

---

2021-2022

*STRATEGIC PLAN  
PROGRESS REPORT*

---

*Prepared by the Office of Institutional Effectiveness*



**INNOVATION AT WORK!**

# Table of Contents

Recommendations .....	3
Innovation at Work! .....	5
How We Do It! .....	5
Tracking Our Student Growth .....	12
MSCHE Progress Report .....	13
Frances & Ideal Saldi Day .....	15
Capital Campaign .....	15
Climate Survey and Focus Group Results .....	16
Jenzabar Implementation .....	17
Satisfaction .....	17
Enrollment .....	18
Commencement .....	19
RISE: Readiness in Skilled Employment .....	19
Appendix A .....	21
Appendix B .....	40

## Recommendations

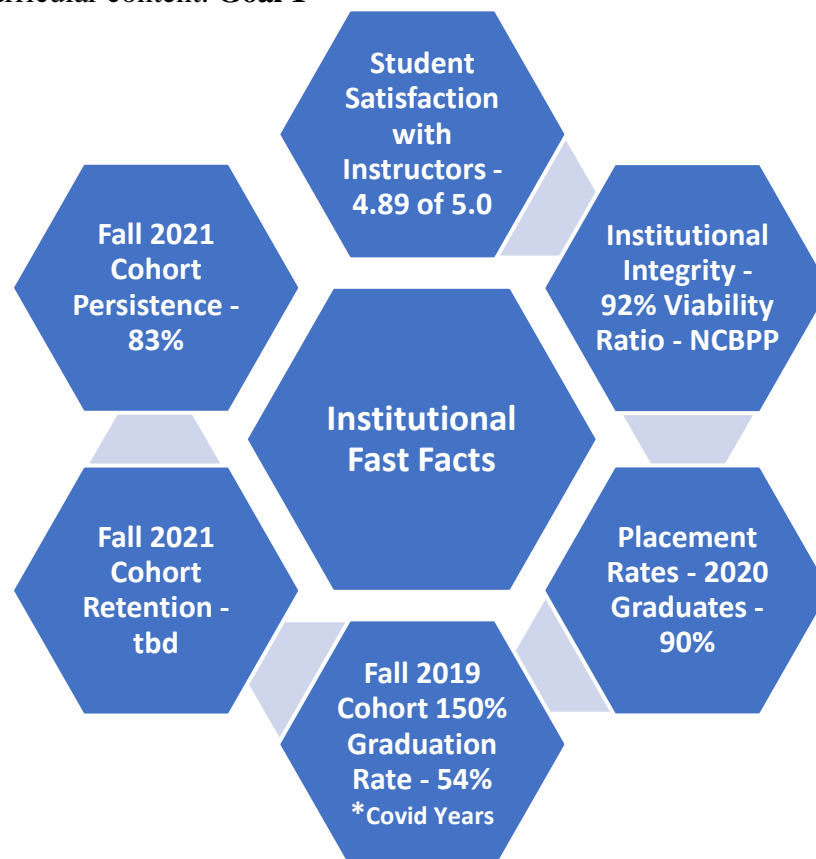
We, the members of the Strategic Planning Committee, reviewed the following Strategic Plan Progress Report. It is the consensus of the committee that Johnson College has made adequate progress toward the attainment of institutional goals. In the interest of continuous improvement, we make the following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

From the summary of recommendations we carried three over:

- Continue to focus on diversity of PAC to represent all members. **Goals 2 &4**
- Grow opportunities for experiential learning and community service projects. **Goals 2&4**
- Continue to review Middle States Collegial advice. **Goal 5**

We added the following:

- Continue to adopt best practices in the newly implemented Jenzabar Student Information System for the internal and external reporting and the Recruitment Manager System. Explore additional software add-ons in Jenzabar to enhance student success. **Goals 2&3**
- Strategize on grant applications for capital purchases for programs and additional funding to strengthen student support services, for example, mental health, at-risk students, non-traditional students. **Goals 3&5**
- Continue best employment practices through professional development, culture survey, salary scales, and safety and security. **Goal 1**
- Enhance instructional methods of soft skills and career readiness by evaluating General Education curricular content. **Goal 1**

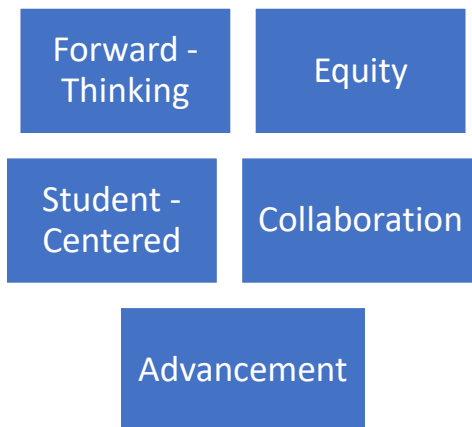


This page intentionally left blank

## Innovation at Work!

Since the approval of the Strategic Plan *Innovation at Work* in July 2021, the team at Johnson College has been working steadily to push forward with the priorities of the college: strengthen *Academic Excellence*, expand *Diversity*, enhance the *Student Experience*, cultivate *Community Partnerships*, and ensure *Institutional Sustainability*. Our efforts have already accomplished much by staying focused on common goals and living our mission. This plan is designed so that progress may be measured on a regular basis which allows for adjustments when necessary, creates a culture of accountability, and publishes yearly progress reports featuring key performance indicators to keep us on track. It is a roadmap to guide decision-making for all areas on the Johnson College campus, focusing individual initiatives to align with institutional goals and objectives with a student-centered approach to success. This plan demonstrates how Johnson College faculty, staff, industry partners, and all stakeholders work together to ensure the success of our students. Our Mission and Vision remain embedded in our everyday processes.

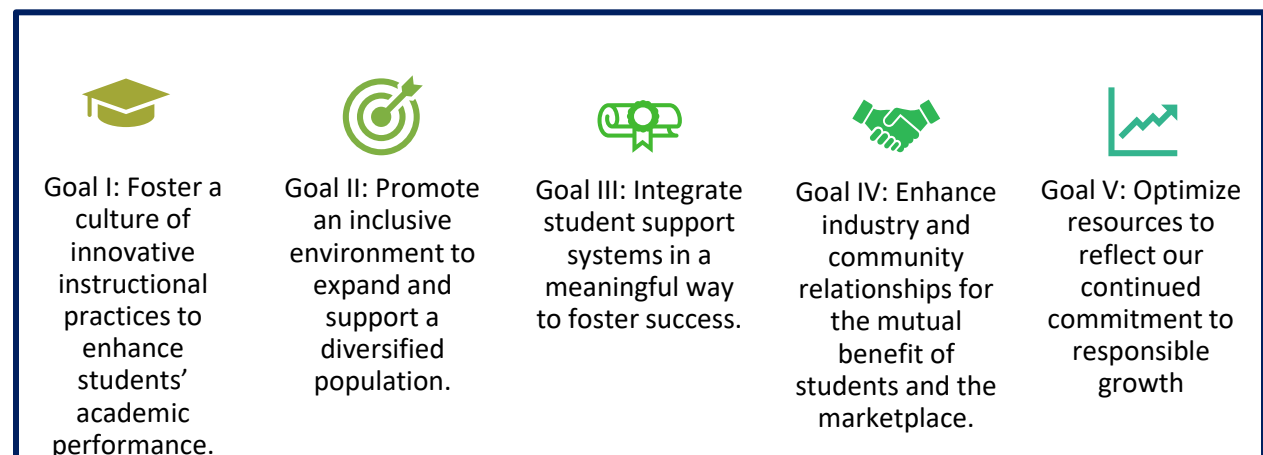
### Our Core Values



### How We Do It!

Academic Program and AES Unit assessment feed into the institutional assessment of the College's effectiveness at reaching its goals. Key Performance Indicators (KPIs) were identified and will be tracked throughout the *Innovation at Work* five-year cycle to identify areas that need additional resources. To support the plan, the budgeting process was adjusted to align annual and multi-year budgets to support appropriate resource allocation.

### Our Institutional Goals



---

# GOAL #1

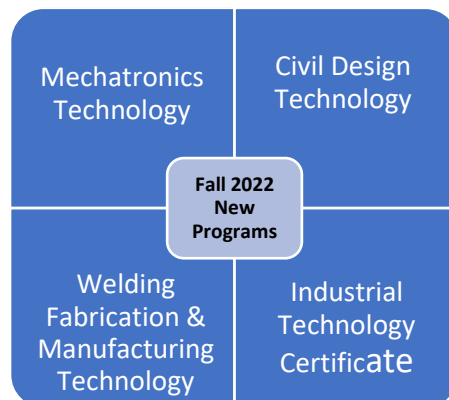
---

## ACADEMIC EXCELLENCE

Foster a culture of innovative instructional practices, meaningful assessment, and program alignment with emerging technologies.

### Progress

A competent and skilled faculty and staff is an important part of any successful college. While there is always work to be done, we have taken some steps to help ensure this is obtained. The adjunct pay scale was reviewed and updated to reflect a competitive wage; the college used over 40 adjuncts in 2021-2022, with an average length of service over 5+ years. Additionally, five full-time faculty received promotions to the next level during 2021-2022. Professional developments are held throughout the academic year geared toward different instructional strategies, diversity and inclusion, and Title IX just to name a few. Our faculty and students look for opportunities to share ideas, innovations, and energy outside the boundaries of our campus. This includes experiential and service learning as well as community service projects.



**86.60%** of students are satisfied with the opportunities to get hands-on experience in their major

### How We Did It!

- Over 17 on campus professional developments were held
- The amount of budgeted professional development for off campus events was increased 50% from the previous academic year
- Increased enrollment for Industry Fast Track and Dual Enrollment students from 17 to 38 between Fall 20-21 and Fall 21-22
- Experiential learning and service learning and community service projects hit over 400 hours through all programs
- Three special programs including TANF, RISE, and Upward Mobility in addition to telecommunications coursework helped diversify the methods of instruction.

