Student and Support Services
2022 - 2023 Self-Study
Three-Year Program Review
Mindful Growth Initiative

Humanities Division

Statement of Collaboration

The program staff 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 staff involved in the self-study.

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

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Printed name of Principal Author	Signature	Title	Date
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1.0   Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

The Mindful Growth Initiative 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 Fullerton College Mindful Growth Initiative has received interest and accolades from colleagues at California community colleges and statewide community college organizations, like 3CSN, as well as by the *NOCCCD Educational and Facilities Masterplan*, which called for Mindful Growth to be developed at Cypress College and NOCE. We are pleased to offer you this program review and appreciate your feedback.

Mission: The Mindful Growth Initiative fosters contemplative practices and growth opportunities to develop equity, student success, individual well-being, and community. Our offerings support the campus mission by fostering a supportive and inclusive environment for students from diverse communities. Insight into growth mindset and focus on purpose and belonging help students understand strategies for success and to develop intrinsic motivation. Participating in mindfulness and compassion practices focus on awareness practices and mindsets that encourage students to be successful learners and engaged community members.

The Mindful Growth Initiative seeks to provide the Fullerton College community a "supportive environment," one in which they feel comfortable and at ease in the academic context. The Initiative's focus on the "affective domain" develops individuals' mindful awareness and encourages mindset training, which fosters acceptance, ease, calm, safety, and growth. These mindsets and mindfulness are 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, growth mindset, purpose and belonging, and mindfulness and compassion are highly relevant and applicable to a multitude of pathways, including transfer, career growth, personal growth, certificates, and/or associate degrees.

The Mindful Growth Initiative is designed to build community through shared learning, inviting and including all students in all activities and events, so that they have an opportunity to learn side by side with educators. With a focus on personal and professional development, we believe that educators at Fullerton College can best support students to be successful learners if they are themselves engaged as learners. When educators (a term meant to include classified professionals, faculty, and managers) are supported to improve their skills and knowledge, both in terms of best practices for meeting the needs of our various student populations as well as their areas of professional and disciplinary expertise, we create an environment that is conducive to improving student success.

Vision: Fullerton College will transform lives and inspire positive change in the world. The courses, workshops, practices, and activities sponsored by the Mindful Growth Initiative 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 growth mindset, purpose and belonging, and 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 in our collective effort to increase academic and personal success.

Equity: We commit to equitable practices for all we serve.

Innovation: We support innovation in teaching and learning.

Growth: We expect everyone to continue growing and learning.

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

The following points "Honoring Inclusivity and Diversity," "Awareness of Bias," "Environment," "Recognize Common Humanity," "Cultivate Empathy," "Innovation," and "Meaningful Action" support the Core Values listed above.

Honor Inclusivity and Diversity: 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 instructors, facilitators, 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. Additionally, growth mindset offers educators and students both the opportunity to work together using student-centered learning to develop and improve skills, which leads to better learning outcomes and a more open and inclusive environment. This, in turn, fosters purpose and belonging to students who have traditionally been denied access, excluded, and marginalized because the belief that anyone can grow their intelligence breaks through these barriers.

Recognize 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. As one participant in the Mindful Growth Initiative training on Mindful Self

Compassion shared, their biggest takeaway was that "Having a community that supports my values of peace and mindfulness. It holds me accountable to practice the different techniques and reminds me of the different experiences we face that are a part of our common humanity" (Classified Participant 8/12/21).

Cultivate 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. Additionally, part of adopting a growth mindset includes recognizing areas where fixed mindset has prevented growth. Fixed mindsets are ubiquitous, and it takes support to shift into growth mindset thinking, which cultivates empathy. Higher degrees of empathy promote purpose and belonging, which promotes improved learning outcomes in all demographics.

Innovation: Research linking mindfulness, growth mindset, purpose and belonging, and other mindsets 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 and mindset training are rooted in neuroscience showing that individuals can change their brains in fundamental ways, shifting and altering their awareness and experiences, which positively impact learning.

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).

College Goals: Adopting a growth mindset, incorporating purpose and belonging, and studying mindfulness and compassion are highly relevant and applicable to a multitude of pathways, including transfer, career growth, personal growth, certificates, and/or associate degrees. This innovative and comprehensive initiative stewards holistic courses of study, campus-wide student workshops, campus and community weekly mindfulness practices, and integration into and collaboration with interdisciplinary courses, campus resources, and student support programs to develop individuals' mindful awareness and compassion. 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 the courses and offerings we provide, emotional and physical well-being is directly addressed through conceptual understanding and experiential modes.

The Mindful Growth Initiative members and activities are focused on three central concerns, stated below in prioritized order:

1. Equity and Inclusion: We are committed to creating an academic support and integration 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.

Mindfulness and growth mindset pedagogies and practices have been researched for their effectiveness. Both interventions are now considered to be evidence-based practices that reduce the achievement gap.

2. Increase Student Success

We are committed to developing well-researched, robust, college-level support for our students that aligns with developing pathways. Mindfulness and growth mindset pedagogies and practices have been well-researched to evaluate effectiveness in increasing student success.

Mindfulness has been shown to positively affect participants and students in the following ways. Each of the qualities/realizations listed has been shown to augment and/or correlate with increased student success:
- Increase in focused attention
- Improvements in overall emotional well-being and positive affect
- Heightened resiliency
- Improvements in emotional self-regulation
- Improvements in working memory capacity
- Improvements in reading comprehension
- Development of character strengths, like curiosity, courage, and perseverance
- Shrinkage of the amygdala (stress response) and thereby higher stress reactivity threshold
- Stronger connection between the prefrontal cortex and the amygdala, thereby improving connectivity to reasoning center during stress response
- Improvements in sleep
- Improvements in teacher well-being and emotional regulation

Growth Mindset has been shown to positively affect participants and students in the following ways. Each of the qualities/realizations listed has been shown to correlate with increased student success:
- Increased ability to embrace challenge as a learning opportunity (rather than avoiding challenges)
- Understanding that effort is part of the learning process
- Recognition that feedback and criticism are useful for self-improvement
- Understand the success of others as a positive experience and see those who are successful as a learning resource
- Increase in help-seeking behaviors, such as additional campus resource use (tutoring, office hours, library)

Belonging has been found to be positively related to academic success, social inclusion, and life satisfaction (Arslan et al., 2020, Brooms, 2016; Palikara et al., 2020; Scorgie & Forlin, 2019) as well as decreasing school attrition (OECD, 2018; Tuhanioglu, 2016; Uslu & Gizir, 2017).

