**Unit Strategic Plan**

**2017- 2019**

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**

**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 enrollment as maintained. Students are offered courses in a variety of formats, traditional (upon request Jefferson and Shelby Campuses hybrid (half on-line and half in class), offsite, and online, both full and half semester. Hybrid courses are offered in the early evening for working student. A deicated off-site CHD course is offered each semester at the local Head Start Headquarters during the day for their employees. All courses are scheduled on an annual rotation by semesters –1/3 hybrid at Jefferson, 1/3 Hybrid 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. We are in the process of incrementally offering “compact courses” which started with the courses in the new Basic Certificate to enable students to complete coursework in half the time while maintaining the integrity, and more importantly the learning, of a full semester course for accreditation.

**Productivity:** Productivity is average based on the enrollment and status of part-time students. The program has two full-time faculty and utilizes 2-3 part-time instructors each semester.

**Diversity:** Institutional Research data indicates a uniquely diverse student population regarding gender, race/ethnicity and especially age as presented in the following student profile data of Fall 2016. The age range of our students runs from high school; to bachelor degreed individuals returning to receive additional education for working with younger children; to first generation individuals; to individuals in returning to school after a break ranging from 3-20 years who are in their 50s and 60s. Additionally, a very high percentage of students work full-time in the field of study. The professional field is heavily female and male students are encouraged when possible.

**Retention Rate:** Retention is a challenging topic for our program and its’ unique student population. While we wish retention was 100%, we find the program in the midst of current issues and unexpected needs and changes in work-force development. Dual Enrollment has added to our base numbers and will not translate into program completers unless the students choose to continue their education after high school. Additionally, the Alabama Department of Early Childhood Education has required state PreK teachers who have a bachelor degree in Early Childhood-Elementary to return to college to take nine hours of Child Development omitted from their current degree in order to teach in the expanding state PreK program. While we hope the students represented in these two groups choose to continue their studies, we have limited expectations for either of these two groups. We do feel there is a greater opportunity for retention with the dual enrollment students than for the already bachelor degreed students who are returning to achieve the nine hours of ”add-on” education. We will continue to encourage all to continue their education.

The traditional students remain as previously described in the 2015-2017 Strategic Plan. Most students are working full-time women with families who are attending college part-time. We continue to have students who enter the program with the intention of receiving a nationally recognized credential (nine designated CHD courses). Some of these students then choose to continue their education. We have also added the basic certificate which includes the aforementioned three designated courses and an additional course. It is hoped this certificate will further encourage students to continue their education

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

Economy impacted the retention rates as well this term. A significant number of child care programs closed due to the economy which limited access to work-based scholarships. Additionally, the minimal requirements for this field of study in Alabama is 12 training hours in licensed programs remains. As new programs are implemented by the State Department of Early Childhood Education - PreK, the State Department of Education-Dual Enrollment, and the State Department of Human Resources-Child Care Services – Quality Rating and Improvement System, it is hoped there will be a positive impact on the Child Development Program growth.

**Completion Rate:**

With the addition of the Basic Certificate, the numbers of certificates have increased. However the number of degree graduates has declined. This decline is believed to be a part the aforementioned economic challenges. The numbers of upcoming degree-seeking candidates is increasing and continuation of an upward trend is expected. Recruitment continues 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.

**Internal Conditions:**

1. **Technology**

Blackboard 9 has been implemented across the campuses. Technical training is being provide. There has been a welcomed improvement in the response to technical challenges. As more and more students move to an online format for courses, technology access is important.

Computer access is available for all faculty. Full-time faculty have computers in each office and part-time have access to computers in the part-time offices located at both Jefferson and Shelby Campuses. A shared printer is available at both campuses. The classrooms used by the CHD program at the Jefferson and Shelby Campus have a computer and projector. Technology support is available and maintained for faculty. Updated equipment, as well as new equipment will be requested as needed.

