ACADEMIC MASTER PLAN

Housatonic Community College

Abstract

The colleges success in implementing its strategic plans, mission, vision and use of governing bodies provide a core foundation and guidance to the planning and implementation of the Academic Master Plan. The Academic Master Plan is considered a living document deeply influenced by all areas across the campus; it is changeable per industry and community demands and provides a framework of academic department overviews, labor market projections and future goals spanning across the next 5 to 10 years.

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Dean of Academic Affairs
Established Fall 2018 by Planning and Assessment Committee

Table of Contents

Acknowledgments

The following have contributed to the Academic Master Plan

Planning and Assessment Committee

College Senate

Student Senate

Faculty Forum

Staff Forum

Community Partners

_____

Thank you for taking the time out to participate in surveys and focus groups which provided fundamental information to support the Academic Master Plan

Mission

Housatonic Community College, through a collaborative, learner-centered, technology-rich, and stimulating educational environment, empowers all individuals to develop to their full potential as lifelong learners. As a knowledgeable and dedicated faculty and staff, we inspire students to contribute responsibly to our dynamic regional and global society.

Vision

Housatonic Community College, empowered by resources and public support, will be a regional leader in higher education, workforce development, and community engagement with cutting-edge programs in science, technology, engineering, arts, mathematics, and other disciplines that address the ever-changing needs of students, employers, and society.

Values

Educational Excellence

> • Providing innovative programs that satisfy a variety of individual, regional, and global societal needs

> • Emphasizing critical thinking, empowering students to become independent learners, creative problem solvers, and engaged citizens

> • Sparking intellectual curiosity and promoting lifelong learning through a rich cultural and academic environment

> • Ensuring personal, academic, and organizational integrity and honesty in all endeavors

> • Promoting the educational belief that learning is the basis for personal growth and enrichment and that personal maturity is defined by responsibility, accountability, and transparency

Diversity and Inclusion

> • Embracing cultural and intellectual differences

> • Fostering interpersonal engagements that are respectful of individuals, uniqueness, and culture

> • Cultivating an environment that encourages diverse populations to contribute to and participate in the educational process

Services and Resources

> • Making available to students' resources and support from entry to completion of goals

> • Maintaining a safe and secure campus

Personal Connection and Community Engagement

> • Providing opportunities for students to experience a positive connection at Housatonic that lasts a lifetime

> • Building strong connections that contribute to, and support, community engagement

HCC Strategic Plan

<u>Priority 1</u>

Student Success

Students are the center of the college. Their needs must be identified and met through new and improved programming and excellent customer service from entry to exit.

Areas of Focus

1. Create new programs at HCC with pathways to associate and bachelor degrees as well as direct entrance into the workplace.
2. Develop new student services not currently provided.
3. Communicate with students through a variety of channels.
4. Create multiple pathways to enter, progress through, and go beyond HCC.
5. Enhance credit programs with new credit courses.
6. Establish a retention office staffed with retention specialists.
7. Develop/expand/connect to existing programs/partnerships.

<u>Priority 2</u>

Educational Excellence
Housatonic Community College's institutional excellence depends on adhering to rigorous standards and continually assessing best practices in all areas of the college.

Areas of Focus

1. Develop college wide initiatives to address student preparedness.
2. Develop services to meet academic, career, and personal needs of students.
3. Create educational excellence throughout the campus.
4. Provide opportunities for faculty/staff to further develop levels of excellence while being mindful of the need for balance between work and release time.
5. Improve and maintain facilities to support educational excellence.

<u>Priority 3</u>

Enrollment
Streamline enrollment by simplifying the process, alleviating student confusion and anxiety; highlight HCC as a welcoming place where advisement fosters retention and matches student needs to academic and non-academic program options

Areas of Focus

1. Base an advising model on best practices.
2. Base a customer service model on best practices.
3. Conduct an assessment of internal/external needs for new programs.
4. Base a retention model on best practices.
5. Examine trends to connect programs and careers.
6. Develop a multi-faceted and integrated communication approach.
7. Promote recruitment through a variety of external groups.

<u>Priority 4</u>

Programs
Develop a comprehensive, sustainable plan in which needs of students and workplace match demands and where pathways for cutting-edge non-credit and credit programs flow to careers/employment/transfer.

Areas of Focus

1. Develop programs based on community needs and sustainability.
2. Develop and expand new and existing partnerships and programs including linkage between non-credit programs that feed into credit programs.
3. Base a retention model on best practices.
4. Develop and expand existing and new partnerships.
5. Adjust faculty/staff workload to accommodate program development.

The colleges success in implementing its strategic plans, mission, vision and use of governing bodies provide a core foundation and guidance to the planning and implementation of the Academic Master Plan (AMP). With the integration of other institutional-wide initiatives and academic departmental plans, the Academic Master Plan will help recognize and reaffirm the current academic offerings in turn define the future projections lead strongly by labor market demands, community canvasing and college-wide focus groups. The purpose of the Academic Master Plan is to integrate existing plans and focus on academic resources, supports and needs across the next five to ten-years. The Academic Master Plan helps guide philanthropic request and proper allocation of funding; new and modified curriculum development, technology needs and updates and faculty resources, all deliberately linked to the various student services to ensure the delivery of high-quality service to our students in and out of the classroom.

The Academic Master Plan is considered a living document deeply influenced by all areas across the campus; it is changeable per industry demands and provides a framework of academic department overviews, labor market projections and future goals.

This document represents over a _____ year's efforts surrounding data obtained through focus groups, surveys and research by the faculty, staff, students, administration and the Planning and Assessment Committee of HCC to define priorities and areas of focus for the campus.

Housatonic Community College is located in Bridgeport, Connecticut's largest city, and serves an eleven-town area in Southwestern Connecticut. A member of Connecticut State Colleges & Universities, the college opened its doors in 1966 as a branch of Norwalk Community College and became independent in 1967. In 1997 HCC moved to its present site in downtown Bridgeport. In 2008 Beacon Hall became the second building on the HCC campus. The Housatonic Museum of Art and Sculpture Garden are part of the teaching mission of the college. With nearly 4000 works in the collection, and over 1700 displayed throughout the building, the Museum offers lectures, demonstrations, and changing exhibitions in the Burt Chernow Galleries.

The newly renovated Lafayette Hall includes a new welcome center, student services office, restored art studio and the expansion of the school library and science labs.

Housatonic is accredited by the Connecticut Board of Regents for Higher Education and by **the New England Commissioner of Higher Education (NECHE)** formerly identified as **New England Association of Schools and Colleges, Inc. (NEASC)**, a national, non-governmental organization whose affiliated institutions include elementary schools through institutions offering post-graduate instruction. Accreditation by the New England Association indicates that an institution meets or exceeds criteria for quality, institutional integrity, and continuity. The college is authorized to award the Associate in Arts and Associate in Science degrees.

In response to community and student needs, Housatonic offers associate degree programs in preparation for transfer to four-year institutions, as well as occupationally-oriented associate degree and certificate programs. Short-term, non-credit courses, seminars and workshops, as well as targeted student services help meet community and personal enrichment needs. These programs prepare students for employment, and advancement in business, industry, manufacturing, health services, fine arts, theater, digital media, early childhood education, natural sciences, computer arts and information systems, and human services. The college also assists local businesses and institutions to train and update the skills of their workers.

Special support services responding to student and community needs include disabilities support services, career and transfer counseling, academic support and tutoring, library facilities and instruction, English as a Second Language programming, and an array of student clubs and activities.

The student body reflects the diversity of the service region. Changes in student and educational goals, economic diversity, and industry needs are responded to with flexibility and responsible adjustment in programs and services. Outreach to the local community is part of the mission of the college. Non-credit courses, seminars, cultural events, and forums focus on the changing requirements of the workplace as well as personal enrichment.

Housatonic Community College (HCC) is part of the Connecticut State Colleges and Universities System (CSCU). CSCU was established July 1, 2011, combining the three formerly distinct units of higher education in the state -- the four Connecticut State Universities (CSUs), 12 Community Colleges, and Charter Oak State College (the online college). A single Board of Regents oversees the 17 campuses within CSCU, and the chief executive officer of the system is the president, who is appointed by the governor. The campus presidents report to the system president.

Housatonic Community College is a vibrant and diverse community. The College's service area includes eleven communities in southern Connecticut. The student body reflects the diversity of the service region; approximately one-third of our students are African American, one-third are Hispanic and one-third are Caucasian. In Fall 2016 HCC enrollment was 5,143 students with 49.8% of students attending from Bridgeport, CT, the largest city and a major urban center in the State.

