



Fullerton College

2016-2017

ANNUAL REPORT



Nearly 7,000 flags were meticulously placed throughout the quad for the 2016 Veterans Appreciation Week in honor of the women and men who have died serving our country since 9/11. See a somber, yet beautiful video of this patriotic display at www.youtube.com/fullertoncollege1913.

FULLERTON COLLEGE 2016-2017 ANNUAL REPORT

Produced by the Office of Campus Communications at Fullerton College, which is part of the North Orange County Community College District.

PRESIDENT
Dr. Greg Schulz
EDITOR
Lisa McPheron

WRITERS
Melissa Serrato
Jazmin Zuniga
DESIGN
Rebecca Guillen

CONTRIBUTORS
Linda Briney
Rodrigo Garcia
Michael Gieck
Tony Kawashima
Brian Marsh
Phillip Thurman

Fullerton College
321 E. Chapman Avenue
Fullerton, CA 92832
714-992-7000
news.fullcoll.edu

To receive an electronic version of the 2016-2017 Annual Report, email a request to lmcpheon@fullcoll.edu.
We would like to give a special thank you to the outstanding students, faculty and staff at Fullerton College.

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President's Welcome



Community. Lives. Here. The theme of community is woven throughout our campus at Fullerton College. We understand that nothing is more important than student learning and our Accrediting Commission for Community and Junior Colleges visiting team described our campus culture as radically student centered.

At my Investiture ceremony held on August 19, 2016, I officially became Fullerton College's ninth president. For 103 years, Fullerton College has served the community of North Orange County and beyond. Our roots run deep and our legacy of access, equity, academic rigor and diversity guide us. I am honored to lead this exceptional college.

As I look back on the 2016-17 academic year, I do so with an appreciation for the challenges that we have worked to address and to celebrate the many successes by our students, faculty and staff. This past year, we celebrated many accomplishments and achievements. Our football team ended the fall 2016 season with a state championship victory and ended up ranked as national champions. Educational partnerships with our four neighboring high school districts grew even stronger with the establishment of dual enrollment agreements, and student life thrived. We benefitted from the influx of new Strong Workforce Program funding from the state, which allows us to create more career technical education programs that are responsive to the changing marketplace. We welcomed thousands of visitors to campus through events like Love Fullerton, KinderCaminata, Dia de los Muertos, Assemblywoman Sharon Quirk-Silva's swearing-in ceremony and more.

However, this past year was not without challenges. We saw many members of our campus community face grave uncertainties due to changes in federal immigration policy. When the Dream Act came under appeal, our faculty, staff and students rose to rally support for our undocumented students. While uncertainty about the topic remains, our shared commitment to provide access to all who seek better lives for themselves is unwavering. Dr. Martin Luther King Jr. may have said it best, "Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate, only love can do that." Fullerton College continues to provide light throughout our campus, our community and beyond. I am thankful to our Faculty Senate, Board of Trustees and leaders in Sacramento to assure that California remains a champion for the rights of all students, including our undocumented students. I am proud of our classified professionals, faculty, management team and students for modeling kindness and compassion throughout our campus.

During the last year, we experienced a shift in enrollment demand, consistent with a statewide trend of declining enrollment. The enrollment decline can be attributed to many factors including a reduction in the number of high school students in our region, record high completion and graduation numbers, more competition from University of California and California State University systems and record low unemployment rates resulting from a strong economy. Budget implications from this decline will be felt in the coming year and work is underway to strengthen enrollment management. We continue to fine tune ways to increase outreach to potential students and better retain the students we have.

In light of these challenges, a sense of community and family thrives at Fullerton College. That is not by accident, rather it comes from our shared focus on student success. The 2016-17 Fullerton College Annual Report brings those stories to life. I hope that you enjoy learning more about Fullerton College and you have the opportunity to see why we believe it is such an exceptional place to learn and grow.

Greg Schulz, Ed.D.
President
Fullerton College

Fullerton College Hosts Record Commencement



Nearly 7,000 graduates, faculty, staff and guests attended the 2017 Commencement ceremony.

Fullerton College celebrated the graduating class of 2017 during the 102nd Commencement ceremony on Saturday, May 27 on Sherbeck Field. Approximately 2,780 degrees had been applied for during the 2016-17 academic year, amounting to the largest graduating class to date for Fullerton College.

More than 700 graduates participated in commencement, and guest attendance was estimated to be more than 6,000. Temporary bleachers, chairs and a stage were installed on Sherbeck Field to accommodate the ceremony.

“I join the administration, faculty, and staff of Fullerton College in applauding the achievements of our students and celebrating their success at this year’s commencement ceremony,” President Greg Schulz said. “The Fullerton College legacy continues strong in our 102nd graduating class.”



Debi Woelke, former Hornets head women’s basketball coach (1997-2012) and inductee to the Fullerton College Class of 2017 Athletic Hall of Fame, gave the keynote address. Woelke capped her impressive 15-year coaching career at Fullerton College in 2012 with a 330-163 overall record. From 2008 to 2012, she led the Hornets to four consecutive Orange Empire Conference titles and was voted OEC Coach of the Year six times during her career. She was named as the State Coach of the Year in 2010 and took over as head coach for the women’s golf team in 2012, leading the team to the State Finals for the first time.

Additionally, Students of Distinction Olivia LeValley and Aryiel Sanchez provided remarks on behalf of the Class of 2017.

Construction, Renovation Projects Undergo Review

Fullerton College continued to make progress toward construction and renovation plans made possible by the 2014 voter-approved Measure J. The bond generates \$574 million to fund upgrades to technical job training facilities, aging classrooms, and veterans’ amenities.

Key Measure J priorities include:

- New instructional building
- Renovations of Buildings 300 and 500
- New 840-space parking structure
- New welcome center
- New horticulture center
- New child development center
- New performing arts complex

In November 2016, the Environmental Impact Report process began with a 30-day notice of preparation and a call out to the community to provide their input regarding the scope and content of the environmental information to be included in the report. Input from the scoping period also informed the draft EIR, which was submitted for a 45-day public review in August 2017. The EIR was expected to be presented to the Board of Trustees in December 2017.

A new instructional building located south of Building 1400 will be among the first projects. It will create much needed swing space while Buildings 300 and 500 are being renovated. Thanks to California Proposition 51, the Public School Facility Bonds, which passed in 2016, the district will receive matching funds to renovate Buildings 300 and 500.



Dr. Greg Schulz is the college's ninth president.

Dr. Schulz Becomes Fullerton College's Ninth President

The Campus Theatre filled to capacity for the Investiture of Dr. Greg Schulz as president of Fullerton College on August 19, 2016. The festive day ushered in a new era under Schulz's leadership that embraces community, collaboration, compassion and kindness as pillars of the college's culture.

Schulz began serving as the college's interim president in 2015. He previously served as provost of the School of Continuing Education in the North Orange County Community College District, and dean of trades, industrial and career technologies at Long Beach City College.

"This is a special day in the history of Fullerton College as we confirm Dr. Greg Schulz as President of the College," Chancellor Cheryl Marshall shared during the ceremony. "Dr. Schulz establishes an important tone of support, respect and inclusion, not just for students - but among colleagues throughout the college and district. He successfully forms partnerships in the community with local government agencies, with our K-12

colleagues and with Cal State Fullerton - to name a few. In every situation, his spirit of collaboration and authentic decency are consistently demonstrated. That spirit permeates and creates an environment that ultimately nurtures student success."

