RESEARCH
PLANNING & INSTITUTIONAL EFFECTIVENESS

The Giant Fact Book
2021 - 2022

COLLEGE OF THE SEQUOIAS
SEQUOIAS COMMUNITY COLLEGE DISTRICT
HANFORD | TULARE | VISALIA

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.

RESEARCH
PLANNING & INSTITUTIONAL EFFECTIVENESS

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Age Data Set
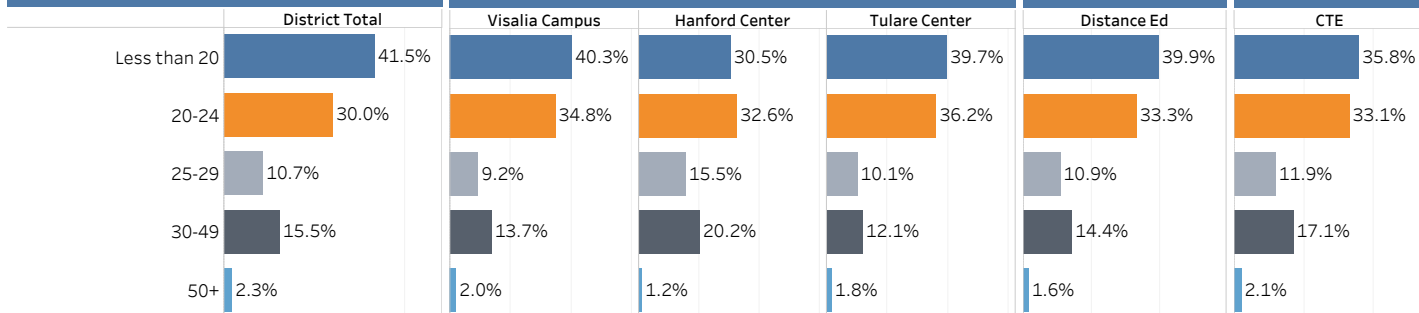
Fall 2021 Profile

	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	12,458	100.0%	5,681	100.0%	1,178	100.0%	1,098	100.0%	8,344	100.0%	5,186	100.0%
Less than 20	5,175	41.5%	2,289	40.3%	359	30.5%	436	39.7%	3,327	39.9%	1,858	35.8%
20-24	3,741	30.0%	1,976	34.8%	384	32.6%	398	36.2%	2,775	33.3%	1,718	33.1%
25-29	1,332	10.7%	525	9.2%	183	15.5%	111	10.1%	907	10.9%	616	11.9%
30-49	1,929	15.5%	776	13.7%	238	20.2%	133	12.1%	1,199	14.4%	885	17.1%
50+	281	2.3%	115	2.0%	14	1.2%	20	1.8%	136	1.6%	109	2.1%

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:

· For Fall 2021, the District's largest age group was students younger than 20 years old (41.5%).

· During fall 2021, the Visalia campus had the largest proportion of students younger than 20 years old (40.3%).

· In Fall 2021, the largest proportion of students older than 20 years old was found at the Hanford Center (69.5%).

· For Fall 2021, the Tulare Center had the largest proportion of students in the 20-24 age group (36.2%).

Age 6-Yr Trend

District Total

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,738	100.0%	12,877	100.0%	13,149	100.0%	13,490	100.0%	13,114	100.0%	12,458	100.0%
Less than 20	4,396	34.5%	4,745	36.8%	5,098	38.8%	5,507	40.8%	5,545	42.3%	5,175	41.5%
20-24	4,371	34.3%	4,177	32.4%	4,241	32.3%	4,199	31.1%	3,978	30.3%	3,741	30.0%
25-29	1,553	12.2%	1,558	12.1%	1,562	11.9%	1,494	11.1%	1,426	10.9%	1,332	10.7%
30-49	2,079	16.3%	2,040	15.8%	1,907	14.5%	1,952	14.5%	1,887	14.4%	1,929	15.5%
50+	338	2.7%	357	2.8%	340	2.6%	338	2.5%	278	2.1%	281	2.3%
Unknown	1	0.0%			1	0.0%						

Visalia Campus

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,942	100.0%	10,098	100.0%	10,044	100.0%	10,041	100.0%	9,563	100.0%	5,681	100.0%
Less than 20	3,424	34.4%	3,670	36.3%	3,784	37.7%	3,972	39.6%	3,839	40.1%	2,289	40.3%
20-24	3,677	37.0%	3,519	34.8%	3,531	35.2%	3,423	34.1%	3,208	33.5%	1,976	34.8%
25-29	1,165	11.7%	1,194	11.8%	1,164	11.6%	1,075	10.7%	1,029	10.8%	525	9.2%
30-49	1,450	14.6%	1,494	14.8%	1,342	13.4%	1,363	13.6%	1,310	13.7%	776	13.7%
50+	226	2.3%	221	2.2%	223	2.2%	208	2.1%	177	1.9%	115	2.0%

Hanford Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%	2,263	100.0%	1,178	100.0%
Less than 20	426	23.6%	480	26.6%	535	28.4%	604	31.2%	767	33.9%	359	30.5%
20-24	722	40.1%	663	36.8%	673	35.7%	669	34.6%	776	34.3%	384	32.6%
25-29	299	16.6%	297	16.5%	293	15.5%	279	14.4%	334	14.8%	183	15.5%
30-49	315	17.5%	317	17.6%	349	18.5%	342	17.7%	361	16.0%	238	20.2%
50+	40	2.2%	47	2.6%	37	2.0%	41	2.1%	25	1.1%	14	1.2%

Tulare Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,098	100.0%
Less than 20	968	43.8%	994	44.0%	938	42.7%	1,047	45.4%	786	37.6%	436	39.7%
20-24	675	30.5%	679	30.1%	710	32.3%	741	32.2%	766	36.6%	398	36.2%
25-29	245	11.1%	253	11.2%	225	10.2%	217	9.4%	234	11.2%	111	10.1%
30-49	274	12.4%	292	12.9%	272	12.4%	259	11.2%	277	13.2%	133	12.1%
50+	48	2.2%	41	1.8%	52	2.4%	40	1.7%	30	1.4%	20	1.8%

Distance Ed

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,479	100.0%	8,344	100.0%
Less than 20	512	21.9%	732	25.1%	844	26.8%	1,274	33.1%	1,645	36.7%	3,327	39.9%
20-24	940	40.3%	1,205	41.2%	1,238	39.3%	1,440	37.4%	1,546	34.5%	2,775	33.3%
25-29	376	16.1%	410	14.0%	468	14.8%	509	13.2%	564	12.6%	907	10.9%
30-49	456	19.5%	516	17.7%	541	17.2%	565	14.7%	658	14.7%	1,199	14.4%
50+	49	2.1%	59	2.0%	63	2.0%	64	1.7%	66	1.5%	136	1.6%

CTE

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%
Less than 20	1,654	29.5%	1,766	31.8%	1,929	33.3%	2,159	35.2%	2,065	36.5%	1,858	35.8%
20-24	2,025	36.1%	1,932	34.8%	2,005	34.6%	2,035	33.2%	1,887	33.4%	1,718	33.1%
25-29	793	14.1%	745	13.4%	768	13.3%	785	12.8%	701	12.4%	616	11.9%
30-49	988	17.6%	947	17.1%	940	16.2%	1,013	16.5%	889	15.7%	885	17.1%
50+	154	2.7%	155	2.8%	147	2.5%	133	2.2%	108	1.9%	109	2.1%

Course Level Data Set

Fall 2021 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	**12,458**	**100.0%**	**5,681**	**100.0%**	**1,178**	**100.0%**	**1,098**	**100.0%**	**8,344**	**100.0%**	**5,186**	**100.0%**
UC Transferable	10,448	83.9%	4,364	76.8%	777	66.0%	840	76.5%	7,584	90.9%	2,645	51.0%
CSU Transferable	3,202	25.7%	1,194	21.0%	146	12.4%	346	31.5%	1,668	20.0%	2,304	44.4%
COS Degree Applicable	1,327	10.7%	429	7.6%	204	17.3%	129	11.7%	463	5.5%	1,210	23.3%
Credit Support or Basic	1,548	12.4%	330	5.8%	95	8.1%	69	6.3%	721	8.6%	116	2.2%
Non-Credit	1,244	10.0%	958	16.9%	34	2.9%	57	5.2%	16	0.2%	266	5.1%

Source: COS Research Office (Data Warehouse)

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

Observations:

Most students (83.9%) were enrolled in at least one UC transferable course during Fall 2021.

The significant decline in students enrolling in Non-Credit courses may be due to pandemic related challenges, AB705 practices, or the avialability of tutorial support courses offered.

Course Level 6-Yr Trend

District Total

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,738	100.0%	12,877	100.0%	13,149	100.0%	13,490	100.0%	13,114	100.0%	12,458	100.0%
UC Transferable	9,547	74.9%	9,909	77.0%	10,350	78.7%	11,287	83.7%	11,225	85.6%	10,448	83.9%
CSU Transferable	3,882	30.5%	3,749	29.1%	3,891	29.6%	3,564	26.4%	3,423	26.1%	3,202	25.7%
COS Degree Appl..	5,796	45.5%	5,671	44.0%	5,202	39.6%	3,936	29.2%	1,360	10.4%	1,327	10.7%
Credit Support o..	1,440	11.3%	1,462	11.4%	1,128	8.6%	1,954	14.5%	1,740	13.3%	1,548	12.4%
Non-Credit	7,495	58.8%	7,355	57.1%	8,170	62.1%	7,811	57.9%	1,094	8.3%	1,244	10.0%

Visalia Campus

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,942	100.0%	10,098	100.0%	10,044	100.0%	10,041	100.0%	9,563	100.0%	5,681	100.0%
UC Transferable	7,778	78.2%	7,883	78.1%	8,112	80.8%	8,510	84.8%	8,349	87.3%	4,364	76.8%
CSU Transferable	2,716	27.3%	2,570	25.5%	2,552	25.4%	2,287	22.8%	2,038	21.3%	1,194	21.0%
COS Degree Appl..	3,992	40.2%	4,031	39.9%	3,484	34.7%	2,266	22.6%	586	6.1%	429	7.6%
Credit Support o..	1,052	10.6%	1,086	10.8%	765	7.6%	1,451	14.5%	1,257	13.1%	330	5.8%
Non-Credit	6,092	61.3%	6,129	60.7%	6,298	62.7%	6,076	60.5%	842	8.8%	958	16.9%

Hanford Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%	2,263	100.0%	1,178	100.0%
UC Transferable	1,072	59.5%	1,118	62.0%	1,165	61.7%	1,370	70.8%	1,749	77.3%	777	66.0%
CSU Transferable	263	14.6%	242	13.4%	228	12.1%	226	11.7%	341	15.1%	146	12.4%
COS Degree Appl..	731	40.6%	692	38.4%	649	34.4%	469	24.2%	234	10.3%	204	17.3%
Credit Support o..	290	16.1%	232	12.9%	220	11.7%	244	12.6%	200	8.8%	95	8.1%
Non-Credit	392	21.8%	478	26.5%	858	45.5%	730	37.7%	16	0.7%	34	2.9%

Tulare Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,098	100.0%
UC Transferable	1,193	54.0%	1,254	55.5%	1,287	58.6%	1,583	68.7%	1,864	89.1%	840	76.5%
CSU Transferable	451	20.4%	436	19.3%	479	21.8%	448	19.4%	369	17.6%	346	31.5%
COS Degree Appl..	1,148	51.9%	1,128	49.9%	997	45.4%	889	38.6%	89	4.3%	129	11.7%
Credit Support o..	103	4.7%	122	5.4%	122	5.6%	247	10.7%	256	12.2%	69	6.3%
Non-Credit	730	33.0%	557	24.7%	855	38.9%	921	40.0%	49	2.3%	57	5.2%

Distance Ed

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,479	100.0%	8,344	100.0%
UC Transferable	1,673	71.7%	2,188	74.9%	2,270	72.0%	3,209	83.3%	3,703	82.7%	7,584	90.9%
CSU Transferable	580	24.9%	635	21.7%	655	20.8%	657	17.1%	909	20.3%	1,668	20.0%
COS Degree Appl..	422	18.1%	520	17.8%	629	19.9%	381	9.9%	405	9.0%	463	5.5%
Credit Support o..	66	2.8%	64	2.2%	109	3.5%	20	0.5%	68	1.5%	721	8.6%
Non-Credit	11	0.5%	21	0.7%	49	1.6%	43	1.1%	25	0.6%	16	0.2%

CTE

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%
UC Transferable	2,912	51.9%	2,971	53.6%	3,138	54.2%	3,283	53.6%	3,087	54.6%	2,645	51.0%
CSU Transferable	2,529	45.0%	2,452	44.2%	2,520	43.5%	2,644	43.2%	2,400	42.5%	2,304	44.4%
COS Degree Appl..	1,180	21.0%	1,140	20.6%	1,183	20.4%	1,365	22.3%	1,222	21.6%	1,210	23.3%
Credit Support o..	145	2.6%	145	2.6%	147	2.5%	120	2.0%	123	2.2%	116	2.2%
Non-Credit	208	3.7%	223	4.0%	266	4.6%	313	5.1%	287	5.1%	266	5.1%

Enrollment Status Data Set

Fall 2021 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
First-Time Student	20.2%	26.0%	20.1%	27.3%	22.4%	20.0%
Continuing Student	52.0%	58.3%	49.4%	57.3%	58.1%	57.1%
Returning Student	8.8%	7.6%	12.4%	8.0%	8.7%	10.0%
First-Time Transfer Student	5.6%	5.0%	13.7%	6.2%	5.0%	6.5%
Not Applicable/K-12	13.3%	3.1%	4.4%	1.2%	5.9%	6.3%

	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	12,458	100.0%	5,681	100.0%	1,178	100.0%	1,098	100.0%	8,344	100.0%	5,186	100.0%
First-Time Student	2,520	20.2%	1,476	26.0%	237	20.1%	300	27.3%	1,865	22.4%	1,039	20.0%
Continuing Student	6,475	52.0%	3,313	58.3%	582	49.4%	629	57.3%	4,849	58.1%	2,960	57.1%
Returning Student	1,100	8.8%	430	7.6%	146	12.4%	88	8.0%	722	8.7%	520	10.0%
First-Time Transfer Student	701	5.6%	285	5.0%	161	13.7%	68	6.2%	417	5.0%	339	6.5%
Not Applicable/K-12	1,662	13.3%	177	3.1%	52	4.4%	13	1.2%	491	5.9%	328	6.3%

Source: COS Research Office (Data Warehouse)

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

Observations:

In Fall 2021, about one of every five students (20.2%) was a first-time student.

During Fall 2021, the Tulare Center had the highest proportion of first-time students enrolled (27.3%) while the Hanford Center had the smallest proportion enrolled (20.1%).

For Fall 2021, the proportion of K-12 students has increased 6.7 percentage points from 2016 (6.6%) to 2021 (13.3%).

Enrollment Status 6-Yr Trend

District Total

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,738	100.0%	12,877	100.0%	13,149	100.0%	13,490	100.0%	13,114	100.0%	12,458	100.0%
First-Time Student	2,889	22.7%	2,668	20.7%	2,692	20.5%	2,978	22.1%	2,595	19.8%	2,520	20.2%
Continuing Student	6,922	54.3%	7,225	56.1%	7,241	55.1%	7,089	52.6%	7,208	55.0%	6,475	52.0%
Returning Student	1,225	9.6%	1,168	9.1%	1,209	9.2%	1,196	8.9%	1,011	7.7%	1,100	8.8%
First-Time Transfer Student	865	6.8%	835	6.5%	789	6.0%	806	6.0%	634	4.8%	701	5.6%
Not Applicable/K-12	837	6.6%	981	7.6%	1,218	9.3%	1,421	10.5%	1,666	12.7%	1,662	13.3%

Visalia Campus

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,942	100.0%	10,098	100.0%	10,044	100.0%	10,041	100.0%	9,563	100.0%	5,681	100.0%
First-Time Student	2,369	23.8%	2,251	22.3%	2,248	22.4%	2,481	24.7%	2,162	22.6%	1,476	26.0%
Continuing Student	5,841	58.8%	6,049	59.9%	6,017	59.9%	5,815	57.9%	5,856	61.2%	3,313	58.3%
Returning Student	912	9.2%	865	8.6%	856	8.5%	821	8.2%	672	7.0%	430	7.6%
First-Time Transfer Student	543	5.5%	562	5.6%	527	5.2%	526	5.2%	400	4.2%	285	5.0%
Not Applicable/K-12	277	2.8%	371	3.7%	396	3.9%	398	4.0%	473	4.9%	177	3.1%

Hanford Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%	2,263	100.0%	1,178	100.0%
First-Time Student	339	18.8%	383	21.2%	407	21.6%	407	21.0%	487	21.5%	237	20.1%
Continuing Student	925	51.3%	958	53.1%	966	51.2%	963	49.8%	1,213	53.6%	582	49.4%
Returning Student	246	13.7%	213	11.8%	241	12.8%	252	13.0%	258	11.4%	146	12.4%
First-Time Transfer Student	264	14.7%	227	12.6%	229	12.1%	247	12.8%	223	9.9%	161	13.7%
Not Applicable/K-12	28	1.6%	23	1.3%	44	2.3%	66	3.4%	82	3.6%	52	4.4%

Tulare Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,098	100.0%
First-Time Student	807	36.5%	777	34.4%	733	33.4%	782	33.9%	464	22.2%	300	27.3%
Continuing Student	1,044	47.2%	1,099	48.6%	1,116	50.8%	1,194	51.8%	1,314	62.8%	629	57.3%
Returning Student	202	9.1%	227	10.0%	211	9.6%	192	8.3%	156	7.5%	88	8.0%
First-Time Transfer Student	143	6.5%	129	5.7%	112	5.1%	100	4.3%	93	4.4%	68	6.2%
Not Applicable/K-12	14	0.6%	27	1.2%	25	1.1%	36	1.6%	66	3.2%	13	1.2%

Distance Ed

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,479	100.0%	8,344	100.0%
First-Time Student	276	11.8%	365	12.5%	392	12.4%	675	17.5%	838	18.7%	1,865	22.4%
Continuing Student	1,542	66.1%	1,986	68.0%	2,075	65.8%	2,395	62.2%	2,724	60.8%	4,849	58.1%
Returning Student	310	13.3%	322	11.0%	380	12.0%	387	10.0%	441	9.8%	722	8.7%
First-Time Transfer Student	179	7.7%	209	7.2%	210	6.7%	260	6.7%	213	4.8%	417	5.0%
Not Applicable/K-12	26	1.1%	40	1.4%	97	3.1%	135	3.5%	263	5.9%	491	5.9%

CTE

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%
First-Time Student	1,140	20.3%	1,124	20.3%	1,181	20.4%	1,364	22.3%	1,147	20.3%	1,039	20.0%
Continuing Student	3,125	55.7%	3,203	57.8%	3,313	57.2%	3,418	55.8%	3,432	60.7%	2,960	57.1%
Returning Student	670	11.9%	598	10.8%	615	10.6%	618	10.1%	483	8.5%	520	10.0%
First-Time Transfer Student	506	9.0%	453	8.2%	445	7.7%	448	7.3%	300	5.3%	339	6.5%
Not Applicable/K-12	173	3.1%	167	3.0%	235	4.1%	277	4.5%	288	5.1%	328	6.3%

COS First-Time Students vs. Feeder High Graduates

Population Difference: 2021 COS First-Time Students vs. 2021 Feeder High Graduates
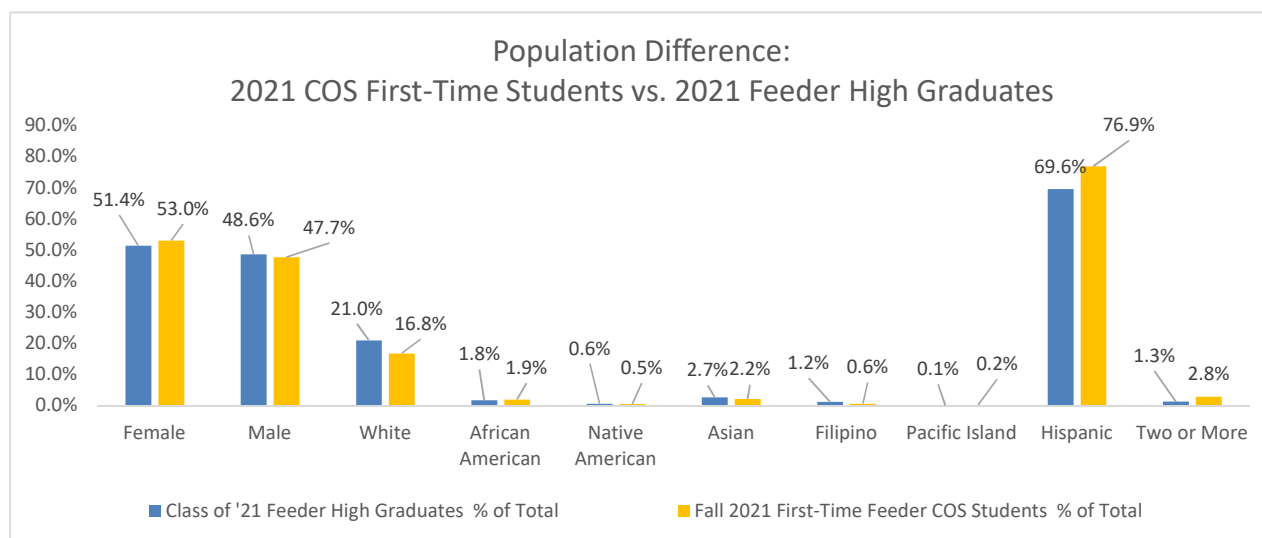
The demographic distribution of first-time students enrolled in Fall 2021 closely mirrors the demographic distribution of student graduates of local feeder high schools.