## GOAL #2

### DIVERSITY

Promote an inclusive environment to expand and support a diversified population



#### Progress

Our new Strategic Enrollment Management (SEM) Plan became operational in July 2022 and is designed at increasing enrollment, particularly in underserved and minority populations, while increasing the likelihood of student success resulting in improved outcomes year over year. The plan establishes goals, priorities, and strategies for recruitment, admissions, persistence, retention, and completion along with new metrics. Title IX “It’s On Us” program, discussing sexual assault and harassment, was incorporated into Student Success Seminar (SSS 101).

#### Increase race / ethnicity rates

- 20-21: 16.66%
- 21-22: 16.67%

#### Increase # of PELL students

- 20-21: 43.25%
- 21-22: 36.57%

#### Increase # age 24+

- 20-21: 19.8%
- 21-22: 18.22%

#### Increase # military / veteran

- 20-21: 5.16%
- 21-22: 4.26%

#### # diverse students graduated

- 20-21: no measure
- 21-22: 38.15%

#### # females in male dominated programs & vice versa

- 20-21: 9.92%
- 21-22: 9.30%

**82%** of Fall 2021

students agree that Students Are Made to Feel Welcome on this Campus as benchmarked against 74% of students who attend National Community Colleges in the Eastern Region.

99% of 2020 Freshman agreed with the statement “I feel welcomed at Johnson College.”

#### How We Did It!

- Employees attended Safe Zone (LGBTQ+ awareness) and Green Zone (military veterans & families focus) trainings
- The Academics Department used three grant opportunities to help expand the diversified population (PNC – Black EITC Fund for Industry Fast Track, Parents in NEPA program, and RISE Program). Three new Pathway programs RISE (11) TANF (3), PA Smart (50)
- Program areas used their skills to reach under-served populations. CCM students created 84 projects for their annual auction to benefit the Children’s Advocacy Center. The EET department accessed the TANF grant to reach eligible students with STEM programming

---

## GOAL #3


---

### STUDENT EXPERIENCE

Integrate student support systems in a meaningful way to foster student success

#### Progress

Restructuring of the Department of Student Success for full implementation in 2022-2023 brings student services offices under one leadership and offers collaborative opportunities. Student Success Coordinators assumed responsibilities for the former Resource Center and Student Engagement offices while the number of advisors was increased from two to three and will also operate under the same umbrella. Fourteen tutors engaged with 57 individual students and TutorMe.com was available 24/7. This is in alignment with collegial advice from Middle States to maintain robust services for a diversified population.



89% of students feel  
the campus staff are  
caring & helpful.

#### How We Did It!

- In the interest of student success, faculty are offering open labs for students to complete lab work, ask questions about course content, or for direct tutoring.
- Career Services collaborated with faculty to provide career counseling to students during class/lab times. Career Services also cooperated with the Faculty Chair to pilot an industry immersion experience.
- Network & Systems collaborated with the entire campus on implementation of the new Jenzabar SIS.
- Student Engagement collaborated with Enrollment to implement a D2L training initiative for incoming students.
- The essential services series continued with 18 sessions

#### Assessment Day 2022 Responses

	Strongly Agree	Agree	Strongly Disagree	Disagree
I have quality conversations with my advisor	41.73%	51.18%	3.94%	3.25%
I find the campus to be a safe environment for my health and well being	51.72%	46.55%	0.00%	1.72%
I find D2L easy to use	42.62%	48.36%	2.46%	6.56%
How satisfied are you with the promptness of service of the Student Business Office	47.83%	47.83%	4.35%	0.00%
Overall, how satisfied are you with Johnson College	51.75%	34.21%	4.39%	0.00%
Johnson College provides a supportive environment	44.25%	46.02%	1.77%	7.96%



---

## GOAL #4

---

### COMMUNITY PARTNERSHIP

Enhance industry and community relationships for mutual benefit of students and the marketplace.

#### Progress

Industry outreach is a key component of who Johnson College is as an institution. The Office of Faculty and President's Office engaged in a collaborative effort to connect faculty with industry to develop experiential learning and community service opportunities as well as to meet the need of industry for employees. That effort continued in full force throughout 2021-2022 through such efforts as training agreements implemented through Continuing Education, student / faculty participation in projects such as the Elderly Cottage Housing Opportunity partnership, and expanding PACs to be representative aspects within an industry.

#### How We Did It!

- Career Services developed and posted the Faculty Industry Form to better track industry-related activities.
- Programs provided live lab, internship, and clinical opportunities for their students.
- The industry immersion experience, recommended by the PACs, was successfully piloted with 3 students.
- CE signed a training agreement with New York Career Link for an in-person auto class in Chester County.

Johnson College partnered with United Neighborhood Centers of Northeastern Pennsylvania, The Institute for Public Policy and Economic Development, and William G. McGowan Charitable Fund on the RISE (Readiness in Skilled Employment) program. The College also continued to work with Friends of the Poor to maintain the student food pantry.

#### Top 10 Soft Skills Employers Desire

- Dependability – 9.5%
- Communication – 9.0%
- Self-motivation – 8.0%
- Logical Thinking – 7.5%
- Problem-solving – 7.5%
- Troubleshooting – 7.5%
- Ability to work under pressure – 6.0%
- Critical thinking – 6.0%
- Adaptability – 4.5%
- Reliability – 4.5%

The Institute for Public Policy & Economic Development – NEPA RISE Employer Survey was conducted at the Johnson College Spring PAC meeting. 52 participants answered questions about available job opportunities, soft skills they value in employees, salaries, and benefits in an analysis of regional workforce trends. The report indicates various types of technicians are in demand including automotive, truck, mechanics, HVAC, welders, fabricators, electronic, electrical, helpdesk, IT specialist, drafter, civil engineer, and more.

---

## GOAL #5

---

### INSTITUTIONAL SUSTAINABILITY

Ensure financial, human, physical, and technological resources are adequate to support our mission.

#### Progress

Enrollment continued to grow in 2021-2022, as did grant, capital campaign, and Continuing Education revenues. Enrollment in two programs, Electrical Construction & Maintenance Technology (name changed to Electrical Construction Technology for Fall 2022) at 16.32% of total student population (with 79 students), and Heating, Ventilation, and Air Conditioning Technology (14.67%) with 71 students represented 31% of the total degree or certificate-seeking student population.

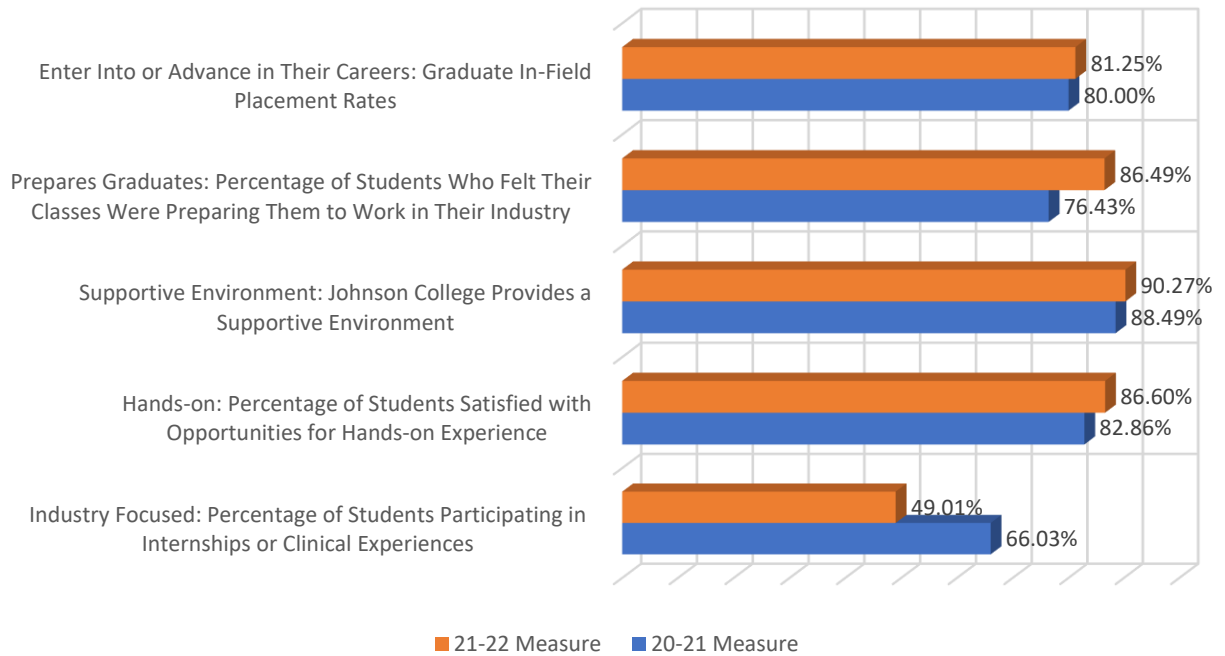
In the initiative to enrich assessment practices 2021-2022 saw implementation of the Insights Portal that displays reports from the Insights environment directly inside Learning Environment. This integration provides easier access to analytics about learners and courses. OIE joined the National Community College Benchmark Project (NCCBP) to provide benchmarking data, the College engaged the services of the Ruffalo-Noel Levitz survey system and also trialed the ULearn system in the interest of academic integrity. One of the largest campus-wide initiatives was in the area of upgrading technological resources with the purchase and implementation of the Jenzabar student information system. Finance prepared budget templates tying to the new Innovation at Work! Strategic Plan, adding a priority level connected to each expense line item as suggested by Middle States during the accreditation visit.

The Board of Directors held a Mix & Mingle event with students at which a qualitative group exercise focusing on how the College is meeting its mission and vision was assessed. .