Purpose Mindset has been shown to "increase intrinsic motivation—students work harder, learn more, and thrive in school. They're also more positive and self-regulated, better problem solvers, and more likely to use deep learning skills" (Liang and Klein, 2022).

3. Strengthen Connections with the Community
Initiative-sponsored activities are connecting more people through student and community outreach. Community members seeking mindfulness and growth mindset trainings and practices have approached Mindful Growth for assistance. Mindful Growth planning group members have responded as best they can to these requests. Community members are welcome to attend Mindful Monday and Thoughtful Thursday drop-in mindfulness practices and workshops.

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, campus 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.

Mindful Growth Initiative members are deeply committed to equity efforts. We are interested in providing diverse 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.

The Mindful Growth Initiative is 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 campus resources and programs, with our Initiative members 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 FC Health Services, FC Professional Learning Committee and First Year Experience. The Mindful Growth Initiative continues to forge new partnerships as we have seen how mindfulness and mindsets are highly relevant to academic success. For more students to benefit from our 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 offerings can benefit them, supporting their development of increased resilience and academic success.

2.0   Program Description/Data & Trends Analysis

2.1   Describe the purpose, components, and staffing of this program.

The purpose and mission of this initiative is to foster contemplative practices, mindfulness, and mindset opportunities to develop equity, student success, individual well-being, and community. Two faculty members and an ad hoc committee made up of 18 faculty, classified, and management members with additional support provided by the Staff Development Coordinator and Staff Development Administrative Assistant coordinate the initiative. This committee meets once per month to plan activities, and coordinate marketing and outreach efforts.

Initiative Components:

- Initiative members coordinate with the following campus constituents: Associated Students, Cadena Cultural Center, Campus Communications, Career and Life Planning Center, Classified Professionals, Counseling Division, EOPS, FC Transfer Center, Grads to Be, Guided Pathways/FYE, Health Services, Hornet Tutoring, Marketing and Outreach, Professional Learning Committee, Puente, STEM, Teacher Pathway Program, Umoja, Veterans Resource Center, and many student clubs, including the Latina Leadership Network Club, Sociology Club, Psychology Club, SOBER Club, among others.
- Self-paced Mindfulness and Mindset courses are available on Canvas. Three free Canvas courses have been created: Mindfulness for Well-being, Mindfulness and Self-Compassion, and Mindfulness and Healing for Race-Based Stress.
- Collaborate with the Staff Development Coordinator and Committee to send faculty, classified, and administrators to professional development conferences in mindfulness, growth mindset, purposeful learning, and other contemplative pedagogies and practices.
- In 2021-2022, the Mindful Growth Initiative offered (or co-offered) the following events and activities: Mindful Mondays, Thoughtful Thursdays, Introduction to Mindful Growth Workshops, Mindfulness Club Student Club Meetings, Introduction to Growth Mindset Workshops, Purpose and Belonging Informed Focused Inquiry Group (series) and Workshops, Movies for Mental Health, Introduction to Mindful Awareness Workshops, Introduction to Purpose and Belonging Workshops, Mindfulness Practices for Social Justice Week, Introduction to Mindful Awareness for Faculty, Staff and Administrators, and Rest and Relaxation Events, and START. The initiative also offered free Canvas workshops in mindfulness, self-compassion, and mindfulness/belonging for race-based stress and trauma. Finally, we coordinate Mindfulness and Mindset Student Ambassadors who provide classroom visitations and student workshops.
- In fall 2022, in addition to the offerings previously mentioned, we have expanded to include Mindfulness Faculty Coaching Series; Book Club Series; Insight Timer Launch (meditation app); and a Stress, Mental Health, and Nutrition Workshop.
- Management of Mindful Growth website page and other promotional materials. Our website provides various resources for the campus community, including resources, audio recorded mindfulness practices, key initiative definitions and overviews, and our monthly events calendar for campus participation.
- Mindfulness and Mindset resources library has been established with a variety of books and tools that assist in facilitating mindfulness and mindset work and provide educational tools for the campus community.
- Engagement on our social media. All our committee helps to maintain our current Instagram platform of 589 followers (as of 11/21/2022) and 419 total posts. Social media provides us a platform to share resources, events and engage the campus community. We have established branding guidelines to create a coherent look for the Mindful Growth Initiative, including a logo, cohesive fonts, and a palette of soothing colors.

During the 21-22 academic year, the Mindful Growth Initiative sponsored more than 115 distinct events, activities, and workshops. Over 560 students participated in Canvas workshops alone.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					
Classified					
Faculty (full-time)					
Faculty (Adjunct)					
Hourly - Adult					
Hourly - Student					
Professional Experts					
				Total FTE	

2.3   Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				

Volunteers *(Ad-Hoc Committee Members)*				
Interns				
Total Hours & Costs				
			Total FTE	

2.4   Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

The Mindful Growth Initiative currently has no staff funding. The Initiative has been solely supported through the faculty, staff, and student ad hoc committee efforts. This group has made significant efforts over the years to continue to collaborate and expand mindfulness and mindset offerings; however, the initiative is currently experiencing challenges in meeting the current demand for workshops, education, and expansion with no direct support or staffing for the Mindful Growth Initiative.

Hornets Tutoring has graciously offered to supply 10% re-assigned time of one of their hourly tutoring positions to support Mindful Growth efforts. This role provides the Initiative with the support to offer student workshops in mindfulness, growth mindset, purpose mindset and belonging mindset.

The Mindful Growth Initiative is led by 2 faculty leaders and 18 ad-hoc committee members committed to the planning and expansion of mindfulness and mind set work at Fullerton College. The faculty leads and ad-hoc committee members each commit their time in a volunteer capacity. At this time, the initiative has reached a point of expansion that goes beyond the capacity of our current ad-hoc committee model. To continue to meet the demands of the students and Fullerton College community needs, we will need to establish a paid coordinator role.

