



Napa Valley College Student Equity Plan

Approved by Board of Trustees
December 11, 2014

NAPA VALLEY COLLEGE STUDENT EQUITY PLAN

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**Napa Valley College
Student Equity Plan
Signature Page**

District: Napa Valley Community College Date Approved by Board of Trustees: Dec. 11, 2014

College President:

Name: Ronald Kraft, Ph.D.

Signature: 

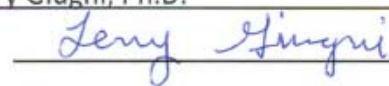
Vice President of Student Services:

Name: Oscar De Haro

Signature: 

Vice President of Instruction:

Name: Terry Giugni, Ph.D.

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Academic Senate President:

Name: Maria Biddenback

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Student Equity Coordinator/Contact Person:

Name: Oscar De Haro

Signature: 

Executive Summary

EXECUTIVE SUMMARY

Overview

The Student Equity Plan was developed by the Inclusivity Committee and includes analysis of student success scorecard data. This student equity plan is focused on equitable access, successful course completion, ESL and basic skills improvement, degree/certificate completion, and transfer rates for all student groups.

In preparing this plan, Napa Valley College (NVC) analyzed recent performance among the student population as measured in the Student Success Scorecard and set forth specific result-oriented goals and activities for providing equal opportunity and promoting goal attainment among all subpopulations of students.

The California Community Colleges Chancellor's Office (CCCCO) has indicated that equity indices that are less than or equal to 0.80 indicate a disproportionate impact on the group. In other words, the group claims a significantly lower proportion of the participating population than would be expected, given the proportion that the group claims among the service area population.

NVC analyzed Scorecard data, applying the methodology suggested by the California Community Colleges Chancellor's Office. The action plans outlined in this document focus on the following student populations:

- i. African American Students
- ii. Filipino Students
- iii. Students ages 21 to 24 (at the time of the first enrollment)

The following action plan has been developed for the first phase of implementation:

Objective 1: Gather detailed information on equity groups identified in the Student Equity Plan as claiming a significantly lower proportion of the "successful" population (based on progress and achievement measures) than their student population shares would predict.

- a. Reports will include information on student enrollment behavior, educational goals, use of student services, and measures of student success and achievement among more recent student cohorts.
- b. Use results to identify subpopulations of students that are 'at-risk' as well as programs or services to address student success in these populations.

Objective 2: Expand equity reports to include:

- a. Possible combinations of gender, age, race and ethnicity, etc. to identify subpopulations of students that are 'at-risk'.
- b. Expand institution-level data (program review and fact book data) to include information regarding the enrollments and headcount of Veteran Students and Foster Youth students.

- c. Explore opportunities to gather information on additional equity groups currently not identified in the Student Equity Plan, including, but not limited to, LGBT students.
- d. Incorporate performance measures among these groups into institutional reports as data tracking these cohorts over multiple years becomes available.

Objective 3: Distribute information contained in the Student Equity Plan, as well as any additional reports concerning student equity, to the appropriate stakeholders.

- a. Create a set of annual reports to be updated and circulated among the Inclusivity Committee, the SSSP Committee, Academic Senate and Board of Trustees detailing the progress and achievement of all equity groups at Napa Valley College.

As additional data is collected, NVC will develop initiatives to increase student progress and achievement among “at-risk” populations and will pilot intervention strategies targeted at the identified populations.

Successful pilot strategies will be expanded to include other groups in subsequent years.

As communicated by the California Community Colleges Chancellor’s Office (in a memo dated September 2, 2014), Napa Valley College will receive an allocation of \$254,579 to support student equity activities. These funds will be spent in accordance with the Student Equity 2014-15 Expenditures Guidelines.

Napa Valley College will be developing a Student Equity Plan Proposal and application process for allocating funds for the student equity funds to address identified needs among NVC programs and services.

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Campus-Based Research

CAMPUS-BASED RESEARCH

Method of Analysis

The analyses throughout this section are based on equity index calculations. This approach has been recommended by the California Community Colleges Chancellor's Office (CCCCO) for student equity planning. The equity index is calculated as a ratio of two percentages (or population proportions). For the analysis, each equity group's population share within a "successful" population is compared with the population share claimed by the group within an appropriate "baseline" population. The reference or "baseline" population differs, depending on the success indicator. For example, when evaluating access, each group's share of the population within NVC's service area is used as the baseline proportion. The "successful" population is then defined as the population of participating NVC students, and each group's share of the credit-student population is evaluated against the share it claims within the service area population. For the success indicators, each group's population share among participating NVC students becomes the baseline for comparison.

An equity index of 1.00 indicates that the population share a group claims among the "successful" population is the same as the population share that the group claims among the "baseline" population. An index greater than 1.00 indicates that the group claimed a larger proportion of successes than would be expected based on its share of the baseline population. An index less than 1.00 indicates that the group claimed a smaller proportion of successes than would be expected based on its share of the baseline population.

The California Community Colleges Chancellor's Office (CCCCO) has indicated that equity indices that are less than or equal to 0.80 indicate a disproportionate impact on the group. In other words, the group claims a significantly lower proportion of the participating (or successful) population than would be expected, given the proportion that the group claims among the service area population (or within the student population). Equity indices that are less than or equal to 0.80 are highlighted (in ***bold italics***) in the tables throughout this section. The population proportions used to generate the equity ratios are reported in Appendix G, "Student Equity Plan Data Analysis".] [Note: The equity indices reported below were generated in Excel, based on calculated population proportions. In some cases, the equity indices reported in the tables differ slightly from calculations based on the proportions reported in the tables. These differences are due to rounding. All differences fall within two one-hundredths of the ratios reported in the tables.

Student Equity Success Indicators - Access

The equity ratio for access is defined as the population share each group claims among NVC credit students divided by the population share the group claims among the population within NVC's identified service area:

$$\text{Equity Ratio for Access} = \frac{\% \text{ of NVC Credit Student Population Claimed by Group}}{\% \text{ of NVC Service Area Population Claimed by Group}}$$

As defined in the 2013 Educational Master Plan, NVC’s service area includes Napa and Solano Counties. Over the past five years, students from these two counties claimed more than 90% of NVC’s credit-student population.

Access among Gender Groups

	Service Area	NVC	Equity Ratio
Female	50.10%	55.28%	1.10
Male	49.90%	44.72%	0.90

SOURCE: Census 2010 and NVC MIS ST, SX Files Fall 2008 – Spring 2013

Access among Racial/Ethnic Groups

	Service Area	NVC	Equity Ratio
Asian (including Filipino)	6.60%	12.84%	1.94
Black or African American	1.80%	6.42%	3.57
Hispanic	32.20%	27.16%	0.84
Native American	0.40%	0.66%	1.64
Pacific Islander	0.20%	0.82%	4.08
White	56.40%	39.08%	0.69
Multiple Race	2.20%	2.09%	0.95

SOURCE: Census 2010 and NVC MIS ST, SX Files Fall 2008 – Spring 2013

Access among Age Groups

	Service Area	NVC	Equity Ratio
Under 18	24.19%	4.55%	0.19
18 to 19	2.80%	21.67%	7.73
20 - 24	6.74%	29.28%	4.34
25 - 34	13.03%	21.65%	1.66
35 - 49	20.76%	13.63%	0.66
50 - 64	20.20%	6.97%	0.35
65 & over	12.27%	2.26%	0.18

SOURCE: Census 2010 and NVC MIS ST, SX Files Fall 2008 – Spring 2013

Access among Students with a Disability Reported

	Service Area	NVC	Equity Ratio
Disability Reported	11.30%	11.56%	1.02

SOURCE: ACS 2012 and NVC MIS SB, ST, SX Files

Access among Economically Disadvantaged Students

	Service Area 150% of Poverty Level	NVC Economically Disadvantaged	Equity Ratio
Economically Disadvantaged	19.30%	45.02%	2.33

SOURCE: ACS 2012 and NVC MIS SV, ST, SX Files

Findings:

- NVC enrolls a disproportionately high number of students identified as Asian (including Filipino), Black or African American, Native American, and Pacific Islander when compared to the proportions those groups claim within the service area.
- NVC enrolls a disproportionately low number of students identified as white, when compared to the proportion that group claims within the service area.
- Napa Valley College enrolls a disproportionately low number of students ages 18 and under, as well as students ages 35 and over, compared to the population shares those groups claim within the service area.
- When compared to the poverty level within its service area, NVC claims a disproportionately high number of students that are identified as economically disadvantaged.

Summary of Access:

- All of the differences highlighted above are aligned with the mission of California Community Colleges, as they provide access to education for so-called “non-traditional” students (based on race/ethnicity and economic status). The differences in representation among age groups are also appropriate for a community college.

Student Equity Success Indicators – Student Achievement

Ten indicators of student progress are used to measure student achievement. In the tables below, the ten indicators are clustered into four categories:

- Remedial Progress includes progress rates within English, Mathematics, and ESL;
- Momentum Points include the persistence rate and completion of at least 30 units;
- Completion includes degree, certificates, and transfer; and
- Course Success includes retention and successful course completion rates.

The first three categories correspond with the CCCC’s Student Success Scorecard measures. Course success is calculated locally, using student enrollment and demographic information retrieved from the CCCC’s Data on Demand service. For each population group, an equity index is calculated using the group’s population share within the defined cohort as the baseline. That baseline is compared with the group’s share of the successful population:

$$\text{Equity Ratio for Success} = \frac{\% \text{ of NVC Successes Claimed by Group}}{\% \text{ of NVC Cohort Claimed by Group}}$$

The Student Success Scorecard groups students into cohorts based on the first term they attended NVC, and tracks those students across a six-year period to monitor their progress throughout the California Community College system. The Student Success Scorecard is updated annually by the CCCC based on Napa Valley College’s MIS data submissions. For the analysis below, five successive Student Success Scorecard cohorts (beginning with the 2003-2004 cohort and ending with the 2007-2008 cohort) were

combined into a single group. The cumulative population shares and the cumulative shares of the successful population claimed by each equity group were used to generate the equity ratios reported. The findings highlight groups that claim a lower proportion of the successful student population than they did among the general student population associated with each measure.

Student Success & Achievement among Gender Groups

	Remedial Progress			Momentum Points		Completion			Course Success	
	English	Math	ESL	Persistence	30 units	Degree or Certificate	Transfer	Overall Completion	Retention	Course Completion
Female	1.07	1.03	1.22	1.01	1.01	1.12	1.00	1.00	1.00	1.02
Male	0.90	0.96	0.69	1.00	1.00	0.85	1.00	0.99	1.00	0.98

SOURCES: CCCC Student Success Scorecard, MIS SX and ST Term Files

Findings:

- Male students claimed a significantly lower proportion of students that progressed through the ESL sequence than they claimed among the defined ESL cohort.

Student Success & Achievement among Racial/Ethnic Groups

	Remedial Progress			Momentum Points		Completion			Course Success	
	English	Math	ESL	Persistence	30 units	Degree or Certificate	Transfer	Overall Completion	Retention	Course Completion
Asian	1.06	1.34	2.00	1.02	1.01	1.05	1.43	1.24	1.02	1.06
Black	0.88	0.71	2.87	0.97	0.89	0.86	0.94	0.85	0.93	0.80
Filipino	1.09	0.89	0.68	1.06	1.07	1.19	0.79	1.06	1.02	1.03
Hispanic	1.03	1.12	0.89	1.03	1.02	1.16	0.90	0.92	1.00	0.99
Native American	0.35	1.08	--	1.06	0.84	0.33	0.93	0.94	0.99	0.96
Pacific Islander	0.89	0.75	--	1.03	0.83	0.98	1.09	1.15	0.97	0.88
White	1.01	1.03	2.69	0.97	1.01	0.92	1.07	1.03	1.01	1.05
Multiple Race	2.08	1.25	--	1.07	1.52	2.25	1.39	1.96	0.98	0.96

SOURCES: CCCC Student Success Scorecard, MIS SX and ST Term Files

Findings:

- Black/African American students claimed a significantly lower proportion of students that progressed through the remedial mathematics sequence than they claimed among the defined remedial mathematics cohort.
- Black/African American students claimed a significantly lower proportion of successful course completions than they claimed among the credit student population.
- Filipino students claimed a significantly lower proportion of students that progressed through the ESL sequence than they claimed among the defined ESL cohort.

- Filipino students claimed a significantly lower proportion of students that transferred to four-year institutions than they claimed among the defined degree-/transfer-seeking student population. Because Filipino students claimed a higher proportion of degree/certificate recipients than they did among the cohort of degree-/transfer-seeking students, their equity index for overall completion exceeded 1.00.
- Native American students claimed a significantly lower proportion of students that progressed through the remedial English sequence than they claimed among the defined remedial English cohort.
- Native American students claimed a significantly lower proportion of degree/certificate recipients than they claimed among the defined cohort of degree-/transfer-seeking students.
- Pacific Islander students claimed a significantly lower proportion of students that progressed through the remedial mathematics sequence than they claimed among the defined remedial mathematics cohort.

Student Success & Achievement among Age Groups

	Remedial Progress			Momentum Points		Completion			Course Success	
	English	Math	ESL	Persistence	30 units	Degree or Certificate	Transfer	Overall Completion	Retention	Course Completion
Under 18	1.26	1.26	2.58	0.87	0.99	0.88	1.42	1.23	1.04	1.06
18 to 20	1.14	1.11	1.96	1.10	1.06	1.08	0.97	0.98	1.01	0.99
21 to 24	0.81	0.87	0.95	0.75	0.73	0.74	0.36	0.58	0.97	0.95
25 to 29	0.95	0.98	0.75	0.92	0.90	0.94	0.37	0.67	0.99	1.01
30 to 39	0.86	0.79	0.69	0.98	0.81	0.98	0.33	0.67	1.00	1.04
40 to 49	0.57	0.77	0.46	1.02	0.80	1.07	0.37	0.71	1.02	1.07
50 and over	0.65	0.85	1.13	0.98	1.01	1.13	0.41	0.86	1.03	1.13

SOURCES: CCCCO Student Success Scorecard, MIS SX and ST Term Files

Findings:

- Students age 21 to 24 claimed significantly lower proportions of students that reached the momentum points and completion than they claimed among the defined cohorts. This age group claimed equity indices lower than 0.80 on all five indicators associated with momentum and completion: persistence, 30 units, degree, transfer, and overall completion.
- With one exception (ESL, age 50 and over), students ages 21 and over claimed lower proportions of students that progressed through the three remedial sequences (English, mathematics, and ESL) than they claimed among the defined remedial cohorts. Seven of the twelve indices pertaining to the student population ages 25 and over were less than 0.80, and six of the nine indices pertaining to the student population ages 30 and fell below the 0.80 mark.

