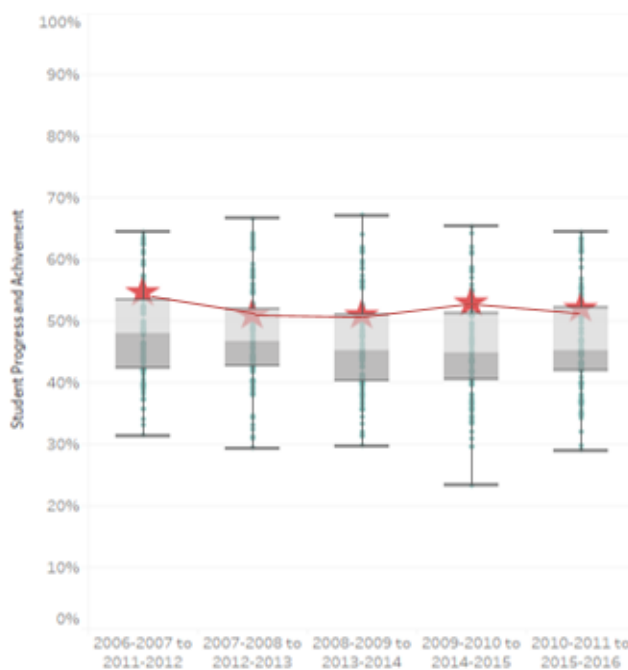


# Student Success Scorecard 2017 - Completion

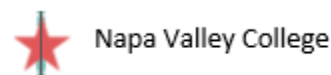
## Student Progress & Achievement

The Student Progress and Achievement Rate (SPAR) measures the percentage of first-time, degree- and/or transfer-seeking students who received a degree or certificate or reached a transfer-related outcome within a six-year period.

**Figure 1. Student Progress & Achievement: Degree, Certificate, or Transfer Completion**



**Figure 1.** The box-and-whisker plot on the left displays the distribution of SPARs claimed by California Community Colleges over the past five cohorts. Completion is reported by cohort year, and students are tracked over a six-year period to determine whether they reached degree-, certificate-, or transfer-related outcomes. The data points highlighted in the graph represent the percentage of first-time, degree- and/or transfer-seeking NVC students that achieved their educational goals within a six-year period.



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Completion Overall</b>					
Napa Valley College	54.8%	51.2%	51.1%	53.1%	52.2%
Statewide	49.2%	48.6%	47.5%	47.3%	48.0%
Average among all California Community Colleges	48.1%	47.4%	46.1%	45.4%	46.4%

## Summary

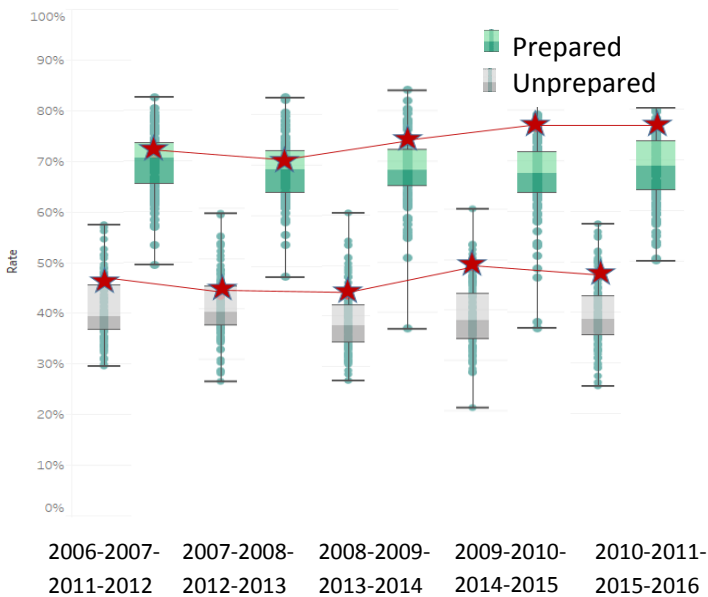
The Student Progress and Achievement Rate (SPAR) for NVC ranged from 51.1% to 54.8% over the past five cohorts. As indicated in the box-and-whisker plot, NVC’s SPAR exceeded the median rate among California Community Colleges across the five-year period. NVC’s rates also exceeded the system-wide rate and the average rate among California Community Colleges (reported in the table above) in all five of the years reported. NVC’s completion rate decreased by 2.6% between the 2006-2007 and 2010-2011 cohorts, while the statewide rate and the average among California Community Colleges decreased by 1.2% and 1.7%, respectively.

