

SAN DIEGO  
MESA COLLEGE



# Program Review

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Student Services - KAPWA

## Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

This is the first year of Program Review for the Kapwa Learning Community. Kapwa began as a pilot in 2019, modeled after Puente, with Personal Growth 120 and English 101 offered for the fall semester taught from the lens of the Asian American and Pacific Islanders. The cohort would continue together in the spring for English 205 and Personal Growth 140. Each year, it has been a challenge to get Personal Growth 140 to make it. Our students were very goal oriented and some did not want to take a class that was 1) not UC transferable and 2) not required. There have been many successes and challenges since we began. The biggest challenge was the covid-19 pandemic, which started in the second semester of our first cohort (March 2020). Our second cohort was fully online, and our third cohort (21-22) returned on campus mid-spring semester. The fourth year felt like our first, with the additional challenge of supporting students after a pandemic.

**If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.**

Year 1 (19-20) English and Perg classes were not at the same cap, resulting in Perg having 10 additional students (35 total).

Year 2 (20-21) This cohort's courses were not linked as a Learning Community, but enrollment was by permission number, and again, the caps did not match.

Year 3 (21-22) This cohort was listed and linked as an LCOM but was not by permission, resulting in students enrolling even though they were not interested in classes taught from an AAPI perspective.

Year 4 (22-23) Kapwa was listed as an LCOM in the schedule and was by permission only. This was the first year where it was truly set up as a Learning Community: the caps matched, enrollment was by permission, and the classes were offered back-to-back in the same classroom. However, the challenge was returning to in-person instruction after two years of online learning. The college in general faced a decline of in-person enrollment and FTES. Also, in year 4, we collaborated with Professor Juan Bernal and his Puente math sections. Three Kapwa students enrolled in his sections.

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Mesa was awarded the AANAPISI grant in October 2021 that provided additional fiscal resources to support grant objectives that are related to some of Kapwa's established outcomes such as a civic engagement project, work-based learning, and an annual capstone summit. These activities were previously achieved by applying for the Humanities Institute and Innovation grants.

Our learning community is modeled after Puente and Umoja; however, as of 2022, there was no official funding from the state. Puente counselor is given .5 reassigned time and English co-coordinator is given .2. The need for the reassigned time is to provide the much needed additional support for our students. In addition to planning, coordinating, and executing events, Alatorre, the counselor co-coordinator is given .3 reassigned time for Kapwa for the aforementioned activities along with meeting with and creating educational plans for students. Derilo, the English co-coordinator, is not given reassigned time. This is an inequity that we are hopeful the college will address and provide equivalent reassigned time that will compensate for the labor of love that created and continues to grow the Kapwa learning community four years ago.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

[Course Outline of Record LCOM 120E.pdf](#)

**Executive Summary Complete**

Yes

## Summary and Reflection

### Data Reflection

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#### **Trends observed in program/service area's data.**

Professors Derilo and Alatorre both used grading contracts for the 22-23 cohort. While providing some flexibility for students, it was a new concept to all of them, and there were some growing pains. After fall, Derilo adjusted her contract to provide more clarity and firmer deadlines which has helped guide students.

The K4 cohort began with 28 students: 24 successfully completed Personal Growth and 25 completed English 101. In the spring, we welcomed 5 new students to English 205.

Between dates from 7/1/2022 to present, Alatorre met with 84 (duplicated) Kapwa or potential Kapwa students.

#### **Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

The Asian American Pacific Islander Committee at Mesa requested disaggregated data for Asian American and Pacific Islander students in 2018. A data dashboard was created that allowed us to see race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities within each distinct ethnic group. The dashboard has continually been improved to illustrate success and retention rates, top majors, and degrees awarded. We have yet to see Kapwa-specific data, but we will seek out for future years. By observation, many of our students have increased work hours due to parents losing their jobs (as a result of the pandemic), have additional responsibilities to the family, and come from homes where the parents are immigrants and English is not spoken at home.

