



RESEARCH

PLANNING & INSTITUTIONAL EFFECTIVENESS

THE CURIOUS GIANT SERIES 2023 - 2024

COS

SEQUOIAS COMMUNITY COLLEGE DISTRICT
HANFORD | TULARE | VISALIA



To: The College of the Sequoias Community

From: Dr. Mehmet “Dali” Ozturk, Dean, Research, Planning, and Institutional Effectiveness
Date: July 5, 2024

Subject: 2023-2024 Curious Giant Series

The Office of Research, Planning, and Institutional Effectiveness (R-PIE) developed the Curious Giant series to communicate and highlight data to District employees. The purpose of the Curious Giant is to inform and increase the District employees’ awareness and usage of data.

One to two Curious Giant correspondences are emailed each month and cover different points of data and/or topics. Where applicable, the Curious Giant correspondence provides readers with a link to the cited data source and encourages them to explore additional data within that source.

Between August 2023 and May 2024, 10 Curious Giant correspondences were emailed to the District employees. The topics covered included an overview of the Program Review and Student Equity Plan dashboards, first-time student enrollment trends compared to feeder high schools' demographics, challenges experienced by first-generation students as well as students' educational goals, transfer acceptance rates and volume, and transfer student outcomes.

The Office of Research, Planning, and Institutional Effectiveness is happy to provide consultation and assistance with any questions or concerns regarding this report, if needed. We highly encourage you to submit a Data/Research Request form for additional data and analysis or consultation: <https://www.cos.edu/datarequest/>

Factually yours,

On behalf of the Giant Research Team

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

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RESEARCH

PLANNING & INSTITUTIONAL EFFECTIVENESS



The Curious Giant Series

The Curious Giant asks: Where can I find additional disaggregated data for my unit’s program review?

We respond!

The [Program Review Dashboard](#) functions as a one-stop-shop for your academic program planning needs. This dashboard contains key metrics such as success rates, unduplicated headcounts, census enrollments, excused withdrawal rates, program majors, awards, full-time equivalent students (FTES), full-time equivalent faculty (FTEF) and FTES/FTEF ratio. Users may disaggregate course success rates (including and excluding EWs), unduplicated headcounts, census enrollments, withdrawal rates, and excused withdrawal rates by the following characteristics:

Student & Course Characteristics	
• Race/ethnicity	• PELL recipient status
• Gender	• EOP&S status
• Instruction method	• Veteran status
• Unit load	• Puente status
• Campus location	• TRIO status
• Parent education level	• CalWorks status
• Sexual orientation	• CARE status
• Athlete status	• AB540 status
• Access/Ability services status	• Homeless status
• Foster youth status	• Enrollment status
• Age group	• SSP completer status
• Co-requisite support	• First generation status
• Course title	• Dual enrollment sections

Users may select up to three of these filters at a time to explore intersectionality, which allows for better insight into equity gaps at the District, department, or course level. Users may also filter the data by term or annual data, time frame, department, course, credit courses, CTE, and Work Experience. Please see the following page for an example of the dashboard and its features.

You can learn more about the available disaggregated data by visiting this [link](#) for the [Program Review Dashboard](#).

Factually yours,
Your Giant Research Team

Annual or Term Data Trends
 Fall Terms

Time Frame
 (Multiple values)

Outcomes and Measures
 Success Rate Excludes EW

Department (select "All" for District Total)
 (All)

Courses (select "All" for District or Dept. Total)
 (All)

Credit Courses
 Credit

CTE Type
 (All)

Work Experience
 (All)

