



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program: MIND Academic Program

Division: Humanities Division

Date: 11.15.2023

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: Deidre Hughes

Printed Name: Deidre Hughes

Date: 11.15.2023

Dean Signature: 

Printed Name: Kim Orlijan

Date: 16 November 2023

Part 1: Review of Data

Institution Set Standards (ISS)

1. **Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.**

After August 15, you will be able to access PDF copies of your program's ISS data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

2. **If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.**

Success rates for the MIND Academic Program are 73.2%, which places the program 11.2% above the set standard, and 5.1% below the aspirational goal. The Program's success rate is also 1.5% higher than in 2022. Likewise, the MIND Academic Program has a high completion rate of 84.7%, which is 10.6% above the set standard program and 2% below the aspirational goal. The 2023 completion rates are nearly the same as in 2022, with just a .5% increase.

The MIND courses disaggregated completion rates vary from 78.9-100.0%, at 4.8-25.9% above the completion set standard. The largest enrollment numbers are represented by Hispanic students whose completion rate is 85.3%, just 1.5% below the Completion Aspirational Goal.

The MIND courses disaggregated success rates vary from 70.1-100%, at 8.1%-38% above the success set standard. The largest enrollment numbers are represented by Hispanic students whose success rate is 70.1%, the lowest of the groups represented, yet still 8.1% above the success set standard. The two groups with the largest enrollments (Hispanic and White) also have the lowest success rates of the groups (though still above the set standard).

Overall, in comparison to Institutional Set Standards, our completion and success rates are strong. We attribute our success to all of the following:

- High-impact teaching practices, such as experiential learning, one-on-one meetings with students, project-based instruction, and collaborative learning among others
- Highly trained Hornet Tutors who consistently offer high quality tutoring sessions
- Diverse texts, mindfulness practitioners, and course materials
- Close alignment and collaborations with counseling faculty and campus academic programs (Puente, EOPS, etc.) and Mindful Growth
- Instructional faculty trained in equity-based grading and teaching practices; committed to maintaining currency in the field; and dedicated to collaborating with students on a one-to-one basis
- Ongoing course curricular revisions for currency and to meet student and programmatic needs

All this being said, when reviewing the course completion and success data by course as well as the disaggregated data by course, important weaknesses come to our attention. In MIND 105, the MIND Program's newer course, completion and success rates are below standards.

In particular, completion rates are below standard for Asian and Two or More student groups. Though these numbers are small, 5 and 3 respectively, this is something for us to watch with our next data report. However, when reviewing success data in MIND 105, the largest student group, Hispanic, has Below

Standard percentage at 50%. The following measures have been put in place effective Fall 2023 to address these low success rates in MIND 105:

- Curriculum that directly addresses mindfulness topics related to equity, such as conditioning, implicit racism, common humanity, structural inequalities, and conscious awareness.
- Increased number of diverse, particularly LatinX, mindfulness practitioners on video shown during class.
- Increased integration of texts of diverse authors, with particular attention paid to LatinX poets and authors.
- Continued and ongoing professional learning in areas of equity by MIND faculty
- Intentional integration of high-impact teaching practices into course pedagogy

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

- 1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?**

After August 15, you will be able to access PDF copies of your program's ISLO data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

The MIND Program assessed the Global Awareness ISLO during Spring 2023. Our CSLO attainment for courses mapped to the Global Awareness ISLO are nearly exactly the same as Fullerton College's ISLO attainment, with the MIND Program's being .5% higher than the College's attainment.

- 2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?**

Our SLO data reveals gaps between groups with White Non-Hispanic students (n=22) meeting expectations 95.65% while Hispanic students (n=56) meeting expectations 83.33%. Likewise, Filipino students (n=5) meet expectations 83.33% and Asian (n=6) 85.71%. Some of this data is problematic as the group numbers are so small, but nonetheless, the gap between White Non-Hispanic and Hispanic is noteworthy.

