EXECUTIVE SUMMARY

The 2009-2010 academic year was a busy and productive one for the division.

Key accomplishments include:

1. Significant progress in completion of new addition to science center.
2. Improvements in Information Technology Services: increased collaboration between ITS and Library, successful implementation of Moodle, changes in several policies, processes and purchases/contracts that have improved services and led to significant savings, improved customer support and satisfaction through increased hours and training of help desk and establishment of STAT (rapid response team for classroom technology issues), significant improvements in classroom technology.
3. Record enrollments in both ADP and graduate programs.
4. Planning and Assessment: Organized and implemented bi-annual strategic planning meetings; created timeline and structure to coordinate strategic planning, assessment and preparation for PRR processes; successful reactivation of assessment committee; one question strategy fairly successful in laying groundwork for campus-wide assessment and cultural shift.
5. Exemplary progress in both operations and student support and development in Academic Learning and Writing Centers.
6. Successful revision of Education requirements to meet new PDE standards.
7. Sloan Grant.
8. Creation of several new tracks and programs, several new first year seminars.
9. Record number of ACRE applications and awards.
10. Creation of two new honor societies (Biology and Religious Studies).
11. Full implementation of much improved academic department review process, with several departments going through process in past year: accounting, chemistry and biochemistry, math, sociology and theatre.
12. Impressive array of faculty scholarly accomplishments, including presentations, publications, exhibitions and selection for participation in prestigious institutes, workshops and boards.
15. Increased usage of Career Center and CELAR.
16. Significant improvements in Sneak Peek and Orientation, with greater academic emphasis.
PROVOST GOALS FOR 2010-2011:

I. Fostering Academic Excellence
   General:
   - LEAP campaign on campus to increase understanding and appreciation for the value of a liberal education through presentation to students and Alumni board.
   - Work collaboratively with chair of faculty to improve communication and accountability of faculty governance system.
   - Provide oversight and support to curriculum and academic program development in biology (nursing and human biology), digital media (as an interdisciplinary program with art, computer science/information systems, music, theatre), global studies (especially Asian).
   - Launch “year of the sciences celebration.”
   - Increase engagement of alumni, board members and other friends of the College by arranging them to serve as guest speakers in courses, presenters at Experience events and Career Development Center events.

1. Complete General Studies Review (or call it a failed initiative)

2. Increase Opportunities for Experiential Learning
   - Finalize ask to Stabler foundation for Shirk service learning program.
   - Move CELAR and Career Development Center to Geiser house.
   - Secure funding to expand experiential learning opportunities.
   - Develop long term plan for study abroad.
   - Through campaign, develop proposals for identified academic programs and work with Advancement to secure needed resources.

3. Improve the Academic Environment
   - Participate in science center construction project.
   - Participate in the process of implementing the master plan.
   - Pursue space on first floor of library for the Academic Learning Center and the Writing Center.
   - Finalize plans for library.
   - Finalize plans for Rockland and White Chapel.
   - Through campaign, develop proposals for identified academic facilities’ needs and work with Advancement to secure needed resources.

4. Improve Academic Support
   - New tenure-track faculty in Chemistry and Biochemistry, Fashion, Math (tentative).
   - Full revision of academic affairs website, including all related departments/services.
   - Implementation of all Sloan Grant initiatives, including:
     - Faculty friendly policies – finalization of tenure clock stoppage, job sharing, junior sabatical.
     - Improved mentoring process.
     - COACHE survey.
     - Faculty workload discussion and plan.
     - Educational sessions on faculty flexibility.
     - Enhanced support for post-tenure and retiring faculty.
   - Work with chair task force to finalize chair job responsibilities and identify needed support and training.

5. Integrate Planning, Budget, and Assessment
   - Launch new strategic planning process with target to present Board with new strategic plan in October 2011.
• Continue to build culture of assessment, including implementation of a cyclical administrative department review process.
• Begin PRR process.
• Work with budget office to establish earlier deadlines for budget process, ensure adherence to those deadlines. Also improve transparency and accessibility of budget information for budget directors.

II. Strengthening our Residential Learning Community
1. Prepare for Changing Demographics
   • Continue to work with faculty and admission to explore potential curricular initiatives, including those noted above.
   • As much as circumstances allow, continue to pursue masters program in health psychology.
   • STEM Scholarship – as part of our “year of the sciences” celebration, write a grant proposal to fund a scholarship for promising minority students interested in the sciences.

III. Enhancing Community Relations
1. Embrace Greater Reading
   • Seek membership on non-profit board.
   • Member of Reading Poverty Commission Education Committee.
   • Support R. Cannon in further development of summer academic camps.

3. Build on our Strengths in the Fine and Performing Arts
   • Hire new director for the Center for the Arts and new Director of the Freedman Gallery, complete restructuring in the CFA.
   • Continue leadership of Albright Arts Council as conduit for strong community outreach.

IV. Achieving Financial Stability
2. Increase Revenues
   • As much as circumstances allow, continue to pursue masters program in health psychology.
   • Oversee and ensure progress in the development of non-credit programs.
   • With strategic planning committee, create plan for future of ADP.

3. Improve Operational Efficiency and Capitalization of the College
   • Work with IT to implement PowerCampus upgrade the increases its usage and utility.
   • Hire CIO and merge Library and ITS under his/her leadership.
   • Work with new Director of IR to increase access and usage of institutional data for better decision making and planning.
   • Achieve budget neutrality (or very close to) at AELC. Failure to do so will require revisiting long term plans for the center.

4. Fundraising
   • Support and actively participate in the campaign.

Other:
• Work closely with the President, senior administration and others to advance and advocate for the academic mission of Albright.
• Continue to develop working relation with Board with regard to facilitating focus, understand and strategic planning for the academic mission.
• Professional:
  o Serve successfully as Chair of Social Science Division of CUR.
  o Complete invited book chapters.
  o Launch faculty roles and responsibilities study.
  o Continue facilitator role at both CIC and CUR institutes.
ACADEMIC DEPARTMENT REPORTS

Accounting Department:
The goal of the department is to help prepare liberally educated students with strong training in the accounting profession. The department is committed to preparing students to assume dynamic leadership roles in their professions and their communities. Our department’s educational process is to combine a liberal arts background with professional courses that are a combination of accounting theory and practical application. Our curriculum is designed to provide a stimulating environment; students are encouraged to go beyond classroom lectures and passive acquisition of information. We encourage our students to be active learners; we continue to engage them in projects that emphasize analytical thinking, independent research, and oral and written communication of their research findings.

The department’s accomplishments in 2009-2010 include the following:

- Completion of the departmental review process
- Completion of a new departmental recruiting brochure
- Creation of a new QuickBooks assignment incorporated into the Financial Accounting course
- Began work on continuous regular analysis of the department’s CPA exam results for program assessment’s purposes
- Started the process for having in place a new and improved departmental web-site
- Started the discussion about possible program accreditation
- Started the discussion for putting together a departmental advisory board with members consisting of alumni and business leaders
- Continued efforts to strengthen our students’ internship placement through improved and renewed relationship with alumni and their surrounding businesses and companies
- Continued integration of more commercial accounting and tax software packages into our curriculum
- Department’s student organization – Students In Free Enterprise (SIFE) competed in SIFE Regional competition in Philadelphia
- Integrated the new Codification of GAAP into the Intermediate Accounting course

Our seniors are provided exposure to International Financial Reporting Standards (a global reporting standard that might be replacing US Generally Accepted Accounting Principles in the near future), in the senior accounting seminar class. Our graduates are not only successful business people but they are those who help to solve the needs of our society.

The department enjoyed the addition of an experienced colleague, Professor John A. Kruglinski. The addition and presence of John in the department made the department even stronger and that much easier to accomplish all that was accomplished 2009-2010. He contributed immensely to all the projects and processes that the department went through. John brought to the department new and fresh ideas that can be used to continue to improve our program and the department for the betterment of our students.

We know that as long as businesses exist, there will always be the need for accountants and we do what we do so we can contribute to meeting the need of the businesses and our communities. Our program
continues to emphasize the importance of critical thinking, both oral and written communication skills and analytical skills; these skills are demonstrated by our students in all of our classes through various projects and independent research our students are engaged in; these will continue to be emphasized in the future. Our graduates are prepared for careers in public, private, governmental and not-for-profit accounting or continued study in graduate school.

Most of our graduates of the 2009-2010 academic year who were looking for employment had job offers. Some juniors and seniors also had internships that allowed them to put to practical use what they had learned in classrooms. The level of preparedness our students receive is second to none; we know this because our students have come back to share this with us. We will continue to do an excellent job in preparing our students to be successful in whatever they choose to do after graduating from our program. We know that we have a good program and that our students are well prepared for careers in accounting and they are able to take their place as productive members of our society.

In summary 2009-2010 was a good year with so many accomplishments. We will continue to challenge our students to perform to the best of their ability; some might not particularly like the challenge while they are with us, but we know they do appreciate it once they are out in the real world using the training they have received from the department.

Many of our alums have commented on their appreciation either through email, post cards or visits back to the campus. The fact that many of our graduates return to Albright as recruiters says a good deal about the quality of our program.

For the coming year (2010-2011), the department plan to accomplish the following goals:

- Become active in Pennsylvania State Society of CPAs as a source of networking and resource for information as needed
- Formalize the formation of Business Advisory Council
- Create a matrix that will document desired outcomes for our students and courses where these outcomes will be met
- Redesign the departmental web-site
- Work with Career Development Center and Alumni Office to formally gather, analyze and retain data about full-time job offers and full-time job offers resulting from internship experience
- Obtain and track statistics on our students’ success rate on the CPA exam.
- Investigate the possibility of articulation agreement with area universities such as Villanova, Temple or Drexel University
- A college-funded PhD or DBA for a current member of accounting faculty is highly desirable. A faculty member with this credential will Albright College in a favorable position relative to our peers and would also create a positive perceptions about our program and enhance our visibility within the regional academic community
  Funding for the degree is estimated at about $30,000. Possible release time might be necessary also.

For 2011-2012:

- We anticipate seriously working with the Economics and Business department about getting both programs accredited by ACBSP
• Plan on offering a Special Topic course – ACC 283 – Accounting Controls, Information and System. This course will be a valuable elective for our students. It will expose them to proof of concept which will give them a good grounding in design and implementation of internal controls for all businesses processes and key considerations for information system.

Art Department:

1. The Art Department has made no revisions to the department mission statement, student learning outcomes or department goals. However, there has been increased emphasis on developing understanding of the elements and principles of design in introductory course such as Drawing and Design I in accordance with departmental discussions during the previous academic year regarding educational objectives. Increased emphasis has been placed on texts used in these courses as a means to expand student’s knowledge of art forms, artists and their relation to society.

2. The introductory course in Art Administration was offered for the second consecutive spring semester however there was not sufficient enrollment to justify the course being taught. It is likely a factor in the low level of interest in the course is there not having been an Arts Administrator on campus during the fall semester. Providing there is a “Managing Director of the Center for the Arts” on campus this fall it is likely there will be a more robust interest in the introductory level Arts Administration course.

3. There was improvement in the Art Department facilities to the extent that drawing tables in studio classroom 201 were restored to good working condition. The department also acquired some new tables and easels which upgraded the quality of such items used by students on a daily basis and are also integral to the “first impression” of the Art Department to prospective students.

4. The Art Department participated in all Admission and Honors and Awards events. Design, Visual and Performing Art Day in November, 2009, was an effective way to increase visibility to high school counselors. Many of the visiting counselors commented positively on the comparative quality of Art Department’s programs and facilities relative to other institutions they had visited. The Art Department in cooperation with Admission will be sending a letter and brochure as a follow-up to the counselors.

5. A student survey form was distributed by individual faculty in their classes at mid-semester. Each faculty member had the option to re-phrase questions which asked students what they understood the goals of the course to be, to what extent they felt the goals had been attained at mid-semester and if there were any relevant suggestions.

Student responses in Drawing and Design I indicated recognition of the objective of increasing understanding of the elements and principles of design. Students in courses at all levels also recognized the departmental objective of heightening the awareness of the visual arts through expansion of knowledge of art forms and artists, and their relation to society. Many students commented on the value of research and presentations on artists of their choice which are required in every studio art course offered in the Art Department.

The high quality of work in the annual juried show held in the Freedman Art Gallery reflected understanding of the elements and principles of design, knowledge of art history and contemporary art as well as expressive use of a broad range of media and techniques. These characteristics of the student artwork were recognized by the juror as well as faculty, students and members of the community who visited the exhibit. My own experience in viewing exhibitions of undergraduate student artwork at prominent institutions supports the positive reviews of the artwork in the juried student exhibit.
6. Graduates of the Art Education teacher certification program have a pass rate of 100% on the Art Content Knowledge Praxis Exam which is also indicative of department success in attaining educational objectives.

