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2024-2025

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*STRATEGIC PLAN  
CLOSEOUT REPORT*

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*Prepared by the Office of Institutional Effectiveness*



*Innovation at Work!*

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## **Strategic Planning Committee Recommendations – 2024-2025**

1. Review Low Enrollment Programs: Conduct a comprehensive evaluation of programs with low enrollment to identify potential areas for improvement or discontinuation.
2. Integrate Sustainability and Green Technology into the Curriculum: Incorporate sustainability and green technology concepts into relevant courses to equip students with the skills needed for a greener future.
3. Enhance Community Engagement through Curricular Partnerships: Foster stronger connections with the community by developing curricular partnerships that benefit both students and local organizations.
4. Offer Flexible Scheduling Options: Explore ways to provide students with more flexible scheduling options to accommodate their individual needs and preferences

## **Strategic Planning Committee Recommendation Results 2024-2025**

1. As part of ongoing efforts to enhance program effectiveness and better serve students, the Administration convened an off-campus retreat to conduct a comprehensive review of academic program performance across all areas. As a result, program locations have been strategically realigned to foster innovation, collaboration, and improved access. Additionally, several new programs are being introduced both on and off campus to meet evolving student and workforce needs. These changes reflect the institution's continued commitment to academic excellence, workforce alignment, and student success.

2. Sustainability and green technology are integrated into the curriculum through both hands-on learning and community-focused initiatives. For example, a Refrigerant Recycling Event was recently held on the Scranton campus, offering free and unlimited recycling to the public. Students were involved in the responsible collection and disposal of refrigerant-containing appliances such as refrigerators, freezers, and air conditioners. This event provided them with firsthand experience in environmental stewardship and waste reduction.

Additionally, students gain a practical understanding of sustainable energy infrastructure by working with solar power systems. They explore how transfer switches operate by observing the transition from solar power to utility power when solar-charged batteries are depleted. This hands-on learning reinforces how renewable energy systems function in real-world residential and commercial settings and emphasizes their value as alternative or backup power sources, similar to generators. Together, these experiences equip students with the knowledge and skills essential for contributing to a greener, more sustainable future.

3. To strengthen our ties with the broader community and align education with workforce needs, we actively pursued strategic partnerships that benefit both students and local organizations. Our involvement with The Institute, a collaboration of 14 colleges, universities, and business leaders in Northeastern Pennsylvania, demonstrates our commitment to regional development.

We also partnered with United Neighborhood Centers of Northeastern Pennsylvania (UNC) to help remove systemic economic barriers that prevent student success. This collaboration focuses on expanding access, providing support systems, and creating more equitable pathways to education and workforce entry, ensuring that students of all backgrounds have the opportunity to succeed.

Through participation in its Task Force on Education and Workforce Development, our President and CEO contributes to efforts that highlight the vital role of education in driving economic progress. This task force explores innovative ways to bridge the gap between education and employment, reinforcing our curricular approach to workforce readiness.

Additionally, as a member of the Association of Independent Colleges and Universities of Pennsylvania (AICUP), we leverage statewide resources and advocacy to support curricular innovation and policy alignment that benefits our students and community partners.

At the program level, we continue to hold annual Program Advisory meetings with local industry professionals to ensure that our curriculum remains responsive to evolving workforce demands. These partnerships provide valuable insight that informs course development, experiential learning opportunities, and student preparedness for local and regional careers. Through these collaborations, we are creating pathways for students to gain real-world skills while supporting community and economic development goals.

4. During the 2024–2025 academic year, curriculum review and approval efforts prioritized updating General Education requirements to better align with industry relevance, particularly within the trades. To support experiential learning, students were offered four internship scheduling options, with placements ranging from 50 to 200 hours. Participation in the Industry Immersion program has shown promising growth. In response to student needs, we have also expanded course offerings to include later afternoon and evening classes, enhancing flexibility and accessibility in scheduling.

## **Strategic Planning Committee Recommendations 2025-2026**

This year's departmental assessments collectively demonstrate our institution's commitment to a culture of evidence-based decision making and continuous improvement. Across academic affairs, student services, advancement, facilities, finance, and operations, common themes emerged that guide our next steps.

- 1. Enhance Use of Shared Governance to Inform Instructional Strategy**
  - Systematically collect and analyze recommendations from academic committees to ensure input drives curriculum updates, assessment practices, and instructional innovations.
- 2. Evaluate Implementation of Revised Online Learning Resources**
  - Monitor faculty engagement with the updated Online Learning Guide.
  - Assess impact on instructional quality through student satisfaction surveys and course success rates.
- 3. Student Success and Retention Initiatives**
  - Act on survey feedback to improve advising, scheduling, facilities, and support services.
  - Expand mentoring, ESL programming, military student support, and hybrid course policies to ensure enrollment growth translates into persistence and graduation.
- 4. Faculty and Staff Development**
  - Provide ongoing professional development in technology, advising, leadership, and the integration of artificial intelligence tools, ensuring alignment with strategic goals.
- 5. Community and Industry Partnerships**
  - Formalize collaborations that expand internships, industry immersion , STEM pipelines, community engagement, and fundraising efforts.

### **Conclusion:**

Collectively, these efforts demonstrate a clear cycle of learning, action, and impact. By aligning departmental initiatives with strategic priorities, student success, sustainability, people and partnerships, and data-informed improvement, we ensure that insights gained in 2024–2025 directly shape stronger outcomes in 2025–2026 and beyond.

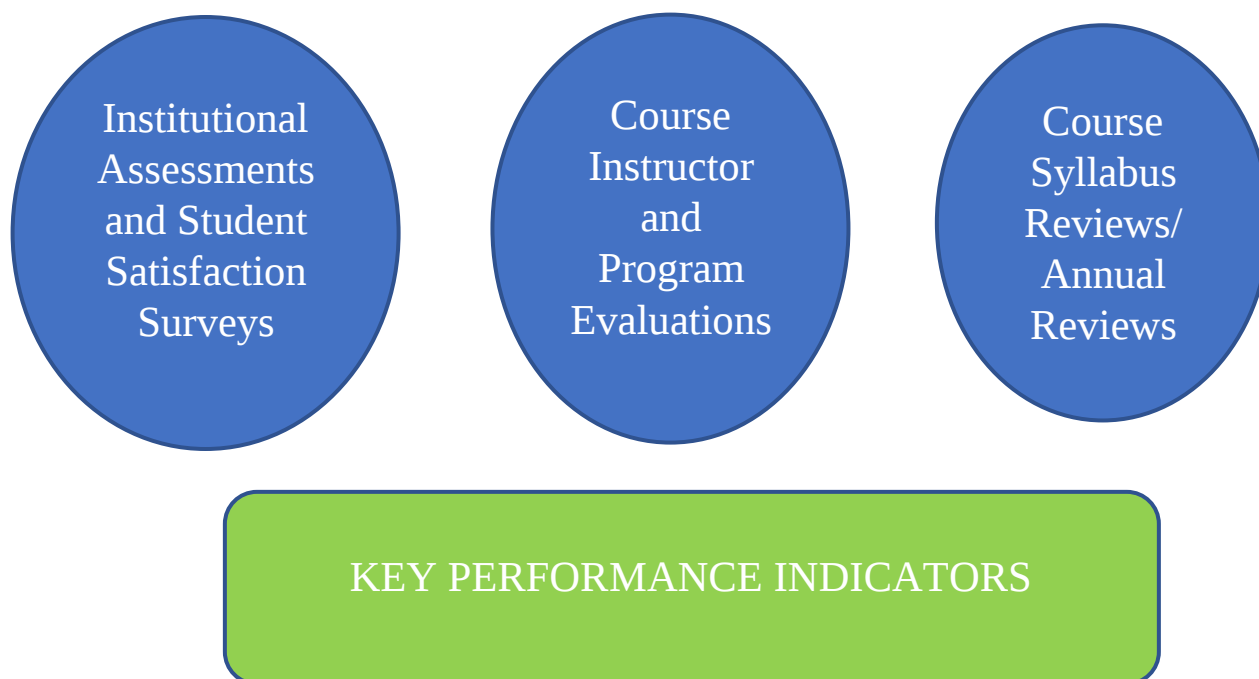
## Innovation at Work – Year 4

Johnson College is committed to ongoing planning, evaluation, and assessment of its resources, facilities, and program effectiveness. Guided by the mission and the Innovation at Work Strategic Plan, the College focuses on its evolving institutional priorities through a comprehensive and integrated approach. A clearly defined organizational structure and shared governance model support informed decision-making and efficient resource allocation. Evaluation processes are embedded at all levels, beginning with faculty assessments of individual student performance and extending through departments, programs, units, and the institution as a whole.

At Johnson College, institutional effectiveness is understood as a dynamic and continuously evolving process, rather than a static concept. It entails the systematic collection, analysis, and application of data and information aligned with the College's mission, vision, and strategic goals. This process supports the measurement of outcomes, informs evidence-based decision-making, and drives ongoing institutional improvement.

For the 2024–2025 academic year, the College has implemented a redesigned assessment process with a central focus on student achievement. Grounded in the principles of dynamic assessment, the new framework is designed to be flexible and responsive, aligning closely with strategic priorities. It fosters a supportive and data-informed assessment environment that enhances the precision of measuring student learning outcomes while deepening the overall educational experience.

To learn more about the 2021-2026 strategic plan and its implementation team members, please visit: <https://johnson.edu/strategicplanning/>



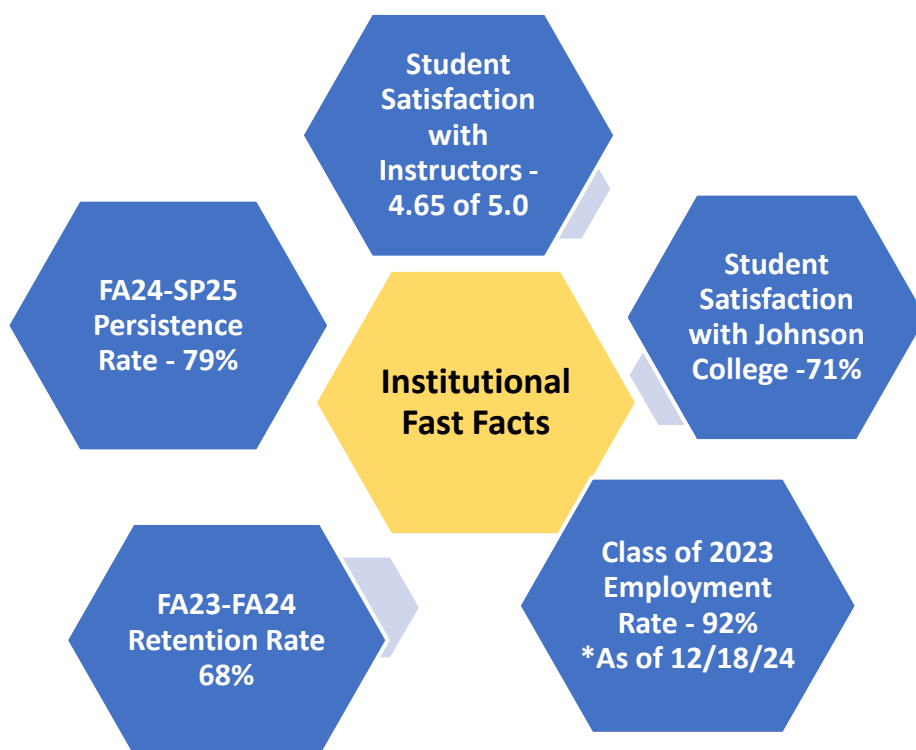
## Data Collection Process

To evaluate the College's effectiveness in achieving its institutional goals, Johnson College conducts comprehensive assessments of its academic programs and Administrative, Educational, and Student Support (AES) units through a structured data collection process.

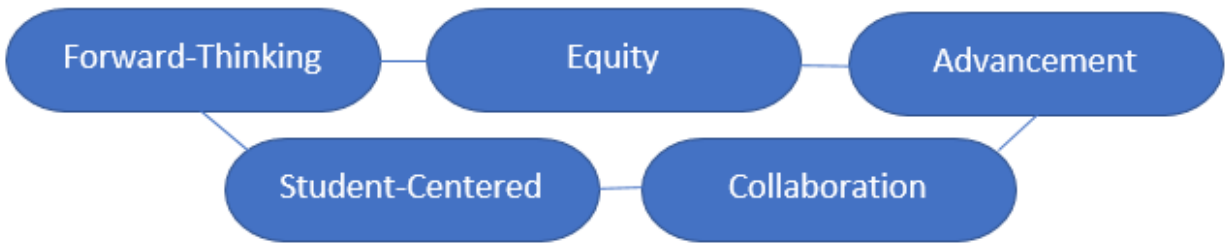
- **Annual reviews** to monitor ongoing performance and alignment with strategic objectives;
- **Five-year periodic reviews** to conduct in-depth evaluations of program and unit effectiveness over time;
- **Syllabi reviews** to ensure curricular consistency, relevance, and alignment with learning outcomes;
- **Action plan close-out reviews** to close the loop and evaluate the completion and effectiveness of targeted improvement initiatives, ensuring the assessment process is fully closed.
- **Three-year average program financial analyses** to evaluate the fiscal sustainability and resource efficiency of academic offerings.