2.5   How many students are served? How has this number changed since the last review?

Mindful Growth has expanded over the last few years to better serve students and the campus. Between Fall 2020 and Fall 2022, we have served 3,331 students/participants* through our wide variety of events (see below table). The Initiative continues to outreach to various Student Services Departments and provide a variety of mindfulness and mindset offerings to the campus community. Since our first program review, 2018-2019 self-study, Mindful Growth has seen an increase in the

number of students/participants served by over 10 times. The initiative has established more effective participation tracking tools and increased participation from 257 in 2018-2019, to now over 3,331 in 2020-2022. The Initiative has made significant strides in reaching out to students through campus communications, social media, faculty and staff involvement, and outreach to various Student Services departments (Promise, Career Center, Health Services, Associated Students, Hornet Tutoring, etc.), and have found the demand for services continues to grow each academic year.

The pandemic brought new challenges to the Initiative, but all committee members were willing and eager to make the necessary changes to shift our workshops and other offerings to a remote format. We shifted our Mindful Monday and Thoughtful Thursday events to Zoom and expanded the Canvas Mindfulness and Mindset offerings to allow students and faculty to utilize resources on demand. Our website hosts a variety of educational materials, meditation recordings, and remote resources that can support students with mindfulness and mindset work remotely. The initiative is now working to provide offerings in both in-person and online offerings to provide the best availability to our diverse student population.

2020-2022 Mindful Growth Participation		
Offering	#	Details
Mindfulness & Mindset Workshops for Students	**158** students/participants	Includes: Hornet Tutoring training, Mindfulness for FC Student Workshops, Mindful Growth Informational Sessions
Mindful Monday	**415** students/participants	
Thoughtful Thursday	**433** students/participants	
Final's Week Mindfulness & Relaxation	**97** students/participants	Collaboration with Health Services
Canvas Mindfulness and Mindset Workshops	**560** online students	Fall 2020-2021: 2 available workshops: Fall 2022: 3 available workshops:
Mindfulness & Social Justice Week	**28** students/participants	
MIND 101 & 105	**870** enrolled students	MIND 101: 28 sections from Spring 2020 until Fall 2022. MIND 105: 2 sections in fall 2022
START Orientation	**770** participants	Fall 2022
TOTAL: **3,331**		

* Due to the nature of mindfulness and mindset work, our offerings are open to the entire campus community, including students, faculty, and staff. These numbers reflect Fullerton College events created to serve students but open to the entire campus community.

2.6   Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

The Mindful Growth Initiative has grown significantly since our last Program Review Self-Study (2018-2019). The last Self-Study was our first program review completed for the Initiative. Since then, we saw a 10-fold increase in the number of students/participants served through mindfulness and mindset offerings. The Initiative is struggling to meet the growth demand since the last Self-Study and needs a paid position to support and coordinate the effort. The Ad-Hoc Committee has grown to twenty passionate and talented faculty, staff, and students that have made significant volunteer contributions to provide workshops, training, and community-based practices to best serve our Fullerton College students. Students are eager to learn more about mindfulness and mindset skills, and our committee is dedicated to continuing this work with the help of additional campus resources and support.

Quotes from student participates about their experience with Mindfulness and Mindset offerings:

Mindfulness Student Workshops:
What are you taking away from this workshop:
> "To calm yourself in a difficult situation. That the feeling will pass."- Fall '20 Student Workshop Participant
> "It was great talking to another person about what Mindfulness is...think before you react."-Fall '20 Student Workshop Participant.

Mindful Monday:
> How do you feel? Or What will you take away?:
> "Learning to sit with difficult feelings is so awesome, instead of running from it. I feel light."- Mindful Monday Participant Spring '21
> "Takeaway: good things are here (and more are coming). Leave: some sadness about the pandemic anniversary this week." -Mindful Monday Participant, Spring '21

> 2.7   Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

> In 2019, National College Health Association survey conducted at Fullerton College found that 35.9% students reported stress and 24.5% reported sleep difficulties negatively impacting their academic performance in the last 12 months (American College Health Association, 2019). Mindfulness and mindset work has been shown to have a positive impact on a variety of mental health and well-being outcomes. A study in 2018 found that promoting mindfulness and adaptive emotional regulation activities among first-year college student was associated with a positive impact on students' overall well-being and protective factor in students developing depression symptoms (Finkelstein-Fox, L., Park, C. L., & Riley, K. E, 2018).

> The Mindful Growth Initiative is committed to serving students. Current trends in student health and well-being show that college students are entering their first year with more stress and anxiety than ever before. One study in 2019, found that about 88% of college students are experiencing moderate to severe stress (Lee, J., Jeong, H. J., & Kim, S., 2021). Mindfulness and mindset work on our campus has been successful and in demand throughout the pandemic and as we return to campus. The Initiatives has worked with thousands of students who have benefited from their experiences in Mind

101/105, Mindful Monday, Thoughtful Thursday, Mindfulness Student Club, Hornet Tutoring, and many other collaborative events and offerings. Our committee is dedicated to supporting student's academic experience; however, as the Initiative continues to grow in demand, we are concerned about appropriate staffing, resources, and capacity to best serve the students and the Fullerton College Community.

With the new funding formula, there is an increased emphasis on student outcomes related to persistence and completion of degrees or certificates. There is also a focus on closing the achievement gap.

- Mindfulness has been recognized as a strategy in anti-bias training, which can lead to a more inclusive campus environment, which in turn can help students of color succeed at higher rates.
- Mindfulness and mindsets have been recognized as strategies to improve persistence and resilience, which can positively impact degree and certificate completion.
- Mindfulness has been recognized as a strategy to help with students who have experienced trauma, which can include several student groups identified in the student equity plan (focused on closing the achievement gap). These students can include current or former foster youth, veterans, and students who are experiencing mental health issues.
- Mindset training and mindfulness have been recognized as strategies related to increasing equity and closing the achievement gap.

