CHAPTER 2

PROFILE OF THE DISTRICT'S COMMUNITIES AND STUDENTS

COS

SEQUOIAS COMMUNITY COLLEGE DISTRICT
HANFORD | TULARE | VISALIA

PROFILE OF THE DISTRICT'S COMMUNITIES AND STUDENTS
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Chapter 2: Profile of the District's Communities and Students

Introduction

This chapter provides background information about the demographic and economic characteristics of the District's service area and its students. These data are grouped into six sections:

- **Regional Population Demographics:** Current and projected demographic characteristics, such as population, age, race/ethnicity, and educational levels, and income;
- **Local Economic Trends:** Current and projected employment and industry growth patterns;
- **Enrollment Trends:** Patterns of student enrollment, such as student headcount by site and by method of instruction;
- **Student Demographics:** Characteristics of the District's students, such as age, race/ethnicity, and educational goals;
- **Student Outcomes:** Measures of student achievement within the District, such as placement rates, successful course completion rates, and number of awards; and
- **Perceptions:** Survey results, such as a recent survey of community perceptions about the District and students' self-reported challenges to their educational success at COS.

Data sets from the 2015-2025 COS Master Plan were reviewed and updated information was included in the 2025-2035 data chapter based on the availability, quality, and utility of the data. The data sets in Chapter 2 were extracted from a variety of resources including state agencies, local agencies, the COS data warehouse, and the COS Office of Research, Planning and Institutional Effectiveness. The specific resource for the information presented in a data set was cited at the bottom of each data set.

REGIONAL POPULATION TRENDS AND DEMOGRAPHICS

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Data Set 1. Current and Projected Area Population					
	2020	**2025**	**2030**	**2035**	**2040**	**2025 -> '2040**
California	39,782,419	40,808,001	41,860,549	42,718,403	43,353,414	6.2%
Tulare County	480,788	496,657	516,810	535,463	551,563	11.1%
Kings County	154,745	159,733	165,752	171,517	176,940	10.8%

Source: California Department of Finance (P3 File): http://www.dof.ca.gov/Forecasting/Demographics/Projections/

Observation: Between 2025 and 2040, both Tulare County (11.1%) and Kings County (10.8%) are projected to grow at a faster rate than California (6.2%).

Data Set 2. Current and Projected Area Population by Age						
Population by Age Group - Tulare County						
	2020		**2030**		**2040**	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Preschool Age (0-4)	35,678	7%	37,361	7%	38,052	7%
School Age (5-17 years)	106,021	22%	97,461	19%	100,446	18%
College Age (18-24 years)	50,732	11%	56,531	11%	51,128	9%
Working Age (25-64)	229,143	48%	247,023	48%	270,935	49%
Retirees (65 or more years)	59,214	12%	78,434	15%	91,002	16%
Total	480,788	100%	516,810	100%	551,563	100%
Population by Age Group - Kings County						
	2020		**2030**		**2040**	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Preschool Age (0-4)	11,615	8%	11,343	7%	12,030	7%
School Age (5-17 years)	35,350	23%	34,653	21%	34,242	19%
College Age (18-24 years)	18,109	12%	22,358	13%	21,136	12%
Working Age (25-64)	72,808	47%	76,441	46%	88,285	50%
Retirees (65 or more years)	16,863	11%	20,957	13%	21,247	12%
Total	154,745	100%	165,752	100%	176,940	100%

Source: California Department of Finance (P3 File): http://www.dof.ca.gov/Forecasting/Demographics/Projections/

Observation: From 2020 to 2040, the school age population proportion is projected to decrease in both Tulare County (-3.8%) and Kings County (-3.5%). In Tulare County, retirees are projected to have the largest proportion change (+4.2%), while the working age population has the largest projected increase in Kings County (+2.8%). Between 2020 and 2040, the number of residents aged 18-24 years in Kings and Tulare counties is projected to increase, but during the same time-period the proportion of 18-24-year old is projected to decrease in Tulare County while remaining the same in Kings County.

Data Set 3. Current and Projected Area Population by Race/Ethnicity						
Population by Race/Ethnicity Group - Tulare County						
	2020		**2030**		**2040**	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
African American	5,852	1.2%	6,380	1.2%	6,836	1.2%
Asian	15,194	3.2%	15,573	3.0%	15,731	2.9%
Hawaiian/Pacific Islander	428	0.1%	460	0.1%	451	0.1%
Hispanic	305,141	63.5%	337,167	65.2%	368,729	66.9%
Multi	6,568	1.4%	7,800	1.5%	9,046	1.6%
Native American	3,474	0.7%	3,696	0.7%	3,781	0.7%
White	144,131	30.0%	145,734	28.2%	146,989	26.6%
Population by Race/Ethnicity Group - Kings County						
	2020		**2030**		**2040**	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
African American	9,786	6.3%	10,783	6.5%	11,869	6.7%
Asian	5,338	3.4%	5,478	3.3%	5,638	3.2%
Hawaiian/Pacific Islander	301	0.2%	391	0.2%	518	0.3%
Hispanic	82,387	53.2%	90,127	54.4%	97,457	55.1%
Multi	3,600	2.3%	4,173	2.5%	4,751	2.7%
Native American	1,313	0.8%	1,376	0.8%	1,460	0.8%
White	52,020	33.6%	53,424	32.2%	55,247	31.2%

Source: California Department of Finance (P3 File): http://www.dof.ca.gov/Forecasting/Demographics/Projections/

Observation: In 2020, the majority of the population in both Tulare and Kings Counties identify themselves as Hispanic or Latino, 63% and 53% respectively. From 2020 to 2040, the proportion of the Hispanic population is projected to increase in both Tulare County (+3.4%) and Kings County (1.8%). Conversely, the proportion of the White population is projected to decrease in both Tulare County (-3.3%) and Kings County (-2.4%).

Data Set 4: Primary Language Spoken at Home			
Language Spoken at Home	**California**	**Kings County**	**Tulare County**
Population 5 years and over	37,105,018	140,566	434,657
English only	56.1%	58.5%	49.5%
Language other than English	43.9%	41.5%	50.5%
Language other than English Distribution	**California**	**Kings County**	**Tulare County**
Spanish	28.3%	36.9%	46.5%
Other Indo-European languages	4.6%	1.4%	1.3%
Asian and Pacific Islander languages	9.9%	2.8%	2.2%
Other languages	1.1%	0.4%	0.5%

Source: U.S. Census Bureau, 2021 American Community Survey 5-Year Estimates (DP02 File):
https://data.census.gov/cedsci/table?q=american%20community%20survey%20DP02&g=0400000US06_0500000US06031,06107&tid=ACSDP5Y2021.DP02

Observation: The percentage of language other than English spoken at home in Tulare County (51%) is higher than the rates of Kings County (42%) and California (44%). Of the languages other than English spoken at home, Spanish is the most prevalent.

Data Set 5a: Educational Attainment Levels - California, Tulare & Kings Counties	California	Kings County	Tulare County
Population 25 years and over	26,797,070	94,259	278,465
Less than 9th grade	8.7%	13.8%	17.0%
9th to 12th grade, no diploma	7.1%	12.5%	10.3%
High school graduate (includes equivalency)	20.4%	26.1%	26.5%
Some college, no degree	20.5%	24.1%	22.1%
Associate's degree	8.0%	9.0%	8.8%
Bachelor's degree	21.9%	9.7%	10.2%
Graduate or professional degree	13.4%	4.6%	5.0%
Percent - High school graduate or higher	84.2%	73.6%	72.6%
Percent - Associate's degree or higher	43.2%	23.4%	24.0%
Percent - Bachelor's degree or higher	35.3%	14.3%	15.2%

Source: U.S. Census Bureau, 2021 American Community Survey 5-Year Estimates (DP02 File):
https://data.census.gov/cedsci/table?q=american%20community%20survey%20DP02&g=0400000US06_0500000US06031,06107&tid=ACSDP5Y2021.DP02

Data Set 5b. College Readiness: 12th Grade Graduates Completing All Courses Required for UC and/or CSU Entrance	2017-18	2018-19	2019-20	2020-21	2021-22
Statewide	40.2%	42.0%	42.6%	51.8%	43.6%
Tulare County Rate	31.6%	34.9%	35.2%	35.2%	36.5%
A-G Requirements	2,301	2,544	2,580	2,273	2,386
All Graduates	7,283	7,298	7,325	6,459	6,534
Kings County Rate	34.3%	35.1%	35.0%	41.5%	32.8%
A-G Requirements	695	710	734	676	565
All Graduates	2,027	2,024	2,096	1,630	1,722

Source: California Department of Education: https://www.cde.ca.gov/ta/ac/cm/ccidatafiles.asp
Note: Data labels and definitions have changed over the 5-year time period and may be inconsistent across time.
Definition: To meet A-G requirements, students must complete 15 yearlong high school courses with a letter grade of C or better, and at least 11 of them prior to their last year of high school.

Observation: The educational attainment rates for Tulare County and Kings County are lower than the state's rates. The percentage of high school graduates or above in California is 84% whereas Kings County and Tulare County rates range from 73% to 74%, respectively. In addition, only 14%-15% of adults living in Tulare and Kings Counties have a bachelor's degree or higher compared to 35% statewide. In this review of the past five academic years, the proportions of Kings County (33% to 42%) and Tulare County (32% to 37%) 12th grade graduates who completed all courses required for UC and/or CSU entrance have consistently been below the state rates, which ranged from 40% to 52%.

