

# Vision 2020 Strategic Plan Annual Report 2020-2021

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## Student Feedback 2020-2021

*"The instructors go above and beyond to help the students to make sure they succeed."*<sup>2</sup>



# 4.6

Overall rating out of 5.0 on satisfaction with course instructors.<sup>3</sup>

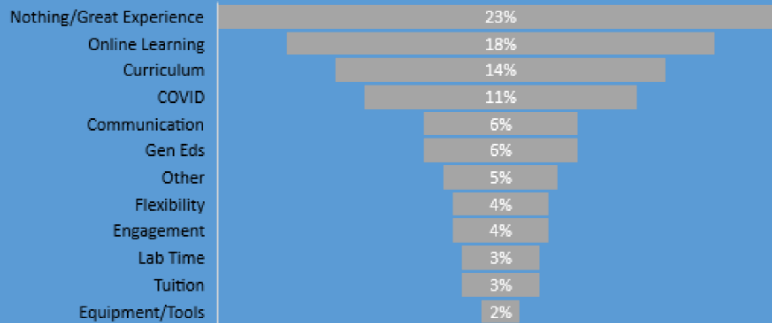
*"Johnson College has taught me to work hard, strive to do better, and apply my knowledge in the real world."*<sup>4</sup>

# 99.5%

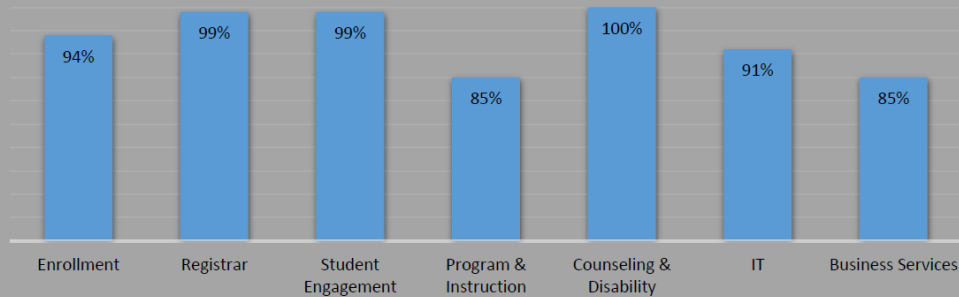
of freshman felt welcomed at Johnson College<sup>1</sup>

*"Loved how hands-on everything was, we were part of a crew, we were taught how stuff was run in the real world."*<sup>3</sup>

### "How could Johnson College have improved your experience?"<sup>4</sup>



### Student Satisfaction by Department <sup>2</sup>



1 – Fall 2020 Freshman Survey; 2 – 2021 Assessment Day – Program & Instruction Survey; 3 – Aggregated Spring 2021 Course Surveys; 4 – 2021 Senior General Education Assessment Survey

## Recommendations

We, the members of the Strategic Planning Committee, reviewed the following report on September 22, 2021. It is the consensus of the committee that Johnson College has made adequate progress toward the attainment of institutional goals. In the interest of continuous improvement, we make the following recommendations to the Board of Directors to guide their decision-making during the implementation and management of the *Innovation at Work* (2021-2026) strategic plan.

1. Allocate resources for retention and persistence initiatives for both students and employees.
2. Diversify Program Advisory Committee to represent all employment pathways.
3. Continue to build relationship with industry and community partners to open even more opportunities for experiential learning.
4. Grow opportunities for financial, physical, and technological sustainability.
5. Incorporate finding from the Middle States accreditation process.

### **2020-2021 Committee Members**

Barbara Byrne, **Chair**- Associate Vice President of Faculty

Laura Little, **Co-chair**, Director of Institutional Effectiveness

Shirley Helbing, **Co-chair**, Institutional Effectiveness Analyst

Dr. Katie Leonard, **Executive Liaison**- President & CEO

Jennifer Davis, **Board Liaison**- Board of Directors

Bill Burke, Vice President of Student and Academic Affairs

Kellyn Williams, Chief Academic Officer

Colleen Beavers, General Education Program Director

Jim Williams, Automotive Technology Instructor

Matt Cirba, Computer Information Technology Instructor

Rick Fornes, Electronic Engineering Technology Program Director

Heather De Fazio, PTA Program Director

Nolan Renz, Director of Student Engagement

Heather Buck, Assistant Director of Human Resources

Kristin Masci, Associate Director of Finance

Josh Shaver, Alumnus

Brandon Dougherty, Student

## Executive Summary

### *Middle States Commission on Higher Education*

On June 24, 2021, Middle States Commission on Higher Education (MSCHE) awarded full accreditation to Johnson College. The journey took eight years starting with *The Johnson College Board Directives: A Roadmap for the Future* issued by the Board of Directors in the summer of 2013. After initial application and Accreditation Readiness Reports (ARR), the College earned candidacy status in 2016. The College enhanced its assessment processes and focus on continuous improvement, addressing MSCHE concerns, and was approved for Self-Study in the spring of 2018. The entire College community engaged in a self-study process, which extended to 2-years due to the pandemic, involving staff, faculty, students, industry partners, board members, administration, and on-site and virtual visits from MSCHE evaluation teams.



As a MSCHE accredited institution, students, families, and employees are assured of the quality and rigor of the educational experience provided by Johnson College. Being accredited also ensures that students who qualify may receive more federal financial aid options and that credits will transfer to and from other regionally accredited institutions with more ease. Additionally, the MSCHE designation allows the use of a more streamlined process to add new programs and increases the ability to solicit funding and grant opportunities to better prepare students to become part of the nation's essential workforce.

### *Innovation at Work*

Johnson College engaged in a comprehensive and coordinated planning effort that involved both internal and external stakeholders. With an aggressive timeline of just six months, *Innovation at Work* was completed and formally approved by the Board of Directors on June 3, 2021. The planning process was collaborative and transparent and took a linear approach. The annual strategic close out, senior leadership recommendations, Middle States feedback, survey results, and Program Advisory Committee recommendations were all used to formulate the plan. In the end, over 2,000 points of data were used to identify institutional priorities and develop strategies to move the College forward. The plan focuses on student success through the use of historical strengths and fiscal responsibility by creating pathways for students to enter the workforce with well-rounded skillsets.

*Innovation at Work* is a dynamic plan developed to remain flexible within the rapidly changing local, regional, and global environments. It is a roadmap to guide decision-making for all areas on campus, focusing individual initiatives to align with institutional goals and objectives with a student-centered approach to success.

Annual assessment of the plan will occur from the bottom up. Academic program and AES Unit assessment will feed into the institutional assessment of the College's effectiveness at reaching its goals. Key Performance Indicators (KPIs) have been identified and will be tracked throughout the plan's five-year cycle to identify areas that need additional resources. To support the plan, the

budgeting process has been adjusted to align annual and multi-year budgets to support suitable resource allocation.

### **COVID-19**

The COVID-19 global pandemic is a challenge unlike any other. The ongoing crisis continues to affect operations at the College. Over the past year, the College reemerged from a complete shutdown to position itself for on-campus learning for the 2020-2021 academic year. 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.



In May, a survey was sent to the graduating class of 2020 to determine how they wanted to participate in Commencement. With more than half of students responding, 79.12% indicated that they wanted an off-campus event with their entire graduating class at which friends and family were welcome to attend. Commencement was held on August 4, 2020 at the Circle Drive-In, where 108 of the 164 graduates gathered for a socially distanced, live-streamed celebration. The event was so successful, the class of 2021 also celebrated Commencement at the venue.

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 to include 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 government's PPP program and the CARES Act to ensure operational costs were met, including the prorated refund of meal and housing fees to students. The Office of Online Learning offered Hybrid and Online Training (HOT) to all faculty over the summer and an upgrade to the learning management system was completed.

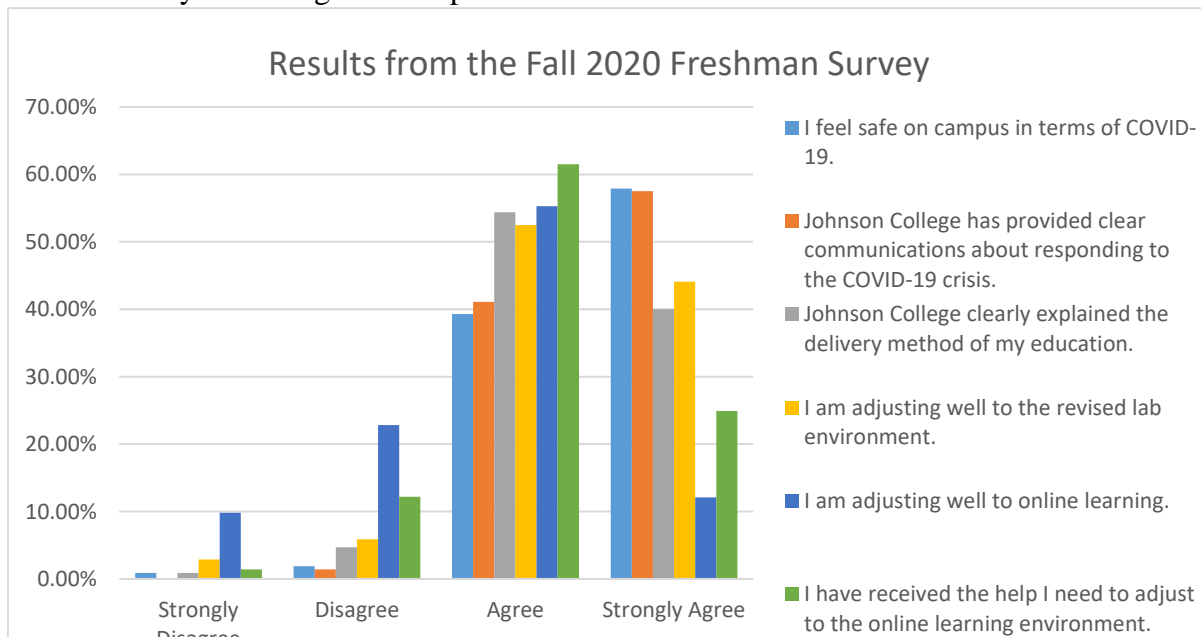
Planning for the fall 2020 semester at the Executive level was a collaborative and inclusive process with internal and external stakeholders. The President & CEO served on a local recovery task force brought together by the Greater Scranton Chamber of Commerce. The task force was made up of local elected officials, Chamber staff, community and business members, and a few other college presidents. Executive level leaders attended weekly calls hosted by the Association of Independent Colleges and Universities (AICUP). The Chief Academic Officer attended regularly scheduled calls with the Northeastern Pennsylvania Association of Colleges and Universities (NEPACU) to share ideas and collaborate with other local college presidents and academic leaders. Local health professionals were consulted regularly as the reopening plan was being developed. The College established a Reopening Task Force made up of administrators, faculty, staff, students, and industry partners. The task force reviewed the reopening plan and provided valuable input. The plan is posted to our website and was reviewed with all employees prior to returning to campus.

College administrators regularly walk the campus to ensure compliance of masking and social distancing guidelines.

Students and parents were invited to virtual Town Hall meetings to discuss the reopening plan in detail with the President & CEO and the Vice President of Student and Academic Affairs. The President & CEO also participated in welcome visits to freshmen students’ homes to answer questions about the fall semester and the hybrid-learning model. The President & CEO continues to provide weekly video updates to the community concerning COVID-19 and campus operations. These updates are posted in the learning management system and on the College’s website.

Johnson College welcomed students back in the fall for in-person classes while operating in a hybrid model. In this model, the College continued to deliver on the mission of providing students with “real-world, hands-on learning in a caring environment.” The hybrid model increased flexibility for students while prioritizing their safety and giving them the hands-on learning that they need to thrive in industry. General Education classes and program theory classes were delivered online. Labs and lab-related coursework are delivered in-person, in a safe manner, following CDC mask-wearing and social distancing guidelines, on campus, at industry lab locations, and at clinical experience settings. In some cases, simulation software and home lab kits are used. Industry partnerships continued to provide additional benefits to our students as they open their doors to help the College ensure a socially distanced experiential learning experience. To support student success in a hybrid environment, the College invested in TutorMe, a 24/7 online tutoring service provided free to all students. In-person tutoring was provided in the Resource Center as well. Ongoing training sessions for D2L, the learning management system, were available to students in person or virtually. Students had the ability to meet with any of the support

The Fall 2020 Freshman Survey was distributed during the fourth week of the fall semester and 69% of students responded. Their responses to COVID-19 questions reflect their overall satisfaction with the way Johnson College has prepared for their return to campus and their own resiliency in dealing with the pandemic.





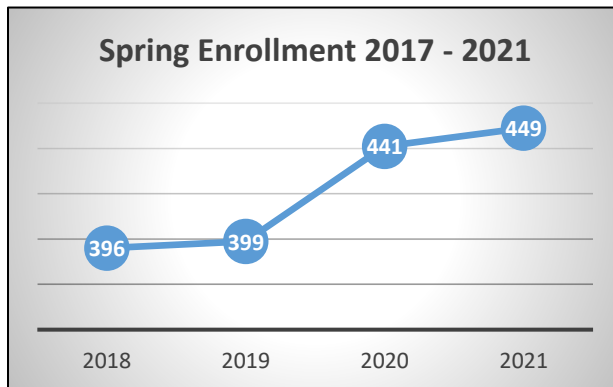
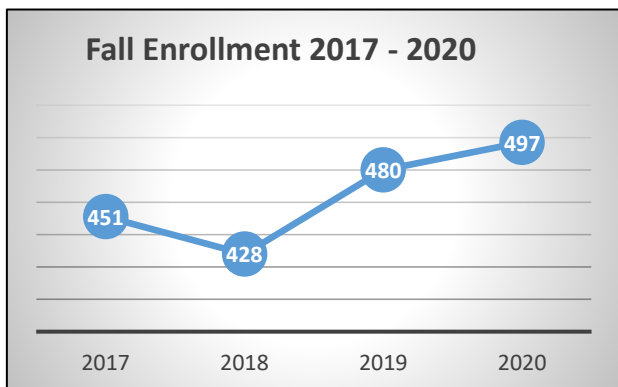
offices either in-person or virtually. The Network & Systems Administration department provided computers on-loan to any student who was not equipped to complete their coursework at home. Extended help desk hours were implemented, placing a priority on assisting students with their technical difficulties.

The College's COVID-19 response plan has been very effective in minimizing the health risks of the College community. As of December June 30, 2021, there had only been 28 reported positive cases of COVID-19 in the campus population.

### ***Enrollment***

The fall 2020 enrollment was considerably higher than expected. A total of 497 students were enrolled establishing a new record for the College. The increase in enrollment led to a reevaluation of the operating budget, results of which were presented to the Board of Directors' Operational Excellence Committee of the Board on Wednesday, September 23, 2020. The budget was increased to reflect enrollment and the Board of Directors approved the revised budget on November 19, 2020.

In spring 2021, the College welcomed 51 new students that led to a 2% increase in spring enrollment over the prior year.



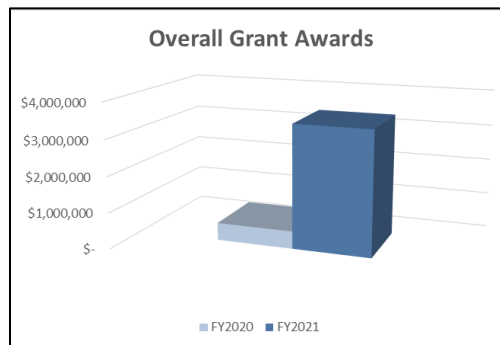
### ***Financial Updates***

As part of the COVID-19 response, Johnson College received \$559,569 in CARES Act grant funding from the Department of Education. Through this funding, emergency financial aid grants were available to students in the amount of \$750 for full-time students and \$350 for part-time students. Any student who was a U.S. citizen and eligible to receive Title IV federal financial aid was able to apply for the funding by attesting to the need for the grant for the purposes required by the law. As of June 30, 2021, 548 of the 650 eligible students received an Emergency Financial Aid Grant under Section 18004(a)(1) of the CARES Act, totaling \$317,970.

The CARES Act also provided funding for institutional support to cover expenses incurred as a result of COVID-19 such as renting lab spaces, maintenance equipment and cleaning supplies, lab simulation software, and laptops for instructors and staff members. The College also received

Commonwealth of PA Governor's Emergency Education Relief (GEER) Funds in the amount of \$63,795 to help support the College's response to COVID-19.

