SAN DIEGO MESA COLLEGE

Program Review

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

Instructional Program - Asian American Pacific Islander Studies (AAPI)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
In January 2023, Mesa College hired its first tenure-track professor in Asian American and Pacific Islander (AAPI) Studies. During the initial semester (Spring 2023), the professor focused on developing new courses for the emerging program and subsequently received a course release for the next three semesters to continue curriculum development. By Fall 2025, five new AAPI Studies courses had been created and approved by the University of California and California State University systems for IGETC/Cal-GETC Area D/Area 4 (Social Sciences) and Area F/Area 6 (Ethnic Studies) requirements:

- AAPI 103 – Introduction to Pacific Islander Studies (Cal-GETC Area 4)
- AAPI 124 – Introduction to AAPI Studies (Cal-GETC Area 4 & Area 6)
- AAPI 125 – Asian American and Pacific Islander Identities and Cultures (Cal-GETC Area 4 & Area 6)
- AAPI 127 – Asian Americans and American Ideals, Institutions, and Politics (Cal-GETC Area 4)
- AAPI 130 – Asian American and Pacific Islander Women (Cal-GETC Area 4 & Area 6)

In addition, FILI 100 – Filipino American Experience, which currently meets Cal-GETC Area 4 and Area 6, will have its Area 6 approval expire in Spring 2026. Consequently, the course outline was revised and resubmitted for Area F approval in Fall 2025.

Program Growth and Enrollment Trends
The AAPI Studies program experienced substantial enrollment growth during its first three years (Fall 2023–Fall 2025). The first course offered, AAPI 124 – Introduction to AAPI Studies, debuted in Fall 2023. At that time, the course met IGETC Area D (Social Sciences) but not Area F (Ethnic Studies), which made enrollment more challenging. Four sections were offered that semester: the two in-person sections enrolled only six and three students, respectively, while the online sections enrolled more than thirty students each. Overall, the program had a difficult launch.
Once the AAPI 124 course outline was revised, resubmitted, and approved for both Area D and Area F, enrollment rose dramatically. Beginning in Fall 2024, all AAPI 124 sections filled to capacity, with waitlists. Additional courses—including FILI 100 in Spring 2025 and AAPI 125 in Fall 2025—also attracted strong student enrollment. Due to this increased demand for Ethnic Studies courses, the program hired an adjunct instructor, Proceso Paligutan, to teach an online AAPI 124 section in Fall 2025. More AAPI Studies courses and sections are scheduled for Spring 2026.
Overall, although the program faced significant enrollment challenges during its initial year, the development of new courses and their approval for IGETC/Cal-GETC requirements led to substantial enrollment growth.

Future Directions
The next major goal for the AAPI Studies program is to offer both certificate and degree pathways. With the release of the Transfer Model Curriculum (TMC) Template for Asian American Studies in November 2025, the program will now begin developing an Associate in Arts in Asian American Studies for Transfer (AA-T) degree aligned with the TMC. Additional AAPI Studies courses will also be needed to support this degree.
Currently, the program relies on a single full-time tenure-track professor who is responsible for a full teaching load, ongoing curriculum development, and building relationships with local AAPI communities to support the community-engagement requirements of Ethnic Studies courses. These responsibilities are substantial for one faculty member to shoulder alone. Therefore, the program intends to request the hiring of two additional full-time AAPI Studies faculty members in the next program review cycle.

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.
As outlined in the “Successes and Challenges” section, four new courses (AAPI 125, AAPI 127, AAPI 130, and AAPI 103) were created, and two existing course outlines (AAPI 124 and FILI 100) were revised to meet Area D and Area F requirements. The approval of AAPI 124, AAPI 125, AAPI 130, and FILI 100 for Area F significantly increased student enrollment and enhanced overall awareness of AAPI Studies. As a result, more students are gaining a deeper understanding of AAPI experiences, especially the systemic discriminatory policies and practices that affect AAPI students and communities.

Additionally, with support from the AANAPISI grant, an AAPI Community of Practice was established with three cohorts

(Fall 2024, Spring 2025, and Fall 2025). The first two cohorts included faculty participants, while the third cohort expanded to include both faculty and classified professionals. These communities of practice broadened campus-wide knowledge about AAPI student experiences and encouraged faculty and staff to develop culturally responsive programs and curricula that better support AAPI students.

