

THE GIANT FACT BOOK

2019
2020



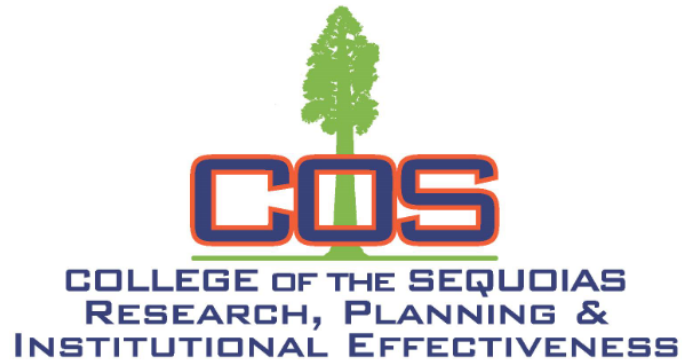
THE GIANT
FACT BOOK
2019-2020

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.



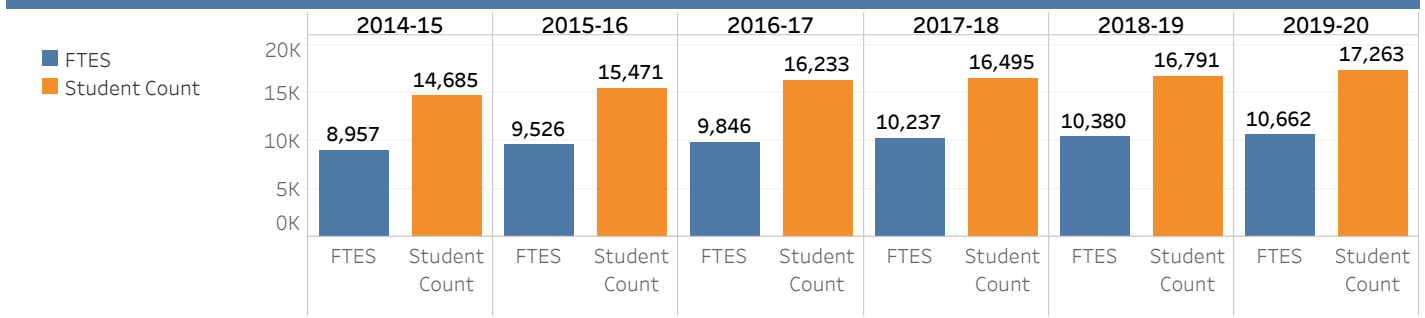
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Enrollments



Data Set 1: Enrollment: Annual Unduplicated Headcount and FTES (2014/15 - 2019/20)

District Total



	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
FTES	8,957	9,526	9,846	10,237	10,380	10,662
Student Count	14,685	15,471	16,233	16,495	16,791	17,263

Percentage change relative to 2014-15

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
% Difference in FTES	0%	6%	10%	14%	16%	19%
% Difference in Student Count	0%	5%	11%	12%	14%	18%

Source: COS Research Office (Data Warehouse)

Student Count Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.

FTES Definition: One FTES represents 525 contact hours or student instruction/activity in a year.

Observations:

Over the past six years the District has grown 19% in FTES compared to an 18% growth in student headcount, which results from students enrolling in more units than past years. Annual growth has been observed each year for the past six years for both the Tulare Center and Distance Education courses.

Data Set 1: Enrollment: Annual Unduplicated Headcount and FTES (2014/15 - 2019/20)

District Total

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
FTES	8,957	9,526	9,846	10,237	10,380	10,662
Student Count	14,685	15,471	16,233	16,495	16,791	17,263

COS

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
FTES	7,044	6,883	7,094	7,392	7,278	7,156
Student Count	13,056	12,487	12,913	13,239	13,101	13,210

HAC

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
FTES	859	1,015	1,027	997	963	1,011
Student Count	2,286	2,585	2,691	2,715	2,878	3,263

TCC

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
FTES	689	793	833	858	901	931
Student Count	2,503	3,167	3,211	3,261	3,231	3,342

Distance Ed

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
FTES	708	781	819	1,012	1,113	1,345
Student Count	3,821	4,205	4,368	5,181	5,616	6,657

CTE

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
FTES	2,543	2,671	2,629	2,642	2,796	3,019
Student Count	8,199	8,294	8,163	8,293	8,722	9,115

Data Set 2: Fall Enrollment Distributions by Race/Ethnicity (Fall 2019)

Groups Race/Ethnicity

Fall 2019 Profile												
	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
Hispanic	<div><div></div></div> 66.5%		<div><div></div></div> 66.3%		<div><div></div></div> 64.9%		<div><div></div></div> 69.7%		<div><div></div></div> 63.2%		<div><div></div></div> 66.1%	
White	<div><div></div></div> 19.7%		<div><div></div></div> 20.8%		<div><div></div></div> 22.7%		<div><div></div></div> 21.9%		<div><div></div></div> 23.0%		<div><div></div></div> 21.0%	
Multi-Ethnicity	<div><div></div></div> 5.7%		<div><div></div></div> 5.7%		<div><div></div></div> 5.2%		<div><div></div></div> 4.6%		<div><div></div></div> 6.1%		<div><div></div></div> 5.2%	
All Other Groups	<div><div></div></div> 8.1%		<div><div></div></div> 7.1%		<div><div></div></div> 7.2%		<div><div></div></div> 3.8%		<div><div></div></div> 7.7%		<div><div></div></div> 7.7%	
	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,493	100.0%	10,044	100.0%	1,935	100.0%	2,304	100.0%	3,852	100.0%	6,126	100.0%
African-American	271	2.0%	189	1.9%	77	4.0%	29	1.3%	89	2.3%	107	1.7%
Asian	321	2.4%	264	2.6%	38	2.0%	34	1.5%	94	2.4%	145	2.4%
Filipino	130	1.0%	104	1.0%	25	1.3%	10	0.4%	36	0.9%	56	0.9%
Hispanic	8,977	66.5%	6,674	66.4%	1,204	62.2%	1,607	69.7%	2,434	63.2%	4,050	66.1%
Multi-Ethnicity	768	5.7%	594	5.9%	117	6.0%	97	4.2%	235	6.1%	316	5.2%
Native American	43	0.3%	36	0.4%	7	0.4%	8	0.3%	16	0.4%	18	0.3%
Pacific Islander	17	0.1%	17	0.2%	5	0.3%	1	0.0%	5	0.1%	4	0.1%
White	2,659	19.7%	1,968	19.6%	401	20.7%	470	20.4%	885	23.0%	1,286	21.0%
Unknown	307	2.3%	198	2.0%	61	3.2%	48	2.1%	58	1.5%	144	2.4%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.

Observations:

Two-thirds (66.5%) of all students enrolled at the District are Hispanic, which is an increase of almost six percentage points over the past six years.

The increase in Hispanic enrollment occurred in distance education and CTE courses as well as all campus locations.

The proportion of Hispanic students enrolled in distance education classes has increased almost eight percentage points over the past six years, bringing the distribution closer to the District total.

Data Set 2: Fall Enrollment Distributions by Race/Ethnicity (Fall 2014 - Fall 2019)

District Total

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,022	100.0%	11,977	100.0%	12,740	100.0%	12,879	100.0%	13,149	100.0%	13,493	100.0%
African-American	277	2.5%	359	3.0%	329	2.6%	284	2.2%	284	2.2%	271	2.0%
Asian	345	3.1%	320	2.7%	308	2.4%	304	2.4%	335	2.5%	321	2.4%
Filipino	88	0.8%	97	0.8%	109	0.9%	101	0.8%	111	0.8%	130	1.0%
Hispanic	6,710	60.9%	7,494	62.6%	8,137	63.9%	8,510	66.1%	8,726	66.4%	8,977	66.5%
Multi-Ethnicity	644	5.8%	654	5.5%	707	5.5%	730	5.7%	742	5.6%	768	5.7%
Native American	50	0.5%	54	0.5%	56	0.4%	56	0.4%	45	0.3%	43	0.3%
Pacific Islander	17	0.2%	10	0.1%	10	0.1%	6	0.0%	14	0.1%	17	0.1%
White	2,714	24.6%	2,829	23.6%	2,895	22.7%	2,763	21.5%	2,779	21.1%	2,659	19.7%
Unknown	177	1.6%	160	1.3%	189	1.5%	125	1.0%	113	0.9%	307	2.3%

Visalia Campus

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,871	100.0%	9,702	100.0%	9,944	100.0%	10,099	100.0%	10,044	100.0%	10,044	100.0%
African-American	261	2.6%	295	3.0%	269	2.7%	215	2.1%	211	2.1%	189	1.9%
Asian	319	3.2%	284	2.9%	264	2.7%	260	2.6%	293	2.9%	264	2.6%
Filipino	83	0.8%	84	0.9%	94	0.9%	84	0.8%	94	0.9%	104	1.0%
Hispanic	6,034	61.1%	6,123	63.1%	6,432	64.7%	6,733	66.7%	6,663	66.3%	6,674	66.4%
Multi-Ethnicity	587	5.9%	540	5.6%	559	5.6%	568	5.6%	577	5.7%	594	5.9%
Native American	45	0.5%	40	0.4%	37	0.4%	41	0.4%	40	0.4%	36	0.4%
Pacific Islander	16	0.2%	8	0.1%	9	0.1%	6	0.1%	11	0.1%	17	0.2%
White	2,419	24.5%	2,246	23.1%	2,205	22.2%	2,127	21.1%	2,092	20.8%	1,968	19.6%
Unknown	107	1.1%	82	0.8%	75	0.8%	65	0.6%	63	0.6%	198	2.0%

Hanford Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,398	100.0%	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%
African-American	51	3.6%	69	4.2%	54	3.0%	68	3.8%	70	3.7%	77	4.0%
Asian	50	3.6%	39	2.4%	44	2.4%	36	2.0%	31	1.6%	38	2.0%
Filipino	9	0.6%	12	0.7%	14	0.8%	17	0.9%	16	0.8%	25	1.3%
Hispanic	797	57.0%	940	57.7%	1,086	60.3%	1,131	62.7%	1,224	64.9%	1,204	62.2%
Multi-Ethnicity	87	6.2%	105	6.4%	99	5.5%	114	6.3%	99	5.2%	117	6.0%
Native American	6	0.4%	6	0.4%	12	0.7%	7	0.4%	4	0.2%	7	0.4%
Pacific Islander	5	0.4%	3	0.2%	2	0.1%	2	0.1%	2	0.1%	5	0.3%
White	378	27.0%	442	27.1%	476	26.4%	418	23.2%	429	22.7%	401	20.7%
Unknown	15	1.1%	13	0.8%	15	0.8%	11	0.6%	12	0.6%	61	3.2%

Tulare Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,340	100.0%	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%
African-American	22	1.6%	39	1.9%	43	1.9%	31	1.4%	32	1.5%	29	1.3%
Asian	17	1.3%	27	1.3%	29	1.3%	18	0.8%	25	1.1%	34	1.5%
Filipino	5	0.4%	8	0.4%	14	0.6%	14	0.6%	6	0.3%	10	0.4%
Hispanic	787	58.7%	1,310	64.6%	1,485	67.2%	1,570	69.5%	1,531	69.7%	1,607	69.7%
Multi-Ethnicity	71	5.3%	95	4.7%	115	5.2%	104	4.6%	102	4.6%	97	4.2%
Native American	9	0.7%	11	0.5%	10	0.5%	6	0.3%	7	0.3%	8	0.3%
Pacific Islander	3	0.2%			1	0.0%			3	0.1%	1	0.0%
White	416	31.0%	524	25.8%	498	22.5%	502	22.2%	481	21.9%	470	20.4%
Unknown	10	0.7%	14	0.7%	15	0.7%	14	0.6%	10	0.5%	48	2.1%

Distance Ed

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,044	100.0%	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%
African-American	51	2.5%	61	2.6%	52	2.2%	77	2.6%	71	2.3%	89	2.3%
Asian	67	3.3%	67	2.8%	62	2.7%	74	2.5%	77	2.4%	94	2.4%
Filipino	23	1.1%	16	0.7%	23	1.0%	28	1.0%	33	1.0%	36	0.9%
Hispanic	1,136	55.6%	1,333	56.5%	1,361	58.3%	1,795	61.4%	1,948	61.8%	2,434	63.2%
Multi-Ethnicity	127	6.2%	156	6.6%	150	6.4%	203	6.9%	198	6.3%	235	6.1%
Native American	14	0.7%	19	0.8%	12	0.5%	20	0.7%	15	0.5%	16	0.4%
Pacific Islander	4	0.2%	1	0.0%	3	0.1%	3	0.1%	4	0.1%	5	0.1%
White	607	29.7%	691	29.3%	654	28.0%	708	24.2%	787	25.0%	885	23.0%
Unknown	15	0.7%	14	0.6%	16	0.7%	14	0.5%	21	0.7%	58	1.5%

CTE

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,349	100.0%	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,126	100.0%
African-American	132	2.5%	170	3.0%	128	2.3%	113	2.0%	130	2.2%	107	1.7%
Asian	154	2.9%	151	2.7%	146	2.6%	146	2.6%	137	2.4%	145	2.4%
Filipino	39	0.7%	52	0.9%	42	0.7%	56	1.0%	47	0.8%	56	0.9%
Hispanic	3,235	60.5%	3,394	60.7%	3,519	62.7%	3,609	65.1%	3,783	65.3%	4,050	66.1%
Multi-Ethnicity	316	5.9%	299	5.3%	304	5.4%	302	5.4%	318	5.5%	316	5.2%
Native American	28	0.5%	30	0.5%	35	0.6%	26	0.5%	24	0.4%	18	0.3%
Pacific Islander	10	0.2%	5	0.1%	5	0.1%	4	0.1%	4	0.1%	4	0.1%
White	1,384	25.9%	1,445	25.8%	1,395	24.8%	1,259	22.7%	1,311	22.6%	1,286	21.0%
Unknown	51	1.0%	49	0.9%	40	0.7%	30	0.5%	35	0.6%	144	2.4%

Data Set 3: Fall Enrollment Distributions by Gender (Fall 2019)

Fall 2019 Profile												
	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Female	<div><div></div></div> 58.3%	<div><div></div></div> 58.1%	<div><div></div></div> 51.4%	<div><div></div></div> 54.8%	<div><div></div></div> 64.5%	<div><div></div></div> 53.2%					
	Male	<div><div></div></div> 40.8%	<div><div></div></div> 41.0%	<div><div></div></div> 47.9%	<div><div></div></div> 44.6%	<div><div></div></div> 34.8%	<div><div></div></div> 46.1%					
	Unknown	<div><div></div></div> 0.9%	<div><div></div></div> 0.9%	<div><div></div></div> 0.7%	<div><div></div></div> 0.7%	<div><div></div></div> 0.6%	<div><div></div></div> 0.7%					
	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,493	100.0%	10,044	100.0%	1,935	100.0%	2,304	100.0%	3,852	100.0%	6,126	100.0%
Female	7,867	58.3%	5,929	59.0%	1,010	52.2%	1,296	56.3%	2,485	64.5%	3,259	53.2%
Male	5,508	40.8%	4,026	40.1%	905	46.8%	992	43.1%	1,342	34.8%	2,825	46.1%
Unknown	118	0.9%	89	0.9%	20	1.0%	16	0.7%	25	0.6%	42	0.7%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.

Observations:

Female students (58.3%) had a larger population than male students (40.8%).

Distance Ed courses claimed the largest proportion of female students (64.5%)

Male students had the largest population at the Hanford Center (46.8%) as well as in CTE courses (46.1%).

Data Set 3: Fall Enrollment Distributions by Gender (Fall 2014 - Fall 2019)

District Total

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,022	100.0%	11,977	100.0%	12,740	100.0%	12,879	100.0%	13,149	100.0%	13,493	100.0%
Female	6,214	56.4%	6,748	56.3%	7,209	56.6%	7,349	57.1%	7,547	57.4%	7,867	58.3%
Male	4,740	43.0%	5,113	42.7%	5,384	42.3%	5,407	42.0%	5,490	41.8%	5,508	40.8%
Unknown	68	0.6%	116	1.0%	147	1.2%	123	1.0%	112	0.9%	118	0.9%

Visalia Campus

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,871	100.0%	9,702	100.0%	9,944	100.0%	10,099	100.0%	10,044	100.0%	10,044	100.0%
Female	5,627	57.0%	5,494	56.6%	5,710	57.4%	5,811	57.5%	5,833	58.1%	5,929	59.0%
Male	4,183	42.4%	4,122	42.5%	4,120	41.4%	4,187	41.5%	4,123	41.0%	4,026	40.1%
Unknown	61	0.6%	86	0.9%	114	1.1%	101	1.0%	88	0.9%	89	0.9%

Hanford Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,398	100.0%	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%
Female	686	49.1%	818	50.2%	879	48.8%	898	49.8%	970	51.4%	1,010	52.2%
Male	701	50.1%	778	47.8%	900	49.9%	897	49.7%	904	47.9%	905	46.8%
Unknown	11	0.8%	33	2.0%	23	1.3%	9	0.5%	13	0.7%	20	1.0%

Tulare Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,340	100.0%	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%
Female	682	50.9%	1,080	53.3%	1,198	54.2%	1,217	53.9%	1,203	54.8%	1,296	56.3%
Male	650	48.5%	926	45.7%	975	44.1%	1,021	45.2%	979	44.6%	992	43.1%
Unknown	8	0.6%	22	1.1%	37	1.7%	21	0.9%	15	0.7%	16	0.7%

Distance Ed

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,044	100.0%	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%
Female	1,363	66.7%	1,584	67.2%	1,566	67.1%	1,865	63.8%	2,032	64.4%	2,485	64.5%
Male	674	33.0%	755	32.0%	747	32.0%	1,023	35.0%	1,089	34.5%	1,342	34.8%
Unknown	7	0.3%	19	0.8%	20	0.9%	34	1.2%	33	1.0%	25	0.6%

CTE

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,349	100.0%	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,126	100.0%
Female	2,815	52.6%	2,937	52.5%	2,928	52.2%	2,882	52.0%	3,052	52.7%	3,259	53.2%
Male	2,505	46.8%	2,605	46.6%	2,622	46.7%	2,610	47.1%	2,686	46.4%	2,825	46.1%
Unknown	29	0.5%	53	0.9%	64	1.1%	53	1.0%	51	0.9%	42	0.7%

Data Set 4: Fall Enrollment Distributions by Age (Fall 2019)

Fall 2019 Profile												
	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
Less than 20	40.8%		37.7%		28.4%		42.7%		33.1%		35.2%	
20-24	31.1%		35.2%		35.7%		32.3%		37.4%		33.2%	
25-29	11.1%		11.6%		15.5%		10.2%		13.2%		12.8%	
30-49	14.5%		13.4%		18.5%		12.4%		14.7%		16.6%	
50+	2.5%		2.2%		2.0%		2.4%		1.7%		2.2%	
	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,493	100.0%	10,044	100.0%	1,935	100.0%	2,304	100.0%	3,852	100.0%	6,126	100.0%
Less than 20	5,508	40.8%	3,973	39.6%	604	31.2%	1,047	45.4%	1,274	33.1%	2,159	35.2%
20-24	4,201	31.1%	3,425	34.1%	669	34.6%	741	32.2%	1,440	37.4%	2,035	33.2%
25-29	1,494	11.1%	1,075	10.7%	279	14.4%	217	9.4%	509	13.2%	785	12.8%
30-49	1,952	14.5%	1,363	13.6%	342	17.7%	259	11.2%	565	14.7%	1,014	16.6%
50+	338	2.5%	208	2.1%	41	2.1%	40	1.7%	64	1.7%	133	2.2%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.

Observations:

- The District's largest age group was students younger than 20 years old (40.8%).
- The Tulare Center had the largest proportion of students younger than 20 years old (45.4%).
- The largest proportion of students older than 20 years old was found at the Hanford Center (68.8%) and Distance Education courses (66.9%).

Data Set 4: Fall Enrollment Distributions by Age (Fall 2014 - Fall 2019)

District Total

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,022	100.0%	11,977	100.0%	12,740	100.0%	12,879	100.0%	13,149	100.0%	13,493	100.0%
Less than 20	3,405	30.9%	4,020	33.6%	4,397	34.5%	4,745	36.8%	5,098	38.8%	5,508	40.8%
20-24	4,116	37.3%	4,249	35.5%	4,370	34.3%	4,177	32.4%	4,241	32.3%	4,201	31.1%
25-29	1,363	12.4%	1,483	12.4%	1,553	12.2%	1,559	12.1%	1,562	11.9%	1,494	11.1%
30-49	1,818	16.5%	1,929	16.1%	2,081	16.3%	2,040	15.8%	1,907	14.5%	1,952	14.5%
50+	320	2.9%	295	2.5%	338	2.7%	358	2.8%	340	2.6%	338	2.5%
Unknown			1	0.0%	1	0.0%			1	0.0%		

Visalia Campus

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,871	100.0%	9,702	100.0%	9,944	100.0%	10,099	100.0%	10,044	100.0%	10,044	100.0%
Less than 20	3,106	31.5%	3,296	34.0%	3,425	34.4%	3,670	36.3%	3,784	37.7%	3,973	39.6%
20-24	3,851	39.0%	3,634	37.5%	3,676	37.0%	3,519	34.8%	3,531	35.2%	3,425	34.1%
25-29	1,174	11.9%	1,175	12.1%	1,165	11.7%	1,194	11.8%	1,164	11.6%	1,075	10.7%
30-49	1,504	15.2%	1,402	14.5%	1,452	14.6%	1,494	14.8%	1,342	13.4%	1,363	13.6%
50+	236	2.4%	195	2.0%	226	2.3%	222	2.2%	223	2.2%	208	2.1%

Hanford Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,398	100.0%	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%
Less than 20	327	23.4%	483	29.7%	426	23.6%	480	26.6%	535	28.4%	604	31.2%
20-24	592	42.3%	628	38.6%	722	40.1%	663	36.8%	673	35.7%	669	34.6%
25-29	220	15.7%	242	14.9%	299	16.6%	297	16.5%	293	15.5%	279	14.4%
30-49	234	16.7%	244	15.0%	315	17.5%	317	17.6%	349	18.5%	342	17.7%
50+	25	1.8%	32	2.0%	40	2.2%	47	2.6%	37	2.0%	41	2.1%

Tulare Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,340	100.0%	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%
Less than 20	503	37.5%	806	39.7%	968	43.8%	994	44.0%	938	42.7%	1,047	45.4%
20-24	474	35.4%	711	35.1%	675	30.5%	679	30.1%	710	32.3%	741	32.2%
25-29	162	12.1%	236	11.6%	245	11.1%	253	11.2%	225	10.2%	217	9.4%
30-49	175	13.1%	231	11.4%	274	12.4%	292	12.9%	272	12.4%	259	11.2%
50+	26	1.9%	44	2.2%	48	2.2%	41	1.8%	52	2.4%	40	1.7%

Distance Ed

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,044	100.0%	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%
Less than 20	454	22.2%	552	23.4%	513	22.0%	732	25.1%	844	26.8%	1,274	33.1%
20-24	824	40.3%	935	39.7%	939	40.2%	1,205	41.2%	1,238	39.3%	1,440	37.4%
25-29	323	15.8%	390	16.5%	376	16.1%	410	14.0%	468	14.8%	509	13.2%
30-49	397	19.4%	436	18.5%	456	19.5%	516	17.7%	541	17.2%	565	14.7%
50+	46	2.3%	45	1.9%	49	2.1%	59	2.0%	63	2.0%	64	1.7%

CTE

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,349	100.0%	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,126	100.0%
Less than 20	1,529	28.6%	1,676	30.0%	1,655	29.5%	1,766	31.8%	1,929	33.3%	2,159	35.2%
20-24	2,031	38.0%	2,071	37.0%	2,024	36.1%	1,932	34.8%	2,005	34.6%	2,035	33.2%
25-29	732	13.7%	782	14.0%	793	14.1%	745	13.4%	768	13.3%	785	12.8%
30-49	905	16.9%	928	16.6%	988	17.6%	947	17.1%	940	16.2%	1,014	16.6%
50+	152	2.8%	138	2.5%	154	2.7%	155	2.8%	147	2.5%	133	2.2%

Data Set 5: Student Groups an Enrollment Status (Fall 2019)

Fall 2019 Profile

	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
First-Time Student	2,980	22.1%	2,483	24.7%	408	21.1%	782	33.9%	675	17.5%	1,364	22.3%
Continuing Student	7,090	52.5%	5,816	57.9%	963	49.8%	1,194	51.8%	2,395	62.2%	3,419	55.8%
Returning Student	1,196	8.9%	821	8.2%	251	13.0%	192	8.3%	387	10.0%	618	10.1%
First-Time Transfer Student	806	6.0%	526	5.2%	247	12.8%	100	4.3%	260	6.7%	448	7.3%
Not Applicable/K-12	1,421	10.5%	398	4.0%	66	3.4%	36	1.6%	135	3.5%	277	4.5%
Grand Total	13,493	100.0%	10,044	100.0%	1,935	100.0%	2,304	100.0%	3,852	100.0%	6,126	100.0%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.