Equity Group 1
 Pell Recipient

Equity Group 2
 Gender

Equity Group 3
 Sexual Orientation

Success Rate Excludes EW: All Dept, All Courses

			Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Grand Total	
Grand Total			69.0%	69.8%	78.8%	65.3%	66.8%	69.5%	
Pell Recipient	Female	Heterosexual	73.2%	70.9%	82.4%	67.9%	71.3%	72.7%	
		LGB+	66.1%	61.7%	81.1%	62.2%	65.5%	66.4%	
	Male	Heterosexual	70.5%	72.9%	79.7%	65.1%	70.2%	71.2%	
		LGB+	64.9%	78.2%	76.9%	65.7%	72.8%	70.9%	
	Non-Binary	Heterosexual		*	100.0%	100.0%	*	96.8%	
		LGB+	58.6%	60.5%	79.4%	47.6%	71.1%	63.3%	
	Unknown	Heterosexual	*	37.5%	71.4%*	50.0%	*	51.9%	
		LGB+	91.7%	56.6%	70.4%	80.8%	77.8%	70.1%	
	Not Pell Recipient	Female	Heterosexual	66.4%	69.4%	78.3%	64.3%	62.2%	67.8%
			LGB+	64.1%	59.0%	75.6%	60.6%	62.1%	63.9%
Male		Heterosexual	68.5%	68.8%	75.8%	66.0%	66.5%	68.7%	
		LGB+	62.3%	69.1%	65.8%	52.9%	54.8%	58.9%	
Non-Binary		Heterosexual		*		*	*	41.7%	
		LGB+	53.3%	73.3%	83.3%	50.0%	47.2%	65.3%	
Unknown		Heterosexual	87.5%	90.5%	95.2%	70.0%	63.6%	85.1%	
		LGB+	*	74.5%	84.6%	77.8%	54.2%	74.6%	

Explore more data!

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





The Curious Giant Series

The Curious Giant asks: How satisfied are students with the quality of education at COS?

We respond!

Overall, 98% of students who responded to the 2023 Student Support Services Survey (“Mother Lode”) are satisfied with the quality of education at COS, which is the same percentage as the 2021 survey. Students from the Hanford Center (98%), Tulare Center (98%), and Visalia campus (98%) reported the same rate of satisfaction when compared to the District.

Q30 Please rate your overall satisfaction with the quality of your education at COS.

Answered: 2,149 Skipped: 139



*** The Satisfied category is comprised of all “Satisfied” and “Very Satisfied” responses, while the Dissatisfied category is comprised of all “Dissatisfied” and “Very Dissatisfied” responses.

You can learn more about student satisfaction by visiting this [link](#) for the [2023 Student Support Services “Motherlode” Survey Report](#), and you can explore disaggregated data on student satisfaction by visiting this [link](#) for the [2023 Student Support Services “Motherlode” Survey Dashboard](#).

