



# THE CURIOUS GIANT SERIES

# 2020 2021



THE CURIOUS  
GIANT SERIES  
2020 - 2021

VISALIA • HANFORD • TULARE

Sequoias Community  
College District



College of the Sequoias



To: The College of the Sequoias Community

From: Dr. Mehmet “Dali” Ozturk, Dean, Research, Planning and Institutional Effectiveness

Date: July 9, 2021

Subject: 2020-2021 Curious Giant Series

The Office of Research, Planning and Institutional Effectiveness (R-PIE) developed the Curious Giant series to communicate and highlight data to the District employees. The purpose of the Curious Giant is to inform and increase the District employees’ awareness and usage of data.

One to two Curious Giant correspondences are emailed each month and cover different points of data and/or topics. Where applicable, the Curious Giant correspondence provides readers with a link to the cited data source and encourages them to explore additional data within that source.

Between September 2020 and June 2021, 11 Curious Giant correspondences were emailed to the District employees. The topics covered included the impact of the COVID-19 pandemic, course success rates and AB 705 related outcomes. Specifically, topics included students' and faculty members' online course experience prior to the COVID-19 pandemic, students' and employees' perspective of the District's support during the pandemic, students' and faculty members’ technological challenges during the pandemic, and students' reasons for financial need during the pandemic, as well as course success rates for returning students, student athletes, and students who received access and ability services. Additionally, transfer level English and Math outcomes within their first year were highlighted for all first-time students, and English outcomes for first-time students were further disaggregated by race/ethnicity as well as college generation status by placement status.

The Office of Research, Planning and Institutional Effectiveness is happy to provide consultation and assistance with any questions or concerns regarding this report, if needed. We highly encourage you to submit a Data/Research Request form for additional data and analysis or consultation: <https://www.cos.edu/en-us/Research/Pages/Ad-Hoc-Data-and-Research-Requests.aspx>

Factually yours,

On behalf of the Giant Research Team

A handwritten signature in cursive script that reads "Dali".

Dr. Mehmet “Dali” Ozturk  
Dean, Research, Planning and Institutional Effectiveness

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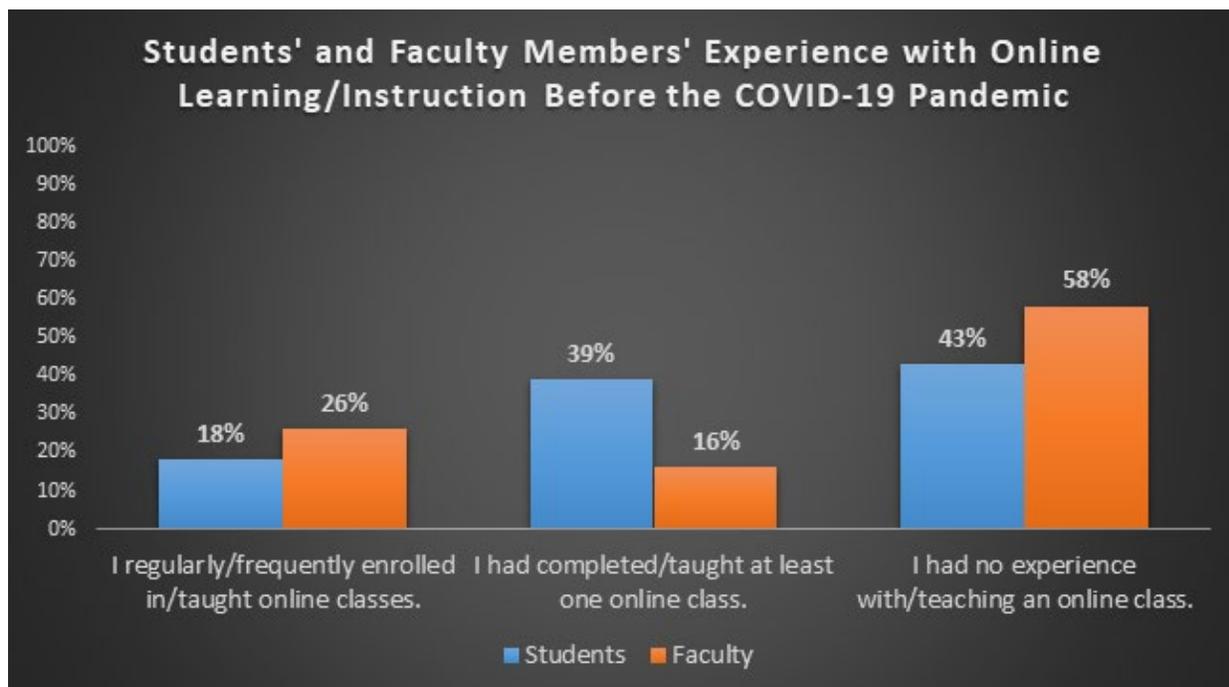