Observations:

About one of every five students (22.1%) was a first-time student.

The Tulare center has the highest proportion of first-time students enrolled (33.9%) while distance education courses have the smallest proportion enrolled (17.5%).

The proportion of k-12 students has increased 6.7 points from 2014 (3.8%) to 2019 (10.5%).

Data Set 5: Student Groups an Enrollment Status (Fall 2014 - Fall 2019)

District Total

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,022	100.0%	11,977	100.0%	12,740	100.0%	12,879	100.0%	13,149	100.0%	13,493	100.0%
First-Time Student	2,452	22.2%	2,803	23.4%	2,891	22.7%	2,668	20.7%	2,692	20.5%	2,980	22.1%
Continuing Student	6,391	58.0%	6,706	56.0%	6,922	54.3%	7,227	56.1%	7,242	55.1%	7,090	52.5%
Returning Student	1,074	9.7%	1,118	9.3%	1,225	9.6%	1,168	9.1%	1,209	9.2%	1,196	8.9%
First-Time Transfer Student	688	6.2%	771	6.4%	865	6.8%	835	6.5%	788	6.0%	806	6.0%
Not Applicable/K-12	417	3.8%	579	4.8%	837	6.6%	981	7.6%	1,218	9.3%	1,421	10.5%

Visalia Campus

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,871	100.0%	9,702	100.0%	9,944	100.0%	10,099	100.0%	10,044	100.0%	10,044	100.0%
First-Time Student	2,230	22.6%	2,240	23.1%	2,371	23.8%	2,251	22.3%	2,248	22.4%	2,483	24.7%
Continuing Student	5,945	60.2%	5,795	59.7%	5,841	58.7%	6,050	59.9%	6,018	59.9%	5,816	57.9%
Returning Student	935	9.5%	885	9.1%	912	9.2%	865	8.6%	856	8.5%	821	8.2%
First-Time Transfer Student	554	5.6%	522	5.4%	543	5.5%	562	5.6%	526	5.2%	526	5.2%
Not Applicable/K-12	207	2.1%	260	2.7%	277	2.8%	371	3.7%	396	3.9%	398	4.0%

Hanford Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,398	100.0%	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%
First-Time Student	272	19.5%	381	23.4%	339	18.8%	383	21.2%	407	21.6%	408	21.1%
Continuing Student	763	54.6%	855	52.5%	925	51.3%	958	53.1%	966	51.2%	963	49.8%
Returning Student	175	12.5%	175	10.7%	246	13.7%	213	11.8%	241	12.8%	251	13.0%
First-Time Transfer Student	174	12.4%	186	11.4%	264	14.7%	227	12.6%	229	12.1%	247	12.8%
Not Applicable/K-12	14	1.0%	32	2.0%	28	1.6%	23	1.3%	44	2.3%	66	3.4%

Tulare Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,340	100.0%	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%
First-Time Student	361	26.9%	595	29.3%	807	36.5%	777	34.4%	733	33.4%	782	33.9%
Continuing Student	734	54.8%	1,066	52.6%	1,044	47.2%	1,099	48.6%	1,116	50.8%	1,194	51.8%
Returning Student	127	9.5%	231	11.4%	202	9.1%	227	10.0%	211	9.6%	192	8.3%
First-Time Transfer Student	80	6.0%	118	5.8%	143	6.5%	129	5.7%	112	5.1%	100	4.3%
Not Applicable/K-12	38	2.8%	18	0.9%	14	0.6%	27	1.2%	25	1.1%	36	1.6%

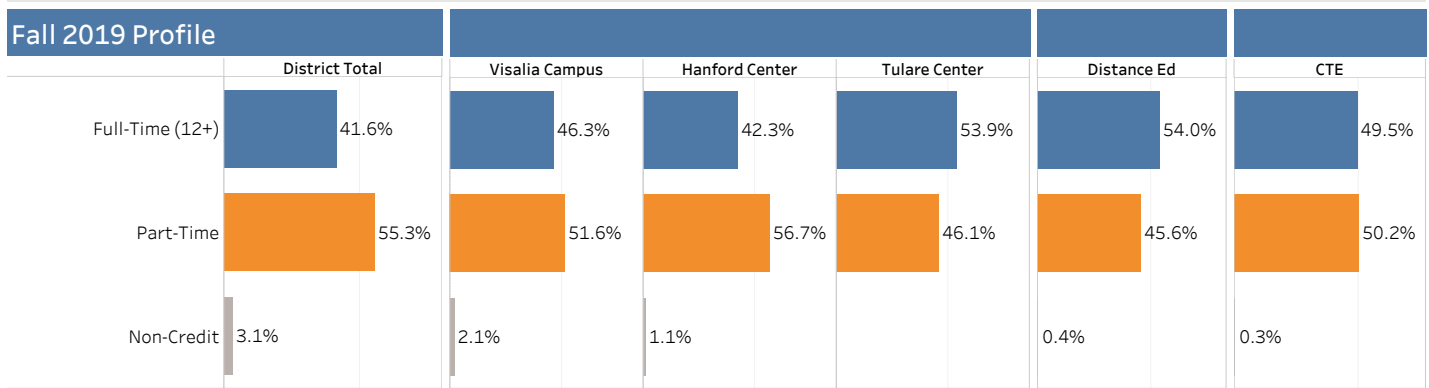
Distance Ed

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,044	100.0%	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%
First-Time Student	282	13.8%	299	12.7%	276	11.8%	365	12.5%	392	12.4%	675	17.5%
Continuing Student	1,354	66.2%	1,530	64.9%	1,542	66.1%	1,986	68.0%	2,075	65.8%	2,395	62.2%
Returning Student	241	11.8%	294	12.5%	310	13.3%	322	11.0%	380	12.0%	387	10.0%
First-Time Transfer Student	143	7.0%	193	8.2%	179	7.7%	209	7.2%	210	6.7%	260	6.7%
Not Applicable/K-12	24	1.2%	42	1.8%	26	1.1%	40	1.4%	97	3.1%	135	3.5%

CTE

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,349	100.0%	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,126	100.0%
First-Time Student	1,110	20.8%	1,201	21.5%	1,140	20.3%	1,124	20.3%	1,181	20.4%	1,364	22.3%
Continuing Student	3,108	58.1%	3,230	57.7%	3,125	55.7%	3,203	57.8%	3,313	57.2%	3,419	55.8%
Returning Student	571	10.7%	606	10.8%	670	11.9%	598	10.8%	615	10.6%	618	10.1%
First-Time Transfer Student	415	7.8%	460	8.2%	506	9.0%	453	8.2%	445	7.7%	448	7.3%
Not Applicable/K-12	145	2.7%	98	1.8%	173	3.1%	167	3.0%	235	4.1%	277	4.5%

Data Set 6: Fall Unit Load Trend (Fall 2019)



	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,493	100.0%	10,044	100.0%	1,935	100.0%	2,304	100.0%	3,852	100.0%	6,126	100.0%
Full-Time (12+)	5,611	41.6%	4,992	49.7%	832	43.0%	1,345	58.4%	2,080	54.0%	3,035	49.5%
Part-Time	7,462	55.3%	4,842	48.2%	1,103	57.0%	959	41.6%	1,758	45.6%	3,073	50.2%
Non-Credit	420	3.1%	210	2.1%					14	0.4%	18	0.3%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.

Observations:

District-wide 41.6% of students are enrolled on a full-time basis, which is a 1.5 percentage point decrease compared to Fall 2014.

The Tulare Center had the largest proportion of students enrolled on a full-time basis (58.4%).

Data Set 6: Fall Unit Load Trend (Fall 2014 - Fall 2019)

District Total

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,022	100.0%	11,977	100.0%	12,740	100.0%	12,879	100.0%	13,149	100.0%	13,493	100.0%
Full-Time (12+)	4,738	43.0%	5,068	42.3%	5,121	40.2%	5,243	40.7%	5,283	40.2%	5,611	41.6%
Part-Time	5,880	53.3%	6,383	53.3%	7,034	55.2%	7,175	55.7%	7,460	56.7%	7,462	55.3%
Non-Credit	404	3.7%	526	4.4%	585	4.6%	461	3.6%	406	3.1%	420	3.1%

Visalia Campus

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,871	100.0%	9,702	100.0%	9,944	100.0%	10,099	100.0%	10,044	100.0%	10,044	100.0%
Full-Time (12+)	4,629	46.9%	4,569	47.1%	4,613	46.4%	4,696	46.5%	4,652	46.3%	4,992	49.7%
Part-Time	5,062	51.3%	4,916	50.7%	5,069	51.0%	5,184	51.3%	5,178	51.6%	4,842	48.2%
Non-Credit	180	1.8%	217	2.2%	262	2.6%	219	2.2%	214	2.1%	210	2.1%

Hanford Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,398	100.0%	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%
Full-Time (12+)	611	43.7%	786	48.3%	755	41.9%	819	45.4%	798	42.3%	832	43.0%
Part-Time	787	56.3%	841	51.6%	1,013	56.2%	960	53.2%	1,069	56.7%	1,103	57.0%
Non-Credit			2	0.1%	34	1.9%	25	1.4%	20	1.1%		

Tulare Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,340	100.0%	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%
Full-Time (12+)	694	51.8%	1,049	51.7%	1,175	53.2%	1,176	52.1%	1,184	53.9%	1,345	58.4%
Part-Time	646	48.2%	976	48.1%	1,029	46.6%	1,083	47.9%	1,013	46.1%	959	41.6%
Non-Credit			3	0.1%	6	0.3%						

Distance Ed













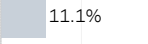
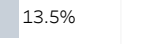

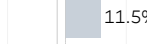












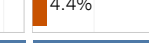

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,044	100.0%	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%
Full-Time (12+)	1,046	51.2%	1,167	49.5%	1,141	48.9%	1,497	51.2%	1,543	48.9%	2,080	54.0%
Part-Time	998	48.8%	1,191	50.5%	1,183	50.7%	1,420	48.6%	1,589	50.4%	1,758	45.6%
Non-Credit					9	0.4%	5	0.2%	22	0.7%	14	0.4%

CTE

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,349	100.0%	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,126	100.0%
Full-Time (12+)	2,667	49.9%	2,821	50.4%	2,653	47.3%	2,725	49.1%	2,843	49.1%	3,035	49.5%
Part-Time	2,681	50.1%	2,772	49.5%	2,949	52.5%	2,815	50.8%	2,929	50.6%	3,073	50.2%
Non-Credit	1	0.0%	2	0.0%	12	0.2%	5	0.1%	17	0.3%	18	0.3%

Data Set 7: Educational Goals (Fall 2019)

Fall 2019 Profile

	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
Associate for Transfer(ADT)		37.3%		37.7%		28.8%		35.3%		44.7%		35.9%
Associate Degree		32.9%		43.1%		42.4%		44.0%		37.2%		40.4%
Nursing Degree		11.1%		13.5%		15.8%		12.7%		11.5%		8.2%
Certificate		8.2%		5.3%		12.7%		8.0%		3.1%		11.1%
Undecided or K-12		10.4%		0.4%		0.3%		0.0%		3.4%		4.4%

	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,493	100.0%	10,044	100.0%	1,935	100.0%	2,304	100.0%	3,852	100.0%	6,126	100.0%
Associate for Transfer(ADT)	5,030	37.3%	4,335	43.2%	679	35.1%	997	43.3%	1,723	44.7%	2,201	35.9%
Associate Degree	4,445	32.9%	3,615	36.0%	666	34.4%	870	37.8%	1,432	37.2%	2,473	40.4%
Nursing Degree	1,498	11.1%	1,173	11.7%	263	13.6%	267	11.6%	444	11.5%	503	8.2%
Certificate	1,111	8.2%	530	5.3%	263	13.6%	134	5.8%	121	3.1%	677	11.1%
Undecided or K-12	1,409	10.4%	391	3.9%	64	3.3%	36	1.6%	132	3.4%	272	4.4%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.

Observations:

District-wide the most common program major is Associate for Transfer (ADT).

Registered Nursing remains a popular major for students.

Beginning in Fall 2019, K-12 students are not prompted to declare a program major, which impacted these ratios to some effect.

Data Set 7: Educational Goals (Fall 2014 - Fall 2019)

Groups Program Major

District Total

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,022	100.0%	11,977	100.0%	12,740	100.0%	12,879	100.0%	13,149	100.0%	13,493	100.0%
Associate for Transfer(ADT)	683	6.2%	1,450	12.1%	2,410	18.9%	3,475	27.0%	4,538	34.5%	5,030	37.3%
Associate Degree	7,623	69.2%	7,596	63.4%	7,053	55.4%	6,227	48.4%	5,640	42.9%	4,445	32.9%
Nursing Degree	1,384	12.6%	1,518	12.7%	1,639	12.9%	1,717	13.3%	1,704	13.0%	1,498	11.1%
Certificate	998	9.1%	971	8.1%	1,155	9.1%	1,304	10.1%	1,126	8.6%	1,111	8.2%
Undecided or K-12	334	3.0%	442	3.7%	483	3.8%	156	1.2%	141	1.1%	1,409	10.4%

Visalia Campus

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,871	100.0%	9,702	100.0%	9,944	100.0%	10,099	100.0%	10,044	100.0%	10,044	100.0%
Associate for Transfer(ADT)	647	6.6%	1,299	13.4%	2,098	21.1%	2,973	29.4%	3,789	37.7%	4,335	43.2%
Associate Degree	7,061	71.5%	6,359	65.5%	5,698	57.3%	4,989	49.4%	4,332	43.1%	3,615	36.0%
Nursing Degree	1,318	13.4%	1,297	13.4%	1,389	14.0%	1,423	14.1%	1,355	13.5%	1,173	11.7%
Certificate	737	7.5%	609	6.3%	583	5.9%	672	6.7%	532	5.3%	530	5.3%
Undecided or K-12	108	1.1%	138	1.4%	176	1.8%	42	0.4%	36	0.4%	391	3.9%

Hanford Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,398	100.0%	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%
Associate for Transfer(ADT)	65	4.6%	184	11.3%	293	16.3%	422	23.4%	543	28.8%	679	35.1%
Associate Degree	906	64.8%	1,007	61.8%	953	52.9%	826	45.8%	801	42.4%	666	34.4%
Nursing Degree	192	13.7%	226	13.9%	227	12.6%	284	15.7%	299	15.8%	263	13.6%
Certificate	230	16.5%	212	13.0%	301	16.7%	263	14.6%	239	12.7%	263	13.6%
Undecided or K-12	5	0.4%			28	1.6%	9	0.5%	5	0.3%	64	3.3%

Tulare Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,340	100.0%	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%
Associate for Transfer(ADT)	75	5.6%	208	10.3%	387	17.5%	609	27.0%	775	35.3%	997	43.3%
Associate Degree	945	70.5%	1,360	67.1%	1,324	59.9%	1,142	50.6%	967	44.0%	870	37.8%
Nursing Degree	148	11.0%	237	11.7%	269	12.2%	284	12.6%	279	12.7%	267	11.6%
Certificate	169	12.6%	221	10.9%	229	10.4%	223	9.9%	176	8.0%	134	5.8%
Undecided or K-12	3	0.2%	2	0.1%	1	0.0%	1	0.0%			36	1.6%

Distance Ed

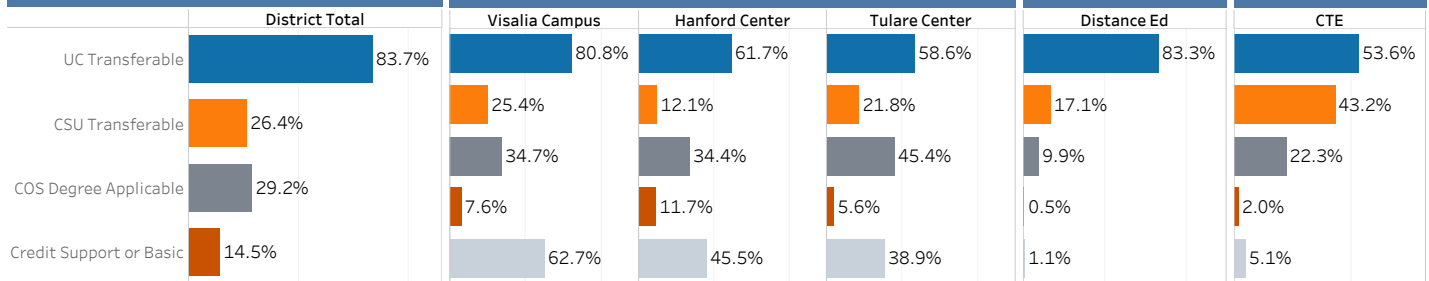
	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,044	100.0%	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%
Associate for Transfer(ADT)	134	6.6%	287	12.2%	451	19.3%	950	32.5%	1,209	38.3%	1,723	44.7%
Associate Degree	1,440	70.5%	1,565	66.4%	1,400	60.0%	1,461	50.0%	1,400	44.4%	1,432	37.2%
Nursing Degree	303	14.8%	364	15.4%	359	15.4%	378	12.9%	404	12.8%	444	11.5%
Certificate	161	7.9%	141	6.0%	123	5.3%	133	4.6%	140	4.4%	121	3.1%
Undecided or K-12	6	0.3%	1	0.0%					1	0.0%	132	3.4%

CTE

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,349	100.0%	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,126	100.0%
Associate for Transfer(ADT)	196	3.7%	585	10.5%	903	16.1%	1,372	24.7%	1,797	31.0%	2,201	35.9%
Associate Degree	3,944	73.7%	3,805	68.0%	3,424	61.0%	2,929	52.8%	2,788	48.2%	2,473	40.4%
Nursing Degree	492	9.2%	511	9.1%	463	8.2%	486	8.8%	512	8.8%	503	8.2%
Certificate	703	13.1%	691	12.4%	822	14.6%	757	13.7%	688	11.9%	677	11.1%
Undecided or K-12	14	0.3%	3	0.1%	2	0.0%	1	0.0%	4	0.1%	272	4.4%

Dataset 8: Student Enrollment by Course Level (Fall 2019)

Fall 2019 Profile



	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,493	100.0%	10,044	100.0%	1,935	100.0%	2,304	100.0%	3,852	100.0%	6,126	100.0%
UC Transferable	11,290	83.7%	8,512	84.7%	1,370	70.8%	1,583	68.7%	3,209	83.3%	3,283	53.6%
CSU Transferable	3,565	26.4%	2,288	22.8%	226	11.7%	448	19.4%	657	17.1%	2,645	43.2%
COS Degree Applicable	3,938	29.2%	2,268	22.6%	469	24.2%	889	38.6%	381	9.9%	1,365	22.3%
Credit Support or Basic	1,954	14.5%	1,451	14.4%	244	12.6%	247	10.7%	20	0.5%	120	2.0%
Non-Credit	7,811	57.9%	6,076	60.5%	730	37.7%	921	40.0%	43	1.1%	313	5.1%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.

Observations:

Most students (83.7%) were enrolled in at least one UC transferable course during Fall 2019.

CTE courses are more widely distributed between the course levels.

The Tulare Center has the largest proportion of students enrolling in COS degree applicable courses (38.6%).