Schulz is a proud alumnus having started his higher education journey at Fullerton College as a business administration student. Like many Hornets, he transferred to California State University, Fullerton where he earned his bachelor's degree in business administration/accounting before his master's degree in public administration from California State University, Long Beach and finally his doctorate degree in education from the University of Southern California.

LiveWire Provides Real-World Experience

Fullerton College's online literary arts journal, *LiveWire*, released its fourth and fifth editions during the 2016-17 year. Established in the spring of 2015, *LiveWire* is an avenue for students to gain professional publishing experience and have a place to express their views, showcase their art and develop their writing. *LiveWire* students gain real-world experience in editing, graphic design and marketing. Each student staff member receives a specialized role based on her/his interests and skills. In addition to publishing the journal, the *LiveWire* staff hosts several spoken-word events during the academic year and launch parties when new editions are released.



LiveWire students enjoy hosting Open Mic Nights.

Students Present at United Nations

Four Fullerton College students had the opportunity of a lifetime to pitch an idea at the annual Massachusetts Institute of Technology's Solve challenge at the United Nations in New York City. Tina Cao, Brent Hamilton, Ian Kolaja and Katherine Vega came together with a project addressing the concern of greenhouse gases and mitigating their effects on the environment.

Their solution was chosen as one of 11 finalists to be presented at the Solve at the United Nations Live Pitch event on March 7, 2017. MIT's Solve brings people from around the globe to solve challenges that affect the world.

Cao, Hamilton, Kolaja and Vega presented, "Direct Methane Conversion - Changing Emissions to Graphene and Hydrogen Fuel" as part of the Carbon Contributions challenge. They created a low-cost process named Direct Methane Conversion (DMC) to convert methane into graphene hydrogen gas and reduce emissions. Further, they said that foundation of the infrastructure and support needed would allow for job creation and also increase farm productivity and economic security.

The group pitched their idea and delivered a three-minute presentation of the DMC process and had a Q&A with a panel of expert judges. Although they were not selected to go on to the next round, they received great feedback from the judges and made important connections in their fields. They are ready to try again next year.



Wu Receives State-Level Commendation

Biology Professor Jo Wen Wu received the prestigious California Community Colleges Board of Governors 2016-17 Gerald C. Hayward Award for Excellence in Education. She was among four faculty to be recognized on March 20, 2017. The Hayward Award, established in 1989, is given periodically to community college faculty members who are selected by their peers for demonstrating the highest level of commitment to their students, college and profession. College academic senates nominate award recipients, who are then selected by representatives of the Academic Senate for California Community Colleges. Winners must have a record of outstanding performance of professional activities, as well as a record of active participation on campus.



Wu is a biology professor with 26 years of teaching and mentoring experience. She has twice been voted as Fullerton College's Teacher of the Year. Other recipients were Marina Broeder from Mission College, Amanda Paskey from Cosumnes River College and Sally Saenger from Santa Barbara City College.

Self-Evaluation Process Well Underway

Significant work related to accreditation took place during the 2016-17 academic year. Community colleges in California are evaluated by the Accrediting Commission for Community and Junior Colleges. As explained by the ACCJC, accreditation is "a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness. The ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the Standards; the education earned at the institutions is of value to the student who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate."

In early fall, the first draft of the Fullerton College Accreditation Self-Evaluation Report became available for campus review and was accompanied by three open forums for members of the campus community to provide input. The second draft became available in March for more feedback, with a final draft submitted in July to ACCJC.

"I want to thank our Accreditation Steering Committee for the outstanding work they have done to prepare our Institutional Self-Evaluation Report," said President Greg Schulz. "They brought together more than 100 members of the college community to contribute to this robust and thorough analysis of the college."

Claassen Named Fullerton College Teacher of the Year

Mathematics and Engineering Professor Mareike Claassen was named the 2017 Fullerton College Teacher of the Year. She received several nominations from current and former students praising her teaching techniques and encouragement of female students to pursue engineering and STEM degrees.

The campus community honored Claassen during a Teacher of the Year reception on April 25 in the Student Center with nine additional Teacher of the Year finalists. The other finalists were: Amber Gonzalez, Aline Gregorio, Delmas Bruce Magee, Michael Mangan, Mary Nolan-Riegle, Kristy Richardson, Sheilah Stokes Dobyns, Tamara Trujillo and Ryan Shiroma.

Claassen's nominations included countless recognitions for her positive attitude, patience and understanding with teaching complex subjects, and being a role model for women pursuing STEM degrees. Her teaching career spans more than 20 years, 16 of which have been at Fullerton College. In addition to teaching, she chairs the STEM, CTE, and Engineering Scholarship Committees, serves on the Fullerton College Foundation Board, the California Engineering Liaison Council and the Joint Engineering Program.



(left to right) Ryan Shiroma, Mareike Claassen, Michael Mangan and Aline Gregorio were each honored for their teaching.

Preparing Students for Cyber Security Careers

The demand for cyber security professionals is growing tremendously, especially with the number of data breaches regularly in the news. As part of the Cyber Security Program in the Business and Computer Information Systems Division, students will be able to gain hands-on experience and find careers in this growing industry.

"I tell my students that cyber security professionals are enjoying zero percent unemployment," Professor Anna Carlin said. "Not many fields can say that."

The Cyber Security Technician certificate builds a foundation in operating systems, cyber security, network administration, network security, scripting, and personal computer security. The second certificate, Cyber Security Analyst, builds upon the first certificate with the addition of cyber security software tools, ethical hacking, and Linux/Unix operating systems.

Cyber Security Master is the final certificate in the series and offers classes in programming and higher-level cyber security courses. Students completing these three certificates will be prepared for careers in a majority of cyber security positions from entry-level and above.

New Biotechnology Certificates Offered

Fullerton College has launched four biotechnology certificates as part of the new Biotechnology Program in the Natural Sciences Division. Biotechnology is the process of creating new systems, devices and materials to improve the life of people, and combines modern technology with biological processes.

Biotechnology courses at Fullerton College prepare students for internships and entry-level positions in life science companies and university research labs. As one of the largest biotechnology industry clusters in the world, Southern California has a high demand for technicians and scientists skilled in biotechnology.

Four certificates are being offered: Biotech I: Lab Assistant Skills; Biotech II: Biomanufacturing Technician; Biotech IIIA: Laboratory Technician, and Biotech IIIB: Research and Development Technician.

Along with offering these certificates, Fullerton College also has an extensive outreach, professional development, and equipment loan program to support biotechnology lab curriculum taught to 8,000 students in 40 high schools each year. In addition, annual hands-on science summer camps, targeting junior and high school students, are designed to stimulate interest in bioscience-related professions.

Wide Support Given To Dreamers

The Fullerton College community took several steps to support undocumented students and the federal Deferred Action for Childhood Arrivals (DACA) program during the 2016-17 year.

The Fullerton College Faculty Senate took the lead in unanimously passing a resolution on February 16 in support of DACA and privacy protections for students related to their immigration status. The North Orange County Community College District Board of Trustees passed a similar resolution in March.

The district's resolution declared that NOCCCD "campuses shall remain open

and welcoming to all students who meet the minimum requirements for admission, regardless of immigration status, and that financial aid remains available to certain undocumented students."

DACA was established in June of 2012 by the Obama Administration to provide administrative relief from deportation to specific individuals who applied for and received DACA status from the federal government. The purpose of DACA was to protect eligible immigrant youth who came to the United States as children (1) protection from deportation; and (2) a work permit.