## The Curious Giant Series

**The Curious Giant asks: Prior to the COVID-19 pandemic, how familiar were students and faculty members with online learning/instruction?**

### We respond!

Based on the results of the statewide COVID-19 Impact Surveys that were administered over the summer to COS students and employees, more than half of the faculty (58%) had no previous experience teaching an online class, while 43% of students had no previous experience taking an online class. Additionally, approximately one in four faculty members (26%) frequently taught online courses prior to the COVID-19 pandemic, while nearly one in five students (18%) had regularly taken online classes prior to the pandemic.



You can learn more about the impact of COVID-19 on COS students and employees by visiting the student report [link](#) and the employee report [link](#).

Factually yours,  
Your Giant Research Team

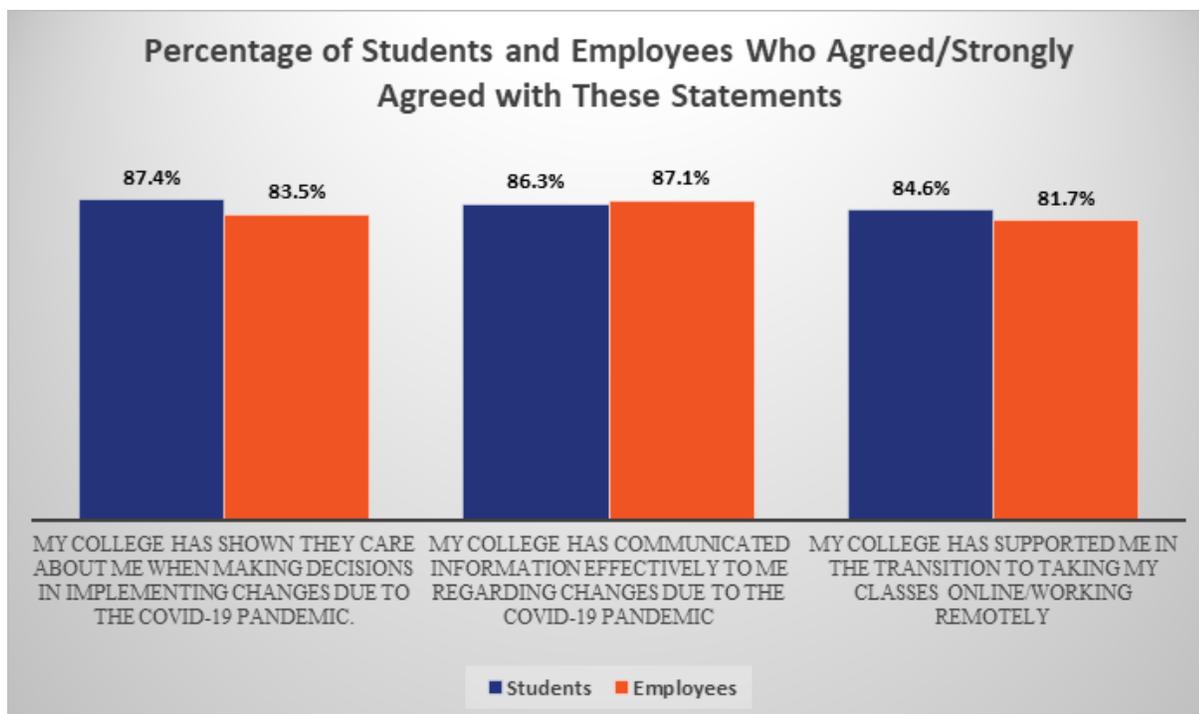


## The Curious Giant Series

The Curious Giant asks: Do students and employees feel cared about and supported by the College during the COVID-19 pandemic?