HCC offers associate degree programs in preparation for transfer to four-year institutions as well as occupationally-oriented associate degree and certificate programs. These programs prepare students for employment and advancement in business, industry, manufacturing, health services, fine arts, theater, digital media, early childhood education, natural sciences, computer information systems, and human services. Short-term, non-credit courses, seminars and workshops help meet community and personal enrichment needs. The College also assists local businesses and institutions to train and update the skills of their workers.

HCC is a student-centered institution and is a national Achieving the Dream college. The College strives to provide high quality, accessible instructional and student services within an environment of mutual respect among faculty, staff, and students. These services are provided through an open-door admissions policy at affordable cost in a variety of settings and through a range of teaching methods and approaches.

The College provides student support such as career services, academic advising and transfer counseling, internships and service learning, academic support and tutoring, library facilities and instruction, and financial literacy workshops. Services for students also include disabilities support services, the Family Economic Security Program, and English as a Second Language courses. There is an array of student clubs, organizations, and activities offered throughout the year.

The College has one of the largest art collections in any community college in the USA. The Housatonic Museum of Art is open to the public at no charge and in addition to 4,000 works in the collection and over 1,700 displayed throughout the campus; the Museum also offers lectures, demonstrations, and changing exhibitions in the Burt Chernow Galleries. The Museum is a major cultural resource available to both HCC students and the entire region.

Housatonic Community College Academic Affairs area is comprised of five credit based Academic Departments; Behavioral/Social Science, Business, First Year Studies, Humanities and Math/Science. The non-credit based Continue Education and Professional Studies department and four supportive areas; Academic Support Services, Early Laboratory School, Educational Technology and the Library. (Organization Chart: Appendix A).

Equipped with the right knowledge, skills, and experience gained in HCC's academic programs, our graduates are some of the most successful in their fields. Our long history of triumphant alumni showcases graduates who have gone on to transfer to top-tier colleges and universities, to have thriving careers as nurses, lawyers, public leaders, Emmy Award winners, and so much more. With an education from Housatonic Community College, the sky's the limit!

Between associate degrees, certificates, and Continuing Education non-credit programs, HCC offers over 75 career-focused programs to choose from. Some of our programs prepare you to enter the workforce immediately after graduation. Others are designed to help you complete an associate's degree and transfer to a four-year university for your bachelor's degree.

Whether you're a recent high school graduate, an adult learner seeking career advancement, or a leisure learner looking for personal enrichment, HCC has a program to suit your goals!

Support Areas the Academic Master Plan deems important to the colleges academic and overall success

- Marketing

Develop a Master Marketing Plan for Housatonic Community College. This plan should have an emphasis on degrees, certificates, courses, and co-curricular activities in all areas of the college and utilize all marketing platforms (print, digital, social media, etc.) to execute the plan. This plan should highlight affordability, accessibility, and timeframes for offerings so potential students can plan around this information for degrees, certificates, and courses (Develop Fall 2018 and start to execute Spring 2019 and Director of Marketing and Academic Dean is accountable).

Within this Marketing Master Plan, we need to ensure that we market to the gifted students as well as other populations to ensure students in all areas of the educational spectrum are targeted. This marketing needs to include affordability and cost factors (including grant opportunities and scholarships) as these selling points will draw students regardless of where they lie on the educational spectrum (Start to execute Spring 2019 and Director of Marketing is accountable).

- Advising

Have advisors trained on changes in programs and certificates each semester and academic year. These changes are then able to be communicated to students correctly. It also requires advisors to be identified as the point person for degrees and programs and therefore an expert on changes that happen. This then gives students not only program coordinators and faculty in the respective areas they can see for advising but also specific advisors so that way throughout most days at least 1 of these individuals is able to be found which will lessen confusion and advising errors and thus increase retention, persistence, graduation and transfer (Director of Advising and Specific Program Coordinators are accountable and this begins to be set up Fall 2018 and rolled out Spring 2019).

Academic advisors time should be maximized with focus on advising activities only as this is a critical area of retention and persistence for students as they are on campus 12 months a year as where faculty is only here 10 months a year (Start Fall 2018 and Director of Academic Advising is accountable).

Academic Support Services

The mission of the Academic Support Center (ASC) is to provide a full service testing and tutoring experience that cultivates student success. By fostering a supportive environment, the ASC strives to inspire students at every level of preparedness to advance, to excel, and to reach their fullest potential.

The ASC is comprised of a collaborative group of dedicated educators who strive to enhance the learning experience, and academic and professional achievement of HCC students through comprehensive services, which include:

Center for Academic Progress (CAP)

The Center for Academic Progress (CAP) is a learning center for new students. Students can visit the CAP before placement testing to practice and prepare for the test. After placement testing, students can enroll in CAP refresher programs to review and earn an opportunity to retake the placement test. Once enrolled, students in intensive courses can visit the CAP for homework or required tutoring. See Center Services below for more information or call (203) 332-8585.

Accuplacer Practice Test and Review – Students can practice and review English and math to prepare for placement testing in the CAP during the hours listed above. Walk in or make an appointment with CAP staff in

Lafayette Rm. L151 for English or L146 for Math. The practice test and review cover topics that are tested in the Accuplacer placement test

Refresher Programs – Jumpstart, iEnglish, and iMath are intensive, computer-based programs for new students who have taken the Accuplacer placement test, placed into pre-college level courses, and want an opportunity to refresh and build skills then retake the test. Students who successfully complete these free courses are given the opportunity to retake the corresponding section of the Accuplacer placement test in order to save time and money.

CAP Refresher programs are only available for students with a High School Diploma and a completed HCC application.

Tutoring and Workspace for Intensive Courses – Students in English 092i (Reading), English 094i (Writing), and Math 095i have access to the CAP for tutoring and more. All tutoring for these classes happens in the CAP and students can also use the rooms and computers for homework. Appointments are encouraged but not required.

Staff

Andrew Pelletier – CAP Coordinator – LH A209 – (203) 332-8516
Kofi Adomako-Ayisi – English Instructional Support Specialist – LH-A209 – (203) 332-8503
Hyoja Tully – Math Instructional Support Specialist – LH-A227 – (203) 332-8579
Kevin Redmond – Math Instructional Support Specialist– LH A227 – (203) 332-8527

Tutoring Center

Provides one-on-one, drop-in, group, and online tutoring in most subject areas. One-on-One Tutoring The

Academic Support Center provides tutoring by peer and master tutors in most developmental and college-level

academic subjects, with an emphasis in math and English. Tutoring appointments must be made in-person. Stop by

Room B116 to schedule a session with a tutor.

Drop-In Math

Drop-In Math is now available at the tutoring center. With Drop-in Math, students can get immediate math help all day, every day, for an unlimited number of sessions or length of sessions. No appointments are needed for Drop-in Math, just walk in to room LH 152, and bring your books and/or homework.

Drop-In Tutoring Groups

No appointment is needed for any tutoring group. Stop by or call the ASC to check the group meeting times.

- Accounting 113

- BIO 105 Doc Hour

- BIO 211 – A & P

- BIO 212 & 211

- Mega Chem - Chemistry 111

- Physics 221

Writing Center (WC)

Provides one-on-one writing tutoring to students in all subject are

The Writing Across the Curriculum Center, LH 152

Karyn Smith, Coordinator, 203-332-5133

Open Monday through Thursday: 10:00AM - 7:00PM, Fridays 10:00AM - 3:00PM

Writing is a skill that can be improved throughout life. The Writing Across the Curriculum Center is a place where students of all writing abilities can receive help to improve their skills. Students can make appointments or drop in for help from the professional tutors and writing faculty who work in the Center. In addition to individual tutoring sessions, group tutoring sessions and workshops are held on aspects of writing at various skill levels.

Please visit The Writing Center's [website](#) for more information about our services and for helpful links for students and faculty.

- [Meet Our Tutors](#)

- [Student Resources](#)

- [Faculty Resources](#)

- [Tutor Resources](#)

Supplemental Instruction (SI) Program

Housatonic Community College's Supplemental Instruction (SI) Program develops academic support communities of higher level thinkers and self-empowered learners. This self-selecting, course-specific, peer-led program seeks to promote active, collaborative learning involving critical thinking and transferable study skills. Its efforts are aimed at helping students pass these courses at a higher rate and thus improving their retention rate.

We want you to succeed in your courses. Let us help you for FREE! Coming to SI once a week has benefits such as raising grades, retaining more information, and getting to know your peers. We recommend attending SI once a week!