1. **Budget**

Program needs for the classrooms and instruction are sufficient. Student resource materials for the resources rooms at the Shelby and Jefferson Campuses; program professional development; faculty office supplies; and accreditation fees are also provided. Membership fees to professional organizations are currently not provided but it is hoped this will be revisited. The Program’s annual conference expenses are prepaid by faculty and reimbursed after conference attendance.

1. **Staffing**

The Child Development Program has two full-time faculty and has hired a L-19 part-time faculty. In addition, part-time faculty are are contracted on an as needed basis. All CHD faculty are required to have postgraduate studies in field and in-field experience. Currently hires one to two part-time faculty each semester.

Three full-time Center for Professional , Career and Technical Education Office Managers are housed at the Jefferson campus are available to assist the programs in Career Tech as needed.

1. **Resources**

The Child Development program is fortunate to have a well-rounded advisory committee representing state early childhood departments and programs; senior educational institutions; county representatives of families with young children; administrators of child care programs; and students. The value in this diversity is the opportunity for broad program support and guidance.

 Currently, the CHD Program is working with three state departments on new projects: State Department of Education on dual-enrollment students, State Department of Early Childhood Education on the new and expanding PreK program, and the State Department of Human Resources on the Quality Rating and Improvement System as well as their Alabama Infant-Toddler Professional Development Network. It is hoped these collaborations will continue.

The Child Development Program is accredited by the NAEYC’s Early Childhood Higher Education Accreditation. Annually, a program report is submitted and fees are paid. 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’s enrollment has remained steady. Expansion of the on-line course offerings have not only grown but have resulted in more students attending from around the state, in particular, places where access to education is challenging.

Dual Enrollment is providing a more diverse student population in the program. Students range in age from late teens to early sixties and the in-between students’ average age is in the mid-thirties adding a richness of perspectives to the learning opportunities.

1. **Facilities**

Three faculty office are provided at the Jefferson Campus, two offices for full-time Faculty and one office for part-time faculty. At the Shelby campus there is a shared office space for full-time faculty and a part-time instructor office for other faculty. Additionally, there are two primary Child Development classrooms one located at both, the Jefferson and Shelby Campuses, respectively as well as access to additional classrooms if needed. Each campus has a dedicated resource room with library and other materials for students to explore and use.

1. **Equipment**

Classrooms and resources rooms are adequately equipped. Each classroom is equipped with tables and chairs at the Jefferson Campus and desks at the Shelby Campus. Computers and overhead projectors are also included in the classrooms.

Each campus resource room contains books, educational materials, consumables and teaching equipment. Requests will continue to be made to maintain and upgrade instructional equipment and classroom/office supplies as needed.

As previously mentioned, there is office equipment in the form of computers and printers available, as well.

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

This 2017-2018 year, our Child Development program not only celebrating its Fiftieth Anniversary and the tenth anniversary as Alabama’s first Higher Education Degree program accredited program. Specific guidelines and recommendations are provided by an annual report to document program improvements. Specific guidelines and recommendations are provided by Higher Education Degree Accreditation to support program improvement.

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 Child Development program follows the policies and procedures of the Alabama Community College System.

**2015-2016 Accomplishments:**

* The Educarer and Afterschool associate degree tracks went full on-line in the spring to provide greater access for students.
* Professional development for full-time faculty included national conferences, state-wide, and in-house training
* Incremental introduction to new Session 1 and Session 2 compact courses were offered.
* Dual Enrollment courses were offered for the first time.
* Implemented the 39th Annual Stepping Stones workshop at the Shelby Campus.
* Submitted Early Childhood Higher Education Annual Accreditation Report
* Full-time faculty continued serving on local and state advisory committees.
* Made adjustments to Key Assessments Assignments and implemented updates in spring and summer.
* Continued hosting Jefferson County Committee on Equal Opportunity (JCCEO) Head Start Pre-Service