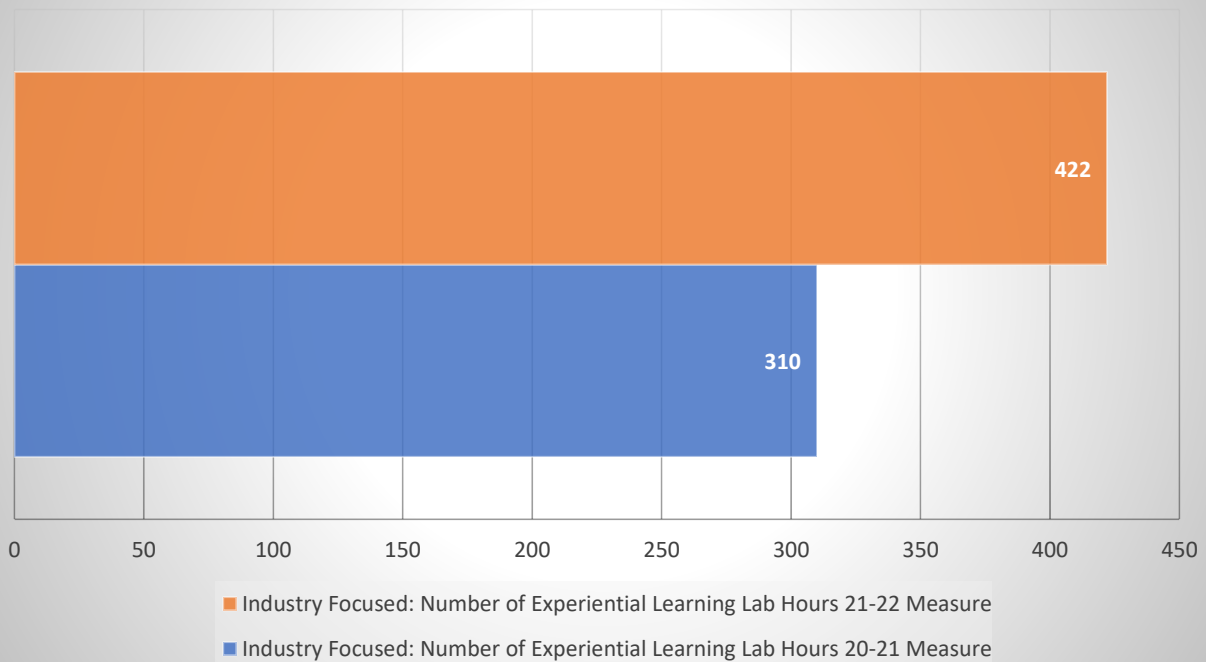
#### How We Did It!

- Institutional Advancement secured grant revenue of \$2,076,539 and revenue from donations of \$2,604,005 (unaudited figures)
- Continuing Education secured revenue of \$245,183 (unaudited)
- 100% of the Facilities staff completed all modules of the BETCO professional development. BETCO are leader in the cleaning and sanitation industry
- The College formally joined NC-SARA (National Council for State Authorization Reciprocity Agreements) to expand distance education opportunities out of state.
- The College entered into post-secondary articulation agreements with Bloomsburg University, York College, and the University of Missouri.
- STEM training leading to flexible pathways to employment opportunities.

## How We Measure Our Mission: Mission-Centric KPIs

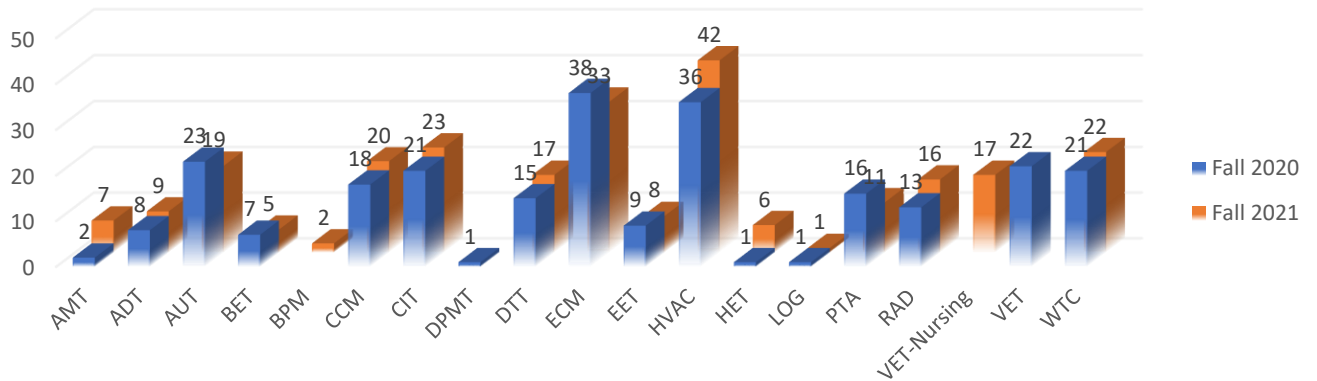


## How We Measure Our Mission



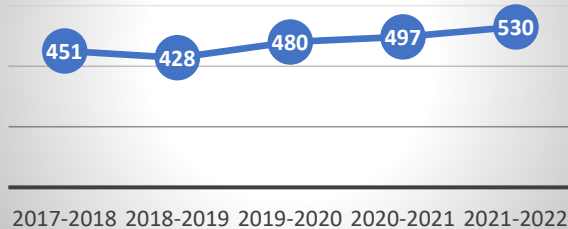
## Tracking Our Student Growth

### FALL ENTERING CLASS 2020 & 2021



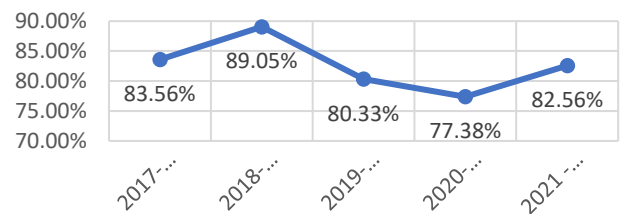
### Institutional Enrollment

Benchmark: 500



### Institutional Persistence Rate

Benchmark: 90%



### Placement: Class of 2020

With the move to Middle States accreditation, the College now tracks placement based on graduation date of student, as opposed to the ACCSC model based on start date and length of program.

- # of Graduates: 169
- Unavailable for employment: 1
- Further Education: 8
- In-Field/Using Skills: 130
- Out-of-Field/Unemployed: 15
- Unknown: 15
- Placement Rate: **90%**

## MSCHE Progress Report

The Middle States Commission on Higher Education (MSCHE) offered 23 items of collegial advice, 2 team recommendations, 0 requirements, and 3 shout-outs upon awarding of institutional accreditation in June 2021. While much of the collegial advice is ongoing, some items are already accomplished and will enter into the assessment cycle. First, the shout-outs.

Financial Goal Analysis for Operational Budgets and Capital Budget summaries allows comparison of spending for each objective in a visually compelling and effective manner.

The President & CEO is extremely dedicated to her role in leading the College to meeting its mission. She leads by example and her passion for the success of students is evident.

Faculty members are thoughtful about each other's curriculum and how their own teaching can contribute and connect across disciplines.

Item	Update
<b>Collegial Advice:</b> As the College develops its next strategic plan, it may consider its Self-Study and the Visiting Team's report, in addition to all other appropriate data.	<b>Completed:</b> The process of developing the Innovation at Work strategic plan implemented in July, 2022 included a document that cross-referenced MSCHE submissions and feedback to unfolding goals and objectives.
<b>Collegial Advice:</b> Continue to invest in faculty professional development to include pedagogical techniques, technology, and higher degrees in the field to increase effectiveness and academic rigor of courses.	<b>Completed-Assessment Cycle:</b> A Pathway Plan was developed for faculty to help guide from hire date to retirement.
<b>Collegial Advice:</b> Explore collaboration and partnerships with four-year degree institutions to create articulation agreements for transfer for a higher degree.	<b>Ongoing:</b> New articulation agreements were developed with Bloomsburg University, York College, and the University of Missouri
<b>Collegial Advice:</b> Consider utilizing a national student satisfaction survey to compare student support services to the national average (i.e. Noel-Levitz student survey).	<b>Completed:</b> Fall 2021, a regular schedule will be developed.
<b>Collegial Advice:</b> Further enhance Johnson's use of D2L to automate data collection and analysis of course outcomes.	<b>Completed – Assessment Cycle:</b> Updates were made to the hierarchy of D2L coursework to allow tie-in to SLOs; U-Learn software was piloted; Insights Portal allows

	for tracking class engagement and participation
<b>Collegial Advice:</b> As part of strategic planning and in light of anticipated growth of the size of faculty, consider whether the college desires other faculty involvement in governance.	<b>Completed – Ongoing:</b> A Shared Governance Plan was developed
<b>Collegial Advice:</b> Continue to leverage partnerships and collaboration with business and industry entities to provide students with experiential learning opportunities and support services for academic excellence.	<b>Completed – Ongoing:</b> The number of community service / experiential learning hours grew to over 400 in 2021-2022 (see chart below).





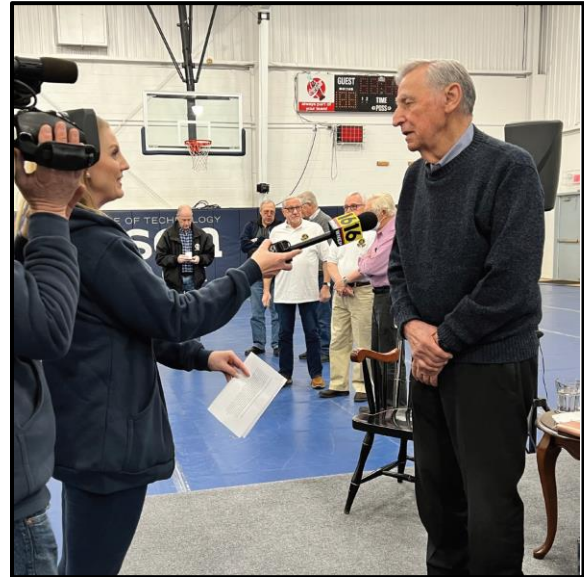
## How We Are Growing

### Frances & Ideal Saldi Day

On April 20, 2022, members of the Johnson College community gathered for a landmark event to celebrate what will forever be known as Frances & Ideal Saldi Day.

Johnson College President & CEO, Dr. Katie Leonard, announced a \$1,000,000 gift from the Johnson College alum, Ideal T. Saldi, and his wife, Frances P. Saldi. This gift, which will help fund the College's Innovation at Work Capital Campaign, was the largest gift from an alumni member in the history of Johnson College.

The College's upcoming Gateway Building will be named Ideal Saldi Hall.



“Johnson College kept me out of the coal mines and provided me the skills that allowed me to earn money to pay for college,” said Mr. Saldi. “Whatever success I have enjoyed, I owe to Johnson College.”

