I. Fostering Academic Excellence  
General:  
ACCELERATED DEGREE PROGRAMS (Mickey Baines)

- Improve our students’ success and satisfaction.
  - The better we know our students, the more we know of their educational goals and needs. The time and services we offer to meet those needs will produce a better experience for our students. We must take the information given to us from our students in the way of the ALI and focus groups, and make any necessary adjustments to improve internal processes so that our students see the department and institution as a highly respected, organized, and service-oriented organization. They must feel that their education is being provided with high attention to quality and care for them as students, community members and consumers. Areas identified in this survey will be reviewed over the course of 2009-2010 and 2010-2011.
    - Strategic Plan objectives met: ‘Fostering academic excellence’; ‘Strengthening residential learning community’.
    - Specific goal: Improved student satisfaction by 2011, as measured by the Noel Levitz ALI.
  - Provide more options for new DSP and DCP students to receive orientation. In summer 2009, the updated ADP Student Handbook was printed for new students and published online for current students. In efforts to provide this important and many times overlooked information, a true orientation experience must be created for DSP students (who currently have no formalized orientation), as well as DCP students who sometimes miss their opportunity for an orientation. To accomplish this goal, a new video is being created with the assistance of a recent digital media graduate to provide the administrative faces providing the information in a way that holds a student’s attention.
    - Strategic Plan objectives met: ‘Fostering academic excellence’; ‘Strengthening residential learning community’.
    - Specific goal: Create orientation video and make available to all current and newly registered ADP students.
• Expected outcome: ADP students, with an emphasis on DSP, will have had an orientation experience and perceived that experience to be useful.
  o Measurement: Focus groups to be conducted at end of fiscal year 2009-2010; survey to be administered to students end of fiscal year 2009-2010, both to assess student perceptions of orientation video.

ALBRIGHT EARLY LEARNING CENTER (Laura Heckart)
• Develop a culture of accountability with staff. All Center employees will follow through on NAEYC, STARS, and DPW regulations with consistency in order to maintain all accreditations and certifications.

CAREER DEVELOPMENT CENTER (Karen Evans)
1. Target first-year students to use career services to understand the importance of self-awareness and identifying appropriate resources for a life-time of career planning and adaptability to a changing world.
   a. Expected Outcomes
      • Number of first-year students who use the Center will increase.
      • First-year students that use the services will choose concentrations that fit their interests and future goals.
      • First-year students will utilize the Center’s resources on an on-going basis to help them with experiential learning experiences, informational interviews, employer contacts, and other career experiences. An informed student will make better career decisions and feel brighter about his/her college experience, thus increasing loyalty to the College.
   b. Data collection and assessment
      • Pre- and post- student surveys at point of service and email follow-up.
      • Document anecdotal information from students regarding their comfort level with the career development process and view of the world of work and education.
      • Survey students who used Career Center services and those who did not to gauge career awareness knowledge and comfort level with life after college for those students who used the Center versus students who did not.
2. Improve data collection, including student and employer anecdotal information, for reporting purposes and accurate planning for programming and events.
3. Utilize targeted marketing techniques to engage students in career development activities.

CENTER FOR EXPERIENTIAL LEARNING (Kim Justeson)
• 2. Increase Opportunities for Experiential Learning
  Engage more students in experiential learning opportunities through education about the programs and more targeted communications.
- Create and become skilled at new, functional database
- Establish a current baseline of student visits and contacts
- Collect and synthesize data from 2008-09 visits

CENTER FOR THE ARTS (Matt Kopans)

- **GOAL 2**: Highlight the Center’s role as a nexus for artists and their audiences to engage in scholarly activities around the arts

One of the strengths of the CFA, is that the building houses the Music, Art, and Theatre departments and associates with the Fashion and Digital Media departments as well. Rather than treat these different groups (and different audiences) as separate, we will continue to increase programming which highlights similar themes among these arts.

**Expected Outcomes:**
- Create 2-3 arts discussion type events and continue holding Theatre Talk-backs
- More non-traditional (or non-art related) audiences attend
- Arts events act as spring board to other events and scholarship

**Possible Measures:**
- How many non-Arts (or non-discipline specific) people attended?
- What events or scholarship resulted from attendance?
- Is there a corresponding bump in over-all attendance

- **GOAL 3**: Finalize a plan for the creation of a co-concentration in Arts Administration

Building off the successfully completed Arts Administration Program and with the popularity of the Arts Administration class, create a finalized and approved Arts Administration co-concentration that can be implemented once it’s financially feasible.

FREEDMAN GALLERY (Michael Howell)

- Explore possibilities for expansion of Freedman Gallery mission to include international artists.
- Expand student involvement in focused research, design, and independent scholarly activity.
- Enhance student/staff interaction with specific projects and goals.
- Develop internship possibilities within the gallery and collaborative potential with outside arts organizations and regional artists.
• Expand the scope and content of existing educational programs.

ASSESSMENT

• Develop broad spectrum goal/assessment protocols for evaluation of exhibitions and programs: Director, Curator of Education, faculty and student input.

