

## Annual President's Report to the Board of Trustees 2004-2005 Academic Year



### Introduction

2004-2005 was a year of planning and action at Johnson State College. By the official Fall reporting date of October 15, we showed an enrollment of 1769 students at JSC. Of these, 1366 or 77% are Vermonters, showing JSC as serving the largest number of Vermonters among the four campus colleges. For the recently, completed Summer semester, we showed over 600 students—again, mostly Vermonters—enrolled for at least one course at JSC. It is the sturdy graduate enrollment (close to 200 individuals) and the EDP program that explain much of our demographics. Still, we are proud of our role as a regional college as well as a college whose campus undergraduate population enjoys the participation of students from many other states and several other countries. As this report discusses in the next section, the traditional boundaries of 'on campus' and 'off campus' student are blurring. Similarly, what describes a 'traditional' student is an evolving definition.

Much of the work of the year completed had to do with consideration of these boundaries: what has served us well? What boundaries were established for purposes that no longer make sense? In many ways, we began to "only connect" as E.M. Forster wrote, to see the ways in which student and academic services are part of a larger whole, the ways in which volunteer or service activities, to be fully realized, must have a vital connection to the classroom, the ways in which building endowments will help us erase one more barrier for students lacking the financial resources to give full attention to their educations.

369 students completed degree requirements between August 04 and May, 05. A full 132 of them did much or all of their work through the EDP program. Plans for the coming year include ways to extend the riches of our campus and faculty to our EDP-enrolled students. Most of our degrees were granted in the social sciences (22%), education (21%), liberal arts/general studies (16%), and fine and performing arts (14%). The balance of the degrees (25%) was awarded to students in business, writing, humanities, and science and mathematics.

We celebrated the graduation of those fine candidates by listening to and laughing with Vermont author Chris Bohjalian who spoke about everyday heroism and the importance of small, considered acts of kindness. He was joined by three student speakers who spoke on the importance of healthy schools, protection of our natural resources, and never losing the ability to grow and change.

They left us, as successful students do each year, with renewed commitments to the year ahead and the good work that awaits us.

## Students and Student Life

### STUDENT SERVICES

This past year saw a transition of student services leadership from longtime Dean of Students to Associate Dean Dave Bergh who entered Summer '05 as the Interim Dean of Student Services. The overarching focus of student services continues: to help students succeed in their college experience – to help them navigate the inevitable pitfalls, to assist them in making connections and healthy choices, to hold them accountable to the standards of the community, and to make sure that all of these things happen in a way that helps students to learn and grow. Knowing that attaining a college degree can enable students to have more future options, break negative cycles, and have opportunities to more fully pursue their career, civic and personal interests, the role that student services plays is a hugely important one, and staff at JSC demonstrated admirably their commitment to this serious responsibility.

In the 2004-05 academic year alcohol and drug violations in the residence halls were down 10% from the previous year. We believe that our proactive community building approach to residential life, and associated programming in the halls, has been a factor in students making better, and healthier, choices. Additionally, an increased number and variety of campus activities provided students with more co-curricular options to take advantage of. These included Sunday evening activities as well as more evening events throughout the week.

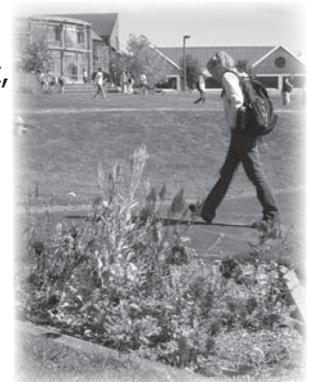
In the upcoming year we plan to build on momentum in this area with a campus-wide approach to programming that combines the efforts and expertise of a number of student services departments including the student association, residence life, intramurals, service learning, and health services. One new initiative being introduced this Fall encourages teams of students in groups of five or more



to attend and participate in campus events – and the definition of event will be intentionally large, encompassing movies, intramurals, lectures, athletic events, outdoor activities in the area, concerts and the like. There will be plenty of activities to choose from, as the student services departments mentioned above have worked together to insure there will be at least one event every night of the week. Further, staff from many of these areas will participate in the design of this year's student leadership development program. Last year's leadership program involved a dozen or so students who studied characteristics of leadership, application of leadership to a specific project of their choosing, and a discussion/reflection component. The program ended with dinner at the President's house to award certificates of completion to the students. Specific goals for this year's program are to increase the number of student participants and to have student leaders take an expanded role in its design and delivery.

Our work from last year encourages us to continue an integrated services approach, as we believe that student services are not independent of each other but are most fully designed and effective with their boundaries intentionally porous. The work of the SERVE office, for example, ought not be isolated from Career Services, or Academic Support Services. Similarly, the services of Athletics can help the whole student, not just an isolated 'work out' activity.

This approach will be modeled within the division and will characterize the work performed by student services staff on institutional level matters. In particular, it is expected that student and academic services will increasingly work cooperatively on larger programs such as the First Year Experience. The recently completed new student orientation highlighted pilot first-year courses



which are currently being developed and will be offered to students in the spring semester. The Fall 05 new student orientation program will include academic departmental open houses to give incoming students the opportunity to meet with faculty members. Upperclass students also played a significant role in the orientation program, serving as leaders of a number of programs and facilitating question and answer sessions with groups of first-year students.