### We respond!

Based on the results of the statewide COVID-19 Impact Surveys that were administered over the summer to COS students and employees, more than 80% of students and employees agreed/strongly agreed that during the COVID-19 pandemic, the College showed care for them when making decisions about implementing changes, communicated changes effectively, and supported them in the transition to remote learning/work.



You can learn more about the impact of COVID-19 on COS students and employees by visiting the student report [link and the](#) employee report [link](#).

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Your Giant Research Team



## The Curious Giant Series

### The Curious Giant asks: What technological challenges did students and faculty face when transitioning to online learning/instruction?

#### We respond!

Based on the results of the statewide COVID-19 Impact Surveys that were administered over the summer to COS students and employees, both students and faculty experienced a variety of technological issues when transitioning to online learning/instruction. The two most endorsed technological issues reported by faculty members were students' lack of access to reliable internet and devices (73%), and students' discomfort or unfamiliarity with the required technology or software (68%). The two most endorsed technological issues reported by students were instructors' discomfort or unfamiliarity with the required technology or software (40%) and inadequate digital alternative for face-to-face collaboration tools.

Which of the following technological issues have been a challenge for you since the transition to online learning/instruction?	Students	Faculty
My instructors'/My students' lack of access to reliable internet connection, devices, and other related tools	14%	73%
My Students'/My Instructors discomfort or unfamiliarity with required technology or software	40%	68%
My discomfort or unfamiliarity with required technology or software, such as Canvas	22%	25%
Inadequate digital alternatives for face-to-face collaboration tools	32%	18%
My lack of access to specialized software	21%	11%
My lack of access to a reliable digital device	17%	10%
My lack of access to reliable or sufficient internet services	25%	8%
My lack of access to library resources	26%	2%
My lack of access to reliable communication software/tools (e.g., Zoom, Skype, Google)	19%	7%
Unclear instructor required technology or software	29%	-
Other	11%	22%

You can learn more about the impact of COVID-19 on COS students and employees by visiting the student report [link](#) and the employee report [link](#).

Factually yours,  
Your Giant Research Team



## The Curious Giant Series

### The Curious Giant asks: How have returning students performed in courses over the past five years?

#### We respond!

From 2015-2016 to 2019-2020, returning students (student enrolled at COS after an absence of one or more primary terms) performed below the District average in course success rates in all five years. Course success rates for female returning students were the same as or slightly better than male returning students in four of the past five years. Additionally, although African American female returning students fell below the District average for female returning students in all five years, the gap in success rates declined from 15% below the District average in 2015-2016 to only 3% below the District average in 2019-2020.

	Course Success Rates	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>District</b>	All Students	71%	72%	72%	75%	77%
	Returning Students	69%	70%	69%	70%	72%
	Female Returning Students	69%	71%	69%	71%	72%
	Male Returning Students	70%	70%	69%	69%	71%
<b>African American</b>	Female Returning Students	54%	64%	60%	61%	69%
	Male Returning Students	69%	66%	64%	70%	55%
<b>Asian</b>	Female Returning Students	70%	62%	70%	88%	80%
	Male Returning Students	63%	82%	82%	81%	75%
<b>Hispanic</b>	Female Returning Students	69%	70%	69%	70%	72%
	Male Returning Students	70%	69%	69%	68%	70%
<b>Multi-Ethnicity</b>	Female Returning Students	72%	67%	61%	69%	64%
	Male Returning Students	60%	69%	65%	58%	64%
<b>White</b>	Female Returning Students	71%	73%	74%	74%	76%
	Male Returning Students	72%	74%	72%	73%	77%

You can learn more about the student outcomes such as course success and withdrawal rates, as well as explore excused withdrawal rates, awards/recipients, and FTEs by visiting this [link](#) for the [Program Review Dashboard](#), which allows users to disaggregate data by race/ethnicity, gender, instruction method, campus location, unit load, enrollment status and more.

Factually yours,  
Your Giant Research Team



## The Curious Giant Series

The Curious Giant asks: How have student athletes performed in online courses over the past five years?

### We respond!

From 2015-2016 to 2019-2020, the District's online course success rate was lower than the District's course success rate for all instructional formats. For four of the past five years, student athletes performed above the District average in online course success rates, and online course success rates for male student athletes were greater than their non-student athlete counterparts. Additionally, student athletes have seen their online course success rates increase 11 percentage points from 62% in 2015-2016 to 73% in 2019-2020, with female student athletes having a 23-percentage point increase and male student athletes having a three-percentage point increase.

