SAN DIEGO MESA COLLEGE

Program Review

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

Instructional Program - Teacher Education (EDUC)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
The Teacher Education Program has experienced many successes since the last comprehensive review. There is now a designated full time faculty member for the Teacher Education Program. The hiring of the new faculty allows for growth of the program and new partnerships to form across campus as well as outside community partnership. The Teacher Education Program is now connected with tutoring. With this partnership, a tutor to teacher pipeline is being created. This pipeline will create a seamless transition for tutors to become teachers. The teacher education program is also connected with the tutor apprenticeship program at Hoover High School. We are hopeful that this connection will lead to a teacher apprenticeship as well. The Teacher Education Program has also partnered with Child Development to create an on-campus club. The Child Development/Education Club meets monthly to discuss a variety of topics that CD and Education students face. Overall, our successes stem from the partnerships created on and off campus. The TE program is also a part of the Education and Guidance Academic and Career Pathway.

The Teacher Education Program was awarded a $150,000 grant from the San Diego Foundation. We will be using the grant to create a tutor to teacher pipeline during the Summer semester, reaching out and recruiting high school students who are interested in becoming teachers. The pipeline program will partner with San Diego Unified School District to streamline recruitment and program implementation efforts. The pipeline program will span over the course of two years, reaching two distinct cohorts of high schools students who are interested in pursuing a career in education.

The Teacher Education Program faces some challenges along with our successes. Enrollment is one of the biggest challenges. While Education 200 and 203 have consistent enrollment, Education 211 has had minimal enrollment. We are hoping with some outreach and better visibility, this will change. Visibility is also a challenge. We continue to have a teacher shortage but we do not see enrollment increasing with this need. With the program joining the Education and Guidance Academic and Career Pathwyas we are hoping this will change. Another challenge is tracking the teacher education students. It would be extremely beneficial to be able to track students enrolled in the program in order to assist in their progress as well as assist for transfer. Knowing how many students are in the program will also assist in knowing where the students are in their degree progression which will in turn help with scheduling classes not only for teacher education but also the teacher education specific classes in other disciplines. Additionally, Mesa continues to have no method for tracking the single subject (middle and high school) population since there is no specific coursework required for transfer such as for Liberal Studies majors.

Transitional Kindergarten (TK) is becoming another grade level in the state of California. To become a TK teacher, one needs significantly more Child Development units than one pursuing a multiple subject credential. This is not a direct challenge, but an important factor moving forward because the Teacher Education Program will need to work closely with Child Development to ensure out teacher education students successfully enroll in the courses they need.

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.
There has been a restructuring of the courses offered for the Teacher Education Program. The Course Learning Outcomes are in the process of being updated and the material being taught in the Education 200s courses has been updated to reflect the current educational policies, theories, methodologies, and practices. They have also been updated using culturally responsive teaching techniques.

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

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

Summary and Reflection

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
There is a high demand for teachers. Regionally and statewide there is a teacher shortage. A recent news article states, “California has the third highest teacher shortage in the country, according to data analyzed by Scholaroo. The education research firm compiled a list based on a US teacher-to-state population ratio to determine which states are most affected by shortages. Data from the study shows California has approximately 293,619 teachers with a statewide population reaching 39,237,836 people, which means there are 7.48 teachers per 1000 people.” Mesa wants to be a part of the solution to this problem. Because there is such a high demand for teachers, we want to see an enrollment increase. Over the last 4 years there has been a minor decline in enrollment, following the overall college trend of declining enrollment. However with the high demand for teachers, specifically TK teachers, we are expecting to see these numbers increase. We are projecting a need for more courses to be offered in the coming years. We are also anticipating a partnership with child development to fulfill the CD requirement need for the new California PK-3 credential.

