

THE GIANT FACT BOOK 2017 2018



THE GIANT
FACT BOOK
2017 - 2018

VISALIA • HANFORD • TULARE

Sequoias Community
College District



College of the Sequoias



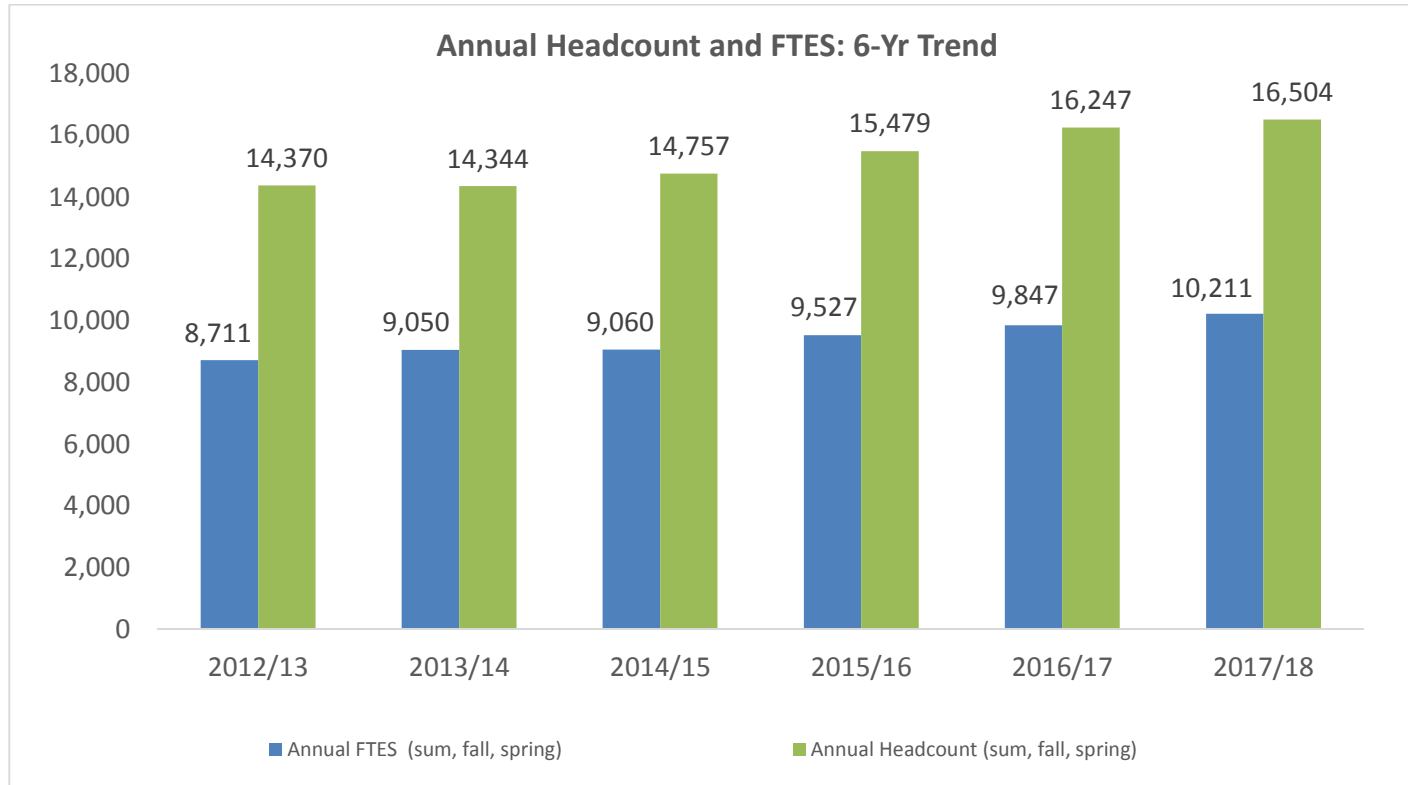
The Giant Fact Book

The Giant Fact Book is designed to inform and support the District's planning activities, outcomes and assessment cycle, grant requirements, mandated reporting requirements, accreditation needs, and other areas that directly support the District mission. The Giant Fact Book serves as a quick and a convenient source of information about the College of the Sequoias and is updated annually as data becomes available.



Table of Contents		
<u>Data Set Name</u>	<u>Area</u>	<u>Page</u>
Data Set 1: FTES and Headcount	Enrollments	4
Data Set 2: Race/Ethnicity Distribution	Enrollments	6
Data Set 3: Age Distribution	Enrollments	9
Data Set 4: Gender Distribution	Enrollments	12
Data Set 5: Sections Offered	Enrollments	14
Data Set 6: Student Goals	Enrollments	15
Data Set 7: Enrollment Status and Groups	Enrollments	16
Data Set 8: Fall Unit Load	Enrollments	18
Data Set 9: Placement-Assessment	Enrollments	19
Data Set 10: Feeder High School Population	Enrollments	21
Data Set 11: Financial Aid Awards	Enrollments	22
Data Set 12: Course Success	Institution-set Standards	23
Data Set 13: Transfer Volume	Institution-set Standards	25
Data Set 14: Associate Degrees Awarded	Institution-set Standards	26
Data Set 15: Certificates Awarded	Institution-set Standards	27
Data Set 16: Transfer Ready	Other Achievements	28
Data Set 17: Transfer Velocity	Other Achievements	29
Data Set 18: Basic Skills Cohort Tracking	Other Achievements	30
Data Set 19: Fall-to-Fall Retention	Other Achievements	31
Data Set 20: CTE Outcomes	Other Achievements	32
Data Set 21: Cohort Preparedness	Scorecard Measures	33
Data Set 22: English Improvement	Scorecard Measures	34
Data Set 23: English Transfer-Level	Scorecard Measures	35
Data Set 24: Math Improvement	Scorecard Measures	36
Data Set 25: Math Transfer-Level	Scorecard Measures	37
Data Set 26: ESL Improvement	Scorecard Measures	38
Data Set 27: 30+ Units Completed	Scorecard Measures	39
Data Set 28: Persistence	Scorecard Measures	40
Data Set 29: Completion	Scorecard Measures	41
Data Set 30: CTE Completion Rate	Scorecard Measures	42
Data Set 31: Career Development	Scorecard Measures	44
Data Set 32: Employee Counts	Employees	45
Data Set 33: Employee Demographics	Employees	46
Data Set 34: Service Area Demographics	Service Area Population	47
Data Set 35: Projected Growth	Service Area Population	48
Data Set 36: Educational Attainment	Service Area Population	49
Data Set 37: Income Levels	Service Area Population	50
Data Set 38: Language at Home	Service Area Population	51
Data Set 39: Industry Data - Tulare County	Service Area Population	52
Data Set 40: Industry Data - Kings County	Service Area Population	53
Data Set 41: Labor Force & Unemployment	Service Area Population	54

Data Set 1: Enrollment: Fall unduplicated headcount, annual unduplicated counts, annual FTES (2012/13 – 2017/18)



Annual district-wide enrollment has increased 15% over the past six years, or about two and a half percent on average. However, full-time equivalent measure (FTES) has increased 17% during the same time period, suggesting that students are enrolling in more units. This is most evident in distance education, which experienced a 60% increase in FTES over the past six years, while only increasing enrollments by 43%, indicating that students who enroll in distance education courses are taking multiple distance education courses. A similar trend occurs at the Tulare campus, where enrollments increased 13%, yet FTES increased by 27% from 2013/14 to 2017/18.

Data Set 1: Enrollment: Fall unduplicated headcount, annual unduplicated counts, annual FTES (2012/13 – 2017/18)

District-Wide Headcount and FTES								
	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>6-Yr Avg</u>	<u>6-Yr Change</u>
Annual FTES (sum, fall, spring)	8,711	9,050	9,060	9,527	9,847	10,211	9,401	17%
Fall Headcount	11,390	11,146	11,265	11,981	12,750	12,881	11,902	13%
Annual Headcount (sum, fall, spring)	14,370	14,344	14,757	15,479	16,247	16,504	15,284	15%
Visalia Campus Headcount and FTES								
	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>6-Yr Avg</u>	<u>6-Yr Change</u>
Annual FTES (sum, fall, spring)	7,251	7,257	7,129	6,883	7,095	7,393	7,168	2%
Fall Headcount	10,440	10,047	10,138	9,807	10,050	10,223	10,118	-2%
Annual Headcount (sum, fall, spring)	13,092	13,012	13,157	12,601	13,030	13,365	13,043	2%
Hanford Center Headcount and FTES								
	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>6-Yr Avg</u>	<u>6-Yr Change</u>
Annual FTES (sum, fall, spring)	786	874	869	1,015	1,027	970	923	23%
Fall Headcount	1,564	1,473	1,470	1,685	1,854	1,864	1,652	19%
Annual Headcount (sum, fall, spring)	2,403	2,366	2,377	2,668	2,745	2,802	2,560	17%
Tulare Center Headcount and FTES								
	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>5-Yr Avg</u>	<u>5-Yr Change</u>
* Annual FTES (sum, fall, spring)	251	677	694	793	833	858	771	27%
* Fall Headcount	-	1,544	1,441	2,115	2,284	2,341	NA	NA
* Annual Headcount (sum, fall, spring)	1,200	2,989	2,674	3,313	3,323	3,391	3,138	13%
Distance Education Headcount and FTES								
	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>6-Yr Avg</u>	<u>6-Yr Change</u>
Annual FTES (sum, fall, spring)	635	641	715	781	819	1,012	767	60%
Fall Headcount	2,174	2,184	2,085	2,358	2,334	2,922	2,343	34%
Annual Headcount (sum, fall, spring)	3,552	3,659	3,848	4,209	4,370	5,079	4,120	43%
Career Technical Education Headcount and FTES								
	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>6-Yr Avg</u>	<u>6-Yr Change</u>
Annual FTES (sum, fall, spring)	NA	NA	NA	NA	NA	NA	NA	NA
Fall Headcount	6,144	5,714	5,459	5,595	5,616	5,546	5,679	-10%
Annual Headcount (sum, fall, spring)	8,713	8,367	8,255	8,294	8,167	8,302	8,350	-5%

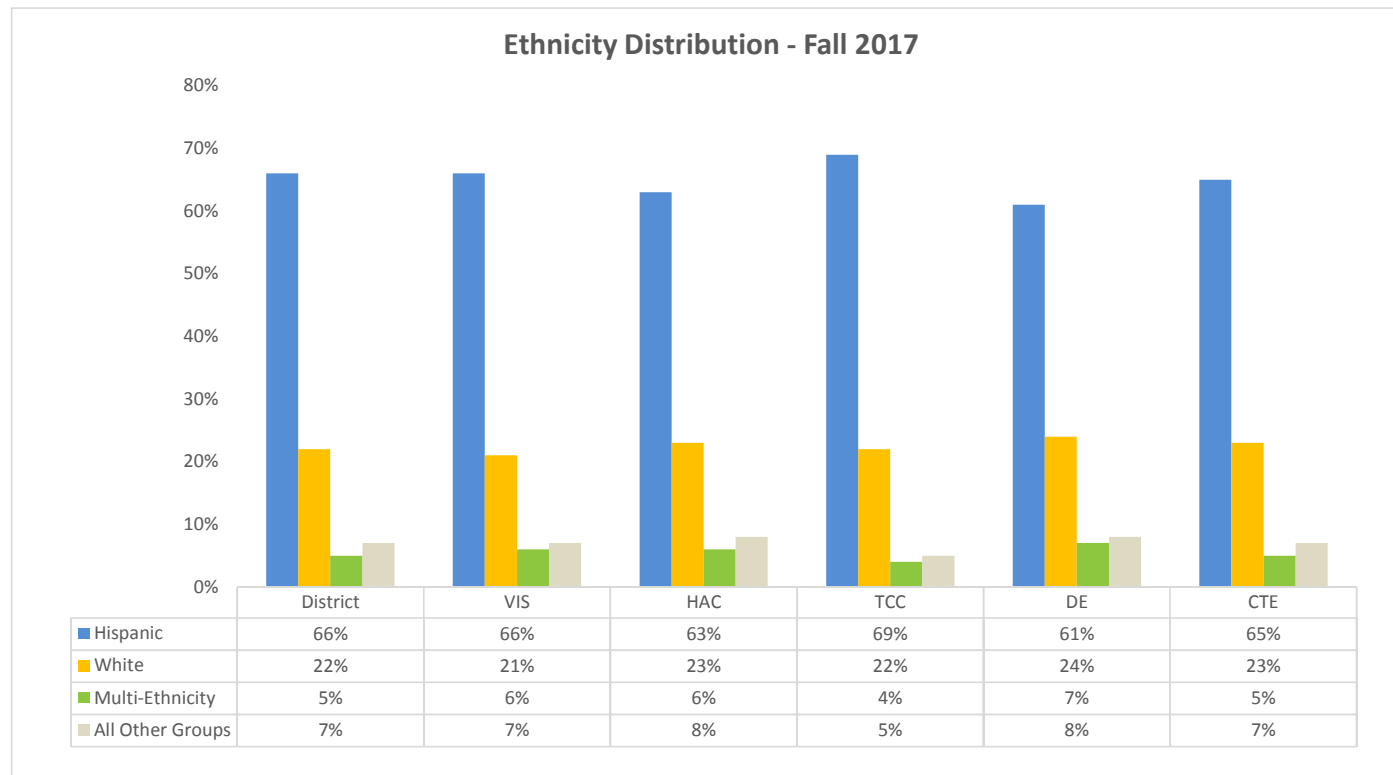
Source: COS Office of Research, Planning and Institutional Effectiveness (EIS for FTES and Data Warehouse for Headcount)

Definition: Students who were enrolled in at least one course at census are included in these counts.

* Tulare campus did not open until spring 2013.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Data Set 2: Fall Enrollment Distributions by Race/Ethnicity (Fall 2012 – Fall 2017)



Over the past six years, the distribution of Hispanic students has increased 9%-14% while the proportion of African American and White students have decreased, about 1% and 7% respectively.

Data Set 2: Fall Enrollment Distributions by Race/Ethnicity (Fall 2012 – Fall 2017)

Sequoias District Student Race/Ethnicity Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	12,881	100%	11,902	100%	
African-American	323	3%	305	3%	286	3%	363	3%	335	3%	288	2%	317	3%	-1%
American Native	40	0%	55	0%	54	0%	56	0%	65	1%	60	0%	55	0%	0%
Asian	388	3%	351	3%	353	3%	324	3%	315	2%	311	2%	340	3%	-1%
Filipino	95	1%	94	1%	94	1%	99	1%	114	1%	105	1%	100	1%	0%
Hispanic	6,479	57%	6,527	59%	6,839	61%	7,462	62%	8,085	63%	8,469	66%	7,310	61%	9%
Multi-Ethnicity	578	5%	587	5%	632	6%	619	5%	663	5%	708	5%	631	5%	0%
Pacific Islander	16	0%	10	0%	19	0%	13	0%	11	0%	7	0%	13	0%	0%
Unknown	227	2%	235	2%	198	2%	191	2%	244	2%	159	1%	209	2%	-1%
White	3,244	28%	2,982	27%	2,790	25%	2,854	24%	2,918	23%	2,774	22%	2,927	25%	-7%
Visalia Campus Student Race/Ethnicity Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	10,440	100%	10,047	100%	10,138	100%	9,807	100%	10,050	100%	10,223	100%	10,118	100%	
African-American	298	3%	286	3%	269	3%	301	3%	277	3%	222	2%	276	3%	-1%
American Native	37	0%	49	0%	49	0%	42	0%	39	0%	42	0%	43	0%	0%
Asian	378	4%	334	3%	329	3%	289	3%	268	3%	266	3%	311	3%	-1%
Filipino	94	1%	93	1%	88	1%	87	1%	102	1%	89	1%	92	1%	0%
Hispanic	5,955	57%	5,924	59%	6,182	61%	6,156	63%	6,477	64%	6,778	66%	6,245	62%	9%
Multi-Ethnicity	545	5%	549	5%	578	6%	520	5%	535	5%	566	6%	549	5%	0%
Pacific Islander	15	0%	6	0%	18	0%	10	0%	10	0%	6	0%	11	0%	0%
Unknown	144	1%	133	1%	124	1%	106	1%	104	1%	92	1%	117	1%	0%
White	2,974	28%	2,673	27%	2,501	25%	2,296	23%	2,238	22%	2,162	21%	2,474	24%	-7%
Hanford Center Student Race/Ethnicity Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	1,564	100%	1,473	100%	1,470	100%	1,685	100%	1,854	100%	1,864	100%	1,652	100%	
African-American	52	3%	34	2%	52	4%	71	4%	57	3%	72	4%	56	3%	1%
American Native	9	1%	10	1%	8	1%	6	0%	13	1%	7	0%	9	1%	0%
Asian	48	3%	44	3%	55	4%	39	2%	45	2%	39	2%	45	3%	-1%
Filipino	14	1%	9	1%	9	1%	12	1%	14	1%	17	1%	13	1%	0%
Hispanic	845	54%	835	57%	836	57%	974	58%	1,117	60%	1,168	63%	963	58%	9%
Multi-Ethnicity	80	5%	75	5%	85	6%	107	6%	104	6%	118	6%	95	6%	1%
Pacific Islander	1	0%	3	0%	6	0%	3	0%	2	0%	2	0%	3	0%	0%
Unknown	22	1%	20	1%	21	1%	14	1%	20	1%	13	1%	18	1%	-1%
White	493	32%	443	30%	398	27%	459	27%	482	26%	428	23%	451	27%	-9%

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

Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Data Set 2: Fall Enrollment Distributions by Race/Ethnicity (Fall 2012 – Fall 2017)

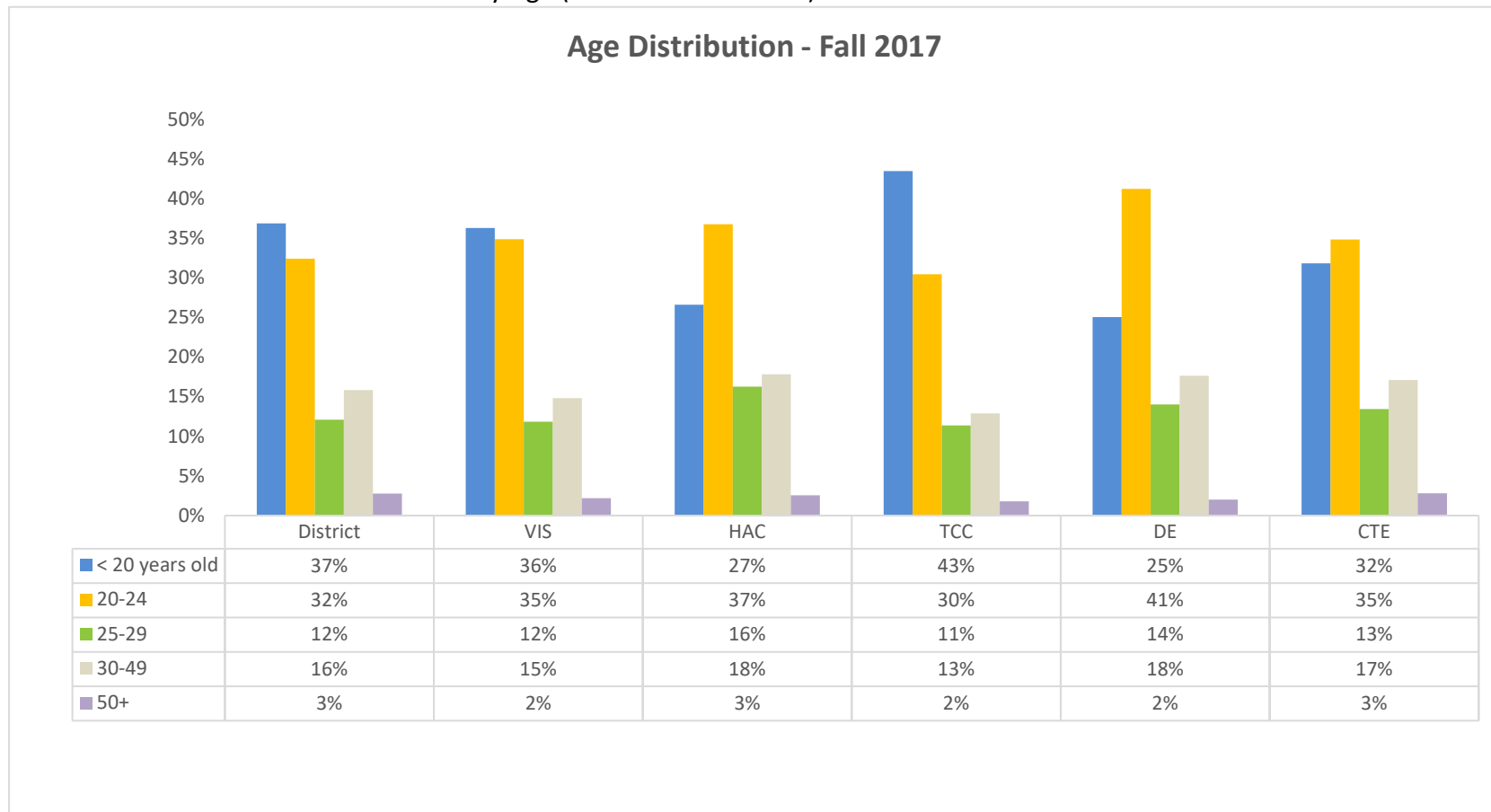
Tulare Center Student Race/Ethnicity Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Yr Avg.		5-Yr Difference
Total	-		1,544	100%	1,441	100%	2,115	100%	2,284	100%	2,341	100%	1,945	100%	
African-American	-		41	3%	25	2%	40	2%	44	2%	34	1%	37	2%	-1%
American Native	-		10	1%	11	1%	11	1%	10	0%	8	0%	10	1%	0%
Asian	-		25	2%	18	1%	28	1%	32	1%	21	1%	25	1%	-1%
Filipino	-		6	0%	6	0%	10	0%	13	1%	16	1%	10	1%	0%
Hispanic	-		860	56%	845	59%	1,362	64%	1,528	67%	1,622	69%	1,243	64%	14%
Multi-Ethnicity	-		69	4%	79	5%	95	4%	119	5%	100	4%	92	5%	0%
Pacific Islander	-		2	0%	3	0%	0	0%	1	0%	0	0%	1	0%	0%
Unknown	-		15	1%	13	1%	20	1%	18	1%	20	1%	17	1%	0%
White	-		516	33%	441	31%	549	26%	519	23%	520	22%	509	26%	-11%
Distance Education Student Race/Ethnicity Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	2,174	100%	2,184	100%	2,085	100%	2,358	100%	2,334	100%	2,922	100%	2,343	100%	
African-American	59	3%	50	2%	53	3%	62	3%	52	2%	79	3%	59	3%	0%
American Native	9	0%	14	1%	15	1%	19	1%	12	1%	20	1%	15	1%	0%
Asian	66	3%	64	3%	67	3%	69	3%	63	3%	77	3%	68	3%	0%
Filipino	23	1%	18	1%	23	1%	15	1%	23	1%	28	1%	22	1%	0%
Hispanic	1,078	50%	1,179	54%	1,156	55%	1,329	56%	1,354	58%	1,788	61%	1,314	56%	12%
Multi-Ethnicity	109	5%	124	6%	128	6%	149	6%	148	6%	193	7%	142	6%	2%
Pacific Islander	3	0%	1	0%	4	0%	1	0%	3	0%	4	0%	3	0%	0%
Unknown	29	1%	18	1%	17	1%	14	1%	19	1%	19	1%	19	1%	-1%
White	798	37%	716	33%	622	30%	700	30%	660	28%	714	24%	702	30%	-12%
Career Technical Student Race/Ethnicity Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	6,144	100%	5,714	100%	5,459	100%	5,595	100%	5,616	100%	5,546	100%	5,679	100%	
African-American	163	3%	157	3%	136	2%	171	3%	130	2%	115	2%	145	3%	-1%
American Native	21	0%	28	0%	32	1%	31	1%	38	1%	28	1%	30	1%	0%
Asian	206	3%	144	3%	162	3%	152	3%	150	3%	146	3%	160	3%	-1%
Filipino	49	1%	42	1%	38	1%	53	1%	42	1%	58	1%	47	1%	0%
Hispanic	3,422	56%	3,296	58%	3,291	60%	3,383	60%	3,495	62%	3,596	65%	3,414	60%	9%
Multi-Ethnicity	290	5%	303	5%	311	6%	290	5%	286	5%	296	5%	296	5%	1%
Pacific Islander	10	0%	3	0%	11	0%	6	0%	5	0%	4	0%	7	0%	0%
Unknown	85	1%	65	1%	56	1%	55	1%	61	1%	39	1%	60	1%	-1%
White	1,898	31%	1,676	29%	1,422	26%	1,454	26%	1,409	25%	1,264	23%	1,521	27%	-8%

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

Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72".