Two graduates each earned an Outstanding Student Teacher Award on the basis of their performance in student teaching, Spring Semester, 2010.

Many of our students participated in exhibits on and off campus such as:

a. Several students donated to the Humane Society’s art auction.
b. Three students participated in the Rochester Contemporary Art Center’s 6x6, 2010 show.

7. In the interest of increasing venues for exhibitions of student art work two of our students proposed Jake’s as a location for a student art gallery. The students who made the proposal initially spoke with Art Department faculty and the Provost. The proposal then gained the approval of the President’s Advisory Council.

For the coming year (2010-2011):

1. The Art Department is hopeful of attaining the following goals in the forthcoming academic year:
   a. Realize the concept of a student gallery in Jake’s.
   b. Identify additional locations for exhibiting student artwork on campus.
   c. Increase visibility of the Art Education teacher certification program in the community and region.

2. A mid-semester course response form will be used in all courses to assess effectiveness in attaining learning objectives.

3. Departmental goals for the 2011-12 academic year will likely include the following:
   a. Increase campus wide participation in the juried student show.
   b. Increase visibility of the Art Education program throughout the state.

4. Needed resources:
   a. A digital projector primarily for classes held on the second floor of the Art Department. The one currently installed in room 104, CFA, is sometimes needed simultaneously by more than one class. It would also be a more efficient use of class time to have an additional projector dedicated to classes on the second floor rather than have to re-locate classes to room 104 for presentations which require use of the digital projector.
   b. We are hopeful the incoming Director of the Freedman Art Gallery will have the credentials and contractual opportunity to teach courses in contemporary as well as 20th century art history.

Biology Department:
1. Revisions to department Mission Statement, student learning outcomes, and/or departmental goals: We did not change our mission statement. Student learning outcomes are being adjusted as part of our ongoing assessment plan (see #5). Departmental goals are summarized below in the goals section.

2. Changes in curriculum initiated in the past year and current status
   a. We have completed our first year since offering BIO 201/202 simultaneously both semesters. This was also our second year since significant revision to the BIO101 class.
   b. Bryce offered two new courses (Ecophyiology and a seminar on Toxicology). Karen (spring & fall) and Dick (fall) offered sections of FYS.
   c. The department completed revision of the Marine Biology Program which is now the Marine and Aquatic Science Program (MASP) with all courses offered through Albright instead of Duke. A new course in Aquatic and Marine Ecology was approved and will be offered spring 2011. An interim field course in the tropics is being developed by Bryce in support of MASP. Details on MASP can be found in the attached document.
   d. The Department has been approved to offer a two-semester sequence of Anatomy and Physiology (BIO 204 & BIO 306). The two courses will be available to students of all majors who might be seeking required courses for entrance to nursing or physical therapy programs. We anticipate that Biology, Psychbio, Psychology, or Chemistry concentrators will be most likely to enroll. Details on the change can be found in the attached document.
   e. The Department started work this year on formalizing an articulation agreement with the Montgomery County Community College Environmental Science Program. A core to core transfer of courses is already in place and dialog is underway to ensure the transfer of courses for the concentration up to 16 transfer credits. We anticipate the agreement will be finalized in the fall. This agreement has also opened the opportunity for shared use of planned River Center along the Schuylkill to respectively support Environmental Science curriculum and research at both institutions and support of the new MASP Program at Albright.

3. Changes in facilities, including technology and equipment: This has been a year of planning for the move from the old building into the new wing, a process that physically began in May 2010. Karen Campbell has been tireless in coordinating between the science faculty and staff, Stonehouse Group, the construction crew, the Administration, and the Board in ensuring that the new space will be configured properly for people, activities, and equipment (research and teaching). A majority of the planning has involved relocation plans for faculty office space and temporary storage of supplies and equipment during the transition period.

The Department has also acquired equipment through its regular budget, capital budget, and the DOE grant in anticipation of the new space and opportunities for teaching and research. These items include new waterbaths and spectrophotometers for the introductory biology labs, a field photometer for transferability between the new ecology lab and field sites, a millipore water purifier, a biorad gene sequencer to support student/faculty research into population and molecular genetics and upper level coursework, and an Iworks Physiology station in support of the A&P sequence and upper level physiology and ecophysiology courses and research. Additional field equipment in support of the MASP Program will begin this summer using funds from the DCIED grant acquired earlier in the year. The purchases specific to the independent research labs will also allow us to dedicate current equipment to the teaching labs improving student contact time with techniques in an outside of the regular curriculum.
4. Student recruitment and retention activities: The Department continues regular activity of open house presentations. We also held Science Day last summer with addition of a new large screen monitor for viewing the microscopy demonstration. The parents were "entertained" with a tour of Founders Hall construction. Department faculty met with several new prospective students and transfer students. One of the Davis Scholarship recipients is a prospective Environmental Science student. Two students were recruited into the new MASP Program and Bryce is working hard with admissions to promote MASP for next year's entering class. The enrollment of 63 students into BIO203 for fall 2010 is indicative of successful retention of first year students from the introductory 201/202 sequence.

5. Student learning assessment: We collected assessment information this year and will be working it up over the course of the summer. This assessment includes continued use of an entrance/exit exam, analysis of test scores within the introductory biology sequence (preliminary results are presented in Table 1 below), close examination of student writing from introductory courses, non-majors courses, and senior seminar, changes in BIO101, BIO203, and EVS101 writing assignments with a greater emphasis on library research and linkage to writing lessons from the student's FYS.

In addition to examination of our usual student outcomes (strength of knowledge foundation, writing ability, understanding of the scientific method) we will specifically look for 1) improvement of performance within the introductory biology sequence (following changes to the sequence discussed in last year's report), 2) evidence of improved student writing including proper use of library research and articulation of conceptual information and results of experimental data, 3) improvement of advanced skills within the senior seminar.

Our preliminary results of retention within the introductory biology sequence show some promising trends (Table 1). Percent retention increased from '07 to '09 from students moving from the first semester to the second semester course and from the second semester to the third semester course. Correspondingly the percentage of students withdrawing decreased over the same time period. The percentage of students failing the course stayed more or less the same with a small increase which probably reflects a higher proportion of struggling students staying in the course as opposed to withdrawing. It is important to note that some additional BIO 201 numbers need to yet be added to the dataset (this will not impact the numbers in Table 1) and that these preliminary numbers should be interpreted with caution as they do not reflect tracking of individual students which will reveal which students are retaking the classes multiple times.

6. Noteworthy events and student accomplishments: The Department was also chosen this year to establish a new chapter for the Tri-Beta Biology Honors Society. S. Mech hosted the visit from the Tri-Beta representative and guided the department through the application process. Several of our best students were inducted into the Society at a ceremony in late spring.

Sara Parsons was accepted into graduate school at Miami of Ohio. James Gillette was accepted at Thomas Jefferson Occupational Therapy Program. Ajitpal Grewal was accepted to Temple Medical School. Stephanie Harper accepted a job with National Invasive Plant Species Control efforts. Marci Nawrocki ('09) started work this year with Liberty Environmental Consulting.

The Department was also represented through the Jacob Albright Scholars with Ajitpal Grewel, Sara Parsons, Heather Shaw, Jonathon Geruntho (Biochemistry), and Clint Stalnecker (Biochemistry).

Working together with the Development Office and the Departments of Chemistry and Physics, the Biology Department secured a Department of Education Grant in support of equipment purchases for the independent student/faculty research spaces. The Department also secured a community DCIED grant earlier this year for purchase of watershed studies field equipment.
S. Mech - The Dr. Henry P. and M. Paige Laughlin Annual Distinguished Faculty Award for Teaching (2009), Fulbright Finalist, NSF grant applicant ($325,000), Conference presentation with Sara Parson, summer 2010, American Society of Mammalogy, interim ACRE work with Ho Shan Hazel Cheung and Mui Yung Olivia Ngan.

D. Osgood - Dr. Henry P. and M. Paige Laughlin Annual Distinguished Faculty Award for Research (2009), article published in Interdisciplinary Environmental Review ("Community management, self-interest, and environmental preservation in the Amazon") with B. Thompson, Rising Star Award, Berks Chamber of Commerce (2009), Conference presentation with Stephanie Harper/Brian Benusa, fall 2009, Coastal and Estuarine Research Federation.


G. Kreider - presentation accepted for the 32nd annual (June 2010) ABLE (Association for Biology Laboratory Education) meeting in Halifax entitled "A Rapid Immunoblot Technique for Anti Salmonella IgY Antibodies in Chicken Eggs".

A. Samuelsen - presentation at the 31st annual (June 2009) ABLE (Association for Biology Laboratory Education) meeting in Delaware. Interim ACRE work with Aaron Preidel and Marc Breton.

B. Brylawski - manuscript entitled "Growth and Condition of Baltic clam Macoma balthica in York River, Chesapeake Bay" submitted to Marine Ecology Progress Series. Interim ACRE work with Jill Bonitatibus and receipt of Kreider Research Award with Jill Bonitatibus for research to be conducted this fall.

R. Heller - on sabbatical studying medical practices and study abroad opportunities in Guatemala, Argentina, and Antarctica.

7. Initiatives undertaken that were particularly successful that might serve as models for other departments: We hope that early successes with our efforts to improve retention and recruitment can be applied college-wide. Emphasis on engaged learning in first year courses, diligence with struggling students, and acknowledgement of the accomplishments by strong students are helping us along the way to improved retention and an overall healthier student body in the sciences. The Department has also placed a higher than expected emphasis on first year seminar offerings (and 4 new sections will be offered next year). These offerings have allowed faculty to add a fresh element to their teaching and to excite the first year student about the sciences - hopefully to the point of starting a natural science concentration. All other departments on campus could similarly reap the benefits of offering a regular number of first year seminar sections. There is still a way to go with retention and improvement of overall student performance, but we are hopeful that with the new science building on line and our continued efforts that a higher quality and quantity of students will be attracted to the natural sciences.

Preview of 2010/2011:

1. 3-5 goals for the upcoming year:
   a. Meet for summer workshop to overhaul and update introductory biology labs with an emphasis on increasing the exposure of students to experimental design, background research, and scientific writing
   b. Assess changes to introductory biology sequence based on data collected over last year
c. Finalize MCCC Environmental Science articulation agreement  

d. Add the GIS course as a requirement of the Environmental Science Curriculum  

e. Update the department brochure and website  
f. Bring new teaching and lab spaces "on-line"  

2. Identify “expected outcomes” for one goal listed above, b. Identify data to be collected to achieve the expected outcome(s). 

Goal: Overhaul of introductory biology labs  

We will collect data on student satisfaction with the course and performance and collect writing assignments. We will look specifically for evidence of understanding the experiment process and ability to articulate experimental results and interpretation through scientific report-writing.

3. 2-3 anticipated goals for the 2011-2012 academic year 

a. Apply for new faculty positions in anticipation of Jerry and Dick's retirement. Their last year will most likely be 2013/2014.  

b. Promote new facilities for student recruitment and maximize use of independent research space.  

c. Introduce new study abroad opportunities and continue to offer past courses abroad.  

4. Needed Resources: New equipment and facilities will need to be "tuned" and maintained. It will be necessary to place fiscal emphasis on instrumentation maintenance plans in particular for the electron microscopes, biorad sequencer, and elemental analyzer. We will continue to enhance digital imaging capability with the scopes. The Department would also appreciate continued support with how best to assess student outcomes especially as we "close the loop" in this upcoming year. We will also need to have full cooperation with Admissions on how best to market the program to the strengths of our faculty and the direction the department will be taking in the next few years (MASP, Pre-professional, field ecology).  

Table 1. Retention data for the introductory biology sequence (BIO 201, 202, 203) based on total enrollment.

<table>
<thead>
<tr>
<th></th>
<th>Initial Enrollment</th>
<th>Second Semester Retention(^1)</th>
<th>Third Semester Retention(^2)</th>
<th>% Withdraw During 1st Semester</th>
<th>% Fail First Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>105</td>
<td>55.2</td>
<td>55.2</td>
<td>29.5</td>
<td>10.5</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>99</td>
<td>60.6</td>
<td>51.5</td>
<td>23.2</td>
<td>13.1</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>117</td>
<td>63.2</td>
<td>56.4</td>
<td>10.3</td>
<td>15.4</td>
</tr>
</tbody>
</table>

\(^1\) Second semester retention is the relative size of Spring semester’s classes to Fall semester’s classes assuming students who take 201 or 202 in the fall take 201 or 202 in the spring. 

