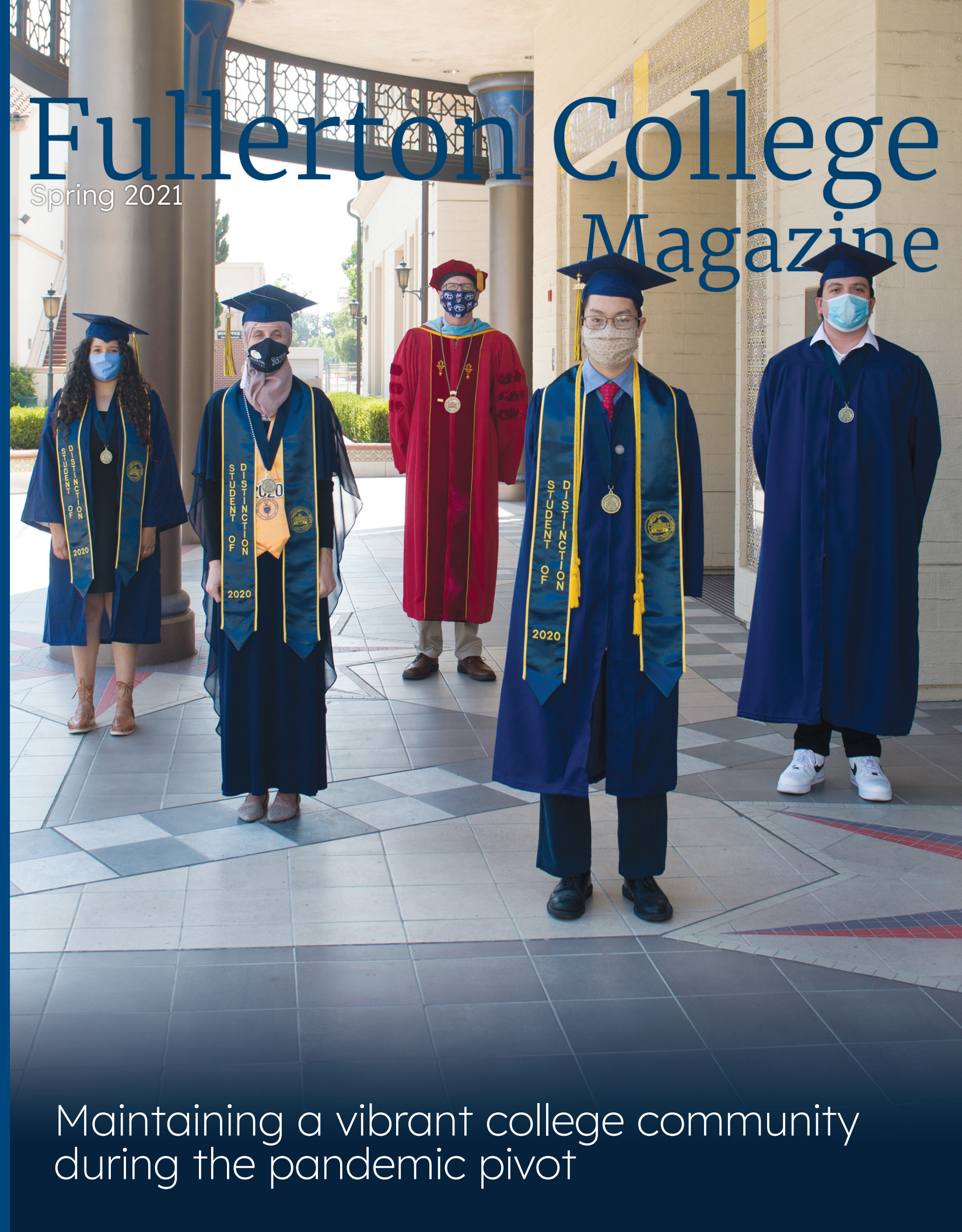


# Fullerton College Magazine

Spring 2021



**Fullerton College**

Maintaining a vibrant college community during the pandemic pivot



# Achieving Tenure

The Class of 2020 was not the only record-breaking class this past year. Fullerton College is pleased to celebrate faculty members who achieved tenure this year. The group of 48 professors from across various academic disciplines is the largest cohort of tenured faculty Fullerton College has ever had. Learn more about the newly tenured faculty on the Fullerton College News Center at [news.fullcoll.edu](https://news.fullcoll.edu)



**On the Cover:** President Greg Schulz is joined by a few Students of Distinction. The annual celebration was celebrated in a 45-minute video posted at [www.youtube.com/fullertoncollege1913](https://www.youtube.com/fullertoncollege1913)

## FULLERTON COLLEGE MAGAZINE

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**  
Michael Mahin  
Melissa Serrato  
Phillip Thurman

**ILLUSTRATIONS**  
Jazmin Zuniga

**DESIGN**  
Rebecca Guillen

**CONTRIBUTORS**  
Linda Briney  
Eli Hebert  
Rodrigo Garcia  
Michael Gieck

Fullerton College  
321 E. Chapman Avenue  
Fullerton, CA 92832  
714-992-7000  
[fullcoll.edu](https://fullcoll.edu)

To receive an electronic version of Fullerton College Magazine, email a request to [campus.communications@fullcoll.edu](mailto:campus.communications@fullcoll.edu). Fullerton College Magazine is a retooled version of the Annual Report.

*We would like to give a special thank you to the outstanding students, faculty and staff at Fullerton College.*

# Table of CONTENTS

## A Mindful College

**13**  
A Mindful College



## Departments

- 3** | President's Welcome
- 4** | Hornet Highlights
- 21** | Athletics
- 23** | Alumni Spotlight
- 25** | By the Numbers
- 27** | Construction Update

## Features

- 11** | Committed to Becoming Antiracist
- 13** | A Mindful College
- 15** | The Fullerton College Pivot: Transitioning Online During COVID-19



**23**  
Alumni Spotlight



**15**  
Fullerton College Pivot



**21**  
Athletics



**27**  
Construction Update



# President's Welcome



On behalf of the faculty, staff, and students of Fullerton College, I am proud to present Fullerton College Magazine to our community. Each year, we have issued an annual report, and in an effort to use more storytelling and photos to bring the college to life, we offer you this new college magazine.

This past year has been like none other before. By press time, all Californians 16 and older will be eligible for the vaccine, and Orange County entered the Orange Tier. We have begun to see the light at the end of the tunnel and are planning for a safe, gradual return to in-person instruction, support services and college life this fall.

In producing this magazine to share with our community, we had the opportunity to reflect on our journey to get to this point and the monumental work by the faculty and staff of Fullerton College to reimage how we deliver services and instruction to our students. Our cover story "The Pandemic Pivot" highlights this effort and helps us remember the speed to move more than 20,000 students online in a matter of days, and the weeks and months to follow when we continued to refine and evolve our service model for students.

Throughout the past year, there are countless numbers of students, faculty, and staff members who learned a new skill, adapted the way they work or overcame personal challenges brought on by the pandemic. I want to thank our campus community for persevering and interacting with love, compassion, and humility. Despite these challenging times, our Hornets have demonstrated what makes our

Fullerton College family so special, by caring for our students and each other.