### Capital Campaign

Johnson College publicly launched its \$5 million comprehensive, five-year, capital campaign, “Innovation at Work,” during a community kickoff event.



Students present an architectural rendering of Ideal Saldi Hall Gateway Building. The campaign consists of four components that will create an environment for growth and success:

- Construction of a new Gateway Building, named Ideal Saldi Hall, which will become the official entrance to the campus and include new lab and classroom space.
- Expansion of Woolworth Hall which houses on-campus lab space for programs including Heating, Ventilation, and Air Conditioning and Electrical Construction Technology.
- Creation of a Transportation Education Center.
- Support of the College's Annual Fund and student scholarships.

### Climate Survey and Focus Group Results

Human Resources conducted a campus-wide culture survey in December 2021 to assess the climate on the Johnson College campus. The survey collected 66 responses. 50% were staff, 31.8% were faculty, and 18.2% were adjunct faculty. After collecting the data, Human Resources shared the data with the governance committee of the board of directors during the January 2022 meeting and discussed themes that emerged from the survey.

#### **Positive themes**

96% strongly agree or agree that their job is important with respect to the College mission.

98% strongly agree or agree that their job makes a meaningful contribution to students and the college.

94% are proud to work for JC.

90% strongly agree or agree that JC is a family friendly place to work and their work schedule is flexible enough to meet my needs.

78% would recommend JC as a great place to work.

#### **Areas of Improvement**

60.6% are neutral or disagree that the College maintains a competitive pay and benefits package.

54.5% are neutral or disagree there is opportunity for me to advance at the College.

48.5% are neutral or disagree the College does a good job communicating its budget decision-making processes.

In March 2022, three focus groups were held with employees who volunteered and who were selected in order to get a well-rounded group of staff and faculty. Twenty employees participated in the focus groups, which focused on the themes above. In 2022 the employee culture survey will be completed by a 3<sup>rd</sup> party.



## Jenzabar Implementation

The Johnson College Self-Study Report submitted to the Middle States Commission on Higher Education for accreditation consideration included a recommendation to invest in a new student information system. With increasing enrollment and emphasis on student success, the College found that it was out-growing the former Blackbaud Student Information System. After study of options, the College signed an agreement with Jenzabar to provide their J1 student information system software in 2020-2021. The anticipated transition to Jenzabar was scheduled for July 2022.



Most of the College departments were involved in the implementation of J1 and participated in regular training sessions throughout the 2021-2022 academic year. The process first involved configuration of the new system to meet college need as well as transfer of data from the old system to the new. The college engaged in a transcript review prior and throughout the transfer process, correcting any problems uncovered at the time. Three data transfers occurred, with vendor and college team assessing the results at each occurrence. The final data transfer occurred in late June 2022 and within the following month the system went live.

Network & Systems personnel attended every training session throughout 2021-2022, troubleshooting along the way.

## Satisfaction



“Johnson College instructors are very passionate about their field of study, making sure students learn, understand, and are prepared.” - Student

“It means the world to me when I see my students excited about what they learn and their reactions when they master an assignment.” - Student

“It’s great to hear our graduates’ success stories on how far they are in attaining their career goals, knowing we all helped them enter the workforce better prepared.” – Instructor

Whether in a classroom, lab or on a job site, our instructors are inspired by what they see from their students.

**4.89** Average overall rating out of 5.0 on a satisfaction survey with course instructors.

## Enrollment

This past academic year was another huge success for Johnson College. We continue to experience record enrollment and anticipate that this will continue with the addition of four new academic programs. Among our divisions of study, we now offer Civil Design Technology; Industrial Technology (certificate); Welding, Fabrication and Manufacturing Technology; and Mechatronics. With the help of our students, faculty, staff, and entire college community, we achieved full accreditation from the Middle States Commission on Higher Education

A total of 530 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. The budget was increased to reflect the steady increase in enrollment. In Spring 2022, the College welcomed 47 new students.

### Top Feeder Schools



The Johnson College Golden Alumni Society held its Annual Reunion on campus June 12<sup>th</sup>.



## Commencement



For the first time in over a decade, Johnson College held its commencement ceremony **on campus**. On May 14, 2022, Johnson College conferred over 180 degrees to graduating students. Graduates were awarded Associate in Science degrees (A.S.), Associate of Applied

Science degrees (A.A.S.), and Academic Certificates for their successful program completions.

## RISE: Readiness in Skilled Employment

In an effort to help remove socio-economic barriers for some individuals looking to enter the workforce and earn a life-sustaining wage, Johnson College, United Neighborhood Centers of Northeastern Pennsylvania, The Institute for Public Policy & Economic Development, and the William G. McGowan Charitable Fund have formed a unique partnership to address this critical need and solve the skills gap in NEPA.

RISE: Readiness In Skilled Employment

(<https://risenepa.org/>) is a workforce development program to serve residents of Lackawanna and Luzerne counties with the opportunity to obtain technical training while accessing additional supports to remove any barriers that stand in their way of starting a new career. Funded by the William G. McGowan Charitable Fund, the support and services offered will provide enrolled participants the pathway necessary to earn a family-sustaining wage. RISE paves the way for individuals and their future generations to succeed.



## Department Goal Summary

As the COVID-19 pandemic began to ease and vaccines became more available, work began to assume a bit more of a normal look. The College is undergoing growth in numerous areas resulting in changing organizational structure and the changing faces that come with it. Coupled with design and implementation of a new Jenzabar student information system and despite the ever-changing campus environment, goal attainment reached a 71% rate as goals were adapted and completed in sometimes unanticipated and unique ways. There were also occasions when goals could not be met, because of unforeseen circumstances that got in the way.

☑ = Met      P = Partially Met      ☒ = Not Met

	Academic Excellence	Diversity	Student Experience	Community Partnership	Institutional Sustainability	Total
AES	13	13	14	7	19	66
Program	35	5	1	10	1	52
Total	48	18	15	17	20	118
% Total	41%	15%	13%	14%	17%	
☑	32	13	11	12	16	84
P	7	1	1	1	1	
☒	9	4	3	4	3	
% ☑	67%	72%	73%	71%	80%	71%

**See Appendix “A” for summary of AES Unit and Academic Program highlights for 2021-2022.**

## **Appendix A**

*Note: The following is a summary of each Academic Program and AES Unit for 2021-2022. 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. The newly formed Office of Student Success incorporated work of the Resource Center and Student Engagement as well as other initiatives. The Advising Center was also moved under this umbrella. Assessment documentation will reflect this new structure in 2022-2023 goal setting. As the new department was developed, some former goals were not met as they were not part of the new vision for the Student Success department. Similarly, the Registrar's Office will be moved under the umbrella of the Office of Academics for future goal setting and assessment.

#### **Student Advising Center**

The Advising Center reporting structure was reorganized mid-academic year. The department was shifted from under Academics to the newly formed Department of Student Success. In the fall of 2021, the advising team received additional support by hiring one additional advisor; bringing the total number of advisors to three. The Senior Director of Student Affairs announced that he would be transitioning from academic advising to full-time instruction at the conclusion of the fiscal year. A new academic advisor was on-boarded in late June 2022.

The Academic Advising office surpassed their registration goals by providing services to over 90% of students in their respective program areas by the opening of the registration period(s). Creative practices such as lab visits, evening hours and walk-in registration periods provided students with ample opportunities to meet with their advisors and create their academic plans. The team met their metrics even with the added responsibilities created by staff turnover, including, but not limited to: tutoring, JC Buzz, and various student engagement initiatives.

The Advising team members attended and completed two unique trainings designed to better prepare them to work with students with diverse backgrounds and experiences. Hosted by the Diversity and Inclusion Committee, Safe Zone training, tailored specifically for understanding the experience of those in the LGBTQ+ community was completed by all three advisors in the fall 2021 semester. Green Zone training was completed by two advisors in the spring 2022 semester.

#### **Industry and Career Services**

The responsibilities of the Department of Industry with a focus on industry outreach and relationship-building were performed in 2021-2022 through a combination of the President's Office and Career Services efforts.

The Career Services Area earned a “shout-out” from Automated Lifestyles, LLC for the work they are doing to prepare students for the workforce, citing a noticeable difference in the student resumes and ability to speak to employers at the Career Fairs. “They are better prepared for the workforce,” writes Larry Supon.

The newly-developed Faculty Industry Form was posted as a link on SharePoint. The form assists faculty in tracking field trips, guest speakers & visits, community service projects, service learning opportunities, live labs, and other industry-type events. Career Services will track the responses to incorporate into the Industry Google Docs.

With implementation of Middle States institutional accreditation, Career Services discarded the former way of calculating employment rates, developing a new procedure based on graduation date that was approved by Executive Council. Placement rates for the Class of 2020 showed 90% in-field employment. Based on Class of 2022 Fast Facts at May 10 graduation, 68% of eligible students self-identified as being employed in field, going on for further education, or planning to pursue military service (excluding 23 students who were in process of completing required internships or summer credits).

In closing the assessment loop, the department will work to implement a suggestion from the External Review Team. This will include the implementation of more data, explanation of programs, and the use of comparison rates for the upcoming year.

### **Counseling & Disability Services**

In keeping with department goals of professional development and outreach, Counseling & Disability Services engaged in a number of initiatives in 2021-2022. In collaboration with the Preventative Education Consortium, the department hosted a Fall Prevention Initiative that focused on the dangers of vaping THC and a Spring Prevention Initiative that focused on the dangers of binge drinking. Both events featured interactive activities and brought in over 50 students.

During the Spring semester, the Office oversaw a Bachelor’s level intern from The University of Scranton, who spent the majority of the semester attending webinars, learning all aspects of the services offered, learning and implementing the policies and procedures of the department, and building rapport with students, staff, and faculty.

The department also:

- Continued to work with The Friends of the Poor to maintain the student food pantry on campus, which acquired its own location on campus to help maintain confidentiality and accessibility.
- Conducted an Autism Awareness Event, which educated students, staff, and faculty on Autism Spectrum Disorder through pamphlets, PowerPoints, videos, and games.
- Attended the Annual Disability Conference hosted virtually by The University of Scranton.

Testing accommodations continue to be a challenge. The distraction-reduced testing room was transitioned into a staff office. We continue to work with Student Success to find the best testing area.

