



MIS Program Award Submission Report Foothill College, 2016-17

Introduction

This document provides award and student headcount statistics for data included in the MIS SP report¹ for Foothill College, which was submitted to the California Community College Chancellor's Office (CCCCO) on September of 2017. The MIS SP report allows analysts to identify students who were awarded at least one degree or certificate at a California community college during a given academic year, the area of studies for the award, and the title for those awards approved by the CCCCCO. This document also includes comparable statistics for the two prior academic years to help readers construct a frame of reference to (1) detect any data validity issue; (2) identify trends for the last three academic years regarding significant increases or declines in the number of awards and student headcounts for degrees, certificates, or specific programs at the College; and (3) review preliminary figures for related reports (e.g., IPEDS², Gainful Employment³). Demographic statistics (gender, race/ethnicity, age group) are also included in this document.

Procedures

Award and student headcount statistics were calculated by degree type (i.e., associate in arts, associate in arts for transfer, associate in science, and associate in science for transfer) or number units (certificates), program or area of studies (as identified by the first four characters of TOP⁴ code for the program), and the award

¹ For more information, visit:
<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED/StudentProgramAward.aspx>

² Information about IPEDS can be found at: <http://nces.ed.gov/ipeds/>.

³ Information about Gainful Employment can be found at:
<https://ifap.ed.gov/GainfulEmploymentInfo/indexV2.html>.

⁴ TOP (Taxonomy of Program) code allows analysts to identify the discipline or area of studies (major) for the program (certificate or award). More information available at:

title. Specific to certificates, data were disaggregated into two groups: (1) all students who were awarded at least one certificate during the academic year at Foothill College, and (2) certificate-only students, which excludes any student who earned at least one degree during the same academic year at the College. Statistics by program or area of studies (TOP code, first four characters) and title are only shown for certificate-only students to better understand differences between degree and non-degree seeking student populations. Summary award and headcount data for credit “non-transcriptable” certificates (certificates not approved by the CCCC; do not show in students’ official academic record at the College) and noncredit certificates are also provided.

Gender, race/ethnicity, and age group headcount figures are shown for graduates (students who received at least one degree), certificate-only students, and the College student population (students enrolled at the College any term during the academic year by census date). Statistics for race/ethnic groups are based on IPEDs procedures: foreign/international students are grouped separately and Hispanics also include students from multiple races (i.e., students of Hispanic and other racial background). Age for the college student population is based on the start date for the first term the student attended the college during the academic year. For degrees and certificates, student age is based on the first date of the spring term for the academic year when they received at least one award. Headcount and percentage change figures are based on data for 2014-15 and 2016-17. Figures for 2015-16 are included to help identify significant trends in the data.

Results

Award and Student Counts

- The total number of students who graduated with at least one associate degree at Foothill College in 2016-17 was 929—a 23% increase when compared to the number for 2014-15 (755). Degree types awarded in 2016-17 included 549 (53%) regular or traditional degrees (associate in arts [AA] and associate in

http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf.

science [AS] degrees) and 491 (47%) transfer guarantee degrees⁵ (associate in arts-transfer [AA-T] and associate in science-transfer [AA-T] degrees). Detailed award and headcount figures by degree type for the last three academic years are shown in Table 1.

- Regarding changes in student headcount by degree type for the last three academic years, data in Table 1 show the most significant increase for the transfer guarantee degrees: 526% and 179% for AS-T and AA-T, respectively; compared to a decline of 29% and 8% for AA and AS degrees, respectively. In 2016-17, transfer guarantee degrees accounted for 57% (342 of 601) of all degrees in associate in arts and 34% (149 of 439) of all associate in science degrees.
- Related to degrees by area of studies or TOP code, data in Appendix A.1 show the social sciences as the area with the highest number of graduates at Foothill College in the last three years (390), followed by psychology (334) and business administration (216). On the other hand, the social sciences also showed the most significant decline in headcount during the same period (-32%, 103 to 70). When taking into account both percentage and headcount change figures for the last three academic years, the areas with the most significant increase in graduates include psychology (77%, 83 to 147), business administration (100%, 45 to 90), and economics (155%, 20 to 51).
- Data in Appendix A.2 show figures by degree title. In this table, the titles showing the most significant increase when comparing 2014-15 and 2016-17 data are for transfer guarantee degrees. These include Psychology, AA-T (138%, 55 to 131), Business Administration, AS-T, (400%, 17 to 85), and Communication Studies, AA-T (1,175%, 4 to 51). The regular or traditional version for these degrees all showed significant declines: Psychology, AA (-31%, 35 to 24), Business Administration, AA (-73%, 30 to 8), and Communication Studies, AA (-38%, 42 to 26). Other transfer degrees that showed significant increases are Economics, AA-T (475%, 8 to 46) and Mathematics, AS-T (1,033%, 3 to 34).

