



F O L S O M L A K E C O L L E G E
E L D O R A D O C E N T E R | R A N C H O C O R D O V A C E N T E R

Midterm Report

Submitted by:

Folsom Lake College

10 College Parkway

Folsom, Ca 95630

Submitted to:

Accrediting Commission for Community and Junior Colleges

of the Western Association of Schools and Colleges

December 6, 2018

Certification of the Institutional Mid-Term Report

DATE: March 2019

TO: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

FROM: Whitney Yamamura, President
Folsom Lake College
10 College Parkway
Folsom, CA 95630

We certify that there was broad participation by the college constituencies, and we believe the Mid-Term Report accurately reflects the nature and substance of this institution.

Pamela Haynes, President
Board of Trustees

Brian King, Chancellor
Los Rios Community College District

Whitney Yamamura, President
Folsom Lake College

Paula Haug, President
Academic Senate

Lindsey Campbell, President
Classified Senate

Katie DeFant, President
Associated Student Government

Monica Pactol, Vice President Instruction
Accreditation Liaison Officer

Bernadette Anayah, Faculty
Accreditation Chair

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Mid-Term Report Preparation

Folsom Lake College (FLC) embraces a culture of ongoing accreditation review and analysis to ensure that the college is meeting all accreditation standards and remaining current on changes in the accreditation process and requirements. The Accreditation Steering Committee (ASC), a subcommittee of the Institutional Effectiveness Committee (IE), oversees the accreditation work at the college. This committee is chaired by the Accreditation Liaison Officer (the Vice-President of Instruction), and a Faculty Co-Chair. Other members of the committee are the College President, the Dean of Planning and Research, and representatives from administration, faculty, and classified staff. Members from ASC give updates to the constituent senates, the IE, and the Los Rios District Board of Trustees (BOT). ASC members also work on a continuous basis with a range of college committees and constituency groups to address accreditation standards on a regular basis. Representatives from the ASC meet with the District Accreditation Committee monthly.

Since the submission of the Self-Evaluation Report of Educational Quality and Institutional Effectiveness in July 2015 and the subsequent site-visit in October 2015, FLC has focused its accreditation work on (1) preparation of the Follow-Up Report, which was presented to the BOT in February 2017 and submitted and accepted by to ACCJC in 2017, and (2) the Self-Improvement Plans. The work on the Mid-Term Accreditation Report began in Fall 2017 and continued through summer 2018 until submission to ACCJC in March of 2019. [\(Reference 1\)](#)

Plans Arising out of the Self-Evaluation Process

This section reports on self-identified Improvement plans from the institution’s comprehensive self-evaluation process.

**The Institutional Planning Committee (IPC) changed to the Institutional Effectiveness Committee (IE) in Fall 2016.*

| Self-Identified Improvement Plan | Progress/Outcomes |
|--|--|
| 1.To improve the integration of student learning outcomes (SLOs) into College-wide planning processes across all divisions (I.B.1) | <p>In Fall 2015, the college identified a need to improve the system for collecting and storing SLOs and the Institutional Planning Committee (IPC) was charged with working on this plan. (Reference 2)</p> <p>In Fall 2016, a revision of the annual planning document was adopted and implemented by Student Services with an emphasis on maintaining SLOs when applicable and including SAOs where necessary. (Reference 3)</p> <p>In Spring 2017, TracDat (Improve) was identified to collect and track SLOs/SAOs. Training began in Fall 2017 and transition was implemented for the 2018-19 planning cycle. (Reference 4)</p> |

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| <p>2. To develop and implement strategies that lead to broader and improved understanding of institutional goals and how they inform the Annual Department Plan (ADP)/Annual Unit Plan (AUP), program review (PR), and strategic planning processes (I.B.2)</p> | <p>The Office of Institutional Research (OIR) was charged with developing strategies for stronger linkage between SLOs/SAOs and integrated planning. In spring the Institutional Effectiveness (IE) Committee reviews summaries from ADPs/AUPs, Program Reviews, and SLOs/SAOs to make recommendations for college wide goals and resource allocation for the following year. (Reference 5)</p> |
| <p>3. To review all available assessment results and implement new strategies to improve integration of assessment results into the program review and Annual Department Plan/Annual Unit Plan, processes, so as to communicate matters of quality assurance more effectively (I.B.5).</p> | <p>(See answers to 1 and 2 above)</p> |
| <p>4. To annually review FLC’s evaluation mechanisms and recommend enhancements (I.B.7).</p> | <p>The Institutional Effectiveness Committee was charged with annual review of FLC’s evaluation mechanisms (Reference 6) including reviews of 1)the College Governance Agreement 2) relationships and connections to other college governance committees, 3) relationships and connections to annual planning and program reviews, and 4) potential relationships related to college wide proposals and/or suggestions for institutional effectiveness.</p> |
| <p>5. To update the catalog so that the course listing includes only regularly offered courses that are regularly assessed for student learning outcomes (II.A).</p> | <p>In Fall 2015, the Curriculum Committee (CC) approved the Course Appraisal Process; (Reference 7) Courses not offered in four years are tracked. Departments are notified that they should consider offering and assessing the course, deleting the courses within the next two years, or provide a rationale to the CC for keeping the course beyond six years.</p> <p>The CC approved proposals for deleting programs with few to no unique (i.e. no multiple degrees awarded) degree recipients. (Reference 8) The Office of Instruction and Department Chairs identified “gateway” and “capstone” courses. (Reference 9)</p> <p>The Office of Instruction annually publishes Catalog development timelines. (Reference 10)</p> |
| <p>6. To develop and recommend programmatic goals for distance education and annually report progress toward those goals to the Institutional Planning Committee in a written report. The Technology Committee will also establish a three-year schedule for updating the Technology and Distance Education Plan. (II.A.1.b)</p> | <p>The Distance Education portion of the Technology Plan was developed into a separate plan charged to the Distance Education Subcommittee of Curriculum. The Distance Education Vision document was developed and approved in 2016, (Reference 11) and includes distance education programmatic goals reported annually to the Institutional Effectiveness Committee. Both the Technology Plan and Distance Education Plan are reviewed on a three-year schedule. (Reference 12)</p> |

| | |
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| <p>7.To review and update the Enrollment Management Plan at least every three years and report its findings to the Institutional Planning Committee in a written report (II.A.2.c.).</p> | <p>The Enrollment Management Committee is now a subcommittee of Matriculation and Student Success Committee. The Enrollment Management Plan was reviewed, updated and approved in spring 2017 with a recommended three-year review cycle. (Reference 12) An annual written report of findings is submitted to the Institutional Effectiveness Committee via Matriculation and Student Success. (Reference 12 p27-28)</p> |
| <p>8.To update the program review cycle annually to include new degree/certificate programs (II.A.2.e)</p> | <p>The Program Review & Department Planning Committee (PDRP) and OIR update the Program Review schedule in spring of each year. (Reference 13) The 2014-2022 Instructional Program Review Cycle was updated to reflect changes in the CTE cycle. (Reference 14)</p> |
| <p>9.To develop annual professional development activities designed to improve understanding of how data informs all levels of the ongoing and systematic cycle of integrated planning, resource allocation, implementation, and evaluation(II.A.2.f)</p> | <p>In Fall 2015, the Office of Institutional Research created extensive data packets for each program and reached out to each discipline area to offer support and training. OIR, working in collaboration with PDRP, has hosted trainings for all instructional programs and all student service units beginning in Fall 2016. In Spring 2017, OIR offered trainings for department chairs and deans related to enrollment management data and will continue to provide regular training in preparation for the program review and annual department plan cycle. (Reference 4)</p> |
| <p>10.To develop and implement strategies to encourage students to access more frequently the services that they indicate are important to them, while maintaining or increasing student satisfaction with these services (II.B.4).</p> | <p>In Fall 2015, Student Service units developed communication plans to K-12 and community partners. (Reference 15) The development and implementation of the Welcome and Student Success Center (WSSC) was designed to serve as a One Stop Shop and create increased access and student satisfaction.</p> <p>The Center for Excellence was developed to encourage an inviting environment of access to services that include DSPS, EOPs, Cal WORKS, and CARE</p> <p>OIR supports student services via the biannual (once every two years) student satisfaction survey. Results are provided to student services staff to use for AUP, and service planning purposes. (Reference 16).</p> |
| <p>11. To explore options for additional security of the FLC-main computer lab and library. (II.C.1.d)</p> | <p>The Library explored options to address safety and noise concerns, which were raised through the ADP process. However, the cost to do so was well beyond what the college can afford.</p> <p>The WSSC, housed next to the library, increased evening coverage to provide a more secure environment and developed a shelter in place plan. (Reference 17) The Library and WSSC continue to work on safety and security concerns.</p> |

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| <p>12. To develop and implement a plan to assess regularly and formally technology training for College personnel and students. (III.C.1.b)</p> | <p>Spring 2016 forward, Flex activities include several technology related workshops updating faculty and staff on the most recent developments. (Reference 18)</p> <p>The Professional Development Committee gathers feedback via survey results from training attendees, including trainings related to technology, which is shared with presenters.</p> <p>A Professional Development Coordinator and space have been identified to assist the college in identifying needed trainings including technology trainings.</p> |
| <p>13. To review annually the College Governance Agreement and revise it as needed to ensure currency. (IV.A.1)</p> | <p>The College Governance Agreement (CGA) was reviewed and approved in May 2018. (Reference 6) The CGA is updated annually, as needed.</p> |
| <p>14. To administer an annual survey to College personnel to improve communication practices across district, college, department, and work unit boundaries. (IV.A.3)</p> | <p>The campus climate survey was administered to all students and staff during spring 2016. The survey included multiple questions about communication, satisfaction, and suggestions to improve communication. (Reference 19) These results were reviewed by the executive team for planning purposes. Multicultural & Diversity Committee examined the survey results and shared feedback and suggestions for action steps to all committees and groups.</p> |

Institutional Reporting on Quality Improvement

Response to Team Recommendations for Improvement

| Recommendations for Improvement | Response |
|---|---|
| <p>1. In order to increase effectiveness, the team recommends the College use its integrated institutional planning efforts and increased use of comprehensive disaggregation of student data in order to strengthen the linkage between SLO assessment and resource allocation, and thus improve the effectiveness of the institution’s entire planning systems. (Standards I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.a, II.A.2.e, III.C.1.a)</p> | <p>To strengthen the linkage between SLO/SAO assessments and resource allocation, resource request forms were updated to include a question asking if the request is related to an SLO/SAO assessment. (Reference 20) The form also includes a question asking for justification of the request with supporting data. When course and program SLO/SAO assessments are submitted resource needs that emerging from the assessment that help improve student learning are identified. The appropriate committees/persons then review all resource requests and justification. Requests that are supported by SLO/SAO assessments are given priority in the resource allocation process.</p> |
| <p>2. In order to increase effectiveness, the team recommends that the College expand its timely, continuous review of the catalog to ensure that courses</p> | <p>In Fall 2015, the Curriculum Committee (CC) approved the Course Appraisal Process. (Reference 7) Courses are tracked to ensure they are offered within each cycle.</p> |

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|---|--|
| <p>and programs listed are available and offered and that all courses and programs are regularly assessed. (Standard II.B.2)</p> | <p>Departments are notified that they should consider offering and assessing the course, deleting the course within the next two years, or provide a rationale to the CC for keeping the course beyond six years. The Office of Instruction and Department Chairs identified all “gateway” and “capstone” course. (Reference 9)</p> <p>The Office of Instruction annually publishes Catalog development timelines. (Reference 10)</p> |
| <p>3. In order to increase effectiveness, the College should ensure a strong marketing campaign for students to access services, as well as intentionally observing, reflecting, evaluating, documenting and highlighting impact on student learning and success and identifying methods for improvements if needed. (Standard II.B.3, II.B.3.a, II.B.3.c, and II.B.4)</p> | <p>The Student Services Division developed an Outreach Plan which includes a focus on disproportionately impacted (DI) segments of the student population, on-ground orientations, development of video content used across all department platform, intrusive delivery of program materials, and unified branding of programs and services through web and social media platforms. (Reference 15)</p> |
| <p>4. In order to increase effectiveness, FLC is encouraged to align its strategic vision for distance education with its Educational Master Plan, and develop ongoing processes for evaluating the ongoing effectiveness of its distance education offerings and technology services. The plan should be integrated with the program review process and with the on-going and routine technology assessments done by College and District Information Technology. The FLC Technology Plan should align with and directly support the College Strategic Plan. (Standard III.C.1, III.C.2)</p> | <p>Distance Education has been identified as a key component of the College Educational Master Plan (Reference 21) and College Strategic Plan. (Reference 22)</p> <p>The Distance Education Plan and Technology Plan have developed processes for evaluating the ongoing effectiveness of its distance education offerings and technology services. (Reference 23) Further SLO assessment of distance education courses is included in both the Annual Department Plan and Program review.</p> |
| <p>5. In order to increase effectiveness, and ensure fiscal stability, and in light of significant population growth in the surrounding community, the college should undertake a study of population growth in the surrounding community, the college should undertake a study of the participation rate. (Standards III.D.1.b, III.D.1.c).</p> | <p>Los Rios District Office of Research completed an external environmental scan of the greater Sacramento area, which included analyses of the communities that FLC serves. Specifically, the city of Folsom is expected to see a growth rate of 46% between 2008 and 2035. Similarly, Rancho Cordova is expected to see a 110% increase, and El Dorado is expected to see a 40% increase. This expected population growth is guiding FLC master plan revisions, community programs (such as Promise Programs), and partnership with other agencies. (Reference 24)</p> |

Data Trend Analysis

Provide the institution’s data and analyses of trends from the Annual Reports and Annual Fiscal Reports for the years subsequent to the comprehensive evaluation visit. A Data Reporting Form is provided to facilitate this analysis.

ACCJC Midterm Report Data Reporting Form

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

Year 1 = 2015-16, Year 2 = 2016-17, Year 3 = 2017-18

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

| Category | Reporting Years since Comprehensive Review | | |
|---|--|--------|--------|
| | Year 1 | Year 2 | Year 3 |
| Institution Set Standard | 70.0% | 70.0% | 70.0% |
| Stretch Goal | 73.7% | 73.7% | 75.0% |
| Actual Performance | 72.0% | 73.1% | 74.9% |
| Difference between Standard and Performance | 2.0% | 3.1% | 4.9% |
| Difference between Stretch Goal and Performance | -1.7% | -0.6% | -0.1% |

Analysis of the data: Actual performance has increased from 73.7% to 75%. The most recent slight increase is likely due to integrated support services from SSSP/Equity/BSI.

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

| Category | Reporting Years since Comprehensive Review | | |
|---|--|--------|--------|
| | Year 1 | Year 2 | Year 3 |
| Institution Set Standard | 500 | 500 | 500 |
| Stretch Goal | 700 | 700 | 700 |
| Actual Performance | 636 | 589 | 727 |
| Difference between Standard and Performance | 136 | 89 | 227 |
| Difference between Stretch Goal and Performance | -64 | -111 | 27 |

Analysis of the data: The jump in degrees awarded in year 3 is due to the expansion of transfer degrees.

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

| Category | Reporting Years since Comprehensive Review | | |
|---|--|--------|--------|
| | Year 1 | Year 2 | Year 3 |
| Institution Set Standard | 200 | 200 | 200 |
| Stretch Goal | 300 | 300 | 350 |
| Actual Performance | 254 | 268 | 564 |
| Difference between Standard and Performance | 54 | 68 | 364 |
| Difference between Stretch Goal and Performance | -46 | -32 | 264 |

Analysis of the data: The number of certificates for Gen Ed Transfer - CSU increased from 47 to 320 between year 2 and year 3, accounting for most of the growth.

Year 1 = 2015-16, Year 2 = 2016-17, Year 3 = 2017-18

TRANSFER

| Category | Reporting Years since Comprehensive Review | | |
|---|---|--------|--------|
| | Year 1 | Year 2 | Year 3 |
| Institution Set Standard | 410 | 390 | 340 |
| Stretch Goal | 490 | 490 | 500 |
| Actual Performance | 338 | 491 | 538 |
| Difference between Standard and Performance | -72 | 101 | 198 |
| Difference between Stretch Goal and Performance | -152 | 1 | 38 |
| Analysis of the data: | The expansion of transfer degrees has resulted in an increase in transfers. | | |

STUDENT LEARNING OUTCOMES ASSESSMENT

| | Year 1 | Year 2 | Year 3 |
|----------------------------------|--|--------|--------|
| Number of Courses | 610 | 645 | 661 |
| Number of Courses Assessed | 453 | 605 | 547 |
| Number of Programs | 83 | 90 | 76 |
| Number of Programs Assessed | 70 | 82 | 71 |
| Number of Institutional Outcomes | 11 | 11 | 11 |
| Number of Outcomes Assessed | 11 | 11 | 11 |
| Analysis of the data: | Inactive programs were evaluated and removed as appropriate, while active courses were assessed on a cycle resulting in an increase in percentage of assessed. | | |

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

| Program Name | Institution Set Standard | Actual Performance | | | Difference | | | Stretch Goal | Difference | | |
|------------------------|--------------------------|--------------------|------|------|------------|-----|-----|--------------|------------|----|----|
| | | Y1 | Y2 | Y3 | Y1 | Y2 | Y3 | | Y1 | Y2 | Y3 |
| Medical Lab Technology | 70% | 100% | 100% | 100% | 30% | 30% | 30% | 100% | 0% | 0% | 0% |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

| Program Name | Institution Set Standard | Actual Performance | | | Difference | | | Stretch Goal | Difference | | |
|--------------|--------------------------|--------------------|-----|-----|------------|-----|-----|--------------|------------|-----|-----|
| | | Y1 | Y2 | Y3 | Y1 | Y2 | Y3 | | Y1 | Y2 | Y3 |
| N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

ANNUAL FISCAL REPORT DATA

Category Reporting Years since Comprehensive Reviews

General Fund Performance

| | Year 1 | Year 2 | Year 3 |
|---|-------------|-------------|-------------|
| Revenue | 346,201,354 | 331,965,562 | 347,975,390 |
| Expenditures | 329,622,399 | 323,592,800 | 353,999,378 |
| Expenditures for Salaries and Benefits | 267,866,857 | 276,448,045 | 287,436,211 |
| Surplus/Deficit | 16,578,955 | 8,372,762 | (6,023,988) |
| Surplus/Deficit as % Revenues (Net Operating Revenue Ratio) | 4.8% | 2.5% | -1.7% |
| Reserve (Primary Reserve Ratio) | 15.6% | 18.5% | 15.2% |

Analysis of the data: 2016 Unrestricted General Fund Revenues increased by \$16M, offset by an increase in expenditures of \$30.4M. This is mainly the result of increases in Salaries and Benefits from both mandatory and discretionary salary improvements, and

Other Post-Employment Benefits

| | | | |
|---|------------|-------------|-------------|
| Actuarial Accrued Liability (AAL) for OPEB | 77,820,930 | 100,810,484 | 107,057,954 |
| Funded Ratio (Actuarial Value of Plan Assets/AAL) | 135% | 108% | 109% |
| Annual Required Contribution (ARC) | 0% | 0% | 0% |
| Amount of Contribution to ARC | 3,200,000 | 3,200,000 | 3,200,000 |

Analysis of the data: The District's OPEB plan remains in an overfunded status. The increase in the AAL and corresponding decrease in the funded ratio, beginning in 2017, is primarily due to a Board approved increase to the District's retiree medical premium be

Enrollment

| | | | |
|---|--------|--------|--------|
| Actual Full-Time Equivalent Enrollment (FTES) | 47,779 | 52,640 | 44,353 |
|---|--------|--------|--------|

Analysis of the data: The District's OPEB plan remains in an overfunded status. The increase in the AAL and corresponding decrease in the funded ratio, beginning in 2017, is primarily due to a Board approved increase to the District's retiree medical premium be

Financial Aid

| | | | |
|---|-----|-----|-----|
| USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate) | 24% | 19% | 16% |
|---|-----|-----|-----|

Analysis of the data: The FSLD-3 year rate has decreased 8% in in two years.

Appendices

Reference 1: Accreditation Timelines

FLC Accreditation Mid Term Report Timelines_2017-19

Revised 4.11.18

Due Spring 2019

| Timelines | Activities | Responsibility |
|--------------------------|---|------------------------------|
| August 24, 2017 | Report Timelines & Draft Outline of Report | ALO/Chair |
| October 23, 2017 | Draft #1 for ASSC | ALO/Chair |
| November 3, 2017 | ASSC Feedback Due | ASSC |
| March 1, 2018 | Draft#2 for ASSC | ALO/Chair |
| March 22, 2018 | ASSC Feedback Due | ASSC |
| Summer 2018 | Editing/Documentation | ALO/Chair |
| July 31, 2018 | Data Reporting Form Completion | OIR/VPA |
| August 15, 2018 | Report to Constituent Groups/Collegewide (Academic Senate, Classified Senate, Admin Council, ASFLC, IE) | ALO/Chair |
| October 1, 2018 | Constituent Groups Feedback Due | Constituent Group Leaders |
| October 25, 2018 | ASSC Approval | ASSC |
| November 13, 2018 | IE Approval | IE |
| November 30, 2018 | Draft to DACC | ALO/Chair |
| December 2018 | President Approval | President |
| January 2019 | Draft to Vice Chancellor | ALO/Chair |
| February 1, 2019 | BOT Agenda Items | President's Office/ALO |
| February 13, 2019 | BOT approval/ presentation | President's Office/ALO/Chair |
| March 15, 2019 | Report to ACCJC | ALO |

Reference 2: IPC minutes Nov 9, 2015



Institutional Planning Committee

Minutes

Monday, November 9, 2015

3:00 – 4:30 p.m.

FLC (FL3 165), EDC (VTC), & RCC (VTC)

Membership in Attendance:

Voting Members: Carlos Lopez (Co-Chair), Monica Pactol (Co-Chair), Diane Carlson (MCD), Melanie Dixon (VPSS), Zack Dowell (Tech), Rochelle Franco (CS), David Lagala (PDC), Matt Liest (Student), Stephen Mayfield (Student Government President), Becky Mendell (Matric, Bernadette Anayah (Faculty at Large), Lorilie Roundtree (BFPC), Tina Royer (AS), Linda Stack (CS), Eric Wada (Curric, Angela Prelip (Faculty at Large)

Non-Voting Members: Jae Anderson (Instruction), Molly Senecal (OIR)

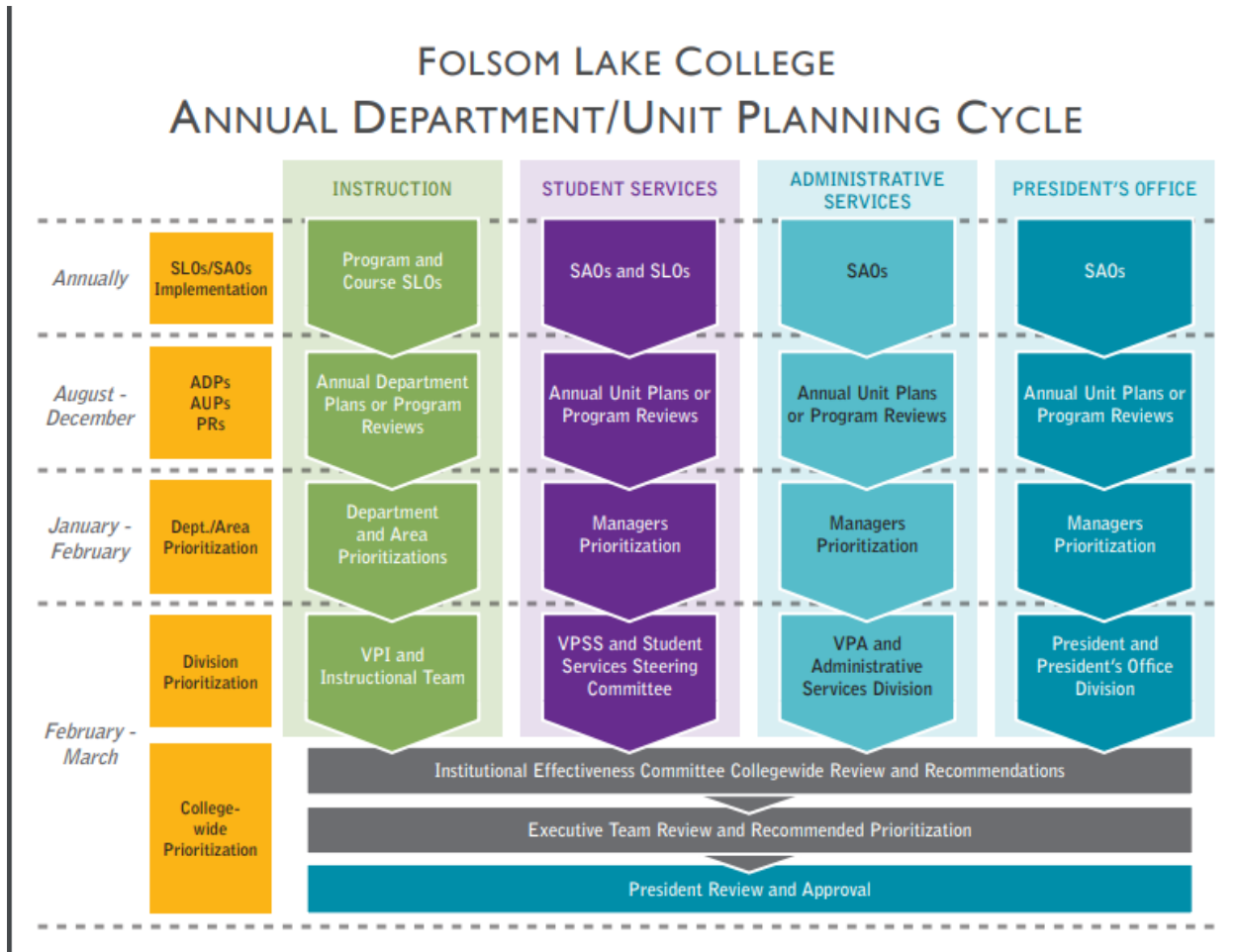
- I. *Call to Order at 3:06pm by Co-Chairs: Carlos Lopez & Monica Pactol*
- II. *Attendance/Introductions/Quorum established (11 members present)*
- III. *Approval of Minutes*
 - a. *October 12, 2015: change agenda to minutes; add 'college coordinating' by consensus*
- IV. *Unfinished Business*
 - a. *College Master Plan Update:*
 - i. *Successful retreat on 10/30.*
 - ii. *OIR looking over data for compilation*
 - b. *DE Vision Update:*
 - i. *subcommittee of Curriculum met today and lined out new DE Plan*
 - c. *Research Advisory Council Update*
 - i. *Process and timelines: handout*
 1. *Draft proposal to update charge to include coordination of recommendations for set standards and goals in Fall.*
 2. *Suggestion to create RAC as standing subcommittee*
 3. *Academic Senate meets tomorrow and will discuss there*

- ii. KPI floors and goals: handout
 - 1. See box below chart for rationale of goal and floor setting by RAC
Floor: Level below which we do not want to fall (w/ACCJC); talk adjustment.
Goal: Level we would like to get to.
 - 2. RAC/OIR updates this data yearly
 - d. Accreditation Update
 - i. Visit went well
 - ii. Planning SLO assessment charged to this committee
 - 1. Need to update the plan and system
 - iii. Expected errors of fact report due to ALO/CP by Thanksgiving.
 - iv. Expect Needs Improvement over Does Not Meet Standard.
 - e. Planning Retreat Date Proposal: annual event, 5th Friday, April 29th
- V. New Business
 - a. Safety Plan Proposal has been routed through the proper channels and accepted by the College President.
 - i. Implementation is the charge of the Safety Committee
 - b. Makerspace Update: “a place where anyone can make anything”
 - i. Interdisciplinary Innovation Cross Curriculum
 - ii. Phased Approach: certification on each machine badges
 - P0 Planning F15
 - P1 Face & Equipment S16-F16
 - P2 Lab Development F16
 - P3 Limited Opening S17
 - P4 Open F17-S18
 - P5 Community F18-S19
 - c. CCSSEE Custom Questions: handout
 - i. Baseline established S2014
 - ii. Due back to CCSSE by Dec. 4
 - iii. Faculty have agreed to be more supportive of the survey this year despite the fact that it will take about 50 minutes
- VI. Announcements

(S. Mayfield) Distributing St. Health Survey; will report out to IPC in December

Assessing student interest in adding health fee for additional services
- VII. Adjournment

Reference 3: Annual Planning Document



Reference 4: TracDat /Improve Program Review/ADP Training

IMPROVE Program Review/ADP Training

Program Review/ADP Due Dates:

| | |
|-------------------------|--|
| Nov. 1: | ADPs & PRs due (this date will be the same every year) |
| Nov. 2-7: | Dean Review |
| Nov. 7-12: | Faculty Review of Dean feedback |
| Nov. 13: | OIR pulls SLO data from plans for SLO Committee* |
| Nov. 13-20: | VPI Review |
| Dec. 15: | OIR pulls data from plans for all other PG Committees/groups |
| Last Friday in January: | Program Review Presentations |

*Please note that any changes made to the SLO sections of the plan after November 13th will not be included in the SLO Committee report.

Program Review/ADP Schedule: Not sure if you are due for an ADP or Program Review? Check out the schedule below.

https://docs.google.com/spreadsheets/d/1BKzk9kduofNiVFkSM3gXNbE4vknvoljJPKknAK_DUXg/edit#gid=0

LOGIN INFORMATION TO IMPROVE

Website: <https://tracdat.flc.losrios.edu>

Username: 'W' + employee ID (i.e. W0123456)

Password: Los Rios Password (same password you use to log into your work computer.)

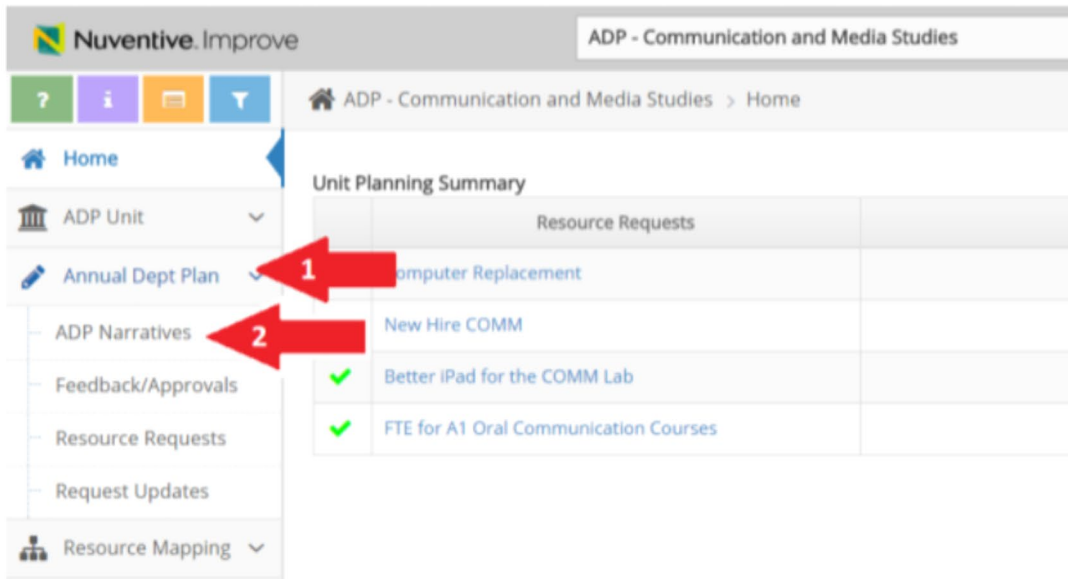
Quick Links – I want to....

1. Start my ADP or Program Review – Jump to [Step 1](#) (page 2)
2. Ask for resources – Jump to [Step 3](#) (page 3)
3. Submit my ADP or Program Review – Jump to [Step 6](#) (page 5)
4. View my Dean/Vice President's Feedback – Jump to [Step 7](#) (page 6)

IMPROVE Program Review/ADP Training

Quick Guide to Getting Started

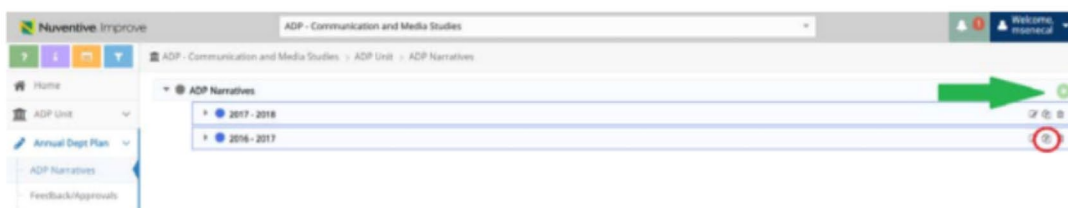
Step 1: How to start your ADP/program review - click on "Annual Dept Plan", and then click on "ADP Narrative". [For Program Reviews – click on "Program Review" and then click on "PR Narrative."]



The screenshot shows the Nuventive Improve interface for the "ADP - Communication and Media Studies" department. The left sidebar contains a navigation menu with the following items: Home, ADP Unit, Annual Dept Plan, ADP Narratives, Feedback/Approvals, Resource Requests, Request Updates, and Resource Mapping. The main content area displays a "Unit Planning Summary" table with a "Resource Requests" column. Two red arrows point to the "Annual Dept Plan" and "ADP Narratives" menu items, labeled with the numbers 1 and 2 respectively. The table below shows the following resource requests:

| Resource Requests |
|---|
| Computer Replacement |
| New Hire COMM |
| ✓ Better iPad for the COMM Lab |
| ✓ FTE for A1 Oral Communication Courses |

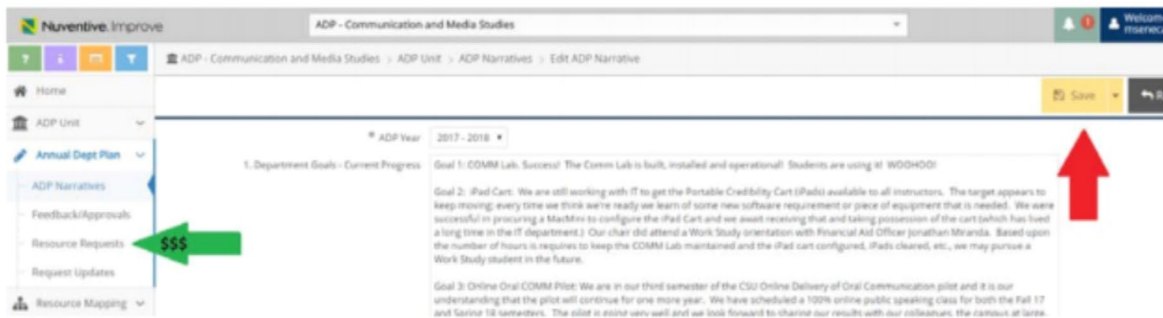
Step 2: Click on the copy icon (red circle) to make a copy of an existing ADP or Program Review, or click on the green circle (green arrow) to open a blank ADP or Program Review form if you want to start from scratch.



The screenshot shows the Nuventive Improve interface for the "ADP - Communication and Media Studies" department, specifically the "ADP Narratives" section. The left sidebar contains the navigation menu. The main content area displays a list of ADP Narratives for the years 2017-2018 and 2016-2017. A green arrow points to a green circle icon, and a red circle highlights a red circle icon, both located at the end of the list.

IMPROVE Program Review/ADP Training

Step 3: How to Ask for Resources - after you have completed your ADP or Program Review, click save (red arrow.) To request resources, click on "Resource Requests" (green arrow.)



Click on the green circle with a plus sign in the upper right-hand corner (green arrow) to add a new resource request.



*Resource requests include the following: One Time Only Supply Request (less than \$200 per item), One Time Only Equipment Request (more than \$200 per item), Base Budget Increase, SCOFI (Arts and Athletics only), VTEA (CTE only), Permanent Classified Staff, Temporary Classified Staff, Faculty-Full Time, Manager/Administrator, FTE, Computer and Technology, Facilities, Professional Development, Repair/Maintenance, Safety, Other. This is a drop down box in the resource request form so you will be able to pick which of the above your request fits into.

Note: If you are not sure what your base budget is, you can access the operating budget Excel sheet in the document repository. (Screenshot on the following page.)

IMPROVE Program Review/ADP Training

The screenshot shows the Nuventive Improve interface. The top navigation bar includes the logo and the text "ADP - Communication and Media Studies". Below this is a breadcrumb trail: "ADP - Communication and Media Studies > Document Repository". A left-hand sidebar contains a menu with items: Home, ADP Unit, Annual Dept Plan, Resource Mapping, Reports, Documents (highlighted with a red circle '1'), and Document Repository (highlighted with a red circle '2'). The main content area is titled "Document Repository" and displays a tree view of folders: ADP - Communication and Media Studies, Archived Plans, Course and Program SLO Reports, Courses and Programs in Need of Revision, OIR Support Data, All ADP Units (highlighted with a red circle '3'), OIR Supporting Data, and Operating Budgets (highlighted with a red circle '4'). Under "Operating Budgets", a file named "2017-18 Instructional Base Budgets (07/13/2017)" is selected. A context menu is open over this file, showing "View" and "Download" options, with "Download" highlighted by a red circle '5'.

step 4: After you have completed the fields for your resource requests, click save (red arrow). If you want to add additional requests click "return" (green arrow), and repeat the process listed above until you have added all your requests needed.

The screenshot shows the "Add Description of Resource Request" form in the Nuventive Improve system. The breadcrumb trail is "ADP - Communication and Media Studies > Annual Dept Plan > Resource Requests > Add Description of Resource Request". The form contains several input fields: "Request Name", "Description of Resource Request", "Active Request?" (a dropdown menu), and "Years Requested". At the top right of the form area, there are two buttons: a yellow "Save" button (indicated by a red arrow) and a grey "Return" button (indicated by a green arrow).

IMPROVE Program Review/ADP Training

Step 5: Click on “resource mapping” (red circle #1), and then on “resource requests mapped to college and district goals” (red circle #2). For each resource request, check which college goal it supports (click on the box and a checkmark will appear.) When you are done, click save.

The screenshot shows the Nuventive Improve interface. The left sidebar contains navigation options: Home, ADP Unit, Annual Dept Plan, Resource Mapping (circled in red with a '1'), Resource Request Mapped to College and District Goals (circled in red with a '2'), Reports, and Documents. The main content area displays a table for 'FLC 2017 - 2020 Strategic Plan Goals' and 'Resource Request Mapped to College and District Goals'. A green arrow points to the 'Resource Request' column.

| Strategic Goals | Resource Request | Support |
|--|---|---------|
| Goal 1 Increase Student Engagement | Computer Replacement (computer is broken) | ✓ |
| Goal 2 Provide High Quality Education | | |
| Goal 3 Support Community Engagement | | ✓ |
| Goal 4 Incorporate Innovation and Technology | | |

Step 6: How to Submit - when you are done, go back to the current year ADP/Program Review Narrative and select “yes” for the last question that says “Is your ADP/Program Review complete and ready for review by the Dean and Vice President?”

12. Suggestions for Improving the ADP process

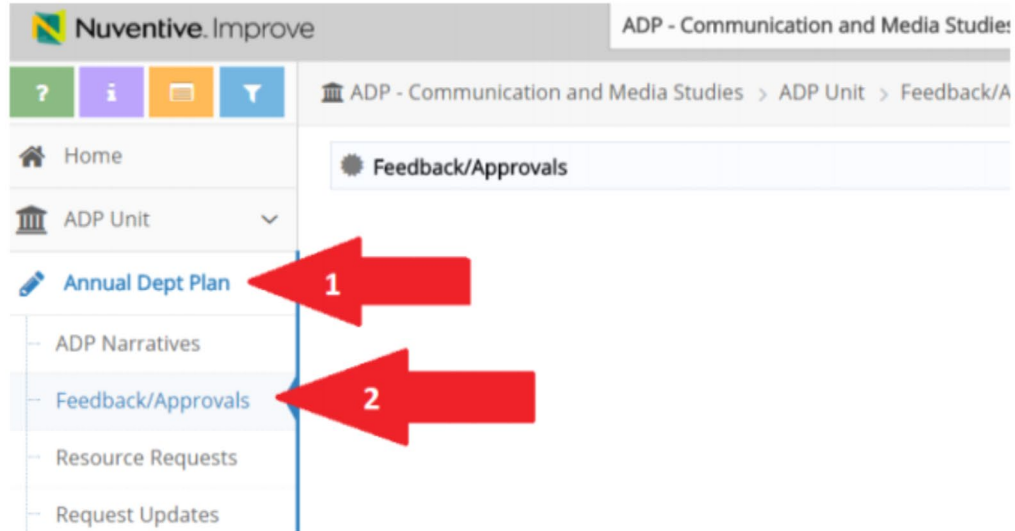
13. Is your ADP complete and ready for review by the Dean and Vice President?

Very much thankful for the ability to copy/paste last year

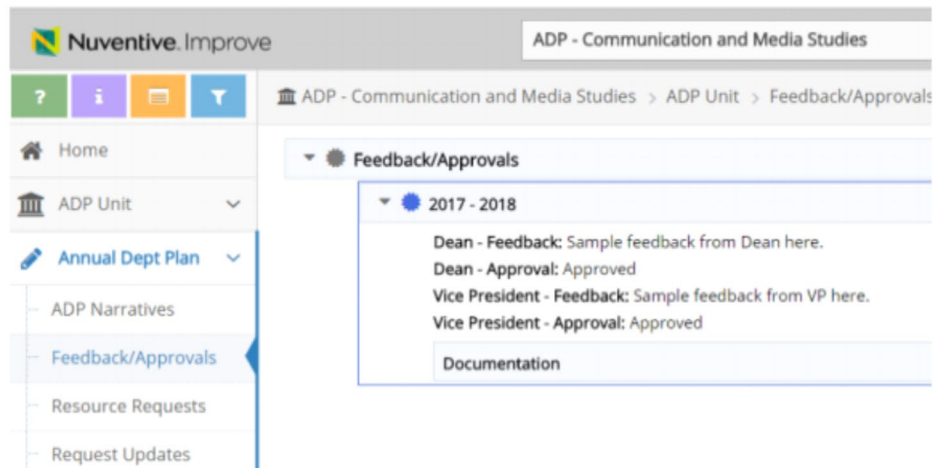
* Required

IMPROVE Program Review/ADP Training

Step 7: How to View Dean/Vice President Feedback – click on “Annual Department Plan” (or “Program Review”) [red arrow #1], and then “Feedback/Approvals” [red arrow #2].



If your Dean and/or Vice President have added feedback, you will see the ADP/program review year and the feedback/approval status. If you do not see anything, that means your Dean and Vice President have not yet added their feedback.



Need help? Contact OIR and we will be happy to come to your work station or help you over the phone/email.

Reference 5: IE Minutes Spring re: ADP Summaries



Institutional Effectiveness (IE) Committee April 17, 2017 Minutes FLC, Room FL3-165, RCC & EDC VTC

Attendees: Eric Wada (Curriculum Chair), Monica Pactol (VPD), Bernard Gibson (Dean of Student Services), Christina Aldrich (SLO Chair), Paula Haug (Faculty), Vonnie Shane (Tri-Chair, Classified Senate President), Molly Senecal (Tri-Chair, OIR), Zack Dowell (Technology Chair), Rebecca Kelley (Student Senate President), Bernadette Anayah (Accreditation Co-Chair), Dave Pier (Harris Center), Jeanne Croff (Admin Support), Joany Harman (Interim VPA), Kathleen Kirklin (Interim President)

Meeting called to order at 3:32 p.m.

Minutes for March 13, 2017 were approved by consensus.

CGA Review-The College Governance Agreement has been circulated throughout FLC. Kathleen Kirklin is getting ready to call the coordinating council to review the recommendations.

IE Membership- It was approved by consensus to add the Vice President of Administration to the IE membership as a non-voting member.

Enrollment Management Subcommittee-It was approved by consensus that Enrollment Management will be a subcommittee of IE.

Future Directions Document-There was a discussion about how the IE committee can be a resource to program developers that submit a future directions document to the curriculum committee for approval. Although the IE committee cannot approve additional resources, it can provide suggestions as to how to obtain additional resources, etc. Furthermore, there was a discussion as to whether the future directions document is approved first by curriculum, then sent to IEC, or if the future directions document is presented first to IEC to obtain additional insight, then sent to the curriculum committee for approval. The curriculum committee is seeking documentation (thru IE meeting minutes) for support in obtaining additional resources for curriculum approved programs. In both cases, IE serves an advisory role. It was suggested that the College Advancement Officer be included in the additional resource discussions. The next IEC meeting will continue the discussion of the future directions document.

IE Planning CalendarPlease review the IE planning calendar, as it needs to be finalized.

Planning Retreat and Agenda-May 8, 2017 is the planning retreat. It is scheduled from 3:30p.m. to 7:00p.m. Monica will bring pizza and Molly will bring salad.

RAC: Grant process and support– District Office is working on green sheet coordination.

Strategic Plan-Please read the strategic plan. Be prepared to discuss and vote on it at the next IE meeting.

AUP/ADP/PR Summaries-The Instructional Division Annual Department Plan/Program Review for 2017-18 was presented by Monica Pactol. The Vice President of Administration Division Annual Unit Plan for 2017-18 was presented by Joany Harman. The Student Services Division Annual Unit Plan for 2017-18 was presented by Bernard Gibson. The President's Office Division Annual Unit Plan for 2017-18 was presented by Kathleen Kirklin. These plans are available for review.

Committee reports- Committee reports for Curriculum, Budget and Facilities, Matric and Student Success, Multicultural and Diversity, Safety, Student Learning Outcomes, and Technology are available for review.

Draft Annual College Goals 2017-18-Will be added to May 8th meeting agenda.

Adjourned: 5:05p.m.



Institutional Effectiveness Committee

Objective

To promote and oversee integrated planning. The Institutional Effectiveness (IE) committee is a coordinating body that reviews proposals from Academic Senate, Classified Senate, Student Services, Administrative Services, and students and that evaluates these proposals to determine their potential impact. With assistance from participatory governance committees, IE will connect these individual proposals with larger college planning processes and / or documents.

Purpose

The Institutional Effectiveness Committee collaborates with all college groups to ensure a culture of inclusive dialogue based on inquiry and evidence so as to generate information intended to be used for institutional assessment and planning directed toward improving student learning and institutional effectiveness.

Responsibilities

1. To review institutional level outcomes data to inform program and institutional decision-making and planning and to ensure that institutional planning processes are guided by program reviews, annual plans, the college master plan, and district planning processes.
2. To make recommendations to the President about the development and assessment of the College's strategic initiatives and planning goals in collaboration with participatory governance committees.
3. To initiate and to coordinate the review and revision (as appropriate) of the Vision and Mission statements, College Master Plan, decision making structures, and college processes.
4. To maintain and to publish the annual planning calendar in coordination with the various planning and budget teams.
5. To review and to recommend college Key Performance Indicators (KPIs) and Institutional-Set Standards.
6. To ensure institutional planning processes are informed by Program Reviews and Annual Plans completed by Instruction, Student Services, and Administration departments/ units; and Accreditation Self-Study Planning Agenda Matrix and Commission Recommendations.
7. To work with the Student Learning Outcomes (SLO) Committee to make connections with the larger college planning strategies and SLOs.
8. To coordinate the collaboration of Student Services, Administrative Services, and Instruction regarding current trends and needs of the college.
9. To take proposals from each of the constituent groups and to review them for potential impact on other groups and on the college as a whole.

Reference 7: Course Approval Process



Appraisal Process for Courses Not Offered in the Past Four Years

Note: This document describes the appraisal process for courses. A different appraisal process exists for programs.

Purpose

The college must submit to the Commission an Annual Report that states the percentage of college courses (as listed in the catalog) for which there is ongoing assessment of learning outcomes. The college must also address course SLO assessment every six years in the Accreditation Self Evaluation. If courses are not offered regularly (at least once every six years), then ongoing assessment cannot happen, and the college is thereby out of compliance with ACCJC standards. Thus the purpose for this process is to ensure that all catalogued courses are offered at least once every six years so as to enable ongoing assessment of student learning outcomes and compliance with ACCJC standards.

Process

1. Each year at the beginning of the spring semester, the Instruction Office will identify all courses that have not been offered in the preceding four years. Courses that appear in the schedule but are later canceled due to low enrollment (or any other reason) will be treated as “not offered.” After compiling this course list, the Instruction Office will send it to the Curriculum Committee chair, area dean, department chair, and full-time department faculty. Departments will then have the next two years to take action regarding listed courses.

2. Departments will have three options to address listed courses.

Option 1: Schedule listed courses at least once during the next two academic years. Courses must be successfully offered (not canceled due to low enrollment or any other reason) in order to comply with the six-year rule. Departments should follow established schedule development processes.

Approved by the Curriculum Committee 11-04-2015 and Academic Senate 11-12-2015

Option 2: Submit course deletions to the curriculum committee for listed courses that the department does not intend to offer during the next two years. Departments should follow established curriculum course deletion processes.

Option 3: Develop an argument as to why listed courses should remain in the college catalog even though they will not have been offered over a six year period, with the result that course outcomes will not have been regularly assessed, causing the college to be out of compliance with ACCJC standards. Departments should submit their arguments in writing to the Curriculum Committee Chair and the Vice President of Instruction within one year of notification.

3. The Curriculum Committee will address Option 3 arguments during fall of the sixth year. The matter will appear on the Curriculum Committee agenda first as a discussion item, at which time department chairs will be asked to present their arguments. The matter will appear on the next Curriculum Committee meeting agenda as an action item, at which time the committee will vote on the matter. The Curriculum Committee Chair will forward the Committee's recommendation to the Academic Senate, which will then address the matter through its normal processes (discussion item at the first meeting and action item at the following meeting). The Academic Senate President will then forward the Senate's recommendation to the College President.

