

IRP@FHDA

Introduction

The MIS SP (Student Academic Award) reports for the 2020-21, 2021-22, and 2022-23 academic years were submitted by the FHDA CCD (Foothill-De Anza Community College District) to the CCCCCO (California Community Colleges Chancellor's Office) on September 20, 2023. This document summarizes the data submitted in these reports to help data custodians across the District identify problems or issues that need to be addressed prior to the next data resubmission on October 2023. This document also includes a summary of the data submitted in the MIS SP report for the last ten academic years (2013-14 to 2022-23) to help identify and understand recent trends in the data.

Sections in this document include:

- *Data Validity Issues*: Identify issues or problems with the data extracted from the information system (i.e., Banner) at the time of submission and edits to address these.
- *Data Highlights*: Identify key findings as shown by the data in tables and figures at the end of this document.
- *Tables and Figures*: Show academic award counts and student headcounts disaggregated by college, award type and academic year. Different methods are used to analyze the data shown in these tables. These include:
 - All academic awards: Data include all academic award received by students at the college during the academic year as reported in MIS SP. In these tables, counts are not mutually exclusive for all awards are counted and students may have multiple awards during the academic year.
 - Highest academic award: Data only include the highest academic award received by each student at the college during the academic year (bachelor's, the highest academic award; noncredit, the lowest).

This method results in unduplicated counts for students and awards; only one award is counted for each student.

- SCFF (Student Centered Funding Formula) headcounts and points: As described in the SCFF procedures or metrics,¹ data only include the highest academic award (i.e., only one award per student) applicable to SCFF funding received by students who enrolled at the district during the academic year they received the award. Academic awards applicable to SCFF funding include all degrees and certificates of at least 24 quarter units.
- TOP program or area (4-digit level) headcounts: Similar to SCFF procedures, but taking into account the TOP program level (four-digit level); meaning, for students whose highest academic award type falls within more than one TOP program code, all of these awards are included (e.g., a student with multiple degrees in different TOP code areas). This method is only used for the ten-year analyses (i.e., heatmaps of student headcounts for degrees and certificates by college and academic year).

Data for student headcount by program (major and degree/certificate) can be downloaded from the FHDA MIS SP webpage.² These data are available in Excel files (i.e., one for each college) formatted for easy querying. Data include the TOP code, vocational status, Banner program code, SCFF award level and headcount for the last three academic years. These data are provided to help data custodians understand how the local data (i.e., Banner) relates to the data submitted in MIS SP.

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- ¹ More information regarding SCFF metric definitions available at:
<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>.

² https://research.fhda.edu/mis_reports/mis_sp_program_awards

Data Validity Issues

- De Anza
 - Records for Banner program codes DA_CAA_2ITU and DA_CAA_2ITC were processed as one program (Transfer Studies – IGETC).
 - Changed TOP code or MIS code of inactive or legacy program codes: DA_AS_2CAD and DA_CEA_2CNC
- Foothill
 - Changed TOP code or MIS code of inactive or legacy program codes to align with the college catalog and CCCCCO curriculum inventory data (COCI): FH_CEA_1GID, FH_CEA_1AHI, FH_AA_1CDT, FH_CEA_1SC1 and FH_CEA_1SCI.

A data cleanup report for programs active at De Anza and Foothill for the current academic year (2023-24) is available at the FHDA MIS SP webpage under the heading *MIS SP (Academic Awards) Data Cleanup Reports*. The analysis used for this report compared data from the District's information system (Banner) and COCI to identify discrepancies or issues to resolve.

Data Highlights

All Academic Awards

Table D.1 and Table F.1 show data for degrees and certificates awarded at De Anza and Foothill, respectively, during the last three academic years (2020-21, 2021-22, 2022-23). Student headcounts are shown by award type, which includes ADT (associate degree for transfer), associate degree, credit certificate of at least 24 units or SCFF applicable, credit certificate of less than 24 units or not SCFF applicable, and noncredit certificate. Headcounts by award type in these tables are not mutually exclusive given that the data includes all awards and students can earn multiple awards at the college during the same academic year. Award counts in these tables are the same as those shown in the MIS data mart at the time of submission.

For De Anza College, data in Table D.1 show that the number of students who received at least one academic award at this college dropped 5.4% (minus 134) in

2022-23 when compared to the prior academic year. Credit certificates of less than 24 units and noncredit certificates were the only award types with an increase in headcount--13.1% (plus 41) and 193% (plus 83), respectively. The headcount for ADT and associate degrees dropped 7.6% (minus 85) and 13.8% (minus 135), respectively, during the same period.

Data for Foothill College in Table F.1 show a drop of 15.7% (minus 247) in the number of students who received at least one academic award in 2022-23 when compared the prior academic year. The data show a significant drop in headcount for bachelor's degrees (-28.9% or minus 22), associate degrees (-27.2% or minus 115), and certificates of least 24 units (-25.9% or minus 236). The only increase was for noncredit certificates (plus 22) because none were reported for the prior academic year.

Highest Academic Award

Data in Table D.2 and Table F.2 show statistics by students' highest academic award during the academic year at De Anza and Foothill, respectively. Notice that in these tables award counts are equal to student headcounts for the academic year: counts are mutually exclusive for only one award per student is counted each academic year. For the data shown in these tables, awards received by each student were ranked from highest to lowest based on academic level: baccalaureate, ADT, associate degree, credit certificate of at least 24 units (SCFF applicable), credit certificate of less than 24 units (SCFF not applicable), and noncredit certificate.

De Anza data for students' highest academic award in Table D.2 show that 1,737 students received at least one degree (ADT or associate degree) in 2022-23—a 10.1% drop (minus 196) when compared to the number for the prior academic year. Data in this table show a headcount increase for only awards not applicable to SCFF funding: certificates of less than 24 units show an increase of 17.5% (plus 37) and noncredit certificates, 190.7% (plus 82).

Data in Table F.2 for Foothill show that 770 students received at least one degree (baccalaureate, ADT or associate degree) in 2022-23—a 18.3% drop (minus 172) when compared to the number for the prior academic year.

SCFF Student Headcount

Data in Table D.3 and Table F.3 show student headcounts based on the SCFF *Student Success* metrics related to academic awards for *all students* (independently of their financial aid status).³ Data in these tables include only the student's highest SCFF applicable award for the academic year; and, only students registered by census date in at least one course during the academic year are counted (i.e., only student IDs included in at least one record in the MIS SX quarterly reports for the academic year are included). The SCFF procedures rank academic awards from highest to lowest as follows: ADT, associate degree, baccalaureate, and credit certificate of at least 24 units. Although SCFF procedures relate to the district (e.g., student's highest academic award at the district during the academic year), data in these tables are disaggregated by college (e.g., student's highest academic award at the college) for research purposes.

Data for De Anza in Table D.3 show that 92.7% of all students who received at least one academic award applicable to SCFF funding in 2022-23 were enrolled during this academic year—slightly higher when compared to 93.5% for the prior academic year. Data in Figure D.3 show that 142 De Anza records will not count for SFCC allocations because of the students' registration status (i.e., not registered during the academic year they received the award). Data in this table show higher registration rates for ADT degrees (95% or higher) while certificates of at least 24 units show lower ones (90% or lower).

For Foothill, data in Table F.3 show that 94.9% of students who received at least one academic award applicable to SCFF funding in 2022-23 were enrolled during this academic year. Data in Figure F.3 show that the number of Foothill records to

³ More information available at: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

be excluded from SCFF procedures because of students' registration status have consistently dropped during the last three academic years.

SCFF Points, All Students

Data in Table D.4 and F.4 show SCFF points allocated based on applicable data (i.e., student's highest SCFF applicable academic award and registration status for the academic year). SCFF procedures or metrics allocate points based on student's highest academic award as follows: ADT, 4 points; associate or baccalaureate degree, 3 points; and credit certificate of at least 24 units, 2 points. The average number of total points allocated to the district for the last three years is used as the standard measure in SCFF procedures for it provides some degree of stability in funding across years.

Data for De Anza in Table D.4 show that in 2022-23 the total number of points under this SCFF metric dropped 11.4% (minus 804) when compared to the prior year. Data in this table show certificates of at least 24 units with the largest percentage drop in points (-20.4% or minus 98) and ADT degrees with the smallest (-9% or minus 388). In 2022-23, ADT degrees accounted for 63.2% of all points at De Anza; certificates of at least 24 units, 6.1%.

Data for Foothill in Table F.4 that in 2022-23 the number of points under this metric dropped 16.4% (minus 642) when compared to the prior academic year. Data in this table show the largest percentage drop in points for the bachelor's degree (-28% or minus 63); the smallest for certificate of at least 24 units (-13% or minus 98). In 2022-23, ADT degrees accounted for 50.5% of all points for Foothill; certificates of at least 24 units, 20.1%.

At the district level, FHDA CCD data in Table FD.1 show a that in 2022-23 the total number of points under this SCFF metric dropped 13.2% (minus 1,446) when compared to the prior year. ADT degrees accounted for the highest percentage of points in 2022-23 (58.7%); bachelor's degrees for the lowest, 1.7%.

Data in Figure FD.2 and FD.3 show the extent to which each college accounts for the total points at the district level under this SCFF metric (i.e., academic awards for

all students). Data in these figures show that De Anza and Foothill academic awards account for 66% and 34%, respectively, of the total points for the District in 2022-23; a slight change when compared to figures for the prior academic year.

SCFF Academic Award Headcounts and Points: 2013-14 to 2022-23

Data in Table AP.1 include only awards applicable to SCFF funding (i.e., degrees or certificates of at least 24 quarter units) and students who enrolled at the District during the academic year. Students were divided into two groups: those who were awarded at least one degree (ADT, associate or bachelor's) and those who were awarded at least one applicable certificate, but not a degree during the academic year.

Data in Table AP.1 and Figure AP.1 show that the number of students who were awarded at least one degree has been increasing for the most part during the last ten academic years at both colleges. Between 2013-14 and 2022-23, the number of students who graduated with at least one degree increased 31.6% (plus 390) and 17.1% (plus 148) at De Anza and Foothill, respectively.

Data in Table AP.1 show a significant drop (-8.4% or minus 143) in the number of students with at least one degree at De Anza in 2019-20, the year when the Covid-19 lockdown began. This was followed by a significant increase the next academic year (25.8% or plus 400). Data for the last ten academic years show that in 2020-21 both colleges reported the highest number of students who received at least one degree. Data in Table AP.2 show that 2020-21 was also the year when both colleges had the highest number of students awarded a degree for transfer.

Data in Table AP.3 and Figure AP.3 show the growing impact of degrees for transfer at De Anza regarding points under the SCFF Student Success metric for all students (about 63% in 2022-23). Certificates seem to have a major impact at Foothill. Data in Table AP.3 show that while certificates of at least 24 units at De Anza account for 6% of the points in 2022-23, at Foothill these account for 20% in all points during this academic year.

Data in Table AP.4 show that based on the average student headcount for the last three academic years, the three top ranking degree programs at De Anza are in the areas of *Business Administration* (387), *Biological and Physical Sciences and Mathematics* (203), and *General Psychology* (163). At Foothill, data in Table AP.6

show these as the three top ranking program areas: *Business Administration* (118), *General Psychology* (112) and *Dental Occupations* (72).

Data in Table AP.5 show that the top three ranking certificate programs at De Anza, as shown by average headcount for the last three years, are in the areas of *General Liberal Arts and Sciences/IGETC UC/CSU* (57), *Child Development/Early Care and Education* (49), *Accounting* (22) and *Medical Assisting* (22). Data for Foothill in Table AP.7 show the top three certificate program areas are *Construction Crafts Technology-Apprenticeship* (207), *General Liberal Arts and Sciences/IGETC UC/CSU* (42), and *Environmental Control Technology-Apprenticeship* (25).

