

Program Review Summary Page
For Academic & Student Support Programs

Support Program(s) under Review: EOPS/CARE/CalWORKs Program

Term/Year of Review: Spring 2022



Summary of Program Review:

A. Major Findings

1. Strengths:

Extended Opportunity Programs and Services (EOPS) is here to make sure students disadvantaged by social, economic, educational, or linguistic barriers get the resources they need to enroll and succeed at any California community college by offering services that are “over and above, and in addition to” those services available to all NVC students. We offer students comprehensive academic and support counseling, financial aid grants and book vouchers, and a bevy of other services aimed at keeping them from dropping out and helping them reach their educational and career goals.

Cooperative Agencies Resources for Education (CARE) is a supplemental component of EOPS that specifically assists EOPS students, who are single, county CalWORKs participants, and heads of households with young children. The CARE program offers additional support services so students can secure the education, training, and marketable skills needed for social and economic justice. The California Work Opportunity and Responsibility to Kids (CalWORKs) Program at Napa Valley College assists CalWORKs County Participants to achieve their goal of family self-sufficiency through coordinated student services including work study, job placement, academic, personal, and career counseling, transfer assistance, on-campus childcare referral, coordination, and referral to supportive services on and off-campus.

These three programs, EOPS/CARE/CalWORKs take a holistic approach (One Stop Shop) to working with students (counseling, financial aid, workshops, book vouchers, grants), while utilizing a case management style that also provides in-depth and personalized services.

EOPS students are required to meet with their Counselors 3 times each semester to check-in, review academic plans, discuss any barriers or needs that may impede academic success, receive referrals for academic support and financial resources, and more. The EOPS program also works with NVC faculty to receive early alert and mid-term evaluations for students to identify areas where students need support and to celebrate student successes.

The EOPS program also provides a sense of community for its students through program activities like “Waffle Wednesday” and “Lunch with Corrinne” or trips for university tours or an end-of-year recognition dinner or lunch and a walk through Muir Woods. This sense of community was

suppressed during the pandemic as students tried to navigate a new online environment while struggling with financial hardship, family obligations, childcare, and for many COVID-19 illnesses.

EOPS expanded options for connecting with students through Zoom and Cranium Cafe virtual video meetings, extended hours of availability, online workshops, phone appointments, using Google Voice to encourage texting, Orientation and Welcome Back events. The data shows (I.D) that although the successful completion dropped slightly from the pre-pandemic period, the retention rate increased during the pandemic period with additional supportive services. Successful completion rates among EOPS students for both pre-pandemic and pandemic periods were significantly higher than institution level rates for the same periods.

2. Areas for Improvement:

Over and above for the future:

- Continue holistic approach to working with students (counseling, Financial Aid, workshops, book vouchers, grants) - EOPS One Stop.
- Continue outreach and recruitment efforts.
- Continue to have strong retention rates.
- More space for students to gather and build community.
- More computers for student use.
- More staffing and maintain designated counselors with case management model within the program.
- Maintaining the District Maintenance of Effort (MOE) as the program grows.
- Improve communication with the campus community to promote the programs and increase program awareness.
- Additional CalWORKs areas for improvement: continue outreach to County Health and Human Services, continue recruitment efforts for CalWORKs Work Study Program, continue collaboration with Financial Aid Work Study, and Career Center, continue referral to NVC Child Development Center administered by NVOE

3. Projected Growth, Stability, or Viability:

Maintain stability and work towards growth as the pandemic eases and we can open the campus to provide more support for students.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

EOPS/CARE and CalWORKs support all educational goals (transfer courses, career-technical education, and training, basic skills-through Spring 22), counseling, events, field trips, workshops, tutoring, and school supplies and resources for our students, advocacy, financial aid follow up.

2. Assessment of Program’s Recent Contributions to Institutional Mission:

EOPS and CalWORKs support all educational goals (transfer courses, career-technical education, and training, basic skills-through Spring 22) - counseling, events, field trips, workshops, tutoring, school supplies and resources, advocacy, and financial aid follow up.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

We contribute to the goals of the Equity Plan by using our low income, disadvantaged eligibility criteria to include students that are disproportionately impacted.

C. New Objectives/Goals:

Objective 1: Shrink equity gaps by targeted outreach to groups identified by the NVC Equity Plan (ETS, SSS TRIO, Puente, Umoja, MESA/STEM, Kasaysayan, HSI grant funded programs).

Objective 2: Partner with the Transfer Center and other support programs to increase the number of EOPS students transferring to four-year Universities (SSS TRIO, Puente, Umoja, MESA/STEM, Kasaysayan, HSI grant-funded programs).