"Undocumented students face multiple uncertainties in the current political climate," said Counselor Sylvia Pimentel, who runs the Grads to be Program. "Undocumented students face multiple psychosocial stressors on a daily basis. Students are living parallel lives as FC Hornets and as individuals with uncertain status - not knowing when and if they or a family member may be deported."

All support services at Fullerton College are open to undocumented students in addition to the Grads to Be Program, which is tailored to meet their needs navigating college life.

Pomona College Bound

Distinguished Student of the Year and 2017 graduate Russell Hillabrand received a full-ride scholarship to Pomona College, a rare and prestigious opportunity for a community college transfer student.

Hillabrand, who is from a rural town in California near Death Valley, first came to Fullerton College in 2011. The financial burden was difficult, which forced him to work full-time. After his first two years at Fullerton College he was set to transfer to University of California, Irvine, but due to family circumstances was not eligible to receive financial aid. As a result, he returned to Fullerton College in the spring of 2014 and made the best of his

situation by earning more degrees. In total, he has earned five associate degrees. They are in philosophy, political science, geography, religious studies, and economics. He made an impact at the college through his work with the Supplemental Instruction (SI) Program as a mentor and an SI leader for philosophy and American government classes.

He was one of 11 transfer students accepted to Pomona College on a full-ride scholarship for the fall of 2017. Hillabrand plans to be a professor of comparative philosophy, and focus his teaching on how world philosophies can help people overcome life's many adversities.



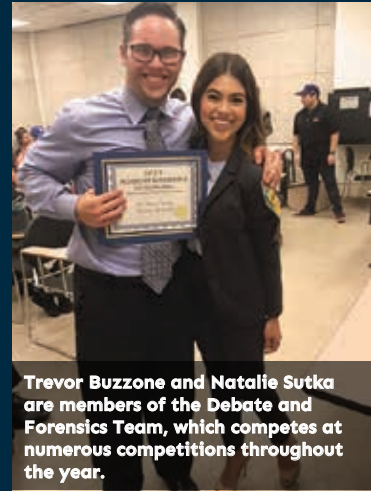
Geography Professor Rubén López introduced Russell Hillabrand at the Students of Distinction awards banquet.



Hillabrand will continue his education at Pomona College on a full-ride scholarship.



Student Brisa Cepeda shows off a few stars that represent students transferring to four-year universities or colleges. The stars are on display during the annual Transfer Celebration in May.

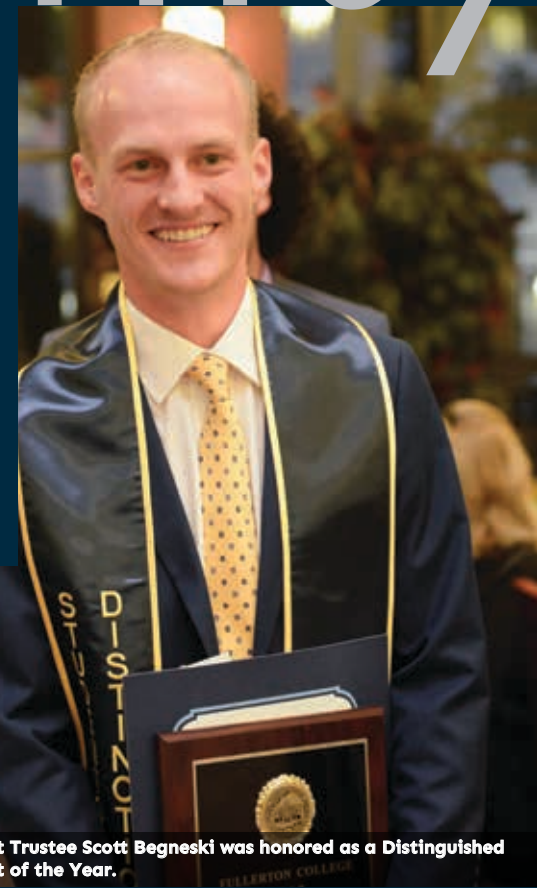


Trevor Buzzone and Natalie Sutka are members of the Debate and Forensics Team, which competes at numerous competitions throughout the year.

Community



The 2nd annual FC Night at Angel Stadium honored student-athletes and strong seasons by the football and men's basketball teams. (left to right) Greg Schulz, Tim Byrnes, Jordan Hoy, Emil Graves, Perry Webster, Ian Fox, Natasha Trujillo and Gabbi Perez were honored on the field before the game began.



Student Trustee Scott Begneski was honored as a Distinguished Student of the Year.



A cosmetology student in the Trendsetters club, gives a free haircut during ¡Bienvenidos!, which is a fall welcome event hosted by the Cadena Cultural Center and Associated Students.



WorldFest is a springtime event that celebrates people, cultures, and the Earth. The event features a chalk drawing contest and many activities that bring the diverse environment of the college to life.



The Fullerton College Art Gallery hosts many exhibits and boasts one of the best private collections among community colleges.



The women's basketball team showed their Hornet spirit cheering on the football team during a playoff game.

Lives Here



The Clothesline Project is an annual tradition during National Sexual Assault Awareness Month that raises awareness of crimes against women.

The Fullerton College Experience as Dr. Greg Schulz has been known to call it, can sometimes be shown best in photos. The seeds of student success may be planted in the classroom, but what helps that success grow is the complete college experience that students enjoy at Fullerton College. These photos are a small sample of life outside of the classroom and show just a few ways that students are engaged in the college community.



Associated Students President Nikolaus Diehr drops a few rhymes with Buzzy during the kickoff rally for the FC Night at Angel Stadium.



The Sweet Taste of Victory

Hornet Football Led State, Nation in 2016

After a 33-year wait, the Fullerton College Hornets are once again State and National Champions! Hosting American River College on December 10, 2016, the Hornets held on to beat the Beavers 29-27 winning their first title since 1983.

In its 100-year anniversary, the Fullerton College Football Program adds the cherry on top winning their fourth state title and fourth national title. The game began a little flat, and then ended with a bang making for a fantastic game between two worthy teams.

American River got on the board first at 11:52 in the first quarter on a low-riding 41-yard field goal by kicker Max O'Rourke. The kick was a line-dive shot that would have made any coach proud. It was also O'Rourke's longest field goal of the season.

In the second quarter, O'Rourke hurt the Hornets again hitting another field goal from 35-yards out at the 13:12 mark. This one was much prettier to watch as it sailed through the uprights.

Down 6-0, the Hornet offense looked sleepy, until 12:01 in the second quarter when Jerome Gross caught a beautifully thrown pass from Jordan Hoy. After the successful point after touchdown (PAT) by Jonathan Aguilar, Fullerton had their first lead at 7-6.

With just over four minutes left in the half, FC struck again when running back Phillip Butler burst through the middle for an 11-yard score.

The Beavers closed out the first half on a 62-yard strike from quarterback Griffin

Dahn to receiver Arthur Jackson. The Hornets held a narrow 14-13 lead by halftime, and ARC served notice that they were not going away without a fight.

In the third quarter, Fullerton received some breathing room on a 25-yard interception return for six by Javon Burriss, and then scored on a 30-yard run up the middle by Anthony Wood.

With a healthy 29-13 lead, the Hornets looked as if they had the game in the bag, until the Beaver offense got it going. With 13 seconds left in the third, Dahn ran the ball hitting the pylon for a touchdown from six yards out.

The FC offense sputtered in the fourth quarter due to some excellent defense by American River. The Beavers put the ball in the end zone again with five minutes left on a 35-yard pass from Dahn to Jabarri Johnson putting the Beavers within two of FC.

