**Unit Strategic Plan**

**2015 - 2017**

Every two years, during spring semester, programs/departments/service units are asked to develop Unit Strategic Plans. These plans need to be closely aligned with the Institutional Action Priorities, the College’s Long Range Goals, and the College’s five year strategic plan. The Strategic Plans incorporate and reflect the operation of that unit at all campuses and instructional sites. Each unit’s budget needs to reflect the fiscal implications associated with the unit’s identified goals and objectives.

**Name of Program/Department: Child Development Program - Jefferson and Shelby Campuses**

**Mission Statement (for the program or department):**

***“Positively Imprinting Young Children’s and Families’ Lives Through Education”***

The mission of the Jefferson State Community College Child Development Department is to provide a quality, innovative program of study and to promote Child Development (Early Care and Education) as a professional field of study. The Child Development program is the first associate degree program in Alabama to be accredited by the National Association for the Education of Young Children’s (NAEYC).

**Summary of Access, Productivity and Effectiveness (Including, but not limited to, program load, success rate, retention rate, completion rate, employer surveys, student surveys):**

**Accessibility:** Analysis of data from the Student Profile Data Report by CIP shows an enrollment decrease. Students are offered courses on the Jefferson and Shelby Campuses in a variety of formats – traditional, hybrid, off-site and on-line. Hybrid and off-site courses are offered in the evening for working student access. An off-site is offered at the local Head Start during the day. All courses, except internships, are scheduled on a rotation – 1/3 at Jefferson, 1/3 at Shelby and 1/3 On-line. The rotation provides the opportunity for students to have access at least once during the school year to all CHD courses in the format of their choice. Beginning Fall, 2015, we started offering “compact courses” enabling students to complete coursework online in half the time while maintaining the integrity of a full semester course.

**Headcount Enrollment by Current CIP program and award sought shows the following:**

|  |
| --- |
| **Total Headcount AAS/NDS/STC** |
|  | **Fall 2012** | **Fall 2013** | **Fall 2014** |
| 19.0708 Child Development | 128 | 117 | 117 |

**Productivity:** Productivity is average based on the enrollment and status of part-time students. The program has two full-time faculty and utilizes 3-4 part-time instructors each semester.

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| --- |
| **Annual Credit Hour Trend Report by Department Fall 2013- Summer 2014** |
|  | **Fall 2013** | **Fall 2014** | **Summer 2014** |  |
| **Department** | **Production Hours** | **Production Hours** | **Production Hours** | **Total Hours** |
| CHD | 857 | 1056 | 1,168 | 3,081 |

**Diversity:** Institutional Research data indicates a diverse student population regarding gender, race/ethnicity and especially age as presented in the following student profile data of Fall 2014. It is of note the program would like to encourage more male students, but currently this is a profession dominated by females. Additionally, many of the CHD students are first-generation college.

|  |  |  |
| --- | --- | --- |
| **Fall 2014** |  |  |
| Gender  | Male  | 2 |  |
|  | Female | 115 |  |
|  | Total | 117 |  |

**Retention Rate:** While we wish retention was 100%, our students tend to have life challenges that impact retention. Most students are working full-time women with families while attending college part-time. We do have students who enter the program with the intention of receiving a nationally recognized credential and then choose to continue their education. Some of these students choose to continue immediately while some consider and return later.

As with all community college programs life also seems to be a challenge in pursuing an uninterrupted education; family issues, employment, etc. The good news is many students whose education is interrupted do find a way to return.

One issue that has been a challenge in reporting performance data is a nationally recognized credential awarded by the Council for Professional Development that requires the educational equivalent of nine semester hours (3 courses), not enough to qualify as successful completers. Yet this credential is designed to be an educational starting point for individuals working in the child care field. The Child Development program offers the equivalent requisite hours in the form of three college courses thereby providing students not only the hours needed for students to attain their CDA but also receive college course credits. It is hoped and encouraged that once they successfully complete the hours for their CDA, they will choose to continue their education. We also hope to propose a basic certificate utilizing the three courses to provide college recognition for student’s achievement and also as an invitation to continue their education.

