

THE GIANT FACT BOOK 2018 2019



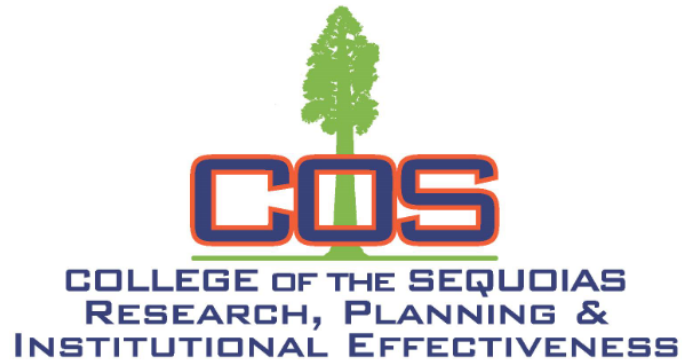
THE GIANT
FACT BOOK
2018-2019

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.



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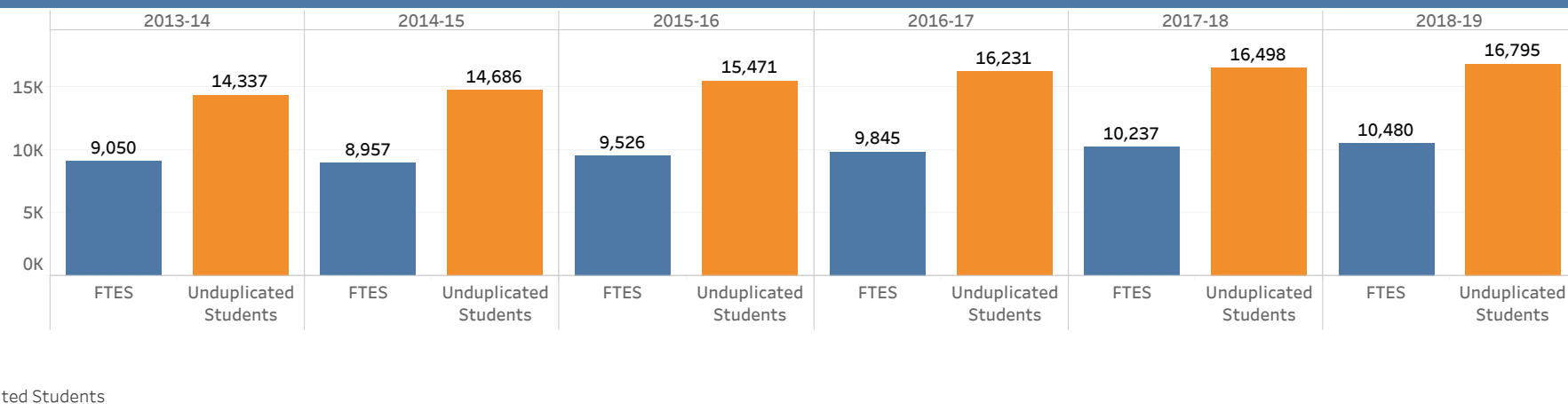
Enrollments



Data Set 1: Enrollment: Annual Unduplicated Headcount and FTES (2013/14 - 2018/2019)

Annual Trends

District Total



District Total

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
FTES	9,050	8,957	9,526	9,845	10,237	10,480
Unduplicated Students	14,337	14,686	15,471	16,231	16,498	16,795

Source: COS Research Office (Data Warehouse)

Definition: Students enrolled in at least one course at census for the respective campus or course type are included.

FTES: One FTES represents 525 contact hours or student instruction/activity in a year.

Fall 2018 Observations:

- The District has experienced increased FTES (+16%) and student counts (+17%) over the past six years.
- Most of the FTES growth occurred at the Hanford Center (+11%), Tulare Center (+39%), and distance education courses (+74%).
- FTES grew slightly in CTE courses (+3%) while the Visalia campus FTES remained nearly the same.

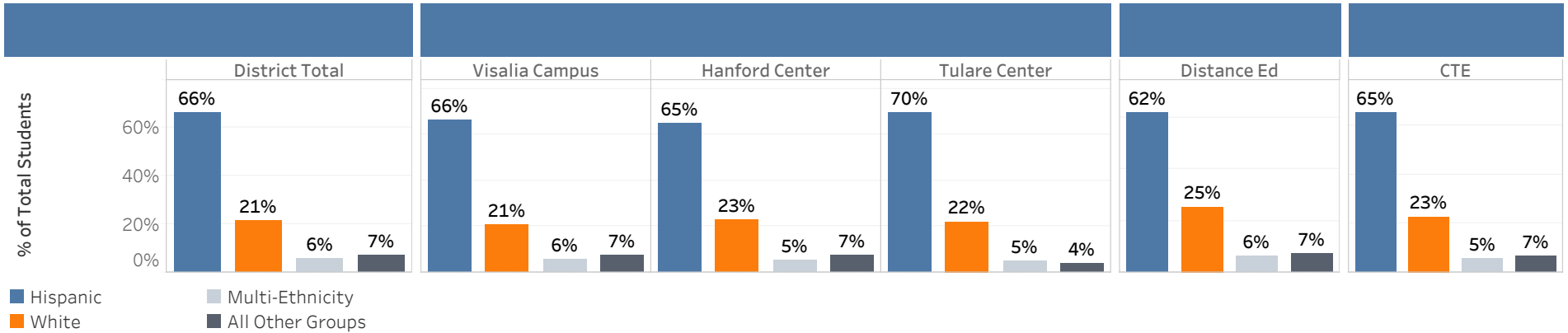
Data Set 1: Enrollment: Annual unduplicated headcount and annual FTES 2013/14 - 2018/2019

Annual Distribution Trends

District Total							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	6Yr Change
FTES	9,050	8,957	9,526	9,845	10,237	10,480	16%
Unduplicated Students	14,337	14,686	15,471	16,231	16,498	16,795	17%
Visalia Campus							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	6Yr Change
FTES	7,257	7,044	6,883	7,094	7,393	7,329	1%
Unduplicated Students	12,967	13,056	12,486	12,913	13,241	13,131	1%
Hanford Center							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	6Yr Change
FTES	874	859	1,015	1,027	997	970	11%
Unduplicated Students	2,288	2,286	2,585	2,691	2,715	3,164	38%
Tulare Center							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	6Yr Change
FTES	677	689	793	833	858	942	39%
Unduplicated Students	2,841	2,503	3,167	3,211	3,261	3,745	32%
Distance Education							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	6Yr Change
FTES	641	708	781	819	1,012	1,113	74%
Unduplicated Students	3,659	3,821	4,205	4,368	5,182	5,616	53%
Career Technical Education							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	6Yr Change
FTES	2,719	2,543	2,671	2,629	2,643	2,797	3%
Unduplicated Students	8,367	8,199	8,294	8,163	8,295	8,724	4%

Data Set 2: Fall Enrollment Distributions by Race/Ethnicity (Fall 2013 - Fall 2018)

Fall 2018 Distribution



	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,152	100%	10,046	100%	1,887	100%	2,198	100%	3,155	100%	5,790	100%
African-American	285	2%	212	2%	70	4%	32	1%	71	2%	130	2%
Asian	333	3%	290	3%	32	2%	24	1%	77	2%	136	2%
Hispanic	8,709	66%	6,648	66%	1,221	65%	1,530	70%	1,946	62%	3,781	65%
Multi-Ethnicity	744	6%	581	6%	99	5%	103	5%	197	6%	316	5%
Native American	46	0%	41	0%	4	0%	7	0%	15	0%	25	0%
Pac. Is or Filipino	133	1%	112	1%	18	1%	10	0%	38	1%	55	1%
Unknown	125	1%	73	1%	13	1%	11	1%	23	1%	36	1%
White	2,777	21%	2,089	21%	430	23%	481	22%	788	25%	1,311	23%

Source: COS Research Office (Data Warehouse)

Definition: Students enrolled in at least one course at census for the respective campus or course type are included.

Fall 2018 Observations:

- Two-thirds (66%) of all students enrolled at the District during Fall 2018 were Hispanic, which is an increase of seven percentage points over the past six years.
- The increase in Hispanic enrollment occurred all campus locations, distance education, and CTE sections.
- The proportion of Hispanic students enrolled in distance education classes has increased eight percentage points over the past six years, bringing the distribution closer to the District total.

Data Set 2: Fall Enrollment Distributions by Race/Ethnicity (Fall 2013 - Fall 2018)

Fall Distribution Trends

Sequoias District

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,143	100%	11,022	100%	11,979	100%	12,740	100%	12,880	100%	13,152	100%
African-American	305	3%	277	3%	359	3%	331	3%	286	2%	285	2%
Asian	349	3%	345	3%	319	3%	305	2%	306	2%	333	3%
Hispanic	6,539	59%	6,710	61%	7,495	63%	8,125	64%	8,490	66%	8,709	66%
Multi-Ethnicity	591	5%	644	6%	654	5%	698	5%	731	6%	744	6%
Native American	55	0%	50	0%	54	0%	57	0%	57	0%	46	0%
Pac. Is or Filipino	106	1%	105	1%	109	1%	128	1%	112	1%	133	1%
Unknown	224	2%	177	2%	159	1%	199	2%	134	1%	125	1%
White	2,974	27%	2,714	25%	2,830	24%	2,897	23%	2,764	21%	2,777	21%

Visalia Campus

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,013	100%	9,871	100%	9,703	100%	9,945	100%	10,100	100%	10,046	100%
African-American	286	3%	261	3%	295	3%	270	3%	217	2%	212	2%
Asian	331	3%	319	3%	283	3%	260	3%	260	3%	290	3%
Hispanic	5,916	59%	6,034	61%	6,122	63%	6,421	65%	6,715	66%	6,648	66%
Multi-Ethnicity	550	5%	587	6%	540	6%	555	6%	572	6%	581	6%
Native American	48	0%	45	0%	40	0%	37	0%	41	0%	41	0%
Pac. Is or Filipino	100	1%	99	1%	94	1%	112	1%	94	1%	112	1%
Unknown	124	1%	107	1%	82	1%	84	1%	72	1%	73	1%
White	2,658	27%	2,419	25%	2,247	23%	2,206	22%	2,129	21%	2,089	21%

Hanford Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,422	100%	1,398	100%	1,629	100%	1,802	100%	1,804	100%	1,887	100%
African-American	32	2%	51	4%	69	4%	55	3%	69	4%	70	4%
Asian	42	3%	50	4%	39	2%	44	2%	37	2%	32	2%
Hispanic	810	57%	797	57%	941	58%	1,082	60%	1,130	63%	1,221	65%
Multi-Ethnicity	73	5%	87	6%	105	6%	101	6%	112	6%	99	5%
Native American	10	1%	6	0%	6	0%	12	1%	7	0%	4	0%
Pac. Is or Filipino	12	1%	14	1%	15	1%	16	1%	19	1%	18	1%
Unknown	18	1%	15	1%	12	1%	16	1%	12	1%	13	1%
White	425	30%	378	27%	442	27%	476	26%	418	23%	430	23%

Tulare Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,441	100%	1,340	100%	2,028	100%	2,210	100%	2,260	100%	2,198	100%
African-American	37	3%	22	2%	39	2%	43	2%	31	1%	32	1%
Asian	19	1%	17	1%	27	1%	29	1%	18	1%	24	1%
Hispanic	802	56%	787	59%	1,309	65%	1,482	67%	1,569	69%	1,530	70%
Multi-Ethnicity	66	5%	71	5%	96	5%	117	5%	103	5%	103	5%
Native American	8	1%	9	1%	11	1%	10	0%	7	0%	7	0%
Pac. Is or Filipino	7	0%	8	1%	8	0%	15	1%	14	1%	10	0%
Unknown	10	1%	10	1%	14	1%	15	1%	15	1%	11	1%
White	492	34%	416	31%	524	26%	499	23%	503	22%	481	22%

Distance Education

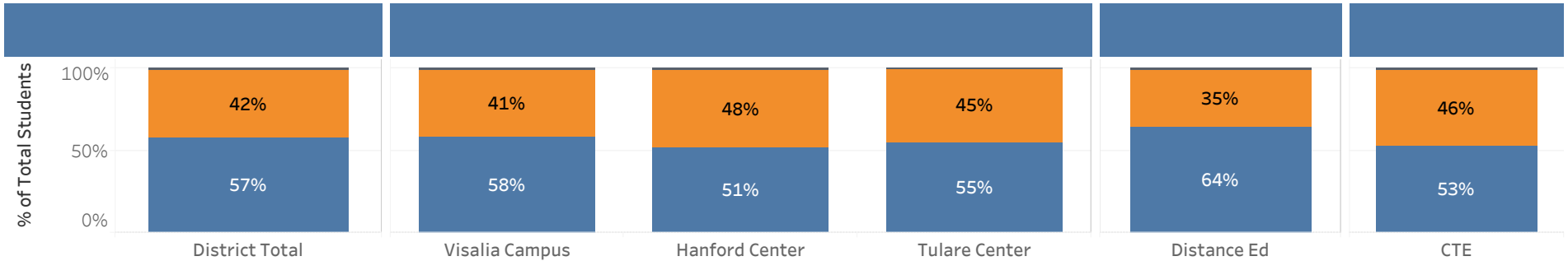
	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,184	100%	2,044	100%	2,358	100%	2,333	100%	2,922	100%	3,155	100%
African-American	50	2%	51	2%	61	3%	52	2%	78	3%	71	2%
Asian	63	3%	67	3%	67	3%	61	3%	76	3%	77	2%
Hispanic	1,184	54%	1,136	56%	1,333	57%	1,360	58%	1,789	61%	1,946	62%
Multi-Ethnicity	125	6%	127	6%	156	7%	149	6%	202	7%	197	6%
Native American	14	1%	14	1%	19	1%	12	1%	20	1%	15	0%
Pac. Is or Filipino	20	1%	27	1%	17	1%	27	1%	32	1%	38	1%
Unknown	17	1%	15	1%	14	1%	17	1%	17	1%	23	1%
White	711	33%	607	30%	691	29%	655	28%	708	24%	788	25%

Career Technical Education

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,714	100%	5,349	100%	5,595	100%	5,614	100%	5,546	100%	5,790	100%
African-American	157	3%	132	2%	170	3%	128	2%	115	2%	130	2%
Asian	144	3%	154	3%	151	3%	146	3%	146	3%	136	2%
Hispanic	3,304	58%	3,235	60%	3,393	61%	3,511	63%	3,598	65%	3,781	65%
Multi-Ethnicity	304	5%	316	6%	299	5%	300	5%	304	5%	316	5%
Native American	28	0%	28	1%	30	1%	36	1%	27	0%	25	0%
Pac. Is or Filipino	45	1%	49	1%	58	1%	48	1%	62	1%	55	1%
Unknown	60	1%	51	1%	49	1%	47	1%	33	1%	36	1%
White	1,672	29%	1,384	26%	1,445	26%	1,398	25%	1,261	23%	1,311	23%

Data Set 3: Fall Enrollment Distributions by Gender (Fall 2013 - Fall 2018)

Fall 2018 Distribution



■ Unknown
 ■ Male
 ■ Female

	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,152	100%	10,046	100%	1,887	100%	2,198	100%	3,155	100%	5,790	100%
Female	7,542	57%	5,831	58%	970	51%	1,201	55%	2,032	64%	3,050	53%
Male	5,493	42%	4,124	41%	903	48%	982	45%	1,089	35%	2,689	46%
Unknown	117	1%	91	1%	14	1%	15	1%	34	1%	51	1%

Source: COS Research Office (Data Warehouse)

Definition: Students enrolled in at least one course at census for the respective campus or course type are included.

Fall 2018 Observations:

- Female students (57%) had a larger population than male students (42%).
- Distance Ed courses claimed the largest proportion of female students (64%)
- Male students had the largest population at the Hanford Center (48%) as well as in CTE courses (46%).

