I. Fostering Academic Excellence
General:
• Improve information literacy [Library] – Ongoing process.
  o Create short instructional videos/vignettes that will assist the students and faculty in using major library resources and in understanding the research process, add more information to college Blackboard sites, and better market our 24/7 ASKHerePA reference support[Library] – first videos created, will work with graduate and ADP staff to determine next steps.
  o Improve understanding of the information literacy standards and guidelines by clarifying the language of the guidelines and providing an instruction section on the library website to support the faculty. [Library] – Guidelines created and presented at the GEAC meeting on information literacy, now working to create the bigger support website for faculty.
  o Develop the new library wiki (Gingrich Inforpedia) to provide information on Library (e.g. services, facilities and general research) for all of our patrons. [Library] – Process delayed due to structural issues – name changed to Albright LION – new launch date is late August 2009.
• Adopting Creative Curriculum to foster academic excellence in the early childhood field.[AELC] Almost complete, will practice and use assessment tools for first time in August.
• Adopting an assessment tool that will enhance our present form of gathering information about each child in the program. [AELC] In progress: reporting using Creative Curriculum assessment tools will begin in August.
• Submit grants that will continue to improve program, both classroom and outdoor areas. [AELC] Keystone STARS grant made it possible to refurbish toddler playground.
• Work with various departments on campus to integrate students into the program, and utilize facilities as a laboratory school. [AELC] In progress, worked with ESL, Theatre, Music, Schumo Center, Psychology, and Ed dept. this year.
• Continue to advise students who participate at the center to help to gain knowledge about the best teaching strategies to use in the classroom. [AELC] In progress, moderate forward momentum.
• Develop a diverse range of exhibitions with artistic, social, and cultural relevance that interface with goals of the College. [FG] – The exhibitions Pedagogy and Patronage and Alex Rosenberg: Collector and Patron showcased the significant works held by the college as well as importance of donor support. Bill Amundson, Sue Coe, and John Elliott presented works that addressed a full spectrum of material relating to college curriculum.
• Explore possibilities for expansion of Freedman Gallery mission to include international artists. [FG] – Not completed.
• Explore and implement a student ambassador program to reach out to students in a peer-to-peer manner from the Career Development Center. [CDC] – Completed: Laura Kline instituted the program, recruited students for spring 2009, and has a group ready for fall 2009.
• Hire a student marketing intern to help with outreach to students from the Career Development Center. [CDC] – Completed: hired Matt Baszika, 2009 student Digital Media/Business Adm-Marketing. Produced Sneak Peek video, helped with brochures and semester/monthly flyers.
• Curriculum Development – support revisions to academic programs; areas of focus: Biology, Digital Media, ESL, Global Studies, Modern Foreign Languages, WAC/WID [US] – New programs in arts administration, Asian studies, Africana studies approved; changes in Fashion and ESL, latter through new ad hoc ESL committee; WAC/WID tabled with resignation of Director; MFLL minor headway only; BIO and Dig changes in progress in response to recommendations from academic review process.
• Review of Academic Programs: With EPC, finalize and implement revision of program review process; provide administrative support to departments under review or needing follow up; serve as standing member of internal review teams[US] – Done and ongoing: process finalized and approved; initial review (Accounting) completed, preparation in progress for next reviews.
• PDE Certifications – chair EPC subcommittee addressing curricular revisions needed to address PDE regulatory changes [US] – Middle Level program approved by faculty; early childhood curriculum to come before faculty in September; special education and secondary ed programs essentially ready; 4 + 1 program requires further planning.
• Work with the new planning and assessment director, once hired, to improve program review process and departmental efforts with learning outcomes [US] – Director not hired; pending with new assessment consultant.
• Collaborate with English Department to facilitate development and integration of campus-wide writing program and related academic support [US] – Progress on writing courses but not writing program; loss of writing director.
• Increase visibility of Dean’s office as a resource for both students and faculty [US] – Utilization of dean and dean’s budget increased during dean’s 2nd and 3rd semesters at Albright, both for student and faculty interests and concerns.
• Revise strategic indicators for academic affairs to include goals and more clear connection to strategic plan.[Provost] – Completed.
• Explore potential venues for promotion of signature programs, including the Experience program, ACRE, interdisciplinarity. [Provost] – Presented on ACRE program at AAC&U national meeting in January 2009.
• Work with Dean Thomas and Registrar Dave Ballaban to revise academic calendar in order to: allow for 4 week interim, meet PDE contact hour requirements,
improve utilization of classroom space and create “meeting periods.” [Provost] – various models presented to EPC for discussion and recommendation to bring to faculty.

- Improve faculty, staff and student knowledge and usage of educational technology [EdTech] – On-going.
  - Create a semi-monthly workshop on using different types of technology in the newly moved and renovated instructional classroom that complements the semi-annual technology conference. [EdTech] – Partially completed due to doubling in library classroom support visits – only provided the service in the spring.
  - Create wiki and online tutorials for using technology better at Albright College. [Ed Tech] – LION wiki delayed – will be debuted in August 2009 – tutorials a part of the wiki and 6 are completed.

- Improve educational technology workshop [EdTech]
  - Add more sessions and increase the scope of the educational technology seminar. [EdTech] On-going – sessions improving, but attendance is not. Will reconsider format for the upcoming year.
  - Stress exposure to new, Web 2.0-based technologies as well as improving upon the basic skill sets most staff have while using standard technology. [EdTech] – On-going – had 4 sessions at Fall seminar and 4 in spring seminar.

- Work with outside assessment team to improve ed tech support to the college [EdTech]
  - In Fall 2008, the library and IT departments will create an assessment tool to determine how the community uses library and IT services. An outside assessment team will take that information and also interview users to see how to improve services to the community. Once their final data and findings are provided, the library will use it to create a 5-year plan and start making changes in late Fall, early Spring. [EdTech] – Assessments completed and shared, Five Year Plan is on hold.

