

Johnson College

**2019-2020
Strategic Plan
Annual Report**

Prepared by
The Office of Institutional Effectiveness
Finalized November 2020

Johnson College Student Feedback

"The staff at Johnson College is awesome!"**

99%
of incoming freshman felt welcomed at Johnson College.***

"I would leave my labs with a sense of personal satisfaction. I didn't just feel good about what I was doing, the faculty and the facilities gave me a sense of confidence."

"I think that the faculty and staff have exceeded any expectations I had. The only way they could have done any better is if they valeted my car in the morning or brought me pizza every day."

97%
of students felt included on campus.*

84%
of students intend to stay in touch with faculty after graduation.*

"My instructors are amazing."*

"Everyone was very helpful, I felt that everyone cared!"*

92%
of students felt instructors provided a caring environment.*

*2020 Assessment Day Survey – Program & Instruction

** 2020 Assessment Day Survey – COVID-19

*** 2019 Freshman Survey

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Recommendations

We, the members of the Strategic Planning Committee, reviewed the following report on October 8, 2020. It is the consensus of the committee that Johnson College has made substantial progress toward the attainment of its Institutional Goals. In the interest of continuous improvement, we make the following recommendations to the Board of Directors to help guide their decision-making.

1. The next Strategic Plan should be established for a five-year cycle.
2. Incorporate a community service-learning requirement for graduation to provide students the opportunity to practice their soft skills while giving back to the community.
3. Increase the number of live learning environments through new and continued partnerships with industry.
4. Create additional interdisciplinary opportunities for students to enhance their skillset.
5. Continue to build flexible scheduling options in method of delivery (in-person, hybrid, online), in location (on-campus, industry labs), and in alternative credit (Industry Fast Track, prior learning, industry experience, articulation agreements).
6. Integrate data analytics into the fabric of decision-making to increase student success and satisfaction.

2020-2021 Committee Members

Dr. Katie Leonard, President & CEO

Jen Davis, Board of Directors

Bill Burke, Vice President of Student and Academic Affairs

Kellyn Williams, Chief Academic Officer

Barb Byrne, Associate Director of Faculty

Laura Little, Director of Institutional Effectiveness

Shirley Helbing, Institutional Effectiveness Analyst

Nolan Renz, Director of Student Engagement

Theresa Watson, Financial Aid Advisor

Colleen Beavers, General Education Program Director

Jim Williams, Automotive Technology Instructor

Rick Fornes, Electronic Engineering Technology Program Director

Matt Cirba, Computer Information Technology Instructor

Brandon Dougherty, Student

David Isaiah Perez, Student

Executive Summary

Off to a Great Start

The 2019-2020 academic year started off with the exciting news of a \$3 million gift from an anonymous donor. Years in the making, the gift further enhanced the College's exceptional financial stability and may be used to fund capital improvements on campus. The new Master Plan was also unveiled. The plan includes a new building to serve as a gateway to campus, additional student-focused spaces, and increased lab space and capacity. The College successfully completed 60% of the previous Master Plan.

Record enrollment was realized during the fall 2019 semester. The College piloted the Industry Fast Track dual enrollment program and welcomed 18 high school students to campus to experience hands-on learning in the trade of their choice. Together with the traditional fall starts, overall new enrollment increased 25% over the previous fall. Student success rates also realized increases. In-field job placement rates increased from 84% to 86%, retention rates increased from 75.56% to 79.05%, and the 150% Institutional graduation rates increased from 62% to 63%.

Celebration of Industry

September brought the Celebration of Industry to celebrate the intersection of industry and education as part of the inauguration activities for Dr. Katie Leonard. The three-day affair started with a breakfast to honor the College's industry partners followed by a Career Fair for all Johnson College students and alumni. The second day of the event focused on the future of technical education with a campus-wide showcase of labs and presentation by the College's faculty and students. The day concluded with a reception at the Isuzu training facility. The final day honored the faculty and staff for their dedication to the students, the College, and their partnerships with industry.

While the event was created to honor industry relationships, the College garnered multiple benefits in turn. A formal agreement was formed with Five Star Equipment to house the Heavy Equipment Technology lab at their facility. New connections were created with S2W Contracting, The Lion Brewery, and Ball Corp. Fastenal and Johnson Controls donated equipment. Long-term partnerships were solidified with Lockheed Martin, Don's Machine Shop, and Isuzu. Perhaps the greatest outcome was the realization that the Board of Directors should have more representation from industry to help drive the mission. As a result, four new industry-based members were added to the Board of Directors as of July 1, 2020.

Growth

Growth is measured in a variety of ways at Johnson College. Growth in enrollment is essential and to support that growth the College has expanded in many ways. New programs attract new students and the Academics department set an aggressive schedule for expansion. The Building and Property Maintenance certificate program launched in fall 2019. The academic year also brought the application for, and ultimate approval of, the Heavy Equipment Technology program.

There are also applications in the works for Civil Design Technology and Aviation Maintenance Technology degree programs.

To provide more flexibility for students, the Logistics & Supply Chain Management program was approved for full online delivery. An application is in process to offer Architectural Drafting & Design Technology online as well.

To foster student engagement and success, Johnson College chartered its own chapter of Skills USA. The College has hosted the Skills USA competition for several years and this year students were able to compete in the competition as well. Nine students placed in their competition and earned the opportunity to compete at the state level.

To help area secondary school students enter industry more quickly, the College launched its Industry Fast Track program. Through the program, students dual-enroll in their high school required curriculum components and supplement their coursework with on-campus and online instruction in the trade of their choice. Industry Fast Track agreements are available through the following school districts: Abington, Riverside, Old Forge, Hazelton Area, and Forest City.

Accreditation

The journey to accreditation through the Middle States Commission on Higher Education continued with the completion of the self-study report in February 2020. Each member of the College community played a role in the creation of the report making it a truly collaborative effort to tell the story of Johnson College. A pre-site visit was conducted virtually in April 2020 with the committee chair, Dr. Jonathan Peri from Manor College. Initial feedback from Dr. Peri was very positive. The final visit was postponed from September 2020 to February 2021 due to COVID-19.

Programmatic reaccreditation was also underway. The Veterinary Technology program renewed its six-year full accreditation through the American Veterinary Medical Association (AVMA). The Physical Therapist Assistant program performed a self-study to prepare for an accreditation site visit from the Commission on Accreditation in Physical Therapy Education (CAPTE). The Radiological Technology program also underwent an interim self-study to meet the standards of the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Turnover

The 2019-2020 turnover rate was 26%, but without the extenuating circumstances COVID-19, the rate would have been 16%, and a decrease over the prior year. The Human Resources department continues to create a welcoming working environment to encourage dedicated employees to remain at the College.

COVID-19

On March 6, 2020, students left for spring break and did not return to the physical Johnson College campus. The COVID-19 global pandemic shuttered educational institutions across the country, and Johnson College was no exception. But, as Plato stated, necessity is the mother of

invention, or in this case, innovation. Within a week of the closing, faculty had transformed their lectures into an online format and students were able to resume their education on March 23, 2020. This was an amazing feat considering few faculty members had experience with distance education. Many programs were able to implement simulation software to provide virtual hands-on learning. Other programs were supported by the College's industry partners who provided real-world opportunities for students to practice their skills in a live working environment. On July 7, 2020, the campus reopened at a limited capacity to ensure that the remainder of lab component requirements were completed. Students were disappointed in their temporary inability to return to their campus labs for the hands-on portion of their programs, but they adjusted to the new learning format with relatively few difficulties. Commencement was held on August 4, 2020 at the Circle Drive-In where 108 of the 164 graduates gathered for a socially distanced celebration.

Behind the scenes, College administrators worked hard to plan for the fall semester to ensure a safe and healthy environment would be provided for all employees and students. The Emergency Management Plan was updated with a Pandemic Response Plan. The facilities department installed hand-sanitizing stations, signage for social distancing, and provided PPE kits throughout the campus. The College was able to secure emergency financing through the governments PPP program and the CARES Act to ensure operational costs were met, including the prorated refund of meal and housing fees to students.

Moving Forward

Johnson College is on track for record enrollment in the fall of 2020 despite COVID-19. All students are presented with a transparent description of what their college experience will look like including fully online lecture courses and socially distanced lab environments, on campus and at industry partner locations. The College community continues to thrive by living its shared values: Initiate, Participate, and Endure through Guts, Grit, and Glory.



Fall 2019 Entering Student Summary

IPEDS
Ethnicity
14.34%
identify as
non-white
2018-11.7%

244
new freshman
students

21.31% > age 25
74.59% Male
25.41% Female

19
Dual Enrollment
5
Non-matriculating

268
total entering student
population
24.1% increase from
Fall 2018

19 Dual Enrollment / Industry Fast Track

- 8 Abington Heights (Industry Fast Track)
- 1 Forest City (Dual Enrollment)
- 2 Lakeland (Industry Fast Track)
- 6 Riverside (Industry Fast Track)
- 2 Valley View (Dual Enrollment)

29.09% Entering Student Transfer Population

Decrease from prior years due to:

- 37.5% increase in high school enrollments
- 37% increase in first-time college students

Top Transfer Schools

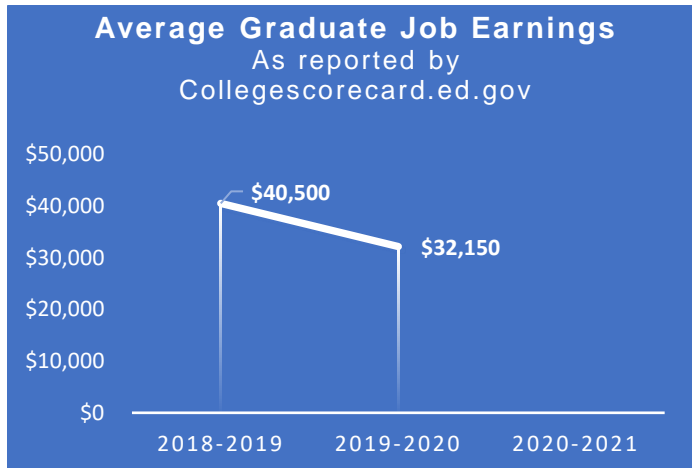
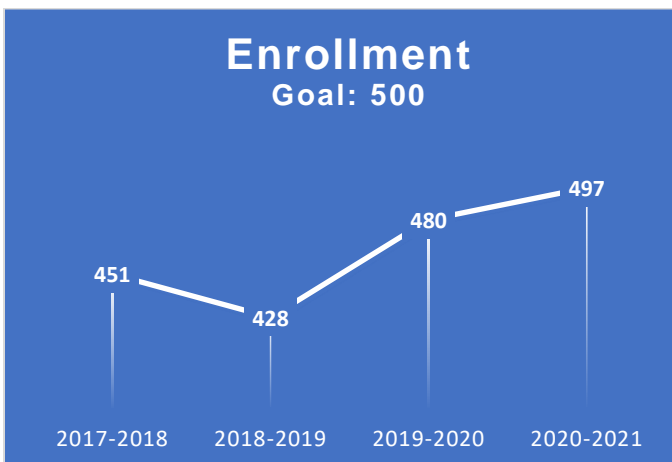
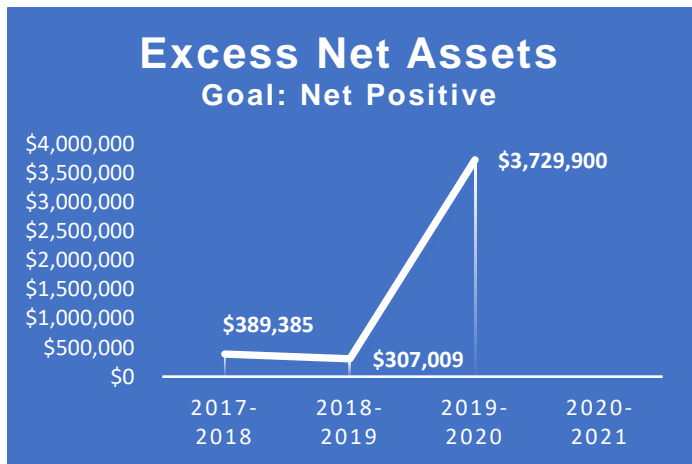
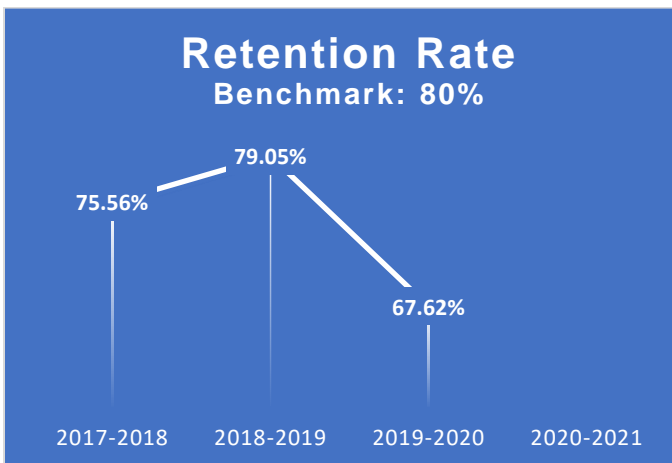
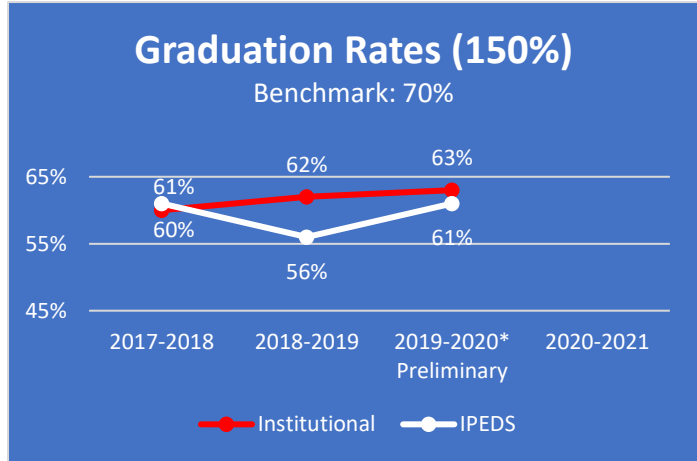
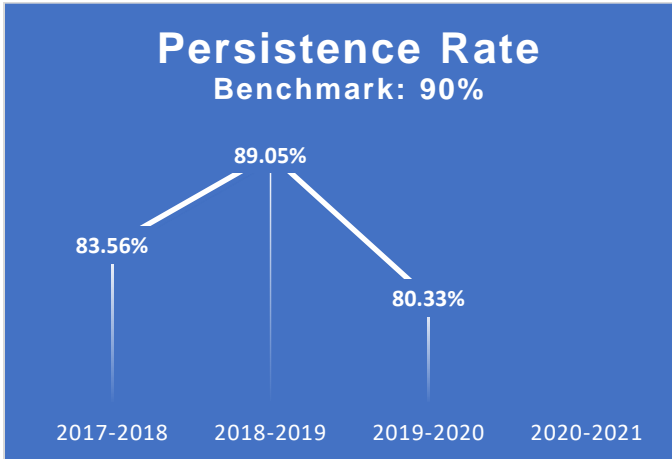
- Lackawanna College
- Luzerne County Community College
- Penn State Scranton
- Keystone College

Entering Student Top Feeder Schools

- Scranton High - 28
- North Pocono - 21
- Valley View - 17
- Carbondale - 15
- Abington Heights - 12
- Wallenpaupack - 10
- Dunmore - 9

Meeting our Mission

Performance KPIs



Mission-Centric KPIs

Mission: Johnson College provides real-world, hands-on learning in a caring environment and prepares graduates to enter into or advance in their careers.