Supplemental Instruction is...

- Weekly study sessions led by a peer who has successfully taken the course.
- An informal study group where it's ok to make a mistake.
- A place to share study tips.
- A way to grasp tough material and break it down into understandable segments.
- A way to save time, money and frustration.

SI Statistics

When asked "If I had not come to SI, I think my grade would have been...", 89% of students said they felt their grade would have been lower.

In response to the question "Has SI helped you improve as a student?", 93% responded positively, saying that their comprehension improved, their confidence grew, and that they found it easier to retain knowledge.

On average, 95% of the students who attended SI session regularly (8 or more times) earned a C or better in the course. About half of those students earned an A or B.

Online Tutoring: Anywhere, Anytime... Learn More!

Housatonic Community College, in collaboration with the Connecticut Distance Learning Consortium (CTDLC), has partnered with eTutoring.org to offer students FREE 24/7 ONLINE TUTORING over the Internet in these subjects:

- Accounting
- Anatomy & Physiology
- Biology
- Chemistry
- Math Developmental-Calculus)
- Statistics
- Writing (All subject areas)

To create a student account and for further information go to http://etutoring.org. To open a student account you will need an email address. If you do not have one, you can open a free email account at gmail, yahoo, or hotmail.

Library

The Housatonic Library provides resources and services in support of the academic programs at the College. To the extent possible, it also serves the personal and non-curricular intellectual needs of the faculty, staff, students and community.

http://housatonic.edu/student-services/library

Educational Technologies- Distance Learning

The steps below will increase HCC's online presence.

What would be needed: (Action Steps, Time Frames, and Accountability)

1. Overall, during academic year 2018-2019, expand the number of online courses, degrees and certificates (Start in Fall 2018 and Academic Dean is Accountable as well as the Director of Education Technology).
2. Overall, during academic year 2018-2019, create and promote a new virtual, flexible online college with an identifiable brand (Start in Fall 2018 and Academic Dean, Director of Marketing, and Director of Education Technology are Accountable).
   a. Steps include examining high enrolled programs and put them online to draw from another pool of potential students.
   b. Also, place increasing amounts of summer and winter course offerings online that are in line with 4-year institutions curriculum, which would allow students home for break to take classes and transfer them back to their home institution.
   c. Next step is to have marketing increase public awareness of these offerings throughout the year
   d. A natural fit for online offerings would also include designing new courses in informational technology, mobile application designs, game designs. These courses would need to be designed and offered within this framework of distance education.
   e. By mapping these program and courses out over intersessions, semesters, and years it would aid in completion of programs due to this mapped-out time frame (Start in Fall 2018 and Academic Dean is Accountable as well as the Director of Education Technology).
3. Another step in establishing this online programming is to hire a distance learning director who has a degree and expertise in distance education (allows for building program, initial enrollments, and marketing new program) (Start search in Fall 2018 to hire for Spring 2019 or Fall 2019 and Academic Dean is Accountable).
   a. Hired Ryan Farrington Spring 2018.
4. The next step is to designate space for distance learning with this area of program expansion in mind (Allocation of Resources and funding designation of space to be worked up fall 2018 and spring 2019 and Dean of Administration is accountable, Academic Dean, as well as the Director of Education Technology).
5. The next step after hiring a director of educational technology is to hire educational technology staff members with degrees and expertise in distance learning. These individuals can assist students and faculty with day-to day running of distance learning in areas such as course design, technical difficulties, and day-to-day issues with distance learning (Start search in Fall 2019 to hire for Spring 2020 and Academic Dean is Accountable as well as the Director of Educational Technology).

Cost Estimates

1. SARA cost   =$3,000
2. Greenscreen Technology   =$10,000
3. One Button Studio   =$50,000
4. 3 Offices, 1 conference room, and
   one distance learning lab space   =$100,000
5. 3 macbook pros   =$4,500
6. Mac Pros at 5 stations   =$25,000
7. 1 Mac Pro at instructor station   =$4,000
8. Multimedia screens and projectors   =$5,000
9. 5 Ultrawide monitors   =$2,000
10. 5 keyboards   =$1,250
11. Software costs   =$10,000
12. 5 work stations with chairs   =$2,500
13. 1 monitor for apple tv connected   =$4,000
14. Budget for distance education staff training =$20,000

15. 1 student worker per year to help with office
    Operations (One button, lab, greenscreen)   =$10, 504
16. Pay faculty to design courses that they
    then share ($4,000 a course times 30 courses)   =$120,000

=$371,754

What Is Online Learning?

The following instructional method codes and definitions are related to distance education at Housatonic Community College:

- **ONLN:** A course in which 100% of instruction occurs online
- **HYBR::** A course in which instruction occurs through a regular blend of online and face-to-face instruction.
- **OLCR::** A course in which 100% of instruction occurs online; students are required to meet on-campus for a pre-determined number of meetings

Please note that most traditional, face-to-face courses are coded as "TRAD" and are web-enhanced to some degree. These courses may be web enhanced with online components, but those online components do not regularly substitute for traditional face-to-face meetings. Students are, however, expected to check the LMS for course assignments in the event of class cancelation or school closing.

Is Online Learning Right For Me?

Take this quiz to find out! Students who perform well in online classes are often:

- Technologically savvy and flexible, and able to quickly adapt to new technologies.
- Self-motivated and independent, while able to work effectively in groups.
- Aware that online learning requires a knack for time management, and that the flexibility of online learning does not equate to "easier" learning.
- Good communicators, and able to communicate well in writing.

Students who perform well in online classes must have:

- Internet connection
- Computer with modern operating system and multiple, updated web browsers. We recommend:
    - On-line learning is appropriate to the institution's mission and purposes.
    - Housatonic Community College is devoted to providing a learner-centered atmosphere which empowers the individual to expand his/her individual educational goals. The College offers distance learning options for several credit courses appropriate to the teaching mission of the College.
    - The institution's plans for developing, sustaining and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.
    - Academic departments determine the number and type of on-line courses to offer each semester after considering student needs, program outcomes, available funding, and support staffing. Planning a new course for on-line delivery necessitates that faculty address: instructional design components such as

establishing goals and learning outcomes for content modules, properly structuring course content, embedding formative and summative assessment tools throughout the content modules, facilitating the social presence of the instructor, and fostering student-student and student-faculty interactions. To collect data on on-line teaching and learning, the delivery mode designated for a course— ONLN, OLCR, or HYBR—is recorded in the College's student information system to allow for disaggregating courses so that enrollment trends, student success rates, and distance learners' demographics can be analyzed. As of Fall 2018, a department-by-department rollout of course design and reorganization standards began at HCC, aimed at improving course design and navigability for students, while aligning the initiative with the Guided Pathways initiative at all the CSCUs.

- On-line learning is incorporated into the institution's systems of governance and academic oversight.
- All on-line courses are developed using the same curriculum and course development procedures and standards that apply to courses delivered in a face-to-face format. Department chairs and program coordinators evaluate distance learning instructors using the same tools and procedures as those used for campus-based faculty, specifically student evaluations and faculty self-assessments, in accordance with the Connecticut Community College's Faculty Development and Review Plan. This plan, produced by the Labor/Management Committee of the Board of Regents, serves as a vehicle for assessing each faculty member's instructional effectiveness and for devising a professional development strategy to ensure instructor's continuous improvement. The results of evaluations are reviewed with the faculty member each semester by department chairs in consultation with the Dean of Academic Affairs to understand students' satisfaction levels with on-line course design and instruction. Student feedback gathered through these evaluations has prompted distance learning faculty to improve their courses, by providing more scaffolding in learning modules, narrating learning materials, better articulating goals and outcomes for course segments, and varying the tools used to present course content. Faculty evaluations, in conjunction with ongoing Blackboard training, ensure that the effectiveness of teaching and subsequent learning in all forms of on-line courses continually improve.
- Curricula for the institution's on-line learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
- All courses and programs offered are part of a coherent program of studies that has been approved through the College and CSCU curricular processes. The master syllabus provides a description of a course's purpose, content, and structure and serves as a benchmark for faculty assessment of student learning regardless of instructor, delivery mode, or timeframe. In addition, the master syllabus confirms alignment with College and Board of Regents' policies and course learning outcomes. Intended to support consistency among multiple sections of a specific course, the master syllabus does not prescribe how a course should be taught nor dictate how students must be evaluated; those decisions remain with the individual instructor. A master syllabus does, however, clarify for both instructors and learners what successful students should be expected to know and to do at the end of a course. The master syllabus, filed in the Academic Dean's office, acts as a tool for improving student learning by modeling for instructors the required and recommended information to be included in their own course syllabi. Individual instructor syllabi, submitted every semester to the Dean's office for archiving, must reflect the essential elements published in their courses' master syllabi. Students studying at a distance are expected to achieve the same learning outcomes as those enrolled in face-to-face sections. Faculty teaching on-line must design a Blackboard section's content, structure, and assignments so students achieve the competencies articulated in a course's master syllabus.
- The institution evaluates the effectiveness of its on-line learning offerings, including the extent to which the on-line learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.
- On-line classes are a part of departmental and program assessment and are subject to the same scrutiny as are face-to-face classes. For example, for last Fall's pilot assessment of the general education Social Phenomenon II Competency, the Humanities Department assessed an on-line course, ENG 298 Special Topics in English – Science Fiction. The course is in the process of being evaluated for its adherence to the

outcomes of the Social Phenomenon II Competency. Student evaluations are always online and available in Banner Self-Service, which is the same method used for face-to-face student evaluations.