Table D.1

De Anza: Number of Academic Awards and Student Headcount by Type and Academic Year

| Academic Award | | | | | | | Headcount | | |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------------|----------------|----------------|
| | 2020-21 | | 2021-22 | | 2022-23 | | Three Year Average | Last Two Years | |
| | Awards | Headcount | Awards | Headcount | Awards | Headcount | | Change | Percent Change |
| Associate Degree for Transfer | 1,200 | 1,165 | 1,163 | 1,121 | 1,088 | 1,036 | 1,107 | (85) | -7.6% |
| Associate Degree | 1,189 | 1,106 | 1,066 | 979 | 904 | 844 | 976 | (135) | -13.8% |
| Credit Certificate, SCFF | 539 | 485 | 673 | 616 | 518 | 474 | 525 | (142) | -23.1% |
| Credit Certificate, N/A SCFF | 406 | 350 | 357 | 313 | 393 | 354 | 339 | 41 | 13.1% |
| Noncredit Certificate | 8 | 8 | 43 | 43 | 135 | 126 | 59 | 83 | 193.0% |
| Total | 3,342 | 2,566 | 3,302 | 2,464 | 3,038 | 2,330 | 2,453 | (134) | -5.4% |

Percentage of Total

| Academic Award | Awards | Headcount | Awards | Headcount | Awards | Headcount |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Associate Degree for Transfer | 36% | 45% | 35% | 45% | 36% | 44.5% |
| Associate Degree | 36% | 43% | 32% | 40% | 30% | 36.2% |
| Credit Certificate, SCFF | 16% | 19% | 20% | 25% | 17% | 20.3% |
| Credit Certificate, N/A SCFF | 12% | 14% | 11% | 13% | 13% | 15.2% |
| Noncredit Certificate | 0% | 0% | 1% | 2% | 4% | 5.4% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% |

Figure D.1

De Anza: Student Headcount by Award Type and Academic Year

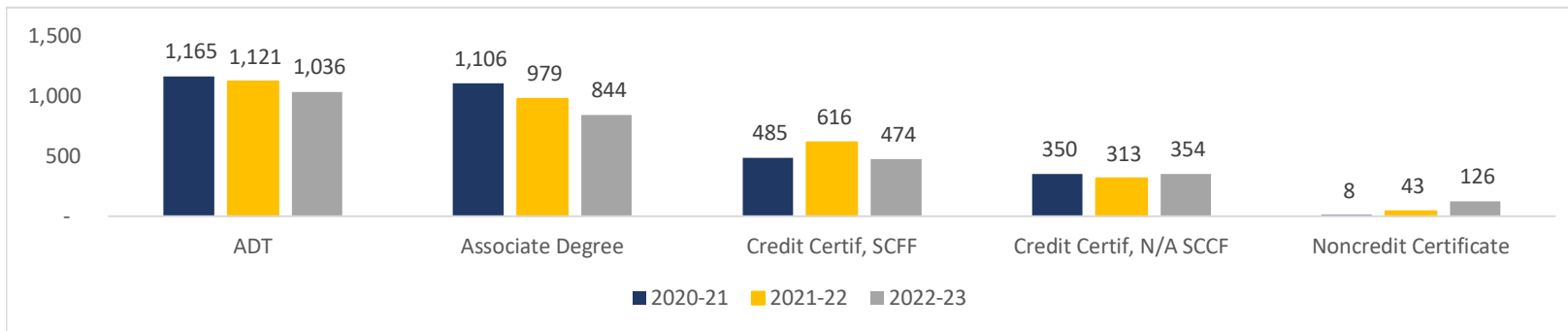


Table F.1

Foothill: Number of Academic Awards and Student Headcount by Type and Academic Year

| Academic Award | | | | | | | Headcount | | |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------------|----------------|----------------|
| | 2020-21 | | 2021-22 | | 2022-23 | | Three Year Average | Last Two Years | |
| | Awards | Headcount | Awards | Headcount | Awards | Headcount | | Change | Percent Change |
| Baccalaureate Degree | 73 | 73 | 76 | 76 | 54 | 54 | 68 | (22) | -28.9% |
| Associate Degree for Transfer | 711 | 643 | 560 | 496 | 467 | 432 | 524 | (64) | -12.9% |
| Associate Degree | 538 | 493 | 459 | 423 | 320 | 308 | 408 | (115) | -27.2% |
| Credit Certificate, SCFF | 968 | 924 | 933 | 910 | 684 | 674 | 836 | (236) | -25.9% |
| Credit Certificate, N/A SCFF | 350 | 329 | 264 | 240 | 240 | 215 | 261 | (25) | -10.4% |
| Noncredit Certificate | 19 | 19 | - | - | 26 | 22 | 14 | 22 | - |
| Total | 2,659 | 1,782 | 2,292 | 1,572 | 1,791 | 1,325 | 1,560 | (247) | -15.7% |

Percentage of Total

| Academic Award | Awards | Headcount | Awards | Headcount | Awards | Headcount |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Baccalaureate Degree | 3% | 4% | 3% | 5% | 3% | 4.1% |
| Associate Degree for Transfer | 27% | 36% | 24% | 32% | 26% | 32.6% |
| Associate Degree | 20% | 28% | 20% | 27% | 18% | 23.2% |
| Credit Certificate, SCFF | 36% | 52% | 41% | 58% | 38% | 50.9% |
| Credit Certificate, N/A SCFF | 13% | 18% | 12% | 15% | 13% | 16.2% |
| Noncredit Certificate | 1% | 1% | 0% | 0% | 1% | 1.7% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% |

Figure F.1

Foothill: Student Headcount by Award Type and Academic Year

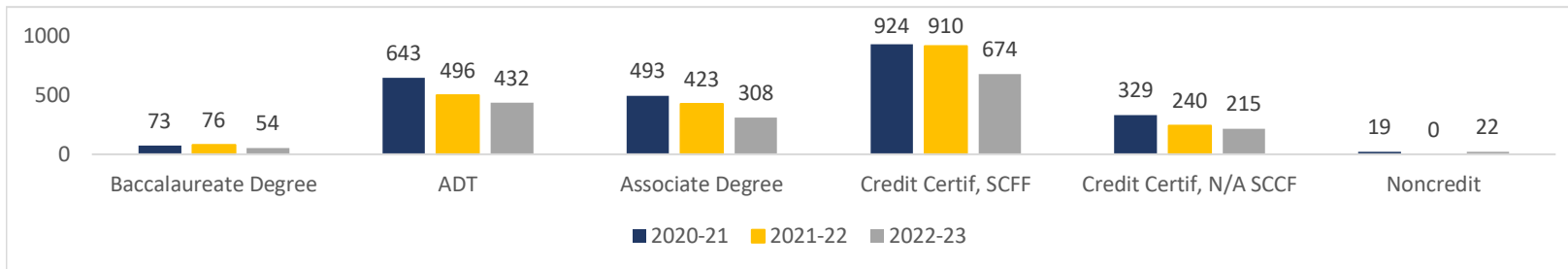


Table D.2

De Anza: Number of Academic Awards and Student Headcount by Highest Academic Award Type and Academic Year

| Academic Award | 2020-21 | | 2021-22 | | 2022-23 | | Headcount | | |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------------|-----------------------|----------------|
| | Awards | Headcount | Awards | Headcount | Awards | Headcount | Three Year Average | Last Two Years Change | Percent Change |
| Associate Degree for Transfer | 1,165 | 1,165 | 1,121 | 1,121 | 1,036 | 1,036 | 1,107 | (85) | -7.6% |
| Associate Degree | 888 | 888 | 812 | 812 | 701 | 701 | 800 | (111) | -13.7% |
| Credit Certificate, SCFF | 267 | 267 | 277 | 277 | 220 | 220 | 255 | (57) | -20.6% |
| Credit Certificate, N/A SCFF | 238 | 238 | 211 | 211 | 248 | 248 | 232 | 37 | 17.5% |
| Noncredit Certificate | 8 | 8 | 43 | 43 | 125 | 125 | 59 | 82 | 190.7% |
| Total | 2,566 | 2,566 | 2,464 | 2,464 | 2,330 | 2,330 | 2,453 | (134) | -5.4% |

Percentage of Total

| Academic Award | Awards | Headcount | Awards | Headcount | Awards | Headcount |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Associate Degree for Transfer | 45% | 45% | 45% | 45% | 44% | 44% |
| Associate Degree | 35% | 35% | 33% | 33% | 30% | 30% |
| Credit Certificate, SCFF | 10% | 10% | 11% | 11% | 9% | 9% |
| Credit Certificate, N/A SCFF | 9% | 9% | 9% | 9% | 11% | 11% |
| Noncredit Certificate | 0% | 0% | 2% | 2% | 5% | 5% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% |

Figure D.2

De Anza: Student Headcount by Highest Academic Award Type and Academic Year

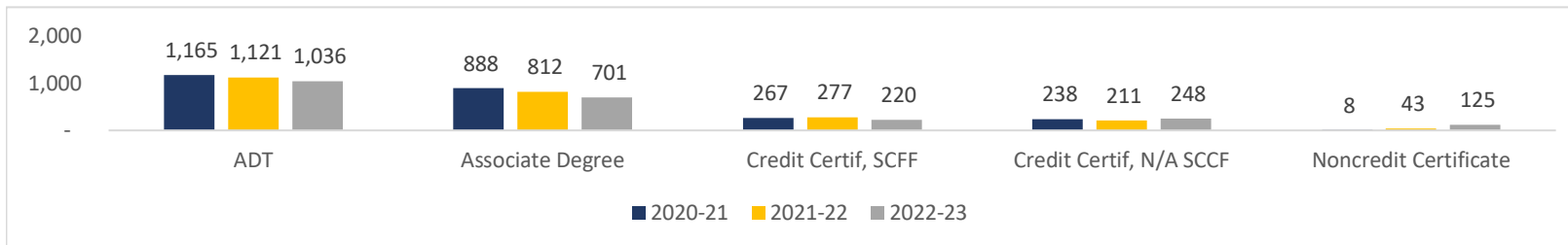


Table F.2

Foothill: Award Count and Student Headcount by Highest Academic Award Type and Academic Year

| Academic Award | | | | | | | Headcount | | |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------------|----------------|----------------|
| | 2020-21 | | 2021-22 | | 2022-23 | | Three Year Average | Last Two Years | |
| | Awards | Headcount | Awards | Headcount | Awards | Headcount | | Change | Percent Change |
| Baccalaureate Degree | 73 | 73 | 76 | 76 | 54 | 54 | 68 | (22) | -28.9% |
| Associate Degree for Transfer | 643 | 643 | 496 | 496 | 432 | 432 | 524 | (64) | -12.9% |
| Associate Degree | 394 | 394 | 370 | 370 | 284 | 284 | 349 | (86) | -23.2% |
| Credit Certificate, SCFF | 380 | 380 | 429 | 429 | 351 | 351 | 387 | (78) | -18.2% |
| Credit Certificate, N/A SCFF | 273 | 273 | 201 | 201 | 182 | 182 | 219 | (19) | -9.5% |
| Noncredit Certificate | 19 | 19 | - | - | 22 | 22 | 14 | 22 | - |
| Total | 1,782 | 1,782 | 1,572 | 1,572 | 1,325 | 1,325 | 1,560 | (247) | -15.7% |

