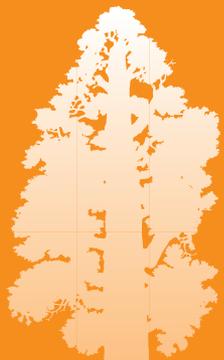




# THE CURIOUS GIANT SERIES

2019

2020



THE CURIOUS  
GIANT SERIES  
2019 - 2020

VISALIA • HANFORD • TULARE

Sequoias Community  
College District



College of the Sequoias

## **The Curious Giant Series (2019-2020)**

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 April 2019 and May 2020, 12 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 topics such as campus safety, District goals, and campus diversity. The Research Office has continued the Curious Giant series into the 2020-21 academic year.

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## The Curious Giant Series

The Curious Giant asks: What are the most popular CSU campuses and their admission rates for COS transfer students?

### We respond!

- In Fall 2018, Fresno State, CSU Bakersfield, and CSU Long Beach received the largest number of applications from COS transfer students.
- Among the top 10 CSU destinations for COS transfer students, Sacramento State had the highest admission rate for our students (76%) followed by Fresno State (69%) and Chico State (65%). In addition, San Diego State had the lowest admission rate (8%) followed by Cal Poly, San Luis Obispo (24%).

COS Transfers to CSU (Fall 2018)			
<u>CSU Campus</u>	<u>Applied</u>	<u>Admitted</u>	<u>Admission Rate</u>
All CSU Campuses	786	610	78%
Fresno	636	438	69%
Bakersfield	116	51	44%
Long Beach	103	43	42%
Sacramento	93	71	76%
San Luis Obispo	72	17	24%
Fullerton	66	24	36%
Northridge	62	30	48%
San Diego	60	5	8%
Chico	52	34	65%
San Jose	49	20	41%

Source: <http://asd.calstate.edu/dashboard/enrollment-live.html>

Note: Admission rates do not imply enrollment.

You can learn about more facts just like this one by visiting: [CSU Student Information Dashboard](#) (Fall Term Student Enrollment)

Factually yours,

Your Giant Research Team



## The Curious Giant Series

### The Curious Giant asks: What are the COS local Vision for Success Goals?

### We respond!

In 2017, the Chancellor’s Office released the Vision for Success (VfS) goals. All community colleges were required to adopt local goals aligned with the VfS goals before June 2019. The COS VfS Goals were adopted by the Board of Trustees on May 13, 2019, in accordance with state law and the COS governance process. Prior to the formal adoption of these goals, COS proactively aligned its Strategic Plan 2018-2021 to support the Chancellor’s Office VfS goals and priorities.

The COS VfS includes five goals to be achieved by 2021-22. Goals 1, 2, and 4 focus on increasing the number of students completing an award, transferring, and attaining a job closely related to their field of study. Goal 3 focuses on reducing the number of accumulated units, and Goal 5 addresses closing the equity gaps for the student groups that are disproportionately impacted in Goal 1 (Completion) and Goal 2 (Transfer).

Goal/Metric	Baseline Data	2021-2022 Goal	% Change
Goal 1: Completion	1,245	1,579	+27%
Goal 2: Transfer to UC/CSU	586	645	+10%
Goal 3: Unit Accumulation	84	78	-7%
Goal 4: Workforce	68%	73%	+7%

You can learn more about the COS Vision for Success Goals, disproportionately impacted student groups, and definitions of the metrics by visiting this [link](#).