### **Financial Aid**

The Financial Aid program tracked and disbursed additional COVID stimulus funds to students received through the Higher Education Emergency Relief Fund (HEERF). The College distributed \$779,654 of the stimulus funds to enrolled students during the 21-22 academic year, the total amount received.

With two new staff members hired in 2021-2022, professional development took center stage. Training was held with the College consultant on a weekly basis during staff meetings, with additional trainings through professional organizations NASFAA and PHEAA throughout the year. Of the 95 students who answered the Assessment Day survey question, of 96 respondents a combined 94.8% either agreed or strongly agreed that the financial aid staff was courteous and polite while 90.62% indicated the staff seemed knowledgeable about financial aid policies and procedures.

In addition, the consultant worked with the College CFO and Jenzabar consultant to implement integration of the new student information system, Jenzabar, with the PowerFacts financial aid system. Jenzabar went live in July of 2022, through the next year remaining staff will be trained in the system and the office will use this system to help communication with students and other departments.

### **Office of the Registrar**

The Registrar's office experienced transitions during this academic year. During this time, Executive Council members oversaw the office, which was then decided the best area for the Registrar's office was to remain under the umbrella of Academics, overseen by the Chief Academic Officer. During the on-boarding of new staff members, the offices' responsibilities remained constant with the guidance of other office staff. As they remain in their training phase, they continue to make documentation for office process improvements due to the new Jenzabar system implementation. Jenzabar trainings were attended by staff, and remain ongoing.

### **Resource Center**

Staff transitions and reorganization led to the current structure in which the Resource Center falls under the Department of Student Success. Tutoring was shifted to Academic Advising in the fall of 2021. In addition, publishing the JC Buzz was done by Academic Advising until April 2022. By the end of April, the JC Buzz was delegated to the Resource Center attendant. Tutoring is led by a member of the advising team in collaboration with the Student Success Coordinators.

The tutoring program continues to grow to meet student need. During the year, 14 tutors engaged with 57 individual students. 32 students were supported with individual tutoring and 25 students participated in walk-in tutoring. The addition of group and individual sessions provided more opportunities for students to participate in help sessions. The effort to expand tutoring to all programs will continue in 2022-2023.



The Resource Center became a hub of activity. The Student Success Coordinators reorganized the space allowing for a more open and inviting space.

Group and individual tutoring, Essential Support Series sessions, staff meetings, and informal gatherings were all held in the space. In March of 2022, a Resource Center Attendant was added to the staff; adding 16 additional hours of staffing to the Center each week.

### **Student Engagement**

The Student Engagement department was re-organized as Student Success, reporting to the VP for Enrollment and Student Affairs. The new department encompasses the areas of Advising, Resource Center and Student Engagement, integrating student services under one department. In January 2022, two Student Success Coordinators were hired with a primary focus on the Resource Center and Student Engagement.

A total of 14 events were held in Fall 2021, with 693 attendees. Seven events had a community focus, six events were offered for support services, three events were tailored for workforce readiness, and four events had a leadership focus. Most events encompassed more than one focal area.

A total of 27 events were held in the Spring 2022 semester, with a total of 878 attendees. 8 events had a community focus, 31 events were offered for support services, 9 events were tailored for workforce readiness and 2 events had a leadership focus.

A total of 80 programs were planned, with a total of 1531 participants; 37 Fall events with 693 participants, and 33 Spring events with 878 participants. A D2L training initiative in collaboration with Enrollment was initiated.

Re-establishing the Gaming Club proved popular. This group was excited to host events were able to find time and space to hold 5 meetings in the Spring semester. Many of the students are continuing in the fall, and we anticipate the same enthusiasm for the upcoming academic year. Attention to more campus collaborations increases the availability of human resources and opportunities to reach more students. Collaborative efforts will be a focus in the coming year.



## **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 (renamed Industry & Community Engagement), and Marketing & Communications.

### **College Advancement**

Johnson College publicly launched its new \$5 million comprehensive, five-year capital campaign, “Innovation at Work,” during a community kickoff event on June 8, 2021. Throughout 2021-2022, the department was involved in the initiation of the campaign silent phase with approximately 68% of the \$5 million goal met prior to the kick-off. The employee phase of the campaign was well-received and Johnson alumni have participated considerably to make this campaign a success.

The “Innovation at Work” campaign consists of four components that will create an environment for growth and success: the construction of a new Gateway Building, which will become the official entrance to the campus and include new lab and classroom space; the expansion of Woolworth Hall which houses on-campus lab space for programs including Heating, Ventilation, and Air Conditioning and Electrical Construction Technology; the creation of a Transportation Education Center; and support of the College’s Annual Fund and student scholarships.

A crucial catalyst for the “Innovation at Work” campaign is a \$1 million contribution from Ideal T. Saldi, a Johnson College alumnus from the class of 1949, and his wife, Frances Saldi, alongside other funders who have invested in the College. The Saldis’ gift is the largest gift from a Johnson College alumnus to date and will have a lasting impact on the school, and its students. To honor this gift, the new, state-of-the-art Gateway Building will be named Ideal Saldi Hall.

From a grant perspective, the department has applied for significantly more funding from grants than in previous years.

### **Continuing Education**

The department worked to institute additional training agreements, online partnerships, and establish new training opportunities as well as to maintain the portfolio of usual offerings. Training agreements were signed with CanPack for forklift training and the New York Career Link for an in-person auto class in Chester County. Collaboration with CCI, an online class provider, resulted in online classes in high priority occupations such as Healthcare certification courses including Pharmacy Technician and Clinical Medical Assistant. There are also online certification courses available in Accounting, Business Management, and Professional in Human Resources.

Continuing Education is looking to expand training agreements in the machining area to help meet the demands of the industry. New leads include CNC training for AZEK and Schott Technologies. Another new lead is electrical/pneumatics training on a larger scale for Sandvik. Two new on-campus programs were also developed and offered. These include a 48-hour Basic Maintenance

program that includes electrical, drywall, basic plumbing, and lighting, as well as a 245-hour multi-dimensional Medical Assistant program.

CE maintained its portfolio of offerings as well including Welding coursework, REVIT, AutoCAD, State Vehicle Inspection and Emissions testing/certification, OSHA 10/30 and MRI/CT.

Total unaudited revenue was \$245,183 for the academic year.

### **Enrollment Services**

Enrollment Services engaged in two major growth opportunities throughout 2021-2022.

The Johnson College Strategic Enrollment Management plan is designed to create a framework that guides the College's Enrollment Management strategies for the next five years. The goals and strategies were developed in conjunction with the Institutional Strategic plan and incorporated campus wide input. Per the Johnson College Strategic Plan, the Enrollment Management plan is designed at increasing enrollment, particularly in underserved and minority populations, while increasing the likelihood of student success resulting in improved outcomes year over year.

The new Strategic Enrollment Management (SEM) plan was approved and implemented, establishing goals, priorities, and strategies for recruitment, admissions, persistence, retention, and completion along with new metrics. The 2021-2022 plan year saw a base metrics established for growth throughout the following four years.

The plan looks at three key factors proving successful in enrollment growth.

- Internal and external relationship building: having prospective students visit, conducting timely outreach, or getting to know prospective students and their families on a more personal level has allowed enrollment and customer satisfaction to grow.
- Timely Outreach: an immediate phone call or text encouraging prospective students to visit campus helps to meet the desire for Generation Z students for instant gratification.
- New marketing tagline focusing on the "essential careers" offered at Johnson College.

The department was also a crucial component of the college-wide initiative to design and implement a new student information system – Jenzabar J1. Module Managers spent much of the academic year in training sessions for an early July 2022 implementation.

### **Marketing & Communications**

Marketing & Communications hosted three major press releases in AY 2021-2022

- April 20, 2022 was celebrated as Frances & Ideal Saldi Day to honor the couple for their \$1 million gift to the Innovation at Work Capital Campaign. This represents the largest gift from an alum and one of the most significant gifts in Johnson College history. In addition to the campus community and friends of the College who joined in the celebration, local media covered the event. The \$5 million capital campaign was announced at a press event in June.

- The partnership of Johnson with United Neighborhood Centers of Northeastern Pennsylvania, The Institute for Public Policy and Economic Development, and William G. McGowan Charitable Fund on the RISE Program. The unique Readiness in Skilled Employment seeks to remove barriers to allow participants to receive training in career pathways.
- Marketing & Communications hosted a press conference introducing the ECHO (Elderly Cottage Housing Opportunity) project being undertaken by the Building Trades Division through the Lackawanna Area Agency on Aging in collaboration with NeighborWorks and Simplex Industries. This is a trial project format to design and construct “Tiny Houses” for elderly Pennsylvania Residents to live on a family land parcel in their own residence.

In addition to planning and hosting these major events, Marketing & Communications continued with press releases and smaller announcement regarding such events as new programs, CE course offerings, and new grants opportunities.

## **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, which has become a committee under the Academics umbrella.

### **Academics**

Three Executive Council members oversee academics and collaborate to make everything transparent and continually evolve. The College hired a dedicated Chief Academic Officer in May of 2022.

The department was able to complete four of five goals successfully and partially complete a fifth goal. Two Programmatic Accreditations were received, JRCERT and NATEF. There was a Neurodivergent training for two departments. There were three grant opportunities: Parent Pathways of NEPA, the RISE program and PNC grant all helped to serve under-represented students. Also, two other grants were received to support academic programs. Three new articulation agreements were signed with Bloomsburg University, York College, and the University of Missouri.

### **Facilities**

The department began to get back on track with completion of their online training requirements through Betco, a leader in the cleaning and sanitation industry. 100% of the staff was trained in all of the modules by the end of the June. The department is exploring a new training series for the staff.

The Facilities team engaged in a number of improvement projects throughout campus including installation of new HVAC systems in the Veterinary Nursing area, as well as the gym. The new system is more compact and efficient. Brush and debris were cleared between the upper and lower campus, which provides a more open feel, allowing security to view the entire campus. The south entrance road was blacktopped, sidewalks were repaired, and parking lot lines were painted giving a better appearance for visitors, staff and faculty. The former Moffat student lounge was remodeled into office space for a Community HUB area, and new furniture for the HUB was grant funded. New paint and stain were added to the stairs toward the Carpentry department, and new sinks were installed in the Welding and Auto Departments. The new Gateway Building site project remains ongoing.