These mechanisms collectively support a culture of continuous improvement and informed decision-making across the institution.

General Education assessments monitor student progress across core learning domains and are embedded throughout all program areas. Results inform curricular improvements and instructional strategies, ensuring the program effectively supports student development. Treated as a distinct program, General Education follows our established assessment cycle for comprehensive review.



## **Core Values**



## **Vision**

Johnson College's vision is to make the world our campus through industry partnerships and experimental learning by teaching the students of today the skills of tomorrow.

*(Girls on Fire Event)*



## **Mission**

Johnson College provides industry focused, hands-on learning in a supportive environment and prepares graduates to enter into and advance into their careers.

*(Carpentry Auction Event)*



## ACADEMIC EXCELLENCE

### Forward-Thinking

## GOAL #1:

Foster a culture of innovative instructional practices to enhance students' academic performance.

Johnson College works to strengthen academic success through innovative classroom instruction, human resource practices, meaningful assessment, and program alignment with emerging technologies.

#### ◆ Objective 1.1

*Support the College's focus on talent acquisitions, development and retention*

#### ◆ Objective 1.2

*Explore new opportunities for programs*

#### ◆ Objective 1.3

*Diversify the methods of instruction*

### KPI OUTCOMES

Over 40 guest speakers/field trips

Over 3,000 hours of clinical placements,  
experiential learning and service learning

159 participants in experiential/service learning

20 Professional Development opportunities, with  
429 participants

31 Academic Teaching Tip Thursdays

5 Flexible scheduling options - Distance Education,  
Industry Fast Track, Online, Hybrid, Pre-  
Employment

18 Industry visits

23 guest speakers/lecturers

87 student Internship participants

Career Fairs:

Fall 2024 - 80 employers/286 students

Spring 2025 - 83 employers/300 students

500+ Mobile Training Laboratory Unit participants



## Goal #1 Progress

As the College entered the fourth year of its strategic plan aimed at advancing academic excellence, it provided 20 in-house professional development opportunities for staff and faculty, engaging approximately 429 participants. Additionally, off-campus funding for professional development participation increased by 160% compared to the previous year. These initiatives are integral to fostering a culture of innovative instructional practices that enhance students' academic performance and maintain the relevance and rigor of our educational offerings. The impact has been profound, significantly enhancing the quality of education and ensuring that faculty and staff are continuously improving and evolving their teaching practices.

In alignment with this goal, Enrollment Services also prioritized continuous improvement, hosting several peer-led professional development sessions focused on enhancing customer service techniques, refining data collection practices, and optimizing the use of our recruitment management system.

Johnson College actively fosters a culture of innovation by engaging faculty and staff through a robust committee structure grounded in shared governance. These committees serve as collaborative platforms where faculty and staff contribute meaningfully to shaping not only instructional strategies but also curriculum development, assessment practices, student support initiatives, and the overall academic experience. Their collective insights help drive continuous improvement and ensure that our programs remain relevant, effective, and student-centered. To strengthen these efforts, an internal survey was conducted, allowing faculty and staff to express their preferences for committee involvement in the upcoming academic year. This shared leadership approach ensures that innovation in teaching and learning is guided by diverse perspectives and is in direct alignment with the College's educational goals.



To expand the student learning experience, the College developed and grew curricular partnerships with local organizations and employers, aligning student learning outcomes with real-world community needs. This included collaborating on service-learning projects, internships, and industry-informed assignments across various programs, including Automotive, Health Sciences, and Building Trades. Notable highlights include:

- Partnering with nonprofits and industry groups to co-design projects that meet community needs while offering students experiential learning opportunities.
- Integrating community-based challenges into curricula across multiple disciplines.
- Launching new initiatives where students worked directly with local businesses, receiving authentic feedback and mentorship.
- Hosting program advisory board meetings and roundtables with community partners to ensure the relevance and impact of the curriculum.

Students engaged in clinical placements, experiential learning, or service learning activities, contributing to over 3,000 hours of real-world, hands-on experience. These opportunities enhance academic learning while preparing students with practical skills needed for success in their chosen careers. These initiatives not only enriched students' educational experiences but also strengthened the College's role as a community asset, offering valuable real-world problem-solving opportunities.

To support the overall goal of fostering innovative instructional practices, the College appointed a new Director of Academics, who provides faculty with comprehensive training on key platforms like the Learning Management System (LMS) and the Student Information System (SIS). These training opportunities ensure the effective use of these platforms, enhancing the delivery of instruction. The Director also launched the "Teaching Tip Thursday" initiative, aimed at promoting innovative teaching practices and supporting faculty in their ongoing professional development. This initiative continues to be well-received and plays a crucial role in advancing academic excellence.

In response to workforce development needs and evolving industry demands, Johnson College has also explored potential new program offerings, such as Dental Hygienist, Plumbing, Collision Repair, and Pre-Allied Health. These efforts ensure that the College's academic offerings remain aligned with industry needs while supporting student success.

Additionally, the Online Learning Committee undertook a comprehensive revision of the Online Learning Guide and Manual to improve the online learning experience. These resources offer more precise guidance for instructors to ensure that online courses maintain the same level of depth and rigor as on-campus courses. Feedback from students indicated a preference for online and hybrid learning environments, prompting further refinement of these resources to enhance the quality of digital instruction.

The College also celebrates faculty achievements that contribute to our culture of academic excellence. Two faculty members earned the Association of College and University Educators (ACUE) certificates, equipping them with evidence-based teaching strategies. One faculty member also received a fellowship award in recognition of academic leadership and innovation. Another faculty member presented at national science conferences and led a faculty session on alternative assessment methods, further reinforcing the College's commitment to diverse and innovative approaches to teaching and assessment.

As part of our broader strategy to enhance student outcomes, the College has integrated prior learning assessments into specific programs, enabling students to demonstrate their existing skills and knowledge acquired through previous education or life experiences. This initiative not only streamlines student pathways but also ensures that academic offerings are more personalized and aligned with individual capabilities.

To support students in overcoming common academic challenges, a free "Test Taking 101" workshop was introduced, teaching students effective strategies for improving exam performance. This initiative directly addresses the needs of students who struggle with test-taking techniques and time management, offering them evidence-based strategies to boost accuracy and confidence during assessments.

The College's outreach efforts, particularly through the After-School Program STEM Learning Labs, have expanded to reach additional schools and communities, engaging over 1,000 students. This initiative fosters curiosity and passion for STEM fields among younger generations, directly impacting community engagement and future workforce development.

In terms of institutional operations, the College's Network and Systems Administration team conducted a comprehensive assessment, including internal and external penetration testing and phishing simulations. This proactive approach ensures the security of our digital systems and data integrity.

Through these efforts and continued support for faculty and staff development, Johnson College continues to build a culture of innovation in teaching and learning. The overarching goal remains to enhance students' academic performance while ensuring that instruction is responsive, effective, and aligned with both educational and workforce demands.

To gather valuable feedback and inform future strategies, the College distributed a campus-wide Climate Survey to better understand the perspectives and experiences of the campus community. This data will play a key role in shaping the institution's strategies for fostering a positive and supportive work and learning environment.



*(Test Taking 101)*

## DIVERSITY

### Equity

## GOAL #2:

Support the College's commitment to expand access, equity, diversity, and inclusivity.

Johnson College promotes an inclusive environment to expand and support a diversified population.

#### ◆ Objective 2.1

*Identify, recruit, retain, and graduate a diverse student population*

#### ◆ Objective 2.2

*Foster an internal population at all levels of the college that reflects the diversity of the college service area*

#### ◆ Objective 2.3

*Develop targeted marketing efforts to reach underserved populations*



### KPI OUTCOMES

3% increase diverse races

1% increase in students 25+ years of age

2% increase in Veterans/Military students

13 Military students completed degrees

15% decrease in Pell recipients

8 Diversity & Inclusion events, with 150+ attendees

4 language translation buttons added to website

Print materials offered in English and Spanish

### Grants:

\$5,000 from Robert H. Spitz Foundation for new Military lounge

\$20,000 Hunger Free Campus Grant

\$15,250 Industry Fast Track and STEM Grant

\$5,000 PPL Grant for pilot English as Second Language program

Military lounge funded by \$5,000 Robert H. Spitz Foundation

## Goal #2 Progress

In support of the College's ongoing commitment to expand access, equity, diversity, and inclusivity, a variety of initiatives were implemented throughout the year to enhance student engagement and broaden access to educational opportunities.

Admissions efforts were strategically focused on reaching underrepresented communities in Carbon, Columbia, and Schuylkill counties. A diverse range of events, including Discovery Day, Open Houses, Shadowing Experiences, Military and Veterinary Nursing Transfer Days, and Closer Look at Adult Learners, facilitated meaningful connections between prospective students and the resources available on campus, increasing access to higher education for a diverse pool of applicants.

The Community HUB has been an essential resource in promoting equity and inclusivity, particularly for food-insecure students. Thanks to strong partnerships, such as with Bracy ShopRite and the second Hunger-Free Campus award from the Pennsylvania Department of Education, the HUB continued to serve students, addressing essential student needs and ensuring that all students have equitable access to basic resources. The Community Hub assisted 63 students and processed 6 hardship requests serving nearly 10% of the student body.



With a 19% increase in the number of students served, the HUB continues to provide essential support services to ensure no student faces barriers to their success.

Collaboration with United Neighborhood Centers of Northeastern Pennsylvania (UNC) aimed at removing systemic economic barriers was another crucial initiative to foster equity and increase access to higher education. By working together, the College and UNC are addressing broader societal challenges and creating more equitable pathways to both education and workforce entry.

As part of its commitment to inclusivity, the College showcased over 50 graduates through the #JCHired social media campaign, highlighting their professional achievements. The continued support for the fourth graduating cohort of the Readiness in Skilled Employment (RISE) program demonstrated the institution's dedication to fostering academic and professional excellence among diverse student groups.

Initiatives such as Girls on First, Women at the Workbench through WAVE, Skills USA, and Women in Industry further exemplify the College's focus on removing barriers and expanding opportunities for historically underrepresented groups in various industries. These programs, in collaboration with external partners, aim to empower women and other underrepresented populations in fields that traditionally lack diversity.

The Parent Pathways program is another cornerstone of the College's inclusivity efforts, providing critical support to parents pursuing higher education while balancing family responsibilities. By offering access to academic and career resources, the program empowers students to thrive both personally and professionally, ensuring long-term success for families in the workforce.

In addition, the Counseling and Disability Services department transitioned all accommodation forms to a digital format using DocuSign, significantly streamlining the process for students and instructors alike. The department also hosted seven inclusive events, engaging over 100 students and promoting awareness, inclusion, and support for all students, regardless of background or ability.

Through these collective efforts, the College is building a more inclusive, equitable, and accessible campus environment, ensuring that all students, regardless of their circumstances, have the



opportunity to succeed and thrive in their academic and professional journeys.

*(Women at the Workbench)*

## STUDENT EXPERIENCE

### Student-Centered

## GOAL #3:

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

Optimize effective student-centered services as they contribute to the educational experience and overall student success.

### ◆ Objective 3.1

*Improve customer service and communications for all potential and current students*

### ◆ Objective 3.2

*Create flexible pathways that lead to employment opportunities*

### ◆ Objective 3.3

*Evaluate and strengthen student support offerings*



### KPI OUTCOMES

54 Student events were held for both campuses, with 2,036 participants

92% employment in-field placement

87 students participated in Internships

18 Articulation Agreements with surrounding High Schools

4 Orientation days with 354 attendees

90 Students received Prior Learning Assessment (PLA) credits

87 Workforce Advancement and Valued Education (45% increase)

63 students served in the Community Hub

85% satisfaction rating of Student Support Services, compared to 78% Nationally and 87% in the Eastern region

89% of students feel welcome on campus

### **Goal #3 Progress**

To support the goal of integrating student support systems in a meaningful way to foster success, Johnson College has implemented a range of initiatives designed to enhance the student experience and ensure that every student has access to the resources they need to succeed academically, professionally, and personally.

As part of its ongoing commitment to improving student outcomes, the College administered the third-party Student Satisfaction Inventory (SSI) through Ruffalo Noel Levitz (RNL) in Fall 2024. With a 71% student satisfaction rate, exceeding both the national average of 69% and the regional average of 67%, the College demonstrated that its efforts to integrate student support systems are effectively meeting student needs. This feedback, along with annual assessments during Assessment Day and triennial evaluations via RNL, helps the College identify areas for improvement and refine its student support services.