GRADUATE DIVISION (Sarel Fuchs)

• Goal 1: Continue to grow the Albright Graduate Program in terms of numbers of students

• Goal 2: Reformulate and adapt all Albright Master’s degree programs to new teacher certification program requirements and course offerings

Expected Outcomes:
1. New courses and accompanying syllabi
2. New course advising lists and requirements
3. PDE approval of newly structured programs

Possible Measures:
1. New syllabi
2. New course advising lists
3. Receipt of PDE approval for the new certification programs
4. 2 year trial run of new program schedules to insure they are efficient

• Goal 3: Continue to develop new graduate degree programs

• Goal 4: Create a specifically organized 4+1 program for incoming undergraduate class of 2013 who cannot meet the August 2013 deadline for the new Early Childhood Education certification regulations

• Goal 5: Create and obtain all necessary permissions to offer at least one online/hybrid graduate course

LIBRARY (Rosemary Deegan) (italicized items will be assessed)

• Improve library services by
  o Creating a better understand needs of millennial student population by having graduate student research and train staff in how to best provide services [Instructional sessions created by library graduate assistant (in education) to engage staff in re-examining student services]
  o Reinvigorating liaison system and the collection management ties to faculty [create more unified structure and communications options to
supplement the current informal networks already created for departmental library liaison services]

LIBRARY/ED TECH (Rosemary Deegan)
- Improve technology experiences for the ADP students
- Improve knowledge of open source (OS)/Web 2.0 technology [Create "office visits" to improve faculty support; offer some general classes for student support; add content and training videos to the TSS wiki]

UNDERGRADUATE STUDIES (Joe Thomas)
- Complete implementation of revised Program Review process - finishing the initial review, refining the process further, and working with next departments
- Work with EPC, Education Department, Admissions, and the faculty to develop and approve changes to certification programs to meet new PDE guidelines.
- Work with EPC and faculty to finalize new policy on the question of foreign language accommodations.
- Finalize new curriculum approval protocol in collaboration with provost and EPC and make progress on developing (with new EPC chair) a program proposal procedure
- Work with Departments (and committees as needed) on other curricular matters, e.g., Accounting, Arts Administration, Digital Media, Film, Music, global studies, foreign languages
- Work with Registrar and Provost to address questions of academic calendar, primarily the interim session
- Provide more visibility for the UG Dean’s office with students by holding weekly informal hours at Jake’s and engaging SGA.
- Continue to be a service-oriented resource for student and parent concerns and issues.

1. Complete General Studies Review
UNDERGRADUATE STUDIES (Joe Thomas)
- Working with new faculty coordinator, oversee implementation of new first-year seminar, including assessment
- Work with Registrar and others to arrive at cost implications of gen ed proposals
- Work with GEAC to complete remainder of general education proposal and submit to faculty for discussion and vote
- Work with EPC and FEC to address faculty governance of general education program

2. Increase Opportunities for Experiential Learning
CAREER DEVELOPMENT CENTER (Karen Evans)
- Combine the Center for Experiential Learning and Research with the Career Development Center in one location to enhance our overall services for students.

CENTER FOR EXPERIENTIAL LEARNING (Kim Justeson)
- Combine the Center for Experiential Learning and Research and the Career Development Center in one physical location in order to enhance overall services for students and expand hours of operation.
- Successfully coordinate Berks Undergraduate Research and Creativity Conference.
- Successfully implement new database and interactive web pages for study abroad program management.
- Explore various study abroad program models to determine which would be most beneficial to Albright.

REGISTRAR (Dave Ballaban)
Implement General Education Changes
- Implement Freshmen Seminar Program

UNDERGRADUATE STUDIES (Joe Thomas)
- 2(c) Explore with English Department and faculty future of writing program (WAC/WID) [note- Str. Plan has this under experiential learning]

3. Improve the Academic Environment
LIBRARY (Rosemary Deegan)
- Improve Information Literacy (IL) by
  - Improve IL student learning in new Freshman Seminars [Student pre & post testing (using same quiz as used in Freshman Forum to provide longitudinal test comparison); Collaborate with FS administrator to collect any IL comments in end-of-semester student evaluations]
  - Improve faculty understanding and usage of IL concepts for Freshman Seminar faculty [Document conversations and support offered to the faculty via the liaison process; Review that information for knowledge, viewpoints understanding and satisfaction of the IL process]
  - Work with faculty to Improve IL at the subject level [Re-post and upgrade IL website for faculty; Work with each department to identify a research intensive class required for the concentration that is not the capstone class where IL is a core concept]
  - Increase library support for both on-campus and remote site students [Launch and upgrade library LION wiki]

REGISTRAR (Dave Ballaban)
Improve utilization of classroom space

UNDERGRADUATE STUDIES (Joe Thomas)
- Advocate for and facilitate improvements to facilities and equipment for Academic Learning Center and Writing Center operations (space, signage, computer resources, assistive technology)

4. Improve Academic Support
   a) Faculty Resources

ALBRIGHT EARLY LEARNING CENTER (Laura Heckart)
- Provide the Center as a resource to at least three new courses at the College through expanding faculty’s understanding of our role and presenting our curriculum to departments at the college.

CENTER FOR EXPERIENTIAL LEARNING (Kim Justeson)
- Integrate faculty-led trips abroad into the CELAR study abroad program by collaborating with faculty and administrators to establish needs for support and procedures.
  - Establish campus-wide process for creating new faculty led trips
  - Collaborate with appropriate departments to establish their internal processes
  - Create a guide with timeline for faculty led trips

INFORMATION TECHNOLOGY SERVICES
Classroom Experience - Improve the Classroom Experience for Students and Faculty
1. Work in conjunction with the Library to provide a new service to improve the classroom experience for both the students and the faculty. The service will make a “live” support person available to answer a “Technology Hotline” and respond within ‘x’ minutes in person at the classroom to attempt to resolve the issue. This service will be available for many, if not all of the classroom hours, including DCP.

Strategic Alignment: Fostering Academic Excellence by providing strengthened learning resources and demonstrating a stronger commitment to the student’s success.

Expected Outcome: It is expected that the Faculty and Students will have an improved technological experience in the classroom.
We are also hoping that the faculty who don’t attempt to use technology at this
time because of their lack of confidence in the stability and consistency of the
service provided will “take a chance”. This would be because of the availability of
rapid help if they have a problem and use more technology in the classroom.
Assessment Question: Did the Classroom Experience improve during the first
semester after the service was offered compared to the previous semester? We
would like to work in conjunction with Institutional Research to provide a survey
with questions worded in such a way that we can determine whether the service
has improved the “Classroom Experience” in the first semester it is offered over the
previous semester when it was unavailable.