- Faculty responsible for delivering the on-line learning curricula and evaluating the students' success in achieving the on-line learning goals are appropriately qualified and effectively supported.
- Faculty teaching on-line courses are subject to the same screening, training and credentialing as faculty teaching face-to-face classes. As of Fall 2018, faculty who are new to teaching on-line are required to meet one-on-one with Educational Technology staff, as well as go through a rigorous five-part training process covering technology skills and online pedagogy. Additional webinars are sponsored by the Instructional Technologists at the Board of Regents. Further, every instructor is automatically enrolled in a "Faculty Resource" course in Blackboard. Once in the course, faculty can access a "Demo Course" that has been set up using effective on-line course development principles. Faculty are also able to access the "My Help/Training" tab in Blackboard, which highlights pertinent information such as how to do course copies and provides printables designed to introduce faculty to Best Practices in on-line education. The CSCU system maintains a CSCU EdTech channel on YouTube, a resource for video tutorials that demonstrate for faculty a variety of basic to advanced on-line techniques. Emails are sent to all faculty informing and reminding them of these training opportunities throughout each term.
- The institution provides effective student and academic services to support students enrolled in on-line learning offerings.
- Students are provided with a full array of on-line learning support tools, including a student orientation to on-line learning and a training module on the use of the main tools used on Blackboard. Beginning in Spring 2019, faculty will be able to request a "Blackboard Student Orientation Quiz" be placed in their courses which students must pass before the first week's materials will become available to them. Students enrolled in on-line courses have access to the same academic information and student support services as do on-site students. Examples of student support services include: Blackboard LMS training for students - Students registered for ONLN, OLCR, and HYBR classes receive instructions regarding login procedures, course start dates, and a list of orientation sessions via an automated email generated by Banner. All distance learning students are automatically enrolled in a Student Orientation Blackboard LMS course with more detailed instructions on how to use on-line student tools, identifies technical support contacts, and provides links to software downloads. The 24-hour CSCU System technical support link and other resources are brought to students' attention, as is eTutoring. eTutoring is an on-line student support service previously supported by the CTDLC. Library Services: HCC's library maintains a strong level of support for both on-site and online students. The Library offers email and phone consultations with reference librarians to assist students in understanding and accessing information to further their learning goals. Every online course contains a link to the HCC Library, and dependent on course codes, many courses now contain links to specific LibGuides built by an HCC librarian in consultation with HCC professors. On-line students also have access to the library resources of other CSCU system schools. The Library's webpage links users to the on-line catalog, research databases, Internet resources, and general Library information. The on-line library catalog offers a complete listing of approximately 50,000 print titles and 130,000 electronic books, for an overall collection of 180,000. The library subscribes as well to 80 research databases and 119 print periodicals, providing direct access to more than 45,000 journals with full-text scholarly articles. Disability Support Services: On-line students with disabilities are eligible for reasonable accommodations just as are face-to-face students. Students must submit documentation to be screened and verified by the Disabilities Support Office. Accommodations, such as additional time to take tests, are arranged in the on-line environment with the support of Accessibility/Disability Services staff. Finally, instructors are encouraged to require proctors for high-stakes testing, and HCC is currently looking to partner with a proctoring service with will provide low-cost proctoring services for high-stakes tests, such as midterm and final exams.
- The institution assures the integrity of its on-line learning offerings.
- Faculty integrity: All full- and part-time faculty teaching on-line sections adhere to the same contractual guidelines as faculty teaching face-to-face classes. Department Chairs recruit and supervise distance learning instructors to ensure that they meet established credentialing requirements, are assured

academic freedom in their courses, and are held accountable for the academic expectations as outlined in a course's master syllabus. Students evaluate on-line faculty using the same tool as on-site students. Student surveys, individual programmatic accreditations, and program/discipline reviews both on-site and online courses and programs and thereby provide evidence of HCC's curricular integrity.

- Student integrity: All students registering for courses are provided a unique Banner ID number which identifies them throughout their work at HCC. Students must provide this ID and a secure password to log into any on-line course. This provides a measure of assurance that the student taking the class is the student who has enrolled for the course. Additionally, some on-line courses require students to come onto campus to take their exams, and some on-line faculty require an "office hour" or meeting to meet with students and discuss their coursework in real-time. Finally, the Office of Educational Technology is researching the option of photo rosters being included in Blackboard to assist in student authentication in both online and face-to-face classes.

- Academic integrity: Faculty have the option to use Safe Assign plagiarism detection software to help identify and prevent plagiarism. All faculty (whether teaching face-to-face or on-line) are provided with the College's copyright policy, which governs the legal and ethical use of copyrighted material, both in print and electronic. The policy on copyright is available in the Faculty & Staff 411 section under the Campus Resources tab on the College's home page.

- The institution provides sufficient resources to support and, if appropriate, expand its on-line learning offerings.

- HCC has one staff-person supporting on-line learning, with additional support being hired by end of Fall 2018, as well as support provided by the CSCU office of Instructional Technology. The Office of Educational Technology provides technological support to teaching faculty and to students, including local administration of the learning management system (i.e., Blackboard) and other applications connected to the academic enterprise (e.g., curriculum management, assessment), and providing training in best practices in on-line education, distance learning and instructional design. Responsibility for the management of the physical technology is the responsibility of the College's IT Department.

<u>Academic Departments</u>

- Behavioral and Social Science
- Business
- First Year Studies
- Humanities
- Math and Science

Behavioral and Social Science

Tonya Rondinone, *Chairperson of the Behavioral/Social Sciences Department*
Edward C. Keane, *Coordinator of Human Services Program*
Samantha M. Mannion, *Coordinator of the Criminal Justice Program*
Shelley Tomey, *Coordinator of the Early Childhood Education Program*

- Anthropology

- Criminal Justice

- Early Childhood Education Economics

- Geography

- History

- Human Services

- Political Science

- Psychology

- Sociology

Business Department

Pam Pirog, *Chairperson of the Business Department*

- Accounting

- Banking

- Business Office Technology (BOT)

- Computer Information Systems

- Computer Science

First Year Studies Department

Rebecca Samberg, *Chairperson of the First Year Studies Department*

Maria Roche, *ESL Coordinator*

- Freshman Seminar
- English
- English as a Second Language
- General Studies
- Mathematics

Humanities Department

Steve Marks, *Chairperson of the Humanities Department*

John Favret, *Coordinator of the Art Program*
Kirk T. Hughes, *Coordinator of the Honors Program*
Geoffrey Sheehan, *Coordinator of the Theater Program*
Karyn L. Smith, *Coordinator of the Writing Center*

- Art
- Computer Graphics
- Digital Arts
- Graphic Design
- Communications
- English
- Foreign Language
- Journalism
- Music
- Philosophy
- Theater Arts

Math/Science Department

Elizabeth Steeves, *Chairperson of the Mathematics/Science Department*

Letizia Morales, *Coordinator of Medical Assisting*
Sherifa Douglas, *Coordinator of Surgical Technology*
Joe Duhaime, *Director of Advanced Manufacturing*
Marina Philips, *Coordinator of Mathematics*

- Biology

- Chemistry

- Engineering Science

- Advanced Manufacturing Technology

- Mathematics

- Medical Assisting

- Nutrition

- Physics

- Surgical Technology

Non-Credit Continuing Education and Professional Studies

Housatonic Community College's Continuing Education Department offers fast track, high quality, low cost, non-credit programs that to offer you a range of educational courses with experienced instructors.

