

Student Success Scorecard 2016 - 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

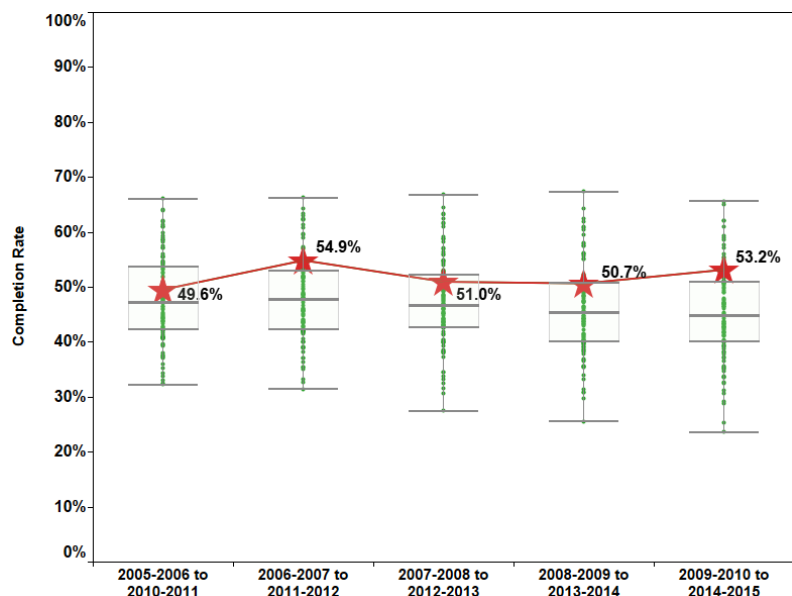


Figure 1. The box-and-whisker plot on the left displays the distribution of SPARs claimed by California Community Colleges. Completion is reported by cohort year, and students are tracked over a six-year period to determine whether they reached degree-, certificate-, or transfer-related outcomes. The 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.



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Completion Overall					
Napa Valley College	49.6%	54.9%	51.0%	50.7%	53.2%
Statewide	48.9%	49.2%	48.4%	47.3%	47.1%
Average among all California Community Colleges	47.8%	48.0%	47.2%	45.9%	45.3%

Summary

The student progress and achievement rate (SPAR) for NVC ranged from 49.6% to 54.9% 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, exceeding the 75th percentile in two of the five cohorts examined (2006-2007 and 2009-2010). 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 increased by 3.6% between the 2005-2006 cohort and the 2009-2010 cohort, while the statewide rate and the average among California Community Colleges decreased by 1.8% and 2.5%, respectively.

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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. Student Progress & Achievement: Prepared for College Coursework vs. Unprepared