Academic support remains a key pillar of student success, and the College has continually expanded these offerings. Workshops on the D2L learning platform and tailored tutoring services, both for general education and program-specific subjects, are available throughout the academic year. Recognizing the importance of inclusivity, ESL tutoring was introduced in the Spring 2025 semester to support non-native English speakers in their educational journey, ensuring all students have the resources to succeed.

In a bid to further integrate student support into the overall experience, Johnson College also expanded access to library services through a partnership with the Scranton Public Library, making a range of academic resources readily available to the broader campus community.

Engagement with students is an essential part of fostering a supportive environment. Each semester, the College hosts the Board Mix & Mingle event, creating an opportunity for students to interact directly with



the College President, Board members, and staff. This event allows students to share feedback on their academic experience and student support services, helping the College make data-informed decisions that address student needs.

Student satisfaction is also evaluated through end-of-course and instructor evaluations. The second consecutive year of a steady 4.6 out of 5 rating indicates that the integration of student support systems has positively impacted instructional quality, leading to a consistent and high level of satisfaction with course content and teaching.

Strategic initiatives, such as Welcome Day, Spring Day, and New Student Orientation, are designed to build a sense of community and belonging for all students while ensuring they are introduced to the full range of support services available. These signature events, in partnership with the Enrollment team, offer incoming students a smooth transition to college life, helping them feel connected to the Johnson College community from the start.

Peer and professional tutoring remain core components of student success, helping students become independent learners and achieve their personal academic goals. Academic program departments enhance this support by offering open lab hours, providing students with a structured environment to practice and refine skills learned in class. This allows students to engage in hands-on learning, build confidence, and collaborate with peers, all while being supported by faculty who can provide expert guidance.

Career Services further integrates support by offering resume-building workshops and mock interview sessions, preparing students for the transition from academia to the workforce. Career Fairs held twice a year create valuable opportunities for students to engage with employers, explore career pathways, and discuss job openings relevant to their fields of study, ensuring that students are well-equipped to take the next step in their careers.

Through these collective efforts, Johnson College has successfully integrated student support systems that foster success at every stage of the academic journey, from enrollment to graduation and beyond.



## COMMUNITY PARTNERSHIP Collaboration

## GOAL #4:

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

Create meaningful opportunities for lasting partnerships with industry and the community.

### ◆ Objective 4.1

*Expand and enhance industry relationship with organizations that represent our educational offerings and reflect our values*

### ◆ Objective 4.2

*Analyze workforce trends to ensure curriculum is meeting the regional community needs*

### ◆ Objective 4.3

*Expand student participation and opportunities in community and volunteer services*



### KPI OUTCOMES

163 Employers and 586 student/alumni attended the Fall and Spring Career Fairs

18 Industry visits held throughout the year

Participation in the annual Program Advisory Committee meeting exceeded 100 members

168 Students completed community service prior to graduation

Institutional Effectiveness partnerships with The Institute, AICUP and NEAIR for networking and data trends

18 Articulation Agreements with High Schools

85% of employers surveyed felt students are prepared for employment

87 students completed internship placements

12.7% Increase in WAVE revenue

## Goal #4 Progress

To support the goal of enhancing industry and community relationships for the mutual benefit of students and the marketplace, Johnson College has strategically expanded its efforts in building strong partnerships with local industries, community organizations, and employers. These relationships play a critical role in shaping workforce development initiatives and fostering opportunities for students.

The College's off-campus employee relations initiatives, led in collaboration with the President's Office, Workforce Advancement and Value-Added Education (WAVE), and Career Services, have focused on internship and job placement opportunities. These efforts align with the College's broader goal of connecting students with relevant industry experiences that will support their career readiness. Dr. Katie Pittelli, President & CEO, has further strengthened these community partnerships by visiting 18 industry sites throughout the academic year, engaging with key stakeholders and fostering new opportunities for collaboration.

In her role, Dr. Pittelli has also contributed to the Task Force on Education and Workforce Development, a group dedicated to exploring ways to integrate education and employment. This task force highlights the crucial role of educational institutions in driving economic progress. It ensures that Johnson College remains responsive to workforce needs by aligning academic programs with industry standards.

A notable example of Johnson College's collaboration with community partners is the airing of *Conversations for the Common Good: Shaping Tomorrow's Health Workforce* on WVIA-TV (PBS). This television program brought together leaders from education, healthcare, and government to discuss how educational programs and partnerships are transforming the future of healthcare by preparing the next generation of professionals in the field.

The College also made strides in workforce development through the rebranding and expansion of its Continuing Education department, now known as WAVE. This department significantly increased its program offerings, providing 87 options, a 45% increase from the previous year, and attracting over 100 participants. The addition of more credential-bearing courses, including the Lean Six Sigma series, further demonstrates Johnson College's commitment to providing high-quality, industry-relevant training opportunities.

Summer camps are another key initiative in fostering industry engagement and community involvement. In the summer of 2025, Johnson College hosted nine camps for middle school students in fields like building trades, robotics, and engineering, offering hands-on learning experiences. Thanks to support from Pleasant Mount Welding, Inc. and the Wayne County Community Foundation, these camps were free of charge, making these valuable experiences accessible to a broader range of students.



In further efforts to keep its academic programs aligned with current industry standards, the College held its annual Program Advisory Committee (PAC) meeting with over 100 members.

Feedback from this group, composed of industry experts, helps ensure that curricula remain relevant and responsive to workforce demands. More than 75% of the recommendations from the previous year were implemented, demonstrating the College's commitment to continuous, industry-informed improvement.

The College also established new industry partnerships through its Industry Immersion program, working with companies such as Coccia Ford and the Luzerne County Transportation Authority. These partnerships help connect students to real-world industry experiences, enhancing their career readiness and providing employers with access to a highly skilled talent pool.

Additionally, the Career Services Department hosted its annual Tradesperson Week, bringing together over 160 students and several employers. This event created direct connections between students and industry professionals, further strengthening the College's role as a HUB for workforce development in the trades.

On the community engagement front, the College's Volunteer Club transitioned into a Volunteer Committee, working with students, faculty, and local organizations to promote stewardship and social responsibility. One notable project from the committee is the creation of a community garden, which will provide fresh fruits and vegetables to students through the Community HUB. This initiative not only supports student wellness but also reinforces the College's commitment to sustainability.

The College's ongoing commitment to fostering strong community ties was demonstrated through a successful Trunk-or-Treat event, organized by students, staff, and faculty. This free, family-friendly event provided a safe and inclusive space for the local community to celebrate Halloween, enhancing the College's relationship with the surrounding area, with over 1,200 attendees.

Through these efforts, Johnson College continues to enhance its relationships with industry and community partners, creating mutually beneficial opportunities that support student success and contribute to regional workforce development.



*(Career Fair Spring 2025)*

## INSTITUTIONAL SUSTAINABILITY Advancement

## GOAL #5:

Optimize resources to reflect our continued commitment to responsible growth.

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

### ◆ Objective 5.1

*Align the internal budget processes to distribute resources on the basis of strategic priorities*

### ◆ Objective 5.2

*Expand sources of funding to ensure sustainable financial stability*

### ◆ Objective 5.3

*Pursue optimal development and use of existing facilities through strategic campus expansion*

### ◆ Objective 5.4

*Enrich assessment practices for continuous improvement*



### KPT OUTCOMES

#### Revenue from Grants:

Appalachian Regional Commission

Federal Aviation Administration

Moses Taylor Foundation

WAVE revenue

#### Donations:

Bracey Hall

Gifts-In-Kind

5 Fundraising events – Golf Tournament, Scholarship breakfast, Car Cruise, Power Tool and Purse Bingo, NEPA gives

300+ million Comprehensive Capital Campaign

322 Incoming Fall students

678 Students on-campus

117 Strategic decisions based on data analysis

24 Assessment improvement sessions held

Average revenue retention increased

Unqualified audit (clean)

## Goal #5 Progress

To align with the goal of optimizing resources to reflect our continued commitment to responsible growth, Johnson College has undertaken several strategic initiatives designed to expand educational opportunities while maintaining fiscal responsibility and operational efficiency.

A significant milestone in this effort was the unveiling of Bracey Hall on April 2, 2025. This state-of-the-art facility effectively doubled the size of the College's former Heating, Ventilation, and Air Conditioning (HVAC) lab.

It enabled space for interdisciplinary courses to take place for the building trades students, significantly enhancing the hands-on learning environment. By expanding its training space, Johnson College continues to strengthen its Building Trades programs, reaffirming its commitment to equipping students with industry-driven skills necessary for workforce success.



The Bracey family pledged a significant gift to the College's capital campaign, supporting its mission to address the needs of students, industry partners, and the community through practical, hands-on, and industry-focused education.

Additionally, this resource expansion was supported by a Redevelopment Assistance Capital Program (RACP) grant from the Commonwealth of Pennsylvania. The grant will support the College's efforts to enhance workforce development in high-tech, in-demand fields. The College secured an Appalachian Regional Commission (ARC) grant for critical campus technology upgrades.

In its continued effort to extend its reach and meet community demand, Johnson College expanded the scope of its academic offerings at the Hazleton Campus to include Electrical Construction Technology, Welding Technology, Industrial Technology, and Building and Property Maintenance Technology. This expansion resulted in a 200% increase in enrollment from the previous year, demonstrating the College's commitment to regional accessibility and growth.

Alum engagement is essential to advancing our mission and ensuring the long-term success of Johnson College. By offering strategic communication, meaningful events, volunteer opportunities, and lifelong learning initiatives, the College fosters a lasting sense of pride and connection among graduates, one that extends far beyond commencement and strengthens their lifelong bond with the Johnson College community.

Throughout the year, several alum and community-focused events were held. These events not only provide crucial funding for student scholarships and program development but also strengthen ties with alums and our local community to support the College's long-term sustainability, and to help make education more affordable.



(Alumni night – Wilkes-Barre/Scranton Penguins)

As of June 30, 2025, the College's year-end balance reflected a modest increase over the prior year, with the average revenue retention rate rising from 93% to 94%. This improvement supports the College's broader goal of financial sustainability by strengthening long-term fiscal health. Key initiatives contributing to this progress included proactive student outreach, and increased collaboration with faculty during program analysis reviews. Additionally, transitioning older accounts to a new collection's agency enhanced recovery efforts, reinforcing the College's commitment to responsible financial stewardship and long-term sustainability.

The College remains focused on ensuring that financial, human, physical, and technological assets are strategically aligned with institutional priorities. Investments in professional development, infrastructure, and technology are carefully evaluated to ensure they effectively support our mission and provide long-term value. By actively managing and aligning our resources, the College is better positioned to meet current needs while building capacity for future growth.

As part of its commitment to responsible growth, the College administration held a strategic planning retreat to formally conclude the *Innovation at Work* plan and begin shaping the next strategic direction. The retreat emphasized refining academic program structures to promote long-term sustainability and enhance student success. Guided by a comprehensive review of data, including program analysis, key performance indicators (KPIs), and workforce demand trends, the College took a data-informed approach to evaluating its offerings and making decisions that will support thoughtful, mission-aligned growth in the years ahead.

## Key divisional program changes that support responsible growth

- **Transportation Division:** The Automotive Technology program has expanded, and the Diesel program will be relocated to an offsite location to better meet its needs. With the closure of the Heavy Equipment Technology program, there is now a need to review and revise the existing Diesel curriculum to thoughtfully integrate key components of the former Heavy Equipment program, ensuring students continue to receive comprehensive, industry-relevant training.
- **Building Trades Division:** The Building Property Maintenance program has been successfully relocated, and curriculum from the teach-out of the Civil Design program has been strategically integrated into the Architectural Drafting & Design Technology program. This integration ensures continuity of learning while enhancing the program's scope with foundational elements of civil design.
- **Health Sciences & Animal Science Division:** All Health Sciences programs, including Physical Therapist Assistant (PTA), Radiologic Technology (RAD), and Medical Assistant (MA), will be consolidated into a centralized facility. This unified location will also house the newly added Pre-Allied Health and Medical Assistant programs, fostering interdisciplinary collaboration and enhancing resource sharing among programs.
- **Electronics & Industrial Division:** To better align with industry standards and enhance program visibility, both computer-related programs have been strategically relocated to environments that reflect real-world settings. Advanced Manufacturing Technology (AMT) will continue to be offered as part of the WAVE program for machining; however, the existing AMT academic program will be taught out. This transition ensures students continue to receive relevant training while streamlining program delivery to better meet workforce demands.
- **New Program Launches:** In response to evolving workforce demands, new programs have been introduced to address critical industry shortages. A Dental Hygienist Associate Degree program will launch at an off-campus location to expand access to high-demand healthcare careers. Additionally, a one-year Plumbing Certificate program will be offered within existing campus facilities, providing students with accelerated pathways into essential skilled trades..