Data Set 3: Fall Enrollment Distributions by Age (Fall 2012 – Fall 2017)



District-wide, the proportion of students younger than 20 years old has increased seven percent over the past six years. This is the largest group of students at the Visalia campus and Tulare center. However, students age 20-24 years old are the majority at the Hanford center and in distance education courses.

Data Set 3: Fall Enrollment Distributions by Age (Fall 2012 – Fall 2017)

Sequoias District Student Age Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	12,881	100%	11,902	100%	
< 20 years old	3,416	30%	3,254	29%	3,531	31%	4,020	34%	4,403	35%	4,747	37%	3,895	33%	7%
20-24	4,238	37%	4,181	38%	4,177	37%	4,249	35%	4,372	34%	4,176	32%	4,232	36%	-5%
25-29	1,402	12%	1,420	13%	1,385	12%	1,483	12%	1,553	12%	1,559	12%	1,467	12%	0%
30-49	2,010	18%	1,964	18%	1,847	16%	1,933	16%	2,084	16%	2,041	16%	1,980	17%	-2%
50+	324	3%	327	3%	325	3%	296	2%	338	3%	358	3%	328	3%	0%
Visalia Campus Student Age Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	10,440	100%	10,047	100%	10,138	100%	9,807	100%	10,050	100%	10,223	100%	10,118	100%	
< 20 years old	3,238	31%	3,027	30%	3,232	32%	3,308	34%	3,453	34%	3,710	36%	3,328	33%	5%
20-24	3,988	38%	3,924	39%	3,929	39%	3,685	38%	3,713	37%	3,566	35%	3,801	38%	-3%
25-29	1,240	12%	1,233	12%	1,202	12%	1,189	12%	1,183	12%	1,211	12%	1,210	12%	0%
30-49	1,716	16%	1,615	16%	1,533	15%	1,428	15%	1,474	15%	1,513	15%	1,547	15%	-2%
50+	258	2%	248	2%	242	2%	197	2%	227	2%	223	2%	233	2%	0%
Hanford Center Student Age Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	1,564	100%	1,473	100%	1,470	100%	1,685	100%	1,854	100%	1,864	100%	1,652	100%	
< 20 years old	431	28%	374	25%	352	24%	491	29%	440	24%	496	27%	431	27%	-1%
20-24	611	39%	593	40%	620	42%	652	39%	743	40%	685	37%	651	39%	-2%
25-29	203	13%	224	15%	228	16%	253	15%	303	16%	303	16%	252	15%	3%
30-49	289	18%	252	17%	244	17%	256	15%	328	18%	332	18%	284	17%	-1%
50+	30	2%	30	2%	26	2%	33	2%	40	2%	48	3%	35	2%	1%

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

Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72"

Data Set 3: Fall Enrollment Distributions by Age (Fall 2012 – Fall 2017)

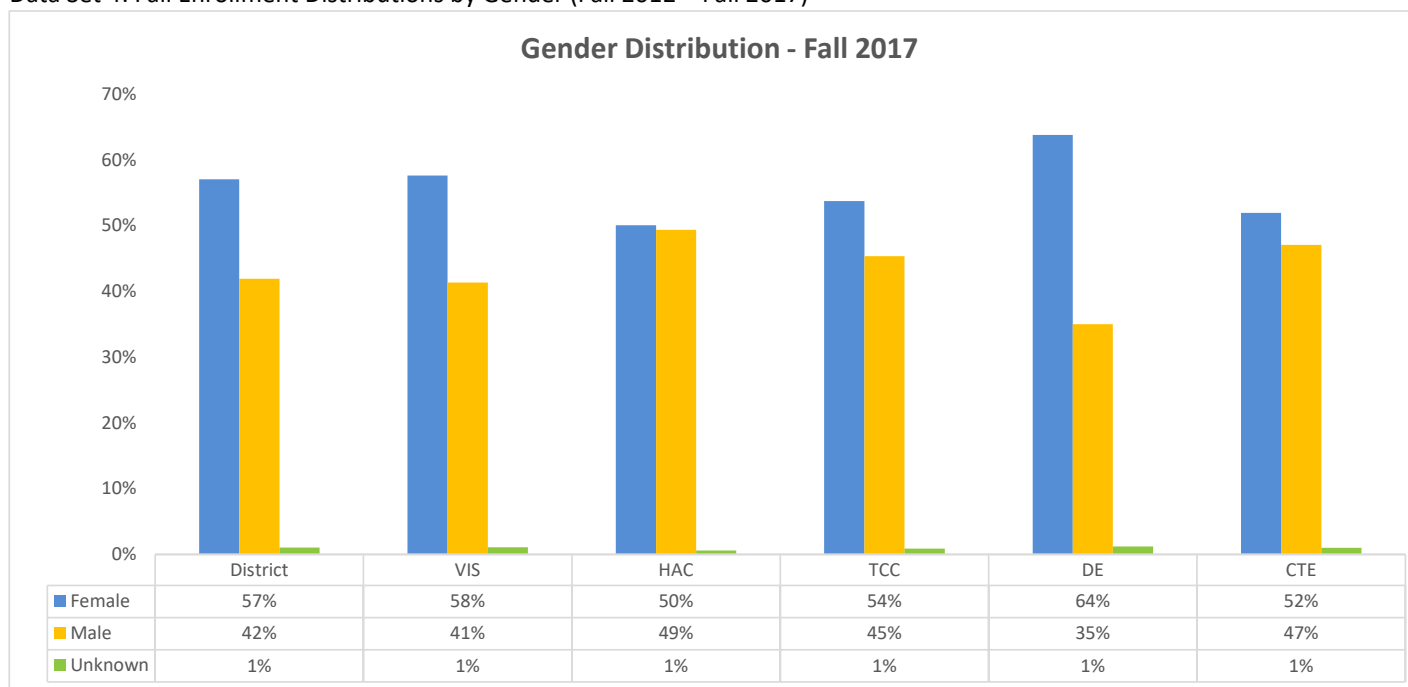
Tulare Center Student Age Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Yr Avg.		5-Yr Difference
Total	-		1,544	100%	1,441	100%	2,115	100%	2,284	100%	2,341	100%	1,846	100%	
< 20 years old	-		494	32%	535	37%	828	39%	984	43%	1,018	43%	710	38%	11%
20-24	-		578	37%	517	36%	755	36%	711	31%	713	30%	640	35%	-7%
25-29	-		210	14%	170	12%	245	12%	249	11%	266	11%	219	12%	-2%
30-49	-		229	15%	191	13%	242	11%	290	13%	302	13%	238	13%	-2%
50+	-		33	2%	28	2%	45	2%	50	2%	42	2%	39	2%	0%
Distance Education Student Age Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	2,174	100%	2,184	100%	2,085	100%	2,358	100%	2,334	100%	2,922	100%	2,343	100%	
< 20 years old	428	20%	452	21%	470	23%	552	23%	514	22%	732	25%	525	22%	5%
20-24	873	40%	874	40%	841	40%	935	40%	938	40%	1,205	41%	944	40%	1%
25-29	370	17%	343	16%	326	16%	390	17%	376	16%	410	14%	369	16%	-3%
30-49	452	21%	466	21%	401	19%	436	18%	457	20%	516	18%	455	20%	-3%
50+	51	2%	49	2%	47	2%	45	2%	49	2%	59	2%	50	2%	0%
Career Technical Education Student Age Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	6,144	100%	5,714	100%	5,459	100%	5,595	100%	5,616	100%	5,546	100%	5,679	100%	
< 20 years old	1,720	28%	1,514	26%	1,578	29%	1,676	30%	1,657	30%	1,766	32%	1,652	29%	4%
20-24	2,317	38%	2,173	38%	2,062	38%	2,071	37%	2,023	36%	1,932	35%	2,096	37%	-3%
25-29	803	13%	807	14%	746	14%	782	14%	793	14%	745	13%	779	14%	0%
30-49	1,122	18%	1,051	18%	918	17%	928	17%	989	18%	948	17%	993	18%	-1%
50+	182	3%	169	3%	155	3%	138	2%	154	3%	155	3%	159	3%	0%

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

Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72"

Data Set 4: Fall Enrollment Distributions by Gender (Fall 2012 – Fall 2017)



For all of the campus locations, the female population is larger than the male population, (District-wide: 57% to 42%, respectively). The proportion of male students is largest at the Hanford campus, likely due to the Fire Technology and Police Academy programs offered at that location. The distribution of females enrolled in a distance education course is noticeably larger than the male population.

Data Set 4: Fall Enrollment Distributions by Gender (Fall 2012 – Fall 2017)

Sequoias District Student Gender Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	12,881	100%	11,902	100%	
Female	6,295	55%	6,214	56%	6,340	56%	6,750	56%	7,208	57%	7,347	57%	6,692	56%	
Male	5,077	45%	4,909	44%	4,845	43%	5,094	43%	5,367	42%	5,401	42%	5,116	43%	
Unknown	18	0%	23	0%	80	1%	137	1%	175	1%	133	1%	94	1%	
Visalia Campus Student Gender Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	10,440	100%	10,047	100%	10,138	100%	9,807	100%	10,050	100%	10,223	100%	10,118	100%	
Female	5,902	57%	5,706	57%	5,766	57%	5,562	57%	5,763	57%	5,888	58%	5,765	57%	
Male	4,525	43%	4,322	43%	4,301	42%	4,145	42%	4,146	41%	4,225	41%	4,277	43%	
Unknown	13	0%	19	0%	71	1%	100	1%	141	1%	110	1%	76	1%	
Hanford Center Student Gender Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	1,564	100%	1,473	100%	1,470	100%	1,685	100%	1,854	100%	1,864	100%	1,652	100%	
Female	794	51%	733	50%	716	49%	848	50%	907	49%	933	50%	822	50%	
Male	769	49%	739	50%	738	50%	796	47%	921	50%	920	49%	814	49%	
Unknown	1	0%	1	0%	16	1%	41	2%	26	1%	11	1%	16	1%	
Tulare Center Student Gender Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		4-Yr Avg.		5-Yr Difference
Total	-		1,544	100%	1,441	100%	2,115	100%	2,284	100%	2,341	100%	1,846	100%	
Female	-		787	51%	744	52%	1,136	54%	1,245	55%	1,258	54%	978	53%	
Male	-		757	49%	686	48%	954	45%	994	44%	1,062	45%	848	46%	
Unknown	-		0	0%	11	1%	25	1%	45	2%	21	1%	20	1%	
Distance Education Student Gender Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	2,174	100%	2,184	100%	2,085	100%	2,358	100%	2,334	100%	2,922	100%	2,343	100%	
Female	1,436	66%	1,453	67%	1,386	66%	1,583	67%	1,568	67%	1,864	64%	1,548	67%	
Male	732	34%	728	33%	691	33%	755	32%	744	32%	1,023	35%	779	33%	
Unknown	6	0%	3	0%	8	0%	20	1%	22	1%	35	1%	16	0%	
Career Technical Education Student Gender Profile															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg.		6-Yr Difference
Total	6,144	100%	5,714	100%	5,459	100%	5,595	100%	5,616	100%	5,546	100%	5,679	100%	
Female	3,230	53%	2,990	52%	2,864	52%	2,936	52%	2,931	52%	2,881	52%	2,972	53%	
Male	2,906	47%	2,711	47%	2,561	47%	2,599	46%	2,610	46%	2,610	47%	2,666	47%	
Unknown	8	0%	13	0%	34	1%	60	1%	75	1%	55	1%	41	1%	

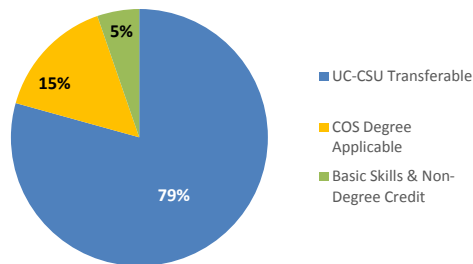
Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Definition: Students who were enrolled in at least one course at census are included in these counts.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72"

Data Set 5: Sections Offered (Fall 2012 – Fall 2017)

Sections Offered Distribution: 6-Yr Avg



Over the past six years, COS has increased its credit course offerings by 16% across the entire District. On average, 79% of the courses offered at College of the Sequoias are UC or CSU transferable. Distance education course offerings have increased by 37% over the past six years while course offerings at the Hanford Campus have increased 26% over the same time period. Course reductions at the Visalia campus are likely reflective of increased course offerings at the Hanford campus, Tulare campus, and distance education. Non-credit sections experienced an increase of 55%, largely due to the expansion of non-credit ESL courses to off-campus locations.

District-Wide Credit Sections Offered															
Course Level	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg		6-Yr Change
Total	1,122	100%	1,160	100%	1,125	100%	1,186	100%	1,273	100%	1,304	100%	1,195	100%	16%
UC-CSU Transferable	903	80%	935	81%	899	80%	939	79%	995	78%	1,017	78%	948	79%	13%
COS Degree Applicable	165	15%	163	14%	164	15%	188	16%	209	16%	213	16%	184	15%	29%
Basic Skills & Non-Degree Credit	54	5%	62	5%	62	6%	59	5%	69	5%	74	6%	63	5%	37%
Visalia Campus Credit Sections Offered															
Course Level	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg		6-Yr Change
Total	950	100%	913	100%	893	100%	867	100%	906	100%	923	100%	909	100%	-3%
UC-CSU Transferable	779	82%	741	81%	721	81%	686	79%	710	78%	724	78%	727	80%	-7%
COS Degree Applicable	121	13%	116	13%	116	13%	130	15%	138	15%	142	15%	127	14%	17%
Basic Skills & Non-Degree Credit	50	5%	56	6%	56	6%	51	6%	58	6%	57	6%	55	6%	14%
Hanford Center Credit Sections Offered															
Course Level	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg		6-Yr Change
Total	87	100%	92	100%	85	100%	97	100%	103	100%	110	100%	96	100%	26%
UC-CSU Transferable	63	72%	71	77%	61	72%	71	73%	74	72%	77	70%	70	73%	22%
COS Degree Applicable	20	23%	16	17%	19	22%	20	21%	22	21%	23	21%	20	21%	15%
Basic Skills & Non-Degree Credit	4	5%	5	5%	5	6%	6	6%	7	7%	10	9%	6	6%	150%
Tulare Center Credit Sections Offered															
Course Level	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		5-Yr Avg		5-Yr Change
Total	-	-	125	100%	113	100%	126	100%	138	100%	145	100%	129	100%	16%
UC-CSU Transferable	-	-	104	83%	95	84%	101	80%	111	80%	113	78%	105	81%	9%
COS Degree Applicable	-	-	20	16%	17	15%	24	19%	24	17%	28	19%	23	17%	40%
Basic Skills & Non-Degree Credit	-	-	1	1%	1	1%	1	1%	3	2%	4	3%	2	2%	300%
Distance Education Credit Sections Offered															
Course Level	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg		6-Yr Change
Total	91	100%	95	100%	90	100%	102	100%	105	100%	125	100%	101	100%	37%
UC-CSU Transferable	81	89%	86	91%	78	87%	87	85%	89	85%	105	84%	88	87%	30%
COS Degree Applicable	8	9%	8	8%	10	11%	13	13%	13	12%	17	14%	12	11%	113%
Basic Skills & Non-Degree Credit	2	2%	1	1%	2	2%	2	2%	3	3%	3	2%	2	2%	50%
CTE Credit Sections Offered															
Course Level	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Avg		6-Yr Change
Total	424	100%	415	100%	378	100%	392	100%	407	100%	410	100%	404	100%	-3%
UC-CSU Transferable	348	82%	346	83%	309	82%	317	81%	326	80%	323	79%	328	81%	-7%
COS Degree Applicable	73	17%	67	16%	66	17%	73	19%	78	19%	81	20%	73	18%	11%
Basic Skills & Non-Degree Credit	3	1%	2	0%	3	1%	2	1%	3	1%	6	1%	3	1%	100%

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

Definition: Unduplicated count of course reference numbers (CRNs) for credit courses.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72"

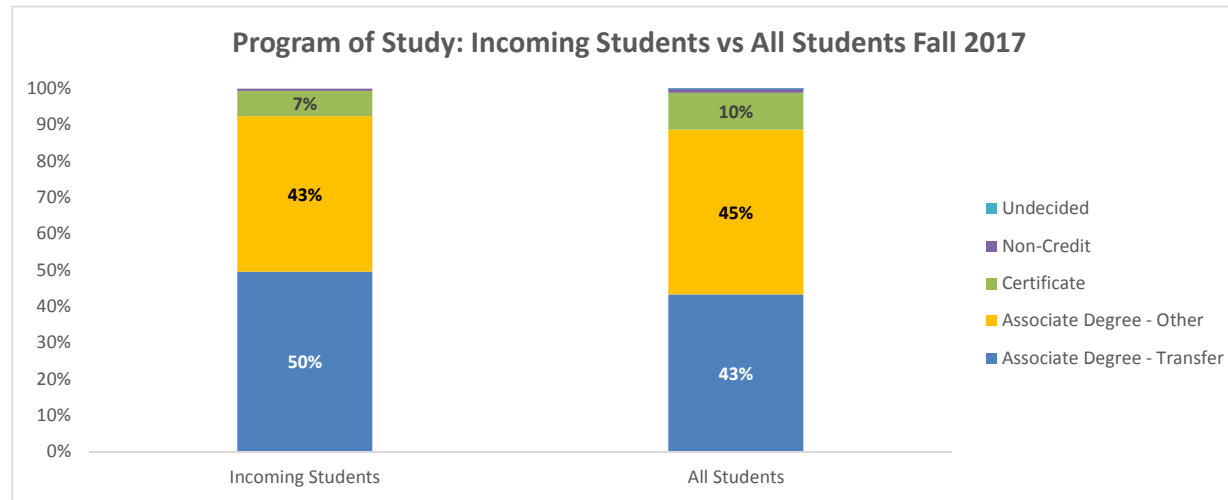
Non-Credit Sections Offered								
<u>Campus Location</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>6-Yr Avg</u>	<u>6-Yr Change</u>
District Total	51	50	48	65	81	79	62	55%
Visalia Campus	38	38	37	36	44	42	39	11%
Hanford Campus	1	0	0	0	5	5	2	400%
Tulare Campus	0	0	0	0	0	0	0	NA
Distance Education	0	0	0	0	2	3	1	NA
Off-Campus Locations	12	12	11	29	30	29	21	142%

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

Definition: Unduplicated count of course reference numbers (CRNs) for active non-credit courses.

Campus locations are defined as follows: Visalia campus = "COS", Hanford campus = "HAC", Tulare campus = "TCC", Distance Education = instructional methods "OO, OH, ON, 72"

Data Set 6: Educational Goal (Fall 2012 - Fall 2017)



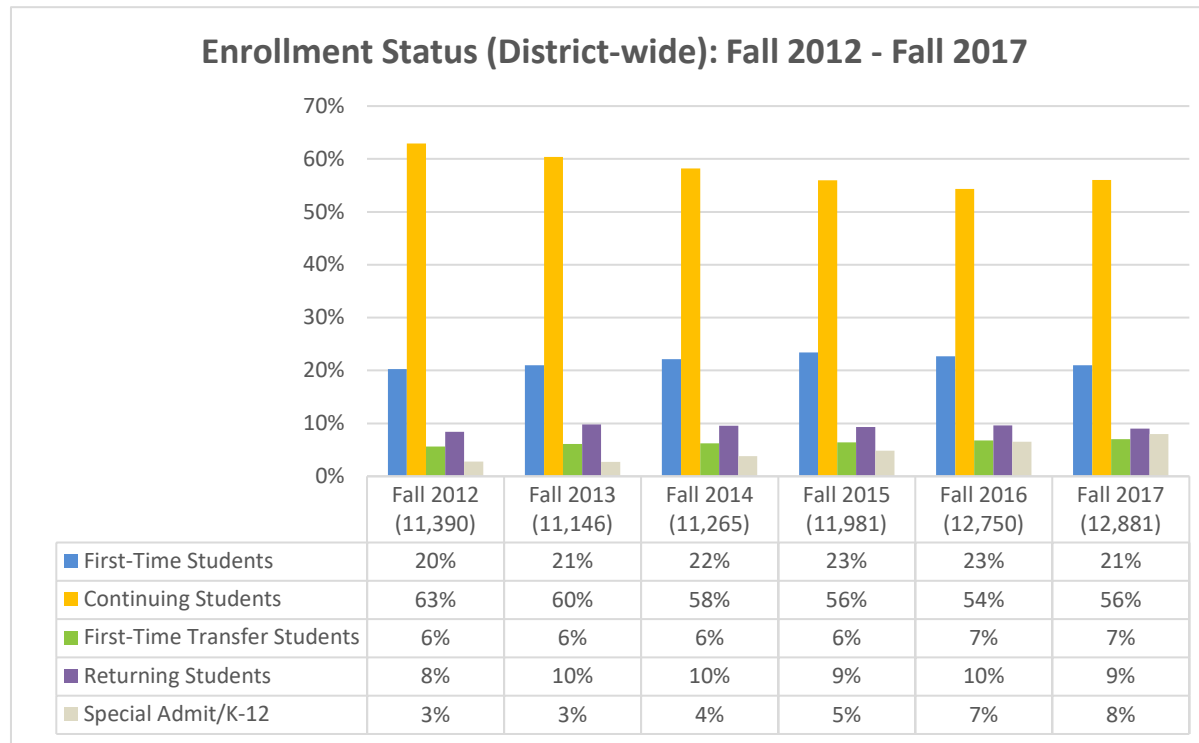
The proportion of students with a declared associate degree that leads to transferring is 7% higher with incoming students when compared to the District as a whole. This is likely due to the initial availability of the courses when the student initially enrolled in at the institution, as the for-transfer degrees are relatively new.

All Students Declared Program of Study															
Program Type	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-yr Avg		6-Yr Difference
District Total	11,390	100%	11,146	100%	11,265	100%	11,981	100%	12,750	100%	12,881	100%	11,902	100%	-
Associate Degree - Transfer*	1,810	16%	3,414	31%	4,075	36%	4,649	39%	5,216	41%	5,580	43%	4,124	35%	27%
Associate Degree - Other	7,261	64%	5,867	53%	5,822	52%	5,915	49%	5,893	46%	5,843	45%	6,100	51%	-18%
Certificate	1,953	17%	1,445	13%	1,023	9%	971	8%	1,156	9%	1,304	10%	1,309	11%	-7%
Non-Credit	240	2%	287	3%	299	3%	429	4%	477	4%	148	1%	313	3%	-1%
Undecided	124	1%	133	1%	45	0%	17	0%	8	0%	6	0%	56	0%	-1%
Incoming Students Declared Program of Study															
Program Type	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-yr Avg		6-Yr Difference
Total	2,312	100%	2,343	100%	2,496	100%	2,804	100%	2,895	100%	2,669	100%	2,562	100%	-
Associate Degree - Transfer*	522	23%	856	37%	1,019	41%	1,094	39%	1,220	42%	1,323	50%	1,006	39%	27%
Associate Degree - Other	1,222	53%	1,054	45%	1,125	45%	1,275	45%	1,224	42%	1,142	43%	1,174	46%	-10%
Certificate	425	18%	257	11%	181	7%	193	7%	191	7%	185	7%	239	9%	-11%
Non-Credit	138	6%	158	7%	170	7%	241	9%	260	9%	19	1%	164	6%	-5%
Undecided	4	0%	18	1%	1	0%	1	0%	0	0%	0	0%	4	0%	0%

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

* includes all programs with the word "transfer" in the title, such as transfer studies.