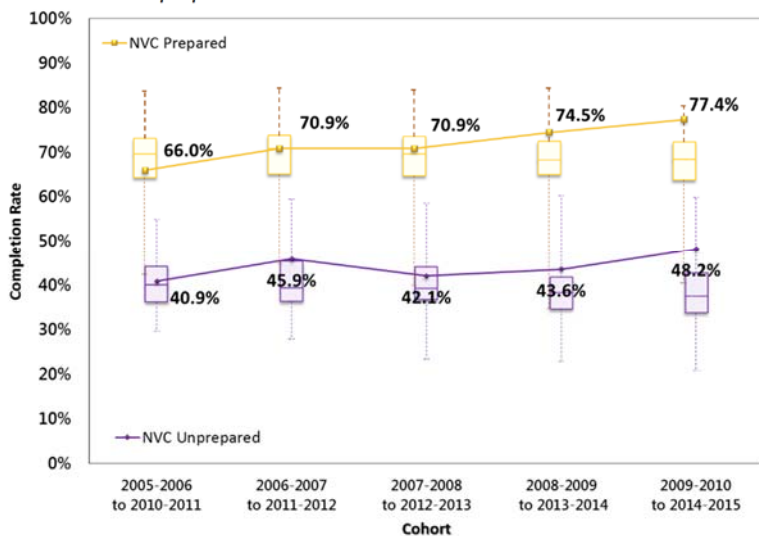


Figure 2. The box-and-whisker plot on the left displays the distribution of SPARs claimed by prepared students and unprepared students among California Community Colleges. Performance among NVC’s unprepared students exceeded the median rate among all California Community Colleges in each of the cohorts examined, and exceeded the 75th percentile in three of the five cohorts examined (2006-2007, 2008-2009, and 2009-2010). Completion among NVC’s prepared students exceeded the median in the three most recent cohorts examined and exceeded the 75th percentile in the two most recent cohorts examined.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Completion Prepared vs. Unprepared					
Napa Valley College	49.6%	54.9%	51.0%	50.7%	53.2%
Prepared	66.0%	70.9%	70.9%	74.5%	77.4%
Unprepared	40.9%	45.9%	42.1%	43.6%	48.2%
Difference (Prepared - Unprepared)	25.1%	25.0%	28.8%	30.9%	29.2%
Statewide	48.9%	49.2%	48.4%	47.3%	47.1%
Prepared	70.8%	71.3%	70.6%	70.2%	70.0%
Unprepared	41.1%	41.2%	40.9%	39.8%	39.6%
Difference (Prepared - Unprepared)	29.7%	30.1%	29.7%	30.4%	30.4%
Average among all California Community Colleges	47.8%	48.0%	47.2%	45.9%	45.3%
Prepared	68.8%	69.7%	69.2%	67.9%	67.3%
Unprepared	40.6%	40.7%	40.1%	38.8%	38.2%
Difference (Prepared - Unprepared)	28.2%	29.1%	29.1%	29.1%	29.1%

Student Success Scorecard 2016 - 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 (CTE)

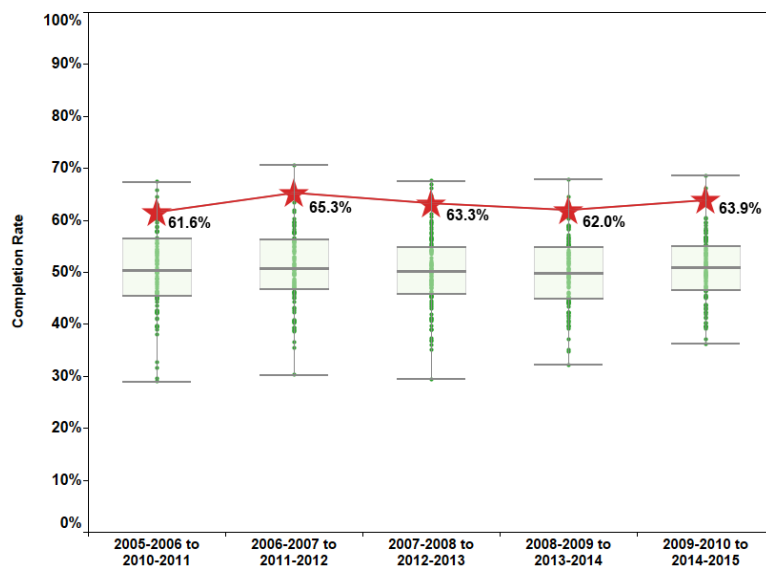


Figure 3. The box-and-whisker plot on the left displays the distribution of completion rates among CTE students among campuses of the California Community College system. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent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



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Career Technical Education					
Napa Valley College	61.6%	65.3%	63.3%	62.0%	63.9%
Statewide	50.7%	51.4%	50.5%	50.0%	51.4%
Average among all California Community Colleges	50.5%	51.2%	50.2%	49.8%	50.7%

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 61.6% to 65.3% between the 2005-2009 and 2009-2010 cohorts. As indicated in the box-and-whisker plot, NVC's CTE completion rate exceeded the 75th 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 2016 - 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 educational goals.