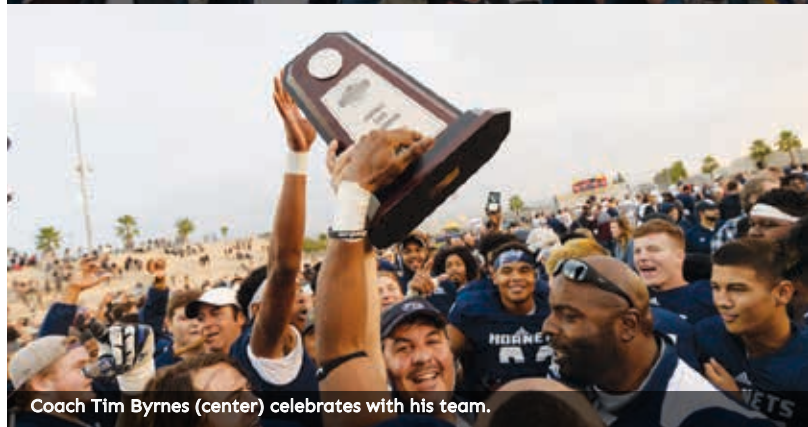
Fullerton was unable to run out the clock giving ARC a chance to win the game with 1:42 left in regulation on their own 20-yard line. Dahn quickly went to work completing a 10-yard pass on the first play. Then he completed an 11-yard pass for another first down. With thoughts of ARC kicker O'Rourke possibly hitting the game winner, the crowd of 3,500 was on their feet. It was first and 10 with the ball on the Beaver 41 when Dahn launched the ball into the air. Fullerton defensive back Taj Jones tracked the ball making an over the shoulder catch intercepting the ball on their own 10-yard line ending the Beaver's threat.

The Hornets had the ball with 1:15 left in the game and took a couple of knees in victory formation earning their first state title since 1983.

In their 100-year history, only two head coaches have won titles for Fullerton, the legendary Hal Sherbeck and now Tim Byrnes. Go Hornets!



Fans react when the Hornets won the playoffs.



Coach Tim Byrnes (center) celebrates with his team.

BREAKOUT PLAYERS

MVP OF THE GAME

Jordan Hoy

Fullerton College Quarterback

DEFENSIVE MVP

Tyler Stepney

Fullerton College Defensive End

Hornet History

1965

Jr. Rose Bowl National Champions - W, 20-15 over Henderson, Texas at the Rose Bowl in Pasadena, CA

Head Coach Hal Sherbeck

1967

State & National Champions - W, 41-0 over American River College at Anaheim Stadium in Anaheim, CA

Head Coach Hal Sherbeck

1970

State Runner-up - L, 24-21 to College of the Sequoias at Anaheim Stadium in Anaheim, CA

Head Coach Hal Sherbeck

1983

State & National Champions - W, 28-7 over Taft College at Memorial Stadium in Bakersfield, CA

Head Coach Hal Sherbeck

1988

State Runner-up - L, 30-24 to Bakersfield College at Memorial Stadium in Bakersfield, CA

Head Coach Hal Sherbeck

2013

State Runner-up - L, 28-13 to Butte College at Cowan Sports Complex in Butte, CA

Head Coach Tim Byrnes

2016

State & National Champions - W, 29-27 over American River College at Nathan Shapell Stadium in Yorba Linda, CA

Head Coach Tim Byrnes



Ceramics Professor Bill Henke gives a hands-on demonstration to kindergartners.

Kindergartners Explore College and Careers

Nearly 2,000 kindergartners visited Fullerton College on April 28 for the 22nd annual KinderCaminata. The event focused on instilling the importance of a good education and exposing children to various career options, and featured more than 40 lively demonstrations and hands-on learning experiences.

Nearly 350 faculty, staff, and student volunteers were needed to host the 70 kindergarten classes from Anaheim City, Fullerton, and La Habra City school districts.

“The response we’ve had from the partnering school districts, as well as Fullerton College faculty, staff, and students has been enormous,” said KinderCaminata Coordinator Karen Vernon. “It’s a great testament to the power of building communities that encourage our youth to pursue higher education.”

The annual event has achieved its mission for the last 22 years by adopting Cesar Chavez’s “Si Se Puede” (Yes you can) motto. In many cases, KinderCaminata provides an opportunity for children to step onto a college campus for the first time.

“Our goal is to inspire children at the beginning of their education,” Vernon said. “We want them to visualize themselves in the Fullerton College students who volunteer and interact with them throughout the event.”

In addition to the event, children participated in a week of classroom lessons and activities to learn about Cesar Chavez and what his motto can mean for them. The event provided children and their families with an opportunity to learn more about the differences between K-12 education, colleges and universities.

Assemblywoman Sworn In On Steps Library



Speaker of the Assembly Anthony Rendon leads Assemblymember Sharon Quirk-Silva in her oath of office.

Assemblymember Sharon Quirk-Silva took her oath of office at Fullerton College on the steps of the library on December 17. The swearing-in ceremony drew a few hundred guests to campus including several members of Congress, the California Legislature and local school, city and county offices. With her husband, Fullerton City Councilmember Jesus Silva, by her side and Speaker of the California State Assembly Anthony Rendon leading the oath of office recitation, Quirk-Silva officially began her second term. She represents the cities of Fullerton, Buena Park, Anaheim, La Palma, Cypress and Stanton.

Dia De Los Muertos

Fullerton College opens its doors to the community every fall for the annual Dia de los Muertos, or Day of the Dead festival. The free event regularly draws more than 1,000 people of all ages to the college.

Dia de los Muertos is a Mexican holiday devoted to celebrating and remembering those who have passed. The departed are honored through beautiful handmade ofrendas, which means "offerings" in Spanish. These ofrendas are elaborate altars adorned with photos, flowers and foods. The event features two DJ's, Aztec dancers, a Folklorico Dance Group, food, and numerous signature Dia de los Muertos ofrendas.

Professor Gerald Padilla started the Dia de los Muertos tradition at Fullerton College more than 20 years ago with fellow faculty in the Ethnic Studies Department.



The annual Dia de los Muertos festival brings more than 1,000 people to campus.

"Dia de los Muertos is a celebration of the lives of loved ones who have passed," Padilla said. "It is a cultural educational experience to celebrate our diverse community."

Many of the ofrendas on display are made by Padilla's ethnic studies students. Additionally, numerous student clubs and community partners build elaborate ofrendas that the public may enjoy exploring throughout the quad.

Inspired to Give



The Sociology Club leads many service projects.

It doesn't take the holiday season to bring out acts of charity from the Sociology Club. Students and their faculty advisor Angie Andrus actively participate in community service projects often spending many hours collecting items to help people and animals in need.

Their projects vary widely. During the 2016-17 year, they collected books for the Prison Library Project, which provides free reading materials to inmates nationwide in an effort to promote literacy, personal responsibility, reflection and growth. Often times the club members focus their collections on specific items such as cozy socks,

dental hygiene products, and packaged soap for homeless men, women and children who receive services through Pathways of Hope. They also seek out ways to help local animal shelters and rescue groups by collecting food, cleaning items and toys for animals.

"We are a service-centered club striving to connect to the campus and local community and help those in need," Andrus said. "I encourage a spirit of giving to connect students to others and help those in their local community."

The club brings students together who share a passion for sociology and a desire to contribute positively to the world around them. The club is one of the largest at the college with 50 active members and 200 on the club roster. They meet regularly and participate in campus-wide events such as KinderCaminata, WorldFest and Dia de los Muertos.

