



# Fullerton College Program Review and Planning Self-Study for Instructional Programs Mindfulness Department Fall 2021

## Statement of collaboration

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

## Participants in the self-study

Deidre Hughes

Valerie Tuttle

Amy Garcia

## Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

Deidre Hughes  
Printed name of principal author

DHughes  
Signature

11.12.2021  
Date

\_\_\_\_\_  
Printed name of department coordinator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Dan Willoughby  
Printed name of Dean

Dan Willoughby  
Signature

11/23/2021  
Date

## A Note on terminology

"Program review" is the blanket term for all parts of this process. This document is a comprehensive "self-study." Fullerton College defines "program" as a course of study leading to a degree or certificate.

A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

**1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study, on a page all by itself.)**

The MIND Academic Program aligns closely with Fullerton College's mission, vision, core values, and goals. MIND courses support the campus mission by fostering a supportive and inclusive environment for students from diverse communities. Mindfulness and compassion practices focus on awareness practices that encourage students to be successful learners and engaged community members. This course of study develops individuals' mindful awareness and compassion, which foster acceptance, ease, calm, safety, and growth. Mindfulness is inextricably linked to equity efforts. In particular, mindfulness practices are correlated with enhanced flexible thinking, openness to novelty, sensitivity to different contexts and implicit awareness of multiple perspectives--all significant characteristics for developing an equitable campus culture. As a course of study, mindfulness and compassion are highly relevant and applicable to a multitude of pathways, including transfer, career growth, personal growth, certificates, and/or associate degrees. Finally, the worldwide pandemic has brought increased understanding of the *value* of this field of study along with valid and reliable research to demonstrate these points. In alignment with this prioritization, in MIND courses, emotional and physical well-being is directly addressed through conceptual understanding and experiential modes.

As a new program, MIND faculty are focused on three central concerns, stated below in prioritized order:

1. **Equity and Inclusion:** We are committed to creating an academic program founded in equity. This means we investigate all aspects of our program to unearth existing or hidden inequities while implementing equitable practices in every realm.
2. **Curriculum Development:** As a new program, we are committed to developing well-researched, robust, college-level curriculum for our students that aligns with developing pathways.
3. **Marketing and Outreach:** We realize that one obstacle for a new program is communicating new offerings to the campus community and students; consequently, we devote our consistent efforts in this direction through partnerships, social media, website and other means.

During the initial year and a half of offering MIND 101, our signature course, enrollment increased each semester. For example, during fall 2020, we offered three sections, and in spring 2021, due to demand, we offered seven sections. For fall 2021, we were limited by not having enough qualified instructors due to required reassigned time for faculty retraining from reading to English, so we offered five sections, all of which filled. In MIND 101's initial year of being offered (AY 20/21), MIND 101's course completion rate was 81.9%, and its success rate was 71.3%. MIND 101's completion rate is .8% higher than other FC programs, and its success rate is 2.2% higher than other FC programs. One notable statistic from OIE data includes the following: MIND courses serve 11% more LGBTQ+ students than are typically served in FC courses. Given this, we have heightened awareness of our need to continue to educate ourselves to provide responsive pedagogy to our LGBTQ+ students.

All MIND faculty are deeply committed to equity efforts. To this point, the MIND faculty participated in reading, reviewing and implementing equitable grading practices, including minimum grading, no late penalties, and rubrics for grading as well as increased outreach to absent students and great flexibility

for completing course assignments. We are interested in furthering these efforts by diversifying class narratives/texts; providing mindfulness and self-compassion audio guided practices by BIPOC and gender-expansive mindfulness practitioners; participating in professional learning in areas of anti-racism and furthering our training in trauma-informed mindfulness. MIND faculty have also completed a draft version of a new MIND course focusing on mindfulness and social change. Topics in the course include mindful awareness as the practice relates to multiple identities, privilege and marginalities, implicit/explicit bias, collective trauma, justice work, personal/cultural humility, systemic inequities, social suffering, etc. We have also developed a second course in the final stages of the curriculum approval process; *MIND 105: Mindfulness in Daily Life* will be offered in fall 2022.

We are committed to partnering with campus programs to increase awareness and services to the campus as a whole. Our work is deeply connected and intertwined with the Mindful Growth Initiative, with our MIND faculty facilitating weekly drop-in mindfulness practices, authoring free Canvas workshops on mindfulness, self-compassion, and mindfulness/healing for race-based stress and trauma, and holding a variety of leadership positions. We also partner with the Teacher Pathway Program, Dual Enrollment (MIND 101 will be offered at Troy High School fall 2022), Hornet Tutoring (with embedded tutors in nearly all MIND sections), FC Health Services, FC Professional Learning Committee and First Year Experience. MIND faculty continue to forge new partnerships as we believe that our course content is highly relevant to academic success. We are interested in broadening our scope of influence on the campus by developing into an official academic department and by facilitating a statewide Mindfulness Collaborative. In order for more students to benefit from our course content, we are hopeful that we can create a promotional video and increase our social media presence. Oftentimes, this is the initial point of contact where students learn what mindfulness is and how our courses can benefit them, supporting their development of increased resilience and academic success.

Important ongoing projects include writing a MIND Program mission statement and revising and implementing SLO assessments.

The MIND Program is a cutting-edge program, the first of its kind at California community colleges. The innovative nature of the program rests in substantive efforts at well-known post-secondary institutions like UCLA, UCSD, and ASU. The FC MIND Program has received interest and accolades from colleagues at California community colleges and statewide community college organizations, like 3CSN. We are pleased to offer you this program review and appreciate your feedback.

## 2.0 Mission

Please explain briefly how your program contributes to the College's [mission, vision, core values, and goals](#). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

This is the first self-study of the MIND Academic Program.

The MIND Academic Program aligns closely with Fullerton College's mission, vision, core values, and goals.

**Mission:** MIND courses support the campus mission by fostering a supportive and inclusive environment for students from diverse communities. Mindfulness and compassion practices focus on awareness practices that encourage students to be successful learners and engaged community members. This course of study develops individuals' mindful awareness and compassion, which foster acceptance, ease, calm, safety, and growth. Mindfulness is inextricably linked to equity efforts. In particular, mindfulness practices are correlated with enhanced flexible thinking, openness to novelty, sensitivity to different contexts and implicit awareness of multiple perspectives--all significant characteristics for developing an equitable campus culture. Finally, as a course of study, mindfulness and compassion are highly relevant and applicable to a multitude of pathways, including transfer, career growth, personal growth, certificates, and/or associate degrees.

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

MIND courses ground themselves in "transforming lives" and "inspiring positive change." Mindfulness and compassion practices have been shown to reduce anxiety, improve emotion regulation, increase compassion, and cultivate empathy as well as boost working memory, enhance focused attention, and improve reading comprehension. When educators and students learn mindfulness and compassion practices, the learning environment is transformed into one where each individual's experiences are honored and a growth mindset can flourish. From this, individuals can utilize the educational experience for meaningful and positive action.

### Core Values:

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

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

**Equity:** We commit to equity for all we serve.

Compassion practices, one type of mindfulness practice, foster unconditional kindness and care. These practices have been shown to enhance social connection with strangers (Hutcherson, C. A., Seppala, E. M., & Gross, J. J., 2008) and reduce discrimination (Kang, Y., Gray, J. R., & Dovidio, J. F., 2014). Additionally, mindfulness invites participants to notice any time they are rejecting some part of their experience or identity, including race, culture, ethnicity, sexual orientation

and gender identity, social and economic position, thereby encouraging individuals to navigate and explore multiple identities.