⁵ Students who earn an AA-T or AS-T degree and meet the CSU minimum eligibility requirements are guaranteed admission to a CSU, but not necessarily to a particular campus or major.

- Data in Table 2 show that for the last three academic years close to 42% of Foothill College graduates received at least one degree in an occupational area or program of studies. However, non-occupational degrees show the highest increase in headcount for graduates: 35% in the last three years, compared to 10% for occupational degrees.
- Table 3 identifies programs or area of studies with graduates who received multiple degrees between 2014-15 and 2016-17 within the same area. These programs include psychology, business administration, speech communication, and sociology; and, they all have versions of regular and transfer guarantee degrees, which is likely the reason for the multiple degrees.
- Data for certificate awards are shown in Table 4. Figures in this table include all students who received at least one certificate—independently of whether they also received a degree during the same academic year. In Table 5, the data are for students who received at least one certificate, but not a degree: certificate-only students. Figures in Table 4 (all students, including those with a degree) show an increase of 1% (534 to 538) between 2014-15 and 2016-17 in the number of Foothill College students who received a certificate approved by the California Community Colleges Chancellor's Office (CCCCO). When also including the “non-transcriptable” certificates, the percentage increase is 83% (534 to 979). As shown by figures in the table, the dramatic increase in certificates is because there were not “non-transcriptable” certificates reported in 2014-15.
- For certificate-only students, data in Table 5 show a decline of 1% (342 to 339) for CCCCCO approved certificates; and, an increase of 115% (342 to 737) when including the “non-transcriptable” certificates. The data also show a significant decline of 21% in student headcount for certificates within the upper unit range (45-89) and a significant increase of 203% for certificates in the lower unit range (27-44).
- Data in Appendix A.3 show award and headcount figures for certificate-only students by program or area of studies (TOP code). Based on headcount and percentage change figures in this table, the areas with the highest increase are those for which “non-transcriptable” were reported, which includes accounting, construction craft technology, and emergency medical services. The area

showing the most significant decline is liberal arts and sciences, general (-25%, 295 to 222).

- In Appendix A.4, statistics are provided by certificate title. The data here show that the transfer certificates (IGETC and CSU General Education Breadth) are the ones that account for the significant decline in certificates within the upper unit range (45-89) and for the area of liberal arts and sciences, general studies. The General Electrician certificate is the award that accounts for the significant increase of certificates in the lower unit range (27-44) for approved certificates, construction crafts technology studies. General Electrician is also the only CCCCCO approved certificate with at least 10 completers in 2016-17.
- Data for noncredit certificates are shown in Table 6. Figures in this table show a significant decline of 32% (25 to 17) for the number of students who received the “Mathematical Foundations” certificate, and a moderate increase of 8% (37 to 40) for those who received the “Certificate of Completion in Geriatric Home Aide.”

Student Demographics

- Data in Appendix D.1 show student headcount figures disaggregated by academic year and age group for the following: graduates (Degrees), certificate-only students (Certificates), and students with cumulative attempted units for the academic year greater than zero (College). The data here show that about 65% of graduates in 2016-17 were less than 25 years by the end of the academic year, compared to 42% in 2014-15. For certificates, which in 2016-17 included a significant number of students who received “non-transcriptable” certificates, the data show the opposite: 50% of the certificate-only students in 2016-17 were younger than 25, compared to 84% in 2014-15. Data for the College student population only show a slight change in last three academic years related to age: about 2% increase for students younger than 30.
- Appendix D.2 show data disaggregated by race/ethnic group. For graduates, percentage figures for the three major race/ethnic groups (groups representing 20% or higher of the general population) show an increase between 2014-15 and 2016-17 of about 3% for Asians and 1% for Hispanics; Whites show a

decline of about 7%. When comparing figures for graduates in 2016-17 to those for the College in 2014-15 (two years before graduation), the data suggest that Hispanic students graduated at a higher rate than expected (21% - 24%), when compared to Asians (27% - 24%) or Whites (35% - 28%). For certificates, the data in Appendix D.2 show that foreign or international students tend to receive certificates at a higher rate than other groups (35% in 2014-15 and 2015-16; 13% in 2016-17) when taking into account their share or percentage in the College population (5% to 6%). The significant decline in the percentage for foreign or international students among those who received a certificate in 2016-17 (13%, compared to 35% for previous years academic years) seems related to the decline of IGETC certificates for the same period (-21%, 118 to 93).

- Appendix D.3 shows figures for gender. Although the student population at Foothill College has shown no significant differences within the last three years regarding gender, a greater percentage of Foothill graduates in 2016-17 were female (63%). For certificate-only students, data show the opposite: the majority of students who received a certificate, but not a degree, at Foothill College in 2016-17 were male—58%.