- Students ages 30 to 39 claimed lower proportions of students that progressed through the two of the three remedial sequences (mathematics and ESL) than they claimed among the defined remedial cohorts.
- Students between the age of 40 and 49 claimed lower proportions of students that progressed through the three remedial sequences (English, mathematics, and ESL) than they claimed among the defined remedial cohorts.
- Students between the age of 40 and 49 claimed lower proportions of students that achieved at least 30 credit units than they claimed among the completion cohort.
- Students who entered NVC between the ages of 25 and 49 claimed significantly lower proportions of students that transferred to four-year institutions than they claimed among the defined degree-/transfer-seeking student population. Due to the low proportion of transfers claimed by these students, they also claimed a disproportionately low number of overall completions.
- Students 50 and over claimed a significantly lower proportion of students that transferred to four-year institutions than they claimed among the defined degree-/transfer-seeking cohort. Due to the higher proportion that this group claimed among degree/certificate recipients, their equity index for overall completion exceeded 0.80.

Student Success & Achievement by Disability Status

	Remedial Progress			Momentum Points		Completion			Course Success	
	English	Math	ESL	Persistence	30 units	Degree or Certificate	Transfer	Overall Completion	Retention	Course Completion
No Disability Reported	1.05	0.98	0.80	0.99	1.00	0.99	1.05	1.03	1.00	1.00
Disability Reported	0.88	1.07	2.61	1.07	0.93	1.04	0.68	0.78	0.99	1.02

SOURCES: CCCCO Student Success Scorecard, MIS SX and ST Term Files

Findings:

- Students without a disability reported claimed a significantly lower proportion of students that progressed through the ESL sequence than they claimed among the defined ESL cohort.
- Students with a disability reported claimed a significantly lower proportion of students that transferred to four-year institutions than they claimed among the defined degree-/transfer-seeking student population. This is reflected in the overall completion rate as well.

Student Success & Achievement by Economic Status

	Remedial Progress			Momentum Points		Completion			Course Success	
	English	Math	ESL	Persistence	30 units	Degree or Certificate	Transfer	Overall Completion	Retention	Course Completion
Economically Disadvantaged	1.03	1.05	1.32	1.04	1.09	1.18	1.03	1.01	1.01	1.01
Not Disadvantaged	0.97	0.96	0.80	0.96	0.91	0.81	0.97	0.99	0.99	0.99

SOURCES: CCCCO Student Success Scorecard, MIS SX and ST Term Files

Findings:

- Students who were not identified as economically disadvantaged claimed a significantly lower proportion of students that progressed through the ESL sequence than they claimed among the defined ESL cohort.

Summary of Success & Achievement:

Within each of the student success and achievement categories examined, the following groups claimed lower proportions of successful students in multiple areas, compared to the proportion each group claimed within the corresponding baseline population.

- Remedial Progress. Students over the age of 30 claim disproportionately low rates of remedial progress in multiple areas. Students age 40 to 49 claim significantly lower proportions in all three remedial cohorts;
- Momentum Points. Students age 21 to 24 claimed significantly lower proportions of students that reached both momentum points examined. ;
- Completion. Students age 21 to 24 are the only equity group examined to claim significantly lower proportions of successful students for both the completion of a degree or certificate as well as transfer.
- Course Success. Black/African American students are the only equity group examined that claimed an equity index at the 0.80 threshold for successful course completion.

Based on the findings from the analysis above, two groups have been identified as target populations in NVC's 2014-2015 Student Equity Plan: Black/African American students and students age 21 to 24.

- Students identified as Black/African American are the only group examined with a significantly lower proportion of students successfully completing courses than their representation in the student population would predict. This pattern was unique among the demographic groups examined.
- Students identified as Filipino are the only group examined with a significantly lower proportion of students transferring to four-year institutions than their representation in the student population would predict. This pattern was unique among the race/ethnic groups examined.
- Students age 21 to 24 claimed a significantly lower proportion of students that reached the two momentum points examined (30 units and Persistence), as well as a significantly lower proportion of students that completed (by successfully completing the requirements for either a degree/certificate or transfer) than would be expected based on the population share they claim among the cohort examined.

Given the findings unique to these two groups, Black/African American students, Filipino students, and students age 21 to 24 will be the focus of NVC's preliminary action plans resulting from the equity analysis.

Student Equity Success Indicators – Other Groups

The CCCCO has indicated that Student Equity Plans should include data on Foster Youth and Veterans. However, there is insufficient historic data tracking these groups available at this time. The most recent cohort included in the 2014 Student Success Scorecard dates back to 2007-2008, and the identification of Foster Youth and Veterans in institutional MIS data submissions began in fall 2012. As a result, the data on Foster Youth and Veterans presented here is limited to retention and successful course completion rates in academic year 2012-2013. As reported in the tables below, Foster Youth and Veterans each accounted for less than 3% of NVC’s credit-student population in 2012-2013.

Retention & Successful Course Completion Rates among Foster Youth

	Credit Headcount	% of Population (N=8,337)
Foster Youth	137	1.6%

	2012-2013 Enrollments	Retention %	Successful Course Completion %
Foster Youth	649	83.4%	60.4%
Equity Ratio		0.93	0.81

SOURCES: MIS SX and SG Term Files

Findings:

- For the 2012-2013 academic year, students identified as Foster Youth did not claim a significantly lower proportion of students that were retained or successfully completed courses than they claimed among the credit-student population.

Veterans

	Credit Headcount	% of Population (N=8,337)
Veterans	209	2.5%

	2012-2013 Enrollments	Retention %	Successful Course Completion %
Veterans	1,818	91.9%	82.5%
Equity Ratio		1.03	1.11

SOURCES: MIS SX and SG Term Files

Findings:

- For the 2012-2013 academic year, students identified as Veterans did not claim a significantly lower proportion of students that were retained or successfully completed courses than they claimed among the credit-student population.

Goals and Activities

GOALS AND ACTIVITIES

The following multi-year plan to improve student equity at Napa Valley College was developed by the college's Inclusivity Committee based on discussion of the results of disproportionate impact analysis included in Section C.

Phase I. Information Gathering

2014-2015

Objective 1: Gather detailed information on equity groups identified in the Student Equity Plan as claiming a significantly lower proportion of the "successful" population (based on progress and achievement measures) than their student population shares would predict.

- a. Reports will include information on student enrollment behavior, educational goals, use of student services, and measures of student success and achievement among more recent student cohorts. Initial reports will focus on the following equity groups identified in the analysis above:
 - i. African American Students
 - ii. Filipino Students
 - iii. Students ages 21 to 24 (at the time of the first enrollment)
- b. Use results to identify subpopulations of students that are 'at-risk' as well as programs or services to address student success in these populations.

Objective 2: Expand equity reports to include:

- a. Possible combinations of gender, age, race and ethnicity, etc. to identify subpopulations of students that are 'at-risk'.
- b. Expand institution-level data (program review and fact book data) to include information regarding the enrollments and headcount of Veteran Students and Foster Youth students. Incorporate performance measures among these groups into institutional reports as data tracking these cohorts over multiple years becomes available.
- c. Explore opportunities to gather information on additional equity groups currently not identified in the Student Equity Plan, including, but not limited to, LGBT students.

Objective 3: Distribute information contained in the Student Equity Plan, as well as any additional reports concerning student equity, to the appropriate stakeholders.

- a. Create a set of annual reports to be updated and circulated among the NVC Inclusivity Committee, SSSP Committee, Academic Senate and Board of Trustees detailing the progress and achievement of all equity groups at Napa Valley College.

Phase II. Identification of Needs and Targeted Intervention

2015-2016

Objective 1: Gather information from groups of students identified in the Student Equity Plan, including 'at-risk' students/groups identified in Phase I, regarding their perceptions and challenges they face(d) as students at Napa Valley College.

- a. Conduct surveys among students identified as 'at-risk' as well as equity groups identified in Phase I.

Objective 2: Utilizing information from the Student Equity Plan, supplemental equity reports, and information gathered from student surveys, initiate programs to increase student progress and achievement among 'at-risk' populations and improve equity among groups highlighted in Phase I.

- a. In coordination with the SSSP, pilot intervention strategies targeting 'at-risk' student populations.
- b. Provide professional development for faculty, staff, administrators and Board of Trustees to enhance understanding of student equity findings and implementation of student equity initiatives.
- c. Evaluate the success and impact of piloted intervention strategies.

Phase III. Institutionalization of Programs and Services that Address Student Equity

2016-2017

Objective 1: Identify and institutionalize successful intervention strategies.

- a. Secure resources from institution or other sources to implement or/and expand successful intervention strategies.

Across each phase of the action plan, Napa Valley College will continue to monitor student equity data, and the Inclusivity Committee and SSSP Committee will use annual data to identify any new or ongoing concerns. The phases identified above are iterative and parallel processes. While the initial analysis identified equity groups of focus for the first iteration of Phase I, subsequent analyses might yield additional groups of focus. As the college develops plans to address the needs of the initial groups (in Phases II and III), additional information might be gathered to identify needs of students identified in subsequent analyses (in Phase I).

Budget

SOURCES OF FUNDING

As communicated by the California Community Colleges Chancellor's Office (in a memo dated September 2, 2014), Napa Valley College will receive an allocation of \$254,579 to support student equity activities. These funds will be spent in accordance with the Student Equity 2014-15 Expenditures Guidelines.

Napa Valley College will be developing a Student Equity Plan Proposal and application process for allocating funds for the student equity funds to address identified needs among NVC programs and services.

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

Napa Valley College will continue to monitor student equity data, and the Inclusivity Committee and the Student Success and Support Program (SSSP) Committee will use annual data to identify any new or ongoing concerns.

The student equity plan process initiated within the Inclusivity Committee.

Current Members of the Inclusivity Committee

Co-chairs:

Dr. Terry Giugni	Vice President, Instruction
Oscar De Haro	Vice President, Student Services

Members:

Ann Gross	Professor, Speech	Faculty
Danielle Alexander	Instructional Assistant	Classified
Benjamin Quesada	Coordinator, Student Life/ASNVC	Classified
Laura Ecklin	Dean, Human Resources	Administrator
Greg Miraglia	Dean, Career Tech Education & Workforce Development	Administrator
Rebecca Scott	Dean, Library & Learning Resources	Administrator
Faye Smyle	Dean, Instruction	Administrator
Howard Willis	Director, Student Support Services TRiO	Administrator
Alicia Jaramillo	District Attorney Investigator	Community member
Ramses Orta	ASNVC Board Member	Student Representative
Christina Rivera	Adminis. Assistant, Office of Instruction	Confidential

Attachments

**Student Equity Plan Data Analysis
Spring 2014**

Access

By Gender

	Service Area	NVC	Equity Ratio
Male	49.90%	44.72%	0.90
Female	50.10%	55.28%	1.10

SOURCE: Census 2010 and NVC MIS ST, SX Files Fall 2008 – Spring 2013

By Ethnic Group

	Service Area	NVC	Equity Ratio
Hispanic	32.20%	27.16%	0.84
White	56.40%	39.08%	0.69
Black or African American	1.80%	6.42%	3.57
Native American	0.40%	0.66%	1.64
Asian (and Filipino)	6.60%	12.84%	1.94
Pacific Islander	0.20%	0.82%	4.08
Other / Unknown	0.20%	10.95%	54.75
Multiple Race	2.20%	2.09%	0.95

SOURCE: Census 2010 and NVC MIS ST, SX Files Fall 2008 – Spring 2013

By Age Group

	Service Area	NVC	Equity Ratio
Under 18	24.19%	4.55%	0.19
18 to 19	2.80%	21.67%	7.73
20 - 24	6.74%	29.28%	4.34
25 - 34	13.03%	21.65%	1.66
35 - 49	20.76%	13.63%	0.66
50 - 64	20.20%	6.97%	0.35
65 & over	12.27%	2.26%	0.18

SOURCE: Census 2010 and NVC MIS ST, SX Files Fall 2008 – Spring 2013

By Disability Status

	Service Area	NVC	Equity Ratio
Disability Reported	11.30%	11.56%	1.02

SOURCE: ACS 2012 and NVC MIS SB, ST, SX Files

By Economic Status

	Service Area 150% of Poverty Level	NVC Economically Disadvantaged	Equity Ratio
Economically Disadvantaged	19.30%	45.02%	2.33

SOURCE: ACS 2012 and NVC MIS SV, ST, SX Files

Definitions

- Successful Course Completion: Student successfully completes a credit course with a grade of A, B, C, CR, or P.
- Retention: Student completes a course without a grade of W.
- Ethnic Group: Students identified in the 2014 Student Success Scorecard cohort files provided by the California Community College Chancellors Office and student enrolled at Napa Valley College between Fall 2008 and Spring 2013 (MIS SX File) were cross-referenced with the most recent ethnic group found in MIS ST Term files (IPEDS_MULTI_RACE) from Fall 200 through Spring 2013. Students with more than one ethnic group identified during the period examined were assigned the group most recently identified in the term files, unless the student was previously identified as belonging to an ethnic group and then later identified as unknown.
- Age group for scorecard measures: Student age was identified as the age of the student in the term that was identified as their first credit term at Napa Valley College (the scorecard methodology excludes students that have their first credit term at another credit institution). Based on this age student were assigned to age groups.
- Age group for retention and successful course completion: Student enrollments (MIS SX file) were cross-referenced with the MIS ST file to identify their age at the term of enrollment. Students were assigned to age groups based on youngest age identified for a student within an academic year.
- Gender for scorecard measures: Student gender was identified as the gender of the student in the term that was identified as their first credit term at Napa Valley College (the scorecard methodology excludes students that have their first credit term at another credit institution).
- Gender for retention and successful course completion: Student enrollments (MIS SX file) were cross-referenced with the MIS ST file to identify their gender indicated for the term of enrollment.
- Disability Status: Students were identified having a disability by cross-referencing both the 2014 Student Success Scorecard cohort files provided by the California Community College Chancellors Office and student enrolled at Napa Valley College between Fall 2008 and Spring 2013 (MIS SX File) with the Student Basic (SB) file provided by the CCCC. Students identified with a 'Y' in the field DSPS_FLAG were identified as having a disability reported.
- Economically Disadvantaged: Students were identified as economically disadvantaged in the student success scorecard cohort files. The CCCC identifies an economically disadvantaged student as one that meets at least one of the following criteria: student is identified as a recipient of CalWORKs/TANF/AFDC, student is identified as a recipient of Supplemental Security Income program (SSI), student is identified as a recipient of a general assistance program (GA), student identified as "Other" economically disadvantaged, or student is recipient of BOGW or Pell. This measure is only used in the analysis of student success scorecard cohorts. Students in this cohort are identified through the VTEA survey given annually.

