THE GIANT FACT BOOK 2020 2021
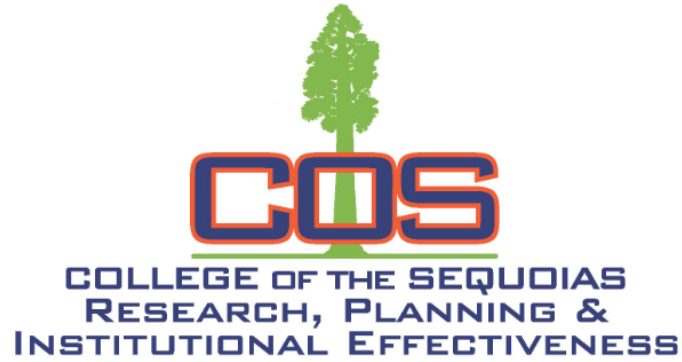
OFFICE OF RESEARCH, PLANNING, & INSTITUTIONAL EFFECTIVENESS

VISALIA • HANFORD • TULARE

Sequoias Community College District

COS

College of the Sequoias

COLLEGE of the SEQUOIAS
RESEARCH, PLANNING &
INSTITUTIONAL EFFECTIVENESS

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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Fall 2020 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	13,115	100.0%	9,563	100.0%	2,263	100.0%	2,093	100.0%	4,482	100.0%	5,650	100.0%
Less than 20	5,545	42.3%	3,839	40.1%	767	33.9%	786	37.6%	1,645	36.7%	2,065	36.5%
20-24	3,979	30.3%	3,208	33.5%	776	34.3%	766	36.6%	1,547	34.5%	1,887	33.4%
25-29	1,426	10.9%	1,029	10.8%	334	14.8%	234	11.2%	564	12.6%	701	12.4%
30-49	1,887	14.4%	1,310	13.7%	361	16.0%	277	13.2%	660	14.7%	889	15.7%
50+	278	2.1%	177	1.9%	25	1.1%	30	1.4%	66	1.5%	108	1.9%

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 (42.3%).

· The Visalia campus had the largest proportion of students younger than 20 years old (40.1%).

· The largest proportion of students older than 20 years old was found at the Hanford Center (66.2%).

Age 6-Yr Trend

District Total

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,978	100.0%	12,739	100.0%	12,879	100.0%	13,149	100.0%	13,491	100.0%	13,115	100.0%
Less than 20	4,019	33.6%	4,396	34.5%	4,745	36.8%	5,098	38.8%	5,507	40.8%	5,545	42.3%
20-24	4,250	35.5%	4,371	34.3%	4,177	32.4%	4,241	32.3%	4,200	31.1%	3,979	30.3%
25-29	1,482	12.4%	1,553	12.2%	1,559	12.1%	1,562	11.9%	1,494	11.1%	1,426	10.9%
30-49	1,931	16.1%	2,080	16.3%	2,040	15.8%	1,907	14.5%	1,952	14.5%	1,887	14.4%
50+	295	2.5%	338	2.7%	358	2.8%	340	2.6%	338	2.5%	278	2.1%
Unknown	1	0.0%	1	0.0%			1	0.0%				

Visalia Campus

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,702	100.0%	9,943	100.0%	10,099	100.0%	10,044	100.0%	10,042	100.0%	9,563	100.0%
Less than 20	3,295	34.0%	3,424	34.4%	3,670	36.3%	3,784	37.7%	3,972	39.6%	3,839	40.1%
20-24	3,635	37.5%	3,677	37.0%	3,519	34.8%	3,531	35.2%	3,424	34.1%	3,208	33.5%
25-29	1,174	12.1%	1,165	11.7%	1,194	11.8%	1,164	11.6%	1,075	10.7%	1,029	10.8%
30-49	1,403	14.5%	1,451	14.6%	1,494	14.8%	1,342	13.4%	1,363	13.6%	1,310	13.7%
50+	195	2.0%	226	2.3%	222	2.2%	223	2.2%	208	2.1%	177	1.9%

Hanford Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%
Less than 20	483	29.7%	426	23.6%	480	26.6%	535	28.4%	604	31.2%	767	33.9%
20-24	628	38.6%	722	40.1%	663	36.8%	673	35.7%	670	34.6%	776	34.3%
25-29	242	14.9%	299	16.6%	297	16.5%	293	15.5%	279	14.4%	334	14.8%
30-49	244	15.0%	315	17.5%	317	17.6%	349	18.5%	342	17.7%	361	16.0%
50+	32	2.0%	40	2.2%	47	2.6%	37	2.0%	41	2.1%	25	1.1%

Tulare Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%
Less than 20	806	39.7%	968	43.8%	994	44.0%	938	42.7%	1,047	45.4%	786	37.6%
20-24	711	35.1%	675	30.5%	679	30.1%	710	32.3%	741	32.2%	766	36.6%
25-29	236	11.6%	245	11.1%	253	11.2%	225	10.2%	217	9.4%	234	11.2%
30-49	231	11.4%	274	12.4%	292	12.9%	272	12.4%	259	11.2%	277	13.2%
50+	44	2.2%	48	2.2%	41	1.8%	52	2.4%	40	1.7%	30	1.4%

Distance Ed

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,482	100.0%
Less than 20	552	23.4%	512	21.9%	732	25.1%	844	26.8%	1,274	33.1%	1,645	36.7%
20-24	935	39.7%	940	40.3%	1,205	41.2%	1,238	39.3%	1,440	37.4%	1,547	34.5%
25-29	390	16.5%	376	16.1%	410	14.0%	468	14.8%	509	13.2%	564	12.6%
30-49	436	18.5%	456	19.5%	516	17.7%	541	17.2%	565	14.7%	660	14.7%
50+	45	1.9%	49	2.1%	59	2.0%	63	2.0%	64	1.7%	66	1.5%

CTE

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%
Less than 20	1,676	30.0%	1,654	29.5%	1,766	31.8%	1,929	33.3%	2,159	35.2%	2,065	36.5%
20-24	2,071	37.0%	2,025	36.1%	1,932	34.8%	2,005	34.6%	2,035	33.2%	1,887	33.4%
25-29	782	14.0%	793	14.1%	745	13.4%	768	13.3%	785	12.8%	701	12.4%
30-49	928	16.6%	988	17.6%	947	17.1%	940	16.2%	1,013	16.5%	889	15.7%
50+	138	2.5%	154	2.7%	155	2.8%	147	2.5%	133	2.2%	108	1.9%

Course Level Dataset

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
UC Transferable	85.6%	87.3%	77.3%	89.1%	82.6%	54.6%
CSU Transferable	26.1%	21.3%	15.1%	17.6%	20.3%	42.5%
COS Degree Applicable	10.4%	6.1%	10.3%	4.3%	9.0%	21.6%
Credit Support or Basic	13.3%	13.1%	8.8%	12.2%	1.5%	2.2%
	—	8.8%	0.7%	2.3%	0.6%	5.1%

	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	13,115	100.0%	9,563	100.0%	2,263	100.0%	2,093	100.0%	4,482	100.0%	5,650	100.0%
UC Transferable	11,226	85.6%	8,349	87.3%	1,749	77.3%	1,864	89.1%	3,704	82.6%	3,087	54.6%
CSU Transferable	3,423	26.1%	2,038	21.3%	341	15.1%	369	17.6%	909	20.3%	2,400	42.5%
COS Degree Applicable	1,360	10.4%	586	6.1%	234	10.3%	89	4.3%	405	9.0%	1,222	21.6%
Credit Support or Basic	1,740	13.3%	1,257	13.1%	200	8.8%	256	12.2%	68	1.5%	123	2.2%
Non-Credit	1,097	8.4%	842	8.8%	16	0.7%	49	2.3%	29	0.6%	287	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 (85.6%) were enrolled in at least one UC transferable course during Fall 2020.

The Tulare Center has the smallest proportion of students enrolling in at least one COS degree applicable courses (4.3%).

Course Level 6-Yr Trend

District Total

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,978	100.0%	12,739	100.0%	12,879	100.0%	13,149	100.0%	13,491	100.0%	13,115	100.0%
UC Transferable	9,219	77.0%	9,547	74.9%	9,909	76.9%	10,350	78.7%	11,288	83.7%	11,226	85.6%
CSU Transferable	4,054	33.8%	3,882	30.5%	3,749	29.1%	3,891	29.6%	3,564	26.4%	3,423	26.1%
COS Degree Appl..	5,563	46.4%	5,796	45.5%	5,671	44.0%	5,202	39.6%	3,937	29.2%	1,360	10.4%
Credit Support o..	1,250	10.4%	1,440	11.3%	1,462	11.4%	1,128	8.6%	1,954	14.5%	1,740	13.3%
Non-Credit	7,777	64.9%	7,496	58.8%	7,357	57.1%	8,170	62.1%	7,811	57.9%	1,097	8.4%

Visalia Campus

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,702	100.0%	9,943	100.0%	10,099	100.0%	10,044	100.0%	10,042	100.0%	9,563	100.0%
UC Transferable	7,642	78.8%	7,778	78.2%	7,883	78.1%	8,112	80.8%	8,510	84.7%	8,349	87.3%
CSU Transferable	2,836	29.2%	2,716	27.3%	2,570	25.4%	2,552	25.4%	2,287	22.8%	2,038	21.3%
COS Degree Appl..	4,044	41.7%	3,992	40.1%	4,031	39.9%	3,484	34.7%	2,267	22.6%	586	6.1%
Credit Support o..	991	10.2%	1,052	10.6%	1,086	10.8%	765	7.6%	1,451	14.4%	1,257	13.1%
Non-Credit	6,233	64.2%	6,093	61.3%	6,130	60.7%	6,298	62.7%	6,076	60.5%	842	8.8%

Hanford Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%
UC Transferable	1,048	64.3%	1,072	59.5%	1,118	62.0%	1,165	61.7%	1,371	70.8%	1,749	77.3%
CSU Transferable	335	20.6%	263	14.6%	242	13.4%	228	12.1%	226	11.7%	341	15.1%
COS Degree Appl..	646	39.7%	731	40.6%	692	38.4%	649	34.4%	469	24.2%	234	10.3%
Credit Support o..	194	11.9%	290	16.1%	232	12.9%	220	11.7%	244	12.6%	200	8.8%
Non-Credit	675	41.4%	392	21.8%	478	26.5%	858	45.5%	730	37.7%	16	0.7%

Tulare Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%
UC Transferable	1,065	52.5%	1,193	54.0%	1,254	55.5%	1,287	58.6%	1,583	68.7%	1,864	89.1%
CSU Transferable	433	21.4%	451	20.4%	436	19.3%	479	21.8%	448	19.4%	369	17.6%
COS Degree Appl..	1,001	49.4%	1,148	51.9%	1,128	49.9%	997	45.4%	889	38.6%	89	4.3%
Credit Support o..	54	2.7%	103	4.7%	122	5.4%	122	5.6%	247	10.7%	256	12.2%
Non-Credit	638	31.5%	730	33.0%	557	24.7%	855	38.9%	921	40.0%	49	2.3%

Distance Ed

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,482	100.0%
UC Transferable	1,685	71.5%	1,673	71.7%	2,188	74.9%	2,270	72.0%	3,209	83.3%	3,704	82.6%
CSU Transferable	573	24.3%	580	24.9%	635	21.7%	655	20.8%	657	17.1%	909	20.3%
COS Degree Appl..	455	19.3%	422	18.1%	520	17.8%	629	19.9%	381	9.9%	405	9.0%
Credit Support o..	47	2.0%	66	2.8%	64	2.2%	109	3.5%	20	0.5%	68	1.5%
Non-Credit			11	0.5%	21	0.7%	49	1.6%	43	1.1%	29	0.6%

CTE

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%
UC Transferable	3,073	54.9%	2,912	51.9%	2,971	53.6%	3,138	54.2%	3,283	53.6%	3,087	54.6%
CSU Transferable	2,686	48.0%	2,529	45.0%	2,452	44.2%	2,520	43.5%	2,644	43.2%	2,400	42.5%
COS Degree Appl..	1,027	18.4%	1,180	21.0%	1,140	20.6%	1,183	20.4%	1,365	22.3%	1,222	21.6%
Credit Support o..	47	0.8%	145	2.6%	145	2.6%	147	2.5%	120	2.0%	123	2.2%
Non-Credit	201	3.6%	208	3.7%	223	4.0%	266	4.6%	313	5.1%	287	5.1%

Enrollment Status Dataset

Groups   Enrollment Status

Fall 2020 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
First-Time Student	19.8%	22.6%	21.5%	22.2%	18.7%	20.3%
Continuing Student	55.0%	61.2%	53.6%	62.8%	60.8%	60.7%
Returning Student	7.7%	7.0%	11.4%	7.5%	9.8%	8.5%
First-Time Transfer Student	4.8%	4.2%	9.9%	4.4%	4.8%	5.3%
Not Applicable/K-12	12.7%	4.9%	3.6%	3.2%	5.9%	5.1%

	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	**13,115**	**100.0%**	**9,563**	**100.0%**	**2,263**	**100.0%**	**2,093**	**100.0%**	**4,482**	**100.0%**	**5,650**	**100.0%**
First-Time Student	2,595	19.8%	2,162	22.6%	487	21.5%	464	22.2%	838	18.7%	1,147	20.3%
Continuing Student	7,209	55.0%	5,856	61.2%	1,213	53.6%	1,314	62.8%	2,727	60.8%	3,432	60.7%
Returning Student	1,011	7.7%	672	7.0%	258	11.4%	156	7.5%	441	9.8%	483	8.5%
First-Time Transfer Student	634	4.8%	400	4.2%	223	9.9%	93	4.4%	213	4.8%	300	5.3%
Not Applicable/K-12	1,666	12.7%	473	4.9%	82	3.6%	66	3.2%	263	5.9%	288	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:

About one of every five students (19.8%) was a first-time student.

The Visalia campus has the highest proportion of first-time students enrolled (22.6%) while distance education courses have the smallest proportion enrolled (18.7%).

The proportion of k-12 students has increased 7.9 points from 2015 (4.8%) to 2020 (12.7%).

Enrollment Status 6-Yr Trend

District Total

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,978	100.0%	12,739	100.0%	12,879	100.0%	13,149	100.0%	13,491	100.0%	13,115	100.0%
First-Time Student	2,803	23.4%	2,890	22.7%	2,668	20.7%	2,692	20.5%	2,979	22.1%	2,595	19.8%
Continuing Student	6,707	56.0%	6,922	54.3%	7,227	56.1%	7,241	55.1%	7,089	52.5%	7,209	55.0%
Returning Student	1,118	9.3%	1,225	9.6%	1,168	9.1%	1,209	9.2%	1,196	8.9%	1,011	7.7%
First-Time Transfer Student	771	6.4%	865	6.8%	835	6.5%	789	6.0%	806	6.0%	634	4.8%
Not Applicable/K-12	579	4.8%	837	6.6%	981	7.6%	1,218	9.3%	1,421	10.5%	1,666	12.7%

Visalia Campus

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,702	100.0%	9,943	100.0%	10,099	100.0%	10,044	100.0%	10,042	100.0%	9,563	100.0%
First-Time Student	2,240	23.1%	2,370	23.8%	2,251	22.3%	2,248	22.4%	2,482	24.7%	2,162	22.6%
Continuing Student	5,795	59.7%	5,841	58.7%	6,050	59.9%	6,017	59.9%	5,815	57.9%	5,856	61.2%
Returning Student	885	9.1%	912	9.2%	865	8.6%	856	8.5%	821	8.2%	672	7.0%
First-Time Transfer Student	522	5.4%	543	5.5%	562	5.6%	527	5.2%	526	5.2%	400	4.2%
Not Applicable/K-12	260	2.7%	277	2.8%	371	3.7%	396	3.9%	398	4.0%	473	4.9%

Hanford Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%
First-Time Student	381	23.4%	339	18.8%	383	21.2%	407	21.6%	408	21.1%	487	21.5%
Continuing Student	855	52.5%	925	51.3%	958	53.1%	966	51.2%	963	49.7%	1,213	53.6%
Returning Student	175	10.7%	246	13.7%	213	11.8%	241	12.8%	252	13.0%	258	11.4%
First-Time Transfer Student	186	11.4%	264	14.7%	227	12.6%	229	12.1%	247	12.8%	223	9.9%
Not Applicable/K-12	32	2.0%	28	1.6%	23	1.3%	44	2.3%	66	3.4%	82	3.6%

Tulare Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%
First-Time Student	595	29.3%	807	36.5%	777	34.4%	733	33.4%	782	33.9%	464	22.2%
Continuing Student	1,066	52.6%	1,044	47.2%	1,099	48.6%	1,116	50.8%	1,194	51.8%	1,314	62.8%
Returning Student	231	11.4%	202	9.1%	227	10.0%	211	9.6%	192	8.3%	156	7.5%
First-Time Transfer Student	118	5.8%	143	6.5%	129	5.7%	112	5.1%	100	4.3%	93	4.4%
Not Applicable/K-12	18	0.9%	14	0.6%	27	1.2%	25	1.1%	36	1.6%	66	3.2%

Distance Ed

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,482	100.0%
First-Time Student	299	12.7%	276	11.8%	365	12.5%	392	12.4%	675	17.5%	838	18.7%
Continuing Student	1,530	64.9%	1,542	66.1%	1,986	68.0%	2,075	65.8%	2,395	62.2%	2,727	60.8%
Returning Student	294	12.5%	310	13.3%	322	11.0%	380	12.0%	387	10.0%	441	9.8%
First-Time Transfer Student	193	8.2%	179	7.7%	209	7.2%	210	6.7%	260	6.7%	213	4.8%
Not Applicable/K-12	42	1.8%	26	1.1%	40	1.4%	97	3.1%	135	3.5%	263	5.9%

CTE

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%
First-Time Student	1,201	21.5%	1,140	20.3%	1,124	20.3%	1,181	20.4%	1,364	22.3%	1,147	20.3%
Continuing Student	3,230	57.7%	3,125	55.7%	3,203	57.8%	3,313	57.2%	3,418	55.8%	3,432	60.7%
Returning Student	606	10.8%	670	11.9%	598	10.8%	615	10.6%	618	10.1%	483	8.5%
First-Time Transfer Student	460	8.2%	506	9.0%	453	8.2%	445	7.7%	448	7.3%	300	5.3%
Not Applicable/K-12	98	1.8%	173	3.1%	167	3.0%	235	4.1%	277	4.5%	288	5.1%

COS First-Time Students vs. Feeder High Graduates

Population Difference:
2020 COS First-Time Students vs. 2020 Feeder High Graduates

	Class of '20 Feeder High Graduates % of Total	Fall 2020 First-Time Feeder COS Students % of Total
Female	51.4%	58.8%
Male	48.6%	45.8%
White	19.7%	16.7%
African American	2.3%	1.7%
Native American	0.5%	0.6%
Asian	2.2%	1.7%
Filipino	1.0%	0.8%
Pacific Island	0.1%	0.0%
Hispanic	74.5%	74.1%
Two or More	0.8%	6.3%
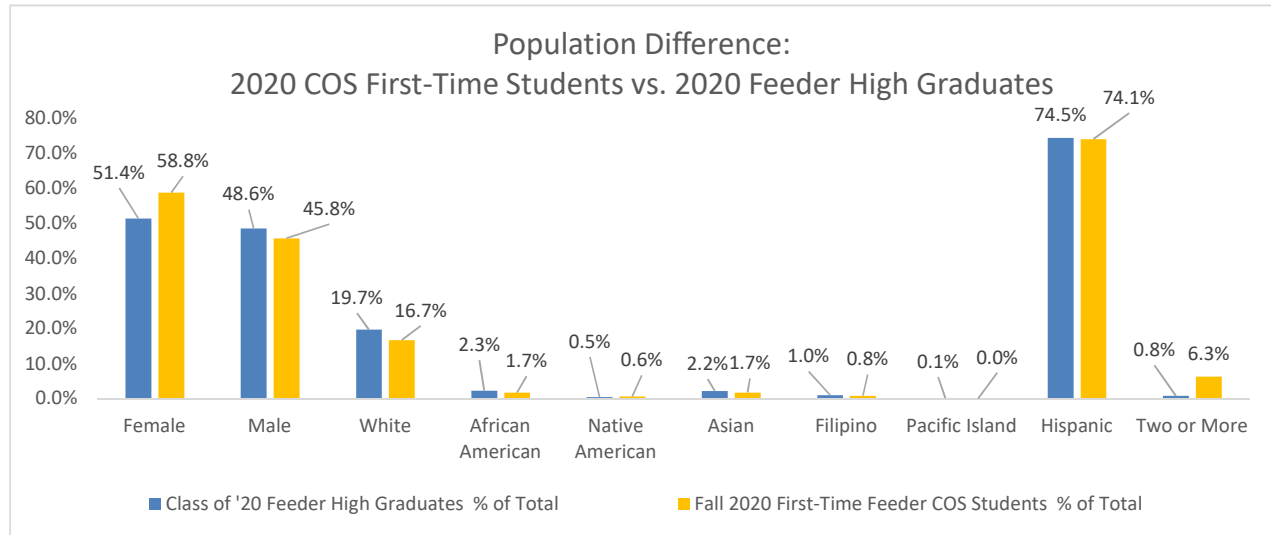
The demographic distribution of first-time students enrolled in Fall 2020 mirrors the demographic distribution of student graduates of local feeder high schools.

First-Time Feeder Student Enrollment vs. Feeder High Schools Graduates

	Class of '19 Feeder High Graduates		Fall 2019 First-Time Feeder COS Students		Class of '20 Feeder High Graduates		Fall 2020 First-Time Feeder COS Students		
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Difference
Female	2374	51.4%	1286	52.2%	2361	51.4%	1448	58.8%	7.4%
Male	2245	48.6%	1152	46.8%	2346	48.6%	1128	45.8%	-2.8%
Unknown Gender	0	0.0%	25	1.0%	0	0.0%	19	0.8%	0.8%
White	979	21.2%	413	16.8%	910	19.7%	412	16.7%	-3.0%
African American	90	1.9%	43	1.7%	106	2.3%	42	1.7%	-0.6%
Native American	32	0.7%	9	0.4%	22	0.5%	15	0.6%	0.1%
Asian	150	3.2%	47	1.9%	103	2.2%	43	1.7%	-0.5%
Filipino	38	0.8%	18	0.7%	47	1.0%	20	0.8%	-0.2%
Pacific Island	5	0.1%	1	0.0%	6	0.1%	0	0.0%	-0.1%
Hispanic	3258	70.5%	1682	68.3%	3440	74.5%	1825	74.1%	-0.4%
Two or More	46	1.0%	141	5.7%	37	0.8%	156	6.3%	5.5%
Unknown Race/Ethnicity	21	0.5%	109	4.4%	36	0.8%	82	3.3%	2.5%

Source: California Department of Education

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

FTES and Headcount

District Total
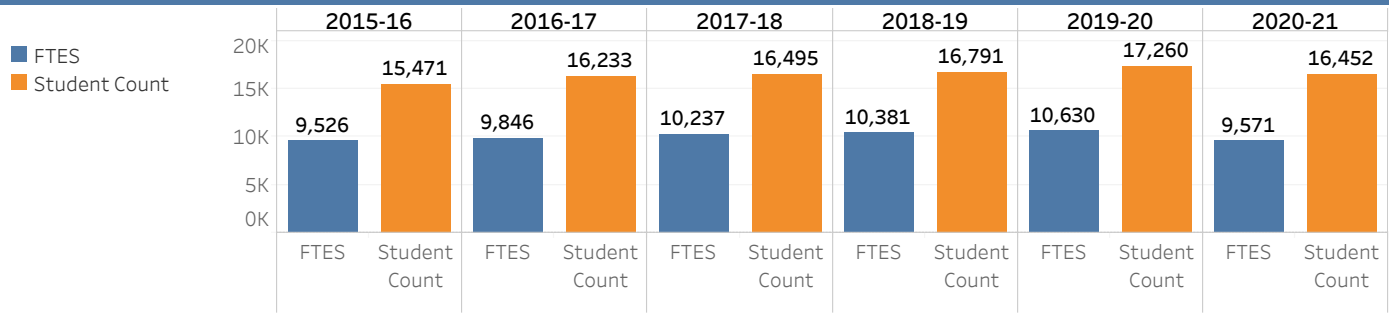
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21

■ FTES
■ Student Count

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
FTES	9,526	9,846	10,237	10,381	10,630	9,571
Student Count	15,471	16,233	16,495	16,791	17,260	16,452

Percentage change relative to 2015-16

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
FTES	0%	3%	7%	9%	12%	0%
Student Count	0%	5%	7%	9%	12%	6%

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:

The District has experienced FTES growth annually until the pandemic occured, impacting the 2020/21 year. Even with the current events, the District still enrolled 6% more students than the 2015-16 school year.

