



RESEARCH

PLANNING & INSTITUTIONAL EFFECTIVENESS

THE CURIOUS GIANT SERIES 2025 - 2026

COS

SEQUOIAS COMMUNITY COLLEGE DISTRICT
HANFORD | TULARE | VISALIA



To: The College of the Sequoias Community

From: Dr. Mehmet “Dali” Ozturk, Dean, Research, Planning, and Institutional Effectiveness

Date: August 07, 2026

Subject: 2025-2026 Curious Giant Series

The Office of Research, Planning, and Institutional Effectiveness (R-PIE) developed the Curious Giant series to communicate and highlight data to District employees. The purpose of the Curious Giant is to inform and increase the District employees’ awareness and usage of data.

One Curious Giant correspondence is emailed each month and covers 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 2025 and May 2026, 10 Curious Giant correspondences were emailed to District employees. Topics included an overview of the Program Review dashboards, institutional set standards, demographics of first-time students, transfer rates, student satisfaction with the quality of education and the educational challenges they face, as well as employees' perceptions of working at COS and the impact of their work.

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

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RESEARCH

PLANNING & INSTITUTIONAL EFFECTIVENESS



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 provides key metrics such as success rates, withdrawal rates, unduplicated headcounts, unduplicated headcount percentages, census enrollments, section counts, program majors, awards, full-time equivalent students (FTES), full-time equivalent faculty (FTEF), and FTES/FTEF ratio. Users can disaggregate course success rates, unduplicated headcounts, census enrollments, and withdrawal rates by the following characteristics:

Student-Level Characteristics		Course Level Characteristics
• Race/ethnicity	• CalWorks status	• Instruction method
• Gender	• CARE status	• Co-requisite support
• Age group	• Homeless status	• Course title
• Enrollment status	• Sexual orientation	• Department ID
• Unit load	• Parent education level	• Campus location
• Athlete status	• MESA/ASEM	• Dual enrollment sections
• Access/Ability services status	• English placement	• Textbook cost
• Foster youth status	• High school	
• PELL recipient status	• High school GPA	
• First generation status	• Basic Needs	
• EOP&S status	• Student Success Program	
• Veteran status	• A2MEND	
• Puente status	• Program Major	
• TRIO status		

Users can 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 can also filter the data by term or annual data, time frame, department, course, credit courses, dual enrollment courses, CTE, and work experience. Please see the following page for an example of the dashboard and its features.

To learn more about the available disaggregated data, visit the [Program Review Dashboard](#). For guidance on how to use the dashboard, refer to the [Program Review Data Memo](#).

The Office of Research, Planning, and Institutional Effectiveness is happy to provide consultation or assistance with using the dashboards or interpreting the data, if needed. We highly encourage you to submit a [Data/Research Request form](#) for consultation or additional data analyses.

Factually yours,
Your Giant Research Team



Success & Enrollments (Data extracted 6.4.2025)

About: ?

Definitions: 

Glossary: 

Annual or Term Data Trends		Time Frame		Outcomes and Measures	
Annual (FA-SP)		(Multiple values)		Success Rate	
Department (select "All" for District Total)		Courses (select "All" for District or Dept.)		Dual Enrolled Section	
(All)		(All)		(All)	
Equity Group 1		Equity Group 2		Equity Group 3	
(course) Instruction Method		(student) Gender		(student) Pell Recipient	
Course Level		CTE Type		Work Experience	
(Multiple values)		(All)		(All)	

Success Rate: All Dept, All Courses

			2020-21 (FA/SP)	2021-22 (FA/SP)	2022-23 (FA/SP)	2023-24 (FA/SP)	2024-25 (FA/SP)	Grand Total
Grand Total			79.2%	69.6%	72.0%	74.1%	76.1%	74.2%
Face-to-Face	Female	Pell Recipient	85.5%	71.8%	74.2%	77.7%	78.8%	77.6%
		Not Pell Recipient	81.1%	72.3%	72.2%	72.6%	74.8%	74.3%
	Male	Pell Recipient	84.1%	73.3%	74.7%	75.9%	76.8%	76.5%
		Not Pell Recipient	78.4%	75.5%	74.6%	74.1%	75.0%	75.2%
	Non-Binary	Pell Recipient	86.5%	70.2%	78.1%	72.3%	76.6%	76.8%
		Not Pell Recipient	82.7%	60.3%	57.7%	64.0%	69.9%	66.2%
	Unknown Gender	Pell Recipient	84.0%	73.1%	76.1%	70.5%	81.1%	76.8%
		Not Pell Recipient	84.5%	87.9%	76.2%	72.9%	74.5%	76.7%
Online	Female	Pell Recipient	79.0%	68.8%	72.0%	77.2%	78.2%	74.6%
		Not Pell Recipient	72.7%	61.7%	62.8%	65.1%	70.1%	66.3%
	Male	Pell Recipient	78.2%	66.7%	68.7%	72.2%	70.2%	71.1%
		Not Pell Recipient	70.2%	62.7%	63.6%	67.9%	73.3%	67.0%
	Non-Binary	Pell Recipient	80.8%	68.8%	70.6%	69.7%	85.7%	76.3%
		Not Pell Recipient	64.8%	42.1%	62.1%	67.6%	43.8%	55.1%
	Unknown Gender	Pell Recipient	73.9%	72.2%	72.7%	69.3%	78.1%	73.3%
		Not Pell Recipient	74.2%	65.5%	63.1%	71.6%	76.0%	70.1%

