



# Fullerton College Collegewide Strategic Plan 2023-2025

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## Strategic Plan Development

### November 2021:

Approval to update mission/core values to include commitment to anti-racism

### August 2022:

Presentation of activities at convocation, followed by core values survey to employees.

### September 2022:

Two open forums to brainstorm and collaborate on new mission and core values.

### November 2022:

Two open forums to review and provide feedback to IIC's draft of collegewide goals. Goals are also discussed at eight shared governance sub-committees.

January 2023: Approval of Core Values by the NOCCCD Board of Trustees

April 2023: Draft strategic plan presented at shared governance committees.

May 2023: Campus approval of strategic plan.

## Introduction

Over the course of the 2022-2023 academic year the Institutional Integrity Committee (IIC), with support from the Office of Institutional Effectiveness (OIE), engaged the Fullerton College community to update its mission, core values, and collegewide goals and objectives. These components, along with the Institution Set Standards and its Integrated Planning Manual, make up the strategic planning process of the College.

In assessing recommendations previously approved by the campus, data from Institutional Effectiveness reports, and feedback collected at engagement events, IIC and OIE identified three major issues the plan will attempt to address:

1. Persistent equity gaps for Black and Latina/o/x students
2. Post-pandemic enrollment declines
3. A lack of clarity around the planning and budgeting process

IIC views this plan as a bridge until the next Program Review and Student Equity planning cycles, which are both scheduled to begin in Fall 2025. For this cycle, IIC and OIE focused on “braiding” efforts across the campus and aligning the College’s goals with the statewide planning document, the *Vision for Success*. In particular, the plan integrates key components of the College’s *2022-2025 Student Equity Plan*.

## Fullerton College Planning Model

As part of the North Orange County Community College District (NOCCCD), Fullerton College’s planning processes are guided by the NOCCCD Integrated Planning Manual. In short, the district’s mission statement is used to guide the creation of the 10-year NOCCCD Educational and Facilities Master Plan (EFMP). Within the EFMP are the five “NOCCCD Strategic Directions and Goals”, which are intended to “guide the development of each program, project, or initiative within the District.” The current EFMP runs from 2020 through 2030.

At Fullerton College, the NOCCCD Strategic Directions guide its own mission, vision, and core values (Figure 1 on the next page). These components guide the creation of the collegewide goals and objectives. The goals and objectives also guide program level Strategic Action Plans (SAPs) as part of the Program Review process. The SAPs function as a way for instructional and non-instructional programs to develop long-term planning goals and provide justification for resource requests that are reviewed by the Program Review and Planning Committee as well as the Planning and Budgeting Committee.

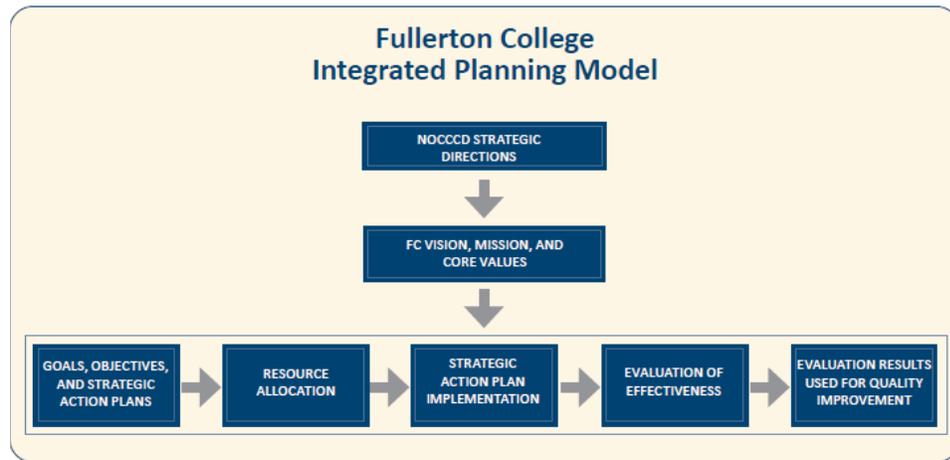
## Key Planning Documents

The *Fullerton College Planning Manual* describes the integrated planning process at the College and how constituent groups participate in the process. The document outlines the participatory governance structure of the College.

The *Fullerton College Institutional Effectiveness Report* annually reviews college performance toward the achievement of its stated goals and objectives. It includes an overview of demographic and economic trends in the greater Orange County area.

The *Institution Set Standards Report* is a detailed look at the College's performance on key metrics and is reviewed and shared by the IIC annually.