\(^2\) Third semester retention is the relative size of 203 classes from the Fall of the following year and assumes students who take 201 or 202 in the fall continue on to take 203 in the following Fall or Summer.
Chemistry/Bio-Chemistry Department:

Please describe the following, as each applies to this past academic year (2009-2010):

1. Revisions to department mission statement, student learning outcomes, and/or departmental goals.

   Current mission statement:

   The mission of the Department of Chemistry and Biochemistry is to prepare students for graduate study, for professional study, or for careers in industry, government, or secondary education. This goal is accomplished by offering a curriculum which covers the five core areas of chemistry. Within the curriculum, students are exposed to modern chemical techniques and instrumentation with an emphasis on quantitative reasoning, problem solving, laboratory, oral and written communication skills.

2. Changes in curriculum initiated in the past year and current status: The department added a molecular modeling course (CHE 222) taught by Jeff Wolbach over interim which is designed as an elective mostly for sophomores on up but is open to freshman with an invitation. We hope to offer this course on an alternating year basis.

3. Changes (positive and negative) in facilities, including technology and equipment: The department has had to be flexible in responding to the changes in plans relative to the construction. The fact that the addition was not completed in May necessitated much more packing than was anticipated and has made research progress this summer challenging. The impact on research has been felt the most acutely by Ian and Frieda but the extra packing and moving of equipment and chemicals, for example, has impeded progress in other areas such as the drafting of an action plan, the completion of other departmental tasks and the execution of some professional development plans.

4. Activities associated with student recruitment and retention (e.g., updates to web site, social events for students, honors’ society events, new admission materials, etc.): There is plan to post pictures of our seniors and their placements post-graduation on our website. I have agreement from John Pankratz to obtain photos. The student members of the American Chemical Society (ACS) and Ian did demos for National Chemistry Week in October at the Whitaker Center in Harrisburg and then got together afterwards for activities and dinner at my house. An alum and a few other students met the demo group at my house to total about 15 or so. In the spring, the student members of the ACS and the premedical honor society held a potluck at the Richmond Street house where faculty provided entrees and students provided the other items. The approximate number was 20. We are currently working on an admissions brochure revision. I have been working on this brochure with Jenn Williamson. We have established a Science Day program with Admission since August 2008 and continuing annually. Chemistry and Biochemistry, Biology and Physics participate yearly in this event. Many students that have chosen to attend Albright have commented positively on that event. In the departmental search, we were able to get some student participation both through eating lunch with the candidates and attending seminars. I was able to improve attendance at seminars by offering some extra credit points and providing refreshments. The upperclassmen were very helpful and loyal in the process.

5. Activities to assess student learning at the course and/or program levels and current status: The department collected survey data from both current students from sophomore – senior levels and from alumni (2000-2009). Much of this data is subjective but we also have an idea of the successes of our
alumni based on placement. The placement data below was included in the self-study for the departmental review.

Alumni that graduated between 2000 and 2009 were solicited via email and 75 responded to our survey. Graduates were distributed between post-graduate education (graduate school/postdoctoral fellowship (22.9 %), medical school and other health professions education (18.6 %)) and employment (secondary educators (4.3 %), industrial chemists including medicinal/pharmaceutical chemistry (38.6 %), pharmacy (2.9 %), and other (7.1 %)). Of the respondents, 5.7 % reported that they were unemployed.

Current Position. (all responses, n = 75, 0 skipped question)

<table>
<thead>
<tr>
<th>Position 1</th>
<th>Position 2</th>
<th>Position 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd year medical student at PCOM</td>
<td>Graduate Student</td>
<td>PhD Graduate Student</td>
</tr>
<tr>
<td>adsf</td>
<td>Graduate Student</td>
<td>Photovoltaic Engineer</td>
</tr>
<tr>
<td>Analytical Chemist</td>
<td>Graduate Student</td>
<td>Physical Scientist</td>
</tr>
<tr>
<td>analytical chemist</td>
<td>Graduate Student</td>
<td>Physician Assistant</td>
</tr>
<tr>
<td>analytical chemist</td>
<td>Graduate Student</td>
<td>Physician Assistant at PCOM</td>
</tr>
<tr>
<td>Analytical Chemist</td>
<td>high school teacher</td>
<td>Physics Graduate Student</td>
</tr>
<tr>
<td>Analytical Chemist</td>
<td>Lab Assistant</td>
<td>Physics teacher</td>
</tr>
<tr>
<td>Anesthesiology Resident</td>
<td>looking at graduate schools</td>
<td>Post doctoral fellow</td>
</tr>
<tr>
<td>Antibody Production Supervisor</td>
<td>Machine Operator</td>
<td>Post-doctoral research scientist</td>
</tr>
<tr>
<td>Assistant Director of Residential Learning- Albright College</td>
<td>Medical Records Assistant</td>
<td>process Scientist</td>
</tr>
<tr>
<td>associate scientist II</td>
<td>Medical Records Assistant</td>
<td>Project manager, Merck &amp; Co., Inc</td>
</tr>
<tr>
<td>Bartender</td>
<td>Medical School</td>
<td>research chemist</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>medical student</td>
<td>research chemist at Merck &amp; Co</td>
</tr>
<tr>
<td>Chemist I</td>
<td>medical student</td>
<td>searching for employment</td>
</tr>
<tr>
<td>Clerk/Typist at Philadelphia College of Osteopathic Medicine</td>
<td>Medical Student</td>
<td>second year medical student</td>
</tr>
<tr>
<td>Clinical Laboratory Science Student/Phlebotomist/Medical Technologist Intern</td>
<td>Medical Student</td>
<td>Senior Development Chemist</td>
</tr>
<tr>
<td>Clinical Studies Associate</td>
<td>medical student</td>
<td>Staff Chemist</td>
</tr>
<tr>
<td>Ecologist Post-doctorate</td>
<td>Medicinal Chemist</td>
<td>staff chemist</td>
</tr>
<tr>
<td>Grad student – UVA</td>
<td>Medicinal Chemist, Merck &amp; Co., Inc.</td>
<td>Staff Chemist at Merck</td>
</tr>
<tr>
<td>graduate</td>
<td>N/A</td>
<td>Synthesis Chemist</td>
</tr>
<tr>
<td>graduate</td>
<td>None</td>
<td>teacher</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>none</td>
<td>Unemployed</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>Pharmaceutical Quality Control Technician</td>
<td>Unemployed</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>Pharmacy Manager</td>
<td>unemployed</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>Pharmacy Manager</td>
<td>Working Temporary</td>
</tr>
</tbody>
</table>
6. Noteworthy events or student accomplishments: Many of our chemistry and biochemistry seniors completed research and presented their work. Four students Jon Geruntho, Clint Stalnecker, DiLun Wong and Trevor Hamlin completed honors theses. Trevor gave an oral presentation of his work at the National American Chemical Society Meeting in San Francisco. Jon and Clint presented their work at the National Conference on Undergraduate Research in poster and oral form, respectively. Additionally, Clint did an oral presentation at the Mid-Atlantic Regional Meeting of the American Chemical Society on April 10. Clint participated in the Intercollegiate Student Chemists Convention (ISCC) at the University of Delaware and took along Brad Verret, a freshman student that collaborated with him over interim and the spring semester. At ISCC, Clint presented his work orally in the physical chemistry division and placed first in the competition. Brad Verret presented the work from his collaboration with Clint in poster form at the HECBC conference held at Albright this year. Dan Fonseca and Emily Kish from our department also presented research posters at the HECBC conference. Jon, Clint, Trevor, and Emily accepted offers for graduate school respectively at Washington State in Pullman, WA; Cornell University; University of Connecticut Chemistry; and University of Connecticut Microbiology. Another senior, James Gillette, will attend Thomas Jefferson University for a Masters in Occupational Therapy in the fall. Dan Fonseca took a job at United Chemical Technologies in Bristol, PA. This summer, Brittney Tiley, Samantha Cordisco, Garth Knoch, and Victoria Polito are collaborating with Ian Rhile, Jeff Wolbach and Frieda Texter on ACRE projects, and Rob Richards is being funded through the American Chemical Society-Petroleum Research Fund. The Journal of Chemical Education accepted a paper by Ian Rhile, Chris Hamann and Victoria Polito for publication. The content of the paper is based on Victoria and Ian's interim 2009 ACRE project. Over interim, Jeff Wolbach offered a new course, Introduction to Molecular Modeling. Clint, Jeff, and Pam are working on a manuscript for submission based on Clint’s research.

7. Initiatives undertaken that were particularly successful that might serve as models for other departments: none

For the coming year (2010-2011), please describe the following:

1. 3-5 goals for the department to accomplish in the coming year.
   a. Complete the departmental action plan as a response to the report of our outside reviewers. As part of this process anticipate a departmental retreat.
   b. Work to coordinate laboratory goals throughout the curriculum in terms of recording data, reporting data, analyzing results and writing laboratory reports. Make the process build within the program starting at the freshman year and continuing through the senior year.
   c. Further encourage student participation in ACRE and outside internships through improved dissemination of data through email, consolidated distribution of the seminar opportunities with accessible spreadsheets located in the department office and posted on the department website, and timely presentations in cooperation with the Student Affiliates of the ACS. Encourage presentation of work within the department as well as at meetings to increase visibility. Hang the posters presented at meetings in the department for current students and prospective students to view.
   d. Include placement data for internships and jobs on the departmental website and at a prominent place in the department. Post the list of concentrators by year on the website and at a prominent place in the department.
   e. There are plans to update the website based on links that will take interested individuals from the departmental site to the requirements for each offered concentration.
f. Establish a monthly seminar series in the spring after the inorganic search has concluded. Include the Student Affiliates of the ACS in the planning for speakers. Include the speakers, titles and times on the departmental website.

2. For one of your department learning outcomes:

   a. Identify what data or information you will collect as evidence to assess how well these expected outcomes were achieved (and therefore, the goal was accomplished). Using multiple measures for the same outcome is recommended.
1. **Academic Objective 2**: Application of knowledge in the field.
2. **Learning Outcome 2C**: Ability to assess standard text, reference, and literature resources.
3. **Performance Criteria 2Ci**: Samples of written work and oral presentations and their grading rubrics

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important goals: What can students <strong>DO after</strong> successfully completing the program?</td>
<td>How do students learn how to do this?</td>
<td>Do you need to improve student learning opportunities for this goal?</td>
<td>How do you now assess how well your students have learned this?</td>
<td>Do you need new/improved assessments of this goal?</td>
<td>Possible new/improved assessment tools/techniques.</td>
<td>Timeline: When will you start collecting info? How often will you collect it?</td>
</tr>
</tbody>
</table>

CHE 411, Advanced Organic Chemistry*: Students gain an understanding of advanced concepts in organic chemistry. More specifically, students will analyze organic reactivity in the nucleophile-electrophile, pericyclic, radical, carbene, and organometallic paradigms and analyze the relationship between them. Students analyze structure and reactivity using qualitative molecular orbital theory. Students evaluate primary literature articles for effective scientific argument and analyze synthetic routes in an oral and written fashion. Students evaluate laboratory data to reach a conclusion. In particular, student will analyze how different spectroscopy data contributes to a structural conclusion. Students will employ concise, effective writing and chemical structure drawing using conventions of the American Chemical Society and the chemical literature.

Lectures provide a background to topics explored in class. Class topics are expanded through related student work and presentations. The students are expected to learn about the topics and about resource utilization through assignment of problem sets and projects. Completion of projects requires that students make use of all the resources available to them: professors, textbooks, reference materials and primary literature. Literature searching is done online using SciFinder, Science Direct and ACS web editions. Oral communication skills are improved through presentation of each project and activities such as synthesis roundtable.

No | Written projects, problem sets and lab reports are collected and assessed according to established rubrics. Oral presentations are graded according to the presentation rubric. Two exams and a final are administered. | No | Potentially evaluation of oral presentations by class members will be used to supplement the assessment by the instructor. Peer review of lab reports. | Fall 2010. Problems, projects, exams and lab reports will be graded according to rubrics. A final exam will be administered during the final exam period.

*Other courses will be examined each year to assess application of knowledge in different areas of chemistry.
3. 2-3 anticipated goals for the 2011-2012 academic year.

   a. Examine the course requirements for each concentration within the context of the departmental review and the ACS, Committee for Professional Training requirements. Determine if certification may be extended to Environmental Chemistry and Chemistry Education.

   b. Institute a comprehensive exam for concentrators in the senior year to further assess student learning outcomes

   c. Assess content expectations for upper-level classes and coordinate those expectations with the content presented in the prerequisite courses.

   d. Consider documentation of lab work and try to establish a more coordinated effort where the higher level courses build on the skills learned the lower levels and the higher level lab report expectations set a guide for the requirements of the lower level courses.

4. Needed resources (equipment, support issues, technology, personnel, information/training etc.) that would facilitate student learning, faculty work, or achievement of departmental goals.

   The department anxiously awaits the hire of an individual who can deal with safety and waste disposal at the college. Laboratory safety could be more formalized under the direction of this person such that presentations to educate faculty, staff, student assistants and students could be made. It is hoped that this hire could also take over the chemical inventory for the college and inventory/organization of the stockroom.