4. The College President will decide whether courses that have not been offered in six years will remain in the college catalog. If such courses are to be deleted from the catalog, the College President will direct the Curriculum Committee Chair to act as course developer and process deletions through established Curriculum Committee processes.

Reference 8: Board Program Deletion Report Fall 2015-Current

Board Program Deletion Report F2015-2018



| Sheet Name | Category | SubClass | Item | page |
|-------------------|------------|------------------|---|------|
| Board Items Index | Curriculum | Program deletion | Phlebotomy Technician | 35 |
| Board Items Index | Curriculum | Program Deletion | Advanced Accounting | 27 |
| Board Items Index | Curriculum | Program deletion | Geology A.S. | 13 |
| Board Items Index | Curriculum | Program deletion | Accounting Clerk | 36 |
| Board Items Index | Curriculum | Program deletion | Administrative Assistant | 36 |
| Board Items Index | Curriculum | Program deletion | American Studies, Interdisciplinary Studies | 36 |
| Board Items Index | Curriculum | Program deletion | Business, Office Assistant | 36 |
| Board Items Index | Curriculum | Program deletion | Marketing | 36 |
| Board Items Index | Curriculum | Program deletion | Puchasing Certificate Program | 36 |
| Board Items Index | Curriculum | Program deletion | Real Estate Broker | 37 |
| Board Items Index | Curriculum | Program deletion | Biological Sciences: Health Science: Pre-professional | 38 |
| Board Items Index | Curriculum | Program deletion | Interdisciplinary Studies: Understanding and Self Development | 38 |
| Board Items Index | Curriculum | Program deletion | Real Estate | 23 |
| Board Items Index | Curriculum | Program deletion | Fire Technology | 30 |
| Board Items Index | Curriculum | Program deletion | Humanities, Interdisciplinary Studies | 18 |
| Board Items Index | Curriculum | Program deletion | Family Child Care | 31 |
| Board Items Index | Curriculum | Program deletion | Management | 46 |
| Board Items Index | Curriculum | Program deletion | Water Management | 46 |

Reference 9: Gateway & Capstone Courses

| FLC_Gateway and Capstone Courses for Programs_F16_GD | | | | | | |
|---|--|---------------------|---------------------------|----------------------------|----------------|--------------|
| Primary | Program | Deg/ Crt | Gateway Course | Capstone Course | Dean | Notes |
| 01BLIT | | | | | | |
| Business | | | | | | |
| 041005C01 | Accounting - Computer Applications | CA | ACC301-22729 | ACC341 | Brian Robinson | |
| 041001A01 | Accounting | AA | ACC301-22729 | ACC104 | Brian Robinson | |
| 041001C01 | Accounting | CA | ACC107-22264 | ACC111 | Brian Robinson | |
| 041048A02 | Bus Admin for Transfer | AS-T | BUS300 | BUS 340 | Brian Robinson | |
| 041047A01 | Business General, Transfer | AA | BUS300 | BUS 340 | Brian Robinson | |
| 041046A01 | Business General | AA | BUS300 | BUS 340 | Brian Robinson | |
| 041058C01 | Intl Entrepreneurial/Global Exporting | CA | BUS300 | BUS356 | Brian Robinson | |
| 041254C01 | Small Business Management/Entrepreneurship | CA | BUS300 | BUS350 | Brian Robinson | |
| 041254A01 | Small Business Management/Entrepreneurship | AA | BUS300 | BUS350 | Brian Robinson | |
| 041945C01 | Public Management | CA | MGM310-25387 | MGM 315 | Brian Robinson | |
| 041225C01 | Real Estate Sales | CA | RE300 | RE120 | Brian Robinson | |
| 041944C01 | Project Management | CA | PRJMGT300 | PRJMGT350 | Brian Robinson | |
| CIS | | | | | | |
| 041497C01 | (DB2) Computer Programmer SQL | CA | CIS323-25024 | None | McCormac | |
| 041607C01 | Computer Programming | CA | CIS300-21983 | CIS440 | McCormac | |
| 041428A01 | Computer Science | AS | None | None | McCormac | |
| 041496C01 | (DB1) Database Analyst SQL | CR | CIS310-22768 | CIS352 | McCormac | |
| 041498C01 | (DB3) Relational Database Administration | CA | CIS320-22769 | None | McCormac | |
| 02LaLi | | | | | | |
| English | | | | | | |

| | | | | | | |
|--------------------------------|--|------|-----------------|---------------|---------------|--|
| 041403A01 | English | AA | ENGWR 300 | ENGWR 301/302 | BJ Snowden | |
| 041403A02 | English for Transfer | AA-T | ENGWR 300 | ENGWR 301/302 | BJ Snowden | |
| 041520A01 | Liberal Studies for Elementary Education | AA | ENGWR 300 | ENGWR 301/302 | BJ Snowden | |
| 03MSE | | | | | | |
| GeoSciences | | | | | | |
| 041364C01 | GIS | CA | GEOG 331 | None | McCormac | |
| 041540A01 | Geography for Transfer | AA-T | GEOG 300 | None | McCormac | |
| 040642A02 | Geology for Transfer | AS-T | GEOL 300 | None | McCormac | |
| Life Sciences | | | | | | |
| 041451A05 | Biology for Transfer- | AS-T | BIOL 400 | BIOL 420 | McCormac | |
| | Biological Sciences | AS | BIOL 400 | BIOL 420 | McCormac | |
| 041451A02 | Pre-Professional Option | AS | BIOL 400 | BIOL 420 | McCormac | |
| Mathematics | | | | | | |
| 041404A01 | Mathematics | AS | 400 | None | McCormac | |
| 041404A02 | Mathematics for Transfer | AS-T | 400 | None | McCormac | |
| Physics | | | | | | |
| 041535A01 | Physics for Transfer | AS-T | None | None | McCormac | |
| Other Disciplines | | | | | | |
| 041946C01 | Waste Water Management | CA | None | None | Maryatt | |
| 05KHA/CTE | | | | | | |
| Kines/HLth/Athletics | | | | | | |
| 041950A02 | Kinesiology for Transfer | AA-T | KINES 300-26323 | None | Matt Wright | |
| Public Safety Education | | | | | | |
| 041006A01 | Administration of Justice | AA | ADMJ 300 | ADMJ 330 | Vicky Maryatt | |
| 041305A02 | Administration of Justice for Transfer | AS-T | ADMJ 300 | ADMJ 322 | Vicky Maryatt | |
| 041100A01 | Fire Tech | AS | FT 300-25211 | FT 304 | Vicky Maryatt | |
| 041100C01 | Fire Tech | CA | FT 300-25211 | None | Vicky Maryatt | |
| | EMS | CA | EMT 101 | None | Vicky Maryatt | |
| Nutrition | | | | | | |
| | AST Nutrition and Dietetics | AS-T | NUTRI 300 | None | Matt Wright | |

| Other Disciplines | | | | | | |
|---------------------------|--|------|--------------|----------|---------------|--|
| | Medical Lab Technician | AS | None | None | Vicky Maryatt | |
| 06SBSH | | | | | | |
| ECE/FCE | | | | | | |
| 041344C01 | ECE, Assistant Teacher | CR | None | None | Robinson | |
| 041343C01 | ECE, Associate Teacher | CR | None | ECE 320 | Robinson | |
| 041094C01 | Infant Specialist | CA | ECE330-22551 | ECE 331 | Robinson | |
| 041611C01 | School Age Specialist | CA | None | ECE 356 | Robinson | |
| 041330C01 | Site Supervisor | CA | ECE420-21858 | ECE 422 | Robinson | |
| 041330A01 | Early Childhood Education, Site Supervisor | AA | None | ECE 422 | Robinson | |
| 041329C01 | ECE Teacher | CA | ECE321-22622 | ECE 321 | Robinson | |
| 041089A03 | ECE for Transfer | AS-T | None | ECE 321 | Robinson | |
| 041089A01 | Early Childhood Education | AA | None | ECE 321 | Robinson | |
| 041610C01 | ECE, Family Child Care | CA | None | None | Robinson | |
| Humanities/Phil | | | | | | |
| 041160A01 | Humanities, interdisciplinary Studies | AA | None | None | None | |
| Interdisc. Studies | | | | | | |
| 041160A01 | Interdisciplinary Studies, Humanities | AA | None | None | None | |
| 041628A01 | Arts & Humanities | AA | None | None | None | |
| 041629A01 | Communication & English | AA | None | None | None | |
| 041631A01 | Math & Science | AA | None | None | None | |
| 041630A01 | Social & Behavioral Sciences | AA | None | None | None | |
| 041161A01 | Women's Studies | AA | None | None | None | |
| 041132C01 | CSU (Gen Ed) | CA | None | None | None | |
| 041132C02 | IGETC (CSU) [through Area 5] | CA | None | None | None | |
| 041132C03 | IGETC (UC) [through Area 6] | CA | None | None | None | |
| | Interdisciplinary Studies: Pre-Law | AA | None | None | None | |
| Human Services | | | | | | |
| 041152C01 | Human Services, General | CA | HSER 302 | HSER 367 | Robinson | |

| | | | | | | |
|---------------------------------|--|------|--------------|----------|------------|--|
| 041152A01 | Human Services, General | AA | HSER 302 | HSER 367 | Robinson | |
| 041138C01 | Gerontology | CA | GER331-21727 | None | Robinson | |
| 041138A01 | Human Services, Gerontology | AA | None | None | Robinson | |
| 041609C01 | Human Services, Home Caregiver | CA | None | None | Robinson | |
| Psychology | | | | | | |
| 041548A01 | Psychology | AA | PSY300 | PSY335 | Robinson | |
| 041549A01 | Psychology for Transfer | AA-T | PSY300 | PSY335 | Robinson | |
| Sociology | | | | | | |
| 041240A01 | Sociology for Transfer | AA-T | None | None | Robinson | |
| 07VaPA | | | | | | |
| Comm & Media Studies | | | | | | |
| 041356C01 | Applied Communication Skills | CR | None | None | BJ Snowden | |
| 041349A01 | Communication Studies for Transfer | AA-T | None | None | BJ Snowden | |
| Dance | | | | | | |
| 041951A01 | Dance | AA | DAN309-25706 | DAN380- | BJ Snowden | |
| Music | | | | | | |
| 041198C01 | Commercial Music: Music Entrepreneurship | CR | None | None | BJ Snowden | |
| Visual Arts | | | | | | |
| 041022A01 | Art History | AA | ARTH309 | ARTH 311 | BJ Snowden | |
| 041022A02 | Art History for Transfer | AA-T | ARTH309 | ARTH311 | BJ Snowden | |
| 041020C01 | Clay Arts | CA | ART 390 | ART404 | BJ Snowden | |
| 041027A01 | Art, Studio Art | AA | ART 300 | ART 370 | BJ Snowden | |
| 041027A03 | Studio Art for Transfer | AA-T | ART 300 | ART 370 | BJ Snowden | |
| Theatre Arts | | | | | | |
| 041007A02 | Theatre Arts of Transfer | AA-T | TA 300 | TA 420 | BJ Snowden | |
| 041242C01 | Theatre Arts: Technical | CA | TA 420 | TA 427 | BJ Snowden | |

Reference 10: Catalog Development Timelines

FLC_Catalog Timelines_2018-19



| Activities | Responsible Person/s | Start Date | End Date | Predecessors | Duration | Notes |
|--|-------------------------|-----------------|-----------------|--------------|----------|----------------------------------|
| Last Day for FLC Curriculum Updates* | VPI | 12/14/17 | 12/14/17 | | 0 | Need a list of exceptions |
| Last Day for DCCC Curriculum Updates * | DCCC | 01/26/18 | 01/26/18 | | 0 | |
| PISO sends Instruction and SS Deans Catalog Narratives | PISO | 02/09/18 | 02/09/18 | | 1d | |
| Department Chair Catalog Review Training | Instruction Office | 02/02/18 | 02/02/18 | | 3h | 9am-12pm in FL5-109 |
| Correction by Deans and DCs due in Smartsheet | Department Chairs/Leads | 02/02/18 | 02/16/18 | 4 | 10d | |
| Scheduling & Instruction verifies and finalizes catalog draft for PISO | Instruction Office | 02/16/18 | 03/23/18 | 5 | 25d | |
| Scheduling Office extracts Catalog to PISO | Scheduling Office | 03/23/18 | 03/23/18 | 6 | 1h | |
| Changes to Degree Auditor | Instruction Office | 03/23/18 | 03/26/18 | 7 | 1d | |
| PISO work | PISO | 04/02/18 | 04/13/18 | | 10d | |
| Final Print Date | PISO | 04/27/18 | 04/27/18 | | 4h | |
| Catalog Distribution | PISO | 05/31/18 | 05/31/18 | | 1d | |
| Major Sheets Printed and Distributed | PISO | 06/01/18 | 06/01/18 | | 1d | |
| June Addendum | | | | | | |
| Deadline for Identification of Addendum #1 Changes | Instruction Office | 06/01/18 | 06/01/18 | | 1d | |
| Instruction Review of Addendum Changes | Instruction | 06/04/18 | 06/15/18 | 14 | 10d | |
| PISO Work on June Addendum | PISO | 06/18/18 | 06/22/18 | 15 | 5d | |
| Addendum #1 Published | PISO | 06/29/18 | 06/29/18 | | 1d | |
| Updates to College Website | PISO | 06/29/18 | 07/02/18 | | 2d | |
| November Addendum | | | | | | |
| Deadline for Addendum #2 Changes | Instruction Office | 10/12/18 | 10/12/18 | | 1d | |
| Instruction Review of Addendum Changes | Instruction | 10/15/18 | 10/30/18 | 20 | 12d | |
| PISO Work | PISO | 10/31/18 | 11/28/18 | 21 | 21d | |
| Cat Addendum #2 Published | PISO | 11/29/18 | 11/29/18 | 22FS +1d | 0 | |
| Cat Updates to College Website | PISO | 11/30/18 | 12/03/18 | | 2d | |
| *Any curriculum approved after this date will be added to the addendums | | | | | | |

Reference 11: Distance Education Vision

Folsom Lake College Distance Education Vision 2016

Distance Education Subcommittee of Curriculum

DE Subcommittee Members: K.C. Boylan, A. Brinkley, D. Carlson, J. Collier, Z. Dowell, J. Kraemer, M. Senecal

Approved by Curriculum 04.20.16
College President Approval 12.15.16

Rationale

This document was prepared by the DE Subcommittee of Curriculum during the 2015-16 academic year. The charge of the DE Subcommittee includes providing “guidance to the college on matters related to Distance Education planning.” This document was prepared in part as a response to recommendations found in the Action Plan Matrix found in the most recent version of the Technology and Distance Education Plan, and in part to address accreditation recommendation four (4) of the 2015 External Evaluation Report:

In order to increase effectiveness, FLC is encouraged to align its strategic vision for distance education with its Educational Master Plan, and develop ongoing processes for evaluating the ongoing effectiveness of its distance education offerings and technology services. The plan should be integrated with the program review process and with the on-going and routine technology assessments done by College and District Information Technology. The FLC Technology Plan should align with and directly support the College Strategic Plan. (Standard III.C.1, III.C.2)

Distance Education Vision

1. Vision for Distance Education

- a. The College is committed to ensuring quality education, effective support services, and accessible learning materials in its distance education courses and services as it does in all of its courses and services.
 - i. The learning outcomes and rigor of distance education offerings are the same as those of traditional offerings.
 - ii. Distance education and the development of fluency with the technologies and skills connected to its use can be empowering and extend educational and professional opportunities for students.
 - iii. Through distance education, Folsom Lake College strives to expand the delivery of quality education by:
 1. utilizing technology to create an educational opportunity that is independent of time and place,

2. expanding access for students challenged by distance and schedule,
3. increasing accessibility for students with physical limitations or other challenges that make in-person attendance difficult,
4. enabling students who prefer to learn through alternative instructional methods,
5. supporting faculty innovation, training and ongoing professional development,
6. integrating distance education into the existing college processes, systems, and structures,
7. ensuring that the Distance Education infrastructure is capable of supporting online degrees and certificates.

2. Principles Supporting FLC's Vision for Distance Education

- a. The College affirms that distance education and the development of fluency with the technologies and skills connected to its use can be empowering and extend educational and professional opportunities for students.
 - i. This fluency includes the ability to:
 1. effectively operate within a learning management system
 2. access, evaluate and use electronic library resources, textbooks, and other digital media
 3. collaborate with peers, communicate ideas, and actively participate in a virtual learning environment
- b. The College recognizes that access to technologies and the information literacy skills that make distance education an empowering opportunity are not equitably available to all students. Therefore, the DE Vision includes the adoption of an equity driven process by which to evaluate DE related decisions, processes, and plans in order to best assess student access, student success, and support needs. This equity driven process includes these self-evaluation questions:
 - i. How have we considered who is: included in/excluded from/impacted by/connected to this process or decision?
 - ii. How does this decision or process advance [FLC's Equity Statement](#)?
 - iii. How have we consulted our campus Equity, Cultural Competency, and/or Social Justice Resources?
 - iv. How are we challenging ourselves to understand equity issues, be receptive to dissent, support and participate in open and sincere dialogue, address our fears?
 - v. Where do I have power and how do I choose to use it?

Current Status of DE Courses and Programs

For 2015-16 academic year, Folsom Lake College offered approximately 19% of its FTE in distance education (DE) modalities (online, hybrid and instructional television) to students, from an inventory of approximately 250 approved DE classes in various modalities.

The following table details Hybrid and Online FTE at all sites for the 2014-15 and 2015-16 academic years, and shows an overall increase in DE course offerings of more than 5%, especially Hybrid courses, between the 2014-15 and 2015-16 academic years.

| | F14 | S15 | Total | F15 | S16 | Total |
|------------|------------|------------|--------------|------------|------------|--------------|
| Hybrid FTE | 8.847 | 8.249 | 17.096 | 18.980 | 16.091 | 35.071 |
| Online FTE | 9.954 | 12.116 | 22.070 | 12.386 | 15.347 | 27.733 |
| All DE FTE | 18.801 | 20.365 | 39.166 | 31.366 | 31.438 | 62.804 |
| Total FTE | 149.418 | 149.481 | 298.899 | 163.698 | 163.523 | 327.221 |
| % DE FTE | 13% | 14% | 13% | 19% | 19% | 19% |

DE-Approved Courses that Meet CSU GE/Breadth Requirements

The table below shows the percentage of course outlines approved for the three DE modalities, broken down by CSU GE/Breadth Requirements, and represents an "inventory" of courses that can be scheduled in a DE modality:

| | Total Courses | Hybrid (%) | Online (%) | iTV (%) |
|----------------------------------|----------------------|-------------------|-------------------|----------------|
| Area A - Comm/Critical Thinking | 12 | 58.33% | 33.33% | 8.33% |
| Area B - Science/Quantitative | 63 | 23.81% | 7.94% | 9.52% |
| Area C - Arts/Humanities | 97 | 11.34% | 10.31% | 5.15% |
| Area D - Social Sciences | 46 | 60.87% | 58.70% | 23.91% |
| Area E - Lifelong/Self Dev. | 18 | 66.67% | 61.11% | 11.11% |
| Area F - US History/Constitution | 5 | 60.00% | 60.00% | 20.00% |

Source(s):

-Socrates "FLC Courses Approved for Distance Education" (retrieved 10.19.15)

-2015-2016 Folsom Lake College CSU General Education/Breadth Requirements -

<http://www.flc.losrios.edu/Documents/Student%20Services/Counseling/2015%20-%202016%20CSU%20GE.pdf>

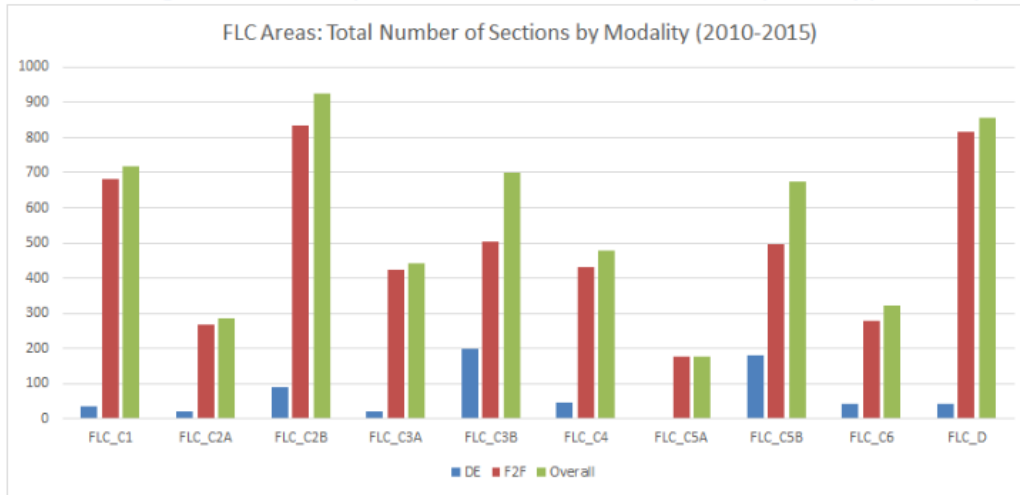
-CSU GE Breadth x DE Modality -

https://docs.google.com/spreadsheets/d/1PDyLbF1ETmfVCHDFT9yKUjtG6XIsMSS6i9I_NjjIsqM/edit?usp=sharing

DE Scheduling Distributions

The following data present a picture of the way that DE sections are distributed across FLC Associate Degree Graduation Requirements, CSU General Education requirements, and IGETC requirements.

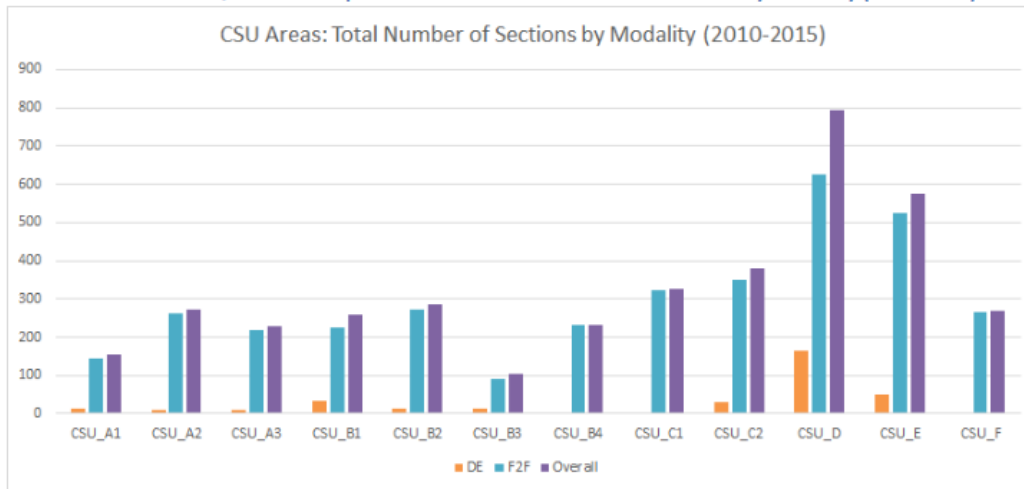
FLC Associate Degree Graduation Requirements - Total Number of DE Sections by Modality (2010-2015):



Key: C1 - Humanities, C2 - Languages and Rationality: C2A - English Composition, C2B - Communication and Critical Thinking, C3 - Living Skills: C3A - Physical Education Activity Course, C3B - Life Development Skills, C4 - Natural Sciences, C5A - American Institutions, C5B - Social and Behavioral Sciences, C6 - Ethnic/Multicultural Studies, D - Reading, Writing and Math Competency Requirements

Source: http://www.flc.losrios.edu/Documents/Student%20Services/Counseling/FLC_GE_15_16.pdf

CSU General Education/Breadth Requirements - Total Number of DE Sections by Modality (2010-2015):

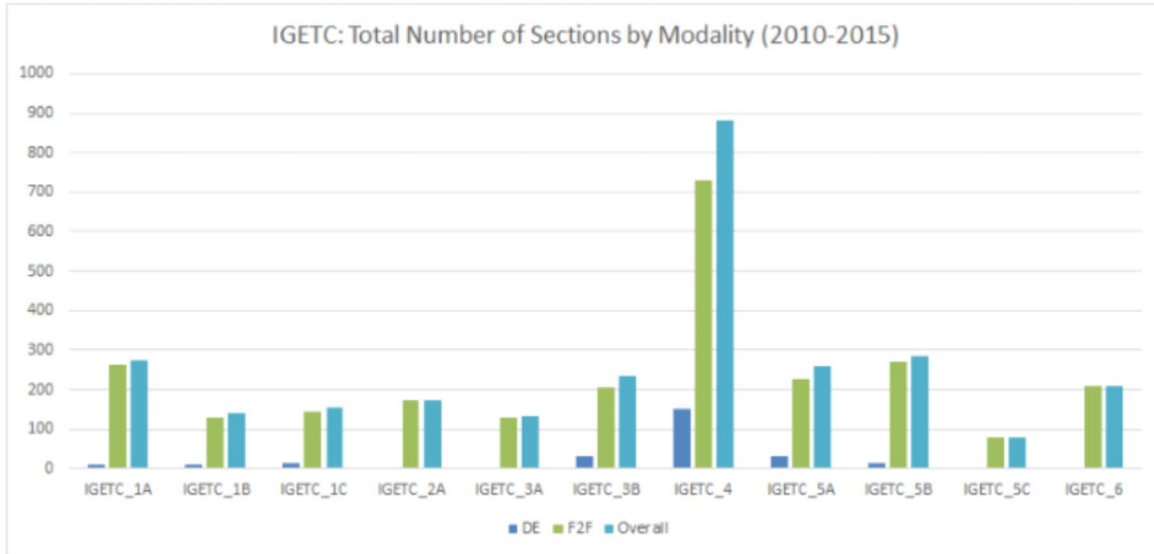


Key: A - English Language Communications & Critical Thinking: A1 - COMM , A2 - ENGWR 300, A3 - Critical Thinking; B - Scientific Inquiry & Quantitative Reasoning: B1 - Physical Sciences, B2 - Natural Sciences, B3 - Lab, B4 - Quantitative Reasoning; C - Arts and Humanities: C1 - Arts, C2 - Humanities; D - Social Sciences and American Institutions; E - Lifelong Learning & Self Development; F - US History, Constitutions and American Ideals

Source:

<http://www.flc.losrios.edu/Documents/Student%20Services/Counseling/2015%20-%202016%20CSU%20GE.pdf>

IGETC - Total Number of DE Sections by Modality (2010-2015):



Key: 1 - English Communication: 1A - English Composition, 1B - Critical Thinking/English Composition, 1C - Oral Communication; 2A - Mathematical Concepts & Quantitative Reasoning; 2A - Math; 3 - Arts & Humanities: 3A - Arts, 3B - Humanities; 4 - Social and Behavioral Sciences; 5 - Physical & Biological Sciences: 5A - Physical Science, 5B - Biological Science, 5C - Lab; 6 - Language Other Than English

Source:

<http://www.flc.losrios.edu/Documents/Student%20Services/Counseling/Articulation/2015-2016%20F LC%20IGETC%20new.pdf>

Student Interest in DE Courses

The following data points from the LRCCD Distance Education Student Satisfaction Survey (Fall 2013) give some insight into student interest in and experience with DE courses:

Reasons you took Distance Education courses in Fall 2013:

- I like the convenience of anytime/anywhere access 92.8%
- Distance Education courses are more convenient due to my home and family obligations 81.6%
- The course met requirements for my AA/AS degree or certificate major 76.4%
- Distance Education courses are more convenient for my work schedule 74.8%

Overall, how interested are you in taking any type of Distance Education course through a Los Rios college in the future?

70.2% of respondents indicated that they were Very Likely or Likely to take any type of DE course in the future.

Reasons you took Distance Education courses in Fall 2013:

65.7% of respondents indicated Very Important (43.6%) or Important (22.1%) in response to the question "The ability to complete all General Education requirements through Distance Education."

65.6% answered Very Important (43.1%) or Important (22.5%) in response to the question "The ability to complete all coursework required for my program major through Distance Education."

Source(s):

http://irweb.losrios.edu/do_research/DistanceEdSurveysReports/DistanceEd_2013Survey/DEsurvey13_FLCFreq.pdf

Recommendation(s):

1. In concert with OIR, develop a standard set of reliable, easily obtainable reporting elements to provide a meaningful snapshot of the the college's DE efforts and enable effective decision making. Of particular interest are:

- Persistence and retention of Transfer Intent and other student cohorts in DE courses
- Enrollment patterns in DE classes in general, and in GE DE classes specifically
- Mechanisms to determine and forecast student interest in DE courses

2. In conjunction with OIR and the Office of Instruction, analyze scheduling patterns of DE courses to determine if we are meeting student demand and student needs.

Emerging Trends

RCC Expansion

Between Fall 2014 and Spring 2016, RCC saw an unprecedented increase in FTE, resulting in a dramatic increase in DE courses, especially hybrid and 8-week hybrid courses.

| | F14 | S15 | Total | F15 | S16 | Total |
|-----------------------|------------|------------|--------------|------------|------------|--------------|
| Hybrid Courses | 6 | 6 | 12 | 56 | 42 | 98 |
| Online Courses | 5 | 9 | 14 | 21 | 28 | 49 |
| All DE Courses | 11 | 15 | 26 | 77 | 70 | 147 |

The California Community Colleges Online Education Initiative

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. The initiative includes access to a common course management system, resources for the development of high-quality online courses, and an online course exchange, enabling students from across the state to take online courses from any participating campus.

In the 2015-16 academic year, per Los Rios Regulation 7145, Los Rios convened the LMS workgroup to research and provide to the District Academic Senate a recommendation regarding participation in the OEI and adoption Instructure Canvas, the statewide Common Course Management System (CCMS).

←

Following a series of surveys and other data gathering, in March 2016, the workgroup concluded its work, forwarding a recommendation to the Los Rios District Academic Senate that the district participate in the OEI and adopt Canvas, which, if the recommendation is accepted, will replace Desire2Learn as the district's official LMS.

Access for Students with Disabilities

LRCCD regulation R-7145 define the responsibilities of LRCCD and Folsom Lake College to ensure that DE courses are accessible to students with disabilities:

2.1 The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and the California Government Code, section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. The Los Rios Community College District and each of its Colleges shall follow all accessibility requirements in all distance education courses from the time separate approval is granted through the development and implementation of all distance education programs.

Faculty use of D2L and other online tools and media to support face-to-face, hybrid and online courses has grown in the last three years.

As of Spring 2015, the most recent semester for which data are available:

- 432 course sections, or 61% of all course sections are linked to D2L course accounts
- 6,534 (unduplicated) students, or 84% of all students are enrolled in courses linked to a D2L course account
- 157 faculty from 65 disciplines are using D2L course accounts
- Approximately 57% of faculty (full and part-time) are using D2L to support online, hybrid, and face-to-face courses

With this growth in both faculty interest in and college schedule of DE courses comes an interest in the use of audio and video to support online and hybrid courses. Given the regulatory climate, and the college's interest in creating an inclusive instructional environment, the college needs to ensure that any and all systems and media used in DE are accessible, and that accessibility resources be made available to faculty wishing to use audio and video in their online and hybrid courses.

Recommendation(s):

3. Ensure FLC's participation in district-wide discussions, decision making, and implementation planning around participation in the OEI and any associated LMS adoption.

4. Continue to advocate for resources at the college and district levels to ensure compliance with regulations on accessibility, especially as they apply to online course content and media, including the hiring of a full-time Accessibility and Universal Design Specialist. The Accessibility and Universal Design Specialist role will be to provide training and production support to the college community on adapting media for use in online and hybrid courses and college training materials, including captioning, providing review services to faculty wishing to have their courses reviewed for ADA compliance, coordinating with

external entities and efforts such as the Chancellor's Office Distance Education Captioning and Transcription Grant (DECT), and working with Library, Media Services and the Innovation Center to provide a credible response to issues of adaptive media in support of our students with disabilities.

Connection to College Plans and Processes

While Distance Education appears sporadically in college plans and planning process, there is room for improvement. There are, for instance, particular opportunities to connect the DE Vision to the Student Equity Plan (SEP) and the Student Success and Support Program Plan (SSSP). More data on computer and Internet access and usage, especially in relation to at-risk and disproportionately impacted students, would reveal the kinds of support that online and distance education students need to be most successful.

Recommendation(s):

5. Request that each college committee and planning entity assess its plans, processes and data gathering instruments, and, in consultation with the DE Subcommittee, determine ways to incorporate Distance Education planning. For example, the Annual Department Plan might include a specific question about departmental plans regarding Distance Education.

Target Goals for Distance Education

The DE Subcommittee was tasked with setting IEPI and ISS goals for distance education. The committee considered success and retention data for DE going back to 2009-10. Based on these data, on January 31, 2016, the subcommittee forwarded to the Research Advisory Council the following:

IEPI Success "Goal" = 73.7%

Rationale: This goal is the same as the college-wide goal for all courses.

ISS Success "Floor" = 60.7%

Rationale: Given Fall 2015 and Spring 2016 increases in "new" hybrid and 8-week hybrid courses at RCC, some of which are being taught by faculty relatively new to DE, the DE Subcommittee recommended that the ISS "Floor" number be set at the average of the three lowest performing years (2009-10, 2010-11, 2011-12). The DE Subcommittee expects to see a temporary drop in DE student success for the 2015-16 academic year, given the rapid expansion of DE courses associated with the RCC expansion.

IEPI Retention "Goal" = 83.8%

Rationale: Retention in DE courses has increased 1.1% in each of the last three academic years. The DE Subcommittee recommends that the IEPI Retention "Goal" be set at 83.8%, which is 1.1% higher than the 14-15 DE retention number.

ISS Retention "Floor" = 81.6%

Rationale: This floor number represents the average of the previous three academic years (2012-13, 2013-14, and 2014-15).

Recommendation(s):

6. The DE Subcommittee recommends that progress on the ISEP/ISS goals related to distance education be tracked and reported annually, and adjusted as necessary.

7. In an effort to address differences between student success and retention in DE and face-to-face courses, the DE Subcommittee recommends that the college work to develop and publicize an inventory of online support services, and on the development of strategies to increase awareness among students about the expectations of DE coursework. One possible outcome of this work might be the development of an "Online Students" section at the FLC main web presence, to include technical information, "how to be a successful online student" and DE student readiness information, links to online and hybrid course offerings, access to Library resources, and Student Services information.

Evaluation and Self-Assessment Protocols

Recommendation(s):

8. Incorporate the "DE Vision 2016" into the Distance Education Plan, according to the review cycle for that plan. Revisions to the Technology Plan and the Distance Education Plan (formerly the Technology and Distance Education Plan) are projected for 2017 and 2020.

9. The DE Subcommittee recommends that Distance Education be specifically addressed in FLC's upcoming strategic planning cycle.

Document History

Curriculum Committee 1st Read - 04.06.16

Curriculum Committee Action: Approved - 04.20.16

Academic Senate 1st Read - 04.26.16

IPC Report - 05.09.16

Academic Senate Action - 05.10.16

College President Approval - 12.15.16

Reference 12: Enrollment Management Plan

Folsom Lake College's Enrollment Management Plan, 2017-2020

1

I. Introduction

1.1 Purpose

The purpose of Folsom Lake College's Enrollment Management Plan is to manage limited resources to promote the success of FLC students -- by improving student outreach and recruitment, streamlining the enrollment process, improving the scheduling process, and maximizing student retention and student persistence. This plan identifies objectives, action steps, responsible parties, target dates, and measures of progress, all of which are meant to clarify Folsom Lake College's commitment to student success. Conceptually, the Enrollment Management Plan moves FLC forward from mostly reacting to changes in enrollment toward proactively planning for and managing anticipated enrollment.

The Enrollment Management Plan addresses specific objectives while adhering to FLC's Vision and Mission Statements and Equity Statement.

Vision and Mission Statements

Vision: Folsom Lake College opens minds and doors through the power of education, inspiring all students to become socially responsible global citizens.

Mission: Folsom Lake College enriches and empowers all students to strengthen our community by bridging knowledge, experience and innovation.*

Folsom Lake College, serving the diverse communities of eastern Sacramento and western El Dorado counties, offers educational opportunities and support for students to transfer to four-year institutions, to improve foundational skills, to achieve career goals, and to earn associate degrees or certificates.

Folsom Lake College Equity Statement

Education should belong to everyone. To nourish this inclusion, FLC champions equity, diversity, social justice, and environmental sustainability as foundational to academic, campus, and community life. We work with the communities we serve toward just and fair inclusion into society in which all people can participate, prosper, and reach their full potential. We commit to equity driven decision-making, planning, and reflective processes that are responsive to the diverse identities and experiences in our community.

We seek to empower marginalized voices, nurture our many identities and social circumstances, foster cultural responsiveness, and stand against all manifestations of discrimination, including (but not limited to) those based on: ability statuses, age, ancestry, body size, citizenship/immigration status, economic status, educational status, employment status, ethnicity, food/housing insecurity, gender, gender identity, gender expression, incarceration experience, language, marital/partner status, military/veteran

status, national origin, neurodiversity, political affiliation, pregnancy/reproductive status, race/racial identity, religion, sex, and sexual orientation.

1.2 Plan Authors – Ad Hoc Enrollment Management Plan Subcommittee

Folsom Lake College's 2017 Enrollment Management Plan was collaboratively authored by the ad hoc Enrollment Management Plan subcommittee, currently an ad hoc subcommittee of the Matriculation Committee. The ad hoc EMP Subcommittee serves as a collaborative forum to develop and to review recommendations regarding enrollment management planning (Attachment A contains a description of the committee's charge). The Enrollment Management Plan ad hoc sub-committee consists of fourteen members with representation as follows:

- I. Administrators (4)
 - a. Vice President of Instruction
 - b. Dean of Instruction (1) (Administrative Co-Chair)
 - c. Dean of Student Services (1)
 - d. Dean of Planning and Research (1)
- II. Faculty (5)
 - a. Counseling (1)
 - b. Curriculum Chair (1)
 - c. Instruction (2) (one faculty member serves as Faculty Co-Chair)
 - d. Scheduling Coordinator (1)
- III. Classified (4)
 - a. Research
 - b. Admissions/Evaluations
 - c. (Additional classified personnel as their expertise is required)
- IV. Student (1)

1.3 Past and Current Enrollment Management Practice at FLC

From 2004 when Folsom Lake College was first accredited through the 2009-2010 academic year, FLC was recognized as one of the fastest growing community colleges in the nation. Prior to 2009, growth FTEf (see Attachment B for a compilation of related acronyms) was generally available for those Los Rios District colleges that could productively use it. FLC grew its course offerings mostly by expanding where demand was demonstrated. Accordingly, through its deployment of FTEf, FLC always focused on growth and productivity. However, this method of applying FTEf tended to favor the growth of existing departments, especially of those that were entrepreneurial, and may have resulted in the disproportionate growth of some departments, without a consistent vision of comprehensive programs and offerings for students.

The worldwide economic recession that began in 2008 first impacted enrollment at FLC in 2010 (even though student demand for classes remained strong) as the number of sections offered to students began to decline due to budgetary constraints. That funding pattern continued until 2014, when the state's support of higher education in general and community colleges in

particular began to trend upward again (although this support is still lagging below pre-recession levels). For at least the last two academic years, the state has offered modest funding incentives for those community colleges able to increase FTEs. To date, Los Rios colleges have not been able to avail themselves of the available growth funds because year-over-year enrollment/FTEs declines in the 2-5% range have continued through the current semester.

While some FTEf growth has occurred at FLC over the last three academic years, additional FTEf has predominantly been earmarked for deployment at RCC to help that site attain educational center status and the financial incentive associated with that status. At other FLC locations, the amount of available FTEf has remained mostly static, partially because the district as a whole has not been able to hit growth targets that would generate additional state financial support.

1.4 Current Need

Overall, unduplicated student enrollment at Folsom Lake College (including its educational centers in Rancho Cordova and in El Dorado County) declined between fall 2009 and spring 2014, with a rebound in the 2015-2016 academic year. Even with the enrollment increase in the 2015-2016 academic year, unduplicated enrollment remained below that of the peak semester of fall 2009. The overall decline has occurred in spite of a significant enrollment growth at the Rancho Cordova Center, where a dedicated instructional space was constructed and where full operation began in spring 2016 and where FTEs has nearly tripled since 2013. Given current state funding incentives, growing overall District enrollment at present would allow FLC to access additional funding and to promote program and course options for FLC students.

FLC would like to understand better the complex relationships between college processes, practices, policies, enrollment, and FTEs generation. As the committee tasked with revising FLC's Enrollment Management Plan began its work, the committee realized that the college has much to learn about the complex interaction of many factors influencing enrollment. A host of questions related to enrollment management emerged: What outreach/recruitment strategies most efficiently reach the college's target audience? At what point in the enrollment process does the college tend to lose prospective students? How can the college more quickly understand and adjust its course schedule in response to emerging student demand for day/evening/online course offerings? What initiatives would truly increase student retention? How should the college react to minimize enrollment impacts and support student progress and success in the event of a funding downturn? And how does the college measure and assess those actions it takes?

In general, although an enrollment management plan has been in place at FLC, managing enrollment at FLC since (and even prior to) its initial accreditation has consisted mostly of adding sections 1) to respond to demonstrable demand (in the form of rapidly-filling sections, lengthy course wait lists, and generally good productivity), 2) to support new CTE programs (although these programs were often supported with just enough FTEf to get a program started and not necessarily enough to result in the ability for a student to complete the program in a

timely manner), and 3) to reach an enrollment threshold at the Rancho Cordova Center that would allow its designation as an educational center. Unfortunately, managing enrollment from 2010 to 2014 also involved finding institutional consensus on which course offerings to delete as part of budget cutbacks.

1.5 Approach and Guiding Principles

As part of this plan, the Ad Hoc Enrollment Management Plan Subcommittee has proposed a range of actions to be assessed and/or implemented that the subcommittee believes will lead to more efficient enrollment management planning and ultimately enrollment growth at FLC. Interwoven with the proposed actions is the recognition that the best ways to impact enrollment positively will be through the continued and consistent excellence of FLC's instructional programs, FLC's ability to develop and to modify programs and courses to remain responsive to student needs, and the degree to which the college can promote student engagement with some aspect of their experience at FLC.

While Folsom Lake College's Enrollment Management Plan contains specific objectives, the plan is guided by particular principles and goals. FLC seeks:

- to create a welcoming and responsive environment accessible to students of diverse backgrounds and academic preparation.
- to ensure that enrollment management is an active responsibility of everyone at FLC.
- to evaluate processes, procedures, and policies regularly so as to improve college service and to enhance the student experience.
- to improve the college's overall access to information.
- to streamline processes for enrollment, registration, and completion organized around and responsive to student needs and goals.
- to establish close ties with students early in their college experiences (preferably during their first semester) so that students are familiar with the process of their own education and are engaged with the college and its personnel.
- to develop processes around enrollment management that systematically function as a coherent and coordinated set with intentional links between marketing and recruitment strategies, academic programs, enrollment and student services, and information technology.
- to use technology efficiently to assess student skills and academic goals, to support Distance Education, and to streamline the delivery of student services, including providing effective counseling and support for all students.
- to identify and to measure critical enrollment parameters that will serve as indicators of enrollment goal attainment.

Ultimately, the Enrollment Management Plan is concerned with student success, specifically with identifying objectives and executing strategies so that Folsom Lake College can establish an efficient process to assist students in achieving their college goals and to support the college in meeting its productivity goals. Folsom Lake College's Enrollment Management Plan aligns

with other college plans and processes. The Enrollment Management Plan, with its focus on Outreach and Recruitment, Enrollment, Scheduling, Retention and Persistence, supports Folsom Lake College's College Master Plan and Strategic Master Plan, with their focus on High Quality Education, Innovation and Technology, Student Engagement, and Community Engagement. As the College Master Plan and Strategic Master Plan focus on broader areas, the Enrollment Management Plan will concentrate on ensuring that students have access to High Quality Education. The Enrollment Management Plan also supports the FLC's Vision and Mission Statements and its Equity Statement by addressing the recruitment, retention, success, and persistence of disproportionately impacted students.

Folsom Lake College's Enrollment Management Plan, to be operational and relevant, needs to be reviewed regularly, with outcomes assessed and strategies adjusted when necessary. The ad hoc Enrollment Management Plan Subcommittee members, tasked with revising this plan, expressed a commitment to creating a useful document that would evolve regularly to adjust to emerging best practices and would respond to the internal and external forces that impact enrollment. Operational applicability is a priority for this plan so that it can lead FLC to better rates of student success, retention, and completion.

To emphasize the importance of enrollment management within the college and to promote a cross-campus, interdisciplinary approach to the plan's deployment and practice, the ad hoc Enrollment Management Plan Subcommittee strongly recommends

1. that a standing Enrollment Management Committee be established for the purpose of implementing and evaluating the effectiveness of this plan;
2. that the standing Enrollment Management Committee report to the college's Institutional Effectiveness Committee, a recommendation also made by the visiting Institutional Effectiveness Partnership Initiative team during its campus debrief and therefore proposed as part of FLC's Institutional Innovation and Effectiveness Plan (the recommended composition of the standing EM Subcommittee is described in Attachment C).

II. Data Considerations

Integrating data into this plan and the proposed implementation strategies contained in Section IV below will be a critical component of enrollment management at FLC. Accordingly, FLC's Dean of Research and support staff from the college's Office of Institutional Research (OIR) served as members of the ad hoc Enrollment Management Plan Sub-Committee. Plan authors have constantly sought their guidance as the plan was created to understand what data either already exist or could be generated to support plan objectives and define plan metrics.

Implementation of the plan will require an ongoing dependence on data collection, generation, and interpretation. Some of the necessary data are already collected and readily available; the OIR is in the process of designing ways to extract other necessary and relevant data specified in the plan (and required for other emerging college needs). Some data needs will only emerge as a result of the implementation of the this plan.

As a District, LRCCD is currently contemplating the purchase and deployment of software packages to be used in common at each Los Rios college to 1) enhance and streamline the course scheduling process and to 2) provide LRCCD students with the ability to engage more directly and interactively with the college as they select courses and navigate their path to completion of their educational goals. Presumably, these software packages (expected to be deployed over the next two to three years) will allow the collection of additional data likely to be relevant, at least in part, to enrollment management.

References to data collection and the application of data to measure progress are already integrated throughout plan objectives (refer to tables in Section V of this plan). The plan implementation will most likely result in further delineation and integration of data needs in the tables of objectives that follow (Section V). Some examples of the type and mix of data already used or proposed to be used as part of the enrollment management process are compiled in Attachment D.

III. Distance Education

FLC has a Technology and Distant Education Plan (developed by the Distance Education Subcommittee of the Curriculum Committee, comprised of subject area experts and those interested in course content delivery via distance education modalities, including web-enhanced courses, hybrid courses, online courses, and interactive television courses). The FLC Technology and Distance Education Plan is designed to include all facets of technology at FLC's sites (main campus, EDC, RCC) that are either a shared responsibility with District Office Information Technology department (DO IT) or the college's sole responsibility and to provide a comprehensive set of strategic technology directions for the college to pursue over the next three years. While the plan has no process set for determining the scheduling/offering and cancelling of distance education classes, the Distance Education Vision document recommends that the Office of Institutional Research and Office of Instruction work with the DE subcommittee to conduct some schedule pattern analysis and other kinds of research to improve decision making about DE scheduling. This ad hoc Enrollment Management Plan Subcommittee recommends that the proposed standing Enrollment Management Committee work with the Distance Education Subcommittee (and faculty subject matter experts) in creating a process for determining the appropriate proportion of courses to be offered through the Distance Education modality.

IV. Plan Flexibility and Course Scheduling Priorities

The Enrollment Management Plan describes a set of processes flexible enough to be applied when FTEs is expanding, contracting, or remaining constant. In each scenario, establishing a set of agreed-upon prioritization considerations for deciding whether particular course offerings should be added or retained may be beneficial. The table below offers a suggested tiered approach to prioritizing college offerings.

When a change in FTEs status is anticipated or occurs (e.g. from constant to increasing FTEs), the standing enrollment management committee (see section 1.4) will work collaboratively with the Faculty Workload Committee (as indicated in the current Los Rios College Federation of Teachers contract with Los Rios in section 4.11) and other PG committees that may be involved in scheduling to make recommendations to the Vice President of Instruction about course prioritizations. The following suggested priorities should act as a recommendation (not as a prescription) for what course offerings should be added or retained. Note that within each proposed course consideration tier, the factors are not listed in order of priority.

Table 1. Scheduling Priority Considerations:

| |
|--|
| Tier 1 (Highest Priority) |
| <ul style="list-style-type: none"> • Math and English • FLC graduation, GE/CSU and GE/IGETC courses • Core courses required as part of CTE Programs • Courses required for AA-T and AS-T completion • Sports team classes required for student participation in intercollegiate athletics • Courses required for completion of certificates or degrees and identified as a part of the Two Year Scheduling Plan, including restricted electives. • Courses listed on assist.org as admission requirements by local four-year colleges • Basic Skills courses • Courses that support student success initiatives (e.g., HCD 310) |
| Tier 2 (Second Priority) |
| <ul style="list-style-type: none"> • Courses required for completion of certificates or degrees that are not part of a designated two year sequence • Courses listed on assist.org as lower-division transfer requirements by local four-year colleges • Planned rotation of FLC program restricted electives[†] to support student completion of certificates or degrees that are not part of the Two Year Scheduling Plan • Courses offered in fulfillment of grant obligations (in the case where grant funds do not support FTEf) |
| Tier 3 (Third Priority) |
| <ul style="list-style-type: none"> • Degree applicable courses, numbered 100-499, that count toward 60 unit graduation requirement • Non-degree applicable courses, numbered below 100, that are not basic skills courses |

[†]Courses that meet major requirements as required by defined programs that are to be selected from restricted list of possible course options

V. Tables of Enrollment Management Goals

The tables below are organized into four operational categories: Outreach and Recruitment, Enrollment Process, Scheduling, and Student Retention. The tables are modeled after the format used by the visiting IEPI team, a format lending itself well to FLC's enrollment

management planning objectives. Use of the table seemed to be an effective and shorthand method for the ad hoc EMP Subcommittee to present goals, strategies, possible measures of progress, and timelines.