Percentage of Total

| Academic Award | Awards | Headcount | Awards | Headcount | Awards | Headcount |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Baccalaureate Degree | 4% | 4% | 5% | 5% | 4% | 4.1% |
| Associate Degree for Transfer | 36% | 36% | 32% | 32% | 33% | 32.6% |
| Associate Degree | 22% | 22% | 24% | 24% | 21% | 21.4% |
| Credit Certificate, SCFF | 21% | 21% | 27% | 27% | 26% | 26.5% |
| Credit Certificate, N/A SCFF | 15% | 15% | 13% | 13% | 14% | 13.7% |
| Noncredit Certificate | 1% | 1% | 0% | 0% | 2% | 1.7% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% |

Figure F.2

Foothill: Student Headcount by Highest Academic Award Type and Academic Year

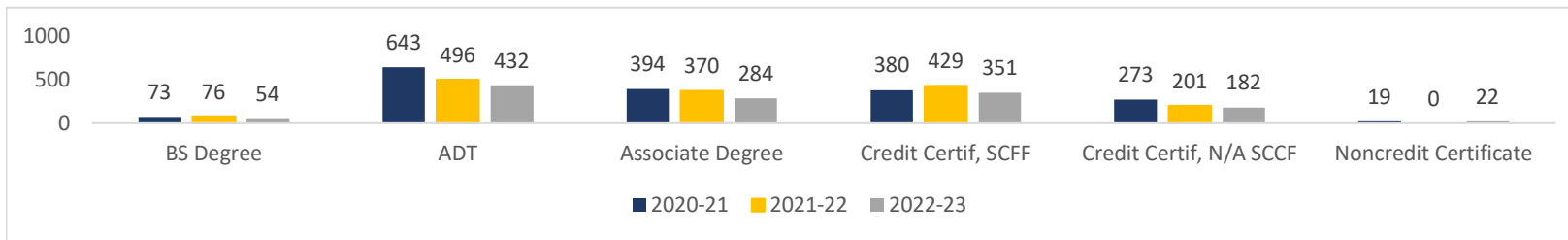


Table D.3

De Anza: SCFF Student Headcount by FHDA Registration Status and Academic Year

| Academic Award | 2020-21 | 2021-22 | 2022-23 | Three Year Average | Last Two Years | |
|--|--------------|--------------|--------------|--------------------|----------------|----------------|
| | | | | | Change | Percent Change |
| FHDA Registered Academic Year | | | | | | |
| Associate Degree for Transfer | 1,143 | 1,082 | 985 | 1,070 | (97) | -9.0% |
| Associate Degree | 810 | 745 | 639 | 731 | (106) | -14.2% |
| Credit Certificate, SCFF | 241 | 240 | 191 | 224 | (49) | -20.4% |
| Total Reg ACYR | 2,194 | 2,067 | 1,815 | 2,025 | (252) | -12.2% |
| All Students | | | | | | |
| Associate Degree for Transfer | 1,165 | 1,121 | 1,036 | 1,107 | (129) | -11.5% |
| Associate Degree | 888 | 812 | 701 | 800 | (187) | -23.0% |
| Credit Certificate, SCFF | 267 | 277 | 220 | 255 | (47) | -17.0% |
| Total All | 2,320 | 2,210 | 1,957 | 2,162 | (363) | -16.4% |
| FHDA Registered Academic Year- Percentage of All Students | | | | | | |
| Associate Degree for Transfer | 98.1% | 96.5% | 95.1% | | | |
| Associate Degree | 91.2% | 91.7% | 91.2% | | | |
| Credit Certificate, SCFF | 90.3% | 86.6% | 86.8% | | | |
| Total | 94.6% | 93.5% | 92.7% | | | |

Figure D.3

De Anza: Number of Students not Registered during the Award Academic Year

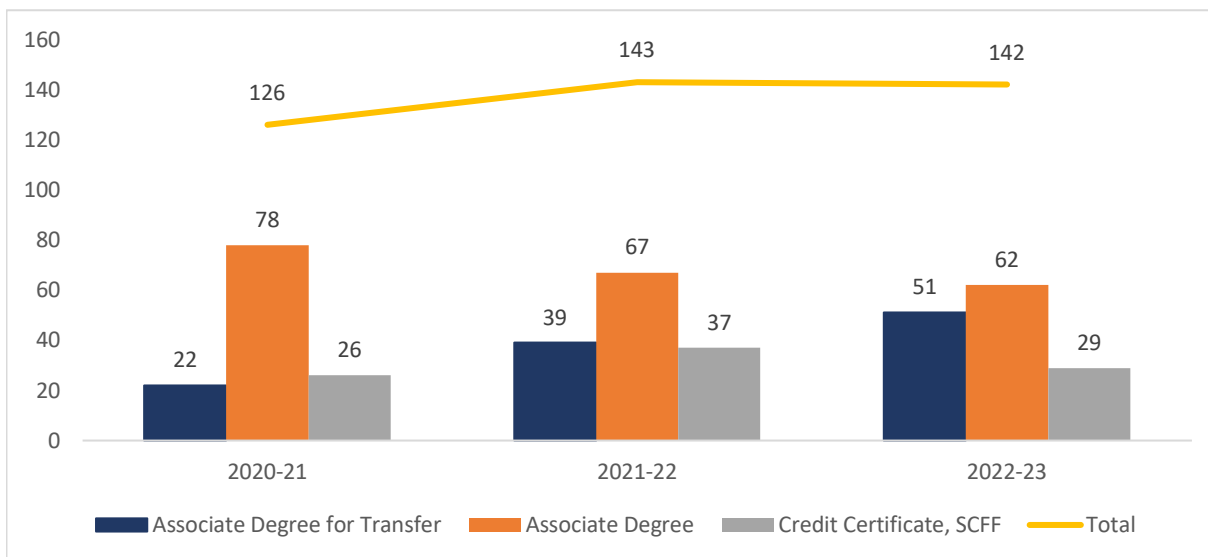


Table F.3

Foothill: SCFF Student Headcount by FHDA Registration Status and Academic Year

| Academic Award | 2020-21 | 2021-22 | 2022-23 | Three Year Average | Last Two Years | |
|--|--------------|--------------|--------------|--------------------|----------------|----------------|
| | | | | | Change | Percent Change |
| FHDA Registered Academic Year | | | | | | |
| Associate Degree for Transfer | 619 | 478 | 414 | 504 | (64) | -13.4% |
| Associate Degree | 362 | 342 | 267 | 324 | (75) | -21.9% |
| Baccalaureate Degree | 71 | 75 | 54 | 67 | (21) | -28.0% |
| Credit Certificate, SCFF | 288 | 378 | 329 | 332 | (49) | -13.0% |
| Total Reg ACYR | 1,340 | 1,273 | 1,064 | 1,226 | (209) | -16.4% |
| All Students | | | | | | |
| Associate Degree for Transfer | 643 | 496 | 432 | 524 | (211) | -42.5% |
| Associate Degree | 394 | 370 | 284 | 349 | (110) | -29.7% |
| Baccalaureate Degree | 73 | 76 | 54 | 68 | (19) | -25.0% |
| Credit Certificate, SCFF | 380 | 429 | 351 | 387 | (29) | -6.8% |
| Total All | 1,490 | 1,371 | 1,121 | 1,327 | (369) | -26.9% |
| FHDA Registered Academic Year- Percentage of All Students | | | | | | |
| Associate Degree for Transfer | 96.3% | 96.4% | 95.8% | | | |
| Associate Degree | 91.9% | 92.4% | 94.0% | | | |
| Baccalaureate Degree | 97.3% | 98.7% | 100.0% | | | |
| Credit Certificate, SCFF | 75.8% | 88.1% | 93.7% | | | |
| Total All | 89.9% | 92.9% | 94.9% | | | |

Figure F.3

Foothill: Number of Students not Registered during the Award Academic Year

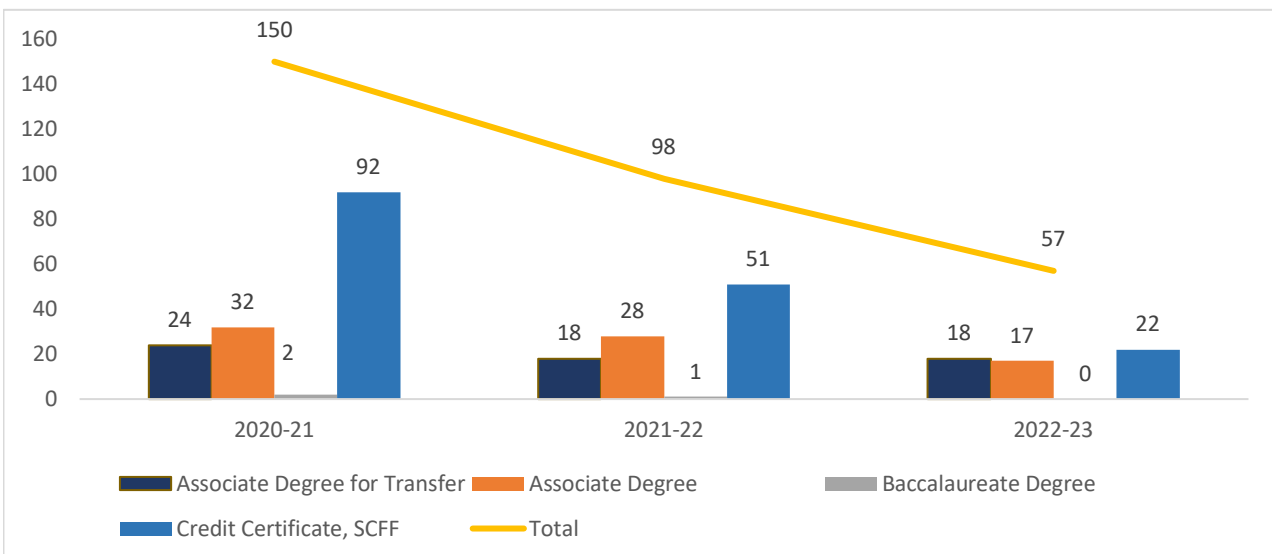


Table D.4

De Anza: SCFF Points by Award Type and Academic Year

| Academic Award | 2020-21 | 2021-22 | 2022-23 | Three Year Average | Last Two Years | |
|-------------------------------|--------------|--------------|--------------|--------------------|----------------|----------------|
| | | | | | Change | Percent Change |
| Associate Degree for Transfer | 4,572 | 4,328 | 3,940 | 4,280 | (388) | -9.0% |
| Associate Degree | 2,430 | 2,235 | 1,917 | 2,194 | (318) | -14.2% |
| Credit Certificate, SCFF | 482 | 480 | 382 | 448 | (98) | -20.4% |
| Total | 7,484 | 7,043 | 6,239 | 6,922 | (804) | -11.4% |

| Academic Award | Percentage of Total | | |
|-------------------------------|---------------------|-------------|-------------|
| Associate Degree for Transfer | 61.1% | 61.5% | 63.2% |
| Associate Degree | 32.5% | 31.7% | 30.7% |
| Credit Certificate, SCFF | 6.4% | 6.8% | 6.1% |
| Total | 100% | 100% | 100% |

