

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit's Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>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. 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.</p> <p>We are now in our fourth cohort. 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. That said, our fourth year feels like our first, with the additional challenge of supporting students after a pandemic.</p>

<p>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.</p>	<p>Optional</p>	<p>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.</p>
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p>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.</p> <p>Our learning community is modeled after Puente and Umoja; however, there is 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.</p>

Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support LCOM 120E Section 2 II. UC Transfer https://www.curricunet.com/SDCCD/reports/course_outline.cfm?courses_id=26265&rpt=rpt
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Data Reflection

Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	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.
	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work	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 you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	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.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	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.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	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?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	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.
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response

Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Creation of an AAPI space by 2025 to house Kapwa classes, academic and professional development workshops, career panels, Asian Pacific Diversity Club meetings, etc.</p> <p>Goal 2: Continue cross-cultural collaborations with Puente and Umoja by creating regularly occurring events each semester such as the KUP (Kapwa, Umoja, Puente) mixer.</p> <p>Goal 3: Creating more visibility of Kapwa campus and District wide. We would like to be listed in the 23-24 Catalog.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1: SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes. SO:</p> <p>Goal 2: SO: Complete transfer-level English in one year SO:</p> <p>Goal 3: SO: Complete degree or transfer in year 2 or 3 SO:</p>
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <ol style="list-style-type: none"> 1. Continue Kapwa structure to include ENGL 101 & 205 2. <p>Goal 2</p> <ol style="list-style-type: none"> 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 <p>Goal 3</p> <ol style="list-style-type: none"> 1. 2.
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input type="checkbox"/> No

Lead Writer and Manager Information	
Lead writer Name(s)	Amber Alatorre
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Submission Date of Program Review Draft to Manager for feedback	5/9/2023
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	6/2/2023 10:05:54 AM