

THE GIANT FACT BOOK

2016 2017



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FACT BOOK
2016 - 2017

VISALIA • HANFORD • TULARE

Sequoias Community
College District



College of the Sequoias



The Giant Fact Book

The Giant Fact Book is designed to inform and support the District’s planning activities, outcomes and assessment cycle, grant requirements, mandated reporting requirements, accreditation needs, and other areas that directly support the District mission. The Giant Fact Book serves as a quick and a convenient source of information about the College of the Sequoias and is updated annually as data becomes available.

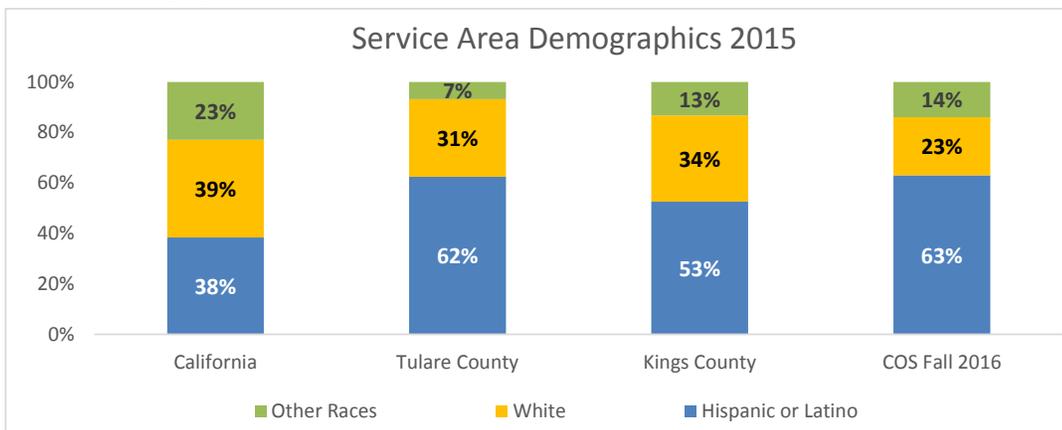


Table of Contents

Data Set Name	Area	Page
Data Set 1: Service Area Demographics	Service Area Population	5
Data Set 2: Service Area Projected Growth	Service Area Population	6
Data Set 3: Educational Attainment Levels - Tulare and Kings County	Service Area Population	7
Data Set 4: Income/Poverty Levels - Tulare and Kings County	Service Area Population	8
Data Set 5: Primary Language at Home - Tulare and Kings County	Service Area Population	9
Data Set 6: Fastest/Largest Industry Growth - Tulare County	Service Area Population	10
Data Set 7: Fastest/Largest Industry Growth - Kings County	Service Area Population	11
Data Set 8: Labor Force & Unemployment - Tulare and Kings Counties	Service Area Population	12
Data Set 9: Fall and Annual Unduplicated Headcount, Annual FTES	Enrollments	13
Data Set 10: Fall Enrollment Distributions by Race/Ethnicity	Enrollments	15
Data Set 11: Fall Enrollment Distributions by Age	Enrollments	18
Data Set 12: Fall Enrollment Distribution by Gender	Enrollments	21
Data Set 13: Sections Offered	Enrollments	23
Data Set 14: Student Groups and Enrollment Status	Enrollments	24
Data Set 15: Fall Unit Load Trend	Enrollments	26
Data Set 16: Placement Trends for Math, English, ESL	Enrollments	27
Data Set 17: Feeder High School Enrollments	Enrollments	29
Data Set 18: Financial Aid Recipients	Enrollments	31
Data Set 19: Successful Course Completions	Institution-set Standards	33
Data Set 20: Transfer Velocity Rate	Institution-set Standards	35
Data Set 21: Fall-to-Fall Retention	Institution-set Standards	36
Data Set 22: Degrees Awarded	Institution-set Standards	37
Data Set 23: Certificates Awarded	Institution-set Standards	37
Data Set 24: Awards	Other Achievements	38
Data Set 25: Educational Goal	Enrollments	39
Data Set 26: Incoming Student Goals	Enrollments	40
Data Set 27: CTE Awards	District Objective	41
Data Set 28: CTE Course Success	District Objective	41
Data Set 30: Transfer Volume	District Objective	42
Data Set 31: Transfer Ready	District Objective	43
Data Set 32: Scorecard Cohort Preparedness	Scorecard Measures	44
Data Set 33: English Improvement	Scorecard Measures	45
Data Set 34: Transfer-Level English	Scorecard Measures	46
Data Set 35: Math Improvement	Scorecard Measures	47
Data Set 36: Transfer-Level Math	Scorecard Measures	48
Data Set 37: ESL Improvement	Scorecard Measures	49
Data Set 38: 30+ Units	Scorecard Measures	50
Data Set 39: Persistence	Scorecard Measures	51
Data Set 40: Completion Rate	Scorecard Measures	52
Data Set 41: CTE Completion Rate	Scorecard Measures	53
Data Set 42: CDCP	Scorecard Measures	54
Data Set 43: Basic Skills Sequence Tracking	Other Achievements	55

Data Set 44: District Employee Demographics	Staffing - Employees	56
Data Set 45: Employee Staffing Levels	Staffing - Employees	57

Data Set 1: Service Area Demographics

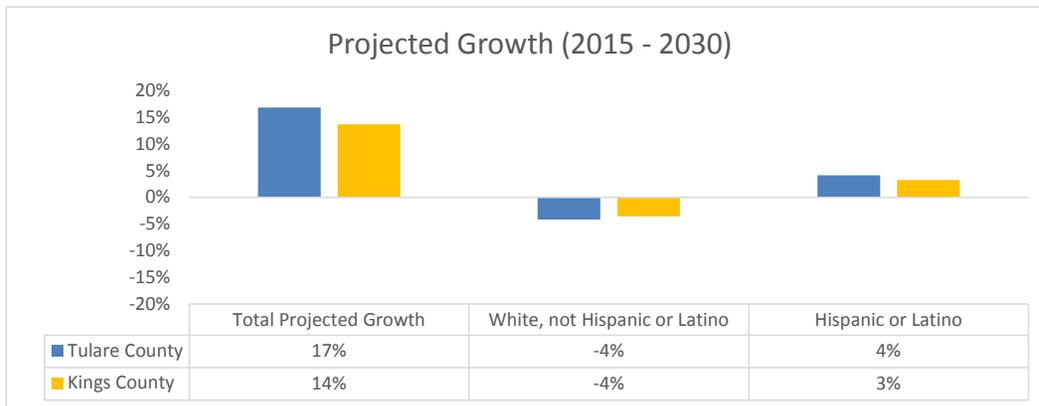


The Sequoias Community College District is a Hispanic-Serving Institution with a Hispanic student population of 63% in Fall 2016. This is reflective of the District's Hispanic service area population that ranges from 53%-62%.

Service Area Population 2015							
Population by Race/Ethnicity (all ages)	California		Tulare County		Kings County		COS Fall 2016
	Count	Percent	Count	Percent	Count	Percent	
Total	38,421,464	100%	454,033	100%	150,998	100%	100%
American Indian, not Hispanic or Latino	142,191	0.4%	3,069	1%	1,101	1%	0.5%
Asian, not Hispanic or Latino	5,192,548	14%	14,542	3%	5,360	4%	2%
Black, not Hispanic or Latino	2,160,795	6%	6,021	1%	8,883	6%	3%
Hispanic or Latino	14,750,686	38%	283,533	62%	79,452	53%	63%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	139,009	0.4%	551	0.1%	350	0.2%	1%
Multi & Unknown Race, not Hispanic or Latino	1,156,977	3%	6,736	1%	4,385	3%	7%
White	14,879,258	39%	139,581	31%	51,467	34%	23%
Population by Gender (18 and over)	California		Tulare County		Kings County		COS Fall 2016
	Count	Percent	Count	Percent	Count	Percent	
Female	14,399,409	49%	156,135	50%	46,396	42%	57%
Male	14,847,712	51%	153,885	50%	62,976	58%	42%
Unknown	-	-	-	-	-	-	1%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates
<https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

Data Set 2: Service Area Projected Growth



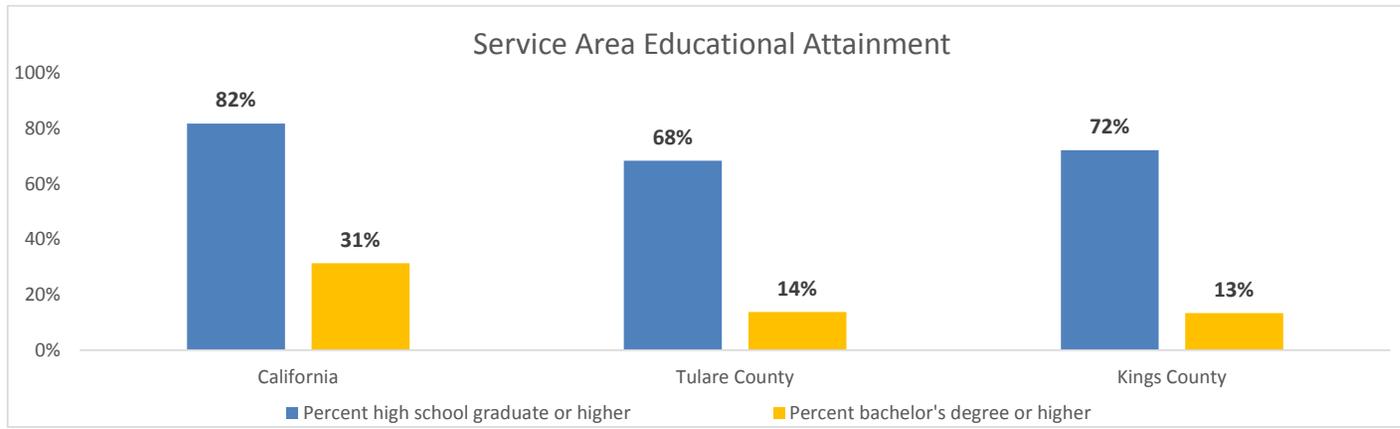
Based on the projected growth of Tulare and Kings Counties, the ethnicity distribution is expected to slightly shift. The share of Hispanic population is projected to increase three to four percentage points in Kings and Tulare Counties, respectively, over the next 15 years, while the share of White population is projected to decrease by roughly the same amount.

Tulare County Projected Growth (2015-2030)							
Race/Ethnicity	2015 Estimate		2020 Projection		2030 Projection		Difference (projected)
	Count	Percent	Count	Percent	Count	Percent	
Total	463,291	100%	488,293	100%	541,140	100%	17%
White	142,224	31%	142,821	29%	143,563	27%	-4%
Black, not Hispanic or Latino	5,627	1%	5,866	1%	6,390	1%	0%
American Indian, not Hispanic or Latino	3,299	1%	3,336	1%	3,428	1%	0%
Asian, not Hispanic or Latino	14,711	3%	15,160	3%	15,802	3%	0%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	368	0.1%	350	0.1%	327	0.1%	0%
Multi & Unknown Race, not Hispanic or Latino	6,520	1%	7,518	2%	9,846	2%	0%
Hispanic or Latino	290,542	63%	313,242	64%	361,784	67%	4%
Kings County Projected Growth (2015-2030)							
Race/Ethnicity	2015 Estimate		2020 Projection		2030 Projection		Projected Change
	Count	Percent	Count	Percent	Count	Percent	
Total	149,702	100%	154,403	100%	170,105	100%	14%
White	50,906	34%	50,578	33%	51,749	30%	-4%
Black, not Hispanic or Latino	9,118	6%	9,416	6%	10,667	6%	0%
American Indian, not Hispanic or Latino	1,249	1%	1,221	1%	1,233	1%	0%
Asian, not Hispanic or Latino	5,304	4%	5,334	3%	5,538	3%	0%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	222	0%	241	0%	338	0%	0%
Multi & Unknown Race, not Hispanic or Latino	3,492	2%	3,902	3%	4,910	3%	1%
Hispanic or Latino	79,411	53%	83,711	54%	95,670	56%	3%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

<https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

Data Set 3: Educational Attainment Levels – Tulare and Kings County



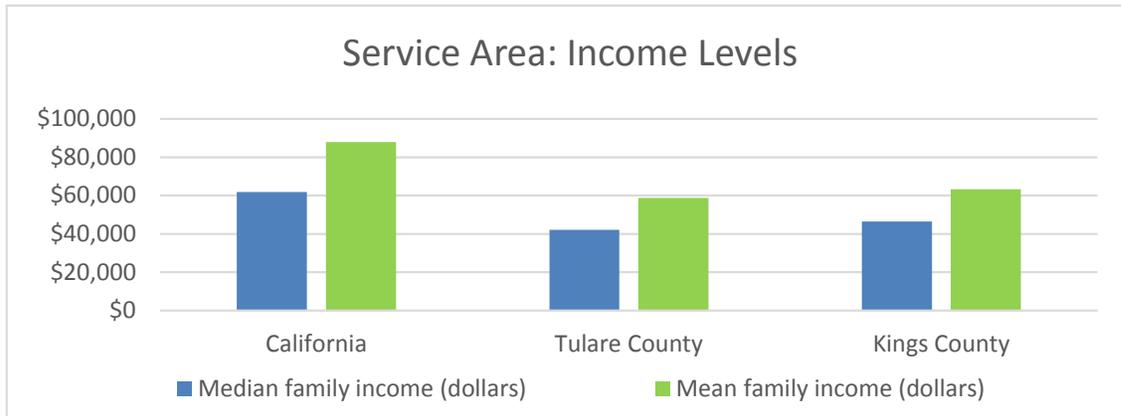
The educational attainment rates for Tulare and Kings Counties are lower than the state's rates. The rate of high school graduates in California is 82% whereas it is only 68-72% in Tulare and Kings Counties, respectively. In addition, only 13% of adults living in Tulare and Kings Counties have a bachelor's degree or higher compared to 31% statewide.

Educational Attainment Levels - Tulare & Kings County						
Educational Attainment	California		Tulare County		Kings County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 25 years and over	25,257,858	100%	260,964	100%	92,122	100%
Less than 9th grade	2,532,521	10.0%	54,163	20.8%	12,473	13.5%
9th to 12th grade, no diploma	2,067,120	8.2%	28,331	10.9%	13,137	14.3%
High school graduate (includes equivalency)	5,231,824	20.7%	65,844	25.2%	22,855	24.8%
Some college, no degree	5,516,887	21.8%	58,202	22.3%	24,101	26.2%
Associate's degree	1,970,322	7.8%	18,356	7.0%	7,218	7.8%
Bachelor's degree	5,002,596	19.8%	24,805	9.5%	8,941	9.7%
Graduate or professional degree	2,936,588	11.6%	11,263	4.3%	3,397	3.7%
Percent high school graduate or higher	(X)	81.8%	(X)	68.4%	(X)	72.2%
Percent bachelor's degree or higher	(X)	31.4%	(X)	13.8%	(X)	13.4%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

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Data Set 4: Income/Poverty Levels – Tulare and Kings County



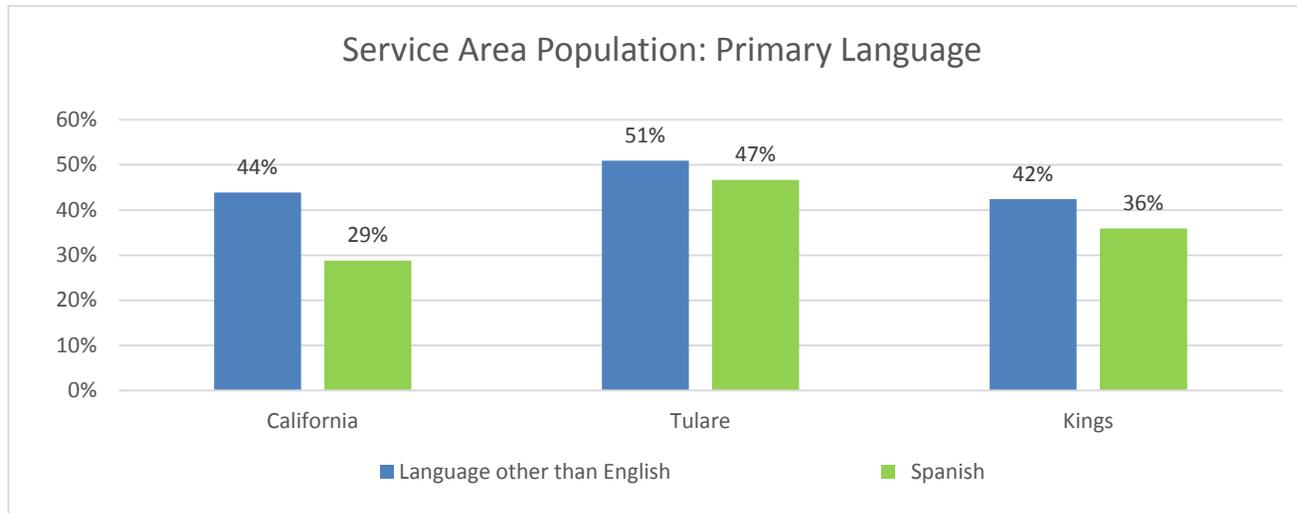
Tulare and Kings Counties both exhibit poverty levels above the California average as well as median and mean incomes below the state average. For example, Tulare County's poverty rate is nearly double the state's poverty level and families with female householders in both counties have a poverty level above 40%. Additionally, the median income in both counties is less than the state by an average of almost \$18,000.

Household Income			
<u>Median Income</u>	<u>California</u>	<u>Tulare County</u>	<u>Kings County</u>
Families	12,717,801	133,570	41,554
Less than \$10,000	6%	8%	7%
\$10,000 to \$14,999	5%	7%	6%
\$15,000 to \$24,999	10%	15%	12%
\$25,000 to \$34,999	9%	13%	12%
\$35,000 to \$49,999	12%	15%	16%
\$50,000 to \$74,999	17%	17%	17%
\$75,000 to \$99,999	12%	10%	13%
\$100,000 to \$149,999	15%	10%	11%
\$150,000 to \$199,999	7%	3%	4%
\$200,000 or more	8%	2%	3%
Median family income (dollars)	\$61,818	\$42,031	\$46,481
Mean family income (dollars)	\$87,877	\$58,678	\$63,232
Family Income Below the Poverty Level (past 12 months)			
	<u>California</u>	<u>Tulare County</u>	<u>Kings County</u>
All families	12%	23%	18%
Married couple families	7%	16%	10%
Families with female householder, no husband present	28%	42%	41%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkml

Data Set 5: Primary Language at Home – Tulare and Kings County



The percent of households that speak Spanish in Tulare County (47%) and Kings County (36%) is greater than the state average (29%). Both counties have noticeably smaller percentages of Asian and Pacific Islander languages when compared to the rest of the state.

Primary Language Spoken at Home						
Language Spoken at Home	California		Tulare County		Kings County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 5 years and over	35,909,688	100%	413,709	100%	138,825	100%
English only	20,142,054	56%	203,121	49%	82,236	58%
Language other than English	15,767,634	44%	210,588	51%	56,589	42%
Spanish	10,329,154	29%	193,113	47%	49,821	36%
Other Indo-European languages	1,592,649	4%	5,930	1%	2,731	2%
Asian and Pacific Islander languages	3,501,099	10%	10,269	3%	3,367	2%
Other languages	344,732	1%	1276	0%	670	1%

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmm

Data Set 6: Fastest/Largest Industry Growth – Tulare County

The fastest growing jobs in Tulare County that require some college or more are registered nurses, licensed practical and licensed vocational nurses, medical assistants, construction managers, and loan officers. The largest growing jobs in Tualre County that require some college or more are heavy and tractor-trailer truck drivers, nursing assistants, elementary school teachers (except special education), and general and operations manager.

Some of the fastest and largest growing job occupations in Tulare and Kings counties are directly supported by programs offered by College of the Sequoias. For example, nursing, heating and air conditioning, preschool instruction, and computer support programs offer certificates and degrees in these areas.

Tulare County: 2012-2022 Comparison of Growing Occupations by Entry Level Education				
Entry Level Education	Fastest Growing (New Jobs from Industry Growth)	Growth and Jobs	Largest Growing (New Jobs and Replacement Needs)	Jobs
Bachelor's Degree	Construction Managers	33.3% or 90 jobs	Elementary School Teachers, Except Special Education	740
	Loan Officers	33.3% or 70 jobs	General and Operations Managers	720
	Recreation Workers	29.6% or 80 jobs	Secondary School Teachers, Except Special and Career/Technical Education	380
	Financial Managers	26.7% or 80 jobs	Accountants and Auditors	290
	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	25.0% or 60 jobs	Kindergarten Teachers, Except Special Education	200
Associate's Degree	Registered Nurses	44.1% or 820 jobs	Registered Nurses	1170
	Preschool Teachers, Except Special Education	8.1% or 30 jobs	Preschool Teachers, Except Special Education	140
Postsecondary Non-degree Award	Nursing Assistants	57.6% or 570 jobs	Heavy and Tractor-Trailer Truck Drivers	1090
	Licensed Practical and Licensed Vocational Nurses	48.1% or 250 jobs	Nursing Assistants	760
	Medical Assistants	45.3% or 340 jobs	Medical Assistants	490
	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	24.0% or 60 jobs	Licensed Practical and Licensed Vocational Nurses	380
	Heavy and Tractor-Trailer Truck Drivers	23.8% or 660 jobs	Dental Assistants	160
Some College, No Degree	Computer User Support Specialists	19.2% or 50 jobs	Teacher Assistants	350
	Teacher Assistants	3.8% or 50 jobs	Computer User Support Specialists	90
High School Diploma or Equivalent	Medical Secretaries	51.0% or 490 jobs	Farmers, Ranchers, and Other Agricultural Managers	1230
	First-Line Supervisors of Construction Trades and Extraction Workers	47.8% or 110 jobs	Office Clerks, General	800
	Carpenters	42.9% or 120 jobs	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	670
	Bill and Account Collectors	41.4% or 120 jobs	Customer Service Representatives	640
	Billing and Posting Clerks	35.3% or 240 jobs	Childcare Workers	620
No Formal Educational Credential	Painters, Construction and Maintenance	52.0% or 130 jobs	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	12410
	Construction Laborers	48.8% or 400 jobs	Retail Salespersons	2,180
	Personal Care Aides	40.9% or 790 jobs	Cashiers	1,950
	Farmworkers, Farm, Ranch, and Aquaculture Animals	30.8% or 240 jobs	Combined Food Preparation and Serving Workers, Including Fast Food	1,910
	Machine Feeders and Off Bearers	30.6% or 110 jobs	Laborers and Freight, Stock, and Material Movers, Hand	1,890

Source: California Employment Development Department

[http://www.calmis.ca.gov/file/indproj/hanf\\$ highlights.pdf](http://www.calmis.ca.gov/file/indproj/hanf$ highlights.pdf)

Excludes "All Other" occupations and those with employment less than 200 in 2012.

Data Set 7: Fastest/Largest Industry Growth – Kings County

The fastest growing jobs in Kings County that require some college or more are psychiatric technicians, probation officers and correctional treatment specialists, adult basic and secondary education and literacy teachers and instructors, preschool teachers (except special education), and accountants and auditors. The largest growing jobs in Kings County that require some college or more are registered nurses, elementary school teachers (except special education), substitute teachers, teacher assistants, and heavy and tractor-trailer truck drivers.

Some of the fastest and largest growing job occupations in Tulare and Kings counties are directly supported by programs offered by College of the Sequoias. For example, nursing, heating and air conditioning, preschool instruction, and computer support programs offer certificates and degrees in these areas.