We have grown so much while faced with the challenges of the pandemic coupled with the social justice challenges we continue to face as a nation. While most of our students, faculty, staff, and administrators worked remotely, we still managed to have many tough, self-reflecting conversations about racism and inequality. In a statement approved by all facets of our shared governance community, we affirmed that Black Lives Matter and committed to an antiracist paradigm. This important work continues, but as the statement says, "We stand together in this journey for equity and justice and must continually educate ourselves on best practices in anti-racism work to embody the change we are hoping to enact. We call on our colleagues to endorse this statement, mindful that such an endorsement carries with it the responsibility to engage in anti-racism work every day. Collectively, we believe that our contributions and commitments will ensure that past, current, and future Hornets are all equally proud to call Fullerton College home."

I hope that you enjoy reading Fullerton College Magazine and that the stories of our students, faculty, and staff will inspire you into the next year and beyond. We thank you for your support.

With gratitude,

Greg Schulz, Ed.D.  
President

# Supporting Undocumented Students

It is clear 2020 was met with a slew of challenges surrounding the COVID-19 pandemic. This could not be truer for some of Fullerton College's most vulnerable populations, including the more than 600 undocumented students enrolled at FC. As most tried to navigate the challenges of online learning, some undocumented students faced uncertainty as the country awaited the United States Supreme Court ruling on the Deferred Action for Childhood Arrivals (DACA) immigration program.

During that time, the Grads to Be (G2B) Program at Fullerton College became a driving force of collaboration with other Grads to Be chapters across NOCCCD to support all undocumented students, regardless of immigration status. Through the California Campus Catalyst Fund supported by Immigrants Rising, G2B offered a variety of support in the form of Legal Aid Clinics, UndocuAlly Training for faculty and staff, and workshops centered around entrepreneurship opportunities.

Supportive messaging came from President Greg Schulz when he issued a call to action on June 18, 2020 following the decision on DACA which stated "Now more than ever, we would like to formally invite and encourage campus administrators, faculty, staff, allies, and community members to show support and solidarity for undocumented, DACAmented, and non-DACAmented students. This includes educating oneself, attending UndocuAlly trainings and spaces, and practicing allyship in the ways one interacts with and serves students."

Additionally, when undocumented students were excluded from the CARES Act Higher Education Emergency Relief Fund grants, Fullerton College utilized state funds to provide the same level of monetary grant support to undocumented students.



Student artist Andres Martinez often paints the monarch butterfly, which has come to symbolize support for undocumented students.

## Drone Lab Selected for FAA Training Program

Fullerton College's Drone Lab is among 29 programs nationwide selected for the Federal Aviation Administration's (FAA) College Training Initiative, and is the only program selected in Los Angeles and Orange counties.

"We are so honored to have been selected as one of the schools initially selected in the FAA's Collegiate Training program," said Jay Seidel, Fullerton Drone Lab professor.

The FAA's Unmanned Aircraft Systems-Collegiate Training Program (UAS-CTI) recognizes institutions that prepare students for careers in unmanned aircraft systems (UAS), commonly referred to as drones. In order to qualify for the initiative, schools must offer a bachelor's or associates degree in UAS or a degree with a minor, concentration, or certificate in UAS. Schools must provide curriculum covering various aspects of UAS training, including hands-on flight practice, maintenance, uses, applications, privacy concerns, safety, and federal policies concerning UAS.



# Pandemic Doesn't Stop Two-Years Free Promise

Students in the Promise Program maintained a strong sense of community even when the college closed down. Here they embrace a collegewide social media campaign #HornetsTogetherApart.



Spring is normally a time when Fullerton College’s Promise Program and High School Outreach teams proactively visit the college’s top feeder high schools to help graduating seniors enroll in the two-years free program and prepare for college life. They also host huge recruitment events such as Family Night on campus for seniors and their families. When COVID-19 struck, the need to help high school students discover their path to college didn’t stop, in fact their efforts may have been needed even more.

As widespread lockdown orders were issued, the Promise Program and High School Outreach teams invited themselves into the homes of seniors and their families. They created a virtual counseling plan and platform that served thousands of students via virtual counseling and onboarding support. Family Night converted to Virtual Family Webinars where more than 765 students and families attended in May 2020. Summer Transition

and Registration Time (START), a new student orientation program also converted to virtual platforms. START increased from 583 participants in 2018, to 1,491 participants in 2019, and to 2,234 in July 2020.

Simultaneously, the staff within these offices created a sense of community for current Promise Program students by enhancing their social media and web presence, offering drop-in Zoom sessions and activities, and finding creative solutions to keep students informed and engaged in a virtual environment.

The Promise Program at Fullerton College provides all first-time college students with two years of tuition-free education. Learn more at [promise.fullcoll.edu](https://promise.fullcoll.edu).

# College Nurse Volunteered for Vaccine Trial

In August 2020, Nurse Practitioner Theresa Ullrich was one of 40,000 individuals to participate in Pfizer-BioNTech’s COVID-19 vaccine trial. As in any blind clinical trial, she did not know if she received a placebo or the vaccine. She learned on December 15 that she was in fact in the group who received the vaccine. She shared her experience in hopes it will help others feel confident about receiving the vaccine.

“I know there are a lot of people who are still on the fence about the vaccine,” she said last winter. “Let’s get the word out that this vaccine is safe.”

Ullrich was a pioneer in what is expected to be a massive and safe worldwide vaccine rollout. As of press time it was expected that everyone 16-years and older in the United States will have access to a COVID-19 vaccine by late April 2021. Learn more at [myturn.ca.gov](https://myturn.ca.gov).



Nurse Practitioner Theresa Ullrich volunteered for the Pfizer-BioNTech’s COVID-19 vaccine trial.



# Commencement Goes Digital

Despite all odds, the Class of 2020 is the largest graduating class in the history of Fullerton College. Collectively, the Class of 2020 earned 3,685 degrees and 1,882 certificates, making it the largest graduating class in the history of Fullerton College!

The Class of 2020 did not have an opportunity to cross that monumental stage on Sherbeck Field due to the pandemic, but the college did not want the moment to pass without celebrating the graduates. About 1,000 care packages called Buzzy Bundles containing caps, gowns and diploma covers were provided and graduates generously shared their photos on social media.

A special Commencement 2020 website featured uplifting messages from members of the Hornet family, photos shared by 2020 graduates and an extraordinary performance by the Fullerton College Concert Choir and Chamber Singers, conducted by Professor Nicola Dedmon. The award-winning website [fcgrads20.fullcoll.edu](http://fcgrads20.fullcoll.edu) also featured a virtual Students of Distinction Celebration.

The Class of 2020 will have an opportunity to celebrate in-person with the Class of 2021 during a drive-thru ceremony in May.



A few of the 2020 Students of Distinction stand socially distant on campus. The annual event took place virtually for the first time due to the pandemic.

## At 13, Jack Rico is the Youngest Fullerton College Graduate

Dressed up in a graduation cap, gown and flip-flops, 13-year-old Jack Rico accepted his diploma from Fullerton College at a private drive-by celebration with family and friends on May 27 in La Mirada. Jack became the youngest Hornet in Fullerton College's 107-year history to earn not only one, but four associate's degrees in just two years, making headlines all over the country and warming the hearts of the Fullerton College community.

ABC 7 Eyewitness News was the first media outlet to report on Jack's story on May 25. The young scholar's endearing story gave many people something to smile about and was picked up by media outlets all over the world. From the national CBS This Morning to Big Boy's Neighborhood to Inside Edition and many more, Jack's story blew up the internet.

"I just love learning new stuff," Jack told CNN in an article published on May 27, 2020. "I love knowing more about the world and all the different things we could study."

