RESEARCH
PLANNING & INSTITUTIONAL EFFECTIVENESS

The Curious Giant Series 2022-2023

COS

To: The College of the Sequoias Community

From: Dr. Mehmet "Dali" Ozturk, Dean, Research, Planning and Institutional Effectiveness
Date: August 15, 2023

Subject: 2022-2023 Curious Giant Series

The Office of Research, Planning and Institutional Effectiveness (R-PIE) developed the Curious Giant series to communicate and highlight data to the District employees. The purpose of the Curious Giant is to inform and increase the 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 August 2022 and May 2023, 10 Curious Giant correspondences were emailed to the District employees. The topics covered included an overview of the Program Review and Student Equity Plan dashboards, Fall enrollment trends, living wage attainment, challenges experienced by first-generation students as well as course success rates for Pell Grant recipients, Black/African American students, and Asian students. Additionally, COS transfer level English and Math completion rates were highlighted and compared to other colleges in the Central Valley region.

The Office of Research, Planning and Institutional Effectiveness is happy to provide consultation and assistance with any questions or concerns regarding this report, if needed. We highly encourage you to submit a Data/Research Request form for additional data and analysis or consultation: https://www.cos.edu/datarequest/

Factually yours,

On behalf of the Giant Research Team

Dr. Mehmet "Dali" Ozturk
Dean, Research, Planning and Institutional Effectiveness

Table of Contents

The Curious Giant Series

The Curious Giant asks: Where can I find additional disaggregated data for my unit's program review?

We respond!

The *Program Review Dashboard* functions as a one-stop-shop for your academic program planning needs. This dashboard contains key metrics such as success rates, unduplicated headcounts, census enrollments, excused withdrawal rates, program majors, awards, full-time equivalent students (FTES), full-time equivalent faculty (FTEF) and FTES/FTEF ratio. Users may disaggregate course success rates (including and excluding EWs), unduplicated headcounts, census enrollments, withdrawal rates, and excused withdrawal rates by the following characteristics:

Student Characteristics	
• Race/ethnicity	• PELL recipient status
• Gender	• EOP&S status
• Instruction method	• Veteran status
• Unit load	• Puente status
• Campus location	• TRIO status
• Parent education level	• CalWorks status
• Sexual orientation	• CARE status
• Athlete status	• AB540 status
• Access/Ability services status	• Homeless status
• Foster youth status	• Enrollment status
• Age Group	• SSP completer status

Users may select up to three of these filters at a time to explore intersectionality, which allows for better insight into equity gaps at the District, department, or course level. Users may also filter the data by term, credit courses, CTE, Work Experience, and academic year. Please see the following page for an example of the dashboard and its features.

You can learn more about the available disaggregated data by visiting this *link* for the *Program Review Dashboard*.

Factually yours,
Your Giant Research Team

Department (select "All" for District Total)
(All)

Courses (select "All" for District or Dept. Total)
(All)

Outcomes and Enrollments
Success Rate Excludes EW

Equity Group 1
Pell Recipient

Equity Group 2
Gender

Equity Group 3
Sexual Orientation

Success Rate Excludes EW: All Dept, All Courses

			2019-20	2020-21	2021-22	Multi-Year
Grand Total			77.2%	79.1%	69.4%	75.2%
Pell Recipient	Female	Heterosexual	74.2%	79.9%	68.8%	73.8%
		LGB+	72.4%	74.8%	62.2%	68.1%
		Unknown	81.7%	83.3%	71.1%	79.3%
	Male	Heterosexual	74.2%	79.0%	67.8%	72.9%
		LGB+	70.3%	71.5%	59.8%	64.5%
		Unknown	78.5%	83.5%	71.5%	78.0%
	Unknown	Heterosexual	69.8%	78.4%	86.0%	78.8%
		LGB+	64.2%	82.2%	65.5%	68.1%
		Unknown	70.1%	80.9%	68.3%	72.7%
Not Pell Recipient	Female	Heterosexual	73.1%	75.9%	65.3%	71.0%
		LGB+	59.6%	72.9%	62.1%	64.8%
		Unknown	79.2%	78.9%	70.1%	76.3%
	Male	Heterosexual	69.3%	73.8%	69.2%	70.6%
		LGB+	67.6%	67.1%	59.0%	63.2%
		Unknown	76.4%	77.2%	72.2%	75.4%
	Unknown	Heterosexual	87.2%	84.2%	66.7%	81.6%
		LGB+	71.1%	77.3%	60.8%	70.6%
		Unknown	77.5%	73.5%	73.8%	75.1%

Credit Courses
- ☑ Credit
- ☐ Non-Credit
- Cancel Apply

CTE Type
- ☑ CTE Courses
- ☑ Non CTE Courses
- Cancel Apply

Work Experience
- ☑ Non WEXP Courses
- ☑ WEXP Courses

Terms
- ☐ Summer
- ☑ Fall
- ☑ Spring
- Cancel Apply

Academic Year
- ☐ 2016-17
- ☐ 2017-18
- ☐ 2018-19
- ☑ 2019-20
- ☑ 2020-21
- ☑ 2021-22
- Cancel Apply