An enrollment trend that Teacher Education has experienced is low enrollment in Education 211. This course is specifically designed for students who are interested in pursuing a single subject credential in the STEM field. According to the enrollment dashboard, during Fall 2020, Education 211 had 16 students enrolled. Fall 2021 saw 15 students enrolled and the most recent semester, Spring 2023, had 11 students enrolled. Additionally, there has been a small decrease in enrollment for Education 203. Enrollment for the last four school years is as follows: 2019-2020 had 106 students enrolled; 2020-2021 had 100 students enrolled; 2021-2022 had 92 students enrolled; 2022-2023 had 96 students enrolled. Paralleled to Education 203/211 is Education 200. Education 200 has seen steady enrollment over the course of the last four years. Enrollment for Education 200 over the last four school years, according to the SDCCD enrollment dashboard, is as follows: 2019-2020 had 155 students enrolled; 2020-2021 had 148 students enrolled; 2021-2022 had 154 students enrolled; 2022-2023 had 148 students enrolled. With recruitment efforts, increased visibility, and partnerships with programs, such as the Tutor-to-Teacher program, the Teacher Education progam is looking to increase enrollment across all three courses that are offered.

Although enrollment has decreased some, awards given have actually increased over the last four years. In the four years leading up to the 18/19 school year, 54 total awards were given. In the last four years, between 19/20 school year to present, 72 total awards have been given (AA, AA-T). The hope is that awards given will continue to increase as we increase out outreach and recruitment efforts.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Enrollment in Teacher Education is predominately female. In the 20/21 school year, 76.7% of students declared education were female and in 21/22 school year, 75.6% of students declared education were female. 85.6% of the awards (AA, AA-T) given were female and 14.4% of the award given were to male students. This results in a 30.3% equity gap in completion rates between male and female students. However, this does not capture the students who have the intention of pursuing a single subject credential because they would be declared a specific major other than teacher education/liberal studies.

According to the Equity Gap Analysis Dashboard, there is an equity gap for success rates among Black/African American students as well as Latinx students and all other ethnicity groups. Success is measured as course completion. The overall success rate from 2019 until present is 83.4%. Black/African American students make up approximately 4% of the Teacher Education enrollments with a 78.3% success rate. This creates a 5.3% equity gap. Latinx students make up approximately 43% of the Teacher Education enrollments with 80.2% success rate. This creates a 5.6% equity gap.

Related Documents for Charts and Graphs

Summary and Reflection

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
The Teacher Education Program facutly collaborated with the Tutoring Program coodinator to update CLOs. The CLOs are updated and waiting to be uploaded to CurricuNet. The new CLOs will be implemented in the Fall '23 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.
To address the equity gaps that were noted, there have been a few practices that are put into place. A process to be referred to counseling has been put in place for the Education courses. This allows for students to check in with the designated Teacher Education counselor and track their progress. The Teacher Education instructor will contact students who are failing to check in on progress and assist if/when needed. The creation of a teacher community is in progress. Teacher education students in collaboration with teacher education faculty and local teachers make up this community. Meetings are held monthly through the on campus Future Educators club to create a space for the community. The hope is that students connect with the community and in turn feel connected to the department and program which can assist in their success. Additionally, there has been more community outreach for the Teacher Education program.The Teacher Education Program partnered with the tutoring program at Hoover High School and started a pipeline for students to become tutors and then transition into teacher education. This in turn will create a more equitable teacher education program because the Teacher Education program is going into the local community and reaching students from the community that Mesa represents.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Other factors that might impact the above trends and equity gaps are the staffing changes. Having a designated full time faculty member allows for specific change to be made to make the program more equitable. For example, focus can be made on the demographics that make up the program and a specific plan can be made as to how to change the demographics so they more closely reflect our student population. Additional recruitment efforts can be made as well. For example, establishing relationships with other departments across campus to discover students who may have an interest in teaching but are unfamiliar with the program. Creating a bridge between the STEM classes and teacher education could increase enrollment in our Education 211 course and in turn produce a better representation of Mesa students in the Teacher Education Program.