First-Time Feeder Student Enrollment vs. Feeder High Schools Graduates									
	Class of '20 Feeder High Graduates		Fall 2020 First-Time Feeder COS Students		Class of '21 Feeder High Graduates		Fall 2021 First-Time Feeder COS Students		
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Difference
Female	2361	51.4%	1448	58.8%	2288	51.4%	1306	53.0%	1.6%
Male	2346	48.6%	1128	45.8%	2278	48.6%	1175	47.7%	-0.9%
Unknown and Non-Binary Gender	0	0.0%	19	0.8%	0	0.0%	39	1.6%	1.6%
White	910	19.7%	412	16.7%	970	21.0%	414	16.8%	-4.2%
African American	106	2.3%	42	1.7%	82	1.8%	48	1.9%	0.2%
Native American	22	0.5%	15	0.6%	30	0.6%	12	0.5%	-0.2%
Asian	103	2.2%	43	1.7%	126	2.7%	54	2.2%	-0.5%
Filipino	47	1.0%	20	0.8%	57	1.2%	16	0.6%	-0.6%
Pacific Island	6	0.1%	0	0.0%	5	0.1%	6	0.2%	0.1%
Hispanic	3440	74.5%	1825	74.1%	3213	69.6%	1893	76.9%	7.3%
Two or More	37	0.8%	156	6.3%	60	1.3%	70	2.8%	1.5%
Unknown Race/Ethnicity	36	0.8%	82	3.3%	23	0.5%	7	0.3%	-0.2%

Source: California Department of Education https://www.cde.ca.gov/ds/ad/filesoygrads.asp

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

FTES and Headcount

District Total
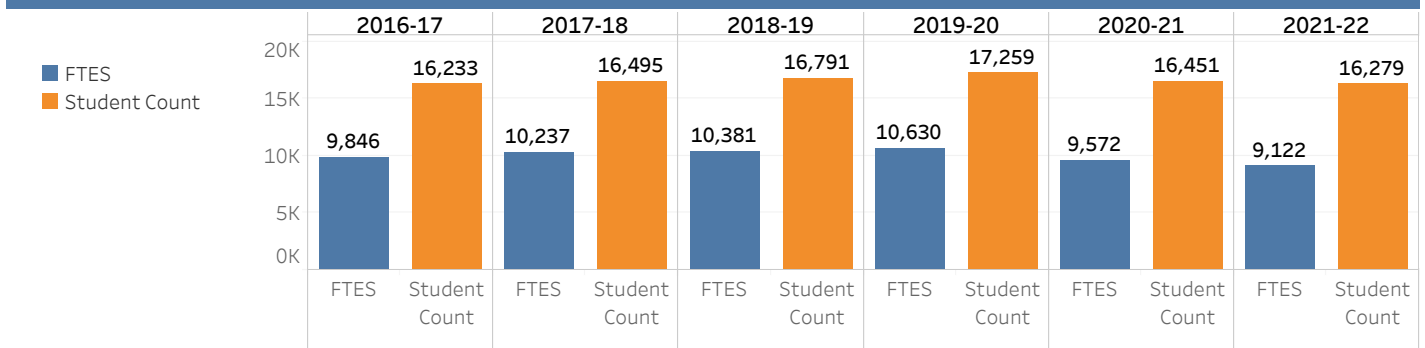
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
FTES	9,846	10,237	10,381	10,630	9,572	9,122
Student Count	16,233	16,495	16,791	17,259	16,451	16,279

Legend: ■ FTES ■ Student Count

(Bar chart values: FTES — 9,846 (2016-17), 10,237 (2017-18), 10,381 (2018-19), 10,630 (2019-20), 9,572 (2020-21), 9,122 (2021-22); Student Count — 16,233 (2016-17), 16,495 (2017-18), 16,791 (2018-19), 17,259 (2019-20), 16,451 (2020-21), 16,279 (2021-22))

Percentage change relative to 2016-17

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
FTES	0%	4%	5%	8%	-3%	-7%
Student Count	0%	2%	3%	6%	1%	0%

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.

Academic Year Definition: One academic year represents the collection of summer, fall, and spring terms for the respective year.

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

Observations:

Since 2016-17 the District has experienced FTES growth annually until the pandemic occured, impacting the 2020/21 and 2021/22 year. As a result, the District experienced a 7% decline in FTES while the student count stayed relatively the same.

FTES and Headcount 6-Yr Trend

District Total

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
FTES	9,846	10,237	10,381	10,630	9,572	9,122
Student Count	16,233	16,495	16,791	17,259	16,451	16,279

COS

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
FTES	7,094	7,392	7,279	7,134	3,803	3,319
Student Count	12,913	13,239	13,101	13,207	10,748	8,358

HAC

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
FTES	1,027	997	963	1,005	800	620
Student Count	2,691	2,715	2,878	3,264	3,351	2,544

TCC

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
FTES	833	858	901	927	579	566
Student Count	3,211	3,261	3,231	3,342	2,454	1,869

Distance Ed

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
FTES	819	1,012	1,113	1,335	3,461	4,220
Student Count	4,368	5,181	5,616	6,654	10,983	11,726

CTE

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
FTES	2,629	2,642	2,797	2,992	2,633	2,612
Student Count	8,163	8,293	8,722	9,116	8,254	7,936

Gender Data Set

Fall 2021 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
Female	59.5%	57.6%	47.8%	55.8%	61.8%	54.5%
Male	38.9%	40.9%	50.7%	43.2%	36.9%	44.1%
Unknown	1.5%	1.5%	1.5%	1.0%	1.4%	1.3%

	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	12,458	100.0%	5,681	100.0%	1,178	100.0%	1,098	100.0%	8,344	100.0%	5,186	100.0%
Female	7,415	59.5%	3,271	57.6%	563	47.8%	613	55.8%	5,154	61.8%	2,828	54.5%
Male	4,851	38.9%	2,326	40.9%	597	50.7%	474	43.2%	3,077	36.9%	2,289	44.1%
Unknown	192	1.5%	84	1.5%	18	1.5%	11	1.0%	113	1.4%	69	1.3%

Source: COS Research Office (Data Warehouse)

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

Observations:

For Fall 2021, female students (59.5%) had a larger enrollment population than male students (38.9%).

During Fall 2021, distance education courses had the largest proportion of female enrollments(61.8%)

In Fall 2021, the Hanford Center experienced the largest proportion of male enrollments (50.7%).

Gender 6-Yr Trend

<div align="right">Groups Gender</div>

District Total

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,738	100.0%	12,877	100.0%	13,149	100.0%	13,490	100.0%	13,114	100.0%	12,458	100.0%
Female	7,212	56.6%	7,324	56.9%	7,534	57.3%	7,765	57.6%	7,936	60.5%	7,415	59.5%
Male	5,386	42.3%	5,399	41.9%	5,484	41.7%	5,448	40.4%	4,991	38.1%	4,851	38.9%
Unknown	140	1.1%	154	1.2%	131	1.0%	277	2.1%	187	1.4%	192	1.5%

Visalia Campus

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,942	100.0%	10,098	100.0%	10,044	100.0%	10,041	100.0%	9,563	100.0%	5,681	100.0%
Female	5,710	57.4%	5,790	57.3%	5,821	58.0%	5,848	58.2%	5,841	61.1%	3,271	57.6%
Male	4,123	41.5%	4,179	41.4%	4,119	41.0%	3,976	39.6%	3,580	37.4%	2,326	40.9%
Unknown	109	1.1%	129	1.3%	104	1.0%	217	2.2%	142	1.5%	84	1.5%

Hanford Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%	2,263	100.0%	1,178	100.0%
Female	882	48.9%	897	49.7%	970	51.4%	988	51.1%	1,265	55.9%	563	47.8%
Male	900	49.9%	896	49.7%	901	47.7%	899	46.5%	962	42.5%	597	50.7%
Unknown	20	1.1%	11	0.6%	16	0.8%	48	2.5%	36	1.6%	18	1.5%

Tulare Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,098	100.0%
Female	1,198	54.2%	1,215	53.8%	1,201	54.7%	1,283	55.7%	1,270	60.7%	613	55.8%
Male	975	44.1%	1,019	45.1%	979	44.6%	980	42.5%	796	38.0%	474	43.2%
Unknown	37	1.7%	25	1.1%	17	0.8%	41	1.8%	27	1.3%	11	1.0%

Distance Ed

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,479	100.0%	8,344	100.0%
Female	1,568	67.2%	1,861	63.7%	2,028	64.3%	2,448	63.6%	2,856	63.8%	5,154	61.8%
Male	747	32.0%	1,020	34.9%	1,093	34.7%	1,329	34.5%	1,556	34.7%	3,077	36.9%
Unknown	18	0.8%	41	1.4%	33	1.0%	75	1.9%	67	1.5%	113	1.4%

CTE

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%
Female	2,928	52.2%	2,876	51.9%	3,052	52.7%	3,214	52.5%	3,190	56.5%	2,828	54.5%
Male	2,622	46.7%	2,607	47.0%	2,684	46.4%	2,796	45.6%	2,395	42.4%	2,289	44.1%
Unknown	64	1.1%	62	1.1%	53	0.9%	115	1.9%	65	1.2%	69	1.3%

Placement Data Set

First-Time Student Placement into English Without Support

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
District Total	44%	45%	47%	86%	87%	83%
African-American	28%	31%	40%	88%	74%	74%
Asian	40%	39%	45%	85%	87%	92%
Filipino	47%	63%	71%	95%	100%	88%
Hispanic	40%	41%	43%	85%	86%	81%
Multi-Ethnicity	51%	58%	61%	84%	91%	87%
Native American	56%	38%	80%	73%	93%	
Pacific Islander	0%	100%	0%	40%		50%
White	57%	60%	60%	89%	88%	89%
Unknown	47%	24%	20%	80%	100%	100%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated first-time students enrolled in at least one credit course at census are included.

Observation:

The Dsitrict average for students placing into transfer-level English without support increased to 83% in Fall 2021 compared to 47% in Fall 2018. The District altered its placement model in Fall 2019 to allow more students to place into ENGL 001 based on the student's self-reported high school coursework.

Placement Data Set

First-Time Student Placement into Quantitative Reasoning Without Support

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
District Total	21%	23%	21%	55%	59%	100%
African-American	5%	10%	16%	44%	50%	100%
Asian	31%	29%	41%	61%	68%	100%
Filipino	37%	38%	29%	75%	90%	100%
Hispanic	19%	20%	19%	53%	56%	100%
Multi-Ethnicity	24%	28%	31%	61%	67%	100%
Native American	11%	38%	30%	27%	57%	100%
Pacific Islander	0%	0%	33%	40%		100%
White	27%	31%	26%	64%	70%	100%
Unknown	26%	14%	13%	50%	71%	100%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated first-time students enrolled in at least one credit course at census are included.

Quantitative Reasoning: All transfer-level math courses as well as BUS 020, BUS 119, and SSCI 025.

Observation:

The District average for students placing into transfer-level quantitative reasoning courses without support increased to 59% for Fall 2020, compared to 21% in Fall 2018. In addition, the District began offering a transfer-level mathematics course in Spring 2021, which all students are eligible to enroll in without support.

Placement Data Set

First-Time Student Placement into ESL Without Support

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
District Total	0%	0%	0%	100%	100%	100%
African-American	0%	0%	0%	100%	100%	100%
Asian	0%	0%	0%	100%	100%	100%
Filipino	0%	0%	0%	100%	100%	100%
Hispanic	0%	0%	0%	100%	100%	100%
Multi-Ethnicity	0%	0%	0%	100%	100%	100%
Native American	0%	0%	0%	100%	100%	100%
Pacific Islander	0%	0%	0%	100%		100%
White	0%	0%	0%	100%	100%	100%
Unknown	0%	0%	0%	100%	100%	100%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated first-time students enrolled in at least one credit course at census are included.
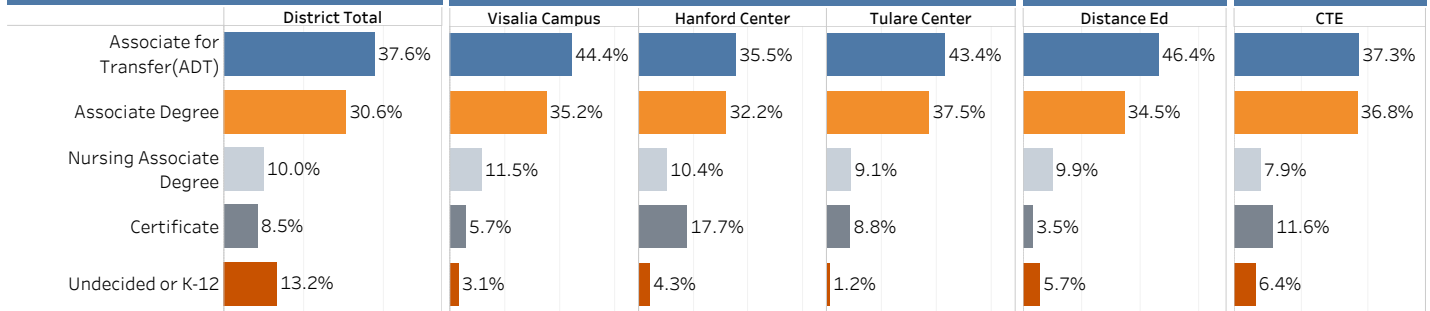
Observation:

The District began offering a transfer-level ESL course in Fall 2019, which all students are eligible to enroll in without support.

Program Major Data Set

Fall 2021 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
Associate for Transfer(ADT)	37.6%	44.4%	35.5%	43.4%	46.4%	37.3%
Associate Degree	30.6%	35.2%	32.2%	37.5%	34.5%	36.8%
Nursing Associate Degree	10.0%	11.5%	10.4%	9.1%	9.9%	7.9%
Certificate	8.5%	5.7%	17.7%	8.8%	3.5%	11.6%
Undecided or K-12	13.2%	3.1%	4.3%	1.2%	5.7%	6.4%

	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	12,458	100.0%	5,681	100.0%	1,178	100.0%	1,098	100.0%	8,344	100.0%	5,186	100.0%
Associate for Transfer(ADT)	4,689	37.6%	2,524	44.4%	418	35.5%	476	43.4%	3,874	46.4%	1,933	37.3%
Associate Degree	3,807	30.6%	2,001	35.2%	379	32.2%	412	37.5%	2,878	34.5%	1,911	36.8%
Nursing Associate Degree	1,251	10.0%	655	11.5%	122	10.4%	100	9.1%	825	9.9%	410	7.9%
Certificate	1,063	8.5%	323	5.7%	208	17.7%	97	8.8%	289	3.5%	602	11.6%
Undecided or K-12	1,648	13.2%	178	3.1%	51	4.3%	13	1.2%	478	5.7%	330	6.4%

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:

For Fall 2021, district-wide, the most common program major is Associate for Transfer (ADT).

In Fall 2021, Registered Nursing remains a popular major for students.

Begining 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 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,738	100.0%	12,877	100.0%	13,149	100.0%	13,490	100.0%	13,114	100.0%	12,458	100.0%
Associate for Transfer(ADT)	2,410	18.9%	3,475	27.0%	4,538	34.5%	5,028	37.3%	4,952	37.8%	4,689	37.6%
Associate Degree	7,053	55.4%	6,227	48.4%	5,640	42.9%	4,457	33.0%	3,985	30.4%	3,807	30.6%
Nursing Associate Degree	1,639	12.9%	1,717	13.3%	1,704	13.0%	1,498	11.1%	1,584	12.1%	1,251	10.0%
Certificate	1,155	9.1%	1,303	10.1%	1,125	8.6%	1,111	8.2%	950	7.2%	1,063	8.5%
Undecided or K-12	481	3.8%	155	1.2%	142	1.1%	1,396	10.3%	1,643	12.5%	1,648	13.2%

Visalia Campus

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,942	100.0%	10,098	100.0%	10,044	100.0%	10,041	100.0%	9,563	100.0%	5,681	100.0%
Associate for Transfer(ADT)	2,098	21.1%	2,973	29.4%	3,789	37.7%	4,333	43.2%	4,235	44.3%	2,524	44.4%
Associate Degree	5,698	57.3%	4,989	49.4%	4,333	43.1%	3,619	36.0%	3,202	33.5%	2,001	35.2%
Nursing Associate Degree	1,389	14.0%	1,423	14.1%	1,355	13.5%	1,173	11.7%	1,252	13.1%	655	11.5%
Certificate	583	5.9%	671	6.6%	531	5.3%	530	5.3%	414	4.3%	323	5.7%
Undecided or K-12	174	1.8%	42	0.4%	36	0.4%	386	3.8%	460	4.8%	178	3.1%

Hanford Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%	2,263	100.0%	1,178	100.0%
Associate for Transfer(ADT)	293	16.3%	422	23.4%	543	28.8%	679	35.1%	887	39.2%	418	35.5%
Associate Degree	953	52.9%	826	45.8%	801	42.4%	666	34.4%	746	33.0%	379	32.2%
Nursing Associate Degree	227	12.6%	284	15.7%	299	15.8%	263	13.6%	320	14.1%	122	10.4%
Certificate	301	16.7%	263	14.6%	239	12.7%	263	13.6%	233	10.3%	208	17.7%
Undecided or K-12	28	1.6%	9	0.5%	5	0.3%	64	3.3%	77	3.4%	51	4.3%

Tulare Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,098	100.0%
Associate for Transfer(ADT)	387	17.5%	609	27.0%	775	35.3%	997	43.3%	957	45.7%	476	43.4%
Associate Degree	1,324	59.9%	1,142	50.6%	967	44.0%	871	37.8%	716	34.2%	412	37.5%
Nursing Associate Degree	269	12.2%	284	12.6%	279	12.7%	267	11.6%	274	13.1%	100	9.1%
Certificate	229	10.4%	223	9.9%	176	8.0%	134	5.8%	82	3.9%	97	8.8%
Undecided or K-12	1	0.0%	1	0.0%			35	1.5%	64	3.1%	13	1.2%

Distance Ed

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,479	100.0%	8,344	100.0%
Associate for Transfer(ADT)	451	19.3%	950	32.5%	1,209	38.3%	1,723	44.7%	2,029	45.3%	3,874	46.4%
Associate Degree	1,400	60.0%	1,461	50.0%	1,400	44.4%	1,432	37.2%	1,490	33.3%	2,878	34.5%
Nursing Associate Degree	359	15.4%	378	12.9%	404	12.8%	444	11.5%	563	12.6%	825	9.9%
Certificate	123	5.3%	133	4.6%	140	4.4%	121	3.1%	143	3.2%	289	3.5%
Undecided or K-12					1	0.0%	132	3.4%	254	5.7%	478	5.7%

CTE

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%
Associate for Transfer(ADT)	903	16.1%	1,372	24.7%	1,797	31.0%	2,201	35.9%	2,153	38.1%	1,933	37.3%
Associate Degree	3,424	61.0%	2,929	52.8%	2,788	48.2%	2,474	40.4%	2,114	37.4%	1,911	36.8%
Nursing Associate Degree	463	8.2%	486	8.8%	512	8.8%	503	8.2%	547	9.7%	410	7.9%
Certificate	822	14.6%	757	13.7%	688	11.9%	677	11.1%	553	9.8%	602	11.6%
Undecided or K-12	2	0.0%	1	0.0%	4	0.1%	270	4.4%	283	5.0%	330	6.4%

Race/Ethnicity Data Set

Fall 2021 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
Hispanic	72.0%	72.2%	67.8%	71.1%	71.3%	71.6%
White	18.7%	17.7%	21.3%	22.1%	19.1%	19.6%
Multi-Ethnicity	2.9%	3.1%	2.2%	2.4%	3.1%	2.7%
All Other Groups	6.5%	7.1%	8.7%	4.4%	6.6%	6.2%

	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	12,458	100.0%	5,681	100.0%	1,178	100.0%	1,098	100.0%	8,344	100.0%	5,186	100.0%
African-American	241	1.9%	123	2.2%	38	3.2%	15	1.4%	187	2.2%	103	2.0%
Asian	310	2.5%	149	2.6%	32	2.7%	11	1.0%	192	2.3%	120	2.3%
Filipino	109	0.9%	64	1.1%	12	1.0%	5	0.5%	65	0.8%	34	0.7%
Hispanic	8,969	72.0%	4,100	72.2%	799	67.8%	781	71.1%	5,948	71.3%	3,712	71.6%
Multi-Ethnicity	356	2.9%	174	3.1%	26	2.2%	26	2.4%	256	3.1%	138	2.7%
Native American	40	0.3%	23	0.4%	7	0.6%	5	0.5%	29	0.3%	24	0.5%
Pacific Islander	19	0.2%	7	0.1%	2	0.2%	2	0.2%	13	0.2%	6	0.1%
White	2,326	18.7%	1,005	17.7%	251	21.3%	243	22.1%	1,592	19.1%	1,017	19.6%
Unknown	88	0.7%	36	0.6%	11	0.9%	10	0.9%	62	0.7%	32	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:

More than two-thirds (72%) of all students enrolled at the District are Hispanic, an increase of 8.1 percentage points over the past six years. Conversely, the proportion of white students decreased by 4 percentage points during the same period.

The proportion of Hispanic students enrolled in distance education classes (71.3%) has increased 12.8 percentage points over the past six years, bringing the distribution closer to the District total (72%).

