



FOLSOM LAKE COLLEGE
EL DORADO CENTER | RANCHO CORDOVA CENTER

COLLEGE MASTER PLAN

2015-2025

College Master Plan

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Folsom Lake College has created a College Master Plan (CMP) to guide the college over the next ten years. Many groups contributed to the development of this document. Ultimately, this College Master Plan seeks to ensure that Folsom Lake College continues its focus on student success while maintaining the principles conveyed in its Vision and Mission Statements.

Vision Statement (Where We Want to Be)

Folsom Lake College inspires excellence and provides educational opportunities to enrich and empower students.

Mission Statement (Why We Exist)

Folsom Lake College, an open access institution, serves the diverse communities of eastern Sacramento and western El Dorado counties, cultivating in its students the ability to think critically, and to communicate purposefully and persuasively so that they may be engaged and informed global citizens.

In order to engender such citizenship, Folsom Lake College provides:

- **Programs:** Rigorous academic programs for completion and transfer; training to enhance employment and career skills; preparatory programs for student success; and opportunities for lifelong learning and enrichment.
- **Support Services:** Comprehensive support services to promote the success of all students.
- **Opportunities:** Opportunities for leadership; professional development; and involvement in the college and community.
- **Environment:** A collaborative and innovative environment that promotes personal interaction as the foundation of learning; honors diversity; cultivates sustainability; and encourages civic engagement.

The CMP is a roadmap that examines why Folsom Lake College exists (mission statement) and describes how the college will look upon achieving its full potential (vision statement), while embracing and honoring our experiences, principles, and beliefs that form the foundation of our college. The CMP is intended to be a nimble, responsive, and organic document that will live and grow as the college, community and external forces change.

Introduction

Folsom Lake College (FLC) is one of four community colleges within the Los Rios Community College District. The district was founded in 1965 when residents in ten separate school districts covering five counties voted to consolidate. This consolidation established a regional community college district of 2,400 square miles and united, under one governing board, the then-existing Sacramento City College and American River College with Cosumnes River College being added in 1970. Folsom Lake College became the district's fourth college when the college received its initial Accreditation in 2004. Folsom Lake College is comprised of the main campus in Folsom, the El Dorado Center (EDC) in Placerville, and the Rancho Cordova Center (RCC) in Rancho Cordova. The main campus in Folsom is also home for the Harris Center for the Arts, a regional performing arts center that opened in 2011.

Preparation of the Plan

Folsom Lake College, with over a decade of service to students and the community, has developed this wide-ranging document, the College Master Plan, to drive the college's planning and decision-making processes over the next ten years. This College Master Plan, intended to be inclusive and comprehensive, aligns the planning efforts of Instruction, Student Services, Administration, and the President's Office with Folsom Lake College's overarching goals. Folsom Lake College's Institutional Planning Committee (IPC) charged the College Master Plan (CMP) Steering Committee, an ad hoc subcommittee of IPC, to create a ten-year college master plan by the end of spring 2016.

Prepared by:

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With input from:

- Academic Senate
- Associated Students of Folsom Lake College
- Classified Senate
- Administrative Council
- Management Team
- Executive Team
- Harris Center Staff and Volunteers
- Community Members
- Business Partners

Progression of the Plan:

- September 14, 2015: The CMP Steering Committee initially met on 14 September 2015 to discuss the creation of Folsom Lake College's College Master Plan.
- October 30, 2015: All College Retreat was held with over one hundred attendees, including instructors, students, administrators, Student Services staff, Harris Center representatives, and community members.
- November and December 2015: Six external focus groups, consisting of various members of the community and students discussed their specific and general concerns.
- January 15, 2015: During Folsom Lake College's spring convocation, discussion groups considered four topics: Community Engagement, High Quality Education, Innovation

and Technology, and Student Engagement. These discussions raised recurrent themes: equity, diversity, and inclusion; health and safety; the Harris Center; and the El Dorado and Rancho Cordova Centers.

- February 2016: Six Town Hall meetings for the internal college community were held. Draft language and summaries of the four topics were shared, and attendees were asked to provide feedback and to identify possible omissions in the drafts.
- March and April 2016: Final drafts were shared with all constituents and participatory governance committees. The final draft was also submitted to the Classified Senate, Academic Senate and Student Senate for first and second reads, with a request for affirmation.
- April 21, 2016: CMP was affirmed by the Classified Senate
- April 27, 2016: CMP was affirmed by the Academic Senate
- May 3, 2016: CMP was affirmed by the Student Senate
- June 3, 2016: CMP was approved by the College President

Folsom Lake College's College Master 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 to support continuous quality improvement. The plan will be reviewed annually and adjustments will be made based on current and relevant data and trends to ensure that the CMP remains feasible and effective and assists in directing institutional priorities to meet the educational needs of our students.

Internal and External Trends

A changing world with expanding federal and state demands to increase student success and completion and the introduction of performance based funding have brought additional focus on the role and purpose of colleges. Community colleges in particular have recently received more attention from federal and state leaders, attention garnering a renewed focus on the community college promise of educating the nation's workforce. While Folsom Lake College needs to be aware of the larger changes and to adapt when appropriate, the college still needs to maintain its academic standards and to support students in their educational pursuits. Folsom Lake College is uniquely positioned in close proximity to the state capitol and, thus, has access to the representatives that work on educational legislation and can build and strengthen its connections at both the state and federal levels. However, while these larger forces are at work, Folsom Lake College cannot neglect the particular conditions that the college faces daily. One purpose of the College Master Plan is to ensure that Folsom Lake College considers community needs and interests as it plans for the next ten years while responding to outside forces and adhering to the principles emphasized in its Vision and Mission Statements.

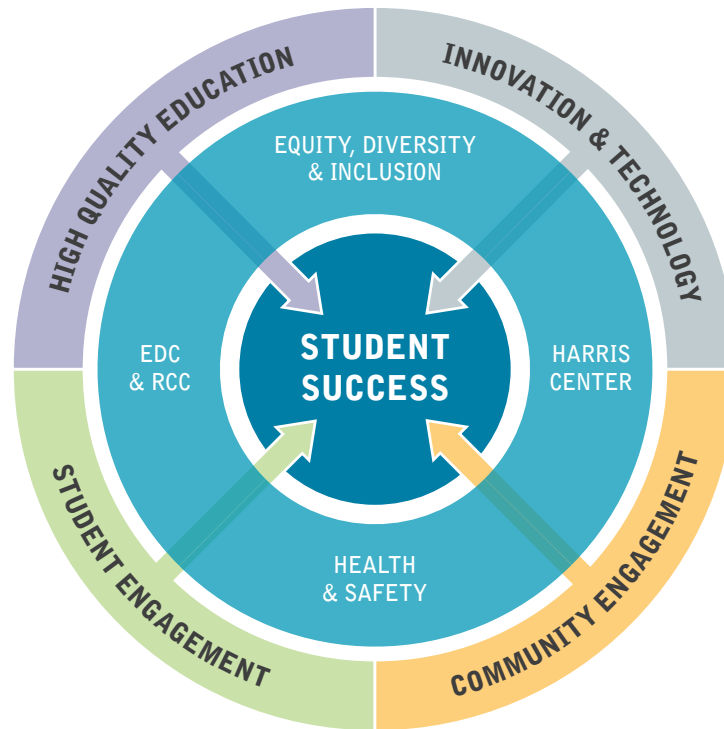
Folsom Lake College currently serves more than 8,700 students across its three sites. The FLC service area extends along the Highway 50 corridor as far as Rancho Cordova to the west and well beyond Placerville to the east. FLC's service area also extends to the northwest boundary of the American River College service area, to the northeast boundary of the Sierra College and Lake Tahoe College service areas, and to the southern boundary of the Sacramento City College service area. Within the Los Rios Community College District, Folsom Lake College has the largest and most geographically diverse service area. The population of FLC's service area is projected to increase between 2% (Placerville) to 29% (El Dorado Hills) by 2020, which translates into approximately 40,000 additional individuals. The service area demographics show that gender is fairly equally distributed in all service areas, and white residents comprise over 74% of the population in all communities, except Rancho Cordova, which is 61% white. 25% of Rancho Cordova Residents are foreign born, and 36% speak a language other than English at home. Roughly 18% of Rancho Cordova's and Placerville's residents are below federal poverty levels while the state average is 16%. Data of the top seven local feeder high schools indicates that 26% of local high school graduates transition to FLC.

Employment growth projections estimate the changes in industry and occupational employment over time resulting from industry growth, technological change, and other factors. The California Employment Development Department produces long-term (10 year) projections of employment growth for the State and local areas¹. Employment growth is reported by "fastest growing" occupations (new jobs from industry growth) and "largest growing" occupations (new jobs and replacement needs). The fastest growing occupations that require some post-secondary training or an associate's degree include heating & air conditioning mechanics, medical & clinical lab technicians, veterinary technicians, and other medical technicians. The largest growing professions (i.e. those with the most job openings) that require some post-secondary training or an associated degree include registered nurses, heavy tractor/trailer truck drivers, medical assistants, and nursing assistants.

¹ 2014. *2012-2022 Projection Highlights Sacramento-Roseville-Arden-Arcade Metropolitan Statistical Area (El Dorado, Placer, Sacramento, and Yolo Counties)*. State of California, Employment Development Department. [http://www.calmis.ca.gov/file/indproj/sacr\\$ highlights.pdf](http://www.calmis.ca.gov/file/indproj/sacr$ highlights.pdf)

In terms of internal trends, overall enrollment appears to be steady with few signs of increasing beyond moderate levels. Despite a slight increase in enrollment in fall 2015 due to the expansion of the Rancho Cordova Center, enrollment at Folsom Lake College from fall 2010 to fall 2014 has slowly decreased. However, with the new Rancho Cordova Center established, enrollment is expected to increase though moderately. Nevertheless, while enrollment does not appear to be increasing significantly any time soon, the demographics of the student body are changing. At Folsom Lake College, the percentage of students receiving financial aid has steadily increased, from 40.5% in 2009-10 to 58.8% in 2013-14. The number of students who identify as Hispanic / Latino has increased from 13% to 17% between 2010-11 and 2014-15; similarly, the number of students who identify as Asian and Multiethnic has increased moderately (about 2%). Female students accounted for 59% of the college's student body in 2009-10, but the gender gap has slightly changed with male students accounting for 42% of the student body in 2014-15. The number of students aged over thirty has declined since 2009-10 (from 31% to 25%) partly as a result of course repeatability regulations put into effect in 2013. The percentage of students taking a full load has decreased moderately, from 29% in 2010 to 26% in 2015. The percentage of students enrolled in distance education courses increased, from 18% in fall 2010 to 23% in spring 2015.

The college-wide retention rate has declined, from 87.1% in 2010 to 84.8% in 2015. From 2010 to 2015, Folsom Lake College has awarded 3,373 Associate Degrees and 1,214 certificates. However, only 9% of students who declare transfer as their educational goal actually transfer within two years, with 36% transferring within six years. More detailed data and analyses can be found in the environmental scan in the Appendix. For the plan to be nimble and responsive over the next ten years, Folsom Lake College has to be informed about relevant changes and trends and needs so that the college can make the best decisions and plans to guide it as it focuses on student success.



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.

Community Engagement

I. What is Community Engagement?

Folsom Lake College defines community engagement as a partnership between the college and the community created to increase student opportunities and to serve the community better. The college recognizes that local businesses are part of the community and that their needs include workforce development and supply.

