



FHDA MIS Quarterly Submission Report

Reporting Term: **Spring 2021 (MIS Term Code = 214)**

Data extract dates for reporting term and resubmission terms: summer 2020: July 8; fall 2020: July 20; winter 2021: July 20; and, spring 2021: July 28 (only applies to Banner data).

Introduction

The main purpose of this document is to identify issues that may undermine the validity of the data submitted by the FHDA CCD to the California Community Colleges Chancellor's Office (CCCCO) in the MIS quarterly reports for the 2020-21 academic year (i.e., summer, fall, winter and spring reports). This document provides managers and data custodians across the District with the opportunity to review the information submitted and address any data quality issues in their respective areas.

In addition to documenting data issues not yet resolved by the time of submission, this document provides statistics relating to students, course offerings and faculty based on the latest MIS data submitted for the current and prior academic year. These statistics include headcounts for categorical programs, special student populations or faculty groups; (b) section counts by course characteristics or attributes; (c) instruction workload/FTEF by faculty classification; and (d) FTES, full-time equivalent student, by course credit status and apportionment category. Statistics provided in this document are intended to complement ad hoc reports available at the MIS data mart <https://datamart.cccco.edu/DataMart.aspx>), a web based application accessible to the general public that gives users the opportunity to compare community colleges and districts across California as it relates to student or staff demographics, course offerings, student services, or educational outcomes.

This document is divided into three main sections, which include:

- **Data quality issues:** Document data quality issues not resolved by the submission date.
- **Data highlights:** Provide a summary of key findings as shown by the latest data submitted for each college and term of the academic year; highlights significant changes between the prior and current academic year.
- **Tables:** Provides statistic for the current and prior academic year and identify unexpected changes.

Section A. Data Quality Issues

The following data quality issues were still unresolved by the time the MIS reports for the 2021-21 academic year were last submitted.

De Anza College

- Fall 2020 Rejects (resubmission on July 20, 2021):
 - SX enrollment: 1 record rejected—enrollment record with 0 attempted units and an official grade.
 - XB, XF, XE, SX: All records related to section-CRN 23396 were deleted because of one instructor missing HR assignment/contract for the term.
- Enrollment records with 'RD' (report delayed) as final grade data for the 2020-21 academic year: 8; none of these were in CTE (Career and Technical Education) courses. See Table A.1 and Table A.2 for details.

Foothill College

- Fall 2020 Rejects (resubmission):
 - XB, XF, XE, SX: All records related to section-CRN 21146 were deleted because of one instructor missing HR assignment/contract for the term.
- Enrollment records with 'RD' (report delayed) as final grade data for the 2020-21 academic year: 63; 62 of these were in CTE (Career and Technical Education) courses, including 45 records for apprenticeship courses ending in fall 2021. This number is a significant improvement when compared to 972 'RD' enrollment records in 2019-20 (93% drop between the prior and current academic year). See Table A.1 and Table A.2 for details.
- Enrollment records for positive attendance sections missing attendance hours: 86 (6 sections); 40 (3 sections) of these were in CTE courses. This is a significant improvement when compared to 691 enrollment records missing positive attendance in 2019-20 (94% drop between the prior and current academic year). See Table A.3, Table A.4 and Table A.5 for details.

Table A.1
Number of Enrolment Records with 'RD' as Official Grade by
College, CTE Category and Academic Year

Term	2019-20		2020-21		Change CTE RD Records	
	All RD Enrollment Records	CTE RD Enrollment Records	All RD Enrollment Records	CTE RD Enrollment Records	Count	Percent
De Anza						
Summer	-	-	-	-	-	-
Fall	4	1	3	-	(1)	-100%
Winter	2	1	-	-	(1)	-100%
Spring	77	35	5	-	(35)	-100%
Total	83	37	8	-	(37)	-100%
Foothill						
Summer	1	1	-	-	(1)	-100%
Fall	10	10	-	-	(10)	-100%
Winter	488	487	17	17	(470)	-97%
Spring	473	412	46	45	(367)	-89%
Total	972	910	63	62	(848)	-93%

Notes

CTE courses are those with SAM code equal to A, B, or C; or a vocational TOP code.

Foothill: The 45 CTE 'RD' records in spring are for apprenticeship sections ending on fall 2021.

Table A.2
Sections with RD Enrollment Records by College and Term

Term	Course ID	Section CRN	Last Meeting Date	CTE Status	Record Count
De Anza					
Fall	CHEM001A	C-21576	11-Dec-20	No	1
	E S 001.	C-25401	11-Dec-20	No	2
Spring	COMM001.	C-45510	25-Jun-21	No	1
	ELIT010H	C-47467	25-Jun-21	No	1
	EWRT001A	C-43681	25-Jun-21	No	1
	HIST017C	C-46670	25-Jun-21	No	1
	POLI001.	C-43295	25-Jun-21	No	1
Total					8
Foothill					
Winter	CHLD056N	C-31899	3-Jun-21	Yes	3
	THTR045B	C-31964	3-Jun-21	Yes	4
	THTR045B	C-31965	3-Jun-21	Yes	8
	THTR045C	C-32055	3-Jun-21	Yes	2
Spring	APEL120.	C-41740	15-Oct-21	Yes	22
	APEL120.	C-41838	13-Oct-21	Yes	11
	APSC112.	C-41833	12-Sep-21	Yes	12
	THTR008.	C-41596	25-Jun-21	No	1
Total					63

Notes

RD: Report delayed or missing official grade.

**Table A.3
Number of Sections Missing Positive Attendance Hours by
College and Term**

Term	2019-20		2020-21		Change CTE Sections Miss Pos Attendance	
	All Sections Miss Pos Attendance	CTE Sections Miss Pos Attendance	All Sections Miss Pos Attendance	CTE Sections Miss Pos Attendance	Count	Percent
De Anza						
Summer	2	2	-	-	(2)	-100%
Total	2	2	-	-	(2)	-100%
Foothill						
Fall	2	2	-	-	(2)	-100%
Winter	43	42	1	1	(41)	-98%
Spring	8	6	5	2	(4)	-67%
Total	53	50	6	3	(47)	-94%

Notes

Data include only positive attendance sections with 100% of their enrollment missing contact hours by the time of submission.

**Table A.4 Enrollment Count for Sections Missing Positive
Attendance Hours**

Term	2019-20		2020-21		Change CTE Enroll Miss Pos Attendance	
	All Enroll Miss Pos Attendance	CTE Enroll Miss Pos Attendance	All Enroll Miss Pos Attendance	CTE Enroll Miss Pos Attendance	Count	Percent
De Anza						
Summer	9	9	-	-	(9)	-100%
Total	9	9	-	-	(9)	-100%
Foothill						
Fall	24	24	-	-	(24)	-100%
Winter	513	487	7	7	(480)	-99%
Spring	154	125	79	33	(92)	-74%
Total	691	636	86	40	(596)	-94%

Table A.5
Sections with Missing Positive Attendance House by College and Term

Term	Course ID	Section CRN	Last Meeting Date	CTE Status	Record Count
Foothill					
Winter	APSM173A	C-32299	8-Mar-21	Yes	7
Spring	APEL120.	C-41740	15-Oct-21	Yes	22
	APEL120.	C-41838	13-Oct-21	Yes	11
	NCBS405.	C-40762	25-Jun-21	No	3
	NCEL422.	C-41475	25-Jun-21	No	29
	NCEN442B	C-41451	25-Jun-21	No	14
Total					86

Notes

Data include only positive attendance sections with 100% of their enrollment missing contact hours by the time of submission.

Table A.6
Student Headcount for Categorical Programs and Special
Population Groups as Confirmed by the Program
Coordinator/Assistant at each College for the Reporting Term,
Spring 2021

MIS Categorical Programs and Special Populations Report, Spring 2021

<i>Program</i>	<i>Program Coordinator(s) or Assistant</i>	<i>Count</i>	<i>Confirmation Date</i>
De Anza College			
Calworks	Carlita Alamban	23	20-Jul
DSPS	Shirley Schooler	820	27-Jul
EOPS*	Lan Trinh, Marilyn Booye	616	8-Jul
CARE	Lan Trinh, Marilyn Booye	2	8-Jul
College Now	Barry Johnson	33	13-Jul
Middle College	Barry Johnson	86	13-Jul
Puente	Angelita Pabros, Liliana Rivera	74	26-Jul
Umoja	Angelita Pabros & Maurice Canyon	21	26-Jul
Foothill College			
Calworks	Carlita Alamban	6	20-Jul
DSPS	Jackie Lauese	727	27-Jul
EOPS*	Sarah Corrao	175	13-Jul
CARE	Sarah Corrao	4	13-Jul
College Now	Annett Inacker-Trail & Anthony Cervantes	28	14-Jul
Middle College	Annett Inacker-Trail & Anthony Cervantes	90	14-Jul
Puente	Maritza Jackson Sandoval, Susie Huerta	69	13-Jul
Umoja	Tracee Cunningham	64	26-Jul
BS Dental Hygiene	Patti Chan; Brian Roberts, Carmelyn Paguio	Completion Track: 100; Entry Track: 46	13-Jul

Notes

*EOPS headcount includes CARE students.

