4.20</b>	<b>(0.40)</b>	<b>-9%</b>

**Total Workload (FTEF), Credit Courses**

Faculty Group	Fall 2018		Fall 2019	
	Workload	Percent	Workload	Percent
Academic Regular, Tenure or Tenure Track	48.20	52%	47.35	50%
Academic Temporary	45.00	48%	46.85	50%
<b>Total Workload</b>	<b>93.45</b>	<b>100%</b>	<b>94.47</b>	<b>100%</b>