SAN DIEGO MESA COLLEGE

Program Review

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

Instructional Program - Child Development (CHIL)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
The department has begun working with the curriculum committee on updating the courses in curricunet in preparation for the The new PK-3 ECE Specialist Instruction Credential .

The department F/T faculty has been developing the degree for transfer and certificates to align with the new credential, requirements.

The department has 7 adjuncts in the department. The adjuncts teach 16 courses equivalent to 3.0 FTEF. Beginning fall 2023 there will be 1 full-time faculty on the instructional side: there hasn't been a full-time faculty on the instructional side in more than a decade. The program response supports the need for a second full-time faculty to support the students, adjunct staff, and program changes.

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.
Newly passed legislation is transforming preschool programs and transitional kindergarten (TK) into a universal format, and students need full-time faculty to support them and provide guidance on their early education pathway.

A new credential will be required for all new TK teachers by August 2023.

A full-time faculty is needed to support the updated early education pathways, the Early Childhood Alignment Project (CAP 8), and the new credential being required to teach TK-third grade.

The curriculum alignment project (CAP 8) supports the transfer and curriculum consistency across colleges in preparation of early childhood education. CAP 8 coursework fulfills the required units that are needed for the new TK credential. Mesa's early education program is not aligned with CAP 8; a full-time faculty will help with the changes that are needed to align the program.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
• It's essential for the department to develop a clear pathway for TK teachers to obtain their credentials. The state will be hiring as many as 15,600 TK teachers to serve all 4-year-olds by the 2025-2026 school year.
• Based on growth in the early education sector and required changes in permits and credentials, there is a need for curriculum development and continuity of pathways in the department.
• A full-time faculty is needed to ensure learning outcomes are met and all students have support as they complete their coursework and transfer.
• The department will need to develop the degree for transfer.
• Provide one-on-one advising.
• Offer more courses.
• Work with the Education Department on campus in collaboration for the new degree for transfer.

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
Yes

Data Reflection

Trends observed in program/service area's data.
14.3 % of Asian and 14.3 % of African American students earned associate degree last year. The Latin X student has an equity gap of 6.0 % and the African American student has an equity gap of 12.2%; these gaps may be the result of students having to shift to online learning modalities during the pandemic, as well as students of color being laid off their jobs during the pandemic and having to search for work instead of focusing on their education (https://www.insidehighered.com/news/2020/06/17/pandemic-has-worsened-equity-gaps-higher-education-and-work).

We are unable to meet the needs of the diverse population of early childhood educators to provide guidance and support leading to degrees and higher wages in the early childhood workforce sector because one F/T faculty cannot meet the vast needs in the department.

As one of the largest producers to the Early Childhood workforce, the school would benefit by being able to bring in more students for these programs but that can only happen with another full-time faculty.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
ELL students have been able to understand the transfer process and timelines because they receive one-on-one support during zoom. The p/t instructors in the program provide 'all' students with online resources (Open Educational Resources) and PowerPoint for their classes because a lot of students can't afford textbooks; students are allowed to use older editions of the textbooks. Students must be prepared to participate in the classes without the stress of not being able to purchase the reading materials.

The instructors prepare 'all' students to compete at the postsecondary level. The instructors are sensitive to 'all' students and support student success and equity.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
The Department Outcomes Coordinator (DOCs) completed the outcomes data in Spring 2022 with support from adjuncts.

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.
The department staff work as a team. The F/T faculty and 3 adjuncts participated in the education department seminars and summit and outreach events on April 18 and April 21. These community outreach events resulted in program inquiry from prospective students.

The department needs more than one full-time position. The current full-time faculty will need assistance promoting the program, supporting students, and fulfilling the many duties as the department chair.

What other factors (internal or external) might also impact the above data trends and equity gaps?
AB 1555: CA Assembly member Sharon Quirk-Silva has introduced legislation that will extend the requirement for credential teachers assigned to teach TK to meet ECE Requirements.

The state will be hiring as many as 15,600 TK teachers to serve all 4-year-olds by the 2025-2026 school year. A full-time faculty will provide office hours via zoom that will promote the early education program, meet the needs of all students, support first-time college students from immigrant families by directing them to the borders program when they need additional support, and recruit students from multicultural, multilingual backgrounds to enroll in the early education coursework.

