

For Academic & Student Support Programs



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.





*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.*

- 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.



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*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.*





Pre-Pandemic	90.9%	79.6%
During the Pandemic	91.8%	

Dependents Without Benefits (n=3,177)	91.1%	78.9%
<i>Source: SQL Enrollment Files</i> <b><i>Bold italics</i></b> 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%).*

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.

	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
Number of Outcomes*	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years

N/A

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 pID 53 2 ( s)-4.3i6 (r)8 (T2 ( s)-4tt)-5.9 99srT3iC -6-4.()-6.6 1l-5.9 99(e)-6 ((t)-6 ( o)-9.6 (()-6.6 1 (a)-



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	