



RESEARCH
PLANNING & INSTITUTIONAL EFFECTIVENESS

The Giant Fact Book 2023 - 2024

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.



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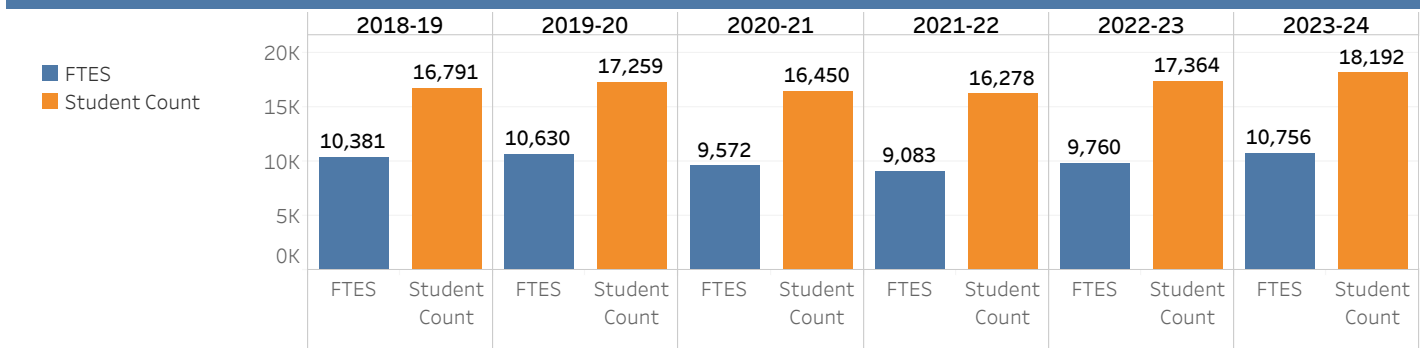
Service Area Kings County Job Growth 63

Enrollments



FTES and Headcount

District Total



	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FTES	10,381	10,630	9,572	9,083	9,760	10,756
Student Count	16,791	17,259	16,450	16,278	17,364	18,192

Percentage change relative to 2018-19

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FTES	0%	2%	-8%	-13%	-6%	4%
Student Count	0%	3%	-2%	-3%	3%	8%

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.

Note: Online campus includes campus codes ONC, ONH, ONT, and ONV.

Observations:

The District FTES has finally recovered from the effects of the pandemic, rebounding from a low of 9,083 in the 2021-22 year to a high of 10,756 in the 2023-24 year. This growth is also reflected in the student count over the same time period.

FTES and Headcount 6-Yr Trend

District Total

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FTES	10,381	10,630	9,572	9,083	9,760	10,756
Student Count	16,791	17,259	16,450	16,278	17,364	18,192

Visalia Campus

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FTES	7,279	7,134	3,803	3,259	4,886	5,833
Student Count	13,101	13,207	10,748	8,408	10,675	11,795

Hanford Campus

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FTES	963	1,005	800	655	1,018	1,079
Student Count	2,878	3,264	3,351	2,550	4,020	4,226

Tulare Campus

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FTES	901	927	579	553	707	796
Student Count	3,231	3,342	2,454	1,876	2,425	2,705

Online Campus

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FTES	704	962	3,861	4,084	2,552	2,428
Student Count	4,154	5,252	11,224	11,632	9,558	9,614

CTE

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
FTES	2,797	2,992	2,633	2,566	2,728	3,227
Student Count	8,722	9,116	8,254	7,935	8,518	8,921

Race/Ethnicity Data Set

Groups Race/Ethnicity

Fall 2023 Profile														
			District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE	
	Hispanic	<div><div></div></div> 73.3%	<div><div></div></div> 73.1%		<div><div></div></div> 71.1%		<div><div></div></div> 75.1%		<div><div></div></div> 71.9%		<div><div></div></div> 73.0%			
	White	<div><div></div></div> 17.5%	<div><div></div></div> 17.0%		<div><div></div></div> 19.1%		<div><div></div></div> 17.5%		<div><div></div></div> 19.0%		<div><div></div></div> 17.4%			
	Multi-Ethnicity	<div><div></div></div> 2.9%	<div><div></div></div> 3.2%		<div><div></div></div> 3.2%		<div><div></div></div> 2.8%		<div><div></div></div> 3.0%		<div><div></div></div> 2.9%			
	All Other Groups	<div><div></div></div> 6.4%	<div><div></div></div> 6.8%		<div><div></div></div> 6.6%		<div><div></div></div> 4.6%		<div><div></div></div> 6.1%		<div><div></div></div> 6.7%			
			District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	14,005	100.0%	8,784	100.0%	2,215	100.0%	1,807	100.0%	5,413	100.0%	5,833	100.0%		
African-American	220	1.6%	153	1.7%	37	1.7%	16	0.9%	84	1.6%	92	1.6%		
Asian	352	2.5%	245	2.8%	51	2.3%	39	2.2%	129	2.4%	152	2.6%		
Filipino	126	0.9%	79	0.9%	21	0.9%	10	0.6%	46	0.8%	51	0.9%		
Hispanic	10,260	73.3%	6,417	73.1%	1,575	71.1%	1,357	75.1%	3,891	71.9%	4,260	73.0%		
Multi-Ethnicity	407	2.9%	278	3.2%	71	3.2%	50	2.8%	163	3.0%	172	2.9%		
Native American	40	0.3%	29	0.3%	11	0.5%	2	0.1%	12	0.2%	22	0.4%		
Pacific Islander	16	0.1%	12	0.1%	1	0.0%			7	0.1%	4	0.1%		
White	2,446	17.5%	1,495	17.0%	423	19.1%	317	17.5%	1,031	19.0%	1,013	17.4%		
Unknown	138	1.0%	76	0.9%	25	1.1%	16	0.9%	50	0.9%	67	1.1%		

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.

Note: Online campus includes campus codes ONC, ONH, ONT, and ONV.

Observations:

In Fall 2023, more than two-thirds (73.3%) of all students enrolled in the District are Hispanic, representing an increase of 3.6 percentage points over the past six years. Conversely, the proportion of white students decreased by 2.4 percentage points during the same period.

The proportion of Hispanic students enrolled in online classes has increased by 6.3 percentage points over the past six years (from 65.6% in Fall 2019 to 71.9% in Fall 2023), bringing the distribution of Hispanic students in online classes closer to the distribution of Hispanic students across the District (73.3%).

Race/Ethnicity 6-Yr Trend

Groups Race/Ethnicity

District Total

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,489	100.0%	13,114	100.0%	12,458	100.0%	13,638	100.0%	14,005	100.0%
African-American	275	2.0%	246	1.9%	238	1.9%	224	1.6%	220	1.6%
Asian	351	2.6%	328	2.5%	309	2.5%	327	2.4%	352	2.5%
Filipino	135	1.0%	129	1.0%	108	0.9%	123	0.9%	126	0.9%
Hispanic	9,397	69.7%	9,334	71.2%	9,005	72.3%	9,971	73.1%	10,260	73.3%
Multi-Ethnicity	409	3.0%	387	3.0%	365	2.9%	420	3.1%	407	2.9%
Native American	40	0.3%	44	0.3%	40	0.3%	43	0.3%	40	0.3%
Pacific Islander	16	0.1%	10	0.1%	18	0.1%	13	0.1%	16	0.1%
White	2,681	19.9%	2,534	19.3%	2,304	18.5%	2,445	17.9%	2,446	17.5%
Unknown	185	1.4%	102	0.8%	71	0.6%	72	0.5%	138	1.0%

Visalia Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,040	100.0%	9,574	100.0%	5,681	100.0%	7,835	100.0%	8,784	100.0%
African-American	190	1.9%	178	1.9%	122	2.1%	137	1.7%	153	1.7%
Asian	285	2.8%	267	2.8%	148	2.6%	195	2.5%	245	2.8%
Filipino	110	1.1%	104	1.1%	64	1.1%	78	1.0%	79	0.9%
Hispanic	6,987	69.6%	6,778	70.8%	4,112	72.4%	5,713	72.9%	6,417	73.1%
Multi-Ethnicity	312	3.1%	287	3.0%	176	3.1%	240	3.1%	278	3.2%
Native American	34	0.3%	32	0.3%	23	0.4%	21	0.3%	29	0.3%
Pacific Islander	16	0.2%	9	0.1%	6	0.1%	10	0.1%	12	0.1%
White	1,973	19.7%	1,841	19.2%	999	17.6%	1,393	17.8%	1,495	17.0%
Unknown	133	1.3%	78	0.8%	31	0.5%	48	0.6%	76	0.9%

Hanford Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%	2,215	100.0%
African-American	79	4.1%	79	3.5%	38	3.2%	60	2.6%	37	1.7%
Asian	42	2.2%	43	1.9%	32	2.7%	62	2.7%	51	2.3%
Filipino	24	1.2%	26	1.1%	12	1.0%	22	1.0%	21	0.9%
Hispanic	1,270	65.6%	1,581	69.9%	803	68.2%	1,608	69.9%	1,575	71.1%
Multi-Ethnicity	69	3.6%	77	3.4%	27	2.3%	79	3.4%	71	3.2%
Native American	6	0.3%	12	0.5%	7	0.6%	13	0.6%	11	0.5%
Pacific Islander	4	0.2%	1	0.0%	2	0.2%	2	0.1%	1	0.0%
White	409	21.1%	429	19.0%	250	21.2%	445	19.3%	423	19.1%
Unknown	33	1.7%	15	0.7%	7	0.6%	11	0.5%	25	1.1%

Tulare Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%	1,807	100.0%
African-American	29	1.3%	42	2.0%	15	1.4%	13	0.8%	16	0.9%
Asian	33	1.4%	24	1.1%	11	1.0%	20	1.3%	39	2.2%
Filipino	10	0.4%	22	1.1%	5	0.5%	17	1.1%	10	0.6%
Hispanic	1,660	72.0%	1,461	69.8%	781	71.2%	1,228	77.1%	1,357	75.1%
Multi-Ethnicity	56	2.4%	56	2.7%	28	2.6%	45	2.8%	50	2.8%
Native American	8	0.3%	13	0.6%	5	0.5%			2	0.1%
Pacific Islander	1	0.0%	2	0.1%	2	0.2%				
White	472	20.5%	459	21.9%	241	22.0%	261	16.4%	317	17.5%
Unknown	35	1.5%	14	0.7%	9	0.8%	8	0.5%	16	0.9%

Online Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%	5,413	100.0%
African-American	67	2.3%	74	2.2%	185	2.2%	124	2.0%	84	1.6%
Asian	79	2.7%	85	2.6%	198	2.4%	141	2.3%	129	2.4%
Filipino	26	0.9%	41	1.2%	65	0.8%	50	0.8%	46	0.8%
Hispanic	1,912	65.6%	2,241	67.7%	5,918	71.8%	4,356	71.1%	3,891	71.9%
Multi-Ethnicity	102	3.5%	109	3.3%	263	3.2%	211	3.4%	163	3.0%
Native American	12	0.4%	10	0.3%	26	0.3%	17	0.3%	12	0.2%
Pacific Islander	1	0.0%	3	0.1%	12	0.1%	6	0.1%	7	0.1%
White	687	23.6%	713	21.5%	1,531	18.6%	1,189	19.4%	1,031	19.0%
Unknown	28	1.0%	34	1.0%	50	0.6%	33	0.5%	50	0.9%

CTE

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	6,124	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%	5,833	100.0%
African-American	111	1.8%	87	1.5%	101	1.9%	85	1.5%	92	1.6%
Asian	154	2.5%	129	2.3%	120	2.3%	127	2.2%	152	2.6%
Filipino	58	0.9%	48	0.8%	34	0.7%	52	0.9%	51	0.9%
Hispanic	4,230	69.1%	4,056	71.8%	3,720	71.7%	4,149	73.1%	4,260	73.0%
Multi-Ethnicity	158	2.6%	156	2.8%	145	2.8%	182	3.2%	172	2.9%
Native American	16	0.3%	15	0.3%	24	0.5%	14	0.2%	22	0.4%
Pacific Islander	5	0.1%	3	0.1%	5	0.1%	4	0.1%	4	0.1%
White	1,302	21.3%	1,113	19.7%	1,008	19.4%	1,023	18.0%	1,013	17.4%
Unknown	90	1.5%	43	0.8%	29	0.6%	38	0.7%	67	1.1%

Gender Data Set										Groups		Gender	
Fall 2023 Profile													
	District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE		
Female	<div><div></div></div> 56.1%		<div><div></div></div> 55.6%		<div><div></div></div> 52.9%		<div><div></div></div> 56.8%		<div><div></div></div> 60.9%		<div><div></div></div> 51.4%		
Male	<div><div></div></div> 41.1%		<div><div></div></div> 41.5%		<div><div></div></div> 45.1%		<div><div></div></div> 40.6%		<div><div></div></div> 37.5%		<div><div></div></div> 47.0%		
Non-Binary	<div><div></div></div> 0.5%		<div><div></div></div> 0.6%		<div><div></div></div> 0.6%		<div><div></div></div> 0.4%		<div><div></div></div> 0.5%		<div><div></div></div> 0.4%		
Unknown	<div><div></div></div> 2.3%		<div><div></div></div> 2.3%		<div><div></div></div> 1.4%		<div><div></div></div> 2.2%		<div><div></div></div> 1.1%		<div><div></div></div> 1.2%		
	District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE		
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	
Grand Total	14,005	100.0%	8,784	100.0%	2,215	100.0%	1,807	100.0%	5,413	100.0%	5,833	100.0%	
Female	7,854	56.1%	4,883	55.6%	1,171	52.9%	1,027	56.8%	3,299	60.9%	2,998	51.4%	
Male	5,751	41.1%	3,647	41.5%	998	45.1%	733	40.6%	2,028	37.5%	2,743	47.0%	
Non-Binary	71	0.5%	55	0.6%	14	0.6%	7	0.4%	28	0.5%	24	0.4%	
Unknown	329	2.3%	199	2.3%	32	1.4%	40	2.2%	58	1.1%	68	1.2%	
Source: COS Research Office (Data Warehouse)													
Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.													
Note: Online campus includes campus codes ONC, ONH, ONT, and ONV.													
Observations:													
In Fall 2023, female students (56.1%) had a larger enrollment population than male students (41.1%).													
In Fall 2023, online courses had the largest proportion of female enrollments (60.9%).													
In Fall 2023, CTE courses experienced the largest proportion of male enrollments (47%).													

Gender 6-Yr Trend

Groups Gender

District Total

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,489	100.0%	13,114	100.0%	12,458	100.0%	13,638	100.0%	14,005	100.0%
Female	7,752	57.5%	7,920	60.4%	7,404	59.4%	7,815	57.3%	7,854	56.1%
Male	5,444	40.4%	4,989	38.0%	4,849	38.9%	5,506	40.4%	5,751	41.1%
Non-Binary	123	0.9%	73	0.6%	63	0.5%	68	0.5%	71	0.5%
Unknown	170	1.3%	132	1.0%	142	1.1%	249	1.8%	329	2.3%

Visalia Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,040	100.0%	9,574	100.0%	5,681	100.0%	7,835	100.0%	8,784	100.0%
Female	5,836	58.1%	5,838	61.0%	3,270	57.6%	4,430	56.5%	4,883	55.6%
Male	3,975	39.6%	3,583	37.4%	2,322	40.9%	3,225	41.2%	3,647	41.5%
Non-Binary	101	1.0%	57	0.6%	24	0.4%	43	0.5%	55	0.6%
Unknown	128	1.3%	96	1.0%	65	1.1%	137	1.7%	199	2.3%

Hanford Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%	2,215	100.0%
Female	986	50.9%	1,264	55.9%	563	47.8%	1,262	54.8%	1,171	52.9%
Male	900	46.5%	962	42.5%	597	50.7%	1,008	43.8%	998	45.1%
Non-Binary	23	1.2%	16	0.7%	6	0.5%	7	0.3%	14	0.6%
Unknown	27	1.4%	21	0.9%	12	1.0%	25	1.1%	32	1.4%

Tulare Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%	1,807	100.0%
Female	1,285	55.8%	1,266	60.5%	609	55.5%	895	56.2%	1,027	56.8%
Male	979	42.5%	796	38.0%	474	43.2%	656	41.2%	733	40.6%
Non-Binary	15	0.7%	12	0.6%	9	0.8%	10	0.6%	7	0.4%
Unknown	25	1.1%	19	0.9%	5	0.5%	31	1.9%	40	2.2%

Online Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%	5,413	100.0%
Female	1,887	64.8%	2,175	65.7%	5,136	62.3%	3,791	61.9%	3,299	60.9%
Male	969	33.3%	1,076	32.5%	3,006	36.4%	2,263	36.9%	2,028	37.5%
Non-Binary	27	0.9%	20	0.6%	33	0.4%	25	0.4%	28	0.5%
Unknown	31	1.1%	39	1.2%	73	0.9%	48	0.8%	58	1.1%

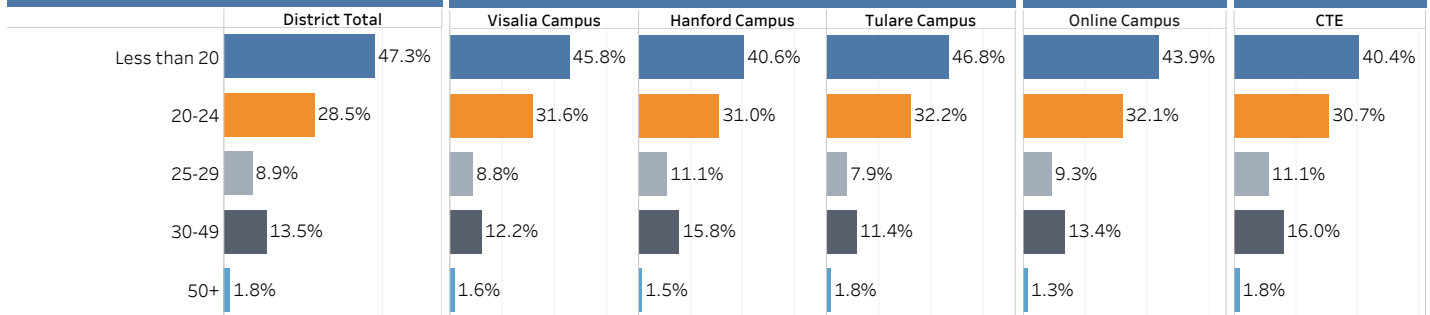
CTE

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	6,124	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%	5,833	100.0%
Female	3,210	52.4%	3,190	56.5%	2,824	54.5%	3,054	53.8%	2,998	51.4%
Male	2,796	45.7%	2,390	42.3%	2,290	44.2%	2,556	45.0%	2,743	47.0%
Non-Binary	57	0.9%	23	0.4%	25	0.5%	18	0.3%	24	0.4%
Unknown	61	1.0%	47	0.8%	47	0.9%	46	0.8%	68	1.2%

Age Data Set

Groups Age

Fall 2023 Profile



	District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	14,005	100.0%	8,784	100.0%	2,215	100.0%	1,807	100.0%	5,413	100.0%	5,833	100.0%
Less than 20	6,627	47.3%	4,022	45.8%	899	40.6%	845	46.8%	2,377	43.9%	2,358	40.4%
20-24	3,985	28.5%	2,775	31.6%	687	31.0%	582	32.2%	1,739	32.1%	1,791	30.7%
25-29	1,249	8.9%	774	8.8%	245	11.1%	142	7.9%	502	9.3%	649	11.1%
30-49	1,885	13.5%	1,069	12.2%	351	15.8%	206	11.4%	724	13.4%	932	16.0%
50+	259	1.8%	144	1.6%	33	1.5%	32	1.8%	71	1.3%	103	1.8%

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.