Summary and Reflection

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.
The Child Development Program has experienced many successes since the last comprehensive review. The Child Development Program has created an on-campus club in partnership with the Teacher Education Program. The Child Development/Education Club meets monthly to discuss the Child Development Permits, the new PreK-3 Credential, education pathways, tuition concerns, and other topics that CD and Education students inquire about. The Child Development Department is a program that is part of the Teacher Education and Guidance Career Pathway.
The program curriculum has been updated and the certificates and degrees align with the Child Development Permit Matrix and The new PK-3 grade Credential.

The department is in desperate need of a Full-Time Faculty member. The department has not had more than 'ONE' Full-Time Faculty in 15 years. With the new PreK-3 credential and increased enrollment, the program faces some challenges because 'ONE' person can't be expected to continue keeping pace completing all the herculean tasks that are required in the department. It's difficult to understand why the sister colleges have 2 Full-Time Faculty in the Child Development Department doing the same amount of work as 'ONE' Full-Time Faculty in Mesa's Child Development Department. The program response supports the need for a second Full-Time Faculty to support the students, adjunct staff, community partnerships, and program changes. Coaching, mentoring, and engaging future preschool teachers and PreK-3 grade teachers in meaningful learning experiences and professional development will be some of the work the Full-Time Faculty will be responsible for.

Transitional Kindergarten (TK) is a new grade level in the state of California, and it is part of the K-12 school system. TK is considered the first year of a two-year kindergarten program that uses an early education, modified kindergarten curriculum that is developmentally appropriate. To become a TK teacher, a credentialed teacher needs a higher number of child development units than a teacher pursuing a multiple subject credential. Based on the current requirements for credentialed teachers and preschool teachers becoming TK teachers, the program has been able to support a significant number of former preschool teachers at the child development center as they have transferred to the K-12 school system, specifically, PK-3. Several of the former NANCE have completed their AA in Child Development at Mesa, transferred to SDSU, and gone on to be gainfully employed as PK-3 grade teachers.

The program curriculum has been updated and the certificates and degrees align with the Child Development Permit Matrix and The new PK-3 grade Credential.

Based on growth in the early education sector and required changes in permits and credentials, there is a need for continuity of pathways in the Child Development Department and the Teacher Education Program, re: Teacher Education and Guidance Career Pathway. Tracking the child development students enrolled in the program to determine which students are seeking a Preschool Permit and which students are seeking a PreK-3 teaching credential will be the responsibility of the Full-Time Faculty. Tracking students enrolled in the program would assist child development and education students as they progress through the program and transfer to the university. Tracking students would determine what classes need to be scheduled, so students can have a clear pathway for obtaining Child Development Permits and PreK-3 teaching credentials. A Full-Time Faculty is needed to track students and work closely with the Teacher Education Program to ensure students are enrolled in specific coursework that's needed to obtain a permit or teaching credential.

With the high demand for PreK-3 grade teachers, the department has been working on a marketing plan to increase the visibility of the program and increase enrollment. The marketing plan aims to enhance the public perception of the Child Development Program by generating interest among professionals in the field of early education, education, local employers, employees, trade and industry associations, and adult learners. A Full-Time Faculty is needed to support the work in the department as students have been choosing Mesa as their preferred choice for furthering their education. Marketing the

program will be the responsibility of the Full-Time Faculty.

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.
The Department Chair attended the Association of California Community College Teacher Education Program Conference on Oct 18 at Mesa College (ACCCTEP). The conference was aimed at promoting quality educator preparation. The Department Chair and two adjuncts participated in the Child Development Symposiums on Oct 27 and the Child Development Chair attended the follow-up Symposium on Nov 3. The symposium and the conference generated a critical consciousness about equipping students who will be future early educators inspiring young children in an inclusive society.

Building a bridge takes more than 'ONE' architect.
The department needs more than 'ONE' Full-Time Faculty to collaborate with community partners, support and mentor students, support and engage adjuncts, write Program Review, update and develop curriculum, etc.