Figure 1. Fullerton College Integrated Planning Model



### Evaluation Plan

As part of Fullerton College's cycle of continuous quality improvement, the college regularly reviews and assesses implemented strategies and its strategic planning process as a prelude to a new cycle of strategic planning. These evaluations are done both at the collegewide and program level. For the former, OIE annually develops and publishes the *Fullerton College Institutional Effectiveness Report*. **An assessment of the College's progress towards this plan's goals and objectives will be shared in fall 2024 and fall 2025.** All reports can be found at [ie.fullcoll.edu](http://ie.fullcoll.edu).

At the program level, OIE supports the self-assessment process by providing program-level data for both the comprehensive four-year Program Review Self-Study and the Annual Program Review Update. Each program is required to develop goals and outcomes, plan an assessment cycle, and evaluate disaggregated outcomes. OIE will work closely with the Program Review and Planning Committee to align templates to the new plan beginning with the **Fall 2023 Annual Program Review Update**. Comprehensive and annual self-studies can be found online at [programreview.fullcoll.edu](http://programreview.fullcoll.edu).

# Vision, Mission, and Core Values

## Vision

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

## Mission

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

## Core Values

### #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.

### #2: 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.

### #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: Ensure Equitable Access and Outcomes

*Fullerton College will use an inclusive and race-conscious approach to address persistent equity gaps.*

**Objective 1.** Eliminate disproportionate impact for **Black students** in successful enrollment, first-year English and math completion, fall to spring persistence, degree/certificate completion, and transfer attainment.

**Objective 2.** Eliminate disproportionate impact for **Latina/o/x students** in first-year English and math completion and transfer attainment.

**Objective 3.** Increase usage of **basic needs support** for housing, food insecurity, transportation, and mental health.

**Objective 4.** Improve the **sense of belonging and mattering** in shared physical and online spaces for students of color.

**Objective 5.** Deepen engagement in DEIA-focused **professional development** for full-time and part-time faculty and staff.

### Relevant Strategic Actions:

- 2022-2025 Student Equity Plan
- Men of Color Grant/Initiative
- Course Redesign for Equity (CoRE) Program
- Basic Needs Grant (AB 132) implementation
- California Asian American, Native Hawaiian and Pacific Islander (AANHPI) Grant
- Open Educational Resources + Textbook Assistance Pilot
- Instructional Success Teams
- Cadena Cultural Center

### Relevant Assessment Tools:

- Student Equity Plan Dashboard
- Institution Set Standards
- Student Climate Survey
- #RealCollege Basic Needs Survey

# Goals and Objectives

## Goal 2: Success for Every Student

*Fullerton College will support students in achieving their educational and career goals.*

**Objective 1.** Improve the completion of **transfer-level math and English** in students' first year.

**Objective 2.** Increase the number of students earning **Associate Degrees, Associate Degrees for Transfer, and/or Certificates.**

**Objective 3.** Increase the number of students who **transfer to a four-year university** within one year of leaving the College.

**Objective 4.** Increase the number of students who earn a **regional living wage** after exiting the College.

**Objective 5.** Increase the number of Career Technical Education graduates who are employed in a **job closely related to their field** of study

**Objective 6.** Increase **efficiency** in the completion of an Associate Degree, Associate Degree for Transfer, or Career Technical Education Certificates.

**Objective 7.** Decrease the gap in success and retention rates between **online** and in-person courses.

### Relevant Strategic Actions:

- Guided Pathways Implementation
- Instructional Support Programs and Services
- California Community College Equitable Placement, Support and Completion Grant
- *Distance Education Strategic Plan*
- Career Education (CTE) Grant
- STEM Center

### Relevant Assessment Tools:

- Institution Set Standards
- Key Performance Indicators (KPI) Dashboard
- Program Review (Appendix A) Dashboard

# Goals and Objectives

## Goal 3: Strengthen Connections with Our Community

*Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.*

**Objective 1.** Increase equitable access to **Dual Enrollment** courses and Pathway programs offered at local high schools.

**Objective 2.** Increase enrollment for student populations that **disproportionately left** the College after the start of the COVID-19 pandemic.

**Objective 3.** Increase collaboration around **transfer pathways** with local four-year universities and Career Technical Education partners.

**Objective 4.** Identify and implement **environmental justice** projects to serve environmentally disadvantaged students and employees.