**Program Viability-Success:** The IPEDS Completion Report reveals a 3-year average of 49.3 Awards/Degrees.

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| --- |
| **Number of Awards/Degrees Conferred** |
|  | **Summer 2012-Spring 2013** | **Summer 2013-Spring 2014** | **Summer 2014-Spring 2015** |
| 19.0708 Child Development | 61 | 52 | 37 |

The numbers of certificates/degrees are at above acceptable levels. It is felt the number of graduates in the final reporting year was a result of the downturn in the economy and significant growth in this area is anticipated. The recruitment challenge continues to be addressed through program advertising, promoting awareness of scholarship opportunities, participation in child care community activities, and advocacy to strengthen educational expectations of teachers of young children.

The Child Development Program is the largest and only accredited associate degree program in the state of Alabama. This despite: (1) the Alabama requirement to be a teacher of very young children in a licensed program is 12 training hours, literally one fourth of one course, (2) almost half the child care programs in the state are not licensed and therefore are not required to meet any training hours requirement; (3) economically, programs are closing as families cannot continue to bear the full cost of care; and (4) most students (76.7% - see above table) in the program are preparing for a job they are already doing with little or no promise of a pay increase for achieving any formal educational milestone.

**Internal Conditions:**

1. **Technology**

Blackboard 9 has been implemented across the campuses. Technical training is being provided, however ongoing training is needed to more thoroughly utilize this system. The classrooms used by the program at the Jefferson and Shelby Campus have a computer and projector. Technology support is available.

1. **Budget**

The budget is sufficient to support the program’s classroom and instructional needs, student resource rooms at Jefferson and Shelby campuses, professional development, annual accreditation fees, and office supplies.

1. **Staffing**

The Child Development Program has two full-time faculty and currently hires two to three part-time faculty each semester. The program is in the process of hiring an L19 to assist with the program and instruction.

1. **Resources**

The Child Development Program has been re-accredited by the NAEYC Early Child Associate Degree Accreditation. Annually, faculty attend national and state conferences/meetings to keep abreast of current research, teaching methods, current accreditation information, and advocacy on behalf of the early childhood field.

1. **Enrollment**

The Child Development Program has turned a positive corner in enrollment due to the upward turn in the economy; the expansion of state Pre-K, the Early Head Start Partnership Grant, and the addition of two state programs – Child Care Quality Rating and Improvement System and Alabama Infant-Toddler Professional Development Network.

1. **Facilities**

Facilities and office space are adequate at both the Jefferson (three offices – 2 full-time faculty offices and 1 part-time office) and Shelby campuses (1 shared office and access to a shared part-time instructor office, if needed.). Additionally, there are two primary Child Development classrooms one located at both the Jefferson and Shelby Campuses respectively. Access to additional classrooms is also provided, if needed. Each campus has a dedicated resource room with materials for students to explore and use.

1. **Equipment**

Classrooms and resources rooms are adequately equipped. Each classroom is equipped with computers and overhead projection. The resource room contains books, educational materials, equipment available for student use, consumables, etc. Requests will continue to be made to maintain and upgrade instructional equipment and classroom/office supplies.

**External Conditions (such as state funding, accrediting agencies, advisory committees, postsecondary policy changes):**

The Child Development program is accredited by the National Association of Young Children’s Early Childhood Associate Degree Accreditation. A condition of the accreditation is the production of an annual report to document program improvements. Specific guidelines and recommendations are provided by Early Childhood Associate Degree Accreditation (ECADA) to support program improvement. The program achieved re-accreditation spring 2015

The program has an advisory committee that meets annually. The advisory committee is comprised of members of the early childhood community and community-at-large, part-time faculty and a student representative. Input from this committee is valued and is used to help meet the needs of the program, the students, the community and the profession.

The Alabama Community College System has a new Board of Trustees that was appointed by the Governor and confirmed by the senate on May 27, 2015. New policies may be developed that may reflect changes within the Child Development program.