Real-world

Percentage of Students participating in Internships/Clinicals

**COVID-19 impacted BET internships in hospital settings.*

Benchmark	N/A
2017-2018	61.70%
2018-2019	56.52%
2019-2020	62.25%*
2020-2021	

Number of Service Learning / Field Work Lab Hours

**Redefining live labs allowed for broader inclusion of real world experiences.*

Benchmark	N/A
2017-2018	54
2018-2019	60
2019-2020	363*
2020-2021	

Hands-on

How satisfied are you with opportunities to get hands-on experience in your major?

Benchmark	92% Satisfied
2017-2018	90%
2018-2019	92.21%
2019-2020	88.46%
2020-2021	

Caring Environment

My professors care about how I am doing/My instructors provide a caring environment.

Benchmark	95%
2017-2018	100% agree
2018-2019	96.2% agree
2019-2020	92.31% agree
2020-2021	

The institution provides a caring environment.

Benchmark	95%
2017-2018	N/A
2018-2019	N/A
2019-2020	N/A
2020-2021	

Prepares Graduates

My classes are preparing me to work in my industry.

Benchmark	85%
2017-2018	100% agree
2018-2019	N/A
2019-2020	78.95% agree
2020-2021	

2018: Employers - Please evaluate the Johnson College graduates' knowledge the following area: trade and technical knowledge.

2019: Employers - The Johnson College recent graduate was suitably prepared for the position hired.

Benchmark	70%
2017-2018	Fair: 8.7%; Satisfactory: 17.39%; Very good: 47.83%; Excellent: 26.09%
2018-2019	100 % agree (30 employer responses)
2019-2020	100% agree (5 responses)
2020-2021	

Enter or Advance in Careers

Placement Rates

**Starting Fall 2018, placement rates were calculated for both Fall and Fall/Spring.*

	Fall	Fall & Spring Combined
Benchmark	83%	83%
2017-2018	N/A	82%*
2018-2019	83%	81%
2019-2020	86%	86%
2020-2021	80%	80%

Summary

The effect of COVID-19 can be seen throughout the measurements of the College's mission. There was an overall decrease in the number of students who participated in the survey and student satisfaction scores also decreased. The timing of the survey may have contributed to the lower rates; the survey was distributed after campus closure but before arrangements were made for students to complete the hands-on component of their education. Despite the challenges brought on by COVID-19, there was an increase in the number of students who participated in an internship or clinical experience. The number of service-learning hours was considerably higher due to the redefining of service-learning opportunities. The measurement now includes all the time spent on industry-based community service projects on campus as well as on-location experiences.

Students were less satisfied with their opportunities to get hands-on experience in their major than in previous years due to the restrictions put in place as a response to COVID-19. According

to the comments that accompanied the survey question, students were concerned that they were missing out on vital instruction and lab time after the College closed due to COVID-19.

There was also a decrease in student's perception of their classes preparing them to work in industry. Associated student comments aligned with the previous question in that COVID-19 responses limited their ability to hone their skills in a lab or live work environment.

Additionally, fewer students felt that their instructors created a caring environment. Survey comments suggested that the transition to online delivery of content created a disconnect between instructors and students.

While reviewing the 2018-2019 Strategic Plan Closeout Report, the Strategic Planning Committee suggested that an additional question be added to an Assessment Day survey to collect students' perception of the caring environment provided by the College as a whole. Unfortunately, there was an oversight by the Director of Institutional Effectiveness and the question was not added to the 2020 Assessment Day surveys. This will be corrected for 2021.

Employer perception of recent graduates will be collected in October 2020.

The College surpassed its benchmark of an 83% placement rate with a rate of 86% as reported in the fall of 2019. The reorganization of the Career Services department, including a new coordinator position and the transfer of ownership of internships to the department, helped contribute to this marked increase.

Department Goal Summary

The 2019-2020 academic year presented many challenges for Johnson College to meet AES Unit and Academic Program goals. Many goals were associated with industry partnerships, campus visits, events, and field trips, all of which were essentially cancelled after the campus closed due to COVID-19. Despite these hurdles, the campus was able to meet 58% of the 142 department-levels goals for the year. Although this was a 10% decrease from the year prior, it is a testament to the year-round dedication to students put forth by the campus community. Many of the goals set for 2019-2020 will carry forward to 2020-2021, reflecting the resilience and stick-to-itiveness of the Johnson College family.

The full list and description of all department goals can be found in Appendix A.

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources	Total
AES	22	22	17	22	83
Academic	23	19	7	9	58
Total	45	41	24	31	141
✓	24	26	14	20	84
✗	10	11	8	4	33
P	11	4	2	7	24
% ✓	53%	63%	58%	65%	60%

✓ = Met

✗ = Not Met

P = Partially Met

Johnson College AES Unit and Academic Program Goals for 2019-2020

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
Administrative, Educational, & Student Support (AES) Units				
Academics				
Complete Self Study Report and host MSCHE Visit	P			
Align two student engagement programs with academics supports		✓		
Present our Equity Efforts as best practices at a conference			✓	
Host 3 secondary STEM education events with area districts				✓
Sign 5 companies to our Industry Lab Experience	P			
Host an event to connect Alumni with Current Student Population <i>Not met due to COVID-19 campus closure and a vacancy in the Development office to help organize the event</i>	✗			
Advising				
Maintain Persistence and Retention Rates <i>Despite initiatives and efforts, the Institutional rates decreased over the previous year.</i>		✗		
Attend 5 campus events to create connections with students		✓		
Establish benchmark of how many students are removed from probation or made Academic Progress.		✓		
Determining how many students passed or improved course grades for which they completed tutoring		✓		
Initiate activities or programs that ensure students feel a member of Johnson College <i>Due to COVID-19 closure.</i>			✗	
Directly advise 75% of the student population by the start of their registration period.				✓

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Career Service				
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Increase industry connections by attending 1-3 off-campus events each month throughout the year				✓
Match students with industry partners to increase internship opportunities.		✓		
Visit 10 classes to discuss essential skills and promote resume workshops		P		
Continue building and collecting data for Raiser's Edge to maintain a collection of career services internships and placements of graduates.			✓	
Collaborate with other departments to benefit students by partnering on 4 - 8 events per year. <small>Due to COVID-19 closure.</small>			✗	

College Relations				
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Connect with regional colleges and research best practices to improve campus communication by building an external network with area colleges and universities. <small>Change in department priorities.</small>	✗			
Engage with students to keep them informed of campus happenings by analyzing student information trends.		✓		
Create a cost/benefit analysis on the possibility of hiring an on-campus website manager. <small>Department and College restructuring rendered this goal irrelevant.</small>		✗		

Continuing Education				
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Create more industry partnerships.				P
Create a schedule of base classes.	✓			
Offer a daytime class of CNC.			✓	
Hire two more CE instructors.				✓

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Counseling & Disability Services				
Hire and train an administrative coordinator for the department.		☑		
Establish at least four ways to enhance services to underserved students utilizing partnerships and other opportunities.			☑	
Develop 3 workshops, trainings, or psychoeducational outreach initiatives each semester.	☑			
Establish baseline data and implement procedures for newly restructured department.		☑		
Coordinate with staff and faculty to develop recommendations for a policy and procedure for students visibly under the influence. Recommendations were provided to Executive Council but was put on hold due to COVID-19 responses.			☒	
Development				
Receive two grants or other funding source that will sustain STEM education at current level and provide for expansion.				☑
Receive one grant that will assist in funding education to rural population.			P	
Enrollment				
Increase number of accepted students by 25% (371 Fall 18 and Spring 19 to 464 Fall 19 and Spring 20).				☑
Hold 5 on-campus events geared toward non-traditional, minority, or underserved students with an average of 10 attendees per event.			☑	
Increase Dual Enrollment applications by 20% for each Dual Enrollment Category (Industry Fast Track, Dual Enrollment at Johnson College, Dual Enrollment at High School).	☑			

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Facilities				
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To have the entire roof membranes/shingles of the Weaver building taken off and completely redone				<input checked="" type="checkbox"/>
Moffat building main front and side hallways and doors and trim painted and vinyl base removed and replaced.		<input checked="" type="checkbox"/>		
To develop the plan and scope of the Weaver building restroom project by January of 2020. Collect three bids to complete the project in hand by March of 2020. A signed contract and letter of intent by May of 2020. <i>The project was ready to start in May of 2020, but construction was delayed due to COVID-19.</i>				<input checked="" type="checkbox"/>
Remodel the Moffat building cafeteria.		<input checked="" type="checkbox"/>		
To have the roads and parking lots milled and overlaid with pave by June 30, 2020. <i>Funding for the project was reallocated. Rescheduled for 2020-2021.</i>		<input checked="" type="checkbox"/>		

Faculty				
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Maintain a presence that will allow accessibility to all faculty and staff within this unit, update faculty handbook and mentoring guide.	<input checked="" type="checkbox"/>			
Provide professional development on teaching strategies, feedback from observation.	P			
Work with all areas for budgeting, work with HR to evaluate salaries to recruit, and retain faculty.				<input checked="" type="checkbox"/>
Collaborate/partner 4 additional industry partners for increased training opportunities.				n/a

Finance				
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Lower the net loss that is generated from the café each year				<input checked="" type="checkbox"/>
To create written policies to increase Board understanding of staff limitations.	P			
Reduce the accounts that are sent to collections. <i>COVID-19 led to the suspension of sending accounts to collections resulting in a large increase in bad debt.</i>		n/a		
Create KPIs that are presented on a quarterly basis				<input checked="" type="checkbox"/>

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Financial Aid				
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Enhance student learning through experiential activities beyond the classroom by maintaining a default rate below 15%.	<input checked="" type="checkbox"/>			
To increase the knowledge of the FA staff by attending trainings (3 per year) webinars (multiple provided by NAFSAA) and using the College's resources that are available.		P		
Providing equal opportunities for all students regardless of race, gender, or disabilities. Would like to see at least 90% of our student population say they feel they are being treated equally.			n/a	
To help enrollment reach their goal by providing students with any FA information within two weeks of the student being accepted.				P

Human Resources				
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Develop a Title IX Action plan for the College .			<input checked="" type="checkbox"/>	
Create an internal training program for staff and faculty. <i>Postponed until 2020-2021 due to focus on COVID-19.</i>				<input checked="" type="checkbox"/>
Hire two additional 2nd tier faculty members.	<input checked="" type="checkbox"/>			

Industry				
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Partner with 5 transportation division companies to host labs for industry immersion				P
Increase industry visits to campus from 25 to 27 for the year	P			
3 new industry partners		<input checked="" type="checkbox"/>		
Fall Industry event			<input checked="" type="checkbox"/>	

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Office of Institutional Effectiveness				
Launch a webpage for OIE.			☑	
Increase Assessment Day average response rate to 42%. <small>The students were not on campus due to COVID-19 so participation could not be encouraged in person.</small>		☒		
Pilot General Education Assessment Test to determine baseline scores and potential problems with the test.		☑		
Offer three (3) Assessment trainings/workshops per semester to foster a culture of assessment.	☑			
Finalize Master Files and provide access to Executive Council.				☑
Office of Online Learning				
Add 4 DE courses per year	☑			
Increase the number of students who are trained for distance education by completing the Online Student Success Strategies training.		n/a		
Implement ENG 101 as a DE course			☑	
Add 4 business classes for development and online delivery.	P			
Increase the number of faculty and staff members who have completed the Hybrid and Online Training (HOT) course.	☑			
Full integration with SIS to allow for automatic updates to courses and student information to D2L. <small>The implementation of the new SIS was delayed due to COVID-19.</small>				☒
Network & Systems Administration				
Replace current Student Information Systems software with more usable software design.	P			
Review campus camera system and supply recommendations for additional coverage to ensure safety of students, faculty, and staff.				☑
Review campus servers and decommission unnecessary servers then ensure remaining servers contain most recent software.				☑

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Registrar				
Track outgoing transcript requests to gather data showing what institutions and organizations are potentially appealing for partnership purposes.	✔			
Create more electronic forms to ensure accuracy and provide ease of use to students.		✔		
Organize student file vault area to ensure the integrity of student paper files while using the proper equipment.				P
Resource Center				
Enhance student performance by hiring “on-call” tutors to work with students in the following program areas – Logistics and Supply Chain Project Management, ADT, HVAC, Carpentry, AMT, BioMed, CIT, WTC, ADT, and Automotive Technology. <small>Decrease in peer tutoring due to qualified and interested students</small>	✘			
Grow industry Ready resume Workshops to include entire student population; reach 25% of the student population by the end of spring 2020. <small>We met with 50 less students than the previous academic year (COVID-19 played a role in the outcome)</small>			✘	
Attract students to the Resource Center by creating “casual study space” and the option to reserve the “private study room” and “collaborative learning tables.” <small>Put on hold by COVID-19.</small>				✘
Deliver the content of “Research Support Unit” to nine program areas by the end of spring 2020. <small>Campus closure due to COVID-19.</small>	✘			

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Student Engagement				
Host 6 off-campus events that focus on a variety of student interests with an attendance rate of at least 60% of the cap.			☑	
Offer 6 programs that focus on soft skills, professionalism, or some other aspect of career readiness.		P		
Achieve an open rate of at least 30% for the JC Buzz. 27.5% open rate was achieved, an increase over the previous year.			☒	
Offer 6 collaborative opportunities between Student Engagement and other campus departments.			☑	
Build opportunities for leadership development into each of the student organizations.	☑			
Offer 4 charitable events with at least 10 student participants each.				P
Implement 3 new ways of gathering information that will help Student Engagement learn how better to serve students.		☑		
Achieve a housing success rate of at least 80%.		☑		

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Academic Programs

Advanced Manufacturing Technology

Maintain retention and persistence rates.	✔			
Improve student interaction between first- and second-year students by creating a path for peer education and commingling. <small>Student schedules conflict making it difficult to establish times for interaction. COVID-19 also played a part.</small>			✘	
Increase outreach to local schools and aid in understanding of contemporary manufacturing technologies by increasing the exposure of the AMT department while aiding local schools with STEM outreach.				✔
Professional development of faculty through cross training in areas of the department.	P			

Architectural Drafting & Design Technology






Incorporate 3D printing into the curriculum.				P
Approve ADT's first online classes.			✔	
Successful completion of a community project.	✔			

Automotive Technology



Increase student retention.		✔		
Develop more online lectures for the automotive courses to make the curriculum more flexible for students.			✔	
Evaluate VMR courses to gauge student success with the required competencies to pass the courses by monitoring the success of competencies in both disciplines (auto & diesel).		✔		

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Biomedical Equipment Technology				
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Incorporate different instructional methods in classroom to improve students' retention. Unable to compare all courses to the previous year.				
Raise scores on Capstone Exam in BET235. Capstone was not given due to COVID-19.				
Develop new experiments for BET/EET labs to improve freshman students' comprehension of electronics principles.				
Develop new question banks for the purpose of randomizing questions for at least part of each student's homework and exams in all courses.				
Add new questions to BET/EET question banks that test and train students for spatial awareness skills, logical reasoning, critical thinking and problem-solving.				