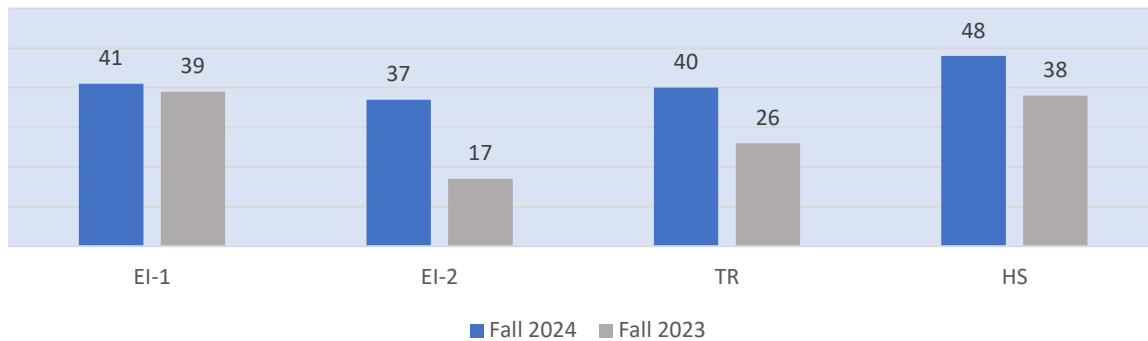
These program changes, along with the strategic reorganization of campus resources, are designed to maximize space usage and enhance infrastructure to support emerging industries, while also keeping the College financially sustainable.

By strategically optimizing resources, Johnson College ensures that it is not only expanding its academic offerings but also positioning itself for continued responsible growth. This approach ensures the College remains adaptable, forward-thinking, and well-aligned with workforce needs, while upholding its commitment to providing accessible, high-quality education for future generations.

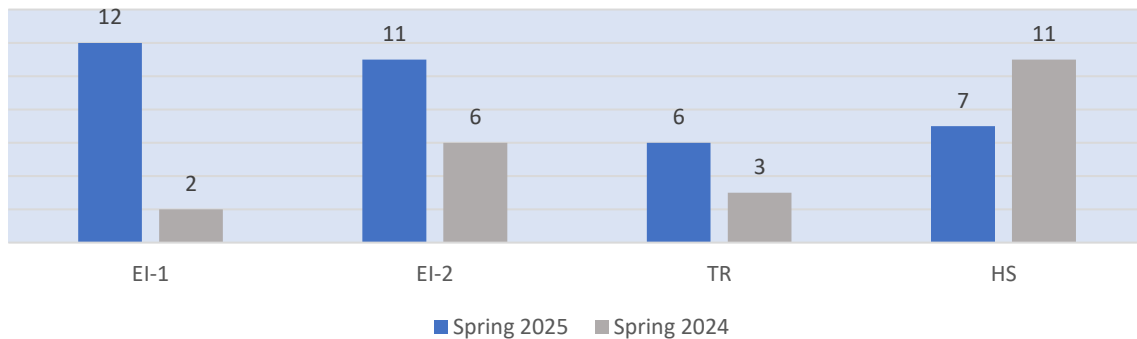
## Data Trends

- BTT – Building Trades Technology (ADT, BPM, CCM, ECT, HVAC, CDT)
- EI-1 – Electrical & Industrial (AMT, WFT, WTC, IND)
- EI-2 – Electrical & Industrial (BET, CIT, EET, MEC)
- TR – Transportation (AUT, DTT, HET, DPM, AVT)
- HS - Health Sciences (PTA, RAD, VEN)

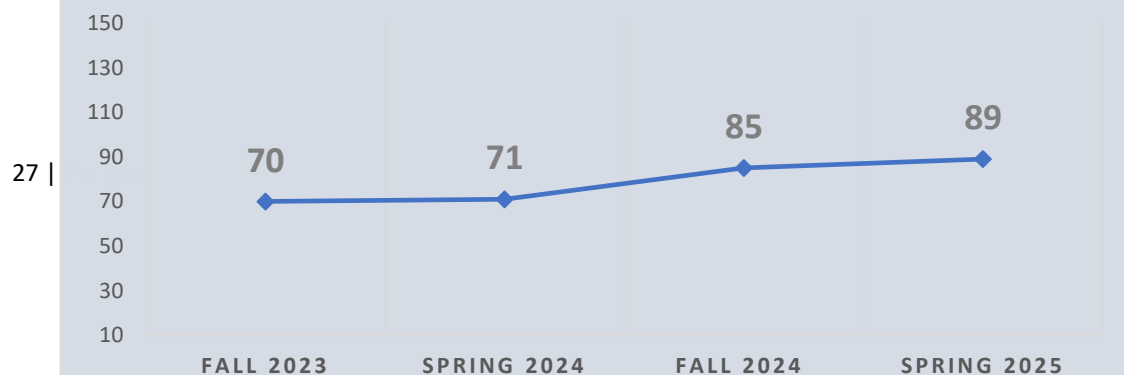
**Program Divisions  
(Fall 2024 Starts at Census)**



**Program Divisions  
(Spring 2025 Starts at Census)**

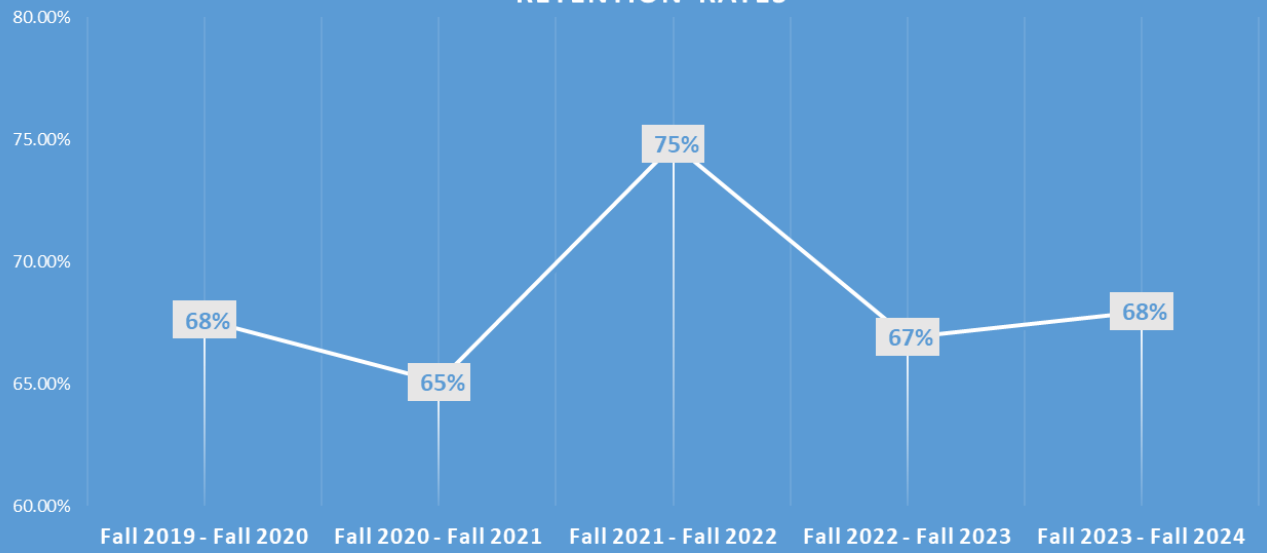


**INDUSTRY FAST-TRACK  
(STUDENTS ON-CAMPUS AT CENSUS)**

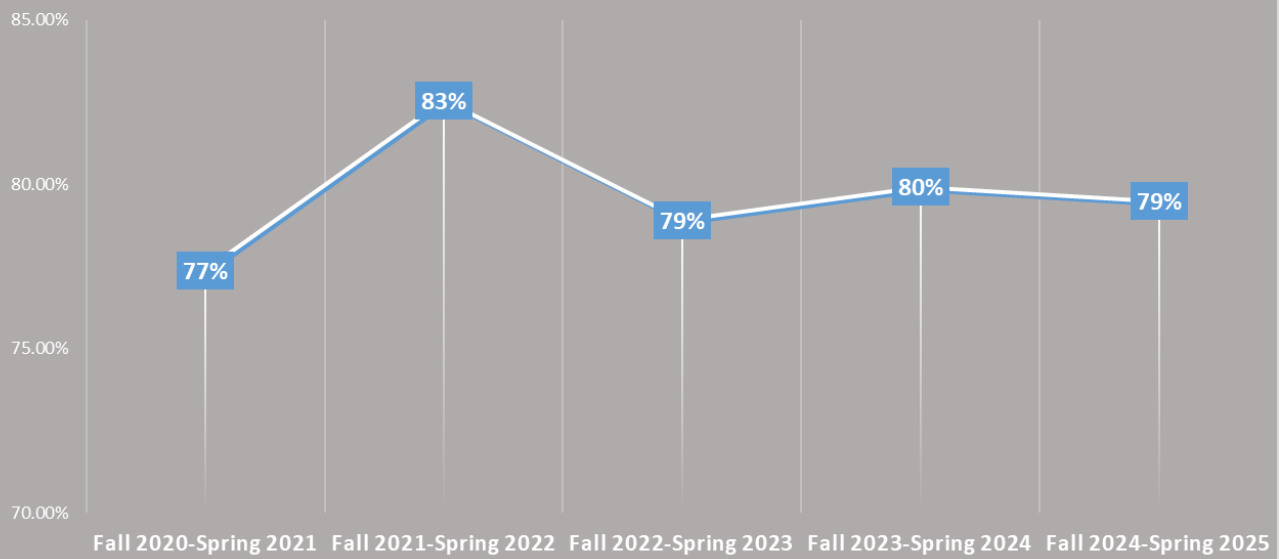




### COHORT-BASED RETENTION RATES



### COHORT-BASED PERSISTENCE RATES



## Commencement

The Johnson College Scranton campus was filled with pride and excitement on Saturday, May 10, 2025, as students, families, faculty, and staff gathered to celebrate a historic milestone, the College's largest graduating class to date at its 106th Commencement Ceremony.

The event honored students who completed rigorous, hands-on programs leading to Associate of Science and Associate of Applied Science degrees, as well as academic certificates in a variety of high-demand, industry-relevant fields.



Andrew M. Inman '13, MHA, RT(R)(CT), a distinguished Johnson College alumnus and Modality Manager at Geisinger, delivered an inspiring keynote address. He encouraged graduates to approach their professional paths with confidence, resilience, and a commitment to lifelong learning.

The ceremony also highlighted exceptional student achievements. Valedictorian Colleen Cannon-Augustine and Salutatorian Brooke L. Iverson, both graduates of the Physical Therapist Assistant program, delivered heartfelt speeches reflecting on perseverance, personal growth, and the life-changing experiences they gained at Johnson College.



## **Appendix A – AES Unit Summaries and Highlights**

*Note: The following is a summary of each and AES Unit for 2024-2025. Full assessment documents are located in the Shares drive under the assigned Assessment Folders.*

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

#### **Academics**

This year, the Academic Department welcomed two key hires a Director of Academics and a Registrar who brought significant improvements to academic integrity oversight, transcript processing, and digital workflows through the Jenzabar system.

Academic advising underwent important updates, including the reassignment of academic programs to distribute advisees more evenly across four advisors. Additionally, the department conducted a comprehensive SWOT analysis to guide future strategic planning. Student satisfaction remained high, particularly in academic advising, where advisor approachability scored well above national averages. Registrar services received strong ratings, though class scheduling remains a noted area for improvement.

Faculty development efforts were strengthened through training on Smartboards and the J1WEB platform. The department also successfully launched the "Teaching Tip Thursday" initiative, a new communication effort aimed at supporting instructional excellence. The department made substantial progress in streamlining processes by digitizing the Academic Integrity Violation Report form (for faculty) and the Final Grade Appeal form (for students), both now accessible through the JC portal.

The department expanded its hybrid course offerings and successfully delivered HOT Level 1 training. While some goals such as implementing a competency-based assessment initiative were not met, this objective has been deferred to the 2025–2026 academic year. Looking ahead, the department aims to formalize hybrid course policies, implement authentic assessment strategies, and enhance graduation tracking processes.

#### **Career Services**

The Career Services department successfully delivered a range of services including one-on-one career advising, internship coordination, organizing career fairs, and strengthening employer relations. The department reported significant improvements in student engagement, particularly in Career Fair participation. Career Services had set a goal of at least 30% student pre-registration for Career Fair events, tracked internally. This goal was exceeded, with pre-registration rates reaching 41% in the fall semester and 46% in the spring semester.

Internship participation decreased from 102 to 86 students, with notable declines in the Electrical Construction Technology program. Despite the drop, overall placement outcomes remained strong and met targeted objectives. The goal was a 60% student-identified placement rate at graduation across the combined Scranton and Hazleton campuses, and a 50% rate specifically for Hazleton. All six Hazleton Electrical Construction Technology graduates reported employment in the field. Additionally, seven academic programs achieved 100% placement, though each had a small number of graduates. An increasing number of Health Sciences students also reported receiving job offers contingent upon graduation and successful completion of board examinations, indicating strong employer confidence.

