SAN DIEGO MESA COLLEGE

Program Review

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

Student Services - KAPWA

Executive Summary

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

Summary and Reflection

Executive Summary Complete
Yes

Data Reflection

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 fo 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

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

Practice Reflection Complete
Yes

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.

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.

Summary and Reflection

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 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).

Summary and Reflection

• 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 (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) opened on April 24, 2025, which is one of Kapwa's unit outcomes. The shared space is 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.

We also updated our outcomes assessment to measure three areas: articulation of educational goal, identifying campus resources, and engaging in constructive critical processes. We utilized a combination of tools to measure the outcomes - student survey and class project. Each benchmark (70%) was met at 80%.

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.

Summary and Reflection

YEAR 4 Updates (2025 - 2026)

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

The Kapwa Learning Community served its 6th cohort of Kapwa Scholars in 2024-2025 with a total of 31 students. We also continued to support scholars from previous cohorts by providing counseling support and community engagement. During the Fall 2024, we have expanded our curriculum by integrating more meaningful collaborations with community organizations such as:

Stop AAPI Hate - a national organization that presented on the impact of hate crimes and hate incidents with a focus on the AAPI community. This event united our diverse group of 80+ attendees to address the ways that hate has impacted us collectively and how we can be of support to each other, regardless of our racial and ethnic background.

San Diego Asian Pacific Islander Coalition - a local organization that supports over 50 AAPI organizations. We invited SD API Coalition to host one of their monthly meetings on our campus for students, faculty, and staff to attend. Participants had the opportunity to network with each other, talk story, and connect. This is just the beginning of a beautiful collaboration that may open opportunities for mentorship and leadership development.

Sariling Atin - Coordinated by Professor Jennifer Derilo, our Kapwa Scholars participated in this beautiful multimedia showcase. Not only were some of the Kapwa Scholars featured, but San Diego Poet Laureate Jason Magobo Perez performed, along with Artist/Muralist Andrew Alcasid, who shared his process of creating the orchid mural near our Art Gallery.

Careering While AAPI - this is a staple event for our Kapwa Learning Community where students learn about the career and educational pathways of different AAPI professionals. This year, we had 4 different panelists representing Art/Visual Arts with Eloisa Gunlao, Business/Marketing with Dr. David Tran,, Respiratory Therapy/Medical Assisting with Mesa Professor Valerie Seng, and Physical Therapy with Dr. Rodney Marquez. Dr. Marquez is not only a Physical Therapist but also a graduate from Mesa's Physical Therapy Assistant program. He continues to support our Kapwa Scholars, Jonathan Duong, as he prepares to apply to Mesa's PTA program. Additionally, we partnered with our Career Peer Ambassadors who provided information on career resources and tips for networking.

Dr. Nellie Tran - This is Literally Your Ancestors Dream - "Look me up on TikTok @drnellie," Dr. Tran said. "This will establish my credibility with you." Students looked her up and locked in. "Ask me anything" and they did - about her time at Mesa, her transfer experience, her parents, and more. She broke down the impact of race, identity, intergenerational conflict while navigating college, career, and life. She let 60+ attendees (which included Kapwa x Umoja x Puente scholars) know that it was okay to take the risk of being disheveled and to get the support and care they need, especially while in college.Dr. Nellie Tran is Vietnamese American, a Mesa alumni, transfer student, UCLA alumni, and now faculty at SDSU's Community Based Block Multicultural Community Counseling.

Kapwa Community Night - we celebrated the spirit of Kapwa (interconnectedness) with our family, friends, and community at this inaugural event. While many of our Kapwa Scholars are first generation college students, this was an important opportunity for them to share their college experience with family.

Kapwa x Umoja x Puente - Our Learning Communities continue to strengthen our collaboration. This past fall, we combined efforts to host a racial solidarity teach-in and career talks with Dr. Nellie Tran from SDSU and Reggie Polk from Service Now. Additionally, we are having joint conversations with Outreach to improve our marketing strategies and to connect with students earlier to ensure they have access to any of the communities. We are looking forward to opening our shared community space in Spring!

With the support of both the AANAPISI Grant and AANHPI Student Achievement Program (AANHPI SAP) Grant, the Kapwa Learning Community had an eventful Spring 2025 semester with the following activities:

- Celebrated the Grand Opening of the Kapwa Umoja Puente (KUP) Unity Village on April 24, 2025. KUP Unity

Summary and Reflection

Village is a dedicated space for Kapwa, Umoja, and Puente students to meet and gather to build a community and nurture academic success. The space will host culturally relevant experiences, activities and presentations to foster a sense of belonging and develop the cultural connection for our KUP students to themselves, and their ancestry.