Note: Online campus includes campus codes ONC, ONH, ONT, and ONV.

Observations:

In Fall 2023, the District's largest age group was students younger than 20 years old (47.3%).

In Fall 2023, the Tulare Campus had the largest proportion of students younger than 20 years old (46.8%).

In Fall 2023, the largest proportion of students 20 years or older was found at the Hanford Campus (59.4%).

In Fall 2023, the Tulare Campus had the largest proportion of students in the 20-24 age group (32.2%).

In Fall 2023, the Hanford Campus and the CTE programs had the largest proportion of students older than 30 years old.

Age 6-Yr Trend

Groups Age

District Total

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,489	100.0%	13,114	100.0%	12,458	100.0%	13,638	100.0%	14,005	100.0%
Less than 20	5,506	40.8%	5,545	42.3%	5,175	41.5%	5,956	43.7%	6,627	47.3%
20-24	4,200	31.1%	3,978	30.3%	3,741	30.0%	3,930	28.8%	3,985	28.5%
25-29	1,494	11.1%	1,426	10.9%	1,332	10.7%	1,332	9.8%	1,249	8.9%
30-49	1,951	14.5%	1,887	14.4%	1,929	15.5%	2,121	15.6%	1,885	13.5%
50+	338	2.5%	278	2.1%	281	2.3%	299	2.2%	259	1.8%

Visalia Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,040	100.0%	9,574	100.0%	5,681	100.0%	7,835	100.0%	8,784	100.0%
Less than 20	3,971	39.6%	3,843	40.1%	2,289	40.3%	3,347	42.7%	4,022	45.8%
20-24	3,424	34.1%	3,212	33.5%	1,976	34.8%	2,618	33.4%	2,775	31.6%
25-29	1,075	10.7%	1,031	10.8%	525	9.2%	689	8.8%	774	8.8%
30-49	1,362	13.6%	1,311	13.7%	776	13.7%	1,033	13.2%	1,069	12.2%
50+	208	2.1%	177	1.8%	115	2.0%	148	1.9%	144	1.6%

Hanford Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%	2,215	100.0%
Less than 20	604	31.2%	767	33.9%	359	30.5%	807	35.1%	899	40.6%
20-24	670	34.6%	776	34.3%	384	32.6%	704	30.6%	687	31.0%
25-29	279	14.4%	334	14.8%	183	15.5%	286	12.4%	245	11.1%
30-49	342	17.7%	361	16.0%	238	20.2%	458	19.9%	351	15.8%
50+	41	2.1%	25	1.1%	14	1.2%	47	2.0%	33	1.5%

Tulare Campus































	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%	1,807	100.0%
Less than 20	1,047	45.4%	786	37.6%	435	39.7%	688	43.2%	845	46.8%
20-24	741	32.2%	766	36.6%	398	36.3%	547	34.4%	582	32.2%
25-29	217	9.4%	234	11.2%	111	10.1%	139	8.7%	142	7.9%
30-49	259	11.2%	277	13.2%	133	12.1%	195	12.2%	206	11.4%
50+	40	1.7%	30	1.4%	20	1.8%	23	1.4%	32	1.8%

Online Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%	5,413	100.0%
Less than 20	892	30.6%	1,130	34.1%	3,306	40.1%	2,395	39.1%	2,377	43.9%
20-24	1,101	37.8%	1,170	35.3%	2,728	33.1%	2,042	33.3%	1,739	32.1%
25-29	408	14.0%	449	13.6%	886	10.7%	635	10.4%	502	9.3%
30-49	465	16.0%	508	15.3%	1,184	14.4%	963	15.7%	724	13.4%
50+	48	1.6%	53	1.6%	144	1.7%	92	1.5%	71	1.3%

CTE

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	6,124	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%	5,833	100.0%
Less than 20	2,158	35.2%	2,065	36.5%	1,858	35.8%	2,106	37.1%	2,358	40.4%
20-24	2,035	33.2%	1,887	33.4%	1,718	33.1%	1,761	31.0%	1,791	30.7%
25-29	785	12.8%	701	12.4%	616	11.9%	673	11.9%	649	11.1%
30-49	1,013	16.5%	889	15.7%	885	17.1%	1,011	17.8%	932	16.0%
50+	133	2.2%	108	1.9%	109	2.1%	123	2.2%	103	1.8%

Enrollment Status Data Set											Groups	Enrollment Status
Fall 2023 Profile												
	District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE	
First-Time Student		23.1%		27.4%		27.1%		33.1%		20.8%		23.1%
Continuing Student		48.9%		55.1%		46.6%		52.1%		58.6%		54.2%
Returning Student		7.8%		7.3%		10.7%		7.1%		7.8%		9.3%
First-Time Transfer Student		5.5%		5.1%		9.4%		6.0%		4.5%		6.8%
Not Applicable/K-12		14.7%		5.1%		6.0%		1.7%		8.3%		6.7%
	District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	14,005	100.0%	8,784	100.0%	2,215	100.0%	1,807	100.0%	5,413	100.0%	5,833	100.0%
First-Time Student	3,235	23.1%	2,407	27.4%	601	27.1%	598	33.1%	1,127	20.8%	1,346	23.1%
Continuing Student	6,854	48.9%	4,842	55.1%	1,033	46.6%	941	52.1%	3,174	58.6%	3,161	54.2%
Returning Student	1,092	7.8%	638	7.3%	238	10.7%	129	7.1%	420	7.8%	543	9.3%
First-Time Transfer Student	769	5.5%	446	5.1%	209	9.4%	108	6.0%	242	4.5%	395	6.8%
Not Applicable/K-12	2,055	14.7%	451	5.1%	134	6.0%	31	1.7%	450	8.3%	388	6.7%
Source: COS Research Office (Data Warehouse)												
Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.												
Note: Online campus includes campus codes ONC, ONH, ONT, and ONV.												
Observations:												
In Fall 2023, approximately one in every four students (23.1%) was a first-time student.												
The Tulare Campus had the highest proportion of first-time students enrolled (33.1%) while the Online Campus had the smallest proportion enrolled (20.8%).												
The proportion of K-12 students increased by 4.2 percentage points from Fall 2019 (10.5%) to Fall 2023 (14.7%).												

Enrollment Status 6-Yr Trend

Groups Enrollment Status

District Total

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,489	100.0%	13,114	100.0%	12,458	100.0%	13,638	100.0%	14,005	100.0%
First-Time Student	2,977	22.1%	2,595	19.8%	2,520	20.2%	3,103	22.8%	3,235	23.1%
Continuing Student	7,089	52.6%	7,208	55.0%	6,475	52.0%	6,681	49.0%	6,854	48.9%
Returning Student	1,196	8.9%	1,011	7.7%	1,100	8.8%	1,067	7.8%	1,092	7.8%
First-Time Transfer Student	806	6.0%	634	4.8%	701	5.6%	831	6.1%	769	5.5%
Not Applicable/K-12	1,421	10.5%	1,666	12.7%	1,662	13.3%	1,956	14.3%	2,055	14.7%

Visalia Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,040	100.0%	9,574	100.0%	5,681	100.0%	7,835	100.0%	8,784	100.0%
First-Time Student	2,480	24.7%	2,163	22.6%	1,476	26.0%	2,192	28.0%	2,407	27.4%
Continuing Student	5,815	57.9%	5,862	61.2%	3,313	58.3%	4,257	54.3%	4,842	55.1%
Returning Student	821	8.2%	673	7.0%	430	7.6%	565	7.2%	638	7.3%
First-Time Transfer Student	526	5.2%	401	4.2%	285	5.0%	454	5.8%	446	5.1%
Not Applicable/K-12	398	4.0%	475	5.0%	177	3.1%	367	4.7%	451	5.1%

Hanford Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%	2,215	100.0%
First-Time Student	408	21.1%	487	21.5%	237	20.1%	629	27.3%	601	27.1%
Continuing Student	963	49.7%	1,213	53.6%	582	49.4%	1,058	46.0%	1,033	46.6%
Returning Student	252	13.0%	258	11.4%	146	12.4%	252	10.9%	238	10.7%
First-Time Transfer Student	247	12.8%	223	9.9%	161	13.7%	254	11.0%	209	9.4%
Not Applicable/K-12	66	3.4%	82	3.6%	52	4.4%	109	4.7%	134	6.0%

Tulare Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%	1,807	100.0%
First-Time Student	782	33.9%	464	22.2%	300	27.3%	479	30.1%	598	33.1%
Continuing Student	1,194	51.8%	1,314	62.8%	628	57.2%	867	54.5%	941	52.1%
Returning Student	192	8.3%	156	7.5%	88	8.0%	142	8.9%	129	7.1%
First-Time Transfer Student	100	4.3%	93	4.4%	68	6.2%	77	4.8%	108	6.0%
Not Applicable/K-12	36	1.6%	66	3.2%	13	1.2%	27	1.7%	31	1.7%

Online Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%	5,413	100.0%
First-Time Student	437	15.0%	517	15.6%	1,849	22.4%	1,272	20.8%	1,127	20.8%
Continuing Student	1,878	64.4%	2,117	64.0%	4,806	58.3%	3,620	59.1%	3,174	58.6%
Returning Student	298	10.2%	334	10.1%	699	8.5%	478	7.8%	420	7.8%
First-Time Transfer Student	198	6.8%	153	4.6%	400	4.8%	324	5.3%	242	4.5%
Not Applicable/K-12	103	3.5%	189	5.7%	494	6.0%	433	7.1%	450	8.3%

CTE

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	6,124	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%	5,833	100.0%
First-Time Student	1,363	22.3%	1,147	20.3%	1,039	20.0%	1,367	24.1%	1,346	23.1%
Continuing Student	3,418	55.8%	3,432	60.7%	2,960	57.1%	2,942	51.9%	3,161	54.2%
Returning Student	618	10.1%	483	8.5%	520	10.0%	560	9.9%	543	9.3%
First-Time Transfer Student	448	7.3%	300	5.3%	339	6.5%	398	7.0%	395	6.8%
Not Applicable/K-12	277	4.5%	288	5.1%	328	6.3%	407	7.2%	388	6.7%

Unit Load Data Set										Groups		Unit Load		
Fall 2023 Profile														
	District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE			
Full-Time (12+)	<div><div></div></div>	36.5%	<div><div></div></div>	46.8%	<div><div></div></div>	43.9%	<div><div></div></div>	51.1%	<div><div></div></div>	49.0%	<div><div></div></div>	43.8%		
Part-Time	<div><div></div></div>	60.5%	<div><div></div></div>	50.7%	<div><div></div></div>	54.7%	<div><div></div></div>	46.8%	<div><div></div></div>	51.0%	<div><div></div></div>	56.0%		
Non-Credit	<div><div></div></div>	3.0%	<div><div></div></div>	2.6%	<div><div></div></div>	1.4%	<div><div></div></div>	2.1%				0.2%		
	District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE			
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent		
Grand Total	14,005	100.0%	8,784	100.0%	2,215	100.0%	1,807	100.0%	5,413	100.0%	5,833	100.0%		
Full-Time (12+)	5,105	36.5%	4,110	46.8%	973	43.9%	923	51.1%	2,652	49.0%	2,553	43.8%		
Part-Time	8,476	60.5%	4,450	50.7%	1,212	54.7%	846	46.8%	2,761	51.0%	3,268	56.0%		
Non-Credit	424	3.0%	224	2.6%	30	1.4%	38	2.1%			12	0.2%		
Source: COS Research Office (Data Warehouse)														
Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.														
Note: Online campus includes campus codes ONC, ONH, ONT, and ONV.														
Observations:														
In Fall 2023, 36.5% of students in the District were enrolled full-time, marking a 5.1 percentage point decrease compared to Fall 2019.														
In Fall 2023, the Tulare Campus had the highest proportion of students enrolled on a full-time basis (51.1%).														

Unit Load 6-Yr Trend

Groups Unit Load

District Total

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,489	100.0%	13,114	100.0%	12,458	100.0%	13,638	100.0%	14,005	100.0%
Full-Time (12+)	5,610	41.6%	5,225	39.8%	4,545	36.5%	4,911	36.0%	5,105	36.5%
Part-Time	7,460	55.3%	7,529	57.4%	7,544	60.6%	8,262	60.6%	8,476	60.5%
Non-Credit	419	3.1%	360	2.7%	369	3.0%	465	3.4%	424	3.0%

Visalia Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,040	100.0%	9,574	100.0%	5,681	100.0%	7,835	100.0%	8,784	100.0%
Full-Time (12+)	4,991	49.7%	4,630	48.4%	2,836	49.9%	3,784	48.3%	4,110	46.8%
Part-Time	4,840	48.2%	4,766	49.8%	2,692	47.4%	3,805	48.6%	4,450	50.7%
Non-Credit	209	2.1%	178	1.9%	153	2.7%	246	3.1%	224	2.6%

Hanford Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%	2,215	100.0%
Full-Time (12+)	832	43.0%	1,052	46.5%	492	41.8%	978	42.5%	973	43.9%
Part-Time	1,104	57.0%	1,211	53.5%	686	58.2%	1,290	56.0%	1,212	54.7%
Non-Credit							34	1.5%	30	1.4%

Tulare Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%	1,807	100.0%
Full-Time (12+)	1,345	58.4%	1,127	53.8%	615	56.1%	828	52.0%	923	51.1%
Part-Time	959	41.6%	966	46.2%	482	43.9%	720	45.2%	846	46.8%
Non-Credit							44	2.8%	38	2.1%

Online Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%	5,413	100.0%
Full-Time (12+)	1,549	53.2%	1,713	51.8%	3,852	46.7%	2,853	46.6%	2,652	49.0%
Part-Time	1,364	46.8%	1,593	48.1%	4,361	52.9%	3,273	53.4%	2,761	51.0%
Non-Credit	1	0.0%	4	0.1%	35	0.4%	1	0.0%		

CTE

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	6,124	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%	5,833	100.0%
Full-Time (12+)	3,034	49.5%	2,823	50.0%	2,365	45.6%	2,489	43.9%	2,553	43.8%
Part-Time	3,072	50.2%	2,820	49.9%	2,815	54.3%	3,177	56.0%	3,268	56.0%
Non-Credit	18	0.3%	7	0.1%	6	0.1%	8	0.1%	12	0.2%

Course Level Data Set

Fall 2023 Profile

	District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE	
UC Transferable	83.5%		84.1%		78.1%		83.2%		84.1%		48.2%	
CSU Transferable	21.8%		18.9%		11.3%		20.5%		14.6%		43.2%	
COS Degree Applicable	13.0%		7.3%		11.8%		6.3%		8.9%		28.5%	
Credit Support or Basic	10.4%		8.8%		3.6%		6.8%		9.0%		1.5%	
	20.3%		6.4%		10.0%				7.3%			
	District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	14,005	100.0%	8,784	100.0%	2,215	100.0%	1,807	100.0%	5,413	100.0%	5,833	100.0%
UC Transferable	11,691	83.5%	7,387	84.1%	1,729	78.1%	1,504	83.2%	4,552	84.1%	2,813	48.2%
CSU Transferable	3,048	21.8%	1,661	18.9%	250	11.3%	371	20.5%	789	14.6%	2,519	43.2%
COS Degree Applicable	1,821	13.0%	638	7.3%	261	11.8%	114	6.3%	484	8.9%	1,665	28.5%
Credit Support or Basic	1,454	10.4%	771	8.8%	79	3.6%	123	6.8%			86	1.5%
Non-Credit	2,162	15.4%	1,786	20.3%	141	6.4%	180	10.0%	487	9.0%	427	7.3%

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.

Note: Online campus includes campus codes ONC, ONH, ONT, and ONV.

Observations:

In Fall 2023, most students (83.5%) were enrolled in at least one UC transferable course, and 21.8% were enrolled in CSU transferable courses.

Since Fall 2019, the significant decline in students enrolling in Non-Credit courses may be attributed to pandemic-related challenges, the implementation of AB705, or the availability of tutorial support courses offered.