## Student Success Scorecard 2017 - Completion

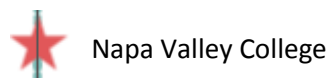
### Student Progress & Achievement: Prepared vs Unprepared

The SPAR is calculated for two distinct groups of students within annual cohorts, based on courses attempted in English and mathematics. Students whose lowest attempted course in English is non-transferable and/or whose lowest attempted mathematics course is two or more levels below transferable are identified as “unprepared.”

**Figure 2. Students Prepared for College Coursework vs. Unprepared**



**Figure 2.** The box-and-whisker plot on the left displays the distribution of SPARs claimed by prepared and unprepared students among California Community Colleges. Performance among NVC’s prepared and unprepared students have exceeded the median rates for the last five cohort years. NVC completion rate among prepared students increased by 5.7%, while the completion rate among unprepared students increased by 1% over the past five cohorts. The table below reports the completion rates among prepared and unprepared students and the differences in the performance levels of the two groups at NVC, at the system level, and among all California Community College campuses.



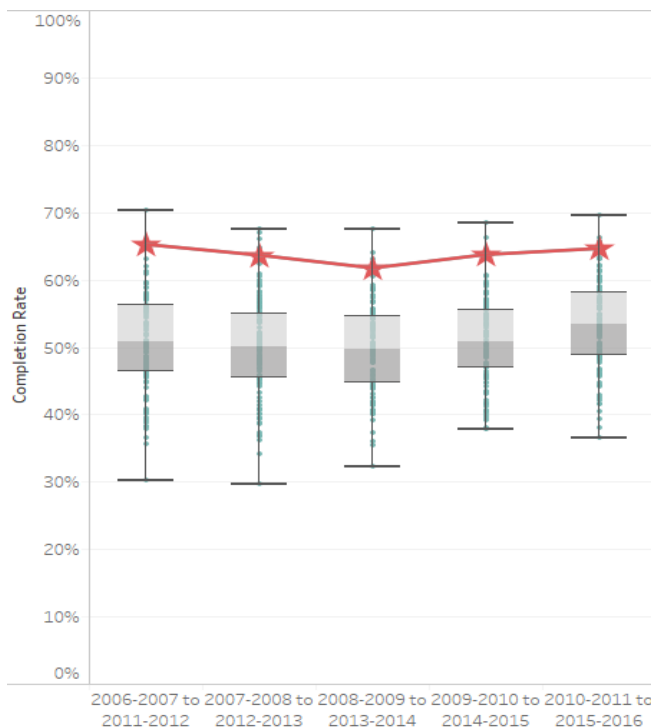
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Completion Prepared vs Unprepared</b>					
<b>Napa Valley College</b>	<b>54.8%</b>	<b>51.2%</b>	<b>51.1%</b>	<b>53.1%</b>	<b>52.2%</b>
Prepared	71.1%	70.6%	74.6%	76.3%	76.8%
Unprepared	45.8%	42.4%	43.9%	48.3%	46.8%
Difference (Prepared - Unprepared)	25.3%	28.2%	30.7%	28.0%	30.0%
<b>Statewide</b>	<b>49.2%</b>	<b>48.6%</b>	<b>47.5%</b>	<b>47.3%</b>	<b>48.0%</b>
Prepared	71.2%	70.5%	70.2%	69.4%	70.6%
Unprepared	41.4%	41.2%	40.1%	40.1%	40.8%
Difference (Prepared - Unprepared)	29.8%	29.3%	30.1%	29.3%	29.8%
<b>Average among all California Community Colleges</b>	<b>48.1%</b>	<b>47.4%</b>	<b>46.1%</b>	<b>45.4%</b>	<b>46.4%</b>
Prepared	69.5%	68.9%	68.0%	66.7%	68.4%
Unprepared	40.9%	40.4%	39.1%	38.7%	39.6%
Difference (Prepared - Unprepared)	28.6%	28.6%	28.9%	28.0%	28.8%