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.
No

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
No

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.
No

Summary and Reflection

YEAR 3 Updates (2024 - 2025)

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

There continue to be successes along with challenges for the Teacher Education program. One updated success is the partnership with the Child Development department. There has been ongoing collaboration between the two programs which has created a united space for students who are looking to enter the education field. Earning a child development degree is now an onramp for entering the TK-12 workforce. This is because of the new PK-3 credential that went into effect this Fall 2024.

Another success is the growth of the Tutor-to-Teacher pipeline through our partnership with Hoover High School. When the Hoover program first started, there were approximately 20 students enrolled. In Fall 2024, there were 72 students who enrolled and completed the courses. Many of these students have expressed interest in the education field and pursuing a degree in education.

The Teacher Education program still faces enrollment challenges. While online enrollment has stayed steady, in-person classes have not had strong numbers. The goal is to see that change by Spring 2026. The program also continues to face the challenge of knowing who the students are who are pursing a degree in Teacher Education. This is a challenge that will be prioritized during the next school year.

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

There is not much that has changed when reviewing the data reflection. There is still a high need for teacher education students to complete their degree and enter the workforce. Enrollment has stayed steady over the last two years but we are hoping to see an increase. The percentage of students earning their ADT is very low. One large reason behind this is because the ADT needs to be revised and changed to reflect the requirements for students to successfully transfer. In collaboration with the counseling department, the program hopes to create a clear path for students to apply for their AA or ADT before graduation.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

This is still under review and will be updated by the end of 2024.

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

To address the equity gaps that were discussed, increased outreach was a priority and will continue to be a priority. The Teacher Education program coordinator as well and the designated counselor visited classes each semester to connect with the Teacher Education students. This created more visibility for students who may be looking to explore the profession further or to solidify their transfer goals. There have also been more events created where the TE students could attend and meet with various colleges and professors on campus to learn about the education pathway. These efforts have seen an slight increase in transfer rates and declaration of degrees.

YEAR 4 Updates (2025 - 2026)

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

The 2025–2026 academic year was a period of meaningful growth and strengthened partnerships for the Teacher Education Program at Mesa College. The program continued to expand its reach and deepen its presence on campus and in the community, most notably through increased collaboration with the Child Development Program. This partnership supported smoother pathways for students exploring teaching careers, offered joint workshops and advising opportunities, and created stronger alignment across disciplines. Collaboration also broadened beyond Child Development, extending across a variety of subject areas so students interested in different teaching fields had clearer, more integrated advising and academic navigation.

Community engagement reached new levels this year as Mesa College hosted a well-attended Teacher Education Open House. Community partners from surrounding universities and the County Office of Education participated, giving students direct access to transfer representatives, credentialing experts, and local education agencies. This event served as an important bridge between Mesa College and the regional educator pipeline, reinforcing the program's role in preparing future teachers.

Summary and Reflection

Outreach efforts also expanded significantly. The program increased its presence at high schools, community events, and campus activities, supported in large part by additional grant funding. These grants strengthened the program's capacity to engage new students, distribute materials, and host informational sessions, resulting in greater visibility and growing interest in the teaching pathway.

Despite these achievements, the program also faced several ongoing challenges. One persistent difficulty has been truly getting to know students once they are enrolled. Limited in-person contact, high student mobility, and the distributed nature of coursework make it challenging to build meaningful relationships and fully understand student needs. Additionally, the Associate Degree for Transfer (ADT) in Elementary Teacher Education remains incorrect, causing confusion and hindering effective advising. Fixing these inaccuracies continues to be a critical priority. The program also continues to face data issues, as the college dashboard does not accurately reflect the number of Teacher Education students who successfully transfer. Without accurate data, it becomes difficult to demonstrate outcomes, plan effectively, or secure additional resources tied to student success metrics.

Overall, the 2025–2026 school year was marked by momentum, connection, and initiative. At the same time, the program must continue addressing the structural and data-related challenges that impact its ability to fully support students. Strengthening relationships, correcting the ADT, and improving transfer data accuracy remain essential next steps as the program continues its work in preparing future educators.

