

**PORTERVILLE COLLEGE**  
**PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS**

Program Name: Extended Opportunity  
Program and Services (EOPS) and  
Cooperative Agencies Resources for  
Education (CARE)

Contact Person: Frank  
Ramirez

Submission Date:  
1/18/2024

**Porterville College Mission Statement:**

With students as our focus, Porterville College provides our diverse local communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide comprehensive support systems tailored to each student's skill level.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

**Guided Pathways Framework:**

1. Clarify the Path: Create clear curricular pathways to employment and further education.
2. Enter the Path: Help students choose and enter their pathway.
3. Stay on the Path: Help students stay on their path.
4. Ensure Learning: Ensure that learning is happening with clear outcomes.

**Program Mission Statement:**

The EOPS program's mission is to provide "over and above" support services to eligible students challenged by language, social, economic, and educational barriers. EOPS is committed to assisting students with successfully completing their educational goals and objectives.

The Cooperative Agencies Resources for Education (CARE) program was established to help EOPS students who are single parents, receiving cash-aid from CalWORKs (California Work Opportunity and Responsibility to Kids) or Tribal TANF (Temporary Assistance for Needy Families).

The CARE program is designed to help break the welfare cycle by offering additional support to students who want to receive college-level career training or complete specific educational programs.

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**Service Area Outcomes (SAOs):**

The following chart outlines the SAO’s that were selected for the past assessment period of Fall 2020 – Spring 2023. The program’s SAO’s will be updated after Spring 2024 as follows: SAO #1 (Removed) and SAO #2 (Removed)

SAO Statement	Describe assessment results and discussion of this SAO	Describe how the results impact your goals and needs going forward
1. Students who attend the EOPS/CARE orientation will be able to demonstrate knowledge of the programs purpose, services provided, and student responsibilities.	The assessment was conducted during the Spring 2022 semester. Students were surveyed using a pre/post questionnaire format when they attended an EOPS New Student Orientation. The results demonstrated that 66% of the students met this outcome by completing 70% of the questions with a correct response. Survey questions were connected to the information shared during the orientation that outlines the purpose of our program, services provided, and student responsibilities.	The results demonstrated that adjustments are needed to how information about our program is presented during the orientation. EOPS provides many supplemental services that can help students succeed at PC. Assuring that students understand how the program can help them will improve their success at PC.
2. After completing the second counseling appointment, students will be able to communicate their short and long-term educational goals.	The results to this assessment noted 77% of the students reported a satisfactory outcome; students were able to communicate their short and long-term educational goals through questions on the assessment.	Ensuring that students understand their education goals outlined in their Comprehensive Student Education Plan and the steps needed to reach those goals will improve the probability that they complete their plan in a timely manner.

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3. After completing the third counseling appointment/exit interview, students will demonstrate satisfaction with EOPS/CARE services.	This SAO was scheduled to be measured during the Spring 2022 semester. It was moved to Spring 2024 due to delays in measuring SAO 1 and 2 due to the instability that was brought on by the COVID-19 shutdown.	
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**Program Analysis and Trends:**

*Data Review*

**Extended Opportunity Programs and Services (EOPS)** was created 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. These barriers are addressed by offering comprehensive academic and support counseling, financial aid and a combination of other services aimed at keeping students from dropping out and helping them reach their educational and career goals.

EOPS students who are single parents receiving public assistance can also access the **CARE (Cooperative Agencies Resources for Education)** program. The CARE program offers additional support services so students can transition from welfare dependency by securing the education, training, and marketable skills needed for self-sufficiency and upward social mobility.

Data outlined in this section is separated by each program. Note: CARE students must be enrolled in the EOPS program; therefore, also part of the CARE program data. Separation will allow the ability to view the additional services that are provided to EOPS students who qualify for the CARE program.

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**KCCD Program Review Unique Headcount Dashboard**  
**College: Porterville College by: EOPS Status**

		2018-19	2019-20	2020-21	2021-22	2022-23
Total	<b>EOPS</b>	819	839	635	678	759
	<b>Not EOPS</b>	4,912	5,264	4,811	4,299	4,882
% of Total	<b>EOPS</b>	14.3%	13.7%	11.7%	13.6%	13.5%
	<b>Not EOPS</b>	85.7%	86.3%	88.3%	86.4%	86.5%
Yr to Yr Change	<b>EOPS</b>	6.8%	2.4%	-24.3%	6.8%	11.9%
	<b>Not EOPS</b>	4.7%	7.2%	-8.6%	-10.6%	13.6%

This chart outlines the programs growth since the last program review. The 2020 Program Review predicted that the COVID-19 pandemic would have an impact on the number of students enrolled in the EOPS program. This became a reality based on the unique headcount data. EOPS enrollment dropped from the 2019-20 enrollment of 839 students to 635 students during the 2020-21 academic year. Each subsequent academic year has seen an increase as students reengage with the campus.

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### 2022 Cohort Profile Summary

College: **Porterville College**

Data Extracted On:  
9/18/2023

Hover over info icons for more information and metric definitions. Hover over metric success rates, percentage point changes, or five year trend graphs for summary highlights. Data presented reflects the college and/or student attribute filters selected. Click on the tabs in the header above to explore dashboards associated with each success metric in more detail.