## Student Success Scorecard 2017 - Completion

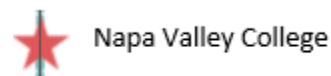
### Career Technical Education

The Career Technical Education rate measures the percentage of students who completed several courses (equivalent to at least 8 units) classified as career technical education (CTE) or vocational in a single discipline and completed a degree-, certificate-, or transfer-related outcome within six years.

**Figure 3. Completion within Career Technical Education**



**Figure 3.** The box-and-whisker plot on the left displays the distribution of completion rates among CTE students among campuses of the California Community College system. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage of NVC CTE students that achieved a degree-, certificate-, or transfer-related outcome.



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Career Technical Education</b>					
Napa Valley College	65.3%	63.7%	61.8%	63.8%	64.7%
Statewide	51.3%	50.5%	50.1%	51.5%	53.9%
Average among all California Community Colleges	51.2%	50.2%	49.9%	50.8%	53.4%

### Summary

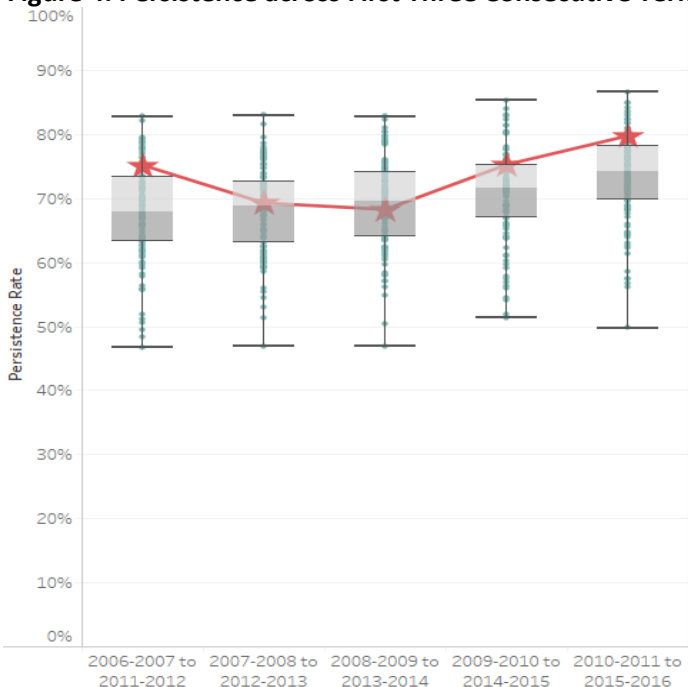
The proportion of NVC students that completed several courses within a CTE discipline and reached a degree-, certificate-, or transfer-related outcome within six years ranged from 61.8% to 65.3% between the 2006-2007 and 2010-2011 cohorts. As indicated in the box-and-whisker plot, NVC’s CTE completion rates exceeded the 75<sup>th</sup> percentile among California Community Colleges in all five years examined. NVC’s rates exceeded both the system-wide and average rates across the five-year period.

## Student Success Scorecard 2017 - Momentum

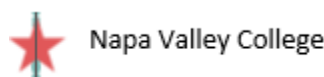
### Persistence

The persistence rate measures the percentage of first-time, degree- and/or transfer-seeking students who enroll in the first three consecutive academic terms anywhere in the California Community College system. This metric is considered a milestone or momentum point, as research shows that students with sustained enrollment are more likely to achieve their goals.