The ad hoc EMP subcommittee's approach has been to record any and all challenges associated with each of the four general functions even in cases where the college currently does not have the means to suggest a remedy. If a strategy or approach to a challenge was evident, the table below contains the subcommittee's suggested remedy or approach to the challenge. In some cases, the existing subcommittee does not have the purview, the expertise, or the data required to recommend a strategy to address the challenge. In other cases, only joint action on the part of all Los Rios colleges and the district would be an effective way to address a challenge. Even when no remedy could be recommended, the committee still recorded the challenges in the hope that their appearances in the tables would lead to additional considerations by working teams and eventually to strategies that would lead to their resolution.

Table 2. Enrollment Management Planning Objectives – Improve Outreach and Recruitment

| Table 2. Improve Outreach and Recruitment | | | | |
|--|--|---|------------------------------|--|
| Objectives | Action Steps | Responsible Persons/ Committee | Target Dates for Achievement | Measures of Progress |
| A1. Increase the number of students applying to FLC | A1.1 Use student demographics data to focus on enrollment patterns | A1.1 Outreach Team (to include Outreach SPAs, VPSS, Dean), Student Services | A1.1 2018-20 | A1.1 The number of students applying to attend FLC has increased |
| | A1.2 Acquire or create a web-based communication tool to gather contact information, demographics, and student feedback to be implemented at the onset of student interest | A1.2 Outreach Team, Webmaster, IT | A1.2 2018-2020 | A1.2 FLC is able to quantify the number of students initially interested in enrolling at FLC and to estimate where in the process interest flagged |
| | A1.3 Continue conducting Student Services satisfaction surveys and create or enhance the portion of the surveys related to outreach | A1.3 Outreach Team, Student Services | A1.3 2017-18 | A1.3 Baseline for student satisfaction has been established and subsequent survey results indicate improvement |
| A2. Establish enrollment growth/decline goals and appropriate time horizon | A2.1 Consult recent trends, internal and external data, and college/district needs to set goals | A2.1 OIR, Executive Team | A2.1 2017-2018 | A2.1 Enrollment goals are established |
| A3. Increase the number of applications to FLC from | A2.1 Prioritize and develop outreach strategies specifically intended to reach | A2.1 Outreach Team, Student | A2.1 2018-19 | A2.1 More disproportionately impacted students are |

| | | | | |
|--|--|--|------------------|---|
| disproportionately impacted student applications | disproportionately impacted students | Services | | applying to attend FLC |
| A4. Revise and improve web and social media presence to appeal more broadly to the FLC target audience | A4.1 Assess effectiveness of college website for outreach purposes to improve first contact experience and to increase webpage residence time by deploying real user testing/user experience (UX). Also deploy an online survey to collect data students' opinions about their first contact | A4.1 Outreach Team, PISO, College Webmaster, IT | A4.1 Spring 2018 | A4.1 Results create baseline and indicate increased user satisfaction with college website |
| | A4.2 Collect and routinely discuss measures of social media effectiveness ("likes," "followers," "retweets") | A4.2 PISO, Outreach Team | A4.2 2017-2018 | A4.2 Work Group and EM Committee discuss and agree upon effectiveness measures |
| A5. Assess the expansion of the target audience for outreach activities (e.g., major employers, life-long learners, adults with children in extended-day programs, middle school students) | A5.1 Convene focus group to discuss appropriate activities/materials geared toward various target audiences | A5.1 Outreach Team, selected external constituents | A5.1 2017-2018 | A5.1 Focus groups have convened, and input has been evaluated |
| A6. Systematically prioritize outreach activities (considering likely yield rates and predicted generation of contact cards and categorizing outreach vs.branding activities) | A6.1 Create a checklist of likely event/activity outreach outcomes that can be used to compare the likely effectiveness of proposed activities | A6.1 Outreach Team | A6.1 2017-2018 | A6.1 Draft checklist has been prepared and applied |
| | A6.2 Compile, track, and systematically use data that impact and influence outreach efforts (feeder HS enrollment trends and demographics, existing and historic yield rates to FLC, local unemployment rates) | A6.2 Outreach Team, OIR | A6.2 2017-2018 | A6.2 Data set is compiled and used to set outreach goals |
| A7. Maximize outreach efficiency | A7.1 Develop criteria or markers demonstrated by prospective students that indicate a bona fide interest in applying (e.g., web requests, residence time, page hits) | A7.1 Outreach Team, PISO, Web Master | A7.1 2017-2018 | A7.1 Criteria for prioritization of efforts have been developed |
| A8. Assess marketing campaign effectiveness | A8.1 Propose and deploy marketing campaign effectiveness measures | A8.1 PISO, Outreach Team | A8.1 2017-2018 | A8.1 Measures have been applied, and results have been shared |
| A9. Assist students in completing the application process to generate additional applications to FLC | A9.1 Develop systematic methods and appropriate timing to determine why those that started the application process did not complete the process | A9.1 Outreach Team, OIR | A9.1 2017-2018 | A9. Methods have been determined and documented, and more students are applying to FLC |
| | A9.2 Increase use of personal touch methods (small group or individualized emails, phone calls) to those that have demonstrated an interest in applying to FLC | A9.2 Outreach Team, Call Center Team | A9.2 2017-2018 | A9.2 Personal touch methods have been used, and results have been documented, and more students are applying to FLC |
| A10. Develop on campus awareness of the importance of outreach activities | A10.1 Convene on-campus focus group to promote faculty, student, and staff involvement in outreach activities and determine what factors will increase involvement of faculty, staff, and students in outreach efforts | A10.1 Outreach Team, on-campus focus group | A10.1 Fall 17 | A10.1 A list of factors that will enhance campus-wide involvement in Outreach has been compiled and more faculty, staff and students are involved in Outreach efforts |
| A11. Promote acquisition of college or district-wide outreach/recruitment technology, including software | A11.1 Assess software and make recommendation to acquire college or district-wide outreach/recruiting software (e.g., Prospector [PS plug-in] or third-party prospect tracking software) | A11.1 Outreach Team, IT staff | A11.1 2017-2018 | A11.1 A recommendation has been made regarding acquisition of technology/software |
| | | | | |

Table 3. Enrollment Management Planning Objective – Streamline Enrollment Processes

| Table 3. Streamline Enrollment Processes | | | | |
|--|---|---|------------------------------|--|
| Objectives | Action Steps | Responsible Persons/ Committee | Target Dates for Achievement | Measures of Progress |
| B1. Develop strategies to streamline the enrollment process for FLC students | B1.1 Develop a more inclusive communication process from admissions to the first day of class | B1.1 VPSS, Deans, Student Services, PISO, Outreach Team | B1.1 2017-2019 | B1.1 FLC's enrollment process results in greater yield from application to enrollment in classes |
| | B1.2 Deploy real user testing/user experience (UX). Also deploy an online survey to collect data on students' opinions about FLC's enrollment process to obtain feedback for improving the enrollment process (gather feedback from those who enrolled and those who did not) | B1.2 Appropriate Student Services units | B1.2 2017 | B1.2 Surveys have been obtained which inform improvement of enrollment process and result in greater yield of students enrolled from application process |
| | B1.3 Assess and evaluate the current process that new students follow before they enroll and then, based on this assessment, streamline the process | B1.3 | B1.3 2017-18 | B1.3 FLC has clear direction on new student processing, using "funnel concept" to identify steps associated with excessive loss of potential students |
| B2. Target FLC students with Admission and Records communications | B2. Incorporate personal student email addresses in communication and/or direct messaging via CCCApply | B2. Student Services | B2. 2017-18 | B2. The number of students who complete pre-enrollment steps and continue with enrollment has increased |
| B3. Continue to work | B3.1 Advocate for streamlining process at DO | B3.1 Staff who | B3.1 2017-19 | |
| with DO IT to find ways to simplify the eServices enrollment process | PeopleSoft Liaison team meetings | attend PS Liaison Team meetings | | |
| | B3.2 Provide ways to direct students to other classes once the classes that they want are full (companion classes) | B3.2 DO-IT, Student Services | B3.2 2017-19 | |
| | B3.3 Pursue change in business practice so that students are not required to complete the supplemental form every semester | B3.3 DO-IT, Student Services | B3.3 2017-19 | |
| | B3.4 Assess current processes that result in high number of students dropped for nonpayment | B3.4 DO-IT, VPA, VPSS, Student Services | B3.4 2017-19 | |
| | B3.5 Assess current processes that involve placing financial restriction holds on student records which block enrollment | B3.5 DO, VPA, Student Services | B3.5 2017-19 | |
| B4. Make FLC website more intuitive and user-friendly | B4. Clearly identify the "Steps to Success" process on the college website and make website easier to navigate and mobile friendly | B4. VPA, PISO | B4. 2017-19 | B4. New web platform is easier to navigate and is mobile friendly |
| B5. Inform students of financial aid-eligible programs and identify eligibility in college catalog | B5. Clearly outline in communications or in-person meetings with students the correlation between financial aid and enrollment | B5. Student Services, Financial Aid, PISO | B5. 2017-18 | B5. Students understand the correlation between financial aid eligibility and their program of study |

Table 4. Enrollment Management Planning Objective – Improve Scheduling Process

| Table 4. Improve Scheduling Process | | | | |
|---|--|------------------------------------|---------------------------------------|---|
| Objectives | Action Steps | Responsible Persons/ Committee | Target Dates for Achievement | Measures of Progress |
| C1. Acquire scheduling software that meets college needs | C1.1 Determine who will represent FLC in the decision making process and ensure that FLC is involved in any district level decision-making | C1.1 Instruction Office | C1.1 2017-18 | C1.1 Acquire software |
| C2. Distribute FTEF based upon District allocation, planned program growth, program downsizing, faculty load requirements, enrollment trends, FTES/ productivity goals, and external factors | C2.1 VPI develops annual timeline for FTEF distribution | C2.1 VPI | C2.1 Spring 17 (for Fall 18), ongoing | C2.1 A timeline is developed and followed |
| | C2.2 Deans and department chairs develop course | C2.2 Deans, Department Chairs | C2.2 Spring 17 (for Fall 18), ongoing | C2.2 All programs are appropriately FTEF-funded |
| | sequence/ FTEF plan for new programs that are being added and deleted programs that are being cut | | ongoing | funded |
| | C2.3 OIR distributes data on enrollment trends | C2.3 OIR | C2.3 Spring 17, ongoing | C2.3 FTEF distribution is data-driven |
| | C2.4 VPI reports FTEF distribution from district | C2.4 VPI | C2.4 Spring 17, ongoing | C2.4 FTEF distribution is data-driven. |
| | C2.5 VPI reports external factors | C2.5 VPI | C2.5 As needed | C2.5 FTEF distribution is data-driven |
| C3. Analyze schedule prior to publication to ensure it reflects day/eve balance, course success rates, previous semester enrollment trends, co-requisite course meeting times, course sequence plans, GE course balance, efficient room use, distance education plans, projects such as Promise, and (if/when demand correlation verified) ISEP data and assessment trends. | C3.1 Develop timeline for schedule analysis | C3.1 VPI | C3.1 Spring 17, ongoing | C3.1 Academic departments adhere to this allocation |
| | C3.2 Get ISEP downloads from DO and verify correlation exists between ISEP data and demand | C3.2 VPI, Deans, Department Chairs | C3.2 Spring 17, ongoing | C3.2 ISEP informs schedule |
| | C3.3 OIR provides data on assessment trends by site and shares information with appropriate Deans and departments | C3.3 VPI, OIR, Deans | C3.3 Spring 17, ongoing | C3.3 Trends inform schedule |
| | C3.4 OIR provides data on | C3.4 OIR | C3.4 Spring 17, | C3.4 OIR data inform |

| | | | | |
|--|--|---|--|--|
| | day/eve balance, course success rates, and previous semester enrollments, including waitlists | | ongoing | schedule |
| | C3.5 Inter-departmental discussion occurs regarding prerequisite and co-requisite course offerings | C3.5 Department Chairs | C3.5 Ongoing, prior to schedule development | C3.5 Scheduling conflicts for students are minimized |
| | C3.6 Develop course sequence plans | C3.6 Department Chairs | C3.6 Spring 17 and following program revisions | C3.6 Course sequence plans inform schedule |
| | C3.7 Review GE balance (breadth and day/eve) | C3.7 Deans, Department Chairs, Counselors | C3.7 Spring 17, ongoing | C3.7 GE course scheduling is balanced and meets student needs |
| | C3.8 Assign rooms to reflect agreed upon caps | C3.8 Schedule Coordinator, Deans, Department Chairs | C3.8 Spring 17, ongoing | C3.8 Room assignments, when possible, are based upon agreed upon caps |
| | C3.9 Online/ Hybrid/ On-Ground is balanced, reviewed and assessed | C3.9 DE Subcommittee, Deans, Department Chairs | C3.9 Spring 17, ongoing | C3.9 Schedule reflects DE Plan recommendations |
| | C3.10 Scheduling needs of projects are reviewed and integrated into schedule | C3.10 VPI, Deans | C3.10 As needed | C3.10 Schedule reflects projects |
| | C3.11 Incorporate shadow | C3.11 Deans, | C3.11 As needed | C3.11 Shadow sections |
| | sections as FTEF, room availability, and enrollment trends allow | Department Chairs | | used. |
| C4. Adjust schedule during enrollment process to maximize room efficiency, to resolve staffing issues, to use available FTEF, and to manage low-enrolled classes | C4.1 Establish college goal for percentage of available seats filled | C4.1 Deans, Department Chairs | C4.1 Spring 17 | C4.1 The college goal is achieved |
| | C4.2 Review/adjust room assignments based upon enrollment data | C4.2 Deans, Department Chairs | C4.2 Spring 17, ongoing | C4.2 The college goal is achieved |
| | C4.3 Staff all classes and ensure full time loads | C4.3 Deans | C4.3 Spring 17, ongoing | C4.3 Classes are staffed before enrollment process begins |
| | C4.4 Add class sections to address student demand when FTEF is available | C4.4 VPI, Deans, Department Chairs | C4.4 As needed | C4.4 Available FTEF is fully and productively used |
| | C4.5 Determine enrollment levels at which classes are canceled | C4.5 VPI | C4.5 Spring 17, ongoing | C4.5 Minimum class size is established and applied |
| | C4.6 Access and use class-size census report | C4.6 Deans, OIR | C4.6 Ongoing | C4.6 Minimum class size is established and applied |
| C5. Assess scheduling process | C5.1 Review past year's implementation of processes for FTEF distribution and schedule analysis | C5.1 VPI, Deans, Department Chairs, EM Committee | C5.1 Every spring | C5.1 Process has been reviewed, and adjustments have been made as needed |

Table 5. Enrollment Management Planning Objective – Improve Student Retention, Persistence and Success

| Table 5. Improve Student Retention, Persistence and Success | | | | |
|--|---|---|------------------------------|---|
| Objectives | Action Steps | Responsible Persons/ Committee | Target Dates for Achievement | Measures of Progress |
| D1. Increase retention rate to 84%, persistence rate to 62%, and success rate to 73% | D1.1 Conduct graduation exit survey | D1.1 OIR | D1.1 Annually, spring | D1.1 Feedback from graduated students is used to inform matriculation and enrollment process and to increase retention, persistence, and success rates |
| | D1.2 Develop tracking methods and survey students that did not complete | D1.2 OIR | D1.2 Annually | D1.2 Feedback from former students is used to inform matriculation and enrollment process and to increase retention, persistence, and success rates |
| | D1.3 Conduct CCSSE Survey | D1.3 OIR | D1.3 Every other year | D1.3 Feedback from student engagement survey is used to inform matriculation and enrollment process and to increase retention, persistence, and success rates |
| | D1.4 Use iSLO and pSLO assessments | D1.4 SLO Committee | D1.4 Ongoing | D1.4 Feedback from SLO assessments are used to inform matriculation and enrollment process and to increase retention, persistence, and success rates |
| | D1.5 Implement Promise Program | D1.5 Deans, RCC Faculty | D1.5 Fall 17 and ongoing | D1.5 High school capture rate has increased |
| | D1.6 Explore multiple semester enrollment options | D1.6 VPI, VPSS, EMP, Scheduling, Department Chairs | D1.6 2017-18 | D1.6 Students are able to register for more than one semester |
| | D1.7 Increase awareness and use of student learning support services, such as tutoring, library, reading/writing center, science center | D1.7 Appropriate Student Services units, all faculty (including librarians), VPI, VPSS, Deans | D1.7 2017-2018 | D1.7 More students are aware of and using student learning support services |
| | D1.8 Work with faculty members and departments to develop and to pilot pathways and cohort programs | D1.8 VPI, Deans, Department Chairs, EM Committee | D1.8 Fall 17 and ongoing | D1.8 Students are provided with pathways, and time to completion decreases |
| | D1.9 Send letters to successful students to offer positive reinforcement and to establish positive connections with students | D1.9 VPSS, VPI and Deans | D1.9 Every semester | D1.9 Student engagement has increased (per CSSEE) and persistence rate has increased |
| | D1.10 Engage faculty with What's Next campaign | D1.10 VPSS, VPI, Deans | D1.10 Fall 17 and ongoing | D1.10 All faculty will be able to share What's Next campaign with their students |
| | D1.11 Increase number of students who complete a comprehensive ISEP | D1.11 VPSS | D1.11 Fall 17 and ongoing | C1.11 All new students have completed comprehensive SEP by the end of their first year |
| | D1.12 Explore ways to reduce time to college level work for students who assess into remedial Math or English | D1.12 BSI Subcommittee | D1.12 2018-19 | D1.12 Students are prepared for college level work in a shorter time. |

V. Attachments

- A. Ad Hoc Enrollment Management Plan Sub-Committee Charge**
- B. Enrollment Management Terms Defined**
- C. Proposed Charter and Composition of the Recommended Standing Enrollment Management Committee**
- D. Compiled List of Data Relevant to Enrollment Management Planning**

Attachment A. Ad Hoc Enrollment Management Plan Subcommittee Charge

**Folsom Lake College
Institutional Planning Committee
Enrollment Management Plan Charge**

The Folsom Lake College Institutional Planning Committee (IPC) charges the Enrollment Management Plan Committee, an Ad Hoc Subcommittee of IPC, with the review of the existing Enrollment Management Plan and to recommend a 3 Year Enrollment Management Plan for 2016-2019 by the end of the spring semester 2016.

Ad Hoc Committee Membership should include college wide membership of all four constituent groups, all four college divisions including:

- Academic Senate
- Student Senate
- Classified Senate
- Management Team
- President's Office
- Student Services
- Administrative Services
- Instruction
- Curriculum Committee
- Technology Committee
- Office of Institutional Research
- Counseling
- RCC and EDC (added)
- Matriculation and Student Success (added)
- Co-Chairs: Academic Senate and Office of Institutional Research

The components of the Enrollment Management Plan should include (but not limited to):

- Definition of Enrollment Management
- Current Status of Enrollment
- Environmental Scan and Emerging Trends
- Connection to College Plans and Processes
 - Strategic Plan
 - SEP
 - SSSP
 - DE Plan
 - ADP/AUP
 - Program Review
- Set Target Goals with specific objectives for next 3 years
- Evaluation and Self-Assessment protocols

Attachment B. Enrollment Management Terms Defined

DCH - Daily Student Contact Hour = the number of hours a class meets each day; based on 50-minute hour (each clock hour consists of 50 minutes of instruction and 10 minutes of passing or break time)

WCH - Weekly Contact Hour = Daily Contact Hour (DCH) x the number of days the class meets each week

WSCH - Weekly Student Contact Hour = Weekly Contact Hour (WCH) x Enrollment

Census - a "snapshot" of enrollment at the point when 20% of the class is over; at FLC this is the first Monday of the third week of full semester classes.

Duplicated Enrollment - Total number of class enrollments. A student enrolled in multiple courses increases the count for each of those courses. This is a count of seats filled, not a count of people filling them.

Enrollment - the number of students in the class

Unduplicated Enrollment – Total number of students enrolled. A student enrolled in multiple courses increase the count by one. This is a count of students, not a count of course seats filled.

FTEF – Full Time Equivalent Faculty. It is a standardized method for computing faculty load. 1 FTEF = 15 LHE (lecture hour equivalent). FTEF is computed by dividing the number of LHE by 15: $FTEF = \text{sum of LHE}/15$. Examples 1: A psychology faculty is teaching 5 psychology classes. Each class meets 3 hours per week. $FTEF: 3 \text{ hrs/wk} \times 5 = 15 \text{ LHE}; 15 \text{ LHE}/15 = 1 \text{ FTEF}$. Example 2: A biology faculty is teaching 4 biology classes. Each class meets 3 hours lecture and 2 hours lab per week. $FTEF: 3 \text{ lecture hrs/wk} \times 4 = 12 \text{ LHE}, 2 \text{ lab hrs/wk} \times 4 = 2 \times 0.75 \times 4 = 6 \text{ LHE}, (12 + 6) \text{ LHE} \div 15 = 1.2 \text{ FTEF}$.

FTEs - Full Time Equivalent Students. 1 FTEs = 525 contact hours (one student enrolled in courses for 3 hours a day, 5 days a week, for an academic year of 35 weeks, $3 \times 5 \times 35 = 525$). FTEs is the mechanism used by state to report student attendance for apportionment purpose. Calculations for this measure depend on the course type. There are four types of accounting methods: Weekly census (18-week courses), Daily census (short-term courses), Positive Attendance (Police academy), Alternative

attendance (independent study/work experience/distance education). Each accounting method uses a different formula to calculate FTES. i.e., Positive Attendance courses measure Total Actual Hours of Instruction \div 525. Daily Census Attendance courses (short-term courses) measure Total Contact Hours \div 525. Weekly Census Attendance courses (18-week courses) measure Weekly Student Contact Hours \times 17.5 \div 525.

Persistence – Persistence measures the rate of students who stay in college from term to term. Persistence can be measured from fall term to fall term (across two academic years), or fall term to spring term (within an academic year). For the calculation, the first term includes students enrolled in any course at census, regardless of the final

Productivity - WSCH/FTEF. Also called efficiency, measures how much of a faculty load it takes to generate a given WSCH. A productivity of 525 is considered to represent the financial break-even point for colleges with a 17.5 week semester; for 16 week semesters, productivity should be 565.

Qualitative Research – Qualitative research involves an in-depth understanding of human behavior and the reasons that govern human behavior. Unlike quantitative research, qualitative research relies on reasons behind various aspects of behavior. Simply put, it investigates the why and how of decision making, as compared to what, where, and when of quantitative research. Hence, the need is for smaller but focused samples rather than large random samples, which qualitative research categorizes into pattern as the primary basis for organizing and reporting results. Unlike quantitative research, which relies exclusively on the analysis of numerical or quantifiable data, data for qualitative research comes in many mediums such as focus groups, in-depth interviews, uninterrupted observation, bulletin boards, and ethnographic participation/observation.

Quantitative Research – Quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population in order to determine whether the predictive generalizations of the theory hold true. Data is collected through a variety of ways such as surveys (online, phone, paper) audits, points of purchase (purchase transactions), and click-streams.

Retention – Student stays in the course to the end of the term and receives a grade. The numerator is the number of enrollments with a grade of A, B, C, D, F, P (Cr), NP (NC); the denominator is the number of enrollments at census (receiving any grade). The retention rate is the percent of students retained out of the total enrolled. For example, in a class of 50 students where 5 students withdraw after census, the retention rate is 90%. [Definition established by the RP Group to facilitate ongoing data analysis and comparison to other California community colleges.]

Success - Student successfully completes the course (receives a grade of A, B, C, P (Cr)). The numerator is number of enrollments with a grade of A, B, C, P (Cr); the denominator is the number of enrollments at census (receiving any grade). Note that students dropped prior to census are not included in this calculation. The success rate is the percent of students successful in courses out of the total enrolled. For example, in a class of 50 students where 30 students receive a grade of A, B, C, or P, the success rate is 60%. [Definition established by the RP Group to facilitate ongoing data analysis and comparison to other California community colleges.]

WSCH/FTEF – Weekly Student Contact Hours per Full Time Equivalent Faculty = Total FTES \times 525 \div 17.5 \div FTEF. Also called productivity, this calculation measures the efficiency of the student to faculty contacts. A higher result indicates more students served by fewer faculty hours; a lower result indicates fewer students served. This measure must be considered in relation to the type of class; some courses must meet other requirements that lower the student to faculty measure. For example, course with limited enrollments due to regulations such as nursing clinical classes (limited to 12 students) will have a lower WSCH than a course taught using large group instruction.

Attachment C. Proposed Charter and Composition of the Recommended Standing Enrollment Management Committee

OBJECTIVE

To serve as a collaborative forum to coordinate, to develop, to review, and to make recommendations regarding enrollment management planning.

PURPOSE

1. To assist in the development of an *Enrollment Management Plan*
2. To provide input related to scheduling and enrollment management decisions
3. To assess FLC's scheduling and enrollment planning processes

| |
|--|
| B3.1 eServices enrollment process has improved |
| B3.2 Students are offered recommendations automatically when classes are full |
| B3.3 Continuing students are not required to complete the supplemental form every semester |
| B3.4 The number of students who are dropped for not paying fees has decreased |

- 4.
5. To review the Enrollment Management Plan regularly and to provide recommendations for updating the plan

RESPONSIBILITIES

1. To help coordinate the integration of student services support systems with enrollment management planning
2. To regularly assess for effectiveness and to recommend improvements to existing scheduling and enrollment management planning
3. To analyze data and reports regularly and to make subsequent recommendations related to student outcomes based on scheduling and enrollment processes
4. To recommend, as necessary, new processes to ensure that FLC's enrollment management processes are effective and student success oriented.
5. To help coordinate state and mandated initiatives related to scheduling
6. To oversee and to make recommendations related to any enrollment management funding
7. To provide student services and instruction departments best practices related to planning scheduling and pathways for enrollment management to best support student success
8. To report findings and make recommendations to appropriate college wide groups.
9. Evaluate on-going enrollment trends, activities, and initiatives.
10. Initiate research on scheduling and instruction at the department and division levels as well as within and outside the district.

11. Use high-quality qualitative and quantitative data to inform recommendations.
12. Collaborate with college constituencies to develop, implement, and evaluate enrollment management goals and strategies that align with FLC's Master Plan.
13. Assess, evaluate, and make recommendations for student support strategies to enhance student access, success, persistence, and goal attainment.
14. Report and make recommendations to Curriculum, Instructional Steering Committee and the Institutional Effectiveness Committee.
15. Monitor and evaluate progress toward strategic enrollment planning goals.

MEMBERSHIP

Total number of members is ten (10) and includes representation from the following areas:

- A. Administrators (3) (VPI serves as Administrative Co-Chair)
 1. Vice President of Instruction
 2. Dean of Instruction (preferably Math or English)
 3. Dean of Student Services (1)
 4. Dean of Planning and Research (1)
- B. Faculty (5) (one serves as Faculty Co-Chair)
 1. Counseling (1)
 2. Curriculum Chair (1)
 3. Instruction (2)
 4. Scheduling (1)
- E. Classified (3)
 1. Outreach
 2. Admissions/Evaluations
 3. PISO
 4. (Additional classified personnel as their expertise is required)
- F. Student (1)

Attachment D. Compiled List of Data Relevant to Enrollment Management Planning

Suggest subdividing into categories such as external data, student success data, course/section productivity, SLO attainment, etc.

- Historic FTES generation trends (note: the capability of real time monitoring of WSCH, FTEs and productivity is currently being developed)
- Student Demographics (age, gender, ethnicity, socioeconomic status, etc.)
- External Factors impacting enrollment (community demographics to help understand those community members that do not currently attend our college, District growth targets, feeder high school enrollments and yield rates, SSSP constraints, the prevailing unemployment rate, tuition increases, etc.)
- Data Regarding Current Offerings/past enrollment patterns (including modality, geographic distribution of course offerings and day/evening distribution of course offerings) What specific data is relevant here?
- Data regarding assessment and placement trends and data from ISEPS that indicate students' planned future schedules
- Student Satisfaction (CCSSE Survey and other internal surveys)
- Data related to SLO attainment
- Course Success]
- Course retention
- Other course data - Several datasheets; Jill will go over. Below is one from John.
- Data Resources for Enrollment Management:
 - Class Size Quartiles Report
 - Section Count, Productivity, & FTEs Report
 - Productivity & FTEs by Enrollment
 - Efficiency Measures Report
 - Guidelines for Use Efficiency Measures Report
 - Degrees & Certificates Awarded
 - FLC Factbook
 - Student Demographic Profile, by Campus
 - FLC Key Performance Indicators

- Student Success Scorecard Research Brief
- FLC Environmental Scan
- LRCCD Environmental Scan

- FTEs Projections (college, District): Data generated by District staff pertaining to annual individual college FTEs allocations, the distribution formula, other factors used by the District to determine how much FTEf will be allocated to FLC (example of a worksheet to determine FTEs targets on Google Docs:
<https://docs.google.com/spreadsheets/d/1hPaxQi-rzh1lpBsguHjxFFHjhKNBpMDHdz4R61b92I/edit#gid=1238352269>

Reference 13: College Wide Plans Matrix

Everything You Ever Wanted to Know About Planning at FLC ☆ 🏠

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| A | B | C | D | E |
|----------------------------|--|---|-------------------|---|
| College Wide Plans | Year Last Updated | Who Is responsible? | IE Liaison | What is important for us to know for 2017-18? |
| Accreditation | 2015 | Accreditation Subcommittee | Monica Pactol | Mid Term report writing/vetting is underway. Due in Fall 2018. |
| Basic Skills Plan* | 2015-2016 | Basic Skills Subcommittee | BJ Snowden | Integrated Plan Workgroup is working on this. To be completed Fall 2017. |
| College Master Plan | 2016-2026 | IE Committee | Molly Senecal | College goals are: high quality education, innovation & technology, student engagement and community egagement |
| DE Plan | 2015 | Curriculum Committee | Zack Dowell | DE vision was approved in 2015. DE Subcommittee will work on DE Plan this year. |
| Enrollment Management Plan | Progress on Objectives | Enrollment Management Subcommittee | Carlos Lopez | Guided Pathways: Self Assessment Tool due 12/23. Planned roll out to college community in December. Multi-Year Plan and Meta Major identification S17 Instructional Enrollment Management Goals: In progress. Working on benchmarks and goals for 2018-19 Student Experience Lifecycle: Selection in December. Implementation beginning S17. Roll Out TBD. Course Scheduling Software: Selection in December. Implementation beginning S17. Roll Out TBD. |
| Facilities Master Plan | 2010 | Budget and Facilities Planning Committee | Chris Raines | N/A |
| Health & Safety Plan | 2017-2020 | Safety Committee | Chris Raines | Approved 2016. Expected alignment with training needs of the college, resource allocation based on critical needs (i.e. addresses safety concern) https://docs.google.com/document/d/10AZuM_fcTmgYGvnrzsol2PXsqLflH8Doe8Mei7e4rE4/edit |
| SSSP Plan* | 2015-2016 | Matriculation and Student Success Committee | Tina Royer | SSSP is funding provided from the State to support four Core Service areas: Orientation, Assessment, Counseling & Advisement and Follow Up Services. FLC among other Los Rios colleges have been attempting to align SSSP budgetary timeline with that of the college to ensure we are able to plan in an inclusive manner. We have met our goal to exhaust the current 17-18 allocation on promising programs and activities that are infused in area of the college. SSSP funding is currently providing support to 26 Units, programs and/or activities. The focus for the program will now focus on program and activity assessment to ensure the funds are supporting the goals of the SSSP program. |
| Strategic Plan | 2017-2020 | IE Committee | Molly Senecal | Strategic plan was approved Spring 2017. Linked to annual college goals. |
| Student Equity Plan* | 2015-2017 | Multicultural and Diversity Committee | Molly Senecal | Integrated Plan Workgroup is working on this. To be completed Fall 2017. |
| Technology Plan | 2015 | Technology Committee | Zack Dowell | Canvas rollout. |

* These three plans are in the process of being integrated via the Integratd Planning (Tri-Plan) Workgroup, which is a subcommittee of Matriculation. The final draft is being vetted Fall 2017 and due december 2017.

Long Term Planning Matrix Academic Year Planning Matrix College Wide Plans Matrix



Reference 14: Instructional Program Review Cycle

| Folsom Lake College _Instructional Program Review Cycle_2014-2022 | | | | | | | | | |
|--|--------------------------------------|------------------------|-------------------------|-----------|-----------------------|-----------|-----------|-------------------|----------|
| Rev. 3/8/18 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | |
| Accreditation Cycle (Next Visit = Fall 2022) | <i>Self-Study</i> | <i>Fall 2015 Visit</i> | <i>Follow Up Report</i> | | <i>Midterm Report</i> | | | <i>Self-Study</i> | |
| | Current Year Department Chair | | | | | | | | |
| Area BLIT - Business, Library, Information Technology (Dean - Greg McCormac, Interim and Brian Robinson [Business]) | | | | | | | | | |
| Business* | Candy Smith | PROG REV | ADP | ADP+BR | ADP | ADP+BR | ADP | PROG REV | ADP |
| Computer Science Information* | Caleb Fowler | ADP | PROG REV | ADP | PROG REV | ADP | ADP+BR | ADP | PROG REV |
| Innovation Center | Zack Dowell | PROG REV | ADP | ADP | ADP | ADP | ADP | PROG REV | ADP |
| Learning Skills | Sam Raskin | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP | ADP |
| Library | Lorilee Roundtree | ADP | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP |
| Area LaLi - Language and Literature (Dean - BJ Snowden) | | | | | | | | | |
| English | Tina Royer | ADP | ADP | PROG REV | ADP | ADP | ADP | ADP | ADP |
| English as a Second Language | Bernadette Anayah | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP |
| French | Viviane Ritzi-Marouf | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP | ADP |
| Liberal Studies for Elementary Education | N/A (incorporated in English) | ADP | -- | -- | -- | -- | -- | -- | -- |
| Reading and Writing Centers | N/A (incorporated in English) | ADP | ADP | ADP | -- | -- | -- | -- | -- |

| | | | | | | | | | |
|--|-----------------------------------|-------------|-------------|----------|--------|-------------|-------------|-------------|-------------|
| Sign Language | Michelle Lennert | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP |
| Spanish | Elvia Macias-Perez | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP |
| Area MSE - Math, Science and Engineering (Dean - Greg McCormac, Interim) | | | | | | | | | |
| Chemistry | Max Mahoney / Marjorie Samples | ADP | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP |
| GeoSciences | Jason Pittman | ADP | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP |
| Life Sciences | David Lagala | ADP | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP |
| Mathematics | Joy Fuson | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP |
| Physical Sciences | Daniel Hale | ADP | ADP | PROG REV | ADP | ADP | ADP | ADP | ADP |
| Area CSL - Counseling and Student Life (Dean - Davin Brown) | | | | | | | | | |
| Human Career Development | Juan Flores | ADP | PROG REV | ADP | ADP | ADP | ADP | ADP | PROG REV |
| Area CTE - Career Technical Education (Dean - Vicky Maryatt) | | | | | | | | | |
| Allied Health* | Jason Pedro | PROG REV | ADP | ADP+BR | ADP | ADP+BR | ADP | PROG REV | ADP |
| Business Technology* | Elizabeth Swithenbank | PROG REV | ADP | ADP+BR | ADP | ADP+BR | ADP | PROG REV | ADP |
| Public Safety Education* | Reynando Accooe | PROG REV | ADP | ADP+BR | ADP | ADP+BR | ADP | PROG REV | ADP |
| Work Experience* | Julie Collier | ADP | PROG REV | ADP | ADP+BR | ADP | ADP+BR | ADP | PROG REV |
| Area KHAN - Kinesiology, Health, Athletics and Nutrition (Dean - Matt Wright) | | | | | | | | | |

| | | | | | | | | | |
|---|--------------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| Kinesiology, Health and Athletics | Donny Ribaud/Matt Torrez | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP | ADP |
| Nutrition* | Rose Giordano | ADP | PROG REV | ADP | ADP+BR | ADP | ADP+BR | ADP | PROG REV |
| Area SBSH - Social and Behavioral Sciences and Humanities (Dean - John Alexander, Interim) | | | | | | | | | |
| Anthropology | Wayne Olts | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP |
| Early Childhood Education* | Lisa Daly | PROG REV | ADP | ADP+BR | ADP | ADP+BR | ADP | PROG REV | ADP |
| History | Debbie Moreno | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP | ADP |
| Humanities/Philosophy | Rebecca Deville | ADP | ADP | PROG REV | ADP | ADP | ADP | ADP | ADP |
| Human Services* | Kalinda Jones | PROG REV | ADP | ADP+BR | ADP | ADP+BR | ADP | PROG REV | ADP |
| Political Science | David Reese | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP |
| Psychology | Sean Fannon | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP |
| Sociology | Diane Carlson | ADP | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP |
| Area VPA - Visual Performing Arts (Dean - BJ Snowden) | | | | | | | | | |
| Communication Media/Studies | Paula Haug | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP |
| Dance | Debi Worth | ADP | ADP | PROG REV | ADP | ADP | ADP | ADP | ADP |
| Music* | Philip Angove | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP | ADP |
| Theatre Arts* | Ian Wallace | ADP | ADP | ADP | ADP | ADP | PROG REV | ADP | ADP |

| | | | | | | | | | |
|---|----------------|-----|-----|----------|----------|-----|-----|-----|-----|
| Visual Arts | Eunyoung Hwang | ADP | ADP | PROG REV | ADP | ADP | ADP | ADP | ADP |
| Interdisciplinary Degrees (PRDP Committee) | | | | | | | | | |
| Interdisciplinary Studies: Communication and English | | | | | PROG REV | | | | |
| Interdisciplinary Studies: Math and Science | | | | | TBD | | | | |
| Interdisciplinary Studies: Social and Behavioral Sciences | | | | | TBD | | | | |
| Interdisciplinary Studies: Pre-Law | | | | | TBD | | | | |
| Interdisciplinary Studies: Humanities | | | | | TBD | | | | |
| Interdisciplinary Studies: Women's Studies | | | | | TBD | | | | |
| CSU General Education, Certificate of Achievement | | | | | TBD | | | | |
| IGETC, Certificate of Achievement | | | | | TBD | | | | |
| | | | | | | | | | |
| ** May be subject to change. | | | | | | | | | |
| * CTE Program (conducts BR - biennial review - every two years) | | | | | | | | | |

Reference 15: Draft Outreach & Recruitment Plan, *excerpts from*

III. COMMUNICATION PLAN

In an effort to track student recruitment and aid in accomplishing the goals of the Enrollment Management Plan, Outreach is proposing to create an a communication system for potential students to opt in for more information about their program of interest and the services they need to be successful. Outreach would like to utilize **Survey Monkey and iContact** as platforms to develop a tracking system and communication system to inform our publics about the opportunities that FLC has to offer.

The goals of this project are:

- Create an open system of communication for potential students, one that informs and inspires action.
- Identify and track students that are interested in attending FLC.
- Communicate college expectations, timelines, and program and service information.
- Engage students with on-campus activities that are directly related to their interests.

A. SURVEY MONKEY

FLC – Request for More Information:

Work with the Enrollment Management Team and the Office of Institutional Research to develop a portal, which would appear on the NEW FLC webpage – “Potential Student Interest Survey.”

The data retrieved from this survey has many practical applications.

1. This instrument aims to serve student interests, data can be organized by meta-majors/degree and certificate programs, services needed, and timeline, so that we may begin communicating with potential students based on the information received.
2. Survey Monkey is used as a tracking tool to capture yield during Outreach activities and events. Students would have the ability to indicate that they were participating in a particular workshop, presentation, or other type of community event. Yield from those activities is documented and follow up communication sent.

3. RSVP's for activities and events can be garnered by utilizing the survey monkey tool so that we have a record of participation. Follow up information can be provided after each activity and event.
4. An Enrollment Management Dashboard can be created by downloading the information received from the survey, in turn we can measure the effectiveness of marketing campaigns to targeted audiences to track yield.

Timeline 2018-2019:

- June/July:** Work with OIR and PISO to develop online survey using Survey Monkey to create portal to launch in the Fall 2018. Work with PISO on language and custom design of survey instrument. (Vet instrument with leadership groups for feedback)
- June:** Work with Steps to Success workgroup and Career Education to create yearlong communication strategies/timeline for pertinent information to be sent to students. (Involve faculty and staff as needed to develop language for programs and services.)
- July:** Work with the Guided Pathways Group and Meta-majors to further organization of information related to degrees and certificates.
- July:** Test survey with groups of students, faculty and staff to fine tune responses and receive feedback.
- August:** Prepare to launch survey on FLC website.
- September:** Go live with survey instrument.
- Yearlong:** Create messaging, activities, etc.
- Ongoing:** Continual Improvement.

Sustainability:

Not knowing what type of yield will be produced from this type of tool, we will want to think about the workload that follows. It may be valuable to plan for student interns or student help to receive training on messaging students, organizing information, creating templates that are age appropriate, and be involved with activities and events both on and off campus.

B. iCONTACT

Targeted communication is currently being sent to our prospective students/parents and high school partners using email. We would like to use iContact in the future for the following reasons, professional appearance for communication, unsubscribe features, high volume sending, tracking and analytics.

High School Student/Parent Communication

Spotlight Night - Invitation to Attend (Sophomores/Juniors/ Seniors) RSVP

FAFSA Night – Invitation to Attend (Graduating Seniors) RSVP

College Information Nights – Invitation to Attend (Juniors and Seniors) RSVP

Plan Ahead – Steps to Success (Graduating Seniors)

View book Mailing – Get Involved with FLC (Sophomores and Juniors) every other year.

FLC Students Communication:

Registration – Applied but not Registered Campaign

High School Partner Communication:

Below is an example of our communication timeline and topics:

Outreach in partnership with Career Education provides written communication on the following topics to High School Principals, Assistant Principals, Counselors, Career Center Specialists, and Workability Coordinators. Using iContact we would be able to craft monthly newsletters, similar to the In Touch Bulletin.

- August:** Welcome Back (Important Dates and Details) - Spotlight Night Marketing, Application for Mid Term grads, CTE focus.
- September:** Activities and Events - Spotlight Night RSVP and detailed information, FAFSA Night Information, High School Counseling Conference.
- October:** Financial Aid Night RSVP, Counseling Conference RSVP – student processes regarding midterm graduate, assessment, orientation and APS information.
- November:** Class Schedule posted, Advanced Education Timeline for spring, Mid Term graduate processes, CTE Pathways, promote in-person orientation.
- December:** Course registration procedures, Plan Ahead Mailing information and preview, advanced education updates and procedures.

- January:** Plan Ahead for SU/FA 2018, Assessment dates for specific high schools, Steps to Success, CTE Updates, and final registration procedures for spring.
- February:** Application available, Steps to Success, Priority Registration Timeline, Saturday Steps to Success Dates, Scholarships, AB19, AB705.
- March:** Priority Registration for new students, Class schedule, Navigating Assessment Placements, AP Test Scores and waiving pre-requisites through the Clearance form process, CTE Focus.
- April:** Class Registration procedures, Class schedule, Summer Bridge Information, FYE Information, Registration Workshops, HS Liaison Luncheon
- May:** Registration for new and Advanced Education, program and service updates, Summer/Fall start times, end of year.

Student Satisfaction with Support Services Survey

Summary Report: Spring 2017

Survey Design

Folsom Lake College surveyed students to solicit feedback regarding their satisfaction with support services. The survey was administered online through the Office of Institutional Research via SurveyMonkey. The survey link was emailed to all current FLC students (8,639), followed by two reminder emails. A lottery with two \$50 gift cards was used to encourage student participation.

- Dates Administered: April 7, 2017 – April 28, 2017
- Total Survey Responses: 1,011

Overview

This report provides a summary of the satisfaction survey questions and responses. Given that the survey design did not include a random sampling of survey participants, it is not appropriate to generalize the survey results to the entire FLC student population. However, the demographic features of the students who participated in the survey were generally representative of the overall student population demographics and so we feel confident that information gathered through this survey well represents the opinions and experiences of FLC students (see page 11 for demographic data).

Support Services – Identified Strengths:

Students reported a high level of awareness (80% or higher) for the majority of the support services offered at Folsom Lake College. The vast majority of students who used support services (85% or higher) reported being very or somewhat satisfied with the service they received. Many students (41%) reported that the services offered by FLC were a significant support in the achievement of their academic goals. The top services supporting student success were Counseling, Tutoring, EOPS/CARE, DSPS and Financial Aid. The majority of students (72%) reported that they have not experienced any significant barriers to achieving their academic goals. Career & Transfer Center services were used by 55% of students, and the majority of those students (78% of higher) reported that those services were helpful in meeting their career and transfer outcomes.

Support Services – Areas to Address:

A substantial number of students (28%) reported that they had experienced significant barriers to achieving their academic goals. The most frequently mentioned barrier was course scheduling, including the frequency of course offerings, times and location of course offerings, the need to commute to other campuses to access needed courses, and wait lists. Other significant barriers included personal financial hardship and difficulties accessing financial aid, disability/health/mental health issues, inaccurate or inconsistent information from academic counselors, and other life responsibilities (family, personal & work).

Awareness of Support Services

Students were asked if they were aware of 28 different support services offered at FLC. The majority of students reported a high level of awareness for most support services (21 out of 28 support services had an 80% or higher level of awareness). Services with the highest level of awareness were Counseling, Bookstore, Assessment, Admissions & Records, Library, and Computer Labs. Support services with lower levels of awareness were primarily services targeting specific sub-populations of students.

Table 1. Awareness of Support Services

| | # of Respondents | Aware of Support Service | Don't know what this service is / Didn't know FLC offered this service |
|--|------------------|--------------------------|--|
| Admissions & Records | 992 | 98.9% | 1.1% |
| Assessment | 995 | 98.9% | 1.1% |
| Bookstore | 998 | 99.5% | 0.5% |
| CARE – Coop Agencies Resources for Education | 995 | 54.8% | 45.2% |
| CalWORKS | 989 | 81.7% | 18.3% |
| Career & Transfer Services | 1003 | 96.3% | 3.7% |
| College Police | 1005 | 98.0% | 2.0% |
| Computer Labs | 1004 | 98.5% | 1.5% |
| Counseling, Academic | 1005 | 99.6% | 0.4% |
| DSPS – Disabled Students Programs & Services | 1003 | 91.3% | 8.7% |
| “Early Alert” Program | 1003 | 61.4% | 38.6% |
| EDC Reading or FLC Reading, Writing, Math Centers | 1005 | 91.9% | 8.1% |
| EOPS – Extended Opportunities Programs & Services | 1003 | 81.6% | 18.4% |
| Falcon’s Roost Cafeteria | 1005 | 95.2% | 4.8% |
| Financial Aid | 1008 | 98.3% | 1.7% |
| First Year Experience | 967 | 89.1% | 10.9% |
| FLC Workshops at your High School | 962 | 60.8% | 39.2% |
| Group Counseling Academic Planning Session | 966 | 73.4% | 26.6% |
| Health & Wellness Services | 964 | 80.9% | 19.1% |
| Library | 966 | 98.8% | 1.2% |
| In-Person Orientation for New Students | 961 | 84.4% | 15.6% |
| Online Orientation for New Students | 962 | 93.7% | 6.3% |
| PASS – Program for Academic & Student Success | 965 | 56.6% | 43.4% |
| SOAR Central | 961 | 45.0% | 55.0% |
| Student Life (clubs, activities, student representation) | 965 | 89.9% | 10.1% |
| Summer Bridge | 964 | 53.0% | 47.0% |
| Tutoring | 965 | 97.3% | 2.7% |
| Veterans Resource Center | 960 | 81.7% | 18.3% |
| Welcome & Student Success Center | 964 | 89.1% | 10.9% |

Satisfaction with Support Services

Students who used specific support services were asked how satisfied they were with the service. The vast majority (85% or higher) of students reported feeling somewhat or very satisfied with the support services they received. The support services with the highest levels of satisfaction were the Library, Admissions & Records, Welcome & Student Success Center, Summer Bridge, and First Year Experience. The support services with the lowest level of satisfaction were Financial Aid, Student Life, Falcon’s Roost Cafeteria, and the Bookstore.