**Learning Management System**

1. Review the findings from the demonstrations that were presented during 08-09
   year and select candidate for implementation
2. Review with test groups for input and obtain proper approvals to implement
3. Implement in test environment and prepare for general implementation
4. Identify and provide training needs
5. Implement for general community availability if budgeted and approved

Strategic Alignment: Fostering Academic Excellence by providing strengthened
learning resources and demonstrating a stronger commitment to the student’s
success.

**Technology Support Services - Unify Technology Support Services for Albright
Community**

1. Design a framework for a new technology self-help web page that significantly
   improves the ability of community members to efficiently find help if they
   choose to.
2. Streamline a content approval and entry process.
3. Begin to populate the website by placing content that is pertinent to the early
   part of the semester on the site by late August of this summer.
4. Continue to populate the website with as much content as possible during the
   class year.
5. Work in conjunction with members of Library to identify the steps required to
   consolidate technology support services (currently referred to as the
   “Helpdesk” and “Media Services”) that are provided by the two departments in
   a manner that is seamless to the community.
6. Make as much progress as possible in revamping this service.

Strategic Alignment: Fostering Academic Excellence by providing strengthened
learning resources and demonstrating a stronger commitment to the student’s
success.
LIBRARY /ED TECH (Rosemary Deegan) Items in italics will be assessed

• Improve classroom experience by
  o Enhancing current technology support into an integrated Library-ITS rapid-response support for all classroom related technology issues
  o Improve rapid-response team understanding of faculty technology teaching needs
  o Creating a team to review classroom technology and services and provide preventative and proactive service

• Improve communication of technology information to faculty, students and staff. [Create an integrated Library-ITS team to create a Technology Services Support (TSS) wiki]

• Create plan to upgrade the Learning Management System (LMS) and if funded, begin migration of faculty to new system

REGISTRAR (Dave Ballaban)

Improve Academic Advising

• Improve Freshmen Advising and Course Registration
• Implement and refine changes to Sneak Peek
• Implement changes to advising during Orientation

UNDERGRADUATE STUDIES (Joe Thomas)

• Implement new “early alert” process for faculty to identify struggling students earlier in term and coordinate response to that information.

• Ensure appropriate faculty feedback from existing Alert process to promote their engagement with the process.

• Work with Academic Affairs subcommittee to improve faculty teaching and learning resources

• Work with ALC and Writing Center leadership to offer faculty development and resources in areas of need (e.g., advising at-risk students, accommodations processes for disabled students, FERPA, writing support, plagiarism)

• Continue improvements to the Writing Center services and visibility in collaboration with the English Department, e.g., in the areas of: tutor training, certification of the Center and its tutors by outside standards, professional development for the Coordinator, expanding the tutor pool by affiliation with merit scholars and advanced international students, continuing a credit-bearing course on writing pedagogy, more aggressive outreach (especially to at-risk students), specialized response to international student needs (to extent resources allow), providing better support for ADP students, developing an assessment plan.

b) Enhance Academic Learning Center
UNDERGRADUATE STUDIES (Joe Thomas)

- Complete search for new Asst. Dean - ALC Director
- As possible, relocate to more accessible and central location, preferably in proximity to Library and Writing Center
- Improve collaboration with individual departments in planning tutoring resources
- Review individual tutoring component for quality and integrity, given that sessions are largely unsupervised
- Use data on high risk courses to inform planning of services, including workshops
- Diversify times, topics, and locations of academic workshops
- Review use of ALC for non-accommodated tests to preserve priority and quality of accommodated testing.
- Improve consistency of communication with advisors to ensure integration of ALC services with faculty advising system.
- Improve policies with regard to probation students – interaction of ALC with Registrar’s office and requirements for student use of ALC services
- Review assistive technology needs for disabled students and improve in-house knowledge of its use; collaborate with Library in this
- Re-engage recommendations generated by 2008 external review of disability services
- Enact more proactive tutor selection and improve training and team building
- Explore certification for tutors and for Center using external standards
- Decide strategically on consistent data categories, data gathering, and reporting for ALC services
- Make use of assessment consultant and committee to plan and execute assessment effort

**c) Improve academic advising**

UNDERGRADUATE STUDIES (Joe Thomas)

- Building on success of 2009 changes to Sneak Peek, plan improved event for 2010 that further enhances advising
- Use lessons to be learned from revamped 2009 Orientation to incorporate further academic enhancements to 2010 Orientation
- Revise policies concerning dismissal and probation procedures for more consistency and advisor input
- Add to new advising materials to improve student preparedness for advising and faculty knowledge of student; revise and improve advising materials generally, especially for web access
- Incorporate advising needs into PowerCampus changes and faculty development
- Refine process for involving advisors with students having low midterm grades, and include advisors in new early alert process.
- Continue improvements to Summer Start program, increasing faculty advisement
presence using input from 2009 changes.

• Continue improvements to Alpha program in collaboration with Alpha director and Career Center

d) Collaborate with student affairs to deliver student programs and resources tailored to students’ needs, reflecting a developmental and integrative approach.

LIBRARY (Rosemary Deegan)

• Improve Information Literacy (IL) by
  o Identifying areas for more targeted library training [Work with targeted groups, e.g., Honors/ACRE, Athletics, Academic Learning Support, DSP advisor/coordinator, to identify areas of support]

UNDERGRADUATE STUDIES (Joe Thomas)

• Continue close collaboration on a range of issues, e.g.: Sneak Peek, Orientation, transition issues and first-year students, at-risk students and alert processes, probation/dismissed students, new withdrawal policy, sophomore initiatives, academic workshops in the dorms, disability support from Reading Hospital, and collaboration with faculty.

5. Integrate Planning, Budget, and Assessment

ALBRIGHT EARLY LEARNING CENTER (Laura Heckart)

• Increase full time enrollment at the Center. This will be accomplished through marketing and community promotion of the Center through two open houses, adds, and flyers.