Race/Ethnicity 6-Yr Trend

District Total

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,738	100.0%	12,877	100.0%	13,149	100.0%	13,490	100.0%	13,114	100.0%	12,458	100.0%
African-American	329	2.6%	284	2.2%	283	2.2%	276	2.0%	249	1.9%	241	1.9%
Asian	304	2.4%	299	2.3%	364	2.8%	351	2.6%	329	2.5%	310	2.5%
Filipino	111	0.9%	101	0.8%	120	0.9%	137	1.0%	130	1.0%	109	0.9%
Hispanic	8,145	63.9%	8,518	66.1%	9,069	69.0%	9,382	69.5%	9,302	70.9%	8,969	72.0%
Multi-Ethnicity	709	5.6%	738	5.7%	387	2.9%	403	3.0%	377	2.9%	356	2.9%
Native American	56	0.4%	55	0.4%	43	0.3%	42	0.3%	45	0.3%	40	0.3%
Pacific Islander	10	0.1%	6	0.0%	13	0.1%	17	0.1%	11	0.1%	19	0.2%
White	2,889	22.7%	2,755	21.4%	2,768	21.1%	2,687	19.9%	2,552	19.5%	2,326	18.7%
Unknown	185	1.5%	121	0.9%	102	0.8%	195	1.4%	119	0.9%	88	0.7%

Visalia Campus

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,942	100.0%	10,098	100.0%	10,044	100.0%	10,041	100.0%	9,563	100.0%	5,681	100.0%
African-American	269	2.7%	215	2.1%	210	2.1%	191	1.9%	181	1.9%	123	2.2%
Asian	260	2.6%	256	2.5%	317	3.2%	285	2.8%	268	2.8%	149	2.6%
Filipino	96	1.0%	84	0.8%	100	1.0%	111	1.1%	104	1.1%	64	1.1%
Hispanic	6,435	64.7%	6,736	66.7%	6,933	69.0%	6,977	69.5%	6,743	70.5%	4,100	72.2%
Multi-Ethnicity	561	5.6%	577	5.7%	294	2.9%	307	3.1%	278	2.9%	174	3.1%
Native American	37	0.4%	41	0.4%	39	0.4%	35	0.3%	33	0.3%	23	0.4%
Pacific Islander	9	0.1%	6	0.1%	12	0.1%	17	0.2%	10	0.1%	7	0.1%
White	2,201	22.1%	2,121	21.0%	2,085	20.8%	1,978	19.7%	1,852	19.4%	1,005	17.7%
Unknown	74	0.7%	62	0.6%	54	0.5%	140	1.4%	94	1.0%	36	0.6%

Hanford Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%	2,263	100.0%	1,178	100.0%
African-American	54	3.0%	68	3.8%	71	3.8%	79	4.1%	80	3.5%	38	3.2%
Asian	43	2.4%	34	1.9%	34	1.8%	42	2.2%	43	1.9%	32	2.7%
Filipino	14	0.8%	17	0.9%	16	0.8%	25	1.3%	26	1.1%	12	1.0%
Hispanic	1,083	60.1%	1,131	62.7%	1,273	67.5%	1,264	65.3%	1,576	69.6%	799	67.8%
Multi-Ethnicity	103	5.7%	117	6.5%	50	2.6%	67	3.5%	76	3.4%	26	2.2%
Native American	12	0.7%	7	0.4%	4	0.2%	6	0.3%	12	0.5%	7	0.6%
Pacific Islander	2	0.1%	2	0.1%	2	0.1%	5	0.3%	2	0.1%	2	0.2%
White	476	26.4%	418	23.2%	427	22.6%	412	21.3%	431	19.0%	251	21.3%
Unknown	15	0.8%	10	0.6%	10	0.5%	35	1.8%	17	0.8%	11	0.9%

Tulare Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,098	100.0%
African-American	43	1.9%	31	1.4%	31	1.4%	29	1.3%	42	2.0%	15	1.4%
Asian	28	1.3%	18	0.8%	25	1.1%	33	1.4%	24	1.1%	11	1.0%
Filipino	14	0.6%	14	0.6%	7	0.3%	10	0.4%	23	1.1%	5	0.5%
Hispanic	1,484	67.1%	1,575	69.7%	1,582	72.0%	1,657	71.9%	1,457	69.6%	781	71.1%
Multi-Ethnicity	118	5.3%	101	4.5%	57	2.6%	56	2.4%	53	2.5%	26	2.4%
Native American	10	0.5%	6	0.3%	6	0.3%	8	0.3%	13	0.6%	5	0.5%
Pacific Islander	1	0.0%			2	0.1%	1	0.0%	3	0.1%	2	0.2%
White	497	22.5%	500	22.1%	478	21.8%	471	20.4%	461	22.0%	243	22.1%
Unknown	15	0.7%	14	0.6%	9	0.4%	39	1.7%	17	0.8%	10	0.9%

Distance Ed

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,479	100.0%	8,344	100.0%
African-American	52	2.2%	77	2.6%	70	2.2%	91	2.4%	96	2.1%	187	2.2%
Asian	61	2.6%	71	2.4%	88	2.8%	102	2.6%	116	2.6%	192	2.3%
Filipino	23	1.0%	28	1.0%	34	1.1%	38	1.0%	51	1.1%	65	0.8%
Hispanic	1,364	58.5%	1,798	61.5%	2,031	64.4%	2,539	65.9%	3,074	68.6%	5,948	71.3%
Multi-Ethnicity	151	6.5%	205	7.0%	107	3.4%	131	3.4%	133	3.0%	256	3.1%
Native American	12	0.5%	20	0.7%	15	0.5%	15	0.4%	16	0.4%	29	0.3%
Pacific Islander	3	0.1%	3	0.1%	4	0.1%	4	0.1%	5	0.1%	13	0.2%
White	651	27.9%	707	24.2%	787	25.0%	891	23.1%	933	20.8%	1,592	19.1%
Unknown	16	0.7%	13	0.4%	18	0.6%	41	1.1%	55	1.2%	62	0.7%

CTE

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%
African-American	128	2.3%	113	2.0%	128	2.2%	111	1.8%	87	1.5%	103	2.0%
Asian	146	2.6%	144	2.6%	148	2.6%	154	2.5%	129	2.3%	120	2.3%
Filipino	42	0.7%	56	1.0%	51	0.9%	59	1.0%	48	0.8%	34	0.7%
Hispanic	3,517	62.6%	3,612	65.1%	3,929	67.9%	4,228	69.0%	4,044	71.6%	3,712	71.6%
Multi-Ethnicity	309	5.5%	305	5.5%	172	3.0%	155	2.5%	153	2.7%	138	2.7%
Native American	35	0.6%	26	0.5%	22	0.4%	17	0.3%	15	0.3%	24	0.5%
Pacific Islander	5	0.1%	4	0.1%	4	0.1%	6	0.1%	4	0.1%	6	0.1%
White	1,393	24.8%	1,257	22.7%	1,307	22.6%	1,303	21.3%	1,117	19.8%	1,017	19.6%
Unknown	39	0.7%	28	0.5%	28	0.5%	92	1.5%	53	0.9%	32	0.6%

Student Financial Aid (SFA)

Total Financial Aid Expenditures

$33,163,810	$37,173,172	$38,189,053	$40,923,138	$40,576,719	$54,673,519
16/17	17/18	18/19	19/20	20/21	21/22
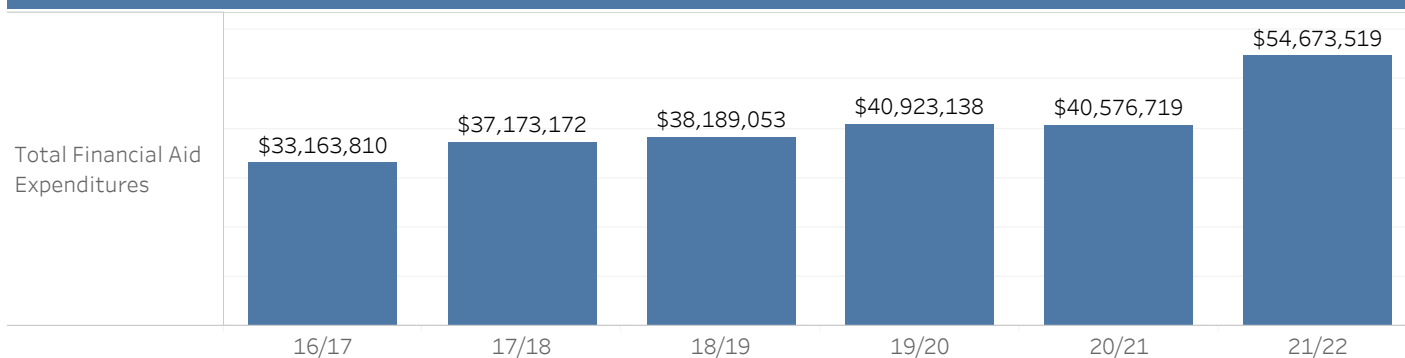
SFA Applicants represents the total number of FAFSA applications received by the College. This is the number of FAFSA applicants that listed COS as a college of interest on their FAFSA application. Applications received can and do exceed actual enrollment numbers as students often list several colleges 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 11,500 students received a financial aid award each year. For the 2021/22 year, students received an average award amount of $3,356. Most recently, the District experienced a surge in financial aid recipients, brought upon by the CARES Act funding.

	16/17	17/18	18/19	19/20	20/21	21/22
SFA Applicants	16,330	17,707	17,520	17,091	15,856	15,004
SFA Recipients	10,064	10,692	11,008	11,235	10,023	16,290
Promise Grant Fee Waivers	10,009	10,625	9,866	9,869	8,359	8,279
Promise Grant Expenditures	$8,024,493	$8,389,917	$8,154,696	$7,908,435	$6,600,126	$6,704,799
Total Financial Aid Expenditures	$33,163,810	$37,173,172	$38,189,053	$40,923,138	$40,576,719	$54,673,519
Average Aid per Student	$3,295	$3,477	$3,469	$3,642	$4,048	$3,356

Student Groups Data Set

District Total

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
AB540	410	428	412	407	327	290
Access and Ability Services	877	1,061	1,050	1,102	943	914
CARE	92	74	73	58	41	43
CalWorks	244	224	203	167	85	63
EOP&S	887	912	954	1,003	950	995
First-Generation	5,193	5,512	5,851	5,992	5,794	5,370
Foster Youth Student	302	347	354	386	389	384
PELL	4,755	5,109	4,929	5,233	4,304	4,287
Puente Student	107	104	73	52	50	46
Student Athlete	357	366	378	378	366	391
TRIO	33	17	19	12	8	6
Veterans	142	137	167	160	153	117

Visalia Campus

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
AB540	353	364	359	342	266	165
Access and Ability Services	791	935	937	946	790	563
CARE	86	68	66	53	37	22
CalWorks	229	206	182	143	79	39
EOP&S	835	849	897	921	858	581
First-Generation	4,120	4,354	4,508	4,487	4,241	2,419
Foster Youth Student	242	268	272	295	291	184
PELL	4,157	4,444	4,214	4,501	3,694	2,379
Puente Student	99	95	68	43	35	28
Student Athlete	356	359	370	372	354	371
TRIO	32	15	17	11	5	6
Veterans	121	116	129	134	121	73

Hanford Center

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
AB540	44	66	52	50	40	30
Access and Ability Services	83	142	138	141	161	75
CARE	11	11	11	9	12	6
CalWorks	37	38	27	22	16	10
EOP&S	101	102	108	104	126	68
First-Generation	739	805	865	821	996	513
Foster Youth Student	53	58	59	58	69	33
PELL	669	751	773	774	813	398
Puente Student	5	8	7	5	12	4
Student Athlete	23	38	44	44	62	18
TRIO	2	2	1	1	3	0
Veterans	44	39	54	50	49	17

Tulare Center

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
AB540	106	99	94	94	74	43
CARE	16	13	15	9	3	1
CalWorks	36	49	37	31	9	3
EOP&S	168	184	159	185	176	95
First-Generation	1,051	1,097	1,083	1,138	925	480
Foster Youth Student	56	69	64	62	65	29
PELL	1,003	1,093	1,005	1,111	817	468
Puente Student	10	13	4	9	7	4
Student Athlete	43	60	59	81	69	33
TRIO	3	4	2	2	0	1
Veterans	31	25	21	22	27	19

Distance Ed

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
AB540	64	89	88	121	111	213
Access and Ability Services	124	229	228	289	317	643
CARE	32	21	27	22	20	38
CalWorks	72	61	70	64	38	50
EOP&S	208	259	321	398	419	844
First-Generation	932	1,213	1,351	1,672	1,983	3,612
Foster Youth Student	52	75	87	104	148	275
PELL	993	1,376	1,393	1,786	1,808	3,476
Puente Student	12	20	26	18	13	29
Student Athlete	40	74	72	112	125	347
TRIO	7	4	5	3	5	1
Veterans	39	33	57	45	53	96

CTE

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
AB540	207	203	202	210	171	130
Access and Ability Services	389	472	506	548	468	455
CARE	53	39	43	42	28	24
CalWorks	136	133	124	100	51	37
EOP&S	446	459	462	528	485	487
First-Generation	2,437	2,513	2,646	2,811	2,639	2,320
Foster Youth Student	131	154	168	173	170	167
PELL	2,347	2,489	2,467	2,697	2,206	2,056
Puente Student	34	36	19	21	22	19
Student Athlete	117	135	163	137	134	162
TRIO	13	7	9	7	3	4
Veterans	94	89	94	92	93	61

Unit Load Data Set

Fall 2021 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	12,458	100.0%	5,681	100.0%	1,178	100.0%	1,098	100.0%	8,344	100.0%	5,186	100.0%
Full-Time (12+)	4,548	36.5%	2,838	50.0%	492	41.8%	615	56.0%	3,878	46.5%	2,366	45.6%
Part-Time	7,541	60.5%	2,690	47.4%	686	58.2%	483	44.0%	4,464	53.5%	2,814	54.3%
Non-Credit	369	3.0%	153	2.7%					2	0.0%	6	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:

During Fall 2021, district-wide 36.5% of students were enrolled on a full-time basis, which is a 3.7 percentage point decrease compared to Fall 2016.

The Tulare Center had the largest proportion of students enrolled on a full-time basis (56%).

Unit Load 6-Yr Trend

Groups | Unit Load

District Total

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,738	100.0%	12,877	100.0%	13,149	100.0%	13,490	100.0%	13,114	100.0%	12,458	100.0%
Full-Time (12+)	5,121	40.2%	5,243	40.7%	5,283	40.2%	5,611	41.6%	5,225	39.8%	4,548	36.5%
Part-Time	7,034	55.2%	7,175	55.7%	7,460	56.7%	7,459	55.3%	7,529	57.4%	7,541	60.5%
Non-Credit	583	4.6%	459	3.6%	406	3.1%	420	3.1%	360	2.7%	369	3.0%

Visalia Campus

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	9,942	100.0%	10,098	100.0%	10,044	100.0%	10,041	100.0%	9,563	100.0%	5,681	100.0%
Full-Time (12+)	4,613	46.4%	4,696	46.5%	4,652	46.3%	4,992	49.7%	4,628	48.4%	2,838	50.0%
Part-Time	5,069	51.0%	5,184	51.3%	5,178	51.6%	4,839	48.2%	4,757	49.7%	2,690	47.4%
Non-Credit	260	2.6%	218	2.2%	214	2.1%	210	2.1%	178	1.9%	153	2.7%

Hanford Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,802	100.0%	1,804	100.0%	1,887	100.0%	1,935	100.0%	2,263	100.0%	1,178	100.0%
Full-Time (12+)	755	41.9%	819	45.4%	798	42.3%	832	43.0%	1,052	46.5%	492	41.8%
Part-Time	1,013	56.2%	960	53.2%	1,069	56.7%	1,103	57.0%	1,211	53.5%	686	58.2%
Non-Credit	34	1.9%	25	1.4%	20	1.1%						

Tulare Center

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,210	100.0%	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,098	100.0%
Full-Time (12+)	1,175	53.2%	1,176	52.1%	1,184	53.9%	1,345	58.4%	1,127	53.8%	615	56.0%
Part-Time	1,029	46.6%	1,083	47.9%	1,013	46.1%	959	41.6%	966	46.2%	483	44.0%
Non-Credit	6	0.3%										

Distance Ed

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,333	100.0%	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,479	100.0%	8,344	100.0%
Full-Time (12+)	1,141	48.9%	1,497	51.2%	1,543	48.9%	2,080	54.0%	2,296	51.3%	3,878	46.5%
Part-Time	1,183	50.7%	1,420	48.6%	1,589	50.4%	1,758	45.6%	2,176	48.6%	4,464	53.5%
Non-Credit	9	0.4%	5	0.2%	22	0.7%	14	0.4%	7	0.2%	2	0.0%

CTE

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,614	100.0%	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%
Full-Time (12+)	2,653	47.3%	2,725	49.1%	2,843	49.1%	3,035	49.6%	2,823	50.0%	2,366	45.6%
Part-Time	2,949	52.5%	2,815	50.8%	2,929	50.6%	3,072	50.2%	2,820	49.9%	2,814	54.3%
Non-Credit	12	0.2%	5	0.1%	17	0.3%	18	0.3%	7	0.1%	6	0.1%

Institution-Set Standards

Awards as Reported to ACCJC

Students Earning Degrees (as reported to ACCJC)

	2017	2018	2019	2020	2021	2022
Student Graduates	1,054	1,137	1,335	1,538	1,496	1,443
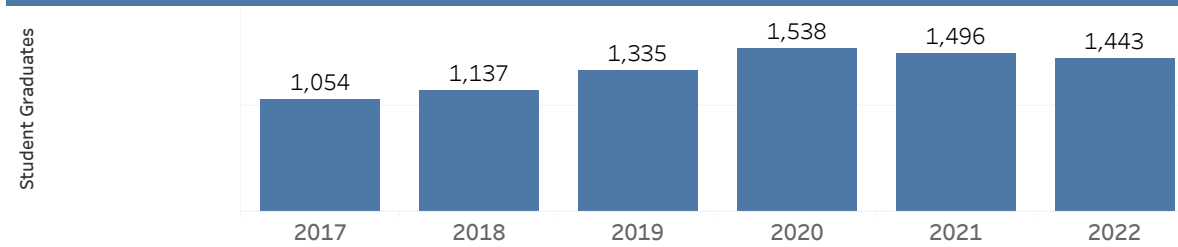
Associate Degree Distribution

	2017	2018	2019	2020	2021	2022
African-American	3.1%	3.1%	2.1%	2.2%	2.0%	2.8%
Asian	4.8%	3.0%	4.0%	3.3%	3.1%	2.9%
Filipino/Pac. Island	1.1%	1.5%	1.3%	1.4%	1.2%	1.0%
Hispanic	62.3%	63.1%	65.1%	66.1%	65.2%	69.0%
Multi-Ethnicity	2.5%	4.0%	2.8%	3.4%	3.3%	3.2%
Native American		0.4%	0.3%	0.5%	0.2%	0.2%
Unknown	0.9%	1.0%	0.1%	0.7%	1.1%	0.7%
White	25.1%	24.1%	24.3%	22.5%	23.9%	20.2%

Observation:

In the 2021/22 year, 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 1,054 (16/17 Yr) to 1,443 (21/22 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)

	2017	2018	2019	2020	2021	2022
Student Graduates	711	876	838	737	749	619
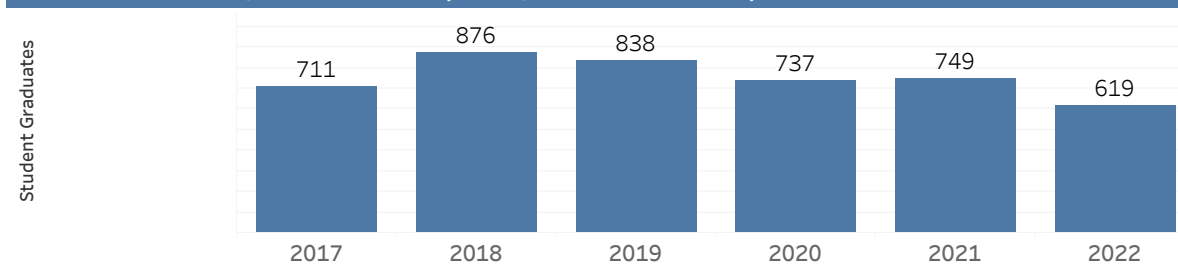
Certificate Distribution

	2017	2018	2019	2020	2021	2022
African-American	1.5%	1.8%	1.1%	2.0%	1.5%	1.8%
Asian	4.6%	2.1%	2.9%	2.8%	2.7%	2.7%
Filipino/Pac. Island	0.1%	1.0%	0.6%	1.4%	0.3%	1.3%
Hispanic	67.1%	68.5%	68.5%	68.2%	74.6%	76.3%
Multi-Ethnicity	3.0%	3.0%	3.5%	2.4%	2.5%	1.8%
Native American	0.7%	0.2%	0.4%	0.1%	0.3%	0.3%
Unknown	0.7%	1.1%	0.6%	1.2%	1.1%	0.3%
White	22.2%	22.3%	22.6%	21.7%	17.1%	15.5%

Observation:

In 2021/22, the District met the minimum institution-set standard of 489, but narrowly missed the the aspirational goal of 652 students earning certificates. Over the past year, the unduplicated count of students earning a certificate has decreased from 749 (2020/21 Yr) to 619 (2021/22 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 co...

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
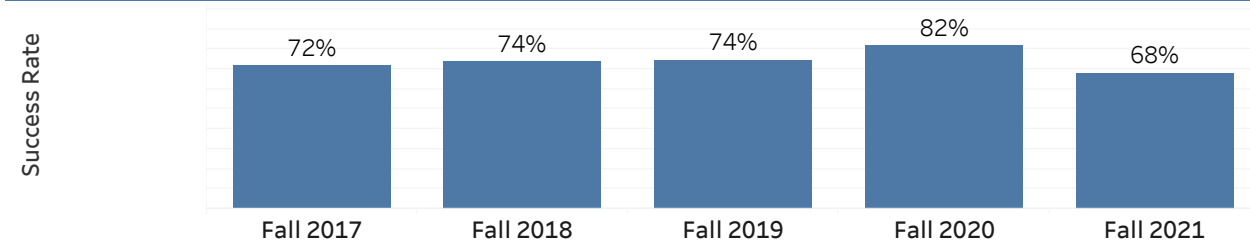
During the Fall 2021 term, the District met the minimum institution-set standard of 67%. However, the course success rate noticeably decreased for all all student groups.

Gender Success

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
District Total	72%	74%	74%	82%	68%
Female	74%	75%	75%	83%	68%
Male	70%	72%	73%	80%	68%
Unknown	65%	77%	66%	81%	69%

Race-Ethnicity Success

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
District Total	72%	74%	74%	82%	68%
African-American	69%	69%	73%	80%	63%
Asian	78%	80%	79%	89%	75%
Filipino	84%	85%	85%	87%	67%
Hispanic	70%	72%	73%	80%	66%
Multi-Ethnicity	70%	71%	73%	86%	76%
Native American	64%	77%	68%	80%	47%
Pacific Islander	86%	85%	58%	77%	73%
Unknown	74%	64%	72%	79%	54%
White	76%	79%	79%	87%	75%

Unit Load Success

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
District Total	72%	74%	74%	82%	68%
Full-Time	74%	77%	76%	84%	69%
Part-Time	68%	70%	71%	79%	66%

Instructional Method Success

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
District Total	72%	74%	74%	82%	68%
Face-to-Face	73%	75%	75%	82%	72%
Online	62%	63%	67%	80%	64%

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 (as reported to ACCJC)

	2016-17	2017-18	2018-19	2019-20	2020-21
Grand Total	1,037	864	916	1,025	1,057
UC	34	40	58	62	42
CSU	666	508	545	680	734
In-State-Private	178	160	147	112	111
Out-of-State	159	156	166	171	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 1,025 in 2019-20 to 1,057 in 2020-21.
Transfers increased in the CSU system, while transfers to the UC system,in-state private, and out-of-state colleges slightly decreased.

Transfer Ready

	2017-18	2018-19	2019-20	2020-21	2021-22
Annual Unduplicated	1,406	1,532	1,694	1,773	1,874
Fall Unduplicated	820	906	1,016	1,035	1,118
Spring Unduplicated	1,097	1,196	1,264	1,330	1,442

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 1,773 in 2020-21 to 1,874 in 2021-22, an increase of 6%.