Resume workshop attendance declined, primarily because resume development content has been integrated into the SSS 101 course. However, Career Services maintained strong community involvement through events like Tradesperson Week and “Girls on Fire,” while continuing to build industry partnerships through the Industry Immersion Program with organizations such as Coccia Ford and Luzerne County Transportation Authority. The department also showcased over 50 graduates in the #JCHired social media campaign and conducted regular internship meetings for both seniors and freshmen and Continued support of the RISE program’s fourth graduating cohort.

New opportunities have emerged, including the implementation of the Jenzabar database, which will enhance tracking and reporting. Career Services also plans to focus on strengthening students’ and alumni’s career and social skills through resume guides, mock interviews, and ongoing career counseling.

### **College Advancement**

The College Advancement department made meaningful strides in advancing its mission, particularly through dynamic marketing, communications, and event-based fundraising efforts. While individual giving declined, overall engagement and support were strengthened by increased sponsorships and new digital strategies. Social media interaction, event participation, and email campaigns served as key indicators of success.

Personnel changes significantly strengthened the department’s capabilities. A new Manager of Fundraising Events helped drive up sponsorship levels, while the promotion of the Communications Manager to Associate Director brought added leadership to the marketing and branding functions. Several fundraising events, including the relaunch of the Car Cruise and the introduction of Power Tool & Purse Bingo, enjoyed high participation and donation growth. For the first time, the annual Scholarship Breakfast secured event sponsors, and the Saldi Forum debuted in Ideal Saldi Hall for the first time.

Marketing and technology innovations further boosted outreach and accessibility. A new digital giving form accepted modern payment platforms like PayPal, Venmo, Google, and Apple Wallets, expanding donor options. The department launched advertising with Snapchat ads and signed a two-year digital signage deal to enhance visibility in the Hazleton Area School District. Finally, internal processes improved, with over 95% of external communications now undergoing pre-release review, reinforcing brand consistency and cross-departmental alignment.

## **Continuing Education / W.A.V.E.**

Over the past year, the continuing education department underwent significant transformations aimed at enhancing visibility, operational efficiency, and program delivery. Under new leadership, the department was rebranded from its former identity to WAVE, clarifying misconceptions about enrollment and boosting engagement. Administrative systems were overhauled, including updated job descriptions and streamlined enrollment forms to reflect the new identity.

The program saw robust growth and innovation, introducing both in-person and online courses such as Pharmacy Technician, OSHA certifications, and Lean Six Sigma. One-day community workshops were launched to promote short-term learning, while the CDL program was transitioned to a new provider for better consistency and revenue. Additionally, the Learn and Grow Garden was created to support educational workshops and address local food insecurity.

Community involvement was prioritized through events like “Test Taking 101” and a Refrigerant Recycling drive, both reinforcing hands-on learning and social responsibility. Student cancellations are down 33%, and year-over-year enrollment is on track for a 10% increase. The partnership with Road Runner has led to an additional 59 program completers, not included in the above numbers, as their registrations are processed outside of our Active system.

The department has experienced a notable increase in average monthly revenue, which has grown to \$40,225.64 for the fiscal year 2024 to 2025. This reflects an increase of \$4,734.65 per month compared to the previous fiscal year, driven by higher enrollment and improved program completion rates. While these are encouraging signs of growth, the department is still operating at a deficit, and continued efforts will be required to close the gap and achieve long-term financial sustainability.

## **Enrollment**

The Enrollment department is successfully fulfilling its mission, with a strong emphasis on inclusive recruitment, ethical practices, holistic admissions, and collaboration. Enrollment remains committed to non-discriminatory policies and continues to prioritize professional development and expanding outreach.

Enrollment trends for Fall 2024 demonstrate significant growth, with total enrollment up 10 % compared to 2023. Notably, the Hazleton Campus experienced a remarkable 200 % increase in student enrollment and is set to celebrate its first graduating class in May 2025. Additionally, 85 students enrolled in the Industry Fast Track program, marking a 20 % increase from 2023. While enrollment from the top feeder schools decreased by 8.6 % compared to the Fall 2023 census, the overall number of high schoolers increased.

Key developments this year include the hiring of a new recruitment advisor in Scranton and expansion of the travel territory into new counties and regions such as Carbon, Columbia, and Schuylkill Counties. Johnson College also joined the Tuition Exchange Program.

Enrollment hosted numerous events to engage prospective students and the community, including Discovery Days, shadow experiences, Open Houses, A Closer Look at 25ners, A Closer Look at One-Year Certificate Programs, Veterinary Nursing Exploration Day, Instant Decision Days, Military Instant Decision Days, and Transfer Days.

To support ongoing excellence, Enrollment Services conducted peer-led trainings focusing on customer service, data collection, and Salesforce usage. The team also researched current higher education trends and shared their findings through departmental presentations.

## **Facilities**

The Facilities department has successfully supported the college's mission by ensuring clean, safe, and well-maintained buildings, as reflected in a strong satisfaction score of 4.5 out of 5. Feedback from student surveys has already led to improvements, including lighting enhancements across campus.

The team achieved significant milestones over the year, including the completion and grand opening of Bracey Hall, a full remodel of the veterinary kennels, and lighting upgrades in key buildings such as Weaver and the Health Science Center (HSC). The department currently benefits from a full and stable team of 10 maintenance and custodial staff, with zero turnover reported this year. This strong workforce is supported by effective training and reliable equipment access.

However, the team continues to face ongoing challenges such as rising supply costs, shift communication, and lab cleaning routines. The department plans to add night-shift maintenance coverage, improve the use of moved program spaces such as PTA and CIT, and further reduce costs through improved service contracts, which are already projected to save over \$160,000.

Strategic planning is also underway for longer-term projects, including remodeling the off-campus Diesel Shop, expanding upper campus parking, and enhancing ADA access. These initiatives will involve collaboration with the Grants Director to secure necessary funding.

## **Industry and Community Engagement (ICE)**

Over the past year, the Industry and Community Engagement department made significant strides in community partnerships, student support services, and educational programming. Through strategic collaborations and targeted initiatives, the department enhanced access to STEM education, addressed student needs, and built sustainable pathways for success.

The department established four key partnerships with the Spitz Foundation, PPL Education, Bracey ShopRite & ACE Hardware, and the Student Basic Need Coalition. These collaborations enabled 16 STEM-focused initiatives and 8 community programs, engaging over 1,000 individuals. Notable pathway programs supported 10 students in Parent Pathways, 21 in the RISE program, and 4 in PETs Building Maintenance.

Community and student support efforts were strengthened by the Community Hub, which assisted 63 students and processed 6 hardship requests serving nearly 10% of the student body. The food pantry was accessed 103 times, and STEM Learning Labs expanded into two new schools, reaching 81 students. Girls on Fire events in Scranton and Hazleton inspired 170 girls to explore STEM. Additionally, over \$30,000 in grant funding was secured to support emergency student needs, ESL-to-credential pathways, and food insecurity initiatives.

Significant progress included the hiring of two new Special Program Coordinators and the successful onboarding of Cohort 4. Several major grants closed during this period, including Mobility Labs (Parent Pathways of NEPA), the Business Education Skid Steer Training program, the On-Semi Student Safety Net, and PPL Major Gifts STEM Learning Labs.

Despite progress, challenges remain namely stigma around seeking help, and resource limitations. While the goal of assisting 15% of the student body through the Community Hub was not fully met, notable progress occurred through space improvements and increased engagement in Hazleton. Looking ahead, the department aims to expand STEM education and strengthen support networks for women in the community.

### **Network and System Administration**

The NSA department supported several major initiatives over the past year. A significant achievement was the completion of a full network hardware evaluation. This process resulted in recommendations for replacements, development of vendor guidelines, distribution of RFPs, and the selection of a vendor to execute the upgrades. Additionally, the department successfully set up the Bracey Hall network and internet.

The department also conducted its first external cybersecurity assessment, which included both internal and external penetration testing, as well as a phishing simulation for all staff. These efforts have led to the deeper integration of security best practices into daily network and systems operations.

Despite operating with a small team, the department continues to deliver strong results. The team consists of a Director of IT with over 19 years of experience, a Tech Support Specialist with more than six years in desktop support, and a Helpdesk Coordinator with over five years of IT experience.

Ongoing challenges include increasing technology costs, limited awareness of IT services and policies among users, and the department's minimal involvement in early stages of campus planning. Even so, the team remains committed to proactive support, strategic growth, and continuous improvement.

### **Office of Institutional Effectiveness (OIE)**

The Office of Institutional Effectiveness (OIE) continues to play a vital role in advancing data-informed decision-making and promoting a culture of continuous improvement across the College.

By equipping departments with essential data, the OIE supports institutional accountability and strategic alignment while fostering cross-campus collaboration to drive measurable outcomes.

A core principle guiding the OIE's work is continuous improvement, which remains at the forefront of all assessment activities. This year, assessment templates were revised to better reflect institutional priorities, and a comprehensive update to the overall assessment process was developed and implemented. Aligned with the strategic plan's goal to strengthen data-driven decision-making, the OIE Department has increased meetings with Program Directors by 40% this academic year, enhancing collaboration and informed planning across programs.

Notable achievements this year include:

- **Course Evaluations:** Successfully administered with a response rate exceeding 31%, providing valuable feedback to faculty and leadership.
- **Employer Feedback:** The employer survey was consolidated with the College's career fair, enhancing the quality and efficiency of feedback collected from industry partners.
- **JCAT Oversight:** Supported by the OIE, the Johnson College Assessment Team (JCAT) completed scheduled five-year periodic reviews, ensuring academic programs remain current and aligned with institutional and accreditation standards.
- **Syllabus Review:** JCAT members led a campus-wide syllabus review to ensure course materials uphold both institutional and accreditor expectations.
- **Student Satisfaction Monitoring:** The implementation of the Ruffalo Noel Levitz (RNL) system provided new insight into student satisfaction, with the College achieving a 71% satisfaction rate—4% above the national average.

Additionally, General Education testing was completed through D2L, and the results were analyzed to inform future instruction and curriculum development. This analysis supports our ongoing efforts to ensure students meet institutional learning outcomes and that instructional practices remain responsive to student needs.

Through these initiatives, the Office of Institutional Effectiveness continues to support a high level of operational excellence, strengthen academic quality, and uphold a strong culture of assessment—ensuring the College remains agile, accountable, and student-centered in all it does.

### **Student Success**

The Student Success Department achieved several impactful milestones this year, furthering its mission to support and empower students across academic, social, and personal dimensions. Academic support services were strengthened through targeted workshops on the D2L platform, general and program-specific tutoring, and the launch of ESL tutoring in Spring 2025 to better serve multilingual learners. Community engagement also flourished, with high-impact events like Trunk or Treat—drawing over 1,200 attendees—and initiatives such as JC Future Industry Leaders, helping foster consistent student involvement and campus connection.

In addition to academic and community efforts, support for military-affiliated students was significantly expanded through the opening of a new military lounge, made possible by a \$5,000 grant, alongside coordinated cross-departmental efforts to streamline financial and academic support. Structural and leadership advancements included the addition of a third Student Success Coordinator at Hazleton and the development of a web-based Orientation platform by the Director of Student Affairs. The department also facilitated the launch of regalia ordering for graduation—with over 90% student compliance—and began preparations for a peer mentoring program set to launch in Fall 2025. Further enhancing the student experience, a new 3-year dining contract with Canteen was secured, with plans to expand dining services in the upcoming academic year.

### **Human Resources**

During the Spring 2025 semester, the Human Resources department at Johnson College made significant strides in enhancing operational efficiency and fostering employee engagement. The department welcomed its first intern, expanding its operational capacity while providing a valuable learning experience for emerging professionals. In alignment with the introduction of a new applicant tracking system, the Employment Opportunities page on the College's website was updated to streamline the hiring process. Additionally, the successful implementation of E-Verify ensures compliance with employment eligibility requirements.

Employee satisfaction remains a key priority for the department, with ongoing initiatives to improve engagement and communication. These include annual benefit statements, performance evaluations, faculty observations, in-service meetings, and employee recognition programs such as the Standing Ovation and Eye Spy awards. The Employee Culture Survey conducted in May 2025 underscored the importance of a positive workplace culture, with staff expressing a shared understanding of its value.

The department also prioritized wellness, organizing the annual Wellness Fair in September 2024, which attracted 23 vendors and strong participation from the campus community. Monthly "Wellness Workdays" newsletters and year-round wellness screenings, in collaboration with Geisinger Insurance, further supported the health and well-being of employees. Plans are already underway for the Fall 2025 Wellness Fair as part of ongoing wellness initiatives.