FREEDMAN GALLERY (Michael Howell)

• Develop a five year plan and assessment strategies in conjunction with the FAC, Administration, and Director of Planning and Assessment.
• Utilizing drafts from the previous year establish a clear and focused collections policy: FAC, Administrative, and community input and recommendations.

UNDERGRADUATE STUDIES (Joe Thomas)

• Once enacted, ensure that new program review process ties departmental planning to budgeting, and both to the Strategic Plan, as the process intends

II. Strengthening Our Residential Learning Community

ACCELERATED DEGREE PROGRAMS (Mickey Baines)

• Improve our students’ success and satisfaction.
The better we know our students, the more we know of their educational goals and needs. The time and services we offer to meet those needs will produce a better experience for our students. We must take the information given to us from our students in the way of the ALI and focus groups, and make any necessary adjustments to improve internal processes so that our students see the department and institution as a highly respected, organized, and service-oriented organization. They must feel that their education is being provided with high attention to quality and care for them as students, community members and consumers. Areas identified in this survey will be reviewed over the course of 2009-2010 and 2010-2011.

- Strategic Plan objectives met: ‘Fostering academic excellence’; ‘Strengthening residential learning community’.
- Specific goal: Improved student satisfaction by 2011, as measured by the Noel Levitz ALI.

Provide more options for new DSP and DCP students to receive orientation. In summer 2009, the updated ADP Student Handbook was printed for new students and published online for current students. In efforts to provide this important and many times overlooked information, a true orientation experience must be created for DSP students (who currently have no formalized orientation), as well as DCP students who sometimes miss their opportunity for an orientation. To accomplish this goal, a new video is being created with the assistance of a recent digital media graduate to provide the administrative faces providing the information in a way that holds a student’s attention.

- Strategic Plan objectives met: ‘Fostering academic excellence’; ‘Strengthening residential learning community’.
- Specific goal: Create orientation video and make available to all current and newly registered ADP students.
  - Expected outcome: ADP students, with an emphasis on DSP, will have had an orientation experience and perceived that experience to be useful.
    - Measurement: Focus groups to be conducted at end of fiscal year 2009-2010; survey to be administered to students end of fiscal year 2009-2010, both to assess student perceptions of orientation video.

Improve the ADP student finance experience. The results for the ALI are not needed to know that the number one challenge to our students
as relates to their education at Albright is the financing of their education. Multiple issues have been identified: information about the amount of aid provided, timeliness and distribution of bills, awarding/disbursement of aid, and options available for students who receive employer reimbursement. These are among the primary challenges identified by students. A working group that involves student accounts, financial aid, ITS and ADP staff is already beginning the process to consider all options to improve the process and procedures ADP students encounter at Albright so that their experience is dramatically improved. Of importance to note – if no other goal is met in 2009-2010, this goal must, without question, be an absolute priority. This issue for students has been on-going for more than five years. Not providing the resources necessary to have this resolved would be an insult to our students and significantly hamper our ability to meet the vision set for our department.

- Strategic Plan objectives met: ‘Strengthening residential learning community’; ‘Enhancing community relations’; ‘Achieving financial stability’.
- Specific goal: Create improvements to the entire financial process, as identified by the interdisciplinary working group. By 2011, this issue will no longer be the number one challenge identified by students on the ALI.

CENTER FOR THE ARTS (Matt Kopans)

GOAL 1: Better understand our audience

- In order to serve our communities, we need to know who they are. The CFA will redouble its surveying push, focusing on the psychographics of current audiences. Moreover, the CFA will share this data with local area arts organizations in exchange for information about their audiences. The newly formed Albright Arts Commission will help with this information sharing.

GOAL 4: Increase collaboration with outside arts groups

- Jumping off the establishment of the Albright Arts Council, work with local arts organizations to create programming and marketing which emphasizes Reading as an arts destination and not simply a collection of arts organizations. Create lectures,
tours, etc. to highlight work happening at other venues. Find marketing opportunities with other arts organizations.

REGISTRAR (Dave Ballaban)

Improve Course Registration Process
- Improve IQ WEB online registration: Co-requisites for lab courses, Prerequisites, Honors courses, Permission-only courses, Senior-only courses. Also, continue to work with faculty to make sure they authorize for the correct semester.

Improve communication with students, faculty, college offices, parents and others
- Implement Faculty submitting grades through IQ WEB.

3. Improve student recruitment and retention
ACCELERATED DEGREE PROGRAMS (Mickey Baines)
- ADP finished the 2008-2009 year with a retention rate near 90% in DCP. This rate must begin to include DSP. In addition, the efforts and goals listed above are expected to enhance students’ experiences at Albright, and in many cases, increase the likelihood that the retention of our students will improve.
  - Strategic Plan objectives met: ‘Strengthening residential learning community’.
  - Specific goal: Attain and maintain a retention rate of 90%. Note: This goal will be accomplished specifically through those same efforts designed to attain our ‘relationship-driven’ vision.

CAREER DEVELOPMENT CENTER (Karen Evans)
- Target first-year students to use career services to understand the importance of self-awareness and identifying appropriate resources for a life-time of career planning and adaptability to a changing world.
- Work more closely with the Alpha Program, delivering tangible and meaningful services to provide undecided students with more direction to choose their concentrations and enhance their educational experiences

FREEDMAN GALLERY (Michael Howell)
- Develop a range of multi-disciplinary Arts Administration projects.
- Enhance student centered environment and involvement with the gallery.