LOCAL ECONOMIC TRENDS

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Data Set 6a. Median Household Income

Median Income	California	Kings County	Tulare County
Total Households	13,217,586	43,286	139,631
Less than $10,000	4.6%	5.3%	6.1%
$10,000 to $14,999	3.6%	2.9%	4.5%
$15,000 to $24,999	6.2%	8.3%	9.7%
$25,000 to $34,999	6.7%	8.8%	9.9%
$35,000 to $49,999	9.4%	13.2%	13.6%
$50,000 to $74,999	14.7%	19.4%	18.6%
$75,000 to $99,999	12.3%	15.1%	12.8%
$100,000 to $149,999	17.5%	15.4%	13.7%
$150,000 to $199,999	9.9%	7.2%	6.0%
$200,000 or more	15.1%	4.2%	5.1%
Median Household Income (dollars)	$84,097	$63,267	$57,394
Mean Household Income (dollars)	$119,149	$77,920	$77,575

Data Set 6b. Family Poverty Levels

Family Income Below the Poverty Level (past 12 months)

	California	Kings County	Tulare County
All families	9.0%	13.8%	16.4%
Married couple families	5.0%	7.5%	11.1%
Families with female householder, no spouse present	21.0%	32.8%	31.9%

Source: U.S. Census Bureau, 2021 American Community Survey 5-Year Estimates (DP03 File):
https://data.census.gov/table?q=american+community+survey+DP03&g=040XX00US06_050XX00US06107,06031&tid=ACSDP5Y2021.DP03

Observation: The statewide family income is significantly higher than the median and mean family income levels for residents in Tulare and Kings Counties. In addition, Tulare and Kings Counties both exhibit poverty levels above California. For example, Tulare County's poverty rate (16.4%) is nearly double the statewide poverty level (9%). In both Kings and Tulare Counties, families with female householders with no spouse present have a poverty level above 30% compared to the statewide average of 21%.

Data Set 7. Tulare County Fastest and Largest Growing Occupations by Required Entry-level Education (2020-2030)				
Tulare County: 2020-2030 Fastest Growing Occupations Projections				
Occupational Title	Entry Level Education	Percentage Change	Median Hourly Wage	Median Annual Wage
Nurse Practitioners	Master's degree	45.0%	$63.84	$132,783
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	37.8%	$22.95	$47,736
Medical and Health Services Managers	Bachelor's degree	34.5%	$50.44	$104,906
Nursing Assistants	Postsecondary non-degree award	26.1%	$17.92	$37,280
Emergency Medical Technicians and Paramedics	Postsecondary non-degree award	23.8%	NA	NA
Market Research Analysts and Marketing Specialists	Bachelor's degree	23.1%	$28.47	$59,213
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	20.5%	$28.99	$60,295
Medical Assistants	Postsecondary non-degree award	20.2%	$18.86	$39,231
Substance, Behavioral, and Mental Health Counselors	Bachelor's degree	18.5%	$23.67	$49,241
Software Developers and Testers	Bachelor's degree	17.9%	NA	NA
Note: Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.				
Tulare County: 2020-2030 Largest Growing Occupations Projections				
Occupational Title	Entry Level Education	Total Job Openings	Median Hourly Wage	Median Annual Wage
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	5,430	$22.95	$47,736
Teaching Assistants, Except Postsecondary	Some college, no degree	2,590	NA	$37,720
Elementary School Teachers, Except Special Education	Bachelor's degree	2,410	NA	$80,631
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	1,970	$22.59	$46,986
Nursing Assistants	Postsecondary non-degree award	1,930	$17.92	$37,280
General and Operations Managers	Bachelor's degree	1,910	$45.55	$94,731
Registered Nurses	Bachelor's degree	1,900	$47.78	$99,372
Substitute Teachers, Short-Term	Bachelor's degree	1,780	$18.35	$38,166
Medical Assistants	Postsecondary non-degree award	1,540	$18.86	$39,231
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	1,120	NA	$97,425

Source: California Employment Development Department: https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html
Note: Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Observation: Some of the fastest growing jobs in Tulare County that require a postsecondary education are Nurse Practitioners, Heavy and Tractor-Trailer Truck Drivers, Medical and Health Services Managers, and Nursing Assistants. The largest growing jobs in Tulare County with the highest annual wage are General and Operations Managers, Registered Nurses, and Secondary School Teachers (except special and career/technical education).

Data Set 8. Kings County Fastest and Largest Growing Occupations by Required Entry-level Education (2020-2030)				
Kings County: 2020-2030 Fastest Growing Occupations Projections				
Occupational Title	**Entry Level Education**	**Percentage Change**	**Median Hourly Wage**	**Median Annual Wage**
Kindergarten Teachers, Except Special Education	Bachelor's degree	37.5%	NA	$80,445
Teachers and Instructors, All Other, Except Substitute Teachers	Bachelor's degree	36.4%	NA	NA
Substitute Teachers, Short-Term	Bachelor's degree	35.7%	$17.76	$36,923
Special Education Teachers, Kindergarten and Elementary School	Bachelor's degree	33.3%	NA	$79,461
Management Analysts	Bachelor's degree	33.3%	$36.87	$76,679
Medical and Health Services Managers	Bachelor's degree	33.3%	$59.37	$123,483
Education Administrators, Elementary and Secondary School	Master's degree	30.8%	NA	$130,826
Lawyers	Doctoral or professional degree	30.0%	$51.77	$107,691
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	Bachelor's degree	30.0%	$30.11	$62,626
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	28.2%	NA	$102,263
Note: Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.				
Kings County: 2020-2030 Largest Growing Occupations Projections				
Occupational Title	**Entry Level Education**	**Total Job Openings**	**Median Hourly Wage**	**Median Annual Wage**
Elementary School Teachers, Except Special Education	Bachelor's degree	1,050	NA	$83,563
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	1,030	$24.16	$50,246
Teaching Assistants, Except Postsecondary	Some college, no degree	820	NA	$38,653
Registered Nurses	Bachelor's degree	790	$62.36	$129,685
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	590	$23.28	$48,422
Medical Assistants	Postsecondary non-degree award	530	$15.68	$32,621
General and Operations Managers	Bachelor's degree	510	$46.69	$97,120
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	410	NA	$102,263
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	320	$34.09	$70,924
Accountants and Auditors	Bachelor's degree	270	$33.44	$69,553

Source: California Employment Development Department: https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html
Note: Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Observation: Some of the fastest growing jobs in Kings County that require a postsecondary education are Kindergarten Teachers (except special education), Teachers and Instructors (all other except substitute teachers), and Teaching Assistants (except postsecondary). The largest growing jobs in Kings County with the highest annual wage are General and Operations Managers, Registered Nurses, and Secondary School Teachers (except special and career/technical education).

Data Set 9a. National Earnings and Unemployment Rates for Adults 25 and Older by Educational Attainment		
Educational Attainment	**Median Weekly**	**Unemployment Rate 2021**
Doctoral degree	$1,909	1.5%
Professional degree	$1,924	1.8%
Master's degree	$1,574	2.6%
Bachelor's degree	$1,334	3.5%
Associate's degree	$963	4.6%
Some college, no degree	$899	5.5%
High school diploma	$809	6.2%
Less than a high school diploma	$626	8.3%

Source: U.S. Bureau of Labor Statistics, Current Population Survey: https://www.bls.gov/careeroutlook/2022/data-on-display/education-pays.htm
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Observations: Nationwide, for adults 25 and older, higher levels of education attainment result in higher median weekly earnings and lower unemployment rates.

Data Set 9b. Area Labor Force & Unemployment Rates by Educational Attainment

	California		Kings County		Tulare County	
	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate
Overall (Age 25-64)	**78.2%**	**5.6%**	**63.8%**	**8.1%**	**75.0%**	**9.3%**
Less than high school graduate	65.2%	7.6%	50.8%	12.9%	65.2%	15.4%
High school graduate (includes equivalency)	73.2%	7.0%	57.0%	8.3%	74.0%	12.2%
Some college or associate's degree	78.5%	6.0%	70.4%	7.3%	78.2%	5.9%
Bachelor's degree or higher	86.3%	4.0%	84.5%	3.6%	87.4%	3.4%
	California		Kings County		Tulare County	
	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate
Overall (age 16+)	**63.9%**	**6.5%**	**54.6%**	**9.1%**	**61.1%**	**10.2%**
Black or African American alone	60.7%	10.5%	46.7%	8.2%	56.5%	7.6%
American Indian and Alaska Native alone	62.2%	9.1%	41.3%	16.3%	57.2%	12.7%
Asian alone	64.3%	5.1%	56.4%	4.6%	57.6%	10.3%
Native Hawaiian and Other Pacific Islander alone	66.1%	7.7%	30.3%	23.2%	67.8%	5.0%
Some other race alone	66.9%	7.0%	51.1%	11.2%	64.5%	10.9%
Two or more races	67.2%	8.5%	53.5%	11.6%	63.8%	10.2%
Hispanic or Latino origin (of any race)	66.9%	7.1%	54.7%	10.3%	64.6%	11.6%
White alone, not Hispanic or Latino	61.2%	5.8%	56.5%	7.4%	55.4%	7.4%

Source: U.S. Census Bureau, 2021 American Community Survey 5-Year Estimates (S2301 File)
https://data.census.gov/table?q=american+community+survey+s2301&g=040XX00US06_050XX00US06107,06031&tid=ACSST5Y2021.S2301

Observations: For both Tulare and Kings Counties, as well as the rest of California, the higher one's education attainment, the more likely they are to participate in the labor force. For ages 25-64, the unemployment rates of Kings (8.1%) and Tulare (9.3%) Counties are higher than the state's overall unemployment rate (5.6%). For ages 16+, African Americans have a lower unemployment rate in both Kings County (8.2%) and Tulare County (7.6%) compared to California (10.5%).