**Awareness of Bias:** One aspect of mindfulness is learning to observe the subtle thoughts and assumptions that operate below the radar of awareness. Mindfulness trains a nonjudgmental awareness that may help weaken biases. One recent study examined bias against African-American people and older people. A mere ten minutes of mindfulness practice reduced implicit race and age bias (Lueke, A., & Gibson, B., 2015).

**Environment:** As instructor and students practice mindfulness and compassion, they learn to embody kindness and vulnerability, which creates more space for students to explore diverse perspectives and experiences. Students can feel more comfortable knowing they are part of a learning community where everyone's experiences are honored.

**Common Humanity:** Mindfulness invites participants to notice how all beings, though unique, share experiences of grief and loss as well as the desire to be happy, and in this way, participants learn to recognize the common humanity of all.

**Empathy:** In mindfulness, participants reflect inward in order to know themselves so they can better know others. Recent research has examined the positive relationship between mindfulness and empathy directly (Tan, L. B., Lo, B. C. & Macrae, C. N. 2014). In the end, increased empathy leads to inclusivity because the more accurately and empathically we understand the experiences of others, the more inclusive we can be.

**Innovation:** We support innovation in teaching and learning.

**Growth:** We expect everyone to continue growing and learning.

Research linking mindfulness to academic success and emotional well-being have grown exponentially in the last decade. Work in this area is considered innovative in teaching and learning. Mindfulness is rooted in neuroscience showing that individuals can change their brains in fundamental ways, shifting and altering their awareness and experiences, which positively impact learning.

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

**Meaningful Action:** Recent studies have linked the cultivation of mindfulness to purposeful and compassionate action (Lim, D., Condon, P., & DeSteno, D., 2015; Condon, P., Desbordes, G., Miller, W. B., & DeSteno, D., 2013).

**Department Mission:** We are currently working to write a Mission Statement for the MIND Program. However, the Mindful Growth Initiative, from which the MIND Program was born, created a Mission Statement: *The Mindful Growth Initiative fosters contemplative practices and growth opportunities to develop equity, student success, individual well-being, and community.* The MIND faculty worked as a collaborative team along with the Mindful Growth Initiative Planning Group to write the Mindful Growth Mission Statement. So, given the parallels between the Initiative and the MIND Program, as we begin to draft the MIND Program mission, we will use the Mindful Growth Mission as an initial framework.

### 3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

#### 3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

The MIND Academic Program is in its third semester, so enrollment trends are hard to quantify and/or describe. The program served 331 students in the 20/21 academic year, in a single course: *MIND 101: The Practice of Mindfulness and Self-Compassion.*

2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

The MIND Program serves students across the campus. The Program served slightly fewer transfer students (-5%) and slightly more career students (+1%) than campus norms. Enrollment comprised 4% more students in the 25+ category than campus norms. Other notable characteristics of students in the MIND Program are as follows:

- 17% more of our students are enrolled in 24+ units compared to campus norms.
- 9% more of our students are served by DSS than campus norms.
- We serve 11% more LGBTQ+ students than are typically served in FC courses.
- We are serving 8% more low income students than campus norms.

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

Currently, we offer one course: *MIND 101: The Practice of Mindfulness and Self-Compassion.* A second course: *MIND 105: Mindfulness in Daily Life* will be offered in fall 2022.

The MIND Program was designed to be offered in-person, but due to COVID restrictions, this course has only been offered in a synchronous online format. We remained committed to offering the course in-person whenever this is deemed safe and possible. Course sections are offered at varied times, including Fridays and evenings. Enrollment has been strong for all time slots though afternoon courses fill most slowly.

4. Please describe how course offerings match students' preparation and goals.

The MIND Program is expanding its offerings beyond the initial course (MIND 101) to a second course: *MIND 105: Mindfulness in Daily Life*. This course was developed in response to expressed student goals for a second course to deepen understanding of mindfulness and its applicability to everyday life. MIND 101 and MIND 105 are introductory courses and do not presuppose any foundational knowledge. Course assignments are highly scaffolded in order to support entering and returning students.

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

We have created a second course: *MIND 105: Mindfulness in Everyday Life*, which is nearing the end of the approval process and should be offered in fall 2022. Students requested a second course in the MIND program, and faculty felt that a course that allowed for a deep dive into mindfulness would complement MIND 101, which focuses primarily on self-compassion as it relates to mindfulness.

Additionally, we are drafting a third course, *MIND 120: Mindful Practice and Social Change*. This course offers participants the opportunity to explore how mindfulness can enhance one's understanding of the experiences of social suffering and to learn about the structural nature of the suffering of others in an effort to consider how one might alleviate this suffering. When students were surveyed about this course, they expressed great interest in the topics (structural inequities, implicit/explicit bias, personal/cultural humility, etc.) and contemplative practices. We have also been in consultation with the Ethnic Studies department soliciting their feedback in relation to this course.

### **3.2 Student Achievement and Equity (and student demographic profile)?**

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

In MIND 101's initial year of being offered (AY 20/21), MIND 101's course completion rate was 81.9%, and its success rate was 71.3%. MIND 101's completion rate is .8%



higher than other FC programs, and its success rate is 2.2% higher than other FC programs. Other achievement rates do not apply to this program.

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

Low income students had a significantly lower completion rate than non low-income students (20.7%). Latinx students also had a significantly lower success rate than other ethnicities (20%).

Broadly speaking, COVID could contribute to lower completion and success as it disproportionately impacted the Latinx and economically disadvantaged communities. A contributing factor related to COVID could be access to technology as the course's synchronous online format requires reliable and consistent technology. Institutional support for technology access evolved throughout the pandemic, so access improved over time; perhaps some students were lost initially. Students living in smaller spaces and sharing home environments with family/loved ones may have struggled with the course's synchronous format and content, which encourages stillness during mindfulness practices. Students reported that they were in closets during class or created outside spaces in order to gain privacy. Oftentimes, when students unmuted, teachers could hear multiple young children in the background. These environmental issues could have proved to be too challenging for some students.

In order to address equity concerns, after Dr. Joe Feldman's professional learning symposium at FC, the MIND faculty participated in reading, reviewing and implementing equitable grading practices. Although not implemented in fall 2020, in spring 2021, the department implemented nearly all of Dr. Feldman's suggestions for equitable grading practices, including minimum grading, no late penalties, and rubrics for grading. MIND faculty also implemented increased outreach to absent students and great flexibility for completing course assignments.

Additional efforts were made to include a greater number of diverse authors and poets to the MIND 101 curriculum in order to diversify texts. It would be interesting to learn of any differences between fall 2020 and spring semester 2021 in regard to completion and success rates and equity data.

3. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

Our department has ongoing discussions about equitable grading, attendance, late-work, and extra credit policies in addition to discussing course requirements, with

particular emphasis on how COVID has impacted student completion and success rates. This dialogue has prompted myriad changes and brought uniformity to course sections and instructor expectations.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?
  - a. **Diverse Faculty Hires:** When offered a new hire, emphasis should be placed on hiring a diverse candidate. All MIND faculty are of a similar background and age.
  - b. **Diversify Class Narratives:** Though an attempt has been made to include diverse texts in MIND courses, the MIND faculty may benefit from a Focused Inquiry Group wherein they bring research skills, effort and intention to further diversifying the narratives present in the program, particularly through course texts, videos, and recorded practices.
  - c. **Diversify Program Mindfulness/Self-Compassion Audio Practices:** The MIND Program would benefit from additional recorded audio practices focusing on collective healing and/or racial healing and/or mindful movement by diverse and/or gender-expansive mindfulness practitioners, such as [Dora Kamau](#), [Rachel Ricketts](#), or others.
  - d. **MIND 120: Mindful Practice and Social Change:** MIND faculty have completed a draft version of a new MIND course focusing on mindfulness and social change. Topics in the course include mindful awareness as the practice relates to multiple identities, privilege and marginalities, implicit/explicit bias, collective trauma, justice work, personal/cultural humility, systemic inequities, social suffering, etc.
  - e. **Professional Learning:** All faculty should be encouraged to participate in a white-affinity group or other professional learning in order to begin to do anti-racism work. These groups should correlate with active mindfulness and self-compassion professional learning organizations, such as courses through Resmaa Menakem's [Cultural Somatics Training Institute](#) or [Dr. Angel Acosta's professional learning](#) for mindfulness and self-compassion educators.
  - f. **Trauma-informed Mindfulness Training:** All faculty could do further study into trauma-informed mindfulness training in order to continue to heighten sensitivity toward students who have been affected by trauma. A good example of this training would be [Dr. David Treleavan's programs](#) or the coursework on trauma through [Florida State University on trauma and resilience](#).
  - g. **Speaker Series:** The FC MIND Program would benefit from incorporating a speaker series highlighting experts who specialize in equity/anti-racist topics as they relate to mindfulness and compassion, thereby creating additional awareness, modeling, and mentorship. Appropriate speakers could include any of the following: [Reverend angel Kyodo williams](#), [Dr. Rhonda Magee](#), and/or [Dr. Ruth King](#).

### 3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

Since the MIND Program is only a year old, most of these questions are not applicable; however, it can be seen that Latinx students are part of the bottleneck in the course as they are disproportionately impacted by their race/ethnicity. Please see “Equity Plan” for how we plan to address this issue under 3.2.4.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

N/A

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

The Program Coordinator reached out to Counseling to be more involved in curriculum mapping, but she was told that it is not necessary for the MIND program. As we understand it, the MIND curriculum will be an optional for all students on maps as it meets their Area E requirements. The Teacher Pathway Program will direct students to one section of MIND 101 for fall 2022. We continue to pursue these types of options for students, aligning the mindfulness courses with FC students in programs with high degree of relevance.

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

N/A

### 3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

100% of the MIND faculty are full-time. Our courses are growing, and they fill robustly. It would behoove us in the near future to consider a part-time hire to supplement full-time instruction and even more importantly, to improve equity concerns. See above 3.2.4.

2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

N/A

### 3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

The initial MIND Program course, MIND 101, was developed and designed to be offered face-to-face. Given COVID restrictions, MIND faculty had to adjust curriculum to the online environment. We unanimously agreed that the course would be best offered as a synchronous online course. This reality pushed us to become well-versed in Canvas, using all of its functions. We have improved our scaffolding of assignments. We worked as a team to problem-solve and revamp for the COVID environment, and an increase in collaboration resulted.

As a result of COVID and FC's professional learning during COVID, we have adopted equitable grading processes (see above 3.2.2). We agree that these have enhanced our instruction, and they will remain in place.

Most of us are eager to return to face-to-face teaching with our courses. We all agree that the MIND courses will be more impactful when offered on campus.

As a result of the enriched online presence, we were approached by Troy High School to offer the MIND 101 course through dual enrollment, and this should begin fall 2022, if we have sufficient faculty coverage for FC course demand.

### 3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

**COVID-19:** The COVID pandemic presented an opportunity for the MIND Program. Mental and emotional health concerns became of primary importance due to the isolation and stress incurred by the pandemic. Increased awareness allowed our department to highlight the well-being outcomes associated with mindful awareness and compassion practices. We did this

by calling attention to our program with academic counselors, specific programs, like EOPS, and outreach to Associated Students and campus clubs. We hoped to make MIND 101 available to as many students as possible in this particular time of need.

**Guided Pathways:** At the Guided Pathways Symposium on First-Year Experience, there was overwhelming consensus by all in the room that mindfulness should be an integral component of the experience; some participants even suggesting that all first-year students should be encouraged to enroll in MIND 101. This suggestion did not come from MIND faculty, but rather from a diverse group of people in attendance. Although this was an initial brainstorming meeting, the overwhelming support for the integration of mindfulness into every students' experience was noteworthy. As a result, all MIND faculty had varying degrees of involvement with Guided Pathways FYE and Work Group 3. In the recommended proposal for FYE, mindfulness is included as a "badge." It is unclear exactly how this will be fulfilled but it is expected that enrollment in MIND 101 would be one way to earn the "mindfulness badge." Currently, FYE is under review and a project director is still being selected, so plans are not firm, but it is reasonable to assume that the mindfulness badge will exist and, most likely, MIND 101 will earn this badge.

**Statewide Interest in the MIND Program:** The Fullerton College Mindfulness Program has garnered attention statewide. We have been approached by several community colleges (Modesto College, Long Beach City College, Mission College, and Riverside City College) where faculty are interested in learning more about our MIND 101 course in order to develop similar courses at their respective institutions. We were also approached by 3CSN (California Community Colleges' Success Network) to lead practices for the annual conference and present workshops.

**MIND Program and Mindful Growth Initiative:** The MIND Program and the Mindful Growth Initiative are inextricably linked and complement one another. MIND students have the unique opportunity to have a well-developed campus-wide initiative available to them as they pursue their coursework. In this way, MIND students become involved in a campus sub-culture when they enter our courses; from the semester start, they become involved in many Mindful Growth offerings. For example, MIND students attend Mindful Mondays and Thoughtful Thursdays. Many become active members of the Mindfulness Student Club, and a good portion attend campus workshops on growth mindset, mindfulness, self-compassion, belonging, and purpose. Notably, the Mindful Growth Initiative enriches our MIND academic program. Likewise, all MIND faculty are closely connected to the Mindful Growth Initiative serving on the Planning Group and participating as leaders in nearly all facets of the Initiative. It is important to note that as a MIND faculty member, one is called upon not only to build an academic program (MIND Program) but also to be an active member of the Mindful Growth Initiative, shaping its development and contributing from the ground up. Support for the MIND Program bolsters the Mindful Growth Initiative, and vice-versa.

**Hornet Tutoring and Mindfulness and Growth Mindset Ambassadors:** The MIND Program works closely with Hornet Tutoring. Nearly all of the MIND sections employ embedded tutors, and our tutors hold records for student attendance in tutoring sessions. From the first semester session to the close, Hornet Tutoring reports that MIND embedded tutors see more students than embedded tutors in other disciplines. For example, during Fall 2021, in one faculty member's three sections of MIND 101, Hornet tutors saw 79%, 82%, and 89% of each section's students by the close of Week 4. Additionally, Hornet Tutoring has supported our embedded tutors as Growth Mindset and Mindfulness Ambassadors, enabling them to develop their skills through workshop presentations and as mindfulness practice leaders (with faculty oversight). In this additional way, Hornet Tutoring, the MIND Program and Mindful Growth work together to offer FC students a cohesive experience of mindfulness and compassion.

