

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.

Summary and Reflection

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

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.

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 Career While Asian Panel each semester.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Summary and Reflection

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

Are there any edits or updates to the Executive Summary above?

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.

Summary and Reflection

Are there any edits or updates to the Data Reflection above?

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.

Are there any edits or updates to the Practice Reflection above?

In 2023-2024 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. In Fall 2023, 29 students were enrolled in Kapwa's Fall courses. Of those students,

Summary and Reflection

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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Stewardship - Objective 1: X
- Stewardship - Objective 2: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 5: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Continue Kapwa structure to include ENGL 101 & 205 Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	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

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Survey AAPI students to identify what they want to see in an AAPI Space Submit Affinity Space Request.</p> <p>Action Plan Cycle: 2023 - 2024, 2022 - 2023, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 11/27/2023</p> <p>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.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Completed</p> <p>Action Plan: Submit request for Affinity Space</p> <p>Action Plan Cycle: 2023 - 2024</p>	

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: X
- Community - Objective 3: X
- Community - Objective 4: X
- Community - Objective 5: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Summary and Reflection

- Stewardship - Objective 3: X
- Stewardship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 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>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025</p>	<p>Submission Date: 11/27/2023</p> <p>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.</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>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</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: X
- Community - Objective 2: X
- Community - Objective 3: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Stewardship - Objective 1: X

Summary and Reflection

- Stewardship - Objective 3: X
- Stewardship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>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.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 11/27/2023</p> <p>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.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>
<p>Action Plan Status: Active</p> <p>Action Plan: Improve media presence through social media and newsletter</p> <p>Action Plan Cycle: 2023 - 2024</p>	