Student Services Program Evaluation / Strategic Planning Template

Department Name: Student Services, Extended Education

Year of Current Review: 2019-2020

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Who completed this form? (Sharon Brisolara, input from Sandy Lucero)

Department Overview

a. What does the department do to contribute to the college mission and student success regardless of location or means of delivery?

The Extended Education Division, under the direction of the Dean of Extended Education, ensures that the mission of the college reaches communities throughout the district. In addition to providing open access to quality instruction through onsite, ITV, and online courses, Extended Education faculty and staff work to provide students with the same range and quality of student services available to students on the Redding campus.

In an effort to offer equitable service, Student Services staff on the Trinity, Intermountain, and Tehama Campuses provide students with the core matriculation services offered by financial aid and admissions and records in a One Stop format. One Stop services also provide access to library, library reserves, student ids, bookstore, transportation passes (in Tehama and on the Intermountain Campus), connections to tutoring and learning services, and transfer services. One Stop student service staff also facilitate information about and access to categorically supported program including California Work Opportunity and Responsibility to Kids (CalWORKs), Partners in Access to College Education (PACE), Cooperative Agency Resources for Education (CARE), Extended Opportunity Programs and Services (EOPS), and the Sci*Fi program providing support to current and former foster youth. The Tehama Campus has been a site for placement of CalWORKs students and is currently hosting a PACE professional who is able to provide interpreting services, assist with assistive technology, testing proctoring, student support and PACE paperwork. The Senior Staff Secretary organizes and implements the EOPS Service Pick Up and Registration Fair each semester.

The Step Up program expanded to Tehama in 2017 and to Trinity in 2020. A Step-Up Coordinator is located on the Tehama Campus and recruits, enrolls, and supports students. Step Up students also receive significant support from the front office staff, Learning Center staff, and the Tehama counselor assigned to assist them in registration.

A Veterans Center will reside at the heart of the new Student Service building on the Tehama Campus scheduled to be completed in 2021. Additional staff have not yet been assigned to the center; however, the Campus received approval for a VA work study positive and recently hired its second VA Work Study student. This student position has been focused on gathering resources for student veterans residing in Extended Education areas and reaches out to support current and potential student veterans. In addition, the Associate Dean regularly attends the Tehama Veterans Collaborative and has invited district Veterans Service staff to participate. Two small veterans focused events have been held on campus.

Students can make appointments with counselors online, by phone, or at the front desk. The division has two full time counselors on the Tehama Campus and one counselor who serves one day a week[1] on the Trinity Campus. On the Tehama Campus, a TRIO counselor is also available monthly during the fall and spring semesters as well as 20 additional days as a general counselor. A part-time counselor who works at an area high schools serves for 2.5-3 hours in the afternoons when permanent counselors travel to Redding for counseling meetings. The presence of these counselors allows students to access academic advising resources in a face to face format on the Tehama and Trinity Campuses. Extended Education Counselors have begun meeting monthly via Zoom to share information and to provide and request support. The counselor in Trinity has begun to utilize Zoom for student appointments and all Extended Education counselors have professional Zoom accounts and webcam equipment necessary to enable Zoom conferencing. Student Services front office staff have participated in trainings via Zoom involving all three campuses and the department has worked with others, including Financial Aid, the Scholarship Office, a Sociology Instructor, Veterans Services, Student Life, and the library, among others, to provide workshops, meetings, or discussions via Zoom to allow for wider participation by staff. Extended Education has also implemented Zoom Me In, a project funded through a Shasta College Innovation Grant, to expand the Tehama Campus's ability to provide tutoring and learning assistance via Zoom technology. During the past year and a half, the Latinx Initiative and Tehama's first Student Senate Extended Education Representative have also included other students in meetings via Zoom. All of these experiences had occurred prior to campus closures in late March 2020.

[1] Currently, the Trinity counselor will be serving on the Trinity campus or remotely two days a week.

b. Discuss any changes to the department as a result of the previous program and/or external review. Note any resources that the department previously received for improving the program. How did these resources affect outcomes? Were resources previously requested but not received through the Area Planning process?

Extended Education is a unique division; given the ways in which Student Services and Instruction work together and lines of supervision, Extended Education has historically submitted Annual Area Plans through Instructional Council. During the 2018-2019 academic year, Student Service proposals were included for consideration by the Student Services Council. For the 2019-2020 academic year, proposals will be submitted through Instructional Council with possible submissions to Administrative Services. As a result, the Division does not have previous program reviews to consider. Whether or not there will be future submissions through the Student Service Council will have to be considered.