Jack began his journey at Fullerton College in 2018 as a "special admit" student when he took his very first class, Philosophy 105F World Religions, and loved it. "All the students, faculty and staff were so welcoming and friendly," he said. "I learned a lot in all my classes and all of them were amazing."

Jack's mother, Ru Andrade, shares that because of that first experience, Jack asked to take more classes, and at one point, was enrolled in five courses at FC, all while maintaining a 4.0 GPA and still finding time to do things ordinary 13-year-olds do, like playing video games, drawing, and spending time with his family.

So what's next for the young scholar? Jack began his first set of classes at the University of Nevada Las Vegas on a full scholarship in the summer of 2020, which was not much downtime for the young prodigy, but that didn't seem to bother him too much.

"Everything has been amazing and I'll never forget it," Jack said.







Fifty electric vehicle (EV) charging ports are available at Fullerton College.

# Driving Towards a Sustainable Future

When Hornets and the community return to campus, they will find 44 new electric vehicle (EV) charging ports that they may use for free. The project largely supported by Southern California Edison’s (SCE) Charge Ready Program is in support of California’s zero-emission policies.

In 2016, Fullerton College piloted six EV charging stations and immediately found them to be heavily used. As electric vehicles continue to grow in popularity and become more affordable, the college began to look for ways to expand the service. With a budget of approximately \$250,000 the

college would have been able to fund the installation of 10 ports. However, with the support of SCE’s Charge Ready Program, the budget was stretched to provide 44 new ports, bringing the college’s total EV charging capacity to 50 cars.

The Fullerton College EV charging stations are administered through a partnership with ChargePoint, the largest network of independently owned and operated EV charging stations and can be found in the lower level of the college’s parking structure.

# Accolades

Even in these unprecedented times, Fullerton College students, faculty and staff continue to excel and receive honors for their hard work. Enjoy this summary of many things to celebrate.

Senator Josh Newman honored Political Science Professor and Honors Program Coordinator **Jodi Balma** as the Woman of the Year (2021) in Senate District 29. Students selected Ethnic Studies Professor Dr. **Amber Rose González** as their Teacher of the Year in 2020 and **Balma** as the Teacher of the Year in 2021. The African American Male Education Network & Development (A²MEND) honored President Dr. **Greg Schulz** with the Educational Leadership Award. Counselor Dr. **Nick Arman** was recognized as the 2019-2020 Community College Counselor of the Year by the Orange County Department of Education. Students **Luis Garcia Chavez**, **Omar Garcia**, **Andres Reyna**, and **McKenzie Russell** are among 406 semifinalists across 398 community colleges to be selected as 2021 semi-finalists for the prestigious Jack Kent Cooke Scholarship. The Classified Senate honored **Kurt Meredith** as the 2019-2020 Classified Professional of the Year. These outstanding classified professionals have also received praise for their hard work: **Danielle Sixtos** and **Kurt Meredith** were honored in Fall 2019; **Adriana Goncalves** and **Carl Peters** were honored in Spring 2020; and **Azin Biatani** and **Adam Zerue** were honored in Fall 2020.

The spring editions of **The Hornet** and **Inside Fullerton magazine** earned numerous awards at the annual Journalism Association of Community Colleges’ Regional Conference. The **Office of Campus Communications** won four top awards by the National Council for Marketing & Public Relations District 6, including a first-place Medallion Award for the Fullerton College Students Ride Free marketing campaign. Printing and Design student **Gilbert Garay, Jr.** competed in Printing Industries Association, Inc. of Southern California’s (PIASC) R.A.I.S.E. Foundation’s annual competition and took home a third-place award in the College Packaging Competition.

Softball stars **Hunter Williams**, **Sarah Rengifo**, **Natalie Gonzalez** and **Clarissa Hernandez** achieved the All-State Academic Award!

Fullerton College is among the nation’s **Top 25 Community Colleges for Hispanics**. Hispanic Outlook in Higher Education Magazine noted the college for being the #20 Community College Granting the Most Associate of Arts Degrees to Hispanics and #17 Community College Enrolling the Largest Number of Hispanics.

Fullerton College has been designated a **2021-2022 Military Friendly** School in the Silver Category. The list of Military Friendly Schools and Military Friendly School ratings are

assessed through the evaluation of both public data about the institution and proprietary data gathered through the free Military Friendly Schools survey.

Finally, if data can tell a story, then **FC Snapshot: Hornet Highlights in Student Services** certainly brings to life the impact that programs can have on student success. This eye-catching report dives deep into the numbers that show how the plethora of student support programs drive important equity efforts at Fullerton College. Read the report at [vpss.fullcoll.edu](http://vpss.fullcoll.edu).



Fullerton College is a Platinum Sponsor of the annual A2MEND conference.



President Schulz celebrates Carl Peter’s Classified Senate award.



# Committed to Becoming Antiracist

By Lisa McPheron



Faculty, staff, students and administrators gathered for a public demonstration in March to take a stand against AAPI hate crimes

*“White supremacy and all forms of racism have no place in our country and in our local community. It is not enough to ‘not be racist’ – we must stand in solidarity, be bold in our words and action, and be antiracist. Only then can we deliver on our promise and commitment to provide learning and work environments that are welcoming, inclusive, and respectful to all.”*

These are words President Greg Schulz shared with the Fullerton College community and beyond, following the horrific murder of George Floyd in May 2020.

Amid the pandemic and economic downturn, the United States found itself at a crossroads of racial reckoning and in many ways that progress worked its own way through the college’s community. Despite the digital divide, through intimate gatherings like Umoja Porch Talks, to department meetings, campus-wide forums, the Student Equity and Achievement Committee and new collaborations like the Black Faculty Staff Collective and Faculty Senate workgroups, the college community began to have more focused, self-examining conversations about race, racial equity and asserted that Black Lives Matter.

This work came into a focused collegewide antiracism statement in November. The statement began with a version that was introduced by the Student Services leadership team, and it was shared with constituent groups throughout the

college such as the Classified Senate, Faculty Senate, Associated Students Senate and managers. It was formally endorsed by the President’s Advisory Council (PAC) and shared broadly.

As the pandemic progressed and Asian-American and Pacific Islander hate crimes increased nationwide, the college community found itself applying these efforts to extend support to the AAPI community through a public demonstration, community forums and student safe spaces.

“As educators, we have a unique opportunity and an absolute responsibility to lead our community to a better future, for all members of our community,” Schulz said. “There is certainly more work to do, and I ask for your help to denounce racism in all forms, so that we can become the nation, community, and college I know we can become. Together we can help make our community, state and nation a more welcoming and supportive place to learn, work, live and thrive.”

## Fullerton College affirms that Black Lives Matter and commits to an antiracist paradigm.

We acknowledge that systems of higher education were built on tenets of white supremacy, racism, and associated values. These tenets continue to exist in our society and in our College. For too long this racist ideology has been intricately woven in policies, pedagogy, and common practices for serving students. Further, systems of racism and inequity shape the lived experiences of BIPOC (Black, Indigenous or People of Color) students, faculty, and staff.