**Figure 4. Persistence across First Three Consecutive Terms**



**Figure 4.** The box-and-whisker plot on the left displays the distribution of persistence rates claimed by California Community Colleges. Persistence is reported by cohort year. The data points highlighted in the graph represent the percentage of first-time, degree- and/or transfer-seeking NVC students persisting for the first three consecutive terms.



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Persistence Overall</b>					
Napa Valley College	75.2%	69.3%	68.3%	75.3%	79.8%
Statewide	70.4%	70.5%	71.6%	73.2%	75.9%
Average among all California Community Colleges	67.8%	68.2%	69.1%	70.6%	73.3%

### Summary

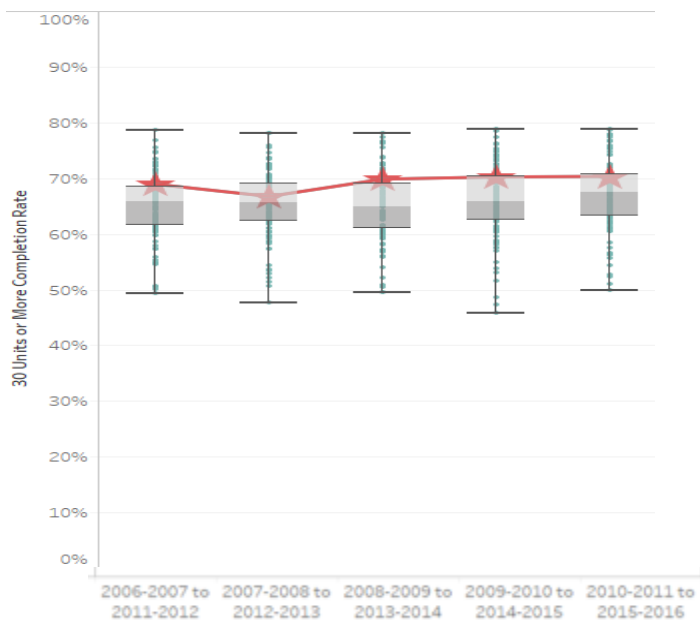
The persistence rate for NVC ranged from 68.3% to 79.8% over the past five cohorts. NVC’s persistence rate increased by 11.5% between the 2008-2009 cohort and the 2010-2011 cohort. As indicated in the box-and-whisker plot, NVC’s persistence was among the middle 50% of California Community Colleges for two of the five cohorts reported and exceeded the 75<sup>th</sup> percentile for the three remaining cohorts. NVC’s persistence rates exceeded the system-wide rate for three of the five cohorts and were above the average among California Community Colleges among four of the five cohorts.

## Student Success Scorecard 2017 - Momentum

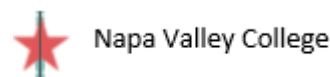
### 30 Units Rate

The 30 units rate measures the percentage of first-time, degree- and/or transfer-seeking students who completed at least 30 units of coursework within six years of enrollment within the California Community College system. Credit accumulation tends to be positively correlated with educational goal attainment and wage gain, with 30 units marking an important threshold.

**Figure 5. Completion of 30 Units or More**



**Figure 5.** The box-and-whisker plot on the left displays the distribution of the percentage of students completing at least 30 units within the California Community College system. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage of NVC students that completed at least 30 units.