Grant activity and fundraising events continued to provide support for College programming. Nearly \$3 million was received in grant funding from local, state, and federal funding sources, including a \$490,381 grant from the USDA to create a tele-education program to provide higher education opportunities to students in rural school districts. Other grant-supported projects included the Careers in Care program featuring a customized RV used to bring information about the College's health care programs to regional community locations and a mobile laboratory to support off-campus training.



### *Academics*

Before the pandemic, the College was approved by the Pennsylvania Department of Education (PDE) to offer general education courses entirely online. In response to COVID-19 and the closing of the campus, the College applied for, and received, emergency approval to offer all coursework in an online format through December 20, 2020. To proactively plan for the spring 2021 semester, the College received approval from PDE and the Accrediting Commission of Career Schools and Colleges (ACCSC) to offer all lecture-based courses in an online format on a permanent basis.

To provide online delivery of courses long-term in select programs, the College submitted substantive change forms to PDE, ACCSC, and the Middle States Commission on Higher Education (MSCHE). PDE approved two programs to be fully delivered online: Logistics & Supply Chain Management and Architectural Drafting & Design Technology. The College also received approval from MSCHE to offer Logistics & Supply Chain Management fully online.

With the expansion of distance education, the Office of Online Learning Committee has recommended joining the State Authorization Reciprocity Agreement (SARA). SARA is an agreement among member states that establishes comparable national standards for interstate offerings of postsecondary distance education (<https://nc-sara.org/>).

The Physical Therapist Assistant program has been granted accreditation affirmation for ten years from the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Veterinary Technology program's 2020 graduates earned a 100% pass rate on the Veterinary Technology National Exam (VTNE). This score places the program's three-year pass rate at 94%.

The Radiologic Technology program's 2020 graduates earned a pass rate of 95% on the American Registry of Radiologic Technologist Radiography Exam. Our graduates surpassed the 2019 national pass rate average by 6%.

The Architectural Drafting & Design Technology program’s curriculum was once again certified by the American Design Drafting Association (ADDA) on August 28, 2020, marking the completion of the five-year review process.

### ***Technology Infrastructure***

The College formally approved the purchase of Jenzabar, an integrative and user-friendly student information system (SIS). Jenzabar will replace the current Blackbaud SIS that the College has outgrown. The new system will provide users a holistic view of students as data from all corners of the campus will now be housed in one system. Jenzabar also has a dynamic student outreach feature that will help Enrollment Services attract students and increase the ease of communication with prospective and current students. Initial steps toward the migration were completed during the 2020-2021 academic year and training on the system will occur throughout the 2021-2022 academic year. The tentative launch of the system will take place in July 2022.

The College invested in a two-factor security system to better protect stakeholder information in response to the COVID-19 remote working operational plan and a cyber-attack. The system provides for secure transfer of data and adds another line of defense against cyber threats.

The learning management system, Brightspace (commonly referred to as D2L), underwent a health check to identify areas in which the system could be better used to support students, faculty, and decision-makers. The internal hierarchy was rebuilt to allow for reporting at the division, department, and course levels. Additional features were released to foster student success including the Work-to-Do widget that notifies students of all their upcoming assignments across all of their classes. Intelligent Agents were created to notify advisors when students had not logged into their classrooms. Weekly grade reports were generated from D2L to identify students who fall below the benchmark of success. These students were then contacted by the Advising Center and the Resource Center to offer support. With the College's dedication to data-driven decisions, an analytic add-on (Brightspace Insights) will be purchased in 2021-2022 that will create dashboards to help identify students who are struggling academically. The dashboards can be used by faculty, advisors, and other key personnel to provide outreach and support to these students.



### ***Building for the Future***

Major changes to the campus landscape occurred during the 2020-2021 academic year, not the least of which was the demolition of Richmond Hall. The building was donated more than 100 years ago

by the William H. Richmond estate to create Orlando S. Johnson's dream of establishing a trade school where young people can be taught useful arts and trades. A new gateway building will replace the landmark and will house student support offices, classrooms, and lab areas. To prepare for the change, the dormitories were repurposed into administrative offices to temporarily house dislocated offices during the transition.

The Woolworth and Weaver buildings each underwent large reconstruction projects. Office and classroom spaces were reconfigured, windows were added to provide more natural light, and amenities were updated to meet student needs.

### *Conclusion*

Johnson College has excelled throughout this time of global crisis. Enrollment has grown, innovation abounds, and the increasing pool of industry partners continues to play a vital role in the success of the College and its students. Mask mandates were lifted in May 2021 to mark the return to a sense of normalcy. The College is ready to pivot to its contingency plan should COVID-19 reemerge.

This final annual closeout report for the Vision 2020 strategic plan marks the end of an era. Vision 2020 witnessed the demolition of the College's flagship building, the retirement of the Johnson College President & CEO Dr. Ann Pipinski who served the College for over 27 years, and a farewell to the Accrediting Commission of Career Schools and Colleges (ACCSC) which supported the College's growth and commitment to student success for 42 years. Each of these have served to form the culture of the College and their marks will not soon be forgotten. As the College moves forward, the foundation provided by its past will support continued growth and innovation well into the future.

## General Education Assessment

In 2019, the College launched a pilot of its new General Education Assessment survey. The survey replaced previous methods of assessing general education competencies that were more subjective and resulted in inconsistent and invalid data for decision-making. The new assessment was developed in collaboration with Program Directors. Questions were developed to reflect general education competencies as applied in each program with the expectation that graduating students would be able to answer the questions accurately but incoming freshman were not likely to know the answers. Questions from the General Education program were also included in all program surveys.

The fall 2019 cohort of students were given the survey in person in their classrooms during the third week of their first semester; 205 students participated. In spring 2021, 119 students of the same cohort were given the survey shortly before the graduation. Most of the surveys asked the same questions, but because the initial survey was a pilot, Program Directors had the opportunity to adjust some of the questions to better reflect student learning. When changes were made, it was not possible to determine progression of knowledge. This is shown by an “n/a” in the charts below.

Academic certificate programs (BPM and WTC) were not included in the assessment due to the limited number of general education coursework that is required in their programs. LOG students were also removed from the analysis due to the low number of students who participated (two in fall 2019 and one in spring 2021). Additionally, the ADT program was not included in the pilot analysis because zero students participated in the assessment as seniors. The lower rates of participation can be partially attributed to COVID-19 responses in that not all students were required to come to campus.

Initial results are very impressive. Overall, the students showed statistically significant progression of knowledge in six of the eight general education core competencies. The charts below break out the results by competency and by program. Statistical significance is identified with ‘p’ scores of less than 0.05 and are highlighted in blue. There were two areas that did not show progression in knowledge: Scientific Reasoning and Written Communication. After looking through the results, it was determined that the lack of progression might be due to the nature of the questions and the order in which they are presented in the survey more so than regression in knowledge. It was recommended that the surveys be reevaluated in these areas and revised accordingly for the incoming fall 2021 cohort of students. Members of the Office of Institutional Effectiveness will meet with Program Directors in the fall of 2021 to discuss the results.

Methodology, data, results, and reports can be found in the Assessment folder in the Shares drive under Program Assessment then General Education Surveys. As a side note, during the Middle States Commission on Higher Education site visit, members of the team remarked that the process was an innovative and interesting approach to general education assessment.

*Critical Thinking*

Program	Freshman	Seniors	Difference	p =
AMT	1.56	1.44	-0.11	0.603
AUT	1.47	1.63	0.16	0.510
BET	1.00	1.42	0.42	0.059
CCM	n/a	n/a	n/a	n/a
CIT	1.31	1.49	0.18	0.024
DTT	1.25	1.33	0.08	0.616
ECM	1.23	1.56	0.33	0.000
EET	1.04	1.63	0.58	0.077
HVAC	1.04	1.33	0.29	0.100
PTA	1.32	1.50	0.18	0.130
RAD	1.33	1.48	0.14	0.140
VET	1.14	1.47	0.33	0.019
Overall	1.23	1.49	0.26	0.000

*Information Literacy*

Program	Freshman	Seniors	Difference	p =
AMT	1.72	2.08	0.36	0.221
AUT	2.03	2.31	0.28	0.111
BET	1.25	1.69	0.44	0.047
CCM	1.73	1.81	0.08	0.559
CIT	1.62	1.62	0.00	0.986
DTT	1.63	1.50	-0.13	0.494
ECM	1.73	2.15	0.43	0.000
EET	1.97	2.08	0.11	0.499
HVAC	1.54	1.57	0.03	0.760
PTA	1.75	1.92	0.17	0.112
RAD	1.53	1.89	0.36	0.001
VET	1.88	1.89	0.01	0.890
Overall	1.71	1.89	0.18	0.000

*Equity & Inclusion*

Program	Freshman	Seniors	Difference	p =
AMT	2.81	2.58	-0.22	0.256
AUT	1.78	2.75	0.97	0.000
BET	2.44	3.31	0.87	0.071
CCM	n/a	n/a	n/a	n/a
CIT	2.05	2.35	0.30	0.093
DTT	2.47	2.50	0.03	0.862
ECM	2.75	2.95	0.20	0.051
EET	2.67	3.00	0.33	0.169
HVAC	2.25	2.73	0.48	0.076
PTA	2.78	3.00	0.22	0.169
RAD	2.68	3.54	0.85	0.000
VET	2.43	2.96	0.53	0.019
Overall	2.46	2.90	0.44	0.000

*Oral Communication*

Program	Freshman	Seniors	Difference	p =
AMT	1.83	2.17	0.33	0.249
AUT	1.87	2.19	0.32	0.096
BET	1.41	2.08	0.68	0.022
CCM	n/a	n/a	n/a	n/a
CIT	2.08	2.00	-0.08	0.693
DTT	1.80	2.04	0.24	0.128
ECM	1.29	2.29	1.00	0.000
EET	2.00	2.38	0.38	0.123
HVAC	1.46	2.27	0.81	0.001
PTA	2.08	2.38	0.29	0.058
RAD	1.66	2.39	0.73	0.000
VET	1.73	2.48	0.75	0.003
Overall	1.70	2.26	0.56	0.000

### Quantitative Reasoning

Program	Freshman	Seniors	Difference	p =
AMT	1.53	1.50	-0.03	0.910
AUT	1.60	1.75	0.15	0.176
BET	1.70	1.75	0.05	0.850
CCM	1.12	1.88	0.76	0.000
CIT	1.28	1.41	0.13	0.381
DTT	1.31	1.58	0.27	0.081
ECM	1.25	1.57	0.32	0.002
EET	0.94	1.08	0.14	0.670
HVAC	1.09	1.57	0.47	0.014
PTA	1.47	1.58	0.11	0.502
RAD	1.64	1.86	0.22	0.300
VET	0.69	1.56	0.87	0.000
Overall	1.28	1.54	0.25	0.000

### Technical Competency

Program	Freshman	Seniors	Difference	p =
AMT	1.85	1.56	-0.30	0.033
AUT	2.00	2.44	0.44	0.019
BET	1.41	1.75	0.34	0.134
CCM	1.46	1.56	0.10	0.328
CIT	1.58	1.64	0.06	0.667
DTT	1.59	1.83	0.24	0.124
ECM	5.52	7.35	1.83	0.000
EET	1.08	1.83	0.75	0.000
HVAC	1.44	1.55	0.11	0.535
PTA	1.56	1.71	0.15	0.138
RAD	1.67	1.93	0.26	0.001
VET	0.98	1.67	0.69	0.000
Overall	1.50	1.77	0.27	0.000

### Scientific Reasoning

Program	Freshman	Seniors	Difference	p =
AMT	1.89	2.00	0.11	0.588
AUT	1.53	1.63	0.10	0.458
BET	1.56	2.00	0.44	0.035
CCM	n/a	n/a	n/a	n/a
CIT	1.80	1.23	-0.57	0.036
DTT	1.54	1.56	0.01	0.908
ECM	1.35	1.69	0.34	0.029
EET	1.50	2.00	0.50	0.026
HVAC	1.46	1.50	0.04	0.832
PTA	1.54	1.25	-0.29	0.086
RAD	1.26	1.68	0.42	0.001
VET	1.41	1.78	0.37	0.036
Overall	1.51	1.57	0.07	0.244

### Written Communication

Program	Freshman	Seniors	Difference	p =
AMT	2.11	1.33	-0.78	0.264
AUT	1.51	1.67	0.16	0.619
BET	1.67	2.17	0.50	0.056
CCM	1.56	1.83	0.27	0.212
CIT	1.45	1.28	-0.17	0.403
DTT	1.38	1.83	0.46	0.138
ECM	1.86	1.77	-0.09	0.572
EET	1.19	1.42	0.22	0.710
HVAC	1.83	1.36	-0.47	0.062
PTA	1.89	1.92	0.03	0.928
RAD	1.68	1.75	0.07	0.721
VET	1.47	1.14	-0.33	0.073
Overall	1.64	1.60	-0.04	0.587



## Fall 2020 Entering Student Summary

252 total incoming students (representing 71 unique high schools)

IPEDS  
Ethnicity  
16%  
identify as  
non-white  
2019-14%

17 Dual  
Enrollment  
1 non-  
matriculating

Non-traditional  
19% age 25+  
Gender:  
77.78% Male  
22.22% Female

252 total  
incoming  
students

270 total entering  
student population  
+ 227 continuing  
students =  
497 total students  
on campus

### 17 Dual Enrollment Students

- 4 Abington Heights
- 1 Forest City
- 3 Honesdale
- 1 Home School
- 3 Lakeland
- 1 Old Forge
- 4 Riverside

