

2022-23 Program Review Template

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

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

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

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

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	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.

	<ul style="list-style-type: none"> • 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. 	
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your 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	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.

	<p>education (https://www.insidehighered.com/news/2020/06/17/pandemic-has-worsened-equity-gaps-higher-education-and-work).</p>	<p>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.</p>
	<p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	
<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>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.</p>	<p>The instructors prepare 'all' students to compete at the postsecondary level. The instructors are sensitive to 'all' students and support student success and equity.</p>
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>The Department Outcomes Coordinator (DOCs) completed the outcomes data in Spring 2022 with support from adjuncts.</p>	
<p><i>Practice Reflection</i></p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
<p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p>	<p>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.</p>	<p>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.</p>

<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>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.</p>	<p>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.</p>
<p><i>Unit Goals and Action Plans</i></p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
<p>Unit Goals</p>	<p>Update early education curriculum pathways (CAP 8) for the new Tk-third grade credential.</p>	<p>Goal 1: There is growth in early education, as Universal Preschool has gained traction and access to high-quality learning opportunities will translate into higher wages for college graduates (https://fortune.com/2021/03/26/universal-pre-k-policies-higher-wages-for-preschool-teachers/).</p>
<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>Zoom has been a wonderful tool for reaching students. Department staff assisted students with filling out their application for permits, guidance on transferring and how to navigate the application process for admissions. Full-time faculty have helped with petitions.</p>	<p>Students participate in student teaching and child observations to better understand effective teaching strategies.</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<ul style="list-style-type: none"> • The CAP 8 courses were revised (2021) to align with the Teacher Level of the Teaching Performance Expectations and adopted by the Commission on Teacher Credentialing. • Changes in the curriculum are needed at Mesa because preschool teachers and elementary teachers are being impacted (https://www.cde.ca.gov/CI/gs/em/kinderfaq.asp#teacher). 	<ul style="list-style-type: none"> • The department currently has one full-time faculty. • Based on the new requirements for the preschool credential, it's essential for the department to develop a clear pathway for TK teachers to obtain their credentials. • The child development department needs 2 full-time faculty positions to meet the needs of students at Mesa College and meet the state credentialing requirements.
<p>Does this Action Plan require resources. if yes, complete</p>		<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

resource request form.		
Lead Writer and Manager Information		
Lead writer Name(s)	Ida Cross	
Name of Program/Unit	Child Development Department	
Manager Name	Dean Cassandra Storey	
Submission Date of Program Review Draft to Manager for feedback	May 15, 2023	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/31/2023	