Figure D.4

De Anza: SCFF Points by Award Type and Academic Year

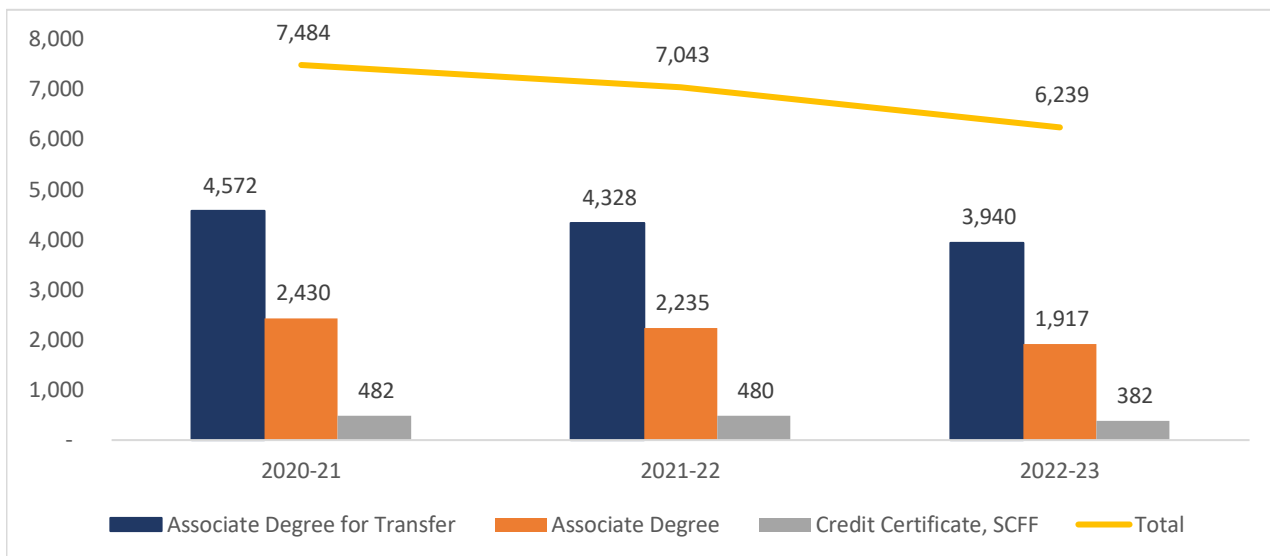


Table F.4
Foothill: SCFF Points by Award Type and Academic Year

| Academic Award | 2020-21 | 2021-22 | 2022-23 | Three Year Average | Last Two Years | |
|-------------------------------|--------------|--------------|--------------|--------------------|----------------|----------------|
| | | | | | Change | Percent Change |
| Associate Degree for Transfer | 2,476 | 1,912 | 1,656 | 2,015 | (256) | -13.4% |
| Associate Degree | 1,086 | 1,026 | 801 | 971 | (225) | -21.9% |
| Baccalaureate Degree | 213 | 225 | 162 | 200 | (63) | -28.0% |
| Credit Certificate, SCFF | 576 | 756 | 658 | 663 | (98) | -13.0% |
| Total | 4,351 | 3,919 | 3,277 | 3,849 | (642) | -16.4% |

| Academic Award | Percentage of Total | | |
|-------------------------------|---------------------|---------------|---------------|
| Associate Degree for Transfer | 56.9% | 48.8% | 50.5% |
| Associate Degree | 25.0% | 26.2% | 24.4% |
| Baccalaureate Degree | 4.9% | 5.7% | 4.9% |
| Credit Certificate, SCFF | 13.2% | 19.3% | 20.1% |
| Total | 100.0% | 100.0% | 100.0% |

Figure F.4
Foothill: SCFF Points by Award Type and Academic Year

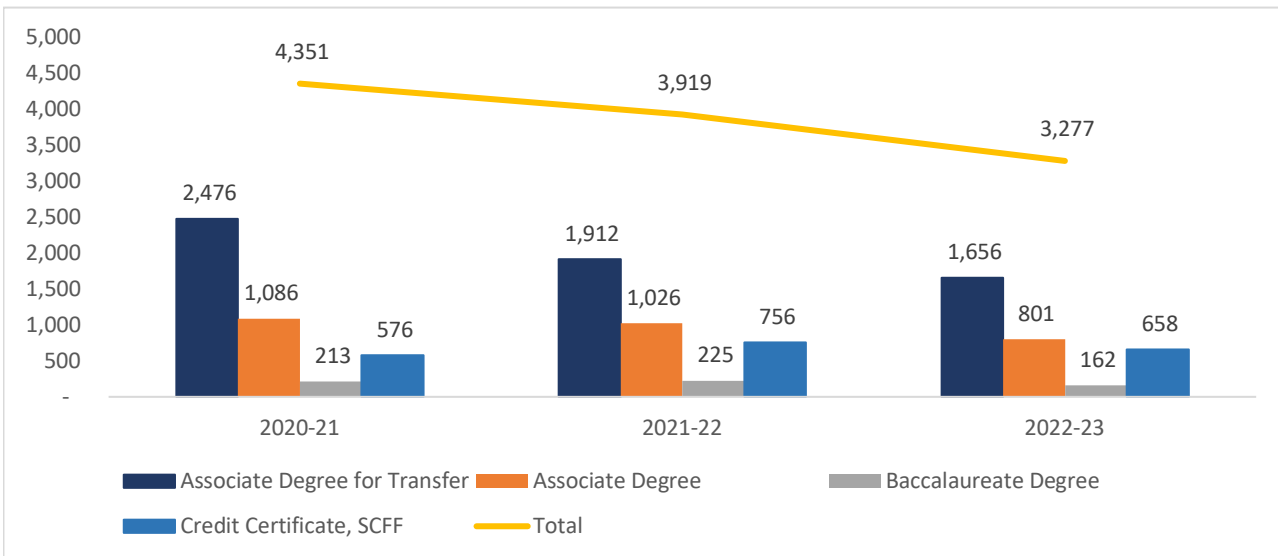


Table FD.1

FHDA CCD: SCFF Points by Award Type and Academic Year

| Academic Award | | | | | | | Points | | |
|-------------------------------|--------------|---------------|--------------|---------------|--------------|--------------|--------------------|----------------|----------------|
| | 2020-21 | | 2021-22 | | 2022-23 | | Three Year Average | Last Two Years | |
| | Headcount | Points | Headcount | Points | Headcount | Points | | Change | Percent Change |
| Associate Degree for Transfer | 1,759 | 7,036 | 1,560 | 6,240 | 1,396 | 5,584 | 6,287 | (656) | -10.5% |
| Associate Degree | 1,165 | 3,495 | 1,079 | 3,237 | 905 | 2,715 | 3,149 | (522) | -16.1% |
| Baccalaureate Degree | 71 | 213 | 75 | 225 | 54 | 162 | 200 | (63) | -28.0% |
| Credit Certificate, SCFF | 528 | 1,056 | 618 | 1,236 | 517 | 1,034 | 1,109 | (202) | -16.3% |
| FHDA Total | 3,523 | 11,835 | 3,332 | 10,962 | 2,872 | 9,516 | 10,771 | (1,446) | -13.2% |

| Academic Award | Percentage of Total | | | | | |
|-------------------------------|---------------------|-------------|-------------|-------------|-------------|-------------|
| Associate Degree for Transfer | 49.9% | 59.5% | 46.8% | 56.9% | 48.6% | 58.7% |
| Associate Degree | 33.1% | 29.5% | 32.4% | 29.5% | 31.5% | 28.5% |
| Baccalaureate Degree | 2.0% | 1.8% | 2.3% | 2.1% | 1.9% | 1.7% |
| Credit Certificate, SCFF | 15.0% | 8.9% | 18.5% | 11.3% | 18.0% | 10.9% |
| FHDA Total | 100% | 100% | 100% | 100% | 100% | 100% |