FTES and Headcount 6-Yr Trend

District Total

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
FTES	9,526	9,846	10,237	10,381	10,630	9,571
Student Count	15,471	16,233	16,495	16,791	17,260	16,452

COS

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
FTES	6,883	7,094	7,392	7,279	7,134	3,801
Student Count	12,487	12,913	13,239	13,101	13,207	10,748

HAC

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
FTES	1,015	1,027	997	963	1,005	800
Student Count	2,585	2,691	2,715	2,878	3,264	3,351

TCC

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
FTES	793	833	858	901	927	578
Student Count	3,167	3,211	3,261	3,231	3,342	2,454

Distance Ed

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
FTES	781	819	1,012	1,113	1,335	3,461
Student Count	4,205	4,368	5,181	5,616	6,654	10,985

CTE

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
FTES	2,671	2,629	2,642	2,797	2,992	2,632
Student Count	8,294	8,163	8,293	8,722	9,116	8,254

Gender Dataset

Fall 2020 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
Female	61.0%	61.6%	56.5%	61.3%	64.3%	56.7%
Male	38.3%	37.7%	42.8%	38.1%	35.0%	42.7%
Unknown	0.7%	0.7%	0.7%	0.6%	0.7%	0.6%

	District Total Students	Percent	Visalia Campus Students	Percent	Hanford Center Students	Percent	Tulare Center Students	Percent	Distance Ed Students	Percent	CTE Students	Percent
Grand Total	13,115	100.0%	9,563	100.0%	2,263	100.0%	2,093	100.0%	4,482	100.0%	5,650	100.0%
Female	8,000	61.0%	5,892	61.6%	1,278	56.5%	1,282	61.3%	2,882	64.3%	3,206	56.7%
Male	5,024	38.3%	3,607	37.7%	969	42.8%	798	38.1%	1,567	35.0%	2,410	42.7%
Unknown	91	0.7%	64	0.7%	16	0.7%	13	0.6%	33	0.7%	34	0.6%

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 (61.0%) had a larger population than male students (38.3%).

Distance Ed courses claimed the largest proportion of female students (64.3%)

Both the Hanford Center and CTE courses experienced the largest proportions of male students (42% - 43%).

Gender 6-Yr Trend

Groups: Gender

District Total

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,978	100.0%	12,739	100.0%	12,879	100.0%	13,149	100.0%	13,491	100.0%	13,115	100.0%
Female	6,753	56.4%	7,213	56.6%	7,353	57.1%	7,550	57.4%	7,866	58.3%	8,000	61.0%
Male	5,122	42.8%	5,386	42.3%	5,411	42.0%	5,495	41.8%	5,512	40.9%	5,024	38.3%
Unknown	103	0.9%	140	1.1%	115	0.9%	104	0.8%	113	0.8%	91	0.7%

Visalia Campus

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,702	100.0%	9,943	100.0%	10,099	100.0%	10,044	100.0%	10,042	100.0%	9,563	100.0%
Female	5,498	56.7%	5,711	57.4%	5,813	57.6%	5,835	58.1%	5,927	59.0%	5,892	61.6%
Male	4,127	42.5%	4,123	41.5%	4,190	41.5%	4,127	41.1%	4,029	40.1%	3,607	37.7%
Unknown	77	0.8%	109	1.1%	96	1.0%	82	0.8%	86	0.9%	64	0.7%

Hanford Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%
Female	820	50.3%	882	48.9%	898	49.8%	970	51.4%	1,012	52.3%	1,278	56.5%
Male	781	47.9%	900	49.9%	898	49.8%	905	48.0%	906	46.8%	969	42.8%
Unknown	28	1.7%	20	1.1%	8	0.4%	12	0.6%	18	0.9%	16	0.7%

Tulare Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%
Female	1,080	53.3%	1,198	54.2%	1,218	53.9%	1,203	54.8%	1,296	56.3%	1,282	61.3%
Male	929	45.8%	975	44.1%	1,021	45.2%	980	44.6%	992	43.1%	798	38.1%
Unknown	19	0.9%	37	1.7%	20	0.9%	14	0.6%	16	0.7%	13	0.6%

Distance Ed

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,482	100.0%
Female	1,583	67.1%	1,568	67.2%	1,867	63.9%	2,035	64.5%	2,487	64.6%	2,882	64.3%
Male	758	32.1%	747	32.0%	1,023	35.0%	1,091	34.6%	1,342	34.8%	1,567	35.0%
Unknown	17	0.7%	18	0.8%	32	1.1%	28	0.9%	23	0.6%	33	0.7%

CTE

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%
Female	2,938	52.5%	2,928	52.2%	2,885	52.0%	3,053	52.7%	3,260	53.2%	3,206	56.7%
Male	2,609	46.6%	2,622	46.7%	2,611	47.1%	2,688	46.4%	2,824	46.1%	2,410	42.7%
Unknown	48	0.9%	64	1.1%	49	0.9%	48	0.8%	41	0.7%	34	0.6%

Math and English Placement Trends for First-Time Students by Race/Ethnicity

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	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	39%	14%	37%	14%	41%	17%	41%	16%	81%	51%	84%	58%
African-American	27%	9%	25%	5%	31%	10%	35%	10%	88%	42%	76%	52%
Asian	36%	23%	32%	26%	30%	21%	37%	35%	78%	48%	86%	65%
Filipino	56%	38%	47%	32%			63%	19%	95%	75%	100%	90%
Hispanic	34%	12%	33%	12%	36%	14%	36%	13%	79%	48%	83%	55%
Multi-Ethnicity	62%	11%	51%	20%	51%	20%	52%	25%	85%	64%	90%	61%
Native American	40%	20%			38%	38%	73%	27%	73%	27%	93%	60%
Pacific Islander												
Unknown	1%	1%	9%	4%	19%	12%	32%	16%	76%	47%	83%	51%
White	57%	21%	55%	23%	57%	27%	56%	22%	89%	63%	87%	69%

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
The District average for students placing into transfer-level math without support increased to 58% for Fall 2020 compared to 16% in Fall 2018 (pre-AB705). While most student groups have more students placing into transfer-level math without support, the following groups remain below the District average: African American (52%), Hispanic (55%), and Unknown (51%).

English Summary
The District average for students placing into transfer-level English without support increased to 84% during Fall 2020 compared to 41% in Fall 2018 (pre-AB705). While most student groups have more students placing into transfer-level English without support, the following groups remain below the District average: African American (76%), Hispanic (83%), and Unknown (83%).

Additional analysis related to strategic plan objectives 3.1 and 3.2 can be found on the RPIE website:
https://www.cos.edu/en-us/administration/research/surveys-and-studies

https://www.cos.edu/en-us/Research/Documents/District%20Objectives%203.1%20%26%203.2%20Spring%202021.pdf

Program Major Dataset

Fall 2020 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
Associate for Transfer(ADT)	37.8%	44.3%	39.2%	45.7%	45.3%	38.1%
Associate Degree	30.4%	33.5%	33.0%	34.2%	33.3%	37.4%
Nursing Degree	12.1%	13.1%	14.1%	13.1%	12.6%	9.7%
Certificate	7.2%	4.3%	10.3%	3.9%	3.2%	9.8%
Undecided or K-12	12.5%	4.8%	3.4%	3.1%	5.7%	5.0%

	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	13,115	100.0%	9,563	100.0%	2,263	100.0%	2,093	100.0%	4,482	100.0%	5,650	100.0%
Associate for Transfer(ADT)	4,952	37.8%	4,235	44.3%	887	39.2%	957	45.7%	2,029	45.3%	2,153	38.1%
Associate Degree	3,986	30.4%	3,202	33.5%	746	33.0%	716	34.2%	1,493	33.3%	2,114	37.4%
Nursing Degree	1,584	12.1%	1,252	13.1%	320	14.1%	274	13.1%	563	12.6%	547	9.7%
Certificate	950	7.2%	414	4.3%	233	10.3%	82	3.9%	143	3.2%	553	9.8%
Undecided or K-12	1,643	12.5%	460	4.8%	77	3.4%	64	3.1%	254	5.7%	283	5.0%

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:

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

Registered Nursing remains a popular major for students.

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

Program Major 6-Yr Trend

District Total

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,978	100.0%	12,739	100.0%	12,879	100.0%	13,149	100.0%	13,491	100.0%	13,115	100.0%
Associate for Transfer(ADT)	1,450	12.1%	2,410	18.9%	3,475	27.0%	4,538	34.5%	5,028	37.3%	4,952	37.8%
Associate Degree	7,596	63.4%	7,053	55.4%	6,227	48.4%	5,640	42.9%	4,458	33.0%	3,986	30.4%
Nursing Degree	1,518	12.7%	1,639	12.9%	1,717	13.3%	1,704	13.0%	1,498	11.1%	1,584	12.1%
Certificate	971	8.1%	1,155	9.1%	1,304	10.1%	1,125	8.6%	1,111	8.2%	950	7.2%
Undecided or K-12	443	3.7%	482	3.8%	156	1.2%	142	1.1%	1,396	10.3%	1,643	12.5%

Visalia Campus

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,702	100.0%	9,943	100.0%	10,099	100.0%	10,044	100.0%	10,042	100.0%	9,563	100.0%
Associate for Transfer(ADT)	1,299	13.4%	2,098	21.1%	2,973	29.4%	3,789	37.7%	4,333	43.1%	4,235	44.3%
Associate Degree	6,359	65.5%	5,698	57.3%	4,989	49.4%	4,333	43.1%	3,620	36.0%	3,202	33.5%
Nursing Degree	1,297	13.4%	1,389	14.0%	1,423	14.1%	1,355	13.5%	1,173	11.7%	1,252	13.1%
Certificate	609	6.3%	583	5.9%	672	6.7%	531	5.3%	530	5.3%	414	4.3%
Undecided or K-12	138	1.4%	175	1.8%	42	0.4%	36	0.4%	386	3.8%	460	4.8%

Hanford Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%
Associate for Transfer(ADT)	184	11.3%	293	16.3%	422	23.4%	543	28.8%	679	35.1%	887	39.2%
Associate Degree	1,007	61.8%	953	52.9%	826	45.8%	801	42.4%	667	34.5%	746	33.0%
Nursing Degree	226	13.9%	227	12.6%	284	15.7%	299	15.8%	263	13.6%	320	14.1%
Certificate	212	13.0%	301	16.7%	263	14.6%	239	12.7%	263	13.6%	233	10.3%
Undecided or K-12			28	1.6%	9	0.5%	5	0.3%	64	3.3%	77	3.4%

Tulare Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%
Associate for Transfer(ADT)	208	10.3%	387	17.5%	609	27.0%	775	35.3%	997	43.3%	957	45.7%
Associate Degree	1,360	67.1%	1,324	59.9%	1,142	50.6%	967	44.0%	871	37.8%	716	34.2%
Nursing Degree	237	11.7%	269	12.2%	284	12.6%	279	12.7%	267	11.6%	274	13.1%
Certificate	221	10.9%	229	10.4%	223	9.9%	176	8.0%	134	5.8%	82	3.9%
Undecided or K-12	2	0.1%	1	0.0%	1	0.0%			35	1.5%	64	3.1%

Distance Ed

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,482	100.0%
Associate for Transfer(ADT)	287	12.2%	451	19.3%	950	32.5%	1,209	38.3%	1,723	44.7%	2,029	45.3%
Associate Degree	1,565	66.4%	1,400	60.0%	1,461	50.0%	1,400	44.4%	1,432	37.2%	1,493	33.3%
Nursing Degree	364	15.4%	359	15.4%	378	12.9%	404	12.8%	444	11.5%	563	12.6%
Certificate	141	6.0%	123	5.3%	133	4.6%	140	4.4%	121	3.1%	143	3.2%
Undecided or K-12	1	0.0%					1	0.0%	132	3.4%	254	5.7%

CTE

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%
Associate for Transfer(ADT)	585	10.5%	903	16.1%	1,372	24.7%	1,797	31.0%	2,201	35.9%	2,153	38.1%
Associate Degree	3,805	68.0%	3,424	61.0%	2,929	52.8%	2,788	48.2%	2,474	40.4%	2,114	37.4%
Nursing Degree	511	9.1%	463	8.2%	486	8.8%	512	8.8%	503	8.2%	547	9.7%
Certificate	691	12.4%	822	14.6%	757	13.7%	688	11.9%	677	11.1%	553	9.8%
Undecided or K-12	3	0.1%	2	0.0%	1	0.0%	4	0.1%	270	4.4%	283	5.0%

Race/Ethnicity Dataset

Fall 2020 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
Hispanic	67.1%	66.7%	65.2%	66.1%	64.9%	68.1%
White	19.5%	19.4%	19.1%	22.1%	20.9%	19.7%
Multi-Ethnicity	5.6%	5.8%	6.3%	5.0%	5.9%	5.0%
All Other Groups	7.7%	8.1%	9.4%	6.8%	8.3%	7.2%

	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	13,115	100.0%	9,563	100.0%	2,263	100.0%	2,093	100.0%	4,482	100.0%	5,650	100.0%
African-American	248	1.9%	180	1.9%	79	3.5%	41	2.0%	94	2.1%	87	1.5%
Asian	297	2.3%	242	2.5%	36	1.6%	23	1.1%	108	2.4%	117	2.1%
Filipino	127	1.0%	102	1.1%	25	1.1%	23	1.1%	48	1.1%	47	0.8%
Hispanic	8,797	67.1%	6,378	66.7%	1,476	65.2%	1,384	66.1%	2,908	64.9%	3,846	68.1%
Multi-Ethnicity	740	5.6%	557	5.8%	143	6.3%	105	5.0%	264	5.9%	285	5.0%
Native American	48	0.4%	36	0.4%	14	0.6%	13	0.6%	16	0.4%	18	0.3%
Pacific Islander	9	0.1%	8	0.1%	1	0.0%	1	0.0%	4	0.1%	2	0.0%
White	2,563	19.5%	1,853	19.4%	432	19.1%	462	22.1%	937	20.9%	1,114	19.7%
Unknown	286	2.2%	207	2.2%	57	2.5%	41	2.0%	103	2.3%	134	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 (67.1%) of all students enrolled at the District are Hispanic, an increase of 4.4 percentage points over the past six years. Conversely, the proportion of white students decreased by 4.1 percentage points during the same period.

Hispanic enrollment increased by 3.0 percentage points at the Hanford Center over the past year.

The proportion of Hispanic students enrolled in distance education classes has increased 8.4 percentage points over the past six years, bringing the distribution closer to the District total.

Race/Ethnicity 6-Yr Trend

District Total

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,978	100.0%	12,739	100.0%	12,879	100.0%	13,149	100.0%	13,491	100.0%	13,115	100.0%
African-American	359	3.0%	329	2.6%	284	2.2%	283	2.2%	271	2.0%	248	1.9%
Asian	316	2.6%	304	2.4%	298	2.3%	327	2.5%	318	2.4%	297	2.3%
Filipino	98	0.8%	111	0.9%	102	0.8%	115	0.9%	130	1.0%	127	1.0%
Hispanic	7,509	62.7%	8,146	63.9%	8,521	66.2%	8,738	66.5%	8,986	66.6%	8,797	67.1%
Multi-Ethnicity	660	5.5%	709	5.6%	737	5.7%	745	5.7%	776	5.8%	740	5.6%
Native American	53	0.4%	56	0.4%	55	0.4%	45	0.3%	43	0.3%	48	0.4%
Pacific Islander	10	0.1%	10	0.1%	6	0.0%	13	0.1%	17	0.1%	9	0.1%
White	2,821	23.6%	2,889	22.7%	2,755	21.4%	2,773	21.1%	2,666	19.8%	2,563	19.5%
Unknown	152	1.3%	185	1.5%	121	0.9%	110	0.8%	284	2.1%	286	2.2%

Visalia Campus

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,702	100.0%	9,943	100.0%	10,099	100.0%	10,044	100.0%	10,042	100.0%	9,563	100.0%
African-American	295	3.0%	269	2.7%	215	2.1%	210	2.1%	189	1.9%	180	1.9%
Asian	281	2.9%	260	2.6%	255	2.5%	288	2.9%	260	2.6%	242	2.5%
Filipino	84	0.9%	96	1.0%	85	0.8%	96	1.0%	104	1.0%	102	1.1%
Hispanic	6,133	63.2%	6,436	64.7%	6,738	66.7%	6,673	66.4%	6,682	66.5%	6,378	66.7%
Multi-Ethnicity	545	5.6%	561	5.6%	576	5.7%	578	5.8%	598	6.0%	557	5.8%
Native American	40	0.4%	37	0.4%	41	0.4%	40	0.4%	36	0.4%	36	0.4%
Pacific Islander	8	0.1%	9	0.1%	6	0.1%	11	0.1%	17	0.2%	8	0.1%
White	2,239	23.1%	2,201	22.1%	2,121	21.0%	2,088	20.8%	1,969	19.6%	1,853	19.4%
Unknown	77	0.8%	74	0.7%	62	0.6%	60	0.6%	187	1.9%	207	2.2%

Hanford Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%
African-American	69	4.2%	54	3.0%	68	3.8%	70	3.7%	77	4.0%	79	3.5%
Asian	39	2.4%	43	2.4%	34	1.9%	30	1.6%	37	1.9%	36	1.6%
Filipino	12	0.7%	14	0.8%	17	0.9%	16	0.8%	25	1.3%	25	1.1%
Hispanic	941	57.8%	1,083	60.1%	1,130	62.6%	1,225	64.9%	1,205	62.2%	1,476	65.2%
Multi-Ethnicity	106	6.5%	103	5.7%	118	6.5%	100	5.3%	121	6.3%	143	6.3%
Native American	6	0.4%	12	0.7%	7	0.4%	4	0.2%	7	0.4%	14	0.6%
Pacific Islander	3	0.2%	2	0.1%	2	0.1%	2	0.1%	5	0.3%	1	0.0%
White	441	27.1%	476	26.4%	418	23.2%	428	22.7%	401	20.7%	432	19.1%
Unknown	12	0.7%	15	0.8%	10	0.6%	12	0.6%	58	3.0%	57	2.5%

Tulare Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%
African-American	39	1.9%	43	1.9%	31	1.4%	32	1.5%	29	1.3%	41	2.0%
Asian	27	1.3%	28	1.3%	18	0.8%	24	1.1%	34	1.5%	23	1.1%
Filipino	8	0.4%	14	0.6%	14	0.6%	7	0.3%	10	0.4%	23	1.1%
Hispanic	1,314	64.8%	1,484	67.1%	1,575	69.7%	1,532	69.7%	1,607	69.7%	1,384	66.1%
Multi-Ethnicity	98	4.8%	118	5.3%	101	4.5%	103	4.7%	98	4.3%	105	5.0%
Native American	10	0.5%	10	0.5%	6	0.3%	7	0.3%	8	0.3%	13	0.6%
Pacific Islander			1	0.0%			3	0.1%	1	0.0%	1	0.0%
White	521	25.7%	497	22.5%	500	22.1%	479	21.8%	470	20.4%	462	22.1%
Unknown	11	0.5%	15	0.7%	14	0.6%	10	0.5%	47	2.0%	41	2.0%

Distance Ed

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,482	100.0%
African-American	61	2.6%	52	2.2%	77	2.6%	71	2.3%	89	2.3%	94	2.1%
Asian	66	2.8%	61	2.6%	71	2.4%	76	2.4%	92	2.4%	108	2.4%
Filipino	16	0.7%	23	1.0%	28	1.0%	33	1.0%	36	0.9%	48	1.1%
Hispanic	1,332	56.5%	1,364	58.5%	1,800	61.6%	1,945	61.7%	2,436	63.2%	2,908	64.9%
Multi-Ethnicity	161	6.8%	151	6.5%	203	6.9%	203	6.4%	236	6.1%	264	5.9%
Native American	19	0.8%	12	0.5%	20	0.7%	15	0.5%	16	0.4%	16	0.4%
Pacific Islander	1	0.0%	3	0.1%	3	0.1%	4	0.1%	5	0.1%	4	0.1%
White	689	29.2%	651	27.9%	707	24.2%	787	25.0%	886	23.0%	937	20.9%
Unknown	13	0.6%	16	0.7%	13	0.4%	20	0.6%	56	1.5%	103	2.3%

CTE

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%
African-American	170	3.0%	128	2.3%	113	2.0%	129	2.2%	107	1.7%	87	1.5%
Asian	149	2.7%	146	2.6%	144	2.6%	134	2.3%	142	2.3%	117	2.1%
Filipino	52	0.9%	42	0.7%	56	1.0%	49	0.8%	58	0.9%	47	0.8%
Hispanic	3,394	60.7%	3,517	62.6%	3,611	65.1%	3,790	65.5%	4,056	66.2%	3,846	68.1%
Multi-Ethnicity	308	5.5%	309	5.5%	306	5.5%	317	5.5%	315	5.1%	285	5.0%
Native American	29	0.5%	35	0.6%	26	0.5%	24	0.4%	18	0.3%	18	0.3%
Pacific Islander	5	0.1%	5	0.1%	4	0.1%	4	0.1%	4	0.1%	2	0.0%
White	1,443	25.8%	1,393	24.8%	1,257	22.7%	1,310	22.6%	1,292	21.1%	1,114	19.7%
Unknown	45	0.8%	39	0.7%	28	0.5%	32	0.6%	133	2.2%	134	2.4%

Student Financial Aid (SFA)

Total Financial Aid Expenditures

	15/16	16/17	17/18	18/19	19/20	20/21
	$32,865,967	$33,163,810	$37,173,172	$38,189,053	$40,923,138	$40,576,719
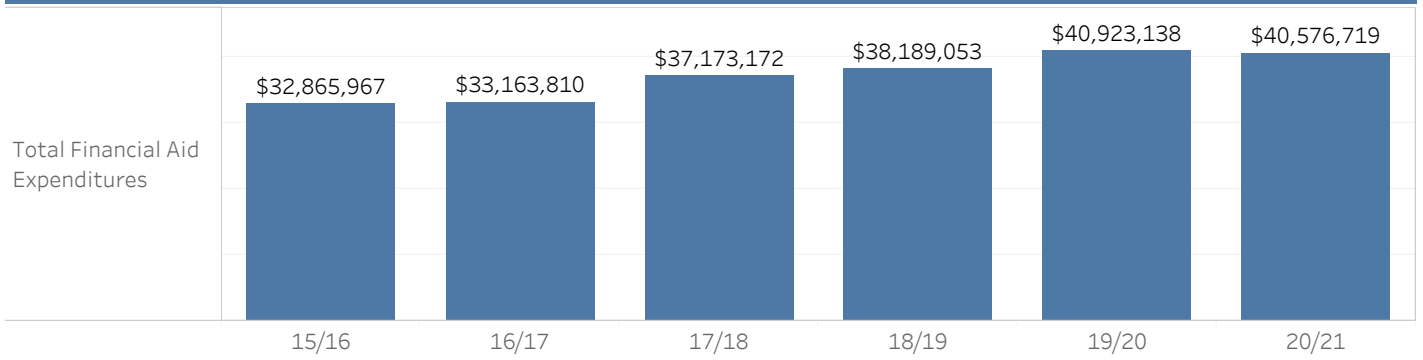
SFA Applicants represents the total number of FAFSA applications received by the College. This is the number of FAFSA applicants that listed COS as a college of interest on their FAFSA application. Applications received can and do exceed actual enrollment numbers as students often list several colleges 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, on average, over 10,000 students received a financial aid award each year. For the 2020/21 year, students received an average award amount just over $4,000. Most recently, the District experienced a decline in financial aid recipients, likely due to the pandemic.