These truths impact our institutional culture and prevent us from actualizing the Fullerton College vision to transform lives and inspire positive change in the world. To fully realize this vision, we must dismantle anti-Blackness, systemic racism, and all interlocking systems of oppression. It is from this understanding that we pledge the following:

### We Shall:

- Engage in critical reflection to identify how anti-Blackness and racism are perpetuated in our practices, policies and beliefs.
- Infuse into and support cultural relevance in our pedagogies, actions, policies, and beliefs.
- Devise a comprehensive strategy for addressing anti-Blackness and racism.
- Lift Black voices and provide affirmation, support and resources for students, faculty and staff.
- Enhance support for our students, faculty, and staff who are experiencing pain or trauma related to racial injustice.
- Challenge and revise policies and practices to honor the dignity of each student, faculty and staff.
- Strengthen our efforts to recruit and hire Black, Indigenous and People of Color in all areas of the college.
- Create a culture in which Black, Indigenous and People of Color receive ongoing support to thrive and advance professionally.

We stand together in this journey for equity and justice and must continually educate ourselves on best practices in anti-racism work to embody the change we are hoping to enact. We call on our colleagues to endorse this statement, mindful that such an endorsement carries with it the responsibility to engage in anti-racism work every day. Collectively, we believe that our contributions and commitments will ensure that past, current, and future Hornets are all equally proud to call Fullerton College home.



Dr. Cornel West joined Black Faculty and Staff Collective leaders Phil Austin and Dr. Queen Peterson and President Schulz for Spring 2021 Convocation. A recording of their conversation is available on YouTube at [www.youtube.com/FullertonCollege1913](https://www.youtube.com/FullertonCollege1913)



# A Mindful College

By Melissa Serrato

*Faculty pioneer mindfulness curriculum, creating a compassionate community*



There are probably a dozen words that quickly come to mind when summarizing sentiments of COVID-19 and the effects the pandemic has had on students. While most might defer to words such as challenging, stressful, or overwhelming, one might be surprised to learn that more than 1,000 students might describe their experience as simply, mindful.

Such is the case for students like James Escobar, who began his first semester at Fullerton College in Fall 2020 and enrolled in MIND 101, the first transferrable course offered at Fullerton College that focuses specifically on the practice of mindfulness, self-compassion, compassion for others, and the nature of well-being.

"I knew a little bit about the benefits of mindfulness because it was introduced by my English teachers in high school," Escobar said. "But it wasn't until I attended a workshop for the Promise Program during the summer, where we conducted a mindfulness exercise, and I learned there was a course being offered in the fall."

Escobar, along with 150 other students, jumped at the chance to enroll in the new course, which offered five sections during the fall and another five sections in Spring 2021. MIND 101 is the first community college course in California to focus exclusively on the practices of mindfulness and self-compassion and is one aspect of a robust Mindful Growth Initiative that fosters contemplative practices and growth opportunities to develop equity, student success, individual well-being, and community at Fullerton College.

The Mindful Growth Initiative is a growing movement, providing many opportunities for students, faculty, staff, and administrators to learn mindsets and mindfulness practice, through activities such as the Mindfulness Institute for Students, the eight-week Mindfulness and

Self-Compassion Intensive, workshops, cross the district. All with the goal of moving Fullerton College into a more mindful campus.

"Fullerton College has become one of the first community colleges in California to pioneer a comprehensive, coordinated campus initiative for students, faculty, staff, and administrators focused on mindfulness and mindsets," said Deidre Hughes, co-coordinator of the Mindful Growth Initiative.

For many students, the new course became a game-changer when they attended college online for the first time and had additional stressors related to the pandemic. Escobar said the course helped him better understand how to manage stress and anxiety.

"One of the most important tools and what Deidre constantly teaches us is to be in the moment," Escobar said. "So usually, if I feel myself getting too anxious, I'll just stop whatever I'm doing and just focus on where I am and my breathing. I just relax my body before I restart whatever I'm doing."

Escobar said he keeps these tools and tips in his back pocket, which helps him be a good role model for his younger sibling.

Escobar plans to continue sharing all that he's learned in the Mind 101 course with other students and said he feels confident he can succeed as a biology major, using the tools and practices he's incorporated into his daily life. "I want to become a doctor and after taking this course I'm actually more interested in studying the brain and human behavior," he said.



# The Fullerton College Pivot: Transitioning Online During COVID-19

By Melissa Serrato

What began as a normal month in March 2020 with students preparing for mid-term exams, annual planning for campus-wide events such as Commencement, and upcoming community gatherings such as Love Fullerton and the High School Theatre Festival, life as we know it abruptly shifted focus as many began to turn their attention to national and local news concerning the spread of COVID-19.

For several days leading up to March 12, 2020, discussions about COVID-19 and how Fullerton College would respond dominated meeting spaces and casual conversations between students, faculty, and staff. Campus administrators, faculty, and staff swiftly worked behind the scenes to develop a plan to transition classes and student support services online in the event the campus had to close temporarily.

No one had done this before. There wasn't a playbook to follow, but with heart, bravery, and a commitment to equity and student support, Fullerton College did the pandemic pivot, moving 20,000 students online and shuttering the college.



COVID-19 has required the college to help students in new ways. The Healthy Hornets Drive-Thru has provided more than 11,000 sets of groceries since April. Other new services include laptops on loan, free hot spots, telehealth for physical and mental wellbeing, and direct \$500 grants to students enrolled, each semester.

"It is remarkable to look back at that time and reflect on just how fast we had to move to keep our college community safely at home and deliver all of our instruction and support services remotely," said Dr. Greg Schulz, president of Fullerton College. "I am grateful that the college had a strong distance education framework to switch into overdrive, and our faculty and staff got it done in a matter of days."

On March 12, students, faculty and staff received an email from Fullerton College detailing how the campus would temporarily halt in-person class instruction for three days to allow faculty a chance to attend training and become better equipped to teach online. However, the plans changed. The deadly virus caused shutdowns worldwide. March 13 would become the last day the campus was open.

"Our plan was to spend three days of in-person lab instruction teaching faculty how to use Canvas (the college's learning management system) and how to effectively teach online in case we had to shut down like other universities," said Distance Education Director Darnell Kemp. "At the time, only 17 percent of faculty were using Canvas and only about 280 faculty were certified to teach online."

Fullerton College has more than 800 full-time and part-time faculty, combined. But what happened over the next 48-hours completely changed how Fullerton College would operate over the next year.

On March 13, the Distance Education office offered the first of three in-person labs to faculty who had never taught online. Only 20 faculty members had the chance to attend the training because, by Sunday evening, all NOCCCD campuses were notified of the campus' closure.

"I still remember that Sunday night when we received an email from NOCCCD Chancellor Cheryl Marshall telling us we would not be returning to campus until further notice," Kemp said. "Our office had to come up with some quick solutions to help faculty take a crash course in online teaching."

Kemp said this was made possible with the help of Distance Education Division representatives who stepped up to help other faculty during those first few days and weeks of online teaching. In addition, Kemp made sure faculty had resources within Canvas and on the Distance Education website, such as videos and tutorials, to help them get comfortable with online teaching.





Students may access resources at the Library through a curbside pick-up and return books at a drop-off box.

“Some faculty had never really used Canvas, so it was definitely a steep learning curve for some of them,” she said.

Kemp, along with Alternate Media Specialist Cory Thomas, developed two Canvas courses titled “Canvas for Instructional Continuity” and “Rapid Remote Teaching” that served as essential pieces to transitioning faculty to remote environments. Teachers quickly became students. By March 18, more than 150 faculty had taken the courses and were prepared to teach online.

Professors such as Angie Andrus, who teaches Sociology courses at Fullerton College, had taught a couple of summer classes online but had never taught some of her in-person courses completely online, which typically hosts about 90 students each.