Factually yours,

Your Giant Research Team

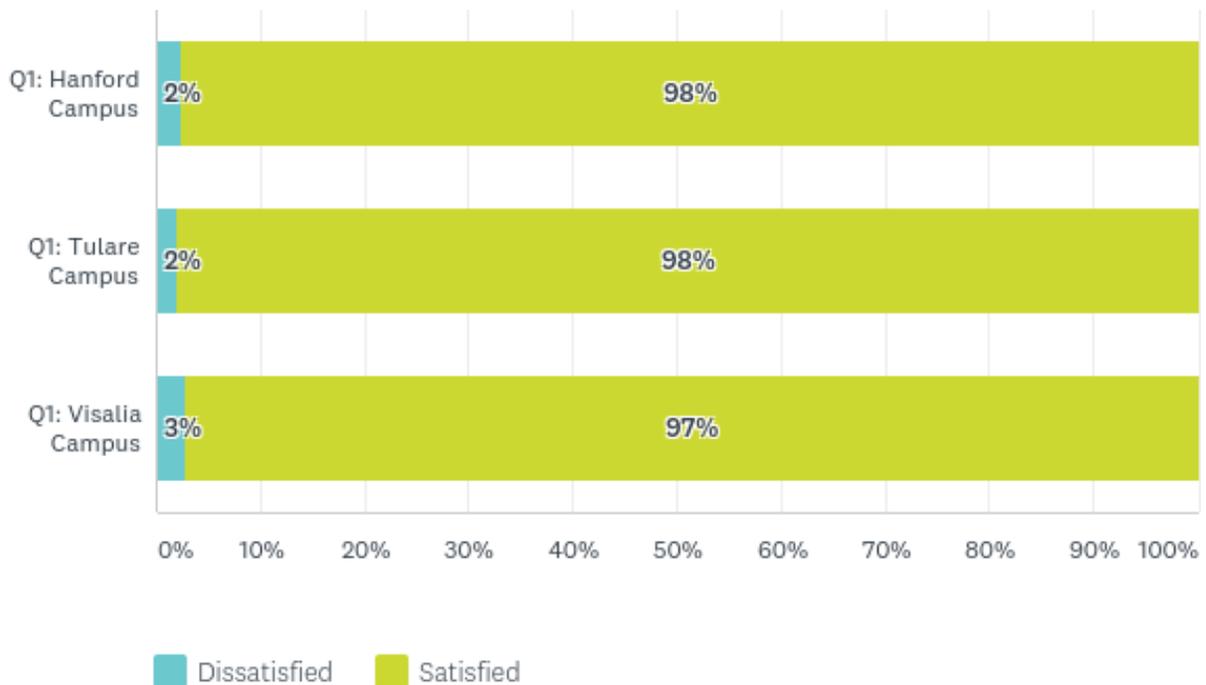


## The Curious Giant Series

The Curious Giant asks: How satisfied are students with the quality of education at COS?

### We respond!

Overall, 97% of students that responded to the 2019 *Student Support Services Survey* (“*Mother Lode*”) are satisfied with the quality of education at COS. Students from the Hanford and Tulare Centers reported higher rates of satisfaction.



You can learn more about the student satisfaction results from the *Mother Lode Survey* by visiting this [link](#).

Factually yours,  
Your Giant Research Team

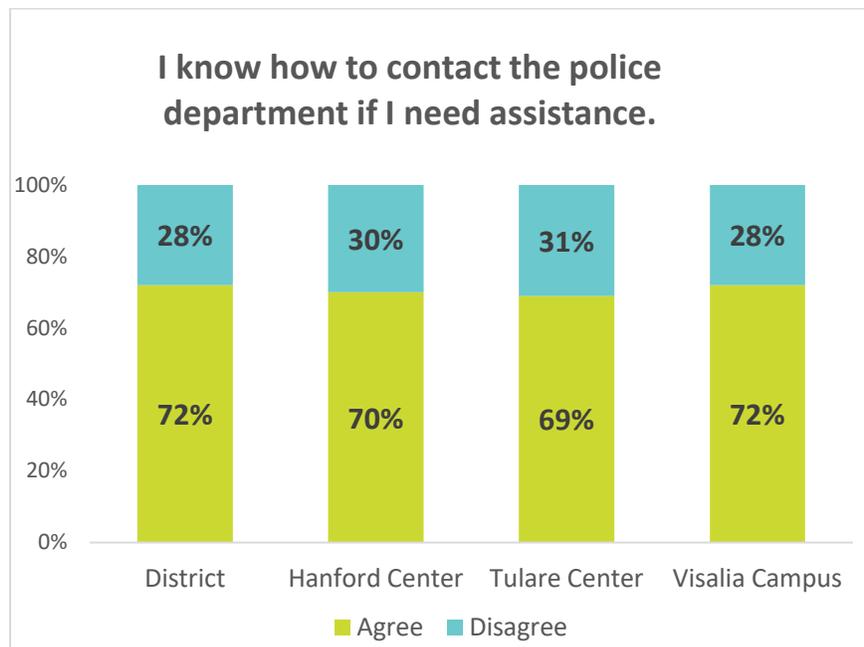


## The Curious Giant Series

The Curious Giant asks: Do COS students know how to contact the police department for assistance?