Objective 3: Increase the number of degrees and certificates earned by EOPS students.

Objective 4: Increase program awareness within the college community.

D. Description of Process Used to Ensure “Inclusive Program Review”

- EOPS/CARE/CalWORKs programs met with RPIE staff to discuss and confirm all criteria for applicable data sets and information that we wanted to review.
- Program staff met regularly as a group to review, brainstorm, discuss and write the report.
- Shared document on OneDrive, all had access to contribute.
- Written during meetings with all staff making suggestions, Sr. Dean will review.
- Reviewed CCCCO Program Plans, past program review documents, and current processes.

I. PROGRAM DATA

A. Number of Students Served by Program

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Financial Aid Applicants	5,216	5,006	5,187	-0.6%
Promise	92	539	648	604%
EOPS	306	305	274	-10.5%
Work Study	105	102	72	-31.4%
Overall Veterans	578	583	467	-19.2%
<i>Veterans</i>	289	262	202	-30.1%
<i>Dependents</i>	289	321	265	-8.3%
CalWORKs	23	22	17	-26.1%
CARE	13	18	15	15.4%

Source: Data provided by Programs

RPIE Analysis: Among the programs listed above, the majority of programs decreased over the last three years.

The following programs experienced a decrease of more than 10%:

- *Work Study (-31.4%)*
- *CalWORKs (-26.1%)*
- *Veterans (-19.2%)*
- *EOPS (-10.5%)*

The number of Promise Grant students and CARE students increased by 604% and 15.4%, respectively.

Program Reflection:

- Pandemic conditions – online courses, online services don’t appeal to all learners, fear and concern about returning to campus in-person for their own health or the care and condition of others, uncertainty about the present and the future.
- Lack of technological resources to be successful in an online academic setting – Example: transition from NVUSD where all students have access to Chromebooks, the college does not provide computers/laptops for all.
- Multiple people in households need to use more limited technology (WiFi, number of computers)
- Minimum wage in CA went up – more students who could have met the income criteria in the past didn’t this year or took fewer units (not full-time for first term eligibility).
- Job opportunities have increased in certain industries – many students are working to support their families (Hospitality and service)
- Housing prices and cost of living have increased dramatically over the last several years, they are moving out of the immediate area to find affordable housing – attending other local colleges, not attending colleges at all
- Impact of 2017 and 2019 fires in our local areas – families lost homes, income, businesses closed, power outages, college was a shelter
- Student parents had to manage their children’s learning schedules from Spring 2020-Spring 2021.

- Some CalWORKs students were not able to participate in CalWORKs Work Study in 2020-2021 due to limited childcare options. Their children were at home with them.
- College attending students had to help manage their younger household members with their learning schedules – some students took a break or lighter load to help transport the younger household members to and from school or other activities.
- Income criteria is not equitable across CA.
- 10% cap on students with 9 units.
- Students couldn't easily build community by being isolated from each other and campus network and contacts.

B. Demographics of Students Served by Programs, Three-Year Proportions

	Three-Year Proportion of Financial Aid Applicants	Three-Year Proportion of Promise	Three-Year Proportion of EOPS	Three-Year Proportion of Veterans	Three-Year Proportion of Work Study	Three-Year Proportion at the Institutional Level
Number of Students	9,052	1,076	890	513	188	13,827
Gender						
Male	37.5%	42.6%	41.0%	81.9%	39.9%	43.0%
Female	62.5%	57.4%	59.0%	18.1%	60.1%	57.0%
Race/Ethnicity						
Asian	2.9%	1.8%	2.7%	3.1%	8.0%	3.4%
African American/ Black	8.1%	2.6%	7.9%	6.7%	7.4%	5.3%
Filipino	10.9%	12.3%	8.6%	6.9%	10.6%	8.5%
Latinx/Hispanic	46.1%	53.3%	54.4%	26.3%	42.6%	42.0%
Multiple Race	7.5%	7.5%	5.7%	7.5%	8.5%	6.6%
Native American	0.3%	0.1%	0.2%	0.8%	--	0.3%
Other	1.9%	3.0%	1.7%	3.6%	1.6%	3.1%