Section B. Data Highlights

- Student Headcount¹
 - Data in Table SB.1 show the student headcount by term and academic year for both colleges and the District. Data for De Anza College in this table show an increase of 4% in the student headcount for 2020-21 over the prior academic year, while data for Foothill College show a drop of 9% for the same period. Specific to students enrolled in only noncredit courses, data in Table SB.2 show a significant decline in the headcount for Foothill: a drop of 18% in 2021-21 when compared to number for the prior academic year.
 - When disaggregated by residency status, data for the academic year in Table SB.3 show that the number of out-of-state and international students significantly declined at both colleges in 2020-21 when compared to their respective number for 2019-20 (between -21% and -32%). For California residents, data for De Anza show an increase in student headcount of 8%; for Foothill, a drop of 7%.
 - In Appendix A, data in Table AP.1 and Table AP.2 show student headcount by MIS STD7 enrollment status (data field derived by the MIS system and use to produce headcount statistics), college, term, and academic year. Data in these tables show that the number of students classified as 'E' (enrolled in credit-Independent study section with less than 0.50 units earned) has increased significantly in the last two years, while the number for those classified as 'A' (enrolled in credit-weekly/daily census section) has significantly declined. Because students in the 'E' group are not included in most official student headcounts published by the MIS Data Mart (i.e., most MIS headcounts only include students in the A, B, C and F groups), these statistics tend to be lower than expected. This shift in headcounts is mainly due to changes to the colleges' class schedule due to the COVID-19 pandemic: (a) after winter 2020 most classes at the colleges have been offered online, and (b) most online courses use independent

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

study accounting methods (independent study-weekly and independent study weekly).

- Special Populations/Categorical Groups
 - Student headcount statistics by categorical and special population group for the academic year are shown in Table SG.2 and Table SG.4 for De Anza and Foothill College, respectively. When compared to a 4% increase for the student college population, annual data for De Anza show a significant increase for *special admit* students, 74%, in 2020-21 over the prior academic year. Other De Anza groups that show a larger than expected increase in their annual headcount were *Umoja*, 9%, and *Middle College*, 6%. For the categorical programs, the data show a larger than expected decline in the annual headcount for *CalWorks*, -38%, and *DSPS (Student Disabilities)*, -10%.
 - For Foothill College, data in Table SG.4 show a significant increase in the annual headcount for *Middle College*, 69%, all *special admit students*, 9%, and the *Dental Hygiene-Baccalaureate* program, 6%, in 2021-21 over the prior academic year. On the other hand, data for all categorical programs at Foothill show a significant drop in their annual headcount: *CalWorks*, -55%; *EOPS*, -30%; and *DSPS*, -10%.
- Student Success/3SP Services
 - Data for *3SP services* (e.g., student success or matriculation services) are shown in Table SS.1 and SS.2 for De Anza College and Foothill College, respectively. For De Anza College, annual statistics show only increases for *at-risk follow-up*, 35%, and *other follow-up services*, 36%. Despite an increase of 4% in the student headcount in 2020-2 over the prior academic year, data for De Anza show a significant drop in the number of students who received counseling services (-7%) and those who developed a comprehensive education plan (-11%) during the same period.
 - For Foothill College, data in Table SS.2 show a significant increase over the prior academic year for only *initial orientation* (33%, mainly due to higher than expected numbers in summer and fall). The data also show a moderate increase for *follow-up services* (4%) and *comprehensive education plan services* (2%). Given a drop of 9% in

the student college population headcount in 2020-21 over the prior academic year, a drop of 10% for counseling service was expected.

- Course Offerings/Sections
 - Data in Table CB.1 and CB.2 show number of sections disaggregated by course attribute and academic year for De Anza and Foothill College, respectively. For De Anza College, data in Table CB.1 show a drop of 3% in the total number of sections in 2020-21, compared to the number for the prior academic year. The course category with the largest percentage decline in the number of sections was *DSPS-approved special classes* (-42%). Course categories that show a significant increase in the number of sections include: *noncredit* (38%, with *noncredit workforce* showing a 21% increase), *advanced occupational* (19%), and *support courses* (15%).
 - Data for Foothill College in Table CB.2 show a drop of 6% in the total number of sections offered in 2020-21, compared to the number for the previous academic year. Course categories that show an increase in the number of sections during the same period include *apprenticeship* (8%) and *non-transferable* (7%). Among noncredit courses, categories with a significant increase include *ESL* (39%) and *elementary/secondary skills* (156%); categories with a significant drop include *short-term vocational* (-39%) and *parenting* (31%).
- Class Schedule and Instructional Methods
 - Section counts by credit status and accounting method by academic year are shown in Table XB.1 for De Anza College and Foothill College. Data in these tables show a significant increase in the number of *independent study* sections (independent study-weekly census and independent study-daily census) at both colleges in 2020-21 over the prior year. In 2020-21, about 74% of all sections for credit courses at the De Anza were classified as *independent study*; compared to 50% the prior academic year. For Foothill College, about 72% of all sections were offered classified as *independent study* in 2020-21, compared to 41% for the prior academic year.
 - Data for the number of sections that include *work-based learning* activities are shown in Table XB.2 for De Anza College and Foothill

College. Data in this table show that the number of *work-based learning* sections at De Anza increased by 139% in 2020-21 over the prior year; while at Foothill College, the number declined by 32% during the same period.

- Data in Table XF.1 show section counts by instruction delivery method (i.e., *online, online hybrid, in-person*) for both colleges by academic year. Data in Table XF.1 show that in 2020-21 about 97% of all sections for credit courses at De Anza College were offered *online*, compared to 41% in the prior academic year.
- At Foothill College, data in Table XF.1 show that 74% of all sections for credit courses were offered *online* in 2020-21, compared to 34% in the prior academic year. For noncredit, 97% of these sections at Foothill in 2020-21 were offered online, compared to none for the prior academic year.
- Class Instructor Headcount
 - Data in Table EB.1 show instructor headcount by employee classification and academic year for both colleges. For credit courses, data for De Anza College show a drop of 4% in the class instructor headcount for 2020-21, when compared to the headcount for the prior year. This headcount decline is mainly accounted by a drop in the number of academic temporary or part-time instructors (-4%), who made about 70% of all class instructors at the College during the last two academic years.
 - At Foothill College, data for credit courses in Table EB.1 show a drop of 7% in the headcount for class instructors in 2020-21, compared to the headcount for the prior academic year. The *academic temporary/part-time faculty* was the group assigned to credit courses with the largest drop in headcount (-15%).
- Classroom Instruction Workload or FTEF
 - Data for instructional workload or FTEF (full-time equivalent faculty) data are shown in Table EB.2 and Table EB.2 for De Anza College and Foothill College, respectively. FTEF data for De Anza show an increase of 1% in the instructional workload for *part-time* (academic

temporary) in 2020-21 over the prior academic year; no change for academic regular faculty during the same period.

- For Foothill College, data in Table EB.3 show a drop of 3% in the total credit instruction workload for *full-time* faculty in 2020-21, compared to the prior year; the workload for part-time faculty declined by 6% during the same period.
- Data in Table EB.4 shows the workload or FTEF for sections in the schedule with no enrollment. Data for De Anza College show 0.1 FTEF for this type of assignment in 2020-21, compared to 0.85 FTEF in the prior academic year. For Foothill, data in this table show 21 FTEF in 2020-21, compared to 22.46 in the prior academic year.
- Faculty Demographics
 - Table EB.5 shows headcount data for *full-time* and *part-time* faculty disaggregated by college, course credit status, gender and academic year. For credit courses, data for De Anza show a higher than expected drop in the number of *female full-time* faculty (-5%) and *male part-time* faculty (-8%) in 2020-21, when compared to the respective headcount for the prior academic year. At Foothill, the data show a higher than expected increase in the headcount for *female full-time* faculty (4%), and a significant decline in the headcount for *female part-time* faculty (-18%).
 - Table EB.6 and EB.7 show headcounts for *full-time* or *part-time* faculty disaggregated by course credit status, age group and academic year for De Anza and Foothill, respectively. For De Anza, data for credit courses show a larger than expected drop in the headcount for *full-time* faculty in the 56-60 age group (a drop of 9 or 18%). For *part-time* faculty, the largest drop was for those age 61 or more (a drop 25 of 12%).
 - For Foothill, data for credit courses in Table EB.7 show larger than expected declines in the number for *full-time* faculty in the age groups 36-40 (a drop of 3 or 18%) and 41-45 (a drop of 7 or 21%) in 2020-21, when compared to the respective headcount for the prior academic year. For *part-time* faculty, larger than expected declines are shown among the younger and older groups. For example, the headcount for

part-time faculty in the group *30 or less* dropped by 9 or 43%; the headcount for *part-time* faculty in the groups *46-50* and *61 or more* dropped both by 15; a drop of 31% and 17%, respectively.

- Table EB.8 and EB.9 show headcounts for *full-time* and *part-time* faculty disaggregated by course credit status, race/ethnic group, and academic year for De Anza and Foothill, respectively. Data for De Anza and Foothill show that more than 50% of the faculty (*full-time or part-time*) in credit courses is *white*. However, the headcount for this group (*white full-time or part-time* faculty in credit courses) have declined more than expected in 2020-21 at both colleges, when compared to the headcount for the prior academic year.
- Full-Time Equivalent Student (FTES)
 - Data in Table SX.1 and SX.2 show FTES by course attribute (i.e., *credit status, apprenticeship*), *student residency* (i.e., *California resident, out-of-state, international*), and *apportionment status* (i.e., applicable to state funding) for De Anza College and Foothill College, respectively. Data for De Anza College in Table SX.1 show a 1% FTES increase for credit courses in 2020-21 over the prior academic year. The data also show that while the FTES for *California residents* in credit courses applicable to state apportionment increased by 7% at De Anza, the FTES for *out-of-state* and *international students* declined significantly, -20% and -28% respectively.
 - For Foothill College, data in Table SX.2 show a drop of 3% in FTES for credit courses in 2020-21, when compared to the prior academic year. For noncredit courses, the drop in FTES was 50% for the same period. On the hand, the data show increases in FTES in 202-21 over the prior year for credit *apprenticeship* (29%) and noncredit *CDCP-elementary and secondary basic skills* courses (321%).