REGISTRAR (Dave Ballaban)
Implement Early Warning System with Class Rosters.
UNDERGRADUATE STUDIES (Joe Thomas)

- Provide leadership from Academic Affairs side on retention task force and retention policy groups
- Ensure communication with Enrollment Management regarding academic issues and changes that affect recruitment and admissions
- Continue work of ad hoc committee on international student issues, in collaboration with Enrollment, Student Affairs, and faculty
- Represent Academic Affairs at Enrollment/Admission events for students, parents, and counselors

III. Enhancing Community Relations

ACCELERATED DEGREE PROGRAMS (Mickey Baines)

- Improve the ADP student finance experience. The results for the ALI are not needed to know that the number one challenge to our students as relates to their education at Albright is the financing of their education. Multiple issues have been identified: information about the amount of aid provided, timeliness and distribution of bills, awarding/disbursement of aid, and options available for students who receive employer reimbursement. These are among the primary challenges identified by students. A working group that involves student accounts, financial aid, ITS and ADP staff is already beginning the process to consider all options to improve the process and procedures ADP students encounter at Albright so that their experience is dramatically improved. Of importance to note – if no other goal is met in 2009-2010, this goal must, without question, be an absolute priority. This issue for students has been on-going for more than five years. Not providing the resources necessary to have this resolved would be an insult to our students and significantly hamper our ability to meet the vision set for our department.

- Strategic Plan objectives met: ‘Strengthening residential learning community’; ‘Enhancing community relations’; ‘Achieving financial stability’.
- Specific goal: Create improvements to the entire financial process, as identified by the interdisciplinary working group. By 2011, this issue will no longer be the number one challenge identified by students on the ALI.
• Improve marketing efforts with traditional media outlets and increase opportunities for prospective students to engage with interactive approaches.
  o Our ability to track and measure our sources has provided very useful information to assist in our marketing efforts. As our efforts have become more targeted and adjusted to better reflect our message and mission, our ability to use these tools to identify and recruit new students should be improved. Currently 16-17% of our inquiries hear or read about us through traditional means (mail, newspaper, radio and internet advertisements). Over the next two years, we will be decreasing the amount of ads used in radio and print and increasing our usage of billboards, TV and internet. In addition, we will be replacing standard mailing activities with emailed messages to better targeted audiences. This will diversify our means of communicating our message to capture a wider audience. We will pilot certain new arenas in specific locations to test their effectiveness.
  o As a continued effort from 2009-2010, the email campaign will begin to further target messages by smaller, more defined groups in 2010-2011. Possibilities include by location, by program, or other interests. Messages to prospective, current, and potentially graduated students will be developed and sent monthly.
  o Additional consideration will be given to increasing the type of content on the web to include more audio, new video and social networking avenues to connect and engage students in 2009-2010 and potentially implemented in 2010-2011.
    ▪ Strategic Plan objectives met: ‘Enhancing community relations’; ‘Achieving financial stability’.
    ▪ Specific goals: Implement email campaign; reduce use of radio and print advertising; appreciate use of internet as a vehicle for program promotion.

• Develop a corporate recruitment strategy.
  o Develop plan and further training for enrollment advisors to begin building potential relationships with previously and to-be identified “smart partners”. Over the next 18-24 months, we must build relationships with employers (particularly larger employers) within most of our locations. This will provide another strong base of potential students to fill new cohorts at a faster pace, shortening the wait for pending students and increasing enrollments. Meetings with these companies will include the dean and/or director for discussion and
planning for both ADP and continuing education (non-credit) course / class options. Enrollment advisors will be primarily representative of the ADP in meeting with these employers, while the dean and director will be primarily representative of continuing education (non-credit) options to those employers. The dean will schedule meetings apart from these jointly attended meetings with organizations both to represent specifically continuing education opportunities as well as to foster improved community relationships with the college.

- Strategic Plan objectives met: ‘Enhancing community relations’; ‘Achieving financial stability’.
- Specific goals: Meet with six corporate organizations (minimum) with considerable potential for student recruitment during 2009-2010; meet with 12 (overlap acceptable) organizations with considerable potential for continuing education program development during 2009-2010. Develop and deliver 2-3 continuing education projects.

ALBRIGHT EARLY LEARNING CENTER (Laura Heckart)
- Increase full time enrollment at the Center. This will be accomplished through marketing and community promotion of the Center through two open houses, adds, and flyers.

CENTER FOR COMMUNITY LEADERSHIP (John Kramer)

1. To assist municipal officials in addressing issues of current concern by identifying relevant training topics and conducting appropriate learning activities utilizing a variety of delivery methods (e.g. workshops, mini-courses, roundtables, dinner forums, cable television, written materials, and so forth.)

   Strategic Plan Objective: ‘Enhancing Community Relations’
   Specific Objective: To create and support new opportunities to reach out, as an institution and as individuals, to our neighboring communities.

   **Measurable goals for assessment:** To provide training on at least five new issues/topics, have representatives from at least 75% of the municipalities in Berks County attend at least one training session, and have at least 50% of the workshop attendees anticipate making changes in their procedures due to their attendance.

2. To foster cooperation among municipalities by identifying emerging issues and providing appropriate forums for addressing their common interests (e.g. Berks
Municipal Partnership, roundtables, public meetings, Purchasing Council, and so forth.)

Strategic Plan Objective: ‘Enhancing Community Relations’
Specific Objective: To create and support new opportunities to reach out, as an institution and as individuals, to our neighboring communities.

3. To assist citizens in better understanding the organization and operation of local governments and key issues facing our local communities (e.g. citizens academy, cable television, gang awareness initiatives, etc.)

Strategic Plan Objective: ‘Enhancing Community Relations’
Specific Objective: To create and support new opportunities to reach out, as an institution and as individuals, to our neighboring communities.

5. To increase the general awareness of key community leaders and the general public regarding the work of the Center
   - e.g., expansion of coverage in the media, targeted mailings to key community leaders

Strategic Plan Objective: ‘Enhancing Community Relations’
Specific Objective: To create and support new opportunities to reach out, as an institution and as individuals, to our neighboring communities.