Factually yours,

Your Giant Research Team

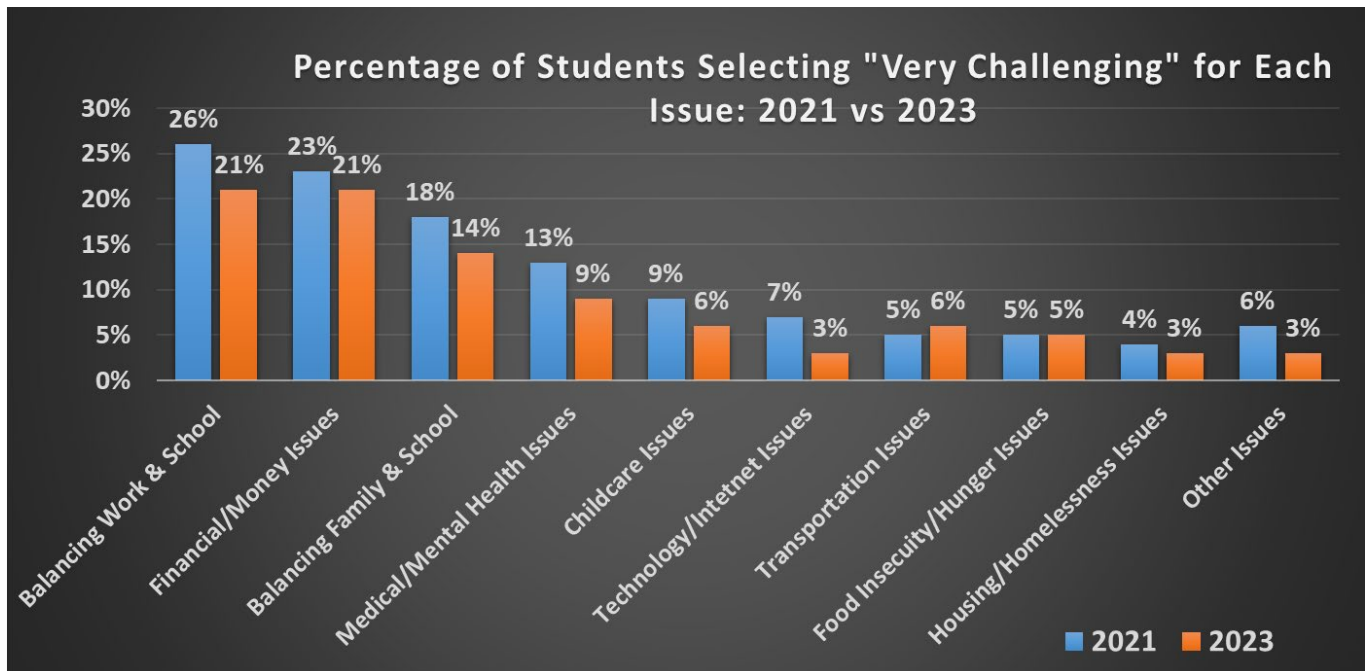


The Curious Giant Series

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

We respond!

Among students who responded to the 2021 and 2023 Student Support Services Survey ("Mother Lode") the three obstacles/issues most often reported as very challenging to their educational pursuits were 1) balancing work and school, 2) financial/money issues, and 3) balancing family and school. The percentage of students reporting these issues as very challenging decreased from 2021 to 2023. The only issue that had an increase in the percentage of students reporting it as very challenging was transportation which increased by one percentage point, and the percentage of students reporting food insecurity as very challenging has remained the same.



You can learn more about obstacles that are challenging to COS students' education by visiting this [link](#) for the [Student Support Services Survey Dashboard \(2023\)](#). This dashboard allows users to explore educational challenges by student demographic characteristics such as race/ethnicity, gender, unit load, etc. You can also learn more about issues challenging student success at COS by visiting this [link](#) for the [2023 Student Support Services "Motherlode" Survey Report](#).

Factually yours,

Your Giant Research Team

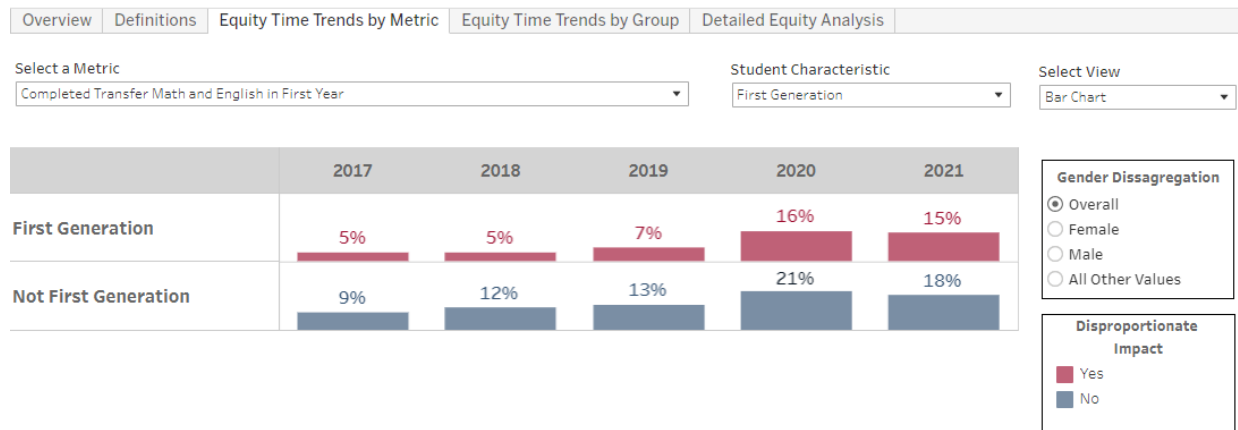


The Curious Giant Series

The Curious Giant asks: Are first-generation students at COS completing transfer-level math & English within their first year at the same rate as non-first-generation students?

We respond!

Examining transfer-level math and English completion rates for the five most recent years (2017-2021) indicates that first-generation students at COS were disproportionately impacted. Although COS first-generation students made progress in transfer-level math and English completion, their completion rates were significantly lower than non-first-generation students attending COS.



To further explore student equity data, please visit the [2022 COS Student Equity Plan Dashboard](#). You can learn more about the 2022-2025 COS Student Equity Plan data by visiting this [link](#) for [the Guide to Understanding Disproportionately Impacted Groups \(DIGs\)](#).