Explore more data!
https://www.cos.edu/dashboard

COS
RESEARCH, PLANNING &
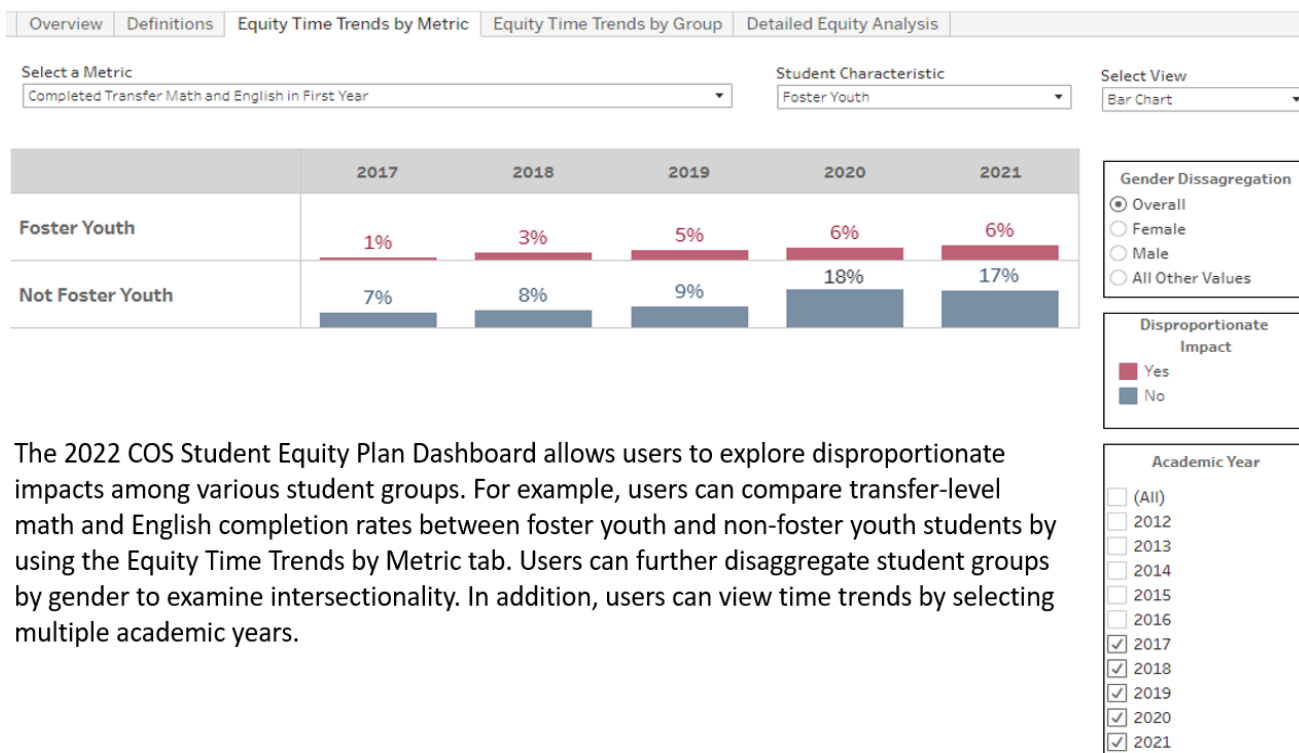INSTITUTIONAL EFFECTIVENESS

The Curious Giant Series

The Curious Giant asks: What is a Disproportionately Impacted Group (DIG) in the 2022-2025 COS Student Equity Plan?

We respond!

A Disproportionately Impacted Group (DIG) is a student group in need of intentional support and resources to achieve equitable educational outcomes. Five educational outcomes have been disaggregated by the following student characteristics to identify DIGS for the 2022-2025 COS Student Equity Plan (SEP):

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

| Overview | Definitions | Equity Time Trends by Metric | Equity Time Trends by Group | Detailed Equity Analysis |

Select a Metric
Completed Transfer Math and English in First Year ▼

Student Characteristic
Foster Youth ▼

Select View
Bar Chart ▼

	2017	2018	2019	2020	2021
Foster Youth	1%	3%	5%	6%	6%
Not Foster Youth	7%	8%	9%	18%	17%

Gender Dissagregation
- ◉ Overall
- ○ Female
- ○ Male
- ○ All Other Values

Disproportionate Impact
- ▮ Yes
- ▮ No

Academic Year
- ☐ (All)
- ☐ 2012
- ☐ 2013
- ☐ 2014
- ☐ 2015
- ☐ 2016
- ☑ 2017
- ☑ 2018
- ☑ 2019
- ☑ 2020
- ☑ 2021

The 2022 COS Student Equity Plan Dashboard allows users to explore disproportionate impacts among various student groups. For example, users can compare transfer-level math and English completion rates between foster youth and non-foster youth students by using the Equity Time Trends by Metric tab. Users can further disaggregate student groups by gender to examine intersectionality. In addition, users can view time trends by selecting multiple academic years.

To further explore student equity data, please visit the 2022 COS Student Equity Plan Dashboard. You can learn more about the 2022-2025 COS Student Equity Plan data by visiting this link for the Guide to Understanding Disproportionately Impacted Groups (DIGs).

Factually yours,

Your Giant Research Team

The Curious Giant Series

The Curious Giant asks: How have the COS Pell grant recipients performed in courses over the past five years?

We respond!

In each of the past five years (2017-2018 to 2021-2022), students who received a Pell grant had higher course success rates when compared to students who did not receive a Pell grant. This pattern was the same for female Pell grant recipients when compared to female students who did not receive a Pell grant. Additionally, in four of the past five years, male Pell grant recipients had higher course success rates when compared to male students who did not receive a Pell grant. Finally, female Pell grant recipients had higher course success rates than male Pell grant recipients in three of the past five academic years.

Course Success Rates		2017-18	2018-19	2019-20	2020-21	2021-22
District	*All Students*	72%	75%	77%	79%	69%
	Pell Recipient	74%	76%	79%	82%	70%
	Non-Pell Recipient	71%	74%	76%	77%	69%
Female	*Pell Recipient*	75%	77%	80%	82%	70%
	Non-Pell Recipient	72%	75%	77%	78%	68%
Male	*Pell Recipient*	71%	75%	77%	82%	70%
	Non-Pell Recipient	69%	72%	74%	76%	71%

You can further explore student outcomes such as course success rates as well as unduplicated headcounts, census enrollments, withdrawal rates, and excused withdrawal rates by visiting this ***link*** for the ***Program Review Dashboard***. Users can disaggregate student outcomes by 22 student characteristics including race/ethnicity, gender, age, unit load, veteran status, enrollment status, Pell recipient status, and more. Users may select up to three student characteristics at a time to explore intersectionality, which allows for better insight into equity gaps at the District, department, or course level. Users may also filter the data by term, credit courses, CTE, Work Experience, and academic year. Please see the following page for an example of the dashboard and its features.