Table 1. Foothill College: Award and Student Count by Degree Type and Academic Year, 2014-15 to 2016-17

Degree Type	Academic Year						Three Year Statistics			
	2014-15		2015-16		2016-17		Count Change		Percent Change	
	Awards	Students	Awards	Students	Awards	Students	Awards	Students	Awards	Students
Associate in Arts	391	346	464	431	259	246	(132)	(100)	-34%	-29%
Associate in Arts- Transfer	119	114	256	243	342	318	223	204	187%	179%
Subtotal AA	510	434	720	607	601	532	91	98	18%	23%
Associate in Science	313	306	290	280	290	283	(23)	(23)	-7%	-8%
Associate in Science-Transfer	23	23	102	100	149	144	126	121	548%	526%
Subtotal AS	336	328	392	372	439	424	103	96	31%	29%
All Degrees	846	755	1,112	958	1,040	929	194	174	23%	23%

Table 2. Foothill College: Student Count by Degree Vocational Status and Academic Year, 2014-15 to 2016-17

Occupational Status	Academic Year			Three Year Statistics		
	2014-15	2015-16	2016-17	Total Headcount	Change	Percent Change
Occupational	345 (46%)	362 (38%)	378 (41%)	1,082 (42%)	33	10%
Non-Occupational	421 (56%)	610 (64%)	567 (61%)	1,560 (60%)	146	35%
Total	755 (100%)	958 (100%)	929 (100%)	2,587 (100%)	174	23%

Notes

Student headcount figures are not mutually exclusive because students may receive multiple degrees in the same year.

Occupational status is based on TOP code for the degree.

Table 3. Foothill College: Headcount for Programs with Graduates with Multiple Degrees Awarded between 2014-15 to 2016-17

TOP Code-Program	Headcount		
	Total Graduates	Multiple Degrees	Percent Multiple Degrees
2001-Psychology	334	32	10%
0505-Business Administration	216	10	5%
1506-Speech Communication	181	24	13%
2208-Sociology	145	12	8%
1701-Mathematics	73	5	7%
1305-Child Development/Early Care and Education	68	4	6%
0706-Computer Science (Transfer)	64	7	11%
2202-Anthropology	56	1	2%
0401-Biology	40	1	3%
2207-Political Science	38	4	11%
1002-Art	31	3	10%
2205-History	26	3	12%
1501-English	24	1	4%
1902-Physics	13	1	8%
0809-Special Education	4	1	25%

Table 4. Foothill College, All Students: Award and Student Count by Certificate Units and Academic Year, 2014-15 to 2016-17

Certificate Units	Academic Period						Three Year Statistics			
	2014-15		2015-16		2016-17		Count Change		Percent Change	
	Awards	Students	Awards	Students	Awards	Students	Awards	Students	Awards	Students
<i>CCCCO Approved</i>										
18-23	-	-	1	1	3	3	3	3		
24-26	4	4	1	1	-	-	(4)	(4)	-100%	-100%
27-44	41	40	51	51	116	114	75	74	183%	185%
45-89	441	437	446	446	380	379	(61)	(58)	-14%	-13%
> 89	54	54	49	49	44	44	(10)	(10)	-19%	-19%
Subtotal	540	534	548	547	543	538	3	4	1%	1%
<i>Non-Transcriptable</i>										
Less than 9	-	-	28	14	186	167				
9-23	-	-	58	44	301	282				
Subtotal			86	58	487	449				
Total	540	534	634	591	1,030	979	490	445	91%	83%

Notes

“Non-transcriptable” certificates are not approved by the California Community Colleges Chancellor’s Office and do not show in the students’ official academic record or academic transcript.

Table 5. Foothill College, Certificate-Only Students: Award and Student Count by Certificate Units and Academic Year, 2014-15 to 2016-17

Certificate Units	Academic Period						Three Year Statistics			
	2014-15		2015-16		2016-17		Count Change		Percent Change	
	Awards	Students	Awards	Students	Awards	Students	Awards	Students	Awards	Students
<i>CCCCO Approved</i>										
18-23	-	-	1	1	2	2	2	2		
24-26	3	3	-	-	-	-	(3)	(3)	-100%	-100%
27-44	33	32	42	42	98	97	65	65	197%	203%
45-89	304	304	298	298	241	240	(63)	(64)	-21%	-21%
> 89	3	3	3	3	1	1	(2)	(2)	-67%	-67%
Subtotal	343	342	344	343	342	339	(1)	(3)	0%	-1%
<i>Non-Transcriptable</i>										
Less than 9	-	-	12	6	147	145				
9-23	-	-	48	36	265	255				
Subtotal			60	42	412	400				
Total	343	342	404	380	754	737	411	395	120%	115%

Notes

Certificate-only students are those who were awarded at least one certificate, but not a degree during the academic year.