**Student Services:** MIND faculty have responded to requests to lead presentations for student services groups including participation in the START Program, presentations for student clubs, such as the Latina Leader Network and the psychology club as well as for formal campus programs, like the Veterans Resource Center and Males Achieving Success, among others.

**Professional Learning:** It should be noted that MIND faculty work closely with Fullerton College's Professional Learning Committee, with two of the three members serving on the committee. Since its inception, MIND faculty have presented more than 15 workshops for the Fullerton College Community, including six 3-session rounds of *Introduction to Mindfulness for the FC Community* and one 6-session program of *Mindful Self-Compassion* for classified and professional experts. MIND faculty have also been invited to present on two occasions for the NOCCCD Administration and Managers Conference at the semester start. MIND faculty participated in the FIG on Equity, providing a FLEX workshop upon completion highlighting mindfulness and its impact on implicit bias, stereotype threat and trauma. Currently, MIND faculty are members of the FIG on belonging and purpose as well. MIND faculty are also part of a 4-member team creating a free Canvas workshop on Mindfulness for Healing of Race-based Stress and Trauma. MIND faculty take leadership roles for professional learning offerings on mindfulness, self-compassion, belonging, purpose, and equity.

**Social Media:** The MIND Program and its faculty contribute significantly to the Mindful Growth Instagram and Facebook accounts. In the last two years, the MIND Program has helped to build the number of followers (nearly 500) with consistent posts highlighting the MIND 101 course and key tenets, MIND student profiles, MIND class activities and artifacts, as well as inspiring quotes by leaders in the field. As part of this effort, we have also worked to build relationships with other programs on campus by messaging and reposting key Fullerton College activities and events.

**Dual Enrollment:** The MIND Program was approached by Troy High School Counseling to offer MIND 101 in the Dual Enrollment Program at Troy High School. Although originally scheduled to begin Fall 2021, this had to be delayed due to a lack of MIND faculty, given that several MIND

faculty have reassigned time to complete retraining in English. This retraining limited the number of MIND 101 sections available during the 2021-2022 academic year. Nonetheless, we look forward to offering MIND 101 as part of dual enrollment at Troy High School beginning in fall 2022.

**Teacher Pathway Program:** The MIND Program is in close consultation with the Teacher Pathway Program as secular mindfulness has become an integral part of K-12 education. Therefore, TPP is interested in offering its program participants exclusive opportunities to enroll in MIND 101. TPP administrators realize that enrollment in MIND 101 will provide TPP participants an edge when transferring to education studies academic programs and entering the workforce. With training in mindfulness and compassion, Fullerton College students would learn desirable skills and therefore be more competitive in the transfer and job market. Beginning in fall 2022, one section of MIND 101 will be dedicated to TPP students through this MIND and TPP collaboration.

**Fullerton College Office of Institutional Effectiveness:** The FC OIE has been instrumental in helping MIND faculty to use reliable and valid research scales in assessing pre- and post-losses/gains in student mindfulness and self-compassion. We are gathering data this fall for our evaluation. Results from fall 2020 are found in tables below:

The course helped me develop:

Attribute	Percentage: Yes	Raw Data
An awareness of my thoughts	98.3	58/59
Mindful Awareness	100	59/59
Self-Compassion Practice	98.2	57/58
A clearer understanding of self and others	96.6	57/59
Personal Well-Being	98.3	58/59
A desire to positively impact the broader society	100	58/58

Question	Percentage	Raw Data
Would you suggest this course to a friend?	98.3	56/58
Will you use what you learned in daily life?	96.6	56/58
Will you use what you learned in the academic setting?	93.1	54/58

Formal Research Scales	Percentage	Raw Data
Mindful Attention Awareness Scale (MASS)	65% of students increased mindful awareness trait	33/51
Self-Compassion Scale (Neff)	75% of students increased in self-compassion trait	35/47

Student Comments: How has your perspective changed since the beginning of class?
I feel more gratitude towards the things in my life, and I know how to handle the bad times.
For the first time, I have a sense of other people and the broader human perspective.
My perspective has changed in a way that I no longer feel alone or like the difficult situation is something that I only feel. I am able to be kinder to myself and really listen to what I need and give myself just that.
My anxiety has become significantly better.
Mindfulness was very eye-opening, and it is such a powerful and helpful practice. It helped me academically, and in my everyday personal life as well.
Being introduced to mindfulness has inextricably changed my life in the best ways possible. I have nothing but gratitude for the mindfulness initiative provided at Fullerton College. This is life-changing work.

**Mindfulness Curriculum in Primary and Secondary Schools:** Mindfulness training for primary school educators and students alike has grown exponentially in the last decade. In fact, mindfulness apps are now being offered to primary and secondary teachers and students. For example, Headspace works directly with 35 districts and around 300 schools in 15 states to offer their teachers access to the mindfulness app. Additionally, Orange County Department of Education routinely offers mindfulness professional learning opportunities for educators.

Secondary school districts are offering for-credit high school classes in mindfulness. For example, Palos Verdes High School offers a [for-credit high school class](#) as well as all [Portland, Oregon city high schools](#).

Additionally, many local high school districts offer mindfulness as an intervention to promote emotional well-being. In fact, Anaheim High School District is well-known for its strong support for [mindfulness experiences](#) for all its students. Michael Matsuda, Anaheim High School District's School Superintendent is an [out-spoken supporter of integrating secular mindfulness](#) into the school environment arguing that "mindfulness should be in each and every classroom." Fullerton Joint Union High School has created [a virtual calming room](#) with guided meditations and other practices for their students.



What does this mean for us? This integration of mindfulness at the secondary level is important because it means that students arrive at Fullerton College seeking mindfulness courses to further their study and practice.

#### **4.0 Outcomes**

##### **4.1 Program Student Learning Outcomes (PSLOs)**

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes ([ISLOs](#)) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

Currently, we have not created PSLOs; however, we are in the development stage, brainstorming the skills, mindsets, and practices that students will foster as a result of our program enrollment.

##### **4.2 PSLO Assessment**

The new PSLO [design principles](#) encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

Given that we have not finalized our PSLOs, we also have not determined how they will be assessed. Nonetheless, we are aware of the design principles and plan to use assessments that align with these principles, including using multiple examples of student work, varied types of student work, including our capstone projects, as well as qualitative and quantitative data.

##### **4.3 CSLO Assessment**

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

We have met with our SLO Division Representative and plan to begin assessing our CSLOs this semester, fall 2021. Our MIND 101 course has four CSLOs. In order to develop robust data and given the newness of our program/courses, we plan to assess for all four CSLOs each semester. As a cohesive program, we have great interest in how we can use this data to build an effective program for student learning for *all* Fullerton College students.

