

Program-Specific Plans

Liberal Arts

The restructuring of the Liberal Arts Degree and the Liberal Arts Ethnic Studies Course Sequence allows the College to better serve students whose goal is to transfer to area colleges. Only those students declaring an interest in transfer will be enrolled in the liberal arts, facilitating planning and advising. Faculty who teach key liberal arts courses will act as a coordinating committee to develop curriculum, the capstone course, assessment, and transfer pathways. Faculty will collaborate with counseling department on advising students on transfer options. Faculty will connect coursework with outside lectures, concerts, panel discussions, internships, and other local events. The College will produce publications on transfer programs, pathway arrangements and other options for students and distribute such materials through the Admissions, Counseling, and Academic offices.

General Studies

The identification of a general studies program opens options for students who are not interested in continuing their education beyond the associate degree level. It also allows sharper focus on the needs of students who have not yet declared a major, including those who are taking developmental courses in preparation for college-level choices. Both groups of students will benefit from the initiation of the new academic advising model in the fall of 2006. The "high touch" activities involving personal counseling and careful design of course progressions will get the new General Education Program off to a strong start.

English as a Second Language

Program staff will continue implementation of student learning assessment at the course and program levels. Faculty will develop and pilot two or three key assessment tools to assess students' exit reading and writing skills as they progress from Level 1 to 2 and 2 to 3 by fall 2006. ESL staff will examine the possible expansion of the Continuing Education Division's institutional role in the delivery of pre-Level 1/ basic ESL instruction. Staff will also assess the 2004-05 CDA/ECE/ESL Learning Community pilot models for the purpose of making appropriate changes in instruction and course content. In addition, staff will continue to advocate for the hiring of a full-time Language Lab instructor to enable the ESL Program to fully integrate technology into the curriculum and to explore the viability of new instructional paradigms including distance and online learning.

Business Office Technology

In order to enhance success and address the concerns of this program, several recommendations grew from the program review: (1) Disseminate BOT information to area high schools and the campus at large in the form of flyers. (2) Develop e-portfolios in which BOT majors will save documents from each of their BOT classes and submit them with a narrative just before graduation. The Internship program provides

opportunities for students to work in local companies. A Business Advisory Council, comprising representatives from area companies and members of college BOT faculty, addresses issues with business curricula and helps students identify employment opportunities.

Computer and Information Systems

CIS will participate in campuswide "writing across the curriculum" activities. Various classes have begun incorporating journal assignments, reports, essays, and other writing activities. CIS will also develop new courses such as COBOL, JCL, DB2 and Oracle. Plans are underway to build up the existing LAN program by offering more courses aligned with the Net+, Security+, and Cisco CCNA certifications. Advance Internet, Flash, and computer graphics courses are also long-term goals. In addition to new curriculum, The CIS department plans to develop a resource web site targeted specifically to the CIS program students. As the program expands, so too will the need for adequate equipment and lab facilities, most likely separate from the operational campus network due to use policy restrictions. For assessment of program goals, CIS faculty will continue the use of portfolios, projects, homework, and standardized SAM exams to monitor student success, and will examine feedback from a new advisory board and from surveys of instructional staff, students, and Hartford area businesses.

Computer Support Specialist

The CSS degree program is currently licensed for two years and will be coming up for accreditation in the next year. In order to assure the program's success, the College will need to publicize the program through mailings and other means and insure that the computer labs remain up to date. The instructor for the A+ classes has implemented an approach to the lab maintenance. Each semester, students order parts for a computer system and then build the system collectively as a class project. The result is that each semester, the lab receives a new, state-of-the-art, computer system and one of the older systems is moved out of the lab. This not only keeps the computer lab up to date but also insures that the types of hardware in the lab will be quite varied. Eventually every computer in the lab will be unique. At the moment, the computer lab contains three of these systems, built solely by the students from the A+ classes.

Management

Faculty in management are focusing on the need for more management and business program internships. Students have requested an Entrepreneurship Program, and adequate enrollment in that area is expected. The program coordinator plans to organize an advisory board, review course prerequisites and the sequence of courses taken, and make changes in the curriculum to emphasize writing, problem solving and critical thinking.

Social Service

The program coordinator will continue to evaluate program learning outcomes. The results of the annual evaluations will provide direction for continuous program and academic effectiveness. The program coordinator plans to evaluate students' writing and assess general education outcomes as well as global learning outcomes. In subsequent

years, the advisory board and the program coordinator will study the transfer rates to four year programs as well as student attrition and effect program changes as necessary.

