



FULLERTON COLLEGE
PRESIDENT'S ADVISORY COUNCIL
YEAR-END REPORT, 2018–19

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Introduction

This report includes:

- Recommendations the president adopted from the President's Advisory Council (PAC) during the 2018–19 school year.
- How and why those recommendations were made.

Why this report was created:

Fullerton College wants you to know the story behind the decisions that affect campus life. This report aims to tell that story. This is part of an effort to “close the loop” and help the campus community understand how decisions are made and empower the campus to be part of this process.

Background

In August 2017, the college submitted a proposal to the California Community College Chancellor's Office's Institutional Effectiveness Partnership Initiative (IEPI) identifying ways it could strengthen its institutional effectiveness. One of the projects proposed was an annual report summarizing PAC's decisions. Though PAC meetings are public and comprise leadership from shared governance groups, it became apparent through the IEPI self-evaluation that the general college community may not understand the impact this body has on college operations. This report aims to demystify decision-making and encourage more transparency and participation in college life.

Decision-Making Bodies

Several governing bodies contribute to administrative decisions at Fullerton College. Each body represents a different segment of the campus community, and representatives from these governing bodies make up the highest voting body, the President's Advisory Council (PAC). Typically, administrative decisions start with one of the smaller groups, then go to PAC for a vote. If approved, PAC passes the recommendation to the president. The president accepts or rejects those recommendations and implements them at the president's discretion. The groups in PAC are:

Faculty Senate

- Represents the faculty
- Makes recommendations on 10+1 matters, which include:
 - Curriculum
 - Degree/certificate requirements
 - Grading policies
 - Educational program development
 - Student preparation/success policies/standards
 - District faculty governance structures (ex: self-study/annual reports)
 - Faculty's role in accreditation process (self-studies, annual reports, etc.)
 - Faculty development policies
 - Program review processes
 - Institutional planning/budget development
 - Other matters mutually accepted by the governing board and Faculty Senate

Classified Senate

- Represents classified staff
- Makes recommendations on:
 - Matters affecting its constituents
 - In-service activities

Associated Students of Fullerton College

- Represents Fullerton College students
- Makes recommendations on academic and extracurricular concerns

Managers of Fullerton College

- Represents supervisors
- Makes recommendations on:
 - Matters relating to members' areas of expertise
 - Issues affecting their scope of responsibilities

Deans of Fullerton College

- Represents Deans of Fullerton College's academic and student services divisions
- Makes recommendations on:
 - Matters affecting the success of their divisions' students
 - Hiring personnel in their divisions

President's Advisory Council

PAC serves as the central participatory governance council of the college. PAC's purpose is to receive and review college policy recommendations from any and all college groups, to obtain constituent opinions, to advise the president regarding policy recommendations, to provide a venue for college-wide initiatives and to mediate communication within the college community. All broad-based college procedural changes go to PAC for discussion before the president takes action.

PAC is divided into subcommittees, each of which includes a mix of members from the other five governing bodies. The subcommittees include:

PLANNING & BUDGET STEERING COMMITTEE (PBSC)

Advises on financial issues.

CAMPUS DIVERSITY COMMITTEE

Promotes diversity and equality.
Advises president on diversity-related issues.

STAFF DEVELOPMENT COMMITTEE

Plans, develops, coordinates and evaluates professional development activities.

STUDY ABROAD COMMITTEE

Selects faculty for study abroad programs, chooses international destinations and selects student participants.

ENROLLMENT MANAGEMENT COMMITTEE

Currently on hold.

TECHNOLOGY COMMITTEE

Currently on hold.

DUAL REPORTING COMMITTEES

The following report to both PAC
and the Faculty Senate:

INSTITUTIONAL INTEGRITY COMMITTEE

Ensures integrity of planning/decision-making process.
Monitors performance standards and progress to performance goals.

STUDENT EQUITY AND ACHIEVEMENT COMMITTEE

Guides student success efforts affecting basic skills, transfer, CTE, completion, diversity and equity. Develops the Student Equity and Achievement (SEA) plan required by the state and recommends how to disseminate state SEA funds.



President's Actions

PAC made 11 recommendations to the president during the 2018–19 school year, and he accepted them all. The following seven sections describe those recommendations and how they came to be.

First place

Los Invisibles y los Silenciados

Guillermo Flores

\$1,000



Diverse Art on Campus

Fullerton College has implemented a new art program that celebrates the college's diversity. The Diverse Art on Campus program held an art contest and awarded three winners with scholarships.