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>30 Units Overall</b>					
Napa Valley College	69.0%	66.8%	69.9%	70.3%	70.4%
Statewide	66.3%	66.5%	66.5%	67.5%	68.8%
Average among all California Community Colleges	65.0%	65.3%	64.8%	65.8%	67.1%

### Summary

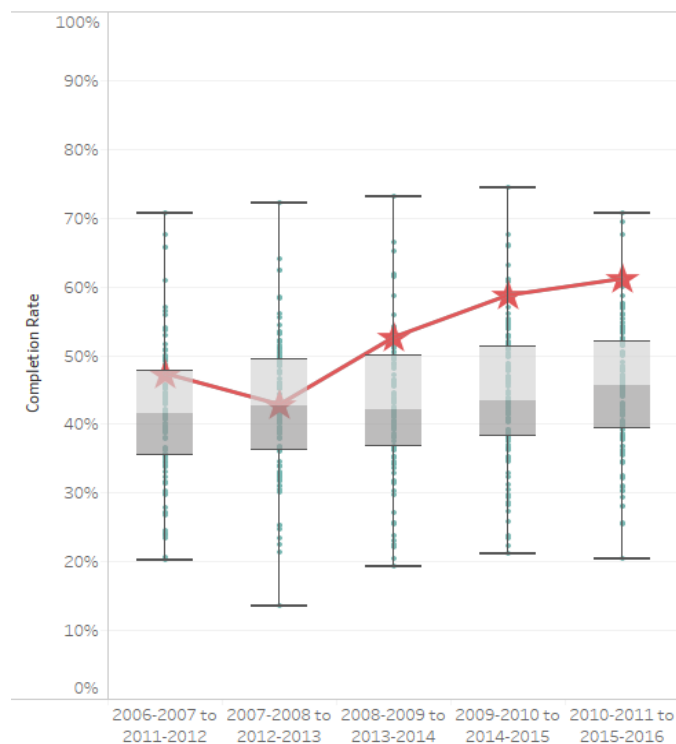
The proportion of NVC students completing at least 30 units ranged from 66.8% to 70.4% between 2006-2007 and 2010-2011. As indicated in the box-and-whisker plot, NVC's 30 units rate exceeded the median among California Community Colleges in each of the five years examined and exceeded the 75<sup>th</sup> percentile among the two of the five cohorts. NVC's 30 units rate exceeded both the system-wide rate and the average rate among California Community Colleges across the five cohorts.

## Student Success Scorecard 2017 – Remedial Progress

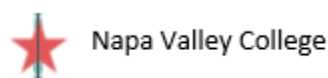
### English

The remedial progress rate for English measures the percentage of credit students that first enrolled in English courses below the transfer level and progressed through the curriculum to complete a college-level English course successfully within a six-year period.

**Figure 6. Progress beyond Remedial English**



**Figure 6.** The box-and-whisker plot on the left displays the distribution of remedial English progress rates among California Community College campuses. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage of NVC students that enrolled in English courses below the transfer level and successfully completed a college-level English course within six years.



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Remedial English</b>					
Napa Valley College	47.4%	42.9%	52.7%	58.8%	61.2%
Statewide	42.8%	43.5%	43.5%	45.5%	46.9%
Average among all California Community Colleges	41.6%	42.4%	42.8%	44.2%	45.5%