### 27% Entering Student Transfer Population

#### Top Transfer Schools

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

### Entering Student Top Feeder Schools

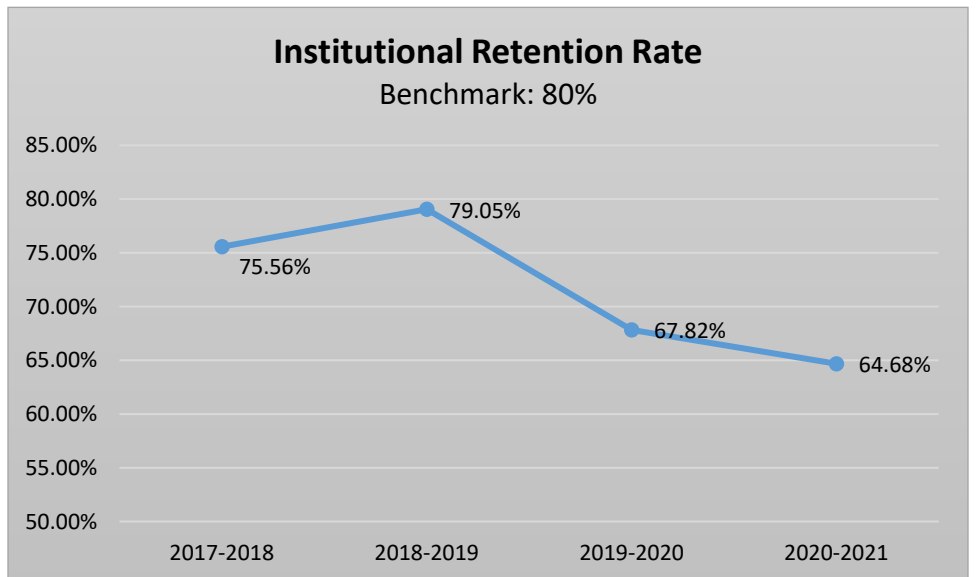
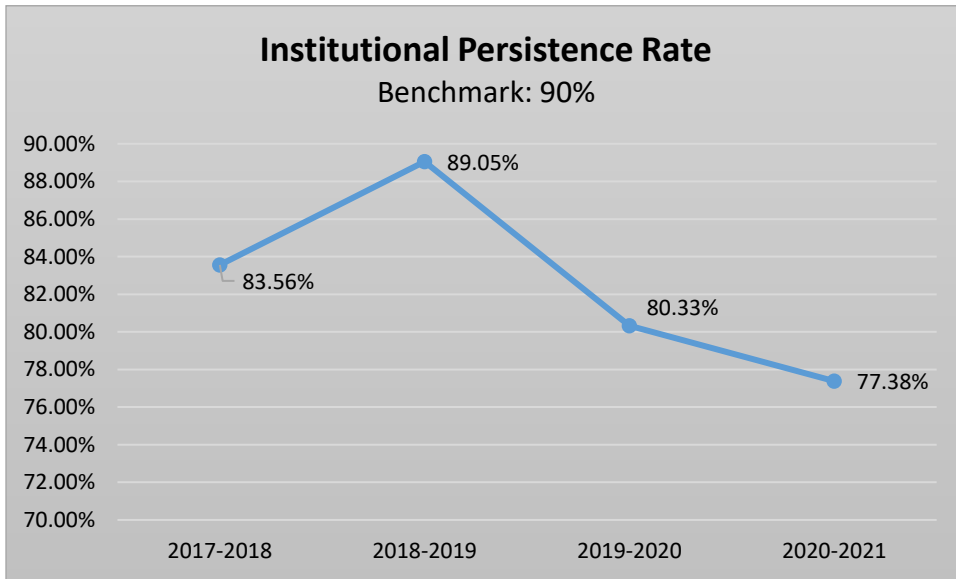
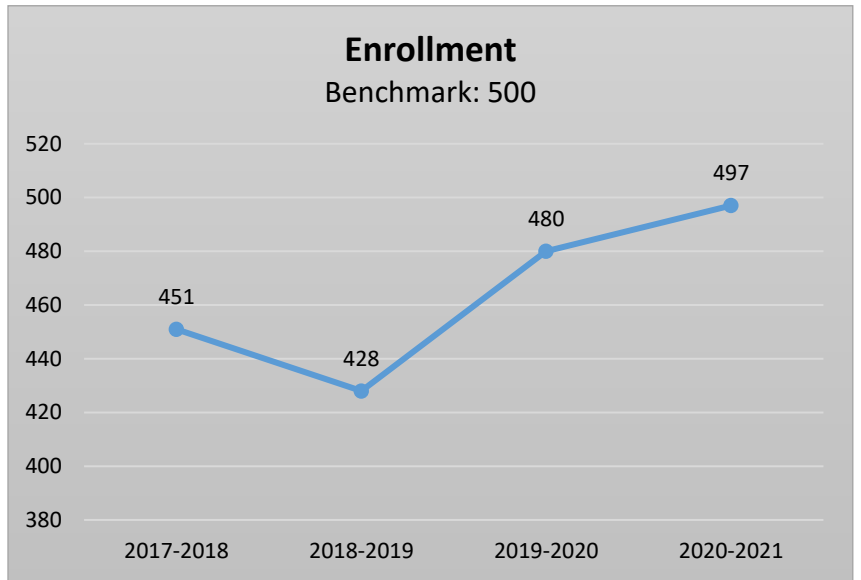
- Scranton High - 21
- Abington Heights - 18
- North Pocono - 14
- Mid Valley - 13
- Western Wayne - 13
- Valley View - 11

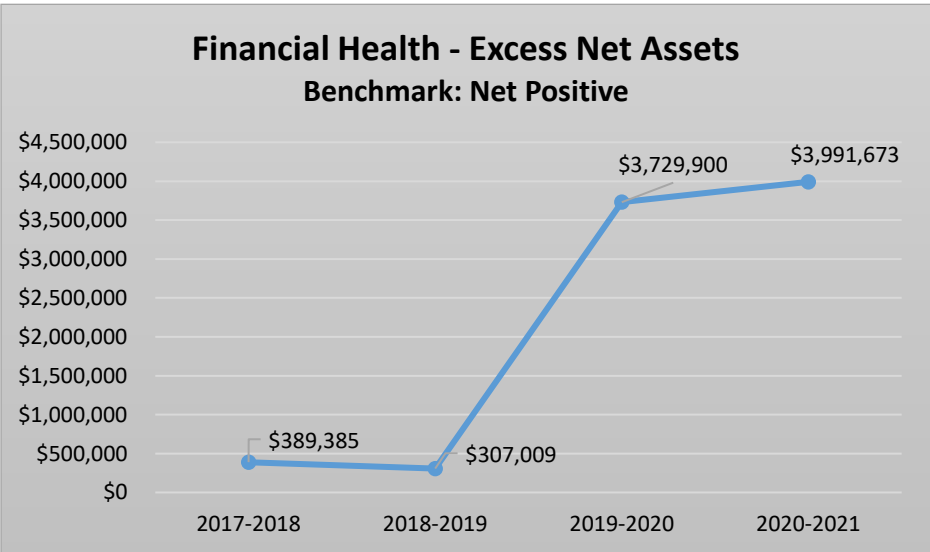
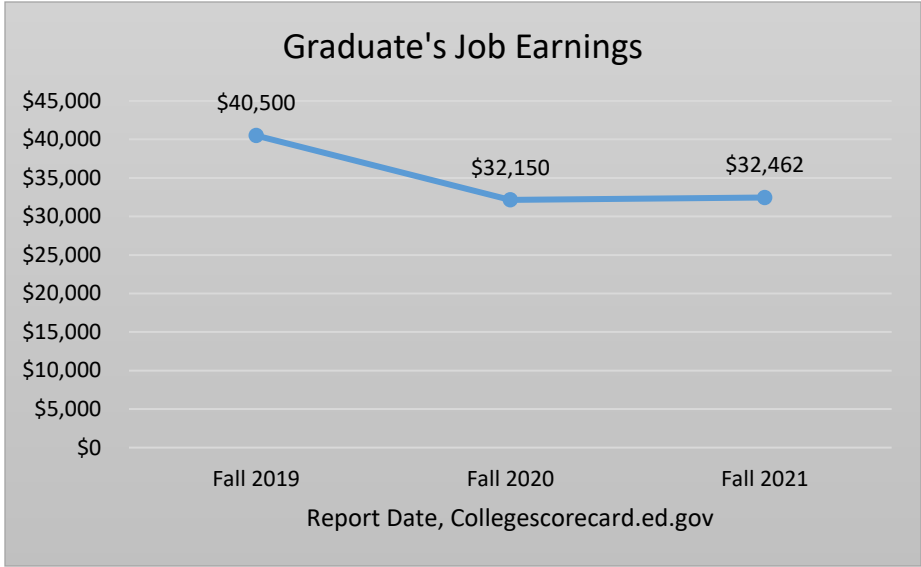
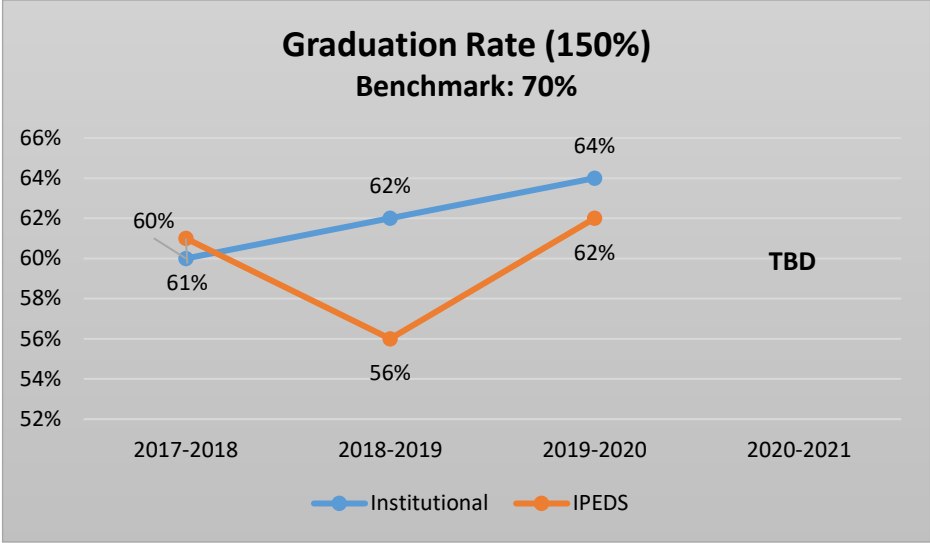
Source: National Student Clearinghouse



# Meeting Our Mission

## Performance KPIs

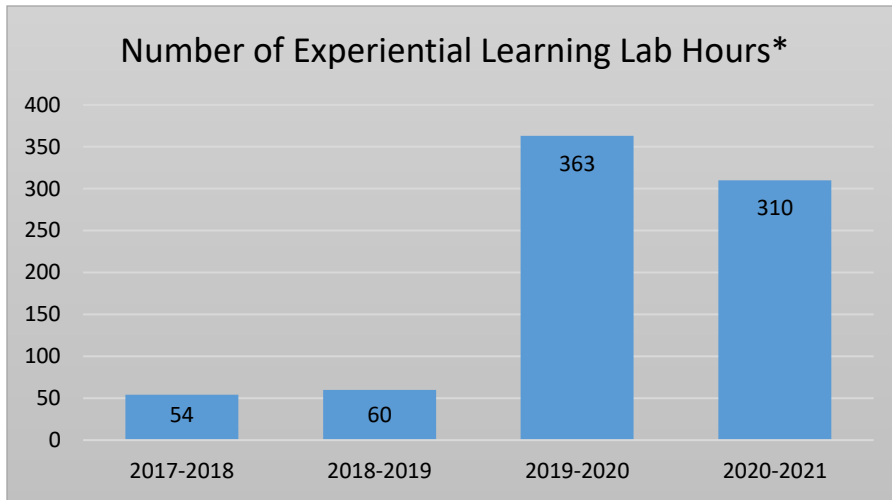




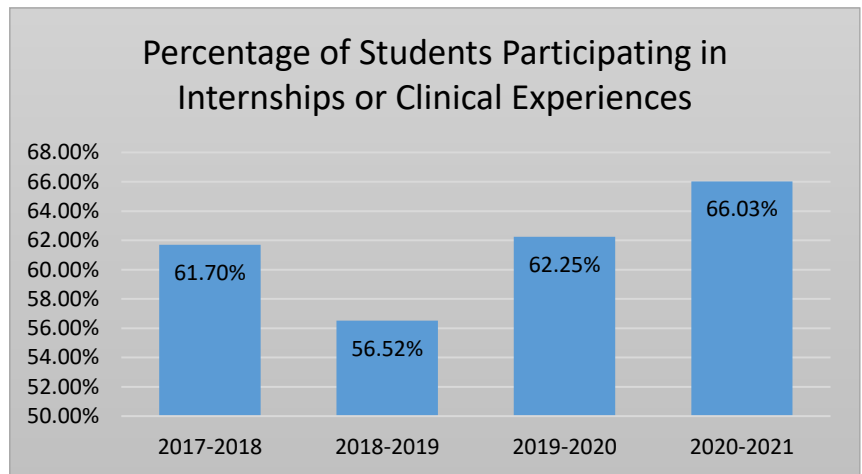
## Mission-Centric KPIs

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

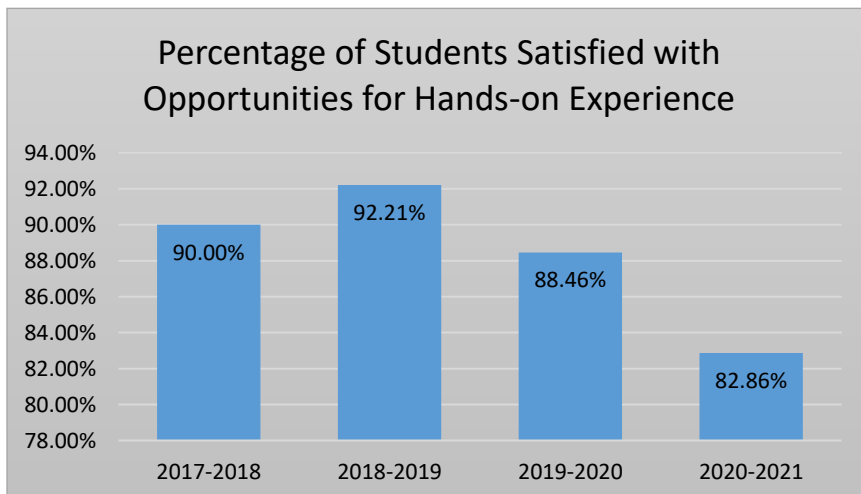
How we meet the mission ...



*Real-World*

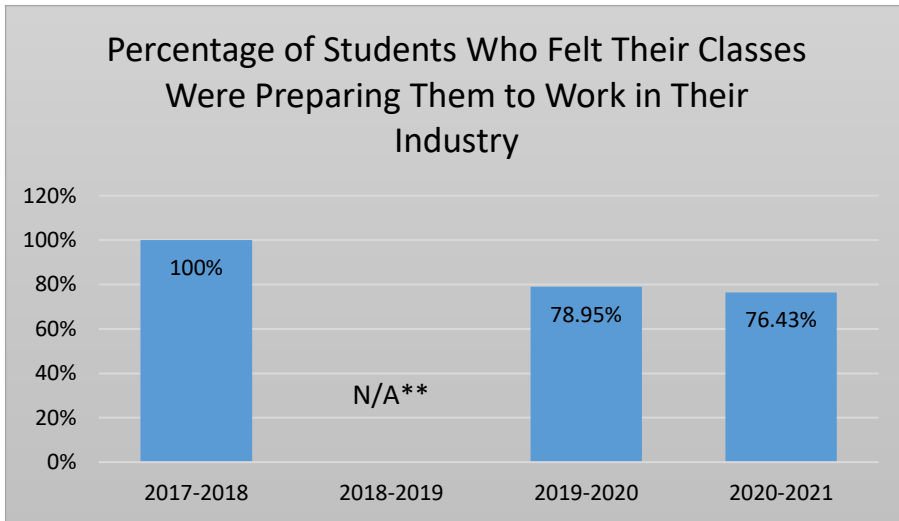
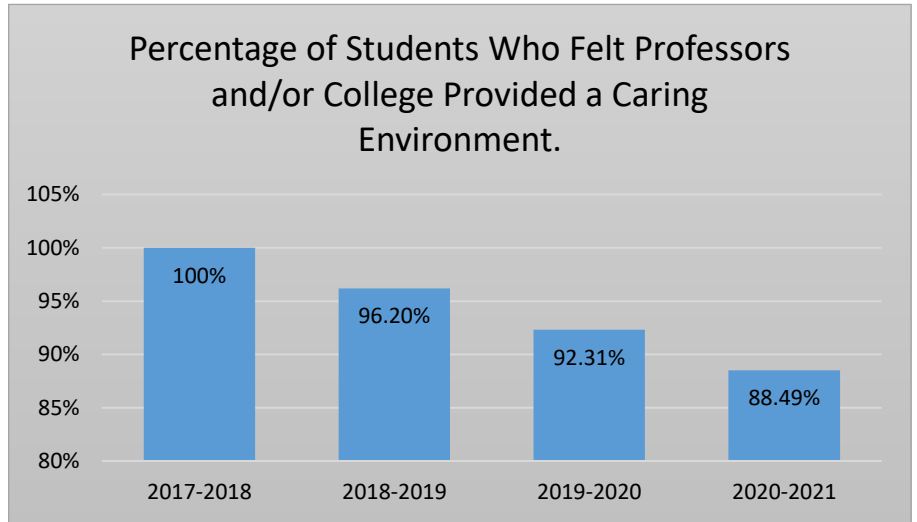


*Real-World*



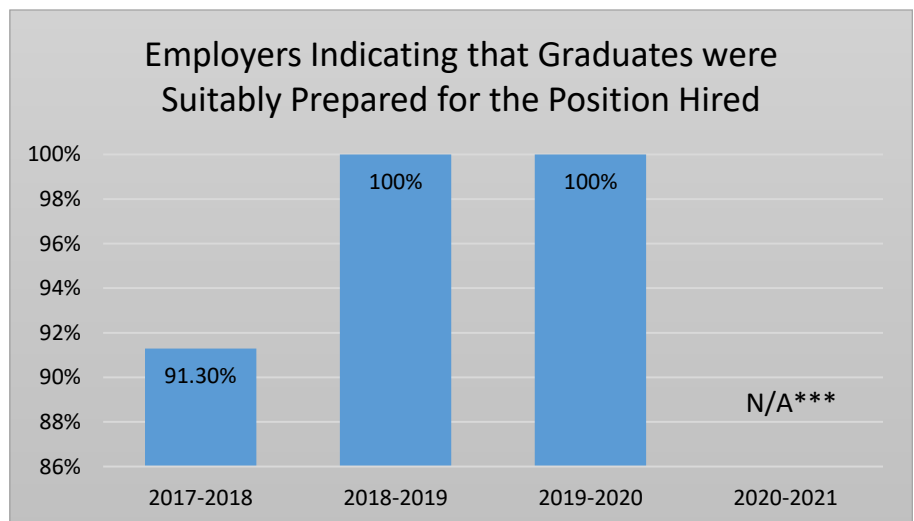
*Hands-on*

*Caring Environment*

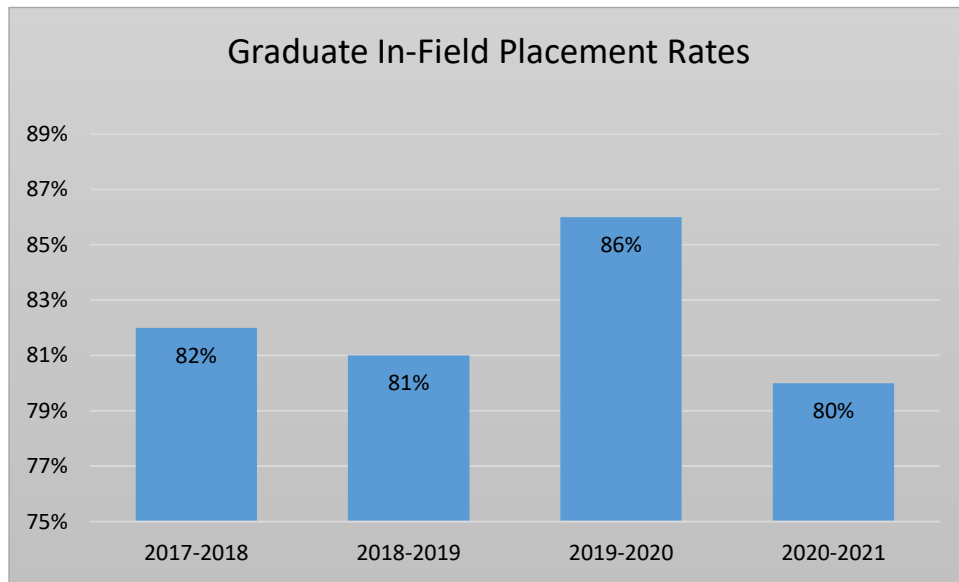


*Prepares Graduates*

*Prepares Graduates*



# Enter Into or Advance in their Careers



\* Method of calculating data changed.