### **Faculty**

Efforts continue to increase opportunities for faculty to upscale and upskill to allow for continued professional growth through such options as certifications, professional development sessions, and advancing degrees. A further initiative is to work with HR to evaluate the faculty pay scale to be competitive and attach the most qualified instructors. In 2021-2022 Faculty collaborated with HR to develop a new 5-tier adjunct pay scale for incorporation in 2022-2023. The next step is to research full-time faculty pay scale. Training for faculty came on an individual level with two members who were sent for additional training and one who will finish degree requirements in Fall 2022. There were also 17 professional development opportunities throughout 2021-2022, many geared toward different methods of assessing and keeping students engaged, especially in the online environment. The overall rating for student satisfaction for instructors by the students was a 4.89 on a Likert scale of 1-5. That is an increase from last year's score of a 4.6. The Faculty Pathway plan was completed and the first instructor will be taking advantage of one of its options next academic year.

The end of 2021-2022 saw:

- Three full-time employees were added to faculty and four full-timers promoted to Program Directors
- Experiential learning hit a new high as students from the building trades were involved in: ECHO, North Main Avenue property (ACE), Five Star, and St. Mary's Villa projects
- Reorganization of the committee structure on campus to provide a shared governance approach where faculty will have a chance to serve in leadership roles within 10 committees to be able to have a voice in the decision making of the college

### **Finance**

The Finance Department focused on the implementation of the Jenzabar Student Information System during 2021-2022. The department goals are connected to this project, as it required significant time for configuration and training.

The budget templates for the new Strategic Plan starting in 2021-2022 include a goal column to connect expenses and also a priority level column. The decision to add a priority level connected to each expense line item came from a suggestion during our Middle States accreditation visit. Since the 2021-2022 budgets were already completed prior to the priority level suggestion and prior to the new Strategic Plan, the columns were not included in the 2021-2022 templates until the After-Census budget which is completed in September.

The department was able to complete financing for the new Gateway Building/re-financing for Health Science Center. The College worked with FSL Solutions to create a Request for Proposal (RFP) for the Gateway Building financing and received RFPs from 8 banks. Also, the Finance and Student Business departments make sure that funds received by the College are allocated properly and recorded accurately while continuing to provide excellence in customer service in a supportive environment. The 2020-2021 Financial Statements were given a clean unqualified opinion stating that the financials present the College's financial position fairly in all material respects and are in accordance with GAAP.

### **Human Resources**

Human Resources conducted a culture survey in December 2021, collecting 66 responses including 50% from staff, 31.8% from faculty, and 18.2% from adjunct faculty. After collecting the data, Human Resources shared the data with the governance committee of the board of directors during the January 2022 meeting and discussed themes that emerged from the survey.

Employees agree or strongly agree that their job is important to the College mission and that they make a meaningful contribution to students and the college and are proud to work for the College. They also feel that Johnson is family friendly and work schedules are flexible enough to meet personal needs. Areas for improvement include competitive pay and benefits, opportunity for advancement, and better communication of the budget decision-making process.

In March 2022, three focus groups were held with employees who volunteered and who were selected in order to get a well-rounded group of staff and faculty. 20 employees participated in the focus groups. Our focus group questions focused on the themes that emerged from the climate survey. This upcoming year the employee culture survey will be administered by a 3<sup>rd</sup> party.

The Department continued its successful Wellness series; employee activities including the annual Fall luncheon, Treats for Troops, National Employee Appreciation Day when employees were awarded an additional vacation day, and promotion of Take your Daughters and Sons to Work Day; maintained the popular Summer Office Hours and Hybrid Work Schedule options; and updated Title IX policy and procedures as well as training for the campus community.

### **Office of Institutional Effectiveness**

The office continued implementing many of the assessment strategies and data capturing methodologies and analysis currently in use. They continued to meet with Program and AES units to review the assessment process. The office also rebuilt the D2L hierarchy to incorporate assessment and will continue this process in the upcoming year. To aid with the implementation of the new Jenzabar system, OIE conducted a transcript audit of the data in the Blackbaud SIS. The College was able to onboard a new director in mid-February, who has extensive experience in the Jenzabar environment.

The College joined the National Community College Benchmark Project (NCCBP) in an effort to benchmark college statistics on both a national basis and against selected institutions. In 2021-2022 OIE submitted two rounds of the Traditional Credit Project/Comprehensive Indicators module. Benchmarking data is available on topics ranging from completion rate to student cost per

credit hour. The project also tracks benchmarks related to MSCHE Standards of Accreditation, providing data for our next evaluation.

2021-2022 was the second year of the assessment outreach initiative in lieu of group training sessions. Assessment of the process reveals that the College may have established too many smaller entities that could be better managed with a bigger picture approach. After two years, many of the programs and AES units have become more comfortable with the assessment process. In-service training sessions will be scheduled in 2022-2023.

### **Network & Systems Administration**

The Network and Systems (N&S) department noted several highlighted events over the course of the fiscal year. Those tasks included the groundwork for the new student information system known as Jenzabar, a new cloud-based data backup system called Datto, additional security cameras across campus, a new virtual server host machine, and development of the Graham Leachman Bliley Act (GLBA) Policy for the college. This last item was collegial advice from Middle States upon the College receipt of accreditation.

The college also underwent a growth of both students and staff. Training on new systems, day-to-day troubleshooting and operations, and a fluent transition of staff and faculty made for additional work. The expanded student population made for more student accounts, more data movement, and additional time dedicated to students. The restrictions with Covid-19 brought more orientations and redesign of computer labs.

### **Office of Online Learning**

The Office of Online Learning was no longer an AES Unit as of 2021-2022 turning into more of a committee structure under the umbrella of Academics. As a committee, they finished up some outstanding goals. Further reporting will occur under that Academics umbrella.

As per the recommendation of Middle States, the Committee continued to implement the College's Learning Management System (LMS), D2L, into assessment and improve D2L functionality. The group secured the services of D2L to perform a Health Check, which recommended purchase of a D2L architect to ensure the LMS is working at maximum capability and to build a correct hierarchy.

The Committee recommended the College join National Council for State Authorization Reciprocity Agreements (NC-SARA) to expand distance education opportunities out of state. The OOL Committee made a formal recommendation to Executive Council to move forward with NC\_SARA. In Fall 2021, Johnson College joined NC\_SARA. The Committee also recommended and worked with Advising to implement the Performance Plus early alert software.

### **Industry and Community Engagement**

The Center for Industry and Community Engagement was built to demonstrate Johnson College's commitment to industry and community partners. All special programs and initiatives that have been developed and/or expanded fall under this office, specifically RISE, PETs, Wayne County Partnerships-USDA, After-school STEM, and Women in Industry.

## **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.

Three new programs were introduced in this division in Fall 2022: Mechatronics and Welding Fabrication & Manufacturing degree programs and the Industrial Technology certificate program.

### **Advanced Manufacturing Technology**

With the start of the Mechatronics Associate Degree program in Fall 2022, current AMT Program Chair will be assuming responsibility as Mechatronics Program Chair. AMT will have a new Program Director, a long-time Precision Machining Department Chair and CNC instructor for Continuing Education machining programs. A number of curriculum changes supported by the Program Advisory Committee have been incorporated for Fall 2022 implementation to meet the mission of the updated program and coursework. With the implementation of the Mechatronics program, including automation and Industry 4.0 focus, the AMT program was restructured to meet industry demand for machinists.

In 2021-2022 the AMT program hosted a 3-D printing challenge. Twelve students from three different schools (Lakeland, Wallenpaupack, and the Wilkes-Barre STEM Academy) participated. The students designed and built bridges that were tested for load-bearing capability. The event helped build comradery and collaboration among the students. Also, guest speaker Connor Spiegelman from Carbon3d printers, Los Angeles, California, attended and spoke with industry partners and students. Spiegelman is involved in cutting edge research and working to develop the curriculum of the future.

Johnson College was not immune from the challenges created by the supply chain issues nationally. Software and hardware compatibility played a role in the program's main challenges with the biggest challenge being supply chain interruptions. The department experienced delays in getting purchase orders and then receiving that purchase order that made it challenging to work as optimally as wanted.

### **Biomedical Equipment Technology**

Academic Year 2021-2022 saw a new Program Chair. The 2021-2022 academic year focused on professional development and acclimation to the art of teaching and attendant administrative responsibilities. The new chair also spent considerable time evaluating the program and working

with the Program Advisory Committee (PAC) on making the direction his own. The chair met with the new facilities leader to develop a plan for the program space being developed in the new Gateway Building prior to the start of construction.

PAC members offered many recommendations for curriculum and equipment that are being taken under advisement as they assess the relevancy of the curriculum to the field. Adding training in networking skills and purchasing relevant equipment are stressed as well as the need for taking safety precautions. The Program Director will evaluate the curriculum to determine how to incorporate networking into existing courses/labs.

One highlight of 2021-2022 was the opportunity to work with facilities on the design of the new Gateway Building where the program will be housed. One lesson learned was the importance of collaboration with the facilities department when constructing/remodeling space for programs on campus. The meeting was held, resulted in a more appropriate configuration of the space allocated for the BET program in the new building.

### **Computer Information Technology**

Students in the program are using Cisco package (router simulator) for CIT 282 this year for the first time, which requires separate accounts for all students. The Program Director is going to have students create their own account on the computer they use and re-test in the fall of next school year. Last semester students used the Cisco simulator from home with great success. As a result of previous assessment of Course Level Objectives and Student Learning Outcomes, students experience lessons in sub-netting earlier in their educational plan at the College. The earlier introduction of the complex concept is allowing students to gain knowledge and confidence. Assessment shows that 98% of students mastered the skills, surpassing the goal of 80%.

In an effort to incorporate varying components of the industry into the Program Advisory Committee, the department looked at expansion into a new area of expertise in the field. Three members from the software development side of the industry were added to the PAC in Fall 2021. CIT also added new programming classes to curriculum, and an AWS class for Spring 2022. Students are giving feedback and enjoying the courses. C# course was run for the first time in the Fall 2021 semester and introduced students to the fundamentals of writing programs and event handling in C language; using Visual Studio as the software to design and develop.