Their service projects also benefit the Fullerton College community directly. For instance, the club members run food drives and volunteer their time and talent to the Chris Lamm & Toni DuBois-Walker Memorial Food Bank on a regular basis. They collect thousands of items every year to stock the shelves at the food bank.

The club also hosts an assortment of events that tackle societal issues such as suicide and cruelty to animals.

"One of the best aspects of the club is that we try to be as involved in our community as we can be," said club President Andrea Riley. "I feel lucky to be president of a club that assists its community."



HIGH SCHOOL STUDENT

Dual Enrollment

Trishia Lim started college before graduating high school. As did more than 1,200 other local high school students thanks to expanding dual enrollment partnerships between Fullerton College and the Anaheim Union, Brea-Olinda Unified, Fullerton Joint Union, and Placentia-Yorba Linda Unified school districts.

In her senior year at Magnolia High School in Anaheim, Lim registered for Introduction to Chicano/Chicana Studies. Taught by a Fullerton College professor on site at the high school, Lim's understanding of Chicano/Chicana culture and college-level work excited her about college and gave her skills to move ahead in her educational career with more confidence. Earning college credit was an added benefit she said. Lim took away something far greater than three units.

"Taking that course helped me have a smoother transition to Fullerton College," Lim said. "I knew what to expect, and I don't think I would have done as well with the transition if I hadn't taken it."

Lim's experience is indicative of a statewide trend to help college-bound high school students enter college life better prepared and focused on their educational goals. During the 2016-17 academic year, Fullerton College offered nearly 60 dual enrollment courses across five school districts, which was a significant increase from previous years largely in part to California Assembly Bill 288, which went into effect in January 2016 and established the College and Career Pathways Act.

The College and Career Pathways Act promotes more partnerships between community colleges and K-12 school districts by allowing high school



TS GET AHEAD WITH

students to take up to 15 units per semester of tuition-free community college courses offered on high school campuses. "With the passage of AB 288, we saw an increase in the number of high schools requesting dual enrollment course offerings," said Vice President of Instruction José Ramón Núñez. "Prior to that time, Fullerton College had been offering only about a dozen courses in the Fullerton Joint Union High School District. But after AB 288, the process became a lot easier for us to establish articulation

agreements with high school districts. Because of AB 288, we were able to more than triple the amount of courses offered from one year to the next and create additional partnerships with our feeder high schools."

The new legislation was the fuel to a fire already sparked by years of collaboration with the local high school districts. Spearheaded by Fullerton College Counselor Rolando Sanabria, the college had established partnerships to offer some college-level courses at the high schools.

"The changes in state law gave us the room to offer more courses to high school students," Sanabria said. "It was fortunate that we had a working model that we could scale up."

In 2016-17, Fullerton College offered dual enrollment course sections at 18 schools across Anaheim Union High School District, Brea-Olinda Unified School District, Fullerton Joint Union High School District, and Placentia-Yorba Linda Unified School District. Eighty percent of those courses were in Counseling 100 F, Orientation for College Success, Núñez said.



Numerous high School students, as seen in all three photos, participate in Fullerton College programs.



Features

Orientation for College Success provides one unit of college credit and satisfies the California Community Colleges matriculation requirements of assessment, orientation and counseling. Students who complete Orientation for College Success are given priority registration, which provides an opportunity to enroll in the summer and fall semesters earlier than most.

The multi-faceted purpose of dual enrollment include college readiness, as well as the opportunity for students to sample a variety of academic disciplines or areas of interest before they get to college, said Michelle Garcia, who serves as the director of educational partnerships at Fullerton College.

“Dual enrollment courses help the average high school student discover what they want to do in college before they even get here,” Garcia said.

During the spring of 2016, Fullerton College established the Office of Educational Partnerships to help manage and expand dual enrollment partnerships. The office consists of a team of highly dedicated professionals and counselors who provide outreach services to area high schools, help students enroll in dual enrollment courses, and assist with Orientation for College Success courses.

“The goal of establishing educational partnerships with our local high school

districts is to be able to offer both certificate and guided pathways for students, as well as offer them the opportunity to earn credit toward a degree while still in high school.”

Garcia said her office is in the process of creating an infrastructure and plan for what Fullerton College dual enrollment programs will provide beyond the course offerings at the high schools. The plan will incorporate measures to expose high school students to Fullerton College support services and resources, campus tours, parent workshops, tutoring, and mentoring components.

According to data gathered by the Office of Institutional Research and Planning at Fullerton College, it is estimated that more than 800 or 63 percent of students who participated in one or more dual enrollment courses during the 2016-17 academic year, were enrolled in at least one credit course at the Fall 2017 census date.

This data is consistent with the most recent research conducted in 2012 by the Community College Research Center at Columbia University that suggests participation in dual enrollment is positively related to a range of college outcomes, including college enrollment and persistence, greater credit accumulation, and higher college GPA. The study identified that students who participated in a dual enrollment course were more likely to enroll in postsecondary education.

The numbers are continuing to grow, Garcia and Núñez both said. Fullerton College estimates between 70-75 course sections will be offered during the 2017-18

academic year. In addition, the Office of Educational Partnerships will continue to explore more opportunities to offer courses and career technical pathway programs in fields such as automotive, machining and media studies.

The Anaheim Union Educational Pledge, which was signed on Sept. 27, 2017, will also expand services of dual enrollment courses in the coming years. The pledge is a partnership between North Orange County Community College District, which includes Fullerton and Cypress Colleges, the Anaheim Union High School District, the University of California, Irvine, California State University, Fullerton, and the city of Anaheim. The pledge introduces a comprehensive community partnership designed to ensure that students have the support they need for college, career, and life readiness and success. The community colleges are expected to offer expanded dual enrollment courses that allow for more college credit upon high school graduation.

Meanwhile, recent high school graduates like Trishia Lim, are continuing to enroll at Fullerton College more often after participating in dual enrollment courses - making unprecedented strides toward attaining their college and career goals. With college readiness from advanced placement (AP) courses taken in high school, dual enrollment credit, and a semester course load of 17 units or more for the upcoming two semesters, Lim expects she will transfer to a private university in Fall 2018.

Lim acknowledged that her AP courses helped prepare her for college course work. However, her Chicano/Chicana Studies course provided her with extra knowledge and experience completing college-level course work, and helped reinforce her desire to major in political science and a career in immigration law or public policy.

Ideally, Lim’s focus and fast-tracked path will become the norm and not an exception, Garcia said.

“This is the ultimate goal of dual enrollment,” Garcia said. “To prepare high school students to enter college better equipped, give them tools and resources to succeed while they’re here, and get them to their goal much faster.”



Many students from the Anaheim Union High School District participate in dual enrollment courses.



Fatherhood and Fullerton College: A Student's Journey Back to Education

Fullerton College student Corey Lamb knows a lot about second chances. As a first-generation college student, he grew up in a family that knew very little about the road to college, let alone the fact that college was attainable. After failing to graduate high school and turning to drugs and alcohol shortly after, Lamb bounced around from one job to another without any real sense of direction. That continued for much of his young adult life until he learned he was about to embark on another big challenge – fatherhood.

“Life before Kasandra was born seemed without purpose,” Lamb said. “I have been working and developing myself ever since she was born.”

For Lamb, that meant “getting it together,” he said. With full custody of his daughter Kasandra, now four years old, Lamb knew that in order to provide something better for her, he was going to have to turn away from his troubled past and change the direction of his future. He was referred to a workforce testing center to help assess his skills and determine the best career path for him.