Select Home College to Display Porterville College					Student Attribute Filters:	Student Services Filters:
<b>Momentum Points, Fall 2022 Cohort</b>						
Success Metric	Success Rate	1 Yr Percentage Point Change	5 Yr Percentage Point Change	5 Year Trend	Degree Seeking Degree Seeking	Financial Aid Status All
Cohort Headcount	234	▲+92.0%	▼-14.2%		Fraud Hold Status No Fraud Hold	Pell Recipient in 1st Yr All
Attempted 12 Units in 1st Term	88.9%	▼-5.6%	▼-6.9%		Program of Study All	CCPG Recipient in 1st ... All
Completed 12 Units in 1st Term	44.0%	▼-15.4%	▼-10.9%		Gender All	CAFYES Status All
Attempted 30 Units in 1st Year	32.1%	▲+3.5%	▲+6.2%		Ethnicity All	CALWORKS Status All
Completed 30 Units in 1st Year	12.8%	▼-3.8%	▲+0.6%		Age Group All	CARE Status All
Persistence Fall to Spring	87.6%	▼-1.3%	▼-2.3%		First Generation Status... All	Economically Disadv... All
Persistence Fall to Fall (Fall 2022 Cohort data is incomplete)	70.5%	▼-2.8%	▲+2.7%		Parents Education Stat... All	DSPS Status All
Completed Both Math and English..	35.9%	▼-9.3%	▲+0.2%		Residency Status All	EOPS Status EOPS
<b>Course Success, Fall 2022 Cohort</b> Enrollments N= 1,996						
Successful Course Completion in 1st Year	68.6%	▼-4.6%	▼-2.9%		Single Parent All	Foster Youth Status All
<b>3 Year Completion Rates, Fall 2019 Cohort</b> Cohort N= 246						
Completion (Award or Transfer) within 3 Years	29.3%	▼-3.9%	▲+9.0%		Units Attempted in 1st ... All	Veteran All
					Full Time/Part Time U... All	Completed Ed Plan in ... All
					1st English Attempt All	Athlete in 1st Year All
					1st Math Attempt All	
					KCCD Dual Enrollment ... All	

This dashboard is a summary of the student success indicators for the latest completed Fall-First-Time Degree-Seeking cohort. First-time is defined as students who have no prior postsecondary experience. Degree-seeking is defined as a student who, in their first fall (or summer) term, declared a goal of transfer or degree/certificate completion or enrolled in either a course leading to a degree or certificate, or a CE course coded as clearly occupational or higher. Students who transferred from another higher education institution and students enrolled at prisons are excluded from the cohort.

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This dashboard gives a short-term and long-term view of the EOPS program. The program requires for new applicants to be enrolled in 12 units at the time that they are admitted into the program (10% of new students enrolled each year are allowed to be enrolled in 9 – 11 units). This requirement allows the program to maintain a high percentage of students who attempt 12 or more units their first term (88.9%). There is a large percentage drop in students who complete 12 or more units in their first term (44%) and those that complete 30 units their first year. Case management, peer mentors, structure appointments, and referrals to other services are tools that are used to help more students meet these bench marks. The barriers that help students become eligible for EOPS become evident as they meet with the EOPS Counseling Team and share some of the reasons for reducing units: disabilities, financial hardships, added responsibilities at home, transportation, lack of technology, and responsibility of dependents. These factors impact their ability to access campus resources such as tutoring, library, and other support services. EOPS students continue to show a need for added support in completing Math and English requirements their first year with an average of 35.9% meeting this metric. Limited options to support sections has been observed by EOPS Counselors as having an impact on the performance in these courses. Progress reports during Week 5 of each semester help identify academic issues early and provide interventions to help them address any academic concerns.

The EOPS Case Management model and support services can be seen as effective in helping students persist from fall to spring semester (87.6%) and fall to fall semester (70.5%). Ultimately, new EOPS students have registered for their courses before they enroll into the program. The EOPS team begins to provide services with a course schedule that students bring into the program. Subsequent semesters allow the EOPS team to triage each student and help them develop a plan that will help them reach their educational goals.

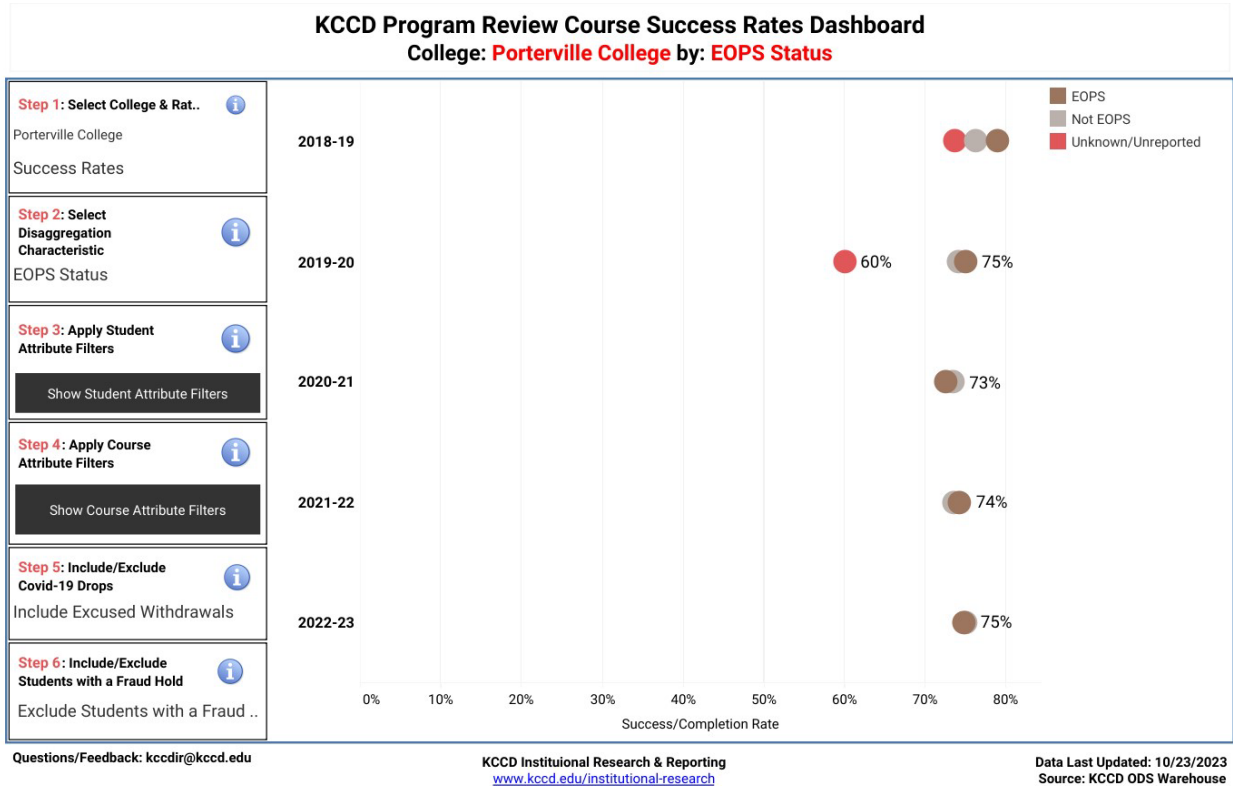
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The following dashboards disaggregate the cohort dashboard data:



Success Rate: Percentage of EOPS students who successfully completed a course (a grade of A, B C, SP, or P).

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## Completed College Level English & Math in First Year College: **Porterville College** by: **EOPS Status**

Hover over info icon for more information.

Data Extracted On:  
2/1/2024

Select Course Attempted or C... Completed	Select English, Math, Comm, C... English & Math	Select Home College to Display Porterville College	Select Student Attribute EOPS Status	Student Attribute Filters: <span style="float: right;">i</span>	Student Services Filters: <span style="float: right;">i</span>
<b>Fall 2022</b>			28.0% <span style="color: blue;">●</span> 35.9%	Degree Seeking Degree Seeking	Financial Aid Status All
<b>Fall 2021</b>			21.1% <span style="color: blue;">●</span> 45.2%	Fraud Hold Status No Fraud Hold	Pell Recipient in 1st Yr All
<b>Fall 2020</b>			24.1% <span style="color: blue;">●</span> 37.2%	Program of Study All	CCPG Recipient in 1st.. All
<b>Fall 2019</b>			27.4% <span style="color: blue;">●</span> 35.0%	Gender All	CAFYES Status All
<b>Fall 2018</b>			26.8% <span style="color: blue;">●</span> 35.7%	Ethnicity All	Age Group All
				First Generation Statu.. All	CALWORKS Status All
				Economically Disadva.. All	CARE Status All
				Parents Education Sta.. All	DSPS Status All
				Residency Status All	EOPS Status All
				Single Parent All	Foster Youth Status All
				Units Attempted in 1st.. All	Veteran All
				Full Time/Part Time U.. All	1st English Attempt All
				1st Math Attempt All	Completed Ed Plan in.. All
				KCCD Dual Enrollment.. All	Athlete in 1st Year All

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
<b>Null</b>	Cohort N	690	722	613	646	668
	Gateway Metric Count	185	198	148	136	187
	Gateway Metric Rate	26.8%	27.4%	24.1%	21.1%	28.0%
<b>EOPS</b>	Cohort N	286	246	113	217	234
	Gateway Metric Count	102	86	42	98	84
	Gateway Metric Rate	35.7%	35.0%	37.2%	45.2%	35.9%
<b>Grand Total</b>	Cohort N	976	968	726	863	902
	Gateway Metric Count	287	284	190	234	271
	Gateway Metric Rate	29.4%	29.3%	26.2%	27.1%	30.0%

EOPS students have maintained a consistent rate of completion for College Level Math and English courses. Fall 2021 had a slight increase in the rate of completion. An observation of the factors that were present for this cohort is that additional funding was available due to the COVID-19 pandemic to provide technology, financial support, and basic needs.



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## Fall to Fall Persistence College: **Porterville College** by: **EOPS Status**

Hover over info icon for more information.