2.8   Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

Mindful Growth Initiative is also active in providing faculty and staff professional learning opportunities. The Initiative collaborates with Staff Development and the Professional Learning Committee to offer opportunities around contemplative pedagogy, growth, purpose, and belonging mindsets, mindfulness, and a variety of other efforts to create a campus community that best serves students. Initiative members have led various professional learning workshops on these mindfulness and mindset topics, including flex-day presentations, semester workshops, faculty mindfulness coaching, and more.

3.0   Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1   Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

As mentioned above, the Mindful Growth Initiative provides many on-campus and virtual opportunities for students, faculty, staff, and administrators to deepen their understanding of the components of and practice of mindfulness, growth mindset, and purpose and belonging in order to foster academic success and personal well-being across the campus community. The data demonstrates that the Mindful Growth resources were an integral part of the campus-wide transition from in-person learning to remote-learning and more recently back to in-person learning. These efforts include research-based pedagogies and practices specifically designed for faculty to incorporate into their classrooms; workshops created for non-instructional staff to implement strategies into non-instructional areas of the campus; opportunities for all community members to participate in mindfulness and growth mindset practices; and many trainings and activities including Canvas Workshops developed specifically

for students. The Mindful Growth Initiative is proud to have been a part of many student recruitment efforts during the past few years and provided workshops for incoming students participating in the Summer START program so that incoming students begin their Fullerton College journey with confidence and knowledge of tools to support their well-being as a new college student. The leadership of the committee, with input from the committee members, continues to seek feedback from the campus community and be flexible in the programming that is offered. Committee members remain dedicated and consistent in their efforts to incorporate activities consistent with the Mindful Growth mission at Fullerton College as well as to align their workshops and activities with Fullerton College's mission, vision, core values, and goals.

Commendations for the Mindful Growth Initiative include the following:
- Mindful Growth invited to represent Fullerton College at Chancellor Breland's Investiture at NOCE
- Education and Facilities Master Plan: July 2020: Mindful Growth described as one of the most "lauded programs" on campus. One of three District-Wide Programmatic Recommendations: "Expand the Mindful Growth Initiative to all campuses."
- Mindful Growth Leadership invited to lead workshops at two District-Wide Managers' Retreats.
- Mindful Growth highlighted on NOCCCD Website multiple times.
- Mindful Growth highlighted in Fullerton College Magazine, 2019.
- Mindful Growth contacted by numerous colleges and universities for information and advice on how to build similar programs, most recently Montana State University.

3.2.   Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

The lack of an Initiative Coordinator with dedicated release time or financial compensation has meant the program has limited opportunities for growth. Given that many of the Mindful Growth workshops and other events are developed and led by faculty and staff who have volunteered their time, maintaining consistency in programming has become a challenge. The Mindful Growth Initiative receives many requests each semester from various campus programs and organizations requesting meetings, presentations, resources, activities and more to be provided to support the success of students. It is extremely challenging to meet the needs of the campus without having a dedicated, financially compensated leader.

3.3   Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

- The Mindful Growth Initiative would like to become an institutionalized program on campus. We are hoping that this results in increased awareness about the program, secure funding, and dedicated coordination through reassigned time or financial compensation.
- The Mindful Growth Initiative will expand collaboration with the new First Year Experience program
- Continued opportunities to provide professional learning opportunities with focused training related to faculty, classified, administrators, and students.
- Opportunity to pursue grants that would lead to collaboration with other community colleges throughout the state.

- Opportunity to pursue secured space on campus to hold training events, create space for mindful practices, and to have a reliable and consistent location for all to find.
- Opportunity for those in Initiative leadership positions to continue to hone skills and knowledge in mindfulness pedagogy and practices.

3.4   Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

As was mentioned above, much of the work, other than the work of the Staff Development Coordinator and Administrative Assistant, is completed as service to the college, yet the Mindful Growth Initiative has grown significantly and requires more time than an individual faculty can provide as service while also teaching. The Staff Development Coordinator and Administrative Assistant can continue to assist with professional development activities on campus that are focused on learning opportunities for faculty, classified, and administrators. In addition, they provide coordination and support for off-campus professional development/conference attendance. However, many of the activities are student-focused and/or community-focused, which goes beyond the purview of Staff Development. The Mindful Growth Initiative committee is made up of a group of individuals representing various constituencies on campus who have dedicated many hours to participate in the leadership of Mindful Growth activities. However, the committee is currently a subgroup of the Staff Development Committee. If the committee were an established committee that reports to PAC, there might be additional opportunities to increase awareness about campus impact related to Mindful Growth programming.

4.0   Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1   List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	Students develop increased capacity for mindful self-awareness and the ability to respond to challenge.	Students complete evaluations after session participation	Facilitators review results and the Mindful Growth Initiative Planning group reviews feedback during meetings.	Based on the success, we added Thoughtful Thursdays to the existing Mindful Mondays.	approx. 6
2.	Faculty will develop increased capacity for mindful self-	Staff complete	Facilitators review	We have expanded the	approx. 3

awareness and the ability to respond to challenge.	evaluations after session participation	results and the Mindful Growth Initiative Planning group reviews feedback during meetings.	number of faculty and staff trainings	

4.2   Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	Students develop increased capacity for mindful self-awareness and the ability to respond to challenge.	Participation will be tracked, and participants will self-report.	Participant Evaluation	Not currently, but perhaps if the campus adopts a tracking program, such as Starfish, to record voluntary student participation.	Participants will report improved capacity, new skills, and strategies. If long term tracking software is adopted, then participant outcomes (resource use, retention and success, etc.) can be tracked.
2.					
3.					
4.					

4.3   How has assessment of program outcomes led to improvements <u>in services</u> provided to students by this program?

Based on the increased number of student participants, and the positive evaluations, we have expanded the number of Mindful Growth Initiative options for students, both online and in person. Similarly, based on campus requests, we have expanded the number and types of professional learning for faculty, staff and managers, so that they may better serve our students.

4.4   How has assessment of outcomes led to improvements <u>in student learning and achievement</u>?

Based on the successful experiences of students, faculty, staff and managers, we have partnered with numerous campus programs to expand the program and serve more students. For example, based on positive student assessments, we were invited to particpate in START and have presented Mindful Growth sessions to incoming students, both online and in person. Similarly, Mindful Growth Training has become a permanent part of the Hornets Tutoring program, benefiting all students with an embedded tutor.

