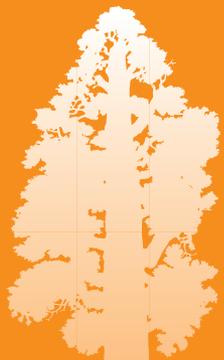




THE CURIOUS GIANT SERIES

2017

2019



THE CURIOUS
GIANT SERIES
2017 - 2019

VISALIA • HANFORD • TULARE

Sequoias Community
College District



College of the Sequoias



The Curious Giant Series (2017-2019)

The Research Office developed the Curious Giant series to communicate and highlight data to District employees. The purpose of the Curious Giant is to inform and increase District employees' awareness and usage of data.

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

Between September 2017 and March 2019, 20 Curious Giant correspondences were emailed to District employees. The majority of the topics covered data about COS students' characteristics and outcomes, however, other topics covered the Giant Questionnaire and employee demographics. The Research Office has continued the Curious Giant series into the 2019-20 academic year.

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The Curious Giant Series

The Curious Giant asks: How many first-generation students are enrolled at COS?

We respond!

As of fall 2017, there are 5,496 students (one in two) who are first-gen. These students have parents/guardians whose level of education is high school or below.



You can learn about more facts just like this one by visiting **The Giant Fact Book:**
<http://www.cos.edu/FactBook>

Factually yours,

Your Giant Research Team



The Curious Giant Series

National Hispanic Heritage Month

The Curious Giant asks: How many Hispanic students are enrolled at COS?

We respond!

As of fall 2017, there are 8,390 students (66%) who identify themselves as Hispanic. In addition, in fall 2016, 28% of all COS employees and 21% of tenured/tenure-track faculty were Hispanic.



You can learn about more facts just like this one by visiting **The Giant Fact Book:**
<http://www.cos.edu/FactBook>

Factually yours,

Your Giant Research Team



The Curious Giant Series

With the passing of AB705, the Curious Giant asks: What are the placement and completion rates for both transfer-level math and English at COS?

We respond!

Math

- 15% of first-time COS students place into transfer-level math.
- 12% of first-time COS students complete transfer-level math during their first year, while 23% complete transfer-level math by the end of their second year.

English

- 37% of first-time COS students place into transfer-level English.
- 30% of first-time COS students complete transfer-level English during their first year, while 48% complete transfer-level English by the end of their second year.

You can learn more about COS students' placement and progress through the basic skills sequence by visiting **The Giant Fact Book**:
<http://www.cos.edu/FactBook>



Factually yours,

Your Giant Research Team



The Curious Giant Series

Veterans Appreciation Month

The Curious Giant asks: How many Veteran and Military students are enrolled at COS?

We respond!

In fall 2016, there were 234 students who identify themselves as Veterans. In addition, 53 students self-identified as Military (Active Duty, Active Reserve, National Guard). Combined, these students made up 2.3% of the total enrollment, which is comparable to the statewide Veteran and Military enrollment (2.4%).

You can learn about more facts just like [this one](#) by visiting **The Chancellor's Office Data Mart:** <http://datamart.cccco.edu/>

Factually yours,

Your Giant Research Team



The Curious Giant Series

The Curious Giant asks: Do COS employees believe in making a difference by serving others?

We respond!

96% of faculty, staff, and administrators that responded to the *Giant Questionnaire (GQ)* believe their work and contributions make a difference.

In addition, 93% of faculty, staff, and administrators that responded to the *GQ* agree that COS values an attitude of service to others.

You can learn about more results from the *Giant Questionnaire* by visiting [this link](#):

<http://www.cos.edu/About/Research/Accreditation%20Survey%20Results/Giant%20Questionnaire%202017.pdf>

Factually yours,

Your Giant Research Team



The Curious Giant Series

The Curious Giant asks: Who cares about assessment?

We respond!

93% of faculty, staff, and administrators that responded to the *Giant Questionnaire (GQ)* agree that COS values ongoing self-assessment, both for individuals and as an institution.

You can learn about more results from the *Giant Questionnaire* by visiting [this link](#):

<http://bit.ly/2CdGV5e>

Factually yours,

Your Giant Research Team



The Curious Giant Series

Black History Month

The Curious Giant asks: How many African American students are enrolled at COS?

We respond!