Equity Ratio

The equity ratio is derived by dividing the proportion an examined group claims within the population into the proportion that group claims within the “successful” population for a given measure. For example, if female students occupy 51% of the population within a cohort, and 56% of the population within the “successful” cohort, the equity ratio is calculated as: $56/51$, or 1.10. An equity ratio of 1.0 would indicate the proportion claimed within the total population equals the proportion claimed within the “successful” population. For purposes of this analysis, as established by the CCCC template for the student equity plan, an equity ratio of 0.80 or below is determined to exhibit a disproportionate impact on the group examined.

SPAR Cohort

The SPAR cohort file provided by the CCCC provides information regarding student transfer, degree and certificate completion, number of units attained at NVC, and fall-to-fall persistence among first-time NVC students. Students are assigned to a cohort year within the SPAR cohort file based on the first credit term they attended NVC.

Cohort Year	Number of Students
2003-2004	791
2004-2005	732
2005-2006	721
2006-2007	804
2007-2008	864
5-Year Total	3,912

The SPAR cohort is comprised of five annual cohorts each containing a unique group of students. Students are assigned to cohorts based on their first credit term at Napa Valley College, and are not duplicated between cohorts. The five-year total is the summation of all students included in each cohort.

Representation

The following tables display the proportion each equity group claims within the SPAR cohort. The proportion each group claims within the five-year total is used to derive the equity ratio.

By Gender

	Proportion
Female	53.68%
Male	42.38%
Unknown	3.94%

By Ethnic Group

	Proportion
Asian	3.73%
Black	5.75%
Filipino	13.11%
Hispanic	28.45%
Native American	0.69%
Pacific Islander	1.18%
White	38.57%
Multiple Race	0.10%
Other / Unknown	8.41%

By Disability Status

	Proportion
No Disability Reported	87.51%
Disability reported	12.49%

By Age Group

	Proportion
Under 18	28.91%
18 to 20	54.73%
21 to 24	5.14%
25 to 29	3.07%
30 to 39	4.24%
40 to 49	2.68%
50 and over	1.23%

By Economic Status

	Proportion
Not Disadvantaged	49.18%
Economically Disadvantaged	50.82%

SPAR Completion Overall

Students in the SPAR cohort were tracked for six academic years from their starting year. Students that successfully completed a degree, completed a certificate, or transferred to a four-year institution within the six year period are identified as completers.

	2003- 2004 (N=791)	2004- 2005 (N=732)	2005- 2006 (N=721)	2006- 2007 (N=804)	2007- 2008 (N=864)	5-Year Total (N=3,912)
Completion	46.78%	52.73%	49.65%	54.73%	51.04%	51.00%
No Completion	53.22%	47.27%	50.35%	45.27%	48.96%	49.00%

Across the five years examined, the proportion of students identified as completers increased by 4.26% (from 46.78% in the 2003-2004 cohort to 51.04% in the 2007-2008 cohort). Across all cohorts, 51.0% of students completed a degree, certificate, or transferred to a four-year institution.

By Gender

Completion %	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	5-Year Total
Female	46.20%	55.00%	46.60%	55.17%	51.47%	50.95%
Male	47.45%	50.00%	49.25%	54.64%	50.00%	50.48%
Unknown	66.67%	25.00%	58.14%	40.00%	75.00%	57.14%
Overall	46.78%	52.73%	49.65%	54.73%	51.04%	51.00%

Completion percentage among both female and male students increased across the cohorts examined, with the completion percentage among female students increasing by 5.27% (from 46.20% in the 2003-2004 cohort to 51.47% in the 2007-2008 cohort) and completion percentage among male students increasing by 2.55% (from 47.45% in the 2003-2004 cohort to 50.00% in the 2007-2008 cohort). Completion percentage among students with an unknown or undeclared gender fluctuated across the five-year period examined. There is less 1% difference in the overall completion percentage (51.00%) between female students (50.95%) and male students (50.48%).

	Proportion of 5-Year Total	Proportion of Completers	Equity Ratio
Female	53.68%	53.63%	1.00
Male	42.38%	41.95%	0.99
Unknown	3.94%	4.41%	1.12

The equity ratio is determined by dividing the proportion of completers each gender claims across the five cohorts examined by the proportion each gender claims within the five-year-total. Based on the level of significance established by the CCCCO template for the student equity plan (<0.80), neither female nor male students are disproportionately impacted with regard to SPAR completion.

By Ethnicity

Completion %	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Asian	70.83%	67.74%	54.84%	62.96%	60.61%	63.01%
Black / African American	40.48%	47.50%	42.86%	43.14%	42.00%	43.11%
Filipino	52.88%	52.29%	53.75%	56.48%	54.46%	54.00%
Hispanic	39.51%	51.74%	51.35%	50.21%	44.00%	47.17%
Native American	50.00%	40.00%	66.67%	66.67%	20.00%	48.15%
Pacific Islander	62.50%	66.67%	66.67%	50.00%	53.85%	58.70%
White	48.33%	49.68%	50.81%	58.28%	55.66%	52.55%
Multiple Race	--	--	--	100.00%	100.00%	100.00%
Other / Unknown	45.07%	68.52%	37.21%	57.14%	54.55%	50.76%
Overall	46.78%	52.73%	49.65%	54.73%	51.04%	51.00%

Across the five cohorts examined, Black / African American students have the lowest completion percentage among all major ethnic groups¹ examined, while students identified as Asian have the highest completion percentage among the major ethnic groups examined. Completion percentage among students identified as Hispanic fluctuated among the five cohorts examined, increasing by 10.7% (from 39.51% in the 2003-2004 cohort to 51.21% in the 2006-2007 cohort), before decreasing by 6.21% in the most recent cohort (44.0% in 2007-2008).

	Proportion of 5-Year Total	Proportion of Completers	Equity Ratio
Asian	3.73%	4.61%	1.24
Black / African American	5.75%	4.86%	0.85
Filipino	13.11%	13.88%	1.06
Hispanic	28.45%	26.32%	0.92
Native American	0.69%	0.65%	0.94
Pacific Islander	1.18%	1.35%	1.15
White	38.57%	39.75%	1.03
Multiple Race	0.10%	0.20%	1.96
Other / Unknown	8.41%	8.37%	1.00

The equity ratio is determined by dividing the proportion of completers each ethnic group claims across the five cohorts examined by the proportion each ethnic group claims within the five-year-total. Based on the level of significance established by the CCCCO template for the student equity plan (<0.80), none of the ethnic groups examined are disproportionately impacted with regards to SPAR completion.

¹ Major ethnic groups being identified in this context as those groups that claim at least 1% of the cohort .

By Age Group

Completion %	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Under 18	60.09%	65.90%	57.14%	67.49%	61.41%	62.51%
18 to 20	46.99%	49.47%	50.39%	53.42%	49.80%	50.07%
21 to 24	30.43%	40.00%	22.22%	18.75%	30.95%	29.35%
25 to 29	30.00%	40.00%	22.22%	25.00%	48.15%	34.17%
30 to 39	26.92%	43.75%	48.28%	32.35%	21.05%	34.34%
40 to 49	25.00%	41.67%	33.33%	56.25%	29.41%	36.19%
50 and over	36.36%	36.36%	50.00%	50.00%	50.00%	43.75%
Overall	46.78%	52.73%	49.65%	54.73%	51.04%	51.00%

Across the five cohorts examined, students ages 21 to 24 have the lowest completion percentage among the age groups examined (29.35%), while students under the age of 18 the highest completion percentage among the age groups examined (62.51%)². Within the five cohorts examined, only completion percentage among students ages 30 to 39 claim a decrease between the 2003-2004 cohort (26.92%) and the 2007-2008 cohort (21.05%).

	Proportion of 5-Year Total	Proportion of Completers	Equity Ratio
Under 18	28.91%	35.44%	1.23
18 to 20	54.73%	53.73%	0.98
21 to 24	5.14%	2.96%	0.58
25 to 29	3.07%	2.06%	0.67
30 to 39	4.24%	2.86%	0.67
40 to 49	2.68%	1.90%	0.71
50 and over	1.23%	1.05%	0.86

The equity ratio is determined by dividing the proportion of completers each age group claims across the five cohorts examined by the proportion each age group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), students ages 21 to 24, 25 to 29, 30 to 39, and 40 to 49 claim a proportion of the completer population that is disproportionately lower than those groups’ representation within the SPAR cohorts examined. Combined, the four age groups identified by the equity ratio as being disproportionately represented among completers claimed 15.13% of the students included in the five-year total of all SPAR cohorts.

² It should be noted that the SPAR cohorts utilized for the Student Success Scorecard do not distinguish between special admit students and regular credit students.

By Disability Status

Completion %	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
No Disability Reported	49.19%	53.53%	51.22%	56.18%	52.71%	52.60%
Disability Reported	31.48%	46.25%	40.57%	44.86%	37.93%	39.96%
Overall	46.78%	52.73%	49.65%	54.73%	51.04%	51.00%

Across the five cohorts examined, students with no disability reported claim a higher SPAR completion rate (52.60%) than students with a disability reported (39.96%). Completion percentage in both groups fluctuated between the cohorts examined. Students with no disability reported ranged from a 49.19% completion rate in the 2003-2004 cohort to a 56.18% completion rate in the 2006-2007 cohort and students with a disability reported ranged from a 31.48% completion rate in the 2003-2004 cohort to a 44.25% completion rate in the 2004-2005 cohort.

	Proportion of 5-Year Total	Proportion of Completers	Equity Ratio
No Disability Reported	87.51%	90.22%	1.03
Disability Reported	12.49%	9.78%	0.78

The equity ratio is determined by dividing the proportion of completers claimed by students with or without disabilities reported across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), students with a disability reported claim a proportion of the completer population that is disproportionately lower than that group’s representation within the SPAR cohorts examined.

By Economic Status

Completion %	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Economically Disadvantaged	46.80%	52.91%	48.67%	57.77%	50.93%	51.51%
Not Disadvantaged	46.75%	52.56%	50.52%	51.53%	51.19%	50.47%
Overall	46.78%	52.73%	49.65%	54.73%	51.04%	51.00%

Completion rates among both students identified as being economically disadvantaged and those identified as not being economically disadvantaged increased slightly across the five-year period examined. The five-year total across all cohorts is less 1% from the overall completion percentage (51.00%) for both economically disadvantaged students (51.51%) and non-disadvantaged students (50.47%).

	Proportion of 5-Year Total	Proportion of Completers	Equity Ratio
Economically Disadvantaged	50.82%	51.33%	1.01
Not Disadvantaged	49.18%	48.67%	0.99

The equity ratio is determined by dividing the proportion of completers each group claims across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), neither economically disadvantaged nor non-disadvantaged students are disproportionately impacted with regards to SPAR completion.

SPAR Degree or Certificates

Utilizing the same SPAR cohorts identified previously, students were tracked for six academic years from their starting year. Students that successfully completed a degree or a certificate within the six year period are identified as completers.

	2003- 2004 (N=791)	2004- 2005 (N=732)	2005- 2006 (N=721)	2006- 2007 (N=804)	2007- 2008 (N=864)	5-Year Total (N=3,912)
Degree or Certificate	20.23%	22.68%	21.08%	23.63%	23.15%	22.19%
No Degree or Certificate	79.77%	77.32%	78.92%	76.37%	76.85%	77.81%

Across the five years examined, the proportion of students that received a degree or a certificate increased by 2.92% (from 20.23% in the 2003-2004 cohort to 23.15% in the 2007-2008 cohort). Across all cohorts, 22.19% of the students completed a degree or certificate.

By Gender

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	5-Year Total
Female	21.10%	25.24%	25.93%	28.82%	24.58%	24.95%
Male	19.11%	19.48%	16.04%	18.56%	20.79%	18.94%
Unknown	0.00%	0.00%	19.38%	10.00%	50.00%	19.48%
Overall	20.23%	22.68%	21.08%	23.63%	23.15%	22.19%

Across the five cohorts examined, female students consistently claim a higher proportion of degree and/or certificate completion than male students. The difference in degree and/or certificate completion percentage between female students and male students ranges from 1.99% in the 2003-2004 cohort to 10.26% in the 2006-2007 cohort. Across all cohorts, the proportion of female students that completed a degree or certificate (24.95%) is 6.01% higher than the proportion of male students that completed a degree or certificate (18.94%).

	Proportion of 5-Year Total	Proportion of Awards	Equity Ratio
Female	53.68%	60.37%	1.12
Male	42.38%	36.18%	0.85
Unknown	3.94%	3.46%	0.88

The equity ratio is determined by dividing the proportion of degree and/or certificate completers each gender claims across the five cohorts examined by the proportion each gender claims within the five-year-total. Although female students claim a larger proportion of degrees and/or certificates recipients than their representation in the SPAR cohort would predict, based on the level of significance established by the CCCC template for the student equity plan (<0.80), neither female nor male students are disproportionately impacted with regards to degree and/or certificate completion.