\*\* Survey question was removed during 2018-2019.

\*\*\* Not yet available.

## Department Goal Summary

As the COVID-19 pandemic continued to rage throughout the academic year, goal attainment was hampered. Industry visits, Career Fairs, Open Houses, visits to high schools, lecture classes, experiential learning experiences, and more were affected in one way or another. Departments creatively adapted methods of operation to adjust to the challenges. Because of these unique circumstances, the 2020-2021 Strategic Plan Annual Report features an additional category of goal completion – Not Met-COVID - to capture those goals that could not be met due to the extenuating circumstances. Twenty-five of the 138 total goals (18%) fell into this category. Despite the external environment factors, the campus was able to meet 63% of the department level goals.

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources	Total
AES	21	22	10	22	75
Academic	32	17	6	8	63
Total	53	39	16	30	138
☑	32	22	12	21	87
<b>P</b>	7	4	1	3	15
❄	10	8	3	4	25
☒	4	5	0	2	11
% ☑	60%	56%	75%	70%	63%

☑ = Met

**P** = Partially Met

❄ = Not Met-COVID

☒ = Not Met

## Johnson College Department Goals for 2020-2021

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<i>Administrative, Academic, and Student Support (AES) Units</i>				
<b>Academics</b>				
Receive MSCHE Accreditation.	✓			
Expand Distance Education opportunities.	✓			
Develop a new plan to operate in 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.	✓			
<b>Advising</b>				
Positively impact registration of eligible students through each semester obtaining 85% Fall and Spring.		<b>P</b>		
Attend 3 campus events each semester to create connections with students.		✓		
Provide support to students with low or failing mid-term grades through tutoring (set baseline).		✓		
Research and attend training or workshop events focused on underserved population and/or cultural competency.			✓	
Directly advise 75% of the student population by the start of the registration period.				<b>P</b>
<b>Career Services</b>				
Attend 1-3 monthly off-campus events throughout the year.		❄		
Host 14 employers for industry visits on campus throughout the academic year.		✓		
Attend Career Weeks in SSS 101 in person or virtually.	✓			
75% of interns convert to employment after graduation.		✓		
60% placement rate at graduation.		✗		

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<b>College Advancement</b>				
Hold 2 virtual fundraising events.				☑
Work to achieve full NCURA style institutional standards for grant operations, policies, compliance and professional development.				☑
Develop a strategic plan for grant application submissions.				☑
<b>College Relations</b>				
To have all external communications go through College Relations prior to being released beyond campus.	<b>P</b>			
Development of a communications plan to increase college communications on social platforms: Increase engagement by 15% across Facebook & Instagram.	☒			
Create digital enrollment packets including Program Director videos for high school students to supplement in-person visits for the 2020-2021 academic year.				☑
<b>Continuing Education</b>				
Create training partnerships with local businesses and grow industry contact with 6-8 solid leads.				❄
Enroll and “graduate” 10-12 CE students in online courses.	<b>P</b>			
Create and implement annual/quarterly planning of review of 3-4 programs.		❄		
Meet more often with marketing department and generate a marketing plan.		<b>P</b>		



	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<b>Counseling &amp; Disability Services</b>				
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.			☑	
Develop and acquire three new resources for online student support.		<b>P</b>		
Increase campus participation on department initiatives by 10%.		❄		
<b>Enrollment Services</b>				
Increase new student enrollment by 7% over prior 3-year average of 279.				☑
Increase high school enrollment by 10% of prior year.				☑
Increase number of accepted students by 10%.				☒
Hold 5 on-campus or virtual events geared to non-traditional, minority, or under-served students averaging 10 attendees per event.			❄	
Increase dual enrollment by 10% (IFT, DE at Johnson, DE at high school).	☒			
Increase applications from prior year by 15% for minority (non-white) students.			☑	
Increase applications from prior year by 15% for non-traditional (age 25+) students.			☑	
<b>Facilities</b>				
Increase the number of people who utilize the <a href="mailto:facilities@johnson.edu">facilities@johnson.edu</a> email to report a problem on campus	☑			☑
Develop an inventory system for supplies			☑	
Implement online training through Betco with a goal of each department employee completing one module per month		❄		
Develop a monitoring procedure to track preventative maintenance and a replace/repair schedule of capital equipment.			<b>P</b>	

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<b>Faculty</b>				
Develop new evaluation process for full-time and adjunct faculty featuring feedback opportunities to pilot Spring 2021.	☑			
Create a Program Advisory Committee for the General Education program.		☑		
Develop a Faculty Pathway Plan from hire to retire.			<b>P</b>	
Join a community board to help open opportunities for industry immersion of the faculty and students.				☑
<b>Finance</b>				
Reduce the accounts that are sent to collections.		❄		
Create a document for possible new programs for their financial viability.				☑
Create reports that are generated on a monthly basis and provided to the CE department so discussions can be had a decisions made based on the financial results of programs running.				☑
<b>Financial Aid</b>				
To help enrollment goals by providing students with any FA information within two weeks of the student being accepted.				☑
Monitor financial aid trends and best practices as they relate to the Dept. of Education, Dept. 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).		Audit not ready		
Create a default prevention plan to keep the default rate under 15%. Begin new initiatives that involve other departments on campus and their ideas.	❄			

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<b>Human Resources</b>				
Create an internal training program for staff and faculty.				❄️
Set the foundation for a campus-wide diversity plan to align with the College mission and vision by defining diversity for Johnson College; establishing mission and goals for the Diversity & Inclusion Committee.			☑️	
Develop and implement a new COVID-19 operating plan to allow the College to maintain essential functionality for faculty including adjunct faculty and lab assistants through a hybrid work schedule of remote lecture and experiential learnings and aligning staffing needs to match the new operating plan to best serve students.				☑️
<b>Industry</b>				
To provide a mechanism to funnel industry information by reconfiguring the Department of Industry to encompass Career Services and Continuing Education.	☑️			
Bring an industry perspective to the new building construction on campus by Incorporating technology and flex space needed to plan for existing and future programming.				☑️
Expand opportunities for industry training to create new industry partnerships; obtain J-Standard certification for coursework in electronics/soldering and cable/harness.		☑️		
<b>Institutional Effectiveness</b>				
Increase Assessment Day response rate to 42%.		❄️		
Identify student knowledge gaps in core general education areas through 2nd pilot of General Education Assessment Survey.		☑️		
Offer three (3) Assessment trainings/workshops per semester to foster a culture of assessment (individual program / unit outreach sessions replaced workshop sessions).	☑️			
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.	☑️			

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<b>Network &amp; Systems Administration</b>				
Replace current Student Information Systems software with selected vendor software. <i>Phase I:</i> Select vendor and sign contract.	☑			
Review campus camera system and supply recommendations for additional coverage to ensure safety of students, faculty and staff.				☑
Align college servers for better security and redundancy.				☑
Enhance plan for offsite campus working and instruction in response to COVID-19.	☑			
<b>Office of Online Learning</b>				
Rebuild the LMS to allow integrated assessment & data reporting – Phase I - health assessment check with D2L.				☑
Reassess the departments need post-pandemic and in light of full MSCHE accreditation.	☑			
Join National Council for State Authorization Reciprocity Agreements (NC-SARA) to expand our distance education opportunities out of state.	<b>P</b>			
Enhance student virtual learning through training 10 faculty on HOT II (8 trained) and all faculty on HOT I (met).	<b>P</b>			
<b>Registrar's Office</b>				
Create a user friendly webpage for students that focuses on 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.		☑		

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<b>Resource Center</b>				
Collaborate with local academic institutions/ Johnson College Alumni to offer program area tutoring in 2 of the 3 health science programs.		☑		
Deliver the content of “Information Literacy” to five program areas by the end of spring 2021-completed 4/5.	<b>P</b>			
Visit 10 programs during 2020-2021 academic year to deliver Industry Ready Resume Workshops.			☑	
<b>Student Engagement</b>				
Create a new framework for programming that establishes benchmarks for a variety of student programming efforts.	☑			
Adapt Student Engagement efforts to account for new remote environment. Develop 3 new ways to engage and meet students’ needs in the remote environment using technology and other resources.		☑		
Continuously evaluate and improve communication channels to students. Achieve an open rate of 30% for the JC Buzz.		☒		
<b>Academic Programs</b>				
<b>Advanced Manufacturing Technology</b>				
Increase sustainability within the program operation by increasing student usage of recycled materials for the 3-D printing process by 20%.	<b>P</b>			
Increase outreach to local schools to aid in the understanding of contemporary manufacturing technologies. Visit 3 local schools and/or host 1 campus event. (Virtual visits may be required due to COVID-19 restrictions).				☑
Increase student success through the increase of instructor effectiveness. Program instructors will attend 3 cross-training events.	☑			
Update and diversify robotics education in the program by adding one new type of kinematic system into Woolworth 102 lab by June 30, 2021.	☑			

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<b>Architectural Drafting &amp; Design Technology</b>				
Incorporate 3D Printing into curriculum for use in community projects and also for Architectural Based projects until COVID-19 hit.				❄️
Approval for ADT's first on line classes.			✅	
Successful Completion of a Community Project - Complete the Contract Drawings for an apartment building on North Main Avenue in Scranton in coordination with Scranton Lackawanna Human Development Agency.			✅	
<b>Automotive Technology</b>				
Increase student retention - Purchase and implement Electude software to ensure student participation and engagement in the learning process.	✅			
Evaluate VMR interdisciplinary courses to gauge student success and satisfaction - Receive an average result of 4.5 out of 5 on the question "I feel confident in my knowledge of the course content" in all VMR courses.		✅		
Evaluate student needs for internships - Fully develop AUT 269/270 as an alternative to accommodate students whose funding restrictions that limit their ability to participate in internships.		N/A No students opted for the internship		
Evaluate the efficacy of VMR 253 Certifications for Automotive and Diesel Technicians.	✅			
<b>Biomedical Equipment Technology</b>				
Increase student satisfaction with internships by improving trouble-shooting capabilities. (No students participated in a Focus Group meant to gather input).	❌			
Organize and develop contract training agreements with locations to provide internships for students, to include a mechanism for renewal.	P			
Increase participation of biomedical professionals.	❄️			
Respond to earlier student survey concerns that lab formats were inconsistent - Complete the revision of freshman lab assignments from paper to electronic format by June 30, 2021.		✅		

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<b>Carpentry &amp; Cabinetmaking Technology</b>				
Increase exposure to experiential learning environments. Students will participate in 60 experiential learning hours during the academic year.	❄️			
Meet college retention standards - maintain 85% or higher retention rate.		❄️		
Students will work together to develop products to sell at the auction to benefit the Children's Advocacy Center - students will build 40 pieces for the auction.			✅	
Provide flexible options for students - one student to participate in the newly offered, elective internship.	❌			
Increase consistency of pedagogy within the program - hire a second tier full-time instructor.		❌		
<b>Computer Information Technology</b>				
Redesign the CIT program curriculum so that students will be able to work to earn A+ and/or AWS badges and certifications.	✅			
Add cloud based classes to the CIT curriculum; develop Cisco Packet filter labs into other classes and Internet Of Things class for CIT 183/184.	✅			
Add 5 new internship opportunities in the interest of increasing placement opportunities for graduates.	❄️			
<b>Diesel Truck Technology</b>				
Provide 5 experiential learning experiences for students.	❄️			
Incorporate industry certification opportunities into the curriculum – Isuzu and Freightliner.	✅			
Host 5 guest speakers from industry – 3 speakers to classes and 2 Career Fair visitors.		✅		
<b>Electrical Construction &amp; Maintenance Technology</b>				
Students will participate in 60 experiential learning hours during the academic year.	✅			
Place 80% of second-year students in an internship prior to graduation.		✅		
Meet the College's retention goal of 80%.		✅		

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<b>Electronic Engineering Technology</b>				
Increase program effectiveness to support student completion by evaluating targeted Student Learning Outcomes to determine if the measurement tool and benchmark correlate to student success.		☑		
Develop a task/skills list that parallels entry level requirements in the work environment.			☑	
Enhance projects to include general education components to reinforce the general education student learning objectives and soft skills – Year 1 critical thinking and problem solving.	☑			
<b>General Education</b>				
Increase instructor use of technology in the classroom by exposing instructors to new technologies and uses for current infrastructure.	❄			
Add a FTE Math and/or Science instructor.		☑		
Add 1-2 Humanities and/or Art courses.	❄			
<b>Heavy Equipment Technology</b>				
Submit application for programmatic accreditation and align Associated Equipment Distributors Foundation (AEDF) standards with course curriculum.	☑			
Provide workforce solutions for Wayne County industry by establishing an apprenticeship relationship with Wayne County.		<b>P</b>		
Establish three new relationships with industry partners.				❄



	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<b>Heating Ventilation &amp; Air Conditioning Technology</b>				
Provide 5 experiential learning experiences for the students.	☑			
Meet college retention standards - maintain 85% or higher retention rate.		☒		
Attend 5 industry events in an effort to increase industry partnerships.			☑	
Increase student internships within HVAC Place 80% of eligible students in an internship – 18/19.	☑			
<b>Logistics &amp; Supply Chain Management</b>				
Enhance partnerships for mutual benefit - engage two secondary instructors on course collaboration.	❄			
Increase service to underserved students - engage one district and employer in OVR-Pre-Employment Transition Program for Warehouse Associate.	☑			
Provide students with “real world” knowledge of the logistics workplace - invite a guest speaker to meet with logistics students and provide a lecture.		❄		
Increase enrollment - The program to date has started a PETS-OVR Program to help enrollment, mailed a letter to all high school business instructors and local business.				☑
<b>Physical Therapist Assistant</b>				
100% of faculty will maintain current licensure in PA.	☑			
Faculty will continue professional competence related to teaching responsibilities.	☑			
Faculty will utilize effective instructional methods during didactic, laboratory, and clinical courses as measured by instructor observation form and student course / instructor evaluations.	☑			
Annual review of curriculum by the Program Director, core faculty, and PAC for alignment with requirements and trends.	☑			
Annual review of program resources by the Program Director, core faculty, and the PAC to ensure it meets the needs of the program.	☑			

	Foster Academic Innovation & Excellence	Enhance Student Success	Promote Equity & Inclusion	Ensure Stewardship & Growth of Resources
<b>Radiologic Technology</b>				
Respond to JRCERT request for self-study for an 8-year reaccreditation; submit to JRCERT by September 2020, host site visit in August 2021.	✓			
Keep students on track to complete clinical competencies to allow for on-time graduation, provided that clinical sites remain open to students during the COVID-19 crisis.		✓		
Work with Enrollment Services to develop new acceptance policies and rubric for student selection due to an increase in program applications.		✓		
Increase professional development opportunities for faculty to enhance pedagogy in online teaching to at least two opportunities per year.				✓
Increase AART board scores - Improve program effectiveness based on the JRCERT rubric.				✗
<b>Veterinary Technology</b>				
Increase student engagement over intersession (winter 2020-21). Students will complete five (5) At Dove videos & certifications over the winter break.		✗		
JC VT alumni participate as guest speakers or senior students guest speak in freshmen course.			❄	
Purchase & implement digital radiography to emulate industry practices.				✗
<b>Welding Technology</b>				
Develop an Associate Degree in Welding Technology - Attend training for Nondestructive Testing.	❄			
Develop an Associate Degree in Welding Technology - Submit applications for approval to PDE, ACCSC, and MSCHE.				<b>P</b>

*Note: The following is a summary of each Academic Program and AES Unit for 2020-2021. Full assessment documents are located in the Shares drive under Assessment.*

## **Administrative, Educational, and Student Support (AES) Units**

### **Student-Facing Units**

Student-facing AES Units at Johnson College include the Advising Center, Career Services, Counseling & Disability Services, Financial Aid, the Registrar's Office, the Resource Center, and Student Engagement. In response to COVID-19 challenges, AES units found creative ways to meet the needs of students including virtual meetings and alternative orientation experiences. The extra work involved in providing all services remotely tested the character and strength of the AES teams, as most of them were downsized at the onset of the pandemic, but the resilience of Johnson College employees shown through. In many cases goals were met in unique ways, although the COVID-19 impact was also evidenced in partially met or deferred goals.