“Non-transcriptable” certificates are not approved by the California Community Colleges Chancellor’s Office and do not show in the students’ official academic record or academic transcript

Table 6. Foothill College, **Noncredit Certificate: Headcount by Number of Units and Academic Year, 2014-15 to 2016-17**

Certificate Title	Hours	Academic Year			Three Year Statistics			
		2014-15	2015-16	2016-17	Total Headcount	Total Awards	Headcount Change	Headcount Percent Change
Mathematical Foundations	60	25	23	17	65	65	-8	-32%
Certificate of Completion in Geriatric Home Aide	104	37	29	40	106	106	3	8%

Appendix A.1

Foothill College, Degrees: Headcount by Program and Academic Year, 2014-15 to 2016-17

TOP Code-Program	Academic Year			Three Year Statistics		
	2014-15	2015-16	2016-17	Total Headcount	Change	Percent Change
2201-Social Sciences	103	217	70	390	(33)	-32%
2001-Psychology	83	106	147	334	64	77%
0505-Business Administration	45	81	90	216	45	100%
1506-Speech Communication	45	70	69	181	24	53%
2208-Sociology	50	51	46	145	(4)	-8%
1206-Physicians Assistant	41	48	43	132	2	5%
2204-Economics	20	41	51	112	31	155%
1240-Dental Occupations	37	31	32	100	(5)	-14%
0102-Animal Science	37	26	29	92	(8)	-22%
4902-Biological and Physical Sciences (and Mathematics)	36	25	31	92	(5)	-14%
0502-Accounting	31	24	24	79	(7)	-23%
1210-Respiratory Care/Therapy	25	25	24	74	(1)	-4%
1701-Mathematics	14	24	36	73	22	157%
1305-Child Development/Early Care and Education	13	24	32	68	19	146%
0706-Computer Science (Transfer)	12	25	28	64	16	133%
1225-Radiologic Technology	19	21	18	58	(1)	-5%
2202-Anthropology	14	14	28	56	14	100%
1227-Diagnostic Medical Sonography	15	16	17	48	2	13%
1221-Pharmacy Technology	20	10	14	44	(6)	-30%
1251-Paramedic	14	12	18	44	4	29%
0401-Biology	15	13	12	40	(3)	-20%
2207-Political Science	7	11	21	38	14	200%
0109-Horticulture	10	15	12	37	2	20%
1005-Commercial Music	15	9	11	35	(4)	-27%
1270-Kinesiology	5	10	18	33	13	260%
1030-Graphic Art and Design	8	13	11	32	3	38%
1002-Art	9	13	11	31	2	22%
2205-History	9	11	6	26	(3)	-33%
1007-Dramatic Arts	6	8	11	25	5	83%
1501-English	5	10	9	24	4	80%
0901-Engineering	6	6	4	16	(2)	-33%
1004-Music	4	7	5	16	1	25%
1108-Japanese	5	8	1	14	(4)	-80%
1105-Spanish	3	7	3	13	-	0%
1902-Physics	3	3	7	13	4	133%
0835-Physical Education	6	4	2	12	(4)	-67%

TOP Code-Program	Academic Year			Three Year Statistics		
	2014-15	2015-16	2016-17	Total Headcount	Change	Percent Change
1228-Athletic Training and Sports Medicine	7	2	3	12	(4)	-57%
1905-Chemistry	2	6	3	11	1	50%
1006-Technical Theater	3	4	2	9	(1)	-33%
1011-Photography	4	4	1	9	(3)	-75%
2206-Geography	2	1	6	9	4	200%
0508-International Business and Trade	3	3	1	7	(2)	-67%
1001-Fine Arts	1	1	3	5	2	200%
0809-Special Education	3	1	-	4	(3)	-100%
1509-Philosophy	2	1	-	3	(2)	-100%
4903-Humanities	1	2	-	3	(1)	-100%
0511-Real Estate	1	1	-	2	(1)	-100%
0708-Computer Infrastructure and Support	2	-	-	2	(2)	-100%
0952-Construction Crafts Technology	1	-	1	2	-	0%
0999-Other Engineering and Related Industrial Technologies	-	-	1	1	1	
1401-Law	1	-	-	1	(1)	-100%

Appendix A.2

Foothill College, Degrees: Student Headcount by Title, Degree Type and Academic Year, 2014-15 to 2016-17