**Classics Department:**

1. Three to five goals for the department in the coming year – all fall under strategic priority number 1 – Fostering Academic Excellence

   Goal 1: Re-establish enrollment in Classical Greek courses.

   Goal 2: Increase retention of Latin students through Latin 201.

   Goal 3: More thorough knowledge of Classical/Roman culture.

   Goal 4: Facility in translating Latin passages at sight.

2. Assessment of one learning outcome: Goal 4 (Facility in translating Latin passages at sight.)

   a. Assessment information and measures

      • Administer frequent (every 2 weeks) announced and unannounced translation exercises starting with answers to comprehension questions and moving to complete passage translations.

      • Read Latin aloud in class and immediately answer oral questions.

3. 2-3 Anticipated goals for 2011-2012 Academic Year:
Goal 1: SW Start the study of Latin from the very beginning, most basic level and complete study through Chapter 12 in the Wheelock text.

Goal 2: SW demonstrate knowledge and understanding of the influence of the Classical heritage upon Western culture.

Goal 3: SW develop and expand their knowledge of Greek/Latin etymology and apply it to English vocabulary.

Goal 4: SW demonstrate mastery of inflection and declension in the Latin language.

Goal 5: SW increase their familiarity with the canon of Classical literature.

4. Needed resources, etc:

- Budget (less than $1000) to support some field trips to museums
- More Latin tutors
- Some new Classics computer software

**Computer Science Department:**

We were able to offer courses in both CSC and IS this past year. While the numbers didn’t increase from the previous year, the student population that had expressed an interest in our offerings remained stable. Our mission guidelines remain intact, and we continue to evaluate what is the best approach to courses that we can provide to our majors. Even though we have shifted to offering our seminar course just once a year, and some of our upper division courses once every other year, we have been able to meet the needs of our students.

Continuing our theme of offering upper level courses in topics that will assist students as they prepare for careers in the CSC and IT worlds, there has been a keen interest in our gaming and mobile programming courses. This interest is definitely fueled by the smartphone market, which has led to a need for software application developers. Our curriculum has always been software based. We try to instill software engineering principles as the foundation upon which all of our courses are built. It is crucial that students develop strong analytical skills. For those students who are full CSC concentrators, these skills are introduced in the math courses that are a requirement for the major. Unfortunately, most of our majors are co-concentrators and, as such, they are not required to take the five math courses that full concentrators must take. To fill this void, we work heavily on their problem-solving skills in the first two programming classes.

But having students write programs early on, and not provide them with practical application results, presents problems. Students lose interest when they do not see a direct correlation between what they might be developing in the classroom and what they see in the world around them. They may opt out of the major, figuring that their ambitions for studying computer science were misdirected. I believe that we can change this outlook by getting the students more involved in their first two programming courses, having them produce results that will reinforce their desire to go further in the curriculum. We can show them how learning the fundamentals is the first step to writing more sophisticated programs that can be used for game and smartphone development. The proposed
gaming curriculum should have a strong impact on retaining current and attracting new students to our program.

As a co-concentration only, the IS curriculum survived and could continue to be a part of our offerings if we consider creative ways that it can become more integrated into our CSC curriculum. We had decent enrollment (10 students) this past semester, and we will be offering two classes in the fall, one currently with 7 students, and the other with 10 students. Our department is up for EPC review, and I know that we will be looking at how we can sustain the current IS curriculum. To this end, I did, once again, attend a workshop this past year in which the focus was on curricular changes that would help IS and CSC departments cope with the decline in students who choose to major in one of these areas (although the trend seems to have bottomed out from statistics that were presented.)

Goals for the department to accomplish in the upcoming year:

- To better define the CSC and IS curricula
- To continue to attend more workshops to better assess what changes other colleges are making to their CSC/IS programs to both survive and to meet the needs of the technology sector
- To assess the new fall course which will explore the Android application development environment. This course is earmarked to become a regular offering for both the day and the DCP IS cohorts
- To follow-up with LCCC and put in place the gaming program that was discussed as part of an articulation agreement to develop a gaming track for their graduates to attend Albright and major in CSC and Digital Media.

Anticipated goals for the 2011-2012 academic year:

- To provide more academic offerings in mobile programming
- To have in place the gaming program of study, coordinated between CSC and DM

Since we did not unveil the gaming track this past year, my equipment requests remain the same. Some additional resources may be in order as both the Android application modules and the gaming track become reality. Our current CSC budget can handle much of what would be needed software-wise, but if more hardware is needed, a request could be forthcoming that would enable us to upgrade some of our existing equipment.

**Digital Media Department:**

With a second year of continuity under our belts, the department has seemed to be settling into its new curriculum. The two second-year hires have become more comfortable with their teaching and their roles in the department. Our “gateway” ART 265 course, with its common platform, standard text, common syllabus and set of rubrics across all sections, has been fine tuned. Our assessment of that course, and how we are using feedback from the students and the instructors, serves as a good model for our direction with other courses.
The faculty did spend time over the fall and spring semesters reviewing the courses that they taught so that we could continue to revise and rewrite the syllabi for the various courses that we offer. Each member was given the task of writing a new description for at least one DM course. Similar to last summer, we will again be convening this summer to better define our courses and the objectives that each course seeks to attain. Slowly, we are getting the pieces together to standardize our course instruction and develop facilitator guides so that different instructors will know what objectives need to be achieved in the individual courses.

With one exception (a four hour class), all of our course offerings were scheduled for twice a week meetings. This affords both the teacher and the student more time during the week to interact and resolve issues. We completed the second year of our EPC-approved curriculum. We now offer our Visual Programming course, a requirement, once a year. We provide students with a more regular schedule of course offerings so as to assist them in their academic planning. Student advising has gone smoothly as I have met with most of the majors and put together a plan of action for each for their remaining DM courses. The “higher standards” that the DM faculty have been exercising in their courses, have become more expected (if not totally accepted) by the students.

We continued to have conversations with the Art, Communications, Music, and Computer Science departments regarding the courses that our students should be taking as part of the different DM tracks. In addition, we met with the Theater faculty to investigate a possible Theater/DM program. There was a good deal of agreement that such a program would have merit at Albright. An interdisciplinary or transdisciplinary approach that we could offer to our students does seem to be a positive direction that could definitely benefit the students as well as the departments. As we consider this for a possible program, there are other disciplines at the college with which DM could possibly interact and create similar programs.

We have started to have student departmental portfolios which can be used to showcase our students’ work to prospective freshmen. In addition, we have earmarked a dedicated space where student work can be displayed. We have continued to offer monitor-supervised evening lab hours for the DM students, increasing our open hours during crunch week. We did not receive complaints (as had happened in the past) regarding the number of available lab hours for students to get their work done.

We are hoping to be able to move up the timetable (from fall 2012 to fall 2011) for a tenure-track position for the department. To this end, the department must meet over the summer and clearly identify what areas of expertise we will be looking for. We have high expectations for a gaming track/program at the college, and while our new DM curriculum has been in place for only the past two years, we are open to hiring an individual who can strengthen our position, with respect to both our interdisciplinary work with other departments and our gaming program. In consultation with the Provost, we hope to be able to get this position defined and approved for the fall semester so that we can begin a search in the spring of 2011.

Goals for the department to accomplish in the upcoming year:

- To continue to review and construct course descriptions for all DM courses.
- To continue the dialogue with the Theater department regarding our possible interdisciplinary program.
To assess our rising sophomores and juniors who are the first students to be formally enrolled in the new DM curriculum.

To further develop the gaming program within both the DM and the CSC departments.

To provide a video setup for students in DM and VFM to display their work for the campus to view

Anticipated goals for the 2011-2012 academic year:

- To expand some of our lab space to incorporate an additional PC platform that can be used for instruction along with our current MAC platform
- To have in place a gaming program of study

Possible capitalized equipment and software would be needed for:

- Expansion of our lab space
- The purchase of additional audio equipment for our involvement with the Theater and Music departments
- A game development area for testing

Economics and Business Department:

1. Revision of Department Mission Statement:
   The department unanimously approved the following mission statement on February 17, 2010:

   "We instill in our students a strong foundation to become successful professionals in their chosen fields or in graduate studies.

   Using an interdisciplinary approach formed through collaborative relationships, we foster learning in the liberal arts and sciences tradition and insure that our students receive a quality education to compete effectively and prosper in a global economy.

   To achieve this goal, we engage students in a small-group, inquiry based, experiential learning environment. Our program cultivates skills required for life-long learning with emphasis on analytical thinking, interpersonal and oral communication, writing expertise, technological proficiency, information literacy and teamwork.

   We strive to challenge and affirm student values that promote intellectual and personal growth and accountment to social responsibility."

2. Changes in Curriculum:
   a. Implementation of the first cohort of the Information Systems and Management (ISAM) concentration for DCP. Department members worked together with faculty in Computer Science and the DCP program to implement a new curriculum combining existing courses in
business with IS courses. This is in response to high need for Information Systems Managers as indicated in a Hanover Group report.


- The existing course, Personal Selling, underwent a name change to better reflect content and is now called Principles of Selling.
- Principles of Selling approved as a marketing track course
- Retail Management approved as a marketing track course
- English 317, Public Relations and Advertising, was removed from the list of marketing track courses


- BUS 355, Intermediate Finance becomes BUS495, Senior Seminar in Finance
- BUS485, Investments, becomes BUS 350, Investments
- BUS 378, Principles of Selling, is approved as a track course in Finance. Students will select one course from: ACC 201, ECO301, ECO307, ECO336 and BUS 378.

d. Changes in the Business Administration with a Track in Management Curriculum

- BUS 250, Business Law 1, was approved as a track course in management. Students choose between BUS 382, Internship and BUS 250, Business Law 1.

e. Cooperation in New Program Formation - Arts Administration. Department members participated in discussions related to a new curriculum in Arts Administration. Discussion continues on this possible new program.

f. A new initiative was launched combining Modern Foreign Language and Business into an interdisciplinary major. The project is under consideration and headed by Dr. Taylor McNamee. Dave Martin and Bonnie Rohde are also involved in the discussion.

g. Revision of Business Law Course Numbering and Description.

h. New Field Trips to support curriculum

- Hershey Foods
- Harley Davidson
- Louis Vitton
- NBC Studio
- Yuengling Brewery
i. **Catalog Language Revision.** Several course descriptions were updated to better reflect the content of the courses and changes in the fields of study.

3. **Changes in Facilities, Technology and Equipment**
   
a. **Major classroom renovation of Teel114 with in podium computer, document camera, etc.**
   
b. Many of the laptop computers acquired through an outside grant are failing. Department members are replacing them through normal computer replacement policy.
   
c. Detailed conversations took place about department needs as the move to Rockland was contemplated. Department representatives met with representatives of other departments moving as well as with the architect on several occasions.

4. **Activities related to recruitment and retention**
   
a. Updated materials for admissions events including PowerPoint presentation and handouts
   
b. Created new materials for the Concentrators Fair
   
c. Rich Schott participated in a workshop on Entrepreneurship invited by Career Services at a local school. This involved making a presentation on Entrepreneurship and staffing an information table.
   
d. Jay Rajan conducted a "What to do with a major in Marketing" workshop for Career Services
   
e. Created a fall initiation event for the Dearden Honor Society as well as improved the Honor Society bulletin board
   
f. At least one department representative participated in all open houses and related recruitment events.
   
g. New Founding Student Chapter of the Association of Information Systems created by Bonnie Rohde, Spring 2010.
   
h. Formation of a new student internship at the Dearden House, Hershey Campus.

5. **Assessment:**
   
a. Department conducted a SWOT analysis of the department in January 2010. This is guiding our process of program review.
   
b. Department approved a goal of assessing the costs of benefits of acquiring an outside accreditation in business as compared to peer colleges. Data was gathered on what accreditations are held by peer schools.
   
c. The department created and launched an internal survey of faculty related to a possible Master's program and other possible courses of action.
   
d. Department authored an alumni survey in Fall 2009 and launched the survey in January 2010. The results will be utilized in our program review.
c. The Department approved a plan for program review in February 2010 and began this process according to the plan. Subgroups are currently evaluating curriculum and goals for each track and the core business program.