Data Set 3: Fall Enrollment Distributions by Gender (Fall 2013 - Fall 2018)

Fall Distribution Trends

Sequoias District

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,143	100%	11,022	100%	11,979	100%	12,740	100%	12,880	100%	13,152	100%
Female	6,211	56%	6,214	56%	6,749	56%	7,206	57%	7,348	57%	7,542	57%
Male	4,909	44%	4,740	43%	5,114	43%	5,382	42%	5,404	42%	5,493	42%
Unknown	23	0%	68	1%	116	1%	152	1%	128	1%	117	1%

Visalia Campus

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,013	100%	9,871	100%	9,703	100%	9,945	100%	10,100	100%	10,046	100%
Female	5,686	57%	5,627	57%	5,495	57%	5,708	57%	5,809	58%	5,831	58%
Male	4,308	43%	4,183	42%	4,122	42%	4,118	41%	4,186	41%	4,124	41%
Unknown	19	0%	61	1%	86	1%	119	1%	105	1%	91	1%

Hanford Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,422	100%	1,398	100%	1,629	100%	1,802	100%	1,804	100%	1,887	100%
Female	703	49%	686	49%	819	50%	880	49%	899	50%	970	51%
Male	718	50%	701	50%	777	48%	899	50%	895	50%	903	48%
Unknown	1	0%	11	1%	33	2%	23	1%	10	1%	14	1%

Tulare Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,441	100%	1,340	100%	2,028	100%	2,210	100%	2,260	100%	2,198	100%
Female	727	50%	682	51%	1,080	53%	1,197	54%	1,217	54%	1,201	55%
Male	714	50%	650	49%	926	46%	974	44%	1,022	45%	982	45%
Unknown			8	1%	22	1%	39	2%	21	1%	15	1%

Distance Education

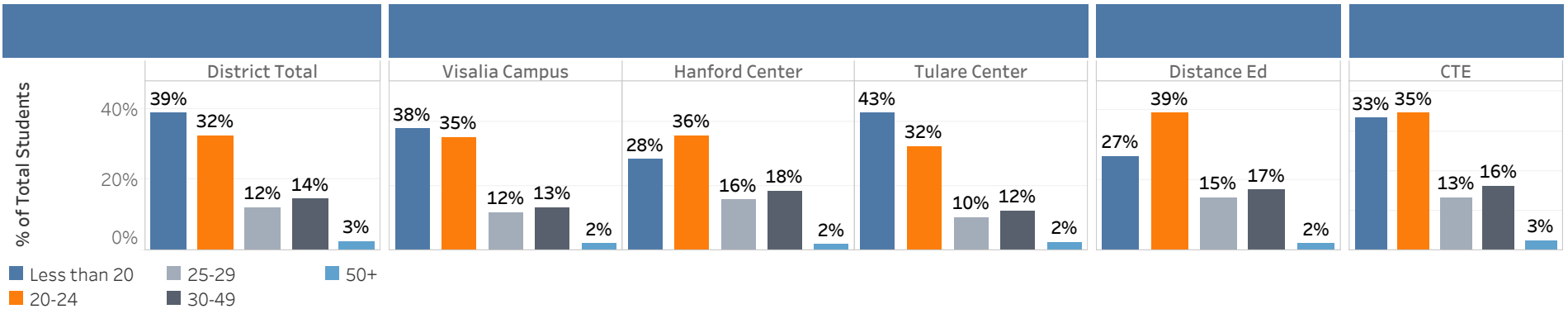
	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,184	100%	2,044	100%	2,358	100%	2,333	100%	2,922	100%	3,155	100%
Female	1,453	67%	1,363	67%	1,584	67%	1,567	67%	1,865	64%	2,032	64%
Male	728	33%	674	33%	755	32%	746	32%	1,023	35%	1,089	35%
Unknown	3	0%	7	0%	19	1%	20	1%	34	1%	34	1%

Career Technical Education

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,714	100%	5,349	100%	5,595	100%	5,614	100%	5,546	100%	5,790	100%
Female	2,991	52%	2,815	53%	2,937	52%	2,926	52%	2,882	52%	3,050	53%
Male	2,710	47%	2,505	47%	2,605	47%	2,623	47%	2,610	47%	2,689	46%
Unknown	13	0%	29	1%	53	1%	65	1%	54	1%	51	1%

Data Set 4: Fall Enrollment Distributions by Age (Fall 2013 - Fall 2018)

Fall 2018 Distribution



	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,152	100%	10,046	100%	1,887	100%	2,198	100%	3,155	100%	5,790	100%
Less than 20	5,101	39%	3,786	38%	535	28%	939	43%	844	27%	1,929	33%
20-24	4,241	32%	3,531	35%	673	36%	710	32%	1,239	39%	2,006	35%
25-29	1,562	12%	1,164	12%	293	16%	225	10%	468	15%	768	13%
30-49	1,907	14%	1,342	13%	349	18%	272	12%	541	17%	940	16%
50+	340	3%	223	2%	37	2%	52	2%	63	2%	147	3%

Source: COS Research Office (Data Warehouse)

Definition: Students enrolled in at least one course at census for the respective campus or course type are included.

Fall 2018 Observations:

- The District's largest age group were students younger than 20 years old (39%).
- The Tulare Center had the largest proportion of students younger than 20 years old (43%).
- The largest proportion of students older than 20 years old were found at the Hanford Center (72%) and Distance Education courses (73%).

Data Set 4: Fall Enrollment Distributions by Age (Fall 2013 - Fall 2018)

Fall Distribution Trends

Sequoias District

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,143	100%	11,022	100%	11,979	100%	12,740	100%	12,880	100%	13,152	100%
Less than 20	3,254	29%	3,405	31%	4,020	34%	4,399	35%	4,746	37%	5,101	39%
20-24	4,181	38%	4,116	37%	4,249	35%	4,369	34%	4,176	32%	4,241	32%
25-29	1,420	13%	1,363	12%	1,483	12%	1,553	12%	1,559	12%	1,562	12%
30-49	1,961	18%	1,818	16%	1,931	16%	2,080	16%	2,041	16%	1,907	14%
50+	324	3%	320	3%	295	2%	338	3%	358	3%	340	3%

Visalia Campus

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,013	100%	9,871	100%	9,703	100%	9,945	100%	10,100	100%	10,046	100%
Less than 20	3,016	30%	3,106	31%	3,296	34%	3,427	34%	3,671	36%	3,786	38%
20-24	3,915	39%	3,851	39%	3,634	37%	3,675	37%	3,518	35%	3,531	35%
25-29	1,224	12%	1,174	12%	1,175	12%	1,165	12%	1,194	12%	1,164	12%
30-49	1,610	16%	1,504	15%	1,403	14%	1,452	15%	1,495	15%	1,342	13%
50+	248	2%	236	2%	195	2%	226	2%	222	2%	223	2%

Hanford Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,422	100%	1,398	100%	1,629	100%	1,802	100%	1,804	100%	1,887	100%
Less than 20	364	26%	327	23%	483	30%	426	24%	480	27%	535	28%
20-24	571	40%	592	42%	628	39%	722	40%	663	37%	673	36%
25-29	219	15%	220	16%	242	15%	299	17%	297	16%	293	16%
30-49	239	17%	234	17%	244	15%	315	17%	317	18%	349	18%
50+	29	2%	25	2%	32	2%	40	2%	47	3%	37	2%

Tulare Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,441	100%	1,340	100%	2,028	100%	2,210	100%	2,260	100%	2,198	100%
Less than 20	467	32%	503	38%	806	40%	968	44%	994	44%	939	43%
20-24	537	37%	474	35%	711	35%	675	31%	680	30%	710	32%
25-29	193	13%	162	12%	236	12%	245	11%	253	11%	225	10%
30-49	214	15%	175	13%	231	11%	274	12%	292	13%	272	12%
50+	30	2%	26	2%	44	2%	48	2%	41	2%	52	2%

Distance Education

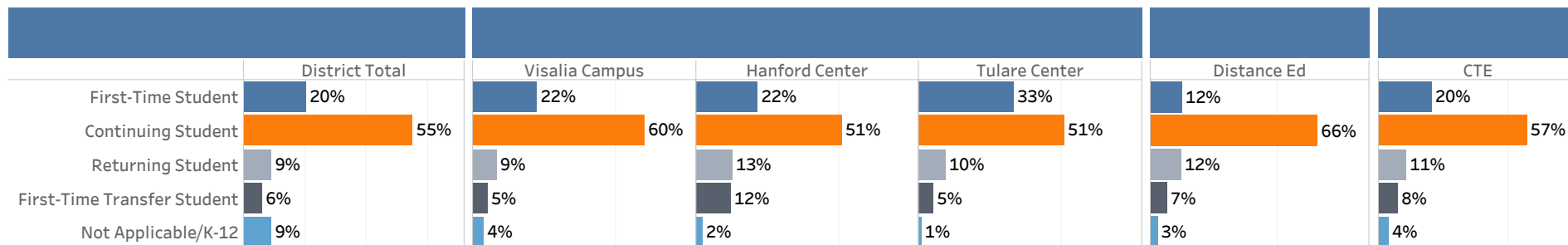
	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,184	100%	2,044	100%	2,358	100%	2,333	100%	2,922	100%	3,155	100%
Less than 20	452	21%	454	22%	552	23%	514	22%	732	25%	844	27%
20-24	874	40%	824	40%	935	40%	938	40%	1,205	41%	1,239	39%
25-29	343	16%	323	16%	390	17%	376	16%	410	14%	468	15%
30-49	466	21%	397	19%	436	18%	456	20%	516	18%	541	17%
50+	49	2%	46	2%	45	2%	49	2%	59	2%	63	2%

Career Technical Education

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,714	100%	5,349	100%	5,595	100%	5,614	100%	5,546	100%	5,790	100%
Less than 20	1,514	26%	1,529	29%	1,676	30%	1,657	30%	1,766	32%	1,929	33%
20-24	2,173	38%	2,031	38%	2,071	37%	2,022	36%	1,932	35%	2,006	35%
25-29	807	14%	732	14%	782	14%	793	14%	745	13%	768	13%
30-49	1,051	18%	905	17%	928	17%	988	18%	948	17%	940	16%
50+	169	3%	152	3%	138	2%	154	3%	155	3%	147	3%

Data Set 5: Student Groups and Enrollment Status (Fall 2018)

Fall 2018 Enrollment Distribution



■ First-Time Student
■ Continuing Student
■ Returning Student
■ First-Time Transfer Student
■ Not Applicable/K-12

	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,152	100%	10,046	100%	1,887	100%	2,198	100%	3,155	100%	5,790	100%
First-Time Student	2,694	20%	2,249	22%	407	22%	733	33%	392	12%	1,181	20%
Continuing Student	7,243	55%	6,019	60%	966	51%	1,116	51%	2,076	66%	3,314	57%
Returning Student	1,209	9%	856	9%	241	13%	211	10%	380	12%	615	11%
First-Time Transfer Student	789	6%	526	5%	229	12%	113	5%	210	7%	445	8%
Not Applicable/K-12	1,217	9%	396	4%	44	2%	25	1%	97	3%	235	4%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.

Fall 2018 Observation:

- District-wide one of every five students (20%) was a first-time student.
- The Tulare center has the highest proportion of first-time students enrolled (33%) while distance education courses have the smallest proportion enrolled (12%).
- The proportion of k-12 students has increased six percentage points from 2013 (3%) to 2018 (9%).

Data Set 5: Student Groups and Enrollment Status (Fall 2013 - Fall 2018)

Fall Enrollment Distribution Trends

Sequoias District

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,143	100%	11,022	100%	11,979	100%	12,740	100%	12,880	100%	13,152	100%
First-Time Student	2,341	21%	2,452	22%	2,803	23%	2,892	23%	2,668	21%	2,694	20%
Continuing Student	6,729	60%	6,391	58%	6,707	56%	6,921	54%	7,227	56%	7,243	55%
Returning Student	1,092	10%	1,074	10%	1,119	9%	1,225	10%	1,168	9%	1,209	9%
First-Time Transfer Student	678	6%	688	6%	771	6%	865	7%	836	6%	789	6%
Not Applicable/K-12	303	3%	417	4%	579	5%	837	7%	981	8%	1,217	9%

Visalia Campus

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,013	100%	9,871	100%	9,703	100%	9,945	100%	10,100	100%	10,046	100%
First-Time Student	2,089	21%	2,230	23%	2,240	23%	2,372	24%	2,251	22%	2,249	22%
Continuing Student	6,244	62%	5,945	60%	5,795	60%	5,841	59%	6,050	60%	6,019	60%
Returning Student	954	10%	935	9%	886	9%	912	9%	865	9%	856	9%
First-Time Transfer Student	528	5%	554	6%	522	5%	543	5%	563	6%	526	5%
Not Applicable/K-12	198	2%	207	2%	260	3%	277	3%	371	4%	396	4%

Hanford Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,422	100%	1,398	100%	1,629	100%	1,802	100%	1,804	100%	1,887	100%
First-Time Student	282	20%	272	19%	381	23%	339	19%	383	21%	407	22%
Continuing Student	840	59%	763	55%	855	52%	925	51%	958	53%	966	51%
Returning Student	163	11%	175	13%	175	11%	246	14%	213	12%	241	13%
First-Time Transfer Student	126	9%	174	12%	186	11%	264	15%	227	13%	229	12%
Not Applicable/K-12	11	1%	14	1%	32	2%	28	2%	23	1%	44	2%

Tulare Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,441	100%	1,340	100%	2,028	100%	2,210	100%	2,260	100%	2,198	100%
First-Time Student	357	25%	361	27%	595	29%	807	37%	777	34%	733	33%
Continuing Student	804	56%	734	55%	1,066	53%	1,044	47%	1,099	49%	1,116	51%
Returning Student	149	10%	127	9%	231	11%	202	9%	228	10%	211	10%
First-Time Transfer Student	111	8%	80	6%	118	6%	143	6%	129	6%	113	5%
Not Applicable/K-12	20	1%	38	3%	18	1%	14	1%	27	1%	25	1%

Distance Education

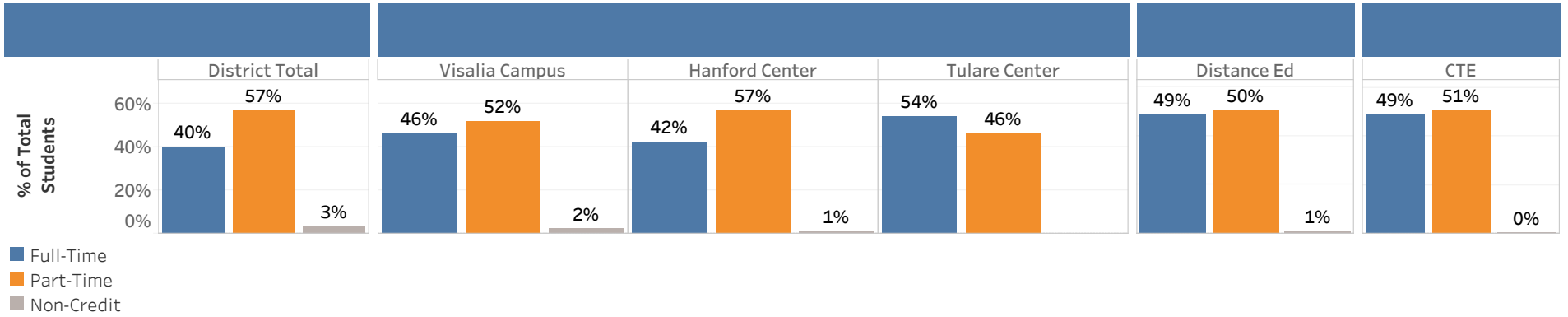
	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,184	100%	2,044	100%	2,358	100%	2,333	100%	2,922	100%	3,155	100%
First-Time Student	292	13%	282	14%	299	13%	276	12%	365	12%	392	12%
Continuing Student	1,461	67%	1,354	66%	1,530	65%	1,542	66%	1,986	68%	2,076	66%
Returning Student	269	12%	241	12%	294	12%	310	13%	322	11%	380	12%
First-Time Transfer Student	135	6%	143	7%	193	8%	179	8%	209	7%	210	7%
Not Applicable/K-12	27	1%	24	1%	42	2%	26	1%	40	1%	97	3%

Career Technical Education

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,714	100%	5,349	100%	5,595	100%	5,614	100%	5,546	100%	5,790	100%
First-Time Student	1,083	19%	1,110	21%	1,201	21%	1,140	20%	1,124	20%	1,181	20%
Continuing Student	3,463	61%	3,108	58%	3,230	58%	3,125	56%	3,203	58%	3,314	57%
Returning Student	639	11%	571	11%	606	11%	670	12%	598	11%	615	11%
First-Time Transfer Student	413	7%	415	8%	460	8%	506	9%	454	8%	445	8%
Not Applicable/K-12	116	2%	145	3%	98	2%	173	3%	167	3%	235	4%

Data Set 6: Fall Unit Load Trend (Fall 2018)

Fall 2018 Enrollment Distribution



	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	13,152	100%	10,046	100%	1,887	100%	2,198	100%	3,155	100%	5,790	100%
Full-Time	5,284	40%	4,653	46%	798	42%	1,184	54%	1,543	49%	2,844	49%
Part-Time	7,462	57%	5,179	52%	1,069	57%	1,014	46%	1,590	50%	2,929	51%
Non-Credit	406	3%	214	2%	20	1%			22	1%	17	0%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.