“I honestly thought we would only be out of the classroom for a few weeks, so when I got the news that we were transitioning to fully online I was a bit overwhelmed at first,” Andrus said. With patience and time, Andrus, much like other faculty, tried their best to create a supportive learning environment within the classroom during the first few weeks of online learning.

“I tried to keep everything the way students were used to. I did not expect them to know how to use Canvas,” she said. “I had them email me their assignments and I communicated with them every day.”

The sudden shift to online learning prompted many instructors who had never once thought of teaching online to enroll and complete FC’s Online Teaching Certification. By the end of Fall 2020, close to 600 faculty were certified to teach online, Kemp said. “We went from 280 to 600 in a matter of months,” Kemp said. “I had a three-year plan for training faculty to teach online that turned into two semesters.”

Preparing faculty to teach online wasn’t the only challenge. When classes were moved online, students also struggled to transition from in-person classes to attending classes on Zoom and using Canvas daily.

“Online learning was much harder for me because I am a visual learner,” said Patricia James who is in her third year at Fullerton College. “I loved being on campus and going to office hours to communicate with my teachers. With online, I felt less motivated.” James was not alone. Like her, many other students expressed a lack of motivation during the first few weeks and months while transitioning to online learning. Some students were simply unsure about their online learning capabilities, while others faced much bigger concerns, such as adequate technology and other basic



The college embraced technology in many new ways due to COVID-19, including utilizing the college’s mobile app Fullerton College Mobile to provide a user-friendly health screening process for students taking in-person classes. Students are also required to have their temperature taken if they are on campus.



needs. Kemp said the Distance Education Office made sure students had access to workshops, Canvas orientations, and a variety of support and resources available within Canvas and on the Distance Education website.

Simultaneously, Fullerton College’s Student Services stepped up to identify ways to support students in a virtual environment. Many of the Student Services areas, such as Admissions and Records, Counseling, Financial Aid, Disability Support Services, and Behavioral Health Services immediately transitioned their services to remote formats with virtual meeting room appointments and enhanced online services and websites. One of the college’s main goals during this time was identifying ways to support students with their basic needs of food and technology. Through a partnership with Sodexo Food Services and Pathways of Hope, the FC Food Bank transitioned into the Healthy Hornet Drive-Thru on April 21 and has provided more than 11,000 sets of weekly groceries. Items such as diapers, personal hygiene products, and condoms are available as well.

“It has been truly amazing to witness the ways in which our teams have adjusted to unprecedented circumstances, reimagined student support, and worked collaboratively despite our physical distances,” said Vice President of Student Services Dr. Gilbert Contreras.

Support to students also came in the form of laptop loans, media equipment, and \$500 grant payments for students enrolled in the spring, summer, and fall semesters made possible through funding from the Coronavirus Aid, Relief, and Eco-

nomic Security (CARES) Act and the Higher Education Emergency Relief Fund (HEERF). Additionally, when Fullerton College learned the CARES Act HEERF funding excluded undocumented students from receiving support, Fullerton College repurposed state funds to provide \$500 grant payments to undocumented students.

“The past 12 months have not been easy, and I’m so grateful to our campus community for pivoting our learning and student services online,” Schulz said. “This was no small feat. Mountains were moved in a matter of days to provide the technology infrastructure needed to support students. Our students rose to the occasion with patience and grace to adapt quickly. They have been incredibly resilient throughout this pandemic and we are extremely proud of them.”

The Library and Academic Support Center (ASC) also found ways to transition their services online. The ASC began offering tutoring and workshops online while the Library offered curbside pick-up and expanded its collection of online resources and databases. Additionally, affinity programs such as Honors, Umoja, Grads to Be, EOPS, Veterans, and the Promise Program intentionally created a sense of community for the students they serve online.

“Being a part of the STEM and Honors Program makes me feel connected to the school even while at home,” said Julian Villa who began his first semester at Fullerton College in fall 2020.



The college offered about 90 sections of hands-on lab courses during the fall and spring. Strict safety measures were in place to provide proper social distancing and sanitation. Masks were required as well.

# Gradual, Safe Return to Campus

Though Fullerton College continues to offer most classes and services online, planning is underway to transition the college gradually and safely back to campus. In fall 2020, Fullerton College began offering about 90 sections of in-person courses in Natural Sciences, Career Technical Education, and Fine Arts. This spring, the campus continues to offer those courses and will welcome spring athletes back for in-person training, as well as open the first socially distanced study space on campus.

“A full return to our pre-pandemic normal will not be like flipping a light switch,” Schulz said. “We are taking small, but important steps based on science and guidance from the CDC and local and state agencies, to safely re-introduce in-person services and learning. Our Safe Return to Campus Task Force and its three workgroups are reviewing plans and developing recommendations that will help inform our safe return to campus, in coordination with our district and sister campuses.”

“Our community came together under unimaginable circumstances this past year, and it will be that community based on values of equity, inclusion, and radically student-centeredness that will guide us back,” President Schulz added.



# Heartbreak Hope

## Student-athletes put their dreams on hold for a year

By Phil Thurman

It's been a very bumpy ride for everyone across the country and world this past year. Within the bubble of Fullerton College Athletics, it has been a struggle keeping our student-athletes safe, engaged, informed, and even in tip-top shape.

Shutting down a sports program can be painful. Shutting down all sports programs throughout the state is devastating. What was happening around the world was bigger than what any of us could imagine. When Governor Gavin Newsom announced a statewide lockdown due to COVID-19, it was a surreal feeling like being in an apocalyptic movie. A pandemic swept through the entire world, and by mid-March of 2020 all sports came abruptly to a halt. In California, at the community college level, men and women's basketball teams were gearing up for the state tournament to be held at West Hills College Lemoore. It was first thought the tournament could go on without fans, but that idea quickly faded as the championship event was canceled. Spring sports (baseball, softball, track, swim, tennis, and lacrosse) were in mid-season form, but those teams had to pack it in early for safety concerns. As fall came closer, a spike in the COVID-19 numbers forced the cancelation of all fall sports state-wide.

"My initial reaction to shutting down the season was 'understanding disappointment.' Our priority is always the health and safety of our student-athletes, but as a competitor - I just wanted to go," Head Football Coach Garrett Campbell.

At the four-year-level, some of the major Division I teams went on to play football on a limited basis with strict testing protocol. Many of those teams had to cancel games days before a scheduled contest as student-athletes tested positive for COVID-19.

For the faculty and staff at Fullerton College, a big challenge remained... keeping our student-athletes engaged with positive mental and physical activities. Teams were unable to meet in person challenging the coaches and staff to come up with innovative ways to maintain strong lines of communication. Many meetings, workouts, and activities were had over Zoom and other video conferencing programs. Hornet men's soccer coach Greg Aviles even hosted two FIFA video game tournaments to keep his players spirits up during such a trying time.

"The coaching staff and I wanted to let our players know that we are in this together- they are not alone. We coaches put our heads together on how we could keep our athletes busy and interact with them. We called them every day, held Zoom meetings, workouts, and even took old game stats replaying scenarios and outcomes. Our message was to take this time to get better mentally and physically. Teaching these lessons will benefit them in the future and make them stronger. It is important for us as a coaching staff to be present and together as a unit- a family," said Aviles.