Although the AAPI Community of Practice was facilitated by several faculty and staff across departments—including the AAPI Studies professor—its efforts, combined with the growth of AAPI Studies courses and the initiatives supported by the AANAPISI program, amplified the voices of AAPI students, faculty, and staff. Their needs received greater attention, and campus communities were strengthened, helping Mesa College advance its mission of equity and excellence.

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

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

Executive Summary Complete

Data Reflection

Trends observed in program/service area's data.
Enrollment in AAPI Studies courses rose significantly from Fall 2023 to Fall 2025. Student enrollment increased from 74 in Fall 2023 to 175 in Fall 2024, and then to 229 in Fall 2025. This growth reflects expanding student interest as well as the approval of additional AAPI Studies courses to satisfy the Area F (Ethnic Studies) requirement within both the California State University and University of California systems. As more courses met this general education requirement, visibility and accessibility improved, drawing more students into the program and strengthening the role of AAPI Studies in the broader academic curriculum.

Course outcomes for the first AAPI Studies course offered from Fall 2023 to Fall 2025, Introduction to AAPI Studies (AAPI 124), also show steady improvement during the period. Success rates rose from 75.7% in Fall 2023 to a high of 91.8% in Spring 2025, while completion rates remained consistently strong, increasing from 93.2% to roughly 97%. GPA in 2023-2024, and 2024-2025 were around 2.90, indicating moderate overall performance.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Equity gaps fluctuated notably across semesters. Among ethnic groups, Asian and Multi-Ethnicity students demonstrated occasional positive gaps, while Latine and White students experienced recurring negative gaps from Fall 2023 to Fall 2025. The largest gap for Latine students reached –6.6% in Spring 2024, and White students saw their most pronounced gap of –13.5% in Fall 2024 before improving substantially to –1.9% in Spring 2025. Filipino students showed mixed patterns, with strong improvement in Spring 2024 followed by a slight negative gap in Spring 2025. Overall, these patterns indicate the need for continued monitoring and targeted support, particularly for Latine and White student groups, to promote equitable success.

Comparing students' course success rates among age groups, in 2023–2024, adult learners achieved an 80.5% success rate compared to 76.1% for students under 25, resulting in an equity gap of +4.4% for adult learners and –4.4% for younger learners. By 2024–2025, this pattern reversed: adult learners' success rate declined to 78.1%, while students under 25 improved substantially to 86%, creating a –7.9% equity gap for adults and a +7.7% gap for younger learners. Gender patterns also shifted across the two years. In 2023–2024, male students had a 74.7% success rate, lagging behind female students at 79.1%. In 2024–2025, both groups improved, with males at 84.1% and females at 82.0%, indicating a narrowing and slight reversal of the previous year's gender gap. Overall, because these equity gap patterns fluctuate and do not recur consistently across groups and years, they do not yet suggest a sustained trend and therefore do not currently indicate a need for targeted

intervention.

However, if we look closer at the equity gaps in online classes, the Fall 2024/Spring 2025 and Fall 2025 data from Introduction to AAPI Studies reveal persistent equity gaps that are particularly pronounced among older students, many of whom are enrolled online. While overall success rates for several racial groups—such as Asian (90.1%) and Multi-ethnic (89.4%) students—are relatively high, adult learners show markedly lower outcomes as age increases. Students aged 35–39 (69.2% success, 14.8% equity gap), 40–49 (62.5%, 22.1% gap), and especially 50+ (52.9%, 32.2% gap) experience substantial disparities, with adult learners 35+ predominantly enrolled online. Fall 2025 data reinforce this pattern: students aged 25–29 had a 61.5% success rate overall, but among the 23 enrolled online, success dropped to 56.5%, widening the equity gap to 32%. These patterns suggest that modality intersects with age in ways that disadvantage older students, pointing to structural barriers in online learning environments—such as competing work and caregiving responsibilities, digital access, and reduced institutional connection—that warrant targeted, equity-focused intervention.

Related Documents for Charts and Graphs

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

Data Reflection Complete

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
The Asian American and Pacific Islander (AAPI) Studies program has implemented a broad range of intentional and equity-centered practices that meaningfully reduce equity gaps for AAPI students as well as African American, Latinx, White, veteran, and nontraditional students, along with those who bring a variety of political perspectives into Ethnic Studies classrooms. Through curriculum development, culturally responsive pedagogy, institutional capacity-building, advocacy-focused instruction, and community-engaged learning, the program fosters equitable access to education and empowers students from diverse backgrounds to understand and challenge systems of oppression.