As of fall 2017, there are 285 students (2%) who identify themselves as African American. In addition, in fall 2017, 2% of all COS employees and 2% of tenured/tenure-track faculty were African American.

You can learn about more facts just like [this one](#) by visiting **The Chancellor's Office Data Mart:**

<http://datamart.cccco.edu/>

Factually yours,

Your Giant Research Team



The Curious Giant Series

Pi Day: March 14th (3/14)

Annual celebration of the mathematical constant π (approx. 3.14159)

The Curious Giant asks: How many students does the Math Dept. at COS serve?

We respond!

- About 1,000 students visit the District's math labs at the three campuses in a given semester.
- The Math Dept. offers 125 sections comprised of 14 different courses and serves the equivalent of 600 full-time students.
- The Math Dept. is staffed with 38 faculty members (18 full-time, 2 temp, and 18 adjunct).



If you need help perfecting your pie day, look no further than the culinary course [CULN 206](#), which places emphasis on baking techniques!

Factually yours,
Your Giant Research Team



The Curious Giant Series

The Curious Giant asks: What are the enrollment trends for the largest student groups at COS?

We respond!

Over the past seven years, the distribution of White students has decreased from 30% in fall 2011 to 22% in fall 2017. The proportion of Hispanic students has increased from 56% to 66% over the same period.

In addition, White employees (59%) make up the largest racial/ethnic group of all COS employees followed by Hispanic employees (28%). The distribution of COS tenured/tenure-track faculty employees is 64% White and 21% Hispanic.



You can learn about more facts just like this one by visiting **The Giant Fact Book:**
<http://www.cos.edu/FactBook>

Factually yours,

Your Giant Research Team



The Curious Giant Series

International Women's Day

National Women's History Month

The Curious Giant asks: How many female students are enrolled at COS?

We respond!

As of fall 2017, there are 7,173 students (57%) who identify themselves as female. In addition, 51% of all COS employees, 36% of administrators, and 52% of tenured/tenure-track faculty are female.



You can learn about more facts just like this one by visiting **The Giant Fact Book**:
<http://www.cos.edu/FactBook>

Factually yours,

Your Giant Research Team



The Curious Giant Series

Asian Pacific American Heritage Month

The Curious Giant asks: How many Asian students are enrolled at COS?

We respond!

As of fall 2017, there are 451 students (4%) who identify themselves as Asian (including Filipino and Pacific Islander). In addition, 6% of all COS employees, 4% of administrators, and 5% of tenured/tenure-track faculty are Asian.

You can learn about more facts just like [this one](#) by visiting **The Chancellor's Office Data Mart:**

<http://datamart.cccco.edu/>

Factually yours,

Your Giant Research Team



The Curious Giant Series

The Curious Giant asks: Where did COS students transfer to in 2016-17?

We respond!

In 2016-17, the Cal State University (n=666) was a top transfer institution followed by In-State Private institutions (n=178). 159 students transferred to Out-of-State institutions. The University of California received 34 transfer students. Below is a list of the top three colleges by institution type that received the largest number of COS student transfers in 2016-17.

| Institution | College/University | # of Transfers |
|-------------------------------|---|----------------|
| California State University | Fresno State | 503 |
| | CSU Bakersfield | 24 |
| | CSU Sacramento | 17 |
| In-State Private Institutions | Fresno Pacific University | 108 |
| | Brandman University | 26 |
| | National University | 17 |
| Out-of-State Institutions | Western Governors University | 27 |
| | University Of Phoenix-Arizona | 26 |
| | Thunderbird School of Global Management (Arizona) | 10 |
| University of California | UC Davis | 9 |
| | UC Santa Barbara | 5 |
| | UC Riverside | 4 |
| | UC Santa Cruz | 4 |

You can learn about more facts just like this one by visiting: [CCCCO Data Mart](#) (In-State Private & Out-of-State Data), [CSU Analytic Studies](#) (CSU Transfer Data), and [UC Information Center](#) (UC Admissions Data)

Factually yours,

Your Giant Research Team



The Curious Giant Series

The Curious Giant asks: What does the Chancellor's Office Student Success Scorecard tell us?

We respond!

The Scorecard is a performance measurement system that tracks student success at each community college in California. It tells us how well colleges are doing in remedial instruction, job training programs, student retention, graduation and completion rates.