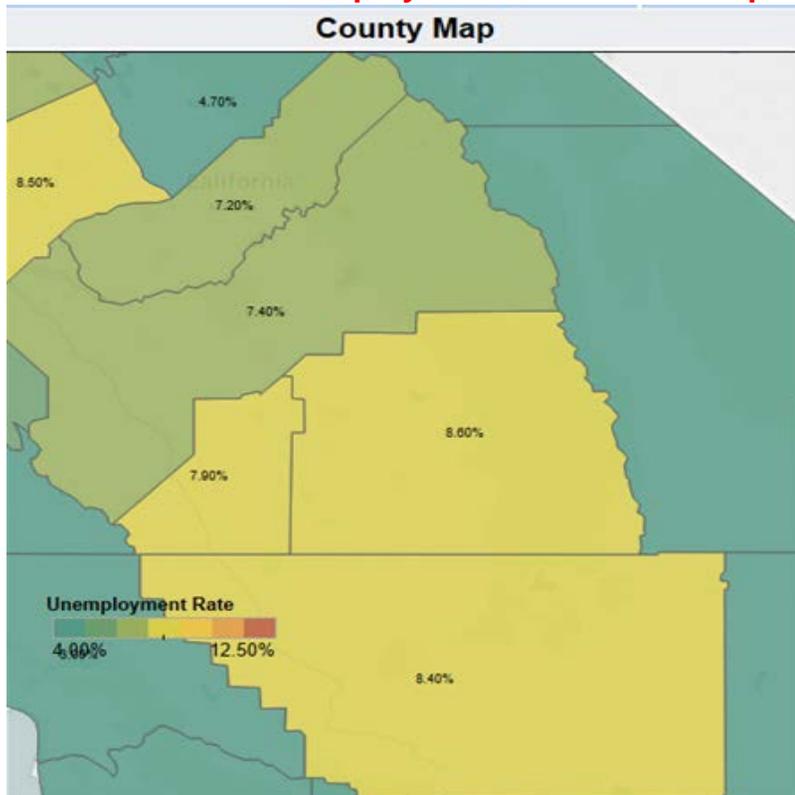
Kings County: 2014-2024 Comparison of Growing Occupations by Entry Level Education				
Entry Level Education	Fastest Growing (New Jobs from Industry Growth)	Growth and Jobs	Largest Growing (New Jobs and Replacement Needs)	Jobs
Bachelor's Degree	Probation Officers and Correctional Treatment Specialists	30.4% or 70 jobs	Registered Nurses	530
	Adult Basic and Secondary Education and Literacy Teachers and Instructors	30.0% or 30 jobs	Elementary School Teachers, Except Special Education	270
	Accountants and Auditors	27.6% or 80 jobs	Substitute Teachers	260
	Registered Nurses	25.9% or 280 jobs	Secondary School Teachers, Except Special and Career/Technical Education	200
	Mental Health and Substance Abuse Social Workers	25.0% or 30 jobs	General and Operations Managers	170
Associate Degree	Preschool Teachers, Except Special Education	28.6% or 40 jobs	Agricultural and Food Science Technicians	80
	Agricultural and Food Science Technicians	21.4% or 30 jobs	Preschool Teachers, Except Special Education	80
Postsecondary Non-degree Award	Psychiatric Technicians	44.4% or 40 jobs	Heavy and Tractor-Trailer Truck Drivers	230
	Licensed Practical and Licensed Vocational Nurses	25.8% or 80 jobs	Licensed Practical and Licensed Vocational Nurses	170
	Nursing Assistants	16.0% or 40 jobs	Nursing Assistants	100
	Heavy and Tractor-Trailer Truck Drivers	14.9% or 110 jobs	Dental Assistants	60
	Dental Assistants	12.5% or 20 jobs	Automotive Service Technicians and Mechanics	50
Some College, No Degree	Teacher Assistants	15.6% or 100 jobs	Teacher Assistants	250
		-	Bookkeeping, Accounting, and Auditing Clerks	40
High School Diploma or Equivalent	Electricians	50.0% or 70 jobs	Correctional Officers and Jailers	1520
	Industrial Machinery Mechanics	40.0% or 100 jobs	Farmers, Ranchers, and Other Agricultural Managers	390
	Insurance Sales Agents	37.5% or 30 jobs	Office Clerks, General	290
	First-Line Supervisors of Correctional Officers	34.2% or 130 jobs	First-Line Supervisors of Correctional Officers	240
	Correctional Officers and Jailers	34.0% or 840 jobs	First-Line Supervisors of Food Preparation and Serving Workers	190
No Formal Educational Credential	Personal Care Aides	41.1% or 600 jobs	Personal Care Aides	720
	Maids and Housekeeping Cleaners	28.6% or 40 jobs	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	690
	Landscaping and Grounds Keeping Workers	23.8% or 100 jobs	Combined Food Preparation and Serving Workers, Including Fast Food	640
	Construction Laborers	23.1% or 30 jobs	Cashiers	530
	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	22.2% or 20 jobs	Retail Salespersons	490

Source: California Employment Development Department

[http://www.calmis.ca.gov/file/indproj/hanf\\$_highlights.pdf](http://www.calmis.ca.gov/file/indproj/hanf$_highlights.pdf)

Excludes "All-Other" occupations and those with employment less than 80 in 2014.

California Labor Force & Unemployment Rates for Metropolitan Areas



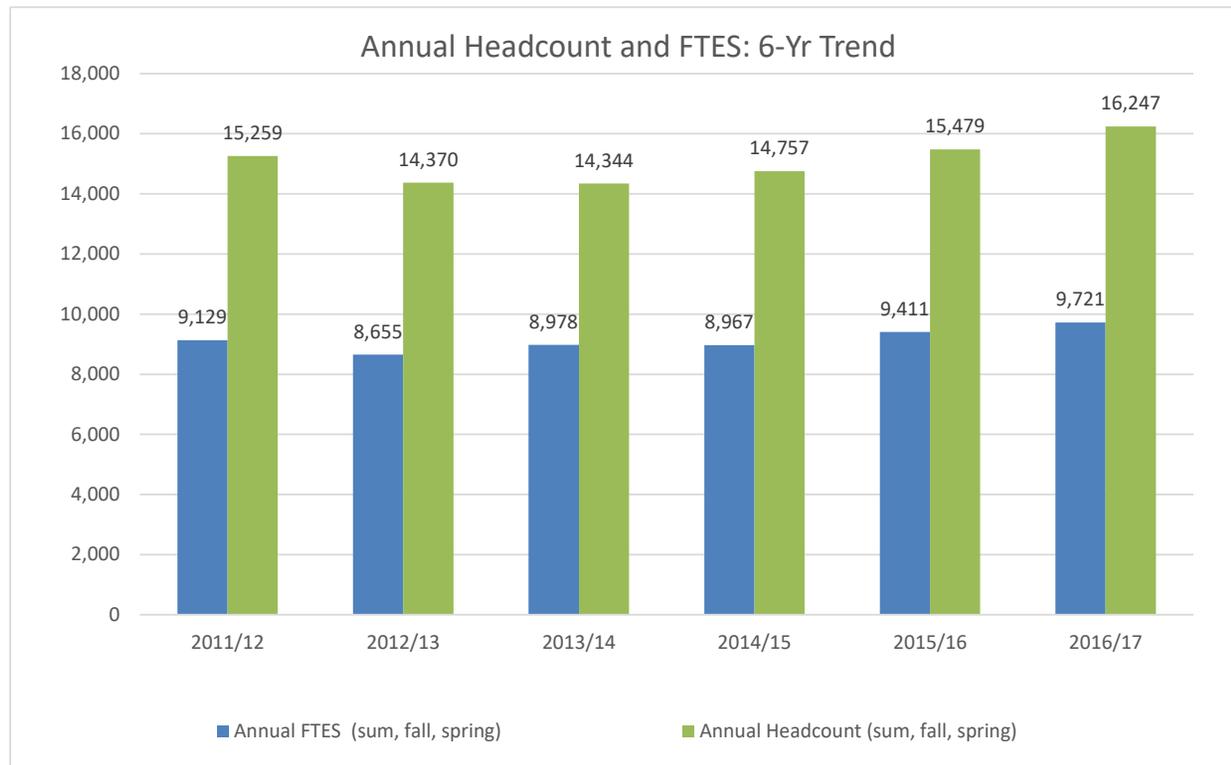
As of May 2017, the unemployment rate in Tulare County (8.6%) and Kings County (7.9%) were nearly double the unemployment rate of the entire state (4.7%). Both counties experienced about a one percentage point decrease in unemployment compared to the previous year, which was similar to the state total.

Labor Force & Unemployment Rates						
	California		Tulare County		Kings County	
	<u>May, 2017</u>	<u>Year-Over-Year Change</u>	<u>May, 2017</u>	<u>Year-Over-Year Change</u>	<u>May, 2017</u>	<u>Year-Over-Year Change</u>
Labor Force	19,156,000	97,600	208,600	-200	56,600	-1,400
Employment	18,258,200	250,000	190,700	1,900	52,100	-800
Unemployment	897,800	-152,400	17,900	-2,100	4,500	-600
Unemployment Rate	4.7%	-0.8%	8.6%	-1%	7.9%	-0.9%

Source: Employment Development Department

<http://www.labormarketinfo.edd.ca.gov/>

Data Set 9: Enrollment: Fall unduplicated headcount, annual unduplicated counts, annual FTES (2011/12 – 2016/17)



District-wide enrollment has increased six percent over the past six years, a one percent growth on average. However, full-time equivalent measure has only increased four percent during the same time period. This suggests that most students are enrolled on a part-time basis.

Enrollments in distance education courses have experienced a 32% increase in FTES over the past six years. Increased growth has also occurred at both the Hanford and Tulare campuses (four-year comparison is for Tulare campus only). As a result of expanding these campuses, the Visalia campus has experienced a decrease in both headcount and FTES. The amount of students enrolling in at least one CTE course has decreased by 14% over the past six years.

Data Set 9: Enrollment: Fall unduplicated headcount, annual unduplicated counts, annual FTES (2011/12 – 2016/17)

District-Wide Headcount and FTES							<u>6-Yr Avg</u>	<u>6-Yr Change</u>
	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>		
Annual FTES (sum, fall, spring)	9,129	8,655	8,978	8,967	9,411	9,721	9,144	6%
Fall Headcount	11,992	11,390	11,146	11,265	11,981	12,750	11,754	6%
Annual Headcount (sum, fall, spring)	15,259	14,370	14,344	14,757	15,479	16,247	15,076	6%
Visalia Campus Headcount and FTES							<u>6-Yr Avg</u>	<u>6-Yr Change</u>
	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>		
Annual FTES (sum, fall, spring)	7,735	7,205	7,193	7,054	6,780	7,029	7,166	-9%
Fall Headcount	10,909	10,440	10,047	10,138	9,807	10,050	10,232	-8%
Annual Headcount (sum, fall, spring)	13,744	13,092	13,012	13,157	12,601	13,030	13,106	-5%
Hanford Campus Headcount and FTES							<u>6-Yr Avg</u>	<u>6-Yr Change</u>
	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>		
Annual FTES (sum, fall, spring)	790	783	875	861	1,013	974	883	23%
Fall Headcount	1,568	1,564	1,473	1,470	1,685	1,854	1,602	18%
Annual Headcount (sum, fall, spring)	2,495	2,403	2,366	2,377	2,668	2,745	2,509	10%
Tulare Campus Headcount and FTES							<u>4-Yr Avg</u>	<u>4-Yr Change</u>
	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>		
*Annual FTES (sum, fall, spring)	-	249	670	686	787	827	742	23%
*Fall Headcount	-	-	1,544	1,441	2,115	2,284	1,846	48%
*Annual Headcount (sum, fall, spring)	-	1,200	2,989	2,674	3,313	3,323	3,075	11%
Distance Education Headcount and FTES							<u>6-Yr Avg</u>	<u>6-Yr Change</u>
	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>		
Annual FTES (sum, fall, spring)	619	632	639	712	775	817	699	32%
Fall Headcount	2,236	2,174	2,184	2,085	2,358	2,334	2,229	4%
Annual Headcount (sum, fall, spring)	3,652	3,552	3,659	3,848	4,209	4,370	3,882	20%
Career Technical Education Headcount and FTES							<u>6-Yr Avg</u>	<u>6-Yr Change</u>
	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>		
Annual FTES (sum, fall, spring)	NA	NA						
Fall Headcount	6,571	6,144	5,714	5,459	5,595	5,616	5,850	-15%
Annual Headcount (sum, fall, spring)	9,501	8,713	8,367	8,255	8,294	8,167	8,550	-14%

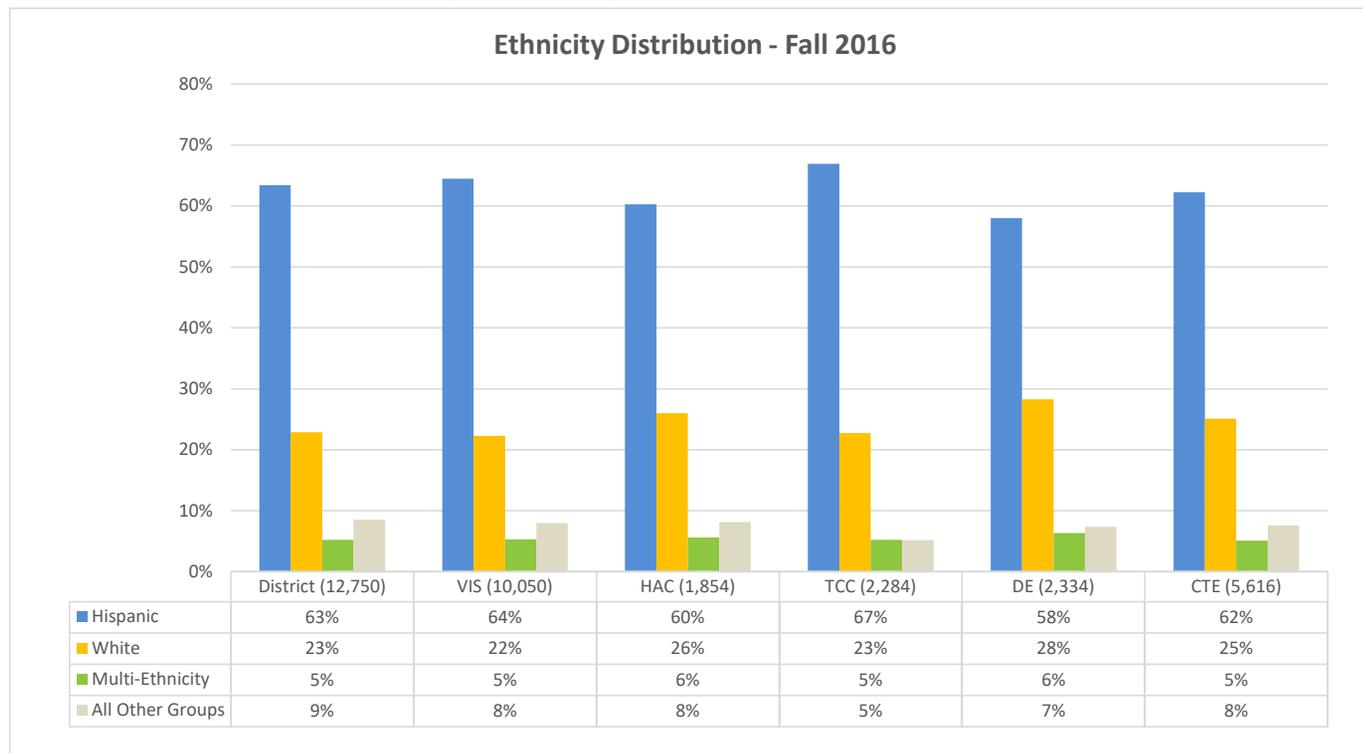
Source: COS Office of Research, Planning and Institutional Effectiveness (EIS for FTES and Data Warehouse for Headcount)

Definition: Students who were enrolled in at least one course at census are included in these counts.

* Tulare campus did not open until spring 2013.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Data Set 10: Fall Enrollment Distributions by Race/Ethnicity (Fall 2011 – Fall 2016)



Over the past six years, the distribution of Hispanic students has increased 8%-11% while the proportion of White students has decreased by about the same percent. This trend is seen across the District, including all campus locations, distance education, and CTE sections. Hispanic students are less likely to enroll in distance education when compared to their District-wide distribution. Hispanic populations at the Hanford and Tulare campus are reflective of the county population each campus is located in.

Data Set 10: Fall Enrollment Distributions by Race/Ethnicity (Fall 2011 – Fall 2016)

Sequoias District Student Race/Ethnicity Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>	<u>6-Yr Difference</u>	
Total	11,992	100%	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	11,754	100%	6%
African-American	370	3%	323	3%	305	3%	286	3%	363	3%	335	3%	330	3%	0%
American Indian/Alaskan Native	52	0%	40	0%	55	0%	54	0%	56	0%	65	1%	54	0%	0%
Asian	441	4%	388	3%	351	3%	353	3%	324	3%	315	2%	362	3%	-1%
Filipino	89	1%	95	1%	94	1%	94	1%	99	1%	114	1%	98	1%	0%
Hispanic	6,703	56%	6,479	57%	6,527	59%	6,839	61%	7,462	62%	8,085	63%	7,016	60%	8%
Multi-Ethnicity	557	5%	578	5%	587	5%	632	6%	619	5%	663	5%	606	5%	1%
Pacific Islander	19	0%	16	0%	10	0%	19	0%	13	0%	11	0%	15	0%	0%
Unknown	208	2%	227	2%	235	2%	198	2%	191	2%	244	2%	217	2%	0%
White Non-Hispanic	3,553	30%	3,244	28%	2,982	27%	2,790	25%	2,854	24%	2,918	23%	3,057	26%	-7%
Visalia Campus Student Race/Ethnicity Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>	<u>6-Yr Difference</u>	
Total	10,909	100%	10,440	100%	10,047	100%	10,138	100%	9,807	100%	10,050	100%	10,232	100%	-8%
African-American	338	3%	298	3%	286	3%	269	3%	301	3%	277	3%	295	3%	0%
American Indian/Alaskan Native	43	0%	37	0%	49	0%	49	0%	42	0%	39	0%	43	0%	0%
Asian	420	4%	378	4%	334	3%	329	3%	289	3%	268	3%	336	3%	-1%
Filipino	86	1%	94	1%	93	1%	88	1%	87	1%	102	1%	92	1%	0%
Hispanic	6,058	56%	5,955	57%	5,924	59%	6,182	61%	6,156	63%	6,477	64%	6,125	60%	9%
Multi-Ethnicity	521	5%	545	5%	549	5%	578	6%	520	5%	535	5%	541	5%	1%
Pacific Islander	19	0%	15	0%	6	0%	18	0%	10	0%	10	0%	13	0%	0%
Unknown	172	2%	144	1%	133	1%	124	1%	106	1%	104	1%	131	1%	-1%
White Non-Hispanic	3,252	30%	2,974	28%	2,673	27%	2,501	25%	2,296	23%	2,238	22%	2,656	26%	-8%
Hanford Center Student Race/Ethnicity Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>	<u>6-Yr Difference</u>	
Total	1,568	100%	1,564	100%	1,473	100%	1,470	100%	1,685	100%	1,854	100%	1,602	100%	18%
African-American	65	4%	52	3%	34	2%	52	4%	71	4%	57	3%	55	3%	-1%
American Indian/Alaskan Native	11	1%	9	1%	10	1%	8	1%	6	0%	13	1%	10	1%	0%
Asian	52	3%	48	3%	44	3%	55	4%	39	2%	45	2%	47	3%	-1%
Filipino	11	1%	14	1%	9	1%	9	1%	12	1%	14	1%	12	1%	0%
Hispanic	827	53%	845	54%	835	57%	836	57%	974	58%	1,117	60%	906	57%	8%
Multi-Ethnicity	68	4%	80	5%	75	5%	85	6%	107	6%	104	6%	87	5%	1%
Pacific Islander	0	0%	1	0%	3	0%	6	0%	3	0%	2	0%	3	0%	0%
Unknown	16	1%	22	1%	20	1%	21	1%	14	1%	20	1%	19	1%	0%
White Non-Hispanic	518	33%	493	32%	443	30%	398	27%	459	27%	482	26%	466	29%	-7%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Data Set 10: Fall Enrollment Distributions by Race/Ethnicity (Fall 2011 – Fall 2016)

