

## Staff Introduction: Tiefa Fisher-Gabriana, by Greg Ryan, M.A.

We would like to welcome the newest member of our EOPS team, Tiefa Fisher-Gabriana! Tiefa started work in the EOPS Office at the end of June, however she came a week too late to be included in the Fall EOPS newsletter! Tiefa is the new Senior Clerk Typist, and comes to EOPS from the County of Orange, where she was an Office Technician for the Alcohol and Drug Abuse Services (ADAS) for a year and a half. Previously, she worked as a receptionist for Montessori School.

Tiefa is also taking classes at Irvine Valley College in Sociology, and plans to be transferring this summer to a four year university. Her goal is to complete graduate school, with the hopes of being a counselor. Tiefa was born in Chicago, and later relocated to Southern California, at the age of 9.

Tiefa looks forward to assisting you in EOPS. Please join us in welcoming Tiefa to the EOPS Office!



Writer/Editor: Greg Ryan

### Contributors:

Veronica Aguilera  
 Claudia Castillo-Dallator  
 Sabrina Jenkins  
 Martha McDonald  
 Dr. Richard M. Ramirez  
 Andre Strong  
 and EOPS Graduates.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT  
 FULLERTON COLLEGE  
 321 E. CHAPMAN AVE.  
 FULLERTON, CA 92832-2095  
 (714) 992-7470

Non-Profit Organization  
 U.S. Postage  
**PAID**  
 Permit No. 884  
 Fullerton, California

### DATED MATERIAL

North Orange County Community College District

#### Board of Trustees

Jeffrey P. Brown  
 Otto J. Lacayo  
 Leonard L. Lahtinen  
 Molly McClanahan  
 Donna Miller  
 Manuel Ontiveros  
 Nancy M. Rice

Dr. Jerome Hunter, Chancellor  
 Dr. Michael Viera, President, Fullerton College

The North Orange County Community College District, in compliance with all applicable Federal and State laws, does not discriminate on the basis of race, color, national origin, ancestry, marital status, age, religion, disability, sex, or sexual orientation in any of its policies, procedures, or practices. The District is also committed to maintaining campuses that are free of harassment, drugs and alcohol. A copy of the District's full policy on non-discrimination, sexual harassment, sexual assault treatment and counseling, and maintenance of a drug-free environment is available in the District Human Resources Office.

### Important Dates:

**January 14:**  
 Spring Book Awards begin

**January 21:**  
 Classes begin

**February 7:**  
 Last day to drop classes without a "W", last day of Book Awards

**Feb 14-17:**  
 President's Day holidays, no classes

**April 14-19:**  
 Spring break

**April-May:**  
 Book Award Sessions for next academic year

**May 26:**  
 Holiday, no classes

**May 20-29:**  
 Final Exams

**May 29:**  
 End of Semester



*CARE Counselor Susan Vincent with CARE Student Jesika Maskin at the 2001 CARE Conference*



*Halloween EOPS Style  
 Left to Right - Veronica Aguilera, Sabrina Jenkins, Teresita Guillen, Scott Lee, Greg Ryan, Chan Ton, Andre Strong and Claudia Castillo-Dallator*



*CARE Conference 2001 CARE students  
 Left to Right - Rosa De Alba, Beatriz Resendiz, Priscella Tinajero, Sandra Ortega, Lucia Brooks, Maria Garcia, Alexandria Navarette, Jesika Maskin and Angela Arneson*



*EOPS Student Diedre Babin at Working Wardrobes' "Day of Self-Esteem"*



*Rosa De Alba, Angela Arneson, Lucia Brooks and Beatriz Resendiz Enjoying Working Wardrobes*



*EOPS Academic Counselors Joe Reyes, Susan Vincent, Sylvia Pimentel, and Ginny Sanchez on Halloween*

## A Message from the Dean...Dr. Richard M. Ramirez

A Dilemma of Expectations: Higher Education vs. Workforce Issues vs. Student Leadership

In a recent meeting of college administrators, several administrators presented a summary about a conference they attended, entitled, "Orange County Workforce Trends and Challenges." Quite frankly, when viewed within the confines of the Orange County infrastructure, the summation can best be described as a "dilemma of expectations."