Here at Continuing Education, we offer almost 100 enrichment courses each semester, including professional training for career development, certification and licensure programs, and recreational classes for personal enjoyment. Take these courses to enhance your professional skills, improve job performance, work towards job promotion, change careers, and improve your résumé. Our classes are specially designed to fit your busy schedule, and can provide the quickest path to reach your goals.

For more information on software / hardware requirements:
https://cscu.edusupportcenter.com/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=cscu&article_id=1912-1451199

Academic Master Plan Area of Emphasis

- One program that needs a faculty hire and a push of publicity is the Manufacturing Program. This push is needed because the equipment and some staff are already in place at HCC. However, that are not being fully utilized across the academic day and night. To do this the following should happen:
    1. Survey area employers and companies to see what areas of expertise are needed in their profession (Spring 2018 and Program Director and Academic Dean are accountable).
    2. Survey area employers and see when most staff are available to take classes to continue their education or to apply for new jobs or better paying jobs (Spring 2019 and Program Director and Academic Dean are accountable).
    3. The next step is to expand course and program offerings across the semester in terms of days, times, and locations with an emphasis on evenings and weekends (Spring 2019 and Program Director and Academic Dean are accountable).
    4. Hire a new faculty member in manufacturing to work these evening and weekend times that will be put in the schedule (Spring 2019 post to hire Fall 2019 and Program Director and Academic Dean is accountable).
    5. Have marketing increase public awareness of these new courses and new times to reach workers who work second or third shift (Spring 2019 and Director of Marketing is responsible in conjunction with the Academic Dean).

Cost Estimates

1 Faculty hire=	$55,000
Marketing for this program specifically=	$10,000

=$65,000

- One area that needs faculty hires and a push of publicity is the Institute, which will consist of Criminal Justice, Human Services, and Early Childhood Education. These three programs are separating from Behavioral and Social Sciences Department and forming what will be called The Institute for Professional Studies.
- To do this the following should happen:
  1. Form educational partnerships involving transferability and professional partnerships involving internships and job placement in each of these disciplines (Fall 2019 and Program Director and Academic Dean are accountable).
  2. The next step is to expand course, certificate, and program offerings across the semester in terms of days, times, and locations (Spring 2020 and Program Director and Academic Dean are accountable).
  3. Three new hires are needed with one full time faculty member in Human Services, one in Early Childhood Education, and one in Criminal Justice (Fall 2019 post positions to hire Spring 2019 and Program Director and Academic Dean is accountable). These new positions are needed to get these programs closer to the desired full time faculty to part time faculty ratios that NECHE desires.
  4. Have marketing increase public awareness of The Institute for Professional Studies and the disciplines that fall within the Institute for Professional Studies. This includes marketing programs, certificates, and courses within The Institute via multiple modalities connecting degrees, certificates, and courses in these disciplines to outcomes (Fall 2019 and the Program Director and Director of Marketing is responsible in conjunction with the Academic Dean).

Cost Estimates

1 Human Services Full Time Faculty hire= $55,000
1 Criminal Justice Full Time Faculty hire= $55,000
1 Early Childhood Education Full Time Faculty hire= $55,000
Marketing for The Institute and its programs= $10,000

$175, 000

- One program that needs a push of publicity is the Theatre Arts Program. This push is needed because the theatre is built and staff is already in place at HCC. To do this the following should happen:
    1. Form educational partnerships involving transferability and professional partnerships involving internships and job placement in Theatre Arts with other 4 year schools and community partners in terms of jobs in this discipline (Fall 2019 and Program Director and Academic Dean are accountable).
    2. Utilize the Connect US non-profit theatre/performing arts program that utilizes space here on campus as a partnership with our existing Theatre Arts Degree Programs (Fall 2019 and Program Director and Academic Dean are accountable).
    3. The next step is to expand course and program offerings across the semester in terms of days and times (Fall 2019 and Program Director and Academic Dean are accountable).
    4. Have marketing increase public awareness of the program, courses, and educational and professional partnerships. This includes marketing programs, certificates, and courses within Theatre Arts via multiple modalities connecting degrees, certificates, and courses in this discipline to outcomes (Fall 2019 and Program Director, Director of Marketing, and the Academic Dean is responsible).

Cost Estimates

Marketing for this program specifically= $10,000

=$10,000

Fastest Growing Occupations Requiring Associate's Degree or Vocational Training	Employment Projections			1Q2018 Average Annual Wage
	2016	2026	Percent Change	
Mechanical Drafters	1,977	2,548	28.9%	$64,787
Mechanical Engineering Technicians	982	1,218	24%	$73,175
Massage Therapists	2,659	3,280	23.4%	$44,806
Physical Therapist Assistants	744	909	22.2%	$63,229
Medical Assistants	7,793	9,412	20.8%	$37,555
Respiratory Therapists	1,265	1,505	19%	$71,022
Dental Hygienists	3,825	4,497	17.6%	$83,532
Dental Assistants	3,929	4,597	17%	$45,053
Electrical and Electronics Drafters	450	523	16.2%	$61,223
Veterinary Technologists and Technicians	1,704	1,978	16.1%	$44,031
Web Developers	1,870	2,153	15.1%	$77,490
Industrial Engineering Technicians	1,060	1,211	14.2%	$63,812
Emergency Medical Technicians and Paramedics	3,395	3,872	14.1%	$48,550
Diagnostic Medical Sonographers	1,073	1,222	13.9%	$81,796
Aircraft Mechanics and Service Technicians	1,036	1,172	13.1%	$81,293
Paralegals and Legal Assistants	5,059	5,722	13.1%	$61,080
Barbers	699	786	12.4%	$27,197
Skincare Specialists	899	1,010	12.3%	$37,102
Manicurists and Pedicurists	3,235	3,634	12.3%	$24,214
Hairdressers, Hairstylists, and Cosmetologists	10,113	11,341	12.1%	$34,850
Electrical and Electronic Engineering Technicians	1,516	1,700	12.1%	$64,330
Occupational Therapy Assistants	470	526	11.9%	$65,914
Medical Records and Health Information Technicians	1,782	1,979	11.1%	$49,078
Ophthalmic Medical Technicians	870	961	10.5%	$44,670
Registered Nurses	34,378	37,542	9.2%	$81,441
Library Technicians	1,682	1,829	8.7%	$46,112
First-Line Supervisors of Production and Operating Workers	8,489	9,193	8.3%	$73,675
Phlebotomists	1,222	1,323	8.3%	$41,525
Civil Engineering Technicians	465	503	8.2%	$71,844
Architectural and Civil Drafters	858	927	8%	$64,350
Computer Network Support Specialists	1,242	1,338	7.7%	$82,030
Heavy and Tractor-Trailer Truck Drivers	14,981	16,109	7.5%	$50,130
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	4,449	4,777	7.4%	$62,171
Chemical Technicians	788	845	7.2%	$52,916
Radiologic Technologists	2,327	2,467	6%	$67,691
Audio and Video Equipment Technicians	1,141	1,207	5.8%	$53,048
Surgical Technologists	1,063	1,110	4.4%	$55,658
Licensed Practical and Licensed Vocational Nurses	8,015	8,319	3.8%	$58,095
Preschool Teachers, Except Special Education	6,939	7,183	3.5%	$40,771

First-Line Supervisors of Fire Fighting and Prevention Workers	1,155	1,187	2.8%	$86,208
Firefighters	3,144	3,229	2.7%	$64,936
Psychiatric Technicians	981	1,003	2.2%	$56,876
Nursing Assistants	22,487	22,874	1.7%	$33,913
Broadcast Technicians	632	603	-4.6%	$36,638
Telecommunications Equipment Installers and Repairers, Except Line Installers	2,410	2,262	-6.1%	$61,724
Medical Transcriptionists	704	610	-13.4%	$36,876

https://www1.ctdol.state.ct.us/lmi/projections_resultsPFV.asp?intPFV=1&intMeasure=1&intEdLevel=13

The above chart depicts a ten-year outlook for fastest growing occupations requiring an Associate's Degree or Vocational training in Connecticut from 2016 to 2026. The highlighted occupations reflect what is currently offered at Housatonic Community College.