### We respond!

Overall, 72% of students that responded to the 2019 *Student Support Services Survey* (“Mother Lode”) agree that they know how to contact the COS Police Department if they are in need of assistance. However, students from the Hanford and Tulare Centers agreed slightly less than the Visalia Campus.



You can learn more information about campus safety tips by visiting this [link](#). In case of an emergency, please contact 911. Below are the non-emergency phone numbers for each campus/center.

- Visalia Campus: 730-3999
- Tulare Center: 688-3299
- Hanford Center: 583-2599

You can learn more about the campus safety results from the *Mother Lode Survey* by visiting this [link](#).

Factually yours,

Your Giant Research Team

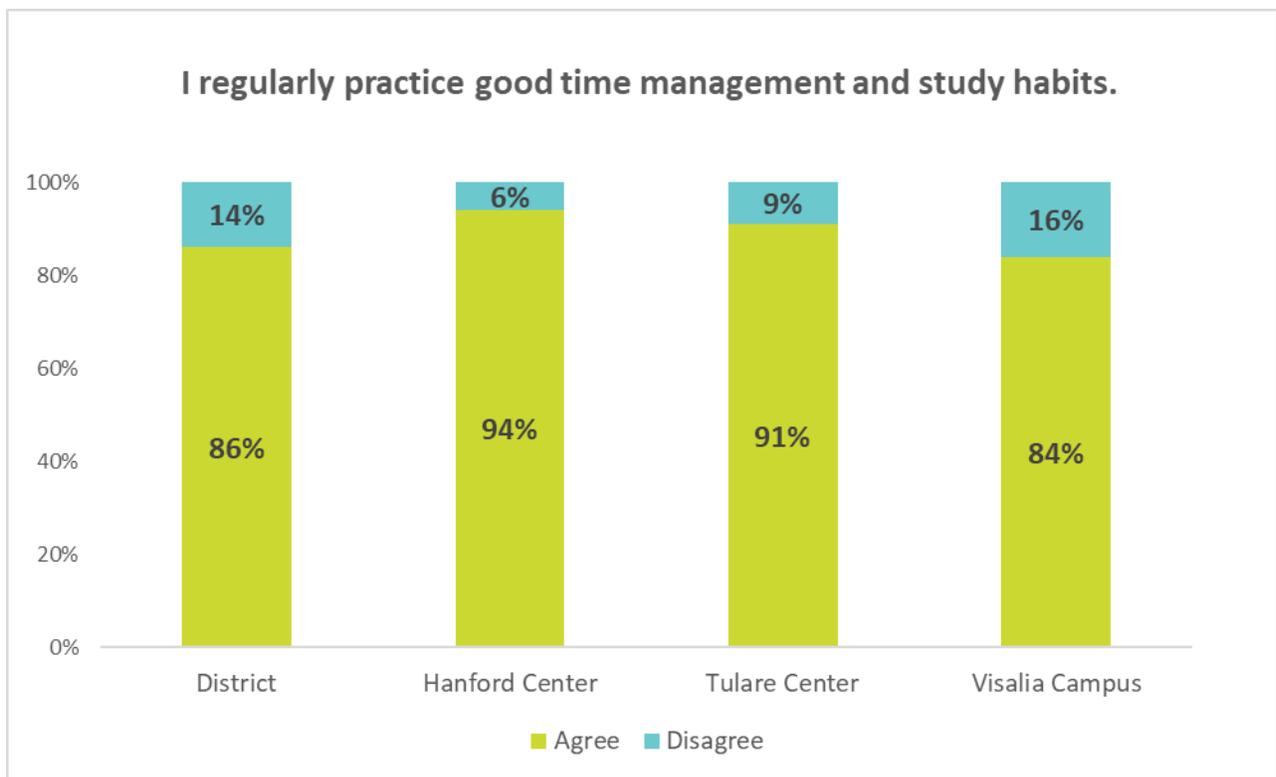


## The Curious Giant Series

The Curious Giant asks: Do COS students practice good time management and study habits?