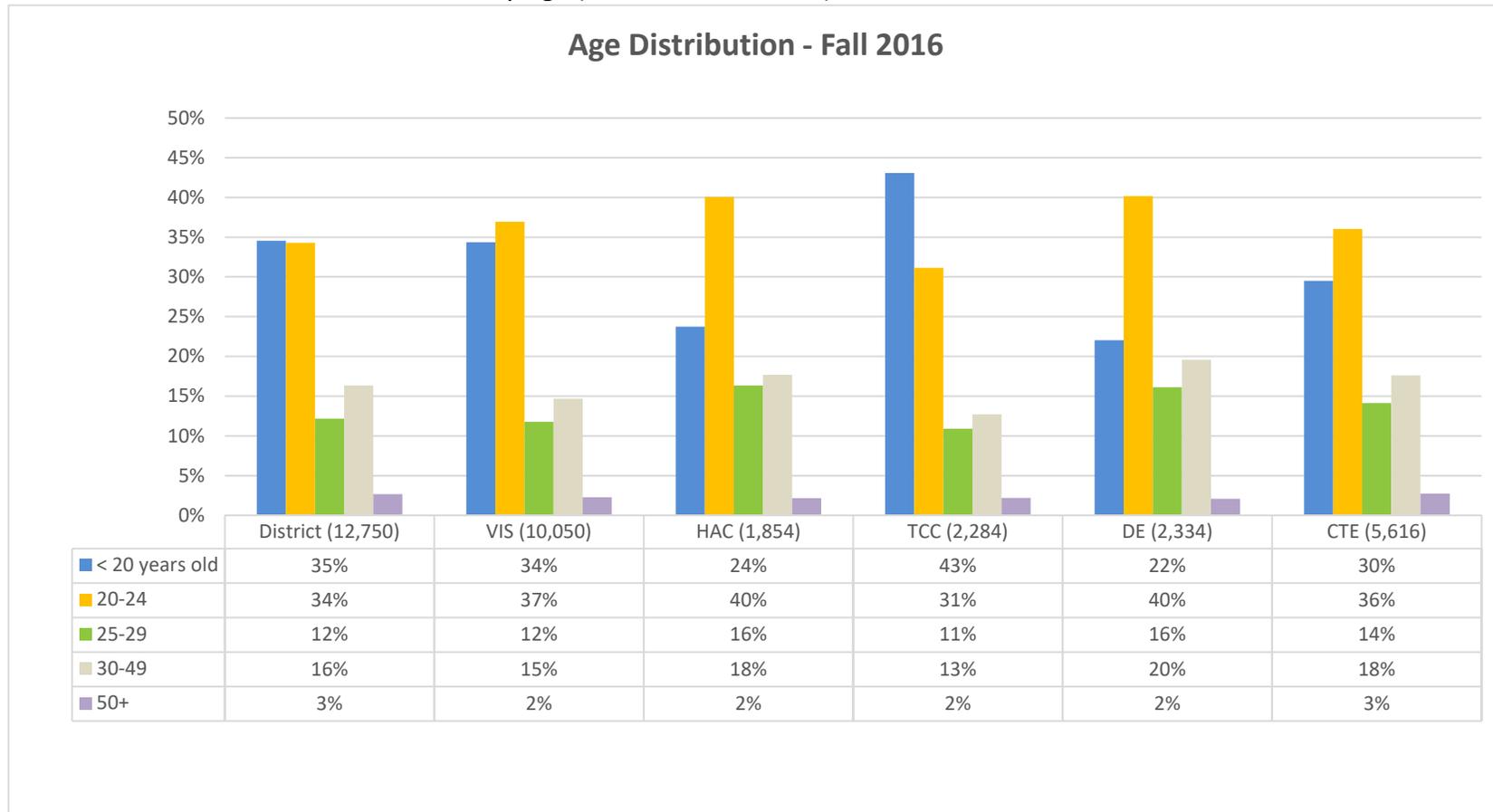
Tulare Center Student Race/Ethnicity Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>4-Yr Avg.</u>		<u>4-Yr Difference</u>
Total	-		-		1,544	100%	1,441	100%	2,115	100%	2,284	100%	1,846	100%	-
African-American	-		-		41	3%	25	2%	40	2%	44	2%	38	2%	-1%
American Indian/Alaskan Native	-		-		10	1%	11	1%	11	1%	10	0%	11	1%	0%
Asian	-		-		25	2%	18	1%	28	1%	32	1%	26	1%	0%
Filipino	-		-		6	0%	6	0%	10	0%	13	1%	9	0%	0%
Hispanic	-		-		860	56%	845	59%	1,362	64%	1,528	67%	1,149	62%	11%
Multi-Ethnicity	-		-		69	4%	79	5%	95	4%	119	5%	91	5%	1%
Pacific Islander	-		-		2	0%	3	0%	0	0%	1	0%	2	0%	0%
Unknown	-		-		15	1%	13	1%	20	1%	18	1%	17	1%	0%
White Non-Hispanic	-		-		516	33%	441	31%	549	26%	519	23%	506	27%	-11%
Distance Education Student Race/Ethnicity Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>		<u>6-Yr Difference</u>
Total	2,236	100%	2,174	100%	2,184	100%	2,085	100%	2,358	100%	2,334	100%	2,229	100%	4%
African-American	81	4%	59	3%	50	2%	53	3%	62	3%	52	2%	60	3%	-1%
American Indian/Alaskan Native	6	0%	9	0%	14	1%	15	1%	19	1%	12	1%	13	1%	0%
Asian	81	4%	66	3%	64	3%	67	3%	69	3%	63	3%	68	3%	-1%
Filipino	21	1%	23	1%	18	1%	23	1%	15	1%	23	1%	21	1%	0%
Hispanic	1,053	47%	1,078	50%	1,179	54%	1,156	55%	1,329	56%	1,354	58%	1,192	53%	11%
Multi-Ethnicity	114	5%	109	5%	124	6%	128	6%	149	6%	148	6%	129	6%	1%
Pacific Islander	5	0%	3	0%	1	0%	4	0%	1	0%	3	0%	3	0%	0%
Unknown	36	2%	29	1%	18	1%	17	1%	14	1%	19	1%	22	1%	-1%
White Non-Hispanic	839	38%	798	37%	716	33%	622	30%	700	30%	660	28%	723	32%	-9%
Career Technical Student Race/Ethnicity Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>		<u>6-Yr Difference</u>
Total	6,571	100%	6,144	100%	5,714	100%	5,459	100%	5,595	100%	5,616	100%	5,850	100%	-15%
African-American	213	3%	163	3%	157	3%	136	2%	171	3%	130	2%	162	3%	-1%
American Indian/Alaskan Native	34	1%	21	0%	28	0%	32	1%	31	1%	38	1%	31	1%	0%
Asian	215	3%	206	3%	144	3%	162	3%	152	3%	150	3%	172	3%	-1%
Filipino	46	1%	49	1%	42	1%	38	1%	53	1%	42	1%	45	1%	0%
Hispanic	3,567	54%	3,422	56%	3,296	58%	3,291	60%	3,383	60%	3,495	62%	3,409	58%	8%
Multi-Ethnicity	291	4%	290	5%	303	5%	311	6%	290	5%	286	5%	295	5%	1%
Pacific Islander	10	0%	10	0%	3	0%	11	0%	6	0%	5	0%	8	0%	0%
Unknown	88	1%	85	1%	65	1%	56	1%	55	1%	61	1%	68	1%	0%
White Non-Hispanic	2,107	32%	1,898	31%	1,676	29%	1,422	26%	1,454	26%	1,409	25%	1,661	28%	-7%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Data Set 11: Fall Enrollment Distributions by Age (Fall 2011 – Fall 2016)



District-wide, the proportion of students younger than 20 years old has increased three percent over the past six years. Conversely, the proportion of students younger than 20 years old is decreasing at the Hanford campus. This is likely due to the nature of the academic programs offered at the Hanford Campus that require an accumulation of prerequisite courses. Distance education courses also attract older students, as nearly 40% of distance education students are age 20-24.

Data Set 11: Fall Enrollment Distributions by Age (Fall 2011 – Fall 2016)

Sequoias District Student Age Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>		<u>6-Yr Difference</u>
Total	11,992	100%	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	11,754	100%	-
< 20 years old	3,836	32%	3,416	30%	3,254	29%	3,531	31%	4,020	34%	4,403	35%	3,743	32%	3%
20-24	4,111	34%	4,238	37%	4,181	38%	4,177	37%	4,249	35%	4,372	34%	4,221	36%	0%
25-29	1,454	12%	1,402	12%	1,420	13%	1,385	12%	1,483	12%	1,553	12%	1,450	12%	0%
30-49	2,199	18%	2,010	18%	1,964	18%	1,847	16%	1,933	16%	2,084	16%	2,006	17%	-2%
50+	392	3%	324	3%	327	3%	325	3%	296	2%	338	3%	334	3%	-1%

Visalia Campus Student Age Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>		<u>6-Yr Difference</u>
Total	10,909	100%	10,440	100%	10,047	100%	10,138	100%	9,807	100%	10,050	100%	10,232	100%	-
< 20 years old	3,560	33%	3,238	31%	3,027	30%	3,232	32%	3,308	34%	3,453	34%	3,303	32%	2%
20-24	3,852	35%	3,988	38%	3,924	39%	3,929	39%	3,685	38%	3,713	37%	3,849	38%	2%
25-29	1,288	12%	1,240	12%	1,233	12%	1,202	12%	1,189	12%	1,183	12%	1,223	12%	0%
30-49	1,895	17%	1,716	16%	1,615	16%	1,533	15%	1,428	15%	1,474	15%	1,610	16%	-3%
50+	314	3%	258	2%	248	2%	242	2%	197	2%	227	2%	248	2%	-1%

Hanford Center Student Age Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>		<u>6-Yr Difference</u>
Total	1,568	100%	1,564	100%	1,473	100%	1,470	100%	1,685	100%	1,854	100%	1,602	100%	-
< 20 years old	473	30%	431	28%	374	25%	352	24%	491	29%	440	24%	427	27%	-6%
20-24	551	35%	611	39%	593	40%	620	42%	652	39%	743	40%	628	39%	5%
25-29	224	14%	203	13%	224	15%	228	16%	253	15%	303	16%	239	15%	2%
30-49	289	18%	289	18%	252	17%	244	17%	256	15%	328	18%	276	17%	-1%
50+	31	2%	30	2%	30	2%	26	2%	33	2%	40	2%	32	2%	0%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72"

Data Set 11: Fall Enrollment Distributions by Age (Fall 2011 – Fall 2016)

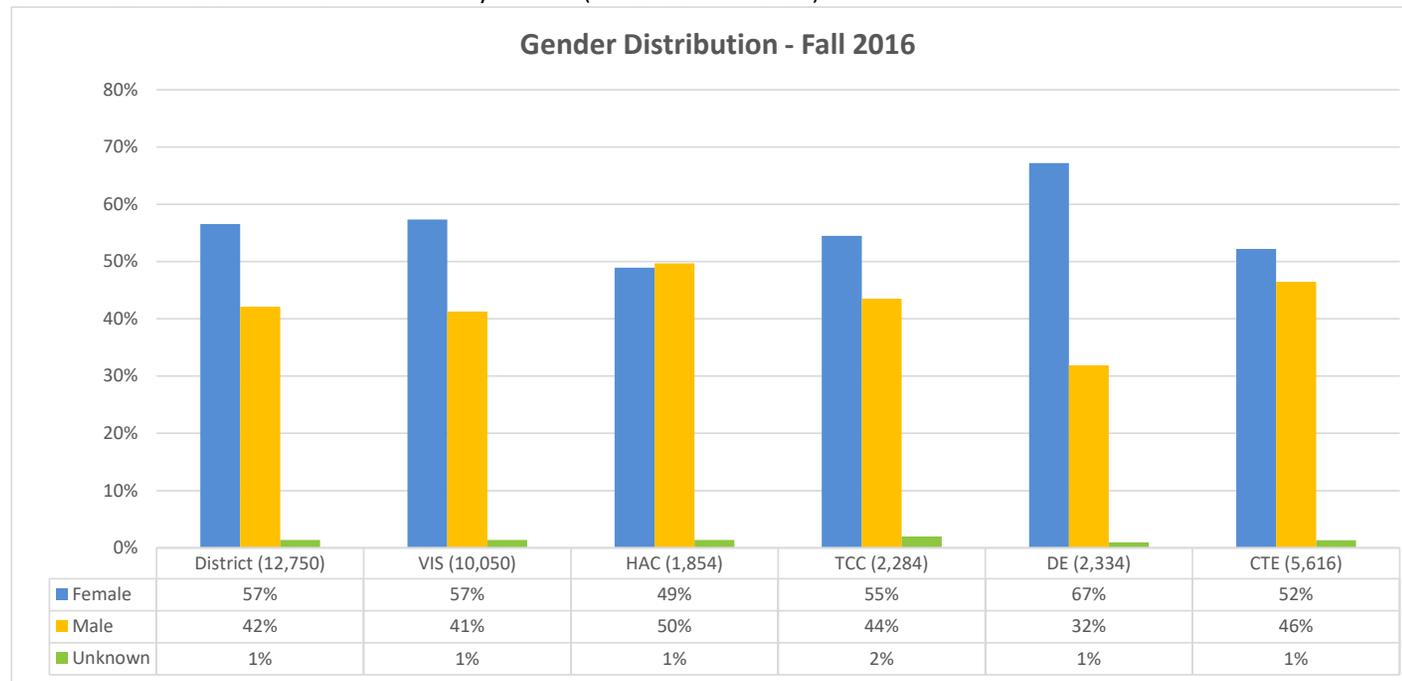
Tulare Center Student Age Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>4-Yr Avg.</u>		<u>4-Yr Difference</u>
Total	-		-		1,544	100%	1,441	100%	2,115	100%	2,284	100%	1,846	100%	-
< 20 years old	-		-		494	32%	535	37%	828	39%	984	43%	710	38%	11%
20-24	-		-		578	37%	517	36%	755	36%	711	31%	640	35%	-6%
25-29	-		-		210	14%	170	12%	245	12%	249	11%	219	12%	-3%
30-49	-		-		229	15%	191	13%	242	11%	290	13%	238	13%	-2%
50+	-		-		33	2%	28	2%	45	2%	50	2%	39	2%	0%
Distance Education Student Age Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>		<u>6-Yr Difference</u>
Total	2,236	100%	2,174	100%	2,184	100%	2,085	100%	2,358	100%	2,334	100%	2,229	100%	-
< 20 years old	519	23%	428	20%	452	21%	470	23%	552	23%	514	22%	489	22%	-1%
20-24	836	37%	873	40%	874	40%	841	40%	935	40%	938	40%	883	40%	3%
25-29	352	16%	370	17%	343	16%	326	16%	390	17%	376	16%	360	16%	0%
30-49	468	21%	452	21%	466	21%	401	19%	436	18%	457	20%	447	20%	-1%
50+	61	3%	51	2%	49	2%	47	2%	45	2%	49	2%	50	2%	-1%
Career Technical Education Student Age Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>		<u>6-Yr Difference</u>
Total	6,571	100%	6,144	100%	5,714	100%	5,459	100%	5,595	100%	5,616	100%	5,850	100%	-
< 20 years old	2,044	31%	1,720	28%	1,514	26%	1,578	29%	1,676	30%	1,657	30%	1,698	29%	-2%
20-24	2,208	34%	2,317	38%	2,173	38%	2,062	38%	2,071	37%	2,023	36%	2,142	37%	2%
25-29	819	12%	803	13%	807	14%	746	14%	782	14%	793	14%	792	14%	2%
30-49	1,278	19%	1,122	18%	1,051	18%	918	17%	928	17%	989	18%	1,048	18%	-2%
50+	222	3%	182	3%	169	3%	155	3%	138	2%	154	3%	170	3%	-1%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72"

Data Set 12: Fall Enrollment Distributions by Gender (Fall 2011 – Fall 2016)



Over the past six years, the distribution of male and female student is nearly unchanged. For most of the campus locations, the female population is larger than the male population, 56% to 43%, respectively. The proportion of male students is largest at the Hanford campus, likely due to the Fire Technology and Police Academy programs offered at that location. The distribution of females enrolled in a distance education course is noticeably larger than the male population.

Data Set 12: Fall Enrollment Distributions by Gender (Fall 2011 – Fall 2016)

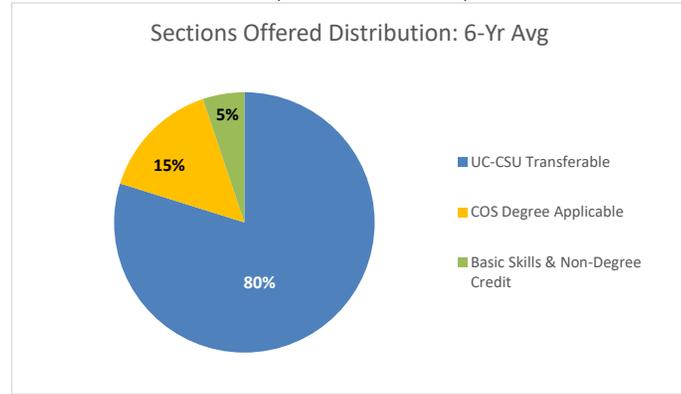
Sequoias District Student Gender Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>	<u>6-Yr Difference</u>	
Total	11,992	100%	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	11,754	100%	-
Female	6,717	56%	6,295	55%	6,214	56%	6,340	56%	6,750	56%	7,208	57%	6,587	56%	1%
Male	5,236	44%	5,077	45%	4,909	44%	4,845	43%	5,094	43%	5,367	42%	5,088	43%	-2%
Unknown	39	0%	18	0%	23	0%	80	1%	137	1%	175	1%	79	1%	1%
Visalia Campus Student Gender Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>	<u>6-Yr Difference</u>	
Total	10,909	100%	10,440	100%	10,047	100%	10,138	100%	9,807	100%	10,050	100%	10,232	100%	-
Female	6,204	57%	5,902	57%	5,706	57%	5,766	57%	5,562	57%	5,763	57%	5,817	57%	0%
Male	4,674	43%	4,525	43%	4,322	43%	4,301	42%	4,145	42%	4,146	41%	4,352	43%	-2%
Unknown	31	0%	13	0%	19	0%	71	1%	100	1%	141	1%	63	1%	1%
Hanford Center Student Gender Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>	<u>6-Yr Difference</u>	
Total	1,568	100%	1,564	100%	1,473	100%	1,470	100%	1,685	100%	1,854	100%	1,602	100%	-
Female	790	50%	794	51%	733	50%	716	49%	848	50%	907	49%	798	50%	-1%
Male	773	49%	769	49%	739	50%	738	50%	796	47%	921	50%	789	49%	0%
Unknown	5	0%	1	0%	1	0%	16	1%	41	2%	26	1%	15	1%	1%
Tulare Center Student Gender Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>4-Yr Avg.</u>	<u>4-Yr Difference</u>	
Total	-		-		1,544	100%	1,441	100%	2,115	100%	2,284	100%	1,846	100%	-
Female	-		-		787	51%	744	52%	1,136	54%	1,245	55%	978	53%	4%
Male	-		-		757	49%	686	48%	954	45%	994	44%	848	46%	-6%
Unknown	-		-		0	0%	11	1%	25	1%	45	2%	20	1%	2%
Distance Education Student Gender Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>	<u>6-Yr Difference</u>	
Total	2,236	100%	2,174	100%	2,184	100%	2,085	100%	2,358	100%	2,334	100%	2,229	100%	-
Female	1,473	66%	1,436	66%	1,453	67%	1,386	66%	1,583	67%	1,568	67%	1,483	67%	1%
Male	758	34%	732	34%	728	33%	691	33%	755	32%	744	32%	735	33%	-2%
Unknown	5	0%	6	0%	3	0%	8	0%	20	1%	22	1%	11	0%	1%
Career Technical Education Student Gender Profile															
	<u>Fall 2011</u>		<u>Fall 2012</u>		<u>Fall 2013</u>		<u>Fall 2014</u>		<u>Fall 2015</u>		<u>Fall 2016</u>		<u>6-Yr Avg.</u>	<u>6-Yr Difference</u>	
Total	6,571	100%	6,144	100%	5,714	100%	5,459	100%	5,595	100%	5,616	100%	5,850	100%	-
Female	3,493	53%	3,230	53%	2,990	52%	2,864	52%	2,936	52%	2,931	52%	3,074	53%	-1%
Male	3,061	47%	2,906	47%	2,711	47%	2,561	47%	2,599	46%	2,610	46%	2,741	47%	0%
Unknown	17	0%	8	0%	13	0%	34	1%	60	1%	75	1%	35	1%	1%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72"

Data Set 13: Sections Offered (Fall 2011 – Fall 2016)



Over the past six years, COS has increased its credit course offerings by 10% across the entire District. On average, 80% of the courses offered at College of the Sequoias are UC or CSU transferable. Distance education course offerings have increased by 27% over the past six years while course offerings at the Hanford Campus have increased 30% over the same time period. Course reductions at the Visalia campus are likely reflective of increased course offerings at the Hanford campus, Tulare campus, and distance education. Non-credit sections experienced an increase of 76%, largely due to the expansion of non-credit ESL courses to off-campus locations.

District-Wide Credit Sections Offered															
Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg		6-Yr Change
Total	1,156	100%	1,122	100%	1,160	100%	1,125	100%	1,186	100%	1,273	100%	1,170	100%	10%
UC-CSU Transferable	935	81%	903	80%	935	81%	899	80%	939	79%	995	78%	934	80%	6%
COS Degree Applicable	165	14%	165	15%	163	14%	164	15%	188	16%	209	16%	176	15%	27%
Basic Skills & Non-Degree Credit	56	5%	54	5%	62	5%	62	6%	59	5%	69	5%	60	5%	23%

Visalia Campus Credit Sections Offered															
Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg		6-Yr Change
Total	976	100%	950	100%	913	100%	893	100%	867	100%	906	100%	918	100%	-7%
UC-CSU Transferable	802	82%	779	82%	741	81%	721	81%	686	79%	710	78%	740	81%	-11%
COS Degree Applicable	122	13%	121	13%	116	13%	116	13%	130	15%	138	15%	124	13%	13%
Basic Skills & Non-Degree Credit	52	5%	50	5%	56	6%	56	6%	51	6%	58	6%	54	6%	12%

Hanford Campus Credit Sections Offered															
Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg		6-Yr Change
Total	79	100%	87	100%	92	100%	85	100%	97	100%	103	100%	91	100%	30%
UC-CSU Transferable	57	72%	63	72%	71	77%	61	72%	71	73%	74	72%	66	73%	30%
COS Degree Applicable	18	23%	20	23%	16	17%	19	22%	20	21%	22	21%	19	21%	22%
Basic Skills & Non-Degree Credit	4	5%	4	5%	5	5%	5	6%	6	6%	7	7%	5	6%	75%

Tulare Campus Credit Sections Offered															
Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		4-Yr Avg		4-Yr Change
Total	-	-	-	-	125	100%	113	100%	126	100%	138	100%	126	100%	10%
UC-CSU Transferable	-	-	-	-	104	83%	95	84%	101	80%	111	80%	103	82%	7%
COS Degree Applicable	-	-	-	-	20	16%	17	15%	24	19%	24	17%	21	17%	20%
Basic Skills & Non-Degree Credit	-	-	-	-	1	1%	1	1%	1	1%	3	2%	2	1%	200%

Distance Education Credit Sections Offered															
Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg		6-Yr Change
Total	83	100%	91	100%	95	100%	90	100%	102	100%	105	100%	94	100%	27%
UC-CSU Transferable	74	89%	81	89%	86	91%	78	87%	87	85%	89	85%	83	87%	20%
COS Degree Applicable	7	8%	8	9%	8	8%	10	11%	13	13%	13	12%	10	10%	86%
Basic Skills & Non-Degree Credit	2	2%	2	2%	1	1%	2	2%	2	2%	3	3%	2	2%	50%

CTE Credit Sections Offered															
Course Level	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg		6-Yr Change
Total	445	100%	424	100%	415	100%	378	100%	392	100%	407	100%	410	100%	-9%
UC-CSU Transferable	368	83%	348	82%	346	83%	309	82%	317	81%	326	80%	336	82%	-11%
COS Degree Applicable	74	17%	73	17%	67	16%	66	17%	73	19%	78	19%	72	18%	5%
Basic Skills & Non-Degree Credit	3	1%	3	1%	2	0%	3	1%	2	1%	3	1%	3	1%	0%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Unduplicated count of course reference numbers (CRNs) for credit courses.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72"

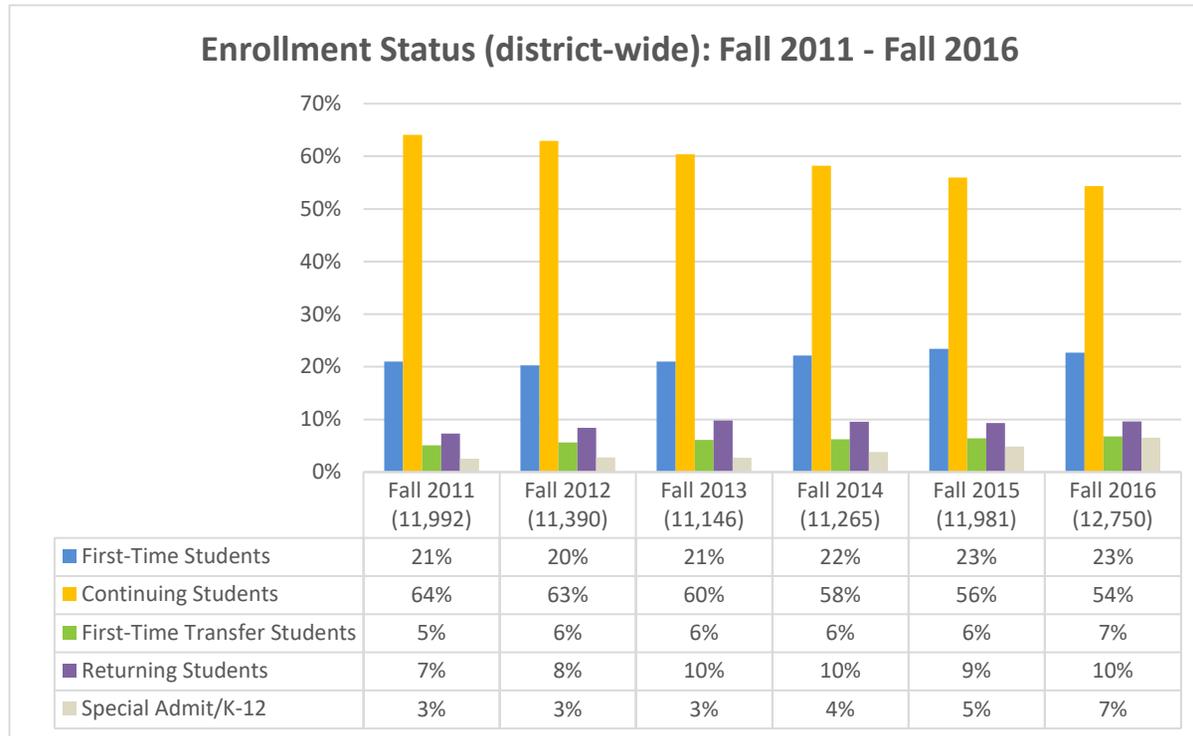
Non-Credit Sections Offered															
Campus Location	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Avg		6-Yr Change
District Total	46	51	50	48	65	81	57	76%							
Visalia Campus	33	38	38	37	36	44	38	33%							
Hanford Campus	0	1	0	0	0	5	1	-							
Tulare Campus	0	0	0	0	0	0	0	-							
Distance Education	0	0	0	0	0	2	0	-							
Off-Campus Locations	13	12	12	11	29	30	18	131%							

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Unduplicated count of course reference numbers (CRNs) for active non-credit courses.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72"

Data Set 14: Student Groups and Enrollment Status



Over the past six years, the proportion of continuing students has decreased 10% among all other enrollment status groups. All other groups have minimally increased during this time period, with Special Admit/K-12 students increasing the most at four percentage points.

