

**FOLSOM LAKE COLLEGE
2019-20 GOALS**

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).

STRATEGY	ACTION STEPS	SUCCESS INDICATORS	CONNECTIONS	RESPONSIBLE LEAD(S)
1. Inventory and evaluate existing pathways and identify opportunities for improvement, expansion and increased promotion to students	<p>A. Student Equity Achievement (SEA): Core Mandated Services (see appendix)</p> <p>B. SEA: Equity in Guided Pathways</p> <p>C. AB 705 (Math Placement and ESL Implementation see appendix)</p> <p>D. Align online courses with OEI rubric</p>	<p>A & B. Goals set for VFS and Student Equity</p> <p>C. Completed decision tree for math placement. Progress towards completing decision tree for ESL.</p> <p>D. 20% of online sections in OEI consortium</p>	<ul style="list-style-type: none"> • DO Goal 1, 2 • College Master Plan (CMP): High Quality Education (HQE), Student Engagement (SE) • AB 705 • ACCJC IA, IB, IC, IIA, IIB, IIC • Guided Pathways • OEI • CTE Grant 	<p>A. VPI, VPSS, Pathway Team</p> <p>B. VPI, VPSS, Pathway Team</p> <p>C. ESL and Math Deans</p> <p>D. OEI Coordinator/DE Dean/District DE Dean</p>

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<p>2. Implement improved class scheduling system to better meet student needs</p>	<p>A. Implement Ad Astra Platinum Analytics</p> <p>B. Connect Meta Majors and Program Maps to scheduling process</p>	<p>A. Increased use of enrollment trends to inform the scheduling process.</p> <p>B. Increased persistence and completion rates.</p>	<ul style="list-style-type: none"> • DO Goal 1 • CMP: HQE, Innovation and Technology (I&T) • ACCJC IA, IB, IC, IIA, IIIC • IEPI (2nd Grant re: the student experience) • Guided Pathways 	<p>A. Enrollment Management Subcommittee</p> <p>B. Program Mapping Committee, Meta Major Team</p>
<p>3. Promote communication channels that increase awareness of course offerings, deadlines, service, programs, resources and events</p>	<p>A. SEA: Targeted outreach (see appendix)</p> <p>B. SEA: Reading and Writing Center, Math and Science Center, and Learning Skills Center, Student Athlete Success Center</p>	<p>A & B. Goals set for VFS and Student Equity</p>	<ul style="list-style-type: none"> • DO Goal 1 • CMP: SE • ACCJC IB, IC, IIB • IEPI (2nd Grant re: redesigning the student experience) • Guided Pathways 	<p>A. VPSS, Outreach Office, Equity Center, PISO</p> <p>B. Instructional Deans, Equity Center. PISO</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>A. Starfish (early alert and case management)</p>	<p>A. Pilot Starfish in fall 2019, and roll out in spring 2020.</p>	<ul style="list-style-type: none"> • DO Goal 1 • CMP: HQE, SE, I&T • ACCJC IA, IIA, IIB 	<p>A. OIR Dean, SS Deans, Starfish Teams, VPSS, Pathways Design Team</p>

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	B. Degree Planner	B. Implement Degree Planner in Fall 2019, and roll out in Summer 2020.	<ul style="list-style-type: none"> • IEPI (2nd Grant re: redesigning the student experience) • Guided Pathways 	B. Math and Science Dean, Degree Planner Team, VPI, Pathways Design Team
5. Develop a comprehensive recruitment and persistence plan to achieve enrollment goals.	See strategies 1-4 above.			

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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.

STRATEGY	ACTION STEPS	SUCCESS INDICATORS	CONNECTIONS	RESPONSIBLE LEAD(S)
1. Develop and use culturally relevant curriculum and instruction.	SEA: Enhancing equity on campus and in the classroom (see appendix)	Goals set for VFS and Student Equity	<ul style="list-style-type: none"> • DO Goal 2, 3, 5 • CMP: HQE, SE • ACCJC IIC, IIIA, IIIA • Guided Pathways 	Professional Development Committees, Equity Center, Diversity and Equity Committee
2. Address the disproportionate impact of assessment, placement and prerequisites.	See strategies 1 and 3.			
3. Promote courageous conversations that address institutional barriers and systems of oppression.	<p>A. SEA: Equity Center (see appendix)</p> <p>B. Provide faculty the opportunity to examine equity data for their</p>	A & B. Goals set for VFS and Student Equity	<ul style="list-style-type: none"> • DO Goal 2 • CMP: HQE, SE • ACCJC IA, IC, IIC, IIIA • Guided Pathways 	VPSS, Professional Development Committees, Equity Center, Diversity and Equity Committee,