#### **The Advising Center**

The Student Advising Center experienced staffing changes with one resignation and the addition of two new advisors, which grew the department to three. The most recent Periodic Review effectively made the case for the need for three advisors to improve the 218:1 student to advisor ratio. More than 230 students were advised and registered in the spring for the Fall 2021 semester, the highest number ever. Advisors believe the department is operating more effectively, as the increased staffing resulted in spreading out advising assignments and allowing each advisor to spend more time per student in each program. The three advisors are now located in the Student Engagement Office, providing one central location for the service. Moffat Student Center is proving to be a good location for Advising because of its close proximity to the Resource Center, Career Services, and the café. The one weakness is the lack of privacy.

The department is also starting to go paperless. Advising sheets are now sent to students electronically and paper copies are available to students upon request. Scheduling meetings with advisors is now more convenient and efficient through the meeting request form on the Johnson College website.

2021-2022 Goals:

- Partner with Network & Systems on design and build of the advising component of the new Jenzabar student information system.
- Enhance services to underserved student populations through cultural sensitivity and/or equity & inclusion trainings.
- Establish a pilot project using Dr. Little's predictive model for the Probability of Graduation and/or College GPA for students with "high risk" characteristics as identified by the Checklists that accompany the model.
- Positively impact registration of eligible students through each semester by meeting advising and registration metrics.

### Career Services

Career Services creatively managed goals during the restrictions imposed by the COVID-19 pandemic, including fostering internship opportunities for students. The department hosted Zoom sessions for students with various companies, including one-on-one mini job fairs, along with in-person industry visits which followed CDC guidelines. Two key partners this year were Canpack US and Sandvik. Despite the pandemic, some industry partners were willing to visit campus to talk to students in their labs in a socially-distanced setting to discuss opportunities. Some industry partners hosted webinar presentations for students. Thirteen companies were involved in presenting on campus or Zoom, some more than once; seventy employers were represented at the Career Fairs which provided opportunities for individual student-employer conversations.

The department reached all of the 2020-2021 goals, with the exception of a 60% overall employment rate at the time of graduation; the rate was close at 56%. That being said, over 75% of students completing internships were employed at the time of graduation.

As opposed to previous years when Career Fairs were confined to the gym, the 2020-2021 versions were spread out across campus utilizing classroom and lab spaces. Surveys of employers who attended in Fall 2021 featured several comments in favor of the new set-up indicating it made it easier to talk with students and presented a more comfortable environment. Employer comments from the Spring 2021 event also spoke positively of the masking and social distancing aspects. Both student and employer surveys indicated a high level of satisfaction with the events.

2021-2022 Goals:

- Expand the number of students receiving career counseling by scheduling sessions during class and/or lab times.
- Implement connections with five (5) new industry partners.
- Develop official policy and procedures for tracking graduate placement statistics (in the absence of ACCSC mandates).
- 60% student-identified placement rate at graduation.

### Counseling & Disability Services

The department continues to meet its mission by maintaining an environment that promotes the academic, emotional, and personal growth of students. The Counseling and Disability Services department provides equal access opportunities to students by providing access to accommodations and additional supports which remove barriers and enhance student success at the college. Seventy-eight students took advantage of these services during the 2020-2021 Academic Year.

The department continued to maintain the food pantry which was established to support food-insecure students. By partnering with the Teen Youth Shelter in Scranton, the department was able to donate the leftover food to the shelter. The department collaborated with Student Engagement and created a weekly program called the Essential Support Series. The tailored program focused

on academic or emotional challenges and provided students skills and techniques to help in these areas.

One of the biggest lessons learned this year was that most of the services offered to students could be provided remotely and still maintain their effectiveness. Most counseling appointments were conducted remotely and students were able to access services more conveniently without having to drive to campus. This assisted students with having their questions answered quickly and allowed more individuals to reach out for assistance due to the ease of communicating via zoom or email.

2021-2022 Goals:

- Attend off campus and web based trainings to increase knowledge and techniques that will assist with promoting equal access to education for students with disabilities.
- Secure funding in order to provide appropriate equipment and resources to meet the accommodation needs of our students using the latest technology.
- 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.

### *Financial Aid*

The staff operated this year with two people, a director and a counselor. Due to the COVID-19 pandemic, the staff worked in a hybrid schedule and their days in the office were alternating. The director of the department left in April and the College hired an interim director who works remotely until the position can be filled.

Johnson College received \$559,569 in CARES Act grant funding from the Department of Education. Through this funding, emergency financial aid grants were available to students in the amount of \$750 for full-time students and \$350 for part-time students. Any student who was a U.S. citizen and eligible to receive Title IV federal financial aid was able to apply for the funding by attesting to the need for the grant for the purposes required by the law. COVID-19 also played a role in the ability to calculate default rates when the federal government paused all student loan repayments. This action created an unknown situation for 2020-2021. Next year, payments are set to begin in January. The department will monitor the changes that the Department of Education implements with the pause on payments as to the effect on default rates.

In the interest of packaging incoming students as quickly as possible, a department objective was to provide students with any financial aid information within two weeks of the student being accepted. The department worked with Enrollment to get more information out of the SIS system that helped the process in Powerfaids, enabling the department to meet this goal. Paper forms have been replaced by digital forms in all student support offices including Financial Aid. The creation

of a paperless environment reduces the College's carbon footprint, and supports social distancing and contactless interaction.

2021-2022 Goals:

- Track and disperse additional stimulus funds received from the federal government.
- Collaborate with Network & Systems department on the build of the financial aid section of the new Jenzabar student information system.
- Automate the packaging process with PowerFaid.

### *Office of the Registrar*

Despite the need to overcome obstacles throughout the year, the Registrar's Office was able to meet all of the 2020-2021 goals including the update of a user-friendly webpage, creating electronic forms for the webpage, and organizing the student file section of the vault to assure integrity of paper files.

The on-going COVID-19 pandemic generated the need to creatively adapt communication channels when developing schedules and meeting student needs. The demolition of Richmond Hall forced relocation of physical office space and student files. The resignation of the Registrar in the spring semester created a void that other department personnel were able to temporarily fill including graduation activities and federal reporting. With the hiring of an Associate Director of Student Success comes the opportunity to reconfigure the office into the new reporting structure.

2020-2021 Goals:

- Develop FERPA guidelines for employees that provide practical examples of what is considered compliant, not compliant, or has the potential to increase risk to the College in keeping with collegial advice from the MSCHE visiting team.
- Work with the Diversity & Inclusion Committee to define ways to increase access to diverse populations of students with the implementation of an SIS attribute to tag students who self-identify with a gender identity along with gender designated at birth.
- Partner with Network & Systems Administration on design and build of Registrar's component of the new Jenzabar student information system.

### *Resource Center*

The Resource Center continues to balance the traditional "library" setting with the social gathering area for students. The consolidation of academic research databases has streamlined the research process by focusing options for students. The LIRN database is all encompassing to meet student needs. The addition of general education workshops allowed students to receive one-on-one help from course instructors. This was the primary source of tutoring for the 2020-2021 academic year. General education workshops provided 78 hours of tutoring for eight students in physics and

science, five students for math and microcomputers, and six students for English and communications. Tutoring also included 25 hours for VET students and 15 for PTA students.

One significant challenge was the minimal student traffic in the Resource Center due to the pandemic. Students who appeared on the weekly grade report were contacted via phone and/or email with very little response. Eventually, faculty were included on the outreach communications and the response rate increased. This approach will be continued for the 2021-2022 academic year.

2021-2022 Goals:

- Continue to work with the Student Advising Center to reach students on the weekly grade reports; host 15% of students appearing on the weekly grade report in general education courses at the general education workshops held in the resource center.
- Deliver the content of “Information Literacy” to eight program areas.
- Create a link on the Resource Center website to allow students to reserve the private study room.

### *Student Engagement*

Student Engagement created a new mission to reflect its priorities and operations. A new programming framework was created to support this new mission: The mission of Student Engagement is to supplement the student experience by providing opportunities outside of classroom instruction focusing on community, support, workforce readiness, and leadership.

**Community** – includes events with a social element, events that make students feel like part of the campus community, and events that get students involved in other communities.

**Support** – includes programming to support student success outside of the classroom with efforts focusing on activities such as wellness, technology, etc. Orientation also falls under this category.

**Workforce Readiness** –the focus is on industry as well as soft skills - helping students develop communication, interview, time management, and other skills. This dimension also involves connecting students with alumni and industry in their fields and Diversity and Inclusion initiatives; student conduct also fall under this focus area.

**Leadership** – the focus is on clubs, ABK, and the Ambassadors program. This dimension provides students opportunities to build leadership skills.

The department developed new offerings to adapt to the current environment and built a foundation for future practices. There was a greater emphasis put on student support, industry relations, and program-specific events. This new framework aligns with the institution’s new strategic plan – specifically the goals related to academic excellence, diversity, student experience, and community.

## 2021-2022 Goals:

- Offer at least (5) opportunities for students to engage in each of the following categories: Community, Support, Workforce Readiness, and Leadership.
- Continuously evaluate and improve communication channels to students: Improve the JC Buzz open rate by 3% - going from 22% to 25%.
- Continue building a link between academic programs and engagement opportunities: work with faculty to provide at least three (3) co-curricular major-specific opportunities for students.

## **External Facing Units**

External facing AES Units at Johnson College are those departments that primarily interact with external populations such as industry, the community, funding streams, prospective students, continuing education participants, high schools, etc. These units include College Advancement, Continuing Education, Enrollment Services, Industry, and Marketing & Communications. As with units throughout the College, the global COVID-19 pandemic forced these external facing units to adapt goals and strategies, sometimes missing the mark or meeting the goal in unintended ways. Whether it was industry visits or fund-raising endeavors cancelled by COVID-19 or shuttered high schools and delayed classes, department personnel found themselves scrambling to creatively operate in the new environment.

### **College Advancement**

Johnson College was awarded a record level of grant funding during 2020-2021, including the \$490,381 USDA grant, the largest single grant ever awarded. In total, nearly \$3 million was received in grant funding from local, state and federal funding sources.

- The Day of Giving appeal replaced the 2020 Golf Tournament as the major fundraising event of the year. Over \$28,000 was raised and supports student scholarships at Johnson College. The Johnson College Golf Open returned in May 2021. The event was sold out and raised \$43,000 for student scholarships.
- The Designer Purse Lottery proved to be a popular new fundraising activity benefitting the Annual Fund and closing the department's funding gap that was caused by COVID-19 restrictions.
- Eleven new state and federal grant applications were submitted for programs not traditionally pursued by the College.
- The Senior Class Gift was reintroduced, working in conjunction with Student Engagement. A charcoal grill with a commemorative plaque will be installed on campus for all to enjoy.

Johnson College launched several grant-funded projects including:

- Careers in Care features a customized RV which can be used to visit community sites and encourage enrollment in health care-related programs/careers.



- A mobile training laboratory providing off-campus training for regional high schools and industry partners.
- Distance learning telecommunications equipment to take Johnson College curriculum to seven rural sites for both high school and adult learners.
- A re-entry program providing technical training opportunities for those incarcerated at the Lackawanna County Prison.
- STEM outreach programs for regional middle and high school students to introduce them to career opportunities in exciting STEM fields.

#### 2021-2022 Goals:

- To increase the level of professional skill and capability supporting College fundraising initiatives with at least 12 professional development activities for department staff.
- Increase the funds raised and number of industry-based donors by at least 10%.
- Include service learning objectives when designing grant-funded programs in all appropriate grant applications.
- Improve department operations including:
  - Update Gift-in-Kind forms and working with program directors to record gifts.
  - Develop new appeal targets and messages based on segmented approach.
  - Enhance Alumni Relations activities to engage more in Alumni activities and contributions.
  - Conduct campus-wide faculty development session on grant administration.

### Continuing Education

The COVID-19 pandemic impacted the ability of the Continuing Education department to complete existing courses and begin new classes. The pandemic also hindered the ability to hold gatherings and events such as Summer Camps. To keep participants safe once the College reopened in July 2020, class sizes had to be adjusted to lower levels, social distancing measures enacted, and sanitation processes increased.

The Continuing Education Department is continuously looking at new programs and partnerships for development and revenue. As an example, Continuing Education partnered with CCI for online training programs with little to no costs to the department. The department was also awarded two training grants in 2020. The Sordoni Foundation grant provided funds for the department to offer training to re-entry candidates. The UNC HealthCares Grant was used to train ESL or UNC clients in healthcare.

#### 2021-2022 Goals

- Expand industry partnerships: Develop 1-2 agreements for training with industry partners and expand/maintain list of solid leads by 4-6.

- Expand programs and certificate trainings with an online presence: Review offerings for online courses and adjust as market dictates; enroll and graduate 10-12 CE students in online courses.
- Create a new on-campus program: Gather equipment and space needed for “the next big thing” for industry.

### Enrollment Services

COVID-19 wreaked havoc with the operations of Enrollment Services. Limited opportunities for in-person recruitment led to Zoom fatigue of prospective students and technological challenges of working from home. Pivoting to new ways of doing business provided some insight though. While the number of inquiries plummeted, a higher proportion of those inquiries were from students with a real interest in the college resulting in a higher conversion ratio. Also, the move to digital forms resulted in greater efficiency.

Despite COVID-19 restrictions, the department met its overall goal for new student enrollment, led by exceeding the High School Enrollment target for the second consecutive year. The team also exceeded overall targets regarding percentage of adult and minority students which was accomplished through outreach within the community and to lower-income, more diverse schools. The enrollment team did not meet its dual enrollment target which was primarily due to funding availability for students and the inability to recruit in-person in Spring 2020. However, the use of virtual visits has allowed the department to expand its geographical reach to prospective students and the purchase of an RV through grant funding will increase awareness of the health programs.

In response to CDC guidelines, the format of Open Houses was revised. Rather than placing program directors in the gym, program directors were issued a welcome table within their lab area. Supporting departments were strategically placed outside. Feedback from students, visitors, faculty, and staff was overwhelmingly positive. Everyone felt safe from exposure to COVID-19 and the instructors expressed their preference for being in their lab area. As a result of feedback received after the summer 2020 Open House, the new format will be the standard.

The department relocated to the Woolworth building in early fall. It was a very positive move in that there are fewer interruptions from other campus offices, the space allows for focus on the student without distractions, and it’s a cleaner, more professional space which gives a better first impression.