For example, the overall persistence rate for the 2011-12 COS student cohort is 73.9%, which is higher than the rate of students who are 'unprepared for college' (72.3%) and lower than the rate of 'college prepared' students (79.9%).

You can learn about more facts just like this one by visiting **[The 2018 Scorecard](#)**:

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561>

Factually yours,

Your Giant Research Team



The Curious Giant Series

The Curious Giant asks: What are the most common names for first-time students enrolled at COS during Fall 2018?

We respond!

The top three most common names for first-time COS students are:

Female:

1. Maria
2. Vanessa
3. Samantha

Male:

1. Jose
2. Daniel
3. Matthew

Also, the most popular program of study declared by first-time students is Associate Degree – Transfer (52%) followed by other Associate Degrees (41%) and Certificates (6%).

Factually yours,

Your Giant Research Team



The Curious Giant Series

The Curious Giant asks: What are the new Institution-Set Standards?

We respond!

Institution-set standards determine the minimum and aspirational expectations for student achievement at COS. We analyze data on an annual basis to assess our performance and disseminate the results district-wide as required by our accreditation commission (ACCJC). In Spring 2018, the newly revised standards were approved for the following metrics: Course Completion, Transfer, Degrees, and Certificates. The following table outlines our minimum standards and stretch/aspirational goals for each metric.

|  Standard Metric | New Institution-Set Standards | | | |
|--|-------------------------------|-----------------------|------------------|----------------------------|
| | Multi-Year Average (6-Year) | Recent Year/Term Data | Minimum Standard | Stretch/ Aspirational Goal |
| Course Completion | 70% | 71% (Fall 2017) | 67% | 74% |
| Transfer (Volume) | 920 | 852 (2015/16) | 828 | 1,012 |
| Degrees (Count of Students) | 929 | 1,054 (2017) | 883 | 1,068 |
| Certificates (Count of Students) | 543 | 711 (2017) | 489 | 652 |

You can learn more about Institution-Set Standards and the process by visiting <http://www.cos.edu/About/Research/Pages/Reports-and-Studies.aspx>

Factually yours,

Your Giant Research Team



The Curious Giant Series

Disability Awareness Month

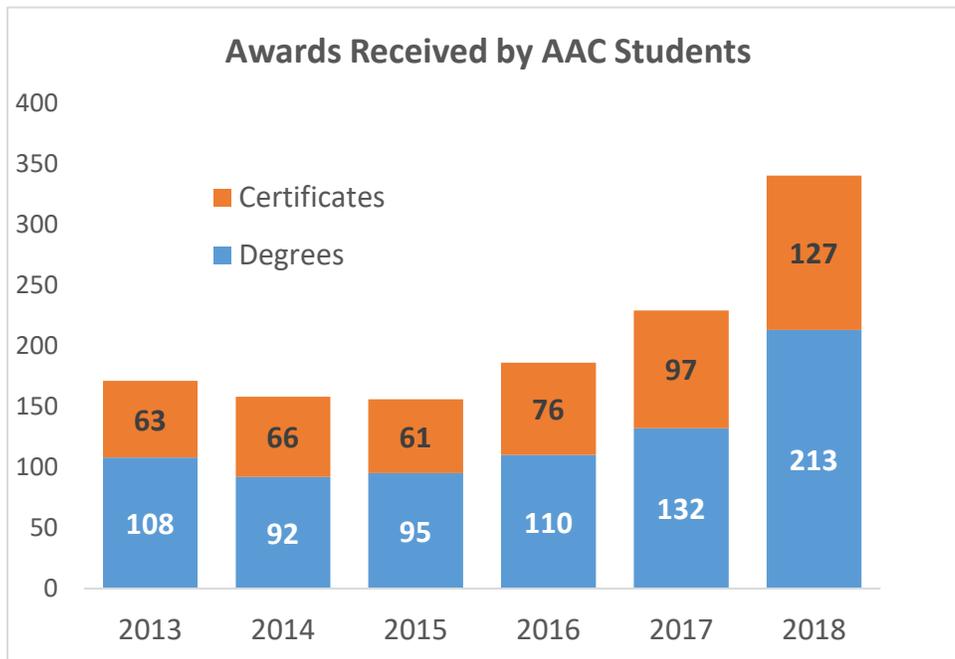
&

Deaf Awareness

The Curious Giant asks: How many awards have Access & Ability Center (AAC) students earned?