Table 2. Satisfaction with Support Services

| | # of Respondents | Very Satisfied | Somewhat Satisfied | Not Satisfied |
|--|------------------|----------------|--------------------|---------------|
| Admissions & Records | 885 | 63.8% | 34.2% | 1.9% |
| Assessment | 857 | 52.4% | 39.3% | 8.3% |
| Bookstore | 913 | 53.9% | 36.0% | 10.1% |
| CARE – Coop Agencies Resources for Education | 253 | 64.8% | 30.0% | 5.1% |
| CalWORKS | 261 | 66.3% | 26.1% | 7.7% |
| Career & Transfer Services | 653 | 58.0% | 32.0% | 10.0% |
| College Police | 690 | 60.9% | 31.9% | 7.2% |
| Computer Labs | 781 | 70.0% | 26.4% | 3.6% |
| Counseling, Academic | 881 | 56.5% | 35.4% | 8.1% |
| DSPS – Disabled Students Programs & Services | 303 | 71.6% | 22.8% | 5.6% |
| “Early Alert” Program | 310 | 66.5% | 29.4% | 4.2% |
| EDC Reading or FLC Reading, Writing, Math Centers | 546 | 68.7% | 27.5% | 3.8% |
| EOPS – Extended Opportunities Programs & Services | 309 | 72.5% | 22.7% | 4.9% |
| Falcon’s Roost Cafeteria | 702 | 51.6% | 37.0% | 11.4% |
| Financial Aid | 705 | 57.3% | 27.8% | 14.9% |
| First Year Experience | 727 | 62.3% | 34.5% | 3.2% |
| FLC Workshops at your High School | 268 | 56.3% | 34.0% | 9.7% |
| Group Counseling Academic Planning Session | 410 | 49.5% | 41.7% | 8.8% |
| Health & Wellness Services | 294 | 66.3% | 28.6% | 5.1% |
| Library | 829 | 74.2% | 24.4% | 1.4% |
| In-Person Orientation for New Students | 471 | 62.6% | 31.4% | 5.9% |
| Online Orientation for New Students | 761 | 56.1% | 36.9% | 7.0% |
| PASS – Program for Academic & Student Success | 222 | 64.4% | 30.2% | 5.4% |
| SOAR Central | 154 | 71.4% | 24.7% | 3.9% |
| Student Life (clubs, activities, student representation) | 421 | 49.4% | 39.0% | 11.6% |
| Summer Bridge | 193 | 65.8% | 31.1% | 3.1% |
| Tutoring | 476 | 60.3% | 31.1% | 8.6% |
| Veterans Resource Center | 174 | 66.7% | 24.7% | 8.6% |
| Welcome & Student Success Center | 552 | 68.8% | 28.4% | 2.7% |

Use of Support Services

The percentage of students using specific support services varied widely. The support services used by the highest percentage of students were the Bookstore, Admissions & Records, Counseling, Assessment, and the Library. Support services with the lowest student usage rates were SOAR Central, Veterans Resource Center, Summer Bridge, and PASS.

Table 3. Use of Support Services

| | # of Students Who Used Support Service | Percentage of all Survey Participants (N = 1,011) |
|--|--|---|
| Admissions & Records | 885 | 87.5% |
| Assessment | 857 | 84.8% |
| Bookstore | 913 | 90.3% |
| CARE – Coop Agencies Resources for Education | 253 | 25.0% |
| CalWORKS | 261 | 25.8% |
| Career & Transfer Services | 653 | 64.6% |
| College Police | 690 | 68.2% |
| Computer Labs | 781 | 77.3% |
| Counseling, Academic | 881 | 87.1% |
| DSPS – Disabled Students Programs & Services | 303 | 30.0% |
| “Early Alert” Program | 310 | 30.7% |
| EDC Reading or FLC Reading, Writing, Math Centers | 546 | 54.0% |
| EOPS – Extended Opportunities Programs & Services | 309 | 30.6% |
| Falcon’s Roost Cafeteria | 702 | 69.4% |
| Financial Aid | 705 | 69.7% |
| First Year Experience | 727 | 71.9% |
| FLC Workshops at your High School | 268 | 26.5% |
| Group Counseling Academic Planning Session | 410 | 40.6% |
| Health & Wellness Services | 294 | 29.1% |
| Library | 829 | 82.0% |
| In-Person Orientation for New Students | 471 | 46.6% |
| Online Orientation for New Students | 761 | 75.3% |
| PASS – Program for Academic & Student Success | 222 | 22.0% |
| SOAR Central | 154 | 15.2% |
| Student Life (clubs, activities, student representation) | 421 | 41.6% |
| Summer Bridge | 193 | 19.1% |
| Tutoring | 476 | 47.1% |
| Veterans Resource Center | 174 | 17.2% |
| Welcome & Student Success Center | 552 | 54.6% |

Services Supporting Student Success

Students were asked if there were any services and supports offered by the college that were a significant support in the achievement of their academic goals. Many students (41%) reported that there were college services and supports that significantly supported their academic achievement.

Table 4: Significant Services and Supports

| | # of Respondents (n= 962) | % of Respondents |
|-----|------------------------------|---------------------|
| Yes | 393 | 40.9% |
| No | 569 | 59.1% |

Students identified the services and supports that contributed to their success. Table 5 outlines the top services and supports that students identified as contributing to their success (note that many students provided multiple answers; the first three responses per student were included in analysis). The most frequently cited support service were Counseling, Tutoring, EOPS/CARE, DSPS, and Financial Aid.

- *The counseling department has been an integral part of my success at Folsom Lake College... gave me confidence in my education plan and helped me finish my degree within 2 years of graduating high school.*
- *After receiving assistance with my FAFSA on campus, the individual helping me took me to the EOPS/CARE department and I am so appreciative to his help and the EOPS/CARE program.*
- *CalWORKS has been one of the best programs supporting me in my academic success. Everyone that I've worked with in the program has been incredibly knowledgeable and kind. I've always experienced a feeling of being a top priority even during the busiest times for them during the semester.*
- *DSPS in particular because of their helpful advice regarding how best to communicate with my professors about my needs as a student with disabilities.*
- *Folsom Lake has already more than exceeded my hopes and expectations... there is always positive vibes, inspiring atmosphere, and helpful staff. I am thoroughly impressed and grateful.*
- *Library staff, particularly at the Research Desk, are extremely helpful, and are very good at pointing students in the right direction.*
- *The reading and writing center have been phenomenal... in every way possible. I was supported to achieve success from the very first day I joined the program.*

Table 5: Top Services Supporting Student Success

| | # of Respondents (n=391) |
|--------------------------------|-----------------------------|
| Counseling / Academic Advising | 113 |
| Tutoring Services | 58 |
| EOPS/CARE | 49 |
| DSPS | 41 |
| Financial Aid | 33 |
| Reading & Writing Center | 33 |
| Library | 26 |
| Career & Transfer Center | 13 |

Barriers to Student Success

Students were asked if they had experienced any significant barriers to achieving their academic goals. The majority of students (72%) reported that they have not experienced any significant barriers to achieving their academic goals.

Table 6: Experienced Barriers to Student Success

| | # of Respondents (n= 962) | % of Respondents |
|-----|------------------------------|---------------------|
| Yes | 268 | 27.9% |
| No | 694 | 72.1% |

Those students who did experience barriers to success were asked to describe the types of barriers they experienced. The most frequently mentioned barrier was course scheduling, including the frequency of course offerings, times and location of course offerings, the need to commute to other campuses to access needed courses, and wait lists. Other significant barriers included personal financial hardship and difficulties accessing financial aid, disability/health/mental health issues, inaccurate or inconsistent information from academic counselors, and other life responsibilities (family, personal & work).

- *It is difficult to get the classes necessary to stay on path with graduating. I have also gotten contradicting advice from counselors that has added to some of my setbacks.*
- *There aren't a lot of online courses offered for the working professional.*
- *I have had a great amount of trouble with acquiring my financial aid this past year, and I had to drop out of most of my classes due to the expense of them.*
- *I experience chronic insomnia and severe migraines. After several days without sleep and while in debilitating pain, I often must decide whether it is safe for me to drive to school and be active during that day.*
- *Inconsistent work schedules have interfered with my ability to finish semesters in the past. I also was involved in a severe motor vehicle accident that disabled me mid semester, hindering my ability to continue my classes.*
- *I have had negative experiences with transphobic and homophobic professors where I feel they are teaching wrong information and I have had to drop classes due to feeling unsafe and uncomfortable.*

Table 7: Top Barriers to Success

| | # of Respondents (n=236) |
|---|-----------------------------|
| Course scheduling / Course availability | 45 |
| Financial hardship / Issues accessing Financial Aid | 42 |
| Disability / Health / Mental Health issues | 27 |
| Inaccurate / Inconsistent academic counseling | 26 |
| Interactions with faculty | 18 |
| Work responsibilities | 14 |
| Family / Personal responsibilities | 12 |

Students who reported experiencing barriers to success were asked what they think the college could have done to better support them in addressing those barriers. The most frequently mentioned suggestion to address barriers was to increase course availability: more sections, more online courses, more hybrid courses, more evening courses, change the dates/times that courses have been offered historically, and add weekend courses. Students recommended that the college improve communications in areas like financial aid requirements, transfer requirements, and marketing the wide variety of support services available. Students recommended that academic counselors receive more training to improve the consistency of information they give students and that faculty receive more training and evaluation to improve the quality of their teaching. Many students commented on the need for improved customer service: more empathy and compassion when addressing student needs and concerns, more patience in explaining regulations/requirements, and more flexibility in addressing student needs. Several students indicated that there was nothing the college could have done to address the barriers they experienced, as they were personal in nature.

- *I believe the college could advertise for some of these services they provide because I didn't know that a lot of these things were offered.*
- *College guidance counseling that CARE and have resources to point students in right direction to help them decide major and potential career options in that field. Even if they don't KNOW from experience (how could they know everything!?), they could at least advise a website, test, group meeting, etc.*
- *Some kind of structured but limited absence forgiveness would be a godsend. I have been advised by a counselor at DSPS that this is currently up to the discretion of the instructor, and while that may be sufficient for when you get the flu, it is often insufficient or unreliable for chronic debilitating medical issues.*
- *The Financial Aid Department could have initially outlined all of the information needed, and provided accurate time frames for the process to be completed.*
- *Teachers should be evaluated by students and faculty to make sure that they are providing a well balanced curriculum. I have had to drop various classes because the teachers were lethargic in their attitude and class presence. They are supposed to set the tone not the other way around. There are teachers who actually make simple subjects more complicated and are vague about assignments.*
- *I would like to see more online classes available to students who have full time jobs which prevent them from attending classes.*
- *I feel like there should be more organization, and a focus to help the students succeed, instead of treating this as an "everyday job". I understand it is a job, for some, but at least show some emotion that you want to be there for the students instead of a paycheck. Also, more advertising of services provided.*

Table 8: Suggestions to Address Barriers to Success

| | # of Respondents (n=216) |
|---|-----------------------------|
| Increase course availability | 38 |
| Training for academic counselors -- Improve consistency | 19 |
| Increase financial aid access/availability | 16 |
| Improve communication | 14 |
| Training & evaluation of faculty -- Improve quality of teaching | 13 |
| More empathy/compassion -- Improve customer service | 12 |

Importance of Support Services

Students who used specific support services were asked how important the service was to their success at FLC. The vast majority (78% or higher) of students reported that the services they used were somewhat or very important to their success. The support services identified as most important to success were Financial Aid, Counseling, DSPS, Library, EOPS, and Tutoring. The support services least important to success were CARE, CalWORKS, SOAR Central, and the Falcon’s Roost Cafeteria.

Table 9. Importance of Support Services

| | # of Respondents | Very Important | Somewhat Important | Not Very Important | Not At All Important |
|--|------------------|----------------|--------------------|--------------------|----------------------|
| Admissions & Records | 826 | 64.8% | 28.9% | 5.1% | 1.2% |
| Assessment | 806 | 60.2% | 29.5% | 7.9% | 2.4% |
| Bookstore | 860 | 54.5% | 31.9% | 9.9% | 3.7% |
| CARE – Coop Agencies Resources for Education | 249 | 52.2% | 28.1% | 8.8% | 10.8% |
| CalWORKS | 278 | 57.9% | 27.0% | 5.8% | 9.4% |
| Career & Transfer Services | 668 | 68.6% | 24.9% | 3.7% | 2.8% |
| College Police | 635 | 62.4% | 23.0% | 8.0% | 6.6% |
| Computer Labs | 776 | 68.7% | 23.7% | 5.3% | 2.3% |
| Counseling, Academic | 829 | 76.6% | 18.7% | 3.1% | 1.6% |
| DSPS – Disabled Students Programs & Services | 350 | 75.7% | 14.3% | 3.4% | 6.6% |
| “Early Alert” Program | 314 | 53.2% | 29.9% | 9.9% | 7.0% |
| EDC Reading or FLC Reading, Writing, Math Centers | 553 | 67.5% | 23.3% | 5.8% | 3.4% |
| EOPS – Extended Opportunities Programs & Services | 319 | 73.0% | 16.3% | 5.6% | 5.0% |
| Falcon’s Roost Cafeteria | 683 | 44.9% | 35.3% | 11.7% | 8.1% |
| Financial Aid | 695 | 83.6% | 11.9% | 2.4% | 2.0% |
| First Year Experience | 619 | 65.6% | 23.9% | 6.8% | 3.7% |
| FLC Workshops at your High School | 348 | 48.3% | 29.6% | 14.1% | 8.0% |
| Group Counseling Academic Planning Session | 460 | 49.3% | 32.8% | 11.3% | 6.5% |
| Health & Wellness Services | 382 | 59.2% | 27.2% | 8.4% | 5.2% |
| Library | 798 | 74.2% | 21.8% | 3.3% | 0.8% |
| In-Person Orientation for New Students | 503 | 53.1% | 29.8% | 11.3% | 5.8% |
| Online Orientation for New Students | 714 | 43.4% | 34.5% | 15.0% | 7.1% |
| PASS – Program for Academic & Student Success | 251 | 61.0% | 24.7% | 8.4% | 6.0% |
| SOAR Central | 192 | 55.2% | 25.5% | 10.9% | 8.3% |
| Student Life (clubs, activities, student representation) | 470 | 44.5% | 35.7% | 12.6% | 7.2% |
| Summer Bridge | 227 | 52.4% | 31.3% | 8.8% | 7.5% |
| Tutoring | 555 | 72.4% | 20.9% | 4.3% | 2.3% |
| Veterans Resource Center | 231 | 62.3% | 23.4% | 7.8% | 6.5% |
| Welcome & Student Success Center | 558 | 60.4% | 30.3% | 6.3% | 3.0% |

Career & Transfer Center Services

Students were asked about their use of Career & Transfer Center Services. Fifty-five percent of students reported using one or more of the center services. The most commonly used service was Transfer Counseling. Students were most likely to have heard about the Career & Transfer Center Services from academic counselors and other faculty, friends, the college website, and posters or flyers.

Table 10: Use of Career & Transfer Center Services

| | # of Respondents using Services (n=483) | % of all survey respondents using Services |
|--------------------------|---|--|
| Career Encounter Program | 34 | 3.4% |
| Career Counseling | 281 | 27.8% |
| Transfer Counseling | 363 | 35.9% |

Those students who used Career & Transfer Center Services were asked how helpful those services were in a number of different areas. The vast majority (78% or higher) of students reported that the services they used were somewhat or very helpful in meeting their career and transfer outcomes. The services identified as most helpful were identifying steps required to transfer and identifying a college major.

Table 11. Helpfulness of Career & Transfer Center Services

| | # of Respondents | Very Helpful | Somewhat Helpful | Not Very Helpful | Not Helpful At All |
|---|------------------|--------------|------------------|------------------|--------------------|
| Identifying occupational interests | 336 | 45.8% | 41.4% | 8.0% | 4.8% |
| Identifying a college major | 354 | 49.7% | 37.6% | 9.0% | 3.7% |
| Matching my values & interests with potential careers | 335 | 46.6% | 34.3% | 14.0% | 5.1% |
| Identifying steps required to transfer | 401 | 60.1% | 29.4% | 7.5% | 3.0% |
| Connecting me with other student support services | 335 | 41.2% | 37.0% | 12.2% | 9.6% |

Students were asked to provide feedback to the Career & Transfer Center staff. The majority of the feedback was positive, with students reporting high levels of satisfaction with the services received. Some students reported problems with being able to schedule an appointment and some expressed frustration with counselors who were not able to answer their specific questions about transfer and/or program requirements.

- *Planning out my future classes and how to achieve my goals for transferring was very useful. Being a first year college student, I didn't know what the next classes I should take besides the obvious next level writing and math. I didn't know a lot of the classes and programs that were offered.*
- *The workshops are a great resource but maybe not enough students know about them.*
- *It might be helpful to offer a seminar on what programs and resources are offered to get more specific details than just a list.*
- *They seem to always welcome people in. Their support is outstanding, I only wish that they weren't tucked in a corner - more people should be able to find them.*

Financial Literacy Workshop Topics

The Financial Aid Department is planning workshops focused on building financial literacy skills and they asked students about their interest in different workshop topics. Students reported a high level of interest in all the workshop topics, with an average of 83% of students being very or somewhat interested in all the topics. The subjects which highest levels interest were building a strong credit history, investing, and budgeting.

Table 12. Financial Literacy Workshops

| | # of Respondents | Very Interested | Somewhat Interested | Not Very Interested | Not Interested At All |
|---|------------------|-----------------|---------------------|---------------------|-----------------------|
| Budgeting | 655 | 53.1% | 33.1% | 8.1% | 5.6% |
| Balancing a checkbook | 613 | 41.6% | 29.5% | 17.6% | 11.3% |
| Building a strong credit history | 667 | 61.2% | 26.8% | 8.2% | 3.7% |
| Personal identity & credit safety/fraud | 668 | 49.9% | 31.9% | 12.6% | 5.7% |
| Building a savings account | 623 | 56.2% | 27.4% | 12.0% | 4.3% |
| Managing credit cards | 651 | 54.7% | 28.9% | 10.8% | 5.7% |
| Pros & cons of student loans | 668 | 57.5% | 25.6% | 10.3% | 6.6% |
| Investing | 693 | 57.3% | 29.1% | 8.8% | 4.8% |
| Planning for retirement | 687 | 57.6% | 27.1% | 10.8% | 4.5% |

Support for Learners

One of the primary goals of FLC's student support services is to help students feel connected to and engaged with the college. The Community College Survey of Student Engagement (CCSSE) has developed five national benchmarks to measure student engagement. The "Support for Learners" benchmark finds that students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

Table 13: Support for Learners

| | Student Satisfaction Survey 2017 | National CCSSE Mean 2016 | FLC CCSSE Mean 2016 | FLC CCSSE Mean 2014 |
|---|----------------------------------|--------------------------|---------------------|---------------------|
| How much does this college emphasize each of the following? 1= Very little, 2= Some, 3= Quite a bit, 4= Very much | | | | |
| Providing the support you need to help you succeed at this college. | 3.26 | 3.06 | 3.06 | 2.93 |
| Encouraging contact among students from different economic, social, and racial or ethnic backgrounds. | 2.82 | 2.63 | 2.65 | 2.43 |
| Helping you cope with your non-academic responsibilities (work, family, etc.) | 2.37 | 2.05 | 1.86 | 1.81 |
| Providing the support you need to thrive socially. | 2.51 | 2.26 | 2.09 | 2.06 |
| Providing the financial support you need to afford your education. | 2.93 | 2.58 | 2.37 | 2.43 |
| How often do you use the following services at this college? 1= Rarely/Never, 2= Sometimes, 3= Often | | | | |
| Academic advising/planning | 2.03 | 1.84 | 1.78 | 1.77 |
| Career counseling | 1.67 | 1.46 | 1.51 | 1.49 |

The CCSSE “Support for Learners” benchmark questions were asked in this survey (see Table 13). In comparing this survey data against the CCSSE 2016 national means and FLC 2016 and 2014 means shows increased levels of student engagement across every area. The greatest increases were in financial support and support needed to thrive socially.

Demographics

Students were asked a series of demographic questions. When compared to the college-wide demographics for the entire FLC student body for the spring 2017 term, those participating in the survey were fairly representative of the larger group. Survey respondents were much more likely to be female (68% vs. 54%), proportionally similar in their ethnic/racial identity, somewhat more likely to be younger than college-wide averages, and significantly more likely to be taking 12 units or more (49% vs. 36%).

Table 14: Gender

| | # of Respondents (n=820) | % of Respondents | College-Wide Comparison Data |
|-------------|--------------------------|------------------|------------------------------|
| Female | 555 | 67.7% | 54.3% |
| Male | 250 | 30.5% | 43.2% |
| Transgender | 4 | 0.5% | <i>Option Not Available</i> |
| Other | 11 | 1.3% | 2.5% |

Table 15: Ethnic/Racial Identity

| | # of Respondents (n=810) | % of Respondents | College-Wide Comparison Data |
|--------------------------------|--------------------------|------------------|------------------------------|
| African American | 24 | 3.0% | 3.9% |
| American Indian/ Alaska Native | 13 | 1.6% | 0.7% |
| Asian | 101 | 12.5% | 8.9% |
| Filipino | 19 | 2.3% | 1.7% |
| Hispanic/Latino | 85 | 10.5% | 18.7% |
| Multi-Ethnic | 38 | 4.7% | 6.2% |
| Pacific Islander | 6 | 0.7% | 0.5% |
| White (non-Hispanic) | 484 | 59.8% | 57.5% |
| Other / Unknown | 40 | 4.9% | 1.7% |

Table 16: Age

| | # of Respondents (n= 789) | % of Respondents | College-Wide Comparison Data |
|------------|---------------------------|------------------|------------------------------|
| 19 or less | 222 | 28.1% | 22.7% |
| 20-24 | 256 | 32.4% | 38.2% |
| 25-29 | 102 | 12.9% | 14.2% |
| 30-39 | 101 | 12.8% | 12.4% |
| 40-49 | 65 | 8.2% | 6.9% |
| 50-59 | 33 | 4.2% | 3.9% |
| 60+ | 10 | 1.3% | 1.7% |

Table 17: Units Enrolled

| | # of Respondents (n= 771) | % of Respondents | College-Wide Comparison Data |
|-------------------|---------------------------|------------------|------------------------------|
| Less than 6 units | 106 | 13.7% | 23.7% |
| 6 to 11.99 units | 290 | 37.6% | 40.4% |
| 12 or more units | 381 | 49.4% | 36.0% |

There were some demographic questions asked in the survey that were worded differently than college-wide variables, making a direct comparison to college-wide data less clear but likely still valuable. In the survey, students were asked if they self-identify as being first generation, a foster youth, a person with a disability, or a veteran. Significantly more survey respondents self-identified as foster youth (+1.4%), first generation (+2.3%) and as a person with a disability (+4.4%). Survey respondents were somewhat more likely to have a primary educational goal of earning a degree and then transferring (77% vs. 70%).

Table 18: Self-Identify as Special Population

| | # of Respondents (n= 796) | % of Respondents | College-Wide Comparison Data |
|---------------------------------------|---------------------------|------------------|------------------------------|
| First Generation ¹ | 197 | 24.7% | 22.4% |
| Foster Youth ² | 12 | 1.5% | 0.1% |
| Person with a Disability ³ | 81 | 10.2% | 5.8% |
| Veteran ⁴ | 23 | 2.9% | 2.4% |

Table 19: Primary Educational Goal

| | # of Respondents (n=764) | % of Respondents | College-Wide Comparison Data |
|--|--------------------------|------------------|------------------------------|
| Earn an AA or AS Degree and then transfer | 588 | 77.0% | 69.9% |
| Earn an AA or AS without transfer | 95 | 12.4% | 13.2% |
| Earn a Certificate | 25 | 3.3% | 3.7% |
| Developmental Education Classes (Basic Skills) | 7 | 1.0% | 1.0% |
| Maintain a license | 4 | 0.5% | 0.4% |
| Personal Development | 19 | 2.5% | n/a |
| Improve/add job skills | 26 | 3.4% | 2.1% |

¹ **First Generation:** Defined in this survey as first person in immediate family to attend college. Defined in college-wide data as calculation of highest level of education achieved by each parent -- if neither parent has at least "some college", then the student is considered to be first generation.

² **Foster Youth:** Defined in this survey as self-identifies as foster youth or former foster youth. Defined in college-wide data as assessed and made eligible for foster youth services.

³ **Person with Disability:** Defined in the survey as self-identifies as a person with a disability. Defined in college-wide data as assessed and made eligible for DSPS services.

⁴ **Veteran:** Defined in this survey as self-identifies as veteran. Defined in college-wide data as assessed and made eligible for veterans services.

The remaining demographic survey questions do not directly correlate to existing college-wide data, so there is no comparison data available. Student were asked at what campus they take most of their classes. The majority of students take most of their classes at FLC Main (62%), followed by RCC (17%), and EDC (14%). Seven percent of students reported taking most of their classes at other LRCCCD colleges or online. Students were asked when they take the majority of courses. Students reported that they are mostly likely to take their courses during the day (65%). The majority of survey respondents (74%) were in the first or second year of enrollment at FLC.

Table 20: Primary Campus

| | # of Respondents (n=804) | % of Respondents |
|----------------------------|-----------------------------|---------------------|
| EDC: El Dorado Center | 110 | 13.7% |
| FLC: Main Campus- Folsom | 501 | 62.3% |
| RCC: Rancho Cordova Center | 134 | 16.7% |
| Other | 59 | 7.3% |

Table 21: Primary Schedule

| | # of Respondents (n=804) | % of Respondents |
|-----------------|-----------------------------|---------------------|
| Day Classes | 520 | 64.8% |
| Evening Classes | 165 | 20.6% |
| Online Classes | 117 | 14.6% |

Table 22: Length of Time at FLC

| | # of Respondents (n=804) | % of Respondents |
|------------------------------|-----------------------------|---------------------|
| This is my first semester | 165 | 20.5% |
| This is my second semester | 216 | 26.9% |
| 2 nd year | 212 | 26.4% |
| 3 rd year | 113 | 14.0% |
| 4 th year or more | 98 | 12.2% |

Student were asked what sources of income they use to pay for their tuition and living expenses (see Table 23). The primary sources of income used were personal savings (62%), the BOG Waiver (61%), and parent/spouse/significant other’s income or savings (58%). Students were least likely to use employer contributions, federal student loans, or other grants or scholarships.

They survey asked students a series of questions related to their financial stability (see Table 24). Fifty-four percent of students report that they somewhat or strongly agree with the statement “I have enough money to manage my monthly expenses”. Financial obstacles limit participation in college activities for 55% of students. Work responsibilities interfere with college/academic responsibilities for 56% of students. Thirty-nine percent of students have considered dropping out of college for financial reasons.

Table 23: Sources Used to Pay Tuition & Living Expenses

| | # of Respondents | Major Source | Minor Source | Not a Source |
|---|------------------|--------------|--------------|--------------|
| My own savings | 783 | 31.0% | 30.5% | 38.4% |
| My own income from a part-time job | 784 | 33.8% | 21.9% | 44.3% |
| My own income from a full-time job (or multiple part-time jobs) | 767 | 27.5% | 11.0% | 61.5% |
| Parent or spouse / Significant other's income/savings | 794 | 40.9% | 17.0% | 42.1% |
| Employer contributions | 770 | 4.0% | 4.5% | 91.4% |
| BOG Waiver | 790 | 55.3% | 5.9% | 38.7% |
| Pell Grant | 775 | 27.2% | 4.3% | 68.5% |
| Other Grants or Scholarships | 768 | 14.5% | 7.4% | 78.1% |
| Federal Student Loan | 765 | 12.9% | 3.5% | 83.5% |

Table 24: Financial Stability

| | # of Respondents | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree |
|---|------------------|----------------|----------------|---------|-------------------|-------------------|
| I have enough money to manage my monthly expenses. | 765 | 23.1% | 30.5% | 18.8% | 15.2% | 12.4% |
| My work responsibilities interfere with my college/academic responsibilities. | 662 | 28.1% | 28.2% | 24.6% | 10.4% | 8.6% |
| Financial obstacles limit my participation in college activities. | 710 | 28.7% | 26.6% | 19.0% | 12.0% | 13.7% |
| I have considered dropping out of college for financial reasons. | 716 | 20.3% | 17.7% | 13.7% | 9.6% | 38.7% |

Students were asked a series of questions related to their access to housing, food, medical care, and transportation. The majority of students (75% or more) reported “always” having access to all the resources. Resources that students were most likely to report having only “sometimes, rarely, or never” were access to healthy food (25%), access to medical care when needed (22%), access to reliable transportation (21%), access to health insurance coverage (20%), and access to stable/permanent housing (17%).

Table 25: Access to Resources

| | # of Respondents | Always | Sometimes | Rarely | Never |
|---|------------------|--------|-----------|--------|-------|
| I have stable/permanent housing. | 796 | 83.4% | 12.2% | 1.8% | 2.6% |
| I have access to healthy food. | 796 | 74.6% | 22.1% | 2.9% | 0.4% |
| I have access to enough food to maintain good health. | 794 | 80.7% | 16.8% | 2.3% | 0.3% |
| I have health insurance coverage. | 796 | 80.3% | 12.6% | 3.0% | 4.1% |
| I have access to medical care when needed. | 795 | 78.2% | 16.2% | 2.3% | 3.3% |
| I have access to reliable transportation | 797 | 78.9% | 18.2% | 1.9% | 1.0% |

Reference 17: WSSC Shelter in Place Plan/ Evening Coverage

Shelter In Place Procedures Library/WSSC

Shelter in place is a precaution aimed to keep you safe while remaining indoors. It means selecting a small, interior room, with no or few windows, and taking refuge there until given the "all clear" by authorities. As most of our students are adults, they are free to leave at will; however, they must be told that if they leave the secure area, they will not be let back in. Additionally, opening the door to any secure area should be done with an abundance of caution as determined by the specific situation. Someone wishing to leave may need to wait if an immediate threat is nearby.

In the event of a shelter in place alert, and where no immediate threat is seen or heard, escort students and any other individuals in the WSSC and Library as quickly, calmly and orderly as possible. If possible, put on the ACES vest to provide people with a clear view of who they need to follow.

- Lock library entrance door
- Close and secure key lockbox
- Close and lock all doors leading to shelter room
- Secure door with device
- Close window shades and turn off lights
- Move any furniture, tables, book or equipment to secure the area or provide a barrier as needed
- Tell everyone to silence their cell phones, remain calm, and sit or lie down on the floor.
- Move away from outside doors and windows.

Reference 18: Spring 2016 FLEX Schedule

Schedule at a Glance

Tuesday, January 12, 2016

| Time | Workshop | Presenter | Location |
|--------------------|---|-----------|-----------------------|
| 9:00am - 12:00noon | | | |
| | Rancho Cordova Center Faculty Open Orientation | RCC Staff | Rancho Cordova Center |

Wednesday, January 13, 2016

| Time | Workshop | Presenter | Location |
|---------------------|---|-----------|------------------------------|
| 10:30am - 12:00noon | | | |
| | Fostering Diversity in Online/ On-campus Classes | Buch | Online |
| | Stories Art Can Tell | Mirmobiny | Cypress Hall room FL2-157 |
| 1:00pm - 2:30pm | | | |
| | Truth About Student Success and Support Program (SSSP) | Dixon | Aspen Hall room FL1-204 |
| 1:00pm - 4:00pm | | | |
| | Rancho Cordova Center Faculty Open Orientation | RCC Staff | Rancho Cordova Center |
| | Hiring Committee Training | Senecal | Cypress Hall room FL2-211 |

Thursday, January 14, 2016

| Time | Workshop | Presenter | Location |
|--------------------|---|--------------------------|-------------------------|
| 9:00am - 10:30am | | | |
| | D2L for Beginners | Dowell | Aspen Hall room FL1-35 |
| | Creating Graphs Using TestGen Software | McFaul | Lilac Hall room FL5-109 |
| | Faculty Hiring Manual Update | Cox | Aspen Hall room FL1-7 |
| 9:00am - 12:00noon | | | |
| | Rancho Cordova Center Faculty Open Orientation | RCC Staff | Rancho Cordova Center |
| 9:00am - 3:00pm | | | |
| | Inmate Education | Harrell, Hopkins, Latter | Aspen Hall room FL1-207 |

Thursday, January 14, 2016 (continued)

| Time | Workshop | Presenter | Location |
|---------------------|---|--|--|
| 10:30am - 12:00noon | | | |
| | Los Rios District Nutrition Department Meeting | Giordano | Aspen Hall room FL1-104 |
| | Stereotype Threat | Dixon | Aspen Hall room FL1-204 |
| | FLC Online Educators | Dowell | Aspen Hall room FL1-08 |
| | Academic Senate President, One Year Later | Lopez | Cypress Hall room FL2-157 |
| 12:00noon - 1:00pm | | | |
| | Classroom Crisis Safety Plan | Macias-Perez, Broussard | Cypress Hall room FL2-153 |
| 1:00pm - 2:30pm | | | |
| | Technology Trends and the Future of Education | Dowell | Aspen Hall room FL1-35 |
| | Neuro Diversity and Disability Q & A | Dillon, McHargue, Piskun, Roberge, Wong | Aspen Hall room FL1-204 |
| | Cybernetic Apocalypse | Ross | Aspen Hall room FL1-07 |
| | New Faculty Panel: Impressions and Insights | New Faculty Members | Aspen Hall room FL1-08 |
| 2:30pm - 4:00pm | | | |
| | "Super Meeting" Basics Interactive Workshop | Repetto | Lilac Hall room FL5-209 |
| | Training for Science Center: Tutoring and Science IAs | Abraham, MacLean, Oberth, Raskin, Rogers, Wada | FL2-234 Cypress Hall room |
| | The Mind of the Spanish Speaking American | Macias-Perez | FL2-153 Cypress Hall room |
| | D2L Intermediate | Dowell | Aspen Hall room FL1-35 |
| 4:00pm - 5:30pm | | | |
| | The President's Forum | Rosenthal | Aspen Hall room FL1-08 |
| 5:00pm - 7:00pm | | | |
| | ARTt (Adjunct Round Table talks) | Boylan | Aspen Hall room FL1-20 (Community Room) |

Reference 19: Campus Climate Survey



2018 Campus Climate Survey Summary Report: Employees

Survey Design

Folsom Lake College surveyed employees to solicit feedback regarding the campus climate. For the purposes of this survey, campus climate was defined as the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities and potential. The survey was administered online through the Office of Institutional Research via SurveyMonkey. The survey link was emailed to all FLC employees, followed by two reminder emails.

- Dates Administered: February 9, 2018 – March 5, 2018
- Total Survey Responses: 174

Overview

This report provides a summary of the campus climate survey questions and responses. Given that the survey design did not include a random sampling of survey participants, it is not appropriate to generalize the survey results to the entire FLC employee population. However, the demographic features of the students who participated in the survey closely mirror the overall student population demographics, so we feel confident that information gathered through this survey well represents the opinions of FLC employees.

Campus Climate – Identified Strengths:

- 91%: feel the type of work they do on most days is personally rewarding
- 86%: feel proud to work at FLC
- 81%: feel that FLC promotes excellent employee-student relationships
- 78%: feel comfortable with the climate in their department / work unit
- 79%: feel comfortable with the climate of their primary work site
- Compared to previous Climate Survey results, more employees felt that FLC now practices open communication, provides adequate training and professional development, and has up-to-date objectives

Campus Climate – Areas to Address:

- 40%: have seriously considering leaving FLC within the past year
- 30%: experienced exclusionary, intimidating, offensive, and/or hostile behavior at FLC in the past year
- 30%: feel unsafe expressing opinions without fear of consequences or retribution
- 28%: feel that they don't have adequate opportunities for advancement
- Compared to previous Climate Survey results, fewer employees were comfortable with the overall campus climate
- Position and Philosophical / Religious / Political views were increasingly cited as reasons for discomfort or exclusion

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Overall Campus Climate

Employees were asked a series of questions about their perception of the campus climate. The majority of respondents (68%) reported being very or somewhat comfortable with the campus climate overall, and 10% of respondents reported being somewhat or very uncomfortable. A larger portion of employees reported being comfortable with the climate in their department or work unit (78%). When asked whether they had considered leaving Folsom Lake College, 60% of respondents said, "No."

Figure 1. Overall comfort levels by location

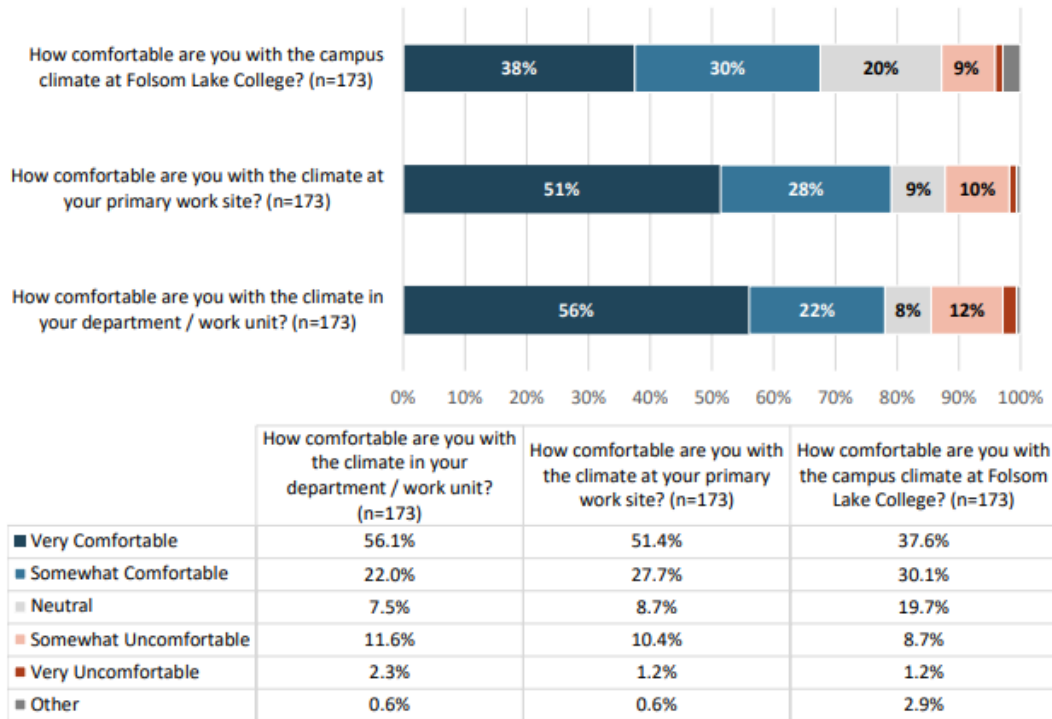
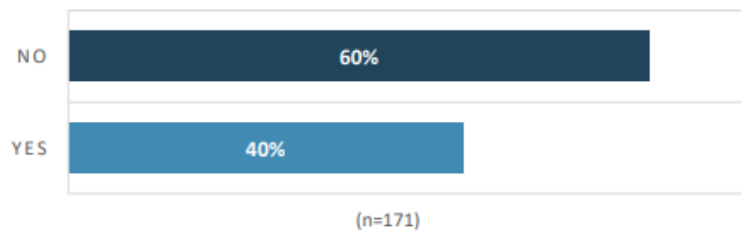


Figure 2. In the past year, have you seriously considered leaving Folsom Lake College?



Employee Comments: Campus Climate

On climate comfort: Employee comments on comfort level most frequently addressed support (or lack of support) from management and workload fatigue.

Example feedback:

- *"Admin do not recognize faculty concerns or adhere to workload agreements."*
- *"I really don't know what the implication is of 'comfortable.' I feel safe and am inspired by my colleagues but the changes we are going through due primarily to outside sources are stressful."*
- *"We have a two culture community with the full time faculty and most (not all) of "management" NOT understanding the support that 2/3's of the faculty who teach half of the courses need. Some full time faculty also feel alienated from any positive campus culture."*
- *"I rotate in and out of all three sites. I love all three sites. Depending on who is department chair and who the dean is in any given semester -- I may feel (outside of the classroom) like I am not appreciated or understood by most (not all) of the full-time faculty. I do very much appreciate the classified staff. They are amazing!"*

On leaving FLC: For employees who said they have considered leaving FLC, the top comments given were about difficulties as a part-time employee, feeling a lack of support, having inadequate pay, or disagreeing with management. Other reasons given included discomfort with the climate, heavy workload, and too heavy of a commute.

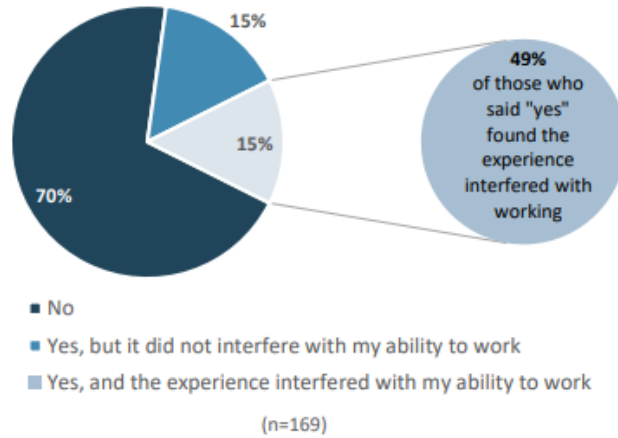
Example feedback:

- *"It is hard not knowing if you will be assigned any FTE for the next semester until past the midpoint of the current semester. At time it feels as if it's a big secret that only a few have a hold of. If we could be told earlier it would take a lot of part timer's anxiety every semester."*
- *"I love FLC and would like nothing more than to work for and serve the students/faculty/and employees of FLC. Unfortunately as a Temp. I am limited to the 110 days and am forced to find more permanent employment elsewhere."*
- *"Not to leave, but to look for work to supplement income. Our wages have lost a great deal of ground to the local economy since 2008, to the extent a veteran professor can't afford a 2-bedroom apartment in EDH/Folsom without working overload and/or summer school."*
- *"Because I have not felt supported and have seen my co-worker unsupported and bullied."*
- *"Seriously may be too strong of a word but I do watch job openings. I would like to stay here but I would also like to feel more supported and valued."*
- *"I would rather get paid more in line with the comparable positions outside LRCCD."*
- *"It's hard to keep slogging through the same things with little change in our climate. Other colleges seem to have a much broader vision and are willing to work for change."*
- *"No, but I have considered retiring earlier than I originally planned. The workload overload issue is a serious problem."*

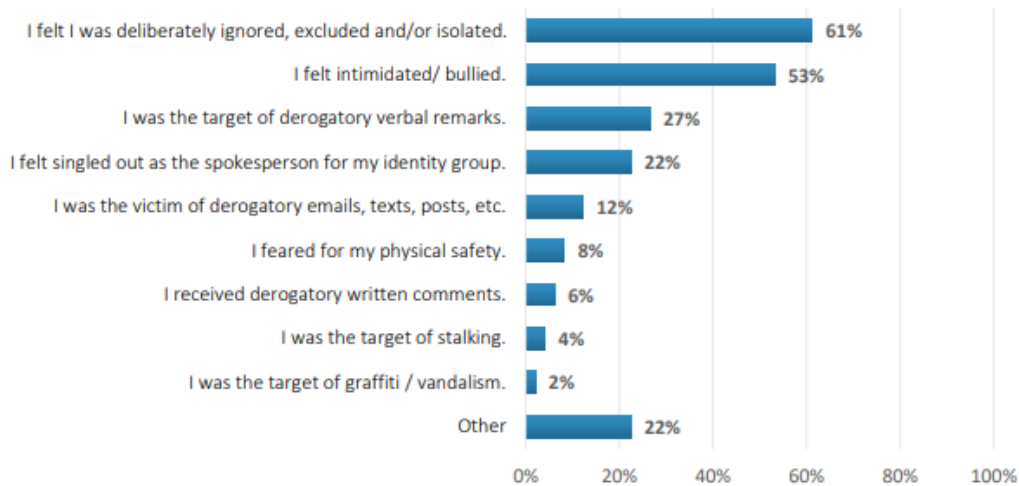
Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Employees were asked if they had personally experienced any exclusionary, intimidating, offensive, and/or hostile behavior at FLC in the past year (e.g. shunned, ignored, bullied, harassed, etc.). A total of 30% of respondents reported experiencing untoward behaviors within the past year. Of those experiencing untoward behaviors (n=51), 49% reported that the experience interfered with their ability to work.

Figure 3. In the past year, have you personally experienced any exclusionary, intimidating, offensive, and/or hostile behavior at FLC?

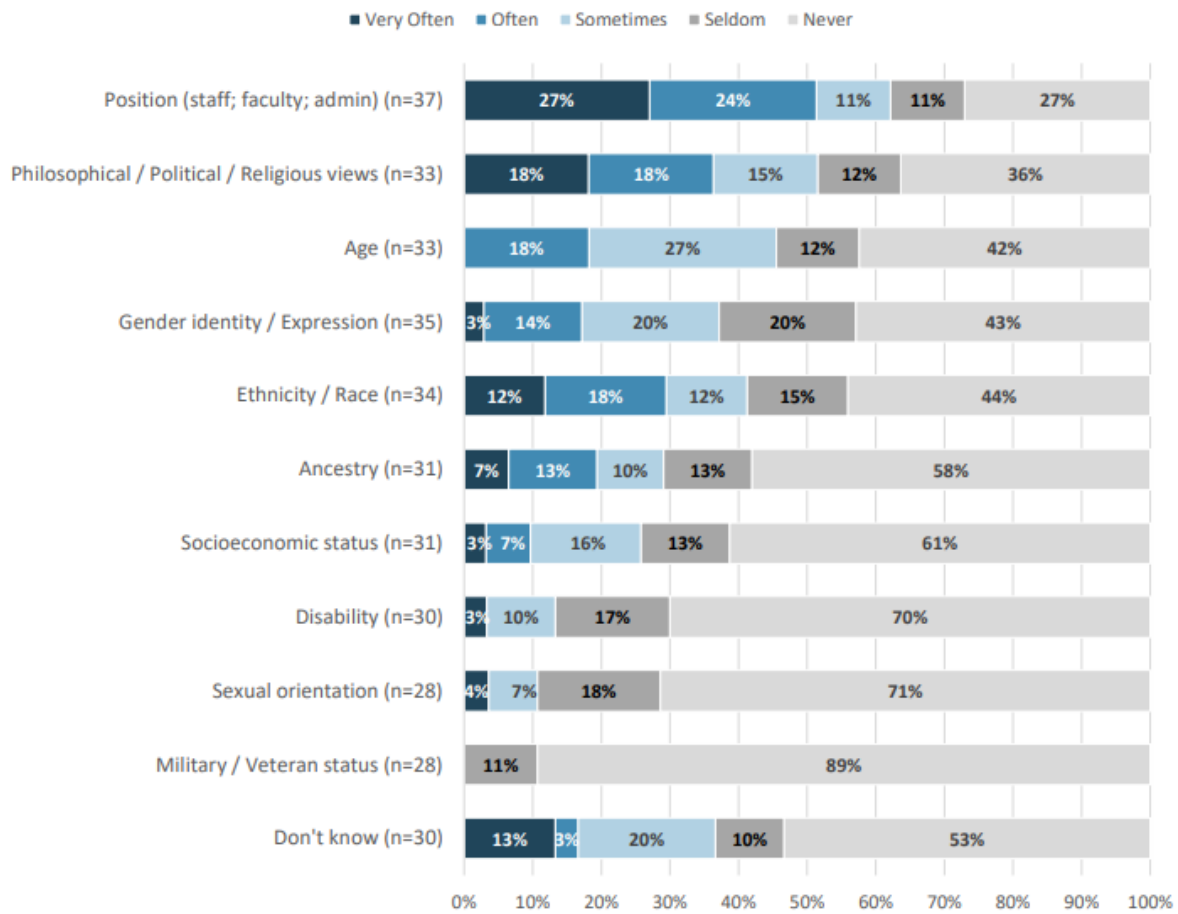


*Figure 4. How did you experience this behavior?**



(n=49) *Respondents were encouraged to select all answers that applied. Percentage totals may exceed 100%.

Figure 5. What do you believe the experience was based upon and how often did it happen?



| | Don't know (n=30) | Military / Veteran status (n=28) | Sexual orientation (n=28) | Disability (n=30) | Socioeconomic status (n=31) | Ancestry (n=31) | Ethnicity / Race (n=34) | Gender identity / Expression (n=35) | Age (n=33) | Philosophical / Political / Religious views (n=33) | Position (staff; faculty; admin) (n=37) |
|------------|-------------------|----------------------------------|---------------------------|-------------------|-----------------------------|-----------------|-------------------------|-------------------------------------|------------|--|---|
| Very Often | 13.3% | 0.0% | 3.6% | 3.3% | 3.2% | 6.5% | 11.8% | 2.9% | 0.0% | 18.2% | 27.0% |
| Often | 3.3% | 0.0% | 0.0% | 0.0% | 6.5% | 12.9% | 17.7% | 14.3% | 18.2% | 18.2% | 24.3% |
| Sometimes | 20.0% | 0.0% | 7.1% | 10.0% | 16.1% | 9.7% | 11.8% | 20.0% | 27.3% | 15.2% | 10.8% |
| Seldom | 10.0% | 10.7% | 17.9% | 16.7% | 12.9% | 12.9% | 14.7% | 20.0% | 12.1% | 12.1% | 10.8% |
| Never | 53.3% | 89.3% | 71.4% | 70.0% | 61.3% | 58.1% | 44.1% | 42.9% | 42.4% | 36.4% | 27.0% |

When asked how often the behavior happened, employees most frequently reported that these experiences happened *seldom* or *never*. Attributes employee respondents more frequently reported as the basis of negative experiences (*Very Often* or *Often*) included position (51%), philosophical / political / religious views (36%), or ethnicity / race (30%).

Figure 6. Where did this experience occur?

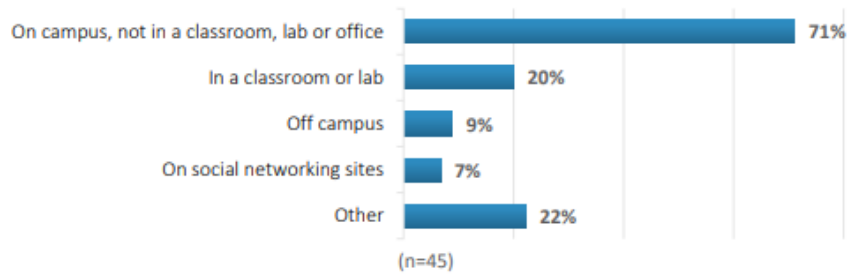


Figure 7. Who/what was the source of this experience?