Fall 2018 Observation:

- District-wide 40% of students are enrolled on a full-time basis (12+ units), which is a five percentage point decrease compared to Fall 2013.
- The Tulare Center had the largest proportion of students enrolled on a full-time basis (54%) while the Hanford Campus had the highest average unit load (15.1 units) among students enrolled on a full-time basis.
- Distance education and CTE courses both experienced an enrollment of 49% full-time students.

Data Set 6: Fall Unit Load Trend (Fall 2013 - Fall 2018)

Fall Enrollment Distribution Trends

Sequoias District

	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent
Grand Total	11,143	11.7	100%	11,022	11.6	100%	11,979	11.4	100%	12,740	11.3	100%	12,880	11.5	100%	13,152	11.5	100%
Full-Time	4,984	14.2	45%	4,738	14.2	43%	5,068	14.2	42%	5,121	14.2	40%	5,243	14.4	41%	5,284	14.4	40%
Part-Time	5,783	7.8	52%	5,880	7.8	53%	6,384	7.8	53%	7,035	7.7	55%	7,176	7.7	56%	7,462	7.7	57%
Non-Credit	376	0.0	3%	404	0.0	4%	527	0.0	4%	584	0.0	5%	461	0.0	4%	406	0.0	3%

Visalia Campus

	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent
Grand Total	10,013	11.9	100%	9,871	11.6	100%	9,703	11.7	100%	9,945	11.6	100%	10,100	11.8	100%	10,046	11.7	100%
Full-Time	4,819	14.2	48%	4,629	14.0	47%	4,569	14.1	47%	4,613	14.1	46%	4,696	14.3	46%	4,653	14.3	46%
Part-Time	5,044	7.9	50%	5,062	8.0	51%	4,917	8.0	51%	5,070	8.1	51%	5,185	8.1	51%	5,179	8.0	52%
Non-Credit	150	0.0	1%	180	0.0	2%	217	0.0	2%	262	0.0	3%	219	0.0	2%	214	0.0	2%

Hanford Center

	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent
Grand Total	1,422	11.9	100%	1,398	12.7	100%	1,629	11.8	100%	1,802	11.2	100%	1,804	11.5	100%	1,887	11.5	100%
Full-Time	654	15.1	46%	611	17.0	44%	786	14.8	48%	755	14.8	42%	819	14.9	45%	798	15.1	42%
Part-Time	768	7.3	54%	787	7.3	56%	841	7.3	52%	1,013	7.0	56%	960	6.9	53%	1,069	7.0	57%
Non-Credit							2	0.0	0%	34	0.0	2%	25	0.0	1%	20	0.0	1%

Tulare Center

	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent
Grand Total	1,441	12.1	100%	1,340	11.8	100%	2,028	11.6	100%	2,210	11.8	100%	2,260	11.9	100%	2,198	12.0	100%
Full-Time	784	14.5	54%	694	14.5	52%	1,049	14.4	52%	1,175	14.4	53%	1,176	14.5	52%	1,184	14.5	54%
Part-Time	657	7.9	46%	646	7.5	48%	976	7.6	48%	1,029	7.8	47%	1,084	7.8	48%	1,014	7.7	46%
Non-Credit							3	0.0	0%	6	0.0	0%						

Distance Education

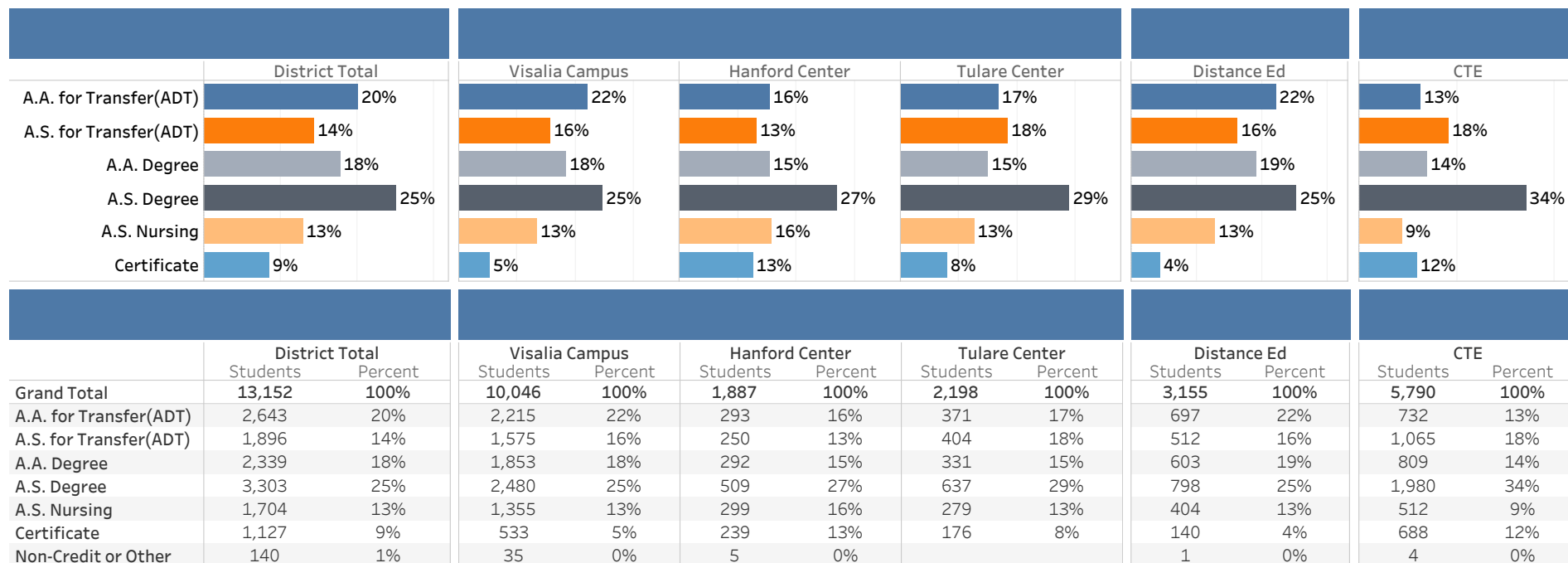
	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent
Grand Total	2,184	11.1	100%	2,044	11.1	100%	2,358	11.0	100%	2,333	10.9	100%	2,922	11.2	100%	3,155	11.1	100%
Full-Time	1,119	14.2	51%	1,046	14.0	51%	1,167	14.2	49%	1,141	14.0	49%	1,497	14.2	51%	1,543	14.3	49%
Part-Time	1,065	7.3	49%	998	7.4	49%	1,191	7.4	51%	1,183	7.3	51%	1,420	7.5	49%	1,590	7.4	50%
Non-Credit										9	0.0	0%	5	0.0	0%	22	0.0	1%

Career Technical Education

	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent	Students	Avg. Units	Percent
Grand Total	5,714	11.5	100%	5,349	11.7	100%	5,595	11.4	100%	5,614	11.2	100%	5,546	11.4	100%	5,790	11.4	100%
Full-Time	2,926	14.5	51%	2,667	15.0	50%	2,821	14.5	50%	2,653	14.5	47%	2,725	14.7	49%	2,844	14.7	49%
Part-Time	2,787	7.7	49%	2,681	7.8	50%	2,772	7.8	50%	2,949	7.5	53%	2,816	7.6	51%	2,929	7.7	51%
Non-Credit	1	0.0	0%	1	0.0	0%	2	0.0	0%	12	0.0	0%	5	0.0	0%	17	0.0	0%

Data Set 7: Educational Goals (Fall 2013- Fall 2018)

Fall 2018 Enrollment Distribution



Source: COS Research Office (Data Warehouse)

Definition: Unduplicated students enrolled in at least one course at census for the respective campus or course type are included.

Fall 2018 Observations:

- District-wide the top two educational goals were A.S. Degree (25%) and A.A. for Transfer (20%).
- The top educational goal for the Tulare Campus was A.A. Degree (29%) while the Hanford Campus has the largest proportion of students pursuing a certificate (16%).
- Students pursuing a nursing degree (13%) has remained the same for the past six years.

Data Set 7: Educational Goals (Fall 2013- Fall 2018)

Fall Enrollment Distribution Trends

Sequoias District

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	11,143	100%	11,022	100%	11,979	100%	12,740	100%	12,880	100%	13,152	100%
A.A. for Transfer(ADT)	543	5%	683	6%	1,026	9%	1,493	12%	2,085	16%	2,643	20%
A.S. for Transfer(ADT)					424	4%	917	7%	1,389	11%	1,896	14%
A.A. Degree	3,635	33%	4,085	37%	4,002	33%	3,356	26%	2,773	22%	2,339	18%
A.S. Degree	3,609	32%	3,540	32%	3,596	30%	3,700	29%	3,455	27%	3,303	25%
A.S. Nursing	1,495	13%	1,382	13%	1,517	13%	1,638	13%	1,717	13%	1,704	13%
Certificate	1,445	13%	998	9%	971	8%	1,154	9%	1,305	10%	1,127	9%
Non-Credit or Other	416	4%	334	3%	443	4%	482	4%	156	1%	140	1%

Visalia Campus

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,013	100%	9,871	100%	9,703	100%	9,945	100%	10,100	100%	10,046	100%
A.A. for Transfer(ADT)	526	5%	647	7%	908	9%	1,292	13%	1,783	18%	2,215	22%
A.S. for Transfer(ADT)					391	4%	806	8%	1,190	12%	1,575	16%
A.A. Degree	3,492	35%	3,889	39%	3,516	36%	2,838	29%	2,248	22%	1,853	18%
A.S. Degree	3,247	32%	3,174	32%	2,845	29%	2,863	29%	2,741	27%	2,480	25%
A.S. Nursing	1,424	14%	1,316	13%	1,296	13%	1,388	14%	1,423	14%	1,355	13%
Certificate	1,150	11%	737	7%	609	6%	582	6%	673	7%	533	5%
Non-Credit or Other	174	2%	108	1%	138	1%	176	2%	42	0%	35	0%

Hanford Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,422	100%	1,398	100%	1,629	100%	1,802	100%	1,804	100%	1,887	100%
A.A. for Transfer(ADT)	54	4%	65	5%	120	7%	160	9%	226	13%	293	16%
A.S. for Transfer(ADT)					64	4%	133	7%	196	11%	250	13%
A.A. Degree	385	27%	442	32%	502	31%	425	24%	333	18%	292	15%
A.S. Degree	499	35%	464	33%	505	31%	530	29%	493	27%	509	27%
A.S. Nursing	222	16%	192	14%	226	14%	226	13%	284	16%	299	16%
Certificate	248	17%	230	16%	212	13%	300	17%	263	15%	239	13%
Non-Credit or Other	14	1%	5	0%			28	2%	9	0%	5	0%

Tulare Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,441	100%	1,340	100%	2,028	100%	2,210	100%	2,260	100%	2,198	100%
A.A. for Transfer(ADT)	54	4%	75	6%	146	7%	230	10%	324	14%	371	17%
A.S. for Transfer(ADT)					62	3%	157	7%	286	13%	404	18%
A.A. Degree	426	30%	401	30%	647	32%	517	23%	397	18%	331	15%
A.S. Degree	540	37%	544	41%	713	35%	807	37%	745	33%	637	29%
A.S. Nursing	159	11%	148	11%	237	12%	269	12%	284	13%	279	13%
Certificate	254	18%	169	13%	221	11%	229	10%	223	10%	176	8%
Non-Credit or Other	8	1%	3	0%	2	0%	1	0%	1	0%		

Distance Education

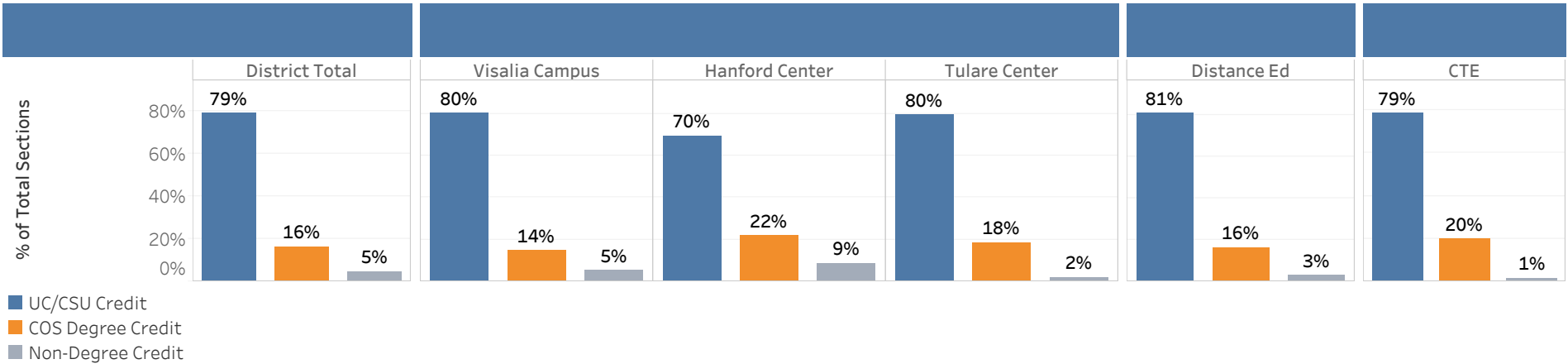
	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,184	100%	2,044	100%	2,358	100%	2,333	100%	2,922	100%	3,155	100%
A.A. for Transfer(ADT)	107	5%	134	7%	208	9%	254	11%	532	18%	697	22%
A.S. for Transfer(ADT)					79	3%	197	8%	416	14%	512	16%
A.A. Degree	717	33%	816	40%	845	36%	711	30%	673	23%	603	19%
A.S. Degree	695	32%	624	31%	720	31%	690	30%	790	27%	798	25%
A.S. Nursing	363	17%	303	15%	364	15%	358	15%	378	13%	404	13%
Certificate	282	13%	161	8%	141	6%	123	5%	133	5%	140	4%
Non-Credit or Other	20	1%	6	0%	1	0%					1	0%

Career Technical Education

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,714	100%	5,349	100%	5,595	100%	5,614	100%	5,546	100%	5,790	100%
A.A. for Transfer(ADT)	150	3%	196	4%	280	5%	361	6%	564	10%	732	13%
A.S. for Transfer(ADT)					305	5%	542	10%	807	15%	1,065	18%
A.A. Degree	1,522	27%	1,645	31%	1,595	29%	1,235	22%	934	17%	809	14%
A.S. Degree	2,408	42%	2,299	43%	2,210	39%	2,189	39%	1,996	36%	1,980	34%
A.S. Nursing	583	10%	492	9%	511	9%	463	8%	486	9%	512	9%
Certificate	996	17%	703	13%	691	12%	822	15%	758	14%	688	12%
Non-Credit or Other	55	1%	14	0%	3	0%	2	0%	1	0%	4	0%

Data Set 8: Sections Offered (Fall 2018)

Fall 2018 Enrollment Distribution



	District Total		Visalia Campus		Hanford Center		Tulare Center		Distance Ed		CTE	
	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent
Grand Total	1,346	100%	926	100%	115	100%	152	100%	141	100%	419	100%
UC/CSU Credit	1,064	79%	743	80%	80	70%	121	80%	114	81%	329	79%
COS Degree Credit	217	16%	134	14%	25	22%	28	18%	23	16%	84	20%
Non-Degree Credit	65	5%	49	5%	10	9%	3	2%	4	3%	6	1%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated active sections offered for the respective campus or course type are included.