K4 was a diverse group of students, which is reflected in the AAPI population at Mesa. The cohort included 9 Filipinos, 2 Guamanian, 2 Vietnamese, 1 Laotian, 3 Indonesian, 4 Latina/o, 1 Indian, 1 Chinese, 1 Black, and 4 multiracial students. The data dashboard reflects that Filipinos, Pacific Islanders, and Southeast Asian students experience equity gaps. Kapwa can improve its outreach by recruiting more DI students who are Pacific Islander, Native Hawaiian, and Southeast Asian.

#### **Related Documents for Charts and Graphs**

#### **Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**

Kapwa co-coordinators meet weekly to plan, coordinate, and discuss any concerns and ways to support students. We also meet regularly with Professor Katlin Choi to plan our collaborative events with Work- Based Learning, which include a Civic Engagement project in the fall, an annual Capstone Summit in the spring, and a Careering While Asian Panel each semester.

#### **Data Reflection Complete**

Yes

### Practice Reflection

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#### **Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**

Professors Derilo and Alatorre have 1 or more check-in sessions each semester with students to discuss how their overall semester is going and to check in with their role in the Learning Community. During these check ins, other life and academic issues come up, and students are provided resources as needed. Not surprisingly, in the past two years, there has been a rise in mental health issues.

#### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

The AANAPISI grant provides a financial resource to support the Kapwa activities connected to career and work-based learning. The grant team is currently seeking a mentor coordinator. Once the person is identified, we plan to build a mentor program to support Kapwa and AAPI students on campus, including development of AAPI Mental Health Circles. Other outcomes that are grant related but will also support Kapwa is the recruitment and retention of DI AAPI students.

#### **Related Documents for Charts and Graphs**

## Summary and Reflection

### Practice Reflection Complete

Yes

## Mid-Cycle Updates

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### YEAR 2 Updates (2023 - 2024)

#### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

We are now in our fifth year and have made changes to our course offerings and have experienced change in faculty. Due to the low enrolled PERG 140 course and the recent development of Asian American & Pacific Islander Studies, students now take PERG 120/ENGL 101 in the Fall and ENGL 205/AAPI 124: Introduction to Asian American and Pacific Islander Studies in the Spring. The English Faculty/Coordinator is currently on sabbatical and will return in Fall 2024. The substitute English Professor has quickly adapted to the Kapwa structure and teaching philosophy and practice. The former Kapwa Counselor/Coordinator is no longer with the college but continues to teach the PERG 120 course until the end of the Fall semester. A new Kapwa Counselor/Coordinator was assigned in October 2023 and is embedded in the AAPI 124 Spring course. With the addition of AAPI 124, the AAPI Studies Professor is a new addition to the team and is collaborating with the English Faculty/Coordinator and Counselor/Coordinator faculty to develop the curriculum and community engagement for Spring 2024.

Year 5 (23-24) Due to low enrollment in PERG 140 and the new Asian American Pacific Islanders curriculum, our curriculum has been changed significantly. Kapwa students now enroll in PERG 120 and ENGL 101 in the Fall and ENGL 205 and AAPI 124: Introduction to Asian American & Pacific Islander Studies in the Fall. Additionally, there have been some staff changes as mentioned above. Kapwa faculty now consists of an ENGL Professor, PERG Professor (only in Fall 2023), AAPI Studies Professor, and Kapwa Counselor/Coordinator who are collaborating for the first time. Changes in student enrollment process created challenges for students who needed only 1 of the 2 required Kapwa courses in Spring. Some students only needed ENGL 205 because they already completed AAPI 124 in the Spring and at least 1 student did not pass ENGL 101, and 1 student dropped. We will revisit our processes and guidelines to adhere, as best as possible, to the requirements of a learning community.

In October 2023, the previous Kapwa Counselor/Coordinator accepted a new opportunity and a new Counselor/Coordinator was assigned to program with .5 reassign time. As of June 2023, Mesa College was awarded the Asian American Native Hawaiian Pacific Islander Student Achievement Program (AANHPI SAP) state funds.

#### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

In Fall 2023, 29 students were enrolled in Kapwa's Fall courses. Of those students, 5 decided to not continue with Kapwa - 1 moved away, 2 are still enrolled but not in Kapwa, 1 stopped and plans on returning, the other student decided to take a break to care for their wellbeing. 23 students have persisted into Kapwa for the Spring. 1 student is repeating ENGL 101 and taking AAPI 124. We have also added 6 new students to the community.

In Fall 2022, 27 students were enrolled in Kapwa. Of those 19 students persisted and were retained, 8 students have stopped. A thorough review of the data and survey of the students' experience will need to be conducted to understand the issues leading to Kapwa's retention and completion rates.

#### **Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

#### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

In 2024-2025 academic year, students are now taking ENGL 101/PERG 120 and ENGL 205/AAPI 124. This new curriculum includes transfer-level English courses, counseling, and a culturally relevant social science general education course applicable to all general education patterns.

### YEAR 3 Updates (2024 - 2025)

#### **Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Since the change in leadership of the Kapwa Learning Community, the new coordinators have been working to define the mission, vision, and values to create additional structure. They hosted a meeting in Summer 2024 and invited previous students, faculty, and supporters to share their experiences. Kapwa Scholars described Kapwa's

## Summary and Reflection

mission as:

- to uplift AAPI scholars and help them figure out college, their academic identity, and racial/ethnic identity
- to create and support community
- to have AAPI students be seen and heard, learn to love themselves
- for students to realize that this is something they didn't grow up and now they are finally getting in college, to give students representation, to see themselves in academia, to stop hating themselves, to love themselves, to help them find themselves. "

Kapwa's values are kapwa, love-centered, empathy, decolonial practices, community, solidarity, and collaboration. This is an ongoing process for Kapwa to strengthen its foundation and to define how it contributes to the overall effort to support Asian American, Native Hawaiian, and Pacific Islander students and initiatives.

Additionally, data has been requested from Institutional Effectiveness to measure the retention, persistence, and success rates of all Kapwa students. Since Fall 2019, 217 students have enrolled in the Kapwa Learning Community. Beginning in the summer of 2024, disaggregated data for AAPI populations became available. This insight is relevant as we continue to focus and adapt support for specific AAPI subpopulations.

Kapwa is now serving its 6th cohort of students. This year we have 26 students enrolled in the PERG 120: College Success course and 24 students enrolled in the ENGL 101 portion. In addition, the Kapwa Counselor continues to offer support to past Kapwa students to ensure that they receive appropriate academic, transfer, career, and personal support.

### **Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

In 2023-2024, 79% of students in the Kapwa (K5) cohort successfully passed both of their Kapwa Fall courses. 10% of the students passed only their ENGL 101 class with a C or better. 86% of the students were retained. An additional 5 students were added to the Spring Kapwa cohort. These students indicated that they would greatly benefit from being in a learning community and were a great addition.

At the end of the 2023/24 academic year, the KAPWA counselor requested a study from Institutional Research to track the outcomes of the KAPWA Learning Community (LCOM). KAPWA, which started in 2019, required students to enroll in ENGL101 and PERG120 in the Fall, and ENGL205 in the Spring. AAPI124 was recently added for the 2024-25 academic year.