	15/16	16/17	17/18	18/19	19/20	20/21
SFA Applicants	16,751	16,330	17,707	17,520	17,091	15,856
SFA Recipients	10,186	10,064	10,692	11,008	11,235	10,023
Promise Grant Fee Waivers	10,131	10,009	10,625	9,866	9,869	8,359
Promise Grant Expenditures	$8,187,540	$8,024,493	$8,389,917	$8,154,696	$7,908,435	$6,600,126
Total Financial Aid Expenditures	$32,865,967	$33,163,810	$37,173,172	$38,189,053	$40,923,138	$40,576,719

Special Populations/Programs 6-Yr Trend

District Total

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
AB540	385	410	428	412	407	326
Access and Ability Services	824	877	1,061	1,050	1,102	943
CARE	95	92	74	73	58	41
CalWorks	288	244	224	203	167	85
EOP&S	910	887	912	954	1,003	950
First-Generation	4,580	5,193	5,512	5,850	5,992	5,794
Foster Youth Student	307	302	347	354	386	389
PELL	0	0	5,109	4,929	5,233	4,303
Puente Student	124	105	104	73	51	41
Student Athlete	425	357	366	378	378	366
TRIO	52	33	17	19	12	8
Veterans	180	142	137	167	160	153

Visalia Campus

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
AB540	335	353	364	359	342	265
Access and Ability Services	740	791	935	937	946	790
CARE	94	86	68	66	53	37
CalWorks	273	229	206	182	143	79
EOP&S	865	835	849	897	921	858
First-Generation	3,776	4,120	4,354	4,507	4,487	4,240
Foster Youth Student	265	242	268	272	295	291
PELL	0	0	4,444	4,214	4,501	3,693
Puente Student	117	97	95	68	42	28
Student Athlete	417	356	359	370	372	354
TRIO	49	32	15	17	11	5
Veterans	160	121	116	129	134	121

Hanford Center

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
AB540	38	44	66	52	50	40
Access and Ability Services	70	83	142	138	141	161
CARE	5	11	11	11	9	12
CalWorks	23	37	38	27	22	16
EOP&S	81	101	102	108	104	126
First-Generation	620	739	805	865	822	996
Foster Youth Student	34	53	58	59	58	69
PELL	0	0	751	773	774	813
Puente Student	6	5	8	7	5	9
Student Athlete	55	23	38	44	44	62
TRIO	4	2	2	1	1	3
Veterans	38	44	39	54	50	49

Tulare Center

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
AB540	86	106	99	94	94	73
CARE	18	16	13	15	9	3
CalWorks	49	36	49	37	31	9
EOP&S	167	168	184	159	185	176
First-Generation	903	1,051	1,097	1,083	1,138	925
Foster Youth Student	55	56	69	64	62	65
PELL	0	0	1,093	1,005	1,111	817
Puente Student	27	10	14	4	9	5
Student Athlete	80	43	60	59	81	69
TRIO	7	3	4	2	2	0
Veterans	32	31	25	21	22	27

Distance Ed

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
AB540	63	64	89	88	121	110
Access and Ability Services	129	124	229	228	289	317
CARE	26	32	21	27	22	20
CalWorks	70	72	61	70	64	38
EOP&S	203	208	259	321	398	419
First-Generation	877	932	1,213	1,351	1,672	1,985
Foster Youth Student	60	52	75	87	104	148
PELL	0	0	1,376	1,393	1,786	1,807
Puente Student	11	12	20	26	18	13
Student Athlete	62	40	74	72	112	125
TRIO	13	7	4	5	3	5
Veterans	45	39	33	57	45	53

CTE

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
AB540	194	207	203	202	210	170
Access and Ability Services	420	389	472	506	548	468
CARE	57	53	39	43	42	28
CalWorks	167	136	133	124	100	51
EOP&S	472	446	459	462	528	485
First-Generation	2,254	2,437	2,513	2,646	2,811	2,639
Foster Youth Student	160	131	154	168	173	170
PELL	0	0	2,489	2,467	2,697	2,206
Puente Student	54	34	36	19	21	19
Student Athlete	185	117	135	163	137	134
TRIO	29	13	7	9	7	3
Veterans	120	94	89	94	92	93

Unit Load Dataset

Fall 2020 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
Full-Time (12+)	39.8%	48.4%	46.5%	53.8%	51.2%	50.0%
Part-Time	57.4%	49.7%	53.5%	46.2%	48.6%	49.9%
Non-Credit	2.7%	1.9%			0.2%	0.1%

	District Total Students	District Total Percent	Visalia Campus Students	Visalia Campus Percent	Hanford Center Students	Hanford Center Percent	Tulare Center Students	Tulare Center Percent	Distance Ed Students	Distance Ed Percent	CTE Students	CTE Percent
Grand Total	13,115	100.0%	9,563	100.0%	2,263	100.0%	2,093	100.0%	4,482	100.0%	5,650	100.0%
Full-Time (12+)	5,225	39.8%	4,628	48.4%	1,052	46.5%	1,127	53.8%	2,296	51.2%	2,823	50.0%
Part-Time	7,530	57.4%	4,757	49.7%	1,211	53.5%	966	46.2%	2,179	48.6%	2,820	49.9%
Non-Credit	360	2.7%	178	1.9%					7	0.2%	7	0.1%

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:

District-wide 39.8% of students are enrolled on a full-time basis, which is a 2.5 percentage point decrease compared to Fall 2015.

The Tulare Center had the largest proportion of students enrolled on a full-time basis (53.8%).

Unit Load 6-Yr Trend

District Total

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,978	100.0%	12,739	100.0%	12,879	100.0%	13,149	100.0%	13,491	100.0%	13,115	100.0%
Full-Time (12+)	5,068	42.3%	5,121	40.2%	5,243	40.7%	5,283	40.2%	5,611	41.6%	5,225	39.8%
Part-Time	6,383	53.3%	7,034	55.2%	7,175	55.7%	7,460	56.7%	7,460	55.3%	7,530	57.4%
Non-Credit	527	4.4%	584	4.6%	461	3.6%	406	3.1%	420	3.1%	360	2.7%

Visalia Campus

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,702	100.0%	9,943	100.0%	10,099	100.0%	10,044	100.0%	10,042	100.0%	9,563	100.0%
Full-Time (12+)	4,569	47.1%	4,613	46.4%	4,696	46.5%	4,652	46.3%	4,992	49.7%	4,628	48.4%
Part-Time	4,916	50.7%	5,069	51.0%	5,184	51.3%	5,178	51.6%	4,840	48.2%	4,757	49.7%
Non-Credit	217	2.2%	261	2.6%	219	2.2%	214	2.1%	210	2.1%	178	1.9%

Hanford Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,629	100.0%	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%
Full-Time (12+)	786	48.3%	755	41.9%	819	45.4%	798	42.3%	832	43.0%	1,052	46.5%
Part-Time	841	51.6%	1,013	56.2%	960	53.2%	1,069	56.7%	1,104	57.0%	1,211	53.5%
Non-Credit	2	0.1%	34	1.9%	25	1.4%	20	1.1%				

Tulare Center

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,028	100.0%	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%
Full-Time (12+)	1,049	51.7%	1,175	53.2%	1,176	52.1%	1,184	53.9%	1,345	58.4%	1,127	53.8%
Part-Time	976	48.1%	1,029	46.6%	1,083	47.9%	1,013	46.1%	959	41.6%	966	46.2%
Non-Credit	3	0.1%	6	0.3%								

Distance Ed

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,358	100.0%	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,482	100.0%
Full-Time (12+)	1,167	49.5%	1,141	48.9%	1,497	51.2%	1,543	48.9%	2,080	54.0%	2,296	51.2%
Part-Time	1,191	50.5%	1,183	50.7%	1,420	48.6%	1,589	50.4%	1,758	45.6%	2,179	48.6%
Non-Credit			9	0.4%	5	0.2%	22	0.7%	14	0.4%	7	0.2%

CTE

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,595	100.0%	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%
Full-Time (12+)	2,821	50.4%	2,653	47.3%	2,725	49.1%	2,843	49.1%	3,035	49.6%	2,823	50.0%
Part-Time	2,772	49.5%	2,949	52.5%	2,815	50.8%	2,929	50.6%	3,072	50.2%	2,820	49.9%
Non-Credit	2	0.0%	12	0.2%	5	0.1%	17	0.3%	18	0.3%	7	0.1%

Institution-Set Standards

Awards as Reported to ACCJC

Students Earning Degrees (as reported to ACCJC)

Year	Student Graduates
2016	1,001
2017	1,054
2018	1,137
2019	1,335
2020	1,538
2021	1,468
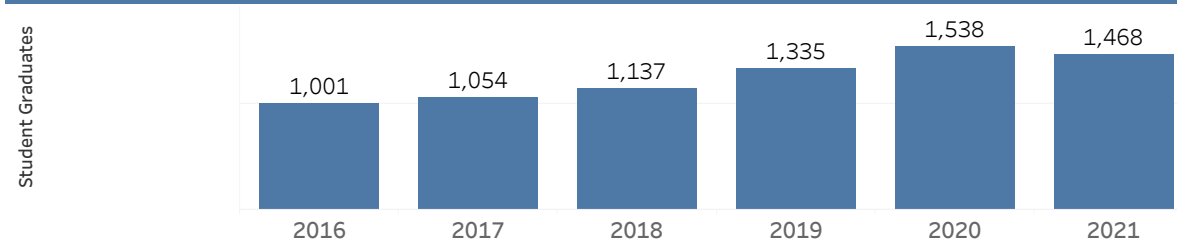
Associate Degree Distribution

	2016	2017	2018	2019	2020	2021
African-American	2.9%	3.1%	3.1%	2.1%	2.3%	2.1%
Asian	3.5%	4.2%	2.6%	3.6%	3.1%	2.8%
Filipino/Pac. Island	1.2%	1.1%	1.5%	1.3%	1.3%	1.2%
Hispanic	57.2%	61.0%	61.0%	63.2%	63.7%	63.4%
Multi-Ethnicity	6.7%	4.5%	6.3%	5.0%	5.9%	5.3%
Native American	0.4%		0.4%	0.3%	0.5%	0.2%
Unknown	0.9%	0.9%	1.0%	0.1%	0.7%	1.4%
White	27.2%	25.1%	24.1%	24.3%	22.6%	23.7%

Observation:

In 2021, the District exceeded the minimum insitution-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 1,001 (15/16 Yr) to 1,468 (20/21 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)

Year	Student Graduates
2016	666
2017	711
2018	876
2019	838
2020	701
2021	722
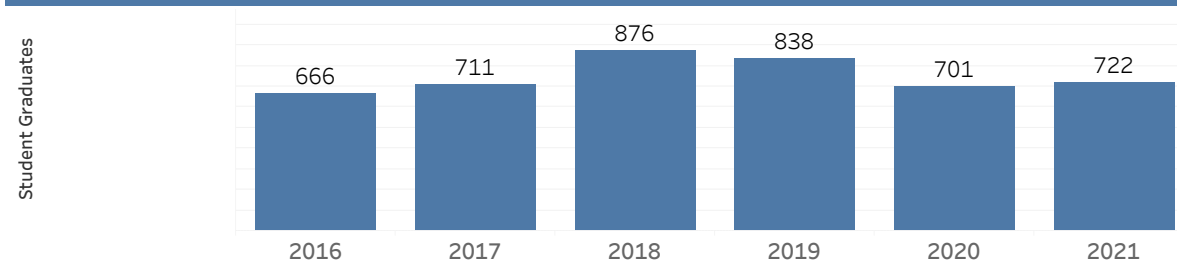
Certificate Distribution

	2016	2017	2018	2019	2020	2021
African-American	1.5%	1.5%	1.8%	1.1%	2.0%	1.5%
Asian	3.0%	3.9%	1.8%	2.6%	2.3%	2.4%
Filipino/Pac. Island	1.2%	0.1%	1.0%	0.6%	1.4%	0.3%
Hispanic	62.0%	66.2%	67.1%	66.5%	66.5%	71.1%
Multi-Ethnicity	4.8%	4.5%	4.6%	5.7%	4.7%	4.8%
Native American		0.7%	0.2%	0.4%	0.3%	0.4%
Unknown	2.7%	0.7%	1.1%	0.6%	1.6%	2.1%
White	24.8%	22.2%	22.3%	22.6%	21.3%	17.5%

Observation:

In 2021, 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 666 (15/16 Yr) to 722 (20/21 Yr). Over the same time period, the distribution of cerficates among race/ethnic groups has changed such that the outcome of students better reflects the general population of the District compared to prior years.

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.

District Success

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Success Rate	71%	72%	72%	74%	74%	82%
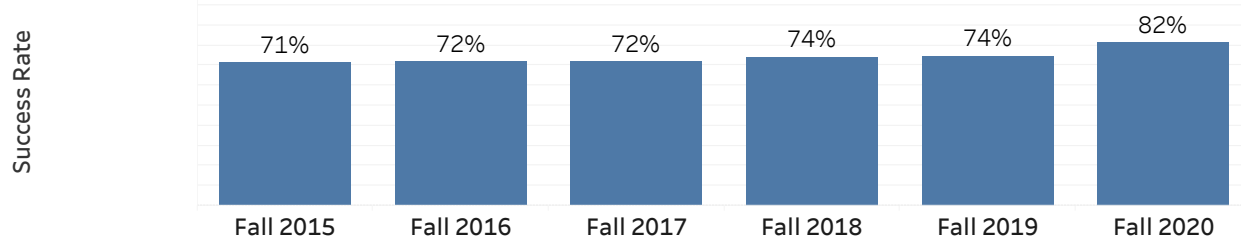
During the Fall 2020 term, the District met the minimum institution-set standard of 67% and the aspirational goal of 74% for course success rates. The course success rate has been inflated due to the pandemic and the resulting EW grades issued to students. Success rates inflated for all student groups.

Gender Success

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
District Total	71%	72%	72%	74%	74%	82%
Female	73%	73%	74%	75%	75%	83%
Male	70%	70%	69%	72%	73%	80%
Unknown	66%	73%	71%	78%	70%	79%

Race-Ethnicity Success

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
District Total	71%	72%	72%	74%	74%	82%
African-American	64%	70%	69%	69%	74%	80%
Asian	79%	72%	78%	81%	78%	87%
Filipino	84%	82%	85%	86%	85%	87%
Hispanic	70%	71%	70%	73%	73%	80%
Multi-Ethnicity	67%	72%	70%	70%	72%	81%
Native American	54%	67%	64%	78%	69%	79%
Pacific Islander	70%	60%	86%	83%	66%	70%
Unknown	77%	74%	74%	63%	71%	73%
White	75%	75%	76%	79%	79%	86%

Unit Load Success

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
District Total	71%	72%	72%	74%	74%	82%
Full-Time	74%	75%	74%	77%	76%	83%
Part-Time	68%	68%	68%	70%	71%	79%

Instructional Method Success

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
District Total	71%	72%	72%	74%	74%	82%
Face-to-Face	72%	73%	73%	75%	75%	82%
Online	59%	58%	62%	63%	67%	80%

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.

Transfer Outcomes

Transfer Volume (number of transfers as reported to ACCJC)

	2015-16	2016-17	2017-18	2018-19	2019-20
Grand Total	852	1,037	864	916	1,024
UC	45	34	40	58	62
CSU	439	666	508	545	680
In-State-Private	192	178	160	147	112
Out-of-State	176	159	156	166	170

Source: California Community College Chancellor's Office
http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx
https://www.universityofcalifornia.edu/infocenter/admissions-source-school
https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx

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 916 in 2018-19 to 1,024 in 2019-20. Transfers increased in the UC system, the CSU system, and out-of-state colleges.

Transfer Ready

	2016-17	2017-18	2018-19	2019-20	2020-21
Annual Unduplicated Total	1,349	1,406	1,532	1,694	1,773
Fall Transfer Ready	829	820	906	1,016	1,035
Spring Transfer Ready	1,007	1,097	1,196	1,264	1,330

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 1,694 in 2019-20 to 1,773 in 2020-21, an increase of 5%.

Student Achievement

CTE Awards and Recipients

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.

CTE Awards and Recipients Trend

	2018-19	2019-20	2020-21
Recipients	1,467	1,074	1,396
Awards	1,797	1,239	1,625
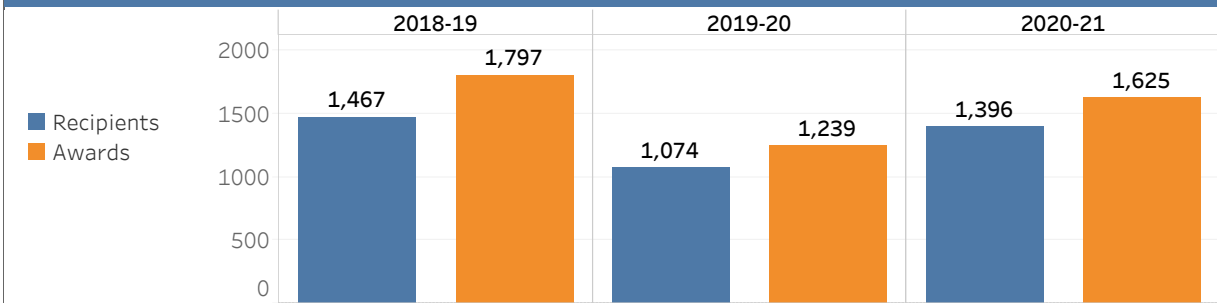
Award Type
All

CTE Award
Y

Financial Aid Eli..
All

Award Year
- [ ] 2014-15
- [ ] 2015-16
- [ ] 2016-17
- [ ] 2017-18
- [✔] 2018-19
- [✔] 2019-20
- [✔] 2020-21

CTE Award Types

	2018-19 Recipients	2018-19 Awards	2019-20 Recipients	2019-20 Awards	2020-21 Recipients	2020-21 Awards
District Totals	1,467	1,797	1,074	1,239	1,396	1,625
A.A. for Transfer(ADT)	27	27	63	63	54	54
A.S. for Transfer(ADT)	245	245	265	266	283	286
A.S. Degree	275	282	304	307	294	298
Cert.(30 to < 60 units)	223	223	148	148	165	169
Cert.(18 to < 30 units)	129	132	85	86	11	11
Cert.(16 to < 30 units)			18	19	163	176
Cert.(12 to < 18 units)	45	68	12	13		
Cert.(6 to < 18 units)	676	792	289	320	536	620
Cert.(< 6 units)	28	28	17	17	6	6
Cert.(8 to < 16 units)					5	5

Gender Distribution (2018-19, 2019-20, 2020-21)

	Recipients	Percent
Grand Total	3,671	100.0%
Female	2,073	56.5%
Male	1,574	42.9%
Unknown	24	0.7%

Race/Ethnicity Distribution (2018-19, 2019-20, 2020-21)

	Recipients	Percent
Grand Total	3,671	100.0%
African-American	65	1.8%
Asian	124	3.4%
Hispanic	2,351	64.0%
Multi-Ethnicity	180	4.9%
Native American	10	0.3%
Pac. Islander or Filipino	53	1.4%
Unknown	41	1.1%
White	847	23.1%

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.

District Awards and Recipients

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

	2018-19	2019-20	2020-21
Recipients	2,353	1,961	2,291
Awards	3,174	2,796	3,023
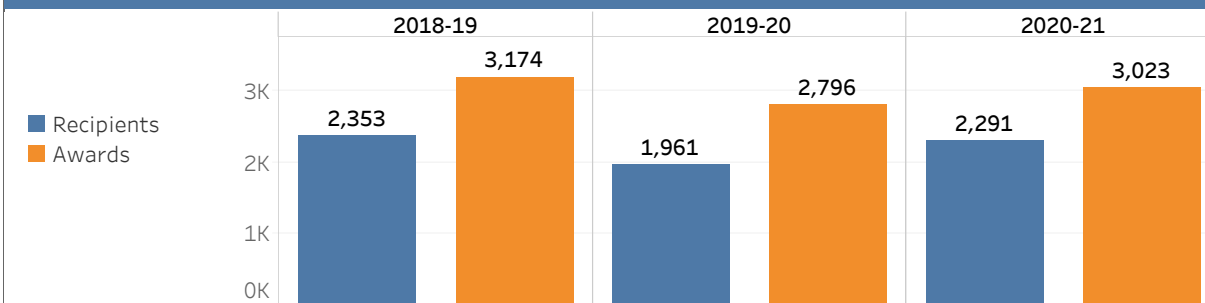
Award Type
All

CTE Award
All

Financial Aid Eli..
All

Award Year
- [ ] 2014-15
- [ ] 2015-16
- [ ] 2016-17
- [ ] 2017-18
- [✔] 2018-19
- [✔] 2019-20
- [✔] 2020-21

Award Types

	2018-19 Recipients	2018-19 Awards	2019-20 Recipients	2019-20 Awards	2020-21 Recipients	2020-21 Awards
District Totals	2,353	3,174	1,961	2,796	2,291	3,023
A.A. for Transfer(ADT)	378	407	500	548	512	565
A.S. for Transfer(ADT)	274	287	308	321	314	336
A.A. Degree	552	757	646	959	545	717
A.S. Degree	287	295	318	322	307	313
Cert.(30 to < 60 units)	223	223	148	148	165	169
Cert.(18 to < 30 units)	149	152	94	95	14	14
Cert.(16 to < 30 units)			23	24	172	185
Cert.(12 to < 18 units)	46	69	12	13	1	1
Cert.(6 to < 18 units)	702	821	315	348	548	634
Cert.(< 6 units)	28	28	17	17	6	6
Non-Credit	133	135	1	1	75	78
Cert.(8 to < 16 units)					5	5

Gender Distribution (2018-19, 2019-20, 2020-21)

	Recipients	Percent
Grand Total	6,154	100.0%
Female	3,693	60.0%
Male	2,418	39.3%
Unknown	43	0.7%

Race/Ethnicity Distribution (2018-19, 2019-20, 2020-21)

	Recipients	Percent
Grand Total	6,154	100.0%
African-American	124	2.0%
Asian	177	2.9%
Hispanic	3,988	64.8%
Multi-Ethnicity	319	5.2%
Native American	17	0.3%
Pac. Islander or Filipino	72	1.2%
Unknown	68	1.1%
White	1,389	22.6%

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.

