



¡Adelante!

STRATEGIC PLAN
2025–2029





WELCOME

Dear Hornet Community,

In 2025, Fullerton College initiated its ambitious strategic planning process to unite our campus around a shared vision for the future of the college. This work resulted in the launch of ¡Adelante! in Spring 2026, our strategic plan rooted in reflection, purpose and our collective commitment to the students we serve.

Our plan represents the collective efforts of our campus community and I am deeply grateful to the more than 100 staff, faculty, and students who generously contributed their time and expertise to this shared vision.

Together, we have set three core objectives that will guide our work from now until 2029: *Equity in Access*, *Equity in Support*, and *Equity in Student Success*.

The 2025–2029 Strategic Plan will be our roadmap for advancing Fullerton College’s mission and values, guide decision-making, resource allocation, and continuous improvement, ensuring that every student can thrive in an inclusive and supportive learning environment.

I am excited to witness the impact this plan will have on student outcomes and educational journeys, as well as elevating our surrounding community. For the next several years, the college will focus on advancing these core objectives and bringing our shared vision to life. Thank you for taking the time to engage with this work and for your continued dedication to advancing our college forward.

Adelante juntos.

Dr. Cynthia Olivo
President



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OUR PURPOSE AND VISION

The 2025–2029 Strategic Plan serves as a roadmap for advancing Fullerton College’s mission and values over the next five years. It reflects our collective commitment to student success, equity, and innovation, and aligns with the statewide Vision for Success. This plan is designed to guide decision-making, resource allocation, and continuous improvement, ensuring that every student can thrive in an inclusive and supportive learning environment.



ADELANTE, JUNTOS FORWARD, TOGETHER

Inquiry (Fall 2024)

In fall 2024, the Program Review and Planning Committee, chaired by Daniel Berumen, Mary Bogan, and Bridget Kominek, reviewed key performance indicators and considered recommendations from the College's Survey Inquiry Group, HSI Transformation team, and its Ghana/North Star delegation. The chairs also engaged in regional discussions about the state's new Vision 2030, the new Student Equity Plan requirements, and implementing Guided Pathways principles.

Visioning and Drafting (Fall 2024 – Spring 2025)

Campus-wide engagement began at spring convocation with a presentation and invitation to open forums. Throughout the semester, the plan was discussed at 20 gatherings—including participatory governance meetings—with input from more than 100 members of the college community.

Feedback (April – May 2025)

A draft plan was reviewed by Classified Senate, Faculty Senate, and Associated Students in April 2025. The President's Advisory Council recommended adoption in May.

Action Planning (Spring 2025 – Fall 2025)

Following endorsements, the college began identifying strategies and action plans for each of the objectives. This process included discussions at the college's managers' retreat, through the Instructional Program Review process, and through the development of the Student Equity Plan (SEP). The SEP was developed by the Student Equity and Achievement Committee (SEAC), co-chaired by Ericka Adakai, Dr. Anita Juarez, and Dr. Ziza Delgado. SEAC includes faculty, managers, classified staff, and students.

Finalizing (Fall 2025 to January 2026)

The SEP was reviewed at Classified Senate, Faculty Senate, and Associated Students. It was endorsed by PAC and then approved by the Board of Trustees. Following this approval, final updates to the strategic plan were completed in January 2026, aligning the two plans and setting the stage for implementation.

Implementing

With the Strategic Plan in place, the focus now shifts from planning to action—advancing student success by embedding these priorities into daily practice, resource allocation, and institutional decision-making.



MISSION

Fullerton College advances student learning and achievement by developing clear pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We build a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

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



CORE VALUES



CORE VALUE

01.

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.

CORE VALUE

02.

COMMUNITY



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

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.

CORE VALUE

03.

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.