- Since Fall 2019, 217 students have enrolled in KAPWA LCOM.
- The largest cohort was K1 (19-20) with 44 unduplicated students. The smallest cohort is K6 (24-25) with 27 unduplicated students (data as of 08/30/24).
- Fall-to-Spring persistence (students re-enrolled in courses the next term) is high among KAPWA students, with the highest persistence at 93% for both K1 (19-20) and K2 (20-21) cohorts. The lowest persistence, 88%, was for cohort K4 (22-23).
- Fall-to-Fall persistence (students returning the next Fall) was highest at 90% for cohort K5(23-24) and lowest at 70% for cohort K1 (19-20).
- Overall KAPWA course success rate is high, averaging 84% across all cohorts, with cohort K1 achieving the highest success rate of 93%.
- The average retention rate for all KAPWA courses is 96%, with cohort K5 (23-24) achieving a 100% retention rate in 3 of the 4 courses offered.
- The average GPA for KAPWA courses is 2.73, with cohort K1 (19-20) achieving an average GPA of 3.33.
- Among KAPWA students, 82% are in good academic standing, 8% are on progress probation, and 1% are disqualified. The status of 13% of students is unknown.
- KAPWA students have an average load of 12.94 units per term, an average GPA of 3.00 per term, and an average of 20.37 cumulative units earned per academic year.
- Of the 217 KAPWA students, 23 (11%) have received an award within three years or fewer. First-time students received 12 (52%) of those awards. It's important to note that not all students opt to receive an award before transferring to a 4-year university.
- The majority of students are full-time (81%), under 18 years old (69%), AAPI (66%), have an educational goal of a bachelor's degree after completing an associate degree (65%), are not first-generation (61%), and are female

## Summary and Reflection

(57%).

Kapwa Coordinators will use this information to help shape Kapwa's practices.

### **Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

Kapwa submitted a request for an affinity space in Fall 2023. It was approved in Spring 2024 as a shared space amongst the Kapwa x Umoja x Puente (KUP) Learning Communities. Kapwa, Umoja, and Puente (KUP) will be opening at the beginning of Spring 2025, which is one of Kapwa's unit outcomes. The shared space will be located in the Student Services Building next to AVANZA.

The KUP team has continued to strengthen their collaboration by meeting regularly throughout the Fall semester, attending joint meetings with Outreach to improve our outreach strategies, and Facilities to create the shared space.

Kapwa's Learning Community information was added to the College Catalog in 2023-2024. AANAPISI has also created an AAPI Resource Guide which helps promote Kapwa and other AAPI courses and resources. Additionally, Kapwa continues to open its events to the campus community such as the annual Careering While Asian American Pacific Islander (formerly Careering While Asian) and guest speakers.

### **Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

In 2023-2024, Kapwa added AAPI 124 in the Spring semester. This new addition improved students' understanding to the AAPI experience. As of Fall 2024, AAPI 124 is now approved as a General Education: Ethnic Studies course.

Kapwa students also attended two conferences last year. 15 of the Kapwa (K5) students were selected to attend the Asian Pacific Americans in Higher Education Conference in April 2024. Students shared that the experience was life changing, inspiring, and affirming. These students have persisted from fall-to-fall, stepped into student leadership positions with the Asian Pacific Diversity Student Club, and overall are more confident about their academic goals. All Kapwa students attended the annual Student Transfer Outreach & Mentorship Program (STOMP) Conference hosted by UCLA. Puente and Umoja students also participated with Kapwa. Students who attended found this trip also inspiring, informative, and increased their interest in transferring to a 4-year university.

### **YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

# Unit Goals, Action Plans, and Updates

## AAPI Space Creation

**Unit Goal:** Creation of an AAPI space by 2025 to house Kapwa classes, academic and professional development workshops, career panels, Asian Pacific Diversity Club meetings, etc.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)