By Ethnicity

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Asian	25.00%	25.81%	12.90%	25.93%	27.27%	23.29%
Black / African American	16.67%	20.00%	11.90%	29.41%	16.00%	19.11%
Filipino	22.12%	26.61%	25.00%	29.63%	27.68%	26.32%
Hispanic	23.41%	24.42%	30.18%	25.52%	24.73%	25.70%
Native American	12.50%	20.00%	0.00%	0.00%	0.00%	7.41%
Pacific Islander	12.50%	22.22%	0.00%	30.00%	30.77%	21.74%
White	19.45%	20.19%	19.76%	20.86%	21.70%	20.41%
Multiple Race	--	--	--	0.00%	66.67%	50.00%
Other / Unknown	14.08%	24.07%	8.14%	14.29%	16.36%	14.59%
Overall	20.23%	22.68%	21.08%	23.63%	23.15%	22.19%

Across the five cohorts examined, Black / African American students have the lowest degree and/or certificate completion percentage among all major ethnic groups³ examined (19.11%), while students identified as Filipino have the highest degree and/or certificate completion percentage among the major ethnic groups examined (26.32%). Degree and/or certificate completion percentage among students identified as Hispanic fluctuated among the five cohorts examined, ranging from 23.41% in the 2003-2004 cohort to 30.18% in the 2005-2006 cohort.

	Proportion of 5-Year Total	Proportion of Awards	Equity Ratio
Asian	3.73%	3.92%	1.05
Black / African American	5.75%	4.95%	0.86
Filipino	13.11%	15.55%	1.19
Hispanic	28.45%	32.95%	1.16
Native American	0.69%	0.23%	0.33
Pacific Islander	1.18%	1.15%	0.98
White	38.57%	35.48%	0.92
Multiple Race	0.10%	0.23%	2.25
Other / Unknown	8.41%	5.53%	0.66

³ Major ethnic groups being identified as those groups that claim at least 1% of the cohort population in each of the five cohorts examined.

The equity ratio is determined by dividing the proportion of completers each ethnic group claims across the five cohorts examined by the proportion each ethnic group claims within the five-year-total. Based on the level of significance established by the CCCCCO template for the student equity plan (<0.80), students identified as being Native American (less than 1% of the cohort population) and students with an unidentified race/ ethnicity are disproportionately impacted with regard to degree and/or certificate completion.

By Age Group

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Under 18	15.49%	22.12%	18.43%	22.22%	19.50%	19.63%
18 to 20	23.86%	21.96%	23.64%	24.28%	25.88%	24.05%
21 to 24	19.57%	20.00%	11.11%	9.38%	19.05%	16.42%
25 to 29	20.00%	24.00%	11.11%	25.00%	22.22%	20.83%
30 to 39	11.54%	37.50%	24.14%	26.47%	10.53%	21.69%
40 to 49	16.67%	25.00%	25.00%	43.75%	11.76%	23.81%
50 and over	27.27%	18.18%	16.67%	33.33%	37.50%	25.00%
Overall	20.23%	22.68%	21.08%	23.63%	23.15%	22.19%

Across the five cohorts examined, no age group examined consistently claimed a lower degree and/or certificate completion percentage. Students age 21 to 24 have the lowest degree and/or certificate completion percentage among the age groups examined (16.42%), while students age 18 to 20 claim the highest degree and/or certificate completion percentage among the age groups examined (24.05%)⁴.

	Proportion of 5-Year Total	Proportion of Awards	Equity Ratio
Under 18 ⁵	28.91%	25.58%	0.88
18 to 20	54.73%	59.33%	1.08
21 to 24	5.14%	3.80%	0.74
25 to 29	3.07%	2.88%	0.94
30 to 39	4.24%	4.15%	0.98
40 to 49	2.68%	2.88%	1.07
50 and over	1.23%	1.38%	1.13

The equity ratio is determined by dividing the proportion of completers each age group claims across the five cohorts examined by the proportion each age group claims within the five-year-total. Based on the level of significance established by the CCCCCO template for the student equity plan (<0.80), students ages 21 to 24 claim a proportion of the degree and/or certificate recipient population that is disproportionately lower than that group’s representation within the SPAR cohorts examined.

⁴ Not including students age 50 and over, which are less than 1% of the population in the 2007-2008 cohort.

⁵ It should be noted that the SPAR cohorts utilized for the Student Success Scorecard do not distinguish between special admit students and regular credit students.

By Disability Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
No Disability Reported	20.35%	21.93%	20.98%	23.71%	23.00%	22.05%
Disability Reported	19.44%	28.75%	21.70%	22.43%	25.29%	23.16%
Overall	20.23%	22.68%	21.08%	23.63%	23.15%	22.19%

Across the five cohorts examined, the proportion of degree and/or certificate recipients among students with disabilities reported and students without disabilities reported fluctuates, as neither group consistently claims a higher rate of degree/certificate completers. The five-year total across all cohorts is less 1% from the overall completion percentage (22.19%) for both students with a disability reported (23.16%) and students without a disability reported (22.05%).

	Proportion of 5-Year Total	Proportion of Awards	Equity Ratio
No Disability Reported	87.51%	86.97%	0.99
Disability Reported	12.49%	13.03%	1.04

The equity ratio is determined by dividing the proportion of completers each group claims across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCCO template for the student equity plan (<0.80), neither students with a disability reported nor students without a disability reported are disproportionately impacted with regard to degree/certificate completion.

By Economic Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Economically Disadvantaged	23.53%	27.98%	23.89%	30.83%	27.42%	26.86%
Not Disadvantaged	17.00%	17.52%	18.59%	16.07%	17.68%	17.36%
Overall	20.23%	22.68%	21.08%	23.63%	23.15%	22.19%

Across the five cohorts examined, students identified as economically disadvantaged consistently (all five cohorts) claim a higher rate of degree/certificate completers than students identified as not being economically disadvantaged. The difference in degree and/or certificate completion percentage between economically disadvantaged students and non-disadvantaged students ranges from 5.30% in the 2005-2006 cohort to 14.76% in the 2006-2007 cohort. Across all cohorts the proportion of economically disadvantaged students that completed a degree or certificate (26.86%) is 9.50% higher than that of student not identified as economically disadvantaged.

	Proportion of 5-Year Total	Proportion of Awards	Equity Ratio
Economically Disadvantaged	50.82%	61.52%	1.21
Not Disadvantaged	49.18%	38.48%	0.78

The equity ratio is determined by dividing the proportion of completers claimed by students identified as being either economically disadvantaged or non-disadvantaged across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), students identified as not being economically disadvantaged claim a proportion of the degree/certificate completer population that is disproportionately lower than that group's representation within the SPAR cohorts examined.

SPAR Cohort Transfer

Utilizing the same SPAR cohorts identified previously, students were tracked for six academic years from their starting year. Students that are identified as transfer prepared and/or transferred to a four-year institution within the six year period are identified as completers.

	2003- 2004 (N=791)	2004- 2005 (N=732)	2005- 2006 (N=721)	2006- 2007 (N=804)	2007- 2008 (N=864)	5-Year Total (N=3,912)
Transfer	32.24%	36.07%	35.23%	39.05%	37.04%	35.97%
No Transfer	67.76%	63.93%	64.77%	60.95%	62.96%	64.03%

Across the five cohorts examined, the proportion of student that successfully transferred to a four-year institution increased by 4.8% (from 32.24% in the 2003-2004 cohort to 37.04% in the 2007-2008 cohort). Across all cohorts, 35.97% of students were transfer prepared and/or successfully transferred to a four-year institution within six academic years of their first credit term.

By Gender

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	5-Year Total
Female	30.17%	38.33%	34.88%	38.42%	37.82%	35.86%
Male	35.35%	33.44%	33.58%	40.21%	36.05%	36.01%
Unknown	33.33%	0.00%	39.53%	20.00%	37.50%	37.01%
Overall	32.24%	36.07%	35.23%	39.05%	37.04%	35.97%

Transfer rate among both female and male students increased across the five-year period examined, with the transfer rate among female students increasing by 7.65% (from 30.17% in the 2003-2004 cohort to 37.82% in the 2007-2008 cohort) and the transfer rate among male students increasing by 0.70% (from 35.35% in the 2003-2004 cohort to 36.05% in the 2007-2008 cohort). Both female and male students claimed the highest transfer rate in the 2006-2007 cohort (female, 38.42%; male, 40.21%). The five-year total across all cohorts is less 1% from the overall transfer rate (35.97%) for both females (35.86%) and males (36.01%).

	Proportion of 5-Year Total	Proportion of Transfers	Equity Ratio
Female	53.68%	53.52%	1.00
Male	42.38%	42.43%	1.00
Unknown	3.94%	4.05%	1.03

The equity ratio is determined by dividing the proportion of transfer students each gender claims across the five cohorts examined by the proportion each gender claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), neither female nor male students are disproportionately impacted with regard to transfer.

By Ethnicity

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Asian	62.50%	51.61%	48.39%	51.85%	45.45%	51.37%
Black / African American	28.57%	35.00%	38.10%	35.29%	32.00%	33.78%
Filipino	28.85%	24.77%	27.50%	29.63%	31.25%	28.46%
Hispanic	25.37%	36.05%	33.78%	37.24%	30.18%	32.43%
Native American	37.50%	40.00%	50.00%	33.33%	0.00%	33.33%
Pacific Islander	25.00%	44.44%	50.00%	40.00%	38.46%	39.13%
White	35.56%	36.22%	37.50%	40.40%	42.77%	38.50%
Multiple Race	--	--	--	100.00%	33.33%	50.00%
Other / Unknown	33.80%	48.15%	31.40%	52.38%	52.73%	42.25%
Overall	32.24%	36.07%	35.23%	39.05%	37.04%	35.97%

Across the five cohorts examined, Filipino students have the lowest transfer rate among all major ethnic groups⁶ examined, while students identified as Asian have the highest transfer rate among the major ethnic groups examined. Transfer rate among students identified as Hispanic fluctuated among the five cohorts examined, increasing by 10.7% (from 39.51% in the 2003-2004 cohort to 51.21% in the 2006-2007 cohort), before decreasing by 6.21% in the most recent cohort (44.0% in 2007-2008).

	Proportion of 5-Year Total	Proportion of Transfers	Equity Ratio
Asian	3.73%	5.33%	1.43
Black / African American	5.75%	5.40%	0.94
Filipino	13.11%	10.38%	0.79
Hispanic	28.45%	25.66%	0.90
Native American	0.69%	0.64%	0.93
Pacific Islander	1.18%	1.28%	1.09
White	38.57%	41.29%	1.07
Multiple Race	0.10%	0.14%	1.39
Other / Unknown	8.41%	9.88%	1.17

The equity ratio is determined by dividing the proportion of completers each ethnic group claims across the five cohorts examined by the proportion each ethnic group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), students identified as

⁶ Major ethnic groups being identified in this context as those groups that claim at least 1% of the cohort .

Filipino claim a proportion of the transfer population that is disproportionately lower than those groups' representation within the SPAR cohorts examined.

By Age Group

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Under 18	49.30%	51.15%	46.08%	58.02%	49.38%	50.93%
18 to 20	30.84%	35.45%	36.10%	36.42%	35.69%	34.94%
21 to 24	13.04%	22.22%	5.56%	6.25%	14.29%	12.94%
25 to 29	16.67%	12.00%	5.56%	5.00%	22.22%	13.33%
30 to 39	13.46%	9.38%	20.69%	5.88%	10.53%	12.05%
40 to 49	8.33%	12.50%	16.67%	18.75%	11.76%	13.33%
50 and over	18.18%	0.00%	16.67%	0.00%	37.50%	14.58%
Overall	32.24%	36.07%	35.23%	39.05%	37.04%	35.97%

Across the five cohorts no age group examined consistently claimed a transfer rate that was lower than other age groups. Students age 30 to 39 claim the lowest transfer rate among the age groups examined (12.05%), while students under the age of 18 claim the highest transfer rate among the age groups examined (50.93%).

	Proportion of 5-Year Total	Proportion of Transfers	Equity Ratio
Under 18 ⁷	28.91%	40.94%	1.42
18 to 20	54.73%	53.16%	0.97
21 to 24	5.14%	1.85%	0.36
25 to 29	3.07%	1.14%	0.37
30 to 39	4.24%	1.42%	0.33
40 to 49	2.68%	1.00%	0.37
50 and over	1.23%	0.50%	0.41

The equity ratio is determined by dividing the proportion of completers each age group claims across the five cohorts examined by the proportion each age group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), students ages 21 to 24, 25 to 29, 30 to 39, 40 to 49, and 50 and over claim a proportion of the transfer population that is disproportionately lower than those groups' representation within the SPAR cohorts examined.

By Disability Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
No Disability Reported	34.99%	37.27%	36.59%	40.80%	38.37%	37.66%
Disability Reported	14.81%	26.25%	27.36%	28.04%	26.44%	24.39%
Overall	32.24%	36.07%	35.23%	39.05%	37.04%	35.97%

⁷ It should be noted that the SPAR cohorts utilized for the Student Success Scorecard do not distinguish between special admit students and regular credit students.

Across the five cohorts examined, students with no disability reported claim a higher transfer rate (37.66%) than students with a disability reported (24.39%). Transfer rates in both groups increased during the period examined. Students with a disability increased by 11.63% between the 2003-2004 cohort and the 2007-2008 cohort and students with no disability reported increased 2.76% between the 2003-2004 cohort and the 2007-2008 cohort.

	Proportion of 5-Year Total	Proportion of Transfers	Equity Ratio
No Disability Reported	87.42%	91.54%	1.05
Disability Reported	12.47%	8.46%	0.68

The equity ratio is determined by dividing the proportion of transfers claimed by students with or without disabilities reported across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), students with a disability reported claim a proportion of the transfer population that is disproportionately lower than that group's representation within the SPAR cohorts examined.

By Economic Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Economically Disadvantaged	28.13%	33.24%	32.15%	38.83%	35.26%	33.70%
Not Disadvantaged	36.25%	38.81%	37.96%	39.29%	39.31%	38.31%
Overall	32.24%	36.07%	35.23%	39.05%	37.04%	35.97%

Across the five cohorts examined, students identified as not economically disadvantaged claim a higher transfer rate (38.31%) than students that are identified as economically disadvantaged (33.70%). Transfer rates in both groups increased during the period examined. The transfer rate among students identified as not being economically disadvantaged increased by 3.06% between the 2003-2004 cohort and the 2007-2008 cohort and students identified as economically disadvantaged increased 7.13% between the 2003-2004 cohort and the 2007-2008 cohort.