- Continue to grow the Albright Graduate Program in terms of numbers [Graduate] - completed.
  1. New advertising strategies – radio, web, re-worked print ads [Graduate] - In progress, have redesigned print materials to be consistent with FACES campaign.

- Re-work Master’s degree program design to include the possibility of individually designed programs of study. [Graduate] – Completed.

- New marketing and promotional pieces which include this new approach to program course selection [Graduate] – Completed.

- Begin the process of revising all graduate courses and syllabi to conform to new PA teacher certification regulations [Graduate] - In progress; awaiting final resolution of curriculum changes by faculty and Board.
- Continue to investigate the feasibility of creating additional Albright graduate programs. [Graduate] - In progress, moving forward with masters in health psychology.
- Continue to investigate the feasibility and imminent adoption of a 2-track system: option 1 being the graduate project, option 2 being two additional courses in place of the project – particularly for the 4 + 1 students [Graduate] - Completed and working successfully.
- Create an exit survey to gather data on graduate students’ perceptions of program strengths and needs [Graduate] – Completed.
- Continue to integrate graduate program into the total college mission [Graduate] - In progress.
- Continue to offer Graduate Division-sponsored community-wide forum event for one more year [Graduate] – Suspended for current year, reconsidering best use of funding.
  1. Seek to integrate the forum into a wider college lecture series with broader funding. [Graduate] - Not completed.
- Review and revise all Graduate Division documents, especially the catalog. [Graduate] – Completed.
- Additional instructional opportunities for the Writing Center tutors [WC] - Small group meetings targeting specific skills held throughout term; monthly sessions on strategies for working with ESL students; tutors traveled to and presented at Writing Center Conference.
- Hiring tutors with a wider range of majors to create a more diverse group with a broader knowledge of research and documentation styles. [WC] – Some diversity achieved; further attempt in fall 2009 hiring
- Requesting information from faculty regarding style and documentation preferences [WC] – Not completed due to loss of Director of Writing.
- Explore certification for tutors – Incomplete; new Coordinator to undertake with ALC.
- Develop a stronger, more effective relationship with the Accelerated Degree Program so that the WC can better serve the faculty and students in that Program. [WC] – Joint initiatives in progress, including expanded hours to support ADP students.
- Move location out of the basement to a more user-friendly location on campus. [WC] – Moved to CCM, but still insufficient space and not central location.
- Continue to work with Writing Center to identify ways to support and facilitate students’ development of writing skills, etc. and appreciate student awareness of support and services. [Cont. Ed] - Accomplished and continuing. Expanded hours for greater access by ADP students implemented; writing workshops held at five locations.
- We have begun conversation with two faculty members (Irene and Betsy) on the topic of Global Studies, and shall develop a ‘global studies’ non-credit

- Evaluate the Diversity Program curriculum and consider next steps. [Cont. Ed] Curriculum evaluated and found to be underdeveloped, not ready for implementation.

1. Complete General Studies Review
   - Provide administrative support to GEAC and faculty efforts to implement new first year seminar and pursue next steps in general education revision [US] – Seminar approved and set for fall implementation; search for faculty FYS coordinator complete; full gen ed proposal in final draft stage before fall presentation to faculty; larger issue of gen ed governance unresolved.

2. Increase Opportunities for Experiential Learning
   - Create internships for students in library and archives. [Library] – Internships created and advertised. No takers due to lack of stipend.
   - Create internships for students in pod casting and online tutorials [EdTech] – Internships created and advertised. No takers due to lack of stipend.
   - Develop internship possibilities within the gallery and collaborative potential with outside arts organizations. [FG] – Formal internships not completed. Albright Art Ed students have been involved with programs; collab project in place with Reading Public Museum, Goggleworks, Penn State Berks; increased involvement with Reading area schools.
   - Expand student involvement in focused research and design, and independent scholarly activity. [FG] – Students now install the exhibitions; students are photographing and digitizing the collections.
   - Collaborate with the director of corporate and foundation relations for funding to expand the current CELAR building. [CDC] – Ready for resubmission, pending results of Master Plan.
   - Actively solicit area organizations to employ our students as interns. [CDC] – Ongoing: worked with Berks Works. Also contacted employers on individual basis for students.
   - Update and add to our print and online resources to provide current, relevant information for students, faculty, and employers. [CDC] – Ongoing; enhanced the Ask JIM site for students to include all the “paper” and “email” internships and jobs we receive in the office and update it bi-weekly.
   - Combine the CELAR and Career Development Center web pages and improve their design and utility. [CDC] – In progress, links are available.
   - Create additional student information that is meaningful and geared to the millennial you-tube age. [CDC] – In progress: added Interview Stream, students
talking to students video, and explored adding 2-3 minute information videos but survey of students indicated that they would not watch them.

- Institute open hours for short student appointments. [CDC] – After review of staff, hours, and comparable colleges we decided not to do open hours.
- Collaborate with student affairs in offering additional residential programming and helping with the sophomore year program. [CDC] – Ongoing (completed one program that was not attended well).
- Provide reciprocal links between the CELAR web pages and each of the CELAR program pages, as well as the Career Development Center web pages, in order to increase the likelihood that students will view information on all experiential learning opportunities.[CELAR] - Almost completed-webmaster currently establishing link between CELAR and CDC as well as links between each CELAR program pages.
- Re-tool the ACEL process by the revitalization of current ACEL standards and the expectation that students will produce writing pieces that demonstrate not only learning that occurred as a result of experiences, but also an ability to articulate that learning in writing. Encourage students to submit ACEL requests as part of their curricular accomplishments. Educate and train staff on not only the process of ACEL, but also the types of credits students may be awarded, the thoughts and reasons behind accepting or denying credit. [Cont. Ed] - Considerable progress made. More writing pieces are expected from students (awaiting statistics); each ADP location now has one ACEL advising session per semester.
- Work with Director of CELAR and Career Center to successfully secure grant to support experiential learning and physically integrate these functions through the expansion of center. [Provost] - In progress.
- Begin to provide training and support for service learning activities of faculty. [CELAR] – Not completed, emphasis shifted to faulty led abroad trips and study abroad programs.
- Assist faculty and students in establishing internship, service learning, and applied research opportunities with local governments in Berks County [CCL] - Developed a contractual arrangement with one township; identified as a priority area by the Fund Development Task Force.
- Determine the interest in and opportunities for multi-campus research teams on critical local issues [CCL] – Developed a Berks County Citizens Academy with RACC; began discussion with Alvernia on a city academy.

