

**FOLSOM LAKE COLLEGE  
2018-19 ACHIEVEMENTS**

**GOAL 1: Establish effective pathways that optimize student access and success.**

***Indicators of Achievement:***

1. *Increase the student degree and certificate completion rate from 12% to 17% by 2021.*
2. *Increase the number of students who are transfer-ready by 5% by 2021.*
3. *Define and increase the number of clearly identified pathways by 25% by 2021.*
4. *Increase the percentage of full-time students from 30% to 35% by 2021.*
5. *Provide maximum access to enrollment based on annual state funding (TBD annually).*

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<b>STRATEGY</b>	<b>ACTION STEPS</b>	<b>ACHIEVEMENT DETAIL</b>
1. Inventory and evaluate existing pathways and identify opportunities for improvement, expansion and increased promotion to students	Continue work on increasing awareness, participation, and understanding of guided pathways.	Four Meta Majors have been identified. Work towards Program Mapping, link 2 year plans, career/interest assessment, and extracurricular activities will take place in Spring 2019.
	Continue work on understanding and implementing AB 705 in English, math, and ESL.	English implemented AB 705 in Fall 2018. Math will implement in Fall 2019. ESL will implement in Fall 2020.
2. Implement improved class scheduling system to better meet student needs	Implement AdAstra, and use predictive analytics to continue to improve scheduling.	The college is using Ad Astra Room Scheduling and Predictive Analytics for Fall 2019 + Schedule Development.

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<p>3. Promote communication channels that increase awareness of course offerings, deadlines, service, programs, resources and events</p>	<p>Develop student services on ramping (on-boarding, orientation, assessment).</p>	<p>FLC participated in a second round of the IEPI Partnership Resource Team projects. The focus of this round is redesigning the student experience. The college has had their first and second meeting with the PRT, and has submitted the I&amp;E plan. Workgroups have been formed, and teams are working on the development and implementation of degree planning, early alert, and case management tools.</p>
<p>4. Monitor student progress and proactively engage with at-risk students prior to key milestones (first semester, 30 units, 70 units, etc.)</p>	<p>The Pathways Design Team and Office of Institutional Research will host focus groups in Fall 2018 for both employees and students as it relates to pathways, engaging students, and engaging employees in supporting student success.</p>	<p>A student survey was distributed in the fall that asked students how they chose their major. This Pathways Design Team reviewed the results from the survey, and has requested that focus groups be administered in fall 2019 specifically for at risk, and disproportionately impacted students.</p>

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5. Develop a comprehensive recruitment and persistence plan to achieve enrollment goals

Redefine and restructure outreach services to be more inclusive and comprehensive.

Outreach staff provide culturally relevant and competent recruitment strategies to support the enrollment of disproportionately impacted students including, but not limited to, dedicated DACA support, strong partnerships with Title I high schools and collaboration with the Career Education department. Additionally, the Outreach staff have established and executed a prospective student communication plan to increase college awareness and interest. They have utilized a variety of strategies to do this work, one of those being iContact. iContact is an electronic newsletter that is employed to communicate with over 12,000 families and local high school partners. This system allows for a more direct, efficient and expedient way to communicate. Outreach staff have also been assigned a specific geographic service area that they work within. This also supports more informed, targeted communication as it allows staff to better know the “customer” they are working with.

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**GOAL 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups.**

***Indicators of Achievement:***

1. *Achieve 71% course success rate for each student group by 2021.*
2. *Achieve a 17% degree and certificate completion rate for each student group by 2021.*
3. *Achieve proportionality in transfer-ready preparation rates for each student group by 2021.*
4. *Recruit faculty, staff and administrators to reflect the demographics of the District's service area.*
5. *Increase enrollment rates among groups who are traditionally underrepresented in higher education within the District's service area.*

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<b>STRATEGY</b>	<b>ACTION STEPS</b>	<b>ACHIEVEMENT DETAIL</b>
1. Develop and use culturally relevant curriculum and instruction.	<p>Continue dialogue about being student centered, and what that means.</p> <p>Continue to use what we learned at CUE to have dialogues about revising the required hiring training to go beyond just compliance to include equity mindedness.</p>	<p>The Professional Development Committee (PDC) included a presentation on Culturally Responsive Teaching in the spring 2019 flex lineup for mandatory Friday, and we also focused on CRT in New Faculty Academy, which included a presentation by one of our deans, various class discussions on how we can adapt our own curriculum and syllabi, and planning activities that are culturally relevant for our FLC students. PDC offered workshops on CRT for Spring 2019 and will continue to look for opportunities to help faculty become more culturally responsive. The PD coordinator attended the Skyline Equity Institute in Spring 2019.</p>

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Establish a student focused equity center.