Dataset 8: Student Enrollment by Course Level (Fall 2014 - Fall 2019)

District Total

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,022	100.0%	11,977	100.0%	12,740	100.0%	12,879	100.0%	13,149	100.0%	13,493	100.0%
UC Transferable	8,454	76.7%	9,219	77.0%	9,547	74.9%	9,909	76.9%	10,350	78.7%	11,290	83.7%
CSU Transferable	3,756	34.1%	4,054	33.8%	3,882	30.5%	3,749	29.1%	3,891	29.6%	3,565	26.4%
COS Degree Appl..	4,106	37.3%	5,563	46.4%	5,796	45.5%	5,671	44.0%	5,202	39.6%	3,938	29.2%
Credit Support o..	1,196	10.9%	1,250	10.4%	1,440	11.3%	1,462	11.4%	1,128	8.6%	1,954	14.5%
Non-Credit	7,225	65.6%	7,776	64.9%	7,497	58.8%	7,357	57.1%	8,170	62.1%	7,811	57.9%

Visalia Campus

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,871	100.0%	9,702	100.0%	9,944	100.0%	10,099	100.0%	10,044	100.0%	10,044	100.0%
UC Transferable	7,418	75.1%	7,642	78.8%	7,778	78.2%	7,883	78.1%	8,112	80.8%	8,512	84.7%
CSU Transferable	3,028	30.7%	2,836	29.2%	2,716	27.3%	2,570	25.4%	2,552	25.4%	2,288	22.8%
COS Degree Appl..	3,264	33.1%	4,044	41.7%	3,992	40.1%	4,031	39.9%	3,484	34.7%	2,268	22.6%
Credit Support o..	1,017	10.3%	991	10.2%	1,052	10.6%	1,086	10.8%	765	7.6%	1,451	14.4%
Non-Credit	7,001	70.9%	6,233	64.2%	6,094	61.3%	6,130	60.7%	6,298	62.7%	6,076	60.5%

Hanford Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,398	100.0%	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%
UC Transferable	921	65.9%	1,048	64.3%	1,072	59.5%	1,118	62.0%	1,165	61.7%	1,370	70.8%
CSU Transferable	243	17.4%	335	20.6%	263	14.6%	242	13.4%	228	12.1%	226	11.7%
COS Degree Appl..	467	33.4%	646	39.7%	731	40.6%	692	38.4%	649	34.4%	469	24.2%
Credit Support o..	150	10.7%	194	11.9%	290	16.1%	232	12.9%	220	11.7%	244	12.6%
Non-Credit			675	41.4%	392	21.8%	478	26.5%	858	45.5%	730	37.7%

Tulare Center

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,340	100.0%	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%
UC Transferable	970	72.4%	1,065	52.5%	1,193	54.0%	1,254	55.5%	1,287	58.6%	1,583	68.7%
CSU Transferable	403	30.1%	433	21.4%	451	20.4%	436	19.3%	479	21.8%	448	19.4%
COS Degree Appl..	303	22.6%	1,001	49.4%	1,148	51.9%	1,128	49.9%	997	45.4%	889	38.6%
Credit Support o..	38	2.8%	54	2.7%	103	4.7%	122	5.4%	122	5.6%	247	10.7%
Non-Credit			638	31.5%	730	33.0%	557	24.7%	855	38.9%	921	40.0%

Distance Ed

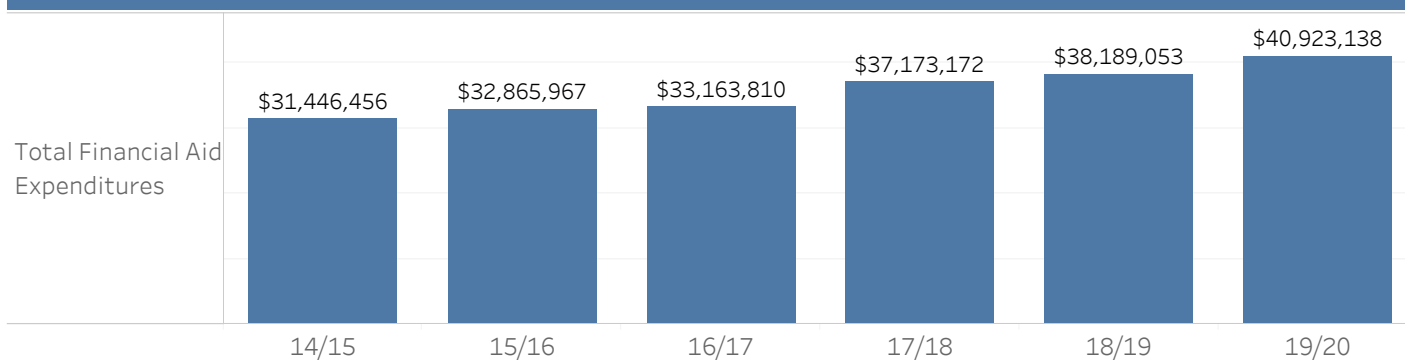
	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,044	100.0%	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%
UC Transferable	1,548	75.7%	1,685	71.5%	1,673	71.7%	2,188	74.9%	2,270	72.0%	3,209	83.3%
CSU Transferable	448	21.9%	573	24.3%	580	24.9%	635	21.7%	655	20.8%	657	17.1%
COS Degree Appl..	341	16.7%	455	19.3%	422	18.1%	520	17.8%	629	19.9%	381	9.9%
Credit Support o..	42	2.1%	47	2.0%	66	2.8%	64	2.2%	109	3.5%	20	0.5%
Non-Credit					11	0.5%	21	0.7%	49	1.6%	43	1.1%

CTE

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,349	100.0%	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,126	100.0%
UC Transferable	2,849	53.3%	3,073	54.9%	2,912	51.9%	2,971	53.6%	3,138	54.2%	3,283	53.6%
CSU Transferable	2,610	48.8%	2,686	48.0%	2,529	45.0%	2,452	44.2%	2,520	43.5%	2,645	43.2%
COS Degree Appl..	1,033	19.3%	1,027	18.4%	1,180	21.0%	1,140	20.6%	1,183	20.4%	1,365	22.3%
Credit Support o..	58	1.1%	47	0.8%	145	2.6%	145	2.6%	147	2.5%	120	2.0%
Non-Credit	199	3.7%	201	3.6%	208	3.7%	223	4.0%	266	4.6%	313	5.1%

Data Set 9: Financial Aid Recipients (2019-20)

Student Financial Aid Expenditures



Applicants, Recipients, and Expenditures

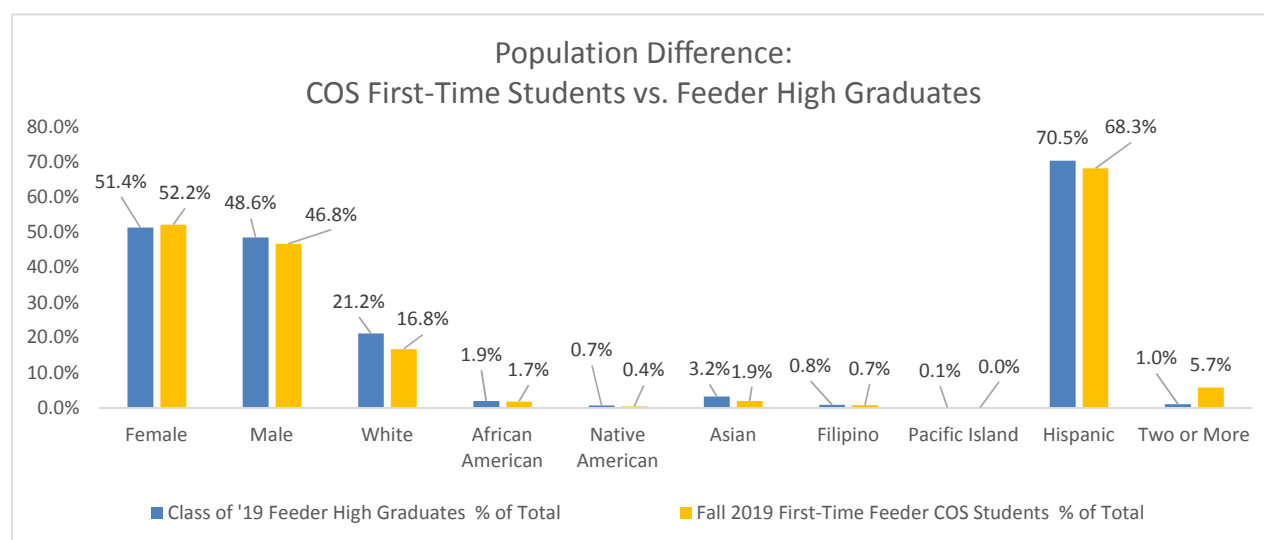
	14/15	15/16	16/17	17/18	18/19	19/20
SFA Applicants	16,907	16,751	16,330	17,707	17,520	17,091
SFA Recipients	9,988	10,186	10,064	10,692	11,008	11,235
Promise Grant Fee ..	9,942	10,131	10,009	10,625	9,866	9,869
Promise Grant Expe..	\$8,002,229	\$8,187,540	\$8,024,493	\$8,389,917	\$8,154,696	\$7,908,435
Total Financial Aid ..	\$31,446,456	\$32,865,967	\$33,163,810	\$37,173,172	\$38,189,053	\$40,923,138

Source: COS Financial Aid Budget Book 2019.20

Observation:

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 10,528 students received a financial aid award each year with that number increasing since 2016/17. The average financial aid expenditure is over \$4,100 per student.

Data Set 10: Feeder High School Enrollments (2018- 2019)



The demographic distribution of first-time students enrolled in Fall 2019 mirrors the demographic distribution of student graduates of local feeder high schools. It should be noted that CCCApply had a defect during the fall 2019 application period and is the reason for the increase in 'unknown' race/ethnicity counts.

First-Time Feeder Student Enrollment vs. Feeder High Schools Graduates									
	Class of '18 Feeder High Graduates		Fall 2018 First-Time Feeder COS Students		Class of '19 Feeder High Graduates		Fall 2019 First-Time Feeder COS Students		Difference
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	
Female	2331	50.8%	1129	48.4%	2374	51.4%	1286	52.2%	0.8%
Male	2,257	49.2%	1188	51.0%	2245	48.6%	1152	46.8%	-1.8%
Unknown Gender	0	0.0%	14	0.6%	0	0.0%	25	1.0%	1.0%
White	963	21.0%	436	18.7%	979	21.2%	413	16.8%	-4.4%
African American	100	2.2%	53	2.3%	90	1.9%	43	1.7%	-0.2%
Native American	28	0.6%	9	0.4%	32	0.7%	9	0.4%	-0.3%
Asian	117	2.6%	39	1.7%	150	3.2%	47	1.9%	-1.3%
Filipino	37	0.8%	13	0.6%	38	0.8%	18	0.7%	-0.1%
Pacific Island	3	0.1%	4	0.2%	5	0.1%	1	0.0%	-0.1%
Hispanic	3,280	71.5%	1647	70.7%	3258	70.5%	1682	68.3%	-2.2%
Two or More	45	1.0%	115	4.9%	46	1.0%	141	5.7%	4.7%
Unknown Race/Ethnicity	15	0.3%	15	0.6%	21	0.5%	109	4.4%	4.0%

Source: California Department of Education

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

Data Set 11: Placement Trends for Math and English

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math
District Total	37%	15%	39%	14%	37%	14%	41%	17%	41%	16%	81%	51%
African-American	25%	11%	27%	9%	25%	5%	31%	10%	35%	10%	88%	42%
Asian	27%	29%	36%	23%	32%	26%	30%	21%	37%	35%	78%	48%
Filipino	40%	40%	56%	38%	47%	32%			63%	19%	95%	75%
Hispanic	32%	13%	34%	12%	33%	12%	36%	14%	36%	13%	79%	48%
Multi-Ethnicity	46%	16%	62%	11%	51%	20%	51%	20%	52%	25%	85%	64%
Native American	60%	7%	40%	20%			38%	38%	73%	27%	73%	27%
Pacific Islander												
Unknown	16%	5%	1%	1%	9%	4%	19%	12%	32%	16%	76%	47%
White	55%	22%	57%	21%	55%	23%	57%	27%	56%	22%	89%	63%

Source and Definition

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated count of first-time students enrolled at census who placed into transfer-level math/English without support

Note: Blank cells denote the cohort size is too small (less than 10) and not applicable for analysis.

Math Summary

In Fall 2019, the methodology for this metric changed to assess students' placement rates into transfer-level math without support. The District average for students placing into transfer-level math without support increased to 51% for Fall 2019 compared to 16% in Fall 2018. While most student groups have more students placing into transfer-level math without support, the following groups remain below the District average: African American (42%), Asian (48%), Hispanic (48%), Native American (27%) and Unknown (47%).

English Summary

In Fall 2019, the methodology for this metric changed to assess students' placement rates into transfer-level English without support. The District average for students placing into transfer-level English without support increased to 81% for Fall 2019 compared to 41% in Fall 2018. While most student groups have more students placing into transfer-level English without support, the following groups remain below the District average: Asian (78%), Hispanic (79%), Native American (73%), and Unknown (76%).

Additional analysis related to objective 3.1 can be found on the RPIE website:

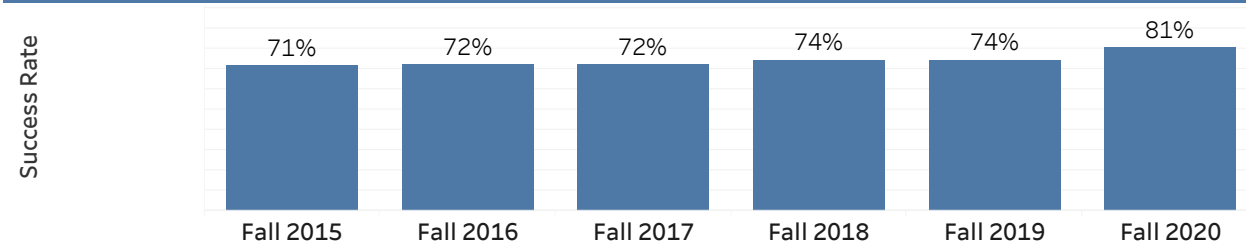
<https://www.cos.edu/en-us/administration/research/surveys-and-studies>

Institution-Set Standards



Data Set 12: Course Success (Fall 2015 - Fall 2020)

District Success



During the Fall 2019 term, the District met the minimum institution-set standard of 67% and the aspirational goal of 74% for course success rates. Over the past six years, the course success rate of African-American students has increased by 10 points, from 64% in 2014 to 74% in 2019.

Gender Success

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
District Total	71%	72%	72%	74%	74%	81%
Female	73%	73%	74%	75%	75%	82%
Male	70%	70%	69%	72%	73%	79%
Unknown	68%	72%	71%	77%	71%	78%

Race-Ethnicity Success

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
District Total	71%	72%	72%	74%	74%	81%
African-American	64%	70%	69%	70%	74%	76%
Asian	79%	72%	78%	81%	78%	87%
Filipino	84%	82%	85%	86%	85%	87%
Hispanic	70%	71%	70%	72%	73%	79%
Multi-Ethnicity	67%	72%	70%	71%	72%	79%
Native American	55%	67%	64%	78%	69%	78%
Pacific Islander	70%	60%	86%	83%	66%	70%
Unknown	77%	74%	73%	64%	71%	73%
White	75%	75%	76%	79%	79%	85%

Unit Load Success

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
District Total	71%	72%	72%	74%	74%	81%
Full-Time	74%	75%	74%	77%	76%	82%
Part-Time	68%	68%	68%	70%	71%	78%

Instructional Method Success

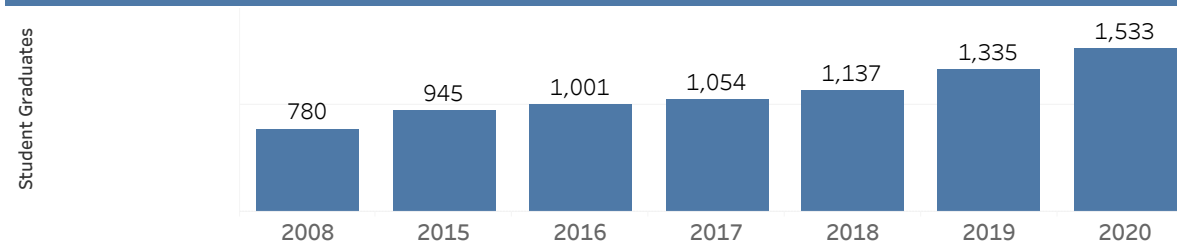
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
District Total	71%	72%	72%	74%	74%	81%
Face-to-Face	72%	73%	73%	75%	75%	81%
Online	59%	58%	62%	63%	67%	79%

Source: COS Office of Research, Planning, and Institutional Effectiveness

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 13: Students Earning Degrees and Certificates (2015 - 2020)

Students Earning Degrees (as reported to ACCJC)



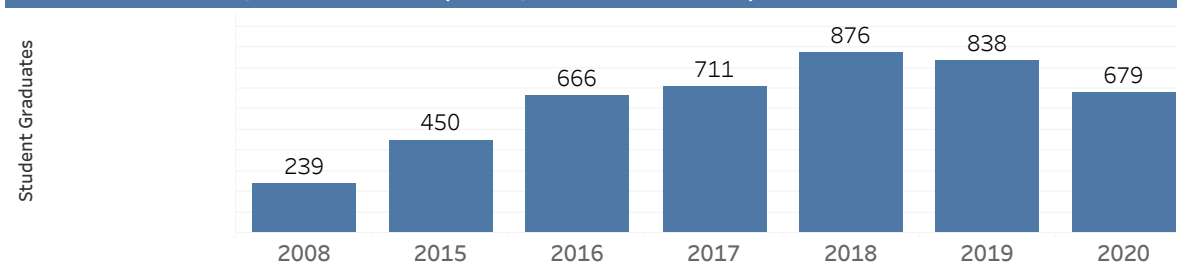
Associate Degree Distribution

	2008	2015	2016	2017	2018	2019	2020
African-American	4.2%	1.9%	2.9%	3.1%	3.1%	2.1%	2.3%
Asian	4.5%	3.5%	3.5%	4.3%	2.7%	3.7%	3.1%
Filipino/Pac. Island	1.8%	1.2%	1.2%	1.1%	1.5%	1.3%	1.4%
Hispanic	40.9%	55.0%	57.3%	61.0%	61.0%	63.1%	63.9%
Multi-Ethnicity	1.5%	7.0%	6.6%	4.4%	6.2%	5.0%	5.7%
Native American	0.8%	0.4%	0.4%		0.4%	0.3%	0.5%
Unknown	5.9%	0.6%	0.9%	0.9%	1.0%	0.2%	0.7%
White	40.4%	30.4%	27.2%	25.1%	24.2%	24.3%	22.6%

Observation:

In 2020, the District exceeded the minimum institution-set standard of 883, and the aspirational goal of 1,068 students earning degrees. Over the past six years, the unduplicated count of students earning a degree has increased from 944 (14/15 Yr) to 1,502 (19/20 Yr). Over the same time period, the distribution of degrees among race/ethnic groups has changed such that the outcome of students closely mirrors the general population of the District.

Students Earning Certificates (as reported to ACCJC)



Certificate Distribution

	2008	2015	2016	2017	2018	2019	2020
African-American	2.1%	1.1%	1.5%	1.5%	1.8%	1.2%	2.1%
Asian	3.8%	1.8%	3.0%	4.1%	1.8%	2.7%	2.4%
Filipino/Pac. Island		1.3%	1.2%	0.1%	1.0%	0.5%	1.5%
Hispanic	45.2%	61.6%	62.2%	66.2%	67.1%	66.6%	67.0%
Multi-Ethnicity	2.9%	4.2%	4.7%	4.4%	4.6%	5.5%	4.7%
Native American	0.8%	1.6%		0.7%	0.2%	0.4%	0.1%
Unknown	4.2%	3.6%	2.7%	0.7%	1.1%	0.6%	1.3%
White	41.0%	24.9%	24.8%	22.2%	22.3%	22.6%	20.9%

Observation:

In 2020, the District met the minimum institution-set standard of 489, and the aspirational goal of 652 students earning certificates. Over the past six years the unduplicated count of students earning a certificate has increased from 448 (14/15 Yr) to 652 (19/20 Yr). Over the same time period, the distribution of certificates among race/ethnic groups has changed such that the outcome of students mirrors the general population of the District.

Source: COS Office of Research, Planning, and Institutional Effectiveness

Definition: Unduplicated count of students who earned an award during the academic year {summer, fall, spring} grouped by associate degrees and certificates. Students can be counted in both groups.

Data set 14: Transfer Volume and Transfer Ready

Transfer Volume (as reported to ACCJC)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grand Total	1,006	993	852	1,037	864	916
UC	39	48	45	34	40	58
CSU	526	515	439	666	508	545
In-State-Private	215	192	192	178	160	147
Out-of-State	226	238	176	159	156	166

Source: California Community College Chancellor's Office

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

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

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

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

Transfer Volume Observation:

The volume of students transferring to four-year institutions increased from 864 in 2017-18 to 916 in 2018-19. Transfers increased in the UC system, the CSU system, and out-of-state colleges.

Transfer Ready

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Annual Unduplicated	1,206	1,273	1,349	1,406	1,532	1,694
Fall Unduplicated	756	842	829	820	906	1,016
Spring Unduplicated	938	954	1,007	1,097	1,196	1,264

Source: COS Research Office (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.

Transfer Ready Observation:

The number of students that were transfer ready increased from 1,532 in 2018-19 to 1,694 in 2019-20, an increase of 11 percentage points.

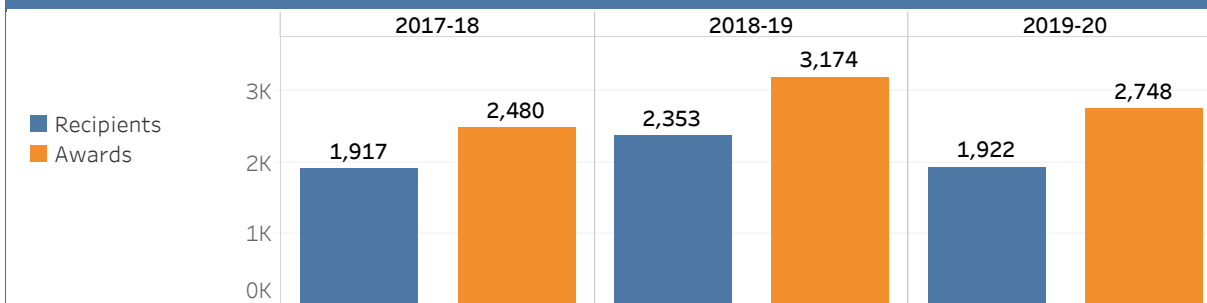
Student Achievement



Data Set 15: Awards and Graduates by Gender and Ethnicity

Welcome to the District Award and Recipient Dashboard. This dashboard allows users to explore the total count of awards issued as well as the unduplicated count of recipients receiving the awards. Users can explore student majors in CTE related fields and financial aid eligible programs. Please visit the Privacy, Definitions, & Calculations tab for additional resources.

Awards and Recipients Trend



Award Type
All

CTE Award
All

Financial Aid Eli..
All

Award Year

- ☐ 2013-14
- ☐ 2014-15
- ☐ 2015-16
- ☐ 2016-17
- ☒ 2017-18
- ☒ 2018-19
- ☒ 2019-20

Award Types

	2017-18		2018-19		2019-20	
	Recipients	Awards	Recipients	Awards	Recipients	Awards
District Totals	1,917	2,480	2,353	3,174	1,922	2,748
A.A. for Transfer(ADT)	240	250	378	407	500	548
A.S. for Transfer(ADT)	208	214	274	287	308	321
A.A. Degree	509	665	552	757	645	958
A.S. Degree	267	274	287	295	318	321
Cert.(30 to < 60 units)	224	224	223	223	144	144
Cert.(18 to < 30 units)	122	131	149	152	96	97
Cert.(16 to < 30 units)					18	19
Cert.(12 to < 18 units)	24	25	46	69	12	13
Cert.(6 to < 18 units)	469	563	702	821	280	309
Cert.< 6 units)	67	67	28	28	17	17
Non-Credit	65	67	133	135	1	1

Gender Distribution (2017-18, 2018-19, 2019-20)

	Recipients	Percent
Grand Total	5,684	100.0%
Female	3,360	59.1%
Male	2,270	39.9%
Unknown	54	1.0%

Race/Ethnicity Distribution (2017-18, 2018-19, 2019-20)

	Recipients	Percent
Grand Total	5,684	100.0%
African-American	124	2.2%
Asian	171	3.0%
Hispanic	3,629	63.8%
Multi-Ethnicity	303	5.3%
Native American	18	0.3%
Pac. Islander or Filipino	65	1.1%
Unknown	43	0.8%
White	1,331	23.4%

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

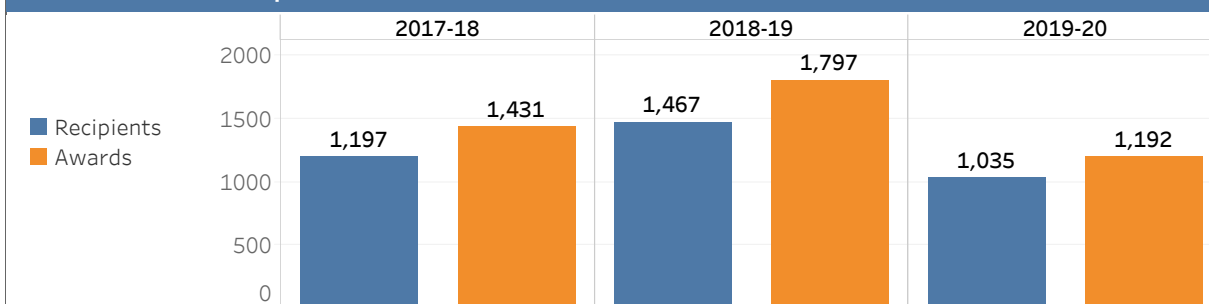
Awards: The count of all awards issued (AW, CT, SK, SC, CM) over the time period July 1st - June 30th, for the respective year. Students may earn multiple awards in the same time period.

