1. ANALYSIS AND IDENTIFICATION OF STRATEGIC PROGRAM ISSUES

1) Summary of Analysis

Over the last two years, the EOPS/CARE program has made significant strides relative to policy and procedure revisions and development, and staff and student expectations. The program has undergone a great deal of program development, service expansion, budget review, and office renovation with the goal to better serve students. However, through this growth and change it has become clear that there remain many unmet needs that the program must address to fully realize its full potential. First, EOPS program data collection and analysis is extremely limited. The ability to collect, enter and report reliable data that can be compared to the College general student population is critical to determining the impact of program interventions on students and to guiding improvement efforts.

Available data, however, does suggest the need for increased efforts in recruiting African American and Latino males, increased efforts to improve EOPS student transfer and graduation rates, and a continuation of our efforts to increase EOPS student retention and persistence. Developing a data collection system that is compatible with the District’s enterprise resource platform (PeopleSoft) and establishing a strong working relationship with our College institutional research division are top priorities. These steps are essential to creating a culture of evidence that will assist us with future program reviews, unit planning, strategy development, and report submission – all focused on better understanding and improving our work with students.

The review of available data also suggests that the program needs to access more facility space in order to create the most conducive educational environment. Additional physical space would allow for the development of a “center atmosphere” that would facilitate a community building “home place” and engender greater program pride. Currently, EOPS refers students to RISE to build community and attachment to our College. Although the EOPS office space is organized considerably different and is more open and student friendly, space constraints limit our ability to create such an atmosphere.

2) Strategic Programming/Unit Issues

Over the next three years, the EOPS program will need to address a number of strategic issues in order to fully achieve its mission in service to students. First, the program must collaborate with other areas of the College to identify and develop a reliable, user-friendly data tracking system that facilitates data collection, reporting and decision support. A significant focus of this collaborative effort will be in establishing strong working relationships with the Office of Planning, Research and Institutional Effectiveness in order to develop and implement a research agenda for the program that assists measuring student persistence, retention and success over time, and in comparison to other categorical program participants and the general student population.

Next, the program must focus on developing systems and procedures to provide resources to students in a timely fashion and in a way that respects their dignity while ensuring high levels of accountability. Additionally, the program needs to address the low participation rates of males, particularly those of African American and Latino descent, through the identification and development of effective recruitment and retention strategies.

Lastly, the program needs to fully utilize all available facility space in order to provide the most conducive working environments for staff, and effectively and efficiently deliver services and establish a student friendly environment. Related efforts must address the desire of the program to incorporate a student center for program participants that provides in-house tutoring, mentoring, activities, community building and leadership.
II. DATA COLLECTION, ANALYSIS & SUMMARY

1) Provision and Delivery of Program Services

   a) Program Mission/Purpose & Service Provision

   The SCC Extended Opportunity Programs and Services (EOPS) follows the mandates of Title 5 Article 8 which indicates that “the community colleges recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit therefore regardless of economic, social and educational status. It is the intent and the purpose of the legislature in establishing the Community College EOPS program to encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicaps, to increase the number of eligible EOPS students served, and to assist those students to achieve their educational objective and goals including but not limited to obtaining job skills, occupational certificates or associate degrees, and transferring to four-year institutions.”

   The EOPS program offers the following services listed in Article 3 of Title 5: Outreach, Orientation, Registration services – Zero Priority Enrollment, Counseling, Guidance, and Advisement, Transfer and Career Services. EOPS counselors provide counseling in these areas and our program also works very closely with the Transfer and Career Center in General Counseling. In addition, EOPS is required to provide assessment, basic skills instruction, and tutoring services. The Sacramento City College EOPS/CARE office has approved waivers from the State Chancellor’s Office for the above services based on utilizing College resources that are sufficient enough to meet the needs of our program population.