Flex sessions regarding incorporating CUE materials were provided. Dialogue continues. Institutional description has been revised and equitized. Work is underway to develop a repository for equity-minded interview questions.

Furniture, books, office items, condoms, and mounted FLC Equity Posters were generously donated from partner departments, as well as individual in-kind donors of books and art pieces. Refrigerator and placard received for #FoodforFalcons food pantry.

Equity Center Soft Launch garnered 115+ visitors throughout the program and open house on April 24, 2019, engaging visitors with poster prompts, and sharing why the Equity Center is important verbally in community. Land Acknowledgement draft was shared and visitors included executive leadership, incoming first year students (Trans and Muslim identified) with their parents, current students, graduating student leaders, including those who helped found MSA&A, and API Club, two Student Equity Advocates, faculty, classified staff. Launch drew interest in student applicants, thus deadline was extended.

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Faculty Coordinator held office hours in the Equity Center from 2:00-3:00pm Tuesdays, and 1:00-3:00pm Thursdays through end of Spring 2019 semester.

Space Utilization: Intersegmental Pathways Committee Tour, High School Tour, Mother and Incoming First Year seeking LGBTQ friendly space for student, 0.2 FTE Faculty Equity Coordinator Interviews, Equity Center Student Assistant Interviews, Equity-related meetings

Condoms outside the door in high traffic area was refilled every 1-2 weeks.

Interviews completed. Faculty Equity Coordinator accepted offer. Student Assistant hiring process, training, and planning to take place in summer.

Equity Center SPA attended Professional Development opportunities including Skyline College Equity Academy, National Conference on Race and Ethnicity in Higher Education (NCORE), and plans to attend Summer CaCCCHE Conference. Served as FLC lead and co-emcee for 2nd annual Asian Pacific Islander Scholars Rising Ceremony on May 11, 2019.

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<p>2. Address the disproportionate impact of assessment, placement and prerequisites</p>	<p>Continue work on understanding and implementing AB 705 in English, math, and ESL.</p>	<p>Multiple Measure Placement in English, Math and ESL was implemented in Fall 2018. English curriculum alignment was completed in Fall 2018. Math will be completed in Fall 2019. ESL in Fall 2020.</p>
<p>3. Promote courageous conversations that address institutional barriers and systems of oppression</p>	<p>Fully implement a student equity space location on campus</p> <p>Continue presentations and workshops re: equity for the campus community. Including discussions about employee and student demographics, and students feeling connected to staff and faculty on campus who look like them.</p>	<p>See goal 2, strategy 1.</p> <p>PDC, the PD Coordinator, and the OIR have worked together to offer several presentations on the student climate report and the employee climate report during PDC Fridays and at other times throughout the semester. We have also held some student-led presentations to faculty on issues such as pronoun usage in the classroom and how to support transgender and non-binary students. The PD Coordinator is currently putting together a series of forums for Spring 2019 that will include discussions about race and ethnicity on campus, implicit bias, and inclusive pedagogy. Finally, we have had several workshops on culturally responsive teaching practices that encourage faculty to address barriers and systems of oppression at the classroom level.</p>

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<p>4. Institute professional development programs that teach effective strategies for promoting inclusivity and social justice as well as mitigating bias inside and outside the classroom</p>	<p>Onboard the professional development coordinator, and work with them to set up a repository for various college wide professional development resources and trainings, including equity on campus.</p> <p>Coordinate and support trainings and professional development opportunities.</p>	<p>We have on boarded the professional development coordinator and are working with her to offer more workshops and college-wide speakers to address issues of social justice. We had a social-justice focused PDC Fridays event in the fall semester that included workshops on supporting transgender and non-binary students, presentations of the student climate survey results, and workshops on accessibility on Canvas for those teaching online classes. We also offered workshops on culturally responsive teaching, and many pedagogy-related workshops that promoted inclusive teaching strategies. PDC and the PD coordinator are working together to continue offering trainings and PD opportunities.</p>
<p>5. Increase recruitment outreach to diversify applicant pools</p>	<p>Revise the college description on the job announcements.</p> <p>Revise the hiring committee training, including how to increase recruitment of diverse candidates.</p>	<p>Completed.</p> <p>Completed, and ongoing.</p>

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**GOAL 3: Provide exemplary teaching and learning opportunities.**

**Indicators of Achievement:**

1. Provide districtwide resources to ensure all new faculty have the opportunity to participate in a faculty academy at all four colleges by fall 2018.
2. Increase student course success from 68% to 71% by 2021.
3. Increase the number of students who say they feel “engagement with their learning experience” by 5% by 2021, as measured by the Community College Survey of Student Engagement.