Student Achievement

District CTE Awards and Recipients (as of 9.6.22)

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

	2019-20	2020-21	2021-22
Awards	1,239	1,643	1,554
Recipients	1,074	1,414	1,228
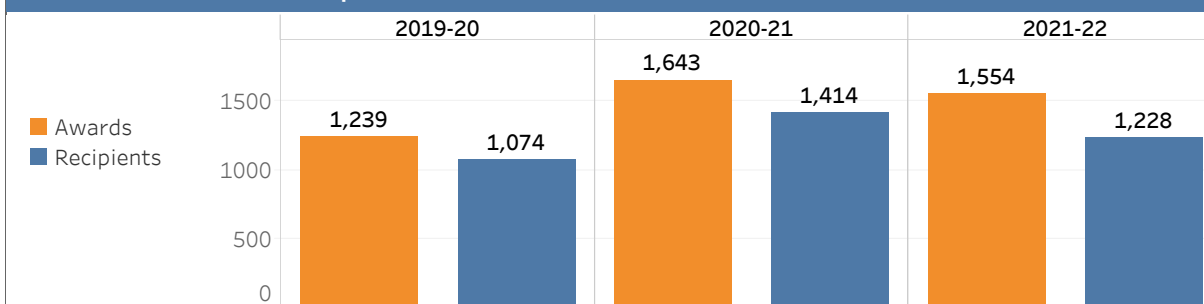
Filters:
- **Award Type**: All
- **CTE Award**: Y
- **Financial Aid Eli..**: All
- **Award Year**:
  - ☐ 2016-17
  - ☐ 2017-18
  - ☐ 2018-19
  - ✔ 2019-20
  - ✔ 2020-21
  - ✔ 2021-22

CTE Award Types

	2019-20 Awards	2019-20 Recipients	2020-21 Awards	2020-21 Recipients	2021-22 Awards	2021-22 Recipients
District Totals	1,239	1,074	1,643	1,414	1,554	1,228
A.A. for Transfer(ADT)	63	63	54	54	58	58
A.S. for Transfer(ADT)	266	265	286	283	287	282
A.S. Degree	307	304	298	294	291	286
Cert.(30 to < 60 units)	148	148	187	183	164	162
Cert.(18 to < 30 units)	86	85	11	11	10	10
Cert.(16 to < 30 units)	19	18	176	163	135	129
Cert.(12 to < 18 units)	13	12			8	6
Cert.(6 to < 18 units)	320	289	620	536	588	419
Cert.(< 6 units)	17	17	6	6	9	9
Cert.(8 to < 16 units)			5	5	4	4

Gender Distribution (2019-20, 2020-21, 2021-22)

	Recipients	Percent
Grand Total	3,504	100.0%
Female	1,965	56.1%
Male	1,497	42.7%
Unknown	42	1.2%

Race/Ethnicity Distribution (2019-20, 2020-21, 2021-22)

	Recipients	Percent
Grand Total	3,504	100.0%
African-American	71	2.0%
Asian	115	3.3%
Hispanic	2,391	68.2%
Multi-Ethnicity	91	2.6%
Native American	10	0.3%
Pac. Islander or Filipino	45	1.3%
Unknown	34	1.0%
White	747	21.3%

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 (as of 9.6.22)

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

Awards and Recipients Trend
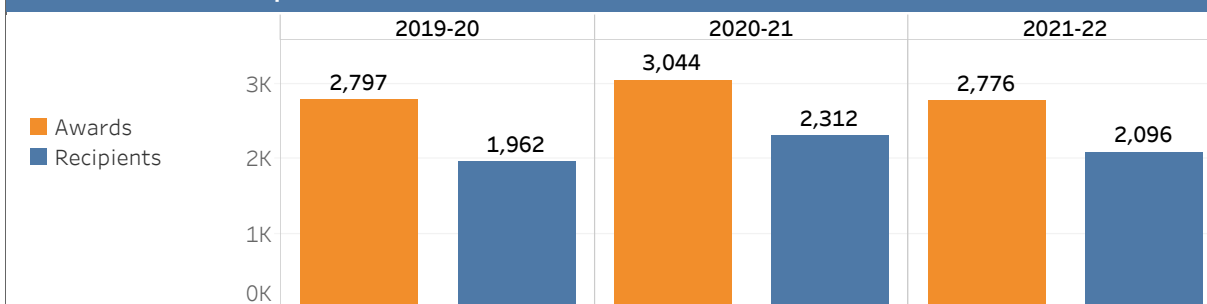
Award Type
All

CTE Award
All

Financial Aid Eli..
All

Award Year
☐ 2016-17
☐ 2017-18
☐ 2018-19
✔ 2019-20
✔ 2020-21
✔ 2021-22

Award Types

	2019-20		2020-21		2021-22	
	Awards	Recipients	Awards	Recipients	Awards	Recipients
District Totals	2,797	1,962	3,044	2,312	2,776	2,096
A.A. for Transfer(ADT)	548	500	565	512	558	502
A.S. for Transfer(ADT)	321	308	336	314	322	309
A.A. Degree	959	646	720	548	607	504
A.S. Degree	322	318	313	307	295	290
Cert.(30 to < 60 units)	148	148	187	183	164	162
Cert.(18 to < 30 units)	95	94	14	14	11	11
Cert.(16 to < 30 units)	24	23	185	172	143	137
Cert.(12 to < 18 units)	13	12	1	1	8	6
Cert.(6 to < 18 units)	349	316	634	548	597	428
Cert.(< 6 units)	17	17	6	6	9	9
Non-Credit	1	1	78	75	58	56
Cert.(8 to < 16 units)			5	5	4	4

Gender Distribution (2019-20, 2020-21, 2021-22)

	Recipients	Percent
Grand Total	5,996	100.0%
Female	3,622	60.4%
Male	2,297	38.3%
Unknown	77	1.3%

Race/Ethnicity Distribution (2019-20, 2020-21, 2021-22)

	Recipients	Percent
Grand Total	5,996	100.0%
African-American	134	2.2%
Asian	183	3.1%
Hispanic	4,071	67.9%
Multi-Ethnicity	180	3.0%
Native American	16	0.3%
Pac. Islander or Filipino	71	1.2%
Unknown	54	0.9%
White	1,287	21.5%

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.

First-Time Student Retention Data Set

Fall to Spring Retention of First-Time Students

Gender	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	Fall 2021 Cohort	Retained in Spring	6-Yr Overall Cohort	Retained in Spring
District Total	2,611	75%	2,628	77%	2,626	76%	2,829	80%	2,529	72%	2,415	77%	15,638	76%
Female	1,298	80%	1,266	81%	1,284	82%	1,464	83%	1,393	75%	1,248	81%	7,953	80%
Male	1,253	71%	1,328	73%	1,322	71%	1,296	76%	1,115	67%	1,147	73%	7,461	72%
Unknown	60	80%	34	71%	20	70%	69	78%	21	76%	20	60%	224	75%

Race/Ethnicity	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	Fall 2021 Cohort	Retained in Spring	6-Yr Overall Cohort	Retained in Spring
District Total	2,611	75%	2,628	77%	2,626	76%	2,829	80%	2,529	72%	2,415	77%	15,638	76%
African-American	83	59%	52	75%	62	60%	52	77%	42	60%	47	62%	338	65%
Asian	42	71%	41	78%	49	84%	54	80%	47	74%	53	94%	286	81%
Filipino	19	89%	8	100%	17	88%	20	95%	20	70%	16	100%	100	89%
Hispanic	1,776	77%	1,863	77%	1,895	76%	2,022	80%	1,911	71%	1,791	77%	11,258	76%
Multi-Ethnicity	154	78%	142	82%	75	71%	83	76%	78	79%	70	81%	602	78%
Native American	9	44%	13	69%	10	90%	11	73%	14	50%	12	42%	69	61%
Pacific Islander	1	100%	2	100%	3	100%	5	60%			6	83%	17	82%
Unknown	19	84%	21	81%	15	93%	92	83%	7	86%	7	57%	161	83%
White Non-Hispanic	508	72%	486	75%	500	80%	490	78%	410	76%	413	77%	2,807	76%

Fall to Fall Retention of First-Time Students

Gender	Fall 2016 Cohort	Retained in Fall	Fall 2017 Cohort	Retained in Fall	Fall 2018 Cohort	Retained in Fall	Fall 2019 Cohort	Retained in Fall	Fall 2020 Cohort	Retained in Fall	Fall 2021 Cohort	Retained in Fall	6-Yr Overall Cohort	Retained in Fall
District Total	2,611	59%	2,628	59%	2,626	63%	2,829	62%	2,529	58%	2,415	0%	15,638	51%
Female	1,298	64%	1,266	66%	1,284	69%	1,464	70%	1,393	62%	1,248	0%	7,953	56%
Male	1,253	55%	1,328	53%	1,322	57%	1,296	54%	1,115	54%	1,147	0%	7,461	46%
Unknown	60	62%	34	41%	20	80%	69	49%	21	48%	20	0%	224	50%

Race/Ethnicity	Fall 2016 Cohort	Retained in Fall	Fall 2017 Cohort	Retained in Fall	Fall 2018 Cohort	Retained in Fall	Fall 2019 Cohort	Retained in Fall	Fall 2020 Cohort	Retained in Fall	Fall 2021 Cohort	Retained in Fall	6-Yr Overall Cohort	Retained in Fall
Grand Total	2,611	59%	2,628	59%	2,626	63%	2,829	62%	2,529	58%	2,415	0%	15,638	51%
African-American	83	45%	52	33%	62	39%	52	62%	42	38%	47	0%	338	37%
Asian	42	60%	41	61%	49	78%	54	54%	47	66%	53	0%	286	52%
Filipino	19	68%	8	88%	17	76%	20	75%	20	60%	16	0%	100	60%
Hispanic	1,776	61%	1,863	59%	1,895	63%	2,022	63%	1,911	58%	1,791	0%	11,258	51%
Multi-Ethnicity	154	61%	142	62%	75	63%	83	48%	78	63%	70	0%	602	53%
Native American	9	44%	13	54%	10	70%	11	55%	14	43%	12	0%	69	43%
Pacific Islander	1	0%	2	50%	3	100%	5	60%			6	0%	17	41%
Unknown	19	74%	21	52%	15	60%	92	57%	7	86%	7	0%	161	57%
White Non-Hispanic	508	55%	486	60%	500	63%	490	62%	410	59%	413	0%	2,807	51%

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:

Waiting for Fall-to-Fall data to settle by LATE AUGUST

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
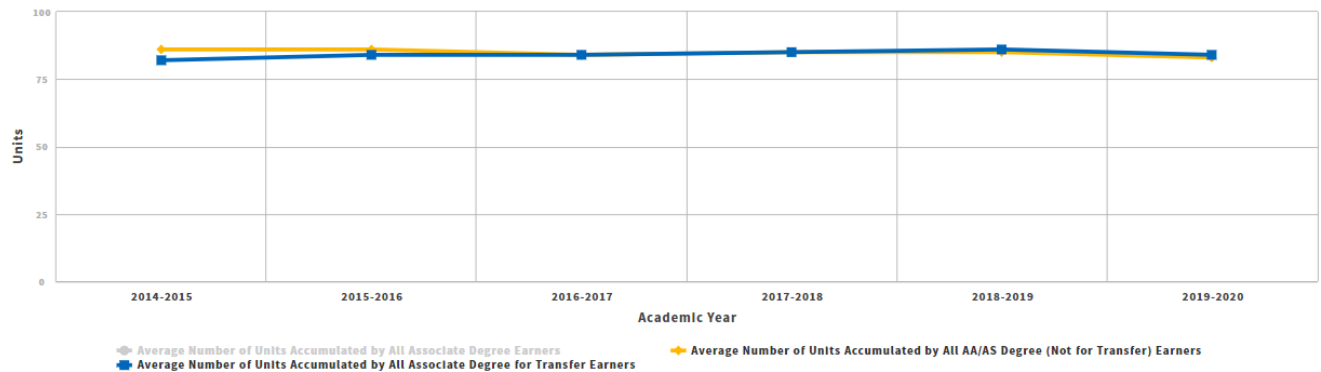
- The average number of units accumulated by Associate degree for transfer earners has increased over the five year period, but the average number of units accumulated by Associate degree for transfer earners has decreased from 86 units in 2018-2019 to 84 units in 2019-2020 (-2%). AA and AS degree (not 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
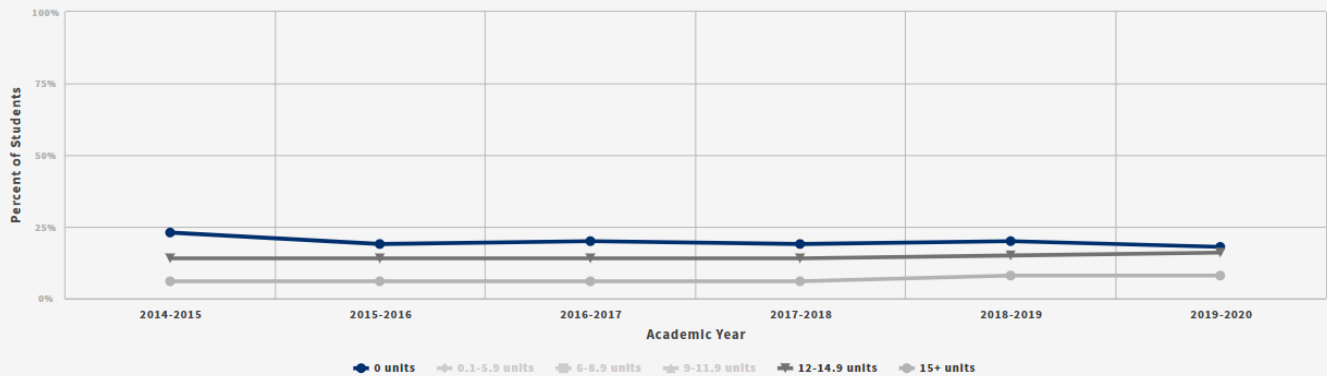
Over the 6-year time period, the percentage of students who

- 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

Median Annual Earnings Following the Academic Year of Exit by Gender

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

- Male students had higher median earnings for all four years when compared to female students
- Median earnings for 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

Median Annual Earnings Following the Academic Year of Exit by Race/Ethnicity
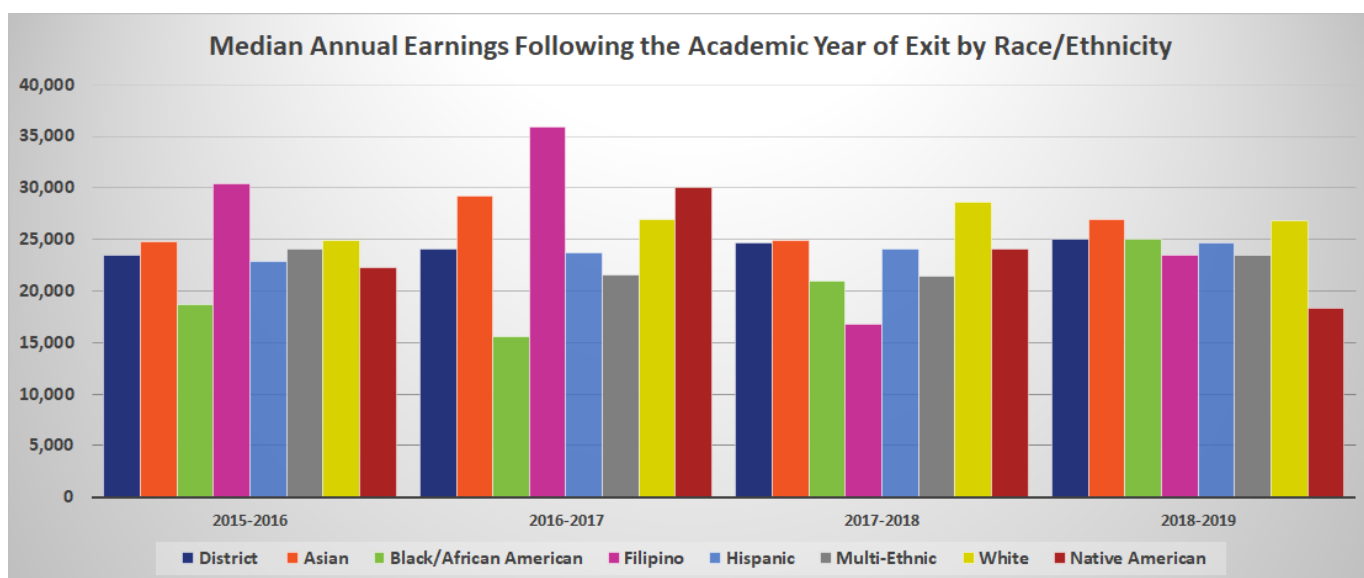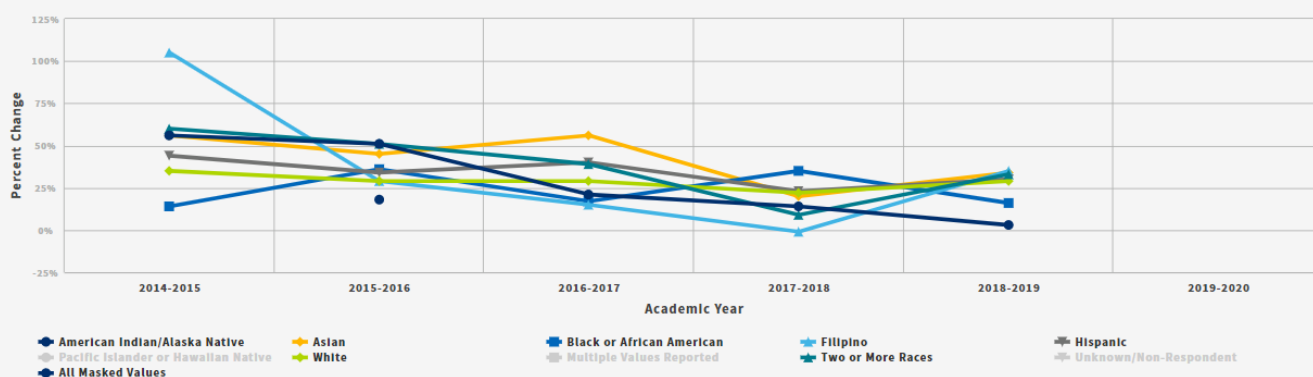
Among students who exited community college and did not transfer to a postsecondary institution:

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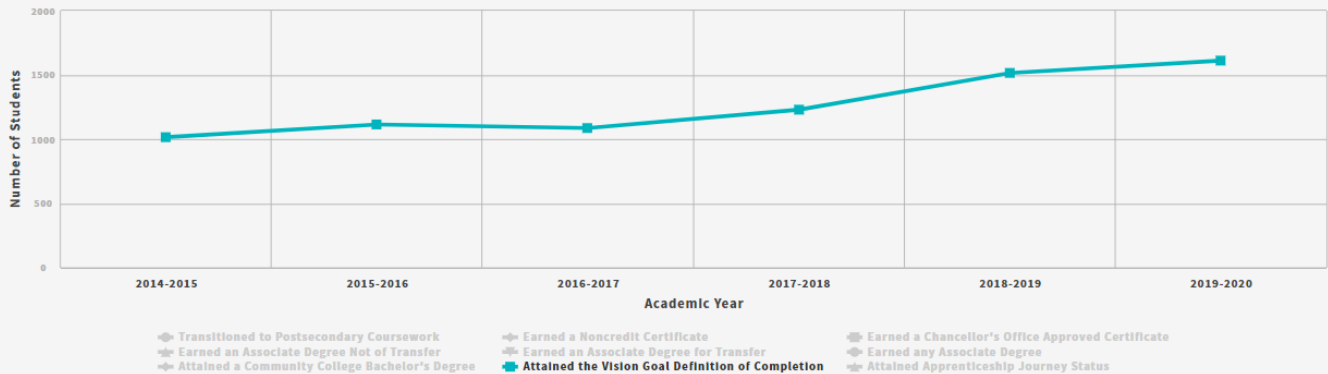
- When examining the number of students who attained the vision goal definition of completion over the 6-year time period, the number of students who attained the Vision Goal Completion Definition increased from 1,015 in 2014-2015 to 1,611 in 2019-2020 (+59%), and the number of students who attained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

California Community Colleges | Student Success Metrics

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

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

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

☰ LaunchBoard Menu

California Community Colleges | Student Success Metrics

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	Statewide ○ Macroregion ○ Microregion ○ District ● College ○	Year	Drill Down
All Students ▼	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)

40

Note: The California Community College common application system, CCCApply, is the source of application data for the Successful Enrollment metrics above. The adoption of CCCApply has been incremental; so, information is not available for all colleges (not available for 32 colleges in 2014-15, for seven in 2015-16 and for three in 2016-17). The only drilldowns available for CCCApply are Ethnicity, Gender and Age, and some subgroups listed will not be available. The successful enrollment section includes all students who completed an application, based on the goal they indicated in their application, while subsequent metrics show figures based on students' informed goals after meeting with a counselor.

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
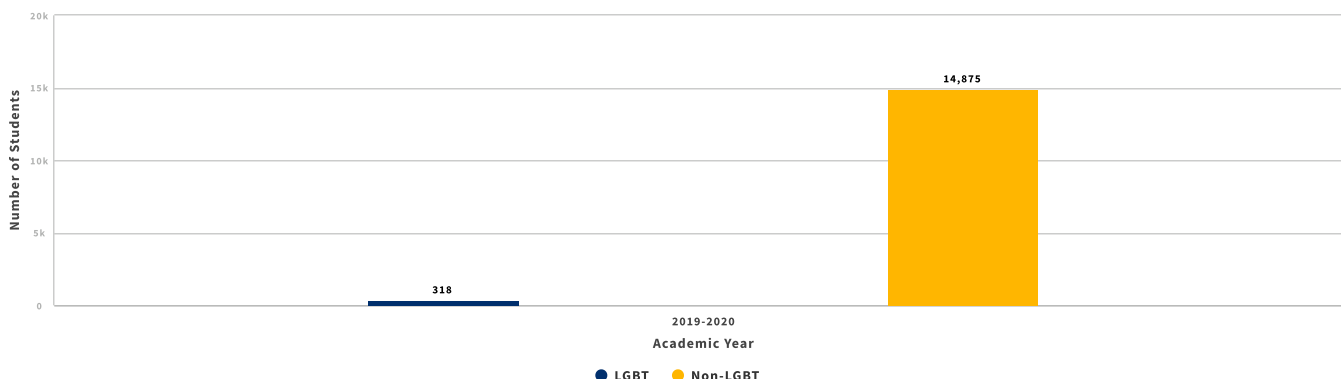
Source: Chancellor's Office Management Information System

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
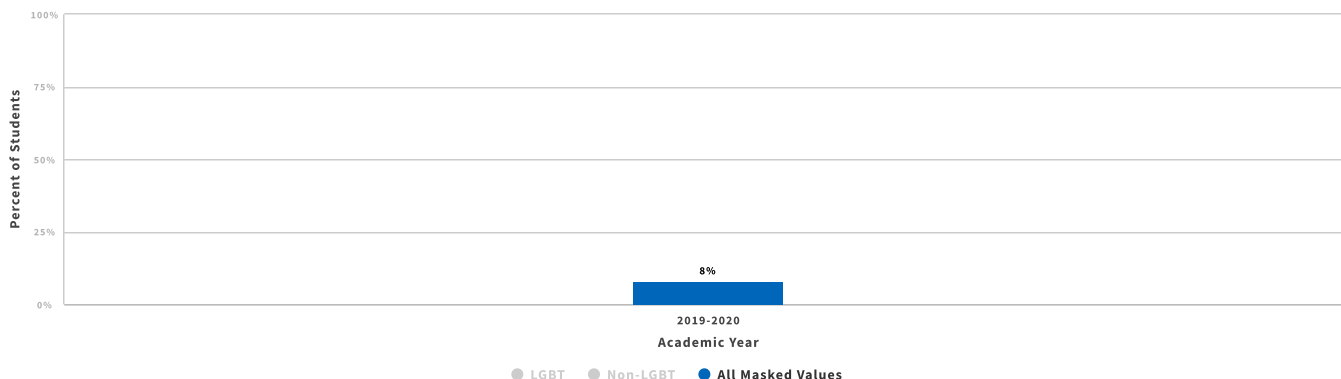
Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression ❓ purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group 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
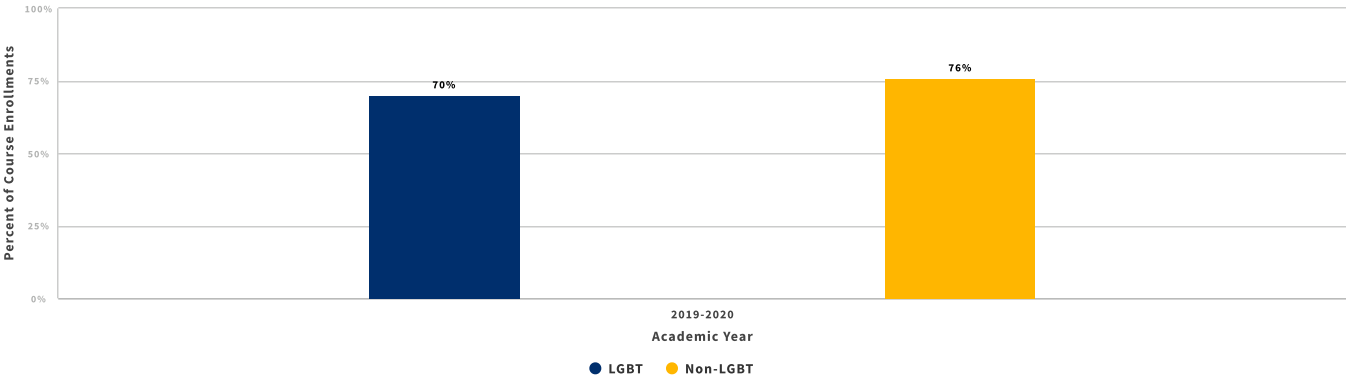
41