Student Retention

Fall to Spring Retention of First-Time Students

Gender	Fall 2015 Cohort	Retained In Spring	Fall 2016 Cohort	Retained In Spring	Fall 2017 Cohort	Retained In Spring	Fall 2018 Cohort	Retained In Spring	Fall 2019 Cohort	Retained In Spring	Fall 2020 Cohort	Retained In Spring	6-Yr Overall Cohort	Retained In Spring
Grand Total	2,536	75%	2,611	75%	2,628	77%	2,626	76%	2,829	80%	2,529	71%	15,759	76%
Female	1,254	80%	1,298	79%	1,274	81%	1,288	82%	1,494	82%	1,395	75%	8,003	80%
Male	1,228	70%	1,253	71%	1,330	72%	1,324	71%	1,308	76%	1,116	67%	7,559	71%
Unknown	54	76%	60	80%	24	83%	14	79%	27	81%	18	83%	197	80%

Race-Ethnicity	Fall 2015 Cohort	Retained In Spring	Fall 2016 Cohort	Retained In Spring	Fall 2017 Cohort	Retained In Spring	Fall 2018 Cohort	Retained In Spring	Fall 2019 Cohort	Retained In Spring	Fall 2020 Cohort	Retained In Spring	6-Yr Overall Cohort	Retained In Spring
Grand Total	2,536	75%	2,611	75%	2,628	77%	2,626	76%	2,829	80%	2,529	71%	15,759	76%
African-American	99	56%	83	59%	52	75%	63	60%	50	78%	42	62%	389	63%
Asian	37	89%	42	69%	41	78%	46	83%	49	80%	43	72%	258	78%
Hispanic	1,672	75%	1,776	77%	1,865	77%	1,827	76%	1,932	80%	1,761	71%	10,833	76%
Multi-Ethnicity	133	72%	154	78%	140	81%	139	71%	164	78%	156	75%	886	76%
Native American	15	47%	9	44%	13	69%	11	91%	11	73%	15	53%	74	62%
Pac. Is or Filipino	17	94%	20	90%	10	100%	20	95%	24	92%	20	70%	111	89%
Unknown	19	84%	19	84%	21	81%	18	94%	118	79%	80	61%	275	76%
White	544	77%	508	72%	486	75%	502	80%	481	78%	412	75%	2,933	76%

Fall to Fall Retention of First-Time Students

Gender	Fall 2015 Cohort	Retained Next Fall	Fall 2016 Cohort	Retained Next Fall	Fall 2017 Cohort	Retained Next Fall	Fall 2018 Cohort	Retained Next Fall	Fall 2019 Cohort	Retained Next Fall	Fall 2020 Cohort	Retained Next Fall	6-Yr Overall Cohort	Retained Next Fall
Grand Total	2,536	59%	2,611	59%	2,628	59%	2,626	62%	2,829	62%	2,529	52%	15,759	59%
Female	1,254	65%	1,298	64%	1,274	65%	1,288	69%	1,494	69%	1,395	57%	8,003	65%
Male	1,228	52%	1,253	55%	1,330	53%	1,324	56%	1,308	54%	1,116	45%	7,559	53%
Unknown	54	61%	60	62%	24	58%	14	71%	27	63%	18	67%	197	62%

Race-Ethnicity	Fall 2015 Cohort	Retained Next Fall	Fall 2016 Cohort	Retained Next Fall	Fall 2017 Cohort	Retained Next Fall	Fall 2018 Cohort	Retained Next Fall	Fall 2019 Cohort	Retained Next Fall	Fall 2020 Cohort	Retained Next Fall	6-Yr Overall Cohort	Retained Next Fall
Grand Total	2,536	59%	2,611	59%	2,628	59%	2,626	62%	2,829	62%	2,529	52%	15,759	59%
African-American	99	39%	83	45%	52	33%	63	40%	50	64%	42	40%	389	43%
Asian	37	78%	42	57%	41	61%	46	72%	49	49%	43	51%	258	61%
Hispanic	1,672	60%	1,776	61%	1,865	59%	1,827	63%	1,932	64%	1,761	52%	10,833	60%
Multi-Ethnicity	133	54%	154	61%	140	61%	139	56%	164	53%	156	54%	886	57%
Native American	15	33%	9	44%	13	54%	11	73%	11	55%	15	40%	74	49%
Pac. Is or Filipino	17	65%	20	65%	10	80%	20	85%	24	75%	20	50%	111	69%
Unknown	19	58%	19	74%	21	52%	18	61%	118	53%	80	46%	275	53%
White	544	58%	508	55%	486	60%	502	62%	481	62%	412	52%	2,933	58%

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 in both spring and fall terms. Over the past six years, female students are retained at a higher rate than their male counterparts in both spring and fall terms. Similarly, African American students had noticable retention increases for the spring terms. Retention rates experienced a drop for almost every group in the Fall 2020 cohort, likely due to the pandemic.

CCCCO Student Success Metrics

Average No. of Units Accumulated by All First Time Associate Degree Earners

Among students in the selected student journey who were enrolled and who earned an associate degree for the first time in the selected year, the average number of semester units in the California community college system earned up to and including the selected year
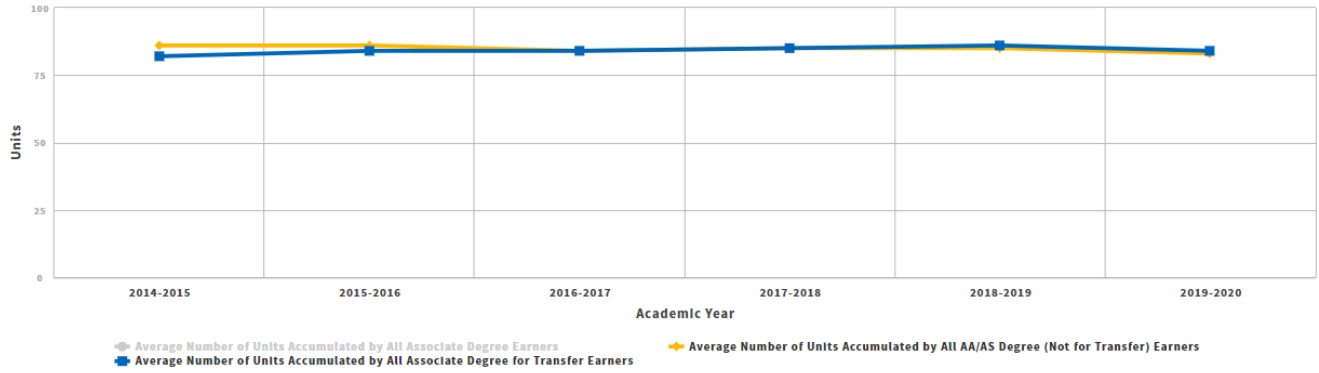
- The average number of units accumulated by Associate degree for transfer earners has increased over the five year period, but the average number of units accumulated by Associate degree for transfer earners has decreased from 86 units in 2018-2019 to 84 units in 2019-2020 (-2%). AA and AS degree (not for transfer) earners have decreased from 85 units in 2018-2019 to 83 unit in 2019-2020 (-2%).

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.

Successfully Completed Unit Thresholds in the Fall Term

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
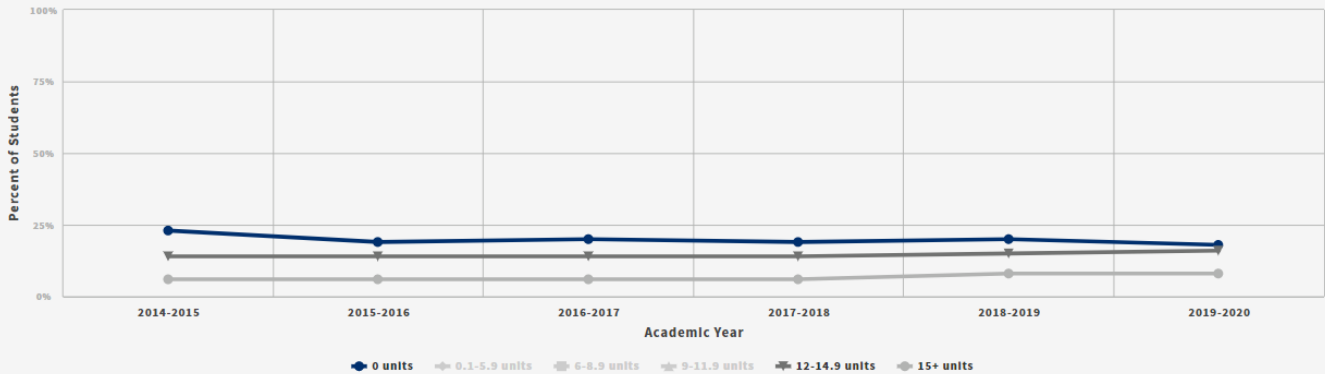
Over the 6-year time period, the percentage of students who

- Completed 0 units has decreased from 23% to 18%, 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 increased slightly from 14% to 16%.
- Successfully completed 15+ units has increased slightly from 6% to 8%.
- 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 slightly increasing.

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.

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:

- Male students had higher median earnings for all four years when compared to female students
- Median earnings for male students has consistently increased across the four year time period from 25,232 in 2015-2016 to 27,916 in 2018-2019, and their median earnings increased from 27,118 in 2017-2018 to 27,916 in 2018-2019.
- Female Students median earnings increased from 21,969 in 2015-2016 to 23,048 in 2018-2019, and their median earnings increased from 22,660 in 2017-2018 to 23,048 in 2018-2019.
- Non binary students had the highest median earnings in 2017-2019, but a significant decline in median earnings resulted in them having the lowest median income in 2018-2019.

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.

Median Change in Earnings

Among students in selected student journey who exited the community college system and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the academic year of entry and the second quarter after the academic year of exit from the last college attended
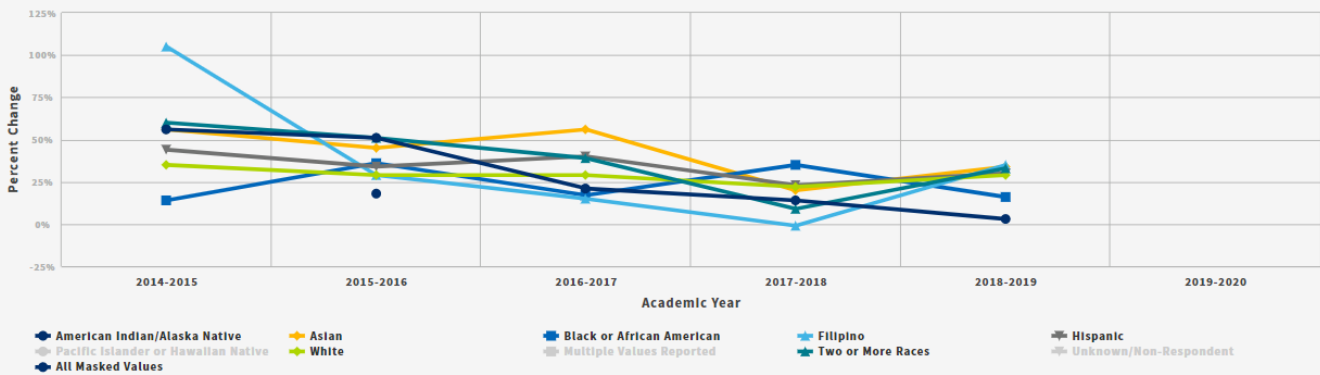
Among students who exited community college and did not transfer to a postsecondary institution:

- Hispanic and Black/African American Students had below average median earnings in each of the four years.
- Asian and White Students had above average median earnings (seen in chart above) in each of the four years.
- Asian, Black, White and Hispanic students have seen increases in median earnings from 2015-2016 to 2018-2019.
  - Asian, Black/African American, Filipino, Hispanic, and Multi-Ethnic students have seen increases in median earnings from 2017-2018 to 2018-2019.

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.

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 $24,581 in 2014-2015 to $25,036 in 2018-2019 (+2%), and median earnings increased from $24,621 in 2017-2018 to $25,036 in 2018-2019 (+2%)
- The following observations should be considered.
  - o In 2018-2019, the statewide median earnings among students, who exited community college and did not transfer to a postsecondary institution, was higher ($32,784) 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 (58%) than all students statewide (48%).

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.

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
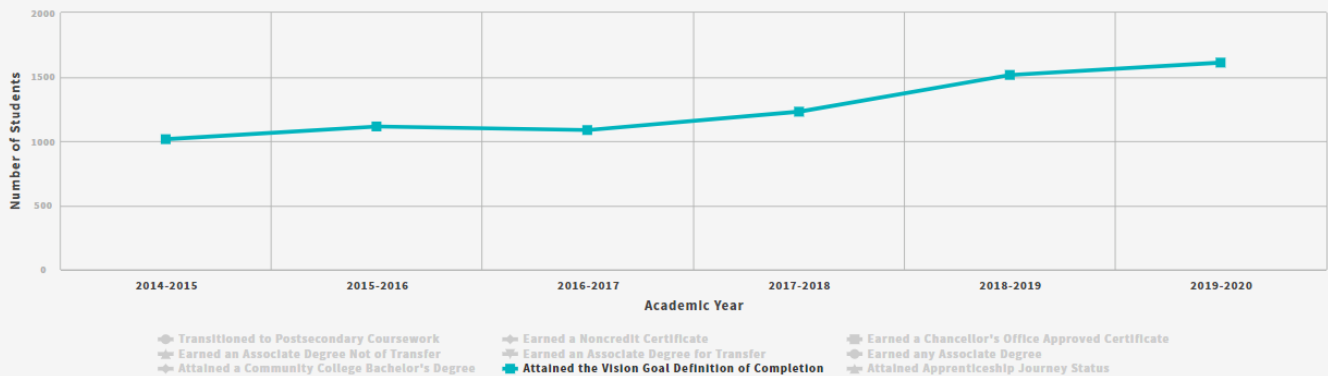
- When examining the number of students who attained the vision goal definition of completion over the 6-year time period, the number of students who attained the Vision Goal Completion Definition increased from 1,015 in 2014-2015 to 1,611 in 2019-2020 (+59%), and the number of students who attained the Vision Goal Completion Definition increased from 1,515 in 2018-2019 to 1,611 in 2019-2020 (+6%).
- When examining the percentage of students who attained the vision goal definition of completion over the 6-year time period, the percentage of students who attained the Vision Goal Completion Definition increased from 7% in 2014-2015 to 11% in 2019-2020 (+4 percentage points) and from 10% in 2018-2019 to 11% in 2019-2020 (+1 percentage point).

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.

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.

The following data has been disaggregated by LGBT status. Please note that groups less than 10 are masked (combined) or not displayed.

Interested in the changes in metric definitions for the March 2021 release? See the Changes in Definitions document

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

Student
Success Metrics

Interested in the changes in metric definitions for the March 2021 release? See the Changes in Definitions document (/CalPassPlus2.0/Media/Launchboard/ssm/Changes in Definitions_SSM 3.0_Mar 2021.docx)

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

Journey Type		Year	Drill Down
All Students	○ Statewide ○ Macroregion ○ Microregion ● District ○ College / Sequoias District	2019-2020	LGBT

VIEW

Viewing Data for: All Students, Sequoias District, 2019-2020

Successful Enrollment Student Type Learning Progress Momentum Success Employment Earnings
Metrics Under Development

Export Data to CSV

SUCCESSFUL ENROLLMENT

Applicants Who Enrolled in a Community College

Among applicants who indicated an intent to enroll in the selected college in the selected year, who indicated a goal to place them in the selected student journey, the proportion who enrolled in at least one term as a non-special admit student at a community college in the selected year

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric or when complementary data suppression must be implemented. Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

Source: Open CCC Apply, CCC Apply International, Chancellor's Office Management Information System
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM302SW)

38

STUDENT TYPE

All Students

All students who had an enrollment as a non-special admit student in at least one term of the selected year
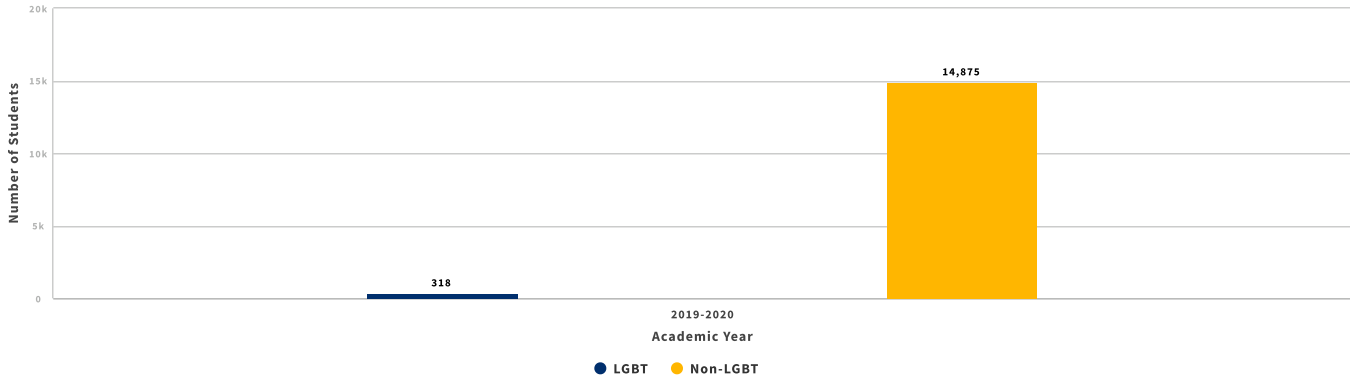
Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM122)

LEARNING PROGRESS

Skills Gain

Among students in selected student journey, the percentage who had one or more skills gains, measured by advancing one or more CB21 or SA07 levels or by improving one or more educational functioning levels in the selected year
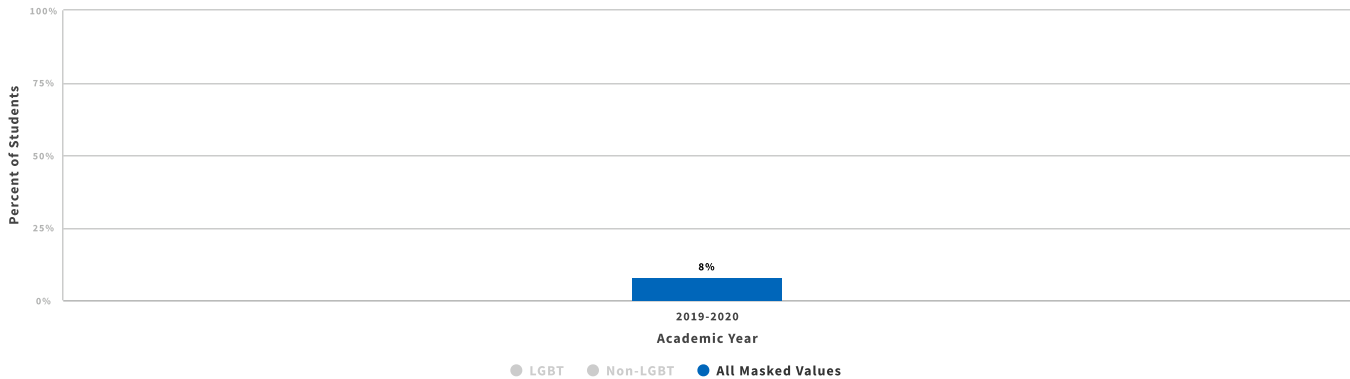
Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression ❓ purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group together with small groups with <10 students. "All Masked Values" in this chart includes subgroups: LGBT, and Non-LGBT.

Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM400SW)

Course Success Rate

Among enrollments by students in selected student journey, the course success rate in the selected year
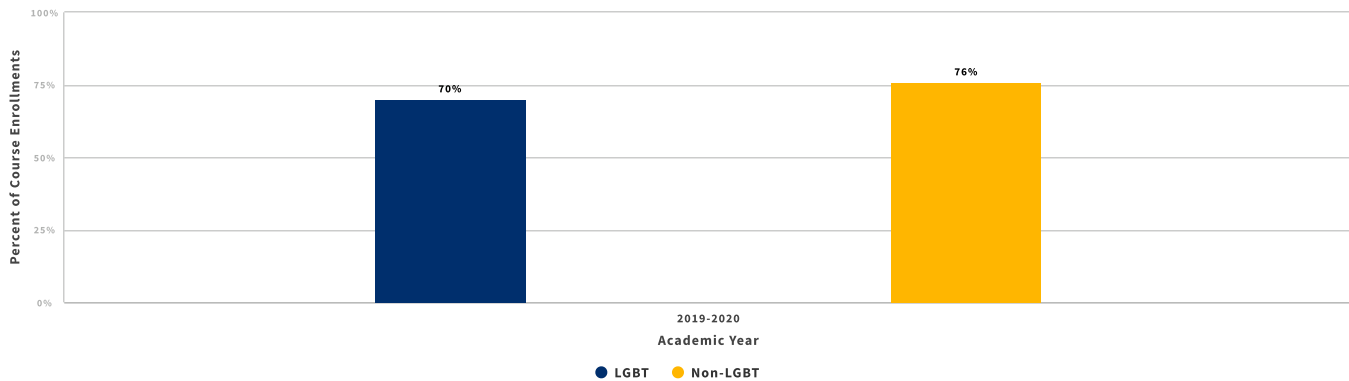
39

LGBT **Non-LGBT**

Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM408SW)

Note: More students received "EW" or Excused Withdrawal grades in Spring 2020 as a result of the COVID-19 pandemic. Those grades are excluded from the denominator of success rates to maintain alignment with Datamart. As a result, course success rates are higher in 2020 than in prior years. Included and excluded EWs should be carefully examined locally to more completely understand course performance in Spring 2020 or in 2019-2020 which includes that term.

Completed Transfer-Level Math and English

Among students in selected student journey, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district

Drill Down

LGBT ▼
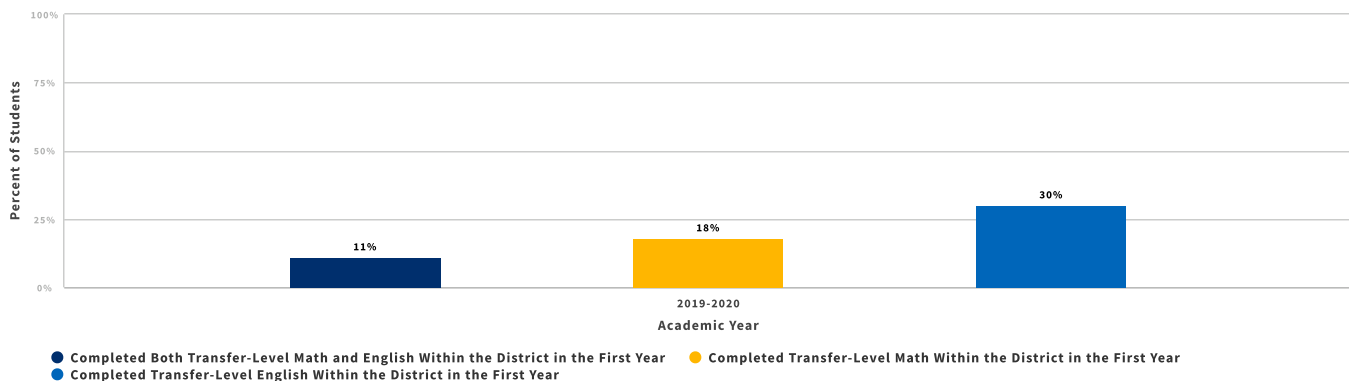
● Completed Both Transfer-Level Math and English Within the District in the First Year ● Completed Transfer-Level Math Within the District in the First Year
● Completed Transfer-Level English Within the District in the First Year

Viewing: LGBT

Source: Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM504SW)

Note: Explore an expanded definition of the Completed Transfer-Level Math and English metric in the Metrics Under Development section.

MOMENTUM

Completed a Level of Education

Among students in selected student journey who were enrolled in noncredit adult basic education or noncredit English as a Second Language in the selected year, the proportion who completed one or more levels of adult education by transitioning from ABE or ESL to adult secondary education in the selected year or subsequent year for the first time ever at any institution

There are insufficient data to calculate this metric.

Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM500SW)

https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

Completed a Noncredit CTE or Workforce Preparation Course

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 career education or workforce preparation course or had 48 or more contact hours in noncredit career education course(s) or workforce preparation course(s) in the selected year
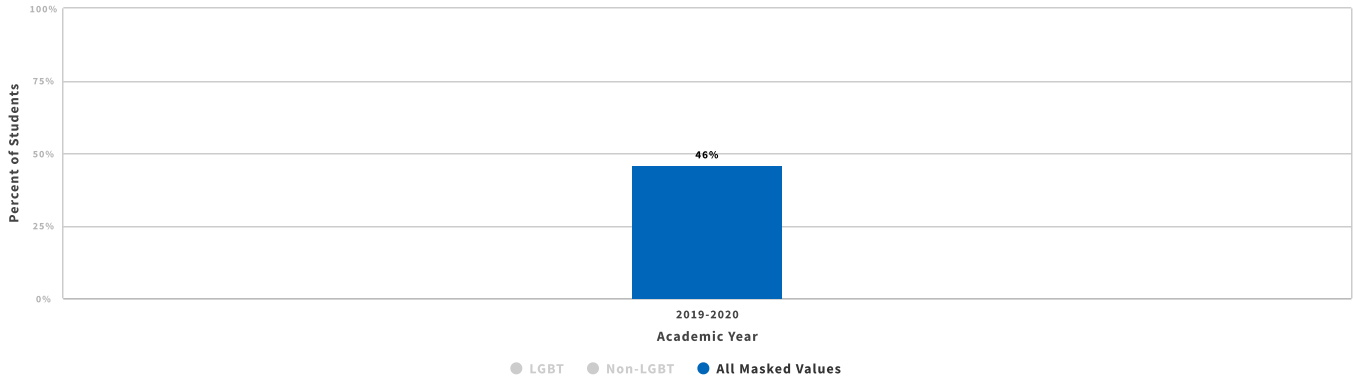
Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression ❓ purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group together with small groups with <10 students. "All Masked Values" in this chart includes subgroups: LGBT, and Non-LGBT.

Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM403SW)

Earned 9+ Career Education Units

Among students in selected student journey, the proportion who successfully completed nine or more career education semester units in the selected year within the district
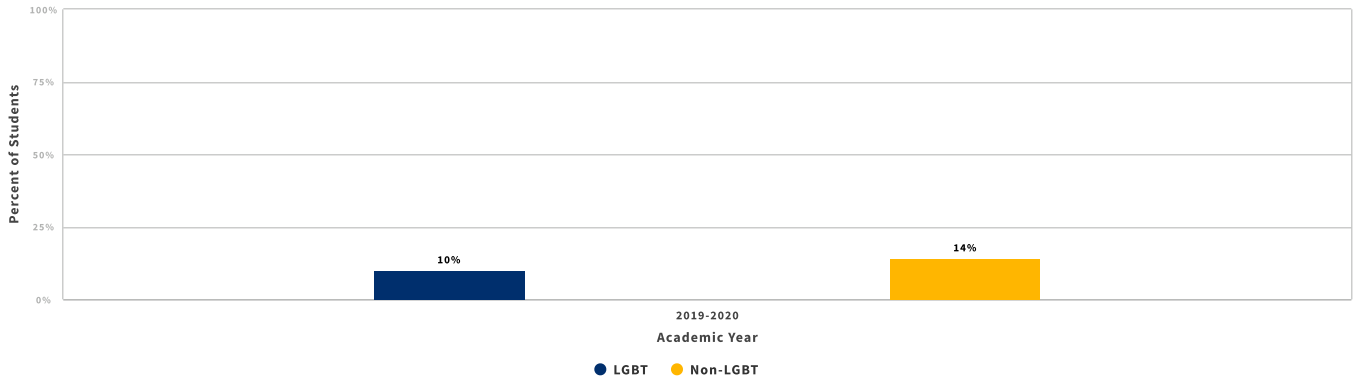
Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM402SW)

Retained from Fall to Spring

Among students in selected student journey, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution

Drill Down

LGBT ▾
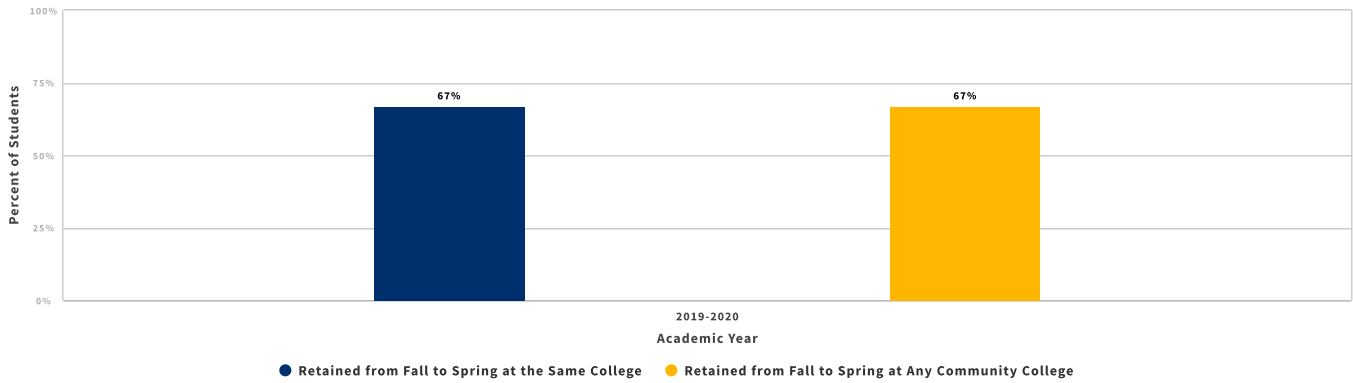
41

Viewing: LGBT
Source: Chancellor's Office Management Information System, National Student Clearinghouse, CSU/UC Cohort Match
Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM424SW)

Successfully Completed Unit Thresholds in the Fall Term

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

Drill Down
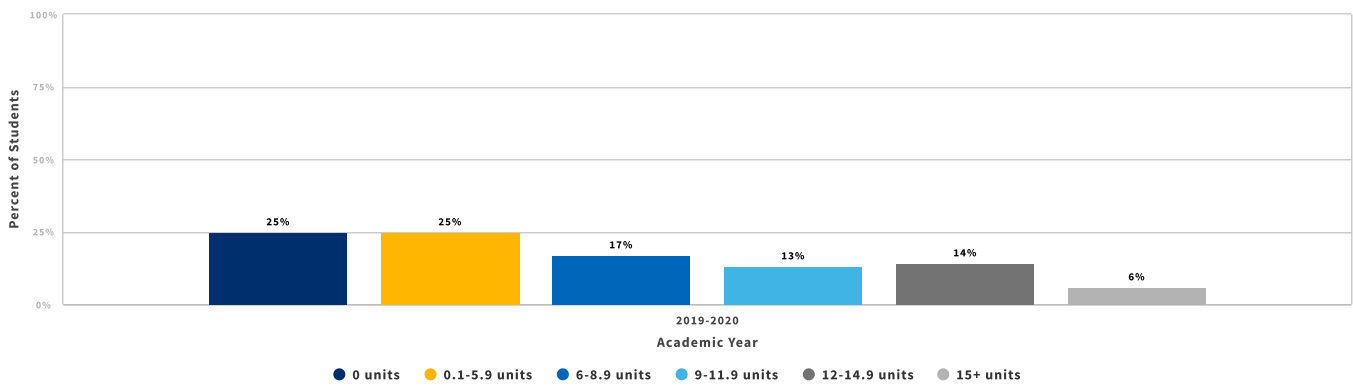
LGBT

Viewing: LGBT
Source: Chancellor's Office Management Information System
Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM404SW)

Successfully Completed Semester Unit Thresholds in the Academic Year

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

Drill Down

LGBT

Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression ❓ purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group together with small groups with <10 students. Choose the "All Masked Values" option to see categories that have been suppressed.

Viewing: LGBT
Source: Chancellor's Office Management Information System
Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM405SW)

SUCCESS

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

Drill Down

LGBT ▼

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric or when complementary data suppression must be implemented. Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression ❓ purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group together with small groups with <10 students. Choose the "All Masked Values" option to see categories that have been suppressed.

Viewing: LGBT
Source: Chancellor's Office Management Information System, Chancellor's Office Curriculum Inventory, Department of Apprenticeship Standards
Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM600SW)

Average No. of Units Accumulated by All First Time Associate Degree Earners

Among students in the selected student journey who were enrolled and who earned an associate degree for the first time in the selected year, the average number of semester units in the California community college system earned up to and including the selected year

Drill Down

LGBT ▼

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric or when complementary data suppression must be implemented. Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression ❓ purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group together with small groups with <10 students. Choose the "All Masked Values" option to see categories that have been suppressed.

Viewing: LGBT
Source: Chancellor's Office Management Information System
Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM621SW)

Transferred to a Four-Year Institution

Among students in the selected student journey who earned 12 or more units at any time and at any college and who exited the community college system in the prior year, the number who enrolled in a four-year institution in the selected year

There are insufficient data to calculate this metric.

Source: Chancellor's Office Management Information System, National Student Clearing House
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM622SW)

EMPLOYMENT

Became Employed

Among students in selected student journey who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were unemployed and became employed after exiting college

Due to the need to verify that a student is no longer enrolled in the CA community college system, employment information is not yet available.

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM700SW)

Note: Employment metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year. Employment and earnings outcomes are only calculated for students who are no longer enrolled in any postsecondary institution. The metric is dependent on colleges reporting enrollments for the following year and on the Chancellor's Office matching student records with four-year institutions. Therefore, the metric on securing employment cannot be displayed for 2019-20. Metrics derived from the CTE Outcomes Survey are delayed by two years. In addition to ensuring that students are no longer enrolled, the metric is dependent on students responding to the survey. Therefore, the metric for job closely related to field of study cannot be displayed for either 2018-19 or 2019-20.

Job Closely Related to Field of Study

Among CTE students in selected student journey who responded to the CTE Outcomes Survey and who 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

Due to time lags in collecting CTE Outcomes Survey data, this information is not yet available.

Source: Chancellor's Office Management Information System, CTE Outcomes Survey, National Student Clearinghouse, CSU/UC Cohort Match
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM701SW)

Note: Employment metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year. Employment and earnings outcomes are only calculated for students who are no longer enrolled in any postsecondary institution. The metric is dependent on colleges reporting enrollments for the following year and on the Chancellor's Office matching student records with four-year institutions. Therefore, the metric on securing employment cannot be displayed for 2019-20. Metrics derived from the CTE Outcomes Survey are delayed by two years. In addition to ensuring that students are no longer enrolled, the metric is dependent on students responding to the survey. Therefore, the metric for job closely related to field of study cannot be displayed for either 2018-19 or 2019-20.

EARNINGS

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

Due to the need to verify that a student is no longer enrolled in the CA community college system, earnings information is not yet available.

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Cohort Match

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM800SW)

Note: Earnings metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year. Employment and earnings outcomes are only calculated for students who are no longer enrolled in any postsecondary institution. The metric is dependent on colleges reporting enrollments for the following year and on the Chancellor's Office matching student records with four-year institutions. Therefore, the metrics on median earnings, change in earnings, and living wage attainment cannot be displayed for 2019-20.

Median Change in Earnings

Among students in selected student journey who exited the community college system and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the academic year of entry and the second quarter after the academic year of exit from the last college attended

Due to the need to verify that a student is no longer enrolled in the CA community college system, earnings information is not yet available.

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Cohort Match

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM801SW)

Note: Earnings metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year. Employment and earnings outcomes are only calculated for students who are no longer enrolled in any postsecondary institution. The metric is dependent on colleges reporting enrollments for the following year and on the Chancellor's Office matching student records with four-year institutions. Therefore, the metrics on median earnings, change in earnings, and living wage attainment cannot be displayed for 2019-20.

Attained the Living Wage

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

Due to the need to verify that a student is no longer enrolled in the CA community college system, earnings information is not yet available.

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Cohort Match, Insight Center for Community Economic Development

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM802SW)

Note: Earnings metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year. Employment and earnings outcomes are only calculated for students who are no longer enrolled in any postsecondary institution. The metric is dependent on colleges reporting enrollments for the following year and on the Chancellor's Office matching student records with four-year institutions. Therefore, the metrics on median earnings, change in earnings, and living wage attainment cannot be displayed for 2019-20.

METRICS UNDER DEVELOPMENT

Completed Transfer-Level Math and English (Expanded)

45

Among students in selected student journey, the proportion who completed transfer-level math and/or English in their first academic year of credit enrollment from their first term within the district allowing for students who enrolled in credit ESL to complete transfer-level math and English within three complete years from first term

Drill Down

LGBT ▼
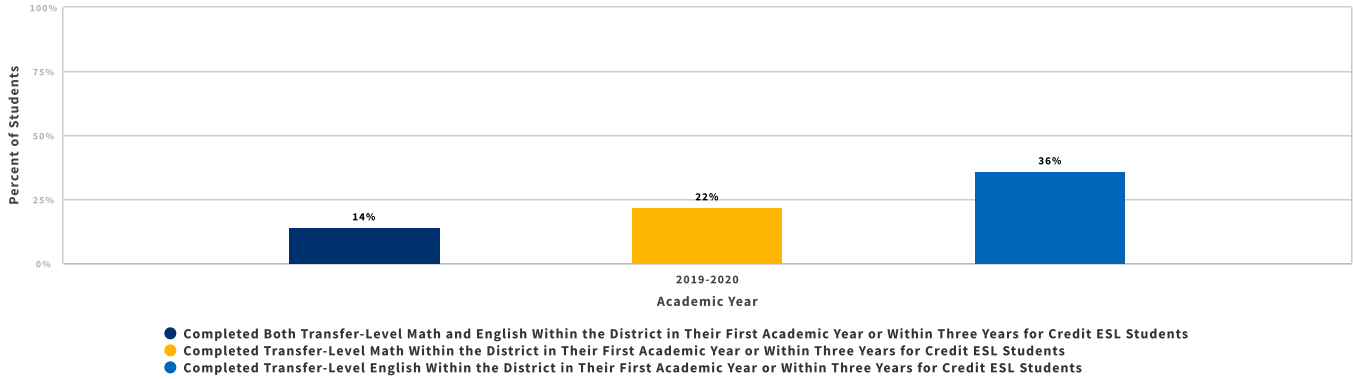
● Completed Both Transfer-Level Math and English Within the District in Their First Academic Year or Within Three Years for Credit ESL Students
● Completed Transfer-Level Math Within the District in Their First Academic Year or Within Three Years for Credit ESL Students
● Completed Transfer-Level English Within the District in Their First Academic Year or Within Three Years for Credit ESL Students

Viewing: LGBT

Source: Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM544SW)

Note: The new Completed Transfer-Level Math and English (expanded view) counts students who complete within one year from their first term of non-special admit enrollment while Credit ESL students can complete within three years from their first term of enrollment. Therefore, depending on the academic year as data becomes available, values and percentages for these metrics will update over time as more students complete within the applicable timeframes from their first enrollment. If you have any feedback or questions on this metric under development, please email launchboard@cccco.edu.

If you have any questions or feedback, please email launchboard@cccco.edu (mailto:launchboard@cccco.edu).

Click Here to View Resources (https://launchboard-resources.wested.org/)

⌄ Find Out More About the Data in the Student Success Metrics Dashboard

LaunchBoard Metrics (CCCO & Cal-PASS Plus)

☰ LaunchBoard Menu

Adult Education Pipeline: Overview

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

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) (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
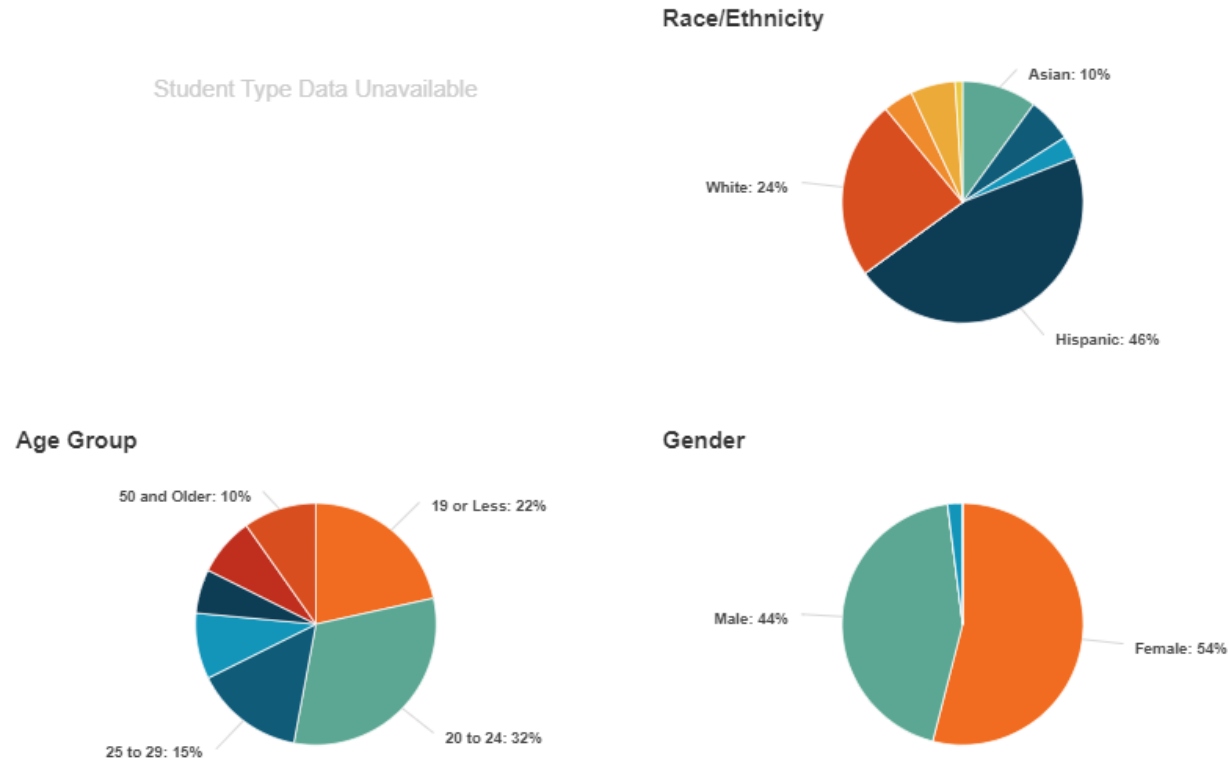- Academic Year: There are 4 years of data (2016-17 through 2019-20)

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

○ Statewide ○ Region ○ Consortia ● CC District	Institution	Academic Year	
Sequoias District ▼	College of the Sequoias ▼	2019-2020 ▼	**VIEW**
			⬀ Export Data to CSV
⊖ DETAILED DATA COMPARISON			
● Statewide ○ Region ○ Consortia ○ CC District	Institution	Academic Year	
Statewide ▼	All ▼	2019-2020 ▼	

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

2,693
Total Adults Served

AEP Score Card

Consortium, member, and regional performance on the Measuring Our Success metrics.

View AEP Score Card

ESL   CTE

Students and Programs

Explore program enrollment, student demographics, and barriers to employment.

View Students and Programs

Improved 1+ EFL's   ESL

Progress

Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

View Progress

Select an Earlier Year

Transition

Learn about student transition into postsecondary education and college credit pathways.

View Transition

Data Unavailable for this Selection

Success

Information on completion of diplomas, certificates, and college credit awards.

View Success

Select an Earlier Year

Employment and Earnings

Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

View Earnings

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: 2,693

⌄ Students with 12+ Instructional Contact Hours (Participants): 920

⌄ Completed One or More Educational Functioning Levels : 244

⌄ Completed a Workforce Preparation Milestone: 170

⌄ Transition to Postsecondary: –

⌄ Participants Who Earned a Diploma, GED, or High School Equivalency: *

⌄ Participants Who Completed a Postsecondary Credential: 142

⌄ 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: 2,693**

⌃ **Students with 12+ Instructional Contact Hours (Participants): 920**

Among all adult education students, the unduplicated count of participants who enrolled in a recognized adult education program and who had 12 or more hours of instruction in the program year except for students enrolled in Spring 2020 where only enrollment in a recognized adult education program is required.
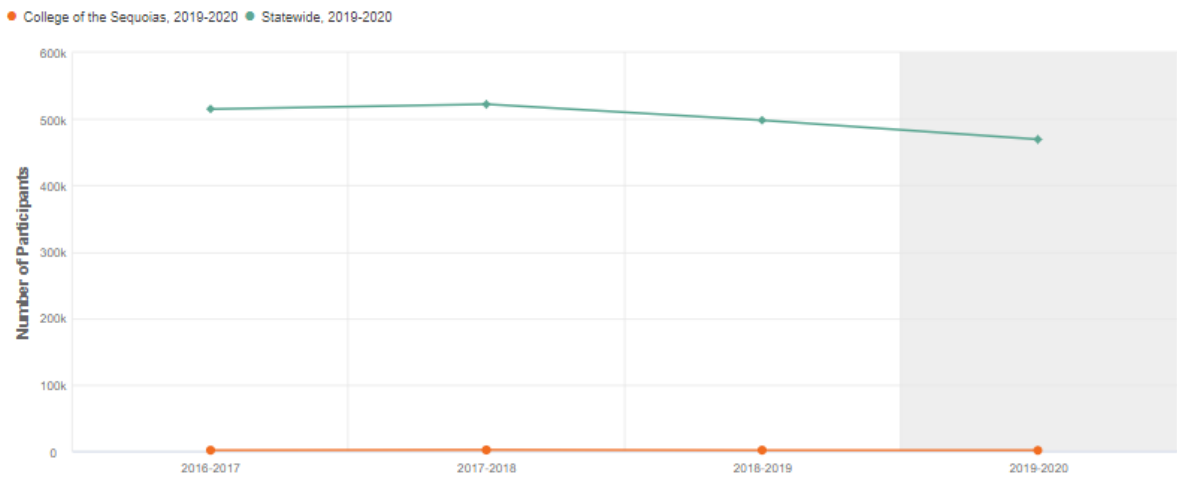
● College of the Sequoias, 2019-2020 ● Statewide, 2019-2020

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

[Technical Definition](#)

⌄ **Completed One or More Educational Functioning Levels : 244**

- 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.
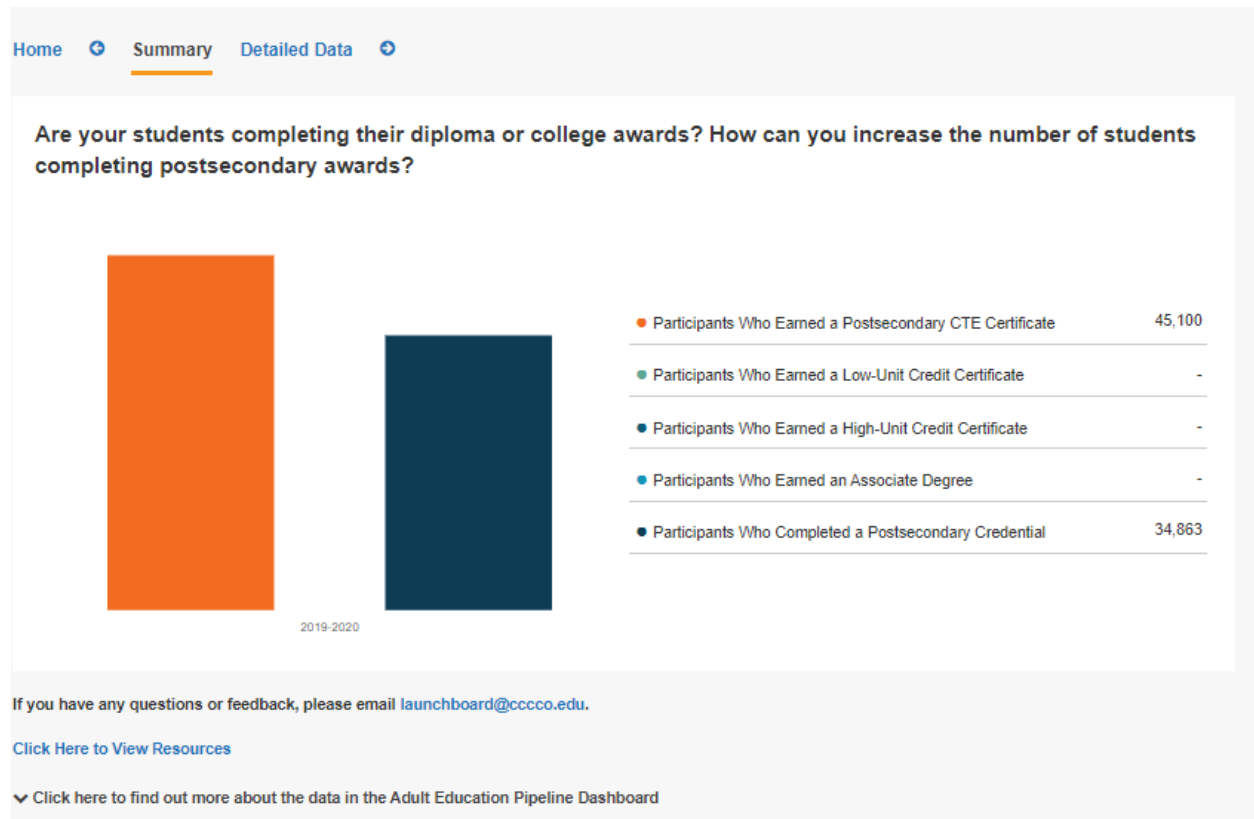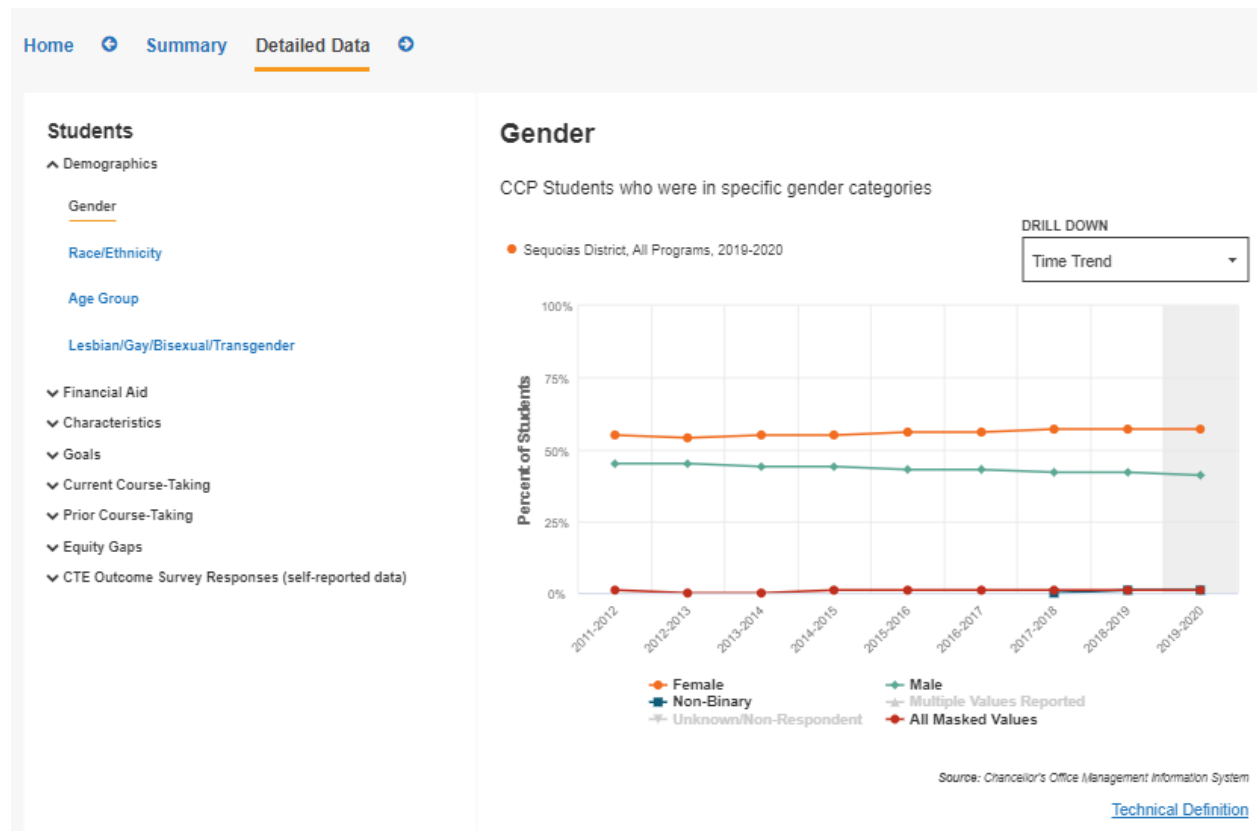

The "Detailed Data" tab provides charts and tables for every metric.