We are also discussing which of the ISLOs map the best with our MIND Program. Currently we are considering ISLO 2, 3, 4 and 5, but veering toward *ISLO 3* ([Global Systems Awareness and](#)

Ethical Citizenship: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems) and ISLO 5 (Personal Responsibility and Professional Development: Articulate personal values and goals as well as explain the skills, mindsets, and behaviors necessary to achieve well-being and professional success). We understand the concept of backwards design and are using this understanding to build alignment within our program. This is particularly salient given current programmatic growth and our plans to build our program further.

#### **4.4 SLO Equity Analysis**

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

As mentioned above, given the newness of our program, we have no data as of yet. We will begin data collection fall 2021 and collect throughout the cycle. At that time, we will use this data to self-assess and consider strategies and professional learning to improve and better meet student needs.

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

Given that we are in the process of creating SLO assessments, it's impossible to answer this question; nonetheless, we would expect that the SLO attainment rates would mirror the success gaps discussed in 3.2.

#### **5.0 Other Areas of Program Effectiveness**

##### **5.1 Your Department and General Education**

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.

331 students enrolled in MIND 101 during the 2020-2021 academic year. All successful students could use the 3.0 units they earned from their enrollment to fulfill CSU General Education Requirement in Area E as well as the Area E Requirement for FC's AA Degree.

2. What role does your department play in helping students complete the GE pathway?

Our department plays an important role in assisting students to complete the 3.0 units for CSU's General Education Requirement in *Area E: Lifelong Learning and Self-Development*. MIND 101's course content aligns well with Area E as it includes inquiry into the following three realms: sociological, physiological and psychological.

MIND 101 meets the CSU GE Breadth-Area E requirement in terms of including a psychological realm. Mindfulness and compassion practices naturally invite the individual to develop mental training that is introspective in nature. The individual is invited to engage in activities that build metacognitive awareness and to notice with curiosity the thoughts and emotions that arise in one's consciousness. The individual expends effort to learn how to focus his/her/their attention. Finally, the individual reflects on responsive vs. reactive behavior in an effort to learn to be less reactive; this is developed through an awareness of emotions arising, recurring thought patterns, focused attention, and physiological responses.

MIND 101 meets the CSU GE Breadth-Area E requirement in terms of including a physiological realm. Mindfulness and compassion are embodied practices where the individual learns to develop interoceptive awareness, helping the individual to perceive subtle internal body signals such as tickle, hunger, thirst, itch and heart rate. This interoceptive awareness is a fundamental aspect of mindfulness training. Additionally, the neuroscience underlying mindfulness and compassion practices reinforce the concept of our beings as "integrated organisms with systemic functions" and mindfulness and compassion training include the basic premise that minds and bodies function systemically, and not in isolation.

MIND 101 meets the CSU GE Breadth-Area E requirement in terms of including a sociological realm. It is not unusual to hear people say that mindfulness and compassion are "self focused"; however, this is far from the truth. Mindfulness and compassion include both the intrapersonal and the interpersonal. One learns these practices to develop awareness so that one can take skillful and wise action in interpersonal relationships and in community with others--whether that community is one's family, one's school community, one's local community or on the national or international level. In this course, routinely, students are invited to reflect and analyze the relationship between the individual and society. The sociological realm is as fundamental as the psychological and the physiological dimensions to this course.

Developing mindfulness and compassion are skills that develop over a lifespan, crossing many developmental stages.

3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

Yes, our sections are held at a variety of time slots and frequency. Currently, our primary concern is having enough qualified and available faculty to meet demand.

4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

We offer the majority of MIND 101 sections during the daytime slots, but we also offer an evening section and a Friday section, hoping to increase our course availability for FC students.

## 5.2 Outside Influences on Your Department

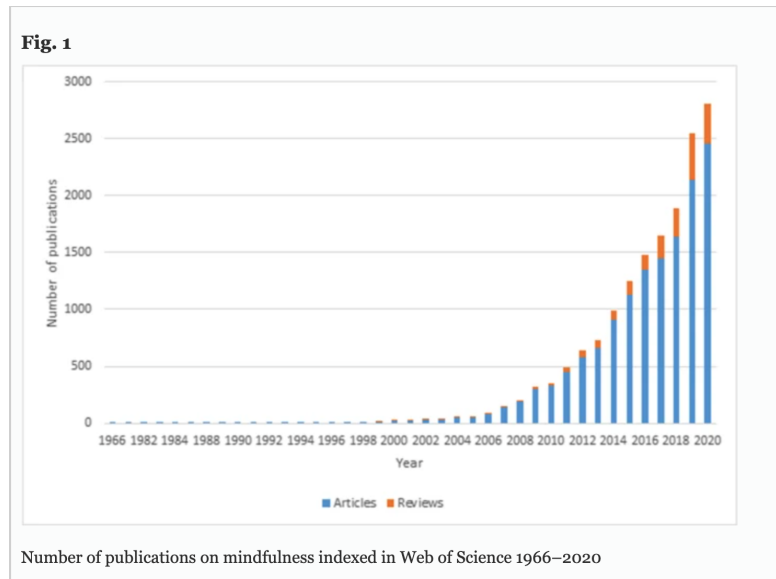
1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

### National Trends and Influences

**Influence: COVID-19:** As mentioned in above in 3.6, COVID-19 influenced our program profoundly because mental and emotional health concerns became of primary importance due to the isolation and stress incurred by people during the pandemic. Increased awareness allowed our department to highlight the well-being outcomes associated with mindful awareness and compassion practices. We did this by calling attention to our program with academic counselors, specific programs, like EOPS, and outreach to Associated Students and campus clubs. We hoped to make MIND 101 available to as many students as possible in this particular time of need.

Additionally, COVID created a situation where MIND 101, a newly developed course, needed to shift from its desired and imagined instructional delivery method (face-to-face) to synchronous Zoom. Though effective, all faculty believe that the course will be more impactful with a return to in-person instruction.

**Trend: Increased Research in the Fields of Mindfulness and Compassion:** As reported in “Trends and Developments in Mindfulness Research over 55 Years: A Bibliometric Analysis of Publications Indexed in Web of Science” (7.16.21), “The number of publications remained less than 100 per year until 2006, and since then, there has been an exponential growth in publications on mindfulness, reaching 2808 publications in 2020 (Fig. 1). The number of publications increased by an average of 23.5% per year from 2010 to 2020. The number of reviews has also increased similarly, reaching a peak of 405 in 2019. Two-thirds of all publications (n = 11,164, 67%) were in the period of 2016–2021.” See graph below:



The following [statistics](#) (2021) reveal how mainstream mindfulness meditation has become prevalent and beneficial:

- It's estimated that 200–500 million people meditate worldwide.
- Meditation improves anxiety levels 60% of the time.
- Meditation can reduce the risk of being hospitalized for coronary disease by 87%.
- Meditation can reduce the wake time of people with insomnia by 50%.
- Almost 10 times more children used meditation in 2017 than they did in 2012.
- 52% of employers provided mindfulness classes or training to their employees in 2018.
- Meditation can increase employees' productivity by 120%.

Likewise, over the last two decades, compassion research has also been on the rise with major research centers at [UC Berkeley](#) and [Stanford University](#) focusing study and research on compassion. In a recent article published by [UC Berkeley's Greater Good Science Center](#), authors conclude: "Thanks to rigorous research on the benefits of compassion, we are moving toward a world in which the practice of compassion is understood to be as important for health as physical exercise and a healthful diet, empirically validated techniques for cultivating compassion are widely accessible, and the practice of compassion is taught and applied in schools, hospitals, prisons, the military, and beyond."