4.5   What challenges remain to make your program outcomes more effective?

The Initiative is in desperate need of compensation for its leadership. This Initiative has had traction across the Fullerton College campus and District. The leadership is dedicating over 20 hours/week and committee members are also consistently volunteering hours toward the Initiative. This is not sustainable—Mindful Growth is at a crisis point.

4.6   Describe how the program's outcomes are linked to the [college's goals](#).

The Mindful Growth Initiative strongly aligns with the primary college goals to promote success for every student through development and support of exemplary programs and services. The Mindful Growth Initiative provides support and services open to all students on campus, and the three components of the initiative – growth mindset, mindfulness, and purpose and belonging – are pedagogies and practices that are well-researched in effectiveness. Whether participants are faculty, staff, or students, the outcome is to demonstrate awareness and strategies that contribute to increased critical thinking skills, awareness, reflection, and global thinking, which also leads to increased completion of courses, certificate and degree programs, and transfer-readiness.

The second college goal aims to cultivate a culture of equity strengthening and supporting a diverse and inclusive campus culture. The Mindful Growth Initiative provides connection and outreach to all in the Fullerton College community means that every student – including students from underserved populations – has access to the resources of growth mindset, mindfulness and self-compassion, and purpose and belonging. These resources lead to benefits of social, emotional, and physical wellness, which removes some institutional barriers to student equity and success and increases equity in training. These benefits enable students to experience academic and personal growth and success in community with one another and with educators. Additionally, the Mindful Growth Initiative is committed to providing diverse leadership in practices and offerings, and it has already attracted diverse students in ranging ages, genders, LGBTQIA+ identities, BIPOC, and ethnicities. The Initiative practices, promotion, and demonstrated awareness leads to a more inclusive campus environment and culture, which in turn supports students of color to succeed at higher rates.

The third college goal aims to strengthen connections with our community through collaborative projects and partnerships. Mindful Growth Initiative collaborates with many members of the community, including NOCE, additional local civic organizations, Dual Enrollment with the local high school. In addition, we provide community practices, called Mindful Growth Initiative Thoughtful Thursdays, and partnerships with other programs. We would like to expand these relationships and build a cultural hub for the local community.

The fourth college goal aims to commit to accountability and continuous quality improvement by continually improving operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs. The Mindful Growth Initiative is comprised of ad hoc personnel who share governance structure and decision-making with group members meeting together once per month during the semester and corresponding regularly. Each member is committed to the values of inclusion and equity and promoting increased student success, and this informs the work that each member shares. The offerings our initiative provides require increased funding to ensure physical and technological resources to maintain and expand our services and programs. We want to expand the reach of professional and personal development opportunities for students, faculty, and staff with the offerings we provide.

4.7   Describe how the program's outcomes support the achievement of the institution level SLOs.

The Mindful Growth Initiative supports Institutional Student Learning Outcomes in several ways. Growth mindset, mindfulness and self-compassion, and purpose and belonging are mindsets that promote many skills that contribute to personal and academic success. The first ILSLO concerns communication, and each of the initiative's three components increase levels of effective communication through comprehension of the concepts and mindsets of potential for growth and awareness, which in turn increases the ability to reflect and make global connections. This is accomplished in an inclusive community environment that provides a safe space for communicating these ideas to one another with compassion and resiliency. Recent research recognizes how this training improves communication skills.

Additionally, the Mindful Growth Initiative's offerings and resources support critical thinking and information competency through the purposeful and compassionate action cultivated in growth mindset, mindfulness and self-compassion, and purpose and belonging. Common humanity improved personal success and wellness, and increased awareness contribute to taking personal responsibility in our community to solve personal and social problems together.

4.8   A. What methods are used to assess the program's success in serving the student population that interacts with your program?

Faculty, staff, and administrators are asked to complete evaluations after participating in professional development activities. There is a question related to how likely the participants are to use the information learned at the training and another question related to how participants have used information from previous professional development trainings to impact the students they interact with. Without staffing, the results are reviewed by individual facilitators and the planning group.

Students who participate in professional development trainings are asked to complete evaluations during and after these activities. Students are asked if they believe the training was useful and whether they will use the information to improve academic success.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

Perhaps the best indicator of the program's success is the continued and even increased demand. As stated earlier, the program has grown to serve over 3,300 students during the program review period, as well as supporting professional learning for faculty, staff and managers. For students, the online and in person opportunities are voluntary, so the dramatic increase in student usage reflects a clear indication that students value the program.

Further, student participants report significant benefits in their closing evaluations. Below are a small sample of student responses when asked what they will take away from their session (2021-22):

> Improve work/school balance and leave with ways to practice more time for mindfulness
> Leave stress from last week and take some techniques in how reduced anxiety.
> My takeaway is the new meditation from Paloma and the experience of working with you all with me!
> Leaving stress and worriessssss. Taking away from this is definitely doing more meditation work.
> I am going to leave my worry about my presentation, and I will be taking with me my newfound love for just stopping and taking a breath.
> I felt a relief
> I feel re-energized.
> Contentment
> I feel a bit better. This Mindful Practice helped me to become more aware on what is going on within my family relationships, and to those in Ukraine.
> Healing
> My take away today is a more quiet mind. Have a wonderful day!
> I feel this practice helped me focus on my breath. Learning to let go of those thought patterns and focus on my breath helped to keep me grounded in the present moment. Thank you!
> I really needed this, I have been feeling stressed about not doing enough this semester. My above the line was I feel more relaxed
> I have been having a hectic day, so that is why I was late but appreciated this practice.
> I loved how he talked through his thoughts and the tension he was feeling in his neck and shoulders
> I will leave with the calmness I felt after the practice. I was feeling bit anxious, as usually I do towards the end of the week. This is a nice "break" from that.