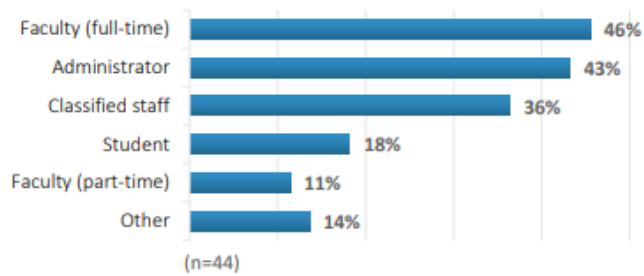
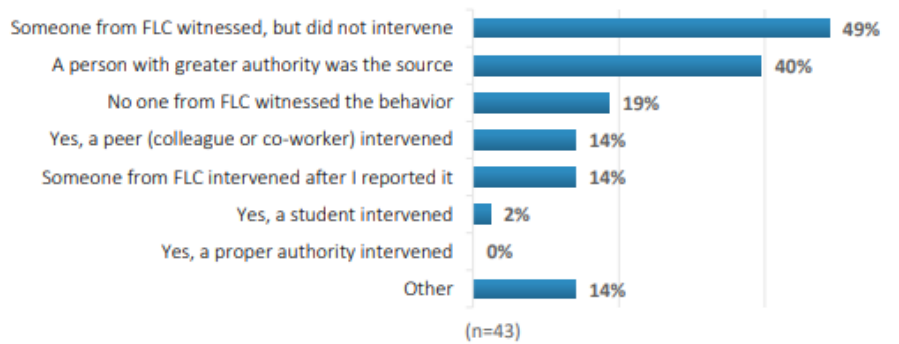
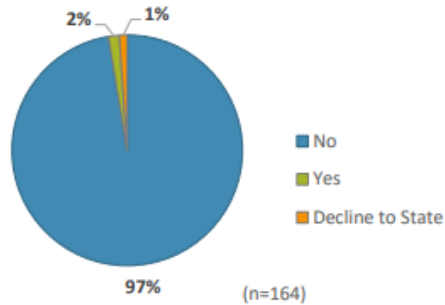


Figure 8. Did a Folsom Lake College faculty or staff member witness this behavior and try to intervene?



Employees who experienced exclusionary, intimidating, offensive, or hostile behavior most frequently reported that it occurred on campus, but outside of the classroom (71%), that either a full-time faculty member or administrator was the source (46% and 43%, respectively), and that someone had witnessed the behavior, but did not intervene (49%). Respondents who said that someone at FLC intervened to help were in the minority (14% peer intervention; 2% student intervention).

Figure 9. Within the last 5 years, have you experienced unwanted sexual contact at FLC?



Most respondents (97%) said that they had not experienced unwanted sexual contact while at FLC, however a small percentage (2%) said that they had experienced this. A smaller portion (1%) declined to say.

Employees were also asked whether they had observed or witnessed any exclusionary, intimidating, offensive or hostile behavior directed towards someone else. A total of 36% of respondents said that they had observed such behavior within the past year. Attributes students more frequently reported as the basis of the observed behavior (happening *Very Often* or *Often*) included philosophical / political / religious views (44%) and position (41%).

Figure 10. Within the past year, have you observed any conduct or communications directed toward another person or group of people at Folsom Lake College, that you believe has created an exclusionary, intimidating, offensive, and/or hostile learning environment?

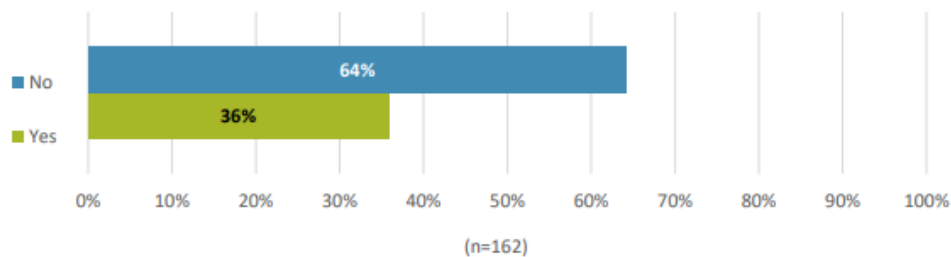
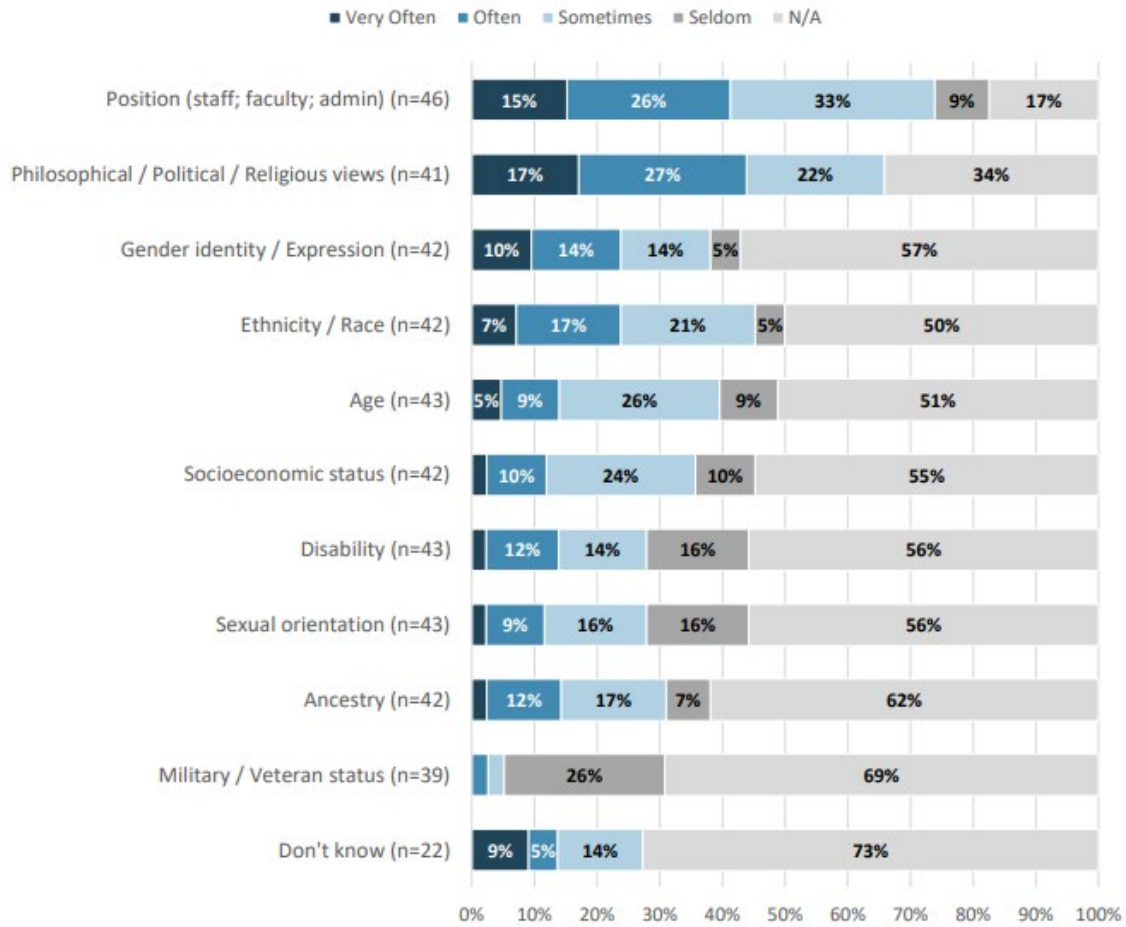


Figure 11. What do you believe the conduct you witnessed was based upon and how often did it happen?



| | Don't know (n=22) | Military / Veteran status (n=39) | Ancestry (n=42) | Sexual orientation (n=43) | Disability (n=43) | Socioeconomic status (n=42) | Age (n=43) | Ethnicity / Race (n=42) | Gender identity / Expression (n=42) | Philosophical / Political / Religious views (n=41) | Position (staff; faculty; admin) (n=46) |
|------------|-------------------|----------------------------------|-----------------|---------------------------|-------------------|-----------------------------|------------|-------------------------|-------------------------------------|--|---|
| Very Often | 9.1% | 0.0% | 2.4% | 2.3% | 2.3% | 2.4% | 4.7% | 7.1% | 9.5% | 17.1% | 15.2% |
| Often | 4.6% | 2.6% | 11.9% | 9.3% | 11.6% | 9.5% | 9.3% | 16.7% | 14.3% | 26.8% | 26.1% |
| Sometimes | 13.6% | 2.6% | 16.7% | 16.3% | 14.0% | 23.8% | 25.6% | 21.4% | 14.3% | 22.0% | 32.6% |
| Seldom | 0.0% | 25.6% | 7.1% | 16.3% | 16.3% | 9.5% | 9.3% | 4.8% | 4.8% | 0.0% | 8.7% |
| N/A | 72.7% | 69.2% | 61.9% | 55.8% | 55.8% | 54.8% | 51.2% | 50.0% | 57.1% | 34.2% | 17.4% |

Employee Comments: Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Employee comments about experiences with exclusionary, offensive, or hostile behavior frequently mentioned communication issues, lack of support, and discomfort with the political climate. Some respondents mentioned feeling bullied, unappreciated, or facing poor treatment due to their position or employment status.

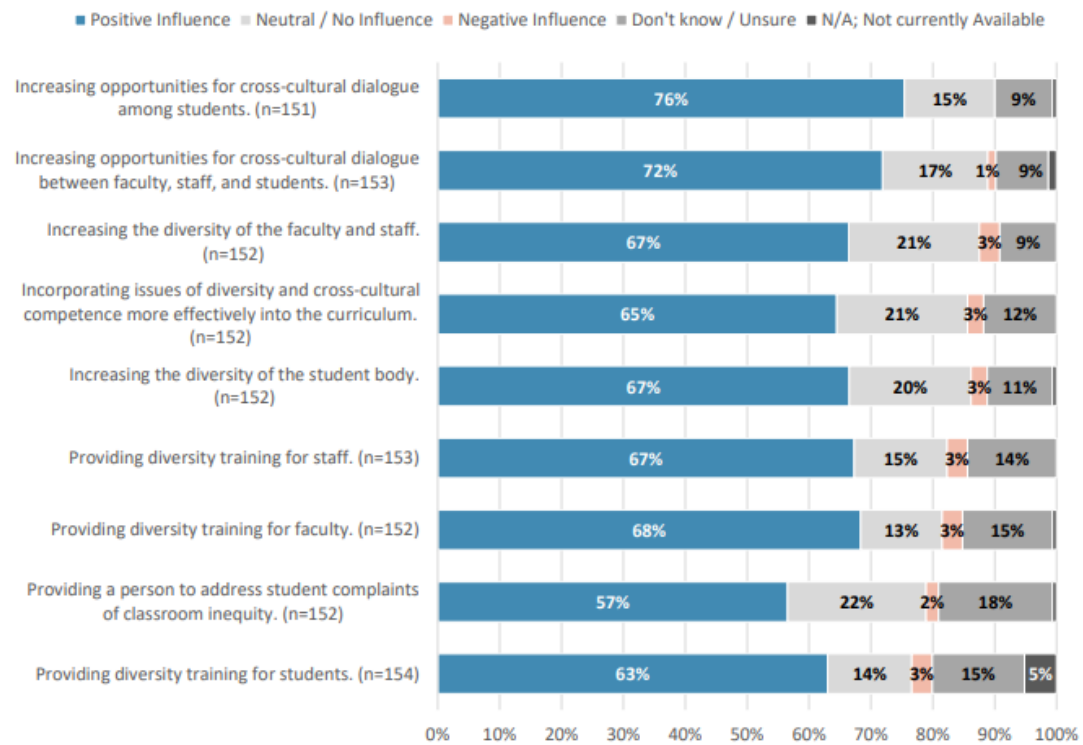
Example feedback:

- *"Communications up the chain of command in the Instructional area are mostly ignored until an absolute crisis occurs, and then just the symptoms are addressed and not the root of the problem."*
- *"Unconscious bias leads to derogatory remarks, bullying and so on even if the speaker is not apparently targeting a specific person - or the speaker hides behind lack of awareness of their targets protected class and makes comments as if they do not know they are hurtful."*
- *"Political opinions need to be kept out of the work place, no matter stance."*
- *"Felt like I had to defend my purpose on campus."*
- *"Temporary vs. Permanent employment status"*
- *"The behavior is never hostile. When you have an issue, or try to request changes or funding, you are mostly ignored. Sometimes your communication is addressed but not until you have initiated MANY communications and/or your representatives have finally stepped in. We spend so much time on planning; however, we never get a summary to show the outcomes of the decisions made."*
- *"Everyone is afraid to intervene or report."*
- *"Everyone wants to teach in an environment in which their experience is valued and considered. Administrators in particular should be enabling teachers, all of them, to do the best job possible. Heads of department should be communicative, all of them. I find this environment at FLC to be extremely frustrating, and it is entirely unnecessary. Stop treating adjunct faculty like second class citizens."*
- *"Conservative viewpoints are ostracized in academia."*

Perceptions of Diversity, Inclusion & Respect

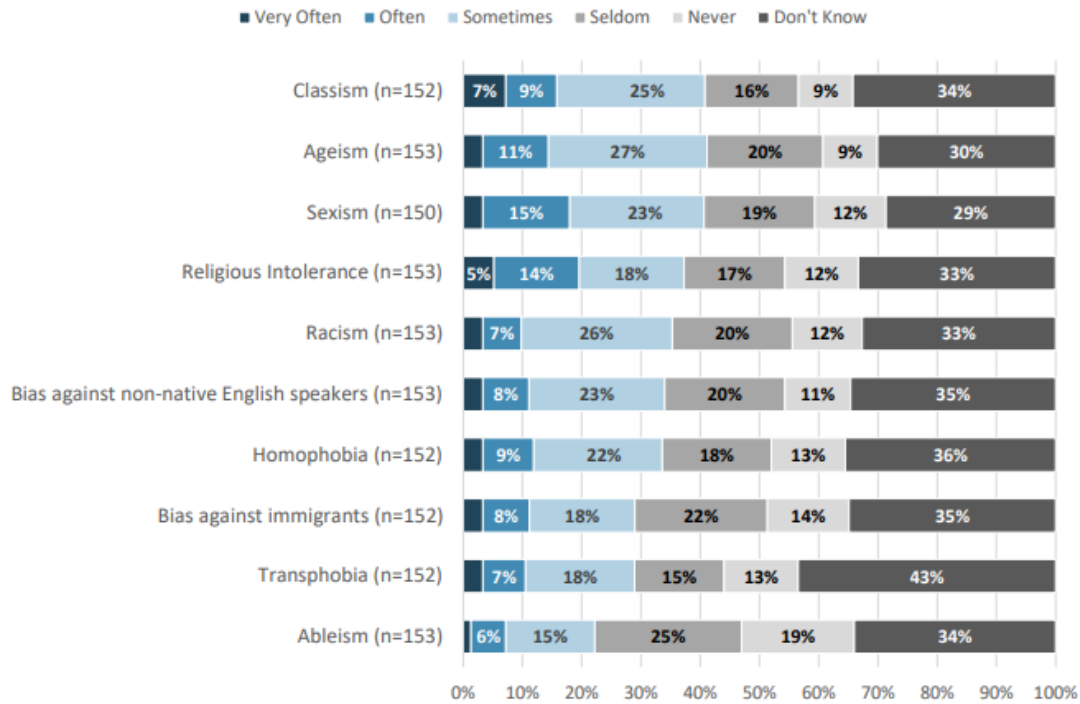
Employees were asked a series of questions relating to diversity, inclusion, and respect at Folsom Lake College. Questions asked respondents to rate how often they believe different forms of intolerance occur, how respectfully individuals from various identity groups are treated, as well as what sort of impact they believe various interventions have on campus climate.

Figure 12. How do you believe each of the following affects the climate at Folsom Lake College?



| | Providing diversity training for students. (n=154) | Providing a person to address student complaints of classroom inequity. (n=152) | Providing diversity training for faculty. (n=152) | Providing diversity training for staff. (n=153) | Increasing the diversity of the student body. (n=152) | Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum. (n=152) | Increasing the diversity of the faculty and staff. (n=152) | Increasing opportunities for cross-cultural dialogue between faculty, staff, and students. (n=153) | Increasing opportunities for cross-cultural dialogue among students. (n=151) |
|--------------------------------|--|---|---|---|---|---|--|--|--|
| ■ Positive Influence | 63.0% | 56.6% | 68.4% | 67.3% | 66.5% | 64.5% | 66.5% | 71.9% | 75.5% |
| ■ Neutral / No Influence | 13.6% | 22.4% | 13.2% | 15.0% | 19.7% | 21.1% | 21.1% | 17.0% | 14.6% |
| ■ Negative Influence | 3.3% | 2.0% | 3.3% | 3.3% | 2.6% | 2.6% | 3.3% | 1.3% | 0.0% |
| ■ Don't know / Unsure | 14.9% | 18.4% | 14.5% | 14.4% | 10.5% | 11.8% | 9.2% | 8.5% | 9.3% |
| ■ N/A; Not currently Available | 5.2% | 0.7% | 0.7% | 0.0% | 0.7% | 0.0% | 0.0% | 1.3% | 0.7% |

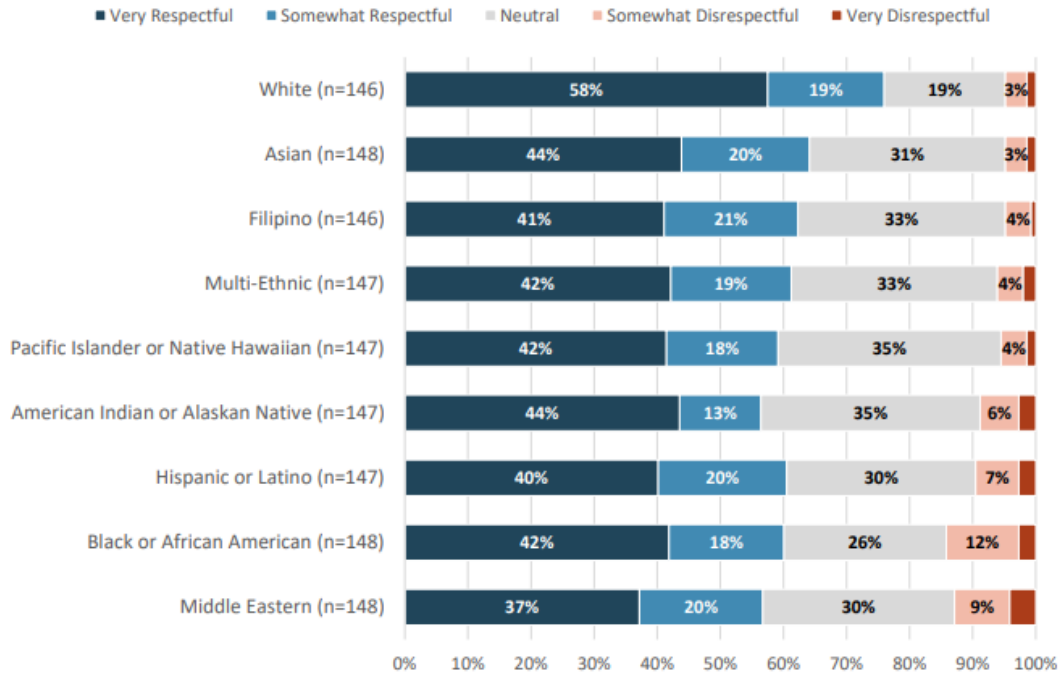
Figure 12. How often do the following intolerant attitudes occur at Folsom Lake College?



| | Ableism (n=153) | Transphobia (n=152) | Bias against immigrants (n=152) | Homophobia (n=152) | Bias against non-native English speakers (n=153) | Racism (n=153) | Religious Intolerance (n=153) | Sexism (n=150) | Ageism (n=153) | Classism (n=152) |
|------------|-----------------|---------------------|---------------------------------|--------------------|--|----------------|-------------------------------|----------------|----------------|------------------|
| Very Often | 1.3% | 3.3% | 3.3% | 3.3% | 3.3% | 3.3% | 5.2% | 3.3% | 3.3% | 7.2% |
| Often | 5.9% | 7.2% | 7.9% | 8.6% | 7.8% | 6.5% | 14.4% | 14.7% | 11.1% | 8.6% |
| Sometimes | 15.0% | 18.4% | 17.8% | 21.7% | 22.9% | 25.5% | 17.7% | 22.7% | 26.8% | 25.0% |
| Seldom | 24.8% | 15.1% | 22.4% | 18.4% | 20.3% | 20.3% | 17.0% | 18.7% | 19.6% | 15.8% |
| Never | 19.0% | 12.5% | 13.8% | 12.5% | 11.1% | 11.8% | 12.4% | 12.0% | 9.2% | 9.2% |
| Don't Know | 34.0% | 43.4% | 34.9% | 35.5% | 34.6% | 32.7% | 33.3% | 28.7% | 30.1% | 34.2% |

A majority of respondents felt that intolerant attitudes occur either *Seldom* or *Never* at Folsom Lake College, or they reported that they *Don't Know*. Types of intolerance reported as occurring most frequently (*Very Often* or *Often*) included religious intolerance (20%), sexism (18%), classism (16%), and ageism (14%).

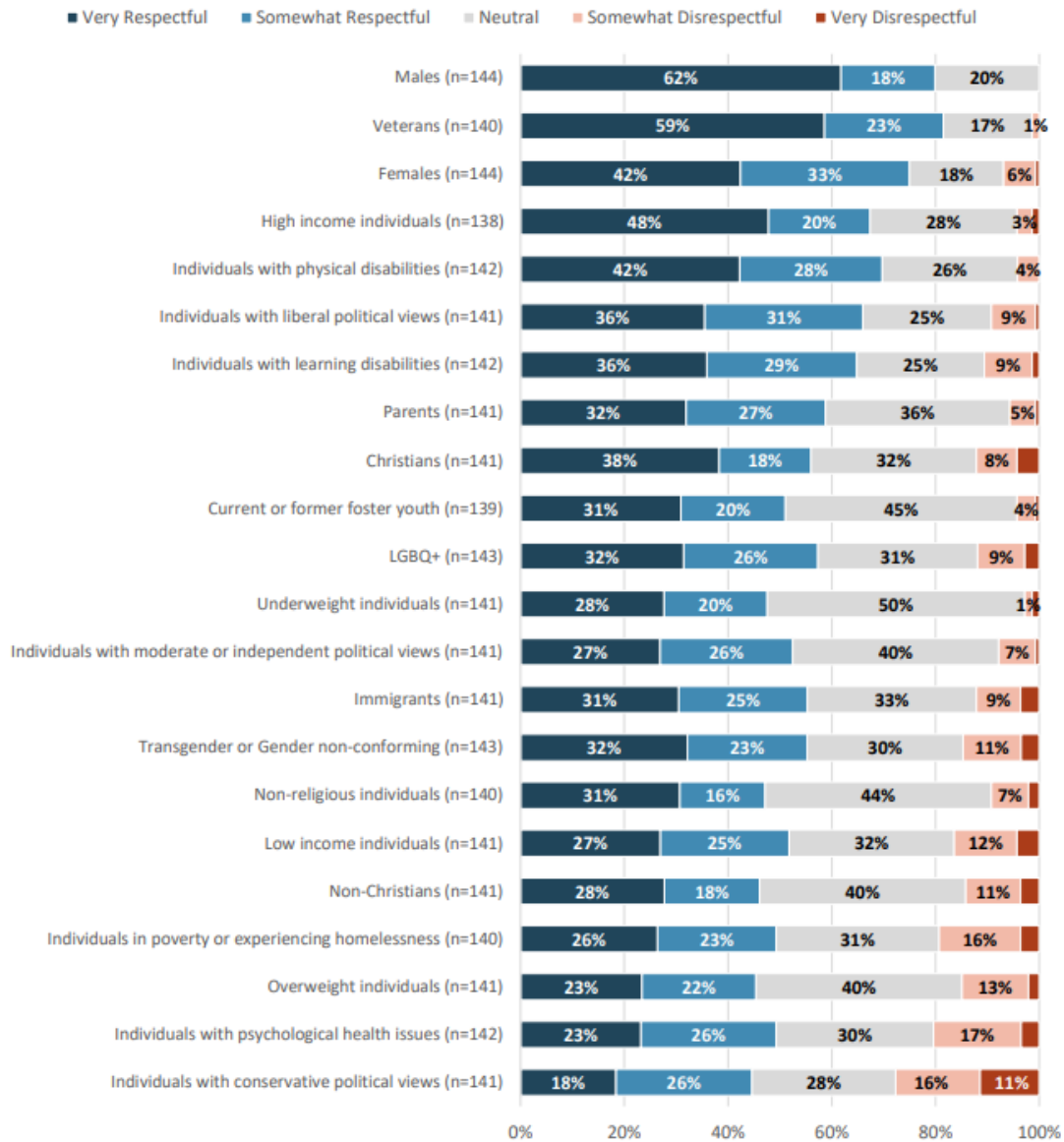
Figure 13. How respectful do you believe the climate at Folsom Lake College is for members of the following racial or ethnic groups?



| | Middle Eastern (n=148) | Black or African American (n=148) | Hispanic or Latino (n=147) | American Indian or Alaskan Native (n=147) | Pacific Islander or Native Hawaiian (n=147) | Multi-Ethnic (n=147) | Filipino (n=146) | Asian (n=148) | White (n=146) |
|------------------------|------------------------|-----------------------------------|----------------------------|---|---|----------------------|------------------|---------------|---------------|
| Very Respectful | 37.2% | 41.9% | 40.1% | 43.5% | 41.5% | 42.2% | 41.1% | 43.9% | 57.5% |
| Somewhat Respectful | 19.6% | 18.2% | 20.4% | 12.9% | 17.7% | 19.1% | 21.2% | 20.3% | 18.5% |
| Neutral | 30.4% | 25.7% | 29.9% | 34.7% | 35.4% | 32.7% | 32.9% | 31.1% | 19.2% |
| Somewhat Disrespectful | 8.8% | 11.5% | 6.8% | 6.1% | 4.1% | 4.1% | 4.1% | 3.4% | 3.4% |
| Very Disrespectful | 4.1% | 2.7% | 2.7% | 2.7% | 1.4% | 2.0% | 0.7% | 1.4% | 1.4% |

Respondents rated White individuals as receiving the highest levels of respect at FLC (76% *Very Respectful* or *Somewhat Respectful*). Racial or ethnic groups with the lowest combined ratings were Middle Eastern (57%), American Indian or Alaskan Native (57%), Black or African American (60%), and Hispanic or Latino (60%). The racial or ethnic group who received the highest *Somewhat Disrespectful* or *Very Disrespectful* ratings was Black or African American (14%).

Figure 14. How respectful do you believe the climate at Folsom Lake College is for members of the following identity groups?



Among other identity groups, Veterans received the highest combined *Very Respectful* and *Somewhat Respectful* ratings (82%), while individuals with conservative political views received the lowest ratings (44%).

Employee Comments: Diversity, Inclusion & Respect

Many employees who commented about intolerance or bias at FLC stated that they had never personally witnessed intolerance. Other topics that respondents commented on included leadership, politics, and training needs. It is important to note that all employees answered this series of questions, in contrast to the items on personal or witnessed behaviors, which were only asked of respondents who had already reported personally experiencing or witnessing something offensive.

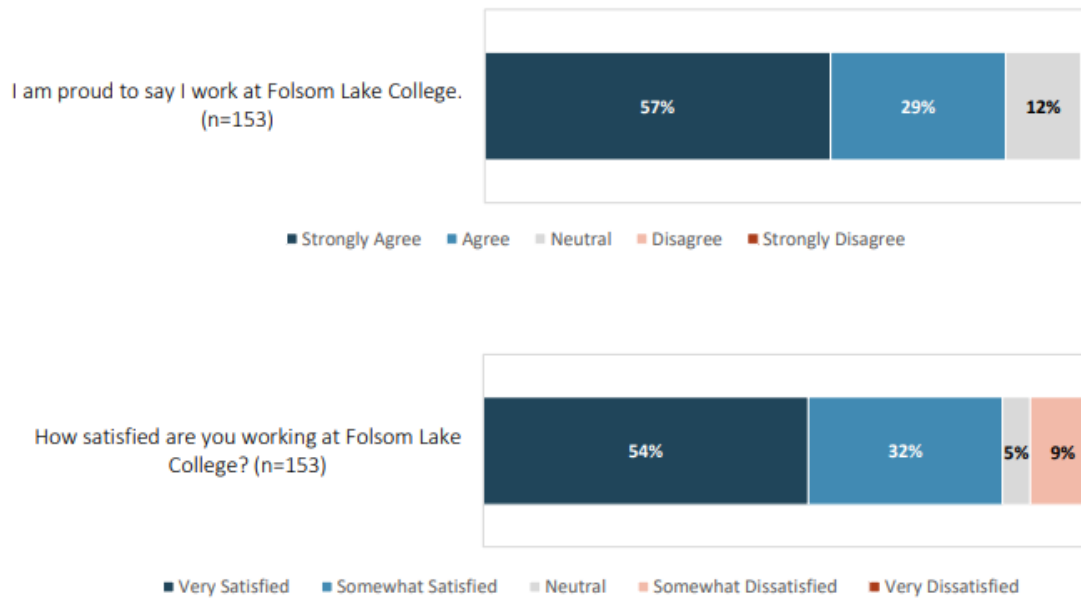
Example feedback:

- *"Strong leadership that promotes and supports equity and social justice is essential for a positive and safe campus climate."*
- *"I am more concerned about administrator and instructor competency than I am about how diverse we are. Diversity should not outweigh the ability to do the job well."*
- *"Mandatory training regarding bullying for anyone who supervises anyone else or is in a position to direct them to do things."*
- *"I feel like the definition of diversity here is based on culture or race. Increasing diversity of faculty and staff or student body feels irrelevant. We are a community college with all walks of life. What needs to happen is a conversation of acceptance and acknowledgement."*
- *"If there is intolerant attitudes occurring, I have not witnessed any."*
- *"Increasing diversity is good but we need to look at different kinds of diversity besides the protected classes. What we need most is to open minds. There are far too many people who feel their opinion is more important than others because they have a degree or a committee title."*
- *"Bias based on political affiliations VERY OFTEN"*
- *"My interaction with students has been very positive, i have found most students to be very respectful and inclusive."*
- *"We may not understand the needs of some of these groups. I learn a lot from my Veterans."*

Satisfaction with Folsom Lake College

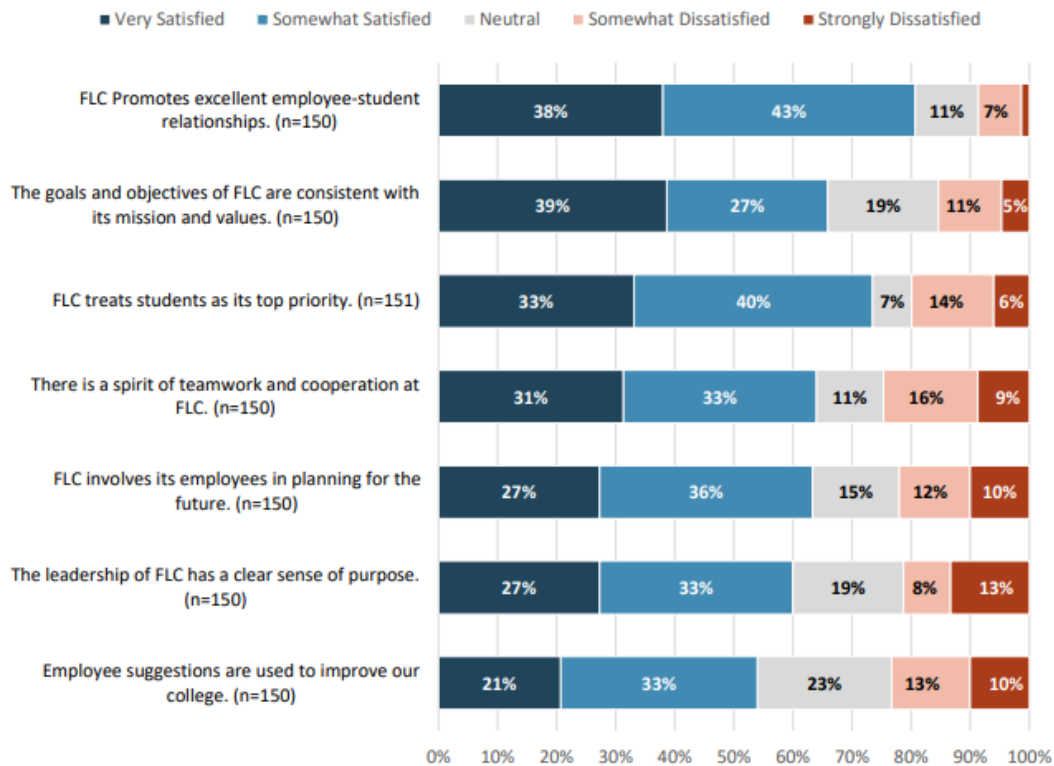
Employees were asked generally how satisfied they are working at Folsom Lake College, and whether they are proud to say they are an employee of the college. Following this they were asked to respond to a series of value statements relating to the effectiveness of the college and the overall work experience here.

Figure 16. Pride and satisfaction



A large majority of employee respondents either agreed or strongly agreed (86%) that they feel proud to work at Folsom Lake College. Similarly, a majority of employees also reported being either satisfied or very satisfied (86%) working here, however a portion (9%) felt at least somewhat dissatisfied.

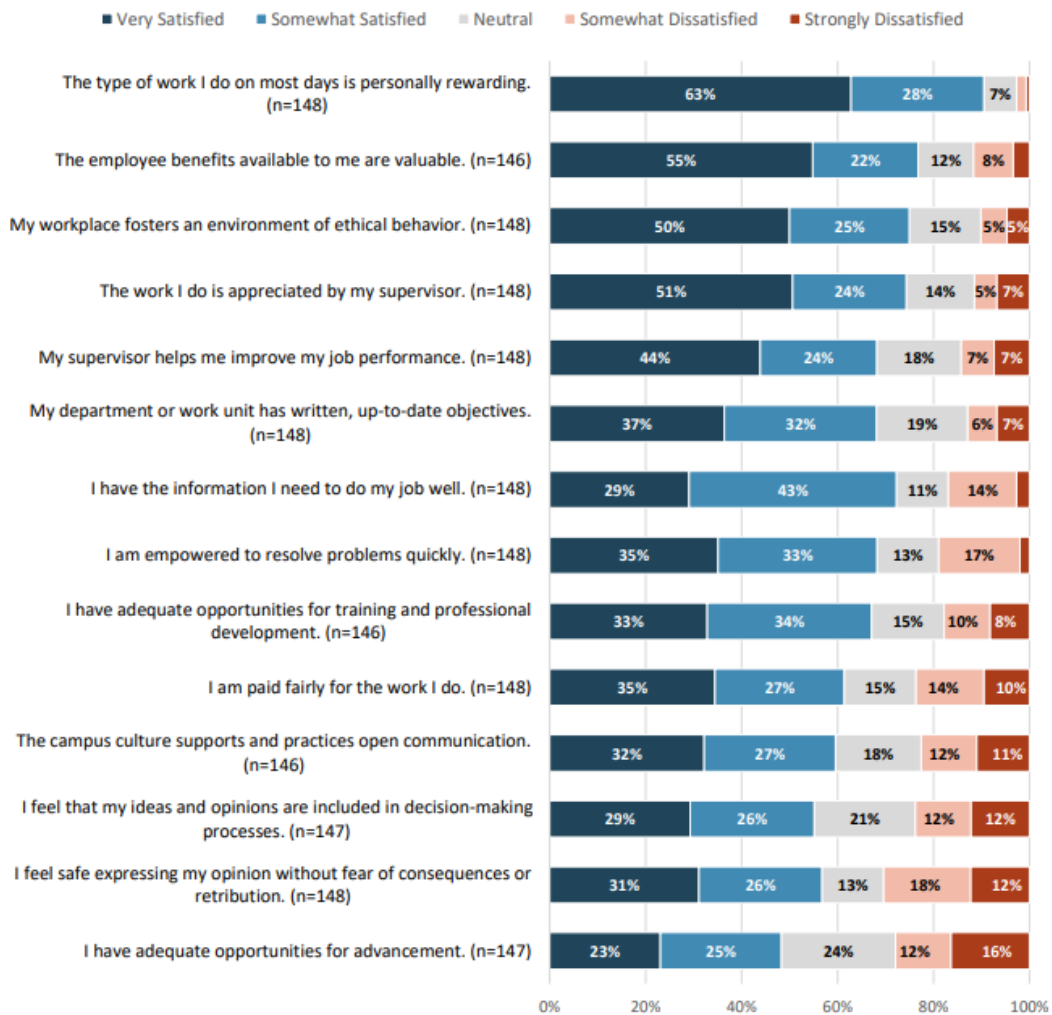
Figure 16. To what extent are you satisfied FLC is meeting these value statements?



| | Employee suggestions are used to improve our college. (n=150) | The leadership of FLC has a clear sense of purpose. (n=150) | FLC involves its employees in planning for the future. (n=150) | There is a spirit of teamwork and cooperation at FLC. (n=150) | FLC treats students as its top priority. (n=151) | The goals and objectives of FLC are consistent with its mission and values. (n=150) | FLC Promotes excellent employee-student relationships. (n=150) |
|-----------------------|---|---|--|---|--|---|--|
| Very Satisfied | 20.7% | 27.3% | 27.3% | 31.3% | 33.1% | 38.7% | 38.0% |
| Somewhat Satisfied | 33.3% | 32.7% | 36.0% | 32.7% | 40.4% | 27.3% | 42.7% |
| Neutral | 22.7% | 18.7% | 14.7% | 11.3% | 6.6% | 18.7% | 10.7% |
| Somewhat Dissatisfied | 13.3% | 8.0% | 12.0% | 16.0% | 13.9% | 10.7% | 7.3% |
| Strongly Dissatisfied | 10.0% | 13.3% | 10.0% | 8.7% | 6.0% | 4.7% | 1.3% |

Employees reported the highest levels of satisfaction (*Very Satisfied* or *Somewhat Satisfied*) with how well FLC promotes excellent employee-student relationships (81%). A majority of respondents also felt that FLC treats students as its top priority (73%) and that the goals and objectives of FLC are consistent with its mission and values (66%). Fewer employees agreed that employee suggestions are used to improve the college (54%).

Figure 16. The following statements describe different goals and values of the college. To what extent are you satisfied that FLC is meeting these value statements?



The majority of employee respondents either strongly or somewhat agreed that the work they do on most days is personally rewarding (91%) and that their employee benefits are valuable (77%). Employees were less likely to feel that they have adequate opportunities to advance (48%).

Employee Comments: Satisfaction

Employee comments on satisfaction focused mainly on communication and support issues. Employees expressed concerns over being judged for their opinions, not feeling listened to, feeling unsafe depending on their position or rank, experiencing a lack of appreciation for work done, or disliking process requirements at the district level.

Example feedback:

- *"A very limited set of employees, including only some faculty, seem to have their opinions and suggestions considered. The rest of us don't seem to count."*
- *"Some employees complain and fail to appreciate the work of others, work that is essentially voluntary yet must be completed. It is disheartening that appreciation is rarely expressed and that the critical complainers are so vocal."*
- *"I am aware that my position on campus is a fragile thing; I mind my words and actions because I don't want to lose my job because a misunderstanding. The campus is not a safe place for open discussion of what might be interpreted as politically incorrect ideas. Not a safe place at all..."*
- *"Re: info to do my job well ... I often need approvals from my Dean, VP and DO legal that do not come back in a timely manner. Opportunities are missed. This may be because so many positions have been interim of late - but it is much different in the last few years than it was before in terms of getting approved for community collaborations or grant-type agreements. I have never heard back on some of my requests where all that was needed was a simple yes or no for a very risk-free activity, despite repeated reminders for an answer"*
- *"FLC? What about LRCD, their decisions have more effect"*
- *"I don't feel safe on campus, for I don't feel our school has done enough to modify the environment and train students, faculty and staff for facing an active shooter situation."*
- *"Managers here do not treat staff as valuable assets worthy of recognition, professional development or support. Instead, micromanaging is the modus operandi at my work place and we are made to feel guilty until proven innocent. It is very sad because my colleagues and I really care about our students and the work we do."*
- *"I have been shunned for expressing my opinions. I'm guarded with what I say now."*
- *"We are not perfect, but we are in a good place"*

Previous Climate Survey

Employees were asked whether or not they had participated in the last Climate Survey administered in 2016. Over half (67%) said they had participated. Employees who said they had participated were then asked follow-up questions about how they feel the campus climate has changed, or whether they were aware of ways the data had been used.

Figure 19. Did you participate in the previous FLC Campus Climate Survey (2016)?

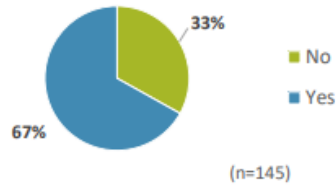


Figure 20. Since the last time you completed a Climate Survey at FLC, how has the climate at the college changed?

Note: respondents could also select the option "It has become much worse," however no respondents selected this choice.

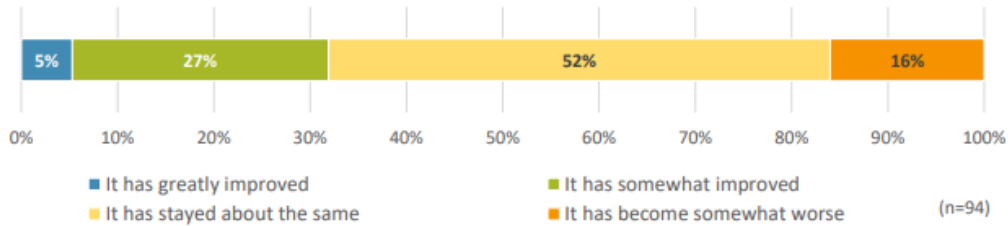
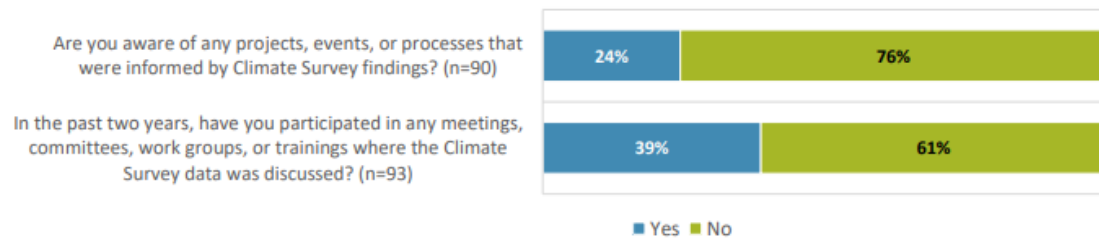


Figure 21. Use of Climate Survey data



Comparison data. The charts and tables on the following three pages compare baseline data from the 2016 Campus Climate Survey to results from the same items in the 2018 survey.

Figure 22. Comfort with campus climate

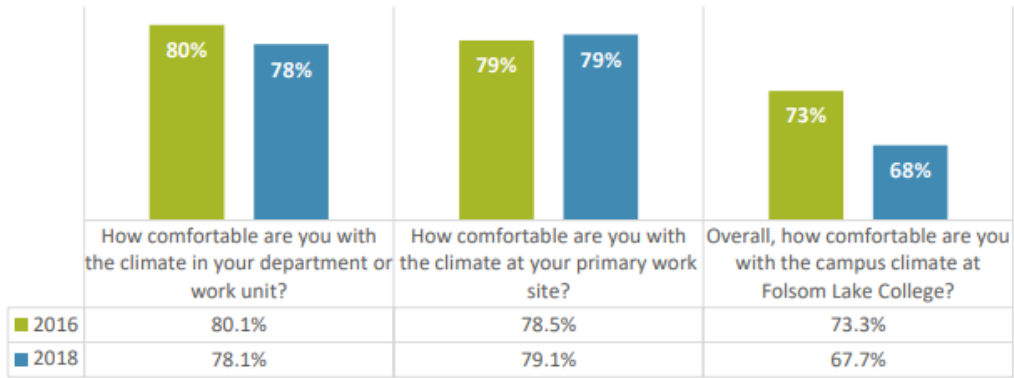


Figure 23. In the past year, have you seriously considered leaving Folsom Lake College?

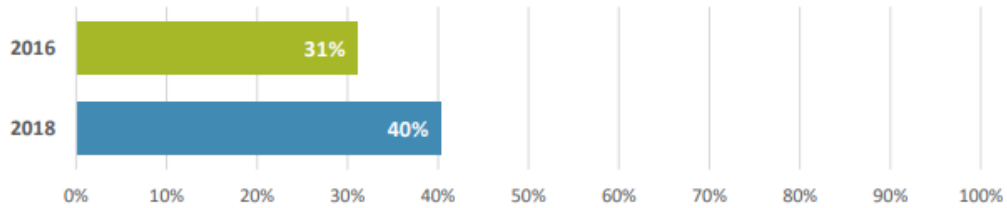


Figure 24. In the past year, have you personally experienced any exclusionary, intimidating, offensive, and/or hostile behavior at FLC?

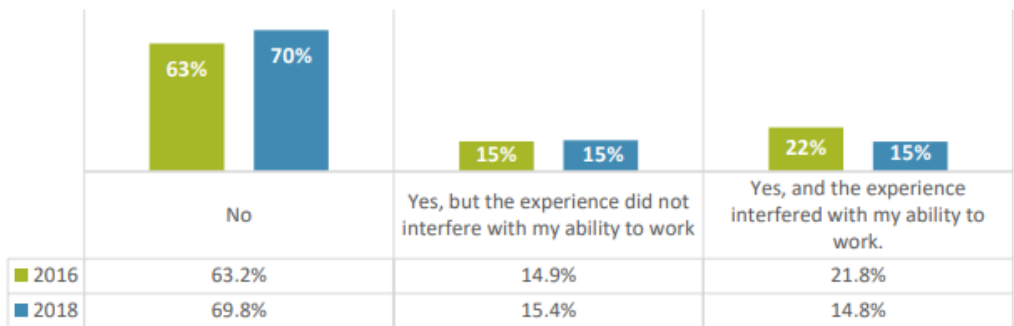


Figure 25. What do you believe the experience was based upon and how often did it happen?

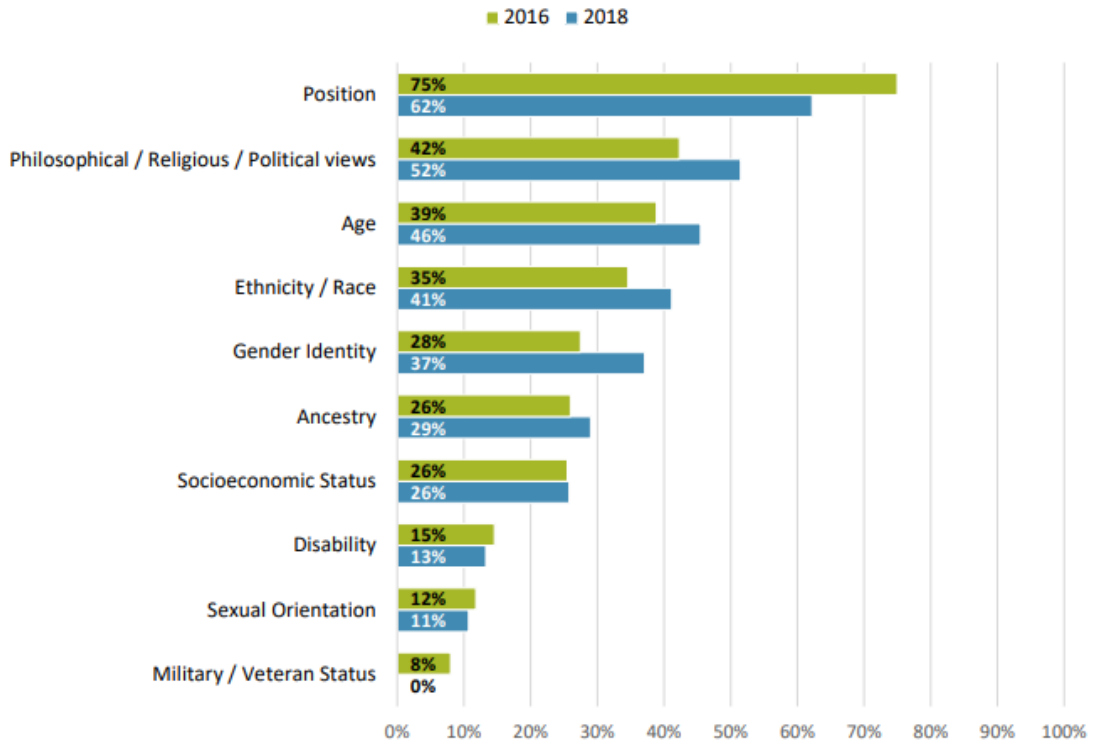


Figure 26. Who/what was the source of this experience?