PAC approved the program on Sept. 26, 2018 and PBSC approved \$6,000 in one-time funds in February. The Fullerton College Foundation contributed award money for the winners.

The Workgroup for Diverse Artwork (WDA), under the direction of the Diversity Committee, created the program to help promote in-

clusiveness by displaying public art around campus that celebrates the community's many cultures, which will move the college toward its goal of increasing college persistence.

The top three winners are on display in the 100 building with other pieces appearing at Student Support Services, the International Students Office, the Associated Students Office, the Cadena Cultural Center, the new Promise Students Office, the EOPS office and the UMOJA office.

Fact: Most students of color are first-generation college students or live in mixed immigration-status families.

Many report stress, anxiety and depression due to institutional and environmental barriers.

Is that Paper Really Due Today?

Peter Collier & David Morgan



Second place
Diversity
Veronica Flores
\$600



Third place
My Dying Wish
Rosabell Janec
\$400



Honorable mention
Complementarity
Ji Young (Kate) Baek

Sustainability Committee

The formation of a committee aiming to guide Fullerton College's efforts in becoming a better steward for the environment was approved by PAC on Sept. 26, 2018. Fullerton College's new Sustainability Committee's goals are:

- Reduce the environmental impact of Fullerton College's operations.
- Inspire a culture of stewardship centered on improving the sustainability of ecological systems and all of its peoples.
- Provide educational opportunities that engage the campus and surrounding communities in continuous learning and growth.
- Improve the social and environmental well-being of the campus community and the world at large.

ORIGIN

The impetus for the committee came from California Community Colleges, which created an initiative in 2012 to encourage the state's community colleges to become more environmentally sustainable. Geography Professor Aline Gregorio suggested creating a committee to carry out the initiative at Fullerton College. She wrote a concept paper (the committee's founding document), and it was approved by PAC on March 14 and accepted by the president on April 11, 2018. On May 22, 2019, PAC approved \$580 for a membership with the Association for the Advancement of Sustainability in Higher Education (AASHE).



Areas of sustainability planning

Nutrition: Adopt buying practices that make nutritious, healthy and sustainable food options accessible to all. Enhance partnerships to alleviate food insecurity.

Curriculum: Teach global stewardship in and beyond the classroom.

Purchasing: Adopt purchasing standards that favor products and vendors with environmental and social commitments.

Waste Management: Exceed standards of waste diversion compliance and reduce, reuse and recycle all campus waste.

Transportation: Increase accessibility to alternative transportation.

Buildings & Technology: Adopt technological and architectural innovations that reduce environmental impact and promote well-being.

Staff Development: Provide and support professional training to equip campus leadership to implement innovative best practices.

Outreach: Lead and engage the surrounding community in environmental stewardship and social justice.

Equity: Adopt practices that empower all members of the campus community and beyond.

Landscaping: Promote landscapes that celebrate native vegetation, conserve resources and promote wellbeing.

Energy Efficiency & Climate Action: Adopt an energy plan focused on reduced and efficient energy use and other actions to help avert climate change.



NEXT STEPS

- Develop an updated sustainability plan for the college.
 - Implement the plan and monitor programs.
 - Continuously improve and expand programs.
-

Building Users Group

Dr. Greg Schulz approved a recommendation by PAC to revise how Building User Groups (BUGs) are formed and operate. BUGs are groups of stakeholders who work with architects and builders on new construction and large renovation projects. Members of BUGs are intended to represent stakeholders who will use the new facility once it is built or refurbished. During the design-build process, BUGs provide direction and feedback so the new facility meets the needs of stakeholders.

PAC created the BUG selection process in 2016. Faculty Senate President Marcus Wilson, who served on PAC in 2016, brought it to PAC's attention that, once put into practice, the BUG member selection process did not always give faculty sufficient time to participate.

The first change PAC approved to the BUG formation process pertained to the member selection process. Originally, the Vice President of Administrative

Services, deans and faculty chairs, whose departments will use the new building, selected the members. Faculty Senate was then notified that the group was formed.

The new policy, however, allows the Faculty Senate, the Classified Senate/CSEA and Associate Students to appoint members from their respective groups. The VPAS is now required to give these governing bodies two weeks to appoint members.

The second change was in the approval process. Originally, builders, administrators and other planners could change building designs that a BUG had already approved, and the BUG had no opportunity to review those changes. Now, if a BUG-approved project is changed, those changes need to return to the BUG for approval. PAC approved the revisions on Oct. 24, 2018.