ENROLLMENT TRENDS

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SEQUOIAS COMMUNITY COLLEGE DISTRICT
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Data Set 10a. Student Headcount by Campus						
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	5-Yr Change
District Total	13,147	13,491	13,114	12,458	13,637	3.7%
Visalia Campus	10,043	10,042	9,563	5,681	7,832	-22.0%
Hanford Campus	1,887	1,936	2,263	1,178	2,302	22.0%
Tulare Campus	2,197	2,304	2,093	1,097	1,592	-27.5%
Online Campus	2,172	2,914	3,310	8,248	6,127	182.1%
Other Sites	1,224	1,489	1,621	1,643	1,884	53.9%
State-Wide	1,585,643	1,567,762	1,347,027	1,255,599	1,289,916	-18.7%

Source: COS Office of Research, Planning and Institutional Effectiveness
Source for Statewide: California Community College Chancellor's Office
https://datamart.cccco.edu/Students/Student_Headcount_Term_Annual.aspx
Note. Instruction method and campus location data for the 2020/21 – 2021/22 years are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted years. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa.
Note. Other sites include courses taught at high schools and other community locations.

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Students are counted once for each campus or instructional method they are associated with. Columns do not sum to the district total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT.
Observation: From Fall 2018 to Fall 2022, the District's total headcount grew by 3.7% which is favorable compared to the statewide decrease of 19%. Over the same period, the headcount decreased at the Visalia Campus (-22%) and the Tulare Campus (-27.5%) while headcount in online courses increased by 182%. Other sites also experienced a 54% increase in headcounts, largely due to the expanding dual enrollment offerings.

Data Set 10b. Full-Time Equivalent Students (FTES) by Campus						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-Yr Change
District Total	10,380	10,630	9,572	9,082	9,761	-6.0%
Visalia Campus	7,279	7,134	3,803	3,259	4,880	-33.0%
Hanford Campus	963	1,004	800	655	1,019	5.7%
Tulare Campus	901	927	579	553	707	-21.5%
Online Campus	704	962	3,861	4,084	2,553	262.7%
Other Location	534	603	529	532	603	13.0%
Annual FTES By Credit / Non-Credit						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-Yr Change
District Total	10,380	10,630	9,572	9,082	9,761	-6.0%
Credit	9,750	10,148	9,416	8,898	9,563	-1.9%
Non-Credit	631	482	155	184	198	-68.6%

Source: COS Office of Research, Planning and Institutional Effectiveness
Note: Instruction method and campus location data for the 2020/21 – 2021/22 years are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted years. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa.
Note. The District totals may be off by 1 due to rounding.

Definition: The sum of FTES for all students enrolled at census for the summer/fall/spring terms of a given academic year. Includes both credit and non-credit. Columns sum to the district total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT.

Observation: The District experienced a -6% change in FTES between the 2018-19 academic year to the 2022-23 academic year, highlighted by a low of 9,082 experienced during the pandemic. Non-credit FTES remains significantly lower than pre-pandemic levels, specifically as it relates to capturing FTES in tutorial services.

Data Set 10c. Annual Projected Full-Time Equivalent Students (FTES) 2025-2035				
	2024-25	2029-30	2034-35	2025 to 2035 Growth
District Total FTES Projection	9,957	10,465	10,999	10.5%

Source: COS Office of Research, Planning and Institutional Effectiveness
Note: FTES projection is based on an analysis of the previous 10 years in which an average .98% increase in FTES per year was observed. Therefore, projections assume a 1% annual growth in FTES per year.

Definition: The projected sum of FTES for all students enrolled at census for the summer/fall/spring terms of a given academic year. Includes both credit and non-credit.

Observation: The number of the District's Full-Time Equivalent Students (FTES) is projected to increase 10.5% between 2025 and 2035.

Data Set 11: Student Count by Site/Modality Combinations		
	Fall 2022	
Combinations	Students	Percent
Visalia Campus Only	3,751	28%
Visalia Campus + Online	2,487	18%
Online Only	1,820	13%
Hanford Center Only	831	6%
Hanford Center + Online	567	4%
Tulare Center Only	468	3%
Visalia Campus + Tulare Center	406	3%
Visalia Campus + Hanford Center	316	2%
Visalia Campus + Hanford Center + Online	305	2%
All other sites and combinations	2,687	20%
District Total	13,638	100%

Source: COS Office of Research, Planning and Institutional Effectiveness

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit.

Observation: In Fall 2022, 37% of students were enrolled exclusively at one campus location while 13% were enrolled exclusively in online courses (not hybrid).

Data Set 12: Credit Enrollments by Campus

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	FA18->FA22
District Total	38,529	41,919	37,762	34,519	37,572	-2%
Visalia Campus	27,241	28,531	24,321	10,734	18,188	-33%
Hanford Campus	3,400	3,574	3,590	1,615	3,644	7%
Tulare Campus	3,817	4,316	3,465	1,837	2,736	-28%
Online Campus	2,884	3,986	4,612	18,517	10,862	277%
Other Sites	1,187	1,512	1,774	1,816	2,142	80%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note: Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted terms. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa.

Definition: The unduplicated count of all students registered for a course at census. Includes only credit enrollments. Students are counted once for each campus or instructional method they are associated with. Columns sum to the district total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT.

Observation: From Fall 2018 to Fall 2022, credit enrollments decreased by 2%, and most California Community Colleges experienced similar or greater declines in enrollments. Declines were experienced mostly at the Visalia Campus (-33%) and Tulare Campus (-28%) locations but saw increases in Online enrollments (+277%), Other Sites (+80%), and the Hanford Campus (+7%).

Data Set 13: Headcount by City of Residence

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
District Total	13,147	100%	13,491	100%	13,114	100%	12,458	100%	13,637	100%
Visalia	5,393	41%	5,577	41%	5,265	40%	4,954	40%	5,530	41%
Tulare	2,340	18%	2,310	17%	2,189	17%	2,126	17%	2,426	18%
Hanford	1,043	8%	1,088	8%	1,120	9%	1,122	9%	1,149	8%
Exeter	490	4%	485	4%	472	4%	450	4%	476	4%
Corcoran	407	3%	427	3%	469	4%	392	3%	418	3%
Lindsay	402	3%	485	4%	469	4%	456	4%	494	4%
Farmerville	376	3%	407	3%	362	3%	342	3%	396	3%
Woodlake	335	3%	341	3%	373	3%	351	3%	338	3%
Porterville	255	2%	253	2%	271	2%	250	2%	303	2%
Dinuba	253	2%	292	2%	242	2%	219	2%	235	2%
Orosi	221	2%	211	2%	212	2%	181	2%	228	2%
All Others	1,632	12%	1,615	12%	1,670	13%	1,615	13%	1,644	12%

Source: COS Office of Research, Planning and Institutional Effectiveness (EIS)

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Columns sum to the district total.

Observation: The pattern of where the District's students live has been relatively stable in recent years. Over half of the District's students live in the city of Visalia (41%), Tulare (18%), or Hanford (8%). Another 18% of students reside in other areas of Tulare and Kings Counties.

Data Set 14: Student Headcount by Unit Load										
	Fall 2018		**Fall 2019**		**Fall 2020**		**Fall 2021**		**Fall 2022**	
	Students	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**
Grand Total	13,147	100%	13,491	100%	13,114	100%	12,458	100%	13,637	100%
0.5 - 2.5	350	3%	289	2%	228	2%	224	2%	268	2%
3.0 - 5.5	2,792	21%	2,838	21%	2,956	23%	3,053	25%	3,399	25%
6.0 - 8.5	2,201	17%	2,162	16%	2,165	17%	2,255	18%	2,360	17%
9.0 - 11.5	2,116	16%	2,171	16%	2,180	17%	2,012	16%	2,233	16%
12.0 - 14.5	3,625	28%	3,820	28%	3,463	26%	3,096	25%	3,318	24%
15+	1,658	13%	1,791	13%	1,762	13%	1,449	12%	1,594	12%
Non-Credit Only	405	3%	420	3%	360	3%	369	3%	465	3%

Source: COS Office of Research, Planning and Institutional Effectiveness

Definition: The unduplicated count of all students registered for a course at census. Columns sum to the district total.

Observation: The portion of students enrolling in the respective unit loads remains mostly unchanged over the past five fall terms with the exception of 12-14.5-unit loads (-4%), which is the approximately the redistribution of the 3-5.5 (+4%) unit load range.

Data Set 15: Student Headcount by Instruction Method										
	Fall 2018		**Fall 2019**		**Fall 2020**		**Fall 2021**		**Fall 2022**	
	Students	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**
Grand Total	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%
Dual Enroll							1,322	10.6%	1,581	11.6%
Face-to-Face	12,583	95.7%	12,847	95.2%	12,222	93.2%	6,719	53.9%	9,265	67.9%
Hybrid	1,372	10.4%	1,243	9.2%	1,857	14.2%	2,468	19.8%	3,010	22.1%
Online	2,220	16.9%	2,985	22.1%	3,323	25.3%	8,138	65.3%	6,250	45.8%
Other			2	< .1%			1	< .1%	1	< .1%
WEXP	233	1.8%	218	1.6%	174	1.3%	167	1.3%	224	1.7%

Source: COS Office of Research, Planning and Institutional Effectiveness
Note: Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted terms. Dual-enrollment sections have been coded since Spring 2021, but were offered prior to then. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa.

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Students are counted once for each instructional method they are associated with. Columns do not sum to the district total.

Observation: The percent of students enrolled in at last one face-to-face course has decreased from 95.7% in Fall 2018 to 67.9% in Fall 2022. Over the same time period, students enrolled in at least one online course has increased from 16.9% in Fall 2018 to 45.8% in Fall 2022.