In addition, faculty and staff professional learning continues to be requested both at Flex Day training and for on-going professional learning. These sessions have earned excellent reviews from participants. For example, the Mindful Growth Initiative partnered with Classified Senate to create a Mindful Self Compassion training. When asked to "rate how beneficial they found the course," participants rated it

4.9/5 and 100% of participants reported that they would "recommend this course to others" (n=10). When asked, none of the participants offered any improvement suggestions, but they agreed that it would benefit others on campus as seen from some of the responses:

> This program would be beneficial for many others on campus who work closely with students. This includes embedded tutors.
> Through the program, we learn the importance of hitting pause and taking care of ourselves before we burnout from helping those who need us most.
> I think it would be beneficial to all students who can use these practices during these challenging times
> Embedded Tutors, EOPS students,
> First Year students, since it will introduce them these techniques in a community setting they may be more likely to return if it's like a part of their orientation.
> Any and all programs honestly!
> Maintenance and operations they would learn that they are worth more than they think
> This program would benefit any group.

Clearly the ongoing and increased demand for the program, as well as the extensive positive qualitative feedback demonstrates the value of the program to individuals, as well as the community, which was even recognized by the *NOCCCD Educational and Facilities Master Plan*.

The Master Plan singled out the Mindful Growth Initiative in a full-page Spotlight, writing in part: "This growing movement on the Fullerton campus was one of the most lauded programs at the student forums, as one student said: 'Mindfulness and self-compassion have been the best thing I have ever done…I made friends with myself'" (EFMP Spotlight page 66).

Further, the Master Plan made "Expand[ing] the Mindful Growth Initiative to All Campuses" the first Behavioral Health recommendation. In supporting the recommendation, the Master Plan goes on to recognize the need for additional program support:

> In order to expand this program, the District will need to consider providing ongoing support through both funding and staffing. This program provides workshops, on-campus events, and a student club. In addition, many faculty members participate in mindful growth activities. This level of involvement would be difficult to support with only volunteers (EFMP page 65).

> C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

Based on the positive participant feedback, we expanded the program offerings, both for students and professionals. We added Thoughtful Thursdays. We partnered with several campus groups, including Hornets Tutoring, Classified Senate, and the Professional Learning Committee to create specialized training programs. At the request of the campus, we created a series of online Canvas modules, that offer self-paced learning opportunities to support students. Also, to better support campus equity efforts we created a Canvas module on mindfulness and belonging for race-based stress and trauma. We partnered with Promise and Campus Outreach to participate in START and help onboard thousands of students over the last several semesters, both in person and online.

4.9   At least one outcomes listed in 4.1 should address the following:

A. List the outcomes that focuses on individual student learning or actions.

Students develop increased capacity for mindful self-awareness and the ability to respond to challenge.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

We do not collect individual student data, so it would be challenging to disaggregate the data. Students voluntarily participate.

C. Identify a process for using outcome assessment data to improve student services programs

If the campus wished to use Starfish, or another program, to track student voluntary participation, then we would be happy to participate. Perhaps this will emerge as part of the First Year Experience, or larger Starfish expansion.

D.   Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

If the campus did develop a tracking model, such as Starfish, then participants could be measured to see if their engagement with the Mindful Growth Initiative created other positive outcomes, such as increased help seeking behavior, campus resource use, and student success measurements, such as grades, retention and persistence.

4.10   Outcomes Equity Analysis

A.   Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? 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 described above, our students are volunteer participants, and we do not collect individual demographic data.

5.0   Evaluation of Progress Toward Previous Strategic Action Plans

5.1   List the goals from your last self-study/program review.

Increase the number and variety of Mindful Growth offerings that address student success and personal well-being by providing faculty coordination and clerical support.

Expand program offerings to have a greater impact on students both through more focused programming for faculty, staff, and administrators as well as more direct programming and training for students.

Increased numbers of participants from students, faculty, staff, administrators, and community members due to increased number and range of offerings due to dedicated coordinator and clerical support. Participants will self-report an increase in awareness about strategies to support student success and personal well-being.

Identify dedicated space to conduct professional learning opportunities as well as engage in mindfulness practices.

5.2   Describe the level of success and/or progress achieved in the goals listed above.

The variety of MG offerings increased significantly. We have developed free Canvas courses; a book group; additional professional learning opportunities—now expanding to developing belonging and purpose mindsets; as well as enhancing our website with audio practices.

We have not received any dedicated space for the Mindful Growth Initiative. The MIND Academic Program has a "mindfulness classroom" in the new 2400 Building, but this is used for academic courses, which are outside the realm of this Program Review.

5.3   How did you measure the level of success and/or progress achieved in the goals listed above?

We measured the offerings by number and type. The space was measured by the fact that we do not have one.

5.4   Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

When we completed Program Review in 2018 cycle, our primary SAP was to "increase the number and variety of Mindful Growth offerings that address student success and personal well-being by providing faculty coordination and clerical support." This goal contributed to many new and varied offerings under the scope of the Mindful Growth Initiative; for example, we have created free Canvas workshops for all in the FC community, one on mindfulness, another on self-compassion, and a third on mindfulness and belonging for race-based stress and trauma. We have also developed our social media presence substantially. Another exciting offering is our recorded audio mindfulness and self-compassion practices housed on the website and available to all. We have expanded our weekly drop-in practices beyond Mindful Mondays (each Monday 12-12:30) to Thoughtful Thursdays (each Thursday 5-5:30), and we have collaborated with NOCE and Cypress to invite and include them in these offerings.

Although our program improved in quality, it came at the expense of the leadership and planning group members, who are exhausted and depleted. Due to this state, we have begun to limit our offerings. For example, this past year, reluctantly, we decided to no longer offer our finals week "Rest and Relaxation" practices for students because Mindful Growth Planning Members are already over-extended.

5.5   In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

We were provided limited clerical funding last cycle. With this money, we paid for a student hourly. Unfortunately, we learned that the coordination of this program requires someone with more programmatic knowledge, content knowledge (mindfulness + mindsets), and campus connections than a student hourly can provide. In the end, though the student hourly attempted to complete tasks, managing the student hourly became another cumbersome responsibility for the leadership. Most often, it was more work to direct and manage the student hourly than doing the work on our own as planning group members. This experience provided the insight that we need either faculty reassigned time or a project manager to oversee this campus-wide program.