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**
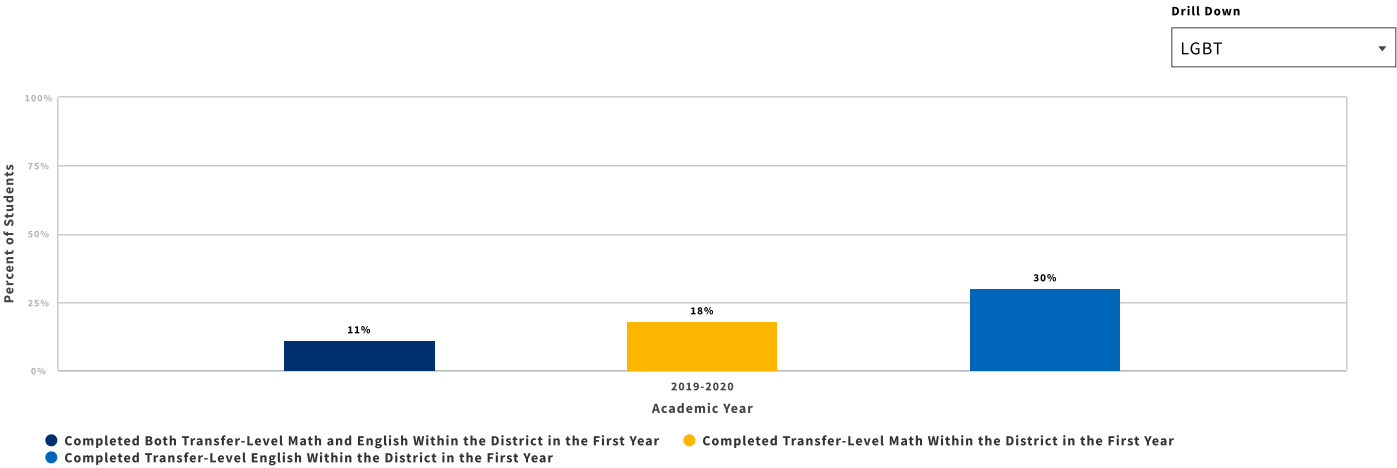
Viewing: LGBT

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)

42

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
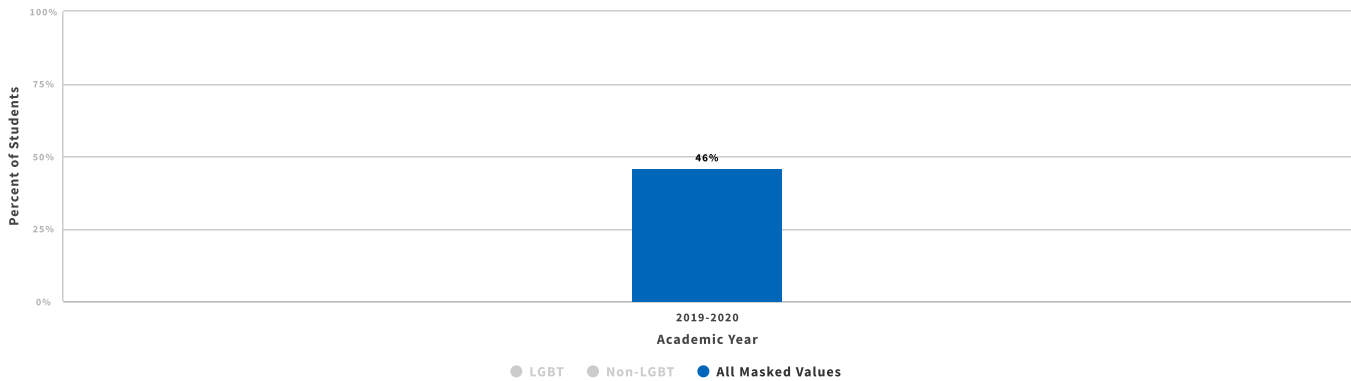
Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression ❓ purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group 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
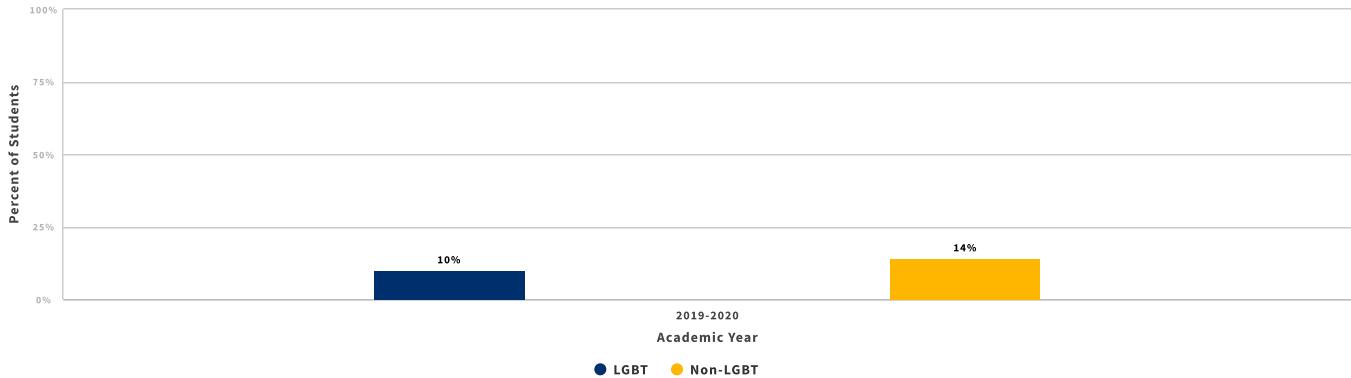
Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM402SW)

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 ▾
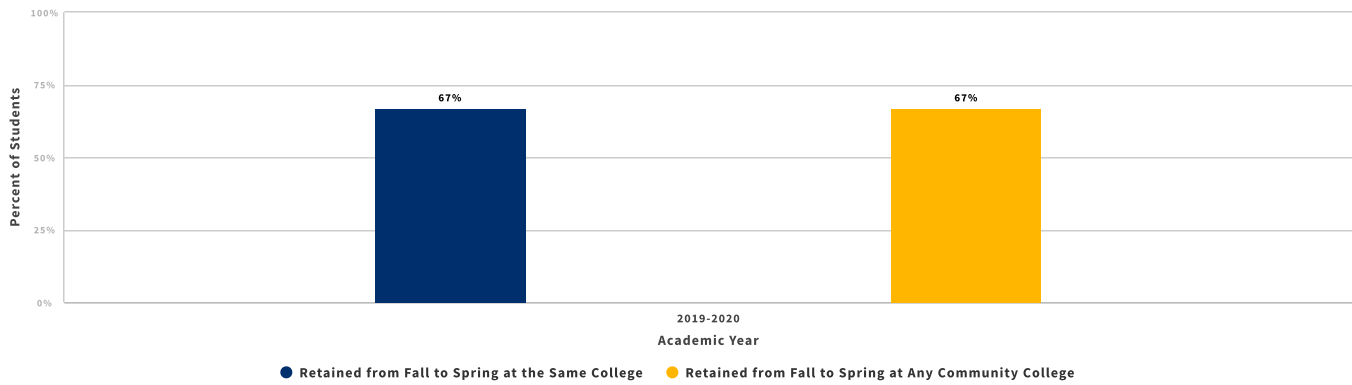
43

2019-2020
Academic Year

● Retained from Fall to Spring at the Same College   ● Retained from Fall to Spring at Any Community College

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 ▼

2019-2020
Academic Year

● 0 units   ● 0.1-5.9 units   ● 6-8.9 units   ● 9-11.9 units   ● 12-14.9 units   ● 15+ units
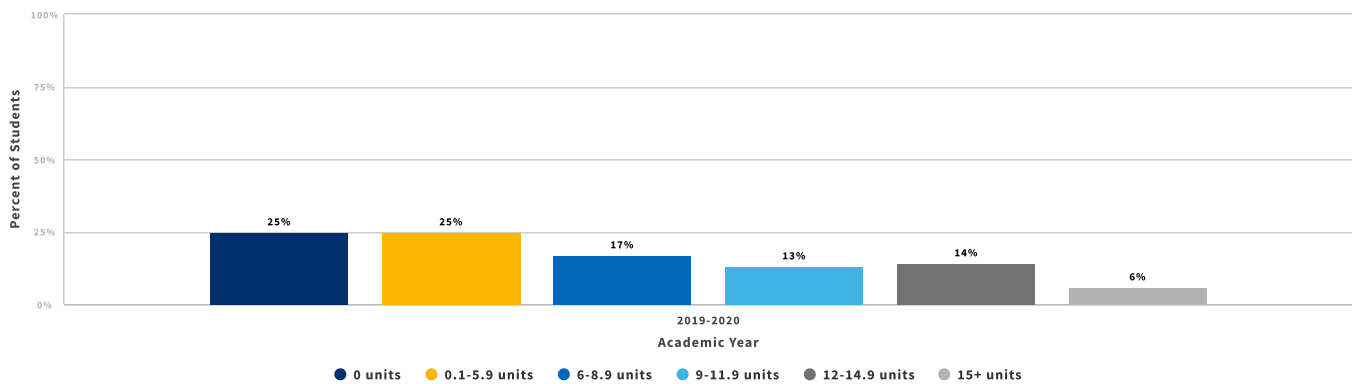
Viewing: LGBT

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 ▼

2019-2020
Academic Year

● 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

44

Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for <u>Suppression and Complementary</u> <u>Suppression</u> ❓ 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 <u>Suppression and Complementary</u> <u>Suppression</u> ❓ 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 <u>Suppression and Complementary</u> <u>Suppression</u> ❓ 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)

45

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

46

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)

47

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 ▼
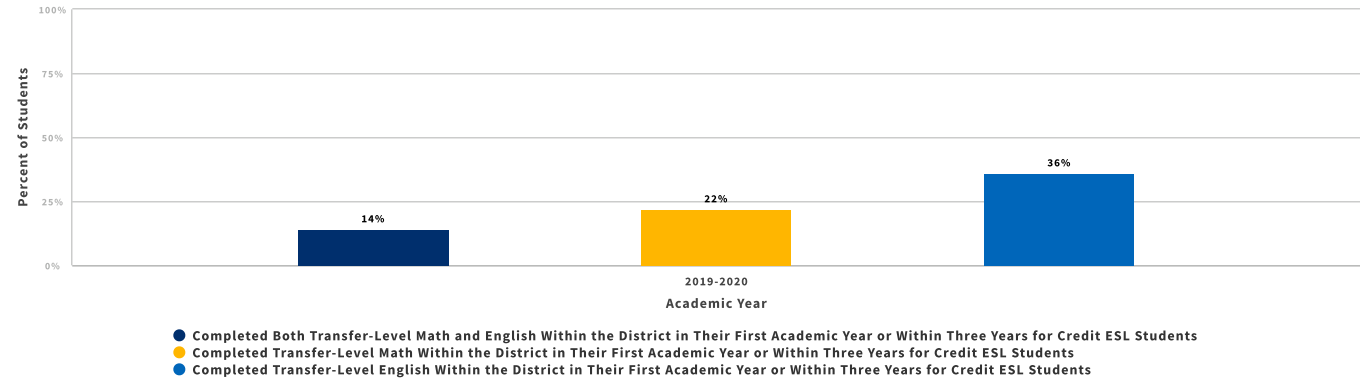
● Completed Both Transfer-Level Math and English Within the District in Their First Academic Year or Within Three Years for Credit ESL Students
● Completed Transfer-Level Math Within the District in Their First Academic Year or Within Three Years for Credit ESL Students
● Completed Transfer-Level English 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 5 years of data (2016-17 through 2020-21)

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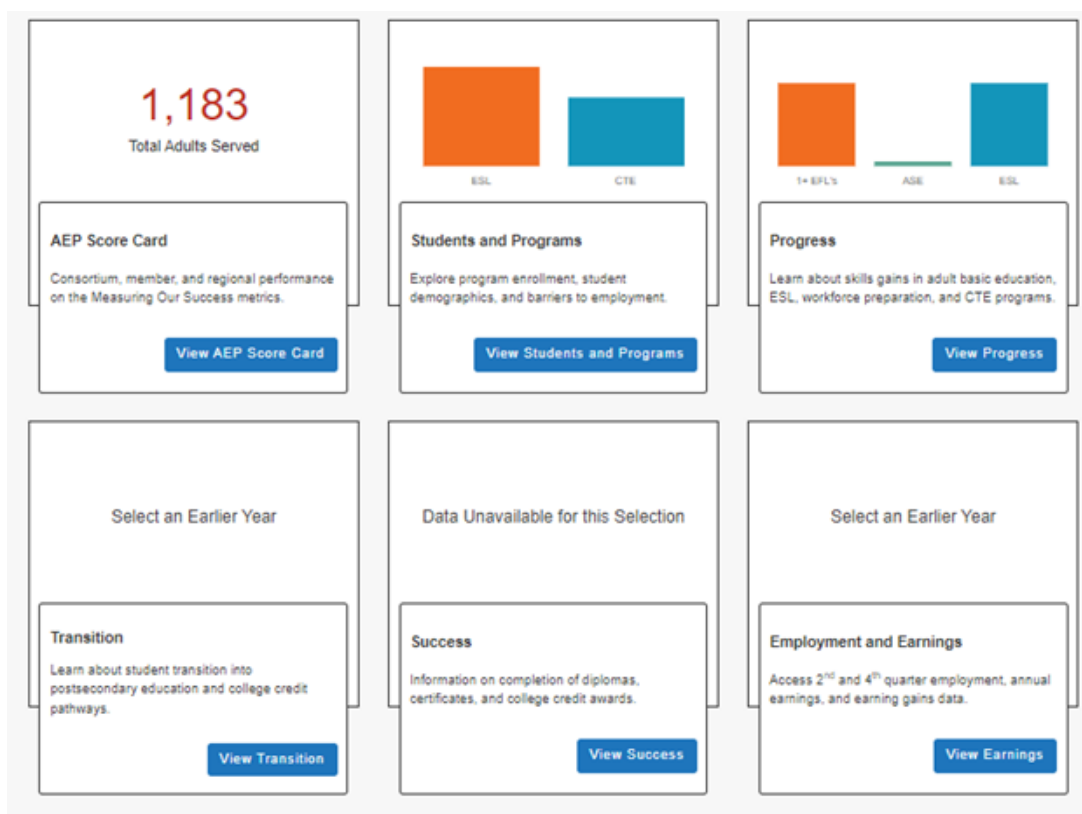
Select View on the "AEP Score Card" listed on the home page which will then display several dashboard metrics reported annually to the legislature for Adult Education in California

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

TIME TREND & DEMOGRAPHICS

Time Trend ▾

∨ **Reportable Individuals: 1,183**

∧ **Students with 12+ Instructional Contact Hours (Participants): 751**

Among all Reportable Individuals, the number who had 12 or more hours of instruction or positive attendance hours, across all enrollments, in an adult education program.

Note: Due to the continued challenges noncredit community college institutions have faced in reporting student attendance hours for noncredit distance education courses, the hour threshold requirement in this metric is not enforced for noncredit community college students during Covid-impacted terms (spring 2020 and all terms in 2020-21). An enrollment record in an adult education program is used as a proxy for the hour threshold component of this metric during the timeframe.
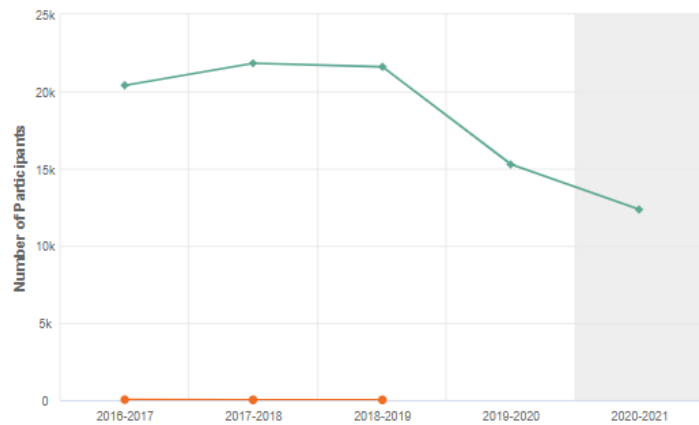
● College of the Sequoias, 2020-2021   ● Statewide, 2020-2021
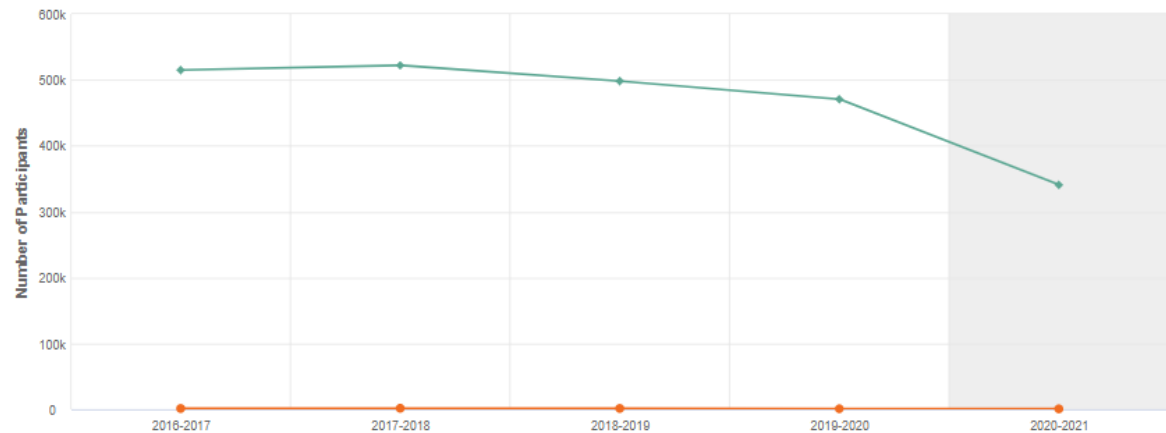
Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Technical Definition

∨ **Completed an Educational Functioning Level Gain : 199**

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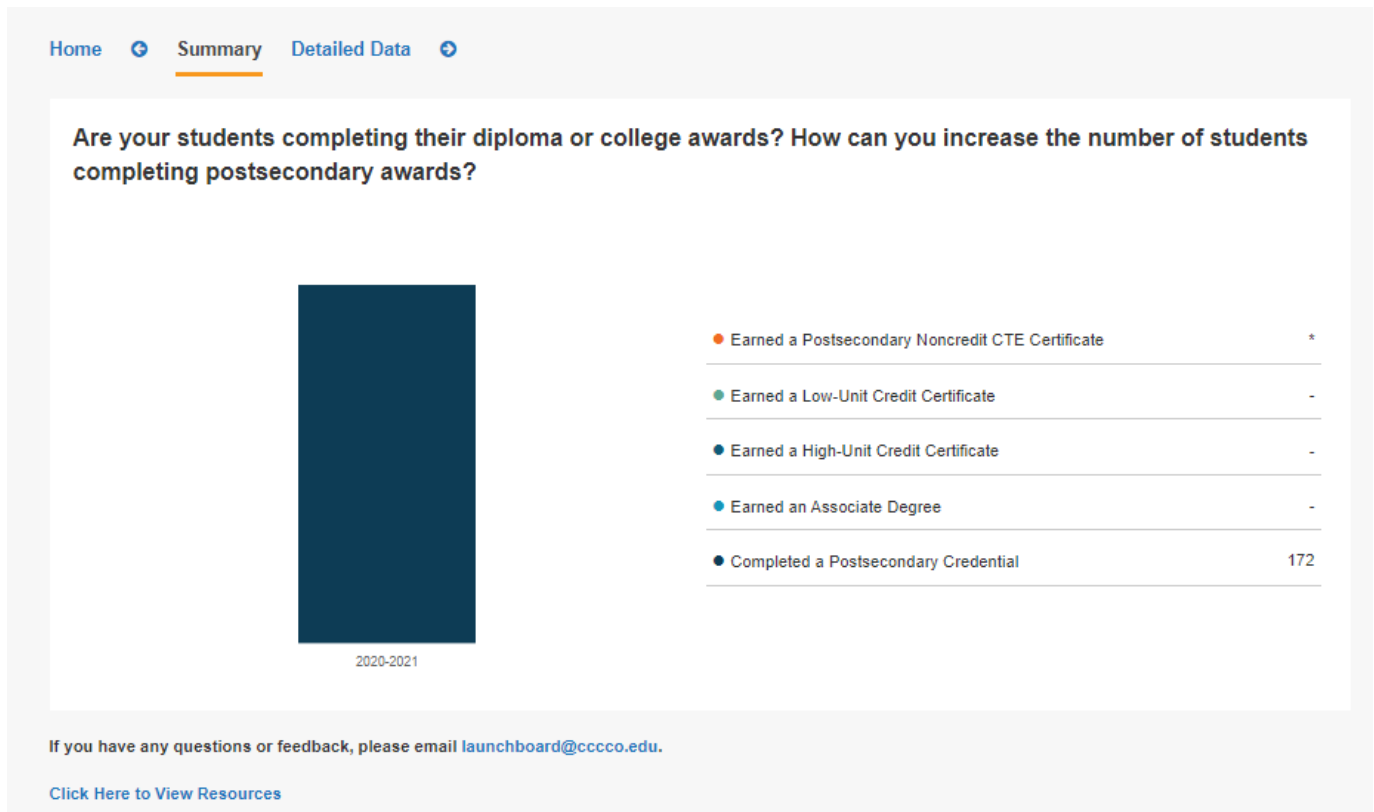
The "Detailed Data" tab provides charts and tables for every metric.

- 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

Earned a Diploma, GED, or High School Equivalency

Completed a Postsecondary Credential

Earned a Postsecondary Noncredit CTE Certificate

Earned a Low-Unit Credit Certificate

Earned a High-Unit Credit Certificate

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

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. ❓

TIME TREND & DEMOGRAPHICS	PROGRAM TYPE	STUDENT TYPE
Time Trend ▾	All ▾	All ▾

● College of the Sequoias, 2020-2021   ● Statewide, 2020-2021

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

[Technical Definition](#)

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric.