STUDENT DEMOGRAPHICS

COS

Data Set 16. Unduplicated Headcount by Age Group (includes comparison to statewide total)											
District Total											
	Fall 2018		**Fall 2019**		**Fall 2020**		**Fall 2021**		**Fall 2022**		Fall 2022
	Students	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	Statewide
Grand Total	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%	1,288,890
Less than 20	5,098	38.8%	5,507	40.8%	5,545	42.3%	5,175	41.5%	5,955	43.7%	34.5%
20-24	4,241	32.3%	4,200	31.1%	3,978	30.3%	3,741	30.0%	3,930	28.8%	25.8%
25-29	1,561	11.9%	1,494	11.1%	1,426	10.9%	1,332	10.7%	1,332	9.8%	11.4%
30-49	1,906	14.5%	1,952	14.5%	1,887	14.4%	1,929	15.5%	2,121	15.6%	20.3%
50+	340	2.6%	338	2.5%	278	2.1%	281	2.3%	299	2.2%	8.0%
Unknown	1	<.1%									0.1%
Visalia Campus											
	Fall 2018		**Fall 2019**		**Fall 2020**		**Fall 2021**		**Fall 2022**		
	Students	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	
Grand Total	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%	
Less than 20	3,784	37.7%	3,972	39.6%	3,839	40.1%	2,289	40.3%	3,346	42.7%	
20-24	3,531	35.2%	3,424	34.1%	3,208	33.5%	1,976	34.8%	2,616	33.4%	
25-29	1,163	11.6%	1,075	10.7%	1,029	10.8%	525	9.2%	689	8.8%	
30-49	1,342	13.4%	1,363	13.6%	1,310	13.7%	776	13.7%	1,033	13.2%	
50+	223	2.2%	208	2.1%	177	1.9%	115	2.0%	148	1.9%	
Hanford Campus											
	Fall 2018		**Fall 2019**		**Fall 2020**		**Fall 2021**		**Fall 2022**		
	Students	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	
Grand Total	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%	
Less than 20	535	28.4%	604	31.2%	767	33.9%	359	30.5%	807	35.1%	
20-24	673	35.7%	670	34.6%	776	34.3%	384	32.6%	704	30.6%	
25-29	293	15.5%	279	14.4%	334	14.8%	183	15.5%	286	12.4%	
30-49	349	18.5%	342	17.7%	361	16.0%	238	20.2%	458	19.9%	
50+	37	2.0%	41	2.1%	25	1.1%	14	1.2%	47	2.0%	
Tulare Campus											
	Fall 2018		**Fall 2019**		**Fall 2020**		**Fall 2021**		**Fall 2022**		
	Students	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	
Grand Total	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%	
Less than 20	938	42.7%	1,047	45.4%	786	37.6%	435	39.7%	688	43.2%	
20-24	710	32.3%	741	32.2%	766	36.6%	398	36.3%	547	34.4%	
25-29	225	10.2%	217	9.4%	234	11.2%	111	10.1%	139	8.7%	
30-49	272	12.4%	259	11.2%	277	13.2%	133	12.1%	195	12.2%	
50+	52	2.4%	40	1.7%	30	1.4%	20	1.8%	23	1.4%	

Source: COS Office of Research, Planning and Institutional Effectiveness
Source: Chancellor's Office Data Mart: https://datamart.cccco.edu/datamart.aspx
Note: Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa. Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted terms.
Note. K-12 students make up approximately 30% of the District's less than 20 age group in a given Fall Semester, with most K-12 students attending online or "Other sites".

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Columns sum to the group total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT.

Observation: The largest proportion age group among COS students is less than 20 years old (43.7%), which is notably larger than the statewide proportion of 34.5% during the Fall 2022 term. While the proportion of students less than 20 years old is below the district total in online courses, CTE courses, and the Hanford Campus, the proportion of students less than 20 has increased over the past five years.

Data Set 17. Unduplicated Headcount by Gender (includes comparison to statewide total)

District Total

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2022
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Statewide
Grand Total	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%	1,288,890
Female	7,519	57.2%	7,759	57.5%	7,923	60.4%	7,411	59.5%	7,811	57.3%	54.2%
Male	5,485	41.7%	5,455	40.4%	4,992	38.1%	4,849	38.9%	5,509	40.4%	43.7%
Non-Binary	32	0.2%	123	0.9%	75	0.6%	64	0.5%	72	0.5%	0.5%
Unknown	111	0.8%	154	1.1%	124	0.9%	134	1.1%	245	1.8%	1.6%

Visalia Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%
Female	5,809	57.8%	5,844	58.2%	5,831	61.0%	3,271	57.6%	4,429	56.6%
Male	4,120	41.0%	3,982	39.7%	3,582	37.5%	2,324	40.9%	3,222	41.1%
Non-Binary	24	0.2%	100	1.0%	58	0.6%	25	0.4%	44	0.6%
Unknown	90	0.9%	116	1.2%	92	1.0%	61	1.1%	137	1.7%

Hanford Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%
Female	968	51.3%	988	51.0%	1,264	55.9%	562	47.7%	1,261	54.8%
Male	902	47.8%	901	46.5%	961	42.5%	598	50.8%	1,009	43.8%
Non-Binary	6	0.3%	23	1.2%	17	0.8%	6	0.5%	8	0.3%
Unknown	11	0.6%	24	1.2%	21	0.9%	12	1.0%	24	1.0%

Tulare Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%
Female	1,199	54.6%	1,283	55.7%	1,267	60.5%	611	55.7%	895	56.2%
Male	980	44.6%	981	42.6%	795	38.0%	474	43.2%	655	41.1%
Non-Binary	4	0.2%	15	0.7%	12	0.6%	8	0.7%	11	0.7%
Unknown	14	0.6%	25	1.1%	19	0.9%	4	0.4%	31	1.9%

Online Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,172	100.0%	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%
Female	1,450	66.8%	1,887	64.8%	2,176	65.7%	5,136	62.3%	3,789	61.8%
Male	696	32.0%	971	33.3%	1,079	32.6%	3,006	36.4%	2,266	37.0%
Non-Binary	2	0.1%	28	1.0%	20	0.6%	35	0.4%	27	0.4%
Unknown	24	1.1%	28	1.0%	35	1.1%	71	0.9%	45	0.7%

Career Technical Education Sections

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%
Female	3,048	52.7%	3,214	52.5%	3,188	56.4%	2,827	54.5%	3,054	53.8%
Male	2,686	46.4%	2,802	45.7%	2,394	42.4%	2,290	44.2%	2,557	45.1%
Non-Binary	8	0.1%	56	0.9%	23	0.4%	24	0.5%	18	0.3%
Unknown	47	0.8%	53	0.9%	45	0.8%	45	0.9%	45	0.8%

Source: COS Office of Research, Planning and Institutional Effectiveness

Source: Chancellor's Office Data Mart: https://datamart.cccco.edu/datamart.aspx

Note: Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa. Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted terms.

Note. Unknown students included those who did not respond or declined to answer.

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Columns sum to the group total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT.

Observation: The proportions of males and females in the District student population have remained consistent across this five-year snapshot within the ranges of 57%-60% female students and 38%-42% male. The proportion difference is greater at COS (+17 percentage points) than statewide (+10 percentage points) in the Fall 2022 term. The reported volume of non-binary and students with an unknown gender has more than doubled over this same time period.

Data Set 18. Unduplicated Headcount by Race/Ethnicity (includes comparison to statewide total)

District Total

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2022
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Statewide
Grand Total	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%	1,288,890
African-American	283	2.2%	275	2.0%	249	1.9%	240	1.9%	227	1.7%	5.5%
Asian	364	2.8%	351	2.6%	329	2.5%	310	2.5%	328	2.4%	10.2%
Filipino	120	0.9%	135	1.0%	129	1.0%	108	0.9%	123	0.9%	2.4%
Hispanic	9,067	69.0%	9,397	69.7%	9,316	71.0%	8,986	72.1%	9,958	73.0%	49.6%
Multi-Ethnicity	389	3.0%	409	3.0%	381	2.9%	360	2.9%	417	3.1%	4.2%
Native American	42	0.3%	40	0.3%	44	0.3%	40	0.3%	44	0.3%	0.3%
Pacific Islander	13	0.1%	16	0.1%	10	0.1%	18	0.1%	13	0.1%	0.4%
White	2,767	21.0%	2,682	19.9%	2,545	19.4%	2,312	18.6%	2,450	18.0%	22.9%
Unknown	102	0.8%	186	1.4%	111	0.8%	84	0.7%	77	0.6%	4.5%

Visalia Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%
African-American	210	2.1%	190	1.9%	181	1.9%	123	2.2%	139	1.8%
Asian	317	3.2%	285	2.8%	268	2.8%	149	2.6%	195	2.5%
Filipino	100	1.0%	110	1.1%	104	1.1%	64	1.1%	78	1.0%
Hispanic	6,932	69.0%	6,987	69.6%	6,755	70.6%	4,106	72.3%	5,708	72.9%
Multi-Ethnicity	296	2.9%	312	3.1%	281	2.9%	174	3.1%	235	3.0%
Native American	38	0.4%	34	0.3%	32	0.3%	23	0.4%	21	0.3%
Pacific Islander	12	0.1%	16	0.2%	9	0.1%	6	0.1%	10	0.1%
White	2,084	20.8%	1,974	19.7%	1,847	19.3%	1,002	17.6%	1,396	17.8%
Unknown	54	0.5%	134	1.3%	86	0.9%	34	0.6%	50	0.6%

Hanford Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%
African-American	71	3.8%	79	4.1%	80	3.5%	38	3.2%	61	2.6%
Asian	34	1.8%	42	2.2%	43	1.9%	32	2.7%	62	2.7%
Filipino	16	0.8%	24	1.2%	26	1.1%	12	1.0%	22	1.0%
Hispanic	1,273	67.5%	1,269	65.5%	1,578	69.7%	799	67.8%	1,607	69.8%
Multi-Ethnicity	50	2.6%	69	3.6%	76	3.4%	26	2.2%	78	3.4%
Native American	4	0.2%	6	0.3%	12	0.5%	7	0.6%	13	0.6%
Pacific Islander	2	0.1%	4	0.2%	1	< .1%	2	0.2%	2	0.1%
White	427	22.6%	410	21.2%	430	19.0%	250	21.2%	445	19.3%
Unknown	10	0.5%	33	1.7%	17	0.8%	12	1.0%	12	0.5%