3. Improve the Academic Environment
- Continue to improve Library space to enhance learning. [Library] - Although most Library master planning work was halted until completion of College Master Plan, the library did make moderate space adjustments that received some student appreciation.
• Open CELAR additional hours through the use of Career Development counselors holding office hours in the building [CDC and CELAR] – Upon further consideration, we decided against pursuing this goal since our resources were in the current CDC.

• Facilitate improvements to facilities and equipment for Academic Learning Center operations (space, signage, assistive technology) [US] – Space discussions continue; some signage improvement but not complete; some progress on assistive technology acquisition

• Acquire PC’s for GIS training [Cont. Ed] - Completed.

• Establish Albright presence at DCCC. [Cont. Ed] - Completed; first cohort delivered March 2009.

• Have discussions with companies interested in hosting ADP programming on-site. [Cont. Ed] - In process; planning for implementation with two potential organizations occurred in May 2009, later than anticipated.

• Submit formal proposal to EPC for blended learning approach in DSP to EPC Fall 2008.[Cont. Ed] - Proposal submitted and rejected. Re-submission anticipated in Fall 2009. If denied, will pursue implementation of online non-credit offering during 2009-2010 year, as well as conversation with Dean Thomas regarding online in traditional program and Dean Fuchs in graduate program.

• Participate in science center construction project. [Provost] – In progress.

• Participate in the process of developing a master plan. Through this process, achieve following in plan: [Provost] - Near completion, all elements below incorporated into plan.
  • Enhanced space for instruction and student gathering areas in academic buildings. [Provost]
  • Improved ADA compliance on campus. [Provost]
  • Enhanced library space for study areas, library and educational technology. [Provost]
  • Creation of a student services center (Financial Aid, Registrar, and Student Accounts). [Provost]
  • Integration of the Career Center and CELAR. [Provost]
  • Creation of space for integration of ADP and Graduate Divisions. [Provost]
  • Integrate and enhance CIS and CMS software to enable electronic collection of student work. [Provost] – Not completed due to transition in ITS, vacancy in assessment.
  • Pursue larger, more visible, more accessible and integrated space for the Academic Learning Center and the Writing Center. [Provost] – In master plan.

4. Improve Academic Support

a) Faculty Resources
- Improve faculty development and resources for academic support – through workshops and web/print materials – in areas identified as priorities [US] – Incomplete due to illness of Assistant Dean.
- Development of at least one broad-based, in-house professional development opportunity for faculty, focused on teaching excellence, in conjunction with the Dean of Undergraduate Studies.[Cont. Ed] Accomplished by dean of undergraduate studies and provost (faculty retreat).
- Strategic development of Blackboard training targeted at full-time Albright faculty, in conjunction with Joe Thomas. [Cont. Ed] Pursued and ‘on hold’, due to impending potential implementation of ‘Moodle’ or other open-source product.
- Discuss proposed Albright College Teaching & Learning Center and create proposal for its implementation. [Provost, US, Graduate, Cont. Ed, Library] Discussed and in process. 2009 Faculty retreat focused on teaching, anticipate launching website and teaching circle in fall 2009.
- Participate in the development of the IRB process. [Cont. Ed] Participated in development. Still need to implement training program for members of IRB and faculty sponsors of student research.
- Research peer schools’ policies and collaborate with faculty to create procedures and processes for Faculty led trips abroad [CELAR] - In progress-Received information from several peer schools and have begun to adapt forms and procedures; Attended several sessions on faculty-led trips at the NAFSA national conference.
- Provide increased training and support to department chairs. [Provost] – ongoing, attendance at workshops, internal training, provision of written guidelines.
- Achieve and/or maintain salary parity at all ranks. [Provost] – As of May 2009, achieved at professor and associate ranks, still below benchmark at assistant and instructor ranks.
- Work with faculty executive committee to assess issues regarding non tenure track faculty. [Provost] – review completed, recommendations going to Professional Council for possible action.
- Continue to work with Professional Council on “faculty friendly” policies (e.g., junior sabbatical, tenure clock stoppage, job sharing). [Provost] – ongoing, completed retirement policy, family leave, job sharing, partner benefits.
- Address faculty load issue with regard to equity of teaching load hours across departments, and especially with regard to compensation for internships, independent studies, honors theses and honors modules, as well as administrative responsibilities. [Provost] – in progress, submitted Sloan grant includes funding to support this task.
b) Enhance Academic Learning Center