We were also provided funds dedicated to professional learning in trauma-informed mindfulness training. These funds were used for four planning group members to receive valuable professional learning in this area, thereby improving the quality of mindfulness events, activities, and practices.

Finally, we were offered some funds to purchase books and literature on mindfulness and mindsets. These books are available for check out through our Professional Learning Committee.

5.6.   If funds were not allocated in the last review cycle, how did it impact your program?

No reassigned time was made available to Mindful Growth Co-Coordinators. This has greatly taxed both the leadership and planning group members. At this point, the leadership is struggling to maintain its commitment due to the program coordination demands. Planning group members are also contributing far beyond their "service hours" to the college, some even leading weekly drop-in practices throughout the semester. The program is greatly stressed and at risk, due to inadequate support for leadership.

6.0   Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Maintain and increase the number and variety of Mindful Growth offerings that address student success, equity, and personal well-being at the Fullerton College and District level.
List College goal/objective the plan meets:	GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT Objective 1: Create a clear pathway for every student Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness GOAL 2: CULTIVATE A CULTURE OF EQUITY Objective 1: Remove institutional barriers to student equity and success

	Objective 3: Increase outreach to and recruitment of students from underserved populations Objective 4: Foster a sense of belonging where all are welcome, and student basic needs are addressed GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY Objective 1: Create and expand partnerships with local K-12 and higher education institutions Objective 2: Create and expand relationships with local businesses and civic organizations
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	There is an opportunity to expand program offerings to have a greater impact on students both through more focused programming for faculty, staff, and administrators; more direct programming and training for students; and more coordination and collaboration with NOCCCD Partners, specifically NOCE and Cypress. • Mindful Growth Planning Group Members will continue to review annual evaluations and determine which activities to continue, expand, or discontinue. • Mindful Growth Planning Members and Co-Coordinators along with the Dean of Humanities will continue to assess needs for coordination and clerical support. The amount of faculty reassigned time and hours of clerical support will be reviewed and faculty reassigned time and/or a program manager position will be requested through appropriate channels.
What *Measurable Outcome* is anticipated for this SAP?	Increased numbers of participants from students, faculty, staff, administrators, NOCE/Cypress campus members, and community members due to increased number and range of offerings as made possible by dedicated coordinator and clerical support. Participants will self-report increased satisfaction with the number and variety of learning opportunities that are available due to dedicated coordination and clerical support. Through increased number and variety of learning opportunities, participants will self-report an increase in awareness about and strategies to support student success and personal well-being.
What specific aspects of this SAP can be accomplished without additional financial resources?	Mindful Growth Planning Group Members will review evaluations and determine which activities to continue, expand, or discontinue.

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	Clerical Support: Hourly clerical support: $23/hour + benefits (15 hours/week/semester)	General Funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$14,720 plus benefit	General Funds

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	Identify reflective and contemplative physical space, multi-purpose in nature, to conduct activities, events, and practices for engagement in mindfulness and mindset practices. This would be separate from the current classroom in the Humanities Building.
List College goal/objective the plan meets:	GOAL 2: CULTIVATE A CULTURE OF EQUITY Objective 4: Foster a sense of belonging where all are welcome, and student basic needs are addressed GOAL 4: COMMIT TO ACCOUNTBILITY AND CONTINUOUS QUALITY IMPROVEMENT Objective 3: Provide professional and career development opportunities for students, faculty and staff
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	We would have a reflective and contemplative physical space, multi-purpose in nature, to conduct activities, events, and practices for engagement in mindfulness and mindset practices.
What *Measurable Outcome* is anticipated for this SAP?	Increase the number of students engaging in Mindful Growth opportunities.
What specific aspects of this SAP can be accomplished without additional financial resources?	None
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	Use of existing space	General Fund
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$0	General Fund

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Establish faculty reassignment position (10 units) where faculty oversees/coordinates the multiple areas of this program with appropriate compensation or Project Manager with expertise in mindsets and mindfulness for 26.5 hours/week.
List College goal/objective the plan meets:	GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT Objective 1: Create a clear pathway for every student Objective 3: Improve student critical thinking skills Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness GOAL 2: CULTIVATE A CULTURE OF EQUITY Objective 1: Remove institutional barriers to student equity and success Objective 3: Increase outreach to and recruitment of students from underserved populations Objective 4: Foster a sense of belonging where all are welcome, and student basic needs are addressed GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY Objective 1: Create and expand partnerships with local K-12 and higher education institutions Objective 2: Create and expand relationships with local businesses and civic organizations
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Within the upcoming academic year 2022-2023, a dedicated person, with expertise in the area of mindfulness and mindsets, needs to be instated to oversee this multi-faceted program. Currently, the Initiative has no reassigned time for coordination, yet mindfulness and mindset activities, events, and offerings have met with strong traction at the campus and District level. Mindful Growth has been integrated into nearly every segment of campus life as well as outreach and

| | coordination District-wide. Under the current structure, the Initiative is no longer sustainable due to a lack of support for program leadership.

During the 21-22 academic year, the Mindful Growth Initiative sponsored more than 115 distinct events, activities, and workshops. Over 560 students participated in Canvas workshops alone. Program leaders are also managing and coordinating a campus website and an active social-media feed (with nearly daily posts). This academic year, 22-23, Mindful Growth continues to expand to meet Campus and District requests and needs for offerings in mindfulness and mindsets to support student, faculty, staff, and administrator requests for well-being services. (Please see 2.0 above for more detailed description of program elements and statistics.)

The Initiative is at a critical stage as leadership and members can no longer continue in the current structure.

Mindful Growth Planning Members and Co-Coordinators along with the Dean of Humanities will continue to assess needs for coordination and clerical support. The amount of faculty reassigned time and hours of clerical support will be reviewed and faculty reassigned time and/or a program manager position will be requested through appropriate channels. |
|---|---|
| What *Measurable Outcome* is anticipated for this SAP? | Faculty reassignment for Mindful Growth Leadership or Program Manager assignment. |
| What specific aspects of this SAP can be accomplished without additional financial resources? | None. |

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	Faculty Reassignment: 10 units or Project Manager: 26.5 hours/week.