Course Success Rates		2015-16	2016-17	2017-18	2018-19	2019-20
District	All Students (All formats)	71%	72%	72%	75%	77%
	All Students (Online)	57%	59%	64%	65%	71%
	Athlete (Online)	62%	61%	60%	70%	73%
	Non-Athlete (Online)	57%	59%	64%	65%	71%
Female	Athlete (Online)	50%	56%	66%	73%	73%
	Non-Athlete (Online)	59%	61%	65%	66%	73%
Male	Athlete (Online)	72%	67%	55%	69%	75%
	Non-Athlete (Online)	52%	55%	62%	62%	67%

You can learn more about the student outcomes such as course success and withdrawal rates, as well as explore excused withdrawal rates, awards/recipients, and FTEs by visiting this [link](#) for the [Program Review Dashboard](#), which allows users to disaggregate data by race/ethnicity, gender, instructional format, campus location, unit load, enrollment status and more.

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Your Giant Research Team



## The Curious Giant Series

**The Curious Giant asks: How have students who receive Access and Ability services performed in courses over the past five years?**

### We respond!

From 2015-2016 to 2019-2020, students who received Access and Ability services\* performed below the District average in course success rates in all five years. Over the past five years, course success rates for female students who received Access and Ability services were higher than course success rates for male students who received Access and Ability services. Additionally, students who received Access and Ability services have seen their course success rates increase six percentage points from 68% in 2015-2016 to 74% in 2019-2020, with African American female students having a 15-percentage point increase over the past year and Multi-ethnic male students having a 17-percentage point increase within the same time period. These increases in course success rates over the past year closed the achievement gap for both groups in 2019-2020.

		2015-16	2016-17	2017-18	2018-19	2019-20
<b>District</b>	<b>All students</b>	71%	72%	72%	75%	77%
	<b>AAC Students</b>	68%	70%	70%	73%	74%
	<b>Female AAC Students</b>	71%	72%	72%	76%	75%
	<b>Male AAC Students</b>	65%	68%	66%	70%	72%
<b>African American</b>	<b>Female AAC Students</b>	69%	72%	59%	64%	79%
	<b>Male AAC Students</b>	60%	42%	80%	76%	60%
<b>Asian</b>	<b>Female AAC Students</b>	63%	79%	77%	86%	94%
	<b>Male AAC Students</b>	79%	64%	96%	81%	93%
<b>Hispanic</b>	<b>Female AAC Students</b>	70%	71%	73%	76%	76%
	<b>Male AAC Students</b>	64 %	65%	62%	69%	70%
<b>Multi-Ethnicity</b>	<b>Female AAC Students</b>	71%	65%	67%	69%	67%
	<b>Male AAC Students</b>	57%	70%	57%	61%	78%
<b>White</b>	<b>Female AAC Students</b>	75%	75%	74%	76%	73%
	<b>Male AAC Students</b>	67%	74%	73%	71%	73%

\*These AAC students have identified with the program at some point, but they may or may not have used services and accommodations during that academic year (or for each course enrolled).

You can learn more about the student outcomes such as course success and withdrawal rates, as well as explore excused withdrawal rates, awards/recipients, and FTEs by visiting this [link](#) for the [Program Review Dashboard](#), which allows users to disaggregate data by race/ethnicity, gender, instruction method, campus location, unit load, enrollment status and more.