Nevertheless, the Division has been working to formalize particular goals in support of the district's mission and the Chancellor's Office Vision for Success. Our Student Service Goals include the following:

- Provide more opportunities for more students. This includes growth towards center status on the Tehama Campus.
- Improve One Stop workflow and efficiencies in order to reduce barriers to student success. This includes the creation and/or formalization of procedures, working with other departments to create efficiencies, and connecting staff with more training and professional learning opportunities.
- Provide excellent student support (customer service) through individual and team leadership development and professional learning.

c. Describe progress on previous department goals.

During the past twelve months, we have taken action to ensure progress on each of our goals. A table summarizing key points of progress follows.

Table 1. Student Service Goals and Progress

Goal	Progress
Provide more opportunities for more students.	• Implemented the Zoom Me In project in order to expand Zoom tutoring to students experiencing barriers to accessing services at our site. • Money allocated through instruction improved the Student Lounge environment through the purchase of updated, inviting furniture. Student Services secured the addition of a new vending machine with heartier food options. • Worked to expand outreach to and engagement of Latinx students through events and the Latinx initiative. • Increased the number of student-focused events offered on or near campus including the Latinx Summit, Latinx graduation, Veterans Meet and Greet (November 7th), scholarship meeting, Día de los Muertos. • Worked with students, club advisors, and Student Life to allow students to participate in various clubs and organizations via phone conferencing or Zoom from their Extended Education sites. • Worked with the Redding based Counseling Outreach team to secure appointment of a Tehama Outreach counselor, greater involvement in Outreach efforts and, recently, establishing our counselor as the main point of contact for high school outreach events. • Worked with Community Education to plan and promote offerings in Tehama and Trinity. • Scheduled a counselor from the high school to serve from 4:30 to 6:30 on the Tehama Campus on the Wednesdays that Extended Education Counselors go to Redding. • Secured a position for district employee to serve on the Corning High School campus every other week during the summer; a MOU that will allow a Student Service Assistant to serve in Corning 1-2 times a month for 4 hours is awaiting approval. • Increased participation in community partnerships, Chamber Events, and community collaboratives including the Veterans Collaborative, Tehama Nonprofit Roundtable, the nascent Tehama Adult Life-Long Learning Committee, and Latino Outreach of Tehama County.
Improve (One Stop) workflow and efficiencies	• Worked with Payroll to submit scanned copies of timecards by the due date and sending hard copies on the due date, thus improving accuracy of timecards and on time submission. • Worked with the bookstore to allow students to return rental books to the bookstore from their Extended Education campuses. • Created procedures in consultation with the bookstore allowing the sale of individual scantrons on the Tehama Campus given difficulties with the machine.

Goal	Progress
	• Created revised and formalized procedures for proctoring including a training guide, a list of responsibilities signed by the proctor, and a reminder sheet of roles and responsibilities. • Implemented a SARS grid, under the guidance of Sandy Lucero and Cindy Sandhagen, to allow Student Services staff to document support provided and follow-up needed with individual students. This is promoting efficiencies and facilitates transfer of student questions and support needs. • Learning center paraprofessionals worked with the Redding Learning Center to assist in the move towards Learning Center accreditation and created formalized tutor training on the Tehama Campus. [The Learning Center is now once again under Instruction.] • Collaborated with PACE and Campus Safety to provide space for and promote the services of a PACE Paraprofessional. A Shasta Cares Program Specialist served 2 days a week for several months during the fall but was reassigned. • Created, with Dave Iverson, a facilities database.
Provide excellent student support (customer service) through individual and team leadership development and professional learning	• Instituted trainings via Zoom for all Extended Education secretaries that has enabled additional support of substitute and temporary employees. • Invited Sandy Lucero to the Student Service Council Retreat resulting in new ideas for front office organization for Extended Ed and insight into processes for Student Service managers. • Organized a High School Counselors event with opportunities for counselors, front office staff, and Learning Center professionals to present to Tehama High School Counselors, to share our students' needs, and to learn about high school counselor needs. • Several staff participated in an LGBT*Q Allyship training (10/18). • All Student Service staff participated in a Flex Day training and goal review in August of 2019. • Offered Mental Health First Aid training (3 staff attended) and ASIST training for community members. Currently pursuing interest in first aid/CPR training delivered by one of our trained Campus Safety officers. • Student Services updates and professional learning are included in each Extended Education Division meeting. Topics have included Zoom tutoring, serving LGBTQ+ students, equity and cognitive "bandwidth", assistive technologies, and more. • An agenda item on professional learning needs/interests and district initiatives has been included in one on one supervision meetings. • Organized a collaborative meeting that included a counselor, staff member, and Tehama E-Learning Academy staff. • Created an Extended Education Marketing Committee with participation by faculty and staff.

d. Does the department have any future concerns or anticipated changes that could affect operations?