Factually yours,

Your Giant Research Team

Success & Enrollments

Welcome to the Success Dashboard. This dashboard allows users to explore course success, withdrawals, excused withdrawals, census enrollments and unduplicated headcounts through an equity lens such as race/ethnicity, gender, enrollment status, unit load, campus location and instructional method. Outcomes of small groups (less than 10) are suppressed and denoted with an asterisk (*). Students who received a grade but were not enrolled at census are not included in these outcomes. Users can further dissaggregate data by up to three groups. For example, success rates of Hispanic females in online courses can be produced by selecting race/ethnicity in Group 1, gender in Group 2, and instructional method in Group 3.

Note: Unduplicated headcount trend analysis is best utilized by selecting only one term/semester type (summer, fall or spring) as most student attributes are term-based (such as enrollment status, unit load, and athlete).

Success Rate Excluding EW - (Letter grades A, B, C, P / (A,B,C,D,F,W,I,P,NP).

Success Rate Including EW - (Letter grades A, B, C, P) / (All grades issued).

Withdrawal Rate - (Letter grade W / (All grades issued).

Excused Rate - (Letter grade EW / (All grades issued).

Census Enrollments - Count of students enrolled at census and issued a grade.

Unduplicated Headcount - Unduplicated count of all student who were enrolled at cesus and received any grade.

Department (select "All" for District Total)
(All) ▾

Courses (select "All" for District or Dept. Total)
(All) ▾

Outcomes and Enrollments
Success Rate Excludes EW ▾

Equity Group 1
Pell Recipient ▾

Equity Group 2
Gender ▾

Equity Group 3
None ▾

Success Rate Excludes EW: All Dept, All Courses

			2017-18	2018-19	2019-20	2020-21	2021-22	Multi-Year
Grand Total			72.2%	74.7%	77.2%	79.1%	69.4%	74.5%
Pell Recipient	Female	Null	75.2%	77.0%	79.8%	82.0%	69.8%	76.8%
	Male	Null	71.3%	74.5%	77.2%	81.9%	69.6%	74.6%
	Unknown	Null	67.6%	72.0%	66.3%	81.3%	69.9%	70.3%
Not Pell Recipient	Female	Null	72.1%	74.9%	77.1%	77.8%	68.0%	74.0%
	Male	Null	69.3%	71.8%	74.2%	75.8%	70.5%	72.2%
	Unknown	Null	65.2%	73.1%	74.9%	76.2%	68.8%	72.0%

Credit Courses
- ☑ Credit
- ☐ Non-Credit
- Cancel Apply

CTE Type
- ☑ CTE Courses
- ☑ Non CTE Courses
- Cancel Apply

Work Experience
- ☑ Non WEXP Courses
- ☑ WEXP Courses

Terms
- ☐ Summer
- ☑ Fall
- ☑ Spring
- Cancel Apply

Academic Year
- ☐ 2016-17
- ☑ 2017-18
- ☑ 2018-19
- ☑ 2019-20
- ☑ 2020-21
- ☑ 2021-22
- Cancel Apply

Explore more data!
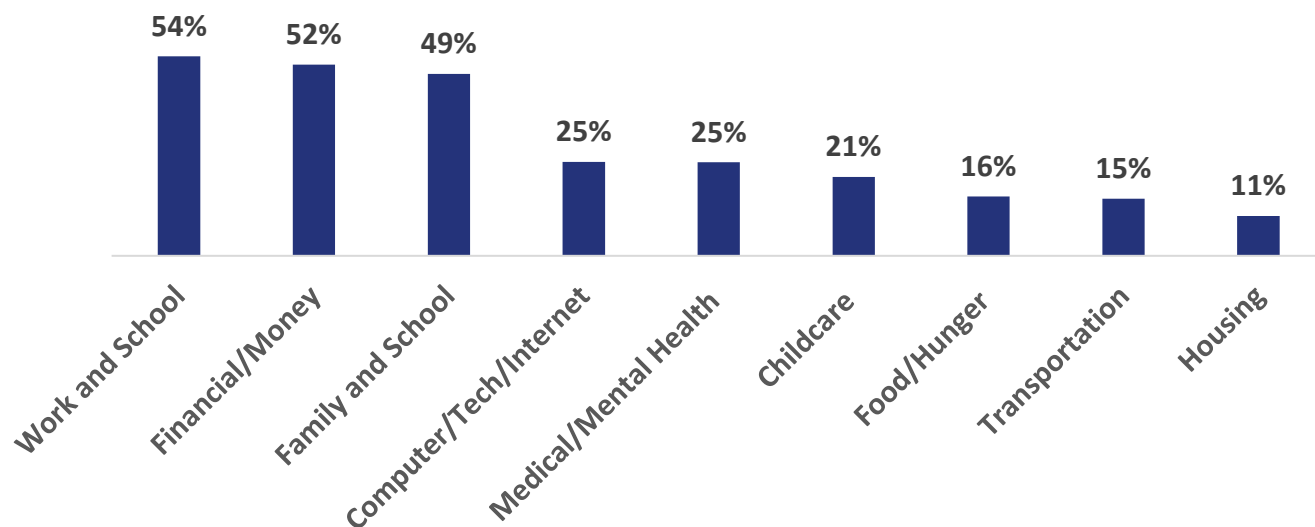https://www.cos.edu/dashboard

The Curious Giant Series

The Curious Giant asks: What obstacles/issues are most challenging to COS first generation college students' education?

We respond!

During the Spring 2021 semester, about one year into the COVID-19 pandemic, all currently enrolled COS students were invited to participate in the Student Support Services Survey ("Mother Lode"). Balancing work and school, financial/money issues, and balancing family and school were the three issues most often reported as being moderately or very challenging educational pursuits among the first generation students. Additionally, one quarter of first generation students reported medical/mental health and technology as moderately or very challenging, and approximately one in five first generation students reported childcare as moderately or very challenging.