Carpentry and Cabinetmaking Technology				
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Increase exposure to live lab environments by having students participate in 40 live lab hours per year.				
Maintain an 85% or higher retention rate.				
30 auction pieces produced by the students for the annual auction.			P	
80% of auction items will contain re-purposed material.				P

Computer Information Technology				
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Increase the success rate of students working with server 2019. Server 2019 course will not be implemented until spring 2021.				
Increase the understanding of subnetting as indicated by an 80% success rate in CIT 184 and CIT 281.			P	

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Diesel Truck Technology/Diesel Preventative Maintenance Technology				
Increase industry partnerships by having 5 industry representatives visit campus.	✓			
Increase retention to maintain 85% retention rate.		✓		
Increase enrollment by attending 2 OAC meetings.			✓	
Increase industry partnerships by securing 5 new industry partners.				✓
Electrical Construction and Maintenance Technology				
Develop sustainability and home automation course offerings. Turnover in the department derailed this goal.	✗			
Increase enrollment.				✓
Increase participation in internships to 80% of students. 64% of eligible students participated in internships. Goal is carried over.			✗	
Increase live lab opportunities.		✓		
Electronic Engineering Technology				
Evaluate Student Learning Outcomes for correct benchmark level.		✓		
Promote workplace interaction by assigning lab partners to foster mixing and cooperation by developing a spreadsheet to make the assignments. An incident in the 1 st semester with two students that resulted in a Title IX report. Students were then assigned to lab partners who they felt safe and comfortable with. Goal carried over.			✗	
Increase retention to 75% and persistence to 85%. Retention was 33.3% and Persistence was 83.3%.		✗		
Increase graduation rate to 75%. Goal will be tracked with the F19 cohort.		✗		

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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General Education				
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Increase instructor use of technology in the classroom by exposing instructors to new technologies and uses for current infrastructure.	P			
Add a full-time math and/or science instructor. Budget constraints due to COVID-19 prevented hiring.				
Increase gen ed course offerings by adding 1-2 humanities or art courses. Students will be surveyed to determine topics of interest.				

Heating, Ventilation, and Air Conditioning Technology				
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80% of eligible students will be placed in an internship. 75% of students had internships.				
Maintain 85% retention. First cohort with new program director. Low retention may be a result of turnover.				
Provide 5 live lab experiences for students.				
Attend 3 industry events to increase industry partnerships.				

Logistics and Supply Chain Management				
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Complete the development of four business program courses for online delivery.	P			
Establish a 70% persistence rate. Neither of the two students in the program returned. Maintain goal				
Invite a guest speaker to meet with logistics students and provide a lecture. Scheduling conflicts precluded a class visit in Spring 2020. Visit is scheduled for Fall 2020.				
Create connections with five new industry partners.				

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Physical Therapist Assistant				
The curriculum will be reviewed annually by the Program Director, core faculty, and the Program Advisory Committee to ensure it is aligned with current requirements and practice trends.	✓			
The program resources will be reviewed annually by the Program Director, core faculty, and the Program Advisory Committee to ensure adequacy to meet the needs of the program.	✓			
Faculty will utilize effective instructional methods during didactic, laboratory, and clinical courses.	✓			
Faculty will participate in continuing professional competence related to teaching responsibilities.	✓			
Faculty will maintain current licensure in PA.	✓			
Radiologic Technology				
Increase the ability for students to assess patient conditions or procedures accordingly by increasing the scores in RAD 259 to above 4.		✓		
Increase program effectiveness by increasing retention by 2% and graduation rate by 1%.		✓		
Create innovative assessment strategies to evaluate students by developing rubrics to help give constructive feedback to students for improvement.	P			
Foster academic innovation by updating lab equipment with a portable machine and an addition DR panel.				✓
Veterinary Technology				
Increase VT faculty participation in offsite recruitment events to increase enrollment.				✓
Increase VTNE pass rate to >76% by creation and implementation of VET 295 Professional Seminar		✓		
Increase retention to 80% and persistence to 90%. Action plans for retention were implemented after the current cohort was measured for retention. Progress toward this goal should be seen in 2020-2021.		✗		

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
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Welding Technology				
Increase pass rates of ART 105 - Blueprint for Welders.		<input checked="" type="checkbox"/>		
Increase pass rates of SMAW and FCAW AWS D1.1 tests.		<input checked="" type="checkbox"/>		

Note The following pages contain a summary of each department's highlights, challenges, and lessons learned. Some content has been edited to accommodate space constraints. A full review of each department can be found in the Assessment folder of the Shares drive.*

Administrative, Educational, & Student Support (AES) Units

Academics

What were the highlights of your Department/Program for 2019-2020?

- In the interest of expanding outreach initiatives to different student populations, Johnson College hosted local high school math teachers to discuss a technical math course. The faculty identified that the student math skills were deficient. As a solution the CAO and General Education Program Director hosted local high school math teachers to discuss/build a technical math course. Four districts decided to adopt the course into their curriculum and JC will offer dual enrollment credit. Abington School District is the first high school to offer the course in 20-21.
 - Fourteen students from two school districts enrolled in Industry Fast Track programs. Two additional tracks will be offered in fall 2020: Transportation and Logistics.
- As another means of expanding outreach initiatives to different student populations, Academics developed and received approval for the Heavy Equipment Technology program for fall 2020 and developed dual enrollment agreements for Hazleton Area and Forest City school districts.
- In further enhancing partnerships for mutual benefit, Academics entered into the Marywood University articulation agreement, formed the Johnson College Skills USA chapter with nine students qualifying for the State Competition in Hershey that cancelled due to COVID-19, and held the Teacher in the Workplace conference on campus with four participants.
- Middle States Self Study report was finalized on time through an inclusive process, furthering the institutional objective of entering into self-study by 2020. The chair of the MSCHE visiting team performed a virtual visit to review the report and provided very positive feedback. A few areas of concern will be addressed in the summary report provided to MSCHE in December 2020.
- Logistics and Supply Chain Management program received PDE, ACCSC, and MSCHE approval to be the first program offered completely online, meeting one strategy of the institutional objective to expand distance education opportunities.

What challenges did you face in 2019-2020?

- Middle States site visit postponed until February 2021.
- COVID-19.
- Engaging Alumni with current students.
- Changes in staffing.

What were the lessons learned departmentally/program in 2019-2020?

- PDE approval/timeline is longer than planned for new programs.
- COVID-19 did not stop anyone from reaching out to help students.
- Plans change but the department was able to adapt quickly and effectively.
- The use of data needs to be consistent across campus.

Goals for 2020-2021

- Host the MSCHE Site Visit in February which will lead to the award of accreditation at their March meeting.
- Build campus knowledge and use of D2L.
- Develop a new plan to operate in a hybrid model that will identify possible early alert indicators, improve retention/persistence, and increase graduation numbers.
- Continue to develop various pathways for all learners to obtain college credit.

Advising

What were the highlights of your Department/Program for 2019-2020?

- Of the students who had a low or failing grade in Fall 2019, 67% of them improved their grade after being directed to tutoring services, fostering the customer care philosophy institutional objective to meet the institutional goal of enhancing student success. Collaboration with the office of Counseling and Disability Services to identify at-risk students to help them succeed fostered the same objective.
- 225 continuing students registered for the Fall 2020 semester by May 30th. This was accomplished much earlier than in previous years, fostering the objective of increasing overall campus enrollment. Spring 20 was done a different way due to CV 19. All students received information about classes needed and invitations to have one on one meetings with advisors to review information.
- The Student Advising Center relocated to a larger space in Richmond Hall providing easier accessibility and a more welcoming, student-centered environment.

What challenges did you face in 2019-2020?

- Sharing one advisor's time between the Student Advising Center and other administrative duties.
- An additional full-time advisor is necessary to ensure relationships are built with each student on campus.
- COVID-19 was certainly the biggest challenge faced this year. Without the opportunity to reach out to a non-responsive student in a class or lab environment, the advisors had to rely on technologically supported outreach, which was not effective in retaining all students.

What were the lessons learned departmentally/program in 2019-2020?

- Assessing the effectiveness of the office should be performed throughout the year rather than pack it all in at the end of the year under a tight deadline.
- Using free services like Google Voice or Zoom to support communication was beneficial, but the limited scope of the free services limited the type and amount of outreach. The department should budget for the full version of Zoom or similar software to enhance interactions with students.
- Students proved their resiliency as they quickly adapted to a virtual learning environment during the COVID-19 campus closure. The support they received from the

Advising Center, faculty, and other campus offices gave the students confidence in their ability to adapt and succeed.

- The frustrations and challenges faced by the Advising Center are not unique to Johnson College. Students have to want to seek help or guidance and must be reassured of advising's usefulness.

Goals for 2020-2021

- Obtain a 90% persistence rate and an 85% retention rate.
- Attend three campus events each semester to create connections with students.
- Use data to track students on academic probation.
- Provide support to students with low or failing midterm grades.
- Members of the Student Advising Center will attend four training events each year.
- Advise 75% of the student population before the registration period opens.

Career Services

What were the highlights of your Department/Program for 2019-2020?

- As part of the College's Celebration of Industry Week, Career Services hosted a Career Fair on Wed. Sept. 26. This event highlighted industry and engaged students to be active participants in their career development. This Career Fair was scheduled as a supplement to the Spring Career Fair, which was ultimately cancelled due to COVID-19 restrictions.
- Industry visits on campus were held through the academic year to cultivate and maintain relationships with employers. The department hosted 13 campus visits. Six additional visits had to be cancelled in the spring due to COVID-19.
- Provided students with job search assistance and transition to professional life.
- Continued to place students on Internships and utilize career counseling.
- Resume workshops were continued with the Resource Center to fill the need for student resume creation and updating. These efforts will continue in the next year as well using the resume template and guide designed by Career Services, Resource Center, and Advising.
- Career Services continued to attend SSS 101 classes and meet with all seniors in the classroom to discuss and go over internship packet.
- Continued to modify and revise the Raiser's Edge database with Institutional Effectiveness for internship and accreditation placement to be housed (Electronic resources).
- The department met all goals with one exception. As of May 2020, the goal of 60% employment in field at graduation was almost met at 57% of eligible graduates, even with the COVID-19 pandemic inhibiting internships and employment. Graduation was pushed back from May to August 2020.
- Internship-to-Employment conversion rate of 75%.

What challenges did you face in 2019-2020?

- Maintaining the Raiser's Edge database.

- Training a new employee.
- Internship ownership and redesigning the course structure.
- Continue to build Program Director relationships.
- Understanding each program and updates in curriculum.
- COVID-19.

What were the lessons learned departmentally/program in 2019-2020?

- The Career Services department went through many changes including resume workshops in collaboration with the resource officer and advising center to prepare students for the Spring Career Fair and future internships. The department also took ownership of on-campus industry visits and all non-medical internships.
- Internship Process as of 2020: Spring 2020 Internship (52 students) programs utilized the following process through Career Services: Students met with their advisors during advising period. The academic advisor provided the Career Service's department with the names and programs of registered interns throughout the end of fall 2019 semester. Each student was met with individually to discuss the internship packet and D2L requirements. Prioritize tasks and working efficiently is necessary to serve all students and alumni in the best way.

Goals for 2020-2021

- Attend 1-3 monthly off campus events throughout the year.
- Attend Career Weeks in SS101 in person or virtually.
- Achieve a 60% placement rate by graduation.
- 75% of interns convert to employment after graduation
- Host 14 employers for Industry visits on campus throughout the academic year

College Relations

What were the highlights of your Department/Program for 2019-2020?

- Celebration of Industry
- Heavy Equipment Press Conference
- At the end of the fiscal year, the current Senior Director of Marketing & Communications was hired to lead the department. Goals are being reassessed and either eliminated or changing metrics; newer goals are being added.

What challenges did you face in 2019-2020?

- Turnover/Staffing
- Break down of processes and procedures that had been in place in the past
- Workload balance
- COVID-19

What were the lessons learned departmentally/program in 2019-2020?

- Properly trained staff is needed

Goals for 2020-2021

- To have all departments follow College branding guidelines to provide consistent messaging.
- Increase engagement by 15% across all platforms.
- Create enrollment packets for high school students to supplement in-person visits for the 2020-2021 academic year.

Continuing Education

What were the highlights of your Department/Program for 2019-2020?

- ⊖ The Continuing Education Department saw a 6.62% increase in revenue, with a focus on the institutional goals of stewardship and growth of resources. Despite the interruption from the COVID-19 pandemic, Continuing Ed is in a position to capitalize on needed training and certifications.
- The partnership with Don's Machine Shop and the increase in interest in CNC machining has added to enrollments and revenue for Continuing Ed while meeting the objective of enhancing mutually beneficial partnerships.
- The hiring of four new instructors for CE courses. Data driven decisions were made based on the increasing inquiries and enrollment of CNC. Additional schedules were created, as well as the utilization of another facility. Despite staff turnover and the COVID-19 pandemic, CE was still able to meet objectives that were laid out, thankful in part to a growing interest in the CNC machining programs and instructor hires throughout the year.

