**Unit Strategic Plan**

**2019- 2021**

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 dedicated 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 currently have two locations where we offer a dual enrollment CHD class: St. Clair County/PellCity (Eden Center-due to withdrawals, the two remaining students were moved to CHD 100 online course) and Birmingham City Schools (Parker High School). Discussions are being held to offer a CHD class at an additional Birmingham City High School. The college is in the process SACSCOC Prospectus to offer additional CHD classes via dual enrollment at offsite locations.

The traditional students remain as previously described in the 2015-2018 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 the CDA, a nationally recognized credential. 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 12-15 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 provided. 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. Current inquiries have indicated that there is an increased desire to take CHD courses primarily online.

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. After review, we discussed other training opportunities that could benefit the faculty but would not interfere with teaching for those who teach residential, hybrid, or dual-enrollment courses.

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 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 2019-2020 year, the Child Development program celebrates its Fifty-Second Anniversary and its twelfth year anniversary as Alabama’s first two year college AAS degree program accredited by NAEYC. 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 bi-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.

**2016-2017 Accomplishments**

* 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.

**2017-2018 Accomplishments**

* Accreditation continues to be maintained.
* Dual enrollment courses continue to provide the educational component only of the nationally recognized Child Development Associate (CDA) credential
* Development of the compact (Mini-term1 and Mini-term 2) courses to provide students an avenue to more quickly achieve their educational goals continues.
* Improvement and maintaining of program curriculum and instruction continues
* Program quality through faculty professional development and the review of program processes in curriculum and instruction are continuing
* Interactive learning facilities/faculty resources are readily available
* Professional Community Outreach has been expanded by way of the 41st Annual Stepping Stones Workshop.

**2018-2019:**

* Accreditation continues to be maintained
* Program quality through faculty professional development and the review of program processes in curriculum and instruction are continuing
* Additional compact courses were added
* Dual enrollment courses continue to provide the educational components of the nationally recognized Child Development Associate (CDA) credential and the Basic Certificate
* Interactive learning facilities/faculty resources are readily available
* Professional Community Outreach has been expanded by way of the 42st Annual Stepping Stones Workshop.
* Continued to impact the community globally by receiving a visit from the CDA Council of Professional Recognition in Washington D.C.

**Unit Goals: 2019-2020**

**GOAL 1**- **To maintain accreditation- Ongoing**.

1. Objectives:
2. To complete and submit annual accreditation report
3. To ensure that that NAEYC standards and key assessments are being met in the selected CHD courses.
4. Prepare for Self-Study Report in Fall of 2021
5. Additional Funding Requests:
6. Annual Accreditation Fee- $1683.00 (Due Sept. 30th)

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

1. Objectives
2. Monthly/Semester Faculty Meetings (Review of faculty evaluation of courses and adjust where needed)
3. Technical and Professional Development Trainings to ensure quality instruction is implemented.
4. Bi-annual Child Development Advisory Meetings
5. Additional Funding Requests:
6. Funding for potential technical/ instructional training, i.e. Webinars, etc.

$2,000

1. Funding estimate for meetings: $750 estimated

**GOAL 3: To enhance the number of dual enrollment sites in the greater Birmingham and surrounding areas while ensuring intentional and modified teaching instruction is being given.**

1. Objectives
2. Faculty will continue to work with dual enrollment office regarding student need and success
3. Faculty will continue to review the course offerings and methods of courses delivered
4. Faculty will provide more information sessions to the community at high schools about dual enrollment including what happens after completion
5. Faculty will assist as requested in the process of making sure all dual enrollment sites are cleared under the SACSCOC requirements.
6. Additional Funding Requests

No Additional Costs

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

1. Objectives
2. Provide any needed faculty/instructional resources
3. Evaluate current and upcoming needs of the resource room at both the Shelby and Jefferson campus
4. Additional Funding Requests
5. Routine program, instructional and office supplies: $2,000

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

1. Objectives
2. Faculty will continue to be involved in professional organizations and serve in professional capacities both state and local.
3. Faculty will continue to market for the program on campus, in various education, online, and community outlets (Ex. Social Media page for all CHD students, Share and Promote the Jefferson State online content for CHD)
4. Evaluate the Stepping Stones Workshop of Summer of 2019 and prepare for Stepping Stones Workshop of Summer 2020.
5. Continuing service in grants such as the Alabama Infant Toddler Professional Development Network if awarded and completion of bi-annual grant updates/reports for additional grants if awarded
6. Additional Funding Requests
7. Stepping Stone Workshop- $4000 fully refunded
8. Instate travel expenses $1,000
9. Program Marketing Materials- $2500

**Unit Goals: 2020-2021**

**GOAL 1**- **To maintain accreditation- Ongoing**.

1. Objectives:
2. To complete and submit annual accreditation report
3. To ensure that that NAEYC standards and key assessments are being met in the selected CHD courses.
4. Prepare for Self-Study Report in Fall of 2021
5. Prepare for Site Visit Spring of 2022
6. Additional Funding Requests:
7. Annual Accreditation Fee- $1683.00 (Due by or before Sept. 30th)

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

1. Objectives
2. Monthly/Semester Faculty Meetings (Review of faculty evaluation of courses and adjust where needed)
3. Technical and Professional Development Trainings to ensure quality instruction is implemented.
4. Bi-annual Child Development Advisory Meetings
5. Additional Funding Requests:
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1. Objectives
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3. Faculty will continue to review the course offerings and methods of courses delivered
4. Faculty will provide more information sessions to the community at high schools about dual enrollment including what happens after completion (Ex. Parent Meetings)
5. Faculty will assist as requested in the process of making sure all dual enrollment sites are cleared under the SACSCOC requirements.
6. Additional Funding Requests

No Additional Costs

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

1. Objectives
2. Provide any needed faculty/instructional resources
3. Evaluate current and upcoming needs of the resource room at both the Shelby and Jefferson campus
4. Additional Funding Requests
5. Routine program, instructional and office supplies: $2,000

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