Table SB.1
Student Headcount by Institution, Term, and Academic Year

Term	2019-20	2020-21	Count	Change Percent	Trend
De Anza					
Summer	9,964	12,073	2,109	21%	↑
Fall	18,883	18,873	-10	0%	
Winter	17,340	17,312	-28	0%	
Spring	16,622	16,257	-365	-2%	↓
Annual Headcount	28,372	29,631	1,259	4%	↑
Foothill					
Summer	12,109	10,517	-1,592	-13%	↓
Fall	16,728	16,251	-477	-3%	↓
Winter	15,157	15,503	346	2%	↑
Spring	13,456	13,258	-198	-1%	
Annual Headcount	32,350	29,331	-3,019	-9%	↓
FHDA CCD					
Annual Headcount	57,562	55,673	-1,889	-3%	↓

Notes

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

Significant differences in headcounts between academic periods may be due to missing data for positive attendance hours.

Trend relates to the group statistic compared to that for the college.

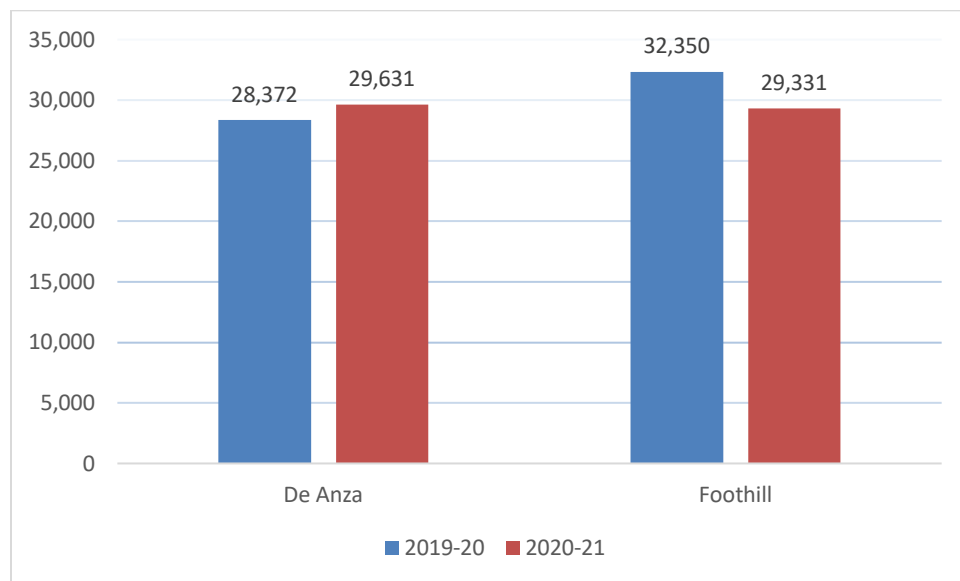


Table SB.2
Student Headcount by College, Term, Credit Status and Academic Year

Term	Credit Status	2019-20 Count	2020-21 Count	Count	Change Percent	Trend
De Anza						
Summer	Credit	9,964	12,069	2,105	21%	↑
	Noncredit only	-	4	4	100%	↑
Fall	Credit	18,851	18,823	(28)	0%	
	Noncredit only	32	50	18	56%	
Winter	Credit	17,333	17,265	(68)	0%	
	Noncredit only	7	47	40	571%	↑
Spring	Credit	16,593	16,218	(375)	-2%	↓
	Noncredit only	29	39	10	34%	
Annual	Credit	28,319	29,545	1,226	4%	↑
	Noncredit Only	53	86	33	62%	↑
Foothill						
Summer	Credit	11,277	9,747	(1,530)	-14%	↓
	Noncredit only	832	770	(62)	-7%	
Fall	Credit	15,418	15,103	(315)	-2%	
	Noncredit only	1,310	1,148	(162)	-12%	
Winter	Credit	13,822	14,361	539	4%	↑
	Noncredit only	1,335	1,142	(193)	-14%	
Spring	Credit	12,301	12,163	(138)	-1%	
	Noncredit only	1,155	1,095	(60)	-5%	
Annual	Credit	30,385	27,725	(2,660)	-9%	↓
	Noncredit Only	1,965	1,606	(359)	-18%	↓
FHDA CCD						
Annual	Credit	55,561	53,995	(1,566)	-3%	↓
	Noncredit Only	2,001	1,678	(323)	-16%	↓

Notes

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

Trend relates to the group statistic compared to that for the college, taking into account credit status.

Table SB.2
Student Headcount by College, Residency Status and Academic Year—Spring Term Only

Term	Residency Status	2019-20 Count	2020-21 Count	Count	Change Percent	Trend
De Anza						
Spring	California Res	14,544	14,760	216	1%	↑
	Out-of-state	370	297	(73)	-20%	↓
	International	1,708	1,200	(508)	-30%	↓
	Unknown	-	-	-	-	
Total		16,622	16,257	(365)	-2%	↓
Foothill						
Spring	California Res	12,079	12,172	93	1%	↑
	Out-of-state	570	571	1	0%	
	International	807	515	(292)	-36%	↓
	Unknown	-	-	-	-	
Total		13,456	13,258	(198)	-1%	↓

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.

Trend relates to the group statistic compared to that for the college.

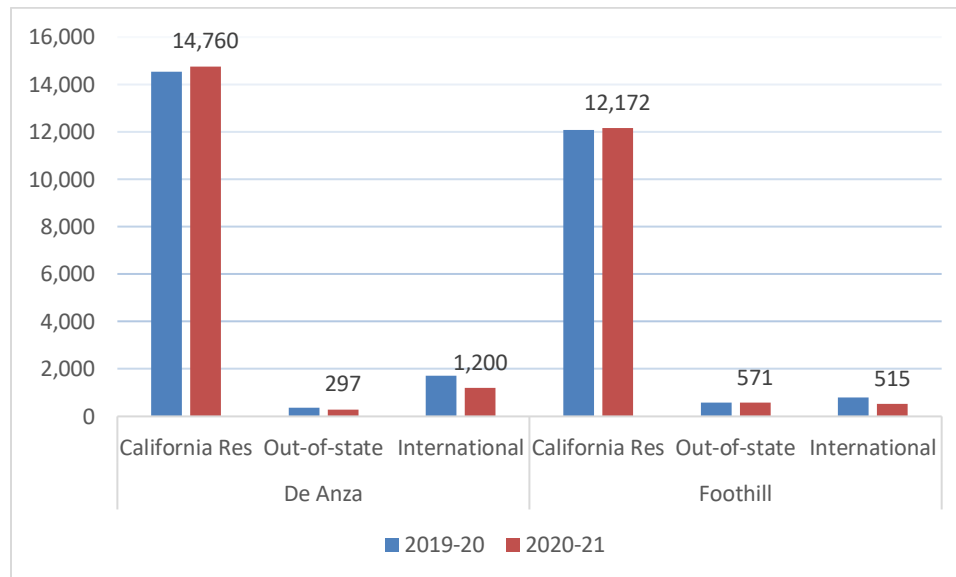


Table SB.3
Student Headcount by College, Residency Status and Academic Year

Term	Residency Status	2019-20 Count	2020-21 Count	Count	Change Percent	Trend
De Anza						
Annual	California Res	25,513	27,437	1,924	8%	↑
	Out-of-state	852	677	(175)	-21%	↓
	International	2,164	1,629	(535)	-25%	↓
	Unknown	-	-	-	-	
Total		28,372	29,631	1,259	4%	↑
Foothill						
Annual	California Res	29,365	27,234	(2,131)	-7%	
	Out-of-state	1,781	1,296	(485)	-27%	↓
	International	1,299	888	(411)	-32%	↓
	Unknown	-	-	-	-	
Total		32,350	29,331	(3,019)	-9%	↓
FHDA CCD						
Annual	California Res	52,075	51,648	(427)	-1%	
	Out-of-state	2,578	1,941	(637)	-25%	↓
	International	3,214	2,313	(901)	-28%	↓
Total		57,562	55,673	(1,889)	-3%	↓

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.

Trend relates to the group statistic compared to that for the college.

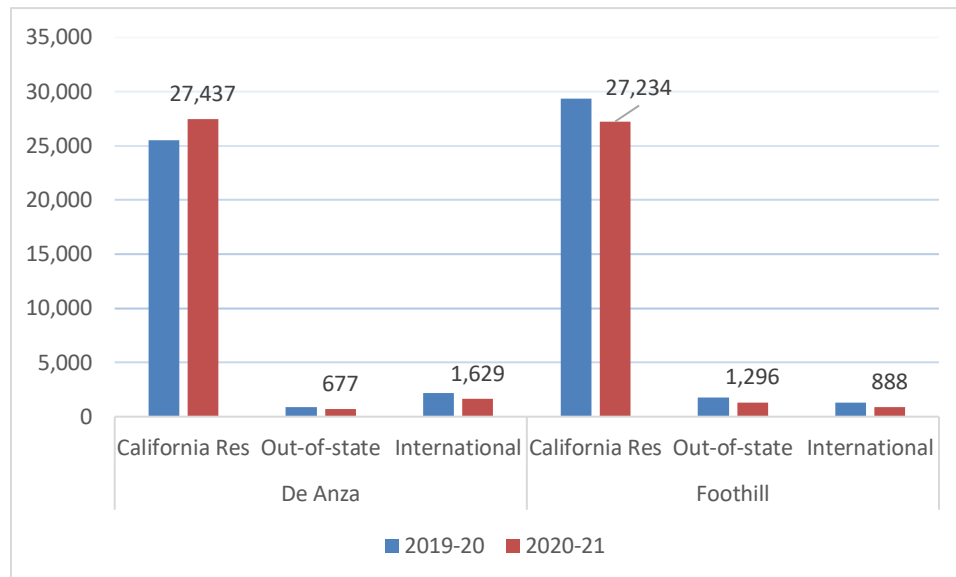


Table SG.1

De Anza College: Student Headcount by Special Population Group and Term—Spring Term Only

Group	Spring 2020 Count	Spring 2021 Count	Count	Change Percent	Trend
CalWorks	25	23	(2)	-8%	↓
DSPS	809	820	11	1%	↑
EOPS	605	616	11	2%	↑
Puente	80	74	(6)	-8%	↓
Umoja	27	21	(6)	-22%	↓
College Now	37	33	(4)	-11%	↓
Middle College	76	86	10	13%	↑
All Special Admit/HS Students	471	704	233	49%	↑
First-Generation	4,677	4,601	(76)	-2%	↓
Foster Youth	164	182	18	11%	↑
Military: Active Duty, Reserve, National Guard	96	98	2	2%	↑
Veteran	263	254	(9)	-3%	↓
Apprenticeship	27	15	(12)	-44%	↓
LGBT	646	903	257	40%	↑
Economically Disadvantage	6,067	6,229	162	3%	↑
Homeless	13	14	1	8%	↑
Work Based Learner	12	155	143	1192%	↑

De Anza College Student Headcount, Spring

Credit Status Student Group	Spring 2020 Count	Spring 2021 Count	Count	Change Percent	Trend
Credit	16,593	16,218	(375)	-2%	↓
Noncredit only	29	39	10	34%	↑
Total	16,622	16,257	(365)	-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, independently of enrollment status.