- 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.

Success

∧ Participants Who Earned an Award

Participants Who Earned a Diploma, GED, or High School Equivalency

Participants Who Completed a Postsecondary Credential

Participants Who Earned a Postsecondary CTE Certificate

Participants Who Earned a Low-Unit Credit Certificate

Participants Who Earned a High-Unit Credit Certificate

Participants Who Earned an Associate Degree

Top Five Institutions for Earning a Diploma, GED, or High School Equivalency

Top Five Institutions for Completed a Postsecondary Credential

Top Five Institutions for Earning a Postsecondary Noncredit CTE Certificate

∨ Community College Completers

Participants Who Earned a Diploma, GED, or High School Equivalency

Among all participants, the number who earned a diploma or high school equivalency in the selected year. ❓

DRILL DOWN
Time Trend

STUDENT TYPE
All
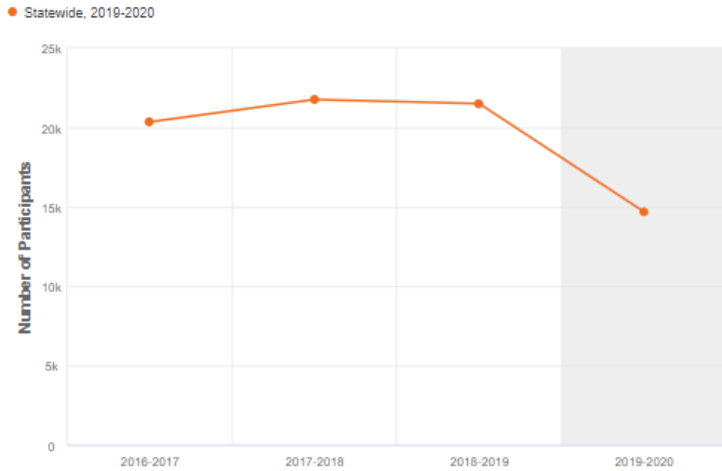
● Statewide, 2019-2020

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

Technical Definition

Overall	●
2016-2017	20,358
2017-2018	21,768
2018-2019	21,495
2019-2020	14,682

If you have any questions or feedback, please email launchboard@cccco.edu.

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Community College Pipeline: Overview

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 9 years of data (2011-12 through 2019-20)

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

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

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.

Race/Ethnicity

Student Type Data Unavailable

Asian: 10%

White: 24%

Hispanic: 46%

Age Group

50 and Older: 10%

19 or Less: 22%

25 to 29: 15%

20 to 24: 32%

Gender

Male: 44%

Female: 54%

Are there Equity Gaps in Access using a Proportionality Index? ?

For more detailed information, go to the Detailed Data view under the Equity Gap section. Please make any selection besides "All Programs" under Program or Sector.

For the locale, program/sector and year selection made above, the Equity Gap charts shows how many students need to enroll in order to Close the Equity Gap for underrepresented populations disproportionately impacted either by gender, race/ethnicity or age. The number of students needed to Close the Equity Gap refers to the number of students who need to enroll (by gender, by race/ethnicity or by age) to achieve a one-to-one ratio. Example of a one-one-ratio: % of female students who enrolled in Accounting in 2017-18 = % of female students who enrolled in All Programs in 2017-18 at the college, district, microregion, macroregion, or statewide selected

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.

≡ LaunchBoard Menu

California
Community
Colleges

Strong
Workforce
Program

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

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 CCCCO 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 9 years of data (2011-12 through 2019-20)
- 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.

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Strong
Workforce
Program

○ **Statewide** ○ **Macroregion** ○ **Microregion** ● **District**

○ **College**

Sequoias District ▾	All CTE Programs ▾	2019-2020 ▾	Time Trend ▾

Program or Sector ... **Year** ... **Drill Down**

⊕ COMPARISON

VIEW

Viewing Data for: Sequoias District, All CTE Programs

Note: In consideration of the economic conditions that resulted from the Covid-19 Pandemic which directly impacted the SWP formula factors (Unemployment Rate, CTE FTES, and Job Openings), the Chancellor's Office has elected to calculate both the 2021-22 Base Allocation and 17% Incentive Funding using the same data factors as Fiscal Year 2020-21 with the goal of funding stability to colleges. Therefore, the metric values displayed on the SWP dashboard for the latest year available were not used in the calculation of the 17% SWP Incentive Funding local or regional allocations for 2021-22.

Export Data to CSV

Strong Workforce Program Students

All students 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) in the selected year or who enrolled in noncredit course(s) in Spring 2020 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year
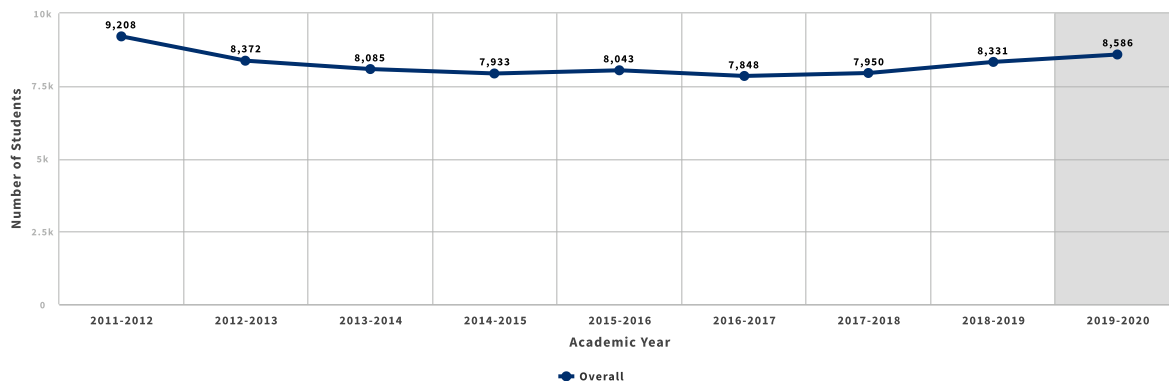
Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/SWP-MDD?metric=SW122)

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
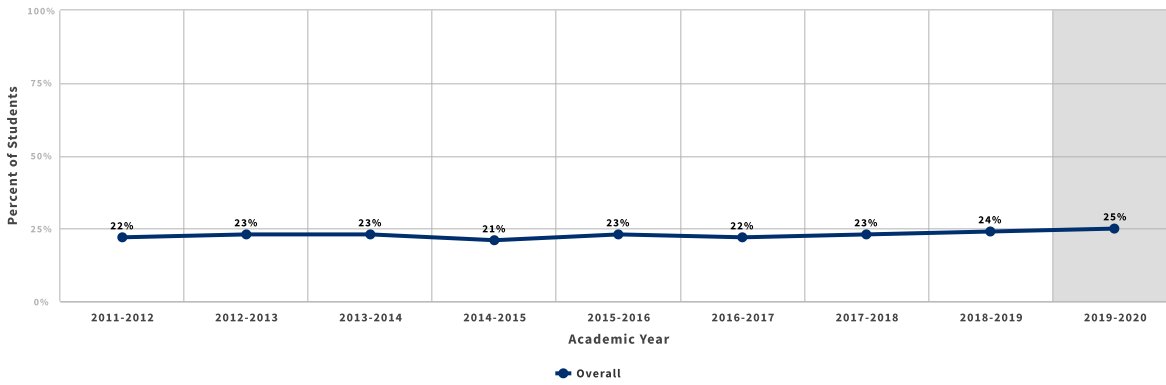
Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/SWP-MDD?metric=SW402)

SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course

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(s) in the selected year
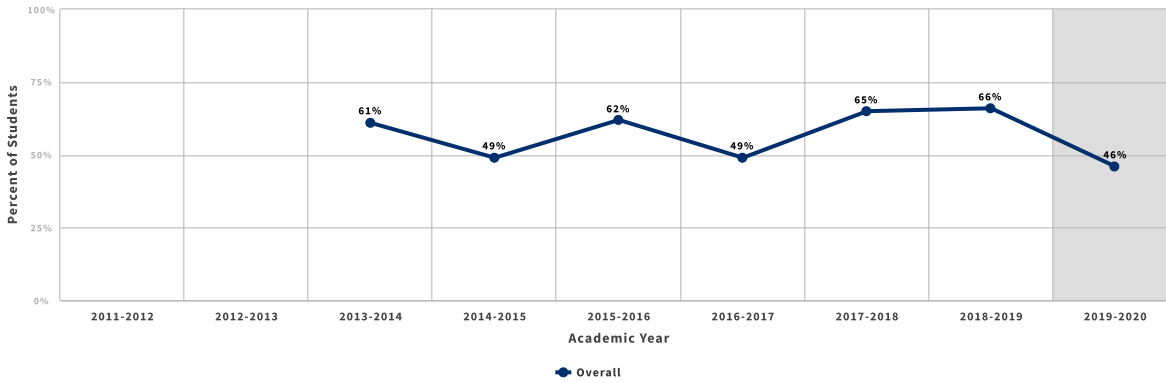
Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/SWP-MDD?metric=SW403)

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
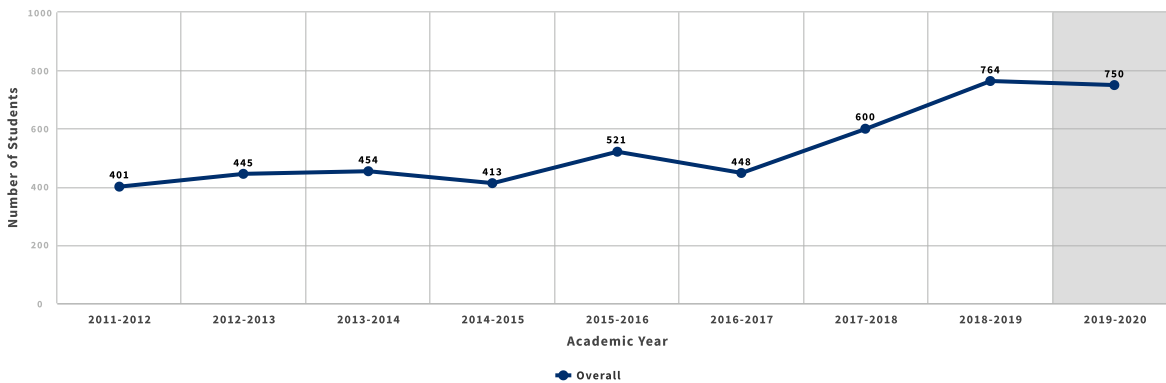
Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards

Technical Definition (/Launchboard/SWP-MDD?metric=SW632)

60

SWP Students Who Transferred to a Four-Year Postsecondary Institution

Among SWP students who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year
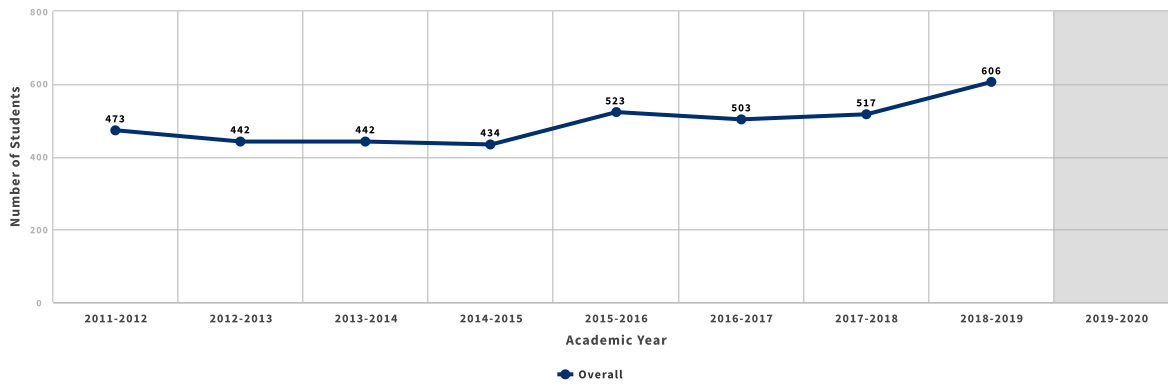
Source: Chancellor's Office Management Information System, National Student Clearing House, CSU/UC Match

Technical Definition (/Launchboard/SWP-MDD?metric=SW620)

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
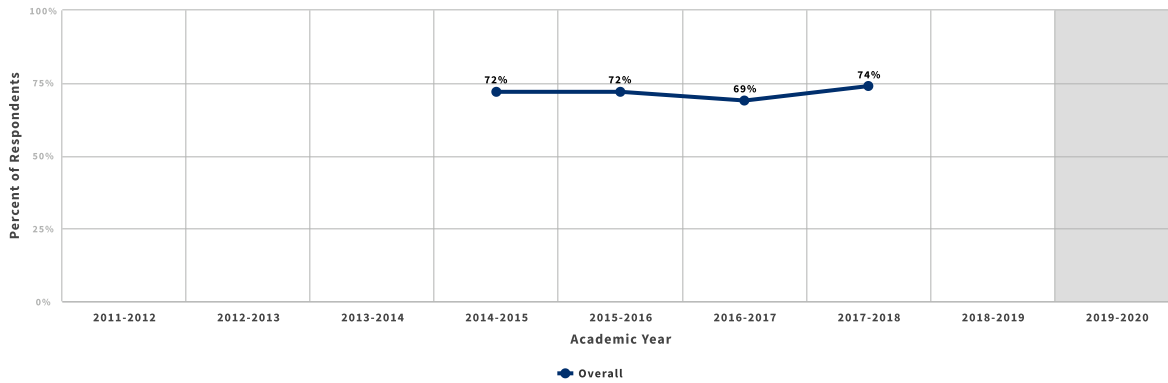
Source: Chancellor's Office Management Information System, CTE Outcomes Survey, National Student Clearinghouse, CSU/UC Cohort Match

Technical Definition (/Launchboard/SWP-MDD?metric=SW701)

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

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

61
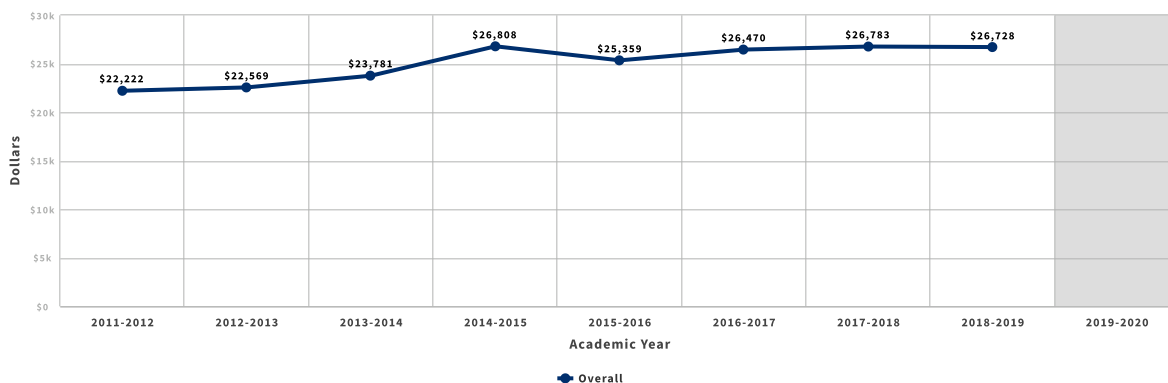
Technical Definition (/Launchboard/SWP-MDD?metric=SW800)

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
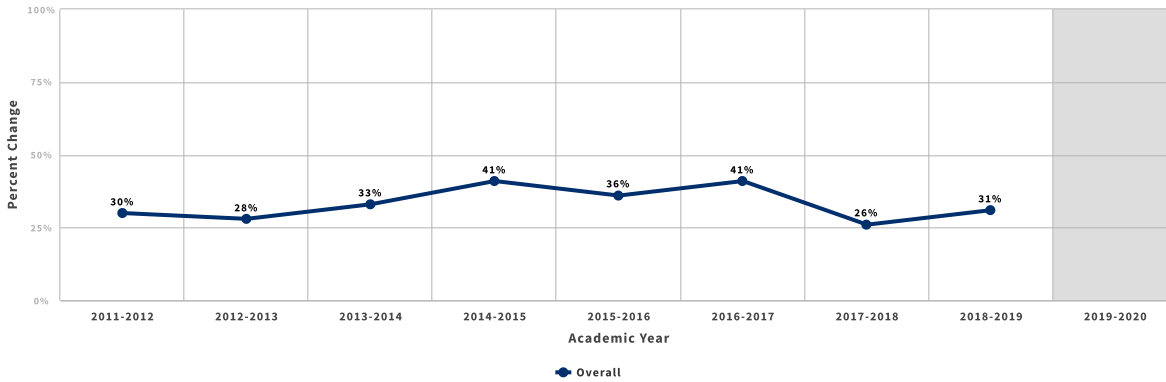
Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

Technical Definition (/Launchboard/SWP-MDD?metric=SW801)

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
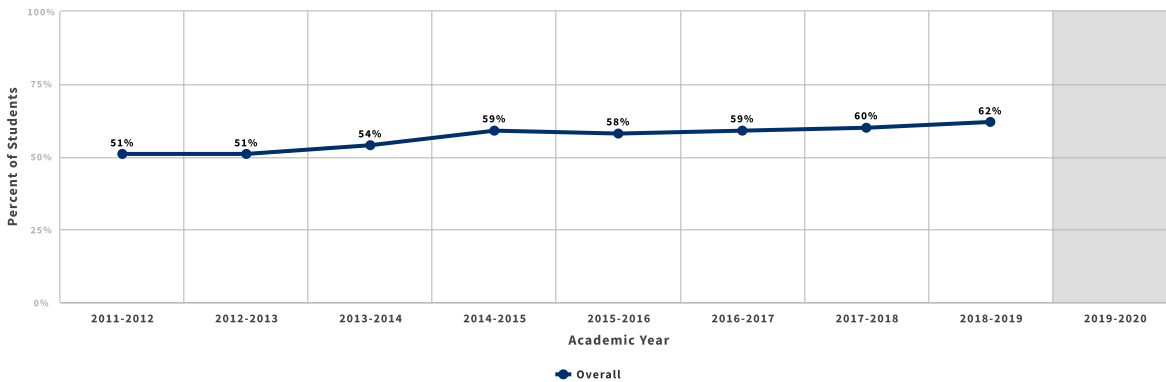
Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match, Insight Center for Community Economic Development

Technical Definition (/Launchboard/SWP-MDD?metric=SW802)

If you have any questions or feedback, please email launchboard@cccco.edu (mailto:launchboard@cccco.edu).

❯ **Click here to find out more about the data in the Strong Workforce Program Dashboard**

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California
Community
Colleges | Guided
Pathways

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

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 CCCCO 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 9 years of data (2011-12 through 2019-20)
- 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.

☰ **LaunchBoard Menu**

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 ▾	2019-2020 ▾	Time Trend ▾	VIEW

⊕ COMPARISON

Viewing Data for: Sequoias District

Student Type   **Learning Progress**   **Momentum**   **Metrics Under Development**   Export Data to CSV

STUDENT TYPE

Students in the First Time Cohort

The number of first-time non-special admit credit students who started in the fall term of the selected year including those who enrolled in the summer intersession immediately before or had previously earned concurrent enrollment credit
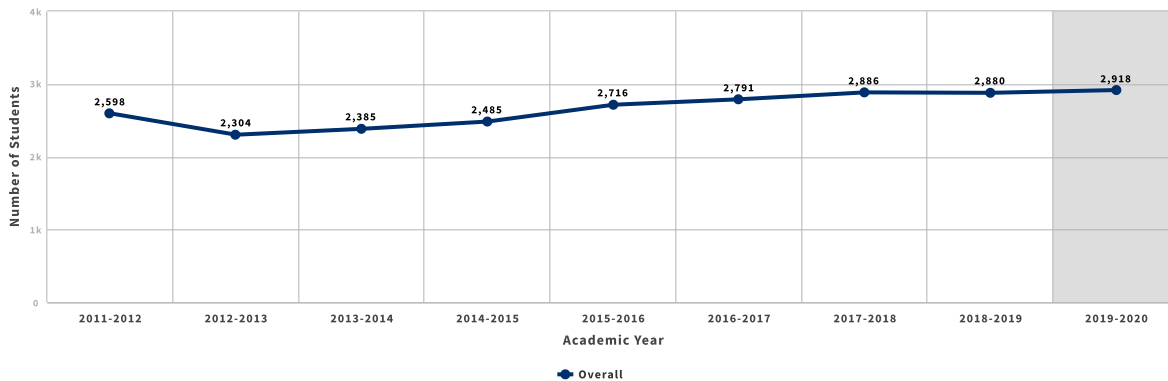
Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP122FC)

LEARNING PROGRESS

## Course Success Rate

Among students in the first-time fall cohort, the percentage of enrollments where students successfully completed the course with grades allowable to align to Datamart
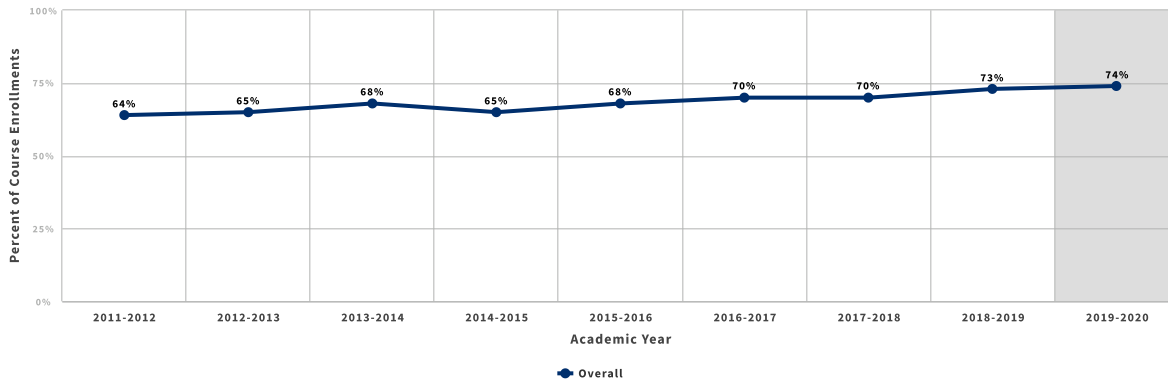
64

Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP408C)

Note: More students received "EW" or Excused Withdrawal grades in Spring 2020 as a result of the COVID-19 pandemic. Those grades are excluded from the denominator of success rates to maintain alignment with Datamart. As a result, course success rates are higher in 2020 than in prior years. Included and excluded EWs should be carefully examined locally to more completely understand course performance in Spring 2020 or in 2019-2020 which includes that term.