The increasingly seamless nature of the relationship between student and academic services can also be seen in the design of the proposed first-year courses. Consistent with our efforts to increase student participation in, and attendance at, events, these courses will all explicitly contain co-curricular components. The importance of participation in these events at JSC is borne out in the results of the National Survey of Student Engagement results. This survey showed that participation in co-curricular activities by first-year students at JSC was lower than participation rates by first-year students at peer institutions. Interestingly, this gap disappears between the freshman and senior year, with senior JSC students participating in co-curricular activities at approximately the same rate as their senior peers. In other words, those who stay are more likely to participate in co-curricular offerings. And, it can be argued, those who participate are more likely to stay. Our goal is to increase the participation of students in these activities early in their college experience

### Non-Campus Based Students

JSC is experiencing a blurring of distinctions between its previously distinct student populations. Non-traditionally aged students, commuter students, and students in the External Degree Program are increasingly participating in programs and offerings on campus. These students are taking on leadership roles in campus organizations and student governance, pushing our definitions of 'on-campus' and 'off-



campus' based students. In response to this shift, the Student Association plans to convene a discussion in the Fall semester on how to better represent off-campus students and whether old definitions and understandings of our student body need revisiting.

Approximately 475 students were enrolled in our EDP program last year and we expect similar numbers for 05-06. We have improved admissions and library services to these students and began a tradition of EDP students participating in commencement with others in their academic major. Historically, EDP students received their diplomas as a single group; this change signifies their increasing integration. Our advising work with CCV continues to go well. We have improved marketing to potential EDP students and are exploring new potential student groups.

### Admissions and Financial Aid

#### Highlights



**Fall Enrollment** The admissions staff brought in 516 new students for the fall class of 2005. The 516 students include 369 freshmen and transfers and 147 EDP students. Applications for on-campus students were up slightly with a 2% increase (968 vs.953). Still, by the end of August, we were 20 fewer new students (freshmen and transfers) than Fall 04. Continuing registration activity, growth in EDP students, careful projections, and indicators of good retention leave us confident that we are on-target for our budget. This year, UVM is the top competitor for our VT students, whereas Castleton and Lyndon were last year. The JSC applicant pool continues to overlap with large New England public universities and state colleges. It appears that, like last year, many of our out-of-state students are choosing to enroll in colleges in their home state. Affordability is a key factor for many of our applicants.

### Geographic Distribution of Class

Students enrolling for fall 2005 come from

20 states. The states in the "other" column include students from: California (2), Delaware(1), Washington, DC (1), Florida (2), Georgia (1), Hawaii(1), Maryland (2), Nebraska (1), Ohio (1), Oregon (1) and Virginia (1). For EDP students, 145 of the 147 are Vermont residents.

<b>Deposits by State</b>	<b>2005</b>	<b>2004</b>
VT	227	254
CT	33	16
MA	34	30
ME	15	17
NH	20	25
NJ	9	13
NY	9	11
PA	4	10
RI	4	2
Other*	14	12
<b>Total</b>	<b>369</b>	<b>390</b>

Academic programs of choice for incoming students are education, business, and the sciences with continuing interest in all other majors, as well.

**Events**

Throughout the 2004-2005 year, the Admissions Office hosted our traditional on-campus events for prospective students and their families, but also added a few new programs off-campus. In addition to daily campus tours and interviews conducted by staff, weekend information sessions were held on selected Saturdays and special events brought hundreds of visitors to campus. Special events included the Open House Program in October and November, Early Admission Days, January Transfer Day, Vermont Visitation Day, and JSC 101, a spring open house for prospective and admitted students. Admissions staff met with student groups from VSAC Outreach program, co-hosted two Journalism Day events, participated in a breakfast program throughout the state for VT high school guidance counselors, in conjunction with other VSC colleges, and brought 50+ guidance counselors to campus as part of the Consortium of Vermont Colleges' annual bus tour in April.

**Off-campus Receptions**

New events included two out-of-state receptions held in early November in Boston and Hartford, and two receptions held in Burlington at the Leahy ECHO Center and at the Burlington Boathouse. We were especially pleased with the success of the Burlington activities.

**New and/or expanded initiatives**

- Hired part-time recruiter for 11 weeks of fall out-of-state travel;
- JSC became a sponsor of the Burlington Jazz Festival. As a sponsor, we advertised in playbills and obtained an internship for one of our business students.
- Signed up Chat University, an on-line chat room service
- Hosted an overnight program for prospective students
- Worked with JSC coaches to recruit prospective student/athletes.



**Financial Aid**

During the 2004-2005 year, the financial aid staff processed a total of \$13,816,834 in federal, state and institutional aid, an increase of more than 10% from the 2003-2004 year. Of the increased aid, only \$79,264 was gift aid (grants and/or scholarships); the self help aid (loans and work-study) of \$1,209,542 was a result of an increase in all types of loans – Subsidized and Unsubsidized Stafford, Perkins, Parent and alternative loans. As noted in last year's annual report, more students are borrowing "alternative loans" to help finance their JSC education. One example of an alternative loan is the Advantage Loan introduced by VSAC in 2003. The loan program allows undergraduate and graduate students to borrow their full cost of attendance minus financial aid. This program is attractive to many of our students whose parents are unable to borrow through the Parent Loan (PLUS) program. The students borrowing an Advantage Loan must have their credit approved or apply with a credit-approved cosigner. The Advantage Loan continued to be a popular option for students last year with a 36% increase in loan volume

from the prior year. This is a concerning trend as more students are taking on greater loan debt; the average loan indebtedness of JSC borrowers graduating in May 2004 was \$19,579.

A few highlights in the JSC Aid Office include:

- JSC joined the Dollars for Scholars program as a "Collegiate Partner";
- VSC Financial Aid Committee compiled data for review of consolidation of functions;
- Electronic Timesheets for JSC Students employees payroll implemented in January 2005;
- Student employment positions were added to the JSC Connections database at [www.jsc.vsc.edu/studentlife/connections.html](http://www.jsc.vsc.edu/studentlife/connections.html);
- Completed successful audit (no findings!!!) in August 2005.
- Department of Education notified colleges/universities receiving federal funding of a new requirement. On September 17 of each year, educational institutions must provide an educational program pertaining to the U.S. Constitution.

