RESEARCH
PLANNING & INSTITUTIONAL EFFECTIVENESS

The Giant Fact Book
2022 - 2023

COLLEGE OF THE SEQUOIAS
SEQUOIAS COMMUNITY COLLEGE DISTRICT
HANFORD | TULARE | VISALIA

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

FTES and Headcount

District Total
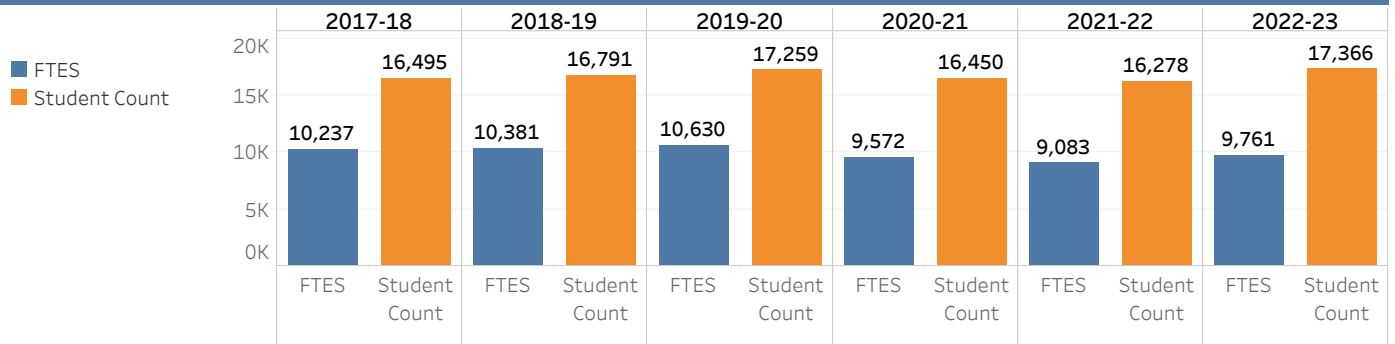
	FTES	Student Count

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
FTES	10,237	10,381	10,630	9,572	9,083	9,761
Student Count	16,495	16,791	17,259	16,450	16,278	17,366

Percentage change relative to 2017-18

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
FTES	0%	1%	4%	-6%	-11%	-5%
Student Count	0%	2%	5%	0%	-1%	5%

Source: COS Research Office (Data Warehouse)

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

Academic Year Definition: One academic year represents the collection of summer, fall, and spring terms for the respective year.

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

Note: Online campus includes campus codes ONC, ONH, ONT, and ONV.

Observations:

Since 2017-18 the District has experienced FTES growth annually until the pandemic occurred, impacting the 2020/21 through 2022/23 years. As a result, the District experienced a 5% decline in FTES while the student count actually increased by 5% over the same time period.

FTES and Headcount 6-Yr Trend

District Total

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
FTES	10,237	10,381	10,630	9,572	9,083	9,761
Student Count	16,495	16,791	17,259	16,450	16,278	17,366

Visalia Campus

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
FTES	7,392	7,279	7,134	3,803	3,259	4,880
Student Count	13,239	13,101	13,207	10,748	8,408	10,674

Hanford Campus

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
FTES	997	963	1,005	800	655	1,019
Student Count	2,715	2,878	3,264	3,351	2,550	4,020

Tulare Campus

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
FTES	858	901	927	579	553	707
Student Count	3,261	3,231	3,342	2,454	1,876	2,425

Online Campus

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
FTES	630	704	962	3,861	4,084	2,553
Student Count	3,701	4,154	5,252	11,224	11,632	9,560

CTE

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
FTES	2,642	2,797	2,992	2,633	2,566	2,728
Student Count	8,293	8,722	9,116	8,254	7,935	8,518

Race/Ethnicity Data Set

Fall 2022 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
Hispanic	73.0%	72.9%	69.8%	76.9%	71.8%	73.1%
White	18.0%	17.8%	19.3%	16.5%	18.9%	18.0%
Multi-Ethnicity	3.1%	3.0%	3.4%	2.9%	3.3%	3.2%
All Other Groups	6.0%	6.3%	7.5%	3.7%	6.0%	5.7%

	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	13,637	100.0%	7,832	100.0%	2,302	100.0%	1,592	100.0%	7,770	100.0%	5,674	100.0%
African-American	227	1.7%	139	1.8%	61	2.6%	13	0.8%	149	1.9%	86	1.5%
Asian	328	2.4%	195	2.5%	62	2.7%	21	1.3%	184	2.4%	127	2.2%
Filipino	123	0.9%	78	1.0%	22	1.0%	17	1.1%	60	0.8%	52	0.9%
Hispanic	9,958	73.0%	5,708	72.9%	1,607	69.8%	1,225	76.9%	5,575	71.8%	4,145	73.1%
Multi-Ethnicity	417	3.1%	235	3.0%	78	3.4%	46	2.9%	256	3.3%	182	3.2%
Native American	44	0.3%	21	0.3%	13	0.6%			23	0.3%	15	0.3%
Pacific Islander	13	0.1%	10	0.1%	2	0.1%			9	0.1%	4	0.1%
White	2,450	18.0%	1,396	17.8%	445	19.3%	262	16.5%	1,471	18.9%	1,024	18.0%
Unknown	77	0.6%	50	0.6%	12	0.5%	8	0.5%	43	0.6%	39	0.7%

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.

Note: Distance Education includes all courses with online or hybrid instruction method codes.

Observations:

In Fall 2022, more than two-thirds (73%) of all students enrolled at the District are Hispanic, an increase of 6.9 percentage points over the past six years. Conversely, the proportion of white students decreased by 3.4 percentage points during the same period.

The proportion of Hispanic students enrolled in distance education classes has increased 10.3 percentage points over the past six years (from 61.5% in Fall 2017 to 71.8% in Fall 2022), bringing the distribution of Hispanic students in distance education classes closer to the distribution of Hispanic students across the District (73%).

Race/Ethnicity 6-Yr Trend

District Total

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,876	100.0%	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%
African-American	284	2.2%	283	2.2%	275	2.0%	249	1.9%	240	1.9%	227	1.7%
Asian	299	2.3%	364	2.8%	351	2.6%	329	2.5%	310	2.5%	328	2.4%
Filipino	101	0.8%	120	0.9%	135	1.0%	129	1.0%	108	0.9%	123	0.9%
Hispanic	8,517	66.1%	9,067	69.0%	9,397	69.7%	9,316	71.0%	8,986	72.1%	9,958	73.0%
Multi-Ethnicity	738	5.7%	389	3.0%	409	3.0%	381	2.9%	360	2.9%	417	3.1%
Native American	55	0.4%	42	0.3%	40	0.3%	44	0.3%	40	0.3%	44	0.3%
Pacific Islander	6	0.0%	13	0.1%	16	0.1%	10	0.1%	18	0.1%	13	0.1%
White	2,755	21.4%	2,767	21.0%	2,682	19.9%	2,545	19.4%	2,312	18.6%	2,450	18.0%
Unknown	121	0.9%	102	0.8%	186	1.4%	111	0.8%	84	0.7%	77	0.6%

Visalia Campus

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,098	100.0%	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%
African-American	215	2.1%	210	2.1%	190	1.9%	181	1.9%	123	2.2%	139	1.8%
Asian	256	2.5%	317	3.2%	285	2.8%	268	2.8%	149	2.6%	195	2.5%
Filipino	84	0.8%	100	1.0%	110	1.1%	104	1.1%	64	1.1%	78	1.0%
Hispanic	6,736	66.7%	6,932	69.0%	6,987	69.6%	6,755	70.6%	4,106	72.3%	5,708	72.9%
Multi-Ethnicity	577	5.7%	296	2.9%	312	3.1%	281	2.9%	174	3.1%	235	3.0%
Native American	41	0.4%	38	0.4%	34	0.3%	32	0.3%	23	0.4%	21	0.3%
Pacific Islander	6	0.1%	12	0.1%	16	0.2%	9	0.1%	6	0.1%	10	0.1%
White	2,121	21.0%	2,084	20.8%	1,974	19.7%	1,847	19.3%	1,002	17.6%	1,396	17.8%
Unknown	62	0.6%	54	0.5%	134	1.3%	86	0.9%	34	0.6%	50	0.6%

Hanford Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%
African-American	68	3.8%	71	3.8%	79	4.1%	80	3.5%	38	3.2%	61	2.6%
Asian	34	1.9%	34	1.8%	42	2.2%	43	1.9%	32	2.7%	62	2.7%
Filipino	17	0.9%	16	0.8%	24	1.2%	26	1.1%	12	1.0%	22	1.0%
Hispanic	1,131	62.7%	1,273	67.5%	1,269	65.5%	1,578	69.7%	799	67.8%	1,607	69.8%
Multi-Ethnicity	117	6.5%	50	2.6%	69	3.6%	76	3.4%	26	2.2%	78	3.4%
Native American	7	0.4%	4	0.2%	6	0.3%	12	0.5%	7	0.6%	13	0.6%
Pacific Islander	2	0.1%	2	0.1%	4	0.2%	1	0.0%	2	0.2%	2	0.1%
White	418	23.2%	427	22.6%	410	21.2%	430	19.0%	250	21.2%	445	19.3%
Unknown	10	0.6%	10	0.5%	33	1.7%	17	0.8%	12	1.0%	12	0.5%

Tulare Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%
African-American	31	1.4%	31	1.4%	29	1.3%	42	2.0%	15	1.4%	13	0.8%
Asian	18	0.8%	25	1.1%	33	1.4%	24	1.1%	11	1.0%	21	1.3%
Filipino	14	0.6%	7	0.3%	10	0.4%	22	1.1%	5	0.5%	17	1.1%
Hispanic	1,575	69.7%	1,582	72.0%	1,660	72.0%	1,459	69.7%	780	71.1%	1,225	76.9%
Multi-Ethnicity	101	4.5%	58	2.6%	56	2.4%	56	2.7%	26	2.4%	46	2.9%
Native American	6	0.3%	6	0.3%	8	0.3%	13	0.6%	5	0.5%		
Pacific Islander			2	0.1%	1	0.0%	2	0.1%	2	0.2%		
White	500	22.1%	477	21.7%	472	20.5%	460	22.0%	243	22.2%	262	16.5%
Unknown	14	0.6%	9	0.4%	35	1.5%	15	0.7%	10	0.9%	8	0.5%

Distance Ed

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,548	100.0%	8,935	100.0%	7,770	100.0%
African-American	77	2.6%	70	2.2%	91	2.4%	99	2.2%	196	2.2%	149	1.9%
Asian	71	2.4%	88	2.8%	102	2.6%	118	2.6%	216	2.4%	184	2.4%
Filipino	28	1.0%	34	1.1%	38	1.0%	52	1.1%	71	0.8%	60	0.8%
Hispanic	1,798	61.5%	2,031	64.4%	2,540	65.9%	3,134	68.9%	6,379	71.4%	5,575	71.8%
Multi-Ethnicity	205	7.0%	108	3.4%	132	3.4%	136	3.0%	276	3.1%	256	3.3%
Native American	20	0.7%	15	0.5%	15	0.4%	15	0.3%	30	0.3%	23	0.3%
Pacific Islander	3	0.1%	4	0.1%	4	0.1%	4	0.1%	13	0.1%	9	0.1%
White	707	24.2%	786	24.9%	890	23.1%	937	20.6%	1,690	18.9%	1,471	18.9%
Unknown	13	0.4%	18	0.6%	40	1.0%	53	1.2%	64	0.7%	43	0.6%

CTE

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%
African-American	113	2.0%	128	2.2%	111	1.8%	87	1.5%	102	2.0%	86	1.5%
Asian	144	2.6%	148	2.6%	154	2.5%	129	2.3%	120	2.3%	127	2.2%
Filipino	56	1.0%	51	0.9%	58	0.9%	48	0.8%	34	0.7%	52	0.9%
Hispanic	3,612	65.1%	3,929	67.9%	4,230	69.1%	4,051	71.7%	3,716	71.7%	4,145	73.1%
Multi-Ethnicity	305	5.5%	172	3.0%	158	2.6%	153	2.7%	142	2.7%	182	3.2%
Native American	26	0.5%	22	0.4%	16	0.3%	15	0.3%	24	0.5%	15	0.3%
Pacific Islander	4	0.1%	4	0.1%	5	0.1%	3	0.1%	5	0.1%	4	0.1%
White	1,257	22.7%	1,307	22.6%	1,303	21.3%	1,116	19.8%	1,011	19.5%	1,024	18.0%
Unknown	28	0.5%	28	0.5%	90	1.5%	48	0.8%	32	0.6%	39	0.7%

Gender Data Set
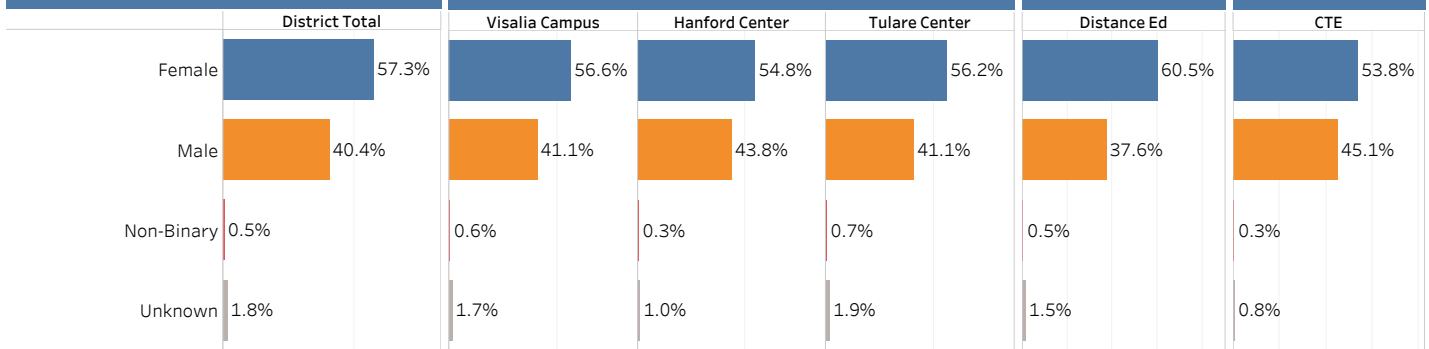
Fall 2022 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
Female	57.3%	56.6%	54.8%	56.2%	60.5%	53.8%
Male	40.4%	41.1%	43.8%	41.1%	37.6%	45.1%
Non-Binary	0.5%	0.6%	0.3%	0.7%	0.5%	0.3%
Unknown	1.8%	1.7%	1.0%	1.9%	1.5%	0.8%

	District Total Students	Percent	Visalia Campus Students	Percent	Hanford Center Students	Percent	Tulare Center Students	Percent	Distance Ed Students	Percent	CTE Students	Percent
Grand Total	13,637	100.0%	7,832	100.0%	2,302	100.0%	1,592	100.0%	7,770	100.0%	5,674	100.0%
Female	7,811	57.3%	4,429	56.6%	1,261	54.8%	895	56.2%	4,700	60.5%	3,054	53.8%
Male	5,509	40.4%	3,222	41.1%	1,009	43.8%	655	41.1%	2,918	37.6%	2,557	45.1%
Non-Binary	72	0.5%	44	0.6%	8	0.3%	11	0.7%	38	0.5%	18	0.3%
Unknown	245	1.8%	137	1.7%	24	1.0%	31	1.9%	114	1.5%	45	0.8%

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.

Note: Distance Education includes all courses with online or hybrid instruction method codes.

Observations:

In Fall 2022, female students (57.3%) had a larger enrollment population than male students (40.4%).

In Fall 2022, distance education courses had the largest proportion of female enrollments (60.5%)

In Fall 2022, CTE courses experienced the largest proportion of male enrollments (45.1%).

Gender 6-Yr Trend

District Total

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	**12,876**	100.0%	**13,147**	100.0%	**13,491**	100.0%	**13,114**	100.0%	**12,458**	100.0%	**13,637**	100.0%
Female	7,319	56.8%	7,519	57.2%	7,759	57.5%	7,923	60.4%	7,411	59.5%	7,811	57.3%
Male	5,402	42.0%	5,485	41.7%	5,455	40.4%	4,992	38.1%	4,849	38.9%	5,509	40.4%
Non-Binary	35	0.3%	32	0.2%	123	0.9%	75	0.6%	64	0.5%	72	0.5%
Unknown	120	0.9%	111	0.8%	154	1.1%	124	0.9%	134	1.1%	245	1.8%

Visalia Campus

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	**10,098**	100.0%	**10,043**	100.0%	**10,042**	100.0%	**9,563**	100.0%	**5,681**	100.0%	**7,832**	100.0%
Female	5,790	57.3%	5,809	57.8%	5,844	58.2%	5,831	61.0%	3,271	57.6%	4,429	56.6%
Male	4,179	41.4%	4,120	41.0%	3,982	39.7%	3,582	37.5%	2,324	40.9%	3,222	41.1%
Non-Binary	29	0.3%	24	0.2%	100	1.0%	58	0.6%	25	0.4%	44	0.6%
Unknown	100	1.0%	90	0.9%	116	1.2%	92	1.0%	61	1.1%	137	1.7%

Hanford Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	**1,804**	100.0%	**1,887**	100.0%	**1,936**	100.0%	**2,263**	100.0%	**1,178**	100.0%	**2,302**	100.0%
Female	897	49.7%	968	51.3%	988	51.0%	1,264	55.9%	562	47.7%	1,261	54.8%
Male	896	49.7%	902	47.8%	901	46.5%	961	42.5%	598	50.8%	1,009	43.8%
Non-Binary	4	0.2%	6	0.3%	23	1.2%	17	0.8%	6	0.5%	8	0.3%
Unknown	7	0.4%	11	0.6%	24	1.2%	21	0.9%	12	1.0%	24	1.0%

Tulare Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	**2,259**	100.0%	**2,197**	100.0%	**2,304**	100.0%	**2,093**	100.0%	**1,097**	100.0%	**1,592**	100.0%
Female	1,214	53.7%	1,199	54.6%	1,283	55.7%	1,267	60.5%	611	55.7%	895	56.2%
Male	1,020	45.2%	980	44.6%	981	42.6%	795	38.0%	474	43.2%	655	41.1%
Non-Binary	4	0.2%	4	0.2%	15	0.7%	12	0.6%	8	0.7%	11	0.7%
Unknown	21	0.9%	14	0.6%	25	1.1%	19	0.9%	4	0.4%	31	1.9%

Distance Ed

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	**2,922**	100.0%	**3,154**	100.0%	**3,852**	100.0%	**4,548**	100.0%	**8,935**	100.0%	**7,770**	100.0%
Female	1,860	63.7%	2,025	64.2%	2,445	63.5%	2,891	63.6%	5,521	61.8%	4,700	60.5%
Male	1,020	34.9%	1,094	34.7%	1,332	34.6%	1,588	34.9%	3,293	36.9%	2,918	37.6%
Non-Binary	10	0.3%	6	0.2%	39	1.0%	23	0.5%	39	0.4%	38	0.5%
Unknown	32	1.1%	29	0.9%	36	0.9%	46	1.0%	82	0.9%	114	1.5%

CTE

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	**5,545**	100.0%	**5,789**	100.0%	**6,125**	100.0%	**5,650**	100.0%	**5,186**	100.0%	**5,674**	100.0%
Female	2,875	51.8%	3,048	52.7%	3,214	52.5%	3,188	56.4%	2,827	54.5%	3,054	53.8%
Male	2,606	47.0%	2,686	46.4%	2,802	45.7%	2,394	42.4%	2,290	44.2%	2,557	45.1%
Non-Binary	13	0.2%	8	0.1%	56	0.9%	23	0.4%	24	0.5%	18	0.3%
Unknown	51	0.9%	47	0.8%	53	0.9%	45	0.8%	45	0.9%	45	0.8%

Age Data Set

Fall 2022 Profile

	Less than 20	20-24	25-29	30-49	50+
District Total	43.7%	28.8%	9.8%	15.6%	2.2%
Visalia Campus	42.7%	33.4%	8.8%	13.2%	1.9%
Hanford Center	35.1%	30.6%	12.4%	19.9%	2.0%
Tulare Center	43.2%	34.4%	8.7%	12.2%	1.4%
Distance Ed	38.8%	32.0%	10.6%	16.6%	2.1%
CTE	37.1%	31.0%	11.9%	17.8%	2.2%

	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	13,637	100.0%	7,832	100.0%	2,302	100.0%	1,592	100.0%	7,770	100.0%	5,674	100.0%
Less than 20	5,955	43.7%	3,346	42.7%	807	35.1%	688	43.2%	3,011	38.8%	2,106	37.1%
20-24	3,930	28.8%	2,616	33.4%	704	30.6%	547	34.4%	2,489	32.0%	1,761	31.0%
25-29	1,332	9.8%	689	8.8%	286	12.4%	139	8.7%	822	10.6%	673	11.9%
30-49	2,121	15.6%	1,033	13.2%	458	19.9%	195	12.2%	1,286	16.6%	1,011	17.8%
50+	299	2.2%	148	1.9%	47	2.0%	23	1.4%	162	2.1%	123	2.2%

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.