   In addition to the above Title 5 required services, EOPS/CARE also provides survival kits which includes school supplies and reference materials, book assistance, workshops, career planning, financial aid, transfer support, College tours co-sponsored with RISE and the Transfer Center, parking vouchers, City Café Stipends (CARE), gas cards (CARE), and educational stipends (CARE).

   b) Past Performance & Accomplishments

   Over the last two years, the EOPS/CARE program has made significant strides relative to establishing well published policies, procedures, and staff and student expectations. The program has undergone a great deal of program development, service expansion, budget review, and office renovation with the goal to better serve students. In the past, it was common for students to come in with a demanding tone expecting their checks and book assistance without any level of accountability. Today, EOPS is comprised of students that are proud to be participants in the program and they are taking personal ownership of setting their course to academic success with staff and faculty serving in the supportive role. Much of this cultural shift is due to the increased stability (tenure/consistency) and the expansion of program staff as well as intentional efforts to facilitate higher levels of student self-responsibility, and holding students accountable vis-à-vis consequences of not meeting the expectations of the program as listed in their contract. The EOPS staff is committed and dedicated to providing service with excellence, which is pervasive in all their actions. They are individuals that are comfortable with change and embrace our efforts towards program improvement.

   One of the key goals of the EOPS/CARE program is to identify and recruit under-prepared and under-represented students. EOPS provides above and beyond recruitment through in-reach and outreach activities. In-reach activities concentrate on two primary areas, classroom presentations and student group outreach. The intent of in-reach is to inform students, staff and faculty about the EOPSCARE program. Basic Skills classes, HCD classes and student groups/organizations which represent ethnically diverse students are targeted due to the large number of student participants who meet the EOPS eligibility requirements. In addition, EOPS has created a strategic alliance with the Athletic Department Counselor to target the recruitment of African-American and Latino males.
Outreach activities in the community have included participating in joint ventures with Cal-SOAP and Sacramento City College Matriculation Outreach as well as engaging in our own strategic EOPS/CARE outreach activities which specifically targets community organizations that serve ethnically diverse populations. To this end, the EOPS Outreach SPA is forging new relationships with county social service programs such as independent living skills programs (ILP), probation diversion programs and high school district programs that serve foster youth who are aging out of the social service system. Outreach quantitative data is collected and reported annually to the State Chancellor’s Office.

One of the major goals of EOPS is to admit and maintain a representative pool of students. Sacramento City College is one of the most diverse community colleges in the State. The four largest ethnic groups are African American, Asian, Hispanic and Caucasian. Students of Color are overrepresented proportionately in the EOPS program compared to the entire SCC college-going population (African American 25% vs. 13%; Asian 25% vs. 21%; Hispanic 17% vs. 15%). In terms of gender, SCC’s student population is overwhelmingly female as is the make-up of the EOPS program.

Increasing persistence has and continues to be a major focus for the EOPS/CARE program. Over the last two years more consistent data has been collected to report program gains. Prior to this time, the internal data collection system (the “double O or 00”) was reviewed semester to semester with no long term analysis or data storage.

Lastly, significant strides have been made over the last three years in expanding and developing student resources. For example, the student handbook now provides a comprehensive view of the EOPS/CARE program, from addressing issues of compliance to publicizing deadlines, to communicating student expectations and providing extensive information about on- and off-campus resources. Service expansion has also included tutoring services, and book, food and transportation assistance.

c) Data Analysis and Summary

The target audience for the EOPS/CARE program is limited to students who meet Title 5 requirements (Appendix A.1). Program participation has grown 14.8 percent \((n=209)\) between AY05-06 and AY07-08. The State Chancellor’s Office requires a minimum number served based on the funding allocation given to the college. The Sacramento City College EOPS program has consistently served more than the minimum number. All program participants receive the same services. There is every attempt to enroll students that are representative of our College and outlying community. The most significant change in the student participant demographics is the more equitable representation. In the past students were selected based on a first come-first serve basis but this method did not fulfill the mission of the program.

The review of our internal system and current statistics show that more recruitment strategies must be utilized to identify, recruit, matriculate, and retain males, with a specific emphasis placed on the recruitment and retention of African American and Latino males. To date, it is unclear if the low participation rates of these student groups are due to issues related to access or other unknown barriers. Further investigation must occur.