Figure FD.1

FHDA CCD: SCFF Points by Award Type and Academic Year

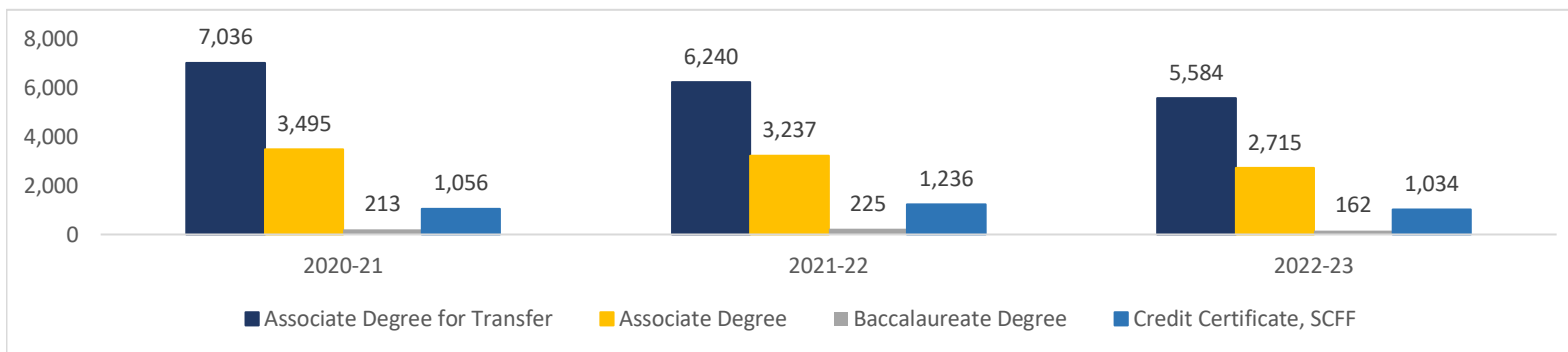


Figure FD.2
FHDA CCD: SCFF Points by Institution and Academic Year

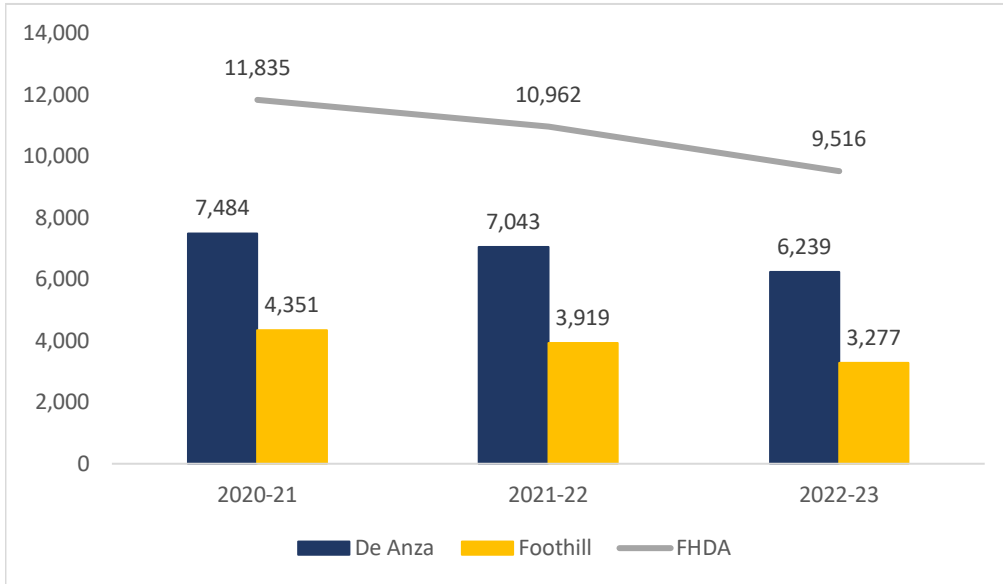


Figure FD.3
FHDA CCD: SCFF Percentage Points by College and Academic Year

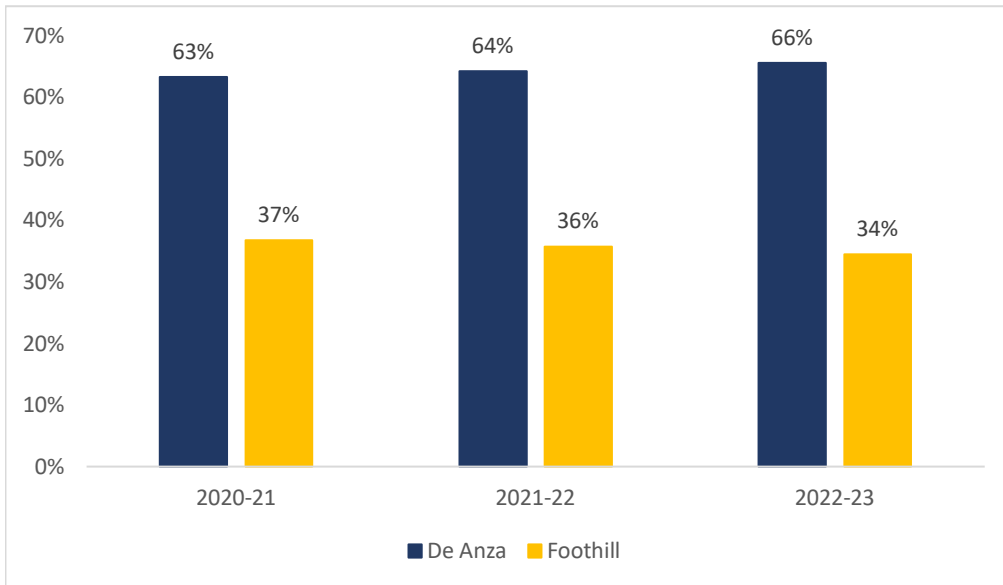


Table AP.1 Student Headcount by College, Award Group and Academic Year

| Award Type Group | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Last 3-Year Avg |
|------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------------|
| De Anza | | | | | | | | | | | |
| Certificate Only | 61 | 68 | 56 | 184 | 174 | 154 | 166 | 241 | 240 | 191 | 224 |
| Degree | 1,234 | 1,353 | 1,437 | 1,659 | 1,704 | 1,696 | 1,553 | 1,953 | 1,827 | 1,624 | 1,801 |
| Total | 1,295 | 1,421 | 1,493 | 1,843 | 1,878 | 1,850 | 1,719 | 2,194 | 2,067 | 1,815 | 2,025 |
| Certificate Only | 4.7% | 4.8% | 3.8% | 10.0% | 9.3% | 8.3% | 9.7% | 11.0% | 11.6% | 10.5% | 11.0% |
| Degree | 95.3% | 95.2% | 96.2% | 90.0% | 90.7% | 91.7% | 90.3% | 89.0% | 88.4% | 89.5% | 89.0% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100.0% |
| Foothill | | | | | | | | | | | |
| Certificate Only | 281 | 290 | 288 | 292 | 460 | 265 | 208 | 288 | 378 | 329 | 332 |
| Degree | 587 | 690 | 845 | 903 | 894 | 985 | 982 | 1,052 | 895 | 735 | 894 |
| Total | 868 | 980 | 1,133 | 1,195 | 1,354 | 1,250 | 1,190 | 1,340 | 1,273 | 1,064 | 1,226 |
| Certificate Only | 32.4% | 29.6% | 25.4% | 24.4% | 34.0% | 21.2% | 17.5% | 21.5% | 29.7% | 30.9% | 27.4% |
| Degree | 67.6% | 70.4% | 74.6% | 75.6% | 66.0% | 78.8% | 82.5% | 78.5% | 70.3% | 69.1% | 72.6% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100.0% |

Notes

Data for students who enrolled at the District and received at least one degree or certificate of at least 24 units during the academic year.

Certificate Only: The student received at least one certificate of 24 units or higher, but not a degree.

Degree: Student received at least one degree (associate or bachelors degree).

The data show unduplicated student counts at the college level.

Figure AP.1 Student Headcount by College, Award Group and Academic Year

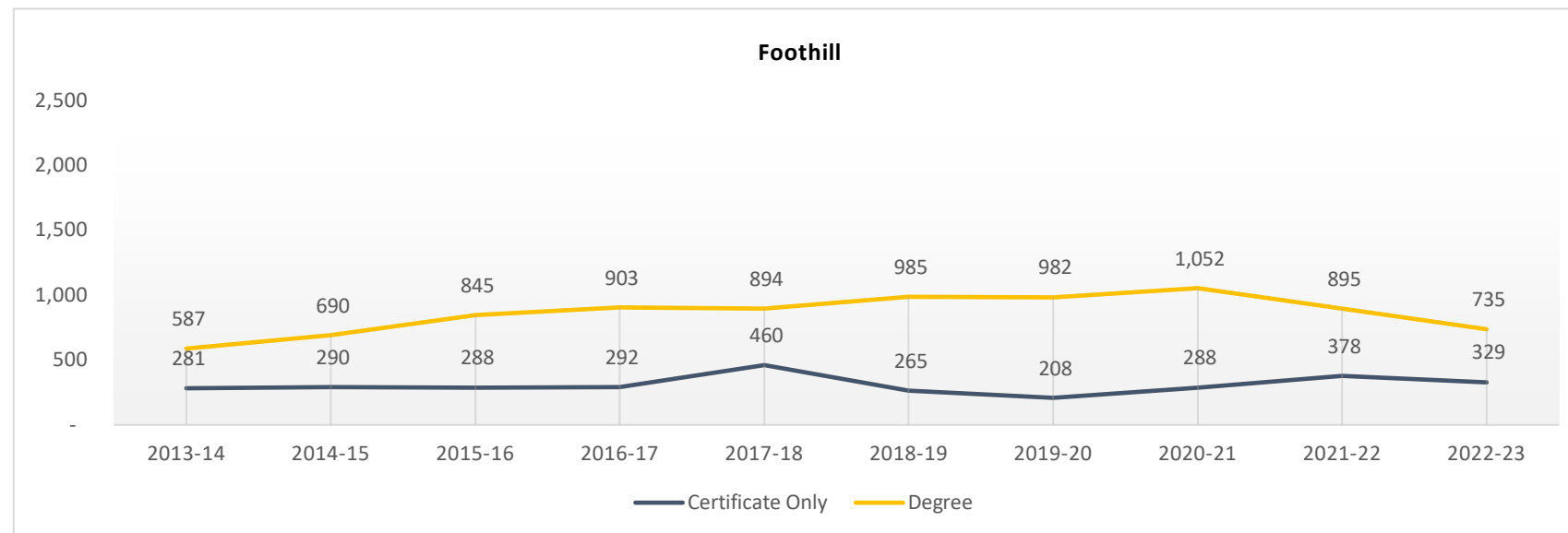
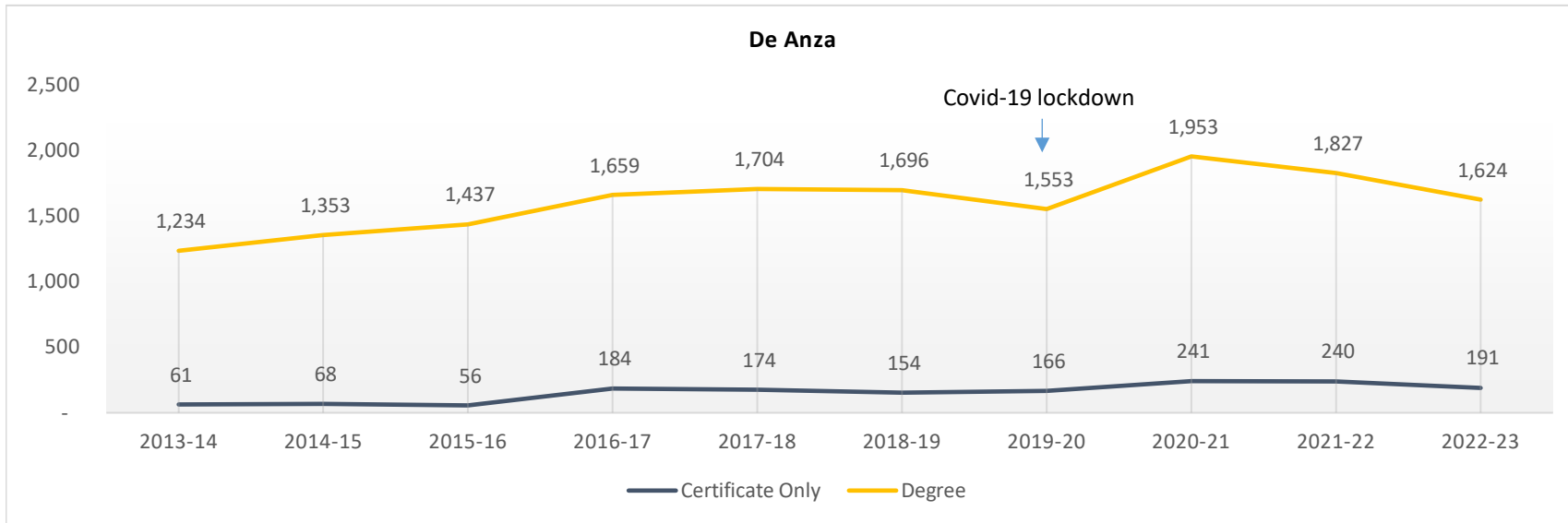


Table AP.2 Student Headcount by College, Degree Type and Academic Year

| Degree Type Group | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Last 3-Year |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|
| | | | | | | | | | | | Avg |
| De Anza | | | | | | | | | | | |
| Associate | 1,103 | 1,102 | 1,033 | 1,101 | 995 | 941 | 717 | 810 | 745 | 639 | 731 |
| Degree for Transfer | 131 | 251 | 404 | 558 | 709 | 755 | 836 | 1,143 | 1,082 | 985 | 1,070 |
| Total | 1,234 | 1,353 | 1,437 | 1,659 | 1,704 | 1,696 | 1,553 | 1,953 | 1,827 | 1,624 | 1,801 |
| Associate | 89.4% | 81.4% | 71.9% | 66.4% | 58.4% | 55.5% | 46.2% | 41.5% | 40.8% | 39.3% | 40.5% |
| Degree for Transfer | 10.6% | 18.6% | 28.1% | 33.6% | 41.6% | 44.5% | 53.8% | 58.5% | 59.2% | 60.7% | 59.5% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100.0% |
| Foothill | | | | | | | | | | | |
| Associate | 548 | 563 | 518 | 456 | 388 | 375 | 349 | 362 | 342 | 267 | 324 |
| Baccalaureate | - | - | - | - | 23 | 42 | 61 | 71 | 75 | 54 | 67 |
| Degree for Transfer | 39 | 127 | 327 | 447 | 483 | 568 | 572 | 619 | 478 | 414 | 504 |
| Total | 587 | 690 | 845 | 903 | 894 | 985 | 982 | 1,052 | 895 | 735 | 894 |
| Associate | 93.4% | 81.6% | 61.3% | 50.5% | 43.4% | 38.1% | 35.5% | 34.4% | 38.2% | 36.3% | 36.2% |
| Baccalaureate | 0.0% | 0.0% | 0.0% | 0.0% | 2.6% | 4.3% | 6.2% | 6.7% | 8.4% | 7.3% | 7.5% |
| Degree for Transfer | 7% | 18% | 39% | 50% | 54% | 58% | 58% | 59% | 53% | 56% | 56% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Notes

Data include only the highest award type, based on SCFF points, for each student during the academic year: degree for transfer is the highest (4 points); associate degrees and baccalaureate, the lowest (3 points).

Only students enrolled at the District during the academic year of the award are included.