*Here are a few of the workforce issues.*

- The primary economic need in Orange County over the next ten years will be for workforce development.
- The knowledge-based industries will face an increasing worker shortage.
- The level of common education of today's workforce is not sufficient to meet tomorrow's needs.
- Specifically, there are not enough workers with bachelor's degrees in math, science, or engineering.
- There is a tremendous SAT performance gap among OC schools.
- Only 37% of OC high school graduates are CSU or UC eligible.
- Wage data indicate that salaries are highest in knowledge-based industries, and lowest in service sector jobs. Yet growth in OC jobs is highest in the service sector.
- Workforce clusters (e.g., hospitality, tourism, communication) represent 37% of the OC economy, but only 50% of OC job and wage growth.
- Low skilled, low knowledge workers will be increasingly at employment risk.

*Orange County primary and secondary education statistics reveal the following.*

- Diversity is the norm among OC schools.
- Forty percent (40%) of students are white, non-Hispanic.
- Forty-three percent (43%) of students are Hispanic.
- Thirty-five percent (35%) of OC primary/secondary students are English language learners.
- OC high schools are typically 2,400 students or more.
- Approximately 60% of Asian American students are completing UC/CSU entrance requirements. Only 8% of Hispanic American students are completing those requirements.
- Math and Science teacher shortage is critical.
- Integration of technology in instruction is minimal.

*Workforce employers cite the following as the top 10 list of qualities that are required of prospective workers.*

- Honesty
- Dependability
- Adaptability
- Commitment to being on time
- Ability to work with others

Additionally, given that English is the language of business worldwide, English proficiency is key to workforce viability.

I elected not to include the challenges that were cited in the presentation. My rationale is multifold. First, the cited issues imply what the challenges are. Second, to give you, the student, an opportunity (a challenge in itself) to begin to address the cited issues with your peers, instructors, friends, family, etc; about what should be done to seek plausible and equitable solutions. Third, to leave you with two constructive questions, which are: 1) Is there congruence between what workforce employers expect of prospective workers and what higher education offers?; 2) Should your response be either uncertain or no, then you need to ask yourself what can I, as a student, do? There are two schools of thought when addressing leadership. First, there is the position that leaders are born and have an innate quality to lead. The second position is that leadership qualities are learned and once acquired one can be an influential factor toward the attainment of a goal. Regardless which school of thought you subscribe, the harsh reality is there a need for student leadership. The dilemma is not just between segments of the infrastructure, but from the lack of student leaders. Take a positive step forward and begin to address some of the cited issues!

## It's A Matter of Perspective, by Dr. Richard M. Ramirez

The word "perspective" is a very challenging concept in academia. It is perhaps most challenging when a college student in class decides to question a professor's school of thought. Conversely, I have observed support services staff challenged with this concept when attempting to convince a student to take advantage of an intervention service which will benefit the student, while the student is adamant about not needing any help. The Webster's New World Dictionary defines perspective as, "a specific point of view in understanding of judging things or events, especially one that shows them in their true relations to one another; the ability to see things in a true relationship." Let me share a short-story with you to amplify the definition, especially the latter aspect (i.e., the ability to see things in a true relationship).

At a small rural community school, a very caring, supportive fourth-grade teacher observed that Stevie, who normally sat in the back of the classroom, was having great difficulty with his math. One afternoon, she suggested to Stevie to stay after school so she could spend some extra time with him and work on math problems. Reluctantly, he agreed.

Anxiously, Stevie waited for his teacher. She finally arrived and quickly made him feel comfortable by letting him know that she was going to apply mathematical aspects with things he was familiar with. She said, "Stevie, I know you like to go hunting and I've heard you are a very good hunter." She continued and said, "let's pretend you are hunting for birds and at a distance you see four birds on a tree limb. You shoot one down, now how many do you have left?" Without any hesitation, Stevie responded immediately by answering confidently, "None!" At this point, the teacher lost her cool and began to belittle little Stevie by saying, "Stevie, you will never learn mathematics and you will probably be just a plain old hunter for the rest of your life; just a boring, uneducated hunter!"