### Summary

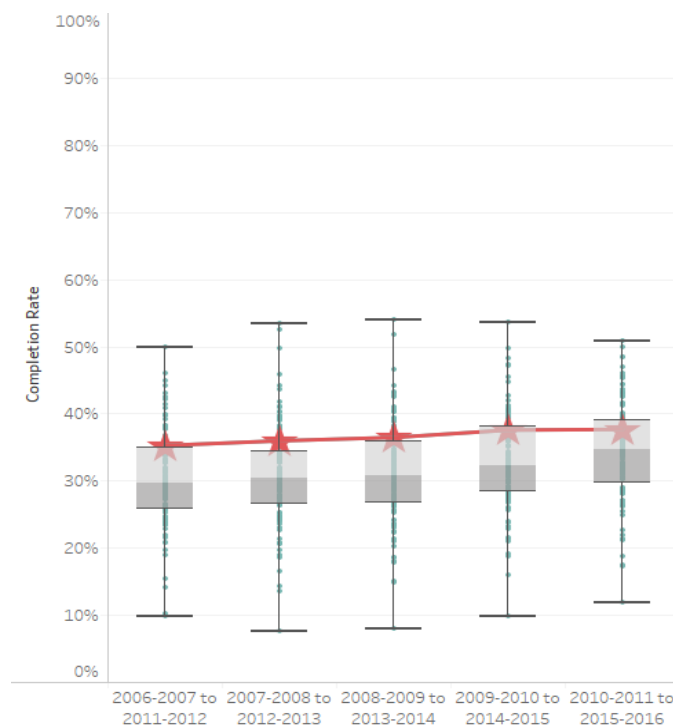
NVC’s remedial English progress rate exceeded the 75<sup>th</sup> percentile among California Community Colleges among three of the five cohorts examined (the three most recent observations). In fall 2008, English 100 was restructured as English 90, a non-transferable course. This curriculum change effectively created an additional step for students to complete to qualify as a “success” on this Scorecard indicator, and it might account for the decrease in performance among the 2007-2008 cohort. From the 2008-2009 cohort to the 2010-2011 cohort, the progress rate has increased by 8.5%.

## Student Success Scorecard 2017 – Remedial Progress

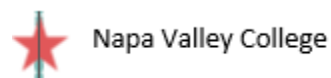
### Mathematics

The remedial progress rate for mathematics measures the percentage of credit students that first enrolled in mathematics courses below the transfer level and progressed through the curriculum to complete a college-level mathematics course successfully within a six-year period.

**Figure 7. Progress beyond Remedial Math**



**Figure 7.** The box-and-whisker plot on the left displays the distribution of remedial mathematics progress rates among California Community College campuses. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage of NVC students that enrolled in mathematics courses below the transfer level and successfully completed a college-level mathematics course within six years.



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Remedial Math</b>					
Napa Valley College	35.3%	36.0%	36.5%	37.6%	37.7%
Statewide	29.9%	30.5%	30.9%	32.6%	34.2%
Average among all California Community Colleges	30.1%	30.8%	31.0%	32.9%	34.5%

### Summary

The proportion of NVC students that enrolled in mathematics courses below the transfer level and successfully completed a college-level mathematics course within six years steadily increased from 35.3% to 37.7% across the period examined. As indicated in the box-and-whisker plot, NVC’s remedial mathematics progress rate exceeded the median value in each of the five cohort years and exceeded the 75<sup>th</sup> percentile in two of the five cohorts examined. NVC’s progress rates exceeded both the system-wide and average rates among all five cohorts.

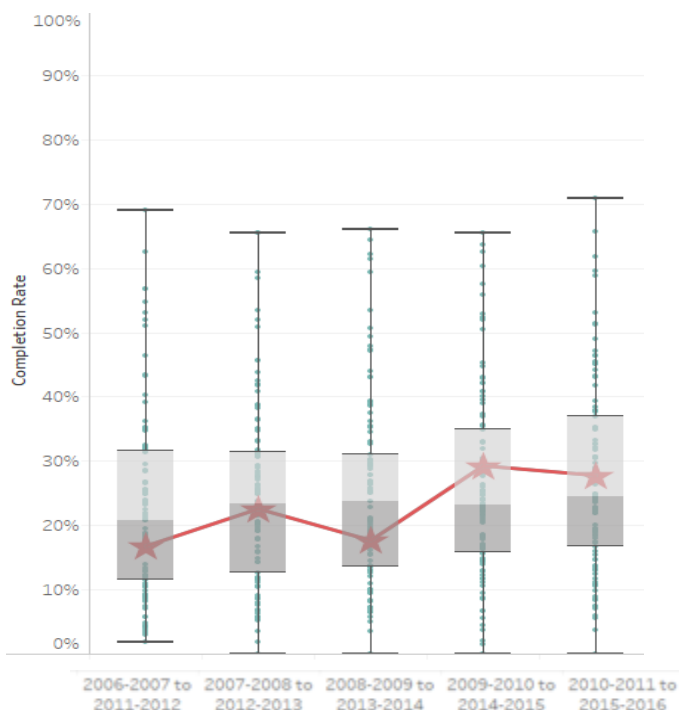


## Student Success Scorecard 2017 – Remedial Progress

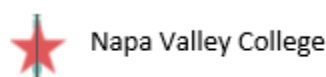
### English as a Second Language (ESL)