The uptick in interest and research in mindfulness and compassion provide a solid foundation for our innovative MIND Program.

**Trend: Increased awareness of the impact of anxiety, stress and depression on learning:**

Increased understanding of the impact of anxiety, stress, and depression on learning is highly

relevant to the MIND Program, given that mindful awareness has been shown to reduce all three negative psychological states. Specifically, [research](#) has shown that anxiety is a distraction away from learning; affects working memory; takes precedence over other cognitive processes; is emotionally upsetting; and precipitates avoidance strategies. Mental health statistics show that college students are suffering from anxiety and depression at alarming rates. In a recent [Forbes magazine article](#) (8.10.21), Alison Escalante states: “The already high rate of anxiety among students in August 2020 of 39% rose to 42.6% in April 2021. Over the same time frame, depression rose from 24.1% to 28.3%, and burnout rose from 40% to 70%. For perspective, these numbers went from absurdly high to astronomical.”

These developments, insights, and research support the importance of the MIND Program in ways that are far-reaching. Offering FC students the opportunity to learn mindfulness and compassion provides experiences far beyond the course concepts; these experiences and practices are highly impactful in regard to their overall emotional well-being and mental health thereby improving their capacity to be successful in all their academic courses, endeavors, and pathways.

**Trend: Destigmatization of care of the self and mental wellness:** In large part a result of COVID-19, emotional well-being and mental health are being prioritized in nearly all segments of our society, including the family, school and workplace. In a recent article, [“The Forecast for 2021: 6 Key Mental Health Trends.”](#) author, Erin McClintock, describes the prioritization of educator and student mental health, noting the uptick in implementation of evidence-based mental health curriculum. This trend is also helpful to the MIND Program because students are empowered to enroll in the course, learn concepts, participate in the experiential learning, and become curious about their experiences that result.

**Trend: Increasing number of mindfulness/compassion programs at colleges and universities:** Across the country, colleges and universities are developing robust mindfulness and compassion opportunities for students. Some can be [seen here](#). Of particular interest are [Arizona State University Center for Mindfulness, Compassion, and Resilience](#) which has a strong focus on [Equitable Mindfulness](#), George Mason University’s Center for the Advancement of Well-Being, which includes a [Well-Being Minor with nine courses](#), as well as New Hampshire Technical Institute’s (community college) [Mindful Communication Certificate](#), which is a CTE program and includes four courses.

This trend creates a strong foundation for the MIND Program, a cutting-edge program, the first of its kind at California community colleges.

**Trend: Increased professional organizations in mindfulness/compassion:** Given the increased demand for mindfulness/compassion instruction and courses, professional organizations have been established to develop standards, ethical codes of conduct, and professional learning. Of note include the following: [International Mindfulness Teachers Association](#) and the [Center for](#)

[Mindful Self-Compassion](#). This has proved helpful in creating minimum qualifications for teaching MIND courses.

### **Fullerton College Trends and Influences**

**Influence: Fullerton College Student Health Services:** Since the MIND Program's inception, FC Student Health Services has expressed growing interest and support for the Program. For example, a collaborative conference proposal highlighting the FC Mindful Growth and MIND Program was recently submitted for the Annual American College Health Association Conference to be held in San Diego, CA in May 2022 by Student Health Services, Mindful Growth, and the MIND Program. This collaboration enhances our academic program as it presents a cohesive and unified front-facing experience to FC students.

**Trend: Increased interest in MIND Program from FC Student Services and FC Programs:** Across the campus, a variety of FC programs and FC Student Services have expressed interest in the MIND Program. In response to this interest, MIND faculty have met with leaders and/or students in all the following areas: Teacher Pathway Program, CTE, Student Services, EOPS, Associated Students, Veterans Resource Center, Foster Youth Success Initiative, FC Umoja Community, Ethnic Studies, Art, Sociology, Psychology, Hornet Tutoring, Grads to Be, Cadena Cultural Center, and Career Life and Planning.

**Influence: Fullerton College Professional Learning Committee:** Given the close connection between the Fullerton College Professional Learning Committee and the Mindful Growth Initiative (which developed from FC's Professional Learning Committee), the MIND Program is greatly enhanced by FC's Professional Learning Committee's commitment to Mindful Growth which as explained above integral and interconnected with the academic/instructional MIND Program.

2. Make sure you are including all degree and certificate programs, including the College's GE program.
3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.
4. If AB 705 applies to the program then how are you meeting its mandates?

### **5.3 Your Program's Active and Applied Learning and High-Impact Practices**

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

**Experiential Learning Activities:** All MIND 101 students are required to attend 3 drop-in group mindfulness practices. Many students attend Fullerton College's Mindful Growth Initiative's Mindful Mondays or Thoughtful Thursdays drop-in practices. However, students are directed to myriad offerings (all vetted by faculty). These additional options are drop-in group practices led by other institutions but open to the public, such as UCLA's Mindful Awareness Research Center, Brown University's Mindfulness Center, and UCSD's Mindfulness Center.

Students are also offered extra credit to attend myriad workshop offerings that focus on mindfulness and/or compassion. Some include *Introduction to Mindfulness for FC Students*, *Introduction to Growth Mindset for FC Students*, Mindfulness Student Club events, etc.

**Collaborative Assignments:** Four of the five MIND 101 sections include Hornet Embedded Tutoring Study Sessions. During these sessions, tutors are encouraged to create shared documents to assist students to complete assignments in support of one another. Though each student submits assignments for an individual assessment, the spirit of the work is collaborative.

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.

**MIND Program: Academic Department:** The MIND Program would benefit from becoming an official academic department within the Humanities Division. When appropriate removal of this barrier would assist the MIND Program to meet student demand, meet equity goals through diverse hires, and access increased resources.

The rationale for a request to become an academic department with the Humanities Division along with resulting benefits are listed below.

**Rationale:**

- Over the last decade, secular mindfulness and compassion have developed into a body of knowledge, which requires disciplinary expertise. This disciplinary expertise necessitates specific criteria for mastery and is not met by any specific departments on the Fullerton College campus. Classifying the MIND program as a department housed within the Humanities Division would recognize formally this body of knowledge and subject-area expertise.
- The MIND program is experiencing consistent growth. Its first course was well-received and had strong student enrollment. The program will be adding a second academic course in fall 2022, and the program has a third course in draft form. Classifying the MIND program as an academic department would allow the program to continue to flourish. The resources afforded an academic department would assist to meet the needs of this growing program, its developing curriculum, and its increased student enrollment.



- The MIND program's current student enrollment is equal to or exceeds the size of other departments within the Humanities Division.
- Classifying the MIND program as an academic department would align with other disciplines on campus thereby promoting clarity for students and others.
- The MIND program meets a clear institutional need. As such, it has been well-supported by faculty, administrators, and campus leadership at Guided Pathways symposiums as well as in the NOCCCD's Educational and Facilities Master Plan (July 2020). Providing MIND with the status as an academic department would allow it greater access to institutional recognition and support.
- The establishment of the MIND program as an academic department would enable the faculty within this area to have an official department coordinator; this position would coordinate course development and enrollment, support student enrollment and participate in division leadership roles.
- The establishment of the MIND program as an academic department would enable the department to begin to plan for an additional hire, with focus and attention to diversity. This would assist to meet the MIND Program's equity goals and provide for the department's longevity.