New Positions Approved

25 Full-Time Faculty

The NOCCCD Chancellor's Office approved 25 new full-time faculty positions for the coming fiscal year. Those positions include:

- Accounting
- Architecture/Construction
- Biology
- Bio Science/Anat & Physiology
- Business Management
- Chemistry
- Communication Studies
- Computer Information Systems
- Computer Science
- Counselor (3)
- Digital Arts/Animation
- English
- EOPS Counselor
- Ethnic Studies
- Fashion
- Horticulture
- Journalism
- Librarian-Assessment
- Mathematics
- Music Theory and Composition
- PE Instructor/Baseball Coach
- Physics/Astronomy
- Political Science

The process of choosing what positions to request started in September 2018, when instructional divisions across the campus submitted documents called, "Rationales for Full-Time Faculty Member Hiring" request forms, which lay out the facts and data explaining which faculty positions they need to fill. The forms went to the Deans Council and the Faculty Senate, which analyzed them and, on Oct. 24, 2018, delivered a "President's Full-Time Faculty Prioritization" list to PAC. The list, which included 51 positions, then went to the district, and on Nov. 11, 2018, the Chancellor's Office approved 25 of those positions. The number of positions were determined by Fullerton College's Faculty Obligation Number (FON) and Full-Time Equivalent Students (FTES), which are numbers the state uses to calculate how many faculty positions the college should have. Twenty-three of the positions were filled by fall semester 2019.



Distance Education Compliance

PAC played a vital role in the college's path to long-term accreditation, which it earned in June, 2019. On Dec. 12, 2018, PAC approved a recommendation aiming to improve its distance education program, which was mandated by the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation team. Fullerton College had earned an 18-month accreditation the previous year contingent on two recommendations for compliance related to Institutional Student Learning Outcomes (ISLOs) and Distance Learning.

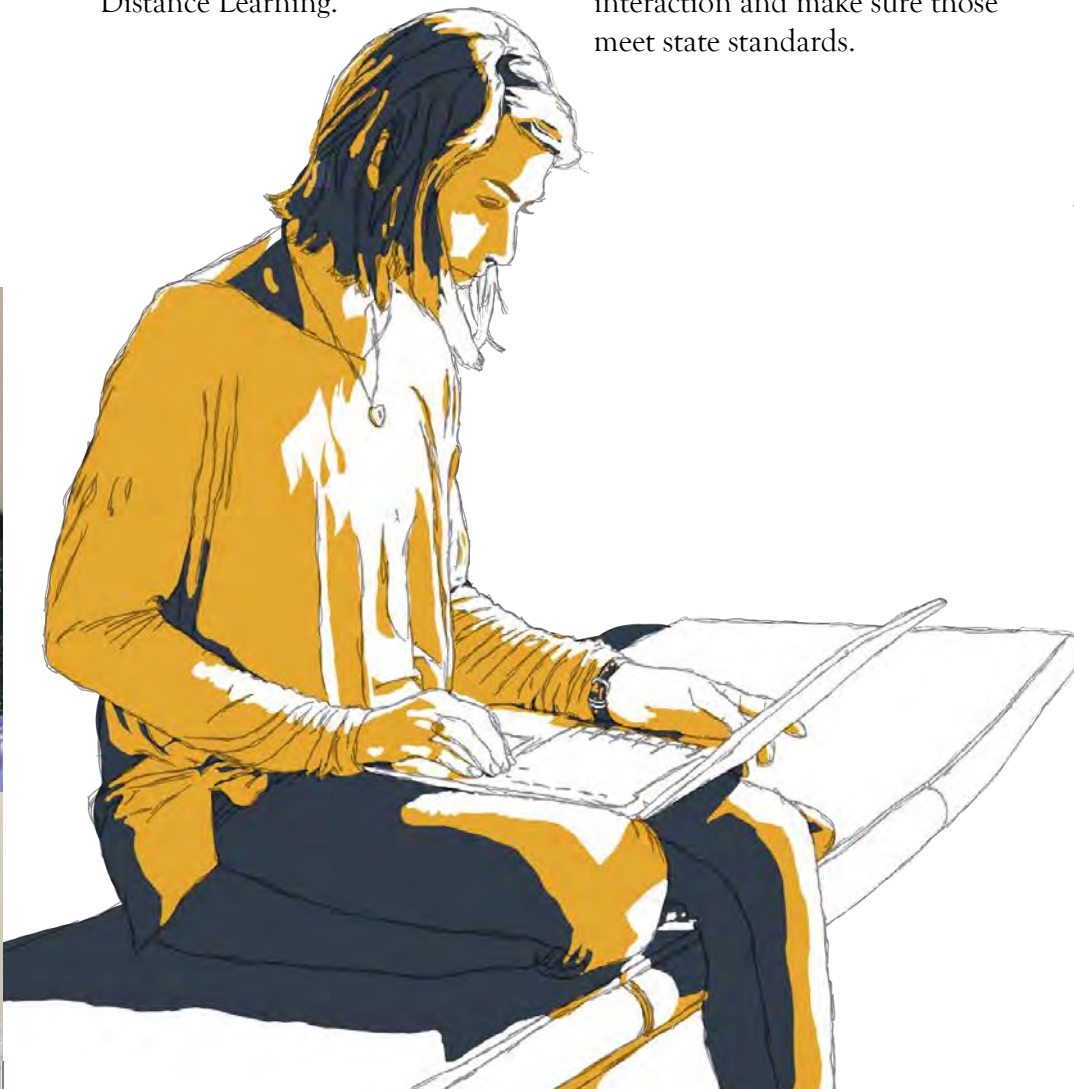
ACCJC directed the college to standardize the distance education programs to ensure uniform quality, so the school formed a Distance Education Compliance Workgroup to study the programs and create a recommendation on how to bring it into compliance.