- Work with departments to identify and service chronically high risk courses through tutoring and/or supplemental instruction [US] – data on low success courses compiled and shared with departments; planning for support and advising underway that reflects this data and increases collaboration between ALC and departments.
- Revise and disseminate disability services policies and procedures as needed [US] – new policy on expiration of LD testing; new grievance process for students with disabilities regarding their accommodations; initial revision of foreign language substitution policy and full review underway with faculty committee.
- Develop and publish a fair and clear [ALC] – completed.
- Complete restructuring of ALC staff and provide appropriate training [US] – ongoing, continued staffing challenges.
- Assist all campus units with student academic concerns and provide direct support to at risk students as needed [ALC]
  1. Manage student alert process for Academic Affairs [ALC] – ongoing and successful, with some communication problems midyear.
  2. Provide intake advising for probation or other identified at risk students [ALC] ongoing and successful, with some communication problems midyear.
  3. Retain knowledge of incoming students with academic concerns and be proactive in their transition to AC. [ALC] – this goal under discussion.
  4. Develop new database, contact letter and procedures for students on academic probation and/or financial aid probation. [ALC] – complete.
- Provide leadership and oversight for ALC operations and promote the Center’s services among prospects, students, and faculty [ALC]
  1. With Dean and faculty, develop mission statement for ALC and use it to steer policies, assessment, and evaluation of the ALC [ALC] – incomplete due to staffing issues.
  2. Complete improvements in ALC processes and communication, including print and web resources and office contact protocols [ALC] – much improved except for web, although some good updates there as well.
  3. Improve support-related faculty informational resources [ALC] – no progress due to staffing challenges.
  4. Pursue professional development in learning center administration, including investigating LC certification [ALC] – little progress due to staffing challenges.
  5. Pursue professional development in disability services – some progress, training for both DUS and Assistant Dean.
  6. Provide physical improvements, where possible, to current ALC space to make more welcoming and positive. [ALC] – minor improvements but new space is needed to fully address.
• Oversee and develop academic skills workshops or other skills resources for Albright students [ALC]
  1. Expand current topics, schedule, audience, and locations for workshops [ALC] – little progress due to staffing challenges.
  3. Develop academic transitions and skills workshops for specific audiences (i.e. first year student athletes, students who use ALC accommodations, etc.) [ALC] – little progress due to staffing challenges.

• In consultation with faculty, oversee and develop tutoring resources for Albright students and collaborate with Writing Center to coordinate services [ALC]
  1. Improve process for selecting and training tutors and have services available by 2nd week of class [ALC] – successful timetable; no progress on training.
  2. Improve access to tutoring for high risk courses [ALC] – improved.
  3. Improve communication between ALC and students regarding tutoring resources [ALC] – increased communication, could still improve further.
  4. Increase collaboration between faculty and ALC regarding tutoring resources [ALC] – improved; further improvement expected once center fully staffed.
  5. Increase collaboration with Athletics regarding tutoring resources [ALC] – attained, with further improvements possible.
  7. Foster more team-oriented professionalism among tutors and offer more recognition, including a tutor-retreat and/or tutor banquet to recognize tutor talents and commitments [ALC] - somewhat improved team concept but no progress on initiatives.
  8. Work with Writing Center director and new Writing Coordinator to coordinate services and promotion [ALC] – attained.
  9. Pursue professional development in tutoring administration, including investigating tutor certification [ALC] – no progress due to staffing challenges.

• Oversee and assess services for special needs students to ensure equal access to academic programs [ALC]
  1. Work with Dean to assess external review recommendations and plan remedial actions [ALC] – some progress; ongoing.
  2. Improve data management and file security for DSS [ALC] – little progress due to staffing challenges.
  3. Provide faculty development with regard to DSS issues [ALC] – no progress due to staffing challenges.
4. Pursue professional development regarding DSS [ALC] – some progress, see above.
   • Conduct ongoing assessment of ALC activities and targeted goals and objectives.
     [ALC]
     1. Maintain and report data on usage and stakeholder satisfaction regarding ALC role in student academic concerns, tutoring, workshops, and DSS [ALC] – little progress on data management and reporting due to staffing challenges.
     2. Conduct surveys and focus groups on above [ALC] – initial survey completed.

c) Improve academic advising
   • Work with Dean of Undergraduate Studies to improve academic advising [Registrar] – created database of those freshmen courses in which students receive the highest number of non-quality grades. Many of the suggestions and improvements resulting from that analysis will go into effect with this year’s Freshmen class.
   • With input from faculty groups, review current advising system and faculty advising loads [US] – loads not addressed; advising changes underway in Alpha and Summer Start programs.
   • Review and revise current advising policies and print/web resources [US] – incomplete; advising materials developed for Sneak Peek/Orientation; revisions to Summer Start policies and procedures; improvements to Alpha program, more pending; advising-related materials developed for new students.
   • More clearly define the respective roles of faculty and academic support services, especially with regard to at-risk and disabled students [US] – improved.
   • Provide faculty development on advising in the form of a faculty retreat, written and web materials, workshops, and individual department conversations [US] – retreat held last summer; materials/web development incomplete; advising workshop for first year seminar instructors; increased discussions with individual faculty, departments, and programs on advising issues.
   • Plan for new first year advising process integrated with Sneak Peek, Orientation, and first year seminars [US] – revised Sneak Peek implemented and revised Orientation in place, both with improving advising component; new FY seminar incorporated into Orientation.

d) Collaborate with student affairs to deliver student programs and resources tailored to students’ needs, reflecting a developmental and integrative approach.
• Expand the experiential learning newsletter to include information regarding internships and send the newsletter to the greater Reading Community and surrounding areas, and alumni. [CDC] – Did not begin this goal yet.
• Work more closely with student affairs staff to deliver career services in the residence halls. [CDC] – Did not begin yet.
• Work with student affairs to create a sophomore year externship component. [CDC] – Rethinking this goal.
• Collaborate with Student Affairs on these and other initiatives as they arise: sophomore programming, processes for at-risk students, residential learning opportunities, discussions with Reading Hospital to explore resources for assessing disability documentation [US] – good collaboration, including ongoing improvements in dealing with at-risk students; Hospital contract for clinical psych. Support for disability services; no progress on residential learning.
• Contribute to Campus Life Council and serve generally as constructive liaison between faculty and Student Affairs [US] - effective liaison, but CLC of limited usefulness.

5. Integrate Planning, Budget, and Assessment
• Develop goal and assessment protocols for exhibitions and related programs. [FG] – Not completed.
• Develop a five-year plan and assessment strategies in conjunction with the FAC, Administration, and Director of Planning and Assessment. [FG] – Not completed.
• Determine academic and fiscal rationale for cessation or further development of collections. [FG] – FAC has begin to develop rationale for the Gallery/College no longer collecting art except when meeting very specific criteria; therefore active practice of collecting will cease; “collections” to be reduced to needs of academic studies and campus enhancement.
• Establish a clear and focused collections policy: FAC, Administrative, and community input and recommendations. [FG] – TBD pending decision of restructured FAC.
• Develop a unified and accurate inventory and collections management system. [FG] – Ongoing.
• Implement, with EPC, changes in program review that tie planning and budgeting process to Strategic Plan [US] – completed.
• Oversee unit budget and identify funding opportunities to support unit goals [ALC]
  2. Work with Academic Affairs to search for relevant funding opportunities [ALC] – no progress due to time constraints.
3. Identify possible grant opportunities in conjunction with other units as applicable (i.e. student affairs, enrollment services, etc.). [ALC] – worked with Library’s attempt for assistive technology grant.