Overall	●	●
2016-2017	38	20,406
2017-2018	23	21,830
2018-2019	23	21,603
2019-2020	*	15,273
2020-2021	*	12,354

*Data has been suppressed or complementary suppressed ❓.

Community College Pipeline: Overview

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

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

The Office of Research, Planning & Institutional Effectiveness has included example datasets in this document. Users are highly encouraged to visit the CCCCO and Cal PASS-Plus LaunchBoard [Community College Pipeline Dashboard](located here) ([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.

Credit Status
All: Students who took either cred... ▼

○ Statewide ○ Macroregion ○ Microregion
○ District ● College

| College of the Sequoias ▼ | **Program or Sector** All Programs ▼ | **Academic Year** 2016-2017 ▼ | **VIEW** |

⧉ Export Data to CSV

⊖ DETAILED DATA COMPARISON
○ Statewide ○ Macroregion ○ Microregion
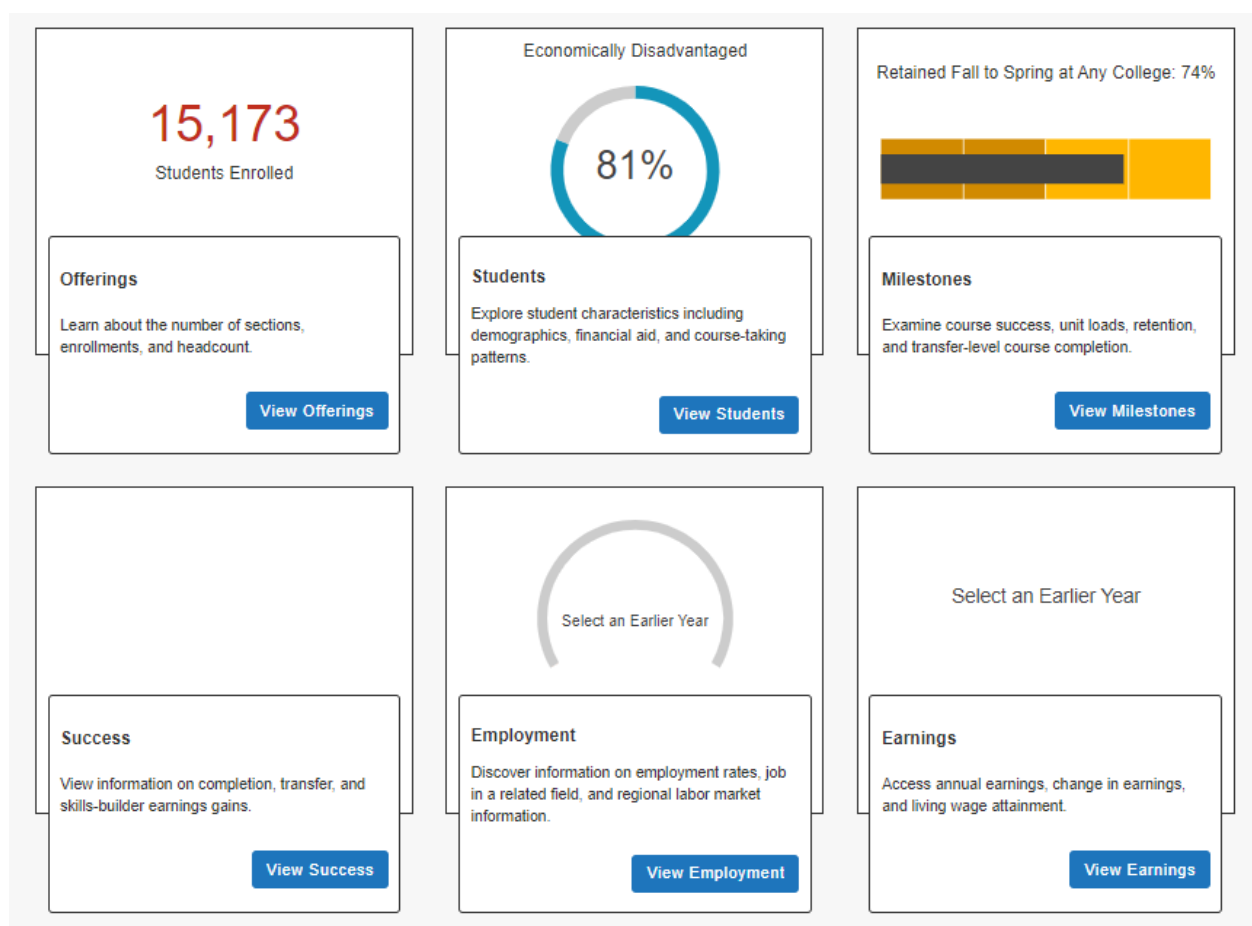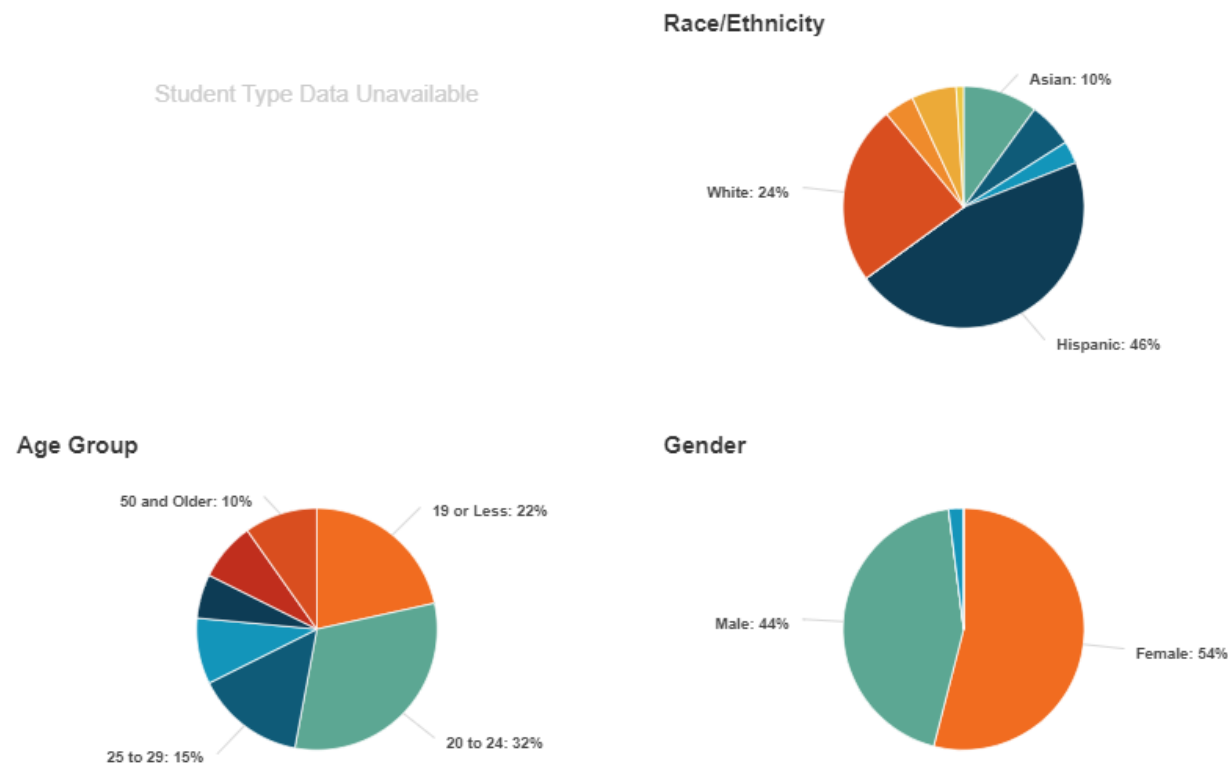● District ○ College

| Sequoias District ▼ | **Program or Sector** All Programs ▼ | **Academic Year** 2018-2019 ▼ |

After selecting 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.
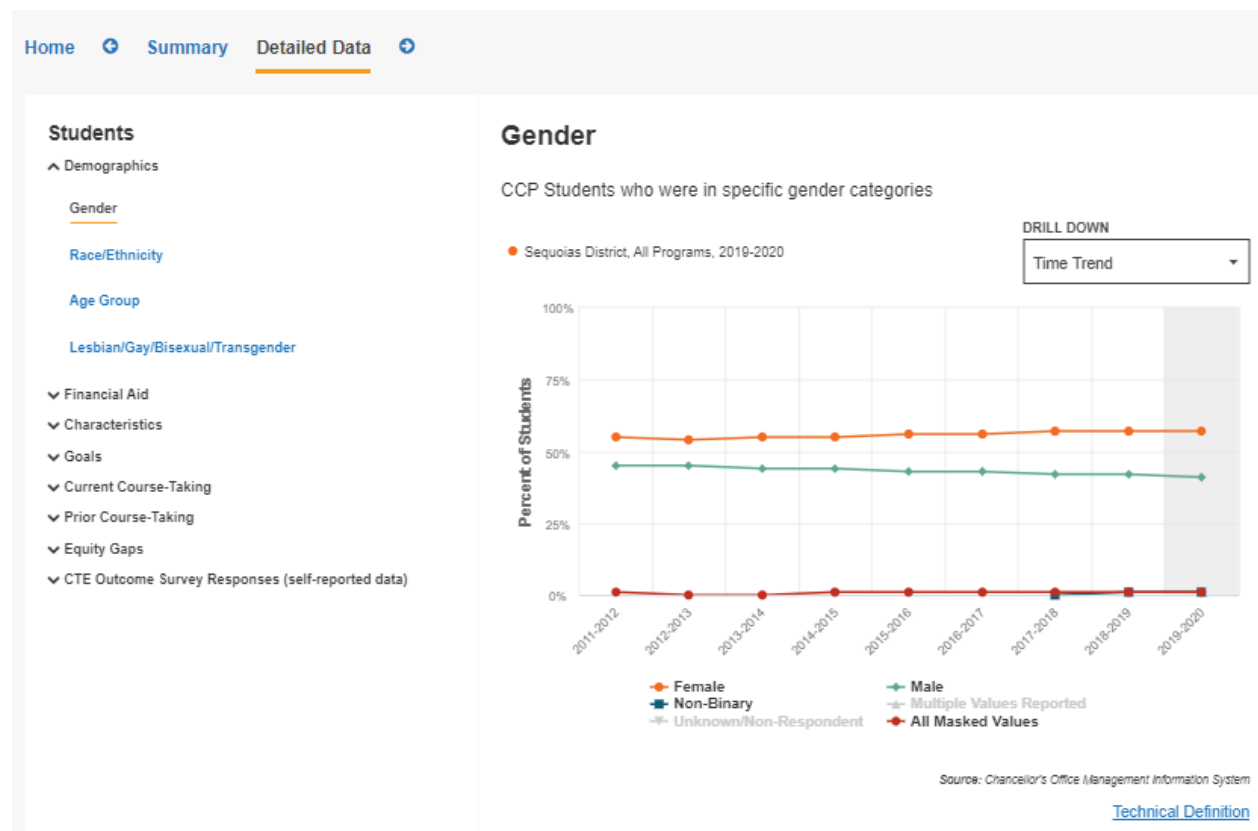
Race/Ethnicity

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.

≡ **LaunchBoard Menu**

Strong Workforce Program

○ **Statewide** ○ **Macroregion** ○ **Microregion** ⦿ **District**

○ **College**

| Program or Sector | Year | Drill Down |

Sequoias District ▼

All CTE Programs ▼

2019-2020 ▼

Time Trend ▼

⊕ 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
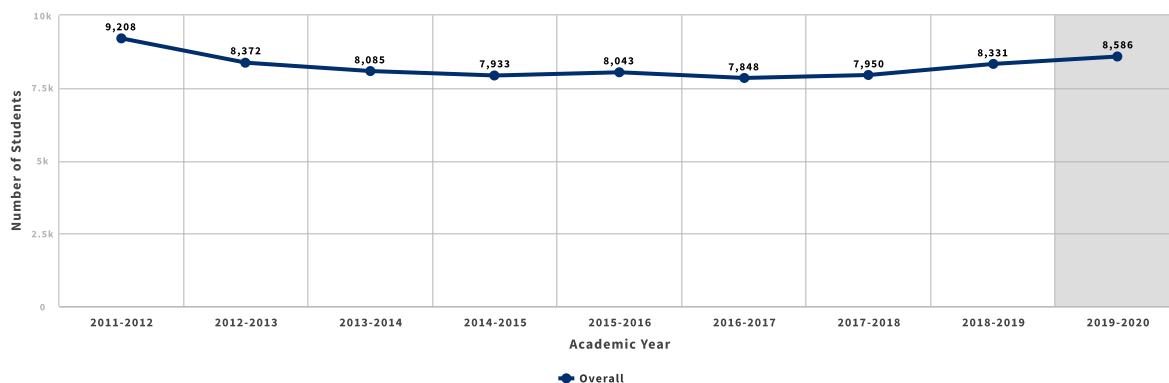
Source: Chancellor's Office Management Information System

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
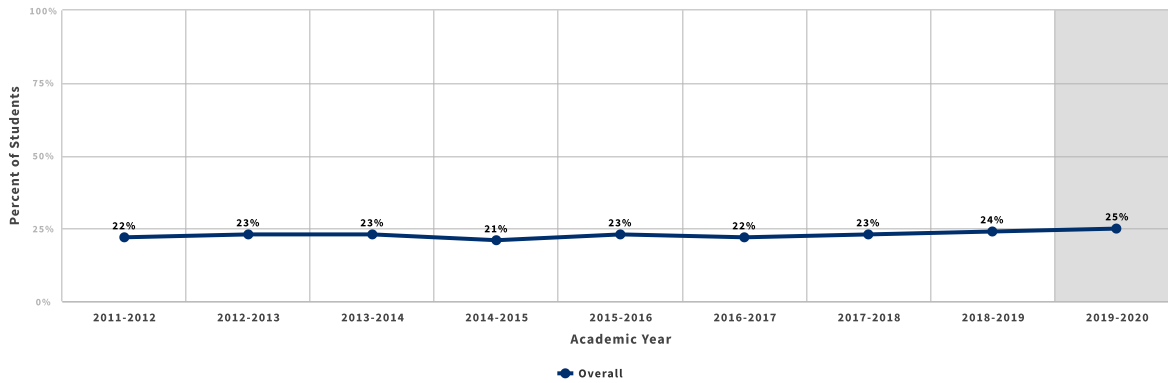
61

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
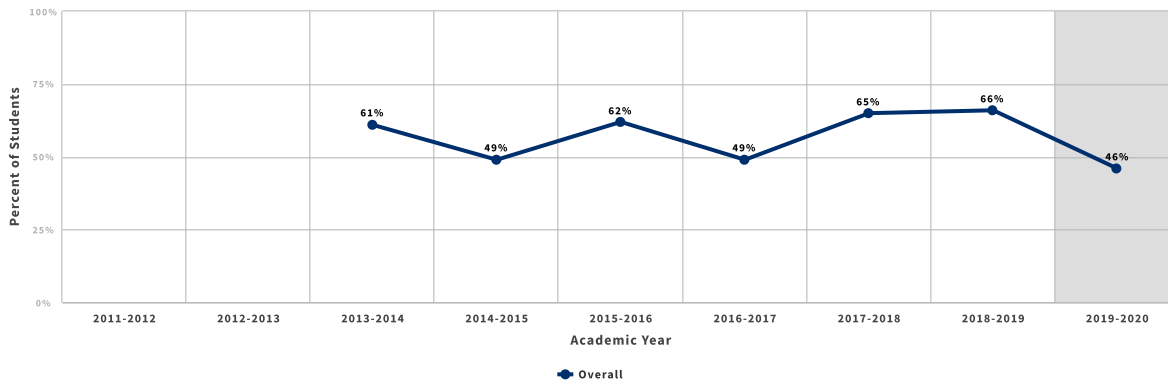
Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/SWP-MDD?metric=SW403)

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
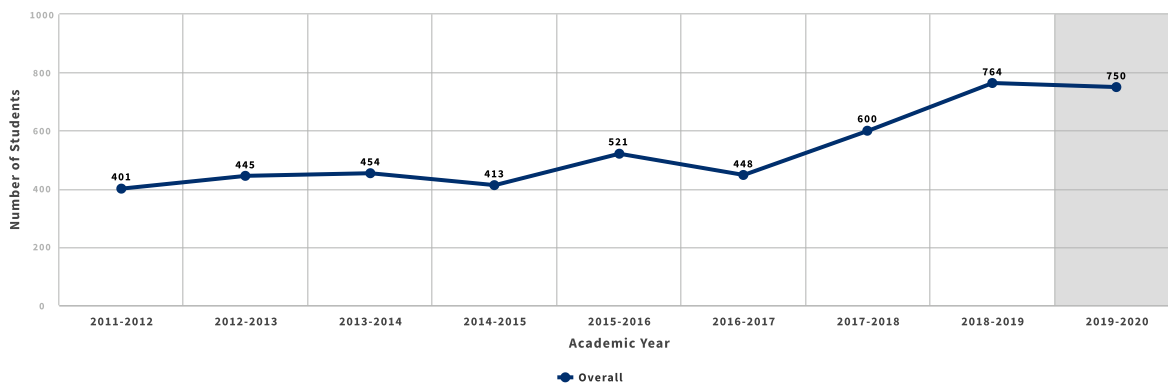
Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards
Technical Definition (/Launchboard/SWP-MDD?metric=SW632)

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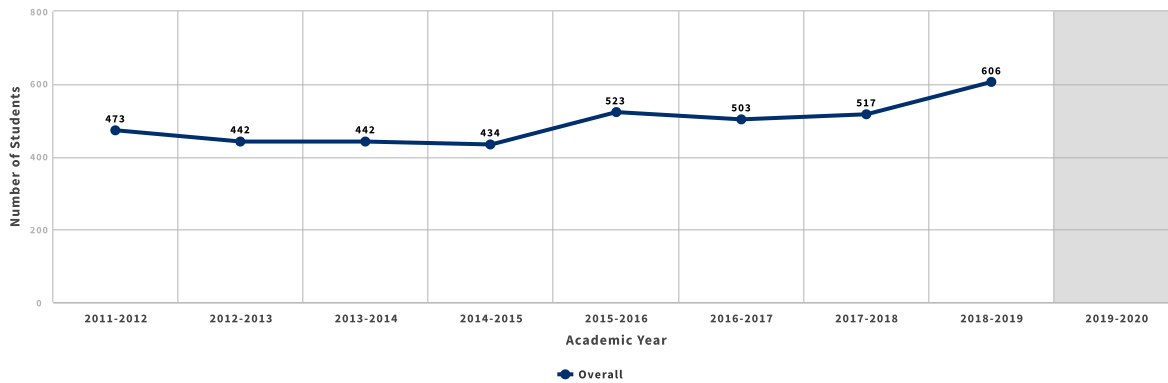
Source: Chancellor's Office Management Information System, National Student Clearing House, CSU/UC Match

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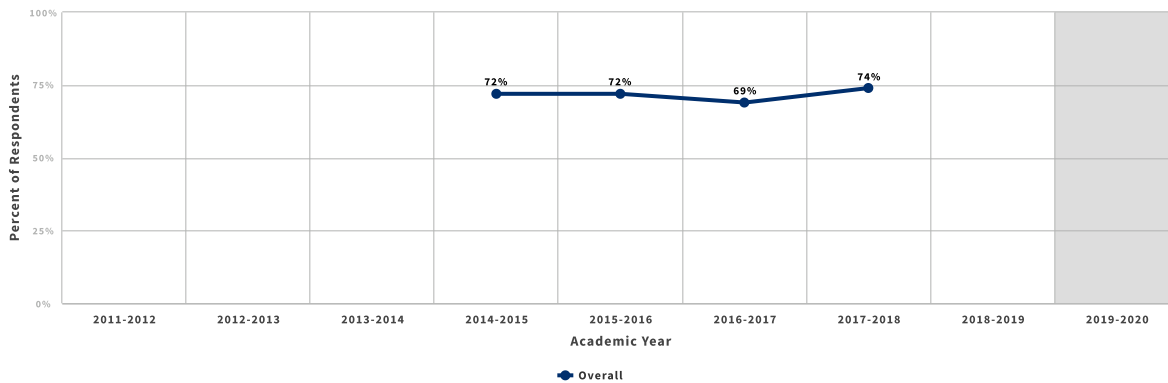
Source: Chancellor's Office Management Information System, CTE Outcomes Survey, National Student Clearinghouse, CSU/UC Cohort Match

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

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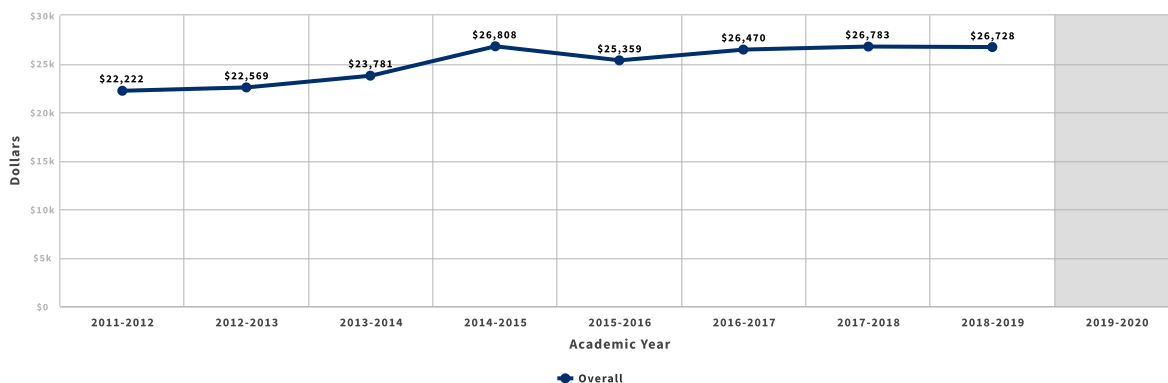
Technical Definition (/Launchboard/SWP-MDD?metric=SW800)

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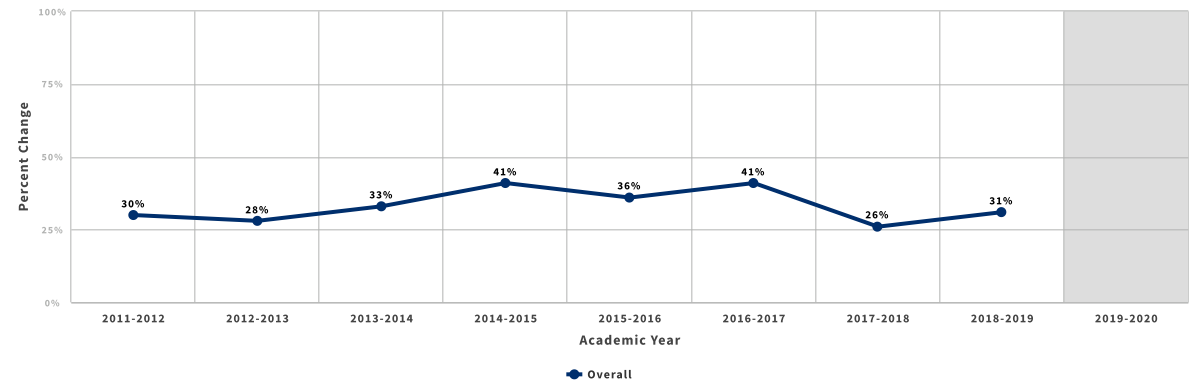
Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

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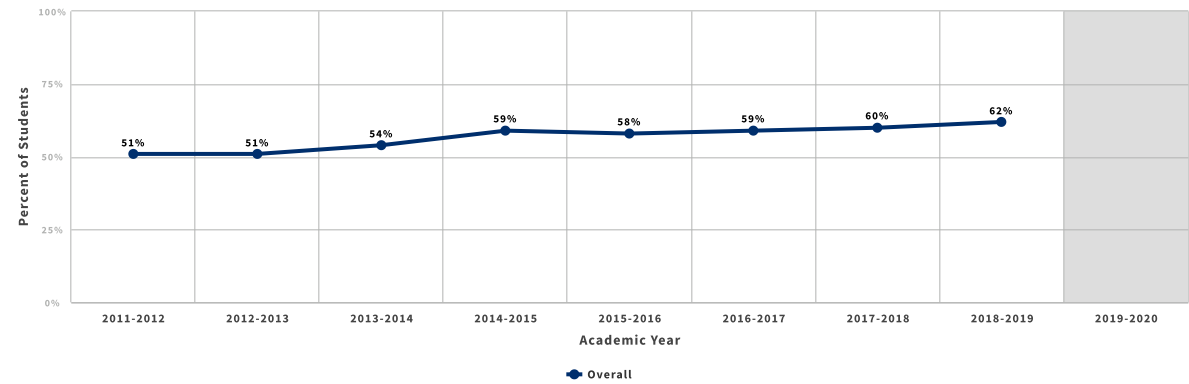
Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match, Insight Center for Community Economic Development

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.