Percentage of First Generation Students Who Found the Following Issues "Moderately" or "Very Challenging"

Issue	Percentage
Work and School	54%
Financial/Money	52%
Family and School	49%
Computer/Tech/Internet	25%
Medical/Mental Health	25%
Childcare	21%
Food/Hunger	16%
Transportation	15%
Housing	11%

Note. First generation college student is defined as students who reported their parents had a high school education or below.

You can learn more about COS students' educational challenges by visiting this link for the 2021 Student Support Services "Motherlode" Survey Dashboard. This dashboard allows users to explore educational challenges by race/ethnicity, gender, unit load, enrollment status, and campus. You can also learn more from our first generation students, faculty, and staff at COS, by attending the First Gen Panel being hosted on November 8, 2022 at 12pm in Sequoia Building Room 1 at the Visalia Campus.

Factually yours,
Your Giant Research Team

The Curious Giant Series

The Curious Giant asks: How do COS Students' Living Wage Attainment Rates Compare to the Statewide Average?

We respond!

In 2019-2020, COS students (61%) attained a living wage at a higher rate when compared to the Statewide average (46%). This was true for all racial/ethnic groups that had at least 10 students. Hispanic (+18 percentage points), Asian (+17 percentage points), and Filipino (+17 percentage points) students had the largest differences in living wage attainment rates when compared to the Statewide average.
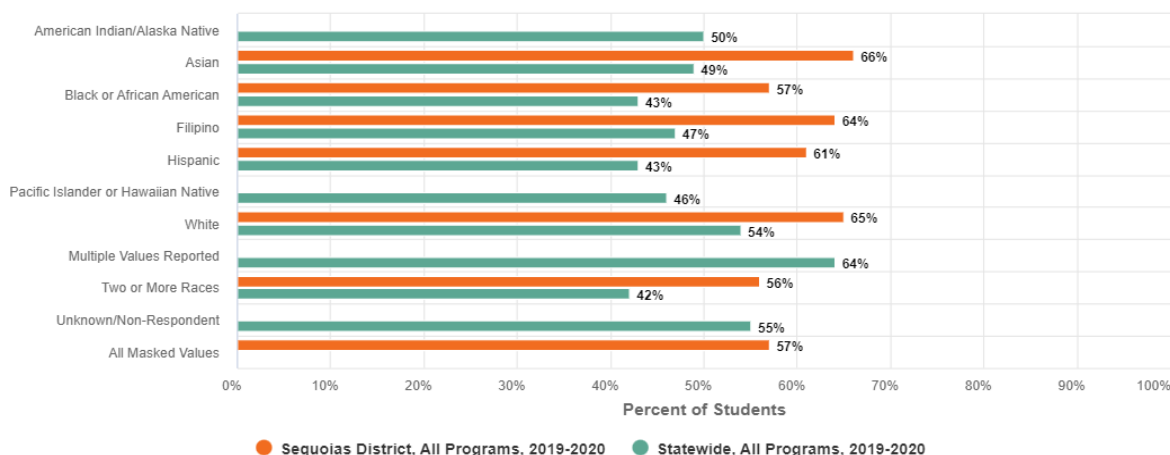
Attained the Living Wage*

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

● Sequoias District, All Programs, 2019-2020
● Statewide, All Programs, 2019-2020

DRILL DOWN

Race/Ethnicity ▼

Race/Ethnicity	Statewide	Sequoias District
American Indian/Alaska Native	50%	
Asian	49%	66%
Black or African American	43%	57%
Filipino	47%	64%
Hispanic	43%	61%
Pacific Islander or Hawaiian Native	46%	
White	54%	65%
Multiple Values Reported		64%
Two or More Races	42%	56%
Unknown/Non-Respondent	55%	
All Masked Values		57%

Percent of Students

● Sequoias District, All Programs, 2019-2020   ● Statewide, All Programs, 2019-2020

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

Note. Racial/ethnic groups with less than 10 students are combined into the "All masked values" category, and 2019-2020 is the most recent year of data for this metric.

For more information about COS student outcomes such as awards earned, transfer rates, and retention rates, please visit the California Community College Chancellor's Office Community College Pipeline Dashboard. To view COS data, select "District" then select "Sequoias District" and then click view. To compare to statewide data, click "detailed data comparison" and then click view to explore COS student data. You can filter data by year, program/sector, and student credit status, and you can disaggregate data by gender, age group, race/ethnicity, economically disadvantaged status or by time trends.

Factually yours,

Your Giant Research Team

COS
RESEARCH, PLANNING,
& INSTITUTIONAL EFFECTIVENESS

Community College Pipeline: Overview

Credit Status

All: Students who took either credit or noncre...

○ Statewide ○ Macroregion ○ Microregion ● District ○ College

Sequoias District

Program or Sector

All Programs

Academic Year

2019-2020

VIEW

🖸 Export Data to CSV

⊖ DETAILED DATA COMPARISON

● Statewide ○ Macroregion ○ Microregion ○ District ○ College

Statewide

Program or Sector

All Programs

Academic Year

2019-2020

8

The Curious Giant Series

The Curious Giant asks: How do COS Students' Transfer-Level English Completion Rates Compare to the Statewide Average?

We respond!

In 2020-2021, the transfer-level English completion rate among COS students was 64%, which was only slightly lower than the statewide average completion rate (66%), and was in the top half of completion rates for the Southern Central Valley microregion whose rates ranged from 49% to 73%. When examining ethnic differences in transfer-level completion rates among COS students, Hispanic students had disproportionately lower completion rates compared to all other students for each of the past five years.