Recipients: Unduplicated count of students who received at least one award (AW, CT, SK, SC, CM) over the time period July 1st - June 30th, for the respective year. Students are counted once regardless of how many awards they earned.

Data Set 16: CTE Awards and Graduates by Gender and Ethnicity

Welcome to the District Award and Recipient Dashboard. This dashboard allows users to explore the total count of awards issued as well as the unduplicated count of recipients receiving the awards. Users can explore student majors in CTE related fields and financial aid eligible programs. Please visit the Privacy, Definitions, & Calculations tab for additional resources.

Awards and Recipients Trend



Award Type
All

CTE Award
Y

Financial Aid Eli..
All

Award Year

- ☐ 2013-14
- ☐ 2014-15
- ☐ 2015-16
- ☐ 2016-17
- ☒ 2017-18
- ☒ 2018-19
- ☒ 2019-20

Award Types

	2017-18		2018-19		2019-20	
	Recipients	Awards	Recipients	Awards	Recipients	Awards
District Totals	1,197	1,431	1,467	1,797	1,035	1,192
A.A. for Transfer(ADT)	6	6	27	27	63	63
A.S. for Transfer(ADT)	192	192	245	245	265	266
A.S. Degree	255	261	275	282	304	306
Cert.(30 to < 60 units)	224	224	223	223	144	144
Cert.(18 to < 30 units)	113	122	129	132	87	88
Cert.(16 to < 30 units)					13	14
Cert.(12 to < 18 units)	23	24	45	68	12	13
Cert.(6 to < 18 units)	441	535	676	792	254	281
Cert.< 6 units)	67	67	28	28	17	17

Gender Distribution (2017-18, 2018-19, 2019-20)

	Recipients	Percent
Grand Total	3,384	100.0%
Female	1,875	55.4%
Male	1,480	43.7%
Unknown	29	0.9%

Race/Ethnicity Distribution (2017-18, 2018-19, 2019-20)

	Recipients	Percent
Grand Total	3,384	100.0%
African-American	57	1.7%
Asian	123	3.6%
Hispanic	2,121	62.7%
Multi-Ethnicity	172	5.1%
Native American	10	0.3%
Pac. Islander or Filipino	46	1.4%
Unknown	20	0.6%
White	835	24.7%

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

Awards: The count of all awards issued (AW, CT, SK, SC, CM) over the time period July 1st - June 30th, for the respective year. Students may earn multiple awards in the same time period.

Recipients: Unduplicated count of students who received at least one award (AW, CT, SK, SC, CM) over the time period July 1st - June 30th, for the respective year. Students are counted once regardless of how many awards they earned.

Data Set 17: Fall-to-Spring and Fall-to-Fall Retention

Fall to Spring Retention of First-Time Students

Gender	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		6-Yr Overall	
	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring
Grand Total	2,262	78%	2,536	75%	2,611	75%	2,628	77%	2,626	76%	2,830	80%	15,493	77%
Female	1,116	81%	1,252	80%	1,298	79%	1,274	81%	1,288	82%	1,495	82%	7,723	81%
Male	1,109	75%	1,225	70%	1,252	71%	1,329	72%	1,323	71%	1,308	76%	7,546	73%
Unknown	37	76%	59	76%	61	80%	25	84%	15	80%	27	81%	224	79%

Race-Ethnicity	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		6-Yr Overall	
	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring
Grand Total	2,262	78%	2,536	75%	2,611	75%	2,628	77%	2,626	76%	2,830	80%	15,493	77%
African-American	76	79%	99	56%	83	59%	52	75%	63	60%	50	78%	423	66%
Asian	62	74%	38	89%	42	69%	41	78%	47	83%	49	80%	279	78%
Hispanic	1,452	80%	1,663	75%	1,775	77%	1,862	76%	1,826	76%	1,928	80%	10,506	77%
Multi-Ethnicity	123	75%	134	72%	154	78%	141	82%	139	71%	164	78%	855	76%
Native American	15	67%	15	47%	9	44%	13	69%	11	91%	11	73%	74	65%
Pac. Is or Filipino	14	79%	17	94%	20	90%	10	100%	20	95%	24	92%	105	91%
Unknown	20	80%	23	83%	19	84%	21	81%	18	94%	122	80%	223	82%
White	500	73%	547	77%	509	72%	488	75%	502	80%	482	78%	3,028	76%

Fall to Fall Retention of First-Time Students

Gender	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		6-Yr Overall	
	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall
Grand Total	2,262	60%	2,536	59%	2,611	59%	2,628	59%	2,626	62%	2,830	62%	15,493	60%
Female	1,116	65%	1,252	65%	1,298	64%	1,274	65%	1,288	69%	1,495	70%	7,723	66%
Male	1,109	56%	1,225	52%	1,252	55%	1,329	53%	1,323	56%	1,308	54%	7,546	54%
Unknown	37	70%	59	61%	61	61%	25	60%	15	67%	27	63%	224	63%

Race-Ethnicity	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		6-Yr Overall	
	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall
Grand Total	2,262	60%	2,536	59%	2,611	59%	2,628	59%	2,626	62%	2,830	62%	15,493	60%
African-American	76	63%	99	39%	83	45%	52	33%	63	40%	50	64%	423	47%
Asian	62	65%	38	76%	42	57%	41	61%	47	72%	49	51%	279	63%
Hispanic	1,452	62%	1,663	60%	1,775	61%	1,862	59%	1,826	63%	1,928	64%	10,506	61%
Multi-Ethnicity	123	57%	134	53%	154	60%	141	62%	139	57%	164	54%	855	57%
Native American	15	60%	15	33%	9	44%	13	54%	11	73%	11	55%	74	53%
Pac. Is or Filipino	14	57%	17	71%	20	65%	10	80%	20	85%	24	75%	105	72%
Unknown	20	70%	23	65%	19	74%	21	52%	18	61%	122	53%	223	58%
White	500	56%	547	58%	509	55%	488	60%	502	62%	482	63%	3,028	59%

Source: COS Research Office (Data Warehouse)

Cohort Definition: All first-time students enrolled in a credit course at census during the Fall term are included in this cohort.

Outcome: Enrolled at census in a credit course during the respective subsequent term.

Observation:

Overall, the Fall 2019 cohort experienced the highest retention rates seen over the past six years for both spring and fall terms. Female students are retained at a higher rate than their male counterparts in both spring and fall terms. Similarly, African American students had noticeable retention increases for both the spring and fall terms.

CCCCO Student Success Metrics





California
Community
Colleges

Student Success Metrics

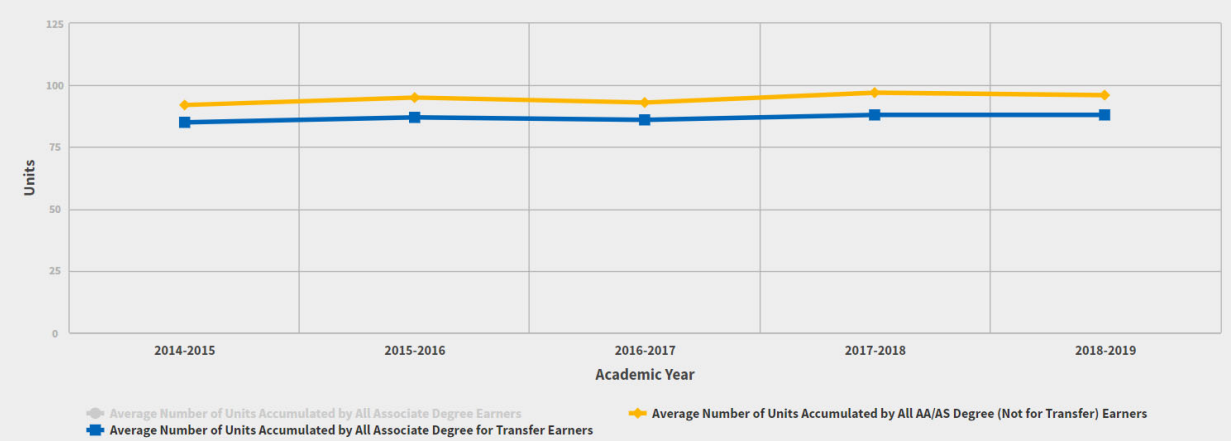
To provide a holistic approach to the California community colleges' work on student success, the Chancellor's Office worked with a broadly representative group of practitioners to develop [Student Success Metrics](#). Organized around common goals such as adult education/ESL, short-term career education, and degree/transfer, the metrics capture progression along students' educational journey from recruitment to completion, transfer, and the workforce. [Student Success Metrics](#) pinpoint critical milestones and accomplishments that align with the Vision for Success and the Student Centered Funding Formula, and integrate metrics associated with various initiatives and funding streams.

The Office of Research, Planning & Institutional Effectiveness has selected a few of these data metrics to conduct analysis, and make observations for illustrative purposes. The example datasets and their observations are included in the COS Giant Fact Book. Users are encouraged to visit the [Student Success Metrics Data Dashboard](#) to review additional metrics, which can be disaggregated by several variables including but not limited to race/ethnicity, gender, age, financial aid status, first-generation, disability, veteran, LGBT, etc.

Data Set 18: Average Number of Units Accumulated by Associate Degree Earners.

Average Number of Units Accumulated by Associate Degree Earners

Among students in selected student journey who earned an associate degree and who were in enrolled in the selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college



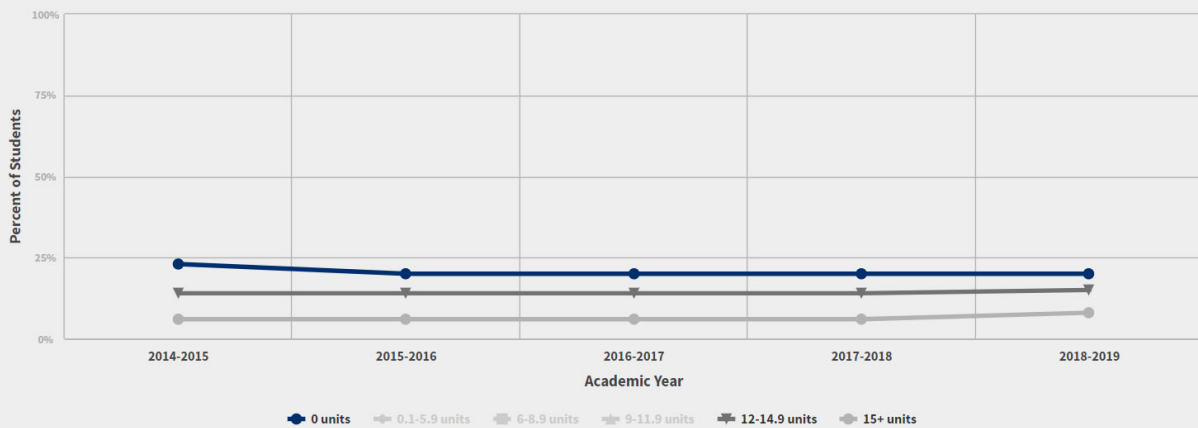
- The average number of units accumulated by both Associate degree for transfer earners and AA and AS degree (not for transfer) earners has increased over the five year period, but the average number of units accumulated by AA and AS degree (not for transfer) earners has decreased from 97 units in 2017-2018 to 96 units in 2018-2019 (-1%).

If you would like more information about the Chancellor’s Office student success metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on this [link](#).

Data Set 19: Units Successfully Completed in Fall Semester

Successfully Completed Unit Thresholds in the Fall

Among students in selected student journey, the proportion who successfully completed degree-applicable unit thresholds in the fall term of the selected year at any college



Over the 5-year time period, the percentage of students who

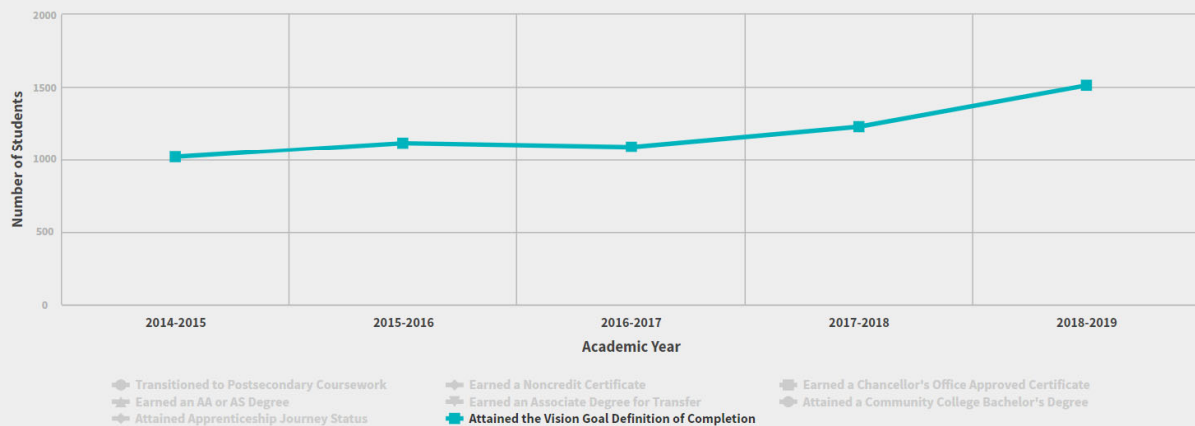
- Completed 0 units has decreased from 23.1% to 19.7%, which means the percentage of enrolled students not passing any degree-applicable credit courses in Fall semesters has decreased.
- Successfully completed 12 to 14.9 units has remained similar 14.2% to 14.5%.
- Successfully completed 15+ units has remained similar 5.8% to 6.0%.
- Overall, the proportion of students completing 0 units is decreasing while the proportion of students successfully completing the equivalent to a full-time unit load are remaining similar.

If you would like more information about the Chancellor's Office student success metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on this [link](#).

Data Set 20: Number of Students Attaining the Vision Goal Completion Definition

Transitioned to Postsecondary or Earned an Award

Among students in selected student journey, the number of students who earned various types of awards in the selected year or attained apprenticeship journey status and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year



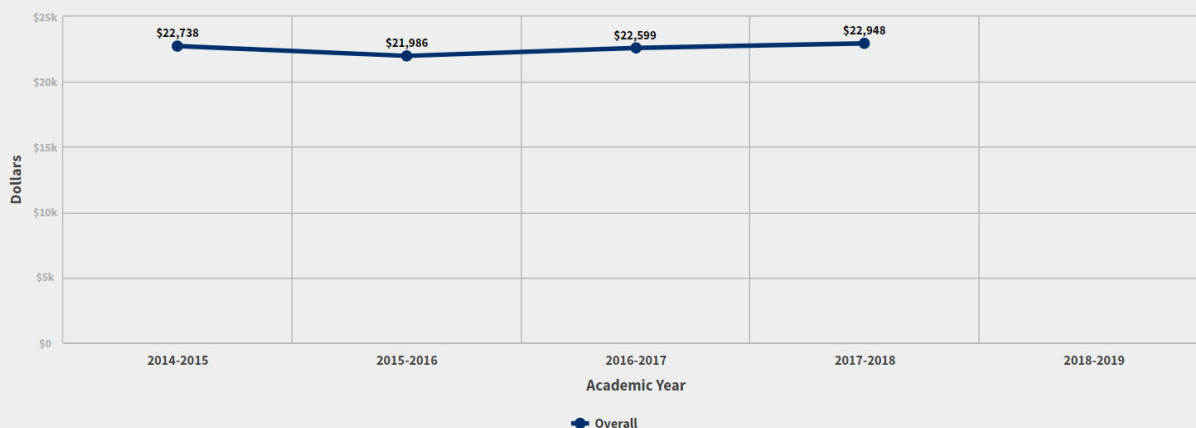
- Over the 5-year time period, the number of students who attained the Vision Goal Completion Definition increased from 1,015 in 2014-2015 to 1,513 in 2018-2019 (+49%), and the number of students who attained the Vision Goal Completion Definition increased from 1,228 in 2017-2018 to 1,513 in 2018-2019 (+23%).

If you would like more information about the Chancellor's Office student success metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on this [link](#).

Data Set 21: Median Annual Earnings Following the Academic Year of Exit.

Median Annual Earnings

Among students in selected student journey who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit



Among students who exited community college and did not transfer to a postsecondary institution:

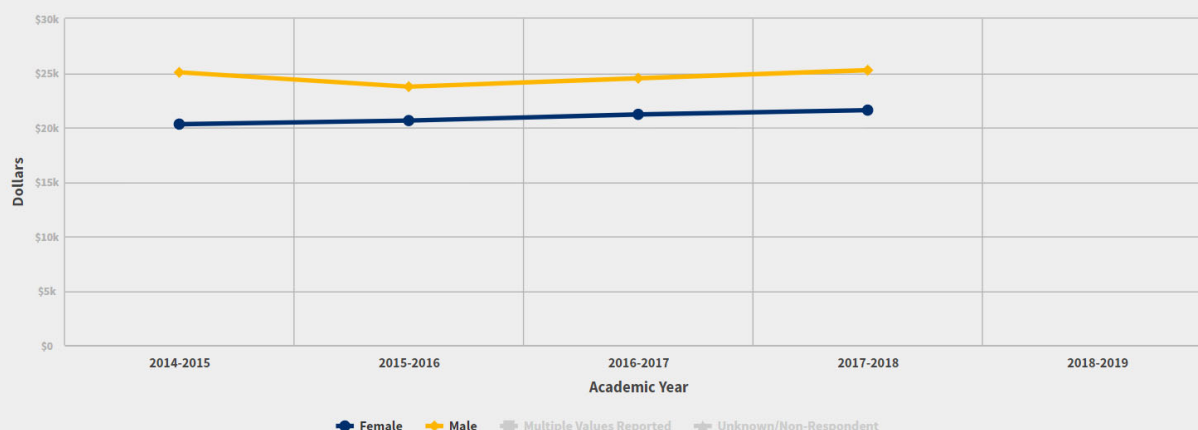
- Median earnings increased from \$22,738 in 2014-2015 to \$22,948 in 2017-2018 (+1%), and median earnings increased from \$22,599 in 2016-2017 to \$22,948 in 2017-2018(+2%)
- The following observations should be considered.
 - In 2017-2018, the statewide median earnings among students, who exited community college and did not transfer to a postsecondary institution, was higher (\$29,868) than COS students, who exited community college and did not transfer to a postsecondary institution. Given cost of living variations across the state, students from COS attained a living wage at higher rates (60%) than all students statewide (49%).

If you would like more information about the Chancellor's Office student success metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on this [link](#).

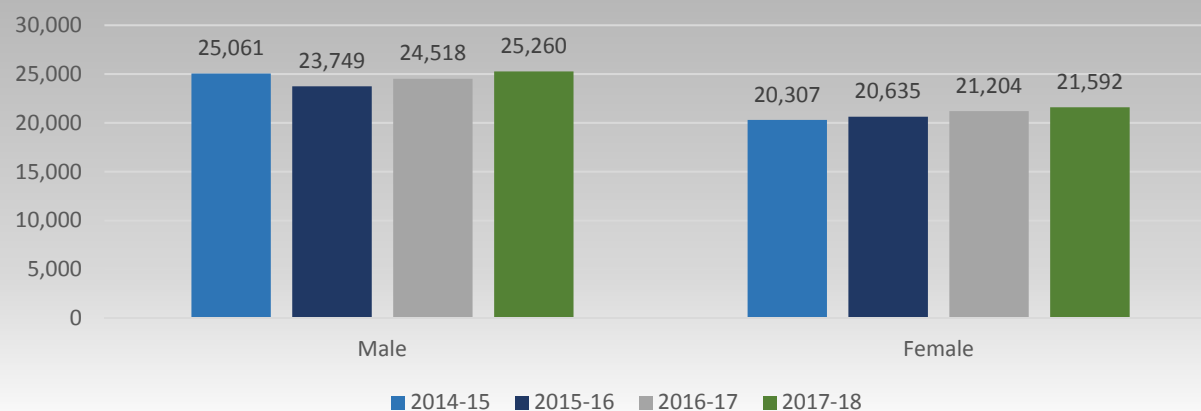
Data Set 22: Median Annual Earnings by Gender.