It's worth noting the disparity between the three colleges in the Child Development Departments. How can three colleges, within the same district, using the same Program Review process have vastly different outcomes? 2/3 colleges have hired 5 Full-Time Faculty, combined, in the past 10 years and Mesa has hired 'ONE'; it's also worth noting how one of those colleges has another Full-Time Faculty position currently open. The internal equity gap can be narrowed between the three colleges in the Child Development Departments if the vacated Full-Time Faculty positions at Mesa, due to retirement, are filled. As this summary is being reviewed, one could inquire about the funding allocated for vacant positions in the Child Development Department and why the funding isn't available, or how the recently vacated IA position at the Child Development Center was announced/posted without being part of the program review process? It has become a daunting prospect to continue completing a process that results in zero new hires, when there are vacant Full-Time Faculty positions in the department, with funding allocated for those positions. It would be nice to see the college of equity stand by that mantra and fill one of the 'Funded Vacated Positions.'

The state will be hiring as many as 15,600 TK teachers to serve all 4-year-olds by the 2025-2026 school year. The Child Development Department has seen an uptick in students enrolling in the required courses to meet the requirements for the Child Development permits and the PreK-3 credential. There has also been an uptick in teachers from the K-6 grade sector enrolling in child development courses, so they can meet the requirement for the PreK-3 credential. A Full-Time Faculty will provide support to first-time college students from immigrant families by directing them to the borders program when they need additional support, recruit students from multicultural, multilingual backgrounds to enroll in the early education coursework, and support students seeking to obtain Child Development permits and the PreK-3 credentials.

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
The Child Development (CD) and Education Program (EDU) at San Diego Mesa College offers a unique blend of theoretical knowledge and practical experience to help shape the next generation of educators and childcare professionals. The chair of the CD Department and the Coordinator of the EDU Program have been working together in hopes of there being a reorganization of the programs. Mesa's early education and teacher education program designs are considered obsolete because throughout the region, the child development and education programs at the sister colleges are housed within the same school, 'why'? Teachers at the local elementary schools are required to have a preschool -grade 3 (PK3) Credential to teach preschool -grade 3. The course requirements for the credential are child development courses, so there is room for enormous growth in enrollment in both programs by combining CD and EDU. GOAL 1: Reorganization of the programs will help the CD program chair and EDU coordinator track students in both programs, know which classes to offer and when, and predict enrollment. A reorganization of the programs will result in the overlap of coursework including lifespan development, child family and community, child health and safety, psychology, parent education, nutrition, early childhood care, and education; this overlap will ensure students are meeting the course requirements for the PK3 Credential.

Summary and Reflection

GOAL 2: Along with reorganizing the program, Latino and Black educators need to be recruited. Currently, Black, non-Hispanic men account for 1.3% of the nation's 3.8 million public school teachers, according to the National Center for Education Statistic's National Teacher and Principal Survey. Overall, Black, non-Hispanic men are 6.1% of the general US population. Research has shown that teachers of color are effective in boosting the academic performance of students of color.

GOAL 3: Reorganization and overlapping across programs is another consideration, for example, the psychology program should be attracting more than psychology majors. Child Development and Psychology courses cover child behavior, social learning, multiple intelligences, cognitive development, constructivism, etc. One can only imagine the depth of information students would be exposed to in a team-teaching environment, across programs, that are fused with some of the same information. Currently, teachers are faced with trying to support children with challenging behaviors. A team-teaching approach with the psychology department could enrich student learning as they study and gain knowledge about the psychological and emotional development of children. A team-teaching approach would include dividing up the child development and psychology course content that focuses on cognitive development, psychosocial stages, and the emotional development of children. Key components of the team-teaching approach may include the work of Kohlberg, Erickson, Bandura, Piaget, as well as other theorists who were informed about how children develop and how children learn. A huge part of teaching children is understanding how their development impacts their learning
https://www.psychologytoday.com/intl/blog/naturally-selected/201707/how-our-kids-learn-naturally

Implementation of this team-teaching approach will include another full-time faculty being scheduled to teach with instructors from the teacher education program and the psychology department.