Note: Distance Education includes all courses with online or hybrid instruction method codes.

Observations:

In Fall 2022, the District's largest age group was students younger than 20 years old (43.7%).

In Fall 2022, the Tulare Center had the largest proportion of students younger than 20 years old (43.2%).

In Fall 2022, the largest proportion of students 20 years or older was found at the Hanford Center (64.9%).

In Fall 2022, the Tulare Center had the largest proportion of students in the 20-24 age group (34.4%).

Age 6-Yr Trend

District Total

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,876	100.0%	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%
Less than 20	4,745	36.9%	5,098	38.8%	5,507	40.8%	5,545	42.3%	5,175	41.5%	5,955	43.7%
20-24	4,177	32.4%	4,241	32.3%	4,200	31.1%	3,978	30.3%	3,741	30.0%	3,930	28.8%
25-29	1,558	12.1%	1,561	11.9%	1,494	11.1%	1,426	10.9%	1,332	10.7%	1,332	9.8%
30-49	2,039	15.8%	1,906	14.5%	1,952	14.5%	1,887	14.4%	1,929	15.5%	2,121	15.6%
50+	357	2.8%	340	2.6%	338	2.5%	278	2.1%	281	2.3%	299	2.2%
Unknown			1	0.0%								

Visalia Campus

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,098	100.0%	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%
Less than 20	3,670	36.3%	3,784	37.7%	3,972	39.6%	3,839	40.1%	2,289	40.3%	3,346	42.7%
20-24	3,519	34.8%	3,531	35.2%	3,424	34.1%	3,208	33.5%	1,976	34.8%	2,616	33.4%
25-29	1,194	11.8%	1,163	11.6%	1,075	10.7%	1,029	10.8%	525	9.2%	689	8.8%
30-49	1,494	14.8%	1,342	13.4%	1,363	13.6%	1,310	13.7%	776	13.7%	1,033	13.2%
50+	221	2.2%	223	2.2%	208	2.1%	177	1.9%	115	2.0%	148	1.9%

Hanford Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%
Less than 20	480	26.6%	535	28.4%	604	31.2%	767	33.9%	359	30.5%	807	35.1%
20-24	663	36.8%	673	35.7%	670	34.6%	776	34.3%	384	32.6%	704	30.6%
25-29	297	16.5%	293	15.5%	279	14.4%	334	14.8%	183	15.5%	286	12.4%
30-49	317	17.6%	349	18.5%	342	17.7%	361	16.0%	238	20.2%	458	19.9%
50+	47	2.6%	37	2.0%	41	2.1%	25	1.1%	14	1.2%	47	2.0%

Tulare Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%
Less than 20	994	44.0%	938	42.7%	1,047	45.4%	786	37.6%	435	39.7%	688	43.2%
20-24	679	30.1%	710	32.3%	741	32.2%	766	36.6%	398	36.3%	547	34.4%
25-29	253	11.2%	225	10.2%	217	9.4%	234	11.2%	111	10.1%	139	8.7%
30-49	292	12.9%	272	12.4%	259	11.2%	277	13.2%	133	12.1%	195	12.2%
50+	41	1.8%	52	2.4%	40	1.7%	30	1.4%	20	1.8%	23	1.4%

Distance Ed

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,548	100.0%	8,935	100.0%	7,770	100.0%
Less than 20	732	25.1%	844	26.8%	1,274	33.1%	1,671	36.7%	3,498	39.1%	3,011	38.8%
20-24	1,205	41.2%	1,238	39.3%	1,440	37.4%	1,572	34.6%	2,963	33.2%	2,489	32.0%
25-29	410	14.0%	468	14.8%	509	13.2%	567	12.5%	980	11.0%	822	10.6%
30-49	516	17.7%	541	17.2%	565	14.7%	671	14.8%	1,330	14.9%	1,286	16.6%
50+	59	2.0%	63	2.0%	64	1.7%	67	1.5%	164	1.8%	162	2.1%

CTE

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%
Less than 20	1,766	31.8%	1,929	33.3%	2,159	35.2%	2,065	36.5%	1,858	35.8%	2,106	37.1%
20-24	1,932	34.8%	2,005	34.6%	2,035	33.2%	1,887	33.4%	1,718	33.1%	1,761	31.0%
25-29	745	13.4%	768	13.3%	785	12.8%	701	12.4%	616	11.9%	673	11.9%
30-49	947	17.1%	940	16.2%	1,013	16.5%	889	15.7%	885	17.1%	1,011	17.8%
50+	155	2.8%	147	2.5%	133	2.2%	108	1.9%	109	2.1%	123	2.2%

Enrollment Status Data Set

Fall 2022 Profile

	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	13,637	100.0%	7,832	100.0%	2,302	100.0%	1,592	100.0%	7,770	100.0%	5,674	100.0%
First-Time Student	3,102	22.7%	2,191	28.0%	628	27.3%	479	30.1%	1,786	23.0%	1,367	24.1%
Continuing Student	6,681	49.0%	4,254	54.3%	1,058	46.0%	867	54.5%	4,384	56.4%	2,942	51.9%
Returning Student	1,067	7.8%	565	7.2%	252	10.9%	142	8.9%	623	8.0%	560	9.9%
First-Time Transfer Student	831	6.1%	454	5.8%	254	11.0%	77	4.8%	482	6.2%	398	7.0%
Not Applicable/K-12	1,956	14.3%	368	4.7%	110	4.8%	27	1.7%	495	6.4%	407	7.2%

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.

Note: Distance Education includes all courses with online or hybrid instruction method codes.

Observations:

In Fall 2022, about one of every four students (22.8%) was a first-time student.

During Fall 2022, the Tulare Center had the highest proportion of first-time students enrolled (30.1%) while Distance Education courses had the smallest proportion enrolled (23%).

The proportion of K-12 students has increased 6.7 percentage points from 2017 (7.6%) to 2022 (14.3%).

Enrollment Status 6-Yr Trend

District Total

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,876	100.0%	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%
First-Time Student	2,668	20.7%	2,691	20.5%	2,979	22.1%	2,595	19.8%	2,520	20.2%	3,102	22.7%
Continuing Student	7,224	56.1%	7,240	55.1%	7,089	52.5%	7,208	55.0%	6,475	52.0%	6,681	49.0%
Returning Student	1,168	9.1%	1,209	9.2%	1,196	8.9%	1,011	7.7%	1,100	8.8%	1,067	7.8%
First-Time Transfer Student	835	6.5%	789	6.0%	806	6.0%	634	4.8%	701	5.6%	831	6.1%
Not Applicable/K-12	981	7.6%	1,218	9.3%	1,421	10.5%	1,666	12.7%	1,662	13.3%	1,956	14.3%

Visalia Campus

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,098	100.0%	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%
First-Time Student	2,251	22.3%	2,247	22.4%	2,482	24.7%	2,162	22.6%	1,476	26.0%	2,191	28.0%
Continuing Student	6,049	59.9%	6,017	59.9%	5,815	57.9%	5,856	61.2%	3,313	58.3%	4,254	54.3%
Returning Student	865	8.6%	856	8.5%	821	8.2%	672	7.0%	430	7.6%	565	7.2%
First-Time Transfer Student	562	5.6%	527	5.2%	526	5.2%	400	4.2%	285	5.0%	454	5.8%
Not Applicable/K-12	371	3.7%	396	3.9%	398	4.0%	473	4.9%	177	3.1%	368	4.7%

Hanford Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%
First-Time Student	383	21.2%	407	21.6%	408	21.1%	487	21.5%	237	20.1%	628	27.3%
Continuing Student	958	53.1%	966	51.2%	963	49.7%	1,213	53.6%	582	49.4%	1,058	46.0%
Returning Student	213	11.8%	241	12.8%	252	13.0%	258	11.4%	146	12.4%	252	10.9%
First-Time Transfer Student	227	12.6%	229	12.1%	247	12.8%	223	9.9%	161	13.7%	254	11.0%
Not Applicable/K-12	23	1.3%	44	2.3%	66	3.4%	82	3.6%	52	4.4%	110	4.8%

Tulare Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%
First-Time Student	777	34.4%	733	33.4%	782	33.9%	464	22.2%	300	27.3%	479	30.1%
Continuing Student	1,099	48.6%	1,116	50.8%	1,194	51.8%	1,314	62.8%	628	57.2%	867	54.5%
Returning Student	227	10.0%	211	9.6%	192	8.3%	156	7.5%	88	8.0%	142	8.9%
First-Time Transfer Student	129	5.7%	112	5.1%	100	4.3%	93	4.4%	68	6.2%	77	4.8%
Not Applicable/K-12	27	1.2%	25	1.1%	36	1.6%	66	3.2%	13	1.2%	27	1.7%

Distance Ed

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,548	100.0%	8,935	100.0%	7,770	100.0%
First-Time Student	365	12.5%	392	12.4%	675	17.5%	854	18.8%	1,980	22.2%	1,786	23.0%
Continuing Student	1,986	68.0%	2,075	65.8%	2,395	62.2%	2,762	60.7%	5,213	58.3%	4,384	56.4%
Returning Student	322	11.0%	380	12.0%	387	10.0%	446	9.8%	773	8.7%	623	8.0%
First-Time Transfer Student	209	7.2%	210	6.7%	260	6.7%	221	4.9%	447	5.0%	482	6.2%
Not Applicable/K-12	40	1.4%	97	3.1%	135	3.5%	265	5.8%	522	5.8%	495	6.4%

CTE

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%
First-Time Student	1,124	20.3%	1,181	20.4%	1,364	22.3%	1,147	20.3%	1,039	20.0%	1,367	24.1%
Continuing Student	3,203	57.8%	3,313	57.2%	3,418	55.8%	3,432	60.7%	2,960	57.1%	2,942	51.9%
Returning Student	598	10.8%	615	10.6%	618	10.1%	483	8.5%	520	10.0%	560	9.9%
First-Time Transfer Student	453	8.2%	445	7.7%	448	7.3%	300	5.3%	339	6.5%	398	7.0%
Not Applicable/K-12	167	3.0%	235	4.1%	277	4.5%	288	5.1%	328	6.3%	407	7.2%

Unit Load Data Set

Fall 2022 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
Full-Time (12+)	36.0%	48.3%	42.5%	52.0%	44.3%	43.9%
Part-Time	60.6%	48.6%	56.0%	45.2%	53.3%	56.0%
Non-Credit	3.4%	3.1%	1.5%	2.8%	2.4%	0.1%

	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	13,637	100.0%	7,832	100.0%	2,302	100.0%	1,592	100.0%	7,770	100.0%	5,674	100.0%
Full-Time (12+)	4,912	36.0%	3,783	48.3%	978	42.5%	828	52.0%	3,440	44.3%	2,489	43.9%
Part-Time	8,260	60.6%	3,803	48.6%	1,290	56.0%	720	45.2%	4,143	53.3%	3,177	56.0%
Non-Credit	465	3.4%	246	3.1%	34	1.5%	44	2.8%	187	2.4%	8	0.1%

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.

Note: Distance Education includes all courses with online or hybrid instruction method codes.

Observations:

In Fall 2022, 36% of students in the District were enrolled on a full-time basis, which is a 4.7 percentage point decrease compared to Fall 2017.

In Fall 2022, the Tulare Center had the largest proportion of students enrolled on a full-time basis (52%).

Unit Load 6-Yr Trend

District Total

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,876	100.0%	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%
Full-Time (12+)	5,243	40.7%	5,283	40.2%	5,611	41.6%	5,225	39.8%	4,545	36.5%	4,912	36.0%
Part-Time	7,175	55.7%	7,459	56.7%	7,460	55.3%	7,529	57.4%	7,544	60.6%	8,260	60.6%
Non-Credit	458	3.6%	405	3.1%	420	3.1%	360	2.7%	369	3.0%	465	3.4%

Visalia Campus

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,098	100.0%	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%
Full-Time (12+)	4,696	46.5%	4,652	46.3%	4,992	49.7%	4,628	48.4%	2,836	49.9%	3,783	48.3%
Part-Time	5,184	51.3%	5,177	51.5%	4,840	48.2%	4,757	49.7%	2,692	47.4%	3,803	48.6%
Non-Credit	218	2.2%	214	2.1%	210	2.1%	178	1.9%	153	2.7%	246	3.1%

Hanford Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%
Full-Time (12+)	819	45.4%	798	42.3%	832	43.0%	1,052	46.5%	492	41.8%	978	42.5%
Part-Time	960	53.2%	1,069	56.7%	1,104	57.0%	1,211	53.5%	686	58.2%	1,290	56.0%
Non-Credit	25	1.4%	20	1.1%							34	1.5%

Tulare Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%
Full-Time (12+)	1,176	52.1%	1,184	53.9%	1,345	58.4%	1,127	53.8%	615	56.1%	828	52.0%
Part-Time	1,083	47.9%	1,013	46.1%	959	41.6%	966	46.2%	482	43.9%	720	45.2%
Non-Credit											44	2.8%

Distance Ed

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,548	100.0%	8,935	100.0%	7,770	100.0%
Full-Time (12+)	1,497	51.2%	1,543	48.9%	2,080	54.0%	2,341	51.5%	4,040	45.2%	3,440	44.3%
Part-Time	1,420	48.6%	1,589	50.4%	1,758	45.6%	2,200	48.4%	4,859	54.4%	4,143	53.3%
Non-Credit	5	0.2%	22	0.7%	14	0.4%	7	0.2%	36	0.4%	187	2.4%

CTE

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%
Full-Time (12+)	2,725	49.1%	2,843	49.1%	3,035	49.6%	2,823	50.0%	2,365	45.6%	2,489	43.9%
Part-Time	2,815	50.8%	2,929	50.6%	3,072	50.2%	2,820	49.9%	2,815	54.3%	3,177	56.0%
Non-Credit	5	0.1%	17	0.3%	18	0.3%	7	0.1%	6	0.1%	8	0.1%

Course Level Data Set

	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	13,637	100.0%	7,832	100.0%	2,302	100.0%	1,592	100.0%	7,770	100.0%	5,674	100.0%
UC Transferable	11,454	84.0%	6,526	83.3%	1,797	78.1%	1,309	82.2%	6,634	85.4%	2,904	51.2%
CSU Transferable	3,046	22.3%	1,427	18.2%	298	12.9%	343	21.5%	1,367	17.6%	2,424	42.7%
COS Degree Applicable	1,596	11.7%	579	7.4%	232	10.1%	125	7.9%	570	7.3%	1,476	26.0%
Credit Support or Basic	1,404	10.3%	561	7.2%	111	4.8%	97	6.1%	674	8.7%	114	2.0%
Non-Credit	1,662	12.2%	1,291	16.5%	131	5.7%	144	9.0%	200	2.6%	339	6.0%

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.

Note: Distance Education includes all courses with online or hybrid instruction method codes.

Observations:

In Fall 2022, most students (84%) were enrolled in at least one UC transferable course.

Since Fall 2019, the significant decline in students enrolling in Non-Credit courses may be due to pandemic related challenges, AB705 practices, or the availability of tutorial support courses offered.

Course Level 6-Yr Trend

District Total

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,876	100.0%	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%
UC Transferable	9,909	77.0%	10,350	78.7%	11,288	83.7%	11,225	85.6%	10,448	83.9%	11,454	84.0%
CSU Transferable	3,749	29.1%	3,891	29.6%	3,564	26.4%	3,423	26.1%	3,202	25.7%	3,046	22.3%
COS Degree Appl..	5,671	44.0%	5,201	39.6%	3,937	29.2%	1,360	10.4%	1,327	10.7%	1,596	11.7%
Credit Support o..	1,462	11.4%	1,128	8.6%	1,954	14.5%	1,740	13.3%	1,548	12.4%	1,404	10.3%
Non-Credit	7,354	57.1%	8,169	62.1%	7,811	57.9%	1,094	8.3%	1,244	10.0%	1,662	12.2%

Visalia Campus

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,098	100.0%	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%
UC Transferable	7,883	78.1%	8,112	80.8%	8,510	84.7%	8,349	87.3%	4,364	76.8%	6,526	83.3%
CSU Transferable	2,570	25.5%	2,552	25.4%	2,287	22.8%	2,038	21.3%	1,194	21.0%	1,427	18.2%
COS Degree Appl..	4,031	39.9%	3,483	34.7%	2,267	22.6%	586	6.1%	429	7.6%	579	7.4%
Credit Support o..	1,086	10.8%	765	7.6%	1,451	14.4%	1,257	13.1%	330	5.8%	561	7.2%
Non-Credit	6,129	60.7%	6,298	62.7%	6,076	60.5%	842	8.8%	958	16.9%	1,291	16.5%

Hanford Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%
UC Transferable	1,118	62.0%	1,165	61.7%	1,371	70.8%	1,749	77.3%	777	66.0%	1,797	78.1%
CSU Transferable	242	13.4%	228	12.1%	226	11.7%	341	15.1%	146	12.4%	298	12.9%
COS Degree Appl..	692	38.4%	649	34.4%	469	24.2%	234	10.3%	204	17.3%	232	10.1%
Credit Support o..	232	12.9%	220	11.7%	244	12.6%	200	8.8%	95	8.1%	111	4.8%
Non-Credit	478	26.5%	858	45.5%	730	37.7%	16	0.7%	34	2.9%	131	5.7%

Tulare Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%
UC Transferable	1,254	55.5%	1,287	58.6%	1,583	68.7%	1,864	89.1%	840	76.6%	1,309	82.2%
CSU Transferable	436	19.3%	479	21.8%	448	19.4%	369	17.6%	345	31.4%	343	21.5%
COS Degree Appl..	1,128	49.9%	997	45.4%	889	38.6%	89	4.3%	129	11.8%	125	7.9%
Credit Support o..	122	5.4%	122	5.6%	247	10.7%	256	12.2%	69	6.3%	97	6.1%
Non-Credit	557	24.7%	855	38.9%	921	40.0%	49	2.3%	57	5.2%	144	9.0%

Distance Ed

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,548	100.0%	8,935	100.0%	7,770	100.0%
UC Transferable	2,188	74.9%	2,270	72.0%	3,209	83.3%	3,780	83.1%	8,114	90.8%	6,634	85.4%
CSU Transferable	635	21.7%	655	20.8%	657	17.1%	909	20.0%	1,980	22.2%	1,367	17.6%
COS Degree Appl..	520	17.8%	629	19.9%	381	9.9%	405	8.9%	481	5.4%	570	7.3%
Credit Support o..	64	2.2%	109	3.5%	20	0.5%	68	1.5%	743	8.3%	674	8.7%
Non-Credit	21	0.7%	49	1.6%	43	1.1%	25	0.5%	56	0.6%	200	2.6%

CTE

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%
UC Transferable	2,971	53.6%	3,138	54.2%	3,283	53.6%	3,087	54.6%	2,645	51.0%	2,904	51.2%
CSU Transferable	2,452	44.2%	2,520	43.5%	2,644	43.2%	2,400	42.5%	2,304	44.4%	2,424	42.7%
COS Degree Appl..	1,140	20.6%	1,183	20.4%	1,365	22.3%	1,222	21.6%	1,210	23.3%	1,476	26.0%
Credit Support o..	145	2.6%	147	2.5%	120	2.0%	123	2.2%	116	2.2%	114	2.0%
Non-Credit	223	4.0%	266	4.6%	313	5.1%	287	5.1%	266	5.1%	339	6.0%

Program Major Data Set

Fall 2022 Profile

	District Total	Visalia Campus	Hanford Center	Tulare Center	Distance Ed	CTE
Associate for Transfer(ADT)	38.4%	45.3%	43.0%	45.2%	46.4%	36.6%
Associate Degree	33.7%	38.7%	35.8%	39.4%	37.6%	39.5%
Nursing Associate Degree	5.3%	5.8%	5.2%	4.6%	4.3%	5.2%
Certificate	8.6%	5.8%	11.5%	9.1%	5.6%	11.7%
Undecided or K-12	14.1%	4.5%	4.6%	1.6%	6.1%	7.0%

	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	13,637	100.0%	7,832	100.0%	2,302	100.0%	1,592	100.0%	7,770	100.0%	5,674	100.0%
Associate for Transfer (ADT)	5,231	38.4%	3,544	45.3%	989	43.0%	720	45.2%	3,605	46.4%	2,074	36.6%
Associate Degree	4,601	33.7%	3,031	38.7%	824	35.8%	627	39.4%	2,923	37.6%	2,242	39.5%
Nursing Associate Degree	719	5.3%	456	5.8%	119	5.2%	74	4.6%	336	4.3%	295	5.2%
Certificate	1,169	8.6%	452	5.8%	264	11.5%	145	9.1%	435	5.6%	665	11.7%
Undecided or K-12	1,917	14.1%	349	4.5%	106	4.6%	26	1.6%	471	6.1%	398	7.0%

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.