A three year summary of federal, state, and institutional aid follows:

<b>Federal Aid</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Federal Pell Grant	\$1,677,440	\$1,666,625	\$1,499,647
Federal SEOG (Grant)	\$357,379	\$347,048	\$357,874
Federal Work-Study	\$424,200	\$464,361	\$410,595
Federal Perkins Loan	\$188,834	\$170,141	\$179,199
Federal Subsidized Stafford Loans	\$4,033,056	\$3,607,336	\$3,126,501
Federal Unsubsidized Stafford Loans	\$2,800,599	\$2,439,122	\$2,183,001
Federal Parent "PLUS" Loan	\$2,016,241	\$1,808,269	\$1,454,933
Alternative Loans (New Advantage Loan)	\$888,652	\$652,811	\$362,346
<b>State Aid</b>			
State Grants (VSAC and Out-of-State)	\$721,287	\$741,755	\$626,822
<b>JSC Institutional Aid*</b>	\$379,008	\$346,219	\$320,337
*(Need based grants and scholarships)			
Endowed Scholarships	\$330,138	\$284,341	\$259,974
	<b>\$13,816,834</b>	<b>\$12,528,028</b>	<b>\$10,781,229</b>
<b>Type of Aid Summary</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
Gift Aid (Grants and Scholarships)	\$3,465,252	\$3,385,988	\$3,064,654
Self Help (Loans and Work-Study)	\$10,351,582	\$9,142,040	\$7,716,575
% Gift Aid vs Self Help Aid	25% vs. 75%	27% vs. 73%	28.4% vs. 71.6%
<b>Average Loan Indebtedness Of JSC Students graduating in...</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
	<b>\$19,579</b>	<b>\$19,753</b>	<b>\$16,982</b>



## Personnel and Human Resources

We have strengthened several of our departments with new hires and professional development opportunities. Many diverse training sessions have been held throughout the course of the year, such as workshops on "Understanding Style Differences" and "Giving and Receiving Helpful Feedback". We have also held several driving related classes, chemical safety sessions, improving our safety standards as required by our insurance company. A group interested in professional development began working this year to plan some of the training sessions mentioned above. Dean Sharron Scott meets regularly with members of the Staff Federation to check in on matters of mutual interest. An accomplishment of 04-05 has been the design of a new employee protocol so that new staff and faculty members are more efficiently oriented and welcomed to the college.

We saw a number of arrivals and departures during the '04-05 academic year. Dean of Students **Ron Chesbrough** left in spring, 05 to assume a vice presidency at a college in Nebraska. This coming year will see a number of new faces in student services and, it is expected, a corresponding infusion of new perspectives and energy. **Dave Bergh**, longtime associate dean of students, has assumed the role of Interim Dean of Students for the 2005-06 school year. **Rebecca Hill** is the College's new Nurse Practitioner. She comes to JSC with significant clinical experience, including several years in the Middlebury College Health Center. Most recently Rebecca has worked at the Community Health Center of Burlington. JSC alum **Mike Osborne** is the new Assistant Athletic Director as well as Men's Basketball Coach. Immediately preceding his return to JSC, Mike worked in the athletic department at Central Maine Community College where he was also the Men's Basketball Assistant Coach. **Richard "Buddy" Doty** is certainly not a new face at the College, having worked for admissions since graduating from JSC in 2003. Buddy, who served as Student Association President in addition to working for two years

as a Resident Assistant as an undergraduate, is the new Coordinator of Student Activities. He also will be co-advisor of this year's Vermont State Colleges Student Association.

Registrar **Manuela Mangiafico** left to join her husband in Germany; she is replaced by incoming Registrar **Elizabeth Smith** of Elmhurst College in Illinois. **Elaine Johnson**, our Controller, left to join our VSC Business office. She is replaced by **Tina Teale** at JSC. Director of Academic Support Services, **Katherine Veilleux**, left JSC and is replaced by **Karen Madden**. Also joining Academic Services is **Margo Warden**, as academic skills advisor. We are pleased to welcome **Julie Ruth**, a JSC alum, to the position of Coordinator of Public Relations and Marketing. **Heloisa Dantas-Herder** joins JSC as Executive Assistant to the President.

We also have several new hires in our business office, admissions office, and physical plant department and are pleased with the high quality of new employees coming to Johnson.

One longtime faculty member retired this year. Business Professor **Tom Niles** left JSC after fifteen years. New fulltime faculty members are **John Miller**, Art and Photography, and **Jean Haigh**, Education. The College is pleased to welcome: **Eric ("Luke") Krieg** and **Mary Martin** back to the College for a second year as visiting professors.

## Academic Affairs

This has been a year of meaningful activity in Academic Affairs as well as of intense reflection upon and evaluation of academic programs. Most important has been the award of a Title III/Institution Strengthening grant which, during its five-year cycle, will provide \$1.8 million for curricular and advising transformations as well as for endowment-building. Already, in line with federal guidelines, grant-funded activities have begun in advance of the formal launch date of October 1, 2005. A



summer workshop on course development for the 1st-Year Experience brought together nine energetic instructors, from all segments of the college community, who are creating exciting, new courses intended specifically for beginning students at Johnson. Each has agreed to introduce a portion of his or her course during "A Taste of Learning" session at Orientation 2005 and, as far as is possible, to pilot the course during spring 06. Two senior mathematics professors, **Glenn Sproul** and **Chris Aubuchon**, also funded through Title III, recently returned from a workshop on "Creating and strengthening interdisciplinary programs in quantitative literacy" at Macalester College. Upon their return they rapidly organized an enthusiastic faculty working group to develop the College's future approach to numeracy and its assessment. Other professional development activities for staff and faculty, funded through Title III, are planned for the coming year. Some will send JSC members elsewhere, while others will occur on campus, but all are intended to yield curricular and advising payoffs for JSC students. It is our hope to create a faculty and Academic Dean joint working group to oversee Title III work.