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

A review of the most recent program data shows that key indicators have not shifted significantly since the previous reporting period, underscoring several persistent challenges within the Teacher Education Program. Although enrollment has continued to grow, the data does not accurately capture this momentum. Specifically, the number of Associate Degrees for Transfer (ADTs) awarded continues to underrepresent the actual number of students who successfully transfer to four-year institutions. This discrepancy highlights the ongoing need to update and correct the ADT in Elementary Teacher Education. Because the current version contains inaccuracies and misalignments, many students who complete the required coursework either do not receive the ADT or choose not to pursue it, despite moving on to teacher preparation programs at partner universities.

The lack of alignment between enrollment, transfer activity, and ADT completion continues to obscure the true effectiveness of the program. As a result, the program's data does not fully reflect student success, making it difficult to communicate outcomes to stakeholders or secure additional support tied to measurable performance. Addressing the errors in the ADT and ensuring that transfer data is accurately captured remain critical priorities for better representing student progress and strengthening the Teacher Education Program moving forward.

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

All target benchmarks were met for the assessment cycle. However, the unit goals are still somewhat in progress.

A review of this year's progress shows that Unit Goal 1 remains in progress, while Unit Goals 2 and 3 have been successfully met. Work with the Institutional Research Office to establish a comprehensive research agenda for the Teacher Education Program is ongoing. Although initial conversations and preliminary data reviews have begun, additional coordination is still needed to create a consistent research plan that will accurately track success rates, better represent transfer outcomes, and increase the number of awards conferred. This goal continues to require focused attention given the ongoing challenges with ADT accuracy and dashboard data.

In contrast, Unit Goal 2 has been fully achieved. By Spring 2024, all Education classes were successfully reformatted and restructured to align with current educational practices, relevant methodologies, and contemporary learning theories. In addition, these courses were transitioned to Zero Textbook Cost (ZTC) status, reducing financial barriers for students and supporting more equitable access to the program.

Unit Goal 3 has also been met. Collaboration across disciplines has strengthened significantly, with faculty who teach teacher education–related courses engaging more regularly in cross-departmental discussions, shared planning, and coordinated efforts to improve student pathways. This interdisciplinary alignment has contributed to clearer messaging for students, better academic navigation, and a more cohesive experience overall.

Summary and Reflection

Overall, two of the three unit goals have been fully accomplished, while the work to build a robust research agenda remains an active and important priority for the coming year.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Efforts to address equity gaps within the Teacher Education Program focused on increasing access, reducing barriers, and strengthening students' sense of belonging. One major strategy involved visiting classes in partnership with a college counselor to ensure students received direct, in-class support with academic planning, transfer preparation, and navigating the ADT requirements. This proactive approach helped reach students who might not otherwise seek out advising and ensured equitable access to accurate program information.

The creation of a Zero-Textbook-Cost (ZTC) pathway further reduced financial barriers by eliminating textbook expenses in core Education courses. This change made the program more accessible for students who face cost-related challenges and contributed to more equitable course completion and persistence.

Additionally, the program prioritized opportunities for students to build relationships both on campus and beyond. Events and activities that connected students with neighboring universities helped demystify the transfer process and allowed students from diverse backgrounds to engage directly with advisors and representatives from teacher preparation programs. On campus, intentional efforts were made to foster community among Education students and connect them with professors and peers who share similar career goals. These relationship-building opportunities supported a greater sense of inclusion, increased confidence in navigating the teaching pathway, and contributed to closing equity gaps in engagement and transfer readiness.

Collectively, these strategies strengthened student support systems, increased access to resources, and helped ensure that all students, regardless of background, had the tools and connections needed to succeed in the 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

Goal 1: Partner with the Institutional Research Office to set up a research agenda for the Teacher Education program to increase success rates and awards given.