“I was desperate to make a change in my life,” Lamb said. A little bit of encouragement and guidance was all he needed to take that next step forward. Lamb passed the CA HiSET, a high school equivalency exam, and enrolled in his first class at Fullerton College in the fall of 2016. By connecting with support programs such as, Extended Opportunity Program & Services (EOPS), Disability Support Services (DSS), and the Transfer Achievement Program (TAP), Lamb said he’s been able to manage the demands that come along with being a single parent and a full-time honors student.

“These programs have provided me with financial support as well as mentors who understand the struggle single parents face as students,” he said. “When everything feels like it’s crashing down on me, they’re there to help lift me back up.”

Lamb also said DSS has been a champion for ensuring that his struggle with an anxiety disorder is accommodated, such as providing him with testing accommodations and access to the Adaptive Computer Lab where he can get help from tutors and a place to work on homework.

He currently holds a 4.0 GPA and is interested in transferring to UC Berkeley once he completes his associate degree in sociology. In addition, he spends most of his free time with Kasandra, and any additional time getting to know other students and faculty as a member of Phi Theta Kappa, an honor society at Fullerton College, by participating in EOPS Honors Alliance and the Honors Program,



Corey Lamb credits his daughter Kasandra for bringing him inspiration and drive to succeed.

volunteering in the Adaptive Computer Lab, and by going out of his way to encourage and support other students and people in need. Lamb is also a recipient of numerous scholarships and awards.

English Professor Joe Carrithers said it was a pleasure having Lamb in his English class. “As good as he is a student, he’s an even better colleague to his classmates,” Carrithers said. “He is such a cheerleader for them. He congratulates them on their successes, and offers them support and advice willingly. Students quickly learn that they can depend upon him, and that he will always have their back.”

Lamb said he enjoys helping others, especially recovering addicts, and those most vulnerable to substance abuse and violence. He is proud to share that he is in his fourth year of sobriety and volunteers his time mentoring others and volunteering with the Orange County Human Trafficking Task Force.

“My dream is to return to Fullerton College to teach sociology,” Lamb said. “My recovery will always be a part of me, but with the help of Fullerton College, I can now also identify as a scholar. With each semester my horizons are broadening, and my confidence is growing.”

By the Numbers: Student Profile



STUDENT GENDER

Female
17,732

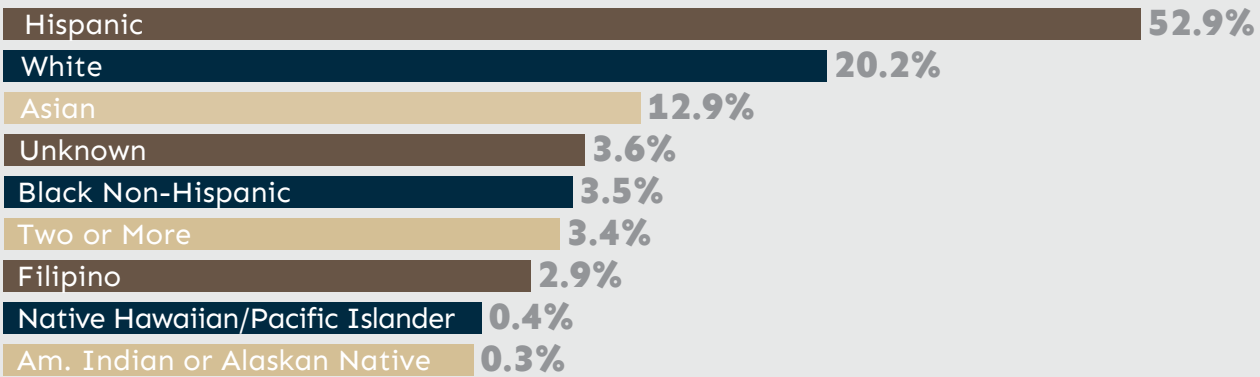
Male
16,241

Unknown/
Decline to State
629

STUDENT AGE

Under 20 27.4%	20 to 24 45.3%
25 to 39 22.2%	40 and older 5.1%

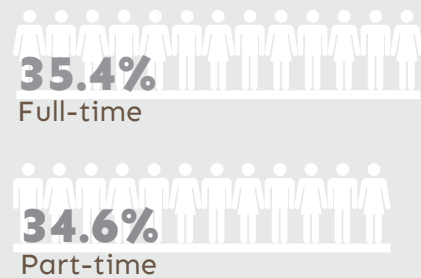
RACE/ETHNICITY



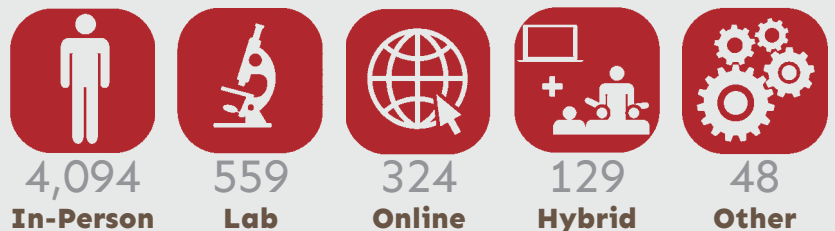
TOP TEN MAJORS

1 Business Administration	2,057
2 Biology	1,541
3 Pre-Nursing	1,524
4 Business Management	1,454
5 Engineering	1,445
6 Psychology	1,039
7 Art	967
8 Computer Science	962
9 Kinesiology AA-T	915
10 Accounting	867

FALL 2016 ENROLLMENT STATUS



METHOD OF INSTRUCTION



ACADEMIC GOALS

Count	Goal
17,506	Obtain an associate degree and transfer to a four-year institution
5,180	Transfer to a four-year institution without an associate degree
2,752	Undecided on goal
2,291	Four-year college student taking courses to meet four-year college requirements
1,549	Obtain a two-year associate degree without transfer
886	Uncollected / unreported
875	Earn a vocational certificate without transfer
815	Prepare for a new career (acquire job skills)
694	Educational development (intellectual, cultural)
583	Discover/formulate career interest, plans, goals
512	Advance in current job/career (update job skills)
440	Improve basic skills in English, reading or math
307	Maintain certificate or license (e.g. Nursing, Real Estate)
193	Complete credits for high school diploma or GED
28	To move from noncredit coursework to credit coursework

COURSES / SECTIONS / DEGREES OFFERED

5,154	Sections Offered
1,066	Courses Offered
89	Degrees offered
99	CTE certificates offered

DEGREES & CERTIFICATES AWARDED

Count	Degree / Certificate
1,074	Associate of Arts (A.A.) degree
486	Associate in Arts for Transfer (A.A.-T) degree
180	Associate of Science (A.S.) degree
289	Associate in Science for Transfer (A.S.-T) degree
2,029	ASSOCIATE DEGREE TOTAL
82	Certificate requiring 18 to 30 units
189	Certificate requiring 30 to 60 units
271	CERTIFICATE TOTAL
2,300	OVERALL TOTAL

STUDENT SUBGROUPS-ACADEMIC YEAR

Fullerton College serves students with diverse interests and needs. These numbers share a few examples of some of the subpopulations that the college serves.

Receiving BOG Waiver	16,767
First-Generation College Student (Parents ED level No High School/ High School Diploma)	13,435
Attempted Basic Math or English	8,290
Student-Athlete	733
Veteran	516
Honors Program	310
Former Foster Youth	187



Recent Fullerton College alumna Clarissa Leyva received a \$50,000 scholarship from Cal State Fullerton.