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Your Giant Research Team

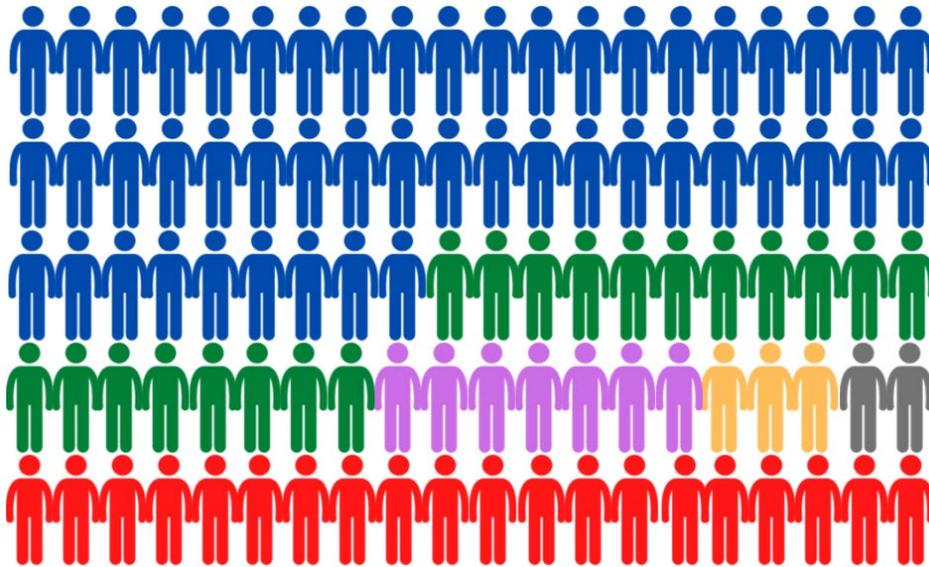


## The Curious Giant Series

The Curious Giant asks: What are the English 001 outcomes for Fall 2019 first-time students at the end of their first year?

### We respond!

For the Fall 2019 first-time student cohort, 49% of students successfully completed English 001 prior to the start of Fall 2020, and another 19% of the cohort unsuccessfully attempted English 001 prior to the start of Fall 2020. Seven percent of the cohort were enrolled at census in English 001 prior to the start of Fall 2020 but withdrew before completing the course. In addition, three percent of the cohort were enrolled at census in English 001 prior to the start of Fall 2020 but never received a valid grade (meaning the only grade they received was an Excused or Military Withdrawal). Finally, two percent of the cohort enrolled in English 001 prior to the start of Fall 2020 but withdrew before the census date, and 20% of the cohort did not enroll in English 001 prior to the start of Fall 2020.



- **Successfully Completed (49%)**
- **Unsuccessfully Attempted (19%)**
- **Enrolled, but withdrew after census (7%)**
- **Enrolled, but didn't receive valid grade (3%)**
- **Enrolled, but withdrew before census date (2%)**
- **Never enrolled (20%)**

\*\*\*Successful grades are A/B/C/P. Unsuccessful Attempts are D/F/NP/I. Valid grades are A/B/C/D/F/P/NP/I/W.

You can learn more about the first-time students' English and Quantitative Reasoning requirement outcomes such as course success, throughput and withdrawal rates by visiting this [link](#) for the [AB 705 Report- Update on Progress: Fall 2018 Cohort to Fall 2019 Cohort Comparisons](#).

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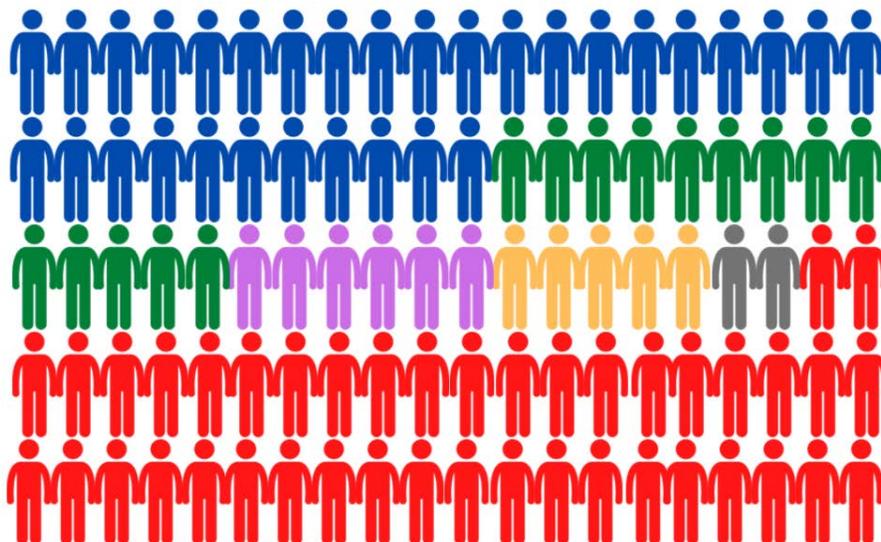


## The Curious Giant Series

### The Curious Giant asks: What are the Quantitative Reasoning requirement outcomes for Fall 2019 first-time students at the end of their first year?