The recommendation to form the workgroup first went to PAC on Oct. 24, 2018 and returned several times with small revisions. The recommendation outlines a process that lets the college monitor course quality and the level of faculty-to-student and student-to-student interaction and make sure those meet state standards.

The monitoring process includes:

- Creating a new position, called the Distance Education Division Representative (DEDR). This new position should be filled by a faculty member with release time;
- Professors are to conduct a self-evaluation survey every three years. It should be reviewed by peers and management;
- Professors with courses failing to meet standards established by the Distance Education Advisory Committee will have help making changes to meet those standards.

On Feb. 13, 2019 Co-Chair of the college's Accreditation Steering Committee, Danielle Fouquette, presented an accreditation follow-up report to PAC, which included the creation of a Distance Education Division Representative job description, which PAC approved.



New Committee Formed

Student Equity and Achievement

In response to the state Chancellor's Office new funding model, PAC eliminated two dual-reporting committees and replaced them with one that includes both of their responsibilities. The new Student Equity and Achievement Committee (SEAC) replaced the Basic Skills and Student Success committees. The change works better with the new funding model, which braids the categorical funding for Basic Skills, Student Equity and the Student

Success and Support Program (SSP). One of the committee's tasks will be to guide the college toward its equity goals, which are laid out in the Student Equity Plan.

The Faculty Senate's Student Equity Committee developed the plan, which PAC approved on May 8, 2019. It sets equity goals for the next three years and funding for equity programs for one fiscal year. The plan, which is mandated by the state, is based on the unique needs of underserved students at Fullerton

College. Faculty Senate and various committee members proposed creating the new committee on Dec. 12, 2018.

The Student Success Committee drafted a description and proposed composition, and after two months of discussion, mainly concerning how many faculty and classified staff should participate. PAC approved it with one abstention on April 10, 2019.