<u>Allied Programs</u>

Potential Areas: Medical Records Technician, Public Health Promotions and Educator, Fitness Specialist, Radiation Therapy, Exercise Physiologists, Nutrition and Dietician, Phlebotomy, Medical Records and Healthcare Technology Specialists, Respiratory Care, Message Therapy, Ultrasound Technician, Dental Hygiene

What would be needed: (Action Steps, Time Frames, and Accountability)

1. Build programs we do not have that need to be run in conjunction with other institutions with existing facilities because they are too costly for us to run on our own (Do classes here at HCC and clinicals at other facilities with the equipment).
2. Consider putting these programs within an academic department to increase marketing and visibility.

Costs

3. Hire a Program Director to oversee these Allied Health areas. They must have a degree and expertise in Allied Health (allows for building program, enrollment, and marketing new programs) (Start search in Fall 2019 to hire for Spring 2020 and Academic Dean is Accountable). Cost= $60,000
4. Hire Allied Health staff with degrees and expertise in necessary Allied Health areas (Start search in Spring 2020 to hire for Fall 2020 and Academic Dean and Program Director is Accountable). Cost=$40,000
5. Space needs to be designated with these programs in mind (renovate existing space for 1 or 2 classrooms setup for these new programs) (Allocation of resources to be worked up Fall 2020 and Academic Dean is accountable as well as program director). Cost=$70,000-$140,000
6. Accreditation in respective programs needs to be focus as programs are built (Program Director is accountable). Cost=$3,000

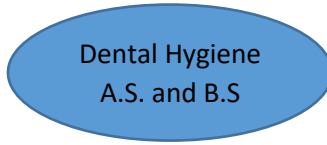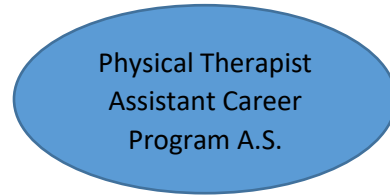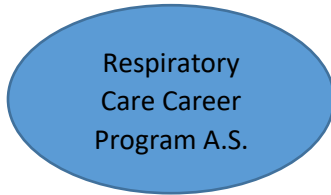Total Cost=$173,000-$243,000

Allied Program_ 2 and 4 year schools to partner with

UB

Dental Hygiene
A.S. and B.S

Norwalk CC

Respiratory
Care Career
Program A.S.

Physical Therapist
Assistant Career
Program A.S.

SCSU

Exercise
Science

SHU

Pre-Optometry

Pre-Pharmacy

Radiography
Bachelors

Pre-Health

Pre-Dental

NVCC

Phlebotomy
Technician
Certificate

Radiologic
Technology
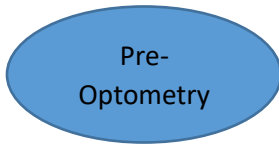A.S.

Gateway Community College

Radiation Therapy A.S.

Radiography A.S.

Exercise Science and Wellness A.S.

Pre-Dental Hygiene

Fitness Specialist Certificate

Health Careers Pathway Certificate

Nuclear Medicine Technology Certificate

Diagnostic Medical Sonography A.S.

Nuclear Medicine Technology A.S.

Ultrasound Technician

file:///C:/Users/00887767/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/HCC%20Factbook%20new%20(fixed)%20(1).pdf#page=9

<u>Program Coordinators</u>

Areas to add Program Coordinators to existing HCC degree Offerings.

Program Coordinators need to be added to the following degrees in respective areas. This type of program leader position allows for coordinators to build programs, market new offerings and existing offerings, meet individually with students who are struggling to see what the program can do to help them succeed. These are low cost programs, and this will allow for further enrollment. These coordinators attention to students enrolled in the programs allows them to increase retention, persistence, graduation, and transfer of struggling students so they do not fall through the cracks and get lost or forgotten. These positions will also aid in retention, persistence, graduation, and transfer of high achieving students by designing activities such as new course offerings and honor societies to keep them interested in HCC. These within and across semester changes and flexibility are only an option when someone such as a coordinator has a course release that allows them time to naturally do this within their written job description (Allocation of Resources and funding for these positions fall 2018 and have them start Spring 2019 and Dean of Administration and Academic Dean is Accountable).

Coordinators get a course release so it is equal to approximately $5,000 a semester per course release

1. General Studies-1982 students enrolled =$5,000 *2 semesters=$10,000 a year
2. LAS-BSS-293 students enrolled =$5,000 *2 semesters=$10,000 a year
3. Computer Information Systems-170 students enrolled =$5,000 *2 semesters=$10,000 a year
4. Engineering Science-Pre Engineering-102 students enrolled=$5,000 *2 semesters=$10,000 a year
5. Math/Science-86 enrolled =$5,000 *2 semesters=$10,000 a year

=$50,000 a year

<u>Future Goals/Objectives</u>

Hospitality, Tourism, & Culinary Arts Programs

Areas: Restaurant Management, Attraction Managers, Food Service, Event Management, Chefs, Bakers, Cooks.

What would be needed: (Action Steps, Time Frames, and Accountability)

* Hire a program coordinator with expertise and a degree in Hospitality and Tourism (allows for building program, initial enrollment, and marketing new program) (Start search in Fall 2018 to hire for Spring 2019 and Academic Dean is Accountable).

* Hire 3 staff members with expertise and degrees in areas related to hospitality and tourism such as attraction managers, food service, event management, chefs, bakers, cooks (Start search in Fall 2019 to hire for Spring 2020 and Academic Dean and Hospitality and Tourism Program Director is Accountable).

* Space needs to be found for these programs and designed with these new programs in mind (this is where money needs to be allocated and funds set to proper levels to build a program from ground up as enrollment grows until it is sustainable) (Allocation of funding and space designation to be worked up Spring 2019 and Dean of Administration is accountable as well the Program Director).

* Accreditation in respective areas of these programs needs to be initial focus as they build programs and start enrollment (Starts once program director is hired and they are accountable as well as the Academic Dean).

* Within this program we need to find ways to connect with Bullards Haven, which has offerings in this area, as they are in our service area. Then use marketing to highlight transferability and cost effectiveness to increase partnerships with our regional high schools such as Bullards Haven as their students build their careers in this area (Program Director, Academic Dean, and Director of Marketing are accountable, and this starts as the programs are built.)

* As the programs are built the program director remains flexible to changes in the culture such as increased hospitality needs in our service area (ie. If a casino that MGM has proposed comes to fruition in Bridgeport) and modifies the program to meet the labor needs. This means exploring the possibility of being put on the bonding commission agenda to acquire funds to build a Hospitality and Tourism Center Building.

<u>Hospitality, Tourism, & Culinary Arts Programs</u>

Areas: Restaurant Management, Attraction Managers, Food Service, Event Management, Chefs, Bakers, Cooks.

What would be needed: (Action Steps, Time Frames, and Accountability)

- Hire a program coordinator with expertise and a degree in Hospitality and Tourism (allows for building program, initial enrollment, and marketing new program) (Start search in Spring 2019 and Academic Dean is Accountable).

- Hire 3 staff members with expertise and degrees in areas related to hospitality and tourism such as food service and event management, chefs and bakers, as well as cooks (Start search in Spring 2020 and Academic Dean and Hospitality and Tourism Program Director is Accountable).

- Space needs to be found for these programs and designed with these new programs and certificates in mind (this is where money needs to be allocated and funds set to proper levels to build a program from ground with facilities and enrollment until it is sustainable) (Allocation of funding and space

designation to be worked up Spring 2019 and Dean of Administration is accountable as well the Program Director).

- Acquire accreditation in respective areas of these programs (Starts once program director is hired and they are accountable as well as the Academic Dean).

- Within this program connect them with Bullards Haven, which has offerings in this area, as they are in our service area. Then use marketing to highlight transferability and cost effectiveness to increase partnerships with regional high schools such as Bullards Haven (Program Director, Academic Dean, and Director of Marketing are accountable, and this starts as the programs are built.)
- As the programs are built the program director remains flexible to changes in the culture such as increased hospitality needs in our service area (ie. If a casino that MGM has proposed comes to fruition in Bridgeport) and modifies the program to meet the labor needs. This means exploring the possibility of being put on the bonding commission agenda to acquire funds to build a Hospitality and Tourism Center Building.
- What we would need built
  - Retro fit areas in back of the event center for three kitchens for this program: 1 is a production kitchen, 1 is a bakery, 1 is a demonstration kitchen and station set up.
  - Then take part A of the event center and retro fit that to be a student run dining room.
  - The faculty lounge on the 1st floor of beacon hall retrofitted as a hotel lab with a front desk and a bedroom and a bar lab set up.
  - Then we need to retrofit the space in that or adjoining areas for gaming classes.The Hospitality Management Transfer Option prepares students to transfer to the University of Massachusetts Amherst's Isenburg School of Management as a third-year Hospitality and Tourism Management major. Career opportunities in this fast-growing industry exist in such diverse sectors as travel and tourism, lodging, the restaurant industry, recreation and leisure, gaming entertainment, and conference and meeting planning.The Hospitality Management Certificate enables industry professionals and beginning students to undertake college-level coursework in hospitality management without the constraints of being on campus. Students wishing to earn a degree may continue on in either the A.S. in Hospitality Management transfer or career program
- The programs and certificates that would be built to connect to this area includes the following:

Hospitality Management Certificate

PROGRAM OVERVIEW

All coursework in the certificate will be offered both on-campus and online. This area of study enables industry professionals and beginning students to undertake college-level coursework in hospitality management without the constraints of being on campus. Students wishing to earn a degree may continue on in either the A.S. in Hospitality Management transfer or career program.