Note: Distance Education includes all courses with online or hybrid instruction method codes.

Observations:

For Fall 2022, district-wide, the most common program major is Associate for Transfer (ADT).

In Fall 2022, Registered Nursing remains a popular major for students.

Begining in Fall 2019, K-12 students are not prompted to declare a program major, resulting in more undecided majors, and less declared majors.

Program Major 6-Yr Trend

District Total

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	12,876	100.0%	13,147	100.0%	13,491	100.0%	13,114	100.0%	12,458	100.0%	13,637	100.0%
Associate for Transfer (ADT)	3,475	27.0%	4,538	34.5%	5,028	37.3%	4,951	37.8%	4,687	37.6%	5,231	38.4%
Associate Degree	6,227	48.4%	5,639	42.9%	4,459	33.1%	3,988	30.4%	3,808	30.6%	4,601	33.7%
Nursing Associate Degree	1,717	13.3%	1,704	13.0%	1,498	11.1%	1,583	12.1%	1,251	10.0%	719	5.3%
Certificate	1,302	10.1%	1,124	8.5%	1,110	8.2%	949	7.2%	1,064	8.5%	1,169	8.6%
Undecided or K-12	155	1.2%	142	1.1%	1,396	10.3%	1,643	12.5%	1,648	13.2%	1,917	14.1%

Visalia Campus

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	10,098	100.0%	10,043	100.0%	10,042	100.0%	9,563	100.0%	5,681	100.0%	7,832	100.0%
Associate for Transfer (ADT)	2,973	29.4%	3,789	37.7%	4,333	43.1%	4,234	44.3%	2,523	44.4%	3,544	45.3%
Associate Degree	4,989	49.4%	4,332	43.1%	3,621	36.1%	3,204	33.5%	2,001	35.2%	3,031	38.7%
Nursing Associate Degree	1,423	14.1%	1,355	13.5%	1,173	11.7%	1,252	13.1%	655	11.5%	456	5.8%
Certificate	671	6.6%	531	5.3%	529	5.3%	413	4.3%	324	5.7%	452	5.8%
Undecided or K-12	42	0.4%	36	0.4%	386	3.8%	460	4.8%	178	3.1%	349	4.5%

Hanford Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	1,804	100.0%	1,887	100.0%	1,936	100.0%	2,263	100.0%	1,178	100.0%	2,302	100.0%
Associate for Transfer (ADT)	422	23.4%	543	28.8%	679	35.1%	887	39.2%	417	35.4%	989	43.0%
Associate Degree	826	45.8%	801	42.4%	667	34.5%	747	33.0%	380	32.3%	824	35.8%
Nursing Associate Degree	284	15.7%	299	15.8%	263	13.6%	319	14.1%	122	10.4%	119	5.2%
Certificate	263	14.6%	239	12.7%	263	13.6%	233	10.3%	208	17.7%	264	11.5%
Undecided or K-12	9	0.5%	5	0.3%	64	3.3%	77	3.4%	51	4.3%	106	4.6%

Tulare Center

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,259	100.0%	2,197	100.0%	2,304	100.0%	2,093	100.0%	1,097	100.0%	1,592	100.0%
Associate for Transfer (ADT)	609	27.0%	775	35.3%	997	43.3%	957	45.7%	476	43.4%	720	45.2%
Associate Degree	1,142	50.6%	967	44.0%	871	37.8%	716	34.2%	411	37.5%	627	39.4%
Nursing Associate Degree	284	12.6%	279	12.7%	267	11.6%	274	13.1%	100	9.1%	74	4.6%
Certificate	223	9.9%	176	8.0%	134	5.8%	82	3.9%	97	8.8%	145	9.1%
Undecided or K-12	1	0.0%			35	1.5%	64	3.1%	13	1.2%	26	1.6%

Distance Ed

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	2,922	100.0%	3,154	100.0%	3,852	100.0%	4,548	100.0%	8,935	100.0%	7,770	100.0%
Associate for Transfer (ADT)	950	32.5%	1,209	38.3%	1,723	44.7%	2,058	45.3%	4,106	46.0%	3,605	46.4%
Associate Degree	1,461	50.0%	1,400	44.4%	1,432	37.2%	1,520	33.4%	3,053	34.2%	2,923	37.6%
Nursing Associate Degree	378	12.9%	404	12.8%	444	11.5%	571	12.6%	929	10.4%	336	4.3%
Certificate	133	4.6%	140	4.4%	121	3.1%	143	3.1%	339	3.8%	435	5.6%
Undecided or K-12			1	0.0%	132	3.4%	256	5.6%	508	5.7%	471	6.1%

CTE

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
Grand Total	5,545	100.0%	5,789	100.0%	6,125	100.0%	5,650	100.0%	5,186	100.0%	5,674	100.0%
Associate for Transfer (ADT)	1,372	24.7%	1,797	31.0%	2,201	35.9%	2,153	38.1%	1,934	37.3%	2,074	36.6%
Associate Degree	2,929	52.8%	2,788	48.2%	2,475	40.4%	2,115	37.4%	1,910	36.8%	2,242	39.5%
Nursing Associate Degree	486	8.8%	512	8.8%	503	8.2%	547	9.7%	410	7.9%	295	5.2%
Certificate	757	13.7%	688	11.9%	676	11.0%	552	9.8%	602	11.6%	665	11.7%
Undecided or K-12	1	0.0%	4	0.1%	270	4.4%	283	5.0%	330	6.4%	398	7.0%

Student Financial Aid (SFA)

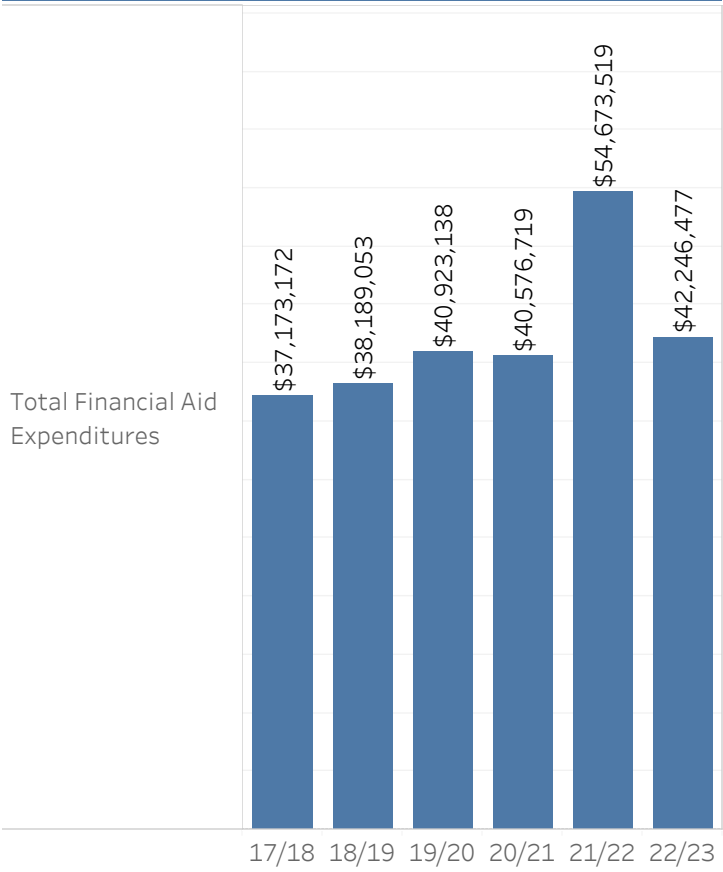|	17/18	18/19	19/20	20/21	21/22	22/23
Total Financial Aid Expenditures	$37,173,172	$38,189,053	$40,923,138	$40,576,719	$54,673,519	$42,246,477
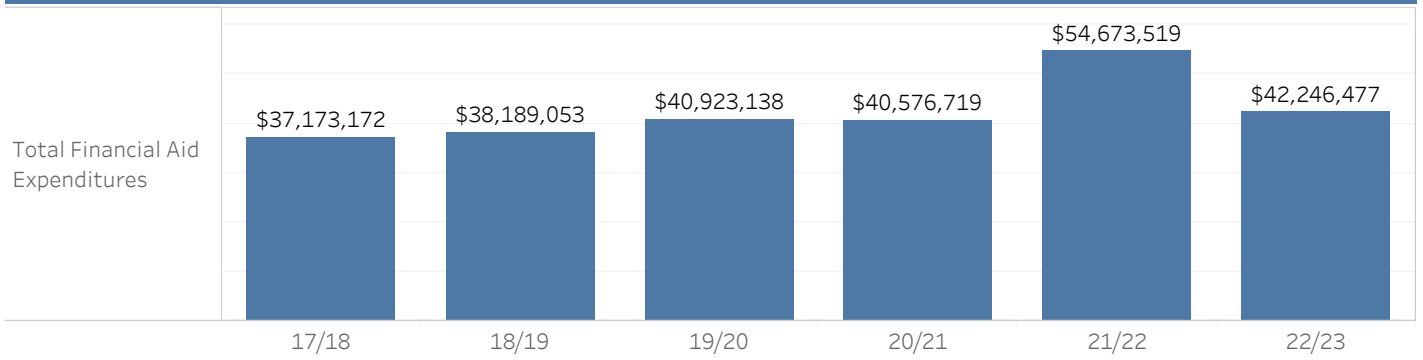
SFA Applicants represents the total number of FAFSA applications received by the College. This is the number of FAFSA applicants that listed COS as a college of interest on their FAFSA application. Applications received can and do exceed actual enrollment numbers as students often list several colleges 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, on average, just under 11,500 students received a financial aid award each year. For the 2022/23 year, students received an average award amount of $4,397, which is a 31% increase compared to the 21/22 year.

	17/18	18/19	19/20	20/21	21/22	22/23
SFA Applicants	17,707	17,520	17,091	15,856	15,004	16,736
SFA Recipients	10,692	11,008	11,235	10,023	16,290	9,608
Promise Grant Fee Waivers	10,625	9,866	9,869	8,359	8,279	8,933
Promise Grant Expenditures	$8,389,917	$8,154,696	$7,908,435	$6,600,126	$6,704,799	$7,262,273
Total Financial Aid Expenditures	$37,173,172	$38,189,053	$40,923,138	$40,576,719	$54,673,519	$42,246,477
Average Aid per Student	$3,477	$3,469	$3,642	$4,048	$3,356	$4,397

Student Financial Aid (SFA)

Total Financial Aid Expenditures

Year	Total Financial Aid Expenditures
17/18	$37,173,172
18/19	$38,189,053
19/20	$40,923,138
20/21	$40,576,719
21/22	$54,673,519
22/23	$42,246,477

Total Financial Aid Expenditures for each Year. The view is filtered on Year, which keeps 6 of 12 members.

	17/18	18/19	19/20	20/21	21/22	22/23
SFA Applicants	17,707	17,520	17,091	15,856	15,004	16,736
SFA Recipients	10,692	11,008	11,235	10,023	16,290	9,608
Promise Grant Fee Waivers	10,625	9,866	9,869	8,359	8,279	8,933
Promise Grant Expenditures	$8,389,917	$8,154,696	$7,908,435	$6,600,126	$6,704,799	$7,262,273
Total Financial Aid Expenditures	$37,173,172	$38,189,053	$40,923,138	$40,576,719	$54,673,519	$42,246,477
Average Aid per Student	$3,477	$3,469	$3,642	$4,048	$3,356	$4,397

Average Aid per Student, Promise Grant Expenditures, Promise Grant Fee Waivers, SFA Applicants, SFA Recipients and Total Financial Aid Expenditures broken down by Year. The view is filtered on Year, which keeps 6 of 12 members.

COS First-Time Students vs. Feeder High Graduates

2022 COS First-Time Students vs. 2022 Feeder High Graduates

Legend: ■ Class of '22 Feeder High Graduates % of Total ■ Fall 2022 First-Time Feeder COS Students % of Total

Category	Class of '22 Feeder High Graduates	Fall 2022 First-Time Feeder COS Students
Female	51.4%	50.2%
Male	48.6%	48.2%
White	17.9%	17.4%
African American	1.5%	1.6%
Native American	0.4%	0.2%
Asian	2.6%	2.0%
Filipino	1.1%	0.8%
Pacific Islander	0.1%	0.1%
Hispanic	74.5%	75.2%
Two or More	1.2%	2.2%

The demographic distribution of first-time students enrolled in Fall 2022 closely mirrors the demographic distribution of student graduates of local feeder high schools.

First-Time Feeder Student Enrollment vs. Feeder High Schools Graduates

	Class of '21 Feeder High Graduates		Fall 2021 First-Time Feeder COS Students		Class of '22 Feeder High Graduates		Fall 2022 First-Time Feeder COS Students		
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Difference
Female	2288	50.1%	1306	51.8%	2372	51.4%	1505	50.2%	-1.2%
Male	2278	49.9%	1175	46.6%	2349	48.6%	1446	48.2%	-0.4%
Unknown and Non-Binary Gender	0	0.0%	39	1.5%		0.0%	47	1.6%	1.6%
White	970	21.2%	414	16.4%	847	17.9%	521	17.4%	-0.6%
African American	82	1.8%	48	1.9%	70	1.5%	49	1.6%	0.2%
Native American	30	0.7%	12	0.5%	21	0.4%	7	0.2%	-0.2%
Asian	126	2.8%	54	2.1%	121	2.6%	59	2.0%	-0.6%
Filipino	57	1.2%	16	0.6%	54	1.1%	25	0.8%	-0.3%
Pacific Islander	5	0.1%	6	0.2%	7	0.1%	4	0.1%	0.0%
Hispanic	3213	70.4%	1893	75.1%	3515	74.5%	2255	75.2%	0.8%
Two or More	60	1.3%	70	2.8%	55	1.2%	66	2.2%	1.0%
Unknown Race/Ethnicity	23	0.5%	7	0.3%	31	0.7%	12	0.4%	-0.3%

Source: California Department of Education https://www.cde.ca.gov/ds/ad/filesoygrads.asp

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

Placement Data Set

First-Time Student Placement into English Without Support

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	45%	47%	86%	87%	84%	77%
African-American	31%	40%	88%	76%	77%	61%
Asian	39%	45%	85%	87%	92%	90%
Filipino	63%	71%	95%	100%	88%	72%
Hispanic	41%	43%	85%	87%	82%	76%
Multi-Ethnicity	58%	62%	88%	91%	87%	88%
Native American	38%	78%	73%	93%		57%
Pacific Islander	100%	0%	40%		50%	50%
White	60%	61%	89%	88%	89%	83%
Unknown	24%	20%	81%	100%	100%	75%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated first-time students enrolled in at least one credit course at census are included.

AB1805: This table contributes to the requirements of AB1805, which requires community colleges to inform students of placement policies and report the percetage of students placing into college-level courses.

Note: Blank cells indicate that no first-time students were enrolled for the respective group/semester.

Observation:

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

Placement Data Set

First-Time Student Placement into Quantitative Reasoning Without Support

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	23%	21%	55%	59%	100%	100%
African-American	10%	16%	43%	50%	100%	100%
Asian	29%	41%	61%	68%	100%	100%
Filipino	38%	29%	75%	90%	100%	100%
Hispanic	20%	19%	53%	56%	100%	100%
Multi-Ethnicity	28%	32%	62%	66%	100%	100%
Native American	38%	22%	27%	57%	100%	100%
Pacific Islander	0%	33%	40%		100%	100%
White	31%	26%	64%	71%	100%	100%
Unknown	14%	13%	49%	83%	100%	100%

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated first-time students enrolled in at least one credit course at census are included.

Quantitative Reasoning: All transfer-level math courses as well as BUS 020, BUS 119, and SSCI 025.

AB1805: This table contributes to the requirements of AB1805, which requires community colleges to inform students of placement policies and report the percetage of students placing into college-level courses.

Note: Blank cells indicate that no first-time students were enrolled for the respective group/semester.

Observation:

The District began offering a transfer-level mathematics course in Spring 2021, which all students are eligible to enroll in without support.

Placement Data Set

First-Time Student Placement into ESL Without Support

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

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated first-time students enrolled in at least one credit course at census are included.

AB1805: This table contributes to the requirements of AB1805, which requires community colleges to inform students of placement policies and report the percetage of students placing into college-level courses.

Note: Blank cells indicate that no first-time students were enrolled for the respective group/semester.

Observation:

The District began offering a transfer-level ESL course in Fall 2019, which all students are eligible to enroll in without support.