What challenges did you face in 2019-2020?

- COVID-19
- Lack of consistent staffing.
- Instructor availability.

What were the lessons learned departmentally/program in 2019-2020?

- Online/Remote options are necessary to education and training in the current state of the world.
- CNC machining, welding and automotive inspections continue to grow in popularity.

Goals for 2020-2021

- Create training partnerships with local businesses and grow industry contact list.
- Enroll and graduate CE students in online courses
- Create and Implement Annual/Quarterly Planning
- Hold more working meetings with marketing department and generate marketing plan.

Counseling and Disability Services

What were the highlights of your Department/Program for 2019-2020?

- The addition of a staff member increased the department's capacity for individualized student outreach and programming.
- The department expanded the resources available in the student pantry through a new partnership and agreement with the Friends of the Poor and the local Food Policy Council, enhancing the college customer care philosophy and partnerships. This included unlimited opportunities to restock the pantry with nutritious non-perishable food items from the Friends of the Poor food bank.
- "Career Fair Pit-Stop" offered during the Celebration of Industry's Career Fair. Students were encouraged to "stop in quick" to the Resource Center, where they were able to acquire time and products for personal appearance and grooming. Over 35 students attended the event. The feedback from Career Services staff and the Employers Surveys was positive regarding student professionalism and appearance. The department also created a new partnership with Dress for Success and Friends of the Poor to provide students in need with professional clothing for the Career Fair. This service was promoted in the JC Buzz.
- Attended the annual disABILITY Conference at the University of Scranton in October.
- Collaborated with Student Engagement to create an on-campus JC Escape Room to encourage communication, critical thinking, and teamwork skills among students.
- Brown Bag professional development training on "Working with Students with Autism or Learning Disabilities"
- Developed and presented a 3 CEU training for the Intercollegiate Counselors Consortium on "Student Resilience and Independence".
- Created and hosted "Safe Spring Break: Mocktail Mixer".

What challenges did you face in 2018-2019?

- Unpredictability and variety of testing accommodation requests impacts the availability of testing space and proctor availability.
- Adjusting to remote interaction with students due to COVID-19.

What were the lessons learned departmentally/program in 2018-2019?

- Disparate location of staff offices created both opportunities and challenges.
- Having two staff members to manage student/parent meetings as well as student outreach initiatives was critical to the success of assisting and engaging struggling students, especially after the transition to remote learning.
- Various elements of the work with students can be conducted remotely, such as testing accommodations, counseling appointments, virtual meetings with current and incoming students for a variety of questions and concerns, distribution of psychoeducational resources and guides, etc.

Goals for 2020-2021

- Increase number of partnerships with outside organizations by 20% to continue to enhance services to underserved students in our new learning environment.

- Develop two new workshops, trainings, or psychoeducational outreach initiatives for the academic year in addition to maintaining successful workshops from previous semesters based on participation and survey data.
- Increase campus participation in department initiatives by 10%.
- Department staff will participate in 3 trainings, workshops or other professional development opportunities that focus on increasing cultural competency and anti-racism practices.

Development

What were the highlights of your Department/Program for 2019-2020?

- Increased connections with industry have allowed for an increase in corporate support, particularly in the form of in-kind gifts of equipment to technical program areas.
- Increase in the amount of grant funding.

What challenges did you face in 2019-2020?

- COVID was a challenge. We were unable to hold in person gatherings and fundraising and alumni activities.

What were the lessons learned departmentally/program in 2019-2020?

- Increased engagement with stakeholders will be the key to the College's growth in 2020-2021 and beyond

Goals for 2020-2021

- Hold 2 virtual fundraising events.
- Work to achieve full NGMA-style institutional standards for grant operations, policies, compliance, and professional development.
- Design a grants plan.

Enrollment

What were the highlights of your Department/Program for 2019-2020?

- For the 2019-2020 year, the Enrollment Department was on a great pace and like everywhere else had to regroup and readjust given the Covid-19 pandemic. The highlight of this year was not only being able to adapt to a changing environment, including not being able to have on-campus visits for 3+ months, but be able to then have great numbers heading into the Fall 2020 semester.
 - Members of the team changed roles, adjusted to the "new normal" and came together to serve our incoming students better than ever before.
 - Adapted to a virtual environment.
 - In keeping with the objective to increase overall enrollment, the Enrollment Team exceeded the goals for Fall 2019/Spring 2020. Department Goal: Increase

new student enrollment by 10% over prior 3-year average (Fall and Spring Combined – 250 Average = 10 % = 275 (Fall 19 and Spring 20). Result: This goal was met with 297 total deposit confirmed students (Fall 19 - 244 and Spring 20 – 53), which was increase of 20% for the prior year.

- In the interest in meeting the institutional goals to promote equity and inclusion and to enhance student success by increasing outreach to non-traditional student populations, one Enrollment Department Objective: Hold 5 on-campus events geared toward non-traditional, minority, or underserved students with an average of 10 attendees per event. Result: This goal was met as a series of on-campus events were held that were geared towards students in these groups. In addition, the TANF program was held on-campus during the school year, with an additional session that was supposed to start in March of 2020 that had to be cancelled. Various events were attended by the Enrollment Team that were geared toward these various populations.

What challenges did you face in 2019-2020?

- Responding to the COVID-19 pandemic was the biggest challenge.
- A new Enrollment Support Coordinator position was added in March only to be laid off in July due to budget concerns.
- Inability to hold on-campus events and visits for potential students.

What were the lessons learned departmentally/program in 2019-2020?

- Ensuring that the team was cross-trained in other areas to better serve our incoming student population. This included Academic Advising, Financial Aid, Student Engagement and Academics.

Goals for 2020-2021

- Increase new student enrollment by 7% over prior 3-year average (Fall and Spring Combined – 261 Average = 10 % = 279 (Fall 20 and Spring 21)
- Hold 5 on-campus or virtual events geared toward non-traditional, minority, or underserved students with an average of 10 attendees per event.
- Increase the Dual Enrollment program overall by 10% (which includes Industry Fast Track, Dual Enrollment at Johnson College, Dual Enrollment at High School)
- Increase applications from prior year by 15% for minority (non-white) and non-traditional (age 25+) students.

Facilities

What were the highlights of your Department/Program for 2019-2020?

- The great amount of work accomplished by our maintenance and custodial staff is one great highlight in alignment with the customer care objective as well as the objective to increase enrollment, especially when COVID-19 hit. We are a small staff with a relatively big campus with many buildings to clean and maintain. We have constantly completed all of our tasks and then some. The college is a safe and clean environment to work and learn in. There have been no incidents of crime or violence on campus. There haven't

been many negative responses on any survey concerning the campus environment. I have reviewed the comments and have taken corrective action where applicable.

- There were also several big construction projects completed in the Moffat and Weaver buildings including the remodel of the café, general painting and repair of the base of the Moffat building, and replacement of the Weaver roof. Several more projects were ready to go but halted by the COVID19 pandemic including remodel of the Weaver restrooms and a campus paving project.

What challenges did you face in 2019-2021?

- The greatest challenge in 19-20 and going forward will be the accommodations we must make to deal with the effects of the COVID19 pandemic. The pandemic closed the college and all the activity taking place. To re-open the Facilities Department must be constantly vigilant in sanitizing the physical plant. The cancelled projects must be moved forward and in some cases the project will need to be re-bid due to time and bid constraints.

What were the lessons learned departmentally/program in 2019-2020?

- The lesson learned was that no matter how hard you prepare and think you are ready, there is always something that can come along and create absolute chaos to your plans and preparations.

Goals for 2020-2021

- To complete the remodel of the Weaver restrooms as per plan and scope as prepared by SDA Architects by June of 2021.
- To have the entire roof shingles of the Diesel building taken off and completely redone.
- To complete the remodel of the Woolworth CCM offices and classroom as per plan and scope as prepared by SDA Architects by August of 2021.
- To have the selected roads and parking lots milled and overlaid with pave by June 30, 2021.
- To have the existing Richmond Hall demolished and the site ready for construction.
- To increase the number of students who use the email to respond to the survey by 10%.

Faculty

What were the highlights of your Department/Program for 2019-2020?

- The highlight to faculty was all the additional full-time faculty we have added to the team. Each one has contributed so much to their program area along with the college as a whole. Adding two faculty chairs to assist with some communication has allowed for more transparency and accessibility. All new faculty are assigned a mentor and remain in mentoring for the minimum of one year.
- The College customer care philosophy extends to employees as well. Department Objective for the Associate Vice President of Faculty: Work with all areas for budgeting, work with HR to evaluate salaries to recruit, and retain faculty. Result: Budgeting work session were held with all program directors, AVP of faculty and finance. The workshop

was held using program analysis and lessons on how direct and indirect expenses effect program areas. All faculty are evaluated each year and work and research is done to make sure all instructors are at a suitable wage.

- The adjuncts from prior year have returned and are always an integral part of student learning. They feel welcome at the college and will continue to include them in all areas of news, professional developments, and updates.
- Throughout survey years, Johnson College faculty have been highly rated by students. One way to maintain that caring environment articulated in the College mission statement is through professional development of faculty. Professional development will still maintain a schedule of 2 PD per semester for faculty. Looking over the course instructor observations the evidence of student satisfaction is evident. The list of PD has included different pedagogies, strategies, and ideas for teaching. The course instructor scores were well above a satisfaction score. The Likert scale is 1-5 and fall mean was 4.21 and spring was 4.6 for overall satisfaction and preparedness. This is also reflected in the assessment day survey results. The fall is slightly lower than previous year. Continue to monitor for trends.
- The development of quarterly reports has helped keep everyone aware of items that would need to be used in their annual assessment.

What challenges did you face in 2019-2021?

- The recent health crisis has forced the instructors to become more familiar with the online atmosphere of learning. The instructors have researched and are incorporating virtual software to enhance student learning. This atmosphere was very challenging to the faculty and they needed additional training on the LMS. Many did not have the technical capabilities to run courses remotely. Throughout the semester we were able to get everyone what was needed to meet course objectives.

What were the lessons learned departmentally/program in 2019-2020?

- Faculty need more training on the LMS and technology as a whole. Many of the faculty have enrolled, or are in enrolling, in the college's HOT training. Future professional development on technology use in the classroom will be researched.

Goals for 2020-2021

- Maintain a presence that will allow accessibility to all faculty and staff within this unit, update faculty handbook and mentoring guide
- Provide professional development on teaching strategies, feedback from observation
- To join a community board to help open opportunities for industry immersion of the faculty and students

Finance

What were the highlights of your Department/Program for 2019-2020?

- ⊖ The College received a very large \$3 million gift from an anonymous donor during this year and the funds may be used for capital projects that came out of the new Master Plan in keeping with the objective to grow strategic investment in capital projects.
 - Unveiling of the new Master Plan for capital campus improvements.
- The College was able to receive a PPP Loan that helped cover payroll and operating costs for 8 weeks during this time of revenue loss due to COVID-19 as well as CARES Funds that were used to refund students for their meal plans, refund housing costs, and reimburse the College for expenses incurred because of COVID.
- In an effort to enhance the College Customer Care philosophy, Department Objective: Reduce the accounts that are sent to collections. Result: This year campus closed in March and for the final 4 months of the year there was no collection effort; it was suspended as was the trend at all Colleges and Universities throughout the nation as a result of the pandemic. The dollar amount that was turned over to collections was much lower this year than previous years, but that is because we did not turn them over; as a result there is a very large increase in our bad debt expense. Action Plan: This goal will be carried over into next year with the hope that the collections process will continue throughout this year as normal and we will not have to go back to suspending it.

What challenges did you face in 2019-2020?

- COVID-19 and the closure of campus.
- Cancellation of the Golf Tournament, the largest fundraiser for the College.
- Cancellation of Continuing Education programs due to COVID-19 reduced revenue.
- Grant funds went unused due to inability to host events.

What were the lessons learned departmentally/program in 2019-2020?

- Government funding was instrumental in helping the College sustain operations during the shutdown. Operating costs were supported by a PPP Loan offered by the government in response to COVID-19. CARES funding was used to refund students those costs associated with unused meal plans and housing.

Goals for 2020-2021

- Reduce the accounts that are sent to collections
- Create documents for new program's financial viability
- Create monthly reports for Continuing Education to drive decision making

Financial Aid

What were the highlights of your Department/Program for 2019-2020?

- Having a full staff, strong relationship with enrollment and other departments on campus.
- Changes in the external environment show the positive shift toward careers in trades, focus on student loan debt is helping students pay more attention to how much they are borrowing, and the need to fill industry jobs has increased because the "baby

boomer' generation is retiring. Student Loan Debt has been a popular topic in Financial Aid and there are a few new regulations that will need to be implemented for the 2020-2021 award year, including, total loan debt letters and a new entrance loan counseling process.

- Through the creation of a Default Prevention Team and Plan, the Financial Aid Office was able to maintain a default rate under 15%, as required by the United States Department of Education.

What challenges did you face in 2019-2020?

- Turnover and training two new employees.

What were the lessons learned departmentally/program in 2019-2020?

- To share knowledge. All FA staff should know a little bit about all aspects of the department in the event someone leaves. The importance of keeping the department's policy and procedures up to date. Especially in the event someone does leave, at least there will be a reference on how to complete a task.

Goals for 2020-2021

- To help enrollment reach their goal by providing students with any FA information within two weeks of the student being accepted.
- Monitor and stay current with financial aid trends and best practices as it relates to the Department of Education, Department of Veteran affairs, and industry standards. Continue to send staff to trainings and to utilize the Policy and Procedure Manual from NASFAA. (National Association of Student Financial Aid Administrators.)
- Maintain low default rate below 15%

Human Resources

What were the highlights of your Department/Program for 2019-2020?

- The Title IX action plan was very successful. We were able to roll out the updates required of Title IX regulations. We attended multiple trainings and roundtables to become fluent in these new regulations. We created a section on the Johnson College website specifically for Title IX.
- COVID 19 had our department adjusting their resources and time to assist with the transition of working/teaching from home as well as creating a Pandemic Response Plan. Training plans for employees was not achieved, we decided to push that goal into the next year.
- Employee-focused events including the Holiday Breakfast, Leap Day Celebration, Service Award Luncheon, Bring Your Child to Work Day.
- Wellness Programs in collaboration with Geisinger.
- Renewed all expiring background checks for employees.
- 15 professional development events.
- Collaboration through committee participation.