Data Set 7: Student Groups and Enrollment Status



Over the past six years, the proportion of continuing students has decreased seven percentage points among all other enrollment status groups. All other groups have minimally increased during this time period, with Special Admit/K-12 students increasing the most at five percentage points.

The proportion of student groups has remained consistent over the past six years. The largest groups on campus are first-generation students, followed by DSPS and EOPS students.

Data Set 7: Student Groups and Enrollment Status

Enrollment Status Distribution								
Status	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	6-Yr Avg	6-Yr Difference
First-Time Students	20%	21%	22%	23%	23%	21%	22%	1%
Continuing Students	63%	60%	58%	56%	54%	56%	59%	-7%
First-Time Transfer Students	6%	6%	6%	6%	7%	7%	6%	1%
Returning Students	8%	10%	10%	9%	10%	9%	9%	1%
Special Admit/K-12	3%	3%	4%	5%	7%	8%	4%	5%

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

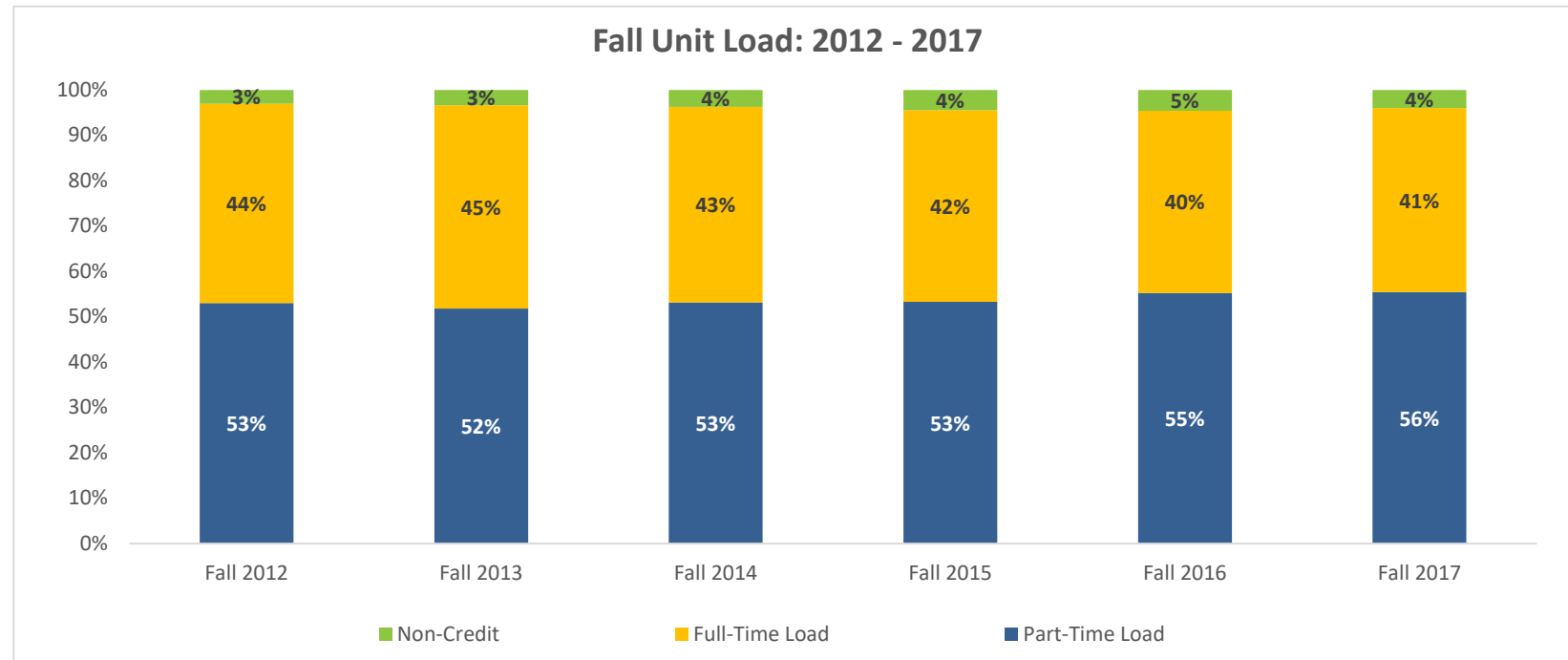
Definition: Unduplicated count of students enrolled at census.

Student Groups - Percent of Total Enrollment								
Group	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	6-Yr Avg	6-Yr Difference
First-Generation Students	48%	47%	48%	48%	49%	49%	48%	1%
DSPS	6%	6%	7%	7%	7%	8%	7%	2%
EOPS	7%	8%	8%	8%	7%	7%	7%	0%
EOPS-CARE	1%	1%	1%	1%	1%	1%	1%	0%
CalWORKs	2%	2%	2%	2%	2%	2%	2%	0%
Foster Youth	4%	2%	2%	3%	2%	3%	3%	-1%
Puente	2%	2%	1%	1%	1%	1%	1%	-1%
Veterans	2%	3%	2%	2%	1%	1%	2%	-1%
Athletes	2%	3%	3%	4%	3%	3%	3%	1%

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

Definition: Unduplicated count of students enrolled at census.

Data Set 8: Fall Unit Load Trend (Fall 2012 – Fall 2017)



For fall terms, the proportion of students enrolled on a full-time basis has decreased three percentage points over the past six years while part-time enrollment has increased three percentage points over the same time period.

Fall Unit Load							6-Yr Avg	6-yr Difference
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017		
Unduplicated Headcount	11,390	11,146	11,265	11,981	12,750	12,881	11,902	-
Non-Credit	3%	3%	4%	4%	5%	4%	4%	1%
Full-Time Load	44%	45%	43%	42%	40%	41%	43%	-3%
Part-Time Load	53%	52%	53%	53%	55%	56%	54%	3%

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

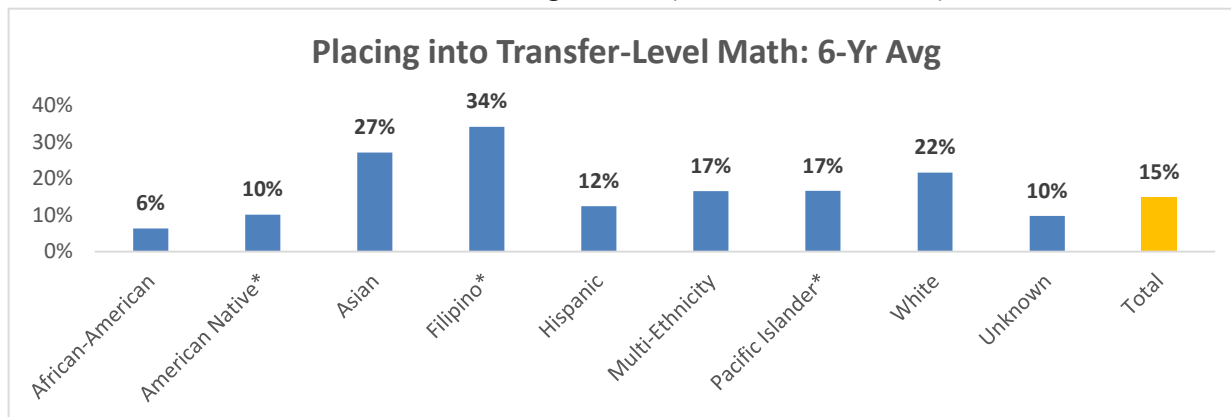
Definition: Students who were enrolled in at least one course during census are included in this count. All sites and instructional methods are included in these counts.

- Full-Time Load: 12 or more credit units

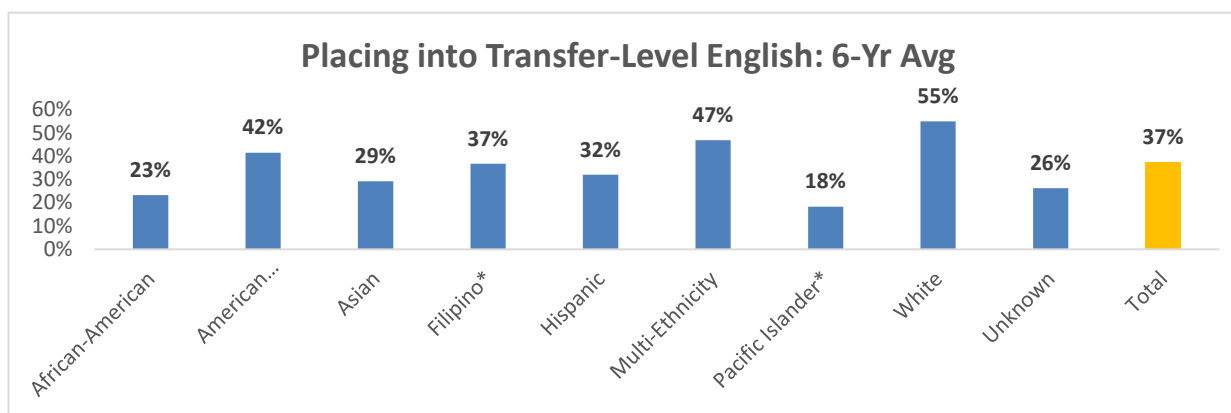
- Part-Time Load: Between 0.5 and 11.5 credit units

- Non-Credit: 0 units

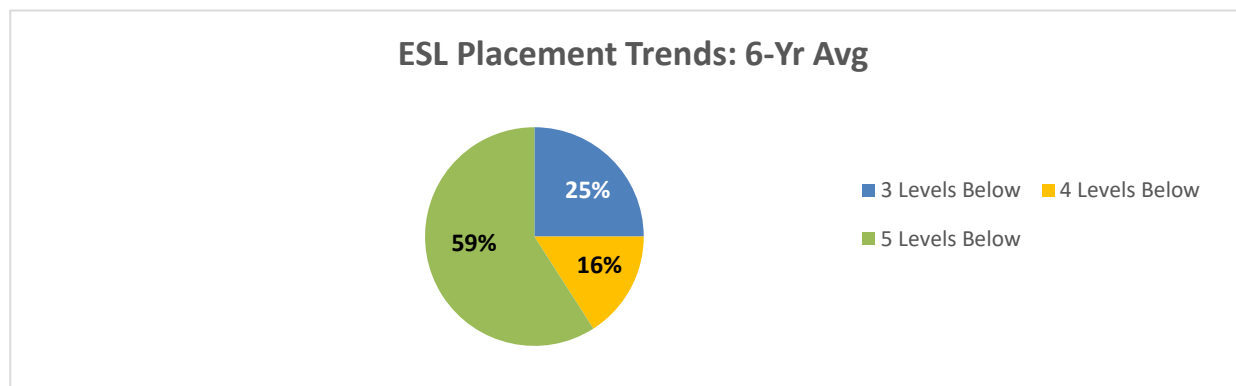
Data Set 9: Placement Trends for Math, English, ESL (Fall 2012 – Fall 2017)



Over the past six years, the proportion of first-time students placing into transfer-level math increased by two percentage points. On average, the proportion of first-time students placing into transfer-level mathematics is 15%. However, Hispanic and African American students are placing into transfer-level math at lower levels at an average of 12% and 6%, respectively.



Over the past three years, proportion of first-time students placing into transfer-level English has slightly decreased. On average, 37% of first-time students place into transfer-level English. White students have the highest placement rates among all student groups, with 55% of White students placing into transfer-level English. Hispanic and African American students have lower than average placement, with 32% and 23% placing into transfer-level English, respectively.



On average, most students placing into the English as a Second Language sequence typically start at 'five-levels below' transfer-level English.

Data Set 9: Placement Trends for Math, English, ESL (Fall 2012 – Fall 2017)

First-Time Student Math Placement Trends by Race/Ethnic Group (percent placing to transfer-level math)							
<u>Race/Ethnicity</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>6-Yr Avg</u>
African-American	1%	7%	11%	9%	3%	7%	6%
American Native*	14%	0%	6%	15%	0%	25%	10%
Asian	24%	33%	31%	23%	30%	21%	27%
Filipino*	31%	30%	40%	41%	30%	33%	34%
Hispanic	12%	12%	14%	13%	11%	13%	12%
Multi-Ethnicity	14%	20%	16%	9%	20%	21%	17%
Pacific Islander*	100%	0%	0%	0%	0%	0%	17%
White	21%	20%	22%	20%	22%	26%	22%
Unknown	0%	13%	14%	0%	14%	17%	10%
Total	14%	14%	17%	14%	14%	16%	15%

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

* Denotes less than 20 students are included in the percentage.

Definition: Unduplicated count of first-time students enrolled at census who completed the math placement test.

First-Time Student English Placement Trends by Race/Ethnic Group (percent placing to transfer-level English)							
<u>Race/Ethnicity</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>6-Yr Avg</u>
African-American	21%	22%	22%	26%	25%	24%	23%
American Native*	43%	33%	56%	36%	50%	31%	42%
Asian	35%	30%	26%	35%	30%	19%	29%
Filipino*	38%	30%	30%	50%	40%	33%	37%
Hispanic	32%	31%	34%	33%	31%	31%	32%
Multi-Ethnicity	48%	46%	42%	58%	41%	45%	47%
Pacific Islander*	0%	0%	60%	0%	0%	50%	18%
White	55%	53%	57%	58%	54%	54%	55%
Unknown	33%	24%	38%	8%	33%	21%	26%
Total	38%	36%	39%	39%	36%	35%	37%

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

* Denotes less than 20 students are included in the percentage.

Definition: Unduplicated count of first-time students enrolled at census who completed the English placement test.

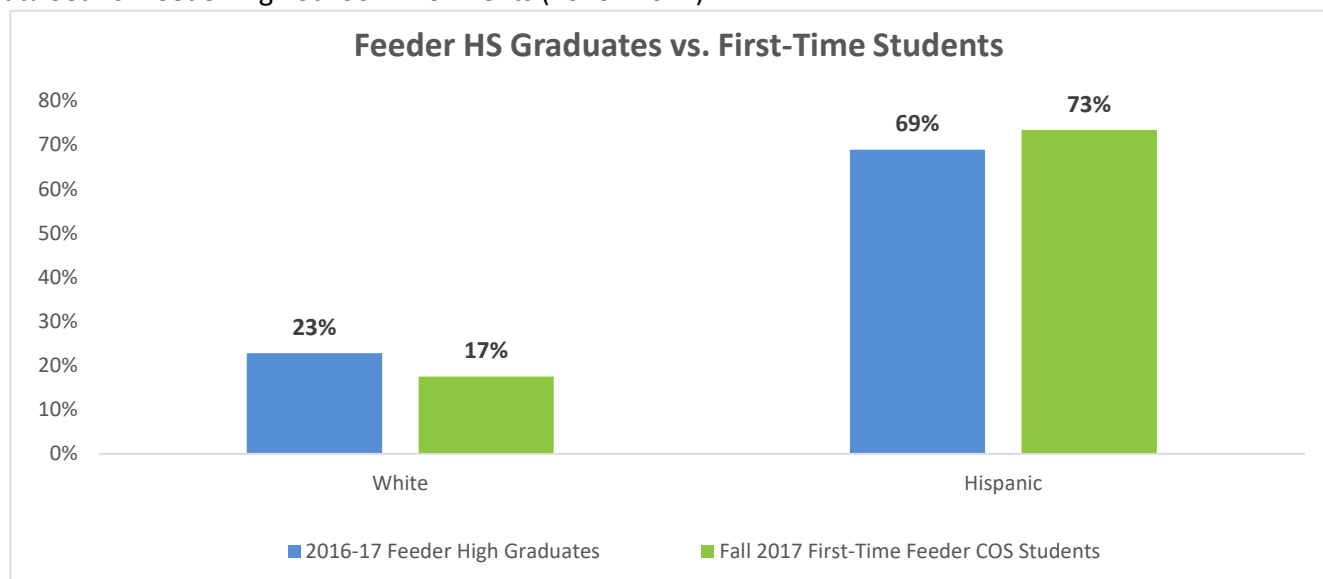
English as a Second Language Placement Trends by Ethnic Group (percent placing to 3-levels below English)							
<u>Levels Below</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/2017</u>	<u>2017/18</u>	<u>6-Yr Avg</u>
3 Levels Below	27%	28%	27%	22%	22%	23%	25%
4 Levels Below	20%	15%	16%	23%	10%	12%	16%
5 Levels Below	53%	57%	57%	55%	68%	65%	59%

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

Due to small N sizes, the numbers were not disaggregated into subpopulations of students.

Definition: Unduplicated count of students enrolled at census who completed the English placement test the in respective calendar ye

Data Set 10: Feeder High School Enrollments (2016 - 2017)



In fall 2017, the proportion of first-time Hispanic students from feeder high schools (73%) enrolling at COS is larger than the feeder high school proportion graduating in 2016-17 (69%). The proportion of male first-time students from feeder high schools enrolling at COS increased three percentage points compared to the prior year.

First-Time Feeder Student Enrollment vs. Feeder High Schools Graduates									
	2015-16 Feeder High Graduates		Fall 2016 First-Time Feeder COS Students		2016-17 Feeder High Graduates		Fall 2017 First-Time Feeder COS Students		
<u>Race/Ethnicity</u>	<u>Count</u>	<u>% of Total</u>	<u>Count</u>	<u>% of Total</u>	<u>Count</u>	<u>% of Total</u>	<u>Count</u>	<u>% of Total</u>	<u>Difference</u>
White	1,069	24%	322	18%	1,034	23%	320	17%	-1%
African American	115	3%	30	2%	118	3%	18	1%	-1%
Native American	44	1%	1	0%	39	1%	6	0.3%	0%
Asian	118	3%	31	2%	133	3%	31	2%	0%
Filipino	40	1%	11	1%	33	1%	3	0%	0%
Pacific Island	14	0.3%	1	0%	8	0.2%	1	0.1%	0%
Hispanic	3,102	68%	1,271	71%	3,121	69%	1,343	73%	2%
Two or More & Unknown	37	1%	113	6%	42	1%	108	6%	0%

Source: California Department of Education

<http://www.cde.ca.gov/ds/sd/sd/filesgrad.asp>

COS First-Time Feeder HS Enrollment Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

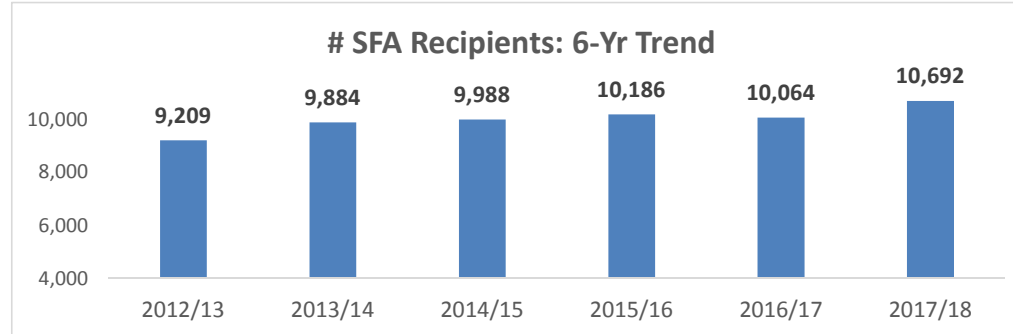
First-Time Feeder Student Enrollment vs. Feeder High Schools Graduates									
	2015-16 Feeder High Graduates		Fall 2016 First-Time Feeder COS Students		2016-17 Feeder High Graduates		Fall 2017 First-Time Feeder COS Students		
Gender	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Difference
Female	2,402	53%	889	51%	2,276	50%	869	48%	-3%
Male	2,137	47%	847	49%	2,252	50%	944	52%	3%

Source: California Department of Education

<http://www.cde.ca.gov/ds/sd/sd/filesgrad.asp>

COS First-Time Feeder HS Enrollment Source: COS Office of Research, Planning and Institutional Effectiveness (Data Warehouse)

Data Set 11: Financial Aid Recipients (2017-18)

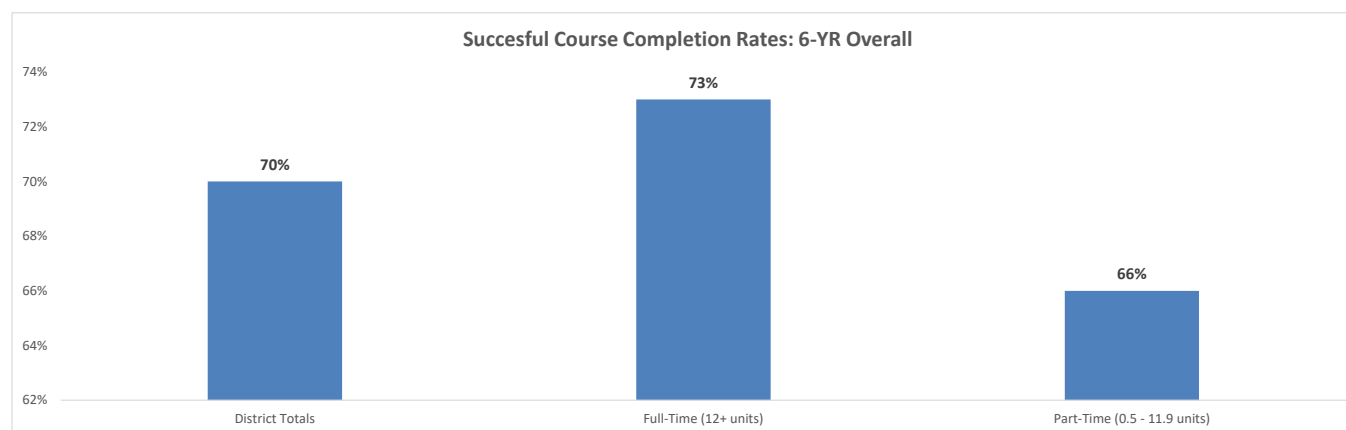


Financial Aid Applicants, Recipients and Expenditures					
Year	# SFA Applicants	# SFA Recipients	Total Expenditures	# Board of Governors Fee Waivers	Board of Governors Expenditures
2012/13	17,524	9,209	\$ 29,336,994	9,458	\$ 7,555,914
2013/14	17,120	9,884	\$ 30,884,134	9,837	\$ 8,094,183
2014/15	16,907	9,988	\$ 31,446,456	9,942	\$ 8,002,229
2015/16	16,751	10,186	\$ 32,865,967	10,131	\$ 8,187,540
2016/17	16,330	10,064	\$ 33,163,810	10,009	\$ 8,024,493
2017/18	17,707	10,692	\$ 37,173,172	10,625	\$ 8,389,917
6-Yr Average SFA Award Amount (per student):					\$ 3,477
6-Yr Average BOG Award Amount (per student):					\$ 790
Expenditures by Source of Funds - 2017/18			Expenditures by Type of Aid - 2017/18		
Federal	\$22,601,947	61%	Grants	\$36,047,667	97%
State	\$13,821,489	37%	Loans	\$735,919	2%
Local	\$749,736	2%	Employment	\$389,586	1%
Total	\$37,173,172	100%	Total	\$37,173,172	100%

Source: Financial Aid Office EOY Report

The # SFA Applicants represents the total number of FAFSA applications received by the College. This is the number of FAFSA applicants that listed COS as a college of interest on their FAFSA application. Applications received can and do exceed actual enrollment numbers as students often list several colleges of interest on their FAFSA. The # SFA Recipients represents the total number of students who actually received a financial aid award; fee waiver, grant, work study, loan. Over the past six years, an average of 10,000 students received a financial aid award with that number increasing since 2013/14. The average award amount is \$3,477.