Alumna Receives Prestigious Scholarship

Fullerton College and Student Diversity Success Initiative (SDSI) alumnus Clarissa Leyva had no idea what was in store for her when she graduated in May. As she prepared to transfer to Cal State University, Fullerton, the thought of how she would pay for the rest of her education began to loom. On one end, she was thrilled to have received her Associate of Arts Degree, and credits much of her success to the SDSI program, which helped her identify her strengths through life skills coaching, counseling, and tutoring, but on the other end she was concerned how the next chapter of her educational journey would unfold.

Over the summer, the recent Fullerton College alumna received the exciting news she had been waiting for – she'd been accepted into CSUF's BOLD Women's Leadership Network program, an intergenerational initiative across four institutions of higher education led by women presidents that have demonstrated their commitment to collaboration, innovation, diversity and inclusion. Under the program Leyva would receive a \$50,000 scholarship, which would include funds for tuition and housing to complete her undergraduate degree in the next two years.

As an SDSI participant, ambassador and tutor, Leyva acknowledges she couldn't have done it without the support she received while involved with the SDSI program. SDSI strives to increase the success, retention, graduation, and transfer rates among African-American and Latino and other at-risk students.

"My biggest involvement stemmed from this program," she said. "This program provided me with life skills coaching, which I was in desperate need of."

When Leyva arrived at Fullerton College two years ago, she juggled a two-hour commute, full-time job and full-time classes. As a first-generation college student, she admits that life was not easy.

"I come from a family of addiction, incarceration and poverty," she said. "But I was lucky enough to have great mentors and co-workers within SDSI, such as Michelle Garcia, who served as the director and manager of SDSI, and the student athletic program, Incite."

Her mentors at SDSI encouraged her to apply for the BOLD Women's Leadership Scholarship citing that a reflection of Leyva's work ethic and dedication is how quickly she moves into leadership roles within her work spaces. While at Fullerton College, Leyva was chosen for a summer research internship with the Center for Research on Educational Access and Leadership (CREAL), and assisted with creating a presentation for the California Community College Latina Leadership Network Conference in 2017.

Leyva is excited to continue her education at CSUF and encourages all students to seek opportunities and programs like SDSI. "My biggest goal in life is to advocate to others that despite where they come from or their surroundings, they can truly make something of themselves if they are willing to take the steps to do so," Leyva said.

State Funding Bolsters CTE Programs

Students attending California community colleges will now have greater opportunities in Career and Technical Education than ever before. The state's Strong Workforce Program approved in 2016, adds an additional \$200 million annually for improving existing CTE programs.

"This is a victory for both California employers and community college students. In our travels around California, we heard loud and clear about the need for more skilled workers in California," said Van Ton-Quinlivan, vice chancellor for workforce and economic development at the California Community Colleges. "Enhancing career technical education and workforce training to meet the demands of our regional economies and the statewide labor market will benefit students, communities, and the entire state."

The Strong Workforce Program uses 25 recommendations in seven areas including student success, career pathway, workforce data and outcomes, curriculum, CTE faculty, regional coordination and funding to define the goals of the program. Using data-driven research and innovative and risk-taking strategies the Strong Workforce Program was created to be responsive in the changing job market and allowing access to higher paying and in-demand jobs through program completion.

The program also requires partnerships with local industry workforce development boards and works in conjunction with federal Workforce Innovation and Opportunity Act and Adult Education Block Grant and public school CTE programs.

Fullerton College is one of many colleges receiving additional funds through this program. An estimated \$1.6 million has been added across 10 programs in the Technology and Engineering, and

Business and Computer Information Systems divisions that target priority and emerging sectors in advanced manufacturing, health, retail/hospitality/tourism, energy, construction and utilities, digital media, advanced transportation and renewables, agriculture, water and environmental technologies, global trade and logistics, life sciences/biotechnology, and small business.

Among these programs, the Professional Photography program, coordinated by the Photography Department, focuses on bringing photography equipment up to date and improving the program to stay current with industry standards.

"It was imperative that our Photography Program rejuvenate the quality of our technology to stay current with industry standards and provide more technological resources to accommodate a larger student enrollment," said Professor Melody La Montia, coordinator of the Photography Department.

As part of the Strong Workforce Program, the Photography Program was able to launch a new department website, implement a social media strategy, install classroom equipment including 32 Apple computers, purchase studio equipment including strobe systems, lighting and grip gear and finally they began implementing a student loan equipment program for students to borrow lenses, lighting, flashes and more.

Other programs being funded by the Strong Workforce Program include a CTE strategic recruiter position, Center for Academic Internships, Center for Entrepreneurship & Innovation, Campus Theatre Lighting, Precision Machining & Metrology, Welding Department Program Expansion, Printing Program Relevancy Improvement-FS, Virtual Reality for Storytelling, and Strengthening Career Path: Cinema-TV.



Fullerton College hosted the Career Technical Education High School Counselors' Summit on March 22. The event highlighted the CTE programs at the college and featured a variety of industry representatives.

By the Numbers: Financial Highlights

ALLOCATION OF FUNDS

Approximately 93.6 percent of the Fullerton College annual ongoing budget is in personnel costs, with the largest segment of those expenditures, 54 percent, comprised of instructional salaries.

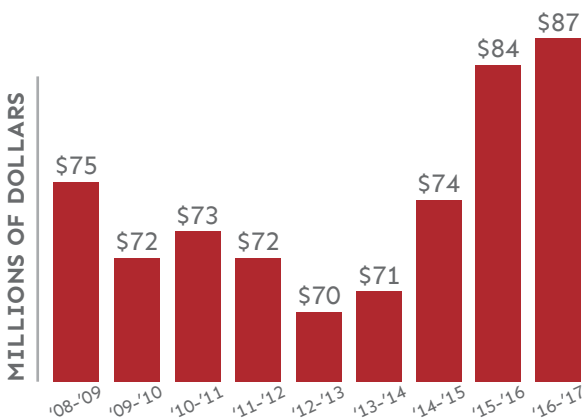


GENERAL FUND BUDGET

The chart below shows General Fund budgeted expenditures from fiscal years 2008-09 through 2016-17. As a result of the passage of Prop 30 in the 2012-13 fiscal year, the state is now in a stronger fiscal position than it has been in the previous years, allowing increased funding to community colleges. The \$3 million increase in budgeted expenses from 2015-16 to 2016-17 was due to several different factors. The 2016-17 General Fund expenditures increase incorporates a 4.52 percent salary increase, as well as an increase of 2.04 percent and 1.85 percent to PERS and STRS rates respectively. Due to the Full-time Faculty Obligation Number, Fullerton College hired an additional 22 full-time faculty members to start in the fall of 2017. Although the

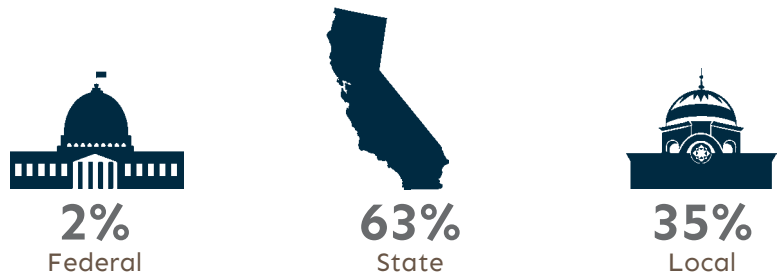
passage of Prop 30 was beneficial for community colleges, the tax increases were a temporary fix. Prop 30 had two components, a sales tax and an income tax increase. The sales tax portion which ended December 31, 2016 accounted for an estimated 20 percent of the funding with the income tax portion ending December 31, 2018 - accounting for the remaining 80 percent. In 2016-17, North Orange County Community College District received an estimated \$26 million from Prop 30. An extension of the income tax increase, also known as Prop 55, was approved by voters in the November 2016 election, which extended it to December 31, 2030. Although current funding is above historical levels, the college will continue to monitor funding sources.