Trend relates to the group statistic compared to that for "All Students."

Table SG.2

De Anza College: Student Headcount by Special Population Group and Academic Year

Group	2019-20	2020-21	Count	Change	Trend
	Count	Count		Percent	
CalWorks	53	33	(20)	-38%	↓
DSPS	1,398	1,253	(145)	-10%	↓
EOPS	725	749	24	3%	
Puente	108	100	(8)	-7%	↓
Umoja	34	37	3	9%	↑
College Now	37	34	(3)	-8%	↓
Middle College	83	88	5	6%	↑
All Special Admit/HS Students	1,248	2,174	926	74%	↑
First-Generation	7,993	8,046	53	1%	
Foster Youth	298	340	42	14%	↑
Military: Active Duty, Reserve, National Guard	141	139	(2)	-1%	↓
Veteran	433	416	(17)	-4%	↓
Apprenticeship	36	24	(12)	-33%	↓
LBGT	1,293	1,779	486	38%	↑
Economically Disadvantage	8,852	9,502	650	7%	↑
Homeless	21	27	6	29%	↑
Work Based Learner	155	303	148	95%	↑

De Anza College Student Headcount, Annual

Credit Status Student Group	2019-20	2020-21	Count	Change	Trend
	Count	Count		Percent	
Credit	28,319	29,545	1,226	4%	↑
Noncredit only	53	86	33	62%	↑
Total	28,372	29,631	1,259	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, independently of enrollment status.

Trend relates to the group statistic compared to that for "All Students."

Table SG.3
Foothill College: Student Headcount by Special Population Group, and Term—Spring Only

Group	Spring 2020 Count	Spring 2021 Count	Count	Change Percent	Trend
CalWorks	15	6	(9)	-60%	↓
DSPS	695	727	32	5%	↑
EOPS	229	175	(54)	-24%	↓
Puente	67	69	2	3%	↑
Umoja	70	64	(6)	-9%	↓
College Now	26	28	2	8%	↑
Middle College	55	90	35	64%	↑
All Special Admit/HS Students	914	967	53	6%	↑
First-Generation	3,165	3,358	193	6%	↑
Foster Youth	98	175	77	79%	↑
Military: Active Duty, Reserve, National Guard	36	52	16	44%	↑
Veteran	185	205	20	11%	↑
Apprenticeship	152	904	752	495%	↑
Baccalaureate	144	146	2	1%	↑
LBGT	502	802	300	60%	↑
Economically Disadvantage	3,319	3,229	(90)	-3%	↓
Homeless	9	7	(2)	-22%	↓
Work Based Learner	223	270	47	21%	↑

Foothill College Student Headcount, Spring

Credit Status Student Group	Spring 2020 Count	Spring 2021 Count	Count	Change Percent	Trend
Credit	12,301	12,163	(138)	-1%	↓
Noncredit only	1,155	1,095	(60)	-5%	↓
Total	13,456	13,258	(198)	-1%	↓

Notes

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

For most groups, data include students with at least one enrollment during the academic year applicable for apportionment, including apprenticeship courses.

Data for DSPS, EOPS and CalWorks include those confirmed by the program coordinator, independently of enrollment status.

Trend relates to the group statistic compared to that for "All Students."

Table SG.4**Foothill College: Student Headcount by Special Population Group and Academic Year**

Group	2019-20 Count	2020-21 Count	Count	Change Percent	Trend
CalWorks	29	13	(16)	-55%	↓
DSPS	1,456	1,314	(142)	-10%	↓
EOPS	375	264	(111)	-30%	↓
Puente	101	94	(7)	-7%	
Umoja	98	96	(2)	-2%	
College Now	38	36	(2)	-5%	
Middle College	59	100	41	69%	↑
All Special Admit/HS Students	2,784	3,044	260	9%	↑
First-Generation	7,921	7,340	(581)	-7%	
Foster Youth	234	299	65	28%	↑
Military: Active Duty, Reserve, National Guard	105	107	2	2%	↑
Veteran	520	464	(56)	-11%	↓
Apprenticeship	2,757	2,788	31	1%	↑
Baccalaureate	155	165	10	6%	↑
LBGT	1,303	1,534	231	18%	↑
Economically Disadvantage	5,933	5,784	(149)	-3%	
Homeless	20	17	(3)	-15%	↓

Foothill College Student Headcount, Annual

Credit Status Student Group	2019-20 Count	2020-21 Count	Count	Change Percent	Trend
Credit	30,385	27,725	(2,660)	-9%	↓
Noncredit only	1,965	1,606	(359)	-18%	↓
Total	32,350	29,331	(3,019)	-9%	↓

Notes

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

For most groups, data include students with at least one enrollment during the academic year applicable for apportionment, including apprenticeship courses.

Data for DSPS, EOPS and CalWorks include those confirmed by the program coordinator, independently of enrollment status.

Trend relates to the group statistic compared to that for "All Students."

Table SS.1

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

Service	Quarter or Annual	Headcount or Service Count		Change		
		2019-20	2020-21	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	1,489	1,697	208	14%	↑
	2-Fall	1,564	1,180	-384	-25%	↓
	3-Winter	1,042	1,014	-28	-3%	
	4-Spring	3,071	1,791	-1,280	-42%	↓
	Annual	7,166	5,682	-1,484	-21%	↓
SS08: Counseling/Advising	1-Summer	3,745	3,556	-189	-5%	↓
	2-Fall	5,556	4,390	-1,166	-21%	↓
	3-Winter	1,928	2,493	565	29%	↑
	4-Spring	2,239	2,136	-103	-5%	↓
	Annual	13,468	12,575	-893	-7%	↓
SS09: Abbreviated SEP	1-Summer	1,040	64	-976	-94%	↓
	2-Fall	950	1,383	433	46%	↑
	3-Winter	743	993	250	34%	↑
	4-Spring	1,564	1,325	-239	-15%	↓
	Annual	4,297	3,765	-532	-12%	↓
SS09: Comprehensive SEP	1-Summer	565	4	-561	-99%	↓
	2-Fall	1,299	1,388	89	7%	↑
	3-Winter	809	902	93	11%	↑
	4-Spring	887	873	-14	-2%	
	Annual	3,560	3,167	-393	-11%	↓
SS10: At-Risk Follow-up	1-Summer	118	547	429	364%	↑
	2-Fall	374	776	402	107%	↑
	3-Winter	773	674	-99	-13%	↓
	4-Spring	670	607	-63	-9%	↓
	Annual	1,935	2,604	669	35%	↑
SS11: Other Follow-up	1-Summer	10,355	28,789	18,434	178%	↑
	2-Fall	15,010	13,489	-1,521	-10%	↓
	3-Winter	12,607	13,647	1,040	8%	↑
	4-Spring	13,560	14,077	517	4%	↑
	Annual	51,532	70,002	18,470	36%	↑

Notes

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

More information available at: http://research.fhda.edu/mis_reports/mis_ss_student_success/

Trend relates to the group statistic compared to less than -3.5% or more than 3.5% for down or up, respectively.

Table SS.2

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

Service	Quarter or Annual	Headcount or Service Count		Change		
		2019-20	2020-21	Count	Percent	Trend
SS06: Initial Orientation	1-Summer	495	1,794	1,299	262%	↑
	2-Fall	171	1,265	1,094	640%	↑
	3-Winter	1,274	865	-409	-32%	↓
	4-Spring	1,791	1,052	-739	-41%	↓
	Annual	3,731	4,976	1,245	33%	↑
SS08: Counseling/Advising	1-Summer	2,731	2,637	-94	-3%	↓
	2-Fall	3,427	3,144	-283	-8%	↓
	3-Winter	2,045	1,871	-174	-9%	↓
	4-Spring	2,166	1,690	-476	-22%	↓
	Annual	10,369	9,342	-1,027	-10%	↓
SS09: Abbreviated SEP	1-Summer	420	95	-325	-77%	↓
	2-Fall	446	676	230	52%	↑
	3-Winter	475	484	9	2%	
	4-Spring	600	487	-113	-19%	↓
	Annual	1,941	1,742	-199	-10%	↓
SS09: Comprehensive SEP	1-Summer	271	2	-269	-99%	↓
	2-Fall	558	747	189	34%	↑
	3-Winter	377	475	98	26%	↑
	4-Spring	491	511	20	4%	↑
	Annual	1,697	1,735	38	2%	
SS10: At-Risk Follow-up	1-Summer	162	76	-86	-53%	↓
	2-Fall	446	184	-262	-59%	↓
	3-Winter	478	129	-349	-73%	↓
	4-Spring	219	82	-137	-63%	↓
	Annual	1,305	471	-834	-64%	↓
SS11: Other Follow-up	1-Summer	3,685	5,792	2,107	57%	↑
	2-Fall	7,055	7,217	162	2%	
	3-Winter	6,788	7,062	274	4%	↑
	4-Spring	8,416	6,865	-1,551	-18%	↓
	Annual	25,944	26,936	992	4%	↑

Notes

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

More information available at: http://research.fhda.edu/mis_reports/mis_ss_student_success/

Trend relates to the group statistic compared to less than -3.5% or more than 3.5% for down or up, respectively.