	Proportion of 5-Year Total	Proportion of Transfers	Equity Ratio
Not Disadvantaged	49.18%	47.62%	0.97
Economically Disadvantaged	50.82%	52.38%	1.03

The equity ratio is determined by dividing the proportion of transfer each group claims across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), neither economically disadvantaged nor non-disadvantaged students are disproportionately impacted with regards to transfer.

SPAR Cohort Persistence

Utilizing the SPAR cohorts previously defined, the student equity plan will use the defined persistence as the proportion of degree-, certificate, or transfer-seeking students that enroll in three consecutive terms (not including summer) beginning with their first credit term at NVC. This definition of persistence is consistent with that of the student success scorecard.

Overall

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Persist	66.25%	66.94%	71.15%	75.50%	69.44%	69.89%
Did Not Persist	33.75%	33.06%	28.85%	24.50%	30.56%	30.11%

Persistence at NVC has fluctuated across the five cohorts examined, increasing by 9.25% between the 2003-2004 cohort and the 2006-2007 cohort, followed by a 5.81% decrease between the 2006-2007 and 2007-2008 cohorts. Across all cohorts examined, NVC's persistence rate is 69.89%.

By Gender

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Female	63.92%	71.43%	72.22%	74.38%	70.80%	70.29%
Male	70.06%	61.36%	72.39%	76.29%	67.37%	69.66%
Unknown	33.33%	25.00%	65.89%	90.00%	87.50%	66.88%
Overall	66.25%	66.94%	71.15%	75.50%	69.44%	69.89%

Across all cohorts examined, there is a less than 1% difference between the persistence rate among female students and the persistence rate among male students. The largest difference between the two genders groups examined is seen within the 2004-2005 cohort where female students claimed a persistence rate (71.43%) that is 10.07% higher than that of male students (61.36%).

	Proportion of 5-Year Total	Persistence Rate	Equity Ratio
Female	53.68%	53.99%	1.01
Male	42.38%	42.25%	1.00
Unknown	3.94%	3.77%	0.96

The equity ratio is determined by dividing the proportion of the persisting population each gender claims across the five cohorts examined by the proportion each gender claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), neither female nor male students are disproportionately impacted with regard to persistence.

By Ethnic Group

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Asian	66.67%	80.65%	74.19%	62.96%	69.70%	71.23%
Black / African American	54.76%	57.50%	80.95%	78.43%	66.00%	68.00%
Filipino	71.15%	66.97%	78.75%	82.41%	71.43%	73.88%
Hispanic	68.78%	69.77%	72.52%	74.90%	71.64%	71.70%
Native American	75.00%	80.00%	83.33%	33.33%	80.00%	74.07%
Pacific Islander	62.50%	55.56%	66.67%	90.00%	76.92%	71.74%
White	64.74%	63.78%	70.97%	73.51%	68.24%	68.06%
Multiple Race	--	--	--	100.00%	66.67%	75.00%
Other / Unknown	64.79%	75.93%	54.65%	77.78%	61.82%	65.96%
Overall	66.25%	66.94%	71.15%	75.50%	69.44%	69.89%

Across all cohorts examined, students of unknown race/ethnicity have the lowest persistence rate (65.96%), while students identified as Black / African American and White have the lowest persistence rate among major ethnic groups⁸ (68.00% and 68.06%, respectively). Students identified as Filipino claim the highest persistence rate among major ethnic groups (73.88%). The persistence rate among Hispanic students has increased by 2.86% across the five cohorts examined (from 68.78% in the 2003-2004 cohort to 71.64% in the 2007-2008 cohort), and is above the overall persistence rate in four of the five cohorts examined.

	Proportion of 5-Year Total	Persistence Rate	Equity Ratio
Asian	3.73%	3.80%	1.02
Black / African American	5.75%	5.60%	0.97
Filipino	13.11%	13.86%	1.06
Hispanic	28.45%	29.19%	1.03
Native American	0.69%	0.73%	1.06
Pacific Islander	1.18%	1.21%	1.03
White	38.57%	37.56%	0.97
Multiple Race	0.10%	0.11%	1.07
Other / Unknown	8.41%	7.94%	0.94

The equity ratio is determined by dividing the proportion of the persisting population each ethnic group claims across all cohorts examined by the proportion each ethnic group claims within the five-year-total. Based on the level of significance established by the CCCCCO template for the student equity plan (<0.80), none of the ethnic groups examined are disproportionately impacted with regards to persistence.

⁸ Major ethnic groups being identified as those groups that claim at least 1% of the cohort population in each of the five cohorts examined.

By Age Group

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Under 18	52.58%	54.38%	62.67%	68.31%	63.07%	60.48%
18 to 20	74.46%	78.57%	77.66%	80.57%	73.73%	76.88%
21 to 24	54.35%	48.89%	58.33%	53.13%	47.62%	52.24%
25 to 29	66.67%	52.00%	66.67%	60.00%	74.07%	64.17%
30 to 39	55.77%	62.50%	75.86%	82.35%	78.95%	68.67%
40 to 49	79.17%	66.67%	58.33%	87.50%	70.59%	71.43%
50 and over	90.91%	36.36%	75.00%	83.33%	62.50%	68.75%
Overall	66.25%	66.94%	71.15%	75.50%	69.44%	69.89%

Across all cohorts examined, students age 21 to 24 claim the lowest persistence rate (52.24%), as well as within 4 of the 5 cohorts examined. Students age 18 to 20 claim the highest persistence rate across all cohorts (76.88%).

	Proportion of 5-Year Total	Persistence Rate	Equity Ratio
Under 18 ⁹	28.91%	25.02%	0.87
18 to 20	54.73%	60.20%	1.10
21 to 24	5.14%	3.84%	0.75
25 to 29	3.07%	2.82%	0.92
30 to 39	4.24%	4.17%	0.98
40 to 49	2.68%	2.74%	1.02
50 and over	1.23%	1.21%	0.98

The equity ratio is determined by dividing the proportion of the persisting population each age group claims across the five cohorts examined by the proportion each age group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), students ages 21 to 24 claim a proportion of the students that persist that is disproportionately lower than that group's representation within the SPAR cohorts examined.

By Disability Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
No Disability Reported	63.98%	65.49%	71.22%	75.29%	69.64%	69.15%
Disability Reported	80.56%	78.75%	70.75%	76.64%	67.82%	75.00%
Overall	66.25%	66.94%	71.15%	75.50%	69.44%	69.89%

⁹ It should be noted that the SPAR cohorts utilized for the Student Success Scorecard do not distinguish between special admit students and regular credit students.

Across all cohorts examined, students with a disability reported have a higher persistence rate (75.00%) than students with no disability reported (69.15%). The persistence rate among students with a disability reported decreased by 12.74% (from 80.56% in the 2003-2004 cohort to 67.82% in the 2007-2008 cohort) in the period examined while the persistence rate among students with no disability reported increased by 5.66% (from 63.98% in the 2003-2004 cohort to 69.64% in the 2007-2008 cohort).

	Proportion of 5-Year Total	Persistence Rate	Equity Ratio
No Disability Reported	87.51%	86.60%	0.99
Disability Reported	12.49%	13.40%	1.07

The equity ratio is determined by dividing the proportion of the persisting population each group claims across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), neither students with a disability reported nor students without a disability reported are disproportionately impacted with regard to persistence.

By Economic Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Economically Disadvantaged	72.12%	69.25%	71.98%	79.61%	69.48%	72.48%
Not Disadvantaged	60.50%	64.69%	70.42%	71.17%	69.39%	67.20%
Overall	66.25%	66.94%	71.15%	75.50%	69.44%	69.89%

Across the five cohorts examined students that are identified as economically disadvantaged consistently (all five cohorts) claim a higher persistence rate than students not identified as economically disadvantaged. The difference between the two groups ranged from 11.62% in the 2003-2004 cohort to 0.09% in the 2007-2008 cohort.

	Proportion of 5-Year Total	Persistence Rate	Equity Ratio
Economically Disadvantaged	50.82%	52.71%	1.04
Not Disadvantaged	49.18%	47.29%	0.96

The equity ratio is determined by dividing the proportion of the persisting population each group claims across all cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), neither economically disadvantaged nor non-disadvantaged students are disproportionately impacted with regards to persistence.

SPAR Cohort 30 Units

Utilizing the same SPAR cohorts identified previously, students were tracked for six academic years from their starting year. Students that successfully completed 30 credit units within the six year period are identified as completers. This measure, referred to in this document as the 30 units rate, is identified by the student success scorecard as a momentum point.

Overall

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	5-Year Total
30 Units Completed	61.57%	65.16%	66.99%	68.78%	66.78%	65.87%
Less than 30 Units Completed	38.43%	34.84%	33.01%	31.22%	33.22%	34.13%

The proportion of students completing 30 units or more increased by 5.21% across the five cohorts examined (from 61.57% in the 2003-2004 cohort to 66.78% in the 2007-2008 cohort). Across all cohorts examined, the proportion of students completing at least 30 units is 65.87%.

By Gender

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	5-Year Total
Female	62.24%	68.10%	66.98%	67.24%	66.18%	66.00%
Male	60.51%	61.04%	70.15%	70.10%	67.37%	65.98%
Unknown	66.67%	75.00%	60.47%	80.00%	75.00%	62.99%
Overall	61.57%	65.16%	66.99%	68.78%	66.78%	65.87%

Across all cohorts examined, there is a less than 1% difference between the 30 units rate among female students (66.00%) and the 30 units rate among male students (65.98%). The largest difference between the two genders groups examined is seen within the 2004-2005 cohort where female students claimed a 30 units rate (68.10%) that is 7.06% higher than that of male students (61.04%).

	Proportion of 5-Year Total	30 Units Rate	Equity Ratio
Female	53.68%	53.78%	1.00
Male	42.38%	42.45%	1.00
Unknown	3.94%	3.76%	0.96

The equity ratio is determined by dividing the proportion of students completing at least 30 credit units each gender claims across the five cohorts examined by the proportion each gender claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), neither female nor male students are disproportionately impacted with regard to the successful completion of 30 credit units.

By Ethnic Group

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	5-Year Total
Asian	70.83%	67.74%	61.29%	66.67%	66.67%	66.44%
Black / African American	54.76%	42.50%	59.52%	60.78%	72.00%	58.67%
Filipino	70.19%	66.06%	76.25%	73.15%	67.86%	70.37%
Hispanic	59.51%	68.60%	72.52%	67.78%	66.55%	67.03%
Native American	62.50%	60.00%	66.67%	66.67%	20.00%	55.56%
Pacific Islander	62.50%	44.44%	16.67%	70.00%	61.54%	54.35%
White	60.49%	63.78%	72.18%	68.54%	69.18%	66.53%
Multiple Race	--	--	--	100.00%	100.00%	100.00%
Other / Unknown	60.56%	79.63%	38.37%	73.02%	50.91%	58.66%
Overall	61.57%	65.16%	66.99%	68.78%	66.78%	65.87%

Across all cohorts examined, students of unknown race/ethnicity claim the lowest 30 units rate (58.66%), while students identified as Black / African American claim the lowest 30 units rate among identified major ethnic groups¹⁰ (58.67%). Students identified as Filipino claim the highest 30 units rate among major ethnic groups (70.37%). The 30 units rate among Hispanic students has increased by 7.04% across the five cohorts examined (from 59.51% in the 2003-2004 cohort to 66.55% in the 2007-2008 cohort), and is above the overall 30 units rate in three of the five cohorts examined.

	Proportion of 5-Year Total	30 Units Rate	Equity Ratio
Asian	3.73%	3.76%	1.01
Black / African American	5.75%	5.12%	0.89
Filipino	13.11%	14.01%	1.07
Hispanic	28.45%	28.95%	1.02
Native American	0.69%	0.58%	0.84
Pacific Islander	1.18%	0.97%	0.83
White	38.57%	38.96%	1.01
Multiple Race	0.10%	0.16%	1.52
Other / Unknown	8.41%	7.49%	0.89

The equity ratio is determined by dividing the proportion of completers each ethnic group claims across the five cohorts examined by the proportion each ethnic group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), none of the ethnic groups examined are disproportionately impacted with regards to the successful completion of 30 credit units.

¹⁰ Major ethnic groups being identified as those groups that claim at least 1% of the cohort population in each of the five cohorts examined.

By Age Group

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	5-Year Total
Under 18	64.79%	65.44%	68.20%	64.61%	63.49%	65.25%
18 to 20	64.58%	69.58%	69.87%	74.61%	70.20%	69.87%
21 to 24	41.30%	48.89%	50.00%	40.63%	57.14%	47.76%
25 to 29	60.00%	52.00%	66.67%	55.00%	62.96%	59.17%
30 to 39	44.23%	56.25%	62.07%	58.82%	52.63%	53.61%
40 to 49	58.33%	50.00%	37.50%	62.50%	58.82%	52.38%
50 and over	63.64%	63.64%	75.00%	66.67%	62.50%	66.67%
Overall	61.57%	65.16%	66.99%	68.78%	66.78%	65.87%

Across all cohorts examined, students age 21 to 24 consistently (all five cohorts) claim the lowest 30 units rate, as well as overall (47.76%). Students age 18 to 20 claim the highest persistence rate across all cohorts (69.87%).

	Proportion of 5-Year Total	30 Units Rate	Equity Ratio
Under 18 ¹¹	28.91%	28.64%	0.99
18 to 20	54.73%	58.05%	1.06
21 to 24	5.14%	3.73%	0.73
25 to 29	3.07%	2.76%	0.90
30 to 39	4.24%	3.45%	0.81
40 to 49	2.68%	2.13%	0.80
50 and over	1.23%	1.24%	1.01

The equity ratio is determined by dividing the proportion of students completing at least 30 credit units each age group claims across the five cohorts examined by the proportion each age group claims within the five-year-total. Based on the level of significance established by the CCCCO template for the student equity plan (<0.80), students ages 21 to 24 and 40 to 49 claim a proportion of the students that successfully complete 30 credit units that is disproportionately lower than that group's representation within the SPAR cohorts examined.