To minimize gaps, we plan to continue to strengthen the efforts listed above and below:

- Curriculum that directly addresses mindfulness topics related to equity, such as conditioning, implicit racism, imposter complex, and conscious awareness.
- Increased number of diverse, particularly LatinX, mindfulness practitioners on video to be integrated into class curriculum and activities.
- Increased integration of texts of diverse authors, with particular attention paid to LatinX poets and authors.
- Continued and ongoing professional learning in areas of equity by MIND faculty
- Intentional integration of high-impact teaching practices into course pedagogy

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

We request funding for an embedded tutor for our **new** asynchronous section of *MIND 101: The Practice of Mindfulness and Self-Compassion*.

We request that approved funding (Program Review 2021) for marketing/outreach personnel support be fulfilled. Though this personnel support was approved, it was never fulfilled. The MIND Program was never offered the opportunity to fill the position. We are requesting this support come in the form of professional experts for ease of hiring and oversight.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?

We have added an additional section of MIND 101 beyond what we have offered in the past. Given that Hornet tutors have been instrumental in helping students maintain enrollment and achieve high success rates, we would like to have our asynchronous students benefit as well. Also, given that asynchronous courses, generally speaking, have lower retention and success, we would like to provide this effective resource for the online students to better support our students.

As far as marketing and outreach support, this request was approved; however, the MIND Program was never offered the opportunity to fill the position. We are a new, innovative program so marketing and outreach are essential to our success and growth. Therefore, we are requesting a project expert to assist with marketing and outreach as well as a minimum number of hours for a professional expert to oversee the marketing/outreach project expert.

2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?

- **Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.**

Embedded Hornet Tutors have been well-received in our courses. Typically, 90-95% of enrolled *MIND 101* and *MIND 105* students access support and assistance through attendance at study sessions. 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). The Hornet Tutoring Program has communicated that *MIND 101* and *MIND 105* Hornet Tutors work with a higher percentage of enrolled students than most FC other programs, and that our courses are consistently at the top of the list in terms of number of students seen each semester.

The Hornet Tutoring Program is aware of and supportive of our request for Hornet tutors to cover all MIND 101 and MIND 105 sections.

The MIND Program needs a project expert hire for marketing and outreach efforts as well as minimum hours for oversight of the project expert. 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.

3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

In our OIE post-semester surveys, MIND 101 students reported that embedded tutors were key to their success and retention. Please find a sampling of these student comments below:

- Our embedded tutor helped us when we fell behind. She also was there for us if we had any questions

or concerns. I appreciated her availability and support throughout the course. She was always helpful and I believe every class should have a tutor.

- My tutor is a great teacher and I especially appreciate her kindness and love.
- She's attentive, intelligent, and supportive. Our embedded tutor is great, so I'm happy that she was here in our course this semester.
- My embedded tutor helped me finish the class.
- It was critically helpful that my embedded tutor took the initiative (at teacher's recommendation) to reach out to me to help with my class presentation. (Would not have happened otherwise probably!)
- The embedded tutor helped me in every way possible. I am very grateful for all of the support with assignments.

Enhanced marketing and outreach would grow our program, which supports Fullerton College's mission, goals, and values. The MIND Program supports 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.

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	<p>Embedded Hornet Tutor: \$3,750/tutor/semester: \$7,500/year additional funding for one additional MIND 101 tutor for asynchronous course. (The Hornet Tutoring Program is aware of and supportive of our request for Hornet tutors to cover all MIND 101 and MIND 105 sections.)</p> <p>Marketing/Outreach Professional Expert</p> <p>Project Expert: 5 hours/week, (\$20/hour x 5 x 32 = \$3,200)</p> <p>Project Coordinator/Professional Expert: 2 hours/week, (\$55/hour x 2 x 32 = \$3,520)</p> <p>Note: Project Coordinator will guide Project Expert.</p>	Program Review Funds

	Note: Though this personnel support was approved in 2021, it was never fulfilled.	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	\$14,220/year	