II. Why is this Important?

Community Engagement is important because Folsom Lake College is a community college; at its core, Folsom Lake College exists to serve the needs of the community.

By combining higher learning with practical and engaging experiences, all areas benefit. Community engagement leads to opportunities for students, staff, and faculty members and improves access to courses and programs. Community engagement can lead to the cultivation of new and unique programs for the college and may drive student enrollment over the next ten years, especially as the college offers new and improved ways for meeting workforce demands and creating a better learning environment. The skills that Folsom Lake College students gain in this learning environment will distinguish them from their peers and will prepare them better for the job market.

A focus on community engagement also recognizes that, beyond its role in educating students, Folsom Lake College contributes to the quality of life in the region in other significant ways. The college plays a significant leadership role in the community and should continue to do so in the future. Its physical location, its personnel, and its programs are important community assets, all of which make significant economic, social, and cultural impacts on the region. In many ways, the relationship between the college and larger community it serves is symbiotic and mutually beneficial. Community engagement represents a proactive effort to nurture and to strengthen that relationship, by the college's building pathways for increased interaction and understanding between the college and larger community.

III. Where Are We Now?

Folsom Lake College offers forty-five Career and Technical Education (CTE) and innovative programs such as Medical Laboratory Technician, Inmate Education, Work Experience, Waste Water, and Emergency Medical Technician and provides several outreach programs and activities.

Career Technical Education (CTE)

Currently Folsom Lake College offers forty-five CTE degrees and certificates and also a work experience program. However, faculty representation, resource allocation, and sustainability are major issues to address. For instance, some CTE programs are overseen by just one faculty member (and, in some cases, no faculty, but only a dean). Often these programs also lack association with specific departments, or belong to departments that do not share common interests. Consequently, these programs lack limited representation and advocacy

on campus; moreover, allocated resources may not necessarily respond to program needs. Ultimately, Folsom Lake College needs a newfound commitment to strategically developing programs which can be sustained. This commitment requires decision making that accounts for program costs, future Full Time Equivalent (FTE) or course section allocations, and adequate staffing.

Outreach

Outreach to high schools occurs through one full time dedicated outreach specialist and limited faculty members, with a second full time outreach position currently in the hiring process. Development of a robust dual enrollment program would dramatically improve the college's outreach and would better prepare incoming students for the college experience.

Folsom Lake College also offers education to incarcerated students at the Folsom Women's Facility and Mule Creek State Prison. Additionally, community organizations use the college's facilities throughout the year. Increasing the college's presence in the community will, however, require a more open approach to hosting community organizations at the Folsom Lake College and the Harris Center.

Harris Center for the Arts

Now recognized as one of the premier performing arts venues in Northern California, the Harris Center offers a diverse array of programs, bringing touring artists from around the world to share their talents and artistic work with the campus and broader community, and providing a home for local artists, arts organizations, and Folsom Lake College's Visual and Performing Arts Programs. In its first five years, the Harris Center has hosted over 1500 events, attracting audiences of three quarter million, with ticket sales of over \$20 million and an estimated economic impact on the region from operations of \$45 million.

A recent survey of over 3,000 patrons; indicates that 98% regard the Harris Center to be a high caliber regional performing arts center. Patrons feel that the center offers programs of interest to them and their families (94%), that center programs are affordably priced (86%), that the center has been a good investment for the community (95%), and that they are proud of the center (90%). 89% indicated that they would like to attend more events at the center than they do now, with cost (39%) and time/conflicts (44%) being the two largest barriers to greater participation.

While the Harris Center has proven itself to be a valuable addition to the community, it is understaffed and lacks the financial support needed to realize its full potential. Its operations have been constrained in an effort to load-match use with existing staffing and resources, a limitation resulting in a 25% reduction in event activity from a 2013/2014 peak. The Harris Center's recording studio remains unused, and the center has an estimated one million dollars in additional capital equipment needs. Growth in fundraising has been slower than anticipated, so the Harris Center remains heavily reliant upon district funding to cover the financial operating gap (earned revenue versus expenses) typical of regional performing arts centers.

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

Over the next ten years, Folsom Lake College needs to be more strategic in its development and maintenance of programs to assure that the programs are adequately resourced and sustainable, aligned with community and workforce needs, and not duplicative of existing programs in the region.

Ideally, Folsom Lake College should expand its Career Center to better engage employers, sponsors career fairs and other events, and proactively help students find part-time and full-time employment. The college should be recognized as an institution that contributes to the development of well-trained, qualified personnel.

Community outreach should include making available space for community based organizations to meet at Folsom Lake College so that the college can become better connected to the broader needs of the community it serves to a great degree. Additionally, the college needs to establish student and faculty supported programs for community outreach to engage the community and students better, especially students identified as disproportionately impacted. Ultimately, Folsom Lake College needs to offer incentives to secure more student and faculty participation in community outreach.

Furthermore, sustainable funding streams / mechanisms need to be established for the Harris Center to reduce reliance on district funding and to allow the center's programs to grow further and to flourish. Institutional capacity should be built to accommodate community use of venues better so that the number of dark days in the performance spaces are minimized. The recording studio needs to be activated and made available for campus and community use. Marketing capacity should also be expanded to increase patron loyalty and to assure solid audiences for a presenting program of diverse national and international, high caliber artists. A program of residency activities with visiting artists should be considered to broaden and to deepen the community's understanding of artists and the arts. Opportunities to expand students' and the public's hands-on participation in the practices of creating art should also be pursued. School time workshops and performances should increase student access to visiting artists for both Folsom Lake College and K-12 students in the surrounding region. In addition to presenting artists, the Harris Center should host a high profile speaker series. Through the use of technology (e.g., cable broadcast and streaming), the reach of the Harris Center and its programs should be expanded far beyond the walls of the center. All of these goals will require an expanded and focused development and fundraising effort for the Harris Center.

V. Existing and Future Programs/Area Analysis

While some proactive outreach occurs, Folsom Lake College's resources have been stretched for some time due to limited budgets and timing. Opportunities to engage more categorical and other programs will now exist due to the releasing of funding and the redirecting of programs efforts. Folsom Lake College should develop programs which incentivize participation by faculty members, staff, and students in community outreach activities. For example, an outreach program offering internships, credit for hours, reassign time, assistance to nonprofits, after school programs, and housing areas could be developed to create ambassadors for the college.

Equally important, outreach programs which bring students to campus, as was done with the Steps to Success event, should be explored by student services and expanded, as appropriate. Furthermore, an opportunity exists to develop a robust dual enrollment (high school and college) program, especially given recent legislative changes (AB 288). Folsom Lake College can become more user friendly for community groups wishing to use campus spaces.

A diverse, reliable, and sustainable funding stream needs to be developed to cover the Harris Center's operating gap, to reduce reliance on district funding, and to allow viable expansion of programs (both in terms of size and number, as well as breadth and depth) for the Harris Center to realize its full potential. This plan will require a focused development effort, as well as possibly some innovative financing, financial restructuring, and / or partnerships. The college also needs to review policies regarding the use of the Harris Center to assure that access to the center is consistent with the college's educational mission while remaining cognizant of the Harris Center's operation as an enterprise fund.

College Master Plan: Community Engagement 10-Year Goals and Indicators of Success

- Increase outreach to traditionally marginalized and disproportionately impacted students.
 - *Indicators of success include decreasing the performance gap and increasing admission of traditionally marginalized and disproportionately impacted students.*
- Strategically respond to industry needs for workforce training programs.
 - *Indicators of success include increasing job placement rates, CTE Program Development, and CTE Faculty Development.*
- Increase FLC's presence in the community.
 - *Indicators of success include increasing community awareness and participation from all stakeholders.*
- Establish a diverse, reliable, sustainable and larger funding stream to support Harris Center operations and to maximize its impact on the college and community.
 - *Indicators of success include increasing patron retention and persistence, expanding volunteer involvement in Harris Center activities, marketing more robustly the Harris Center.*

High Quality Education

I. What is High Quality Education?

Folsom Lake College defines high quality education as the promotion of academic excellence by maintaining academic rigor. At the same time, high quality education involves a culturally competent and responsive, holistic approach that takes place inside and outside the classroom and that uses a variety of approaches, not just traditional lecture formats. High quality education involves using innovative methods and current technology, offering various learning experiences, and maintaining broad support services. High quality education focuses not just on traditional students seeking to earn two-year degrees or to transfer to four year universities but also on students seeking professional growth or training for immediate employment (e.g., through a certificate or CTE program) and on students pursuing lifelong education.

II. Why is this Important?

Folsom Lake College's Mission Statement emphasizes the importance of high quality education:

Folsom Lake College, an open access institution, serves the diverse communities of eastern Sacramento and western El Dorado counties, cultivating in its students the ability to think critically and creatively, and to communicate purposefully and persuasively so that they may be engaged and informed global citizens.

Folsom Lake College recognizes the need to support and to challenge students. With an emphasis on community, Folsom Lake College seeks to distinguish itself from other colleges in the Los Rios Community College District, by meeting the particular needs of its specific service area and by drawing upon available resources within the community. While ensuring academic rigor and standards, Folsom Lake College at the same time defines high quality education more broadly to serve more students in more ways ultimately to ensure that students have every opportunity to develop themselves so that they can contribute to their communities.

III. Where Are We Now?

While adhering to the Los Rios District's policy to offer high quality education and to ensure instructional effectiveness, Folsom Lake College has instituted many programs to support all employees in their responsibility to maintain excellence in instruction. The effects of this commitment to high quality education are demonstrated in course success rates, which average 72%, and in degree and certificate awards which average approximately 700 degrees and 240 certificates annually. However, Folsom Lake College is still challenged by the need to increase success rates for basic skills students and to close an achievement gap.

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

Over the next ten years, Folsom Lake College would like the energy invested in high quality education robustly contributing to success for its students. Such success would include not only an increase in traditional outcomes but also an appreciation for and pursuit of lifelong opportunities. (See CMP High Quality roadmap below.)

V. Existing and Future Programs/Area Analysis

Folsom Lake College's dedicated faculty members and outstanding staff have proven instrumental to the college's ensuring a high quality education. Indeed, many members of the college are heavily engaged in campus wide activities. As a relatively small college, Folsom Lake College is more flexible in being able to respond to new challenges. However, since the economic downturn, the college has been challenged by a lack of resources, but with new sources of funding emerging from both grants and from Student Success and Support Programs (SSSP) and Student Equity funds, Folsom Lake College has an opportunity to direct some of those resources to supporting high quality education in a variety of ways.

College Master Plan: High Quality 10-Year Goals and Indicators of Success

- Reduce the performance gap between student subgroups
 - *Indicators of success include having a performance gap that is the smallest in LRCCD.*
- Achieve highest course success rates in LRCCD
 - *Indicators of success include having success rates in the top 10% statewide.*
- Achieve fastest basic skills students' time to college-level coursework in LRCCD
 - *Indicators of success include being in the top 10% statewide.*
- Achieve highest degree and certificate award rate and program completion in LRCCD
 - *Indicators of success include being in the top 10% statewide.*
- Offer student-focused and student-led real world learning experiences.
 - *Indicators of success include acting on recommendations from student focus groups.*
- Provide a well-rounded, holistic education.
 - *Indicators of success include creating and using strategies from surveys conducted by Matriculation and Student Success to meet student needs and college expectations.*
- Use Harris Center, Makerspace, and other unique assets to provide interdisciplinary learning experiences.
 - *Indicators of success include using Harris Center offerings to contribute to student learning.*

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.*

Student Engagement

I. What is Student Engagement?

Folsom Lake College defines student engagement as students being invested in their education as they build personal relationships with faculty members, staff, and other students and as they participate in meaningful activities and services within and beyond the classroom.