The success of Johnson State College's Title III proposal rested in part upon the existence of a comprehensive development plan. In year #2 of that strategic plan, Design for Our Future, a new mission statement was completed to express more explicitly several emerging teaching and learning priorities at Johnson State College and to convey a sharpened identity to both external as well as internal audiences. The Career Center continued its transformation into a comprehensive "hub" for a full range of interconnected services related to advising, career guidance, and extended classroom experiences, including internships. Its staff has created an electronically accessible cache of information about career and internship opportunities in which the VSC as a whole has expressed interest. Meanwhile, in light of the



College's desire for students to connect learning to life through experiential learning of various types, a combined faculty and staff committee developed a set of "critical elements for successful extended classroom experiences," based upon but not limited to a service-learning model.

Other highlights from a successful year of activity include:

- The Academic Support Services application for renewal of a Department of Education TRIO grant was approved, and for a full, five-year period. All three readers of JSC's application gave it a perfect score. The grant thus continues to fund much needed student services, by bringing in \$374,580 for each of the next five years. Academic Support Services now offers free concert tickets to TRIO students for any fee-bearing JSC cultural event; began PRAXIS tutoring, a much needed service; has expanded its laptop loan program for TRIO students; and has purchased additional adaptive technology that will assist all JSC students, particularly those with disabilities.
- An exciting new program in Musical Theater will take its place this fall alongside other baccalaureate-level opportunities for Johnson State College students. The program, which has received NEBHE approval in Massachusetts, combines Johnson's strengths in theater and music, and responds to an interest expressed by many students in the New England region.
- Academic year 04-05 involved continued expansion for the External Degree Program (EDP). Enrollment grew by 10% (Spring 04 to Spring 05) to a total of 476 students. EDP course offerings increased statewide and, especially, in the online format. In May, a record 132 students received bachelor's degrees through EDP. Along with growth has come the need for expanded services and improved means of communicating with EDP students. EDP held regional orientation sessions for new students and information sessions over VIT for Education majors, the fastest-growing segment of the EDP student

population. Other improvements involved increased access to library services and the creation of an online "student organization," a Blackboard site that will serve as a center for sharing information with and among EDP students. In the area of advising, the EDP/CCV partnership continues to be a successful inter-collegial effort.

• Under the leadership of its new chair, **Pixita del Prado Hill**, and with the continued involvement of outgoing chair **Alice Whiting**, Johnson's Department of Education has continued to advance the College's historic commitment to public K-12 education. A new autism strand for the graduate-level concentration in Applied Behavior Analysis (ABA) is currently under development for an anticipated "roll out" during AY 05-06. The existing ABA concentration and the new autism strand exist within the Master of Arts in Education degree program and are offered off campus for employees of participating human service organizations and other community members. A full-time JSC faculty member, **Jean Haigh**, already serves on the autism planning board. The VSC asked the College to consider developing this program, joint with the Higher Education Collaborative (HEC), to address the pressing needs of those who serve over 700 children and youth who fall on the Autism Spectrum Disorder continuum in Vermont. Johnson State College also hosted the first Teaching All Secondary Students (TASS) summer institute. Fifty-nine enthusiastic high school teachers, counselors, principals, and superintendents gathered on campus for a week devoted to an innovative and highly inclusive approach to curricular reform and school renewal. Complementing this initiative, the Vermont Science Institute spent two weeks at JSC, engaging Vermont elementary school teachers in chemistry and earth science as part of their Master's program in Science Education.

As noted previously, this was a year of intense reflection upon and evaluation of academic programs. VSC Policy 101 was a major vehicle for this review process. Nine JSC programs

plus the General Education Core Curriculum came under 101 review this year, far more than in previous years and more than for other colleges in the system.

The College's self-study for NEASC re-accreditation provided another major opportunity for reflection upon academic programming. The appraisal section, in particular, revealed four sets of interconnected challenges. These pertain to student retention; assessment; the appropriate concentration of academic resources; and to the demographic transition presaged for the state of Vermont. Strategies to improve student retention closely align with the goals and objectives of the College's new Title III grant, and with the yardsticks to know whether JSC has achieved them. Specifically, the aim is, by Fall 2006, to have enough intensive, interdisciplinary first year seminars in place so that each member of the incoming freshman class can enroll in at least one of them. This past year much spirited, critical discussion took place among faculty members, especially within Faculty Assembly, about the proposed 1st-Year Experience. As far as assessment, the academic departments will revise their end-of-program assessment strategies, currently in draft form, during fall 2005. Implementation of end-of-program assessment strategies (and the use of assembled data for purposes of program review and revision) is to begin during spring 2006. By that time departments should also have drafted their post-program strategies to track graduates in relation to program learning objectives and, soon after, mid-program assessments.

Ongoing efforts to find the appropriate concentration of academic resources will continue to address the number of program credits required; to align department program with the teaching and learning goals of the College plan; and to encourage 3-5, then more, programs to cross-register students in important "cognate" courses outside their major programs and departments. And finally, as 2007 approaches, institutional research must gather more data about the anticipated demographic transition that will affect higher

education in Vermont. As early as AY 2005-2006 four bodies (Cabinet, President's Council, College Council, Council of Department Chairs) will begin to engage in a discussion of how the College should respond to the upcoming demographic challenge. By fall 2006 college-wide forums should follow.