**2016-2017**

* The Basic Certificate was implemented to provide students a hard copy of basic educational development on their way to, hopefully, their CHD associate degree.
* Adjustments were made to the identified three CDA credential courses to include an option for CHD 204 OR CHD 209 to accommodate Head Start requirements and support in support of students seeking the Infant-Toddler CDA.
* Continued incremental introduction to two new Session 1 and Session 2 compact courses based on the success of the courses introduced the previous year.
* A L-19 part-time faculty member was hired.
* Professional Development of Faculty continued.
* Hosted Early Intervention Regional Conference
* Full-time faculty continued serving on local and state advisory committees.
* Co-sponsored with the Alabama Infant-Toddler Professional Development Network, the 40th Annual Stepping Stones Workshop.
* Continued hosting Jefferson County Committee on Equal Opportunity (JCCEO) Head Start Pre-Service
* Submitted Early Childhood Annual Accreditation Report
* Dual Enrollment courses continued to be offered.

**Unit Goals 2017-2018:**

**GOAL 1:** To maintain accreditation.

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

2. Objectives

1. To complete and submit accreditation annual report
2. Pay accreditation fees

3. Method of Assessment

1. Successful completion of annual report
2. Fees paid

4. Additional Funding Requests

1. Annual Accreditation Fee

**GOAL 2:** To continue development of dual enrollment courses to provide the educational component only of the nationally recognized Child Development Associate (CDA) credential

1. Outcome: Course adjustments will be made to accommodate the young learner.
2. Objectives
	1. Faculty will re-examine the three courses currently identified as meeting the basic introductory competencies identified by the Council for Professional Recognition leading towards a CDA
	2. Faculty will look at methods that can be utilized to achieve a portion of the hours.

3. Method of Assessment

1. Faculty will review the courses identified to support the CDA credential
2. Faculty will continue to offer the courses in a combination of in-class and online work.

4. Additional Funding Requests

No additional cost

**GOAL 3:** To continue development of the compact (Mini-term1 and Mini-term 2) courses to provide students an avenue to more quickly achieve their educational goals

 1. Outcome: Continue to demonstrate competency in performing basic teaching and caring skills utilizing compact courses and full semester courses.

2**.** Objectives

* 1. Faculty will examine the contents of each full semester course to determine ways to provide equal learning in a compact format. (Mini-term 1 and Mini-term 2 sessions)
	2. Faculty will develop and offer two additional Mini-term 1 and Mini-term 2 courses in addition to the four courses identified for the newly offered basic certificate.

3**.** 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 each compact courses.

4. Additional Funding Requests

No additional cost

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

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

2. Objectives

1. Continued review of course curriculum and textbooks based on latest research and information.
2. Continued review of various delivery formats – traditional, hybrid, online, compact, and on-site to best meet the needs of students.

3. Method of Assessment

1. Faculty review whether adjustments need to be made to the curriculum
2. Adjustments will be made to improve the delivery format.

4. Additional Funding Requests

1. No additional funding requested

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

1. Outcome: Faculty professional development will continue to improve instruction

2. Objectives

1. Faculty professional development for program improvement to ensure current research is being taught.
2. Continue program faculty meetings to go over courses and improve curriculum and instruction.
3. Prepare and hold Program Advisory Committee annual meeting

3. Method of Assessment

1. Review of course evaluations to make adjustments where needed
2. Faculty will examine and make any needed adjustments to maintain accreditation
3. Faculty will attend professional development opportunities offered nationally, regionally, state-wide and locally to determine
4. Faculty meetings to be held and communication maintained throughout the year

4. Additional Funding Requests

1. NAEYC Annual Conference and/or Professional Learning Institute @ estimated cost of $6,000
2. Funding for program advisory committee meetings @ estimated cost of $750

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

 1. Outcome: Examination of learning facility and resources will continue.

2. Objectives

1. Continue improvements to the student resource rooms at both the Jefferson and Shelby Campuses
2. Provide additional faculty instructional resources as needed such as updated computers, printer, etc.