Data Extracted On:  
2/1/2024

Select Persistence Measure	Select Home College to Display	Select Student Attribute	Student Attribute Filters:	Student Services Filters:																																																																
Fall to Fall	Porterville College	EOPS Status	<ul style="list-style-type: none"> <li>Degree Seeking Degree Seeking</li> <li>Fraud Hold Status No Fraud Hold</li> <li>Program of Study All</li> <li>Gender All</li> <li>Ethnicity All</li> <li>Age Group All</li> <li>First Generation Statu.. All</li> <li>Economically Disadva.. All</li> <li>Parents Education Sta.. All</li> <li>Residency Status All</li> <li>Single Parent All</li> <li>Units Attempted in 1st.. All</li> <li>Full Time/Part Time U.. All</li> <li>1st English Attempt All</li> <li>1st Math Attempt All</li> <li>KCCD Dual Enrollment .. All</li> </ul>	<ul style="list-style-type: none"> <li>Financial Aid Status All</li> <li>Pell Recipient in 1st Yr All</li> <li>CCPG Recipient in 1st .. All</li> <li>CAFYES Status All</li> <li>CALWORKS Status All</li> <li>CARE Status All</li> <li>DSPS Status All</li> <li>EOPS Status All</li> <li>Foster Youth Status All</li> <li>Veteran All</li> <li>Completed Ed Plan in .. All</li> <li>Athlete in 1st Year All</li> </ul>																																																																
<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th></th> <th></th> <th>Fall 2018</th> <th>Fall 2019</th> <th>Fall 2020</th> <th>Fall 2021</th> <th>Fall 2022</th> </tr> </thead> <tbody> <tr> <td rowspan="3"><b>Null</b></td> <td>Cohort N</td> <td>690</td> <td>722</td> <td>613</td> <td>646</td> <td>668</td> </tr> <tr> <td>Persistence Count</td> <td>432</td> <td>369</td> <td>300</td> <td>337</td> <td>363</td> </tr> <tr> <td>Persistence Rate</td> <td>62.6%</td> <td>51.1%</td> <td>48.9%</td> <td>52.2%</td> <td>54.3%</td> </tr> <tr> <td rowspan="3"><b>EOPS</b></td> <td>Cohort N</td> <td>286</td> <td>246</td> <td>113</td> <td>217</td> <td>234</td> </tr> <tr> <td>Persistence Count</td> <td>194</td> <td>157</td> <td>83</td> <td>159</td> <td>165</td> </tr> <tr> <td>Persistence Rate</td> <td>67.8%</td> <td>63.8%</td> <td>73.5%</td> <td>73.3%</td> <td>70.5%</td> </tr> <tr> <td rowspan="3"><b>Grand Total</b></td> <td>Cohort N</td> <td>976</td> <td>968</td> <td>726</td> <td>863</td> <td>902</td> </tr> <tr> <td>Persistence Count</td> <td>626</td> <td>526</td> <td>383</td> <td>496</td> <td>528</td> </tr> <tr> <td>Persistence Rate</td> <td>64.1%</td> <td>54.3%</td> <td>52.8%</td> <td>57.5%</td> <td>58.5%</td> </tr> </tbody> </table>							Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	<b>Null</b>	Cohort N	690	722	613	646	668	Persistence Count	432	369	300	337	363	Persistence Rate	62.6%	51.1%	48.9%	52.2%	54.3%	<b>EOPS</b>	Cohort N	286	246	113	217	234	Persistence Count	194	157	83	159	165	Persistence Rate	67.8%	63.8%	73.5%	73.3%	70.5%	<b>Grand Total</b>	Cohort N	976	968	726	863	902	Persistence Count	626	526	383	496	528	Persistence Rate	64.1%	54.3%	52.8%	57.5%	58.5%
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Our persistence rate continues to stay strong as a higher rate of EOPS students are remaining enrolled from Fall to Fall compared to non-EOPS students. The additional Counseling and Support Services helps students remain on track. The EOPS program structure also provides a safety net to catch concerns early and address them in a timely manner. Requiring students to meet with a Counselor 3 times per semester and Progress Reports through EAB Navigate are some of the factors that contribute to the programs success.

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**KCCD Program Review Program Award Dashboard**  
 College: **Porterville College** by: **EOPS Status**

		2018-19	2019-20	2020-21	2021-22	2022-23
Awards or Recipients C..	<b>Received EOPS services</b>	358	359	319	322	284
	<b>Did not received EOPS services</b>	644	646	630	611	542
% of Total Awards or R..	<b>Received EOPS services</b>	35.7%	35.7%	33.6%	34.5%	34.4%
	<b>Did not received EOPS services</b>	64.3%	64.3%	66.4%	65.5%	65.6%
Awards or R..	<b>Total</b>	1,002	1,005	949	933	826
% of Total A..	<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%

Dashboard Description: The awards dashboard shows the five-year trends in the number of awards conferred by KCCD. EOPS students continue to represent a large percentage of the graduating class averaging 34.78% of the graduating class (1/3 of the class).

The following dashboards disaggregate the EOPS students enrolled in the CARE program:

**KCCD Program Review Unique Headcount Dashboard**  
 College: **Porterville College** by: **CARE Status**

		2018-19	2019-20	2020-21	2021-22	2022-23
Total	<b>CARE</b>	63	59	41	35	37
	<b>Not CARE</b>	5,668	6,044	5,405	4,942	5,604
% of Total	<b>CARE</b>	1.1%	1.0%	0.8%	0.7%	0.7%
	<b>Not CARE</b>	98.9%	99.0%	99.2%	99.3%	99.3%
Yr to Yr Change	<b>CARE</b>	-16.0%	-6.3%	-30.5%	-14.6%	5.7%
	<b>Not CARE</b>	5.3%	6.6%	-10.6%	-8.6%	13.4%