II. Why Is This Important?

Folsom Lake College's Mission Statement underscores the importance of student engagement, emphasizing the importance of providing students opportunities "for leadership; professional development; and involvement in the college and community." Focus on student engagement presumes that students who are more engaged in their college community and its connections to the larger community are more invested in their education and therefore persist and succeed at higher rates. Fostering student engagement contributes to the creation of a culture that supports students and that simultaneously challenges them. Such a culture offers students a safe place where their academic needs are addressed and their overall well-being can be nurtured.

III. Where Are We Now?

Folsom Lake College has always promoted and supported student engagement. Indeed, such engagement is demonstrated in the form of clubs, student government, athletics, student support programs, on-campus employment opportunities, and college facilitated internships. In fact, the college expanded its student support in 2014 with its first SSSP and Student Equity Plans. However, even with the expansion of programs, services, and activities on campus, Folsom Lake College's participation rates are 6% and its success and retention rates are 72% and 84%, respectively.

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

Over the next ten years, Folsom Lake College would like to make use of the "pockets of innovation and brilliance" identified at its CMP planning retreats and to turn them into robust, campus-wide programs in which every student is involved. By 2025, Folsom Lake College, along with its sites, should be considered a destination location for student success activities and also a bridge to students' long-term education planning.

V. Existing and Future Programs/Area Analysis

Folsom Lake College is challenged by departments working independently, by enrollment declining, and by a communication gap existing between student services and instruction. Opportunities to engage students appear in the form of SSSP and equity funding and in increased dual-enrollment opportunities. These opportunities to engage students include the possibility of addressing more of the needs of underserved and marginalized students through a Center for Equity and Social Justice-type space. Moreover, the Harris Center and the creation of a Makerspace through the Innovation Center offers the college unique means to engage students by providing students practical opportunities to apply and to develop their knowledge and skills while, at the same time, encouraging more students to remain on campus. A welcoming campus environment includes more spaces for non-academic

engagement (for example, more outdoor tables and more student conference rooms for clubs). However, Folsom Lake College needs to remain mindful of possible problems resulting from the decline of full-time students and the increase of unprepared students.

Folsom Lake College should continue to increase its emphasis on CTE and on inmate education. The college should look for ways to use the Harris Center and its programs.

College Master Plan: Student Engagement 10-Year Goals and Indicators of Success

- Improve overall student engagement and participation.
 - *Indicators of success include increasing participation rates of students in student activities and increasing percentages of students taking a full-time load by 5%.*
- Improve student learning, achievement, and retention.
 - *Indicators of success include increasing student retention by 10% and finding high school students and parents are informed about different paths available.*
- Improve utilization of services and programs to encourage student engagement both within and beyond the college.
 - *Indicators of success include increasing participation in student support / peer mentoring programs from X% to Y% (establish baseline, and then determine X and Y.)*
- Leverage the Harris Center for engaging students.
 - *Indicators of success include securing funds for Harris Center activities and increasing student involvement in Harris Center activities.*

Appendix I: External and Internal Environmental Scan

External Environmental Scan

Overview

In order to plan for the future of Folsom Lake College (FLC), it is imperative to understand the external environment in which the college operates. This report considers some significant external environmental factors that are likely to impact the future of FLC. Understanding the external trends and conditions identified in this report will enhance decision-making processes at FLC as we plan for the college's sustainability, viability, and growth.

The College in Relationship to the World

"We live in an era in which everything is possible and nothing is certain... These conditions predominate in world politics largely because power is being dispersed not only across nations but across cultures. *Education is the medium of that exchange.*"²

Global Ranking of Educational Attainment

It is well understood the post-secondary education is critical not only to world politics, but to economic, social, and environmental stability. There are numerous international indices aimed at ranking cognitive skills and educational attainment levels by country and in nearly every index the United States ranks below the top 10 performing countries in post-secondary educational attainment. Trends suggest that the U.S. will continue to lose its footing as other countries expand and diversify educational opportunities for their citizens. These global findings are pushing policy makers and educators in the U.S. to make post-secondary education a subject of national discussion and debate.

Accelerating Rate of Change

The accelerating rate of change in the world is key external factor to consider in planning process. In the past decade, there have been rapid advances in technology, medicine, and science; quickly changing governance policies and regulations; increasingly volatile economic cycles; and uncertain weather patterns.³ Nowhere is change more prominent than in the rapid rise of the "mobile" society. The use of the Internet, smart phones, video on demand, e-books and other technological applications and devices has changed social norms, access to information, and the now 24/7 nature of service delivery. All of these changes impact the education delivery system. Some of key forces that are driving change in higher education include: the abundance of quality content on the web, interactive applications and platforms, and mobile devices with Internet connectivity.⁴ These forces are likely to lead to more alternatives to the traditional college experience, especially in developing countries.

² 1999. *Higher Education in the 21st Century: Global Challenge and National Response*. Institute of International Education and the Boston College Center for International Higher Education.

³ 2010. *Key Issues for Planning: Los Rios Community College District*. Office of Institutional Research.

⁴ 2012. *Three big changes ahead for higher education*. Online Learning Insights.
<https://onlinelearninginsights.wordpress.com/2012/11/24/three-big-changes-ahead-for-higher-education/>

The College in Relationship to the Nation

The vital role of education to the nation's economy and status as a world leader is a topic of ongoing discussion in U.S. politics. Recently, the importance of the community college system in educating the nation's future workforce has been brought into the spotlight. President Obama's education agenda has challenged community colleges to educate and graduate 5 million more students by 2020. The President has also proposed billions in funding to make two years of community college tuition free: "Community college should be free for those willing to work for it – because in America, a quality education cannot be a privilege that is reserved for a few. I think it's a right for everybody who is willing to work for it."⁵

National Economy

The national economy is making solid progress in recovery from the deep recession. The major indicators of economic stability, such as home prices, gross domestic product, jobs and industrial production have all risen dramatically. Median household incomes have not returned to their pre-recession highs, but they are steadily improving. National unemployment rates have dropped dramatically, from a high of 10.1% in 2009 to a current rate of 5.1%. During the recession, there were significant declines in federal funding for higher education and nation-wide increases in tuition rates. Although there have been increased appropriations for higher education in the past two years, the rates have yet to be restored to pre-recession funding levels.

Workforce Gaps

One of the most significant issues prompting the national discussion of post-secondary educational needs in the United States is the looming workforce gap that will be left as the "Baby Boomer" generation retires. The U.S. Census Bureau defines the Baby Boom generation as those born between 1946 and 1964; during this time nearly 76 million American children were born. The generations following the Baby Boomers were significantly smaller. The first wave of Baby Boomers reached retirement age in 2011 and many industries are already feeling the impact. The higher education workforce is facing massive losses of experienced faculty, staff and managers. Within the Los Rios Community College District (LRCCD), over one-third of administrators are aged 60 or above, and one-third of tenured faculty are aged 55 or above.⁶

Changing Workforce Training Needs

Over the last few decades, there has been a significant shift in the workforce training needs in American industry. In the past, a high school diploma was sufficient to secure a middle-class income and support in family; in today's workforce, a certificate or degree is essential for reaching a middle class status. "In 1973, workers with a post-secondary education held only 28% of jobs; by comparison, they held 59% of jobs in 2010 and will hold 65% of jobs in 2020. At the current production rate, the United States will fall short of 5 million workers with post-secondary education by 2020. While opinions vary on how to increase educational attainment, the overwhelming consensus is that more workers than ever before will require

⁵ 2015. *Remarks by the President on America's College Promise.*

<https://www.whitehouse.gov/the-press-office/2015/01/09/remarks-president-americas-college-promise>

⁶ 2010. *Key Issues for Planning: Los Rios Community College District.* Office of Institutional Research.

post-secondary credentials to ensure their economic vitality.⁷ The community college system plays a vital role in providing students with the necessary post-secondary education for a growing number of occupations that require a certificate or degree.

Rising Demand for Accountability

There is a growing demand for enhanced outcome-based accountability measures across the educational system in the United States. The demand for accountability in post-secondary education is fueled by the increasing costs of higher education, declining graduation rates, global reporting of the U.S. decline in educational attainment of its citizens, and an increased perception by pundits and the general public alike that higher education may no longer offer the value that it once did. Community colleges are perhaps under the greatest scrutiny as open access policies extend postsecondary educational opportunities to many traditionally underserved populations, but completion and transfer rates reflect a lack of equity across key demographics. Community college leaders, government groups and think tanks are focused on improving student performance at the community college level, with special consideration given to strategies to address equity gaps and increase the national degree attainment rate. The American Association of Community Colleges has launched the 21st-Century Initiative, a national call to action to “redesign, reinvent, and reset” the community college experience, with a primary focus on accountability.

Education as a Pathway to Social Justice

The Bill & Melinda Gates Foundation is the world’s largest private grant-making foundation and the nation’s leading advocate for education reform. The goal of the Gates Foundation’s postsecondary education reform projects is to get more students to and through college, and through that effort lift more Americans out of poverty. The Gates Foundation states that:

Public higher education in the United States is at a watershed moment. As educational costs rise and colleges and universities face growing financial pressures, the education gap is widening and public student financial aid systems are getting stretched to the limit – all of this at a time when our economy needs more college-educated workers than ever before. Left unabated, these trends will leave the U.S. economy without the skilled workforce it needs to remain competitive and will likely increase the education gap between those from low-income backgrounds and the rest of the population. Given the role that higher education has historically played as an engine of social mobility and economic growth, the political implications for our nation, and particularly for lower-income people, are profound and unacceptable.⁸

The community college system was created with an aim towards social justice. Early proponents of community college envisioned these institutions as playing the civic role of democratizing higher education by providing open access to all students. Although the mission and roles of the community college have undergone many transformations, the underlying vision of access and equity remain at its core. Community colleges are the

⁷ 2015. *A strong economy through post-secondary education: Introduction*. The N.C. Center for Public Policy Research. <http://ncinsight.nccppr.org/2015/06/a-strong-economy-through-post-secondary-education-introduction>

⁸ 2015. *Postsecondary Success: Strategy Overview*. Bill & Melinda Gates Foundation. <http://www.gatesfoundation.org/What-We-Do/US-Program/Postsecondary-Success>

backbone of the U.S. higher education system, enrolling nearly 40% of all college students in the nation each year, and a high percentage of those are traditionally underserved populations. For millions of Americans, access to the community college system is an essential pathway to the middle class.

Arne Duncan, U.S. Secretary of Education strongly supports the view of education as a pathway to social justice: “... the country that out-educates us today is going to out-compete us tomorrow. Education is the key to our long-term economic prosperity. *But education is more than an economic issue. It’s the civil rights issue of our generation.*”⁹

The College in Relationship to the State

California, like many of states, is experiencing an unsteady economic recovery. Some cities and regions within the state have shown significant economic recovery, while other areas have been identified as among the slowest-recovering communities in the country. Wage growth in California remains slow, and the state unemployment rate continues to hover about 2 percentage points higher than the national average. But even with the unsteady recover, the State of California has stabilized its economy and has begun to restore funding to many vital community services.