**2013-2014 Accomplishments:**

* Professional development for full-time faculty included national conferences, state-wide, and in-house training
* Co-Sponsored Annual Stepping Stones workshop in partnership with Childcare Resources at the Shelby Campus where a total of 230 participants attended
* Held the CHD Program’s 11th Annual Afterschool Summit at Shelby Campus where over 100 professionals from across the state attended
* Submitted Annual Accreditation Report
* Submitted Self-study Report for Re-accreditation
* Made adjustments to Key Assessments and implemented updates in spring and summer
* Hosted the Children’s Trust fund regional meeting. (over 125 individuals in attendance)

**2014-2015 Accomplishments:**

* Successfully completed Program Re-accreditation site visit; Re-accreditation was achieved
* Professional development of full-time faculty included national conferences, state-wide, and in-house training, too
* Full-time faculty presented sessions for national and community workshops and trainings and collaborated to continue to offer two community-wide training opportunities.
* Full-time faculty continued serving on local and state advisory committees.
* Co-Sponsored Annual Stepping Stones workshop in partnership with Childcare Resources at Shelby Campus
* Held Afterschool Summit at the Shelby Campus
* Implemented Infant Toddler Grant and hired 6 new program personnel
* Made adjustments to CHD class instructional material to fit Mini-term 1 and 2 sessions for fall 2015
* Offered dual enrollment dual credit classes to area high school students at the Jefferson Campus (spring 2015 CHD 100 - 7 students; fall 2015 CHD 100 - 25 students)
* Hosted Jefferson County Committee on Equal Opportunity (JCCEO) Head Start Pre-Service (over 300 attendees)

**Unit Goals 2015-2016:**

**GOAL 1:** To maintain accreditation.

***Program Outcome:*** *Employers and graduates will report at least a 75% satisfaction with educational preparation.*

***This goal also supports the Child Development Program’s*** *Mission Statement:**To provide a quality, innovative Program of study and to promote Child Development (Early Care and Education) as a professional field of study.*

1. Objectives
2. To complete and submit accreditation annual report
3. Pay accreditation fees
4. Method of Assessment
5. Successful completion of annual report
6. Fees paid
7. Additional Funding Requests
8. Annual Accreditation Fee @ $1,650

**GOAL 2:** To develop and propose a basic certificate that parallels the courses utilized to help students achieve their nationally recognized Child Development Associate (CDA) credential

***Program Level Student Learning Outcome #1****: Demonstrate competency in performing basic teaching and caring skills*

1. Objectives
	1. Faculty will re-examine the three courses currently used to aid students in achieving the required 120 hours of training for beginning scope and sequence
	2. Faculty will look at other methods that can be utilized to achieve the training hours.
	3. Submit curriculum committee forms to Curriculum Committee for approval of the Short-term (9 credit hours) Child Development Basic Certificate
	4. Submit proposal to the Alabama Community College System for approval to offer a Short-term (9 credit hours)Certificate in Child Development
2. Method of Assessment
3. Faculty will review the courses identified to support a basic certificate
4. Faculty will propose a basic certificate for beginning students.
5. Approval of Short-term Certificate
6. Additional Funding Requests

No additional cost

**GOAL 3:** To develop and pilot compact (Mini-term1 and Mini-term 2) courses to provide students an avenue to more quickly achieve their basic certificate and courses towards their degree.

***Program Level Student Learning Outcome #1****: Demonstrate competency in performing basic teaching and caring skills*

1**.** Objectives

* 1. Faculty will examine the contents of a traditional full semester course to determine ways to develop a compact (Mini-term 1 and Mini-term 2 sessions) to include all the elements of a traditional full semester course.
	2. Faculty will develop and pilot four Mini-term 1 and Mini-term 2 courses focusing initially on the four courses identified for the basic certificate. The four courses will be offered for two semesters and two courses will be offered in the summer session to get a complete year’s view.

2**.** Method of Assessment

a. Faculty will review the courses as they are implemented to maximize learning in a

 shorter time frame.

b. Faculty will examine the success of students in completing the courses.

c. Faculty will also receive input from the students to make a final determination

 regarding the success of compact courses.