#### We respond!

For the Fall 2019 first-time student cohort, 31% of students successfully completed the Quantitative Reasoning Requirement prior to the start of Fall 2020, and 14% of the cohort were enrolled at census in a QR course prior to the start of Fall 2020 but did not pass. Six percent of the cohort were enrolled at census in a QR course prior to the start of Fall 2020 but withdrew before completing the course. In addition, five percent of the cohort were enrolled at census in a QR course prior to the start of Fall 2020 but never received a valid grade (meaning the only grade they received was an Excused or Military Withdrawal). Finally, approximately two percent of the cohort enrolled in a QR course prior to the start of Fall 2020 but withdrew before the census date, and 42% of the cohort did not enroll in a QR course prior to the start of Fall 2020.



- **Successfully Completed (31%)**
- **Unsuccessfully Attempted (14%)**
- **Enrolled, but withdrew after census (6%)**
- **Enrolled, but didn't receive valid grade (5%)**
- **Enrolled, but withdrew before census date (2%)**
- **Never enrolled (42%)**

\*\*\*Successful grades are A/B/C/P. Unsuccessful grades are D/F/NP/I. Valid grades are A/B/C/D/F/P/NP/I/W.

You can learn more about the first-time students' English and Quantitative Reasoning requirement outcomes such as course success, throughput and withdrawal rates by visiting this [link](#) for the [AB 705 Report- Update on Progress: Fall 2018 Cohort to Fall 2019 Cohort Comparisons](#).

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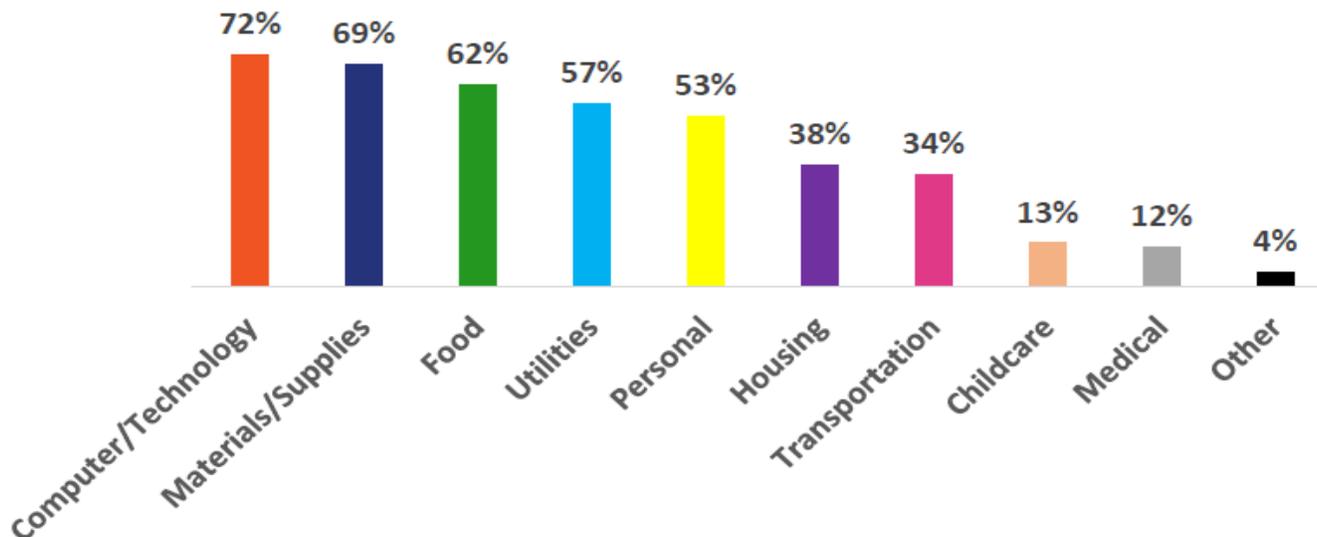
## The Curious Giant Series

The Curious Giant asks: What are students' financial needs during the COVID-19 pandemic and campus closure?

### We respond!

According to a recent survey of COS students conducted by the Research Office, the most endorsed reasons for financial need were computer/technology (72%), materials/supplies (69%), and food (62%). Additionally, over half reported utilities (57%) and personal expenses (53%) as reasons for financial need, while about one-third of the students endorsed housing (38%) and transportation (34%) as reasons for financial need. Finally, approximately one in eight students reported childcare (13%) and medical expenses (12%) as reasons for financial need.