Student Groups Data Set

District Total

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
AB540	428	412	407	326	289	274
Access and Ability Services	1,061	1,050	1,102	943	914	1,113
CARE	74	73	58	41	43	49
CalWorks	224	203	167	85	63	126
EOP&S	912	954	1,003	950	995	1,034
First-Generation	5,512	5,851	5,993	5,794	5,369	5,813
Foster Youth Student	347	354	386	389	384	417
PELL	5,109	4,929	5,233	4,304	4,294	4,346
Puente Student	104	72	51	43	27	21
Student Athlete	366	378	378	366	391	472
TRIO	17	19	12	8	6	3
Veterans	137	167	160	153	121	112

Visalia Campus

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
AB540	364	359	342	265	164	192
Access and Ability Services	935	937	946	790	563	856
CARE	68	66	53	37	22	40
CalWorks	206	182	143	79	39	94
EOP&S	849	897	921	858	581	775
First-Generation	4,354	4,508	4,488	4,241	2,419	3,305
Foster Youth Student	268	272	295	291	184	247
PELL	4,444	4,214	4,501	3,694	2,386	3,074
Puente Student	95	67	42	28	12	10
Student Athlete	359	370	372	354	371	460
TRIO	15	17	11	5	6	2
Veterans	116	129	134	121	75	82

Hanford Center

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
AB540	66	52	50	40	30	41
Access and Ability Services	142	138	141	161	75	142
CARE	11	11	9	12	6	10
CalWorks	38	27	22	16	10	21
EOP&S	102	108	104	126	68	170
First-Generation	805	865	822	996	513	946
Foster Youth Student	58	59	58	69	33	74
PELL	751	773	774	813	396	782
Puente Student	8	7	5	10	3	7
Student Athlete	38	44	44	62	18	38
TRIO	2	1	1	3	0	1
Veterans	39	54	50	49	17	28

Tulare Center

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
AB540	99	94	94	74	43	40
CARE	13	15	9	3	1	5
CalWorks	49	37	31	9	3	14
EOP&S	184	159	185	176	95	153
First-Generation	1,097	1,083	1,138	925	479	723
Foster Youth Student	69	64	62	65	29	46
PELL	1,093	1,005	1,111	817	467	649
Puente Student	13	4	9	5	3	2
Student Athlete	60	59	81	69	33	50
TRIO	4	2	2	0	1	0
Veterans	25	21	22	27	19	11

Distance Ed

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
AB540	89	88	121	111	212	168
Access and Ability Services	229	228	289	317	643	553
CARE	21	27	22	20	38	38
CalWorks	61	70	64	38	50	85
EOP&S	259	321	398	419	844	737
First-Generation	1,213	1,351	1,672	1,983	3,612	3,146
Foster Youth Student	75	87	104	148	275	228
PELL	1,376	1,393	1,786	1,808	3,484	2,847
Puente Student	20	26	18	13	16	12
Student Athlete	74	72	112	125	347	296
TRIO	4	5	3	5	1	3
Veterans	33	57	45	53	99	75

CTE

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
AB540	203	202	210	170	129	132
Access and Ability Services	472	506	548	468	455	523
CARE	39	43	42	28	24	31
CalWorks	133	124	100	51	37	67
EOP&S	459	462	528	485	487	508
First-Generation	2,513	2,646	2,811	2,639	2,320	2,530
Foster Youth Student	154	168	173	170	167	187
PELL	2,489	2,467	2,697	2,206	2,056	2,147
Puente Student	36	19	21	19	11	12
Student Athlete	135	163	137	134	162	148
TRIO	7	9	7	3	4	2
Veterans	89	94	92	93	63	69

Institution-Set Standards

District Success

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Success Rate	74%	74%	82%	68%	70%
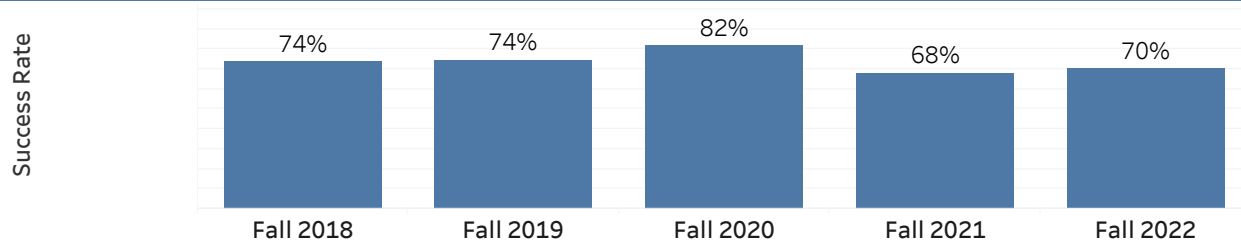
When compared to fall 2021, course success rates in fall 2022 either increased or remained unchanged for all but two racial/ethnic student groups. Success rates for online and face-to-face instruction methods remained the same.

Gender Success

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Grand Total	74%	74%	82%	68%	70%
Female	75%	75%	83%	68%	70%
Male	72%	73%	80%	68%	70%
Non-Binary	56%	66%	81%	61%	62%
Unknown	80%	67%	83%	71%	73%

Race-Ethnicity Success

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	74%	74%	82%	68%	70%
African-American	69%	73%	80%	63%	63%
Asian	80%	79%	89%	75%	78%
Filipino	85%	85%	87%	67%	79%
Hispanic	72%	73%	80%	66%	68%
Multi-Ethnicity	71%	73%	85%	75%	75%
Native American	77%	68%	80%	47%	60%
Pacific Islander	85%	57%	88%	75%	74%
Unknown	64%	71%	79%	57%	79%
White	78%	79%	87%	75%	74%

Unit Load Success

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	74%	74%	82%	68%	70%
Full-Time	77%	76%	84%	69%	71%
Part-Time	70%	71%	79%	66%	68%

Instructional Method Success

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
District Total	74%	74%	82%	68%	70%
Dual Enroll				86%	88%
Face-to-Face	75%	75%	82%	72%	72%
Hybrid	61%	66%	79%	64%	63%
Online	65%	67%	81%	64%	64%
Other		100%		100%	100%
Work Exp	95%	93%	92%	89%	89%

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.

Awards as Reported to ACCJC

Students Earning Degrees (as reported to ACCJC)

Student Graduates

2018	2019	2020	2021	2022	2023
1,137	1,335	1,537	1,495	1,444	1,457
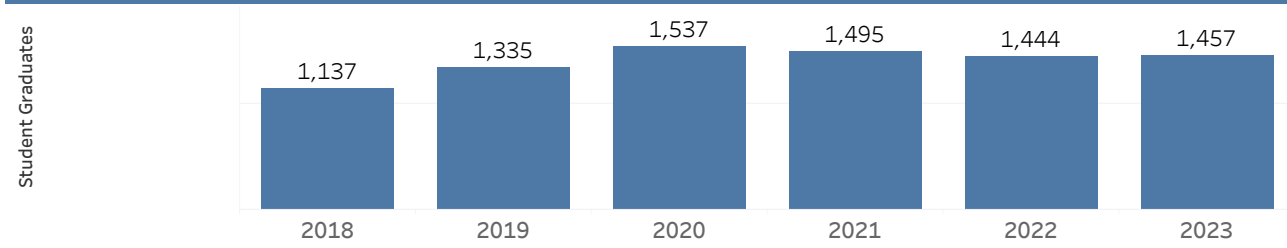
Associate Degree Distribution

	2018	2019	2020	2021	2022	2023
African-American	3.1%	2.1%	2.2%	2.0%	2.8%	1.6%
Asian	3.0%	4.0%	3.3%	3.1%	2.9%	2.7%
Filipino/Pac. Island	1.5%	1.2%	1.4%	1.2%	1.0%	1.5%
Hispanic	63.1%	65.1%	66.2%	65.4%	69.2%	68.4%
Multi-Ethnicity	4.1%	2.8%	3.6%	3.4%	3.2%	3.0%
Native American	0.4%	0.3%	0.5%	0.2%	0.2%	0.3%
Unknown	0.9%	0.1%	0.5%	1.0%	0.6%	1.0%
White	24.0%	24.3%	22.4%	23.7%	20.2%	21.5%

Observation:

In the 2022/23 year, the District exceeded 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 1,137 (17/18 Yr) to 1,457 (22/23 Yr). Over the same time period, the distribution of 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 Graduates

2018	2019	2020	2021	2022	2023
876	838	736	749	696	978
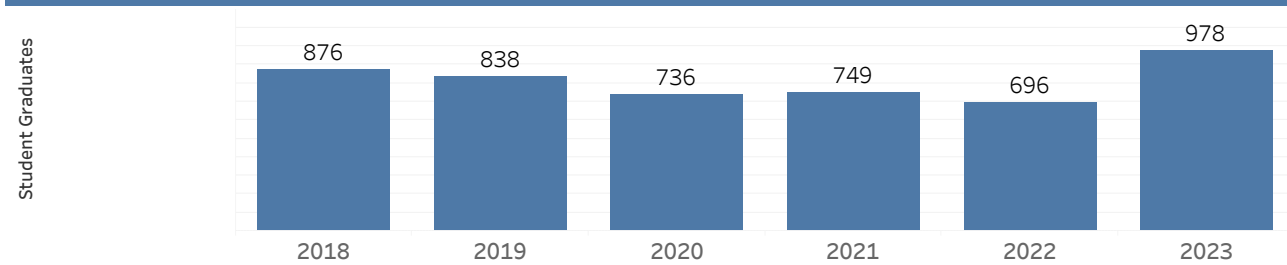
Certificate Distribution

	2018	2019	2020	2021	2022	2023
African-American	1.8%	1.1%	1.9%	1.5%	1.6%	1.3%
Asian	2.1%	2.9%	2.9%	2.7%	2.4%	2.4%
Filipino/Pac. Island	1.0%	0.6%	1.4%	0.3%	1.1%	1.2%
Hispanic	68.6%	68.6%	68.2%	74.9%	78.3%	74.3%
Multi-Ethnicity	3.1%	3.6%	2.7%	2.5%	1.6%	2.6%
Native American	0.2%	0.4%	0.1%	0.3%	0.3%	0.1%
Unknown	1.0%	0.5%	0.8%	0.9%	0.3%	0.5%
White	22.1%	22.4%	22.0%	17.0%	14.4%	17.6%

Observation:

In 2022/23, the District met the minimum institution-set standard of 489, as well as the aspirational goal of 652 students earning certificates, as 978 students earned a certificate. The distribution of certificates among race/ethnic groups has changed such that the outcome of students better reflects the general population of the District compared to prior years.

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

Definition: Unduplicated count of students who earned an award during the academic year {summer, fall, spring} grouped by associate degrees and certificates. Students can be counted in both groups.

Transfer Outcomes

Transfer Volume (as reported to ACCJC)

	2018-19	2019-20	2020-21	2021-22	2022-23
Grand Total	**905**	**1,034**	**1,056**	**961**	**930**
UC	58	62	42	37	30
CSU	545	680	734	690	680
In-State-Private	124	104	101	80	55
Out-of-State	178	188	179	154	165

Source: California Community Colleges Chancellor's Office
https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx
https://www.universityofcalifornia.edu/infocenter/admissions-source-school
https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx

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

Transfer Volume Observation:

The volume of students transferring to four-year institutions decreased from 961 in 2021-22 to 930 in 2022-23. Transfers decreased across all higher education systems except Out-of-State.

Transfer Ready

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Annual Unduplicated	1,406	1,532	1,694	1,773	1,874	1,921
Fall Unduplicated	820	906	1,016	1,035	1,118	1,189
Spring Unduplicated	1,097	1,196	1,264	1,330	1,442	1,421

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.

Transfer Ready Observation:

The number of students that were transfer ready increased from 1,874 in 2021-22 to 1,921 in 2022-23, an increase of 2.5%.

Student Achievement

District Awards and Recipients (As of 8.6.2023. Award data will finalize in late September or early October.)

Awards and Recipients Trend

Legend: 🟧 Awards 🟦 Recipients

	2020-21	2021-22	2022-23
Awards	3,043	2,824	2,679
Recipients	2,312	2,145	2,162

Filters:
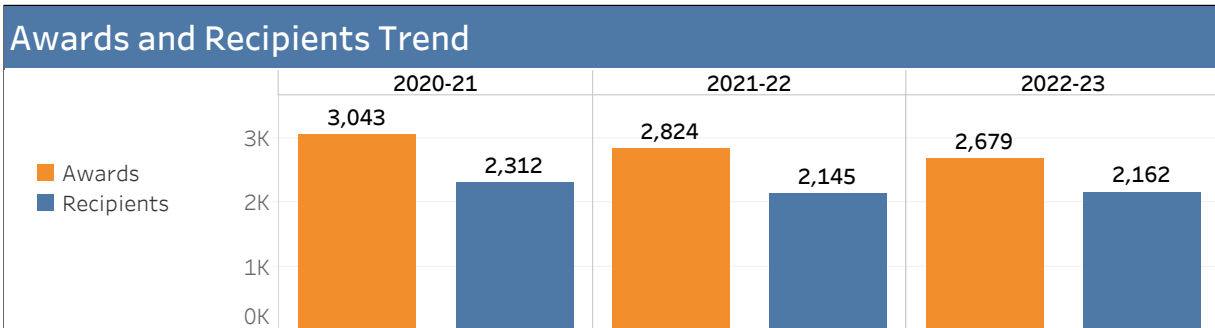
Award Type: All

CTE Award: All

Financial Aid Eli..: All

Award Year:
- ☐ 2017-18
- ☐ 2018-19
- ☐ 2019-20
- ✔ 2020-21
- ✔ 2021-22
- ✔ 2022-23

Award Types

	2020-21		2021-22		2022-23	
	Awards	Recipients	Awards	Recipients	Awards	Recipients
District Totals	3,043	2,312	2,824	2,145	2,679	2,162
A.A. for Transfer(ADT)	564	512	558	502	487	454
A.S. for Transfer(ADT)	336	314	322	309	298	279
A.A. Degree	720	548	607	504	632	532
A.S. Degree	313	307	295	290	324	315
Cert.(30 to < 60 units)	187	183	164	162	176	176
Cert.(16 to < 30 units)	199	186	154	148	162	156
Cert.(6 to < 18 units)	635	549	605	432	515	443
Cert.(8 to < 16 units)	5	5	4	4	2	2
Cert.(< 6 units)	6	6	9	9		
Non-Credit	78	75	106	104	83	83

Gender Distribution (2020-21, 2021-22, 2022-23)

	Recipients	Percent
Grand Total	6,186	100.0%
Female	3,736	60.4%
Male	2,325	37.6%
Non-Binary	28	0.5%
Unknown	97	1.6%

Race/Ethnicity Distribution (2020-21, 2021-22, 2022-23)

	Recipients	Percent
Grand Total	6,186	100.0%
African-American	124	2.0%
Asian	176	2.8%
Hispanic	4,344	70.2%
Multi-Ethnicity	170	2.7%
Native American	16	0.3%
Pac. Islander or Filipino	75	1.2%
Unknown	54	0.9%
White	1,227	19.8%

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.

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

District Awards and Recipients (As of 8.6.2023. Award data will finalize in late September or early October.)

Awards and Recipients Trend

Legend:
- Awards (orange)
- Recipients (blue)

	2020-21		2021-22		2022-23	
Awards	1,643		1,553		1,430	
Recipients		1,414		1,228		1,236
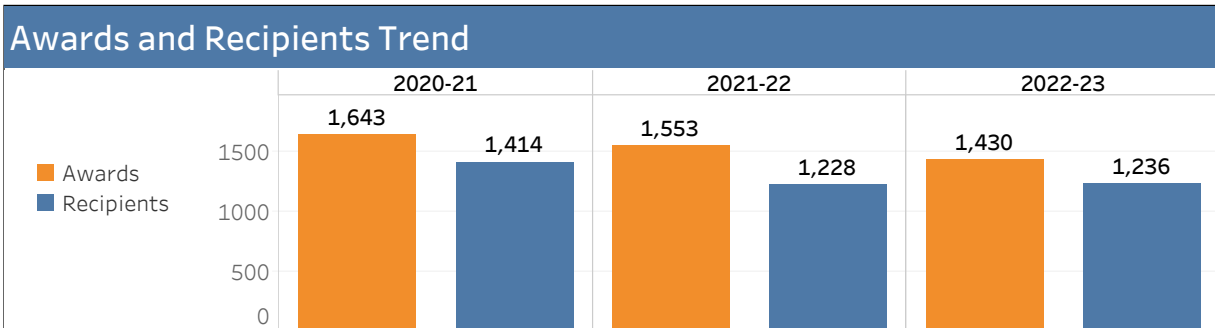
Filters:
- Award Type: All
- CTE Award: Y
- Financial Aid Eli..: All
- Award Year:
  - ☐ 2017-18
  - ☐ 2018-19
  - ☐ 2019-20
  - ✔ 2020-21
  - ✔ 2021-22
  - ✔ 2022-23

Award Types

	2020-21 Awards	2020-21 Recipients	2021-22 Awards	2021-22 Recipients	2022-23 Awards	2022-23 Recipients
District Totals	1,643	1,414	1,553	1,228	1,430	1,236
A.A. for Transfer(ADT)	54	54	58	58	53	53
A.S. for Transfer(ADT)	286	283	287	282	233	232
A.S. Degree	298	294	291	286	314	306
Cert.(30 to < 60 units)	187	183	164	162	176	176
Cert.(16 to < 30 units)	187	174	145	139	157	151
Cert.(6 to < 18 units)	620	536	595	422	495	426
Cert.(8 to < 16 units)	5	5	4	4	2	2
Cert.(< 6 units)	6	6	9	9		

Gender Distribution (2020-21, 2021-22, 2022-23)

	Recipients	Percent
Grand Total	3,610	100.0%
Female	2,021	56.0%
Male	1,536	42.5%
Non-Binary	13	0.4%
Unknown	40	1.1%

Race/Ethnicity Distribution (2020-21, 2021-22, 2022-23)

	Recipients	Percent
Grand Total	3,610	100.0%
African-American	68	1.9%
Asian	111	3.1%
Hispanic	2,535	70.2%
Multi-Ethnicity	95	2.6%
Native American	11	0.3%
Pac. Islander or Filipino	49	1.4%
Unknown	34	0.9%
White	707	19.6%

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.

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

Fall to Spring Retention (first-time students, census enrolled, credit courses)

Fall to Spring Retention - Gender

	Fall 2017 Cohort	Fall 2017 Retained In Spring	Fall 2018 Cohort	Fall 2018 Retained In Spring	Fall 2019 Cohort	Fall 2019 Retained In Spring	Fall 2020 Cohort	Fall 2020 Retained In Spring	Fall 2021 Cohort	Fall 2021 Retained In Spring	Fall 2022 Cohort	Fall 2022 Retained In Spring	6-Year Overall Cohort	6-Year Overall Retained In Spring
Grand Total	2,628	77%	2,625	76%	2,829	80%	2,529	71%	2,415	77%	2,998	77%	16,024	76%
Female	1,264	81%	1,281	82%	1,463	83%	1,394	75%	1,246	81%	1,505	79%	8,153	80%
Male	1,329	73%	1,323	71%	1,297	76%	1,115	67%	1,145	73%	1,446	75%	7,655	73%
Non-Binary	10	50%	6	50%	30	83%	2	50%	5	40%	23	74%	76	70%
Unknown	25	80%	15	80%	39	74%	18	78%	19	58%	24	79%	140	75%

Fall to Spring Retention - Race/Ethnicity

	Fall 2017 Cohort	Fall 2017 Retained In Spring	Fall 2018 Cohort	Fall 2018 Retained In Spring	Fall 2019 Cohort	Fall 2019 Retained In Spring	Fall 2020 Cohort	Fall 2020 Retained In Spring	Fall 2021 Cohort	Fall 2021 Retained In Spring	Fall 2022 Cohort	Fall 2022 Retained In Spring	6-Year Overall Cohort	6-Year Overall Retained In Spring
Grand Total	2,628	77%	2,625	76%	2,829	80%	2,529	71%	2,415	77%	2,998	77%	16,024	76%
African-American	52	75%	62	60%	51	76%	42	60%	47	60%	49	59%	303	65%
Asian	41	78%	49	82%	54	78%	47	74%	53	94%	59	85%	303	82%
Filipino	8	100%	17	88%	20	95%	20	70%	16	100%	25	88%	106	89%
Hispanic	1,863	76%	1,894	76%	2,025	80%	1,915	71%	1,791	77%	2,255	78%	11,743	76%
Multi-Ethnicity	142	82%	76	71%	84	76%	77	79%	71	82%	66	74%	516	78%
Native American	13	69%	9	89%	11	73%	14	50%	12	42%	7	71%	66	64%
Pacific Islander	2	100%	3	100%	5	60%			6	83%	4	75%	20	80%
White	486	75%	500	80%	491	78%	408	75%	412	77%	521	75%	2,818	77%
Unknown	21	81%	15	93%	88	82%	6	83%	7	57%	12	83%	149	82%

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.