3. Additional Funding Requests

No additional cost

**GOAL 4:** To improve and maintain program curriculum and instruction

***Program Outcome:*** *Employers and graduates will report at least a 75% satisfaction with educational preparation.*

***Program Level Student Learning Outcome #7***: *Demonstrate professional behaviors associated with teachers of young children.*

1. Objectives

1. Continued investigation into the development of the Infant/Toddler degree-certificates track based on research, federal and Advisory committee recommendations.
2. Continued review of course curriculum and textbooks based on latest research and information.
3. Continued review of various delivery formats – traditional, hybrid, online, and on-site to best meet the needs of students.
4. Hire an L-19 faculty to provide consistency of instruction

2. Method of Assessment

1. Faculty review of the overall need for an additional degree track and development based on infant-toddler research, federal focus and state needs
2. Whether adjustments are made to the curriculum when needed.
3. Adjustments are made to improve the delivery format.

3. Additional Funding Requests

1. No additional funding requested
2. To hire L-19 at college current rate of pay

**GOAL 5:** To improve program quality through faculty professional development and the review of program processes in regards to curriculum and instruction

***Program Outcome:*** *Employers and graduates will report at least a 75% satisfaction with educational preparation.*

***This goal also supports the Child Development Program’s*** *Mission Statement:**To provide a quality, innovative Program of study and to promote Child Development (Early Care and Education) as a professional field of study.*

1. Objectives
2. Faculty professional development for program improvement to ensure current research is being taught and for technical training in instructional teaching tools, i.e, Blackboard, Tegrity, etc.
3. Continue program faculty meetings to go over courses and improve curriculum and instruction.
4. Prepare and hold Program Advisory Committee annual meeting
5. Method of Assessment
6. Review of course evaluations to make adjustments where needed
7. Faculty will examine and make any needed adjustments to maintain accreditation
8. Faculty will attend professional development opportunities offered nationally, regionally, state-wide and locally to determine
9. Faculty meetings to be held and communication maintained throughout the year
10. Additional Funding Requests
11. NAEYC Annual Conference and/or Professional Development Institute @ estimated cost of $4,000
12. Funding for program advisory committee meetings @ estimated cost of $500

**GOAL 6:** Improve interactive learning facilities/faculty resources

***Program Outcome:*** *Employers and graduates will report at least a 75% satisfaction with educational preparation.*

1. Objectives
2. Continue improvements to the student resource rooms at both the Jefferson and Shelby Campuses
3. Purchase and/or replace/upgrade the computer for the part-time/L19 instructor/program assistant office at the Jefferson Campus.
4. Purchase of conference software to better implement the annual conferences
5. Provide additional faculty instructional resources as needed

2. Method of Assessment

1. Faculty evaluation of resource room needs for both Shelby and Jefferson Campus.
2. Purchase of equipment and materials needed in each resource room

3. Additional Funding Requests

1. Computer Replace/Upgrade – L-19 Office Computer: Lab Rotation or New Computer @ estimated cost of $1,200 (if new)
2. Purchase Conference software @ estimated cost of $3,000
3. Routine program, instructional, and office supplies @ estimated cost of $3,000

**GOAL 7:** Expand professional community outreach to enhance student learning opportunities and program recruitment

***This goal also supports the Child Development Program’s Mission Statement:*** *To provide a quality, innovative Program of study and to promote Child Development (Early Care and Education) as a professional field of study.*

1. Objectives

1. Promotion of Stepping Stones Workshop
2. Faculty will present at local and state training opportunities.
3. To support the maintenance of the CHD student club
4. Marketing the program to the community

2. Method of Assessment

1. Stepping Stones evaluation of previous workshop to determine needed improvements
2. Faculty evaluation of Student Club Activities
3. Faculty participation in presentations and various internal/external community events
4. Marketing materials developed/distributed