## Unit Goals, Action Plans, and Updates

- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)
- **Stewardship - Objective 6:** Develop a proactive hiring plan that includes a review of advertising, screening, and interviewing with a goal of establishing a diverse and competent workforce that is reflective of the student population and the local community (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Continue Kapwa structure to include ENGL 101 &amp; 205</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 11/27/2023</p> <p><b>Action Plan Update:</b> Kapwa continues to include ENGL 101 and 205.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Survey AAPI students to identify what they want to see in an AAPI Space Submit Affinity Space Request.</p> <p><b>Action Plan Cycle:</b> 2023 - 2024, 2022 - 2023, 2024 - 2025, 2025 - 2026</p>	<p><b>Submission Date:</b> 11/27/2023</p> <p><b>Action Plan Update:</b> In Spring 2022, Institutional Research sent a survey to AAPI students to assess their demographics, campus experience, and asked students to identify what they want included in an AAPI space. At the beginning of Fall 2023, during our AAPI Student Orientation, students were again asked what they wanted from an AAPI space in an informal writing activity. Students expressed a strong interest in having a dedicated space to receive tutoring, counseling, access to technology, and a study space. Additionally, they want to space to gather, having meetings, workshops, social activities, and culturally relevant material. In October 2023, a formal Affinity Space Request was submitted.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Completed</p> <p><b>Action Plan:</b> Submit request for Affinity Space</p> <p><b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> Affinity space was approved in 2024 to include three learning communities: Kapwa, Puente, and Umoja. Space planning meetings have occurred with target opening for Spring 2025.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Meet with facilities and Umoja &amp; Puente team to design affinity space. Open space in Spring 2025.</p>	<p><b>Submission Date:</b> 12/02/2024</p> <p><b>Action Plan Update:</b> Designed space, furniture, and technology requests submitted. Kapwa, Umoja, and Puente have also partnered with AANAPISI grant to fund center.</p> <p><b>Update Year:</b> 2024 - 2025</p>

# Unit Goals, Action Plans, and Updates

Action Plans	Action Plan Update
Action Plan Cycle: 2024 - 2025	Action Plan Progress: On Track

## Cross-Cultural Collaborations with Puente and Umoja

**Unit Goal:** Continue cross-cultural collaborations with Puente and Umoja by creating regularly occurring events each semester such as the KUP (Kapwa, Umoja, Puente) mixer.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)

## Unit Goals, Action Plans, and Updates

- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> 1. Pilot Kapwa structure to include AAPI 124 with ENGL 205</p> <p>2. Continue Kapwa structure to include Math 119 with Juan Bernal in Spring 2024</p> <p>3. Coordinate with Puente and Umoja to engage in cross-cultural collaborations and increase racial and ethnic solidarity</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p><b>Submission Date:</b> 11/27/2023</p> <p><b>Action Plan Update:</b> 1. Our Kapwa Cohort 5 will be the first cohort to enroll in both AAPI 124 and ENGL 205 in Spring 2024.</p> <p>2. Due to an increased in departmental responsibilities, Professor Juan Bernal will be offered MATH 116X in Spring 2024 and has reserved seats for Kapwa students.</p> <p>3. In Fall 2023, Kapwa, Umoja, and Puente have successfully coordinated one KUP session at the beginning of the semester. Another KUP session will be held in December 2024.</p> <p><b>Update Year:</b> 2023 - 2024</p> <p><b>Action Plan Progress:</b> On Track</p>
<p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Collaborate with Puente &amp; Umoja to design the shared affinity space that is reflective of each community's values.</p> <p><b>Action Plan Cycle:</b> 2024 - 2025</p>	

### KAPWA Visibility

**Unit Goal:** Creating more visibility of Kapwa campus and District wide. We would like to be listed in the 23-24 Catalog.

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (X)
- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)

## Unit Goals, Action Plans, and Updates

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (X)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (X)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (X)

Action Plans	Action Plan Update
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Collaborate with Instructional and Student Services to ensure that Kapwa is listed in the 23-24 catalog and increase awareness of support offered through Kapwa Learning Community.  <b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 11/27/2023  <b>Action Plan Update:</b> Kapwa information is listed in the 23-24 catalog. We will continue increasing our visibility through social media, our newsletter, and campus-wide Kapwa events such as civic engagement shareouts.  <b>Update Year:</b> 2023 - 2024  <b>Action Plan Progress:</b> Completed</p>
<p><b>Action Plan Status:</b> Active  <b>Action Plan:</b> Improve media presence through social media and newsletter  <b>Action Plan Cycle:</b> 2023 - 2024</p>	<p><b>Submission Date:</b> 11/30/2024  <b>Action Plan Update:</b> Kapwa Honors Scholars are assisting with managing the social media accounts.             Kapwa hired a new Project Assistant who will assist with creating a newsletter for Kapwa.  <b>Update Year:</b> 2024 - 2025  <b>Action Plan Progress:</b> On Track</p>

# Unit Goals, Action Plans, and Updates