We respond!

Over the past six years, the number of awards earned by AAC students have increased 99%, reaching over 1,200 awards cumulatively. Of these awards, 33 awards were earned by students with a hearing impairment.



You can learn more about facts like this by visiting **The Giant Fact Book**: <http://www.cos.edu/FactBook>

Factually yours,

Your Giant Research Team





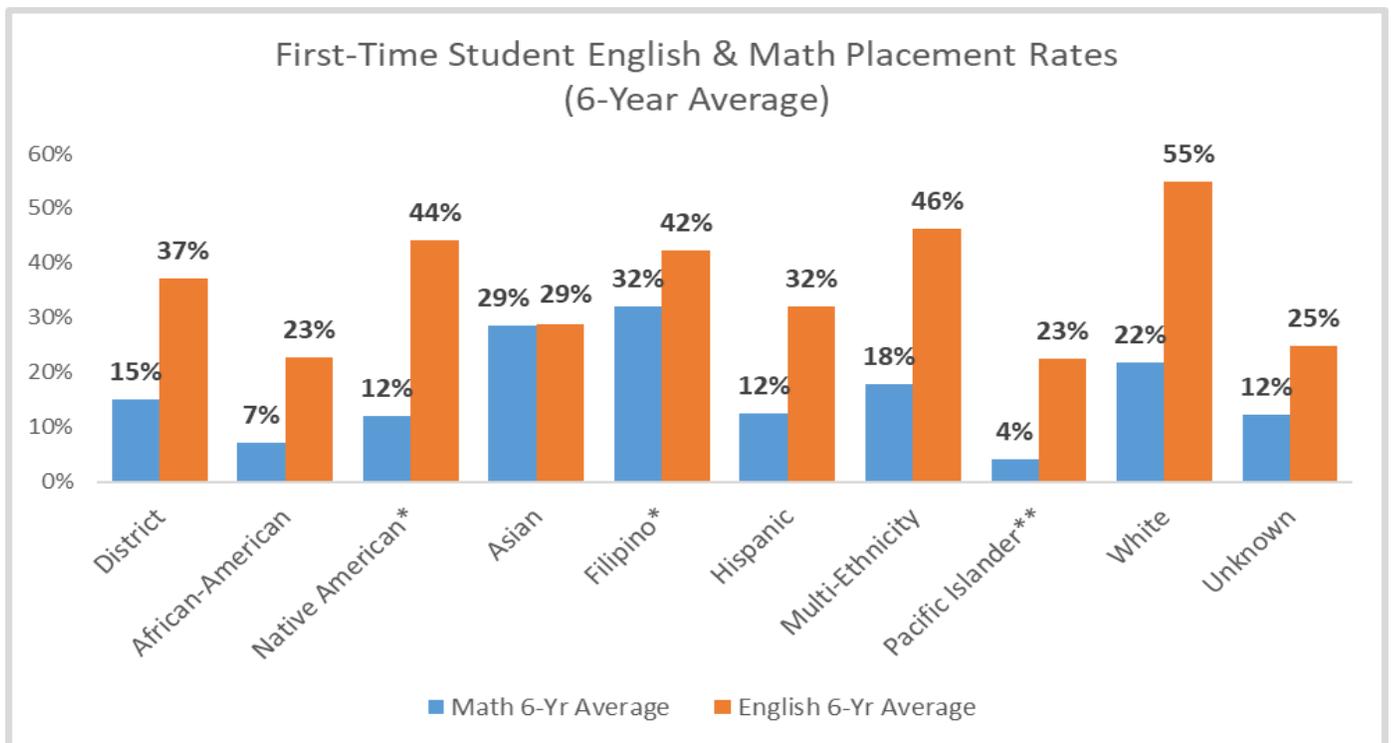
The Curious Giant Series

As the AB 705 work continues, the Curious Giant asks: which student groups have transfer-level math and English placement rates that fall below the District average?

We respond!

Over the past six fall terms, the following student groups had transfer-level math and English placement rates lower than the District average of 15% (math) and 37% (English):

- Math: African American (7%), Hispanic (12%), Native American (12%), and Unknown Ethnicity (12%)
- English: African American (23%), Asian (29%), Hispanic (32%), and Unknown Ethnicity (25%).