The teacher finally calmed down and re-focused on the task at hand. She used the chalkboard to illustrate her point and drew four birds on a tree limb. She then placed an "x" over one of the birds and then asked Stevie again, how many birds were left. Stevie, then very calmly asked the teacher if he could ask her a question before he answered her question. Given the teacher had regained her composure, she answered with a soft and pleasant, "please."

Stevie then asked his teacher if she has ever gone hunting. The teacher, uncertain as to where Stevie was taking her with this question, answered "no." Stevie, then explained his "perspective." Very confidently, he said, "teacher, when you gave me the math problem about hunting birds and then asking me how many were left after I shot one of the birds, my answer was none. If you ever have done any hunting, you would know that once you shot your rifle, the other three birds would fly away and therefore there wouldn't be any birds left."

I return to my introductory comments about use of the word "perspective" and how challenging the concept is in academia. Indeed, it is challenging, but one must remember to consider in what context the word is being applied and to who's benefit. You, as the student, have one mission to fulfill; to complete your educational goal and successfully move toward the attainment of your career. We, in Student Services, have one mission to fulfill; to ensure that you have every opportunity to succeed via the support services offered by the various College departments. When this occurs, then it can be said that both students and staff have "the ability to see things in a true relationship." A Dean's perspective.....

## Fullerton College—Top Ten Transfer Leader: by Claudia Castillo-Dallator, M.A.

Attention EOPS students! Did you know that Fullerton College is among the top ten community colleges to transfer students to the UC and CSU systems? Fullerton College continues to increase its total student transfer rates to both the University of California (UC) and the California State University (CSU) systems. According to data recently released by the California Community College's Chancellor's office, Fullerton College ranks:

- \* Eighth overall in the state for UC and CSU transfers combined
- \* Tenth in UC transfers
- \* Sixth in transfers to CSU

So what does this mean for you, the student? It means that you are at a wonderful institution that promotes and supports your educational endeavors in transferring to a four-year university. Remember to take advantage of the great transfer services that are offered here at Fullerton College and EOPS such as:

- \* University Application Workshops
- \* University Tours
- \* On Campus University Representatives, and much, much, more....

For additional information on transfer services and activities stop by the EOPS office and talk to Andre Strong or stop by the Cadena/Transfer Center room 801.

## CARE Corner; by Veronica Aguilera

Welcome to the CARE corner! This spring semester events will include our **Mini-Conference, CARE classes** for spring semester and our **annual Mother's Day Luncheon**. Mark your calendars today, so you won't miss out! Below is a list of CARE spring semester events, as well as some highlights from fall semester.

### Working Wardrobes

This year's Working Wardrobes event was held on FC's campus! Seven lucky ladies from the CARE program attended this "day of pampering," which took place on October 20th. The event included a delightful lunch catered by *Mimi's Café*, professional hair styling, make up and selection of a new wardrobe. Thanks again Working Wardrobes for making our CARE students feel and look great!

### S.P.I.C.E. Club

If you did not attend a S.P.I.C.E meeting in the Fall semester it's not too late to join in for the Spring semester! This Fall semester the S.P.I.C.E (Single Parents in College for Excellence). The S.P.I.C.E club offers single-parent students a supportive learning community and network on campus. Meetings will continue to feature outside speakers and lunch will be served. We hope to see you there!

### CARE Courses

Susan Vincent, EOPS/CARE Counselor, has put together a wonderful sequence of courses especially designed for new students. These classes are aimed at providing CARE students with the support they need to succeed here at Fullerton College.

### Mother's Day Luncheon

We wrap up our spring semester by hosting our annual Mother's Day celebration, which will be held in May. CARE students will enjoy a featured luncheon, guest speakers and gifts donated by the college and the EOPS program. This event provides us with an opportunity to honor students for their outstanding academic efforts as well as honor all of our CARE mothers!