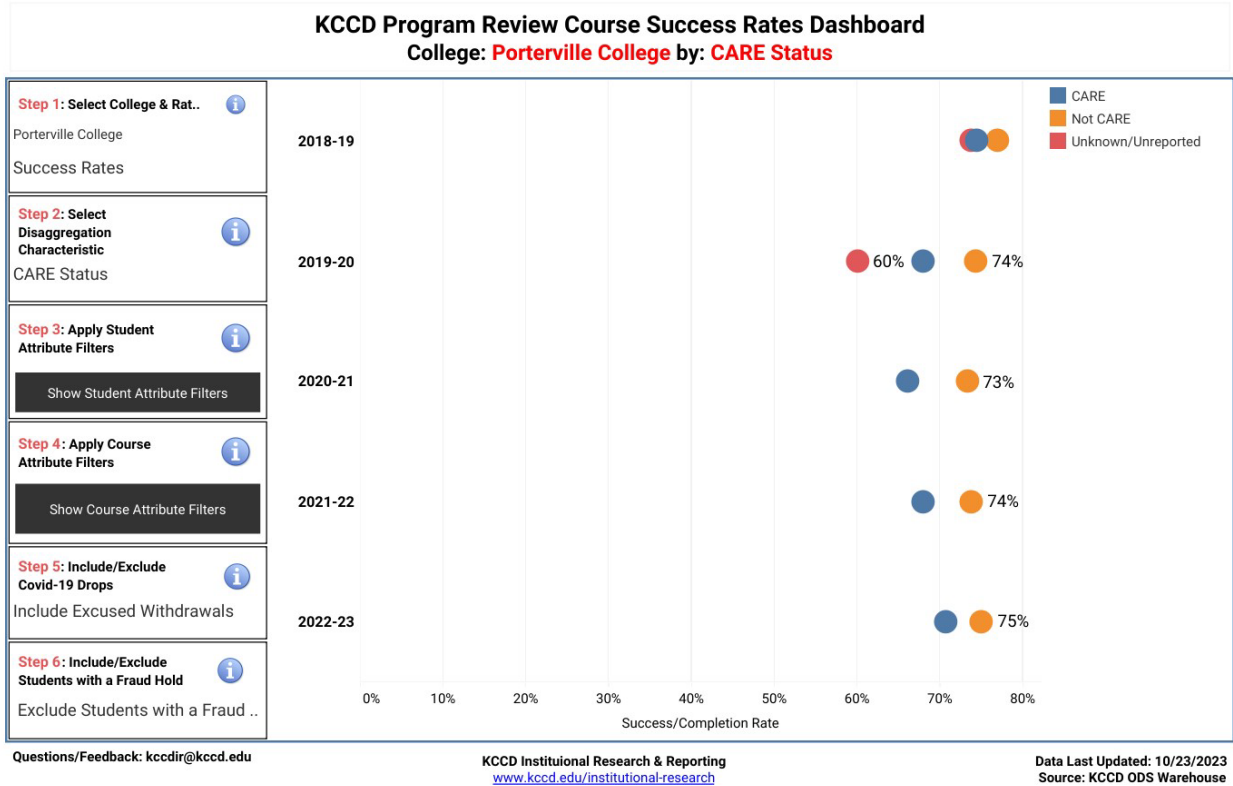
The CARE student population declined since 2020 with factors related to the COVID-19 pandemic contributing to this decline. Students enrolled in the CARE program are single parents who are also EOPS students. They are also receiving benefits from the CalWORKs program. Students reported many additional factors regarding barriers that impacted their enrollment as a student at Porterville College. Factors included lack of childcare, concerns of contracting COVID-19 while attend classes, additional financial assistance from CalWORKs being awarded due to COVID-19, and a stop of their CalWORKs timeclock were reported by participants. The CalWORKs timeclock required students to complete their approved program within a set time. Removing this requirement allowed students enroll in less units or take a break from being enrolled in courses.

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Success Rate: Percentage of students who successfully completed a course (a grade of A, B C, SP, or P). CARE students reported that the factors noted above negatively impacted their enrollment and their completion of courses at PC.

### KCCD Program Review Program Award Dashboard

College: **Porterville College** by: **CARE Status**

	2018-19	2019-20	2020-21	2021-22	2022-23
Awards or Recipients C..					
<b>Received CARE program services</b>	36	34	27	33	18
<b>Did Not receive CARE program ser..</b>	966	971	922	900	808
% of Total Awards or R..					
<b>Received CARE program services</b>	3.6%	3.4%	2.8%	3.5%	2.2%
<b>Did Not receive CARE program ser..</b>	96.4%	96.6%	97.2%	96.5%	97.8%
Awards or R..					
<b>Total</b>	1,002	1,005	949	933	826
% of Total A..					
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%

Dashboard Description: The awards dashboard shows the five-year trends in the number of awards conferred by KCCD for student enrolled in the CARE program.

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*Changes in Program over Last Three Years*

**2020-21**

This academic year brought many changes to the EOPS and CARE programs due to the COVID-19 pandemic. Students were limited to an online environment which limited the type of services that were available. The service delivery model was adapted to the new online environment by opening access to the EOPS team through Zoom and Cranium Café. Laptops were given to students enrolled in EOPS/CARE, virtual workshops were offered to address student needs, and information was shared about vital services (ex. COVID-19 testing, food distribution, and community services). EOPS requirements were relaxed allowing students to remain in the program. Requirements such as completing 3 appointments each semester with a counselor, attending a workshop, and maintaining enrollment in at least 9 units are key requirements of the program that were relaxed to help students remain enrolled. The EOPS team was innovative and responsive in addressing student needs, but an enrollment drop was inevitable due to the pandemic. The EOPS program dropped from 839 (2019-20) to 635 (2020-21) students.

EOPS and CARE students are already disadvantaged by social, economic, educational and/or linguistic barriers which is how they qualify for the program. The COVID-19 pandemic expanded these barriers to include lack of access to technology, increased need to contribute to their household, reduced access to health care, and food/housing insecurities. Information on community resources was increasingly shared along with team members expanding their involvement in community collaboratives where various nonprofit and government agencies met to share information about events and resources that were being distributed within the community. The Porterville College campus hosted some of these events to help students have better access to these services and help the general public. A COVID-19 testing center was established on-campus and vaccinations were distributed by county agencies.

Adjusting outreach and office practices was a key factor in continuing to deliver required services to students. An increased partnership with the Porterville College Office of Institutional Research (IR) resulted in developing targeted outreach to students who potentially qualified for the EOPS/CARE programs. The IR office developed reports that could be run by EOPS/CARE team members to identify potential applicants. Communication features found within Navigate were utilized to communicate with students regarding the EOPS/CARE programs and application process. Applications and required documents were converted to a digital format using Adobe Acrobat and Dynamic Forms helping students apply for each program in a paperless environment. Previous outreach efforts depended on events hosted at high schools and campus events (ex. PC Connect, Senior Day) to connect with students. The COVID -19 pandemic restrictions didn't allow these in-person events to happen, so a virtual outreach model was required. All student files were transitioned to a digital format using a cloud-based format so digital student files could be maintained and accessed via internet. This paperless model was an

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innovation that began in 2019 but propelled the EOPS/CARE team to be recognized as being an innovator in office procedures by other EOPS/CARE offices.