2021-2022 Goals:

- Increase enrollment of underserved populations.
- Enhance campus student support services through a comprehensive inter-departmental process focusing on retention, persistence, and graduation.
- Establish a data-driven enrollment outreach plan to strategically target high potential candidates with a strong likelihood of success.

## Industry

In acknowledgment of the need for a more cohesive relationship with Career Services and Continuing Education as identified in the Periodic Review, the department has been reconfigured to encompass Career Services and Continuing Education more fully, and hopes to work more closely with Student Engagement. The idea is to foster a more integrated working relationship among the departments. Information from industry visits must be “worked” in a logical manner and tracked resolutely to gain the greatest benefit from the initiative. To that end, bi-weekly staff meetings of Industry, Career Services, and Continuing Education were instituted to review the Industry Spreadsheet and assign responsibilities.

Staffing was reconfigured to facilitate this change. The Manager of Career Services was promoted to the Associate Director of Industry. She will oversee all new and existing career-related services at the College. This will effectively increase the College’s presence in industry and market Johnson College’s services to alumni, students, and employers. The Career Services Coordinator was promoted to Manager of Career Services and he will manage department operations to provide job opportunities and career counseling services. Finally, the Continuing Education Coordinator was promoted to Manager of Continuing Education and she will handle the day to day operations of the office as well as the goals and strategies related to increasing programming and revenue.

2021-2022 Goals:

- Grow number of industry outreach visits to 100: Add 10 new industry visits.
- 25% of information brought back to campus through industry visits will be appropriately used to foster industry relationships (e.g. experiential learnings, internships, CE programming, Career Fairs, on-campus or virtual speakers, etc.).
- Expand opportunities for higher-level industry training that leads to certification opportunities for students as well as new industry partners: Identify programs and certifications based on knowledge gained in Year 1 prototype.

## Marketing & Communications

When in-person visits to high schools by the Enrollment Services department were shut-down by the COVID-19 pandemic response, the Marketing & Communications team was forced to pivot on their planned distribution channels for digital enrollment packets developed for outreach initiatives. In place of packets, the department produced videos featuring Program Directors speaking about their programs and explaining the benefits to potential students. The videos were shared with local high schools, shared with potential students, placed on program webpages, and shared on social media. From Feb 1, 2021 to June 30, 2021 the videos were viewed 2,414 times.

The department took advantage of a variety of media platforms to enhance the College’s visibility and branding within the community. Tech Talk with Johnson College, a podcast hosted by Dr. Katie Leonard, was launched May 3, 2020. Dr. Leonard was also featured on WVIA TV and FM. Mr. Mark Kozemko, Automotive Technology Program Director, became a contributing author to The Valley Advantage with his monthly column “Headlights to Taillights”. The College has been

able to reach new audiences through these opportunities. The department is also looking to develop a marketing plan to include an increase in the College's presence on social media platforms. As of June 29, 2021, the College had 4,491 followers on Facebook, an increase of 5.15% over the previous year. The Johnson College Instagram account has 1,114 followers which is an 8.15% increase year over year. The goal is to expand the number of social media platforms in order to reach a broader audience.

The College's website vendor was changed in January 2021. The College needed a more streamlined workflow aligned with its cost structure. The change resulted in reduced costs, better communications between the College, its advertising agency, and the website vendor, and superior customer service. The new vendor also increased the website's security and accessibility to users.

2021-2022 Goals:

- Increase the amount of external communications that go through College Relations prior to being released beyond campus.
- Increase engagement on Facebook and Instagram by 10%.
- Refresh marketing assets through a strategic marketing plan.

## **Internal Facing Units**

Internal facing AES Units at Johnson College are those units with a primary function to develop and implement the policies and protocols dealing with College operations. These include Academics, Facilities, Faculty, Finance, Human Resources, Institutional Effectiveness, Network & Systems, and the Office of Online Learning. The COVID-19 pandemic hit some units particularly hard in 2020-2021, especially Facilities and Human Resources. Project delays, the need for new facility cleaning and workforce management protocols, and creative methods of managing professional development opportunities are just some of the hurdles that these units successfully overcame during the year.

### **Academics**

June 2021 saw Johnson College earn institutional regional accreditation from the Middle States Commission on Higher Education, the result of a planning process that began in the summer of 2013. The College's students, faculty, and staff rose to the occasion to come into compliance with a new set of structures and requirements all while maintaining the rigors of ACCSC accreditation standards. The Chief Academic Officer served as the Accreditation Liaison in moving the project over the finish line, a key goal not only for the academic year, but for the Vision 2020 Strategic Plan.

During the COVID-19 environment, professional development in online pedagogy became ever more critical for faculty. All faculty were able to complete Hybrid and Online Training (HOT) and eight faculty also completed HOT II advanced training. Additionally, the department offered D2L

help sessions to faculty before and after the semester. In an attempt to improve persistence, retention, and graduation numbers, the department focused on early alert indicators. Academics implemented an updated attendance report, a low-grade report, and D2L Intelligent Agents for identifying struggling students.

Academics partnered with internal and external sources to implement three new pathway programs for under-represented students. The Heavy Equipment Apprenticeship Program was created through a partnership with Marshall Machinery. The Pre-Employment Transition Service (PETS) program was created in conjunction with the Office of Vocational Rehabilitation to allow students with disabilities to obtain college credit in Business and Logistics courses and participate in an internship with Kane Logistics. Finally, the Logistics Education and Development (LEAD) program focuses on tuition reimbursement and mentoring training for employees in the logistics industry.

Other successes for the year include approval to offer ADT and LOG programs in a fully online format, approval for the Civil Design Technology program, and receipt of a PA Smart Grant which will be used to offer after-school programming for middle school students and dual enrollment courses for high school students.

2021-2022 Goals:

- Achieve two programmatic reaccreditations: assist, host, and review JRCERT and NATEF accreditation.
- Introduce Neurodivergent Training to faculty by hosting a training for two departments on neurodivergent pedagogies.
- Continue to develop various pathways for all learners to obtain college credit: two new pathways for under-represented students.
- Obtain 2 grants, one to support an academic program and one to support the support departments.
- Initiate customer care with student supports.

### Facilities

Perhaps no other department on campus was affected by COVID-19 more so than Facilities. The health of the College community relied heavily on the continuous cleaning and disinfecting of the campus and the department rose to the challenge. The department consistently received positive feedback on surveys, reinforcing the tremendous job the team had done, and continues to do, to protect all College stakeholders. The COVID-19 response led to extended knowledge about PPE and disinfecting processes and an increase in morale among staff as the importance of their work became more apparent and more appreciated.

The department underwent a Results, Review, and Recommendation (RRR) by the Johnson College Assessment Team (JCAT). The findings indicated an overall improvement in assessment processes including goal measurement and closing the loop. One recommendation was to clarify budget processes. The Facilities budget was not completely under the control of the department

but largely determined by the College's overall budget. Most budgetary decisions that affect the department are made by the Finance and Executive Council members. A review of the budget process led to an institutional level change which provides more flexibility in starting and continuing campus projects across subsequent fiscal years. The constraint of starting or completing work at the July 1<sup>st</sup> cutoff has been lifted, which has alleviated many barriers to completing campus projects.

Capital projects went very well this year. The remodel of the Woolworth building (carpentry area) was successfully completed and the remodel of the Weaver building is well underway and on schedule. The initial stages of the Gateway Building project have also been successful. The dorms were remodeled to house displaced offices, staff were relocated to the dorms, Richmond Hall was demolished, and the abatement was completed all within the expected schedule.

2021-2022 Goals:

- Provide professional development opportunities for the department employees by training all employees on the department's new inventory tracking system.
- Provide professional development opportunities for the department employees by re-establishing online training opportunities from Betco that had to be postponed from 2020-2021.
- Increase the use of the [facilities@johnson.edu](mailto:facilities@johnson.edu) email to report a problem on campus.
- Centralize operations of the facilities department by procuring a maintenance building.

### **Faculty**

The hard work and dedication of faculty to the College and the students, especially in the face of COVID-19, was officially recognized by senior leadership and the Board of Directors and was commemorated with a plaque that will be displayed in the new Gateway Building. Faculty worked hard to pivot to online instruction as the COVID-19 pandemic raged using innovative technology, online pedagogy, and alternative learning modalities. Six full-time employees were added to the Johnson College team.

In the spirit of continuous improvement, the faculty evaluation process was assessed and revamped to provide constructive feedback for growth and development of instructors. A new form was piloted in Spring 2021 that provided a scaled approach to evaluation. The new form also allowed for input from all faculty to express concerns with the process. Based on feedback from faculty, the Likert scale will be adjusted for 2021-2022 to more accurately depict differences in competency levels.

Aggregated results of both fall and spring course and instructor evaluations showed students are satisfied with courses and instructors with an overall satisfaction rating of 4.5 of out 5.0.

Results from the annual Assessment Day Faculty Survey indicate that faculty feel supported and morale is good. Information gathered from the detailed comments of the survey will be used to improve relationships and communications thereby improving the workplace environment.

Goals 2021-2022:

- Support the recruitment, hiring, and retention of a diverse and excellent faculty through mechanisms that are transparent, fair and equitable: Research and collaborate with HR to keep/have competitive compensation.
- Extend the careers of faculty looking for growth opportunities: Work with faculty to determine the future career path and research certifications or additional degrees.
- Ensure and expand opportunities for faculty to be involved in policy decisions that officially affect the college: Develop decision making roles for faculty to have the opportunity share ideas and provide feedback on policies.
- Continue to work with Office of Industry to connect faculty with community partners for experiential learning and community service opportunities.
- Continue to develop a faculty pathway plan that will include various policies for advancement.

*Finance*

COVID-19 caused great disruption to the work of the Finance Department throughout 2020-2021. With the availability of various government grant programs, department personnel spent most of their time working to help ease the financial burden on students and the College caused by the pandemic. The COVID-19 response limited time available for working on goal achievement.

Johnson College was able to secure emergency financing through the government's PPP program and the CARES Act to ensure operational costs were met, including the prorated refund of meal and housing fees to students. The CARES Act also provided funding for institutional support to cover expenses incurred as a result of COVID-19 such as renting lab spaces, maintenance equipment and cleaning supplies, lab simulation software, and laptops for employees to facilitate remote working. Similarly, the College received Commonwealth of PA Governor's Emergency Education Relief (GEER) Funds in the amount of \$63,795 to help support the College's response to COVID-19.

The unexpected increase in fall enrollment required the Finance Department to reevaluate the operating budget, results of which were presented to the Board of Directors' Operational Excellence Committee on Wednesday, September 23, 2020. The budget was increased to reflect enrollment and the Board of Directors approved the revised budget on November 19, 2020. Finance then communicated budget adjustments to program and unit directors.

Goals 2021-2022:

- Reduce the accounts that are sent to collections.
- Complete financing for new Gateway Building and refinancing for Health Science Center.
- Collaborate with the Network & Systems Administration department on the build of the finance section of the new Jenzabar student information system.

## *Human Resources*

The major accomplishment for Human Resources in 2020-2021 was the successful pivot of employees to a hybrid work model which reduced person-to-person contact in an effort to create a safe campus environment. For the duration of the academic year, the hybrid model was effective in keeping the campus healthy; only 28 cases of COVID-19 were reported.

Due to the COVID-19 pandemic, the goals of the Human Resources department shifted dramatically. After the campus closed down in March 2020, the department focused on returning employees and students to campus. This involved implementing CDC guidelines, tracking COVID-19 cases on campus, and implementing a full return to campus for employees and students for Fall 2021. The department developed and implemented a new operating plan to allow the College to maintain essential functionality for faculty, including adjunct faculty and lab assistants. The hybrid work schedule of provided for remote lectures and in-person labs. Student support offices worked to align staffing on-campus schedules according to student needs. The department also worked with the College Advancement to obtain funding for “Headspace”, a mental health service for employees dealing with the stress of the pandemic.

The Human Resources Department set the foundation for a campus-wide diversity plan to help meet the institutional goal of Promote Equity & Inclusion. The department defined diversity for Johnson College and establishing mission and goals for the Diversity & Inclusion Committee. By placing a priority on diversity, the department helps to foster the initiative throughout the campus. For example, the department through the Diversity & Inclusion Committee recommended incorporating diversity into Student Success Seminar in a more structured way.

Based on assessment of feedback from previous years, new performance evaluation tools were developed and implemented. Supervisors felt the former goal-based evaluation forms did not encompass the totality of performance indicators. The new forms keep the goal-based sections and incorporate total job performance indicators.

2021-2022 Goals:

- Create a professional development plan for employees regarding institutional practices.
- Work with Diversity & Inclusion Committee to incorporate diversity into the Student Success Seminar in alignment with the mission and goals.
- Implement a compliant Title IX program: Year 1: development of policies, procedures, and training in cooperation with “It’s On Us” grant and consultant.
- Develop and implement employee recruitment strategies that will increase opportunities to hire a diverse and inclusive workforce that represents the College service area.

## *Office of Institutional Effectiveness*

The main goal for the Office of Institutional Effectiveness (OIE) was to foster a culture of assessment and data-driven decisions throughout campus. Feedback from program and department directors indicated that there was little time to focus on the formal documentation of assessment



given the unique challenges of COVID-19. Additionally, there were reduced opportunities to provide training in assessment and data in the traditional way. This anecdotal evidence led to the decision by OIE to shift to an outreach model, meeting with most departments individually several times throughout the year to document events, initiatives, and progress on goals. This made the assessment process more manageable for the departments while giving OIE a bigger picture of the campus and cross-departmental goals. Outreach will continue through the next academic year.

The College, via OIE, became a member of the National Community College Benchmarking Program which will help to set benchmarks against peer institutions. This will help drive decisions toward resource allocation and will help in overall assessment of the institution. There was also a 90% increase in the number of ad hoc data requests generated from campus departments, indicating an increase in data-driven decision-making.

The pilot of the General Education Assessment was finalized with the completion of the survey by Fall 2019 cohort of students at the end of their second year. A full analysis substantiated progression in knowledge in general education competencies across programs with statistically significant increases in six of the eight core categories.

The Director completed her doctoral degree in Business Administration culminating in a dissertation entitled *Identification of At-risk Students Using Pre-enrollment Data at a 2-Year Career and Technical College*. The resultant predictive model was used to create a checklist to flag incoming students as at-risk of not completing their degree. The Director will be presenting her findings at the National Symposium on Student Retention hosted by the Consortium for Student Retention Data Exchange at the University of Oklahoma.

2021-2022 Goals:

- Work with NCCBP to plan the structure of a benchmarking initiative.
- Work with Network & Systems to configure the Jenzabar SIS to tie to OIE needs.
- Enhance the use of the learning management system to automate data collections and analysis of learning outcomes.
- Increase Assessment Day average response rate to 42%.

### **Network & Systems Administration**

The Network & Systems Administration department conducted a thorough assessment of the virtual work environment in response to COVID-19 and the need for employees and students to work remotely. The department implemented several actions to ensure the usability and security of the College's network. This included adding more servers and licenses to support the increase in virtual workflow. The remote security software level was increased and changes were made to better authenticate users remoting into the College. The use of a VPN (Virtual Private Network) decreased the security risk as all employees working within the VPN are covered by the campus firewall and Malwarebytes security software. Employees were provided with updated equipment to support their home office including computers and webcams. The computers used off campus receive the latest security patches and updates as needed. A multi-factor authentication for web-

based email was implemented; DUO security software was installed and configured to ensure that employees' email remained secure in an offsite setting.

The development of hybrid learning/working and the extension of off-campus learning sites created an essential need to provide mobile support. The use of new remote support software, simulation software, and the ability to provide temporary equipment to staff/students required the department to develop new policies, procedures and documentation. Providing extended hours of support was a necessity but proved to be taxing on the staff.

The College signed an agreement with Jenzabar to provide their J1 student information system software, meeting a key initiative identified in the Middle States Self-Study. The anticipated transition to the new SIS is scheduled for July 2022. Most of the departments will be involved in the implementation of the SIS and will participate in regular training sessions during the 2021-2022 school year.

Under the guidance and request of Executive Council members, the department reviewed the surveillance camera system and made recommendations for improvements. A campus map outlining the system's opportunities and challenges was developed, leading to the installation of additional cameras. As a result of this assessment, the department decided to maintain the system in-house, rather than renewing the contract with an external provider, thereby reducing overall costs to the College.