Clerical Support: Hourly clerical support: See SAP #1 | General Funds |
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		

Other		
Total Requested Amount	Faculty Reassignment: 10 units or Project Manager: 26.5 hours/week.	General Funds

7.0   Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

- Collaboration with Student Services: The Mindful Growth Initiative Planning Group is interested in continuing and expanding our partnership with Student Services through programs such as START and Health Services.
- Collaboration with District, NOCE, and Cypress: As outlined in the *NOCCCD Educational and Facilities Master Plan,* the Mindful Growth Initiative Planning Group is interested in supporting student Behavorial Health through additional partnerships and collaboration across the district.
- Braid with equity: The Mindful Growth Initiative Planning Group is interested in continuing our campus partnerships to develop equity focused practices, such as the Canvas program for expanding and mindfulness/belonging for race-based stress and trauma and providing more BIPOC led resources and programs, as well as professional learning opportunities.
- Social Media Outreach: The Mindful Growth Initiative Planning Group is interested in expanding our social media presence through social media sites.
- Development of Mindful Growth App: Many campus programs in mindfulness include an app where students can evaluate their social emotional state (anxious) and/or goal (e.g. lower test anxiety), and then are directed to a mindfulness practice for this goal. Other features can include short informational podcasts, tracking of one's practice consistency, and short videos.
- On-Campus Conference: Mindful Growth planning group members are interested in hosting an on-campus day-long conference for mindfulness for all students, faculty, staff, and administrators.
- Canvas Shells: Planning group members continue to develop free Canvas shells containing user-friendly mindfulness, self-compassion, and mindset curriculum that faculty could drop into their Canvas courses to use with students.
- Collaboration with Other Institutions: The planning group is interested in developing collaborations with other community colleges interested in building initiatives similar to Mindful Growth. Initial outreach has begun to begin these collaborations, and interest is robust.
- Fundamental Concept Expansion: Program leaders are interested in cutting-edge research showing additional fundamental concepts that would align well with mindfulness and growth mindset, such as belonging, compassion, empathy, and purpose.
- Robust Assessment of Practice Effectiveness: Though all Mindful Growth workshop and training efforts are assessed, planning group members are interested in developing a more robust program for evaluation of instructional use of mindfulness and growth mindset pedagogies and practices integrated within the classroom setting.
- Short Courses: Benefits of mindfulness directly correlate with consistency of practice, similar to learning an instrument or practicing a sport. Therefore, providing workshop series or short course formats would have increased benefits for participants.
- Bridge Program or Transition Program for Students: Planning Group members are interested in providing a before-semester training or experience for incoming students to learn mindfulness and other academic mindsets known to increase student success, resiliency, and persistence.

- <u>Collaboration with Health Services:</u> Mindful Growth is interested in continuing and expanding services in the area of mental health issues. The increase of students needing psychological assistance with ancillary support is a matter, which needs further exploration.

7.1   Describe in detail your need for additional resources as listed above (if applicable)

8.0   Self-Study Summary
This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The Mindful Growth Initiative is a successful and growing program. As outlined above, the Mindful Growth Initiative has increased tenfold since our last program review. We serve thousands of students, as well as faculty, staff, and managers. We provide online and in person experiences, including creating popular self-paced Canvas Modules on mindfulness, self-compassion, and mindfulness/belonging for race-based stress and trauma, which are available to all students. We partner with numerous campus programs, including Hornets Tutoring, Promise, START, and the Professional Learning Committee to better serve our students and the larger campus community. We are increasingly asked to support campus efforts, such as FLEX Day Trainings, Classified Training Courses, Health Services programs, and the emergent First Year Experience program.

We welcome the opportunity to collaborate and better serve all students in support of campus equity goals. We remain committed to our Mindful Growth Initiative mission to "foster contemplative practices and growth opportunities to develop equity, student success, individual well-being, and community."

However, the current situation is untenable.

While the Mindful Growth Initiative is widely praised, and often highlighted, it is conducted almost entirely by volunteers. The program is in crisis and requires institutional support. Without institutional support the program will not expand and will likely not continue.

Both the program's value and the need for institutional support were recognized and documented in the *NOCCCD Educational and Facilities Master Plan*. After conducting extensive online and on campus research, the authors selected the Mindful Growth Initiative in a full-page Spotlight. They reported that this program was "one of the most lauded programs at the student forums." Further, they ended the Spotlight by giving "One Fullerton staff member" the final word: "The best thing we can do for our students is to have more Mindfulness activities available to them" (EFMP Spotlight page 66).

Further, the Master Plan goes beyond public praise and advocates for expansion and institutional support for the Mindful Growth Initiative. In the Behavioral Health section, their first recommendation is to "Expand the Mindful Growth Initiative to All Campuses." However, they note that the program requires funding and support to continue achieving its goals:

> In order to expand this program, the District will need to consider providing ongoing support through both funding and staffing. This program provides workshops, on-campus events, and a student club. In addition, many faculty members participate in mindful growth activities. This level of involvement would be difficult to support with only volunteers (EFMP page 65).

Mindful Growth Initiative planning group is grateful for the opportunity to partner with so many on campus in support of equity and student success. We ask for your support to continue this work to benefit our students and our larger campus community.

9.0   Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: http://news.fullcoll.edu/campus-communications/web-help/graphics/.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Mindful Growth Fullerton College	December, 2022	Yes	https://mindfulgrowth.fullcoll.edu/

Routing & Response Page
Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Printed name of IMS	Title	Date

☐ *I concur with the findings contained in this Program Review.*

☐ *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

Area of exception:

_____

_____

☐ *I do not concur with the findings contained in this Program Review (include a narrative explanation):*

_____

_____

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name	Signature	Title	Date

Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

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

Approved by Fullerton College President's Advisory Council and accepted by President Schulz May 2017.

VALUES

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

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

Equity
We commit to equity for all we serve.

Excellence
We honor and build upon our tradition of excellence.

Growth
We expect everyone to continue growing and learning.

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

Innovation
We support innovation in teaching and learning.

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

Partnership
We work together with our educational and community partners.

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

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