* Denotes less than 20 students are included in the percentage.

**Cohort size is too small and not applicable for analysis.

You can learn about more facts just like this one by visiting [The Giant Fact Book](http://www.cos.edu/FactBook):
<http://www.cos.edu/FactBook>

Factually yours,
Your Giant Research Team



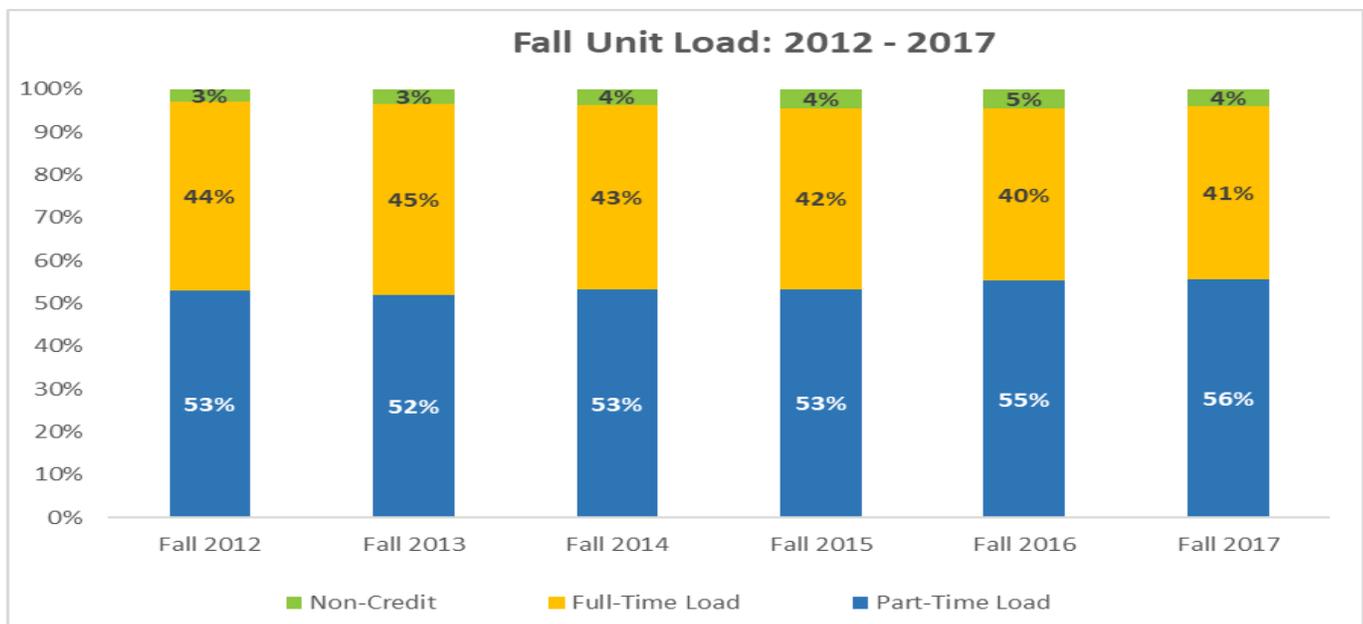


The Curious Giant Series

The Curious Giant asks: How has the proportion of COS part-time student enrollment changed over time?

We respond!

Over the past six terms, the proportion of students enrolled on a part-time basis has increased three percentage points from 53% in Fall 2012 to 56% in Fall 2017. Additionally, about 5% of COS students are Special Admit/K-12 students and nearly all of these students are enrolled on a part-time basis.



| Fall Unit Load | | | | | | | 6-Yr Avg | 6-yr Difference |
|-------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------|
| | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | | |
| Unduplicated Headcount | 11,390 | 11,146 | 11,265 | 11,981 | 12,750 | 12,881 | 11,902 | - |
| Non-Credit | 3% | 3% | 4% | 4% | 5% | 4% | 4% | 1% |
| Full-Time Load | 44% | 45% | 43% | 42% | 40% | 41% | 43% | -3% |
| Part-Time Load | 53% | 52% | 53% | 53% | 55% | 56% | 54% | 3% |

You can learn about more facts just like this one by visiting [The Giant Fact Book](http://www.cos.edu/FactBook):
<http://www.cos.edu/FactBook>

Factually yours,
 Your Giant Research Team





The Curious Giant Series

The Curious Giant asks: What are the fall-to-spring persistence rates for first-time students from COS Feeder High Schools?