The proportion of student groups has remained consistent over the past six years, as the six-year difference is no more than one percent for any group. The largest groups on campus are first-generation students, followed by DSPS and EOPS students.

Data Set 14: Student Groups and Enrollment Status

Enrollment Status Distribution								
Status	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	6-Yr Avg	6-Yr Difference
First-Time Students	21%	20%	21%	22%	23%	23%	22%	2%
Continuing Students	64%	63%	60%	58%	56%	54%	60%	-10%
First-Time Transfer Students	5%	6%	6%	6%	6%	7%	6%	2%
Returning Students	7%	8%	10%	10%	9%	10%	9%	2%
Special Admit/K-12	3%	3%	3%	4%	5%	7%	3%	4%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

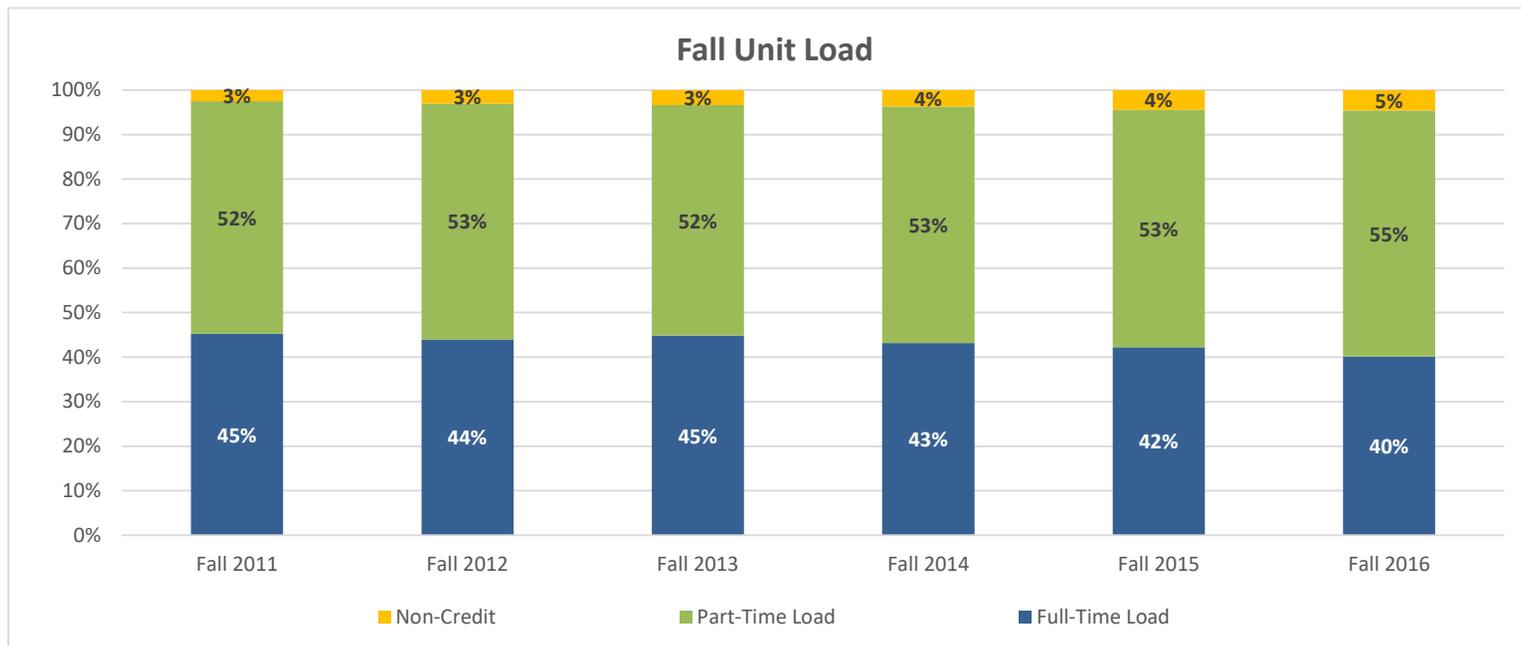
Definition: Unduplicated count of students enrolled at census.

Student Groups - Percent of Total Enrollment								
Group	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	6-Yr Avg	6-Yr Difference
First-Generation Students	NA	48%	47%	48%	48%	49%	48%	1%
DSPS	6%	6%	6%	7%	7%	7%	7%	1%
EOPS	7%	7%	8%	8%	8%	7%	7%	0%
EOPS-CARE	1%	1%	1%	1%	1%	1%	1%	0%
CalWORKs	2%	2%	2%	2%	2%	2%	2%	0%
Foster Youth	3%	4%	2%	2%	3%	2%	3%	-1%
Puente	1%	2%	2%	1%	1%	1%	1%	-1%
Veterans	2%	2%	3%	2%	2%	1%	2%	-1%
Athletes	2%	2%	3%	3%	4%	3%	3%	0%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Unduplicated count of students enrolled at census.

Data Set 15: Fall Unit Load Trend (Fall 2011 – Fall 2016)



For fall terms, the proportion of students enrolled on a full-time basis has decreased five percent over the past six years. In addition, the proportion of students enrolled as non-credit has increased by two percentage points while part-time enrollment has increased three percentage points over the same time period.

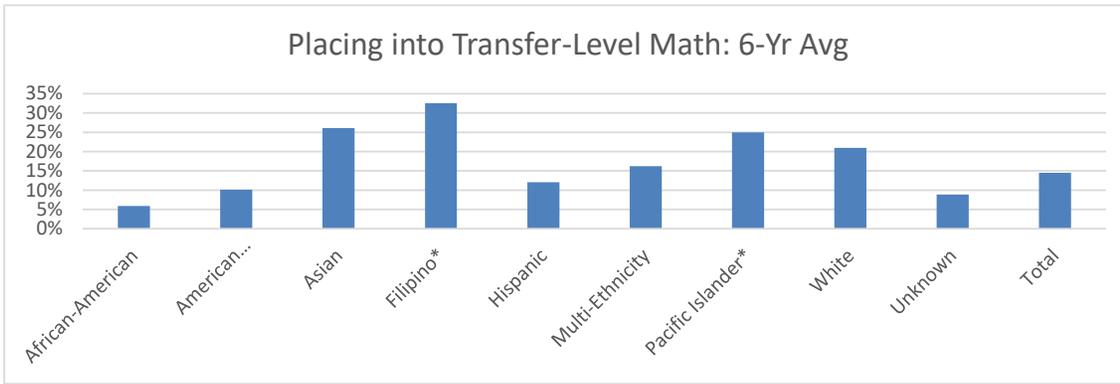
Fall Unit Load							6-Yr Avg	6-yr Difference
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016		
District Total	11,992	11,390	11,146	11,265	11,981	12,750	11,754	-
Non-Credit	3%	3%	3%	4%	4%	5%	4%	2%
Full-Time Load	45%	44%	45%	43%	42%	40%	43%	-5%
Part-Time Load	52%	53%	52%	53%	53%	55%	53%	3%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

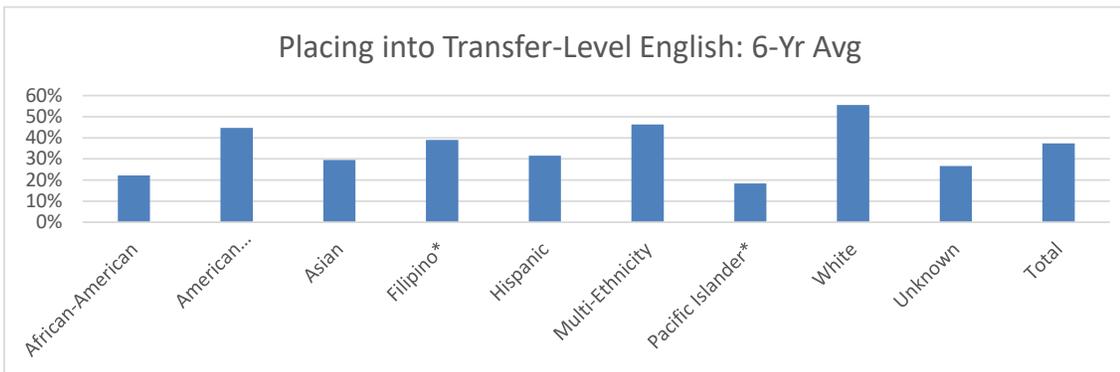
Definition: Students who were enrolled in at least one course during census are included in this count. All sites and instructional methods are included in these counts.

- Full-Time Load: 12 or more credit units
- Part-Time Load: Between 0.5 and 11.5 credit units
- Non-Credit: 0 units

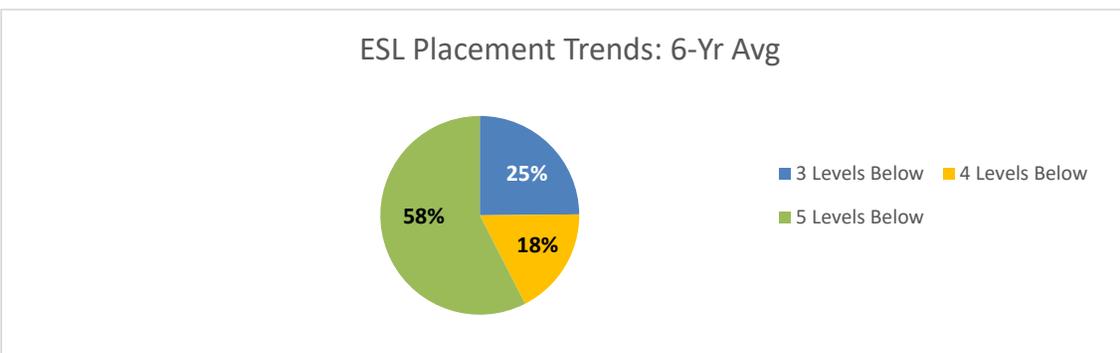
Data Set 16: Placement Trends for Math, English, ESL (Fall 2011 – Fall 2016)



Over the past six years, the proportion of first-time students placing into transfer-level math is relatively unchanged. On average, the percent of first-time students placing into transfer-level mathematics is 15%. However, Hispanic and African American students are placing into transfer-level math at lower levels at an average of 12% and 6%, respectively.



Over the past six years, proportion of first-time students placing into transfer-level English has remained steady. On average, 37% of first-time students place into transfer-level English. White students have the highest placement rates among all student groups, with 56% of White students placing into transfer-level English. Hispanic and African American students have lower than average placement, with 32% and 25% placing into transfer-level English, respectively.



On average, most students placing into the English as a Second Language sequence typically start at 'five-levels below' transfer-level English.

Data Set 16: Placement Trends for Math, English, ESL (Fall 2011 – Fall 2016)

First-Time Student Math Placement Trends by Ethnic Group (percent placing to transfer-level math)							
<u>Race/Ethnicity</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>6-Yr Avg</u>
African-American	4%	1%	7%	11%	9%	3%	6%
American Indian/Alaskan Native*	25%	14%	0%	6%	15%	0%	10%
Asian	15%	24%	33%	31%	23%	30%	26%
Filipino*	23%	31%	30%	40%	41%	30%	33%
Hispanic	11%	12%	12%	14%	13%	11%	12%
Multi-Ethnicity	19%	14%	20%	16%	9%	20%	16%
Pacific Islander*	50%	100%	0%	0%	0%	0%	25%
White	22%	21%	20%	22%	20%	22%	21%
Unknown	12%	0%	13%	14%	0%	14%	9%
Total	14%	14%	14%	17%	14%	14%	15%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

* Denotes less than 20 students are included in the percentage.

Definition: Unduplicated count of first-time students enrolled at census who completed the math placement test.

First-Time Student English Placement Trends by Ethnic Group (percent placing to transfer-level English)							
<u>Race/Ethnicity</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>6-Yr Avg</u>
African-American	17%	21%	22%	22%	26%	25%	22%
American Indian/Alaskan Native*	50%	43%	33%	56%	36%	50%	45%
Asian	21%	35%	30%	26%	35%	30%	30%
Filipino*	46%	38%	30%	30%	50%	40%	39%
Hispanic	28%	32%	31%	34%	33%	31%	32%
Multi-Ethnicity	41%	48%	46%	42%	58%	41%	46%
Pacific Islander*	50%	0%	0%	60%	0%	0%	18%
White	57%	55%	53%	57%	58%	54%	56%
Unknown	23%	33%	24%	38%	8%	33%	27%
Total	35%	38%	36%	39%	39%	36%	37%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

* Denotes less than 20 students are included in the percentage.

Definition: Unduplicated count of first-time students enrolled at census who completed the English placement test.

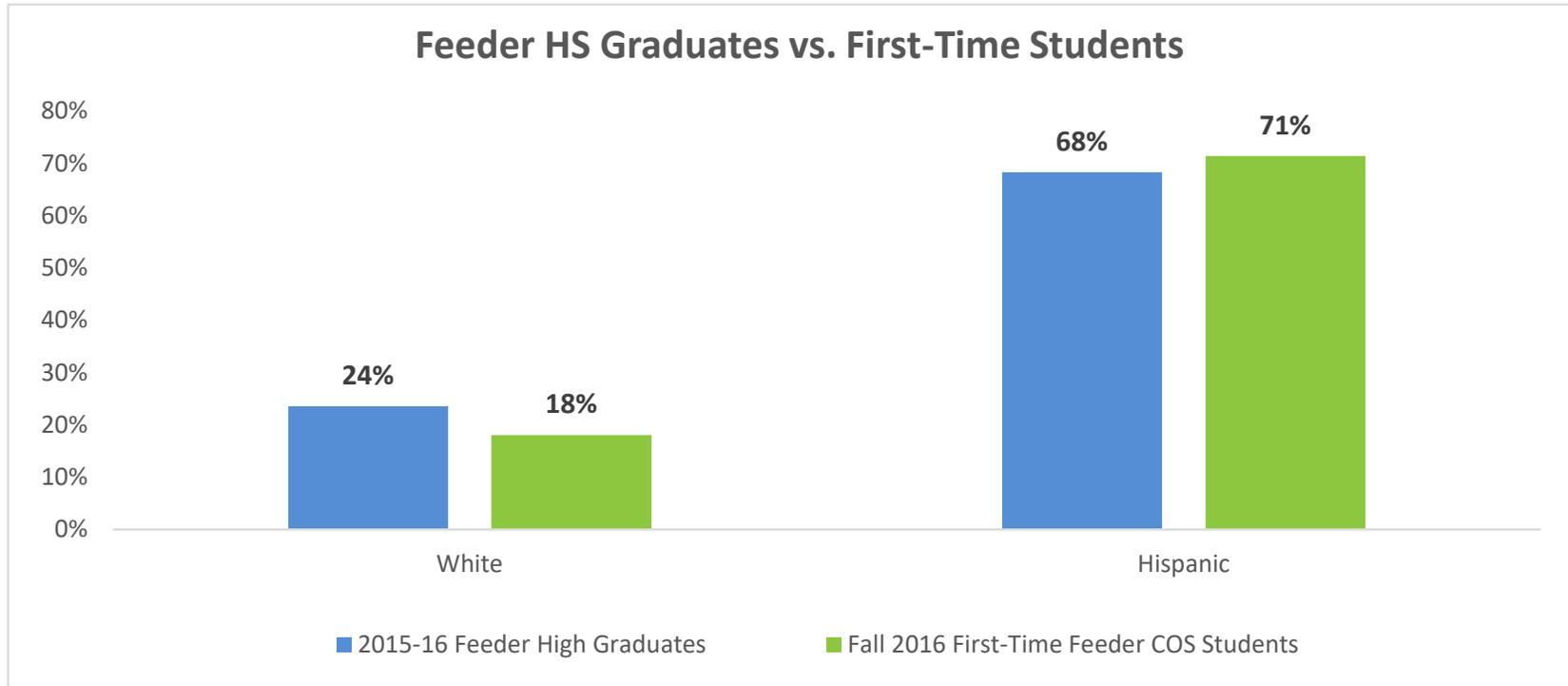
English as a Second Language Placement Trends by Ethnic Group (percent placing to 3-levels below English)							
<u>Levels Below</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/2017</u>	<u>6-Yr Avg</u>
3 Levels Below	22%	27%	28%	27%	22%	22%	25%
4 Levels Below	22%	20%	15%	16%	23%	10%	18%
5 Levels Below	56%	53%	57%	57%	55%	68%	58%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Due to small N sizes, the numbers were not disaggregated into subpopulations of students.

Definition: Unduplicated count of students enrolled at census who completed the English placement test the in respective calendar year.

Data Set 17: Feeder high school enrollments (2015 - 2016)



In fall 2016, the proportion of first-time Hispanic students from feeder high schools (71%) enrolling at COS is larger than the feeder high school proportion (68%). Compared to the prior year, the proportion of White first-time students from feeder high schools enrolling at COS has decreased two percentage points. The proportion of female and male first-time students from feeder high schools enrolling at COS was the same for both the fall 2015 and fall 2016 semesters.

Data Set 17: Feeder high school enrollments (2015 - 2016)

First-Time Feeder Student Enrollment vs. Feeder High Schools Graduates									
	2014-15 Feeder High Graduates		Fall 2015 First-Time Feeder COS Students		2015-16 Feeder High Graduates		Fall 2016 First-Time Feeder COS Students		
<u>Race/Ethnicity</u>	<u>Count</u>	<u>% of Total</u>	<u>Count</u>	<u>% of Total</u>	<u>Count</u>	<u>% of Total</u>	<u>Count</u>	<u>% of Total</u>	<u>Difference</u>
White	1,143	25%	346	20%	1,069	24%	322	18%	-2%
African American	136	3%	37	2%	115	3%	30	2%	0%
American Indian	35	1%	7	0%	44	1%	1	0.1%	0%
Asian	161	4%	38	2%	118	3%	31	2%	0%
Filipino	0	0%	0	0%	40	1%	11	1%	1%
Pacific Island	7	0.2%	0	0%	14	0.3%	1	0.1%	0%
Hispanic	3,065	67%	1,193	70%	3,102	68%	1,271	71%	1%
Two or More & Unknown	31	1%	76	4%	37	1%	113	6%	2%

Source: California Department of Education

<http://www.cde.ca.gov/ds/sd/sd/filesgrad.asp>

COS First-Time Feeder HS Enrollment Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

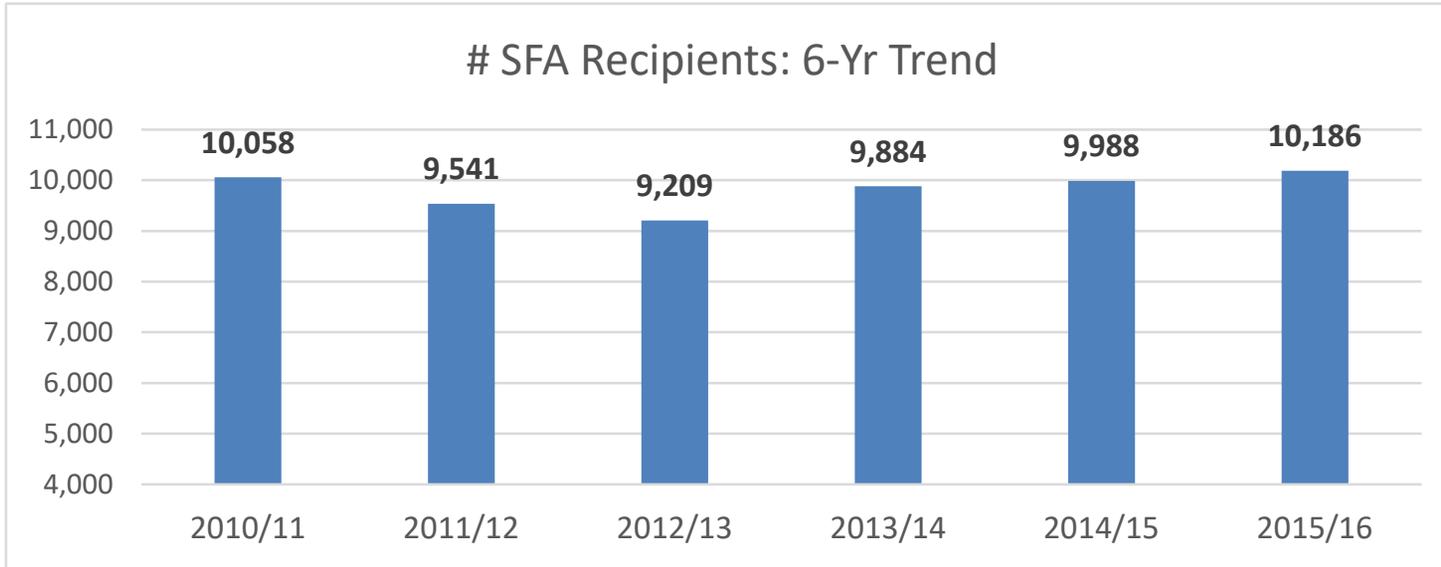
First-Time Feeder Student Enrollment vs. Feeder High Schools Graduates									
	2014-15 Feeder High Graduates		Fall 2015 First-Time Feeder COS Students		2015-16 Feeder High Graduates		Fall 2016 First-Time Feeder COS Students		
<u>Gender</u>	<u>Count</u>	<u>% of Total</u>	<u>Count</u>	<u>% of Total</u>	<u>Count</u>	<u>% of Total</u>	<u>Count</u>	<u>% of Total</u>	<u>Difference</u>
Female	2,320	51%	860	51%	2,402	53%	889	51%	0%
Male	2,258	49%	830	49%	2,137	47%	847	49%	0%

Source: California Department of Education

<http://www.cde.ca.gov/ds/sd/sd/filesgrad.asp>

COS First-Time Feeder HS Enrollment Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Data Set 18: Financial Aid Recipients (2015 - 2016)



Financial Aid Applicants, Recipients and Expenditures					
<u>Year</u>	<u># SFA Applicants</u>	<u># SFA Recipients</u>	<u>Total Expenditures</u>	<u># Board of Governors Fee Waivers</u>	<u>Board of Governors Expenditures</u>
2010/11	17,173	10,058	\$ 29,438,051	10,016	\$ 4,478,656
2011/12	16,830	9,541	\$ 28,997,343	9,502	\$ 5,837,339
2012/13	17,524	9,209	\$ 29,336,994	9,458	\$ 7,555,914
2013/14	17,120	9,884	\$ 30,884,134	9,837	\$ 8,094,183
2014/15	16,907	9,988	\$ 31,446,456	9,942	\$ 8,002,229
2015/16	16,751	10,186	\$ 32,865,967	10,131	\$ 8,187,540
6-Yr Average SFA Award Amount (per student):					\$ 3,108
6-Yr Average BOG Award Amount (per student):					\$ 716

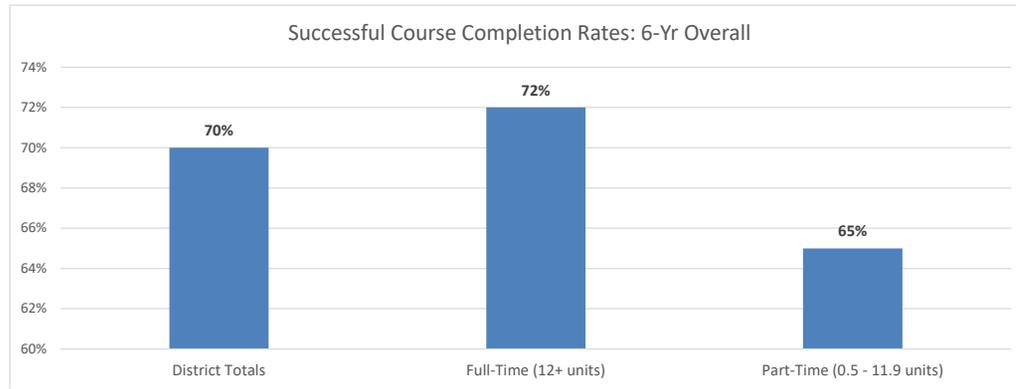
Data Set 18: Financial Aid Recipients (2015 - 2016)

Expenditures by Source of Funds - 2015/16			Expenditures by Type of Aid - 2015/16		
Federal	\$20,997,286	64%	Grants	\$31,558,279	96%
State	\$11,231,062	34%	Loans	\$944,990	3%
Local	\$637,619	2%	Employment	\$362,698	1%
Total	\$32,865,967	100%	Total	\$32,865,967	100%

Source: Financial Aid Office EOY Report

The # SFA Applicants represents the total number of FAFSA applications received by the College. This is the number of FAFSA applicants that listed COS as a college of interest on their FAFSA application. Applications received can and do exceed actual enrollment numbers as students often list several colleges of interest on their FAFSA. The # SFA Recipients represents the total number of students who actually received a financial aid award; fee waiver, grant, work study, loan. Over the past six years, an average of 9,800 students received a financial aid award with that number increasing since 2013/14. The average award amount is \$3,108.