Data Set 12: Successful Course Completions (Fall 2012 - Fall 2017) (Standard)



The six-year District-wide course success rate is 70% and has increased three percentage points over the past six years. However, this may be partially due to the implementation of an automatic process, beginning Fall 2015, that captures more reliable and consistent data for students meeting college introduction and orientation requirements (0.5-unit credit for IS 220). Course success rates range from 62% -79% for all ethnic/racial groups. However, success rates for non-degree applicable courses (57%) is noticeably lower when compared to transferable (71%) and degree applicable (69%) courses. Similarly, over the past six years, a gap exists between success rates in distance education courses compared to face-to-face courses.

Institutiona-Set Standard: Successful Course Completions (Fall Terms)														
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Overall	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
State Totals	70%	-	70%	-	69%	-	70%	-	70%	-	71%	-	71%	-
District Totals	69%	34,466	69%	34,111	68%	33,851	71%	37,513	72%	38,473	71%	38,832	70%	
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Overall	
Race/Ethnicity	%	N	%	N	%	N	%	N	%	N	%	N	%	N
African American	61%	1,203	62%	1,185	63%	1,076	63%	1,358	70%	1,206	68%	1,034	65%	
Native American	69%	141	58%	161	66%	172	57%	191	67%	150	60%	168	62%	
Asian	76%	1,181	74%	1,014	70%	1,038	78%	951	72%	880	78%	836	75%	
Filipino	69%	282	74%	278	79%	292	84%	314	82%	340	84%	322	79%	
Hispanic	67%	19,357	67%	19,685	66%	20,270	70%	23,152	71%	24,421	70%	25,434	68%	
Multi-Ethnicity	66%	1,759	68%	1,944	69%	1,990	67%	2,059	71%	2,152	70%	2,287	69%	
Pacific Islander	82%	55	81%	27	64%	56	62%	34	60%	25	83%	23	71%	
White Non-Hispanic	73%	9,962	72%	9,274	72%	8,531	75%	9,084	75%	8,960	76%	8,435	74%	
Unknown	73%	526	69%	543	69%	426	78%	370	75%	339	72%	293	73%	
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Overall	
Gender	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Female	70%	18,956	70%	18,802	70%	18,724	72%	20,790	73%	21,433	73%	21,654	72%	
Male	67%	15,464	67%	15,225	66%	14,810	70%	16,189	70%	16,430	69%	16,764	68%	
Unknown	52%	46	60%	84	61%	317	66%	534	70%	610	70%	414	68%	
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Overall	
Course Level	%	N	%	N	%	N	%	N	%	N	%	N	%	N
UC/CSU Transferable	71%	27,774	69%	26,967	70%	26,922	71%	28,103	71%	28,320	72%	28,803	71%	
COS Degree Applicable Courses	61%	5,045	64%	5,546	63%	5,367	74%	7,864	74%	8,409	72%	8,264	69%	
Non-Degree Applicable Courses	61%	1,647	59%	1,598	52%	1,562	55%	1,546	59%	1,744	59%	1,765	57%	

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

Definition: Successful Course Completions is defined here as the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses. Plus/Minus grades are included in the ratio.

Data Set 12: Successful Course Completions (Fall 2012 - Fall 2017) (Standard)

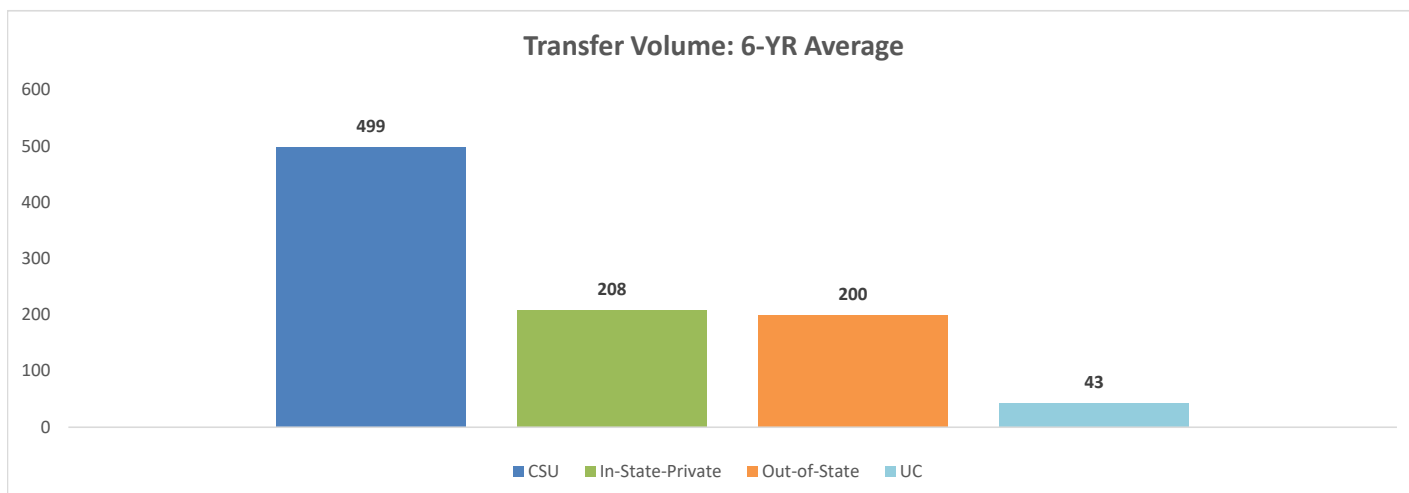
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Overall
State Totals	70%	-	70%	-	69%	-	70%	-	70%	-	71%	-	-
District Totals	69%	34,466	69%	34,111	68%	33,851	71%	37,513	72%	38,473	71%	38,832	70%
<u>Age Group</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Under 20	67%	12,265	67%	11,845	66%	12,596	70%	15,244	72%	16,013	72%	12,278	70%
20 - 24	69%	13,414	68%	13,704	68%	13,263	70%	13,795	70%	13,645	70%	8,996	69%
25 - 49	70%	8,121	71%	7,982	71%	7,445	76%	7,909	73%	8,187	74%	6,109	73%
50 and Above	73%	666	73%	580	73%	547	75%	565	74%	628	76%	449	74%
<u>Unit Load</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Full-Time (12+ units)	72%	21,808	71%	21,861	71%	21,137	73%	23,332	75%	23,530	74%	17,761	73%
Part-Time (0.5 - 11.9 units)	63%	12,646	64%	12,224	64%	12,693	67%	14,166	68%	14,926	68%	10,070	66%
<u>*Instructional Method</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Distance Education	54%	3,119	54%	3,059	55%	2,985	58%	3,425	58%	3,361	62%	2,651	57%
Face-to-face Education	70%	30,947	70%	30,688	69%	30,545	72%	33,806	73%	34,851	73%	24,863	71%
<u>Campus Location</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Visalia Campus	68%	30,351	68%	28,319	68%	28,066	71%	28,110	71%	28,107	71%	19,967	70%
Hanford Campus	71%	2,791	70%	2,771	68%	2,695	72%	3,330	75%	3,406	75%	2,563	72%
Tulare Campus	-	-	71%	2,571	70%	2,419	79%	3,356	78%	3,781	73%	2,805	75%
Off-Campus Locations	81%	1,324	70%	447	69%	668	64%	2,714	64%	3,176	69%	2,496	68%

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

Definition: Successful Course Completions is defined here as the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses. Plus/Minus grades are included in the ratio.

*Instructional method comparison utilizes instructional method codes OO, OH, ON 72 (distance education) and less than 10 (face-to-face).

Data Set 13: Transfer Volume (2011/12 - 2016/17) (Standard)



The volume of students transferring to four-year colleges and universities increased from 852 in 2015/16 to 1,037 in 2016/17. The CSU System receives the largest volume of student transfers and is the only institutional type that had an increase in student transfers from the previous year. The UC System receives the smallest volume of student transfers out of all four institutional types.

Institution-Set Standard: Transfer Volume (number of transfers)								
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	6-Yr Avg	6-Yr Diff
Total Transfer Volume	941	869	1,006	993	852	1,037	950	10%
UC	50	44	39	48	45	34	43	-32%
CSU	469	377	526	515	439	666	499	42%
In-State-Private	246	226	215	192	192	178	208	-28%
Out-of-State	176	222	226	238	176	159	200	-10%

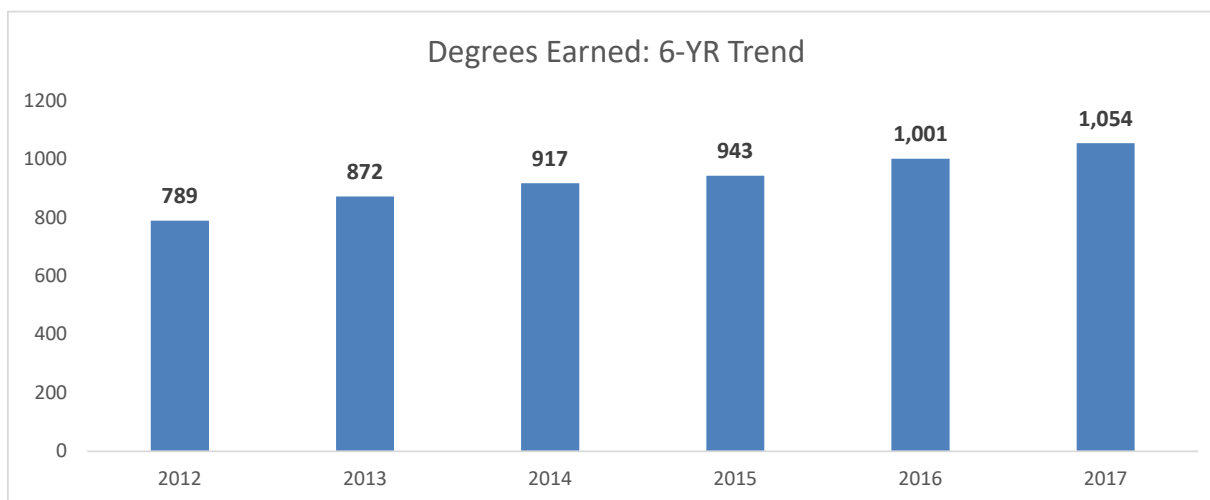
<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx>

<https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

<http://asd.calstate.edu/ccs/SummaryYear.asp>

Note: The methodology for counting transfers varies between the types of institutions.

Data Set 14: Students Earning Degrees (Standard)

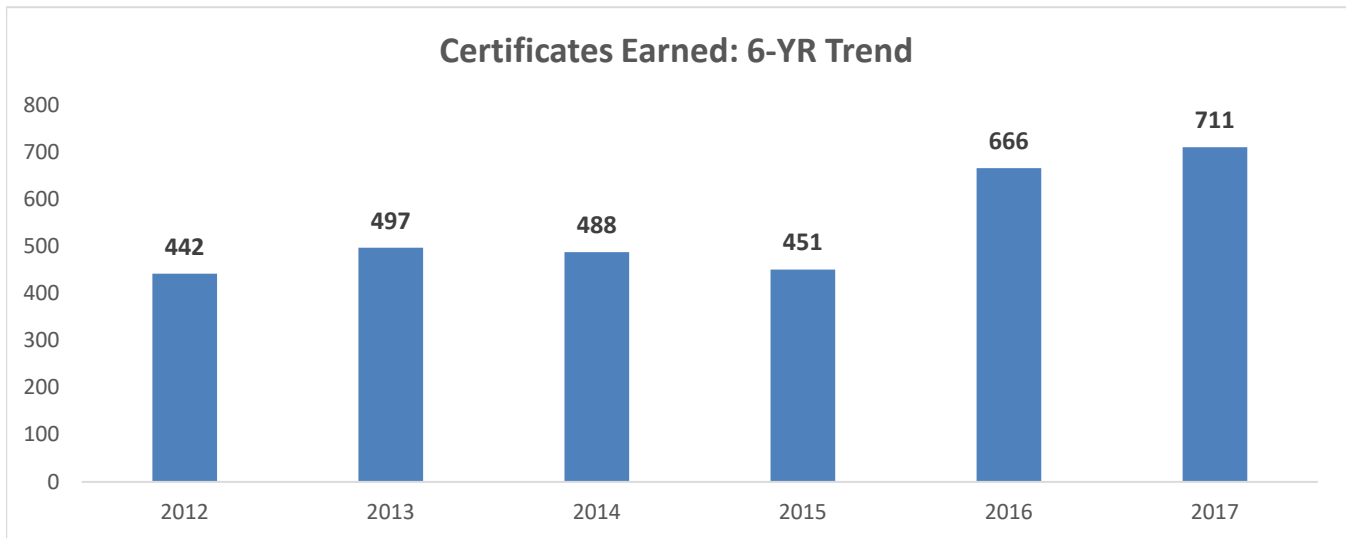


Over the past six years, the number of students earning degrees has increased by 34%. The number of students earning degrees has increased for Hispanic, African American, Asian, Multi-Ethnicity, and Unknown Ethnicity student groups. The number of degrees earned by Hispanic students increased by 91% over the same period.

Institution-Set Standard: Students Earning Degrees								
	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>6-Yr Avg</u>	<u>6-Yr Diff</u>
Degrees	789	872	917	943	1,001	1,054	929	34%
Year-to-Year Change	NA	10.5%	5.2%	2.8%	6.2%	5.3%		
African American	27	19	31	17	29	33	26	22%
Native American	6	1	3	4	4	0	3	-100%
Asian	43	45	27	33	35	46	38	7%
Filipino	13	8	16	10	10	10	11	-23%
Hispanic	337	425	501	516	574	642	499	91%
Multi-Ethnicity	42	33	32	62	64	45	46	7%
Pacific Islander	3	3	1	3	2	2	2	-33%
White	309	324	295	289	273	265	293	-14%
Unknown	9	14	11	9	10	11	11	22%

Source: COS Office of Research, Planning and Institutional Effectiveness

Data Set 15: Students Earning Certificates (Standard)

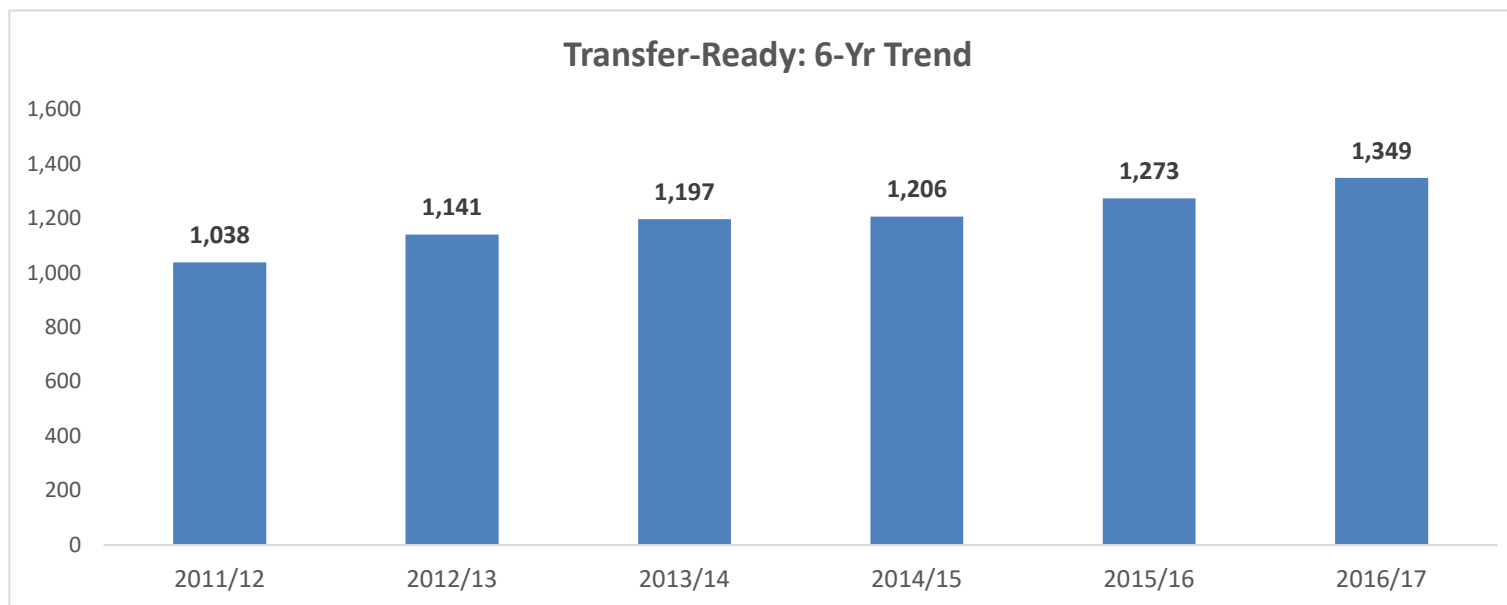


Over the past six years, the number of students earning certificates has increased by 61% and has increased for all student groups. The number of certificates earned by Hispanic students has increased by 89% over the same period. These increases may partially be due to procedural changes in applying and granting certificates, which were implemented during the 2015-16 year.

Institutional Set-Standard: Students Earning Certificates								
	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>6-Yr Avg</u>	<u>6-Yr Diff</u>
Certificate	442	497	488	451	666	711	543	61%
Year-to-Year Change	NA	12.4%	-1.8%	-7.6%	47.7%	6.8%		
African American	6	4	10	5	10	11	8	83%
Native American	3	2	5	7	0	5	4	67%
Asian	21	12	13	8	20	30	17	43%
Filipino	1	3	3	4	7	1	3	NA
Hispanic	246	288	297	274	412	466	331	89%
Multi-Ethnicity	18	21	19	19	31	29	23	61%
Pacific Islander	0	1	1	2	1	0	1	NA
White	143	162	135	114	165	158	146	10%
Unknown	4	4	5	18	20	11	10	175%

Source: COS Office of Research, Planning and Institutional Effectiveness

Data Set 16: Transfer Ready (2011/12 - 2016/17)



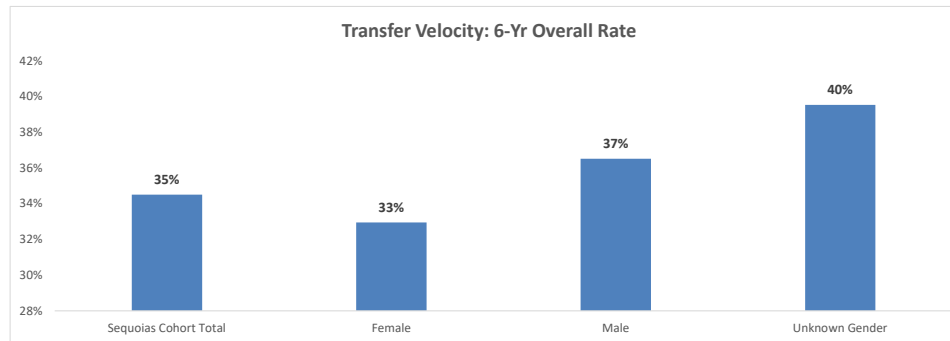
Over the past six years, the number of transfer-ready students has increased annually from 2011/12 to 2016/17, exhibiting a 30% increase overall. While most students achieve transfer-ready status after the spring term, the amount of students becoming transfer-ready in the fall term has increased 36% over the same time period.

Transfer Ready								
	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>6-Yr Avg</u>	<u>6-Yr Change</u>
Annual Unduplicated Total	1,038	1,141	1,197	1,206	1,273	1,349	1,201	30%
Fall Transfer Ready	610	680	725	756	842	829	740	36%
Spring Transfer Ready	809	948	924	938	954	1,007	930	24%

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

Transfer Ready Defined: A student is transfer ready by completing the following requirements: Transfer-level math, Transfer-level English, 60 or more CSU-transferable units, 2.0 or higher GPA.

Data Set 17: Transfer Velocity Rate (Cohorts: 2005/06 – 2010/11)



The 2010/11 transfer velocity cohort has a 34% transfer rate, which is the same as the prior year and a one percentage point less than the six-year cohort average. Hispanic students and students with an unknown ethnicity have the lowest transfer rates compared to other ethnic groups. The 2010/11 cohort has a smaller number of students than the previous two cohorts (2008/09 and 2009/10).

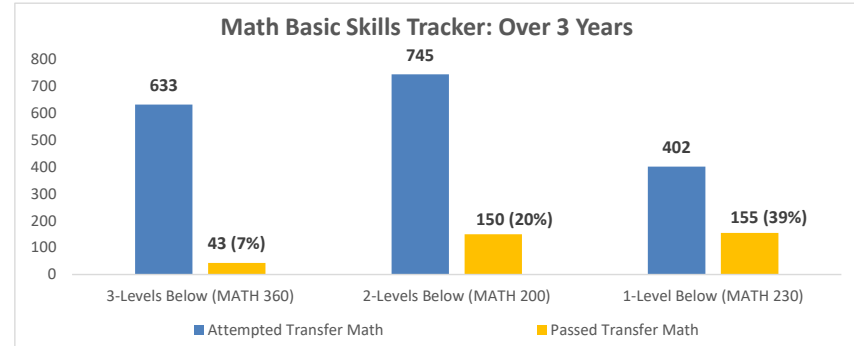
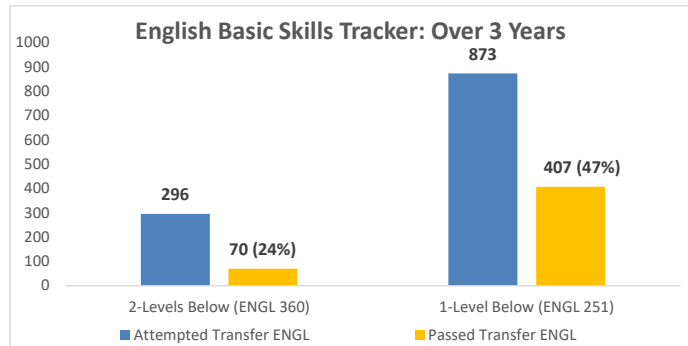
Institutional Set-Standard: Transfer Rates														
	Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		Cohort 2010/2011		6-Yr Overall	
	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort
State Total	42%	113,484	42%	120,104	40%	129,363	38%	138,760	38%	137,379	39%	134,549	40%	773,639
Sequoias Cohort Total	36%	1,098	36%	1,440	34%	1,401	33%	1,577	34%	1,465	34%	1,432	35%	8,413
	Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		Cohort 2009/2010		6-Yr Overall	
Race/Ethnicity	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort
African American	44%	41	63%	41	35%	34	43%	49	28%	25	33%	30	43%	220
Native American	31%	16	31%	13	36%	22	36%	11	25%	4	100%	1	34%	67
Asian	40%	52	41%	63	38%	45	34%	58	40%	52	41%	56	39%	326
Filipino	33%	15	25%	32	41%	34	38%	26	38%	21	64%	11	37%	139
Hispanic	31%	443	32%	594	30%	622	29%	702	28%	718	30%	839	30%	3,918
Multi-Ethnicity									48%	44	38%	26	44%	70
Pacific Islander	25%	4	20%	5	29%	7	71%	7	75%	4	0%	4	39%	31
Unknown Race/Ethnicity	44%	105	43%	134	36%	132	30%	242	41%	102	23%	39	36%	754
White	40%	422	37%	558	36%	505	39%	482	41%	495	41%	426	39%	2,888
	Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		Cohort 2009/2010		6-Yr Overall	
Gender	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort
Female	36%	628	35%	863	31%	802	30%	896	33%	806	33%	821	33%	4,816
Male	36%	454	37%	562	37%	584	37%	665	37%	648	35%	598	37%	3,511
Unknown Gender	56%	16	33%	15	33%	15	44%	16	27%	11	38%	13	40%	86
	Cohort 2005/2006		Cohort 2006/2007		Cohort 2007/2008		Cohort 2008/2009		Cohort 2009/2010		Cohort 2009/2010		6-Yr Overall	
Age Group	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort	Transfer Rate	# in Cohort
17 or Less	42%	267	40%	530	37%	500	40%	553	37%	413	37%	363	39%	2,626
18 & 19	38%	666	35%	751	35%	703	33%	798	38%	848	36%	870	36%	4,636
20 to 24	22%	65	26%	61	20%	80	19%	101	17%	89	20%	95	20%	491
25 to 29	19%	37	18%	40	26%	38	5%	39	23%	39	16%	38	18%	231
30 to 34	27%	22	30%	20	20%	20	8%	25	5%	22	18%	17	17%	126
35 to 39	12%	17	42%	12	14%	22	14%	22	25%	16	22%	18	20%	107
40 to 49	20%	20	30%	23	17%	30	24%	33	14%	29	10%	21	19%	156
50 +	25%	4	33%	3	13%	8	0%	6	11%	9	30%	10	18%	40

Source: California Community College Chancellor's Office

http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx

Transfer Velocity Cohort: is calculated by evaluating all first time freshmen six years after their entry. Those students who have completed twelve credit units and attempted a transfer level math or English course are included in the Transfer Velocity Cohort. Transfer rates for years three, four, and five are retrospective and cannot be reported until the cohort is finalized at the completion of the sixth year after initial enrollment. Students with multiple college enrollments are reported as members of the Transfer Velocity Cohort for each college attended.