Tulare Campus

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%
African-American	31	1.4%	29	1.3%	42	2.0%	15	1.4%	13	0.8%
Asian	25	1.1%	33	1.4%	24	1.1%	11	1.0%	21	1.3%
Filipino	7	0.3%	10	0.4%	22	1.1%	5	0.5%	17	1.1%
Hispanic	1,582	72.0%	1,660	72.0%	1,459	69.7%	780	71.1%	1,225	76.9%
Multi-Ethnicity	58	2.6%	56	2.4%	56	2.7%	26	2.4%	46	2.9%
Native American	6	0.3%	8	0.3%	13	0.6%	5	0.5%		
Pacific Islander	2	0.1%	1	< .1%	2	0.1%	2	0.2%		
White	477	21.7%	472	20.5%	460	22.0%	243	22.2%	262	16.5%
Unknown	9	0.4%	35	1.5%	15	0.7%	10	0.9%	8	0.5%

Online Campus										
	Fall 2018		**Fall 2019**		**Fall 2020**		**Fall 2021**		**Fall 2022**	
	Students	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**
Grand Total	2,172	100.0%	2,914	100.0%	3,310	100.0%	8,248	100.0%	6,127	100.0%
African-American	45	2.1%	67	2.3%	74	2.2%	187	2.3%	126	2.1%
Asian	62	2.9%	79	2.7%	85	2.6%	199	2.4%	141	2.3%
Filipino	19	0.9%	26	0.9%	41	1.2%	65	0.8%	50	0.8%
Hispanic	1,386	63.8%	1,911	65.6%	2,237	67.6%	5,905	71.6%	4,351	71.0%
Multi-Ethnicity	74	3.4%	102	3.5%	107	3.2%	259	3.1%	209	3.4%
Native American	10	0.5%	12	0.4%	10	0.3%	26	0.3%	18	0.3%
Pacific Islander	1	< .1%	1	< .1%	3	0.1%	12	0.1%	6	0.1%
White	566	26.1%	687	23.6%	714	21.6%	1,535	18.6%	1,189	19.4%
Unknown	9	0.4%	29	1.0%	39	1.2%	60	0.7%	37	0.6%
Cereer Technical Education Sections										
	Fall 2018		**Fall 2019**		**Fall 2020**		**Fall 2021**		**Fall 2022**	
	Students	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**	**Students**	**Percent**
Grand Total	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%
African-American	128	2.2%	111	1.8%	87	1.5%	102	2.0%	86	1.5%
Asian	148	2.6%	154	2.5%	129	2.3%	120	2.3%	127	2.2%
Filipino	51	0.9%	58	0.9%	48	0.8%	34	0.7%	52	0.9%
Hispanic	3,929	67.9%	4,230	69.1%	4,051	71.7%	3,716	71.7%	4,145	73.1%
Multi-Ethnicity	172	3.0%	158	2.6%	153	2.7%	142	2.7%	182	3.2%
Native American	22	0.4%	16	0.3%	15	0.3%	24	0.5%	15	0.3%
Pacific Islander	4	0.1%	5	0.1%	3	0.1%	5	0.1%	4	0.1%
White	1,307	22.6%	1,303	21.3%	1,116	19.8%	1,011	19.5%	1,024	18.0%
Unknown	28	0.5%	90	1.5%	48	0.8%	32	0.6%	39	0.7%

Source: COS Office of Research, Planning and Institutional Effectiveness
Source: Chancellor's Office Data Mart: https://datamart.cccco.edu/datamart.aspx
Note: Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa. Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted terms.
Note. Unknown students included those who did not respond or declined to answer.

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Columns sum to the group total. Online campus is defined as campus codes ONC, ONH, ONV, and ONT.

Observation: In Fall 2022, the two primary racial/ethnic groups in the District student population were students who self-identify as Hispanic (73%) and those who self-identify as White (18%). The next largest proportions of students were those who self-identify as Multi-ethnic (3%) and Asian (2%). In the past five years, there has been a shift in the District's student demographics. The proportions of students who self-identify as Hispanic increased from 69% in fall 2018 to 73% in fall 2022. Conversely, students declaring as White decreased from 21% in fall 2018 to 18% in fall 2022. The proportions of students in other racial/ethnic groups remained relatively consistent across these years. The same pattern of increases in the proportion of students who self-identify as Hispanic and decreases in those who self-identify as White is seen in the student demographics at all District sites. Compared to the statewide demographics, the District student population includes a higher proportion of Hispanic (73%) students and lower proportions of African-American (2%) and Asian students (2%).

Data Set 19: Student Headcount by First-Generation College Student Status										
	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%
First-Generation	5,851	44.5%	5,993	44.4%	5,794	44.2%	5,370	43.1%	5,814	42.6%
Not First-Generation	5,960	45.3%	6,247	46.3%	6,196	47.2%	6,034	48.4%	6,467	47.4%
Unknown	1,336	10.2%	1,251	9.3%	1,124	8.6%	1,054	8.5%	1,356	9.9%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note. Unknown students included those who did not respond or declined to answer.

Definition: The unduplicated count of all students registered for a course at census. Includes both credit and non-credit. Columns sum to the group total.

Observation: The portion of first-generation college students enrolled in the Fall term has slightly decreased from 45% in 2018 to 43% in Fall 2022.

STUDENT OUTCOMES

DRAFT 2

COS

Data Set 20: Placement of First-Time Students Into Transfer-Level Without Support

Transfer-Level English Placement

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	47%	86%	87%	83%	77%
African-American	40%	88%	76%	74%	61%
Asian	45%	85%	87%	92%	88%
Filipino	71%	95%	100%	88%	72%
Hispanic	43%	85%	87%	82%	76%
Multi-Ethnicity	62%	87%	91%	87%	88%
Native American	78%	73%	93%		57%
Pacific Islander	0%	40%		50%	50%
White	61%	89%	88%	89%	83%
Unknown	20%	80%	100%	100%	75%

Transfer-Level Quantitative Reasoning Placement

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	21%	55%	59%	100%	100%
African-American	16%	44%	50%	100%	100%
Asian	41%	61%	68%	100%	100%
Filipino	29%	75%	90%	100%	100%
Hispanic	19%	53%	56%	100%	100%
Multi-Ethnicity	32%	61%	67%	100%	100%
Native American	22%	27%	57%	100%	100%
Pacific Islander	33%	40%		100%	100%
White	26%	64%	71%	100%	100%
Unknown	13%	50%	71%	100%	100%

Transfer-Level English as a Second Language (ESL) Placement

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	0%	100%	100%	100%	100%
African-American	0%	100%	100%	100%	100%
Asian	0%	100%	100%	100%	100%
Filipino	0%	100%	100%	100%	100%
Hispanic	0%	100%	100%	100%	100%
Multi-Ethnicity	0%	100%	100%	100%	100%
Native American	0%	100%	100%	100%	100%
Pacific Islander	0%	100%		100%	100%
White	0%	100%	100%	100%	100%
Unknown	0%	100%	100%	100%	100%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note: The District began offering a transfer-level mathematics course in Spring 2021, which all students are eligible to enroll in without support. The District began offering a transfer-level ESL course in Fall 2019, which all students are eligible to enroll in without support. Blank means no data. 0% means no student in the group was placed without support.

Definition: The unduplicated count of all first-time students registered for a credit course at census. Columns do not sum or average to the group total.

Observation: In response to AB 705, the District altered its placement model in Fall 2019 to allow more students to place into ENGL 001 based on the student's self-reported high school coursework, which resulted in an increase in placement rates for transfer-level English without support. However, since Fall 2019 placement rates for transfer-level English without support have decreased nine percentage points from 86% in Fall 2019 to 77% in Fall 2022.

Data Set 21: Student Success Metrics

Momentum and Completion	2018		2019		2020		2021		2022	
	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide
Course Success Rate	72%	72%	74%	72%	76%	76%	78%	75%	68%	72%
Successfully Completed Unit Thresholds in the Fall Te...	21%	14%	23%	15%	23%	16%	21%	19%	20%	17%
Persisted from Fall to Spring	72%	68%	71%	68%	73%	67%	67%	67%	72%	64%
Completed Transfer-Level Math and English	7%	7%	8%	9%	15%	12%	14%	14%	14%	13%
Transitioned to Postsecondary or Earned an Award	8%	6%	10%	7%	11%	7%	12%	9%	12%	9%
Transferred to a Four-Year Institution	6%	6%	7%	6%	8%	7%	8%	8%		

Career Technical Education	2018		2019		2020		2021		2022	
	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide
Earned 9+ Career Education Units	12%	9%	14%	9%	14%	9%	13%	10%	12%	10%
	2016		2017		2018		2019		2020	
	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide	Sequoias	Statewide
Job Closely Related to Field of Study	72%	69%	67%	70%	71%	71%	74%	71%	71%	68%

Source: Cal-PASS Plus: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

Observation: In the most recent Student Success Metrics Dashboard data sourced in July 2023, College of the Sequoias met or exceeded the statewide rates for all the student success metrics, except course success rates.