What challenges did you face in 2019-2020?

- COVID-19 response required the alignment of employee's goals to a newly developed operating model. This transition was a success, and the Human Resources department was able to support employees during this challenging time.

What were the lessons learned departmentally/program in 2019-2020?

- The department learned that we need to be flexible with employees during challenging times. Employees need different support depending on their circumstances.
- The ability to pivot quickly based on outside conditions is essential.

Goals for 2020-2021

- Create an internal training program for staff and faculty
- Create a diversity plan to align with the College's mission and vision
- Align staffing needs to match the new operating plan

Industry

What were the highlights of your Department/Program for 2019-2020?

- The Department of Industry focuses on the link to industry between students, the programs and the college due to the need in this area for skilled employees through traditional programs and upskilling. Industry department relays information from employers back to the college programs to help fill the areas skilled needs. In addition to industry visits, the Chief Administrative Officer sits on the Skills Board of the Scranton Chamber of Commerce, providing additional opportunities to make industry connections and garner insight into industry needs.
- While visits to industry partners and potential partners increased, it became clear that more work needs to be done. Action Plan: Continue to connect with industry. Develop a plan to expand this industry department.
- Celebration of Industry event in the fall 2019.

What challenges did you face in 2019-2020?

- Industry needs more employees that we can provide.
- Conflicting priorities with other campus departments created challenges for completing departmental initiatives and working with industry partners.

What were the lessons learned departmentally/program in 2019-2020?

- Do not hesitate, change is good and trust data.
- Putting the right people to take care of work and assignments.

Goals for 2020-2021

- Develop a new operation plan for the Industry department.
- Review the process for follow-up regarding new industry visits (2nd phase).

- Establish 5 new industry partners.

Office of Institutional Effectiveness

What were the highlights of your Department/Program for 2019-2020?

- In keeping with the objective to restructure General Education, the pilot for the revised general education assessment survey was completed with the Fall 2019 freshman class. Initial data shows the survey will be an effective method to assess general education competencies and progression in those competencies over time. After revising some of the questions a second pilot will be conducted with the 2020 graduating class during Grad Finale in July 2020.
- In keeping with the institutional goal to enter Middle States self-study by 2020, the department played a pivotal supporting role in the MSCHE self-study process including reframing the self-study document in a consistent voice, developing a comparative analysis of the document to original recommendations and suggestions by the MSCHE team visit, and reviewing the document for general and data accuracy prior to a final review by Standard Teams. The work of the office furthered the Middle States process to final submission of the self-study.
- In the interest of promoting equity and inclusion, Department Goal: Provide transparent and easy access to data and resources for all internal and external College stakeholders. Department Objective: Launch a webpage for OIE. Result: The OIE webpage was launched in December 2019. Action Plan: The department is creating a procedure for updating the webpage to ensure the latest and most accurate data is available to stakeholders. The goal is being removed; loop is closed.
- High rates of participation in assessment trainings
- Campus-wide involvement in assessment practices
- Creation of the Data Governance Committee
- Initiated several analytical reports including An Analysis of Persistence Based on Student Attrition, An Analysis of Assessment at Johnson College, Analysis of Distance Education Success Rates, Course Achievement Gap Report 6.27.19, and Fall 2017 Cohort High School GPA.

What challenges did you face in 2019-2020?

- COVID-19 interrupted Assessment Day leading to the cancellation of the ePortfolio contest and the program project displays. Participation rates in surveys decreased by half, potentially due to survey fatigue and COVID-19.
- Change in OIE reporting structure and duties of the Director created a hiccup in office operations.
- Change in EvaluationKit capabilities caused student angst at receiving too many emails, individual emails for each survey as opposed to one email with multiple links.

What were the lessons learned departmentally/program in 2019-2020?

- Reevaluate Assessment Day timing and surveys to make it easier for the student to participate.
- An increase in the quality of data housed in SIS will reduce the amount of time it takes to complete governmental and accreditation reports.

Goals for 2020-2021

- Increase Assessment Day average response rate to 42%.
- Release 2nd pilot of General Education Assessment Survey to determine baseline scores and potential problems with the test.
- Offer three (3) Assessment trainings/workshops per semester to foster a culture of assessment.
- Add to OIE Calendar an annual 5-year cohort analysis of Fall to Fall Retention and a 5-year cohort analysis of 150% Graduation Rates.

Office of Online Learning

What were the highlights of your Department/Program for 2019-2020?

- Five new DE courses have been created and six courses are in the pipeline for completion.
- The OOL Committee voted unanimously to remove the existing barriers to entry which existed for students wishing to take online courses. All students are now eligible for enrolling in online courses as long as they maintain a 2.0 GPA.
- A greater population of Johnson College faculty members were formally trained to teach DE courses.
- A brownbag luncheon was offered by the OOL on 12/18/2019 to better acquaint faculty members on ePortfolio and the gradebook section of D2L.
- The Pennsylvania Department of Education approved the Logistics & Supply Chain Management program to be offered entirely online.

What challenges did you face in 2019-2020?

- More programmatic courses need to be offered in the DE Format.
- During the spring semester, every instructor needed to transition their classes to online delivery due to COVID 19. This transition taxed the office resources. Additional people to serve as consultants to instructors during this transition would have been beneficial.

What were the lessons learned departmentally/program in 2019-2020?

- The RRR provided feedback to improve the language within the OOL's formal documentation.
- COVID 19 underscored the significance of distance education, therefore additional trainings are being offered.

Goals for 2020-2021

- Reassess the need for the department
- Begin review of SADE / SARA
- Train faculty on HOT I and HOT II
- Rebuild the LMS to allow assessment and data reporting

Network & Systems Administration

What were the highlights of your Department/Program for 2019-2020?

- Hired a new a full-time IT Director
- Hired a new full-time Network Support Specialist.
- Purchased and replaced all of the network infrastructure switches and a new campus firewall. Installed malicious activity software and moved mission-critical servers to newer more secure host limiting the risk of system failure.
- Evaluate, Recommend and Implement New Student Information System in keeping with the objective to develop plan for program improvements. Department Objective: Replace current Student Information Systems software with more usable software design. Result: The review of SIS software led the college to agree on a vendor that was thought to be the right selection for the college's needs. The funds for the SIS software were included in the 2020-21 Capital and Operating Budget. The implementation of the new software was scheduled to begin in the summer of 2020. However, due to the pandemic the projected implementation has been tentatively scheduled for December 2020. Action Plan: Re-evaluate the college's position for implementation of the new SIS software in the fall of 2020 based on the status of the pandemic.
- Review and expand security camera system in keeping with the objective to grow strategic investments in capital projects. Department Objective: Review campus camera system and supply recommendations for additional coverage to ensure safety of students, faculty and staff. Result: Repair work to some of the campus' non-functioning camera was completed with funds contained in the 2019-20 budget. Additionally, the cost of a new network video recorder for the camera system was included and approved in the 2020-21 budget. Action Plan: Installation and configuration of the device will take place when the equipment arrives.

What challenges did you face?

- COVID-19 and the transition from the traditional work and education to one of remote work and remote learning. The COVID pandemic has greatly affected the overall responsiveness of our department. Much of the day-to-day operations involve the staff and student's ability to function remotely off campus. The pandemic has also required a re-evaluation of our capital and operational budgets where funds that were suggested for large scale computer lab renews to limited lab renewal with more focus on laptops and other mobile equipment.

What were the lessons learned?

- Prepare. Prepare for anything that can possibly happen as things can change almost overnight. One minute you are worried about replacing thirty computers in a lab and the next you are worried about how you can have thirty students remote from home into those computers.

Goals for 2020-2021

- Replace current Student Information Systems software with selected vendor software.

- Review security devices presently in place for authentication of service and repair or replace non-functioning equipment.
- Install new server and configure to enhance campus services.
- Review needs and functionality of technology equipment as it plays a role with offsite learning and operations.

Registrar's Office

What were the highlights of your Department/Program for 2019-2020?

- Hired a second Registrar Office Coordinator to assist in daily and new responsibilities for the department.

What challenges did you face in 2019-2020?

- The COVID-19 pandemic set many restrictions and rules that created obstacles for the Office of the Registrar such as incomplete grades, master schedule changes, and late submissions to third party reporting.

What were the lessons learned departmentally/program in 2019-2020?

- The office of the Registrar could benefit from having laptop computers to take home so that all employees can work from home.
- Eliminate the use of paper as much as possible in order to keep all files and forms online to have access to when working from home.

Goals for 2020-2021

- Create a user-friendly webpage for students to access Registrar forms, scheduling, transfer credit info, and transcripts.
- Organize student file vault area to ensure the integrity of student paper files while using the proper equipment.
- Complete process of turning all Office of the Registrar forms to an electronic version.

Resource Center

What were the highlights of your Department/Program for 2019-2020?

- ABK chapter held first event in the Resource Center (20 students attended).
- Partnership with Scranton Public Library.
- Successful completion of Perkins Grant: Local Comprehensive Needs Assessment.

What challenges did you face in 2019-2020?

- Finding a balance between library/resource center atmospheres.

What were the lessons learned departmentally/program in 2019-2020?

- Textbook reserve collection will be housed in a custom glass cabinet constructed by the CCM program at Johnson College.

Goals for 2020-2021

- Recruit “on-call” tutors in the following program areas – Logistics and Supply Chain Management, ADT, HVAC, Carpentry, AMT, BioMed, CIT, WTC, ADT, and Automotive Technology. Institutional Goal: Enhance Student Success. Historically, finding tutors for program areas has been difficult. 2019-2020 Department Goal: Continue to grow pool of tutors. Department Objective: Enhance student performance by hiring “on-call” tutors to work with students in the following program areas – Logistics and Supply Chain Project Management, ADT, HVAC, Carpentry, AMT, BioMed, CIT, WTC, ADT, and Automotive Technology. Result: Not met – decrease in peer tutoring due to qualified and interested students. Action Plan: Add tutorme.com for additional support and the addition of study group initiative.
- Deliver the content of “Research Support Unit” to nine program areas by the end of spring 2021.
- Complete Industry Ready Resume Workshop sessions with 8 program areas during fall 2020. COVID-19 negatively impacted the 2019-2020 outreach. Due to the fact that resumes were removed from ENG 101 – the Industry Ready Resume workshops filled the need of preparing students with resumes before the spring 2019 Career Fair. Institutional Goal: Promote Equity and Inclusion. Department Goal: Grow industry Ready resume Workshops to include entire student population. Department Objective: Reach 25% of the student population by the end of spring 2020. Result: Not met. We met with 50 less students than the previous academic year (COVID-19 played a role in the outcome). Action Plan: Work with instructors to increase attendance (mandatory for all English courses).
- Create an atmosphere/area conducive to quiet study. The atmosphere of the Resource Center will need to be taken into consideration based on feedback during Assessment Day Survey. Students voiced concerns about the volume level at times and the need for a more private study area.

Student Engagement

What were the highlights of your Department/Program for 2019-2020?

- New Student Orientation achieved its highest overall satisfaction numbers while also implementing new sessions like the Open House and Ice Breakers to make the event more student focused.
 - Implemented an interest survey at orientation to help design programs students are interested in.
 - Created a needs assessment that students completed at orientation. This helped inform us about need areas like finances, transportation, food insecurity, and other concerns going into college.
- COVID-19: The transition to remote instruction due to the COVID-19 pandemic greatly affected the way Student Engagement performed its roles. The department quickly transitioned its activities and clubs into a remote format. Student Housing was suspended indefinitely.

- Pivoted programming efforts into the virtual setting after COVID.
- Developed virtual resources for students that offered info on local food assistance, wellness tips, and fun virtual events offered across the world.
- Assisted with the COVID student outreach efforts.
- Hosted Virtual Student Leadership Appreciation Night.
- The Student Engagement department offered a wide range of opportunities for students to develop. It hosted 47 planned events covering an array of topics and themes such as wellness, professional skills, community building, and more. The activity of the organized clubs and constant attention given to the Ambassador program also contributed to development in leadership and socialization. The 2545 contacts with students and the success of the housing students show the level of support services the department offered to make sure students were taken care of. The department worked to do all of this in an inclusive environment as evidenced by both members becoming trained Allies and the efforts made by the Diversity and Inclusion Committee events.
- Supported General Education SLOs with 11 events that met at least one SLO.
- Completed 2 new family-friendly off-campus events.
- SGA projects benefitting PTA, Scranton School District, Student Veterans and more.
- SGA implemented their virtual suggestion box.
- Improved the JC Buzz open rate.

What challenges did you face in 2019-2020?

- Student follow-through continues to be a challenge.
- An increase in student conduct situations.
- Continually maintaining/adapting communication methods to best fit student habits.
- Managing and developing ideas for the fitness area.
- The department saw turnover twice in the Coordinator role.
- Transitioning all efforts into a completely virtual format during COVID-19.

What were the lessons learned departmentally/program in 2019-2020?

- Collaboration efforts across departments has huge benefits to students.
- The “less is more” approach when it came to student events seemed to be effective.
- Gathering additional attendance data from events would show which students and programs are engaged/not engaged and would be helpful for outreach.

Goals for 2020-2021

- Create a new framework for programming that establishes benchmarks for a variety of student programming efforts.
- Develop 3 new ways to engage and meet students’ needs in the remote environment using technology and other resources.
- Achieve an open rate of 30% for the JC Buzz.

Academic Programs

Advanced Manufacturing Technology

What were the highlights of your Department/Program for 2019-2020?

- Secured a source of 100% post-consumer recycled plastic for 3D printing.
- The department went to the East Coast RepRap Festival in Maryland.
- Potential industrial partners: IC3D, Proto-Pasta, GeckoTek, Mosaic Manufacturing, and GreenGate3D.
- Presented students work in developing and building a large format printer.
- 3D printing STEM challenge for local high schools.
- Printed 50 ornaments designed by faculty, staff, and students for the Festival of Trees.
- Students manufactured over 500 keychains for open houses
- Reproduced ear specula for Prarie State Veterinary Clinic
- Designed & printed safety caps for ECM, parts for PPL Solar Kit Project, trophies for lip sync battle, menorah for holiday video, and an Electric City sign for Nay Aug Park.
- (2) Cooperage Project (Lego Mindstorm, Little Bits, 3D Printing)
- Continued STEM Outreach, Women in STEM event, Hazleton School District STEM Day

What challenges did you face in 2019-2020?