### We respond!

Overall, 86% of students that responded to the 2019 *Student Support Services Survey* (“Mother Lode”) agree that they regularly practice good time management and study habits. Students from the Hanford and Tulare Centers reported higher rates of agreement.



You can learn more about the Institutional Learning Outcomes results from the *Mother Lode Survey* by visiting this [link](#).

Factually yours,  
Your Giant Research Team

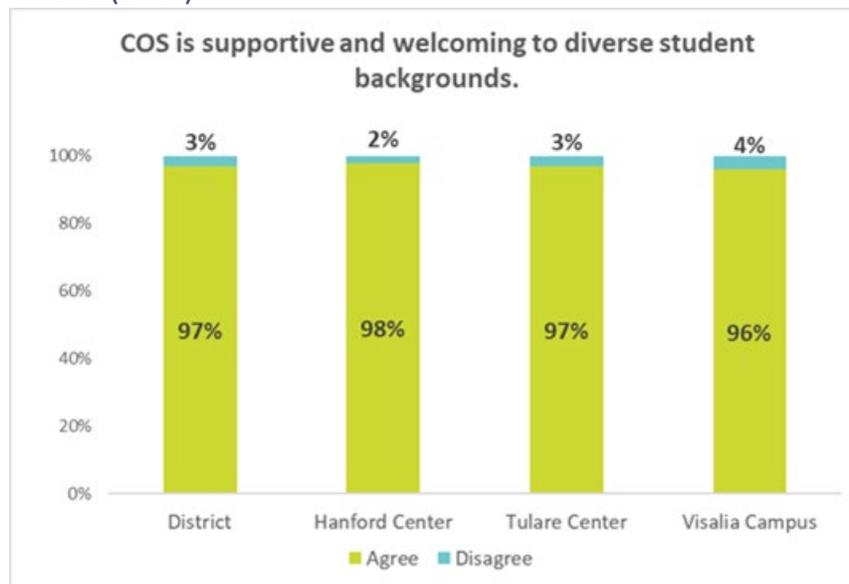


## The Curious Giant Series

The Curious Giant asks: Do students think COS is supportive and welcoming to diverse student backgrounds?

### We respond!

Overall, 97% of students that responded to the 2019 *Student Support Services Survey* (“Mother Lode”) agree that COS is supportive and welcoming to diverse student backgrounds. Students from the Hanford Center reported the highest level of agreement (98%).



In addition, 99% of students that responded to the survey agree that they interact respectfully with people whose beliefs, values, and opinions are different from their own.

You can learn more about campus diversity from the [Mother Lode Survey Results Report](#), or you can explore disaggregated data via the campus climate tab on the [Interactive Survey Results Dashboard](#).

Factually yours,  
Your Giant Research Team



## *The Curious Giant Series*

### **The Curious Giant asks: What is a Disproportionately Impacted Group (DIG) in the 2019-2022 COS Student Equity and Achievement Plan?**

## **We respond!**

A Disproportionately Impacted Group (DIG) is an equity group that is underperforming or underachieving compared to the rest of the student population. The Chancellor's Office designated the following student groups as equity groups for the 2019-2022 COS Student Equity and Achievement Plan (SEAP):

- Race/Ethnicity
- Foster Youth
- Students with Disabilities
- Economically Disadvantaged
- Veterans
- LGBT
- Homeless

Although not required, the District also included first-generation students as an equity group.

You can learn more about the 2019-2022 COS Student Equity and Achievement Plan by visiting this [link](#).

Factually yours,

Your Giant Research Team



## The Curious Giant Series

### The Curious Giant asks: What are the goals for the 2019-2022 COS Student Equity and Achievement Plan?

#### We respond!

The Chancellor’s Office requires all colleges to develop a three-year Student Equity and Achievement Plan (SEAP), by using five different metrics, to reduce achievement gaps.

Metric	2017-18 Baseline Data	2021-2022 Goal	Equity Change
Enrolled in the Same Community College	14,737	15,474	+5%
Retained from Fall to Spring at the Same College	8,381	8,800	+5%
Completed Both Transfer-Level Math and English with the District in the First Year	214	750	+250.47%
Attained the Vision Goal Completion Definition	1,229	1,579	+28.48%
Transferred to a Four-Year Institution	956	1,052	+10.04%

The District analyzed the disaggregated data for each metric to determine which student groups are disproportionately impacted (DIGs). The District then set forth goals to close the equity gaps for each DIG and overarching goals for the entire student population.