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	<p>classrooms in order to close equity gaps</p> <p>C. Leverage Harris Center performances to stimulate conversations amongst faculty, staff and students</p>			<p>Pathways Design Team, OIR, Harris Center Executive Director</p>
<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>See strategies 1 and 3.</p>			
<p>5. Increase recruitment outreach to diversify applicant pools.</p>	<p>Provide unconscious bias training. Continue to work with District EEO committee and local college stakeholders to evaluate and improve changes to the recruitment and hiring process.</p>	<p>Trainings provided, and feedback on the hiring training and process shows a greater understanding of equity in the hiring process.</p>	<ul style="list-style-type: none"> • DO Goal 2,5 • CMP: HQE • ACCJC IIIA 	<p>Professional Development Committee, EEO Committee members</p>

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<p>6. Leverage Harris Center programming of diverse cultures to build awareness and understanding of world cultures among FLC staff and students.</p>	<p>Encourage students to attend cultural events at Harris Center through discounted student tickets and faculty encouragement of attendance.</p>	<p>Number of students attending Harris Center events.</p>	<ul style="list-style-type: none"> • DO Goal 2,5 • CMP: HQE & CE • ACCJC IIIA 	<p>Harris Center Executive Director, VPI, Instructional Deans</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.

STRATEGY	ACTION STEPS	SUCCESS INDICATORS	CONNECTIONS	RESPONSIBLE LEAD(S)
1. Collaborate with faculty to develop a new faculty academy at each of the colleges.	Completed and ongoing.			
2. Increase professional development opportunities related to teaching methods, equity, instructional technology, discipline-specific knowledge and student services.	Completed and ongoing. See prior year’s achievements for more details.			
3. Explore the personnel review and evaluation process to improve the effectiveness of mentoring, peer input and student evaluations.	Completed and ongoing. See prior year’s achievements for more details.			
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.	Completed and ongoing. See strategies 1 and 2.			

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5. Ensure each college has regular opportunities outside of FLEX to support the scholarship of teaching and learning.	Completed and ongoing.			
6. Provide resources to enhance student learning outcomes, development and assessment.	Completed and ongoing.			
7. Improve the assessment-for-placement process through diagnostic assessment, multiple measures and increased preparation prior to assessment.	Redirection – see goal 1, strategy 1 re: AB 705.			
8. Offer academic events, internships and other opportunities for teaching and learning outside the classroom.	Completed and ongoing.			
9. Leverage Harris Center as a resource for broadening and deepening learning experiences.	Develop/formalize Strategic Plan for Harris Center related Arts Education and begin implementation of plan. Connect visiting performers with faculty and students.	Increased utilization of Harris Center by instruction.	<ul style="list-style-type: none"> • DO Goal 2,5 • CMP: HQE & SE • ACCJC IA, IIC, IIIA 	Harris Center Executive Director, VAPA Dean

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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.

STRATEGY	ACTION STEPS	SUCCESS INDICATORS	CONNECTIONS	RESPONSIBLE LEAD(S)
1. Develop regional advisory committees by industry sector to inform the program development process.	Completed and ongoing. See prior year's achievements for more details.			
2. Assess current CTE program offerings and align them with emerging and current regional industry needs.	<p>A. Online CTE Pathways</p> <p>B. Career Assessment Tool Identified</p> <p>C. New Career Search Platform implemented "JumpStart"</p>	<p>A. Project Management and Program Management available 100% online.</p> <p>B. Agreement of District on assessment tool</p> <p>C. JumpStart implemented in place of LINCS</p>	<ul style="list-style-type: none"> • DO Goal 4 • CMP: HQE, Community Engagement (CE) • ACCJC IA, IC, IIA, IIIC • Strong Workforce/ Perkins • CTE Grant 	<p>A. Business Dean</p> <p>B. CE Dean in collaboration with District CE Council</p> <p>C. WEXP district team FLC WEXP Coordinator and CE Dean</p>

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GOAL 4: Lead the region in workforce development.

	D. Envisioning of Career Transfer Center	D. Integration of CTC in GP pillars		D. Counseling Dean, Counselors, CTC staff, CE Dean
3. Increase dual enrollment for CTE programs.	See strategy 2.			
4. Expand work-based internships and learning opportunities by integrating these activities into CTE courses and programs.	See strategy 2.			
5. Increase marketing of CTE programs to students, employers and community partners.	Completed and ongoing. See prior year's achievements for more details.			
6. Increase support for CTE job placement services.	Completed and ongoing. See prior year's achievements for more details.			