Figure 4. Persistence across First Three Consecutive Terms

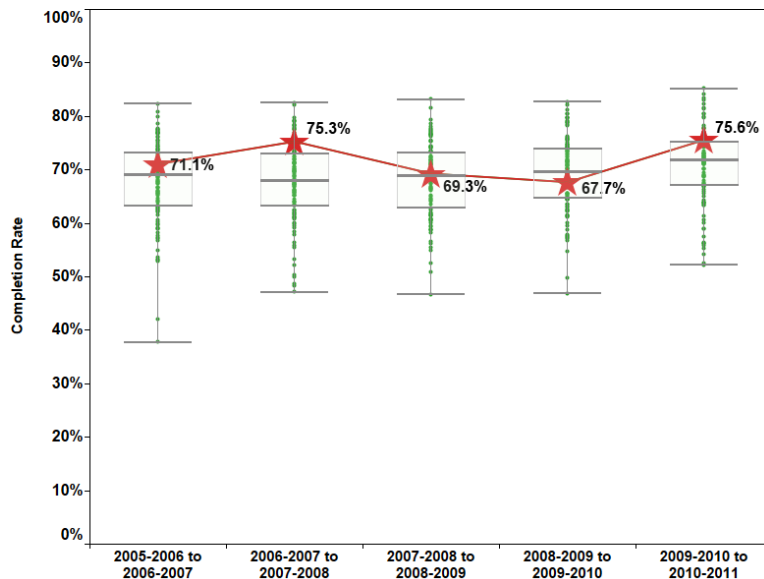


Figure 4. The box-and-whisker plot on the left displays the distribution of persistence rates claimed by California Community Colleges. Persistence is reported by cohort year. The data points highlighted in the graph represent the percentage of first-time, degree- and/or transfer-seeking NVC students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



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Persistence Overall					
Napa Valley College	71.1%	75.3%	69.3%	67.7%	75.6%
Statewide	70.1%	70.4%	70.5%	71.7%	73.4%
Average among all California Community Colleges	67.9%	67.7%	68.2%	69.2%	70.8%

Summary

The persistence rate for NVC ranged from 67.7% to 75.6% over the past five cohorts. NVC’s persistence rate decreased by 7.6% between the 2006-2007 cohort and the 2008-2009 cohort, followed by a 7.9% increase in the 2009-2010 cohort. As indicated in the box-and-whisker plot, NVC’s persistence was among the middle 50% of California Community Colleges in three of the five cohorts, and exceeded the 75th percentile for the 2006-2007 and 2009-2010 cohorts. NVC’s persistence rates exceeded the system-wide rate among three of the five cohorts examined (2005-2006, 2006-2007, and 2009-2010) and the average among California Community Colleges among four of the five cohorts examined (2005-2006, 2006-2007, 2007-2008, and 2009-2010).

Student Success Scorecard 2016 - 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

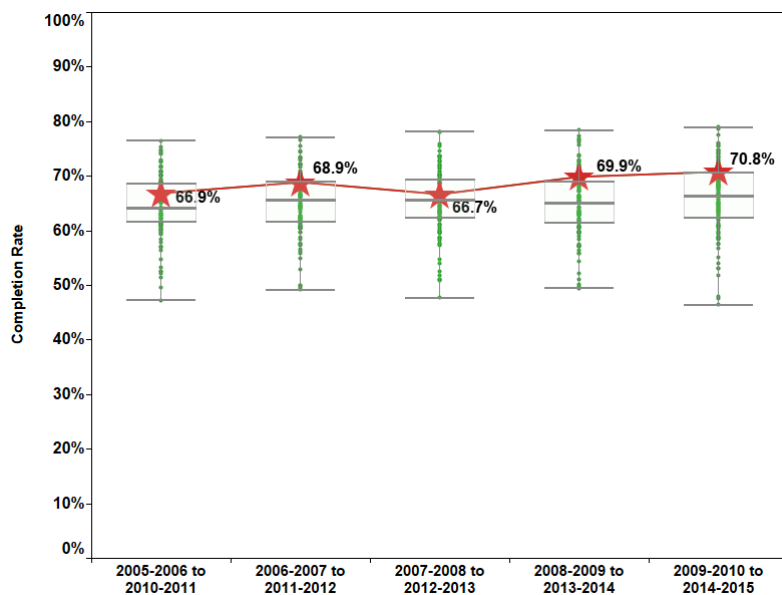


Figure 5. The box-and-whisker plot on the left displays the distribution of the percentage of first-time degree-/certificate-/transfer-seeking students completing at least 30 units within the California Community College system. Figures are reported by cohort year, and students are tracked over a six-year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