The program has grown in significant ways with regards to establishing published policies and procedures that are accountable, consistent and equitable following Title 5 requirements. The program has effectively met all the service requirements or has received approved waivers from the Chancellor’s Office. Resource distribution has at times been a challenge due to business practices that are restrictive. The program continues to evaluate and assess how to streamline processes to be more efficient and effective. Importantly, the lack of available data makes it difficult to ascertain whether or not services are being adequately provided. Prior analysis in this area has not been conducted. In addition, persistence rates have been sporadic and not meeting the 80% goal for the program. Further, it would be helpful to understand better the outcomes of the EOPS program compared to other support programs on campus. More important, the EOPS program is interested in ascertaining the differences that exists between the experiences and outcomes of categorical program participants compared to their non-participant peers.
2) Advisory Board Recommendations (DSPS, EOPS, & Transfer Center)

The EOPS/CARE Advisory Committee serves as an advisory and policy review body. The Advisory Committee is comprised of the membership dictated by Title 5 and per the Title 5 requirements must meet at least one time annually. The current Sacramento City College EOPS Advisory Committee is comprised of the following representatives: (2) student representatives; (1) UC Davis representative; (2) CSU Sacramento representatives; (1) County Office of Education representative; (1) County Health and Human Services; (2) community members; (7) SCC faculty; (3) SCC certificated; (2) SCC administrators. Recently, two high school counselors and a program specialist working with Foster Youth were recruited from the Sacramento City Unified School District that will be joining the Advisory Committee this Fall.

After a three year hiatus, the Advisory Committee met for the first time last Fall of 2007. The next scheduled meeting will be Fall of 2008. The Advisory Committee is utilized to assist with policy development. Last Fall the Advisory Committee was asked to review, discuss and move on issues related to a Priority Admission Policy, an EOPS/CARE Educational Grant Disbursement Policy and an EOPS/CARE Book Assistance Disbursement Policy. These policy issues were discussed and a vote was taken to establish the guidelines for the above areas. These policies will continue to be in effect until modified or rescinded by the Advisory Committee.

**Future Directions**: The Sacramento City College EOPS will follow all directives as approved by the Advisory Committee. Program objectives and strategies will be presented at the next meeting.
3) Student Learning Outcomes

The underlying purpose of student learning outcomes is to improve teaching and learning, the heart of the community college. Accreditation standards require evidence that the institution “demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning.”

Program/Unit-Level Learning Outcomes: As a result of interacting with this program/completing this program students will be able to (1) state the EOPS requirements, (2) define the positive outcomes of the program, (3) demonstrate higher self-esteem, and (4) initiate contact with a variety of campus resources.

Program-to-Division Learning Outcomes: EOPS/CARE staff participated in a number of focus groups that were conducted to come to a consensus regarding the definition and identification of student learning outcomes on a campus-wide basis. From this macro-level, program specific groups were gathered to identify program specific student learning outcomes. The EOPS program outcomes are aligned with reporting requirements of the State Chancellor’s Office. The four main program learning outcomes are also aligned with some of the Division learning outcomes.

<table>
<thead>
<tr>
<th>Student Services Program Learning Outcomes</th>
<th>EOPS Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Competency</td>
<td>State the Requirements of EOPS</td>
</tr>
<tr>
<td></td>
<td>Initiate Contact w/a Variety of Campus Resources</td>
</tr>
<tr>
<td>Life Skills and Personal Development</td>
<td>Develop Higher Self-Esteem</td>
</tr>
<tr>
<td></td>
<td>Define the Positive Outcomes of the Program</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Cultural Competency</td>
<td></td>
</tr>
<tr>
<td>Depth and Breadth of Understanding</td>
<td></td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td></td>
</tr>
</tbody>
</table>

Future Directions: The EOPS program is collecting information on the various SLOs; however, the recording has been inconsistent and not uniform. This has been due in large part because of the performance and turn over of staff. Consequently, there has been no assessment measures developed and assessment conducted. Over the next three years, the program intends to focus on developing a mechanism to measure the student learning outcome of “Develop Higher Self-Esteem.” Further, the program will assess this SLO and use the outcomes from this assessment in continual improvement efforts.
4) Curriculum