- Fully implement new planning, budget and assessment cycle including the annual revision and updating of the strategic plan by the strategic planning committee. [Provost] – completed, first cycle begun June 2009.
- Build technological infrastructure using CIS and CMS softwares to manage and process assessment data. [Provost]

II. Strengthening Our Residential Learning Community

- Continue to work with Education department to improve the quality of experiences for students working in the Early Childhood field. [AELC]- in progress, limited movement forward.
- Continue to work with other departments on campus (Psychology, Art, and Theatre) to become actively involved in the Learning center. [AELC]- in progress, worked with ESL, Theatre, Music, Schumo Center, Psychology, and Ed dept. this year.

1. Prepare for changing demographics

- Work with College Marketing, Alumni Relations, and others to ensure that materials to ADP alumni are reflective of their experiences with Albright. [Cont. Ed] Accomplished. Different materials are sent to ADP alumni. Interdepartmental meetings quarterly to continue to discuss ADP students vis a vis traditional students and make appropriate approaches to those students.
- Work with faculty directors to improve and update Honors and UGR web pages. [CELAR] - In progress-website audit performed but have not yet met with faculty directors to update site.
- Redesign Study Abroad brochure to make it more user-friendly, attractive and appropriate to our needs. [CELAR] - In progress-Application has been redesigned and is ready to print, brochure is in design phase.
- Increase advertisement of events through traditional and nontraditional (i.e. residence halls announcements, radio ads, etc.) means. [CELAR] - Completed and Ongoing-Advertised events as well as publicized CELAR programs in “Stall Talk”, Housing’s bathroom newsletter, used WXAC to advertise Study Abroad Fair, attempted to use Albrightian but timing was not conducive, created a “group” on Facebook for CELAR.
- Acquire new database for study abroad and investigate using one for all Experiential Learning programs in order to better assess our students’ needs.
[CELAR] – Completed - Database for study abroad needs has been secured and is currently being customized for Albright by AbroadOffice.

- Improve system of surveying students about their study abroad, ACRE and Honors program experiences in order to better serve our students. [CELAR] - Not completed.

2. Enhance and Expand Support for Learning Outside the Classroom

- Work with the Student Affairs Division to sponsor/co-sponsor academic programming. [Library] – Incomplete – Worked with Student Affairs but no programs created.
- Create at least 4 programs throughout the year that takes the library to the dorms, day student lounge, Jakes or the Dining Hall. [Library] – worked with Career Center, CFA and Academic Learning Center to do programming – however most ended up back in the library.
- Create a more welcoming space in Selwyn Hall for students to research careers, talk, etc. through use of Career Café. [CDC] – Completed and successful.
- Create “mini workshops on the go” with our Career Ambassadors. [CDC] – in progress and ongoing.
- Explore idea of smaller informational events in residence halls. [CELAR] - Completed and ongoing - Held one session which was small but worthwhile.
- Make use of current and past students as advocates and mentors for CELAR programs. [CELAR] - Ongoing - haven’t yet established a formal program.

3. Improve student recruitment and retention

- Work with the Dean of Undergraduate Studies, the Director of the Academic Learning Center, the Retention Committee and the Enrollment Development Committee to come up with new ideas regarding student retention, satisfaction and success. Specific areas of concern: [Registrar]
  - Improve Early Alert system. We don’t get alerts for many students who are in serious academic difficulty [Registrar] - We now do an Early Alert if we learn from a class list or mid-term grade report that a student is having attendance problems. We also do an early alert if we learn a student is thinking of transferring through a transcript request.
  - Improve Academic Probation/Dismissal System so that it is less subjective. [Registrar] - I discussed this issue with the EDC several times. They don’t want to change the current system.
- Develop a multi-disciplinary Arts Administration program or concentration.[FG] – completed.
- Enhance student centered environment and involvement with the gallery.[FG] – Numbers increasing, more students working in gallery.
- Expand visibility of art across the campus. [FG] – On hold until inventory and digitization of collection is completed.
• Develop cohesive presentation to be used by Admissions [FG] – Not completed.
• Work more closely with Alpha students in helping them decide on their concentrations through additional career counseling, information interviews with alumni, and field trips. [CDC] – in progress; meeting scheduled with Alpha Advisors; plans being made for more contact with Alpha students beginning with Sneak Peek.
• Work closer with faculty to encourage referrals to the Center for those students who are ambivalent about career choices.[CDC] – in progress; class room visits increased considerably during 2008-2009.
• Represent Academic Affairs on retention task force and EDC [US] – ongoing.
• Provide direct support to at-risk students as needed [US] – ongoing and improved.
• With Asst. Dean, optimize support-related information available to prospects, students, and parents, especially for disabled and other at-risk populations [US] – much improved through revised materials and outreach at Sneak Peek, Orientation, and admission events.
• Participate as needed in Admission and Student Affairs events related to recruitment and retention [US] – ongoing participation in admission and orientation events, including initial transfer orientation.
• Plan or participate in recruitment, academic success and retention initiatives in collaboration with other units [ALC] – ongoing.
  2. Collaborate with Student Affairs on sophomore and/or other programming [ALC] – limited progress.
  3. Collaborate with admissions in the recruitment and review of students with special learning needs [ALC] – improved and ongoing
  4. Provide proactive outreach to incoming students considered high risk [ALC] – goal under discussion
• Continue to work with the retention committee to improve retention and student support. [Provost] Provost involvement in this group has been delegated to Dean of Undergraduate Studies and Assistant Dean. Am involved in policy discussions and continue to meet regularly with a few at-risk students.