Course Level 6-Yr Trend

District Total

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,489	100.0%	13,114	100.0%	12,458	100.0%	13,638	100.0%	14,005	100.0%
UC Transferable	11,287	83.7%	11,225	85.6%	10,448	83.9%	11,455	84.0%	11,691	83.5%
CSU Transferable	3,564	26.4%	3,423	26.1%	3,202	25.7%	3,046	22.3%	3,048	21.8%
COS Degree Appl..	3,937	29.2%	1,360	10.4%	1,327	10.7%	1,596	11.7%	1,821	13.0%
Credit Support o..	1,953	14.5%	1,740	13.3%	1,548	12.4%	1,404	10.3%	1,454	10.4%
Non-Credit	7,809	57.9%	1,094	8.3%	1,244	10.0%	1,662	12.2%	2,162	15.4%

Visalia Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,040	100.0%	9,574	100.0%	5,681	100.0%	7,835	100.0%	8,784	100.0%
UC Transferable	8,509	84.8%	8,360	87.3%	4,364	76.8%	6,529	83.3%	7,387	84.1%
CSU Transferable	2,287	22.8%	2,038	21.3%	1,194	21.0%	1,427	18.2%	1,661	18.9%
COS Degree Appl..	2,267	22.6%	586	6.1%	429	7.6%	579	7.4%	638	7.3%
Credit Support o..	1,450	14.4%	1,257	13.1%	330	5.8%	561	7.2%	771	8.8%
Non-Credit	6,074	60.5%	842	8.8%	958	16.9%	1,291	16.5%	1,786	20.3%

Hanford Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%	2,215	100.0%
UC Transferable	1,371	70.8%	1,749	77.3%	777	66.0%	1,797	78.1%	1,729	78.1%
CSU Transferable	226	11.7%	341	15.1%	146	12.4%	298	12.9%	250	11.3%
COS Degree Appl..	469	24.2%	234	10.3%	204	17.3%	232	10.1%	261	11.8%
Credit Support o..	244	12.6%	200	8.8%	95	8.1%	111	4.8%	79	3.6%
Non-Credit	730	37.7%	16	0.7%	34	2.9%	131	5.7%	141	6.4%

Tulare Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%	1,807	100.0%
UC Transferable	1,583	68.7%	1,864	89.1%	840	76.6%	1,309	82.2%	1,504	83.2%
CSU Transferable	448	19.4%	369	17.6%	345	31.4%	343	21.5%	371	20.5%
COS Degree Appl..	889	38.6%	89	4.3%	129	11.8%	125	7.9%	114	6.3%
Credit Support o..	247	10.7%	256	12.2%	69	6.3%	97	6.1%	123	6.8%
Non-Credit	921	40.0%	49	2.3%	57	5.2%	144	9.0%	180	10.0%

Online Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%	5,413	100.0%
UC Transferable	2,370	81.3%	2,701	81.6%	7,648	92.7%	5,368	87.6%	4,552	84.1%
CSU Transferable	564	19.4%	630	19.0%	1,461	17.7%	983	16.0%	789	14.6%
COS Degree Appl..	306	10.5%	304	9.2%	359	4.4%	419	6.8%	484	8.9%
Credit Support o..			31	0.9%	1,054	12.8%	645	10.5%	487	9.0%
Non-Credit	21	0.7%	16	0.5%	49	0.6%	12	0.2%		

CTE

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	6,124	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%	5,833	100.0%
UC Transferable	3,282	53.6%	3,087	54.6%	2,645	51.0%	2,904	51.2%	2,813	48.2%
CSU Transferable	2,644	43.2%	2,400	42.5%	2,304	44.4%	2,424	42.7%	2,519	43.2%
COS Degree Appl..	1,365	22.3%	1,222	21.6%	1,210	23.3%	1,476	26.0%	1,665	28.5%
Credit Support o..	120	2.0%	123	2.2%	116	2.2%	114	2.0%	86	1.5%
Non-Credit	313	5.1%	287	5.1%	266	5.1%	339	6.0%	427	7.3%

Program Major Data Set										Groups		Program Major	
Fall 2023 Profile													
	District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE		
Associate for Transfer(ADT)	<div><div></div></div>	36.9%	<div><div></div></div>	44.2%	<div><div></div></div>	37.9%	<div><div></div></div>	44.5%	<div><div></div></div>	47.3%	<div><div></div></div>	34.2%	
Associate Degree	<div><div></div></div>	40.9%	<div><div></div></div>	46.1%	<div><div></div></div>	45.4%	<div><div></div></div>	45.6%	<div><div></div></div>	42.2%	<div><div></div></div>	48.3%	
Certificate	<div><div></div></div>	7.8%	<div><div></div></div>	4.9%	<div><div></div></div>	10.9%	<div><div></div></div>	8.3%	<div><div></div></div>	2.5%	<div><div></div></div>	11.1%	
Undecided or K-12	<div><div></div></div>	14.4%	<div><div></div></div>	4.8%	<div><div></div></div>	5.8%	<div><div></div></div>	1.6%	<div><div></div></div>	8.0%	<div><div></div></div>	6.4%	
	District Total		Visalia Campus		Hanford Campus		Tulare Campus		Online Campus		CTE		
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	
Grand Total	14,005	100.0%	8,784	100.0%	2,215	100.0%	1,807	100.0%	5,413	100.0%	5,833	100.0%	
Associate for Transfer (ADT)	5,161	36.9%	3,881	44.2%	839	37.9%	804	44.5%	2,563	47.3%	1,992	34.2%	
Associate Degree	5,732	40.9%	4,049	46.1%	1,005	45.4%	824	45.6%	2,283	42.2%	2,819	48.3%	
Certificate	1,095	7.8%	433	4.9%	242	10.9%	150	8.3%	133	2.5%	646	11.1%	
Undecided or K-12	2,017	14.4%	421	4.8%	129	5.8%	29	1.6%	434	8.0%	376	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.													
Note: Online campus includes campus codes ONC, ONH, ONT, and ONV.													
Observations:													
In Fall 2023, district-wide, the most common program major was an Associate Degree (40.9%).													
Starting in Fall 2019, K-12 students were not prompted to declare a program major, resulting in an increase in the number of undecided majors and a decrease in declared majors.													

Program Major 6-Yr Trend

Groups Program Major

District Total

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,489	100.0%	13,114	100.0%	12,458	100.0%	13,638	100.0%	14,005	100.0%
Associate for Transfer (ADT)	5,027	37.3%	4,951	37.8%	4,687	37.6%	5,231	38.4%	5,161	36.9%
Associate Degree	5,957	44.2%	5,571	42.5%	5,059	40.6%	5,320	39.0%	5,732	40.9%
Certificate	1,109	8.2%	949	7.2%	1,064	8.5%	1,169	8.6%	1,095	7.8%
Undecided or K-12	1,396	10.3%	1,643	12.5%	1,648	13.2%	1,918	14.1%	2,017	14.4%

Visalia Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,040	100.0%	9,574	100.0%	5,681	100.0%	7,835	100.0%	8,784	100.0%
Associate for Transfer (ADT)	4,332	43.1%	4,240	44.3%	2,523	44.4%	3,546	45.3%	3,881	44.2%
Associate Degree	4,794	47.7%	4,459	46.6%	2,656	46.8%	3,488	44.5%	4,049	46.1%
Certificate	528	5.3%	413	4.3%	324	5.7%	452	5.8%	433	4.9%
Undecided or K-12	386	3.8%	462	4.8%	178	3.1%	349	4.5%	421	4.8%

Hanford Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%	2,215	100.0%
Associate for Transfer (ADT)	679	35.1%	887	39.2%	417	35.4%	989	43.0%	839	37.9%
Associate Degree	930	48.0%	1,066	47.1%	502	42.6%	943	41.0%	1,005	45.4%
Certificate	263	13.6%	233	10.3%	208	17.7%	264	11.5%	242	10.9%
Undecided or K-12	64	3.3%	77	3.4%	51	4.3%	106	4.6%	129	5.8%

Tulare Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%	1,807	100.0%
Associate for Transfer (ADT)	997	43.3%	957	45.7%	476	43.4%	720	45.2%	804	44.5%
Associate Degree	1,138	49.4%	990	47.3%	511	46.6%	701	44.0%	824	45.6%
Certificate	134	5.8%	82	3.9%	97	8.8%	145	9.1%	150	8.3%
Undecided or K-12	35	1.5%	64	3.1%	13	1.2%	26	1.6%	29	1.6%

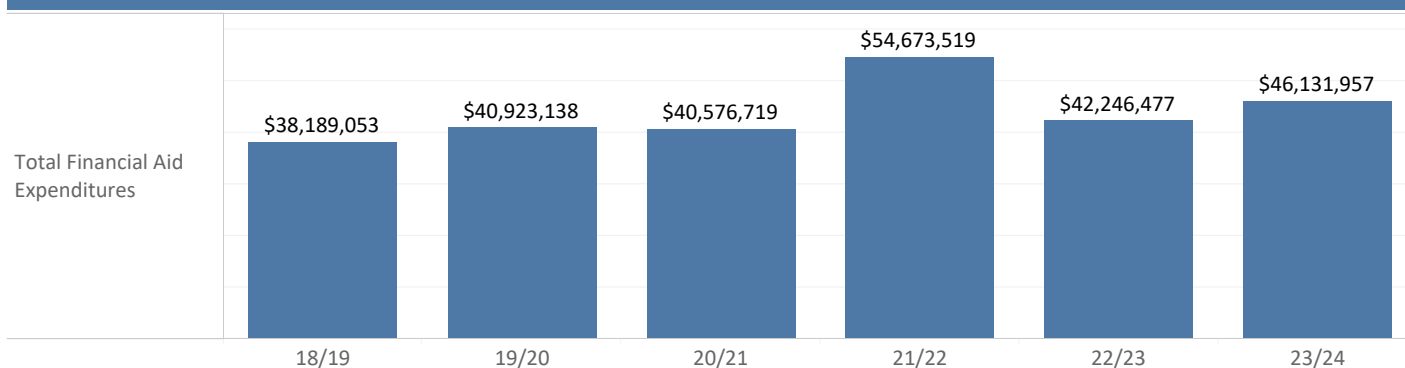
Online Campus

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%	5,413	100.0%
Associate for Transfer (ADT)	1,319	45.3%	1,530	46.2%	3,901	47.3%	2,989	48.8%	2,563	47.3%
Associate Degree	1,404	48.2%	1,502	45.4%	3,602	43.7%	2,539	41.4%	2,283	42.2%
Certificate	90	3.1%	96	2.9%	267	3.2%	187	3.1%	133	2.5%
Undecided or K-12	101	3.5%	182	5.5%	478	5.8%	412	6.7%	434	8.0%

CTE

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	6,124	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%	5,833	100.0%
Associate for Transfer (ADT)	2,200	35.9%	2,153	38.1%	1,934	37.3%	2,074	36.6%	1,992	34.2%
Associate Degree	2,978	48.6%	2,662	47.1%	2,320	44.7%	2,537	44.7%	2,819	48.3%
Certificate	676	11.0%	552	9.8%	602	11.6%	665	11.7%	646	11.1%
Undecided or K-12	270	4.4%	283	5.0%	330	6.4%	398	7.0%	376	6.4%

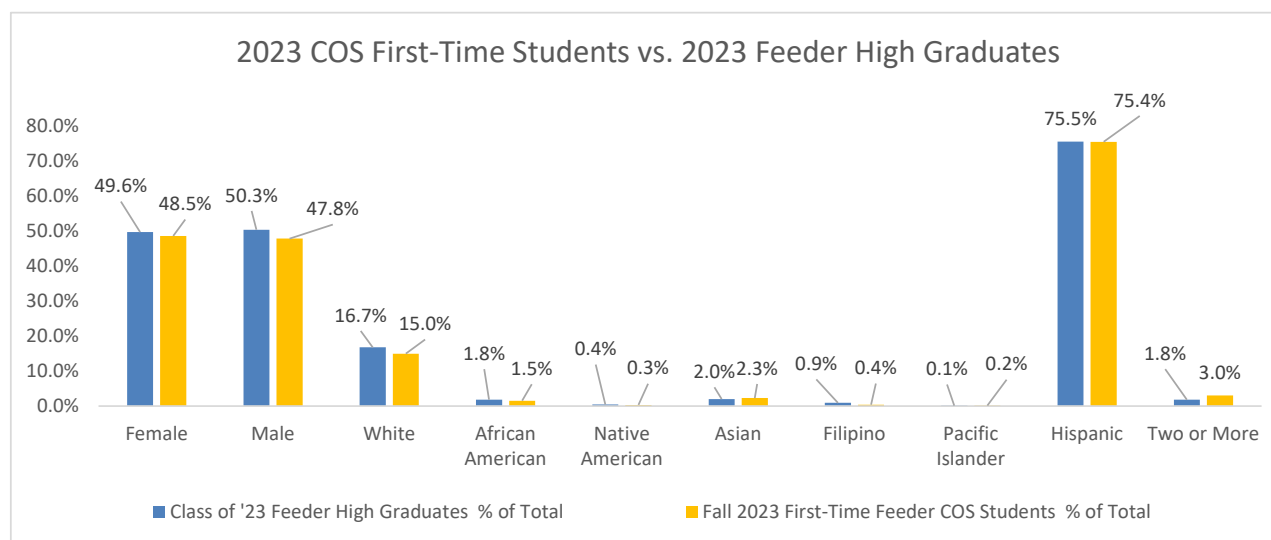
Student Financial Aid (SFA)



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. For the 2023/24 year, 11,086 students received an average award amount of \$4,161.

	18/19	19/20	20/21	21/22	22/23	23/24
SFA Applicants	17,520	17,091	15,856	15,004	16,736	17,832
SFA Recipients	11,008	11,235	10,023	16,290	9,608	11,086
Promise Grant Fee Waivers	9,866	9,869	8,359	8,279	8,933	10,249
Promise Grant Expenditures	\$8,154,696	\$7,908,435	\$6,600,126	\$6,704,799	\$7,262,273	\$7,903,559
Total Financial Aid Expenditures	\$38,189,053	\$40,923,138	\$40,576,719	\$54,673,519	\$42,246,477	\$46,131,957
Average Aid per Student	\$3,469	\$3,642	\$4,048	\$3,356	\$4,397	\$4,161

COS First-Time Students vs. Feeder High Graduates



The demographic distribution of first-time students enrolled in Fall 2023 closely mirrors the demographic distribution of student graduates from local feeder high schools. Hispanic students continue to represent the largest group (75.4%).

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

	Class of '22 Feeder High Graduates		Fall 2022 First-Time Feeder COS Students		Class of '23 Feeder High Graduates		Fall 2023 First-Time Feeder COS Students		Difference
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	
Female	2,372	50.2%	1,505	50.2%	2,341	49.6%	1,570	48.5%	-1.1%
Male	2,349	49.8%	1,446	48.2%	2,373	50.3%	1,545	47.8%	-2.5%
Unknown and Non-Binary Gender	0	0.0%	47	1.6%	3	0.1%	120	3.7%	3.6%
White	847	17.9%	521	17.4%	790	16.7%	484	15.0%	-1.8%
African American	70	1.5%	49	1.6%	86	1.8%	50	1.5%	-0.3%
Native American	21	0.4%	7	0.2%	21	0.4%	11	0.3%	-0.1%
Asian	121	2.6%	59	2.0%	95	2.0%	74	2.3%	0.3%
Filipino	54	1.1%	25	0.8%	43	0.9%	13	0.4%	-0.5%
Pacific Islander	7	0.1%	4	0.1%	6	0.1%	5	0.2%	0.0%
Hispanic	3,515	74.5%	2,255	75.2%	3,559	75.5%	2,439	75.4%	-0.1%
Two or More	55	1.2%	66	2.2%	86	1.8%	98	3.0%	1.2%
Unknown Race/Ethnicity	31	0.7%	12	0.4%	31	0.7%	61	1.9%	1.2%

Source: California Department of Education <https://www.cde.ca.gov/ds/ad/files/oygrads.asp>

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

Placement Data Set - Support Not Required

College Reading and Composition	Quantitative Reasoning	English as a Second Language
Fall 2023	Fall 2023	Fall 2023
73%	100%	100%

Source: COS Research Office (Data Warehouse)

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

AB1805: This table contributes to the requirements of AB1805, which requires community colleges to inform students of placement policies and report the percentage of students placing into college-level courses.

Note: Blank cells indicate that no first-time students were enrolled for the respective group/semester.

College Reading and Composition Placement by Race/Ethnicity

	Fall 2021	Fall 2022	Fall 2023
District Total	84%	78%	73%
African-American	77%	60%	62%
Asian	92%	90%	72%
Filipino	88%	72%	92%
Hispanic	83%	77%	71%
Multi-Ethnicity	87%	88%	80%
Native American		57%	91%
Pacific Islander	50%	50%	100%
White	89%	84%	83%
Unknown	100%	75%	68%

Observation:

College Reading and Composition - The District modified its placement model in Fall 2019 to permit more students to place into ENGL 001 based on the student's self-reported high school coursework. This change resulted in an increase in the placement rates for transfer-level English without support. However, since Fall 2019, the placement rates for transfer-level English without support have decreased nine percentage points, dropping from 84% in Fall 2021 to 73% in Fall 2023.

Quantitative Reasoning - The District began offering a transfer-level mathematics course in Spring 2021, in which all students are eligible to enroll without support.

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

Student Groups Data Set

District Total

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
AB540	406	326	290	287	257
Access and Ability Services	1,102	943	914	1,113	1,283
CARE	58	41	43	49	64
CalWorks	167	85	63	126	115
EOP&S	1,003	950	995	1,034	1,060
First-Generation	5,991	5,794	5,370	5,815	6,035
Foster Youth Student	386	389	384	417	439
PELL	5,233	4,304	4,294	4,436	4,554
Puente Student	51	43	27	21	15
Student Athlete	378	366	391	474	505
TRIO	12	8	6	3	3
Veterans	160	153	121	114	145

Visalia Campus

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
AB540	341	265	165	202	177
Access and Ability Services	946	791	563	853	1,019
CARE	53	37	22	40	50
CalWorks	143	79	39	94	96
EOP&S	921	858	581	775	857
First-Generation	4,486	4,244	2,419	3,306	3,738
Foster Youth Student	295	292	184	247	286
PELL	4,501	3,695	2,386	3,145	3,451
Puente Student	42	30	12	10	7
Student Athlete	372	354	371	462	491
TRIO	11	5	6	2	1
Veterans	134	122	75	83	112

Hanford Campus

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
AB540	50	40	30	42	34
Access and Ability Services	141	161	75	142	167
CARE	9	12	6	10	11
CalWorks	22	16	10	21	21
EOP&S	104	126	68	170	141
First-Generation	822	996	513	946	916
Foster Youth Student	58	69	33	74	67
PELL	774	813	396	796	778
Puente Student	5	10	3	7	4
Student Athlete	44	62	18	39	47
TRIO	1	3	0	1	1
Veterans	50	49	17	29	34

Tulare Campus

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
AB540	94	74	43	44	49
CARE	9	3	1	5	8
CalWorks	31	9	3	14	16
EOP&S	185	176	95	153	138
First-Generation	1,138	925	479	723	865
Foster Youth Student	62	65	29	46	48
PELL	1,111	817	467	664	770
Puente Student	9	5	3	2	1
Student Athlete	81	69	33	50	42
TRIO	2	0	1	0	0
Veterans	22	27	19	11	20

Online Campus

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
AB540	87	80	200	140	107
Access and Ability Services	219	242	615	457	457
CARE	19	13	37	32	38
CalWorks	49	31	49	70	56
EOP&S	306	339	846	654	593
First-Generation	1,253	1,494	3,584	2,612	2,306
Foster Youth Student	76	109	270	198	176
PELL	1,358	1,365	3,474	2,451	2,122
Puente Student	13	11	18	10	6
Student Athlete	74	97	333	265	239
TRIO	2	4	3	1	2
Veterans	33	39	92	64	50

CTE

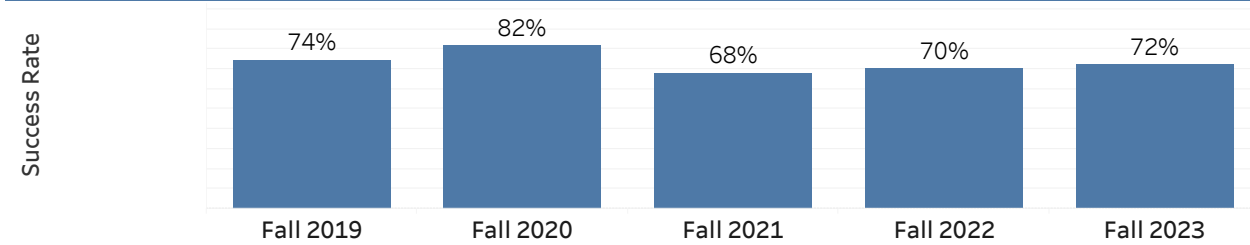
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
AB540	209	170	129	136	115
Access and Ability Services	548	468	455	518	592
CARE	42	28	24	31	39
CalWorks	100	51	37	67	61
EOP&S	528	485	487	507	528
First-Generation	2,810	2,639	2,320	2,527	2,621
Foster Youth Student	173	170	167	187	187
PELL	2,697	2,206	2,056	2,186	2,226
Puente Student	21	19	11	12	11
Student Athlete	137	134	162	147	124
TRIO	7	3	4	2	1
Veterans	92	93	63	70	95

Source: COS Research Office (Data Warehouse)

Institution-Set Standards



District Success



When compared to Fall 2022, course success rates in Fall 2023 either increased or remained unchanged for all but one racial/ethnic student group. Success rates for online, hybrid, and face-to-face instruction methods all experienced increases over the same period.