Data Set 18: Basic Skill Sequence Tracking (over three years)



In general, the Basic Skills Tracker indicates that the proportion of students completing transfer English and math decreases with each starting level below transfer. Students complete transfer English and math at a higher rate if they begin in one level below transfer rather than two or three levels below transfer. For example, slightly more than a third of students beginning in math 230 complete transfer math compared to less than 10% of students that begin in math 360.

Basic Skills Sequence Tracking (over three years)

The Progress Tracker establishes cohorts of students by looking at the first basic skills course ever taken by a student in a basic skills subject area and tracking their progress through the basic skills sequence over a three-year period. Success rates indicate the percentage of students from the respective cohorts who successfully passed the identified courses in the sequence.

Starting Level: English 360 (2-Levels Below Level)				
	Students in	Successfully	Successfully	Successfully
Cohort Term	Cohort	passed 2-levels	passed 1-level	passed transfer
		below English	below English	English
Fall 2011	248	65%	45%	24%
Fall 2012	258	67%	43%	26%
Fall 2013	297	63%	40%	23%
Fall 2014	275	60%	41%	23%
Fall 2015	296	67%	46%	24%

Starting Level: English 251 (1-Level Below Transfer)			
	Students in	Successfully	Successfully
Cohort Term	Cohort	passed 1-level	passed transfer
		below English	English
Fall 2011	590	69%	41%
Fall 2012	669	66%	38%
Fall 2013	766	69%	43%
Fall 2014	771	72%	45%
Fall 2015	873	73%	47%

Starting Level: Math 360 (3-Levels Below Transfer)					
	Students in	Successfully	Successfully	Successfully	Successfully
Cohort Term	Cohort	passed 3-levels	passed 2-levels	passed 1-level	passed transfer
		below math	below math	below math	math
Fall 2011	419	54%	27%	18%	7%
Fall 2012	506	66%	30%	17%	7%
Fall 2013	613	63%	34%	21%	9%
Fall 2014	597	56%	30%	20%	9%
Fall 2015	633	58%	31%	18%	7%

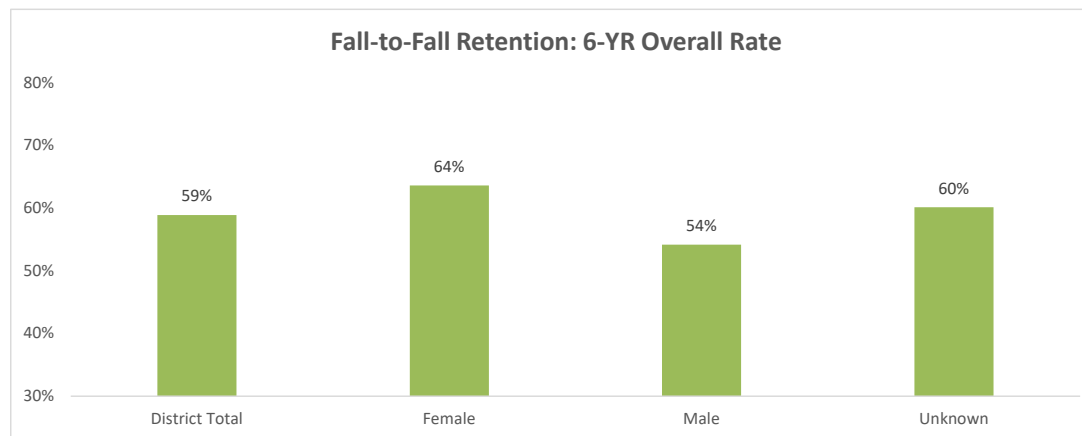
Starting Level: Math 200 (2-Levels Below Transfer)				
	Students in	Successfully	Successfully	Successfully
Cohort Term	Cohort	passed 2-levels	passed 1-level	passed transfer
		below math	below math	math
Fall 2011	492	64%	41%	20%
Fall 2012	544	66%	40%	21%
Fall 2013	637	63%	39%	18%
Fall 2014	617	60%	36%	18%
Fall 2015	745	63%	41%	20%

Starting Level: Math 230 (1-Level Below Transfer)			
	Students in	Successfully	Successfully
Cohort Term	Cohort	passed 1-level	passed transfer
		below math	math
Fall 2011	260	76%	34%
Fall 2012	345	66%	34%
Fall 2013	371	67%	36%
Fall 2014	345	63%	37%
Fall 2015	402	72%	39%

Source: Chancellor's Office Datamart Basic Skills Progress Tracker

http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx

Data Set 19: Fall-to-Fall Retention (2010/11 – 2015/16)



On average, 59% of first-time students are retained from fall to fall. The average retention rate for African American students is 46%, which is much lower than other race/ethnicity groups. On average, females have a higher retention rate than males, 64% and 54%, respectively.

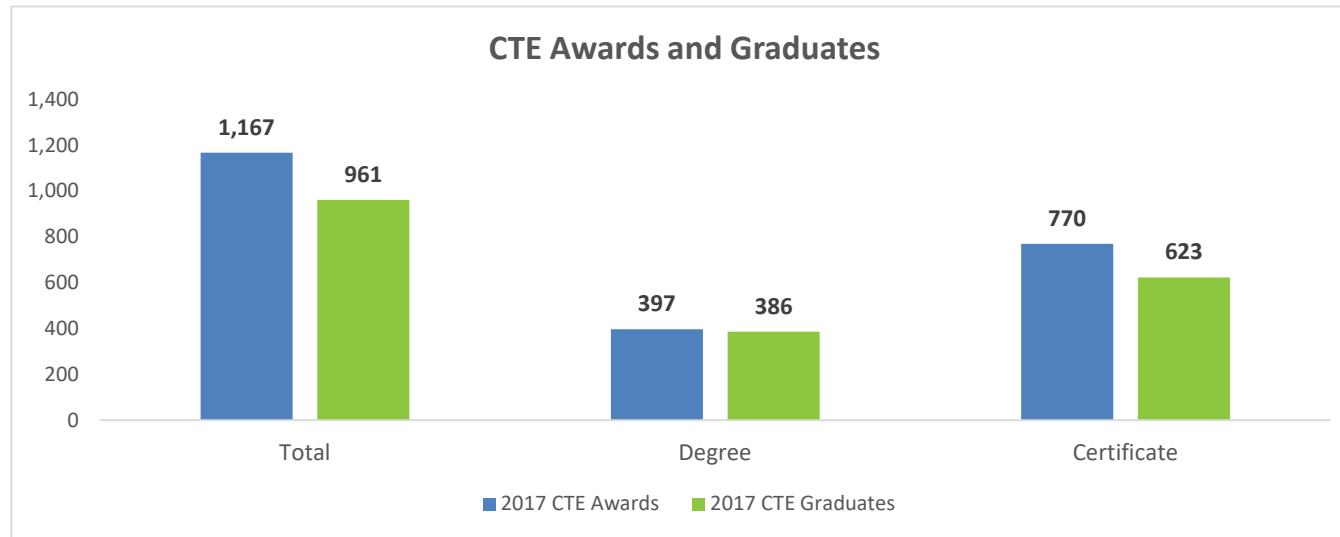
Fall-to-Fall Student Retention													6-Yr Overall	
Ethnicity	2011 -> 2012		2012 -> 2013		2013 -> 2014		2014 -> 2015		2015 -> 2016		2016 -> 2017		Initial	Rate
	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate		
District Total	2,356	57%	2,154	57%	2,162	61%	2,308	60%	2,537	59%	2,617	59%	14,134	59%
African American	89	49%	89	40%	78	41%	76	63%	98	41%	84	45%	514	46%
Native American	8	38%	7	86%	13	54%	15	60%	15	33%	9	44%	67	51%
Asian	56	64%	48	63%	48	63%	63	65%	38	76%	43	56%	296	64%
Filipino	13	85%	16	63%	10	90%	10	70%	16	75%	19	68%	84	74%
Hispanic	1,460	56%	1,306	59%	1,341	62%	1,481	62%	1,665	60%	1,775	61%	9028	60%
Multi-Ethnicity	126	60%	131	50%	137	64%	125	56%	131	53%	155	60%	805	57%
Pacific Islander	2	100%	1	0%	3	67%	4	25%	1	0%	1	0%	12	42%
White Non-Hispanic	574	59%	534	57%	498	60%	513	56%	549	58%	511	55%	3179	57%
Unknown	28	75%	22	50%	34	56%	21	71%	24	67%	20	70%	149	64%
Gender	2011 -> 2012		2012 -> 2013		2013 -> 2014		2014 -> 2015		2015 -> 2016		2016 -> 2017		Initial	Rate
	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate	Initial	Rate		
District Total	2,356	57%	2,154	57%	2,162	61%	2,308	60%	2,537	59%	2,617	59%	14,134	59%
Female	1,157	61%	1,036	60%	1,096	66%	1,141	65%	1,249	65%	1,298	64%	6977	64%
Male	1,195	53%	1,114	54%	1,055	56%	1,126	55%	1,222	52%	1,252	54%	6964	54%
Unknown	4	0%	4	50%	11	27%	41	71%	66	61%	67	63%	193	60%

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

Definition: Retention is defined as the ratio of all first-time students with a declared goal to transfer, earn an AA/AS, or earn a two-year vocational certificate, who complete a course with any grade (A,B,C,D,F,W,CR,NC,P,NP, and I) in the initial Fall term and is registered for a course past census (registration code starts with 'R' or = 'DW') in the subsequent Fall term.

*may also be referred to as persistence

Data Set 20: CTE Outcomes



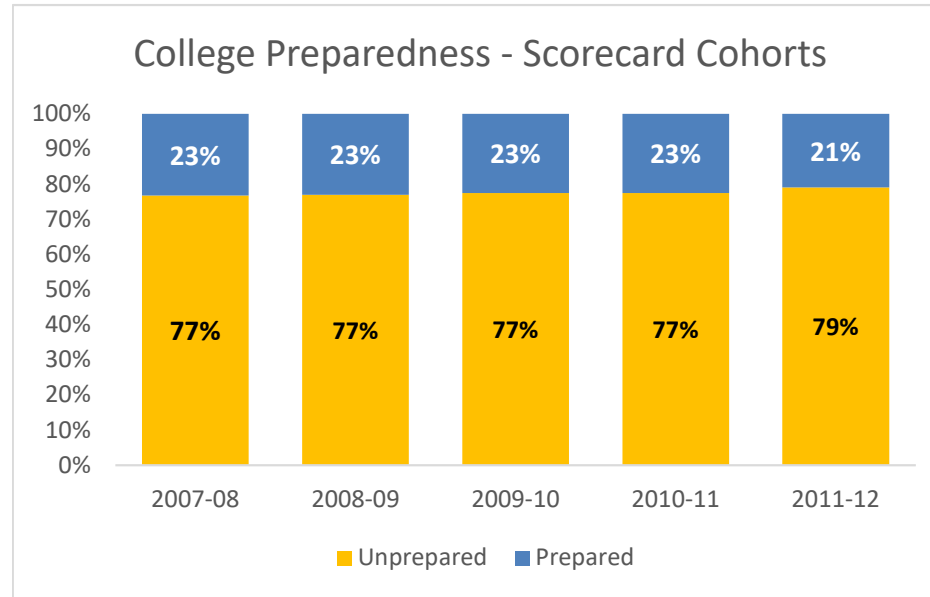
The number of students earning a Career Technical Education associate degree increased from 355 in 2016 to 386 in 2017. The number of students earning a Career Technical Education certificate has increased from 542 in 2016 to 623 in 2017. CTE success rates remained steady at 70% for Spring 2017 and Fall 2017.

CTE Degrees and Certificates												
	2012		2013		2014		2015		2016		2017	
	CTE	CTE	CTE	CTE	CTE	CTE	CTE	CTE	CTE	CTE	CTE	
	Awards	Graduates	Awards	Graduates	Awards	Graduates	Awards	Graduates	Awards	Graduates	Awards	Graduates
Total	812	848	909	683	860	744	799	714	1,033	667	1,167	961
Degree	335	326	337	320	311	302	330	309	372	355	397	386
Certificate	477	385	572	448	549	438	469	387	661	542	770	623
CTE Course Success Rates												
	Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017		Fall 2017	
Success Rate	67%		70%		69%		71%		70%		70%	
Success Grades	10,323		12,814		11,206		14,347		11,927		14,262	
All Grades	15,386		18,278		16,184		20,148		17,077		20,308	

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

* Successful Course Completions is defined here as the ratio of successful grade marks (A,B,C,CR,P) to all grade marks (A,B,C,D,F,W,CR,NC,P,NP,I) for credit courses.

Data Set 21: Scorecard Cohort Preparedness (2007/08 - 2011/12)



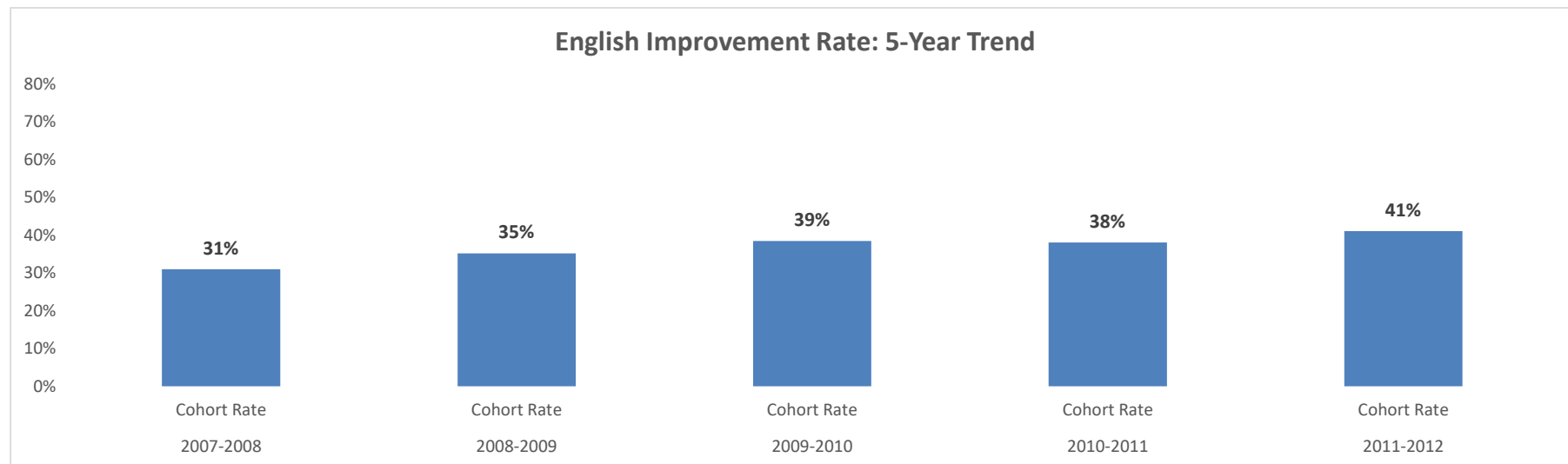
Three out of every four incoming students are unprepared for college, which means the student needs remediation for English, math, or both (lowest level course attempted.) This has been consistent for the past five cohorts.

Scorecard Cohort Preparedness					
Count					
Group	2007-08	2008-09	2009-10	2010-11	2011-12
Prepared	483	525	497	461	364
Unprepared	1,592	1,758	1,707	1,582	1,374
Percentage					
Group	2007-08	2008-09	2009-10	2010-11	2011-12
Prepared	23%	23%	23%	23%	21%
Unprepared	77%	77%	77%	77%	79%

Source: Student Success Scorecard

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

Data Set 22: Scorecard English Improvement (2007-2008 to 2011-2012)



The 2011-2012 cohort's overall English improvement rate is 41%, which is greater than the five-year cohort average by four percentage points and the 2010-2011 cohort rate by three percentage points. The following student groups performed comparable to or better than the 2011-2012 cohort average: female students (47%), students younger than 20 years old (44%), Asian students (56%), Hispanic students (41%), and White students (41%). The following student groups had some of the lowest English progression rates: male students (34%), students age 40 and older (32%), and African American students (34%).

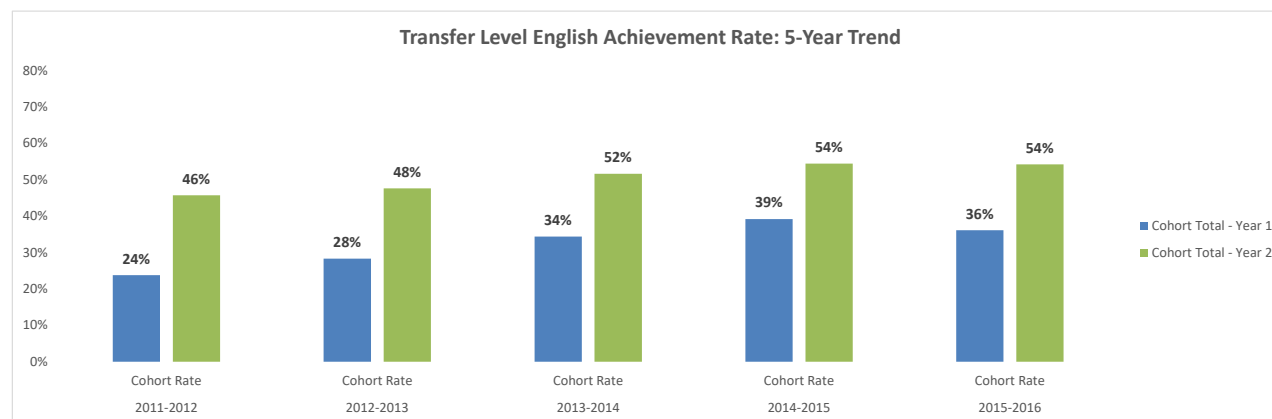
Scorecard Basic Skills English												
Group	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		5-Yr Avg	
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate
Cohort Total	1,617	31%	1,722	35%	1,879	39%	1,837	38%	1,615	41%	1,734	37%
Female	908	35%	972	41%	1,048	44%	1,038	43%	886	47%	970	42%
Male	699	27%	741	28%	821	32%	784	31%	725	34%	754	30%
< 20 years old	1,046	35%	1,152	38%	1,225	41%	1,195	43%	1,054	44%	1,134	40%
20 to 24 years old	262	21%	267	28%	308	32%	326	25%	292	35%	291	28%
25 to 39 years old	230	27%	217	33%	252	35%	233	34%	207	36%	228	33%
40+ years old	79	29%	86	30%	94	42%	83	36%	62	32%	81	34%
African American	84	19%	72	22%	72	25%	72	24%	70	34%	74	25%
Native American	20	15%	26	27%	Suppressed	29%	Suppressed	44%	10	30%	19	29%
Asian	83	41%	79	35%	66	55%	81	41%	63	56%	74	45%
Filipino	27	63%	25	48%	22	64%	22	32%	Suppressed	78%	24	57%
Hispanic	932	29%	1,013	34%	1,184	37%	1,173	38%	1,096	41%	1,080	36%
Pacific Islander	Suppressed	20%	10	50%	Suppressed	0%	Suppressed	29%	N/A	N/A	10	25%
White	373	36%	361	41%	412	41%	386	42%	293	41%	365	40%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

English Improvement Rate Defined: For a given cohort, the percentage of credit students who attempted a course designated at "levels below transfer" in English and successfully completed a college-level course in English within six years.

The cohort is defined as the year the student attempts a course at "levels below transfer" in English at that college.

Data Set 23: Scorecard English Transfer-Level (2011-2012 to 2015-2016)



Across all cohorts, the percentage of students completing transfer English increases from year one to year two. The 2015-2016 cohort's transfer English completion rate increased by 18 percentage points from year one (36%) to year two (54%). Compared to the 2014-2015 cohort, the 2015-2016 cohort year one rate decreased by three percentage points but remained the same for year two. The 2015-2016 completion rates are also greater than the five-year cohort average rates, which are 32% for year one and 51% for year two. Based on the five year cohort data, the following student groups had the largest increases in English completion rates from year one to year two: female students (+19%), students younger than 20 years old (+19%), African American students (+21%), and Hispanic students (+19%).