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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.

STRATEGY	ACTION STEPS	SUCCESS INDICATORS	CONNECTIONS	RESPONSIBLE LEAD(S)
1. Increase staff and manager participation in professional development activities.	SEA: Enhancing equity on campus and in the classroom (see appendix)	Goals set for VFS and Student Equity	<ul style="list-style-type: none"> • DO Goal 2, 3, 5 • CMP: HQE, SE • ACCJC IIC, IIIA, IIIA Guided Pathways	Professional Development Committees, Equity Center, Diversity and Equity Committee
2. Encourage broader participation in safety, health and wellness programs and explore developing employee incentives for engaging in health and wellness programs.	Completed and ongoing. See prior year's achievements for more details.			
3. Support leadership and career pathways for interested employees by utilizing professional development inventories and assessment tools and identifying cross-training and mentorship opportunities.	Completed and ongoing. See prior year's achievements for more details.			

4. Coordinate and communicate college sustainability efforts to further implement best practices across the District.	Completed and ongoing. See prior year's achievements for more details.			
5. Complete and implement a District Technology Plan.	N/A (College level plan completed last year.)			
6. Streamline business processes, including appropriate use of technology to improve workforce efficiency and better serve students.	See Goal 1, strategies 2A, 2B, 4A, and 4B. See Goal 4, strategy 2A, 2B, and 2C. Upgrade Harris Center ticketing and venue management systems.	Streamlined ticketing process.		Harris Center Executive Director
7. Foster positive and respectful relationships across all constituencies.	See strategy 1.			
8. Maintain competitive salary and benefits packages for the District workforce.	Continue to collaborate with and support the district in maintaining competitive salaries and benefits for the college and district workforce.	Determined by District.	<ul style="list-style-type: none"> • ACCJC IIIA 	District HR
9. Increase fundraising support for both the College and Harris Center for the Arts.	A. Spend more time and energy on major gift fundraising B. Focus on the President's Circle	A-E. Growth in number of annual donors, gifts and revenue.	<ul style="list-style-type: none"> • DO Goal 5 • CMP: CE • ACCJC IIID 	Office of Philanthropy, College President

	<p>initiatives as primary areas for fundraising: Annual Fund, Arts (Harris Center), Athletics, Makerspace, President’s Fund, and Scholarships</p> <p>C. Contract with new online fundraising tool, Fundraker, which will be used to raise funds for departments, athletics and special programs</p> <p>D. Work with the FLC Development Council to increase connections in the community, grow friend base and increase Development Council Committee membership</p> <p>E. Continue to grow Harris Center Membership Program and develop a strategy to focus on major gift fundraising through the Philanthropy Office</p>	<p>F. Establish separate endowment accounts for Arts and Athletics. Develop plan for fundraising.</p>		
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	F. Explore establishing endowments for the Arts and Athletics			
10. Increase visibility and awareness for the College within the community and for enrollment growth	<p>A. Maintain active Chamber memberships with Folsom, Rancho Cordova, El Dorado and El Dorado County Chambers of Commerce</p> <p>B. Conduct outreach with local organizations (rotary, chambers, City, County and corporations), presenting State of the College updates as needed</p> <p>C. Maintain visibility at local community and civic events as appropriate</p> <p>D. Serve on local Chamber boards as requested by the President</p>	<p>A-F. Growth in number of community connections and number of times that Folsom Lake College is mentioned in community publications and social media feeds.</p> <p>E. Development of menu of options, including pricing, for Makerspace accessibility</p> <p>F. Growth in posts, followers, impressions, and engagement.</p>	<ul style="list-style-type: none"> • DO Goal 5 • CMP: CE • ACCJC IIID 	<p>A-D. Office of Philanthropy, College President</p> <p>E. Instructional Design and Development/Makerspace Coordinator, Makerspace Dean, VPI</p> <p>F. PIO</p> <p>G. Harris Center Executive Director, Office of Philanthropy, College President</p>

	<p>E. Explore options for Makerspace be accessible to community partners</p> <p>F. Expand geo-targeted digital marketing strategies to reach residents of service area.</p> <p>G. Continue to leverage Harris Center for visibility and building relations with community, with emphasis on upcoming 10th Anniversary and working with local K-12 schools.</p>	<p>G. Increased audience attendance.</p>		
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Appendix

AB 705: While English has worked to redesign the sequence such that students take either English 300 only or English 300 plus a support co-requisite 33 course; math is continuing to work on the sequencing of courses including paths for science majors and liberal arts majors. Much of the work during 2019-2020 will be finalizing the initial math sequences, and examining outcomes data for both English and math. Additionally, work is beginning re: ESL placement and sequencing.