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

Course Attribute	Course Classification	2019-20	2020-21	Count	Change	
		Count	Count		Percent	Trend
Credit Status	Credit, Degree Applicable	5,014	4,856	(158)	-3%	↓
	Credit, Not Degree Applic	294	257	(37)	-13%	↓
	Noncredit	34	47	13	38%	↑
Transfer Status	UC/CSU Transferable	3,979	3,817	(162)	-4%	↓
	CSU Only Transferable	926	925	(1)	0%	
	Not Transferable	437	418	(19)	-4%	↓
Basic Skills	Basic Skills	272	246	(26)	-10%	↓
	Not Basic Skills	5,070	4,914	(156)	-3%	
Occupational Level	Apprenticeship	25	21	(4)	-16%	↓
	Advanced Occupational	137	163	26	19%	↑
	Clearly Occupational	958	975	17	2%	↑
	Possibly Occupational	343	346	3	1%	↑
	Non-Occupational	3,879	3,655	(224)	-6%	↓
Special Class	Approved Special Class	115	67	(48)	-42%	↓
	Not a Special Class	5,227	5,093	(134)	-3%	
Prior to College	1 Level Below Transfer	139	145	6	4%	↑
	2 Levels Below Transfer	72	59	(13)	-18%	↓
	3 Levels Below Transfer	70	52	(18)	-26%	↓
	4 Levels Below Transfer	13	11	(2)	-15%	↓
	5 Levels Below Transfer	6	6	-	0%	
	Not Applicable	5,042	4,887	(155)	-3%	
Noncredit Category	ESL	-	6	6	-	
	Workforce Preparation	34	41	7	21%	↑
	Not Applicable/Credit	5,308	5,113	(195)	-4%	↓
Program Status	Program Applicable	4,902	4,788	(114)	-2%	
	Stand Alone	440	372	(68)	-15%	↓
Gen Education Status	GE Tranf English Comp	435	418	(17)	-4%	↓
	GE Tranf Math/Quant					
	Reas	587	615	28	5%	↑
	GE Loc Math/Quant Reas	35	33	(2)	-6%	↓
Course Support Status	Not Applicable	4,285	4,094	(191)	-4%	↓
	Support Course	71	82	11	15%	↑
	Not a Support Course	5,271	5,078	(193)	-4%	↓
Total		5,342	5,160	(182)	-3%	↓

Notes

Data for credit and noncredit course sections with at least one student enrolled.
Trend relates to the course group/attribute statistic compared to the figure for total sections.

Table CB.2

Foothill College: Section Count by Course Attribute and Academic Year

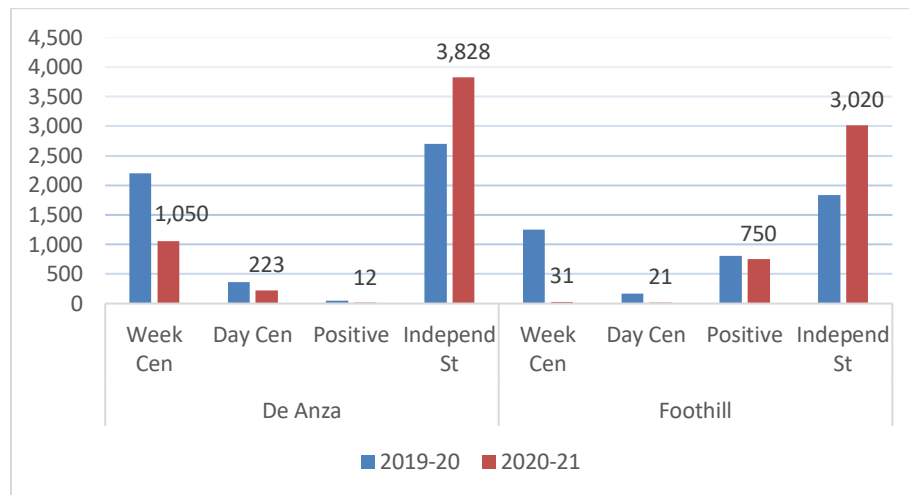
Course Attribute	Course Classification	2019-20	2020-21	Change Percent	Trend
		Count	Count		
Credit Status	Credit, Degree Applicable	3,975	3,759	(216)	-5%
	Credit, Not Degree Applic	95	65	(30)	-32% ↓
	Noncredit	385	383	(2)	-1%
Transfer Status	UC/CSU Transferable	2,483	2,266	(217)	-9% ↓
	CSU Only Transferable	809	700	(109)	-13% ↓
	Not Transferable	1,163	1,241	78	7% ↑
Basic Skills	Basic Skills	105	108	3	3% ↑
	Not Basic Skills	4,350	4,099	(251)	-6% ↓
Occupational Level	Apprenticeship	609	721	112	18% ↑
	Advanced Occupational	19	21	2	11% ↑
	Clearly Occupational	583	477	(106)	-18% ↓
	Possibly Occupational	577	563	(14)	-2%
	Non-Occupational	2,667	2,425	(242)	-9% ↓
Special Class	Approved Special Class	301	287	(14)	-5%
	Not a Special Class	4,154	3,920	(234)	-6% ↓
Prior to College	1 Level Below Transfer	65	62	(3)	-5%
	2 Levels Below Transfer	12	14	2	17% ↑
	3 Levels Below Transfer	9	14	5	56% ↑
	4 Levels Below Transfer	8	12	4	50% ↑
	5 Levels Below Transfer	6	5	(1)	-17% ↓
	6 Levels Below Transfer	6	1	(5)	-83% ↓
	Not Applicable	4,349	4,099	(250)	-6% ↓
Noncredit Category	ESL	23	32	9	39% ↑
	Elem/Secondary Skills	16	41	25	156% ↑
	Approved Special Ed	265	257	(8)	-3%
	Parenting	48	33	(15)	-31% ↓
	Short-Term Vocational	33	20	(13)	-39% ↓
	Not Applicable/Credit	4,070	3,824	(246)	-6% ↓
Program Status	Program Applicable	3,644	3,502	(142)	-4%
	Stand Alone	811	705	(106)	-13% ↓
Gen Education Status	GE Tranf English Comp	176	168	(8)	-5%
	GE Tranf Math/Quant				
	Reas	223	211	(12)	-5%
	GE Loc Math/Quant Reas	21	18	(3)	-14% ↓
	Not Applicable	4,035	3,810	(225)	-6% ↓
Course Support Status	Support Course	35	28	(7)	-20% ↓
	Not a Support Course	4,420	4,179	(241)	-5%
Total		4,455	4,207	(248)	-6% ↓

Table XB.1
Section Count by College, Course Credit Status, Accounting Method and Academic Year

Credit Status	Accounting Method	2019-20	2020-21	Change		
		Count	Count	Count	Percent	Trend
De Anza						
Credit	Weekly Census	2,198	1,050	(1,148)	-52%	↓
	Daily Census	366	223	(143)	-39%	↓
	Positive Attendance	48	12	(36)	-75%	↓
	Independent Study	2,696	3,828	1,132	42%	↑
Noncredit	Positive Attendance	34	47	13	38%	↑
Total		5,342	5,160	(182)	-3%	↓
Foothill						
Credit	Weekly Census	1,254	31	(1,223)	-98%	↓
	Daily Census	166	21	(145)	-87%	↓
	Positive Attendance	809	750	(59)	-7%	↓
	Independent Study	1,840	3,020	1,180	64%	↑
	Independent Lab	1	-	(1)		
	Not State Apport	-	2	2	-	
Noncredit	Positive Attendance	381	380	(1)	0%	
	Not State Apport	4	3	(1)	-25%	↓
Total		4,455	4,207	(248)	-6%	↓

Notes

Trend relates to the section group/attribute statistic compared to that for all sections in the college.



Notes

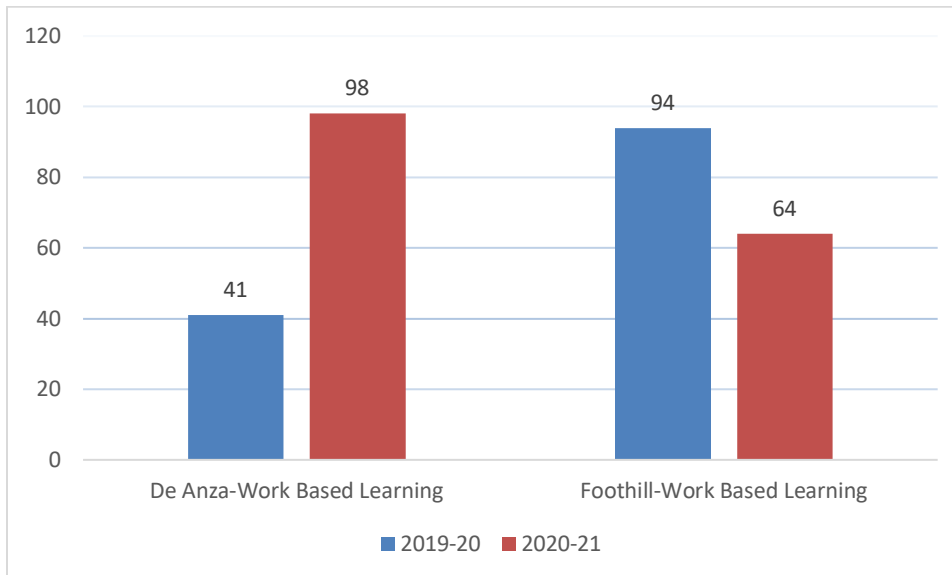
Data in graphic is for credit sections only.