We respond!

Over the past five years, the overall persistence rate for first-time students from our feeder high schools is 81%. Of those students, the overall persistence rate for full-time students (88%) is greater than the rate for part-time students (64%) by 24 percentage points.

| Persistence Rates for Feeder High School Students (Fall 2014 to Fall 2018) | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|----------------|
| Fall Unit Load | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | 5-Term Overall |
| All Students | 83% | 80% | 79% | 81% | 81% | 81% |
| Full-Time Students | 89% | 87% | 87% | 88% | 88% | 88% |
| Part-Time Students | 69% | 64% | 60% | 63% | 63% | 64% |

Source: COS Data Warehouse

Definition: The percentage of first-time students from feeder high schools that were enrolled at Census in the fall term and enrolled at Census in the following spring term.

The following feeder high schools were included in the analysis.

| Hanford Unified | Visalia Unified | Tulare Unified | Other Districts |
|-----------------|-----------------|---------------------|-----------------|
| Hanford High | El Diamante | Mission Oak | Corcoran |
| Hanford West | Golden West | Tulare Union High | Exeter |
| Sierra Pacific | Mt Whitney | Tulare Western High | Farmersville |
| | Redwood | | Lindsay |
| | Sequoia | | Orosi |
| | | | Woodlake |

You can learn about more facts by visiting The Giant Fact Book:

<http://www.cos.edu/FactBook>

Factually yours,

Your Giant Research Team





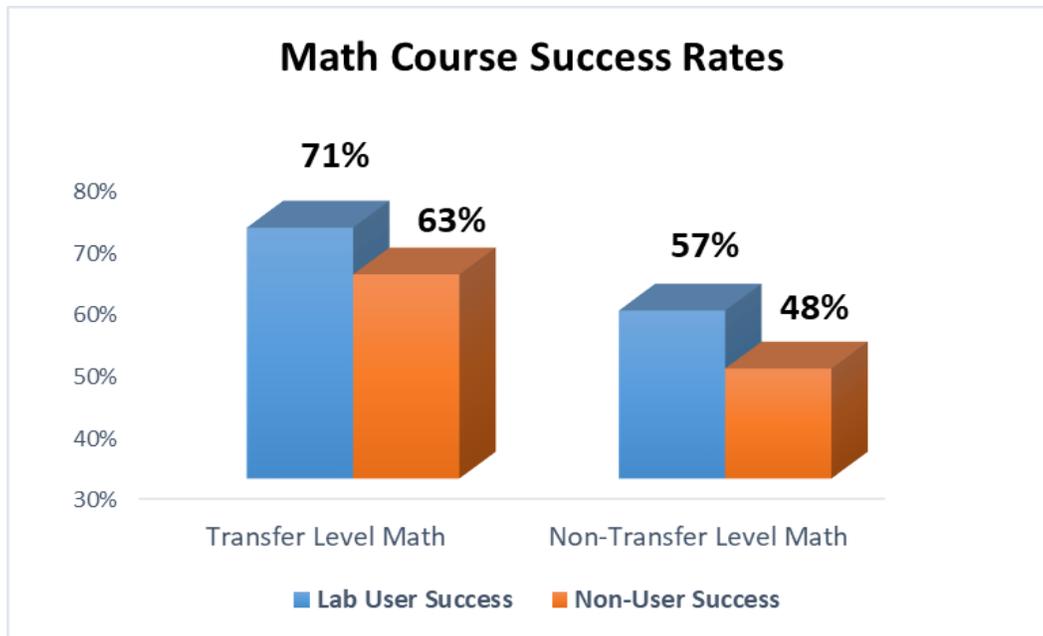
The Curious Giant Series

Happy Pi (π) Day! March 14th (3.14159)

The Curious Giant asks: Are there any differences in success rates in math courses between Math Lab users and non-lab users?

We respond!

Results from a recent study indicate that there were significant differences in success rates between lab users and non-lab users in both transfer level and non-transfer level math courses. Overall, the success rates for lab users were significantly higher than the rates of non-users.



You can learn about more results from this study by reading this [report](#).

Factually yours,
Your Giant Research Team



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