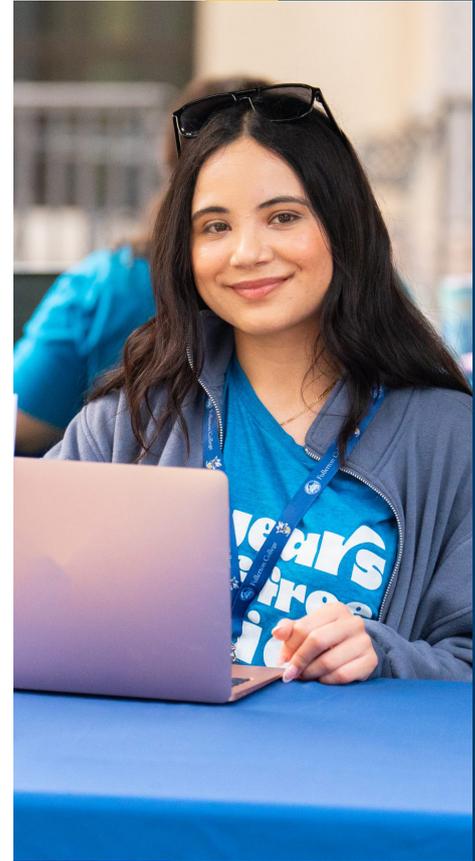
Excellence – We hold ourselves accountable to high standards.



OUR GOALS

GOAL 1: EQUITY IN ACCESS

Expand our community's access to degree and certificate programs through culturally relevant outreach and Dual Enrollment pathways.





Objective 1.1

Expand equitable access to Dual Enrollment pathway programs and courses.

Strategies:

- » Enhance support for high school sites through regular coordination meetings.
- » Expand student support services by offering early academic counseling and college-readiness workshops.
- » Leverage the Dual Enrollment Committee to provide faculty, staff, and administrators with a structured forum to review outcomes data, share best practices, and make collaborative decisions.
- » Establish an on-campus Dual Enrollment office to better serve students, staff, and partner schools.

Key Performance Indicators:

- » Enrollment in Dual Enrollment (DE) courses.
- » Course success rates in DE courses.
- » Count and percentage of former DE students that enroll at the College after graduation.
- » Student participation in DE focused support services.

Objective 1.2

Equitably increase college enrollment and reduce equity gaps for Black/African American applicants.

Strategies:

- » Implement customer relationship management (CRM) software to track each stage of the prospective student recruitment process.
- » Provide culturally relevant programming for local high school students.
- » Strengthen collaboration between special programs and services and Outreach and Admissions & Records, including coordinated recruiting, onboarding, and cohort reporting.
- » Create and schedule comprehensive night, weekend, and online degree and certificate programs.

Key Performance Indicators:

- » Percentage of Black/African American applicants that register for a course by term.
- » Total number of students enrolled at the college.
- » The number of Fulltime Equivalent Students (FTES) generated by academic year.





GOAL 2: EQUITY IN SUPPORT

Enhance equitable access to essential student support including basic needs services, academic resources, affordable course materials, and workforce pathways—to ensure students have the tools and guidance needed to progress and succeed.

Objective 2.1

Increase usage of basic needs support for food, housing, transportation, mental and physical health, childcare, and technology.

Strategies:

- » Expand and integrate basic needs assistance into campus infrastructure and culture, ensuring that all employees understand their role in connecting students to available resources.
- » Embed basic needs support in equity-driven programs.

Key Performance Indicators:

- » Number of students accessing Basic Needs Center, Food Pantry, and Health Services.
- » Percentage of students indicating a basic needs insecurity (food, housing, homelessness) in biennial #RealCollegeCA Survey.





Objective 2.2

Equitably increase the number of students completing comprehensive educational plans.

Strategies:

- » Refine software and operational processes so that Comprehensive Educational Plans (C-SEPs) are the primary tool guiding students' pathways.
- » Intentional outreach to Black/African American and Latina/o/x/e students without a C-SEP.
- » Professional development for full-time and part-time counselors on cultural competency, equity-minded counseling, and the pivotal role of C-SEPs in closing opportunity gaps.

Key Performance Indicators:

- » Percentage of first-time students that complete a C-SEP by the end of their first primary term and their first academic year.

Objective 2.3

Increase access to affordable course materials.

Strategies:

- » Develop Zero Cost Textbook (ZTC) pathways.
- » Provide sustainable professional development for faculty on developing pathways, accurate coding of courses, and current resources available.
- » Full-time Online Educational Resources (OER) Librarian to provide sustained support for faculty.

Key Performance Indicators:

- » Number and percentage of ZTC/OER sections offered by term.
 - » Number of ZTC pathways.
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Objective 2.4

Increase equitable usage of academic support services.