Fall 2018 Observations:

- The District has increased its credit course offerings by sixteen percent, from 1,160 (Fall 2013) to 1,346 (Fall 2018).
- Course offerings have increased at all locations while Distance Education offerings have increased 48% from 95 (Fall 2013) to 141 (Fall 2018).
- Nearly 80% of course offerings transfer to the UC or CSU system.

Data Set 8: Sections Offered (Fall 2013- Fall 2018)

Fall Enrollment Distribution Trends

Sequoias District

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent
Grand Total	1,160	100%	1,123	100%	1,186	100%	1,273	100%	1,304	100%	1,346	100%
UC/CSU Credit	935	81%	897	80%	939	79%	995	78%	1,017	78%	1,064	79%
COS Degree Credit	163	14%	164	15%	188	16%	209	16%	213	16%	217	16%
Non-Degree Credit	62	5%	62	6%	59	5%	69	5%	74	6%	65	5%

Visalia Campus

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent
Grand Total	913	100%	891	100%	867	100%	915	100%	923	100%	926	100%
UC/CSU Credit	741	81%	719	81%	686	79%	719	79%	724	78%	743	80%
COS Degree Credit	116	13%	116	13%	130	15%	138	15%	142	15%	134	14%
Non-Degree Credit	56	6%	56	6%	51	6%	58	6%	57	6%	49	5%

Hanford Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent
Grand Total	92	100%	85	100%	97	100%	103	100%	110	100%	115	100%
UC/CSU Credit	71	77%	61	72%	71	73%	74	72%	77	70%	80	70%
COS Degree Credit	16	17%	19	22%	20	21%	22	21%	23	21%	25	22%
Non-Degree Credit	5	5%	5	6%	6	6%	7	7%	10	9%	10	9%

Tulare Center

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent
Grand Total	125	100%	113	100%	126	100%	138	100%	145	100%	152	100%
UC/CSU Credit	104	83%	95	84%	101	80%	111	80%	113	78%	121	80%
COS Degree Credit	20	16%	17	15%	24	19%	24	17%	28	19%	28	18%
Non-Degree Credit	1	1%	1	1%	1	1%	3	2%	4	3%	3	2%

Distance Education

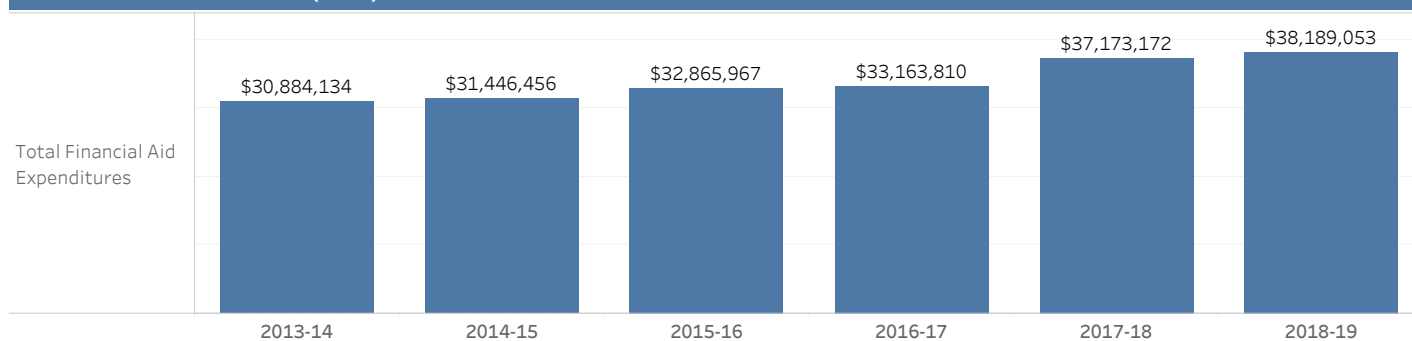
	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent
Grand Total	95	100%	90	100%	102	100%	105	100%	125	100%	141	100%
UC/CSU Credit	86	91%	78	87%	87	85%	89	85%	105	84%	114	81%
COS Degree Credit	8	8%	10	11%	13	13%	13	12%	17	14%	23	16%
Non-Degree Credit	1	1%	2	2%	2	2%	3	3%	3	2%	4	3%

Career Technical Education

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent	Sections	Percent
Grand Total	415	100%	377	100%	392	100%	407	100%	410	100%	419	100%
UC/CSU Credit	346	83%	308	82%	317	81%	326	80%	323	79%	329	79%
COS Degree Credit	67	16%	66	18%	73	19%	78	19%	81	20%	84	20%
Non-Degree Credit	2	0%	3	1%	2	1%	3	1%	6	1%	6	1%

Data Set 9: Financial Aid Recipients (2018-19)18

Student Financial Aid (SFA)



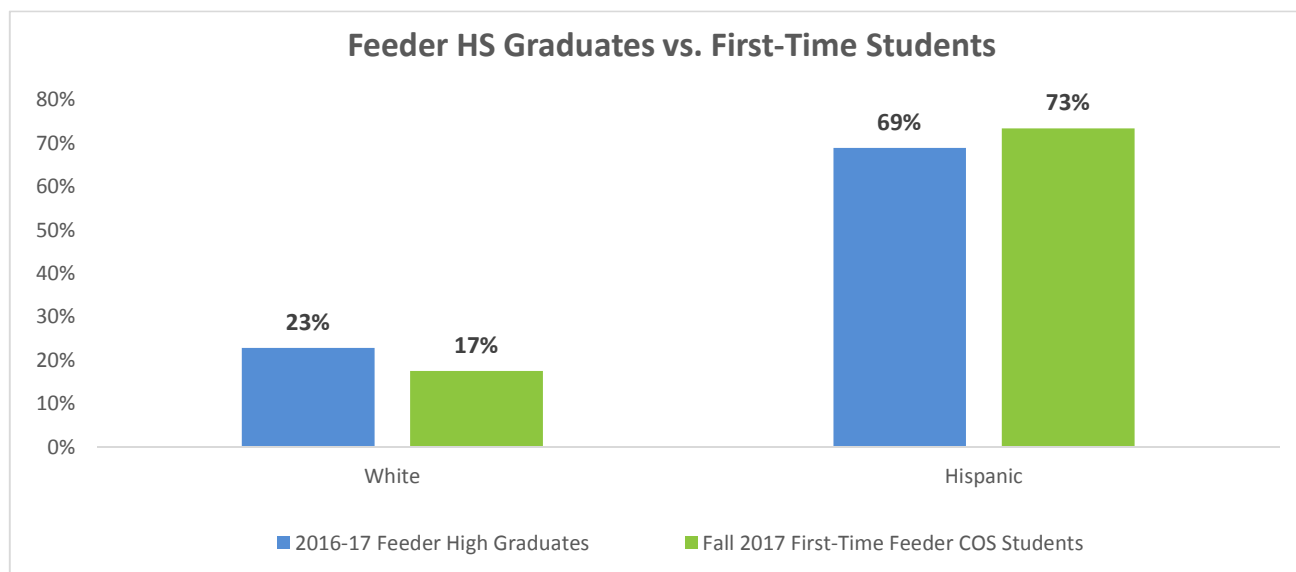
SFA Applicants represents the total number of FAFSA applications received by the College. This is the number of FAFSA applicants that listed COS as a college of interest on their FAFSA application. Applications received can and do exceed actual enrollment numbers as students often list several colleges 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 over 10,000 students received a financial aid award. The total expenditures have increased \$7,304,919 over the past five years, an increase of 24%.

Applicants and Recipients

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
SFA Applicants	17,120	16,907	16,751	16,330	17,707	17,520
SFA Recipients	9,884	9,988	10,186	10,064	10,692	9,875
Promise Grant Fee Waivers	9,837	9,942	10,131	10,009	10,625	10,761
Promise Grant Expenditures	\$8,094,183	\$8,002,229	\$8,187,540	\$8,024,493	\$8,389,917	\$8,154,696
Total Financial Aid Expenditures	\$30,884,134	\$31,446,456	\$32,865,967	\$33,163,810	\$37,173,172	\$38,189,053

Source: Financial Aid Budget Book

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		
Race/Ethnicity	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Difference
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: Placement Trends for Math, English, and ESL

Placement data is currently being gathered to support Assembly Bill 1805:

(c) Publicly post its placement results, including the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit ESL coursework, disaggregated by race and ethnicity.

Additional information can be found here:

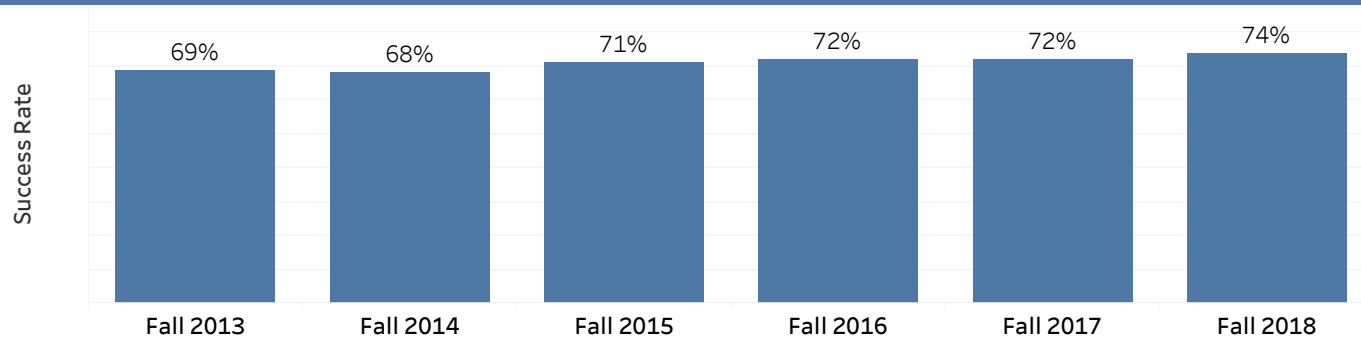
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1805

Institution-Set Standards



Data Set 12: Course Success (Fall 2013 - Fall 2018)

Success Distribution



During the Fall 2018 term, the District met the minimum institution-set standard of 67% and the aspirational goal of 74% course success rates. Over the past six years, the course success rate of students enrolled in a full-time capacity has consistently exceeded the success rates of their part-time counterparts.

Unit Load Success

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Grand Total	69%	68%	71%	72%	72%	74%
Full-Time	71%	71%	73%	75%	74%	77%
Part-Time	64%	64%	67%	68%	68%	69%

Gender Success

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Grand Total	69%	68%	71%	72%	72%	74%
Female	70%	70%	72%	73%	73%	75%
Male	67%	66%	70%	70%	69%	72%
Unknown	56%	63%	68%	72%	70%	74%

Race-Ethnicity Success

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Grand Total	69%	68%	71%	72%	72%	74%
African-American	62%	63%	64%	70%	69%	69%
Asian	75%	70%	79%	72%	77%	81%
Hispanic	67%	66%	70%	71%	70%	72%
Multi-Ethnicity	68%	70%	67%	72%	70%	71%
Native American	56%	64%	55%	67%	63%	78%
Pac. Is or Filipino	75%	78%	83%	81%	85%	85%
Unknown	68%	71%	77%	74%	73%	64%
White	72%	72%	75%	75%	76%	78%

Instructional Method Success

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Grand Total	69%	68%	71%	72%	72%	74%
Face-to-Face	70%	69%	72%	73%	73%	75%
Online	54%	55%	58%	58%	62%	63%

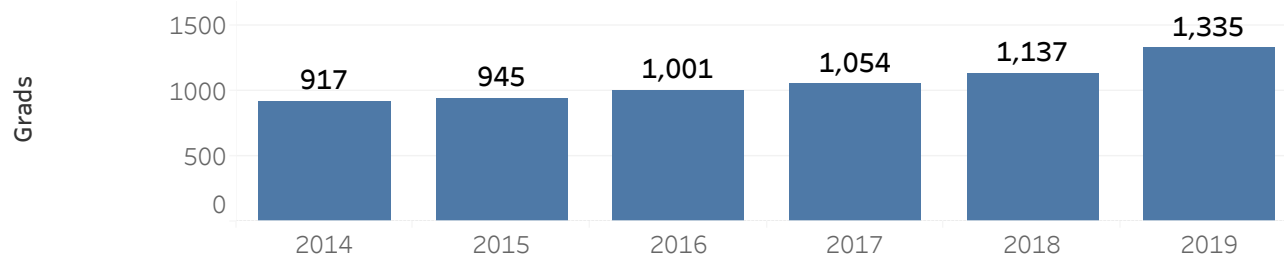
Source and Definition

Source: COS Office of Research, Planning, and Institutional Effectiveness

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 13: Students Earning Degrees and Certificates (2014 - 2019)

Students Earning Degrees (as reported to ACCJC)

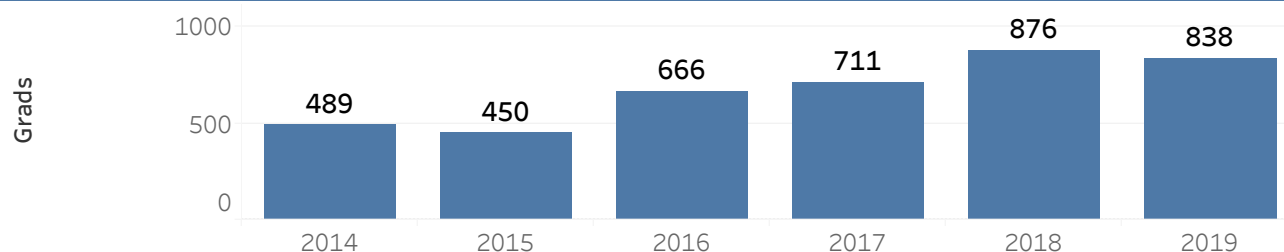


Student Distribution

	2014	2015	2016	2017	2018	2019
African-American	3%	2%	3%	3%	3%	2%
Asian	3%	4%	3%	4%	3%	4%
Hispanic	55%	55%	57%	61%	61%	63%
Multi-Ethnicity	4%	7%	6%	4%	6%	5%
Native American	0%	0%	0%		0%	0%
Pac. Islander or Fili..	2%	1%	1%	1%	1%	1%
Unknown	1%	1%	1%	1%	1%	0%
White	32%	30%	27%	25%	24%	24%

In 2019, the District met the minimum institution-set standard of 883, and the aspirational goal of 1,068 students earning degrees. Over the past six years, the unduplicated count of students earning a degree has increased from 917 (13/14 Yr) to 1,335 (18/19 Yr). Over the same time period, the distribution of the degrees among race/ethnic groups has changed such that the outcome of students closely mirrors the general population of the District.