The department is assisted in the integration of eCampus with D2L. This association of software allows students to purchase an all-access subscription to electronic copies of textbooks and other resources which are readily available inside D2L.

2021-2022 Goals:

- Develop and implement a policy for the Gramm – Leach - Bliley Act, regarding safeguarding sensitive student information, as part of the collegial advice from the Middle States Team Visitor Report.
- Replace the current Blackbaud Student Information System software with selected vendor software: Complete Jenzabar design and implementation by July 2022.
- Finalize the surveillance system initiative.

### **Office of Online Learning**

The Office of Online Learning (OOL) shifted to a committee structure in 2020-2021 chaired by the Chief Academic Officer. OOL met each of its goals despite the challenges of COVID-19. The committee and its members proved valuable in transitioning to fully-remote lecture courses during the COVID-19 response. Many instructors are keeping some lectures fully online after experiencing the benefits the modality provides.

As per the recommendation from MSCHE, OOL will continue to incorporate assessment into D2L to increase data availability and usage. Pulling student-generated data from D2L to identify engagement levels and outcomes of student learning proved difficult. The data was inconsistent

and hard to manage due to the flat structure of organizational units within D2L. This led to the decision to contract with D2L to perform a health check on the system to identify ways to improve usage for students, faculty, and data consumers. The results of the health check reinforced the need to rebuild the hierarchy within D2L to better support data gathering and system management. The health check report also recommended purchasing an architect consultant to rebuild the system's hierarchy. OOL was able to complete this process internally at a considerable savings. The College has plans to upgrade to Brightspace Insights, a digital dashboard which serves to monitor student progress and engagement.

Throughout the year, OOL added new features to the D2L including the uLearn virtual proctoring software, Zoom, Intelligent Agents, and VitalSource, the platform for the all-access textbook program.

OOL seeks to grow Johnson College's online course offerings to create more flexible options for students. PDE, ACCSC, and MSCHE granted emergency approval to offer all general education and program lecture courses in an online format during the pandemic. Additionally, the College received approval to permanently offer the Logistics & Supply Chain Management and the Architectural Drafting and Design programs in an online format.

OOL also recommended to Executive Council that the College join NC-SARA, a nonprofit organization that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs. Membership is required for the College to offer online programming to students who reside outside of Pennsylvania. With the expansion of online offerings, out-of-state students are now a possibility for the College.

#### 2021-2022 Goals:

- Host D2L Trainings on innovative integrated systems: Host fall & spring pre-term trainings on integrated systems.
- Review NC-SARA manual: Identify benefits to joining NC-Sara to expand online offerings across tri-state area.

## Academic Programs

### **Electronic & Industrial Division**

The Electronic & Industrial Division at Johnson College is composed of the Advanced Manufacturing Technology (AMT), Biomedical Equipment Technology (BET), Computer Information Technology (CIT), and Electronic Engineering Technology (EET) degree programs as well as the Welding Technology Certificate (WTC) program. BET, EET, AMT, and CIT programs offer interdisciplinary coursework to enhance student skillsets. In fact, EET and BET share a common first year of electronics courses and both incorporate a networking course from the CIT program. EET further incorporates the PLC (Programmable Logic Controllers) and the Automation courses from the AMT program into its curriculum. The PLC course is also shared with the ECM program.

#### *Collaborative Endeavors –*

#### **Advanced Manufacturing Technology and Electronic Engineering Technology**

The Electronic and Industrial Division proposed a new program, Mechatronics Technology, which will incorporate lessons learned from AMT and integrate advancements from research into Industry 4.0 and digital fabrication technologies. The new program would create a pathway to advance both Advanced Manufacturing Technology (AMT) and Electronic Engineering Technology (EET) to create Mechatronics Technology. The new program would take advantage of existing changes to industry, engineering fields, and educational programs.

This year, AMT and EET initiated a closer relationship in both curriculum and classroom/lab spaces, finding the programs gained strength and better results for students. Seniors students from AMT and EET worked together to design and build the large format 3-D printer in the Woolworth 102 lab. They were able to get the tool functional and completed a print before the end of the Spring 2021 semester. In the meantime, freshmen (AMT) students completed fabrication on new frames to upgrade the PLC trainers and senior (EET) students completed the installation of components to the 10 PLC training stations for use in the Fall 2021 semester. The collaborative work illuminated the need for more integration of projects between the classes as electronics knowledge needs to be more consistent and machining projects need better integration.

Faculty also collaborated on professional development opportunities. Program Directors engaged in four cross-training sessions including two 3-hour sessions guided by Rick Fornes in the usage of PLCs, and two 3-hour sessions guided by Cole Goldstein in the usage of 3D modelling software.

AMT freshman students completed upgrades to the bed of the robotic arms to allow the usage of more complicated fixtures. Additionally, the Program Director has applied to become a mentor to a Women in 3D printing program in an effort to increase the diversity within the program.

AMT 2021-2022 Goals:

- Increase student usage of recycled materials for the 3-D printing process by 20%.

- Visit three local schools and/or host one campus event including a 3-D printing challenge (Virtual visits may be required due to COVID-19 restrictions).
- Program instructors will attend four cross-training events.
- Add one new type of kinematic system into Woolworth 102 lab by June 30, 2022.

Although the enrollment in the EET program has been low, the department also provides courses to other programs on campus. A surge in population in one of these departments has increased the credit load on the Program Director to between 18 and 20 credits per semester, which can be alleviated by hiring either a full-time or adjunct instructor. Course scheduling has also been challenging because EET offers interdisciplinary courses with AMT, BET, and ECM.

The EET program saw a successful rollout of new lab projects in the Sensors and Systems course using Automation Studio and live circuit wiring. Two of three graduates are working in the Tobyhanna Pathways program. The Program Director also incorporated a task skills list that parallels entry-level requirements of the work environment as well as the Certified Electronics Technician exam.

EET 2021-2022 Goals:

- Enhance projects to include general education components to reinforce the general education student learning objectives and soft skills.
- Correlate the tasks/skills list with the courses where these tasks/skills are taught to find areas of improvement in course content.
- Reach under-served population with STEM programming: teach introductory skills for using electronic technology to secondary level students.

### *Biomedical Equipment Technology*

BET Program Director Doug Hampton retired after 18 years of service to Johnson College and its students. We wish him well in his retirement endeavors.

In response to previous student survey concerns regarding the inconsistency of lab formats, all adaptable freshman labs were revised for consistency by the end of the academic year. This resulted in a reducing paper usage, improved convenience for students, and improved ease of grading. The assignments are also easily adaptable for online electronics labs when Multi-Sim can be utilized. BET classes have proven to be online capable.

COVID-19 negatively impacted the program in several ways. The goal to increase the participation of biomedical professionals in the program was unable to be met. The pandemic also limited faculty interaction with students and available lab time for freshmen and seniors. The open lab times made available to students were seldom used. The Program Advisory Committee had several recommendations including the increase of verbal communication skills. They stressed the need for professionalism in speaking with a nursing staff. The PAC further identified hand tool identification as an area which is lacking in new technicians. PAC members indicated that

biomedical technicians are under increased responsibility for network planning and security and suggested that it be more heavily incorporated into the program.

2021-2022 goals will be developed by the incoming program director.

### *Computer Information Technology*

The CIT curriculum was redesigned for Fall 2021 implementation, in an effort to give students enough time and resources to succeed in the A+ certification exams. This included the restructuring of CIT 181/182. Additional curriculum changes resulted in an increased emphasis on programming classes due to an increase in prospective student inquiries at Open Houses and Shadow events. These curricular changes had been discussed by the Program Advisory Committee, which supported the initiative.

To meet the requirements set by COVID-19, the department undertook the tremendous workload to successfully modify tests, lab procedures, and classes, and then moved all of the classes and many labs online. This required a significant amount of reworking to allow student access to labs from home. A separate, secure Comcast internet connection was created and thoroughly tested to ensure students would not have access to the main network where College information is stored. Lab success was assessed along the way to determine ever-changing modifications and requirements.

Many students did not have computers at home that could be used for labs. While most seniors had computers capable of virtualization (in one case IT lent a student a laptop for the semester), most freshman students did not have such computers. As result, the Program Director had to find simulators with the capability of providing all the labs online. Because the simulators could not replace a true lab environment, the decision was made to require students to purchase a laptop with virtualization capabilities. This will also give the faculty more control over the lab environment. Students will be able to use the laptop at the start of their career.

2021-2022 Goals:

- Work to make the Program Advisory Committee representative of varying aspects of the field: expand the PAC to include two representatives from the software development industry.
- Improve student understanding of the hands-on projects: further reinforce lab concepts by adding more practice to each lab session.
- Promote an inclusive environment to expand and support a diversified population: partner with Enrollment Services to visit two school districts with under-served populations of students.

## Welding Technology

A two-year associate degree in welding was approved in December 2020 for a Fall 2022 launch. Passing the AWS D1.1 welding tests has been established as a prerequisite for admission into the program; 100% of students passed the test this year, which is the first time that all students in the program passed. The Program Director and the Instructor continue to work on the syllabi, lectures, and assessments for the new program.

All lectures were moved online due to COVID-19. Students adapted well for the most part. Faculty have embraced the benefits of the learning management system and continue to make use of additional features within the program. This aids in assessment of student learning by using more readily available data; utilizing D2L in a greater capacity revealed opportunities for streamlining coursework and grading and expanding support for student learning.

Assessment determined that allowing students to enter the program classes in the spring semester does not work. Six students started as a spring cohort in 2020. These students took the courses out of sequence, which created challenges for both the students and the instructors as they were not taught the basics of welding before entering the second semester classes. Five of the students returned to complete the program in the fall of 2020, with four completers. Moving forward, to support student success by maintaining a linear curriculum, all spring courses were tagged with the prerequisite of the fall sequence of courses.

2021-2022 Goals:

- Professional development: attend training for Nondestructive Testing, which was cancelled by WTTI the previous year due to COVID-19.
- Submit applications for approval of two-year associate degree in Welding.

## **Building Trades & Technology Division**

The Building Trades & Technology Division at Johnson College is composed of the Architectural Drafting & Design Technology (ADT), Carpentry & Cabinetmaking Technology (CCM), Electrical Construction & Maintenance Technology (ECM), Heating Ventilation & Air Conditioning Technology (HVAC) degree programs and the Building & Property Maintenance (BPM) certificate program. The Division offers many interdisciplinary courses both within the division and across the College.

In Fall 2019, the division standardized the first semester major coursework for CCM, ECM, and HVAC programs through the implementation of BTT (Building Trades and Technology) courses. Students in these programs were scheduled for BTT 101/102 to give them an introduction to the basics of the construction, HVAC, and electrical fields. The BTT 101/102 was assessed in Fall 2020 and the Program Directors were concerned that their program students can go up to 15 weeks without stepping foot in their program area. The decision was made to eliminate the BTT 101/102 course and replace it with interdisciplinary electives. These changes were approved by the Curriculum Committee in December 2020. In a related change, progressive major courses, those

that proceed in a linear as opposed to a simultaneous manner, were successfully piloted in Spring 2021 and are scheduled for Fall 2021.

As a response to COVID-19, the division partnered with CareerSafe to offer online OSHA-10 training. The HVAC Program Director monitored student progress through the OSHA-approved curriculum. All students passed the certification exam and the students rated the course with a 4.94/5.00 overall score as compared to 4.76/5.00 for the face-to-face course. The course will run online again in Fall 2021.

### *Carpentry & Cabinetmaking Technology*

COVID-19 wreaked havoc with the operations of the department in 2020-2021 in multiple ways. Two major service learning projects were cancelled; the shop remodel was delayed from summer to the middle of the Fall semester, proving disruptive to students and faculty; the COVID-related delay in the purchase and installation of the SIMBUILD software made it virtually unusable for the Fall 2020 semester. Students assessed their experience with online lectures/in-class labs via the Course Surveys and overwhelmingly expressed their desire for in-person learning with 0% saying they prefer to take their CCM classes online. Students also have been vocal in expressing their frustration with online learning. Given this information, all courses for Fall 2021 were scheduled for in-person learning.

External assessment through the Program Advisory Committee suggested implementation of a Customer Service class to help graduates increase their comfort level in communicating with stakeholders. Assessment also shows that an additional full-time faculty member is needed to allow the department to function efficiently (i.e. curriculum updates) and provide the best student experience (i.e. differing methodologies to complete a task, more personal attention).

The annual auction benefitting the Children's Advocacy Center raised over \$3,000 for the organization; the event was cancelled the previous year due to COVID-19. The students did an excellent job in providing creative and unique pieces to auction. Turnout was greater than expected with 51 registered bidders who were accompanied by non-bidding friends and family.

One student received a scholarship from the Mike Rowe Foundation.

2021-2022 Goals:

- Students will participate in 60 experiential learning hours during the academic year.
- Maintain 85% or higher retention.
- Build 50 pieces for the annual auction.
- One student to participate in the newly offered elective internship.



### *Electrical Construction & Maintenance Technology*

As enrollment numbers increase, creating enough space for growth became a focus of 2020-2021 endeavors and the lab space underwent a facelift to better accommodate curriculum needs. The additional space provided after the EET program moved out of the building allowed for more student-centered, hands-on practice with electrical equipment. Now the lab layout can change according to the curriculum being taught at the time. For example, for Spring 2021 motor control stations were built to accommodate individualized and socially distanced hands-on learning. ECM will take over the BET lab and classroom space starting Fall 2021; BET will move to the dorm lab until the new building is constructed. The extra space will eliminate the need to tear down the lab space after each semester to prepare for the next semester. Simplex has also provided the department with an off-site lab. New tools will need to be purchased to support the additional location alleviating the need to transport tools to and from the location.

The program was able to successfully pivot during COVID-19, including providing lab kits for students to use at home. The program also experienced a respectable 79.41% rate of retention from Fall 2019 to Fall 2020. And, adding fresh faces to the instructional staff expanded viewpoints and brought a variety of industry experience into the classroom.

2021-2022 Goals:

- Increase exposure to experiential learning environments: 30 lab events held in external environments.
- Place 80% of second-year students in internships prior to graduation.
- Meet 80% retention goal.

### *Heating Ventilation & Air Conditioning Technology*

Increased enrollment created resource barriers for the HVAC program. More equipment and more lab space are still needed to meet student needs. Space issues were exacerbated by the social distancing requirements of operating in a COVID-19 environment. Temporary adjustments had been made to accommodate the large number of students, but they are not sustainable. An additional building or an expansion of the existing building is necessary to support quality education and the student experience. One option to address the space issue is an additional lab area constructed by the CCM students, wired by the ECM students, and plumbed and heated by the HVAC students.

Despite COVID-19, retention and persistence rates have increased for the past two years. The Program Director revitalized the program over the past two years and the addition of a second full-time instructor helps keep consistency in the program and gives students a second avenue for outreach. If the program keeps growing, a third full-time instructor will be needed. The 150% graduation rate increased by 15%. The increases in retention should support this trend and graduation rates are expected to increase again next year. However, COVID-19 might play a negative role.

In response to COVID-19, the program purchased Interplay Learning which is a simulation software to help teach troubleshooting, etc. It worked very well to fill the void when students were not permitted to be on campus. Other program highlights include a new partnership with Chapman Supply, which will offer flash shield training for students, and the repatriation of EPA testing to campus, which allows for better tracking of results. For fall 2020, 95% of students successfully passed the exam.

2021-2022 Goals:

- Increase the number of experiential learning opportunities: provide seven experiential learning experiences for students.
- Maintain 85% or higher retention rate.
- Increase industry partnerships: attend seven industry events.
- Place 85% of eligible students in an internship.

### **Architectural Drafting & Design Technology**

The department partnered with the SLHDA (Scranton Lackawanna Human Development Agency) in the design and construction of a two-apartment home located at 2428 North Main Avenue, Scranton. The ADT students created the contract drawings for the building, which is under construction. The ADT department is also in a design cycle with the Freedom Fighter Memorial Project based in Olyphant.

The program received appropriate state and accreditation body approvals to operate in a fully online format. The 2020-2021 Academic Year courses were taught remotely due to COVID-19 pandemic. The approvals allow the program to continue to offer these classes as part of the regular curriculum in the ADT Department. Fall and Spring Labs offered an “in-person” attendance optional lab for the AutoCad and Revit Courses. The department feels that having the ADT Program online will not only help with the COVID-19 emergency limitations, but also open up new opportunities with program enrollment, student inclusion, accessibility and flexibility.