For those of you who do not know about the CARE program stop by the EOPS office to see if you qualify for CARE or visit the EOPS website at <http://eops.fullcoll.edu> for a description of the program and the services we offer. See you soon!

## A Message from the Editor...By Greg Ryan, M.A., EOPS Newsletter Editor

Welcome to the Spring 2003 edition of the EOPS Newsletter. We have many wonderful articles of interest to tell you about this semester. This edition, we highlight the Office of Special Programs and some very exciting services they offer that you can take advantage of. The College Bound program will be underway again in the spring semester, and volunteers are needed. If you are interested, you can gain valuable volunteer experience as well as receive workshop credit.

Spring semester will also have many EOPS activities, such as the Annual Recognition Luncheon and Faculty Appreciation Day. CARE will have it's Annual Mother's Day Luncheon.

A reminder to everyone that it is now time to re-apply for Financial Aid, irrespective of whether you will be continuing to Fullerton College, or transferring next year. There will be Financial Aid and Scholarship Workshops held throughout the spring semester.

Also included are an introduction to our newest member of the EOPS team, Clerk Typist Tiera Gabriela-Fisher, and articles on Tutoring, MESA, a highlight of the recent Working Wardrobes Day of Self Esteem, and other information of interest to you.

Finally, a former EOPS student, Will Kernan, sent us a nice email about his experience in EOPS. Will is now a student at UCLA, and you will find his Student Testimonial in this edition of the newsletter. If you will be graduating or transferring this semester, and would like your story included, please email me at [gryan@fullcoll.edu](mailto:gryan@fullcoll.edu). Even if you are a little shy and do not want your story printed, please keep in touch with us as you continue your educational journey. All of us in EOPS enjoy hearing from former students and knowing what you are up to, both personally and professionally.

And once again I want to remind you that this newsletter is published for you! If you have ideas for articles or features that you would like to see covered, please email me. Or, if you want to contribute articles, short stories, poetry, photos, or artwork for inclusion, please do not hesitate to contact me as well. I know some of you are budding writers, poets, artists, and photographers. You can share your work with fellow students, have your work published (sorry we don't pay!), and make the newsletter more fun for everyone overall.

On behalf of the EOPS staff, I wish you all a rewarding and productive spring semester!

## Coordinator's Corner: Martha McDonald, M.A.

Happy New Year! I hope last year was an exciting and rewarding year for you. Once again, we are starting a new semester and I want to take this time to remind you that we are here to help you reach your educational goals. Please take advantage of the services that are available to you and get involved in your area of interest, clubs or activities.

I also want to let you know that the counselors and counseling assistants are always working hard in finding ways to serve you and keep you informed. One idea is to offer you guidelines to assist you in meeting your mandatory contacts. As you know you are required to visit your academic counselor twice a semester and counseling assistant twice a semester. Use your EOPS Student Handbook/Academic Planner to help you plan your visits.

Don't wait until the end of the semester to schedule your appointments. So many students wait until the last month and then find themselves in a bind because we do not have enough appointments to accommodate everyone in one month. Our counselors and counseling assistants are here all semester for the sole purpose of providing you the support services you need to reach your educational goal. Stay up to date on the latest information by reading our newsletters, correspondence, bulletin board and visiting our website at <http://eops.fullcoll.edu>. There are so many activities scheduled during the spring semester and we don't want you to miss out.

I look forward to serving you again this semester and please stop by and say hello.

## Financial Aid Corner: By Greg Ryan, M.A., Financial Aid Specialist

Hope your spring semester is off to a great start. If you have not already attended one of the financial aid workshops offered in December, there will be another series of workshops held in February on the FAFSA and information on Cal Grant and transferring your financial aid information to other colleges and universities. In addition, there will once again be electronic FAFSA transmission workshops in the computer labs. Check the EOPS Web page and the workshop flyers in the EOPS office for more information.