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

Observation:

The percentage of first-time students retained from the Fall to Spring semester has remained unchanged at 77% in Fall 2022, and is within the range of retention experienced prior to the pandemic (Fall 2017 and Fall 2018 cohorts). In addition, the Fall 2022 cohort size has noticeably increased to 2,998 students.

Fall to Fall Retention (first-time students, census enrolled, credit courses)

Fall to Fall Retention - Gender

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		6-Year Overall	
	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall
Grand Total	2,628	59%	2,625	62%	2,829	62%	2,529	58%	2,415	63%	13,026	61%
Female	1,264	66%	1,281	68%	1,463	70%	1,394	62%	1,246	66%	6,648	66%
Male	1,329	53%	1,323	56%	1,297	54%	1,115	54%	1,145	59%	6,209	55%
Non-Binary	10	10%	6	83%	30	40%	2	0%	5	20%	53	36%
Unknown	25	56%	15	73%	39	56%	18	56%	19	47%	116	57%

Fall to Fall Retention - Race/Ethnicity

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		6-Year Overall	
	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall	Cohort	Retained In Fall
Grand Total	2,628	59%	2,625	62%	2,829	62%	2,529	58%	2,415	63%	13,026	61%
African-American	52	33%	62	39%	51	63%	42	38%	47	53%	254	45%
Asian	41	61%	49	76%	54	52%	47	66%	53	68%	244	64%
Filipino	8	88%	17	76%	20	75%	20	60%	16	69%	81	72%
Hispanic	1,863	59%	1,894	63%	2,025	63%	1,915	58%	1,791	63%	9,488	61%
Multi-Ethnicity	142	62%	76	63%	84	48%	77	62%	71	61%	450	59%
Native American	13	54%	9	67%	11	55%	14	43%	12	50%	59	53%
Pacific Islander	2	50%	3	100%	5	60%			6	83%	16	75%
Unknown	21	52%	15	60%	88	56%	6	83%	7	29%	137	55%
White	486	60%	500	62%	491	62%	408	59%	412	62%	2,297	61%

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.

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

Observation:

The percentage of first-time students retained from the Fall to subsequent Fall semester has rebounded from 58% (Fall 2020 cohort) to 63% (Fall 2021 cohort) which is reflective of pre-pandemic retention rates. (Fall 2018 cohort)

CCCCO Student Success Metrics

To provide a holistic approach to the California community colleges' work on student success, the Chancellor's Office worked with a broadly representative group of practitioners to develop Student Success Metrics. Organized around common goals such as adult education/ESL, short-term career education, and degree/transfer, the metrics capture progression along students' educational journey from recruitment to completion, transfer, and the workforce. Student Success Metrics pinpoint critical milestones and accomplishments that align with the Vision for Success and the Student Centered Funding Formula, and integrate metrics associated with various initiatives and funding streams.

The Office of Research, Planning & Institutional Effectiveness has selected a few of these data metrics to conduct analysis, and make observations for illustrative purposes. The example datasets and their observations are included in the COS Giant Fact Book. Users are encouraged to visit the Student Success Metrics Data Dashboard to review additional metrics, which can be disaggregated by several variables including but not limited to race/ethnicity, gender, age, financial aid status, first-generation, disability, veteran, LGBT, etc.

Average No. of Units Accumulated by All First Time Associate Degree Earners

Among students in the selected student journey who were enrolled and who earned an associate degree for the first time in the selected year, the average number of semester units in the California community college system earned up to and including the selected year
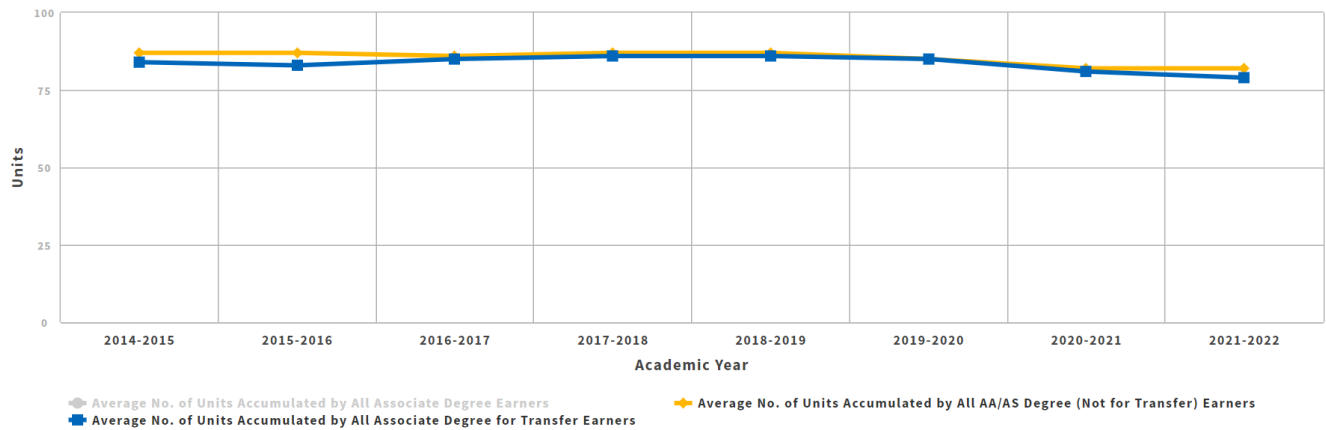
- The average number of units accumulated by Associate degree for transfer earners has decreased over the five year period from 86 units in 2017-2018 to 79 units in 2021-2021 (-8%). AA and AS degree (not for transfer) earners has decreased from 87 units in 2017-2018 to 82 unit in 2021-2022 (-6%).

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.

Successfully Completed Unit Thresholds in the Fall Term

Among students in selected student journey, the proportion who successfully completed degree-applicable unit thresholds in the fall term of the selected year at any college
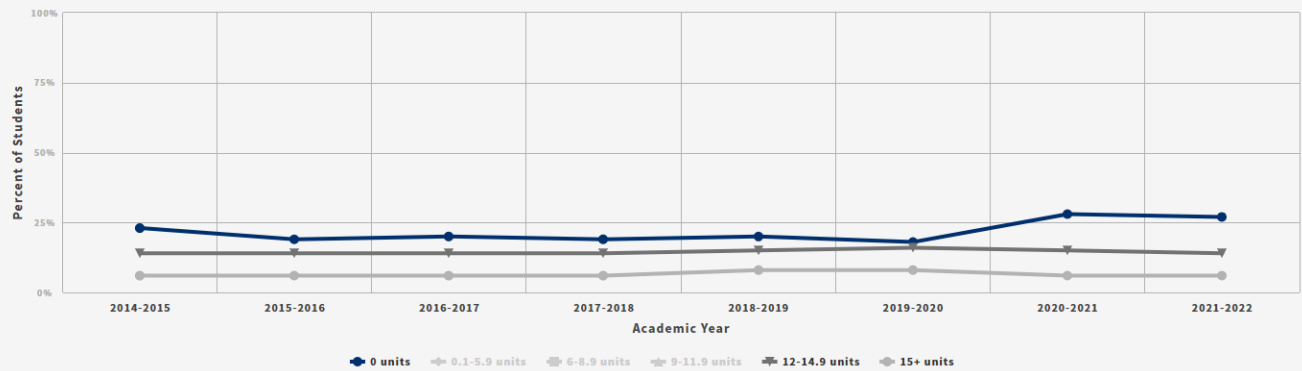
Source: Chancellor's Office Management Information System

Technical Definition

Over the 5-year time period (from 2017-2018 to 2021-2022), the percentage of students who

- Completed 0 units has increased from 19% to 27%, which means the percentage of enrolled students not passing any degree-applicable credit courses in Fall semesters has increased.
- Successfully completed 12 to 14.9 units has remained the same at 14%
- Successfully completed 15+ units has remained the same at 6%.
- Overall, the proportion of students completing 0 units is increasing while the proportion of students successfully completing the equivalent to a full-time unit load remains the same.

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.

Transitioned to Postsecondary or Earned an Award

Among students in selected student journey, the number of students who earned various types of awards in the selected year or attained apprenticeship journey status and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year

Source: Chancellor's Office Management Information System, Chancellor's Office Curriculum Inventory, Department of Apprenticeship Standards
Technical Definition

Note: When interpreting percentages displayed in the hover over for completion and transfer, please take into consideration that the denominator encompasses all students included in the Student Journey selection made. Therefore, if "All Students" is selected above, then students with different educational goals and course-taking patterns in the SSM dashboard are included in the denominator.

- When examining the number of students who attained the vision goal definition of completion over the past five years, the number of students who attained the Vision Goal Completion Definition increased from 1,229 in 2017-2018 to 1,611 in 2021-2022 (+31%), and the number of students who attained the Vision Goal Completion Definition slightly decreased from 1,643 in 2020-2021 to 1,611 in 2021-2022 (-2%).
- When examining the percentage of students who attained the vision goal definition of completion over the past five years, the percentage of students who attained the Vision Goal Completion Definition increased from 8% in 2017-2018 to 12% in 2021-2022 (+4 percentage points) and remained at 12% in both 2020-2021 and 2021-2022.

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.

Median Annual Earnings

Among students in selected student journey who exited the community college system and who did not transfer to any postsecondary institution, median 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 $25,808 in 2016-2017 to $32,092 in 2020-2021 (+24%), and median earnings increased from $30,360 in 2019-2020 to $32,092 in 2020-2021 (+6%)
- The following observations should be considered.
  - In 2020-2021, the statewide median earnings among students, who exited community college and did not transfer to a postsecondary institution, was higher ($38,552) 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 (67%) than all students statewide (53%).

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.

Median Annual Earnings Following the Academic Year of Exit by Gender

	MALE	FEMALE	NON-BINARY
2017-2018	29,103	24,344	31,537
2018-2019	30,602	25,154	20,896
2019-2020	33,172	26,911	37,441
2020-2021	36,180	29,304	25,788
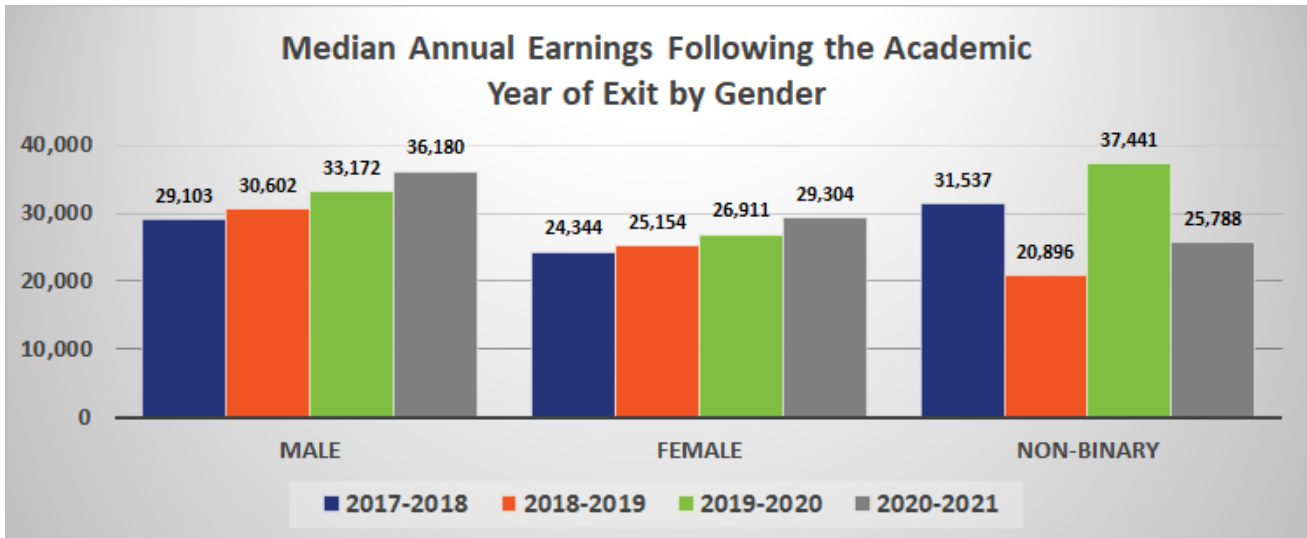
Among students who exited community college and did not transfer to a postsecondary institution:

- Male students had higher median earnings for all four years when compared to female students
- Median earnings for male students has consistently increased across the four year time period from 29,103 in 2017-2018 to 36,180 in 2020-2021, and their median earnings increased from 33,172 in 2019-2020 to 36,180 in 2020-2021.
- Median earnings for female students has consistently increased across the four year time period from 24,344 in 2017-2018 to 29,304 in 2020-2021, and their median earnings increased from 26,911 in 2019-2020 to 29,304 in 2020-2021.

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.

Median Annual Earnings: Among students in selected student journey who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit.

Median Annual Earnings Following the Academic Year of Exit by Race/Ethnicity

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

- Hispanic, Native American, and Multi-ethnic students had below average median earnings in each of the past four years.
- Asian and White Students had above average median earnings (seen in chart above) in each of the past four years.
- From 2017-2018 to 2020-2021, median earnings increased for all race/ethnic groups.
  - Black/African American, Hispanic, White and Multi-Ethnic students have seen increases in median earnings from 2019-2020 to 2020-2021.

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.

California Community Colleges | Student Success Metrics

To provide a holistic approach to the California community colleges' work on student success, the Chancellor's Office worked with a broadly representative group of practitioners to develop Student Success Metrics. Organized around common goals such as adult education/ESL, short-term career education, and degree/transfer, the metrics capture progression along students' educational journey from recruitment to completion, transfer, and the workforce. Student Success Metrics pinpoint critical milestones and accomplishments that align with the Vision for Success and the Student Centered Funding Formula, and integrate metrics associated with various initiatives and funding streams.

The Office of Research, Planning & Institutional Effectiveness has selected a few of these data metrics to conduct analysis, and make observations for illustrative purposes. The example datasets and their observations are included in the COS Giant Fact Book. Users are encouraged to visit the Student Success Metrics Data Dashboard to review additional metrics, which can be disaggregated by several variables including but not limited to race/ethnicity, gender, age, financial aid status, first-generation, disability, veteran, LGBT, etc.

The following data has been disaggregated by LGBT status. Please note that groups less than 10 are masked (combined) or not displayed.

☰ LaunchBoard Menu

← Go Back

Student
Success Metrics

- Changes in metric definitions for the April 2023 release (https://launchboard-resources.wested.org/resources/197)
- Learn how the metrics are calculated (/Launchboard/Student-Success-Metrics-MDD)

Journey Type		Academic Year	Drill Down
All Students ▾	○ Statewide ○ Macroregion ○ Microregion ● District ○ College	2021-2022 ▾	LGBT ▾
	Sequoias District ▾		

VIEWING

Viewing Data for: All Students, Sequoias District, 2021-2022

Successful Enrollment   **Student Type**   **Learning Progress**   **Momentum**   **Success**   **Employment**   **Earnings**   **Metrics Under Development**

Export Data to CSV

SUCCESSFUL ENROLLMENT

Note: Since the Successful Enrollment has been added to the Cohort View with the default view not displaying this metric, this metric will also not be displayed in the Snapshot View as the default.

⌄ Display Metric

STUDENT TYPE

All Students

All students who had an enrollment as a non-special admit student in at least one term of the selected year
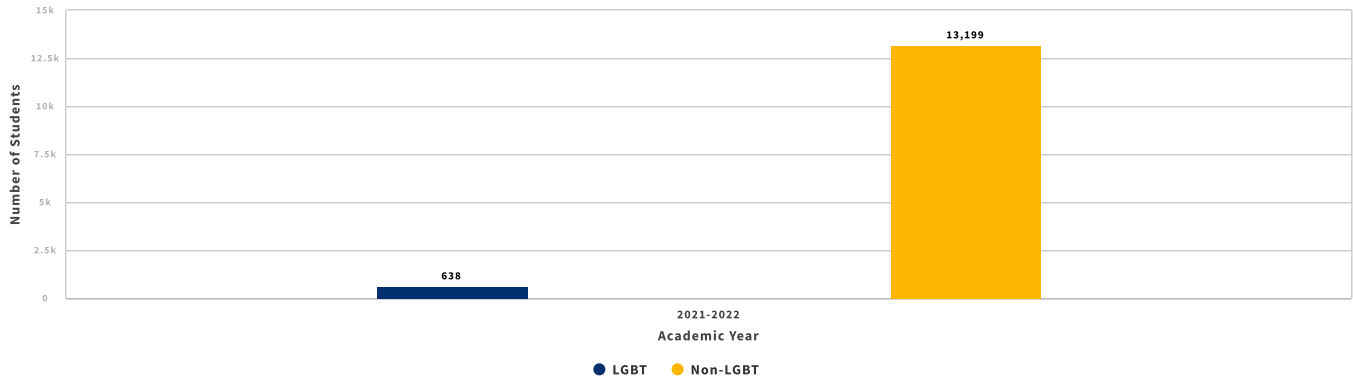
44

Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM122)

LEARNING PROGRESS

Skills Gain

Among students in selected student journey, the percentage who had one or more skills gains, measured by advancing one or more CB21 or SA07 levels or by improving one or more educational functioning levels in the selected year
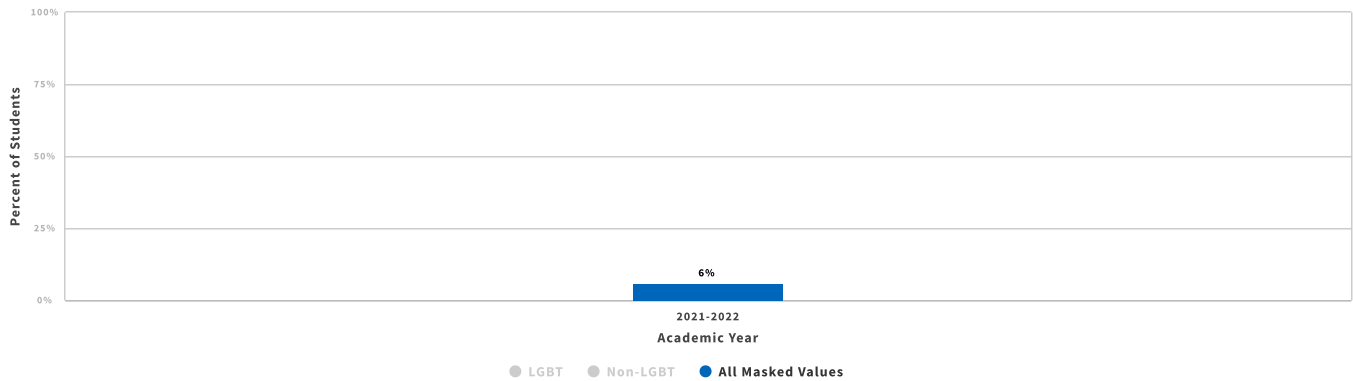
Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression ❓ purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group together with small groups with <10 students. "All Masked Values" in this chart includes subgroups: LGBT, and Non-LGBT.