The California Community College Chancellors Office implemented a Hold Harmless Clause which resulted in sustaining EOPS and CARE funding at pre-COVID-19 levels even though the amount of students enrolled in the programs had dropped during the 2020-21 academic year. Sustaining funding at the same level, but with less students resulted in extra funding to begin an Emergency Grant in the amount of \$500 to help students who maintained their enrollment in courses past week 10 of the semester. CARE students received a grant of \$3,000 to help with household expenses (ex. childcare, transportation, food). Survival kits were also issued to every student containing items to help them through their educational journey. Beginning of the year survival kits consisted of a backpack filled with school supplies. The supplies included traditional items (ex. pens, notebooks, binders) and technology items to help with the new environment (ex. headphones, microphones). Recognizing student accomplishments was a key feature of the EOPS/CARE programs. This feature continued in a different format given the COVID-19 restrictions implemented by California government officials. The recognition ceremony moved to a drive-thru format that included social distancing while giving students survival kits that contained items they would need as graduates of PC (ex. folio, office gear).

### **2021-22**

This academic year brought a transition from a virtual to a hybrid in-person model of delivering services. COVID-19 restrictions were in the process of being relaxed while monitoring the continued threat of COVID-19 infections. Courses were beginning to transition into an in-person format, but unstable due to infection rates fluctuating. Guidelines placed by the Kern Community College District to protect the safety of students, faculty, staff, and administrators changed as they adapted to evolving information about how to safely transition to an in-person environment. This instability had a negative impact on EOPS/CARE students.

Enrollment in each program remained lower than the 2019-20 academic year (EOPS – 678; CARE – 35). Outreach to potential students continued to expand in a virtual format and in-person events were beginning allowing the program to conduct outreach in both modalities. The virtual outreach model helped maintain a continued delivery of information to students, but returning to in-person counselor visits to local high schools and restarting PC Connect helped increase application numbers.

Student data showed that EOPS/CARE students were experiencing lower persistence, completion, and enrollment rates compared to previous years (see data section). Progress reports were a key tool used in previous years to help identify which students were experiencing

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academic issues and triaging how to address these issues. Progress reports were moved from a paper format to virtual format utilizing the Navigate system. This system allowed Progress Reports to be delivered to all instructors and quickly completed for all students in their course(s) utilizing 1 report. Grades would instantly show on the students Navigate profile so they could be viewed by a counselor/advisor. This update allowed this worthy tool to evolve into a better format. Emails and digital communications were also delivered to students when grades and/or comments were submitted allowing instate connections between students and instructors.

The EOPS program historically utilized a model of having a counselor secure a stipend to complete coordination duties. These duties occurred outside of their contracted hours. Coordination duties included program planning, assuring that the programs were meeting all guidelines, and working in partnership with the Director of Student Services in planning the direction of the programs. This position was vacant and garnered no interested from the counseling team to continue utilizing this model. Discussions with the Dean of Student Success and Counseling; and Vice President of Student Services finalized a new plan of changing the model to have this position become a management level position utilizing a Program Manager job description. The Program Manager would assure that the responsibilities are being met especially due to the EOPS Implementation Guidelines requiring a coordinator for programs that contain over 500 students. Efforts began to update this model. The coordination duties were assumed by the Director of Student Services until an approval to move forward is secured.

Families continued to experience the impacts of the COVID-19 pandemic. The EOPS/CARE programs continued to share community resources to help address their needs. Partnerships with community agencies grew to begin an annual event for the winter holidays that would be hosted at Porterville College. The event titled “The Grinch that Helped Christmas” began bringing 30 nonprofit and government agencies together on the Porterville College campus to deliver food, holiday gifts, hygiene items, health items, and information about community resources. The event was marketed to the Porterville College community and general community. It attracted 700 families and a huge success that sparked the interest of each agency to continue the event annually.

**2022-23**

The transition to an in-person service delivery model continued as COVID-19 restrictions were lifted. Demand for in-person workshops, appointments, and events grew. Funding provided by the federal and state government to assist during the COVID-19 pandemic was diminishing and Hold Harmless provisions were being lifted noting that 2023-24 budgets would return to regular formulas of being based on previous years enrollments in the EOPS/CARE programs. Enrollment for the 2022-23 academic year (EOPS – 759; CARE – 37) was still lower than the 2019-20 academic year resulting in a reduction in budget allocations being inevitable.

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Students continued to report technology issues impacting their persistence and completion of courses. The funding to purchase laptops for students was no longer available, but new students were reporting that they couldn't access online content due to having an outdated PC/laptop and weak internet connection at home. The EOPS emergency grant continued to be a possibility to help with these expenses, but funding that was carried forward from previous years was diminishing and future funding was not promising.

The ability to relax EOPS guidelines with a goal to retain students was lifted. Dropping students from the program for noncompliance began to be implemented impacting the number of students enrolled in the program. Students were being dropped for not enrolling in enough units, not making academic progress, and failing to complete the required 3 appointments per semester. These have always been program requirements noted in EOPS regulations. They were relaxed to help students through the COVID-19 pandemic but returned to being enforced. The program was able to sustain a steady growth given the loss of students due to not complying with the program guidelines.

The EOPS program also added a new tool to help students develop communication skills to help them connect with employers. Carer Launch was purchased due to it's focus on developing communication, networking, and information gathering skills needed to advance a student as they began to pursue job in their field of study. An EOPS Counselor was trained to deliver the curriculum and a Peer Advisor was added to assist with the ongoing support of students as they completed this 4 week program. A vendor grant was included to assist students with purchasing clothes that are appropriate for an interview.