CCC Funding

During the recession, the State cut funding to the California Community College (CCC) system by \$1.5 billion.¹⁰ Course offerings were cut statewide by nearly 25% due to five consecutive years of deep budget cuts. It is estimated that nearly 500,000 students were shut out of the CCC system due to budgetary constraints. The first restorative budget measures were seen in 2013-14 with nearly \$500 million directed to specific needs such as Adult Education, COLAs, DE Initiative, and increased access. The 2014-15 budget for CCCs included a 2.75% restoration of access funding (\$140 million), \$170 million for student success and equity programs, \$30 million for DSPS, \$47.3 million for COLAs, and many more millions directed to funding specific needs. The proposed budget for 2015-16 provides for continued increased funding to the CCC system, with a proposed 8% increase in the total CCC budget.

CCC Accountability

There is a high level of attention paid to outcome-based accountability measures in the CCC system. In 2004, Assembly Bill 1417 authorized the CCC Chancellor’s Office to design and implement a performance measurement system for its colleges. The key system wide performance indicators include: student progress and achievement, workforce development, and pre-collegiate basic skills improvements. Some of the current statewide accountability projects and initiatives include:

- Student Success Initiative / Student Success Scorecard
- Basic Skills Initiative
- Common Assessment Initiative
- Education Planning Initiative

⁹ 2010. “Call to Service” Lecture at Harvard University. U.S. Secretary of Education, Arne Duncan. <http://www.ed.gov/news/speeches/call-service-lecture-harvard-university>

¹⁰ 2015. *California Community College Key Facts*. California Community College’s Chancellor’s Office.

- Online Education Initiative
- Institutional Effectiveness Partnership Initiative
- Student Equity Plans
- Student Success and Support Plans

Beyond the accountability requirements monitored by the CCC Chancellor's Office, California community colleges must also meet accountability measures established by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Population Growth

California's current population is approximately 39 million. The population is estimated to grow 4.4% by 2020 (41 million) and 13.3% by 2030 (44 million).¹¹ Population growth in California has slowed significantly, likely a result of the recession. In 2010, it was estimated California would reach a population of 50 million by 2032; estimates have been revised and the 50 million mark is now estimated not be reached until 2055. The largest shifts in population are expected among the oldest and youngest Californians. The senior population will quadruple within the next 20 years, while the growth of children is projected to virtually halt.

Leveling Off of High School Graduates

Between 1990 and 2009, the national number of high school graduates increased by more than 35%, from 2.4 million to 3.3 million. The Western Interstate Commission for Higher Education (WICHE) has been producing high school graduate forecasts for over 30 years, and their projections indicate the era of annually increasing graduation rates has come to an end. California's production of high school graduates peaked in 2010-11 at over 430,000.¹² In just three years, California graduates dropped by 9%. It is estimated that the number of high school graduates will continue to decline, though inconsistently, at a more modest pace over the next decade. While the number of high school graduates is dropping statewide, a large housing development project within the city of Folsom is likely to significantly increase the total population of Folsom and thereby increase the number of local high school graduates in FLC's service area.

Prison Inmate Education

California's state prison facilities house more than 114,000 inmates. Research has shown that inmates who participate in educational programs are 43% less likely to return to prison; and every dollar invested in prison education programs saved nearly 5 dollars on later incarceration costs.¹³ In 2014, California passed legislation (SB1391) that called for collaboration between prison and community college officials to provide college instruction in the prison setting. Folsom Lake College was one of four community colleges awarded a \$400,000 grant by the California Community College Chancellor's Office (CCCCO) to develop a model program for educating incarcerated students. Grants funds will be used for program

¹¹ 2014. *Summary Population Projects by Race/Ethnicity and by Major Age Groups*. CA Department of Finance. <http://www.dof.ca.gov/research/demographic/reports/projections/P-1/>

¹² 2013. *Knocking at the College Door: Projections of High School Graduates – California*. Western Interstate Commission for Higher Education. <http://www.wiche.edu/info/knocking-8th/profiles/ca.pdf>

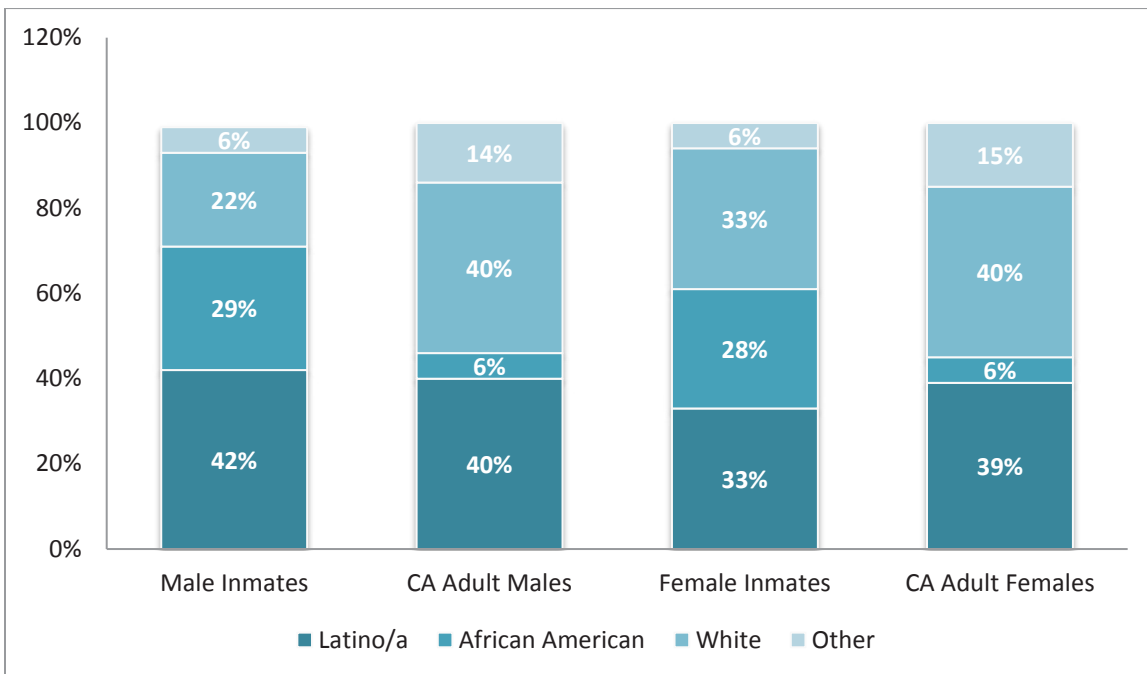
¹³ 2013. *RAND Correctional Education Project*. RAND Corporation. Grant funded by the Bureau of Justice Assistance, Office of Justice Programs. <http://www.rand.org/jie/projects/correctional-education.html>

development and implementation, with the goal of improving post-release outcomes and reducing recidivism. Education services will provide training to the inmates in careers for which there are employment opportunities and for occupations that will likely not be impacted by their offenses.

FLC is providing face to face courses at both Folsom Women’s Facility (FWF) and Mule Creek State Prison. The CCCCO grant is specific to inmate education at FWF; the Mule Creek inmate education program is being developed con-currently but is not supported by grant funding. The FWF is adjacent to the Folsom State Prison; it currently houses about female 475 inmates within a medium level security setting. The FWF inmates will be offered Small Business Entrepreneurship certificate and degree coursework. The certificate courses are all applicable to the degree, allowing inmates who are released to continue their education at FLC. Mule Creek State Prison is located in Lone. There are an estimated 2,800 inmates incarcerated in that all male facility, with a range from low risk to serious offenders with life sentences. Mule Creek inmates will be offered Human Services certificate and degree coursework.

Demographic data is not available specific to these local prisons, but statewide data¹⁴ shows that the demographic features of adults in the California general population differ significantly from the inmate population.

Chart 1: Racial/Ethnic Background of CA Inmates by Gender



¹⁴ 2015. *Just the Facts: California’s Changing Prison Population*. Public Policy Institute of California. http://www.ppic.org/main/publication_show.asp?i=702

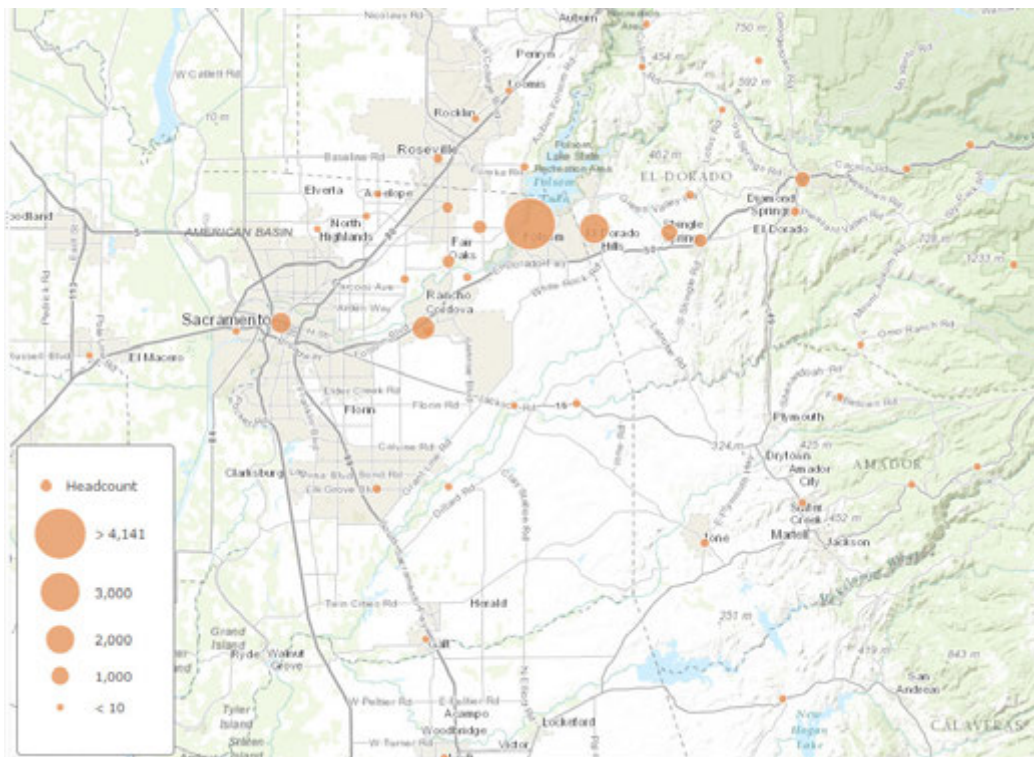
The College in Relationship to the Local Region