By Disability Status

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	5-Year Total
No Disability Reported	61.49%	65.03%	67.64%	68.39%	66.93%	65.91%
Disability Reported	62.04%	66.25%	63.21%	71.03%	65.52%	65.57%
Overall	61.57%	65.16%	66.99%	68.78%	66.78%	65.87%

Across all cohorts examined, there is a less than 1% difference between the 30 units rate among students with a disability reported (65.57%) and the 30 units rate among students without a disability reported (65.91%). The

¹¹ It should be noted that the SPAR cohorts utilized for the Student Success Scorecard do not distinguish between special admit students and regular credit students.

largest difference between the two groups examined is seen within the 2005-2006 cohort where students with no disability reported students claimed a 30 units rate (67.64%) that is 4.43% higher than that of students with a disability reported (63.21%).

	Proportion of 5-Year Total	30 Units Rate	Equity Ratio
No Disability Reported	87.51%	87.57%	1.00
Disability Reported	12.49%	12.43%	0.93

The equity ratio is determined by dividing the proportion of students completing at least 30 credit units each group claims across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCCCO template for the student equity plan (<0.80), neither students with a disability reported nor students without a disability reported are disproportionately impacted with regard to the successful completion of 30 credit units.

By Economic Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Economically Disadvantaged	68.54%	69.25%	70.80%	77.67%	71.34%	71.63%
Not Disadvantaged	54.75%	61.19%	63.61%	59.44%	60.95%	59.93%
Overall	61.57%	65.16%	66.99%	68.78%	66.78%	65.87%

Across the five cohorts examined students that are identified as economically disadvantaged consistently (all five cohorts) claim a higher 30 units rate than students not identified as economically disadvantaged. The difference between the two groups ranged from 13.39% in the 2003-2004 cohort to 7.19% in the 2005-2006 cohort.

	Proportion of 5-Year Total	30 Units Rate	Equity Ratio
Economically Disadvantaged	50.82%	55.26%	1.09
Not Disadvantaged	49.18%	44.74%	0.91

The equity ratio is determined by dividing the proportion of students completing at least 30 credit units each group claims across all cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCCCO template for the student equity plan (<0.80), neither economically disadvantaged nor non-disadvantaged students are disproportionately impacted with regards to the completion of 30 credit units.

Student Success Cohort

The student success cohort is comprised of CCCC MIS term files for Fall and Spring terms from Fall 2008 through Spring 2013. Students are included in the cohort if they attempted at least one credit course during any of these terms.

Representation

The following tables display the proportion each equity group claims within the student success cohort. The proportion each group claims is used to derive the equity ratio.

By Gender

Gender	Proportion
Female	55.34%
Male	44.12%
Unknown	0.54%

By Ethnic Group

	Proportion
Asian	2.84%
Black / African American	6.61%
Filipino	10.64%
Hispanic	30.48%
Native American	0.57%
Pacific Islander	0.77%
White	34.19%
Multiple Race	2.51%
Other	11.39%

By Age Group

	Proportion
Under 18	2.85%
18 to 20	44.97%
21 to 24	21.18%
25 to 29	11.14%
30 to 39	9.48%
40 to 49	5.42%
50 and over	4.95%

By Disability Status

No Disability Reported	87.51%
Disability Reported	12.49%

By Economically Disadvantaged Status

	Proportion
Economically Disadvantaged	46.79%
Not Disadvantaged	53.21%

Retention and Successful Course Completion – All Credit Courses

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5-Year Total
Retention	85.86%	84.51%	86.21%	86.59%	89.28%	86.45%
Successful Course Completion	69.14%	70.60%	73.18%	73.08%	73.91%	71.95%

Both the retention rate and successful course completion rate for all credit courses at NVC increased during the period examined. Between the 2008-2009 and 2012-2013 academic years, the retention rate increased by 3.42% (from 85.86% in 2008-2009 to 89.28% in 2012-2013) while the successful course completion rate increased by 4.77% (from 69.14% in 2008-2009 to 73.91% in 2012-2013). Across all five years examined, the retention rate and successful course completion rates are 86.45% and 71.95%, respectively.

By Gender

Retention

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5-Year Total
Female	85.74%	84.46%	85.81%	86.17%	89.47%	86.27%
Male	85.94%	84.52%	86.75%	87.14%	89.05%	86.68%
Overall	85.86%	84.51%	86.21%	86.59%	89.28%	86.45%

Across all five years examined, as well as the five-year total, the difference between the retention rates of female students and those of male students is consistently (all five years) less than 1%. The retention rate among both female and male students increased during the period examined (by 3.73% and 3.11%, respectively).

Successful Course Completion

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5-Year Total
Female	70.24%	71.72%	73.62%	73.59%	74.90%	72.78%
Male	67.66%	69.04%	72.54%	72.45%	72.69%	70.85%
Overall	69.14%	70.60%	73.18%	73.08%	73.91%	71.95%

Across all five years examined, as well as the five-year total, the successful course completion rates among female students are slightly higher than those of male students. The difference between the successful course completion rates of female students and male students ranged from 1.08% in 2010-2011 to 2.68% in 2009-2010. The successful course completion rate of both female and male students increased during the period examined (by 4.66% and 5.03%, respectively).

Equity Ratio

	Proportion	Proportion Retained	Proportion Success	Retention Equity Ratio	SCC Equity Ratio
Female	55.34%	55.22%	56.31%	1.00	1.02
Male	44.12%	44.23%	43.12%	1.00	0.98

The equity ratio is determined by dividing the proportion of retained and successful students each gender claims across the five-year period examined by the proportion each gender claims within the five-year total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), neither female nor male students are disproportionately impacted with regard to either retention or successful course completion.

By Ethnic Group

Retention

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5-Year Total
Asian	87.94%	85.85%	87.74%	87.22%	91.41%	88.08%
Black / African American	80.01%	77.57%	78.72%	81.55%	83.86%	80.45%
Filipino	86.35%	88.31%	88.54%	87.87%	90.63%	88.28%
Hispanic	85.78%	83.74%	86.81%	86.27%	89.74%	86.65%
Native American	86.16%	84.29%	79.45%	89.76%	90.41%	85.93%
Pacific Islander	82.48%	81.59%	88.98%	81.39%	89.78%	84.13%
White	86.70%	85.40%	86.97%	87.86%	89.60%	87.21%
Multiple Race	--	81.25%	84.24%	83.75%	87.30%	85.13%
Other	85.91%	84.43%	84.28%	86.97%	89.44%	85.51%
Overall	85.57%	91.32%	86.01%	86.41%	89.17%	87.65%

Across all five years examined, students identified as Black / African American consistently claim a lower retention rate in credit courses than the other ethnic groups examined. The cumulative five-year retention rate claimed by students identified as Black / African American (80.45%) is 7.20% below the overall retention rate in credit courses. During the period examined, students identified as Asian and students identified as Filipino claim the highest retention rates in credit courses (88.08% and 88.28%, respectively).

Successful Course Completion

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5-Year Total
Asian	72.96%	77.06%	78.10%	76.08%	79.22%	76.62%
Black / African American	58.09%	56.14%	58.30%	56.81%	60.24%	57.95%
Filipino	68.57%	74.81%	76.52%	75.83%	76.60%	74.32%
Hispanic	67.58%	68.38%	72.35%	71.80%	73.63%	71.02%
Native American	63.28%	68.58%	65.97%	81.71%	68.31%	68.45%
Pacific Islander	61.83%	61.19%	67.52%	62.09%	73.89%	64.20%
White	72.12%	74.65%	76.82%	77.18%	77.19%	75.41%
Multiple Race	--	68.75%	67.71%	67.42%	71.90%	69.26%
Other	69.78%	69.03%	69.96%	75.02%	70.72%	70.13%
Overall	69.14%	70.60%	73.18%	73.08%	73.91%	71.95%

Across all five years examined, students identified as Black / African American consistently claim a lower successful course completion rate in credit courses than the other ethnic groups examined. The cumulative five-year successful course completion rate claimed by students identified as Black / African American (57.95%) is 14.0% below the overall successful course completion in credit courses. Students identified as Pacific Islander also claim a cumulative five-year successful course completion rate that is more than 5% below the overall successful course completion rate in credit course, but represent less than 1% of the credit student population. During the period examined, students identified as Asian claim the highest successful course completion rates in credit courses (76.62%).

Equity Ratio

	Proportion	Proportion Retained	Proportion Success	Retention Equity Ratio	SCC Equity Ratio
Asian	2.84%	2.90%	3.01%	1.02	1.06
Black / African American	6.61%	6.15%	5.31%	0.93	0.80
Filipino	10.64%	10.86%	10.99%	1.02	1.03
Hispanic	30.48%	30.55%	30.22%	1.00	0.99
Native American	0.57%	0.57%	0.55%	0.99	0.96
Pacific Islander	0.77%	0.75%	0.68%	0.97	0.88
White	34.19%	34.48%	35.74%	1.01	1.05
Multiple Race	2.51%	2.47%	2.41%	0.98	0.96
Other	11.39%	11.26%	11.09%	0.99	0.97

The equity ratio is determined by dividing the proportion of retained and successful students each ethnic group claims across the five-year period examined by the proportion each ethnic group claims within the five-year total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), students identified as Black/African American are disproportionately impacted in regard to successful course completion.

By Age Group

Retention

	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	5-Year Total
Under 18	87.53%	88.73%	89.95%	91.21%	90.84%	89.39%
18 to 20	85.85%	84.63%	86.59%	87.42%	89.90%	86.86%
21 to 24	83.89%	82.84%	83.99%	83.43%	87.09%	84.30%
25 to 29	85.40%	83.95%	85.33%	86.45%	88.40%	85.87%
30 to 39	86.87%	84.40%	86.57%	86.63%	90.23%	86.88%
40 to 49	88.11%	84.52%	87.76%	87.97%	91.70%	87.63%
50 and over	87.88%	88.24%	90.10%	90.21%	92.41%	89.45%
Overall	85.86%	84.51%	86.21%	86.59%	89.28%	86.45%

Across all five years examined, students age 21 to 24 consistently claim a lower retention rate in credit courses than the other age groups examined. The cumulative five-year retention rate claimed by students age 21 to 24 (84.30%) is 2.15% below the overall retention rate in credit courses. During the period examined, students age 50 and over claim the highest retention rates in credit courses (89.45%).

Successful Course Completion

	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	5-Year Total
Under 18	71.86%	76.80%	79.64%	80.09%	74.90%	76.08%
18 to 20	66.96%	68.99%	72.59%	72.79%	73.80%	71.05%
21 to 24	65.46%	68.08%	69.45%	68.69%	70.00%	68.41%
25 to 29	68.69%	70.91%	72.28%	74.50%	74.79%	72.17%
30 to 39	73.73%	72.70%	75.97%	75.11%	77.20%	74.86%
40 to 49	77.57%	74.53%	77.38%	77.05%	79.88%	77.02%
50 and over	78.90%	80.35%	83.18%	82.77%	83.92%	81.51%
Overall	69.14%	70.60%	73.18%	73.08%	73.91%	71.95%

Across all five years examined, students age 21 to 24 consistently claim a lower successful course completion rate in credit courses than the other age groups examined. The cumulative five-year successful course completion rate claimed by students age 21 to 24 (68.41%) is 3.54% below the overall successful course completion rate in credit courses. During the period examined, students age 50 and over claim the highest successful course completion rates in credit courses (81.51%).

Equity Ratio

	Proportion	Proportion Retained	Proportion Success	Retention Equity Ratio	SCC Equity Ratio
Under 18	2.85%	2.95%	3.05%	1.03	1.07
18 to 20	44.97%	45.18%	44.92%	1.00	1.00
21 to 24	21.18%	20.65%	20.13%	0.98	0.95
25 to 29	11.14%	11.07%	10.90%	0.99	0.98
30 to 39	9.48%	9.53%	9.57%	1.00	1.01
40 to 49	5.42%	5.49%	5.77%	1.01	1.07
50 and over	4.95%	5.13%	5.65%	1.03	1.14

The equity ratio is determined by dividing the proportion of retained and successful students each age group claims across the five-year period examined by the proportion each age group claims within the five-year total. Based on the level of significance established by the CCCCO template for the student equity plan (<0.80), no age group is disproportionately impacted with regard to either retention or successful course completion.

By Disability Status

Retention

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5-Year Total
Disability Reported	84.87%	82.91%	86.65%	87.05%	89.88%	85.97%
No Disability Reported	86.03%	84.76%	86.15%	86.52%	89.18%	86.51%
5-Year Total	85.85%	84.51%	86.21%	86.58%	89.25%	86.44%

In each of the five years examined, as well as the five-year total, the difference between the retention rates of students with disabilities reported and those of students with no disabilities reported is less than 2% (with the exception being 2009-2010, 1.11%). The retention rate among both students with disabilities reported and students with no disabilities reported increased during the period examined (by 5.01% and 3.15%, respectively).

Successful Course Completion

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5-Year Total
Disability Reported	69.24%	70.65%	72.87%	72.83%	73.60%	71.84%
No Disability Reported	68.50%	70.29%	75.28%	74.79%	76.29%	72.61%
Overall	69.14%	70.60%	73.18%	73.08%	73.91%	71.95%

In three of the five years examined, as well as the five-year total, successful course completion rate of students with no disabilities reported is higher than the successful course completion of student with disabilities reported, with the greatest difference in the rates of the two groups is 2.69% in 2012-2013. The successful

course completion rate among both students with disabilities reported and students with no disabilities reported increased during the period examined (by 4.36% and 7.76%, respectively).

Equity Ratio

	Proportion	Proportion Retained	Proportion Success	Retention Equity Ratio	SCC Equity Ratio
No Disability Reported	87.51%	87.58%	87.31%	1.00	1.00
Disability Reported	12.49%	12.42%	12.69%	0.99	1.02

The equity ratio is determined by dividing the proportion of retained and successful students each group claims across the five-year period examined by the proportion each group claims within the five-year total. Based on the level of significance established by the CCCCO template for the student equity plan (<0.80), neither students with disabilities reported, nor students without disabilities reported are disproportionately impacted with regard to either retention or successful course completion.

By Economically Disadvantaged Status

Retention

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5-Year Total
Not Disadvantaged	85.57%	83.39%	84.44%	85.87%	88.65%	85.44%
Economically Disadvantaged	86.56%	86.27%	87.56%	87.12%	89.85%	87.60%
Overall	85.86%	84.51%	86.21%	86.59%	89.28%	86.45%

Across all five years examined, students not identified as economically disadvantaged consistently claim a lower retention rate in credit courses than those who are not. The cumulative five-year retention rate claimed by economically disadvantaged students (87.60%) is 1.15% above the overall retention rate in credit courses (86.45%) and is 2.16% above the five-year retention rate claimed by students not identified as economically disadvantaged (85.44%).