Prior to the current pandemic, we anticipated increased enrollment over the course of the next several years related to the following factors:

- increased implementation and growth of Step Up in Tehama and Trinity
- increased enrollment in our Truck Driving courses, initiation of our Logging certificates, and further expansion of other CTE programs
- increased promotion of tutoring and learning services via Zoom so that students can access services supportive of their retention and success
- completion of the new Student Service Building and Veterans Center and subsequent increased recruitment of veterans
- increased outreach to Tehama's Spanish speaking population
- continued focus on center status growth including the addition of courses with primary assignment to Tehama.

We are planning for a change in Student Service (front office) hours of operation in order to serve students more efficiently. Beginning March 30th 2020, all Extended Education sites will be staffed by a Student Service professional (or Learning Center Paraprofessional at the Intermountain Campus) from 9 a.m. to 7 p.m. Mondays through Thursdays and 9 a.m. to 1 p.m. on Fridays. This change in hours of operation, originally scheduled for the fall, allows for consistency across all three sites. The district plans to implement course scheduling software in the fall and the Tehama Campus will continue to offer face-to-face classes that end after 7 p.m. Counseling Services would follow these hours of operation with the exception of Fridays; on Fridays, counselors could attend to scheduled appointments, attend meetings, or work on projects or categorical program requirements. Students will be able to make counseling appointments for Friday afternoon.

Our primary concerns include adequate staffing to meet student and community needs in the evening, lunch as well as vacation/sick leave coverage for the sole staff person in the Intermountain and Trinity Campuses, and retention of part-time staff. It has been difficult to successfully recruit for evening secretaries in Tehama and, previously, to find qualified candidates whose care responsibilities allow for a schedule that spanned 10 to 8 and 11 to 9 for the Trinity and Intermountain Campuses, and consistent, trained substitute staff who can cover one hour a day at those sites so that the campuses can remain opened without a lunch-time closure. As we grow, continue to expand programs, add a Veterans Center, and begin operating from our new Tehama Student Services building next year, our staffing needs will grow.

Department Program Effectiveness / Data Analysis

a. SAO (Service Area Outcomes) or SSLO (Student Services Learning Outcomes) Assessment

What was assessed? How were assessments completed? What was learned? (If a survey was used, please include the number of respondents.)

Neither the Tehama One Stop nor Extended Education Student Services as a whole have traditionally had an SAO within Student Service Council. Although Extended Education Student Services has grown in the past year and a half, there continue to be discussions about appropriate assignment of Extended Education for SAO creation and Annual Area Planning Requests. Extended Education Annual Area Plan requests, with the exception of the 2018-2019 academic year have been routed through Instructional Council. Within Student Service Council, most distinct areas that have SAOs also have unique Annual Area Plan requests. Extended Education is unique in its categorization; it often exemplifies the cross-sectional, cross silo work currently promoted by Guided Pathways frameworks. Currently, the plan is to filter Annual Area Plan requests for typically Student Service related needs through Instructional Council or Administrative Services.

The interdisciplinary nature of Extended Education services is the result of several factors including the dynamic nature of Extended Education sites, the flexibility required by current staffing patterns, and the goal to provide full equitable services to community members regardless of campus location. Our front office Student Service staff, in addition to providing essential student service functions, are also responsible for instruction related services such as exam proctoring, distributing handouts, syllabi, quizzes and exams to classrooms delivered via ITV, for supporting students in accessing Canvas, and connecting students to library resources. Similarly, the Learning Center offers tutoring and learning assistance, occasionally provides space for office hours, organizing student success workshops, and study groups. Beginning late spring, Extended Education is piloting a position on the Intermountain Area Campus that will reflect this cross silo approach. The Extended Education Paraprofessional will be responsible for admissions and records functions, financial aid, and tutoring and learning supports.