4. Improve Academic Support
• Improve Course Registration Process [Registrar]
  o Fine-tune IQ WEB online registration, particularly regarding faculty authorizing advisees for wrong semesters. Also, have Graduate Students register through IQ WEB [Registrar] – Working with IT, the Registrar and Assistant Registrar were not able to solve the wrong semester problem on IQ WEB. We did send additional notices to faculty emphasizing this issue. - The Graduate Office decided that it was better for them to continue their
current registration procedure and to not have their students register through IQ WEB.

- **Improve communication with students, faculty, college offices, parents and others [Registrar]**
  - Add Graduate Students and Part-Time Students to IQ WEB access so that their grades do not have to be mailed. [Registrar] - Graduate and Part-time Students can now access their grades and other information through IQ WEB.
  - Explore better ways to communicate with students since many don’t read their email or go to their campus box. Establish a policy that official notifications from the college will be sent a certain way and communicate this to students and parents. [Registrar] - Did not accomplish, although it does seem that more students are responding to their Albright email. Upgrade or change from Blackboard could facilitate communication with students.
  - Implement Faculty submitting grades through IQ WEB. [Registrar] - Summer faculty will have option to submit their grades through IQ WEB. We delayed implementing this for all faculty because SunGuard will be doing an upgrade that may change how grades are entered.

**III. Enhancing Community Relations**

- **Provide opportunities for parents to participate in activities at the Early Childhood Learning center. [AELC] complete- PTA Fall Fest, Tikes on Bikes, Week of the Child open house.**
- **Provide workshops and other activities to the greater Reading community to foster support for the early childhood field. [AELC]- attempted with poor response from the community, but will try again.**

**1. Strengthen Alumni Relations Programs and Services**

- **Continue to collaborate with Alumni Affairs in programming and providing alumni career services. [CDC] –in progress: collaborated on Senior Series (5 workshops with alumni and senior students); Speed Networking, JIST. Summer plans include offering a workshop for under-employed or unemployed local alumni.**
  - Include alumni on the career development advisory board. [CDC] – Not yet: advisory board has not been formed yet.
  - **Continue to market Ask JIM to alumni for mentors [CDC] – Ongoing.**
  - **Develop ADP/DCP student/alumni events, in collaboration with the Alumni office, in Reading and at each location once a certain ‘critical mass’ of students has graduated from each respective site. [Cont. Ed] One event held in Pottstown; two events in planning stages for 2009-2010 (Reading and an additional location); will occur twice annually.**
• Improve ADP marketing and promotional materials to reflect the college on the whole as well as ADP and other outreach programming (TargetX, internal marketing office). [Cont. Ed] Accomplished.

2. Embrace Greater Reading
• Improve community access to the online collections in Special Collections and the Holocaust Resource Center and create more opportunities for students to learn from the materials stored there. [Library] – ongoing, added new online collections this year.
  o Continue publishing online finding tools to discrete sets of Special Collections Materials and advertise them online in non-library web pages, e.g. wikipedia. [Library] ongoing, added 3 more finding tools.
  o Add additional scans of special collections materials to publicly accessible databases. [Library] ongoing, added new materials to the AccessPA database this year.
• Develop more extensive community presence and collaborative projects with existing and upcoming cultural organizations and groups for the Gallery [FG] – Collaborative project in place with Reading Public Museum, Goggleworks, Penn State Berks; increased involvement with Reading area schools.
• Provide companies, organizations and agencies materials in creating and managing an internship program, as well as the benefits of using Albright College students. [CDC] – ongoing; on website, but have not made personal visits.
• Create and implement an outreach program with area organizations for internships, collaborating and/or coordinating through the Advancement Office and Continuing Education and Community Outreach. [CDC] – not yet completed.
• Explore local and international opportunities for Service Learning and begin to make contacts in the community. [CELAR] - Completed and ongoing-Initiated contact with several organizations but haven’t had time to fully develop.
• Expand our relationships with community colleges in Reading and elsewhere through consultation and recommendations for innovative partnership activities. [Cont. Ed] Meetings held with all partner schools’ academic leadership (VPs and Deans). This will occur at least once annually with the director being the point person in most instances.
• Promote one or more ADP staff members’ participation in board service in Greater Reading. [Cont. Ed] Accomplished. Mickey appointed to Institute of the Arts; Bob appointed to Salvation Army.
• Create ‘college’ for adults over 50/55 years old for growth through exposure to educational offerings, physical fitness, the arts, and so forth. Pursuing Osher Foundation as a resource. [Cont. Ed] Osher Foundation ceased accepting
applications from additional schools. Relationships established with Berks Encore/Office on Aging. Center for the Arts identified as a significant resource to draw adults onto campus for events. Strategic outreach to seniors through summer session considered but not implemented.

- Re-creation of marketing materials that reflect ADP as a prominent component of what value the college adds to our respective communities (this is greater than Greater Reading). Capitalize on our greater-than-Reading presence. [Cont. Ed] Marketing materials re-created and implemented; implementation remains in process as further changes to the way Albright / ADP / continuing education is promoted.

- Implement more strategic business outreach through ADP staff (Enrollment Advisors, Director, Dean). [Cont. Ed] Initial marketing efforts to business community implemented through B2B magazine; training sessions provided to enrollment advisors through Innovational Services; in process.

- Foster outreach to organizations (non-profits, etc.) in collaboration with the Center for Community Leadership. [Cont. Ed] Outreach to City of Reading through CE and CCL initiated and further meetings are scheduled to discuss training opportunities for City management.

- Be more public spokesperson for the College, both internally and externally. [Provost] – Served as speaker at increased number of on-campus events, presented at national conferences, served as facilitator for CIC, began first year on CUR e-board.

- Work with Frank Falso to promote participation of Albright faculty as members of boards of organizations working to improve quality of life and revitalization of Greater Reading. [Provost] – not completed.