## Finance and Development

### Business Office

The staff in the Business Office have experienced several changes in the way they process information. We have implemented a new electronic system of entering hours worked via the web. Our financial reports are now processed using the new FRx software, which has helped to efficiently provide information to other departments. We have also evaluated and modified the practices related to student centered activities. During the year we were able to reduce student trips to the Business Office by 1600 visits and anticipate a reduction of over 2000 visits in the coming year. We will continue to monitor our new processes and modify as needed. These changes should not be seen as our way of reducing contact with students, but a respectful restructuring what can be more efficient operations, saving students unnecessary steps. Our new design of the business office, completed in time for Fall 05 registration, allows parents and students privacy and confidential discussions about their finances. Staff, too, have welcomed this change.

In a broader look at this year's budget and finances, we finished 04-05 in very good standing, meeting our budget and enrollment projections and able to carry forward dollars to address our ongoing challenges of our physical plant, a website upgrade, and purchases of science equipment.

### Conference and Event Services

CES operated a multitude of campus events primarily for the JSC community this past year.

Highlights of the academic year included the fall orientation for new students; the September Fall Fest, Alumnae Reunion, and Family weekend; Admissions open houses, Vermont Visitation days, December Graduation, the SERVE events, and all the spring festivities honoring May graduates, including our main event of the academic year Commencement.

Additionally, CES booked over 200 space reservations during the year, including meetings, one-time classes, conferences, social events, admissions events, and clubs.

Summer has been an eventful time for the Conference and Event Services Department. In June, we hosted the TASS Institute (Teaching all Secondary Schools), a Vermont initiative to foster interest in high school level teaching. The session brought in over 75 adult learners and instructors to campus for a one-week residency. TASS has made an informal request to return next summer, expanding the program to more educators.



We are wrapping up another successful season hosting a diverse group of camps and institutes, including numerous repeat programs such as the Burklyn Ballet Theatre, the Upward Bound program, the Vermont Soccer School, and the Talent Development Institute. New clients and events included the Northeast Heritage Music Camp, and "Maplerama", an annual trade show for Northeastern Maple Sugar producers. One of our summer highlights has been to host the Voices Project, a statewide youth arts initiative that has resulted in an original musical written and directed by Bess O'Brien and Abby Paige of Kingdom County Productions. They will perform the musical throughout the state in the fall. Johnson State College is one of their primary sponsors of the fall tour.

## Development and Alumni Relations

### Fundraising Overview

JSC's endowment continues to grow, with an increase this year in true endowment from \$763,200 on 6/30/04 to \$842,900 on 6/30/05. A new endowment was created (Professor Emeritus **Margaret G. Ottum** Environmental Scholarship Endowment), and donors increased the endowments they had established, one individual by \$20,000 and The Stowe Rotary and Union Bank by \$5,000 each. With quasi and true endowments both considered, JSC has surpassed the \$1million level. With the Title III matching grant providing one:one match for new endowment, the goal is now to reach \$2,000,000 within the next five years. Members of the Fund for JSC are working with the President, the Academic Dean, and the Development Office on the creation of additional endowments.

The highlight of the annual fund this year was the Annual Phonathon to alumni, which broke previous records both in numbers reached and amount pledged. Nineteen students reached 1850 alumni, who pledged over \$26,000. As of June 30, over \$27,000 had been collected. Several students distinguished themselves with successful calls and pledge commitments. Over 1,000 of the alumni reached gave updates on their careers and/or news for the alumni section of *Johnson Views*.

Donors this past year included 248 new donors, a promising increase. The Parents Fund drive showed a modest increase, with donations going to the New Scoreboard Fund, the Library Fund, and scholarships.

The Office of Development and Alumni Relations works closely with the Financial Aid Office in awarding the private philanthropy scholarships. This year, \$100,000 in scholarships was awarded. The Alumni Association awarded 48 scholarships amounting to \$29,000. The Fund for JSC/Staff-Faculty Committee met to review applications for the endowed and donated scholarships, and chose 35 recipients, for scholarships totaling \$20,000. The **Dr. Richard M. Daum** and the **John Lord** Scholarships were awarded for the first time.

## Alumni Relations

Homecoming was held on September 11, 2004, and was well attended.

We held a first ever reunion of Environmental Program alums; it was so successful that it went on from 10:00 am into the evening hours. This fall's homecoming will be September 24, 2005, and will include a reunion of music alumni, those who majored in music or were in the choir. The JSC Men's Ensemble from 1970 will sing, as well the current choir. We will also honor alum and music major **Rachel Bissex** with a tribute to her; Well-known singer and songwriter Rachel died this past year.



Alumni Association Awards were presented at Honors Convocation on May 4, by Norm Messier, President of the Alumni Council. The Distinguished Faculty Award went to **Professor Kathleen ("Kit") Cooke**, who has taught history here since 1978. The Distinguished Alumni Award went to **Gertrude G. Lepine**, Class of 1949, who has farmed most of her life in Morrisville and conserved, with her sisters, thousands of acres of land in Vermont. The Council also presented an Outstanding Part-time Faculty Recognition Award to **Cynthia L. West**, who has taught French at JSC since 1980, and coordinates the Modern Languages courses of the Humanities Department.

The Freeman Foundation funded six years of Asian Culture programming, which concluded with spring semester. Last fall, Monks of Drepung Loseling Monastery were on campus for Mystical Arts of Tibet Residency. Besides conducting daily seminars and a major Dibden Center for the Arts presentation on Sacred Music, Sacred Dance of Tibet, the Monks created a sand mandala in Dewey Commons, enjoyed by JSC'ers as well as community members.