6. **Noteworthy accomplishments**

a. **Of Students**

- ACRE Project- Chris Meccariello with Jay Rajan and Farhad Saboori. Summer 2009. "Does an economic recession increase store brand purchases?"
- One ACRE project was awarded for Summer 2010 (next year's academic report) to Bonnie Rohde and Jason Lefkoe.
- Honors Thesis - Simon Foster (Jay Rajan, Chair; Lisa Wilder - Reader) "New Marketing Media."
- Honors Thesis - Yana Faykina (Sue Palmer, Chair; Lisa Wilder - Reader) "Privacy and Reputation in the Age of Technology."
- Student Presentation - Students from ECO207 presented at the Berks County Undergraduate Research and Creativity Conference (Soma Ghosh, advisor).
- Student Presentation - Zach Binkley presented the results of his ACRE Project with Farhad Saboori at the Pennsylvania State Capital.
- 5 Students attended the Eastern Economics Association Annual Meeting.
- International Marketing Day was put on by students in the BUS 374, International Marketing Course including outside speakers and presentations.
- 6 Student Assessment projects related to Campus Services - Dining Hall services, Library Hours, Schumo Center, Writing Center, Counseling Service sand Career Services.

b. **Of Faculty**

- Sabbatical Granted - Farhad Saboori, Spring 2010. "An Investigation of Oil Shocks on Various Sectors of the Economy"
- Presentation - "Teaching Teamwork with Adventure Learning" by George Smith at the Eastern Academy of Management Annual Meeting, May 2010. (Funded by Professional Council Development Grant)
- Presentation - "Financial Literacy and Ethics in the Business World: A Panel Discussion on Financial Literacy and Business Ethics" by George Smith and Suzanne Palmer along with Trudy Obazee and Kathleen Stankiewicz at Albright College.
● Presentation - "Corporate Social Responsibility Reporting: Making Nebulous Textbook Presentations Tangible by Reading and Critiquing Real Reports" by George Smith at the OBTCTeaching Conference, June 2009.

● Presentation - "You Want Me to Trust You?: Teaching Trust in Teams through Adventure Learning" by George Smith at the OBTC Teaching Conference, June 2009.


● Presentation - "Our Nation", a Junior Achievement course for 5th graders at Fleetwood Middle School by Sue Palmer, May 2010.

● Presentation - "Team Building" at the Reading Public Library by Bonnie Rohde, June 2009.

● Professional Service - CFASociety of Philadelphia Membership Committee, Dave Martin.

● Professional Service - CFA Institution, Assistant Capitan CFA Level III Grading, Dave Martin.

● Professional Development - Continuing Education Program of CFA Institute, Dave Martin.


● Conference Attendance - International Conference on Information Systems, Bonnie Rohde in December 2010 (funded by Professional Council Development Grant)

● Conference Attendance - Eastern Economics Association, Lisa Wilder in February 2010 (hosted 5 students)

● Promotion to Associate Professor and tenure: George Smith.

● Two department members received 2010 Summer Scholarship Grants, Soma Ghosh and Lisa Wilder - will report in next academic year report.

7. **Noteworthy Department Accomplishments that other departments might learn from:**

   a. Multiple collaborations with other departments including Computer Science, DCP, Arts, and Fashion.

   b. Coordination with other departments in assessing needs related to Rockland Move

   c. SWOT analysis conducted both internally and externally
For 2010-2011:

1. Goals for 2010-11
   a. Successful Program Review
   b. Implementation of suggestions in MIS Revision based on ACRE results
   c. Transitional Planning for the Rockland Move

2. Anticipated Goals for 2011-12
   a. Implementation of the Rockland Plan

3. Needs
   a. See the Rockland Move document for needs related to that building

Education Department:

1. There were no revisions to the department mission statement, student learning outcomes and/or departmental goals in 2009-2010. Department members wrote syllabi for the new courses needed for the 2013 program changes for Early Childhood and Middle Level. All of the courses were submitted to and approved by the college’s Curriculum Committee.

2. Given the changes coming in 2013, there were no changes to the current program. Adjuncts remain in place from 2008-2009 with the continuation of Dr. Cindi Fiucci and Dr. Bruce Watson in the early childhood and special education courses respectively. Two new adjuncts were used for supervising teaching, Dr. Thomas Bloaker and Dr. Thomas Shugar.

3. The department continued to add whiteboards and portable Elmos to its inventory of equipment. The department chair attended meetings with the administration to discuss the future move to the Rockland Center.

4. The Education Department continued to work all of the recruiting events as well as the events honoring current students. We again held an Education Day on the Monday following Thanksgiving to keep our profile highly visible to future students and their families.

5. Assessment: See the attachment for the 2010-2011 Assessment Plan. The statistical study of our student teachers for 2009-2010 will follow.

6. We continued our student placements throughout eastern Pennsylvania. Our relationship with Blue Mountain continues to thrive. We continued our cooperative relationships with the University of Scranton and Drexel University. We anticipate adding Susquehanna University to the mixture this coming fall.

7. A great deal of time was spent gaining faculty approval for the new programs in Early Childhood and Middle-Level Education. There was both departmental and general faculty conflict associated with the changes; however, approvals were forthcoming, and Dr. Seidenstricker did...
submit all of the appropriate work to the Pennsylvania Department of Education for review and, hopefully, subsequent approval.

For 2010-2011:

1. Goals for 2010-2011:
   
   - Implement initial phases of the new 2013 certification program requirements including a pilot offering of the Freshman Year Seminar and work with the English department to offer the required course in “Children’s Literature” which shows in the Spring 2011 course listing for the template for Early Childhood education majors.
   
   - Meet with all declared freshmen who have indicated a desire to become certified in any area under the new regulations to lay out the course requirements needed to be certified in 2013.
   
   - Create a cohort group of 2009 entrants (sophomores in 2010-2011) whose GPAs make it impossible for them to continue under the current program to reconfigure their schedules so that they can be certified under the 2013 regulations and programs.
   
   - Seek a new position to join the department in 2011-2012 to teach the new (additional) course(s) in the area of English language Learning (ELL). This is one of the added courses from the PDE which must be taken by all certification candidates.
   
   - Continue our statistical studies of student teaching performance on the PDE required areas of proficiency as well as the additional areas covered by the Albright College evaluation program.

2. Evaluation: We shall continue the report format for the study of student teaching proficiencies we have used in the past few years.

3. Goals for 2011-2012:
   
   - Implement Year 2 of the phase-in of the new 2013 certification requirements and associated program changes.
   
   - Upgrade any technology in our classes which may be needed to meet the certification requirements for 2013.
   
   - Complete a staffing analysis regarding the phase-out of the current program with the Year 3 phase-in of the new certification programs.
   
   - Work with the administration to complete the planned move to the Rockland Center.

4. Needed Resources: At this point in time, I would consider the following issues to be paramount:

   Faculty loads—With the additional of the ELL professorial slot in 2011-2012, we shall need to analyze the teaching load distribution among the faculty members as we phase out the current program and phase-in the new program. Faculty needs may shift based on student numbers in each of the three programs: Early Childhood, Middle Level, and all Secondary Education academic areas.
I believe that the equipment issues will be resolved as we finalize the move to the Rockland Center. I sincerely appreciate being afforded the time to meet with the provost and the architectural firm working on the project.

Comments: Despite the disharmony in the department and the struggle needed to force some participants to work as a team, I do believe that we have accomplished a great deal in moving the department forward into the uncharted ground of 2013. At the undergraduate level, Dr. Seidenstricker has completed the necessary paperwork for the state to acquire the necessary approval to continue in the business of certification. When we receive the comments from the state, we can make the necessary changes, if any, to comply fully with the new regulations.

**English Department:**

As always, I'll report on the two branches of the Department.

This year the English side of things spent more or less all of our collective department time working towards resolving two issues. The first involved producing an instrument to assess the newly revamped English 101 and 102. Because the major point of the revision was to use English 101 as training ground for research, and then exercise the research component of composition intensively in English 102, we decided that the most direct approach we could take was to construct a rubric to measure how the students performed in the major research paper that they would be writing in English 102. The Department agreed to the following guidelines to assess the research papers:

**Assessment of Composition Program.** **TOPIC:** Using Sources

**Key Aspects of Sources**

1. Finding sources relevant to an academic thesis
2. Using sources to advance the argument effectively
3. Citing sources accurately
4. Avoiding plagiarism

**Evaluation Rubric**

Please skim several paragraphs of the essay and answer the following questions.

**Key Aspect 1 (Appropriate sources):** Does the Works Cited contain sources relevant to an academic thesis?

SATISFACTORY  UNSATISFACTORY  
(2 or fewer)

**Key Aspect 2 (Arguing with sources):** Does the paper use sources to advance the argument effectively?

YES  SOMEWHA T RARELY
Key Aspect 3 (Citation format): Are sources cited in accordance with a recognized system of citation in the body of the paper and in the Works Cited?

YES

FREQUENT MINOR ERRORS (source would still be easy to find)

SEVERAL SERIOUS ERRORS (source would be hard to find)

Key Aspect 4 (Plagiarism): Does the student use quotation marks appropriately and cite the sources of information as needed?

YES   NO

In each of the above questions, the middle answer indicates that the student has achieved that learning goal of the composition program; the first answer indicates that the student has surpassed the learning outcome, and the last answer indicates that the student has not met the learning outcome.

Pragmatically speaking, we resolved that instructors in each section of English 102 would randomly select three papers, with no corrections on the part of the instructor and no names either of student or instructor, as the sample that then would be read by a panel of faculty members in the Department. We will be performing that task later in the month of May.

Our second task this year on the English side has been to think about a method by which we can place students into the various levels of composition courses, starting in the Fall of 2011. Following the preliminary vote of the Faculty, it seems likely that we will place incoming students into two different levels of English 101, as well as decide which students are exempt from English 101 and will enroll directly into English 102, either in an honors section or not depending on their status vis à vis the Honors Program. Our preliminary determination is that we will sort students out according to SAT verbal and writing scores, together with high school grades. We have not yet determined what levels of scores we will be considering for each of the categories of composition classes. For students who do not submit SAT scores, we will develop a standardized diagnostic test to measure verbal skills, and prepare a writing sample for them to submit. Students whom we determine to be borderline cases will also be asked to take the diagnostic test and/or submit a writing sample.

On the Communications end of things we have begun offering a course in Sports Writing, which has proven to be very popular. We hope we can do so again in the future. Because new media is such a burgeoning area, courses in Communications have continued the practice initiated last year of asking students to produce work in non-traditional formats, such as blogs and video reports. The Communications faculty have also been instrumental in advising student publications, in particular The Albrightian and, following last year's success, Albright AM. Given the Communications Program's interest in pursuing a Hispanic communications track, it is important to note that Albright AM includes a Spanish language page in each issue. Such practical, outside-the-classroom work helps prepare Communications students for their work in internships, of which there have been
placements in all areas of communications this year, from radio to magazines, as well as in industry in PR& advertising contexts.

Conversations between the Digital Media Department and us have proceeded throughout the year. One result is that Digital Media now offers a communications "focus" as an option for students who are half-concentrators in Digital Media. We have also had preliminary conversations with the Department of Modern Foreign Languages to develop a Spanish Media Lab.

We have also continued the assessment protocol initiated by the Communications faculty last year. Senior students in the Communications Program prepare and submit a portfolio of their work. Faculty then evaluate the portfolios.

I am also very happy to report that students in the Department have been very active in scholarship and in presenting their work at a variety of conferences. In the summer of 2009, Dawn Gieringer and Sarah Bruno both participated in ACRE projects and of course presented their work during the Fall ACRE presentations. Dawn also completed a Half ACRE during Interim, working with Jennifer Koosed, and presented her work in the Spring ACRE event. Dawn and Kelsey Frankowski, who graduated in December, both attended a regional conference in West Virginia sponsored by Sigma Tau Delta, the International English Honor Society, and presented their work. In the Spring, Sarah Bruno and Lauren Kittle both presented their work at the national version of the Sigma Tau Delta conference, in St. Louis. Also in the Spring, Eleisha Cutts presented her work at the LVAIC conference, as did Sarah Bruno, who read her poetry to all of the participants in the conference. Cayla Wiener presented her work in Communications at the HECBC Undergraduate Research and Creativity Conference. This Spring as well, Rachel Liberatore took students from the Department who work in the Writing Center, including Sarah Bruno, Jacara Ahmaddiya, Anne E. Rhodes, and Lauren Kittle, to the conference of the Mid-Atlantic Writing Center Association to present their work on "Writing Centers as Sites of Cultural Exchange: Tutoring and Learning from International Students." Among the honors projects completed this Spring, moreover, were five from the Department: Emily Duke and Raquel Hamlett presented their research in Communications; and Dawn Gieringer and Anne Rhodes presented their research in literature and its cultural influence. Looking forward to this summer, Kelly Nicodemus and David Mazzenga will both be doing work on ACRE projects. Finally, the two students in the department who applied to graduate schools have both been accepted, Raquel Hamlett in Communications at Towson State, and Dawn Gieringer in English at Villanova. Kelsey Frankowski, who applied to law school, has still not decided which of the schools that admitted her she will attend.

Plans for the 2010-2011 Academic Year

For the 2010-2011 academic year we have a carry-over from this year as well as a couple of new issues to work through.