In terms of data collection, Extended Education has historically relied on Comment Cards, a brief satisfaction survey that students are encouraged to complete after receiving services from the front desk. Working with limited staff has contributed to a low response rate on these optional surveys; collections made each semester result in a sample of 7 to 11 cards. In an effort to more fully integrate Extended Education Student Services into Student Services Council efforts, requests were made to include Tehama specific questions in the CCSE. While demographic questions did gather information about the student's primary campus, the sample of students from any one Extended Education site was too small to draw meaningful conclusions. Furthermore, the survey did not, in its final version, include sub-questions that would elucidate whether or not the Student Service accessed was in Redding or another Extended Education site. It is hoped that future local CCSE versions will work to oversample Extended Education sites, Tehama in particular, and allow for disaggregation of responses to better understand students' comments on services that can be accessed from multiple sites. An Extended Education specific survey that includes these and other questions of interest related to accessibility of services, internet, equity concerns, and awareness of locally available services would be extremely helpful for future planning efforts.

Other Data to inform Program Review

Securing Extended Education specific data, necessary to submit a letter of intent for consideration of center status, has required extensive work and conversations between the Dean of Extended Education, the Director of IT, and members of cabinet. For the final letter of intent, FTEs include positive attendance courses, dual enrollment, interactive video (ITV) courses (with the exception of those located on the Redding campus), face-to-face, and online courses taught by Extended Education. Using these number, we anticipated, Extended Education recorded the following FTEs and headcounts for Extended Education in 2018 and 2019. These numbers reflect three year rolling averages.

Table 2. Three Year Rolling Average of FTES and Headcount, 2018 and 2019

Year	FTES	Headcount
2018	630.44	4691
2019	672.31	4267

From a student services perspective, our Extended Education campuses serve as One Stop points of service for all students living in the area. Students can choose to complete their steps to enrollment close to home even if their courses are in Redding or are online courses assigned to the Redding Campus. Additionally, students in categorical programs often choose to access services from the campus closest to their residence. Front office staff provide support for these students as well.

Tracking of services provided was aided greatly in the fall of 2019 when the front office began using SARS to track and schedule students served by front office staff. Given the focus on using SARS on the Tehama campus, this is likely the most accurate data on the types and range of services provided. Table 3 below provides an indication of services provided; table 4 summarizes the categories of services provided by Student Service staff working in the Tehama front office as documented by staff in SARS.

Table 3. Student Services Provided and Number of Students Served in Tehama by Source and Time Period

Services	Number of Students Served	Source, Time Period
One Stop: Orientation, Assessment, Admissions and Records, Financial Aid	4145	SARS, 7/5-12/20/19
Counseling and Education Planning Services	1097 attended, 61 possibly attended 704 drop ins	SARS, 7/5-12/20/19
CalWORKs	27 29	Program Records, Fall 2019 Spring 2020
DSPS (PACE)	107 171	IFS Fall 2019 IFS Spring 2020
Foster Youth Support	22	IFS Fall 2019
EOPS	156	Atlas, Fall 2019
CARE	10 F19, 4 S20 (Program Data)	Program, Fall 2019
Library Services	1201	Fall 2019, New tracking system
Tutoring	325 unduplicated 3410 visits 5357 use hours	SARS Tracking, Fall 2019
Veterans Services (Veterans receiving financial aid)	25 35	IFS Fall 2019 IFS Spring 2020
Step Up	31	Program Records, Fall 2019

Table 4. Recorded Categories of Service Provided by Front Office Staff, July 5th through December 20th, 2019

Service Provided	Number of Students
Unspecified, books, parking permits, Sci Fi and Veterans	1050
Admissions and Records Support	1029
Financial Aid Support	867
Scheduling a Counseling Appointment	366
Online Systems Support (Canvas, My Shasta)	352
EOPS Support & Orientation	323
PACE Questions	70
Step Up	54
Academic Probation	34

b. Department / Program Specific Assessments

Were there any assessments or advisory committee recommendations that are unique to the program? If so, please describe the instrument(s), results and next steps.