Strategies:

- » Collaborate with special programs to advertise services, provide group tutoring, and recruit new tutors.
- » Provide tutors with robust training focused on creating inclusive learning spaces and applying equity-centered strategies, including communicating care, intrusive interventions, warm handoffs, supporting neurodivergent students, and recognizing micro-aggressions and micro-affirmations.

Key Performance Indicators:

- » Proportion of enrolled students using academic support services.
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Objective 2.5

Increase equitable usage of apprenticeship, fellowship, internship, and job placement programs.

Strategies:

- » Expand and diversify employer and community placement sites.
- » Develop clear and accessible workbased learning processes and supports.
- » Reduce financial barriers to participating in workbased learning opportunities.
- » Conduct targeted recruitment of disproportionately impacted and nontraditional students.

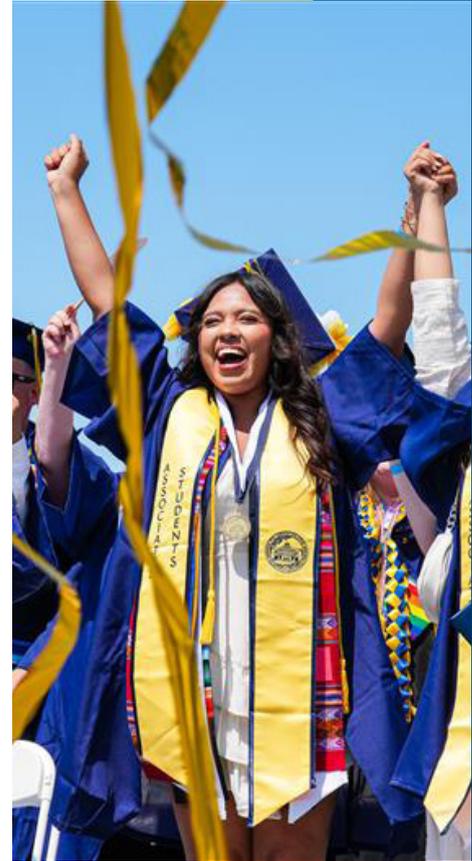
Key Performance Indicators:

- » Proportion of enrolled students using work-based learning services.



GOAL 3: EQUITY IN SUCCESS

Improve student outcomes across key success metrics, including course completion, persistence, degree and certificate attainment, transfer, and post-completion employment, by reducing identified disproportionate impact for underrepresented student populations.





Objective 3.1

Equitably increase first-year English and math completion by reducing equity gaps for Latina/o/x/e and Black/African American students.

Strategies:

- » Embed First Year Experience strategies into MATH C1000/STAT C1000 and ENGL C1000 courses.
- » Double the number of Umojafied sections of STAT C1000/STAT C1000E and ENGL C1000/C1000E.
- » Implement intentional support campaigns focused on ensuring students—particularly those from disproportionately impacted populations—both register for math and English in their first year and succeed in those courses.

Key Performance Indicators:

- » Proportion of Latina/o/x/e and Black/African American students completing transfer-level math and English within first academic year of credit enrollment.

Objective 3.2

Equitably increase term to term persistence by reducing equity gaps for Black/African American and First- Generation students.

Strategies:

- » Transform course content and teaching to be culturally relevant and race conscious.
 - » Prioritize in-reach to courses with high Black/African American and First-Generation enrollment, sharing key services, programs, and enrollment deadlines.
 - » Offer cultural programs that reconnect students with African heritage. Pursue designation as a Black-Serving Institution to foster Black Excellence, joy, intellect, and professional networks to infuse servingness in and out of the classroom.
 - » Develop and incentivize training for faculty, staff, and administrators that deepens understanding of structural and historical barriers impacting Black/ African American and First Generation students and equips them with equity-driven instructional and service strategies.
 - » Leverage technology to ensure all students, including online learners, can access counseling, career services, library resources, and other student support equitably.
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Key Performance Indicators:

- » Proportion of Black/African American and First-Generation students who persist from their first primary term of enrollment to the subsequent primary term.
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Objective 3.3

Equitably increase degree/certificate completion by reducing equity gaps for Black/African American students.

Strategies:

- » Implement predictive analytics and proactive interventions by integrating early alert software (e.g., Starfish) into courses with large equity gaps, with a particular focus on supporting Black/African American students.
- » Expand the “Guided Exit” program to provide targeted outreach and educational planning support for Latina/o/x/e and Black/African American students who apply for graduation or who do not have recent educational plans.
- » Increase employee participation in sustained, multi-session DEIAA focused professional development.

