**MIND Academic Program: Program Review Annual Update**

**Fall 2024**

**Part 1: Review of Data**

Use the data provided by the Office of Institutional Effectiveness (OIE) --available in August 2024 -- to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

**1. Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success? (250 words)**

The MIND Academic Program has a strong completion rate of 86.5%, which is 12.5% above the set standard program and only .2% below the aspirational goal. Likewise, the MIND Program’s success rates are robust at 76.8%, which places the program 14.8% above the set standard, and 1.5% below the aspirational goal. The Program’s completion rate is also 2.5% higher than in 2023. The 2024 success rates are also higher than 2023, with a 3.6% increase.

In terms of disaggregated data, the MIND Academic Program has fared well by exceeding all race and ethnic groups completion and success goals. Notably, 100% of Black/African American students completed and were successful in MIND courses. Despite the low number (8), we are still pleased that Black/African American students are retained and successful in our courses. We are also pleased by improvements in our completion and success rates for *MIND 105: Mindfulness in Everyday Life*, where we were only “below standard” in a group, Asian, whereas in the previous years, several groups had low completion and success rates for this particular course.

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
* Commitment to integrating equity-based pedagogy (emphasis on belonging, discussion of implicit bias as it relates to course content, funds of knowledge teaching principles, etc.) and culturally relevant teaching materials (diverse texts, mindfulness practitioners, and course materials).
* Close alignment and collaborations with counseling faculty and campus academic and student services programs (Puente, EOPS, etc.) and Mindful Growth (Guided Pathways)
* Instructional faculty trained in equity-based grading 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
* Our students’ genuine engagement and curiosity in the fields of mindfulness and self-compassion
* Highly trained Hornet Tutors who consistently offer high quality tutoring sessions

Overall MIND Program: Completion

|  |  |  |  |
| --- | --- | --- | --- |
| Standards | Previous Report | Current Report |  |
| 74% (Set)  86.7% (Aspirational) | 84.7 | 86.5 | 2.5% increase over 2022-2023 |

Overall MIND Program: Success

|  |  |  |  |
| --- | --- | --- | --- |
| Standards | Previous Report | Current Report |  |
| 62% (Set)  78.3% (Aspirational) | 73.2 | 76.8 | 3.6% increase over 2022-2023 |

MIND 101 Course: Completion

|  |  |  |  |
| --- | --- | --- | --- |
| Standards | Previous Report | Current Report |  |
| 74% (Set)  86.7% (Aspirational) | 86.3 | 87.1 | .8% increase over 2022-2023 |

MIND 101 Course: Success

|  |  |  |  |
| --- | --- | --- | --- |
| Standards | Previous Report | Current Report |  |
| 62% (Set)  78.3% (Aspirational) | 75.3 | 77.4 | 2.1% increase over 2022-2023 |

MIND 105 Course: Completion

|  |  |  |  |
| --- | --- | --- | --- |
| Standards | Previous Report | Current Report |  |
| 74% (Set)  86.7% (Aspirational) | 73.8 | 83.6 | 9.8% increase over 2022-2023 |

MIND 105 Course: Success

|  |  |  |  |
| --- | --- | --- | --- |
| Standards | Previous Report | Current Report |  |
| 62% (Set)  78.3% (Aspirational) | 59.5 | 73.8 | 14.3% increase over 2022-2023 |

**2. Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.(250 words)**

We were 7.3% below the set standard for Asian students in completion in the MIND 105 course. Given the small number of students (6), it’s difficult to draw significant conclusions. Nonetheless, continued efforts to include Asian mindfulness practitioners and integration of diverse authors, with particular attention paid to Asian poets and authors. Though we continue to be low in this area, we have improved in this realm compared to the previous year’s data.

**3. Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the Program Review and Planning Committee website:**[**https://committees.fullcoll.edu/program-review/**](https://committees.fullcoll.edu/program-review/)**). Are there significant changes? Do you notice any patterns from year to year? (250 words)**

The most significant changes apply to MIND 105. In order to address low success rates in MIND 105, the following interventions were implemented in Fall 2023:

* Curriculum that directly addresses mindfulness topics related to equity, such as conditioning, implicit racism, structural inequalities, and conscious awareness.
* Increased number of diverse, particularly Latine, mindfulness practitioners on video shown during class.
* Increased integration of texts of diverse authors, with particular attention paid to Latine 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

We believe that these intentional adjustments to MIND 105 course content, pedagogy, and course structure improved MIND 105 completion and success rates.