During spring semester, Vietnamese scholar, musician, poet, and activist Ngo Thanh Nhan was on campus March 7 and 8. Professor Ngo Thanh Nhan is a computational linguist at the Courant Institute of Mathematical Sciences

at New York University, and an accomplished musician of the classical dan tranh. His talks included Vietnam: Literature, Culture and War, including the preservation of the Vietnamese Nom script almost lost by a century of wars and Vietnamese Poetry (from ca dao, Ho Xuan Huong, and contemporary poetry), accompanied by the dan tranh (a traditional Vietnamese instrument).

## Facilities

### Physical Plant

Our employees in the Physical Plant Departments have had a year of steady accomplishments, making the most of summer and breaks during the academic year. Improvements and upgrades include painting and carpet replacement to residential, office, and classroom buildings, improved lighting, and window replacement. Our grounds have also had improvements made this past year. The Sundial in the campus quad was updated, a brick wall and stair way received a facelift outside Martinetti, and much needed repairs were made outside SHAPE, as well. We also completed the repaving of the campus roadways, which was well received. Several guests to campus during our Commencement made positive comments about how lovely and well groomed our grounds appeared.

Other improvements included a complete renovation of Bentley 207, our 200 seat lecture hall. It has all new seating, lighting, and sound and is an attractive place for JSC and outside presenters. We have converted one of our racquetball courts to a squash court and fully upgraded our weight room with new machines and flooring. We have received funding from the Vermont Genetics Network to renovate a chemistry lab and are beginning work on that project this semester. Working with Unicef, we are installing cell repeaters to improve (in some cases, introduce) cell reception to campus. This initiative is well-received by new students and families. Improved cell

reception will be introduced on almost the exact schedule as a wireless zone in our campus center to be expanded to Stearns Hall, making it possible to be out on our quad and working on a laptop. We expect to have both these advances in place by mid-semester. The next section of this report includes more details of information technology enhancements.



Our master planning activities are 75% of the way completed; we were pleased to note that 100% of the respondents to the statement "I feel safe on this campus" indicated 'yes'.

## Library and Information Systems

### Library

Improving the infrastructure that supports mission critical services was the year's focus of both the Library and Information Technology Services at Johnson State College.

The recent migration from our legacy automated library management system, DRA, to our present one, SIRSI, marks a sizable leap forward in the College's ability to meet the future information needs of our students, making it the year's most significant advance for the Johnson State College Library. By replacing the nearly two-decade old technology that supported DRA, the Library has in place an infrastructure that can accommodate the growing number of products being developed to facilitate research, such as federated searching. While these technologies are in their nascence and require a thorough investigation, the advent of SIRSI means we no longer have a technical obstacle, namely a system running on hardware and software many generations old, to overcome should we identify an appropriate tool. As a result, the Library can move more quickly in testing, approving, and implementing technologies that will strengthen student research.

Of course, sophisticated tools won't be of much use if a student lacks the rudiments of college-level research. With no formal information literacy in place at Johnson State College for either on-campus or distance students, the Library launched an on-line information literacy tutorial adapted from one developed by the University of Texas at Austin. The Information Literacy Tutorial (TILT) assesses a user's baseline research skills, covering the effective construction of search strategies, the legitimacy and relevance of sources, and the proper way to cite sources. Disseminating TILT through Blackboard, the Library coordinated a pilot of the product in a number of classes during the Spring 2005 semester. The response from students was overwhelmingly positive, and the Library anticipates that TILT will become a standard assessment tool for first-year students and new entrants to the External Degree Program. The Library continues to offer in-person, discipline-specific information literacy instructions sessions for upper division courses.

As the Library reviews old services and considers new ones, staff view access and usability issues through the lens of a distance student. This reflects not only the reality of a growing off-campus population whose interactions with the library are conducted almost entirely from a distance, but also a recognition that campus-based students will receive a portion of library services remotely as well, whether it is from a residence hall room or an apartment several miles from campus. The Library is confident that all its populations have equal access to resources, but we're less certain that the help that occurs in person at a reference desk is equivalent to the more encompassing assistance a distance student receives from librarians. JSC librarians will be studying this matter in the coming months, with the creation of clear service guidelines as the projected result of the review process.



## Information Technology

Information Technology Services focused its year on upgrading the infrastructure at the College that supports academic and administrative computing, as well as instructional technology. Perhaps the most visible improvement involved our email system. The department moved away from a third-party email client, Imail, and an installation of Outlook by successfully implementing Exchange 2003. Not only did this implementation bring JSC in line with Lyndon State College and Vermont Technical College, but faculty and staff now have desktop and web access with a common look and feel, and the addition of calendaring has been well-received. To expose the features of this new software to the college community, the department delivered three training seminars for faculty and staff.

With the virus-plagued start of the previous school year all too prominent in the department's memory, IT deployed EPO Orchestrator, a program that allows for centralized anti-virus control and reporting of all PCs in the JSC domain. IT also implemented Microsoft Software Update Services, a product that allows for local automatic installation of critical Microsoft Security patches within the JSC domain. To ensure maximum effectiveness of these tools, IT performed a major infrastructure upgrade of all six JSC residence halls, including the installation of smart switches to better control data traffic. Other infrastructure enhancements include operating system upgrades for all our primary servers to Server 2003, and upgrading all JSC servers to Backup Exec 9.0. In addition, IT used its anti-virus software as a spam filter, a solution, while labor intensive, offered users relief until a VSC-wide solution can be put into place.