**Objective 5.** Create and expand **collaborations** with local businesses and civic organizations.

### Relevant Strategic Actions:

- Expansion of Dual Enrollment Program and creation of Dual Enrollment Committee
- Implementation of the *Enrollment and Re-Engagement Plan*
- Men/Mujeres Achieving Success Conferences
- Summer Transition and Registration Time (START)
- Opening of the Welcome Center
- Motimatic Social Media Campaign for Leaver Students

### Relevant Assessment Tools:

- Institution Set Standards
- Dual Enrollment Survey
- Key Performance Indicators (KPI) Dashboard
- Survey of Entering Student Engagement (SENSE)

# Goals and Objectives

## Goal 4: Commit to Accountability and Continuous Quality Improvement

*Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.*

**Objective 1.** Create a clear, comprehensive, and **inclusive process** for prioritizing human, physical, financial, and technological resources.

**Objective 2.** Align and improve the planning and resource allocation processes to increase participation and **transparency** from campus stakeholders.

**Objective 3.** Improve technological infrastructure to support **flexible course schedules**.

**Objective 4.** Improve **accessibility** for students and employees in the physical and online space.

**Objective 5.** Develop, implement, and assess a campus-specific **sustainability plan**.

### Relevant Strategic Actions:

- Collaboration between the Institutional Integrity Committee, Planning and Budget Steering Committee, and Program Review and Planning Committee to update Integrated Planning Manual
- Sustainability Plan

### Relevant Assessment Tools:

- 2024 Fullerton College Institutional Self-Evaluation Report (Accreditation)
- Student Climate Survey
- PACE (Employee) Climate Survey for Community Colleges
- Sustainability Tracking Assessment and Rating System (STARS)

# Institution Set Standards

Institution-set standards are the minimum level of performance set internally by institutions to meet educational quality and institutional effectiveness expectations. Standards reflect the **“floor” or “baseline” levels** of satisfactory performance of student learning and achievement below which the institution does not want to fall.

The stretch standard represents a goal above what the College has performed in the past and are “aspirational” in nature. Stretch goals are set based on the statewide *Vision for Success* goals or the rate for the highest performing racial subgroup. In doing so, **our stretch goals will be based on a vision where there is racial parity in our outcomes.**

Rate Based Metrics	Five Year Average	Institution Set Standard	2025 Aspirational Goal	Most Recent Outcome	Improvement Still Needed
Course Success Rates	69%	62%	78%	68%	+10%
Course Retention Rates	82%	74%	87%	84%	+3%
Successful Enrollment After Completing Application	23%	21%	34%	14%	+20%
Completion of English in First Year	43%	48%	64%	48%	+16%
Completion of Math in First Year	23%	20%	46%	26%	+20%
Persistence from Fall to Spring in First Year	73%	66%	77%	64%	+13%
Attained a Living Wage After Exiting System (No Transfer)	28%	26%	44%	34%	+10%
CTE Completers Employed in Job Closely Related to Field of Study	63%	57%	67%	61%	+6%
Counting Metrics	Five Year Average	Institution Set Standard	2025 Aspirational Goal	Most Recent Outcome	Improvement Still Needed
Earned a Certificate	964	867	2,203	1,895	+308
Earned an Associate Degree	2,087	1,878	2,356	2,201	+155
Transfers	1,641	1,477	2,228	1,556	+672
Average Number of Units Completed by Degree Earners	84	92	76	80	-4

# Student Equity Plan Targets

In order to receive Student Equity funding, the CCCC requires colleges to assess the **disproportionate impact** of different student subgroups on five key metrics. The College’s Student Equity and Achievement Committee (SEAC) reviewed the key metrics, and identified student subgroups that had the largest and most persistent equity gaps in the data. The committee developed the plan to address gaps by **Black/African American** students across all five metrics, and **Latina/o/x** students in two of the metrics. Since IIC was focused on “braiding” or integrating other campus strategic efforts into this plan, versions of the five metrics were included in the Institution Set Standards shared in the previous page. These targets are also two objectives in **Goal 1: Ensure Equitable Access and Outcomes**.

The tables below include the specific disaggregated targets set forth in the plan. The plan set forth a short-term goal of eliminating gaps by 50% in 2025 and to fully close gaps (100%) by the end of the next planning cycle.

Black/ African American Students	Cohort Outcomes	Equity Gap (PPG-1)	50% Target	100% Target
Successful Enrollment After Completing Application	12%	-4%	14%	16%
Completion of Math + English in First Year	8%	-14%	15%	22%
Persistence from Fall to Spring in First Year	36%	-18%	45%	54%
Attained the Vision for Success Definition of Completion within Three Years	14%	-5%	17%	19%
Transferred to a Four-Year Institution within Three Years	15%	-12%	21%	27%

Latina/o/x Students	Cohort Outcomes	Equity Gap (PPG-1)	50% Target	100% Target
Completion of Math + English in First Year	20%	-3%	22%	23%
Transferred to a Four-Year Institution within Three Years	21%	-13%	28%	34%