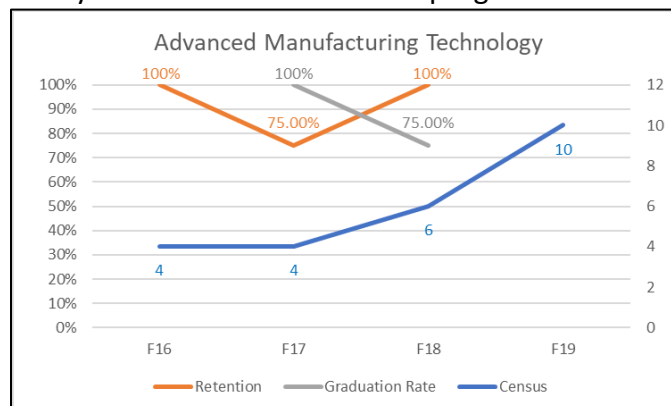
- COVID-19 halted the progress the department was making in key areas.
- Shop organization.
- Student insights into curriculum and project development.
- Instructors within the program did not always see eye-to-eye.

What were the lessons learned departmentally/program in 2019-2020?

- The department is working with the Electronic Engineering Technology program to possibly merge into a new Mechatronics program to better meet the needs of industry.
- Essential skills need to be identified to ensure students are employable.
- Curriculum should be vertically integrated to aid in student learning.

Goals for 2020-2021

- Maintain 80% retention and 90% persistence rates.
- Increase outreach to local schools to inform about current manufacturing technologies.
- Professional development.
- Update and diversify robotics education in the program.



Architectural Drafting and Design

What were the highlights of your Department/Program for 2019-2020?

- The COVID-19 emergency fast-tracked the development of online course delivery.
- Continued Training on the 3D Printers for department use and advancement.
- The Approval and Hold on the department's community projects.
- Working with Scranton Products, Simplex Industries, McGregor Iron and Northeast Infrastructure to employ our students during the academic year to the benefit of the companies and the college.
- The graduation of 6 students with approximately 83% employment for the class.

What challenges did you face in 2019-2020?

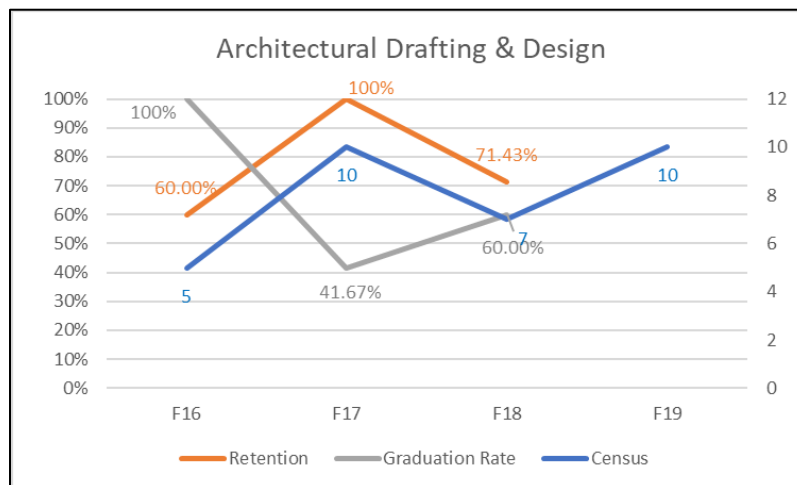
- The challenges face by the ADT Department this academic year were the greatest the department has seen in it's over 70-year history. Our focus will remain the same, training students and preparing them for the design industry. I am proud to be a part of this work, especially now. Our three continuous priorities will continue to be:
 - Student learning
 - Student retention
 - Student employment opportunities

What were the lessons learned departmentally/program in 2019-2020?

- An Online and Remote Program is a necessity.
- Ties to Industry are essential for the program to survive.
- Student enrollment can be enhanced by providing an online program.

Goals for 2020-2021

- Work in conjunction with the Enrollment Department to Increase enrollment and retention within the ADT Department.
- Work with one (1) industry partner (employer) or work on one (1) Community Project each academic year.
- Create online courses and work to place entire program online.



Automotive Technology

What were the highlights of your Department/Program for 2019-2020?

- Acceptance of transportation division into the ACE program by Ford Motor Company.
- Two vehicles donations.
- The department RRR was conducted and the results indicate a solid assessment procedure.

What challenges did you face in 2019-2020?

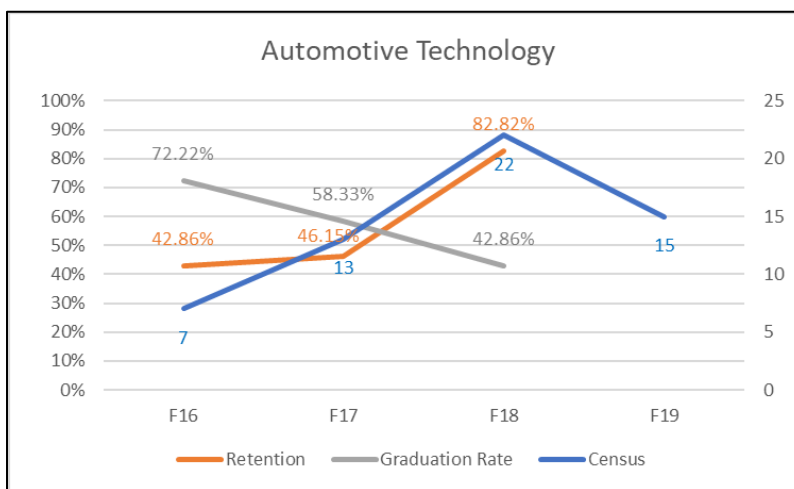
- COVID-19 provided challenges to get the students to the finish line in a very different way. Educational material was quickly adapted to the online environment with a high level of success.
- Challenged to find online materials that would be most useful to the students so they would be prepared to enter the workforce.

What were the lessons learned departmentally/program in 2019-2020?

- The strength of industry partnerships was proven as industry went over and above the program's needs to assist students in completing their degree.
- The dedication of faculty to the success of students was reinforced in the response to COVID-19. Department faculty step up and do whatever it takes when it comes to student success.
- Students, in general, responded very well to the changes in teaching methodology and were open to alternative methods of learning. The students were awesome.

Goals for 2020-2021

- Increase student retention.
- Develop more online lectures for automotive courses.
- Evaluate VMR courses to gauge student success across three disciplines: AUT, DTT, and HET.



Biomedical Equipment Technology

What were the highlights of your Department/Program for 2019-2020?

- Considerable progress in reformatting question banks and lab experiments.
- Creation of fully computerized lab for online delivery.

What challenges did you face in 2019-2020?

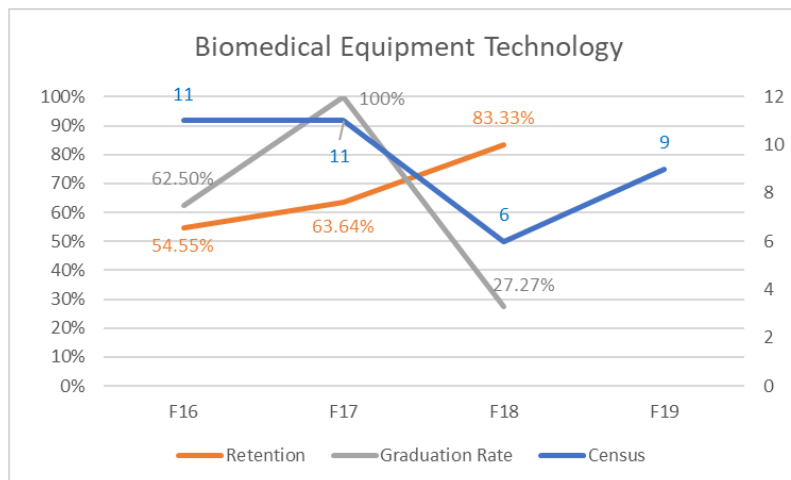
- Students did not increase their scores or abilities after changing to randomized questions for homework and exams. Rather than inspiring individualized work, the change resulted in overall lower scores.
- COVID-19 and transition to completely online format.

What were the lessons learned departmentally/program in 2019-2020?

- Instill independence and accountability in students during their first semester.
- Updated lab equipment is necessary to mirror industry.
- Administrative help is needed for the department to successfully fulfill both the student needs and administrative responsibilities.

Goals for 2020-2021

- Incorporate different instructional methods in classroom to improve students' retention.
- Raise scores on Capstone Exam in BET235.
- Increase biomedical professionals' participation in the program by hosting two guest speakers.
- Develop a method in D2L to separate out the statistics for scoring different categories of questions.
- Complete the revision of all remaining Freshman and Sophomore labs fill-in form style for Fall and Spring semesters



Building and Property Maintenance

What were the highlights of your Department/Program for 2019-2020?

- Johnson College welcomed BPM to its program offerings. The BPM program is a great addition to the college by serving to aid in the void of qualified maintenance workers.

What challenges did you face in 2019-2020?

- The BPM program began the year with two students and both withdrew from the course. The global pandemic also put a major strain on the campus and industry partners.

What were the lessons learned departmentally/program in 2019-2020?

- The program needs a lead instructor. Students feel more at ease when they can email or meet the person in charge of the department, without this they tend to be undecided and resort to withdrawing from the program.

Goals for 2020-2021

- Meet the 85% retention benchmark.
- Provide students with three live lab opportunities.
- Students will complete five repairs on campus during BPM 101/102.
- Attend three industry events to increase industry partnerships.

Carpentry and Cabinetmaking Technology

What were the highlights of your Department/Program for 2019-2020?

- Initial implementation of BTT 101/102 received positive feedback from students
- Work on SLHDA house was a great project for the students
- A high caliber of freshman students

What challenges did you face in 2019-2020?

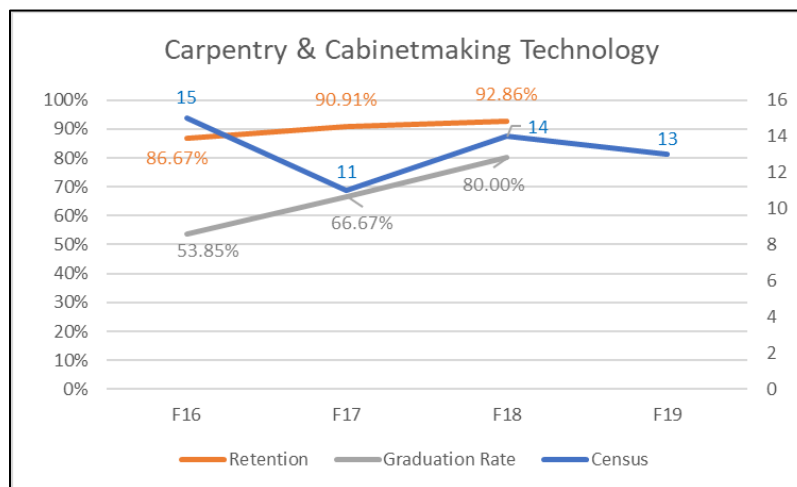
- COVID 19 - trying to put classes online and getting students to complete assignments.
- The hands-on learning aspect of the program was missing from half of the spring semester. The students did lectures online, but they came to Johnson for the hands-on learning.
- Low turnout for the 1x12 Challenge
- Cancelled the Annual Auction due to COVID-19

What were the lessons learned departmentally/program in 2019-2020?

- It is hard to find a good lab assistant without providing a set work schedule which offers a consistent number of hours
- Adjustments will be made to BTT 101/102 as it runs again. Each class has a different mix of ECM/HAC/CCM students, so each section should be taught a little differently.

Goals for 2020-2021

- Students will participate in 60 live lab hours during the year.
- Maintain 85% or higher retention rate.
- Students will build 40 auction pieces for the Annual Auction to benefit the Children's Advocacy Center.
- 80% of auction items will contain re-purposed material.



Computer Information Technology

What were the highlights of your Department/Program for 2019-2020?

- CIT students built the new placement exam in an electronic format to replace the ACCUPLACER placement exam.
- We were able to complete all labs and classes on time.

What challenges did you face in 2020-2021?

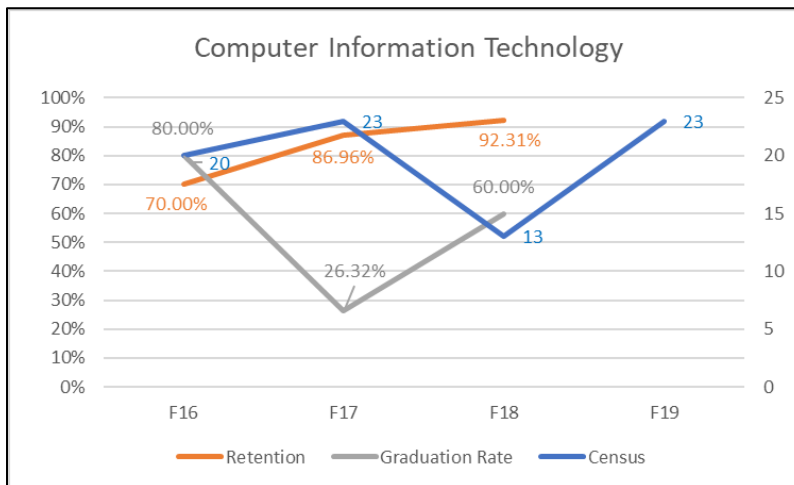
- The uncertainty that comes with COVID 19.

What were the lessons learned departmentally/program in 2019-2020?

- CIT students are capable of doing much higher-level work.
- We may not be able to give prospective students credit for TCP/IP from their NACTI scores. I will monitor this for one more year.

Goals for 2020-2021

- Incorporate C# into curriculum.
- Replace Advanced server with server 2019.
- Maintain 85% average retention rate.
- Increase placement rate of students to 80% within six months of graduation.
- Encourage students to enroll in the A+ class offered through Continuing Education.



Diesel Truck Technology/Diesel Preventative Maintenance Technology

What were the highlights of your Department/Program for 2019-2020?

- Students were very receptive to performing live work and documentation of work performed.

What challenges did you face in 2019-2020?