GOAL 4: Hiring another full-time faculty will allow the program to track Latin, Black, American Indian, and Pacific Islander students to work in the field of early education and to become teachers in the PreK-grade 3 system. Many students from the Latinx, Chicanx, and Hispanic population have a desire to become teachers, inspire and change lives, but the Mexican population continues to feel ignored and underserved although they have significant cultural and linguistic assets that can benefit children in their formative years it they are teachers in the classroom.

The state of California will need an estimated 6,000 bilingual teachers over the next 10 years. Recruiting Latino and Black teachers will provide Mexican and Black students an opportunity to see themselves represented as leaders in the classroom and provide a compass for their professional pathway. GOAL 5: Recruiting past DEBER (Developing Effective Bilingual Educators with Resources) scholars can help source qualified bilingual professionals. It's crucial for students to have teachers who can relate to their cultural stories and experiences. Teachers who try to connect with students' cultural backgrounds significantly enhance the learning experience. Developing effective bilingual educators/professionals has become a primary need in our community, given the existing pipeline of high-quality candidates trained in Mesa's Teacher Education Program, as evidenced by data from the DEBER Program.
Targeting and retaining Latin X students to develop and become effective educators begins with:
•Including their history and experiences as part of the classroom curriculum.
• Acknowledging the disparity of hiring Latin X males in the field of child development, early education and education, so they feel respected and included in the field.
• Incorporating curriculum and teaching practices in the classroom that are broader than the dominant culture that is seen in todays classrooms so that Latin X males from marginalized, diverse backgrounds don't feel underrepresented.

Evidence communicated via past and present program review summaries support the need for another full-time faculty. Although it's not apparent why funding for vacant positions in the CD Department due to numerous retirements would require such an elaborative report on a yearly basis, the department faculty are hopeful the 5 GOALS that have been noted above have painted a picture of the program needs. The vacancies resulting from 4 retirements in the child development department can cover another full-time faculty position. The department faculty are hopeful that assets and equity can be applied to this request. A full-time position is funded, the person retires, and the assets/equity remain in the department for the acquisition of another full-time position.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Although a full-time faculty position was filled since the last program review, another faculty member is needed because the CD department at Mesa is larger than City and Miramar. Meeting the needs of the diverse population of early educators and

providing those educators with guidance and support to work in the field of early education will require the hiring of another full-time faculty. To further inspire future educators, the CD/EDU Programs has partnered with the San Diego Unified School District (SDUSD). This collaboration encourages high school students to enroll in college level CD/EDU classes at their local high schools, and the collaboration aims to recruit those students transitioning from SDUSD to Mesa College and support them as they prepare to transfer after two years in the program to the university; another full-time faculty is needed to track the completion rate of these students majoring in Child Development, Liberal Arts, and Teacher Education at Mesa.

The data reflects 93.5 of graduates from last year were females and 6.5 were males. Relationships in a student's microsystem are bi-directional, and the interactions student's have with their teachers can have an impact on their self-esteem and emotional wellbeing. In the classroom, students should be active and not passive contributors in the bidirectional interactions they have with teachers. Students need to engage with social models that reflect their community, culture, and their gender; another full-time faculty is needed to recruit males in the classroom.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
The goals for the program were placed on hold because the department was understaffed. Although a full-time faculty position was filled since the last program review, the program remains understaffed. The department staff is hopeful the following goals are met during Fall 2025-Spring 2026.

Goal 1: Develop the ability to anticipate, recognize, and successfully work with various learning styles and abilities of children with varying needs.
Plan early educators training and invite the San Diego County Office of Education to present on effective teaching strategies for diverse learners highlighting ideas from universal design for learning. Spring 2026

Goal 2: Work in a collaborative environment to promote respect of others opinions and prospective and demonstrate cultural pluralism.
The chair of the department will be reaching out to the curriculum chair and working on IDEAA and presenting training to the department staff. Spring 2026

Goal 3: Demonstrate the knowledge and skills to meet the state of California licensing requirements for working in careers in Early Childhood Education and Development.
Plan early educators training and invite California Community Care Licensing Staff to present licensing regulations in early education settings. Fall 2025

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
A full-time faculty is needed for the following:
• CD/EDU program reorganization.
• Recruitment of Latin X, Black male teachers.
• Team teach in departments that align with CD.
• Track students of color to become educators.
• Support students as they navigate the requirement for the new CD permits and the Teacher Education Credential.
• Ensure students understand the pathways for obtaining a CD/EDU degree and the requirements for teaching PreK-grade 3.
• Collaboration with the local universities to support student transfers.