3. Additional Funding Requests

1. Stepping Stones Workshop @ estimated cost of $3,500 (fully refunded through registrations)
2. Faculty travel for presentations and recruitment @ estimated cost of $500
3. Program Marketing materials @ estimated cost of $1,000

**Unit Goals 2016-2017:**

**GOAL 1:** To maintain program accreditation.

***Program Outcome:*** *Employers and graduates will report at least a 75% satisfaction with educational preparation.*

***This goal also supports the Child Development Program’s*** *Mission Statement:**To provide a quality, innovative Program of study and to promote Child Development (Early Care and Education) as a professional field of study.*

1.Objectives

1. To complete and submit accreditation annual report
2. Method of Assessment
3. Successful completion of annual report.
4. Additional Funding Requests
5. Annual Accreditation Fee @ - $1,650

**GOAL 2:** To improve and maintain program curriculum and instruction

***Program Outcome:*** *Employers and graduates will report at least a 75% satisfaction with educational preparation.*

***Program Level Student Learning Outcome #7****:* *Demonstrate professional behaviors associated with teachers of young children.*

1. Objectives
2. Continued review of course curriculum based on latest research and information
3. Continued review of various delivery formats – traditional, hybrid, online and on-site to best meet the needs of students.
4. Method of Assessment
5. Adjustments are made to the curriculum where needed in each degree track.
6. Adjustments are made to improve the delivery format.
7. Additional Funding Requests
8. No additional funding requested

**GOAL 3:** To improve program quality through faculty professional development and the review of program processes in regards to curriculum and instruction

***Program Outcome:*** *Employers and graduates will report at least a 75% satisfaction with educational preparation.*

***This goal also supports the Child Development Program’s*** *Mission Statement:**To provide a quality, innovative Program of study and to promote Child Development (Early Care and Education) as a professional field of study.*

1. Objectives
2. Faculty professional development for program improvement to ensure current research is being taught and for continued technical training in instructional teaching tools.
3. Continue program faculty meetings to go over courses and improve curriculum and instruction.
4. Prepare and host Program Advisory Committee annual meeting
5. Method of Assessment

a. Advisory Committee meetings held

b. Faculty examination and review of program curriculum, processes/procedures, outcomes

c. Faculty participation in professional development activities

1. Additional Funding Requests
	1. NAEYC Annual Conference and/or Professional Development Institute @ estimated cost of $4,000

Funding for potential technical/instructional training, ie. webinaires, etc.@ estimated cost of $1,500

* 1. Funding for Program advisory committee meetings @ estimated cost of $500

**GOAL 4:** Improve interactive learning facilities/faculty resources

***Program Outcome:*** *Employers and graduates will report at least a 75% satisfaction with educational preparation.*

1. Objectives
2. Continue improvements to the student resource rooms at both the Jefferson and Shelby Campuses
3. Provide additional faculty instructional resources as needed
4. Method of Assessment
5. Faculty evaluation of resource room needs for both Shelby and Jefferson Campus.
6. Purchase of equipment and materials needed in each resource room
7. Additional Funding Requests
8. Routine program, instructional, and office supplies @ estimated cost of $3,000

**GOAL 5: Expand professional community outreach to enhance student learning opportunities and program recruitment**

***This goal also supports the Child Development Program’s Mission Statement:*** *To provide a quality, innovative Program of study and to promote Child Development (Early Care and Education) as a professional field of study.*

1. Objectives
2. Promotion and implementation of Stepping Stones Workshop
3. Faculty will present at local and state training opportunities.
4. Continued marketing the program to the community
5. To maintain and prepare updates/reports for any awarded grants
6. Method of Assessment
7. Stepping Stones evaluation of previous workshop to determine needed improvements
8. Presentations are offered by faculty.
9. Pamphlets, inexpensive promotional items, and faculty program visits are provided
10. Completion of a bi-annual grant updates/reports for grants, if awarded
11. Additional Funding Requests
12. Stepping Stones Workshop @ estimated cost of $3,500 (fully refunded through registrations)
13. Faculty travel for presentations and recruitment @ estimated cost of $500
14. Program Marketing materials @ estimated cost of $1,000