Degree Title	Degree Type	Academic Year			Three Year Statistics		
		2014-15	2015-16	2016-17	Total Count	Change	Percent Change
General Studies/Social Science	AA	103	217	70	390	(33)	-32%
Psychology	AA-T	55	87	131	272	76	138%
Business Administration	AS-T	17	68	85	170	68	400%
Communication Studies	AA-T	4	52	51	107	47	1175%
Communication Studies	AA	42	30	26	98	(16)	-38%
Psychology	AA	35	34	24	93	(11)	-31%
Sociology	AA-T	30	28	35	93	5	17%
Veterinary Technology	AS	37	26	29	92	(8)	-22%
General Studies: Science	AS	36	25	31	92	(5)	-14%
Primary Care Associate	AS	41	48	1	90	(40)	-98%
Economics	AA-T	8	34	46	88	38	475%
Accounting	AA	31	24	24	79	(7)	-23%
Respiratory Therapy	AS	25	25	24	74	(1)	-4%
Dental Hygiene	AS	23	20	22	65	(1)	-4%
Sociology	AA	28	25	11	64	(17)	-61%
Radiologic Technology	AS	19	21	18	58	(1)	-5%
Business Administration	AA	30	16	8	54	(22)	-73%
Child Development Teacher	AA	13	17	23	53	10	77%
Mathematics	AS-T	3	15	34	52	31	1033%
Diagnostic Medical Sonography	AS	15	16	17	48	2	13%
Computer Science	AS	9	20	17	46	8	89%
Pharmacy Technician	AS	20	10	14	44	(6)	-30%
Paramedic	AS	14	12	18	44	4	29%
Primary Care	AS	-	-	42	42	42	
Biological Sciences	AS	15	13	12	40	(3)	-20%
Anthropology	AA-T	4	13	21	38	17	425%
Environmental Horticulture & Design	AS	10	15	12	37	2	20%
Music Technology	AA	15	9	11	35	(4)	-27%
Dental Assisting	AS	14	11	10	35	(4)	-29%
Political Science	AA-T	2	11	21	34	19	950%
Kinesiology	AA-T	5	10	18	33	13	260%
Graphic and Interactive Design	AA	8	13	11	32	3	38%
Mathematics	AS	12	11	3	26	(9)	-75%
Computer Science	AS-T	3	10	12	25	9	300%
Economics	AA	12	7	5	24	(7)	-58%
Art: General	AA	8	9	5	22	(3)	-38%

Degree Title	Degree Type	Academic Year			Three Year Statistics		
		2014-15	2015-16	2016-17	Total Count	Change	Percent Change
Theatre Arts	AA	6	7	7	20	1	17%
Early Childhood Education	AS-T	-	7	12	19	12	
Anthropology	AA	10	2	7	19	(3)	-30%
History	AA-T	3	11	4	18	1	33%
Engineering	AS	6	6	4	16	(2)	-33%
Music: General	AA	4	7	5	16	1	25%
Japanese	AA	5	8	1	14	(4)	-80%
English	AA	2	6	6	14	4	200%
Physical Education	AA	6	4	2	12	(4)	-67%
Athletic Injury Care	AS	7	2	3	12	(4)	-57%
English	AA-T	3	4	4	11	1	33%
Chemistry	AS	2	6	3	11	1	50%
History	AA	6	3	2	11	(4)	-67%
Theatre Technology	AA	3	4	2	9	(1)	-33%
Traditional Photography	AA	4	4	1	9	(3)	-75%
Spanish	AA	1	6	2	9	1	100%
Political Science	AA	6	1	1	8	(5)	-83%
Business International Studies	AA	3	3	1	7	(2)	-67%
Physics	AS	3	2	2	7	(1)	-33%
Physics	AS-T	-	2	5	7	5	
Art History	AA	1	2	3	6	2	200%
Art History	AA-T	1	1	3	5	2	200%
Studio Arts	AA-T	-	2	3	5	3	
Theatre Arts	AA-T	-	1	4	5	4	
Geographic Information Systems Technology	AS	-	-	5	5	5	
Spanish	AA-T	2	1	1	4	(1)	-50%
Geography	AS	2	1	1	4	(1)	-50%
Special Education	AA	2	1	-	3	(2)	-100%
Studio Art	AA	1	1	1	3	-	0%
General Studies: Humanities	AA	1	2	-	3	(1)	-100%
Business Administration	AA-T	1	1	-	2	(1)	-100%
Real Estate Broker	AA	1	1	-	2	(1)	-100%
Enterprise Networking	AS	2	-	-	2	(2)	-100%
Adaptive Fitness Therapy	AA	2	-	-	2	(2)	-100%
General Electrician	AS	1	-	1	2	-	0%
Philosophy	AA	1	1	-	2	(1)	-100%
Biology	AS-T	-	-	1	1	1	
Nanoscience	AS	-	-	1	1	1	
Law & Society (Pre-Law)	AA	1	-	-	1	(1)	-100%
Philosophy	AA-T	1	-	-	1	(1)	-100%

Appendix A.3

Foothill College, Certificate-Only Students: Count by Program, 2014-15 to 2016-17