Key Performance Indicators:

- » Proportion of first time Black/African American students that earn a certificate or an associate degree within three academic years.

Objective 3.4

Equitably increase transfer attainment by reducing equity gaps for Latina/o/x/e and Black/African American students.

Strategies:

- » Increase participation of Black/African American and Latina/o/x/e students in transfer-advantage programs such as Honors, UC/CSU Dual Admission, Dual Enrollment, HBCU Caravan, and UC TAG.
 - » Enhance the Guided Exit program by ensuring that all Black/African American and Latina/o/x/e students nearing transfer complete at least one counselor check-in at key milestones (educational plan, application, financial aid).
 - » Engage Latina/o/x/e families by creating opportunities to learn about transfer pathways and resources—in English and Spanish—and by hosting events where students can invite family members. Develop Spanish-language materials and ensure translation services are available at major events.
 - » Increase collaboration around transfer pathways with local four-year universities.
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Key Performance Indicators:

- » Among first time college students who earned 12 or more units, the percentage who enrolled in any four-year postsecondary institution within 3 years.
 - » The number of students transferring from Fullerton College to Cal State Fullerton each year.
 - » The number of years to bachelor's degree completion for transfer students at Cal State Fullerton.
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Objective 3.5

Equitably increase the percentage of graduates earning a living wage.

Strategies:

- » Integrate career planning into Comprehensive Student Education Plans (C-SEPs).
- » Leverage Strong Workforce and Perkins Program to intentionally reach low-income and underrepresented students through culturally responsive marketing, dual enrollment opportunities, and community partnerships.
- » Develop strategies through the Aspen Unlocking Opportunity program to guide students into academic programs that lead to living-wage careers.

Key Performance Indicators:

- » Proportion of CTE students who exited the college and attained the county living wage for a single adult.
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CONTRIBUTORS



Fullerton College

Albert Abutin
Alicia Contreras
Alissa Matus
Amy Shrack
Andrea Sadek
Andrea Session
Anita Carlos
Anita Juarez
Annika Shellenbarger
Antoinette Triefenbach
Anya Shyrokova
Beth Kelley
Bianca Gladen
Brad Dawson
Bridget Kominek
Carlos Ayon
Carolina Santillan
Cecilia Arriaza
Connie Moreno Yamashiro
Cynthia Guardado
Dale Craig

Dani Wilson
Danielle Fouquette
Darnell Kemp
David Francisco Lopez
Deniz Fierro
Eli Hebert
Elisa Latourelle
Elizabeth Martinez
Ericka Adakai
Evelyn Lindley
Flavio Medina-Martin
Flor Huerta
Garret Campbell
Gary Graves
German Baron
Gilberto Valencia
Gina Bevec
Grant Linsell
Heather Halverson
Henry Hua
Janeth Manharrez

Janine Cirrito
Jeanette Rodriguez
Jeanne Costello
Jennifer Merchant
Jessica Johnson
Jewell Taylor
Joel Salcedo
John Ison
Jorge Gamboa
Josh Ashenmiller
Juan Zaragoza
Julio Reyes Cabezas
Karina Corona
Katheryn McGuthry
Kesha Shadwick
Khaoi Mady
Kim Vandervort
Kristine Nikkhoo
Lorena Marquez
Luciano Rodriguez
Marcia Foster

Maria Zamudio
Marrietta Gillard
Marshall Johnson
Martie Smith
Mary Bogan
Mashonda Salsberry
Matthew Muranaga
Mayra Perez
Megan Beck
Michael Gieck
Mike Managan
Miranda Bates
Monique Delatte
Nichole Crockram
Olivia Barajas
Paul St. John
Philip Austin
Porsha Boyd
Rachel Mendiola
Rachel Navarez
Rena Martinez Stluka

Rolando Sanabria
Ron Farol
Rosie Kar
Rosio Becerra
Sam Foster
Sara Camacho
Seung Ji
Spiros Dimitratos
Stefani Okonyan
Tam Contreas
Theresa Ullrich
Tim Ream
Tina Maertens
Todd Smith
Tyler Deacy
Valentin Macias
Valerie Salazar
Victor Meza
Vinnie Wu
Yadira Aguillon
Ziza Delgado Noguera

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