Gender Success

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Grand Total	74%	82%	68%	70%	72%
Female	75%	83%	68%	70%	73%
Male	73%	80%	68%	70%	72%
Non-Binary	67%	81%	62%	63%	67%
Unknown	69%	82%	71%	74%	69%

Race-Ethnicity Success

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
District Total	74%	82%	68%	70%	72%
African-American	73%	80%	63%	63%	71%
Asian	79%	89%	75%	78%	80%
Filipino	85%	87%	67%	79%	89%
Hispanic	73%	80%	66%	68%	71%
Multi-Ethnicity	73%	85%	75%	75%	75%
Native American	68%	80%	47%	61%	72%
Pacific Islander	57%	88%	75%	74%	74%
Unknown	71%	79%	58%	79%	49%
White	79%	87%	75%	74%	77%

Unit Load Success

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
District Total	74%	82%	68%	70%	72%
Full-Time	76%	84%	69%	71%	74%
Part-Time	71%	79%	66%	68%	71%

Instructional Method Success

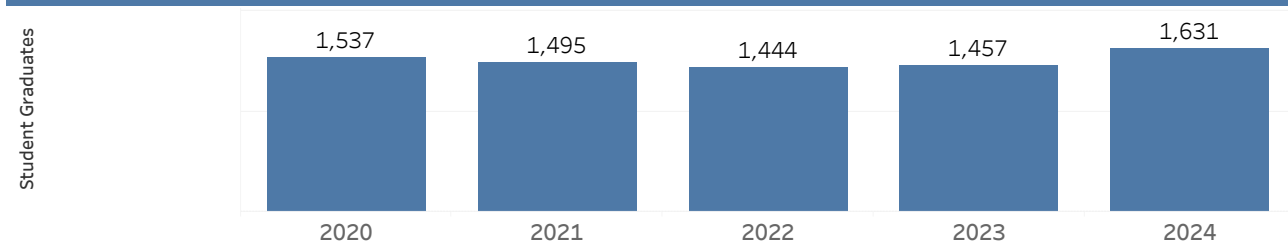
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
District Total	74%	82%	68%	70%	72%
Dual Enroll			86%	88%	91%
Face-to-Face	75%	82%	72%	72%	73%
Hybrid	66%	79%	64%	63%	68%
Online	67%	81%	64%	64%	68%
Other	100%		100%	100%	67%
Work Exp	93%	92%	89%	89%	82%

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.

Awards as Reported to ACCJC

Students Earning Degrees (as reported to ACCJC)



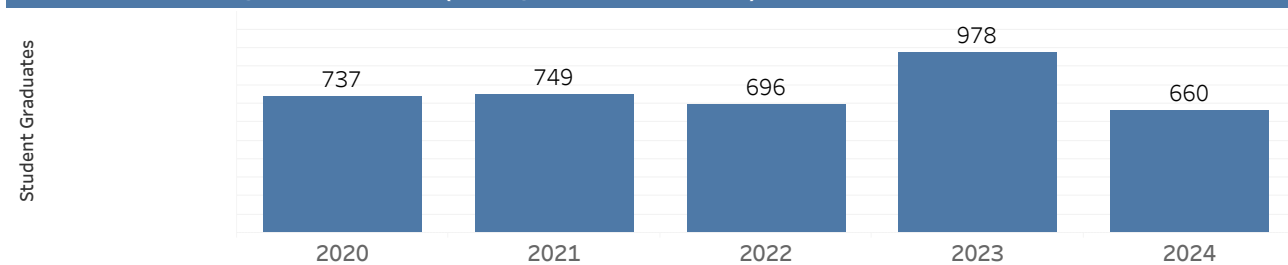
Associate Degree Distribution

	2020	2021	2022	2023	2024
African-American	2.2%	2.0%	2.8%	1.6%	1.9%
Asian	3.3%	3.1%	2.9%	2.7%	3.2%
Filipino/Pac. Island	1.4%	1.2%	1.0%	1.5%	1.3%
Hispanic	66.2%	65.4%	69.2%	68.4%	70.0%
Multi-Ethnicity	3.6%	3.4%	3.2%	3.0%	3.7%
Native American	0.5%	0.2%	0.2%	0.3%	0.2%
Unknown	0.5%	1.0%	0.6%	1.0%	0.5%
White	22.4%	23.7%	20.2%	21.5%	19.1%

Observation:

In the 2023/24 year, the District exceeded the minimum institution-set standard of 883, and the aspirational goal of 1,068 students earning degrees. Over the past five years, the unduplicated count of students earning a degree has increased from 1,537 (19/20 Yr) to 1,631 (23/24 Yr). Over the same time period, the distribution of degrees among race/ethnic groups has changed such that the outcome of students closely mirrors the general population of the District.

Students Earning Certificates (as reported to ACCJC)



Certificate Distribution

	2020	2021	2022	2023	2024
African-American	1.9%	1.3%	1.6%	1.3%	0.6%
Asian	2.8%	2.7%	2.4%	2.4%	2.7%
Filipino/Pac. Island	1.4%	0.3%	1.1%	1.2%	0.5%
Hispanic	68.1%	75.0%	78.3%	74.3%	80.0%
Multi-Ethnicity	2.7%	2.7%	1.6%	2.6%	2.1%
Native American	0.1%	0.3%	0.3%	0.1%	0.3%
Unknown	0.8%	0.9%	0.3%	0.5%	0.5%
White	22.1%	16.8%	14.4%	17.6%	13.3%

Observation:

In 2023/24, the District met the minimum institution-set standard of 489, as well as the aspirational goal of 652 students earning certificates, as 660 students earned a certificate. The distribution of certificates among race/ethnic groups has changed such that the outcome of students better reflects the general population of the District compared to prior years.

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

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

Transfer Outcomes

Transfer Volume (as reported to ACCJC)

	2018-19	2019-20	2020-21	2021-22	2022-23
Grand Total	905	1,034	1,056	961	935
UC	58	62	42	37	35
CSU	545	680	734	690	680
In-State-Private	124	104	101	80	55
Out-of-State	178	188	179	154	165

Source: California Community Colleges Chancellor's Office

https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.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 decreased from 961 in 2021-22 to 935 in 2022-23. Transfers decreased across all higher education systems except Out-of-State.

Transfer Ready

	2019-20	2020-21	2021-22	2022-23	2023-24
Annual Unduplicated	1,694	1,773	1,874	1,921	2,009
Fall Unduplicated	1,016	1,035	1,118	1,189	1,141
Spring Unduplicated	1,264	1,330	1,442	1,421	1,586

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 1,921 in 2022-23 to 2,009 in 2023-24, an increase of 4.6%.

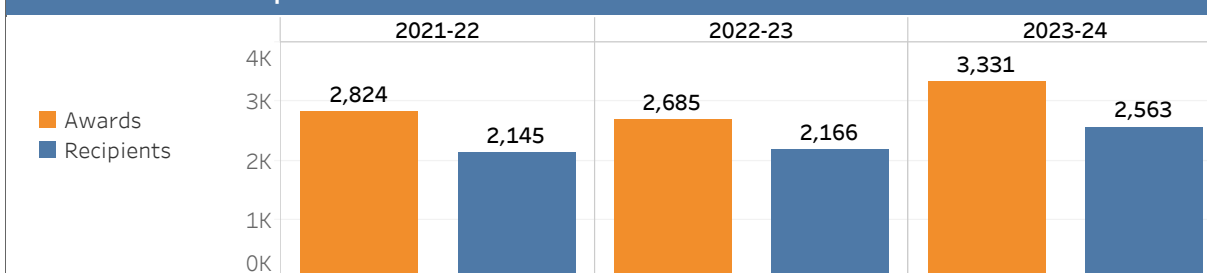
Student Achievement



District Awards and Recipients (As of 8.4.2024. Award data will finalize in late September or early October.)

About: [Glossary:](#)

Awards and Recipients Trend



Award Type

All

CTE Award

All

Financial Aid Eli..

All

Award Year

☐ 2018-19

☐ 2019-20

☐ 2020-21

☒ 2021-22

☒ 2022-23

☒ 2023-24

Award Types

	2021-22		2022-23		2023-24	
	Awards	Recipients	Awards	Recipients	Awards	Recipients
District Totals	2,824	2,145	2,685	2,166	3,331	2,563
A.A. for Transfer(ADT)	558	502	487	454	582	535
A.S. for Transfer(ADT)	322	309	298	279	341	314
A.A. Degree	607	504	634	533	588	505
A.S. Degree	295	290	324	315	385	376
Cert.(30 to < 60 units)	164	162	177	177	165	165
Cert.(16 to < 30 units)	154	148	162	156	285	267
Cert.(6 to < 18 units)	605	432	518	445	888	704
Cert.(8 to < 16 units)	4	4	2	2	22	21
Cert.< 6 units)	9	9			25	25
Non-Credit	106	104	83	83	50	50

Gender Distribution (2021-22, 2022-23, 2023-24)

	Recipients	Percent
Grand Total	6,427	100.0%
Female	3,728	58.0%
Male	2,553	39.7%
Non-Binary	22	0.3%
Unknown	124	1.9%

Race/Ethnicity Distribution (2021-22, 2022-23, 2023-24)

	Recipients	Percent
Grand Total	6,427	100.0%
African-American	116	1.8%
Asian	175	2.7%
Hispanic	4,635	72.1%
Multi-Ethnicity	186	2.9%
Native American	16	0.2%
Pac. Islander or Filipino	72	1.1%
Unknown	42	0.7%
White	1,185	18.4%

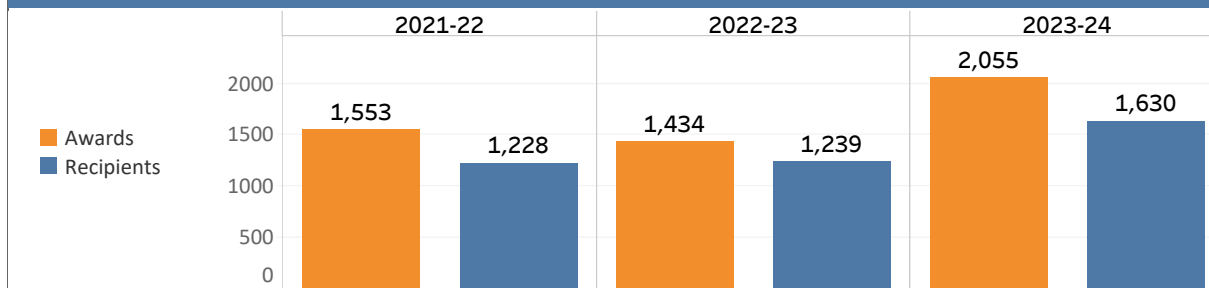
Source: COS Office of Research, Planning, and Institutional Effectiveness (Data Warehouse)

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

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

District Awards and Recipients (As of 8.27.2025. Award data will finalize by October.)

CTE Awards and Recipients Trend



Award Type
All

CTE Award
Y

Financial Aid Eligi..
All

Award Year
☐ 2018-19
☐ 2019-20
☐ 2020-21
☒ 2021-22
☒ 2022-23
☒ 2023-24
☐ 2024-25

CTE Award Types

	2021-22		2022-23		2023-24	
	Awards	Recipients	Awards	Recipients	Awards	Recipients
District Totals	1,553	1,228	1,434	1,239	2,055	1,630
A.A. for Transfer(ADT)	58	58	53	53	55	54
A.S. for Transfer(ADT)	287	282	233	232	271	269
A.S. Degree	291	286	314	306	332	323
Cert.(30 to < 60 units)	164	162	177	177	168	168
Cert.(16 to < 30 units)	145	139	157	151	302	282
Cert.(6 to < 18 units)	595	422	498	428	879	691
Cert.(8 to < 16 units)	4	4	2	2	22	21
Cert.< 6 units)	9	9			26	26

Gender Distribution (2021-22, 2022-23, 2023-24)

	Recipients	Percent
Grand Total	3,794	100.0%
Female	2,017	53.2%
Male	1,724	45.4%
Non-Binary	6	0.2%
Unknown	47	1.2%

Race/Ethnicity Distribution (2021-22, 2022-23, 2023-24)

	Recipients	Percent
Grand Total	3,794	100.0%
African-American	54	1.4%
Asian	115	3.0%
Hispanic	2,755	72.6%
Multi-Ethnicity	111	2.9%
Native American	12	0.3%
Pac. Islander or Filipino	47	1.2%
Unknown	26	0.7%
White	674	17.8%

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.

Fall to Spring Retention (first-time students, census enrolled, credit courses)

Fall to Spring Retention - Gender

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		5-Year Overall	
	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring
Grand Total	2,828	80%	2,529	71%	2,415	77%	2,999	77%	3,131	79%	13,900	77%
Female	1,463	83%	1,394	75%	1,246	81%	1,506	79%	1,532	82%	7,140	80%
Male	1,294	76%	1,114	67%	1,146	73%	1,446	75%	1,536	75%	6,535	74%
Non-Binary	30	83%	2	50%	4	25%	23	74%	8	75%	67	75%
Unknown	41	76%	19	79%	19	58%	24	79%	55	91%	158	80%

Fall to Spring Retention - Race/Ethnicity

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		5-Year Overall	
	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring
Grand Total	2,828	80%	2,529	71%	2,415	77%	2,999	77%	3,131	79%	13,900	77%
African-American	51	76%	42	60%	47	60%	48	58%	50	70%	238	65%
Asian	54	78%	46	74%	53	94%	59	85%	68	81%	280	83%
Filipino	20	95%	20	70%	16	100%	25	88%	13	85%	94	87%
Hispanic	2,025	80%	1,916	71%	1,792	77%	2,256	77%	2,344	79%	10,332	77%
Multi-Ethnicity	84	76%	77	79%	70	83%	66	76%	98	79%	395	78%
Native American	11	73%	14	50%	12	42%	7	71%	11	64%	55	58%
Pacific Islander	5	60%			6	83%	4	75%	5	100%	20	80%
White	490	78%	408	75%	412	77%	522	75%	482	82%	2,313	78%
Unknown	88	82%	6	83%	7	57%	12	83%	60	17%	173	58%

Source: COS Research Office (Data Warehouse)

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

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

Observation:

The percentage of first-time students retained from the Fall to Spring semester has increased by 2% from Fall 2022 (77%) to Fall 2023 (79%), and is approaching the retention levels experienced prior to the pandemic (Fall 2019 cohorts). In addition, the Fall 2023 cohort size has noticeably increased to 3,131 students.

Fall to Fall Retention (first-time students, census enrolled, credit courses)

Fall to Fall Retention - Gender

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		5-Year Overall	
	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall
Grand Total	2,624	63%	2,828	62%	2,529	58%	2,415	63%	2,999	64%	13,395	62%
Female	1,279	68%	1,463	70%	1,394	62%	1,246	66%	1,506	67%	6,888	67%
Male	1,320	56%	1,294	54%	1,114	54%	1,146	59%	1,446	60%	6,320	57%
Non-Binary	6	83%	30	40%	2	50%	4	0%	23	74%	65	54%
Unknown	19	79%	41	59%	19	58%	19	53%	24	67%	122	62%

Fall to Fall Retention - Race/Ethnicity

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		5-Year Overall	
	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall
Grand Total	2,624	63%	2,828	62%	2,529	58%	2,415	63%	2,999	64%	13,395	62%
African-American	62	39%	51	63%	42	38%	47	53%	48	35%	250	46%
Asian	49	76%	54	52%	46	65%	53	68%	59	75%	261	67%
Filipino	17	76%	20	75%	20	60%	16	69%	25	72%	98	70%
Hispanic	1,893	63%	2,025	63%	1,916	58%	1,792	63%	2,256	64%	9,882	62%
Multi-Ethnicity	76	63%	84	48%	77	62%	70	61%	66	70%	373	60%
Native American	9	67%	11	55%	14	43%	12	50%	7	57%	53	53%
Pacific Islander	3	100%	5	60%			6	83%	4	75%	18	78%
Unknown	15	60%	88	56%	6	83%	7	29%	12	67%	128	57%
White	500	62%	490	62%	408	59%	412	62%	522	63%	2,332	62%

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.

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

Observation:

The percentage of first-time students retained from the Fall to subsequent Fall semester has rebounded from 58% (Fall 2020 cohort) to 64% (Fall 2022 cohort) which is reflective of pre-pandemic retention rates (Fall 2018 cohort).