Table XB.2
Section Count by College, Credit Status, Work Based Learning Activity Classification and Academic Year

Credit Status	Work Based Learning	2019-20	2020-21	Change		
		Count	Count	Count	Percent	Trend
De Anza						
Credit	Work Based Learning Activ	41	98	57	139%	↑
Credit	Other	5,267	5,015	(252)	-5%	↓
Noncredit	Other	34	47	13	38%	↑
Total		5,342	5,160	(182)	-3%	↓
Foothill						
Credit	Work Based Learning Activ	94	64	(30)	-32%	↓
Credit	Other	3,976	3,760	(216)	-5%	
Noncredit	Other	385	383	(2)	-1%	
Total		4,455	4,207	(248)	-6%	↓

Notes

Work-based learning activity indicates the use of instructional strategies that enhance classroom learning by connecting it to the workplace (e.g., pre-apprenticeship, job shadowing, mentorship, internship, clinical experience, work-study programs, informational interviews, attendance at trade shows, field experience, community service learning). Trend relates to the section group/attribute statistic compared to that for all sections in the college.



Notes

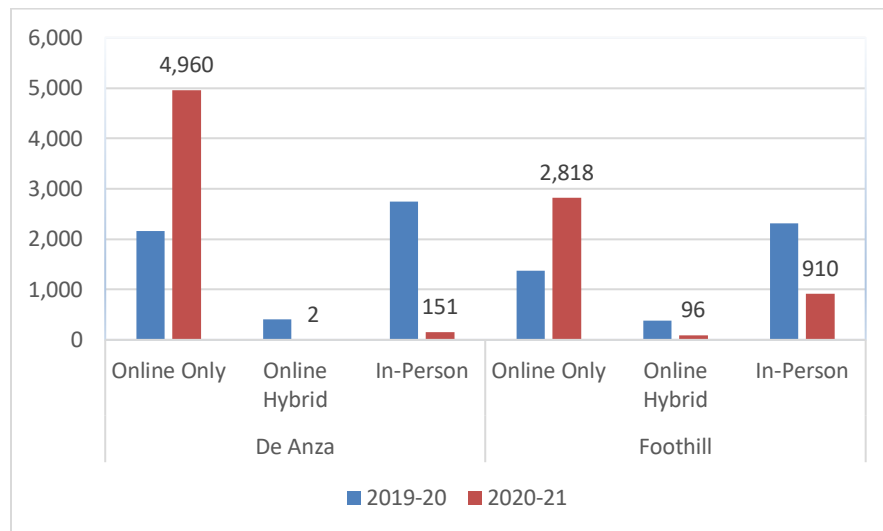
Data in graphic is for credit sections only.

Table XF.1
Section Count by College, Course Credit Status, Instruction Delivery Method and Academic Year

Credit Status	Delivery Method	2019-20	2020-21	Change		
		Count	Count	Count	Percent	Trend
De Anza						
Credit	Online Only	2,158	4,960	2,802	130%	↑
	Online Hybrid	405	2	(403)	-100%	↓
	In-Person	2,745	151	(2,594)	-94%	↓
Noncredit	Online Only	10	47	37	370%	↑
	In-Person	24	-	(24)	-100%	↓
Total		5,342	5,160	(182)	-3%	↓
Foothill						
Credit	Online Only	1,377	2,818	1,441	105%	↑
	Online Hybrid	384	96	(288)	-75%	↓
	In-Person	2,309	910	(1,399)	-61%	↓
Noncredit	Online Only	-	371	371	100%	↑
	Online Hybrid	1	2	1	100%	↑
	In-Person	384	10	(374)	-97%	↓
Total		4,455	4,207	(248)	-6%	↓

Notes

Percentage figures are computed within the credit status classification: credit or noncredit. Trend relates to the section group/attribute statistic compared to that for all sections in the college.



Notes

Data in graphic is for credit sections only.

Table EB.1
Instructor Headcount by College, Course Credit Status, Employee Class and Academic Year

Credit Status	Employee Classification	2019-20 Count	2020-21 Count	Count	Change Percent	Trend
De Anza						
Credit	Academic Regular, Tenured	175	175	-	0%	
	Academic Regular, on Tenure Track	40	32	(8)	-20%	↓
	Academic Temporary	535	514	(21)	-4%	↓
	Classified	3	3	-	0%	
	Contract Staff	1	-	(1)	-100%	↓
	Educational Administrator	1	2	1	100%	↑
	Total-Credit	755	726	(29)	-4%	↓
Noncredit	Academic Regular, Tenured	2	5	3	150%	↑
	Academic Regular, on Tenure Track	1	2	1	100%	↑
	Academic Temporary	5	4	(1)	-20%	↓
	Total-Noncredit	8	11	3	38%	↑
Foothill						
Credit	Academic Regular, Tenured	121	124	3	2%	↑
	Academic Regular, on Tenure Track	29	29	-	0%	
	Academic Temporary	418	357	(61)	-15%	↓
	Classified	2	2	-	0%	
	Contract Staff	46	63	17	37%	↑
	Educational Administrator	2	1	(1)	-50%	↓
	Total-Credit	618	576	(42)	-7%	↓
Noncredit	Academic Regular, Tenured	5	15	10	200%	↑
	Academic Regular, on Tenure Track	1	4	3	300%	↑
	Academic Temporary	44	40	(4)	-9%	
	Classified	1	-	(1)	-100%	↓
	Contract Staff	1	-	(1)	-100%	↓
	Educational Administrator	1	2	1	100%	↑
	Total-Noncredit	53	61	8	15%	↑

Notes

Trend relates to the section group/attribute statistic compared to that for all sections in the college.

Table EB.2

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

Credit Status	Employee Classification	2019-20			2020-21		
		Regular Workload	Overload	Total Workload	Regular Workload	Overload	Total Workload
Credit	Academic Regular, Tenured	130.41	55.31	185.72	133.36	58.68	192.03
	Academic Regular, on Tenure Track	30.53	9.02	39.55	27.24	6.56	33.80
	Academic Temporary	236.33	-	236.33	238.13	-	238.13
	Classified	0.27	-	0.27	0.87	-	0.87
	Contract Staff	-	-	-	-	-	-
	Educational Administrator	0.10	-	0.10	0.18	-	0.18
	Total Credit		397.64	64.33	461.97	399.78	65.24
Noncredit	Academic Regular, Tenured	-	-	-	-	-	-
	Academic Regular, on Tenure Track	-	-	-	-	-	-
	Academic Temporary	-	-	-	-	-	-
	Total Noncredit	-	-	-	-	-	-

Total Credit Workload	2019-20	2020-21	Load/FTEF	Change Percent	Trend
Academic Regular (Tenured or Tenured Track)	225.27	225.83	0.56	0%	
Academic Temporary and Others	236.70	239.18	2.48	1%	↑
Total	461.97	465.02	3.04	1%	↑

Notes

FTEF: Full-Time Equivalent Faculty.

Table EB.3

Foothill College: Instructional Workload (FTEF) by Course Credit Status, Employee Classification and Academic Year

Credit Status	Employee Classification	2019-20			2020-21		
		Regular Workload	Overload	Total Workload	Regular Workload	Overload	Total Workload
Credit	Academic Regular, Tenured	85.70	39.11	124.81	84.58	35.06	119.65
	Academic Regular, on Tenure Track	21.76	5.27	27.03	21.99	5.63	27.62
	Academic Temporary	160.18	-	160.18	150.42	-	150.42
	Classified	0.78	-	0.78	0.30	-	0.30
	Contract Staff	-	-	-	-	-	-
	Educational Administrator	0.19	-	0.19	0.23	-	0.23
	Total		268.61	44.38	312.99	257.53	40.70
Noncredit	Academic Regular, Tenured	0.93	0.36	1.29	2.25	0.47	2.72
	Academic Regular, on Tenure Track	0.11	-	0.11	1.71	0.15	1.86
	Academic Temporary	12.37	-	12.37	9.61	-	9.61
	Classified	-	-	-	-	-	-
	Contract Staff	-	-	-	-	-	-
	Educational Administrator	-	-	-	0.08	-	0.08
	Total		13.41	0.36	13.77	13.65	0.62

Total Credit Workload	2019-20	2020-21	Load/FTES	Change Percent	Trend
Academic Regular (Tenured or Tenured Track)	151.84	147.27	(4.57)	-3%	
Academic Temporary and Others	161.15	150.95	(10.20)	-6%	↓
Total	312.99	298.22	(14.77)	-5%	↓

Notes

FTEF: Full-Time Equivalent Faculty.

Table EB.4
Headcount and Workload/FTEF for Sections without Student Enrollment by College, Division, TOP Code and Academic Year

Division	TOP Code	TOP Code Title	2019-20		2020-21		Workload Change		
			Headcount	Workload	Headcount	Workload	Count	Percent	Trend
De Anza									
Intercultural/Intern Stu	220300	Ethnic Studies	1	0.10	-	-	(0.10)	-100%	↓
Language Arts	150100	English	1	0.38	-	-	(0.38)	-100%	↓
	150600	Speech Communication	1	0.22	-	-	(0.22)	-100%	↓
Physical Sciences/Math/Engin	190500	Chemistry, General	1	0.16	-	-	(0.16)	-100%	↓
Social Sciences and Humanities	140200	Paralegal	-	-	1	0.10	0.10	100%	↑
Total			2	0.85	1	0.10	(0.75)	-88%	↓
Foothill									
Biological & Health Sciences	122500	Radiologic Technology	2	0.10	-	-	(0.10)	-100%	↓
	125000	Emergency Medical Services	3	0.41	-	-	(0.41)	-100%	↓
	152000	Reading	-	-	32	2.64	2.64		↓
	051400	Office Technology/Office Computer Applications	1	0.18	3	0.11	(0.07)	-39%	↓
	086000	Educational Technology	3	0.23	-	-	(0.23)	-100%	↓
Economic Development	095230	Plumbing, Pipefitting and Steamfitting	2	0.10	-	-	(0.10)	-100%	↓
Fine Arts & Communications	101100	Cinematography	1	0.12	-	-	(0.12)	-100%	↓
Kinesiology and Athletics	083500	Physical Education	1	0.05	-	-	(0.05)	-100%	↓
Language Arts	150100	English	15	2.58	13	2.61	0.03	1%	↑
	160100	Library Science, General	-	-	1	0.02	0.02	100%	↑
Physical Sci, Math & Engin	170100	Mathematics, General	52	18.70	54	15.62	(3.07)	-16%	↓
Total			80	22.46	103	21.00	(1.46)	-6%	↓