Based on the data, a reorganization of the programs would provide a clearer view of the CD/EDU pathways that are currently transverse.
Award of degree and certificates:
Child Development Department 2023-2024
Child Development Associate 19
Child Development Associate Teacher Certificate 2
Child Development Master Teacher Certificate 1
Child Development Teacher 6
Liberal Arts and Science Social and Behavioral Sciences 18

Summary and Reflection

Elementary Teacher Education for Transfer Associate 1
Liberal Studies Elementary Education Preparation Associate 19

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
The updates for this summary closely mirror the Executive Summary section for Year 3, emphasizing continued progress and strategic planning within the Child Development Department (CD) and the Teacher Education Program (EDU).

The Child Development Department (CD) and Teacher Education Program (EDU) remain committed to offering coursework that integrates field experiences, shaping the future of educators and childcare professionals. Beginning in Fall 2025, faculty from the CD Department and the Coordinator of the EDU Program have actively engaged with local high school counselors and students to discuss the CD and EDU pathways. These meetings have provided information regarding preschool teaching permits, which are required to teach preschool, and the preschool–grade 3 (PK3) teaching credential, necessary for teaching from preschool through grade 3.

Goal 1: Integration of CD and EDU Programs
Combining CD and EDU programs has been a longstanding objective among the discipline experts. This integration, known as laddering, allows students to recognize the benefits of completing coursework across both programs. By overlapping requirements, students can meet the criteria for CD permits or the EDU PK3 Credential more efficiently. The faculty remains focused on the growth of both programs, emphasizing cross-silo collaboration and prioritizing student success. They continue to work closely with students to develop education plans and align academic goals with preferred career pathways. The discipline faculty continue to be hopeful about combining CD and EDU, as teachers require a strong understanding of early education to effectively support children's learning and development—ultimately improving educational outcomes from kindergarten through elementary school. Combining the programs would provide a fiscal advantage by enabling three full-time faculty members to support students and meet the objectives outlined in Goals 3 and 4.

Goal 2: Outreach and Recruitment of Diverse Educators
The department faculty are developing an outreach plan specifically aimed at recruiting Latino and Black educators. The initial phase involves sharing the plan at the County Office of Education Summit at Mesa, which will mark the beginning of the recruitment process for fall, 2026.

Goals 3 and 4: Faculty Efficiency and Support for Underrepresented Groups.
The fiscal benefit of merging CD and EDU programs would result in three full-time faculty members working efficiently on crucial non-curricular areas of the program. These areas include recruiting Latin and Black instructors and supporting American Indian, Pacific Islander, Latinx, Chicanx, and Hispanic students as they pursue careers in early education and become teachers within the PreK–grade 3 system.

Goal 5: Recruitment of Past DEBER Scholars
The department aims to continue recruiting past DEBER (Developing Effective Bilingual Educators with Resources) scholars to strengthen the program's diversity and reach.

Faculty Resource Needs
If the integration of CD and EDU into a single program is not pursued, there is a need for an additional full-time faculty member. This request arises from inconsistencies in funding for vacant positions within the CD Department, which have resulted from multiple retirements. Additionally, high enrollment numbers in some CD classes, with 45–50 students per class, further justify the need for hiring a full-time faculty.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
A full-time faculty position was filled in spring 2025. However, the department will require an additional faculty member (Assistant Professor, Child Development, School of Health Science and Public Service) if the Child Development (CD) and Education (EDU) programs are not combined. The CD department at Mesa plays a pivotal role in supporting other departments fiscally. This support is largely attributed to the department's ability to maintain higher enrollment numbers compared to most other departments on campus, with the sole exception being the nutrition department. Enrollment in the CD department's transfer courses consistently averages between 45 and 50 students. This robust enrollment is a key factor in the department's fiscal contributions to the college, as higher student numbers translate to increased funding that supports the college with

hiring full-time faculty in other department and hiring administrative staff at the district.