Successful Course Completion

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5-Year Total
Not Disadvantaged	68.62%	68.96%	71.65%	72.56%	73.20%	70.61%
Economically Disadvantaged	70.44%	73.23%	74.38%	73.48%	74.56%	73.51%
Overall	69.14%	70.60%	73.18%	73.08%	73.91%	71.95%

Across all five years examined, students not identified as economically disadvantaged consistently claim a lower successful course completion rate in credit courses than those who are not. The cumulative five-year successful course completion rate claimed by economically disadvantaged students (73.51%) is 1.56% above the overall successful course rate in credit courses and is 2.90% above the five-year successful course completion rate claimed by students identified as economically disadvantaged (70.61%).

Equity Ratio

Econ Dis	Proportion	Proportion Retained	Proportion Success	Retention Equity Ratio	SCC Equity Ratio
Economically Disadvantaged	46.79%	47.41%	47.26%	1.01	1.01
Not Disadvantaged	53.21%	52.59%	52.74%	0.99	0.99

The equity ratio is determined by dividing the proportion of retained and successful students each group claims across the five-year period examined by the proportion each group claims within the five-year total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), students identified as being academically disadvantaged are not disproportionately impacted with regard to either retention or successful course completion.

Remedial Progress

The remedial progress cohort files provided by the CCCC assign students to cohorts based on the first academic year they attempt a credit basic skills course at NVC. These students are then tracked across a period of six academic years from their cohort year. If a student completes a college level course within the same discipline within the six-year span time, that student is counted as having completed that remedial sequence. The following courses represent the completion of the remedial sequence in the given areas:

Remedial Sequence	Degree Applicable Course
English	English 120
Mathematics	Math 94
English as a Second Language	ESL 106, 110 or English 120

English

Representation

The following tables display the proportion each equity group claims within the Remedial English cohort. The proportion each group claims within the five-year total is used to derive the equity ratio.

By Gender

	Proportion
Female	61.48%
Male	36.90%
Unknown	1.62%

By Ethnic Group

	Proportion
Asian	4.70%
Black / African American	12.47%
Filipino	16.13%

Hispanic	38.78%
Native American	0.94%
Pacific Islander	1.46%
White	19.57%
Multiple Race	0.16%
Other / Unknown	5.79%

By Age Group

	Proportion
Under 18	5.69%
18 to 20	50.63%
21 to 24	12.42%
25 to 29	8.66%
30 to 39	12.53%
40 to 49	7.41%
50 and over	2.66%

By Disability Status

	Proportion
No Disability Reported	69.47%
Disability reported	30.53%

By Economic Status

	Proportion
Not Disadvantaged	45.30%
Economically Disadvantaged	54.70%

Overall Completion

	2003- 2004 (N=437)	2004- 2005 (N=438)	2005- 2006 (N=309)	2006- 2007 (N=371)	2007- 2008 (N=361)	5-Year Total (N=1,916)
Completion	48.97%	51.60%	48.87%	47.98%	42.66%	48.17%
No Completion	51.03%	48.40%	51.13%	52.02%	57.34%	51.83%

Across the five cohorts examined, the completion rate of the remedial English sequence decreased by 6.31% (from 48.97% in the 2003-2004 cohort to 42.66% in the 2007-2008 cohort), although the majority of that decrease occurred between the two most recent cohorts. In four of the five cohorts, as well as the five-year total, the majority of students in the remedial English sequence did not complete a degree applicable course in English (the exception being the 2004-2005 cohort, 51.60%).

By Gender

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	5-Year Total
Female	54.21%	54.70%	52.38%	49.52%	44.76%	51.53%
Male	41.51%	45.00%	46.53%	45.57%	40.27%	43.56%
Unknown	0.00%	--	26.32%	60.00%	0.00%	25.81%

Within the five remedial English cohorts examined, female students consistently (in all cohorts) claim a higher completion percentage than male students. The five-year completion percentage across all cohorts claimed by female students (51.53%) is 7.97% higher than the completion percentage claimed by male students (43.56%).

	Proportion within Cohort	Proportion of Completers	Equity Ratio
Female	61.48%	65.76%	1.07
Male	36.90%	33.37%	0.90
Unknown	1.62%	0.87%	0.54

The equity ratio is determined by dividing the proportion of completers each gender claims across the five cohorts examined by the proportion each gender claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), neither female nor male students are disproportionately impacted with regard to the completion of the remedial English sequence, however students of unknown gender are disproportionately impacted with regard to the completion of the remedial English sequence.

By Ethnic Group

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Asian	36.84%	66.67%	56.25%	55.56%	37.50%	51.11%
Black / African American	36.96%	45.31%	42.86%	40.00%	45.45%	42.26%
Filipino	62.12%	52.00%	64.44%	41.07%	44.78%	52.43%
Hispanic	51.18%	49.39%	47.86%	51.32%	48.57%	49.80%
Native American	25.00%	50.00%	0.00%	25.00%	0.00%	16.67%
Pacific Islander	28.57%	44.44%	33.33%	40.00%	75.00%	42.86%
White	47.06%	55.06%	55.00%	51.61%	32.26%	48.53%
Multiple Race	--	--	--	100.00%	100.00%	100.00%
Other / Unknown	47.83%	64.29%	25.00%	45.45%	30.00%	39.64%

Within the five cohorts examined, no ethnic group consistently claims a completion percentage below the other ethnic groups. Students identified as Native American claim the lowest five-year completion percentage (16.67%) among the ethnic groups examined. However, Native American students claim less than 1% of the cohort’s population. Students of unknown ethnic origins claim the lowest five-year completion percentage among groups that claim more than 1% of the cohort population. Among identified groups that claim at least 1% of the cohort population, students identified as Black / African American and students identified as Pacific Islanders claim the lowest five-year completion percentage (42.26% and 42.86%, respectively). Students identified as Filipino claim the highest five-year completion percentage among the ethnic groups examined.

	Proportion within Cohort	Proportion of Completers	Equity Ratio
Asian	4.70%	4.98%	1.06
Black / African American	12.47%	10.94%	0.88
Filipino	16.13%	17.55%	1.09
Hispanic	38.78%	40.09%	1.03
Native American	0.94%	0.33%	0.35
Pacific Islander	1.46%	1.30%	0.89
White	19.57%	19.72%	1.01
Multiple Race	0.16%	0.33%	2.08
Other / Unknown	5.79%	4.77%	0.82

The equity ratio is determined by dividing the proportion of completers each ethnic group claims across the five cohorts examined by the proportion each ethnic group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), Students identified as Native American are disproportionately impacted with regard to the completion of the remedial English sequence, however, as mentioned previously, this group represents less than 1% of the cohort population.

By Age Group

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Under 18	47.06%	58.33%	47.06%	72.22%	76.19%	60.55%
18 to 20	55.40%	55.39%	59.49%	55.78%	49.49%	54.95%
21 to 24	34.43%	47.76%	29.03%	42.50%	35.90%	39.08%
25 to 29	64.10%	57.89%	28.57%	34.62%	34.29%	45.78%
30 to 39	41.67%	53.85%	50.00%	35.42%	23.68%	41.67%
40 to 49	30.77%	25.00%	25.00%	32.14%	21.74%	27.46%
50 and over	62.50%	23.08%	55.56%	16.67%	11.11%	31.37%

Within the five cohorts examined, no age group consistently claims a completion percentage below the other age groups. Students age 40 to 49 claimed the lowest five-year completion percentage (27.46%) among the age groups examined. Students under the age of 18 claim the highest five-year completion percentage (60.55%) among the age groups examined.

	Proportion within Cohort	Proportion of Completers	Equity Ratio
Under 18	5.69%	7.15%	1.26
18 to 20	50.63%	57.75%	1.14
21 to 24	12.42%	10.08%	0.81
25 to 29	8.66%	8.23%	0.95
30 to 39	12.53%	10.83%	0.86
40 to 49	7.41%	4.23%	0.57
50 and over	2.66%	1.73%	0.65

The equity ratio is determined by dividing the proportion of completers each age group claims across the five cohorts examined by the proportion each age group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), Students ages 40 to 49 and 50 and over are disproportionately impacted with regard to the completion of the remedial English sequence.

By Disability Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
No Disability Reported	52.24%	53.97%	49.08%	51.36%	46.32%	50.75%
Disability Reported	43.79%	45.53%	48.35%	40.35%	30.68%	42.22%

Within the five remedial English cohorts examined, students without a disability reported consistently (in all cohorts) claim a higher completion percentage than students with a disability reported. The five-year completion percentage across all cohorts claimed by students with a disability reported (42.22%) is 8.53% lower than the completion percentage claimed by students without a disability reported (50.75%).

	Proportion within Cohort	Proportion of Completers	Equity Ratio
No Disability Reported	69.47%	73.13%	1.05
Disability Reported	30.53%	26.76%	0.88

The equity ratio is determined by dividing the proportion of completers each group claims across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCCCO template for the student equity plan (<0.80), neither students with disabilities reported nor students without disabilities reported are disproportionately impacted with regard to the completion of the remedial English sequence.

By Economic Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Not Disadvantaged	48.00%	50.82%	49.64%	43.21%	41.85%	46.66%
Economically Disadvantaged	49.79%	52.16%	48.24%	51.67%	43.50%	49.43%

Within the five remedial English cohorts examined, students identified as economically disadvantaged claim a higher completion percentage than students who are not, in four of the five cohorts examined. The five-year completion percentage across all cohorts claimed by students identified as economically disadvantaged (49.43%) is 2.77% higher than the completion percentage claimed by students not identified as economically disadvantaged (46.66%).

	Proportion within Cohort	Proportion of Completers	Equity Ratio
Not Disadvantaged	45.30%	43.88%	0.97
Economically Disadvantaged	54.70%	56.12%	1.03

The equity ratio is determined by dividing the proportion of completers each group claims across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCCCO template for the student equity plan (<0.80), neither students identified as economically disadvantaged nor students not identified as economically disadvantaged are disproportionately impacted with regard to the completion of the remedial English sequence.

Mathematics

Representation

The following tables display the proportion each equity group claims within the Remedial Mathematics cohort. The proportion each group claims within the five-year total is used to derive the equity ratio.

By Gender

	Proportion
Female	61.32%
Male	36.60%
Unknown	2.08%

By Ethnic Group

	Proportion
Asian	2.14%
Black / African American	11.26%
Filipino	12.70%
Hispanic	27.57%
Multiple Race	0.15%
Native American	0.98%
Pacific Islander	1.29%
White	36.78%
Other / Unknown	7.13%

By Age Group

	Proportion
Under 18	5.32%
18 to 20	47.52%
21 to 24	15.54%
25 to 29	9.82%
30 to 39	11.17%
40 to 49	7.68%
50 and over	2.94%

By Disability Status

	Proportion
No Disability Reported	79.77%
Disability Reported	20.20%

By Economic Status

	Proportion
Economically Disadvantaged	44.52%
Not Disadvantaged	55.48%

Overall Completion

	2003- 2004 (N=809)	2004- 2005 (N=400)	2005- 2006 (N=619)	2006- 2007 (N=666)	2007- 2008 (N=774)	5-Year Total (N=3,268)
Completion	30.66%	19.00%	33.12%	35.59%	35.92%	31.95%
No Completion	69.34%	81.00%	66.88%	64.41%	64.08%	68.05%

Across the five cohorts examined, the completion rate of the remedial mathematics sequence fluctuated, increasing by 5.26% between the 2003-2004 cohort and the 2006-2007 cohort, followed by a 3.97% decrease between the 2006-2007 cohort and the 2007-2008 cohort for a net increase of 1.29% (from 30.66% in the 2003-2004 cohort to 31.95% in the 2007-2008 cohort). In all five cohorts, as well as the five-year total, the majority of students in the remedial mathematics sequence did not complete a degree applicable course in mathematics.

By Gender

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	5-Year Total
Female	33.33%	20.42%	33.24%	34.20%	38.11%	32.78%
Male	26.28%	15.52%	32.72%	38.27%	32.08%	30.60%
Unknown	0.00%	--	33.96%	0.00%	50.00%	30.88%

Within the five remedial mathematics cohorts examined, female students claim a higher completion percentage than male students in four of the five cohorts (the exception being the 2006-2007 cohort, 34.20%). The five-year completion percentage across all cohorts claimed by female students (32.78%) is 2.18% higher than the completion percentage claimed by male students (30.88%).

	Proportion within Cohort	Proportion of Completers	Equity Ratio
Female	61.32%	62.93%	1.03
Male	36.60%	35.06%	0.96
Unknown	2.08%	2.01%	0.97

The equity ratio is determined by dividing the proportion of completers each gender claims across the five cohorts examined by the proportion each gender claims within the five-year-total. Based on the level of significance established by the CCCCO template for the student equity plan (<0.80), neither female nor male students are disproportionately impacted with regard to the completion of the remedial mathematics sequence.

By Ethnic Group

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	5-Year Total
Asian	33.33%	33.33%	42.86%	53.33%	47.06%	42.86%
Black / African American	19.54%	15.25%	23.17%	23.81%	29.87%	22.55%
Filipino	23.16%	12.50%	40.91%	29.21%	33.03%	28.43%
Hispanic	34.68%	18.58%	39.88%	37.37%	40.98%	35.63%
Native American	62.50%	0.00%	40.00%	20.00%	16.67%	34.38%
Pacific Islander	20.00%	20.00%	16.67%	37.50%	23.08%	23.81%
White	32.48%	21.17%	33.02%	38.40%	34.78%	33.03%
Multiple Race	0.00%	0.00%	50.00%	100.00%	--	40.00%
Other / Unknown	31.48%	35.00%	18.03%	36.00%	39.58%	30.90%

Within the five cohorts examined, students identified as Black / African American consistently (all five cohorts) claimed a completion percentage below the other major ethnic groups¹². Students identified as Black / African American also claim the lowest five-year completion percentage (22.55%) among the ethnic groups examined. Students identified as Asian claim the highest five-year completion percentage among the ethnic groups examined (42.86%).