Classrooms, a more evident aspect of the educational infrastructure, received major improvements over the course of the year. IT made a number of technology enhancements to the Dibden 202 classroom, including a sound system, DVD/VHS video playback, an overhead

video projector, and a laptop/desktop connection. The department added similar technology enhancements to the LLC143/144 seminar room, including SmartBoard technology, making it the seventh technology-enhanced classroom at the College. Technology upgrades to the Bentley 207 lecture hall featured the introduction of automated audio mixing, new speakers, DVD/VHS video playback, and a simplified control system for audio/video projection.

Mobile technology carts were installed in several places around campus, including the McClelland dance studio (a configuration of DVD/VHS playback, CD audio, and a 27" television monitor) and the Visual Arts Center (DVD/VHS video playback, video projector, sound system and dedicated desktop computer). There also was an upgrade to the video projection unit on the Bentley Multimedia AV cart, and the installation of a video projection cart in the Dibden MIDI computer lab.

IT embarked on several initiatives associated with Blackboard. The department substantially reworked and enhanced the JSC Blackboard Portal by adding new sections covering campus events, public safety information, downloadable forms, campus photos, and a classified advertisement module. Preliminary work was begun on adding Registrar information, Career Center information, Athletics department schedules and events, and Aramark menus. IT offered an "Introduction to the Blackboard Course Management System" workshop for JSC campus faculty and EDP instructors, in an effort to promote the software's adoption among this constituency.

Responding to requests from the Student Association for wireless access in college buildings, IT ran a pilot in the Dewey Student Center for several weeks during the Spring semester. Dissatisfied with the results, the department met with engineers from Symquest to determine network security requirements for both wireless and hardwired equipment. As a result, Symquest was asked to design a wireless plan for three JSC build-

ings: the Dewey Student Center, Stearns Dining Commons, and the Library Learning Center, with an implementation target of the Fall 2005 semester.

Bandwidth is an aspect of information technology infrastructure over which the College has little control, and gaining parity with our peer VSC institutions presents numerous challenges resulting from the architecture of the system's Wide Area Network (WAN). Unlike the other colleges, JSC does not sit on the backbone of our WAN provider, TelCove, and as a result we have less bandwidth capacity than, say, VTC or LSC. While the Office of the Chancellor's IT staff have done an excellent job in helping the College narrow that gap, the sacrifice that we make to enable lower communications costs for the system as a whole should be noted.



## Public Service and Special Activities

### Center for Service Learning

The Johnson State College Center for Service Learning (CSL) houses the efforts of students who develop collaborative relationships designed to draw the JSC Community in creating and participating in positive life changing experiences, centered on current social issues, which encourage them to become active citizens and leaders among their peers.

Students determine the focus areas for the CSL from year to year, and not surprisingly, early last year had a heavy focus on voter registration and voter awareness. This was an addition to our focus areas, which are an attempt to work on pre-determined specific social issues for an entire school year. Last year, a core group of 50 students led by 10 SERVE Issue Leaders, met twice a month to discuss social issues, partner agencies, and to carry out local direct service. Their focus areas were the environment, youth and education, global issues, hunger and homelessness, and rural

poverty. They carried out state-wide direct service in Johnson, Cabot, Burlington, Morrisville, Barre, Dorset, Stowe, and Jeffersonville while partnering with Boys and Girls Clubs, COTS, VINS, the American Red Cross, Clarina Howard Nichols Center, Vermont Food Bank, Clear Path International, Vermont Cares, Vermont Campaign to End Childhood Hunger, United Way, Johnson Food Shelf, North Country Animal League, and local elementary schools. Students fundraised approximately \$35,000 to support their efforts, as well as fundraising thousands of dollars for partner agencies. This year, 15 issue leaders will focus their educational and direct service efforts on the environment, women's issues, youth and education, global issues, animal welfare, and prison reform.

**Mentoring** has been a particular area of growth for the last couple of years. Last year JSC hosted the first annual Mentoring Festival, which was designed to streamline mentoring application and placement. Marketed to all community members and JSC students, the "one-stop" format will be repeated this year with on-site fingerprinting, multiple trainings, immediate placement, music and games. Additionally, a Mentoring Luncheon will be hosted by President Murphy to gather influential community leaders and mentoring coordinators to discuss sustainability and the growth of mentoring in the region. JSC's institutional support grew immensely last year as JSC granted office space and in-kind support to Lamoille Valley Mentoring Partnership (LVMP). This year, LVMP will work closely with the SERVE Graduate Assistant and two youth and education student leaders. This year, mentoring through the SERVE Office will include options to partner with Upward Bound students and First Year Transition students, as well as mentoring relationship in the community formed around our identified issue areas.

We plan on continuing efforts to align service learning efforts with classroom learning. Academic support for Center for Service Learning efforts is given as service-learning courses continue to develop (including

SERVE staff teaching 3 SL courses), openness to classroom presentations, and inclusion on developing efforts to engage freshman in community and leadership work.

Last year JSC hosted a successful **Campus/Community Summit**, which showed the promise of pairing local agency needs with interested faculty and staff to develop service learning initiatives and extended classroom experiences. This summit will be held again in the fall of 2005. Plans include a 2006 spring semester event that brings students, community partners, and faculty together to showcase learning and extended classroom experiences, thus institutionalizing the experiences in the academic calendar.

The CSL will continue to enhance access to volunteer opportunities through the web, specifically utilizing the Career Center's JSC Connections database, an online listing of volunteer, internship, and job opportunities (531 total postings since March 2005 and 177 current postings).

On campus, the CSL will continue to partner with the Counseling Center to understand connections to service-learning and lowered rates of depression, substance abuse, and increased retention. Students will also continue to make connections to international and immigrant students—providing opportunities for these students to connect with others as well as find venues for their unique experiences.