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**GOAL 3: Provide exemplary teaching and learning opportunities.**

<b>STRATEGY</b>	<b>ACTION STEPS</b>	<b>ACHIEVEMENT DETAIL</b>
1. Collaborate with faculty to develop a new faculty academy at each of the colleges.	Continue to work on institutionalizing the New Faculty Academy.	2018-19 New Faculty Academy funded and implemented. Development of 2019-2020 New Faculty Academy will begin in fall 2019.
2. Increase professional development opportunities related to teaching methods, equity, instructional technology, discipline-specific knowledge and student services.	Onboard the professional development coordinator, and work with them to set up a repository for various college wide professional development resources and trainings, including equity on campus.	More pedagogy-related workshops and trainings were offered. One of our PDC Fridays last fall was devoted to pedagogy-related topics, and our PD Coordinator has been working hard to offer more workshops on the use of instructional technology. We have increased the amount of Canvas-related workshops, including open labs for people to come get help as they are designing their courses, as well as specific instruction workshops on accessibility, designing introductory modules, creating and embedding videos.

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<p>3. Explore the personnel review and evaluation process to improve the effectiveness of mentoring, peer input and student evaluations.</p>	<p>Provide trainings to deans, managers, and supervisors regarding the personnel review process.</p>	<p>Training for managers was provided by District HR regarding the personnel review process. Managers were encouraged to attend.</p>
<p>4. Ensure that all classroom personnel, with a focus on new and adjunct faculty, have the necessary resources to engage in improvement of curriculum, teaching and learning.</p>	<p>See strategy 2.</p>	<p>Created and revised the Faculty Handbook to assist all faculty in locating resources to help them improve as teachers and learners at FLC, and created a new faculty academy program for new full-time instructors that introduces them to the campus, the district, and to the role of the community college instructor. PDC and the PD Coordinator will be working together to create an adjunct academy for part-time faculty. The PD Coordinator is in the process of launching a publication for part-time instructors to help them find out about and access resources to improve their teaching. PDC is also working with the Office of Instruction to find a source of funding for future new faculty academy groups.</p>
<p>5. Ensure each college has regular opportunities outside of FLEX to support the scholarship of teaching and learning.</p>	<p>See strategy 2.</p>	<p>Provided funding for approximately twenty faculty to attend off-site professional development trainings and conferences, and we are encouraging faculty to donate their unused faculty stipends to support more travel and conference attendance. We have worked on promoting these opportunities to adjunct instructors, who don't always realize that they have access to funding for this purpose. We have also helped advertise PD trainings such as the ACUE training that is being funded in part by Career Education money.</p>

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<p>6. Provide resources to enhance student learning outcomes, development and assessment.</p>	<p>Examine existing structure and resources for the Rancho Cordova Promise Program and determine what is needed to increase the number of students enrolling (i.e. year 3 – books or 2nd year free or other support services)</p> <p>Update facilities master plan.</p>	<p>Staff have been working with area partners to identify strategies and methods to improve the utilization of the RCC Promise Program. Currently, students who qualified for RCC Promise Program were provided books, and payment of other fees outside of the enrollment fee, i.e. the student health fee. The Outreach staff have developed expanded relationships with the three main feeder high schools via information sessions that also included application assistance. These efforts have insured that the teachers, students, and parents at those high schools are aware of the RCC Promise Program and the benefits it provides. There is a definite interest to further explore the possibility to expand program services to include other educational related expenses such as transportation (gas cards, parking permits), meals and second year tuition free.</p> <p>The a Facilities Master Plan Update Committee comprised of constituent leaders, district office experts and an LPA/S architects convened several times throughout the semester to discuss and review an updated Facilities Master Plan. This interactive processes has resulted in an updated Folsom Lake College Facilities Master plan.</p>
<p>7. Improve the assessment-for-placement process through diagnostic assessment, multiple measures and increased preparation prior to assessment.</p>	<p>Continue work on understanding and implementing AB 705 in English, math, and ESL.</p>	<p>Multiple Measures implemented. English curriculum alignment implemented in Fall 2018. Math in Fall 2019. ESL in Fall 2020. Lack of guidance from CCCC on ESL implementation.</p>

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8. Offer academic events, internships and other opportunities for teaching and learning outside the classroom.

See strategy 2.  
  
Establish an internship program with the Harris Center.