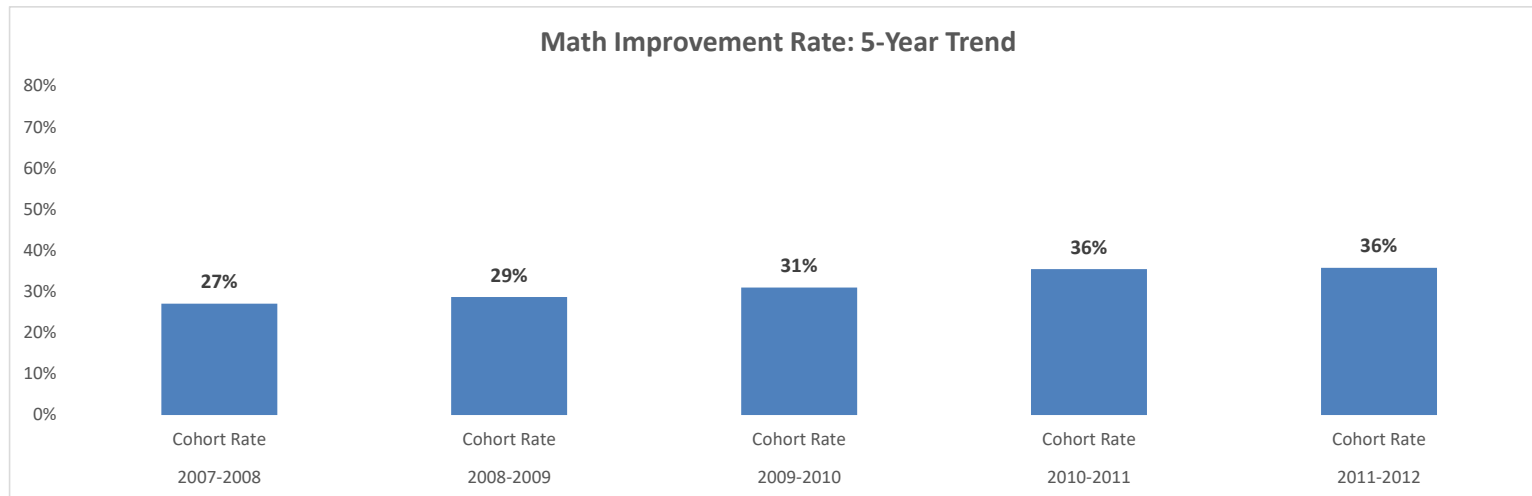
Scorecard Transfer Level Achievement English - Year 1												
Group	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		5-Yr Avg	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Cohort Total - Year 1	1,353	24%	1,341	28%	1,606	34%	1,680	39%	1,852	36%	1,566	32%
Female	729	27%	709	31%	886	38%	918	43%	1,049	40%	858	36%
Male	619	20%	620	25%	707	30%	723	34%	753	32%	684	28%
< 20 years old	1,134	26%	1,157	29%	1,349	36%	1,443	42%	1,600	38%	1,337	34%
20 to 24 years old	125	12%	104	19%	159	25%	133	23%	155	23%	135	20%
25 to 39 years old	76	17%	56	25%	74	24%	79	28%	73	26%	72	24%
40+ years old	18	17%	24	25%	24	29%	25	24%	24	25%	23	24%
African American	44	21%	39	3%	46	20%	48	29%	53	21%	46	19%
Native American	10	30%	Suppressed	33%	Suppressed	25%	Suppressed	44%	Suppressed	43%	10	35%
Asian	53	11%	37	32%	38	32%	49	37%	51	45%	46	31%
Filipino	11	46%	14	14%	10	40%	10	40%	Suppressed	63%	11	40%
Hispanic	830	21%	859	26%	1,057	33%	1,110	37%	1,255	34%	1,022	30%
Pacific Islander	Suppressed	0%	N/A	0%	Suppressed	50%	Suppressed	0%	N/A	0%	-	10%
White	341	30%	317	38%	358	43%	382	46%	413	43%	362	40%

Scorecard Transfer Level Achievement English - Year 2												
Group	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		5-Yr Avg	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Cohort Total - Year 2	1,353	46%	1,341	48%	1,606	52%	1,680	54%	1,852	54%	1,566	51%
Female	729	49%	709	50%	886	56%	918	60%	1,049	59%	858	55%
Male	619	41%	620	45%	707	47%	723	48%	753	48%	684	46%
< 20 years old	1,134	47%	1,157	48%	1,349	53%	1,443	56%	1,600	57%	1,337	52%
20 to 24 years old	125	31%	104	40%	159	41%	133	39%	155	37%	135	38%
25 to 39 years old	76	47%	56	54%	74	51%	79	46%	73	43%	72	48%
40+ years old	18	50%	24	42%	24	42%	25	48%	24	42%	23	45%
African American	44	39%	39	28%	46	30%	48	50%	53	42%	46	38%
Native American	10	50%	Suppressed	33%	Suppressed	50%	Suppressed	44%	Suppressed	57%	10	47%
Asian	53	38%	37	49%	38	58%	49	57%	51	61%	46	52%
Filipino	11	73%	14	50%	10	50%	10	60%	Suppressed	75%	11	62%
Hispanic	830	42%	859	45%	1,057	49%	1,110	53%	1,255	54%	1,022	49%
Pacific Islander	Suppressed	100%	N/A	0%	Suppressed	50%	Suppressed	0%	N/A	0%	-	30%
White	341	52%	317	58%	358	61%	382	58%	413	57%	362	57%

Source: California Community College Chancellor's Office Scorecard

Definition: The percentage of first-time students who achieve transfer level English in their first and second year.

Data Set 24: Scorecard Math Improvement (2007-2008 to 2011-2012)



The 2011-2012 cohort's overall math improvement rate is 36%, which is greater than the five-year cohort average by four percentage points and equal to the 2010-2011 cohort rate. The following student groups performed comparable to or better than the 2011-2012 cohort average: female students (40%), students younger than 20 years old (39%), students age 40 and older (37%), Asian students (44%), Filipino students (39%), and White students (37%). The following student groups had the lowest math progression rates: male students (30%), students age 20 to 24 years old (31%), students age 25 to 39 years old (31%), African American students (29%), and Native American students (20%).

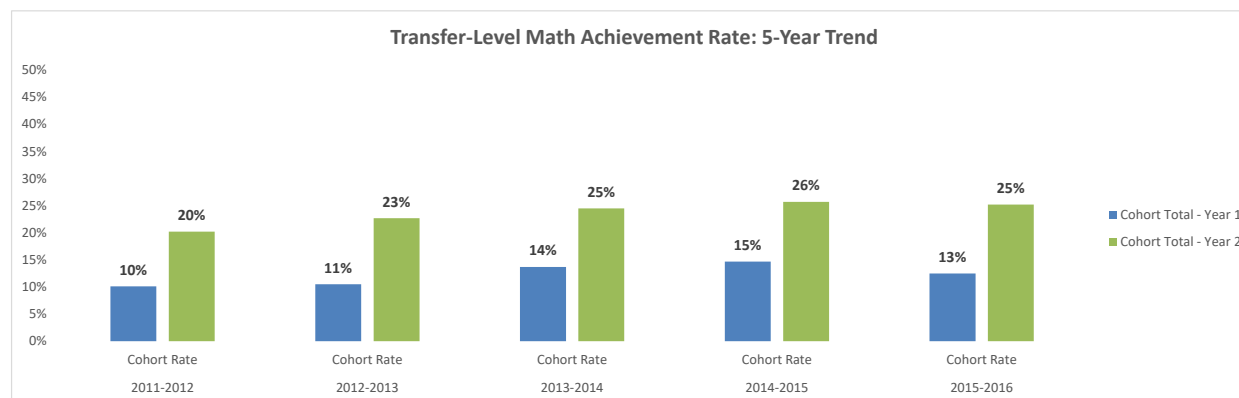
Scorecard Basic Skills Math												
Group	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		5-Yr Avg	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Cohort Total	1,886	27%	2,153	29%	2,316	31%	2,044	36%	1,718	36%	2,023	32%
Female	1,083	29%	1,251	32%	1,249	34%	1,160	38%	978	40%	1,144	35%
Male	791	25%	887	23%	1,051	28%	870	33%	731	30%	866	28%
< 20 years old	1,103	30%	1,238	29%	1,352	33%	1,211	37%	973	39%	1,175	34%
20 to 24 years old	378	23%	412	25%	460	27%	393	33%	390	31%	407	28%
25 to 39 years old	308	23%	366	31%	383	27%	321	34%	271	31%	330	29%
40+ years old	97	19%	137	28%	121	33%	119	32%	84	37%	112	30%
African American	101	18%	93	25%	74	18%	77	23%	63	29%	82	22%
Native American	27	19%	30	20%	14	43%	Suppressed	29%	10	20%	20	26%
Asian	77	38%	64	36%	65	35%	56	50%	54	44%	63	41%
Filipino	29	59%	27	44%	18	28%	21	33%	13	39%	22	41%
Hispanic	963	26%	1,155	26%	1,327	29%	1,223	36%	1,051	36%	1,144	30%
Pacific Islander	10	40%	14	43%	Suppressed	0%	Suppressed	33%	Suppressed	0%	12	23%
White	542	28%	591	32%	638	35%	564	37%	437	37%	554	34%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

Math Improvement Rate Defined: For a given cohort, the percentage of credit students who attempted a course designated at "levels below transfer" in Math and successfully completed a college-level course in Math within six years.

The cohort is defined as the year the student attempts a course at "levels below transfer" in Math at that college.

Data Set 25: Scorecard Math Transfer-Level (2011-2012 to 2015-2016)



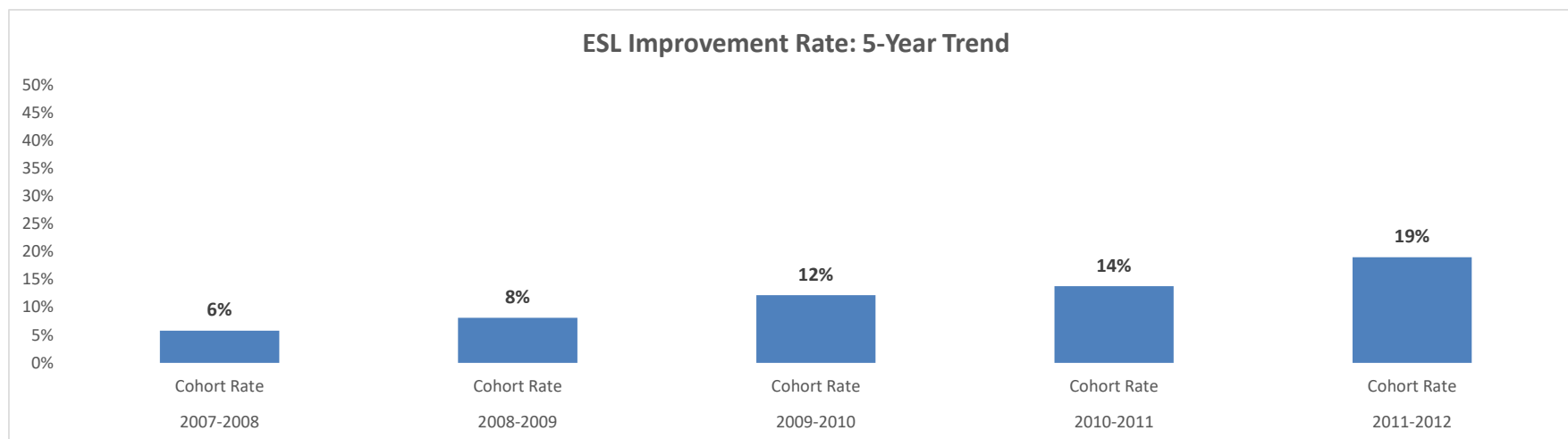
Across all cohorts, the percentage of students completing transfer math increases from year one to year two. The 2015-2016 cohort's transfer math completion rate increased 12 percentage points from year one (13%) to year two (25%). Compared to the 2014-2015 cohort, the 2015-2016 cohort's rates slightly decreased for year one and year two by two and one percentage points, respectively. The 2015-2016 completion rates are slightly greater than the five-year cohort average rates, which are 12% for year one and 24% for year two. Based on the five year cohort data, the following student groups had the largest increases in math completion rates from year one to year two: female (+13%), students younger than 20 students (+13%), students age 25 to 39 years old (14%), Asian students (+16%), Hispanic students (+13%), and White students (+13%). African American students have one of the lowest math completion rates in both year one and year two.

Scorecard Transfer Level Achievement Math - Year 1											
Group	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		5-Yr Avg
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size
Cohort Total - Year 1	1,353	10%	1,341	11%	1,606	14%	1,680	15%	1,852	13%	1,566
Female	729	9%	709	12%	886	14%	918	15%	1,049	13%	858
Male	619	11%	620	10%	707	14%	723	14%	753	13%	684
< 20 years old	1,134	11%	1,157	12%	1,349	15%	1,443	17%	1,600	14%	1,337
20 to 24 years old	125	4%	104	4%	159	9%	133	2%	155	2%	135
25 to 39 years old	76	3%	56	0%	74	1%	79	1%	73	4%	72
40+ years old	18	0%	24	4%	24	0%	25	4%	24	0%	23
African American	44	7%	39	0%	46	2%	48	10%	53	6%	46
Native American	10	20%	Suppressed	33%	Suppressed	0%	Suppressed	0%	Suppressed	43%	10
Asian	53	15%	37	24%	38	37%	49	25%	51	28%	46
Filipino	11	0%	14	21%	10	30%	10	30%	Suppressed	38%	11
Hispanic	830	8%	859	9%	1,057	12%	1,110	13%	1,255	11%	1,022
Pacific Islander	Suppressed	0%	N/A	N/A	Suppressed	0%	Suppressed	0%	N/A	N/A	-
White	341	15%	317	14%	358	18%	382	18%	413	17%	362
Scorecard Transfer Level Achievement Math - Year 2											
Group	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		5-Yr Avg
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size
Cohort Total - Year 2	1,353	20%	1,341	23%	1,606	25%	1,680	26%	1,852	25%	1,566
Female	729	20%	709	22%	886	24%	918	27%	1,049	26%	858
Male	619	20%	620	23%	707	26%	723	24%	753	24%	684
< 20 years old	1,134	23%	1,157	24%	1,349	27%	1,443	29%	1,600	27%	1,337
20 to 24 years old	125	8%	104	17%	159	15%	133	8%	155	8%	135
25 to 39 years old	76	7%	56	7%	74	5%	79	8%	73	18%	72
40+ years old	18	6%	24	13%	24	0%	25	8%	24	8%	23
African American	44	11%	39	8%	46	9%	48	17%	53	15%	46
Native American	10	20%	Suppressed	33%	Suppressed	13%	Suppressed	22%	Suppressed	43%	10
Asian	53	19%	37	43%	38	45%	49	35%	51	43%	46
Filipino	11	18%	14	50%	10	50%	10	40%	Suppressed	38%	11
Hispanic	830	19%	859	20%	1,057	22%	1,110	24%	1,255	24%	1,022
Pacific Islander	Suppressed	0%	N/A	N/A	Suppressed	0%	Suppressed	0%	N/A	N/A	-
White	341	23%	317	29%	358	32%	382	31%	413	30%	362

Source: California Community College Chancellor's Office Scorecard

Definition: The percentage of first-time students who achieve transfer level math in their first and second year.

Data Set 26: Scorecard ESL Improvement (2007-2008 to 2011-2012)



The 2011-2012 cohort's overall ESL progression rate is 19%, which is greater than the five-year cohort average by seven percentage points and the 2010-2011 cohort rate by five percentage points. However, the 2011-2012 cohort size is small and is comprised of 105 students. The majority of the students are female and Hispanic. The following student groups performed comparable to or better than the 2011-2012 cohort average: female students (19%), students age 20 to 24 years old (26%), students age 25 to 39 years old (22%), and Asian students (36%).

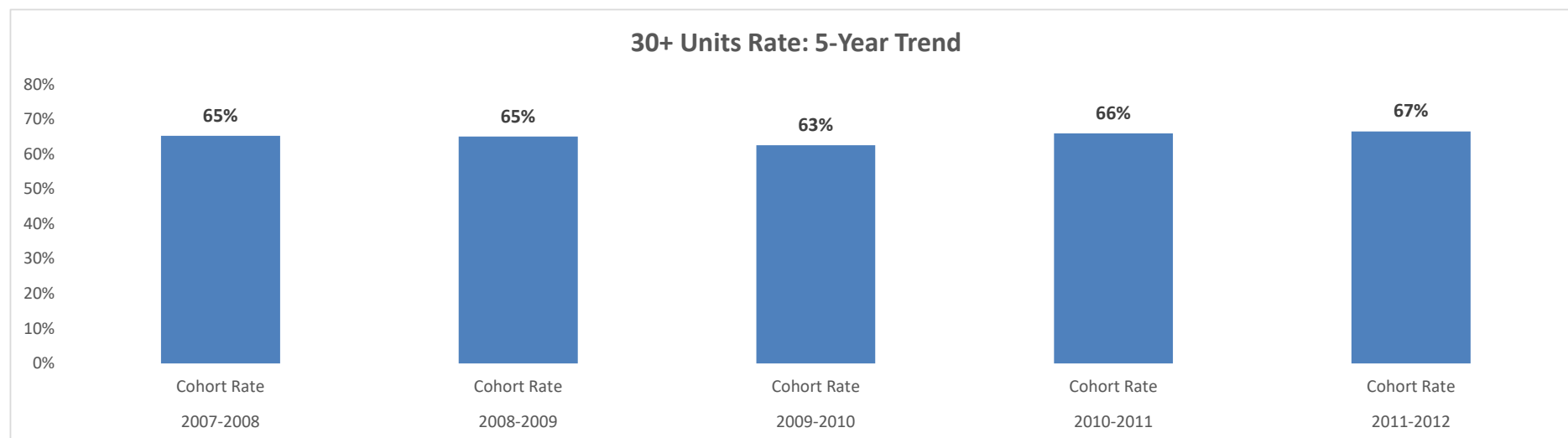
Scorecard Basic Skills ESL												
Group	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		5-Yr Avg	
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate
Cohort Total	329	6%	148	8%	148	12%	159	14%	105	19%	178	12%
Female	226	6%	98	10%	96	14%	101	17%	69	19%	118	13%
Male	95	5%	49	4%	50	10%	58	9%	33	15%	57	9%
< 20 years old	27	19%	14	29%	27	26%	19	16%	24	17%	22	21%
20 to 24 years old	41	10%	23	17%	22	14%	31	13%	19	26%	27	16%
25 to 39 years old	122	5%	61	7%	47	6%	66	14%	36	22%	66	11%
40+ years old	139	3%	50	0%	52	10%	43	14%	26	12%	62	8%
African American	Suppressed	0%	N/A	N/A	Suppressed	0%	N/A	N/A	Suppressed	33%	-	11%
Native American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
Asian	15	40%	18	17%	16	6%	14	43%	14	36%	15	28%
Filipino	Suppressed	0%	Suppressed	0%	N/A	N/A	Suppressed	0%	N/A	N/A	-	0%
Hispanic	290	3%	116	8%	126	13%	136	11%	76	16%	149	10%
Pacific Islander	Suppressed	0%	Suppressed	0%	N/A	N/A	N/A	N/A	N/A	N/A	-	0%
White	Suppressed	0%	Suppressed	0%	Suppressed	50%	Suppressed	17%	Suppressed	14%	-	16%

Source: California Community College Chancellor's Office Scorecard

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

ESL Improvement Rate Defined: For a given cohort, the percentage of credit students who attempted a course designated at "levels below transfer" in ESL and successfully completed the ESL sequence or a college-
The cohort is defined as the year the student attempts a course at "levels below transfer" in ESL at that college.

Data Set 27: Scorecard 30+ Units Completed (2007-2008 to 2011-2012)



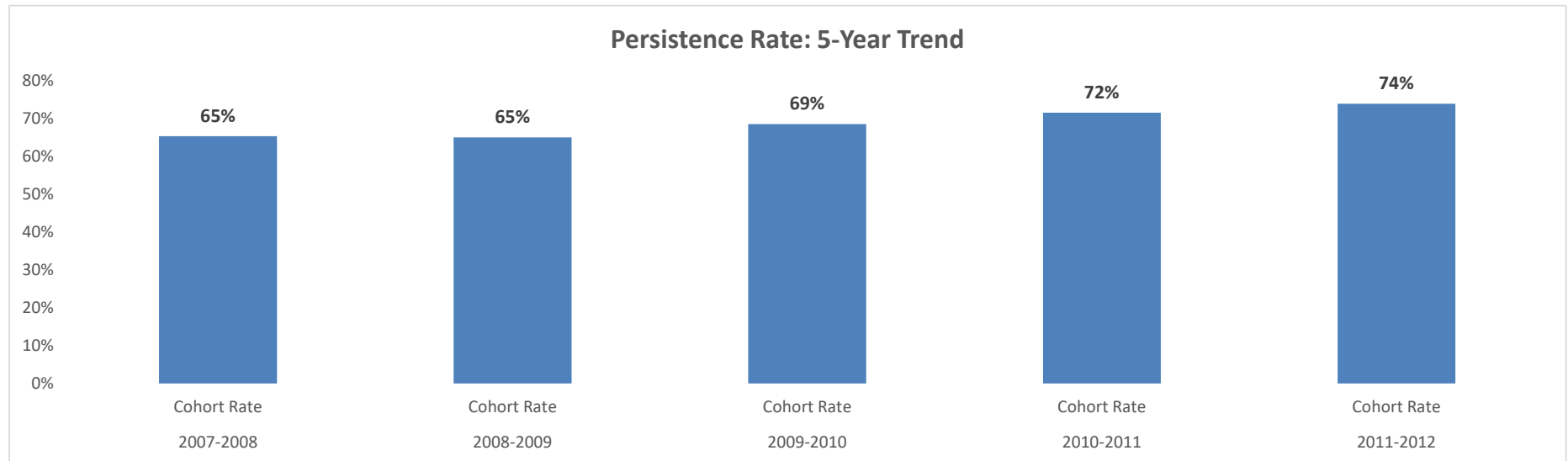
The 2011-2012 cohort's overall 30+ unit progression rate is 67%, which is slightly greater than the five-year cohort average by two percentage points and the 2010-2011 cohort rate by one percentage point. The following student groups performed better than the 2011-2012 cohort average: female students (70%), students younger than 20 years old (69%), African American students (70%), Asian students (69%), and White students (71%).

Scorecard 30+ Units Completed												
Group	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		5-Yr Avg	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Cohort Total	2,075	65%	2,283	65%	2,204	63%	2,043	66%	1,738	67%	2,069	65%
Female	1,186	67%	1,223	66%	1,163	65%	1,116	67%	926	70%	1,123	67%
Male	871	63%	1,042	63%	1,023	60%	906	64%	804	62%	929	63%
< 20 years old	1,730	66%	1,907	66%	1,811	65%	1,679	68%	1,418	69%	1,709	67%
20 to 24 years old	149	54%	171	59%	188	42%	170	54%	172	55%	170	53%
25 to 39 years old	134	66%	138	58%	135	53%	136	65%	110	57%	131	60%
40+ years old	62	71%	67	64%	70	66%	58	55%	38	55%	59	62%
African American	72	67%	76	70%	64	59%	53	60%	54	70%	64	65%
Native American	24	58%	24	38%	Suppressed	43%	Suppressed	100%	11	46%	20	57%
Asian	77	62%	85	66%	72	69%	84	70%	67	69%	77	67%
Filipino	37	87%	29	69%	29	69%	16	69%	12	58%	25	70%
Hispanic	1,014	62%	1,082	64%	1,153	59%	1,233	65%	1,053	64%	1,107	63%
Pacific Islander	Suppressed	86%	12	50%	Suppressed	100%	Suppressed	33%	Suppressed	100%	12	74%
White	676	68%	637	68%	675	66%	554	68%	457	71%	600	68%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

30 Unit Rate Defined: For the 2006-2007 cohort, the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or milestone) within six years of entry: Earned at least 30 units in the CCC system.