- Develop and implement education and training programs and provide technical assistance on issues of current concern [CCL] – 650 officials participated in 27 learning activities.
  - Identify the issues of current concern through interaction with the Center’s Local Government Advisory Council that represents a broad cross-section of municipalities. [CCL] – Met three times with LOGAC to identify needs, evaluate programs, and discuss emerging issues and opportunities.
  - Develop effective working relationships with local and state organizations to identify issues of common interest and develop cooperative initiatives. [CCL] 15 activities were conducted in cooperation with at least one other organization.
  - Develop and utilize a variety of delivery methods (e.g. workshops, courses, roundtables, cable television, dinner forums, personal assistance, written materials, web site, etc.) that most effectively achieve the educational objectives and address different learning styles. [CCL] All of the identified delivery methods were utilized based on the program objectives.
  - Develop an evaluation process that provides immediate feedback on the learning activities, where appropriate, and assesses the subsequent action
taken by officials as a result of the activities. [CCL] Evaluation data was tabulated for all workshops; longitudinal evaluation was not completed.

- Assess the feasibility of new program opportunities in the areas of applied research on municipal operations and services, personnel assistance, resident surveys, and municipal secretary certification [CCL] Arrangements were made to undertake a household survey for one township; preliminary discussions were held regarding the secretarial certification.
- Develop and implement the Berks County Citizens Academy pilot project and determine the applicability of the format to other levels of government. [CCL] Developed and conducted a successful Berks County Citizens Academy with county officials and secured a small grant to develop a city academy in '09-'10.

3. Build on our Strengths in the Fine and Performing Arts
   - Develop strategies with Director of CFA. [FG] – Ongoing; great progress this year under the leadership of the new Director – website, improved marketing materials, more outreach to community, internal and external.
   - Work with the recently hired Director of the Center for the Arts to improve programming, especially in terms of coordination, promotion and integration with curriculum. [Provost] – Completed and ongoing.
   - With Director of the Center for the Arts, explore partnerships with Goggle Works and Reading museum. [Provost] – Completed and ongoing.

IV. Achieving Financial Stability

General:
- Continue advertising to the community to increase interest in the center. [AELC] – Completed and ongoing.
- Offer quality programs (Kindergarten, Pre K, preschool, toddler and infant childcare) to the Albright community and Reading area. [AELC] – achieved. Keystone Starts 4 rating, implemented Creative Curriculum.
- Improve enrollment throughout the 2008-09 school term. [AELC] – achieved.
- Improve the library revenue stream in order to allow for the development of new strategic resources and services (continuation from last year since we were unable to coordinate efforts with Advancement Department). [Library] – Not accomplished
  - Improve library materials and services budget by working with Grants Office for more outside library funding. [Library] – received 2 small materials grants, others pending.
  - Monitor possible grant opportunities and make 1-3 applications annually. [Library] – Ongoing – working with graduate assistant.
• Explore funding opportunities for experiential learning. [CDC] - Ongoing.
• Continue to assist in coordination of planning, budget and assessment; utilizing the campus information management system to improve accuracy, efficiency and availability and use of data to make decisions; and improvement of daily college functioning. [Provost] - Ongoing, significant progress on planning, budget and assessment cycle implementation, little progress on use of campus information management system.
• Create procedures for determining costs of academic departments to be used for program review and planning purposes. [Provost] - Completed as part of academic program review.
• Strengthen the Center’s financial base [CCL]
  o Explore opportunities for potentially increasing the sponsorships of specific programs without compromising program content or negatively affecting the perceptions of local officials. [CCL] Event sponsorships were obtained for the Municipal Law Forum, Municipal Officials Dinner, and Master Planner Dinner.
  o Identify and seek potential grants and contracts that provide administrative support and address the priority program issues identified by the Center.[CCL] Secured a grant to develop the Berks County Citizens Academy and contracts for establishing a regional coordinating council and facilitating the city’s gang prevention initiative to replace last contracts (BHLI, BEP).

2. Increase Revenues
• Consider an additional ADP site, e.g., Tamaqua. [Cont. Ed] Conversations had with both LCCC (Tamaqua) and Bucks County Community College to assess the viability of programs at those two sites. LCCC site not currently viable; BCCC rejects other schools on campus.
• Consider non-credit continuing education programs, including “customized” programs targeted to certain companies and industries. Will require participation on part of faculty as well as adjunct instructors and/or consultants. [Cont. Ed] In process.
  o Further development and promotion of GIS classes [Cont. Ed] Accomplished and remains in process.
  o Further development and promotion of Diversity classes [Cont. Ed] Evaluated and determined we are underprepared.
  o Development of a “College” for those 50/55 years and over [Cont. Ed] ‘College’ not developed; relationship-focused approach implemented.
  o Development of “Global Studies” curriculum targeted at organizations [Cont. Ed] Not accomplished.
  o Consideration for/ Development of non-profit board training in conjunction with the CCL. [Cont. Ed] Determined lack of viable market and outside scope of CCL.
Further development of municipal training programs in conjunction with the CCL. [Cont. Ed] Accomplished.

Discuss development of programs in conjunction with the Albright Early Learning Center, such as a “pervasive developmental disorders forum” [Cont. Ed] Discussed and future potential, but AELC staff not yet ready.

Consider “Business Communication & Writing Center” [Cont. Ed] Considered; Center idea not viable, but creation of Professional Business Writing curriculum being developed and implementation underway.

- Utilize new marketing data to increase number of new ADP inquiries, applicants and students. [Cont. Ed] Accomplished. Inquiries have risen 13%.
- Work with others to assess value of continuing expansion of ESL program. [Provost] – Ongoing, clarified admission and graduation criteria; identifying alternative methods to recruit international students.