A foundational equity practice of the program is the expansion and revision of curriculum that centers AAPI histories, identities, and lived experiences. The creation of four new courses and the revision of two existing courses—now approved for Area D (Social Sciences) and Area F (Ethnic Studies)—has significantly widened student access to coursework that engages students in critical conversations about race, colonialism, migration, labor, gender, and systemic discrimination. While these courses directly validate AAPI identities, they also give African American, Latinx, and other marginalized students opportunities to recognize parallels between their own communities' struggles and those of AAPI groups. White students also benefit from increased racial literacy and the opportunity to challenge assumptions reinforced by mainstream narratives. This cross-community learning is crucial for fostering empathy, solidarity, and a campus culture that supports equity for all.

These courses additionally create space for nontraditional students—such as veterans, adult learners, and returning students—to connect course content with personal experiences. Many topics, such as US militarism in the Pacific, refugee resettlement, and intergenerational trauma, resonate with veterans and students with global life experience. The program's emphasis on respectful dialogue and multiple viewpoints ensures that students with diverse political perspectives feel welcomed and able to participate in meaningful discussions without fear of being dismissed or marginalized.

Culturally responsive teaching practices remain central to how the program addresses equity gaps. Instructors intentionally design learning environments where students' cultural knowledge, lived experiences, and personal narratives are welcomed and valued. Assignments such as community-based projects, oral history interviews, and reflective essays allow all students—regardless of racial background or educational history—to draw meaningful connections between academic content and their own lives. This approach supports first-generation students, multilingual learners, and students returning to school after long absences by validating their voices and strengthening their sense of academic belonging.
A particularly impactful practice is the inclusion of advocacy work within the curriculum. Courses regularly invite guest speakers from local organizations that serve AAPI communities, including advocacy groups focused on immigrant rights,

language access, youth empowerment, civic engagement, and Pacific Islander health equity. These speakers not only share their personal and organizational histories but also discuss current community needs, the structural barriers their communities face, and the ongoing advocacy efforts addressing these issues. Students learn about tangible opportunities to get involved—such as internships, volunteer programs, research collaborations, and cultural events—which extends learning beyond the classroom and provides real pathways for civic participation. This advocacy-centered curriculum benefits all students, including African American, Latinx, and White students, by helping them understand how community organizations across different racial groups mobilize for justice, and offering them models for grassroots activism within their own communities. For veterans and nontraditional students, these connections often open doors to meaningful service work that aligns with their personal values and lived experiences.

Regarding the equity gap for older students in online Introduction to AAPI Studies courses, targeted structural and pedagogical supports are essential. Because adult learners—particularly those 35+—are predominantly enrolled online and experience the largest success gaps, the course design will need to incorporate flexible deadlines, modular content, and clear weekly roadmaps to accommodate work and caregiving responsibilities. Also, instructors should provide proactive outreach early in the term, embedded technology support, and structured opportunities for connection (such as small discussion cohorts or optional synchronous check-ins) to reduce isolation and strengthen academic belonging among online adult learners.

Collectively, these practices—curriculum development, advocacy-based teaching, community partnerships, culturally responsive pedagogy, and structural and pedagogical supports targeting online adult learners—work to reduce equity gaps across modality, age, racial, cultural, socioeconomic, military, and ideological lines. The AAPI Studies program always tries to foster a learning environment where all students can deepen their understanding of themselves and others, engage in critical analyses of systemic injustice, and cultivate the skills and confidence needed to contribute to a more equitable society.

The significant increase in student enrollment in the AAPI Studies program underscores the urgent need to hire a full-time instructor to adequately support student success and address persistent equity gaps. A dedicated faculty member would strengthen and expand our collective efforts in curriculum development, advocacy-based teaching, community partnerships, and culturally responsive pedagogy, while providing essential structural and pedagogical support for online adult learners. Collectively, these practices help reduce equity gaps across modality, age, racial, cultural, socioeconomic, military, and ideological lines. Investing in a full-time instructor will ensure the program can continue fostering an inclusive learning environment where all students deepen their self-understanding, critically analyze systemic injustice, and build the skills and confidence needed to advance a more equitable society.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Several internal and external factors may also influence the observed data trends and equity gaps. Nationally, the dismissal of DEI efforts in some institutions and statewide bans on teaching Ethnic Studies may create skepticism or resistance among students, potentially prompting them to challenge course content or approach these classes with hesitation. In contrast, California's legislation requiring Ethnic Studies for K–12, community college, and CSU students likely motivates greater academic effort, as students recognize the necessity of passing these courses to meet graduation and transfer requirements—helping to explain the overall rise in course success rates from Fall 2023 to Fall 2025. Additionally, White and Latine students may be disproportionately impacted due to hesitancy in engaging with or sharing their experiences in an AAPI-focused course, which can limit participation and affect achievement. However, the implementation of culturally responsive pedagogy and equity-minded instructional practices in 2024–2025 helped create more inclusive learning spaces, contributing to the narrowing of equity gaps for these student groups.