Statewide, eleven SERVE students are enrolled in Americorps Education Award programs, attending Campus Compact trainings and networking opportunities, and working in direct collaborations with Middlebury College, Norwich University, Sterling College, and Champlain College in developing quality international and domestic alternative break programs and the practice of reflection.



National and international service included

Break Away trips Florida (environment), Maine (hunger and homelessness), Missouri (youth and education), Kentucky (affordable housing/rural poverty), and Vietnam (landmine survivors).

Enhanced community partnerships have occurred throughout the year.

- **Turn the Curve**—(a Learning Communities Fund grant) is building a partnership between Vermont's higher education institutions, the Agency of Human Services and Regional Partnerships to connect service learning, internships, and course curriculum to the established ten outcomes of well-being for individuals, children, families, and communities. In August of 2005, lead members of TTC met with CCV academic coordinators, David Buchdahl, and Joyce Judy to present and support strategies to integrate TTC curriculum in CCV courses.

- **Lamoille County Housing Coalition**—JSC has joined the efforts of local concerned citizens to build an effective coalition to create new emergency housing options, develop transitional housing units, expand the Home Share program in Lamoille Valley, develop a prevention strategy for eviction/foreclosure, identify unique populations, and explore sources of funding. JSC will host a Housing Summit in Nov. 2005 for general housing issue education, service providers, landlords and bankers, and to look at long term solutions to housing issues.

- **Nonprofit Effectiveness Coalition**-- Ellen Hill is participating on a **Forum on Nonprofit Effectiveness in Vermont** with a diverse cross section of opinion and insight (NP leaders, consultants, foundations, institutions of higher education, and liaisons to the congressional delegation). Goal of the forum is to support the skill development and capacity of nonprofits in order to maximize their efforts to enhance the quality of life for all Vermonters.

## Dibden Center for the Arts

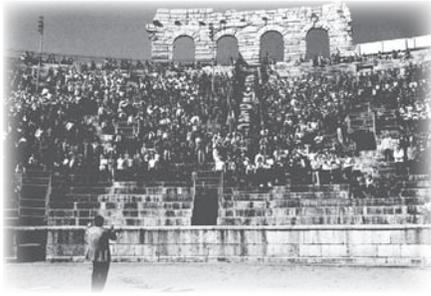


This Fall we plan on a number of local collaborations and expanding existing partnerships through our Dibden Center for the Arts. We will continue to assist area non-profits with benefit events; such as a concert co-hosted with the Clarina Howard Nichols Center, and events jointly planned by the North Country Animal League and United Way.

We are collaborating with River Arts, a local arts-focused project in Morrisville. We expanded our JSC Dance Club performance to include River Arts Kids Dance—a successful community outreach activity and audience builder with over 900 people in attendance.

We hosted a second River Arts On The Rise Final performance at Dibden this spring to another 500 audience members. We were pleased that our Technical Theater students continued to expand their venues of support to the Hyde Park Opera House. We also collaborated with the 21st Century Grant project known as "Unbound" at local People's Academy high school. High School students have come to a number of events on campus and JSC students are offering brief courses for their after school program. We anticipate expanding our high school partnerships through inclusion of the Green Mountain Tech and Career Center's multi-media video class this spring.

It was a wonderful year of Dibden programming—a consolidated effort by staff, faculty, and students. Highlights were Jazz musician Pat Metheny launching his northeast tour to a full house. Jazz trio featuring Chicago great Fred Anderson was another high point; that concert was recorded 'live at Dibden' and the album already short-listed for a year's best. We featured Academy Award documentary finalist "Autism is a World" and had the film maker in residence for two days. Our own JSC choir performed in Dibden as rehearsal for their first-ever international competition where they brought home a silver award from Verona. As an aside, our goal of making an international experience within the reach of most JSC students is being realized as we sing, serve,



JSC Choir in Italy

and conduct classes in other countries.

Our commitment to our local community remains strong. We attend town and village meetings and serve on planning groups. We help support a salaried position in town government and serve on local boards and planning groups. We are entering our second year of working with a farmer to recycle food waste and we are working with Aramark to purchase local food and produce.

## Looking Ahead

The 05-06 year began early at JSC. As the academic section of this report describes, several summer institutes made for a buzzing summer semester. Dean Regan worked with fulltime and part time faculty to plan the new cohort of potential freshmen seminars to be piloted in Spring 06. An early 'taste' of them was a feature activity of Fall 05 orientation.

A wonderful early affirmation of work was receiving the largest personal gift to the college that we can recall: a \$200,000 gift from a donor in memory of his mother, an early alum who worked her way through college to become a school teacher. We are optimistic that this gift will be matched by our Title III grant and hopeful that Vermont legislative match will extend the gift even further.

Several large projects await us. Our self-study is approaching final draft form and will be sent to the members of the NEASC visiting team by mid-September. We believe we have a document that makes an honest appraisal of our

academic, personnel, physical, and fiscal resources and, simultaneously, demonstrates our confidence in our abilities to meet the challenges we identify and the goals toward which we reach.

Our second large body of work is getting down to Year One of our Title III grant. With several of summer semester's recently completed activities and the early gift to build our endowment, we have already made some progress, but the overall commitments we made-- to improve retention and successful student completion—are substantial ones and will require steady and dedicated work of many members of the JSC community.

We are also making a renewed pledge to the overall advancement of the College. A new Dean of Institutional Advancement begins in Fall, 05. His charge will be to guide us in putting forth the identity of JSC, assuring that we represent ourselves as clearly and fully as possible to the public, our future students, foundations, and donors. A complete revision of our website is early on his list of duties. There is much to be said of a college that quietly and modestly does its good work. But, this year will see us proudly and confidently moving forward and reaching further.