CENTER FOR THE ARTS (Matt Kopans)
GOAL 1: Better understand our audience
   - In order to serve our communities, we need to know who they are. The CFA will redouble its surveying push, focusing on the psychographics of current audiences. Moreover, the CFA will share this data with local area arts organizations in exchange for information about their audiences. The newly formed Albright Arts Commission will help with this information sharing

GOAL 2: Highlight the Center’s role as a nexus for artists and their audiences to engage in scholarly activities around the arts
   - One of the strengths of the CFA, is that the building houses the Music, Art, and Theatre departments and associates with the Fashion and Digital Media departments as well. Rather than treat these different groups (and different audiences) as separate, we will continue to increase programming which highlights similar themes among these arts.

Expected Outcomes:
   - Create 2-3 arts discussion type events and continue holding Theatre Talk-backs
   - More non-traditional (or non-art related) audiences attend
• Arts events act as spring board to other events and scholarship

Possible Measures:
• How many non-Arts (or non-discipline specific) people attended?
• What events or scholarship resulted from attendance?
• Is there a corresponding bump in over-all attendance

GOAL 4: Increase collaboration with outside arts groups

• Jumping off the establishment of the Albright Arts Council, work with local arts organizations to create programming and marketing which emphasizes Reading as an arts destination and not simply a collection of arts organizations. Create lectures, tours, etc. to highlight work happening at other venues. Find marketing opportunities with other arts organizations.

GOAL 5: Increase online presence

• Create and publish content online. Create podcasts and videos which extend arts experiences. Sell tickets online.

CONTINUING EDUCATION AND COMMUNITY OUTREACH (Bob Cannon)

• Build faculty relationships
  o For faculty to be involved in the continuing education efforts of Albright, they need to be informed of Albright’s interest in creating non-credit programming for the business community and other organizations within Berks County. The Dean of Continuing Education is the point person in this initiative, and will serve as the liaison between faculty and those organizations where interest in a partnership is found.
    ▪ Strategic Plan objectives met: ‘Enhancing community relations’; ‘Achieving financial stability’.
    ▪ Specific goal (2009-2011): Meet with all full-time and part-time Albright College faculty to discuss their respective interests in participating in non-credit continuing education, and to communicate our direction into this work.
      • Expected outcome: The Dean of Continuing Education and Community Outreach will have met (or communicated by phone when an in-person meeting was not feasible) with all ADP adjunct faculty and all business faculty (full-time and adjunct) in the 2009-2010 fiscal year to have this conversation.
• Develop organizational understanding.
  o For Albright to successfully partner with Berks County organizations (both in terms of continuing education and community outreach), Albright needs to have a fuller understanding of “who” those organizations are. Therefore, research will be conducted to analyze the organizational landscape of Berks County.
    ▪ Strategic Plan objective met: ‘Enhancing community relations’.
    ▪ Specific goal: Conduct external analysis with Hanover Research to better inform Albright of trends and specifics in the business and organizational climate of Berks County.

• Develop organizational partnerships.
  o Once an internal understanding of the corporate environment and its needs is established, conversely, those organizations need to be provided an understanding of “who” Albright College is and how the college can serve their educational interests. Once this has been accomplished with respective decision makers, tangible pursuit of these partnerships in the form of contractual continuing education programs should be within reach.
    ▪ Strategic Plan objectives met: ‘Enhancing community relations’; ‘Achieving financial stability’.
    ▪ Specific goal (2009-2010): Identify 12 ‘warm leads’ and conduct on-site needs assessments with decision makers to explore an Albright-company non-credit educational partnership.
      • Expected outcome: Development and delivery of two contract programs.
        o Measurement: Development and delivery of contract programs.

(From the 2009-2011 ADP Enrollment Plan):
• Develop corporate recruitment strategy.
  o Develop plan and further training for enrollment advisors to begin building potential relationships with previously and to-be identified “smart partners”. Over the next 18-24 months, we must build
relationships with employers (particularly larger employers) within most of our locations. This will provide another strong base of potential students to fill new cohorts at a faster pace, shortening the wait for pending students and increasing enrollments. Meetings with these companies will include the dean and/or director for discussion and planning for both ADP and continuing education (non-credit) course/class options. Enrollment advisors will be primarily representative of the ADP in meeting with these employers, while the dean and director will be primarily representative of continuing education (non-credit) options to those employers. The dean will schedule meetings apart from these jointly attended meetings with organizations both to represent specifically continuing education opportunities as well as to foster improved community relationships with the college.

- Strategic Plan objectives met: 'Enhancing community relations'; 'Achieving financial stability'.
- Specific goals: Meet with six corporate organizations (minimum) with potential for student recruitment during 2009-2010; meet with 12 (overlap acceptable) organizations with considerable potential for continuing education program development during 2009-2010. Develop and deliver two continuing education projects.

- Develop open enrollment programs.
  - With the development of contract programs for organizations, there ought to be natural opportunities for the college to serve the educational interests of the larger community by leveraging what company-specific curricula is developed by faculty, as well as leveraging additional faculty interests and competencies (even when not customized for an organization).
    - Strategic Plan objectives met: 'Enhancing community relations'; 'Achieving financial stability'.
    - Specific goal (2009-2010): Develop and deliver an additional continuing education program.
      - Examples include:
        - Professional business writing
        - Summer Academic Camp
        - Nutrition for seniors

FREEDMAN GALLERY (Michael Howell)
• Develop more extensive community presence and collaborative projects with existing and upcoming cultural organizations and groups.
• Develop collaborative projects with Reading Public Museum/Modern collections.
• Explore potential for exhibitions with regional art collectors.

INFORMATION TECHNOLOGY SERVICES

Computer Labs - Evaluate and Implement "Greener" options in Computer Labs
1. Explore power saving options on equipment used in computer labs and implement if appropriate and low-impact to service
2. Explore process and policy changes such as opening fewer labs and keeping other computers "off" when not needed.

Strategic Alignment: Enhancing Community Relations by demonstrating a commitment to global initiatives to provide a “greener future”.