Scholarship Search workshops and Autobiography workshops will be held in March. If you are not able to attend any of the workshops due to class schedule or work commitments, you may make an individual appointment with me to get the information you need.

Make sure you apply for Financial Aid again for next year and meet the priority deadlines. The priority deadline is March 2nd, to apply for Cal Grant for the following academic year, and June 30th, to have your financial aid file complete at Fullerton College. Those students meeting the priority deadlines have the best chance of the college meeting your financial need. If you are transferring, contact the financial aid offices at those schools to get their priority deadline dates, and application procedures.

Finally, if you will be returning to Fullerton College and EOPS in the Fall and Spring 2003/2004 Academic Year, and want to be considered for the Book Service Award, you must attend one of the Book Service Award sessions, which will be held in April and May. Dates will be announced in early March, and will be posted on the EOPS web site, in the EOPS Office, as well as being mailed to all currently enrolled students in the EOPS program.

I wish you the best of luck with your spring classes. Please stop by and make an appointment if you need further assistance with your financial aid application or scholarships.

## Working Wardrobes, by Martha McDonald; M.A.



The EOPS/CARE program hosted Working Wardrobes' 12th Annual Women's "Day of Self-Esteem" on Sunday, October 20, 2002. Working Wardrobes is a non-profit organization started 12 years ago by six women who wanted to help survivors of domestic violence return to self-sufficiency. Since 1990, Working Wardrobes has served over 10,000 men and women emerging from life crises and assists thousands of adults to return to work every year. The organization serves adults from 60 plus local social services as well as CARE and CalWORKs programs at the local community colleges.

The day started with a welcome from President Viera. After the welcome guests rotated between three stations of hair, make-up and wardrobe. The day closed with a Finale, ladies volunteered to model their new look and the audience was able to observe the major transformation.



This event was only possible through the help of volunteers. Several Fullerton College Staff and faculty and students contributed to the event by volunteering or donating clothing including our very own Veronica Aguilera, Claudia Castillo, Dr. Richard Ramirez and Susan Vincent. Volunteers arrived at 6:30 in the morning to set-up. The volunteers also assisted the guests with wardrobe selection, personal grooming services, registration and distribution of lunches.



Several of our CARE students participated in the event. It was very rewarding for me to help with the planning and coordination of the event and see the wonderful transformation our very own students went through. If you have the opportunity and want to participate in a very worthwhile event that directly helps our students please volunteer and donate your time to a wonderful organization like Working Wardrobes.

## Student Testimonial: Will Kernan

Hey EOPS Staff,

In case I failed to let any of you know I am finally transferring. I was accepted to UCLA, UCI, UCSD, and UCR. I have decided on UCLA, and not just because of its 'status.' I actually took almost to the deadline to decide which was the best for me, and UCLA, being a University that offers an outstanding program in philosophy (my major) and is top in a social and cultural atmosphere (from my point-of view), certainly seems to be the best choice.

Anyway, I would like to thank you all for your help and support over the years I have been at Fullerton College. Each of you provided me valuable information for success and for getting through parts of life that seem impossible. So.....thank you!

If I had one thing to say about EOPS and what it has given me (in a deeper sense), I suppose I would have to say that EOPS, unlike many programs, provides its students with more than just money for book or instruction on what courses to take and what ones not to take. It's staff help students to become "utterly present." It has been said that "passion is a state of love, and hunger" and that what results from passion is a person who is "utterly charged and focused." EOPS, in its reaching out to its students and in its never failing drive to improve the lives of its students (both in their day-to-day and future) has in many ways become for its students those important first steps (and continued steps) that lead one to the point of becoming hitched to something bigger!

It has been great getting to know many of you. Take care,

Will Kernan

## Volunteers Needed For College Bound Program; by Sabrina Jenkins

College Bound begins again in Spring 2003. This program, which has been in effect since 1990, is made possible by Fullerton College's collaboration with elementary schools in the Anaheim City School District. This outreach program seeks to bring sixth graders on campus every Spring semester.