Data Set 22: Credit Course Withdrawal Rates by Instruction Method

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Grand Total	9.6%	10.0%	22.2%	13.7%	11.6%
Dual Enroll				5.7%	4.3%
Face-to-Face	8.9%	9.4%	22.2%	11.5%	10.6%
Hybrid	14.2%	14.3%	23.0%	15.4%	13.2%
Online	16.1%	15.0%	22.4%	15.6%	14.4%
WEXP	0.4%	0.9%	3.4%	0.0%	3.1%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note: Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted terms. Dual-enrollment sections have been coded since Spring 2021, but were offered prior to then. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa. The emergence of EW grades during the pandemic may have positively skewed course success rates by removing many grades from the success ratio (A, B, C, P grades / all non-EW grades and MW grades).

Definitions: Withdrawal Rate: (Letter grades W/all valid grades issued in credit courses). By default, excludes withdrawal grades (EW) and military withdrawal grades (MW) are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio. Includes fall term data for the past 5 years.

Observation: Online and hybrid instruction methods have the highest withdrawal rates in each of the past five fall terms.

Data Set 23: Credit Course Success Rates by Instruction Method					
	Fall 2018	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
Grand Total	73.9%	74.2%	81.9%	67.8%	69.7%
Dual Enroll				85.7%	88.4%
Face-to-Face	75.1%	75.3%	82.3%	71.9%	72.0%
Hybrid	60.6%	65.7%	78.6%	64.2%	63.1%
Online	64.9%	66.9%	80.8%	63.9%	64.0%
WEXP	94.8%	92.7%	92.4%	89.3%	87.5%

Source: COS Office of Research, Planning and Institutional Effectiveness

Notes: Instruction method and campus location data for the Fall 2020 and Fall 2021 terms are noticeably impacted by the pandemic conditions, resulting in unreliable analysis during this time period. It is recommended to analyze the data before and after the impacted terms. Dual-enrollment sections have been coded since Spring 2021, but were offered prior to then. Some online courses may be coded as being taught at a physical location even though the instruction method is actually online, and vice-versa. The emergence of EW grades during the pandemic may have positively skewed course success rates by removing many grades from the success ratio (A, B, C, P grades / all non-EW grades and MW grades).

Definitions: Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued in credit courses). By default, excludes excused withdrawal grades (EW) and military withdraw grades (MW) are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio. Includes fall term data for the past 5 years.
Observation: Across the previous five Fall terms, including during the pandemic, students in dual enrollment and work experience courses have the highest course success rates while students in online and hybrid courses have the lowest course success rates.

Data Set 24: Credit Course Success Rates by Race/Ethnicity					
Race/Ethnicity	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
Grand Total	73.9%	74.2%	81.9%	67.8%	69.7%
African-American	69.3%	73.3%	79.8%	62.7%	62.7%
Asian	80.3%	79.0%	89.1%	74.7%	77.3%
Filipino	85.2%	84.9%	86.7%	66.9%	78.3%
Hispanic	72.4%	72.8%	80.3%	65.8%	68.3%
Multi-Ethnicity	71.0%	72.9%	85.2%	75.5%	74.7%
Native American	77.2%	67.7%	80.4%	46.5%	60.3%
Pacific Islander	84.8%	56.6%	88.0%	75.0%	74.5%
White	78.5%	79.1%	86.6%	74.7%	73.9%
Unknown	63.8%	70.7%	78.7%	55.5%	78.4%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note: The emergence of EW grades during the pandemic may have positively skewed course success rates by removing many grades from the success ratio (A, B, C, P grades / all non-EW grades and MW grades).

Note. Unknown students included those who did not respond or declined to answer.

Definitions: Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued in credit courses). By default, excludes excused withdrawal grades (EW) and military withdrawal grades

(MW) are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio. Includes fall term data for the past 5 years.
Observation: In Fall 2022, Asian and Filipino students, as well as students with an unknown race/ethnicity, had the highest course success rates while African American and Native American students had the lowest course success rates.

Data Set 25: Credit Course Success Rates by Age Group					
Age Group	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Grand Total	73.9%	74.2%	81.9%	67.8%	69.7%
Less than 20	74.5%	74.5%	80.3%	68.7%	71.2%
20-24	71.6%	71.5%	80.4%	64.6%	67.6%
25-29	73.1%	76.1%	83.3%	67.6%	68.0%
30-49	78.5%	79.4%	91.0%	72.6%	71.3%
50+	79.6%	76.0%	91.2%	73.7%	66.3%

Source: COS Office of Research, Planning and Institutional Effectiveness

Definitions: Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued in credit courses). By default, excludes excused withdrawal grades (EW) and military withdrawal grades (MW) are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio. Includes fall term data for the past 5 years.
Observation: In Fall 2022, students 20 years old or younger (71%), as well as students 30-49 years old (71%) had slightly higher course success rates when compared to the District average (70%), while course success rates for all other age groups (20-24 years old, 25-29 years old, and 50+ years old) fell below the District average.

Data Set 26: Credit Course Success Rates by Unit Load					
Unit Load	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Grand Total	73.9%	74.2%	81.9%	67.8%	69.7%
Full-Time	76.6%	76.0%	83.6%	69.0%	71.3%
Part-Time	69.5%	71.1%	79.4%	66.1%	67.6%

Source: COS Office of Research, Planning and Institutional Effectiveness
Notes: The emergence of EW grades during the pandemic may have positively skewed course success rates by removing many grades from the success ratio (A, B, C, P grades / all non-EW grades and MW grades).

Definitions: Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued in credit courses). By default, excludes excused withdrawal grades (EW) and military withdrawal grades (MW) are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio. Includes fall term data for the past 5 years.
Observation: In each of the past five terms (Fall 2018 – Fall 2022), full-time students had higher course success rates when compared to part-time students.

Data Set 27a - Volume of Awards Issued

	2018-19		2019-20		2020-21		2021-22		2022-23		2022-23
	Awards	Percent	Awards	Percent	Awards	Percent	Awards	Percent	Awards	Percent	Statewide
District Total	3,177	100%	2,795	100%	3,043	100%	2,824	100%	2,683	100%	100%
Degree Subtotal	**1,746**	**55%**	**2,150**	**77%**	**1,933**	**64%**	**1,782**	**63%**	**1,742**	**65%**	**49%**
A.S. for Transfer(ADT)	287	9%	322	12%	336	11%	322	11%	298	11%	7%
A.A. for Transfer(ADT)	407	13%	548	20%	564	19%	558	20%	487	18%	9%
A.S. Degree	295	9%	322	12%	313	10%	295	10%	324	12%	18%
A.A. Degree	757	24%	958	34%	720	24%	607	21%	633	24%	15%
Certificate Subtotal	**1,431**	**45%**	**645**	**23%**	**1,110**	**36%**	**1,042**	**37%**	**941**	**35%**	**51%**
Cert.(30 to < 60 units)	223	7%	148	5%	187	6%	164	6%	177	7%	15%
Cert.(16 to < 30 units)	152	5%	119	4%	199	7%	154	5%	162	6%	9%
Cert.(6 to < 18 units)	893	28%	360	13%	635	21%	605	21%	517	19%	2%
Cert.(8 to < 16 units)		0%		0%	5	< 1%	4	< 1%	2	< 1%	5%
Cert.(< 6 units)	28	1%	17	1%	6	< 1%	9	< 1%		0%	1%
Non-Credit	135	4%	1	0%	78	3%	106	4%	83	3%	19%

Source: COS Office of Research, Planning and Institutional Effectiveness

Note. 0% was changed to < 1% if there was at least 1 award. If there were no awards 0% was kept.

Definitions: Awards: The count of all awards issued (AW, CT, SK, SC, CM) over the time period July 1st - June 30th, for the respective year. Students may earn multiple awards in the same time period.

Observation: Of all COS degrees and certificates awarded in 2022-2023, 65% were associate degrees. This is a higher proportion of associate degrees compared to previous years (55% to 63%) and significantly higher than the proportion of associate degrees compared to total degrees statewide (49%). At COS, the proportions of certificates of achievement awarded decreased from 45% to 35% between 2018-2019 and 2022-2023, and in 2022-2023 COS (35%) had a lower proportion of certificates of achievement compared to the statewide proportion (51%).

Data Set 27b - Race/Ethnicity Distribution of Degree Earning Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Recipients	Percent	Recipients	Percent	Recipients	Percent	Recipients	Percent	Recipients	Percent
Degree Total	1,322	100.0%	1,511	100.0%	1,480	99.0%	1,448	100.0%	1,447	100.0%
African-American	26	2.0%	31	2.0%	36	2.0%	39	3.0%	20	1.0%
Asian	54	4.0%	49	3.0%	46	3.0%	42	3.0%	41	3.0%
Hispanic	872	66.0%	982	65.0%	973	66.0%	1,000	69.0%	983	68.0%
Multi-Ethnicity	37	3.0%	57	4.0%	47	3.0%	45	3.0%	45	3.0%
Native American	4	< 1%	7	< 1%	3	< 1%	3	< 1%	4	< 1%
Pac. Islander or Filipino	15	1.0%	21	1.0%	19	1.0%	15	1.0%	22	2.0%
Unknown	1	< 1%	8	1.0%	13	1.0%	9	1.0%	15	1.0%
White	313	24.0%	356	24.0%	343	23.0%	295	20.0%	317	22.0%

Data Set 27c - Race/Ethnicity Distribution of all Certificate Earning Students (includes both credit and non-credit)

	Recipients	Percent	Recipients	Percent	Recipients	Percent	Recipients	Percent	Recipients	Percent
Certificate Total	1,188	100%	562	100%	965	100%	806	100%	819	100%
African-American	13	1%	9	2%	19	2%	11	1%	11	1%
Asian	31	3%	16	3%	27	3%	16	2%	21	3%
Hispanic	827	70%	375	67%	699	72%	639	79%	615	75%
Multi-Ethnicity	34	3%	18	3%	24	2%	16	2%	17	2%
Native American	4	< 1%	1	< 1%	2	< 1%	2	< 1%	2	< 1%
Pac. Islander or Filipino	11	1%	5	1%	8	1%	6	1%	14	2%
Unknown	12	1%	4	1%	14	1%	2	< 1%	7	1%
White	256	22%	134	24%	172	18%	114	14%	132	16%

Source: COS Office of Research, Planning and Institutional Effectiveness

Definitions: Recipients: Unduplicated count of students who received at least one award (AW, CT, SK, SC, CM) over the time period July 1st - June 30th, for the respective year. Students are counted once regardless of how many awards they earned.