Source: Chancellor's Office Management Information System

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM400SW)

Course Success Rate

Among enrollments by students in selected student journey, the course success rate in the selected year
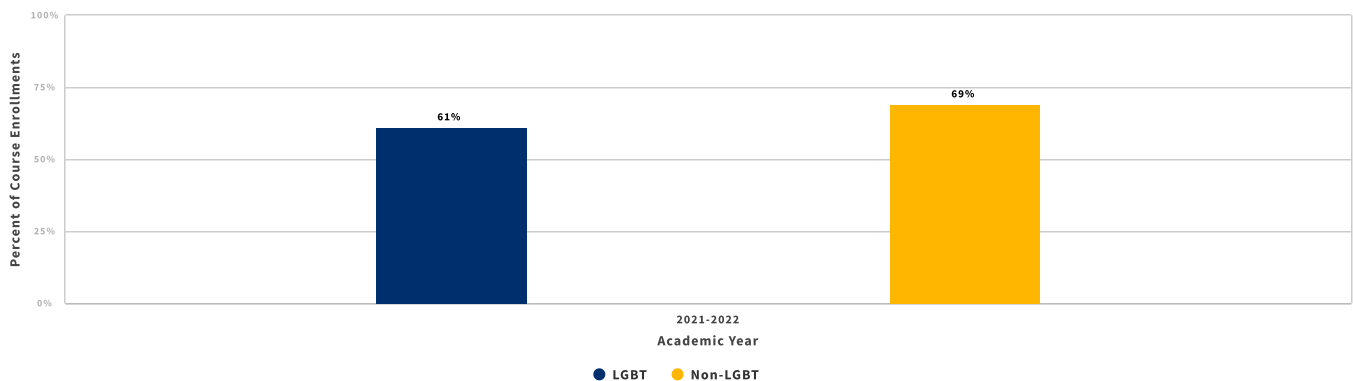
Source: Chancellor's Office Management Information System

45

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM408Sx)

Note: More students received "EW" or Excused Withdrawal grades starting in Spring 2020 as a result of the COVID-19 pandemic. Those grades are excluded from the denominator of success rates to maintain alignment with Datamart. As a result, course success rates may be higher in 2020, 2021 and 2022 than in prior years. Included and excluded EWs should be carefully examined locally to more completely understand course performance in Spring 2020 and all terms in 2020-21 and 2021-22.

Completed Transfer-Level Math and English

Among students in selected student journey, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district

Metric

| Completed Transfer Level Math and English in the First Year   ▼ |
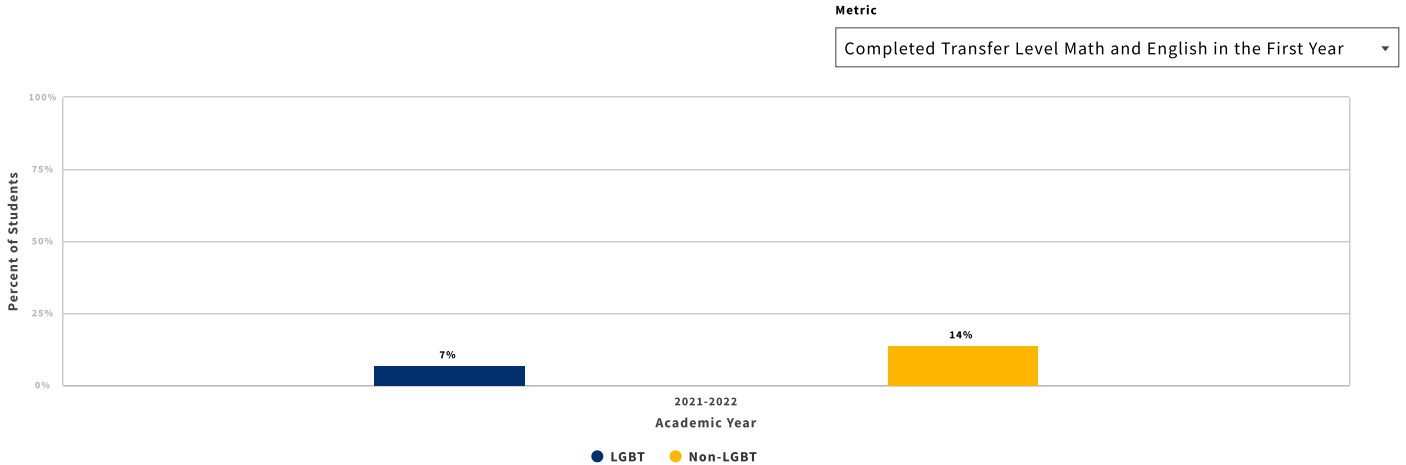
Viewing: Completed Transfer Level Math and English in the First Year
Source: Chancellor's Office Management Information System
Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM504SW)

Note: Explore an expanded definition of the Completed Transfer-Level Math and English metric in the Metrics Under Development section.

MOMENTUM

Completed a Level of Education

Among students in selected student journey who were enrolled in noncredit adult basic education or noncredit English as a Second Language in the selected year, the proportion who completed one or more levels of adult education by transitioning from ABE or ESL to adult secondary education in the selected year or subsequent year for the first time ever at any institution

Due to allowing students an additional year to meet this outcome, data will not be available for the most recent year available on the dashboard. Please select an earlier year. Learn more about suppression and complementary suppression here (/Launchboard/Suppression).
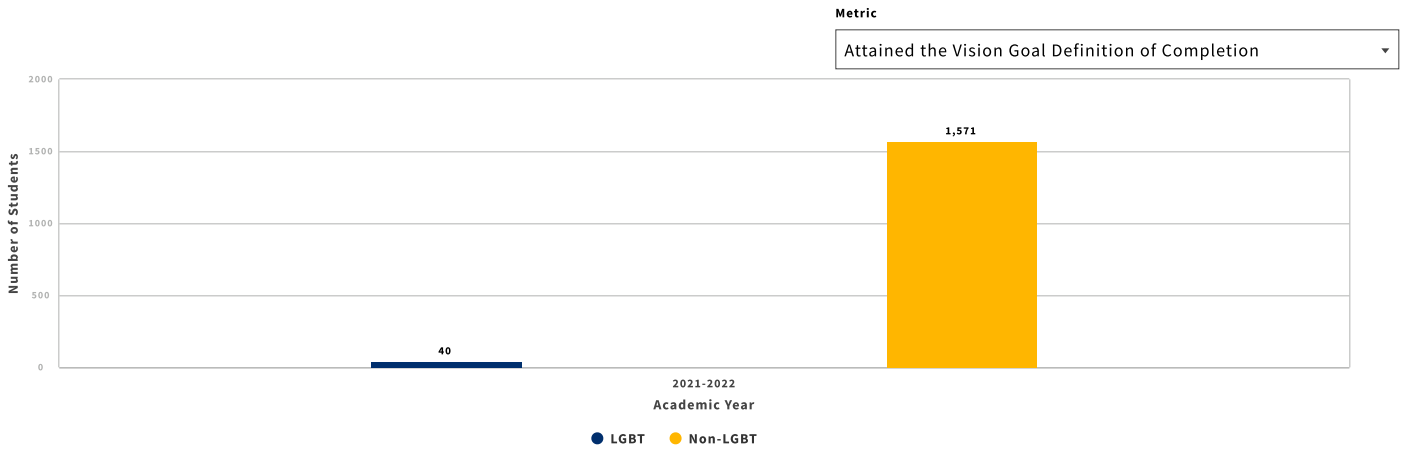
Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM500SW)

Completed a Noncredit CTE or Workforce Preparation Course

Among all students with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in noncredit career education course(s) or workforce preparation course(s) in the selected year
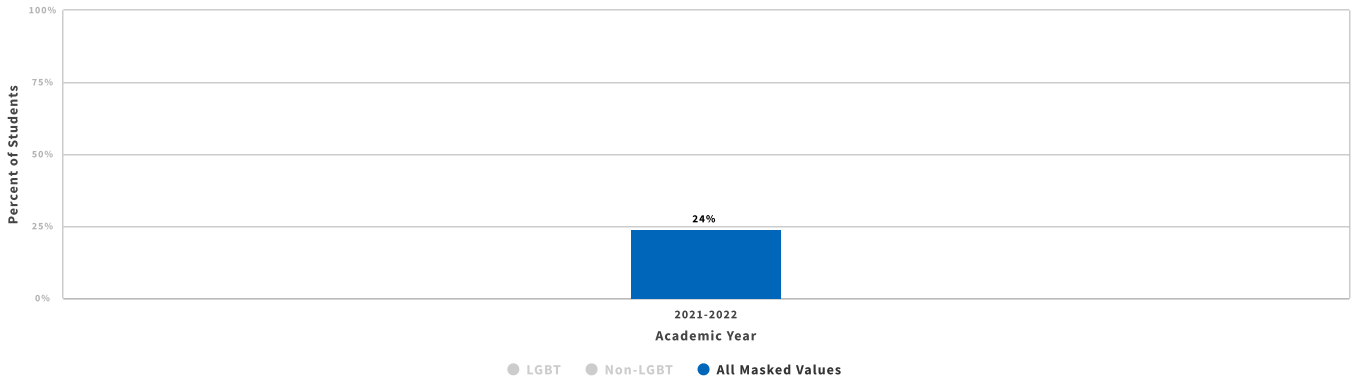
46

Groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression ❓ purposes in accordance with FERPA. Under Complementary Suppression circumstances, the "All Masked Values" bar may represent a larger group together with small groups with <10 students. "All Masked Values" in this chart includes subgroups: LGBT, and Non-LGBT.

Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM403SW)

Earned 9+ Career Education Units

Among students in selected student journey, the proportion who successfully completed nine or more career education semester units in the selected year within the district
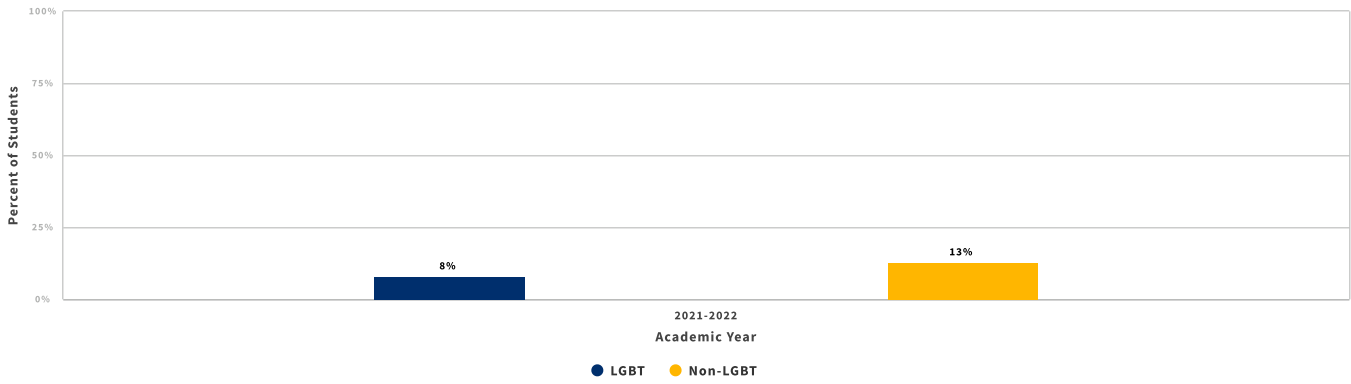
Source: Chancellor's Office Management Information System
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM402SW)

Persisted from Fall to Spring

Among students in selected student journey, the proportion who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution

Metric

Persisted from Fall to Spring at the Same College ▾

47
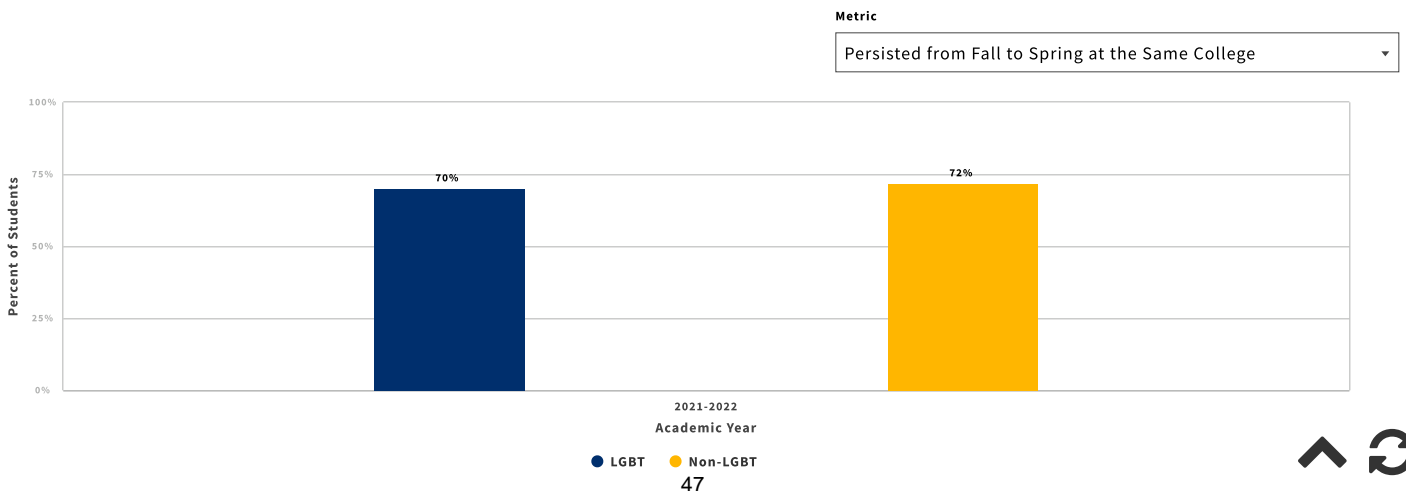
Viewing: Persisted from Fall to Spring at the Same College
Source: Chancellor's Office Management Information System, National Student Clearinghouse, CSU/UC Cohort Match
Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM424SW)

Successfully Completed Unit Thresholds in the Fall Term

Among students in selected student journey, the proportion who successfully completed degree-applicable unit thresholds in the fall term of the selected year at any college

Drill Down
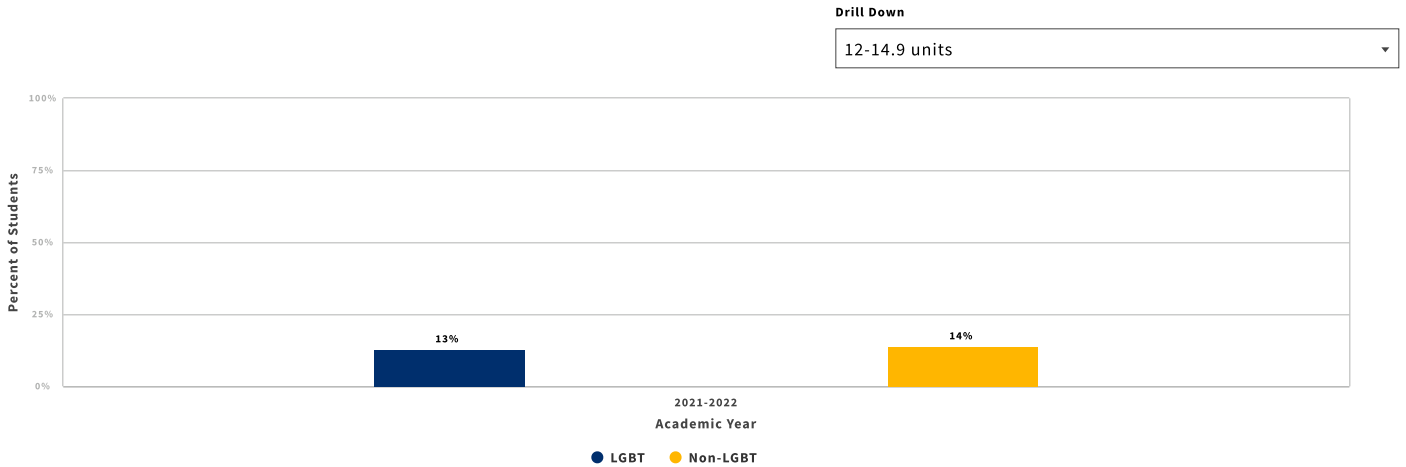
12-14.9 units

Viewing: 12-14.9 units
Source: Chancellor's Office Management Information System
Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM404SW)

Successfully Completed Semester Unit Thresholds in the Academic Year

Among students in selected student journey, the proportion who successfully completed degree-applicable semester unit thresholds in the selected year at any college

Drill Down
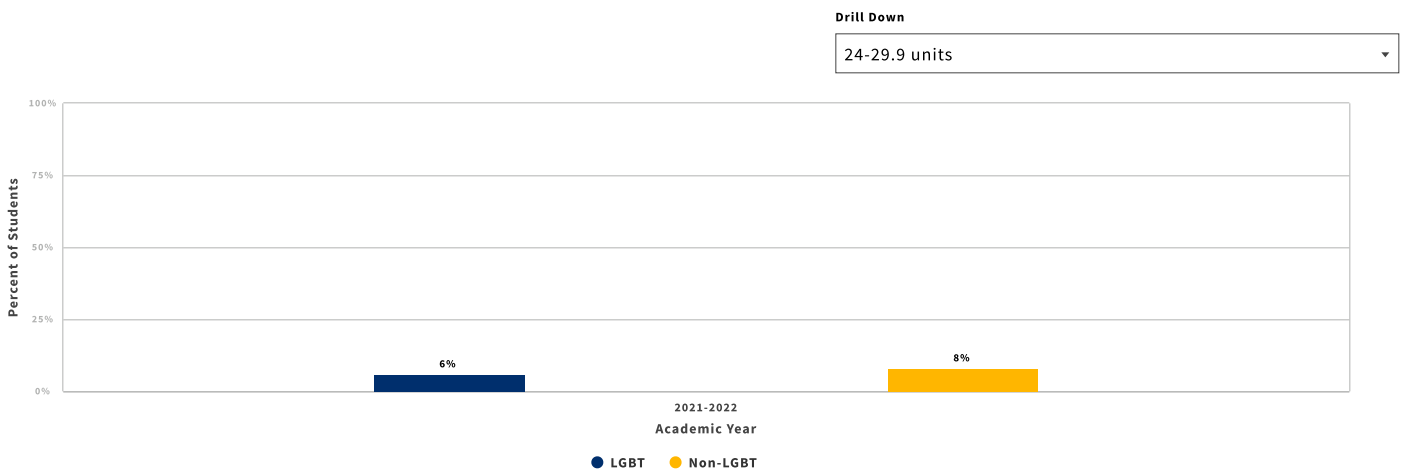
24-29.9 units

Viewing: 24-29.9 units
Source: Chancellor's Office Management Information System
Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM405SW)

SUCCESS

Transitioned to Postsecondary or Earned an Award

Among students in selected student journey, the number of students who earned various types of awards in the selected year or attained apprenticeship journey status and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year

48

Metric

| Attained the Vision Goal Definition of Completion ▾ |

2021-2022
Academic Year

● LGBT   ● Non-LGBT

Viewing: Attained the Vision Goal Definition of Completion

Source: Chancellor's Office Management Information System, Chancellor's Office Curriculum Inventory, Department of Apprenticeship Standards

Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM600SW)

Note: When interpreting percentages displayed in the hover over for completion and transfer, please take into consideration that the denominator encompasses all students included in the Student Journey selection made. Therefore, if "All Students" is selected above, then students with different educational goals and course-taking patterns in the SSM dashboard are included in the denominator.