Service Area: Geography

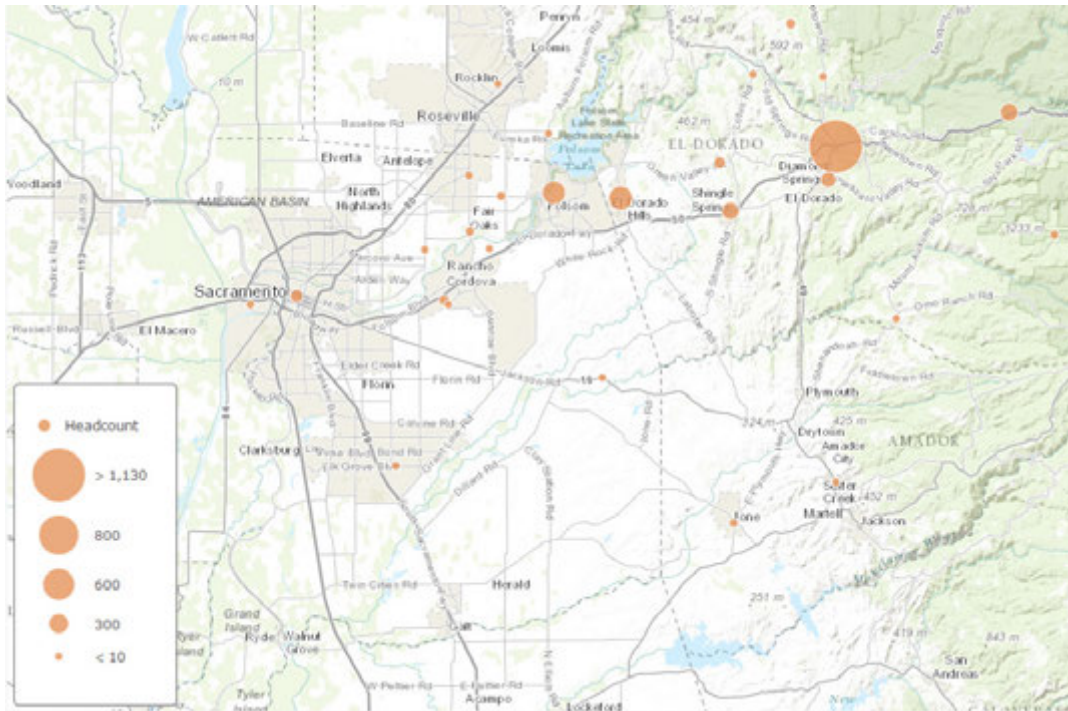
Folsom Lake College currently serves more than 8,700 students across its three sites. The FLC service area extends along the Highway 50 corridor as far as Rancho Cordova to the west and well beyond Placerville to the east. The service area also extends to the northwest boundary of the American River College service area, northeast to the service boundary with Sierra College and Lake Tahoe College, as well as south to the service boundary with Sacramento City College. Within the Los Rios Community College District, Folsom Lake College has the largest and most geographically diverse service area.

The demographic and socioeconomic features of the communities surrounding each of the college’s three sites are sufficiently different that the college refers specifically in its strategic plan and other documents to the “three communities” it serves. The main campus (FLC-main) primarily serves the cities of Folsom and El Dorado Hills. The El Dorado Center (EDC) serves primarily serves the city of Placerville and the surrounding rural areas. The Rancho Cordova Center (RCC) serves primarily serves the city of Rancho Cordova.

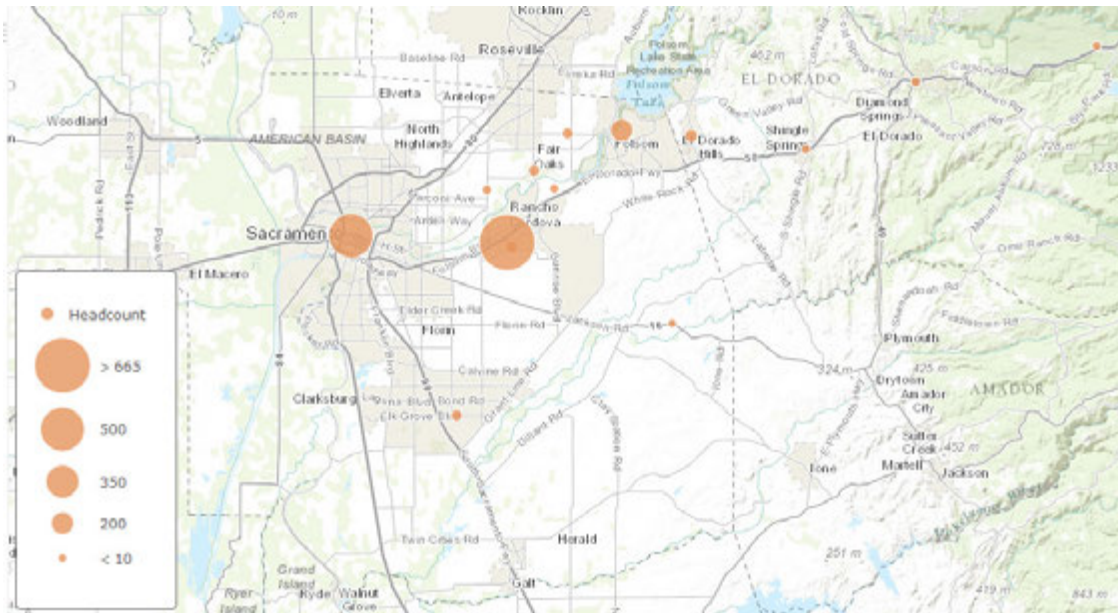
FLC – Main: Student Mapping by City of Residence



El Dorado Center: Student Mapping by City of Residence



Rancho Cordova Center: Student Mapping by City of Residence



Service Area: Demographics

Socioeconomic Status Indicators

Socioeconomic indicators vary greatly between Folsom Lake College’s communities of service. The cities of Folsom and El Dorado Hills are affluent communities, where home prices are high and median incomes are significantly higher than the statewide average. Placerville is a small, rural community with the lowest median income and highest level of poverty within the three communities of service. Rancho Cordova is adjacent to Sacramento and reflects a more urban population, with high unemployment and poverty rates, and with the greatest percentage of persons having no health care coverage.

Table 1: Service Area - Socioeconomic Status Indicators

		Median Household Income	Median House Price	% Below Poverty Level	% No Health Insurance Coverage	Unemployment Rate
FLC-Main	Folsom	\$98,359	\$385,000	4.6%	6.5%	5.7%
	El Dorado Hills	\$119,025	\$480,000	3.8%	4.9%	5.7%
EDC	Placerville	\$44,096	\$238,500	18.4%	12.1%	9.4%
RCC	Rancho Cordova	\$52,152	\$191,300	17.8%	15.8%	10.1%
State of California		\$61,094	\$366,400	15.9%	17.8%	7.3%

Source: 2013. American Community Survey. U.S. Census Bureau.
<http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Ethnicity

There is also wide variance in the racial/ethnic backgrounds of residents in FLC’s three communities of service. Residents of Folsom, El Dorado Hills and Placerville are most likely to be White. Placerville and Rancho Cordova have large Hispanic/Latino populations. Folsom, El Dorado and Rancho Cordova have significant Asian populations. Overall, the Folsom Lake College service area reflects a more homogenous and less ethnically diverse community profile than the other colleges in the Los Rios Community College District and the statewide profile.

Table 2: Service Area - Ethnicity Profile

		American Indian / Native Alaskan	Asian	Black	Hispanic / Latino	Multi-Ethnic	Other	White
FLC-Main	Folsom	0.5%	13.3%	6.0%	12.2%	3.3%	1.0%	63.8%
	El Dorado Hills	0.0%	9.2%	1.9%	7.7%	4.3%	.10%	76.7%
EDC	Placerville	2.8%	1.7%	0.4%	21.7%	2.9%	0.0%	70.6%
RCC	Rancho Cordova	0.3%	12.0%	10.1%	19.2%	5.2%	1.1%	52.1%
State of California		0.4%	13.1%	5.7%	37.9%	2.6%	0.6%	39.7%

Age

The median age in California is 35.4 years. The city of Rancho Cordova has a median age significantly lower than the state-wide average. The cities of Folsom, El Dorado Hills and Placerville have higher median age ranges. The percentage of older adults eligible for social security benefits (age 62+) is highest in Placerville and El Dorado Hills. Folsom and Rancho Cordova have fewer older adults than the statewide average.

Table 3: Service Area - Age Profile

		Total Population	Median Age	% 18 years and over	% 62 years and over
FLC-Main	Folsom	72,424	37.7	76.1%	12.2%
	El Dorado Hills	44,206	40.7	71.2%	15.8%
EDC	Placerville	10,383	39.4	76.6%	19.2%
RCC	Rancho Cordova	66,027	33.8	74.3%	13.5%
State of California		37,659,181	35.4	75.5%	14.7%

Source: U.S. Census Bureau, 2013 American Community Survey

Educational Attainment

In the state of California, 81.2% of adults have achieved the educational level of high school graduate or higher. All three of FLC’s communities of service exceed that state-wide average: Folsom = 92.6%, El Dorado Hills = 97.7%, Placerville = 88.7%, and Rancho Cordova = 87.7%. Residents of Folsom and El Dorado are significantly more likely to have a Bachelor’s Degree or higher compared to residents of Placerville or Rancho Cordova.

Table 4: Service Area – Educational Attainment

		Less than 9 th grade	9 to 12 th grade, no diploma	HS graduate (includes GED)	Some College, No Degree	Associate’s Degree	Bachelor’s Degree	Graduate or Professional Degree
FLC-Main	Folsom	1.6%	5.9%	17.4%	21.3%	9.2%	27.8%	16.9%
	El Dorado Hills	1.4%	1.0%	13.1%	22.5%	9.7%	35.0%	17.4%
EDC	Placerville	4.0%	7.4%	31.1%	27.0%	10.0%	12.6%	8.0%
RCC	Rancho Cordova	5.1%	7.2%	23.9%	28.5%	9.9%	17.9%	7.5%
State of California		10.2%	8.5%	20.7%	22.1%	7.8%	19.4%	11.2%

Source: U.S. Census Bureau, 2013 American Community Survey (population 25 years and over)

Local High School Graduates at FLC

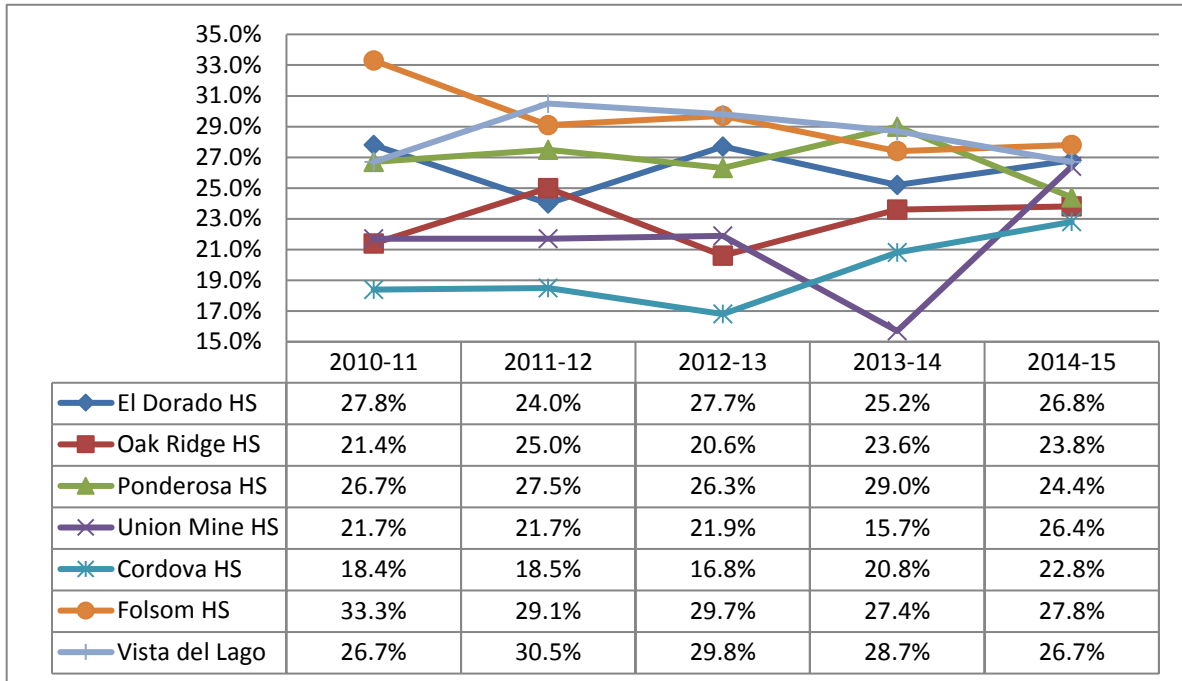
The number of students graduating from local feeder high schools has remained relatively stable over the past 5 year period. Data from twenty one local feeder high schools is captured in Table 5. The average number of high school graduates per year across the five year reporting period was 6,820. During that same reporting period, the average number of high school students that transition to FLC was 13.4%.

