

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 curriculumet 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

Summary and Reflection

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.

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.

Related Documents for Charts and Graphs

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.

Summary and Reflection

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.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

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

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

Summary and Reflection

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.

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

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

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

Summary and Reflection

to obtain Child Development permits and the PreK-3 credentials.

Summary and Reflection

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: (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
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p>	<p>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</p>
	<p>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</p>

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students.</p> <p>Use technology to improve communication and accessibility across campus.</p> <p>Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing.</p> <p>Increase student access and schedule efficiency by coordinating schedules among departments/ disciplines.</p> <p>Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed.</p> <p>Reduce costs associated with instructional materials to support the elimination of equity gaps.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024</p>	

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: (X - Highlight the X to Align)

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

Summary and Reflection

- 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 1: X
- Scholarship - Objective 2: X
- Scholarship - Objective 3: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X
- Stewardship - Objective 3: X
- Stewardship - Objective 4: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>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.</p> <p>Action Plan Cycle: 2023 - 2024</p>	<p>Submission Date: 01/17/2024</p> <p>Action Plan Update: Meet with the subject experts and agree on CHIL 275 Field Experience.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

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: (X - Highlight the X to Align)

- Community - Objective 1: X
- Community - Objective 2: X
- Community - Objective 3: 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 4: X

Summary and Reflection

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

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>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.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 01/17/2024</p> <p>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.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>