IV. Achieving Financial Stability
General:
ACCELERATED DEGREE PROGRAMS (Mickey Baines)
  o Improve the ADP student finance experience. The results for the ALI are not needed to know that the number one challenge to our students as relates to their education at Albright is the financing of their education. Multiple issues have been identified: information about the amount of aid provided, timeliness and distribution of bills, awarding/disbursement of aid, and options available for students who receive employer reimbursement. These are among the primary challenges identified by students. A working group that involves student accounts, financial aid, ITS and ADP staff is already beginning the process to consider all options to improve the process and procedures ADP students encounter at Albright so that their experience is dramatically improved. Of importance to note – if no other goal is met in 2009-2010, this goal must, without question, be an absolute priority. This issue for students has been on-going for more than five years. Not providing the resources necessary to have this resolved would be an insult to our students and significantly hamper our ability to meet the vision set for our department.
- Strategic Plan objectives met: ‘Strengthening residential learning community’; ‘Enhancing community relations’; ‘Achieving financial stability’.
- Specific goal: *Create improvements to the entire financial process, as identified by the interdisciplinary working group. By 2011, this issue will no longer be the number one challenge identified by students on the ALI.*

- Improve marketing efforts with traditional media outlets and increase opportunities for prospective students to engage with interactive approaches.
  - Our ability to track and measure our sources has provided very useful information to assist in our marketing efforts. As our efforts have become more targeted and adjusted to better reflect our message and mission, our ability to use these tools to identify and recruit new students should be improved. Currently 16-17% of our inquiries hear or read about us through traditional means (mail, newspaper, radio and internet advertisements). Over the next two years, we will be decreasing the amount of ads used in radio and print and increasing our usage of billboards, TV and internet. In addition, we will be replacing standard mailing activities with emailed messages to better targeted audiences. This will diversify our means of communicating our message to capture a wider audience. We will pilot certain new arenas in specific locations to test their effectiveness.
  - As a continued effort from 2009-2010, the email campaign will begin to further target messages by smaller, more defined groups in 2010-2011. Possibilities include by location, by program, or other interests. Messages to prospective, current, and potentially graduated students will be developed and sent monthly.
  - Additional consideration will be given to increasing the type of content on the web to include more audio, new video and social networking avenues to connect and engage students in 2009-2010 and potentially implemented in 2010-2011.
    - Strategic Plan objectives met: ‘Enhancing community relations’; ‘Achieving financial stability’.
    - Specific goals: *Implement email campaign; reduce use of radio and print advertising; appreciate use of internet as a vehicle for program promotion.*

- Develop a corporate recruitment strategy.
o Develop plan and further training for enrollment advisors to begin building potential relationships with previously and to-be identified “smart partners”. Over the next 18-24 months, we must build relationships with employers (particularly larger employers) within most of our locations. This will provide another strong base of potential students to fill new cohorts at a faster pace, shortening the wait for pending students and increasing enrollments. Meetings with these companies will include the dean and/or director for discussion and planning for both ADP and continuing education (non-credit) course / class options. Enrollment advisors will be primarily representative of the ADP in meeting with these employers, while the dean and director will be primarily representative of continuing education (non-credit) options to those employers. The dean will schedule meetings apart from these jointly attended meetings with organizations both to represent specifically continuing education opportunities as well as to foster improved community relationships with the college.

- Strategic Plan objectives met: ‘Enhancing community relations’; ‘Achieving financial stability’.
- Specific goals: Meet with six corporate organizations (minimum) with considerable potential for student recruitment during 2009-2010; meet with 12 (overlap acceptable) organizations with considerable potential for continuing education program development during 2009-2010. Develop and deliver 2-3 continuing education projects.

ALBRIGHT EARLY LEARNING CENTER (Laura Heckart)

- Increase full time enrollment at the Center. This will be accomplished through marketing and community promotion of the Center through two open houses, adds, and flyers.

CENTER FOR COMMUNITY LEADERSHIP (John Kramer)

4. To strengthen the Center’s financial base by reviewing, prioritizing, and implementing the most feasible recommendations of the Fund Development Task Force. Key areas to be explored include:

- Potential opportunities to broaden the audiences trained by the Center, with a focus on audiences capable of paying a higher fee schedule
  - Attorneys/solicitors, engineers, zoning officials, municipal secretaries, and staff leadership training (customized and the Iacocca Institute)
- Potential expansion of technical assistance for municipalities
Temporary personnel assistance, faculty research assistance (with student involvement), and a managers roundtable

- The need for/interest in special events on public affairs
  - e.g., annual conference on intergovernmental cooperation
- The most appropriate way to modify the fee structure for the Berks County Cooperative Purchasing Council to enhance Center revenue

Strategic Plan Objective: ‘Achieving Financial Stability’
Specific Objective: *Improve Albright’s financial health, maintain our balanced budget each year, identify and pursue alternative revenue sources to enhance college income.*

CONTINUING EDUCATION AND COMMUNITY OUTREACH (Bob Cannon)

- Build faculty relationships
  - For faculty to be involved in the continuing education efforts of Albright, they need to be informed of Albright’s interest in creating non-credit programming for the business community and other organizations within Berks County. The Dean of Continuing Education is the point person in this initiative, and will serve as the liaison between faculty and those organizations where interest in a partnership is found.
    - Strategic Plan objectives met: ‘Enhancing community relations’; ‘Achieving financial stability’.
    - Specific goal (2009-2011): *Meet with all full-time and part-time Albright College faculty to discuss their respective interests in participating in non-credit continuing education, and to communicate our direction into this work.*
      - Expected outcome: *The dean will have met with all remaining faculty in the 2010-2011 fiscal year.*
        - Measurement: *A running tabulation of faculty meetings and recorded minutes of those meetings will be maintained.*

- Develop organizational partnerships.
  - Once an internal understanding of the corporate environment and its needs is established, conversely, those organizations need to be provided an understanding of “who” Albright College is and how the college can serve their educational interests. Once this has been accomplished with respective decision makers, tangible pursuit of these partnerships in the form of contractual continuing education programs should be within reach.
• Strategic Plan objectives met: ‘Enhancing community relations’; ‘Achieving financial stability’.