Women of Color in the Arts

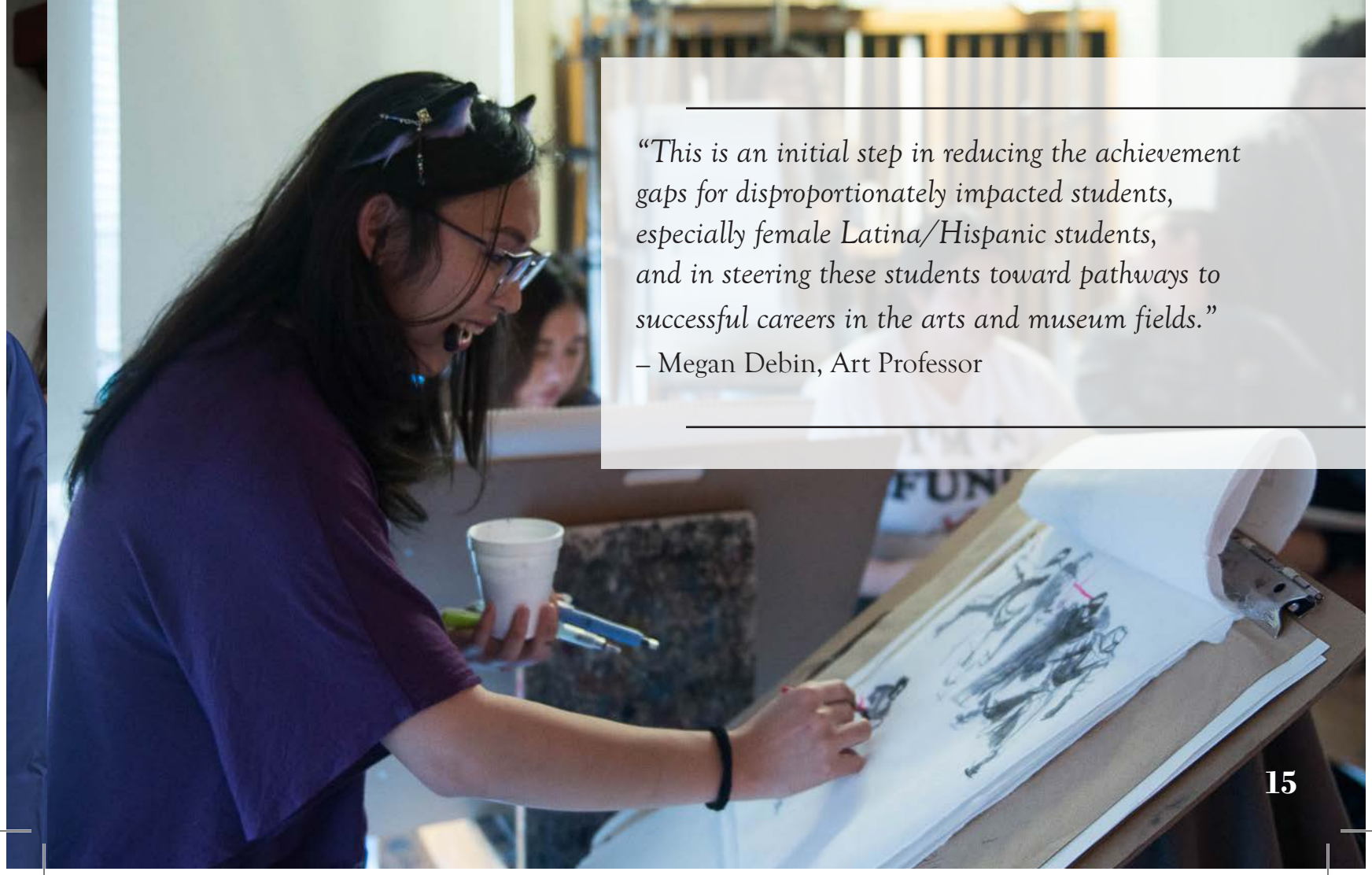
Fullerton College took the first step toward getting a grant to provide new opportunities for art students who are women of color. A concept paper proposing the Art Department apply for a grant with the National Endowment for the Humanities won PAC's approval on April 24, 2019. The goal of the grant is to prepare participants to become strong advocates for change in the arts. It's expected to include:

- One-on-one mentorship with faculty and alumnae.

- Career and life-planning workshops (resume writing workshops, interview practice, etc.)
- Networking events.
- Leadership skills development.
- Event planning opportunities.
- Guided visits to museums/galleries.
- Attendance to the College Art Association with Art Bulletin membership.
- Possible internship opportunities at major out-of-state art museums.

BACKGROUND

The idea emerged when Megan Debin and several Art Department colleagues reviewed data from the Office of Institutional Research that showed women of color are not completing their art degrees at the same rates as white or male counterparts. They resolved to find a way to close this achievement gap. The Art Department sent the proposal to the National Endowment for the Humanities after earning PAC's approval, and the endowment is scheduled to respond by December, 2019.



"This is an initial step in reducing the achievement gaps for disproportionately impacted students, especially female Latina/Hispanic students, and in steering these students toward pathways to successful careers in the arts and museum fields."

– Megan Debin, Art Professor

New College Goals

A set of goals that guides Fullerton College's decision making were updated this year. The new Fullerton College Goals won PAC's approval on May 8, 2019 after several months of work. The president started the process, appointing PBSC to create a proposal for changes. PBSC gave the proposal to IIC, which gathered feedback from the campus community and sent it to PAC for a decision. The president felt the timing was right for an update, since the college's mission and vision statements were revised in the 2017-18 academic year.