Completed Both Transfer-Level Math and English

Among students in the first-time fall cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district
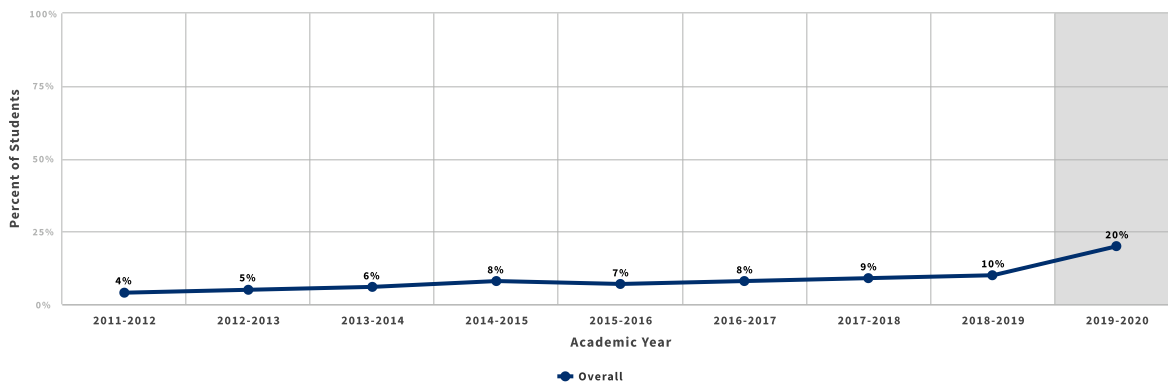
Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP501C)

Completed Transfer-Level Math

Among students in the first-time fall cohort, the proportion who completed transfer-level math in their first academic year of credit enrollment within the district
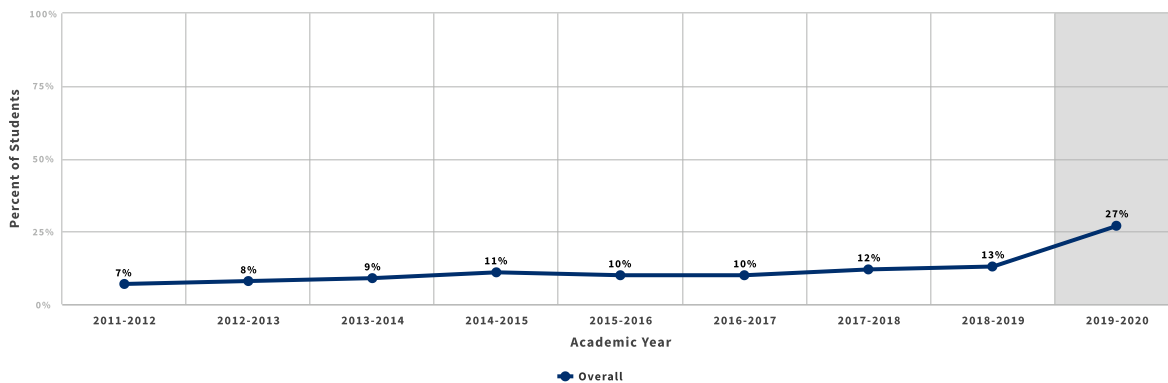
Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP502C)

Completed Transfer-Level English

65

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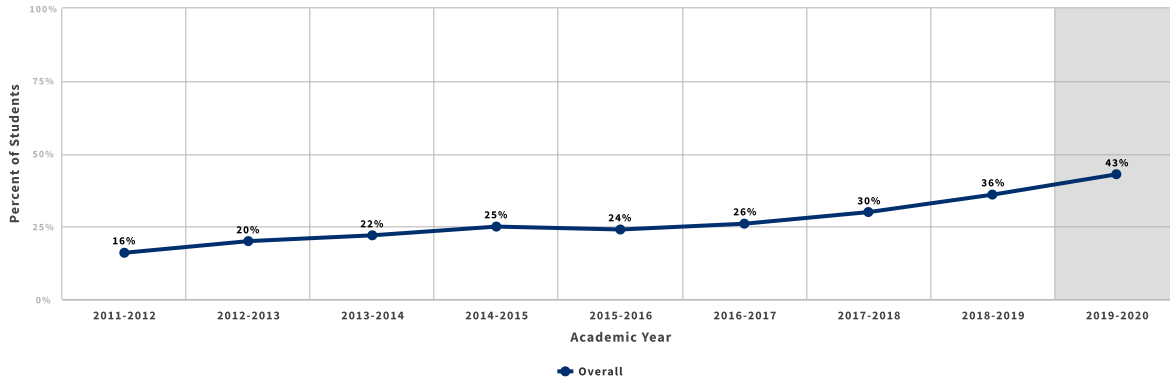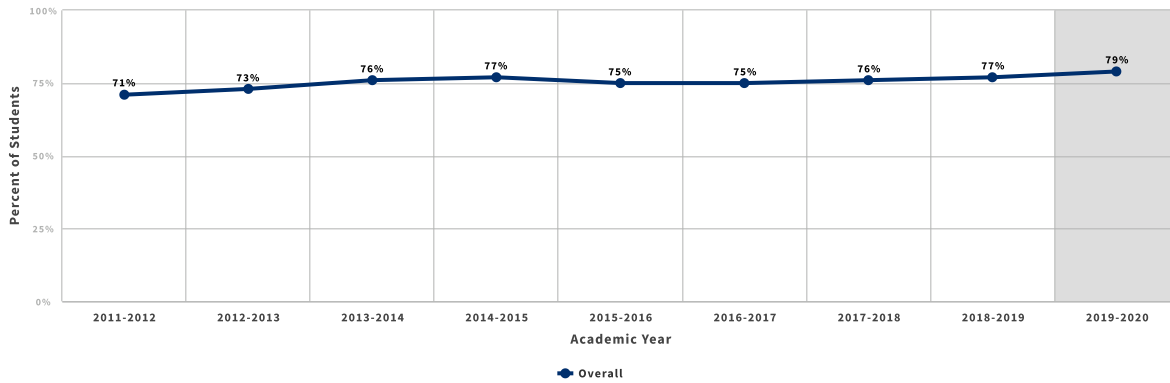

Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP503C)

MOMENTUM

## Retained Fall to Spring at the Same College

Among students in the first-time fall cohort, the proportion retained at the selected college from fall to spring for colleges on semesters and fall to winter for colleges on quarters

Source: Chancellor's Office Management Information System, National Student Clearinghouse, CSU/UC Cohort Match

Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP453C)
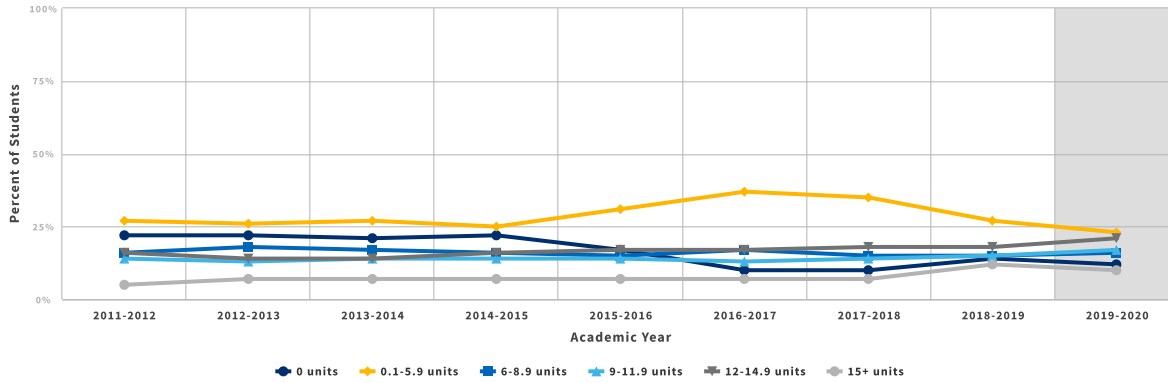
Full-Time in the Fall Term

Among students in the first-time fall cohort, the proportion who are enrolled full time in the fall term
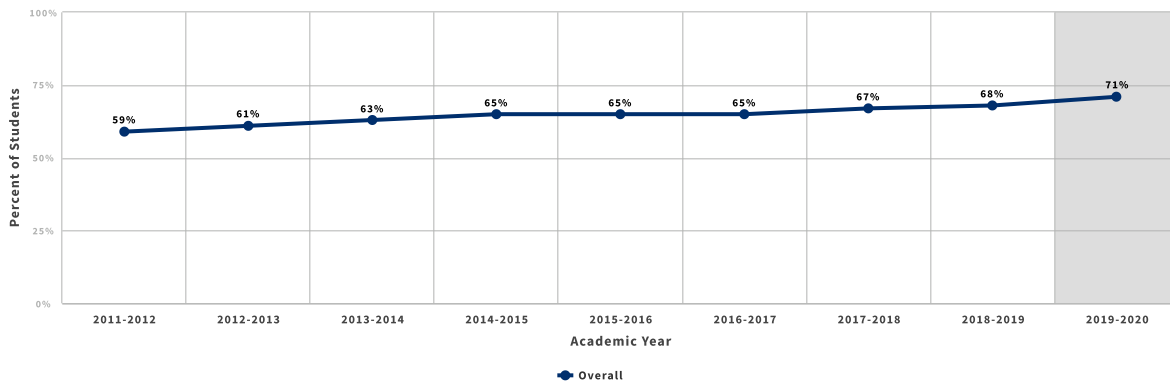
Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP210C)

66

Successfully Completed Unit Thresholds in Fall Term

Among students in the first-time fall cohort, the proportion who successfully completed degree-applicable semester or quarter unit thresholds in the Fall term
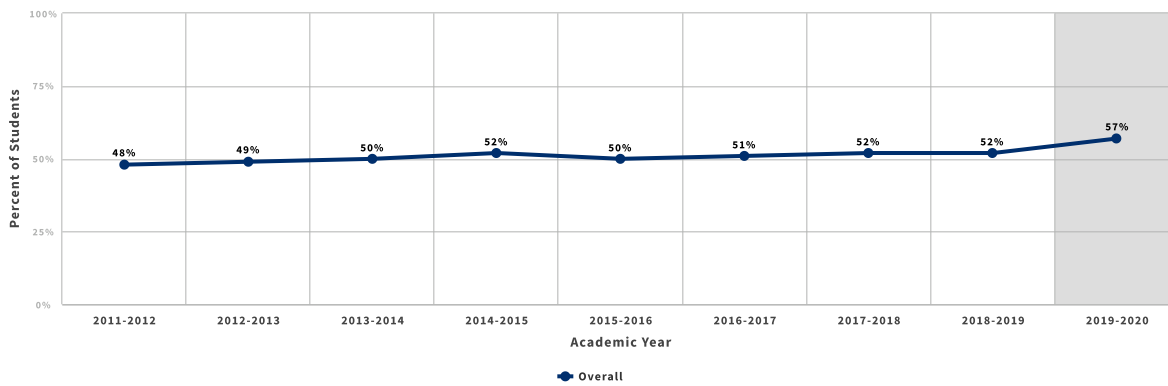

Legend: 0 units • 0.1-5.9 units • 6-8.9 units • 9-11.9 units • 12-14.9 units • 15+ units

Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP404C)

Note: The Top in State benchmark is not available for this metric.
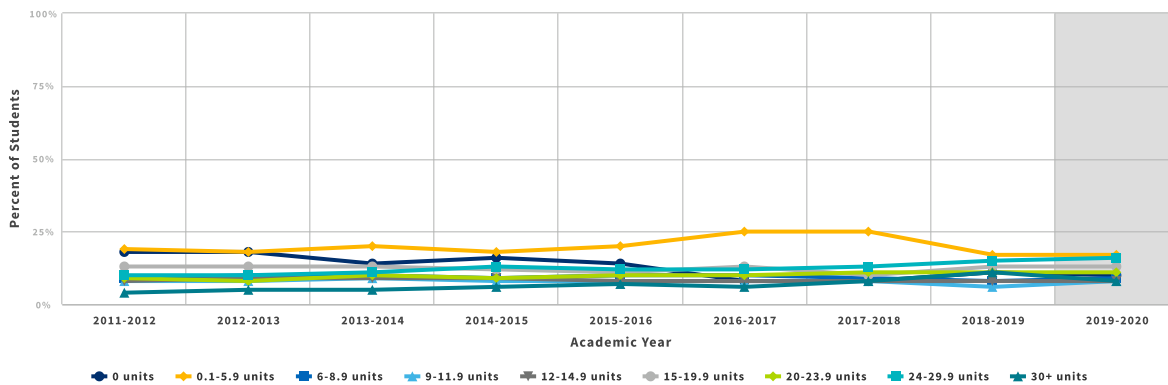
Full Time in the Selected Year

Among students in the first-time fall cohort, the proportion who are enrolled full time in all primary terms in their first full academic year of enrollment

Legend: Overall

Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP214C)

Successfully Completed Semester Unit Thresholds in the Selected Year

Among all students in the cohort, the proportion who successfully completed degree-applicable semester unit thresholds in the selected year
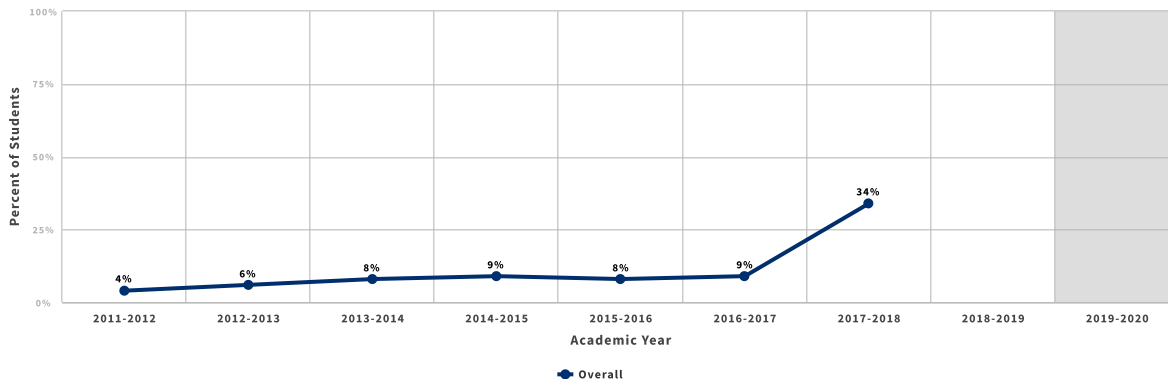

Legend: 0 units • 0.1-5.9 units • 6-8.9 units • 9-11.9 units • 12-14.9 units • 15-19.9 units • 20-23.9 units • 24-29.9 units • 30+ units

Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP405C)

Note: The Top in State benchmark is not available for this metric.

METRICS UNDER DEVELOPMENT

Completed Both Transfer-Level Math and English (Expanded)

Among students in the first-time fall cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment from their first term within the district allowing for students who enrolled in credit ESL to complete transfer-level math and English within three complete years from first term
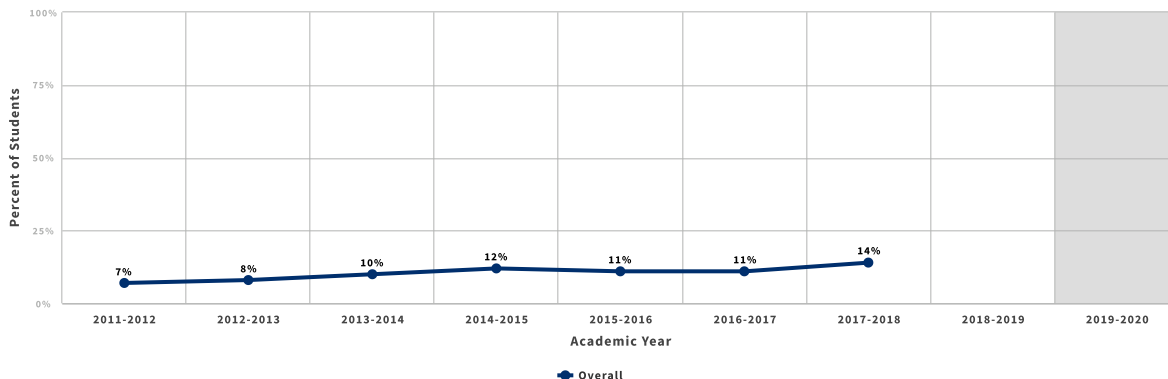

Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP541C)

Note: The new Completed Transfer-Level Math and English (expanded view) counts students who complete within one year from their first term of non-special admit enrollment while Credit ESL students can complete within three years from their first term of enrollment. Therefore, data is only displayed when the timeframe allowed to meet the outcome of the metric is complete. If you have any feedback or questions on this metric under development, please email launchboard@cccco.edu.

Completed Transfer-Level Math (Expanded)

Among students in the first-time fall cohort, the proportion who completed transfer-level math in their first academic year of credit enrollment from their first term within the district allowing for students who ever enrolled in credit ESL to complete transfer-level math and English within three complete years from first term

Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP542C)

Note: The new Completed Transfer-Level Math and English (expanded view) counts students who complete within one year from their first term of non-special admit enrollment while Credit ESL students can complete within three years from their first term of enrollment. Therefore, data is only displayed when the timeframe allowed to meet the outcome of the metric is complete. If you have any feedback or questions on this metric under development, please email launchboard@cccco.edu.

Completed Transfer-Level English (Expanded)

Among students in the first-time fall cohort, the proportion who completed transfer-level English in their first academic year of credit enrollment from their first term within the district allowing for students who ever enrolled in credit ESL to complete transfer-level math and English within three complete years from first term
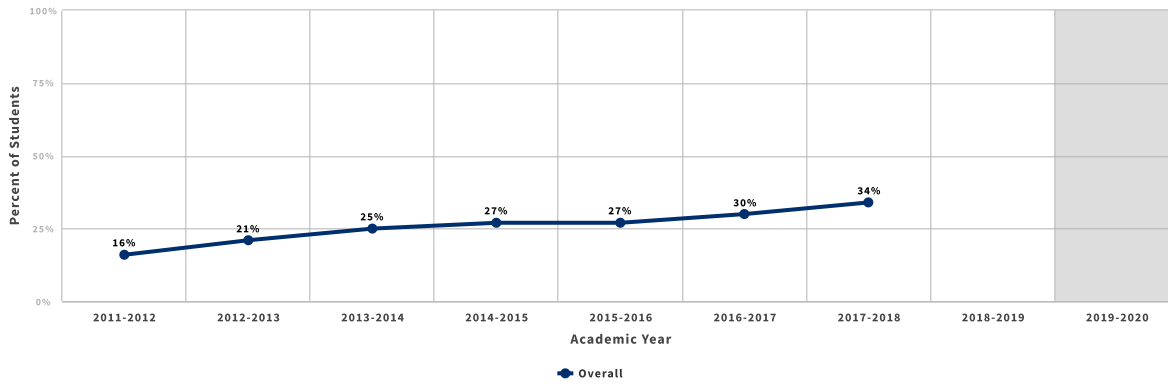
Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Guided-Pathways-MDD?metric=GP543C)

Note: The new Completed Transfer-Level Math and English (expanded view) counts students who complete within one year from their first term of non-special admit enrollment while Credit ESL students can complete within three years from their first term of enrollment. Therefore, data is only displayed when the timeframe allowed to meet the outcome of the metric is complete. If you have any feedback or questions on this metric under development, please email launchboard@cccco.edu.

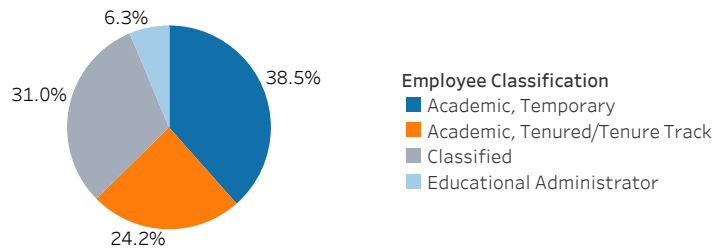**If you have any questions or feedback, please email launchboard@cccco.edu (mailto:launchboard@cccco.edu).**

Click Here to View Resources (https://launchboard-resources.wested.org/)

⌄ Click here to find out more about the data in the Guided Pathways Dashboard

Employees

Employee Distribution Fall 2020

6.3%
31.0%
38.5%
24.2%

Employee Classification
- Academic, Temporary
- Academic, Tenured/Tenure Track
- Classified
- Educational Administrator

Employee Classification Distribution Trends

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Grand Total	**667**	**719**	**742**	**769**	**800**	**793**
Educational Administrator	36	44	45	48	48	50
Academic, Tenured/Tenure Track	156	169	179	171	184	192
Classified	198	208	221	221	231	246
Academic, Temporary	277	298	297	329	337	305

Employee Gender Distribution Trends

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Educational Administrator	Female	18	16	17	16	17	22	21
	Male	19	20	27	29	31	26	29
Academic, Tenured/Tenu..	Female	80	83	90	93	88	96	102
	Male	72	73	79	86	83	88	90
Classified	Female	115	124	130	134	135	139	137
	Male	70	74	78	87	86	92	109
Academic, Temporary	Female	129	131	139	137	156	144	147
	Male	130	146	159	160	173	193	158

Employee Race/Ethnicity Distribution Trends

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 *
Academic, Temporary	African-American	4	4	6	8	7	5	
	American Indian/Alaskan Native			2	2	5	4	
	Asian	14	14	15	18	19	15	
	Hispanic	52	61	69	68	79	81	
	Multi-Ethnicity	1	1	4	2	2	2	
	Unknown	18	16	13	14	13	35	
	White Non-Hispanic	170	181	189	185	204	195	
Academic, Tenured/ Tenure Track	African-American	5	5	5	4	7	7	
	American Indian/Alaskan Native	1	1		2			
	Asian	7	7	9	9	10	12	
	Hispanic	28	30	35	38	36	38	
	Multi-Ethnicity		1	1	1	1	1	
	Pacific Islander	1	1	1	1		1	
	Unknown	13	13	9	9	8	9	
	White Non-Hispanic	97	98	109	115	109	116	
Classified	African-American	3	3	3	3	3	2	
	American Indian/Alaskan Native	2	2	2	2	1	1	
	Asian	9	9	10	12	11	11	
	Hispanic	65	72	84	92	105	116	
	Multi-Ethnicity					1	1	
	Unknown	4	5	4	4	3	2	
	White Non-Hispanic	102	107	105	108	97	98	
Educational Administrator	African-American			2	3	2	2	
	Asian	1	1	1	2	2	1	
	Hispanic	8	10	12	13	11	13	
	Unknown	1	2	1			1	
	White Non-Hispanic	27	23	28	27	33	31	

*Data is not available

Service Area Population

Service Area Educational Attainment

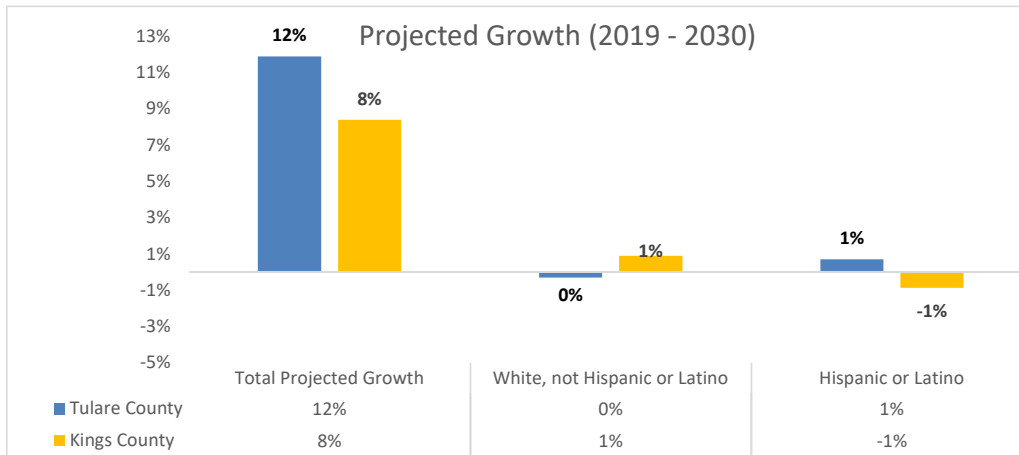## Service Area Educational Attainment: 2019
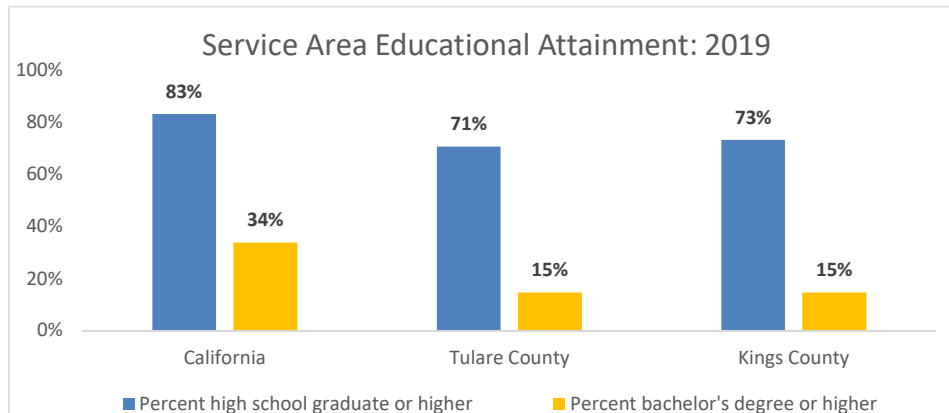
The educational attainment rates for Tulare and Kings Counties are lower than the state's rates. The rate of high school graduates or higher in California is 83% whereas Tulare and Kings County range from 71% to 73%, respectively. In addition 15% of adults living in Tulare and Kings Counties have a bachelor's degree or higher compared to 34% statewide.