Data Set 28: Scorecard Persistence (2007-2008 to 2011-2012)



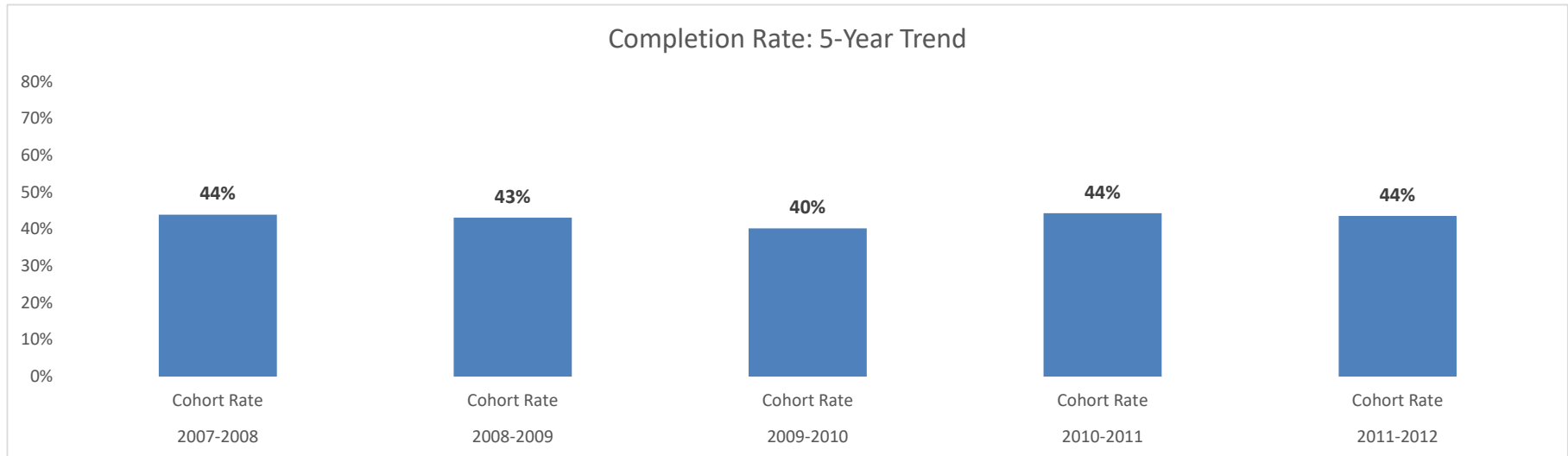
The 2011-2012 cohort's overall persistence progression rate is 74%, which is greater than the five-year cohort average by five percentage points and the 2010-2011 cohort rate by two percentage points. Nearly all of the student groups' persistence rates were similar to the 2011-2012 cohort's average with the exception of students age 20 to 24 years old (67%) and students age 25 to 39 years old (70%). The following student groups performed better than the cohort average: female students (75%), students younger than 20 years old (75%), students age 40 and older (79%), African American students (76%), Native American students (82%), Filipino students (75%), and White students (75%).

Scorecard Persistence Rate												
Group	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		5-Yr Avg	
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate
Cohort Total	2,075	65%	2,283	65%	2,204	69%	2,043	72%	1,738	74%	2,069	69%
Female	1,186	64%	1,223	65%	1,163	68%	1,116	73%	926	75%	1,123	69%
Male	871	68%	1,042	66%	1,023	69%	906	71%	804	73%	929	69%
< 20 years old	1,730	65%	1,907	64%	1,811	69%	1,679	72%	1,418	75%	1,709	69%
20 to 24 years old	149	55%	171	69%	188	59%	170	69%	172	67%	170	64%
25 to 39 years old	134	69%	138	69%	135	67%	136	72%	110	70%	131	69%
40+ years old	62	86%	67	78%	70	81%	58	79%	38	79%	59	81%
African American	72	71%	76	78%	64	80%	53	76%	54	76%	64	76%
Native American	24	58%	24	63%	Suppressed	86%	Suppressed	50%	11	82%	20	68%
Asian	77	65%	85	67%	72	78%	84	80%	67	73%	77	73%
Filipino	37	70%	29	66%	29	72%	16	75%	12	75%	25	72%
Hispanic	1,014	66%	1,082	64%	1,153	67%	1,233	71%	1,053	73%	1,107	68%
Pacific Islander	Suppressed	71%	12	58%	Suppressed	75%	Suppressed	17%	Suppressed	100%	12	64%
White	676	64%	637	64%	675	71%	554	72%	457	75%	600	69%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

Persistence Rate Defined: For a given cohort, the percentage of degree, certificate and/or transfer-seeking students who enrolled in the first three consecutive terms.

Data Set 29: Scorecard Completion (2007-2008 to 2011-2012)



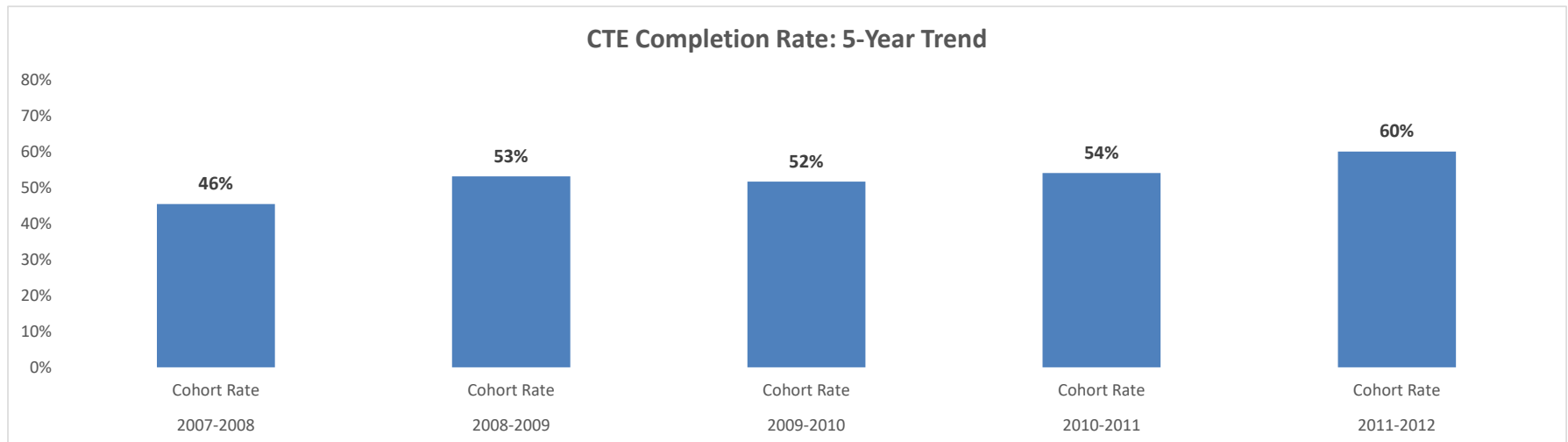
The 2011-2012 cohort's overall completion rate is 44%, which is slightly greater than the five-year cohort average by one percentage point and equal to the 2010-2011 cohort rate. The following student groups performed comparable to or better than the 2011-2012 cohort average: female students (45%), students younger than 20 years old (47%), African American students (56%), Native American students (55%), Asian students (45%), and White students (50%). The following student groups performed far below the cohort average: students age 20 to 24 years old (26%), students age 25 to 39 years old (35%), students age 40 and older (34%), and Filipino students (25%).

Scorecard Completion Rate												
Group	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		5-Yr Avg	
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate
Cohort Total	2,075	44%	2,283	43%	2,204	40%	2,043	44%	1,738	44%	2,069	43%
Female	1,186	44%	1,223	45%	1,163	43%	1,116	45%	926	45%	1,123	44%
Male	871	44%	1,042	41%	1,023	38%	906	44%	804	42%	929	42%
< 20 years old	1,730	46%	1,907	46%	1,811	43%	1,679	47%	1,418	47%	1,709	46%
20 to 24 years old	149	30%	171	26%	188	21%	170	29%	172	26%	170	26%
25 to 39 years old	134	35%	138	31%	135	31%	136	38%	110	35%	131	34%
40+ years old	62	47%	67	39%	70	29%	58	29%	38	34%	59	36%
African American	72	43%	76	51%	64	22%	53	40%	54	56%	64	42%
Native American	24	54%	24	33%	Suppressed	14%	Suppressed	50%	11	55%	20	41%
Asian	77	42%	85	42%	72	49%	84	42%	67	45%	77	44%
Filipino	37	70%	29	59%	29	48%	16	56%	12	25%	25	52%
Hispanic	1,014	38%	1,082	38%	1,153	34%	1,233	41%	1,053	39%	1,107	38%
Pacific Islander	Suppressed	29%	12	50%	Suppressed	100%	Suppressed	33%	Suppressed	100%	12	62%
White	676	49%	637	50%	675	48%	554	53%	457	50%	600	50%

Source: Student Success Scorecard

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

Data Set 30: Scorecard CTE Completion (2007-2008 to 2011-2012)



The 2011-2012 cohort's overall CTE completion rate is 60%, which is greater than the five-year cohort average by seven percentage points and the 2010-2011 cohort overall rate by six percentage points. The students groups with the highest completion rates in the 2011-2012 cohort include female students (65%), students younger than 20 years old (63%), African American students (65%), and Asian students (74%). Female students had higher completion rates than males and the cohort average by nine percentage points and five percentage points, respectively.

Scorecard Career Technical Education												
Group	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		5-Yr Avg	
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate	Size	Rate
Cohort Total	1,280	46%	1,300	53%	1,348	52%	1,213	54%	1,016	60%	1,231	53%
Female	557	56%	619	64%	643	57%	548	60%	475	65%	568	60%
Male	701	37%	676	44%	697	47%	652	49%	534	56%	652	47%
< 20 years old	499	56%	489	60%	537	58%	533	64%	477	63%	507	60%
20 to 24 years old	282	44%	310	53%	326	50%	275	49%	242	60%	287	51%
25 to 39 years old	354	38%	359	47%	345	47%	285	43%	223	59%	313	47%
40+ years old	145	31%	142	47%	140	44%	120	47%	74	49%	124	43%
African American	36	31%	30	67%	35	29%	28	39%	20	65%	30	46%
Native American	19	53%	15	53%	Suppressed	0%	Suppressed	60%	Suppressed	60%	17	45%
Asian	36	50%	42	60%	38	87%	40	78%	38	74%	39	70%
Filipino	26	89%	21	76%	20	80%	17	77%	Suppressed	89%	21	82%
Hispanic	573	41%	579	50%	674	50%	596	53%	532	58%	591	50%
Pacific Islander	Suppressed	33%	Suppressed	67%	Suppressed	33%	Suppressed	0%	Suppressed	100%	-	47%
White	470	50%	474	56%	485	53%	472	54%	357	61%	452	55%

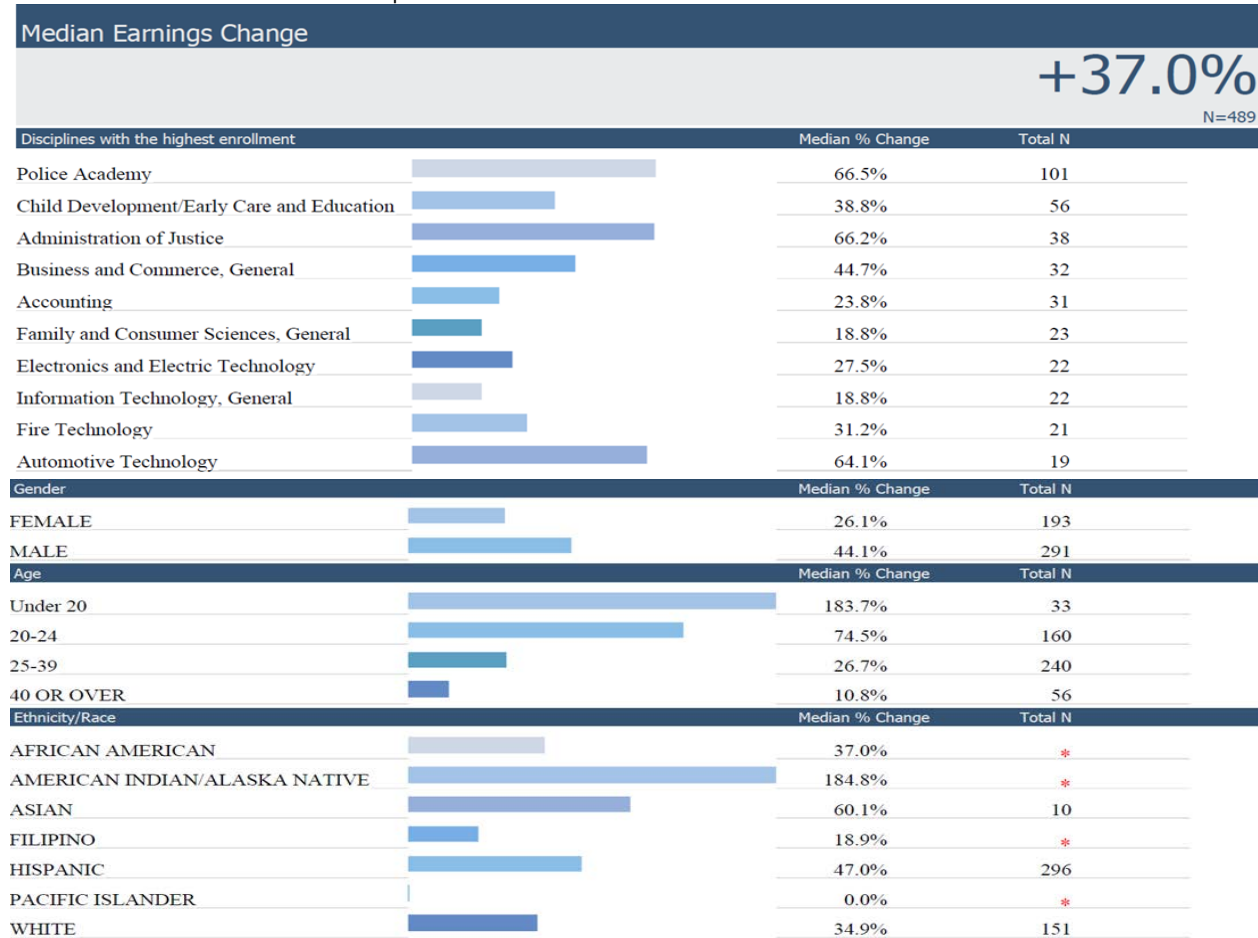
Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

CTE Completion Rate Defined: For a given cohort, the percentage of students who completed a CTE course for the first-time and completed more than eight units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM B or C) and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Scorecard Skills Builder: Median Earnings Change

This metric is measured by annual inflation adjusted median percentage change in wages (1 year before to 1 year after) for students who completed higher level CTE coursework in 2014-2015 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate. The median earnings change for the Skills Builder cohort is 37% and the disciplines with the largest median percent change are Administration of Justice, Police Academy, and Automotive Technology. The Police Academy has the largest student enrollment. The majority of the students in this cohort are male and Hispanic.



N/A: Cohort has no students

*: Suppressed to protect student privacy.

Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

Source: California Community College Chancellor's Office Scorecard

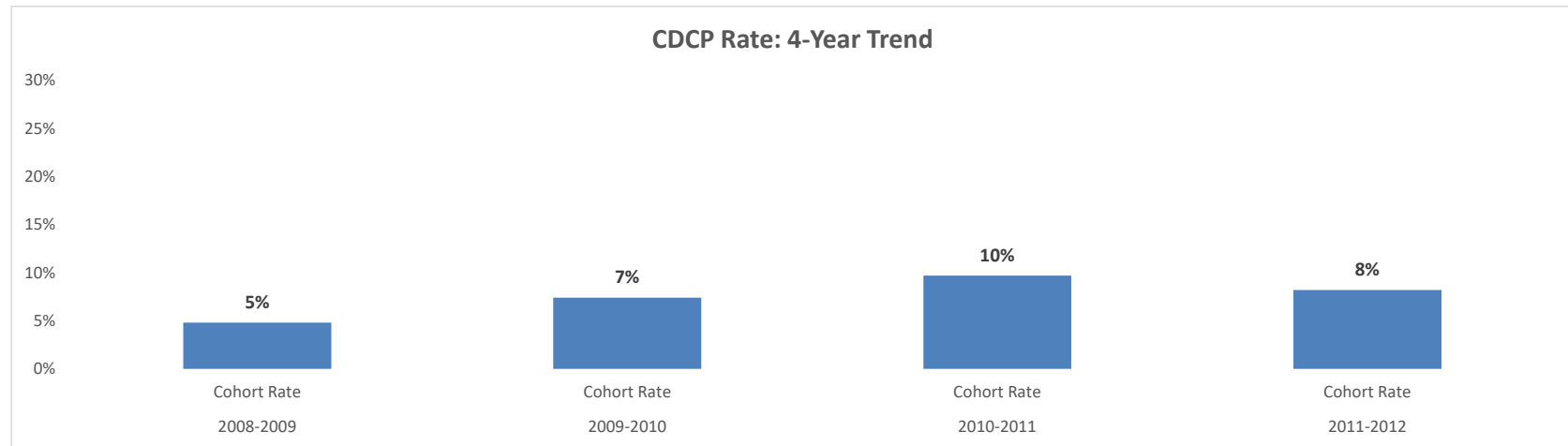
<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

*: Suppressed to protect student Privacy.

Note: The sum of subgroup counts may not add up to the total count due to missing demographic information.

Skills Builder Student Defined: Skills-builder students are workers who are maintaining and adding to skill-sets required for ongoing employment and career advancement. Skills-builder students successfully complete a limited number of courses, but do not earn a certificate or degree, or transfer to a four-year college. Students are included in the metric if they earn wages and are employed in an occupation covered by Unemployment Insurance in California. This excludes individuals employed by the military or federal government, those self-employed, employed out of state, unemployed or not in the workforce after enrollment.

Data Set 31: Scorecard Career Development and College Preparation (2008-2009 to 2011-2012)



The 2011-2012 cohort's overall CDCP rate is eight percent, which is equal to the four-year cohort average and less than the 2010-2011 cohort rate by two percentage points. The 2011-2012 cohort size is the smallest of all cohorts and is comprised of 110 students. Data is not available for most of the student groups nor is it available prior to 2008. The majority of students in the 2011-2012 cohort are female, age 40 and older, and Hispanic.

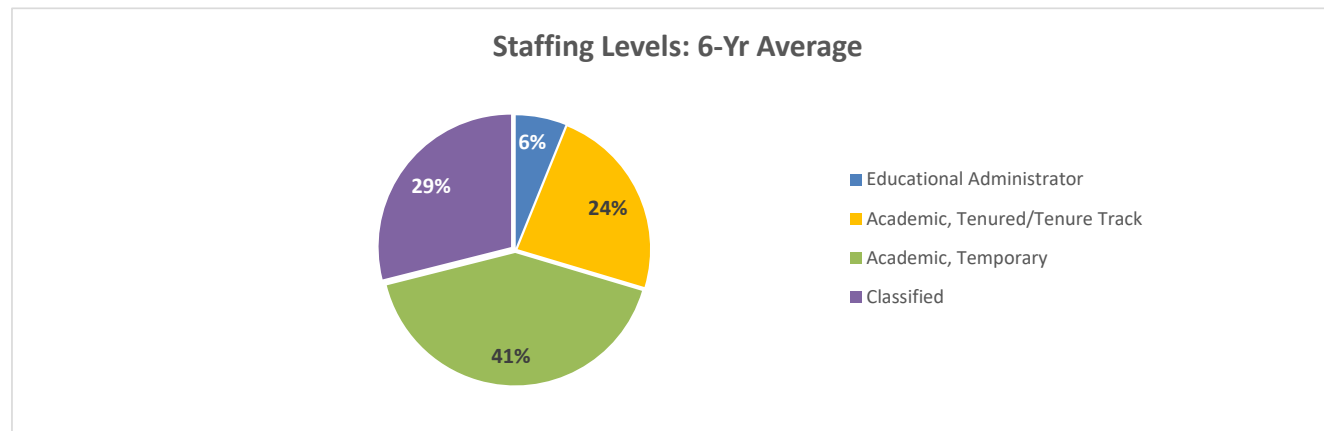
Scorecard Career Development and College Preparation (Non-Credit)												
Group	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		4-Yr Avg	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Cohort Total	N/A	N/A	166	5%	299	7%	195	10%	110	8%	193	8%
Female	N/A	N/A	91	7%	183	7%	130	9%	62	7%	117	7%
Male	N/A	N/A	65	3%	107	8%	44	18%	46	9%	66	9%
< 20 years old	N/A	N/A	Suppressed	0%	19	0%	Suppressed	13%	10	30%	15	11%
20 to 24 years old	N/A	N/A	35	11%	36	6%	22	0%	Suppressed	0%	31	4%
25 to 39 years old	N/A	N/A	85	4%	132	8%	75	9%	54	4%	87	6%
40+ years old	N/A	N/A	38	3%	105	9%	65	17%	37	11%	61	10%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
Native American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
Asian	N/A	N/A	11	27%	Suppressed	38%	Suppressed	0%	Suppressed	0%	11	16%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
Hispanic	N/A	N/A	133	3%	266	6%	111	12%	77	9%	147	8%
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
White	N/A	N/A	Suppressed	0%	Suppressed	50%	N/A	N/A	Suppressed	0%	-	17%

Source: California Community College Chancellor's Office Scorecard <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=561#home>

CDCP Completion Rate Defined: For a given cohort, the percentage of students who attempt two or more CDCP courses, with a minimum of four attendance hours in each of those courses, within three years. The following outcomes within six years of entry:

- CDCP Certificate(s)
- Earned any AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0)

Data Set 32: Employee Staffing Levels (Fall 2012 - Fall 2017)



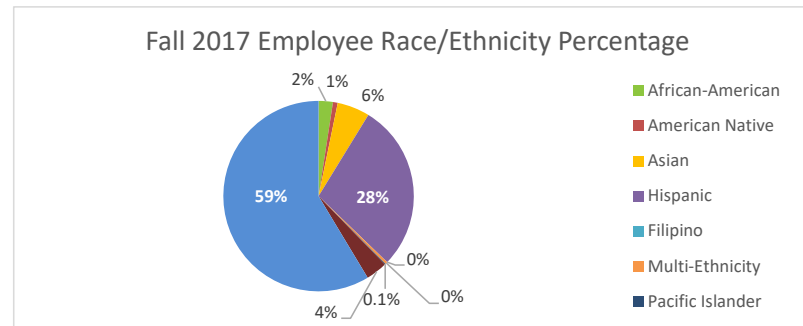
Over the past six years, the District's overall staffing levels have increased 16%. During the same time period, the distribution of employee categories has remained relatively stable, varying by only one or two percent.

Employee Staffing Levels															
Employee Category	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		6-Yr Average		6-Yr Change
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Sequoias CCD Total	640	100%	636	100%	633	100%	667	100%	719	100%	742	100%	673	100%	16%
Educational Administrator	33	5%	34	5%	37	6%	36	5%	44	6%	45	6%	38	6%	36%
Academic, Tenured/Tenure Track	155	24%	150	24%	152	24%	156	23%	169	24%	179	24%	160	24%	15%
Academic, Temporary	258	40%	267	42%	259	41%	277	42%	298	41%	297	40%	276	41%	15%
Classified	194	30%	185	29%	185	29%	198	30%	208	29%	221	30%	170	29%	14%

Source: California Community College Chancellor's Office Data Mart

http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

Data Set 33: District Employee Demographics (Fall 2017)



In Fall 2017, the largest ethnic/racial group of employees in the District was White (59%) followed by Hispanic (28%). The largest gender group was female employees (51%) and made up the majority of tenured faculty as well as classified staff.