ORIGINAL VERSION

Goal 1

Fullerton College will increase student success

- Objective 1: Address the needs of under-prepared students.
- Objective 2: Increase course retention and success.
- Objective 3: Increase the number of degrees and certificates awarded.
- Objective 4: Increase the number of transfers.
- Objective 5: Increase the number of students participating in STEM activities.
- Objective 6: Increase the persistence rate of students.

Goal 3

Fullerton College will strengthen connections with the community.

- Objective 1: Strengthen our contacts with Alumni.
- Objective 2: Strengthen partnerships with local feeder high schools and universities.
- Objective 3: Strengthen partnerships with local business and industry.
- Objective 4: Increase funding capabilities of the college.
- Objective 5: Increase engagement of the college with the community through college events, community service, and other partnerships.

Goal 2

Fullerton College will reduce the achievement gap.

- Objective 1: Address the needs of English language learners.
- Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%.
- Objective 3: Increase success rate of Hispanic and African-American students by at least 2%.
- Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.
- Objective 5: Increase the number of students from underrepresented groups participating in STEM activities.



NEW VERSION

Goal 1: Promote Success for Every Student

Fullerton College will prepare students for success through the development and support of exemplary programs and services.

- Objective 1: Create a clear pathway for every student
- Objective 2: Enhance career technical training opportunities
- Objective 3: Improve student critical thinking skills
- Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness
- Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs

Goal 2: Cultivate a Culture of Equity

Fullerton College will strengthen and support a diverse and inclusive campus culture.

- Objective 1: Remove institutional barriers to student equity and success
- Objective 2: Increase equity in hiring and training
- Objective 3: Increase outreach to and recruitment of students from underserved populations
- Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed

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: Create and expand partnerships with local K-12 and higher education institutions
- Objective 2: Create and expand relationships with local businesses and civic organizations
- Objective 3: Serve as a cultural hub for the local community

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: Promote transparency in the shared governance structure and decision-making processes
- Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs
- Objective 3: Provide professional and career development opportunities for students, faculty and staff



Vision for Success

Fullerton College has instituted its Vision for Success College Goals, which lays out targets for the institution regarding completion rates, transfer rates, unit accumulation and workforce success. Creation of the goals was mandated by the state Chancellor's Office. Fullerton College's Office of Institutional Effectiveness prepared the goals and presented them to PAC on April 10, 2019. It was approved on May 8, 2019.

Goal 1: Completion

System-wide Goal - increase by 20% the number of CCC students annually meeting the vision completion goal

Fullerton College Goals:

Goal 1A: Increase All Students Who Earned an Associate Degree (ADTs included):

Baseline

1,761 students in 2016-2017

Goal

2,012 students by 2021-2022

14% increase

Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate:

Baseline

252 students in 2016-2017

Goal

288 students by 2021-2022

14% increase

Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition:

Baseline

1,840 students in 2016-2017

Goal

2,102 students by 2021-2022

14% increase

Goal 2: Transfer

System-wide Goal - increase by 35% the number of students transferring annually to CSU or UC

Fullerton College Goals:

Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer:

Baseline

771 students in 2016-2017

Goal

900 students by 2021-2022

17% increase

Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution:

Baseline

2,080 students in 2016-2017

Goal

2,385 students by 2021-2022

15% increase

Goal 3: Unit Accumulation

System-wide Goal - decrease by 9%, from 87 units to 79 units, the average number of units accumulated by CCC students earning associate degrees

Fullerton College Goals:

Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners:

Baseline

84 units in 2016-2017

Goal

79 units by 2021-2022

6% decrease





Goal 4: Workforce

System-wide Goal – Increase by 9%, from 69% to 76%, the percent of exiting students who report being employed in their field of study

Fullerton College Goals:

Goal 4A: Increase Median Annual Earnings of All Students:

Baseline

\$24,476 in 2016-2017

Goal

\$33,890 by 2021-2022

38% increase

Goal 4B: Increase All Students Who Attained the Living Wage:

Baseline

28% of students in 2016-2017

Goal

32% of students by 2021-2022

14% increase

Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study:

Baseline

64% of students in 2016-2017

Goal

80% of students by 2021-2022

25% increase

Goal 5: Equity

System-wide Goal – 40% reduction in the above measures within 5 years and fully closed equity gaps within 10 years

Fullerton College Goals:

Goal 1A: Increase All Students Who Earned an Associate Degree (ADTs included):