TOP Code-Program	Academic Year			Three Year Statistics		
	2014-15	2015-16	2016-17	Total Count	Change	Percent Change
4901-Liberal Arts and Sciences, General	295	280	222	795	(73)	-25%
0502-Accounting	7	11	149	166	142	2029%
0952-Construction Crafts Technology	-	17	143	160	143	
1250-Emergency Medical Services	-	-	159	159	159	
1506-Speech Communication	-	7	19	26	19	
1240-Dental Occupations	8	11	6	25	(2)	-25%
2206-Geography	12	9	2	23	(10)	-83%
1221-Pharmacy Technology	3	9	9	21	6	200%
0109-Horticulture	5	7	5	17	-	0%
0102-Animal Science	-	-	9	9	9	
0901-Engineering	-	8	-	8	-	
1007-Dramatic Arts	-	7	-	7	-	
1005-Commercial Music	3	3	-	6	(3)	-100%
1030-Graphic Art and Design	-	4	3	6	3	
1206-Physicians Assistant	1	3	1	5	-	0%
1225-Radiologic Technology	-	-	5	5	5	
1011-Photography	2	-	2	4	-	0%
1305-Child Development/Early Care and Education	-	2	3	4	3	
0809-Special Education	2	-	-	2	(2)	-100%
1227-Diagnostic Medical Sonography	2	-	-	2	(2)	-100%
1251-Paramedic	-	1	1	2	1	
0956-Manufacturing and Industrial Technology	-	-	1	1	1	
0999-Other Engineering and Related Industrial Technologies	-	1	-	1	-	
1002-Art	1	-	-	1	(1)	-100%
1006-Technical Theater	1	-	-	1	(1)	-100%

Appendix A.4

De Anza College, Certificate-Only Students: Headcount by Certificate Title and Academic Year, 2014-15 to 2016-17

Certificate Title	Units	Academic Year			Three Year Statistics		
		2014-15	2015-16	2016-17	Total Count	Change	Percent Change
Phlebotomy Technician I	18-23	41	20	41	102	0	0%
Child Development	24-26	16	23	49	88	33	206%
Accounting	24-26	19	21	35	75	16	84%
CNC Machinist	18-23	24	25	26	75	2	8%
Project Management Practitioner	18-23	10	18	18	46	8	80%
Paralegal Studies	45-89	17	14	11	42	-6	-35%
Business Administration	18-23	11	14	12	37	1	9%
Advanced Engine Performance Technology	18-23	18	9	4	31	-14	-78%
Lab Assisting	24-26	11	11	9	31	-2	-18%
Programming in C/C++	18-23	9	5	14	28	5	56%
Intermediate Engine Performance Technology	18-23	16	8	4	28	-12	-75%
Basic Engine Performance Technology	18-23	12	10	4	26	-8	-67%
Automotive Engine Performance	27-44	10	6	10	26	0	0%
Automotive Machining and Engine Repair	27-44	11	11	4	26	-7	-64%
Insurance and Coding	24-26	10	8	8	26	-2	-20%
Automotive Chassis and Powertrain	27-44	11	10	3	23	-8	-73%
Graphic Design	18-23	10	5	8	23	-2	-20%
Speech Communication	18-23	10	5	7	22	-3	-30%
Medical Assisting	45-89	7	6	6	19	-1	-14%
Computer Aided Design - Mechanical	18-23	7	6	5	18	-2	-29%
Accounting	45-89	5	6	6	17	1	20%
CNC Programming - CAD-CAM	18-23	4	8	5	17	1	25%
Child Development	18-23	8	8	1	17	-7	-88%
Leadership and Social Change	18-23	2	8	7	17	5	250%
Medical Reception	18-23	5	7	4	16	-1	-20%
Professional Photography	18-23	4	5	6	15	2	50%
Business Office Clerk	18-23	3	3	9	15	6	200%
Medical Records Clerk	18-23	5	2	8	15	3	60%
Massage Therapy	24-26	5	3	7	15	2	40%
Web Development	18-23	3	2	9	14	6	200%