Data Set 19: Successful Course Completions (Fall 2011 - Fall 2016)



The six year District-wide course success rate is 70% and has increased three percentage point over the past six years. However, this may be partially due to the implementation of an automatic process, beginning fall 2015, that captures more reliable and consistent data for students meeting college introduction and orientation requirements (.5 unit credit for IS 220). Course success rates range from 64% -78% for all demographic groups. However, success rates for non-degree applicable courses is noticeably lower when compared to transferable and degree applicable courses. Similarly, over the past six years, a gap exists between success rates in distance education courses compared to face-to-face courses.

Institutional Set-Standard: Successful Course Completions* (Fall Terms)													
	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	N	%	N	%	N	%	N	%	N	%	N	
State Totals	69%	-	70%	-	70%	-	69%	-	70%	-	70%	-	-
District Total	69%	35,539	69%	34,466	69%	34,111	68%	33,851	71%	37,513	72%	38,473	70%
<u>Race/Ethnicity</u>	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	N	%	N	%	N	%	N	%	N	%	N	%
African-American	62%	1,353	61%	1,203	62%	1,185	63%	1,076	63%	1,358	70%	1,206	64%
American Indian/Alaskan Native	71%	159	69%	141	58%	161	66%	172	57%	191	67%	150	64%
Asian	78%	1,324	76%	1,181	74%	1,014	70%	1,038	78%	951	72%	880	75%
Filipino	74%	245	69%	282	74%	278	79%	292	84%	314	82%	340	78%
Hispanic	66%	19,587	67%	19,357	67%	19,685	66%	20,270	70%	23,152	71%	24,421	68%
Multi-Ethnicity	67%	1,685	66%	1,759	68%	1,944	69%	1,990	67%	2,059	71%	2,152	68%
Pacific Islander	74%	66	82%	55	81%	27	64%	56	62%	34	60%	25	71%
White Non-Hispanic	76%	10,559	73%	9,962	72%	9,274	72%	8,531	75%	9,084	75%	8,960	74%
Unknown	73%	561	73%	526	69%	543	69%	426	78%	370	75%	339	73%
<u>Age Group</u>	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	N	%	N	%	N	%	N	%	N	%	N	%
Under 20	67%	13,735	67%	12,265	67%	11,845	66%	12,596	70%	15,244	72%	16,013	69%
20 - 24	68%	12,660	69%	13,414	68%	13,704	68%	13,263	70%	13,795	70%	13,645	69%
25 - 49	74%	8,369	70%	8,121	71%	7,982	71%	7,445	76%	7,909	73%	8,187	73%
50 and Above	77%	775	73%	666	73%	580	73%	547	75%	565	74%	628	74%
<u>Gender</u>	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	N	%	N	%	N	%	N	%	N	%	N	%
Female	71%	19,704	70%	18,956	70%	18,802	70%	18,724	72%	20,790	73%	21,433	71%
Male	67%	15,761	67%	15,464	67%	15,225	66%	14,810	70%	16,189	70%	16,430	68%
Unknown	53%	74	52%	46	60%	84	61%	317	66%	534	70%	610	66%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Successful Course Completions is defined here as the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses. Plus/Minus grades are included in the ratio.

Data Set 19: Successful Course Completions (Fall 2011 - Fall 2016)

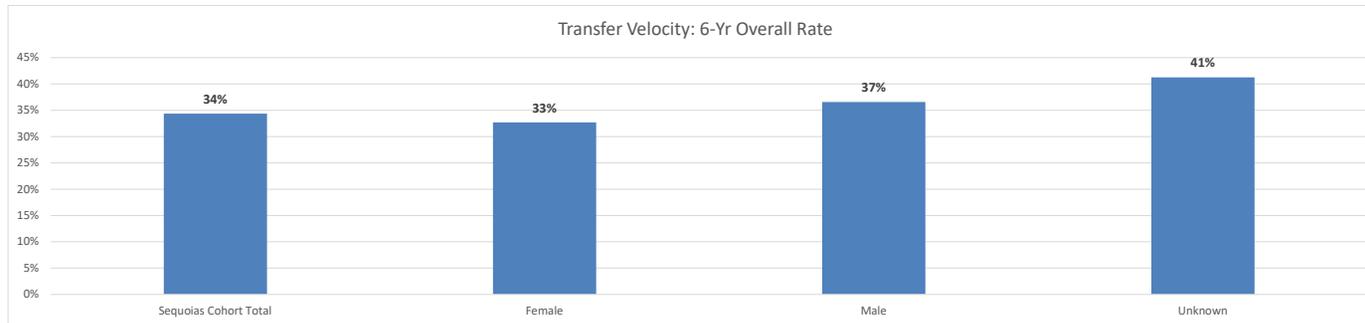
	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Overall
	%	N	%	N	%	N	%	N	%	N	%	N	
State Totals	69%	-	70%	-	70%	-	69%	-	70%	-	70%	-	-
District Totals	69%	35,539	69%	34,466	69%	34,111	68%	33,851	71%	37,513	72%	38,473	70%
Course Level	%	N	%										
UC or CSU Transferable	71%	28,739	71%	27,774	70%	26,969	70%	26,925	71%	28,105	72%	28,321	70%
COS Degree Applicable Courses	64%	5,120	61%	5,045	64%	5,545	63%	5,365	74%	7,863	74%	8,409	68%
Non-Degree Applicable Courses	59%	1,680	61%	1,647	59%	1,597	52%	1,561	55%	1,545	59%	1,743	58%
Unit Load	%	N	%										
Full-Time (12+ units)	72%	23,196	72%	21,808	71%	21,861	71%	21,137	73%	23,332	75%	23,530	72%
Part-Time (0.5 - 11.9 units)	65%	12,326	63%	12,646	64%	12,224	64%	12,693	67%	14,166	68%	14,926	65%
*Instructional Method	%	N	%										
Distance Education	58%	2,832	54%	3,119	54%	3,059	55%	2,985	58%	3,425	58%	3,361	56%
Face-to-face Education	70%	32,254	70%	30,947	70%	30,688	69%	30,545	72%	33,806	73%	34,851	71%
Campus Location	%	N	6-Yr Overall (Tulare 4-Yr)										
Visalia Campus	69%	31,484	68%	30,351	68%	28,319	68%	28,066	71%	28,110	71%	28,107	69%
Hanford Campus	69%	2,684	71%	2,791	70%	2,771	68%	2,695	72%	3,330	75%	3,406	71%
Tulare Campus	-	-	-	-	71%	2,571	70%	2,419	79%	3,356	78%	3,781	75%
Off-Campus Locations	77%	1,368	81%	1,324	70%	447	69%	668	64%	2,714	64%	3,176	68%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Successful Course Completions is defined here as the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses. Plus/Minus grades are included in the ratio.

*Instructional method comparison utilizes instructional method codes OO, OH, ON 72 (distance education) and less than 10 (face-to-face).

Data Set 20: Transfer Velocity Rate (set-standard) (2004/05 – 2009/10)



The 2009/10 transfer velocity cohort has a 34% transfer rate, which is a one percentage point higher than the prior year and the same as the six-year cohort average. The 2009/10 cohort has both an increased number of transfers as well as an increase of students in the cohort. Hispanic students are notably lower in transferring to 4-year institutions compared to other ethnic groups.

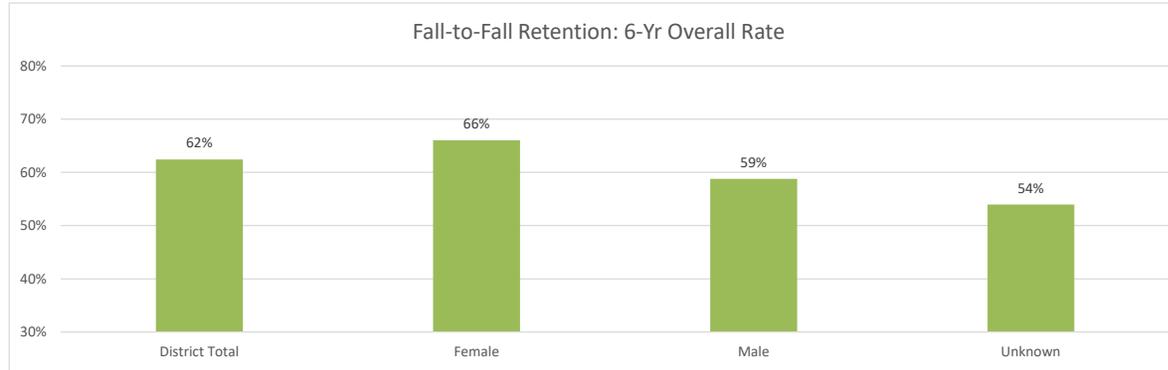
Institutional Set-Standard: Transfer Rates														
	Cohort 2004/2005		Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		6-Yr Overall	
	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort										
State Total	41%	108,301	42%	113,484	42%	120,104	40%	129,363	38%	138,760	38%	137,379	40%	747,391
Sequoias Cohort Total	33%	1,046	36%	1,098	36%	1,440	34%	1,401	33%	1,577	34%	1,465	34%	8,027
	Cohort 2004/2005		Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		6-Yr Overall	
Race/Ethnicity	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort										
African-American	34%	35	44%	41	63%	41	35%	34	43%	49	28%	25	43%	225
American Indian/Alaskan Native	14%	14	31%	16	31%	13	36%	22	36%	11	25%	4	30%	80
Asian	22%	50	40%	52	41%	63	38%	45	34%	58	40%	52	36%	320
Filipino	56%	16	33%	15	25%	32	41%	34	38%	26	38%	21	38%	144
Hispanic	31%	410	31%	443	32%	594	30%	622	29%	702	28%	718	30%	3,489
Multi-Ethnicity											48%	44	48%	44
Pacific Islander	50%	6	25%	4	20%	5	29%	7	71%	7	75%	4	45%	33
Unknown	40%	80	44%	105	43%	134	36%	132	30%	242	41%	102	37%	795
White Non-Hispanic	34%	435	40%	422	37%	558	36%	505	39%	482	41%	495	38%	2,897
	Cohort 2004/2005		Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		6-Yr Overall	
Gender	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort										
Female	31%	620	36%	628	35%	863	31%	802	30%	896	33%	806	33%	4,615
Male	35%	419	36%	454	37%	562	37%	584	37%	665	37%	648	37%	3,332
Unknown	57%	7	56%	16	33%	15	33%	15	44%	16	27%	11	41%	80
	Cohort 2004/2005		Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		6-Yr Overall	
Age Group	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort										
17 or Less	36%	200	42%	267	40%	530	37%	500	40%	553	37%	413	39%	2,463
18 & 19	36%	656	38%	666	35%	751	35%	703	33%	798	38%	848	36%	4,422
20 to 24	26%	84	22%	65	26%	61	20%	80	19%	101	17%	89	21%	480
25 to 29	11%	27	19%	37	18%	40	26%	38	5%	39	23%	39	17%	220
30 to 34	12%	25	27%	22	30%	20	20%	20	8%	25	5%	22	16%	134
35 to 39	25%	20	12%	17	42%	12	14%	22	14%	22	25%	16	20%	109
40 to 49	15%	26	20%	20	30%	23	17%	30	24%	33	14%	29	20%	161
50 +	13%	8	25%	4	33%	3	13%	8	0%	6	11%	9	13%	38

Source: California Community College Chancellor's Office

http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Transfer Velocity Cohort: is calculated by evaluating all first time freshmen six years after their entry. Those students who have completed twelve credit units and attempted a transfer level math or English course are included in the Transfer Velocity Cohort. Transfer rates for years three, four, and five are retrospective and cannot be reported until the cohort is finalized at the completion of the sixth year after initial enrollment. Students with multiple college enrollments are reported as members of the Transfer Velocity Cohort for each college attended.

Data Set 21: Fall-to-Fall Retention (set-standard) (2010/11 – 2015/16)



On average, 62% of first-time students are retained from fall to fall. The average retention rate for African American students is 47%, which is much lower than other ethnicity groups. On average, females have a higher retention rate than males, 66% and 59%, respectively. Students younger than 20 years old are retained at the highest rate.

Institutional Set-Standard: Fall-to-Fall Student Retention														
Race/Ethnicity	2010 -> 2011		2011 -> 2012		2012 -> 2013		2013 -> 2014		2014 -> 2015		2015 -> 2016		6-Yr Overall	
	Initial	Rate	Initial	Rate										
District Total	2,068	62%	1,676	60%	1,511	61%	1,634	65%	1,735	64%	1,906	63%	10,530	62%
African-American	76	41%	71	55%	70	43%	61	43%	56	66%	77	42%	411	47%
American Indian/Alaskan Native	4	25%	8	38%	6	83%	9	56%	13	69%	10	50%	50	56%
Asian	65	78%	41	59%	22	82%	34	74%	45	67%	36	81%	243	73%
Filipino	7	71%	12	83%	9	56%	6	100%	5	80%	17	71%	56	75%
Hispanic	1,239	62%	1,028	59%	917	62%	997	67%	1109	66%	1257	64%	6547	63%
Multi-Ethnicity	91	49%	90	62%	92	59%	108	64%	87	53%	111	57%	579	58%
Pacific Islander	4	25%	-	-	1	0%	-	-	2	50%	-	-	7	29%
White Non-Hispanic	554	62%	408	63%	379	62%	378	64%	402	59%	380	63%	2501	62%
Unknown	28	79%	18	78%	15	60%	41	66%	16	75%	18	72%	136	71%
Age	2010 -> 2011		2011 -> 2012		2012 -> 2013		2013 -> 2014		2014 -> 2015		2015 -> 2016		6-Yr Overall	
	Initial	Rate	Initial	Rate										
District Total	2,068	62%	1,676	60%	1,511	61%	1,634	65%	1,735	64%	1,906	63%	10,530	62%
Under 20	1,780	66%	1,484	62%	1,333	63%	1,428	69%	1,509	67%	1,683	65%	9,217	65%
20 - 24	152	39%	113	46%	99	45%	138	41%	141	41%	166	43%	809	42%
25 - 49	122	32%	77	38%	74	42%	65	38%	80	49%	56	52%	474	41%
50 or more	14	43%	2	0%	5	40%	3	33%	5	40%	1	0%	30	37%
Gender	2010 -> 2011		2011 -> 2012		2012 -> 2013		2013 -> 2014		2014 -> 2015		2015 -> 2016		6-Yr Overall	
	Initial	Rate	Initial	Rate										
District Total	2,068	62%	1,676	60%	1,511	61%	1,634	65%	1,735	64%	1,906	63%	10,530	62%
Female	1,112	64%	824	63%	766	63%	827	70%	856	68%	963	68%	5,348	66%
Male	948	59%	851	57%	742	59%	794	61%	839	60%	882	57%	5,056	59%
Unknown	8	13%	1	0%	3	33%	13	46%	40	58%	61	61%	126	54%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Retention is defined as the ratio of all first-time students with a declared goal to transfer, earn an AA/AS, or earn a two-year vocational certificate, who complete a course with any grade (A,B,C,D,F,W,CR,NC,P,NP, and I) in the initial Fall term and is registered for a course past census (registration code starts with 'R' or = 'DW') in the subsequent Fall term.

*may also be referred to as persistence

Data Set 22: Degrees Awarded (set-standard) (2010/11 – 2015/16)

Institutional Set-Standard: Degrees Awarded								
	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>6-Yr Avg</u>	<u>6-Yr Change</u>
Associate Total	1,000	906	985	1,089	1,122	1,206	1,051	21%
Associate in Science for Transfer (A.S.-T) Degree					24	64		
Associate in Arts for Transfer (A.A.-T) Degree		1	42	63	75	97		
Associate of Science (A.S.) degree	418	362	348	343	350	348	362	-17%
Associate of Arts (A.A.) degree	582	543	595	683	673	697	629	20%

Source: California Community College Chancellor's Office http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

The amount of associate degrees awarded have increased by 21% over the past six years. The increase is allocated to the Associate of Arts degrees, which contain transfer pathway degrees.

Data Set 23: Certificates Awarded (set-standard) (2010/11 – 2015/16)

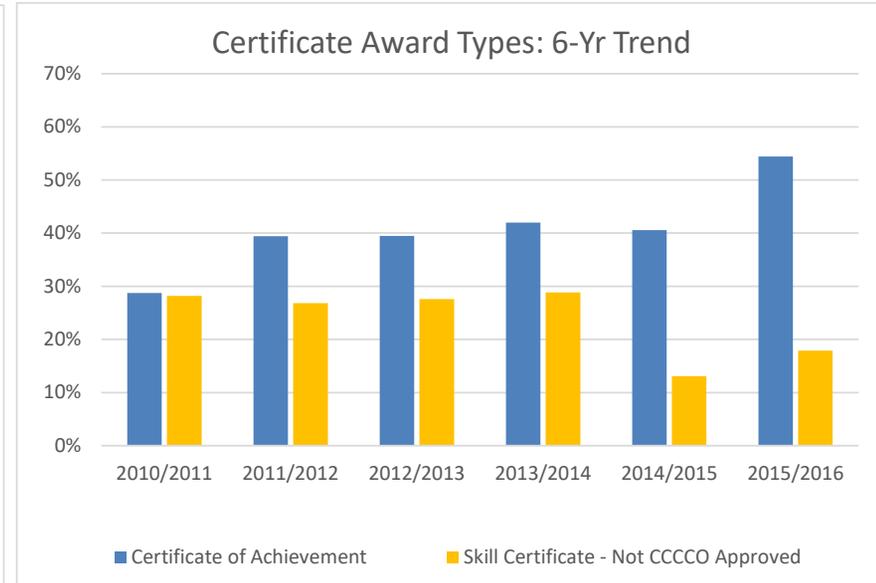
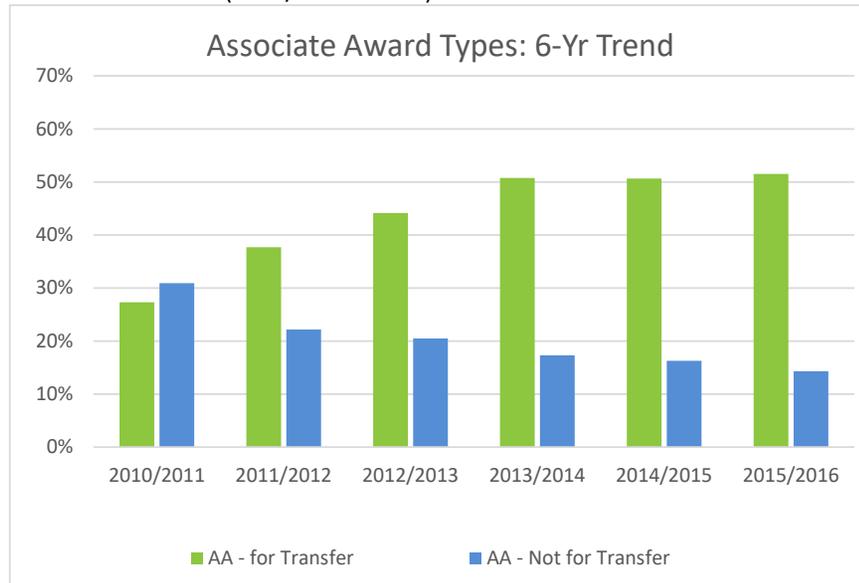
Institutional Set-Standard: Certificates Awarded								
	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>6-Yr Avg</u>	<u>6-Yr Change</u>
Certificate Total	607	366	476	756	668	877	625	44%
Certificate requiring 30 to < 60 semester units	150	82	143	215	172	197	160	31%
Certificate requiring 18 to < 30 semester units	46	16	38	77	61	83	54	80%
Certificate requiring 12 to < 18 units				3	15	75	31	
Certificate requiring 6 to < 18 semester units	314	191	234	430	311	388	311	24%
Other Credit Award, < 6 semester units	97	65	47	19	64	37	55	-62%
Non-Credit Award (288 to < 480 hrs)		12	14	12	45	97	36	

Source: California Community College Chancellor's Office http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

* Chancellor's Office approved awards are Associate of Arts, Associates of Science, Certificate requiring 18 to fewer than 30 semester units, Certificate requiring 30 to fewer than 60 semester units and Certificate requiring 60 or more semester units.

The amount of certificates conferred has increased 44% over the past six years. However, this may be partially due to procedural changes in applying and granting certificates, which were implemented during the 2015-16 year.

Data Set 24: Awards (2010/11 -2015-16)



Over the past six years, the proportion of associate degrees awarded that are 'for transfer' has increased. The amount of Associate of Art degrees for transfer have increased 24%. During the same time period, the amount of not-for-transfer degrees decreased by approximately 18%.