Professional development remains a cornerstone of the department's strategy. Orientation sessions for new hires and targeted training for new supervisors are regularly provided. The HR Director's active involvement in the local Society for Human Resource Management (SHRM) chapter, where she serves as the Professional Development Chair for Lackawanna and Luzerne Counties, is an example of the department's commitment to continuous learning. She achieved a SHRM-SCP certification in May 2025, which highlights the department's dedication to professional growth.

To further foster employee engagement, the department hosted various events and recognition activities throughout the year, including staff breakfasts, volunteer opportunities, and themed events such as Women's Appreciation Week, Autism Acceptance events, and a Holiday Toy Drive. The department also supported work-life balance through flexible scheduling, hybrid work options, and summer office hours.

Overall, the HR department's initiatives reflect its commitment to creating a supportive, engaged, and well-supported workforce while aligning operational practices with best industry standards.

## **Finance**

The Finance Department fulfills its mission by consistently enhancing training programs, providing timely financial data to staff and faculty upon request, and maintaining a clean audit each fiscal year. For the fiscal year ending June 30, 2024, the College once again received a clean audit, underscoring our commitment to financial integrity.

In response to the growing student population, the Financial Coordinator position in the Student Business Office was expanded from part-time to full-time to better support operational needs.

This year, 5% of the capital inventory was completed, focusing on the Aviation program and Perkins-funded assets.

The College's average revenue retention improved from 93% to 94%. This increase was driven by targeted outreach efforts, including presentations by the Student Business Office in SSS101 classes and active collaboration with faculty during program analysis reviews. Faculty were encouraged to assist in connecting with students the Finance Department had difficulty reaching, highlighting the impact on program profitability. Additionally, older accounts were transitioned to a new collections agency to enhance recoveries.

The annual program profitability analysis conducted by the Finance Department measures revenue retention and the actual cash received by the College broken down by program area. These findings are discussed individually with faculty, with the objective of increasing revenue retention to enhance program profitability and overall financial sustainability.

## **Appendix B Academic Program Division Summaries & Highlights**

### ***(Building Trades Technology Division)***

#### **Architectural Drafting & Design Technology (ADT)**

Math remains a consistent challenge for first- and second-year students, particularly in the areas of estimating and sequencing tasks. Despite this, retention and persistence rates have improved by 50%, even as many students face challenging demands from work and family obligations.

All ADT students completed internships in the spring, providing valuable on-the-job experience. Participation in community service projects and peer mentoring in lab settings has also contributed to stronger learning outcomes and enhanced real-world skills. Instructional updates in Building Information Modeling and Project Estimating courses were made based on student feedback and input from the Program Advisory Committee, with a renewed focus on practical construction methods.

The curriculum has been revised to better meet industry needs and improve student performance. ADT155 was renamed Project Estimating, and new required courses such as ADT150 Technical Sketching and SCI160 Sustainability were added. Redundant content was removed from CDT203, and manual calculations were added to ADT155 to reinforce math skills. Updated CAD software and expanded lab access now support a more hands-on learning environment.

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

The program has demonstrated strong student engagement in hands-on lab work and community-centered projects. Notable successes include the ECHO Project and contributions to the Vet Science Building, Bracey Hall, and Simplex Homes. These experiences have consistently yielded strong technical outcomes. However, students often disengage from theory-based courses delivered exclusively online, which has prompted a strategic shift toward hybrid course formats to better support learning.

While students excel in practical applications, many face challenges with foundational math skills and online communication. These struggles are largely attributed to limited in-person support and insufficient academic preparation in those areas. In response, the program is implementing several curriculum changes, including the addition of lab hours, updated Course Learning Outcomes (CLOs), and the introduction of a basic math course modeled after successful approaches used in other departments.

Learning assessments indicate consistent student success, with average scores exceeding 80% on Student Learning Outcomes (SLOs). The adoption of project-based assessments and revised rubrics has clarified performance expectations and contributed to this achievement. Building on this success, the program plans to raise the SLO benchmark to 85% and continue refining assessment strategies to improve instructional impact.

Staffing remains stable, with two full-time instructors supported by a lab assistant and work-study students. Program metrics are encouraging: enrollment remained steady in the Fall and increased during the Spring semester, retention is improving, and the graduation rate rose dramatically from 0% in 2024 to 100% in 2025. Instructor evaluations also reflect strong performance, consistently averaging over 4.5 out of 5.

### **Carpentry & Cabinetmaking Technology (CCM)**

This academic year, a notable trend has been the continued struggle of students with foundational math skills. Many incoming students lack adequate preparation in mathematics, which has been a consistent challenge across cohorts. To support student success in this area, the department implemented additional resources, including tutoring services and intensive math lectures during the first two weeks of the semester. Despite these efforts, overall student performance still reflects a need for sustained intervention in foundational subjects like math.

In terms of student achievements, several highlights reflect strong progress. Most notably, six senior students secured paid internships in their respective fields, a testament to their ability to apply academic learning to real-world contexts. These experiences not only underscore their career readiness but also serve as a positive indicator of the department's focus on experiential learning and industry engagement. Additionally, students successfully participated in community projects and contributed to an auction to support the advocacy center, producing 72 items exceeding the department's goal of 70.

While student engagement and experiential outcomes have shown promise, institutional metrics revealed challenges. Enrollment saw a significant decline of 37.5% for the 2024–2025 academic year. Similarly, the graduation rate and retention rate both decreased by 2%, though persistence improved by 21%, suggesting that students who remain in the program are increasingly committed to continuing their education. Instructor evaluations remain a positive, with end-of-course surveys averaging a strong 4.7 out of 5, indicating high levels of student satisfaction with teaching quality.

The department has also made strides in curriculum innovation. Responding to industry and PAC recommendations, new content has been integrated into the program, including the use of a high-tech domino machine to enhance hands-on learning. These updates aim to keep the program aligned with technological advancements and industry expectations, helping students gain relevant and practical skills for their future careers.

### **Electrical Construction Technology (ECT)**

Over the past academic year, the Electrical Construction Technology program has seen strong growth in student engagement and success, particularly in hands-on and hybrid learning environments. These formats consistently outperform online-only instruction, with hands-on activities and peer-teaching methods significantly enhancing student comprehension and confidence. Foundational skills such as basic math and complex switch configurations, especially three-way and four-way switches, remain challenging for many students. In response, the program

has adopted a more structured approach to early coursework to strengthen understanding and provide a solid foundation for advanced topics.

Several important curriculum updates were made this year. New content includes updated NEC standards, high-amperage service entry methods, generator installations, and residential equipment such as water heaters. These additions ensure that students are learning current and in-demand skills. The curriculum continues to adapt based on student feedback and performance data. To support deeper problem-solving, instructors are reducing reliance on pre-drawn circuit diagrams and emphasizing independent projects. Students have demonstrated strong peer-teaching abilities by helping classmates understand circuit functionality using relatable field-based language. These collaborative interactions reflect both knowledge acquisition and the development of communication skills vital to the industry.

Alumni and employer feedback have influenced upcoming instructional plans including expanded coverage generator hookups, commercial wiring (277/480 panels), VFDs, and machinery maintenance. The program has also strengthened its partnership with Fastenal, which provided training materials and donated equipment to support instruction. The program achieved several strategic goals for the 2024 to 2025 academic year. The program completed a number of community projects, including the 5 Star Initiative, airport improvements, and the replacement of outdated lighting on Weaver. The program also hosted a refrigerant recycling event. New members were added to the Program Advisory Committee, and additional internship locations were secured to further strengthen relationships with industry partners.

### **Heating Ventilation & Air Conditioning Technology (HVAC)**

The HVAC program has seen strong student engagement, particularly in hands-on labs and community-based projects. In contrast, online-only theory courses have struggled with low student engagement, leading the program to adopt more hybrid and lab-integrated models. Math proficiency remains a challenge for many students, especially in HVAC-specific applications, prompting the development of a new targeted HVAC math course to address this gap.

Student accomplishments have been significant. Participants have actively contributed to community initiatives such as a refrigerant recycling event and have secured strong placements in internships with local HVAC companies. Of the 32 second-year students, 21 passed the universal section of the EPA 608 exam, and 30 passed at least one section, highlighting solid technical competencies.

The program completed several community service projects, including the 5 Star Initiative, improvements at the local airport, and lighting upgrades on Weaver. It also hosted a refrigerant recycling event to promote environmental responsibility. To enhance industry collaboration, new Program Advisory Committee (PAC) members and internship sites were added. The Division Chair, in coordination with the Grants Manager, applied for funding to replace outdated equipment and meet evolving industry needs. Additionally, Program Directors and Division Chairs reviewed and updated the curriculum to align with current industry standards and submitted the revisions for approval.

Enrollment has remained steady with a slight increase, and both graduation and retention rates have improved graduation rose from 61% to 71%, and retention from 65% to 68%, though persistence dipped from 86% to 73%. Instructor evaluations remain very strong, averaging over 4.5 out of 5. Planned improvements include expanding lab space, standardizing rubrics, refining hybrid formats, and increasing equipment availability to support individualized assessments.

### **Civil Design Technology (CDT)**

The CDT and Building Trades programs are facing several challenges, with basic math skills continuing to be a major hurdle for students. Many also struggle to retain and apply foundational knowledge in more advanced coursework. Engagement is declining, often due to external commitments such as work and family responsibilities. High adjunct turnover, particularly related to the evening class schedule, also poses an ongoing staffing challenge. Additionally, while persistence has improved, enrollment remains low and retention rates have not changed. As a result, the program is being discontinued.

Despite these difficulties, the program has made significant efforts to support student success. Initiatives such as collaborative projects, peer mentoring, and community service have been implemented. All students participate in internships and service events, contributing to real-world experience and skill development. Curricular adjustments based on student feedback have also been made, such as enhancing lecture content in ADT155 to include more real-world applications.

To better align with industry needs, the program has merged estimating courses and introduced new offerings, including technical sketching and sustainability-focused coursework. Instructional quality is being maintained through the use of updated software, revised estimating sheets, and current reference materials covering building systems and procedures. Alumni feedback has been positive, with many reporting they had a “competitive edge” in the industry due to the advanced knowledge gained through the program.

### ***(Electrical & Industrial Division)***

### **Advanced Manufacturing Technology (AMT)**

Student engagement has improved in lab settings compared to traditional classrooms. However, some students still face personal challenges that affect focus and the ability to meet deadlines. Most students are meeting learning outcomes, though a few continue to struggle with timeliness. One second-year student earned two promotions at work due to skills gained in the AMT program.

Updated safety imagery has improved student understanding of critical safety information. AMT 151 and AMT 152 showed strong improvement after introducing peer review assessments. ART 105 remains difficult, as students struggle to visualize blueprints in 3D. Open labs have increased hands-on time and improved comprehension. AMT 257 and AMT 258 integrated Fusion 360 and Titan CNC tutorial videos, strengthening technical and digital skills.

Enrollment and persistence are both up by 80 %. Retention is stable at 100 %. Graduation rates have dropped by 27 %. Assessments show strong performance in safety and machine vocabulary but indicate a need for more practice with measuring instruments. To address this, the program will increase hands-on labs and retesting. Staffing is stable, with one full-time instructor retiring in 2025 and ongoing part-time support.

The program has transitioned to the metric system and added new internships with partners such as Lockheed Martin. Alumni confirm strong alignment with industry needs. Challenges remain in blueprint reading and information retention. These are being addressed through one-on-one support and improved D2L content. Lab format and safety updates continue to improve student performance.

### **Biomedical Equipment Technology (BET)**

The program has demonstrated encouraging progress across several key areas. Notably, students have shown marked improvement in their ability to read and interpret instruments, which has translated into enhanced academic and practical performance. Furthermore, students have developed greater proficiency in understanding and applying procedural documentation, reflecting strengthened analytical and technical skills.

Student engagement has increased significantly, attributed in part to targeted instructional improvements. The strategic incorporation of scheduled breaks during extended lectures has contributed to improved focus and sustained attention. Additionally, the implementation of guided questioning techniques has effectively supported students who face challenges in problem-solving by promoting independent analysis, exploration of solutions, and deeper conceptual understanding prior to instructor intervention.

Student outcomes continue to affirm the program's effectiveness. Several participants have secured competitive internships at institutions including ISS Geisinger, Lehigh Valley Hospital, and a local ultrasound clinic—underscoring their preparedness for real-world application. The program has also expanded its industry partnerships, adding a new internship site at Morristown Memorial Hospital in New Jersey and welcoming a new Program Advisory Committee (PAC) member from Variant.

Program resources have seen substantial enhancement with the acquisition of modern laboratory equipment. Additions include 14 function generators, 14 power supplies, and 10 oscilloscopes, ensuring students gain practical experience with tools aligned to current industry standards.