There have been no previous recommendations unique to the program. Changes to Admissions and Records procedures and Financial Aid processes determined at a district level are communicated to Extended Education with training occurring as necessary. We do, however, continually review our procedures and update a procedures manual that has links to current district processes. This Extended Education database will be replaced by a searchable PDF of procedures being completed at the district level. Extended Education staff are working on suggesting inclusion of procedures that are unique to each Extended Education site as well as ensuring that the availability of Extended Education services is noted where appropriate.

c. Progress on *Vision for Success, Guided Pathways, Strategic Plan, Student Equity Plan* and *Enrollment Management Plan* initiatives

What did the department do? What has been the impact of these actions to date? What next steps will be taken?

Currently, Dean Fields is responsible for attending or securing participation in Guided Pathways Initiatives. He reports on Guided Pathways efforts during Extended Education division meetings which occur approximately three times a semester. In one sense, the structure of our Division Meetings mirrors the intention of Guided Pathways framework by having both student service and instructional staff present for information sharing. Similarly, front office (One Stop) staff help students with both student service and instructional needs.

Vision for Success and Student Equity Program goals are integrated into Student Success Council goals reviewed at each meeting. Student Services in Extended Education sites are focused on providing equitable services to students living in and those primarily accessing courses and services from Extended Education site. Efforts have included:

- The Zoom Me In Innovation Grant to support Zoom tutoring and dissemination of Zoom use and expanded equipment that would support this including Chromebooks, Bamboo pens, headsets, and cameras.
- The Latinx Initiative, Latinx graduation, and Latinx Summits.
- Hosted Mental Health First Aid training, a two-day ASIST training, Veterans Meet and Greet event, a revamped Welcome Day, LGBTQ* Allyship training, two Latinx Summits, a Día de los Muertos Event.
- A VA Work Study position so that a current student can serve Veterans.
- Support for undocumented students via NVCSS workshop and individual support.
- Expanded community partnerships including representation on the Tehama Veterans Collaborative, participation in Tehama Together meetings, Latino Outreach of Tehama County, Tehama Foster Youth Collaborative, and Red Bluff Chamber events.
- Student participation in Redding clubs and Student Senate via Zoom made possible.

- Worked with bookstore to allow purchase of individual scantron sheets at sites (in response to machine malfunctions) and allowing students to return rental books from their Extended Education sites rather than having to bring books physically to the bookstore in Redding.
- An Extended Education marketing plan and Tehama based committee.
- The first Tehama High School Counselors Day and plan for, in response to high school counselors' request, the first on-site high school registration event.
- A Student Service Assistant stationed at Corning High School district in the summer of 2019 and spring 2020.
- Support to Tehama E-learning Academy TELA staff.
- The first Upward Bound Summer opportunity camp for middle school.

Extended Education follows the district's Strategic Plan but is in the process of completing a needs assessment that will not only support movement towards Center Status but should also inform future planning processes.

d. Program Needs and Opportunities

1. Summary of Needs and/or Opportunities for Improvement

Given your analysis of the various program assessments described in the previous section, what are the most pressing needs and/or opportunities for improvement? What resources are needed?

Table 5. Program Needs and Opportunities and Recommended Resources

Opportunities/Needs	Resources Needed
Greater consistency of support provided by all front office across all sites including temporary and substitute workers	• The front office in Tehama relies on one full time and two part time staff members. The Trinity and Intermountain Campuses have one full time staff person each. As a result, each site relies heavily on substitute and temporary staff. It can be difficult for subs to remain apprised of changes in procedures; furthermore, significant staff time is required to locate and schedule substitute employees, especially in the Intermountain and Trinity campuses. One response to this situation to be implemented in the fall is a change in Student Service Office Hours across Extended Education districts. Expansion of the number of substitute and temporary workers available to serve during lunch, in case of sickness, or in response to training needs would be helpful. • Including additional time for substitutes and temporary workers to receive and be paid for training remotely would provide us with a greater ability to retain trained workers. • With the increase in the number of students served by EOPS, the addition of the Step Up program, and the fact that efforts are underway to increase service to PACE students and foster youth, front