Median Annual Earnings

Among students in selected student journey who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit



Median Annual Earnings Following the Academic Year of Exit by Gender



Among students who exited community college and did not transfer to a postsecondary institution:

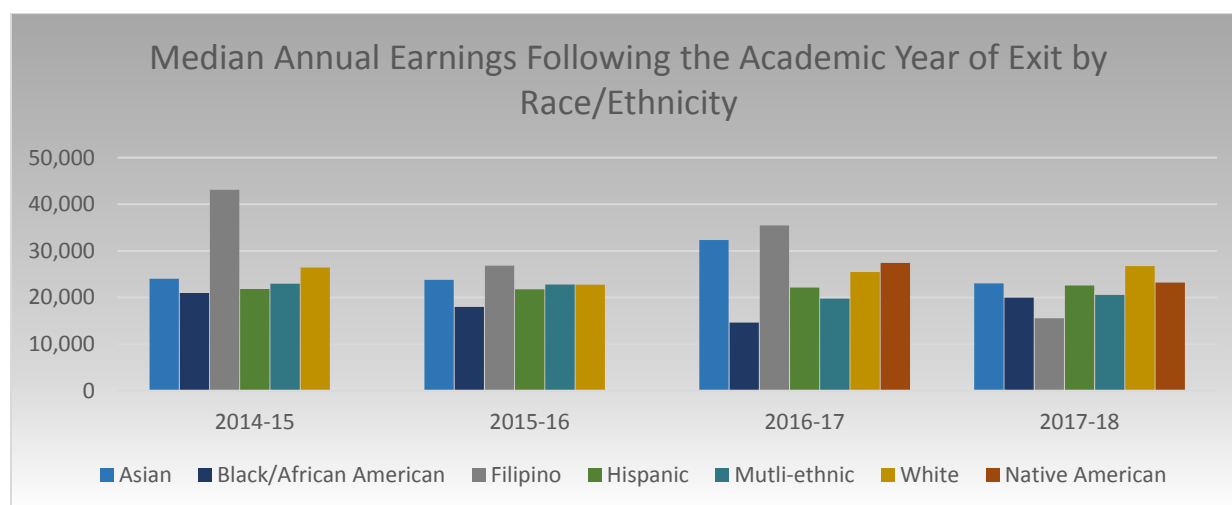
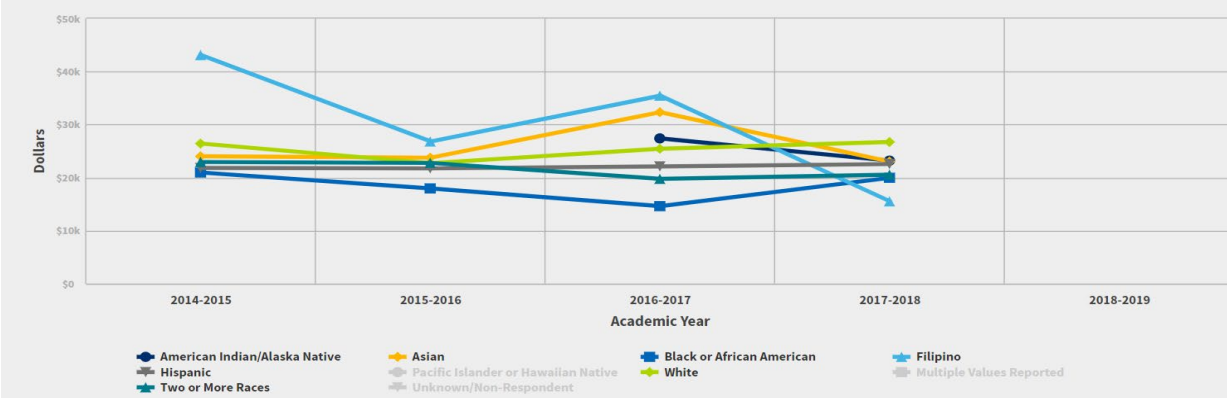
- Male students had higher median earnings for all four years when compared to female students
- Median earnings for female students has consistently increased across the four year time period. Female Students median earnings increased from 20,307 in 2014-2015 to 21,592 in 2017-2018, and their median earnings increased from 21,204 in 2016-2017 to 21,592 in 2017-2018.
- Median earning for males students increased from \$24,518 in 2016-2017 to \$25,260 in 2017-2018.

If you would like more information about the Chancellor's Office student success metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on [this link](#).

Data Set 23: Median Annual Earnings by Race/Ethnicity.

Median Annual Earnings

Among students in selected student journey who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit



Among students who exited community college and did not transfer to a postsecondary institution:

- Hispanic and Black students have below average median earnings (seen in chart above) in each of the four years.
- Asian, Filipino and White Students have above average median earnings (seen in chart above) in each of the four years.
- White and Hispanic students have seen increases in median earning from 2014-2015 to 2017-2018.
 - Hispanic, Multi-Ethnic, Black African American, and White students have seen significant increases in median earnings from 2016-2017 to 2017-2018.
- Black, Multi-ethnic, Asian, and Filipino students have seen decreases in median earnings from 2014-2015 to 2017-2018.
 - Native American, Asian, and Filipino students have seen significant decreases in median earnings from 2016-2017 to 2017-2018.

If you would like more information about the Chancellor's Office student success metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on this [link](#).

LaunchBoard Metrics (CCCCO & Cal-PASS Plus)





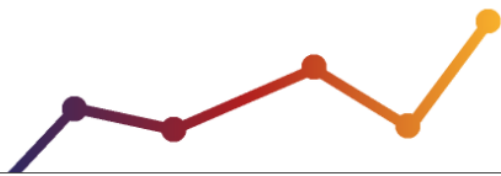
California
Community
Colleges

LaunchBoard

In addition to the Student Success Metrics, the [LaunchBoard](#), a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. The LaunchBoard brings together multiple data sets to provide a more holistic view of students and their progress through educational institutions and into the workforce. The LaunchBoard section of the Giant Fact Book contains data provided on the Community College Pipeline, Adult Education Pipeline, Strong Workforce Program Dashboard, and Guided Pathways Dashboard.

- **The Community College Pipeline** offers insight on phases of students' journeys through community college with information on college offerings, student characteristics, milestones, success, employment, earnings, and labor market information.
- **The Adult Education Pipeline** offers insight into progress and outcomes for K- 12 and community college adult education participants, including outcomes for adult education students who transition into credit-bearing post-secondary programs and their employment outcomes.
- **The Strong Workforce Program Dashboard** provides annual results, disaggregated data, and benchmarking information for metrics associated with the Strong Workforce Program and students enrolled in career and technical education (CTE) programs.
- **The Guided Pathways Dashboard** provides information on first-year momentum points for cohorts of first-time students including retention, gateway course completion, and unit accumulation, as well as historical trends, disaggregated figures, and comparison data to contextualize results.

The Office of Research, Planning & Institutional Effectiveness has included example datasets in the COS Giant Fact Book. Users are highly encouraged to visit the [CCCCO and Cal PASS-Plus LaunchBoard](#) to explore the most current data disaggregated by age group, gender, race/ethnicity, and economic status (as available), as well as comparisons between our District and Statewide, Macroregion, and Microregion data.



Community College Pipeline

Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning.

[Explore](#)



Adult Education Pipeline

Comprehensive, multi-level data on student demographics, enrollment, outcomes, types of services received, and employment using new adult education data and accountability metrics.

[Explore](#)



Strong Workforce Program

Completion and employment data for examining long-term outcomes.

[Explore](#)



Guided Pathways

First-year momentum points for evaluating college redesign efforts.

[Explore](#)

Dataset 24: Guided Pathways Dashboard Metrics



The Guided Pathways Dashboard provides information on first-year momentum points for cohorts of first-time students including retention, gateway course completion, and unit accumulation, as well as historical trends, disaggregated figures, and comparison data to contextualize results.

The Office of Research, Planning & Institutional Effectiveness has included example datasets in this document. Users are highly encouraged to visit the CCCC and Cal PASS-Plus LaunchBoard [Guided Pathways Dashboard \(located here\)](#) to explore the most current data disaggregated by age group, gender, race/ethnicity, and economic status (as available), as well as comparisons between our District and Statewide, Macroregion, and Microregion data.

The Guided Pathways Dashboard displays a cohort view by tracking all students who enrolled in community college for the first time in the fall term, including special admit students enrolled in the preceding summer term or who had early college credit. You can view detailed comparisons between locales, and the displayed data can be exported in csv format. You can filter data by selecting from the following criteria:

- Locale: You can view data at the college, district, microregion, macroregion, or statewide level
 - For COS data select District (Sequoias District) or College (College of the Sequoias)
 - Our Microregion is Southern Central Valley-Mother Lode
 - Our Macroregion is Central-Mother Lode
- Academic Year: There are 8 years of data (2011-12 through 2018-19)
- Using the “Drill Down” filter, you can view data disaggregated for most metrics by benchmarks (comparison to State, Macroregion, and Microregion), trend over time, gender, race/ethnicity, age group or economic status.

Guided Pathways

Interested in how the data is calculated?
See the Metric Definition Dictionary (/Launchboard/Guided-Pathways-MDD)

☐ Statewide ☐ Macroregion ☐ Microregion ☒ District ☐ College

Year

Drill Down

Sequoias District

2018-2019

Time Trend

VIEW

Viewing Data for: Sequoias District

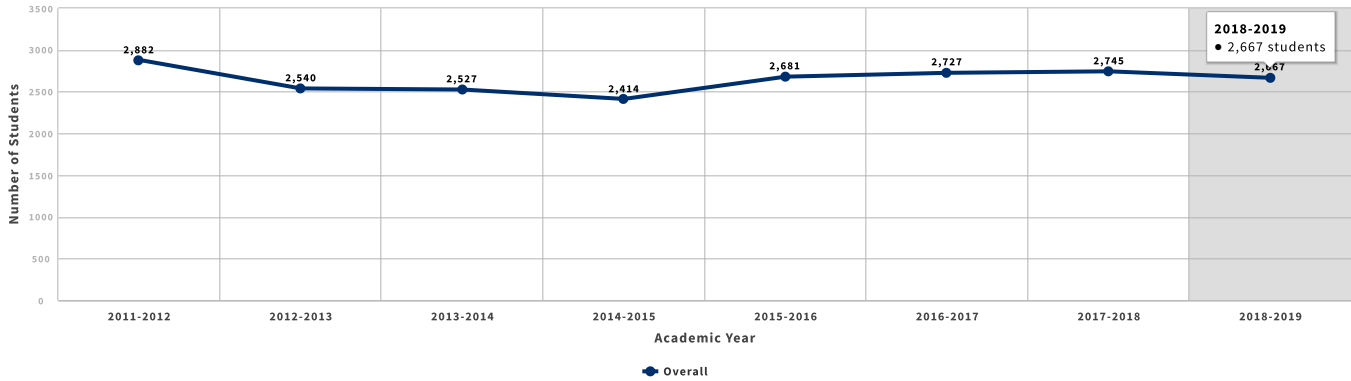
Student Type Learning Progress Momentum

Export Data to CSV

STUDENT TYPE

First Time Credit Students

All students who enrolled in a credit course for the first time in the district in the fall of the selected year, including those who enrolled in the summer intersession immediately before or had previously earned concurrent enrollment credit

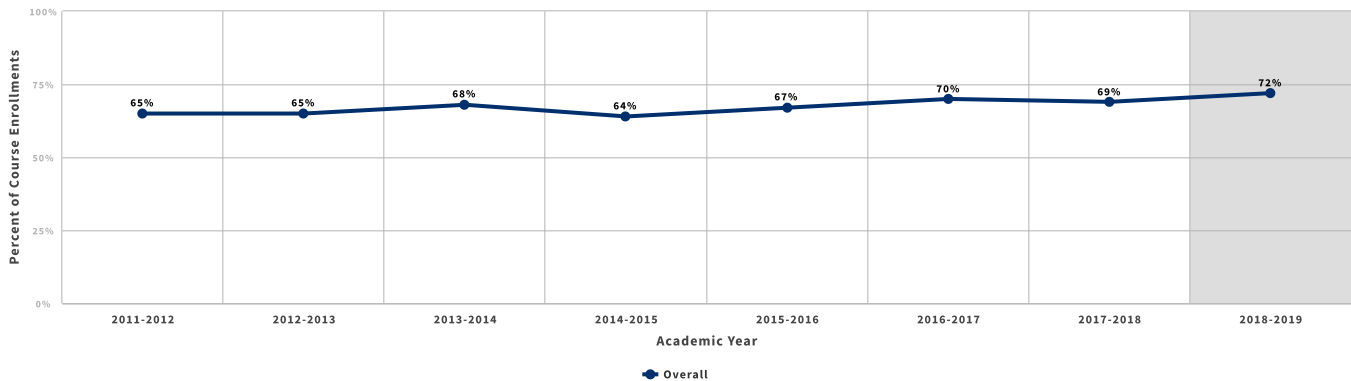


Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP_122F)

LEARNING PROGRESS

Course Success Rate for First Time Students

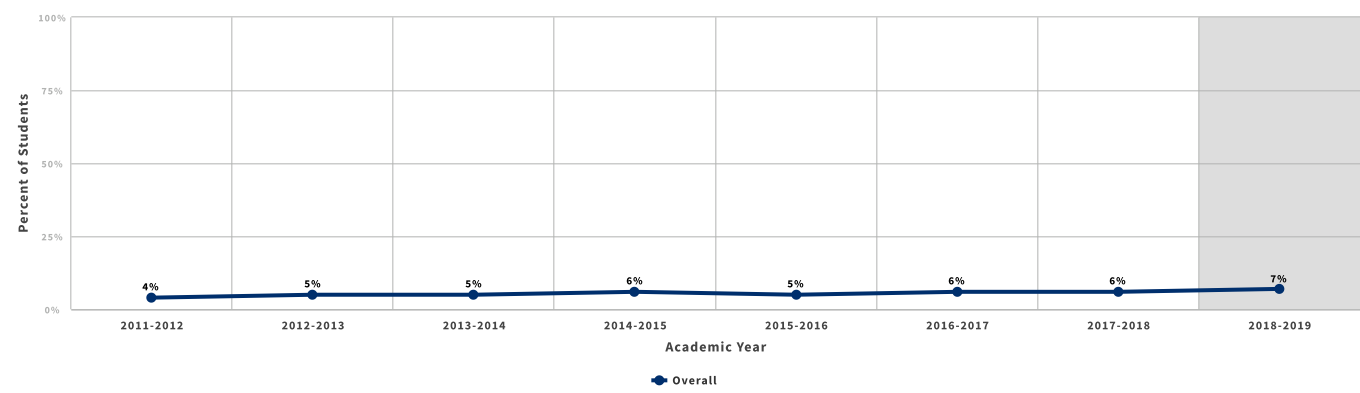
Among all credit enrollments, the percentage of enrollments where students successfully completed the course



Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP_408)

Completed Both Transfer-Level Math and English in the District in the First Year

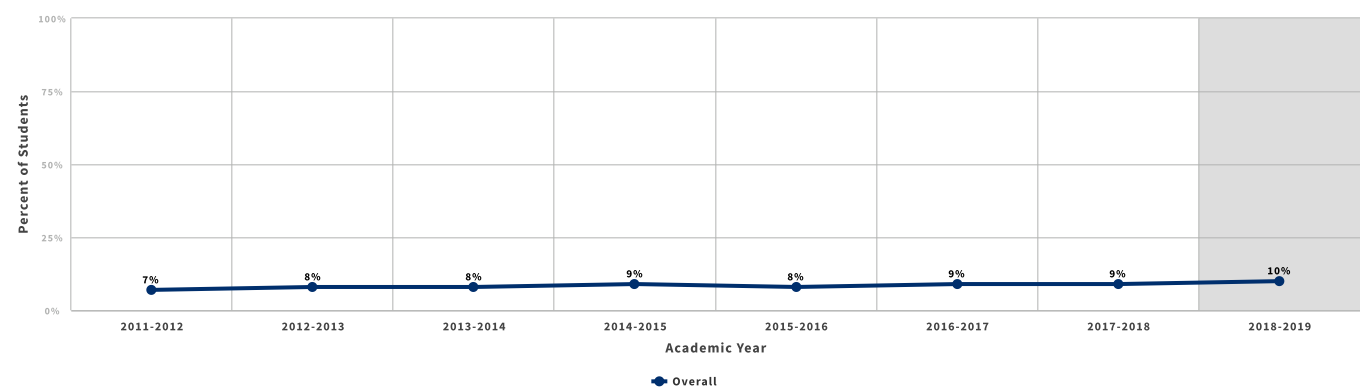
Among all first-time credit students in the district, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district



Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP_501)

Completed Transfer-Level Math in the District in the First Year

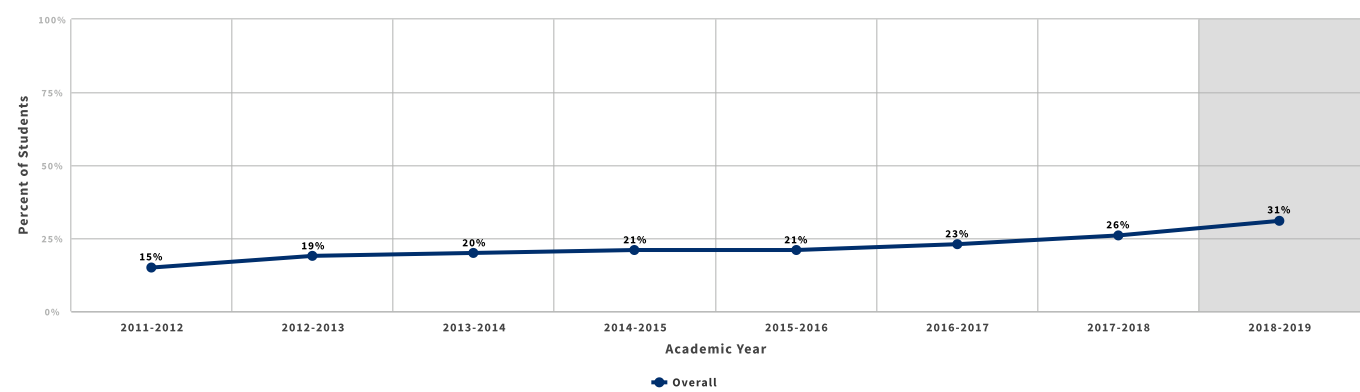
Among all first-time credit students in the district, the proportion who completed transfer-level math in their first academic year of credit enrollment within the district



Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP_502)

Completed Transfer-Level English in the District in the First Year

Among all first-time credit students in the district, the proportion who completed transfer-level English in their first academic year of credit enrollment within the district

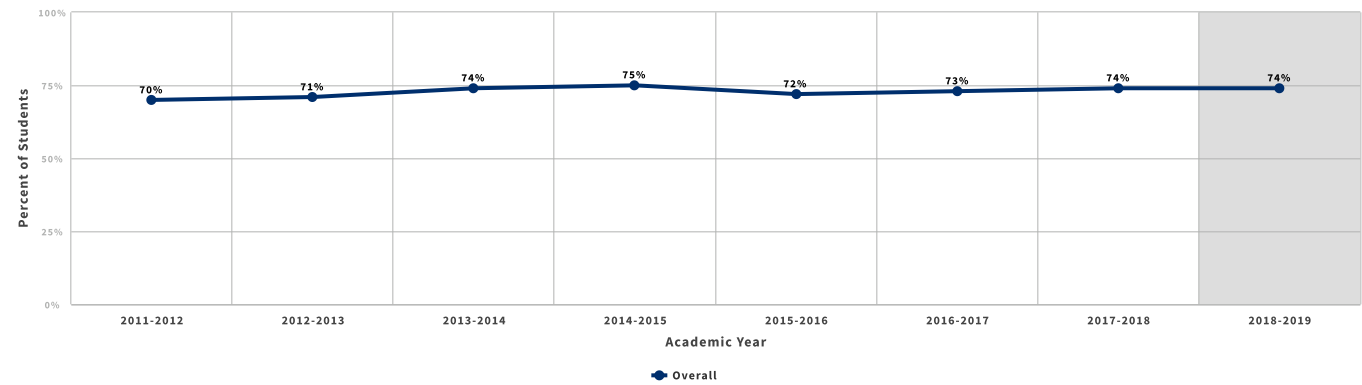


Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP_503)



Retained Fall to Spring at the Same College

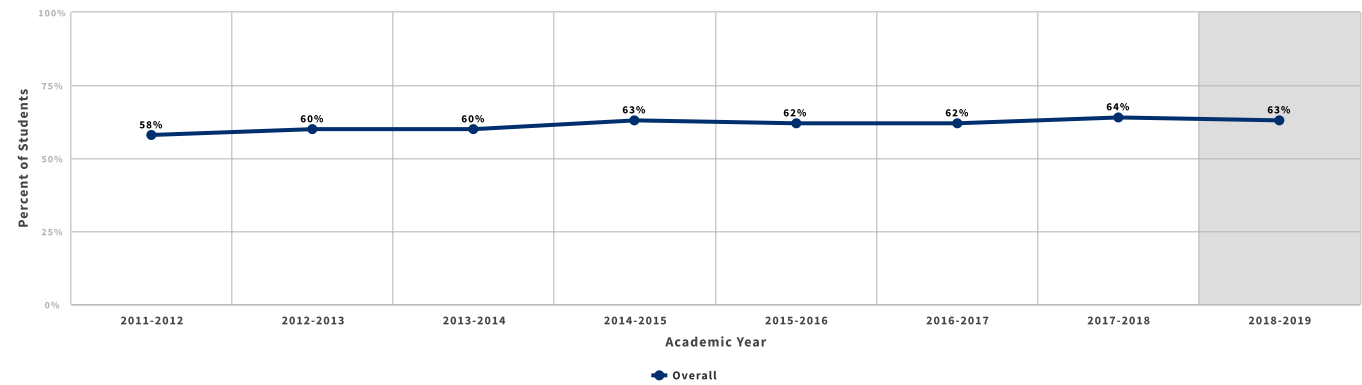
Among first-time students who enrolled in at least one credit course in the fall of the selected year who did not transfer or who did not earn an award in the selected year, the percentage who enrolled in at least one credit course in any TOP code in a subsequent primary term at the selected school



Source: Chancellor's Office Management Information System, National Student Clearinghouse, CSU/UC Cohort Match
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP_406)

Full-Time in the Fall Term

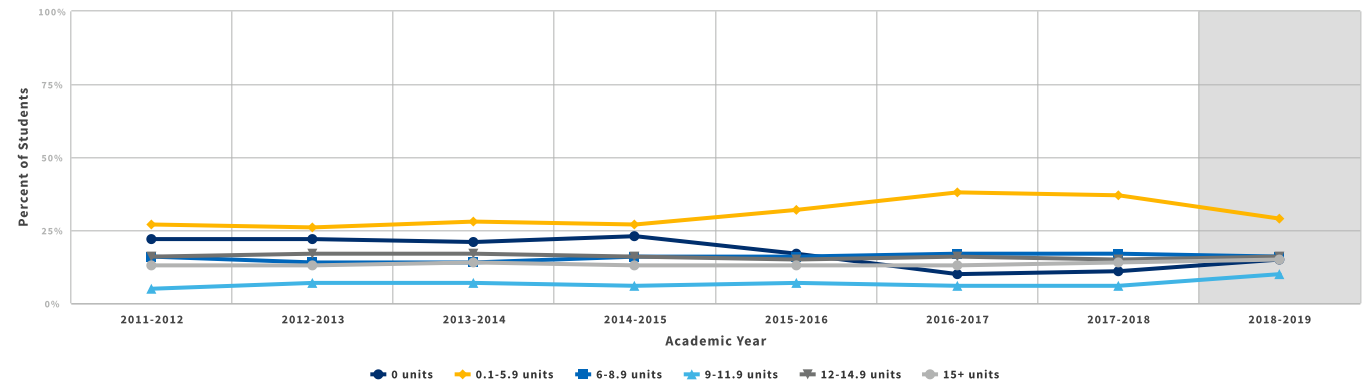
Among first-time students enrolled in the Fall term, the proportion who were enrolled full-time in the Fall term at the selected institution



Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP_210)

Successfully Completed Semester Unit Thresholds in Fall Term

Among first-time students enrolled in the Fall term, the proportion who successfully completed degree-applicable semester unit thresholds in the fall term of the selected year

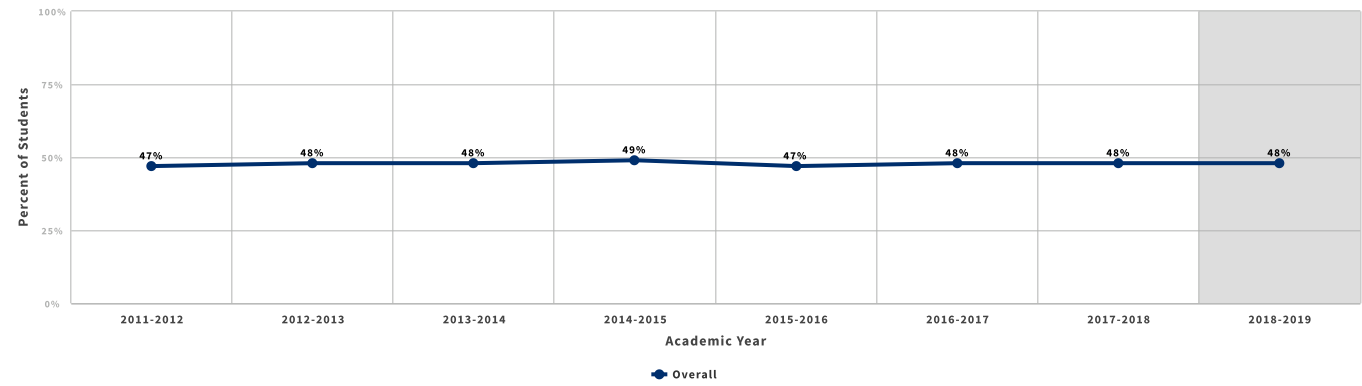


Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP_404)



Full-Time in the Selected Year

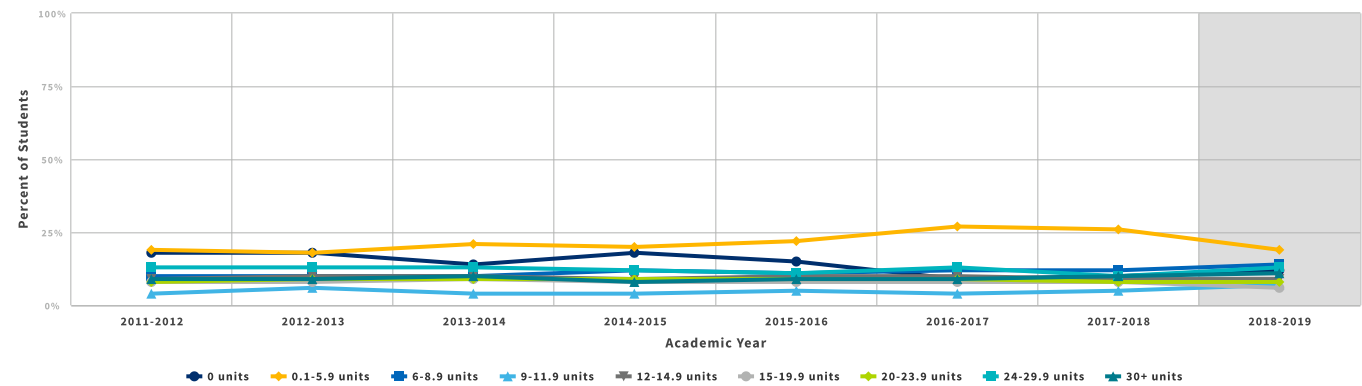
Among first-time students enrolled in the Fall term, the proportion who were enrolled full-time in the selected year at the selected institution



Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP_214)

Successfully Completed Semester Unit Thresholds in the Selected Year

Among first-time students enrolled in the Fall term, the proportion who successfully completed degree-applicable semester unit thresholds in the selected year



Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP_405)

Find Out More About the Data in LaunchBoard



Dataset 25: Strong Workforce Program Dashboard Metrics



The Strong Workforce Program Dashboard provides annual results, disaggregated data, and benchmarking information for metrics associated with the Strong Workforce Program and students enrolled in career and technical education (CTE) programs.