Observation: Between 2018-2019 and 2022-2023, the proportion of degrees awarded to Hispanic students increased by two percentage points, and in 2022-2023 Hispanic students accounted for 68% of all degrees awarded, while accounting for 73% of the COS student population (see data set 18). Additionally, between 2018-2019 and 2022-2023, the proportion of certificates awarded to Hispanic students increased by nine percentage points, and in 2022-2023 Hispanic students accounted for 75% of all certificates awarded, while accounting for 73% of the COS student population (see data set 18). As of 2022-2023, Hispanic students at COS were underrepresented in completion of degrees, but overrepresented in completion of certificates of achievement.
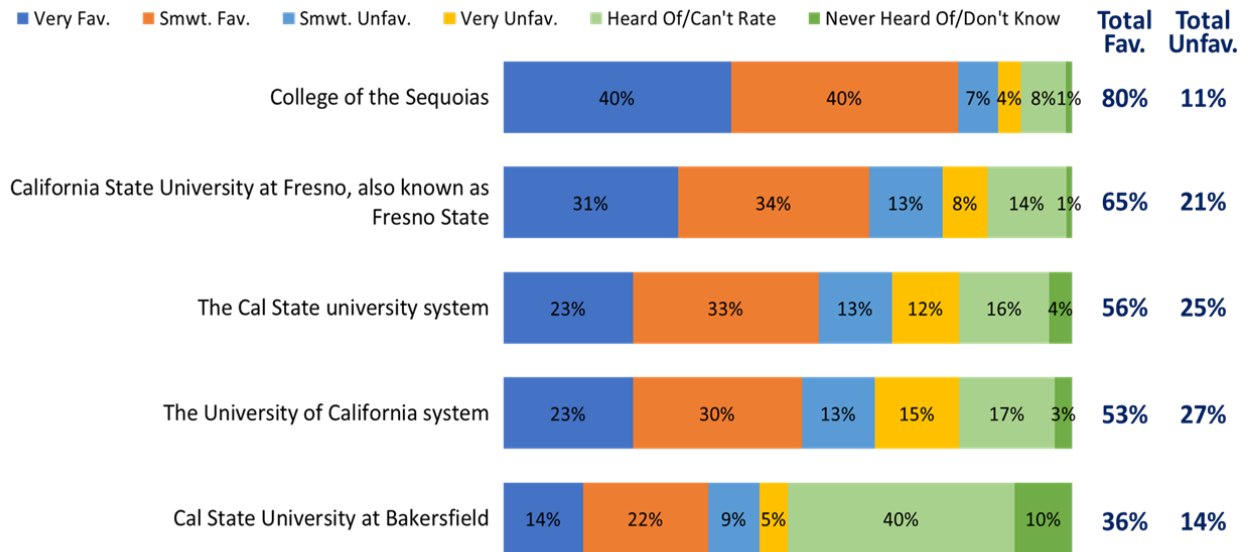
PERCEPTIONS

Data Set 28 – Community Members' Opinions of College of the Sequoias

Legend: ■ Very Fav. ■ Smwt. Fav. ■ Smwt. Unfav. ■ Very Unfav. ■ Heard Of/Can't Rate ■ Never Heard Of/Don't Know

	Very Fav.	Smwt. Fav.	Smwt. Unfav.	Very Unfav.	Heard Of/Can't Rate	Never Heard Of/Don't Know	Total Fav.	Total Unfav.
College of the Sequoias	40%	40%	7%	4%	8%	1%	**80%**	**11%**
California State University at Fresno, also known as Fresno State	31%	34%	13%	8%	14%	1%	**65%**	**21%**
The Cal State university system	23%	33%	13%	12%	16%	4%	**56%**	**25%**
The University of California system	23%	30%	13%	15%	17%	3%	**53%**	**27%**
Cal State University at Bakersfield	14%	22%	9%	5%	40%	10%	**36%**	**14%**

Source: College of the Sequoias Community College District Bond Measure Survey 2022, FM3 Research, Los Angeles, CA
Note. Survey was conducted via phone and online interviews with 508 Tulare County residents who were likely to vote in the upcoming election.

Observation: 80% of respondents had a favorable opinion of COS, which was a higher rate of favorable views than Fresno State (65%), the Cal State System (56%), the UC System (53%), and Cal State Bakersfield (36%)

Data Set 29 – Community Members' Knowledge of College of the Sequoias

	Percent	
Know a great deal	37%	Know Great Deal/Some 89%
Know some	52%	
Know almost nothing	9%	
Have never heard of it	1%	
Don't know	1%	
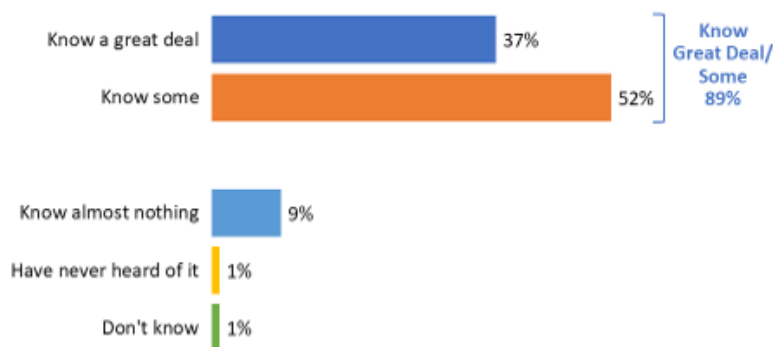
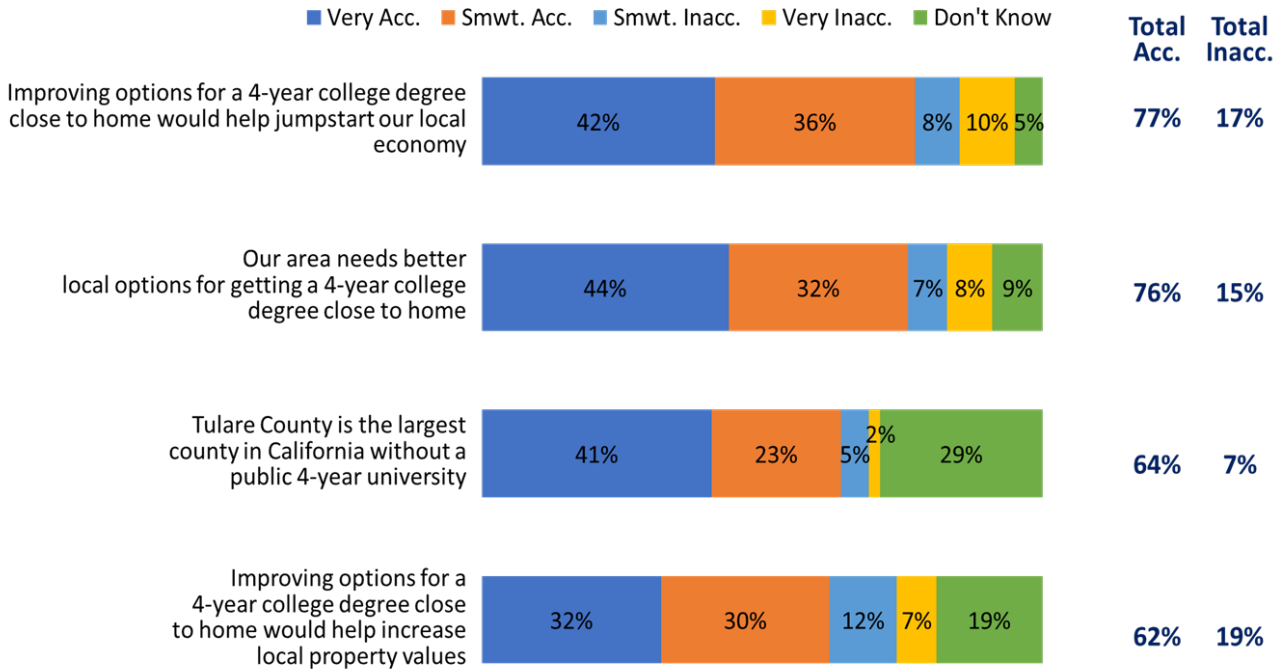Q. As you may know, your College of the Sequoias is your local community college. How much do you know about College of the Sequoias? Would you say that you...?

Source: College of the Sequoias Community College District Bond Measure Survey 2022, FM3 Research, Los Angeles, CA
Note. Survey was conducted via phone and online interviews with 508 Tulare County residents who were likely to vote in the upcoming election.

Observation: Nearly 90% of respondents reported knowing at least "some" about COS, with nearly 40% reporting they know "a great deal" about COS.