Unit Goal: Goal 1: Partner with the Institutional Research Office to set up a research agenda for the Teacher Education program to increase success rates and awards given.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Connect with IE office at the beginning of the semester and end of the semester to create collaboration. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/01/2025 **Action Plan Update**: Work with the Institutional Research Office to establish a comprehensive research agenda for the Teacher Education Program is ongoing. Although initial conversations and preliminary data reviews have begun, additional coordination is still needed to create a consistent research plan that will accurately track success rates, better represent transfer outcomes, and increase the number of awards conferred. This goal continues to require focused attention given the ongoing challenges with ADT accuracy and dashboard data. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 12/02/2024 **Action Plan Update**: This has been a slow process. So far it has been an on the ground effort of visiting classes and learning who the Teacher Education students are. Classes have sent out surveys to collect information and to better connect with the Teacher Education students. However, this has been an informal process and establishing a formal way to know and track the students will be vital for the program. The Teacher Education program coordinator will work with connecting with IE beginning of Fall 2025 to work on creating a formalized plan along with partnering with counseling. **Update Year**: 2024 - 2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track
Action Plan Status: Active **Action Plan:** Create a strategic plan for understanding who the Teacher Education students are and how best to track and support them. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: This has been a slow process. So far it has been an on the ground effort of visiting classes and learning who the Teacher Education students are. Classes have sent out surveys to collect information and to better connect with the Teacher Education students. However, this has been an informal process and establishing a formal way to know and track the students will be vital for the program. The Teacher Education program coordinator will work with connecting with IE beginning of Fall 2025 to work on creating a formalized plan along with partnering with counseling. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 2: By Spring 2024, have the Education classes reformatted and restructured to reflect current educational practices, methodologies, and theories along with becoming ZCT courses.

Unit Goal: Goal 2: By Spring 2024, have the Education classes reformatted and restructured to reflect current educational practices, methodologies, and theories along with becoming ZCT courses.

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. (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Apply for ZCT grant, work to create ZCT courses. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Submission Date**: 12/01/2025 **Action Plan Update**: Unit Goal 2 has been fully achieved. By Spring 2024, all Education classes were successfully reformatted and restructured to align with current educational practices, relevant methodologies, and contemporary learning theories. In addition, these courses were transitioned to Zero-Cost Textbook (ZCT) status, reducing financial barriers for students and supporting more equitable access to the program. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 12/02/2024 **Action Plan Update**: In the Spring of 2024, the Teacher Education Program was awarded the ZTC acceleration grant from the state chancellor's office. A plan was made working with the grant team as to how to make the courses on the teacher education pathway ZTC. The program pathway is currently 90% ZTC and is working to become 100%. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Research current practices and trends in education to provided current content for teacher education students. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: Classes have been updated and are revised each semester to ensure that students are receiving accurate and current information about the teaching profession. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 3: Create collaboration across disciplines with faculty members who teach teacher education courses by Spring 2024.

Unit Goal: Goal 3: Create collaboration across disciplines with faculty members who teach teacher education courses by Spring 2024.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **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

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Connect with professors to brainstorm collaboration. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Submission Date**: 12/01/2025 **Action Plan Update**: Unit Goal 3 has been met. Collaboration across disciplines has strengthened significantly, with faculty who teach teacher education related courses engaging more regularly in cross-departmental discussions, shared planning, and coordinated efforts to improve student pathways. This interdisciplinary alignment has contributed to clearer messaging for students, better academic navigation, and a more cohesive experience overall. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 12/02/2024 **Action Plan Update**: The Teacher Education Program is unique in that many of the required courses in the pathway are across many disciplines. Since Spring of 2023, there has been an effort to meet with the instructors who teach the courses in the pathway in order to create unity and cohesion across the various classes. As a result of this collaboration, students are given more complete information about the process of completing their AA or ADT along with more information about the events happening on campus for Teacher Education students. This is resulting in a community being created for the Teacher Education students. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Create an advisory committee that meets once a semester to collaborate on courses, teaching strategies, and plan moving forward for Teacher Education program. **Action Plan Cycle:** 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2024 **Action Plan Update**: The Teacher Education Program has created a strong collaboration with the Child Development department to create a strategic plan for the program and to ensure that the courses are aligned with current requirements from the state of California. This includes the new PK-3 credential that has been newly developed for teachers. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track