Students Earning Certificates (as reported to ACCJC)



Student Distribution

	2014	2015	2016	2017	2018	2019
African-American	2%	1%	2%	2%	2%	1%
Asian	3%	2%	3%	4%	2%	3%
Hispanic	60%	61%	62%	66%	67%	66%
Multi-Ethnicity	5%	4%	5%	4%	5%	6%
Native American	1%	2%		1%	0%	0%
Pac. Islander or Fili..	1%	1%	1%	0%	1%	1%
Unknown	1%	4%	3%	1%	1%	1%
White	27%	25%	25%	22%	22%	23%

In 2019, the District met the minimum institution-set standard of 489, and the aspirational goal of 652 students earning certificates. Over the past six years the unduplicated count of students earning a certificate has increased from 489 (13/14 Yr) to 838 (18/19 Yr). Over the same time period, the distribution of the degrees among race/ethnic groups has changed such that the outcome of students closely mirrors the general population of the District.

Data set 14: Transfer Volume and Transfer Ready

Transfer Volume (number of transfers as reported to ACCJC)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Grand Total	869	1,006	993	852	1,037	864
CSU	377	526	515	439	666	508
In-State-Private	226	215	192	192	178	160
Out-of-State	222	226	238	176	159	156
UC	44	39	48	45	34	40

Source and Definition

Source: California Community College Chancellor's Office

https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

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

<http://asd.calstate.edu/ccct/2017-2018/SummaryYear.asp>

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

Transfer Ready

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Annual Unduplicated Total	1,197	1,206	1,273	1,349	1,406	1,532
Fall Transfer Ready	725	756	842	829	820	906
Spring Transfer Ready	924	938	954	1,007	1,097	1,196

Source and Definition

Source: COS Research Office (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.

Summary

In 2017-18, the District met the minimum institution-set standard of 828 student transfers to four-year colleges and universities. The volume of students transferring to four-year institutions decreased from 1,037 in 2016-17 to 864 in 2017-18. Transfers increased to the UC system but decreases were observed for the CSU system, and in-state-private and out-of-state colleges. The number of students that were transfer ready increased from 1,406 in 2017-18 to 1,532 in 2018-19, an increase of nine percentage points.

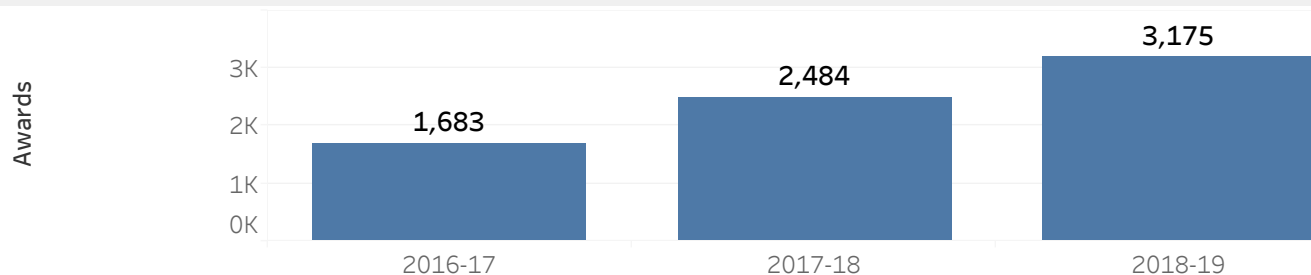
Student Achievement



Data Set 15: Awards and Graduates by Gender and Ethnicity

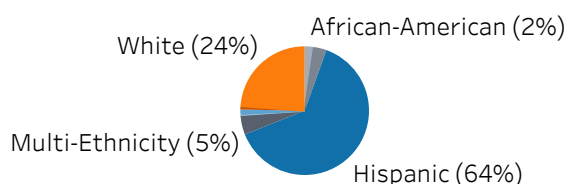
Sequoias District Awards and Graduates

Awards

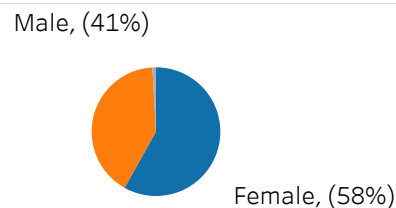


Award Group	2016-17		2017-18		2018-19	
	Awards	Graduates	Awards	Graduates	Awards	Graduates
Grand Total	1,683	1,357	2,484	1,920	3,175	2,354
A.A. for Transfer(ADT)	226	215	250	240	407	378
A.S. for Transfer(ADT)	161	156	214	208	287	274
A.A. Degree	575	505	666	510	757	552
A.S. Degree	269	260	274	267	295	287
Cert.(30 to < 60 units)	138	138	224	224	222	222
Cert.(18 to < 30 units)	57	50	131	122	152	149
Cert.(12 to < 18 units)	12	11	25	24	69	46
Cert.(6 to < 18 units)	220	165	566	471	823	703
Cert.< 6 units)	23	23	67	67	28	28
Non-Credit	2	2	67	65	135	133

Race/Ethnicity Distribution



Gender Distribution



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The number of student graduates and awards earned continues to increase. Most notably, the largest increases occurred in A.A. for Transfer and A.S. for Transfer degrees. A large increase also occurred for certificates (6 to < 18 Units). In addition, the race/ethnicity distribution of student graduates is reflective of the general student population distribution.

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

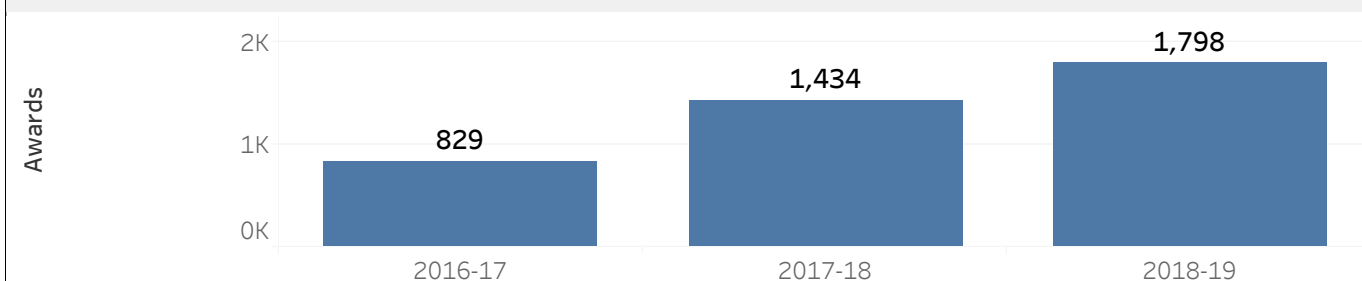
Awards: The count of all awards issued (AW, CT, SK, SC, CM) over the time period July 1st - June 30th, for the respective year. Students may earn multiple awards in the same time period.

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

Data Set 16: CTE Awards and Graduates by Gender and Ethnicity

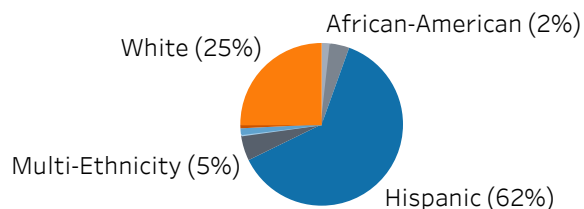
Sequoias District CTE Awards and Graduates

CTE Awards

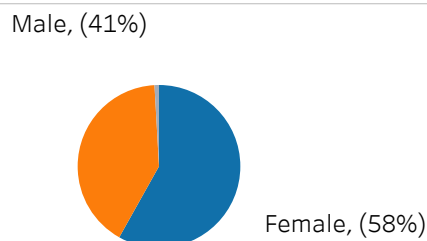


Award Group	2016-17		2017-18		2018-19	
	Awards	Graduates	Awards	Graduates	Awards	Graduates
Grand Total	829	703	1,434	1,199	1,798	1,468
A.A. for Transfer(ADT)	7	7	6	6	27	27
A.S. for Transfer(ADT)	137	137	192	192	245	245
A.A. Degree	1	1				
A.S. Degree	251	243	261	255	282	275
Cert.(30 to < 60 units)	138	138	224	224	222	222
Cert.(18 to < 30 units)	54	47	122	113	132	129
Cert.(12 to < 18 units)	8	7	24	23	68	45
Cert.(6 to < 18 units)	210	158	538	443	794	677
Cert.< 6 units)	23	23	67	67	28	28

Race/Ethnicity Distribution



Gender Distribution



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The number of CTE student graduates and CTE awards earned continues to increase. Most notably, the largest increases occurred in A.S. for Transfer degrees and for certificates (30 to < 60 Units) and 18 to < 30 Units). In addition, the race/ethnicity distribution of student graduates is mostly reflective of the general student population distribution, though white students are slightly over-represented with regard to CTE awards.

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

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

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

Data Set 17: Fall-to-Fall Retention

Fall to Spring Retention of First-Time Students

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		6-Yr Overall	
Gender	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring
Grand Total	2,161	77%	2,262	78%	2,536	75%	2,611	75%	2,628	77%	2,627	76%	14,825	76%
Female	1,096	80%	1,116	81%	1,252	80%	1,296	79%	1,276	81%	1,287	82%	7,323	80%
Male	1,054	75%	1,109	75%	1,225	70%	1,252	71%	1,326	72%	1,324	71%	7,290	72%
Unknown	11	45%	37	76%	59	76%	63	81%	26	81%	16	81%	212	77%

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		6-Yr Overall	
Race-Ethnicity	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring	Cohort	Retained In Spring
Grand Total	2,161	77%	2,262	78%	2,536	75%	2,611	75%	2,628	77%	2,627	76%	14,825	76%
African-American	78	60%	76	79%	99	56%	84	58%	52	75%	63	60%	452	64%
Asian	48	73%	62	74%	38	89%	42	69%	42	79%	46	83%	278	77%
Hispanic	1,341	78%	1,452	80%	1,663	75%	1,771	77%	1,860	77%	1,823	76%	9,910	77%
Multi-Ethnicity	137	80%	123	75%	134	72%	155	77%	141	81%	138	71%	828	76%
Native American	13	54%	15	67%	15	47%	9	44%	13	69%	12	83%	77	61%
Pac. Is or Filipino	13	85%	14	79%	17	94%	20	90%	10	100%	21	95%	95	91%
Unknown	33	82%	20	80%	23	83%	20	80%	21	81%	19	95%	136	83%
White	498	78%	500	73%	547	77%	510	72%	489	75%	505	79%	3,049	76%

Fall to Fall Retention of First-Time Students

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		6-Yr Overall	
Gender	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall
Grand Total	2,161	56%	2,262	60%	2,536	59%	2,611	59%	2,628	59%	2,627	63%	14,825	59%
Female	1,096	62%	1,116	65%	1,252	65%	1,296	64%	1,276	65%	1,287	69%	7,323	65%
Male	1,054	51%	1,109	56%	1,225	52%	1,252	55%	1,326	53%	1,324	57%	7,290	54%
Unknown	11	27%	37	70%	59	61%	63	62%	26	62%	16	63%	212	61%

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		6-Yr Overall	
Race-Ethnicity	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall	Cohort	Retained Next Fall
Grand Total	2,161	56%	2,262	60%	2,536	59%	2,611	59%	2,628	59%	2,627	63%	14,825	59%
African-American	78	35%	76	63%	99	39%	84	45%	52	33%	63	40%	452	43%
Asian	48	50%	62	65%	38	76%	42	57%	42	62%	46	74%	278	64%
Hispanic	1,341	59%	1,452	62%	1,663	60%	1,771	61%	1,860	59%	1,823	64%	9,910	61%
Multi-Ethnicity	137	57%	123	57%	134	53%	155	61%	141	62%	138	58%	828	58%
Native American	13	38%	15	60%	15	33%	9	44%	13	54%	12	67%	77	49%
Pac. Is or Filipino	13	69%	14	57%	17	71%	20	65%	10	80%	21	81%	95	71%
Unknown	33	55%	20	70%	23	65%	20	70%	21	52%	19	63%	136	62%
White	498	55%	500	56%	547	58%	510	55%	489	60%	505	63%	3,049	58%

Source: COS Research Office (Data Warehouse)

Cohort Definition: All first-time students enrolled in a credit course at census during the Fall term are included in this cohort.

Outcome: Enrolled at census in a credit course during the respective subsequent term.

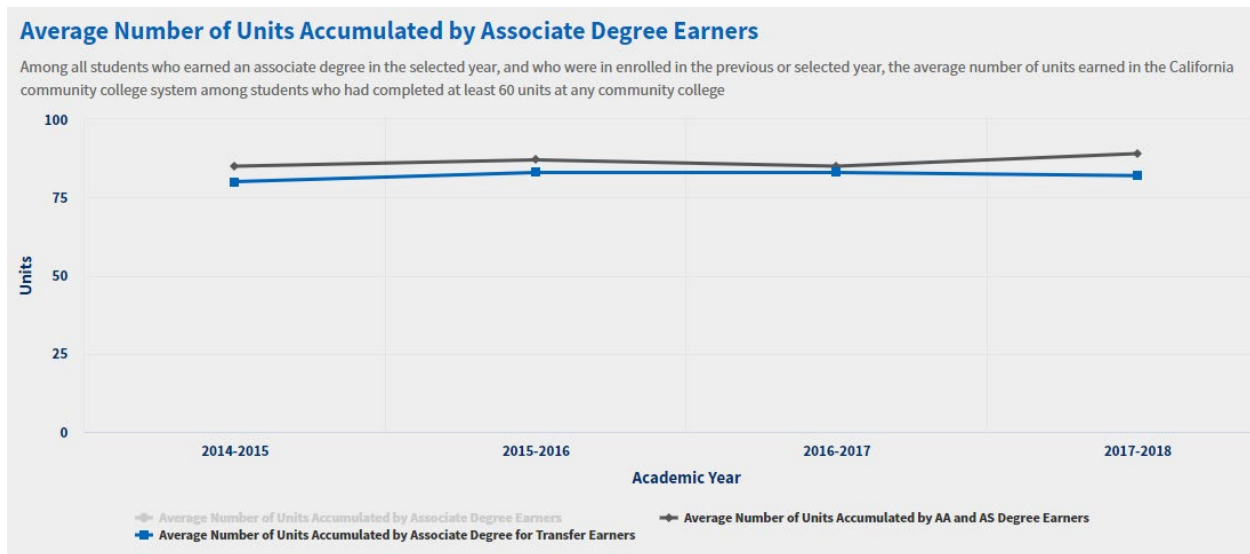
Observation:

Female students are retained at a higher rate than their male counterparts in both spring and fall terms while African American students had the lowest retention for both the spring and fall terms.

CCCCO Student Success Metrics



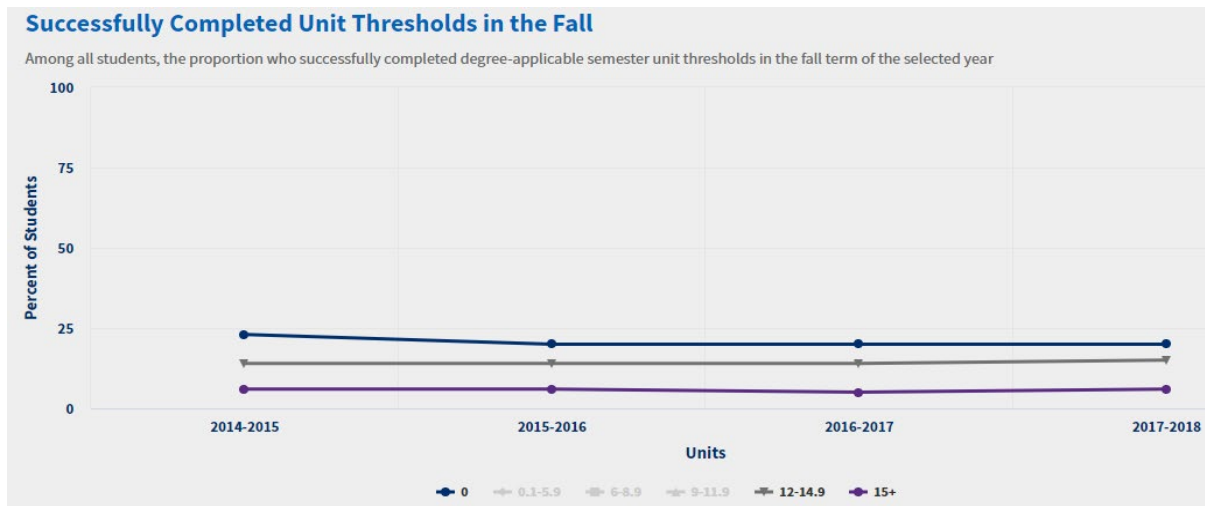
Data Set 18: Average Number of Units Accumulated by Associate Degree Earners.