Data Set 30– Community Members' Perceptions on 4-year Degree Opportunities in COS Service Area

Legend: Very Acc. | Smwt. Acc. | Smwt. Inacc. | Very Inacc. | Don't Know

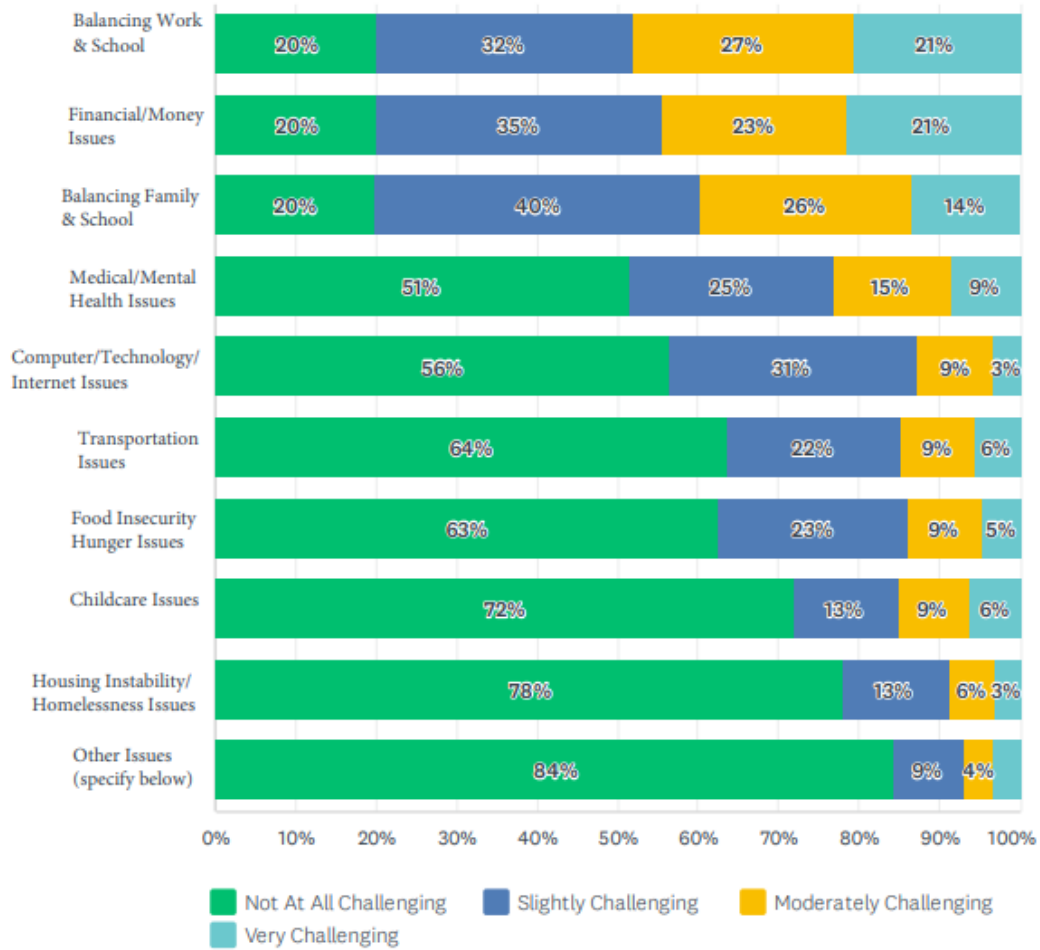|	Very Acc.	Smwt. Acc.	Smwt. Inacc.	Very Inacc.	Don't Know	Total Acc.	Total Inacc.
Improving options for a 4-year college degree close to home would help jumpstart our local economy	42%	36%	8%	10%	5%	77%	17%
Our area needs better local options for getting a 4-year college degree close to home	44%	32%	7%	8%	9%	76%	15%
Tulare County is the largest county in California without a public 4-year university	41%	23%	5%	2%	29%	64%	7%
Improving options for a 4-year college degree close to home would help increase local property values	32%	30%	12%	7%	19%	62%	19%

Source: College of the Sequoias Community College District Bond Measure Survey 2022, FM3 Research, Los Angeles, CA
Note. Survey was conducted via phone and online interviews with 508 Tulare County residents who were likely to vote in the upcoming election.

Observation: A majority of respondents reported that it was very/somewhat accurate that improving 4-year college degree options would help the local economy (78%) and local property values (62%). Additionally, a majority of respondents reported that it was very/somewhat accurate that the area needs 4-year degree closer to home (76%) and Tulare County is the largest county in California without a 4-year university (64%).

Data Set 31a – Educational Challenges Faced by COS Students

Q32 Please indicate how challenging the following issues/obstacles have been for your educational success at COS. (COS District)

Answered: 2,128   Skipped: 160

Issue	Not At All Challenging	Slightly Challenging	Moderately Challenging	Very Challenging
Balancing Work & School	20%	32%	27%	21%
Financial/Money Issues	20%	35%	23%	21%
Balancing Family & School	20%	40%	26%	14%
Medical/Mental Health Issues	51%	25%	15%	9%
Computer/Technology/Internet Issues	56%	31%	9%	3%
Transportation Issues	64%	22%	9%	6%
Food Insecurity Hunger Issues	63%	23%	9%	5%
Childcare Issues	72%	13%	9%	6%
Housing Instability/Homelessness Issues	78%	13%	6%	3%
Other Issues (specify below)	84%	9%	4%	

Source: COS Student Support Services "Mother Lode" Survey 2023
Note. This survey was distributed to all 10,339 COS students (excluding K-12 students) who were enrolled at census during the Spring 2023. Approximately, 22% responded to the survey.

**Data Set 31b – Educational Challenges Faced by COS Students**

(COS District)	NOT AT ALL CHALLENGING	SLIGHTLY CHALLENGING	MODERATELY CHALLENGING	VERY CHALLENGING	TOTAL	WEIGHTED AVERAGE
Balancing Work and School	20% 421	32% 669	27% 575	21% 431	2,096	2.48
Financial/Money Issues	20% 424	35% 750	23% 488	21% 453	2,115	2.46
Balancing Family and School	20% 422	40% 856	26% 554	14% 288	2,120	2.33
Medical/Mental Health Issues	51% 1,082	25% 535	15% 305	9% 180	2,102	1.80
Computer/Technology/Internet Issues	56% 1,188	31% 649	9% 199	3% 69	2,105	1.60
Transportation Issues	64% 1,336	22% 455	9% 188	6% 121	2,100	1.57
Food Insecurity/Hunger Issues	63% 1,316	23% 492	9% 192	5% 100	2,100	1.56
Childcare Issues	72% 1,447	13% 259	9% 179	6% 126	2,011	1.49
Housing Instability/Homelessness Issues	78% 1,636	13% 274	6% 122	3% 63	2,095	1.34
Other Issues (specify below)	84% 789	9% 81	4% 36	3% 30	936	1.26

Source: COS Student Support Services Survey 2023
Note. This survey was distributed to all 10,339 COS students (excluding K-12 students) who were enrolled at census during the Spring 2023. Approximately, 22% responded to the survey.

Observation: Among students who responded to the 2023 Student Support Services Survey ("Mother Lode") the four obstacles/issues most often reported as moderately or very challenging to their educational pursuits were 1) balancing work and school (48%), 2) financial/money issues (44%), 3) balancing family and school (40%), and 4) medical/mental health issues (24%).

Data Set 32 – 2021 to 2023 Comparison of Educational Challenges Faced by COS Students
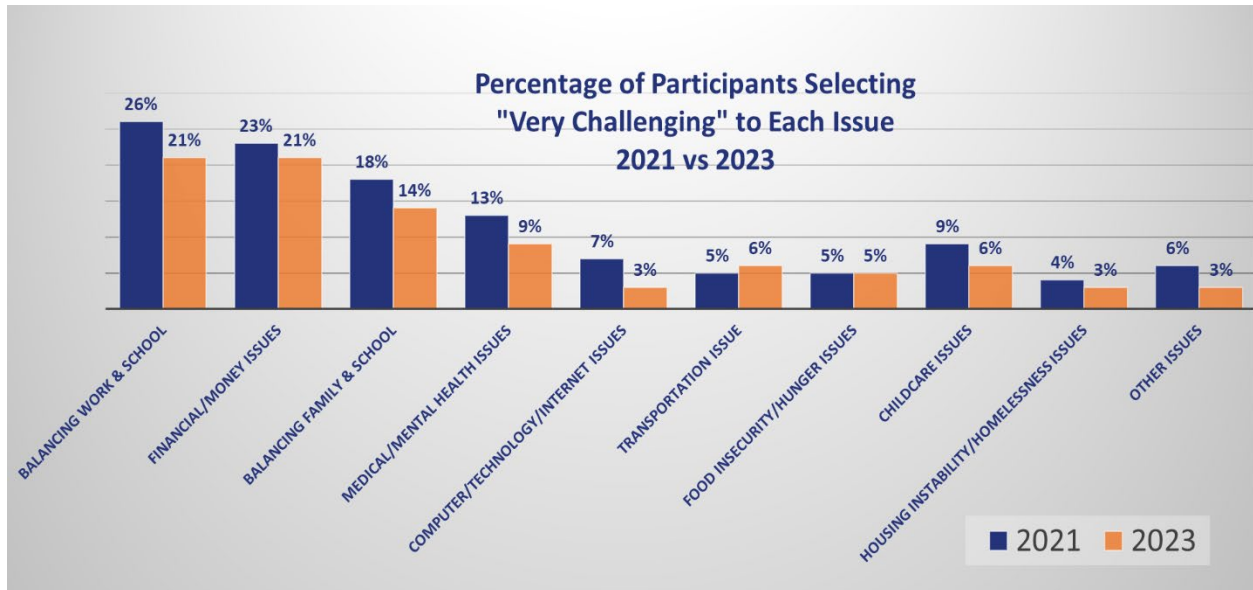
Source: COS Student Support Services Survey 2021 and 2023

Observation: The top four obstacles/issues in both 2021 and 2023 were 1) balancing work and school, 2) financial/money issues, 3) balancing family and school, and 4) medical/mental health issues. However, the percentage of students reporting these issues as "Very challenging" decreased from 2021 to 2023. The only issue that had an increase in the percentage of students reporting it as "Very challenging" was transportation which increased by one percentage point, and the percentage of students reporting food insecurity as "Very challenging" has remained the same.