Certificate Title	Units	Academic Year			Three Year Statistics		
		2014-15	2015-16	2016-17	Total Count	Change	Percent Change
Medical File Clerk	18-23	1	3	10	14	9	900%
Film/TV: Production	24-26	1	5	7	13	6	600%
Enterprise Security Professional	24-26	4	7	2	13	-2	-50%
Automotive Chassis Technology	18-23	6	1	6	13	0	0%
UNIX/LINUX Operating System	18-23	7	3	1	11	-6	-86%
Environmental Resource Management and Pollution Prevention	18-23	4	3	3	10	-1	-25%
Smog Technician	18-23	4	5	1	10	-3	-75%
Entrepreneurship	24-26	3	4	2	9	-1	-33%
Programming in JAVA	18-23	3	1	5	9	2	67%
Energy Management and Building Science	24-26	0	7	2	9	2	
Early Childhood Mental Health	18-23	4	2	3	9	-1	-25%
Wildlife Science Technician	24-26	2	4	2	8	0	0%
Bookkeeping	18-23	3	2	3	8	0	0%
Business Administration	27-44	5	2	0	7	-5	-100%
Marketing Management	24-26	2	2	2	6	0	0%
Film/TV: Production	18-23	3	2	1	6	-2	-67%
Network Administration	18-23	2	1	3	6	1	50%
Automotive Machining and Engine Repair Technology	18-23	0	1	5	6	5	
Advanced Engine Performance Technology	27-44	5	1	0	6	-5	-100%
Automotive Chassis and Powertrain	45-89	0	0	6	6	6	
Clinical Laboratory Assistant	24-26	0	3	3	6	3	
Accounting: Taxation Management	45-89	0	3	2	5	2	
Management	24-26	2	3	0	5	-2	-100%
Automotive Machining and Engine Repair	45-89	0	0	5	5	5	
Mandarin	18-23	0	2	3	5	3	
Medical Reception	24-26	0	0	5	5	5	
Programming in Perl	18-23	3	1	0	4	-3	-100%
Enterprise Security Professional	45-89	1	2	1	4	0	0%

Certificate Title	Units	Academic Year			Three Year Statistics		
		2014-15	2015-16	2016-17	Total Count	Change	Percent Change
Automotive Powertrain Technology	18-23	2	2	0	4	-2	-100%
CNC Research and Development Machinist	45-89	0	1	3	4	3	
Medical Laboratory Technology	45-89	2	1	1	4	-1	-50%
Business Office Clerk	9-23	4	0	0	4	-4	-100%
Medical File Clerk	9-23	4	0	0	4	-4	-100%
Medical Transcription	24-26	1	2	1	4	0	0%
Child Development	45-89	0	3	1	4	1	
Bookkeeping	24-26	3	0	0	3	-3	-100%
Tax Practitioner	45-89	1	2	0	3	-1	-100%
Film/TV: Production	27-44	0	1	2	3	2	
Manufacturing Systems Technician	18-23	1	1	1	3	0	0%
Graphic Design	45-89	1	0	2	3	1	100%
Real Estate	24-26	0	0	2	2	2	
Real Estate	45-89	1	1	0	2	-1	-100%
Technical Writing	18-23	2	0	0	2	-2	-100%
Network Basics	9-23	0	0	2	2	2	
Database Design for Developers (Oracle)	24-26	0	2	0	2	0	
Automotive Powertrain Technology	27-44	1	1	0	2	-1	-100%
CNC Machinist	27-44	1	0	1	2	0	0%
Product Model Making	27-44	0	0	2	2	2	
CNC Machinist	45-89	0	0	2	2	2	
Child Development	27-44	0	0	2	2	2	
Environmental Resource Management and Pollution Prevention	27-44	0	1	0	1	0	
Marketing Management	27-44	0	1	0	1	0	
Film/TV: Production	45-89	0	1	0	1	0	
Systems Programming	45-89	0	1	0	1	0	
Automotive Chassis Technology	45-89	1	0	0	1	-1	-100%
Mandarin	27-44	0	0	1	1	1	
Medical Records Clerk	24-26	0	0	1	1	1	
Massage Therapy	27-44	1	0	0	1	-1	-100%

Appendix D.1

Foothill College: Student Headcount by Award Type, Academic Year and Age Group

Age Group	2014-15			2015-16			2016-17		
	Count	Perct	Cum Perc	Count	Perct	Cum Perc	Count	Perct	Cum Perc
Degrees									
19 or Less	37	5%	5%	58	4%	4%	53	6%	6%
20 to 24	315	42%	47%	446	60%	64%	443	60%	65%
25 to 29	175	23%	70%	211	18%	83%	217	18%	83%
30 to 34	108	14%	84%	105	8%	90%	113	8%	91%
35 to 39	46	6%	90%	60	4%	94%	42	3%	94%
40 to 44	33	4%	95%	32	2%	96%	28	2%	96%
45 to 49	16	2%	97%	18	2%	98%	14	2%	98%
50 or more	25	3%	100%	28	2%	100%	19	2%	100%
Total	755	100%		958	100%		929	100%	