English Transfer-Level Completion Rates: 2020-2021 Statewide and Regional Comparison
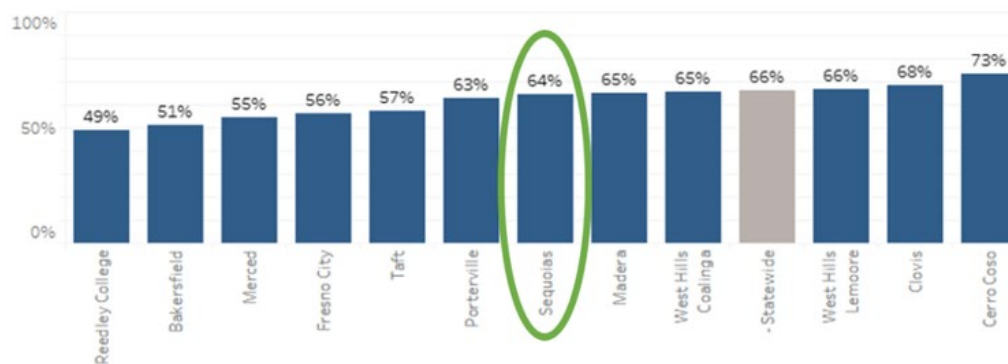
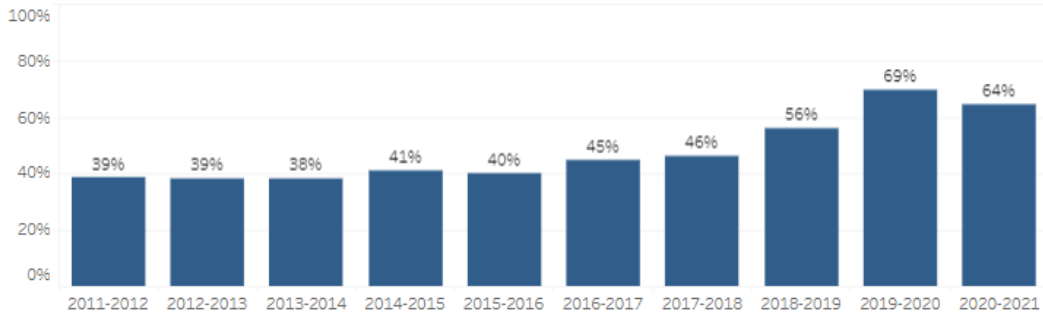English Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)
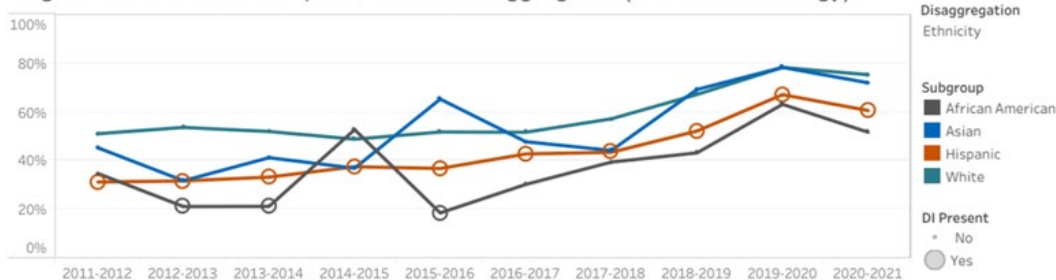
For more information about COS students' transfer-level English and math outcomes, please visit the California Community College Chancellor's Office [Transfer-Level Gateway Completion Dashboard](#). To view COS data, under College select "Sequoias". You can filter data by subject, timeframe to completion, starting course level, and term, and you can disaggregate the data by many student characteristics such as race/ethnicity, gender, age, GPA, as well as military, DSPS, Foster Youth, and Puente status. To compare to statewide or regional data, select the "Regional View" tab, and under Region select "Central".

Factually yours,

Your Giant Research Team

| Regional View

Successful Transfer-Level Completion Rates in English

Year	Rate
2011-2012	39%
2012-2013	39%
2013-2014	38%
2014-2015	41%
2015-2016	40%
2016-2017	45%
2017-2018	46%
2018-2019	56%
2019-2020	69%
2020-2021	64%

Timeframe observed
- Selected timeframe fully ...

College
Sequoias

Subject
English

Timeframe to Completion
- 1 term
- 1 year (selected)
- 2 years
- 3 years

Successful Transfer-Level Completion Counts in English
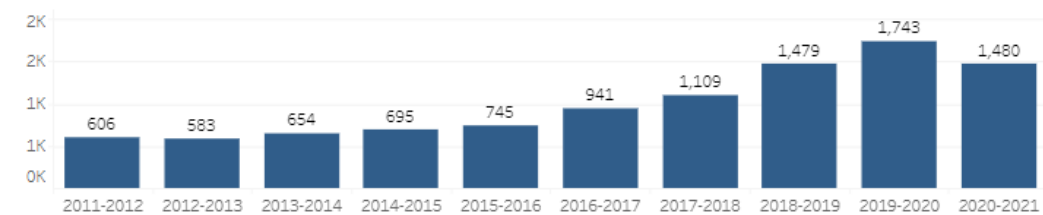
Year	Count
2011-2012	606
2012-2013	583
2013-2014	654
2014-2015	695
2015-2016	745
2016-2017	941
2017-2018	1,109
2018-2019	1,479
2019-2020	1,743
2020-2021	1,480

Starting Course Level
- All

First Attempt Term
- - All Terms
- Fall only (selected)

English Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)

Disaggregation
Gender

Subgroup
- Female
- Male

DI Present
- No
- Yes

The Curious Giant Series

The Curious Giant asks: What are the Fall semester course success rate trends among African American first-time students at COS? We respond!

From Fall 2021 to Fall 2022, course success rates among African American first-time students at COS increased 13 percentage points. When examining course success rates from Fall 2021 to Fall 2022 among African American first-time students by gender, male students had a 10-percentage point increase, while female students had a 19-percentage point increase. Additionally, male students had higher course success rates in four out of the past five fall terms when compared to female students.