Not Applicable to EOPS/CARE program.
5) Program Resource Utilization

**Staffing Trends:** The 2008-09 EOPS/CARE staff consists of one FT Faculty Coordinator, one FT Classified Staff Supervisor, three FT Counselors, two FT Student Personnel Assistants – Outreach & CARE, one FT Counseling Clerk, one FT Clerk III and one FT Financial Aid Officer. The current staffing pattern reflects the hiring of two new faculty counselors as of May of 2008. Prior to this time, the EOPS program had been grossly understaffed in the area of full-time tenured track faculty counselors. Over the last three years, there had been semesters in which there was only one dedicated full-time counselor in the program. Standard practice was to utilize adjunct faculty to meet the “over and above” counseling component required by Title 5. This led to poor continuity of counseling services for our students. Adjunct counselors changing from semester to semester led to inconsistent counseling practices which impacted our reporting. With over 1,600 unduplicated students served each year, it was critical to increase our faculty in the program.

**Staff Participation:** As part of the commitment to “shared governance” faculty members are appointed by the Academic Senate to participate on various College committees. Faculty members also serve on committees of their interest. The following is a partial list of committee participation by EOPS/CARE faculty: **Academic Senate, Budget Committee, Equity Committee, Textbook Taskforce - District Committee, Dean’s Petition Committee, Food Services Committee, Accreditation Committee, Academic Senate (Senator), VPSS Student Services Committee, Outreach Committee, Cultural Awareness Center Advisory Committee, EOPS/CARE Advisory Committee, EOPS Region II Representative, and CCCCEOPS Association Region II Representative.** Classified staff participates on the following committees: **Budget Committee, Accreditation Committee, VPSS Student Services Committee, Outreach Committee.**

**Staff Professional Development:** The Coordinator and the Classified Staff Supervisor are committed to provide continuing education and professional development activities for staff. There are sufficient opportunities for professional development for EOPS staff that includes annual conference attendance, Foster Youth workshops, and the District sponsored CARE program workshop.

**Facilities & Equipment:** The EOPS program is located on the first floor of Rodda North. Although the program has recently gone through three phases of renovation, the total available space has not changed and continues to create significant constraints to serving students (i.e. insufficient space to create an optimal student-friendly center where students can congregate, network and study).

**Finances & Budget:** The EOPS program budget is allocated by the State of California based on a formula that divides the total State issued allocation for EOPS programs by the 110 community colleges. The State also dictates the required District match amount, the student cap that must be met (minimum number of students served), and the required book expenditure amount. Beyond this the Coordinator, in consultation with the Area Dean, allocates expenditure amounts based on the goals and objectives listed in the State Chancellor’s EOPS 2.2 Program Plan. The State guidelines are clear regarding expenditures and the program abides by all Title 5 regulations.

Over the past two years, there has been a marked increase in the amount of funds allocated for book assistance and student support purchases to the tune of $200,000. This has allowed the program to increase the book assistance per student from $200 per semester to a $300 per semester. In addition, the student survival kits have been greatly enhanced providing students with vital supplies.

**Future Directions:**

**Staffing:** The program is committed to establish a 300:1 counselor-to-student ratio to truly demonstrate the ability to provide “over and above” counseling support to program participants. The program believes that by increasing this ratio via the expansion of permanent counselors, student persistence, retention and success will increase. Further, increasing the number of full-time counselors will reduce or eliminate the need for students to be served at other offices for their EOPS counseling needs. Lastly, assignment and training of EOPS Adjunct/Overload Counseling staff should occur within the unit and not outside of our department. The
Coordinator will continually evaluate the need for increased faculty in the program and confer with the Area Dean regarding the decision to hire or meet the need with Adjunct/Overload Counselors.

As the College moves closer to establishing permanent locations for the two outreach centers, the Student Services division and the EOPS program will need to identify and plan for appropriate service deliver, including an adequate level of counseling services. The Area Dean and EOPS Coordinator will work with the Center Deans to establish a tracking mechanism to identify how many students are served solely at the centers. Once this data is collected and analyzed we will be able to develop a plan to provide equitable center services for our students.