Explore more data!

<https://www.cos.edu/dashboard>



The Curious Giant Series

The Curious Giant Asks: Who Are the Fall 2025 First-Time Students at COS?

We Respond!

In Fall 2025, 3,379 first-time students were enrolled at census at College of the Sequoias. These students range in age from 16 years old to 74 years old, with 66% being 18 years old. Most students (63%) are enrolled full-time, and a majority (77%) identify as Hispanic. Additionally, half of the students identify as female (50%). Nearly a quarter of the students (23%) had previously taken a course at COS as a K-12 student, and 44% are first-generation college students.

Major	N	High School	N
1. Liberal Arts-Health Science (AS)	583	1. Tulare Western High School	243
2. Business Administration (AS-T)	220	2. Redwood High School	224
3. Psychology (AA-T)	209	3. El Diamante High School	219
4. Elementary Teacher Education (AA-T)	166	4. Golden West High School	215
5. Electrical Technology (AS)	129	5. Mt. Whitney High School	195
6. Administration of Justice (AS-T)	104	6. Tulare High School	183
7. Biology (AS-T)	88	7. Mission Oak High School	152
8. Animal Science (AS-T)	83	8. Lindsay High School	107
9. Engineering (AS)	82	9. Hanford High School	106
10. Automotive Technology (AS)	79	10. Visalia Independent Charter	103

**AS stands for Associate in Science, AS-T stands for Associate in Science for Transfer, AA stands for Associate in Arts, and AA-T stands for Associate in Arts for Transfer*

Additionally, the most commonly selected majors are 1) Liberal Arts – Health Science, 2) Business Administration, 3) Psychology, 4) Elementary Teacher Education, and 5) Electrical Technology. Finally, a majority of Fall 2025 first-time COS students come from high schools located in Visalia, Tulare, and Hanford, with schools in these districts accounting for nine of the top ten feeder high schools.

To explore historical data on student enrollment trends, please visit the [Program Review Dashboard](#). The [COS Giant Fact Book](#), also provides additional insights into student demographics and enrollment trends.

The Office of Research, Planning, and Institutional Effectiveness is happy to provide consultation or assistance with using the dashboards or interpreting the data, if needed. We highly encourage you to submit a [Data/Research Request form](#) for consultation or additional data analyses.

Factually yours,
Your Giant Research Team





The Curious Giant Series

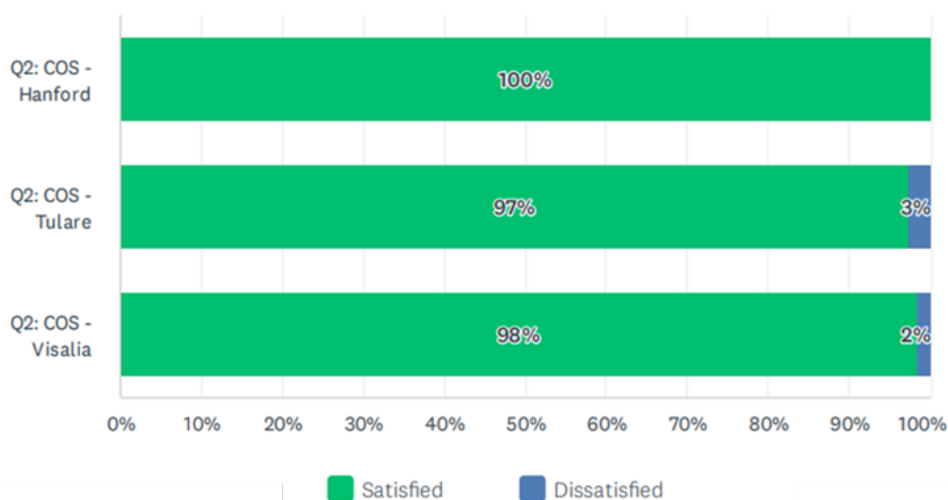
The Curious Giant asks: How satisfied are students with the quality of education at COS?

We respond!

Overall, 98% of students who responded to the 2025 Student Support Services Survey (“Mother Lode”) reported being satisfied with the quality of education at COS, consistent with the two prior survey administrations. Satisfaction was high at all three campuses: Hanford Center (100%), Visalia Campus (98%), and Tulare Center (97%). The most recent survey also asked students about their satisfaction by course format. Students reported slightly higher satisfaction with in-person courses (97%) compared to hybrid (96%) and online (95%) courses.

Q30 Please rate your overall satisfaction with the quality of your education at COS.

Answered: 2,218 Skipped: 283



*** The “Satisfied” category includes both “Satisfied” and “Very Satisfied” responses, while the “Dissatisfied” category includes both “Dissatisfied” and “Very Dissatisfied” responses

You can learn more about student satisfaction by visiting this [link](#) for the [2025 Student Support Services “Motherlode” Survey Report](#). For disaggregated data on student satisfaction from prior survey administrations, you can visit the [2023 Student Support Services “Motherlode” Survey Dashboard](#).

Factually yours,

Your Giant Research Team





The Curious Giant Series

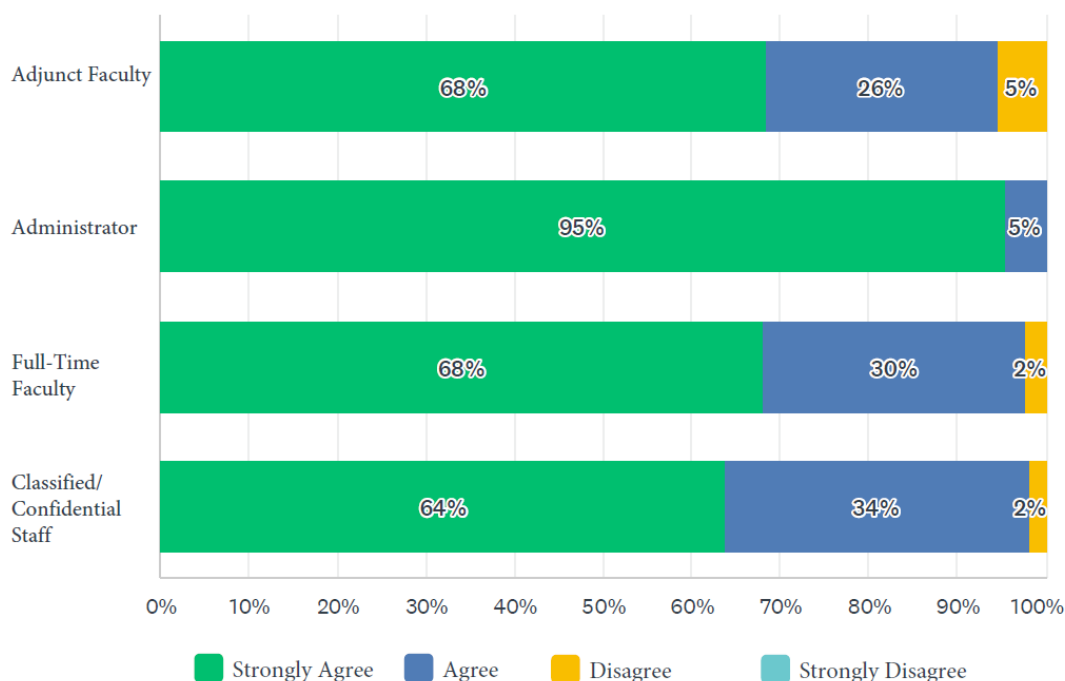
The Curious Giant asks: Do Employees Agree that COS is a Great Place to Work?

We respond!

Overall, 98% of employees who responded to the 2025 Giant Questionnaire agreed that COS is a great place to work, remaining above the 2017 (95%) and 2021 (96%) survey results. Agreement levels were high across all employee groups: Administrators (100%), Classified/Confidential Staff (98%), Full-time Faculty (98%), and Adjunct Faculty (94%).

COS is a great place to work

Answered: 295 Skipped: 22



Note. Strongly Agree and Agree were combined to create an agreement percentage.

You can learn more about employees' satisfaction, experiences, and perceptions of COS by visiting this [link](#) for the [Giant Questionnaire Survey Report](#). For data on employee satisfaction from previous survey administrations, you can visit the [2021 Giant Questionnaire Survey Report](#) or the [2017 Giant Questionnaire Survey Report](#).

Factually yours,

Your Giant Research Team



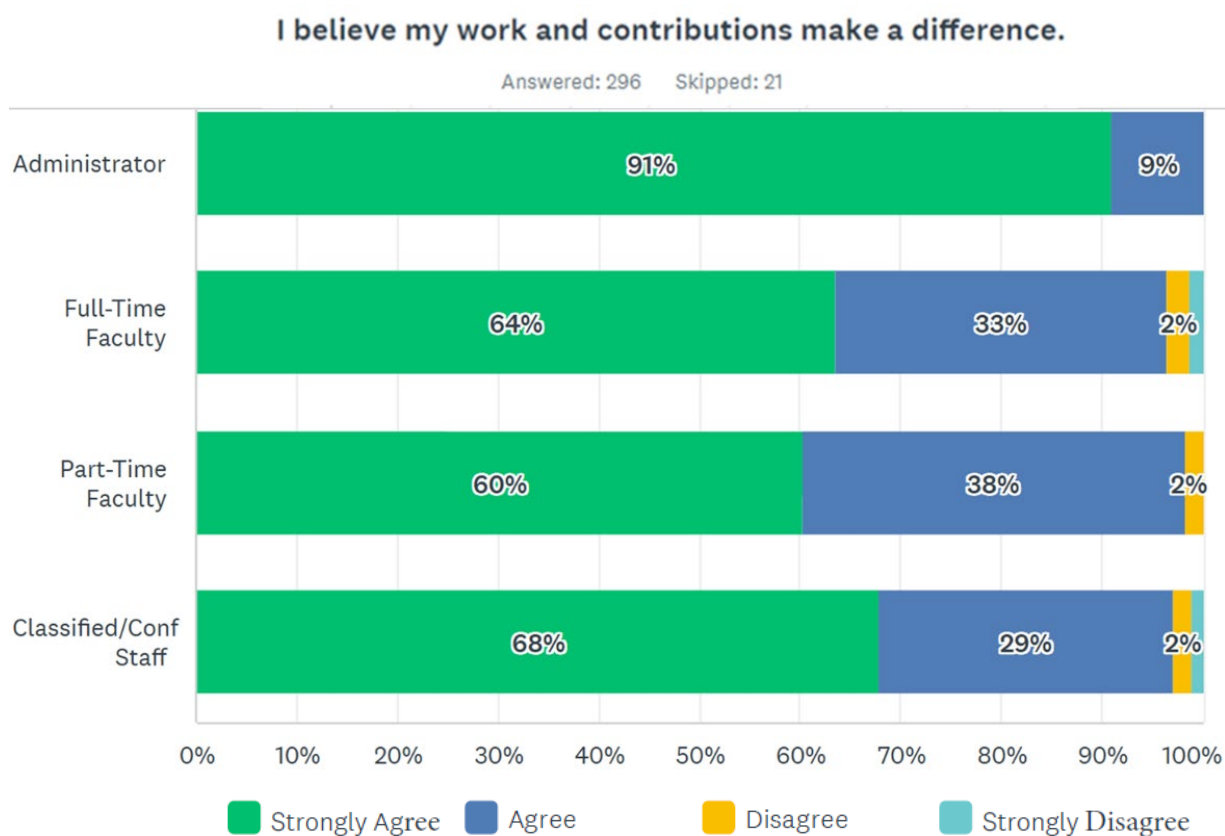


The Curious Giant Series

The Curious Giant asks: Do COS Employees Agree Their Work Makes a Difference?

We respond!

Overall, 98% of employees who responded to the 2025 Giant Questionnaire agreed that their work and contributions make a difference, exceeding the 2017 (96%) and 2021 (95%) survey results. Agreement levels were high across all employee groups: Administrators (100%), Full-time Faculty (97%), Part-time Faculty (98%), and Classified/Confidential Staff (97%).



Note. Strongly Agree and Agree were combined to create an agreement percentage.

You can learn more about employees' satisfaction, experiences, and perceptions of COS by visiting this [link](#) for the [Giant Questionnaire Survey Report](#). For data on employee satisfaction from previous survey administrations, you can visit the 2021 [Giant Questionnaire Survey Report](#) or the [2017 Giant Questionnaire Survey Report](#).

Factually yours,
Your Giant Research Team





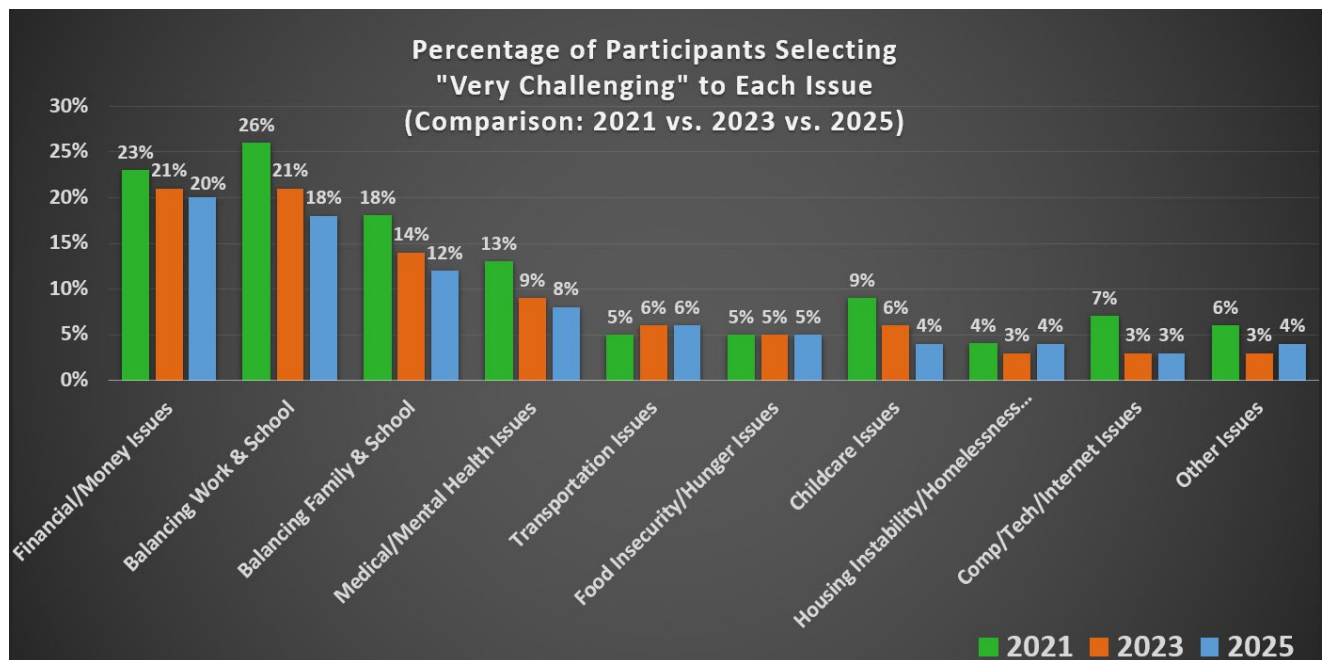
The Curious Giant Series

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

We respond!

Across the 2021, 2023 and 2025 administrations of the Student Support Services Survey ("Mother Lode") the top three obstacles/issues most often reported as "very challenging" to their educational pursuits remained consistent: 1) balancing work and school, 2) financial/money issues, and 3) balancing family and school.

The percentage of students reporting these issues as very challenging has decreased each year, suggesting improvement in these areas. Medical/mental health issues followed a similar pattern, decreasing over time while consistently ranking as the fourth most frequently reported very challenging issue. Since 2021, most other issues also declined. Transportation increased slightly by one percentage point, food insecurity remained unchanged across all three administrations, and housing stayed the same overall.



You can learn more about obstacles that are challenging to COS students' education by visiting the [link](#) to the [2025 Student Support Services \("Motherlode"\) Survey Report](#).

Factually yours,

Your Giant Research Team



The Curious Giant Series

The Curious Giant asks: What are the new Institution-Set Standards and Stretch/Aspirational Goals?

We respond!

Institution-set standards establish 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 the Accrediting Commission for Community and Junior Colleges (ACCJC). In Spring 2026, the newly revised standards were approved for the following metrics: Course Completion, Degree Completion, Certificate Completion, and Student Transfer to 4-year Colleges and Universities. The following table outlines our minimum standards and stretch/aspirational goals for each metric.

 Standard Metric	Proposed Standards			
	Multi-Year Average (6-Year)	Recent Year Data (24-25)	 Minimum	 Aspirational
Course Completion (Rate)	75%	77%	71%	79%
Transfer (Volume)	977	935	879	1,075
Degrees (Volume)	1,966	2,281	1,868	2,261
Certificates (Volume)*	1,256*	1,688	1,135	1,507

*Due to changes in GE certificate methodology beginning in 2024–25, an adjusted baseline was used instead of a six-year average.

You can learn more about the Institution-set standards and stretch/aspirational goals by visiting this [link](#) for the [2026 COS Institution Set Standards presentation](#).

Factually yours,

Your Giant Research Team



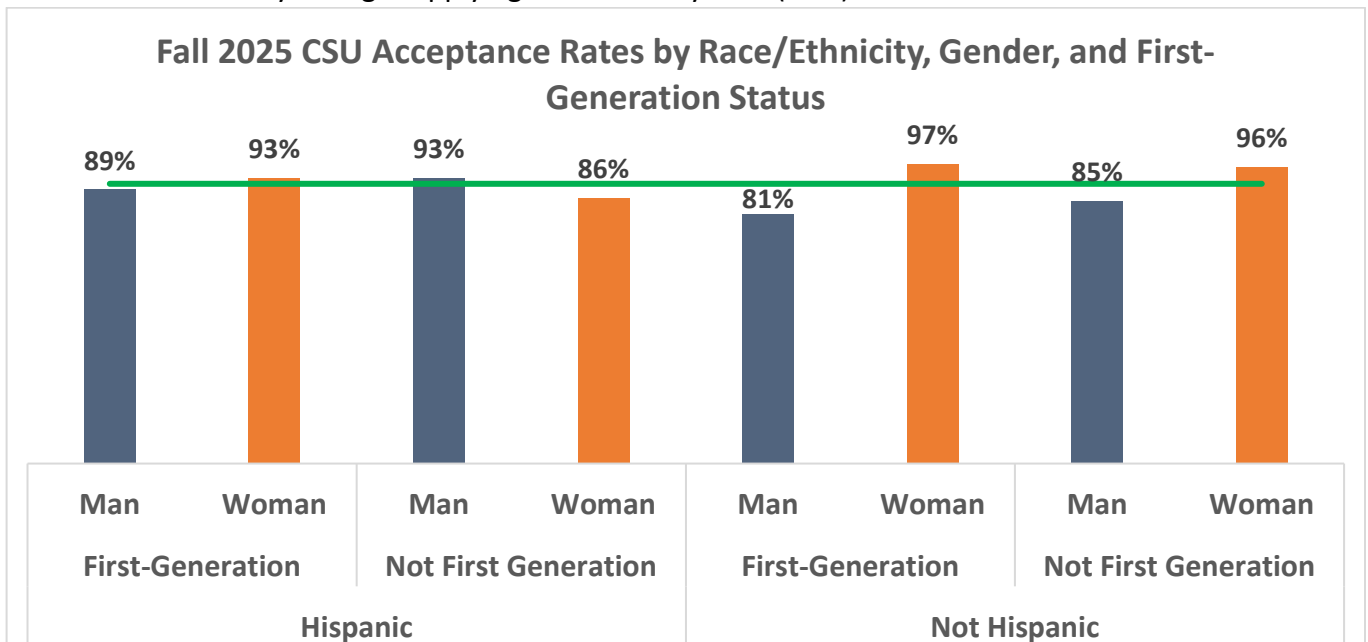


The Curious Giant Series

The Curious Giant asks: What was the acceptance rate of COS transfer students who applied to CSUs for Fall 2025?

We respond!

In Fall 2025, 91% of COS transfer students who applied to the California State University (CSU) System, were accepted to at least one CSU campus. This is three percentage points higher than the acceptance rate for all transfer students applying to the CSU System (88%), and one percentage point higher than the acceptance rate for all transfer students from California Community Colleges applying to the CSU System (90%). In addition, 97% of non-Hispanic, first-generation female COS students and 93% of Hispanic, first-generation female COS students who applied to the CSU System were accepted to at least one CSU campus. These rates are higher than the acceptance rate for all first-generation female transfer students applying to the CSU System (90%) and for all first-generation female transfer students from California Community Colleges applying to the CSU System (92%).



**First-generation is defined as students whose parents' highest level of education is a high school diploma or less. Not first-generation includes students with an unknown college generation status, and not Hispanic includes students with an unknown race/ethnicity.

You can learn more about COS transfer students' CSU acceptance and enrollment rates by visiting the [California State University- Admissions and Enrollments Dashboard](#). This dashboard allows users to filter acceptance and enrollment data by campus, race/ethnicity, sex, age, residency, underserved status, and college generation status. Please see the following page for instructions on how to filter the dashboard to display data for female/woman COS students.

Factually yours,

Your Giant Research Team



Application Trends
Application Outcomes
Applicant Characteristics
Applicant Demographics
Applicant Origins
Campus Overlap
Data Table

The California State University

Download

Resident Type:
(All)

Student Type:
Undergraduate Transfers

Sex/Gender:
(Multiple values)

IPEDS Ethnicity:
(All)

Traditionally Underserved:
(All)

Parent Education Level:
(All)

Age Group:
(All)

Institution of Origin Type:
California Community College

Institution of Origin Name:
College of the Sequoias, Visalia

Enrollment Support Type:
State & Self-Support

New Student Applications, Admissions, and Enrollment

	Fall 2021			Fall 2022			Fall 2023			Fall 2024			Fall 2025		
	Applied:	Admitted:	Enrolled:	Applied:	Admitted:	Enrolled:	Applied:	Admitted:	Enrolled:	Applied:	Admitted:	Enrolled:	Applied:	Admitted:	Enrolled:
Bakersfield	136	103	16	118	107	10	104	94	15	120	109	10	114	89	16
Channel Islands	22	18		14	12		18	15		22	18		18	14	
Chico	53	36		47	28		56	48	13	73	67	25	96	84	25
Dominguez Hills	10			13	10		17	13		16	14		20	19	
East Bay	23	19		20	16		39	33		38	35		40	35	15
Fresno	493	397	234	468	389	248	457	393	267	508	440	283	560	485	310
Fullerton	48	31		42	26		57	45		55	39		69	54	13
Humboldt	43	42	12	23	17		36	33		23	20		21	17	
Long Beach	99	28	13	66	30	10	78	33		81	36		88	33	
Los Angeles	32	24		30	25		22	21		25	24		25	22	
Monterey Bay	25	23		32	29		38	36	11	43	43	10	51	50	13
Northridge	45	31		31	22		26	19		35	24		41	24	
Pomona	15			19	10		20	17		24	21		20	18	
Sacramento	83	80	19	85	78	19	62	59	12	78	75	10	81	72	14
San Bernardino	14	12		11			17	13		18	17				
San Diego	52			51			32	18		28	13		40	21	
San Francisco	41	40		32	29		39	37		30	25		38	34	
San Jose	36	19		30	15		34	26		46	30		50	25	10
San Luis Obispo	48			38	11		28			52	11		58	11	
San Marcos							10			14			17	10	
Sonoma	11	10		17	14		13	10		13	11		13	11	
Stanislaus	33	31		30	30		28	26		34	31		21	20	
Systemwide	608	535	353	563	501	349	581	528	386	660	604	414	706	648	474

Systemwide application, admission, and enrollment numbers reflect unduplicated counts at the CSU system overall. Groups smaller than 10 are not shown. Acceptance rate shows the percentage of applicants who were admitted. Yield rate represents the percentage of admitted students who enrolled. Beginning Fall 2025, data collection for sex and gender was updated to include Gender Identity, replacing the prior Sex variable to better reflect current reporting practices.

To view College of Sequoia data, use the Applicant Origin or Data Table tabs. To filter the data, first change Student Type to “Undergraduate Transfer”, then change Institution of Origin Type to “California Community College”. Then select Institution of Origin District: “Sequoia CCD” (in the Applicant Origin Tab) or Institution of Origin Name: “College of the Sequoias, Visalia” (in the Data Table Tab). You can then filter on other student characteristics such as ethnicity, sex/gender, age, college generation status, underserved status, residency, and CSU Campus.



The Curious Giant Series

The Curious Giant asks: Within the University of California System, where are COS transfer students being accepted?

We respond!

Among the 134 COS transfer students who applied to at least one UC campus for the 2024-2025 academic year, 97 students (72%) were accepted, which is an increase of four-percentage points over the previous year. Male students experienced a 13-percentage point increase in acceptance rates over the same period. When comparing acceptance rates by campus between the 2023-2024 and 2024-2025 academic years, UC Berkeley remained unchanged, UC Davis declined, while all other campuses experienced increases in acceptance rates.

UC Acceptance Rates by Gender and by Campus		
	2023-2024	2024-2025
University-wide (All students)	68%	72%
University-wide (Female students)	72%	71%
University-wide (Male students)	61%	74%
Berkeley	32%	32%
Davis	63%	52%
Irvine	40%	48%
Los Angeles	25%	34%
Merced	52%	80%
Riverside	49%	61%
San Diego	57%	67%
Santa Barbara	44%	60%
Santa Cruz	45%	67%

You can learn more about COS transfer students' UC acceptance and enrollment rates by visiting the [University of California- Admissions by Source School Dashboard](#). This dashboard allows users to view acceptance and enrollment data by campus and academic year. Please see the following page for more instructions on how to filter the dashboard to only include COS students.

Factually yours,

Your Giant Research Team



Freshman admission by source high school

All available years

All source high schools

Counts of fall freshmen by race/ethnicity

Counts of fall freshmen by gender

Average freshman GPA

Single high school lookup

Counts of fall freshmen by race/ethnicity

Counts of fall freshmen by gender

Average freshman GPA

Transfer admission by source college

All available years

California Community Colleges (CCCs)

Counts of full year transfers by race/ethnicity

Counts of full year transfers by gender

Average transfer GPA*

Single college lookup

Counts of full year transfers by race/ethnicity

Counts of full year transfers by gender

Average transfer GPA*

* Average transfer GPA data are available for all types of California source colleges.

Full year transfers by gender and California community college
Enter college name in search box to view data

Search for a California community college

sequoia

Academic Year

2024-25

<< Back to home

School	City	County	Campus	Academic year	A ₂	Count	All	Female	Male	Other	Unknown
COLLEGE OF THE SEQUOIAS	Visalia	Tulare	Berkeley	2024-25	App	69	29	37			
					Adm	22	6	15			
					Enr	14	4	9			
			Davis	2024-25	App	64	30	29			
					Adm	33	14	17			
					Enr	13	6	7			
			Irvine	2024-25	App	62	32	28			
					Adm	30	17	12			
					Enr	9	3	5			
			Los Angeles	2024-25	App	62	27	32			
					Adm	21	8	12			
					Enr	7	3	4			
			Merced	2024-25	App	25	14	10			
					Adm	20	10	9			
					Enr						
			Riverside	2024-25	App	33	15	15			
					Adm	20	10	9			
					Enr						
			San Diego	2024-25	App	43	15	25			
					Adm	29	11	15			
					Enr	4					
			Santa Barbara	2024-25	App	57	32	23			
					Adm	34	20	14			
					Enr	3	3				
			Santa Cruz	2024-25	App	61	29	30			

To filter for only College of Sequoias' data, type "Sequoia" into the "Search for a college" field and press enter.

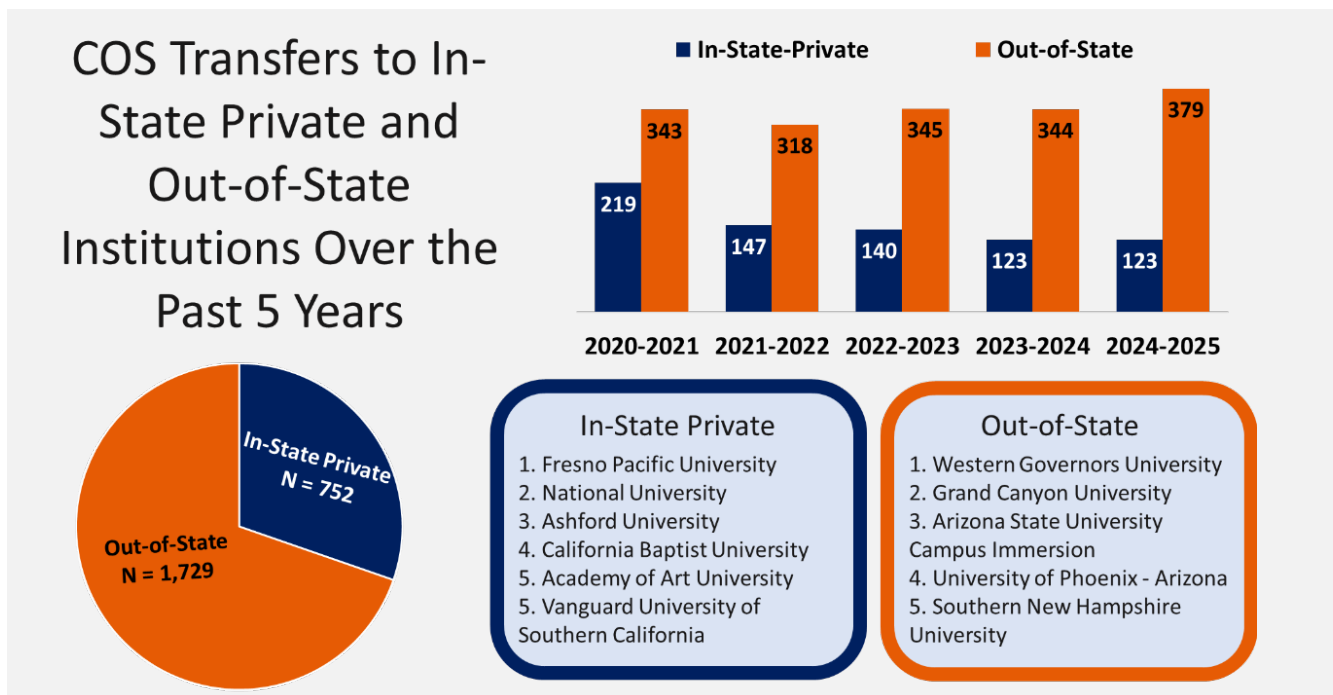


The Curious Giant Series

The Curious Giant asks: Which In-State Private and Out-of-State Institutions have COS students transferred to over the past five years?

We respond!

Over the past five years, 2,481 COS students have transferred to an In-State Private or Out-of-State Institution. Of these students, 1,729 (70%) COS students transferred to an Out-of-State institution and 752 (30%) transferred to an In-State Private Institution. Below is a list of the top five destinations for COS transfer students over the past five years for In-State Private and Out-of-State institutions.



You can learn more about COS Student Transfer Volume to In-State Private & Out-of-State institutions by visiting: [CCCCO Data Mart](#).

Factually yours,

Your Giant Research Team



COLLEGE OF THE SEQUOIAS
RESEARCH, PLANNING &
INSTITUTIONAL EFFECTIVENESS



RESEARCH

MEASURING

SUCCESS

EVERYDAY

www.cos.edu/Research

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