Guided Pathways

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

○ **Statewide** ○ **Macroregion** ○ **Microregion** ◉ **District** ○ **College**

Sequoias District ▾	**Year** 2019-2020 ▾	**Drill Down** 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
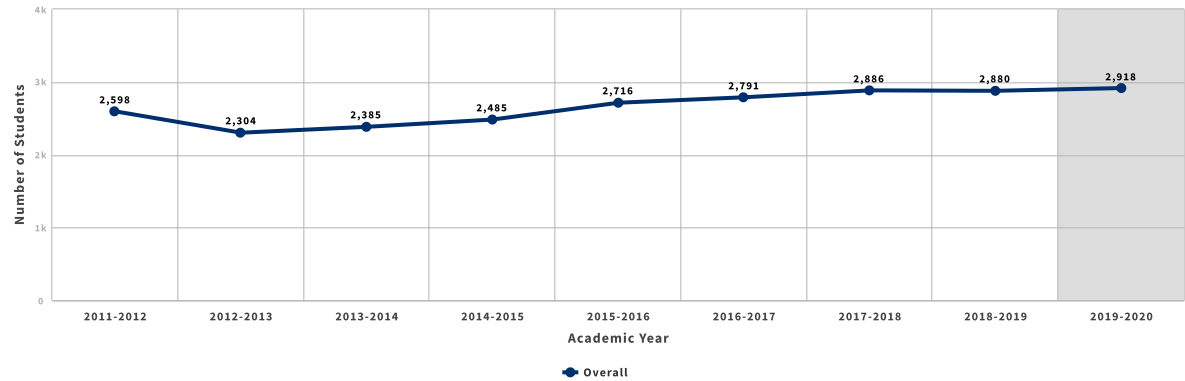
● Overall

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
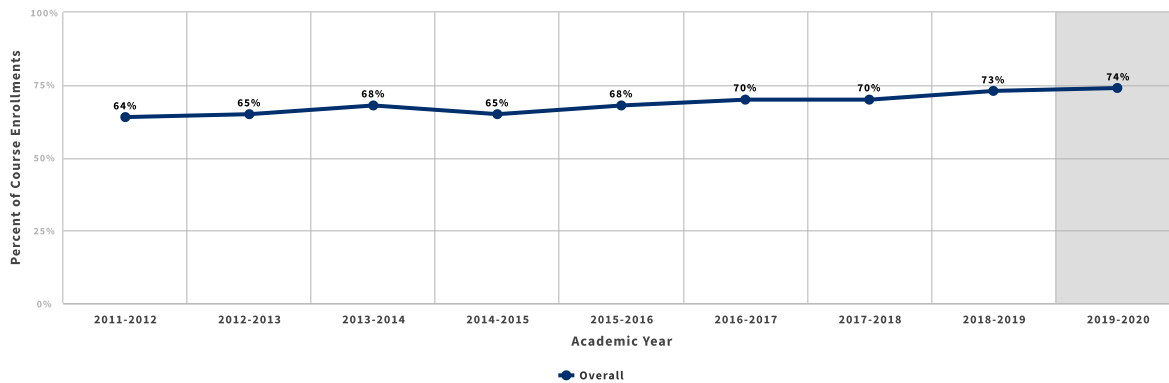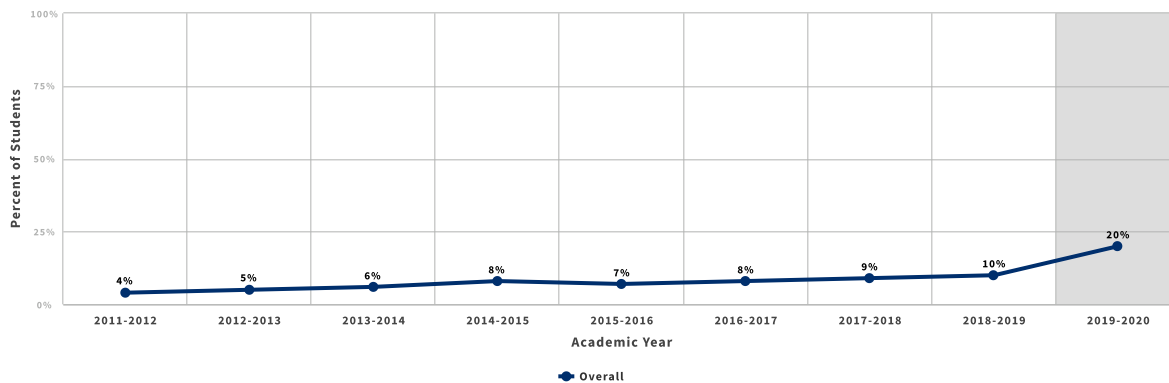
- Overall

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
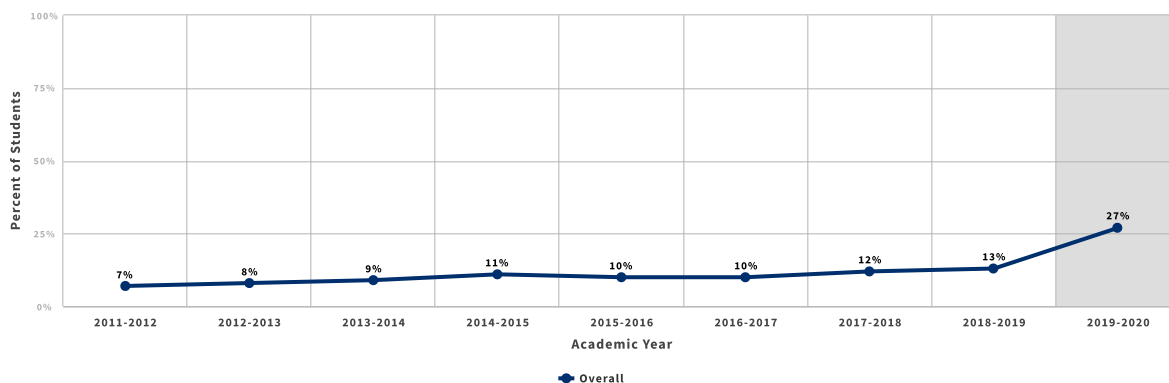

- Overall

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
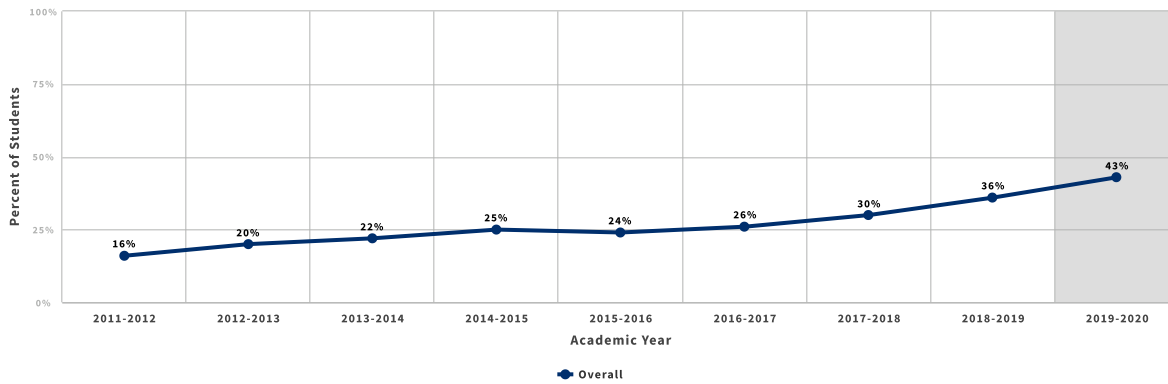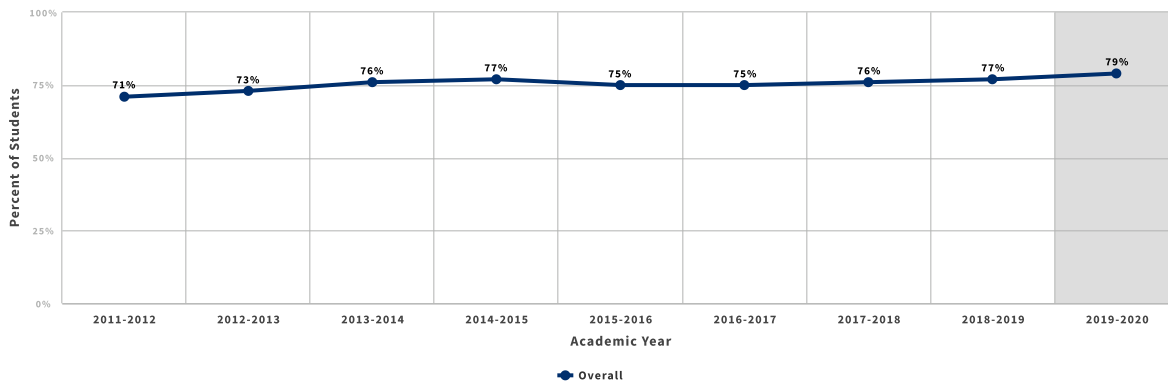

- Overall

Source: Chancellor's Office Management Information System

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

Completed Transfer-Level English

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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
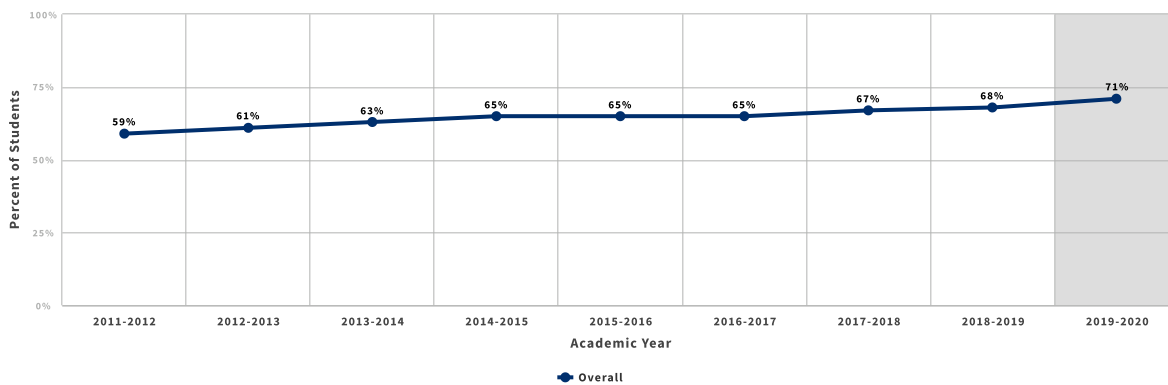

Source: Chancellor's Office Management Information System, National Student Clearinghouse, CSU/UC Cohort Match

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
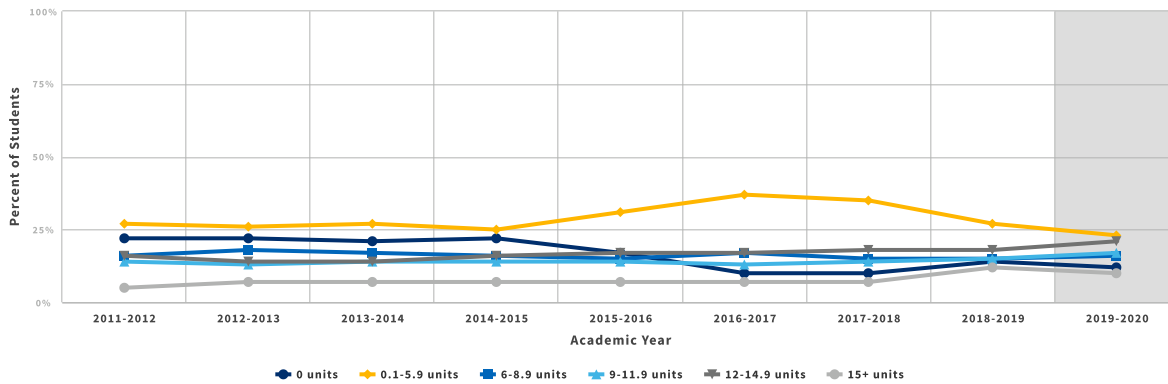

Source: Chancellor's Office Management Information System

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

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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
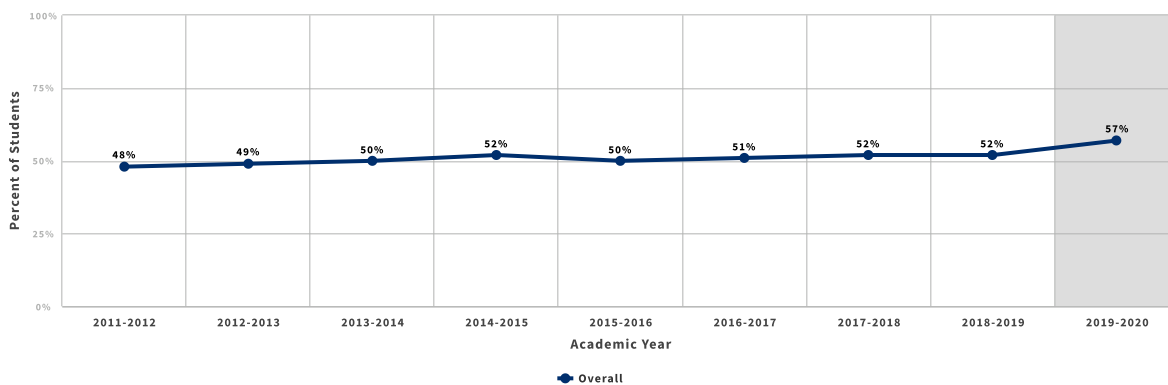

Source: Chancellor's Office Management Information System

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
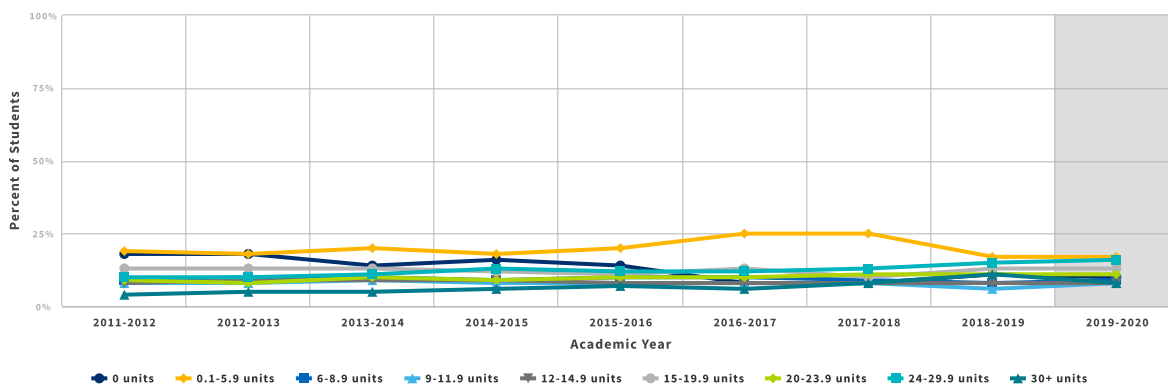

Source: Chancellor's Office Management Information System

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

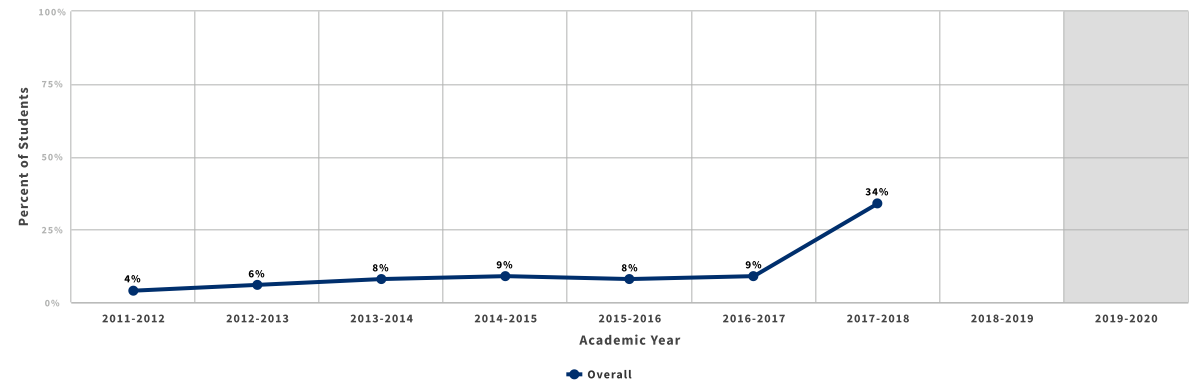**Source:** Chancellor's Office Management Information System

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

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

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METRICS UNDER DEVELOPMENT

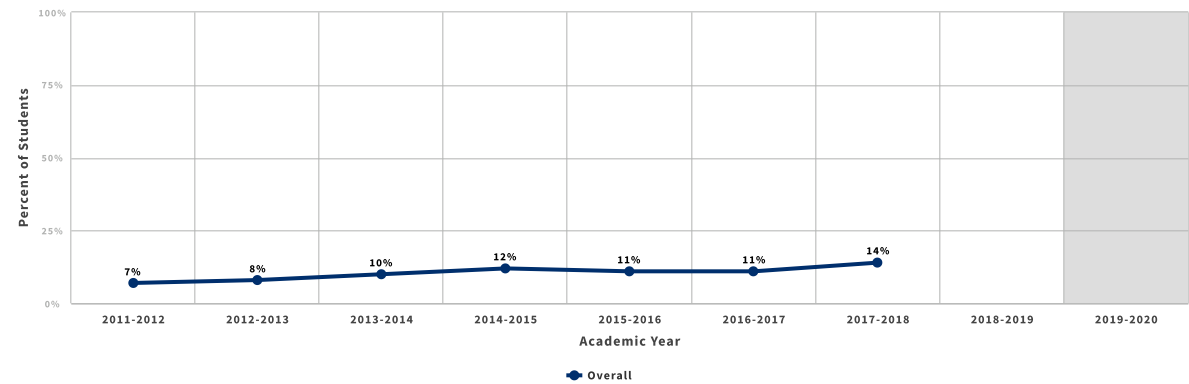## Completed Both Transfer-Level Math and English (Expanded)

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.
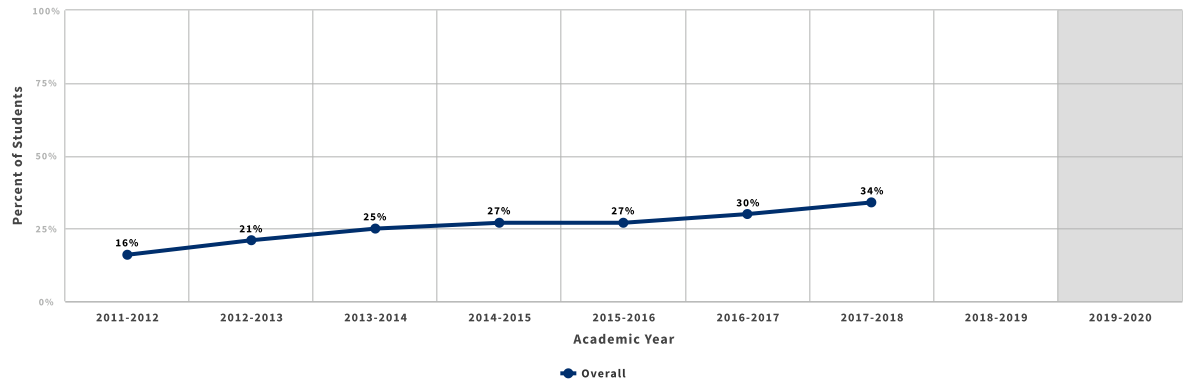
Completed Transfer-Level Math (Expanded)

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
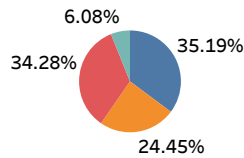
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Employees

Employee Data Set

Employee Distribution Fall 2021

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

6.08%

35.19%

34.28%

24.45%

Employee Classification Distribution Trends

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Grand Total	**719**	**742**	**769**	**800**	**793**	**773**
Educational Administrator	44	45	48	48	50	47
Academic, Tenured/Tenure Track	169	179	171	184	192	189
Classified	208	221	221	231	246	265
Academic, Temporary	298	297	329	337	305	272

Employee Gender Distribution Trends

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Educational Administrator	Female	17	16	17	22	21	19
	Male	27	29	31	26	29	28
Academic, Tenured/Tenure Track	Female	90	93	88	96	102	101
	Male	79	86	83	88	90	88
Classified	Female	130	134	135	139	137	142
	Male	78	87	86	92	109	121
	Non-Binary						2
Academic, Temporary	Female	139	137	156	144	147	142
	Male	159	160	173	193	158	130

Employee Race/Ethnicity Distribution Trends

|		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Educational Administrator	African-American	2	3	2	2		2
	Asian	1	2	2	1		2
	Hispanic	12	13	11	13		12
	Unknown	1			1		2
	White Non-Hispanic	28	27	33	31		29
Academic, Tenured/Tenure Track	African-American	5	4	7	7		5
	American Indian/Alaskan Native		2				
	Asian	9	9	10	12		10
	Hispanic	35	38	36	38		45
	Multi-Ethnicity	1	1	1	1		2
	Pacific Islander	1	1		1		1
	Unknown	9	9	8	9		7
	White Non-Hispanic	109	115	109	116		119
Classified	African-American	3	3	3	2		2
	American Indian/Alaskan Native	2	2	1	1		1
	Asian	10	12	11	11		11
	Hispanic	84	92	105	116		129
	Multi-Ethnicity			1	1		3
	Unknown	4	4	3	2		23
	White Non-Hispanic	105	108	97	98		96
Academic, Temporary	African-American	6	8	7	5		11
	American Indian/Alaskan Native	2	2	5	4		3
	Asian	15	18	19	15		9
	Hispanic	69	68	79	81		71
	Multi-Ethnicity	4	2	2	2		3
	Unknown	13	14	13	35		12
	White Non-Hispanic	189	185	204	195		163

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

Note: Data for Fall 2020 is unavailable for race/ethnicity.