During the summer months, there was hope for a spring full of sports that included the fall teams. The California Community College Athletic Association (CCCCAA), the Orange Empire Conference, and the Fullerton College administration began rigorously planning and exploring the possibilities and challenges. Ideas were written down and tested giving way for a Spring I (fall sports) that would run from January to April and a Spring II (regular spring sports) that would begin in late March and end in June. Testing athletes along with safety protocol was the biggest challenge with potentially having over 400 participants. Where would the money come from? How would transportation work? Masks while playing? When to test vs. scheduling events? How many events? Is there enough staff to support all of the potential events? These were just a few of the questions that came up during numerous daily Zoom meetings. The bottom line was maintaining the safety and well-being of our student-athletes and staff.

In early May 2020, Hornet Athletic Trainer Lorena Tarnay joined the California Community College Athletic Trainers Association COVID-19 Work Group, offering her expertise to Fullerton College and colleges across the state. In Fall 2020, her job transitioned from full-time athletic trainer to Athletics' COVID-19 coordinator. Each week instead of 40 hours of patient care and connecting with student-athletes, she was troubleshooting how athletics could safely return to campus in a time where social distancing and masking is the societal norm.

"Athletics trainers are natural problem solvers along with healthcare professionals so I was optimistic we would collectively be able to address the pandemic and safely return our athletes in Fall 2020 with safety as the backbone of our policies," Tarnay said. "In the months since then, the pandemic has given us more challenges than we could have imagined. The trajectory of the pandemic and spikes continued to put a halt or a wrench in our plans. Consistently it felt like each problem we addressed and answered led to at least five more questions."

Tarnay led efforts to draft a 40-page resocialization document and a comprehensive daily schedule (COVID-19 testing, temp checks, practice, and competitions) for more than 400 athletes.

"My passion and dedication drove me through it all and I am grateful for all of the help I have received along the

way... I'm just waiting for the time when this becomes easier again and the day, I am standing on the sideline watching our athletes compete again," she added.

Hospitalizations and deaths spiked in November, causing the state of California to return to a full lockdown. By December 18, it was decided that Fullerton College would not have a Spring I season of fall sports. Another heavy spike near the end of December threatened the Spring II season. Fortunately, the tide quickly turned by February as the COVID-19 numbers dropped significantly from 130,000 hospitalizations to 67,023, according to the COVID Tracking Project.

There was a light at the end of the tunnel regarding athletics at the community college level. After serious consideration, Spring II sports were approved to move forward by the CCAA, OEC and college administration. The sports included were softball, baseball, tennis, men's volleyball, track & field, swim & dive, women's beach volleyball, and the women's lacrosse club team.

A majority of community colleges throughout the state of California opted out of competition, but most of the colleges within the Orange Empire Conference agreed to compete within the conference in a safe and healthy manner. Teams and officials will be tested, and masks will be required. Fans will not be permitted on campus to watch the games as another safety precaution. Teams, administrative personnel, and support staff will be the only folks to be present during games at any of the Spring II events.

The Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act, also was a huge help with testing and materials to keep our student-athletes safe.

"We are very excited to get our spring sports back on campus and competing. We are also looking forward to having our fall sports back on campus this spring practicing with a limited number of scrimmages with other community college teams," said Athletic Director Scott Giles.

In February, women's basketball coach Marcia Foster, along with other faculty members, spearheaded the Hornet Live program. This program is designed to inspire athletes, give them the opportunity to engage with their fellow student-athletes, and to let their voices be heard. Hornet Live meets via Zoom on the first and third Friday of each month and will run through August 20.

"The mission is to provide a platform for our student-athletes to gather and share their thoughts, to receive pertinent information, and to be inspired and reminded that the place they chose to call home, Fullerton College, is here for them," said Foster.



# On the Frontlines of Antibody Testing

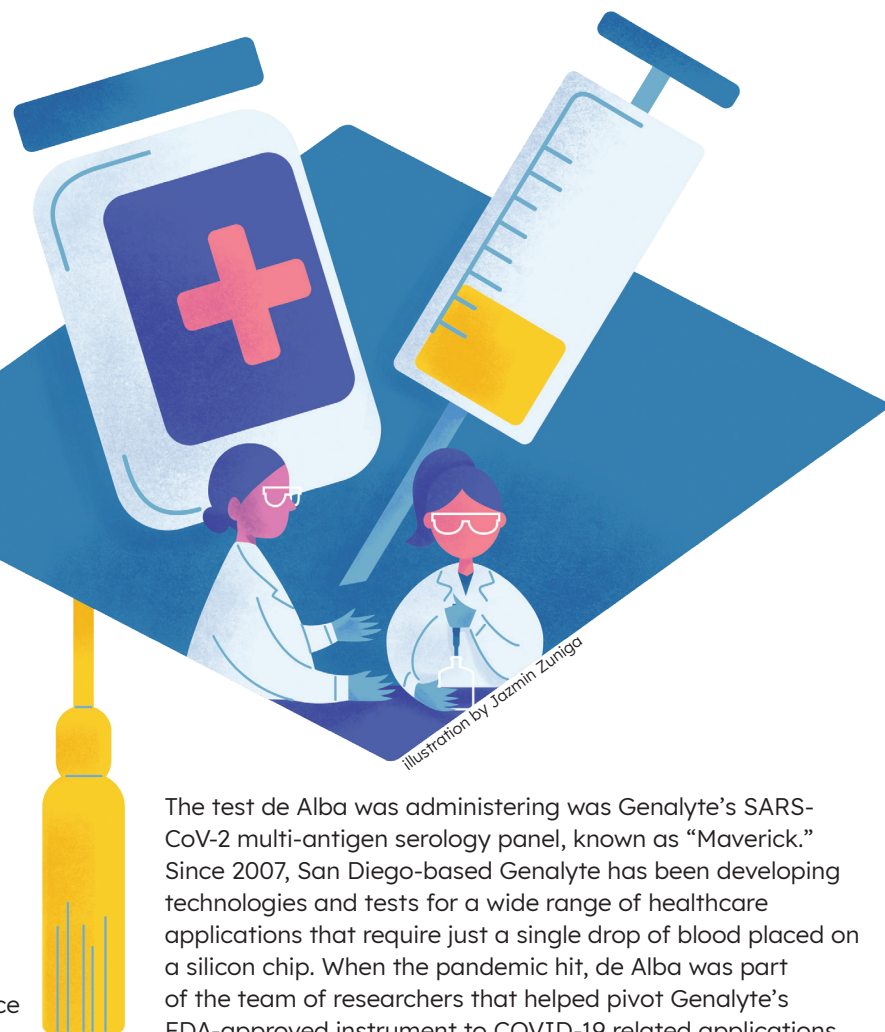
*Alumna springboards her Fullerton College education into lifesaving work*

By Michael Mahin

In the Summer of 2020, as California's COVID-19 positivity rate, hospitalizations and ICU cases all continued to climb, biotech and pharmaceutical companies across the country scrambled to diagnose, understand, and treat this never-before-seen virus. With a strong educational foundation from her days at Fullerton College, alumna Sophia de Alba found herself on the frontline of innovative antibody testing.

De Alba, worked under Dr. Eric Topol, Executive Vice President and Gary & Mary West Endowed Chair of Innovative Medicine at the world-renown Scripps Research Institute in San Diego, to help pioneer new ways to test for COVID-19 antibodies. Topol, clearly excited by the test's potential, tweeted extensively about it on Twitter with De Alba at his side.

"It's my hand in the picture," laughed de Alba, who completed associate degrees in Biology, Chemistry and Medical Technology at Fullerton College before transferring and completing a bachelor's from UC San Diego's No. 1 ranked biological sciences department. "But it's also my work (and that of my colleagues) that helped make the test possible."