Through College Bound, we want to encourage elementary school students to attend college by providing them with campus tours, campus presentations, and classroom experiences of participating departments. On Friday mornings, beginning in February and ending in May, sixth graders will be on campus to get their first glimpse of college life.

Part of the success of such a program requires finding responsible, energetic, and enthusiastic students to volunteer as tour guides, chaperones, and role models to eager groups of sixth grade visitors. Last year, we had over 700 sixth graders come to our campus throughout the semester, and there were over sixty students who volunteered for College Bound. We also had many key presenters such as Peter Fong, Adela Lopez, Cindy Vyskocil, and Edward Linggi, involved in our success last Spring.

Several students, who participated last year, plan to return this Spring because they discovered that working with these students was an enjoyable and rewarding experience. I want to encourage more students to be a part of this program and become a college role model for these sixth grade students.

The rewards of being a College Bound volunteer include valuable job experience, certificate of accomplishment, meeting new friends and community service experience. This program is also great for anyone who is interested in working in the careers of elementary school teaching, youth counseling, social service, recreation leadership, and human services. Hours are 9 AM -12 PM on Fridays starting in February.

EOPS students, who volunteer for at least one Friday morning, can earn workshop credit for the Spring semester.

For more information please call me at (714) 992-7470.

## Tutoring Intervention; by Sabrina Jenkins

Don't wait until you start having difficulty in your classes before you seek out help at the Tutoring Center. Tutoring should be used as an academic intervention to help you in classes before you start to struggle.

The best time to consider getting help is when you know that you are enrolled in a course that you tend to struggle with, and you know you want to get off to a good start in that difficult course. You should not be afraid to get tutoring to ensure the best academic performance, just as you would enroll in a course in time management, or stress management to help you succeed in college.

Many students make the mistake of waiting until they have already failed several exams in their classes before they pick up the signal that they need tutoring. Unfortunately, by this time, it may be too late to save your grades. In this case, a visit to the Tutoring Center, in the beginning of the course may have prevented the failed grade. Students who are on academic probation and students who suffer from math anxiety should be making frequent visits to the Tutoring Center, to ensure that they get all the assistance they need to succeed. EOPS students can also earn workshop credit for the semester if they receive at least three hours of tutoring for the semester, and remember to swipe their ID card.

Tutoring is available for all EOPS students every semester for most subjects, and students can receive up to 2 hours of tutoring per subject per week. This means if you are in four classes, you can receive up to eight hours of tutoring per week.

Email tutoring is also available in the subjects of English and Math. You may go to the tutoring website for more information at: [www.tutoringcenter.fullcoll.edu](http://www.tutoringcenter.fullcoll.edu)

The Tutoring Center is located on the second floor of the Student Services Building 2000. You may stop by the Tutoring Center to schedule your appointment with a tutor, or you may call (714) 992-7483 to schedule an appointment.

*The hours of the Tutoring Center are*  
Monday - Thursday 9:30- 7:00p.m  
Fridays 9:30-7:00pm  
Saturdays 9:00- 2:00pm( for Accounting, Math, Chemistry, and Physics)

Remember, take the initiative in your educational success and visit the Tutoring Center to prevent problems in your classes, to gain better study tips, and to get the best grades possible.

## Financial Aid Timeline:

January 2nd: First day to transmit your FAFSA electronically or mail.

February: Foundation Scholarship information available  
Financial Aid Workshops  
Electronic FAFSA Workshops

March 2nd: Cal Grant Priority Deadline

March and April: Scholarship and Autobiography Workshops

April and May: Book Award Sessions held

June 30th: Fullerton College Financial Aid Priority Deadline

### *Scholarship Timeline:*

January to April are the peak times for scholarship applications for the next academic year. Plan to attend the Scholarship workshops in March and April, or make a scholarship appointment with Greg Ryan, to conduct an individual search.

Remember, if you need assistance with completing your FAFSA, make an appointment with Greg Ryan.