African Amer./Black: 50% increase

Two or More Race: 8% increase

LGBT: 206% increase

Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate:

Asian: 50% increase

Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition:

African Amer./Black: 40% increase

Two or More Races: 4% increase

Asian: 2% increase

Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer:

African Amer./Black: 173% increase

Two or More Races: 25% increase

Unknown Race: 47% increase

Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution:

African Amer./Black: 19% increase

DSS: 22% increase

LGBT: 105% increase

Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners:

Unknown Race: 6% decrease

DSS: 6% decrease

LGBT: 6% decrease

Veterans: 6% decrease

Goal 4B: Increase All Students Who Attained the Living Wage:

African American: 27% increase

Hispanic/Latinx: 33% increase

Two or More Races: 17% increase

DSS: 49% increase

Economically Disadvantaged: 80% increase

Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study:

Hispanic/Latinx: 10% increase

Economically Disadvantaged:

13% increase

Funding Approved

On Nov. 14, 2018, PAC approved \$376,419 in Instructional Equipment funds in addition to \$200,000 carryover funds earmarked for Instructional Program Review requests and \$28,208 from Instructional Equipment and general fund carry-over, totaling \$604,627.

Timeline

Sept. 20, 2018: Program Review Committee submits 2017–18 Instructional Program Review report to the Faculty Senate. It is approved.

Oct. 3, 2018: Planning and Budget Steering Committee (PBSC) receives report, evaluates a list of

203 requests and narrows it down to 108, totalling \$3,584,528 by eliminating ongoing requests, such as full-time staff. The list then goes to the deans for prioritization, and the cost is pared down to \$604,627.

Nov. 7, 2018: PBSC reviews and approves the prioritized list and

sends it to PAC. Since the grand total of \$604,627 exceeded the \$576,419 originally allotted, PBSC decides the extra \$28,208 will come from Instructional Equipment and general fund carry-over.

Nov. 14, 2018: PAC receives and approves the request.

\$200,000 | ACT
Computer replacement program

\$72,000 | CIS
E-Sport Station hardware/software

\$48,500 | Cosmo
Instructional equipment

\$44,000 | Foreign Language
Embedded tutoring program

\$26,800 | Dance
Concert funding

\$25,000 | Art
2 spray booths

\$15,000 | Math
1 demo station upgrade

\$15,000 | Physics
Lab equip. purchase/repairs

\$14,040 | Ethnic Studies
Recruitment events/materials

\$11,250 | Math
Bootcamps, workshops, etc.

\$11,000 | DSS
Math assistant personnel

\$10,000 | DSS
5 UbiDuo units

\$10,000 | Theatre Arts
Guest artist & speaker program

\$10,000 | Art
Artist in Residence support

\$10,000 | DSS
Sensus access equipment

\$10,000 | Ethnic Studies
Events/field trips

\$9,810 | Earch Sci.
Instructional materials

\$9,380 | Earth Sci.
Research project materials

\$9,290 | DSS
Testing supplies

\$6,000 | Communication
Embedded tutoring program

\$5,853 | Math
Lead instructor/mentor pay

\$5,000 | CS
Update classroom technology

\$4,050 | Dance
Hourly personnel

\$4,000 | CS
Course development

\$4,000 | APM
1 audiometer

\$4,000 | Sociology
Professional Expert, guest speakers,
program brochures

\$3,000 | Political Sci.
Mentoring interns

\$2,304 | Economics
Hourly personnel

\$2,000 | APM
2 spirometers

\$1,500 | Dance
Instructional supplies

\$1,500 | CDES
Reading/writing supplies

\$350 | History
Software & training

Total: \$604,627



Updates

The following sections of this report are updates on issues PAC discussed in detail during 2018–19, but:

- they did not require a vote; or
- they will be voted on during the 2019–20 academic year.

New Steering Committee Formed

Guided Pathways

Fullerton College has formed a committee to direct efforts to implement Guided Pathways, a state initiative aiming to help students finish their programs and advance their careers. On Sept. 26, 2018, the president

approved the formation of a Guided Pathways Committee with eight faculty members (four from instruction and four from student services—all to be appointed by the Faculty Senate), four classified professionals, eight managers and

two students. The committee began meeting early in 2019 and includes four workgroups, each focusing on one of Guided Pathways four pillars:

- Clarify the Path (creating clear pathways to employment and further education)
- Enter the path (help students choose and enter their pathway)
- Stay on the Path (help students stay on their path)
- Ensure learning (follow through and ensure improved student results)

Background: The state's 2017–18 budget included \$150 million in one-time grants to build the Guided Pathways framework at community colleges during the next five years.