3. Improve Operational Efficiency and Capitalization of the College
- Raise safety and art handling standards and maximize use of existing prep space. [FG] – Done. Usable work/prep space doubled.
- Develop versatile interior wall systems. [FG] – Not completed.
- Evaluate effectiveness of past and current marketing/advertising. [FG] – Hits on gallery website have increased 236% in two years.
- Continue to improve data collection for effective use of marketing dollars. [Cont.Ed] Accomplished and continuing efforts being made.
- Create opportunities for more efficient use of time – enrollment advisors to be trained to effectively approach businesses and other organizations to represent ADP as well as other continuing education opportunities. [Cont. Ed] Training sessions held.
- Continue to oversee partnership with Hildebrandt Learning Corp. in its management of the Albright Early Learning Center. [Provost] – Ongoing, has significantly improved financial stability and quality of care.

4. Fund Raising
- Expand existing outside funding sources for all exhibitions, educational programs, facilities, and staff development. [FG] – On hold.
- Enhance funding raising potential with Friends of the Freedman. [FG] – On hold.
- Deaccessioning and sale of works not appropriate for College goals. [FG] – On hold.
- Work with development office in targeting alumni with an interest in Experiential Learning. [CELAR] - Ongoing: Made presentation to Advancement Division providing them with information on CELAR programs
and funding challenges; Followed up with associate vice president for Advancement regarding possibilities for future collaboration

TASK FORCES

The following task forces were created in August of 2009 so that members of the Academic Affairs Division could work collaboratively to achieve overlapping goals. Task forces met on a regular basis. Below is a report on each task force’s progress.

1. CENTER FOR TEACHING AND LEARNING TASK FORCE
   Membership: Chuck Brown, Robert Cannon, Andrea Chapdelaine, Rosemary Deegan, Sarel Fuchs, Joe Thomas
   This task force was created to achieve the following goals:
   • Provide faculty development on advising in the form of a faculty retreat, written and web materials, workshops, and individual department conversations.
   • Improve faculty development and resources – through workshops and web/print materials – in areas identified as priorities.
   • Development of at least one broad-based, in-house professional development opportunity for faculty, focused on teaching excellence, in conjunction with the Dean of Undergraduate Studies.
   • Strategic development of Blackboard training targeted at full-time Albright faculty, in conjunction with Joe Thomas.
   • Discuss proposed Albright College Teaching & Learning Center and create proposal for its implementation.
   • Begin to provide training and support for service learning activities of faculty.

   Project Status:
   1) The first identified task was to develop a web site that coordinates all current internal teaching and learning resources on campus (e.g., classroom information, academic technology support, information regarding academic policies and procedures, course development resources). In addition, several external resource websites were reviewed and identified as ones to include in our own website. A template of the website was also developed. We now need to identify web assistance to launch the site.
   2) A survey was created to assess faculty needs for teaching and learning resources. This survey will be distributed to all faculty over the summer.
   3) Initial plans for a teaching circle were developed. It will be based on the August faculty retreat, which will feature a prominent speaker on his book, *What the Best Teachers Do*.

2. COMMUNITY OUTREACH TASK FORCE
This task force was created to achieve the following goals:

- Develop more extensive community presence and collaborative projects with existing and upcoming cultural organizations and groups for the Gallery.
- Provide companies, organizations and agencies materials in creating and managing an internship program, as well as the benefits of using Albright College students.
- Create and implement an outreach program with area organizations for internships, collaborating and/or coordinating through the Advancement Office and Continuing Education and Community Outreach.
- Explore local and international opportunities for Service Learning and begin to make contacts in the community.
- Foster outreach to organizations (non-profits, etc.) in collaboration with the Center for Community Leadership.

Project Status:
1) Several meetings held to discuss community outreach.
2) Document created to include community outreach activities on part of the college.
3) When document finalized, will be posted publicly for others to view. Access to Millennium for Bob impending to assist in his tracking of community relationships and development of strategy for outreach.

3. GRADUATE MARKETING TASK FORCE
   Membership: Sarel Fuchs, Tiffany Lyle, Robert Cannon
   This task force was created to achieve the following goals:
   - New marketing and promotional pieces which include this new approach to program course selection.

Project Status:
1) Several meetings held to discuss graduate marketing, including the following individuals: Bob Cannon, Sarel Fuchs, Tiffany Lyle.
2) Graduate programs, in consultation with Target X, created promotional materials with similar look and feel to traditional undergraduate and accelerated programs.
3) Graduate marketing efforts reviewed among group members and consideration given to how best to leverage marketing resources.

4. BUILDING INTERNSHIPS TASK FORCE
   Membership: John Kramer, Bob Cannon, Rosemary Deegan, Robin Zaremski, Karen Evans
   The task force was created to achieve the following goals:
• Strengthen the Internship Program by offering more opportunities and providing procedures for students, faculty, and employers/hosts
• Communicate relationships with community hosts for Community Outreach purposes as well as public relations knowledge
• Provide consistency for on-campus internships
• Clarify differences in service-learning, volunteerism, community service, internships for credit and internships for experience

Project Status:
1) The committee decided to let the new organization, Berks Works, do much of the outreach to the community for internship opportunities due to the limitations of the staff of the Career Development Center.
2) The committee was successful in brainstorming ways to institutionalize an Internship Program and build interest as well as publicity for the college and our students:
   a. Build the Internship Program internally by working with faculty that are committed to the internship process rather than trying to work with faculty members who are not interested.
   b. Do more educating on campus to use the resources well.
   c. Come up with guidelines and consistent pay for campus internships
   d. Get on the agenda for a Dean’s Forum to review the internship steps
   e. Prepare a short video (3 to 5 minutes) using students who have completed internships saying what they did and what they learned. This movie will be used by Admission, in the Freshman Seminars, and for College Relations.
   f. Pass on all information about internships to the Dean for Community Outreach and College Relations
   g. Include on-campus internship opportunities in our annual Job and Internship Fair
   h. Request that on-campus internships pay a $500 stipend per semester.
   i. Put a survey on Blackboard for students to complete regarding their for credit and not-for-credit internship experiences.
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<th>Acronym</th>
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<td>AELC</td>
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<td>ALC</td>
<td>Academic Learning Center</td>
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<td>CELAR</td>
<td>Center for Experiential Learning and Research</td>
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