The test de Alba was administering was Genalyte's SARS-CoV-2 multi-antigen serology panel, known as "Maverick." Since 2007, San Diego-based Genalyte has been developing technologies and tests for a wide range of healthcare applications that require just a single drop of blood placed on a silicon chip. When the pandemic hit, de Alba was part of the team of researchers that helped pivot Genalyte's FDA-approved instrument to COVID-19 related applications.

With so little known about the novel coronavirus, serology tests like Genalyte's Maverick are playing a crucial role in expanding our scientific understanding of how the disease affects the human body and supporting efforts to treat and cope with the disease. Not only are tests like these playing a key role in helping us understand the disease, but they are also going to help keep workers, especially those on the frontlines.

"While we're still learning how COVID-19 behaves, typically if you have antibodies to a disease, that means you're less likely to become infected," explains de Alba. "That's how vaccines work. And that's a good thing for people to know as they return to work, especially if you're a frontline worker."

As first in her family to attend college right out of high school, de Alba knew she wanted to be a scientist by the time she was in middle school. Knowing she would need a college degree to pursue her dream, de Alba found a job at the age of 16 in order to start saving money for college. Encouraged by her AP Biology teacher at Esperanza High School, de Alba applied to Fullerton and soon found further inspiration and mentorship from biology professor Dr. Jo Wu.

"I had so many amazing teachers at Fullerton but Dr. Wu is especially important," says de Alba. "My father was from Argentina and didn't have a chance to go to high school. And while my mother did go back to school at Cypress College to become an RN, I didn't really have anyone to guide me at the college level. Dr. Wu's mentorship was a huge catalyst and definitely changed my life for the better."

As much as de Alba enjoyed her time at UC San Diego, it was the hands-on career-focused education she received at Fullerton College that she really appreciates.

"UC San Diego had the reputation but really my experience at Fullerton is what gave me the skills I needed," reflects de Alba. "Walking into my first class at UCSD was a real shock. Here I'm used to 20-person labs and my first class has 700 students in two lecture halls. That made me really appreciate Fullerton. Dr. Mary Nolan-Riegle, Dr. Wu, Dr. Mohd Ansari—I got to know my teachers and they got to know me. I could actually ask questions. That can't really happen in a class with 700 students."

In addition to more manageable class sizes and the personal connections she was able to form, de Alba also appreciated the more career-focused, hands on nature of her education at Fullerton.

"When I got to UCSD, I had a huge leg up on the students around me," she said. "There were juniors who didn't even know how to use basic lab equipment like a pipettor to measure or transfer liquid. In contrast, every single class at Fullerton had a hands-on lab component. It just seemed like a huge disservice to those students."

While de Alba acknowledges that her Bachelor of Science from UCSD is the required degree for her current occupation, it is her career education Medical Technology Associate that gave de Alba the skills and education she needed to move from a pure researcher to her current position in Genalyte's interdisciplinary, translational medicine department.

"What I liked about the Medical Technology classes is that they got me closer to the patient," says de Alba. "I got to work with patient samples and the machines that process those samples. It's that clinical training that gave me the experience and qualifications to move into my current role."

Going forward, de Alba looks forward to continuing to play a key role in the development and dissemination of Genalyte's innovative and important serology test. As of May, Genalyte has partnered with the San Diego Blood Bank to launch county-wide COVID-19 antibody testing in San Diego.

*This story originally featured on FutureBuilt.*





STUDENT GENDER

Female  
16,506

Unknown/  
Not Stated  
556

Male  
14,502

STUDENT AGE

Under 20  
33.7%

20 to 24  
39.4%

25 to 39  
21.3%

40 and older  
5.6%

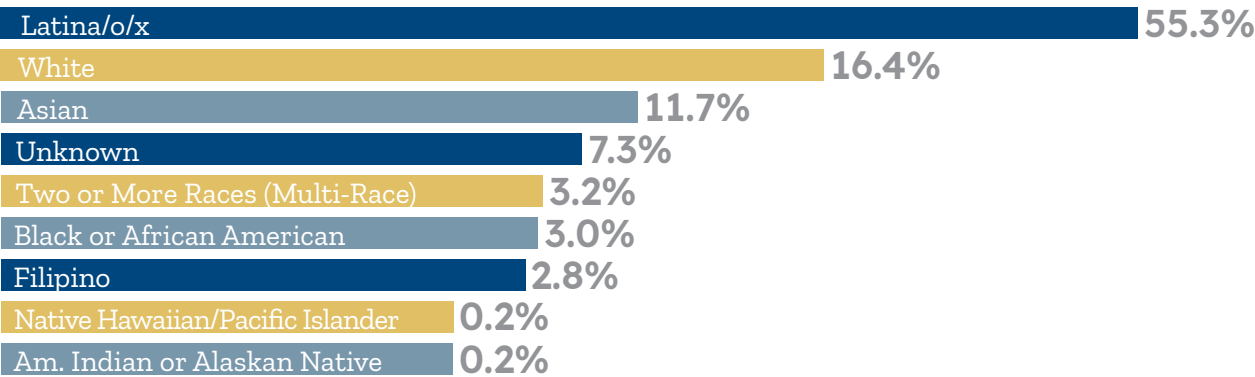
TOP 10 HIGH SCHOOLS

- 1,395 Anaheim High
- 1,329 Fullerton High
- 1,160 La Habra High
- 1,072 Sunny Hills High
- 1,064 Katella High
- 1,016 Valencia High
- 910 Sonora High
- 903 Troy High
- 843 Loara High
- 803 Brea-Olinda High

DEGREES & CERTIFICATES AWARDED

Count	Degree / Certificate
2,214	Associate in Arts (A.A.) degree
758	Associate in Arts for Transfer (A.A.-T) degree
429	Associate in Science for Transfer (A.S.-T) degree
284	Associate in Science (A.S.) Degree
3,685	ASSOCIATE DEGREE TOTAL
1,816	Certificate requiring 30 to 60 units
66	Certificate requiring less than 30 units
1,882	CERTIFICATE TOTAL

RACE/ETHNICITY



TOP FIVE AREAS OF STUDY

- 1 Business Management — 3,478
- 2 Psychology — 1,666
- 3 Child Development and Education Studies — 1,641
- 4 Biology — 1,630
- 5 Microbiology — 1,618

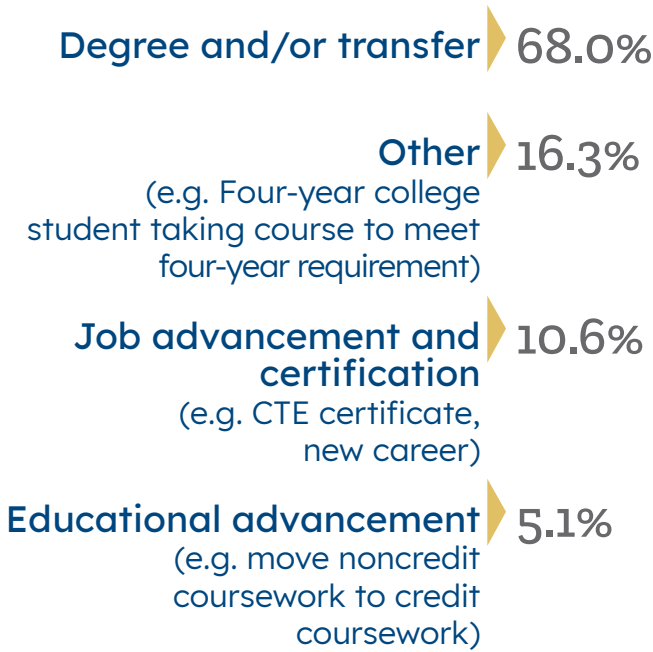
FALL 2019 ENROLLMENT STATUS

37.4%  
12 or more units

34.6%  
6 to 11.5 Units

28.1%  
Less than 6 Units

ACADEMIC GOAL



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 (Promise) Waiver .....	24,871
First-Generation College Students .....	15,139
(Parents Ed Level: No High School/ High School Diploma)	
Attempted College-Level Math .....	12,812
or English	
Extended Opportunity Program .....	1,878
and Services (EOPS)	
Student-Athlete .....	606
Veteran .....	661
Honors Program .....	710
Former Foster Youth .....	87

METHOD OF INSTRUCTION





# Humanities Building Takes Shape

No delays caused by pandemic

By Lisa McPherson



The groundbreaking ceremony took place on February 20, 2020.