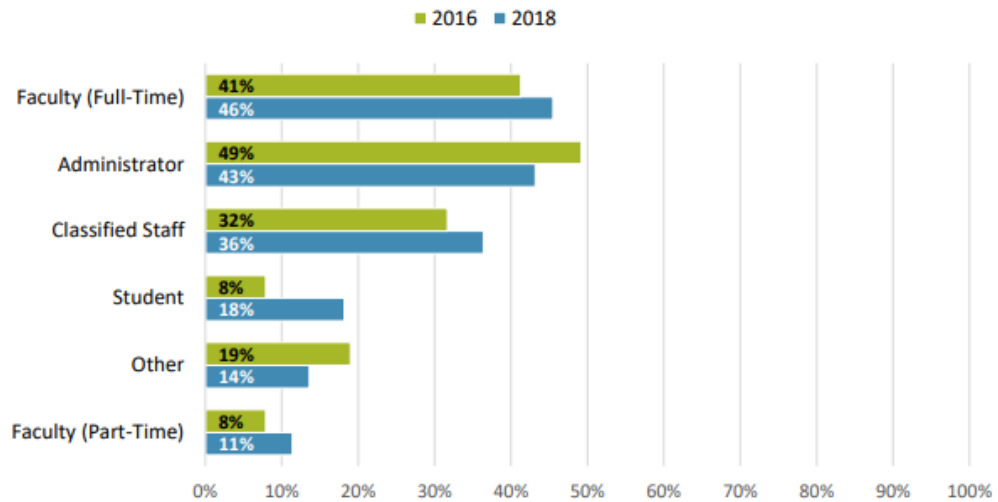


Figure 27. To what extent are you satisfied that FLC is meeting the following value statements?
Includes the percentage of respondents who reported being "Very Satisfied" or "Satisfied."

| | 2016 | 2018 | Change |
|---|-------|-------|--------|
| FLC promotes excellent employee-student relationships. | 81.8% | 80.7% | -1.1 |
| The goals and objectives of FLC are consistent with its mission and values. | 74.9% | 66.0% | -8.9 |
| FLC treats students as its top priority. | 77.6% | 73.5% | -4.1 |
| FLC involves its employees in planning for the future. | 62.8% | 63.3% | +0.5 |
| There is a spirit of teamwork and cooperation at FLC. | 57.7% | 64.0% | +6.3 |
| The leadership of FLC has a clear sense of purpose. | 54.7% | 60.0% | +5.3 |
| Employee suggestions are used to improve our college. | 46.9% | 54.0% | +7.1 |

Figure 28. To what extent do you agree with the following statements regarding your work environment at FLC?

Includes the percentage of respondents who selected "Strongly Agree" or "Agree."

| | 2016 | 2018 | Change |
|--|-------|-------|--------|
| The type of work I do on most days is personally rewarding. | 87.7% | 90.5% | +2.8 |
| I am proud to work at Folsom Lake College. | 83.0% | 85.7% | +2.7 |
| The employee benefits available to me are valuable. | 74.8% | 76.7% | +1.9 |
| My workplace fosters an environment of ethical behavior. | 68.3% | 75.0% | +6.7 |
| The work I do is appreciated by my supervisor. | 76.7% | 74.3% | -2.4 |
| I have the information I need to do my job well. | 74.0% | 72.3% | -1.7 |
| I am empowered to resolve problems quickly. | 71.5% | 68.2% | -3.3 |
| My supervisor helps me improve my job performance. | 67.1% | 68.2% | +1.1 |
| My department or work unit has written, up-to-date objectives. | 58.2% | 68.2% | +10.0 |
| I have adequate opportunities for training and professional development. | 55.5% | 67.1% | +11.6 |
| I am paid fairly for a work I do. | 59.8% | 61.5% | +1.7 |
| The campus culture supports and practices open communication. | 38.8% | 59.6% | +20.8 |
| I feel that my ideas and opinions are included in decision-making processes. | 46.2% | 55.1% | +8.9 |
| I have adequate opportunities for advancement. | 43.7% | 48.3% | +4.6 |

Employee Comments: Previous Climate Survey

On change in climate since previous survey: Employee feedback on how climate has changed in the past two years was mixed. Many remarked that climate had generally stayed the same, with communication remaining a large issue, although they had noted improvements in certain areas.

Example feedback:

- *"The area I have seen the most improvement is in the attitude/helpfulness of the employees/student help in the Welcome and Student Center. They rock!"*
- *"No real sense of a focus to improve open-discussion, dialogue."*
- *"Improved faculty to staff; Gotten worse administrator to faculty"*
- *"Seems like there is more awareness about equity issues"*
- *"Lack of communication in general and unequal treatment of students at the centers remain as serious issues."*
- *"There seems to be a greater "me first" culture. Things that don't affect the decision maker don't seem to be considered important any more, which leaves our students out in most cases."*

On use of Climate Survey data or changes made: Most employee comments noted that they had at least heard the Climate Survey data discussed, but not all were sure about what changes had been made.

Example feedback:

- *"I have been very relieved to hear this as a topic of discussion at various PG committees and at classified senate. It is a sign that administrators are listening and that campus climate is important. It is!"*
- *"Survey results were talked about, but I'm not sure much has been done. Some efforts for diversity training have happened, but I don't think the college as a whole is behind it and it makes it difficult for the handful of people trying to address equity/diversity issues."*
- *"Some committees discuss these results."*
- *"Social Justice Spring, Safety, Thursday Morning Coffee, Falcon Family Fun Day"*
- *"Suggestion boxes were made available; I believe last year's Social Justice Spring events were informed by these findings"*
- *"FLEX activities."*

Demographics

Employees were asked a series of demographic questions. When compared to the college-wide demographics for all employees, those participating in the survey were generally representative of the larger group. Administrators, classified, and full-time faculty were more likely to participate in the survey compared to part-time faculty. Survey respondents were proportionally similar to the college-wide statistics for age and ethnic/racial identity.

Wherever possible, college-wide data (retrieved from CCCCO Datamart, Fall 2017) is presented alongside survey percentages in the tables below.

Table 20: What is your age?

| | # of Respondents (n=126) | % of Respondents | College-Wide Comparison Data |
|-------|-----------------------------|---------------------|---------------------------------|
| 20-39 | 36 | 28.6% | 22.4% |
| 40-49 | 37 | 29.4% | 28.6% |
| 50-59 | 29 | 23.0% | 29.1% |
| 60+ | 24 | 19.0% | 19.9% |

Table 21: What category best represents your ethnic/racial identity?

| | # of Respondents (n=124) | % of Respondents | College-Wide Comparison Data |
|--------------------------------|--------------------------------|---------------------|---------------------------------|
| African American | Less than 10 | 3.2% | 4.6% |
| American Indian/ Alaska Native | Less than 10 | 1.6% | 0.7% |
| Asian | Less than 10 | 3.2% | 7.8% |
| Hispanic/Latino | Less than 10 | 6.5% | 10.5% |
| Multi-Ethnic | Less than 10 | 7.3% | 4.4% |
| Pacific Islander | Less than 10 | 0.8% | 0.7% |
| White(non-Hispanic) | 92 | 74.2% | 68.2% |
| Other or Unknown | Less than 10 | 3.2% | 3.2% |

Table 24: What sex were you assigned at birth, on your original birth certificate?

| | # of Respondents (n=131) | % of Respondents |
|--------|--------------------------------|---------------------|
| Female | 95 | 72.5% |
| Male | 36 | 27.5% |

Table 25: How do you describe yourself?

| | # of Respondents (n=127) | % of Respondents | College-Wide Comparison Data |
|--|--------------------------------|---------------------|------------------------------------|
| Female | 91 | 71.7% | 57.9% |
| Male | 35 | 27.6% | 42.1% |
| Transgender | Less than 10 | 0.0% | n/a |
| Do not identify as female, male or transgender | Less than 10 | 0.8% | n/a |

Table 30: What is your sexual orientation?

| | # of Respondents (n=124) | % of Respondents |
|-----------------------|-----------------------------|---------------------|
| Bisexual | Less than 10 | 3.2% |
| Gay | Less than 10 | 3.2% |
| Lesbian | Less than 10 | 3.2% |
| Queer | Less than 10 | 1.6% |
| Straight/Heterosexual | 105 | 84.7% |
| Other or Decline | Less than 10 | 4.0% |

Table 22: What language do you speak at home?

| | # of Respondents (n=130) | % of Respondents |
|----------------------------|--------------------------------|---------------------|
| English | 123 | 94.6% |
| Spanish | Less than 10 | 0.8% |
| Vietnamese | Less than 10 | 0.8% |
| Multiple languages equally | Less than 10 | 1.5% |
| Other | Less than 10 | 2.3% |

Table 27: Do you self-identify as having a disabling condition?

| | # of Respondents (n=132) | % of Respondents |
|-----|-----------------------------|---------------------|
| Yes | 14 | 10.6% |
| No | 118 | 89.4% |

Table 31: What best describes your belief system?

| | # of Respondents (n=125) | % of Respondents |
|--|-----------------------------|---------------------|
| Agnostic | 22 | 17.6% |
| Atheist | 12 | 9.6% |
| Buddhist | Less than 10 | 4.8% |
| Christian (<i>all denominations</i>) | 62 | 49.6% |
| Jewish | Less than 10 | 1.6% |
| Muslim | Less than 10 | 0.8% |
| Pagan | Less than 10 | 3.2% |
| Sikh | Less than 10 | 1.6% |
| Spiritual, non-religious | Less than 10 | 3.2% |
| No belief system | Less than 10 | 1.6% |
| Other | Less than 10 | 6.4% |

Table 31: What best describes your political views?

| | # of Respondents (n=128) | % of Respondents |
|-------------------------------|-----------------------------|---------------------|
| Far left / very liberal | 11 | 8.6% |
| Left / liberal | 40 | 31.3% |
| Middle of the road / Moderate | 40 | 31.3% |
| Right / Conservative | 15 | 11.7% |
| Far right / very conservative | Less than 10 | 3.9% |
| Other or independent | 13 | 10.2% |
| Undecided | Less than 10 | 3.1% |

Table 26: What is your employment classification?

| | # of Respondents (n=132) | % of Respondents | College-Wide Comparison Data |
|-------------------------|-----------------------------|---------------------|---------------------------------|
| Faculty: Full-Time | 44 | 33.3% | 28.8% |
| Faculty: Part-Time | 30 | 22.7% | 39.8% |
| Classified | 47 | 35.6% | 28.4% |
| Administrator / Manager | 11 | 8.3% | 3.0% |

Table 28: Where do you work most of the time?

| | # of Respondents (n=133) | % of Respondents |
|-----------------------------------|-----------------------------|---------------------|
| FLC – Main Campus / Harris Center | 104 | 78.2% |
| El Dorado Center | 16 | 12.0% |
| Rancho Cordova Center | Less than 10 | 5.3% |
| Evenly split between locations | Less than 10 | 3.0% |
| Online | Less than 10 | 0.8% |

Table 29: How many years have you been employed at Folsom Lake College?

| | # of Respondents (n=130) | % of Respondents |
|------------------|--------------------------------|---------------------|
| 2 years or less | 33 | 25.4% |
| 3-4 years | 20 | 15.4% |
| 5-7 years | 14 | 10.8% |
| 8-10 years | 13 | 10.0% |
| 10-15 years | 23 | 17.7% |
| 16-20 years | 15 | 11.5% |
| 20 years or more | 12 | 9.2% |

Employee Comments: Final Feedback

Employees were asked at the end of the survey if they would like to share any additional feedback and 41 (24%) of the respondents left comments. Employees most frequently remarked on communication issues at FLC, inclusivity issues, or made general positive and supportive comments about the college. A number of employees expressed concern over how survey data would be used. Other topics commented on included accessibility issues, politics, workload issues, management support, training opportunities, and recent pushes for institutional change.

Example feedback:

- *"I think we need significantly more diversity and equity training for faculty here at FLC. I took a great diversity training program that lasted for 10 weeks at ARC during the summer and it greatly expanded my understanding of the diversity issues we face as faculty and what the students are dealing with every day. Since the program was held at ARC there was only one other faculty member from FLC who took the training. If these types of trainings were held at FLC, more FLC faculty might sign up."*
- *"I genuinely appreciate FLC's interest in these matters. Although my personal experience is overwhelmingly positive, I know that is not the case for everyone, and I love that we are continually striving to improve our campus climate."*
- *"I hope this information isn't used to target specific groups or individual people. We need to improve the overall culture of this campus through positive communication and strong leadership to stop bullying and unilateral decision making. This is not to say that there aren't positive people and individuals that demonstrate leadership, however, in my experience, most employees at this campus are quite unhappy and we need to address this. Respect earns respect."*
- *"FLC needs more outward signs of diversity and its support of diversity. A rainbow flag, African American art prominently displayed, non-binary bathrooms easily accessible, faculty members automatically asking for preferred gender pronouns so this practice is normalized, student clubs that represent diversity having displays around campus year-round. It feels like I have to LOOK for diversity at FLC, and that means students, staff, and faculty that fall into different under represented groups may not feel welcome here, regardless of FLC's intent is to be welcoming."*
- *"It is admirable that FLC/LRCCD seeks to equalize the playing field among those of different ethnic groups and sexual orientations and seeks to overcome barriers that have discriminated against those of traditionally discriminated-against individuals. Sometimes, however, it seems that in an effort to accomplish this, those from more culturally "traditional" groups or viewpoints are discriminated against instead. As well, LRCCD's employment structure where it relies so heavily on "temporary" employees (classified and faculty) in order to provide excellent benefits to its "permanent" employees is inherently discriminatory towards those of all backgrounds who do not make it into the "permanent" group, creating a system of class stratification, whether intentional or not."*
- *"Please provide ongoing training and peer support to managers and administrators on developing leadership skills in the areas of staff development, fostering collegiality and respect for staff work and soliciting staff input in meaningful ways that have a direct impact on daily work."*
- *"As a member of classified staff, it's very obvious our voice is limited and doesn't mean as much as the faculty or students'. Yes, we have leadership on campus and we "have a voice" in our governance documents, but the reality is, that voice is limited. Faculty and students have the voice that really matters. If you want something addressed on our campus or in the district, have a faculty member or student bring it up."*
- *"Job security for adjuncts is lacking. I don't feel that I can voice an opinion or provide much input for fear of losing classes. This is not unique to FLC. I have taught at many schools within Los Rios and it is the case everywhere. Having [a disabling condition] limits my ability to teach full-time, so I am at the mercy of the school and department for what I can teach. But, as I said, this is not unique to FLC. I believe FLC is an inclusive, positive campus."*
- *"Things have to move forward and decisions have to be made, so leadership is important. But so is transparency, and I continue to see our Admin. leaders not always consult with employees about big decisions that affect them. It is getting better, I think, but it must be consistent. Anyway - on a positive note, I have high hopes that things will continue to improve - that's the forecast"*
- *"Thank you for your work on putting this survey together. Please also consider how a multicultural (or some similar diversity type) center might help support the work of building a more inclusive and supportive environment for our students."*

Addendum: Sub-Analysis by Employment Classification

Table 1. Overall, how comfortable are you with the campus climate at Folsom Lake College?

Percentage of each classification who answered that they were either "Very Comfortable" or "Somewhat Comfortable"

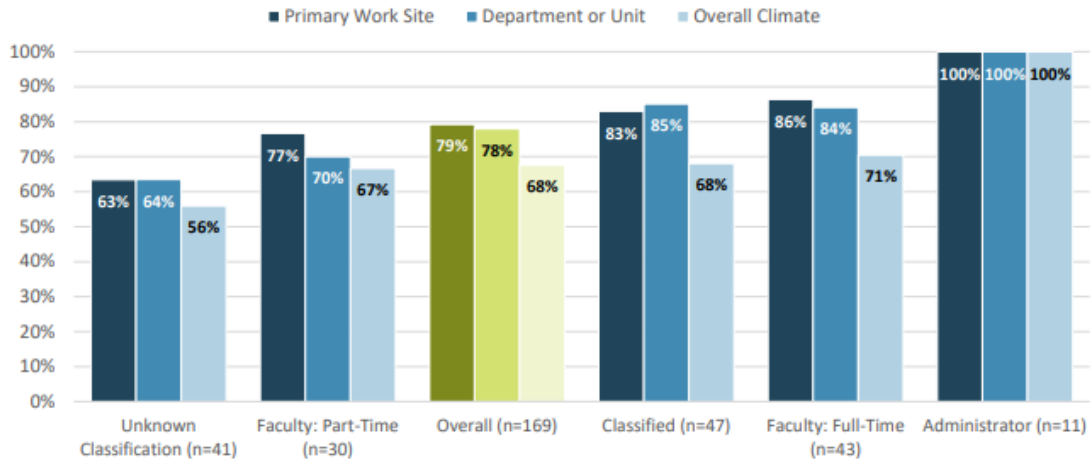
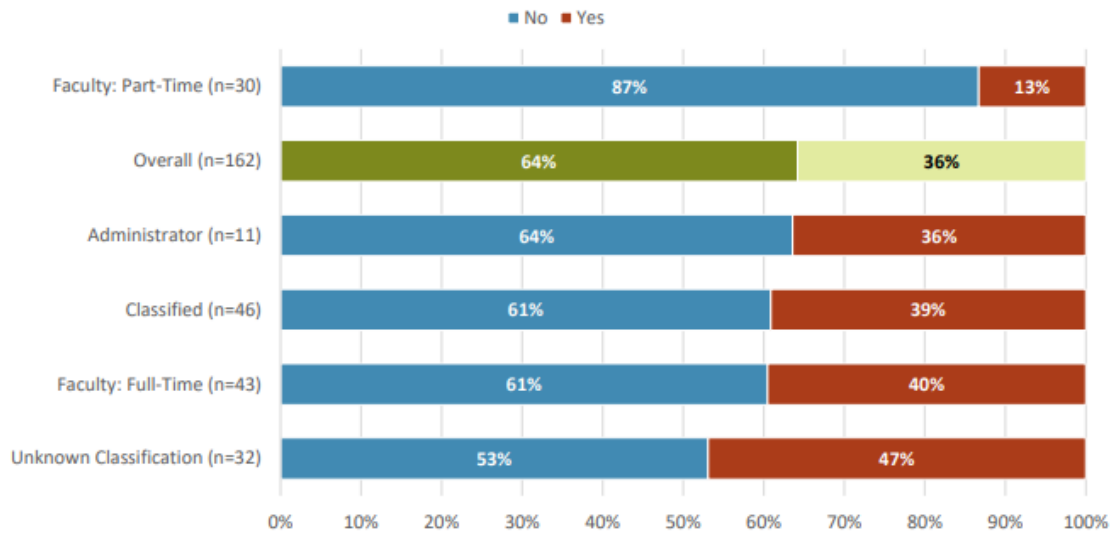
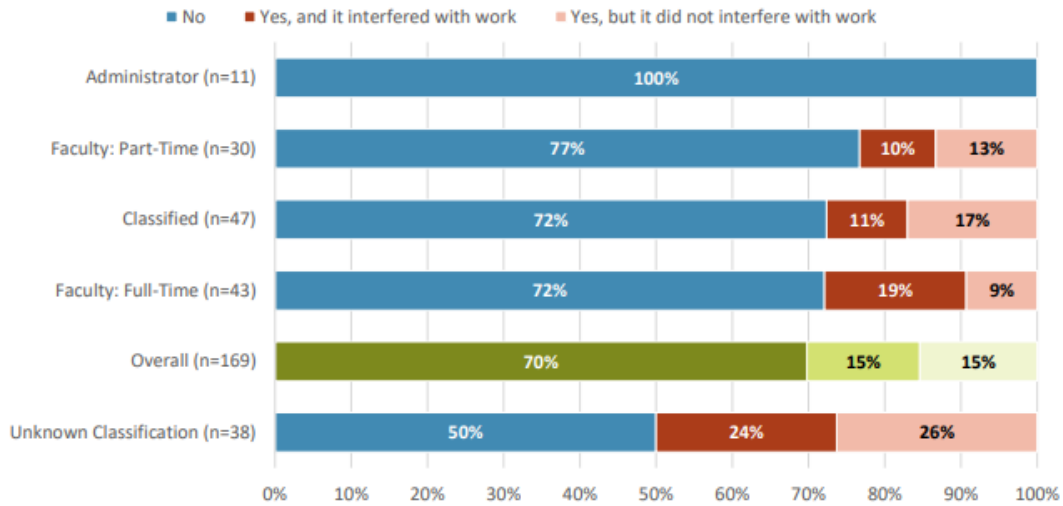


Table 4: In the past year, have seriously considered leaving Folsom Lake College?



The green tinted bars show the placement of aggregate (overall) percentages for comparison.

Table 5: In the past year, have you personally experienced any exclusionary, intimidating, offensive, and/or hostile behavior at FLC?



The green tinted bar shows the placement of aggregate (overall) percentages for comparison.

Table 13a: How did you experience this behavior?

Of those who experienced offensive behavior, the percentage that selected each item.

| | % of Classified Respondents | % of FT Faculty Respondents | % of PT Faculty Respondents | % of Unknown Employment Classification | % of All Respondents |
|--|-----------------------------|-----------------------------|-----------------------------|--|----------------------|
| I was deliberately ignored, excluded, and/or isolated. | 69.2% | 41.7% | 57.1% | 57.9% | 61.2% |
| I felt intimidated / bullied. | 53.8% | 41.7% | 71.4% | 47.4% | 53.1% |
| I was the target of derogatory verbal remarks. | 30.8% | 33.3% | 28.6% | 15.8% | 26.5% |
| I felt singled out as the spokesperson for my identity group. | 15.4% | 33.3% | 14.3% | 21.1% | 22.4% |
| I was the victim of derogatory emails, texts, Facebook posts, etc. | 0.0% | 25.0% | 0.0% | 15.8% | 12.2% |
| I feared for my physical safety. | 15.4% | 0.0% | 14.3% | 5.3% | 8.2% |
| I received derogatory written comments. | 7.7% | 0.0% | 0.0% | 10.5% | 6.1% |
| I was the target of stalking. | 7.7% | 8.3% | 0.0% | 0.0% | 4.1% |
| I was the target of graffiti / vandalism. | 0.0% | 8.3% | 0.0% | 0.0% | 2.0% |

Table 13a: What do you believe the experience was based upon?

Of those who experienced offensive behavior, percentage that identified item as basis for experience, and reported it as occurring “very often,” “often,” or “sometimes.”

| Very Often, Often, or Sometimes | % of Classified Respondents | % of FT Faculty Respondents | % of PT Faculty Respondents | % of Unknown Employment Classification | % of All Respondents |
|--|-----------------------------|-----------------------------|-----------------------------|--|----------------------|
| Position (staff; faculty; administrator) | 60.0% | 40.0% | 100.0% | 58.3% | 62.1% |
| Philosophical/Political/Religious View | 62.5% | 54.5% | 0.0% | 54.5% | 51.5% |
| Age | 37.5% | 30.0% | 80.0% | 50.0% | 45.5% |
| Ethnicity/Race | 40.0% | 55.6% | 33.3% | 33.4% | 41.2% |
| Gender Identity / Gender Expression | 44.4% | 33.3% | 50.0% | 27.3% | 37.1% |
| Ancestry | 25.0% | 44.4% | 0.0% | 27.3% | 29.0% |
| Socioeconomic Status | 44.4% | 0.0% | 25.0% | 20.0% | 25.8% |
| Disability | 12.5% | 22.2% | 0.0% | 10.0% | 13.3% |
| Sexual Orientation | 25.0% | 12.5% | 0.0% | 0.0% | 10.7% |
| Military/Veteran Status | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

Table 15: Where did this experience occur?

Of those who experienced offensive behavior, the percentage that selected each item.

| | % of Classified Respondents | % of FT Faculty Respondents | % of PT Faculty Respondents | % of Unknown Employment Classification | % of All Respondents |
|--|-----------------------------|-----------------------------|-----------------------------|--|----------------------|
| On campus, not in a classroom or lab | 69.2% | 66.7% | 71.4% | 52.6% | 71.1% |
| Other | 7.7% | 33.3% | 28.6% | 15.8% | 22.2% |
| In a classroom or lab | 23.1% | 8.3% | 42.9% | 10.5% | 20.0% |
| Off campus | 0.0% | 16.7% | 14.3% | 5.3% | 8.9% |
| On social networking sites (Facebook; Twitter; cell phone; other communication technology) | 0.0% | 16.7% | 0.0% | 5.3% | 6.7% |

Table 16: Who/what was the source of this experience?

Of those who experienced offensive behavior, the percentage that selected each item.

| | % of Classified Respondents | % of FT Faculty Respondents | % of PT Faculty Respondents | % of Unknown Employment Classification | % of All Respondents |
|---------------------|-----------------------------|-----------------------------|-----------------------------|--|----------------------|
| Faculty (Full Time) | 23.1% | 58.3% | 57.1% | 31.6% | 45.5% |
| Administrator | 30.8% | 50.0% | 28.6% | 36.8% | 43.2% |
| Classified Staff | 61.5% | 23.1% | 14.3% | 26.3% | 36.4% |
| Student | 23.1% | 16.7% | 14.3% | 10.5% | 18.2% |
| Faculty (Part Time) | 7.7% | 25.0% | 0.0% | 5.3% | 11.4% |
| Other | 23.1% | 0.0% | 42.9% | 0.0% | 13.6% |

Table 16: Did somebody else from FLC witness this behavior or try to intervene?

Of those who experienced offensive behavior, the percentage that selected each item.

| | % of Classified Respondents | % of FT Faculty Respondents | % of PT Faculty Respondents | % of Unknown Employment Classification | % of All Respondents |
|--|-----------------------------|-----------------------------|-----------------------------|--|----------------------|
| Someone witnessed the behavior, but did not intervene. | 46.2% | 41.7% | 71.4% | 26.3% | 48.8% |
| A person with greater authority was the source of the behavior. | 30.8% | 41.7% | 28.6% | 31.6% | 39.5% |
| No one from FLC witnessed the behavior. | 15.4% | 28.6% | 28.6% | 10.5% | 18.6% |
| Yes, a peer (colleague or co-worker) intervened. | 15.4% | 16.7% | 0.0% | 10.5% | 14.0% |
| I reported the behavior later, and then the proper authority intervened. | 30.8% | 0.0% | 14.3% | 5.3% | 14.0% |
| Yes, a student intervened. | 7.7% | 0.0% | 0.0% | 0.0% | 2.3% |
| Other | 15.4% | 16.7% | 14.3% | 5.3% | 14.0% |

Table 17: Within the last 5 years, have you experienced unwanted sexual contact at FLC?

| | % of Classified Respondents | % of FT Faculty Respondents | % of PT Faculty Respondents | % of Unknown Employment Classification | % of Administrator Respondents | % of All Respondents |
|------------------|-----------------------------|-----------------------------|-----------------------------|--|--------------------------------|----------------------|
| Yes | 2.1% | 4.5% | 0.0% | 0.0% | 0.0% | 1.8% |
| No | 95.7% | 95.5% | 100% | 97.0% | 100.0% | 97.0% |
| Decline to State | 2.1% | 0.0% | 0.0% | 3.0% | 0.0% | 1.2% |

Table 17: How often do the following intolerant attitudes occur at Folsom Lake College?

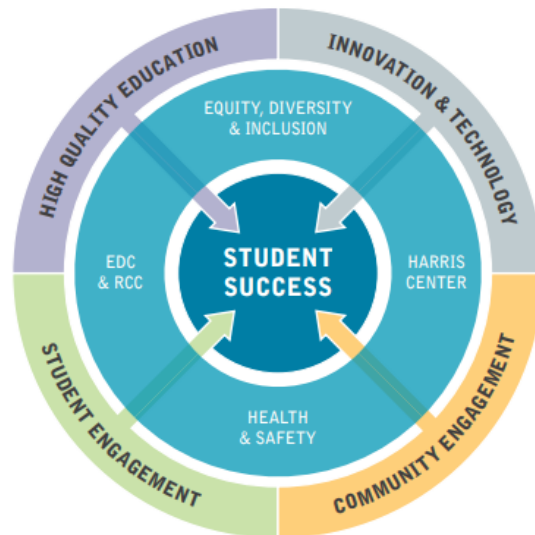
The percentage within each employment classification that identified a form of intolerance as occurring Very Often, Often, or Sometimes.

| Very Often, Often, or Sometimes | % of Classified Respondents | % of FT Faculty Respondents | % of PT Faculty Respondents | % of Unknown Employment Classification | % of Administrator Respondents | % of All Respondents |
|--|-----------------------------|-----------------------------|-----------------------------|--|--------------------------------|----------------------|
| Ageism | 34.8% | 38.6% | 56.7% | 28.6% | 9.1% | 41.2% |
| Classism | 32.6% | 45.5% | 53.3% | 21.4% | 18.2% | 40.8% |
| Sexism | 31.1% | 47.7% | 51.7% | 19.0% | 27.3% | 40.7% |
| Religious Intolerance | 30.4% | 40.9% | 50.0% | 19.0% | 18.2% | 37.3% |
| Racism | 24.0% | 43.2% | 36.7% | 40.9% | 36.4% | 35.3% |
| Bias against non-native English speakers | 27.7% | 43.2% | 33.3% | 16.7% | 27.3% | 34.0% |
| Homophobia | 23.9% | 43.2% | 33.3% | 19.0% | 27.3% | 33.6% |
| Transphobia | 26.1% | 34.1% | 30.0% | 14.3% | 18.2% | 29.0% |
| Bias against Immigrants | 17.4% | 39.5% | 23.3% | 19.1% | 36.4% | 29.0% |
| Ableism | 14.9% | 29.6% | 30.0% | 11.9% | 0.0% | 22.2% |

Reference 20: Sample of 2017-18 Budgets Requests

| Unit Name | Request Name | Description of Request | Review Period | Original Request Date | Resource Request T | Quantity | Total Cost | Is this request related to an SLO assessment? | Justification of Resource Request | Priority Type |
|---------------------------------------|--|--|---------------|-----------------------|----------------------|----------|--------------|---|--|-------------------|
| ADP - Allied Health | Imaging: Trajeosys Rotation Management | Rotation Management to track | 2017 - 2018 | 09/08/2017 | | | | | | |
| ADP - Communication and Media Studies | Increase in Base Budget Allocation | COMM desperately needs an increase in | 2017 - 2018 | 10/15/2017 | Base Budget Increase | 0 | \$500 more | Yes | With over 14.0 FTE offered every year, we are one of | A - Critical |
| ADP - English | Lit Mag/Newspaper Budget Augmentation | Additional Monies for Printing | 2017 - 2018 | | Base Budget Increase | 1500 | 1500 | No | We currently have 500.00 to publish the lit mag, but | C - Enhancement |
| ADP - GeoSciences | Geoscience Department - Base Budget Augmentation | Adequate annual funding for GEO labs. | 2017 - 2018 | | Base Budget Increase | 5000 | \$5,000/year | Yes | Lab supplies and equipment have been | A - Critical |
| ADP - Humanities/Philosophy | Budget Augmentation | Budget Augmentation | 2017 - 2018 | 11/01/2017 | Base Budget Increase | 1 | 400 | No | This additional money will be used for: | A - Critical |
| ADP - Life Sciences | Histology and Microscope slides | EDC microscope slides refurbishment | 2017 - 2018 | 10/30/2017 | Base Budget Increase | 100 | \$500.00 | Yes | The current slide inventory at EDC has diminished over | B - Renew/Replace |
| ADP - Life Sciences | Getinge Sterilizer Contract | Getinge Sterilizer Contract | 2017 - 2018 | 10/11/2005 | Base Budget Increase | 1 | 3700 | Yes | Safety - required to keep the sterilizer functioning | A - Critical |
| ADP - Life Sciences | Getinge Sterilizer parts GENFD/5600/11/FL.VI.BI | Getinge Sterilizer parts | 2017 - 2018 | 10/10/2005 | Base Budget Increase | 1 | 6200 | Yes | Safety - required to keep the sterilizer functioning | A - Critical |
| ADP - Life Sciences | Microscope, dissecting scope maintenance and | Maintain and repair Zeiss, Olympus | 2017 - 2018 | 07/03/2006 | Base Budget Increase | 1 | | Yes | This is an annual maintenance/repair | A - Critical |
| ADP - Life Sciences | Budget increase GENFD/4500/11/FL.VI.BI | Special paper towel for dissection, hand | 2017 - 2018 | 10/02/2006 | Base Budget Increase | 1 | \$1,200 | Yes | dissections require paper towel and soap be readily | A - Critical |
| ADP - Physical Sciences | ASTR 400 documentation of | Ink for Canon PIXMA Pro 1 | 2017 - 2018 | 07/01/2016 | Base Budget Increase | 2 | \$960 | Yes | supplies needed to meet course curriculum and | B - Renew/Replace |
| ADP - Physical Sciences | PHYS 360, 431 | replacement beta decay samples | 2017 - 2018 | 07/01/2014 | Base Budget Increase | 4 | \$325 | Yes | replacement source sample due to decay / half- | B - Renew/Replace |
| ADP - Theatre and Cinema Arts | CDF Base Allocation | The Dept of Theatre and Cinema Arts | 2017 - 2018 | 11/01/2017 | Base Budget Increase | 1 | \$9,000.00 | Yes | Providing classes with actives of sufficient size | A - Critical |
| ADP - Visual Arts | Art Gallery Budget Increase | Increase \$1,500 to Art Galley budget base | 2017 - 2018 | | Base Budget Increase | 1500 | 1500 | No | FLC ART Gallery Supplies budget is \$500.00. The | A - Critical |
| ADP - Visual Arts | Art Model Budget Increase | Increase \$600 to Art Model base | 2017 - 2018 | | Base Budget Increase | 600 | 600 | No | FLC ART Art Models budget is \$2,400.00. The | B - Renew/Replace |
| ADP - Visual Arts | Studio Art Instructional Materials and Supplies | Requesting an additional \$2,500 to | 2017 - 2018 | | Base Budget Increase | 2500 | 2500 | Yes | The current FLC ART budget for Studio Art | A - Critical |
| ADP - Chemistry | Upgrade 8 PCs installed in 2003, needed for | 2 Dell PC for FTIR, 4 hp compags on LCs | 2017 - 2018 | 09/02/2017 | Computer and Technol | 8 | | No | Repurposed computers from IT as available, to | B - Renew/Replace |
| ADP - Chemistry | Replacement GC columns | Currently GC columns are old and are | 2017 - 2018 | 09/02/2017 | Computer and Technol | 4 | \$1,500 | No | The GCs will not operate with old columns. | A - Critical |

Reference 21: College Master Plan, *excerpts from*



The diagram above emphasizes the College Master Plan's key priorities as identified by stakeholders – Community Engagement, High Quality Education, Innovation and Technology, and Student Engagement – and shows how they are driven by the recurrent themes (equity, diversity, and inclusion; health and safety; the Harris Center; and the El Dorado and Rancho Cordova Centers) as they all focus on Folsom Lake College's main priority: Student Success. As a part of the dialogue emphasizing the importance of equity, diversity, and inclusion, Folsom Lake College developed its first equity statement, currently in draft form, to guide college processes and decision-making. The following pages describe each of the four priorities (listed in alphabetical order) and the college's goals at the end of the next ten years.

Innovation and Technology

I. What is Innovation and Technology?

Folsom Lake College defines creativity as the capability or act of conceiving something original or unusual and defines innovation as the use or application of something new. Creativity produces value from imagination, and innovation produces value from creativity. While current technology is the result of past innovation, it is also in its present stage an enabler of future innovation, dramatically closing the gap between what is creatively imagined and what can be practically implemented. Folsom Lake College values and nurtures the abilities and efforts of students and staff in these areas. Acting on these principles involves establishing a culture that values experiential learning and that honors failure as a natural consequence of informed risk taking. Being innovative with technology requires the presence of institutional processes that are accessible, flexible, and sustainable with sufficient capacity to support instructional innovation and student success. Ultimately, innovation and technology promote partnerships and interdisciplinary collaboration.

II. Why is this Important?

Folsom Lake College values technology-enabled creativity and innovation. The college's Vision Statement stresses that Folsom Lake College "inspires excellence and provides educational opportunities to enrich and [to] empower students." Furthermore, the college's Mission Statement stresses that Folsom Lake College is committed to student success by, among other things, supporting a "collaborative and innovative environment that promotes personal interaction as the foundation of learning." Students should have access to technology to support their studies and to prepare them to engage as citizens in a technology rich world. With its vision, Folsom Lake College has an opportunity to create a technology niche in the district and service area given its proximity to Intel and many other tech businesses in the area. At the same time, the college needs to give consideration to the unique technology needs and challenges of the El Dorado Center and the Rancho Cordova Center, specifically as regards student demographics and the support and resources currently available and those still needed. Folsom Lake College has a prime opportunity to understand and to address equity issues especially in relation to technology access and knowledge gaps and to lead the way in eliminating barriers and in empowering a much more diverse community of learners.

III. Where Are We Now?

Folsom Lake College stands at the beginning stages of cross-curriculum innovation (e.g., Aquaponics Project, Making Social Change course). The college operates a regional arts center and is making progress toward creating a Makerspace on campus. The college finds itself at the beginning stage of curriculum development around creativity and innovation, particularly as they are enabled by technology. The college has recently updated its Technology Plan but is still working on alignment with the District's Technology Plan, which is currently being updated.

IV. Where Do We Want To Be In Ten Years?

Folsom Lake College is committed to developing its identity as a technology leader and partner in the community, by establishing a regional reputation for being an innovative institution that embraces technology as an enabler of creativity and innovation. The college wants to use new technology to foster interdisciplinary creativity, to establish internships with local technology companies, to provide job training and professional development, to empower groups traditionally excluded or marginalized, and to offer more online and hybrid courses (with sufficient support for students, staff and faculty members, by providing updatable technology and by ensuring currency). Doing so will require developing and using technology-related funding opportunities, surveying students and staff to better understand their technology interests and challenges, and identifying and applying best practices to close gaps in student access to technology. Ultimately, Folsom Lake College wants to provide students opportunities to use technology creatively to support their educational goals and to assure electronic media literacy among its graduates so that they are equipped to function in today's hi-tech world.

V. Existing and Future Programs/Area Analysis

With the possible population decline of high school graduates to feed into the El Dorado Center and with approximately only 20% of its students taking 12 units or more (defined as full-time students), Folsom Lake College should consider making the most of its resources to serve its students best and making necessary adjustments as the population at the main campus and at the Rancho Cordova Center grows and as the economy improves overall. This service should include: developing partnerships with local business and schools; strengthening ties with established K-12 partners and programs (including Project Lead the Way); participating in Middle School Academy and in high school Maker Faires; creating an electronic media literacy program and / or center on campus to provide training and access to electronic media tools for students, staff, and faculty members; using the Harris Center for creative and innovative projects; and improving college processes to make them more nimble and responsive. Interdisciplinary planning should be concerned with veterans, professional development, transferable job and life skills, and the Harris Center.

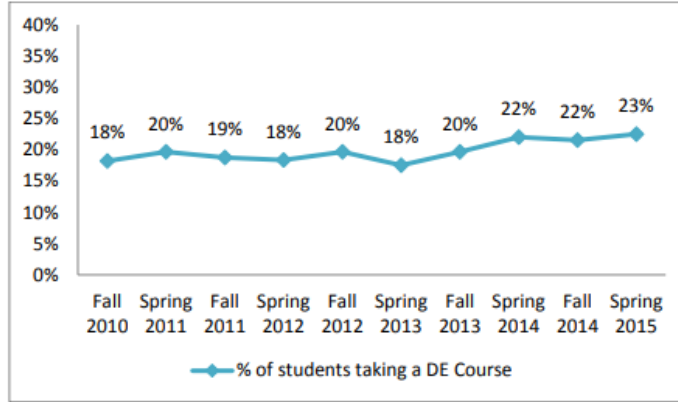
College Master Plan: Innovation & Technology 10-Year Goals and Indicators of Success

- Develop institutional capacity for innovation.
 - *Indicators of Success include having nimble and responsive college processes to support innovation.*
- Use innovation and technology across disciplines.
 - *Indicators of Success include demonstrating evidence of innovation and technology embedded in curriculum across all disciplines.*
- Provide accessible, current, and updatable technology.
 - *Indicators of Success include being able to access and to use current technology to support student success.*
- Offer student-focused and student-led real world learning experiences.
 - *Indicators of Success include having established partnerships with local and regional industries.*

Distance Education

There are a growing number of students enrolling in taking Distance Education (DE) courses. In the Fall of 2010, 18% of students were enrolled in a DE course; that number increased to 23% by the Spring of 2015. There has been a corresponding increase in the percentage of enrollments in DE courses (12% vs. 14%).

Chart 8: Distance Education Student Profile

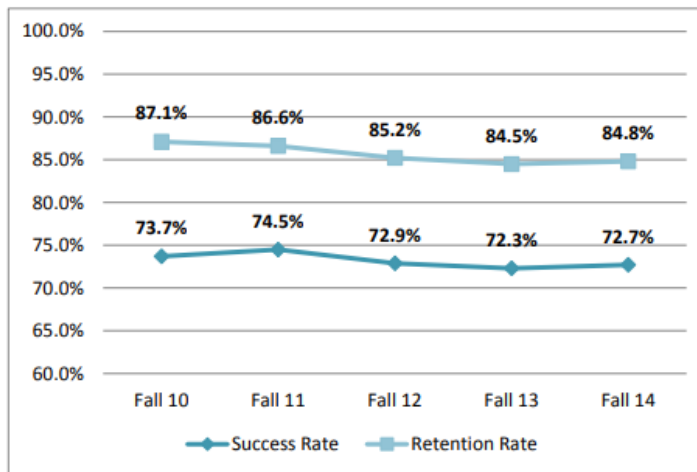


Student: Performance

Retention & Success Rates

Over the past 5 years there has been a moderate but steady decline in the college-wide retention rate, moving from 87.1% to 84.8%. The success rate has remained relatively stable at an average of 73%.

Chart 9: Retention & Success Rates



Reference 22: College Strategic Plan



FOLSOM LAKE COLLEGE
EL DORADO CENTER | RANCHO CORDOVA CENTER



STRATEGIC PLAN



2017-2020



Folsom Lake College Strategic Plan

The Folsom Lake College (FLC) Strategic Plan 2017-2020 provides the college community with a guide for the next three years. FLC's Strategic Plan was approved by the College President on May 10, 2017. This plan is designed to align with FLC's newly revised Mission, Vision, and Equity Statements and to set goals aligned with FLC's College Master Plan and the Los Rios Community College District (LRCCD) Strategic Plan.

FLC's Strategic Plan focuses on five goals:

1. Increase Student Engagement
2. Provide High Quality Education
3. Support Community Engagement
4. Incorporate Innovation and Technology
5. Foster an Outstanding Working and Learning Environment

Preparation of the Plan

The Strategic Planning Ad Hoc Group, a subcommittee of the Institutional Effectiveness Committee, was charged with reviewing the Mission and Vision Statements and with updating FLC's Strategic Plan by the end of Spring 2017. The membership of the Strategic Planning Ad Hoc Group included faculty members, classified staff, administrators, and students.

Input was provided by:

- Academic Senate
- Administrative Council
- Associated Students of Folsom Lake College
- Classified Senate
- Executive Team
- Harris Center for the Arts
- Management Team
- All college employees and students (via focus groups, Town Hall meetings, and Google docs)

Progression of the Plan

- September 2016: The Strategic Planning Ad Hoc Group initially met in early Fall 2016 to discuss the revision of Folsom Lake College's Mission and Vision Statements and the creation of FLC's Strategic Plan.
- March 2017: Three Town Hall meetings for the college community were held - one at the main campus and one at each of the centers (EDC and RCC). Draft language and summaries of the five goal areas were shared, and attendees were asked to provide feedback and to identify possible omissions in the drafts.

- March and April 2017: Final drafts were shared with all constituents and participatory governance committees. The final draft was also submitted to the Academic Senate, Classified Senate, and Student Senate for first and second reads, with a request for affirmation, before it was submitted to the College President for approval.
- April 18, 2017: Strategic Plan was affirmed by the Student Senate.
- April 27, 2017: Strategic Plan was affirmed by the Classified Senate.
- May 9, 2017: Strategic Plan was affirmed by the Academic Senate.
- May 10, 2017: Strategic Plan was approved by the College President.
- June 14, 2017: Strategic Plan was approved by the LRCCD Board of Trustees.

Folsom Lake College's Strategic Plan is designed to serve as a guide to direct and to inform processes, plans, and programs, in support of the College's Mission and College Master Plan, and to support continuous quality improvement. The Strategic Plan will be reviewed annually, and adjustments will be made based on current and relevant data and trends to ensure that the Strategic Plan remains feasible and effective and that it assists in directing institutional priorities to meet the educational needs of FLC's students.

Vision, Mission, and Equity Statements

Vision: Folsom Lake College opens minds and doors through the power of education, inspiring all students to become socially responsible global citizens.

Mission: Folsom Lake College enriches and empowers all students to strengthen our community by bridging knowledge, experience, and innovation.

Folsom Lake College, serving the diverse communities of eastern Sacramento and western El Dorado counties, offers educational opportunities and support for students to transfer to four-year institutions, to improve foundational skills, to achieve career goals, and to earn associate degrees or certificates.

Equity Statement: Education should belong to everyone. To nourish this inclusion, FLC champions equity, diversity, social justice, and environmental sustainability as foundational to academic, campus, and community life. We work with the communities we serve toward just and fair inclusion into society in which all people can participate, prosper, and reach their full potential. We commit to equity driven decision-making, planning, and reflective processes that are responsive to the diverse identities and experiences in our community.

We seek to empower marginalized voices, nurture our many identities and social circumstances, foster cultural responsiveness, and stand against all manifestations of discrimination, including (but not limited to) those based on: ability statuses, age, ancestry, body size, citizenship/immigration status, economic status, educational status, employment status, ethnicity,

food/housing insecurity, gender, gender identity, gender expression, incarceration experience, language, marital/partner status, military/veteran status, national origin, neurodiversity, political affiliation, pregnancy/reproductive status, race/racial identity, religion, sex, and sexual orientation.

Folsom Lake College Strategic Plan 2017-2020 Goals

1. Increase Student Engagement
2. Provide High Quality Education
3. Support Community Engagement
4. Incorporate Innovation and Technology
5. Foster an Outstanding Working and Learning Environment

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.

Indicators of Achievement

1. Increase the number of students leading and participating in college programs, services, committees, activities, and events by 10% by 2020.
2. Increase the number of college-wide opportunities for students (e.g., clubs, on-campus employment, internships) by 20% by 2020.
3. Increase the use of student programs and services, including online and on-ground support services, by 15% by 2020.
4. Increase the percent of student satisfaction as indicated by biennial Student Services Satisfaction Survey by 5% by 2020.

Strategies

1. Promote college-wide programs, services, activities, and events through multiple channels (e.g., website, social media, phone, direct mail, posters, classrooms, and face-to-face).
2. Evaluate current student outreach practices and channels to identify opportunities to strengthen communication and to develop a targeted communication plan for each student audience segment.
3. Enhance and expand faculty/student mentoring program.
4. Educate students about college processes and student services structure.
5. Convene a student focus group annually to discuss and to identify potential improvements to the pre-enrollment "Steps to Success" process.
6. Assess effectiveness of success programs to identify potential improvements and to inform decisions about future programs.
7. Increase longevity of, and participation in, student clubs.

Folsom Lake College

Technology Plan, 2017

1.0 Introduction and Background

1.1 FLC Vision and Mission

The college's vision, mission and values statements were last revised by college constituency groups in 2016, and approved by the District Board of Trustees on December 14, 2016. These statements are designed to inform all aspects of college planning, including technology planning. The revision articulates the college's values to such an extent that the previously listed sets of value statements are no longer deemed necessary.

1.2 Vision

Folsom Lake College opens minds and doors through the power of education, inspiring all students to become socially responsible global citizens.

1.3 Mission

Folsom Lake College enriches and empowers all students to strengthen our community by bridging knowledge, experience, and innovation.

Folsom Lake College, serving the diverse communities of eastern Sacramento and western El Dorado counties, offers educational opportunities and support for students to transfer to four-year institutions, to improve foundational skills, to achieve career goals, and to earn associate degrees or certificates.

1.4 Equity Statement

Education should belong to everyone. To nourish this inclusion, FLC champions equity, diversity, social justice, and environmental sustainability as foundational to academic, campus, and community life. We work with the communities we serve toward just and fair inclusion into society in which all people can participate, prosper, and reach their full potential. We commit to equity driven decision-making, planning, and reflective processes that are responsive to the diverse identities and experiences in our community.

We seek to empower marginalized voices, nurture our many identities and social circumstances, foster cultural responsiveness, and stand against all manifestations of discrimination, including (but not limited to) those based on: ability statuses, age, ancestry, body size, citizenship/immigration status, economic status, educational status, employment status, ethnicity, food/housing insecurity, gender, gender identity, gender expression, incarceration experience, language, marital/partner status, military/veteran status, national origin, neurodiversity, political affiliation, pregnancy/reproductive status, race/racial identity, religion, sex, and sexual orientation.

1.5 Purpose of the Plan

The *FLC Technology Plan* is designed to include all facets of technology at FLC's sites (main campus, EDC, RCC) that are either a shared responsibility with the District Office Information Technology Department (DO IT) or the college's sole responsibility, and to provide a comprehensive set of strategic technology directions for the college to pursue over the next three years.

1.6 Planning Process

The FLC Technology Committee undertook a revision of the Technology and Distance Education Plan in the spring of 2013. The revised document was approved by the Technology Committee on 10.07.14, affirmed by the Folsom Lake College Academic Senate on 11.25.14, affirmed by the Institutional Planning Committee on 12.08.14 and approved by the College President on 01.29.15.

Based on a three year revision cycle, the plan was to have been revised in the 2017-2018 academic year, but the distance education portion of the plan as originally conceived was assigned to the Distance Education Subcommittee of FLC Curriculum Committee. This action was taken to reflect the increasing importance of distance education in all segments of education. It is also intended to help assure consistency, quality and relevancy in the face of future developments in this pedagogical modality.

1.7 Planning Context

FLC's technology acquisitions and support are the joint responsibility of DO IT and the college.