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
30 Units Overall					
Napa Valley College	66.9%	68.9%	66.7%	69.9%	70.8%
Statewide	65.9%	66.4%	66.5%	66.6%	67.6%
Average among all California Community Colleges	64.5%	65.1%	65.2%	64.9%	65.9%

Summary

The proportion of NVC students completing at least 30 units ranged from 66.7% to 70.8% between 2005-2006 and 2009-2010. 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 75th quartile among the 2008-2009 cohort. NVC's 30 units rate consistently exceeded both the system-wide rate and the average rate among California Community Colleges.

Student Success Scorecard 2016 – 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

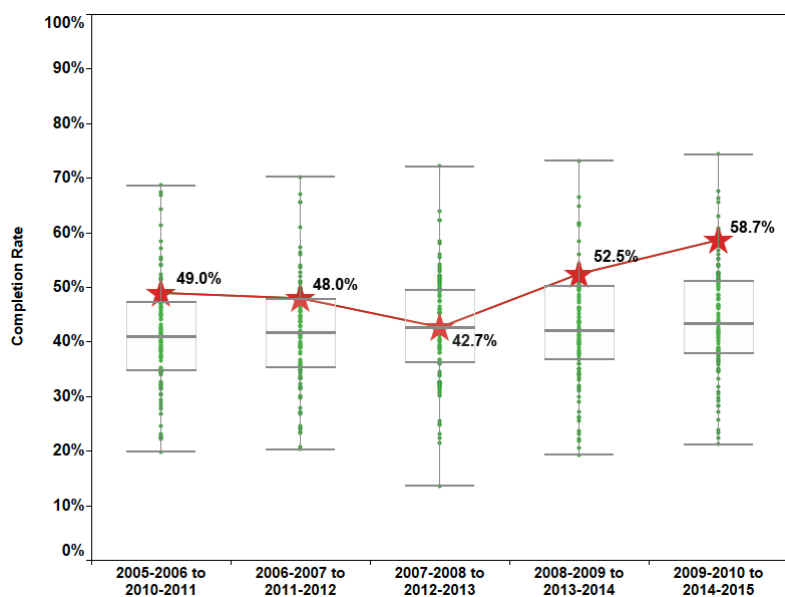


Figure 6. The box-and-whisker plot on the left displays the distribution of remedial English progress rates among California Community College campuses. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage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



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Remedial English					
Napa Valley College	49.0%	48.0%	42.7%	52.5%	58.7%
Statewide	41.9%	42.8%	43.5%	43.4%	45.4%
Average among all California Community Colleges	41.3%	41.7%	42.4%	42.7%	44.2%

Summary

NVC’s remedial English progress rate exceeded the 75th percentile among California Community Colleges among four of the five cohorts examined. With the exception of the 2007-2008 cohort, NVC’s English progress rates exceeded the system-wide and average rates among recent cohorts. 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. In the two years following the curriculum change, the remedial English progress rate increased by 9.8% in 2008-2009 and then by 6.2% in 2009-2010.

Student Success Scorecard 2016 – 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