- The average number of units accumulated by both Associate degree for transfer earners and AA and AS degree earners has increased over the four year period, but the average number of units accumulated by Associate degree for transfer earners has decreased from 83 in 2016-2017 to 82 in 2017-2018 (-1%).

If you would like more information about the Chancellor's Office student success metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on this [link](#).

Data Set 19: Units Successfully Completed in Fall Semester



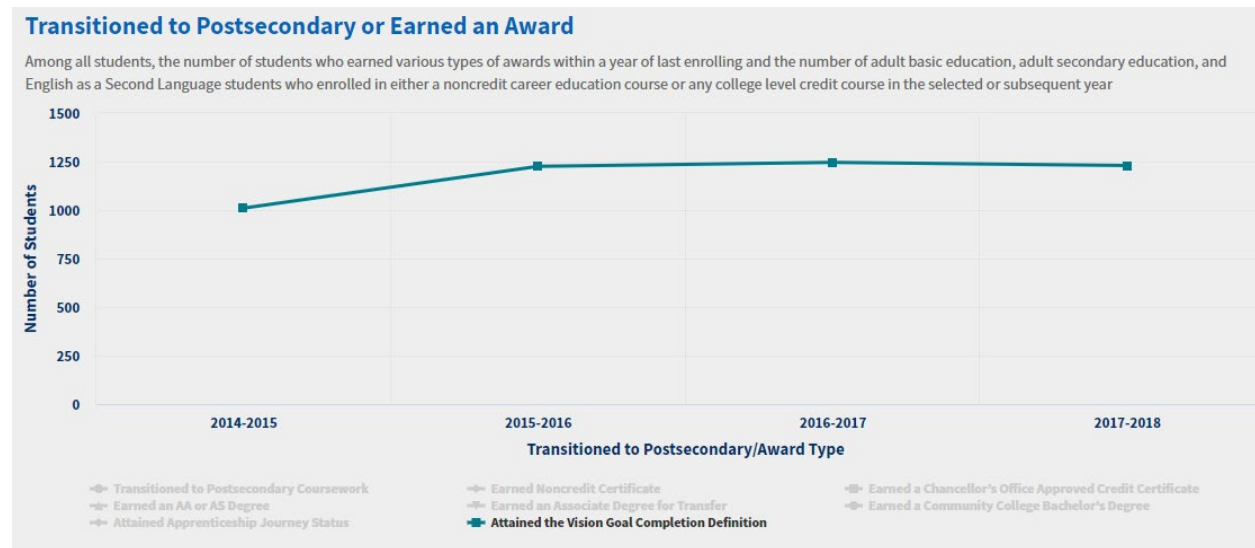
Over the 4-year time period, the percentage of students who

- Completed 0 units has decreased from 23.0% to 19.9%, which means the percentage of enrolled students not passing any degree-applicable credit courses in Fall semesters has decreased.
- Successfully completed 12 to 14.9 units has remained similar 14.3% to 14.8%.
- Successfully completed 15+ units has remained similar 5.5% to 5.9%.

Overall, the proportion of students completing 0 units is decreasing while the proportion of students successfully completing the equivalent to a full-time unit remaining similar.

If you would like more information about Chancellor's Office Student Success Metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on this [link](#).

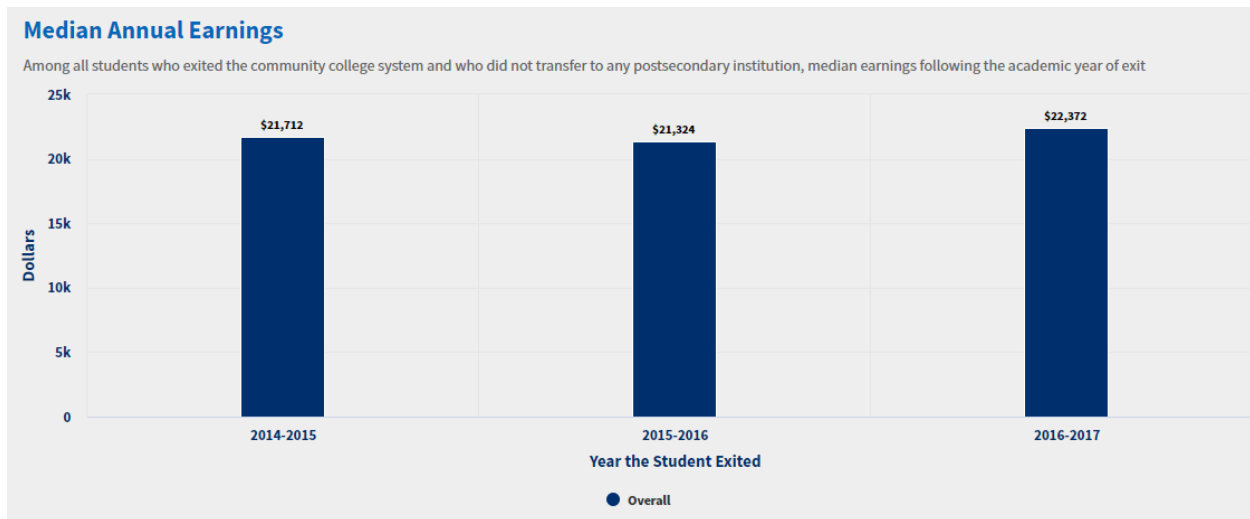
Data Set 20: Number of Students Attaining the Vision Goal Completion Definition



- Overall the number of students who attained the Vision Goal Completion Definition increased from 1,010 in 2014-2015 to 1,239 in 2017-2018 (+23%).

If you would like more information about the Chancellor's Office student success metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on this [link](#).

Data Set 21: Median Annual Earnings Following the Academic Year of Exit.

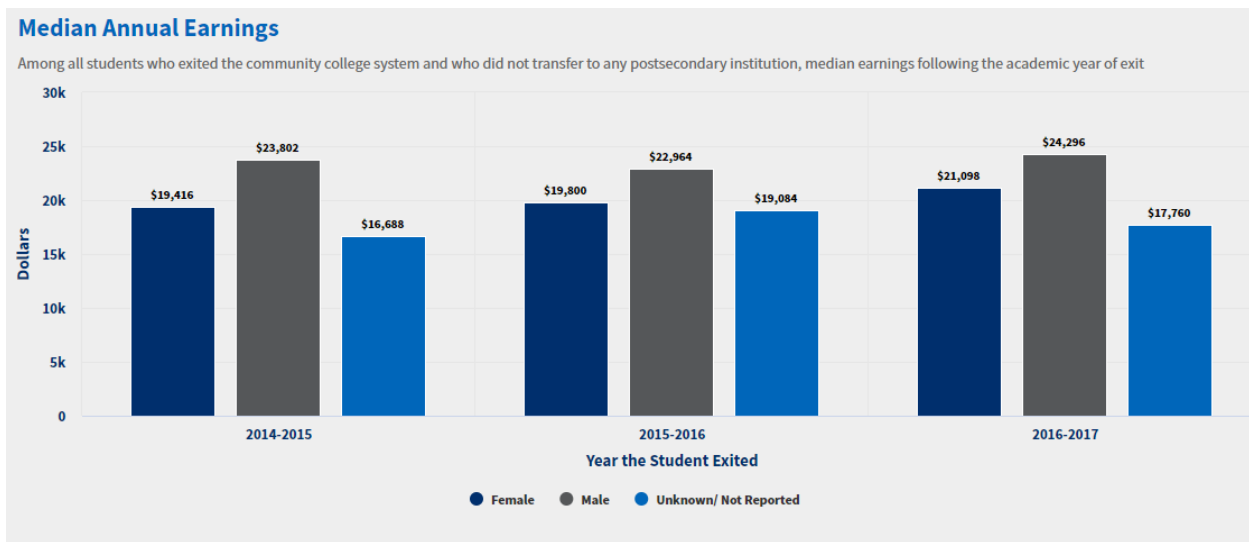


Among students who exited community college and did not transfer to a postsecondary institution:

- Median earnings increased from \$21,712 in 2014-2015 to \$22,372 in 2016-2017(+3%).
- The following observation should be considered.
 - In 2016-2017, the statewide median earnings among students, who exited community college and did not transfer to a postsecondary institution, was higher (\$29,504) than COS students, who exited community college and did not transfer to a postsecondary institution. Given cost of living variations across the state, students from COS attained a living wage at higher rates (57%) than all students statewide (47%).
 - In 2016-2017, the median income for COS students, who exited community college and did not transfer to a postsecondary institution, was lower than the median income for the microregion's (South Central Valley) (\$25,680) and macroregion's students (Central Valley) (\$25,672), who exited community college and did not transfer to a postsecondary institution; However, COS students attained a living wage at higher rates (57%) than all students in our microregion (46%) and lower than all students in our macroregion (60%).

If you would like more information about Chancellor's Office Student Success Metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on this [link](#).

Data Set 22: Median Annual Earnings by Gender.

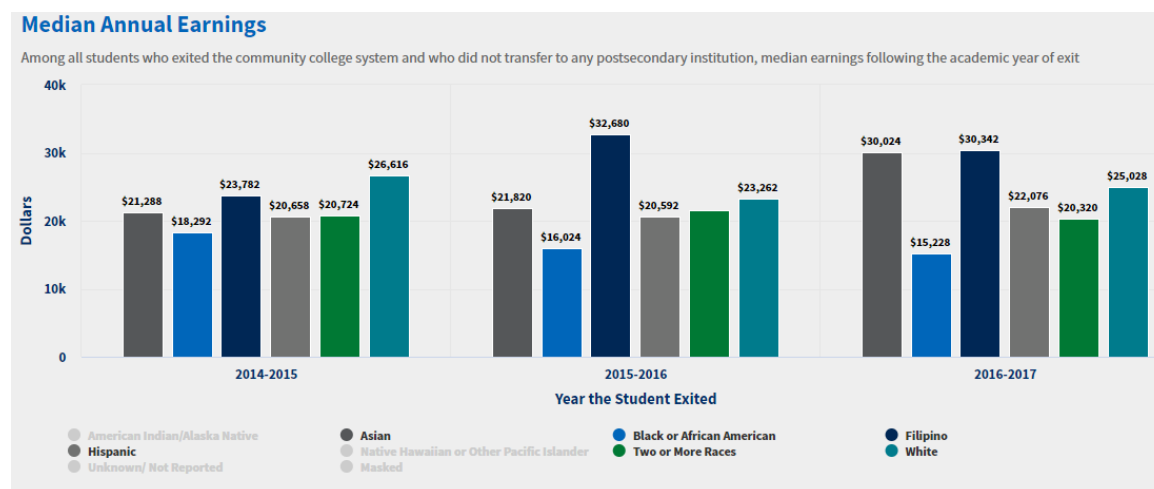


Among students who exited community college and did not transfer to a postsecondary institution:

- Male students had higher median earnings for all three years when compared to female students and students of an unknown gender.
- Median earnings for female students has consistently increased across the 3 year time period.
- Median earning for males students increased from \$23,802 in 2014-2015 to \$24,296 in 2016-2017.
- Median earning for students of an unknown gender increased from \$16,688 in 2014-2015 to \$17,760 in 2016-2017.

If you would like more information about the Chancellor's Office student success metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on this [link](#).

Data Set 23: Median Annual Earnings by Race/Ethnicity.



Among students who exited community college and did not transfer to a postsecondary institution:

- Hispanic and Black students have below average median earnings (seen in chart above) in each of the three years.
- Filipino and White Students have above average median earnings (seen in chart above) in each of the three years.
- Asian, Filipino, and Hispanic students have seen increases in median earning from 2014-2015 to 2016-2017.
 - Asian students have seen consistent increase in median earning over the past 3 years.
- Black, Multi-ethnic, and White students have seen decreases in median earnings from 2014-2015 to 2016-2017.
 - Black students have seen consistent decreases in median earning over the past 3 years.

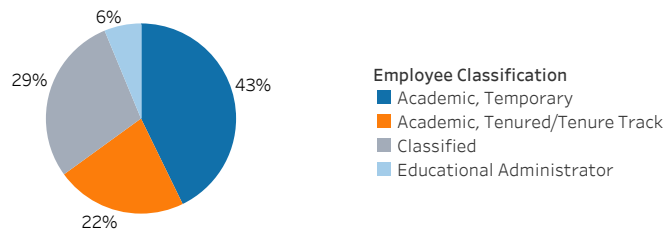
If you would like more information about the Chancellor's Office student success metrics or would like to examine these trends for specific demographic, economic, or disadvantages groups, please click on this [link](#).

Employees



Data set 24: Employee Counts and Demographics

Employee Distribution Fall 2018



Employee Classification Distribution Trends

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Grand Total	636	633	667	719	742	769
Educational Administrator	34	37	36	44	45	48
Academic, Tenured/Tenure Track	150	152	156	169	179	171
Classified	185	185	198	208	221	221
Academic, Temporary	267	259	277	298	297	329

Employee Gender Distribution Trends

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Educational Administrator	Female	18	18	16	17	16	17
	Male	16	19	20	27	29	31
Academic, Tenured/Tenure Track	Female	79	80	83	90	93	88
	Male	71	72	73	79	86	83
Classified	Female	118	115	124	130	134	135
	Male	67	70	74	78	87	86
Academic, Temporary	Female	137	129	131	139	137	156
	Male	130	130	146	159	160	173

Employee Race/Ethnicity Distribution Trends

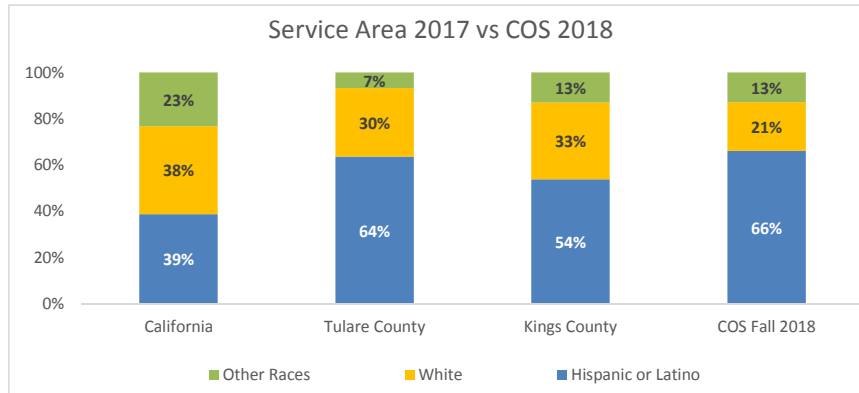
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Academic, Temporary	African-American	5	4	4	6	8	7
	American Indian/Alaskan Native	1			2	2	5
	Asian	12	14	14	15	18	19
	Hispanic	50	52	61	69	68	79
	Multi-Ethnicity	2	1	1	4	2	2
	Unknown	24	18	16	13	14	13
	White Non-Hispanic	173	170	181	189	185	204
Academic, Tenured/Tenure Track	African-American	5	5	5	5	4	7
	American Indian/Alaskan Native	1	1	1		2	
	Asian	6	7	7	9	9	10
	Hispanic	26	28	30	35	38	36
	Multi-Ethnicity			1	1	1	1
	Pacific Islander	1	1	1	1	1	
	Unknown	13	13	13	9	9	8
Classified	White Non-Hispanic	98	97	98	109	115	109
	African-American	2	3	3	3	3	3
	American Indian/Alaskan Native	2	2	2	2	2	1
	Asian	8	9	9	10	12	11
	Hispanic	64	65	72	84	92	105
	Multi-Ethnicity						1
	Unknown	6	4	5	4	4	3
Educational Administrator	White Non-Hispanic	103	102	107	105	108	97
	African-American				2	3	2
	Asian		1	1	1	2	2
	Hispanic	6	8	10	12	13	11
	Unknown	2	1	2	1		
	White Non-Hispanic	26	27	23	28	27	33

Source: Chancellor's Office Datamart: https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx..