College representatives participate in district wide technology decisions and plans through their active membership on district level governance committees and workgroups. **DO IT has its own Technology Plan, dated February, 2017.** The plan consists of the following sections:

1. Network, Infrastructure, and Security
2. Technology Environment
3. Academic and Instructional Computing
4. Student Services Support Computing
5. Administrative Services Computing

In providing technology leadership for the District, the DOIT Technology Plan adheres to the regional accrediting commission's standard on technology services:

ACCJC Standard C.III, Sections 1-5:

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and systems related to its programs, services, and institutional operations.
5. The institution has policies and procedures that guide the appropriate use of technology in teaching and learning processes.

In each of the four Los Rios colleges, various departments are responsible for technology planning, implementation and services. At FLC, these include the following: IT Services, Innovation Center, Library, Media Services, Office of Institutional Research and Student Services. FLC participatory governance oversight of technology planning rests with the college's Technology Committee.

The FLC Technology Plan is one component of the overall FLC planning and evaluation cycle. The plan shows how the college will maintain and enhance its technical capabilities and services to all divisions of the college:

- Administrative Services
- Student Services
- Instruction
- President's Services

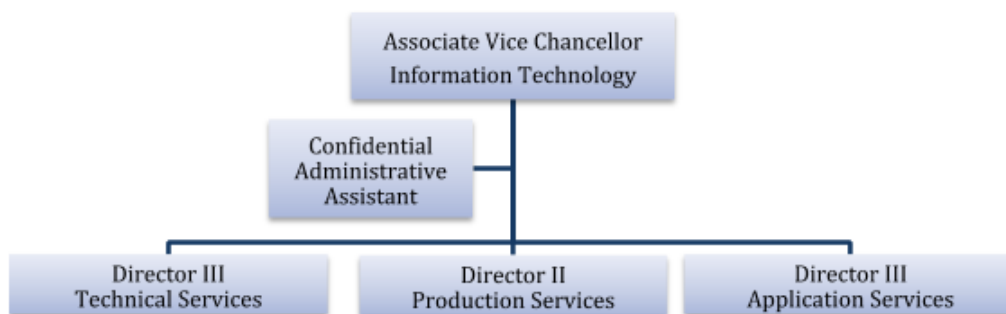
The recommendations contained within this plan may be assigned to one or more college entities (operational units or governance committees) to enact. In turn, those entities will seek required resources, implement recommended strategies, and provide evaluations through their own annual unit plan (AUP) development, program review processes, and committee responsibilities. Planning regarding distance education offerings occurs within the Office of Instruction and Curriculum Committee's Distance Education subcommittee, and recognizes such planning as an academic and professional responsibility of FLC faculty. The faculty-driven and senate-approved Student Centered Scheduling Criteria document helps guide decisions regarding distance education offerings required to meet student demand and access issues. Please see the *Distance Education Plan* for more detailed information.

Documentation of annual progress on FLC Technology Plan recommendations will be completed by the appropriate entities and reported to FLC's Institutional Planning Committee each spring on a strategies matrix update document. The entire plan will be reviewed for needed revisions every three years. The next review and revisions are projected for 2020 and 2023.

2.0 Technology Organization and Governance

2.1 District Technology Organization

The District Office Information Technology department (DO IT) performs a variety of functions in support of the four colleges and various other facilities in the district as spelled out in the DO IT Plan. The organizational chart for DO IT is as follows:



With this structure in place, DO IT is able to efficiently address technology challenges as they present at the site level, taking into account solutions that are both effective and scalable. The context for this work is detailed in the following areas of responsibility (DO IT Plan):

Infrastructure - District IT is responsible for the design, implementation, operation and support of the district physical and logical network, including the cable plant and related facilities, the local area networks (LAN) and Wireless LANs (WLAN), remote access and virtual private networks (VPN) and the metropolitan area network (MAN). The exception to this general rule is that certain small portions of the instructional network are delegated to the faculty in support of the instructional program (e.g., operating systems classes). District IT is responsible for district network services, such as: network switching and routing, the district Internet connection, Domain Name Services (DNS), district IP and VLAN address management and network bandwidth management. District IT is also responsible for the design, implementation, operation and support of district network security services, including firewall and intrusion prevention services.

Learning Management System [LMS] – DO IT currently provides servers, storage, and management of the infrastructure for the Learning Management System (LMS) needs of the colleges. Online, hybrid, and web-enhanced courses are provided primarily through Desire-to-Learn (D2L), Moodle, and some publisher learning management systems (LMS). In May 2016, the district’s LMS Work Group recommended to the District Academic Senate that all Los Rios colleges join the CCCCO Online Education Initiative, including adopting *Canvas* as the sole Los Rios online, hybrid, and web-enhanced course LMS platform. College representatives administer the application jointly with DO IT, providing training and support of the faculty and students, making decisions about application functionality, determining the content of online help, and recommending timing of desired software upgrades.

District IT responsibilities related to the LMS include maintenance and support of the servers and storage, system security, system performance, application software problem resolution, managing software upgrades, and working with the vendor to address software issues. An IT position for Learning Management Systems is charged with providing assistance to application management, documentation, testing, problem resolution, and other functions in support of the LMS.

SOCRATES - This curriculum management system was developed by Los Rios faculty to support and partially automate the process of curriculum development. DO IT provides servers, documentation, and ongoing support of this application.

Online Grading System - The online grading system (OGS) written by faculty, provides easy access to class rosters. The system facilitates faculty initiated drops and grade submission. Upgrades for 2016-17 included roster-specific enrollment and grade submission information for administrators. DO IT provides server, storage, documentation and ongoing support for this application. In addition, DO IT develops and maintains the interface that supplies this application, specifically PeopleSoft® data.

PeopleSoft® - The district licensed the PeopleSoft® Enterprise applications in September 1998 for HR/Payroll/Benefits/Student Administration and Financials/Supply Chain Management. Implementation of the applications proceeded in a phased approach, with the suite of Student Administration modules (now renamed *Campus Solutions*) moving into production for fall semester of 2002. Oracle bought PeopleSoft® in December 2004, and continues to develop the suite of PeopleSoft® applications. Since adoption, the district has implemented various new modules of PeopleSoft, including Degree Audit, Cashiering, Prospecting, and Financial Aid. The newest upgrade – version 9.2 – will be implemented summer 2017.

District Data Resources – DO IT operates a reporting data store that supports many reporting requirements and supplies data to various college systems. In addition, DO IT has been developing data resources that include multiple years of data to support specialized reporting requirements.

Telephony and Video Teleconferencing - District IT is responsible for the design, implementation, operation and support of the district wide phone and voice mail system, including: conversion to VOIP, administering the district dial plan, DID allocation and management, managing the Class of Service plan, managing all phone device adds, moves and changes, assisting with voice conferencing services, managing local and long distance and managing the District Emergency Phone service. DO IT is responsible for managing the network delivery of video conferencing, including the video gateway and video QOS requirements.

District Website - DO IT provides hosting and programming support to the Public Information Officer in the development, maintenance and operation of the district's web site (www.losrios.edu).

District Servers (e.g. email, web, library, CMS, firewall, grading) - District IT is responsible for the design, implementation, operation and support of district-wide computing services such as: Active Directory, Windows Naming Services (WINS), DO and college Wservers, GoogleDocs, employee E-mail (Exchange) and student E-mail services (GMail). Operational responsibility is shared with the college IT groups for college-based Active Directory domain controllers, Exchange mail servers and the Wservers. District IT operates the file and print sharing services at the District Office for district office employees, including Ethan Way and Facilities Management. File and print sharing support for college staff & faculty is outside the scope of DO IT, and is provided by the IT staff at each college.

Help Desk - A district-wide Help Desk is housed at the district office and staffed by two full-time employees during regular business hours. Requests for assistance can be made by phone, email, or web. Assistance is provided to students, employees, and community members to access PeopleSoft, approved learning management system, email, Los Rios Google apps, and other district-wide software. The colleges are responsible for providing assistance to college-specific technology and software.

2.2 District Technology Governance and Work Groups

District technology systems and services provide direct and indirect service to the four Los Rios colleges in myriad ways. In order to work effectively and best meet the colleges' needs, a variety of district wide governance committees and work groups provide input to DO IT administrators and staff. This collective input is important to maximize work results and minimize costs. The following district governance committees, listed below with a brief description of their charges, have representatives from all colleges, including FLC:

Education Technology Committee: The Ed Tech committee consists of representatives from DO IT and each of the district's four colleges. The committee makes recommendations on district wide instructional technology matters, e.g., the district's Learning Management System (LMS).

District Curriculum Coordinating Committee: This faculty-chaired committee is responsible for reviewing and recommending new-to-college and new-to-district courses, certificates and degrees to the Board of Trustees. SOCRATES is the curriculum management software system developed by faculty and supported by DO IT.

Matriculation and Student Success Committee: Maintains responsibility for developing standards, policies, and procedures relative to student matriculation including student recruitment, preparation and success. Many matriculation components utilize common student scheduling, recordkeeping and tracking IT programs, and admissions, assessment and research each have unique IT hardware, software and support requirements.

District Budget Committee: This administration and faculty co-chaired committee is responsible for reviewing and recommending district wide budgets to the Board of Trustees, including funding for major technology purchases.

The following district work groups, with representatives from all colleges including FLC, operate as follows:

LRCCD IT Deans: IT Deans meet several times a year to discuss college and district-wide issues pertaining to maintenance, improvement and deployment of IT services, including hardware, software and infrastructure.

LRCCD IT Techs: IT personnel from each college meet monthly with DO IT in the College/District IT meeting to discuss any enterprise-wide changes that will affect the campuses, plan any outages and discuss impact. Typically major network changes are implemented one college at a time and feedback is shared in this venue, and this group also discusses new technology.

LRCCD District Librarians Coordinating Committee (DLCC): This is a district-wide workgroup of librarians that meets monthly. Members of DLCC coordinate the library management system and library services shared by all Los Rios Libraries. The group also addresses other important district-wide library issues including database trials, subscriptions and eBooks. The LRCCD Library Deans attend the workgroup meetings, as needed, to discuss library system and technology-related issues.

LRCCD Library Deans: Occasional meetings among library deans are held to discuss support of administration for district-wide library issues, including acquisition of database resources and technology deployment.

LRCCD PeopleSoft Liaison Team: This committee makes recommendations on issues specifically relating to PeopleSoft®Campus Solutions and eServices.

LRCCD Staff Development: This committee meets occasionally to connect staff development and administrative personnel from the District Office with site-level administrators, professional development committees, and other interested parties. It helps to plan district-wide technology and other trainings and assists in coordinating FLEX activities at all campuses.

LRCCD Vice Presidents of Administration: This group meets to discuss and make recommendations to the Deputy Chancellor regarding district wide processes related to budget development and facilities planning that may have a major impact on college operations. Discussions include the purchase and implementation of district wide technology (e.g., Student Access Card, Pay-For-Print, Point-of-Sale systems and PeopleSoft®).

LRCCD Vice Presidents of Instruction and Student Services: This regular meeting facilitates implementation of student services and instruction processes at the college and district levels, including technology-related input and feedback regarding registration, financial aid, classroom technology, distance education courses and services, curriculum management, catalogs and class schedules, and college web presence.

LRCCD Learning Management System [LMS] Coordinators: This workgroup consists of DO IT representatives and faculty coordinators from each of the four colleges with primary responsibility for local administration, management, training and implementation of the district's LMS, Desire2Learn®.

District Wide Research Council: This council facilitates communication and joint research projects between college and district research staffs, including use of data warehouse, MIS data submissions, web reports, etc.

PC Standards Task Group: This task group identifies needs for PC-based functionality and researches suppliers taking total cost of ownership (TCO), service, and business reputation into account (i.e., for sourcing computers with a predetermined specification set).

Information Security Officers: Appointed representatives from colleges and district office are responsible for implementing District Policy and Regulation 8871 to guarantee, to the extent possible, the security and integrity of its systems.

Preparedness Assessment Team (PAT): Responsible for assessing the state of district-wide emergency management, preparedness and readiness and making recommendations for improvements or support, including the purchase of various technologies (e.g., security camera systems, locking systems, public address and notification systems).

Student Financials User Group: District and college business and fiscal personnel discuss and make recommendations on PeopleSoft® business practices.

Digital Video Security Program: Working with a consultant, district and colleges develop and recommend a district-wide digital video security program. The initial focus was parking lot security, and this continues to be the primary focus as new facilities are added. Some areas where cash accumulates are also subject to video security.

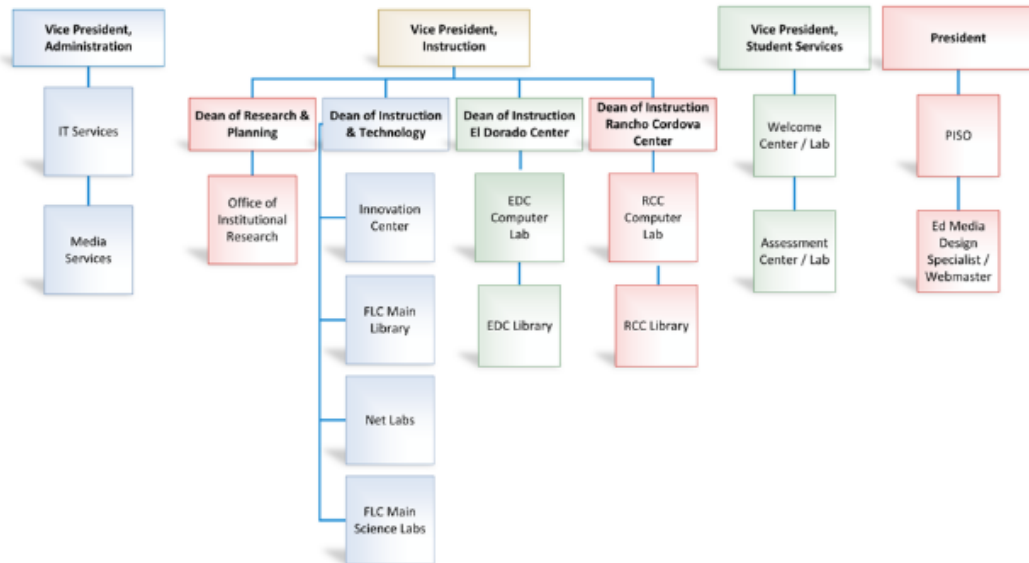
Student Access/Employee Card User Group: District and colleges discuss, coordinate and implement operational and internal control processes; make recommendations for purchasing and upgrading ID application and hardware.

Pay-For-Print User Group: District wide college personnel discuss and make recommendations on business practices and GoPrint® application/hardware issues.

2.3 FLC Technology Organization

Employees responsible for promotion and support of technology usage reside in many departments and areas across multiple campuses. Departments work together closely to help improve teamwork and the student learning process. For example, IT & Media Services work together to troubleshoot, replace, or repair faulty classroom equipment in a timely manner.

FLC's commitment to technology as an efficiency and learning tool is evident in the facilities and equipment that characterize the campus. A diversity of departments, as well as the three campus locations, presents unique challenges for deployment of technology equipment, support and training. Therefore, it is critical that lines of communication are clearly understood and open to input at all stages of the decision-making process. The following organizational charts represent the communication and workflow relationships critical to smooth operation of technology organization at FLC:



Revised March, 2017

2.4 FLC Technology Governance and Work Groups

College technology systems and services support the work of student services, instruction, administrative services, and president's services over three major sites—FLC-main campus, EDC, and RCC. The following college governance committees provide input to technology decisions:

Institutional Effectiveness Committee: Oversees integration of all college planning and evaluation processes. Membership includes all college committee chairs and constituency leaders.

Technology Committee: Responsible for making recommendations on technology matters, including the FLC *Technology Plan* and its implementation; provides leadership for technology planning. Provides vetting process for technology implementation proposals (TACT subcommittee)

Budget and Facilities Planning Committee: Responsible for review and recommendations regarding college-wide processes related to budget development and facilities planning; review of college-wide allocation formulas including the technology sinking fund. Facilities Planning steering committee and Facilities Project Planning committee work collaboratively with District IT and Facilities Management to ensure technology infrastructure aligns with district and college technology standards, and that it meets the specific needs identified for the project.

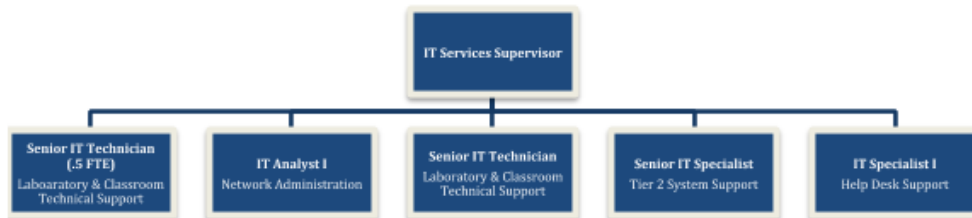
Curriculum Committee: Makes recommendations on all college course, certificate, and degree curricula including requests for distance education modalities. Faculty chair is responsible for ensuring faculty know how to work within SOCRATES, the district-wide curriculum management system. The distance education (DE) subcommittee also has purview over the FLC DE Plan and its maintenance/revision on a three-year cycle.

Professional Development Committee: Dispenses an annual budget for faculty staff development, assists with classified staff development (travel and conference), plans college wide activities, and assembles FLEX schedule twice each year. Many of these activities pertain to technology training (e.g., LMS modules during FLEX, faculty conferences on instructional technology).

Safety Committee: Objective is to maintain a safe physical environment for all constituent groups served. Responsibilities include working cooperatively and collaboratively with the district Preparedness Awareness Team on implementing emergency management, preparedness and readiness recommendations, including technology-based alert system and incident communications.

The two workgroups most closely involved with hands-on college technology (design, purchase, deployment, tracking, maintenance, repair, etc.) are FLC IT and FLC Media Services, and they are configured as follows:

| IT Services | | | |
|---|---|--|---|
| <p><u>Hardware/Software Support</u></p> <ul style="list-style-type: none"> • Provide hardware and software support services in a timely and professional manner to all campus staff and faculty to ensure that they can access the information necessary to perform their job duties. | <p><u>Network Support</u></p> <ul style="list-style-type: none"> • Provide reliable network storage that is both responsive, secure and redundant. • Setup new users. • Patch and maintain all server hardware and software. • Support SQL Database infrastructure. • Maintain backups of entire FLC network. • Patch and control all physical data ports. | <p><u>Instructional Lab Support</u></p> <ul style="list-style-type: none"> • Ensure that the classroom lectern computers used by faculty, and the student use laboratory computers, printers and peripherals are as functional and responsive as the budget allows. • Continually update the computers with security patches. • Install/maintain instructional software. | <p><u>Liaise with DO-IT to Troubleshoot Issues with the Following:</u></p> <ul style="list-style-type: none"> • Networking/Switch • Connectivity Issues • Exchange/Email Wireless • Firewall • VLAN/Subnets • SSL • DNS • SMTP • Cabling Needs • OnBase/PowerFAIDS |



Mission Statement: The Folsom Lake College Information Technology Department is customer-oriented and driven by its commitment to provide faculty, staff and students with a secure and stable networking environment with access to shared data, email services, and reliable computer and Internet access.



Media Services

| <u>Equipment Management & Maintenance</u> | <u>Audio & Video Production</u> | <u>System Design/Technical Consultation</u> | <u>Special Projects</u> |
|---|--|--|--|
| <ul style="list-style-type: none"> •Projector & Flat Panel Displays •AV Controllers •AV Switchers •Room Audio •DVD/VHS Decks •Digital Presenters •Digital Signage •Video Teleconference Systems | <ul style="list-style-type: none"> •Maintain & Operate iTV Studios •Audio/Video Production Engineering & Recording •Video Editing •iTV Programming & Scheduling •Manage Media Archive & Live Streaming Sites •Disc Duplication •Software Training | <ul style="list-style-type: none"> •AV Design Instructional Spaces & Meeting Rooms •Audio Visual Installation & Renovation •Equipment Consultation & Recommendation •Research & Recommend Emerging Technologies •AV Equipment & Software Training | <ul style="list-style-type: none"> •Special Event Coordination & Consultation •On-Location Audio/Video Production Engineering & Recording •Manage & Coordinate Multi-Site Video Teleconference Training •Provide Audio Visual Support to District Office for a Variety of Events |

Mission Statement: Provide audio visual technology support for the entire college community (FLC, EDC, RCC), including classroom instruction, conferences, seminars and a wide variety of special events throughout the year.

3.0 FLC Technology

For the purposes of this document, “FLC technology” refers primarily to computer and audio-visual systems supported by IT and Media Services within the college, with infrastructure support provided by the District Office (DO IT). This system supports operations on all levels, including organizational digital communication, Insider intranet hosting, applications, computer labs, and office productivity (whether hardware or software). The term “FLC technology” is intended to cut across all departments, from support staff in administration and operations, to the faculty member in his or her office or classroom, to student support services in person or accessible online.

3.1 Administrative Technology

Internet and Wireless Access (in cooperation with DO IT): IT Services assumes responsibility for assessing and planning distribution of the wireless network across all three campuses. New construction requires that the building plan be assessed by IT Services, DO IT and the DO Planner. Wiring, access points, and switch requirements are identified, and although most of the work is completed by the construction contractor, some rectification may be necessary by campus personnel at a later date. In existing buildings IT Services identifies wiring requirements after an assessment to determine quantity and location of access points (AP site survey). DO IT provides quotes from the vendor and typically IT Services orders the equipment, mounts APs, tests and troubleshoots. For desktop and other administrative technology, IT Services provides help desk service to address the following end-user needs: log on, specialized configurations and initial profile, peripherals and configuration, updates, small and large scale hardware refresh. They also order and install specialized equipment based on the needs of the user (e.g., dual screen monitor configuration).

Office Technology: IT Services has responsibility for maintaining a functional and empowering environment for both employees and students (e.g., electronic communication, software updates, helpdesk). The hardware renewal plan calls for replacing office computers and computer lab machines at five- and three-year intervals, respectively. Some additional value is realized through rolling out three-year-old laboratory computers to offices or individuals for un-funded projects (e.g., “crash and burn” lab). IT Services is a resource to research and evaluate possible technologies to improve office automation (and hence productivity) and delivery of instruction via computers and network resources.

Digital Signage: IT Services, Media Services and PISO work together to maintain campus information screens. Media Services recommends, installs, manages and maintains all displays. IT provides network support and PISO creates content for displays.

Video Teleconferencing: Media Services manages and maintains all video teleconference systems at all three FLC sites, and also provides various levels of support district wide including regional video teleconference workshops, software updates and consultation, as well as connections to other vendor products (CCCConfer, 3CMeNow).

Software: Los Rios has Microsoft Volume License Agreement allowing the installation of any Microsoft client operating system and certain applications such as MS Office on LRCCD computers. FLC also maintains an Enterprise Adobe Creative Cloud Licensing agreement. Microsoft or Adobe applications not covered under the LRCCD MVLA and Ent Adobe Cloud Agreement is done through IT Services to assist in tracking and renewal. IT Services maintains an inventory of desktop software installed on computers at all three campuses and tracks renewal dates of those most critical to office productivity and instruction (others are the responsibility of critical users, e.g., instructors). Purchases and renewals for systems such as SARS, Nuesoft and OnBase are handled by department or in the case of SPSS, in conjunction with DO OIR. Deployment of all software or shortcuts to web-based applications is done primarily through the creation of desktop images, scripting, Group Policy and deployment systems such as Heat. Applications are often installed and maintained locally or through remote sessions on desktop systems.

College Website and Content Management System: In 2005, an agreement was reached by the district and four colleges to purchase and implement Ingeniux®, a district-wide web content management system (CMS) software for district and college websites. CMS allows internal users with little or no knowledge of programming languages or HTML to create and manage content while providing better quality control through workflow management.

FLC Insider: The development of this decision support system, the *Insider*, is composed of links to committee agenda and minutes, schedule development reports, key accreditation documents, college institutional and unit plans and program reviews, staff-focused descriptions of student services, charge and responsibility of various committees, and SLOs/assessment results are examples of content available to all employees.

Office of Institutional Research Systems and Infrastructure: Responsibilities of the FLC Office of Institutional Research (OIR) include application (systems) development, in all of its phases. OIR staff (Research Analyst and IT Specialist for IR) perform needs analyses and then design, develop, implement, and support web-delivered database applications aimed at supporting major planning processes at FLC (e.g., online Annual Department Plan and Curriculum Review systems). In addition, the OIR develops processes for fully automating specific reporting needs (e.g., FLC's "Enrollment Report"), for supporting other systems on campus (e.g., providing user data for Nursing database and workroom

printers), for loading data from disparate computers into SQL Server tables on OIR's database servers (e.g., historical assessment placement database), and for at least partially automating staff intensive intake and reporting processes across campus (e.g., Outreach). Further, the OIR is currently expanding its on-demand reporting system to provide, via web interface, a wide range of user-customizable reports and tracking capabilities supporting planning and information needs across the college. OIR infrastructure consists of both development and production web and database servers.

District and College Data Back-Up: FLC participates in DO IT back-up plans as an alternative data storage site, with related space allocation and uninterruptable power source responsibilities. This site was chosen as a high-point in the terrain, out of danger from potential (but unlikely) river flooding, and has been in operation as an Alternate Data Center (ADC) for over a decade. The facility includes a universal power source (UPS) to monitor the computer electrical load, as well as a back-up generator. In the event of an electrical outage, this equipment will ensure continuity of critical district IT services and protect both campus and district IT assets. Future plans include upgrading FL1-122 to house SmartRow[®] server racks that have self-enclosed UPS power and cooling.

Public Information Services Office: The Public Information Services Office (PISO) has a number of specialized needs, due to its involvement in generating media products for imaging FLC. Specialized services from IT involve color printing, power user hardware configuration, photo technology, content management system (Ingeniux[®]) and data storage. Video streaming and editing are also becoming important tools.

Print Services: The all-digital Printing Services Office uses state-of-the-art computer software and hardware to produce products of high quality in a number of areas. These include online print requests, online business cards, copier fleet monitoring, power user hardware configurations, specialized printing software, online postage, PaperCut Print Management, etc.

3.2 Student Services Technology and Support

The majority of the specialized software and programs used by Student Services are managed locally (on a software level with campus IT and on the program level with the individual departments). The only exception is PeopleSoft[®], which is managed by DO IT. All colleges in the district use OnBase, PowerFAIDS and SARS Grid in the same manner as FLC.

Software: The chart below details the various systems and software used by Student Services.

| Program: | Used For: | Used By: | Managed By: |
|-------------|--|---|-----------------|
| PeopleSoft® | Student records, enrollment system, student financials, degree audit, integrated student educational plan, assessment placement results. | A&R, Counseling, Assessment, DSPS, EOPS, Bus Svcs, Library, CalWORKs, Fin Aid Career Center | DO IT |
| OnBase | Document imaging system | A&R, Counseling, Fin Aid, DSPS, EOPS, CalWORKs Career Center | DO IT/Campus IT |
| ASAP Look | Assessment test retrieval– FLC, EDC, RCC | A&R, Counseling, Assessment, Career Center | Campus IT |
| PowerFAIDS | Financial aid management, packaging & record system | Financial Aid | DO IT |
| SARS-Grid | Counselor/staff appointment scheduling system | A&R, Counseling, Fin Aid, DSPS, EOPS, CalWORKs. Career Center | Campus IT |
| SARS-Trak | Automated student check-in system for students' use of campus services | Counseling, Reading & Writing Center, Tutoring Center, Career Center | Campus IT |
| SARS-MSGS | Automated email and texting notification and confirmation system | Counseling, A&R, DSP&S, EOPS, CalWORKs, Career Center, Financial Aid | Campus IT |
| CAPP | Computerized Assessment & Placement Program – for onsite computerized testing | Assessment | Campus IT |
| Ed Connect | Downloading ISIR data | Financial Aid | Campus IT |
| Accuplacer | Administering ESL placement tests and reading competency graduation tests | Assessment | Campus IT |

DSPS Software/Hardware:

- *Dragon Naturally Speaking* is a speech recognition software package for Windows personal computers (PCs)
- *Kurzweil 3000* is a comprehensive reading, writing and learning software solution for those who struggle with reading comprehension, including individuals with learning difficulties, such as dyslexia, attention deficit disorder or those who are English Language Learners

- *Kurzweil 1000* is a comprehensive reading, writing and learning software solution with features similar to that of Kurzweil 3000 but with an interface primarily designed for the blind and visually impaired
- *JAWS* is a software program for blind and visually impaired users, designed to make personal computers using Microsoft Windows accessible
- *ZoomText* is a screen magnification and reading software designed for the visually impaired
- *Juliet Braille Embosser* prints e-text in Braille from a computer
- *P.I.A.F Tactile printer* This device uses specialized paper that causes printed areas to rise, allowing a user to “feel” lines and shapes on the page.
- *Learning Ally* is an online library of audio books that students can access through their computer or mobile device. DSPS utilizes this product to fill alternative media requests.
- *Pocket Talker Pro* – a listening device for the hearing impaired that allows the listener to have a direct microphone link to the speaker or lecturer.
- *Phonic Ear* – a listening device that receives and amplifies the sounds around the listener through headphones.
- *Abby Fine Reader* is an advanced OCR (optical character recognition) program that we use to recognize text in scanned PDF's for use in Alternative media Requests.
- *Canon DR9080c* – A high speed scanner used to create PDF's from Textbooks.

Recent Developments

In March 2008, District IT successfully implemented the conversion to the newest upgrade for PeopleSoft® (9.0). Part of the 9.0 conversion included an updated student portal – the eServices Student Center. Since that time, there have been improvements implemented with eServices, including the following:

- A new security password update protocol.
- An online Nursing Program Admissions Application that is initiated after eServices login.
- Implementation of the PeopleSoft® Degree Audit module with availability of Degree Audit report for students on eServices.
- Automated upload of college’s assessment data- with placement information available to students on eServices. Technology is also used to provide students with their assessment placements housed in a district-wide common assessment database. In eServices, functionality exists that allows the student to plan their course sequence, through college level and above, at any college in the district based on their assessment placements. Students can place into their Student Planner courses based on their assessment placements, and when registration opens a student can schedule and enroll in classes based upon the courses in their Student Planner. The assessment database is linked to SS07- Student Initial Assessment Services Placement.

- Availability of the students iSEP (integrated Student Educational Plan) on eServices - after initiated by a counselor. To capture program planning needs, the Los Rios district has created an electronic student educational planning program (iSEP) that is portable among the four colleges. Educational plans are created and may be modified by a college counselor. Students have access to the educational plan via their eServices account, which can be retrieved any time it is needed for planning purposes.
- Matriculation (pre-enrollment) checklist on eServices – to track completion of assessment, orientation and counseling components - personalized Steps to Success tracking and automated MIS data collection. Technology is used to automatically record, in the appropriate MIS data element, the completion by a student of each service. In eServices, in the Steps to Success tab, students can view their personal progress through each of these steps, and for those services that the student has not yet completed there are links and directions on actions the student should take to complete the step.
- The Financial Aid Office (FAO) worked with District colleges to implement an automatic deposit procedure, and BankMobile Disbursements is currently in place as an automatic deposit option for disbursement of financial aid checks. It is the goal of the Financial Aid Office to reduce the number of checks mailed to students, controlling costs and reducing delays due to lost or returned checks. The FAO also continues to explore the possibility of offering students the option to complete required forms online and submit them electronically. In addition, comprehensive imaging for financial aid documents via an automatic electronic process is currently under consideration.
- SARS-Call was replaced by SARS-MSGS which retains the ability to do batch emailing to students and trades batch calling for batch text messaging; enabling batch emailing and texting to provide notices and or confirm scheduled appointments for students.
- CalWORKs and DSP&S have implemented an Access database through the use of a web application which is used to create reports, store student information, and provide multiple sites with online access, eliminating transport of hard copy documents and files. All CalWORKs and DSP&S programs in the District use this application.
- DSP&S has added captioned video based orientations and policy explanations to their webpages to make the process of enrolling with DSPS and obtaining accommodations more transparent and straightforward.
- Counseling and the Career Center are also exploring Kaleidoscope as well as Eureka Express as mechanisms to help students identify an academic pathway.
- The assessment website has increased the number of online test preparation tools for English, ESL and Math.

- Technology is also used to support communication to students. On the eServices/Steps to Success web page students can view information regarding orientation, assessment, educational planning and registration. This districtwide web page contains links to local college web pages that provide specific details regarding these services at each college. Students also receive communications to their student Gmail account. The Student Email Notification Delivery (SEND) and other subsystems, transmit e-mails to students upon the completion of each of the individual student success steps.

Support for Online Student Services

All areas of Student Services have comprehensive information on the website to insure equitable access and the provision of appropriate and reliable services to all students regardless of service location or delivery method. As part of the college-wide planning process, all Student Services departments submit Annual Department Plans (ADP) to address any issues or emerging needs surrounding the provision of services for students.

Computer Lab Facilities for Student Services

Computer lab FL1-107 is shared by assessment, orientation and DSPS test proctoring services. Computerized assessment provides students with information on their current aptitudes in English writing, ESL, math, and reading to better enable them to formulate their educational goals, select appropriate courses and understand the expectations of college level coursework. Results are immediately available to students upon completion of their assessment testing. Orientation offers students an opportunity to meet new and current students, tour the campus and to learn about FLC's student services and academic programs. DSPS test proctoring services offers accommodations for DSPS students' classroom tests.

Sixteen computer stations are also dedicated to computerized assessment testing at the El Dorado Center in EDC C-217. This room may be scheduled for instructional purposes as well, but only when not in use for assessment testing purposes. At the Rancho Cordova Center (RCC), the assessment team shares use of the RC1-229 classroom (38 stations) with instruction on a scheduled basis.

Student Access to Support Services

All students regardless of service location or delivery method have access to comprehensive and appropriate services to facilitate their success. Student services including, but not limited to orientation, admissions, registration, eServices, assessment, counseling and financial aid are accessible to distance education (DE) students and are comparable to

students in on-campus instructional programs. Technical support is available to students by contacting the Los Rios help desk or each respective student services office.

Students have access to information on the FLC website regarding policies designed to protect student privacy. At the present time there are no fees associated with identity verification for students enrolling in DE courses. If such a policy is implemented, students will be notified prior to class registration of any related additional charges. Students interested in enrolling in distance education courses may access orientation and self-help materials at <http://d2lresources.losrios.edu>. In addition, students can self-enroll in a sample class which provides them some experience with the LMS prior to enrolling in an online class. Help desk support for students is available 24/7.

3.3 Instructional Technology & Support

Instructional technology support encompasses a variety of functions and departments, including FLC IT Services, Media Services, contractors/subcontractors (in the case of new building projects), and computer lab personnel (e.g., instructional assistants). By contrast, DO IT has a lead role in multi-agency cooperative efforts (e.g., fiber infrastructure) that may involve IT Services, but deal mostly with agencies outside the district.

Smart Classrooms

FLC has made a commitment to technology-enhanced, or “smart classrooms,” with computer and A/V presentation technology included in each classroom on each campus/center. Standard classrooms on the Folsom campus are equipped with a resident computer, monitor (for instructor display), multimedia projector or flat panel display, projection screens, document camera, DVD and VHS players, room audio system, laptop audio/video/network capability and all necessary A/V equipment for system control and switching (e.g., Extron switchers).

Computers have access to the Internet and user network drives, plus portable digital device inputs. Media Services designs (along with contractors), installs and maintains all A/V presentation equipment, except resident PCs and PC monitors, which are managed by IT Services. Media and IT Services work collaboratively to test, repair/replace classroom technology for minimal downtime.

Special use rooms may contain all of the above, but have flat panel displays, Interactive Television or video teleconferencing capability, or enhanced audio functionality (e.g., dance studio). Large rooms (FL1-020, FL3-173) include touch screen controls for A/V and room equipment (e.g., lighting, microphones) and ceiling recessed electric projection screens. Some are also designated for broadcast, and are camera ready. Virtually all classrooms at the El Dorado Center (EDC), and the Rancho Cordova Center (RCC), have variations on the above, including AV carts and other portable devices. RCC has all-new, ADA compliant podiums for classroom use, and the other sites are gradually being updated to reflect these advances as well. In addition, at the main campus IT Services facilitates use of laptop carts in classrooms and various specialized print functions (in collaboration with the Printing Services Office).

Computer Labs

FLC has general purpose and specialty computer labs at all three campus locations. They are maintained and overseen by IT and Media Services personnel as well as instructional assistants. Lab facilities are detailed in the following table:

| Lab | Qty | Lab | Qty |
|---------------------------------|-----|--------------------------------|-----|
| FL1-007 | 32 | FL4-121 (Psych Lab) | 12 |
| FL1-012 (Library) | 18 | FL4-135 (ECE Classroom) | 18 |
| FL1-107 (Assessment) | 38 | FL4-234 (MIDI Lab) | 34 |
| FL1-108 (Tutoring) | 5 | FL5-009 (GIS Lab) | 32 |
| FL1-35 (Library training room) | 37 | FL5-109 (Interdisciplinary) | 42 |
| FL1-151 (PLE/LRC) | 100 | EDC Laptop cart (Science) | 8 |
| FL2-111 (Science Shop) | 6 | ED1-102 (Biology) | 9 |
| FL2-119 (Biology) | 10 | ED1-221 (Library) | 7 |
| FL2-121 (Biology) | 10 | ED3-201 (Language Lab) | 12 |
| FL2 Laptop cart #1 (Bio) | 16 | ED3-202 | 27 |
| FL2 Laptop cart #2 (Physics) | 17 | ED3-204 (PLE/LRC) | 56 |
| FL2-208 (Physics) | 8 | ED3-213 (RWC) | 5 |
| FL2-212 (Physics) | 8 | ED3-217 (Assessment) | 16 |
| FL2-239 (RWC) | 13 | RC1-203 (PLE/LRC) | 41 |
| FL2-240 (interdisciplinary lab) | 36 | RC1-229 (Assessment/Classroom) | 38 |
| FL2-246 (Learning Skills) | 9 | | |

Computer labs at all sites are maintained and overseen by full time classified staff and temporary classified staff employees. One full-time IT technician and two part-time IT technicians are assigned the daunting task of installing, maintaining and updating all the computer hardware and software used in the labs. The department IT projects requiring additional help are assigned to available IT personnel. FLC main campus staff is currently collaborating to develop a mission, vision and planning process for their facility, including assessment of student satisfaction (e.g., student use, satisfaction level, change requests through online surveys).

Interactive Television

Interactive Television (iTV) is managed by Media Services and brings a small selection of synchronous classes to the Folsom campus and El Dorado Center as well as students off-site. The system, which was completely updated in summer 2008, utilizes high performance production technology; a semi-automated production system allows a single operator at a single location to produce, direct and engineer all audio and video switching necessary for each class. Video teleconference capability is also provided, both for local and international events, and instructors use the classroom/studio to create class-specific video digital content.

Students benefit from three campus locations from which to participate in classes, and each is connected via cameras and microphones providing students and instructors with real time audiovisual communications. Home participants hear and view the class through live, online streaming technology and are able to ask questions via the CCC Confer phone bridge system. Students and instructors can view all center-based audiences simultaneously, without loss of conventional classroom functionality, although some aspects of on-site supervision are compromised due to the distance involved. Development of more diverse course offerings, supported by incentives for faculty, is being explored.

Current semester iTV classes are streamed live and archived for on demand student review. In addition, Media Services provides on-location video production services.

IT and Media Services personnel work closely with each department to refine its functionality needs and provide support services. Individual departments are responsible for identifying any discipline-specific equipment and/or software needs, which are then documented in Annual Department Plans (ADPs) that are used to support budget requests and allocations through normal instructional processes.

ADA Accommodations in Instruction

IT Services, Media Services, Disabled Student Programs and Services (DSPS) as well as a variety of other offices participate in crafting programs for accommodation of student and employee needs (e.g., ADA-compliant stations in library, labs, classrooms, testing center and offices). For

example, the FLC library has a complete ADA operating policy addressing how technology and other measures are used to facilitate special needs students' learning in that facility.

Library

The FLC Main Campus and El Dorado Center Libraries instruct students in a rapidly changing information environment. Nearly every service and resource provided by the libraries has a technological component. Current library systems and resources must be maintained to provide necessary services to both on-campus and off-campus patrons.

The librarians continually seek innovations that improve ease of access and quality of resources to effectively meet patrons' needs. Other educational factors such as the evolving nature of information and digital literacy, restrictive publishing practices, and the expansion of distance education (DE) impact the technological demand on libraries.

Integrated Library System & Discovery: The Los Rios Libraries share an Integrated Library System (Sierra) for patron, collection, and report management, and as a WAM proxy provider to grant electronic access to all Los Rios users. The Governor's January 2017 budget included \$6 million dollars of one-time funding to implement and maintain a statewide ILS (FY18), which will impact Los Rios Libraries' ILS provider options in the near future. Los Rios Libraries subscribe to EBSCO Discovery Services (EDS), which is used as the public interface of the Online Public Access Catalog (OPAC). The district Library User Experience (LUX) committee meets monthly to discuss, assess, and improve usability of all Los Rios Libraries shared online services.

eBook Collections: Los Rios Libraries currently subscribe to EBSCO Academic Collection (approximately 150,000 digital titles) which is funded as part of the District database package. A district subcommittee of the District Librarian Coordinating Committee (DLCC) coordinates ongoing eBook purchases from multiple content providers, and negotiates purchasing agreements from vendors for individual eBook purchases. Individually purchased titles are to be funded by each college's library materials budget based on FTES (FLC=11% FY18).

Los Rios Libraries Subscription Databases: The District provides funding to enable the LRCCD libraries to provide database access to the colleges. On January 1, 2012, the State Chancellor's Office began providing a core package of databases for all California Community Colleges. The LRCCD libraries preference district-wide purchasing of all electronic resources. This model ensures equity in accessibility, availability and user experience of online resources for all LRCCD students, staff and faculty.

Streaming Video: In Spring 2016, the District approved and funded the Los Rios Libraries subscription to Films on Demand, a streaming video database with over 20,000 full-length educational programs. Films may be viewed by an unlimited number of concurrent users, on or

off campus, supporting face-to-face, hybrid, and online modalities. Closed-captions are available, and DO IT has enabled full LMS integration (D2L/Canvas). Starting in Fall 2017, LRCCD Libraries are providing additional streaming film access through Kanopy.

Research Guides: In 2012, the FLC Library purchased LibGuides, an online content management system designed specifically for library use. LibGuides is used as an instructional tool for teaching and learning, and allows librarians to create course or subject specific online research guides designed to instruct students through the research process. FLC migrated to LibGuides V2 in Summer 2016 to enrich the experience of students with responsive design, modern interface, and coordinated metadata.

Innovation Center

The Folsom Lake College Innovation Center (IC), provides training and resources to assist faculty in the design and development of creative and innovative approaches to teaching and learning. The Innovation Center facility consists of an open computer lab, an A/V studio, and a small classroom space. It is staffed by FLC's Instructional Design and Development Coordinator, who provides individualized and group training in the areas of instructional design, digital media and tools, teaching and learning, and online pedagogy. Particular emphasis is placed on continued development, training and support for faculty on use of the Learning Management System (LMS).

Makerspace

The college has created a Modern Making Department to house the program, overseen by the Innovation Center Coordinator, and a new course designator (MAKR) for the curriculum. This program is an essential component of the college's larger objective of transforming its Innovation Center into a comprehensive makerspace, as part of FLC's response to the statewide CCC Maker grant. Technology implications are myriad, as this program is designed to prepare students with future-proof workplace skills (e.g., advanced design and manufacturing, prototyping, hands-on product development, sustainable materials practices).

3.4 Budget and Facilities

To emphasize the college's commitment to providing current and emerging technology support, including that which supports distance education, the FLC Budget and Facilities Planning Committee (BFPC) established and funded a technology sinking fund (TSF) in fiscal year 2006-07. Technology sinking funds are accessed following the guidelines and criteria recommended by

the Technology Committee and approved by the BFPC, and in accord with the BFPC allocation formula.

The FLC Budget and Facilities Handbook (Contingency Reserve and Sinking Funds section) describes the technology sinking fund:

The BFPC shall recommend allocating up to 7% of the college discretionary fund to support current and emerging technology needs. In consultation with the appropriate dean, manager, or supervisor, technology funds shall be accessed via the specifications and prioritization process approved by the BFPC. Any remaining balance at fiscal year-end shall remain in the Technology Sinking Fund.

Funding Formula:

To maintain TSF growth and reserve, the annual use in any one fiscal year shall not exceed 20% of the accumulated 5-year TSF reserve. (Example: 5/YR TSF Reserve Balance of \$177,010 X 20% = \$35,400 available for use in 2013-14 fiscal year).

Technology Sinking Fund Ad Hoc Committee:

The Technology Sinking Fund Ad Hoc Committee shall convene for the purpose of reviewing and recommending approval of TSF proposals in alignment with existing budget request processes. Criteria for funding consideration:

- Is the technology needed to replace/refresh something that is outdated or nonfunctional?
- Is the technology needed to address the needs of instruction, student services or administration?
- Does the need (including emerging technology) help address student learning outcomes?
- Is the technology needed to effectively/efficiently perform the assigned responsibilities?
- Does the request affect relatively large numbers of people?
- Is the need reflected in long term program planning/educational master plan?
- What other funding sources are available to address in full or in part the technology need?

4.0 Summary

As of F16, FLC technology is not guided by a central vision of the role technology will play in the ongoing development of the college. In fact, the current FLC Strategic Plan does not mention campus technology or distance education. While distance education is highlighted in the district's strategic plan (item B1) under "Teaching and Learning Effectiveness," the absence of the topic in the campus plan reinforces the need to shift focus to this element of teaching and learning at Folsom Lake College. The district strategic plan identifies "Six Trends That Can't Be Ignored," and among those is the "accelerating rate of change." According to the plan, "Change is occurring faster than ever before. Nowhere is this more evident than in the rapid rise of the 'mobile' society. . . This 'mobile' society is accustomed to getting answers and services immediately on a 24/7 basis and to accommodating services and programming to their schedules." The plan asks the question, "What can our District and colleges do to keep up with the rapid changes in technology?"

Although there are college-wide planning processes in place at this juncture, technology and distance education have yet to participate in those processes for these two areas. As a result, the FLC Technology and Distance Education Plan now functions as an indicator of where the college is, related to district technology processes and support as well as campus technology deployment, development and funding. To guide the college into the future, the FLC Technology and Distance Education Plan needs to become a part of the integrated planning process, on a regular three-year revision cycle.

The FLC Technology Plan must make use of the above observations to formulate a strategy for the next three years that meets ACCJC standards for distance education, as well as district and community expectations for deployment and use of relevant technology.

A variety of expectations are already apparent, and help to form an immediate plan of action:

- FLC needs to maintain currency in administrative and learning technology to assure organizational efficiency and effective delivery on its educational mission (e.g., hardware updates and training)
- FLC must utilize data to assess and analyze patterns of student success related to modality, discipline, and instructor comfort/skill level with distance education
- FLC has to engage the Technology and Distance Education plan in its integrated planning process, aligned with college goals, strategic plan and mission

- FLC needs to understand better why students want online classes, and utilize best practices for meeting their needs
- FLC will document Technology and DE Plan action items and their progress, reporting out within college governance structure on a regular basis

Linked to each page of this document is the FLC Technology and DE Action Plan Matrix. The purpose of this series of worksheets is to document the latest activity toward the goals and activities spelled out in the Tech and DE plans, with a view to capturing them in an actionable way that leads to timely completion. Although the plan itself will remain the same until its periodic revision, action plans will be edited whenever there is a reportable change, and at any time individuals may view whatever actions plans are useful for them.

All of the action plans map directly to a portion of the Tech and DE Plans, and for each section there is an “owner” listed for those action plans. This person will monitor the progress of each action plan and update accordingly. All other viewers have “read-only” access. Each plan will be updated at least once a semester. Along with the role of “owner,” the role of “persons or unit responsible” is specified for each action plan. While the owner is charged with updating the matrix worksheet, the “person or unit responsible” will be designing and implementing changes in accord with action plans as assigned.

Even though only one person has the permission to change the record for any one action plan, it is important that Tech Committee members and other interested parties see themselves as change agents, always striving to make progress on the action plans so the “owner” can document that progress on the matrix. In addition, owners and committee members can recruit others to help with this process, and thus make the best possible collaborative use of FLC’s internal and external resources in moving college technology forward.

Reference 24: Environmental Scan

Los Rios Community College District
Office of Institutional Research

**The 2016 External Environmental Scan
of the Greater Sacramento Area**

April 2016

The 2016 External Environmental Scan of the Greater Sacramento area provides a comprehensive look at the external environment impacting Los Rios Community College District (LRCCD). The report summarizes the social, economic and political changes at the state and national levels, in general, as well as those specific to the Sacramento-Yolo Consolidated Metropolitan Statistical Area (CMSA) served by LRCCD, which will shape the future for the District.

Some data used for the analysis in this report are available at the Sacramento-Yolo CMSA level. Served by the four Los Rios colleges, the CMSA includes El Dorado, Placer, Sacramento and Yolo counties and will often be referred to as the Greater Sacramento area. Other data are only available at the primary Sacramento Metropolitan Statistical Area (MSA) level and will be referred to as Sacramento MSA. This area includes El Dorado, Placer and Sacramento counties only. Where possible, analysis has also been provided for the three-County area served by Los Rios colleges -- El Dorado, Sacramento and Yolo counties; these counties of the CMSA are referred to as the "LRCCD 3-County Service Area".