### **Electronic Engineering Technology**

With the coming implementation of the Mechatronics Technology program in the Fall 2022, a request was made and approved for an additional instructor to be shared between the EET and MEC programs.

In the interest of student success, the Program Director piloted a practice of offering two 4-hour blocks of open labs/office hours for students to complete lab work, ask questions about course content, or for direct tutoring. These open hours allow the students to come into the lab areas to finish lab project and to actually ask for assistance without the boundaries of entering into an office. The current students are more willing to seek the assistance if it is in a less proscriptive manner.



In the interest of community engagement, the department was able to host cub scouts from an area troop for a night of robots. This gave the troop the opportunity to learn about jobs that robots do in industry and then to program our small robots. Also, 7 new Programmable Logic Controllers (PLCs) and Human Machine Interfaces (HMI) have been purchased and received for the new course work being developed.

### **Welding Technology (Certificate)**

Curricular updates of Program Learning Outcomes completed the multi-year process for implementation of the two-year Welding Fabrication & Manufacturing Technology degree in Fall 2022. Staffing and equipment were expanded and updated. The degree program will initially be capped at 10 students. The two-year program was built to incorporate the top trends in the field including fabrication and pipe welding, both prevalent in the geographic area and which require additional tooling.

COVID-19 proved the biggest challenge against program performance. The shutdown, social distancing requirements, and limited student contact all attributed to the low graduation rates for 2020 and 2021. The importance of face-to-face instruction was clear, as persistence increased by approximately 17% between Fall 2020 and Fall 2021 classes of students.

ART 105 continues to be a challenging course for students. More lab tests have been implemented the past two years; another will be added for the 2022-2023 academic year to allow a better assessment of blueprint and cutting and welding in the final project.

## **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.

The new program, Civil Design Technology, begins in the Fall 2022 semester.

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

The main highlight of the ADT Department is the change in leadership which will bring a new perspective to the department with fresh new ideas and strategies.

The Department has been involved with the **ECHO** Project. This is a trial project format to design and construct “Tiny Houses” for elderly Pennsylvania Residents to live on a family land parcel in their own residence. The ADT Department has involved its students on the preliminary design for the layout of the home. The Final Construction Documents were completed to expedite the project’s tight schedule. Currently two homes are under construction at Simplex Corporation in Scranton. Building Trade students along with Simplex are working to complete the project. This project has future potential to be an annual community effort to create units

each year. This project is a collaboration between Johnson College, Area on Aging, NeighborWorks and local and state government.

Over the past two years, the ADT Department has been very active working within the Community and Local Governments. The ACE Apartment Homes on North Main Avenue in Scranton have been designed, drawn up and partially managed by the Johnson College Building Trades and are nearing completion. It is another community project that has potential for more projects into the future.

Enrollment in the ADT Department has remained relatively stable for the past 5 years. The ADT Department feels this number can be higher, collaborating with Enrollment to increase enrollment numbers.

### **Carpentry & Cabinetmaking Technology**

The Department engaged in multiple community projects in 2021-2021. In the Fall 2021 semester, senior carpenters worked on framing of the North Main Avenue Agency for Community Empowerment of NEPA house and built a Gazebo for an Assisted Living area in Carbondale. The department also hosted Skills USA in early December in the areas of cabinetmaking and framing.

During Winter Break and the Spring 2022 semester, the focus shifted to the **ECHO** cottage project, through the Lackawanna Area Agency on Aging in collaboration with NeighborWorks and Simplex Industries as part of the ECHO (Elderly Cottage Housing Opportunity) Program to provide affordable housing for older residents. The project includes framing of floors and walls as well as building and shingling the roof and installing the siding. The next steps are for ECM and HVAC students to complete their work and then inspection. In the meanwhile, the freshman students put together 84 projects for the annual auction to benefit the Children's Advocacy Center that raised \$5,800 for the Center.

### **Electrical Construction & Maintenance Technology**

As of Fall 2022, the program name is being changed to Electrical Construction Technology. The rationale presented to the Curriculum Committee is that the name change better reflects the content of the course and student expectations entering into the course. This change has support of ECM PAC members and college administration.

Community outreach and engagement in projects also highlight the ECM program in 2021-2022. In the Fall semester, ECM students started work on two community projects including the first stage of the remodeling process of the former PNC Bank building on Providence Square as part of the Black Scranton project. The students also started the process of wiring the Veteran's House on Main Avenue, a project involving multiple college departments. In the Spring semester, students worked on the Building Trades & Technology Division **ECHO** project – Tiny Homes project for Lackawanna and Luzerne counties.

ECM students were also involved with a number of internal and other community projects including sprucing up living space for training nurses from the Philippines at St. Mary's Villa, as well as adding receptacles for 3-D printing in the AMT area and tearing out electrical circuits in the HVAC area. The department is in discussions with Mike Holt to integrate his learning

resources into D2L. Holt writes a good portion of the National Electrical Code and produces learning tools, including books and videos that are housed in the College Resource Center.

The ECT program has seen a 49% increase in enrollment in census from 2017.

### **Heating Ventilation & Air Conditioning Technology**

The HVAC program welcomed roughly 40 freshman students into the program in Fall 2021. Total enrollment as well as freshman enrollment is steadily increasing. Many more students are scheduling Shadow Days and the Director is hearing a lot more “buzz” about HVAC than seen in the past.

HVAC hosted several events through the year that directly aided the students learning. The department continued to replace some of our outdated equipment, while relocating other items to free up lab space. The department also participated in several community projects and live lab opportunities both on and off of campus.

Due to the ongoing pandemic, the HVAC department faced severe challenges with adhering to the approved budget. The cost of consumables had nearly tripled the cost of the year prior. Space continues to be an issue; a collaborative meeting was held with the HVAC program to develop plans and assess needs for growing enrollment and space utilization.

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

The Department completed several live lab experiences with a limited class size. The maintenance department assisted by allowing the department to complete real-world training on different buildings on campus. One of the projects was for the Boy Scouts of America, which provided the lumber needed to make several structures. The BPM students constructed the structures in their lab hours. The BPM students replaced several windows and a door in the President’s Hall. They also replaced worn siding behind Weaver, and installed sheetrock and insulation in the VET building.

The program celebrated its first two graduates in May 2022. The two students who entered in Fall 2021 persisted to Spring and graduated in May 2022, becoming the first two graduates of the program. Two RISE students participated in the BPM program in 2021-2022.

With this year being the first year the program has run, we ran out of lab time for BTT 102 and ran into issues of completing projects. A proposal will be presented to the Curriculum to restructure the credits of BTT 101 and BTT 102 to allow for more lab time.

### **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 degree programs.

### **Automotive Technology**

To further the goal of incorporating ASE certifications into the curriculum, the College received ASE approval to serve as a qualified testing site/proctor location for entry level testing. This level of testing is recently implemented by ASE and applies to those who are relatively new to the field. As part of the process, the department implemented ASE pre and post tests for eight ASE categories taught in pertinent AUT and VMR courses. AY 2021-2022 saw 12 graduating senior students given three specific ASE Entry Level Certification tests on material learned while at Johnson College - Manual Transmissions, HVAC Systems and Maintenance & Repair. Out of the 12, six passed and were certified in all three test categories. The remaining six were certified in two of three of the test categories. The department viewed this as a great result and plans to continue using the ASE Entry Level testing to assess student learning in eight specific areas of study, as mandated by The ASE Education Foundation accrediting body.

The department was also able to obtain new equipment and update existing equipment through various avenues. The department received a grant for a Roadforce Balancer, the latest and greatest technology to balance wheel and tire assemblies. Gibbons Ford donated a used Hunter Alignment Machine to the Automotive Program. A request for capital funding for a new machine at a cost of \$33,000.00 was submitted but with this generous donation, only repairs and updates will need to be purchased. The program also received donations from Toyota that include an automatic transmission and four engines.

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

The Diesel program director was out on leave for most of 2021-2022. The Heavy Equipment Technology Program Director pulled double-duty overseeing both programs. The focus was on providing education for the students. This was only possible because the programs share a common first year and there were a limited number of second year HET students.

### **Heavy Equipment Technology**

3 of 6 students who entered in Fall 2021 did not persist into the Spring semester; although the 1 student who returned for a 2<sup>nd</sup> degree after earning an A.A.S. in DTT graduated and two are continuing. The one student who entered in Fall 2020 also completed degree requirements for May 2022 graduation.

The quest to earn program accreditation through the Associated Equipment Distributors Foundation (AEDF) continues. With the Program Director performing the role of overseeing two departments, the focus was on cleaning up the shop, which was a request from the previous AED representative, while appropriately instructing classes and labs, assisting students, and performing administrative work surrounding teaching. The department is focusing on the need of equipment and training materials to fulfill the AED requirements.

Students in the Heavy Equipment program were able to do live labs at the industry location, Five Star, to complete many of their tasks.

## **Logistics Division**

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

The Logistics Division consists of one program, Logistics & Supply Chain Management (LOG). The program was discontinued after the Fall 2021 and continues to teach-out the remaining students.

## **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).

### **Physical Therapist Assistant**

The PTA program leadership received Summary of Action from programmatic accrediting body CAPTE following the organization's Fall 2021 meeting. CAPTE deemed the Johnson College PTA program in full compliance with all CAPTE standards with no further action required. This is following receiving our 10-year re-accreditation in December of 2020, and multiple summary of action reports. This success was due to the hard work of all PTA faculty.

The program continued its collaborative efforts with Doctorate of Physical Therapy programs including the University of Scranton and Misericordia University. The Johnson program continued partnership with University of Scranton DPT students to tutor PTA students. PT/PTA collaboration with the Misericordia Physical Therapist Program occurred with a review of an ethics case and PTA students presented PTA scope of practice to DPT students

A significant challenge to the program occurred when December 2021 graduates were deemed ineligible to sit for the January NPTE as the PA State Board of PT did not process their paperwork on time causing all graduates to have to wait until April to sit for their NPTE. Faculty initiated an action plan whereby graduates signed up for new board prep course and will be sitting for the July NPTE and also offered individual tutoring/remediation to assist with studying for NPTE with core faculty.