Educational Attainment Levels - Tulare & Kings County						
	California		Tulare County		Kings County	
Educational Attainment	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 25 years and over	**26,471,543**	**100%**	**271,351**	**100%**	**92,916**	**100%**
Less than 9th grade	2,432,994	9%	49,037	18%	11,926	13%
9th to 12th grade, no diploma	1,985,681	8%	30,088	11%	12,832	14%
High school graduate (includes equivalency)	5,423,462	20%	69,314	26%	23,488	25%
Some college, no degree	5,574,857	21%	61,027	22%	23,260	25%
Associate's degree	2,073,823	8%	22,188	8%	7,780	8%
Bachelor's degree	5,603,047	21%	26,586	10%	9,430	10%
Graduate or professional degree	3,377,679	13%	13,111	5%	4,200	5%
Percent high school graduate or higher	22,052,868	83%	192,226	70%	68,158	74%
Percent bachelor's degree or higher	8,980,726	33%	39,697	14%	13,630	14%

Source: U.S. Census Bureau, 2019 American Community Survey 5-Year Estimates

Service Area Growth Projections

Projected Growth (2019 - 2030)

	Total Projected Growth	White, not Hispanic or Latino	Hispanic or Latino
Tulare County	12%	0%	1%
Kings County	8%	1%	-1%

Based on the projected growth of Tulare and Kings Counties, the race/ethnicity distribution is expected to slightly shift. The Hispanic population is projected to increase one percentage point in Tulare County and decrease one percentage point in Kings County over the next 11 years.

Tulare County Projected Growth (2019-2030)

Race/Ethnicity	2019 Estimate		2025 Projection		2030 Projection		Difference (projected)
	Count	Percent	Count	Percent	Count	Percent	
Total	**461,898**	**100%**	**496,528**	**100%**	**516,717**	**100%**	**12%**
White	131,716	28.5%	144,502	29.1%	145,734	28.2%	-0.3%
Black, not Hispanic or Latino	5,785	1.3%	6,098	1.2%	6,380	1.2%	0.0%
American Indian, not Hispanic or Latino	2,784	0.6%	3,474	0.7%	3,603	0.7%	0.1%
Asian, not Hispanic or Latino	14,949	3.2%	15,408	3.1%	15,573	3.0%	-0.2%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	624	0.1%	431	0.1%	460	0.1%	0.0%
Multi & Unknown Race, not Hispanic or Latino	7,795	1.7%	7,109	1.4%	7,800	1.5%	-0.2%
Hispanic or Latino	298,245	64.6%	319,506	64.3%	337,167	65.3%	0.7%

### Kings County Projected Growth (2019-2030)

Race/Ethnicity	2019 Estimate		2025 Projection		2030 Projection		Difference (projected)
	Count	Percent	Count	Percent	Count	Percent	
Total	**152,940**	**100%**	**159,733**	**100%**	**165,752**	**100%**	**8%**
White	47,938	31.3%	52,556	32.9%	53,424	32.2%	0.9%
Black, not Hispanic or Latino	8,130	5.3%	10,270	6.4%	10,783	6.5%	1.2%
American Indian, not Hispanic or Latino	1,436	0.9%	1,355	0.8%	1,376	0.8%	-0.1%
Asian, not Hispanic or Latino	4,951	3.2%	5,407	3.4%	5,478	3.3%	0.1%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	460	0.3%	328	0.2%	391	0.2%	-0.1%
Multi & Unknown Race, not Hispanic or Latino	5,511	3.6%	3,874	2.4%	4,173	2.5%	-1.1%
Hispanic or Latino	84,514	55.3%	85,943	53.8%	90,127	54.4%	-0.9%

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

Estimate Source: U.S. Census Bureau, 2019 American Community Survey 5-Year Estimates

Service Area Income Levels

Service Area Income Levels: 2019
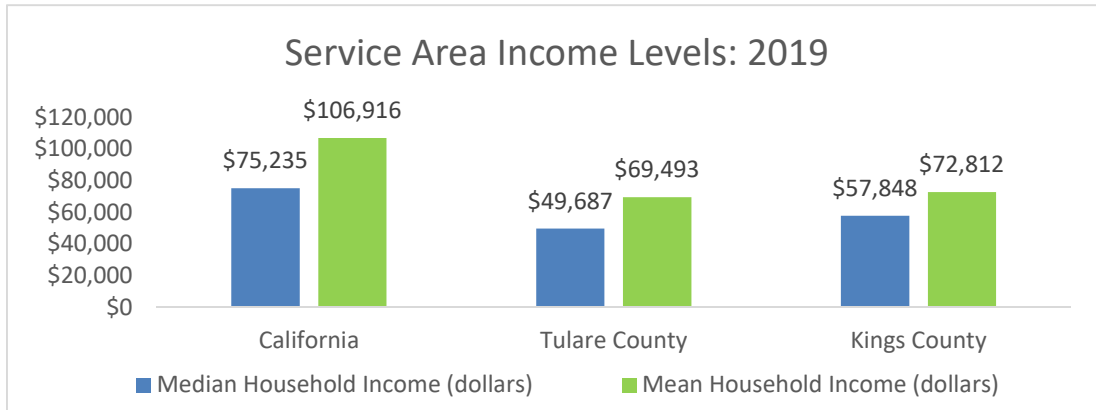
Tulare and Kings Counties both exhibit poverty levels above the California average as well as median and mean incomes below the state average. For example, Tulare County's poverty rate (20%) is more than double the state's poverty level (10%). Families with female householders in both counties have a poverty level at or above 32% compared to the state average of 23%. Additionally, the median income in both counties is less than the state by $25,548 (Tulare County) and $17,387 (Kings County).

Household Income			
Median Income	California	Tulare County	Kings County
Total Households	**12,807,387**	**135,144**	**42,349**
Less than $10,000	5%	7%	5%
$10,000 to $14,999	4%	6%	5%
$15,000 to $24,999	8%	12%	9%
$25,000 to $34,999	8%	11%	11%
$35,000 to $49,999	11%	15%	14%
$50,000 to $74,999	16%	17%	20%
$75,000 to $99,999	12%	12%	14%
$100,000 to $149,999	17%	12%	14%
$150,000 to $199,999	9%	5%	5%
$200,000 or more	12%	4%	4%
Median Household Income (dollars)	$75,235	$49,687	$57,848
Mean Household Income (dollars)	$106,916	$69,493	$72,812
Family Income Below the Poverty Level (past 12 months)			
	California	Tulare County	Kings County
All families	10%	20%	15%
Married couple families	6%	13%	9%
Families with female householder, no husband present	23%	41%	32%

Source: U.S. Census Bureau, 2019 American Community Survey 5-Year Estimates

Kings County: 2018-2028 Fastest Growing Occupations Projections

Occupational Title	Entry Level Education	Percentage Change	Median Hourly Wage	Median Annual Wage
Aircraft Mechanics and Service Technicians	Postsecondary non-degree award	27.0%	$34.99	$72,773
Management Analysts	Bachelor's degree	22.2%	$35.76	$74,374
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	22.0%	$18.14	$37,724
Agricultural and Food Science Technicians	Associate's degree	16.7%	NA	NA
Medical and Health Services Managers	Bachelor's degree	16.7%	$66.12	$137,519
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	Bachelor's degree	14.3%	$36.18	$75,250
General and Operations Managers	Bachelor's degree	13.3%	$48.91	$101,742
Teacher Assistants	Some college, no degree	11.5%	NA	NA
Substitute Teachers	Bachelor's degree	11.1%	NA	NA
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	11.1%	NA	NA

Fastest growing occupations are ranked by projected percentage change growth between 2018 and 2028.

## Kings County: 2018-2028 Largest Growing Occupations Projections

Occupational Title	Entry Level Education	Total Job Openings	Median Hourly Wage	Median Annual Wage
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	1,210	$18.14	$37,724
Elementary School Teachers, Except Special Education	Bachelor's degree	1,050	NA	$80,848
Teacher Assistants	Some college, no degree	750	NA	NA
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	510	$19.53	$40,632
General and Operations Managers	Bachelor's degree	470	$48.91	$101,742
Aircraft Mechanics and Service Technicians	Postsecondary non-degree award	440	$34.99	$72,773
Registered Nurses	Bachelor's degree	440	$52.19	$108,539
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	380	NA	NA
Medical Assistants	Postsecondary non-degree award	370	$14.63	$30,418
Substitute Teachers	Bachelor's degree	360	NA	NA

Note - Total job openings are the sum of numeric change, exits, and transfers projected between 2018 and 2028.

Some of the fastest growing jobs in Kings County that require a postsecondary education are Aircraft Mechanics and Service Technicians, Medical and Health Services Managers, Management Analysts, and Substance Abuse, Behavioral Disorder, and Mental Health Counselors. The largest growing jobs in Kings County with the highest annual wage are General and Operations Managers, Registered Nurses, and Aircraft Mechanics and Service Technicians.

Source: https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html

Service Area Primary Language Spoken at Home

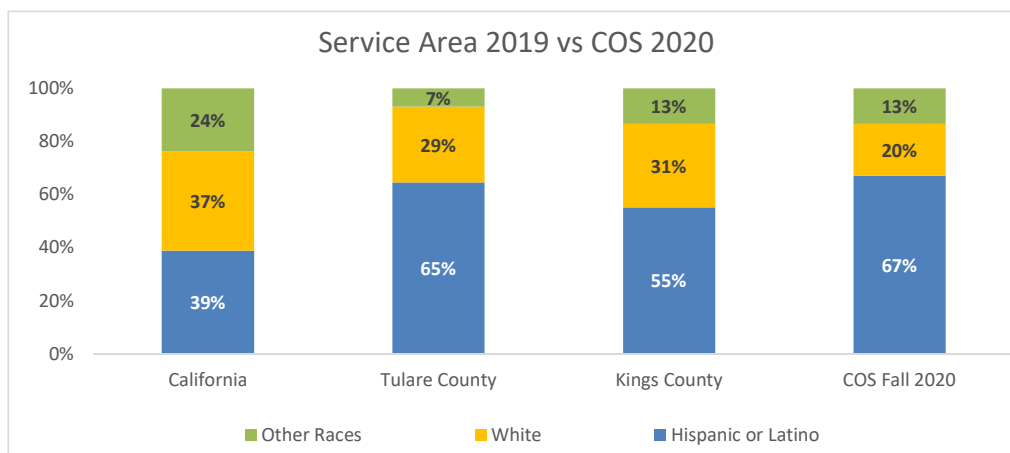### Service Area Primary Language: 2019
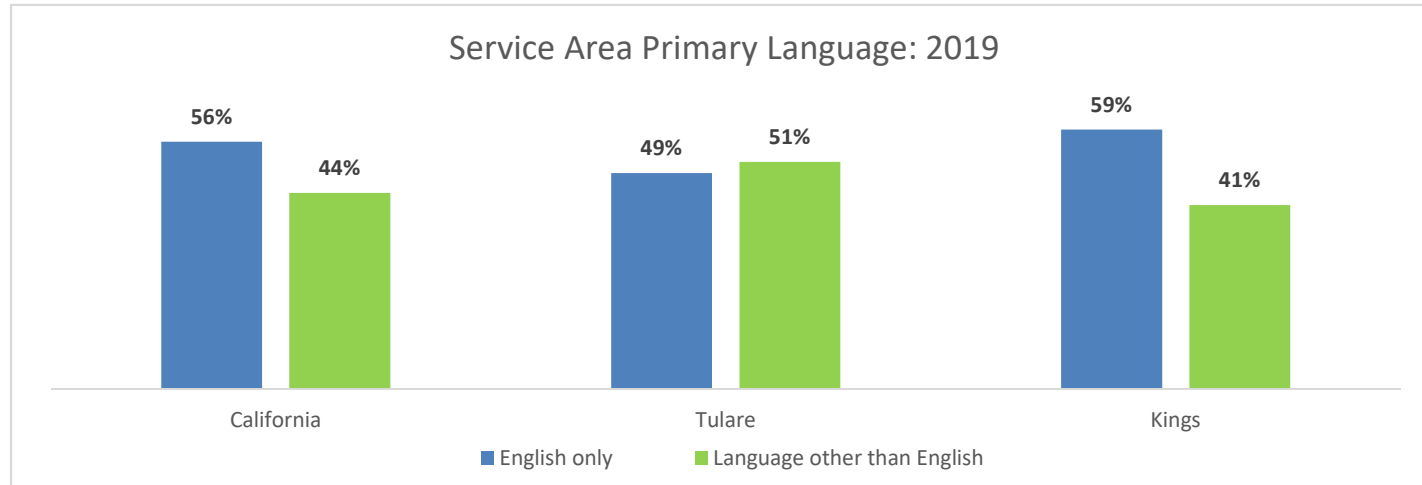
The percent of households that speak Spanish in Tulare County (47%) and Kings County (37%) is greater than the state average (29%). Both counties have noticeably smaller percentages of Asian and Pacific Islander languages when compared to the rest of the state.

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	36,831,969	100%	424,107	100%	139,049	100%
English only	20,539,952	56%	206,730	49%	81,387	59%
Language other than English	16,292,017	44%	217,377	51%	57,662	41%
Language other than English Distribution						
Spanish	10,578,516	29%	200,838	47%	50,960	37%
Other Indo-European languages	1,660,914	4%	5,936	1%	2,238	2%
Asian and Pacific Islander languages	3,669,314	10%	9,003	3%	3,755	3%
Other languages	383,273	1%	1,600	0.4%	709	1%

Source: U.S. Census Bureau, 2019 American Community Survey 5-Year Estimates

Service Area Population vs COS Population

Service Area 2019 vs COS 2020

	California	Tulare County	Kings County	COS Fall 2020
Other Races	24%	7%	13%	13%
White	37%	29%	31%	20%
Hispanic or Latino	39%	65%	55%	67%

The Sequoias Community College District is a Hispanic-Serving Institution (HSI) with a Hispanic student population of 67% in Fall 2020, which exceeds the Hispanic service area population that ranges from 55%-65%.

Service Area Population 2019 vs Fall 2020 Enrollment

Population by Race/Ethnicity (all ages)	California Count	California Percent	Tulare County Count	Tulare County Percent	Kings County Count	Kings County Percent	COS Fall 2020
Total	39,283,497	100%	461,898	100%	152,940	100%	100%
American Indian, not Hispanic or Latino	140,831	0.4%	2,784	0.6%	1,436	1%	0.4%
Asian, not Hispanic or Latino	5,610,931	14.3%	14,949	3.2%	4,951	3%	2.3%
Black, not Hispanic or Latino	2,169,155	5.5%	5,785	1.3%	8,130	5%	1.9%
Hispanic or Latino	15,327,688	39.0%	298,245	64.6%	84,514	55%	67%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	140,788	0.4%	624	0.1%	460	0.3%	1.1%
Multi Race & Unknown, not Hispanic or Latino	1,288,792	3.3%	7,795	1.7%	5,511	4%	7.9%
White	14,605,312	37.2%	131,716	28.5%	47,938	31%	20%

Population by Gender	California Count	California Percent	Tulare County Count	Tulare County Percent	Kings County Count	Kings County Percent	COS Fall 2020
Female	19,757,199	50.3%	230,932	50.0%	83,977	54.9%	61.0%
Male	19,526,298	49.7%	230,966	50.0%	68,963	45.1%	38.3%
Unknown	-	-	-	-		-	0.7%

Source: U.S. Census Bureau, 2019 American Community Survey 5-Year Estimates

Tulare County: 2018-2028 Fastest Growing Occupations Projections

Occupational Title	Entry Level Education	Percentage Change	Median Hourly Wage	Median Annual Wage
Medical and Health Services Managers	Bachelor's degree	26.7%	$54.39	$113,124
Registered Nurses	Bachelor's degree	24.9%	$44.46	$92,482
Nursing Assistants	Postsecondary non-degree award	23.2%	NA	NA
Medical Assistants	Postsecondary non-degree award	21.9%	$16.06	$33,395
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Postsecondary non-degree award	19.4%	$30.01	$62,438
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	17.7%	$17.59	$36,583
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	17.7%	$23.34	$48,539
Financial Managers	Bachelor's degree	12.2%	$56.51	$117,543
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	Bachelor's degree	11.3%	$20.22	$42,063
Dental Assistants	Postsecondary non-degree award	9.5%	$17.61	$36,639

Fastest growing occupations are ranked by projected percentage change growth between 2018 and 2028.

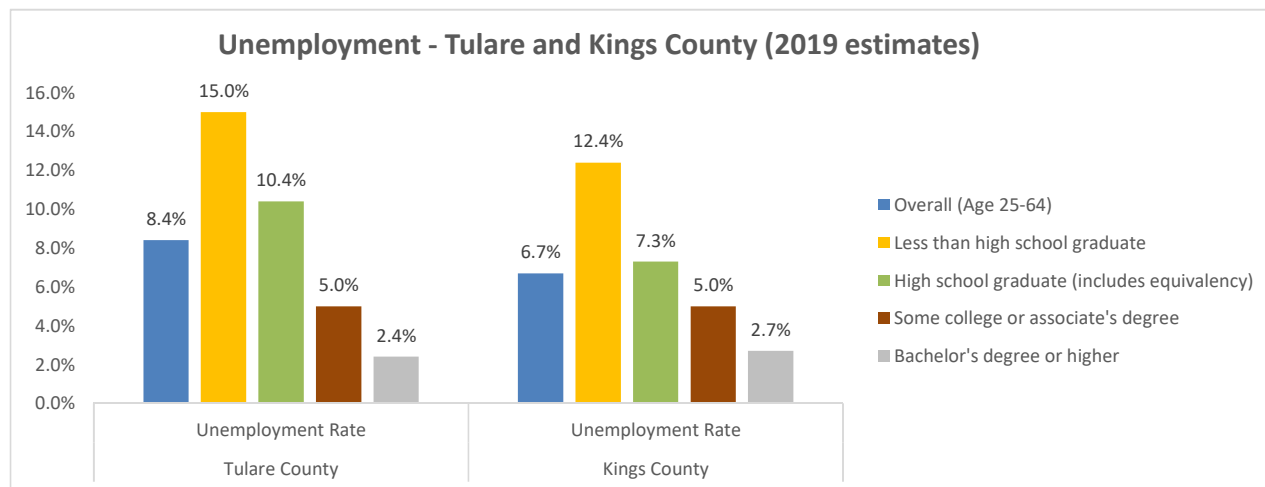## Tulare County: 2018-2028 Largest Growing Occupations Projections

Occupational Title	Entry Level Education	Total Job Openings	Median Hourly Wage	Median Annual Wage
Substitute Teachers	Bachelor's degree	4,520	NA	NA
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	3,440	$17.59	$36,583
Teacher Assistants	Some college, no degree	2,650	NA	NA
Nursing Assistants	Postsecondary non-degree award	2,050	NA	NA
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	2,030	$20.77	$43,213
Registered Nurses	Bachelor's degree	2,010	$44.46	$92,482
Elementary School Teachers, Except Special Education	Bachelor's degree	1,760	NA	$83,749
General and Operations Managers	Bachelor's degree	1,520	$43.85	$91,204
Medical Assistants	Postsecondary non-degree award	1,390	$16.06	$33,395
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	920	NA	$79,489

Note - Total job openings are the sum of numeric change, exits, and transfers projected between 2018 and 2028.

Some of the fastest growing jobs in Tulare County that require a postsecondary education are Medical and Health Services Managers, Registered Nurses, Financial Managers, and Heating, Air Conditioning, and Refrigeration Mechanics and Installers. The largest growing jobs in Tulare County with the highest annual wage are General and Operations Managers, Registered Nurses, and Elementary School Teachers (except special education).

Source: https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html

Unemployment - Tulare and Kings County (2019 estimates)

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.

Labor Force & Unemployment Rates by Educational Attainment

	California		Tulare County		Kings County	
	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate
Overall (Age 25-64)	**77.7%**	**5.0%**	**72.7%**	**8.4%**	**64.7%**	**6.7%**
Less than high school graduate	65.5%	7.5%	63.7%	15.0%	50.7%	12.4%
High school graduate (includes equivalency)	73.1%	6.4%	71.8%	10.4%	60.3%	7.3%
Some college or associate's degree	78.1%	5.2%	76.2%	5.0%	70.8%	5.0%
Bachelor's degree or higher	85.8%	3.4%	84.1%	2.4%	82.3%	2.7%

	California		Tulare County		Kings County	
	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate
Overall (age 16+)	**63.7%**	**6.1%**	**59.1%**	**9.5%**	**55.6%**	**7.6%**
Black or African American alone	60.3%	10.4%	57.7%	8.1%	45.9%	8.2%
American Indian and Alaska Native alone	59.3%	9.8%	52.2%	13.7%	36.0%	5.5%
Asian alone	63.6%	4.6%	58.0%	5.7%	58.2%	8.1%
Native Hawaiian and Other Pacific Islander alone	66.4%	6.7%	60.8%	6.1%	49.2%	7.9%
Some other race alone	68.5%	6.8%	65.0%	10.6%	50.2%	9.9%
Two or more races	66.8%	7.9%	57.3%	9.9%	56.0%	8.5%
Hispanic or Latino origin (of any race)	66.9%	6.9%	62.5%	11.5%	56.0%	9.1%
White alone, not Hispanic or Latino	61.2%	5.1%	53.8%	6.0%	57.0%	5.4%

Source: U.S. Census Bureau, 2019 American Community Survey 5-Year Estimates

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