Related Documents for Charts and Graphs

Practice Reflection Complete

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Summary and Reflection

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

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.

YEAR 3 Updates (2024 - 2025)

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

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

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. 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 3.

YEAR 4 Updates (2025 - 2026)

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

In January 2023, Mesa College hired its first tenure-track professor in Asian American and Pacific Islander (AAPI) Studies. During the initial semester (Spring 2023), the professor focused on developing new courses for the emerging program and subsequently received a course release for the next three semesters to continue curriculum development. By Fall 2025, five new AAPI Studies courses had been created and approved by the University of California and California State University systems for IGETC/Cal-GETC Area D/Area 4 (Social Sciences) and Area F/Area 6 (Ethnic Studies) requirements:

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Summary and Reflection

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Summary and Reflection

veteran, and nontraditional students, along with those who bring a variety of political perspectives into Ethnic Studies classrooms. Through curriculum development, culturally responsive pedagogy, institutional capacity-building, advocacy-focused instruction, and community-engaged learning, the program fosters equitable access to education and empowers students from diverse backgrounds to understand and challenge systems of oppression.

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The significant increase in student enrollment in the AAPI Studies program underscores the urgent need to hire a full-time instructor to adequately support student success and address persistent equity gaps. A dedicated faculty member would strengthen and expand our collective efforts in curriculum development, advocacy-based teaching, community partnerships, and culturally responsive pedagogy, while providing essential structural and pedagogical support for online adult learners.

Summary and Reflection

Collectively, these practices help reduce equity gaps across modality, age, racial, cultural, socioeconomic, military, and ideological lines. Investing in a full-time instructor will ensure the program can continue fostering an inclusive learning environment where all students deepen their self-understanding, critically analyze systemic injustice, and build the skills and confidence needed to advance a more equitable society.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. 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 5.

Unit Goals, Action Plans, and Updates

1. Expand and Strengthen Curriculum

Unit Goal: Develop a comprehensive set of courses that highlight the histories, cultures, and contemporary experiences of Asian American and Pacific Islander communities, ensuring alignment with statewide Ethnic Studies requirements and transfer pathways. Courses will also emphasize critical thinking about social justice, equity, and systemic issues affecting AAPI communities.

Goal Status: Active

Beginning Year: 2024 - 2025

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Action Plans	Updates
Action Plan Status: Active	

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Review current AAPI Studies offerings to identify gaps in content, representation, and alignment with statewide Ethnic Studies and CSU/UC transfer requirements. Survey students and faculty to determine interest in new course topics and identify emerging areas of cultural and social relevance. New courses will be developed such as: Asian Americans in the Media – exploring representation, stereotypes, and media influence. Asian American Eats – examining food, culture, and identity. Asian American Gender and Sexuality – exploring intersections of identity, culture, and social norms. Vietnamese American Experience – highlighting historical migration, community building, and contemporary issues. **Action Plan Cycle:** 2026 - 2027	

Promote Student Success and Equity

Unit Goal: Reduce equity gaps and increase course success rates by implementing culturally responsive pedagogy, inclusive support strategies, and community-building practices that affirm students' identities, experiences, and voices.

Goal Status: Active

Beginning Year: 2024 - 2025

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Foster Advocacy and Social Change

Unit Goal: Equip students with the knowledge, skills, and confidence to advocate for social justice and address inequities affecting AAPI and other marginalized communities through research, activism, and civic engagement.

Goal Status: Active

Beginning Year: 2024 - 2025

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Increase Campuswide Awareness and Engagement

Unit Goal: Lead programs, workshops, and events that raise understanding of AAPI experiences, histories, and contemporary issues, fostering a campus culture of inclusion, cross-cultural solidarity, and social responsibility.

Goal Status: Active

Beginning Year: 2024 - 2025

Unit Goals, Action Plans, and Updates

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **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 (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)