***Report on Previous Goals***

Goal	Status/Progress
1. Evaluate the progress of the EOPS/CARE Care Unit in Navigate and work with the Navigate Strategic Leader to explore ways for the system to support the needs of the students and program. If Navigate is unable to meet the program/student needs, find a new vendor that would be able to provide the needed support.	The goal has been met. We worked with the Navigate Strategic Leader in addressing areas of concern and expanded use of additional features within Navigate that help facilitate communication with students. Features such as Enrollment Campaigns, Messaging Campaigns, Appointment Campaigns, and Appointment Dashboards have been beneficial in securing student appointments and expanding overall student engagement with our program. Ongoing communication with the Navigate Idea Portal helps bring ideas for new features to be considered for future software updates. The Director of Student Services participates in the Navigate Task Force to expand the use of Navigate tools that benefit students.

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<p>2. The percentage of students entering EOPS cohorts who transfer within three years, will increase from 26.4% for the 2016 cohort to 32% for the 2019 cohort.</p>	<p>This goal was not met. The Fall 2019 cohort had a reduced transfer rate of 19.5% from the Fall 2016 cohort transfer rate of 26%. COVID-19 impacted the Fall 2019 cohort. The EOPS restarted campus visits during the Spring 2023 semester and continue to work with the Transfer Center to connect students with ongoing workshops that they provide. A partnership with the UC Berkely Community College Transfer Services program and ongoing implementation of the CSU Transfer Pathways will help connect students with important information to help them understand the transfer process.</p>
<p>3. Office space for adjunct counselor, student worker, and a student lounge for registration, tutoring and transfer assistance.</p>	<p>This goal was not met due to office space at Porterville College being limited. Many departments are experiencing the same issues. Compromises have been met by working with the Dean of Student Success and Counseling to utilized shared space in AC121 that allows EOPS team members to help students register and complete applications. Seeking additional space will continue to be a goal.</p>
<p>4. Increase percentage of EOPS/CARE students who complete college level English and Math Courses within their first year.</p>	<p>This is a new goal that is being added.</p>

***Program Strengths***

The EOPS/CARE staff and faculty provides excellent support services to their students. The team is committed not only to their students, but also to the college and district in general. They are actively involved in many campus and district committees as well as community events and partnership opportunities.

EOPS program staff participate in the Porterville College Welcome Week events at the beginning of each semester distributing EOPS program information and helping students complete the program application. Program counselors collaborate in the Annual PC Transfer Fair and participate in outreach activities at the local high schools to promote Porterville College and complete Abbreviated Educational Plans for potential students. High school are a great opportunity to share information about how to apply for EOPS. In addition, the program participates in Pirate in a Day, Reg Fest, College and Financial Aid Night, Senior Day and PC Connection. The Educational Advisor participates in regular high school visits throughout the year to provide information and outreach services.



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The program staff has been able to adapt and transition to an online environment providing all services virtually. They are fully committed to the success of the students by updating their skills to meet the needs of the students as they transitioned through the post-COVID-19 learning environment. EOPS Counselors have many years of experience serving disadvantaged populations and provide quality counseling tailored to the individual needs of each student. The students receive wrap around services: tutoring referrals, referrals to other departments and outside agencies. A CARE workshop/luncheon with a guest speaker is provided each term to further support the needs of the students in the CARE program.

One of the keys to student success is monitoring students' progress and providing early interventions. Creating and monitoring a student's education plan is one of the key factors that helps students in our program succeed. Progress reports are sent to instructors through Navigate at week 5 of the semester allowing them to indicate the student's current academic status. The progress report allows the EOPS staff to provide interventions and solutions to academic concerns that may potentially prohibit a student from achieving his or her educational goal. The students receive intrusive counseling to identify solutions that will promote the wellbeing of the student allowing him/her to take charge of their education. Interventions may result in the following: tutoring referrals, encouraging students to meet with their professors during office hours, formation of study groups, withdrawing from courses prior to the withdrawal deadline, change class schedule, major change, amending or developing a new educational plan.

The EOPS program continues to provide "over and above" support services to eligible students:

- Priority Registration
- In-Person/Online Orientation to EOPS/Campus Services
- 3 REQUIRED Counseling Contacts
- EOPS Book Vouchers/Grants
- Food Grants
- Emergency Grants
- Educational Field Trips to University Campuses
- UC & CSU Application Fee Waivers
- Survival Kit (school supplies)
- Free Tutoring
- Educational/Enrichment Workshops
- Lending Library
- Phi Theta Kappa Honor Society Membership Fees and Regalia
- Graduation Cap and Gown
- Graduation Medallion

The EOPS/CARE program has streamlined processes and bundled services which ensures efficiency of allocated human resources, thus supporting student success. Many EOPS students

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are receiving services in EOPS/CARE and CalWORKs. Staff refers and encourages eligible students to apply for and receive services in multiple programs. This practice is a benefit to students as they maximize the utilization of all support services.

*Areas for Improvement*

An area to be strengthened is growing partnerships with the California State University and University of California Educational Opportunity Programs (EOP) to assist in the transfer process from Porterville College to a four-year university and to continue to increase the student transfer rate. Representatives from CSU, Bakersfield; CSU, Fresno; and UC, Merced have been added to the EOPS/CARE Advisory Board to assist with sharing updates and identifying ways to help students transfer to their campuses and into their EOPS programs. This partnership has generated additional workshops focusing on how to help EOPS students through the application process, but additional services can help improve the EOPS transfer rate. The partnership being explored with the UC Berkely Community College Transfer Services program and helping students participate in conferences that connect students with university representatives are innovative ways to improve the transfer rate. EOPS students continue to transfer at a higher rate compared to non-EOPS students. The Fall 2020 cohort noted that 21.2% of EOPS students transfer in 2 years compared to 12.2% of the non-EOPS student population at Porterville College. This is a great data point to note highlighting the accomplishment, but growth is always welcome.