Success & Enrollments (data extracted 1.8.23)

About the Dashboard: **?**   Definitions: **i**

Annual or Term Data Trends	Time Frame	Outcome Type
Fall Terms	(Multiple values)	Success Rate Excludes EW

Department (select "All" for District Total)	Courses (select "All" for District or Dept. Total)	Credit Courses	CTE Type	Work Experience
(All)	(All)	Credit	(All)	(All)

Equity Group 1	Equity Group 2	Equity Group 3
Race/Ethnicity	Enrollment Status	Gender

Success Rate Excludes EW: All Dept, All Courses

			Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Grand Total
Grand Total			66.9%	75.5%	62.9%	49.4%	62.7%	64.7%
African-American	First-Time Student	Female	58.9%	72.4%	67.1%	38.3%	57.1%	61.8%
		Male	70.4%	77.6%	53.8%	53.5%	63.7%	66.2%

You can learn more about the available disaggregated data by visiting this *link* for the *Program Review Dashboard*.

Users may select up to three equity group characteristics (such as race/ethnicity, gender, enrollment status, age groups, unit load, Veteran status, homeless status, etc.) at a time to explore intersectionality, which allows for better insight into equity gaps at the District, department, or course level. Users may also filter by annual or term data, credit courses, CTE, Work Experience, and time frame. Please see the following page for an example of the dashboard and its features.

Factually yours,
Your Giant Research Team

COS
RESEARCH, PLANNING,
& INSTITUTIONAL EFFECTIVENESS

Program Review and Planning Dashboard by College of the Sequoias

			Fall 2020	Fall 2021	Fall 2022	Grand Total
Grand Total			79.9%	61.8%	62.0%	67.1%
African-American	First-Time Student	Female	67.1%	38.3%	57.1%	56.9%
		Male	53.8%	53.5%	63.7%	58.5%
	Continuing Student	Female	86.1%	63.6%	64.0%	70.6%
		Male	88.7%	73.7%	64.3%	74.9%
	Returning Student	Female	53.8%	61.8%	51.6%	56.4%
		Male	71.4%	56.7%	43.5%	56.8%
	First-Time Transfer Student	Female	89.7%	57.1%	38.1%	65.7%
		Male	71.1%	55.6%	63.0%	63.2%
	Not Applicable/K-12	Female	*	*	*	77.8%
		Male	*	69.2%	*	73.9%

Filters
Annual or Term Data Trends- You can select Annual (Summer/Fall/Spring), Annual (Fall/Spring), Fall Terms, Spring Terms, and Summer Terms.
Time Frame- You can select data from the 2016-17 academic year through the 2022-23 academic year **(Spring 2023 data is not yet available).**
Outcome Type- You can select Success Rates Excludes EW, Succes Rates Includes EW, Withdrawal Rate, Excused rates, Census Enrollments, Unduplicated Headcount and Section Counts.
Department- You can filter by department. Defaults is set to "All".
Course- You can filter by course. Defaults is set to "All".
Credit Courses- You can filter by course credit status. Default is set to "Credit".
CTE Type- You can filter by CTE courses. Default is set to "All".
Work Experience- You can filter by Work Experience courses. Default is set to "All".
Equity Group- You can disaggregate data by race/ethnicity, gender, age group, instruction method (isolates support), instruction method (distributes support), corequesite support, course title, campus location, enrollment status, unit load, athlete, access/ability status, foster youth, Pell recipient, first-generation, EOP&S, veterans, Puente, TRIO, CalWorks, CARE, AB540, homeless status, SSP completer, sexual orientaiton, and highest parent education level.

Notes
- Asterisks indicate less than 10 students. Therefore the data is suppressed.
- You can edit the data table by deciding which groups to include or exclude. In the example above, only African American Students were included and students with an unknown gender were exlcuded. To do this, click on the group name and select "keep only" if you only want to include that group or select "exclude".

The Curious Giant Series

The Curious Giant asks: How do COS Students' Transfer-Level Math Completion Rates Compare to the Statewide Average?

We respond!

In 2020-2021, the transfer-level Math completion rate among COS students was 57%, which was greater than the statewide average completion rate (54%), and was in the top half of completion rates for the Southern Central Valley microregion whose rates ranged from 31% to 65%. When examining differences in transfer-level completion rates based on foster youth status, students who identified as foster youth had disproportionately lower completion rates compared to all other students in four of the past five years.