First, we need to finish plans for placement of new students into the composition program. That means working out how to weight the three elements of the placement program. We also need to develop a means of placing students who do not present SAT scores. I've already been consulting publishers about the availability of standardized diagnostic tests, and we need to pursue that tack further. Because writing and reading are so closely aligned in college courses, moreover, we must develop a writing protocol for students that asks them to do some reading as well as writing. That
means that we need to find brief but meaty essays for the students to read, and then work up a prompt for them to respond to.

We have had some preliminary conversations about assessing the outcome of our students' study of literary texts, and next year we will continue those conversations and, we hope, develop a method to carry out the assessment.

Two years ago, at the request of the Department of Education, we developed a course in intermediate grammar and composition. However, after the first time that we offered it, the course has not had an enrollment sufficiently large for it to run. We need to consult with Education about the course. When we developed it we did so on the understanding that it would be an important course for all future teachers in any discipline that requires writing. But apparently Education has suggested it only for students in secondary English education, the number of students in which will simply not support offering the course. Given the difficulties that students will encounter in reading and grading written work in their scholastic careers, however, it seems to us essential that the students have some instruction in doing such work. We will therefore explore ways in which we can implement workshops for such students, in and out of the Department, perhaps in collaboration with the Writing Center.

In Communications we intend to continue to give students multimedia offerings and assignments. We also hope to strengthen the link between our courses and campus publications and media outlets in order to further develop our students' practical skills and to provide them a greater degree of practice in applying the theoretical knowledge they gain in the classroom. Assessment of the goals of the Program will continue to take place via the portfolio approach that has been in place now for two years.

We will also continue to pursue conversations with both the Digital Media and the Modern Foreign Languages Departments. The relationship between Communications and those two departments, especially Digital Media, needs to be clarified over the course of the next year. In regards to Modern Foreign Language, the Communications Program has long hoped to be able to establish a track/focus/sub-concentration in Spanish-language communications. To do so requires collaboration between departments, as well as with Latin American Studies. The relationship between Prof. Kiddy and the Centro Hispano in Reading might prove particularly useful in that regard, and we need to explore those possibilities.

Finally, we need to update/upgrade the Department web page. I've been doing it myself, but have to confess that it is a bridge too far for me at this point. I've neglected it.

**ESL Department:**

In Fall 2009, ESL returned to its original size (20 students). After the usually stressful international student orientation and days of advising the new ESL and Bachelor's students, we were left with a healthy number of 18 ESL students for the Fall semester. This year was also the first year of implementing our new ESL graduation requirements, and a memo regarding the implementation of these new policies was sent to the Provost, Dean Thomas, Greg Eichhorn, and Al Cacicedo. This memo is included below, and it includes our goals.
The goal of the ESL program is to help each student develop the English language skills needed to successfully continue and complete higher education in the United States. Our new policies are helping us to meet these goals.

Some successful things we did include the following: a trip to Harrisburg, a trip to Baltimore, and students’ observing regular academic courses where they practiced note-taking skills. The students enjoyed getting out of the classroom and experiencing more parts of this area and American culture. Furthermore, an innovative partnership between ESL and the Albright Early Learning Center (established by Marion Piccolomini) provided a great chance for these two areas to collaborate and for our ESL students to practice giving public speeches to an audience where they would have to work hard to gain their attention.

Our faculty this year attended conferences (all), published academic and creative pieces (Ethan and Marian W), served on an ESL advisory board (Ethan), and hosted an ESL conference at Albright (Marion P. and Maria). Ethan and Marian also helped the ALC to train tutors in working with international students. We also were happy to host the professor from Brazil whom Betsy Kiddy brought in—he was a wonderful presence to our classes and program in the beginning of the Spring 2010 semester.

Some goals for the department to accomplish in the 2010-2011 year would be as follows:

1. Focus on assessment of ESL portfolios and more on mock-TOEFL tests vs. our graduation requirements.
2. Establish more ways of recruiting students (in house) in addition to the recruiting agencies we currently use. We would especially like to look at India, Saudi Arabia, and South America.
3. Revise the ESL department brochure.

We plan to collect assessment data as far as the portfolios go in order to compare how the final ESL portfolios compare with the SPI sequence. As far as our goal in 2009-2010, I will list it below with some discussion/explanation:

- Understand how prepared for the regular academic program our new policies make our students. That is, how do these exit requirements correlate to the TOEFL score required of Bachelor’s students? Our assessment methods were to see our students produce papers in general studies classes that are on target with the average papers of other international students who have been directly admitted into the Bachelor’s program. We said we could also administer a mock-TOEFL test to students ready to graduate ESL to assess how they compare.

Because we were focused on implementing the new policies during 2009-2010 and because the policies required some revision (especially regarding the interim remediation policy) and re-evaluating, we did not get to focus on this goal as much as we wanted to. Therefore, we plan to spend more time in 2010-2011 focusing on what the ESL portfolios mean and how our graduates from ESL compare with the TOEFL-score that is required for direct admission (compared with admission as a result of graduating from ESL).
We were fortunate enough, however, to have two students in our ESL program take the TOEFL test in their quest to graduate from the program. One student, whom we told was not quite ready based on our exit tests, received a TOEFL score that confirmed what we were saying. Another student, who we expected would be ready, based on our exit tests, received a TOEFL score that confirmed his readiness to enter the Bachelor’s program. This comparison was very helpful, so we hope to do something more extensive and official next year in comparing these levels.

Below is the memo sent in early Spring to best explain the policies and the numbers.

Spring 2010

To: Andrea Chapdelaine, Provost
    Greg Eichhorn, Vice President for Enrollment Management
    Joseph Thomas, Dean of Undergraduate Studies
    Al Cacicedo, Chair of English

From: Ethan Joella, Director of ESL

Re Implementation of New ESL Policies for Academic Year 2009-2010

The new ESL policies that were finalized in Fall 2008 were implemented in Fall 2009. These policies were developed in order to provide a more comprehensive set of exit criteria for proceeding from the ESL program to the baccalaureate program so that ESL students are more prepared in areas of writing, speaking, listening, and reading. What follows are some relevant details in regard to the first-semester implementation of these policies.

In Fall 2009, 23 students who were accepted to ESL took the placement test during Fall International Student Orientation. Of these 23, there were 5 students who tested out of ESL and 18 who entered ESL. During the fall semester, three members of the English department volunteered to serve as portfolio readers: Professor Teresa Gilliams, Professor Rachel Liberatore, and Professor Denise Greenwood. After the review of the portfolios and the listening, speaking, and reading tests, 7 students were deemed ready to leave ESL and enter the baccalaureate program in the Spring 2010 semester. In addition, 1 student took the TOEFL test and scored above a 68 (IBT)/520 (PBT) in order to place into the baccalaureate program for Spring. Also, 3 students were identified as requiring the remedial Interim session, and 8 were eligible to enter the second semester of ESL. Of the 8 students eligible to enter the second semester, 1 student decided not to return for spring. Of the 3 students who required Interim, one student decided not to return, and then another missed the Interim session due to an illness. This student returned in Spring with mandated remedial support.

Overall, we (the ESL faculty) found the new policies helpful. The students now have a much clearer idea of their strengths and weaknesses compared with the previous policies where exit from the program relied on one test score. We also appreciated the involvement of the English department faculty who helped to provide an objective and accurate assessment of the students’ writing. Gathering the portfolio data and arranging for the other three tests during the course of a busy semester presents a challenge, but we believe we will handle this more efficiently with each semester.
The only area of the new policies that needs revision is, as we discussed in January, a need to remove the Interim requirement from the policies. This is because the Interim requirement presents staffing challenges and complications with student travel arrangements. The new proposed policies will recommend that the students who fall into this category be required to take remedial support during the spring semester (as has been done in the current semester with the student who missed the Interim session).

**Fashion Department:**

1. **Revisions to Department Mission Statement, and/or Departmental Goals**

   The fashion department mission and goals were updated in the 2008-2009 school year. No revisions took place in 2009-2010.

   **MISSION STATEMENT:**
   “The mission of Albright College Department of Fashion is to prepare students with knowledge, professional skills and credentials for successful contribution to the fashion industry.”

   **GOALS:**
   a. Develop effective oral, written and technological communication skills
   b. Establish a global perspective of the fashion industry
   c. Practice and understand ethical conduct based on respect for a universal moral code
   d. Demonstrate effective problem solving through critical thinking and an understanding of multi-cultural differences
   e. Demonstrate skill sets relative to the fashion industry
   f. Set and demonstrate a high standard of professional conduct

2. **Changes in Curriculum**

   No changes in curriculum were initiated in 2009-2010. Those students entering in fall 2009 began the new merchandising track curriculum which was approved the previous year. This curriculum requires courses on apparel product development, marketing and retailing not previously required of merchandising students.

   We tested a Portfolio Development course during interim. This course will be required of all design and design & merchandising students entering in fall 2010.

3. **Changes in Facilities**

   Alumni Hall 110, the fashion computer lab was renovated. It can now accommodate a class of 12. Prior to the renovation, it could only successfully accommodate 7 students. We added 5 new computers, a large flat screen TV/monitor and heat to the room. The MACs were changed to PCs because we anticipate adding Lectra Modaris patternmaking software this year. This softwear only works on the PC platform.
We did not purchase chairs for the 5 new computers or replace the old computer chairs due to budget. This should be considered next year. Also note that many of the chairs in Alumni 103 are broken and need replacing.

4. Recruitment and Retention Activities

The fashion department was represented at every admissions event in 2009-2010. We worked very closely with admissions this year on “Fine Arts Day.” We also were part of the large High School Admissions Counselors visit in October. We provided the Admissions office with copies of our fashion newsletter, *Seventh on 13th*, so they can distribute them to interested students. We worked closely with the Admissions department to bring individual prospective students to campus and provide them with a department visit and classroom visit that is meaningful by gearing it towards the student’s interest.

The department held its second annual “Welcome” event in the beginning of the school year. Students get to meet or catch up with the fashion faculty, other fashion students and learn about events planned for the year like trips to NY, workshops, the Victorian Fashion Ball and the Fashion Showcase.

In addition there were off campus trips scheduled throughout the year to Elite Sportswear, Boscov’s Visual Merchandising Complex and the New York fashion district. The NY trip introduced students to the Helen Kaminski designer showroom, the Color Association of the US, the “Day and Night” fashion exhibit at FIT, and Fashion Group International headquarters.

The fashion website was updated in the spring with the help and creativity of Albright junior, Samantha Provenza, Amanda Condict, Doreen Burdalski and Dave Markowski. Amanda Condict recruited a retired fashion photographer to work with the students to have a photo shoot specifically to create photographs for the website. This was a daylong event which took place all over campus. Our students stylized and modeled every shot.

In addition the fashion faculty held a meeting for all freshman fashion students in the spring. As a group we talked about upcoming events, registration, and curriculum and opened the floor up to their questions.

5. Assessment

The fashion department met with Dean Foster this year and discussed how to proceed with assessment. The FAS112 Fashion Fundamentals course was targeted for assessment since this is a freshman level core course all fashion students must take. A pretest/post test for the course was developed in the fall. It is a 50 question multiple choice test which covers material considered important to the FAS112 course. Each question has a “Don’t Know” option. The students took the test the first week of the spring semester and the last week of the spring semester. The results are being analyzed.

The fashion faculty will hold individual meetings with each sophomore fashion student this fall. Students will prepare by submitting a resume and brief reflection of their strengths and weaknesses. Faculty will validate the students thoughts (or not) and make suggestions on ways to improve their performance.
6. Student Accomplishments

a. Christine Wilson, a merchandising sophomore, traveled to the University of Arkansas’ Sam M. Walton College of Business Center for Retailing Excellence in March to represent Albright College in the American Collegiate Retailing Association’s Fourth Charrette. This event draws students from around the world.

b. Fashion design students Brittney Herbert, Rachel Garren and Andre Jackson participated in the Fashion Group International Red Carpet Scholarship Fashion Show in Philadelphia in April. These students competed against students from Drexel University, Philadelphia University, University of Delaware, Moore College of Art and Design and The Art Institute of Philadelphia. Their “red carpet” designs were judged by industry experts. Rachel Garren was awarded a $1,000 scholarship. Albright students Aryn Doll, Jill Darr and Taneisha Shaw modeled the red carpet designs

c. Senior design and merchandising student, Phylicia Ellis presented her collection at Islands of the World Fashion Week in Nassau, Bahamas last November. She was featured in an article in Nu Woman magazine winter/spring 2010.

d. Several of our students participated in various ways in the Gene London Hollywood exhibit at the Reading Public Museum. Design students Erica Rudzinski, Dylan Toomey and Kate McGinn helped Paula Trimpey with the restoration of several of the gowns. Chelsea Miller, Aryn Doll, Chelsea Morris and Payal Patel assisted in the exhibit set up. Caitlyn Feldman, Aryn Doll, Jill Darr, Gabrielle Braxton and Monica Tulay participated in the opening night gala at the Reading Public Museum dressed in vintage Hollywood costume.

e. Jill Darr acted as student editor of the fashion newsletter, Seventh on 13t. Numerous students contributed articles and photographs to the publication. Two new issues were produced this year.