Students will use generic business skills from marketing, management and accounting as well as functionally-based hospitality industry skills to define relationships between situations and understand professional terminology and concepts within the industry. Students will use a business-oriented approach to identify, define, respond to and evaluate problem resolutions to various hospitality industry situations and problems. Students will understand the current ethical and social issues in the hospitality industry.

PROGRAM REQUIREMENTS: 24 CREDITS

- HCA 101 - Introduction to Hospitality Credit(s): 3
- HCA 202 - Lodging Operations Credit(s): 3

- HCA 205 - Meetings and Events Credit(s): 3
- HCA 232 - Food and Beverage Operations Credit(s): 3 1
- MGT 230 - Principles of Management Credit(s): 3
- MGT 231 - Human Resource Management Credit(s): 3
- MKT 227 - Sales and Customer Service Credit(s): 3
- MKT 240 - Principles of Marketing Credit(s): 3

Total: 24 CREDITS

(Yellow highlight means we already have the course)

(Green highlight means GWCC has them)

Culinary Arts Certificate

PROGRAM OVERVIEW

The Culinary Certificate Program prepares students for various types of cooking positions, in the diverse field of foodservice. The Certificate serves as the first year to HCC's A.S. in Foodservice Management, as well as preparing students to go on to culinary degree-granting institutions such as Johnson & Wales University, the Culinary Institute of America, and New England Culinary Institute.

Upon graduating from this Program, students will be able to use a hands-on approach to identify, define and appropriately handle a vast variety of food product and equipment as utilized in the commercial kitchen, dining room and bakeshop. Students will understand the current industry standards as well as legal and ethical issues involved in the safe-handling and service of food beverages. They will use a teamwork-based business approach to identify, define, respond to and evaluate problems and resolutions in various foodservice industry situations and to further an understanding of professional development in the industry, utilize basic arithmetic, and understand current nutritional issues.

PROGRAM REQUIREMENTS: 24 CREDITS

- Semester One: 12 Credits
- CUL 100 - Culinary Fundamentals I Credit(s): 3
- CUL 101 - Culinary Fundamentals II Credit(s): 3
- CUL 104 - Professional Standards for the Food Service Industry Credit(s): 1
- CUL 106 - Digital Technology for Culinarians Credit(s): 1
- CUL 111 - Sanitation and Safety Credit(s): 2
- CUL 115 - Culinary Math Credit(s): 2
-
- Semester Two: 12 Credits
- CUL 107 - Pantry and Garde Manger Credit(s): 2
- CUL 108 - Stocks, Soups and Sauces Credit(s): 2
- CUL 109 - Entree Preparation and Presentation Credit(s): 2
- CUL 112 - Dining Room Service: Theory and Application Credit(s): 2
- CUL 113 - Introduction to Foodservice Operations Credit(s): 2
- CUL 114 - Baking and Pastry Arts I Credit(s): 2

Total: 24 Credits

(Green means GWCC has them)

Students must pass the NRAEF ServSafe exam in order to complete the requirements for attaining the certificate. CUL 111 may be waived in lieu of an earned and valid ServSafe Certificate.

Hospitality Management, A.S.
PROGRAM OVERVIEW

The Hospitality Management Career Option prepares students for various types of management positions in the hospitality industry. Career opportunities in this fast-growing industry exist in such diverse sectors as travel and tourism, lodging, the restaurant industry, recreation and leisure, gaming entertainment, and conference and meeting planning.

Upon graduating from this program, students will be able to use general business skills as well as functionally-based hospitality industry skills to define relationships between situations and understand professional terminology and concepts within the industry. Students will use mathematics and a business-oriented approach to identify, define, respond to and evaluate problem resolutions to global hospitality industry problems; understand the current ethical and social issues in the hospitality industry; and communicate effectively with colleagues and customers using a variety of information resources. Students will possess the tools to work effectively in an organization and as a member of a team and give first-hand industry experience.

GENERAL EDUCATION REQUIREMENTS: 20 CREDITS

- ENG 101(A) - Composition I *Credit(s): 3*
- ENG 102(A) - Composition II *Credit(s): 3*
- SOC 110(B) - Introduction to Sociology *Credit(s): 3*
- **or**
- PSY 110(B) - Introduction to Psychology *Credit(s): 3*
- Social Science Elective (B) *Credit(s): 3*
- Laboratory Science (E) *Credit(s): 4*
- Laboratory Science (E) *Credit(s): 4*

PROGRAM REQUIREMENTS: 34 CREDITS

- ACC 111 - Principles of Accounting I *Credit(s): 3*
- BUS 115 - Computer Applications *Credit(s): 3*
- BUS 220 - Business Communications *Credit(s): 3*
- HCA 101 - Introduction to Hospitality *Credit(s): 3*
- HCA 202 - Lodging Operations *Credit(s): 3*
- HCA 130 - Food Production Management *Credit(s): 4*
- HCA 205 - Meetings and Events *Credit(s): 3*
- HCA 232 - Food and Beverage Operations *Credit(s): 3*
- MGT 230 - Principles of Management *Credit(s): 3*
- MGT 231 - Human Resource Management *Credit(s): 3*
- MKT 227 - Sales and Customer Service *Credit(s): 3*

PROGRAM ELECTIVES: 6 CREDITS

(Yellow highlight means we already have the course)

(Green means GWCC has it)

See note 1

- Program Elective *Credit(s): 6* 1

Total: 60 CREDITS

NOTES

1 Program Electives: Choose 2 courses from the following selection: ACC, BUS, CUL, HCA, LAW, MGT, MKT, MTH, NTR, SPO

College Catalog 2018-2019 Foodservice Management Option, Hospitality Management, A.S.

PROGRAM OVERVIEW

The Foodservice Management Program prepare students for culinary arts and entry-level management positions in the diverse field of foodservice including restaurants, clubs, institutions and other managed services.

Upon graduating from this program, students will be able to use a hands-on approach to identify, define and appropriately handle a vase variety of food product and equipment used in the commercial kitchen, dining room and bakeshop. Students will understand current industry standards as well as legal and ethical issues involved in the safe handling and service of food and beverages. Students will undertake a teamwork-based business approach to identify, define, respond to, and evaluate problems and resolutions in various foodservice industry situations, as well as to further an understanding of professional development in the industry. Students will be able to use generic business skills as well as functionally-based hospitality industry skills to define relationships between situations and understand professional terminology and concepts within the industry. Students will use mathematics and a business-oriented approach to identify, define, respond to and evaluate problems in reaching resolutions to global hospitality industry problems; understand the current ethical, social, and nutritional issues in the hospitality industry; and communicate effectively with colleagues and customers using a variety of information resources. Students will possess the tools to work effectively in an organization and as a member of a team, and have first-hand industry experience.