Figure AP.2 Student Headcount by College, Degree Type and Academic Year

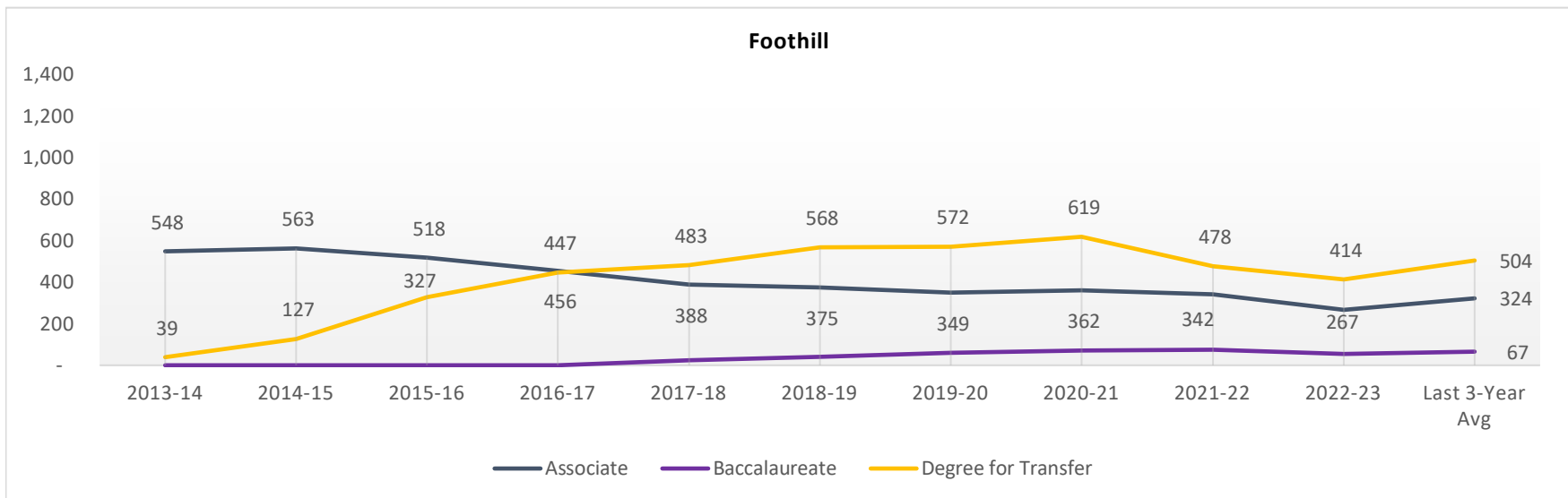
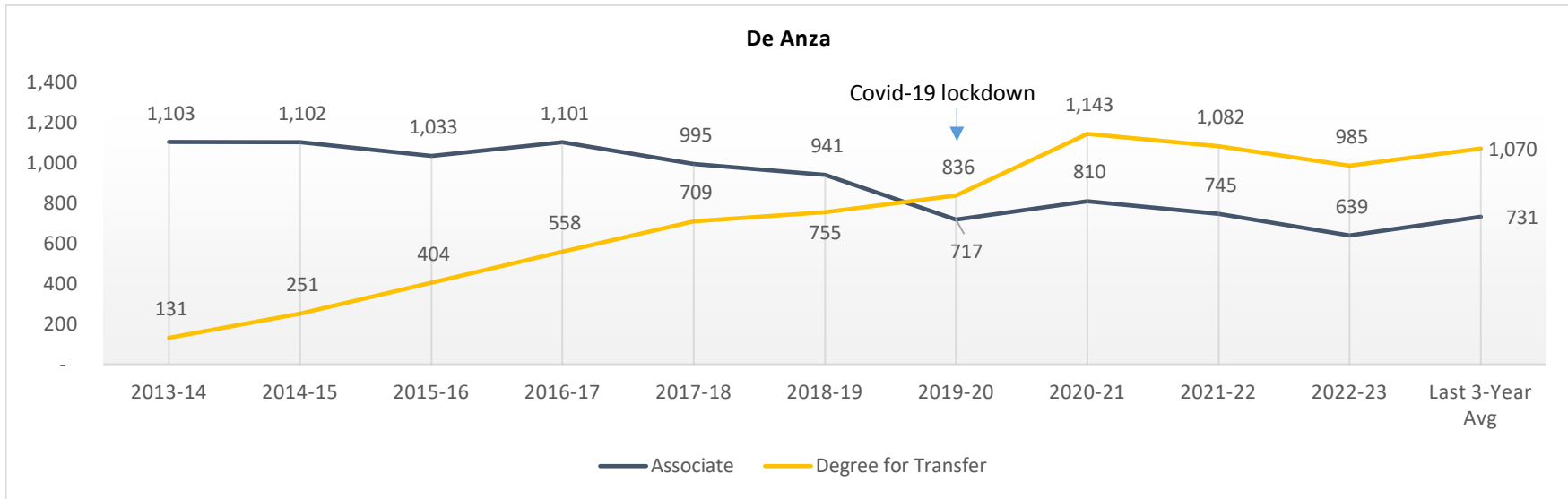


Table AP.3 SCFF Award Type Points by College, SCFF Award Category and Academic Year

| Award Type | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Last 3-Year |
|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| | | | | | | | | | | | Avg |
| De Anza | | | | | | | | | | | |
| Associate | 3,309 | 3,306 | 3,099 | 3,303 | 2,985 | 2,823 | 2,151 | 2,430 | 2,235 | 1,917 | 2,194 |
| Certificate | 122 | 136 | 112 | 368 | 348 | 308 | 332 | 482 | 480 | 382 | 448 |
| Degree for Transfer | 524 | 1004 | 1616 | 2232 | 2836 | 3020 | 3344 | 4572 | 4328 | 3940 | 4,280 |
| Total | 3955 | 4446 | 4827 | 5903 | 6169 | 6151 | 5827 | 7484 | 7043 | 6239 | 6,922 |
| Associate | 84% | 74% | 64% | 56% | 48% | 46% | 37% | 32% | 32% | 31% | 32% |
| Certificate | 3% | 3% | 2% | 6% | 6% | 5% | 6% | 6% | 7% | 6% | 6% |
| Degree for Transfer | 13% | 23% | 33% | 38% | 46% | 49% | 57% | 61% | 61% | 63% | 62% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Foothill | | | | | | | | | | | |
| Associate | 1644 | 1689 | 1554 | 1368 | 1164 | 1125 | 1047 | 1086 | 1026 | 801 | 971 |
| Baccalaureate | 0 | 0 | 0 | 0 | 69 | 126 | 183 | 213 | 225 | 162 | 200 |
| Certificate | 562 | 580 | 576 | 584 | 920 | 530 | 416 | 576 | 756 | 658 | 663 |
| Degree for Transfer | 156 | 508 | 1308 | 1788 | 1932 | 2272 | 2288 | 2476 | 1912 | 1656 | 2,015 |
| Total | 2362 | 2777 | 3438 | 3740 | 4085 | 4053 | 3934 | 4351 | 3919 | 3277 | 3,849 |
| Associate | 70% | 61% | 45% | 37% | 28% | 28% | 27% | 25% | 26% | 24% | 25% |
| Baccalaureate | - | - | - | - | - | 3% | 5% | 5% | 6% | 5% | 5% |
| Certificate | 24% | 21% | 17% | 16% | 23% | 13% | 11% | 13% | 19% | 20% | 18% |
| Degree for Tran: | 7% | 18% | 38% | 48% | 47% | 56% | 58% | 57% | 49% | 51% | 52% |
| Total | 100% | 100% | 100% | 100% | 98% | 100% | 100% | 100% | 100% | 100% | 100% |

Notes

Data includes the highest academic award type, based on SCFF points, for each student at the college during the academic year.

Only students enrolled at the District during the academic year of the award are included.

Points assigned to each award type are as follows: degree for transfer, 4; associate, 3; baccalaureate, 3; and certificate of at least 24 units, 2.

Figure AP.3 Points by College, SCFF Award Category and Academic Year

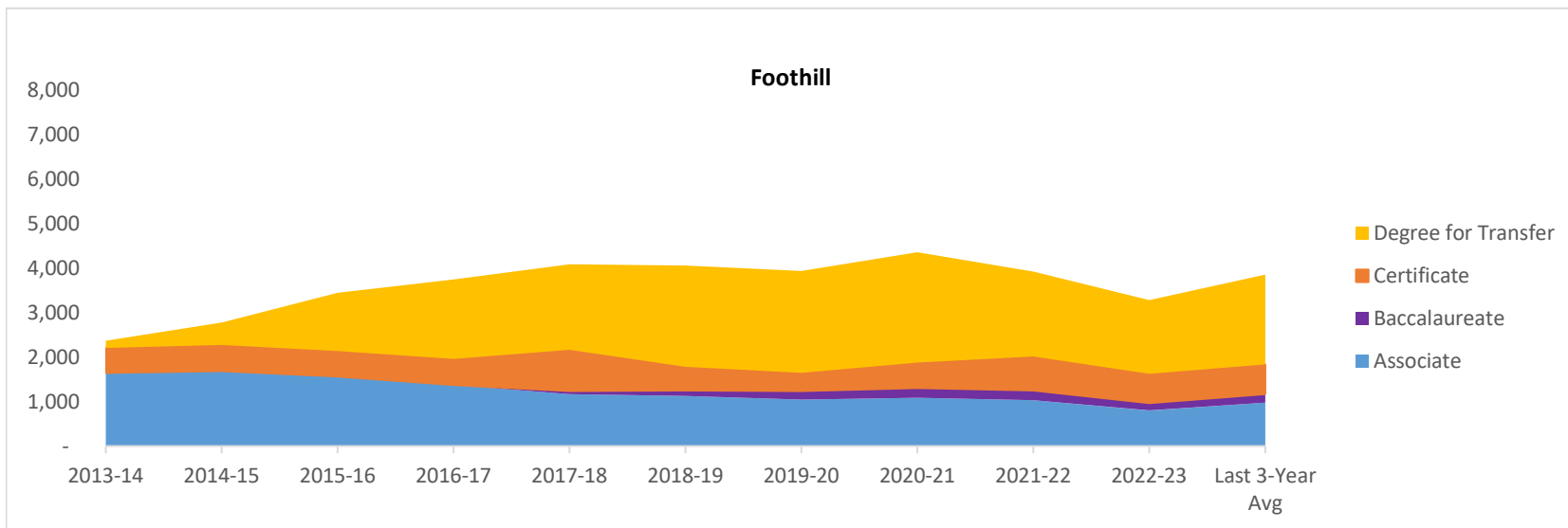
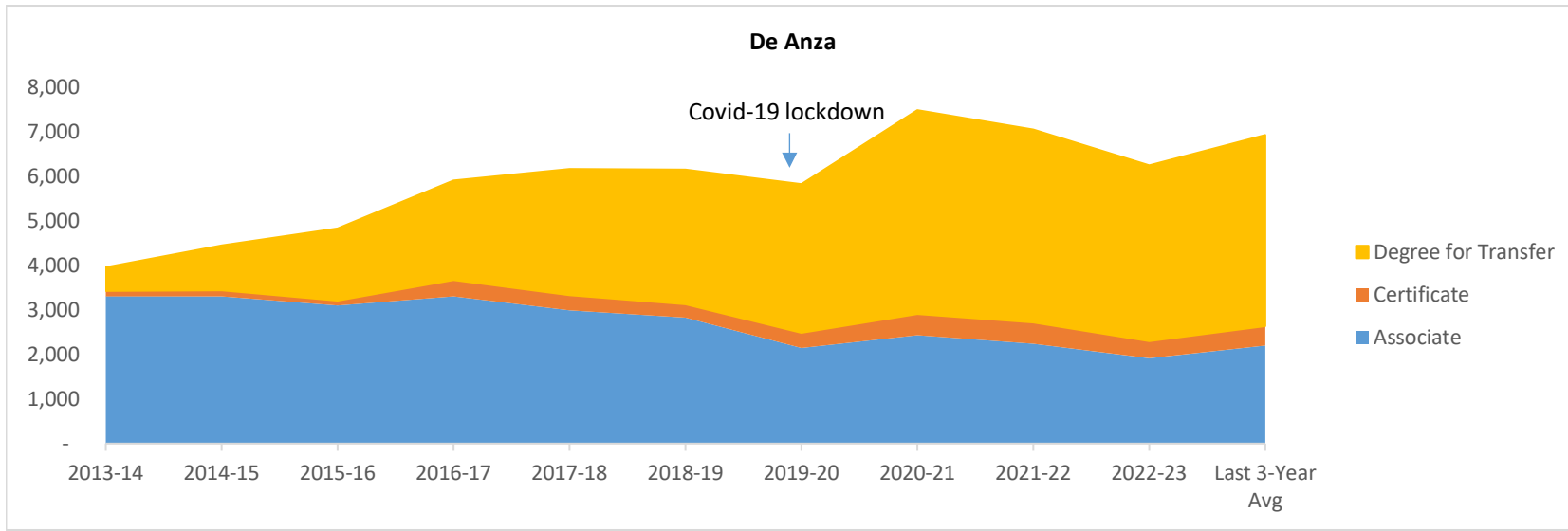