Opportunities/Needs	Resources Needed
	office staff have assumed additional duties. In the short term, the Senior Staff Secretary has been the primary person responsible for learning and then disseminating new procedures that, in Redding, can be addressed by separate departments. • One potential source of support would be having access to a greater number of work-study students or support for other student workers. While the amount of federal funding is outside of our control, we are working to create an opportunity to increase the number of Extended Education students who are able to benefit from this program by offering remote opportunities or opportunities on Extended Ed campuses to participate in work fairs and clarifying positions possible in Trinity and on the Intermountain from their own campuses.
A greater range of materials available in Spanish	• Of the three counties our district serves, Tehama County is home to a larger percentage of residents who identify as Hispanic/Latino. Local school districts have active English Language Learner communities and the district's ESL courses continue to be critical resources. Our outreach efforts and growth towards center status would be supported by having a wider range of materials available in Spanish as well as in English. Having key web pages and Student Service-related documentation (such as key financial aid and admissions and records forms) easily accessible in Spanish would provide an opportunity to engage and community family members. For the most part, materials would likely be created at a district level.
Veterans Services	• Voters who supported Measure H communicated a strong interest in having a Veterans Center located in the Student Services Building. Data suggests that the county only 35 students are currently enrolled in courses on the Tehama Campus and receive veterans or dependents benefits. Additional veterans attend courses in Redding but reside in Tehama County. The Tehama Campus in particular would benefit from additional support to reach out to veterans, share financial aid information related to Veterans Benefits, and to help create opportunities for veterans to create communities of belonging while on the Tehama Campus. Potential resources could include assignment of a Student Service Facilitator or Coordinator to the Tehama Veterans Center and monthly visits by the Veterans Counselor and Veterans Services Financial Aid Analyst.
Transportation support	• Enrolled Tehama students receive free TRAX passes in order to access bus transportation to campus and to other areas. Service to campus operates Mondays through Fridays and ends at 6 p.m. There is no weekend service. There are currently no viable public transportations options from the Tehama to the Redding Campus where many students complete their studies. An expansion of options for sharing rides or accessing other transportation funds (e.g., to transport Health Science students to the Redding campus) would greatly benefit our students.

Opportunities/Needs	Resources Needed
Enhanced support to students in outlying areas	• Enhanced training and support for Zoom counseling and student service meetings as well as the purchase of equipment to support Zoom utilization. Regular training in Financial Aid skills would be especially helpful. • Having a bilingual counselor serve one day every two weeks in Corning for the Corning Promise grant would be beneficial. Currently, Butte College sends a counselor and Shasta College sends a Student Service Assistant who supports student navigation through steps to enrollment and connects high school students and community members to counselors. • Continuation of events like this year's High School Counselors Day and planned onsite registration would help solidify those relationships. • Similarly, continued increased connection with high school counselors and creation of protocols for connections with and support of high school counselors in Extended Education areas would clarify the distinctions between district guidance and local support available. This has been identified as important given past incursion of Butte College outreach to high schools in our area. • Increased ability for Extended Education counselors to engage in outreach efforts. Support for this effort would include having part-time counselors available to work in Extended Education while outreach efforts are under way, and having access to additional fully functional district laptops and staff (like Extended Education Student Success Facilitators) to accompany counselors to high school and community events.
Counselor training needs	• Counselors serving in Extended Education sites, particularly part-time counselors, have unique needs and strategies for meeting those needs given the more limited availability of resources on Extended Education sites. Monthly training for Extended Education counselors can help reduce isolation, provide an opportunity to share information, and to articulate support needs. • Additional professional learning trainings focused on education planning, career advising, and the move towards Guided Pathways counselors provided via Zoom. • In the past, a counselor visited the Intermountain Campus occasionally. Exploring opportunities for providing increased access students living near the Intermountain campus area as well as in outlying areas served by Trinity would contribute to Extended Education growth goals.
More automated and responsive procedures	• The district is moving towards expanding use of online and paperless solutions to payroll and other administrative paperwork. In the meantime, Extended Education relies on a courier service to bring mail and documents from one campus to another. An expanded ability to send documents digitally would support office efficiencies and would likely provide accuracy of information since documents would be checked closer to the period when they are due. [The COVID 19 crisis that began affecting the state in March has precipitated an expansion of paperless forms and accompanying procedures.]

2. Action Plan

What steps will your department take to address the needs and/or opportunities for improvement identified above? Which Institutional Goal(s) listed in the Educational Master Plan will be addressed? List major activities, required resources, person(s) responsible and timeline for each activity.

Ability to address several of these issues is largely in the hands of the district and depends on allocation of general fund and categorical program dollars based on district budget needs and priority rankings that result from our Annual Planning Process. However, there are a range of actions that Extended Education can take in the interim including movement towards future investments. Timelines and staff person responsible will depend on several factors including any changes in FTEs, course offerings, and assignment of courses to Extended Education in the wake of COVID-19, anticipated changes in personnel and positions, economic repercussions of the current pandemic, and legislative responses related to both. Overarching strategies that also shape the development of an action plan include activities related to pursuit of Center Status for Tehama. The action plan appears in Table 6.