Pacific Islander	0.6%	0.6%	0.2%	0.2%	--	0.6%
White	21.7%	18.8%	18.6%	44.9%	21.3%	30.2%
Age						
19 or less	34.1%	98.2%	37.5%	4.8%	27.5%	38.8%
20 to 24	31.1%	1.4%	39.0%	18.5%	50.0%	33.8%
25 to 29	16.2%	0.2%	10.7%	25.4%	12.3%	12.4%
30 to 34	7.6%	0.1%	5.7%	17.6%	3.4%	5.2%
35 to 39	4.8%	0.1%	2.5%	8.6%	1.7%	3.2%
40 to 54	5.2%	--	3.1%	15.0%	3.4%	4.2%
55 and older	1.0%	--	1.5%	11.1%	.7%	2.4%
First Generation	45.5%	34.9%	44.4%	36.6%	41.0%	39.3%

Source: Student data provided by programs

RPIE Analysis: This section describes the three-year demographics among NVC students that accessed the five programs listed in the table above. Those programs include Financial Aid, Promise, EOPS, Veterans, and Work Study.

The following demographic groups accounted for a majority or plurality of Financial Aid Applicants, Promise, EOPS, and Work Study students during that period:

- Females
- Latinx/Hispanics
- Students 24 or less

Among students who accessed Veterans Services, males, White, and students ages 34 and younger accounted for the majority or plurality of students during that period.

The following programs claimed a significantly lower proportion of a **gender** group compared to the population of NVC credit students over the past three years:

- Financial aid applicants (Males)
- Veterans (Females)

The following programs claimed a significantly lower proportion of **race/ethnicity** group compared to the population of NVC credit students over the past three years:

- Financial aid applicants (Asian, Other, White)
- Promise (Asian, African American/Black, White)
- EOPS (Other, White)
- Veterans (Latinx/Hispanic)
- Work Study (White)

The following programs claimed a significantly lower proportion of **age** groups compared to the population of NVC credit students over the past three years:

- *Financial aid applicants (students 24 and less, students 55 and older)*
- *Promise (students ages 20 to 39)*
- *Veterans (students ages 24 and less)*
- *Veterans (Latinx/Hispanic)*
- *Work Study (students 19 and less)*

The Promise Program claimed a significantly lower proportion of first-generation students than the population of NVC credit students over the past three years.

Program Reflection:

- These numbers accurately reflect the college population and mission of EOPS/CARE and CalWORKs to serve disproportionately impacted and marginalized communities transitioning from K-12 to higher education.
- With additional outreach to students, we might reach larger and additional populations of students who were unaware of the program.
- Extended Opportunity Programs and Services (EOPS) is here to make sure students disadvantaged by social, economic, educational, or linguistic barriers get the resources they need to enroll and succeed at any California community college; therefore, by offering students comprehensive academic and support counseling, financial aid and a bevy of other services aimed at keeping students from dropping out and helping them reach their educational and career goals.
- The CalWORKs Program at Napa Valley College assists CalWORKs County Participants to achieve their goal of family self-sufficiency through coordinated student services including work study, job placement, academic, personal, and career counseling, transfer assistance, on-campus childcare referral, coordination, and referral to supportive services on and off-campus.

C. Retention/Successful Course Completion of Students within Programs

	Number of Course Enrollments	Number Retained Course Enrollments	Retention Rate	Number of Successful Course Completions among Enrollments	Successful Course Completion Rate
Promise Students	12,864	11,955	92.9%	10,050	78.1%
EOPS	7,294	6,604	90.5%	5,668	77.7%
Work Study	3,053	2,953	96.7%	2,798	91.6%
Veterans	2,168	1,984	91.5%	1,637	75.5%
CalWORKs	434	398	91.7%	330	76.0%

CARE	321	287	89.4%	242	75.4%
Institutional Level	--	--	90.3%		75.6%

Source: SQL Enrollment Files, Data provided by programs
Bold italics denote a statistically significant difference between rates at the program and institutional levels.

RPIE Analysis: This analysis examines three-year retention and successful course completion rates among students participating in the above programs. Retention and successful course completion rates at the institutional level are reported to facilitate comparison.

The retention rates of Promise students and students within the Work Study program were significantly higher than the institutional rate (by 2.3% and 6.4%, respectively). The retention rates among Veterans and CalWORKs students were higher than the retention rate at the institutional level. (The differences were not statistically significant.) The retention rate among CARE students was lower than the rate at the institutional level. (The difference was not statistically significant.)

The retention rate among EOPS students reflected the retention rate at the institutional level.

The successful course completion rates of Promise students and students within the EOPS and Work Study programs were significantly higher than the institutional rate (by 2.5%, 2.1%, and 16.0%, respectively). The successful course completion rates among Veteran, CalWORKs, and CARE students mirrored the successful course completion rate at the institutional level.