Table 5: Local HS Graduates at FLC

District	School	Class 2010	# Enrl'd FLC	Class 2011	# Enrl'd FLC	Class 2012	# Enrl'd FLC	Class 2013	# Enrl'd FLC	Class 2014	# Enrl'd FLC	Class 2014 Enroll Rate	5 year Avg. Enroll Rate	
Amador County Unified SD	Amador HS	168	18	174	13	136	20	134	12	144	18	12.5%	10.7%	
	Argonaut HS	125	15	114	17	126	17	122	9	129	16	12.4%	12.0%	
Black Oak Mine Unified SD	Golden Sierra HS	143	25	105	15	125	22	119	15	105	13	12.4%	15.1%	
El Dorado Union HS District	El Dorado HS	263	73	262	63	318	88	262	66	299	80	26.8%	26.4%	
	Oak Ridge HS	505	108	503	126	533	110	534	126	530	126	23.8%	22.9%	
	Ponderosa HS	412	110	371	102	452	119	421	122	398	97	24.4%	26.8%	
	Shenandoah HS	18	6	11	2	12	5	26	7	11	5	45.5%	32.1%	
	Union Mine HS	263	57	217	47	215	47	223	35	235	62	26.4%	21.5%	
	Elk Grove Unified DS	Elk Grove HS	415	1	417	1	372	2	383	5	388	4	1.0%	0.7%
	Pleasant Grove HS	443	29	465	36	474	28	554	32	519	38	7.3%	6.6%	
Folsom-Cordova Unified SD	Sheldon HS	484	3	527	3	482	2	497	0	528	5	0.9%	0.5%	
	Cordova HS	402	74	325	60	370	62	337	70	369	84	22.8%	19.4%	
	Folsom HS	423	141	413	120	431	128	401	110	432	120	27.8%	29.5%	
Sacramento City Unified	Vista del Lago HS	240	64	318	97	322	96	376	108	330	88	26.7%	28.6%	
	Rosemont HS	301	18	317	19	295	22	286	13	267	15	5.6%	5.9%	
	Bella Vista HS	414	20	374	20	423	39	430	35	455	34	7.5%	7.1%	
San Juan Unified	Casa Roble Fund.	308	18	299	16	335	20	317	25	276	24	8.7%	6.7%	
	Del Campo HS	352	4	368	4	370	6	462	7	410	6	1.5%	1.4%	
	Rio Americano HS	342	13	371	7	323	12	365	20	361	13	3.6%	3.7%	
	San Juan HS	126	0	102	0	142	2	115	0	125	2	1.6%	0.7%	
	Vision in Education	647	17	642	17	589	22	532	23	561	24	4.3%	3.5%	
TOTAL:		6,794	814	6,695	785	6,845	869	6,896	840	6,872	874	14.4%	13.4%	

The majority of new, first time students come high schools in the El Dorado Union Mine School District (El Dorado, Oak Ridge, Ponderosa, & Union Mine) and the Folsom Cordova Unified School District (Cordova, Folsom & Vista del Lago). The average enrollment rate for new, first time students coming from these top feeder schools is 25%.

Chart 2: Enrollment Rates for Top Feeder Schools



Workforce Characteristics of the Local Region

Employment Growth Projections

Employment growth projections estimate the changes in industry and occupational employment over time resulting from industry growth, technological change, and other factors. The California Employment Development Department produces long-term (10 year) projections of employment growth for the State and local areas¹⁵. Employment growth is reported by “fastest growing” occupations (new jobs from industry growth) and “largest growing” occupations (new jobs and replacement needs).

The fastest growing occupations that require some post-secondary training or an associate’s degree include heating & air conditioning mechanics, medical & clinical lab technicians, veterinary technicians, and other medical technicians. The largest growing occupations (i.e. those with the most job openings) that require some post-secondary training or an associated degree include registered nurses, heavy tractor/trailer truck drivers, medical assistants, and nursing assistants.

¹⁵ 2014. *2012-2022 Projection Highlights Sacramento-Roseville-Arden-Arcade Metropolitan Statistical Area (El Dorado, Placer, Sacramento, and Yolo Counties)*. State of California, Employment Development Department.
[http://www.calmis.ca.gov/file/indproj/sacr\\$ _highlights.pdf](http://www.calmis.ca.gov/file/indproj/sacr$ _highlights.pdf)

Table 6: Fastest Growing Occupations

Entry Level Education	Fastest Growing Occupations (2012-2022)	Projected % Increase	Projected # of Jobs	Applicable FLC Degree or Certificate	Aligned FLC Coursework
Some College, No Degree	Computer User Support Specialists	21.3%	670	CIS	
	Teacher Assistants	8.5%	810	ECE LIB. STUDIES – ELEM. ED.	
Postsecondary Non-degree Award	Heating & Air Cond. Mechanics / Installers	45.6%	670		
	Ophthalmic Medical Technicians	31.7%	130	MEDTEC	
	Surgical Technologists	30.4%	170		
Associate's Degree	Medical Records & Health Info. Tech.	28.0%	230		
	Medical Assistants	27.7%	1,510	BIOL	
	Medical & Clinical Lab Technicians	35.8%	340	MEDTE	
	Veterinary Technologists & Technicians	34.3%	240	BIOL	
	Medical Equipment Repairers	29.2%	140		
Bachelor's Degree	Web Developers	28.2%	290	CIS	
	Dental Hygienist	23.5%	500	BIOL	
	Interpreters and Translators	53.7%	340		ESL, FREN, SILA, SPAN
	Information Security Analysts	47.9%	230	CIS	
	Cost Estimators	46.8%	810	ACCT, MATH/STAT, MGMT, RE	
Master's Degree	Market Research Analysts / Specialists	40.9%	1,010	BUS, COMM, ENG, MKT	
	Dietitians and Nutritionist	32.7%	180	BIOL	NUTRI (AS-T in progress)
	Physician Assistants	40.3%	250	BIOL	
	Rehabilitation Counselors	35.9%	230	PSYCH	SILA
	Healthcare Social Workers	34.4%	210	HSER, SOC	GERON
	Nurse Practitioners	31.8%	210	BIOL	
	Occupational Therapists	21.7%	100	PSYCH	

Table 7: Most Job Openings

Entry Level Education	Largest Growing Occupations	Projected # of Jobs	Applicable FLC Degree or Certificate	Aligned FLC Coursework
Some College, No Degree	Teacher Assistants	2,980	ECE LIB. STUDIES – ELEM. ED.	
	Computer Support Specialists	1,170	CIS	
	Computer/Teller/Office Machine Repairers	200		
Postsecondary Non-degree Award	Heavy and Tractor-Trailer Truck Drivers	2,590		
	Medical Assistants	2,550	BIOL	
	Nursing Assistants	2,000	BIOL	
	Licensed Practical and Vocational Nurses	1,440	BIOL	
	Dental Assistants	1,060	BIOL	
	Registered Nurses	6,350	BIOL	
	Dental Hygienists	1,040	BIOL	
Associate's Degree	Preschool Teachers, Except Special Ed.	1,030	ECE LIB. STUDIES – ELEM. ED.	
	Medical and Clinical Lab Technicians	590	MEDTEC	
	Web Developers	450	CIS	
	General and Operations Managers	5,540	BUS, MGMT	
Bachelor's Degree	Accountants and Auditors	4,300	ACCT	
	Elementary School Teachers	3,640	ECE LIB. STUDIES – ELEM. ED.	
	Management Analysts	3,400	MGMT, PRJMGT	
	Computer Systems Analysts	3,360	CIS	
	Ed., Guidance, School & Voc. Counselors	830	HSER, PSYCH	
Master's Degree	Instructional Coordinators	500	LIB. STUDIES – ELEM. ED.	
	Ed. Administrators, Elementary & Secondary	490	LIB. STUDIES – ELEM. ED.	
	Education Administrators, Postsecondary	370	BUS, MGMT	
	Urban and Regional Planners	370	MGMT, PRJMGT	ANTH

Areas of Employment Decline

During the past decade, the Sacramento Region has seen declines in employment opportunities within some major industry sectors, including: mining and logging (-50%), manufacturing (-29%), construction (-39%), information (-25%,) and financial activities (11%)¹⁶. As the housing market rebounds, it is anticipated both the financial and construction sectors will see recovery of job opportunities.¹⁷ Manufacturing in California has been declining for decades and is anticipated to remain a sluggish sector.¹⁸ Changes in technology have had a major impact on several specific jobs. Identified as the “most endangered jobs of 2015”, the table below reports projected workforce losses for jobs impacted by advances in technology.

Table 8: Most Endangered Jobs

Job Title	Projected Growth Outlook
Mail Carrier	-28%
Meter Reader	-19%
Farmer	-19%
Newspaper Reporter	-13%
Jeweler	-10%
Logging Worker	-9%
Flight Attendant	-7%
Drill Press Operator	-6%
Insurance Underwriter	-6%
Seamstress/Tailor	-4%

¹⁶ 2014. SACTO: Sacramento Regional Report 2013-14. Center for Strategic Economic Research.

¹⁷ 2014. *Sacramento’s Labor Market & Regional Economy: 2014 Outlook*. Institute for Business Research and Consulting; Sacramento State.

http://www.cbaweb.cba.csus.edu/sacbusinessreview/Sacramento_Business_Review/Archives_files/SBR_Labor_Jan14.pdf

¹⁸ 2015. California’s Future. Public Policy Institute of California. http://www.ppic.org/content/pubs/report/R_215BKR.pdf

Major Employers in Region

The California Employment Development Department has identified a list of major employers within Sacramento County¹⁹ (see table below). The primary occupational industries of the region’s major employers include correction services, educational services, environmental services, government services, health care, and manufacturing.

