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| jscc logo | **Goal Progress Report** |

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| **Program:** | **Child Development** | **Report period:** | **2018-2019** |

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| **Goals** | **Request & Justification/Resources** | **Goal Progress** | **Strategies Implemented & Follow-up** |
| To maintain accreditation | Successful completion of annual report; Pay annual fees $1950 | Achieved.  Fees paid; completed self-study and submitted; completed team visit | Continue to comply with NAEYC standards |
| To improve program quality through faculty professional development and the review of program curriculum and instruction | Funding for Faculty professional development/training for continued program improvement to ensure current research is being taught;  Funding for continued technical training for faculty in current instructional teaching tools; continue program faculty meetings to go over courses and improve curriculum and instruction; Funding to prepare and host Program Advisory Committee meetings; | Achieved.  Faculty attended and participated in the following:  Alabama Early Childhood Education Conference in Mobile, AL; NAEYC Professional Learning Institute (June 2019); AACC Professional Development Day – Alabama State University; Stepping Stones Conference; AITPDN meetings; various professional meetings including Alabama Department of Early Childhood, ACCS Child Development Committee, TEACH, EACA Head start Advisory, Family Child Care Project Committee, Alabama Afterschool Committee.  Faculty participated in and collaborated with the Child Development Program Advisory Committee. CHD Advisory Committee met twice this year: Conference Call meeting June 11, 2019; Luncheon meeting April 10, 2019. | Program faculty will continue to seek out professional development opportunities and will continue to work closely with the childcare professional community, governmental agencies, etc. to ensure that the program’s curriculum is current and continues to meet the needs of the community. |
| To continue review and development of additional compact courses to provide students an avenue to more quickly achieve their educational goals. | Addition of at least two compact courses; Examine the success of students in completing the compact courses; use information from previously reviewed compact courses to aid in the development of the additional compact courses; examine/continue review of the contents of compact courses currently offered;  Develop and offer two additional compact courses;  Receive input from students to evaluate the need for and success of compact courses; | Achieved.  The program offered the following courses as compact courses during Fall 2018 and Spring 2019: CHD 100, CHD 201, CHD 204, CHD 205, CHD 206, CHD 209, and CHD 210. Enrollment in the compact courses were comparable or in some cases higher than in the semester long courses. Enrollment in compact courses offered fall ‘18 and spring ’19:   |  |  |  | | --- | --- | --- | | Compact  Course | Fall ‘18 | Spr ‘19 | | CHD 100 | 20/25 | 18/25 | | CHD 201 | 21/25 | NA | | CHD 204 | 21/25 | 9/25 | | CHD 206 | 17/25 | 19/25 | | CHD 205 | NA | 21/25 | | CHD 209 | 11/25 | 11/25 | | CHD 210 | NA | 13/25 |   Faculty meetings were held each semester. Discussed compact courses and content.  Faculty continued to adjust online and compact courses to aid student learning/instruction. | Program faculty reviewed student evaluation of instructor forms at the end of each semester. Program faculty will continue to review evaluations and seek ways to aid in student learning of materials presented in a fast/quick pace.  Enrollment in compact courses appear to be comparable to the traditional long semester. There continues to be mixed views where a small percentage prefers not to take a compact course. For the most part, the students who enjoy these courses enjoy being able to complete the course in a shorter time frame. The program will continue to offer a mix of traditional long and compact. The faculty will monitor closely students’ performance in these courses and modify as needed. |
| To continue offering dual enrollment specific courses to provide the educational component only of the nationally recognized Child Development Associate (CDA) credential | Work with dual enrollment office to meet student needs and success;  Review the course methods offered to dual enrollment;  Offer the course in a combination of in-class and online work. | Achieved.  Program faculty held several meetings with St. Clair/Pell City high school administrators to discuss offering the CHD Basic Certificate (12 hour) program for St. Clair/Pell dual enrollment students. CHD 100 is offered Fall 2019 at the Eden Center as a hybrid.  Fall 2018, CHD 100 was offered at the Jefferson Campus for dual enrollment dual credit students from Tarrant High, Shades Valley, and Pinson High Schools.  Program faculty met with JSCC Office of Dual Enrollment to discuss offering CHD 100 for Parker High School dual enrollment students as a hybrid. | Program will continue to work with the Office of Dual Enrollment to meet area high school needs for eligible students. |
| Continued improvement to interactive learning facilities/faculty resources | Maintain equipment and classrooms to best meet the needs of the students to include purchase of routine instructional and office supplies  Continue improvements to the student resource rooms at Jefferson and Shelby Campuses to include purchase of laminator, Ellison press dies;  Provide resources needed including faculty and classroom computers as needed | Instructional/office supplies were purchased.  The Laminator and Ellison Press Dies were not purchased.  No Faculty computers needed to be replaced. | The Program will continue to assess classroom and instructional needs. The Program currently has a laminator and Ellison Press at the Jefferson Campus, and an Ellison press at the Shelby Campus. Students will use these items as needed to work on items for class and the program uses them to aid with creating announcements/bulletin boards. Currently the Program is not in need of the additional laminator and Ellison press but will evaluate the need later. |
| Expand professional community outreach to enhance student learning opportunities and program recruitment | Promote and implement Stepping Stones Workshop;  Faculty serve in a variety of capacities in professional communities both state and local;  Complete bi-annual grant updates/reports for grants, if awarded | Held the 42nd Annual Stepping Stones Conference at the Shelby Campus; guest speaker Dr. Kimberly Johnson, Saturday July 20, 2019; approximately 89 registrants, 10 different vendors, and 18 presenters.  Hosted the Washington, DC CDA Council Board, Washington, DC meeting at Shelby Campus.  Faculty participated in/member of the following committees/groups:  Alabama Department of Early Childhood Advisory; ACCS Child Development Program Committee; Alabama PreK Advisory; TEACH Advisory, EACA Head Start Advisory; Family Child Care Project Committee; AITPDN partnership with DHR.  Program continued to implement the AITPDN Contract in partnership with DHR  Program continued partner with JCCEO to offer on-site CHD classes | Program will continue to work closely with the professional community, governmental agencies, childcare centers and others to further enhance and develop the Child Development Program, and to meet the needs for quality child care. |
| **Submission date: August 27, 2019** | | **Submitted by: Cindy Shackelford/Norma Bell** | |