The Office of Research, Planning & Institutional Effectiveness has included example datasets in this document. Users are highly encouraged to visit the CCCCCO and Cal PASS-Plus LaunchBoard [Strong Workforce Program Dashboard \(located here\)](#) to explore the most current data disaggregated by age group, gender, race/ethnicity, and economic status (as available), as well as comparisons between our District and Statewide, Macroregion, and Microregion data.

The Strong Workforce Program Dashboard Information is based on students who took one or more courses in the selected CTE program at a community college. You can view detailed comparisons between locales and programs or sectors, and the displayed data can be exported in csv format. You can filter data by selecting from the following criteria:

- Locale: You can view data at the college, district, microregion, macroregion, or statewide level
 - For COS data select District (Sequoias District) or College (College of the Sequoias)
 - Our Microregion is Southern Central Valley-Mother Lode
 - Our Macroregion is Central-Mother Lode
- Program: You can view data for All CTE programs, individual sectors, or individual programs based on TOP6 or TOP4 codes.
- Academic Year: There are 8 years of data (2011-12 through 2018-19)
- Using the “Drill Down” filter, you can view data disaggregated for most metrics by benchmarks (comparison to State, Macroregion, and Microregion), trend over time, gender, race/ethnicity, age group or economic status.



Strong Workforce Program

Interested in how the data is calculated?
See the Metric Definition Dictionary (/Launchboard/SWP-MDD)

Statewide Macroregion Microregion District



Program or Sector

College

Year

Drill Down

All CTE Programs

Sequoias District

2018-2019

Time Trend

COMPARISON

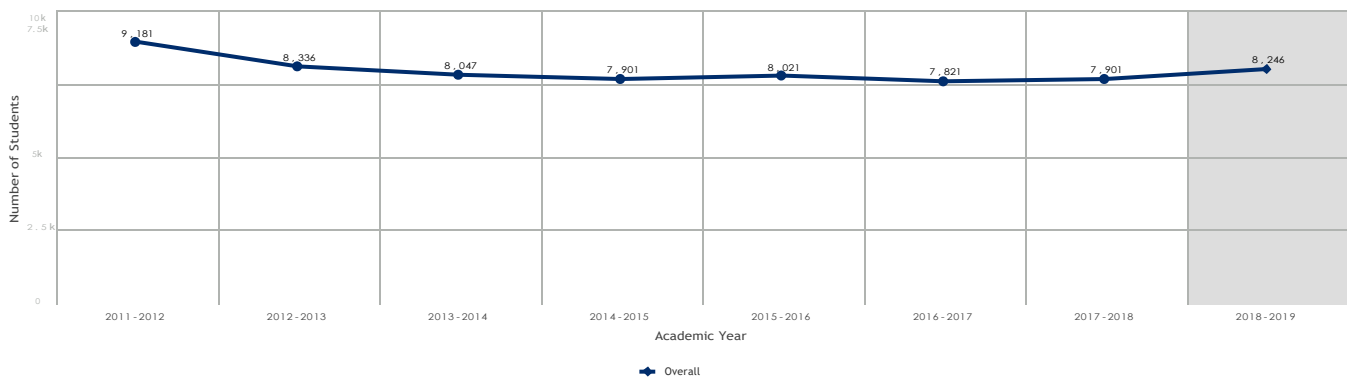
VIEW

Viewing Data for: Sequoias District, All CTE Programs

Export Data to CSV

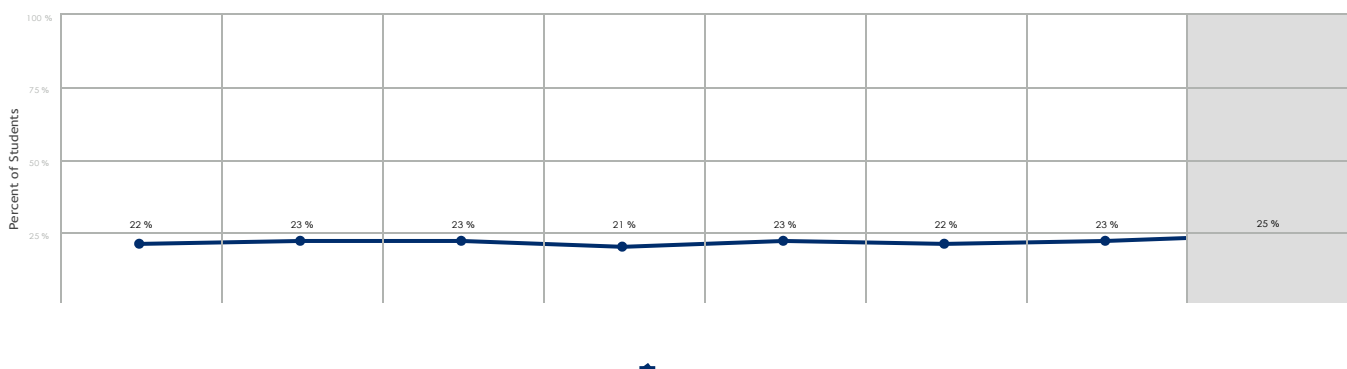
Strong Workforce Program Students

All students enrolled in the selected year who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) excluding Special Admit students on a TOP code that is assigned to a vocational industry sector



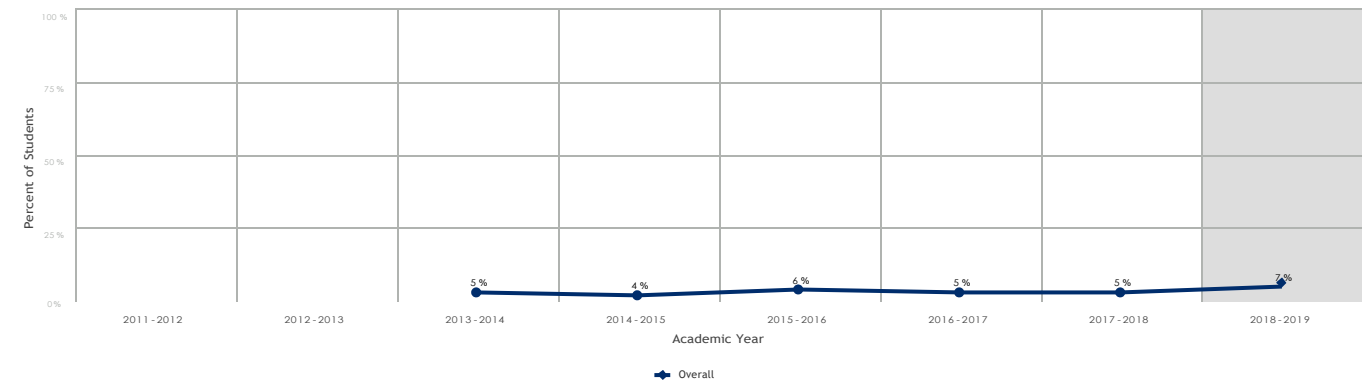
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district



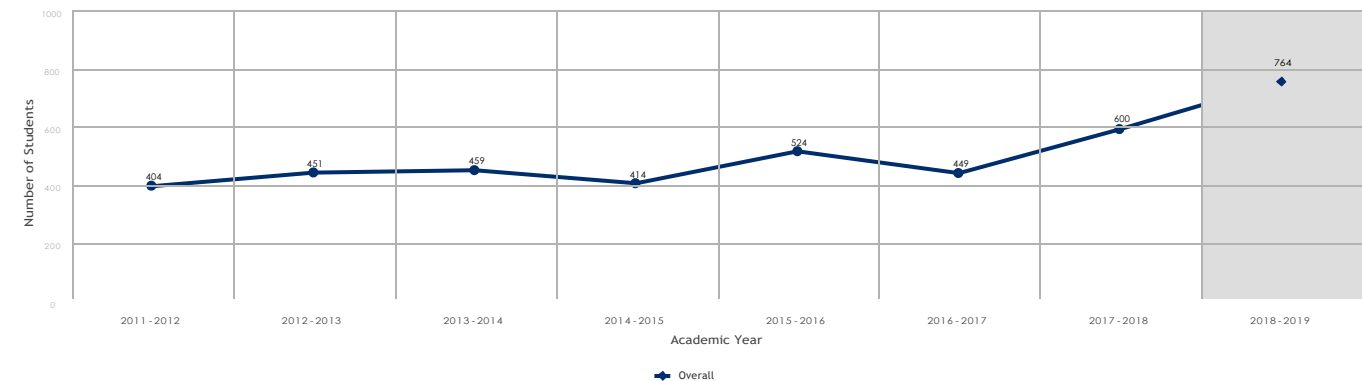
Students Who Attained a Noncredit Workforce Milestone in a Single Year

Among all students with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course in the selected year



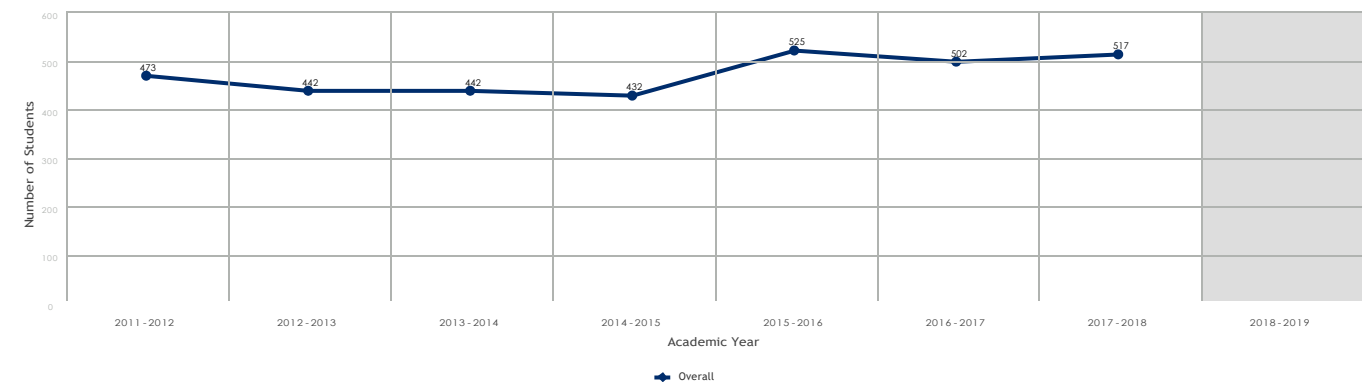
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status

Number of unduplicated Strong Workforce Program students who earned a noncredit certificate, Chancellor’s Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code



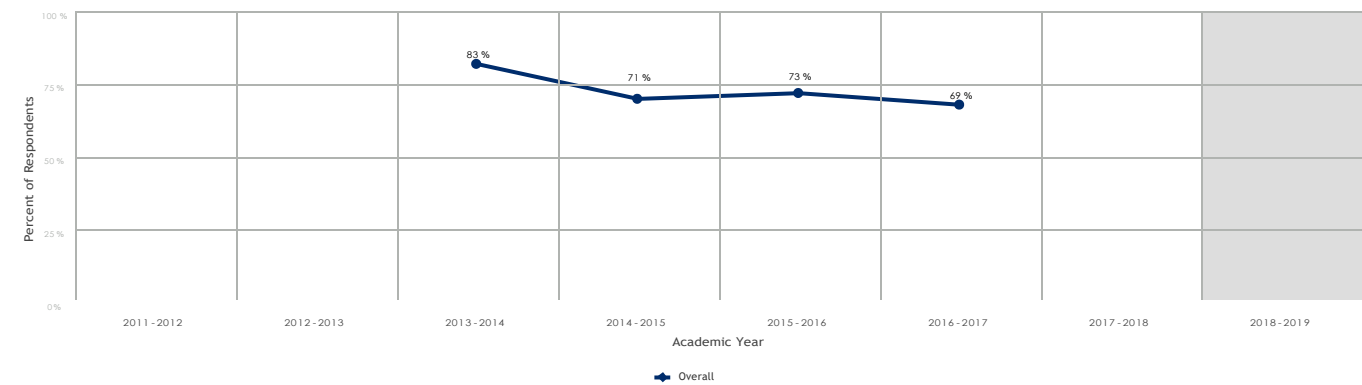
SWP Students Who Transferred to a Four-Year Postsecondary Institution

Number of SWP students who earned 12 or more units at any time and at any college and who enrolled in a four-year institution in the academic year after they exited the California community college system



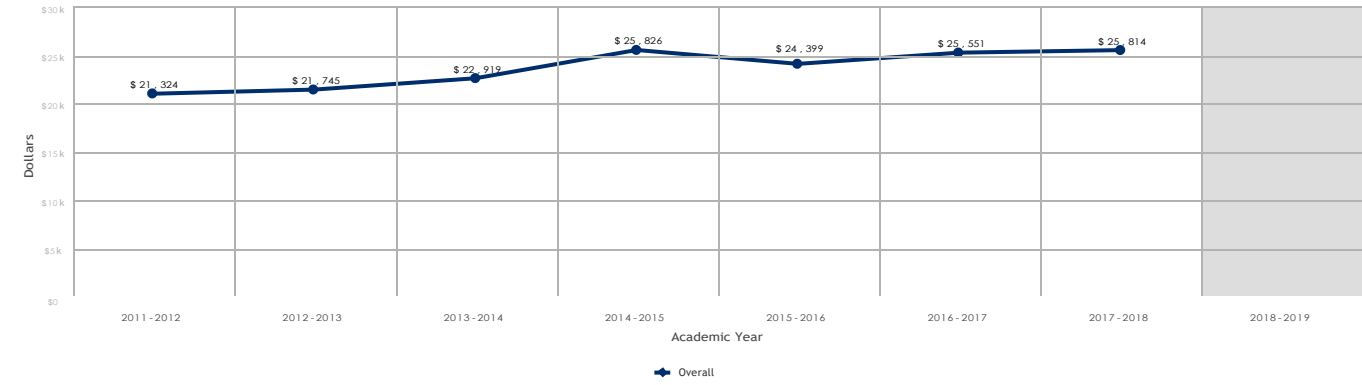
SWP Students with a Job Closely Related to Their Field of Study

Among students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study



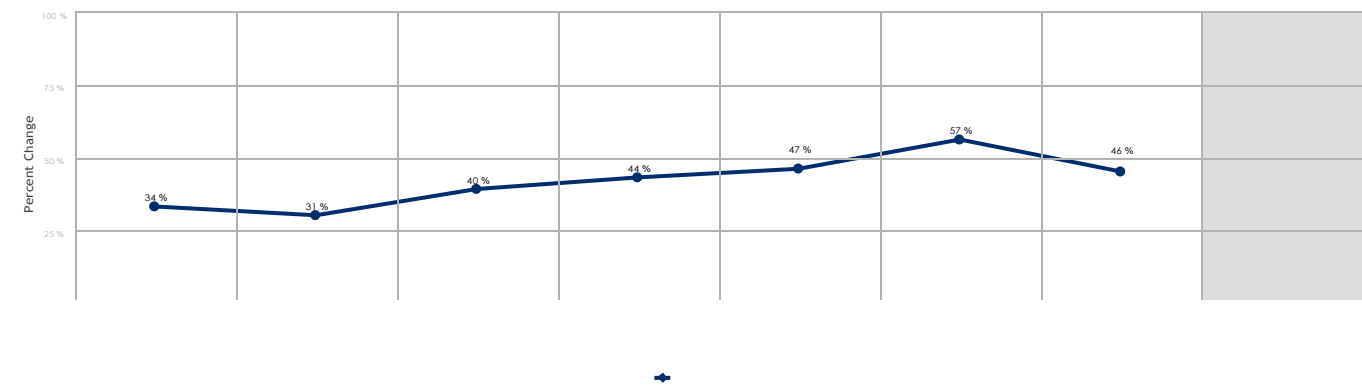
Median Annual Earnings for SWP Exiting Students

Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit



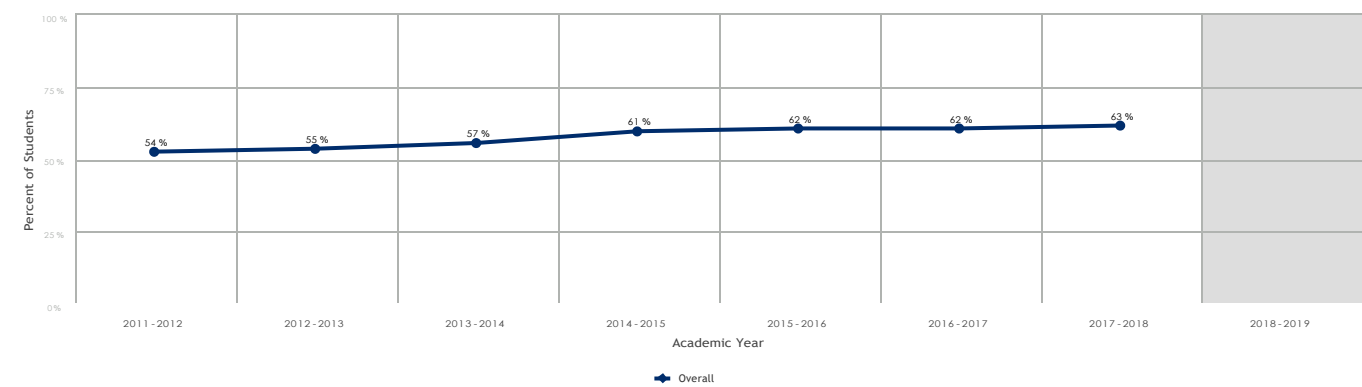
Median Change in Earnings for SWP Exiting Students

Among Strong Workforce Program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended

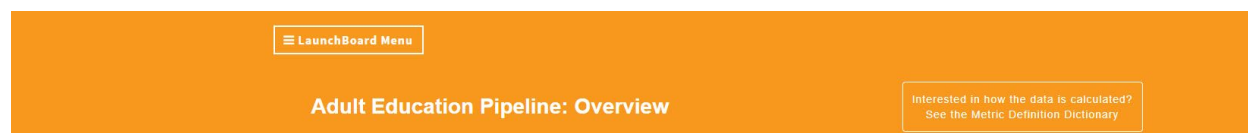


SWP Exiting Students Who Attained the Living Wage

Among students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit



Dataset 26: Adult Education Pipeline Dashboard Metrics



The Adult Education Pipeline Dashboard offers insight into progress and outcomes for K- 12 and community college adult education participants, including outcomes for adult education students who transition into credit-bearing post-secondary programs and their employment outcomes.

The Office of Research, Planning & Institutional Effectiveness has included example datasets in this document. Users are highly encouraged to visit the CCCCO and Cal PASS-Plus LaunchBoard [Adult Education Pipeline Dashboard \(located here\)](#) to explore the most current data disaggregated by age group, gender, and race/ethnicity (as available), as well as comparisons between our CC District and Statewide, Region, Consortia, and CC District data.