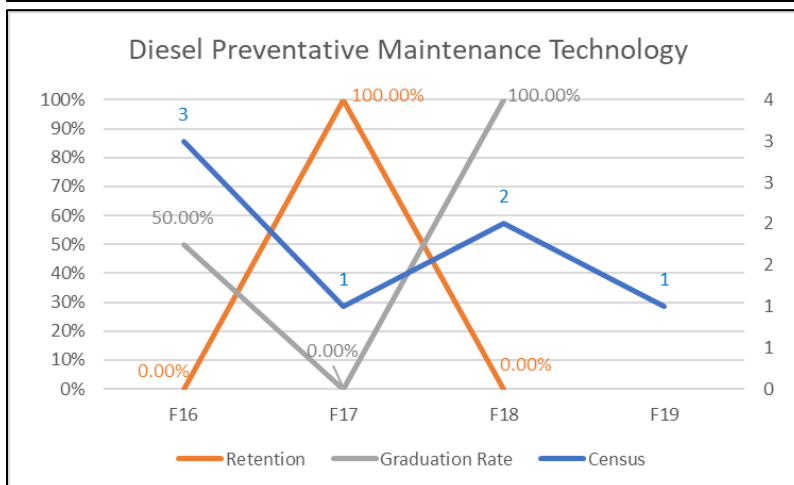
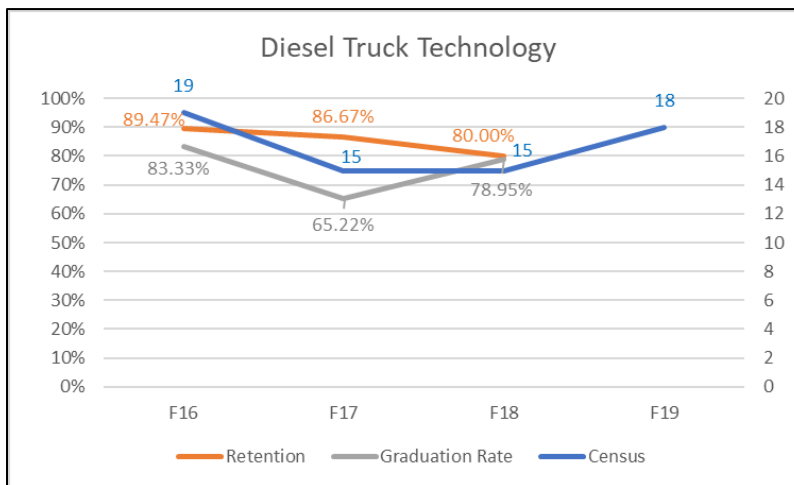
- COVID-19, putting classes online that are relevant to what they need to learn and hands on shortened in spring semester.

What were the lessons learned departmentally/program in 2019-2020?

- We need to be diligent to student needs such as offering classes in evening (which we do) because of students work and family commitment schedules.

Goals for 2020-2021

- Host five guest speakers.
- Incorporate Factory Certifications into the curriculum.
- Provide two field trip opportunities for students.



Electrical Construction and Maintenance Technology

What were the highlights of your Department/Program for 2019-2020?

- Implementation of the BTT interdisciplinary curriculum.
- Increased lab space.
- Working with SLHDA to provide students live lab experience at the project house.
- Student participation in Industry Immersion.

What challenges did you face in 2019-2020?

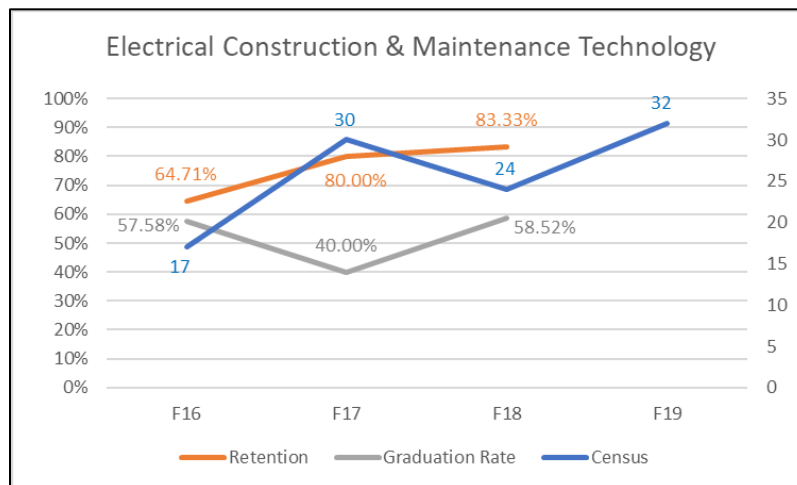
- Completing lab requirements off campus due to COVID-19.
- Moving courses online due to COVID-19.
- Turnover in the department including the Program Director and lab assistants.

What were the lessons learned departmentally/program in 2019-2020?

- Industry partnerships are critical to provide internship opportunities.
- Online instruction is a challenge for both the instructors and the students.

Goals for 2020-2021

- Provide three off-campus, live lab opportunities for students.
- Place 80% of second year students in an internship prior to graduation.
- Maintain an 80% retention rate.



Electronic Engineering Technology

What were the highlights of your Department/Program for 2019-2020?

- Increase in the number of incoming freshman.
- 83% persistence
- New PLC components for student training were purchased.

What challenges did you face in 2019-2020?

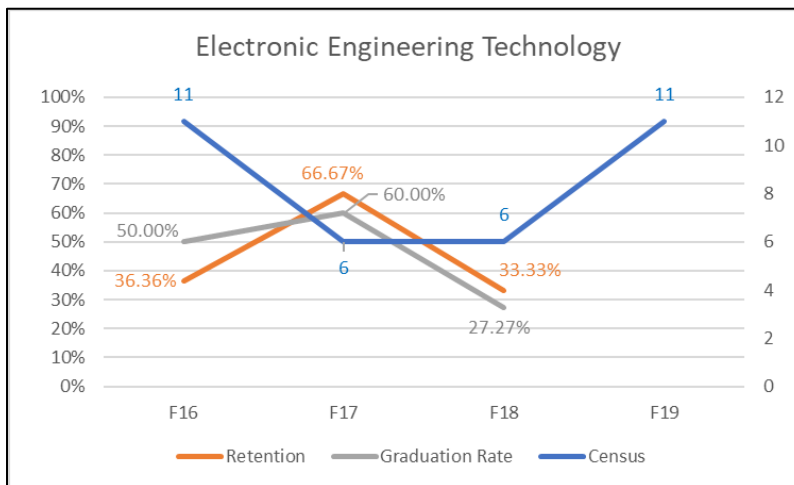
- Increased numbers of students in EET and AMT required new lab sections and additional equipment
- COVID-19 required rapid transformation of coursework from face-to-face to online
- Conversion of hands on labs to online was a big challenge. Some materials did not have a one to one equivalency.

What were the lessons learned departmentally/program in 2019-2020?

- Many of the materials used in the EET program can be converted to operate in an online format. Hybrid model would work well for this program.
- Adaptability is very important for programs in the current environment.

Goals for 2020-2021

- Test benchmark levels for Student Learning Outcomes
- Assign lab partners to foster greater mixing of ideas and cooperation
- Increase graduation rate to 75%.
- Enhance projects to include general education components to reinforce the general education student learning objectives.



General Education

What were the highlights of your Department/Program for 2019-2020?

- Creation of a new course, MAT 105
- Removal of Access from CPT
- Outreach to local high schools to create a new math curriculum for trade/technical track students
- Pilot of general education assessment test

What challenges did you face in 2019-2020?

- Scheduling the most courses out of all the programs with the least number of fulltime instructors.
- COVID-19 response led to all courses being taught online. Instructors were not fully trained, and all content was not ready for online delivery in the two-week turnaround required for implementation.

What were the lessons learned departmentally/program in 2019-2020?

- The scope of the General Education department is still vast, growing, and in need of support. Nearly 50 General Education courses needs more than 2 full time instructors with a combined course load of 9 sections per semester. Ideally, 2 more instructors capable of teaching Science/Math and Business courses would allow the General Education department to better meet the needs of Johnson College students.
- More training/exposure is needed to remote learning technologies.

Goals for 2020-2021

- Expose instructors to new technologies and uses for current infrastructure.
- Hire a full-time math and/or science instructor.
- Add one or two humanities or art courses.

Heating, Ventilation, and Air Conditioning Technology

What were the highlights of your Department/Program for 2019-2020?

- One of our Female student received multiple scholarships for her degree including a “Women in HVAC” scholarship.
- The addition of a second full time instructor made a very positive impact on the department, the end of course surveys directly reflected this.

What challenges did you face in 2019-2020?

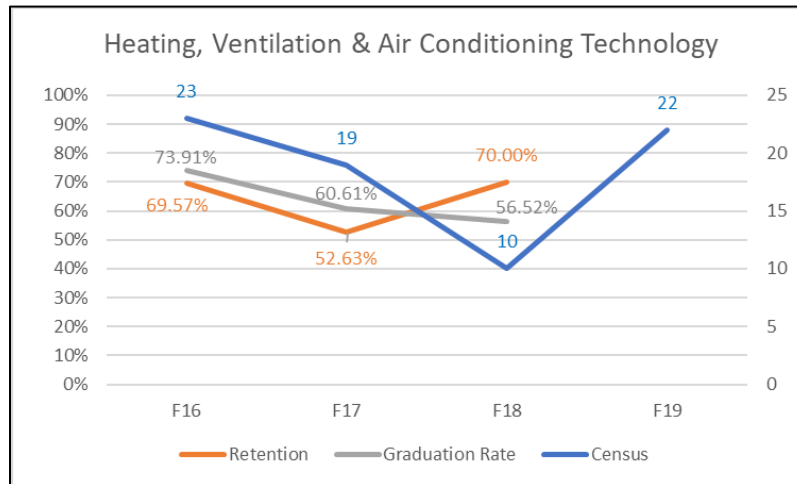
- The HVAC Department and campus community experienced its largest challenge of the COVID-19 pandemic. All classes were quickly shifted to online based learning.
- Finding off-site locations to complete required lab work after the shutdown.
- The HVAC Department still has several large items that need to be replaced. We will be working with finance and industry to come up with solutions on these.

What were the lessons learned departmentally/program in 2019-2020?

- Being prepared for a pandemic and not being allowed to operate on campus was the biggest lesson learned. We will have better action plans in the future if a similar scenario presents itself.
- Students truly benefit from experiencing live-work environments.

Goals for 2020-2021

- Meet 85% retention rate.
- Place 80% of eligible students into an internship.
- Provide five live lab experiences for students.
- Attend five industry events.



Heavy Equipment Technology

Goals for 2020-2021

- Earn program accreditation through the Associated Equipment Distributors Foundation (AEDF) by May 2021.
- Establish an 85% retention rate.
- Establish five new relationships with industry partners.

Logistics and Supply Chain Management

What were the highlights of your Department/Program for 2019-2020?

- The program was formally approved by the Pennsylvania Department of Education for online delivery.
- Online course development is in progress to make this program available as an online option.
- Established additional industry connections.

What challenges did you face in 2019-2020?

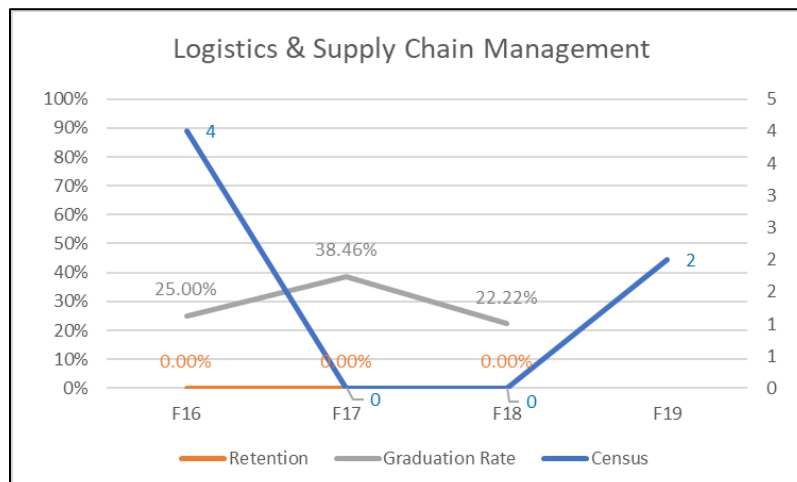
- COVID 19 presented great challenges to the program in 2019-2020. Several scheduled high school, industry, and vocational school visits were canceled due to the pandemic. This challenge placed a great burden on recruiting and promotion efforts.

What were the lessons learned departmentally/program in 2019-2020?

- Additional marketing/enrollment strategies may be needed to help raise awareness and increase the enrollment of the program.

Goals for 2020-2021

- Engage two secondary instructors on course collaboration.
- Engage one district and employer in OVR-PETS program.
- Invite a guest speaker to meet with logistics students and provide a lecture.
- Create an Industry Partnership to provide a live lab experience for the Warehousing course.



Physical Therapist Assistant

What were the highlights of your Department/Program for 2019-2020?

- Excellent teamwork between PD and ACCE to complete Self-Study in February 2020.
- All Second Year PTA students received CPR/AED/First Aid Adult and Pediatric training.
- Throop Senior Fair and Body Mechanics Workshop.
- Investigating the possibility to change full time clinicals from Fall to Summer position.
- Volunteering at Ryan's Run, Throop Senior Fair, wheelchair basketball, and SNF facilities.
- Increase in both interest and applicants for PTA program vs previous two years.
- Moses Taylor Foundation grant.

What challenges did you face in 2019-2020?

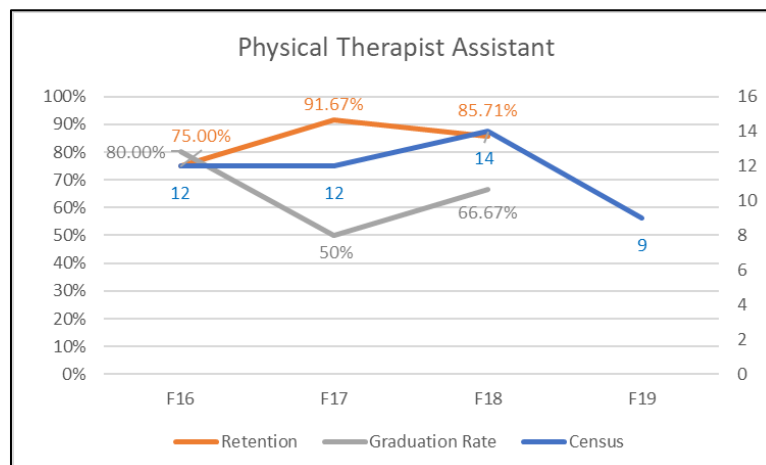
- Completion of self-study report with new program director.
- COVID-19 and the need for sudden transition to online learning.
- Turnover of PTA Administrative Coordinator.
- Lab courses were not completed on time as many skills need to be completed hands-on.
- Low NPTE pass rate for first time since inception of program, 5/9 = 56% pass rate.
- April NPTE exam cancelled pushing exam retakes to July.
- Effects of online learning on future clinical experiences and NPTE pass rates.
- Local competition from Lackawanna College is depleting local application pool.
- Abiding by CAPTE guidelines through stay-at-home orders.
- CAPTE re-accreditation site visit postponed to a virtual site visit in July.