Four technical theatre students participated in semester-long for-credit internships at the Harris Center. 16 other students were employed to assist with Harris Center marketing and the ticket office. Application submitted to FCCC with the CA Film Commission Donation to fund paid internships in Technical Theatre.

Programmed a diverse season of events at the Harris Center and offered discounted tickets for students. 450 Harris Center events attracted a record number of 175,000 audience members. 3,736 discounted student ticket were purchased.

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**GOAL 4: Lead the region in workforce development.**

*Indicators of Achievement:*

1. *Increase the number of students who participate in work-based learning experiences in their areas of study by 15% by 2021.*
2. *Complete an enhanced industry alignment review of all CTE programs by 2021 to ensure the District is addressing regional workforce needs.*
3. *Increase the number of completers and skills builders who secure employment at a living wage by 10% by 2021.*
4. *Increase external funding by 50% by 2021 to support workforce and economic development.*

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**GOAL 4: Lead the region in workforce development.**

<b>STRATEGY</b>	<b>ACTION STEPS</b>	<b>ACHIEVEMENT DETAIL</b>
1. Develop regional advisory committees by industry sector to inform the program development process.	Continue work with Valley Vision and regional stakeholders to develop robust advisory boards to support current and new CTE programming.	Valley Vision (VV) working with select CE programs (e.g. BUSTEC and ICT). VV work has morphed to other projects (see barriers below). Work does continue to assist programs with advisory boards. Recently the CE division team developed simple directions and templates for successful advisory board meetings. Additionally, a TCL Program Assistant was hired to support faculty work such as ensuring current contact list, sending out invites and taking RSVPs, notetaking, etc. VV work did not work out as hoped. The meetings were too large and didn't meet individual programs' needs to capture curriculum discussion and budget advice required for Perkins recipients. It is working where C-ID's exist; the curriculum is similar and equipment consistent among programs.

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<p>2. Assess current CTE program offerings and align them with emerging and current regional industry needs.</p>	<p>Utilize CCCCCO Launchboard, Centers of Excellence, Deputy Sector Navigators, Community input, and other related resources to identify emerging and current regional industry needs.</p>	<p>This work is ongoing and aided by the hire of a Professional Expert to assist in identifying emerging programs and conduct labor market research if needed. However, barriers exist to getting a program once identified through to fruition. The struggle is support (funding/FTEF) to get identified programs through curriculum. This puts the college at a disadvantage in program development. Bandwidth is impacting the ability to move curriculum from start through CCCCCO approval.</p>
<p>3. Increase dual enrollment for CTE programs.</p>	<p>Complete concurrent and/or dual enrollment agreements with feeder high schools.</p> <p>Explore AB288 or middle college for El Dorado County.</p>	<p>Focus narrowed to CTE programs and charter schools in El Dorado County and Folsom Cordova Unified School Districts. Currently 2 agreements with charter schools are in place.</p>
<p>4. Expand work-based internships and learning opportunities by integrating these activities into CTE courses and programs.</p>	<p>Continue collaboration with CTE and Makerspace, and work with Makerspace in development of short-term, project-based internships.</p>	<p>Makerspace has implemented project-based internships. We expect to have approximately 30 projects completed by end of semester.</p>

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	<p>Leverage current relationships and develop strategic integration in college activities with local businesses.</p>	<p>Working with Intel on a variety of projects including student mentorship, panel presentations, and faculty teaching in college courses.</p> <p>Outreach to area business and academic departments for Workplace Based Learning opportunities. Technical collaboration with Inductive Automation on fermentation and aquaponics.</p>
<p>5. Increase marketing of CTE programs to students, employers and community partners.</p>	<p>Continue aggressive local high school outreach through our CTE Outreach Specialist.</p> <p>Participate in new CTE regional marketing campaign (3Fold).</p> <p>Develop Call Center position in collaboration with student services.</p>	<p>Local outreach continues and is enhanced by new K12 SWP funding.</p> <p>Participating in 3Fold marketing campaign for EMT, ADMJ, WWWM, and ICT. Students have been interviewed. Filming for EMT and ICT planned.</p> <p>The call center is not yet developed. Funding has not yet been identified, and is in progress.</p>
<p>6. Increase support for CTE job placement services.</p>	<p>Continue work with SETA Job Developer to place students in jobs post completion of certificate/degree. Stimulate job</p>	<p>SETA Job developer work is accelerating. College provided names and contact information for students completing CE certificates and degrees. SETA Job developer contacting list to determine need for assistance. Also, developer is helping students needing detailed assistance with interview skills (e.g. panel interview practicum set up).</p>

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opportunities on campus and in community leveraging recently hired Job Developer (Campus and Community).