Additionally, although you can mail your FAFSA, transmitting your application electronically will not only save you a stamp, but it will minimize errors, and speed up the processing time. Remember, time is money! Make a one hour appointment with Greg Ryan, if you want your application transmitted electronically.

## In the Spotlight: The Office of Special Programs; by Greg Ryan, M.A. and Claudia Castillo-Dallator, M.A.

There are many opportunities and services on the Fullerton College campus to assist you in achieving your educational goals. This issue, we are featuring the Office of Special Programs at Fullerton College. We were fortunate enough to meet face to face with Karen Rose, the Director of the Office of Special Programs, who highlighted three services in particular that might be of interest to EOPS students at Fullerton College, and which they might not have knowledge of. The Office of Special Programs is located in the 2300 Building, near the Campus Theatre. According to Karen Rose, their office exists for the "purpose of helping students explore and become involved in academic enhancement activities." Students can come to one place on campus to seek assistance in getting connected to extra opportunities. We have chosen to highlight four of the new programs that the Office of Special Programs are offering.

Learning Communities link two or more classes together, to share common themes, readings, and assignments. For example, a student may enroll in both English 100 and Philosophy 100. Some of the benefits of enrolling in a Learning Community include instructors working together to make sure learning is fun, and students develop lasting friendships. For example, many students currently participating in Learning Communities get together socially outside of class to study, compare notes, and socialize. Since the classes are linked together, you will have the same students in both classes. Classes linked as Learning Communities often still meet general education and transfer requirements. Another advantage is you will share similar course material. For example, if you were enrolled in both English 100 and Philosophy 100, your readings for English 100 might be based around Philosophy, so assignments in one class would relate to the other class. For more information on Learning Communities, please see an Academic Counselor in EOPS, or contact the Office of Special Programs directly.

Service Learning seeks to make students more aware of their community and their responsibility in it. It gives students the opportunity to give back to others. Some examples might be tutoring in local area schools or after school programs. Students who participate in the Service Learning program, and who complete a minimum of 20 hours per semester with a single organization will have their completion noted on their official transcript. Apart from the satisfaction of helping others, networking, and exploring career options, students receive valuable volunteer work experience that can be used on admission applications, internships, scholarship applications and personal statements, and resumes. Karen Rose summarizes the Service

## In the Spotlight Continued:

Learning program as “connecting the classroom to the community.” Service Learning is a national movement to make students more aware of their communities, and to take knowledge from the classroom and relate it to something that is going on in their community. If you are interested in classes that feature a Service Learning component, stop by the Office of Special Programs.

The Teacher Intern Program (TIP) is an interdisciplinary social science course. Students who enroll in this course (Social Science 115) complete a combination of classroom attendance and field experience. The course is beneficial for those students who are planning to be teachers, or considering the field of teaching. The field experience, is chosen by the student, and can be in a variety of educational settings; from Kindergarten through 12th Grade. Many of the local school districts near Fullerton College currently participate, such as Fullerton, Anaheim, Yorba Linda, and Brea. Students are also able to receive a monetary stipend upon satisfactory completion of the course and internship.

Finally, the Intern Mentor Teaching Program is of benefit to students at Fullerton College, both now and potentially in the future. This program allows graduate students who are working on their Master’s degree, the opportunity to gain valuable classroom teaching experience. In addition, they also have a mentor, who is Fullerton College faculty, to offer guidance and instruction. The program is intended for graduate students who have a desire to teach at the Community College level. After completing one semester, the Intern has the opportunity to teach, under close supervision. Current Fullerton College students such as yourself, can also benefit: you may end up having not only the instructor who teaches the course to help you, but also the Intern, who acts as a sort of Teaching Assistant. This can give you another perspective, or point of view, on the same material being taught in class.

We at EOPS strongly encourage you to take advantage of all the resources and opportunities available to you, the student, at Fullerton College, to enhance your learning experience and ensure your success in achieving your educational and professional goals!

## Talent Roster; by Andre Strong

The Talent Roster Of Outstanding Transfer Students from Community Colleges recognizes local students. 41 EOPS Students have been recognized for the Talent Roster of Outstanding Transfer Students from Community Colleges, as nominated by their Counseling Assistants.