The 2022 COS Student Equity Plan Dashboard allows users to explore disproportionate impacts among various student groups. The metrics consist of 1) successful enrollment, 2) transfer-level math & English completion, 3) persistence, 4) vision goal attainment, and 5) transferred to a 4-year. These metrics can be disaggregated by race/ethnicity and gender as well as first generation, DSPS, LGBT, foster youth, homeless, economically disadvantaged, and veteran statuses. Users can further disaggregate these student groups by gender to examine intersectionality.

Factually yours,

Your Giant Research Team



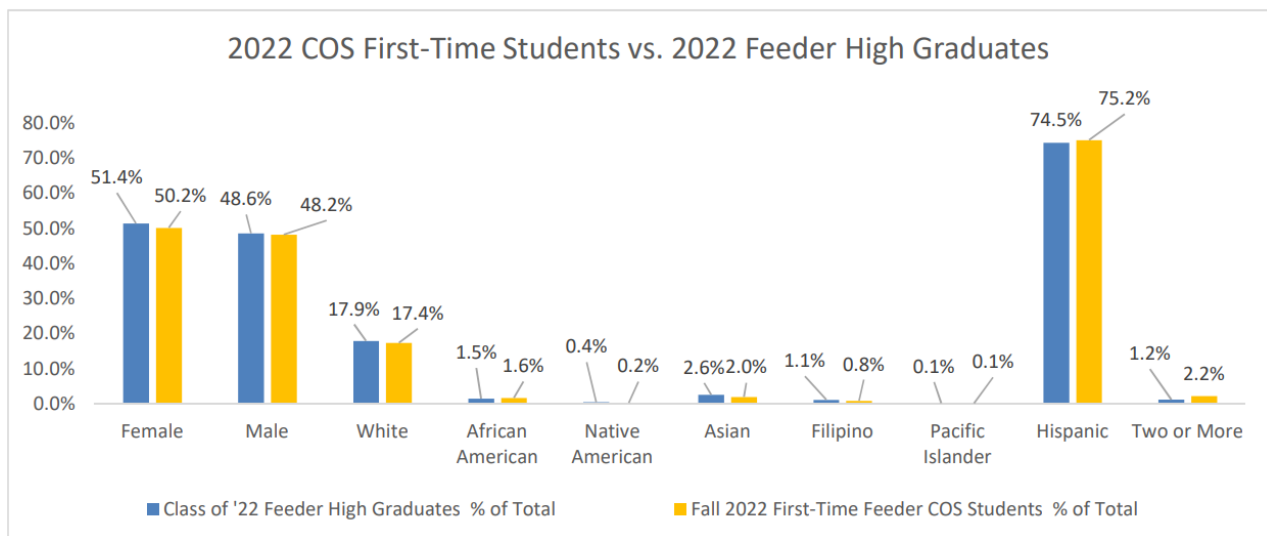
The Curious Giant Series

The Curious Giant asks: Is the COS student population representative of the high school graduates in our service area?

We respond!

Examining the gender and race/ethnicity breakdown for COS first-time students and the graduates from our feeder high schools indicates that their overall demographic distribution closely mirrors each other. However, female students (-1.2%) were slightly underrepresented at COS when compared to feeder high graduates. Hispanics (+0.7%) and students of two or more races/ethnicities (+1%) accounted for a slightly greater proportion of COS first-time student population when compared to feeder high graduate population.

COS First-Time Students vs. Feeder High Graduates



Source: California Department of Education <https://www.cde.ca.gov/ds/ad/files/oygrads.asp>

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

You can learn more about COS enrollment demographics as well as service area population trends, student achievement, employee demographics, institution set standards outcomes by using this [link](#) to visit the [Giant Fact Book](#).