Service Area Population



Data Set 25: Service Area Demographics

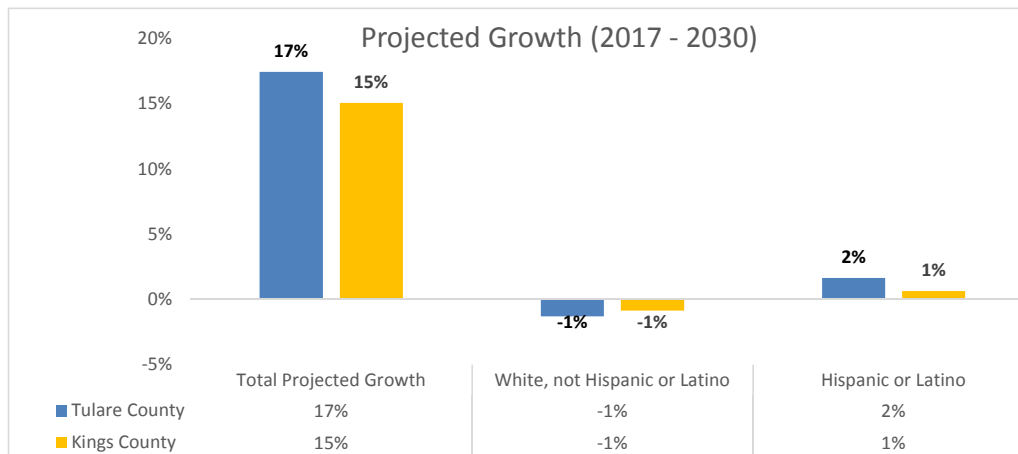


The Sequoias Community College District is a Hispanic-Serving Institution (HSI) with a Hispanic student population of 66% in Fall 2018, which exceeds the Hispanic service area population that ranges from 54%-64%.

Service Area Population 2017 vs Fall 2018 Enrollment						
Population by Race/Ethnicity (all ages)	California		Tulare County		Kings County	
	Count	Percent	Count	Percent	Count	Percent
Total	38,982,847	100%	458,809	100%	150,183	100%
American Indian, not Hispanic or Latino	137,813	0.4%	3,029	1%	1,200	1%
Asian, not Hispanic or Latino	5,427,928	14%	14,622	3%	5,463	4%
Black, not Hispanic or Latino	2,161,459	6%	5,973	1%	8,916	6%
Hispanic or Latino	15,105,860	39%	291,867	64%	80,715	54%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	138,283	0.4%	526	0.1%	332	0.2%
Multi & Unknown Race, not Hispanic or Latino	1,233,910	3%	7,420	2%	3,829	3%
White	14,777,594	38%	135,372	30%	49,728	33%
Population by Gender (18 and over)	California		Tulare County		Kings County	
	Count	Percent	Count	Percent	Count	Percent
Female	15,158,001	51%	158,834	50%	46,967	43%
Male	14,710,126	49%	156,132	50%	62,053	57%
Unknown	-	-	-	-	-	-
						1%

Source: U.S. Census Bureau, 2017 American Community Survey 5-Year Estimates

Data Set 26: Projected Growth



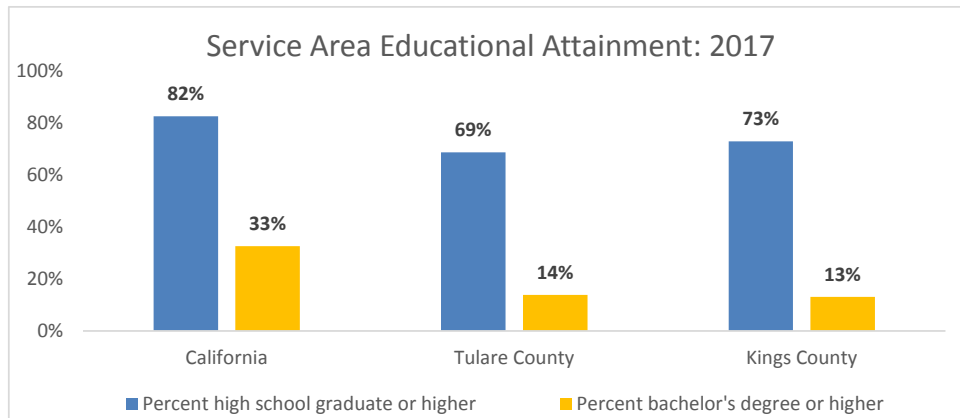
Based on the projected growth of Tulare and Kings Counties, the race/ethnicity distribution is expected to slightly shift. The share of Hispanic population is projected to increase two percentage points in Tulare County and one percentage point in Kings County over the next 13 years, while the share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

Tulare County Projected Growth (2017-2030)							
Race/Ethnicity	2017 Estimate		2025 Projection		2030 Projection		Difference (projected)
	Count	Percent	Count	Percent	Count	Percent	
Total	458,809	100%	511,971	100%	538,641	100%	17%
White	135,372	30%	148,971	29%	151,896	28%	-1%
Black, not Hispanic or Latino	5,973	1%	6,289	1%	6,649	1%	0%
American Indian, not Hispanic or Latino	3,029	1%	3,690	1%	3,836	1%	0%
Asian, not Hispanic or Latino	14,622	3%	15,883	3%	16,240	3%	0%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	526	0.1%	453	0.1%	474	0.1%	0%
Multi & Unknown Race, not Hispanic or Latino	7,420	2%	7,334	1%	8,115	2%	0%
Hispanic or Latino	291,867	64%	329,351	64%	351,431	65%	2%
Kings County Projected Growth (2017-2030)							
Race/Ethnicity	2017 Estimate		2025 Projection		2030 Projection		Difference (projected)
	Count	Percent	Count	Percent	Count	Percent	
Total	150,183	100%	164,632	100%	172,768	100%	15%
White	49,728	33%	54,161	33%	55,681	32%	-1%
Black, not Hispanic or Latino	8,916	6%	10,578	6%	11,236	7%	1%
American Indian, not Hispanic or Latino	1,200	1%	1,387	1%	1,442	1%	0%
Asian, not Hispanic or Latino	5,463	4%	5,578	3%	5,710	3%	0%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	332	0%	350	0%	415	0%	0%
Multi & Unknown Race, not Hispanic or Latino	3,829	3%	4,003	2%	4,347	3%	0%
Hispanic or Latino	80,715	54%	88,575	54%	93,937	54%	1%

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

Estimate Source: U.S. Census Bureau, 2017 American Community Survey 5-Year Estimates

Data Set 27: Educational Attainment

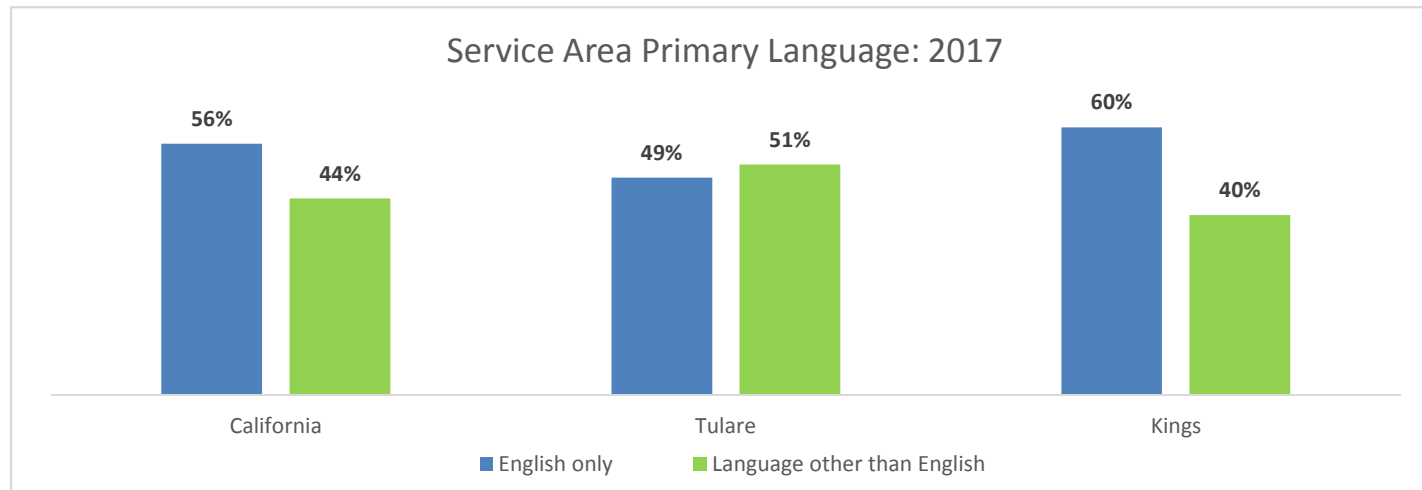


The educational attainment rates for Tulare and Kings Counties are lower than the state's rates. The rate of high school graduates or higher in California is 82% whereas Tulare and Kings County range from 69% to 73%, respectively. In addition, only 13%-14% of adults living in Tulare and Kings Counties have a bachelor's degree or higher compared to 33% 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	25,950,818	100%	266,582	100%	91,889	100%
Less than 9th grade	2,510,370	10%	52,424	20%	11,834	13%
9th to 12th grade, no diploma	2,033,160	8%	31,175	12%	13,045	14%
High school graduate (includes equivalency)	5,345,542	21%	68,866	26%	23,477	26%
Some college, no degree	5,586,071	22%	57,895	22%	23,962	26%
Associate's degree	2,021,944	8%	19,331	7%	7,580	8%
Bachelor's degree	5,291,984	20%	24,752	9%	8,518	9%
Graduate or professional degree	3,161,747	12%	12,139	5%	3,473	4%
Percent high school graduate or higher	(X)	82%	(X)	69%	(X)	73%
Percent bachelor's degree or higher	(X)	33%	(X)	14%	(X)	13%

Source: U.S. Census Bureau, 2017 American Community Survey 5-Year Estimates

Data Set 28: Language at Home

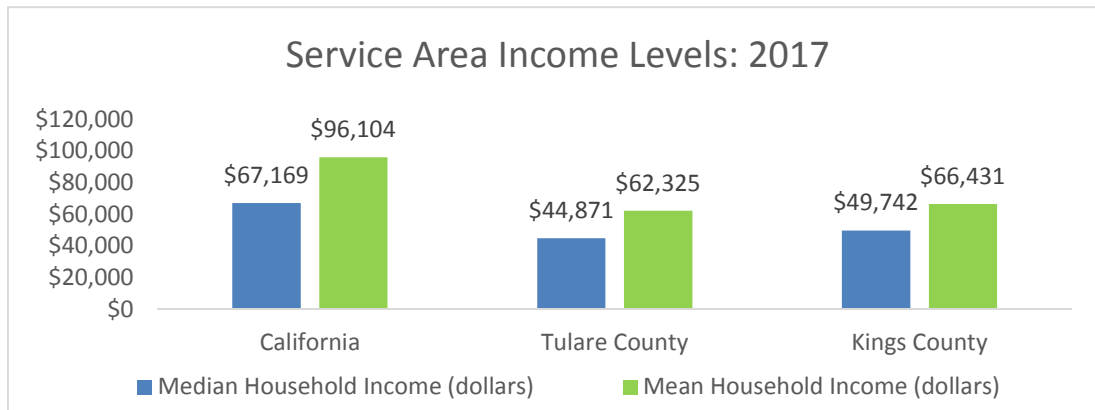


The percent of households that speak Spanish in Tulare County (47%) and Kings County (36%) is greater than the state average (29%). Both counties have noticeably smaller percentages of Asian and Pacific Islander languages when compared to the rest of the state.

Primary Language Spoken at Home						
	California		Tulare County		Kings County	
Language Spoken at Home	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 5 years and over	36,489,302	100%	419,508	100%	138,382	100%
English only	20,418,288	56%	203,604	49%	82,728	60%
Language other than English	16,071,014	44%	215,904	51%	55,654	40%
Language other than English Distribution	16,071,014	44%	215,904	51%	55,654	40%
Spanish	10,486,447	29%	198,687	47%	49,161	36%
Other Indo-European languages	1,621,559	4%	5,767	1%	2,081	2%
Asian and Pacific Islander languages	3,595,346	10%	9,788	2%	3,573	3%
Other languages	367,662	1%	1,662	0.4%	839	1%

Source: U.S. Census Bureau, 2017 American Community Survey 5-Year Estimates

Data Set 29: Income Levels



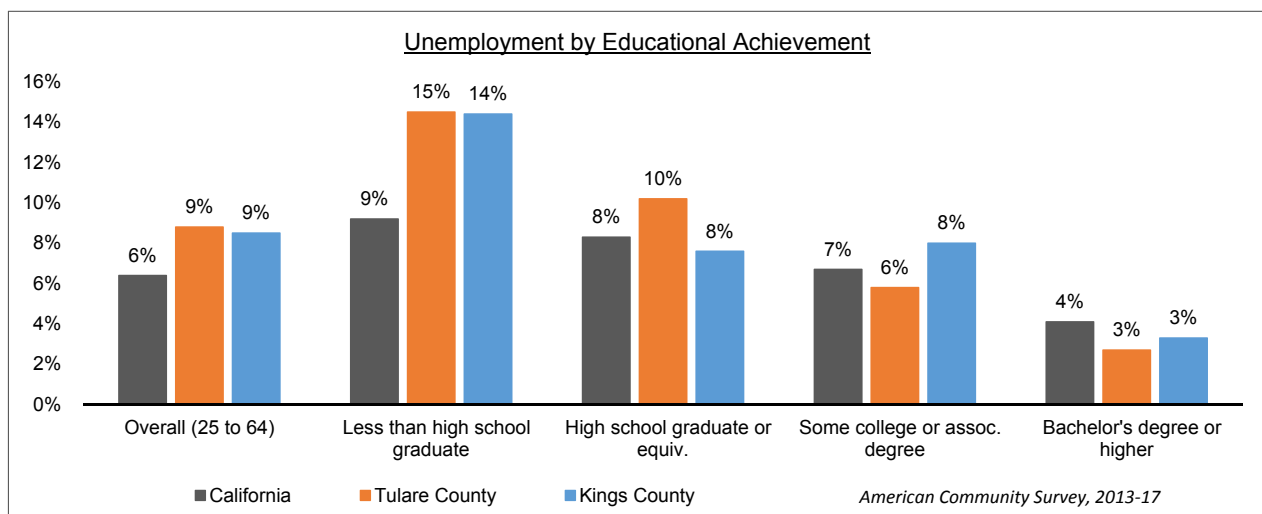
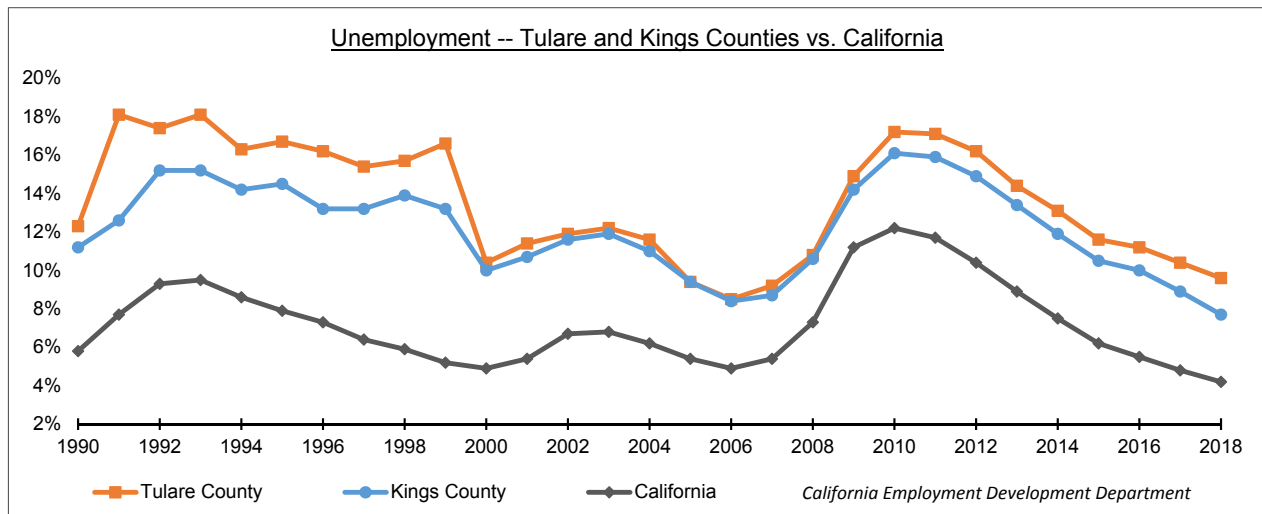
Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

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 more than double the state's poverty level and families with female householders in both counties have a poverty level at or above 36%. Additionally, the median income in both counties is less than the state by \$17,000 (Kings County) and \$22,000 (Tulare County).