2020-2021 Transfer-Level Completion Rates in Math for selected colleges
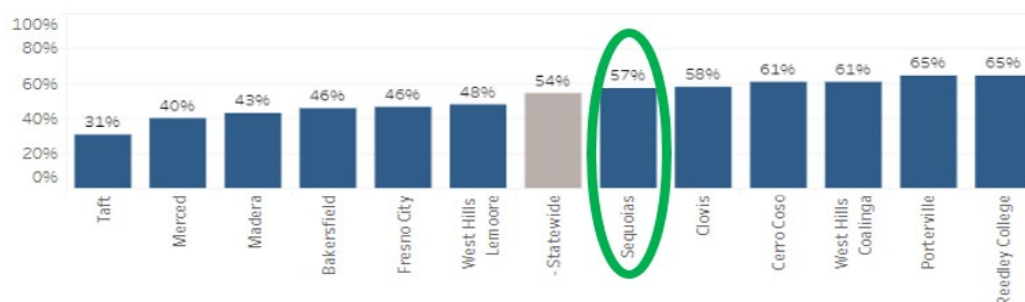
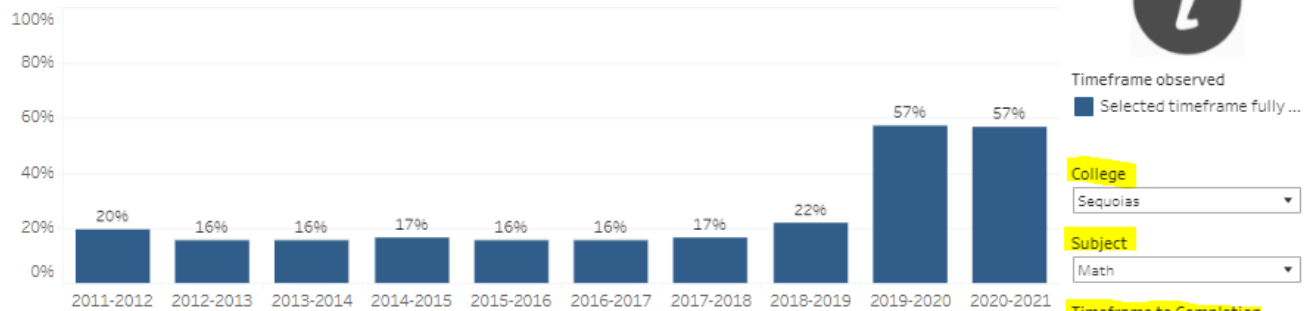Math Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)
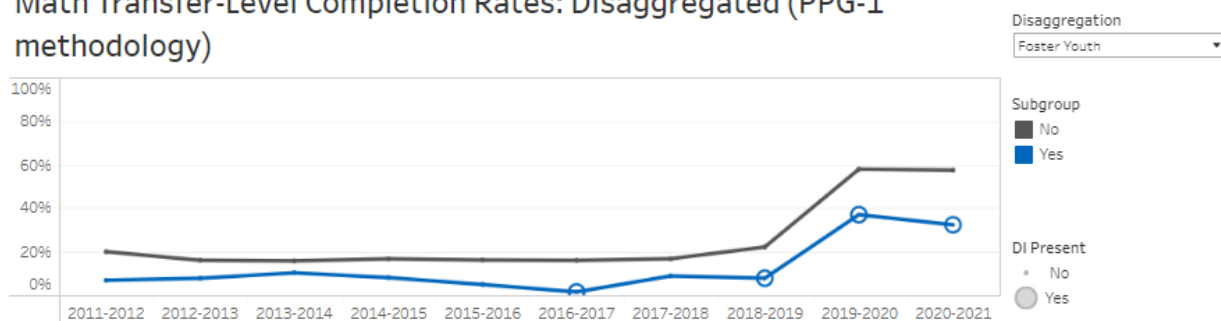
For more information about COS students' transfer-level math and English outcomes, please visit the California Community College Chancellor's Office Transfer-Level Gateway Completion Dashboard. To view COS data, under College select "Sequoias". You can filter data by subject, timeframe to completion, starting course level, and term, and you can disaggregate the data by many student characteristics such as race/ethnicity, gender, age, GPA, as well as military, Disabled Student Program and Services (DSPS), Foster Youth, and Puente status. To compare to statewide or regional data, select the "Regional View" tab, and under Region select "Central". Please see the following page for an example of the dashboard.

Factually yours,

Your Giant Research Team

Regional View

Successful Transfer-Level Completion Rates in Math

Timeframe observed
■ Selected timeframe fully ...

College
Sequoias ▼

Subject
Math ▼

Timeframe to Completion
○ 1 term
◉ 1 year
○ 2 years
○ 3 years

Starting Course Level
- All ▼

First Attempt Term
○ - All Terms
◉ Fall only

Disaggregation
DSPS ▼

Successful Transfer-Level Completion Counts in Math

Math Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)

Subgroup
■ DSPS
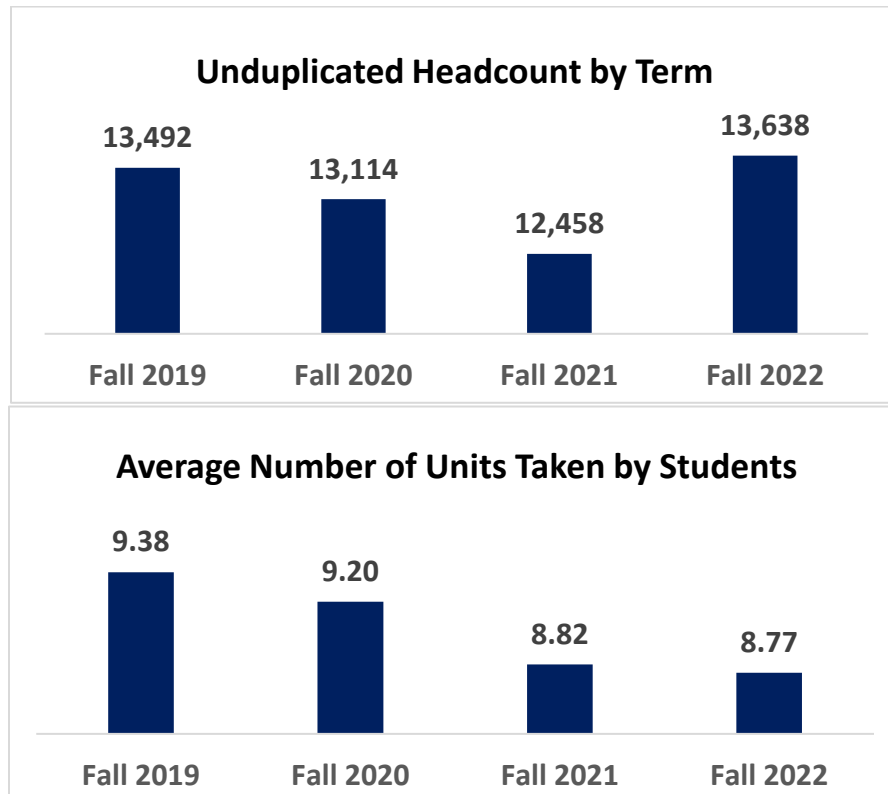■ Not DSPS

DI Present
· No
○ Yes
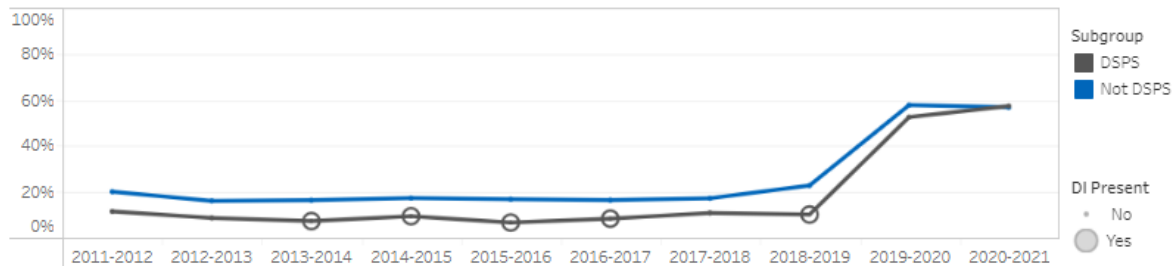
The Curious Giant Series

The Curious Giant asks: Has enrollment at COS rebounded from the impacts of the COVID-19 pandemic?