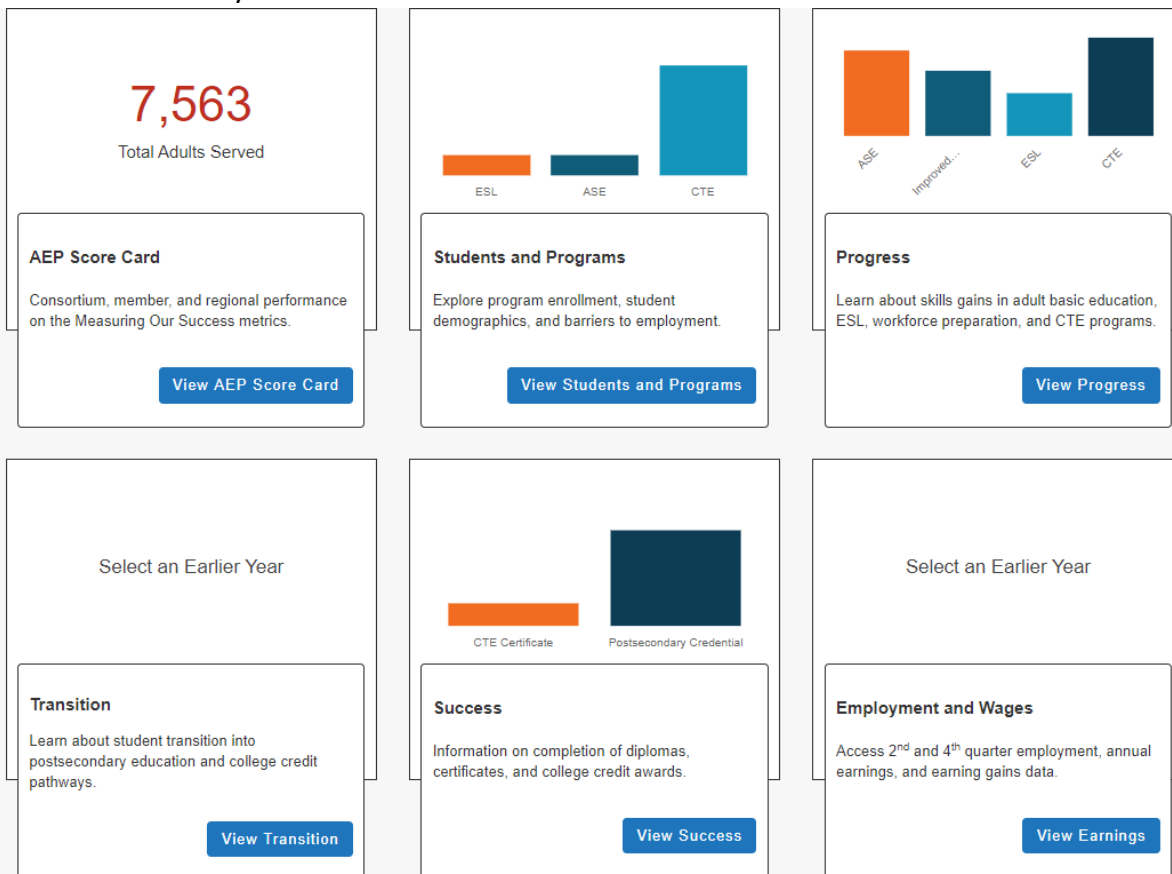
The information included the Adult Education Pipeline Dashboard is based on individuals who received one or more hours of services/instruction at any K-12 or community college adult education program. California Adult Education Program accountability metrics are displayed for participants who received 12 or more program or contact hours. You can view detailed comparisons between locales, and the displayed data can be exported in csv format. You can filter data by selecting from the following criteria:

- Locale: You can view data at the Statewide, Region, Consortia, and CC District
 - For COS data select CC District (Sequoias District) or Consortia (Sequoias Adult Education Consortium or Sequoias Adult Education Consortium-Jail)
 - Our Region is Southern Central Valley-Mother Lode
- Program: You can view data English as a Second Language, Adult Basic Education, Adult Secondary Education, CTE (including Workforce Preparation and Pre-Apprenticeship), Adults with Disabilities, Adults Training to Support Child School Success, or All Programs
- Academic Year: There are 7 years of data (2012-13 through 2018-19)

After selecting filters and detailed data comparison (if applicable), select view to update the data based on your selected criteria.

The interface consists of two identical filter sections stacked vertically. The top section has radio buttons for 'Statewide', 'Region', 'Consortia', and 'CC District', with 'CC District' selected. Below is a dropdown menu showing 'Sequoias District'. To the right is an 'Institution' dropdown showing 'College of the Sequoias' and an 'Academic Year' dropdown showing '2018-2019'. A blue 'VIEW' button is on the right, and a link 'Export Data to CSV' is below it. The bottom section has radio buttons for 'Statewide', 'Region', 'Consortia', and 'CC District', with 'Statewide' selected. Below is a dropdown menu showing 'Statewide'. To the right is an 'Institution' dropdown showing 'All' and an 'Academic Year' dropdown showing '2018-2019'.

After selecting “view” the home page will display an updated summary of six key outcomes based on the filters you selected.



Select View on the “AEP Score Card” listed on the home page which will then display several dashboard metrics reported annually to the legislature for Adult Education in California

[Home](#) [Summary](#) [Detailed Data](#)

The AEP Score Card provides a snapshot view of the metrics reported annually to the legislature for Adult Education in California.

DRILL DOWN

Time Trend

- ✓ Total Reportable Individuals: 7,563
- ✓ Students With 12+ Instructional Contact Hours (Participants): 66%
- ✓ Completed One or More Educational Functional Levels : 63%
- ✓ Completed a Workforce Preparation Milestone: 5%
- ✓ ESL, ABE and ASE Participants Who Transition to Postsecondary: –
- ✓ Participants Who Earned a Diploma, GED, or High School Equivalency: *
- ✓ Participants Who Completed a Postsecondary Credential: 4%
- ✓ Employment Two Quarters After Exit: –
- ✓ Employment Four Quarters After Exit: –
- ✓ Change in Earnings: –
- ✓ Median Annual Earnings : –

The AEP Score Card provides a snapshot view of the metrics reported annually to the legislature for Adult Education in California.

DRILL DOWN

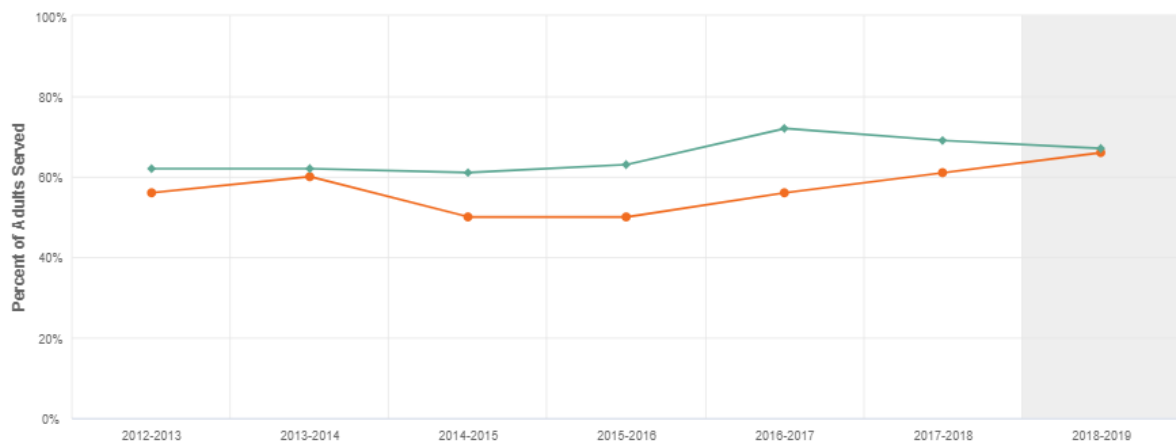
Time Trend

✓ Total Reportable Individuals: 7,563

▲ Students With 12+ Instructional Contact Hours (Participants): 66%

Among all reportable individuals, the number of participants who had 12 or more hours of instruction and enrolled in a recognized adult education program.

● College of the Sequoias, 2018-2019 ● Statewide, 2018-2019



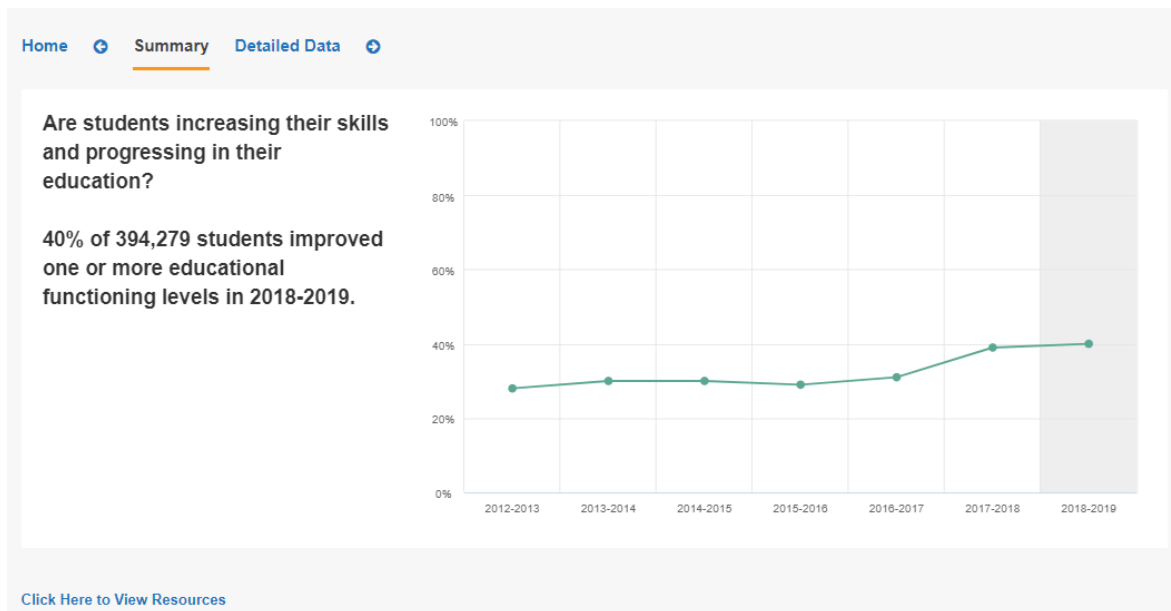
Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

[Technical Definition](#)

✓ Completed One or More Educational Functional Levels : 63%

- Using the “Drill Down” filter, you can view data disaggregated for most metrics by trend over time, gender, race/ethnicity, or age group.

Select View on any of the other five outcomes listed on the home page (Students & Programs, Progress, Transition, Success, and Employment & Wages) to access additional metrics related to these outcomes. The “Summary” tab provides charts for selected key metrics.



The “Detailed Data” tab provides charts and tables for every metric.

- Using the “Drill Down” filter, you can view data disaggregated for most metrics by trend over time, gender, race/ethnicity, or age group, and program level (adult basic, adult secondary, CTE) and Student Type filters are available for some metrics.

Progress

Completed One or More Educational Functional Levels

Completed a Workforce Preparation Milestone

Completed an Occupational Skills Gain

Completed an ESL Milestone

Subsequently Took a Transfer-Level English Course

Subsequently Took a Transfer-Level Math Course

Student Persistence Year to Year

Completed One or More Educational Functional Levels

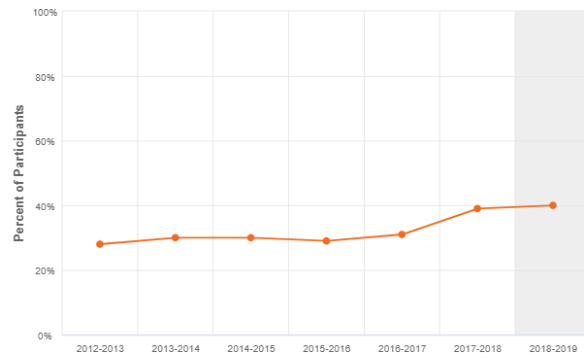
Among all Participants in ESL, ABE and ASE with an exit test, the unduplicated number of students who improved skills by one or more Educational Functioning Levels in the selected year

DRILL DOWN
Time Trend

PROGRAM TYPE
All


STUDENT TYPE
All

Statewide, 2018-2019



Microsoft Teams

Dataset 27: Community College Pipeline Dashboard Metrics

 LaunchBoard Menu

Community College Pipeline: Overview

Interested in how the data is calculated?
See the Metric Definition Dictionary

The Community College Pipeline Dashboard offers insights on the phases of students' journeys through community college with information on college offerings, student characteristics, milestones, success, employment, earnings, and labor market information.

The Office of Research, Planning & Institutional Effectiveness has included example datasets in this document. Users are highly encouraged to visit the CCCCO and Cal PASS-Plus LaunchBoard [Community College Pipeline Dashboard \(located here\)](#) to explore the most current data disaggregated by age group, gender, and race/ethnicity (as available), as well as comparisons between our District and Statewide, Macroregion, and Microregion data.

The information included in the Community College Pipeline Dashboard is based on students who took one or more courses in the selected program at a community college. You can view detailed comparisons between locales and programs or sectors, and the displayed data can be exported in csv format. You can filter data by selecting from the following criteria:

- Locale: You can view data at the college, district, microregion, macroregion, or statewide level
 - For COS data select District (Sequoias District) or College (College of the Sequoias)
 - Our Microregion is Southern Central Valley-Mother Lode
 - Our Macroregion is Central-Mother Lode
- Program: You can view data for All programs, All CTE programs, All Non-CTE programs, individual sectors, or individual programs based on TOP6 or TOP4 codes.
- Credit status: You can view data for credit programs, noncredit programs, or both
- Academic Year: There are 8 years of data (2011-12 through 2018-19)

After selecting filters and detailed data comparison (if applicable), select view to update the data based on your selected criteria.

☐ Statewide ☐ Macroregion ☐ Microregion

☐ District ☒ College

College of the Sequoias

Program or Sector

All Programs

Academic Year

2016-2017

VIEW

Export Data to CSV

☒ DETAILED DATA COMPARISON

☐ Statewide ☐ Macroregion ☐ Microregion

☒ District ☐ College

Sequoias District

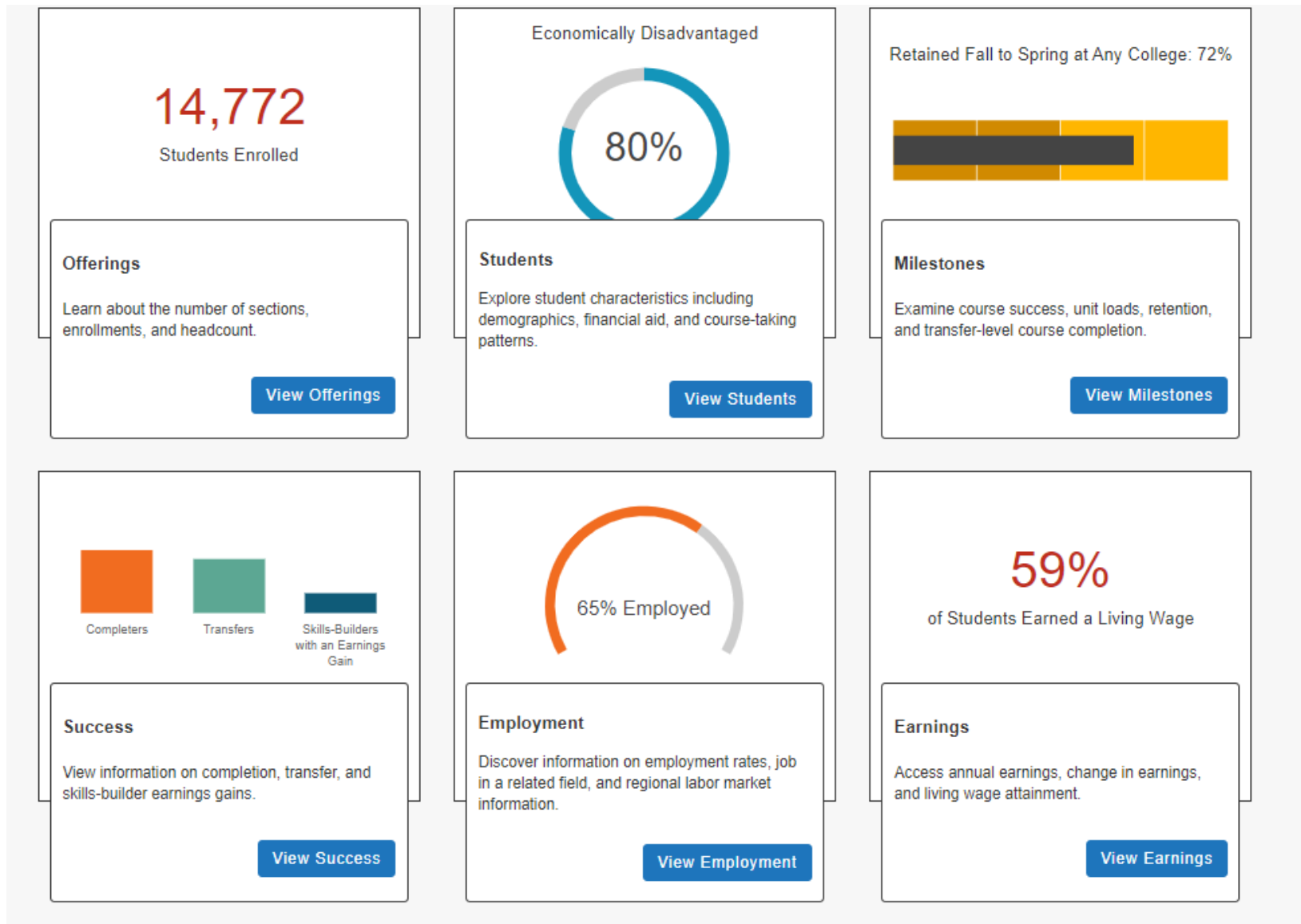
Program or Sector

All Programs

Academic Year

2018-2019

After selecting “view” the home page will display an updated summary of six key outcomes based on the filters you selected.



Select View on any of the six outcomes listed on the home page (Offerings, Students, Milestones, Success, Employment and Earnings) to access additional metrics related to these outcomes. The “Summary” tab provides charts for selected key metrics.

[Home](#) [Summary](#) [Detailed Data](#)

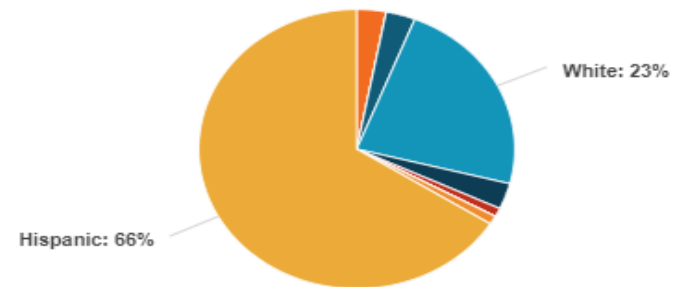
Many different types of students are taking classes in this program area. It may be helpful to tailor your programs based on the type of student.

67% were part time

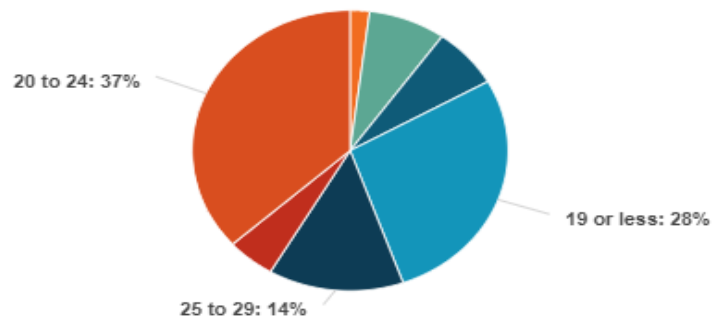
9% had previously earned a certificate or degree

7% were skills-builders

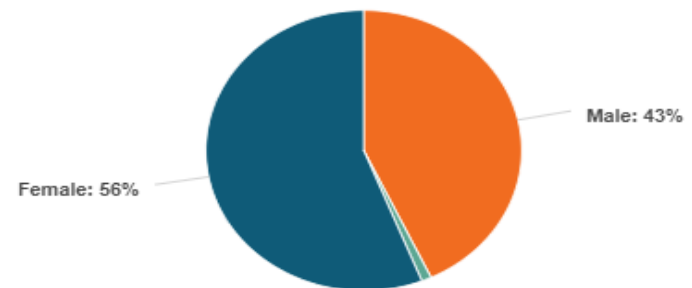
Race/Ethnicity



Age Group



Gender



The “Detailed Data” tab provides charts and tables for every metric.

- Using the “Drill Down” filter, you can view data disaggregated for most metrics by trend over time, gender, race/ethnicity, or age group. Employment and earnings can also be disaggregated by completion status.
- Please note, on the left side of the LaunchBoard there is a navigation pane with multiple data categories. For example on the “Students” detailed data page there are seven data categories (Demographics, Financial Aid, Characteristics, Goals, Current Course-Taking, Prior Course-Taking, and CTE Outcome Survey Responses). Under each data category, there are subcategories such as Gender, Race/Ethnicity, Age Group, and Lesbian/Gay/Bisexual/Transgender which are listed under the Demographics data category.