Finalizing the Program Manager position to complete the coordination requirement outlined in chapter 2.5 of California Education Code Title 5 section 56230 will be a key piece to strengthening the EOPS program as it continues to grow. This position will consist of the job duties and responsibilities being designated as the position that administers the program in conjunction with, or in the absence of a full-time director. Greater oversight will assist with nurturing the growth of services provided to students, lead outreach efforts, and assist with compliance of program guidelines. Taking the lead with the onboarding process will expedite the timeline for student applications to be reviewed and approved for admission into the EOPS and CARE programs. Larger projects such as an EOPS Summer Bridge program could be considered to help students increase their preparation for the fall semester and assess the career/education goals. Finalizing this position will help the EOPS/CARE program meet their set goals.

Improving the onboarding process to include a Summer Bridge Program would help address some of the areas of concern within the EOPS/CARE program data. The Summer Bridge Program can be structured in a format where students enroll in a STSS course aligned with the program outcomes helping the student gain course credit while preparing for the fall semester. This course will be designed for goal setting, college skill building and contain exercises in critical thinking and stress management and making informed decisions about academic planning for college and career success. The program will include an English and Math enrichment

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component to help students prepare for completion of their English and Math requirements by the end of their first year at Porterville College.

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**Goals**

Goal(s)	Timeline for completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)	Mission Statement	Guided Pathways Pillars
1. The percentage of students from entering EOPS cohorts who transfer within three years, will increase from 19.5% for the 2016 cohort to 25% for the 2021 cohort.	Spring 2025	Office space with a computer and furniture for EOP university reps to provide in-person transfer assistance and for EOPS students to hold virtual appointments with the university reps.	EOPS Counselors, Coordinator and Director of Student Services	Lack of office space to conduct in-person service`	1, 2, 3	1, 2, 3
2. Grow the peer mentor program to include a total of (4) mentors and a case management structure to provide added support for students who are facing academic challenges.	Spring 2025	Funding for mentors. Office space to house the mentors and meet with students.	Program Manager and Director of Student Services	Possible reductions in future budgets and approval to hire a Program Manager	1, 2, 3, 5	1, 2, 3

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3. Increase the percentage of EOPS students who complete Math and English College Level courses from 35.9% (Fall 2022 cohort) to 41% (Fall 2024 cohort)	Spring 2026	Funding to implement the Summer Bridge Program and pay additional summer non-contract hours for Counselors	Program Manager and Director of Student Services	Possible reductions in future budgets and approval to hire Program Manager	1, 2, 3, 5	1, 2, 3
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**Staffing:**

***Current Staffing Levels***

Please use the table below to describe current staffing levels, by employee type. Raw numbers are sufficient, not FTE.

Full-time		Part-time	
Faculty	(3) Full-time Counselors (One counselor is 34% EOPS, 33% CARE, 33% CalWORKs; second counselor is 25% EOPS, 25% CARE, 50% CalWORKs; third counselor is 100% EOPS Counselor)	Faculty	(2) Adjunct Counselor 28 hrs/wk
Temporary		Temporary	
Classified	(1) Department Assistant III 50% EOPS / 50%CalWORKs  (1) Program Tech 25% EOPS/25% CARE/50% CalWORKs  (1) Educational Advisor 100% EOPS	Classified	
Management	(1) Director	Management	

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***Request for New/Replacement Staff***

Use one line for each position requested. Justify each position in the space below.

	Title of Position	Classification (Faculty, Classified, or Management)	Full- or Part-Time	New or Replacement
Position 1	Program Manager	Management	Full-Time	New
Position 2	Department Assistant III	Classified	Full-time	New
Position 3				

**Justification:**

The Program Manager position is required by Title 5 guidelines and will lead the expansion of services addressing identified areas of improvement. Coordination is a requirement for the implementation of EOPS outlined in chapter 2.5 of California Education Code Title 5 section 56230.

The Department Assistant III will provide additional support at the front counter receiving students and addressing general questions about the programs.

**Resource Requests**

**TECHNOLOGY REQUEST**

	Technology Need	Justification
Item 1	Laptops to issue students annually	Technology needs continue to exist each year. In-Person courses continue to use some level of virtual technology. Students need up to date equipment to access videos and online content that is integrated into most courses.
Item 2		

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**FACILITIES REQUEST**

	Facilities Need	Justification
Item 1	Office Space – Peer Mentors	The EOPS/CARE and CalWORKs Programs share office space. In a regular year both programs serve close to 1000 students. Currently, the program does not have space for student workers.
Item 2	Office Space – Transfer Initiatives	Office for EOP university visits to assist students in the program with the transferring process, or for students to use this space to meet with university reps virtually.
Item 3	Cubicle Redesign	Additional space for Department Assistance by expanding cubicles and adding work stations in new space.
Item 4	Storage	Storage space is needed. We currently utilize a C-Train, but that space is limited due to being susceptible to outdoor weather conditions.

**SAFETY & SECURITY REQUEST**

	Safety/Security Need	Justification
Item 1	Office Safety Training	Various training focused on how to address natural disasters, unruly students, active shooter, and general emergency response. Training has been provided in the past, but it wasn't consistently offered to all groups.
Item 2		

**PROFESSIONAL DEVELOPMENT REQUEST**

	Professional Development Need	Justification
Item 1		None
Item 2		



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**Budget**

	Current Budget	Amount of Change	Revised Total
2000 (Student Workers Only)			
4000	\$50,000.00	\$0	\$50,000.00
5000	\$90,000.00	\$100,000	\$190,000.00
Other			

**Justification:**

The increase to the 5000 line is to address the need to purchase laptops for incoming Freshman. This amount will only allow us to purchase 100 laptops. Laptops will be limited to a request basis. We currently include a purchase of 50 laptops into the annual EOPS budget and 10 for the annual CARE budget. The requested funding will allow an increase in the amount of laptops purchased each year and factor in possible reductions in program budgets due to state budget shortfalls.