ANNUAL BUDGET CHART



BUDGET SOURCE BREAKDOWN

Fullerton College is part of the North Orange County Community College District (NOCCCD). The major sources of NOCCCD's General Fund revenues are categorized as federal, state, and local revenues. The major revenue sources are state apportionment and property taxes, and Prop 30 revenue, which account for over 93 percent of total General Fund revenues.



FOUNDATION & GRANTS

Each year, Fullerton College receives a number of state, federal and local grants to supplement funding in a variety of ways. This chart lists grants received in 2016-17. Here are brief descriptions of new grants received during 2016-17.

- **Outcomes Transformation Program Grant:** State funding to improve the progression rate of basic skills students from remedial education to college-level instruction.
- **Full-time Student Success Grant:** State-funded supplemental grants to community college Cal Grant B recipients who have already received a full-time Cal Grant B award payment.
- **Hispanic Serving Institutions (HSI) Cooperative Arrangement Grant:** Originating from the U.S. Department of Education, these funds are intended to make college education attainable for Latino students while expanding and enhancing the academic offerings, program quality and institutional stability at the campuses.
- **Strong Workforce Development Grant:** State funding to increase the number of students in quality career technical education courses, programs and pathways that lead to successful workforce outcomes.

\$1,449,971	Outcomes Transformation Program Grant
\$17,000	Child and Adult Care Food Program
\$15,000	Child Development Training Consortium
\$126,630	CTE Enhancement Fund Grant
\$663,600	Full-Time Student Success Grant
\$95,000	General Child Care
\$449,586	HSI Cooperative Arrangement Grant
\$35,804	OC Career Pathways Partnership
\$637,007	Perkins IV
\$11,331	Referee and Lane Technician
\$43,748	CTE Transitions
\$1,662,173	Strong Workforce Development Grant
\$5,206,850	TOTAL

Fullerton College Foundation Continues Its Legacy to Give



A group of Fullerton College students gather at the reception held in May to celebrate the scholarship recipients and honor the donors.

The Fullerton College Foundation continued its long tradition of awarding scholarships, grants and loans to Fullerton College students. The foundation awarded \$248,000 in scholarships and grants to 292 students during the 2016-17 academic year.

The foundation's year of giving was celebrated at a reception in May where students with their families and friends gathered in the Campus Dining Room to salute the students' achievements and thank the donors.

Nearly two-thirds of Fullerton College students are eligible for the Board of Governors fee waiver. However, the high cost of living can oftentimes create a significant burden on a student's ability to attend college. The foundation's scholarships often complement state and financial aid and help students pay for rent, books, food and transportation among other things.

"The scholarships relieved some stress getting my textbooks," said Andrew Washington, who was a student leader with Associated Students and Fullerton College

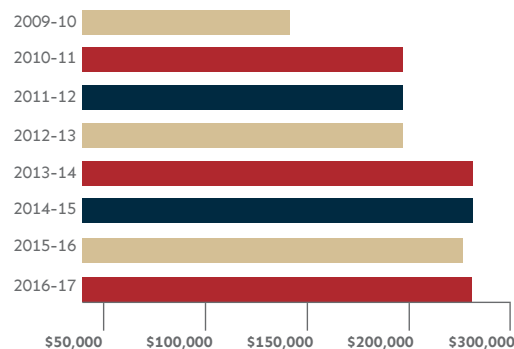
student ambassador during the 2016-17 year. "The foundation has application workshops, so students have no reason not to apply. Lindsey Gatica at the foundation especially helped me with the application, and I'm grateful for that."

The Fullerton College Foundation is a privately endowed non-profit foundation that provides financial support to students pursuing associate degrees, students transferring to CSUF, UCLA, UC Berkeley, UCI and many other four-year institutions as well as students pursuing certificates and degrees in welding technology, printing, theatre arts, construction, automotive and many others.

Foundation scholarships include approximately \$150,000 in foundation funds with the remaining funds coming from grants from local corporations and private foundations including Southern California Edison, Southern California Gas Co., The Boeing Corporation, the Wilson Phelps Foundation, the Bernard Osher Foundation, The Fullerton Kiwanis Foundation, the Beckman Coulter Foundation and the Waltmar Foundation.

Scholarship awards go to students pursuing or just completing their academic degrees or career technical certificates at Fullerton College. However, recipients also include local high school graduates and North Orange Continuing Education (formerly the NOCCCD School of Continuing Education) graduates.

SCHOLARSHIPS AWARDED



Slice of Life

Community lives at Fullerton College, and often the notion of that community begins from the engagement with students through social media. The Office of Campus Communications maintains a hearty social media community through Instagram, Snapchat, Facebook, YouTube, Twitter and LinkedIn.

On Facebook the college ended the 2016-17 year with 14,352 friends; 2,407 followers on Instagram, and 6,286 on Twitter.

This is a selection of social media posts that offer a slice of life at Fullerton College. Follow us year-round at Facebook, Instagram, Twitter, YouTube and Snapchat!



Instagram: 152 likes

This shot from @e.a.khalil of our 200 building windows Keep 'em coming! #Repost with @repostapp



Instagram: 139 Likes

Once a Hornet, Always a Hornet! #fcangels2017

Facebook: Reach 3,920 | 36 reactions | 3 shares

More than 1,150 people enjoyed Fullerton College Night at Angel Stadium on April 8, helping to raise about \$10,000 for the FC Food Bank and student scholarships!



Instagram: 170 likes

FC student David is out at #FCWorldFest today letting people know that even snakes can serve as emotional support and therapy animals.



Instagram: 210 Likes

Facebook: Reach 4,694 | 94 reactions

Congrats grads! Commencement begins at 10am! #FCGrad17#fullertoncollege



Facebook: Reach 2,663 | 48 reactions | 2 shares

It's a great day for a little FC Football! Thanks to all our students for joining us! #fullertoncollege #fullcoll #fcfootball#homecoming



Instagram: 181 likes

Cute couple alert! Happy Monday everyone! #Repost @arie.martini(@get_repost)

My College Sweetheart I am going to miss sleeping in our cars during breaks, going halves on lunch, & carpooling to school! I am so proud of you transferring to CSUDH, congrats babe!! One more final tomorrow and off to Vegas we go.



Instagram: 91 likes

These students visited the Campus Communications table today during Grad Fair and picked up some cool FC gear! #fullertoncollege

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Mission Statement

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.

Vision

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

Values

Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity – We embrace and value the diversity of our entire community.

Equity – We commit to equity for all we serve.

Excellence – We honor and build upon our tradition of excellence.

Growth – We expect everyone to continue growing and learning.

Inclusivity – We support the involvement of all in the decision-making process.

Innovation – We support innovation in teaching and learning.

Integrity – We act in accordance with personal integrity and high ethical standards.

Partnership – We work together with our educational and community partners.

Respect – We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility – We accept our responsibility for the betterment of the world around us.

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Fullerton College

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