Average No. of Units Accumulated by All First Time Associate Degree Earners

Among students in the selected student journey who were enrolled and who earned an associate degree for the first time in the selected year, the average number of semester units in the California community college system earned up to and including the selected year

Metric

| Average No. of Units Accumulated by All Associate Degree Ear... ▾ |

2021-2022
Academic Year

● LGBT   ● Non-LGBT
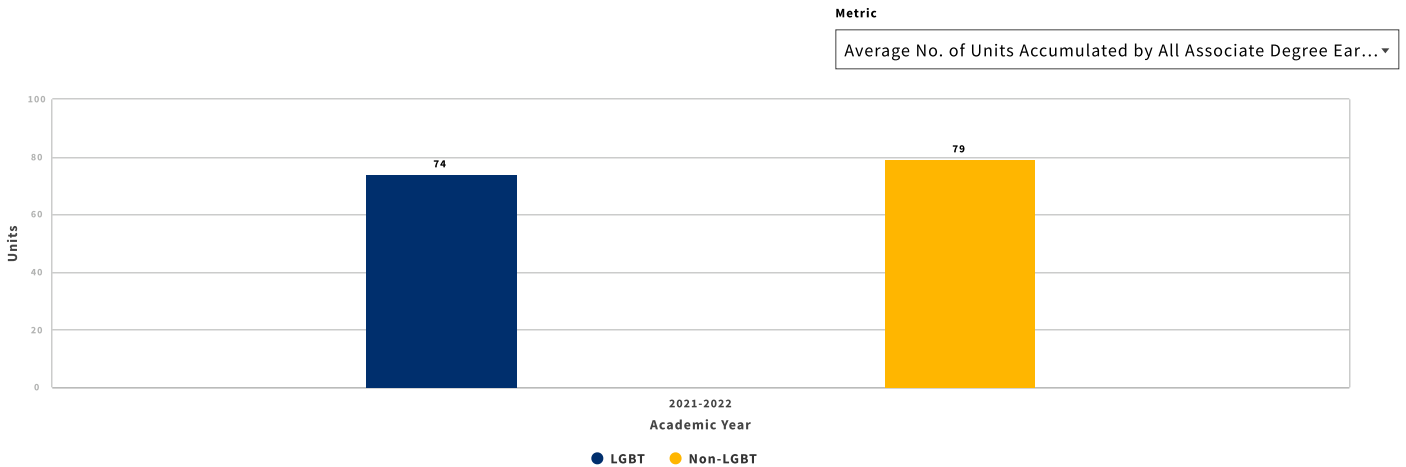
Viewing: Average No. of Units Accumulated by All Associate Degree Earners
Source: Chancellor's Office Management Information System
Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM621SW)

Transferred to a Four-Year Institution

Among students in selected student journey, the number of students who earned 12 or more units at any time and at any college up to and including the selected year, who exited the community college system, and who enrolled in a four-year institution in the selected year

Due to the need to verify that a student is no longer enrolled in the CA community college system, transfer information is not yet available.

Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

Source: Chancellor's Office Management Information System, National Student Clearing House
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM622SW)

49

Note: When interpreting percentages displayed in the hover over for completion and transfer, please take into consideration that the denominator encompasses all students included in the Student Journey selection made. Therefore, if "All Students" is selected above, then students with different educational goals and course-taking patterns in the SSM dashboard are included in the denominator.

EMPLOYMENT

Became Employed

Among students in selected student journey who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were unemployed and became employed after exiting college

Due to the need to verify that a student is no longer enrolled in the CA community college system, employment information is not yet available. Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM700SW)

Note: Employment metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year. Employment and earnings outcomes are only calculated for students who are no longer enrolled in any postsecondary institution. The metric is dependent on colleges reporting enrollments for the following year and on the Chancellor's Office matching student records with four-year institutions. Therefore, the metric on securing employment cannot be displayed for 2021-22.

Job Closely Related to Field of Study

Among CTE students in selected student journey who responded to the CTE Outcomes Survey and who did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study

Due to time lags in collecting CTE Outcomes Survey data, this information is not yet available. Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

Source: Chancellor's Office Management Information System, CTE Outcomes Survey, National Student Clearinghouse, CSU/UC Cohort Match
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM701SW)

Note: Metrics derived from the CTE Outcomes Survey are delayed by two years. In addition to ensuring that students are no longer enrolled, the metric is dependent on students responding to the survey. Therefore, the metric for job closely related to field of study cannot be displayed for either 2020-21 or 2021-22.

EARNINGS

Median Annual Earnings

Among students in selected student journey who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

Due to the need to verify that a student is no longer enrolled in the CA community college system, earnings information is not yet available. Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Cohort Match

Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM800SW)

Note: Earnings metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year. Employment and earnings outcomes are only calculated for students who are no longer enrolled in any postsecondary institution. The metric is dependent on colleges reporting enrollments for the following year and on the Chancellor's Office matching student records with four-year institutions. Therefore, the metrics on median earnings, change in earnings, and living wage attainment cannot be displayed for 2021-22.

Median Change in Earnings

Among students in selected student journey who exited the community college system and who did not transfer to any postsecondary institution, median change in earnings between the fiscal quarter two quarters prior to the academic year of entry and the fiscal quarter two quarters after the academic year of exit from the last college attended

Due to the need to verify that a student is no longer enrolled in the CA community college system, earnings information is not yet available. Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Cohort Match
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM801SW)

Note: Earnings metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year. Employment and earnings outcomes are only calculated for students who are no longer enrolled in any postsecondary institution. The metric is dependent on colleges reporting enrollments for the following year and on the Chancellor's Office matching student records with four-year institutions. Therefore, the metrics on median earnings, change in earnings, and living wage attainment cannot be displayed for 2021-22.

Attained the Living Wage

Among students in selected student journey who exited the community college system and who did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following the academic year of exit

Due to the need to verify that a student is no longer enrolled in the CA community college system, earnings information is not yet available. Learn more about suppression and complementary suppression here (/Launchboard/Suppression).

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Cohort Match, Insight Center for Community Economic Development
Technical Definition (/Launchboard/Student-Success-Metrics-MDD?metric=SM802SW)

Note: Earnings metrics derived from the Employment Development Department's Unemployment Insurance wage file will lag by one year. Employment and earnings outcomes are only calculated for students who are no longer enrolled in any postsecondary institution. The metric is dependent on colleges reporting enrollments for the following year and on the Chancellor's Office matching student records with four-year institutions. Therefore, the metrics on median earnings, change in earnings, and living wage attainment cannot be displayed for 2021-22.

METRICS UNDER DEVELOPMENT

Completed Transfer-Level Math and English (Expanded)

Among students in selected student journey, the proportion who completed transfer-level math and/or English in their first academic year of credit enrollment from their first term within the district allowing for students who enrolled in credit ESL to complete transfer-level math and English within three complete years from first term

Metric

Completed Transfer Level Math and English (Expanded) ▾

51
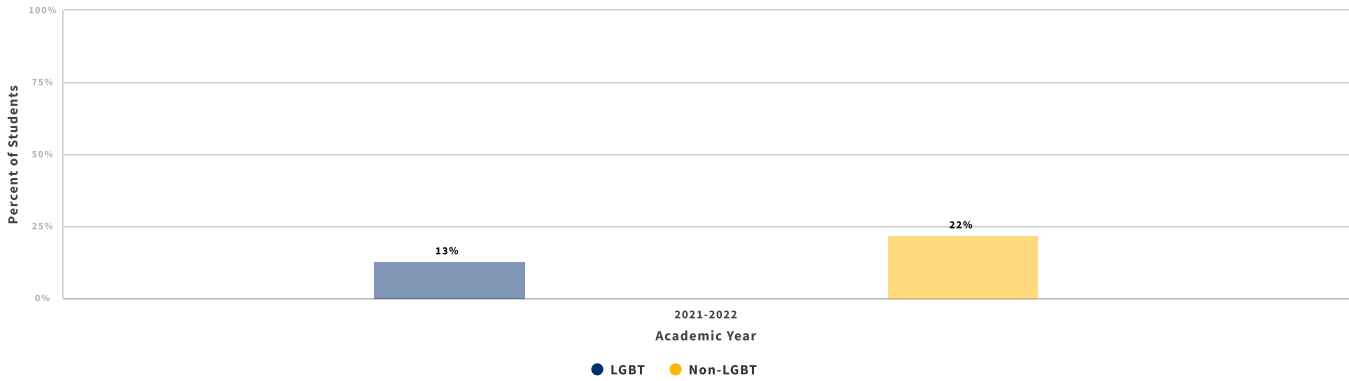
Viewing: Completed Transfer Level Math and English (Expanded)

Note: The data displayed in this chart are from an incomplete year of data.

Source: Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-MDD?metric=SM544SW)

Note: The Completed Transfer-Level Math and English (expanded view) counts students who complete within one year from their first term of enrollment while Credit ESL students can complete within three years from their first term of enrollment. Therefore, depending on the academic year as data becomes available, values and percentages for these metrics will update over time for incomplete years as more students complete within the applicable timeframes from their first enrollment.

If you have any questions or feedback, please email launchboard@cccco.edu (mailto:launchboard@cccco.edu).

Click Here to View Resources (https://launchboard-resources.wested.org/resources?t_id=all)

⌃ To Find Out More About the Data in the Student Success Metrics Dashboard

- Summary of Metrics by Journey Type (https://launchboard-resources.wested.org/resources/181)
- Alignment of Student Success Metrics to Other Initiatives (https://launchboard-resources.wested.org/resources/182)
- Metric Definition Dictionary for April 2023 SSM Release (/Launchboard/Student-Success-Metrics-MDD)
- Changes in Definitions on SSM April 2023 (https://launchboard-resources.wested.org/resources/197)
- Learn about differences between the Snapshot and Cohort Views (https://launchboard-resources.wested.org/resources/186)
- See which colleges are assigned to which district and regions (https://launchboard-resources.wested.org/resources/187)
- Learn how CTEOS data is incorporated into the LaunchBoard dashboards (https://launchboard-resources.wested.org/resources/188)
- 2022 SEP Data and DI Methodology FAQ updated for the 2023 data (https://launchboard-resources.wested.org/resources/189)
- LaunchBoard Data Suppression Rules Summary (/Launchboard/Suppression)
- Student goal information from CCC Apply updated on 01/16/2023
- Student goal, milestone and completion information from the Chancellor's Office Management Information System (MIS) last updated on 01/17/2023
- Chancellor's Office Curriculum Inventory file to identify Associate Degrees for Transfer provided by Chancellor's Office Management Information System on 01/17/2023
- Employment and earnings information from the Employment Development Department Unemployment Insurance (UI) wage file last updated on 01/17/2023
- Employment and earnings information from the CTE Outcomes Survey last updated on 03/30/2023
- Transfer to postsecondary information from the National Student Clearinghouse and CSU/UC match last updated on 01/17/2023
- Attainment of Apprenticeship Journey Status from the Department of Apprenticeship Standards last updated on 01/16/2023

LaunchBoard Metrics (CCCO & Cal-PASS Plus)

In addition to the Student Success Metrics, the LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. The LaunchBoard brings together multiple data sets to provide a more holistic view of students and their progress through educational institutions and into the workforce. The LaunchBoard section of the Giant Fact Book contains data provided on the Community College Pipeline, Adult Education Pipeline, and Strong Workforce Program Dashboard.

- **The Community College Pipeline** offers insight on phases of students' journeys through community college with information on college offerings, student characteristics, milestones, success, employment, earnings, and labor market information.
- **The Adult Education Pipeline** offers insight into progress and outcomes for K- 12 and community college adult education participants, including outcomes for adult education students who transition into credit-bearing post-secondary programs and their employment outcomes.
- **The Strong Workforce Program Dashboard** provides annual results, disaggregated data, and benchmarking information for metrics associated with the Strong Workforce Program and students enrolled in career and technical education (CTE) programs.

Users are highly encouraged to visit the CCCCO and Cal PASS-Plus LaunchBoard to explore the most current data disaggregated by age group, gender, race/ethnicity, and economic status (as available), as well as comparisons between our District and Statewide, Macroregion, and Microregion data.
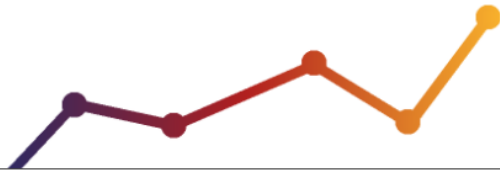
Community College Pipeline
Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning.

Explore

Adult Education Pipeline
Comprehensive, multi-level data on student demographics, enrollment, outcomes, types of services received, and employment using new adult education data and accountability metrics.

Explore

Strong Workforce Program
Completion and employment data for examining long-term outcomes.

Explore

Employees

Employee Data Set

Employee Distribution Fall 2022

Employee Type
- Academic, Temporary
- Academic, Tenured/Tenure Track
- Classified
- Educational Administrator

5.46%   29.80%

44.60%

20.15%
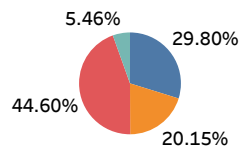
Employee Classification Distribution Trends

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Grand Total	**742**	**769**	**800**	**793**	**773**	**953**
Educational Administrator	45	48	48	50	47	52
Academic, Tenured/Tenure Track	179	171	184	192	189	192
Classified	221	221	231	246	265	425
Academic, Temporary	297	329	337	305	272	284

Employee Gender Distribution Trends

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Educational Administrator	Female	16	17	22	21	19	22
	Male	29	31	26	29	28	30
	Non-Binary						0
Academic, Tenured/Tenure Track	Female	93	88	96	102	101	101
	Male	86	83	88	90	88	90
	Non-Binary						1
Classified	Female	134	135	139	137	142	192
	Male	87	86	92	109	121	232
	Non-Binary					2	1
Academic, Temporary	Female	137	156	144	147	142	153
	Male	160	173	193	158	130	129
	Non-Binary						2

Employee Race/Ethnicity Distribution Trends

		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Educational Administrator	African-American	3	2	2		2	4
	Asian	2	2	1		2	2
	Hispanic	13	11	13		12	12
	Unknown			1		2	2
	White Non-Hispanic	27	33	31		29	32
Academic, Tenured/Tenure Track	African-American	4	7	7		5	4
	American Indian/Alaskan Native	2					1
	Asian	9	10	12		10	10
	Hispanic	38	36	38		45	49
	Multi-Ethnicity	1	1	1		2	2
	Pacific Islander	1		1		1	1
	Unknown	9	8	9		7	9
	White Non-Hispanic	115	109	116		119	116
Classified	African-American	3	3	2		2	3
	American Indian/Alaskan Native	2	1	1		1	1
	Asian	12	11	11		11	15
	Hispanic	92	105	116		129	178
	Multi-Ethnicity		1	1		3	4
	Unknown	4	3	2		23	84
	White Non-Hispanic	108	97	98		96	140
Academic, Temporary	African-American	8	7	5		11	8
	American Indian/Alaskan Native	2	5	4		3	3
	Asian	18	19	15		9	18
	Hispanic	68	79	81		71	84
	Multi-Ethnicity	2	2	2		3	4
	Unknown	14	13	35		12	9
	White Non-Hispanic	185	204	195		163	158

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

Note: Data for Fall 2020 is unavailable for race/ethnicity.

Service Area Population

Service Area Population vs COS Population

Service Area 2021 vs COS 2022

California	Kings County	Tulare County	COS Fall 2022
39.5%	55.5%	66%	73.0%
35.8%	30.9%	27%	18.0%
24.7%	13.6%	7.2%	24.7%

Legend: Hispanic or Latino (of any race) ■ White alone ■ all other races ■
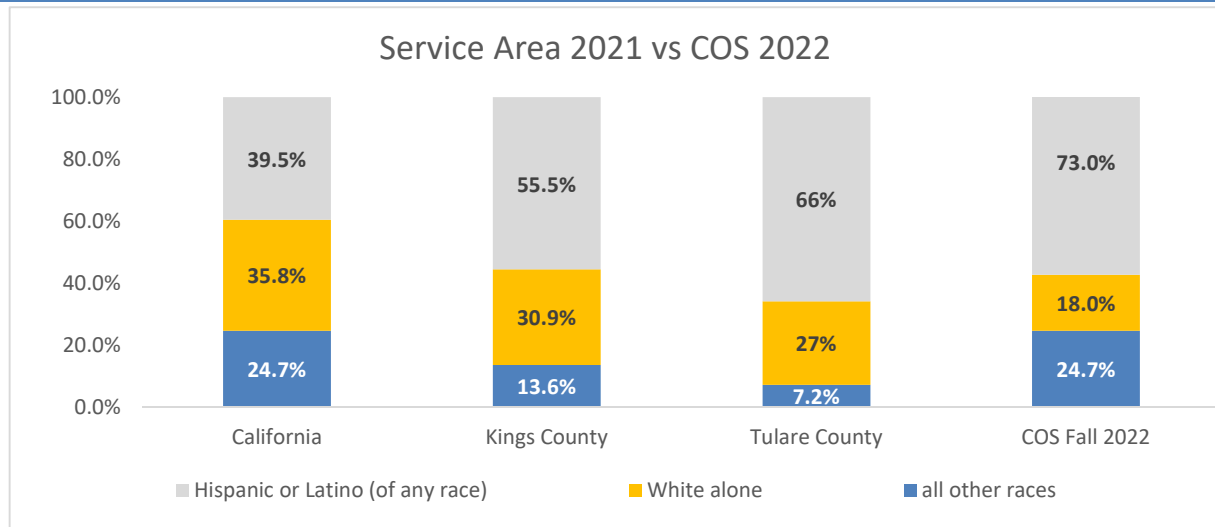
The Sequoias Community College District is a Hispanic-Serving Institution (HSI) with a Hispanic student population of 73% in Fall 2022, which exceeds the service area Hispanic population that ranges from 55% (Kings County) to 65% (Tulare County).

Service Area Population 2021 vs Fall 2022 Enrollment

Population by Race/Ethnicity (all ages)	California Percent	Kings County Percent	Tulare County Percent	COS Fall 2022 Percent
Total population	100.0%	100.0%	100.0%	100.0%
Male	50.0%	55.2%	50.2%	57.3%
Female	50.0%	44.8%	49.8%	40.4%
Unknown Gender	NA	NA	NA	2.3%
Hispanic or Latino (of any race)	39.5%	55.5%	66%	73.0%
White alone	35.8%	30.9%	27%	18.0%
Black or African American alone	5.4%	6.0%	1.3%	1.7%
American Indian and Alaska Native alone	0.3%	0.8%	1%	0.3%
Asian alone	14.7%	3.7%	4%	3.3%
Native Hawaiian / Other Pacific Islander alone	0.3%	0.2%	0.1%	0.1%
Some other race alone or unknown	0.4%	0.2%	0.3%	0.6%
Two or more races	3.6%	2.7%	1.5%	3.0%

Source: U.S. Census Bureau, 2021 American Community Survey 5-Year Estimates (DP05 File)

https://data.census.gov/cedsci/table?q=american%20community%20survey%20DP05&g=0400000US06_0500000US06031,06107&tid=ACSDP5Y2021.DP05

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

Current and Projected COS Service Area Population

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

Projection Source: California Department of Finance (P3 File)

http://www.dof.ca.gov/Forecasting/Demographics/Projections/

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

Service Area Race/Ethnicity Profile Change

Race/Ethnicity Profile Change 2020 to 2030

	African American	Hispanic	White
■ Tulare County Change	0.0%	1.8%	-1.8%
■ Kings County Change	0.2%	1.1%	-1.4%
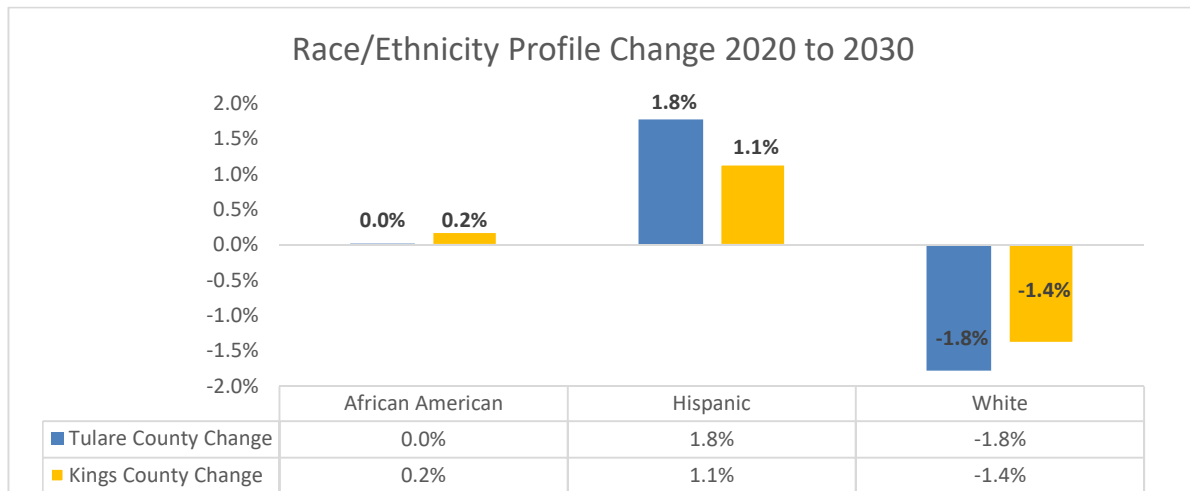
Based on the projected growth of Tulare and Kings Counties, the race/ethnicity distribution is expected to slightly shift. Between 2020 and 2030, the proportion of Hispanic residents in Tulare County projected to increase 1.8 percentage points while the proportion of Hispanic residents in Kings County is projected to increase by 1.1 percentage points. Some calculations are impacted by rounding limitations.