Table EB.5

Faculty Headcount by Course Credit Status, Full-Time Status, Gender and Academic Year

Credit Status	Faculty Group	Gender	2019-20 Count	2020-21 Count	Count	Change Percent	Trend
De Anza							
Credit	Full-Time	Female	121	115	(6)	-5%	↓
		Male	94	92	(2)	-2%	
		Total	215	207	(8)	-4%	↓
	Part-Time	Female	286	285	(1)	0%	
		Male	249	229	(20)	-8%	↓
		Total	535	514	(21)	-4%	↓
Noncredit	Full-Time	Female	-	2	2	100%	
		Male	3	5	2	67%	
		Total	3	7	4	133%	↑
	Part-Time	Female	-	2	2	100%	
		Male	5	2	(3)	-60%	↓
		Total	5	4	(1)	-20%	↓
Foothill							
Credit	Full-Time	Female	84	87	3	4%	↑
		Male	66	66	-	0%	
		Total	150	153	3	2%	↑
	Part-Time	Female	233	190	(43)	-18%	↓
		Male	185	167	(18)	-10%	
		Total	418	357	(61)	-15%	↓
Noncredit	Full-Time	Female	5	15	10	200%	
		Male	1	4	3	300%	↑
		Total	6	19	13	217%	↑
	Part-Time	Female	36	29	(7)	-19%	↓
		Male	8	11	3	38%	
		Total	44	40	(4)	-9%	↓

Notes

Trend relates to the group statistic compared to that for the college.

Table EB.6

De Anza College: Faculty Headcount by Course Credit Status, Full-Time Status, Age Group and Academic Year

Credit Status	Faculty Group	Age Group	2019-20	2020-21	Count	Change	Trend
			Count	Count		Perct	
De Anza							
Credit	Full-Time	30 or less	2	4	2	100%	↑
		31-35	11	9	(2)	-18%	↓
		36-40	22	21	(1)	-5%	↓
		41-45	27	27	-	0%	
		46-50	33	31	(2)	-6%	↓
		51-55	33	32	(1)	-3%	
		56-60	49	40	(9)	-18%	↓
		61 or more	38	43	5	13%	↑
	Total	215	207	(8)	-4%	↓	
	Part-Time	30 or less	13	16	3	23%	↑
		31-35	27	21	(6)	-22%	↓
		36-40	55	56	1	2%	↑
		41-45	46	46	-	0%	
		46-50	65	66	1	2%	↑
51-55		64	68	4	6%	↑	
56-60		63	64	1	2%	↑	
61 or more		202	177	(25)	-12%	↓	
Total	535	514	(21)	-4%	↓		
Noncredit	Full-Time	31-35	-	1	1	100%	
		36-40	-	2	2	100%	
		41-45	1	1	-	0%	
		51-55	-	1	1	100%	
		56-60	1	1	-	0%	
		61 or more	1	1	-	0%	
		Total	3	7	4	133%	↑
	Part-Time	30 or less	-	1	1	100%	↑
		31-35	1	-	(1)	-100%	↓
		36-40	1	1	-	0%	
		56-60	1	2	1	100%	↑
		61 or more	2	-	(2)	-100%	↓
		Total	5	4	(1)	-20%	↓

Notes

Trend relates to the group statistic compared to that for the college.

Table EB.7

Foothill College: Faculty Headcount by Course Credit Status, Full-Time Status, Age Group and Academic Year

Credit Status	Faculty Group	Age Group	2019-20	2020-21	Count	Change	Trend
			Count	Count		Percent	
Foothill							
Credit	Full-Time	30 or less	3	3	-	0%	
		31-35	6	6	-	0%	
		36-40	17	14	(3)	-18%	
		41-45	33	26	(7)	-21%	
		46-50	29	36	7	24%	↑
		51-55	25	24	(1)	-4%	
		56-60	18	22	4	22%	↑
		61 or more	19	22	3	16%	↑
	Total		150	153	3	2%	↑
	Part-Time	30 or less	21	12	(9)	-43%	↓
		31-35	44	31	(13)	-30%	↓
		36-40	58	63	5	9%	↑
		41-45	41	42	1	2%	↑
		46-50	49	34	(15)	-31%	↓
		51-55	61	50	(11)	-18%	↓
56-60		54	50	(4)	-7%		
61 or more		90	75	(15)	-17%	↓	
Total		418	357	(61)	-15%	↓	
Noncredit	Full-Time	31-35	1	1	-	100%	
		36-40	2	5	3	100%	
		41-45	-	4	4	100%	
		46-50	-	3	3	100%	
		51-55	1	4	3	300%	↑
		56-60	2	2	-	0%	
		Total		6	19	13	217%
	Part-Time	30 or less	2	2	-	100%	↑
		31-35	3	1	(2)	-67%	↓
		36-40	4	7	3	75%	↑
		41-45	3	4	1	33%	↑
		46-50	2	-	(2)	-100%	↓
		51-55	2	2	-	0%	
		56-60	6	5	(1)	-17%	↓
		61 or more	22	19	(3)	-14%	↓
Total		44	40	(4)	-9%	↓	

Notes

Trend relates to the group statistic compared to that for the college.

Table EB.8

De Anza College: Faculty Headcount by Course Credit Status, Full-Time Status, Race/Ethnic Group and Academic Year

Credit Status	Faculty Group	Race/Ethnic Group	2019-20	2020-21	Change		
			Count	Count	Count	Perct	Trend
De Anza							
Credit	Full-Time	American Indian/Alaskan	-	1	1	100%	↑
		Asian	41	43	2	5%	↑
		Black/African American	14	13	(1)	-7%	↓
		Hispanic	33	34	1	3%	↑
		White	114	105	(9)	-8%	↓
		More than one race	5	5	-	0%	
		Not reported	8	6	(2)	-25%	↓
		Total	215	207	(8)	-4%	↓
	Part-Time	American Indian/Alaskan	5	4	(1)	-20%	↓
		Asian	122	127	5	4%	↑
		Black/African American	18	21	3	17%	↑
		Hispanic	30	25	(5)	-17%	↓
		Pacific Islander	2	2	-	0%	
		White	323	303	(20)	-6%	↓
More than one race		8	9	1	13%	↑	
	Not reported	27	23	(4)	-15%	↓	
	Total	535	514	(21)	-4%	↓	
Noncredit	Full-Time	Hispanic	-	3	3	100%	
		White	2	3	1	50%	
		Not reported	1	1	-	0%	
		Total	3	7	4	133%	↑
	Part-Time	Asian	1	1	-	0%	
		Hispanic	1	-	(1)	-100%	↓
		White	2	3	1	50%	↑
		Not reported	1	-	(1)	-100%	↓
		Total	5	4	(1)	-20%	↓

Notes

Trend relates to the group statistic compared to that for the college.

Table EB.9

Foothill College: Faculty Headcount by Course Credit Status, Full-Time Status, Race/Ethnic Group and Academic Year

Credit Status	Faculty Group	Race/Ethnic Group	2019-20	2020-21	Change		
			Count	Count	Count	Perct	Trend
Foothill							
Credit	Full-Time	Asian	24	27	3	100%	↑
		Black/African American	9	10	1	11%	↑
		Hispanic	23	25	2	9%	↑
		White	88	84	(4)	-5%	↓
		More than one race	5	6	1	20%	↑
		Not reported	1	1	-	0%	
		Total	150	153	3	2%	↑
	Part-Time	American Indian/Alaskan	4	4	-	0%	
		Asian	81	65	(16)	-20%	↓
		Black/African American	10	5	(5)	-50%	↓
		Hispanic	39	39	-	0%	
		White	260	219	(41)	-16%	↓
		More than one race	6	4	(2)	-33%	↓
Not reported		18	21	3	17%	↑	
Total	418	357	(61)	-15%	↓		
Noncredit	Full-Time	Asian	2	2	-	0%	
		Black/African American	-	2	2	100%	
		Hispanic	1	5	4	100%	
		White	3	10	7	233%	↑
		Total	6	19	13	217%	↑
	Part-Time	American Indian/Alaskan	1	1	-	0%	
		Asian	3	3	-	0%	
		Black/African American	1	1	-	0%	
		Hispanic	11	8	(3)	-27%	↓
		White	27	26	(1)	-4%	
		More than one race	1	1	-	0%	
		Total	44	40	(4)	-9%	↓

Notes

Trend relates to the group statistic compared to that for the college.

Table SX.1

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

FTES Category	2019-20		2020-21		FTES Change		
	Student Headcount	FTES	Student Headcount	FTES	Count	Percent	Trend
De Anza College							
Credit-Apprenticeship	37	11.66	24	12.44	0.78	7%	↑
Credit-No Apprenticeship, CA Resident, Apportionment	25,420	13,427.37	27,334	14,303.96	876.59	7%	↑
Credit-No Apprenticeship, CA Resident, No Apportionment	59	5.50	39	4.86	-0.64	-12%	↓
Credit-No Apprenticeship, International	2,164	2,061.86	1,628	1,482.84	-579.02	-28%	↓
Credit-No Apprenticeship, Out-of-State	847	400.79	666	319.70	-81.09	-20%	↓
Credit-Total	28,320	15,907.18	29,545	16,123.80	216.62	1%	↑
Noncredit-CDCP: English as a Second Language	-	-	23	3.76	3.76	-	↑
Noncredit-CDCP: Workforce Preparation	80	12.95	115	23.11	10.16	78%	↑
Noncredit-Total	80	12.95	137	26.87	13.92	107%	↑

Notes

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

Trend relates to the group statistic compared to that for the college.

