

2025-2029 Fullerton College Strategic Plan Proposal

April 18, 2025

Vision: Fullerton College will transform lives and inspire positive change in the world.

Mission: Fullerton College is committed to serving all students through inclusionary practices and liberatory education¹ in the pursuit of social justice. As a proud designated Hispanic Serving Institution² and Asian American and Native American Pacific Islander Serving Institution³ and an emerging Black Serving Institution,⁴ we strive to create and sustain transformational change. We offer degree, certificate, transfer, and career growth opportunities in service to our multicultural and multiethnic community.

Core Values

Value #1: Access

- **Diversity** – We embrace diversity in our community and work to build on the strengths and opportunities it brings. We recognize that diversity is intersectional with multiple dimensions.
- **Equity** – We commit to equity for all we serve by eliminating injustices and barriers to students' educational and career goals.
- **Inclusivity** – We design our planning and decision-making processes to include all stakeholders.
- **Antiracism** - We recognize that institutional barriers based on perceived racial categories were erected over centuries, and we commit to identifying and dismantling them.
- **Accessibility** - We commit to actively ensuring all students have the opportunity to acquire the same information and materials, engage in the same interactions, and enjoy the same services in an equally effective and integrated manner.

Value #2: Community

- **Belonging** – We promote belonging and connection that fosters the well-being of those on our campus and surrounding areas.

¹ In her book *Transforming Hispanic-Serving Institutions for Equity and Justice*, Dr. Gina Ann Garcia explains that liberatory education includes a “stated goal of achieving equity and justice for students, families, and communities” (30). Additionally, she asserts “the goal of liberation must be to allow students to have full control over decisions and conditions that affect their lives, families, and communities” (Garcia 31).

² According to the Hispanic Association of Colleges and Universities, a Hispanic Serving Institution is defined in title 5 of the Higher Education Act as “not-for-profit institutions of higher learning with a full-time equivalent (FTE) undergraduate student enrollment that is at least 25 percent Hispanic.”

³ According to the U.S. Department of Education, institutions of higher education can qualify as Asian American and Native American Pacific Islander-serving if they have “an enrollment of undergraduate students that is at least 10 percent Asian American and Native American Pacific Islander.”

⁴ California’s SB 1348, enacted in 2024, defines Black Serving Institutions as those that have “at least 10 percent...enrolled population identifying as Black and African American students, or has at least 1,500 Black and African American students enrolled.”

- **Responsibility** – We accept our responsibility for the betterment of the world by identifying opportunities for leading our community to respond to local issues.
- **Respect** – We support an environment of mutual respect.
- **Compassion** - We attend to our students as whole people, identifying their changing needs personally, academically, and professionally. We adapt the institution in response to our shared understanding of who our students are and what they need.

Value #3: Learning

- **Growth** We create an environment where personal and professional growth is expected, supported, and rewarded for all members of our community.
- **Intellectual Curiosity** - We encourage each other to ask questions that drive further inquiry, research, and experimentation.
- **Excellence** – We hold ourselves accountable to high standards.

Goals and Objectives

Goal 1: Equity in Access

- **Objective 1:** Expand equitable access to Dual Enrollment pathway programs and courses.
- **Objective 2:** Increase equitable usage of apprenticeship, fellowship, internship, and job placement programs.
- **Objective 3:** Create and schedule comprehensive night, weekend, and online degree and certificate programs to serve non-traditional students.
- **Objective 4:** Reduce identified equity gaps in successful college enrollment for Black/African American applicants.
- **Objective 5:** Implement outreach and engagement strategies for prospective students and their families that epitomize our multicultural and multiethnic community.

Goal 2: Equity in Support

- **Objective 1:** Provide equitable support services for students in dual enrollment, night, weekend, and online courses.
- **Objective 2:** Increase access to and usage of basic needs support for housing, food insecurity, transportation, and mental health.
- **Objective 3:** Increase equitable access to affordable course materials.
- **Objective 4:** Increase equitable access to academic support for students in courses with identified disproportionate impact.
- **Objective 5:** Improve the sense of belonging and mattering in shared physical and online spaces that are reflective of our multicultural and multiethnic community.

Goal 3: Equity in Success

- **Objective 1:** Reduce identified equity gaps for Black/African American students in first-year English and math completion, persistence, degree/certificate completion, and transfer attainment.
- **Objective 2:** Reduce identified equity gaps for Latina/o/x/e students in first-year English and math completion and transfer attainment.
- **Objective 3:** Increase collaboration around transfer pathways with local four-year universities.
- **Objective 4:** Increase employee participation in sustained, multi-session DEIAA-focused professional development.