7. Noteworthy Events

a. In February, we held our “Annual Victorian Fashion Ball.”

b. In May, we held our Fashion Showcase, Absolutely Fabulous.

8. Fashion Department Goals for 2010-2011

a. Complete a successful search for a new tenure track faculty member.

b. Install and begin training on the Lectra Modaris and Domino software for electronic patternmaking and 3D imaging.

c. Examine and revise the current Costume Design track curriculum.

d. Create a departmental handbook for students.

9. Fashion Department Learning Outcome Focus:

One of our department learning outcomes is that Students will demonstrate skill sets relative to the fashion industry. We began a pretest/posttest assessment for freshman last spring. This will
continue for 2010-2011 school year. We will look to expand on the learning outcome this year by collecting data from our one on one meeting with the sophomores which was described earlier in this report.

10. Anticipated goals for 2011-2012:

a. Offer electronic patternmaking course for the first time.
b. Acquire software utilized by industry for apparel product development. Similar to Lectra Product Life Management software.

History Department:

1. Summary of the department's mission and revisions to student learning outcomes, and/or departmental goals.

Our report from last year stated: “A major in History offers students a broad understanding of long-term historical trends in introductory courses; a deeper knowledge of regions, countries, and issues in the middle level courses. In seminars at the 400 level students hone their research, presentation, and writing skills. Two major changes in our goals, and student learning outcomes, are that 1) the History Department is committed to internationalizing the curriculum and making sure that its concentrators and co-concentrators have a broad geographical knowledge of history and; 2) to better define its “steps” – that is make the sequence of classes more logical (100, 200, 300 level) without imposing prerequisites.”

There have not been major changes to the overall goals of the history department in the last year. Our commitment to internationalizing our curriculum continues to be a major focus of the department. We also continue to discuss the “steps” of the curriculum.

2. Changes in the curriculum initiated in the past year and current status.

In last year’s report we stated:

“In the fall of 2008 the department had a retreat to discuss the results of the EPC review and to formally review the curriculum. The result was a document that created a new track in World History, that reorganized some of the course number, and that better defined the goals of the 300 level classes. This document was further honed in the spring. The plan is to take it to the EPC and the Curriculum Committee early in the fall of 2009.”

In the fall, as we had proposed, the history department submitted a proposal for a World History track to the EPC, and it was passed by that body. In the spring, plans to bring some of the specific changes to the curriculum committee were waylaid by a personnel situation in our department, which put the World History curriculum as we had proposed it at risk. In addition, there was some confusion on the part of the chair (me) on how we were supposed to present the material to the curriculum committee – all in one bunch, as I had originally thought, or in pieces, as Dean Thomas later suggested. This issue has to do with the seemingly ever-changing grid. Anyway, many of the individual changes proposed (but not all) were somehow interconnected.
with the personnel problem. As a result, making those changes in the curriculum committee will be one of the goals of the department in the coming year.

3. Changes in facilities, including technology and equipment.

There were some upgrades to equipment in Masters Hall in the last year. Especially appreciated were the changes in Masters 8, which became a pretty “smart” classroom. It was extremely helpful to have the computer, Elmo, DVD/VCR, speakers and projector all connected. In terms of user-friendliness it was terrific.

The building laptops continued to be a problem, for the people who used them. This situation was especially apparent when a candidate tried to use one and actually had to go through three different laptops before he could get one to work. This was embarrassing to say the least.

Masters Hall continues to be problematic in terms of heating and cooling. I suggested to the classroom renovation committee that there be fans installed to move air around. Even that low-tech solution would be very welcomed!

The History Department continues to be squished into the far end of Masters Hall with no common room, no dedicated seminar room, and many with offices too small to meet in. Some senior faculty members have offices with no windows. We need more SPACE. I said this last year and it continues to be true.

4. Activities associated with student recruitment and retention.

Members of the History Department take turns attending the recruitment events, with John Pankratz always attending. We always have a presence at the events. We use a sheet with descriptions of the faculty members and our emails, always encouraging students to contact us with questions. This year, in addition to the admissions events, dinners, and other events, some of our faculty members allowed themselves to be “shadowed” by middle school students. We also met with individual applicants when they came to campus.

In the 2009-2010 year we started a departmental website, but it continues to not be very satisfactory. In the beginning of the summer of 2010 I asked Dave Markowski for a template so that we can at least have decent faculty pages. He sent it to me and I hope to get those faculty pages put up (with D. Markowski’s help) in the fall of 2010. The template is the same one used by the science faculty.

We do have an honors society that was not as active in the last year as in previous years. We try to allow the students to run the society, so fluctuations in activity from year to year (as leadership changes) are to be expected.

5. Activities to assess student learning at the course and/or program levels and current status.

The history department does not really “like” assessment, but we engage in assessment all of the time. All of the course syllabi in the history department include goals, and the assignments (writing, reading, exams, etc.) all work towards making sure that the students achieve those goals.
The final grade, of course, is the final assessment of the teacher as to whether or not the student achieved the goals of the class, but there is an ongoing assessment throughout the semester.

All of the history faculty see the promotion of clear and analytical writing as one of our major goals. In terms of writing assessment, most of the faculty members allow students to rewrite their papers or offer the opportunity to write a draft. They then offer detailed assessment of the first draft in order to ensure student improvement. Many history faculty members spend an incredible amount of time offering these detailed analyses of student work directly for the students' benefit.

Beyond the assessment in individual courses, the department decided to undertake a review of our 300 level classes, to make sure that we were sharing common goals for the classes at this level. This review was especially important because we do not have a specific methods course, so we depend on the 300 level classes to give our students the tools they need to become historians. I have included the report on those meetings, written by Gerry Ronning, as an appendix to this report.

6. Noteworthy events or student accomplishments

The members of the History Department continue to be active scholars. In this past academic year they published a number of book reviews, articles, book chapters, and attended and helped to organize different conferences. When not publishing, all of the members of the department are engaged in ongoing research projects with the stated goal of working towards publication on those projects.

In addition to their own research, department members helped several students develop and deliver papers at undergraduate conferences. Kelly Spracklin, working with Betsy Kiddy, delivered a paper on the history of drought in the northeast of Brazil, the result of a summer and a January ACRE, at the national undergraduate research conference and at the Mid-Atlantic Conference on Latin American Studies. Guillaume de Syon guided a student, Margot Collins, through a successful Honors project. Gerry Ronning worked on an ACRE project with Carrie Cowsert on the history of Latinos in Reading – a project that unfortunately did not get funded in the summer round.

Furthermore, all members remain actively involved in service to the College through public engagements, lectures to the community. Some noteworthy activities were the promotion of the Watershed Symposium in the fall, John Pankratz’s work with the Berks County Historical Society, and Guillaume de Syon’s fame as a commentator of the history of aviation – being interviewed for National Public Radio!

The history faculty is also extremely active in service to the college, on both elected and appointed committees either as chairs or active members. These roles include the director of the Experience, chair of the PC, and have served as members of the FEC, EPC, CC and R&T. In addition, the History faculty participated enthusiastically in the first year seminar program.

The department remains committed to strong interdisciplinary cooperation. At any given time, members teach courses that help students working in the following programs: EDU, EVS, LAS, Holocaust Studies, Africana Studies (newly approved) Asian Studies (newly approved), Honors.
We regard such relationships as a real departmental strength and reflection of the interdisciplinarity of contemporary historical methodologies.

The department continues to be active in promoting Experience Events on campus that help to enrich their classes.

7. **Initiatives undertaken that were particularly successful.**

Faculty members continue to be involved in innovative and interesting courses. For example, Betsy Kiddy took students to Mexico to see the classic Maya ruins in her Ancient Cultures of the Americas class during Spring Break. As a department, however, our initiatives were somewhat stymied by our personnel issues over this past year. Nonetheless, we soldiered on as best we could to make our courses lively and engaging for our students.

We applied for and received the OK to hire a new faculty member in a temporary position in World History for the next two years. The faculty undertook the search in the summer of 2010. We are extremely happy with the outcome of the search and are happy to welcome Dr. Ian Wendt as our colleague for the next year, and hopefully the next two years. The search was a great success, and this was a relief after the difficult spring.

We are also happy to welcome the new NEH scholar to our department as an historian. John Pankratz was an active member of that search committee, and we very much look forward to having Anene as a member of our department for the next year.

8. **Other important issues the department faces.**

- The department needs to continue to move forward with pushing our new World History curriculum and other curricular changes through the curriculum committee process.
- The department continues to teach, advise, and work in less-than-adequate physical space. To say that this is a challenge to our being a success as teachers, scholars, and mentors to our students would be an understatement.
- The department needs a better website, which really is our window to the world.

**Goals for the following year**

1. **3-5 Goals (I notice that some of these are the same as last year)**
   a. Get curricular changes through the curriculum committee
   b. Get website revised – more attractive, more user friendly, more interesting
   c. Continue with our initiative with the assessment of and reflection on our 300 level classes.
   d. Use the additional funds in our budget to start a history speaker series, bringing one historian to campus per semester, in conjunction with the Experience committee.

2. **One department learning outcome “action plan.”**
In the spring of 2011 we will review our 300 level classes from the previous year and reflect on how we met our goals as set out in our assessment in the spring of 2010.

3. **2-3 anticipated goals**

- We have been approved for a tenure-track search in the 2011-2012 academic year. For this, we will continue to discuss and define our World History track, and hopefully engage in a successful search for a new tenure-track colleague.

- Continue to define our “steps” in the history major.

- Continue to work on the website and make it a useful and dynamic resource for history majors.

4. **Needed resources**

Beyond needing a new building, we need more SPACE. The benefits from more space are not apparent in the list of goals because the reality is that we will not get more space, so why dream? More space would facilitate student learning (more just “hanging out” space for history majors, more space for honors club meetings, for a space for journals, etc.), for faculty work (and goodwill), and departmental goals (a less stressed faculty because of lack of administrative help and inadequate infrastructure might lead to more willingness to embrace some of the administration’s goals).

**APPENDIX: History Department Assessment, Spring 2010**

The members of the history department met this past spring to discuss the issue of assessment, our assessment needs, and the best ways we could begin to narrow the field of questions that we could reasonably address given the amorphous and ill-defined enormity of the “assessment” mandate. All members agreed that attempting to assess a common set of student learning outcomes across our widely diverse classes would be premature at this time, and perhaps even a foolish waste of time, at worst. Rather than focus on student learning outcomes, then, we decided to examine the content and goals of our various 300-level classes to see if we could come up with some common assignments and learning outcomes that might eventually be used as a baseline measure for our eventual assessment of student learning outcomes. In short, we determined that assessing ourselves would be the best first step in formulating a broader assessment regime.

The members of the department determined that the 300-level classes would be the best place to begin our work because even though our offerings at this level encompass a wide variety of chronological periods and geographical areas, we all share the goal of formally introducing historical methods and theory at this level to students who are more likely to be concentrators. Our assessment began by discussing what we already hope to accomplish at this level and the challenges we face teaching historical methods and theory at this level. We then moved on to a discussion of the common learning goals and assignments we could all usefully incorporate into the 300-level classes.

**Common Goals**
• Historiography – all of us have attempted to impart some sense of what historiography is and how it is used at the 300-level, though we all seemed to come at the issue from different directions.

• Recognizing significant historical issues and questions – all of us have attempted to transmit to students the various ways that historians recognize and summarize problems and questions that can be effectively researched using historical methods.

• The significance of primary research – we all share a commitment to making sure that students know the difference between primary and secondary sources and the ways that these sources are used.

• The use of sources and citation – we all insist that students incorporate sources into their work and cite them, though we discovered in our discussions that we do not share the same expectations in terms of style manuals.

• Theory – we all try to incorporate theory into our 300-level curriculum, but in widely varying ways.

Problems

• No prerequisites at the 300-level – our students in these classes are not all concentrators and defining these classes as strictly methods classes would pose problems to our non-concentrators. There is a need to make sure that the 300-level classes are still accessible and relevant to a wide variety of concentrators.

• Length of semester – a full-blown research project is difficult to realize in such a short time, especially if teaching content is an important goal.

• Resources – while assigning primary research is relatively easy in US history courses, the task is more difficult for world areas and more distant eras.

• Class size – large enrollments make focused instruction on detail-oriented methodological tasks a challenge.

• Diverse fields of study.