**Marketing and Outreach:** The Humanities Division's lack of a Public Information Officer is an additional institutional barrier. Information dissemination, program outreach, and enrollment marketing require a consistent ( 4/5 times/week) and sophisticated social media presence. Additionally, website updates are required regularly, not only on the Humanities Division website but also the Mindful Growth website. Finally, since the Mindful Growth events are largely populated by MIND 101 students, additional marketing, outreach and coordination are required for Mindful Mondays, Thoughtful Thursdays, and a multitude of Mindful Growth events and activities. If the Humanities Division had a Marketing and Outreach Officer, these events/activities and social media presence would be better coordinated and more effectively communicated to FC students.

## 6.0 Planning

### 6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

Not applicable as this is the first MIND Program Review.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Not applicable as this is the first MIND Program Review.

## 6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

### Strategic Action Plan (SAP) # 1, Department (or program) name: Mindfulness Program

Strategic Action Plan #1	<p><b>SAP #1: Enact equity goals.</b></p> <ol style="list-style-type: none"><li>1. <b>Diversify Mindfulness/Self-Compassion Audio Practices for MIND Program:</b> Provide FC MIND students with BIPOC and/or gender-expansive mindfulness practitioners recorded audio practices. This meets equity goals. Please see details 3.2.4.</li><li>2. <b>Diversify Class Narratives:</b> Though an attempt has been made to include diverse texts in MIND courses, the MIND faculty (and students) would benefit from a Focused Inquiry Group wherein the faculty bring research skills, effort and intention to further diversifying the narratives present in the program, particularly through course texts, videos, and recorded practices.</li><li>3. <b>Professional Learning:</b> All MIND faculty should be encouraged to participate in a white-affinity group or other professional learning in order to begin to do anti-racism work. These groups should correlate with active mindfulness and self-compassion professional learning organizations, such as courses through Resmaa Menakem's <a href="#">Cultural Somatics Training Institute</a> or <a href="#">Dr. Angel Acosta's professional learning</a> for mindfulness and self-compassion educators. Additionally, faculty should be encouraged to attend a 3-5 day mindfulness retreat each year and continue to engage in professional study in the mindfulness/compassion field, particularly as it relates to diversity, equity, and inclusion.</li><li>4. <b>Curriculum Development:</b> Faculty develop a third MIND course. Subjects under considerations include <i>Mindful Practice and Social Change</i> and <i>Mindfulness and Nature</i>. This third course moves through the curriculum process.</li></ol>
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	<p>5. <b>Trauma-informed Mindfulness Training:</b> All faculty could do further study into trauma-informed mindfulness training in order to continue to heighten sensitivity toward students who have been affected by trauma. A good example of this training would be Dr. David Treleavan's programs or the coursework on trauma through Florida State University on trauma and resilience. This training would support the needs of all students, but particularly our BIPOC students who are disproportionately impacted by trauma.</p>
List College goal/objective the plan meets.	<p>SAP #1 directly addresses the following FC goals and objectives:</p> <ul style="list-style-type: none"> <li>● <b>GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT:</b> Fullerton College will prepare students for success through the development and support of exemplary programs and services. <ul style="list-style-type: none"> <li>○ Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness</li> </ul> </li> <li>● <b>GOAL 2: CULTIVATE A CULTURE OF EQUITY:</b> Fullerton College will strengthen and support a diverse and inclusive campus culture. <ul style="list-style-type: none"> <li>○ Objective 1: Remove institutional barriers to student equity and success</li> <li>○ Objective 3: Increase outreach to and recruitment of students from underserved populations</li> <li>○ Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed</li> </ul> </li> </ul>
Explain how the request helps the College attain student equity.	<p>This Strategic Action Plan is focused exclusively on equity, providing support, resources, and access to <i>all</i> students through equitable teaching practices. SAP #1 aligns with Fullerton College's Mission statement wherein we, as teachers work to "foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members."</p>
What measurable outcome do you anticipate for this SAP?	<ul style="list-style-type: none"> <li>● Increased retention and success of BIPOC students, low-income and other marginalized students</li> </ul>

	<ul style="list-style-type: none"> <li>Increased demand for MIND courses.</li> </ul>
What specific aspects of this SAP can you accomplish without additional financial resources?	<ol style="list-style-type: none"> <li>Professional Learning funding can come from the FC Professional Learning funds.</li> <li>Curriculum Development can be accomplished under primary faculty responsibilities.</li> </ol>

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training	<p><b>Diversify Course Narratives w/FIG Group (completed during summer or on non-contractual time)</b></p> <p><b>Professional Expert Compensation:</b> \$55/hour x 20 hours/faculty x 3: \$3,300 total</p>	Program Review: One Time Funds
Other	<p><b>Diversify BIPOC, gender-expansive audio practices, outsourced to mindfulness practitioners.</b></p> <p>\$1,200 x 3 (practitioners): \$3,600</p>	Program Review: One Time Funds

<b>TOTAL requested amount</b>	\$6,900	Program Review: One Time Funds
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**Strategic Action Plan (SAP) #2, Department (or program) name: Mindfulness Program**

Strategic Action Plan #2	<p><b>SAP #2: Increase student enrollment in MIND Program through Marketing and Outreach Efforts</b></p> <ol style="list-style-type: none"> <li>1. <b>MIND Promotional Video:</b> The MIND Program would greatly benefit from a promotional video. Under Dr. Under Greg Schulz's leadership, a promise was made to provide this funding though it did not come to fruition due to a lack of time for video development on the part of MIND Program faculty. This remains an important need for our program as it would improve awareness of the MIND Program, both at Fullerton College and beyond our local community.</li> <li>2. <b>Marketing and Outreach Personnel Support:</b> The MIND Program needs the support of a Humanities Division Public Information Officer to coordinate marketing, outreach, website development, and social media presence. This marketing and outreach will assist students to learn of the many opportunities to participate in the MIND Program, which is committed to equity goals. Or, the MIND Program needs a student-hourly for marketing and outreach efforts. Given the time-intensive nature of social media marketing and website development and upkeep, marketing and outreach requires an inordinate amount of time. Assistance in this realm could grow the program substantially.</li> <li>3. <b>MIND Recognition upon Degree Conferral:</b> Faculty are interested in creating a MIND recognition/designation for students upon degree conferral for students who complete two or more MIND courses while enrolled at Fullerton College. This would allow our students to appropriately highlight their accomplishments and for others to easily recognize them.</li> </ol>
List College goal/objective the plan meets.	<ul style="list-style-type: none"> <li>● GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT:</li> </ul>