**Professional Development:** The Coordinator and Classified Staff Supervisor are committed to continuing education and professional development and will continue to support staff in this area.

**Facilities:** Over the past two years, there has been every attempt made to work within our allocated space in the most efficient way possible. There have been numerous renovations in an attempt to first be more student-friendly, welcoming, and respectful to our students and also bring together the staff in one locale for better communication and increased staff moral. However, the space is still inadequate, resulting in our being somewhat isolated from other student support programs and thereby creating a barrier to the seamless service delivery to our shared students.

**Equipment:** Our equipment is funded by the College’s general operational budget. The program is on a five-year computer replacement cycle which currently serves the program needs adequately.

**Budget:** Every year the District is required to meet a match amount dictated by the State. The District should consider absorbing more personnel costs to account for the required match. Currently only $100,000 is accounted for through personnel costs. The program must account for an additional $120,000 which has been extremely challenging. The matching funds provided by District are most easily documented through permanent staffing. Title 5 places several restrictions on the reporting of District match dollars which may not include overhead expenses and capital outlay, as an example.

**Technology:** An ongoing challenge is the ability to collect and generate reports for program development. What is especially encouraging is the new Supervisor of our office who has a tremendous skill set in this area. We continue to make gains in the area of data collection and analysis. Our goal is to move from hand counts to data counts that are accurate and consistent. The program is in the process of aligning with other Los Rios EOPS/CARE programs to identify one universal Los Rios EOPS/CARE data collection program that can track our students in a consistent and district-wide basis.
6) Collaboration Across Our Community

**Current Partnerships:** EOPS/CARE partners with the following internal campus programs: RISE, Puente, Learning Resource Center, CalWORKs, DSPS/DRC, General Counseling, Matriculation, Outreach, Financial Aid, Admissions and Records, Assessment, Fiscal/Business, Campus Bookstore, Campus City Café, Transfer Center, SCC Foundation, Instructional Faculty, select student organizations.

**Benefits:** EOPS works very hard to partner with other programs and units to better serve our students. Seamless service delivery reduces duplicative efforts and maximizes the resources available to our students. Within the categorical programs, this is exercised as much as possible. There is a concerted effort to identify jointly served students to conduct better case management and again minimize duplicative efforts. A list of EOPS eligible students is shared with CalWORKs and DSP&S to cross reference students in an effort to maximize the benefits, services, and goods the student is eligible for within that funding categorical. This coordinated and integrated effort serves to provide more support and address the student’s unmet need more successfully. In addition, with regards to working with our faculty, EOPS tries to keep our instructional side of the house up to date with recruitment, services, and activities of our program encouraging their participation and increasing their awareness.

**External Partnerships** include: Cal-SOAP, Health and Human Services in Yolo and Sacramento counties, feeder high schools, Alternative Schools, Foster Care Services, Juvenile Probation YCCP in Yolo, district Independent Living Skills programs.

**Community, school, and specialized area outreach** is important to inform individuals outside of our College community the benefits of our program so they may conduct referrals and assist us with developing a representative pool of students in our program.

**Future Directions:** Develop better partnerships with the business community and diverse leaders to create jobs, internships, and mentor opportunities for our students. Time and staffing are barriers but with a well thought out and executed plan success is achievable.
7) Other Program Issues

Nothing to report at this time.
Appendix A

A.1 Program Participation Criteria per Title 5 Regulations
1. California Resident
2. Enrolled full-time (exceptions for DSP&S and 10%)
3. Less than 70 units completed (degree applicable)
4. Qualify for Board of Governor’s Fee Waiver (BOGW A or B)
5. Educationally disadvantaged:
6. Below minimum level English or math course applicable to associate degree
7. Non high school graduate or GED
8. High school GPA below 2.5
9. Previous remedial education
10. Other factors (First generation college student, Member of underrepresented group, Student and/or parents non-native English speakers, Emancipated foster youth)

A.2 Program Participants

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Chancellor’s Office Min.</th>
<th>Student Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>1583</td>
<td>1617</td>
</tr>
<tr>
<td>2006-2007</td>
<td>1531</td>
<td>1657</td>
</tr>
<tr>
<td>2005-2006</td>
<td>1501</td>
<td>1408</td>
</tr>
</tbody>
</table>

The table below breaks down the representation by ethnicity and gender between the college community and the EOPS program for the 2006-07 academic year.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>College %</th>
<th>EOPS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Asian</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Caucasian</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>Other</td>
<td>9*</td>
<td></td>
</tr>
</tbody>
</table>

* EOPS established a category as other due to students not self identifying in one of the categories listed above.