FTES computed on August 6,2021 for sections submitted in the MIS reports.

Table SX.2

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

FTES Category	2019-20		2020-21		FTES Change		
	Student Headcount	FTES	Student Headcount	FTES	Count	Percent	Trend
Foothill College							
Credit-Apprenticeship	2,796	825	2,821	1,066	240.79	29%	↑
Credit-No Apprenticeship, CA Resident, Apportionment	25,333	9,239	23,268	9,008	-230.4	-2%	
Credit-No Apprenticeship, CA Resident, No Apportionment	38	3	71	8	4.23	122%	↑
Credit-No Apprenticeship, International	1,290	888	880	549	-339.11	-38%	↓
Credit-No Apprenticeship, Out-of-State	1,116	272	869	270	-1.65	-1%	
Credit-Total	30,446	11,228	27,761	10,902	-326.14	-3%	↓
Noncredit-CDCP: Elementary and Secondary Basic Skills	1,840	59	2,165	250	190.47	321%	↑
Noncredit-CDCP: English as a Second Language	361	58	397	61	3.13	5%	
Noncredit-CDCP: Short-Term Vocational	550	46	244	20	-25.89	-56%	↓
Noncredit-Other	1,538	175	1,301	175	0.48	0%	
Noncredit-Total	4,170	338	4,057	506	168.19	50%	↑

Notes

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

Trend relates to the group statistic compared to that for the college.

FTES computed on August 6, 2021 for sections submitted in the MIS reports.



Appendix A

Appendix A

Table AP.1 De Anza College: Student Headcount by MIS STD7 Enrollment Status, Term and Academic Year

Term	MIS STD7_Headcount Status	2019-20 Count	2020-21 Count	Count	Change Percent	Trend
De Anza						
Summer	A-Credit-Weekly/Daily census section	5,519	2,659	(2,860)	-52%	↓
	B-Credit-Positive attend section; 8 or more hours or 0.50 or more units earned	28	100	72	257%	↑
	C-Credit-Independent study section with 0.50 or more units earned	3,760	8,185	4,425	118%	↑
	E-Credit-Independent study section with less than 0.50 units earned	657	1,125	468	71%	↑
	F-Noncredit-Positive attendance section with 8 or more hours	-	4	4	-	↑
	Summer MIS Headcount (STD7: A, B, C, F)	9,307	10,948	1,641	18%	↑
	Summer Total Headcount	9,964	12,073	2,109	21%	↑
Fall	A-Credit-Weekly/Daily census section	15,647	7,833	(7,814)	-50%	↓
	B-Credit-Positive attend section; 8 or more hours or 0.50 or more units earned	33	23	(10)	-30%	↓
	C-Credit-Independent study section with 0.50 or more units earned	2,390	9,185	6,795	284%	↑
	D-Positive attend section; less than 8 hours and less than 0.50 units earned	3	-	(3)	-100%	↓
	E-Credit-Independent study section with less than 0.50 units earned	778	1,782	1,004	129%	↑
	F-Noncredit-Positive attendance section with 8 or more hours	32	48	16	50%	↑
	G-Noncredit-Positive attendance section with less than 8 hours	-	2	2	-	↑
	Fall MIS Headcount (STD7: A, B, C, F)	18,102	17,089	(1,013)	-6%	↓
	Fall Total Headcount	18,883	18,873	(10)	0%	
Winter	A-Credit-Weekly/Daily census section	14,249	7,715	(6,534)	-46%	↓
	B-Credit-Positive attend section; 8 or more hours or 0.50 or more units earned	25	7	(18)	-72%	↓
	C-Credit-Independent study section with 0.50 or more units earned	2,464	8,053	5,589	227%	↑
	D-Positive attend section; less than 8 hours and less than 0.50 units earned	1	10	9	900%	↑
	E-Credit-Independent study section with less than 0.50 units earned	594	1,480	886	149%	↑
	F-Noncredit-Positive attendance section with 8 or more hours	7	44	37	529%	↑
	G-Noncredit-Positive attendance section with less than 8 hours	-	3	3	-	↑
	Winter MIS Headcount (STD7: A, B, C, F)	16,745	15,819	(926)	-6%	↓
	Winter Total Headcount	17,340	17,312	(28)	0%	

Term	MIS STD7_Headcount Status	2019-20	2020-21	Change Percent	Trend
		Count	Count		
De Anza					
Spring	A-Credit-Weekly/Daily census section	-	6,628	6,628	100% ↑
	B-Credit-Positive attend section; 8 or more hours or 0.50 or more units earned	75	25	(50)	-67% ↓
	C-Credit-Independent study section with 0.50 or more units earned	14,625	8,125	(6,500)	-44% ↓
	D-Positive attend section; less than 8 hours and less than 0.50 units earned	1	3	2	200% ↑
	E-Credit-Independent study section with less than 0.50 units earned	1,892	1,437	(455)	-24% ↓
	F-Noncredit-Positive attendance section with 8 or more hours	28	37	9	32% ↑
	G-Noncredit-Positive attendance section with less than 8 hours	1	2	1	100% ↑
	Spring MIS Headcount (STD7: A, B, C, F)	14,728	14,815	87	1% ↑
	Spring Total Headcount	16,622	16,257	(365)	-2% ↓

Notes

MIS Data Mart website, student headcount: https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

STD7, MIS Data Element Dictionary: <https://webdata.cccco.edu/ded/std/std7.pdf>

Trend relates to the group statistic compared to that for the total for college or institution.

Appendix A

Table AP2. Foothill College: Student Headcount by MIS STD7 Enrollment Status, Term and Academic Year

Term	MIS STD7_Headcount Status	2019-20 Count	2020-21 Count	Count	Change Percent	Trend
Foothill						
Summer	A-Credit-Weekly/Daily census section	1,349	103	(1,246)	-92%	↓
	B-Credit-Positive attend section; 8 or more hours or 0.50 or more units earned	1,669	862	(807)	-48%	↓
	C-Credit-Independent study section with 0.50 or more units earned	7,322	7,780	458	6%	↑
	D-Positive attend section; less than 8 hours and less than 0.50 units earned	5	4	(1)	-20%	↓
	E-Credit-Independent study section with less than 0.50 units earned	932	975	43	5%	↑
	F-Noncredit-Positive attendance section with 8 or more hours	764	743	(21)	-3%	
	G-Noncredit-Positive attendance section with less than 8 hours	68	49	(19)	-28%	↓
	Y-Non-state apportioned	0	1	1	-	
	Summer MIS Headcount (STD7: A, B, C, F)	11,104	9,488	(1,616)	-15%	↓
	Summer Total Headcount	12,109	10,517	(1,592)	-13%	↓
Fall	A-Credit-Weekly/Daily census section	6,108	214	(5,894)	-96%	↓
	B-Credit-Positive attend section; 8 or more hours or 0.50 or more units earned	2,732	2,362	(370)	-14%	↓
	C-Credit-Independent study section with 0.50 or more units earned	5,388	10658	5,270	98%	↑
	D-Positive attend section; less than 8 hours and less than 0.50 units earned	5	0	(5)	-100%	↓
	E-Credit-Independent study section with less than 0.50 units earned	1,185	1869	684	58%	↑
	F-Noncredit-Positive attendance section with 8 or more hours	1,132	967	(165)	-15%	↓
	G-Noncredit-Positive attendance section with less than 8 hours	174	181	7	4%	↑
	Y-Non-state apportioned	4	0	(4)	-100%	↓
	Fall MIS Headcount (STD7: A, B, C, F)	15,360	14,201	(1,159)	-8%	↓
	Fall Total Headcount	16,728	16,251	(477)	-3%	↓

Term	MIS STD7_Headcount Status	2019-20	2020-21	Change Percent	Trend
		Count	Count		
Foothill					
Winter	A-Credit-Weekly/Daily census section	5,498	223	(5,275)	-96% ↓
	B-Credit-Positive attend section; 8 or more hours or 0.50 or more units earned	2,194	2,278	84	4% ↑
	C-Credit-Independent study section with 0.50 or more units earned	5,281	10322	5,041	95% ↑
	D-Positive attend section; less than 8 hours and less than 0.50 units earned	8	2	(6)	-75% ↓
	E-Credit-Independent study section with less than 0.50 units earned	841	1536	695	83% ↑
	F-Noncredit-Positive attendance section with 8 or more hours	1,136	1,006	(130)	-11% ↓
	G-Noncredit-Positive attendance section with less than 8 hours	199	136	(63)	-32% ↓
	Winter MIS Headcount (STD7: A, B, C, F)	14,109	13,829	(280)	-2% ↓
	Winter Total Headcount	15,157	15,503	346	2% ↑
Spring	A-Credit-Weekly/Daily census section	5,031	256	(4,775)	-95% ↓
	B-Credit-Positive attend section; 8 or more hours or 0.50 or more units earned	409	1,152	743	182% ↑
	C-Credit-Independent study section with 0.50 or more units earned	5,905	9172	3,267	55% ↑
	D-Positive attend section; less than 8 hours and less than 0.50 units earned	4	3	(1)	-25% ↓
	E-Credit-Independent study section with less than 0.50 units earned	952	1580	628	66% ↑
	F-Noncredit-Positive attendance section with 8 or more hours	980	863	(117)	-12% ↓
	G-Noncredit-Positive attendance section with less than 8 hours	175	227	52	30% ↑
	Y-Non-state apportioned	0	5	5	100% ↑
	Spring MIS Headcount (STD7: A, B, C, F)	12,325	11,443	(882)	-7% ↓
	Spring Total Headcount	13,456	13,258	(198)	-1% ↓

Notes

MIS Data Mart website, student headcount: https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

STD7, MIS Data Element Dictionary: <https://webdata.cccco.edu/ded/std/std7.pdf>

Trend relates to the group statistic compared to that for the total for college or institution.