Factually yours,
Your Giant Research Team



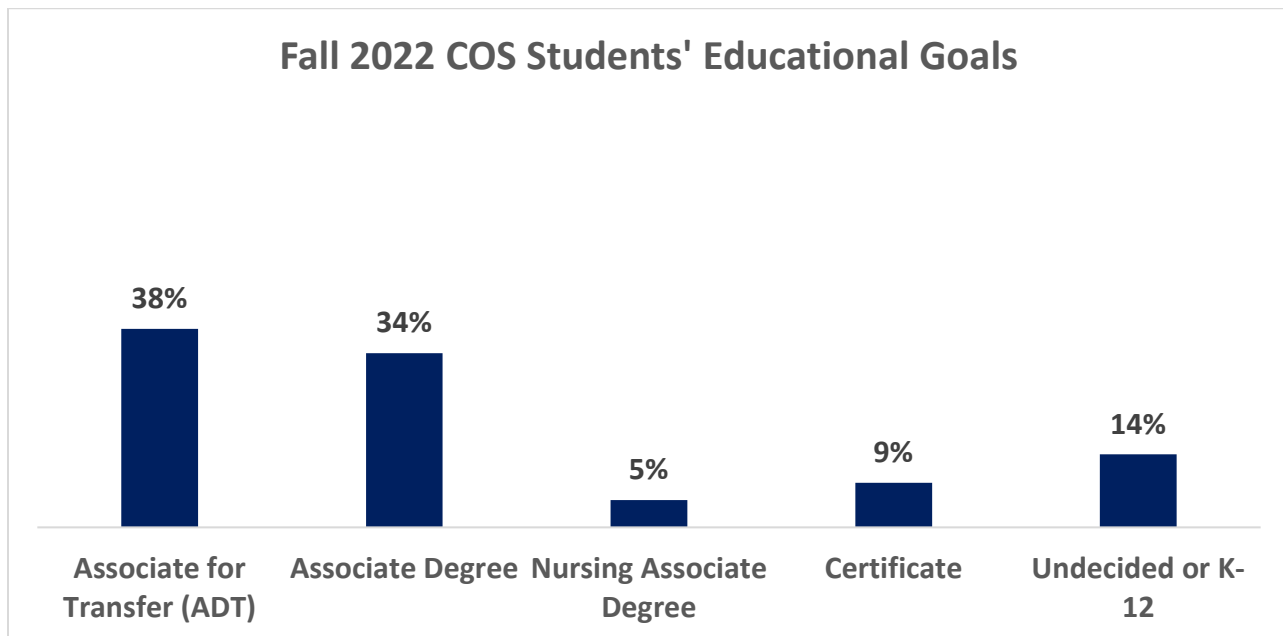


The Curious Giant Series

The Curious Giant asks: What are COS students' educational goals?

We respond!

In Fall 2022, a majority (77%) of COS students were seeking some type of Associate Degree. Specifically, 38% of students enrolled at COS in Fall 2022 were seeking an Associate Degree for Transfer, and 34% were seeking an Associate Degree. Additionally, 5% of students were seeking an Associate Degree in Nursing. Nearly 1 in 10 students were seeking a certificate, while 14% were either K-12 students or students who had not yet selected a program of study.



You can learn more about COS students' educational pursuits as well as enrollment demographics, service area population trends, student achievement, employee demographics, institution set standards outcomes by using this [link](#) to visit the [Giant Fact Book](#).

Factually yours,
Your Giant Research Team



The Curious Giant Series



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

We respond!

Among the 111 COS transfer students, who applied to at least one UC campus in the 2021-2022 academic year, 77 students were accepted, which is a 69% acceptance rate. UC Riverside (66%) had the highest acceptance rate, followed by UC Santa Cruz (60%) and UC Merced (59%). Additionally, 37 COS transfer students enrolled in a UC campus, with 27% enrolling at UC Riverside (N = 10) and 22% enrolling at UC Davis (N = 8).

	UC Acceptance Rate by Campus	UC Enrollment Rate by Campus
Berkeley	17%	8%
Davis	41%	22%
Los Angeles	13%	11%
Merced	59%	≤ 5%
Riverside	66%	27%
San Diego	49%	16%
Santa Barbara	39%	≤ 5%
Santa Cruz	60%	11%

Note. No students applied to UC Irvine in the 2021-2022 academic year.