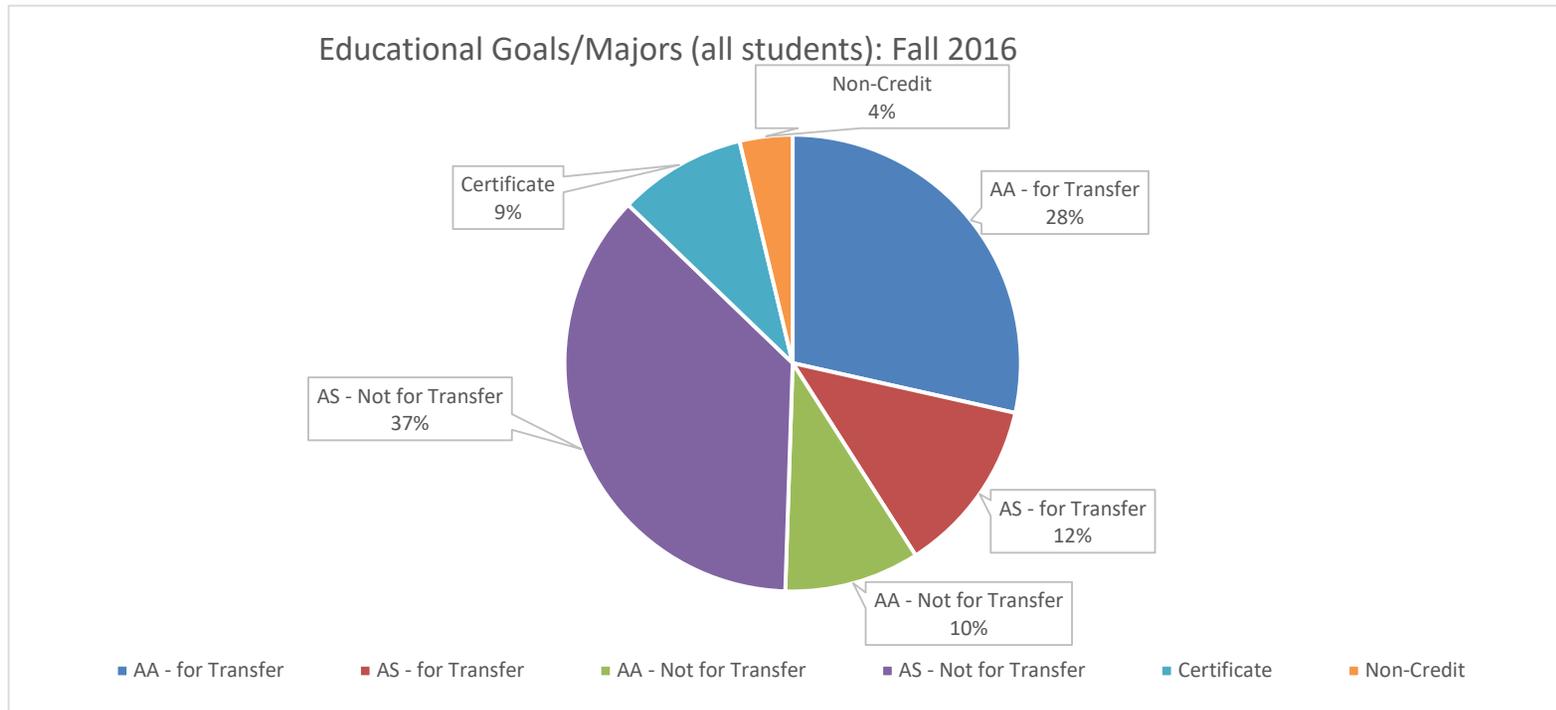
The proportion of Certificate of Achievement conferred has increased by 26% over the past six years while the proportion of skill certificates had decreased by the same amount.

Associate Degrees Awarded															
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		6-yr Avg		6-Yr Difference
Total Degrees	1,003	100%	902	100%	990	100%	1,093	100%	1,119	100%	1,202	100%	1,052	100%	-
AA - for Transfer	274	27%	340	38%	437	44%	555	51%	567	51%	619	51%	465	44%	24%
AS - for Transfer	0	0%	20	2%	17	2%	51	5%	66	6%	133	11%	48	5%	11%
AA - Not for Transfer	310	31%	200	22%	203	21%	189	17%	182	16%	172	14%	209	20%	-17%
AS - Not for Transfer	419	42%	342	38%	333	34%	298	27%	304	27%	278	23%	329	31%	-19%
Certificates Awarded															
	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		6-yr Avg		6-Yr Difference
Total Certificates	731	100%	540	100%	623	100%	600	100%	535	100%	788	100%	636	100%	-
Certificate of Achievement	210	29%	213	39%	246	39%	252	42%	217	41%	429	54%	261	41%	26%
Skill Certificate - CCCCO Approved	315	43%	182	34%	205	33%	175	29%	248	46%	218	28%	224	35%	-15%
Skill Certificate - Not CCCCO Approved	206	28%	145	27%	172	28%	173	29%	70	13%	141	18%	151	24%	-10%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: For-transfer degrees are defined as any associate degree award that has the word 'transfer' in the title.

Data Set 25: Educational Goal (Fall 2011 - Fall 2016)

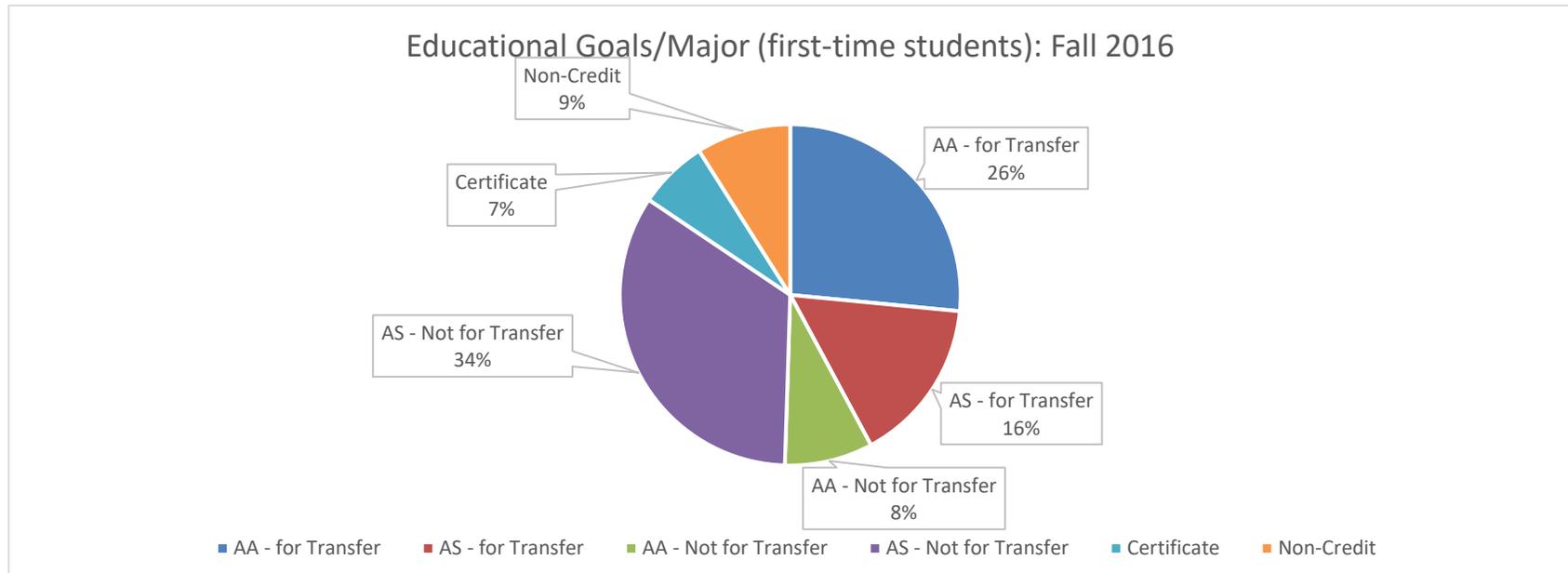


Over the past six years, the District has increased the amount of degree offerings intended to result in a transfer outcome. This has resulted in a substantial increase in the number of 'for-transfer' degrees pursued. In fall 2016, 40% of all declared majors were 'for-transfer', compared to 6% in 2011.

Educational Goal - Declared Program of Study													6-Yr Change (4-		
Program Type	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-yr Avg		Yr for Tulare)
District Total	11,992	100%	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	11,754	100%	-
AA - for Transfer	741	6%	1,810	16%	2,916	26%	3,555	32%	3,668	31%	3,632	28%	2,720	23%	390%
AS - for Transfer	0	0%	0	0%	498	4%	520	5%	981	8%	1,584	12%	597	5%	218%
AA - Not for Transfer	2,368	20%	1,856	16%	1,262	11%	1,312	12%	1,360	11%	1,221	10%	1,563	13%	-48%
AS - Not for Transfer	5,874	49%	5,407	47%	4,605	41%	4,511	40%	4,555	38%	4,672	37%	4,937	42%	-20%
Certificate	2,551	21%	1,953	17%	1,445	13%	1,023	9%	971	8%	1,156	9%	1,517	13%	-55%
Non-Credit	226	2%	240	2%	287	3%	299	3%	429	4%	477	4%	326	3%	111%
Undecided	232	2%	124	1%	133	1%	45	0%	17	0%	8	0%	93	1%	-97%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Data Set 26: Incoming Student Goals (Fall 2011 - Fall 2016)

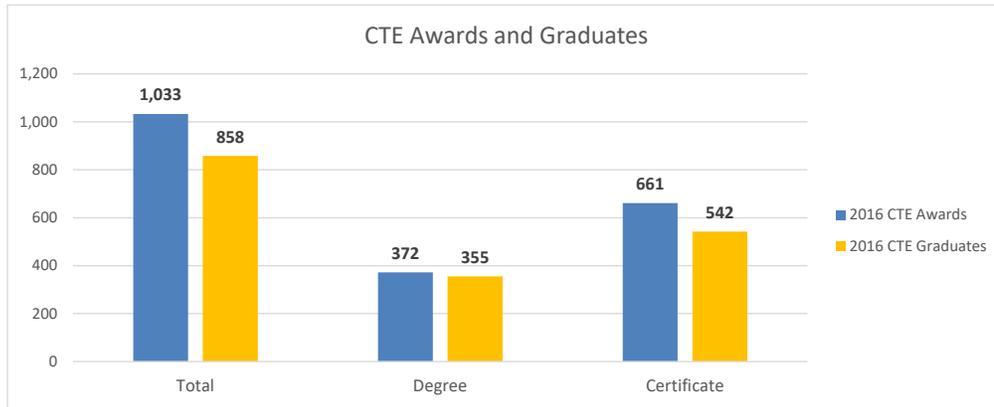


Over the past six years, the District has increased the amount of degree offerings intended to result in a transfer outcome. This has resulted in a substantial increase in the number of 'for-transfer' degrees pursued. In fall 2016, for first-time students, 43% of all declared majors were 'for-transfer', compared to 6% in 2011.

Incoming Students Declared Program of Study															
Program Type	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-yr Avg		6-Yr Change (4-
														Yr for Tulare)	
Total	2,519	100%	2,312	100%	2,343	100%	2,496	100%	2,804	100%	2,895	100%	2,562	100%	-
AA - for Transfer	184	7%	522	23%	737	31%	874	35%	798	28%	768	27%	647	25%	317%
AS - for Transfer	0	0%	0	0%	119	5%	145	6%	296	11%	452	16%	169	7%	280%
AA - Not for Transfer	473	19%	314	14%	237	10%	260	10%	293	10%	242	8%	303	12%	-49%
AS - Not for Transfer	1,120	44%	909	39%	817	35%	865	35%	982	35%	982	34%	946	37%	-12%
Certificate	612	24%	425	18%	257	11%	181	7%	193	7%	191	7%	310	12%	-69%
Non-Credit	111	4%	138	6%	158	7%	170	7%	241	9%	260	9%	180	7%	134%
Undecided	19	1%	4	0%	18	1%	1	0%	1	0%	0	0%	7	0%	-100%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Data Set 27: CTE Awards (objective) (2011 - 2016)



CTE Degrees and Certificates												
	2011		2012		2013		2014		2015		2016	
	CTE Awards	CTE Graduates										
Total	1,030	848	812	683	909	744	860	714	799	667	1,033	858
Degree	363	353	335	326	337	320	311	302	330	309	372	355
Certificate	667	537	477	385	572	448	549	438	469	387	661	542

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Data Set 28: CTE Course Success (objective) (Fall 2014 – Fall 2016)

CTE Course Success Rates					
	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Success Rate	67%	67%	70%	69%	71%
Success Grades	10,639	10,323	12,814	11,206	14,347
All Grades	15,974	15,386	18,278	16,184	20,148
CTE Course Retention Rates					
	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Retention Rate	87%	88%	89%	89%	89%
Retention Grades	13,959	13,544	16,333	14,351	18,014
All Grades	15,974	15,386	18,278	16,184	20,148

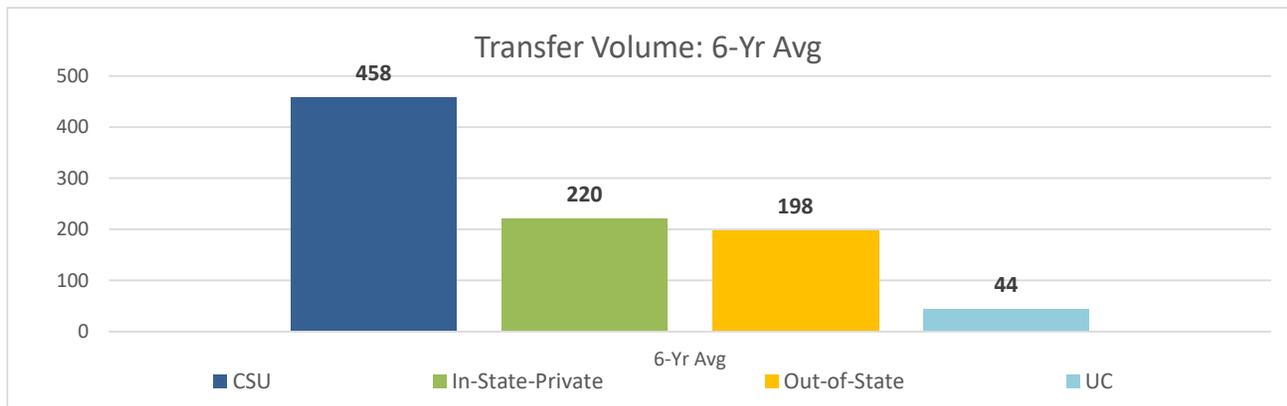
Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

* Successful Course Completions is defined here as the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses.

* Course Retention is defined here as the ratio of successful grade marks (A,B,C,D,F,CR,NC,P,NP,I) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses.

The number of students earning a Career Technical Education associate degree increased from 309 in 2015 to 355 in 2016. The number of students earning a Career Technical Education certificate has increased from 387 in 2015 to 542 in 2016. CTE success rates slightly increased from 70% in Fall 2015 to 71% in Fall 2016.

Data Set 30: Transfer Volume (objective) (2010/11 – 2015/16)



The volume of students transferring decreased from 993 in 2014-15 to 852 in 2015-16. Transfer decreases were observed for all institutional types with the exception of in-state private institutions, which experienced the same volume of student transfers as the prior year.

Transfer Volume (number of transfers)							6-Yr Avg	6-Yr Diff
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16		
Total Transfer Volume	858	941	869	1006	993	852	920	-1%
UC	37	50	44	39	48	45	44	22%
CSU	420	469	377	526	515	439	458	5%
In-State-Private	250	246	226	215	192	192	220	-23%
Out-of-State	151	176	222	226	238	176	198	17%

Source: California Community College Chancellor's Office Scorecard

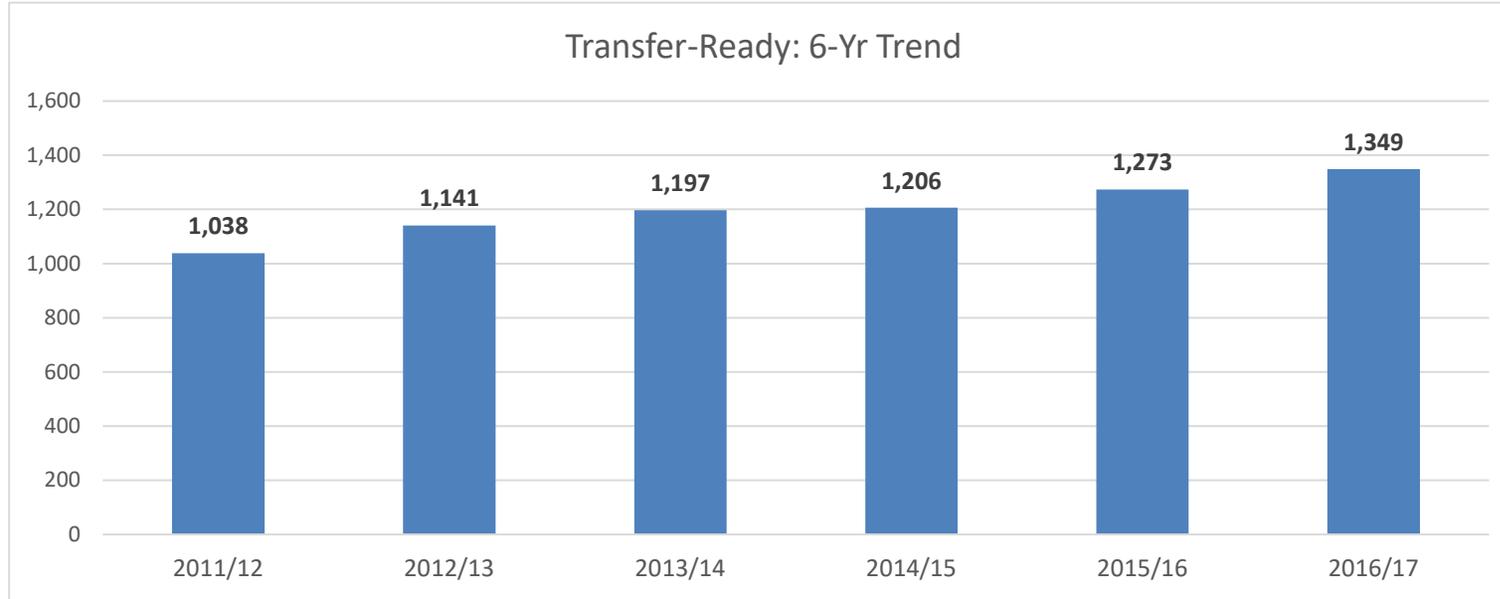
<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx>

<https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

<http://asd.calstate.edu/ccs/SummaryYear.asp>

Note: The methodology for counting transfers varies between the types of institutions.

Data Set 31: Transfer Ready (objective) (2010/12 - 2016/17)



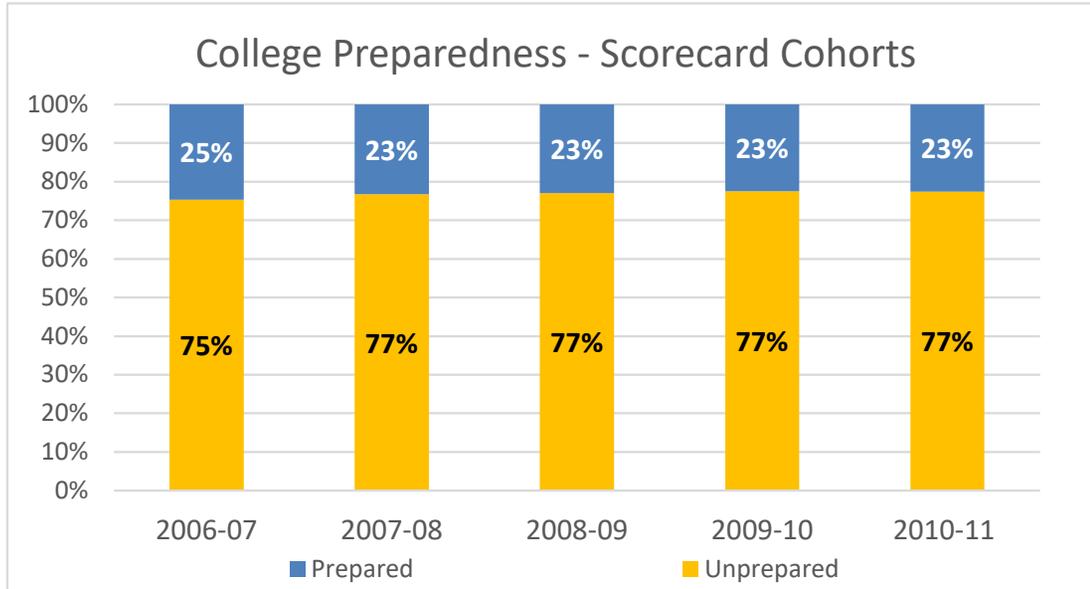
Over the past six years, the number of transfer-ready students has increased annually from 2011/12 to 2016/17, exhibiting a 30% increase overall. While most students achieve transfer-ready status after the spring term, the amount of students becoming transfer-ready in the fall term has increased 36% over the same time period.

Transfer Ready								
	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>6-Yr Avg</u>	<u>6-Yr Change</u>
Annual Unduplicated Total	1,038	1,141	1,197	1,206	1,273	1,349	1,201	30%
Fall Transfer Ready	610	680	725	756	842	829	740	36%
Spring Transfer Ready	809	948	924	938	954	1,007	930	24%

Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Transfer Ready Defined: A student is transfer ready by completing the following requirements: Transfer-level math, Transfer-level English, 60 or more CSU-transferable units, 2.0 or higher GPA.

Data Set 32: Scorecard Cohort Preparedness (2006/07 - 2010/11)



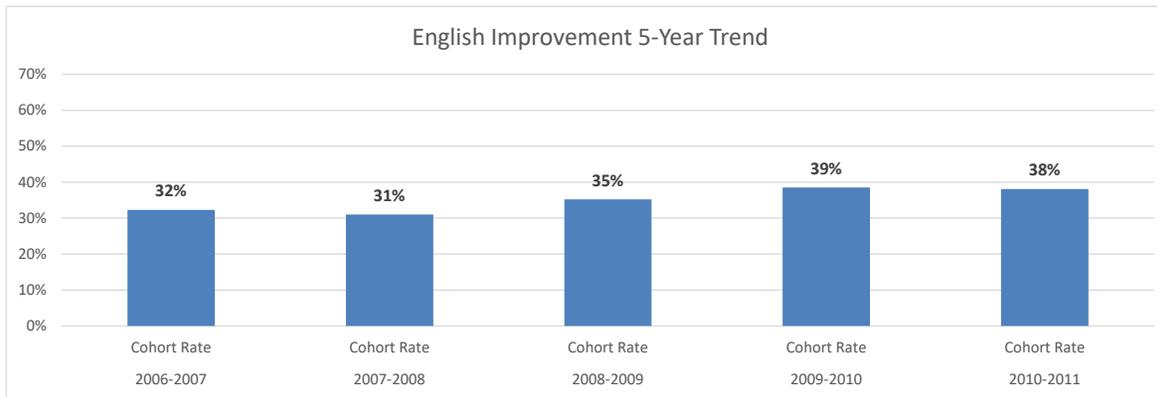
About three of every four incoming students are unprepared for college, meaning the student needs remediation for English, math, or both (lowest level course attempted).