- Attended the annual Asian Pacific Americans in Higher Education (APAHE) National Conference in April with 12 Kapwa scholars. Scholars engaged in leadership and professional development, community engagement, critical thinking, and personal development during this trip.

- Attended annual Association of Asian American Studies Conference where 3 Kapwa scholars attended various workshops pertaining to academic scholarship and research specific to the AANHPI community

- hosted our annual Kapwa Summit on May 19 & 21. Kapwa scholars presented their research projects, autoethnobiographies, and group presentations related to the AAPI-centered course content.

- Kapwa visited the Asian Pacific Islander Desi American (APIDA) Center at SDSU on April 25

- Attended the annual UCLA Student Transfer Outreach Mentorship Program (STOMP) conference with Umoja on May 2

On May 9, we celebrated 58 AANHPI graduates with their family and friends during our annual AAPI Recognition Ceremony (ARC).

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

In 2024-2025, Kapwa enrolled 27 students for the Fall semester which consisted of 25 for ENGL C1000 and 27 PERG 120. From Fall to Spring term, 4 did not persist - 3 left Mesa due to personal reasons, 1 continued at Mesa but not in Kapwa, In Spring semester, we added 3 new students into ENGL C1001 and AAPI 124 for a total of 25 - 25 in ENGL C1001 and 25 in AAPI 124. 22 students passed both classes. 1 passed ENGL only, 1 did not pass AAPI 124, 1 did not pass both classes due to extenuating circumstances.

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

Our team developed new student learning outcomes, which are measured through a mix of assignments and student survey. Here are the new SLOs:

By participating in the Kapwa Learning Community, students will be able to articulate their degree goal and plan as it relates to semester-by-semester course completion and required courses necessary for Associate Degree and/or transfer completion.

Assessment tool: PERG 120 Cultural Career Project which requires students to develop a comprehensive student education plan, identify a career goal and related careers, and address how family and community influence their career choices. Additional questions on student survey.

By participating in the Kapwa Learning Community, students will be able to identify campus and community resources available to support their academic, career, and personal goals.

Assessment tool: Student survey

By participating in the Kapwa Learning Community, students will research, analyze, collaborate, and create an original assignment addressing issues affecting the Asian American and Pacific Islander community.

Assessment tool: Completing ENGL C1001 and AAPI 124 capstone projects and questions on student survey.

Our Kapwa Learning Community proposal for an affinity space was approved. While we requested an AAPI space

to support the Kapwa Learning Community and AANAPISI events, we were approved to provide an shared space with the other respective learning communities. Part of the challenge was determining whether a shared space would be appropriate as a space for the Learning Communities and/or a cultural resource center. In April 2024, we opened a shared space between Kapwa, Puente, and Umoja. The Kapwa Unity Village was named by the 2024-2025 cohorts from Kapwa, Umoja, and Puente. This space helped increase our collaboration across learning communities and alignment to meet goal to increase racial solidarity and awareness. Our goal is to support the eventual opening of respective resource centers to support our AAPI, Black/African American, and Latine/a/o communities. Given the current political climate, Mesa's commitment to excellence and equity has provided the support needed to sustain our learning communities and their commitment to culturally relevant education and equitable education.

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

By collaborating with Puente and Umoja, we continue to learn about different learning community practices, ideas for curriculum, and ways to continue supporting students beyond the first year. Since the transition in Kapwa leadership, the new coordinators have been trying to determine the goals and objectives for the Kapwa Learning Community. Kapwa continues to offer campus-wide programming and support which cultivates a rich campus community, but can also impact the curriculum for the learning community. In the upcoming year, we will continue to work with campus partners such as AANAPISI and AANHPI SAP to create a roadmap outlining the objectives of the various efforts to support AAPI students and differentiate between them. The Kapwa Learning Community is an academic program that provides students with AAPI-centered curriculum in transferable courses, counseling support, and leadership opportunities. While we support 25 students each academic year, our coordinators are working to develop and define the ways we continue to support Kapwa students after they complete the courses.

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.

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: 2024 - 2025

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **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 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **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 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)

Unit Goals, Action Plans, and Updates

- **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 (✓)
- **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 (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **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 (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)
- **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 (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Continue Kapwa structure to include ENGL 101 & 205 **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/27/2023 **Action Plan Update**: Kapwa continues to include ENGL 101 and 205. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Survey AAPI students to identify what they want to see in an AAPI Space Submit Affinity Space Request. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/27/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Completed **Action Plan:** Submit request for Affinity Space **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 12/02/2024 **Action Plan Update**: 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. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Meet with facilities and Umoja & Puente team to design affinity space. Open space in Spring 2025. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 10/22/2025 **Action Plan Update**: Kapwa, Umoja, and Puente Learning Communities have a collaborated and officially opened the KUP Unity Village on April 24, 2025. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 12/02/2024 **Action Plan Update**: Designed space, furniture, and technology requests submitted. Kapwa, Umoja, and Puente have also partnered with AANAPISI grant to fund center. **Update Year**: 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:

- **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 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **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 (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 1. Pilot Kapwa structure to include AAPI 124 with ENGL 205 2. Continue Kapwa structure to include Math 119 with Juan Bernal in Spring 2024 3. Coordinate with Puente and Umoja to engage in cross-cultural collaborations and increase racial and ethnic solidarity **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/07/2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: 1. Spring 2023 was the first time Kapwa offered AAPI 124 and ENGL 205. Counselor Trish Guevarra was embedded in Professor Ly Tran's AAPI 124 while Professor Ella de Castro taught ENGL 205. The integration of AAPI 124 deepened students' understanding of the AAPI community and fulfilled a IGETC Area F: Ethnic Studies requirement. Professors Tran and de Castro worked to align parts of their curriculum to which resulted in a successful Kapwa Summit. This also allowed for additional collaboration with Professor Gloria Kim who teaches HIST 123: History of Asian Pacific Americans and English Professor Ranmali Rodrigo. Our team collaborated on a library installation for Asian Pacific American Heritage Month in May where students and faculty curated the atrium to reflect a living memorial. This living memorial was a testimony to the Vietnam Veterans War Memorial and Maya Lin. Additionally, Professor Tran, de Castro, and Guevarra supported a team of Kapwa Scholars who presented at the Asian Pacific Americans in Higher Education (APAHE) Conference. The students presented on their efforts to raise funds to provide relief to those affected by the wildfires in Maui. 1b. 24-25 - AAPI 124 is officially integrated into the Kapwa Learning Community Curriculum. This was the first full year where Professors Tran, Guevarra, and deCastro were able to work together. We continue to shift our curriculum to consider how to provide a holistic experience for students in Kapwa. For example, Fall semester centers on student development, an awareness of themselves, the AAPI community and education, where Spring semester deepens their critical thinking and application of information to real world context and research. Professor Ly Tran was able to bring 3 scholars to the Association of Asian American Studies Conference in Spring 2025 where they were exposed to academic research and other academics in the field. We hope to send more scholars to the conference to increase their exposure to research and the field of Asian American Studies. One of the challenges we are constantly having to negotiate is class enrollment. English is limited to 25, PERG is capped to 25 as opposed to the usual 35 to support the learning community. AAPI 124 usually enrolls up to 45 students but has been reduced to 25 to support the learning community. Maintaining the limited class size has helped stregh 2. Spring 2024: A couple of Kapwa scholars have taken MATH 119 with Professor Bernal and have found it helpful. Kapwa scholars continue to utilize the opportunity to enroll in Professor Bernal's math courses that are taught within the learning community structure. 3. 2024-2025: The Kapwa, Umoja, and Puente Learning Communities continued to collaborate hosting at least 2 KUP events in the Fall, opening the KUP Unity Village in April 2025, and attending the UCLA STOMP Conference.

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Update Year: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/27/2023 **Action Plan Update**: 1. Our Kapwa Cohort 5 will be the first cohort to enroll in both AAPI 124 and ENGL 205 in Spring 2024. 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. 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Collaborate with Puente & Umoja to design the shared affinity space that is reflective of each community's values. **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 01/07/2026 **Action Plan Update**: The KUP Unity Village officially opened on April 24, 2025 and is shared between the 3 different learning communities. It is in I-400 201, located on the 2nd floor of the Student Services (I-400) Building next to AVANZA Center. The KUP Counselors and Dean of Student Development have worked diligently to strengthen our communication and collaboration to design and manage the space. Even though it was opened a month before the Spring semester ended, the space was being utilized by KUP students as a place to study, gather, and connect with resources. The Asian Pacific Diversity Student Club was able to host their final Spring 2025 meeting in KUP and the AANAPISI program hosted their Finals Study Jam as well. While each program strives to have their own communal space to serve their learning communities and the larger respective student community, the KUP Unity Village strengthens our collaboration, helps us identify strategies to implement for future expansion, and to continue advocating as a collective. Additionally, the KUP Counselors have limited capacity to manage the space. Kapwa currently has one project assistant who is able to support the space, but each program will need to hire staff for additional assistance. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

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: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **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 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **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 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **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 (✓)
- **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 (✓)

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 (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)
- **Stewardship - Objective 5:** Increase campus understanding, communication of and transparency in budget and resource allocation (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** 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. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/27/2023 **Action Plan Update**: 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. **Update Year**: 2023 - 2024 **Action Plan Progress**: Completed
Action Plan Status: Active **Action Plan:** Improve media presence through social media and newsletter **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 11/30/2024 **Action Plan Update**: 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. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track