Program Reflection:

- Over and above:
- Increased options for connecting with students – Zoom/Cranium Cafe meetings, extended hours of availability, online workshops, phone appointments (first time allowed for 3 required contacts), using Google Voice to encourage texting, Orientation and Welcome Back events.
 - Strong pivot to the new conditions.
 - Converting forms to DocuSign for all areas (applications, timecards, MRC, PTK/ABG, DSPS verification, 6 term waiver forms, EOPS verification), Google Forms, Creating EOPS Canvas Shell.
 - Using Starfish for progress surveys.
 - Digital book vouchers.
 - Zoom social hours.
 - Drive through end of the year and graduation celebrations.
 - Online tutoring.
 - Maintained work study program.
 - Moved spaces.
 - Scanned and digitized all student files on a shared drive.
 - Fall and spring welcome events for CalWORKs students, and county workers in attendance.

D. Retention/Successful Course Completion of EOPS Students, Pre-Pandemic Terms and During the Pandemic

	Three-Year Retention and Successful Course Completion Rates
--	--

	Retention Rate	Successful Course Completion Rate
Pre-Pandemic	90.9%	79.6%
During the Pandemic	91.8%	77.5%
<i>Source: SQL Enrollment Files</i>		
<i>Bold italics</i> denote a statistically significant lower difference between rates of the two period groups.		

RPIE Analysis: This analysis examines the retention and successful course completion among EOPS students pre-pandemic (fall 2018 through fall 2019) and during the pandemic (spring 2020 through spring 2021).

Among EOPS students, the retention rates before the pandemic mirrored the retention rate during the pandemic (compare 90.9% and 91.8%).

Among EOPS students, the successful course completion rate during the pandemic was significantly lower than the successful course completion rate before the pandemic (compare 77.5% and 79.6%).

Program Reflection:

- Collecting Progress surveys is a core activity for the EOPS & CalWORKs programs to get feedback from faculty members about student progress in their respective classes.
- The campus moved to our new Starfish Early Alert electronic survey and tracking program in Fall 2020. we are using it, but we have fewer responses from faculty than previous years.
- We are missing the true “early alert” timing of receiving feedback from Math/English or other core classes. Now we are only receiving feedback during the middle of the semester and before the W deadline, when for some students, it might be too late to save the grade.
- EOPS counselors teach College Discovery (ASPIRE), College Success, and Planning for Transfer Success.
- Even though our course completion rates have decreased within EOPS, the overall rate is higher than the campus as a whole.

E. Retention/Successful Course Completion of Veterans/Dependents Receiving Benefits and Without Benefits

	Three-Year Retention and Successful Course Completion Rates	
	Retention Rate	Successful Course Completion Rate
Veterans Receiving Benefits (n=2,120)	91.3%	75.1%
Veterans Without Benefits (n=738)	90.7%	79.4%
Dependents Receiving Benefits (n=776)	91.0%	72.4%

Dependents Without Benefits (n=3,177)	91.1%	78.9%
<i>Source: SQL Enrollment Files</i> <i>Bold italics</i> denote a statistically significant lower difference between rates of the two types of veteran groups.		

RPIE Analysis: This analysis examines the retention and successful course completion rates of veterans and dependents – comparing those receiving benefits and those without benefits.

The retention rate among veterans receiving benefits mirrored the retention rate among veterans without benefits. The successful course completion rate among veterans receiving benefits was significantly lower than the successful course completion rate among veterans without benefits (compare 75.1% and 79.4%).

The retention rate among dependents receiving benefits mirrored the retention rate among dependents without benefits. The successful course completion rate among dependents receiving benefits was significantly lower than the successful course completion rate among dependents without benefits (compare 72.4% and 78.9%).

Program Reflection:

Increase referrals and follow through to attend sessions with the success centers and engage with tutoring (Writing, Math, Library, Testing and Tutoring Center, MESA/STEM tutors, EOPS tutors). Building community in person and online to stay connected for support and resources. Earlier Early Alert in Starfish.

II. CURRICULUM

This section does not apply to Financial Aid.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
N/A				

Learning Outcomes Assessment at the Program Level

	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Number of Outcomes*				
N/A				

*Include all areas of study, degrees, and certificates associated with the program in the table.

Program Reflection:

B. Summary of Learning Outcomes Assessment Findings and Actions

Program Reflection:

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

(Identify key sections of the report that describe the state of the program. Not an exhaustive list, and not a repeat of the report. Just key points.)

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: _____

Plan Years: _____

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Personnel			
Computers/Technology			

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

--

B. Effective Practices

--

Feedback and Follow-up Form

Completed by Supervising Administrator:

Date:

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Areas of concern, if any:

Recommendations for improvement:

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	