Scorecard Cohort Preparedness					
	Count				
Group	2006-07	2007-08	2008-09	2009-10	2010-11
Prepared	497	482	524	496	461
Unprepared	1,519	1,591	1,756	1,707	1,583
	Percentage				
Group	2006-07	2007-08	2008-09	2009-10	2010-11
Prepared	25%	23%	23%	23%	23%
Unprepared	75%	77%	77%	77%	77%

Source: Student Success Scorecard

<http://scorecard.ccco.edu/scorecardrates.aspx?CollegeID=561#home>

Data Set 33: English Improvement (Scorecard) (2006/07 - 2010/11)



The 2010-2011 cohort's overall English improvement rate is 38%, which is greater than the five-year cohort average by three percentage points and slightly less than the 2009-2010 cohort total by one percentage point. The following student groups performed comparable to or better than the cohort average: female students (43%), students younger than 20 years old (43%), Asian students (41%), Hispanic students (38%), and White students (42%). The following student groups had the lowest English progression rates: male students (31%), students age 20 to 24 (25%), African American students (24%), and Filipino students (32%).

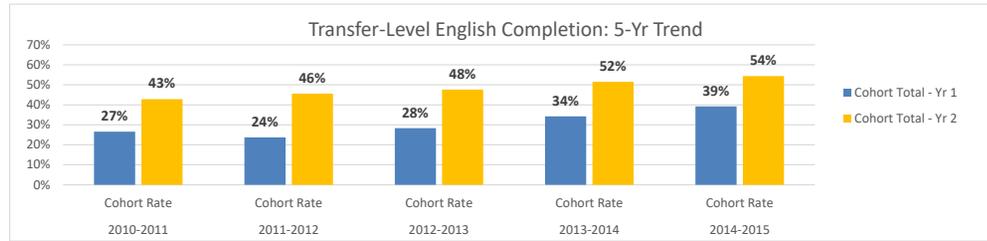
Scorecard Basic Skills English												
Group	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		5-Yr Avg	
	Cohort Size	Cohort Rate										
Cohort Total	1,505	32%	1,617	31%	1,722	35%	1,877	39%	1,836	38%	1,711	35%
Female	810	37%	908	35%	972	41%	1,046	44%	1,037	43%	955	40%
Male	675	26%	699	27%	741	28%	821	32%	784	31%	744	29%
< 20 years old	991	35%	1,046	35%	1,152	38%	1,223	41%	1,194	43%	1,121	38%
20 to 24 years old	268	25%	262	21%	267	28%	308	32%	326	25%	286	26%
25 to 39 years old	174	33%	230	27%	217	33%	252	35%	233	34%	221	32%
40+ years old	72	22%	79	29%	86	30%	94	42%	83	36%	83	32%
African American	104	22%	84	19%	72	22%	72	25%	72	24%	81	22%
American Indian/Alaska Native	13	54%	20	15%	26	27%	Suppressed	29%	Suppressed	44%	-	34%
Asian	60	47%	83	41%	79	35%	66	55%	80	41%	74	44%
Filipino	21	43%	27	63%	25	48%	22	64%	22	32%	23	50%
Hispanic	860	31%	932	29%	1,013	34%	1,182	37%	1,173	38%	1,032	34%
Pacific Islander	Suppressed	29%	Suppressed	20%	10	50%	Suppressed	0%	Suppressed	29%	-	25%
White	336	34%	373	36%	361	41%	412	41%	386	42%	374	39%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

English Improvement Rate Defined: For a given cohort, the percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.

The cohort is defined as the year the student attempts a course at "levels below transfer" in English at that college.

Data Set 34: Transfer-Level English (Scorecard) (2006/07 – 2010/11)



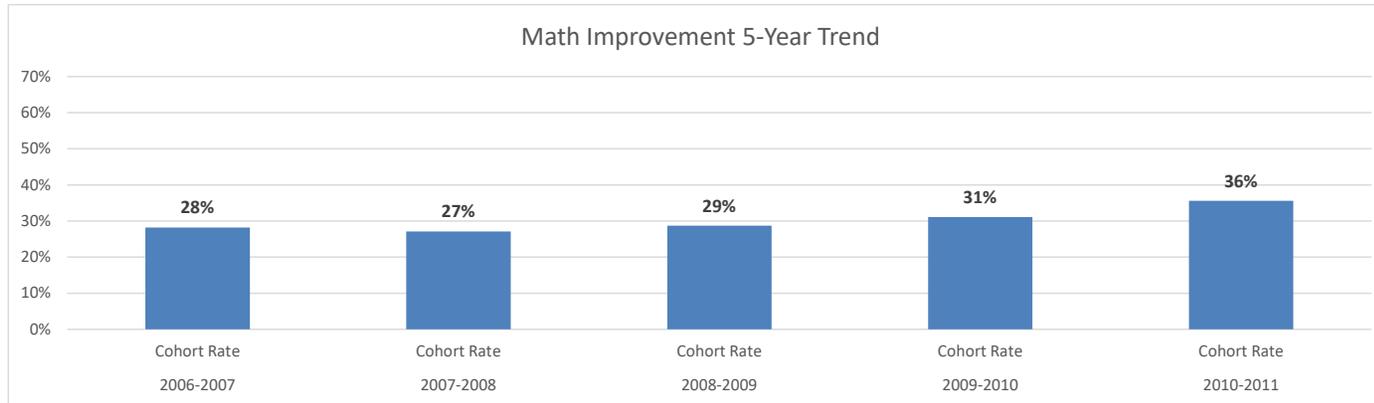
Across all cohorts, the percent of students completing transfer English increases from year one to year two. The 2014/2015 cohort's transfer English completion rate is 39% for year one and 54% for year two, an increase of fifteen percentage points. The following student groups completed transfer English in their first year at rates greater than the five-year cohort average: female students (39%), students younger than 20 years old (42%), Asian students (37%), Hispanic students (37%), and White students (46%). The following student groups had the largest increases in English completion rates from year one to year two: African American students (+21%), Asian students (20%), students age 40 years and older (+24%), and students age 25 to 39 years old (+22%).

Scorecard Transfer Level Achievement English - Year 1												
Group	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		5-Yr Avg	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate								
Cohort Total - Yr 1	1,475	27%	1,352	24%	1,341	28%	1,603	34%	1,680	39%	1,490	30%
Female	800	29%	729	27%	709	31%	886	38%	919	43%	809	34%
Male	662	24%	618	20%	620	25%	704	30%	722	34%	665	26%
< 20 years old	1,229	29%	1,133	26%	1,157	29%	1,346	36%	1,444	42%	1,262	32%
20 to 24 years old	120	17%	125	12%	104	19%	159	25%	133	23%	128	19%
25 to 39 years old	85	20%	76	17%	56	25%	74	24%	78	28%	74	23%
40+ years old	41	12%	18	17%	24	25%	24	29%	25	24%	26	21%
African American	39	10%	44	21%	39	3%	46	20%	48	29%	43	16%
American Indian/Alaska Native	Suppressed	0%	10	30%	Suppressed	33%	Suppressed	25%	Suppressed	44%	10	27%
Asian	61	15%	53	11%	37	32%	38	32%	49	44%	48	25%
Filipino	13	23%	11	46%	14	14%	10	40%	10	40%	12	33%
Hispanic	890	23%	829	21%	859	26%	1,055	33%	1,110	37%	949	28%
Pacific Islander	Suppressed	0%	Suppressed	0%	N/A	0%	Suppressed	50%	Suppressed	0%	-	10%
White	402	38%	341	30%	317	38%	357	43%	382	46%	360	39%
Scorecard Transfer Level Achievement English - Year 2												
Group	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		5-Yr Avg	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate								
Cohort Total - Yr 2	1,475	43%	1,352	46%	1,341	48%	1,603	52%	1,680	54%	1,490	48%
Female	800	44%	729	49%	709	50%	886	56%	919	60%	809	52%
Male	662	41%	618	41%	620	45%	704	46%	722	48%	665	44%
< 20 years old	1,229	45%	1,133	47%	1,157	48%	1,346	53%	1,444	56%	1,262	50%
20 to 24 years old	120	30%	125	31%	104	40%	159	41%	133	39%	128	36%
25 to 39 years old	85	33%	76	47%	56	54%	74	51%	78	45%	74	46%
40+ years old	41	34%	18	50%	24	42%	24	42%	25	48%	26	43%
African American	39	28%	44	39%	39	28%	46	30%	48	50%	43	35%
American Indian/Alaska Native	Suppressed	0%	10	50%	Suppressed	33%	Suppressed	50%	Suppressed	44%	10	36%
Asian	61	33%	53	38%	37	49%	38	58%	49	57%	48	47%
Filipino	13	39%	11	73%	14	50%	10	50%	10	60%	12	54%
Hispanic	890	40%	829	42%	859	45%	1,055	49%	1,110	53%	949	46%
Pacific Islander	Suppressed	0%	Suppressed	100%	N/A	0%	Suppressed	50%	Suppressed	0%	-	30%
White	402	54%	341	52%	317	58%	357	61%	382	58%	360	57%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

Definition: The percentage of first-time students who achieve transfer level English in their first and second year.

Data Set 35: Math Improvement (Scorecard) (2006/07 – 2010/11)



The 2010/2011 cohort's overall math improvement rate is 36%, which is greater than the five-year cohort average and the 2009/2010 cohort total by six percentage points and five percentage points, respectively. The following student groups performed comparable to or better than the cohort average: female students (38%), students younger than 20 years old (37%), Asian students (51%), Hispanic students (36%), and White students (37%). The following student groups had the lowest math progression rates: students age 40 years old and over (32%) and African American students (23%).

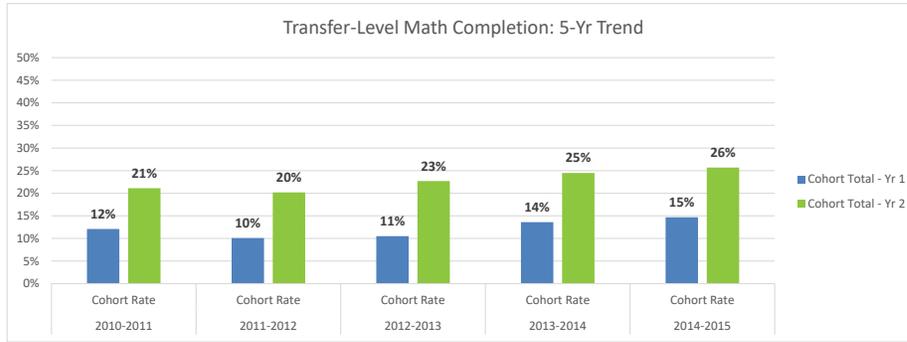
Scorecard Basic Skills Math												
Group	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		5-Yr Avg	
	Cohort Size	Cohort Rate										
Cohort Total	1,629	28%	1,886	27%	2,152	29%	2,314	31%	2,042	36%	2,005	30%
Female	895	31%	1,083	29%	1,250	32%	1,247	34%	1,158	38%	1,127	33%
Male	711	25%	791	25%	887	23%	1,051	28%	870	33%	862	27%
< 20 years old	980	30%	1,103	30%	1,237	29%	1,350	34%	1,209	37%	1,176	32%
20 to 24 years old	320	24%	378	23%	412	25%	460	27%	393	33%	393	27%
25 to 39 years old	249	27%	308	23%	366	31%	383	27%	321	34%	325	28%
40+ years old	80	24%	97	19%	137	28%	121	33%	119	32%	111	27%
African American	84	7%	101	18%	93	25%	74	18%	77	23%	86	18%
American Indian/Alaska Native	19	26%	27	19%	30	20%	14	43%	Suppressed	29%	-	27%
Asian	45	40%	77	38%	64	36%	65	35%	55	51%	61	40%
Filipino	22	32%	29	59%	27	44%	18	28%	21	33%	23	39%
Hispanic	818	27%	963	26%	1,155	26%	1,325	29%	1,223	36%	1,097	29%
Pacific Islander	Suppressed	17%	10	40%	14	43%	Suppressed	0%	Suppressed	33%	-	27%
White	502	31%	542	28%	590	32%	638	35%	564	37%	567	33%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

Math Improvement Rate Defined: For a given cohort, the percentage of credit students who attempted a course designated at "levels below transfer" in Math and successfully completed a college-level course in Math within six years.

The cohort is defined as the year the student attempts a course at "levels below transfer" in Math at that college.

Data Set 36: Transfer-Level Math (Scorecard) (2006/07 – 2010/11)



Across all cohorts, the percent of students completing transfer math increases from year one to year two. The 2014/2015 cohort's transfer math completion rate is 15% for year one and 26% for year two, an increase of eleven percentage points. In year one, nearly all of the student groups had math completion rates comparable to or greater than the five-year cohort average, with the exception of students age 20 to 24 years old (5%), students age 25 to 39 years old (2%), students age 40 years old and above (2%), and African American students (5%). The following student groups had the largest increases in math completion rates from year one to year two: students younger than 20 years old (11%), female students (11%), male students (11%), Filipino students (17%), and White students (12%).

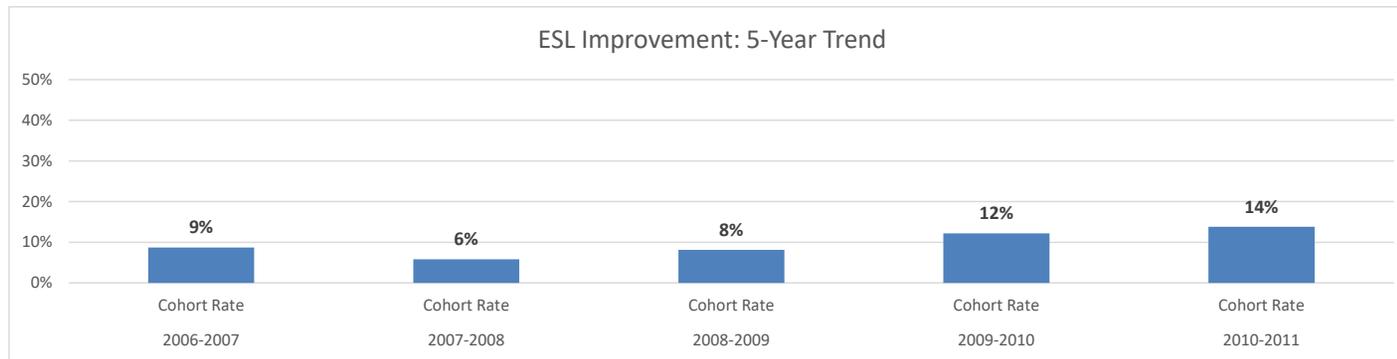
Scorecard Transfer Level Achievement Math - Year 1												
Group	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		5-Yr Avg	
	Cohort Size	Cohort Rate										
Cohort Total - Yr 1	1,475	12%	1,352	10%	1,341	11%	1,603	14%	1,680	15%	1,490	12%
Female	800	11%	729	9%	709	12%	886	14%	919	15%	809	12%
Male	662	13%	618	11%	620	10%	704	14%	722	14%	665	12%
< 20 years old	1,229	14%	1,133	11%	1,157	12%	1,346	15%	1,444	17%	1,262	14%
20 to 24 years old	120	5%	125	4%	104	4%	159	9%	133	2%	128	5%
25 to 39 years old	85	4%	76	3%	56	0%	74	1%	78	1%	74	2%
40+ years old	41	0%	18	0%	24	4%	24	0%	25	4%	26	2%
African American	39	5%	44	7%	39	0%	46	2%	48	10%	43	5%
American Indian/Alaska Native	Suppressed	0%	10	20%	Suppressed	33%	Suppressed	0%	Suppressed	0%	10	11%
Asian	61	16%	53	15%	37	24%	38	37%	49	25%	48	23%
Filipino	13	23%	11	0%	14	21%	10	30%	10	30%	12	21%
Hispanic	890	10%	829	8%	859	9%	1,055	12%	1,110	13%	949	10%
Pacific Islander	Suppressed	0%	Suppressed	0%	N/A	0%	Suppressed	0%	Suppressed	0%	-	0%
White	402	16%	341	15%	317	14%	357	18%	382	18%	360	16%

Scorecard Transfer Level Achievement Math - Year 2												
Group	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		5-Yr Avg	
	Cohort Size	Cohort Rate										
Cohort Total - Yr 2	1,475	21%	1,352	20%	1,341	23%	1,603	25%	1,680	26%	1,490	23%
Female	800	21%	729	20%	709	22%	886	24%	919	27%	809	23%
Male	662	22%	618	20%	620	23%	704	26%	722	24%	665	23%
< 20 years old	1,229	24%	1,133	23%	1,157	24%	1,346	27%	1,444	29%	1,262	25%
20 to 24 years old	120	12%	125	8%	104	17%	159	15%	133	8%	128	12%
25 to 39 years old	85	6%	76	7%	56	7%	74	5%	78	8%	74	7%
40+ years old	41	2%	18	6%	24	13%	24	0%	25	8%	26	6%
African American	39	5%	44	11%	39	8%	46	9%	48	17%	43	10%
American Indian/Alaska Native	Suppressed	0%	10	20%	Suppressed	33%	Suppressed	13%	Suppressed	22%	-	18%
Asian	61	23%	53	19%	37	43%	38	45%	49	35%	48	33%
Filipino	13	31%	11	18%	14	50%	10	50%	10	40%	12	38%
Hispanic	890	19%	829	19%	859	20%	1,055	22%	1,110	24%	949	21%
Pacific Islander	Suppressed	0%	Suppressed	0%	N/A	0%	Suppressed	0%	Suppressed	0%	-	0%
White	402	27%	341	23%	317	29%	357	31%	382	31%	360	28%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

Definition: The percentage of first-time students who achieve transfer level math in their first and second year.

Data Set 37: ESL Improvement (Scorecard) (2006/07 – 2010/11)



The 2010/2011 cohort’s overall ESL progression rate is 14%, which is greater than the five-year cohort average by four percentage points. The cohort size is small, comprising of 160 students. The majority of the students are female, age 25 to 39 years old, and Hispanic. The following student groups performed comparable to or better than the cohort average: female students (17%), students younger than 20 years old (16%), students 40 years old and above (14%), and Asian students (43%).

Scorecard Basic Skills ESL												
Group	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		5-Yr Avg	
	Cohort Size	Cohort Rate										
Cohort Total	115	9%	329	6%	148	8%	148	12%	160	14%	180	10%
Female	73	11%	226	6%	98	10%	96	14%	102	17%	119	12%
Male	41	5%	95	5%	49	4%	50	10%	58	9%	59	7%
< 20 years old	17	12%	27	19%	14	29%	27	26%	19	16%	21	20%
20 to 24 years old	16	13%	41	10%	23	17%	22	14%	31	13%	27	13%
25 to 39 years old	52	12%	122	5%	61	7%	47	6%	67	13%	70	9%
40+ years old	30	0%	139	3%	50	0%	52	10%	43	14%	63	5%
African American	Suppressed	0%	Suppressed	0%	N/A	N/A	Suppressed	0%	N/A	N/A	-	0%
American Indian/Alaska Native	Suppressed	50%	N/A	-	50%							
Asian	22	27%	15	40%	18	17%	16	6%	14	43%	17	27%
Filipino	Suppressed	0%	Suppressed	0%	Suppressed	0%	N/A	N/A	Suppressed	0%	-	0%
Hispanic	81	4%	290	3%	116	8%	126	13%	137	11%	150	8%
Pacific Islander	Suppressed	0%	Suppressed	0%	Suppressed	0%	N/A	N/A	N/A	N/A	-	0%
White	Suppressed	0%	Suppressed	0%	Suppressed	0%	Suppressed	50%	Suppressed	17%	-	13%

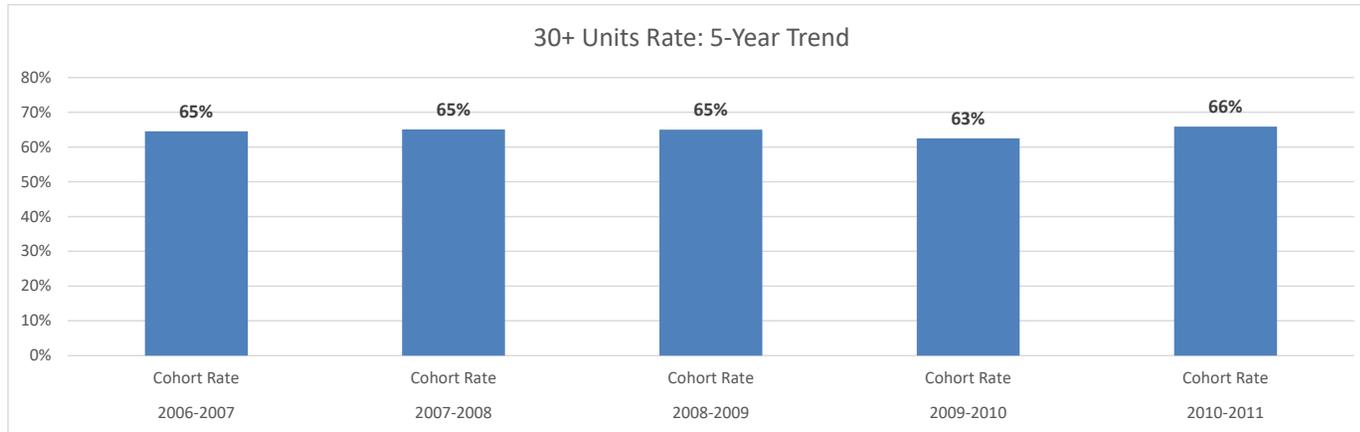
Source: California Community College Chancellor's Office Scorecard <http://scorecard.ccco.edu/scorecardrates.aspx?CollegeID=561#home>

ESL Improvement Rate Defined: For a given cohort, the percentage of credit students who attempted a course designated at “levels below transfer” in:

- ESL and successfully completed the ESL sequence or a college-level English course within six years.

The cohort is defined as the year the student attempts a course at “levels below transfer” in ESL at that college.

Data Set 38: 30+ Units (Scorecard) (2006/07 – 2010/11)



The 2010/2011 cohort's overall 30+ unit progression rate is 66%, which is slightly greater than the five-year cohort average and 2009/2010 cohort total by one percentage point and three percentage points, respectively. The following student groups performed better than the cohort average: female students (67%), students younger than 20 years old (68%), Asian students (70%), Filipino students (69%), and White students (68%).