Core Mandated Services: Continue to provide orientation, placement, career assessment, counseling, and individualized case management through existing and improved services for current and future students. The college will engage in a "redesigning of the front door" (the "front door" is what students first see and experience when they enroll at Folsom Lake College) to improve the connection and onboarding of new students through technology platforms (Starfish and High Point) that will provide electronic case management, early alert, and degree planning for students.

Equity Center: The College will provide support and staffing for the full implementation of the Folsom Lake College Equity Center. The Equity Center will increase awareness of equity mindedness related to FLC's disproportionately impacted students. Additionally, the Center will provide Disproportionately Impacted students with peer support, trainings, academic and life skills, support educational pipelines for affinity groups, and connection to other resources (food resources, housing, safety, etc.) The Equity Center will work with faculty, staff, and administration to create a more welcoming campus environment (visible signs of diversity and equity, events, art, food.)

Equity in Guided Pathways: The College will bridge the work between instruction and student services in regards to guided pathways to ensure that access to pathways is equitable - for instance, ensure that both full time and part time pathways exist, and that evening and online opportunities are available. The Equity Center will work with the Office of Institutional Research to hold and Use focus groups to identify specific strategies that will increase access for disproportionately impacted students, and use student stories to build pathways that will work for specific groups identified in the data as having a significant gap. The Guided Pathways team will develop clear and prevalent communication regarding guided pathways, and align communication strategies among faculty, counselors, and other points of contacts to ensure that students are receiving a consistent and clear message regarding their progress on their path. The Guided Pathways team will explore ways to intentionally support disproportionately impacted students through comprehensive support strategies/efforts.

Learning Skills Center: Provide support for current and future students in any subject matter courses. Support will be expanded to include coordination with the Math and Science Center and the Reading and Writing Center related to AB 705 to address the equity gaps in completion for disproportionately impacted students. Support is provided via peer tutoring, embedded tutoring, and supplemental instruction. Tutor.com will be provided to enhance access to tutoring services for online students, as well as students with access barriers. The Learning Skills Center will develop and implement a technology loan program for students who do not have access to a device and/or internet.

Math and Science Center: Provide support for current and future students in math and science courses as well as other subject matter courses that require college level math skills. Support is provided via peer tutoring. The Math and Science Center will develop services to recruit and support Disproportionately Impacted populations (particularly first generation and immigrant student populations), for example, culturally relevant tutoring, and equity-minded hiring of tutors and staff. The Math and Science Center will curate a repository of culturally relevant teaching and support practices related to math and Science.

Professional Development - Enhancing Equity on Campus and in the Classroom: Leveraging information we learned from equity-focused professional development, the Professional Development Committees will work with the campus to enhance culturally relevant pedagogy, improve diversity in the faculty and staff hiring process, retain faculty and staff through affinity groups, develop and provide resources for equity practices in the classroom. This would include faculty mentorship (from an equity stance), a robust repository of resources and information regarding improving outcomes for disproportionately impacted students, support for classroom innovation, and culturally responsive trainings. The professional development coordinator will create and host events to support professional development for enhancing equity. The college will support the "equity in the classroom" project by providing faculty with resources to engage in analysis and dialogue about equity gaps in their classrooms.

Reading and Writing Center: Provide support for current and future students in English courses as well as other subject matter courses that require college level writing skills. Support is provided via peer tutoring. The Reading and Writing Center will develop services to recruit and support Disproportionately Impacted populations (particularly first generation and immigrant student populations), for example, culturally relevant tutoring, and equity-minded hiring of tutors and staff. The Reading and Writing Center will curate a repository of culturally relevant teaching and support practices in reading and Writing.

Student Athlete Success Center: Provide support for student athletes in all aspects of their college experience. Support is provided via tutoring, dedicated counseling and case management, Instructional Assistant support, quiet study space, technology, and peer mentoring. Approximately 67% of student athletes at FLC meet criteria for a Disproportionately Impacted population so the SASC continues to work in collaboration with all services on campus to provide culturally relevant and equity-minded services to our student athletes.

Targeted Outreach: We will hold focus groups for Disproportionately Impacted students to identify the challenges that our current students face in their enrollment and matriculation process to remove barriers to enrollment and success. We will provide freshman seminars, early college crediting programs (such as HCD courses, dual enrollment, advance education, and high school articulation in the high schools.) We will continue to provide culturally relevant and competent recruitment strategies to support the enrollment of disproportionately impacted students including but not limited to Spanish speaking workshops, athletics, and collaboration with our Career Education department.