Age Group	2014-15			2015-16			2016-17		
	Count	Perct	Cum Perc	Count	Perct	Cum Perc	Count	Perct	Cum Perc
Certificates									
19 or Less	62	18%	18%	71	19%	19%	72	10%	10%
20 to 24	225	66%	84%	224	59%	78%	297	40%	50%
25 to 29	25	7%	91%	33	9%	86%	154	21%	71%
30 to 34	8	2%	94%	13	3%	90%	96	13%	84%
35 to 39	6	2%	95%	13	3%	93%	43	6%	90%
40 to 44	5	1%	97%	8	2%	95%	37	5%	95%
45 to 49	4	1%	98%	7	2%	97%	13	2%	97%
50 or more	7	2%	100%	11	3%	100%	25	3%	100%
Total	342	100%		380	100%		737	100%	

Age Group	2014-15			2015-16			2016-17		
	Count	Perct	Cum Perc	Count	Perct	Cum Perc	Count	Perct	Cum Perc
College									
19 or Less	6,688	23%	23%	7,259	24%	24%	7,410	23%	23%
20 to 24	10,717	37%	61%	11,412	38%	62%	12,164	38%	62%
25 to 29	4,374	15%	76%	4,772	16%	78%	5,179	16%	78%
30 to 34	2,456	9%	84%	2,525	8%	86%	2,611	8%	86%
35 to 39	1,329	5%	89%	1,339	4%	91%	1,526	5%	91%
40 to 44	969	3%	92%	856	3%	94%	890	3%	94%
45 to 49	760	3%	95%	666	2%	96%	705	2%	96%
50 or more	1,462	5%	100%	1,256	4%	100%	1,273	4%	100%
Not Reported	-	0%	100%	1	0%	100%	-	0%	100%
Total	28,755	100%		30,085	100%		31,758	100%	

Appendix D.2

Foothill College: Student Headcount by Award Type, Academic Year and Race/Ethnic Group

	2014-15		2015-16		2016-17	
	Count	Perct	Count	Perct	Count	Perct
Race/Ethnic Group	Degrees					
Amer Ind/Alaskan Native	3	0%	0	0%	1	0%
Asian	162	21%	187	20%	223	24%
Black or African American	25	3%	24	3%	24	3%
Hispanic	170	23%	215	22%	226	24%
Pacific Islander	5	1%	6	1%	10	1%
White or Caucasian	261	35%	332	35%	261	28%
Multiple Race	34	5%	63	7%	55	6%
Foreign/International	86	11%	125	13%	114	12%
Not Reported	9	1%	6	1%	15	2%
Total	755	100%	958	100%	929	100%

	2014-15		2015-16		2016-17	
	Count	Perct	Count	Perct	Count	Perct
Race/Ethnic Group	Certificates					
Amer Ind/Alaskan Native	0	0%	1	0%	2	0%
Asian	84	25%	99	26%	191	26%
Black or African American	3	1%	8	2%	19	3%
Hispanic	33	10%	41	11%	158	21%
Pacific Islander	0	0%	1	0%	4	1%
White or Caucasian	85	25%	76	20%	233	32%
Multiple Race	15	4%	16	4%	25	3%
Foreign/International	118	35%	134	35%	93	13%
Not Reported	4	1%	4	1%	12	2%
Total	342	100%	380	100%	737	100%

	2014-15		2015-16		2016-17	
	Count	Perct	Count	Perct	Count	Perct
Race/Ethnic Group	College					
Amer Ind/Alaskan Native	54	0%	53	0%	44	0%
Asian	7,666	27%	8,177	27%	8,974	28%
Black or African American	1,089	4%	1,059	4%	990	3%
Hispanic	5,998	21%	6,618	22%	7,162	23%
Pacific Islander	183	1%	194	1%	219	1%
White or Caucasian	9,988	35%	10,341	34%	10,646	34%
Multiple Race	1,520	5%	1,558	5%	1,680	5%
Foreign/International	1,677	6%	1,709	6%	1,647	5%
Not Reported	580	2%	376	1%	396	1%
Total	28,755	100%	30,085	100%	31,758	100%

Appendix D.3

Foothill College: Student Headcount by Award Type, Academic Year and Gender Group

	2014-15		2015-16		2016-17	
	Count	Perct	Count	Perct	Count	Perct
Gender	Degrees					
Female	471	62%	577	60%	583	63%
Male	282	37%	378	39%	344	37%
Not Reported	2	0%	3	0%	2	0%
Total	755	100%	958	100%	929	100%

	2014-15		2015-16		2016-17	
	Count	Perct	Count	Perct	Count	Perct
Gender	Certificates					
Female	177	52%	182	48%	299	41%
Male	164	48%	196	52%	425	58%
Not Reported	1	0%	2	1%	13	2%
Total	342	100%	380	100%	737	100%

	2014-15		2015-16		2016-17	
	Count	Perct	Count	Perct	Count	Perct
Gender	College					
Female	14,190	49%	14,818	49%	15,807	50%
Male	14,332	50%	14,943	50%	15,609	49%
Not Reported	233	1%	324	1%	342	1%
Total	28,755	100%	30,085	100%	31,758	100%