What were the lessons learned departmentally/program in 2019-2020?

- Self-study process fostered a strong working relationship between the PD and ACCE.
- Unique 1+1 model program has the potential to draw applicants from outside the area.
- Anatomy & Physiology needs to be offered in a face-to-face environment.

Goals for 2020-2021

- Faculty will maintain current licensure in PA
- Faculty will continue professional competence related to teaching responsibilities.
- Faculty will use effective instructional methods during didactic, laboratory, and clinical courses.
- Annual review of curriculum by the Program Director, core faculty, and the PAC.
- Annual review of program resources by the Program Director, core faculty, and the PAC.



Radiologic Technology

What were the highlights of your Department/Program for 2019-2020?

- Highest persistence rate in seven years.
- Increase in applications and creation of a waitlist for the program.
- Improved relationships with clinical sites.
- The use of a professional tutor allowed for more remediation which helped in the persistence rate.
- Additions of wallboard and phantom knee allowed for more hands-on interaction with the energized labs translating to better preparedness for clinical settings.

What challenges did you face in 2019-2020?

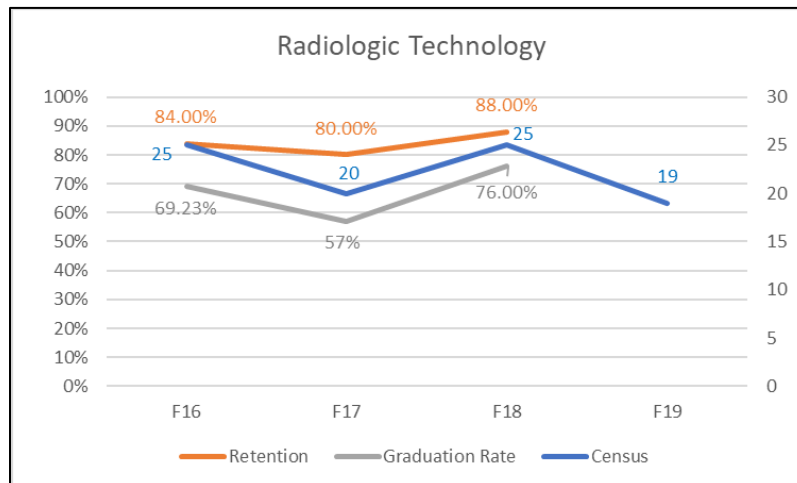
- Limitations at clinical sites due to COVID-19.
- Reduced time in the lab to practice skills.
- Struggles to meet mandatory competencies in a clinical setting due to lack of clinical hours and experience.
- The program will be having a site visit for the fall of 2020, which may be impacted by COVID-19 pandemic. This visit may have to take place as a virtual visit depending on the health situation.

What were the lessons learned departmentally/program in 2019-2020?

- Continue mentoring for each faculty member to reach their potential.
- Instructors need help developing lesson plans for labs.
- Redesign evaluation tools to better reflect the student's skills.

Goals for 2020-2021

- Develop new acceptance policies to obtain a more qualified student to improve retention/persistence.
- Improve the delivery of online coursework.
- Improve program effectiveness to increase board exam pass rates.



Veterinary Technology

What were the highlights of your Department/Program for 2019-2020?

- AVMA Full – Accreditation granted (6 years).
- Working toward a name change for the program to Veterinary Nursing.
- 2020 seniors scoring 10 points above the national average on the HESI Veterinary Technology prep exam.
- Obtaining a grant from the Spitz Foundation to utilize for the community project of providing reduced cost veterinary services for financially eligible participants.
- Securing an internship site with Washington State University.
- Converting patient records in the Animal Care Center to electronic medical records from paper form.

What challenges did you face in 2019-2020?

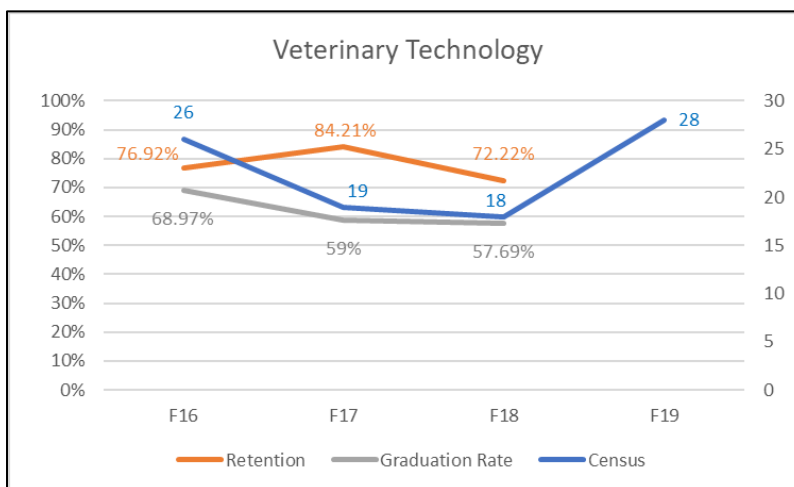
- COVID-19 was the most difficult challenge. Although our program does utilize D2L for most aspects of student communication and assessment, lack of technology was the biggest hurdle (i.e., cameras, computers, and remote access).
- Struggles with consistency of teaching methods among the instructors. Desire to make changes mid-semester is very challenging for the students as well as fellow instructors.

What were the lessons learned departmentally/program in 2019-2020?

- Consistency is key for the students learning environment. There will be no changes (unless human/animal safety is a concern) mid-semester. Meeting to discuss requested change with all instructors in agreement to move forward with the change at the start of a new semester/year.

Goals for 2020-2021

- Increase student engagement over intersession (winter 2020-21).
- Purchase & implement digital radiography to emulate industry practices.
- Host alumni and senior students as guest speakers to enhance the student experience.



Welding Technology

What were the highlights of your Department/Program for 2019-2020?

- Two students were hired by McGregor Iron which can lead to employment in the Iron Works Union after a 30-day trial period.

What challenges did you face in 2019-2020?

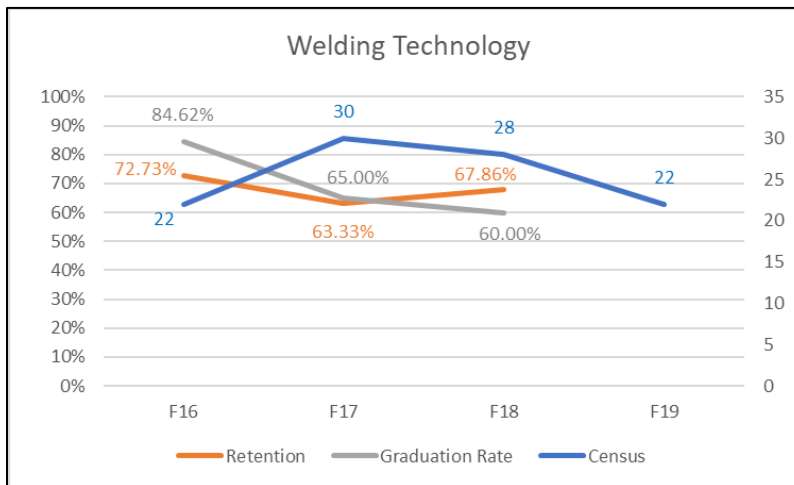
- Responding to COVID-19 by putting classes online.
- Getting students to complete assignments in the online environment.
- Students displayed a lack of interest in their courses when classes went online.

What were the lessons learned departmentally/program in 2019-2020?

- Welding students lose interest in school when they do not have the hands-on experience that keeps them engaged.

Goals for 2020-2021

- Format all lecture material for online delivery.



Appendix A

Key Performance Indicators for Institutional Objectives

Institutional Goal 1: Foster Academic Innovation & Excellence

Objective 1.1 - Position the College to achieve Middle States Accreditation by entering into Self Study before 2020

Measurement: MSCHE Feedback

September 2016	MSCHE site visit with recommendations
April 2017	ARR Submitted
September 2017	ARR Submitted
November 2017	Candidacy Status achieved
April 2018	ARR Submitted
November 2018	Invitation to Self-Study

Objective 1.2– Expand Distance Education opportunities

Measurement: Number of DE classes offered

2016-2017	7	BUS 101-DE, CPT 101-DE, ENG 211-H, ENT 101-DE, HMN 101-DE, MTR 100-DE, PSY 101-DE
2017-2018	Plus 4 = 11	ENG 101-H, PTA 220/295-H, MAT 101-DE, MAT 101L-DE
2018-2019	Plus 6 = 17	BIO 107-DE, BIO 108-DE, CSM 105-DE, MAT 201-DE, RAD 236-DE, SSS 101-DE
2019-2020	Plus 8 = 25	ART 110-DE, BIO 109-DE, BIO 110-DE, COM 211-DE, ENG 101-DE, PHY 101-DE, SCI 160-DE, VMR 251-DE

Based on course offerings scheduled in the SIS

Objective 1.3– Develop plan for program improvements

Measurement 1: Persistence and Retention Rates, Completions

	F to SP persistence	F to F retention	Degrees conferred July 1 - June 30	
2016-2017	84.28%	69.87%	160 - IPEDS all completors	
2017-2018	83.56%	75.56%	156 - IPEDS all completors	
2018-2019	89.05%	79.05%	164 - IPEDS all completors	
2019-2020	80.33%	67.62%*	169 – IPEDS all completors	*COVID-19 year

Objective 1.4– Enhance partnerships and put them to work for mutual benefit

Measurement 1: Increase PAC membership
 Measurement 2: Increase PAC membership turnover

	M1	M2	
2016-2017	154	--	
2017-2018	141	35%/41%	** % members removed from previous year/ % new members added
2018-2019	142	22%/29%	
2019-2020	164	14%/36%	includes 6 BPM - program start Fall 2019

Objective 1.5– Enhance student learning through experiential activities beyond the classroom

Measurement 1: Number of Live Labs
 Measurement 2: Increase the number of Student Internships

	M1	M2	
2016-2017	52	63	
2017-2018	54	65	
2018-2019	60	73	
2019-2020	363*	66	*precise explanation sent to faculty

Institutional Goal 2: Enhance Student Success

Objective 2.1– Restructure General Education

Measurement 1: Reduce number of 5-week grade notifications for General Education courses
 Measurement 2: Reduce number of General Education course drops

	M1	M2	
2016-2017	299	64	
2017-2018	305	54	
2018-2019	262	70	number of courses defined as General Education increased
2019-2020	294	52	5-week and 10-week changed to mid-term notices

Objective 2.2– Restructure Student Engagement programming to meet needs of majority of students

Measurement 1: Increase the variety of activities offered through Student Engagement

Measurement 2: Increase the number of participants at each Student Engagement event

	M1	M2
2016-2017	31	910
2017-2018	18	513
2018-2019	42	1376
2019-2020	47	1074

The College closed down in mid-March due to COVID-19

Objective 2.3– Enhance the College’s customer care philosophy

Increase satisfaction with student services as measured by the Spring Freshman survey

Measurement 1: Advising

Measurement 2: Career Services

Measurement 3: Financial Aid

Measurement 4: Registrar Office

	M1	M2	M3	M4
2016-2017	76.56% *	66.93%	61.42%	68.50%
2017-2018	87.23%	65.60%	-	-
2018-2019	89.52%	62.86%	71.43%	71.43%
2019-2020	91.14%*	86.67%	95.57%*	91.77%*

* prior to implementation of Advising Office

* due to COVID-19, response rate was about 19%

Institutional Goal 3: Promote Equity & Inclusion

Objective 3.1– Increase service to underserved students

Measurement 1: Increase ethnicity rates (% non-white population) as of Fall census

Measurement 2: Increase the number of students who are over 25 years of age (% over age 25) as of Fall census

	M1	M2
2016-2017	11.09%	17.25%
2017-2018	11.75%	16.70%
2018-2019	10.95%	22.86%
2019-2020	14.34%	21.31%

Objective 3.2– Remove barriers within the application process

Measurement 1: Decrease the number of student withdrawals from the College as measured from year of entry to following Fall

Measurement 2: Number of unique students enrolled in Developmental courses

	M1	M2	
2016-2017	72 - 31.17%	37	
2017-2018	48 - 21.33%	42	
2018-2019	34 - 16.19%	45	
2019-2020	65 – 33.20%*	49	*COVID-19 year

Objective 3.3– Foster a welcoming campus climate that promotes and celebrates diversity

Measurement 1: Freshman survey results Q2

Measurement 2: Increase the number of students who serve on the campus-wide Diversity and Inclusion Committee

	M1	M2
2016-2017	96.12%	--
2017-2018	96.10%	2
2018-2019	99.09%	2
2019-2020	98.60%	3

Objective 3.4– Engage alumni and current students to play a role in the inclusion of all students

Measurement 1: Seniors who have reach out to alumni to help plan for the future (Assessment Day - Program/Instruction Survey # 24).

Measurement 2: Participation in non-academic activities (from senior exit survey).

	M1	M2	
2016-2017	13	-	
2017-2018	7	31.33%	
2018-2019	7	27.27%	
2019-2020	15	19.61%*	*due to COVID-19, response rate was 11.38%

Institutional Goal 4: Ensure Stewardship & Growth of Resources

Objective 4.1– Focus on growth of resources that supports STEM education and academic innovation

Measurement: Balance Sheet

2016-2017	\$20,380,426
2017-2018	\$20,504,827
2018-2019	\$20,539,023
2019-2020	Lagging indicator until audit is finalized

Objective 4.2– Grow strategic investment in capital projects

Measurement: Capital Budget Expenditures

2016-2017	\$721,892
2017-2018	\$715,265
2018-2019	\$562,733
2019-2020	Lagging indicator until audit is finalized

Objective 4.3– Build fundraising capacity

Measurement: Annual Giving

2016-2017	\$215,090
2017-2018	\$266,409
2018-2019	\$259,572
2019-2020	Lagging indicator until audit is finalized

Objective 4.4– Increase overall enrollment

Measurement: Enrollment (Fall Census Total on Campus)

2016-2017	460
2017-2018	451
2018-2019	428
2019-2020	480

Objective 4.5– Align resource allocation with academic and AES unit plans

Measurement: Budget allocation per Institutional Goals

2016-2017	N/A
2017-2018	N/A
2018-2019	\$303,278.70
2019-2020	Lagging indicator until audit is finalized