One of the last big events of 2020, before the campus closed, celebrated the groundbreaking of the impressive new home of Fullerton College’s Humanities Division. While the campus has remained mostly quiet this past year, construction crews under stringent new safety protocols, charged ahead, erecting the impressive new building.

Without the normal daily use of the 83-acre campus by 20,000 students, plus employees and the community, the project progressed along without the typical growing pains of a major construction project.

“BNBuilders has managed really well in pandemic times,” said Assistant Project Manager Megan Moscol. “They screen nearly 100 construction workers daily for COVID symptoms.”

As of April, the three-story 74,927-square feet structure was more than 60 percent completed. It is expected to be completed with all the fixtures and furnishings in place later this fall. Pending campus reopening plans, the college’s largest academic division could move into its new home in spring 2022.

“Due to its size, the Humanities Division had gradually spread out over the years to occupy space in over 10 buildings on campus. The new humanities building will provide the division with the opportunity to centralize its offerings and build greater community among students, faculty, and staff,” said Dean Dan Willoughby.

The building is designed in the same architectural style as much of the college’s historic buildings. The \$54 million building is funded by Measure J, a \$574 million bond that passed in 2014.

Features include:

- 50 classrooms (including two computer classrooms)
- Division office
- Adjunct faculty area with semi-private space for student conference
- 37 shared faculty offices
- 73-person conference room, two smaller conference rooms (for eight-12 people)
- Male/female bathrooms on each floor plus two gender-neutral bathrooms per floor
- Lactation room on second floor with seating, power and sink
- Two elevators
- Central courtyard connecting west and south corridors and the large conference room. Courtyard includes raised platform and planters.
- Faculty/staff lounge on first floor plus two faculty/staff services areas

A time-lapse video of the project is available on the Campus Projects website at <https://vpas.fullcoll.edu>, and an exciting GoPro video of the Topping Out Ceremony from August 12, 2020 can be seen the college’s YouTube Channel at [www.youtube.com/FullertonCollege1913](http://www.youtube.com/FullertonCollege1913).



The three-story 74,927-square feet is on track to open in spring 2022.



## More On the Horizon

Measure J, with matching State Capital Overlay funds, are also being put to important use on the total renovation of Buildings 300 and 500, including historic consideration of Building 300, and a new Music and Drama Complex.

The \$35,830,000-renovation project will contain general classrooms, CIS laboratories, photography laboratories, a dean and faculty offices, shared laboratories, and a lecture hall. This work is expected to begin by early 2022.

The Music and Drama Complex will provide Fullerton College’s stellar Fine Arts programs a state-of-the-art performing arts center, numerous classrooms, and specialized spaces such as a woodshop, production classroom, recording studio, band practice rooms, a costume shop and much more.

All new Fullerton College construction and renovation projects incorporate sustainable goals for site, energy efficiency, water use reduction, storm water management, occupant health as well as minimizing the buildings impact on the environment both by design and construction.



# Support the Student Journey

For over 100 years, Fullerton College has been a place for students to study as they set a course for their future and realize their dreams. The Friends of Fullerton College Foundation is dedicated to helping all Fullerton College students reach their fullest potential by easing the financial burden of higher education through scholarships and by providing innovative technologies to our classrooms. There are numerous ways to give.

**Online Gifts**

Secure gifts can be made online at any time and for any amount you wish. If you are willing, additional donations are appreciated to cover the costs of processing.

**Checks**

Gifts by check can be made at any time. One change for 2020 is that checks must clear your bank by December 31 to be deductible for this year. Previously, gifts had to be postmarked by the end of the year.

**Stock**

Gifts of appreciated stock are a great way to benefit Fullerton College. To make a gift in this way, have your broker transfer the selected stock directly to the Friends of Fullerton College brokerage account and you will receive a deduction for the full value of the stock. However, if you sell the stock and bring us a check, you will have to pay taxes on the capital gains and then take a charitable deduction. Contact the Friends of Fullerton College to get our account information, prior to making this type of gift.

**2020 Year-End Special**

For 2020 only, charitable gifts of up to \$300 can be given to the Friends of Fullerton College and are tax-deductible, even if you are not itemizing. It is an “above the line” deduction, so the gift is not included in your adjusted gross income. Gifts to take advantage of this provision must be received and deposited by the Foundation by the end of the year.

**Qualified Charitable Distribution from an IRA**

Gifts from your Individual Retirement Account can be given to the Friends of Fullerton College, an eligible charitable organization. Up to \$100,000 of the gift is excluded from your gross income for tax purposes. These gifts also apply to your required minimum distribution. While the normal Required Minimum Distribution is not required to be taken in 2020, you can still utilize this tool to make a gift this year. It effectively works as a tax-deductible gift, even when you are not itemizing your deductions.

To make a Qualified Charitable Distribution from a 401k, 403b or 457 account, you will need to roll all or a portion of those funds into an IRA and then make the distribution to Friends of Fullerton College. This rollover is tax-free.

The distribution must come directly from your account to the Friends of Fullerton College. If you take the distribution as a check, deposit it and then write us a check, it will be a taxable event and you only receive the tax-deduction, if you itemize deductions.

**Charitable Gift Annuities**

Do you want to ensure that you have enough money for your 80s and 90s, and give a gift to the Friends of Fullerton College? A charitable gift annuity (CGA) provides guaranteed payments to you and/or your spouse for the payees’ lifetime. The remainder then supports Fullerton College. Given the current environment of low-interest rates, a CGA provides attractive interest rates. Rates are set by the American Council for Gift Annuities. For example, the rate for a single person age 73 is 5.1% and the rate for a couple of ages, 74 and 71 is 4.4%. Again, the income is guaranteed for life and most of the income is tax-free. Contact us for details. Contact us by email at [foundation@fullcoll.edu](mailto:foundation@fullcoll.edu).



The 2nd annual Veterans Golf Classic in October 2020 raised more than \$20,000 to support the Veterans Resource Center and scholarships for student-veterans. Learn more about future tournaments at [veterans.fullcoll.edu](http://veterans.fullcoll.edu).

**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.

**Core 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.

**Board of Trustees**

- Ryan Bent
- Stephen T. Blount
- Jeffrey P. Brown
- Barbara Dunsheath, Ed.D.
- Ed Lopez
- Jacqueline Rodarte
- Evangelina Rosales
- Chloe Reyes, Student Trustee, Fullerton College

- Cheryl Marshall, Ed.D., Chancellor
- Greg Schulz, Ed.D., President, Fullerton College