State of EOPS at Bakersfield College

For the last 3 years, the focus for the Extended Opportunities Programs and Services (EOPS) has been to grow the program and serve more students from disadvantage backgrounds. With the increase of student enrollment at Bakersfield College (BC), there has also been a need to expand EOPS resources and services to eligible students. The goal of EOPS has been to increase access to college, persistence and certificate and/or degree completion.

Five Year Trend, Disaggregated by Demographics

The graph below illustrates data for first-time students in EOPS. From fall 2017 to fall 2018, there was an increase of 20% of first-time EOPS students and a 93% increase of first-time EOPS students over the last 5 years.
The data reflects EOPS is largely serving Hispanics students and the age group ranges from 19 or younger, which is reflective of our BC student population.

![First-Time Student Headcount for EOPS, by Age Group](image)

**Momentum Points**

While the focus has been to target incoming high school students, we have returning and continuing students who participate in our program.

![First-Time EOPS Attempting 15+ Units in Their First Term](image)

Students who are new to EOPS are required to enroll in a minimum of 12 units in their first semester. The majority of our students will attempt 12 units during the regular academic semester. For first-time students between fall 2017 and fall 2018, there was a growth of 5% who attempted 15 units and a slight increase of 1% among those who attempted 30 units during their first year. However, over the last 5
years, first-time students in EOPS had an average of 20% attempting 15 units and 10% attempting 30 units.

First-time EOPS students completing transfer-level English and math in their first year has remained relatively stable, with a slight decrease from fall 2017 to fall 2018 of 2%.
Events and Actions Taken to Advance the Momentum Points

EOPS has created a model of active communication and intrusive advising to support student success and reduce the achievement gaps. Efforts have been made to emphasize the importance of staying enrolled as full-time status during the duration of their college education in our EOPS Orientations. Students in EOPS are required to attend orientation each semester:

- Fall term Orientations offered in June, July, August, September
- Spring term Orientations offered in December, January, February
- Summer term Orientations offered in May and June

Implemented in August 2017, Freshman Day is an event provided to incoming students specifically targeting recent high school graduates to welcome them to the EOPS program, informational workshop sessions and activities are provided. This event promotes students’ transition from high school to college. In fall 2018, we had over 600 student participation. In fall 2019, we plan to increase the number of sessions offered from two to three.

Students are required to have 3 contacts each semester they participate in the program. Our EOPS counseling and advising team ensure our EOPS students have a current comprehensive educational plan that emphasizes taking transfer-level English and math. A Comprehensive Educational Plan is required by the end of each semester.

As part of the completion, persistence and retention efforts, EOPS offers a Priority Registration Festival during the Fall and Spring semester. A computer lab room is reserved for students to drop in anytime and receive one-on-one registration assistance. For the 2018-19 academic year, over 500 students attended the EOPS Priority Registration fest.

In addition to the Priority Registration festival, weekly email and text campaigns are sent to remind students to register.

Students who are below a 2.0 overall GPA are required to attend a one hour probation appointment with their EOPS counselor.

Students who have below 3.0 overall GPA are required to submit progress reports by the 7th week of the semester.

Academic support services such as tutoring are highly recommended to all EOPS students. EOPS students are eligible for an additional hour of tutoring support per class per week.

For the past academic year, EOPS has offered two Student Development B6, “Tools for College Success”, courses specifically for EOPS students during Fall and Spring where students have the opportunity to build a system of support among their college peers.

Looking Ahead at the Next 3 Years

The EOPS events and strategies mentioned earlier have been effective and critical to the success of students. EOPS is a high touch and intrusive program. We will continue to evaluate our common practices to ensure that we are on par with the momentum points.
During orientations, EOPS has added information emphasizing the importance of the momentum points to both new and continuing EOPS students. Our goal is for students to foster the momentum points as part of their equation to success.

In our delivery of student services, we are working to provide alternative options to meet with a Counselor and Advisor to address student needs. Our team is currently going through training and piloting Conex ED to accommodate our EOPS students who are taking online courses or have jobs that limits their availability to come to campus. Our department will continue to offer extended hour appointments for students needing late appointments.

For the next academic year, we expect to offer more workshops that emphasize Career preparation, Transfer and Financial Aid.

In advancing the momentum points within EOPS students, stronger efforts in monitoring transfer-level English and math completion, as well as tracking 30 units.