CCCCO Student Success Metrics





California
Community
Colleges

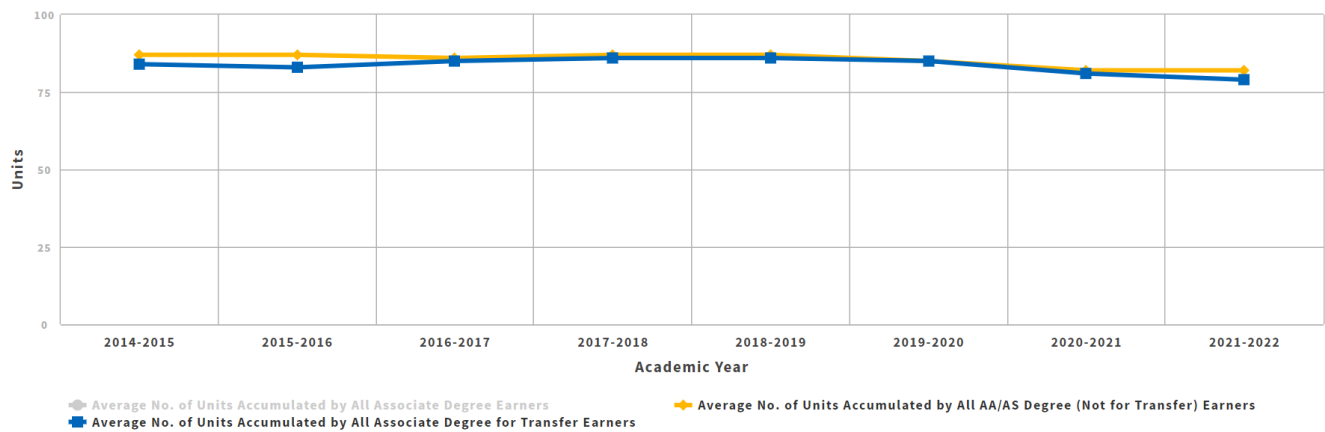
Student Success Metrics

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

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

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

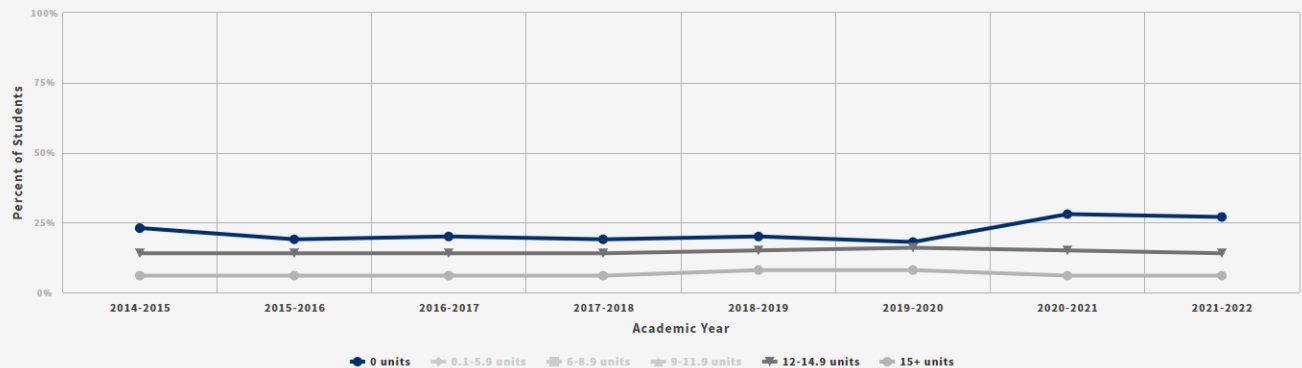


- The average number of units accumulated by Associate degree for transfer earners has decreased over the five year period from 86 units in 2017-2018 to 79 units in 2021-2021 (-8%). AA and AS degree (not for transfer) earners has decreased from 87 units in 2017-2018 to 82 unit in 2021-2022 (-6%).

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



Source: Chancellor's Office Management Information System

[Technical Definition](#)

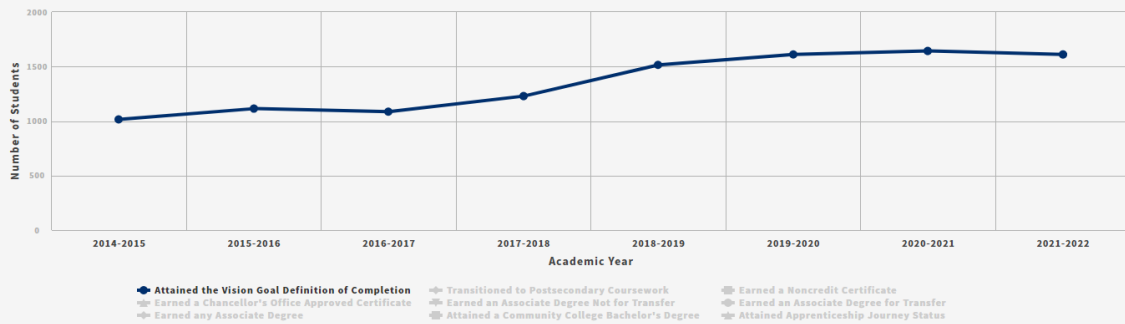
Over the 5-year time period (from 2017-2018 to 2021-2022), the percentage of students who

- Completed 0 units has increased from 19% to 27%, which means the percentage of enrolled students not passing any degree-applicable credit courses in Fall semesters has increased.
- Successfully completed 12 to 14.9 units has remained the same at 14%
- Successfully completed 15+ units has remained the same at 6%.
- Overall, the proportion of students completing 0 units is increasing while the proportion of students successfully completing the equivalent to a full-time unit load remains the same.

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



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

Technical Definition

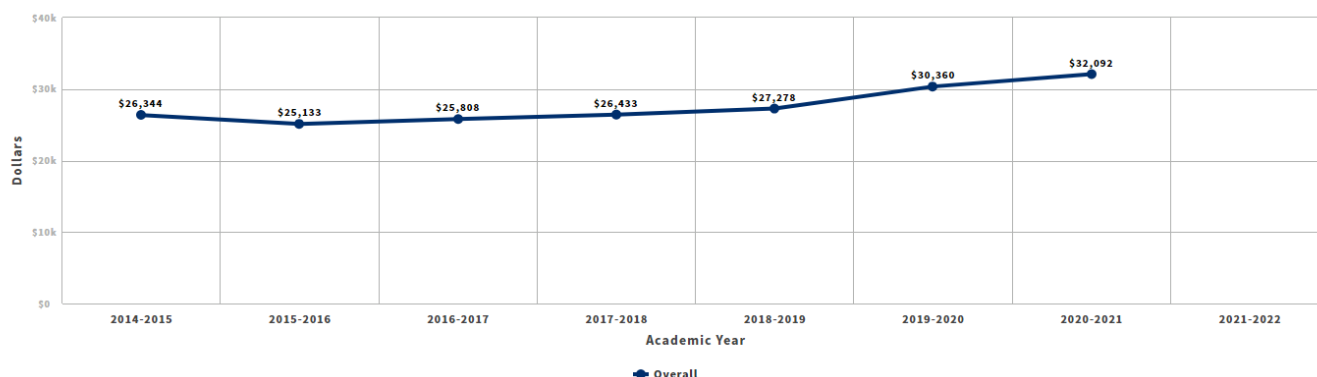
Note: When interpreting percentages displayed in the hover over for completion and transfer, please take into consideration that the denominator encompasses all students included in the Student Journey selection made. Therefore, if "All Students" is selected above, then students with different educational goals and course-taking patterns in the SSM dashboard are included in the denominator.

- When examining the number of students who attained the vision goal definition of completion over the past five years, the number of students who attained the Vision Goal Completion Definition increased from 1,229 in 2017-2018 to 1,611 in 2021-2022 (+31%), and the number of students who attained the Vision Goal Completion Definition slightly decreased from 1,643 in 2020-2021 to 1,611 in 2021-2022 (-2%).
- When examining the percentage of students who attained the vision goal definition of completion over the past five years, the percentage of students who attained the Vision Goal Completion Definition increased from 8% in 2017-2018 to 12% in 2021-2022 (+4 percentage points) and remained at 12% in both 2020-2021 and 2021-2022.

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

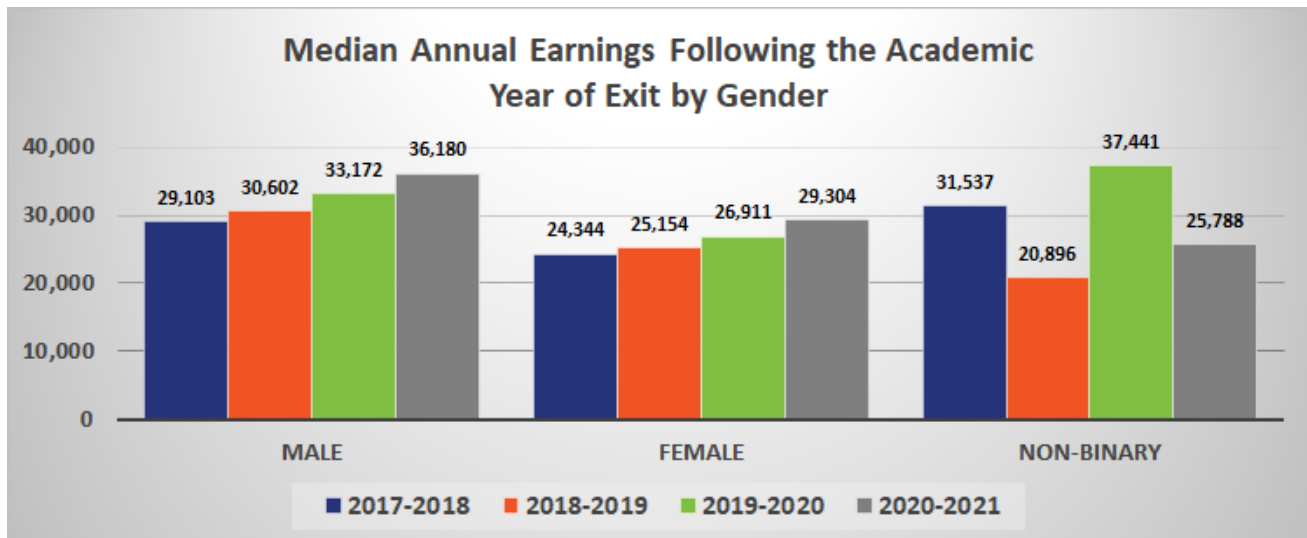
Among students in selected student journey who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit



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

- Median earnings increased from \$25,808 in 2016-2017 to \$32,092 in 2020-2021 (+24%), and median earnings increased from \$30,360 in 2019-2020 to \$32,092 in 2020-2021 (+6%)
- The following observations should be considered.
 - In 2020-2021, the statewide median earnings among students, who exited community college and did not transfer to a postsecondary institution, was higher (\$38,552) 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 (67%) than all students statewide (53%).

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](#).

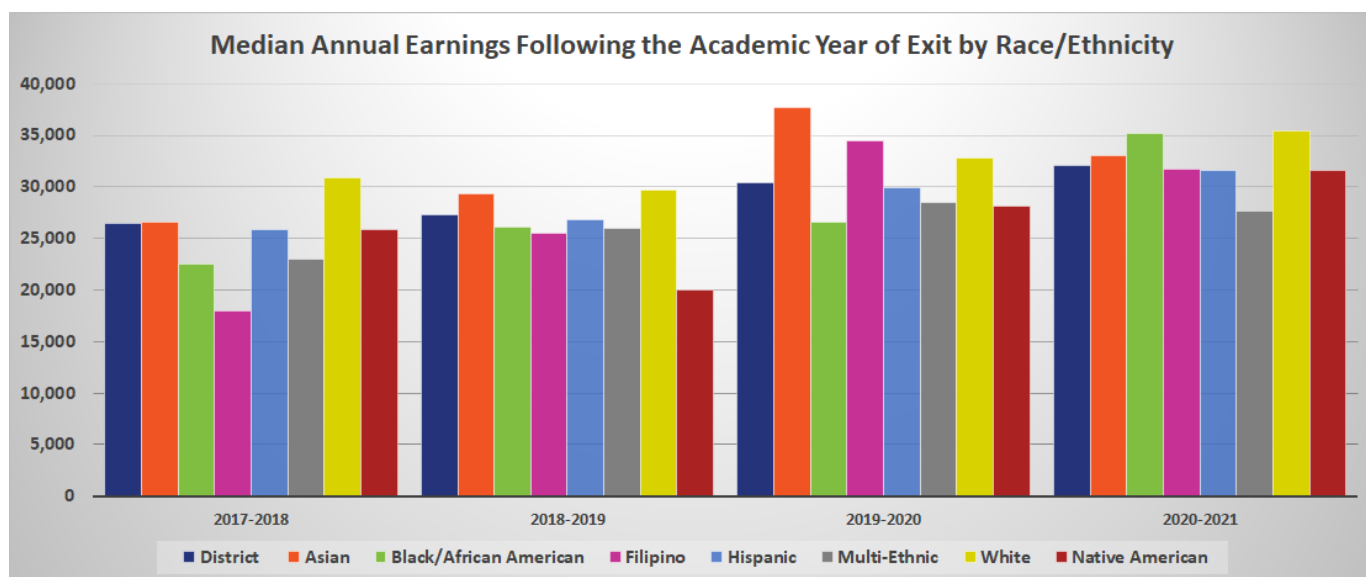


Among students who exited community college and did not transfer to a postsecondary institution:

- 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 29,103 in 2017-2018 to 36,180 in 2020-2021, and their median earnings increased from 33,172 in 2019-2020 to 36,180 in 2020-2021.
- Median earnings for female students has consistently increased across the four year time period from 24,344 in 2017-2018 to 29,304 in 2020-2021, and their median earnings increased from 26,911 in 2019-2020 to 29,304 in 2020-2021.

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:

- Hispanic, Native American, and Multi-ethnic students had below average median earnings in each of the past four years.
- Asian and White Students had above average median earnings (seen in chart above) in each of the past four years.
- From 2017-2018 to 2020-2021, median earnings increased for all race/ethnic groups.
 - Black/African American, Hispanic, White and Multi-Ethnic students have seen increases in median earnings from 2019-2020 to 2020-2021.

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.

Go Back



Student Success Metrics

- Changes in metric definitions for the April 2023 release (<https://launchboard-resources.wested.org/resources/197>)
- Learn how the metrics are calculated (/Launchboard/Student-Success-Metrics-MDD)

Journey Type

All Students

Statewide

Macroregion

Microregion

District

College

Sequoias District

Academic Year

2021-2022

Drill Down

LGBT

VIEWING

Viewing Data for: All Students, Sequoias District, 2021-2022

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

Export Data to CSV

SUCCESSFUL ENROLLMENT

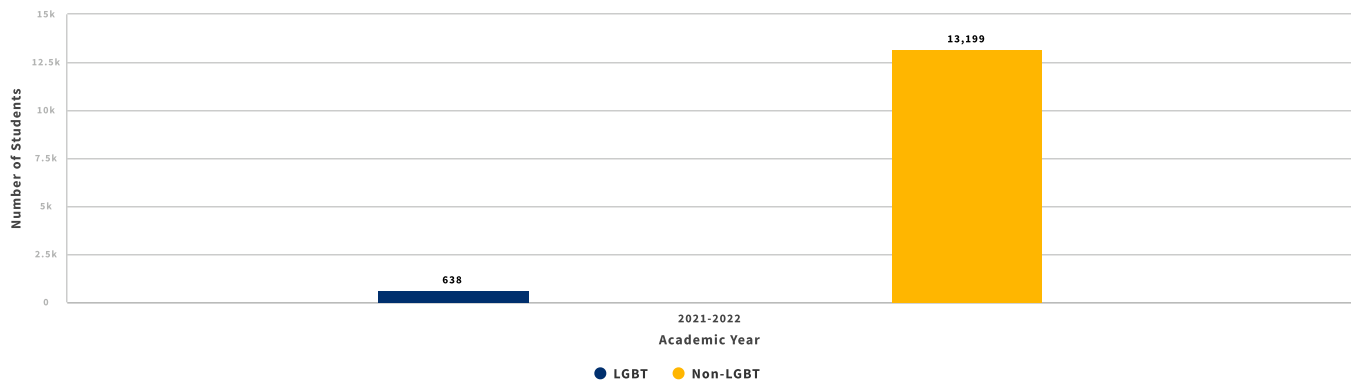
Note: Since the Successful Enrollment has been added to the Cohort View with the default view not displaying this metric, this metric will also not be displayed in the Snapshot View as the default.