The 2016 External Environmental Scan of the Greater Sacramento Area, which is detailed on the following pages, includes these sections:

- **Part I: Population Trends and Projections: General Population and Community Level Population (pp. 2-5)**
- **Part II: General Population Demographic Trends by: Race and Ethnicity, Age Groupings, Immigration, Non-English Speakers, Income, Educational Attainment, and Poverty by Educational Attainment (pp. 6-15)**
- **Part III: Enrollment and Demographic Trends of K-12 School Age Population by: Current and Projected Enrollment, Race and Ethnicity, and English Language Learners (pp. 16-19)**
- **Part IV: High School Graduate Population by: Current and Projected High School Graduates, Race and Ethnicity and Dropout Rates (pp. 16-22)**
- **Part V: Demographic Trends by Race and Ethnicity: A Comparative Analysis of Total Population, High School Graduates, K-12 Public School Enrollment (pp. 23)**
- **Part VI: Regional Economy: Civilian Labor Force and Employment, Unemployment Rates, Employment by Industry, Industry Growth Fields Requiring an Associates Degree and Growth Fields Requiring Career Technical Education (pp. 24-28)**

Population Trends and Projections

Population Changes in Greater Sacramento, California and the US

Table 1: Population Changes in Greater Sacramento, California and the U.S.: 1990 through 2010

| | 1990 Census | 2000 Census | % Change 1990 to 2000 | 2010 Census | % Change 2000 to 2010 | % Change: 1990 to 2010 |
|-----------------------------|-------------|-------------|-----------------------|-------------|-----------------------|------------------------|
| El Dorado* | 125,995 | 156,299 | 24.1 | 181,567 | 16.2 | 44.1 |
| Placer | 172,796 | 248,399 | 43.8 | 350,230 | 41.0 | 102.7 |
| Sacramento* | 1,041,219 | 1,223,499 | 17.5 | 1,421,236 | 16.2 | 36.5 |
| Yolo * | 141,092 | 168,660 | 19.5 | 201,651 | 19.6 | 42.9 |
| LRCCD 3-County Service Area | 1,308,306 | 1,548,458 | 18.4 | 1,804,454 | 16.5 | 37.9 |
| Sacramento-Yolo CMSA | 1,481,102 | 1,796,857 | 21.3 | 2,154,684 | 19.9 | 45.5 |
| California | 29,760,021 | 33,871,653 | 13.8 | 37,341,978 | 10.2 | 25.5 |
| U.S. | 248,709,873 | 281,421,906 | 13.2 | 308,745,538 | 9.7 | 24.1 |

Technical Note: * Signifies counties within the LRCCD service area.

Sources: U.S. Census Bureau, *American FactFinder, Fast Facts 1980, 1990, and 2000*; California Department of Finance, *1850-2010 Historical US Census Populations of Counties and Incorporated Cities/Towns in California*, revised March 25, 2013. *Race/Ethnic Population and Detailed Age, 2010-2060*, projections dated July 1, updated December 15, 2014

Table 2: Population Projections in Greater Sacramento, California and the U.S.: 2010, 2015, 2020, 2025 and 2030

| | 2010 | 2015 | 5-Year % Change | 2020 | 5-Year % Change | 2025 | 5-Year % Change | 2030 | 5-Year % Change | 2010 to 2030 % Change |
|------------------------------|-------------|-------------|-----------------|-------------|-----------------|-------------|-----------------|-------------|-----------------|-----------------------|
| El Dorado * | 181,567 | 184,833 | 1.8 | 190,850 | 3.3 | 196,950 | 3.2 | 201,509 | 2.3 | 11.0 |
| Placer | 350,230 | 373,503 | 6.6 | 396,203 | 6.1 | 421,002 | 6.3 | 447,625 | 6.3 | 27.8 |
| Sacramento* | 1,421,236 | 1,475,381 | 3.8 | 1,554,022 | 5.3 | 1,639,613 | 5.5 | 1,730,276 | 5.5 | 21.7 |
| Yolo* | 201,651 | 209,647 | 4.0 | 219,415 | 4.7 | 231,369 | 5.4 | 241,898 | 4.6 | 20.0 |
| LRCCD 3-County* Service Area | 1,804,454 | 1,869,861 | 3.6 | 1,964,287 | 5.0 | 2,067,932 | 5.3 | 2,173,683 | 5.1 | 20.5 |
| Sacramento-Yolo CMSA | 2,154,684 | 2,243,364 | 4.1 | 2,360,490 | 5.2 | 2,488,934 | 5.4 | 2,621,308 | 5.3 | 21.7 |
| California | 37,341,978 | 38,896,969 | 4.2 | 40,619,346 | 4.4 | 42,373,301 | 4.3 | 44,085,600 | 4.0 | 18.1 |
| U.S. | 308,745,538 | 325,540,000 | 5.4 | 341,387,000 | 4.9 | 357,452,000 | 4.7 | 373,504,000 | 4.5 | 21.0 |

Technical Notes: * Signifies counties within the LRCCD service area. Base year of projections for counties and state is 2010.

Sources: California Department of Finance Demographic Research Unit Report P-3, *State and County Total Population Projections Race/Ethnic Population and Detailed Age, 2010-2060*, projections dated July 1, updated December 15, 2014.

Population Change

With a 2010 population of more than 2.1 million, the Greater Sacramento area is among one of the fastest growing metropolitan areas, not only in California but in the entire U.S. Growth for the Sacramento-Yolo CMSA region grew numerically by 45.5% from 1990 to 2010, well above the 25.5% for the state of California and 24.1% for the nation during the same period. Of additional interest is the 37.9% increase in population for the LRCCD 3-County college service area from 1990 to 2010. Sacramento County is home to 79% of the population that resides within the LRCCD Service Area.

The California Department of Finance is projecting that by the year 2030 the greater Sacramento-Yolo CMSA area population is expected to grow by 21.7% over the 2010 level, with much of the growth occurring in Placer, Sacramento and Yolo counties. Although there is a projected 11.0% increase in El Dorado County from 2010 to 2030 the growth in El Dorado County is projected to slow somewhat especially when compared to projections for the other counties within the Los Rios Community College District service area.

The Greater Sacramento area has experienced tremendous growth over the last 20 years and although the area will continue to grow it will not be at the same pace. Implications of these trends are that the Los Rios colleges will continue to see greater demands placed upon their educational resources, both facilities and programs, including student services, as they attempt to sustain the growing workforce necessary for the area's regional economy.

Population Trends and Projections

Community Level Population from 2008 through 2035

Population projections at the County and service area provide an overview of the greater Sacramento area the Los Rios colleges serve but it is important to supplement this information with city and community level projections. Community level population projections provide information specific to the local area communities that each of the Los Rios Colleges or Centers serve.

Population projections at the city and community level are not published by the Department of Finance, so since 1997 LRCCD has used the Sacramento Area Council of Governments (SACOG) population estimates and projections as the primary source of community level population data for planning purposes. SACOG has not updated the population estimates since May 2012 but is expected to do so sometime in early 2016.

According to the SACOG Modeling Projections most recent May 2012 release it is expected that population growth will come from the following high-growth communities over the next decades: Vineyard, Downtown Sacramento, Rancho Cordova, West Sacramento, North Natomas, Laguna in Elk Grove, North Highlands, Folsom, East Sacramento Cameron Park/Shingle Springs and El Dorado Hills. Table 3 provides the population in numerical counts, the numerical change in population from 2008 to 2035 and projected growth rates from 2008 to 2020 and from 2008 to 2035.

There are some interesting changes in several local communities within the Los Rios service area; the North Highlands area is expected to grow at a fairly slow 5.8% pace from 2008 to 2020 but from 2020 to 2035 SACOG is projecting North Highlands to grow by 40.8%. Similarly, the Land Park/Pocket/Meadowview area is projected to grow by 8.4% from 2008 to 2020 but will grow by 22.9% from 2020 to 2035.

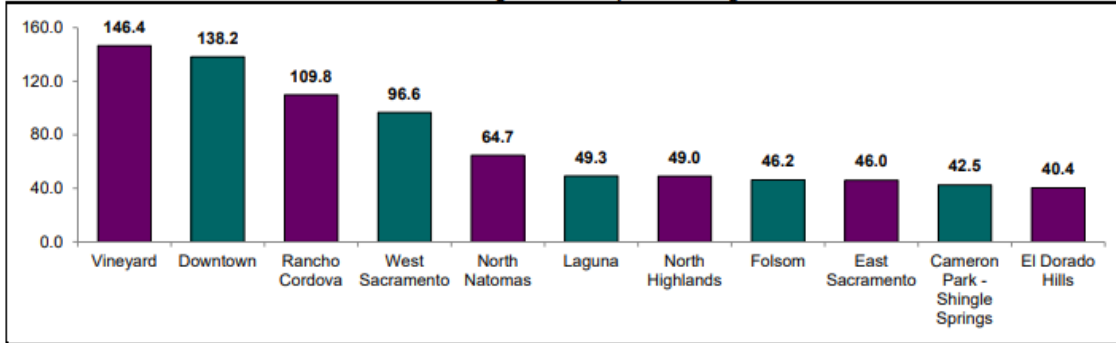
Table 3: Communities in LRCCD Service Area Sorted by Projected Growth Rate: 2008 to 2035 for those RAD's with a projected rate of growth of at least 10.0% from 2008 to 2035

| Regional Analysis District (RAD) | 2008 | Projected 2020 | Projected 2035 | Numerical Change: 2008 to 2035 | Projected Growth Rate: 2008 to 2020 | Projected Growth Rate: 2008 to 2035 |
|----------------------------------|---------|----------------|----------------|--------------------------------|-------------------------------------|-------------------------------------|
| Vineyard | 24,089 | 32,940 | 59,362 | 35,273 | 36.7 | 146.4 |
| Downtown | 27,919 | 36,925 | 66,494 | 38,575 | 32.3 | 138.2 |
| Rancho Cordova | 80,927 | 110,274 | 169,794 | 88,867 | 36.3 | 109.8 |
| West Sacramento | 45,098 | 62,346 | 88,659 | 43,561 | 38.2 | 96.6 |
| North Natomas | 59,977 | 83,807 | 98,773 | 38,796 | 39.7 | 64.7 |
| Laguna | 90,331 | 114,073 | 134,822 | 44,491 | 26.3 | 49.3 |
| North Highlands | 75,025 | 79,363 | 111,774 | 36,749 | 5.8 | 49.0 |
| Folsom | 66,241 | 81,068 | 96,864 | 30,623 | 22.4 | 46.2 |
| East Sacramento | 89,383 | 104,359 | 130,519 | 41,136 | 16.8 | 46.0 |
| Cameron Park - Shingle Springs | 31,593 | 34,605 | 45,017 | 13,424 | 9.5 | 42.5 |
| El Dorado Hills | 39,276 | 46,697 | 55,124 | 15,848 | 18.9 | 40.4 |
| Rio Linda - Elverta | 19,916 | 21,334 | 27,539 | 7,623 | 7.1 | 38.3 |
| Land Park - Pocket - Meadowview | 109,174 | 118,310 | 145,445 | 36,271 | 8.4 | 33.2 |
| Davis | 73,193 | 83,456 | 94,529 | 21,336 | 14.0 | 29.2 |
| Elk Grove | 61,415 | 63,327 | 74,790 | 13,375 | 3.1 | 21.8 |
| North Sacramento | 63,447 | 70,082 | 76,541 | 13,094 | 10.5 | 20.6 |
| South Sacramento | 163,679 | 169,937 | 191,924 | 28,245 | 3.8 | 17.3 |
| South Natomas | 41,513 | 44,475 | 47,897 | 6,384 | 7.1 | 15.4 |
| Antelope | 45,993 | 49,818 | 52,888 | 6,895 | 8.3 | 15.0 |
| Citrus Heights | 101,628 | 104,117 | 113,325 | 11,697 | 2.4 | 11.5 |
| Carmichael | 49,100 | 49,930 | 54,547 | 5,447 | 1.7 | 11.1 |
| Fair Oaks | 32,448 | 32,660 | 35,957 | 3,509 | 0.7 | 10.8 |
| Orangevale | 29,110 | 29,745 | 32,034 | 2,924 | 2.2 | 10.0 |
| Arden Arcade | 94,081 | 97,708 | 103,448 | 9,367 | 3.9 | 10.0 |

Population Trends and Projections

Chart 1 illustrates those communities SACOG projects will have the largest rate of population change from 2008 to 2035; ranging from the 146.4% projected growth for the Vineyard community to the 40.4% for El Dorado Hills area. The population living within the Downtown area is projected to grow by 138.2% from 2008 to 2035 while the Rancho Cordova population is projected to grow by 109.8% during this same time frame.

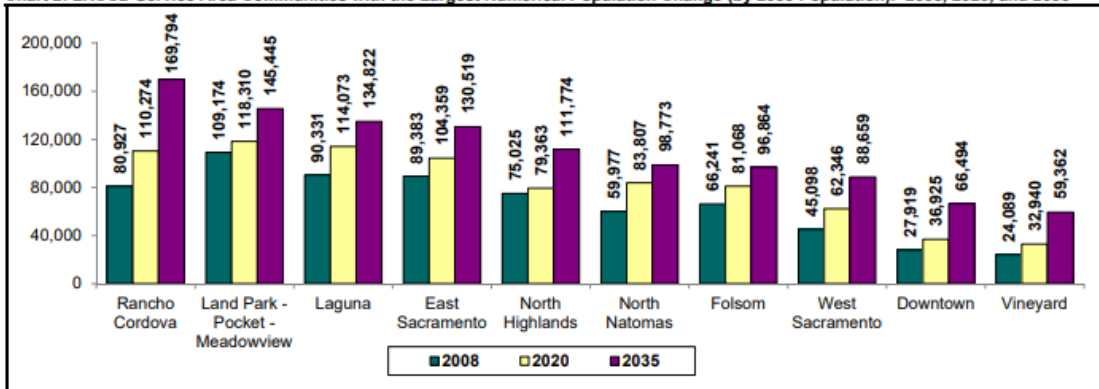
Chart 1: Communities in the LRCCD Service Area with the Largest Rate of Population Change: 2008 to 2035



Growing Communities (by numerical change)

It is important to look at community level population changes over time with various lenses as each provides a slightly unique perspective for the greater Sacramento area. Communities projected by SACOG to have strong growth resulting in the largest population within the Los Rios service area are illustrated in Chart 2. In terms of total population the communities of Rancho Cordova, Land Park/Pocket/Meadowview, Laguna, East Sacramento and North Highlands are each expected to have over 100,000 residents by 2035, ranging from the 169,794 residents projected for Rancho Cordova to the 111,774 residents living in the North Highlands community.

Chart 2: LRCCD Service Area Communities with the Largest Numerical Population Change (by 2035 Population): 2008, 2020, and 2035



Note: Data represent SACOG Regional Analysis Districts (RADs) with expected growth of at least 30,000 new residents between 2008 and 2035 and listed in order of their growth/numerical change. A RAD is an area defined by SACOG for regional transportation, housing, and infrastructure planning. The name of a RAD may be similar to a city name or a community planning area but the boundaries are not the same and in some cases larger than the city proper.
 Source: Sacramento Area Council of Governments, SACOG Modeling Projections for 2008, 2020, and 2035, dated May 2012, Sacramento, California.

North Natomas is expected to grow to over 98,000 and West Sacramento to 88,659 by 2035. Downtown Sacramento is projected to grow from 27,919 residents in 2010 to 66,494 by 2035 with the Vineyard area projected to grow to almost 60,000 residents by 2035.

Population Trends and Projections

Table 4 provides additional information for the ten "growth" communities (increasing by 30,000 or more) including the projected population increase, total projected population by 2035 and the primary Los Rios College in the community service area by the projected population numerical increase from 2008 to 2035. The table shows that Rancho Cordova is projected to have the largest numerical change in total population and as such will be the largest community in terms of total population in the Los Rios service area. The Laguna, West Sacramento and East Sacramento communities are each projected to grow by over 40,000 residents from 2008 to 2035 while the other six communities are expected to grow by over 30,000 residents during this same time frame.

Table 4: LRCCD Service Area with Largest Numerical Population Change and LRCCD College Service Area

| Community | Projected Population Increase: 2008 to 2035 | Total Projected Population by 2035 | College Service Area |
|---------------------------------|---|------------------------------------|----------------------|
| Rancho Cordova | 88,867 | 169,794 | FLC |
| Laguna | 44,491 | 134,822 | CRC |
| West Sacramento | 43,561 | 88,659 | SCC |
| East Sacramento | 41,136 | 130,519 | SCC |
| North Natomas | 38,796 | 98,773 | ARC |
| Downtown | 38,575 | 66,494 | SCC |
| North Highlands | 36,749 | 111,774 | ARC |
| Land Park - Pocket - Meadowview | 36,271 | 145,445 | SCC |
| Vineyard | 35,273 | 59,362 | CRC and SCC |
| Folsom | 30,623 | 96,864 | FLC |

Whereas Chart 1 illustrates the Vineyard community and the Downtown Sacramento area are projected to have the largest *rate* of population change from 2008 to 2035 the impact to our service area overall will not be as significant because the total population of these areas is smaller than the total population projected for the larger communities in the LRCCD service area like Rancho Cordova, Land Park/Pocket/Meadowview and the Laguna and East Sacramento areas. However, the changes in the smaller populated communities do have an impact for the Los Rios colleges in the service area as the residents of the communities may be part of the college-going pipeline.

Understanding which communities are projected to grow both in terms of rate of change and numerical change provides valuable information to inform program planning, student support service needs, and facility and college planning at the local level. SACOG is expected to update the community projections in Spring 2016 at which time the LRCCD Office of Institutional Research will update this section of The 2016 External Environmental Scan to reflect the updated Community Population Projections as provided by SACOG.

Demographic Trends of the General Population

Population by Race and Ethnicity

Table 5 serves as a benchmark for the proportion of LRCCD 3-County service area and California statewide population by race and ethnicity as reported with the release of Census 2010 data. Chart 2 illustrates the projected increase in the diversification of the greater Sacramento area population through 2030 while Chart 3 provides a comparison of the shift in population by race and ethnicity across the state of California for the same time period.

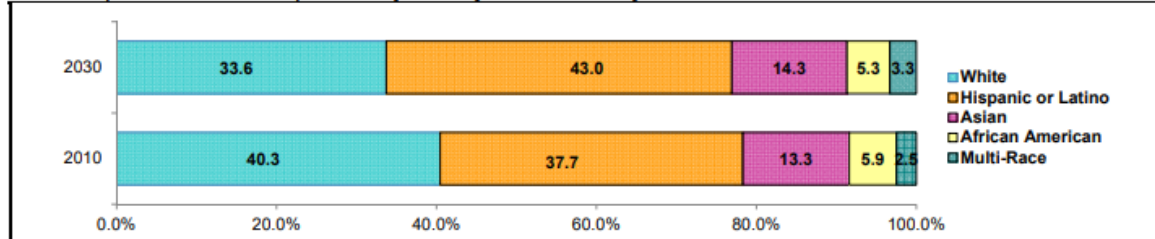
Table 5: Proportion of LRCCD 3-County Service Area and California Census 2010 Population by Race and Ethnicity

| | El Dorado County | Sacramento County | Yolo County | LRCCD 3-County Service Area | California |
|--------------------|------------------|-------------------|-------------|-----------------------------|------------|
| African American | 0.7 | 9.9 | 2.4 | 8.2 | 5.9 |
| American Indian | 0.9 | 0.6 | 0.6 | 0.6 | 0.4 |
| Asian | 3.6 | 15.2 | 13.3 | 13.8 | 13.3 |
| Hispanic or Latino | 12.1 | 21.6 | 30.3 | 21.6 | 37.7 |
| White | 80.0 | 48.6 | 50.1 | 51.9 | 40.3 |
| Multi Race | 2.7 | 4.2 | 3.2 | 3.9 | 2.5 |

Chart 3: Proportion of LRCCD 3-County Service Area Population Projections by Race and Ethnicity: 2010 and 2030



Chart 4: Proportion of California Population Projections by Race and Ethnicity: 2010 and 2030



Technical Notes: Hispanic or Latino category includes Hispanic/Latino residents of any race while Hispanic/Latino is excluded from other groups; charts do not include American Indian as proportions are less than 1.0%

Source: California Department of Finance, P-1 (Race/Ethnicity): State and County Population Projections by Race/Ethnicity: 2010-2060, December 15, 2014.

Demographic Trends in LRCCD 3-County Service Area: by Race and Ethnicity

Chart 4 illustrates that in 2010, approximately half (51.9%) of residents in the Los Rios service area are white, by 2020 the proportion is projected to decline to 48% of the total service area population and by 2030 it is projected that 43.1% of the LRCCD 3-County service area will be white. During the same time period the 21.6% of Hispanic/Latino residents in 2010 is projected to grow to 26.0% of the Los Rios service area population by 2030. Not only is there a projected increase in Hispanic/Latino residents in the Sacramento region, the proportion of Asian residents is also expected to increase; in 2010, 13.8% of the Los Rios 3-County service areas are Asian and by 2030 the proportion of Asian residents is expected to increase to 17.0% of the service area population. This is higher than the projected 14.3% of Asian residents across the state by 2030.

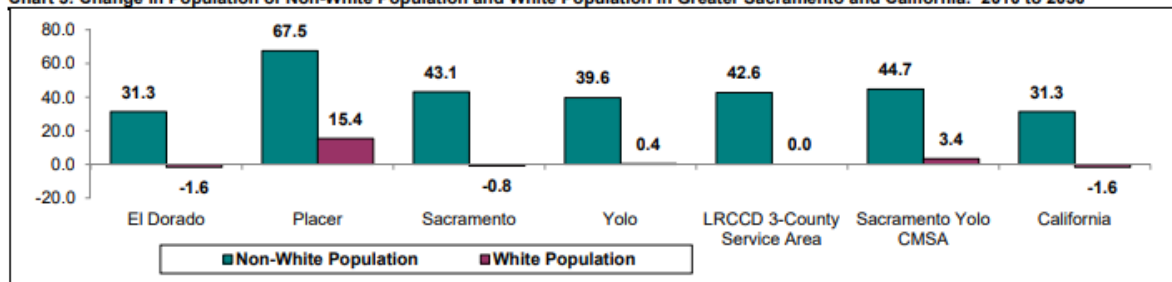
Although the approximately 8.0% of African Americans who currently reside in the 3-County Los Rios service area is projected to remain relatively unchanged through 2030 this is slightly higher than the projected five percent of African Americans statewide.

Demographic Trends of the General Population

Chart 5 illustrates the dramatic growth rates of non-white and white population in the greater Sacramento area and California from 2010 to 2030, changes which will continue to have impact on the diversity of students attending Los Rios colleges.

The Department of Finance projects the non-white population during this time period will increase by 43.1% while the white population will decrease slightly by 0.8%. The non-white population will increase by 39.6% in Yolo County and by 31.3% in El Dorado County while the white population is projected to decrease slightly for both of these counties. The overall impact to the LRCCD 3-County service area is a projected increase in the non-white population of 42.6% from 2010 to 2030 with no change in the numbers of the white population. The non-white population is expected to increase by 67.5% in Placer County, which is part of the Sacramento Yolo CMSA while the white population is expected to increase for Placer by 15.4%.

Chart 5: Change in Population of Non-White Population and White Population in Greater Sacramento and California: 2010 to 2030



Source: California Department of Finance, *P-1 (Race/Ethnicity): State and County Population Projections by Race/Ethnicity: 2010-2060*, December 15, 2014

Noting changes in the racial and ethnic composition of the population, particularly growth of groups that have been traditionally under-represented in higher education is important to understand as this may impact the student support services needed to help the increasingly diverse students attending Los Rios Colleges to achieve their education and employment goals.

Demographic Trends of the General Population

Population by Age Groupings

With a strategic focus by the Los Rios Community College District on areas specific to enrollment management and persistence, the 2016 External Environmental Scan of the Greater Sacramento area presents population projections by more defined age groupings than did previous External Environmental scans as this will provide greater specificity regarding the shift in the area population by 2030 which may serve as one measure to help gauge the future student pipeline for Los Rios and its colleges.

Table 6: LRCCD 3-County Service Area Population Projections by Age: 2010, 2020, 2030

| | 2010 | | | | 2020 | | | | 2030 | | | |
|-----------------------------|-----------|---------------------|---------------------|-----------------|-----------|---------------------|---------------------|-------------|-----------|---------------------|---------------------|-------------|
| | Under 18 | College Age (18-24) | Working Age (25-64) | Age 65 and Over | Under 18 | College Age (18-24) | Working Age (25-64) | 65 and Over | Under 18 | College Age (18-24) | Working Age (25-64) | 65 and Over |
| El Dorado County | 41,045 | 13,573 | 100,062 | 26,887 | 34,934 | 16,267 | 96,202 | 43,447 | 34,411 | 14,880 | 93,202 | 59,016 |
| Placer County | 85,118 | 27,011 | 183,862 | 54,239 | 81,054 | 38,176 | 197,302 | 79,671 | 88,874 | 36,750 | 216,965 | 105,036 |
| Sacramento County | 362,593 | 143,577 | 755,536 | 159,530 | 365,925 | 143,052 | 809,368 | 235,677 | 384,453 | 157,930 | 858,761 | 329,132 |
| Yolo County | 45,530 | 38,549 | 97,572 | 20,000 | 44,865 | 35,454 | 108,438 | 30,658 | 47,412 | 34,475 | 117,420 | 42,591 |
| LRCCD 3-County Service Area | 449,168 | 195,699 | 953,170 | 206,417 | 445,724 | 194,773 | 1,014,008 | 309,782 | 466,276 | 207,285 | 1,069,383 | 430,739 |
| Sacramento-Yolo CMSA | 534,286 | 222,710 | 1,137,032 | 260,656 | 526,778 | 232,949 | 1,211,310 | 389,453 | 555,150 | 244,035 | 1,286,348 | 535,775 |
| California | 9,273,754 | 3,938,575 | 19,848,598 | 4,281,051 | 9,231,881 | 3,794,319 | 21,331,612 | 6,261,534 | 9,621,911 | 3,871,223 | 21,964,706 | 8,627,760 |

Table 7: Proportion of the LRCCD 3-County Service Area Population Projections by Age: 2010, 2020, 2030

| | 2010 | | | | 2020 | | | | 2030 | | | |
|-----------------------------|----------|---------------------|---------------------|-----------------|----------|---------------------|---------------------|-----------------|----------|---------------------|---------------------|-----------------|
| | Under 18 | College Age (18-24) | Working Age (25-64) | Age 65 and Over | Under 18 | College Age (18-24) | Working Age (25-64) | Age 65 and Over | Under 18 | College Age (18-24) | Working Age (25-64) | Age 65 and Over |
| El Dorado | 22.6 | 7.5 | 55.1 | 14.8 | 18.3 | 8.5 | 50.4 | 22.8 | 17.1 | 7.4 | 46.3 | 29.3 |
| Placer | 24.3 | 7.7 | 52.5 | 15.5 | 20.5 | 9.6 | 49.8 | 20.1 | 19.9 | 8.2 | 48.5 | 23.5 |
| Sacramento | 25.5 | 10.1 | 53.2 | 11.2 | 23.5 | 9.2 | 52.1 | 15.2 | 22.2 | 9.1 | 49.6 | 19.0 |
| Yolo | 22.6 | 19.1 | 48.4 | 9.9 | 20.4 | 16.2 | 49.4 | 14.0 | 19.6 | 14.3 | 48.5 | 17.6 |
| LRCCD 3-County Service Area | 24.9 | 10.8 | 52.8 | 11.4 | 22.7 | 9.9 | 51.6 | 15.8 | 21.5 | 9.5 | 49.2 | 19.8 |
| Sacramento-Yolo CMSA | 24.8 | 10.3 | 52.8 | 12.1 | 22.3 | 9.9 | 51.3 | 16.5 | 21.2 | 9.3 | 49.1 | 20.4 |
| California | 24.8 | 10.5 | 53.2 | 11.5 | 22.7 | 9.3 | 52.5 | 15.4 | 21.8 | 8.8 | 49.8 | 19.6 |

Source: California Department of Finance, P-1 (Age): State and County Population Projections by Major Age Groups 2010-2060 (as of July 1) December 15, 2014

Demographic Trends in LRCCD 3-County Service Area: by Age Group

Population in the Los Rios service area projected by age is a critical component in planning for the Los Rios Community College District as this serves as one gauge of the future pipeline of students for the district and its four colleges. Tables 3 and 4 illustrate the shift in the projected population for each of the counties in the Los Rios Service area as well as surrounding counties by age groupings and a summary of this information follows:

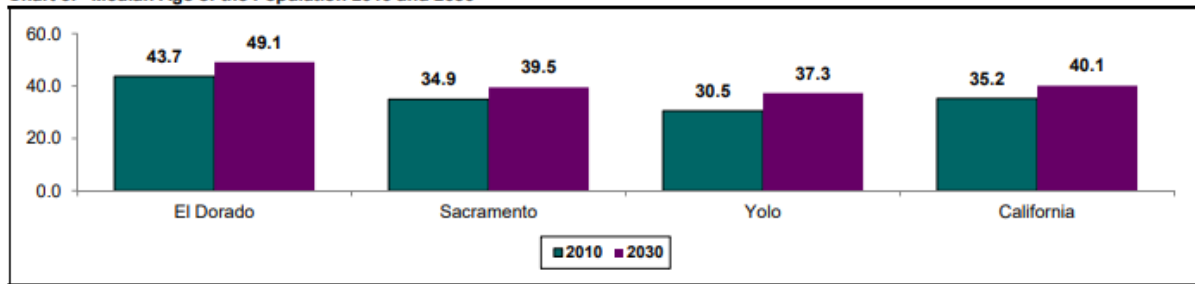
- Population projections by age group from 2010 to 2020 indicate there will be a slight dip in the proportions of residents who are "under 18" for each of the counties in the Los Rios service area. Overall, the proportions of residents who are "college age" are projected to decrease slightly for the LRCCD 3-County service area but there are slight increases projected for both El Dorado and Placer County. The proportions of "working age" residents are also projected to decline slightly, however there is slight increase in "working age" adults projected for Yolo County. Residents who are "65 and over" are projected to increase in the Los Rios service area, particularly in El Dorado County where 22.8% of the total population is projected to be "65 and over" by 2020.

Demographic Trends of the General Population

- Shifts in population by age group are projected to continue during the next ten year time frame from 2020 to 2030. The trend in decreasing proportions in each of the age groupings is projected to continue while the proportions of residents “65 and over” is projected to continue to increase.
- Although each of the counties in the Greater Sacramento area is projected to have increasing proportions of older residents of importance to note, by 2030 almost thirty percent (29.5%) of El Dorado County residents are projected to be age “65 and over”.
- The changes in projected population in the 3-County and Sacramento Yolo CMSA *generally* mirrors the changes projected for the state of California.

Chart 6 provides a different visual perspective of the changing profile of residents in the LRCCD 3-County area by age, illustrating the projected shift in median age in the Sacramento region from 2010 to 2030. El Dorado County is projected to have the oldest residents in terms of median age, increasing from 43.7 to 49.1 by 2030. Understanding population shifts by age group within the LRCCD service area is important information for planning especially as it relates as one measure to gauge the Los Rios student pipeline.

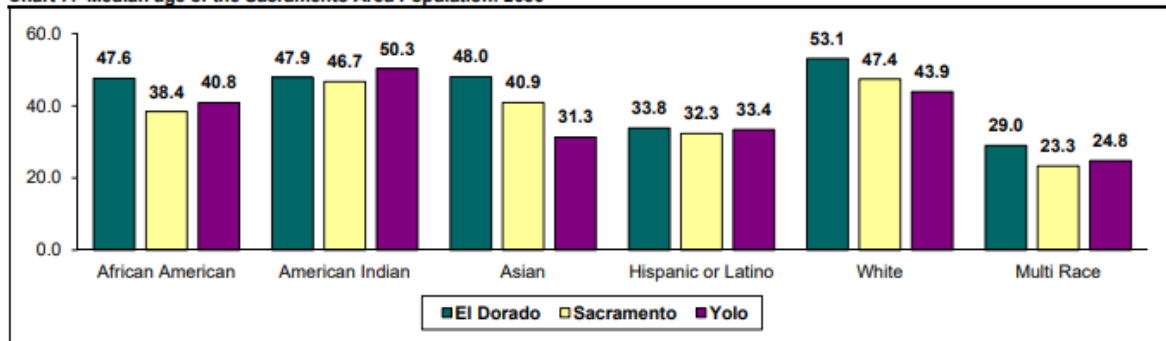
Chart 6: Median Age of the Population 2010 and 2030



Source: California Department of Finance, P-3(Age): State and County Population Projections by Median Age 2010-2060 (as of July 1) December 15, 2014

Chart 7 shows the projected median age by race and ethnicity in the LRCCD 3-County service area by 2030. Department of Finance projections indicate that those residents who are Hispanic/Latino or Multi-race will be younger than the comparable median age in each of the three counties in the LRCCD Service Area while white residents’ median age is projected to be higher. These distinctions in age shifts by race and ethnicity have implications for the Los Rios Colleges as the median age projections indicate younger residents will continue to be increasingly diverse.

Chart 7: Median age of the Sacramento Area Population: 2030



Source: California Department of Finance, P-3(Age): State and County Population Projections by Median Age 2010-2060 (as of July 1) December 15, 2014

Demographic Trends of the General Population

Changing Trends in Legal Immigration

The most recent information from the Department of Finance on legal immigration provides information through 2014 which serves as a proxy to help inform discussions about immigration trends in the Sacramento region. Table 6 illustrates the changing legal immigration population in the region and California from 2010 through 2014. Yolo County experienced the largest increase in legal immigrants, increasing from 884 in 2010 to 1,352 in 2014, a 52.9% increase. Sacramento County has the largest number of legal immigrants, 5,276 in 2014, which is a 20.1% increase over 2010 information. The overall impact of legal immigration to the greater Sacramento area is a 23.7% increase from 2010 to 2014. Understanding the trends in the number of immigrants who have moved to the area is important for planning student support services to ensure successful completion of education and employment goals of these new residents.

Table 8: Legal Immigration Population to Greater Sacramento and California: 2010 through 2014

| | 2010 | 2011 | 2012 | 2013 | 2014 | % Change: 2010 to 2014 |
|------------------------------------|---------|---------|---------|---------|---------|------------------------------|
| El Dorado | 202 | 165 | 203 | 221 | 150 | -25.7 |
| Placer | 567 | 443 | 486 | 506 | 543 | -4.2 |
| Sacramento | 4,359 | 3,829 | 4,136 | 4,080 | 5,236 | 20.1 |
| Yolo | 884 | 839 | 821 | 975 | 1,352 | 52.9 |
| LRCCD 3-County Service Area | 5,445 | 4,833 | 5,160 | 5,276 | 6,738 | 23.7 |
| Sacramento - Yolo CMSA | 6,012 | 5,276 | 5,646 | 5,782 | 7,281 | 21.1 |
| California | 154,655 | 127,837 | 130,398 | 135,838 | 149,661 | -3.2 |

Source: U.S. Citizenship and Immigration Services and the California Department of Finance, Demographic Research Unit, http://www.dof.ca.gov/research/demographic/reports_papers/documents/Immigration_1984-2014w.xls

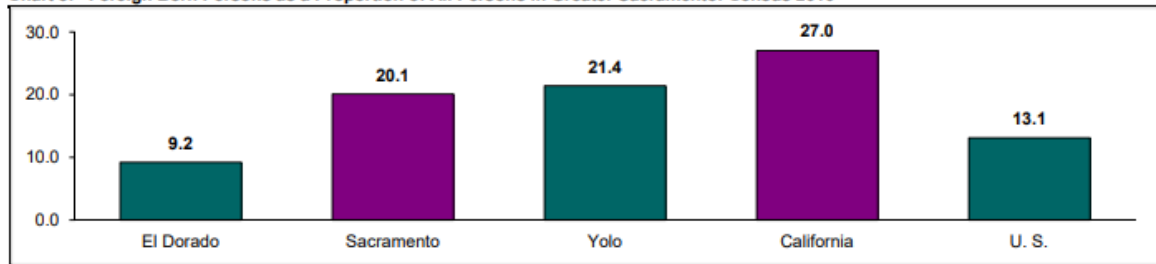
Demographic Trends of the General Population

The following information is based on the U.S. Census "Quick Facts" which are derived from data including Census 2010, population estimates, American Community Survey estimates from 2010 through 2014 and other sources of data used by the Census Bureau. The charts below provide additional context about the residents in the greater Sacramento area which further highlights the increasing diversity of the Los Rios service area.

Foreign Born Persons as a Proportion of All Persons

Compared to the U.S., California has a higher proportion of residents who are foreign born, at 27.0% and 13.1% respectively. In the counties served by the Los Rios colleges, approximately 21.4% of Yolo County and 20.1% of Sacramento County residents are foreign born while a smaller proportion, 9.2%, of El Dorado residents are.

Chart 8: Foreign Born Persons as a Proportion of All Persons in Greater Sacramento: Census 2010

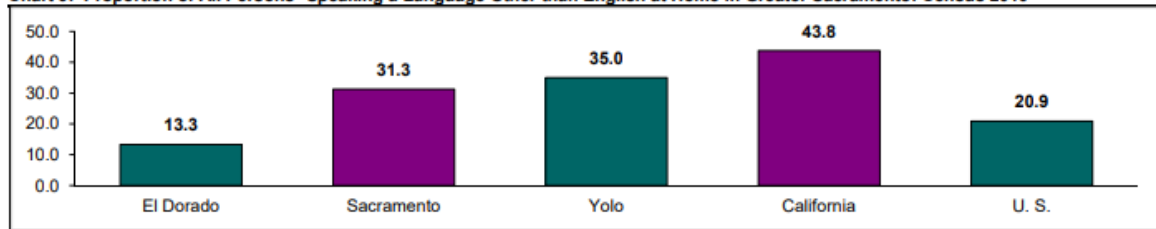


Source: US Census Bureau, QuickFacts, <http://www.census.gov/quickfacts/table/PST045215/00>, retrieval date 1.24.2016.

Non-English Speaking Persons as a Proportion of All Persons

The proportion of California residents who speak a language other than English at home (43.8%) is more than twice the proportion nationally (20.9%). In the Greater Sacramento area, Yolo County has the largest proportions of residents who speak a language other than English at home, at over one-third (35.0%). Over thirty percent (31.3%) of Sacramento County residents speak another language while a smaller 13.3% of El Dorado County residents do.

Chart 9: Proportion of All Persons* Speaking a Language Other than English at Home in Greater Sacramento: Census 2010



Technical Notes: *Signifies the proportion of residents, ages 5 and older residing in homes where a language other than English is spoken.

Source: US Census Bureau, QuickFacts, <http://www.census.gov/quickfacts/table/PST045215/00>, retrieval date 1.24.2016.

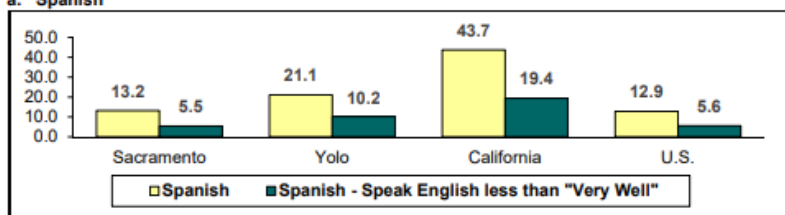
Demographic Trends of the General Population

Languages Spoken at Home by Language Type

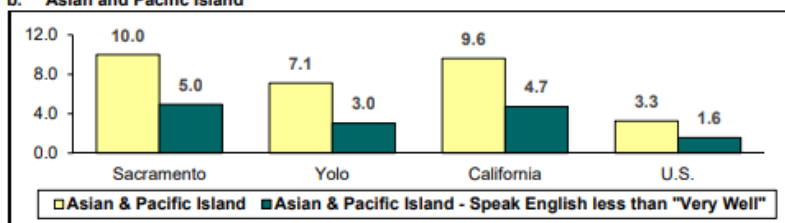
A review of the data available from the US Census (as provided in QuickFacts) specific to languages spoken in the home continues to support the evidence of the diversity across the state of California as well as in the LRCCD service area. Please note this level of data specificity on languages spoken is not available through the Census Bureau QuickFacts tool for El Dorado County.

Chart 10: Non-English Speaking Population who are 5-Years and Older by Language Spoken: Census 2010

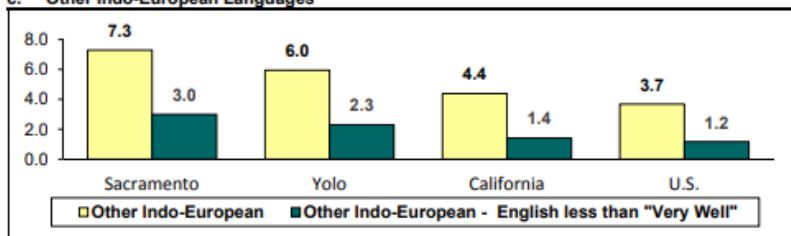
a. Spanish



b. Asian and Pacific Island



c. Other Indo-European Languages



Source: US Census Bureau, QuickFacts, <http://www.census.gov/quickfacts/table/PST045215/00>, retrieval date 1.24.2016.

In California, 43.7% of non-English speaking residents speak Spanish and a fairly high proportion, 19.4%, speak English less than very well. In Yolo County, 21.1% of non-English speaking residents speak Spanish while 10.2% speak English less than very well. Of the non-English speaking residents in Sacramento County 13.2% speak Spanish while 5.5% speak English less than very well.

As evident in the projected increase in the area Asian population living in the greater Sacramento area, ten percent of Sacramento County residents who are non-English speaking speak an Asian or Pacific Island language, while 5.0% speak English less than very well.

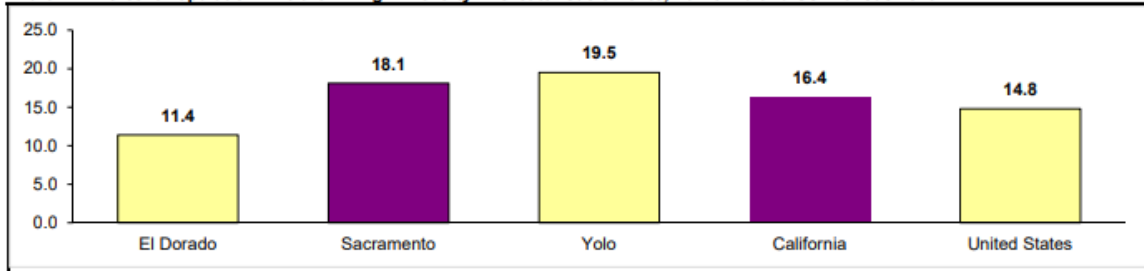
Higher proportions, 7.3%, of non-English speaking residents in Sacramento County speak an Indo-European language which includes languages from Eastern Europe, while 6.0% of non-English speaking residents living in Yolo County speak one of the Indo European languages. The proportion of Sacramento and Yolo County residents speaking one of the Indo European languages is higher than the proportions who do so across the state.

Demographic Trends of the General Population

Population by Income

The following data on income illustrates that higher proportions of residents living in Yolo and Sacramento counties are persons who are living in poverty, 19.5% and 18.1 %, respectively. This is higher than the 16.4% of residents who live below poverty level across California and the 14.8% who do so nationwide.

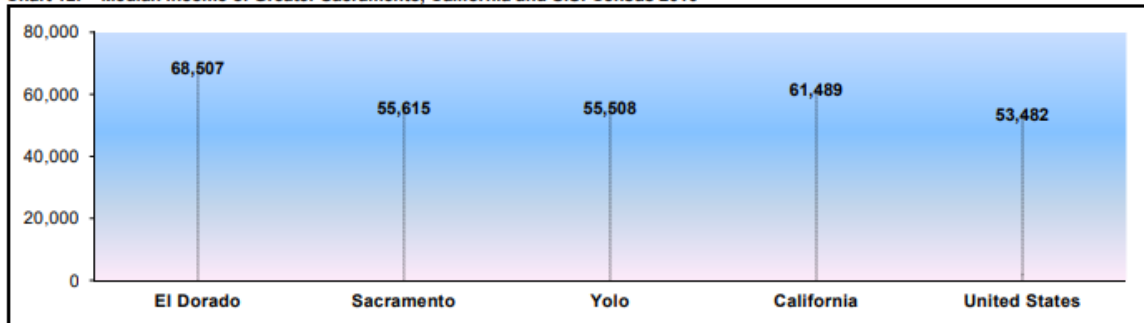
Chart 11: Percent Population who are Living in Poverty in Greater Sacramento, California and US: Census 2010



Source: US Census Bureau, QuickFacts, <http://www.census.gov/quickfacts/table/PST045215/00>, retrieval date 1.24.2016.

Chart 12 illustrates the median income for each of the counties in the Los Rios service area, California and the United States. Both Sacramento and Yolo County residents have median income levels that are below the median income for both California and the United States, while the median income for El Dorado residents is higher.

Chart 12: Median Income of Greater Sacramento, California and U.S: Census 2010



Source: US Census Bureau, QuickFacts, <http://www.census.gov/quickfacts/table/PST045215/00>, retrieval date 1.24.2016.

Demographic Trends of the General Population

Population by Educational Attainment

The American Community Survey 2010-2014 five-year estimates include detailed information on the highest level of educational attainment of the population by County geographic areas as well as comparable statewide level data. As the need for an increasingly skilled labor market continues to grow the data provided in the charts below show that there are higher proportions of Sacramento residents who are 18-24 whose highest level of education is less than a high school education. Estimates indicate that lower proportions of Sacramento and Yolo County residents between the ages of 18-24 are high school graduates while higher proportions of El Dorado County 18-24 year olds are. Almost 60.0 percent of Yolo County residents 18-24 have some college or have acquired an Associate's Degree, possibly reflecting the impact of UC Davis in the community. Almost half of Sacramento area residents have some college or have acquired an Associate's Degree while 43.6% of El Dorado County residents between the ages of 18-24 whose highest level of educational attainment is some college or an Associate's Degree.

Chart 13: Highest Level of Educational Attainment for Population 18-24 Years: 2014
(based on 2010 – 2014 American Community Survey 5-Year Estimates and US Census Bureau Population Estimates)

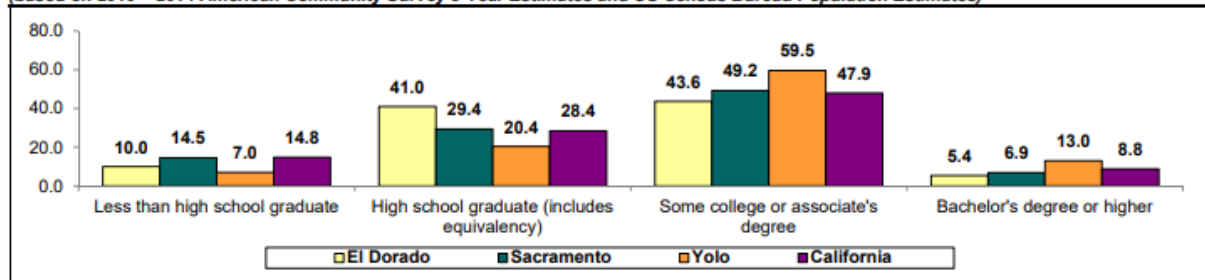
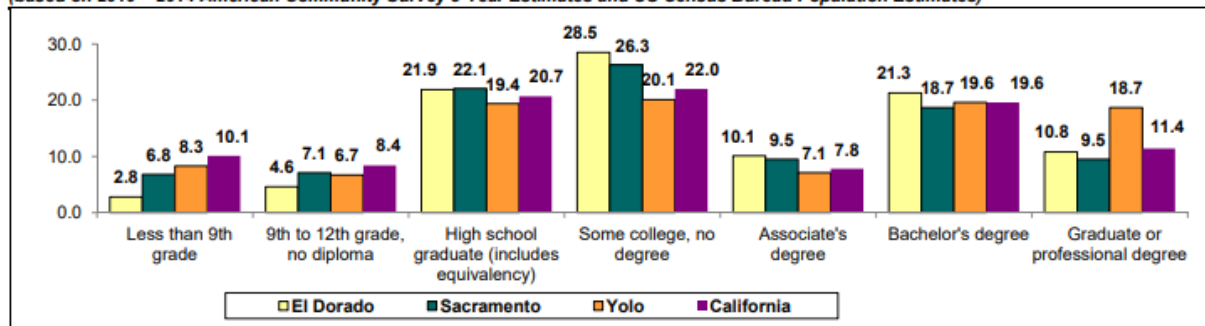


Chart 14 presents estimated highest level of educational attainment for the population who are 25 years and over; showing that 15.0% of Yolo County residents have less than a high school education, while 10.9% of the Sacramento County and 7.2% of El Dorado County residents do (combining less than 9th grade and 9th to 12th, no diploma categories). The U.S Census Bureau estimates high school graduation (including equivalency) is the highest level of education attainment for 22.1% of Sacramento County, 21.9% for El Dorado County and 19.4% for Yolo County residents who are 25 and over. The proportions of the Los Rios Service area population with some college, no degree, range from 28.5% in El Dorado County to 19.4% in Yolo County. It is estimated that ten percent of El Dorado County residents 25 and over have an Associate's Degree, 9.5% of Sacramento County and 7.1% of Yolo County have attained an Associate's Degree. Residents who have a Bachelor's Degree range from the 21.3% in El Dorado County, to 19.6% in Yolo County to 18.7% in Sacramento County while higher proportions of residents in Yolo County have a graduate or professional degree reflective of UC, Davis that is within Yolo County.

Chart 14: Highest Level of Educational Attainment for Population 25 Years and Over: 2014
(based on 2010 – 2014 American Community Survey 5-Year Estimates and US Census Bureau Population Estimates)



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates
http://factfinder.census.gov/bkmk/table/1.0/en/ACS/14_5YR/S1501; run date 3.14.16