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

Factually yours,

Your Giant Research Team



Admissions by source school

- ▼ <
- FR Eth by Yr
- FR Eth by HS
- FR Gnd by Yr
- FR Gnd by HS
- FR GPA by Yr
- FR GPA by HS
- TR Eth by Yr
- TR Eth by Col
- TR Gnd by Yr
- TR Gnd by Col

Full year transfers by year and UC campus

Academic year: 2021-22 Search for a college: sequoias ×

Campus: Universitywide Filter by city: Filter by county: (All) ▼

School	City	County	Count	All	African American	American Indian	Hispanic/Latinx	Asian	White	Domestic Unknown
COLLEGE OF THE SEQUOIAS	Visalia	Tulare	App	111			68	12	22	
			Adm	77			50	11	13	
			Enr	37			24	5	6	

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

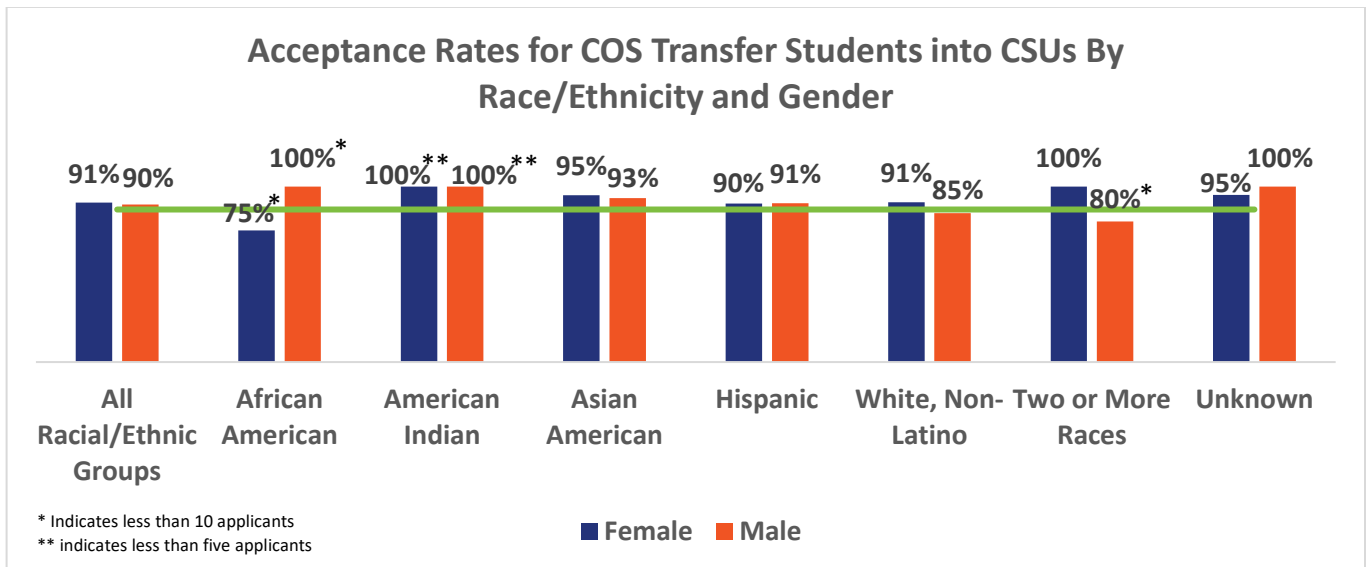


The Curious Giant Series

The Curious Giant asks: What was the acceptance rate for COS transfer students applying to CSUs in Fall 2023?

We respond!

Approximately nine out of 10 COS transfer students (90.4%), who applied to the California State University (CSU) System in Fall 2023, were accepted to at least one CSU campus, which is three percentage points greater than the acceptance rate of all transfer students applying to the CSU System (86.9%), and similar to the acceptance rate of all California Community College transfer students applying to the CSU System (89.7%). Among COS students who applied to the CSU System, female students had a slightly higher percentage accepted to at least one CSU campus when compared to male students. Additionally, among groups with 10+ applicants, Multi-ethnic (Two or more races) and Asian American female students as well as female students with an unknown race/ethnicity had the highest acceptance rates.