Display Metric

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



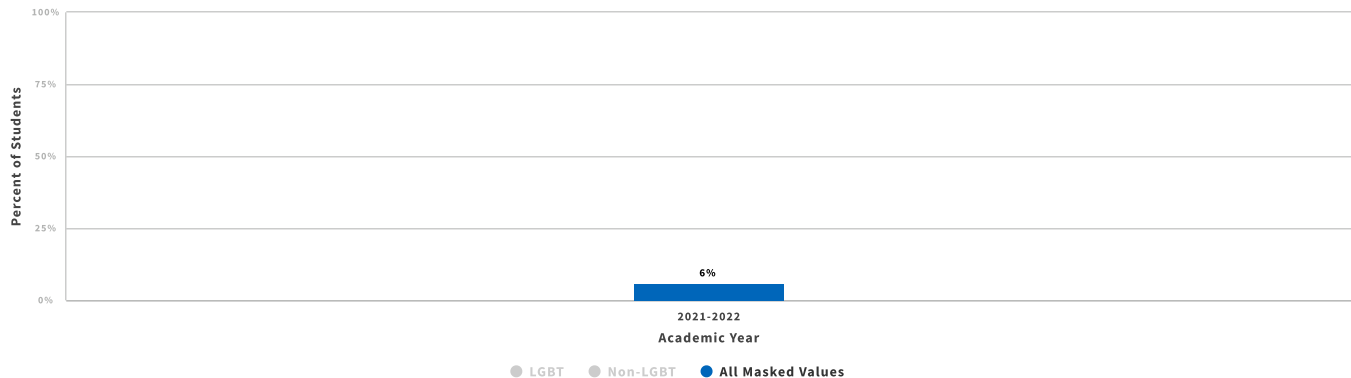
Source: Chancellor's Office Management Information System

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



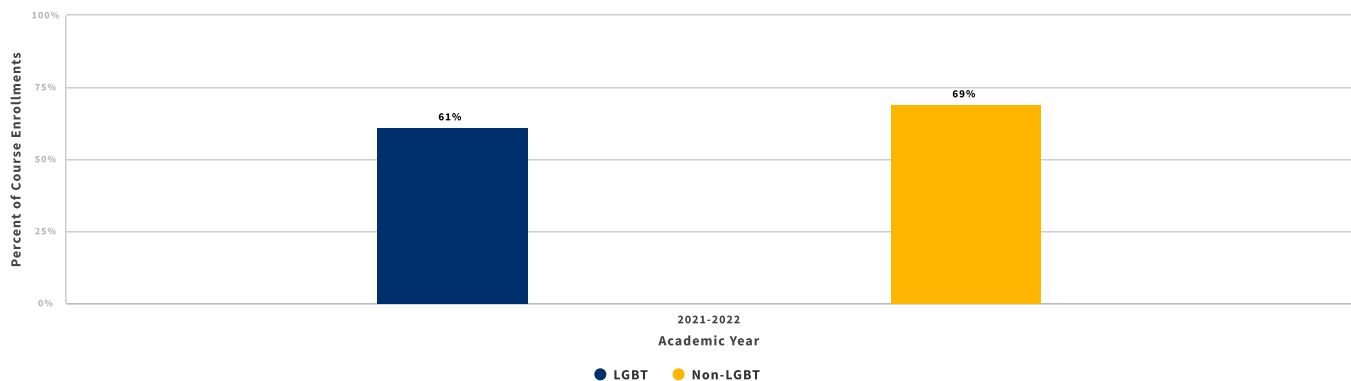
Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group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



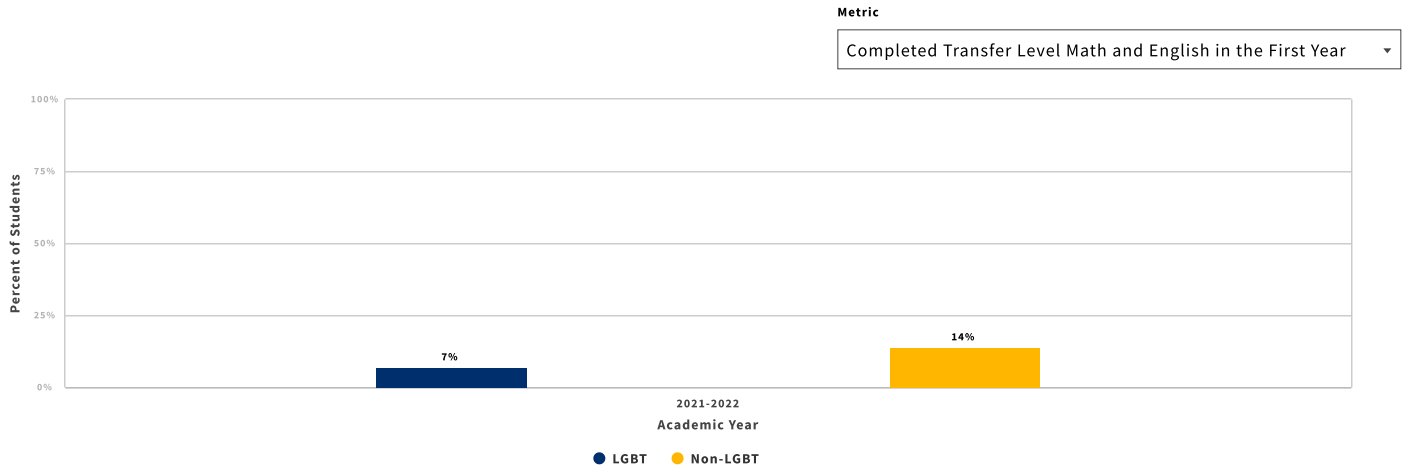
Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM408Sx)

Note: More students received "EW" or Excused Withdrawal grades starting 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 may be higher in 2020, 2021 and 2022 than in prior years. Included and excluded EWs should be carefully examined locally to more completely understand course performance in Spring 2020 and all terms in 2020-21 and 2021-22.

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



Viewing: Completed Transfer Level Math and English in the First Year

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

Due to allowing students an additional year to meet this outcome, data will not be available for the most recent year available on the dashboard. Please select an earlier year. Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

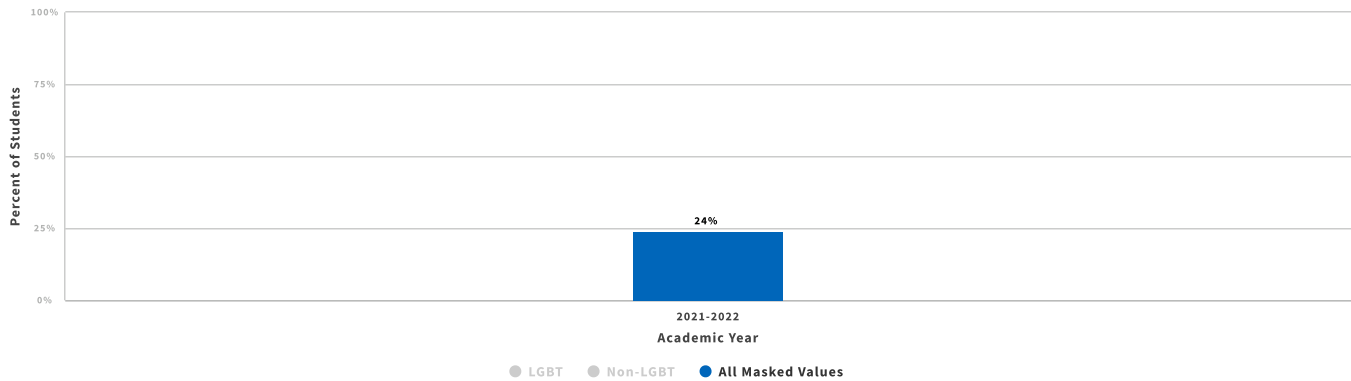
Source: Chancellor's Office Management Information System

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

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





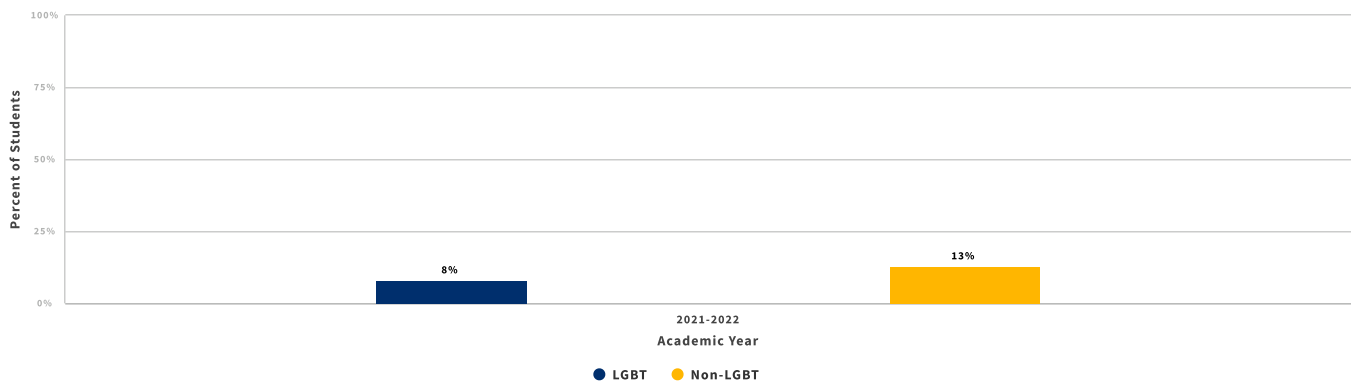
Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group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

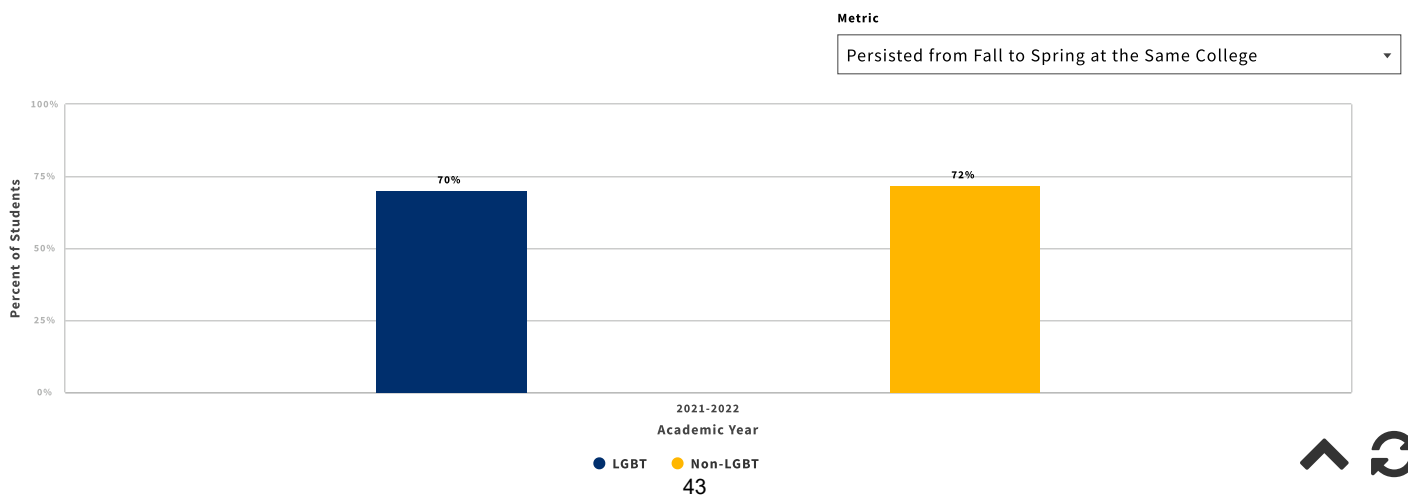


Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM402SW)

Persisted from Fall to Spring

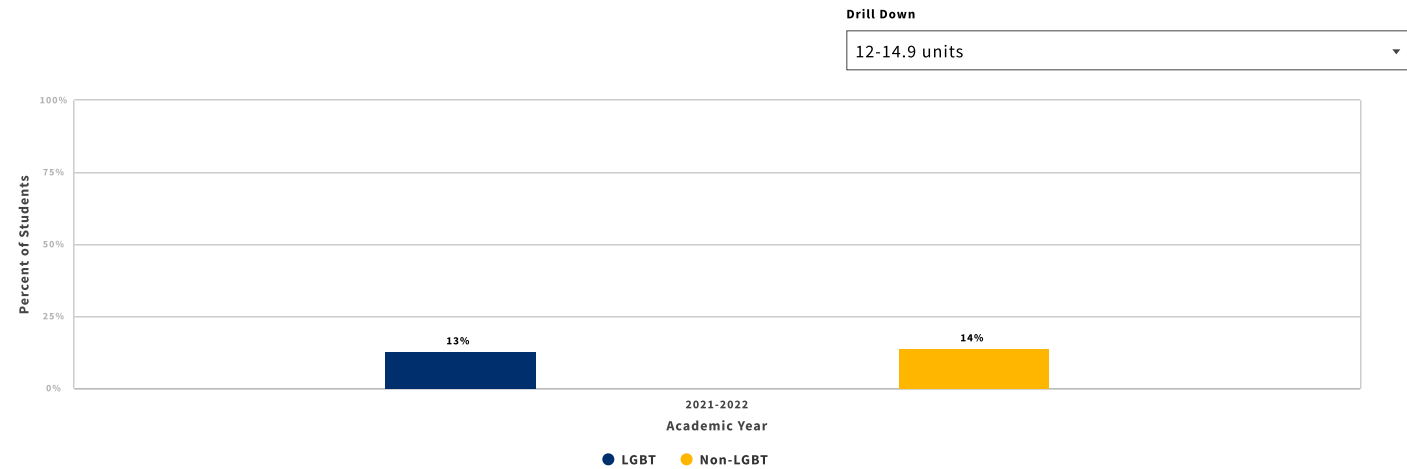
Among students in selected student journey, the proportion who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution



Viewing: Persisted from Fall to Spring at the Same College
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

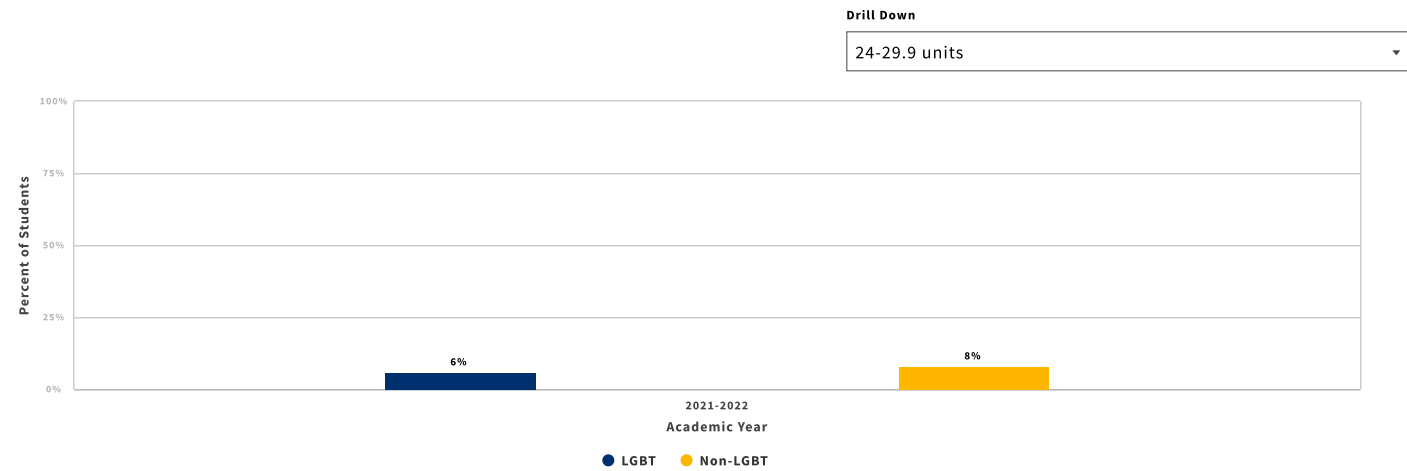
Among students in selected student journey, the proportion who successfully completed degree-applicable unit thresholds in the fall term of the selected year at any college



Viewing: 12-14.9 units
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

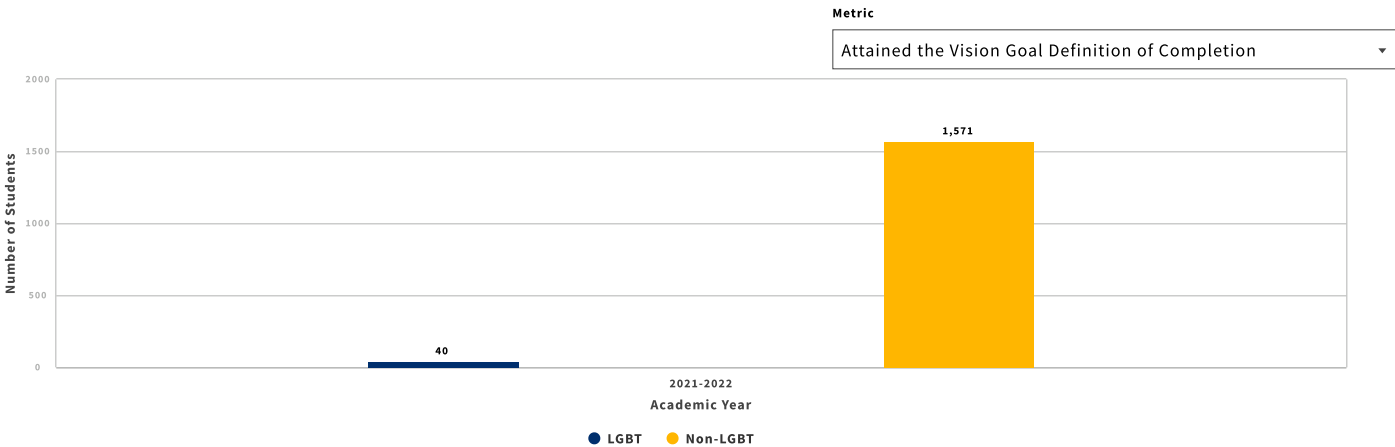


Viewing: 24-29.9 units
Source: Chancellor's Office Management Information System
Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM405SW)

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



Viewing: Attained the Vision Goal Definition of Completion

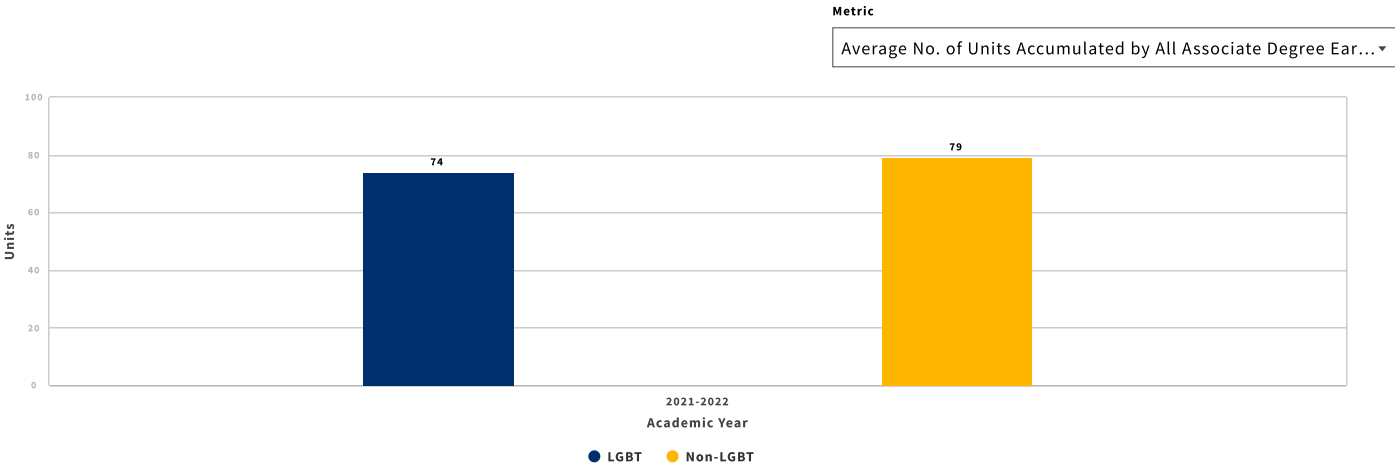
Source: Chancellor's Office Management Information System, Chancellor's Office Curriculum Inventory, Department of Apprenticeship Standards

Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM600SW)

Note: When interpreting percentages displayed in the hover over for completion and transfer, please take into consideration that the denominator encompasses all students included in the Student Journey selection made. Therefore, if "All Students" is selected above, then students with different educational goals and course-taking patterns in the SSM dashboard are included in the denominator.