3. 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

4. Additional Funding Requests

1. Computer Upgrade – if needed @ estimated cost of $2,400 (if new)
2. Overhead projection – if needed @ estimated cost of $2,000
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

1. Outcome: Opportunities to work with the professional communities will continue.

1. Objectives

1. Promotion of Stepping Stones Workshop
2. Marketing the program to the community

2. Method of Assessment

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

3. Additional Funding Requests

1. Stepping Stones Workshop @ estimated cost of $4,000 (fully refunded through registrations)
2. Faculty travel for presentations and recruitment @ estimated cost of $1000
3. Program Marketing materials @ estimated cost of $2,000

**Unit Goals 2018-2019:**

**GOAL 1** – To maintain accreditation.

1. Outcome: Completion of the annual report submitted.

2. Objectives:

a. To complete and submit accreditation annual report

3. Method of Assessment:

a. Successful completion of annual report.

4. Additional Funding Requests:

a. Annual Accreditation Fee - $1850.00

**GOAL 2** – To improve program quality through faculty professional development and the review of program curriculum and instruction – Ongoing

1. Outcome:Maintenance of program quality through ongoing review of courses.

 2. Objectives:

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

3. Method of Assessment

1. Review of Faculty evaluation of courses and make adjustments where needed

4. Additional Funding Requests

1. NAEYC Annual Conference and/or Professional Development Institute: Estimate cost $6,000
2. Funding for potential technical/instructional training, ie. webinaires, etc. $2,000
3. Funding estimate for meetings: $750 estimated

**GOAL 3:** To continued review and development of additional compact courses to provide students an avenue to more quickly achieve their educational goals

1. Outcome: Addition of at least two compact courses

 2. Objectives:

1. Faculty will continue examination of the contents of the compact courses currently offered
2. Faculty will develop and offer two additional compact courses

3**.** Method of Assessment:

a. Faculty will review the compact courses as they are offered.

b. Faculty will also receive input from the students to evaluate the need for and success of compact courses.

c. Faculty will use the information from previously reviewed compact courses to aid in the development of the additional compact courses

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

4. Additional Funding Requests

1. No additional funding

**GOAL 4:** To continue offering dual enrollment specific courses to provide the educational component only of the nationally recognized Child Development Associate (CDA) credential

1. Outcome: Course adjustments will be made to accommodate the Dual Enrollment learner.

2. Objectives

a. Faculty will continue to work with dual enrollment office regarding student needs and success

3. Method of Assessment

1. Faculty will continue to review the course methods offered to dual enrollment
2. Faculty will continue to offer the courses in a combination of in-class and online work.

4. Additional Funding Requests

No additional cost

**GOAL 4 – Continued improvement to interactive learning facilities/faculty resources**

1. Outcome: Maintenance of equipment and the classrooms to best meet the needs of the students.
2. Objectives
3. Continue improvements to the student resource rooms at both the Jefferson and Shelby Campuses
4. Provide any needed l faculty instructional resources
5. Method of Assessment
6. Faculty evaluation of resource room needs for both Shelby and Jefferson Campus.
7. Purchase of equipment and materials needed in each resource room
8. Additional Funding Requests

a. Routine program, instructional and office supplies: $ 2,000

b. Purchase resources and materials needed in both Jefferson and Shelby campuses: estimated. (ie laminator, Ellison press dies, ) $3,000

c. Purchase of faculty and classroom computers as needed. $5,000

**GOAL 5 – Expand professional community outreach to enhance student learning opportunities and program recruitment - Ongoing**

1. Outcome: Outreach opportunities continue and expand to provide support for the professional communities on behalf of the students, the program and the college.

2. Objectives

1. Promotion and implementation of Stepping Stones Workshop
2. Faculty will continue work with state departments in need of support from our program.
3. Continue marketing the program to the community

3. Method of Assessment

1. Stepping Stones evaluation of previous workshop to determine needed improvements
2. Faculty will continue to serve in a variety of capacities in professional communities both state and local.
3. Pamphlets, inexpensive promotional items will be offered to potential students
4. Completion of a bi-annual grant updates/reports for grants, if awarded
5. Additional Funding Requests
6. Stepping Stones Workshop – $4,000 fully refunded
7. Instate travel expenses –$1,000
8. Program Marketing materials - $2,500