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

Factually yours,

Your Giant Research Team





Academic & Student Affairs | Institutional Research & Analysis Department

APPLICANT ORIGINS

940 Application Total |
 850 Admission Total |
 593 Enrollment Total |
 90.4% Acceptance Rate |
 69.8% Yield Rate

Fall Term:
2023

Campus:
Systemwide

Resident Type:
(All)

Student Type:
Undergraduate Transfer

Sex:
(All)

Ethnicity:
(All)

Institution of Origin Type:
California Community College

Institution of Origin County:
Tulare

Institution of Origin District:
Sequoias CCD

Institution of Origin Name:
College of the Sequoias, Visalia

New Student Enrollment by County and District of Origin
CSU Campus: Systemwide
Fall Term: 2023

© 2024 Mapbox © OpenStreetMap

Enrollment
593

Median Distance from Institution of Origin to CSU Campus
CSU Campus: Systemwide
Fall Term: 2023

Applied: 140 Miles

Admitted: 119 Miles

Enrolled: 41 Miles

Feeder Schools to CSU Systemwide
Fall Term: 2023

	Applied	Admitted	Enrolled	Acceptance Rate	Yield Rate
College of the Sequoias, Visalia	940	850	593	90.4%	69.8%

Please make sure you change student type to “Undergraduate Transfer” and then District to “Sequoia CCD”. You can then filter on race/ethnicity, gender/sex, and residency as well as CSU Campus.

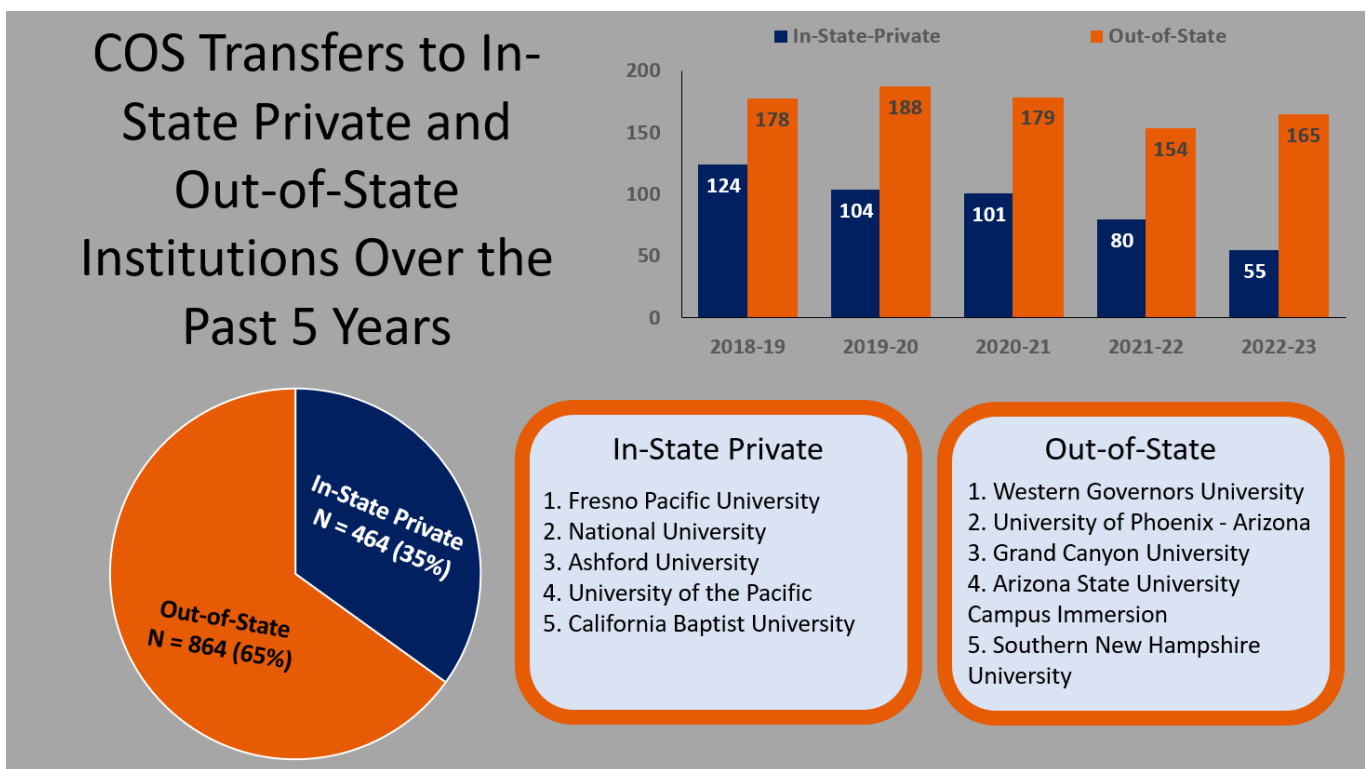


The Curious Giant Series

The Curious Giant asks: Which In-State Private and Out-of-State Institutions have COS students transferred to over the past five years?