We respond!

The unduplicated headcount of students enrolled at census at COS declined during the COVID-19 pandemic, but the student headcount rebounded in Fall 2022 surpassing the pre-COVID 19 (Fall 2019) unduplicated headcount. However, students took fewer units in Fall 2022 when compared to Fall 2019. On average, students enrolled in .6 less units in Fall 2022.

Unduplicated Headcount by Term

Fall 2019	Fall 2020	Fall 2021	Fall 2022
13,492	13,114	12,458	13,638

Average Number of Units Taken by Students

Fall 2019	Fall 2020	Fall 2021	Fall 2022
9.38	9.20	8.82	8.77

You can learn more about fall enrollment trends at COS by visiting this link for the Understanding Fall Enrollment Trends: Fall 2019 to Fall 2022 brief. This brief summarizes unduplicated headcounts, proportion of full-time students, and average number of units by student status. The brief also includes a breakdown of COS students by enrollment status.

Factually yours,

Your Giant Research Team

COS
RESEARCH, PLANNING,
& INSTITUTIONAL EFFECTIVENESS

The Curious Giant Series

The Curious Giant asks: What are the course success rate trends over the past five years among Asian students at COS?

We respond!

In each of the past five years (2017-2018 to 2021-2022), both Asian female and male students had higher course success rates when compared to the District average course success rates for their respective gender groups. Additionally, in four of the past five years, Asian female students had higher course success rates when compared to Asian male students.

Course Success Rates		2017-18	2018-19	2019-20	2020-21	2021-22
District	*All Students*	72%	75%	77%	79%	70%
	Male Students	70%	73%	76%	78%	70%
	Female Students	74%	76%	79%	80%	69%
Asian Students	*All Students*	79%	79%	84%	86%	75%
	Male Students	75%	80%	83%	81%	74%
	Female Students	83%	79%	85%	88%	77%

You can further explore COS Asian student and other group outcomes such as unduplicated headcounts, census enrollments, withdrawal rates, and excused withdrawal rates by visiting this ***link*** for the ***Program Review Dashboard***. Users can disaggregate student outcomes by 26 student characteristics including race/ethnicity, gender, age, unit load, veteran status, enrollment status, Pell recipient status, and more. Users may select up to three student characteristics at a time to explore intersectionality, which allows for better insight into equity gaps at the District, department, or course level. Users may also filter the data by term, credit courses, CTE, Work Experience, and academic year. Please see the following page for an example of the dashboard and its features.

Factually yours,

Your Giant Research Team

RESEARCH, PLANNING &
INSTITUTIONAL EFFECTIVENESS

Success & Enrollments (data extracted 1.8.23)

About: **?**   Definitions: 📖   Glossary: 🔍

Annual or Term Data Trends	Time Frame	Outcome Type
Annual (FA-SP) ▼	(Multiple values) ▼	Success Rate Excludes EW ▼

Department (select "All" for District Total)	Courses (select "All" for District or Dept. Total)	Credit Courses	CTE Type	Work Experience
(All) ▼	(All) ▼	Credit ▼	(All) ▼	(All) ▼

Equity Group 1	Equity Group 2	Equity Group 3
Race/Ethnicity ▼	Gender ▼	None ▼

Success Rate Excludes EW: All Dept, All Courses

			2017-18 (FA/SP)	2018-19 (FA/SP)	2019-20 (FA/SP)	2020-21 (FA/SP)	2021-22 (FA/SP)	Grand Total
Grand Total			72.2%	74.7%	77.3%	79.1%	69.5%	74.5%
African-American	Female	Null	64.0%	70.5%	76.2%	74.8%	57.9%	68.8%
	Male	Null	69.9%	68.6%	77.7%	77.8%	67.9%	71.9%
Asian	Female	Null	82.5%	78.7%	85.2%	88.4%	76.9%	82.3%
	Male	Null	74.9%	80.2%	82.7%	81.0%	74.2%	78.8%
Filipino	Female	Null	86.9%	88.7%	90.0%	80.3%	67.8%	83.5%
	Male	Null	83.8%	81.6%	82.9%	79.8%	76.3%	80.8%
Hispanic	Female	Null	72.5%	74.6%	77.2%	77.9%	67.1%	73.9%
	Male	Null	68.4%	71.3%	74.1%	76.8%	68.3%	71.6%
Multi-Ethnicity	Female	Null	71.9%	75.4%	79.0%	85.2%	75.0%	76.2%
	Male	Null	67.8%	72.5%	71.5%	79.4%	78.3%	72.5%
Native American	Female	Null	66.5%	82.6%	77.6%	77.5%	44.8%	70.2%
	Male	Null	56.9%	58.2%	68.0%	76.9%	61.4%	64.2%
Pacific Islander	Female	Null	93.8%	86.8%	80.4%	63.6%	60.0%	76.1%
	Male	Null	74.1%	78.6%	65.5%	72.2%	90.5%	75.5%
White	Female	Null	77.6%	80.4%	82.4%	84.9%	75.7%	80.1%
	Male	Null	75.8%	78.0%	79.8%	82.4%	75.7%	78.2%

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