	<p>Fullerton College will prepare students for success through the development and support of exemplary programs and services.</p> <ul style="list-style-type: none"> <li>○ Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness</li> <li>● GOAL 2: CULTIVATE A CULTURE OF EQUITY: Fullerton College will strengthen and support a diverse and inclusive campus culture. <ul style="list-style-type: none"> <li>○ Objective 1: Remove institutional barriers to student equity and success</li> <li>○ Objective 3: Increase outreach to and recruitment of students from underserved populations</li> <li>○ Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed</li> </ul> </li> </ul>
Explain how the request helps the College attain student equity.	Providing marketing and outreach to all in our community means that <i>all</i> students would have access to the resources of mindfulness and self-compassion, which leads to benefits of social/emotional and physical wellness. These benefits enable students to continue on their selected FC pathways while experiencing academic growth and success.
What measurable outcome do you anticipate for this SAP?	<p>The outcome will be demonstrated by the ability to offer more sections of MIND courses.</p> <p>Also, with a MIND recognition in place, one could tabulate the number of students who are graduating/transferring with these social/emotional/awareness skills.</p>
What specific aspects of this SAP can you accomplish without additional financial resources?	1. MIND Recognition upon Degree Conferral

**If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.**

Type of resource	Requested dollar amount	Potential funding source
Personnel	Marketing/Outreach Personnel Support: 5 hours/week, (\$16.50 x 5 x 32 = \$2,640	Program Review One-Time Funds
Facilities		
Equipment	MIND Program Promotional Video (This video would need to cover quick intro to mindfulness as well as courses.): \$15,000	Program Review One-Time Funds
Supplies		
Computer hardware		
Computer software		
Training		
Other		
<b>TOTAL requested amount</b>		

**Strategic Action Plan (SAP) #3, department (or program) name: Mindfulness Program**

Strategic Action Plan #3	<p><b>SAP #3: Initiate Campus (and Statewide) Programmatic and Curricular Changes for MIND Program</b></p> <ol style="list-style-type: none"> <li>1. <b>Statewide MIND Professional Organization:</b> Given the innovative nature of Fullerton College's MIND Program and the robust interest in the program, it would behoove the college and its students if MIND Program leadership created a Statewide MIND Professional Organization. Initial steps to do this have begun, but additional time/funding/reassigned time is required to continue this project. This would increase the collaboration between the MIND Program and other community colleges across the state in order to offer mindfulness and self-compassion to more community college students</li> </ol>
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	<p>across California. This could be accomplished during the summer and/or during non-contractual time.</p> <p>2. <b>MIND Program becomes an academic department</b> (“Mindfulness Department”) within the Humanities Division. Please statement and rationale 5.3.2.</p>
List College goal/objective the plan meets.	<ul style="list-style-type: none"> <li>• GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY: Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond. <ul style="list-style-type: none"> <li>○ Objective 1: Create and expand partnerships with local K-12 and higher education institutions</li> </ul> </li> <li>• GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT: Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs. <ul style="list-style-type: none"> <li>○ Objective 1: Promote transparency in the shared governance structure and decision-making processes</li> </ul> </li> </ul>
Explain how the request helps the College attain student equity.	<p>Developing a statewide organization would increase access to robust curriculum in mindfulness and self-compassion for community college students in all of California. At this point, Fullerton College has the most developed MIND Program, and we could serve as leaders for others, bringing equity to more CA campuses and student communities.</p> <p>Creating a MIND Academic Department would give the MIND Program more access to campus resources; in particular, it would increase our capacity to consider an additional diverse hire, which is of great importance.</p>
What measurable outcome do you anticipate for this SAP?	<p>We could measure the number of schools participating in a MIND California Collaborative.</p> <p>We could measure growth in terms of curricular offerings in this field in California.</p>



What specific aspects of this SAP can you accomplish without additional financial resources?	<ol style="list-style-type: none"> <li>1. MIND becomes an academic department.</li> <li>2. MIND Program no longer fused with Mindful Growth.</li> </ol>
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If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other	Professional Expert Pay during non-contractual time to coordinate a Statewide MIND Collaborative: \$55 x 20 hours x 2 semesters: \$2,200	Program Review One-Time Funding
<b>TOTAL requested amount</b>	\$2,200	

Strategic Action Plan #4	<p><b>SAP #4: Hornet Embedded Tutors:</b> Increase student retention and success rates by using embedded tutors in our courses (Hornet Tutors).</p> <p>We are asking for 5 embedded tutors in the fall semester and 5 embedded tutors in the spring semester.</p>
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List College goal/objective the plan meets.	<ul style="list-style-type: none"> <li>● GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT: Fullerton College will prepare students for success through the development and support of exemplary programs and services. <ul style="list-style-type: none"> <li>○ Objective 1: Create a clear pathway for every student</li> </ul> </li> <li>● GOAL 2: CULTIVATE A CULTURE OF EQUITY: Fullerton College will strengthen and support a diverse and inclusive campus culture. <ul style="list-style-type: none"> <li>○ Objective 1: Remove institutional barriers to student equity and success</li> <li>○ Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed</li> </ul> </li> </ul>
<b>Explain how the request helps the College attain student equity.</b>	This MIND Program request aligns with the College Mission Statement because the implementation of embedded tutors “foster[s] a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.”
<b>What measurable outcome do you anticipate for this SAP?</b>	Increased rates of course success and course completion.
<b>What specific aspects of this SAP can you accomplish without additional financial resources?</b>	N/A

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of resource	Requested dollar amount	Potential funding source
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Personnel	Hornet Tutors: 5 tutors/semester for 5 sections @ \$3,750/tutor/semester: \$37,500	Program Review One-Time Funding
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
<b>TOTAL requested amount</b>	\$37,500	Program Review One-Time Funding

Please number each of your plans. This will help keep to track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the [College mission, vision, goals, or objectives](#).
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so:  
Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

### 6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

#### **MIND Program funding and support for hire/s, with particular attention paid to diversity.**

Currently, the three faculty within this area are nearing retirement age and lack diversity. For the longevity of the MIND Program, particular attention needs to be paid to recruitment of new faculty in order to sustain the MIND Program and reach equity goals.

**Paired Programs and Courses:** Initial collaborations between Teacher Pathway Program and MIND, CTE and MIND, Study Abroad and MIND, FC Athletics and MIND have been considered. MIND Program faculty are also interested in the development of paired courses. Connections between content areas such as ethnic studies, reading, child development, English and other disciplines have been discussed. Professional expert pay would be necessary to compensate for this additional time investment.

## 7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

## 8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPherson, Director of Campus Communications at [lmcpheon@fullcoll.edu](mailto:lmcpheon@fullcoll.edu).
2. If you find an inaccurate publication, please explain how you will make corrections. N/A
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?

The MIND Program coordinates with the Mindful Growth Initiative to coordinate a strong social media presence on Instagram with a large number of followers for a campus program (500). The MIND Program Coordinator is in charge of the MIND Program postings. These include the following: inspirational quotes, student profiles, event/activity announcements, registration updates, etc. We use this social media site to announce upcoming events; to inspire students; to share student profiles; and to promote our courses.

4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

We regularly communicate with the wider community through two websites. [The first](#) is our department page on the Humanities Division website, which includes program, course and faculty descriptions. [The second](#) is the Mindful Growth website where we have a section for each of our academic courses, [MIND 101](#) and [MIND 105](#). Many community members mention that their first point of contact was through the Mindful Growth website.

#### **Format notes**

**Cover Page:** standardize for each self-study, with signatures

**Executive Summary:** on a separate page, all by itself, for ease of processing.

#### **Main body of the report**

##### **Appendix A: Key Performance Indicator (KPI) data**

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

##### **Appendix B: SLO data**

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

##### **Appendix C: Other data**

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.