**Percentage of Students Endorsing Each Reason for Financial Need**



You can learn more about COS students' financial needs during the COVID-19 pandemic, including reasons disaggregated by race/ethnicity, gender, enrollment status, unit load, college generation status, and foster youth status by visiting this [link](#) for the [CARES Report: Understanding Students' Need for Financial Assistance during the COVID-19 pandemic](#).

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Your Giant Research Team

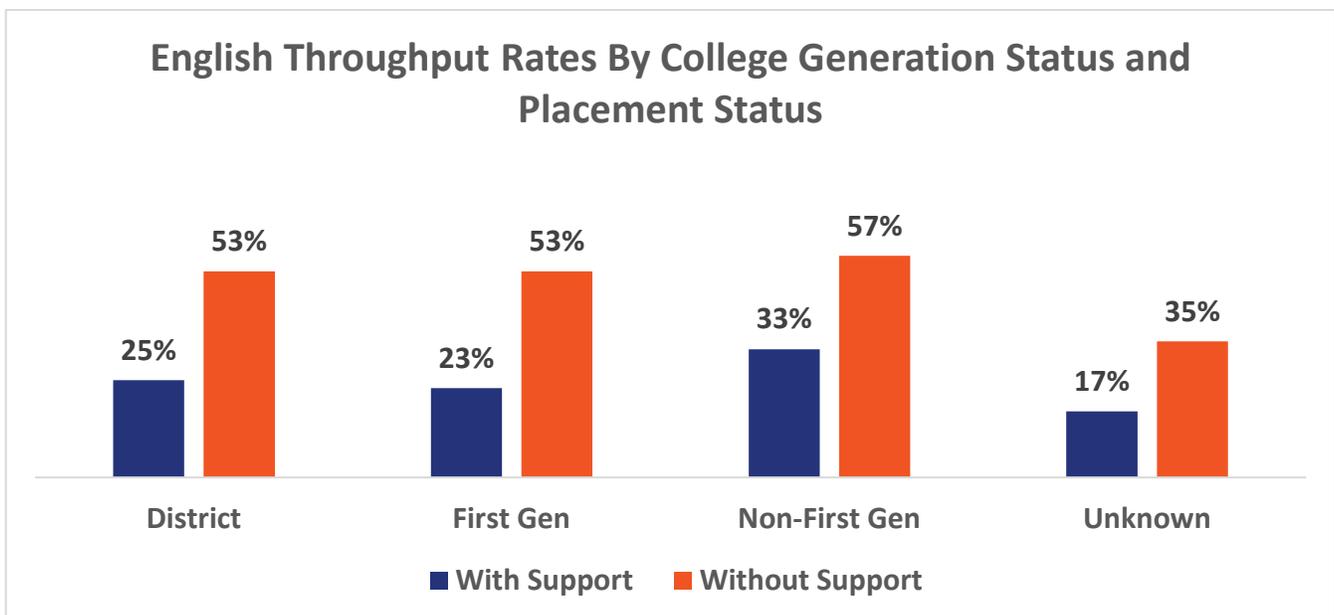


## The Curious Giant Series

The Curious Giant asks: What do first-time students' English 001 throughput rates by college generation and placement status (with support versus without support) look like?

### We respond!

For Fall 2019 first-time students, English 001 throughput rates were higher for those who were placed without support when compared to those placed with support regardless of college generation status. When compared to the District, first generation college students (23%) had lower throughput rates for those placed with support (25%). Additionally, first generation college students (+30 percentage points) had the largest differences in throughput rates between those who were placed with support and those who were placed without support. Non-first generation college students had the highest English 001 throughput rate among those who were placed with support (33%) and without support (57%). Finally, students with an unknown college generation status had the lowest throughput rates for those placed with support (17%) and without support (35%).



\*\*\*Fall 2019 throughput rate refers to the percentage of Fall 2019 first-time students, enrolled at census in a credit course with a course number lower than 400, who successfully completed English 001 (with or without) prior to Fall 2020.

You can learn more about the first-time students' English outcomes such as course success, throughput and withdrawal rates disaggregated by race/ethnicity, gender, PELL status and college generation status, by visiting this [link](#) for the [AB 705 English 001 Disaggregated Outcomes Report: Fall 2018 Cohort to Fall 2019 Cohort Comparisons](#).