Communication Media

The associate degree program in communication media addresses the College's strategic goal of increasing enrollment in technical programs. In addition, as a new program in a unique discipline, it is likely to be attractive to students who may not have considered attending the College before, thus contributing to overall enrollment growth. Academic Media Technology staff continue to build partnerships with internal college departments, universities, employers in the media industry, high schools, and community agencies. The creation of an advisory board helps to formalize these efforts.

Early Childhood Education

The College, community and ECE Program would benefit from a Bilingual ECE Program. The program presently runs bilingual classes, and it would be a natural progression to develop a Bilingual Certificate Program to meet the needs of Hartford's Hispanic population. With the addition of an infant/toddler class of 8 children under two, as well as a bilingual certificate, Capital Community College's ECE Program would be well poised to distinguish itself in a very competitive market. As a result of the increasing numbers of students being served in the program, there will likely be more children enrolled in our Lab School. Thus, the grant-funded teacher position could become a permanent full time one.

Criminal Justice

Through the program coordinator, the College will recruit high school graduates from the capital region as well as individuals already employed in the field. A formal criminal justice advisory board will help guide the development and assessment of the program. The College will also follow up on articulation agreements with Charter Oak College, University of Connecticut (BGS Program), Central Connecticut State University and the University of New Haven; all of which have expressed an interest in developing articulation agreements. The Academy of Criminal Justice Sciences (ACJS) has drafted a proposal of certification standards for College/University Criminal Justice Degree Programs that will replace the minimum standards currently in use. The College will seek program accreditation at an appropriate time.

Nursing

The Nursing Program at Capital is committed to the following goals: 1) To strengthen Admission Criteria to the Nursing Program, by increasing the entry level requirements and assessments. Faculty will continue to track students as they enter and progress to identify factors that correlate with retention. 2) To work with the Community Colleges of Connecticut Central Office Curriculum Consultant over the next two years to standardize the nursing curriculum for the five community college nursing programs. Standardization will facilitate transfer and permit the system to undergo a single accreditation visit from the National League for Nursing and the State Board of Nursing. 3) To support the growth and development of the nursing program as it increases in number of students and number of clinical placements.

Paramedic

Because of current EMS needs, the associate degree track is growing in numbers with a 20% increase in 2005 graduates. This trend is expected to continue as the workforce is demanding employees at the middle management level to possess advanced degrees. The nursing shortage also is a factor, and the College has begun discussion with the Workforce Development Division to begin work on a paramedic to RN program.

Radiologic Technology

Coupled with the increase in student population, new JRCERT requirements will mean that the College will have to provide a full-time clinical coordinator. Given sufficient clinical resources, the radiology program will begin a one year Ultrasound Certificate Program to address the shortage of ultrasonographers both regionally and nationally. At present there are only two other programs in the State of Connecticut. The College has addressed budgetary constraints, and there is tentative approval to further address shortages in the field of Diagnostic Imaging.

Medical Assisting

The department anticipates the reaccreditation of the degree program through the Commission of Accreditation of Allied Health Education Programs (CAAHEP) this year. A one-year self study has been completed, submitted to the AAMA (American Association of Medical Assisting), and a two-day site visit was completed in October 2005. (2) The department continues to expand its current externship site pool in Hartford county to meet the needs of students. (3) The department has implemented methods and continues to seek ways in which to encourage its students to sit for the national certification examinations offered to degree program graduates by the AAMA (American Association of Medical Assisting) and the AMT (American Medical Technologists). Certification in this field is mandated for employment in Massachusetts and is also a requirement for employment in northeastern Connecticut.

Distance Learning Degree Program

The CIS and CSS Distance Learning degrees were developed at Capital to be part of the Connecticut Community-Technical College systemwide DL degree program. All course outlines, grading systems, instructional materials, library resources, academic support, and student development resources are the same for the DL courses as for the traditional on-campus courses. Many of the DL instructors are the same as those that teach the traditional courses. The Academic Media Technology department is responsible for administration and maintenance of the online classroom platform. The Distance Learning (DL) degree program will continue to offer online courses that differ from those on-site only in the method of delivery. The DL degree program plans to appoint a dedicated Chair or Coordinator position to properly manage and address the unique issues of the online degree offerings. One such issue would be the oversight of courses that are included in the degree but offered only at other colleges in the system.

Continuing Education, Community and Economic Development

The College provides a convenient and inviting atmosphere for students to engage in studies during the winter intercession and the summer. The low cost of courses coupled with a renovated building attracts students from other colleges as well as those enrolled in Capital Community College programs. For those who prefer not to travel downtown, the College will continue to offer fall and spring credit courses at the Newington location.