You can learn more about the 2019-2022 COS Student Equity and Achievement Plan by visiting this [link](#).

Factually yours,  
Your Giant Research Team



## The Curious Giant Series

The Curious Giant asks: Given the Implementation of AB 705, how did the student outcomes change?

### We respond!

AB 705 is a law that requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe. In accordance with AB 705, the district implemented changes to English and math placement practices, and the Research Office conducted preliminary analyses to assess the impact these changes had on student outcomes.

Metric	Fall 2018 Outcomes	Fall 2019 Outcomes	Percent Change
Enrolled in English 001 at Census	2,093	3,421	+63%
Successfully Completed English 001	1,406	2,183	+55%
Enrolled in Math 021 at Census	812	1,773	+118%
Successfully Completed Math 021	580	999	+72%
Enrolled in Math 010 at Census	83	229	+175%
Successfully Completed Math 010	61	152	+149%

While English 001, Math 021, and Math 010 course success rates declined from Fall 2018 to Fall 2019, the number of students enrolled in and successfully completing these courses significantly increased, which is the goal of AB 705.

You can learn more about the student outcomes on transfer-level English and math, including success rates for these courses, by visiting this [link](#) for the AB 705 Preliminary Assessment Report.

Factually yours,

Your Giant Research Team

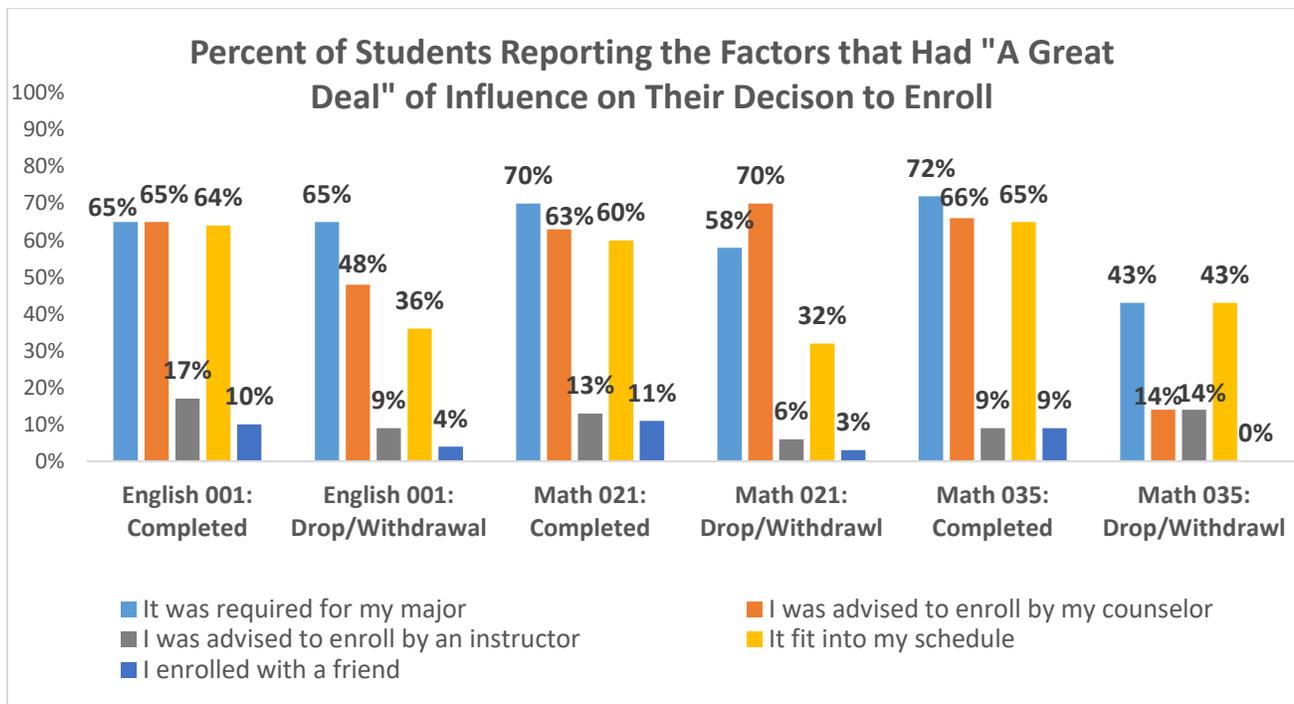


# The Curious Giant Series

## The Curious Giant asks: What factors influence students' decisions to enroll in or drop/withdraw from Gatekeeper Courses?