The College Board’s Talent Roster provides national recognition to exceptionally talented community college transfer students. Students are nominated by their community college based on the student’s GPA, which must be 3.0 or above, and have the intent to pursue a baccalaureate degree.

Over 6,400 community college students were recognized as Talent Roster recipients for the 2002-2003 program year. The names of these students are listed in a publication of outstanding community college students, which has been released to colleges and universities to encourage them to seek out these talented students as potential candidates for admission.

Founded in 1900, the College Board is a nonprofit membership association of schools, colleges, and other educational organizations. The College Board’s mission is to prepare, inspire, and connect students to colleges and opportunities, with a commitment to excellence and equity.

## Talent Roster 2002-2003

- |                      |                        |                         |
|----------------------|------------------------|-------------------------|
| 1. Alatorre, Juan    | 15. Hernandez, Diego   | 29. Salcedo, Heidi      |
| 2. Ahmed, Huma       | 16. Hernandez, Liliana | 30. Smithpatten, Serena |
| 3. Arreola, Jazmin   | 17. Herrera, Daniel    | 31. To, Thao            |
| 4. Dang, Vu          | 18. Huynh, An          | 32. Le, Thu             |
| 5. Doan, Kim         | 19. Huynh, Quoc        | 33. Tran, Sang          |
| 6. Drew, Shawn       | 20. Iman, Bashir       | 34. Tran, Tony          |
| 7. Fiola, Donna      | 21. Lopez, Edith       | 35. Tovar, Monique      |
| 8. Flores, Ana       | 22. Moghaddam, Maryam  | 36. Valente, Sara       |
| 9. Froelich, Ryan    | 23. Mumulo, Sara       | 37. Vidal, Noah         |
| 10. Fukuda, Yuki     | 24. Nguyen, Han        | 38. Vlad, Angelica      |
| 11. Galvan, Liliana  | 25. Nguyen, Mai-Huong  | 39. Voung, Hiep         |
| 12. Garcia, Miriam   | 26. Parygin, Artem     | 40. Cao, Hong Yen T.    |
| 13. Garrigues, Jacob | 27. Romero, Miguel     | 41. Yunak, Victoria     |
| 14. Gonzalez, Juan   | 28. Romo, Luis         |                         |

## TAP: Transfer Achievement Program

### What is TAP?

A program designed to encourage and support students in their goal of transferring to a four-year college or university.

### What are the benefits of TAP?

- \* Guaranteed Classes.
- \* Additional personal and academic support from instructors, counselors, and peer facilitators.
- \* Opportunities to develop a peer support system.
- \* Classes in college success and career and life planning.
- \* Students work closely with TAP Counselors to ensure a successful transfer.
- \* Opportunities to visit leading universities and colleges.

### How do I participate in TAP?\*

Eligible to enroll in English 59, 60, or 100 and/or

- \* Eligible to enroll in Math 20 or 40.
- \* Daytime student with 24 or fewer transferable units.
- \* Commit to additional time for Supplemental Instruction.
- \* Willing to participate in TAP activities.

### How do I enroll in TAP?

Attend an information session. (Rooms TBA.)

*Dates for January are:*

Tues Jan 14th 2-4 PM

Wed Jan 15th 2-4 PM

Thurs Jan 16th 2-4 PM

Contact TAP Counselors for more information

Karen Nguyen or Sunshine Vidal At (714) 992-7010

The “New kid” on the Block: MESA;  
by Claudia Castillo-Dallator, MA

Fullerton College now has a MESA Program, which stands for Mathematics, Engineering, Science, Achievement Program. MESA is now seeking students who are interested in majoring in engineering, computer science, mathematics and science. MESA is designed to assist students in preparing for a successful transfer to four-year colleges and universities.

For more information about MESA please contact Milton Randle at (714) 992-7132 or email at [mrandle@fullcoll.edu](mailto:mrandle@fullcoll.edu).