Table 9: Major Employers

Employer Name	Location	Industry
Aerojet Rocketdyne Inc.	Rancho Cordova	Aerospace Industries (Mfrs)
Air Resources Board Tstg Off	Sacramento	Engineers-Environmental
Ampac Fine Chemical LLC	Rancho Cordova	Chemicals – Manufacturers
California Prison Ind. Authority	Folsom	State Gvt – Correctional Institutions
California State University	Sacramento	Schools-Universities & Colleges Academic
Corrections Dept.	Sacramento	State Gvt – Correctional Institutions
Delta Dental Plan of Missouri	Rancho Cordova	Insurance
Dept of Transportation in CA	Sacramento	Government Offices - State
Disabled American Veterans	Sacramento	Veterans & Military Organizations
Employment Development Dept	Sacramento	Government – Job Training/Voc Rehab Services
Environmental Protection Agency	Sacramento	State Government – Environmental Programs
Exposition & Fair	Sacramento	Government Offices - State
Gen Corp Inc.	Ranch Cordova	Aerospace Industries (Mfrs)
Intel Corp	Sacramento	Semiconductor Devices (Mfrs)
Intel Corp	Folsom	Semiconductor Devises (Mfrs)
Mercy General Hospital	Sacramento	Hospitals
Mercy San Juan Medical Center	Carmichael	Hospitals
Municipal Services Agency	Sacramento	Government Offices – County
Sacramento Bee	Sacramento	Newspaper (publisher/Mfrs)
Sacramento Regional Transit	Sacramento	Bus Lines
Sacramento State	Sacramento	Schools-Universities & Colleges Academic
SMUD Customer Service Center	Sacramento	Electric Companies
Sutter Memorial Hospital	Sacramento	Hospitals
UC Davis Medical Center	Sacramento	Hospitals
Water Resource Department	Sacramento	State Government – Environmental Programs

¹⁹ 2015. *Major Employers in Sacramento County*. CA State Employment Development Depart. <http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000067>

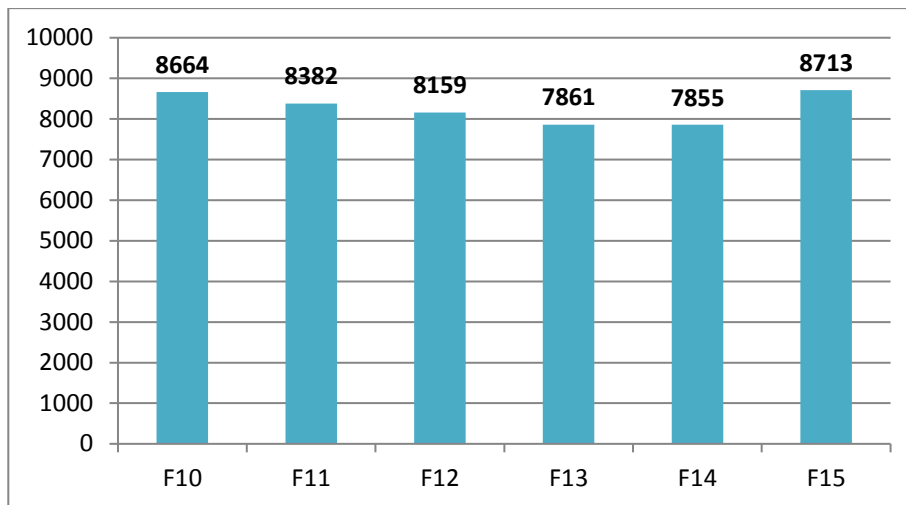
Internal Environmental Scan

Student: Headcount & Enrollment

Fall Term Headcount

The total Fall Term headcount of students at Folsom Lake College has shown some variability over the past 6 years. Enrollment slowly decreased from Fall 2010 to Fall 2014, with a five year low of 7,855. A significant increase in headcount was seen in Fall 2015 due to the expansion of the Rancho Cordova Center (RCC). It is anticipated that the headcount will continue to show a moderate increase once the new RCC site is completed and course offerings are further expanded.

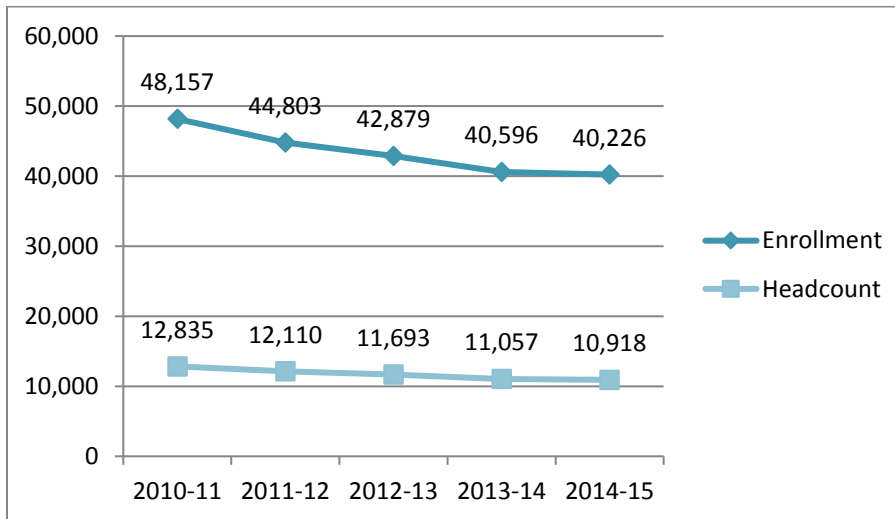
Chart 3: Fall Term Headcount



Annual Headcount & Enrollment

The annual headcount (total unduplicated number of students in fall & spring terms) and the annual number of enrollments (total number of courses in which students are enrolled) has shown a decline across the 5 year reporting period of 2010-2011 to 2014-15. The increase in the Fall 2015 term headcount suggests that the annual headcount will increase, along with course enrollments.

Chart 4: Annual Headcount & Enrollment

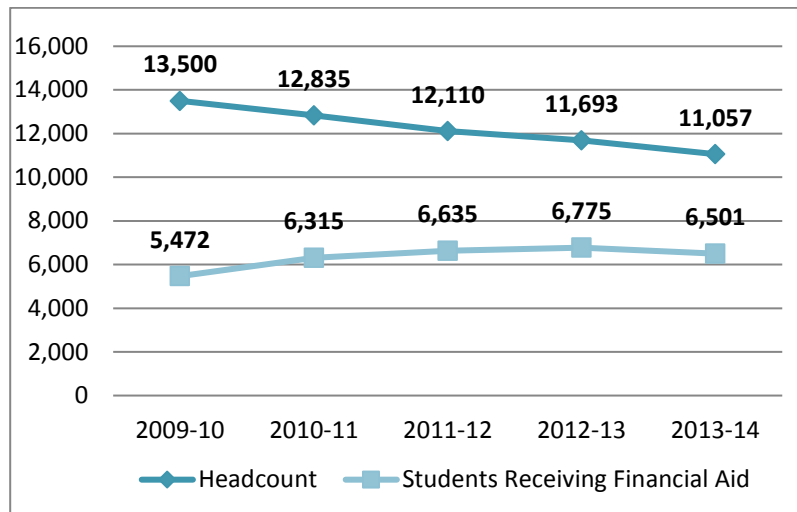


Student: Demographics

Socioeconomic Status Indicator

The socioeconomic status of FLC students is best captured by considering financial aid status. The percentage of students receiving financial aid has steadily increased from 40.5% in 2009-10 academic year, to 58.8% in 2013-14.

Chart 5: Number of Students Receiving Financial Aid



Ethnicity

The racial/ethnic background of FLC students has shifted slightly over the five year reporting period. There has been a significant increase in the population of students who identify as Hispanic/Latino, and a moderate increase in students who identify as Asian and Multi-Ethnic. When compared to ethnic profile of the communities served by FLC, the student body very closely mirrors those demographic features.

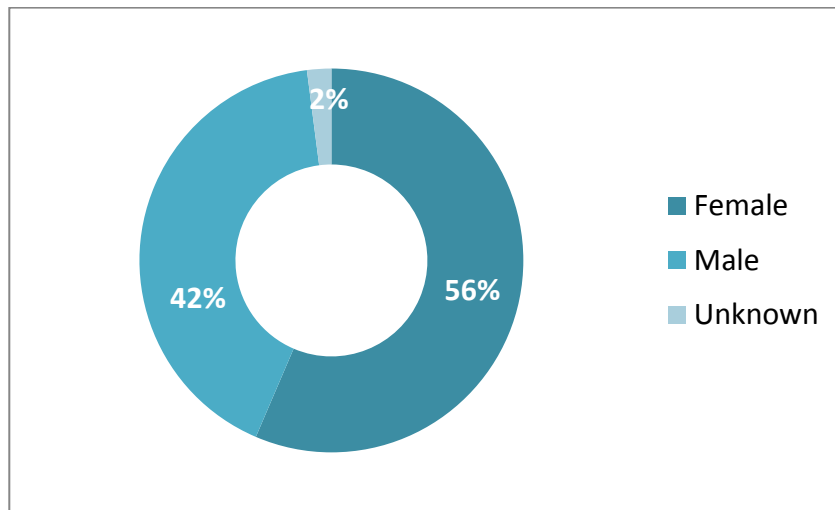
Table 10: Student Ethnicity Profile

	2010-11	2011-12	2012-13	2013-14	2014-15
African-American	2.1%	2.5%	2.7%	2.7%	2.8%
American Indian/Alaskan Native	0.8%	0.8%	0.9%	0.8%	1.0%
Asian	6.6%	6.6%	7.9%	8.9%	8.5%
Filipino	1.3%	1.3%	1.4%	1.6%	1.6%
Hispanic	12.6%	13.3%	14.5%	15.4%	16.8%
Multi-Ethnic	4.0%	4.2%	5.0%	4.7%	5.7%
Pacific Islander	0.6%	0.6%	0.7%	0.7%	0.6%
Unknown	13.6%	13.6%	4.1%	2.9%	2.3%
White Non-Hispanic	58.2%	57.0%	62.8%	62.3%	60.8%

Gender

In the 2009-2010 academic year, female students accounted for 59% of the student population and males 40%. That gender gap continues to narrow in 2014-15, with males currently accounting for 42% of the student population.

Chart 6: Student Gender Profile



Age

There has been a substantive shift in the age of students attending FLC. In the 2009-2010 academic year, 31% of students were 30 years of age or older; that percentage dropped to 25% in 2014-15. The decline in older students is likely impacted by course repeatability regulations enacted in 2013.

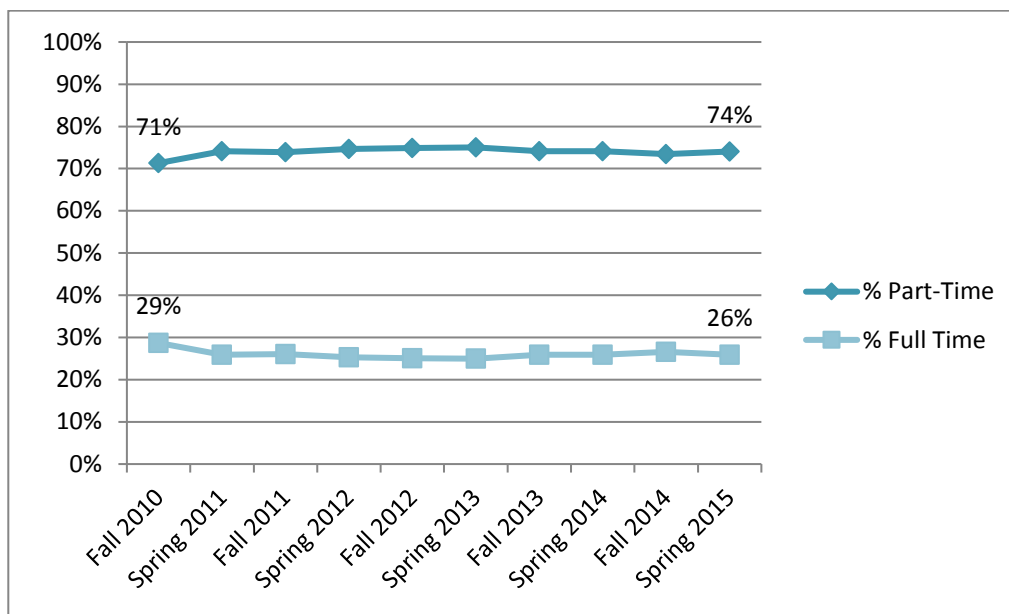
Table 11: Student Age Profile

	2010-11	2011-12	2012-13	2013-14	2014-15
19 or Less	26.6%	25.7%	25.7%	26.7%	27.9%
20 to 24	30.0%	31.6%	32.9%	33.2%	33.8%
25 to 29	12.2%	12.7%	12.4%	13.0%	13.2%
30 to 34	7.5%	7.6%	7.4%	7.1%	7.2%
35 to 39	5.7%	5.3%	5.0%	5.0%	4.4%
40 to 49	10.1%	10.0%	9.0%	7.9%	7.4%
50 +	7.8%	7.2%	7.5%	7.0%	6.0%

Full-time/Part-time (Unit Load)

The percentage of students taking a full-time unit load has decreased moderately from 2010 to present; 29% to 26%. There is been a moderate increase in the average number of units taken a semester from 7.08 units in the Fall of 2010 to 7.40 units in the Spring of 2015.