The remedial progress rate for ESL measures the percentage of credit students that first enrolled in ESL courses below the transfer level and progressed through the curriculum to complete a college-level ESL or English course successfully within a six-year period.

**Figure 8. Progress beyond Remedial ESL**



**Figure 8.** The box-and-whisker plot on the left displays the distribution of ESL progress rates among California Community College campuses. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage of NVC students that enrolled in ESL courses below the transfer level and successfully completed a college-level ESL or English course within six years.



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<b>Remedial ESL</b>					
Napa Valley College	16.8%	22.6%	17.7%	29.3%	27.8%
Statewide	26.2%	27.1%	28.4%	28.5%	30.5%
Average among all California Community Colleges	22.9%	24.6%	24.8%	25.9%	27.3%

### Summary

Across the system, performance on the ESL progress rate tends to be low, as more than 65% of campuses claimed ESL progress rates below 30% each year. As indicated in the box-and-whisker plot, NVC’s ESL progress rate fell below the median among California Community Colleges among the first three cohorts examined, and then exceeded the median among the two most recent cohorts. NVC’s rates were lower than the statewide rates among four of the five cohorts and below the average among California Community Colleges among three of the five cohorts.

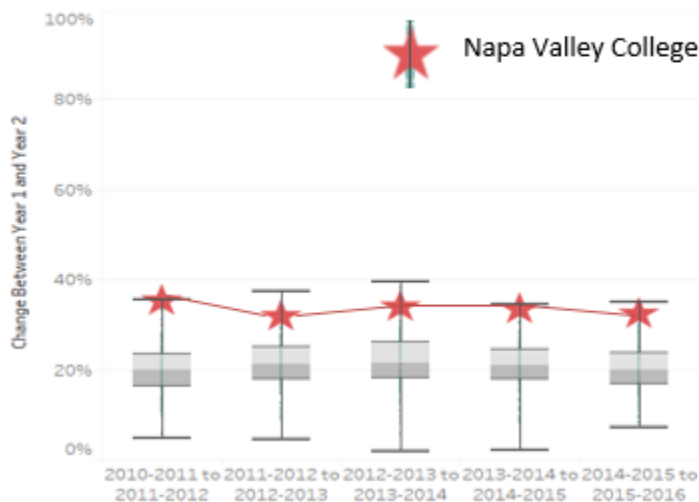


## Student Success Scorecard 2017 – Basic Skills

### Transfer-Level English

The transfer-level English completion metric is calculated based on the number of first-time students who complete 6 units and attempt any English course in the first year and complete a transfer-level course in English during their first or second year.

**Figure 9. Student Completion of Transfer-Level English in First or Second Year**



**Figure 9.** The box-and-whisker plot on the left displays the change in transfer-level English completion rates among all campuses of the California Community College system. This graph indicates the increase of cohort completion rates between the first and second year. Figures are reported by cohort year, and students are tracked over a two-year period to determine if they completed a transfer-level course in English in either their first or second year. The highlighted data points indicate the change in completion rates among NVC’s cohorts.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Year 1 English</b>					
Napa Valley College	26.8%	21.5%	19.2%	24.8%	30.5%
Statewide	38.2%	38.8%	41.8%	44.8%	47.5%
Average among all California Community Colleges	38.5%	38.3%	41.1%	44.1%	46.9%
<b>Year 2 English</b>					
Napa Valley College	62.3%	53.7%	53.3%	58.6%	63.2%
Statewide	59.3%	60.7%	64.2%	66.2%	68.2%
Average among all California Community Colleges	58.4%	59.7%	62.9%	64.7%	67.1%