	Proportion within Cohort	Proportion of Completers	Equity Ratio
Asian	2.14%	2.87%	1.34
Black / African American	11.26%	7.95%	0.71
Filipino	12.70%	11.30%	0.89
Hispanic	27.57%	30.75%	1.12
Native American	0.98%	1.05%	1.08
Pacific Islander	1.29%	0.96%	0.75
White	36.78%	38.03%	1.03
Multiple Race	0.15%	0.19%	1.25
Other / Unknown	7.13%	6.90%	0.97

The equity ratio is determined by dividing the proportion of completers each ethnic group claims across the five cohorts examined by the proportion each ethnic group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), Students identified as Black / African American and students identified as Pacific Islander are disproportionately impacted with regard to the completion of the remedial mathematics sequence.

¹² Major ethnic groups are defined as those that represent greater than 1% of the population in each of the five cohorts examined.

By Age Group

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Under 18	33.33%	24.00%	51.43%	45.45%	41.94%	40.23%
18 to 20	35.75%	17.42%	36.67%	42.21%	37.16%	35.48%
21 to 24	24.06%	15.00%	27.84%	30.11%	36.80%	27.95%
25 to 29	31.46%	25.64%	29.17%	27.54%	39.47%	31.46%
30 to 39	23.76%	24.00%	33.33%	15.79%	30.67%	25.21%
40 to 49	24.64%	14.71%	18.87%	35.42%	27.66%	24.70%
50 and over	30.00%	21.43%	21.74%	39.29%	9.09%	27.08%

Within the five cohorts examined, no age group consistently claims a completion percentage below the other age groups. Students age 40 to 49 claimed the lowest five-year completion percentage (24.70%) among the age groups examined. Students under the age of 18 claim the highest five-year completion percentage (40.23%) among the age groups examined.

	Proportion within Cohort	Proportion of Completers	Equity Ratio
Under 18	5.32%	6.70%	1.26
18 to 20	47.52%	52.78%	1.11
21 to 24	15.54%	13.60%	0.87
25 to 29	9.82%	9.67%	0.98
30 to 39	11.17%	8.81%	0.79
40 to 49	7.68%	5.94%	0.77
50 and over	2.94%	2.49%	0.85

The equity ratio is determined by dividing the proportion of completers each age group claims across the five cohorts examined by the proportion each age group claims within the five-year-total. Based on the level of significance established by the CCCCCO template for the student equity plan (<0.80), Students ages 30 to 39 and 40 to 49 are disproportionately impacted with regard to the completion of the remedial mathematics sequence.

By Disability Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
No Disability Reported	28.55%	17.23%	33.33%	35.74%	35.53%	31.38%
Disability Reported	38.29%	24.04%	32.23%	35.00%	37.50%	34.09%

Within the five remedial mathematics cohorts examined, students with a disability reported claim a higher completion percentage than students without a disability reported in three of the five cohorts. The five-year completion percentage across all cohorts claimed by students with a disability reported (34.09%) is 2.71% higher than the completion percentage claimed by students without a disability reported (31.38%).

	Proportion within Cohort	Proportion of Completers	Equity Ratio
No Disability Reported	79.77%	78.35%	0.98
Disability Reported	20.20%	21.55%	1.07

The equity ratio is determined by dividing the proportion of completers each group claims across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCCCO template for the student equity plan (<0.80), neither students with disabilities reported nor students without disabilities reported are disproportionately impacted with regard to the completion of the remedial mathematics sequence.

By Economic Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Not Disadvantaged	28.98%	13.20%	34.43%	37.02%	32.05%	30.67%
Economically Disadvantaged	32.77%	24.63%	31.58%	33.88%	41.83%	33.54%

Within the five remedial mathematics cohorts examined, students identified as economically disadvantaged claim a higher completion percentage than students who are not, in three of the five cohorts examined. The five-year completion percentage across all cohorts claimed by students identified as economically disadvantaged (33.54%) is 2.87% higher than the completion percentage claimed by students not identified as economically disadvantaged (30.67%).

	Proportion within Cohort	Proportion of Completers	Equity Ratio
No Disability Reported	55.48%	53.26%	0.96
Disability Reported	44.52%	46.74%	1.05

The equity ratio is determined by dividing the proportion of completers each group claims across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCCCO template for the student equity plan (<0.80), neither students identified as economically disadvantaged nor students not identified as economically disadvantaged are disproportionately impacted with regard to the completion of the remedial mathematics sequence.

English as a Second Language

Representation

The following tables display the proportion each equity group claims within the Remedial English as a second language (ESL) cohort. The proportion each group claims within the five-year total is used to derive the equity ratio.

By Gender

	Proportion
Female	58.04%
Male	36.82%
Unknown	5.14%

By Ethnic Group

	Proportion
Asian	7.13%
Black / African American	0.83%
Filipino	2.32%
Hispanic	76.29%
Native American	0.17%
Pacific Islander	0.50%
White	2.65%
Other / Unknown	10.12%

By Age Group

	Proportion
Under 18	2.16%
18 to 20	19.07%
21 to 24	14.26%
25 to 29	16.92%
30 to 39	30.85%
40 to 49	13.93%
50 and over	2.82%

By Disability Status

	Proportion
No Disability Reported	88.89%
Disability Reported	10.95%

By Economic Status

	Proportion
No Disability Reported	60.86%
Disability Reported	39.14%

Overall Completion

	2003-2004 (N=144)	2004-2005 (N=114)	2005-2006 (N=118)	2006-2007 (N=104)	2007-2008 (N=123)	5-Year Total (N=603)
Completion	18.06%	24.56%	23.73%	16.35%	21.95%	20.90%
No Completion	81.94%	75.44%	76.27%	83.65%	78.05%	79.10%

Across the five cohorts examined, the completion rate of the remedial ESL sequence fluctuated, increasing by 5.67% between the 2003-2004 cohort and the 2005-2006 cohort, followed by a 1.78% decrease between the 2005-2006 cohort and the 2007-2008 cohort for a net increase of 3.89% (from 18.06% in the 2003-2004 cohort to 21.95% in the 2007-2008 cohort). In all five cohorts, as well as the five-year total, the majority of students in the remedial ESL sequence did not complete a degree applicable course in ESL or English.

By Gender

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Female	20.43%	30.43%	30.16%	21.31%	26.56%	25.43%
Male	14.00%	15.56%	15.15%	7.89%	17.86%	14.41%
Unknown	0.00%	--	18.18%	20.00%	0.00%	16.13%

Within the five remedial ESL cohorts examined, female students consistently (all five cohorts) claim a higher completion percentage than male students. The five-year completion percentage across all cohorts claimed by female students (25.43%) is 11.02% higher than the completion percentage claimed by male students (14.41%).

	Proportion within Cohort	Proportion of Completers	Equity Ratio
Female	58.04%	70.63%	1.22
Male	36.82%	25.40%	0.69
Unknown	5.14%	3.97%	0.77

The equity ratio is determined by dividing the proportion of completers each gender claims across the five cohorts examined by the proportion each gender claims within the five-year-total. Based on the level of significance established by the CCCCO template for the student equity plan (<0.80), male students and students of unknown gender are disproportionately impacted with regard to the completion of the remedial ESL sequence.

By Ethnic Group

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Asian	50.00%	60.00%	36.36%	60.00%	0.00%	41.86%
Black / African American	0.00%	66.67%	100.00%	--	--	60.00%
Filipino	0.00%	0.00%	0.00%	100.00%	20.00%	14.29%
Hispanic	15.79%	19.28%	24.05%	9.88%	24.27%	18.70%
Native American	--	--	--	0.00%	--	0.00%
Pacific Islander	--	--	--	0.00%	0.00%	0.00%
White	50.00%	50.00%	60.00%	66.67%	--	56.25%
Other / Unknown	13.33%	12.50%	5.00%	27.27%	14.29%	13.11%

Within the five cohorts examined, only three ethnic groups consistently (all five cohorts) claim a proportion of the population that is greater than 1% (Asian, Hispanic, and Other / Unknown). Among identified groups that claim at least 1% of the cohort population, students identified as Hispanic claim the lowest five-year completion percentage (18.70%). Students identified as Asian claim the highest five-year completion percentage among the ethnic groups examined (41.86%).

	Proportion within Cohort	Proportion of Completers	Equity Ratio
Asian	7.13%	14.29%	2.00
Black	0.83%	2.38%	2.87
Filipino	2.32%	1.59%	0.68
Hispanic	76.29%	68.25%	0.89
Native American	0.17%	0.00%	-
Pacific Islander	0.50%	0.00%	-
White	2.65%	7.14%	2.69
Other / Unknown	10.12%	6.35%	0.63

The equity ratio is determined by dividing the proportion of completers each ethnic group claims across the five cohorts examined by the proportion each ethnic group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), Students identified as Filipino and of unknown ethnicity are disproportionately impacted with regard to the completion of the remedial ESL sequence.

By Age Group

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Under 18	0.00%	33.33%	66.67%	100.00%	66.67%	53.85%
18 to 20	37.50%	50.00%	42.86%	27.27%	41.18%	40.87%
21 to 24	16.67%	26.67%	21.74%	12.50%	21.43%	19.77%
25 to 29	16.67%	4.17%	30.77%	17.65%	16.67%	15.69%
30 to 39	13.73%	22.58%	12.90%	15.00%	9.09%	14.52%
40 to 49	7.69%	26.32%	5.56%	0.00%	5.26%	9.52%
50 and over	16.67%	25.00%	0.00%	33.33%	50.00%	23.53%

Within the five cohorts examined, students age 40 to 49 claimed a completion percentage below the other age groups in four of the five cohorts examined (with the exception being the 2004-2005 cohort, 26.32%). Students age 40 to 49 claimed the lowest five-year completion percentage (9.52%) among the age groups examined. Students under the age of 18 claim the highest five-year completion percentage (53.85%) among the age groups examined.

	Proportion within Cohort	Proportion of Completers	Equity Ratio
Under 18	2.16%	5.56%	2.58
18 to 20	19.07%	37.30%	1.96
21 to 24	14.26%	13.49%	0.95
25 to 29	16.92%	12.70%	0.75
30 to 39	30.85%	21.43%	0.69
40 to 49	13.93%	6.35%	0.46
50 and over	2.82%	3.17%	1.13

The equity ratio is determined by dividing the proportion of completers each age group claims across the five cohorts examined by the proportion each age group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), Students ages 30 to 39 and 40 to 49 are disproportionately impacted with regard to the completion of the remedial ESL sequence.

By Disability Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
No Disability Reported	13.08%	21.36%	18.56%	13.54%	18.18%	16.79%
Disability Reported	64.29%	54.55%	50.00%	50.00%	53.85%	54.55%

Within the five remedial ESL cohorts examined, students with a disability reported consistently (all five cohorts) claim a higher completion percentage than students without a disability. The five-year completion percentage

across all cohorts claimed by students with a disability reported (54.55%) is 37.76% higher than the completion percentage claimed by students without a disability reported (16.79%).

	Proportion within Cohort	Proportion of Completers	Equity Ratio
No Disability Reported	88.89%	71.43%	0.80
Disability Reported	10.95%	28.57%	2.61

The equity ratio is determined by dividing the proportion of completers each group claims across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), students without disabilities reported are disproportionately impacted with regard to the completion of the remedial ESL sequence.

By Economic Status

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	5-Year Total
Not Disadvantaged	11.24%	24.56%	20.73%	16.18%	12.68%	16.62%
Economically Disadvantaged	29.09%	24.56%	30.56%	16.67%	34.62%	27.54%

Within the five remedial mathematics cohorts examined, students identified as economically disadvantaged claim a higher completion percentage than students who are not, in four of the five cohorts examined (with the exception being the 2004-2005 cohort, 24.56%). The five-year completion percentage across all cohorts claimed by students identified as economically disadvantaged (27.54%) is 10.92% higher than the completion percentage claimed by students not identified as economically disadvantaged (16.62%).

	Proportion within Cohort	Proportion of Completers	Equity Ratio
Not Disadvantaged	60.86%	48.41%	0.80
Economically Disadvantaged	39.14%	51.59%	1.32

The equity ratio is determined by dividing the proportion of completers each group claims across the five cohorts examined by the proportion each group claims within the five-year-total. Based on the level of significance established by the CCCC template for the student equity plan (<0.80), students not identified as economically disadvantaged are disproportionately impacted with regard to the completion of the remedial mathematics sequence.

Napa Valley College 2014-2019 Institutional Strategic Plan

Goal 1: Improve Student Success

Objectives:

- a. Facilitate a seamless progression of students from the moment of first contact to goal achievement
- b. Provide a high-quality and safe environment that is conducive to learning
- c. Enhance availability and use of technology to support student learning and achievement
- d. Provide a variety of opportunities for students to gain knowledge and experience relevant to current educational and industry needs
- e. Promote academic excellence and evaluate delivery of instruction and services to ensure that they address student needs
- f. Evaluate and increase the use of outcomes assessment results and data to improve student learning and achievement

Goal 2: Promote a Culture of Connectedness & Inclusivity

Objectives:

- a. Enhance internal communication and collaboration throughout the campus community
- b. Foster a culture of participatory governance
- c. Create an immersive and engaging student experience
- d. Ensure accurate and consistent information is communicated throughout the campus and the college's geographic service area
- e. Strengthen external relationships and expand partnerships
- f. Foster a culture of inclusivity that acknowledges and recognizes diversity in all its forms.

Goal 3: Strengthen Institutional Effectiveness

Objectives:

- a. Increase capacity for and practice data-informed decision-making
- b. Promote a culture of continuous improvement, review, and accountability
- c. Provide professional development opportunities that support and enhance the effectiveness of college employees
- d. Develop and secure resources to support the mission of the college and its plans
- e. Promote initiatives that contribute to the long-term sustainability and vitality of the college
- f. Establish practices that enhance the college's ability to adapt to future demands
- g. Develop and use technology to increase efficiencies and institutional effectiveness

Goal 4: Integrate Planning, Budgeting, & Decision-Making

Objectives:

- a. Increase efficiency and linkage in the planning and budget allocation process
- b. Strengthen integrated planning
- c. Increase the effectiveness of methods for communicating and documenting decisions

Approved by Planning Committee April 4, 2014

Approved by Board of Trustees May 8, 2014