Table AP.4 De Anza, Degrees: Student Headcount by TOP Program and Academic Year

| TOP | TOP Title | Voc St | | | | | | | | | | | Last 3- Year |
|------|---------------------------------------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------------|
| | | | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Avg |
| 0505 | Business Administration | V | 108 | 175 | 253 | 296 | 359 | 358 | 326 | 407 | 420 | 335 | 387 |
| 4902 | Biological and Physical Sciences (and | N | 186 | 237 | 214 | 305 | 277 | 216 | 185 | 229 | 209 | 172 | 203 |
| 2001 | Psychology, General | N | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 142 | 165 | 182 | 163 |
| 0706 | Computer Science (Transfer) | N | 0 | 0 | 7 | 13 | 24 | 56 | 86 | 144 | 114 | 121 | 126 |
| 2201 | Social Sciences, General | N | 300 | 276 | 292 | 264 | 262 | 230 | 127 | 126 | 106 | 83 | 105 |
| 1506 | Speech Communication | N | 32 | 27 | 49 | 67 | 93 | 78 | 84 | 84 | 69 | 58 | 70 |
| 4901 | Liberal Arts and Sciences, General | N | 0 | 0 | 0 | 0 | 0 | 120 | 82 | 68 | 61 | 55 | 61 |
| 4903 | Humanities | N | 121 | 107 | 97 | 122 | 105 | 114 | 62 | 70 | 55 | 55 | 60 |
| 1701 | Mathematics, General | N | 4 | 16 | 17 | 15 | 22 | 12 | 45 | 55 | 60 | 64 | 60 |
| 2105 | Administration of Justice | V | 14 | 29 | 33 | 46 | 61 | 60 | 62 | 65 | 75 | 38 | 59 |
| 2204 | Economics | N | 0 | 0 | 0 | 0 | 7 | 25 | 35 | 64 | 52 | 60 | 59 |
| 1305 | Child Development/Early Care and E | V | 10 | 20 | 24 | 35 | 43 | 43 | 20 | 63 | 69 | 42 | 58 |
| 2208 | Sociology | N | 3 | 11 | 21 | 36 | 57 | 50 | 53 | 66 | 45 | 35 | 49 |
| 1230 | Nursing | V | 49 | 54 | 47 | 55 | 43 | 46 | 30 | 49 | 52 | 37 | 46 |
| 1270 | Kinesiology | N | 11 | 23 | 31 | 44 | 36 | 50 | 31 | 45 | 32 | 29 | 35 |
| 2207 | Political Science | N | 4 | 9 | 12 | 36 | 31 | 34 | 30 | 43 | 30 | 33 | 35 |
| 0604 | Radio and Television | V | 4 | 4 | 21 | 16 | 18 | 26 | 33 | 30 | 26 | 39 | 32 |
| 0401 | Biology, General | N | 31 | 23 | 30 | 30 | 26 | 15 | 26 | 40 | 27 | 23 | 30 |
| 0502 | Accounting | V | 33 | 26 | 31 | 33 | 19 | 24 | 22 | 30 | 22 | 24 | 25 |
| 1402 | Paralegal | V | 50 | 52 | 37 | 33 | 26 | 27 | 24 | 20 | 25 | 27 | 24 |
| 0708 | Computer Infrastructure and Suppor | V | 7 | 10 | 7 | 8 | 19 | 17 | 12 | 19 | 21 | 13 | 18 |
| 1030 | Graphic Art and Design | V | 11 | 8 | 9 | 10 | 14 | 9 | 9 | 11 | 19 | 22 | 17 |
| 1501 | English | N | 23 | 21 | 26 | 32 | 20 | 26 | 24 | 24 | 16 | 11 | 17 |
| 2205 | History | N | 1 | 4 | 11 | 7 | 20 | 9 | 20 | 16 | 20 | 14 | 17 |
| 0614 | Digital Media | V | 1 | 2 | 3 | 3 | 5 | 11 | 10 | 10 | 14 | 17 | 14 |
| 0948 | Automotive Technology | V | 37 | 38 | 35 | 23 | 19 | 23 | 17 | 9 | 13 | 13 | 12 |
| 0602 | Journalism | V | 11 | 4 | 5 | 6 | 11 | 13 | 8 | 21 | 5 | 5 | 10 |
| 0956 | Manufacturing and Industrial Techno | V | 9 | 7 | 10 | 10 | 9 | 11 | 16 | 7 | 12 | 11 | 10 |
| 0506 | Business Management | V | 9 | 7 | 10 | 4 | 7 | 13 | 6 | 9 | 10 | 7 | 9 |
| 2202 | Anthropology | N | 0 | 0 | 0 | 0 | 2 | 7 | 5 | 8 | 7 | 8 | 8 |
| 0707 | Computer Software Development | V | 5 | 4 | 11 | 5 | 10 | 4 | 5 | 11 | 6 | 6 | 8 |
| 0509 | Marketing and Distribution | V | 5 | 6 | 6 | 8 | 5 | 11 | 13 | 7 | 7 | 9 | 8 |
| 0511 | Real Estate | V | 2 | 0 | 0 | 1 | 0 | 3 | 2 | 2 | 11 | 9 | 7 |
| 0303 | Environmental Technology | V | 6 | 2 | 2 | 3 | 3 | 7 | 3 | 6 | 7 | 7 | 7 |
| 0946 | Environmental Control Technology | V | 4 | 3 | 1 | 0 | 6 | 6 | 3 | 2 | 5 | 9 | 5 |

Table AP.4 De Anza, Degrees: Student Headcount by TOP Program and Academic Year

| TOP | TOP Title | Voc St | | | | | | | | | | | Last 3- Year Avg |
|------|-----------------------------------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------------------------|
| | | | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | |
| 1002 | Art | N | 3 | 0 | 1 | 2 | 5 | 4 | 4 | 7 | 2 | 6 | 5 |
| 1208 | Medical Assisting | V | 3 | 9 | 8 | 11 | 6 | 7 | 5 | 5 | 6 | 3 | 5 |
| 1012 | Applied Photography | V | 1 | 3 | 0 | 2 | 1 | 0 | 2 | 8 | 2 | 2 | 4 |
| 0612 | Film Studies | N | 23 | 19 | 8 | 2 | 1 | 6 | 4 | 5 | 3 | 3 | 4 |
| 1001 | Fine Arts, General | N | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 2 | 5 | 4 | 4 |
| 1509 | Philosophy | N | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 4 | 3 | 3 |
| 1401 | Law, General | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 2 |
| 1004 | Music | N | 5 | 7 | 2 | 3 | 5 | 9 | 2 | 2 | 1 | 3 | 2 |
| 1205 | Medical Laboratory Technology | V | 3 | 1 | 0 | 2 | 1 | 1 | 1 | 3 | 1 | 1 | 2 |
| 2203 | Ethnic Studies | N | 0 | 0 | 1 | 2 | 0 | 2 | 0 | 1 | 2 | 1 | 1 |
| 2210 | International Studies | N | 3 | 2 | 2 | 1 | 0 | 2 | 2 | 2 | 1 | 1 | 1 |
| 1011 | Cinematography | N | 1 | 5 | 0 | 1 | 3 | 0 | 0 | 1 | 0 | 2 | 1 |
| 1262 | Massage Therapy | V | 2 | 3 | 2 | 5 | 5 | 9 | 6 | 0 | 2 | 0 | 1 |
| 0702 | Computer Information Systems | V | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0953 | Drafting Technology | V | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0301 | Environmental Science | N | 1 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0115 | Natural Resources | V | 5 | 2 | 0 | 2 | 1 | 7 | 1 | 0 | 0 | 0 | 0 |
| 0514 | Office Technology/Office Computer | V | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0599 | Other Business and Management | V | 185 | 201 | 174 | 174 | 131 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0607 | Technical Communication | V | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Notes

Headcounts are not mutually exclusive across TOP codes for students may have received their highest award type in more than one program or TOP code area.

Table AP.5 De Anza, Certificates: Student Headcount by TOP Program and Academic Year

| TOP | TOP Title | Voc St | | | | | | | | | | | Last 3- |
|------|--|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| | | | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Year Avg |
| 4901 | Liberal Arts and Sciences, General | N | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 37 | 59 | 75 | 57 |
| 1305 | Child Development/Early Care and Educatio | V | 2 | 0 | 2 | 43 | 18 | 26 | 25 | 63 | 62 | 21 | 49 |
| 0502 | Accounting | V | 4 | 5 | 6 | 37 | 30 | 29 | 19 | 27 | 20 | 18 | 22 |
| 1208 | Medical Assisting | V | 5 | 7 | 4 | 34 | 32 | 22 | 14 | 22 | 23 | 20 | 22 |
| 1402 | Paralegal | V | 16 | 10 | 8 | 9 | 5 | 8 | 13 | 22 | 10 | 11 | 14 |
| 0948 | Automotive Technology | V | 22 | 37 | 26 | 27 | 34 | 9 | 8 | 11 | 12 | 9 | 11 |
| 0509 | Marketing and Distribution | V | 0 | 0 | 1 | 2 | 12 | 10 | 8 | 15 | 5 | 6 | 9 |
| 0506 | Business Management | V | 0 | 0 | 0 | 2 | 4 | 6 | 8 | 12 | 5 | 4 | 7 |
| 1107 | Chinese | N | 0 | 0 | 0 | 1 | 1 | 2 | 3 | 7 | 4 | 7 | 6 |
| 0511 | Real Estate | V | 0 | 1 | 1 | 2 | 0 | 3 | 0 | 2 | 9 | 5 | 5 |
| 0707 | Computer Software Development | V | 0 | 0 | 0 | 0 | 6 | 1 | 6 | 3 | 6 | 6 | 5 |
| 0708 | Computer Infrastructure and Support | V | 2 | 1 | 2 | 1 | 1 | 2 | 3 | 5 | 4 | 1 | 3 |
| 1030 | Graphic Art and Design | V | 0 | 1 | 0 | 2 | 1 | 2 | 3 | 5 | 5 | 0 | 3 |
| 0956 | Manufacturing and Industrial Technology | V | 0 | 1 | 1 | 6 | 3 | 3 | 5 | 4 | 4 | 0 | 3 |
| 2105 | Administration of Justice | V | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 6 | 0 | 2 |
| 0303 | Environmental Technology | V | 0 | 0 | 1 | 0 | 0 | 3 | 4 | 4 | 1 | 2 | 2 |
| 0604 | Radio and Television | V | 1 | 0 | 1 | 7 | 2 | 3 | 10 | 1 | 2 | 3 | 2 |
| 0946 | Environmental Control Technology | V | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 1 | 2 | 1 |
| 2201 | Social Sciences, General | N | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 3 | 0 | 1 |
| 1262 | Massage Therapy | V | 2 | 1 | 0 | 6 | 16 | 18 | 13 | 0 | 1 | 1 | 1 |
| 1205 | Medical Laboratory Technology | V | 0 | 0 | 1 | 3 | 6 | 6 | 2 | 1 | 0 | 1 | 1 |
| 1101 | Foreign Language | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 0115 | Natural Resources | V | 1 | 0 | 0 | 2 | 1 | 2 | 1 | 1 | 0 | 0 | 0 |
| 0514 | Office Technology/Office Computer Applical | V | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 1002 | Art | N | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0505 | Business Administration | V | 1 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0614 | Digital Media | V | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0953 | Drafting Technology | V | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table AP.6 Foothill, Degrees: Student Headcount by TOP Program and Academic Year