The CD faculty has established partnerships with local universities to provide students with opportunities to achieve their academic goals and earn a Bachelor of Arts degree while attending classes on Mesa's campus. One such partnership is with Point Loma Nazarene University, which enables Mesa students to pursue higher education seamlessly within a familiar campus environment.
In addition to existing university partnerships, the faculty is working on a new partnership with Poway Unified School District (PUSD). This initiative will be formalized through a MOU between PUSD and Mesa College. The agreement aims to create a pathway for approximately 50 preschool instructional assistants currently working in PUSD classrooms to earn Assistant Teacher certification through grant-funded coursework.
Goals:
- All program expenses, including tuition, will be covered by grant funding, making participation tuition-free for instructional assistants.
- PUSD will pay all costs directly; no reimbursement is required from participants.
- The partnership seeks to offer a clear career pathway for PUSD preschool instructional assistants.
- Participants will complete 12 units of child development/early education coursework required for Assistant Teacher certification and permits, with all coursework offered on Mesa's campus.

The department is committed to tracking enrollment, program completion rates, and credential attainment outcomes, especially those related to high school outreach and counselor engagement. To further support these efforts, hiring a full-time faculty member dedicated to building partnerships, recruitment, and outreach is essential. This role will also focus on supporting DEBER scholar pipelines, equity efforts, and workforce development.

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

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
The department faculty collaborated closely with the curriculum coordinator to revise and update the relevant courses in Curricunet to align with the CAP8 standards. These updates were made to ensure that all course content and objectives meet the guidelines and established requirements for the PreK-grade 3 Early Childhood Education Teaching Credential. This process supports the department's commitment to maintaining standards that meet current credentialing criteria and best practices in early childhood education. These updates reinforce the department's dedication to providing high-quality educational experiences that prepare future educators to meet the needs of young children and comply with state-mandated guidelines.
To further support the department's mission and the implementation of the revised curriculum, a request has been made for a full-time Assistant Professor in Child Development within the School of Health Science and Public Service. This position is essential for sustaining the quality and continuity of instruction in the Early Childhood Education program.

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

Revision of Courses to Align with CAP8

Unit Goal: The department has begun working with the curriculum committee on updating the courses in curricunet in preparation for the The new PK-3 ECE Specialist Instruction Credential .

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 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. (✓)
- **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 (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **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 (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. Use technology to improve communication and accessibility across campus. Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing. Increase student access and schedule efficiency by coordinating schedules among departments/ disciplines. Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed. Reduce costs associated with instructional materials to support the elimination of equity gaps. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Submission Date**: 09/11/2023 **Action Plan Update**: Meeting with the education department and discuss outreach and recruitment of students in the ed and cd programs. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track **Submission Date**: 09/11/2023 **Action Plan Update**: Reach out to high schools in the community and build partnerships for future early educators. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Curriculum

Unit Goal: Update the courses in curricunet.

Goal Status: Active

Beginning Year: 2023 - 2024

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 (✓)

Unit Goals, Action Plans, and Updates

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **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 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 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **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 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 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 (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Meet with the subject experts and agree on CHIL 275 Field Experience.Provide feedback to the ECE Advisory Committee in support of field placements. **Action Plan Cycle:** 2023 - 2024	**Submission Date**: 01/17/2024 **Action Plan Update**: Meet with the subject experts and agree on CHIL 275 Field Experience. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Increase enrollment

Unit Goal: On-going: Increase student enrollment and efficiency by providing different course modalities.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2026 - 2027

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 (✓)
- **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 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

- **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 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 (✓)
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- **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:** Develop a dashboard that tracks students who enroll in CD/ECE and EDU courses. Redefine the EDU pathways to reflect the PK-3 credential. Develop a certificate for CD/ECE and EDU students. Provide information sessions in Zoom about the CD/ECE and EDU courses and permit, credential pathways. Schedule coursework in different modalities. Strengthen tuition partnership program with SDCOE. Provide varied hours for instructor office hours. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 01/17/2024 **Action Plan Update**: We are in the process of developing a dashboard that tracks students who enroll in CD/ECE and EDU courses. We are also in the process of redefining the EDU pathways to reflect the PK-3 credential. We no longer offer courses that are full term. We now offer courses that are 8 weeks and 12 weeks sessions. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track