FOLSOM LAKE COLLEGE
El Dorado Center | Rancho Cordova Center

2017-2020 STRATEGIC PLAN
SUMMARY OF ACHIEVEMENTS

Folsom Lake College Strategic Plan

As a part of its regular annual review and self evaluation of the college planning documents, in fall 2019 the Institutional Effectiveness Committee charged a workgroup with the following tasks: review progress towards the 2017-2020 indicators of achievement as noted in the current strategic plan; review the goals set in the Local Goal Alignment, and the Student Equity and Achievement (SEA) plan, and recommend how these can be cross-walked with Folsom Lake College's overarching five college goals and with the remaining strategic indicators of achievement.

The workgroup recommended that the college align its strategic plan with that cycle to streamline efforts and to reduce duplication. Additionally, since the college is required to monitor, to report, and to continue to engage in thoughtful reflection and dialogue about progress towards the activities and goals stated in these plans, the dialogues should be closely linked with strategic planning. Below is a summary of progress towards 2017-2020 strategic goals as of fall 2019. The goals for the aligned draft 2019-2022 Strategic Plan.

Summary of Progress Towards 2017-2020 Goals

Below are high-level summaries of achievements for each of the goal areas. These summaries are not intended to capture every update or achievement but to provide a contextual view of where FLC is in terms of achieving its stated goals. For a detailed view, please view the first tab of the FLC Strategic Planning Google Sheet.

Goal 1: Increase Student Engagement

Student engagement ensures that students are invested in their education as they build personal relationships with faculty members, staff, and other students, and as they participate in meaningful learning activities and services within and beyond the classroom.

Progress as of Fall 2019

The indicators set in the 2017-18 Strategic Plan for this goal referenced goals for the number of students serving on committees, involvement in internships, use of student services, and student satisfaction. Very little data was provided, and thus absent a structure to track and to collect these types of outcomes, collecting data for these goals will be difficult. The workgroup recommended revisiting these indicators and noted that, with the current plans to build and to implement multiple technology tools (e.g., Starfish, Jump Start), data collection should become more feasible in the next year or two.

Goal 2: Provide High Quality Education

High quality education seeks to introduce students to complex and profound ideas while offering them challenging studies that uphold academic standards so that they ultimately improve in knowledge, skills, and dispositions.

Progress as of Fall 2019

The college was successful in developing and launching its first Equity Center, developing interactive dashboards ([Student Success and Equity](#) and [Efficiency Measures Report](#)), increasing certificate award and degree completion to 50% (exceeding the goal of 46%), increasing course success rate to 76.5% (exceeding the goal of 73.7%), reducing equity gaps in course success for African American and Native students, increasing the number of students served in programs like First Year Experience, Summer Bridge, and Learning Skills Centers. Some indicators need to be revised; for instance, the three year completion rate and basic skills progression were retired, and new metrics (aligned with the AB 705, student success metrics, and vision for success) have been recommended.

Goal 3: Support Community Engagement

Community engagement fosters the proactive development of mutually beneficial relationships between the college and its service community.

Progress as of Fall 2019

Collaboration increased with the local high schools through monthly communications and updates from the outreach team to principals, counselors, and career center staff. Outreach staff now attend high school events and continue to hold highly successful and well attended marketing events like Spotlight Night, FAFSA Night, Advance Education, and Campus Parent's Night. Most of FLC's student athletes are required by college coaches to engage in community service, and the college's events provide opportunities for the college's community to engage with the college. Between 2017-18 and 2018-19, Folsom Lake College saw a 9% increase in total enrollments. In terms of community support, the FLC Office of Philanthropy saw an increase in the number of donors from 747 in 2017-18 to 784 in 2018-19 (a 5% increase).

Goal 4: Incorporate Innovation and Technology

The college will build a culture of technological empowerment that values informed risk taking, rewards creativity, and supports the aspirations of students.

Progress as of Fall 2019

Folsom Lake College is engaging in an unprecedented time of innovative projects and technology development and implementation. The following are some tools/projects that have recently been developed or are currently being developed: Ad Astra (scheduling, facilities, and course-taking analytics), FLC's new website and intranet, Guided Pathways work, and the student experience (Starfish, Degree Planner.) To see details about the different technology tools, see software tools.

Goal 5: Foster an Outstanding Working and Learning Environment

An outstanding working and learning environment develops and sustains an inclusive climate where people can work proudly and learn successfully.

Progress as of Fall 2019

The college has made great strides in establishing and expanding professional development offerings for faculty members, classified staff, and managers. The college established a 60 percent Professional Development Faculty Coordinator in fall 2018. This role provides support for all campus constituents. Faculty professional development was significantly strengthened by adding a year long course in Effective Teaching Practices, developed by the Association of College and University Educators (ACUE). FLC employees are participating in two cohorts, with another two cohorts scheduled. The New Faculty Academy was institutionalized through the Professional Development Committee. The Classified Professional Development Committee (CPDC) hosted its second annual "Classified Skills Day" in June 2019. The first New Classified Orientation will be held in fall 19. The biennial Campus Climate Survey was completed in spring 2018. In response to the prompt that "there is a spirit of teamwork and cooperation at FLC," 64% of respondents agreed with the statement (an increase from the 2016 response, in which 57.7% respondents agreed with that statement).

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