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

**1. Briefly describe your resource request. Is this request related to an essential safety need?**

The MIND Academic Program in coordination and collaboration with Fullerton College’s Educational Partnerships and Outreach requests to hire two community marketing and outreach experts who will access existing community connections to foster interest in, awareness of, and access to the MIND Academic Program.

Yes

**Please explain how this resource will help your program meet an essential safety need:**

The MIND Academic Program in coordination and collaboration with Fullerton College’s Educational Partnerships and Outreach requests to hire two community marketing and outreach experts who will access existing community connections to foster interest in, awareness of, and access to the MIND Academic Program. This request also includes a faculty outreach liaison under a professor expert contract who will provide the outreach experts with important program information and updates, participate in outreach events, such as campus tours and HS visits, and collaborate in developing print and online marketing materials. The collaboration between the outreach experts and the faculty outreach liaison will optimize outreach to community partners. One significant effort will be to harness administrative efforts and student engagement in mindfulness programs at local high school districts (Anaheim High School District, for example) to grow enrollment in the MIND Program at Fullerton College and Fullerton College generally.

When conducting preliminary exploratory meetings with FC Educational Partnerships and Outreach Leads, Rolando Sanabria and Bryce Hamamoto, about this proposal, they also mentioned collaborations with specific high school programs that incorporate social/emotional well-being efforts, such as AVID at Placentia Yorba Linda and Fullerton Union High School. Finally, they suggested a high school mindfulness/well-being event, coordinated by the outreach experts and the MIND faculty outreach liaison at Fullerton College, where interested students could become familiar with MIND offerings. Finally, Sanabria and Hamamoto suggested that with this funding, the outreach expert and faculty liaison could collaborate to integrate MIND course information and brief mindfulness and compassion concepts into START, which attracts over 2,000 prospective FC Hornets. In sum, the outreach experts in collaboration with the MIND faculty outreach liaison would be working strategically to guide students through onboarding and orientation to Fullerton College.

This enhanced outreach along with strengthened educational partnerships would increase access to our program, which supports Fullerton College’s mission, goals, and values. The MIND Program aligns with the campus mission by fostering a supportive and inclusive environment for students from diverse communities. (Please note the high proportion of LGBTQ+ student enrollment in MIND courses). 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, implicit awareness of multiple perspectives, and decreased stereotype threat and implicit bias--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.

Additionally, this request supports Fullerton College’s goals and objectives of ensuring equitable access and outcomes for incoming and existing FC students (Goal #1), improving the sense of belonging and mattering in shared physical and online spaces for students of color (Goal #1, Objective 4), strengthening connections with our community (Goal #3), developing and strengthening collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond (Goal #3, Objective 3).

This request also supports MIND Academic Programmatic Goals outlined in the 2021 Comprehensive Program Review: *Strategic Action Plan #2: Increase student enrollment in MIND Program through Marketing and Outreach Efforts* through collaboration with other Fullerton College entities, such as Fullerton College’s Educational Partnerships and Outreach. It is also part of the long-range goals of the MIND Academic Program to provide *all* FC students access to the resources of mindfulness and self-compassion should they be interested, offering interested studentsthe opportunity to experience the well-researched benefits of social, emotional and physical wellness.

**Itemized Budget:**

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| --- | --- |
| **Item** | **Amount** |
| Marketing/Outreach Professional Experts (2): Hourly Wage | $20,000/expert: $20/hr @ 1,000 hrs/yr  $40,000 TOTAL |
| Marketing/Outreach Professional Experts (2): Benefits (30%) | $6,000/expert (30% of $40,000)  $12,000 TOTAL |
| MIND Faculty Administrator Professional Expert: Hourly Wage | $9,900: $55/hr @ 15 hrs/mo. @ 12 months |
| MIND Faculty Outreach Liaison Professional Expert: Benefits (30%) | $2,970 (30% of $9,900) |
| Refreshments: MIND/Well-being Summit | $600 |
| **TOTAL** | **$65,470** |