Factually yours,

Your Giant Research Team

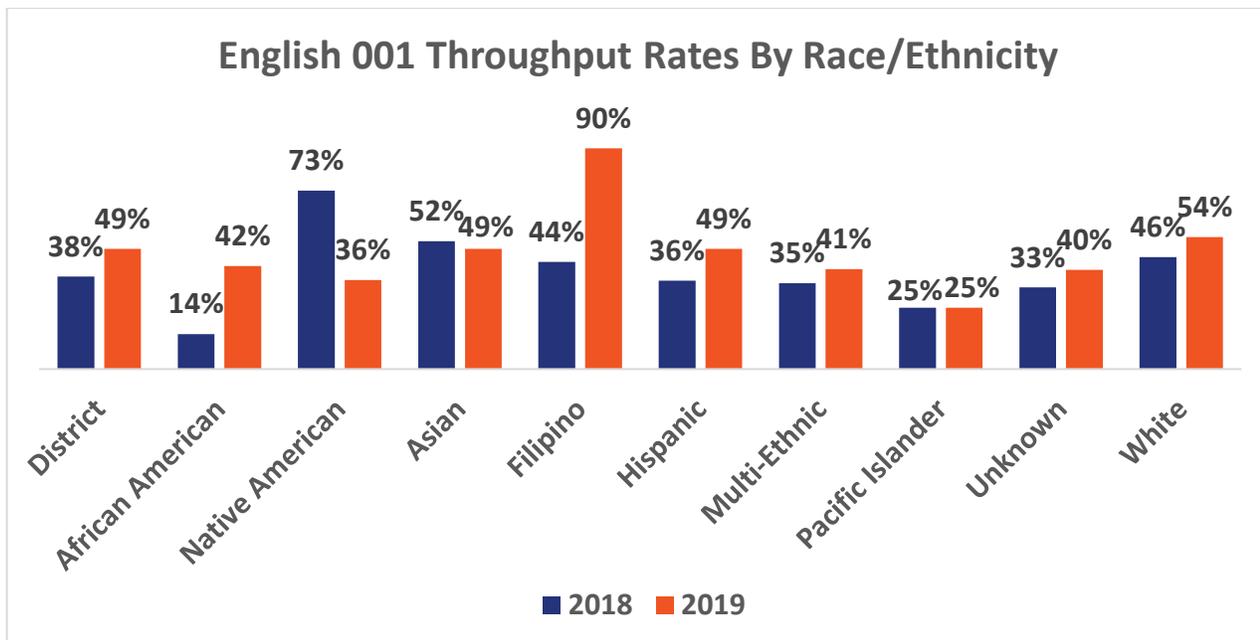


## The Curious Giant Series

### The Curious Giant asks: What do Fall 2018 and Fall 2019 first-time students' English 001 throughput rates by race/ethnicity look like?

#### We respond!

For African American, Filipino, Hispanic, Multi-ethnic and White students as well as students with an unknown race/ethnicity, English 001 throughput rates were higher among the Fall 2019 cohort when compared to the Fall 2018 cohort. For Native American and Asian students, English 001 throughput rates were higher among the Fall 2018 cohort. Among the Fall 2019 cohort, African American, Native American, Multi-ethnic, and Pacific Islander students as well as students with an unknown race/ethnicity had lower throughput rates when compared to the District (49%). Additionally, from the Fall 2018 cohort to the Fall 2019 cohort, Filipino (+46 percentage points), African American (+28 percentage points) and Hispanic (+13 percentage points) students had greater increases in English 001 throughput rates when compared to the District (+11 percentage points). Hispanic students had the same English 001 throughput rate as the District. Although their English 001 throughput rate remained below the District, African American students made significant gains towards closing the equity gap.



\*\*\*Throughput rate refers to the percentage of first-time students, enrolled at census in a credit course with a course number lower than 400, who successfully completed English 001 (with or without support) prior to the subsequent Fall semester.

You can learn more about the first-time students' English outcomes such as course success, throughput and withdrawal rates disaggregated by race/ethnicity, gender, PELL status and college generation status, by visiting this [link](#) for the [AB 705 English 001 Disaggregated Outcomes Report: Fall 2018 Cohort to Fall 2019 Cohort Comparisons](#).

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Your Giant Research Team



**COS**

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