Students

^ Demographics

Gender

Race/Ethnicity

Age Group

Lesbian/Gay/Bisexual/Transgender

▼ Financial Aid

▼ Characteristics

▼ Goals

▼ Current Course-Taking

▼ Prior Course-Taking

▼ CTE Outcome Survey Responses (self-reported data)

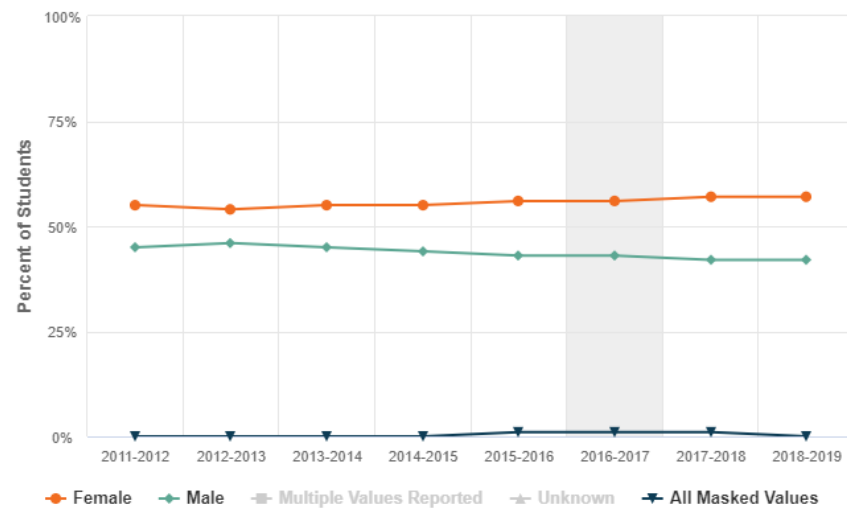
Gender

Students who were in specific gender categories

● College of the Sequoias, All Programs, 2016-2017

DRILL DOWN

Time Trend



Source: Chancellor's Office Management Information System

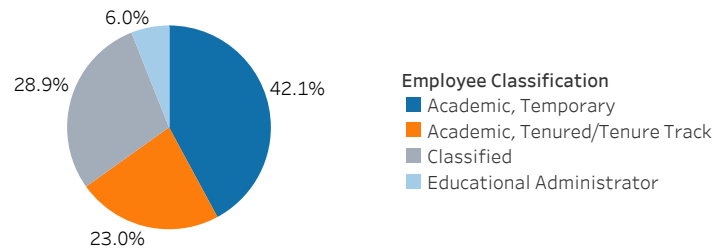
[Technical Definition](#)

Employees



Data set 28: Employee Counts and Demographics

Employee Distribution Fall 2019



Employee Classification Distribution Trends

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Grand Total	633	667	719	742	769	800
Educational Administrator	37	36	44	45	48	48
Academic, Tenured/Tenure Track	152	156	169	179	171	184
Classified	185	198	208	221	221	231
Academic, Temporary	259	277	298	297	329	337

Employee Gender Distribution Trends

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Educational Administrator	Female	18	16	17	17	22
	Male	19	20	29	31	26
Academic, Tenured/Tenure Track	Female	80	83	93	88	96
	Male	72	73	86	83	88
Classified	Female	115	124	134	135	139
	Male	70	74	87	86	92
Academic, Temporary	Female	129	131	137	156	144
	Male	130	146	160	173	193

Employee Race/Ethnicity Distribution Trends

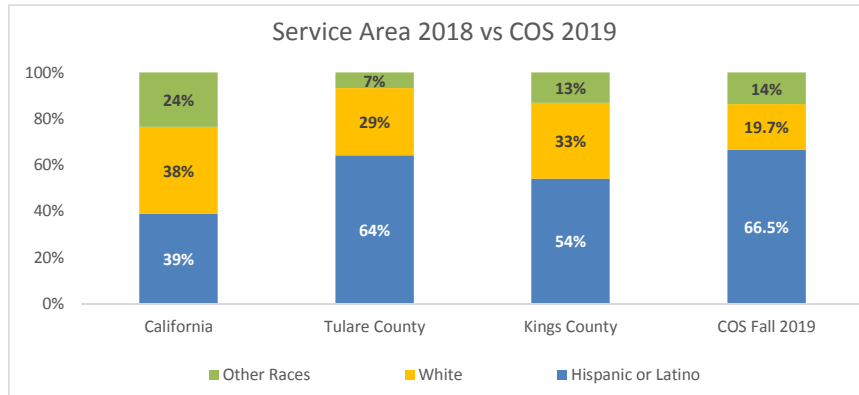
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Academic, Temporary	African-American	4	4	6	8	5
	American Indian/Alaskan Native			2	5	4
	Asian	14	14	15	18	15
	Hispanic	52	61	69	68	81
	Multi-Ethnicity	1	1	4	2	2
	Unknown	18	16	13	14	35
	White Non-Hispanic	170	181	189	185	195
Academic, Tenured/Tenure Track	African-American	5	5	5	4	7
	American Indian/Alaskan Native	1	1		2	
	Asian	7	7	9	9	10
	Hispanic	28	30	35	38	36
	Multi-Ethnicity		1	1	1	1
	Pacific Islander	1	1	1	1	1
	Unknown	13	13	9	9	8
Classified	White Non-Hispanic	97	98	109	115	109
	African-American	3	3	3	3	2
	American Indian/Alaskan Native	2	2	2	2	1
	Asian	9	9	10	12	11
	Hispanic	65	72	84	92	105
	Multi-Ethnicity				1	1
	Unknown	4	5	4	4	3
Educational Administrator	White Non-Hispanic	102	107	105	108	97
	African-American			2	3	2
	Asian	1	1	1	2	2
	Hispanic	8	10	12	13	11
	Unknown	1	2	1		1
	White Non-Hispanic	27	23	28	27	33

Source: Chancellor's Office Datamart: https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx..

Service Area Population



Data Set 29: Service Area Demographics

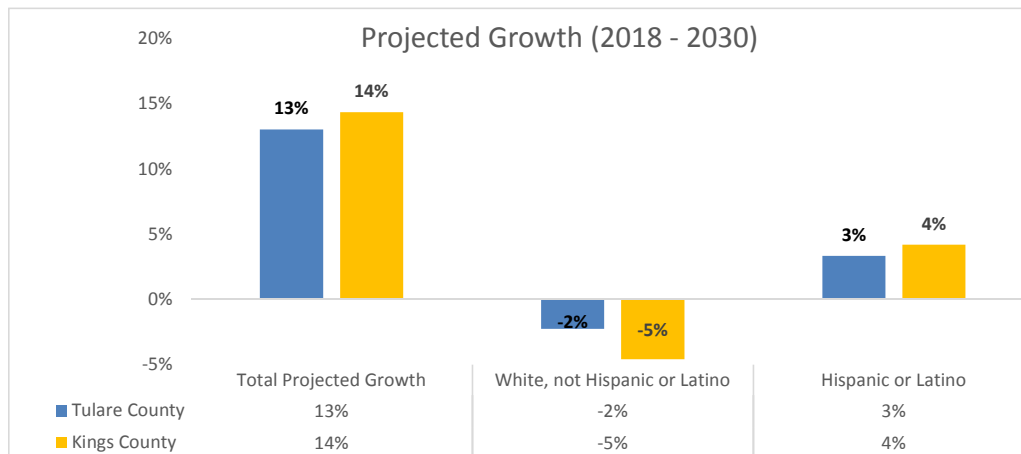


The Sequoias Community College District is a Hispanic-Serving Institution (HSI) with a Hispanic student population of 66.5% in Fall 2019, which exceeds the Hispanic service area population that ranges from 54%-64%.

Service Area Population 2018 vs Fall 2019 Enrollment						
Population by Race/Ethnicity (all ages)	California		Tulare County		Kings County	
	Count	Percent	Count	Percent	Count	Percent
Total	39,148,760	100%	460,477	100%	150,075	100%
American Indian, not Hispanic or Latino	138,427	0.4%	2,769	0.6%	1,227	1%
Asian, not Hispanic or Latino	5,525,439	14.1%	14,800	3.2%	5,737	4%
Black, not Hispanic or Latino	2,164,519	5.5%	5,870	1.3%	8,784	6%
Hispanic or Latino	15,221,577	38.9%	295,149	64.1%	81,154	54%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	138,911	0.4%	584	0.1%	285	0.2%
Multi Race & Unknown, not Hispanic or Latino	1,264,051	3.2%	7,688	1.7%	3,830	3%
White	14,695,836	37.5%	133,617	29.0%	49,058	33%
Population by Gender	California		Tulare County		Kings County	
	Count	Percent	Count	Percent	Count	Percent
Female	19,649,991	50.3%	230,222	50.0%	67,401	44.9%
Male	19,453,769	49.7%	230,255	50.0%	82,674	55.1%
Unknown	-	-	-	-	-	-
						COS Fall 2019
						58.3%
						40.8%
						0.9%

Source: U.S. Census Bureau, 2018 American Community Survey 5-Year Estimates

Data Set 30: Projected Growth



Based on the projected growth of Tulare and Kings Counties, the race/ethnicity distribution is expected to slightly shift. The share of Hispanic population is projected to increase three percentage points in Tulare County and four percentage point in Kings County over the next 12 years, while the share of White population is projected to decrease in both counties.

Tulare County Projected Growth (2018-2030)

Race/Ethnicity	2018 Estimate		2025 Projection		2030 Projection		Difference (projected)
	Count	Percent	Count	Percent	Count	Percent	
Total	460,477	100%	504,166	100%	520,332	100%	13%
White	133,617	29.0%	141,066	28.0%	139,136	26.7%	-2.3%
Black, not Hispanic or Latino	5,870	1.3%	6,714	1.3%	7,207	1.4%	0.1%
American Indian, not Hispanic or Latino	2,769	0.6%	3,261	0.6%	3,304	0.6%	0.0%
Asian, not Hispanic or Latino	14,800	3.2%	15,662	3.1%	15,958	3.1%	-0.1%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	584	0.1%	403	0.1%	383	0.1%	-0.1%
Multi & Unknown Race, not Hispanic or Latino	7,688	1.7%	3,777	0.7%	3,635	0.7%	-1.0%
Hispanic or Latino	295,149	64.1%	333,283	66.1%	350,709	67.4%	3.3%

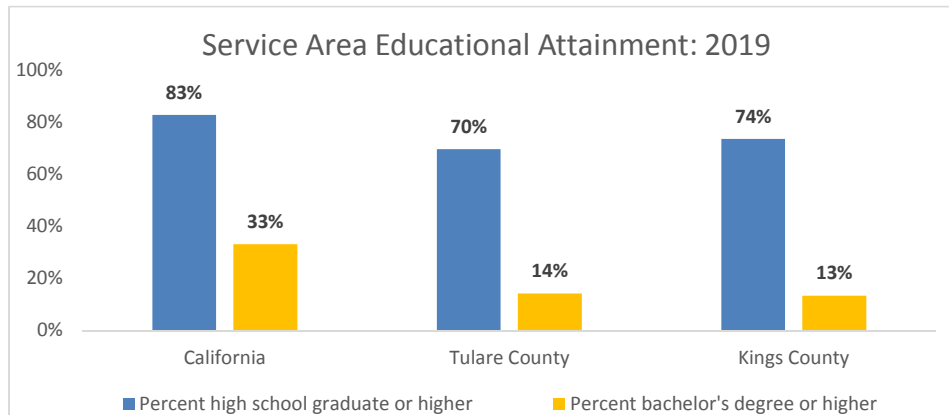
Kings County Projected Growth (2018-2030)

Race/Ethnicity	2018 Estimate		2025 Projection		2030 Projection		Difference (projected)
	Count	Percent	Count	Percent	Count	Percent	
Total	150,075	100%	164,684	100%	171,564	100%	14%
White	49,058	32.7%	48,356	29.4%	48,182	28.1%	-4.6%
Black, not Hispanic or Latino	8,784	5.9%	10,414	6.3%	10,517	6.1%	0.3%
American Indian, not Hispanic or Latino	1,227	0.8%	1,375	0.8%	1,485	0.9%	0.0%
Asian, not Hispanic or Latino	5,737	3.8%	6,795	4.1%	6,980	4.1%	0.2%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	285	0.2%	1,364	0.8%	1,792	1.0%	0.9%
Multi & Unknown Race, not Hispanic or Latino	3,830	2.6%	2,695	1.6%	2,687	1.6%	-1.0%
Hispanic or Latino	81,154	54.1%	93,685	56.9%	99,921	58.2%	4.2%

Projection Source: California Department of Finance <http://www.dof.ca.gov/Forecasting/Demographics/Projections/>

Estimate Source: U.S. Census Bureau, 2018 American Community Survey 5-Year Estimates

Data Set 31: Educational Attainment

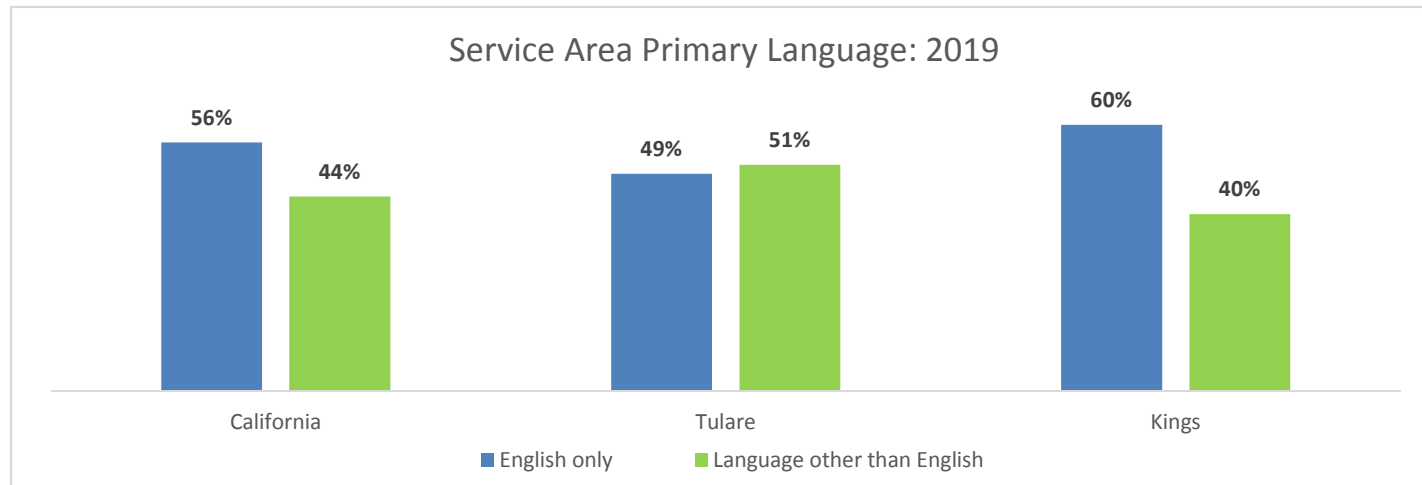


The educational attainment rates for Tulare and Kings Counties are lower than the state's rates. The rate of high school graduates or higher in California is 83% whereas Tulare and Kings County range from 70% to 74%, respectively. In addition 14% of adults living in Tulare and Kings Counties have a bachelor's degree or higher compared to 33% 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	26,218,885	100%	269,073	100%	92,321	100%
Less than 9th grade	2,471,189	9%	50,901	19%	11,849	13%
9th to 12th grade, no diploma	2,004,376	8%	30,444	11%	12,421	13%
High school graduate (includes equivalency)	5,391,120	21%	69,974	26%	23,540	25%
Some college, no degree	5,582,150	21%	58,870	22%	23,995	26%
Associate's degree	2,051,313	8%	20,391	8%	8,078	9%
Bachelor's degree	5,445,781	21%	25,710	10%	8,784	10%
Graduate or professional degree	3,272,956	12%	12,783	5%	3,654	4%
Percent high school graduate or higher	21,743,320	83%	187,728	70%	68,051	74%
Percent bachelor's degree or higher	8,718,737	33%	38,493	14%	12,438	14%

Source: U.S. Census Bureau, 2018 American Community Survey 5-Year Estimates

Data Set 32: Language at Home

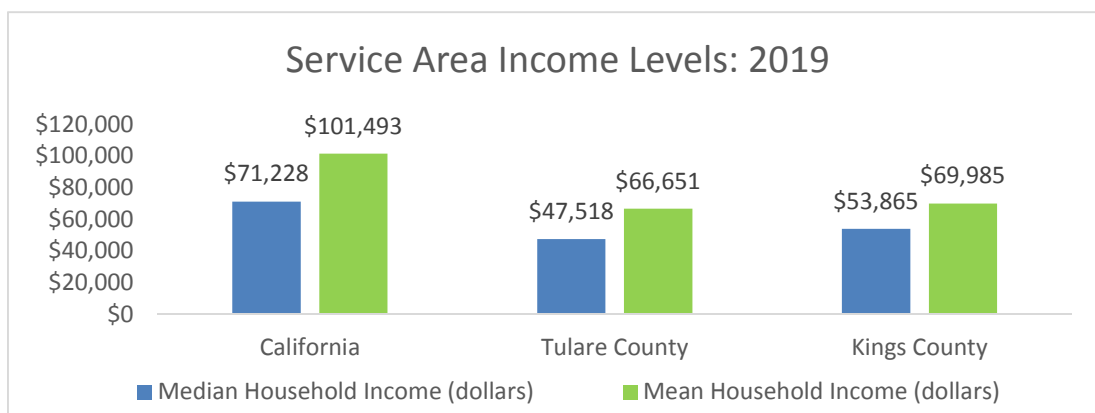


The percent of households that speak Spanish in Tulare County (47%) and Kings County (35%) is greater than the state average (29%). Both counties have noticeably smaller percentages of Asian and Pacific Islander languages when compared to the rest of the state.

Primary Language Spoken at Home						
	California		Tulare County		Kings County	
Language Spoken at Home	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 5 years and over	36,668,081	100%	421,973	100%	138,436	100%
English only	20,487,071	56%	206,646	49%	83,157	60%
Language other than English	16,181,010	44%	215,327	51%	55,279	40%
Language other than English Distribution						
Spanish	10,529,621	29%	198,492	47%	48,502	35%
Other Indo-European languages	1,641,520	4%	6,143	1%	2,050	1%
Asian and Pacific Islander languages	3,636,258	10%	9,188	3%	3,935	3%
Other languages	373,611	1%	1,504	0.4%	792	1%

Source: U.S. Census Bureau, 2018 American Community Survey 5-Year Estimates

Data Set 33: Income Levels



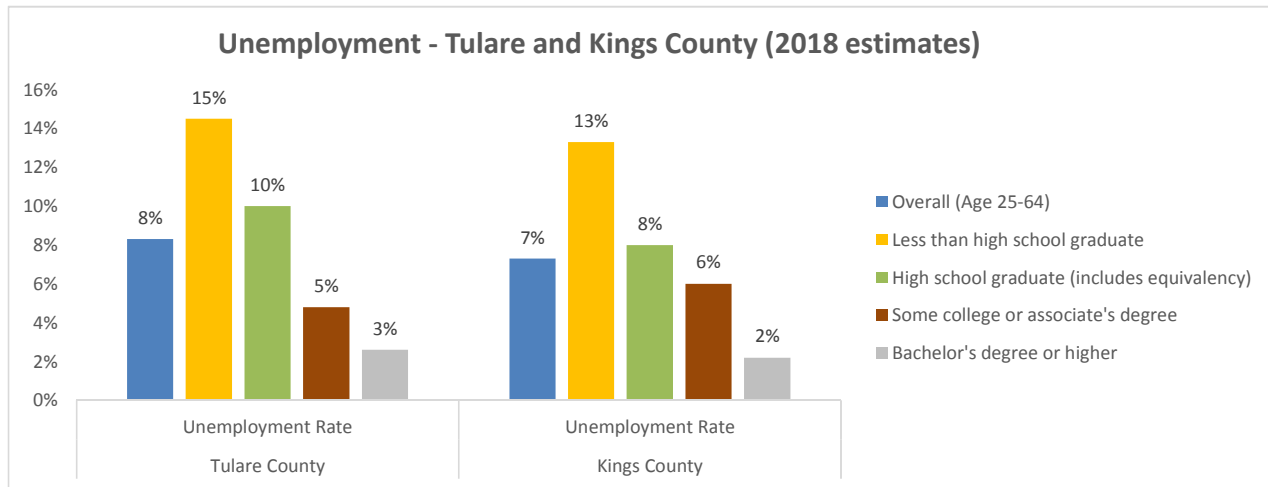
Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

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 more than double the state's poverty level and families with female householders in both counties have a poverty level at or above 36%. Additionally, the median income in both counties is less than the state by \$17,300 (Kings County) and \$23,700 (Tulare County).

Household Income			
<u>Median Income</u>	<u>California</u>	<u>Tulare County</u>	<u>Kings County</u>
Total Households	12,807,387	135,144	42,349
Less than \$10,000	5%	7%	5%
\$10,000 to \$14,999	4%	7%	6%
\$15,000 to \$24,999	8%	13%	10%
\$25,000 to \$34,999	8%	11%	11%
\$35,000 to \$49,999	11%	15%	15%
\$50,000 to \$74,999	16%	18%	18%
\$75,000 to \$99,999	12%	11%	14%
\$100,000 to \$149,999	16%	11%	13%
\$150,000 to \$199,999	8%	4%	5%
\$200,000 or more	11%	4%	4%
Median Household Income (dollars)	\$71,228	\$47,518	\$53,865
Mean Household Income (dollars)	\$101,493	\$66,651	\$69,985
Family Income Below the Poverty Level (past 12 months)			
	<u>California</u>	<u>Tulare County</u>	<u>Kings County</u>
All families	10%	21%	17%
Married couple families	6%	14%	10%
Families with female householder, no husband present	25%	41%	36%

Source: U.S. Census Bureau, 2018 American Community Survey 5-Year Estimates

Data Set 34: Unemployment and Labor Force Participation



For both Tulare and Kings County, as well as the rest of California, the higher your education attainment, the more likely you are to participate in the labor force. Conversely, you are less likely to find yourself unemployed as the level of your education increases.

Labor Force & Unemployment Rates by Educational Attainment						
	California		Tulare County		Kings County	
	Labor Force		Labor Force		Labor Force	
	Participation	Unemployment	Participation	Unemployment	Participation	Unemployment
	Rate	Rate	Rate	Rate	Rate	Rate
Overall (Age 25-64)	77%	6%	72%	8%	63%	7%
Less than high school graduate	65%	8%	64%	15%	49%	13%
High school graduate (includes equivalency)	73%	7%	71%	10%	58%	8%
Some college or associate's degree	78%	6%	75%	5%	70%	6%
Bachelor's degree or higher	86%	4%	84%	3%	83%	2%

Labor Force & Unemployment Rates by Race/Ethnicity						
	California		Tulare County		Kings County	
	Labor Force		Labor Force		Labor Force	
	Participation	Unemployment	Participation	Unemployment	Participation	Unemployment
	Rate	Rate	Rate	Rate	Rate	Rate
Overall (age 16+)	63.5%	6.7%	58.9%	9.4%	54.8%	8.4%
Black or African American alone	59.9%	11.7%	57.7%	10.3%	48.2%	9.7%
American Indian and Alaska Native alone	59.6%	10.5%	50.9%	13.0%	35.0%	8.7%
Asian alone	63.4%	5.0%	59.1%	5.1%	59.2%	7.0%
Native Hawaiian and Other Pacific Islander alone	66.8%	8.0%	56.5%	6.9%	53.2%	5.0%
Some other race alone	68.4%	7.7%	64.7%	12.0%	51.4%	10.0%
Two or more races	66.2%	8.8%	56.4%	9.4%	49.2%	6.9%
Hispanic or Latino origin (of any race)	66.7%	7.7%	61.7%	11.6%	55.0%	10.1%
White alone, not Hispanic or Latino	61.2%	5.6%	54.5%	5.7%	55.8%	6.1%

Source: U.S. Census Bureau, 2018 American Community Survey 5-Year Estimates

Data Set 35: Tulare County Job Growth

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	22.7% or 50 jobs	General and Operations Managers	810
	General and Operations Managers	19.2% or 350 jobs	Elementary School Teachers, Except Special Education	670
	Administrative Services Managers	16.7% or 50 jobs	Substitute Teachers	580
	Kindergarten Teachers, Except Special Education	13.0% or 60 jobs	Secondary School Teachers, Except Special and Career/Technical Education	460
Associate's Degree	Registered Nurses	20.5% or 390 jobs	Registered Nurses	840
	Preschool Teachers, Except Special Education	12.1% or 40 jobs	Preschool Teachers, Except Special Education	140
Postsecondary Non-degree Award	Telecommunications Equipment Installers and Repairers, Except Line Installers	52.4% or 110 jobs	Heavy and Tractor-Trailer Truck Drivers	1,330
	Heavy and Tractor-Trailer Truck Drivers	28.2% or 820 jobs	Nursing Assistants	740
	Nursing Assistants	27.6% or 400 jobs	Medical Assistants	370
	Medical Assistants	25.6% or 200 jobs	Licensed Practical and Licensed Vocational Nurses	250
	Dental Assistants	19.4% or 60 jobs	Automotive Service Technicians and Mechanics	240
Some College, No Degree	Computer User Support Specialists	12.5% or 40 jobs	Teacher Assistants	910
	Teacher Assistants	11.7% or 300 jobs	Bookkeeping, Accounting, and Auditing Clerks	180
	Bookkeeping, Accounting, and Auditing Clerks	0.6% or 10 jobs	Computer User Support Specialists	80

Source: California Employment Development Department

Excludes "All Other" occupations and those with employment less than 200 in 2014.

The fastest growing jobs in Tulare County that require some college or more are telecommunications, nursing, medical assistants, construction managers, and school teachers. The largest growing jobs in Tulare 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 county 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.

Data Set 36: Kings County Job Growth

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

Source: California Employment Development Department

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

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.



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