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



Viewing: Average No. of Units Accumulated by All Associate Degree Earners

Source: Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM621SW)

Transferred to a Four-Year Institution

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

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

Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

Source: Chancellor's Office Management Information System, National Student Clearing House

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM622SW)

Note: When interpreting percentages displayed in the hover over for completion and transfer, please take into consideration that the denominator encompasses all students included in the Student Journey selection made. Therefore, if "All Students" is selected above, then students with different educational goals and course-taking patterns in the SSM dashboard are included in the denominator.

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. Learn more about suppression and complementary suppression here (</Launchboard/Suppression>).

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 2021-22.

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. Learn more about suppression and complementary suppression here (</Launchboard/Suppression>).

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: 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 2020-21 or 2021-22.

EARNINGS

Median Annual Earnings

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

Due to the need to verify that a student is no longer enrolled in the CA community college system, earnings information is not yet available. Learn more about suppression and complementary suppression here (</Launchboard/Suppression>).

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 2021-22.

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 fiscal quarter two quarters prior to the academic year of entry and the fiscal quarter two quarters 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.
Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

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 2021-22.

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.
Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

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 2021-22.

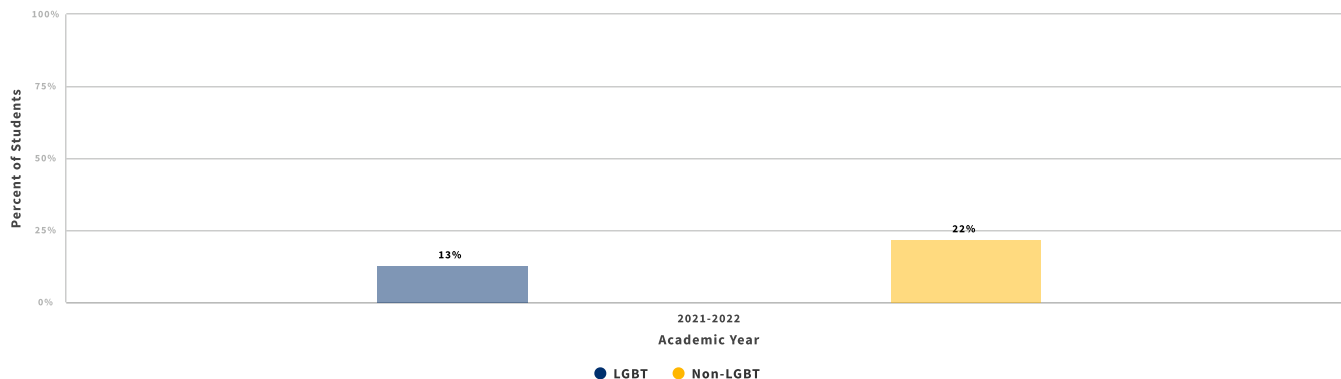
METRICS UNDER DEVELOPMENT

Completed Transfer-Level Math and English (Expanded)

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

Metric

Completed Transfer Level Math and English (Expanded)



Viewing: Completed Transfer Level Math and English (Expanded)

Note: The data displayed in this chart are from an incomplete year of data.

Source: Chancellor's Office Management Information System

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

Note: The Completed Transfer-Level Math and English (expanded view) counts students who complete within one year from their first term of 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 for incomplete years as more students complete within the applicable timeframes from their first enrollment.

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/resources?t_id=all)

^ To Find Out More About the Data in the Student Success Metrics Dashboard

- Summary of Metrics by Journey Type (<https://launchboard-resources.wested.org/resources/181>)
- Alignment of Student Success Metrics to Other Initiatives (<https://launchboard-resources.wested.org/resources/182>)
- Metric Definition Dictionary for April 2023 SSM Release (/Launchboard/Student-Success-Metrics-MDD)
- Changes in Definitions on SSM April 2023 (<https://launchboard-resources.wested.org/resources/197>)
- Learn about differences between the Snapshot and Cohort Views (<https://launchboard-resources.wested.org/resources/186>)
- See which colleges are assigned to which district and regions (<https://launchboard-resources.wested.org/resources/187>)
- Learn how CTEOS data is incorporated into the LaunchBoard dashboards (<https://launchboard-resources.wested.org/resources/188>)
- 2022 SEP Data and DI Methodology FAQ updated for the 2023 data (<https://launchboard-resources.wested.org/resources/189>)
- LaunchBoard Data Suppression Rules Summary (/Launchboard/Suppression)
- Student goal information from CCC Apply updated on 01/16/2023
- Student goal, milestone and completion information from the Chancellor's Office Management Information System (MIS) last updated on 01/17/2023
- Chancellor's Office Curriculum Inventory file to identify Associate Degrees for Transfer provided by Chancellor's Office Management Information System on 01/17/2023
- Employment and earnings information from the Employment Development Department Unemployment Insurance (UI) wage file last updated on 01/17/2023
- Employment and earnings information from the CTE Outcomes Survey last updated on 03/30/2023
- Transfer to postsecondary information from the National Student Clearinghouse and CSU/UC match last updated on 01/17/2023
- Attainment of Apprenticeship Journey Status from the Department of Apprenticeship Standards last updated on 01/16/2023

LaunchBoard Metrics (CCCCO & Cal-PASS Plus)





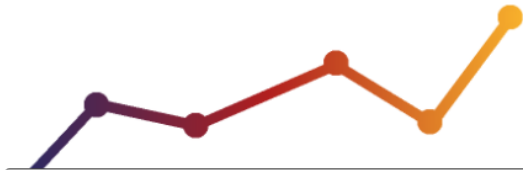
California
Community
Colleges

LaunchBoard

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


- [The Community College Pipeline](#) offers insight on phases of students' journeys through community college with information on college offerings, student characteristics, milestones, success, employment, earnings, and labor market information.
- [The Adult Education Pipeline](#) offers insight into progress and outcomes for K- 12 and community college adult education participants, including outcomes for adult education students who transition into credit-bearing post-secondary programs and their employment outcomes.
- [The Strong Workforce Program Dashboard](#) provides annual results, disaggregated data, and benchmarking information for metrics associated with the Strong Workforce Program and students enrolled in career and technical education (CTE) programs.

Users are highly encouraged to visit the [CCCCO and Cal PASS-Plus LaunchBoard](#) to explore the most current data disaggregated by age group, gender, race/ethnicity, and economic status (as available), as well as comparisons between our District and Statewide, Macroregion, and Microregion data.




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

[Explore](#)



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

[Explore](#)



Strong Workforce Program
Completion and employment data for examining long-term outcomes.

[Explore](#)

Employees

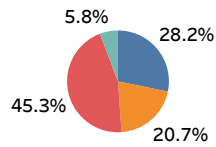


Employee Data Set

Employee Distribution Fall 2023

Employee Type

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



Employee Classification Distribution Trends

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Grand Total	800	793	773	953	971
Educational Administrator	48	50	47	52	56
Academic, Tenured/Tenure Track	184	192	189	192	201
Classified	231	246	265	425	440
Academic, Temporary	337	305	272	284	274

Employee Gender Distribution Trends

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Educational Administrator	Female	22	21	19	22	25
	Male	26	29	28	30	31
Academic, Tenured/Tenure Track	Female	96	102	101	101	106
	Male	88	90	88	90	94
	Non-Binary				1	1
Classified	Female	139	137	142	192	199
	Male	92	109	121	232	238
	Non-Binary			2	1	3
Academic, Temporary	Female	144	147	142	153	143
	Male	193	158	130	129	129
	Non-Binary				2	2

Employee Race/Ethnicity Distribution Trends

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Educational Administrator	African-American	2		2	4	4
	Asian	1		2	2	3
	Hispanic	13		12	12	13
	Unknown	1		2	2	2
	White Non-Hispanic	31		29	32	34
Academic, Tenured/Tenure Track	African-American	7		5	4	5
	American Indian/Alaskan Native				1	1
	Asian	12		10	10	12
	Hispanic	38		45	49	55
	Multi-Ethnicity	1		2	2	4
	Pacific Islander	1		1	1	1
	Unknown	9		7	9	10
	White Non-Hispanic	116		119	116	113
Classified	African-American	2		2	3	6
	American Indian/Alaskan Native	1		1	1	1
	Asian	11		11	15	16
	Hispanic	116		129	178	195
	Multi-Ethnicity	1		3	4	5
	Unknown	2		23	84	69
	White Non-Hispanic	98		96	140	148
Academic, Temporary	African-American	5		11	8	7
	American Indian/Alaskan Native	4		3	3	3
	Asian	15		9	18	18
	Hispanic	81		71	84	83
	Multi-Ethnicity	2		3	4	3
	Unknown	35		12	9	12
	White Non-Hispanic	195		163	158	148

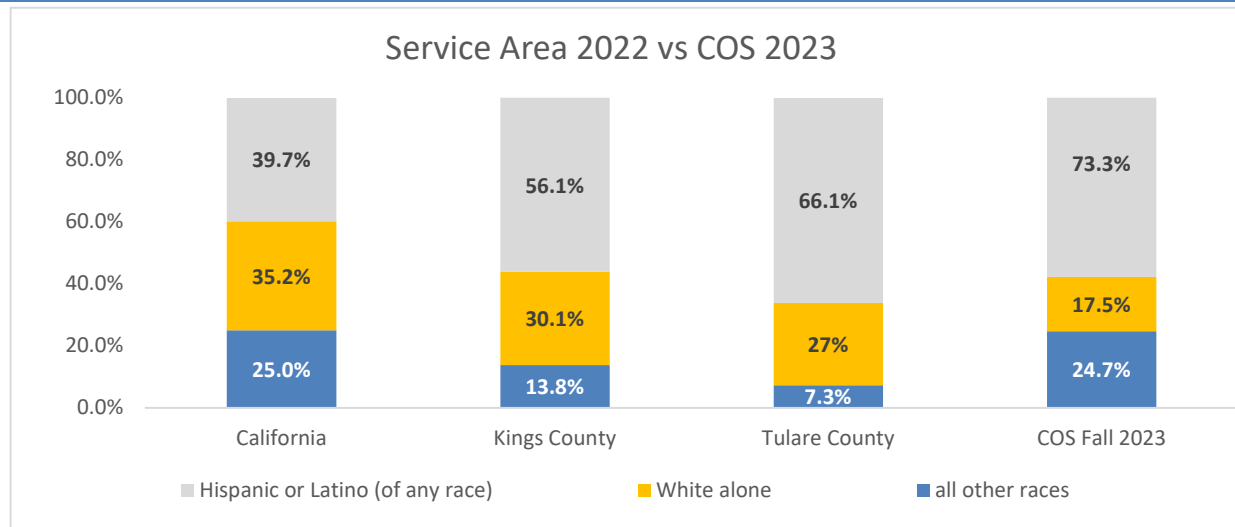
Source: Chancellor's Office Datamart: https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

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

Service Area Population



Service Area Population vs COS Population



The Sequoias Community College District is a Hispanic-Serving Institution (HSI) with a Hispanic student population of 73.3% in Fall 2023, which exceeds the service area Hispanic population that ranges from 56.1% (Kings County) to 66.1% (Tulare County).

Service Area Population 2022 vs Fall 2023 Enrollment

<u>Population by Race/Ethnicity (all ages)</u>	<u>California Percent</u>	<u>Kings County Percent</u>	<u>Tulare County Percent</u>	<u>COS Fall 2023 Percent</u>
Total population	39,356,104	152,515	473,446	14,005
Male	50.1%	55.3%	50.3%	41.1%
Female	49.9%	44.7%	49.7%	56.1%
Unknown & Non-Binary Gender	NA	NA	NA	2.8%
Hispanic or Latino (of any race)	39.7%	56.1%	66.1%	73.3%
White alone	35.2%	30.1%	27%	17.5%
Black or African American alone	5.3%	6.0%	1.3%	1.6%
American Indian and Alaska Native alone	0.3%	0.7%	0%	0.3%
Asian alone	14.9%	3.7%	3%	3.4%
Native Hawaiian / Other Pacific Islander alone	0.3%	0.2%	0.1%	0.1%
Some other race alone or unknown	0.4%	0.2%	0.4%	1.0%
Two or more races	3.8%	3.0%	1.7%	2.9%

Source: U.S. Census Bureau, 2022 American Community Survey 5-Year Estimates (DP05 File)

https://data.census.gov/table/ACSDP5Y2022.DP05?q=american%20community%20survey%20DP05&g=040XX00US06_050XX00US06107,06031

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

Current and Projected COS Service Area Population

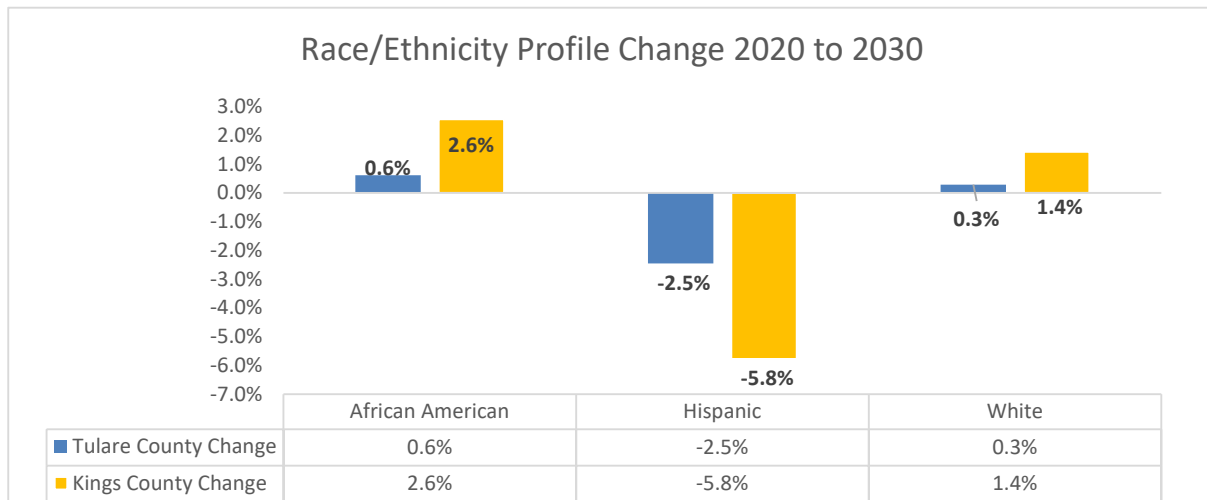
	2020	2025	2030	2035	2040	2025 -> '2040
California	39,541,722	39,155,670	39,694,960	40,351,593	40,914,063	4.5%
Tulare County	472,757	478,048	489,432	501,867	512,275	7.2%
Kings County	152,531	154,962	160,041	163,056	164,448	6.1%

Projection Source: California Department of Finance (P3 File)

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

From 2025 to 2040, Kings County (6.1%) is expected to grow at a faster rate than both California (4.5%) and Tulare County (7.2%).

Service Area Race/Ethnicity Profile Change



The proportion of African American and White populations are expected to increase in both Tulare and Kings Counties over the next ten years, while the proportion of the Hispanic population is expected to decrease over the same time period.

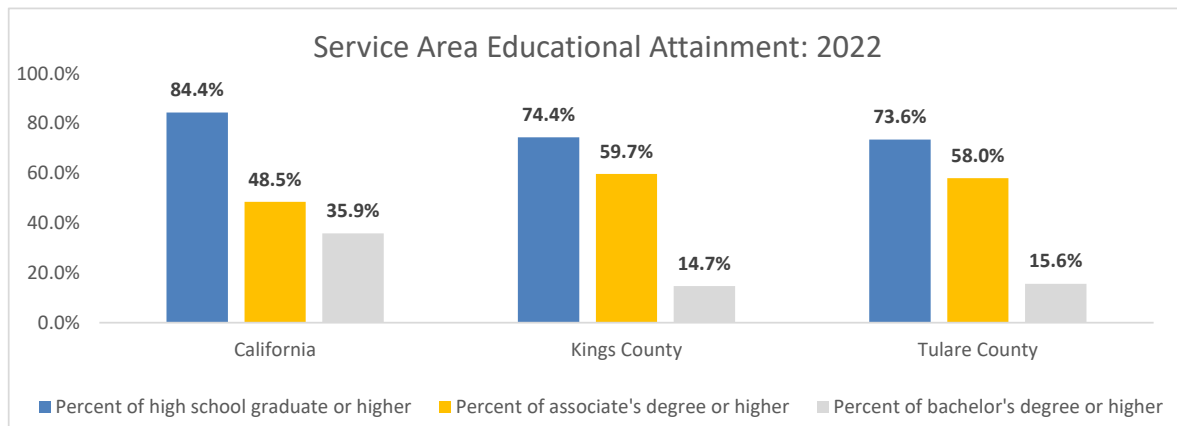
Tulare County Race/Ethnicity Change (2020-2030)				
	<u>2020 Estimate</u>	<u>2025 Estimate</u>	<u>2030 Estimate</u>	<u>Tulare County Change</u>
Total	472,757	478,048	489,432	16,675
African American	1.0%	1.3%	1.6%	0.6%
Asian	3.0%	3.4%	3.8%	0.8%
Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.0%
Hispanic	70.6%	69.1%	68.2%	-2.5%
Multi	1.8%	2.0%	2.4%	0.6%
Native American	0.6%	0.7%	0.7%	0.1%
White	22.9%	23.4%	23.2%	0.3%

Kings County Race/Ethnicity Change (2020-2030)				
	<u>2020 Estimate</u>	<u>2025 Estimate</u>	<u>2030 Estimate</u>	<u>Kings County Change</u>
Total	152,531	154,962	160,041	7,510
African American	4.0%	5.1%	6.5%	2.6%
Asian	2.6%	2.8%	2.9%	0.3%
Hawaiian/Pacific Islander	0.2%	0.2%	0.3%	0.1%
Hispanic	69.0%	66.2%	63.2%	-5.8%
Multi	2.2%	2.8%	3.3%	1.1%
Native American	0.8%	0.9%	1.1%	0.3%
White	21.2%	22.0%	22.6%	1.4%

Projection Source: California Department of Finance (P3 File)

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

Service Area Educational Attainment



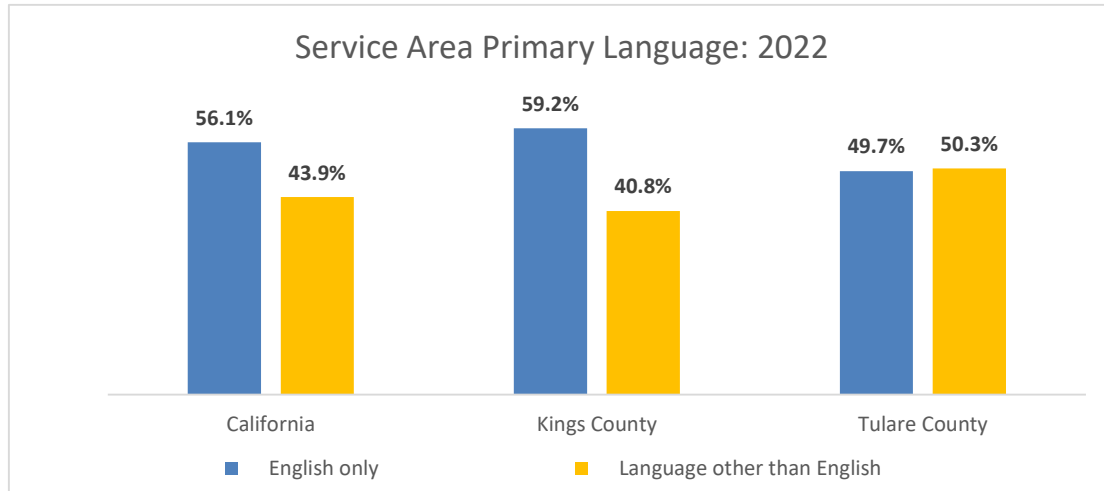
The educational attainment rates for Tulare County and Kings County are lower than the state's average. The percentage of high school graduates or higher in California is 84.4% whereas Kings County and Tulare County rates range from 73.6% to 74.4%, respectively. In addition, only 14.7%-15.6% of adults living in Tulare and Kings Counties have a bachelor's degree or higher, compared to 35.9% statewide.