After an analysis was performed, PTA Faculty strongly feel that moving PTA 280 and 290 from Fall to Summer will have a significant impact on overall student performance during Clinical Experiences as they will begin directly after completion of didactic coursework. This will also give them eligibility to sit for their NPTE board exam in October (with 5 months between end of didactic coursework vs the 8-9 months for January). Students will be able to walk in May for graduation but would not receive their diploma until completion of Terminal Clinical Experiences in August

## **Radiologic Technology**

With the introduction of new standards for Radiologic Technology education introduced by programmatic accrediting body JRCERT, based on the new ASRT (American Society of Radiologic Technologists) guidelines. Faculty spent much of the year in professional development. The Program Director and Clinical Coordinator attended online webinars regarding the new JRCERT standards and the AEIRS (Association of Educators in Imaging and Radiologic Sciences) assessment webinar and online conference. In evaluating the Johnson curriculum against the new standards, faculty removed some procedures and added others in the positioning coursework to align with ASRT curriculum. The program did not need to purchase any new resources for the updated coursework material. The program received a 5-year re-accreditation as result of an August site visit.

The department implemented a new Post Exam review form which has helped students be more successful with learning, studying, and preparing for tests. This form requires the student to examine their errors on their test, find the correct answer and decide why they answered the question incorrectly. Feedback from the students has been positive. Other positive notes include 92% of second year students took or received a job offer prior to graduation, the RAD department worked with the BET program on quality assessment labs with the RAD equipment.

COVID continued to present challenges to the program in that some clinical sites are still limiting the number of students for clinical rotations and are still a little slow with elective procedures.

## **Animal Science Division**

The Animal Science division at Johnson College consists of one program, Veterinary Nursing (VET). The program is accredited by the American Veterinary Medical Association (AVMA).

### **Veterinary Nursing**

The program officially changed its name from Veterinary Technology to Veterinary Nursing effective for the Fall 2021 semester. The new name incorporates the caring for animal patients which is part of the program curriculum. 10 May 2021 graduates took the VTNE, with 8 passing, for an 80% pass rate compared to a national average of 70.57%. Our pass rate surpassed the national average by 9.5%. The department views this achievement as validation of the Academic Progression Policy at work while acknowledging COVID has had an impact on the students. The Three-year Rolling Pass Rate: AVMA requires 50%; JC is currently 88%; National Average is 75%. The department is in the beginning stages of creating a Certificate program for those students who do not meet the entrance or progression requirements for the program and who still have a strong interest in the Veterinary field.

The VET team added an ultrasound unit, courtesy of the Spitz Foundation. The department has budgeted for both an autoclave and surgical table as part of the 2022-2023 capital budget requests.

The Veterinary Nursing Program also participated in a spay/neuter program for reduced income families and a Rabies clinic with Luzerne County SPCA with student volunteers assisting.

## **General Education Division**

General Education courses continued to run well with the instructional faculty in place. The role of Program Director was accepted and will be implemented for the 2022-2023 school year.

General Education is now listed in the catalog as core career curriculum courses; curriculum for these courses remains the same as when they were categorized as General Education. The name change was in an effort to show the importance of General Education to our students.

The General Education survey was instituted to the Freshman and Seniors and is still in the process of analysis. This process is being looked at to become a digital process.

Professional Education development was made available to all General Education adjuncts.

## Appendix B

### Key Performance Indicators

Institutional Goal 1: Foster a culture of innovative instructional practices to enhance students' academic performance.

Objective 1.1 - Support the College's focus on talent acquisitions, development, and retention.

Measurement 1: # of in-house professional development opportunities offered

Measurement 2: # of participants at professional development opportunities

	Measure 1	Measure 2
2021-2022	22	
2022-2023	<hr/>	
2023-2024		
2024-2025		
2025-2026		

Objective 1.2– Explore new opportunities for programs

Measurement 1: # of certifications, certificates, degrees explored

Measurement 2: # of PAC recommendations

	Measure 1	Measure 2
2021-2022	4 new programs	34
2022-2023	<hr/>	
2023-2024		
2024-2025		
2025-2026		

Objective 1.3– Diversify the methods of instruction

Measurement 1: # of experiential learning opportunities (live labs, service learning) engaged

Measurement 2: # of flexible scheduling options (CBE, telecommunications, dual enrollment, IFT)

	Measure 1	Measure 2
2021-2022	423	6 - DE/IFT (38), PA Smart (50), RISE (11), USDA (8), PETS (5), TANF (3)
2022-2023	<hr/>	
2023-2024		
2024-2025		
2025-2026		



# Key Performance Indicators

Goal II: Promote an inclusive environment to expand and support a diversified population.

Objective II.1 Identify, recruit, retain, and graduate a diverse population

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

Measurement 2: Increase # of students aged 24+

Measurement 3: Increase # of diverse students who graduate

Measurement 4: Increase # of PELL students

Measurement 5: Increase # of military/veteran students

Measurement 6: Increase # of females in traditionally male programs and males in traditionally female

	Measure 1	Measure 2	Measure 3	Measure 4	Measure 5	Measure 6
2021-2022	16.67%	18.22%	38.15%	48.44%	4.26%	9.30%
2022-2023						
2023-2024						
2024-2025						
2025-2026						

Objective II.2 Foster an internal population at all levels of the college that reflects the diversity of the college

Measurement 1: Expand recruitment strategies in the interest of hiring a diverse and inclusive workforce

Measurement 2: Diversify the Program Advisory Committees to incorporate all potential program career

	Measure 1	Measure 2
2021-2022	2 new sites	CIT - software reps
2022-2023		
2023-2024		
2024-2025		
2025-2026		

Objective II.3: Develop targeted marketing efforts to reach underserved population.

Measurement 1: Increase student representation of diversity across media platforms

Measurement 2: # of communication channels geared to underserved groups

	Measure 1	Measure 2
2021-2022	8	3 new channels
2022-2023		
2023-2024		
2024-2025		
2025-2026		

# Key Performance Indicators

Goal III. Integrate student support systems in a meaningful way to foster success.

Objective III.1. Improve customer service and communications for all potential & current students.

Measurement 1: Increased opportunities for student interactions and intermingling within and among

Measurement 2: Freshman fall survey results regarding a welcoming campus environment

	Measure 1	Measure 2
2021-2022	12 events/312	82%

2022-2023

2023-2024

2024-2025

2025-2026

Objective III.2 Create flexible pathways that lead to employment opportunities

Measurement 1: # of students who participate in internships

Measurement 2: # of articulation agreements with 4-year institutions (Academics)

Measurement 3: # of students receiving PLA credit (Registrar)

	Measure 1	Measure 2	Measure 3
2021-2022	115	17	5

2022-2023

2023-2024

2024-2025

2025-2026

Objective III.3: Evaluate and strengthen student support offerings.

Increase satisfaction with student services as measured by Assessment Day surveys

Measurement 1: Advising

Measurement 2: Career Services

Measurement 3: Financial Aid

Measurement 4: Registrar Office

Measurement 5: Resource Center

Measurement 6: Counseling & Disability Services

	Measure 1	Measure 2	Measure 3	Measure 4	Measure 5	Measure 6
2021-2022	95.32%	4.5 of 5	90.62%	84.73%	n/a*	95.83%

2022-2023

2023-2024

2024-2025

2025-2026

\*no longer a department

## Key Performance Indicators

### Goal IV. Enhance industry and community relationships for the mutual benefit of students and the

Objective IV.1 Expand and enhance industry relationships with those organizations that represent our educational offerings and reflect our values.

Measurement 1: Increased number of Department of Industry Relations outreach visits

Measurement 2: % of industry visit feedback put into action

Measurement 3: increased # of opportunities for students to engage with industry (field trips, guest

	Measure 1	Measure 2	Measure 3
2021-2022	12		141
2022-2023			
2023-2024			
2024-2025			
2025-2026			

Objective 4.2: Analyze workforce trends to ensure curriculum is meeting the regional community need.

Measurement 1: # of program market analyses conducted prior to start of Fall recruitment season

Measurement 2: # of PAC meeting recommendations

Measurement 3: # Career Fair employer survey question regarding student preparedness

	Measure 1	Measure 2	Measure 3
2021-2022		34	2.94 of 4.0
2022-2023			
2023-2024			
2024-2025			
2025-2026			

Objective 4.3: Expand student participation and opportunities in community and volunteer services.

Measurement 1: Number of students who complete community service prior to graduation

Measurement 2: # of community service opportunities organized by the College

	Measure 1	Measure 2
2021-2022		0 - due to department restructuring
2022-2023		
2023-2024		
2024-2025		
2025-2026		

# Key Performance Indicators

Goal V. Optimize resources to reflect our continued commitment to responsible growth.

Objective V.1: Align the internal budget processes to distribute resources on the basis of strategic priorities.

Measurement 1: % of budget tied to strategic priorities

Measure 1

2021-2022 \_\_\_\_\_  
 2022-2023  
 2023-2024  
 2024-2025  
 2025-2026

Objective V.2: Expand sources of funding to ensure sustainable financial stability.

Measurement 1: total of grant revenue

Measurement 2: total of Continuing Education revenue

Measurement 3: total donations (fundraising, gifts, in-kind donations)

Measurement 4: total # of new Fall students as of Census

Measurement 5: total number of students on campus as of Fall census

	Measure 1	Measure 2	Measure 3	Measure 4	Measure 5
2021-2022	\$2,076,539	\$245,183*	\$2,604,005	258	530
2022-2023					
2023-2024					
2024-2025					
2025-2026					

\*unaudited, does not include June revenue due to ERP conversion

Objective V.3: Pursue optimal development and use of existing facilities through strategic campus expansion

Measurement 1: Complete 70% of the Master Plan by the conclusion of *Innovation at Work*.

Measure 1

2021-2022 \_\_\_\_\_  
 2022-2023  
 2023-2024  
 2024-2025  
 2025-2026

Objective V.4: Enrich assessment practices for continuous improvement.

Measurement 1: # of assessment training opportunities

Measurement 2: number of data-driven decisions identified in annual assessment plans

	Measure 1	Measure 2
2021-2022	51 department/9 group	30
2022-2023		
2023-2024		
2024-2025		
2025-2026		