We respond!

Over the past five years, 1,328 COS students have transferred to an In-State Private or Out-of-State Institution. Of those students, 864 (65%) COS students transferred to an Out-of-State institution and 464 (35%) transferred to an In-State Private Institution. Below is a list of the top five destinations for COS transfer students over the past five years for In-State Private and Out-of-State institutions.



You can learn more about COS Student Transfer Volume to In-State Private & Out-of-State institutions by visiting: [CCCCO Data Mart](#).

Factually yours,

Your Giant Research Team





The Curious Giant Series

The Curious Giant asks: How do COS transfer students perform at CSUs compared to all students who transfer to a CSU from a California Community College?

We respond!

Over the past five years, students who transferred from College of the Sequoias to a California State University (CSU) had an average transfer GPA ranging from 3.2 to 3.3, and their average CSU GPA after one year also ranged from 3.2 to 3.3. COS transfer students had a similar or slightly higher transfer GPA and CSU GPA after one year compared to all students who transferred from a California Community College to a CSU.

Average Transfer GPA					
	2019	2020	2021	2022	2023
COS Students	3.3	3.3	3.3	3.3	3.2
All CCC Students	3.3	3.3	3.2	3.2	3.1
Average CSU GPA after One Year					
	2019	2020	2021	2022	2023
COS Students	3.2	3.2	3.3	3.3	N/A
All CCC Students	3.2	3.2	3.2	3.2	N/A
Average Number of Units Taken					
	2019	2020	2021	2022	2023
COS Students	13.3	13.3	13.3	13.2	13.3
All CCC Students	12.7	12.7	12.6	12.6	12.8
Percentage of Transfer Students Enrolled Full-Time (12+ Units)					
	2019	2020	2021	2022	2023
COS Students	90.2%	86.2%	84.7%	87.7%	87.9%
All CCC Students	83.5%	81.7%	81.1%	81.9%	83.1%

Data source: [California State University Student Origin Dashboard](#)

Additionally, COS transfer students are consistently more likely to be enrolled full-time (12+ units) and have a higher average unit load compared to all students who transferred to a CSU from a California Community College.

You can learn more about COS transfer students' performance at CSUs by visiting this [link](#) for the [California State University Student Origin Dashboard](#). This dashboard allows users to filter data by term, campus, race/ethnicity, gender/sex, age, and residency. Please see the following page for more information on how to filter the dashboard to only include COS students.

Factually yours,

Your Giant Research Team



< First-Time Freshmen
Undergraduate Transfers
All Other Undergraduates
Data Table >

552
Undergraduate Transfers

100.0%
Students from
CA Community Colleges

Fall Term: 2022

CSU Campus: Systemwide

Resident Type: (All)

Sex: (All)

Ethnicity: (All)

Age Group: (All)

Institution of Origin Type: CA Community College

Institution of Origin Name: College of the Sequoias, Visalia

Institution of Origin County: Tulare

Institution of Origin County

© Mapbox © OSM

Average Transfer GPA

3.3

ADT Transfer Status

Average Units Taken

13.2

% Taking At Least 12 Units

87.7%

Average CSU GPA - One Year Later

3.2

Discipline at CSU: (All)

Concentration (Major) at CSU

Major	Count	Percentage
Psychology	68	21.7%
Liberal Studies and Teacher Credential (Blended)	47	15.0%
Business Administration	37	11.8%
Criminal Justice	29	9.2%
Liberal Studies	29	9.2%
Sociology	25	8.0%
Child Development/Early Childhood Education	23	7.3%

Enrollment: 552

Charts show institution of origin locations, academic records, and areas of study for undergraduate transfers in Fall 2022. Groups smaller than 10 are not shown.

Please make sure you select the “Undergraduate Transfer” tab and set Institution of Origin Name to” College of the Sequoias, Visalia”. To filter on all California Community College transfer students, set Institution of Origin Type to “CA Community College” and Institution of Origin Name to “All”. You can then filter on race/ethnicity, gender/sex, and residency as well as CSU Campus.



COS

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



RESEARCH

MEASURING

SUCCESS

EVERYDAY

www.cos.edu/Research

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