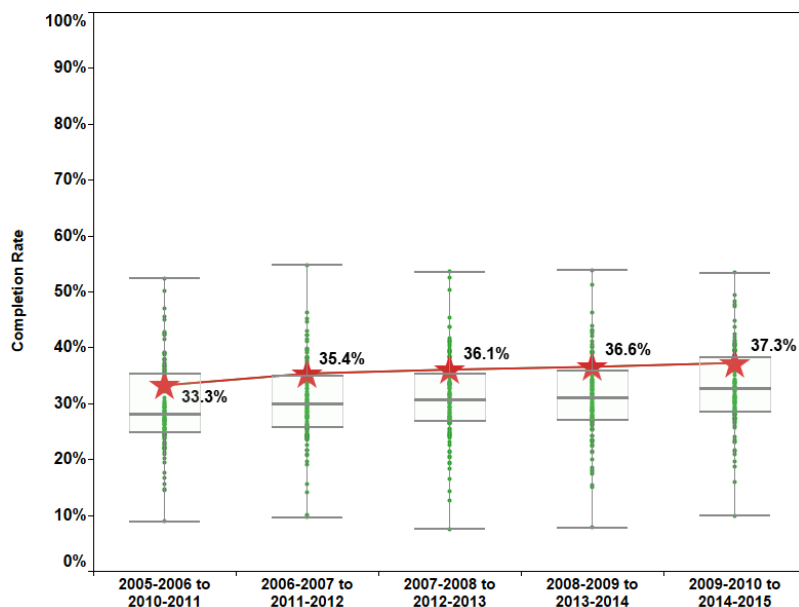


Figure 7. The box-and-whisker plot on the left displays the distribution of remedial mathematics progress rates among California Community College campuses. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage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



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Remedial Math					
Napa Valley College	33.3%	35.4%	36.1%	36.6%	37.3%
Statewide	28.9%	30.0%	30.7%	31.0%	32.7%
Average among all California Community Colleges	29.7%	30.4%	31.0%	31.2%	33.0%

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 33.3% to 37.3% 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, exceeding the 75th percentile in the three of the five cohorts examined (2006-2007, 2007-2008, and 2008-2009). NVC’s rates exceeded both the system-wide and average rates among all five cohorts.

Student Success Scorecard 2016 – 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 Within Remedial ESL

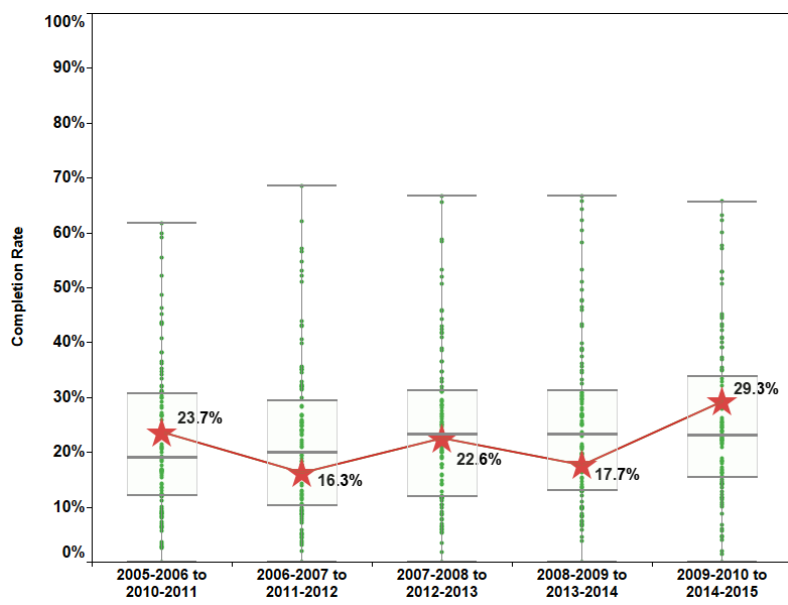


Figure 8. The box-and-whisker plot on the left displays the distribution of ESL progress rates among California Community College campuses. Figures are reported by cohort year, and students are tracked over a six-year period. The data points highlighted in the graph represent the percentage of NVC students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



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Remedial ESL					
Napa Valley College	23.7%	16.3%	22.6%	17.7%	29.3%
Statewide	25.5%	26.4%	27.2%	28.5%	28.6%
Average among all California Community Colleges	22.3%	21.9%	24.1%	24.9%	25.5%

Summary

Across the system, performance on the ESL progress rate tends to be low, as more than 70% of campuses claimed ESL progress rates below 30% each year. The range of performance is much wider for the ESL progress rate than it is for any other Scorecard measure. As indicated in the box-and-whisker plot, NVC’s ESL progress rate exceeded the median among California Community Colleges in the 2005-2006 cohort and the 2009-2010 cohort and was below the median among the remaining three cohorts. NVC’s rates were lower than the statewide rates among four of the five cohorts (with the exception being the final cohort) and below the average among California Community Colleges among three of the five cohorts (with the exceptions being the 2006-2007 and 2009-2010 cohorts).