### We respond!

The AB 705 Course Improvement Pilot Survey was administered to students who completed or dropped/withdrew from the COS Gatekeeper courses (English 001, Math 021, and Math 035) in Fall 2019.



Across these three gatekeeper courses, students who completed or dropped/withdrew from the course reported the greatest influences on their decisions to enroll were 1) required for their major, 2) advised to enroll by a counselor, and 3) course fit into their schedule. Required for their major was the most influential factor on students' decision to enroll, except for students who dropped/withdrew from Math 021.

You can learn more about students' experiences in these Gatekeeper Courses, including factors influencing their decision to drop/withdraw from these courses, by visiting this [link](#).

Factually yours,  
Your Giant Research Team

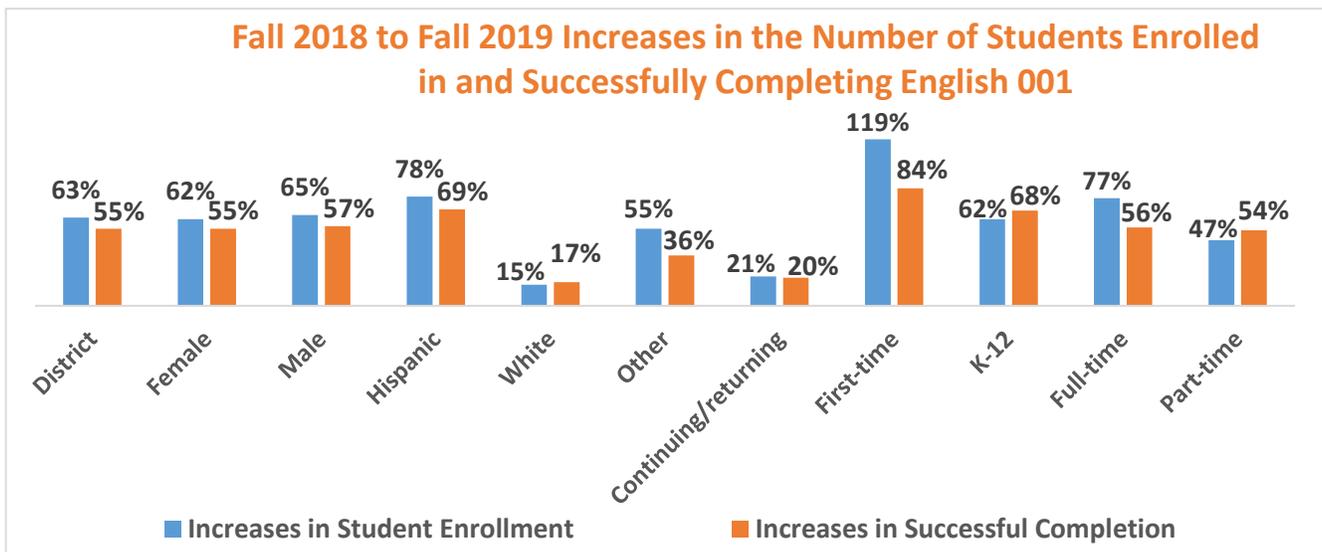


## The Curious Giant Series

The Curious Giant asks: Given the Implementation of AB 705, which COS demographic groups had increases in number of students enrolling in and successfully completing English 001?

### We respond!

AB 705 is a law that requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe. In accordance with AB 705, the District implemented changes to English placement practices. The Research Office conducted preliminary analyses to assess the effect these changes had on student enrollment and success for various demographic groups.



From fall 2018 to fall 2019, all student groups experienced increases in the number of students enrolled in and successfully completing English 001. Male, Hispanic, first-time, and full-time students experienced larger increases in the number of students enrolling in and successfully completing English 001 when compared to the District average. Female, White, Other race/ethnicity, continuing/returning, and part-time students experienced increases in the number of students enrolling in and successfully completing English 001, but these increases were smaller than or equal to the increases made by the District as a whole.