• Specific goal (2010-2011): Identify 12 ‘warm leads’ and conduct on-site needs assessments with decision makers to explore an Albright-company non-credit educational partnership.
  • Expected outcome: Development and delivery of two additional contract programs.

(From the 2009-2011 ADP Enrollment Plan):
• Develop corporate recruitment strategy.
  - Develop and further training for enrollment advisors to begin building potential relationships with previously and to-be identified “smart partners”. Over the next 18-24 months, we must build relationships with employers (particularly larger employers) within most of our locations. This will provide another strong base of potential students to fill new cohorts at a faster pace, shortening the wait for pending students and increasing enrollments. Meetings with these companies will include the dean and/or director for discussion and planning for both ADP and continuing education (non-credit) course/class options. Enrollment advisors will be primarily representative of the ADP in meeting with these employers, while the dean and director will be primarily representative of continuing education (non-credit) options to those employers. The dean will schedule meetings apart from these jointly attended meetings with organizations both to represent specifically continuing education opportunities as well as to foster improved community relationships with the college.
  • Strategic Plan objectives met: ‘Enhancing community relations’; ‘Achieving financial stability’.
  • Specific goals: Meet with an additional 12 organizations in 2010-2011. Develop and deliver two continuing education projects.

• Develop open enrollment programs.
  - With the development of contract programs for organizations, there ought to be natural opportunities for the college to serve the educational interests of the larger community by leveraging what company-specific curricula is developed by faculty, as well as leveraging additional faculty
interests and competencies (even when not customized for an organization).

- Strategic Plan objectives met: ‘Enhancing community relations’; ‘Achieving financial stability’.
- Specific goal (2010-2011): Develop and deliver two additional continuing education programs.
  - Examples include:
    - SIFT: Summer Institute for Teachers
    - Global economics

FREEDMAN GALLERY (Michael Howell)

- Expand existing outside funding sources for all exhibitions, educational programs, facilities, and staff development.
- Auction off and/or trade Rosenberg gift under the auspices of the Friends of the Freedman.
- Deaccessioning and sale of works not appropriate for College goals: ideally to reduce current holdings by 40%.
- Maximize staff efficiency and expand upon existing job responsibilities.
- Evaluate effectiveness of past and current marketing/advertising.

LIBRARY (Rosemary Deegan)

- Improve library financial resources by
  - Applying for 2-3 grants
  - Working with new Advancement VP to improve donations for the Library [Clarification of Parents Fund and Annual Fund donation policies; Creation of a list of possible donations for public to consider]

2. Increase Revenues

ACCELERATED DEGREE PROGRAMS (Mickey Baines)

- Increase number of inquiries and applications.
  - The current economic conditions have already contributed to an increase in inquiries in 2008-09. As these conditions continue, and our marketing efforts are increased and targeted, the increase should continue, even if not at the same pace. In addition, the yield from inquiries to applicants should produce an increase in applications. While the yield rate we’ve experienced in the past may decrease slightly, we should be able to capture a larger number of new applications over the next four to six months. Overall we should be able to produce a five percent increase in inquiries over 2008-2009, as well as a four to six percent increase in the number of applications. A significant portion of
the increase will come from the new site in Media, but a number of new applications should be received at each of the other locations as well.

- Strategic Plan objective met: ‘Achieving financial stability’.
- Specific goal: 4% appreciation in registrations 2009-2010.

UNDERGRADUATE STUDIES (Joe Thomas)
- Support and actively pursue Academic Affairs grant initiatives, especially regarding curriculum and teaching/learning.

3. Improve Operational Efficiency and Capitalization of the College

ACCELERATED DEGREE PROGRAMS (Mickey Baines)
- Identify areas for resource reallocation. In order to provide increased service for a growing enrollment without increasing staff size, attention must be given to the tasks and work being completed by current staff. This does not only include ADP staff, but also college administrators and staff from other departments responsible for servicing ADP students. If there are current practices that can be eliminated or restructured so more time can be given to individualized service, those practices must be re-considered. These efforts have begun for 2009-2010 and will continue in 2010-2011.

- Strategic Plan objectives met: ‘Achieving financial stability’.
- Specific goal: Identify and reallocate resources as needed to allow for vision attainment.

FREEDMAN GALLERY (Michael Howell)
- Raise safety and art handling standards and maximize use of existing prep space.
- Develop versatile interior wall systems.

INFORMATION TECHNOLOGY SERVICES

PowerCAMPUS – Establish a plan that enables the community to efficiently access data and reports.
Evaluate the current user data extraction process and establish a plan in a collaborative manner that enables the community of users to access the data that they need efficiently and accurately.
Strategic Alignment: Achieving Financial Stability through the improvement of operational efficiencies.

PowerCAMPUS - Upgrade Software from current installed release 6.33 to latest release 7.2.1
1. Build test system for PowerCAMPUS testing and load test environment with new software and test data.
2. Test all currently used modules for system stability and accuracy
3. Test all reports that are currently used
4. Test new Self-Service module that will replace IQ-Web component and create impact analysis
5. Create implementation plan for possible late Spring or summer implementation to live environment
6. Identify training needs and avenues to obtain education for Students, Faculty, and other users for significant changes in new Self-Service Module that replaces IQ-Web.

Strategic Alignment: Achieving Financial Stability through the improvement of operational efficiencies.

Telecommunications - Upgrade all Hardware and Software for Campus Telephone and Voicemail System to latest release

1. Purchase new Hardware necessary to install the latest releases of the Telephone system products that we use. (Cisco Unity and Cisco Call Manager)
2. Install the Telephone system Upgrades at the earliest possible date.

Strategic Alignment: Achieving Financial Stability through the improvement of operational efficiencies.