Updates

Awarded:

\$2.7 Million HSI Grant

Fullerton College has received a big boost in funds to improve programs that help underserved students succeed in college. The U.S. Department of Education awarded \$2.7 million to the college as part of the Title V Developing Hispanic-Serving Institutions program. The college plans to use the funds in four ways:

1 Establishing additional academic support and resources for students in STEM, Teacher Pathways and career technical education;

2 Strengthen the dual-enrollment program by adding embedded tutors to Fullerton College courses at local high schools. It will also help raise awareness of the program and support outreach efforts;


3 Creating space for faculty to participate in “faculty inquiry groups,” which aim to discuss and share best practices for helping underserved students;

4 Improving the way information about transfer success is shared among faculty, staff and others in the campus community.

The grant’s goals are:

- Decrease the time students spend getting their degrees
- Increase degree completion rates
- Expand dual enrollment and high school pathway programs
- Strengthen institutional support for faculty professional development

Fact: Fullerton College was eligible for the grant because it is designated a Hispanic Serving Institution (HSI); Hispanics make up about 56 percent of the student body.



“This funding will assist us in strengthening student success, staying competitive when attracting new students and furthering our excellence in degree attainment and transfer.”

– Dr. Michelle Garcia, Director of Educational Partnerships.

Fullerton Educational Partnership

A partnership nearly two years in the making between Fullerton Joint Union High School District (FJUHSD), Fullerton College and California State University, Fullerton (CSUF) was signed into action on Feb. 28, 2019. The partnership aims to increase the number of CSUF-eligible students, expedite the time of degree completion and serve low-income/first-generation college students by offering more resources, workshops and services to students in the greater Fullerton area.

Starting in the fall of 2019, Fullerton College will provide free tuition to FJUHSD students for their first year at Fullerton College.

CSUF will:

- Provide FJUHSD students and Fullerton College students with support onto graduation
- Annually consider the option of an Admission Advantage
- Provide workshops for parents and students at FJUHSD high schools
- Provide hosted campus visits

“Fullerton is known as ‘the Education City’ and today we are here to celebrate and launch an exciting collaboration that will help our students and community thrive for years to come.”

— President Greg Schulz

Policy Change: Free Speech Zone

This spring, PAC received a draft update on the NOCCCD Administrative and Board Policy 3900, *Speech: Time, Place, and Manner*. A district-wide work group, with consultation from an attorney, has made recommendations to update the policy. Open forums were hosted in fall 2019 at the Fullerton College, Cypress College and the NOCE Anaheim campus to present the proposed changes and seek input. Currently, visitors from outside the campus community who want to come on campus to attract attention and spread a message are directed to use a “Free Speech Zone,” and area of about 400-square-feet near the 200 Building. The proposed policy changes would allow visitors to conduct their activities in all common areas.



DIVERSE ART ON CAMPUS

PAC minutes, Sept. 26, 2018..... <https://bit.ly/2XL8lOI>

SUSTAINABILITY COMMITTEE

PAC minutes, March 14, 2018..... <https://bit.ly/2JEyUwB>

PAC minutes, April 10, 2018..... <https://bit.ly/2NML6ux>

BUILDING USER GROUPS

PAC minutes, May 11, 2016..... <https://bit.ly/2Y8CSpa>

PAC minutes, Oct. 24, 2018..... <https://bit.ly/2JAY6Zr>

25 FULL-TIME FACULTY

PAC minutes, Oct. 24, 2018..... <https://bit.ly/2JAY6Zr>

DISTANCE EDUCATION COMPLIANCE

PAC minutes, Dec. 12, 2018..... <https://bit.ly/2Y6mstu>

PAC minutes, Feb. 13, 2019..... <https://bit.ly/2YiGpBw>

STUDENT EQUITY AND ACHIEVEMENT

PAC minutes, Dec. 12, 2018..... <https://bit.ly/2Y6mstu>

WOMEN OF COLOR IN THE ARTS

PAC minutes, April 24, 2019..... <https://bit.ly/2XXg38P>

VISION FOR SUCCESS

PAC minutes, April 10, 2018..... <https://bit.ly/2NML6ux>

GUIDED PATHWAYS

PAC minutes, Sept. 26, 2018..... <https://bit.ly/2Gs1sHE>