<table>
<thead>
<tr>
<th>College</th>
<th>Male</th>
<th>Female</th>
<th>Unknown</th>
<th>EOPS</th>
<th>Male</th>
<th>Female</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39%</td>
<td>59%</td>
<td>2%</td>
<td>29%</td>
<td>70%</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

A.3 Program Outcomes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students Planned to serve:</td>
<td>1531</td>
</tr>
<tr>
<td>No. Graduated:</td>
<td>19</td>
</tr>
<tr>
<td>No. Persisted:</td>
<td>Fall 06 – 538 Spring 07 - 735</td>
</tr>
<tr>
<td>No. Transferred:</td>
<td>7</td>
</tr>
<tr>
<td>No. On Honors:</td>
<td>Fall 06 – 467 Spring 07 - 407</td>
</tr>
<tr>
<td>No. AA/AS Degree:</td>
<td>33</td>
</tr>
<tr>
<td>No. Certificates:</td>
<td>40</td>
</tr>
<tr>
<td>Other – pls specify:</td>
<td># of Book Vouchers - 2,146</td>
</tr>
</tbody>
</table>

1 California Community College Chancellor’s Office Website: Student Services Datamart
2 Table taken from 2.2.3.1 Year-End Report for Prior Year 2006-07
Appendix A (Continued)

A.4  **Categorical Program Review Self-Study Report**  

**Two-term Persistence:** 57 percent of all SCC students enrolled in fall 2005 persisted to spring 2006.

**For EOPS students enrolled in Fall 2007:**

**Course Success in degree applicable courses:** The success rate is the percentage of A, B, C or CR grades of all course attempts. The success rate for degree applicable courses for the total college student population was 65%. EOPS students demonstrated a 63% course success rate during the same time period.

**Course Success in Basic Skills:** The success rate for the total population of students was ESL-75%; English -62% and Math-52%. For students served by EOPS, the numbers were ESL – 76%, English – 61% and Math – 52%.

**Course Success – Vocational courses:** The overall college success rate for vocational courses was 86% and 66% for advanced and non-advanced, respectively. For students served by EOPS, the student rates were 88% and 62%, respectively.

**Degrees and Certificates Awarded:** For the total SCC student population, there were 639 Degrees and 185 Certificates awarded. EOPS students represented 4.2% for the awarded degrees and 7% of the awarded certificates;

**Transfers:** the numbers in the 2005/2006 data received from the System Office are suspiciously low when compared to the previous 2 years numbers. Therefore, we went to the website of the California Postsecondary Education Commission (CPEC) to find the actual number of SCC transfer students received by the UC and CSU systems, which is listed below:

- 2005/2006 total college population transfers – 1,029
- 2004/2005 total college population transfers – 1,689
- 2003/2004 total college population transfers – 2,012

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3 Two years ago, the System Office announced through statewide meetings significant shortfalls in reporting Matriculation numbers throughout the state. Subsequently, SCC and its Los Rios sister colleges began examining reasons for incomplete reporting of Matriculation contacts. It was found that, in fact, SCC’s numbers bore no resemblance to actual services provided. There were multiple problems, including posting of data to incorrect fields in PeopleSoft, non-reporting of students in other categorical programs as having met matriculation guidelines and Outreach Center contacts were not being forwarded for reporting purposes. Additionally, originally, only fully matriculated students were reported. In view of the above, the data reported regarding persistence, course completion, etc., as it relates to EOPS should be considered with caution.
The above chart highlights the gap between the importance SCC students place on various student support services, and how often students’ report utilizing these services.