### **Welding Technology Certificate (WTC) / Welding Fabrication Technology (WFT)**

The Welding Technology Certificate (WTC) program is currently facing several challenges, particularly in the areas of student motivation and attendance. These issues appear to stem largely from students' struggles with work-life balance and transportation. WTC students are underutilizing available tutoring services and encountering specific difficulties with blueprinting.

In contrast, the Welding Fabrication Technology (WFT) program continues to thrive. Students remain highly engaged and are demonstrating strong academic and hands-on performance. One standout success includes the program's first female student to earn dual ASME certifications, who also served as a project foreman, highlighting the quality of training and opportunities offered.

While both programs have experienced an increase in enrollment, they show different trends in persistence. WTC has seen a decline, losing 15 students over the past year. WFT has maintained stable retention and persistence rates. Despite this, WTC has made significant strides in completion outcomes, with graduation rates improving from 65% to 100% between the Fall 2021 and Fall 2022 cohorts. WFT's graduation rate is also expected to have increased.

To address its challenges, WTC is planning to revise its performance benchmarks to better align with national standards. Meanwhile, WFT has introduced open lab access, further supporting student learning and success. Both programs continue to benefit from stable staffing with certified instructors in place.

Industry and alumni support remain a strong asset, particularly for WFT, which includes major employers such as Lockheed Martin, boilermaker unions, and millwright organizations. This support contributes to the program's continued strength and relevance in the field.

### **Computer Information Technology (CIT)**

The CIT program has undergone significant adjustments in response to student engagement trends, instructional needs, and feedback from students. Instructional improvements have been implemented, such as removing easily copied content from labs and introducing subnetting earlier in the curriculum. Synthesis-based questions will be added to all labs. Areas like Linux and TCP/IP remain difficult for students, signaling a continued need for targeted support.

Courses have been updated to support certifications such as A+ and Network+, and CIT 281/282 are being restructured to be vendor independent. Changes will be made to better align with industry standards and improve instructional outcomes in response to assessment results. The program will offer three distinct tracks: Programming, Networking, and a Hybrid model. The program maintains strong industry alignment through updated certification prep and new partnerships like Appel Tech Solutions.

Program enrollment has remained stable, with a retention rate of 75% and persistence at 82%. However, the graduation rate saw a notable drop from 82% in 2024 to 59% in 2025. While overall course evaluations were positive, students noted challenges with course navigation, prompting ongoing restructuring efforts.

### **Electronic Engineering Technology (EET)**

The EET program is navigating a mix of challenges and progress as it evolves to better serve students and align with industry needs. Student performance issues such as over-reliance on digital devices, weak foundational math skills, and misuse of AI tools have been observed. Many students also show resistance to memorization. Despite these concerns, learning outcomes are being met to

some extent, though not all benchmarks have been fully achieved. Initiatives like open lab sessions aim to address persistent issues with lab completion.

Freshmen showed strong engagement with curriculum updates. Adjustments to the Digital Electronics course, along with the introduction of new EET 101 and MEC 103 classes, were well-received, suggesting that these changes effectively supported student learning and interest in foundational technical skills.

In the classroom and lab, notable progress was made by PLC 2 and Robotics 2 students. They successfully assembled a complex work cell that included conveyors, PLCs, and HMIs. While full programming of the system was not completed, the group made significant advancements compared to the previous year's class, marking a positive trajectory.

Beyond the classroom, students gained valuable real-world learning experiences through tours of Berry Global and DuPont, where they observed modern manufacturing and engineering operations. Guest speakers from Lockheed Martin and Procter & Gamble further enriched their understanding by offering professional insights and career guidance.

### **Mechatronics Technology (MEC)**

The Mechatronics program has made significant progress in aligning with industry demands and enhancing student success. Through a series of strategic improvements, including clearer project structures, detailed rubrics, and well-defined learning goals, students have shown increased engagement and critical thinking skills.

Instructional innovations have played a major role in this progress. Virtual labs using Arduino, CAD and 3D printing modules, and new project management techniques have been introduced to better simulate real-world scenarios. Notably, curriculum enhancements were made based on student feedback, particularly in the Additive Manufacturing course, where CAD training was intensified. Both Additive Manufacturing and Microcontrollers have seen significant growth as a result of input from second-year students. Meanwhile, the Production and Assembly course is scheduled for a major overhaul following feedback from two full student cohorts.

First-year students successfully diagnosed and evaluated Practical Testing projects in prototyping tasks. Second-year students completed 31 complex digital dice roller projects, incorporating market and supply chain analysis, materials testing, design iteration, and embedded coding. Although a small number of students encountered difficulties with open-ended design tasks due to skill gaps or group dynamics, early targeted skill-building initiatives are planned to address these challenges.

The Mechatronics program has also expanded industry exposure opportunities. In collaboration with Dupont and Berry Global, students toured two newly established facilities, gaining first-hand insights into real-world applications. Additionally, the program partnered with the Academic Program Specialist and departments including EET, BET, and CIT to host a week-long summer camp in Honesdale.

## ***(Transportation Division)***

### **Automotive Technology (AUT)**

The program is experiencing significant growth, driven by strong student interest and rising industry demand. Fall enrollment increased by 48%, while spring enrollment rose by 67%. Retention improved by 70%, and persistence by 91%, reflecting stronger student engagement and commitment. ASE pass rates remain strong, further highlighting the program's effectiveness.

Students generally perform well in hands-on lab settings but often struggle with academic coursework. Interestingly, those who excel academically tend to be more cautious during lab activities. Spanish-speaking students have successfully utilized Google Translate to navigate the CDX textbook platform, helping them overcome language barriers and stay on track with their learning.

Several instructional updates have enhanced student outcomes. A new Advanced Driver Assistance Systems (ADAS) course was added, and updated electrical diagnostic tools were introduced in AUT 263. Instructional changes in AUT 159 also led to improved results. The program continues to move toward ASE reaccreditation, with a contact confirmed in June 2025. Additionally, a new partnership with Tom Hesser Nissan led to the donation of an alignment machine, further enhancing the program's resources.

In terms of staffing, Mark Kozemko retired in December 2024. Jeremy Elanbaas joined as a full-time instructor, and Jim Bridges was hired part-time in spring 2025. The instructional team now includes two full-time and two part-time instructors, strengthening support for the growing student body.

### **Diesel Truck Technology / Diesel Preventive Maintenance (DTT/DPM)**

The Diesel program experienced increased student engagement this year, largely driven by the integration of digital tools and artificial intelligence to support learning. Students showed strong initiative and enthusiasm throughout the program; however, time management remained a consistent challenge for some, affecting their ability to fully meet learning outcomes.

Hands-on learning played a central role in student development. Learners participated in meaningful, real-world repair projects for Lackawanna County and engaged in new internship opportunities with Bolus Freight Line. These experiences not only strengthened technical skills but also fostered a sense of responsibility and demonstrated growing career readiness.

Academic performance was particularly strong in areas such as safety awareness and predictive task assessment, with most students meeting or exceeding benchmarks. However, there was room for improvement in multitasking, time management, and especially diesel engine repair.

To better understand and address students' needs during lectures, the program introduced pre- and post-knowledge assessments. This initiative was implemented in response to feedback from last year's student survey and is aimed at enhancing instructional effectiveness and student support.

The program also benefited from strengthened industry partnerships this year. Kenworth of Pennsylvania joined as a Program Advisory Committee (PAC) member and generously donated new components for use as visual reference tools in both the classroom and shop. Additionally, Hunter Peterbilt contributed valuable resources to support student learning. These collaborations enrich hands-on training and help ensure the program remains aligned with current industry standards.

### **Heavy Equipment Technology (HET)**

While industry demand for heavy equipment mechanics remains strong, enrollment in the Heavy Equipment Technology program has continued to decline. Despite strong student outcomes, such as high job placement rates and success on the AED certification exam, the program has not maintained sufficient enrollment to remain sustainable. Significant efforts were made to increase interest, including expanding industry partnerships, hosting targeted recruitment events, and engaging with the program accreditor, AED. Unfortunately, these initiatives did not yield the necessary enrollment growth. Moving forward, key components of the Heavy Equipment curriculum will be considered for integration into the Diesel program to continue addressing workforce needs in this area.

### **Aviation Technology (AVT)**

The aviation program has experienced growing interest among younger students. However, attendance and punctuality continue to be persistent challenges. Students who attend regularly demonstrate strong learning outcomes. This is especially evident in the success of several first-year students who have passed the FAA General Test.

Staffing has improved over the academic year. A part-time instructor was added in Fall 2024, followed by a full-time instructor in the spring, bringing the instructional team to a total of three educators. Instructional methods are also evolving, including the recent implementation of peer evaluations for student projects. Some students require additional support, particularly with in-depth lectures and hands-on activities.

The program began the year with 14 enrolled students, with 12 continuing and only two withdrawals—reflecting an improvement in retention compared to the previous year. The curriculum remains fully aligned with current FAA regulations. While no major curricular changes have been implemented, largely due to limited student feedback from surveys, continuous efforts are underway to enhance instructional quality and student engagement.

## ***(Health Sciences)***

### **Physical Therapist Assistant (PTA)**

The Physical Therapist Assistant program has evolved to address educational trends, student needs, and national data. It now emphasizes digital tools over traditional textbooks. In response to student challenges such as critical thinking, mental health, and time management, faculty have implemented active learning, case-based simulations, and stress-management techniques. Innovations include flipped classrooms, peer teaching, and review sessions aligned with board-style assessments, all guided by student feedback.

PTA students have demonstrated notable achievements through diverse experiential learning activities. They participated in interprofessional education (IPE) events with local universities in October 2024 and April 2025, and engaged in a PT/PTA collaboration event in April 2025 to develop teamwork skills. Students led an on-campus body mechanics workshop for RAD students and designed an injury prevention workshop for CINTAS workers. They also completed CPR certification in October 2024 and volunteered at the Steam Town Marathon providing massages and stretches. Additionally, students took part in off-campus labs, including aquatics at St. Joseph Center and Rocksteady Boxing in Old Forge.

Curriculum updates are informed by both formal evaluations and informal student feedback. To address ongoing challenges, faculty integrate hands-on demonstrations, case studies, and active learning techniques. Instructional strategies are carefully designed to align assessments with board exam expectations to ensure students are well-prepared for professional practice.

New and strengthened partnerships have played a critical role in enhancing both the educational quality and clinical training of the PTA program. Collaboration with the local IPE consortium has advanced students' interprofessional communication skills, while continued engagement with Misericordia University's DPT students and faculty has supported interprofessional development. Additionally, new clinical partnerships with a range of healthcare facilities have expanded student access to diverse, high-quality clinical experiences across settings such as acute care, outpatient orthopedics, skilled nursing, and inpatient rehabilitation.

### **Radiology Technology (RAD)**

The program continues to face challenges related to student critical thinking and study skills. In response, it has implemented personalized academic support strategies, including one-on-one tutoring and mid-term academic reviews, to help students strengthen their academic foundations.

Despite these challenges, the program has seen notable student successes. Students have demonstrated improved performance on the Clover Learning Platform, and second-year students have received clinical job offers even before graduation. Alumni involvement has also remained strong, particularly through their participation as clinical preceptors, further enriching the student learning experience.

This year, the program has aligned its curriculum with the updated standards of the American Society of Radiologic Technologists (ASRT), ensuring compliance with evolving JRCERT accreditation requirements and staying current with industry and technological advancements. Although the program did not engage in JRCERT accreditation activities this year, it is actively researching potential participation for next year.

To support student learning and board preparation, the program introduced the Clover Learning Platform. This tool enables instructors and students to create and review assessments. Online testing has also been incorporated, allowing students to complete assignments remotely and become familiar with the digital testing environment used for the National Board exams. These innovations have enhanced both digital literacy and academic flexibility.

Additionally, the program has made strategic adjustments to course scheduling, incorporating built-in downtime to support individual study, part-time work, or personal responsibilities such as medical appointments or childcare. These changes have contributed to improved student engagement and success by promoting a healthier balance between academic and personal commitments.

Program quality has also been strengthened through interdisciplinary collaboration with related programs such as PTA, Biomed, and Welding, as well as the development of potential new clinical partnerships with Geisinger, which may expand future enrollment opportunities

### ***(Animal Science)***

#### **Veterinary Nursing (VEN)**

The Veterinary Nursing program continues to experience challenges, particularly in the areas of student motivation, initiative, and soft skills development. While current seniors are engaged and demonstrate strong academic performance, incoming freshmen often struggle with balancing academic, work, and personal responsibilities. Faculty have adopted a variety of instructional strategies, informed by student feedback. Enhancements include incorporating student feedback through clearer PPTs, increased homework and open-book quizzes, slower-paced voiceovers, industry-based examples, and interactive learning games.

Student achievements remains a strength of the program. The cohort's mean HESI exam score of 759 significantly exceeds the national average of 641. Experiential learning continues to enrich student development through opportunities such as equine surgeries and clinical participation. However, the program experienced a decline in the VTNE pass rate for 2024 graduates, falling to 60% the first drop in six years and below the national average.