Service Area Population

Service Area Educational Attainment

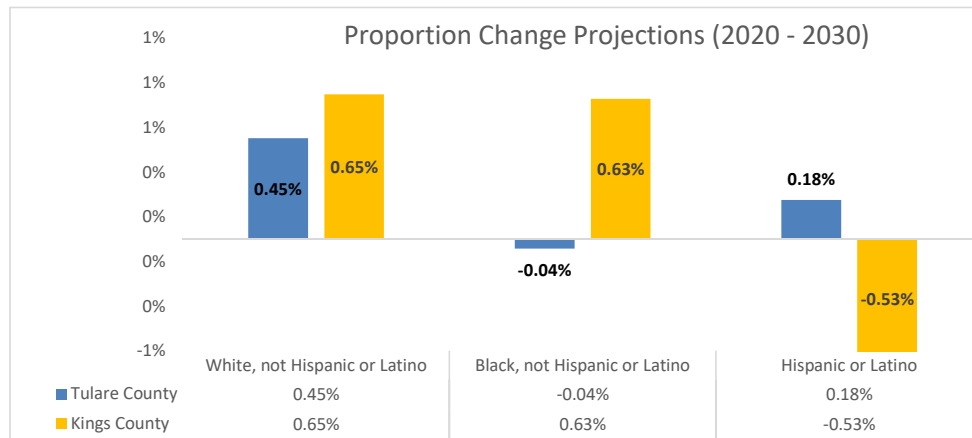## Service Area Educational Attainment: 2020
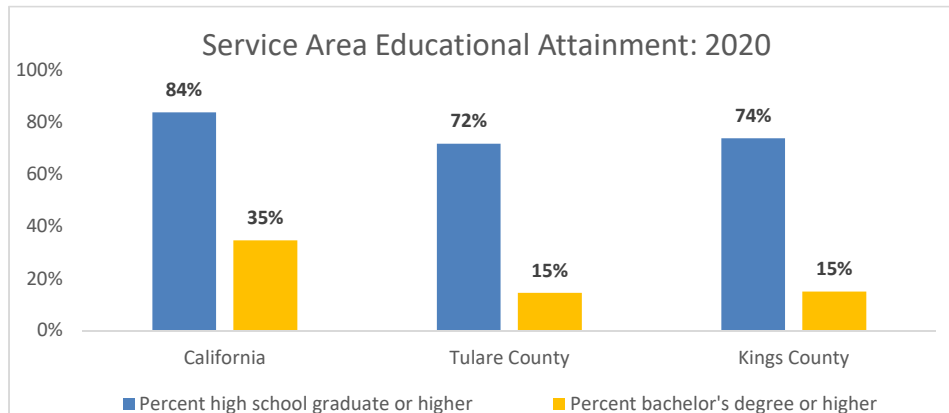
The educational attainment rates for Tulare County and Kings County are lower than the state's rates. The percentage of high school graduates or above in California is 84% whereas Tulare County and Kings County rates range from 72% to 74%, respectively. In addition 15% of adults living in Tulare and Kings Counties have a bachelor's degree or higher compared to 35% 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	**26,665,143**	**100%**	**274,201**	**100%**	**93,546**	**100%**
Less than 9th grade	2,367,996	9%	47,266	17%	12,374	13%
9th to 12th grade, no diploma	1,918,542	7%	29,683	11%	11,976	13%
High school graduate (includes equivalency)	5,431,385	20%	72,791	27%	24,561	26%
Some college, no degree	5,566,520	21%	61,401	22%	22,625	24%
Associate's degree	2,123,827	8%	23,213	8%	7,942	8%
Bachelor's degree	5,764,827	22%	26,811	10%	9,431	10%
Graduate or professional degree	3,492,046	13%	13,036	5%	4,637	5%
Percent high school graduate or higher	22,378,605	84%	197,252	72%	69,196	74%
Percent bachelor's degree or higher	8,980,726	35%	39,847	15%	14,068	15%

Source: U.S. Census Bureau, 2020 American Community Survey 5-Year Estimates (DP02 File)

https://data.census.gov/cedsci/table?q=american%20community%20survey%20DP02&g=0400000US06_0500000US06031,06107&tid=ACSDP5Y2020.DP02

Service Area Growth Projections

Proportion Change Projections (2020 - 2030)

	White, not Hispanic or Latino	Black, not Hispanic or Latino	Hispanic or Latino
■ Tulare County	0.45%	-0.04%	0.18%
■ Kings County	0.65%	0.63%	-0.53%

Based on the projected growth of Tulare and Kings Counties, the race/ethnicity distribution is expected to slightly shift. In Tulare County, the proportion of Hispanic residents projected to increase 0.18 percentage points while the proportion of Hispanic residents is expected to decrease by 0.53 percentage points in Kings County over the next 10 years. Some calculations are impacted by rounding limitations.

Tulare County Projected Growth (2020-2030)

Race/Ethnicity	2020 Estimate		2025 Projection		2030 Projection		Proportion Change
	Count	Percent	Count	Percent	Count	Percent	
Total	**463,955**	**100%**	**496,528**	**100%**	**516,717**	**100%**	**NA**
White, not Hispanic or Latino	128,751	27.8%	144,502	29.1%	145,734	28.2%	0.5%
Black, not Hispanic or Latino	5,923	1.3%	6,098	1.2%	6,380	1.2%	0.0%
American Indian, not Hispanic or Latino	2,592	0.6%	3,474	0.7%	3,603	0.7%	0.1%
Asian, not Hispanic or Latino	15,857	3.4%	15,408	3.1%	15,573	3.0%	-0.4%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	528	0.1%	431	0.1%	460	0.1%	0.0%
Multi & Unknown Race, not Hispanic or Latino	8,385	1.8%	7,109	1.4%	7,800	1.5%	-0.3%
Hispanic or Latino	301,919	65.1%	319,506	64.3%	337,167	65.3%	0.2%

Kings County Projected Growth (2020-2030)

Race/Ethnicity	2020 Estimate		2025 Projection		2030 Projection		Proportion Change
	Count	Percent	Count	Percent	Count	Percent	
Total	**151,090**	**100%**	**159,733**	**100%**	**165,752**	**100%**	**NA**
White, not Hispanic or Latino	47,717	31.6%	52,556	32.9%	53,424	32.2%	0.6%
Black, not Hispanic or Latino	8,878	5.9%	10,270	6.4%	10,783	6.5%	0.6%
American Indian, not Hispanic or Latino	1,195	0.8%	1,355	0.8%	1,376	0.8%	0.0%
Asian, not Hispanic or Latino	5,421	3.6%	5,407	3.4%	5,478	3.3%	-0.3%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	154	0.1%	328	0.2%	391	0.2%	0.1%
Multi & Unknown Race, not Hispanic or Latino	4,771	3.2%	3,874	2.4%	4,173	2.5%	-0.6%
Hispanic or Latino	82,954	54.9%	85,943	53.8%	90,127	54.4%	-0.5%

Projection Source: California Department of Finance (P3 File)

http://www.dof.ca.gov/Forecasting/Demographics/Projections/

Estimate Source: U.S. Census Bureau, 2020 American Community Survey 5-Year Estimates (DP05 File)

https://data.census.gov/cedsci/table?q=american%20community%20survey%20DP05&g=0400000US06_0500000US060

Service Area Income Levels

Service Area Income Levels: 2020
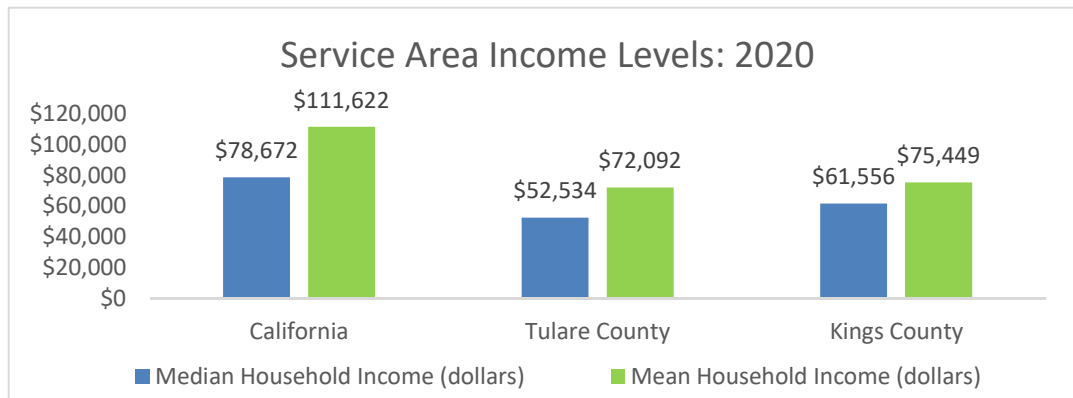
Tulare and Kings Counties both exhibit poverty levels above the California average as well as median and mean incomes below the state average. For example, Tulare County's poverty rate (18%) is more than double the state's poverty level (9%). Families with female householders in both counties have a poverty level at or above 30% compared to the state average of 22%. Additionally, the median income in both counties is less than the state by $26,138 (Tulare County) and $17,116 (Kings County).

Household Income			
Median Income	California	Tulare County	Kings County
Total Households	**13,103,114**	**139,044**	**43,604**
Less than $10,000	5%	6%	6%
$10,000 to $14,999	4%	5%	4%
$15,000 to $24,999	7%	11%	8%
$25,000 to $34,999	7%	10%	10%
$35,000 to $49,999	10%	14%	14%
$50,000 to $74,999	15%	18%	19%
$75,000 to $99,999	12%	13%	15%
$100,000 to $149,999	17%	13%	15%
$150,000 to $199,999	9%	5%	6%
$200,000 or more	13%	4%	4%
Median Household Income (dollars)	$78,672	$52,534	$61,556
Mean Household Income (dollars)	$111,622	$72,092	$75,449
Family Income Below the Poverty Level (past 12 months)			
	California	Tulare County	Kings County
All families	9%	18%	13%
Married couple families	5%	12%	8%
Families with female householder, no husband present	22%	36%	30%

Source: U.S. Census Bureau, 2020 American Community Survey 5-Year Estimates (DP03 File)

https://data.census.gov/cedsci/table?q=american%20community%20survey%20DP03&g=0400000US06_0500000US06031,06107

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

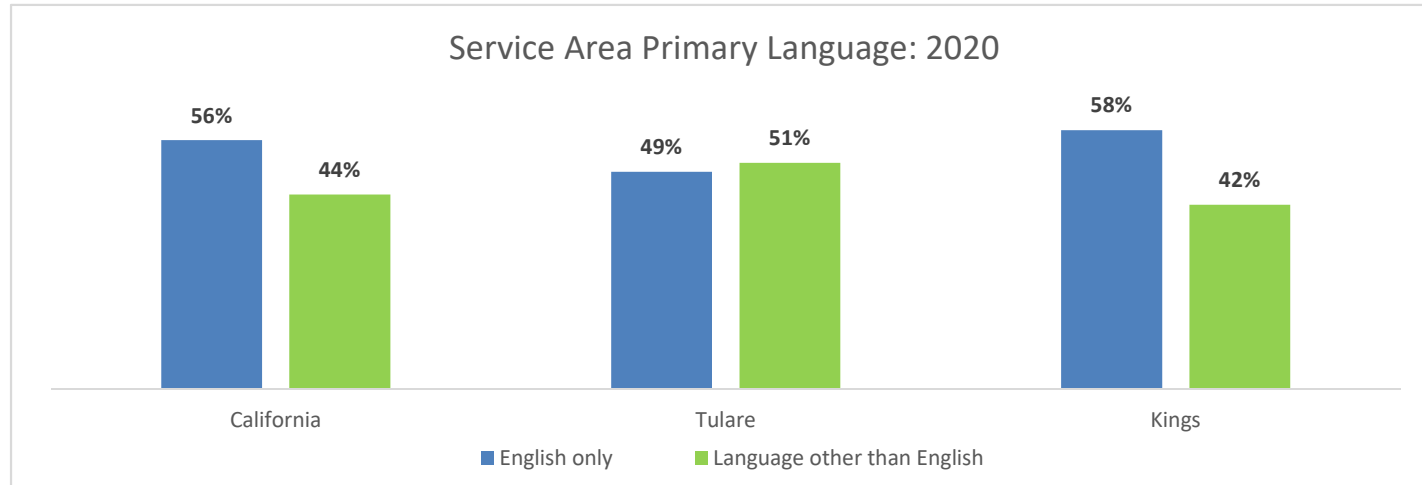| Occupational Title	Entry Level Education	Total Job Openings	Median Hourly Wage	Median Annual Wage
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	1,210	$18.14	$37,724
Elementary School Teachers, Except Special Education	Bachelor's degree	1,050	NA	$80,848
Teacher Assistants	Some 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: California Employment Development Department

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

Service Area Primary Language Spoken at Home

Service Area Primary Language: 2020

	California	Tulare	Kings
English only	56%	49%	58%
Language other than English	44%	51%	42%

■ English only   ■ Language other than English

The percentage of households that speak Spanish in Tulare County (47%) and Kings County (37%) is greater than the state average (28%). The percentage of langauge other than English spoken at home in Tulare County (51%) is higher than the rates of Kings County (42%) and California (44%).

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	36,936,941	100%	427,013	100%	139,629	100%
English only	20,725,855	56%	209,134	49%	81,555	58%
Language other than English	16,211,086	44%	217,879	51%	58,074	42%
Language other than English Distribution						
Spanish	10,462,968	28%	201,625	47%	51,733	37%
Other Indo-European languages	1,679,265	5%	5,701	1%	2,207	2%
Asian and Pacific Islander languages	3,677,164	10%	8,820	2%	3,470	2%
Other languages	391,689	1%	1,733	0.4%	664	0.5%

Source: U.S. Census Bureau, 2020 American Community Survey 5-Year Estimates (DP02 File)

https://data.census.gov/cedsci/table?q=american%20community%20survey%20DP02&g=0400000US06_0500000US06031,06107&tid=ACSDP5Y2020.DP02

Service Area Population vs COS Population

Service Area 2020 vs COS 2021
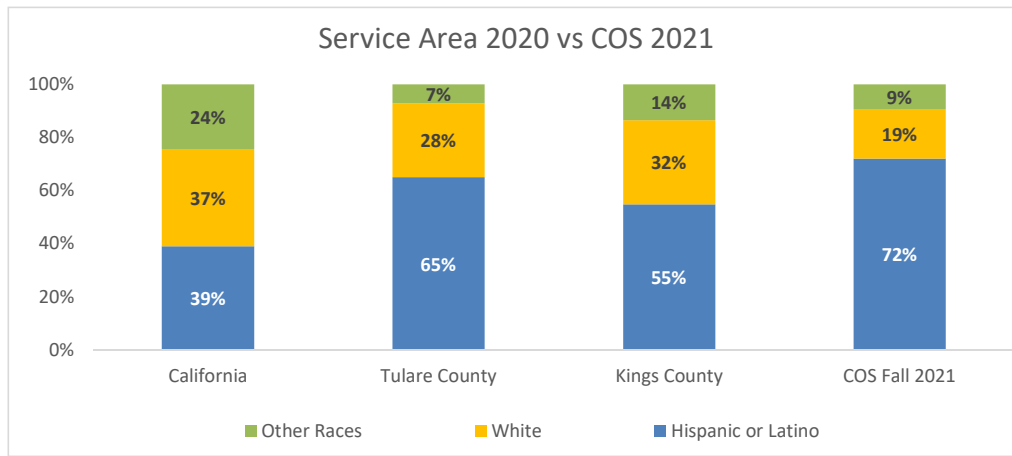
The Sequoias Community College District is a Hispanic-Serving Institution (HSI) with a Hispanic student population of 72% in Fall 2021, which exceeds the Hispanic Service Area population that ranges from 55%-65%.

Service Area Population 2020 vs Fall 2021 Enrollment							
Population by Race/Ethnicity (all ages)	California		Tulare County		Kings County		
	Count	Percent	Count	Percent	Count	Percent	COS Fall 2021
Total	39,346,023	100%	463,955	100%	151,090	100%	100%
American Indian, not Hispanic or Latino	131,724	0.3%	2,592	0.6%	1,195	1%	0.3%
Asian, not Hispanic or Latino	5,743,983	14.6%	15,857	3.4%	5,421	4%	2.5%
Black, not Hispanic or Latino	2,142,371	5.4%	5,923	1.3%	8,878	6%	1.9%
Hispanic or Latino	15,380,929	39.1%	301,919	65.1%	82,954	55%	72%
Native Hawaiian, Pacific Islander and Filipino not Hispanic or Latino	135,524	0.3%	528	0.1%	154	0.1%	1.1%
Multi Race & Unknown, not Hispanic or Latino	1,446,347	3.7%	8,385	1.8%	4,771	3%	3.6%
White, not Hispanic or Latino	14,365,145	36.5%	128,751	27.8%	47,717	32%	19%
Population by Gender	California		Tulare County		Kings County		
	Count	Percent	Count	Percent	Count	Percent	COS Fall 2021
Female	19,783,141	50.3%	231,997	50.0%	67,880	44.9%	59.5%
Male	19,562,882	49.7%	231,958	50.0%	83,210	55.1%	38.9%
Unknown	-	-	-	-		-	1.5%

Source: U.S. Census Bureau, 2020 American Community Survey 5-Year Estimates (DP05 File)

https://data.census.gov/cedsci/table?q=american%20community%20survey%20DP05&g=0400000US06_0500000US06031,06107&tid=ACSDP5Y2020.DP05

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

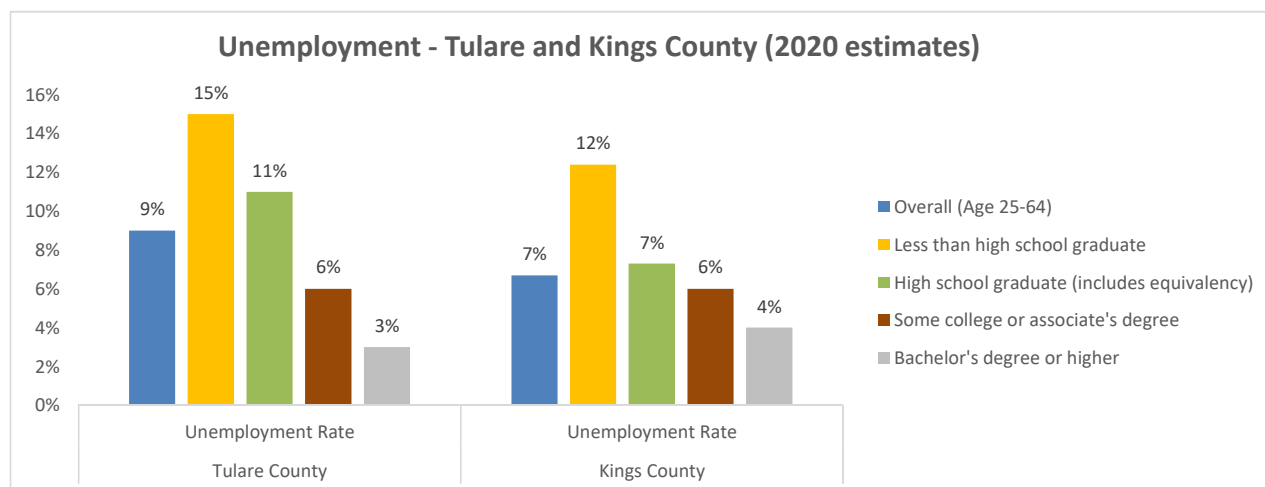| Occupational Title	Entry Level Education	Total Job Openings	Median Hourly Wage	Median Annual Wage
Substitute Teachers	Bachelor's degree	4,520	NA	NA
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	3,440	$17.59	$36,583
Teacher Assistants	Some college, no degree	2,650	NA	NA
Nursing 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: California Employment Development Department

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

Service Area Unemployment

Unemployment - Tulare and Kings County (2020 estimates)

Legend:
- Overall (Age 25-64)
- Less than high school graduate
- High school graduate (includes equivalency)
- Some college or associate's degree
- Bachelor's degree or higher

The labor force participation rates for Tulare (75%) and Kings (65%) Counties are lower than the state's particiation rate (78%). For both Tulare and Kings Counties, as well as the rest of California, the higher one's education attainment, the more likely they are to participate in the labor force.

Labor Force & Unemployment Rates by Educational Attainment

	California Labor Force Participation Rate	California Unemployment Rate	Tulare County Labor Force Participation Rate	Tulare County Unemployment Rate	Kings County Labor Force Participation Rate	Kings County Unemployment Rate
Overall (Age 25-64)	**78%**	**5%**	**75%**	**9%**	**65%**	**7%**
Less than high school graduate	65%	7%	64%	15%	51%	12%
High school graduate (includes equivalency)	73%	7%	74%	11%	60%	7%
Some college or associate's degree	78%	6%	78%	6%	71%	6%
Bachelor's degree or higher	86%	4%	87%	3%	83%	4%

	California Labor Force Participation Rate	California Unemployment Rate	Tulare County Labor Force Participation Rate	Tulare County Unemployment Rate	Kings County Labor Force Participation Rate	Kings County Unemployment Rate
Overall (age 16+)	**64%**	**6%**	**61%**	**10%**	**56%**	**8%**
Black or African American alone	61%	10%	62%	7%	48%	7%
American Indian and Alaska Native alone	61%	9%	51%	14%	37%	6%
Asian alone	64%	5%	60%	7%	58%	4%
Native Hawaiian and Other Pacific Islander alone	67%	7%	61%	15%	66%	7%
Some other race alone	67%	7%	65%	11%	50%	11%
Two or more races	68%	8%	64%	10%	55%	11%
Hispanic or Latino origin (of any race)	67%	7%	64%	12%	56%	10%
White alone, not Hispanic or Latino	61%	5%	55%	7%	57%	7%

Source: U.S. Census Bureau, 2020 American Community Survey 5-Year Estimates (S2301 File)

https://data.census.gov/cedsci/table?q=american%20community%20survey%20s2301&g=0400000US06_0500000US06031,06107

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