### Summary

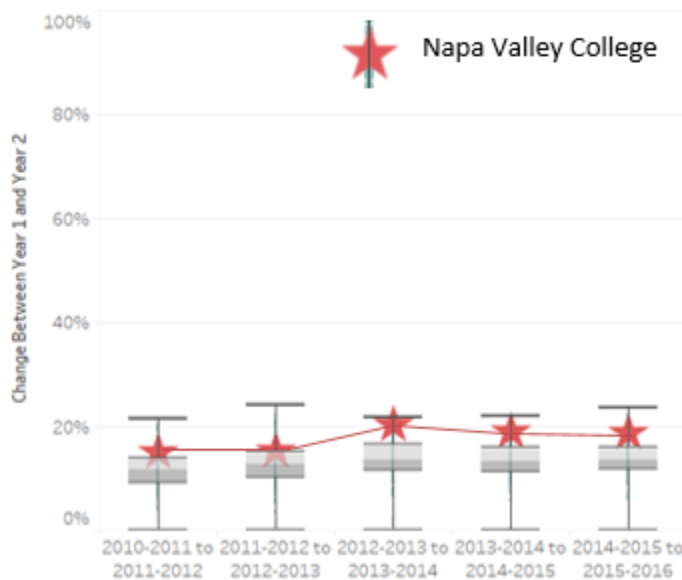
The proportion of NVC students that completed transfer-level English in their first year ranged from 19.2% to 30.5%. The proportion of students that completed transfer-level English in their second year increased by 9.5% between the 2011-2012 and 2014-2015 cohorts. From 2010-2011 to 2014-2015, the statewide rate and average among all California Community Colleges increased for both the first and second year. NVC’s completion rate for transfer-level English was below that of the statewide rate and the average rate among California Community Colleges for each cohort in Year 1, and for four of the five cohorts in Year 2. However, as illustrated in the graph above, NVC’s increase in transfer-level English completion from the first to second year exceeded the 75<sup>th</sup> percentile among California Community Colleges among each of the five cohorts.

## Student Success Scorecard 2017 – Basic Skills

### Transfer-Level Math

The transfer-level math completion metric is calculated based on the number of first-time students who complete 6 units and attempt any math course in the first year and complete a transfer-level course in math during their first or second year.

**Figure 10. Student Completion of Transfer Level math in First or Second Year**



**Figure 10.** The box-and-whisker plot on the left displays the change in transfer-level math completion rates among all campuses of the California Community College system. This graph indicates the increase of cohort completion rates between the first and second year. Figures are reported by cohort year, and students are tracked over a two-year period to determine if they completed a transfer-level course in math in either their first or second year. The highlighted data points indicate the change in completion among NVC's cohorts.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<b>Year 1 Math</b>					
Napa Valley College	29.5%	26.7%	27.8%	28.8%	31.0%
Statewide	20.5%	20.3%	21.5%	22.7%	24.0%
Average among all California Community Colleges	19.6%	19.3%	20.8%	22.0%	23.6%
<b>Year 2 Math</b>					
Napa Valley College	44.7%	42.1%	48.3%	48.0%	49.9%
Statewide	32.9%	33.5%	35.6%	36.4%	38.1%
Average among all California Community Colleges	31.4%	32.1%	34.4%	35.5%	32.3%

### Summary

The proportion of NVC students that completed transfer-level math increased across all five cohorts for the first and second year (by 1.5% and 5.2%, respectively). The statewide completion rate increased across all five cohorts for the first and second year (by 3.5% and 5.2%), as did the average rate among all California Community Colleges (by 4% and 0.9%). The increase in NVC's completion rates for transfer-level math (between Year 1 and Year 2) exceeded the median among all California Community Colleges for all five cohorts.