Household Income			
<u>Median Income</u>	<u>California</u>	<u>Tulare County</u>	<u>Kings County</u>
Households	12,807,387	135,144	42,349
Less than \$10,000	5%	8%	6%
\$10,000 to \$14,999	5%	7%	6%
\$15,000 to \$24,999	9%	14%	11%
\$25,000 to \$34,999	8%	11%	11%
\$35,000 to \$49,999	11%	15%	17%
\$50,000 to \$74,999	16%	17%	17%
\$75,000 to \$99,999	12%	10%	14%
\$100,000 to \$149,999	16%	11%	12%
\$150,000 to \$199,999	8%	4%	4%
\$200,000 or more	10%	3%	3%
Median Household Income (dollars)	\$67,169	\$44,871	\$49,742
Mean Household Income (dollars)	\$96,104	\$62,325	\$66,431
Family Income Below the Poverty Level (past 12 months)			
	<u>California</u>	<u>Tulare County</u>	<u>Kings County</u>
All families	11%	23%	16%
Married couple families	7%	15%	10%
Families with female householder, no husband present	26%	42%	36%

Source: U.S. Census Bureau, 2017 American Community Survey 5-Year Estimates

Data Set 30: Unemployment



Labor Force Participation and Unemployment by Educational Achievement

	California		Tulare County		Kings County	
	Labor Force Participation	Unemployment	Labor Force Participation	Unemployment	Labor Force Participation	Unemployment
Total Population 25 to 64	77%	6%	72%	9%	64%	9%
Less than high school graduate	65%	9%	64%	15%	49%	14%
High school graduate or equiv.	73%	8%	71%	10%	58%	8%
Some college or assoc. degree	78%	7%	74%	6%	72%	8%
Bachelor's degree or higher	85%	4%	84%	3%	83%	3%

American Community Survey, 2013-17

While the unemployment rates have decreased to pre-recession levels, the unemployment rates in Tulare and Kings Counties continue to exceed the state as a whole. Additionally, unemployment rates are highest for those individuals with less than a high school degree. Labor force participation rates of those with a bachelor's degree or higher in Tulare County (84%) and Kings County (83%) are comparable to the state's participation rate (85%).

Data Set 31: Labor Force Participation

Age Group	California		Tulare County		Kings County	
	Labor Force Participation	Unemployment	Labor Force Participation	Unemployment	Labor Force Participation	Unemployment
Population 16+ Total	64%	8%	59%	10%	56%	10%
16 to 19 years	30%	27%	25%	25%	28%	27%
20 to 24 years	71%	13%	65%	15%	69%	15%
25 to 29 years	81%	8%	74%	11%	71%	14%
30 to 34 years	82%	7%	76%	9%	68%	8%
35 to 44 years	81%	6%	77%	10%	64%	9%
45 to 54 years	80%	6%	74%	9%	65%	6%
55 to 59 years	72%	6%	66%	6%	56%	5%
60 to 64 years	56%	6%	48%	4%	45%	8%
65 to 74 years	26%	5%	22%	7%	20%	1%
75 years and over	6%	5%	8%	4%	8%	3%

American Community Survey, 2013-17

Race-Ethnicity	California		Tulare County		Kings County	
	Labor Force Participation	Unemployment	Labor Force Participation	Unemployment	Labor Force Participation	Unemployment
Population 16 and over	64%	8%	59%	10%	56%	10%
White only	63%	7%	58%	10%	58%	9%
African American only	60%	13%	58%	13%	48%	14%
American Indian only	60%	12%	50%	14%	35%	9%
Asian only	63%	6%	60%	6%	58%	14%
Pacific Islander only	67%	10%	53%	0%	63%	17%
Some other race only	69%	9%	63%	14%	54%	10%
Two or more races	66%	10%	55%	12%	46%	11%
Hispanic origin (any race)	67%	9%	61%	12%	56%	11%
White only, not Hispanic	61%	6%	54%	6%	57%	7%

American Community Survey, 2013-17

Gender	California		Tulare County		Kings County	
	Labor Force Participation	Unemployment	Labor Force Participation	Unemployment	Labor Force Participation	Unemployment
Population 20 to 64 years	76%	7%	71%	10%	65%	9%
Male	83%	7%	80%	10%	63%	9%
Female	70%	7%	62%	10%	67%	10%

American Community Survey, 2013-17

Tulare and Kings Counties have lower labor force participation and higher unemployment than the state as a whole. Labor force participation tends to increase with age until one's middle years and then decline thereafter. Unemployment rates tend to decrease with age until one reaches retirement. Labor force participation is lower for all race-ethnicity groups in Tulare and Kings Counties compared to the state rates. Males have a higher labor force participation than females in both Tulare County and the state. However, unemployment are the same or nearly the same for both counties and the state. Note: Kings County data might be impacted by high incarceration rates due to presence of state prisons.

Data Set 32: Tulare County Job Growth

Tulare County: 2016 to 2026 Comparison of Growing Occupations with 20 or More Annual Job Openings

(Occupations requiring some college, a postsecondary certificate, an associate's degree, or a bachelor's degree)

Growing Occupations in Tulare County	2016 to 2026				Average Annual Job Openings*	1st Quarter 2018	
	2016 Actual	2026 Proj.	# Change	% Change		Median Hourly Wage	Median Annual Pay
Farmers, Ranchers, & Other Agricultural Managers	5,150	5,440	290	6%	418	\$28.70	\$59,696
Substitute Teachers	2,890	3,310	420	15%	376	\$19.33	\$40,213
Teacher Assistants	2,410	2,700	290	12%	284	\$14.91	\$31,012
Nursing Assistants	1,430	1,810	380	27%	219	\$12.45	\$25,880
Bookkeeping, Accounting, & Auditing Clerks	1,850	1,820	(30)	-2%	199	\$18.71	\$38,917
General & Operations Managers	1,860	2,140	280	15%	189	\$41.18	\$85,660
Elementary School Teachers, Except Special Education	1,780	1,990	210	12%	153	\$35.77	\$74,393
Registered Nurses	2,140	2,420	280	13%	143	\$42.87	\$89,178
Medical Assistants	950	1,200	250	26%	139	\$14.94	\$31,064
Sales Representatives, Wholesale & Manufacturing	1,090	1,220	130	12%	128	\$30.65	\$63,749
Secondary School Teachers, Except Special & CTE	1,280	1,440	160	13%	109	\$35.35	\$73,520
Automotive Service Technicians & Mechanics	910	980	70	8%	94	\$18.26	\$37,981
Medical Secretaries	570	680	110	19%	79	\$16.28	\$33,840
Industrial Machinery Mechanics	630	730	100	16%	68	\$20.10	\$41,799
Business Operations Specialists, All Other	580	680	100	17%	66	\$27.91	\$58,063
Middle School Teachers, Except Special & CTE	730	820	90	12%	62	\$31.62	\$65,772
Accountants & Auditors	680	680	0	0%	59	\$31.74	\$66,023
Licensed Practical & Licensed Vocational Nurses	670	760	90	13%	59	\$22.44	\$46,681
Social Workers, All Other	860	670	(190)	-22%	58	\$15.10	\$31,408
Electricians	410	480	70	17%	56	\$26.24	\$54,588
Heating, AC, & Refrigeration Mechanics & Installers	420	530	110	26%	56	\$22.47	\$46,745
Psychiatric Technicians	640	640	0	0%	49	\$27.43	\$57,039
Dental Assistants	350	400	50	14%	46	\$16.96	\$35,282
Sales Managers	480	510	30	6%	44	\$45.53	\$94,692
Computer User Support Specialists	440	510	70	16%	42	\$24.63	\$51,210
Tellers	380	370	(10)	-3%	42	\$12.93	\$26,900
Welders, Cutters, Solderers, & Brazers	310	360	50	16%	40	\$17.83	\$37,083
Kindergarten Teachers, Except Special Education	330	370	40	12%	38	\$36.15	\$75,195
Human Resources Specialists	350	360	10	3%	34	\$27.56	\$57,307
Pharmacy Technicians	370	410	40	11%	34	\$18.37	\$38,212
Preschool Teachers, Except Special Education	280	310	30	11%	32	\$16.39	\$34,089
Financial Managers	290	350	60	21%	29	\$47.38	\$98,550
Police & Sheriff's Patrol Officers	920	690	(230)	-25%	29	\$35.51	\$73,855
Executive Secretaries & Executive Admin Assistants	400	310	(90)	-23%	29	\$26.60	\$55,335
Administrative Services Managers	250	270	20	8%	24	\$41.02	\$85,323
Social & Community Service Managers	230	260	30	13%	24	\$27.80	\$57,818
Securities, Commodities, & Fin Services Sales Agents	220	240	20	9%	24	\$22.31	\$46,414
Construction Managers	260	310	50	19%	23	\$36.73	\$76,403
Animal Breeders	120	150	30	25%	23	\$11.20	\$23,296
Bus & Truck Mechanics & Diesel Engine Specialists	200	240	40	20%	23	\$20.72	\$43,089
Medical & Health Services Managers	210	250	40	19%	21	\$51.13	\$106,358
Sales Representatives, Wholesale & Manufacturing	160	190	30	19%	21	\$32.30	\$67,189
Forest & Conservation Technicians	150	170	20	13%	20	\$16.04	\$33,368
Other Occupations	8,250	8,370	120	1%	672	NA	NA
Total Occupations	44,880	48,540	3,660	8%	4,377	NA	NA

* Includes new positions & replacement positions.

Source: California Employment Development Department

Many of the fastest growing occupations in Tulare County are in fields for which COS provides specific instruction. That includes Agriculture, Early Childhood Education and Teacher Preparation, Business and Accounting, Nursing and Healthcare Professions, Automotive Technology, Construction Technology, Industrial Maintenance, Electrician Training, Environmental and Control Technology, Computer Networking and Support, Welding, and Police training. At COS, examination of labor market needs is a formal part of program review for all Career and Technical Education programs.

Data Set 33: Kings County Job Growth

Kings County: 2016 to 2026 Comparison of Growing Occupations with 10 or More Annual Job Openings
(Occupations requiring some college, a postsecondary certificate, an associate's degree, or a bachelor's degree)

Growing Occupations in Kings County	2016 to 2026				Average Annual Job Openings*	1st Quarter 2018	
	2016 Actual	2026 Proj.	# Change	% Change		Median Hourly Wage	Median Annual Pay
Correctional Officers & Jailers	2,590	2,520	(70)	-3%	198	\$33.83	\$70,366
Farmers, Ranchers, & Other Agricultural Managers	1,620	1,610	(10)	-1%	118	\$42.58	\$88,558
Elementary School Teachers, Except Special Education	910	940	30	3%	68	\$36.97	\$76,891
Substitute Teachers	560	590	30	5%	65	\$18.39	\$38,263
Secondary School Teachers, Except Special & CTE	730	760	30	4%	54	\$41.42	\$86,162
Registered Nurses	890	970	80	9%	54	\$38.30	\$79,674
Teacher Assistants	460	480	20	4%	48	\$13.12	\$27,286
Bookkeeping, Accounting, & Auditing Clerks	450	440	(10)	-2%	47	\$21.03	\$43,748
General & Operations Managers	440	470	30	7%	40	\$40.94	\$85,139
Industrial Machinery Mechanics	360	420	60	17%	39	\$25.96	\$53,975
Aircraft Mechanics & Service Technicians	70	290	220	314%	36	\$30.51	\$63,460
Business Operations Specialists, All Other	340	350	10	3%	32	\$28.59	\$59,461
Nursing Assistants	310	290	(20)	-6%	31	\$12.91	\$26,837
Medical Assistants	200	260	60	30%	30	\$14.69	\$30,550
Licensed Practical & Licensed Vocational Nurses	310	340	30	10%	25	\$27.29	\$56,765
Probation Officers & Correctional Treatment Specialists	240	260	20	8%	24	\$34.32	\$71,386
First-Line Supervisors of Correctional Officers	390	380	(10)	-3%	24	\$49.60	\$103,168
Medical Secretaries	180	210	30	17%	24	\$15.21	\$31,649
Automotive Service Technicians & Mechanics	240	240	0	0%	23	\$15.14	\$31,502
Accountants & Auditors	180	210	30	17%	20	\$32.73	\$68,075
Dental Assistants	140	170	30	21%	20	\$19.10	\$39,735
Management Analysts	190	210	20	11%	18	\$33.73	\$70,157
Welders, Cutters, Solderers, & Brazers	160	160	0	0%	17	\$19.06	\$39,642
Electricians	120	140	20	17%	16	\$32.66	\$67,942
Teachers & Instructors, All Other	130	140	10	8%	15	\$19.80	\$41,177
Police & Sheriff's Patrol Officers	200	220	20	10%	15	\$33.98	\$70,666
Sales Representatives, Wholesale & Manufacturing	130	150	20	15%	15	\$26.62	\$55,381
Preschool Teachers, Except Special Education	120	120	0	0%	11	\$11.42	\$23,772
Medical & Health Services Managers	130	140	10	8%	11	\$54.80	\$113,961
Managers, All Other	130	140	10	8%	11	\$53.97	\$112,247
Pharmacy Technicians	100	120	20	20%	11	\$18.75	\$38,984
Tellers	110	100	(10)	-9%	11	\$14.14	\$29,398
Logisticians	50	80	30	60%	10	\$31.72	\$65,972
Eligibility Interviewers, Government Programs	110	120	10	9%	10	\$24.20	\$50,336
Psychiatric Technicians	100	120	20	20%	10	\$19.60	\$40,768
Firefighters	130	130	0	0%	10	\$24.04	\$50,001
Emergency Medical Technicians & Paramedics	120	150	30	25%	10	\$14.41	\$29,977
Other Occupations	2,300	2,520	220	10%	220	NA	NA
Total Occupations	15,940	16,960	1,020	6%	1,441	NA	NA

* Includes new positions & replacement positions.

Source: California Employment Development Department

Many of the fastest growing occupations in Kings County are in fields for which COS provides specific instruction. That includes Administration of Justice (Corrections and Law Enforcement), Agriculture, Early Childhood Education and Teacher Preparation, Business and Accounting, Nursing and Healthcare Professions, Automotive Technology, Industrial Maintenance, Electrician Training, Welding, and Firefighting. At COS, examination of labor market needs is a formal part of program review for all Career and Technical Education programs.



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