| TOP | TOP Title | Voc St | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Last 3- Year |
|------|---|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------------|
| | | | | | | | | | | | | | Avg |
| 0505 | Business Administration | V | 35 | 41 | 79 | 87 | 100 | 129 | 129 | 135 | 115 | 103 | 118 |
| 2001 | Psychology, General | N | 70 | 73 | 100 | 146 | 119 | 133 | 130 | 147 | 108 | 82 | 112 |
| 1240 | Dental Occupations | V | 40 | 37 | 31 | 32 | 33 | 56 | 74 | 74 | 85 | 58 | 72 |
| 1506 | Speech Communication | N | 30 | 40 | 68 | 64 | 69 | 66 | 62 | 73 | 41 | 38 | 51 |
| 1201 | Health Occupations, General | V | 0 | 0 | 0 | 0 | 19 | 35 | 38 | 60 | 49 | 35 | 48 |
| 0706 | Computer Science (Transfer) | N | 6 | 12 | 24 | 28 | 38 | 44 | 55 | 45 | 45 | 41 | 44 |
| 1305 | Child Development/Early Care and Edu | V | 10 | 12 | 20 | 26 | 27 | 32 | 28 | 47 | 45 | 35 | 42 |
| 2208 | Sociology | N | 20 | 44 | 45 | 40 | 47 | 48 | 38 | 50 | 44 | 24 | 39 |
| 2201 | Social Sciences, General | N | 92 | 71 | 111 | 53 | 49 | 41 | 46 | 44 | 44 | 27 | 38 |
| 1701 | Mathematics, General | N | 3 | 11 | 22 | 36 | 51 | 48 | 55 | 44 | 31 | 31 | 35 |
| 2204 | Economics | N | 11 | 19 | 40 | 50 | 36 | 45 | 45 | 35 | 23 | 24 | 27 |
| 0102 | Animal Science | V | 34 | 36 | 26 | 29 | 27 | 25 | 26 | 26 | 26 | 28 | 27 |
| 1210 | Respiratory Care/Therapy | V | 21 | 25 | 25 | 24 | 23 | 24 | 23 | 24 | 22 | 23 | 23 |
| 1270 | Kinesiology | N | 0 | 5 | 10 | 18 | 12 | 19 | 18 | 27 | 26 | 13 | 22 |
| 0401 | Biology, General | N | 8 | 13 | 12 | 11 | 21 | 20 | 29 | 30 | 17 | 18 | 22 |
| 0502 | Accounting | V | 23 | 27 | 19 | 21 | 23 | 18 | 21 | 22 | 23 | 18 | 21 |
| 1030 | Graphic Art and Design | V | 10 | 8 | 12 | 11 | 14 | 16 | 18 | 24 | 19 | 14 | 19 |
| 1225 | Radiologic Technology | V | 31 | 19 | 19 | 18 | 18 | 22 | 23 | 18 | 22 | 15 | 18 |
| 2207 | Political Science | N | 6 | 7 | 9 | 18 | 17 | 19 | 21 | 25 | 16 | 10 | 17 |
| 1251 | Paramedic | V | 5 | 10 | 10 | 14 | 15 | 25 | 12 | 20 | 12 | 8 | 13 |
| 2202 | Anthropology | N | 6 | 11 | 14 | 26 | 24 | 39 | 24 | 13 | 17 | 9 | 13 |
| 1501 | English | N | 10 | 5 | 9 | 9 | 14 | 15 | 16 | 12 | 14 | 13 | 13 |
| 1002 | Art | N | 7 | 8 | 12 | 11 | 10 | 9 | 7 | 13 | 10 | 12 | 12 |
| 4902 | Biological and Physical Sciences (and M | N | 15 | 31 | 18 | 27 | 12 | 15 | 18 | 14 | 13 | 7 | 11 |
| 2206 | Geography | N | 2 | 2 | 1 | 6 | 0 | 3 | 6 | 11 | 10 | 9 | 10 |
| 1005 | Commercial Music | V | 8 | 14 | 9 | 10 | 12 | 14 | 12 | 11 | 8 | 6 | 8 |
| 0604 | Radio and Television | V | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 6 | 10 | 6 | 7 |
| 1902 | Physics, General | N | 3 | 3 | 3 | 7 | 7 | 7 | 9 | 10 | 6 | 4 | 7 |
| 1221 | Pharmacy Technology | V | 13 | 20 | 10 | 14 | 7 | 22 | 8 | 2 | 14 | 3 | 6 |
| 0109 | Horticulture | V | 8 | 10 | 13 | 12 | 6 | 4 | 9 | 7 | 4 | 7 | 6 |
| 1108 | Japanese | N | 1 | 5 | 7 | 1 | 6 | 4 | 4 | 7 | 6 | 5 | 6 |
| 2205 | History | N | 6 | 7 | 11 | 6 | 13 | 8 | 7 | 8 | 4 | 5 | 6 |
| 1007 | Dramatic Arts | N | 4 | 4 | 5 | 10 | 6 | 9 | 6 | 5 | 5 | 6 | 5 |
| 1011 | Cinematography | N | 5 | 3 | 3 | 1 | 4 | 3 | 0 | 4 | 8 | 2 | 5 |
| 1509 | Philosophy | N | 1 | 2 | 1 | 0 | 2 | 8 | 6 | 5 | 4 | 4 | 4 |

Table AP.6 Foothill, Degrees: Student Headcount by TOP Program and Academic Year

| TOP | TOP Title | Voc St | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Last 3-Year Avg |
|------|--|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------------|
| 1105 | Spanish | N | 2 | 2 | 5 | 4 | 2 | 4 | 3 | 8 | 3 | 2 | 4 |
| 1001 | Fine Arts, General | N | 0 | 1 | 1 | 3 | 3 | 1 | 3 | 6 | 3 | 2 | 4 |
| 0901 | Engineering, General (requires Calculus) | N | 6 | 6 | 4 | 4 | 6 | 2 | 5 | 2 | 6 | 2 | 3 |
| 2210 | International Studies | N | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 3 | 4 | 3 |
| 0952 | Construction Crafts Technology | V | 0 | 0 | 0 | 2 | 1 | 4 | 2 | 2 | 0 | 7 | 3 |
| 4903 | Humanities | N | 2 | 1 | 2 | 0 | 1 | 2 | 3 | 2 | 4 | 2 | 3 |
| 1004 | Music | N | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 3 | 3 | 2 | 3 |
| 1905 | Chemistry, General | N | 0 | 2 | 6 | 2 | 2 | 1 | 3 | 2 | 3 | 2 | 2 |
| 0835 | Physical Education | N | 5 | 5 | 2 | 2 | 1 | 3 | 0 | 0 | 2 | 3 | 2 |
| 0708 | Computer Infrastructure and Support | V | 0 | 2 | 0 | 0 | 2 | 0 | 1 | 2 | 1 | 1 | 1 |
| 1006 | Technical Theater | V | 0 | 2 | 4 | 2 | 1 | 1 | 2 | 2 | 2 | 0 | 1 |
| 0946 | Environmental Control Technology | V | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| 1306 | Nutrition, Foods and Culinary Arts | V | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| 1228 | Athletic Training and Sports Medicine | V | 2 | 7 | 1 | 1 | 3 | 1 | 3 | 0 | 0 | 1 | 0 |
| 0956 | Manufacturing and Industrial Technolo | V | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 |
| 1227 | Diagnostic Medical Sonography | V | 17 | 15 | 16 | 17 | 11 | 16 | 15 | 0 | 0 | 0 | 0 |
| 0508 | International Business and Trade | V | 2 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1401 | Law, General | N | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0999 | Other Engineering and Related Industri | V | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1206 | Physicians Assistant | V | 35 | 41 | 46 | 43 | 30 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0511 | Real Estate | V | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0809 | Special Education | V | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Notes

Headcounts are not mutually exclusive across TOP codes for students may have received their highest award type in more than one program or TOP code area.

Table AP.7 Foothill, Certificate Award Group: Student Headcount by TOP Program and Academic Year

| TOP | TOP Title | Voc St | 2013- | 2014- | 2015- | 2016- | 2017- | 2018- | 2019- | 2020- | 2021- | 2022- | Last 3- |
|------|---|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------|
| | | | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | Year Avg |
| 0952 | Construction Crafts Technology | V | 0 | 0 | 17 | 85 | 224 | 93 | 128 | 163 | 260 | 197 | 207 |
| 4901 | Liberal Arts and Sciences, General | N | 242 | 255 | 234 | 174 | 181 | 129 | 36 | 67 | 41 | 19 | 42 |
| 0946 | Environmental Control Technology | V | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 31 | 30 | 25 |
| 0707 | Computer Software Development | V | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 9 | 18 | 12 |
| 0509 | Marketing and Distribution | V | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 18 | 9 |
| 0502 | Accounting | V | 1 | 3 | 3 | 1 | 4 | 7 | 10 | 4 | 9 | 7 | 7 |
| 2206 | Geography | N | 2 | 6 | 3 | 4 | 3 | 0 | 5 | 2 | 5 | 7 | 5 |
| 0708 | Computer Infrastructure and Support | V | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 8 | 4 |
| 1240 | Dental Occupations | V | 4 | 8 | 10 | 6 | 6 | 10 | 7 | 1 | 4 | 5 | 3 |
| 1005 | Commercial Music | V | 3 | 3 | 2 | 0 | 2 | 3 | 3 | 5 | 2 | 2 | 3 |
| 1030 | Graphic Art and Design | V | 1 | 0 | 1 | 1 | 1 | 2 | 4 | 4 | 2 | 2 | 3 |
| 1004 | Music | N | 0 | 0 | 0 | 0 | 2 | 4 | 2 | 2 | 0 | 5 | 2 |
| 1221 | Pharmacy Technology | V | 12 | 3 | 9 | 11 | 12 | 7 | 2 | 0 | 3 | 4 | 2 |
| 0109 | Horticulture | V | 5 | 5 | 5 | 5 | 2 | 6 | 5 | 4 | 1 | 0 | 2 |
| 1002 | Art | N | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 2 |
| 1251 | Paramedic | V | 1 | 0 | 1 | 1 | 3 | 0 | 2 | 3 | 1 | 0 | 1 |
| 0835 | Physical Education | N | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 2 | 1 | 1 |
| 0956 | Manufacturing and Industrial Technology | V | 0 | 0 | 0 | 1 | 19 | 0 | 0 | 1 | 0 | 2 | 1 |
| 1506 | Speech Communication | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 1 |
| 0614 | Digital Media | V | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 |
| 0612 | Film Studies | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| 1007 | Dramatic Arts | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 1011 | Cinematography | N | 0 | 2 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 1 | 0 |
| 1305 | Child Development/Early Care and Education | V | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| 0999 | Other Engineering and Related Industrial Technologi | V | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1006 | Technical Theater | V | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| 1206 | Physicians Assistant | V | 7 | 1 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1227 | Diagnostic Medical Sonography | V | 1 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |

Notes

Headcounts are not mutually exclusive across TOP codes for students may have received their highest award type in more than one program or TOP code area.