Campus Job Developer actively engaged with new Career Search Platform - Purple Briefcase. Plans to encourage all on-campus student jobs to be placed in the new system when activated.

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**GOAL 5: Foster an outstanding working and learning environment.**

*Indicators of Achievement:*

1. Increase employee satisfaction by 5% as measured by the biennial District Employee Satisfaction Survey to be conducted in spring 2017, 2019 and 2021.
2. Increase the number of employees who participate in safety training programs by 25% by 2018.
3. Complete the implementation of the District's 2016 Five-Year Technology Plan by 2021.
4. Expand and enhance a comprehensive wellness program by 2018.
5. Produce an Annual Sustainability Report that highlights District efforts and results beginning in 2017.

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<b>STRATEGY</b>	<b>ACTION STEPS</b>	<b>ACHIEVEMENT DETAIL</b>
1. Increase staff and manager participation in professional development activities.	Onboard the professional development coordinator, and work with them to set up a repository for various college wide professional development resources and trainings, including equity on campus.	The Professional Development Coordinator set up professional development Webinars through STAR12 three times a month. There is one webinar per campus per month and the offerings range from Equity-based topics to skills training. Also, the coordinator worked with the WEXP Coordinator to offer more workshops dedicated to helping classified and managers work toward advancement. In spring 2019, two resume workshops and one hiring panel best practices was offered.
2. Encourage broader participation in safety, health and wellness programs and explore developing employee	See strategy 1.	One of our PDC Fridays in the fall was focused on health and wellness workshops, including areas of physical and mental health, and the Teaching and Learning workgroup of PDC has instituted some "Walk and Talk" workshops where faculty

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<p>incentives for engaging in health and wellness programs.</p>		<p>are invited to walk around the track together and talk about pedagogy. During spring 2019, one of the themes for PDC Fridays was health and wellness related, and we offered four workshops on various aspects of physical and mental well-being.</p>
<p>3. Support leadership and career pathways for interested employees by utilizing professional development inventories and assessment tools and identifying cross-training and mentorship opportunities.</p>	<p>See strategy 1.</p>	<p>The PD Coordinator worked with our Work Experience Coordinator to offer a series of resume workshops for classified employees who seek career advancement opportunities. We are also currently researching guidelines for a better mentoring program, especially to help our part-time instructors. Finally, we have started offering workshops on how to get hired full-time, led by recently hired faculty and made up of panels of faculty from various disciplines.</p>
<p>4. Coordinate and communicate college sustainability efforts to further implement best practices across the District.</p>	<p>Improve communication of sustainability efforts across all constituency groups.</p>	<p>Included sustainability-related content in issues of the employee and student e-newsletters, as well as in social media posts.</p>
<p>5. Complete and implement a District Technology Plan.</p>	<p>Review and revise (as needed) FLC's Technology plan, including emerging technology needs for DE and online services.</p>	<p>College IT continues to upgrade smart classrooms as needed. Recently equipment to extend the life of smart classroom computers was procured. Our ITV classroom was remodeled and updated with new monitors and recording equipment. A committee was convened to review a replacement to our instruction printing software. FLC is in the process of implementing AdAstra, a district wide course scheduling</p>

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		software. Sound speaker system in Harris Center Stage 1 was upgraded to a state-of-the-art line-array system.
6. Streamline business processes, including appropriate use of technology to improve workforce efficiency and better serve students.	<p>Launch new website</p> <p>Acquire an online repository for various college wide functions and processes to facilitate finding and sharing information in a central location.</p> <p>Evaluate business processes, and consolidate where appropriate.</p>	<p>New websites launched for the college and Harris Center.</p> <p>Completed the purchase of BoardDocs, and now in the process of implementation, training, and importing documents/agendas/minutes. 90% complete.</p> <p>Ongoing. Transitioned the certificate petition from paper-based to online form. Exploring Gideon Taylor e-forms for automated form processing.</p>
7. Foster positive and respectful relationships across all constituencies.	Improve communication across all constituency bodies.	Created new student-focused weekly e-newsletter, "Falcon Fly-By", as a counterpart to the employee-focused "In Touch" to share news, highlights, and coming events with the greater college community. PD coordinator assists with communication across all constituent bodies regarding different events and trainings both on and off campus.
8. Maintain competitive salary and benefits packages for the District workforce.	Continue to collaborate with and support the district in maintaining competitive salaries and	Ongoing.

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benefits for the college  
and district workforce.