To enhance hands-on skills training, VET259 and VET263 will transition to a lecture/lab format beginning in Fall 2025. In addition, IDEXX laboratory equipment purchased in Fall 2024 is pending installation, which will further support skill development once operational. Faculty members are also scheduled to attend the AVTE conference in July 2025, reinforcing their commitment to staying current in veterinary nursing education.

The program continues to align with industry standards by updating clinical blood analyzers and maintaining high levels of alumni and professional engagement. While no new industry partnerships were formed this year, strong relationships with employers and internship providers persist, as evidenced by active involvement in the Program Advisory Committee and growing interest from the field.

### ***(General Education)***

#### **General Education (GE)**

Throughout the academic year, several key initiatives were implemented to enhance the visibility and effectiveness of the General Education program. Notably, the program had a designated table at the Open House events held in the HSC building during both the Fall 2024 and Spring 2025 semesters. This presence significantly increased the program's visibility and provided a valuable opportunity to engage directly with prospective students and their families.

To better support student success, the General Education program established ESL tutoring services, ensuring that ESL students have access to the resources they need. Additionally, efforts were made to expand both in-person and online offerings of high-demand courses across various disciplines, including BUS, CHM, CPT, CSM, COM, ENG, MAT, and SCI. This expansion greatly improved student access and course flexibility. To support the increased offerings, several adjunct instructors were hired.

The program experienced some staffing changes early in the semester, with two instructors resigning and promptly being replaced.

To further promote the program's value, General Education soft-skills posters were strategically displayed during the career fair. These were placed near the HUB, between the café and the gym, as well as directly outside the gym entrance, maximizing visibility for attendees.

The General Education Program Advisory Committee (PAC) experienced significant growth, expanding its membership from fewer than ten to over twenty active members. This growth was strengthened by the addition of local employers from the Hazelton area, thanks to effective networking during the career fair and strong support from Career Services Department.

Lastly, in collaboration with the Science instructor, a five-week SCI course was added to the summer/INT course list. This addition further enhances scheduling flexibility and expands academic options for students.

## Appendix C: Metrics for Assessment of Strategic Progress

\*(Review measurement for validity)

Green = Increase    Blue = Progress    Red = Decrease

| Johnson College<br>Key Performance Indicators (KPI's) |                                                                                     |                                                                                                     |                                                                       |                                                        |                    |
|-------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------|--------------------|
| Intitutional Goal                                     | Objective                                                                           | Measurement                                                                                         | 2023-2024                                                             | 2024-2025                                              | Progress Indicator |
| Goal I                                                | I.1: Support the College's focus on talent acquisitions, development, and retention | M1: # of in-house professional development opportunities offered                                    | 26 offered                                                            | 20 offered (additional out-side opportunities offered) |                    |
|                                                       |                                                                                     | M2: # of participants at professional development opportunities                                     | 598 Participants                                                      | 429 participants                                       |                    |
| *                                                     | I.2: Explore new opportunities for programs                                         | M1: # of certifications, certificates, degrees explored                                             | 4 new opportunities for programs                                      | 6 new opportunities for programs                       |                    |
|                                                       |                                                                                     | M2: # of PAC recommendations                                                                        | 38                                                                    | 40                                                     |                    |
|                                                       | I.3: Diversify the methods of instruction                                           | M1: # of experiential learning opportunities (live labs, service learning, not including clinicals) | 4,200 person-hours                                                    | 3,457 person-hours (not all hours were captured)       |                    |
|                                                       |                                                                                     | M2: # of flexible scheduling options (telecom, dual enrollment, IFT)                                | 6- DE, IFT, Online, Hybrid, PETS, Distance Equipment used from grants | 5- DE, IFT, Online, Hybrid, PETS                       |                    |
| Goal II                                               | II.1: Identify, recruit, retrain, and graduate a diverse population                 | M1: Increase ethnicity rates as of Fall Census                                                      | 13%                                                                   | 13%                                                    |                    |
|                                                       |                                                                                     | M2: Increase # of students aged 24+                                                                 | 23%                                                                   | 24%                                                    |                    |
|                                                       |                                                                                     | M3: Increase # of diverse students who graduate                                                     | 12%                                                                   |                                                        |                    |
|                                                       |                                                                                     | M4: Increase # of PELL Students                                                                     | 77%                                                                   | 62%                                                    |                    |
|                                                       |                                                                                     | M5: Increase # of Military/Veteran Students                                                         | 4%                                                                    | 7%                                                     |                    |
|                                                       |                                                                                     | M6: Increase # of Females in traditionally male programs and vice versa                             | 9%                                                                    | 11%                                                    |                    |

\*(Review measurment for validity)

Green = Increase    Blue= Progress    Red = Decrease

| Johnson College<br>Key Performance Indicators (KPI's) |                                                                                                             |                                                                                                   |                                                                                                                                 |                                                                            |                    |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------|
| Intitutional Goal                                     | Objective                                                                                                   | Measurement                                                                                       | 2023-2024                                                                                                                       | 2024-2025                                                                  | Progress Indicator |
| *                                                     | II.2: Foster an internal population at all levels of the college that reflects the diversity of the college | M1: Expand the recruitment strategies in the interest of hiring a diverse and inclusive workforce | Indeed optimization: Smart Sources, Math Candidates and Resume Tool. Plans to implement Applicant Tracking System for Fall 2024 | Implemented applicant tracking system and E-verify to remain in compliance |                    |
|                                                       |                                                                                                             | M2: Diversify the Program Advisory Committees to incorporate all potential program career         | 212                                                                                                                             | 215 (various department reps)                                              |                    |
| *                                                     | II.3 Develop targeted marketing efforts to reach underserved population                                     | M1: Increase student representation of diversity across media platforms                           | 14 Media platforms                                                                                                              | Print materials offered in English and Spanish for both campuses           |                    |
|                                                       |                                                                                                             | M2: # of communication channels geared to underserved groups                                      | 2 Social Media Accounts for Hazleton and 1 Spanish Monthly Magazine                                                             | Added 4 language translation buttons on website                            |                    |
| *                                                     |                                                                                                             |                                                                                                   |                                                                                                                                 |                                                                            |                    |
| Goal III                                              | III.1 Improve customer service and communications for all potential & current students                      | M1: Increased opportunities for student interactions and intermingling                            | 19 Events/1650+ students                                                                                                        | 54 events/ 2864 participants (both campuses)                               |                    |

\*(Review measurement for validity)

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| Johnson College<br>Key Performance Indicators (KPI's) |                                                                                                                                                                        |                                                                           |                                                         |                                                  |                    |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------|--------------------|
| Intitutional Goal                                     | Objective                                                                                                                                                              | Measurement                                                               | 2023-2024                                               | 2024-2025                                        | Progress Indicator |
|                                                       |                                                                                                                                                                        | M2: Freshman fall survey results regarding a welcoming campus enviornment | 93% (Internal Assessment day - higher response rate)    | 80% (3rd party assessment - lower response rate) |                    |
|                                                       | III.2 Create flexible pathways that lead to employment opportunities                                                                                                   | M1: # of students who participate in internships                          | 107 participants                                        | 87 participants                                  |                    |
|                                                       |                                                                                                                                                                        | M2: # of articulation agreements with 4-year institutions                 | 12 High Schools; No agreements with 4-year Institutions | 18 High School articulation agreements           |                    |
|                                                       |                                                                                                                                                                        | M3: # of students receiving PLA credit                                    | 64 Prior Learning assessment credit                     | 90 Prior Learning assessment credit              |                    |
|                                                       | III.3 Evaluate and strentghen student support offerings and increase satisfaction with student services as measured by Assessment Day surveys/RNL Student Satisfaction | M1: Advising                                                              | 94% (Internal Assessment Day)                           | 88% (3rd party assessment Survey)                |                    |
|                                                       |                                                                                                                                                                        | M2: Career Services                                                       | 83% (Assessment Day)                                    | 86% (RNL Survey)                                 |                    |
|                                                       |                                                                                                                                                                        | M3: Financial Aid                                                         | 92% (Assessment Day)                                    | 79% (RNL Survey)                                 |                    |
|                                                       |                                                                                                                                                                        | M4: Registrar Office                                                      | 86% (Assessment Day)                                    | 80% (RNL Survey)                                 |                    |
|                                                       |                                                                                                                                                                        | M5: Student Engagement                                                    | 75% (Assessment Day)                                    | 85% (RNL Survey)                                 |                    |
|                                                       |                                                                                                                                                                        | M6: Counseling & Disability Services                                      | 100% (Assessment Day)                                   | 85% (RNL Survey)                                 |                    |
|                                                       |                                                                                                                                                                        |                                                                           |                                                         |                                                  |                    |

\*(Review measurement for validity)

Green = Increase    Blue = Progress    Red = Decrease

| Johnson College<br>Key Performance Indicators (KPI's) |                                                                                                       |                                                                                                                  |                                                                |                                                                |                    |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------|--------------------|
| Intitutional Goal                                     | Objective                                                                                             | Measurement                                                                                                      | 2023-2024                                                      | 2024-2025                                                      | Progress Indicator |
| *                                                     | Qualatative data                                                                                      | M2: % of Industry visit feedback put into action                                                                 | Qualatative date                                               | 100%                                                           |                    |
|                                                       |                                                                                                       | M3: Increased # of opportunities for students to engage with industry (Field trips, guest speakers, career fair) | 205 opportunities                                              | 207 opportunities                                              |                    |
| *                                                     | IV.2: Analyze workforce trends to ensure curriculum is meeting the regional community need            | M1: # of program market analyses conducted prior to start of Fall recruitment season                             | Qualatative data from The Institute and peer comparison groups | Qualatative data from The Institute and peer comparison groups |                    |
|                                                       |                                                                                                       | M2: # of PAC meeting recommendations                                                                             | 38                                                             | 40                                                             |                    |
|                                                       |                                                                                                       | M3: # of Career Fair employer survey question regarding student preparedness                                     | 3.54 of 4.0                                                    | 3.34 of 4.0 Fall<br>4.39 of 5.0 Spring                         |                    |
|                                                       | IV.3: Expand student participation and opportunities in community and volunteer services              | M1: Number of students who completed community service prior to graduation                                       | 268 student participants                                       | 168 student participants                                       |                    |
|                                                       |                                                                                                       | M2: # of community service opportunities organized by the college                                                | 40 service opportunities                                       | 66 service opportunities                                       |                    |
|                                                       |                                                                                                       |                                                                                                                  |                                                                |                                                                |                    |
| Goal V                                                | V.1: Align the internal budget processes to distribute resources on the basis of strategic priorities | M1: % of budget tied to strategic priorities                                                                     | 9%                                                             | 98%                                                            |                    |
|                                                       | V.2: Expand sources of funding to ensure sustainable financial stability                              | M1: total of grant revenue                                                                                       | \$1,102,149                                                    | \$1,496,358                                                    |                    |

\*(Review measurment for validity)

Green = Increase    Blue= Progress    Red = Decrease

| Johnson College<br>Key Performance Indicators (KPI's) |                                                                                                       |                                                                                    |                             |                                        |                    |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------|----------------------------------------|--------------------|
| Intititutional Goal                                   | Objective                                                                                             | Measurement                                                                        | 2023-2024                   | 2024-2025                              | Progress Indicator |
| Goal V                                                | V.1: Align the internal budget processes to distribute resources on the basis of strategic priorities | M1: % of budget tied to strategic priorities                                       | 9%                          | Fixed assests - work in progress - TBD |                    |
|                                                       | V.2: Expand sources of funding to ensure sustainable financial stability                              | M1: total of grant revenue                                                         | \$1,102,149                 | \$1,496,358                            |                    |
|                                                       | *                                                                                                     | M2: total of Continuing Education revenue                                          | \$423,698                   | \$514,941                              |                    |
|                                                       |                                                                                                       | M3: total donations (fundraising, gifts-in-kind)                                   | \$1,466,926                 | \$2,276,493                            |                    |
|                                                       |                                                                                                       | M4: total # of new Fall students as of Census                                      | 284 new students            | 322 new students                       |                    |
|                                                       |                                                                                                       | M5: total number of students on-campus as of Fall census                           | 621 students                | 678 students                           |                    |
|                                                       | V.3 Pursue optimal development and use of existing facilities through strategic campus expansion      | M1: Complete 70% of the Master Plan by the conclusion of <i>Innovation at Work</i> | 60%                         | 80%                                    |                    |
|                                                       | V.4: Enrich assessment practices for continous improvement                                            | M1: # of assessment training opportunities                                         | 12 assessment opportunities | 24 assessment opportunities            |                    |
| *                                                     |                                                                                                       | M2: number of data-driven decisions identified in annual assessment plans          | 77                          | 117                                    |                    |