Table 6. Action Plan

Opportunities/Needs	Potential Activities & Strategies	Timeline	Person Responsible
Consistent support, fully trained across sites	• Evaluation of the paraprofessional position to determine the effectiveness of this position for the Intermountain Area and Trinity Campuses and any support needs required. • Continued use of SARS to schedule and track student services offered and needed. • Formalization of Extended Education front office staff Zoom trainings with updates from Admissions & Records, Financial Aid, and other departments deemed necessary. • Recording of Zoom training sessions; scheduling time during substitute/temporary employees next visit on campus for them to view and listen to the recordings. • Continued assessment of staffing patterns given our growth in categorical programs and Center status vision.	12/20 NA U20 F20 12/20	Dean Fields Lucero, Yacoub, Westlund Senior Staff Sec + AD/SS Director Dean + AD/SS Director

Opportunities/Needs	Potential Activities & Strategies	Timeline	Person Responsible
A greater range of materials available in Spanish	• Dedication of more and more regular Latinx Initiative staff time to support the development of materials as well as compiling links to current Shasta College resources currently available in Spanish. • Strategic scheduling of Latinx Initiative student workers to conduct outreach. • Review of key student needs by a committee of bilingual counselors, ESL faculty, and Student Service staff who interact frequently with Spanish speaking students. • Promotion of the availability of Spanish language materials with Latino Outreach and other community partners. • Work with local agencies to identify resources for Spanish speaking students, including any translators, and make sure these are added to our community resource database.	U20 8/20 F20 U20	Padilla, Dean Padilla, Undocumented Student Team Padilla, LOTC, Marketing Committee AD, LOTC
Veterans Services	• Work with the Veterans Center to provide support on a rotating basis in the new Tehama Student Service building for Extended Education veterans. • Ensure that Veterans Services professionals have training and equipment needed to outreach to Tehama veterans. • Ensure continued, regular participation by a Tehama staff member in the Tehama Veterans Collaborative. • Renewal, in June, of the VA Work Study contract, to fund a student veteran to reach out to potential student veterans and to support current student veterans.	S21 S21 U/F20 U/20	Veterans Services Team, Dean Veterans Services Team, Dean AD/SS Director Veterans Services
Transportation support	• Maintain contact with the Department of Transportation representative working with TRAX and Rolling Hills Casino regarding expanding transportation options within Tehama and possibly to Shasta County. • Continue to promote the availability of TRAX passes and RABA passes.	F20 NA	Dean One Stop
Enhanced support to students in outlying areas	• Continue to expand Zoom tutoring. • Continue to support counselors in using Zoom technology with students in outlying areas, utilizing the screen share function.	NA NA	Hopper, Healey Shirer, Ecklin

Opportunities/Needs	Potential Activities & Strategies	Timeline	Person Responsible
	• Expand support for students taking online courses for the first time, including training and study sessions, making and archiving video tutorials, and information about time management and other supportive tools. • Continue to work with Corning Promise to offer a Student Service Assistant or Counselor every two weeks at Corning High School. • Continued and expanded representation at larger community events with updated promotional materials and banners. • Continuation of first Tehama High School Counselors' Day and communication from Extended Education to area high schools regarding important dates, and events. • Continued support for a Tehama Outreach Counseling efforts to with a Tehama based full time counselor serving as the primary point of contact for area high school counselors.	U20 F20 F20 F20 F20	Front Office, AD/SS Director Dr. Holiday-Scherdov, AD/SS Director, Dean EE Counseling Supervisor EE Counseling Supervisor
Counselor training and support	• Continue monthly meetings of Extended Education counselors to assess EE unique training and support needs including use of Zoom. • Robust training for part-time and substitute counselors to remain aware of changes in the system and procedures.	F20 F20	EE Counseling Supervisor EE Counseling Supervisor
More automated and responsive procedures	• Extended education has worked with Payroll to submit signed electronic copies of timecards on the due date, sending hard copies by inter campus mail to avoid requesting originals 5 to 7 days in advance and therefore providing more accurate documentation of hours worked. We have also worked with the bookstore to allow Extended Ed students to return rental books from their Extended Ed campus rather than having to travel to the Redding Campus.	NA	The responses to the COVID-19 have accelerated and expanded this process.