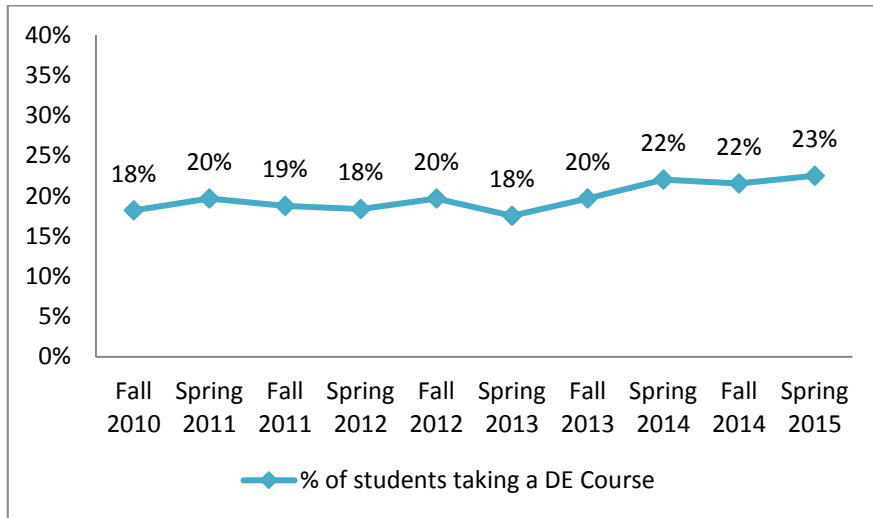
Chart 7: Full-Time/Part-Time Student Profile



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

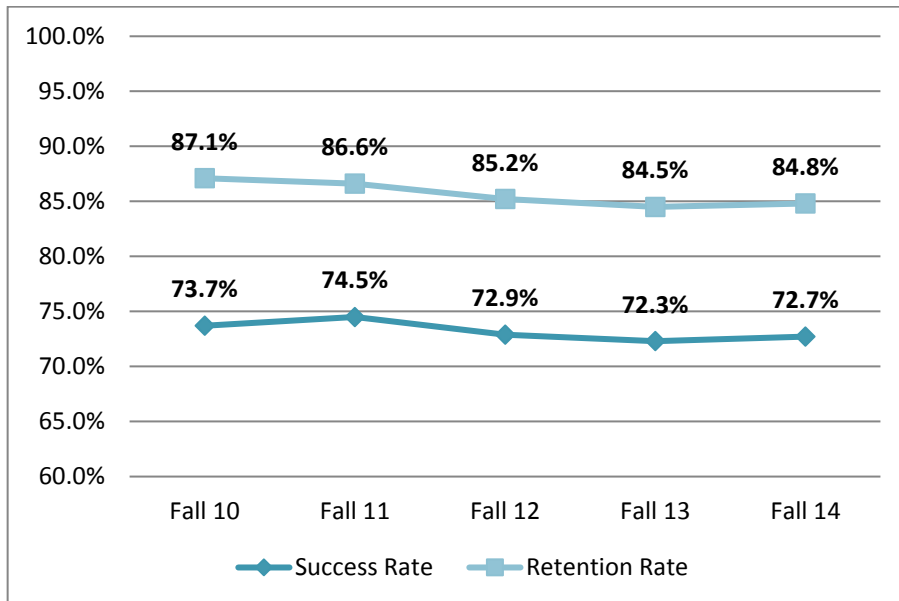


Student: Performance

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%.

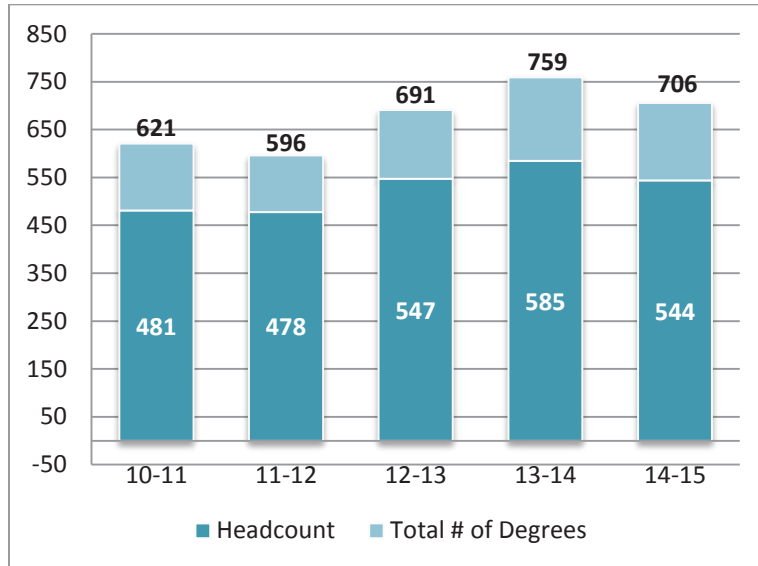
Chart 9: Retention & Success Rates



Program Awards

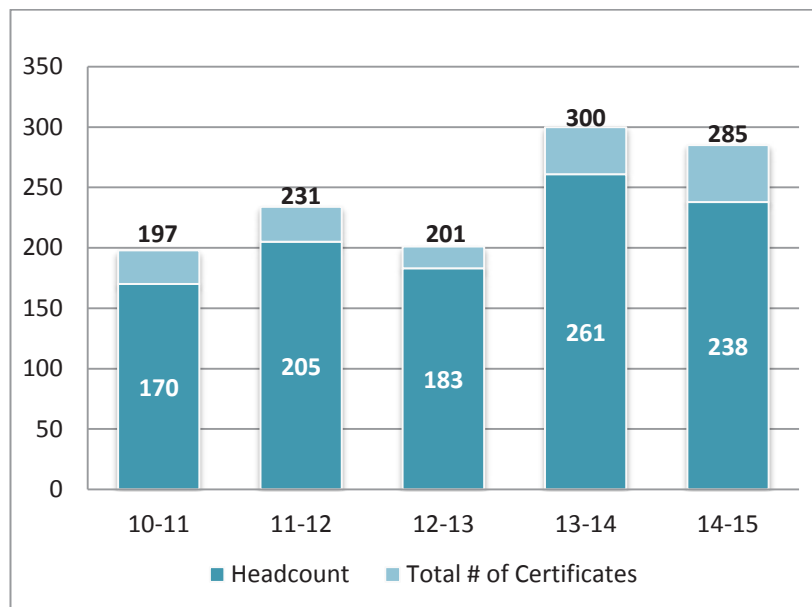
The college has awarded at total of 3,373 Associate Degrees across the 5 year reporting period. There has been some variations in the number awards from year to year, with a significant jump in 2013-14 and then a regression towards the mean in 2014-15.

Chart 10: Degrees Awarded



The college has awarded a total of 1,214 certificates across the 5 year reporting. Similar to the data on degrees, there was been significant variance in certificates awarded from year to year.

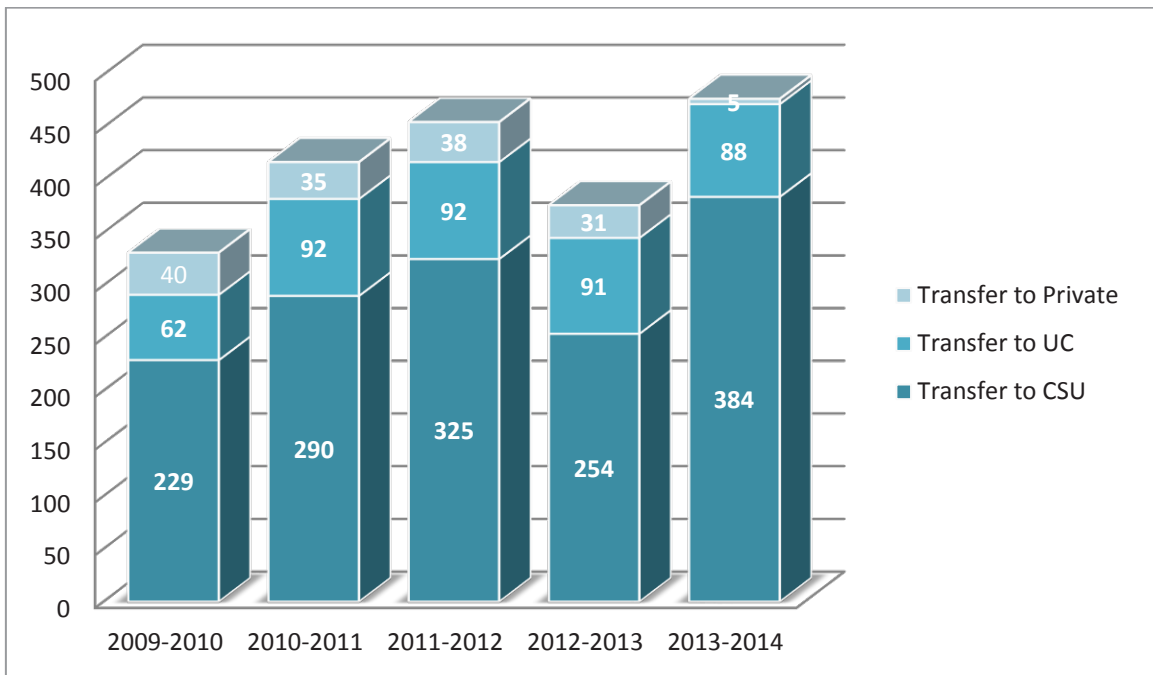
Chart 11: Certificates Awarded



Transfers

The total number of FLC students that transfer to a 4-year university has increased over the 5 year reporting period, from 331 to 477, with a 5 year average of 411 transfers per year. The majority of transfers (80%) are to the California State University (CSU) system schools. The top CSU transfer schools in 2013-2014 were Sacramento (290), Chico (26), and San Jose (11). Eighteen percent of transfers are to the University of California (UC) system schools. The top UC transfer schools in 2013-2014 were Davis (51), Santa Barbara (8), Berkeley (7), Los Angeles (7), and San Diego (7). Transfers to private 4 year schools, both in-state and out of state, has steadily declined to 12% down to 1%.

Chart 12: Number of Transfer



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