Tulare County Race/Ethnicity Change (2020-2030)			
	2020 Estimate	2025 Estimate	2030 Estimate	Tulare County Change
Total	480,788	496,657	516,810	36,022
African American	1.2%	1.2%	1.2%	0.0%
Asian	3.2%	3.1%	3.0%	-0.1%
Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.0%
Hispanic	63.5%	64.3%	65.2%	1.8%
Multi	1.4%	1.4%	1.5%	0.1%
Native American	0.7%	0.7%	0.7%	0.0%
White	30.0%	29.1%	28.2%	-1.8%

Kings County Race/Ethnicity Change (2020-2030)			
	2020 Estimate	2025 Estimate	2030 Estimate	Kings County Change
Total	154,745	159,733	165,752	11,007
African American	6.3%	6.4%	6.5%	0.2%
Asian	3.4%	3.4%	3.3%	-0.1%
Hawaiian/Pacific Islander	0.2%	0.2%	0.2%	0.0%
Hispanic	53.2%	53.8%	54.4%	1.1%
Multi	2.3%	2.4%	2.5%	0.2%
Native American	0.8%	0.8%	0.8%	0.0%
White	33.6%	32.9%	32.2%	-1.4%

Projection Source: California Department of Finance (P3 File)

http://www.dof.ca.gov/Forecasting/Demographics/Projections/

Service Area Educational Attainment

Service Area Educational Attainment: 2021

Legend:
- Percent of high school graduate or higher (blue)
- Percent of associate's degree or higher (yellow)
- Percent of bachelor's degree or higher (gray)

Chart values:
- California: 84.2%, 43.2%, 35.3%
- Kings County: 73.6%, 23.4%, 14.3%
- Tulare County: 72.6%, 24.0%, 15.2%
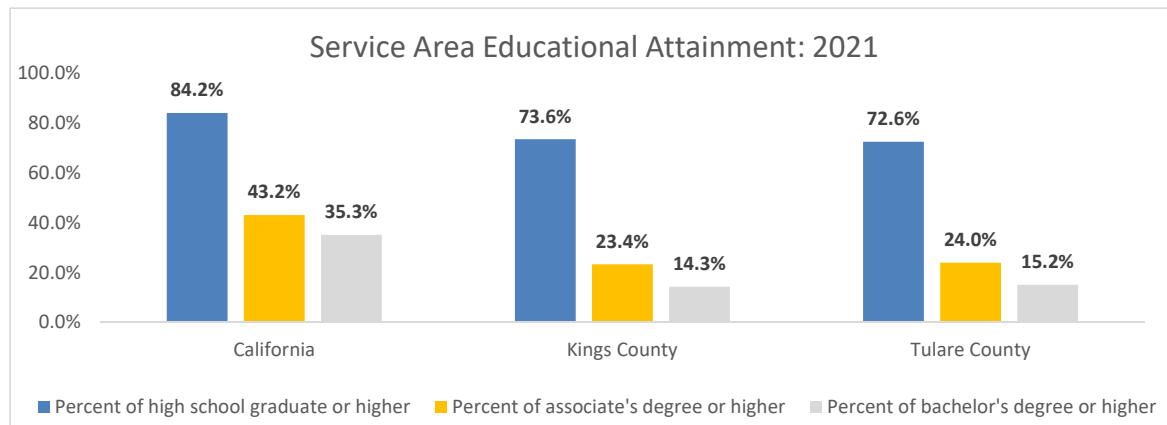
The educational attainment rates for Tulare County and Kings County are lower than the state's rates. The percentage of high school graduates or above in California is 84% whereas Kings County and Tulare County rates range from 73% to 74%, respectively. In addition, only 14%-15% of adults living in Tulare and Kings Counties have a bachelor's degree or higher compared to 35% statewide.

Educational Attainment Levels - California, Tulare & Kings Counties

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

Source: U.S. Census Bureau, 2021 American Community Survey 5-Year Estimates (DP02 File)

https://data.census.gov/cedsci/table?q=american%20community%20survey%20DP02&g=0400000US06_0500000US06031,06107&tid=ACSDP5Y2021.DP02

Service Area Primary Language Spoken at Home

Service Area Primary Language: 2021
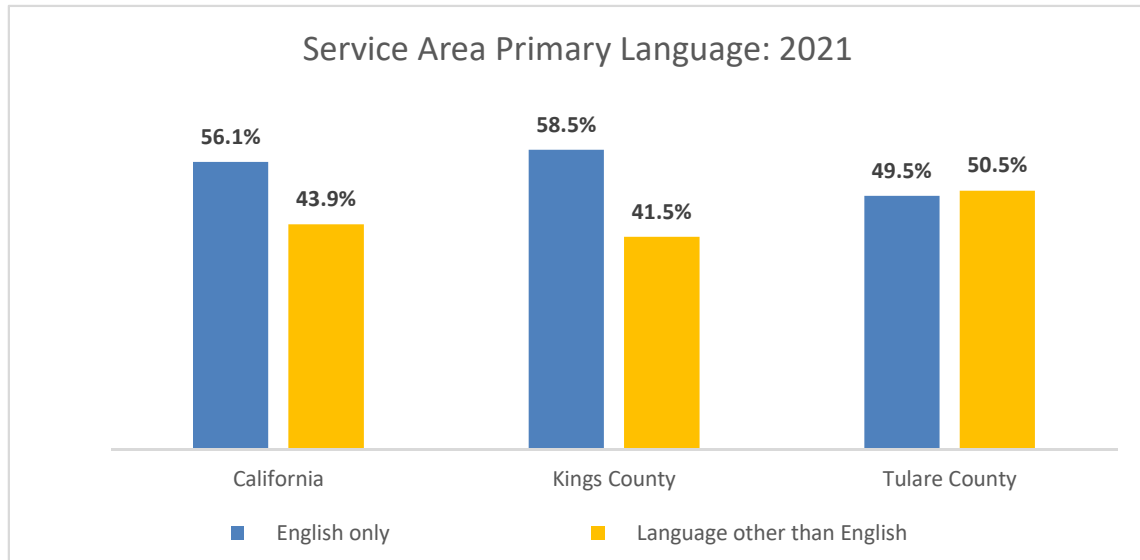
The percentage of households that speak Spanish in Tulare County (47%) and Kings County (37%) is greater than the state average (28%). The percentage of language other than English spoken at home in Tulare County (51%) is higher than the rates of Kings County (42%) and California (44%).
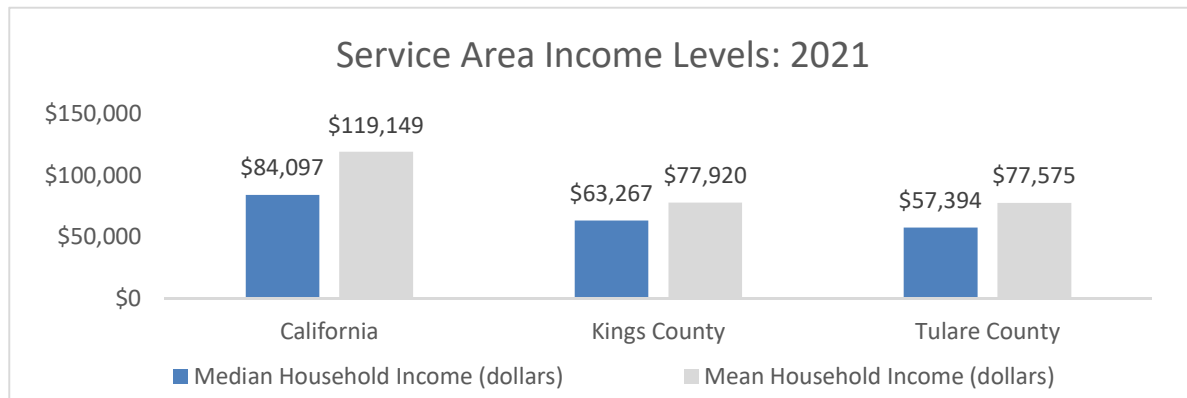
Primary Language Spoken at Home			
Language Spoken at Home	California	Kings County	Tulare County
Population 5 years and over	37,105,018	140,566	434,657
English only	56.1%	58.5%	49.5%
Language other than English	43.9%	41.5%	50.5%
Language other than English Distribution	California	Kings County	Tulare County
Spanish	28.3%	36.9%	46.5%
Other Indo-European languages	4.6%	1.4%	1.3%
Asian and Pacific Islander languages	9.9%	2.8%	2.2%
Other languages	1.1%	0.4%	0.5%

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

Service Area Income Levels

Service Area Income Levels: 2021

Chart showing Median and Mean Household Income for California ($84,097 median, $119,149 mean), Kings County ($63,267 median, $77,920 mean), and Tulare County ($57,394 median, $77,575 mean).

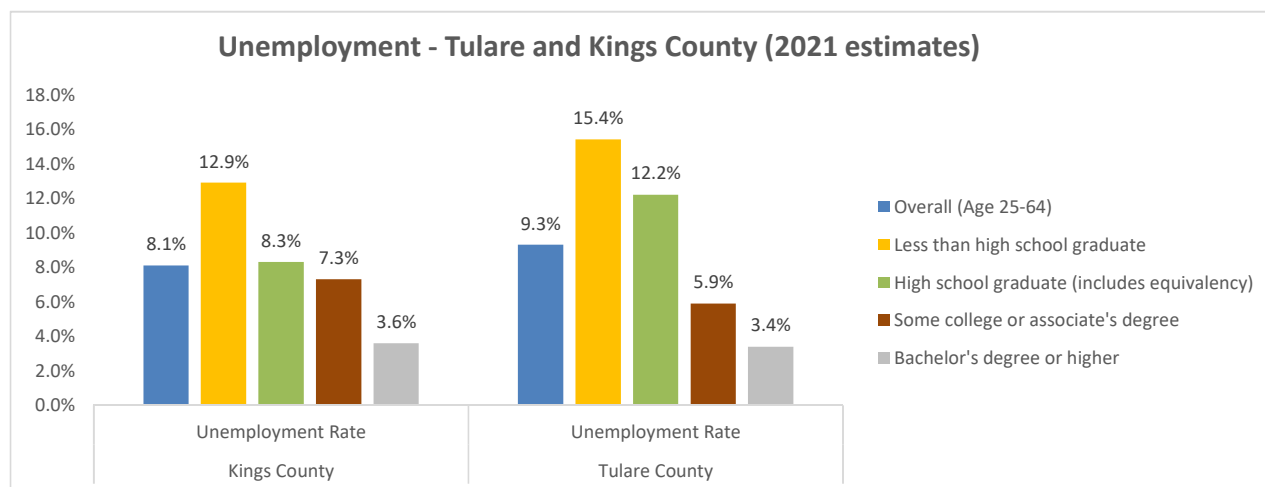- Median Household Income (dollars)
- Mean Household Income (dollars)

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

Household Income			
Median Income	California	Kings County	Tulare County
Total Households	**13,217,586**	**43,286**	**139,631**
Less than $10,000	4.6%	5.3%	6.1%
$10,000 to $14,999	3.6%	2.9%	4.5%
$15,000 to $24,999	6.2%	8.3%	9.7%
$25,000 to $34,999	6.7%	8.8%	9.9%
$35,000 to $49,999	9.4%	13.2%	13.6%
$50,000 to $74,999	14.7%	19.4%	18.6%
$75,000 to $99,999	12.3%	15.1%	12.8%
$100,000 to $149,999	17.5%	15.4%	13.7%
$150,000 to $199,999	9.9%	7.2%	6.0%
$200,000 or more	15.1%	4.2%	5.1%
Median Household Income (dollars)	$84,097	$63,267	$57,394
Mean Household Income (dollars)	$119,149	$77,920	$77,575
Family Income Below the Poverty Level (past 12 months)			
	California	Kings County	Tulare County
All families	9.0%	13.8%	16.4%
Married couple families	5.0%	7.5%	11.1%
Families with female householder, no spouse present	21.0%	32.8%	31.9%

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

Service Area Unemployment

Unemployment - Tulare and Kings County (2021 estimates)

Legend:
- Overall (Age 25-64)
- Less than high school graduate
- High school graduate (includes equivalency)
- Some college or associate's degree
- Bachelor's degree or higher

Kings County — Unemployment Rate: 8.1%, 12.9%, 8.3%, 7.3%, 3.6%
Tulare County — Unemployment Rate: 9.3%, 15.4%, 12.2%, 5.9%, 3.4%

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

Labor Force & Unemployment Rates by Educational Attainment

	California		Kings County		Tulare County	
	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate
Overall (Age 25-64)	**78.2%**	**5.6%**	**63.8%**	**8.1%**	**75.0%**	**9.3%**
Less than high school graduate	65.2%	7.6%	50.8%	12.9%	65.2%	15.4%
High school graduate (includes equivalency)	73.2%	7.0%	57.0%	8.3%	74.0%	12.2%
Some college or associate's degree	78.5%	6.0%	70.4%	7.3%	78.2%	5.9%
Bachelor's degree or higher	86.3%	4.0%	84.5%	3.6%	87.4%	3.4%

	California		Kings County		Tulare County	
	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate	Labor Force Participation Rate	Unemployment Rate
Overall (age 16+)	**63.9%**	**6.5%**	**54.6%**	**9.1%**	**61.1%**	**10.2%**
Black or African American alone	60.7%	10.5%	46.7%	8.2%	56.5%	7.6%
American Indian and Alaska Native alone	62.2%	9.1%	41.3%	16.3%	57.2%	12.7%
Asian alone	64.3%	5.1%	56.4%	4.6%	57.6%	10.3%
Native Hawaiian and Other Pacific Islander alone	66.1%	7.7%	30.3%	23.2%	67.8%	5.0%
Some other race alone	66.9%	7.0%	51.1%	11.2%	64.5%	10.9%
Two or more races	67.2%	8.5%	53.5%	11.6%	63.8%	10.2%
Hispanic or Latino origin (of any race)	66.9%	7.1%	54.7%	10.3%	64.6%	11.6%
White alone, not Hispanic or Latino	61.2%	5.8%	56.5%	7.4%	55.4%	7.4%

Source: U.S. Census Bureau, 2021 American Community Survey 5-Year Estimates (S2301 File)

https://data.census.gov/table?q=american+community+survey+s2301&g=040XX00US06_050XX00US06107,06031&tid=ACSST5Y2021.S2301

Kings County: Top 10 Fastest Growing Occupations (2020-2030)
By Entry Level Education of Some College or Higher

Occupational Title	Entry Level Education	Percentage Change	Median Hourly Wage	Median Annual Wage
Kindergarten Teachers, Except Special Education	Bachelor's degree	37.5%	NA	$80,445
Teachers and Instructors, All Other, Except Substitute Teachers	Bachelor's degree	36.4%	NA	NA
Substitute Teachers, Short-Term	Bachelor's degree	35.7%	$17.76	$36,923
Special Education Teachers, Kindergarten and Elementary School	Bachelor's degree	33.3%	NA	$79,461
Management Analysts	Bachelor's degree	33.3%	$36.87	$76,679
Medical and Health Services Managers	Bachelor's degree	33.3%	$59.37	$123,483
Education Administrators, Elementary and Secondary School	Master's degree	30.8%	NA	$130,826
Lawyers	Doctoral or professional degree	30.0%	$51.77	$107,691
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	Bachelor's degree	30.0%	$30.11	$62,626
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	28.2%	NA	$102,263

Note: Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Kings County: Top 10 Largest Growing Occupations (2020-2030)
By Entry Level Education of Some College or Higher

Occupational Title	Entry Level Education	Total Job Openings	Median Hourly Wage	Median Annual Wage
Elementary School Teachers, Except Special Education	Bachelor's degree	1,050	NA	$83,563
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	1,030	$24.16	$50,246
Teaching Assistants, Except Postsecondary	Some college, no degree	820	NA	$38,653
Registered Nurses	Bachelor's degree	790	$62.36	$129,685
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	590	$23.28	$48,422
Medical Assistants	Postsecondary non-degree award	530	$15.68	$32,621
General and Operations Managers	Bachelor's degree	510	$46.69	$97,120
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	410	NA	$102,263
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	320	$34.09	$70,924
Accountants and Auditors	Bachelor's degree	270	$33.44	$69,553

Note: Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

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

Source: California Employment Development Department   https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html

Tulare County: Top 10 Fastest Growing Occupations (2020-2030)
By Entry Level Education of Some College or Higher

Occupational Title	Entry Level Education	Percentage Change	Median Hourly Wage	Median Annual Wage
Nurse Practitioners	Master's degree	45.0%	$63.84	$132,783
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	37.8%	$22.95	$47,736
Medical and Health Services Managers	Bachelor's degree	34.5%	$50.44	$104,906
Nursing Assistants	Postsecondary non-degree award	26.1%	$17.92	$37,280
Emergency Medical Technicians and Paramedics	Postsecondary non-degree award	23.8%	NA	NA
Market Research Analysts and Marketing Specialists	Bachelor's degree	23.1%	$28.47	$59,213
Licensed Practical and Licensed Vocational Nurses	Postsecondary non-degree award	20.5%	$28.99	$60,295
Medical Assistants	Postsecondary non-degree award	20.2%	$18.86	$39,231
Substance, Behavioral, and Mental Health Counselors	Bachelor's degree	18.5%	$23.67	$49,241
Software Developers and Testers	Bachelor's degree	17.9%	NA	NA

Note: Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Tulare County: Top 10 Largest Growing Occupations (2020-2030)
By Entry Level Education of Some College or Higher

Occupational Title	Entry Level Education	Total Job Openings	Median Hourly Wage	Median Annual Wage
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	5,430	$22.95	$47,736
Teaching Assistants, Except Postsecondary	Some college, no degree	2,590	NA	$37,720
Elementary School Teachers, Except Special Education	Bachelor's degree	2,410	NA	$80,631
Bookkeeping, Accounting, and Auditing Clerks	Some college, no degree	1,970	$22.59	$46,986
Nursing Assistants	Postsecondary non-degree award	1,930	$17.92	$37,280
General and Operations Managers	Bachelor's degree	1,910	$45.55	$94,731
Registered Nurses	Bachelor's degree	1,900	$47.78	$99,372
Substitute Teachers, Short-Term	Bachelor's degree	1,780	$18.35	$38,166
Medical Assistants	Postsecondary non-degree award	1,540	$18.86	$39,231
Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	1,120	NA	$97,425

Note: Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

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

Source: California Employment Development Department

https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html

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