GENERAL EDUCATION REQUIREMENTS: 20 CREDITS

- ENG 101(A) - Composition I Credit(s): 3
- ENG 102(A) - Composition II Credit(s): 3
- PSY 110(B) - Introduction to Psychology Credit(s): 3
- or
- SOC 110(B) - Introduction to Sociology Credit(s): 3
- Social Science Elective (B) Credit(s): 3
- Laboratory Science (E) Credit(s): 4
- Laboratory Science (E) Credit(s): 4

PROGRAM REQUIREMENTS: 47 CREDITS

- ACC 111 - Principles of Accounting I Credit(s): 3
- BUS 115 - Computer Applications Credit(s): 3
- CUL 100 - Culinary Fundamentals I Credit(s): 3
- CUL 101 - Culinary Fundamentals II Credit(s): 3

- CUL 104 - Professional Standards for the Food Service Industry Credit(s): 1
- CUL 203 - Nutrition for Food Service Professionals Credit(s): 3
- or
- NTR 101 - Introduction to Nutrition Credit(s): 3
- CUL 215 - Foodservice Cost Control Credit(s): 3
- CUL 105 - Special Events Skills Credit(s): 2
- CUL 110 - Baking Theory and Practice Credit(s): 3
- CUL 111 - Sanitation and Safety Credit(s): 2
- CUL 115 - Culinary Math Credit(s): 2
- CUL 204 - Professional Standards for the Foodservice Industry II Credit(s): 1
- CUL 230 - A La Carte Cooking and Service Credit(s): 6
- CUL 250 - Banquet Cookery and Service II: Plated Meals and Table-Side Credit(s): 3
- HCA 101 - Introduction to Hospitality Credit(s): 3
- HCA 280 - Hospitality Management Cooperative Education I Credit(s): 3
- MGT 230 - Principles of Management Credit(s): 3

TOTAL: 67 CREDITS

(Yellow highlight means we already have the course)

(Green means GWCC has it)

NOTES

Students must pass the NRAEF ServSafe exam in order to complete the requirements for attaining the certificate.

CUL 111 may be waived in lieu of an earned and valid ServSafe Certificate.

Depending on the course selection, 50% of this program can be completed online.

Hospitality Management - Transfer Option, Hospitality Management, A.S.

PROGRAM OVERVIEW

The Hospitality Transfer Option prepares students to transfer as a third-year Hospitality and Tourism Management major. Career opportunities in this fast-growing industry exist in such diverse sectors as travel and tourism, lodging, the restaurant industry, recreation and leisure, gaming entertainment, and conference and meeting planning.

Upon graduating from this program, students will be able to use generic business skills as well as functionally based hospitality industry skills to define relationships between situations and understand professional terminology and concepts within the industry. Students will use mathematics and a business-oriented approach to identify, define, respond to and evaluate problem resolutions to global industry problems; understand the current ethical and social issues in the hospitality industry; and communicate effectively with colleagues and customers using a variety of information resources.

GENERAL EDUCATION REQUIREMENTS: 38 CREDITS

- ENG 101(A) - Composition I Credit(s): 3
- ENG 102(A) - Composition II Credit(s): 3
- ECN 101(B) - Introduction to Macroeconomics Credit(s): 3
- and
- ECN 102(B) - Introduction to Microeconomics Credit(s): 3
- or
- ECN 104(B) - Introduction to Macro AND Micro Economics Credit(s): 3
- Social Science Elective (B) Credit(s): 3
- Humanities Electives (C) Credit(s): 3
- Humanities Electives (C) Credit(s): 3
- Humanities Electives (C) Credit(s): 3
- Laboratory Science (E) Credit(s): 4
- Laboratory Science (E) Credit(s): 4
- MTH 142(D) - Statistics Credit(s): 3
- MTH 162(D) - Applied Calculus Credit(s): 3

PROGRAM REQUIREMENTS: 25 CREDITS

- ACC 111 - Principles of Accounting I Credit(s): 3
- ACC 112 - Principles of Accounting II Credit(s): 3
- HCA 101 - Introduction to Hospitality Credit(s): 3
- HCA 202 - Lodging Operations Credit(s): 3
- HCA 130 - Food Production Management Credit(s): 4
- HCA 205 - Meetings and Events Credit(s): 3
- HCA 232 - Food and Beverage Operations Credit(s): 3
- MGT 230 - Principles of Management Credit(s): 3

PROGRAM ELECTIVES: 3 CREDITS

(Yellow highlight means we already have the course)

- Program Elective Credit(s): 3 1

Total: 66 CREDITS

NOTES

1 Select from: ACC, BUS, CUL, HCA, LAW, MGT, MKT, MTH, NTR, OR SPO.

Depending on the course selection 80% of this program can be completed online.

Programs we have that would tie in

- Accounting
  - A casino is a business and the accountant makes sure that all the money columns add up properly. This position requires the accountant to produce daily and monthly reports on the casinos.
- Business Administration
- Business Administration: Human Resource Management
- Business Administration Marketing
- Manufacturing
- Serve Safe: Food and Alcohol Training
- S.M.A.R.T. Professional Bartending Certification
  - All casinos will offer beverages and alcoholic drinks. In particular bartenders will need to have completed a bartending school. Preference normally goes to individuals that know the state liquor laws, including refusal of service and shut off procedures.
- Criminal Justice/Security

(Yellow highlight means we already have the programs)

Jobs a casino needs filled
Courses/programs we could build
Gaming classes
- Blackjack-1
  Roulette-1
  Craps-1
  Poker-1
- Carnival Games-2
  Mini Baccarat/PGP-2
  Blackjack-2
  Roulette-2
  Craps-2
- Slot technicians
  - Technicians will repair and maintain the different gambling machines, such as slot machines. They will frequently test the machines and perform any necessary repairs, many times when the casino is full of people.
- Culinary Arts
  - Casinos also offer meals and food. Some casinos contain restaurants or cafeterias. Chefs and cooks need proper training and know how to work in facilities that require high volume for production. Includes hospitality, tourism, food and beverage management, bakery, and event planning, lodging, and bartending. See the discussed degrees and certificates in this workup for building these.
- Front Office and Housekeeping-See workup on hospitality and tourism degrees and programs in this workup for building these.

Budget

- 1 Program coordinator= $60,000
- 2 staff members=$45,000 *2=$90,000

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Staff equals= $150,000

- 1 used confection oven= $4,000
- 1 used steamer= $8,000
- 1 used fryer= $2,000*2=$4,000
- 3 freezer= $4,000*3=$12,000
- 1 used range= $800.00*2=$1,600
- 1 used pizza prep table= $3,000
- 1 used sandwich prep table= $2,000
- 1 new sink= $500.00*3=$1,500
- 1 new table for prep= $260.00*3=$780.00
- 1 new sandwich grill= $1,300
- 1 new range= $4,000
- 1 new refrigerator= $3,000 *3=$9,000
- 1 new ice maker= $5,000 *3=$15,000
- 1 used bread slicer= $1,200
- 1 used deli case= $4,000
- 1 new dishwasher= $15,000 *3=$45,000
- 1 deck oven= $13,000
- 1 pasta cooker= $7,000
- 1 food mixer= $7,000 * 3=$21,000
- 2 used shelving unit= $300.00* 3=$900.00
- 50 dining room chairs= $3,500
- 10 dining room tables= $3,500
- 1 reception stand= $1,500
- 1 portable bar= $5,000
- 48 plates= $140.00
- 48 salad plates= $77.00
- 48 bread plates= $96.00
- 48 bowls= $91.00
- 48 forks= $24.00
- 48 spoons= $24.00
- 48 knives= $24.00
- 48 soup spoons= $24.00
- 3 pot coffee maker= $300.00
- 6 muffin pans= $280.00
- Cake pans= $100.00*2=$200.00
- Bread loaf pans= $83.00*3=$249.00
- Mini bread loaf pan= $217.00
- French bread pan= $226.00
- Pie pans= $43.00
- Roasting Pan= $238.00
- French whip= $20.00
- 1 scoop plus holder = $15.00
- Spatulas= $10.00*3=$30.00
- Dough Scrapers= $10.00
- Rolling pins= $100.00*3=$300.00

- Pie servers= $10.00
- Pastry and basting brushes= $50.00*2=$100.00
- Set of mixing bowls= $50.00*3=$150.00
- Measuring cups= $100.00*3=$300.00
- Measuring spoons= $60.00*3=$180.00
- Flour sifter= $60.00*3=$180.00
- Cooling racks= $21.00
- Cake stands= $289.00
- Bread Baskets= $101.00
- Food storage containers= $45.00*3=$135.00
- Sauté pans= $180.00*2=$360.00
- Steamer boilers= $470.00
- 48 water glasses= $74.00
- 48 beverage glasses= $60.00
- 2 cocktail shakers= $160.00
- 5 corkscrews= $25.00
- 2 speed rails for bar= $160.00

Equipment Cost= $178, 108

Renovations for 3 kitchen areas (1 production, 1 stations and 1 for bakery) and a lab setup for hotel management, gaming classes, and bar =$800,000

Total cost if we renovate what we have into these areas and include culinary equipment and set up = $1,128,108.00

Total cost if we build a new building with the required kitchen space and lab space for hotel management = $6, 400, 000.00 (Use the cost for the buildings to house these programs being the same as MGM did with STCC and HCC).