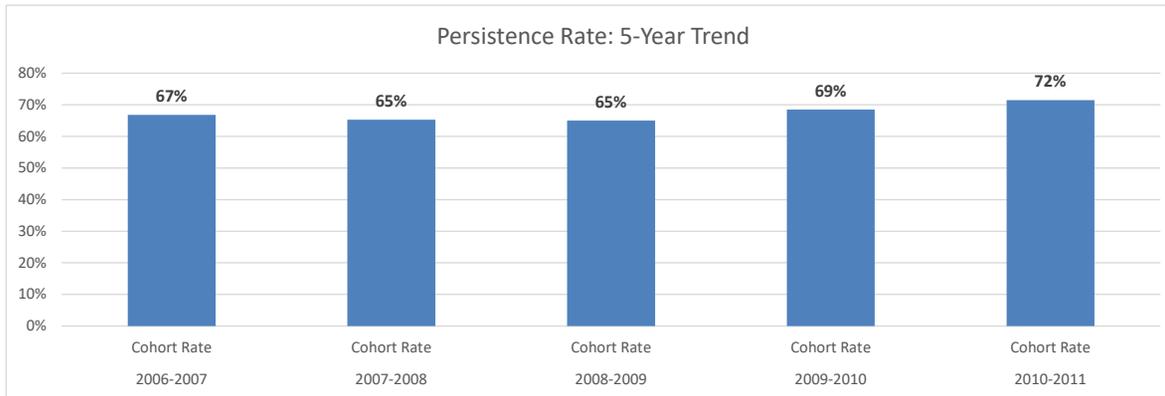
Scorecard 30 Units Completed												
Group	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		5-Yr Avg	
	Cohort Size	Cohort Rate										
Cohort Total	2,016	65%	2,073	65%	2,280	65%	2,203	63%	2,044	66%	2,123	65%
Female	1,139	65%	1,185	67%	1,222	66%	1,164	65%	1,117	67%	1,165	66%
Male	851	64%	870	63%	1,040	63%	1,021	60%	906	64%	938	63%
< 20 years old	1,747	65%	1,729	66%	1,904	66%	1,809	65%	1,678	68%	1,773	66%
20 to 24 years old	99	56%	148	54%	171	59%	189	42%	171	53%	156	53%
25 to 39 years old	124	64%	134	66%	138	58%	135	53%	137	66%	134	61%
40+ years old	46	65%	62	71%	67	64%	70	66%	58	55%	61	64%
African American	75	63%	72	67%	76	70%	64	59%	53	60%	68	64%
American Indian/Alaska Native	22	64%	24	58%	24	38%	Suppressed	43%	Suppressed	100%	-	60%
Asian	83	72%	77	62%	85	66%	72	69%	83	70%	80	68%
Filipino	40	73%	37	87%	29	69%	29	69%	16	69%	30	73%
Hispanic	901	63%	1,013	62%	1,080	64%	1,152	59%	1,234	65%	1,076	63%
Pacific Islander	Suppressed	50%	Suppressed	86%	12	50%	Suppressed	100%	Suppressed	33%	-	64%
White	718	64%	675	67%	636	68%	675	66%	555	68%	652	67%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

30 Unit Rate Defined: For the 2006-2007 cohort, the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or milestone) within six years of entry:

- Earned at least 30 units in the CCC system.

Data Set 39: Persistence (Scorecard) (2006/07 – 2010/11)



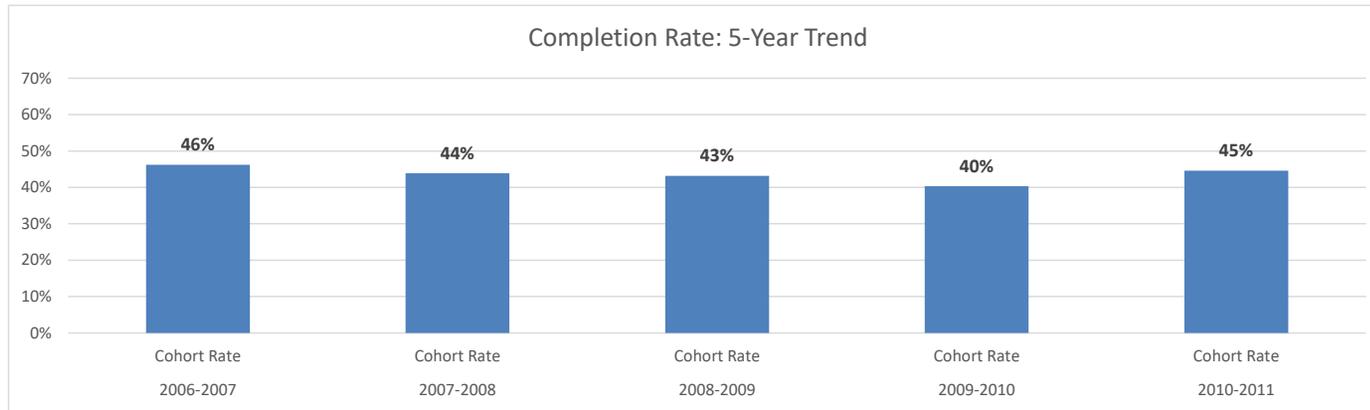
The 2010/2011 cohort's overall persistence progression rate is 72%. This rate is greater than the five-year cohort average and 2009/2010 cohort total by five percentage points and three percentage points, respectively. Nearly all of the student groups' persistence rates were similar to the cohort's average with the exception of two, American Indian/Alaskan Native and Pacific Islander, though it is worth noting that these student group sizes are small. The following student groups performed better than the cohort average: students age 40 years old and above (79%), African American students (76%), Asian students (80%), and Filipino students (75%).

Scorecard Persistence Rate												
Group	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		5-Yr Avg	
	Size	Rate										
Cohort Total	2,016	67%	2,073	65%	2,280	65%	2,203	69%	2,044	72%	2,123	67%
Female	1,139	68%	1,185	64%	1,222	65%	1,164	68%	1,117	72%	1,165	67%
Male	851	66%	870	68%	1,040	66%	1,021	69%	906	71%	938	68%
< 20 years old	1,747	67%	1,729	65%	1,904	64%	1,809	69%	1,678	72%	1,773	67%
20 to 24 years old	99	58%	148	55%	171	69%	189	58%	171	68%	156	62%
25 to 39 years old	124	67%	134	69%	138	69%	135	67%	137	72%	134	69%
40+ years old	46	74%	62	86%	67	78%	70	81%	58	79%	61	80%
African American	75	65%	72	71%	76	78%	64	80%	53	76%	68	74%
American Indian/Alaska Native	22	64%	24	58%	24	63%	Suppressed	86%	Suppressed	50%	-	64%
Asian	83	60%	77	65%	85	67%	72	78%	83	80%	80	70%
Filipino	40	73%	37	70%	29	66%	29	72%	16	75%	30	71%
Hispanic	901	70%	1,013	65%	1,080	64%	1,152	67%	1,234	71%	1,076	67%
Pacific Islander	Suppressed	88%	Suppressed	71%	12	58%	Suppressed	75%	Suppressed	17%	-	62%
White	718	64%	675	64%	636	64%	675	71%	555	72%	652	67%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

Persistence Rate Defined: For a given cohort, the percentage of degree, certificate and/or transfer-seeking students who enrolled in the first three consecutive terms.

Data Set 40: Completion Rate (Scorecard) (2006/07 – 2010/11)



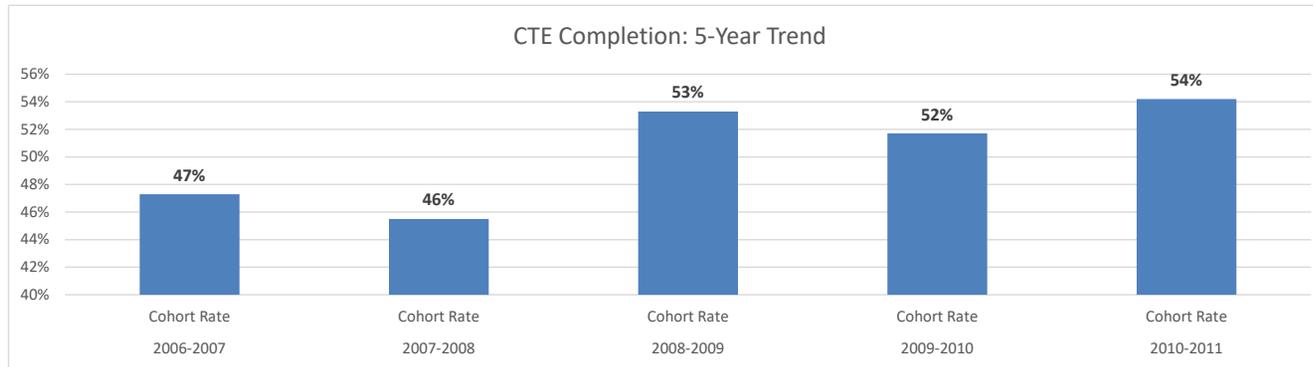
The 2010/2011 cohort's overall completion rate is 45%. This rate is greater than the five-year cohort average and the 2009/2010 cohort total by one percentage point and five percentage points, respectively. The following student groups performed comparable to or better than the cohort average: female students (45%), male students (44%), students younger than 20 years old (47%), Filipino students (63%), and White students (53%). The following student groups performed below the cohort average: students age 20 to 24 years old (29%), students age 25 to 39 years old 38%, and students age 40 years old and above (29%).

Scorecard Completion Rate												
Group	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		5-Yr Avg	
	Cohort Size	Cohort Rate										
Cohort Total	2,016	46%	2,073	44%	2,280	43%	2,203	40%	2,044	45%	2,123	44%
Female	1,139	49%	1,185	44%	1,222	45%	1,164	43%	1,117	45%	1,165	45%
Male	851	43%	870	44%	1,040	42%	1,021	38%	906	44%	938	42%
< 20 years old	1,747	48%	1,729	46%	1,904	46%	1,809	44%	1,678	47%	1,773	46%
20 to 24 years old	99	36%	148	29%	171	26%	189	21%	171	29%	156	28%
25 to 39 years old	124	32%	134	35%	138	31%	135	31%	137	38%	134	33%
40+ years old	46	44%	62	47%	67	39%	70	29%	58	29%	61	37%
African American	75	44%	72	43%	76	51%	64	22%	53	42%	68	40%
American Indian/Alaska Native	22	64%	24	54%	24	33%	Suppressed	14%	Suppressed	50%	-	43%
Asian	83	57%	77	42%	85	42%	72	49%	83	42%	80	46%
Filipino	40	55%	37	70%	29	59%	29	48%	16	63%	30	59%
Hispanic	901	39%	1,013	37%	1,080	38%	1,152	34%	1,234	41%	1,076	38%
Pacific Islander	Suppressed	63%	Suppressed	29%	12	50%	Suppressed	100%	Suppressed	33%	-	55%
White	718	52%	675	50%	636	50%	675	48%	555	53%	652	51%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

Completion Rate Defined: For a given cohort, the percentage of degree, certificate and/or transfer-seeking students who completed a degree, certificate or transfer-related outcomes within six years.

Data Set 41: CTE Completion Rate (Scorecard) (2006/07 – 2010/11)



The 2010/2011 cohort's overall CTE completion rate is 54%. This completion rate is greater than the five-year cohort rate and the 2009/2010 cohort total by four percentage points and two percentage points, respectively. Female students had higher completion rates than males and the cohort average by eleven percentage points and six percentage points, respectively. In the age group category, students younger than 20 years old had higher completion rates than the other age groups and the cohort rate. African American students have the lowest completion rate at 39%.

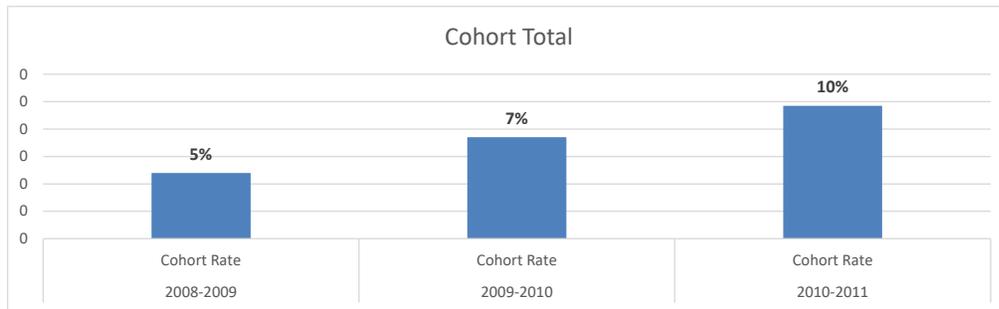
Scorecard Career Technical Education												
Group	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		5-Yr Avg	
	Cohort Size	Cohort Rate										
Cohort Total	1,166	47%	1,280	46%	1,300	53%	1,348	52%	1,213	54%	1,261	50%
Female	476	59%	557	56%	619	64%	643	57%	548	60%	569	59%
Male	678	40%	701	38%	676	44%	697	47%	652	49%	681	43%
< 20 years old	435	57%	499	56%	489	60%	537	58%	533	64%	499	59%
20 to 24 years old	285	42%	282	44%	310	53%	326	50%	275	50%	296	48%
25 to 39 years old	334	44%	354	38%	359	47%	345	47%	285	43%	335	44%
40+ years old	112	33%	145	31%	142	47%	140	44%	120	47%	132	40%
African American	41	63%	36	33%	30	67%	35	29%	28	39%	34	46%
American Indian/Alaska Native	20	40%	19	53%	15	53%	Suppressed	0%	Suppressed	60%	18	41%
Asian	29	62%	36	50%	42	60%	38	87%	40	78%	37	67%
Filipino	17	41%	26	89%	21	76%	20	80%	17	77%	20	72%
Hispanic	487	45%	573	41%	579	50%	674	50%	596	53%	582	48%
Pacific Islander	Suppressed	80%	Suppressed	33%	Suppressed	67%	Suppressed	33%	Suppressed	0%	-	43%
White	465	49%	470	50%	474	56%	485	53%	472	54%	473	52%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

CTE Completion Rate Defined: For a given cohort, the percentage of students who completed a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM B or C) and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Data Set 42: CDCP (Scorecard) (2008/09 – 2010/11)



The 2010/2011 cohort's overall CDCP rate is 10%. This rate is greater than the three-year cohort average and the 2009/2010 cohort average by three percentage points. The cohort size is small, comprising of 195 students. Data is not available for most of the student groups nor is it available prior to 2008. The majority of students in the 2010/2011 cohort are female, age 25 to 39 years, and Hispanic. The student groups with completion rates higher than the average are male students (18%), students age 40 years old and above (17%), and Hispanic students (12%).

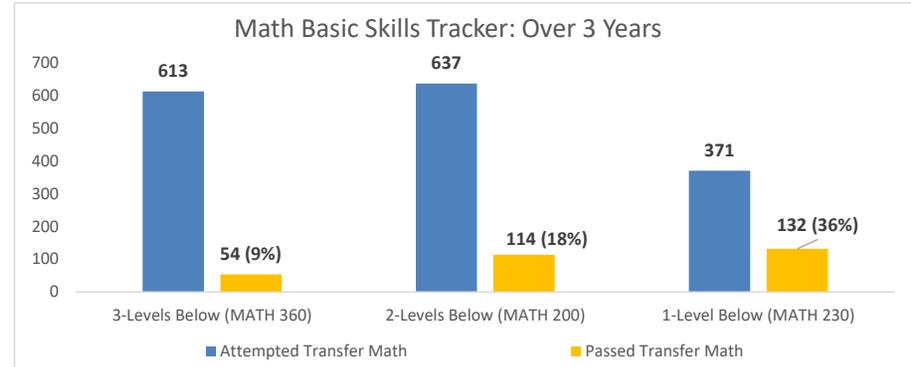
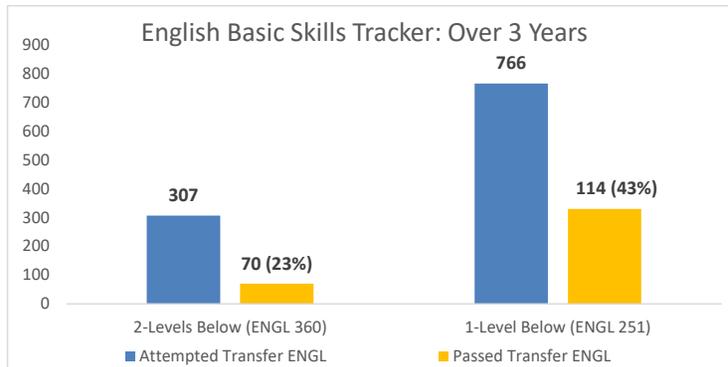
Scorecard Career Development and College Preparation (non-credit)												
Group	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		3-Yr Avg	
	Cohort Size	Cohort Rate										
Cohort Total	N/A	N/A	N/A	N/A	166	5%	299	7%	195	10%	220	7%
Female	N/A	N/A	N/A	N/A	91	7%	183	7%	130	9%	135	7%
Male	N/A	N/A	N/A	N/A	65	3%	107	8%	44	18%	72	10%
< 20 years old	N/A	N/A	N/A	N/A	Suppressed	0%	19	0%	Suppressed	13%	19	4%
20 to 24 years old	N/A	N/A	N/A	N/A	35	11%	36	6%	22	0%	31	6%
25 to 39 years old	N/A	N/A	N/A	N/A	85	4%	132	8%	75	9%	97	7%
40+ years old	N/A	N/A	N/A	N/A	38	3%	105	9%	65	17%	69	9%
African American	N/A	-	-									
American Indian/Alaska Native	N/A	-	-									
Asian	N/A	N/A	N/A	N/A	11	27%	Suppressed	38%	Suppressed	0%	11	22%
Filipino	N/A	-	-									
Hispanic	N/A	N/A	N/A	N/A	133	3%	266	6%	111	12%	170	7%
Pacific Islander	N/A	-	-									
White	N/A	N/A	N/A	N/A	Suppressed	0%	Suppressed	50%	N/A	N/A	-	25%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

CDCP Completion Rate Defined: For a given cohort, the percentage of students who attempt two or more CDCP courses, with a minimum of 4 attendance hours in each of those courses, within three years. The following outcomes within six years of entry:

- CDCP Certificate(s)
- Earned any AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Data Set 43: Basic Skill Sequence Tracking (over three years)



In general, the Basic Skills Tracker indicates that the proportion of students completing transfer English and math decreases with each starting level below transfer. Students complete transfer English and math at a higher rate if they begin in one level below transfer rather than two or three levels below transfer. For example, slightly more than a third of students beginning in math 230 complete transfer math, which is a rate of four to five times higher than students beginning in math 360.

Basic Skills Sequence Tracking (over three years)

The Progress Tracker establishes cohorts of students by looking at the first basic skills course ever taken by a student in a basic skills subject area and tracking their progress through the basic skills sequence over a three-year period. Success rates indicate the percentage of students from the respective cohorts who successfully passed the identified courses in the sequence.

Cohort Term	Students in Cohort	Successfully passed 2-levels below English	Successfully passed 1-level below English	Successfully passed transfer English
Fall 2013	307	63%	40%	23%
Fall 2012	258	67%	43%	26%
Fall 2011	248	65%	45%	24%

Cohort Term	Students in Cohort	Successfully passed 1-level below English	Successfully passed transfer English
Fall 2013	766	69%	43%
Fall 2012	669	66%	38%
Fall 2011	590	69%	41%

Cohort Term	Students in Cohort	Successfully passed 3-levels below math	Successfully passed 2-levels below math	Successfully passed 1-level below math	Successfully passed transfer math
Fall 2013	613	63%	34%	21%	9%
Fall 2012	506	66%	30%	17%	7%
Fall 2011	419	54%	27%	18%	7%

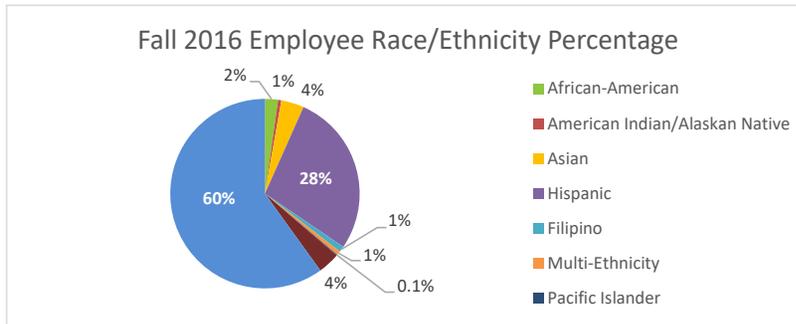
Cohort Term	Students in Cohort	Successfully passed 2-levels below math	Successfully passed 1-level below math	Successfully passed transfer math
Fall 2013	637	63%	39%	18%
Fall 2012	544	66%	40%	21%
Fall 2011	492	64%	41%	20%

Cohort Term	Students in Cohort	Successfully passed 1-level below math	Successfully passed transfer math
Fall 2013	371	67%	36%
Fall 2012	345	66%	34%
Fall 2011	260	76%	34%

Source: Chancellor's Office Datamart Basic Skills Progress Tracker

http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx

Data Set 44: District Employee Demographics (Fall 2016)



In Fall 2016, the largest ethnic/racial groups of employees in the District were White (60%) and Hispanic (28%). The largest gender group is female employees (52%) and make up the majority of tenured faculty as well as classified staff.

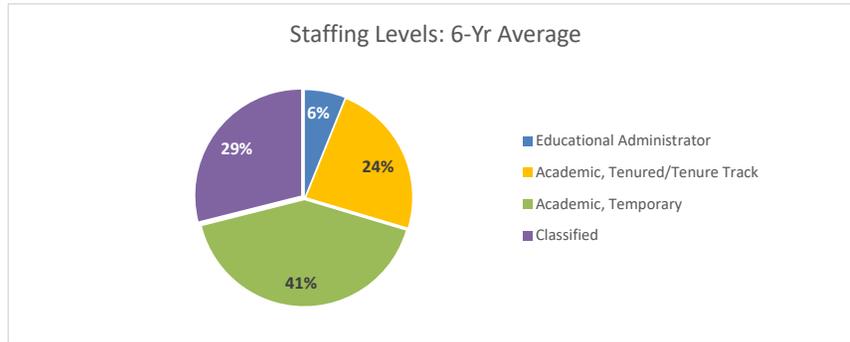
District Employee Demographics									
Fall 2016 Employee Race/Ethnicity Percentage									
Category	African-American	American Indian/Alaskan Native	Asian	Hispanic	Filipino	Multi-Ethnicity	Pacific Islander	Unknown	White Non-Hispanic
Educational Administrator	5%	0%	2%	27%	0%	0%	0%	2%	64%
Academic, Tenured/Tenure Track	3%	0.0%	4%	21%	1%	0.6%	0.6%	5%	64%
Academic Temporary	2%	1%	5%	23%	0.3%	1.3%	0%	4%	63%
Classified	1%	1%	3%	40%	2%	0%	0%	2%	50%
Fall 2016 Employee Ethnicity/Race Count									
Educational Administrator	2	0	1	12	0	0	0	1	28
Academic, Tenured/Tenure Track	5	0	7	35	2	1	1	9	109
Academic Temporary	6	2	14	69	1	4	0	13	189
Classified	3	2	6	84	4	0	0	4	105
District Total Count	16	4	28	200	7	5	1	27	431
District Total Proportion	2%	1%	4%	28%	1%	1%	0.1%	4%	60%

Fall 2016 Employee Gender Distribution					
Category	Female		Male		Total
	Count	Percent	Count	Percent	
Educational Administrator	17	39%	27	61%	44
Academic, Tenured/Tenure Track	90	53%	79	47%	169
Academic Temporary	139	47%	159	53%	298
Classified	130	63%	78	38%	208
Total	376	52%	343	48%	719

Source: California Community College Chancellor's Office Data Mart

http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

Data Set 45: Employee Staffing Levels (Fall 2011 - Fall 2016)



Over the past six years, the District's overall staffing levels have increased nine percent. The proportion of employee categories have remained relatively stable over the past six years, varying by only one or two percent. In fall 2016, staffing levels noticeably increased in all employee categories.

Employee Staffing Levels															
Employee Category	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		6-Yr Average		6-Yr Change
	Count	Percent	Count	Percent											
Sequoias CCD Total	659	100%	640	100%	636	100%	633	100%	667	100%	719	100%	659	100%	9%
Educational Administrator	33	5%	33	5%	34	5%	37	6%	36	5%	44	6%	36	6%	33%
Academic, Tenured/Tenure Track	155	24%	155	24%	150	24%	152	24%	156	23%	169	24%	156	24%	9%
Academic, Temporary	272	41%	258	40%	267	42%	259	41%	277	42%	298	41%	272	41%	10%
Classified	199	30%	194	30%	185	29%	185	29%	198	30%	208	29%	195	29%	5%

Source: California Community College Chancellor's Office Data Mart

http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx