



RESEARCH
PLANNING & INSTITUTIONAL EFFECTIVENESS

The Curious Giant Series: 2021-2022

July 2022

COLLEGE OF THE SEQUOIAS
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: July 21, 2022

Subject: 2021-2022 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 July 2021 and June 2022, 13 Curious Giant correspondences were emailed to the District employees. The topics covered included satisfaction with COS, transfers to a four year university, course success rates for student groups, and AB 705 related outcomes. Specifically, topics included students' satisfaction with the quality of education at COS, employees' satisfaction with their work environment employees’ belief that their work makes a difference, and students' educational challenges, as well as transfer level English disaggregated by PELL recipient status and transfer level Quantitative Reasoning outcomes disaggregated by gender. Additional topics included comparison between COS and other California community colleges in course success rates for LGBT and first-time students as well as first time students' Quantitative Reasoning and English completion. Finally, an overview of the Program Review Dashboard as well as information on transfers to CSUs, UCs, and In-state Private/ Out-of-State 4-year Universities was provided.

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

A handwritten signature in cursive script that reads 'Dali'.

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

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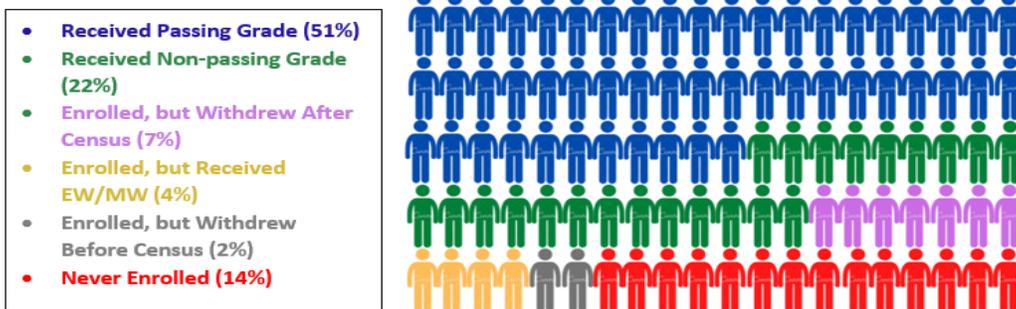
The Curious Giant Series

The Curious Giant asks: What do Fall 2019 first-time students' English 001 outcomes look like based on their PELL recipient status?

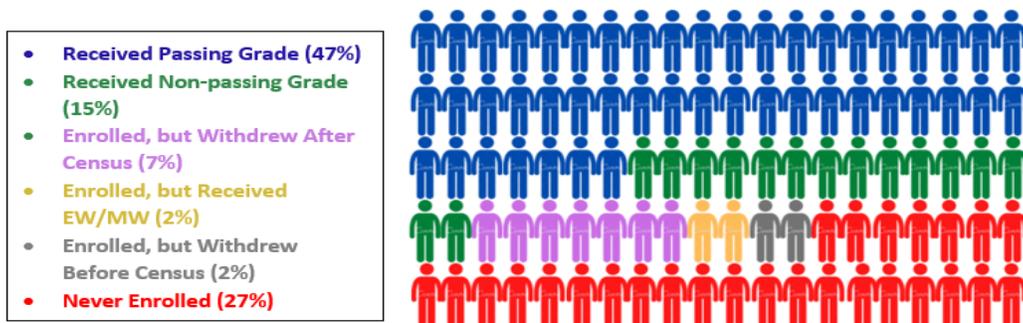
We respond!

PELL recipients had the highest percentage of students who received a passing grade with over half of those students successfully completing English 001 prior to Fall 2020. However, PELL recipients also had the highest percentage of students who received a non-passing grade with approximately one in five students attempting but receiving a “D +/-” or F grade in English 001 prior to Fall 2020. PELL recipients and non-PELL recipients had the same percentage of students who withdrew after census (7%). Although PELL recipients and non-PELL recipients had the same percentage of students, who withdrew before census (2%), PELL recipients had the highest rates of excused withdrawals (EW) or military withdrawals (MW) (4%). Finally, non-PELL recipients had the highest percentage of students, who never enrolled, with over a quarter of those students never enrolling in English 001 prior to Fall 2020.

Fall 2019 Cohort: PELL Recipient



Fall 2019 Cohort: Non-PELL Recipient



***PELL grants are federal financial aid for undergraduate students.

You can learn more about the first-time students' English outcomes such as course success, throughput and withdrawal rates disaggregated by race/ethnicity, gender, PELL status and college generation status, by visiting this [link](#) for the [AB 705 English 001 Disaggregated Outcomes Report: Fall 2018 Cohort to Fall 2019 Cohort Comparisons](#).

Factually yours,
Your Giant Research Team



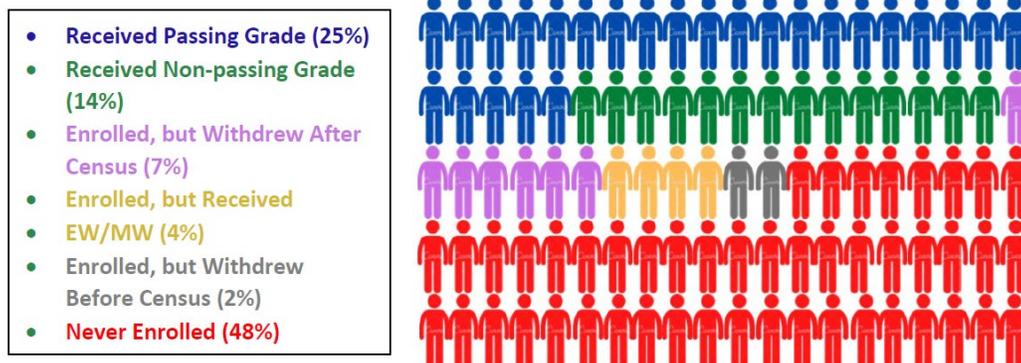
The Curious Giant Series

The Curious Giant asks: What are the Quantitative Reasoning requirement outcomes for Fall 2019 male and female first-time students at the end of their first year?

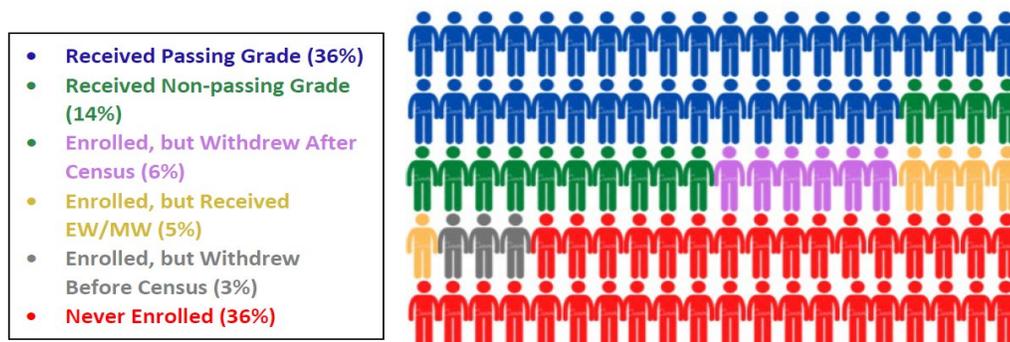
We respond!

For the Fall 2019 first-time student cohort, approximately one in three female students (36%) received a passing grade for a QR course within their first year compared to only one in four for male students (25%). However, male and female students had the same percentage of students who received a non-passing grade (14%). Additionally, within their first year, nearly one in two male students (48%) and about one in three female students (36%) never enrolled in a QR course.

Fall 2019 Cohort: Males



Fall 2019 Cohort: Females



***Passing grades are A/B/C/P. Non-passing grades are D/F/NP/I.

You can learn more about the first-time students' Quantitative Reasoning requirement outcomes such as course success, throughput and withdrawal rates disaggregated by race/ethnicity, gender, PELL status and college generation status, by visiting this [link](#) for the [AB 705 Quantitative Reasoning Disaggregated Outcomes Report: Fall 2018 Cohort to Fall 2019 Cohort Comparisons](#).

Factually yours,
Your Giant Research Team



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 metrics assessing faculty growth, 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

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 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 Gender ▼	Equity Group 2 AB540 ▼	Equity Group 3 Sexual Orientation ▼

Success Rate Excludes EW: All Dept, All Courses			2018-19	2019-20	2020-21	Multi-Year
Grand Total			74.8%	77.3%	78.5%	76.7%
Female	AB540	Heterosexual	76.5%	71.9%	65.6%	70.6%
		Unknown	75.6%	75.4%	79.1%	76.3%
	Not AB540	Heterosexual	70.2%	73.7%	80.0%	75.2%
		LGB+	*			*
Male	AB540	Heterosexual	64.4%	64.5%	81.2%	69.0%
		Unknown	71.5%	71.7%	79.2%	73.4%
	Not AB540	Heterosexual	69.9%	73.0%	80.6%	74.4%
		LGB+	*	84.6%	*	75.0%
		Unknown	73.3%	76.3%	77.1%	75.3%

Credit Courses
 Credit
 Non-Credit

Terms
 Summer
 Fall
 Spring

Cancel Apply

Academic Year
 (All)
 2015-16
 2016-17
 2017-18
 2018-19
 2019-20
 2020-21

Cancel Apply

Explore more data!

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





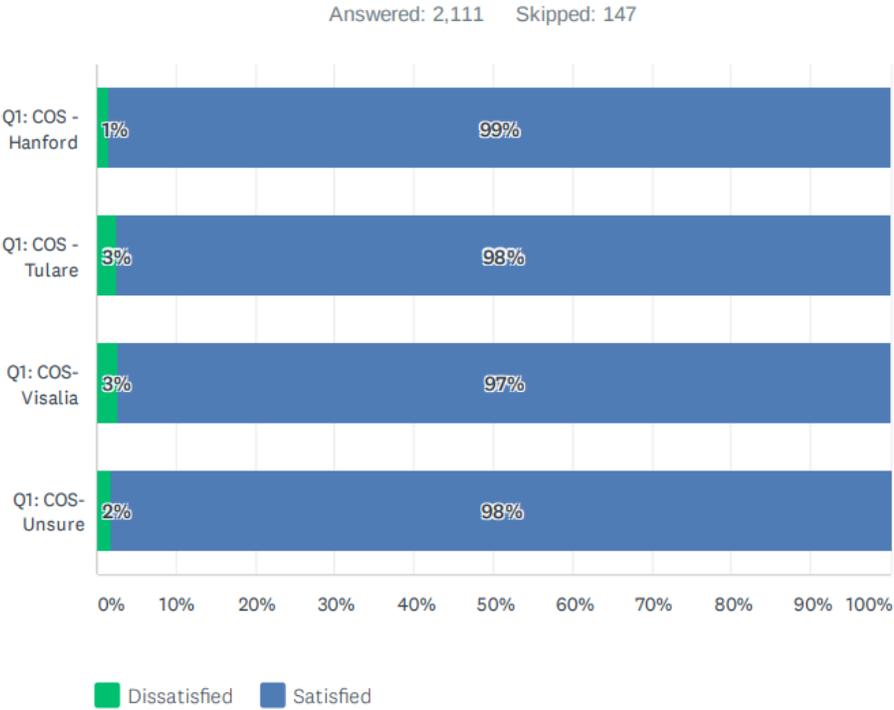
The Curious Giant Series

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 2021 Student Support Services Survey (“Mother Lode”) are satisfied with the quality of education at COS, which was an increase of one percentage point from the 2019 survey. Students from the Hanford Center reported a slightly higher rate of satisfaction when compared to the overall District satisfaction rate. Students from the Tulare Center as well as students who were “unsure” about their primary campus, reported the same rate of satisfaction when compared to the District. In addition, students from the Visalia campus reported a slightly lower rate of satisfaction when compared to the District.

Q29 Please rate your overall satisfaction with the quality of your education at COS.



You can learn more about student satisfaction by visiting this [link](#) for the [2021 Student Support Services “Motherlode” Survey Report](#), and you can explore disaggregated data on student satisfaction by visiting this [link](#) for the [2021 Student Support Services “Motherlode” Survey Dashboard](#).

Factually yours,
Your Giant Research Team



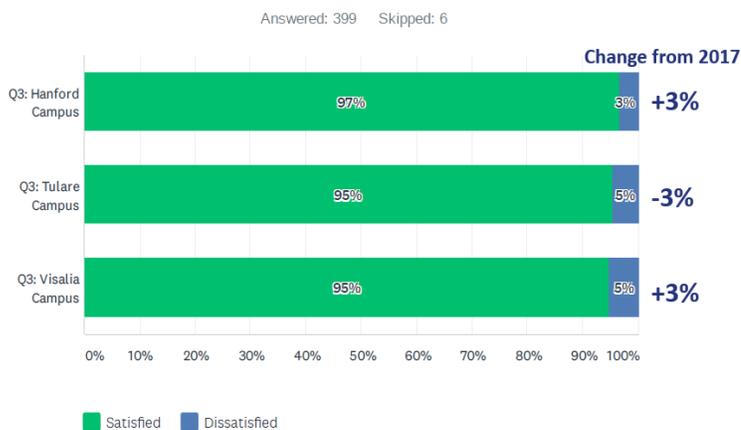
The Curious Giant Series

The Curious Giant asks: How satisfied are employees with the work environment at COS?

We respond!

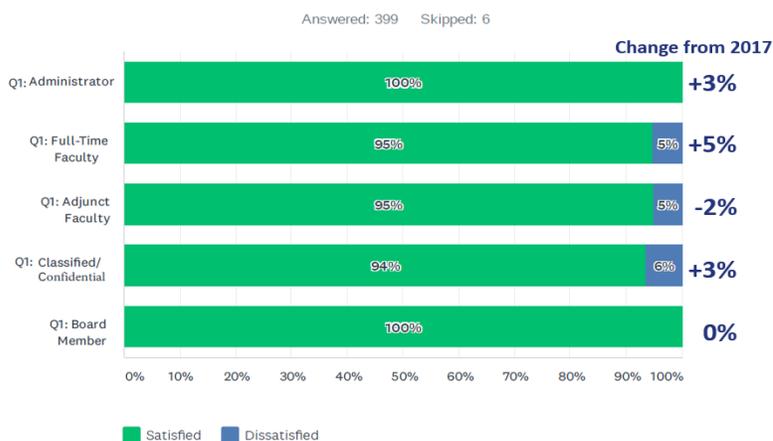
Overall, 95% of COS employees who responded to the 2021 Giant Questionnaire are satisfied with the work environment at COS, which was an increase of two percentage points from the 2017 survey administration.

Q11 Please rate your overall satisfaction with the work environment.



Employees from the Hanford Center reported a slightly higher rate of satisfaction when compared to the overall District satisfaction rate, while employees from the Tulare Center and the Visalia campus reported the same rate of satisfaction when compared to the District.

Q11 Please rate your overall satisfaction with the work environment.



Administrators and board members reported a slightly higher rate of satisfaction when compared to the overall District satisfaction rate, while full-time faculty and adjunct faculty reported the same rate of satisfaction when compared to the District. Classified and confidential employees reported a slightly lower rate of satisfaction when compared to the District.

You can learn more about COS employees' satisfaction with, experiences at, and perceptions of COS, by visiting this [link](#) for the [2021 Giant Questionnaire Report](#).

Factually yours,

Your Giant Research Team

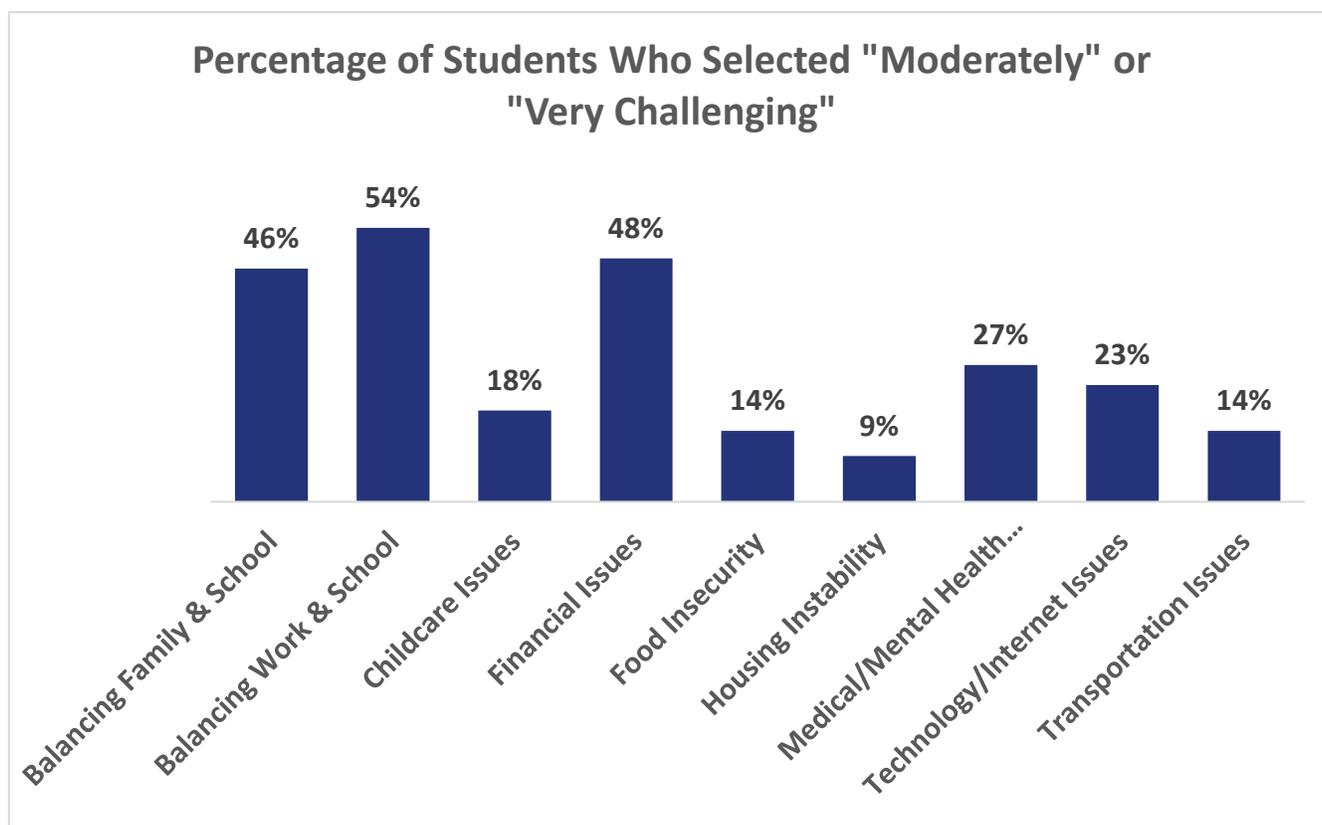


The Curious Giant Series

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

We respond!

Among students who responded to the 2021 Student Support Services Survey ("Mother Lode") the three obstacles/issues most often reported as moderately or very challenging to their educational pursuits were 1) balancing work and school, 2) financial/money issues, and 3) balancing family and school.



You can learn more about obstacles that are challenging to COS students' education by visiting this [link](#) for the [2021 Student Support Services "Motherlode" Survey Dashboard](#). This dashboard allows users to explore educational challenges by student demographic characteristics such as race/ethnicity, gender, unit load, etc. You can also learn more about issues challenging student success at COS by visiting this [link](#) for the [2021 Student Support Services "Motherlode" Survey Report](#).

Factually yours,

Your Giant Research Team



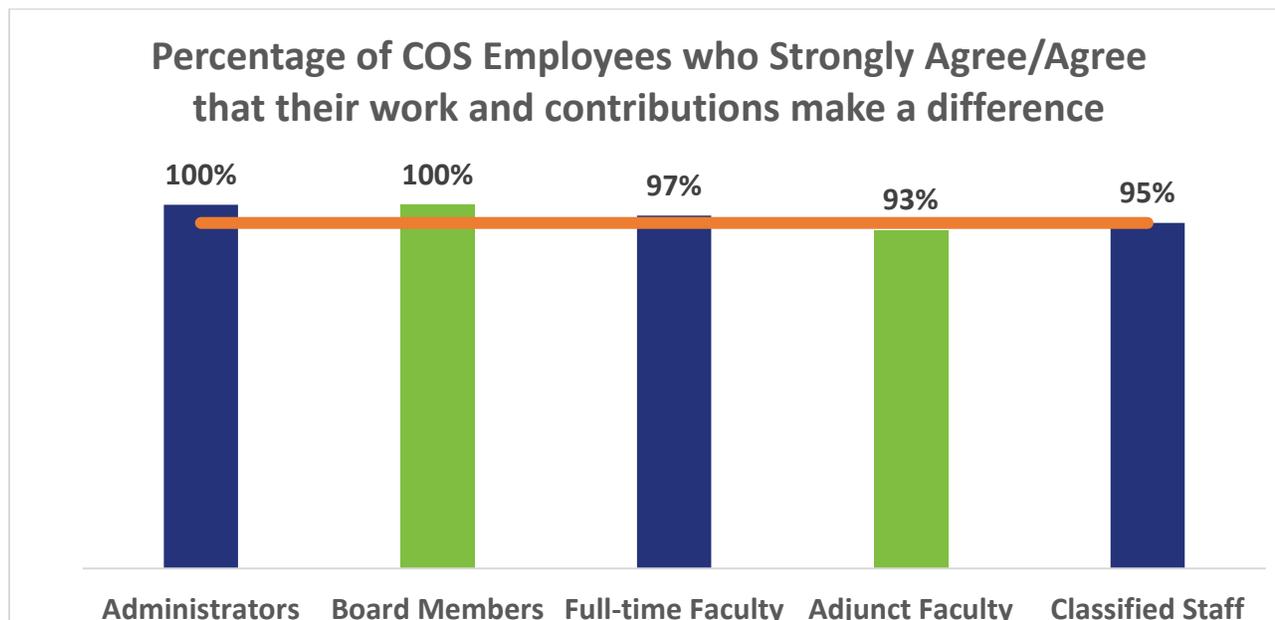
The Curious Giant Series

The Curious Giant asks: Do COS employees believe their work and contributions make a difference?

We respond!

Overall, 95% of COS employees who responded to the 2021 Giant Questionnaire believe their work and contribution make a difference.

Administrators, board members, and full-time faculty reported slightly higher rates of agreement when compared to the overall agreement rate of all participants, while adjunct faculty reported slightly lower agreement rates when compared to all participants. Classified staff reported the rate of agreement compared to all participants.



You can learn more about COS employees' satisfaction with, experiences at, and perceptions of COS, by visiting this [link](#) for the [2021 Giant Questionnaire Report](#).

Factually yours,

Your Giant Research Team

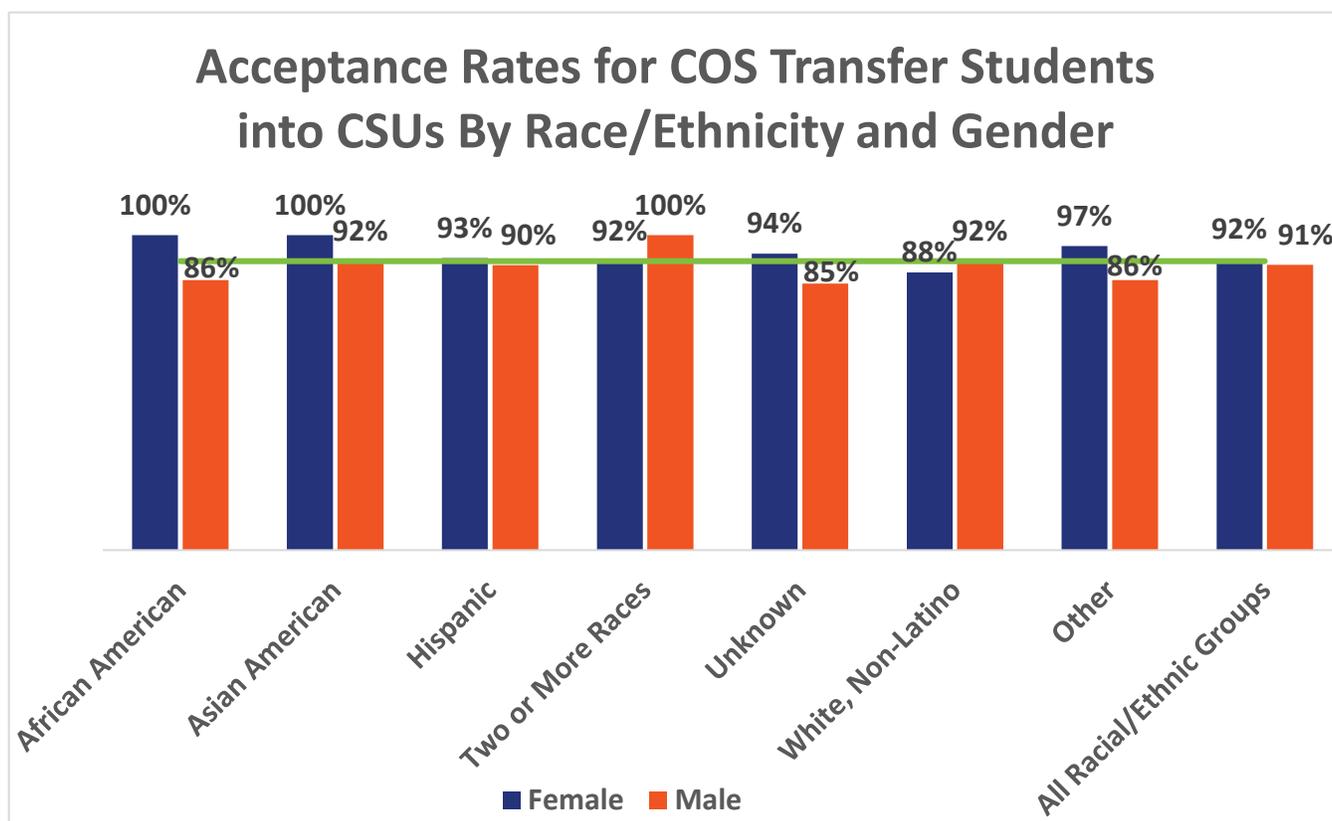


The Curious Giant Series

The Curious Giant asks: What was the acceptance rate for COS transfer students applying to CSUs in Fall 2020?

We respond!

Approximately nine out of 10 COS transfer students (92%), who applied to the California State University (CSU) System in Fall 2020, were accepted to at least one CSU campus, which is four percentage points greater than the acceptance rate of all transfer students applying to the CSU System (88%). In addition, 100% of Asian and African American female COS students, who applied to the CSU System, were accepted to at least one CSU campus.

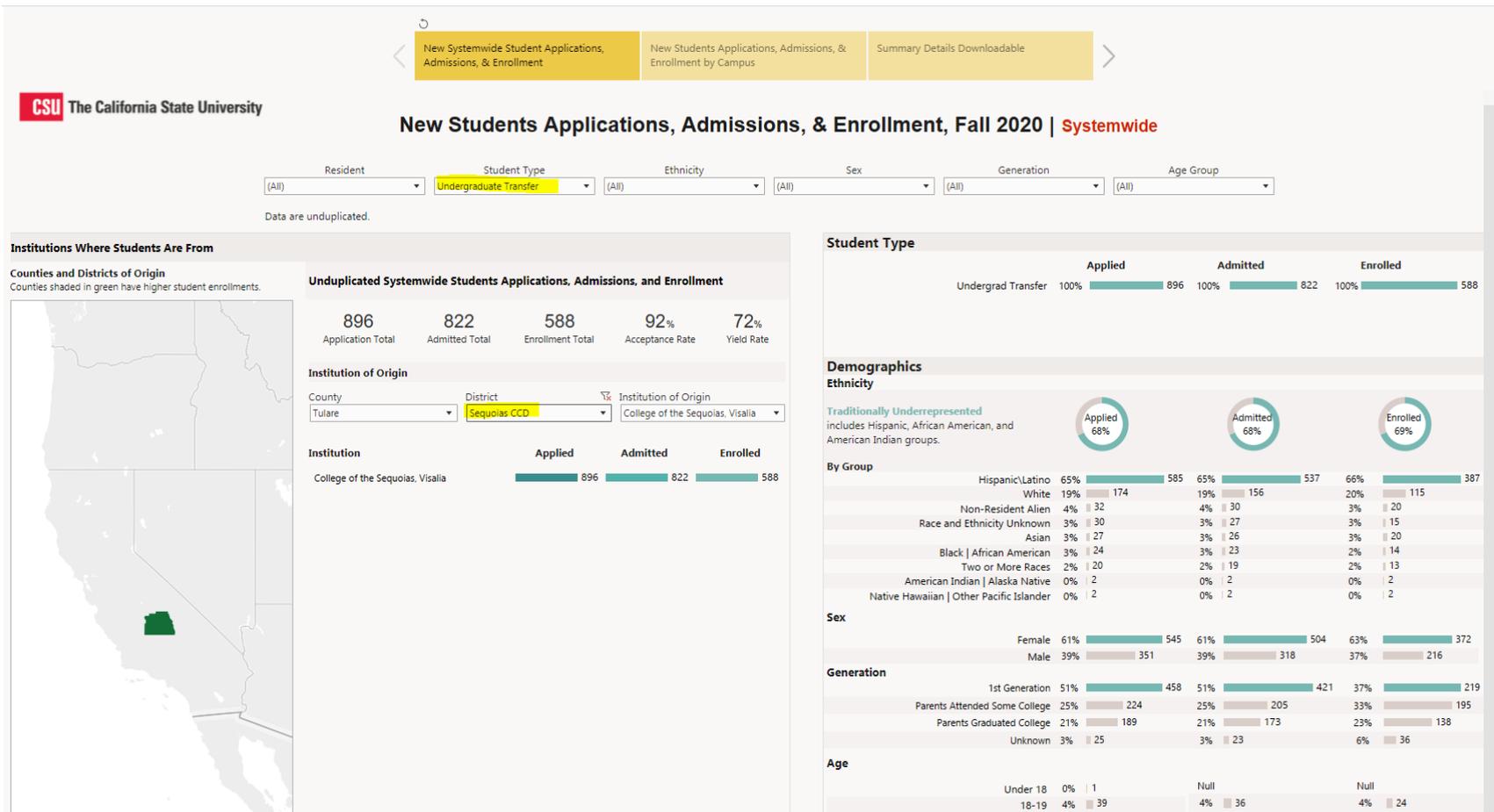


You can learn more about COS transfer students' CSU acceptance and enrollment rates by visiting this [link](#) for the [California State University- Admissions and Enrollments Dashboard](#). This dashboard allows users to filter acceptance and enrollment data by campus, race/ethnicity, gender, age, residency,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

Factually yours,

Your Giant Research Team





Please make sure on each of the *New Systemwide Student Applications, Admission & Enrollment* tab as well as the *New Students Applications, Admissions, & Enrollment by Campus* tab, you change student type to “Undergraduate Transfer” and then District to “Sequoia CCD”. You can then filter on other student characteristics such as race/ethnicity, gender, age, college generation status, and residency as well as CSU Campus. On The *Summary Details Downloadable* tab, change student type to “Undergraduate Transfer” and scroll down until you find “College of the Sequoias, Visalia”. Right click on the college name and select keep only.



The Curious Giant Series

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

We respond!

Among the 106 COS transfer students, who applied to at least one UC campus in the 2020-2021 academic year, 72 students were accepted, which is a 68% acceptance rate. UC Riverside (70%) had the highest acceptance rate, followed by UC Santa Cruz (57%) and UC Santa Barbara (56%). Additionally, 42 COS transfer students enrolled in a UC campus, with 19% enrolling at UC Santa Barbara (N =8) and 12% enrolling at each of the following campuses: UC Berkeley (N=5), UC San Diego (N=5), and UC Santa Cruz (N=5).

	UC Acceptance Rate by Campus	UC Enrollment Rate by Campus
Berkeley	30%	12%
Davis	47%	7%
Irvine	28%	10%
Los Angeles	16%	10%
Merced	50%	10%
Riverside	70%	10%
San Diego	52%	12%
Santa Barbara	56%	19%
Santa Cruz	57%	12%

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

Factually yours,

Your Giant Research Team



Admissions by source school

<
>
HS
FR GPA by Yr
FR GPA by HS
TR Eth by Yr
TR Eth by Col
TR Gnd by Yr
TR Gnd by Col
TR GPA by Yr
TR GPA by Col
>

Full year transfers by year and UC campus

Academic year
 2020-21

Search for a college
 sequoias

Campus
 Universitywide

Filter by city
 (Empty field)

Filter by county
 (All)

School	City	County	Count	All	Female	Male	Other	Unknown
COLLEGE OF THE SEQUOIAS	Visalia	Tulare	App	106	47	57		
			Adm	72	38	33		
			Enr	42	19	22		

Please make sure you are viewing one of the tabs that begin with TR (TR Eth by YR, TR Eth by Col, TR Gnd by YR, TR Gnd by Col, TR GPA by Yr, and TR GPA by Col). These tabs refers to Transfer admissions for: ethnicity by academic year, ethnicity by UC campus, gender by academic year, gender by UC campus, GPA by academic year, and GPA by UC campus. **To filter for only College of Sequoias' data, type "Sequoias" into the "Search for a college" field and press enter.**

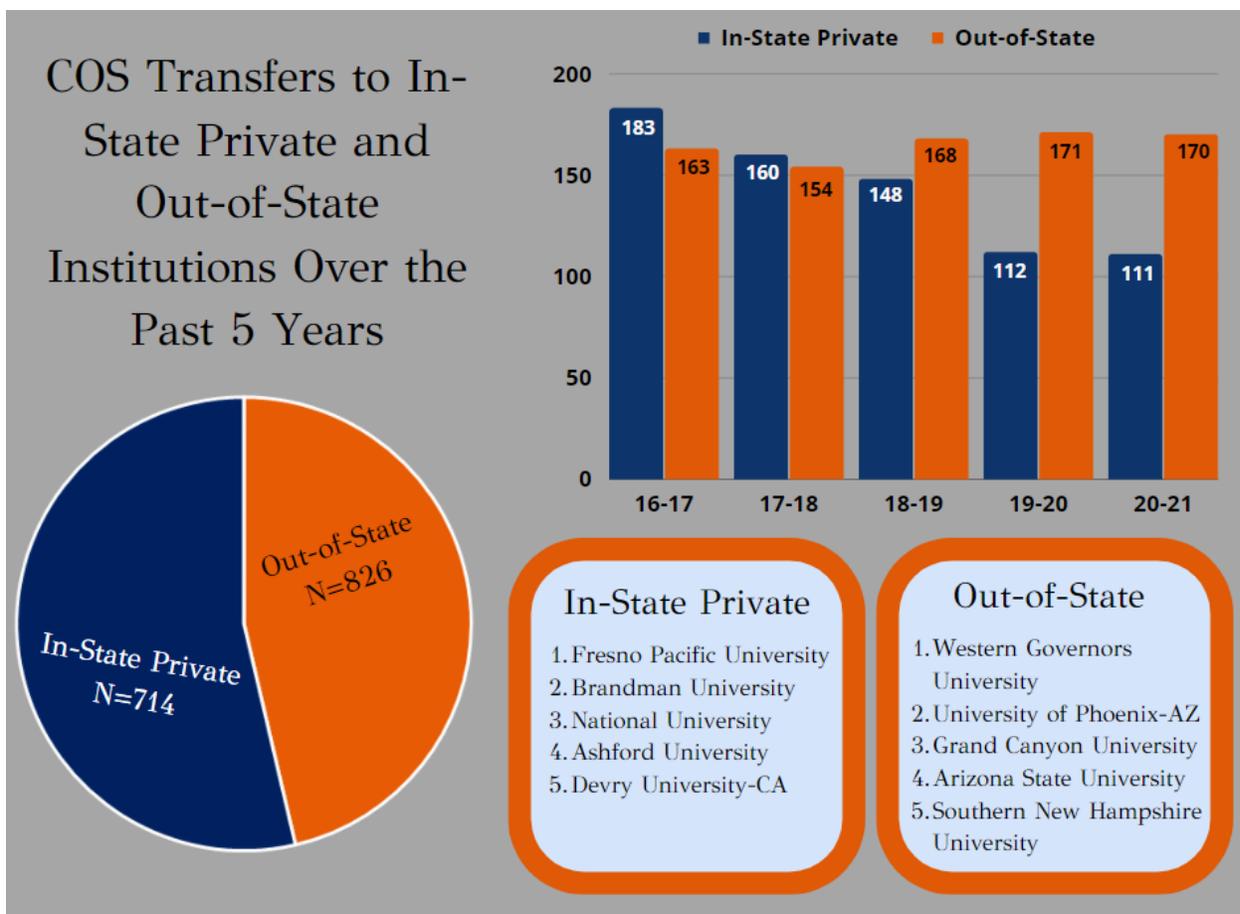


The Curious Giant Series

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, 1,540 COS students have transferred to an In-State Private or Out-of-State Institution. Of those students, 826 COS students transferred to an Out-of-State institution and 714 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



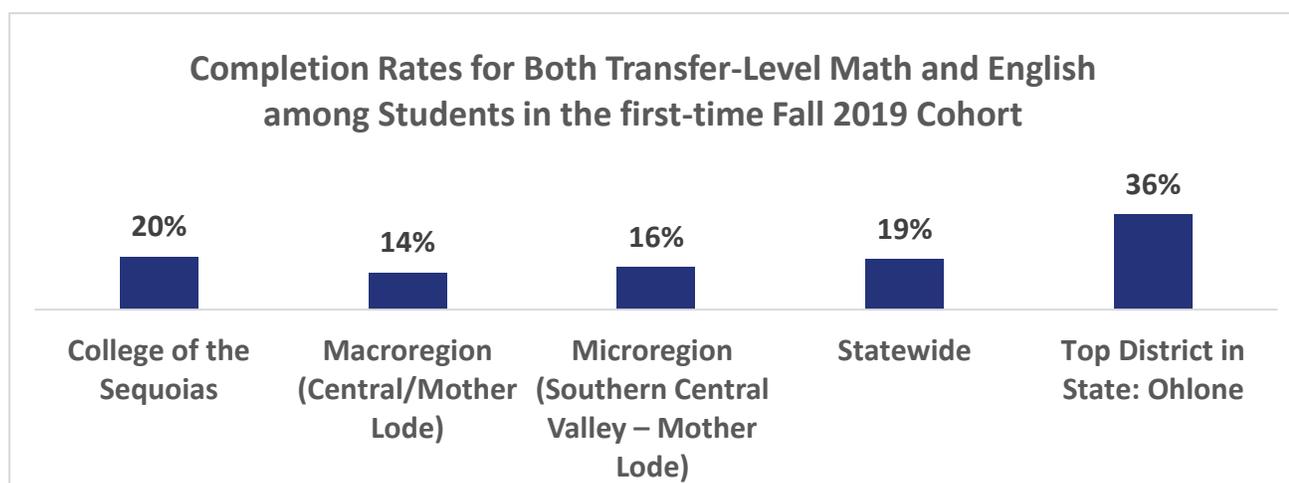


The Curious Giant Series

The Curious Giant asks: How do COS Students' Math and English Completion Rates Compare to Other California Community Colleges?

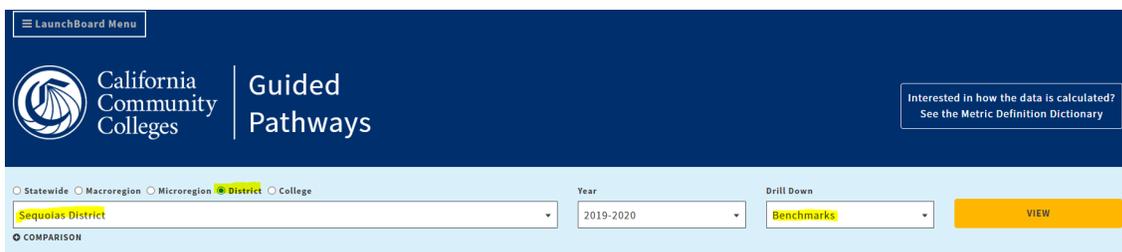
We respond!

In 2019-2020, 20% of COS students completed Math and English in their first year within the District. COS had a higher percentage of students completing Math and English when compared to our Macroregion (Central/Mother Lode) (14%) and Microregion (Southern Central Valley – Mother Lode) (16%). Additionally, COS students had a slightly higher rate of completion when compared to the state as a whole (19%), but was sixteen percentage points lower than the top district in the state (Ohlone) (36%).



Note. Among students in the first-time Fall 2019 cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

For more information about COS student outcomes such as course success and retention rates, please visit the California Community College Chancellor's Office [Guided Pathways Dashboard](#). To view COS data, select "District" then select "Sequoias District" and then click view. To compare COS student outcomes to the Macroregion, Microregion, Statewide, and Top District, select "Benchmarks" under the drill down box and then click view. You can also view COS data disaggregated by gender, age group, race/ethnicity, and economic disadvantage status or time trends.



Factually yours,

Your Giant Research Team



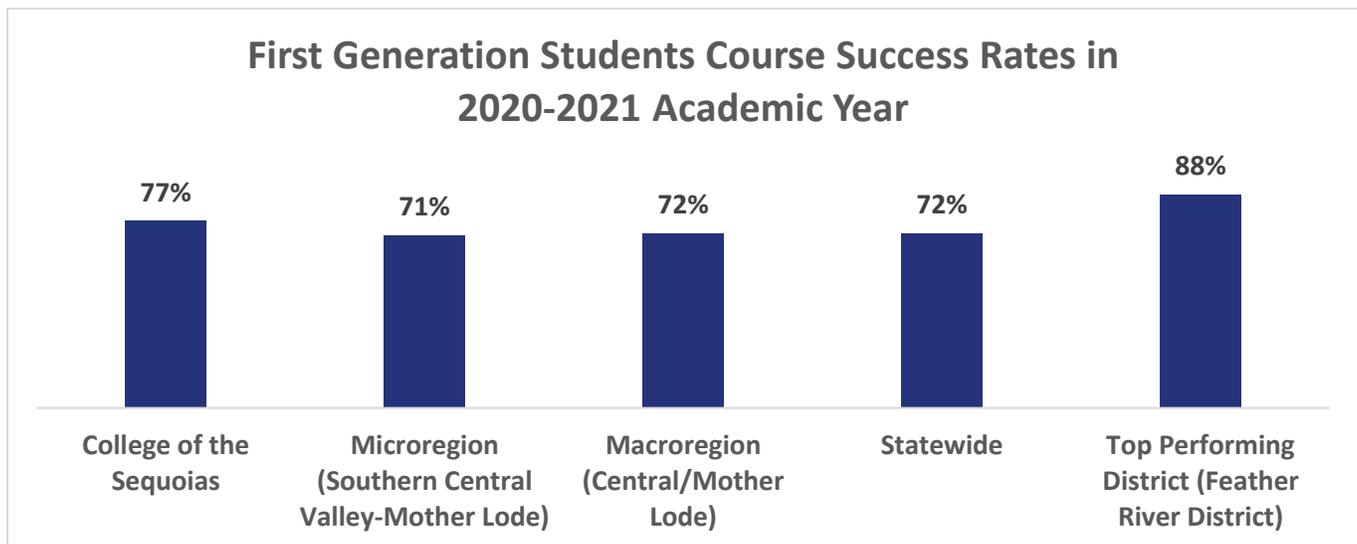


The Curious Giant Series

The Curious Giant asks: How do COS First Generation Students' Course Success Rates Compare to Other California Community Colleges?

We respond!

In 2020-2021, COS first generation students had a course success rate of 77%. COS first generation students had a higher course success rate when compared to first generation students in the Southern Central Valley – Mother Lode Microregion (71%) and Central/Mother Lode Macroregion (72%). Additionally, COS had a higher first generation student course success rate (77%) when compared to the State as a whole (72%), and was 11 percentage points lower than Feather River District (88%), the top district in the State.



Note. More students received "EW" or Excused Withdrawal grades starting in Spring 2020 as a result of the COVID-19 pandemic. Those grades were excluded from the denominator of success rates. As a result, course success rates are higher in 2019-2020 and 2020-2021 than in prior years.

For more information about COS student outcomes such as skill gains, persistence rates, and transfer rates, please visit the California Community College Chancellor's Office [Student Success Metrics Dashboard](#). To view COS data, select "District" then select "Sequoias District" and then click view. To view Microregion (Southern Central Valley – Mother Lode), Macroregion (Central/Mother Lode), or Statewide data select the option at the top of the page, use the drill down menu to specify the region (Microregion - Southern Central Valley – Mother Lode; Macroregion - Central/Mother Lode), and then click view. You can also view disaggregated data for gender, age group, race/ethnicity, LGBT, foster youth, veteran, DSPS, homeless, Credit ESL, and various financial aid statuses or by time trends.

Factually yours,

Your Giant Research Team



Go Back



California
Community
Colleges

Student Success Metrics

Interested in the changes in metric definitions for the April 2022 release? [See the Changes in Definitions document](#)

Interested in how the data is calculated? See the [Metric Definition Dictionary](#)

Journey Type

All Students

Statewide Macroregion Microregion District College

Sequoias District

Academic Year

2020-2021

Drill Down

First Generation

VIEW

Viewing Data for: All Students, Sequoias District, 2020-2021



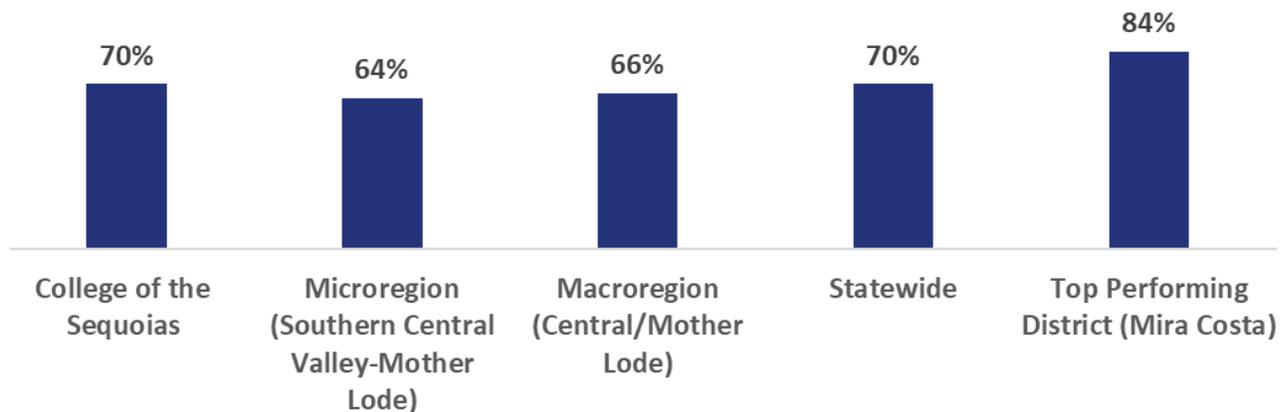
The Curious Giant Series

The Curious Giant asks: How do Course Success Rates among LGBT Students Attending COS Compare to Course Success Rates among LGBT Students Attending Other California Community Colleges?

We respond!

In 2020-2021, LGBT students attending COS had a course success rate of 70%. COS LGBT students had a higher course success rate when compared to LGBT students in the Southern Central Valley – Mother Lode Microregion (64%) and Central/Mother Lode Macroregion (66%). Additionally, COS had the same course success rate when compared to the State as a whole (70%), and was 14 percentage points lower than Mira Costa District (84%), the top district in the State.

LGBT Students' Course Success Rates in 2020-2021 Academic Year



Note. More students received "EW" or Excused Withdrawal grades starting in Spring 2020 as a result of the COVID-19 pandemic. Those grades were excluded from the denominator of success rates. As a result, course success rates are higher in 2019-2020 and 2020-2021 than in prior years.

For more information about COS student outcomes such as skill gains, persistence rates, and transfer rates, please visit the California Community College Chancellor's Office [Student Success Metrics Dashboard](#). To view COS data, select "District" then select "Sequoias District" and then click view. To view Microregion (Southern Central Valley – Mother Lode), Macroregion (Central/Mother Lode), or Statewide data select the option at the top of the page, use the drill down menu to specify the region (Microregion - Southern Central Valley – Mother Lode; Macroregion - Central/Mother Lode), and then click view. You can also view disaggregated data for gender, age group, race/ethnicity, first generation status, foster youth, veteran, DSPS, homeless, Credit ESL, and various financial aid statuses or by time trends.

Factually yours,

Your Giant Research Team



Go Back



California
Community
Colleges

Student Success Metrics

Interested in the changes in metric definitions for the April 2022 release? [See the Changes in Definitions document](#)

Interested in how the data is calculated? See the [Metric Definition Dictionary](#)

Journey Type

All Students

Statewide Macroregion Microregion District College

Sequoias District

Academic Year

2020-2021

Drill Down

LGBT

VIEW

Viewing Data for: All Students, Sequoias District, 2020-2021



COS

**COLLEGE OF THE SEQUOIAS
RESEARCH, PLANNING &
INSTITUTIONAL EFFECTIVENESS**



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SUCCESS

EVERYDAY

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College of the Sequoias
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