You can learn more about the disaggregated student outcomes on transfer-level English including success rates, by visiting this [link](#) for the AB 705 ENGL 001 Preliminary Assessment [Report](#) (Disaggregated Outcomes)

Factually yours,  
Your Giant Research Team

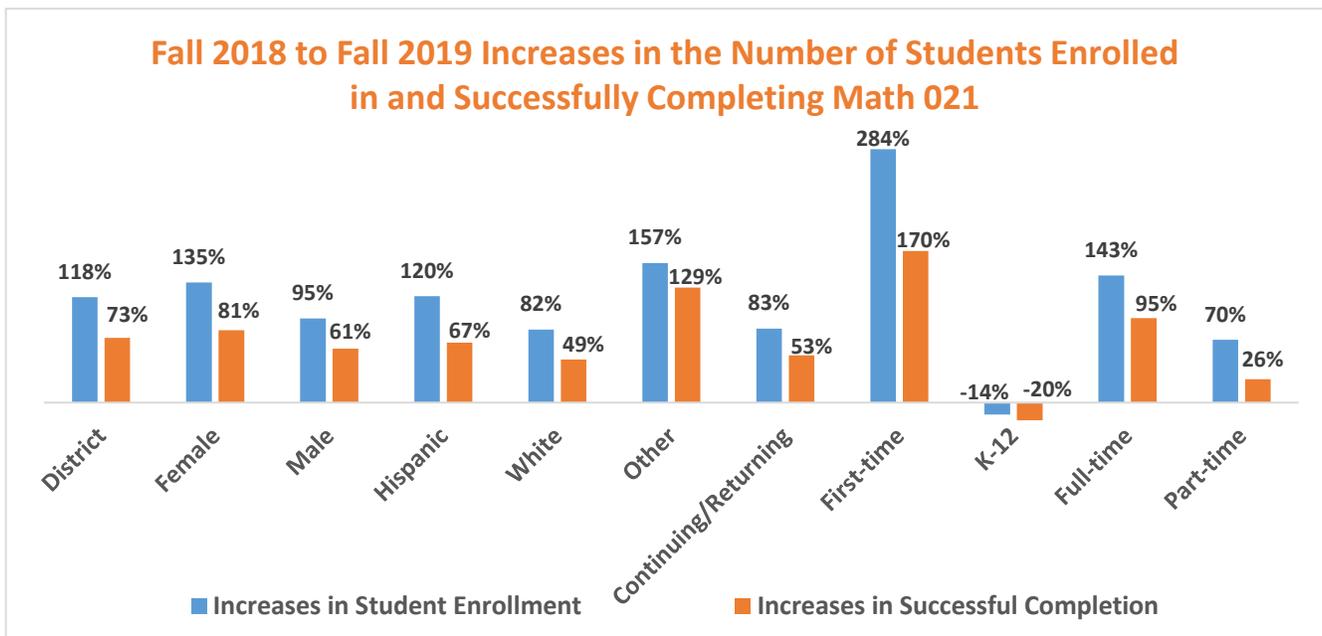


## The Curious Giant Series

The Curious Giant asks: Given the Implementation of AB 705, which COS demographic groups had increases in number of students enrolling in and successfully completing Math 021?

### We respond!

AB 705 is a law that requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe. In accordance with AB 705, the District implemented changes to math placement practices. The Research Office conducted preliminary analyses to assess the effect these changes had on student enrollment and success for various demographic groups.



From fall 2018 to fall 2019, all student groups, with the exception of K-12 students, experienced increases in the number of students enrolled in and successfully completing Math 021. Female, Hispanic, Other race/ethnicity, first-time, and full-time students experienced larger increases in the number of students enrolling in Math 021 when compared to the District average. In addition, female, Other race/ethnicity, first-time, and full-time students experienced larger increases in the number of students successfully completing Math 021 when compared to the District average.

You can learn more about the disaggregated student outcomes on transfer-level math including success rates as well as results for Math 10 and Math 35, by visiting this [link](#) for the AB 705 Math Preliminary Assessment [Report](#) (Disaggregated Outcomes)

Factually yours,  
Your Giant Research Team



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Office of Research, Planning & Institutional Effectiveness  
College of the Sequoias  
915 S Mooney Blvd, Visalia, CA 93277