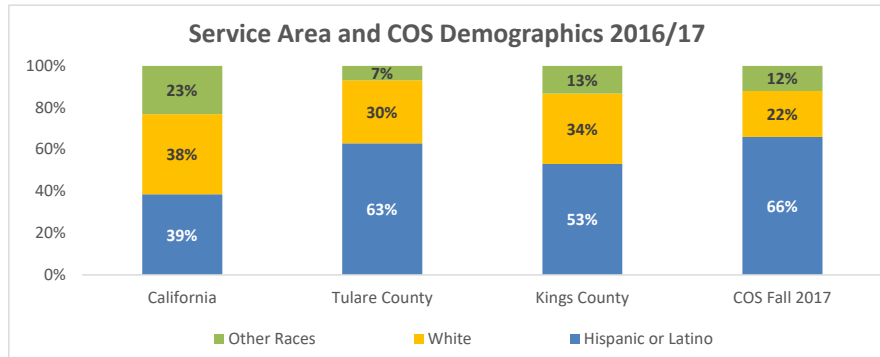
District Employee Demographics									
Fall 2017 Employee Race/Ethnicity Percentage									
Category	African-American	American Native	Asian	Hispanic	Filipino	Multi-Ethnicity	Pacific Islander	Unknown	White Non-Hispanic
Educational Administrator	7%	0%	4%	29%	0%	0%	0%	2%	60%
Academic, Tenured/Tenure Track	2%	1%	5%	21%	0%	1%	1%	5%	64%
Academic Temporary	3%	1%	6%	23%	0%	1%	0%	5%	62%
Classified	1%	1%	5%	42%	0%	0%	0%	2%	49%
Fall 2017 Employee Ethnicity/Race Count									
Educational Administrator	3	0	2	13	0	0	0	0	27
Academic, Tenured/Tenure Track	4	2	9	38	0	1	1	9	115
Academic Temporary	8	2	18	68	0	2	0	14	185
Classified	3	2	12	92	0	0	0	4	108
District Total Count	18	6	41	211	0	3	1	27	435
District Total Proportion	2%	1%	6%	28%	0%	0%	0.1%	4%	59%

Fall 2017 Employee Gender Distribution					
Category	Female		Male		Total
	Count	Percent	Count	Percent	
Educational Administrator	16	36%	29	64%	45
Academic, Tenured/Tenure Track	93	52%	86	48%	179
Academic Temporary	137	46%	160	54%	297
Classified	134	61%	87	39%	221
Total	380	51%	362	49%	742

Source: California Community College Chancellor's Office Data Mart

http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx

Data Set 34: Service Area Demographics

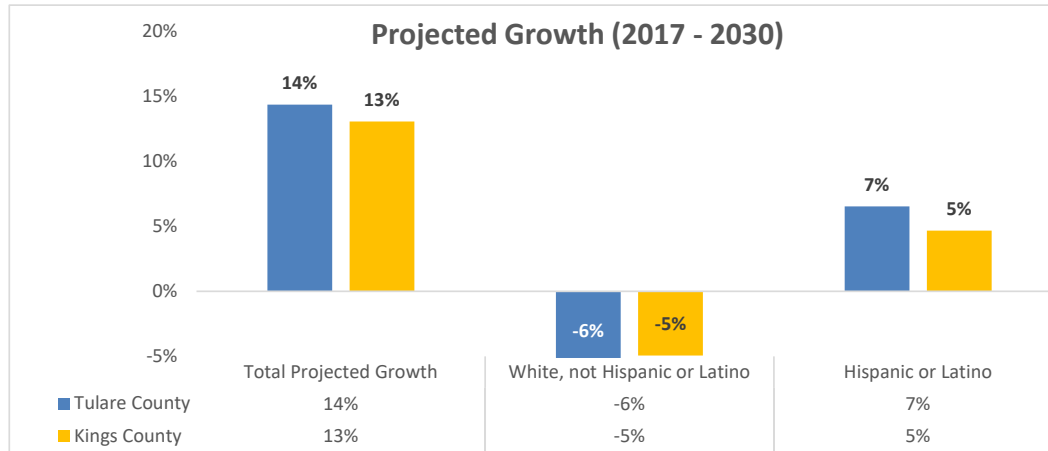


The Sequoias Community College District is a Hispanic-Serving Institution (HSI) with a Hispanic student population of 66% in Fall 2017, which exceeds the Hispanic service area population that ranges from 53%-63%.

Service Area Population 2016 vs Fall 2017 Enrollment						
Population by Race/Ethnicity (all ages)	California		Tulare County		Kings County	
	Count	Percent	Count	Percent	Count	Percent
Total	38,654,206	100%	455,769	100%	150,261	100%
American Indian, not Hispanic or Latino	136,582	0.4%	2,923	1%	1,163	1%
Asian, not Hispanic or Latino	5,280,818	14%	14,426	3%	5,422	4%
Black, not Hispanic or Latino	2,158,363	6%	5,866	1%	8,917	6%
Hispanic or Latino	14,903,982	39%	287,144	63%	79,862	53%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	138,956	0.4%	593	0.1%	336	0.2%
Multi & Unknown Race, not Hispanic or Latino	1,198,263	3%	7,660	2%	4,025	3%
White	14,837,242	38%	137,157	30%	50,536	34%
Population by Gender (18 and over)	California		Tulare County		Kings County	
	Count	Percent	Count	Percent	Count	Percent
Female	14,981,821	51%	157,248	50%	46,611	43%
Male	14,532,102	49%	154,576	50%	62,319	57%
Unknown	-	-	-	-	-	-
						1%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

Data Set 35: Service Area Projected Growth

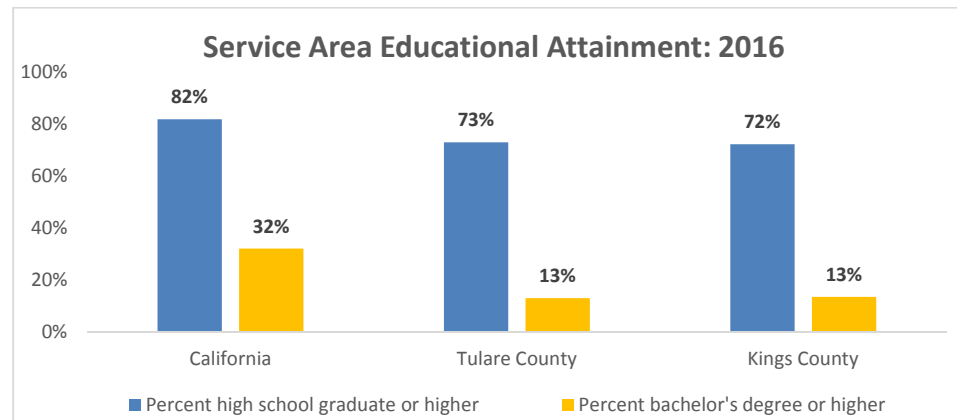


Based on the projected growth of Tulare and Kings Counties, the race/ethnicity distribution is expected to slightly shift. The share of Hispanic population is projected to increase five to seven percentage points in Kings and Tulare Counties, respectively, over the next 13 years, while the share of White population is projected to decrease by roughly the same amount.

Tulare County Projected Growth (2017-2030)						
Race/Ethnicity	2017 Estimate		2020 Projection		2030 Projection	
	Count	Percent	Count	Percent	Count	Percent
Total	472,748	100%	487,733	100%	540,580	100%
White	133,755	28%	130,702	27%	120,412	22%
Black, not Hispanic or Latino	5,629	1%	5,777	1%	6,266	1%
American Indian, not Hispanic or Latino	3,198	1%	3,191	1%	3,136	1%
Asian, not Hispanic or Latino	14,386	3%	14,535	3%	15,005	3%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	325	0.1%	324	0.1%	306	0.1%
Multi & Unknown Race, not Hispanic or Latino	5,940	1%	5,980	1%	6,202	1%
Hispanic or Latino	309,515	65%	327,224	67%	389,253	72%
Kings County Projected Growth (2017-2030)						
Race/Ethnicity	2017 Estimate		2020 Projection		2030 Projection	
	Count	Percent	Count	Percent	Count	Percent
Total	150,587	100%	487,733	100%	170,251	100%
White	47,687	32%	130,702	27%	45,530	27%
Black, not Hispanic or Latino	7,501	5%	5,777	1%	8,799	5%
American Indian, not Hispanic or Latino	1,292	1%	3,191	1%	1,390	1%
Asian, not Hispanic or Latino	5,409	4%	14,535	3%	6,008	4%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	208	0%	324	0%	491	0%
Multi & Unknown Race, not Hispanic or Latino	3,239	2%	5,980	1%	3,701	2%
Hispanic or Latino	85,251	57%	327,224	67%	104,332	61%

Source: California Department of Finance <http://www.dof.ca.gov/Forecasting/Demographics/Projections/>

Data Set 36: Educational Attainment

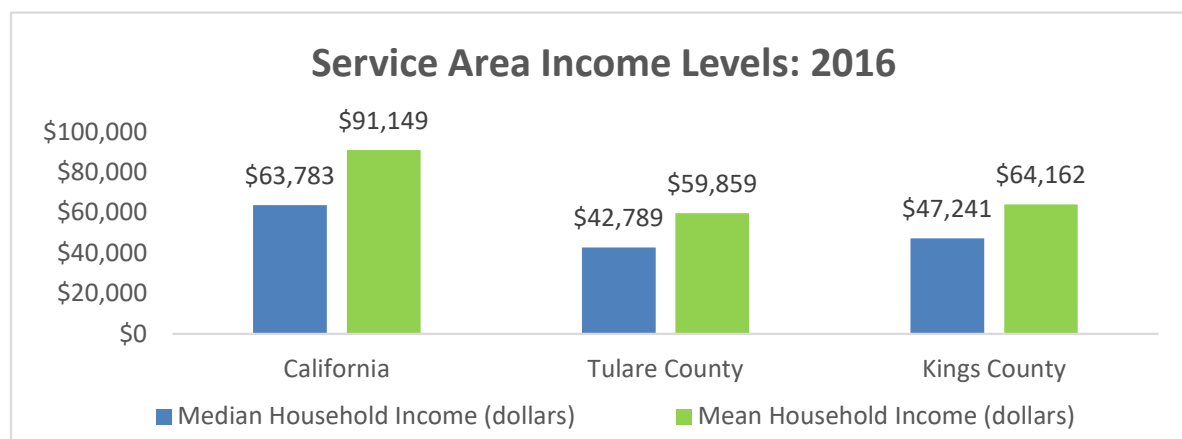


The educational attainment rates for Tulare and Kings Counties are lower than the state's rates. The rate of high school graduates in California is 82% whereas Tulare and Kings County range from 72%-73%, respectively. In addition, only 13% of adults living in Tulare and Kings Counties have a bachelor's degree or higher compared to 32% statewide.

Educational Attainment Levels - Tulare & Kings County						
Educational Attainment	California		Tulare County		Kings County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 25 years and over	25,257,858	100%	263,099	100%	91,823	100%
Less than 9th grade	2,532,521	10.0%	53,858	20.5%	11,999	13.1%
9th to 12th grade, no diploma	2,067,120	8.2%	29,877	11.4%	12,930	14.1%
High school graduate (includes equivalency)	5,231,824	20.7%	66,719	25.4%	24,250	26.4%
Some college, no degree	5,516,887	21.8%	56,650	21.5%	23,816	25.9%
Associate's degree	1,970,322	7.8%	19,182	7.3%	7,085	7.7%
Bachelor's degree	5,002,596	19.8%	24,659	9.4%	8,378	9.1%
Graduate or professional degree	2,936,588	11.6%	12,154	4.6%	3,365	3.7%
Percent high school graduate or higher	(X)	82.1%	(X)	72.9%	(X)	72.2%
Percent bachelor's degree or higher	(X)	32.0%	(X)	12.8%	(X)	13.4%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

Data Set 37: Income Levels



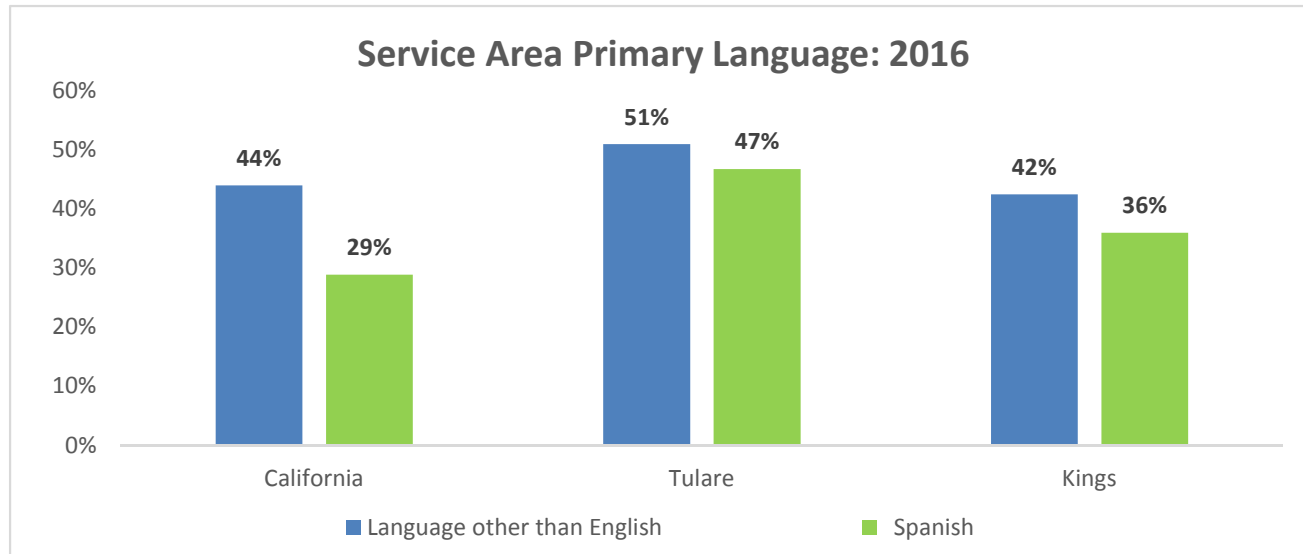
Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

Tulare and Kings Counties both exhibit poverty levels above the California average as well as median and mean incomes below the state average. For example, Tulare County's poverty rate is nearly double the state's poverty level and families with female householders in both counties have a poverty level at or above 39%. Additionally, the median income in both counties is less than the state by \$16,000 (Kings County) and \$20,000 (Tulare County).

Household Income			
Median Income	California	Tulare County	Kings County
Households	12,807,387	134,153	41,845
Less than \$10,000	6%	8%	7%
\$10,000 to \$14,999	5%	7%	6%
\$15,000 to \$24,999	10%	15%	12%
\$25,000 to \$34,999	9%	12%	11%
\$35,000 to \$49,999	12%	15%	17%
\$50,000 to \$74,999	17%	17%	18%
\$75,000 to \$99,999	12%	10%	12%
\$100,000 to \$149,999	15%	10%	11%
\$150,000 to \$199,999	7%	3%	4%
\$200,000 or more	8%	3%	3%
Median Household Income (dollars)	\$63,783	\$42,789	\$47,241
Mean Household Income (dollars)	\$91,149	\$59,859	\$64,162
Family Income Below the Poverty Level (past 12 months)			
	California	Tulare County	Kings County
All families	12%	24%	17%
Married couple families	7%	16%	10%
Families with female householder, no husband present	28%	43%	39%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

Data Set 38: Primary Language



The percent of households that speak Spanish in Tulare County (47%) and Kings County (36%) is greater than the state average (29%). Both counties have noticeably smaller percentages of Asian and Pacific Islander languages when compared to the rest of the state.

Primary Language Spoken at Home						
Language Spoken at Home	California		Tulare County		Kings County	
	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 5 years and over	36,154,645	100%	415,954	100%	138,307	100%
English only	20,243,965	56%	202,881	49%	81,677	58%
Language other than English	15,910,680	44%	213,073	51%	56,630	42%
Spanish	10,407,915	29%	195,710	47%	49,784	36%
Other Indo-European languages	1,600,837	4%	5,805	1%	2,646	2%
Asian and Pacific Islander languages	3,541,267	10%	10,138	3%	3,475	2%
Other languages	360,661	1%	1,420	0%	725	1%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

Data Set 39: Tulare County Industry Data

Tulare County: 2012-2022 Comparison of Growing Occupations by Entry Level Education				
Entry Level Education	Fastest Growing (New Jobs from Industry Growth)	Growth and Jobs	Largest Growing (New Jobs and Replacement Needs)	Jobs
Bachelor's Degree	Construction Managers	22.7% or 50 jobs	General and Operations Managers	810
	General and Operations Managers	19.2% or 350 jobs	Elementary School Teachers, Except Special Education	670
	Administrative Services Managers	16.7% or 50 jobs	Substitute Teachers	580
	Kindergarten Teachers, Except Special Education	13.0% or 60 jobs	Secondary School Teachers, Except Special and Career/Technical Education	460
Associate's Degree	Registered Nurses	20.5% or 390 jobs	Registered Nurses	840
	Preschool Teachers, Except Special Education	12.1% or 40 jobs	Preschool Teachers, Except Special Education	140
Postsecondary Non-degree Award	Telecommunications Equipment Installers and Repairers, Except Line Installers	52.4% or 110 jobs	Heavy and Tractor-Trailer Truck Drivers	1,330
	Heavy and Tractor-Trailer Truck Drivers	28.2% or 820 jobs	Nursing Assistants	740
	Nursing Assistants	27.6% or 400 jobs	Medical Assistants	370
	Medical Assistants	25.6% or 200 jobs	Licensed Practical and Licensed Vocational Nurses	250
	Dental Assistants	19.4% or 60 jobs	Automotive Service Technicians and Mechanics	240
Some College, No Degree	Computer User Support Specialists	12.5% or 40 jobs	Teacher Assistants	910
	Teacher Assistants	11.7% or 300 jobs	Bookkeeping, Accounting, and Auditing Clerks	180
	Bookkeeping, Accounting, and Auditing Clerks	0.6% or 10 jobs	Computer User Support Specialists	80

Source: California Employment Development Department

Excludes "All Other" occupations and those with employment less than 200 in 2014.

The fastest growing jobs in Tulare County that require some college or more are registered nurses, licensed practical and licensed vocational nurses, medical assistants, construction managers, and loan officers. The largest growing jobs in Tulare County that require some college or more are heavy and tractor-trailer truck drivers, nursing assistants, elementary school teachers (except special education), and general and operations manager. Some of the fastest and largest growing job occupations in Tulare and Kings counties are directly supported by programs offered by College of the Sequoias. For example, nursing, heating and air conditioning, preschool instruction, and computer support programs offer certificates and degrees in these areas.

Data Set 40: Kings County Industry Data

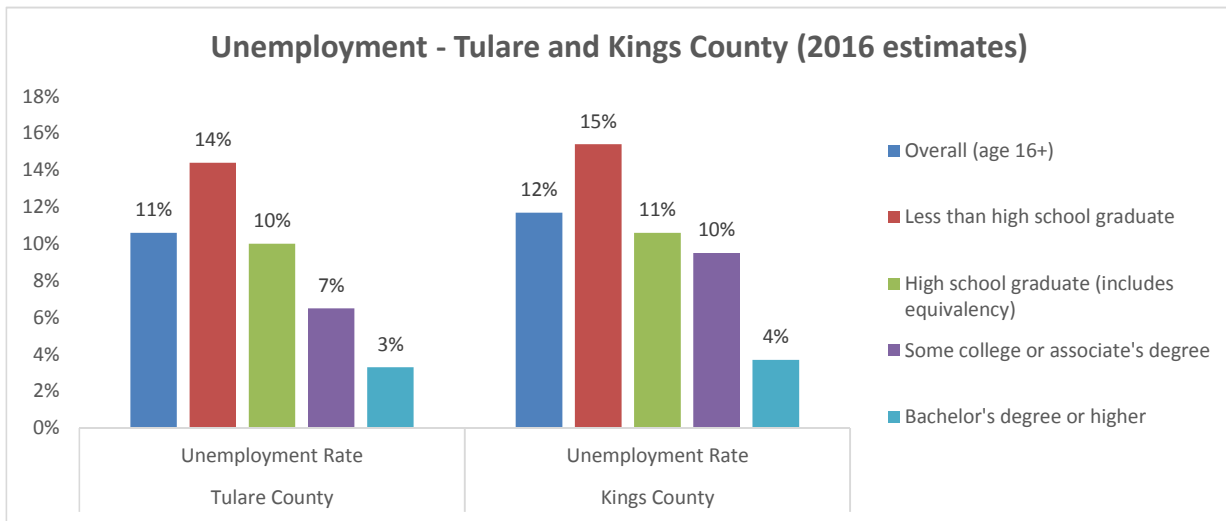
Kings County: 2014-2024 Comparison of Growing Occupations by Entry Level Education				
Entry Level Education	Fastest Growing (New Jobs from Industry Growth)	Growth and Jobs	Largest Growing (New Jobs and Replacement Needs)	Jobs
Bachelor's Degree	Probation Officers and Correctional Treatment Specialists	30.4% or 70 jobs	Registered Nurses	530
	Adult Basic and Secondary Education and Literacy Teachers and Instructors	30.0% or 30 jobs	Elementary School Teachers, Except Special Education	270
	Accountants and Auditors	27.6% or 80 jobs	Substitute Teachers	260
	Registered Nurses	25.9% or 280 jobs	Secondary School Teachers, Except Special and Career/Technical Education	200
	Mental Health and Substance Abuse Social Workers	25.0% or 30 jobs	General and Operations Managers	170
Associate Degree	Preschool Teachers, Except Special Education	28.6% or 40 jobs	Agricultural and Food Science Technicians	80
	Agricultural and Food Science Technicians	21.4% or 30 jobs	Preschool Teachers, Except Special Education	80
Postsecondary Non-degree Award	Psychiatric Technicians	44.4% or 40 jobs	Heavy and Tractor-Trailer Truck Drivers	230
	Licensed Practical and Licensed Vocational Nurses	25.8% or 80 jobs	Licensed Practical and Licensed Vocational Nurses	170
	Nursing Assistants	16.0% or 40 jobs	Nursing Assistants	100
	Heavy and Tractor-Trailer Truck Drivers	14.9% or 110 jobs	Dental Assistants	60
	Dental Assistants	12.5% or 20 jobs	Automotive Service Technicians and Mechanics	50
Some College, No Degree	Teacher Assistants	15.6% or 100 jobs	Teacher Assistants	250
	-	-	Bookkeeping, Accounting, and Auditing Clerks	40

Source: California Employment Development Department

Excludes "All-Other" occupations and those with employment less than 80 in 2014.

The fastest growing jobs in Kings County that require some college or more are psychiatric technicians, probation officers and correctional treatment specialists, adult basic and secondary education and literacy teachers and instructors, preschool teachers (except special education), and accountants and auditors. The largest growing jobs in Kings County that require some college or more are registered nurses, elementary school teachers (except special education), substitute teachers, teacher assistants, and heavy and tractor-trailer truck drivers. Some of the fastest and largest growing job occupations in Tulare and Kings counties are directly supported by programs offered by College of the Sequoias. For example, nursing, heating and air conditioning, preschool instruction, and computer support programs offer certificates and degrees in these areas.

Data Set 41: Unemployment



For both Tulare and Kings County, as well as the rest of California, the higher your education attainment, the more likely you are to participate in the labor force. Conversely, you are less likely to find yourself unemployed as the level of your education increases.

Labor Force & Unemployment Rates by Educational Attainment						
	California		Tulare County		Kings County	
	Labor Force		Labor Force		Labor Force	
	Participation Rate	Unemployment Rate	Participation Rate	Unemployment Rate	Participation Rate	Unemployment Rate
Overall (age 16+)	63%	9%	59%	11%	56%	12%
Less than high school graduate	66%	10%	65%	14%	48%	15%
High school graduate (includes equivalency)	73%	10%	70%	10%	59%	11%
Some college or associate's degree	78%	8%	74%	7%	70%	10%
Bachelor's degree or higher	85%	5%	85%	3%	83%	4%

Labor Force & Unemployment Rates by Race/Ethnicity						
	California		Tulare County		Kings County	
	Labor Force		Labor Force		Labor Force	
	Participation Rate	Unemployment Rate	Participation Rate	Unemployment Rate	Participation Rate	Unemployment Rate
Overall (age 16+)	63%	9%	59%	11%	56%	12%
White	62%	8%	53%	10%	59%	11%
Black or African American	59%	15%	47%	14%	44%	15%
American Indian and Alaska Native	60%	14%	44%	15%	36%	15%
Asian	63%	7%	54%	7%	60%	15%
Native Hawaiian Pacific Islander	69%	12%	48%	4%	63%	10%
Some other Race	69%	10%	52%	15%	53%	12%
Two or more races	65%	12%	48%	14%	44%	22%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates



Office of Research, Planning & Institutional Effectiveness

College of the Sequoias

915 S. Mooney Blvd. Visalia, CA 93277