Educational Attainment Levels - California, Tulare & Kings Counties			
	California	Kings County	Tulare County
Population 25 years and over	26,842,698	95,084	280,911
Less than 9th grade	8.7%	13.2%	16.7%
9th to 12th grade, no diploma	6.9%	12.3%	9.9%
High school graduate (includes equivalency)	20.4%	27.0%	26.4%
Some college, no degree	20.1%	23.7%	22.4%
Associate's degree	8.0%	9.0%	9.2%
Bachelor's degree	22.1%	10.0%	10.1%
Graduate or professional degree	13.8%	4.7%	5.5%
Percent of high school graduate or higher	84.4%	74.4%	73.6%
Percent of associate's degree or higher	48.5%	59.7%	58.0%
Percent of bachelor's degree or higher	35.9%	14.7%	15.6%

Source: U.S. Census Bureau, 2022 American Community Survey 5-Year Estimates (DP02 File)

https://data.census.gov/table/ACSDP5Y2022.DP02?q=american%20community%20survey%20DP02&g=040XX00US06_050XX00US06107,06031

Service Area Primary Language Spoken at Home and Internet Access



The percentage of households that speak Spanish in Tulare County (46.3%) and Kings County (36.4%) is noticeably higher than the state average of 28.2%. Additionally, the percentage of language other than English spoken at home in Tulare County (50.3%) is greater than the rates of Kings County (40.8%) and the state of California (43.9%).

The percentage of households with a computer in both Kings and (93.8%) and Tulare counties (93.6%) is very close to the rate for the state of California (95.9%). However, the percentage of households with broadband internet subscriptions in both Tulare (85.6%) and Kings counties (86.7%) is lower than the rate for the state of California (91.5%).

Primary Language Spoken at Home

Language Spoken at Home	California	Kings County	Tulare County
Population 5 years and over	37,097,796	141,363	438,149
English only	56.1%	59.2%	49.7%
Language other than English	43.9%	40.8%	50.3%
Language other than English Distribution	California	Kings County	Tulare County
Spanish	28.2%	36.4%	46.3%
Other Indo-European languages	4.6%	1.4%	1.4%
Asian and Pacific Islander languages	9.9%	2.6%	2.1%
Other languages	1.1%	0.4%	0.5%

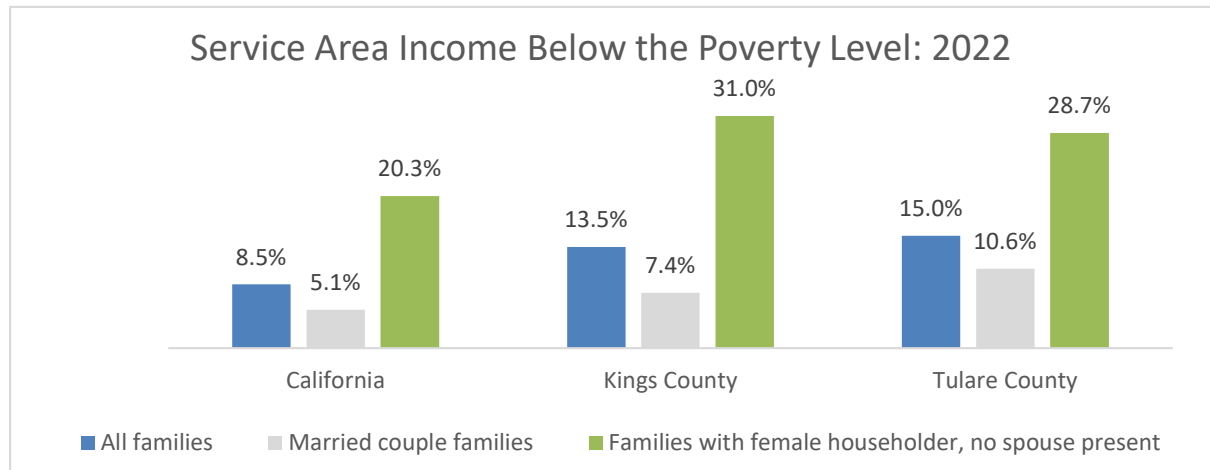
Computers and Internet

	California	Kings County	Tulare County
Total Households	13,315,822	43,594	140,670
With a Computer	95.9%	93.8%	93.6%
With a Broadband Internet Subscription	91.5%	86.7%	85.6%

Source: U.S. Census Bureau, 2022 American Community Survey 5-Year Estimates (DP02 File)

https://data.census.gov/table/ACSDP5Y2022.DP02?q=american%20community%20survey%20DP02&g=040XX00US06_050XX00US06107_06031

Service Area Income Levels



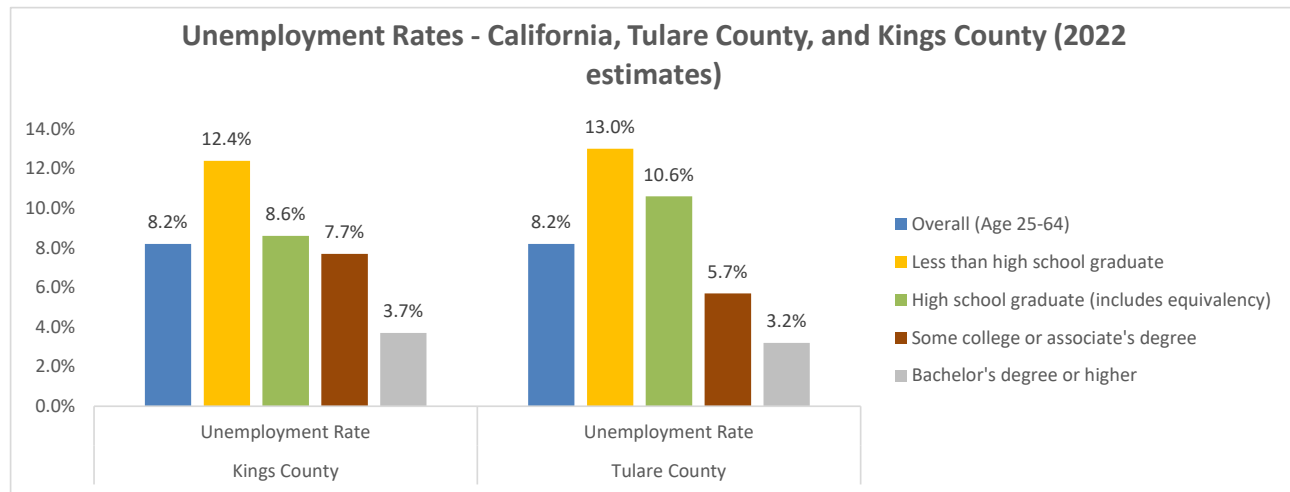
Both Tulare County (15%) and Kings County (13.5%) have poverty levels that exceed the statewide poverty rate (8.5%). In both Kings and Tulare Counties, families with female householders with no spouse present experience higher poverty rates, ranging from 28.7% to 31%, compared to the statewide average of 20.3%.

Household Income			
	California	Kings County	Tulare County
Total Households	13,315,822	43,594	140,670
Less than \$10,000	4.4%	5.3%	5.5%
\$10,000 to \$14,999	3.2%	2.3%	3.9%
\$15,000 to \$24,999	5.6%	7.0%	7.6%
\$25,000 to \$34,999	6.0%	7.5%	8.9%
\$35,000 to \$49,999	8.7%	13.8%	13.2%
\$50,000 to \$74,999	13.7%	18.5%	18.6%
\$75,000 to \$99,999	12.0%	14.7%	13.1%
\$100,000 to \$149,999	17.8%	16.8%	15.4%
\$150,000 to \$199,999	10.7%	8.1%	7.3%
\$200,000 or more	17.9%	5.9%	6.5%
Median Household Income (dollars)	\$91,905	\$68,540	\$64,474
Mean Household Income (dollars)	\$130,718	\$85,040	\$85,832
Family Income Below the Poverty Level (past 12 months)			
	California	Kings County	Tulare County
All families	8.5%	13.5%	15.0%
Married couple families	5.1%	7.4%	10.6%
Families with female householder, no spouse present	20.3%	31.0%	28.7%

Source: U.S. Census Bureau, 2022 American Community Survey 5-Year Estimates (DP03 File)

https://data.census.gov/table/ACSDP5Y2022.DP03?q=american%20community%20survey%20DP03&g=040XX00US06_050XX00US06107,06031

Service Area Unemployment



For both Tulare and Kings Counties, as well as the state of California, higher educational attainment is associated with lower unemployment rates. For ages 25-64, the unemployment rates in Kings and Tulare Counties (8.2%) are higher than the state's overall unemployment rate (5.5%). For ages 16 and older, African Americans have a lower unemployment rate in both Kings County (7.2%) and Tulare County (9.2%) compared to California (10%).

Labor Force & Unemployment Rates by Educational Attainment

	California		Kings County		Tulare County	
	Labor Force		Labor Force		Labor Force	
	Participation	Unemployment	Participation	Unemployment	Participation	Unemployment
	Rate	Rate	Rate	Rate	Rate	Rate
Overall (Age 25-64)	78.5%	5.5%	64.7%	8.2%	74.5%	8.2%
Less than high school graduate	65.6%	7.5%	51.7%	12.4%	65.3%	13.0%
High school graduate (includes equivalency)	73.2%	6.9%	58.4%	8.6%	72.0%	10.6%
Some college or associate's degree	78.7%	6.1%	70.3%	7.7%	77.8%	5.7%
Bachelor's degree or higher	86.6%	3.9%	86.1%	3.7%	87.6%	3.2%
	California		Kings County		Tulare County	
	Labor Force		Labor Force		Labor Force	
	Participation	Unemployment	Participation	Unemployment	Participation	Unemployment
	Rate	Rate	Rate	Rate	Rate	Rate
Overall (age 16+)	63.8%	6.4%	55.1%	9.2%	60.7%	9.0%
White alone, not Hispanic or Latino	62.3%	5.9%	56.8%	8.4%	59.5%	8.7%
Black or African American alone	60.8%	10.0%	52.0%	7.2%	53.3%	9.2%
American Indian and Alaska Native alone	64.0%	8.6%	47.6%	12.7%	62.0%	13.2%
Asian alone	64.4%	4.9%	58.3%	7.6%	58.9%	9.4%
Native Hawaiian and Other Pacific Islander alone	65.8%	8.0%	50.2%	18.4%	65.6%	16.1%
Some other race alone	66.7%	6.9%	53.3%	10.3%	62.3%	9.1%
Two or more races	67.0%	7.8%	53.2%	11.3%	63.0%	9.2%
Hispanic or Latino origin (of any race)	67.0%	6.9%	55.0%	10.0%	63.6%	10.1%

Source: U.S. Census Bureau, 2022 American Community Survey 5-Year Estimates (S2301 File)

https://data.census.gov/table/ACSST5Y2022.S2301?q=american%20community%20survey%20s2301&g=040XX00U06_050XX00U06107.06031

Tulare County: Top 10 Fastest Growing Occupations (2020-2030) By Entry Level Education of Some College or Higher

<u>Occupational Title</u>	<u>Entry Level Education</u>	<u>Percentage Change</u>	<u>Median Hourly Wage</u>	<u>Median Annual Wage</u>
Nurse Practitioners	Master's degree	45.0%	\$63.84	\$132,783
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	37.8%	\$22.95	\$47,736
Medical and Health Services Managers	Bachelor's degree	34.5%	\$50.44	\$104,906
Nursing Assistants	Postsecondary non-degree award	26.1%	\$17.92	\$37,280
Emergency Medical Technicians and Paramedics	Postsecondary non-degree award	23.8%	NA	NA
Market Research Analysts and Marketing Specialists	Bachelor's degree	23.1%	\$28.47	\$59,213
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	20.5%	\$28.99	\$60,295
Medical Assistants	Postsecondary non-degree award	20.2%	\$18.86	\$39,231
Substance, Behavioral, and Mental Health Counselors	Bachelor's degree	18.5%	\$23.67	\$49,241
Software Developers and Testers	Bachelor's degree	17.9%	NA	NA

Note: Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Tulare County: Top 10 Largest Growing Occupations (2020-2030) By Entry Level Education of Some College or Higher

<u>Occupational Title</u>	<u>Entry Level Education</u>	<u>Total Job Openings</u>	<u>Median Hourly Wage</u>	<u>Median Annual Wage</u>
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	5,430	\$22.95	\$47,736
Teaching Assistants, Except Postsecondary	Some college, no degree	2,590	NA	\$37,720
Elementary School Teachers, Except Special Education	Bachelor's degree	2,410	NA	\$80,631
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	1,970	\$22.59	\$46,986
Nursing Assistants	Postsecondary non-degree award	1,930	\$17.92	\$37,280
General and Operations Managers	Bachelor's degree	1,910	\$45.55	\$94,731
Registered Nurses	Bachelor's degree	1,900	\$47.78	\$99,372
Substitute Teachers, Short-Term	Bachelor's degree	1,780	\$18.35	\$38,166
Medical Assistants	Postsecondary non-degree award	1,540	\$18.86	\$39,231
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	1,120	NA	\$97,425

Note: Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Some of the fastest growing jobs in Tulare County that require a postsecondary education are Nurse Practitioners, Heavy and Tractor-Trailer Truck Drivers, Medical and Health Services Managers, and Nursing Assistants. The largest growing jobs in Tulare County with the highest annual wage are General and Operations Managers, Registered Nurses, and Secondary School Teachers (except special and career/technical education).

Source: California Employment Development Department

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

Kings County: Top 10 Fastest Growing Occupations (2020-2030)

By Entry Level Education of Some College or Higher

<u>Occupational Title</u>	<u>Entry Level Education</u>	<u>Percentage Change</u>	<u>Median Hourly Wage</u>	<u>Median Annual Wage</u>
Kindergarten Teachers, Except Special Education	Bachelor's degree	37.5%	NA	\$80,445
Teachers and Instructors, All Other, Except Substitute Teachers	Bachelor's degree	36.4%	NA	NA
Substitute Teachers, Short-Term	Bachelor's degree	35.7%	\$17.76	\$36,923
Special Education Teachers, Kindergarten and Elementary School	Bachelor's degree	33.3%	NA	\$79,461
Management Analysts	Bachelor's degree	33.3%	\$36.87	\$76,679
Medical and Health Services Managers	Bachelor's degree	33.3%	\$59.37	\$123,483
Education Administrators, Elementary and Secondary School	Master's degree	30.8%	NA	\$130,826
Lawyers	Doctoral or professional degree	30.0%	\$51.77	\$107,691
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	Bachelor's degree	30.0%	\$30.11	\$62,626
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	28.2%	NA	\$102,263

Note: Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Kings County: Top 10 Largest Growing Occupations (2020-2030)

By Entry Level Education of Some College or Higher

<u>Occupational Title</u>	<u>Entry Level Education</u>	<u>Total Job Openings</u>	<u>Median Hourly Wage</u>	<u>Median Annual Wage</u>
Elementary School Teachers, Except Special Education	Bachelor's degree	1,050	NA	\$83,563
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	1,030	\$24.16	\$50,246
Teaching Assistants, Except Postsecondary	Some college, no degree	820	NA	\$38,653
Registered Nurses	Bachelor's degree	790	\$62.36	\$129,685
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	590	\$23.28	\$48,422
Medical Assistants	Postsecondary non-degree award	530	\$15.68	\$32,621
General and Operations Managers	Bachelor's degree	510	\$46.69	\$97,120
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	410	NA	\$102,263
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	320	\$34.09	\$70,924
Accountants and Auditors	Bachelor's degree	270	\$33.44	\$69,553

Note: Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Some of the fastest growing jobs in Kings County that require a postsecondary education are Kindergarten Teachers (except special education), Teachers and Instructors (all other except substitute teachers), and Teaching Assistants (except postsecondary). The largest growing jobs in Kings County with the highest annual wage are General and Operations Managers, Registered Nurses, and Secondary School Teachers (except special and career/technical education).

Source: California Employment Development Department



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