2021-2022 Goals:

- Assess online program courses using course evaluations and student progress metrics.
- Work with SLHDA to design an office space for agency operations.
- Partner with Enrollment Services to increase program enrollment.

### **Building & Property Maintenance (Certificate)**

The HVAC Program Director has temporarily served as the interim Program Director for BPM. This is a temporary solution to help put a face with the program, but the program needs a dedicated instructor/program director. Enrollment is stagnant. The interim program director is working with Enrollment Services to identify a better target market. The initial retention rate was 50%, with two students starting Fall 2019; neither of them ultimately completed the program. The 150%

graduation rate is currently 0%. However, there was one graduate from the program; a spring start student who was returning for a second credential. (Spring starts are not included in the graduation rate).

There were 0 students enrolled in the 2020-2021 academic year. As of mid-August 2021, there are three deposits for Fall 2021.

## **Transportation Division**

The Transportation Division at Johnson College is composed of the Automotive Technology (AUT), Diesel Truck Technology (DTT), and Heavy Equipment Technology (HET) degree programs and the Diesel Preventative Maintenance Technician (DPMT) certificate program. All four programs share interdisciplinary core coursework comprised of VMR and IET major courses and labs for the first semester and additional interdisciplinary courses and labs in the second semester. The degree programs also share a VMR course in the fourth semester. The certificate program is designed in a way that allows flexibility for students to directly transfer into the DTT or HET programs.

### **Automotive Technology**

The program completed an analysis of student success between the Mod-based and the Semester-based schedules. The data showed a considerable drop in student success and the results support investigating the possibility of implementing progressive courses for Fall 2022. Initial discussions show that one of the hurdles will be the VMR courses and how to implement the change without detrimental effects on student learning in both the AUT and the DTT/HET programs. AUT persistence and retention rates have been highly variable over the last five years. The Fall 2020 cohort persisted at a rate of 78.26%, an increase of nearly 12 percentage points over the previous year. This is encouraging given the disruptions caused by COVID-19. Retention rates have almost doubled from the 2016 and 2017 cohorts; the fall 2019 cohort had a retention rate of 75%.

Online teaching and learning continues to be a challenge. One challenge is the difficulty in building a connection with students in the online format. It is also difficult to ensure students are grasping key concepts when instructors don't see them on a daily basis.

The program implemented Electude, an online learning supplement to replace the textbook, which fully integrates within D2L. After using Electude for an academic cycle, the program decided to discontinue its use as students found it to be cumbersome and not intuitive. The Cengage MindTap will be piloted in Fall 2021 for evaluation. On the other hand, students were pleased with the new math offering. Fall 2020 was the first time that the MAT 105 Math for the Transportation Division was offered. Although a challenge to teach for the first time in a fully online environment, instructional videos were well received; students also appreciated the in-person help that the instructor provided. For the spring semester, pedagogy was revised according to student feedback

and lessons learned from the fall semester. Survey results from both semesters showed 100% student satisfaction with the course.

2021-2022 Goals:

- Evaluate VMR interdisciplinary courses to gauge student success and satisfaction.
- Fully develop AUT 269/270 as an alternative to the internship requirement to better accommodate students who do not participate in internships due to funding restrictions.
- Incorporate ASE student certifications into the program curriculum.

### **Diesel Truck Technology/Diesel Preventative Maintenance Technician**

Two of three department goals were completed in 2020-2021 despite the global pandemic and the resignation of the DTT Program Director at the end of the Fall 2020 semester. The resignation created a situation where the HET Program Director assumed the additional role of leading the DTT and DPMT programs. COVID-19 created an environment within the industry that made it impossible to increase experiential learning for students. Industry was hesitant to expose their employees to anyone outside of their work environment, including students.

The department hosted three guest speakers and five industry participants at the Career Fair. The Career Fair provided students with the opportunity to speak directly to industry representatives. Freightliner and Isuzu certifications were incorporated into the curriculum giving interested student the opportunity to add to their credentials with specialized training.

Despite the restricted operating environment, opportunities for future initiatives presented. A new industry partnership was established with Marshall Machinery and Thermal King donated a refer unit which will expands learning opportunities.

Two graduates of the program were hired by two high profile companies: CAT and Diggin & Rigg. The industry connections will foster the reputation of the program and the College. The department will continue to add OEM training and pursue experiential learning opportunities once the pandemic is better controlled.

2021-2022 Goals:

- Increase up-to-date equipment: purchase a hydraulic simulator.
- Provide six experiential learning opportunities for students.
- Work with Navistar to obtain access to OEM training.

### **Heavy Equipment Technology**

The HET program is closely aligned with the DTT program, so much so, that the students spend their entire first year together. The two programs also share one Program Advisory Committee. The resignation of the DTT Program Director in Fall 2020 and the ongoing constraints created by

COVID-19 made for a challenging year for the HET program. Ultimately, a new instructor was hired for HET and its Program Director moved to fill the vacant DTT Program Director role.

In an effort to establish the program as the preeminent source of heavy equipment technician training in Northeast Pennsylvania, the department completed Phase I of working toward programmatic accreditation. The HET department was able to successfully align curriculum with the Associated Equipment Distributors Foundation (AEDF) standards, which allowed the submission for programmatic accreditation. An accredited program will attract a student population and provide the added credential of graduating from an industry accredited program. Next steps include an AEDF gap analysis of the HET curriculum, adjusting curriculum as necessary and ultimately earning accreditation.

While a change in personnel at Marshall Machinery scuttled a proposed apprenticeship in Wayne County, the department was able to establish a strong working relationship with the Northeast Dealer's Association (NEDA). The organization expressed interest in establishing a Training Center at the College, which will be a future goal.

2021-2022 Goals:

- Complete the gap analysis and obtain AEDF accreditation by June 30, 2022.
- Work with the Northeast Dealer's Association to establish a Training Center on campus.
- Establish three new relationships with industry partners.

## **Logistics Division**

### **Logistics & Supply Chain Management**

The Logistics Division consists of one program, Logistics & Supply Chain Management (LOG). The program returned in 2019-2020 after a one-year hiatus to determine program efficacy. The program became the College's first to receive permanent approval for full online delivery.

Logistics and Supply Chain Management continues to be a challenge for Johnson College. The pandemic prohibited the program from developing dual enrollment agreements. However, the statewide agreement through SOAR was updated and an articulation agreement with Commonwealth Charter Academy was signed. Johnson College received approval from the Office of Vocational Rehabilitation for a Pre-Employment Transition Service (PETS) Program for warehouse associates. The College is excited to pilot the PETS program in Fall 2021. The program will have 20 weeks of instruction and 6 weeks of hands-on learning. Office of Vocational Rehabilitation caps the program at 8 students.

Without a Program Director, the Chief Academic Officer took over the management of the program. During the year, she was made aware of Traffic Clubs, associations for Logistics, Transportation, and Distribution Professionals, and the VP of Academics and Student Affairs and the Chief Academic Office met with the President of Traffic Clubs. In the near future, building a local Traffic Club could help bring awareness to the industry and local opportunities.

The following strategies have been recommended to breathe some life back into the program. Work with the Enrollment Services department and Marketing to re-brand the program, focusing more on current industry employees rather than high school students. The program was meant to produce entry-level supervisors, not warehouse workers. A Program Director is needed to put a face with the program.

2021-2022 Goals:

- Train instructors on two neurodivergent topics.
- Market the OVR-PETS and USDA programs to local school districts.
- Partner with tutoring, Career Services, and Enrollment to engage students.
- Build the LEAD program.
- Work with industry to build a NEPA Traffic Club.

## **Health Sciences Division**

The Health Sciences Division at Johnson College is composed of two programs including Physical Therapist Assistant (PTA) and Radiologic Technology (RAD). External programmatic accrediting bodies approve both programs. PTA is programmatically accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE); RAD is programmatically accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

COVID-19 created a particularly challenging hurdles for the health science programs. Students needed to complete all of the hours in a clinical setting before they could graduate. With the restrictions at health care facilities, it was difficult to provide hours for the students. But, with the tremendous cooperation and flexibility of clinical instructors, students were able to complete all their mandated clinical hours.

### **Physical Therapist Assistant**

The CAPTE site visit was completed in July, 2020 via virtual platform and resulted in the full 10-year reaccreditation of the program.

Several curriculum changes have been implemented this year. Despite summer anatomy modules, students continue to struggle with anatomy knowledge throughout PTA coursework. Program faculty recommended immediate tutoring for students the fall to assist with anatomy knowledge. Summer anatomy modules do not appear to assist with carry-over of anatomy knowledge into the 3<sup>rd</sup> semester and there was decreased carryover of knowledge between the 3<sup>rd</sup> and 4<sup>th</sup> semesters as well. Faculty plan to incorporate more muscle/anatomy review and plan to remove summer anatomy modules moving forward. Continued addition of tutoring (peer vs professional with potential for University of Scranton PT students to tutor PTA students) with students whose written exam average falls below 80%. Feedback has been consistently positive for extending terminal

clinical experiences from six to eight weeks. The Curriculum Committee approved the PTA 290 change from 6 weeks to 8 weeks.

Other highlights include the CPR/First aid certification of 11 students and the Program Director by the American Red Cross; 2nd year PTA students hosted a Body Mechanics Workshop on October 22-23, 2020 for the RAD program students and a Stretching/Postural Assessment Workshop for the Johnson College campus community on December 4th, 2020; and received a Moses Taylor Grant for the funding of a new Geriatric Simulator, GeriChair, and an Acute bedside dresser.

2021-2022 Goals:

- Faculty will maintain current licensure in PA.
- Faculty will participate in continuing professional competence related to teaching responsibilities.
- Faculty will utilize effective instructional methods during didactic, laboratory, and clinical courses.
- 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.

### **Radiologic Technology**

Despite the challenges presented by COVID-19, the department was able to keep students on track for 2021 graduation by working with clinical locations to complete their competencies scheduled for summer 2020 during the 2020-2021 winter break. This allowed the students to graduate on time. However, it was difficult to instruct students in an online environment. Additional time may be needed to reinforce the hands-on aspect of their coursework. The department needs another professional tutor to work with the students on developing their critical thinking skills. The tutor can be hired through the Perkins Grant. It would be beneficial to have the tutor here during the week for one-on-one sessions and during lab time to assist with instruction.

Both Program Director Roxanne Caswell and Clinical Coordinator Jaclyn Douglass completed their Master Degrees in Education. Instructor Brandon Castellano has started working toward his Bachelor Degree.

Mrs. Douglass has worked on a scenario for the Northeast and Central Pennsylvania IPEC (Interprofessional Education Collaborative) program to develop a new case study. She will be working with a Lackawanna program to write the case study and further implementation will be done with the group of colleges within the IPEC Summit.

2021-2022 Goals:

- Provide ongoing professional development opportunities for all employees: Educate the faculty on the new JRCERT standards for Radiologic Technology education and the new standards for the ARRT guidelines.
- Faculty will assess the new standards for Radiologic Technology education and apply to the program as needed by updating the curriculum to meet any new didactic and clinical competency requirements.
- Maintain JRCERT programmatic accreditation: Host a successful August 2021 site visit that leads to reaccreditation of the program.
- To further enhance healthcare team work with other health care professionals: work with IPEC to develop case study for the summit with other universities.

## **Animal Science**

The Animal Science division at Johnson College consists of one program, Veterinary Technology (VET). The program is accredited by the American Veterinary Medical Association (AVMA). 100% of 2020 graduates passed the VTNE Board Exam, a huge increase over the 33% pass rate realized just four years prior. Restructuring the department in terms of staffing and curriculum have played a critical role in the steady increase of student success on the board exam.

### **Veterinary Technology**

Since the College COVID-19 response eliminated the housing of animals on campus, the department reestablished a relationship with the Griffin Pond Animal Shelter for 2020-2021. The shelter made it possible for students to complete their hands-on kennel experience, opening their doors to help support three fall classes. Starting in Fall 2021, the campus will once again allow animals to be housed on campus, restoring the quality, consistent, and professional animal care for which the program is known. The department also cross-trained all employees in digital dental radiography and CornerStone software utilization. The Sptiz Foundation grant was continued to support the VT community project (reduced cost veterinary services for financially eligible).

In an effort to reduce stress and minimize barriers for entering students, the program has enacted a hard close date of August 1<sup>st</sup> to ensure incoming students have time to complete their series of Rabies shots prior to interacting with live animals. To reduce the barriers created by this policy change, the program has developed a work-around. Any student who applies and is accepted into the program after August 1<sup>st</sup> will be given the opportunity to enroll into a three-year program. Students will be able to take program area courses during their first two semesters but will not be able to take the coursework involving live animals until their second year of enrollment. This also provides additional time for students to save the \$1,200 it costs to pay for the vaccination.

2021-2022 Goals:

- Incorporate a freshman clinical rotation.
- Revise curriculum to incorporate digital radiography requirements.



- All FT faculty to attend AVTE conference to enhance teaching styles specific for VT education.

## **General Education Division**

Mission: The General Education Department at Johnson College provides students with skills needed in the real world to develop professional competency through critical thinking and problem solving, written and oral communication, scientific and quantitative reasoning, technological competency and information literacy, and equity and inclusion.

The pilot of the campus-wide General Education Assessment was completed. Results from analyzing the first cohort of students revealed a statistically significant progression in knowledge in five of the seven core competency areas during matriculation at the College. For a more in-depth analysis of the assessment, please see the previous section entitled *General Education Assessment*.

The 2020-2021 school year was the inaugural year for the general education Program Advisory Committee. The fall PAC meeting reviewed the department goals and course descriptions. The spring PAC meeting completed the review of the course descriptions as well as discussing possible stackable credentials to be acquired in a general education course. The PAC was not able to identify any credentials in the spring meeting.

The hiring of a full-time science instructor met a long-term department goal for additional resources; unfortunately the fit did not prove right and the instructor left at the end of the semester. The need for an additional full-time faculty remains a high priority for the department. The increase in the number of general education offerings and the forecasted increase in student enrollment increases the need for faculty. By relying on so many adjunct faculty, it is difficult to retain consistency across course sections. Full-time faculty would also serve as additional support for students who tend to struggle in general education classes. It is further recommended that all online offerings of general education classes go through the Office of Online Learning's quality control procedure to ensure they are meeting the standards set by the College and by the PA Department of Education. Additional challenges for the department were created by decisions to increase course cap sizes from 25 to 30 and to eliminate developmental courses.

2021-2022 Goals:

- Increase general education faculty knowledge and use of D2L.
- Add a FTE Math and/or Science instructor.
- Increase General Education course offerings: Develop a more traditional ART class.

# Key Performance Indicators

## 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
July 2021	Full accreditation

**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
2020-2021		All lecture classes were online due to COVID-19. PDE & MSCHE approval to run ADT and LOG fully online permanently.

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
2020-2021	77.38%	64.68%	165 – IPEDS all completors	

**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
2020-2021	125	44%/31%	

**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	*Redefining live labs allowed for broader inclusion of real world experiences.
2020-2021	310	53	

**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
2020-2021	N/A	53	

**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	
2020-2021	107	1586	The College closed down in mid-March due to COVID-19. Many events were virtual; this year events included orientation, career fair, and commencement which increased participant numbers.

**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%	* prior to implementation of Advising Office
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%*	* due to COVID-19, response rate was about 19%
2020-2021	91.59%*	81.74%	94.44%*	89.00%*	* due to COVID-19 response rate ranged 20% to 25%

**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%
2020-2021	16.66%	19.84%

**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
2020-2021	89 - 35.32%	65	

**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**

2016-2017	96.12%	--
2017-2018	96.10%	2
2018-2019	99.09%	2
2019-2020	98.60%	3
2020-2021	99.53%	0

**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%*
2020-2021	n/a	n/a

\*due to COVID-19, response rate was 11.38%

To reduce survey fatigue, student survey questions were reduced. These questions were removed from 2020-2021 surveys.

**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	\$25,096,531
2020-2021	\$26,842,461

**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	\$986,108
2020-2021	\$831,391

**Objective 4.3– Build fundraising capacity**

**Measurement: Annual Giving**

2016-2017	\$215,090
2017-2018	\$266,409
2018-2019	\$259,572
2019-2020	\$3,314,623
2020-2021	\$408,407

**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
2020-2021	497

**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	\$388,092.00
2020-2021	