Conclusions

After assessing the assignments of one 300-level model (attachment) the members of the department agreed upon the following course of action:

1. Use of the Chicago Manual of Style for written work at the 300-level.

2. A more formal introduction to historical theory, as appropriate, and the explicit incorporation of that theory into some written work.

3. Assigning a more formal literature review or bibliographic essay in order to assess students’ understanding of historiography and its uses.

4. The formulation of a problem statement or historical question that such a literature review might address and the formulation of tentative hypotheses to solve or explain the historical problem or question.
5. Some instruction on the various methods historians use to discover and interpret historical evidence.

6. The department agreed that a formal research paper based on primary and secondary literature would not be a formal requirement of 300-level classes at this time.

7. A comparison of the results of these 300-level assignments will be undertaken in Spring 2011 at which time discussions of reasonable ways to assess learning outcomes assessment will be initiated.

Math Department:

- The department undertook a detailed department review.
- The department switched the ordering of the senior seminar courses 491 and 492. Previously, 491 was offered in the fall semester and 492 in the spring. This created scheduling problems with our secondary education majors who are now student teaching in the spring semester. Beginning this fall, 491 will be offered in the spring and 492 in the fall. Math concentrators and secondary education co-concentrators will now take 491 in the spring of their junior year and 492 in the fall of their senior year.
- We have revised the test to place out of calculus I and directly into calculus II.
- Of our two majors leaving Albright this summer, both have been successful in finding desirable employment. One has found a teaching job in the Boyertown school district, and the other has found a business job in Philadelphia.

Future Goals 2010-2011:

- We will review all recommendations from the internal departmental review.
- We would like to develop a number theory component for the senior seminar course 491.
- With the switching of semesters for math 491 and 492, it may be possible to have some of our students present their senior seminar research papers at local mathematics conferences.
- To consider a change in curriculum which will require Real Analysis for math majors and remove the requirement of Physics 202.
- The assessment of most of these goals is fairly straightforward -- they will either be achieved or not.

Future Goals 2011-2012:

- To start a math club (if participation is there) and establish a pi-mu-epsilon chapter for our students.
- We would like to develop a stochastic process component for the senior seminar course 491.
- We would like to develop new recruiting material beginning with an updated list of current positions and graduate schools attended by our mathematics majors.
Several book publishers are offering online homework grading software for instructors. We would like to determine the feasibility and desirability of using these software packages in our calculus sequence.

Music Department:

1. No Changes

2. We rescinded our decision to drop the Special Program in Music. Starting next year, we will track enrollment figures and course coverage as the need arises.

   We were involved in the discussions regarding the necessary courses for the proposed co-concentration in Arts Administration. That proposal will go to EPC in the fall.

3. Our recommendations for changes to the current audio-video configuration in Roop will be completed this summer, with the speakers mounted on the wall and the screen replaced.

   Three items we had requested for further improvement in Roop (the quality of the acoustic, the need for fully dimmable overhead lights and moving the theatre lamp switch plate) have not been addressed.

4. We participated in the following activities that contribute to student recruitment:
   - Fine Arts Day 2009
   - Music Talent Grant Auditions (4 days)
   - Guidance Councilor Tour
   - All Open Houses and Previews
   - Scholarship dinners and brunches

5. We are using the same assessment activities as 2008-09.

6. MEISA representatives attended the MEIA International Conference in Florida; one student participated in the PA Intercollegiate Band Festival at West Chester University; Albright Angels and Mane Men toured together over Spring Break 2010; Jesse Grieb placed third in the senior division of the Yokum Art Institute’s Piano Competition; Alice Santana, Andrew Gibout, and André Forbes were awarded a Gold A.

7. Continued collaboration between MEISA students and the Star Series/Concert Series.

Projections

1. Goals for 2010-11
   a. Better organization and management of departmental performances.
   b. Meet with Dean Foster for further clarification of assessment mechanisms.
c. Seek ways to more aggressively market the Special Program in Music.
d. Assist in the search for a new Director of the CFA, and support the addition of the Arts Administration co-concentration.

2. **Goal C:**

   a. Expected outcome(s):
      - 1. 3-5 students will enroll in the SPM
      - An Independent Study on a topic TBA will be offered in the spring in response to demand.

   b. The outcomes will be qualified by the number of students who elect to add the SPM to their course of study and the actual need to offer the Ind. study.

3. **Goals for 2010-11**

   a. Mane Men 10 year Reunion
   b. Continue to seek ways to strengthen ties with community Arts presenters and public school music educators
   c. Continue to integrate performances with college curricular goals
   d. Have a new concert grand in the chapel.

4. a. More financial support for performances off-campus, including touring and outreach activities.
   b. Successful fund-raising for a concert grand.
   c. Funding to replace antiquated instruments for the Instrumental Music Program.

**Philosophy Department:**

**Achievements during the past academic year:**

1. Fouad Kalouche and Kristen Zacharias each taught a First-Year Seminar in the fall.
2. Claudia Strauss taught Business Ethics (PHI250) for the first time. She has had extensive experience in the business world.
3. No changes to department mission statement. Reaffirmation of our department goal, as noted below.
4. The Philosophy Club presented an experience event, a presentation and discussion of Sartre’s *No Exit* on April 8.
5. Student accomplishments
a. **Joshua Cutts** presented a paper to the LVAIC (Lehigh Valley Association of Independent Colleges) Women’s Studies Conference on March 27, 2010. The paper was a development of a final paper for 20th Century philosophy class. He also submitted papers for undergraduate philosophy conferences and is still awaiting notification of acceptance or rejection.

b. **Lisa Archibald** co-organized (with her colleague Kyle Baughman) two Philosophy Forum events in the Fall of 2010 (both focused on film and philosophy, the first viewed and discussed *I Heart Huckabees* and the second *V for Vendetta*).

### For the 2010-2011 Academic Year

1. **Department goals:**
   a. Updating of the philosophy department website.
   b. Preparation of a brochure for open house and other recruiting events.
   c. Continued recruitment of concentrators.
   d. Continued encouragement of the student-run Philosophy Club

2. **Learning outcome:** All students of philosophy will engage in close reading of the texts—generally primary—to develop a critical understanding of them. The outcome of this process is assessed constantly through journals, informal writing assignments, discussions, examinations and papers. There are many other outcomes (critical thinking, the personal integration with other forms of knowledge on the part of the student, etc.) associated with this method, but they are intangible and multi-layered and are not grasped equally, nor can they be determined a priori. The goal is to provide students the opportunity to accomplish these in his or her own terms.

3. **Goals for the 2011-2012 academic year:**
   a. To maintain concentration and department continuity in light of the probable year-long sabbatical of Fouad Kalouche and possible commencement phased-in retirement by Kristen Zacharias.
   b. To develop courses responding to student, department, and concentration needs as they may occur.
   c. To maintain up-to-date information on the department.

### Political Science Department:

1. **Revisions to department mission statement, student learning outcomes, and/or departmental goals:** None

2. **Changes in curriculum initiated in the past year and current status:**
   - New course in Political Geography developed by Dr. Smith and taught for the first time in Spring of 2010. Course co-listed for Education students. Enrolled 20
   - International Organizations and International Law combined into one course. — Dr. Langran.
3. Changes (positive and negative) in facilities, including technology and equipment:

- Purchased three digital camcorders for use in Tom Brogan’s Parties course in fall.
- Purchased mapping software for Political Geography

4. Activities associated with student recruitment and retention (e.g., updates to web site, social events for students, honors’ society events, new admission materials, etc.):

- End of the year social for POS/IR, Pre-law students.
- Induction dinner for new members of Pi Sigma Alpha (national POS Honor Society).
- Sneak Peak and other Admissions events.

5. Activities to assess student learning at the course and/or program levels and current status.

- Worked on proposal to assess improvement in writing skills between first year and senior year as part of assessment. Substantive goals vary by course.

6. Noteworthy events or student accomplishments:

- Greg Pfeffer studied abroad in Thailand, travelled extensively in Asia, including Korean DMZ.
- Michelle Reinhart was awarded a summer ACRE grant with Dr. Auerbach.
- Kelly Spracklin (POS/LAS student) studied in Brazil with Dr. Kiddy.
- Political Geography student Jennifer Moody completed a research project on land use in Reading, which is being adapted for the Reading Museum.
- Political geography students planted a tree, cleaned up the site, and planted bulbs for Earth Day.
- The Model UN club met frequently.
- Louis Yurkovitch developed an international news program for the College Radio Station.
- Christin Walter worked in a mission in Romania among the Romani people.

For the coming year (2010-2011):

1. 3-5 goals for the department to accomplish in the coming year:

- Hire one new member of the faculty
- Begin transition to a new generation of faculty
- Change in the chairmanship of the department
- Continue work on assessment
2. For one of your department learning outcomes:

   a. Identify what data or information you will collect as evidence to assess how well these expected outcomes were achieved (and therefore, the goal was accomplished). Using multiple measures for the same outcome is recommended.

      Assess Freshman writing skills via inventory of grammar & syntax errors from the OWL online English program at Purdue University.

3. 2-3 anticipated goals for the 2011-2012 academic year:

   • Successful start for one or two new members of the POS department
   • Begin to implement freshman writing assessment and continue work on assessment
   • Develop a writing for the social sciences course as new hires come on board

4. Needed resources (equipment, support issues, technology, personnel, information/training etc.) that would facilitate student learning, faculty work, or achievement of departmental goals:

   • 3rd Floor ceiling/walls are cracked and plaster falls down occasionally. Better maintenance/permanent repair needed.
   • Lighting is unreliable with outages and apparent shorts.
   • Chairs in Teel 309B are of poor quality and are now in disrepair. They should be replaced.
   • Need left-handed chair-desks in Teel 301. Perhaps 10-15%.

Psychology Department:

1. Revisions to department mission statement, student learning outcomes, and/or departmental goals: no changes

2. Changes in curriculum initiated in the past year and current status:

   • added Child Development track
   • added two tracks in Psychobiology

3. Changes (positive and negative) in facilities, including technology and equipment:

   • still need additional Iworx PK-214 systems

4. Activities associated with student recruitment and retention (e.g., updates to web site, social events for students, honors' society events, new admission materials, etc.):

   • fall and spring induction for Psi Chi
• 2 sponsored lectures
• 2 social events for majors

5. **Activities to assess student learning at the course and/or program levels and current status:**
   • administered ETS Major Field Test of seniors

6. **Noteworthy events or student accomplishments:**
   • student presentations at EPA and APS

7. **Initiatives undertaken that were particularly successful that might serve as models for other departments**
   • we weren’t that creative this year

**For the coming year (2010-2011), please describe the following:**

1. **3-5 goals for the department to accomplish in the coming year:**
   • Compile and analyze data for self-study
   • Administer MFT to class of 2011 with emphasis on getting greater participation than last year (50%)
   • Discuss curricular revision

2. For one of your department learning outcomes:
   a. Identify what data or information you will collect as evidence to assess how well these expected outcomes were achieved (and therefore, the goal was accomplished). Using multiple measures for the same outcome is recommended.
      • increase number of students presenting at EPA and APS

3. **2-3 anticipated goals for the 2011-2012 academic year:**

4. **Needed resources (equipment, support issues, technology, personnel, information/training etc.) that would facilitate student learning, faculty work, or achievement of departmental goals:**
   • quicker feedback on department’s capital requests. All we get are promises of quick decisions.

**Religious Studies Department:**

1. No current revisions to our mission statement, goals, or learning outcomes.
2. Two of our goals this year were to conduct a curricular review and to address the need of a writing intensive experience for concentrators and co-concentrators during their junior year in order to prepare them better for the senior seminar. In fulfillment of these goals, we reviewed and revised the requirements for concentrators and co-concentrators. Instead of requiring only eleven courses for full concentrators, three to five of which could be taken outside of the religious studies department, we increased the number to thirteen and only three can be taken outside of the department. For both concentrators and co-concentrators, we added a 300-level seminar to be taken any time before they take the 400-level senior seminar. These changes were approved by the Education Policy Committee.

Last summer, in conjunction with the business and economics department, Victor Forte offered a study-abroad class to Japan. The course was very successful, and it will be offered again this summer. Currently, it is the only study abroad experience that our department offers.

3. As part of a campus-wide effort to improve technology in the classroom, the Chapel classrooms were re-wired so that movies could be projected onto the screen at the front of the classroom. This improvement has greatly facilitated the showing of video. Not only does the department offer several classes about movies, but documentary greatly enhances the teaching of religious traditions. For example, we regularly show clips of Jewish men performing traditional morning prayers, or Muslims participating in the pilgrimage to Mecca. Seeing such rituals performed is more effective in terms of student learning than just reading about the rituals.

Jennifer Koosed and Rob Seesengood got a new computer to share; Bill King and Victor Forte also received new computers this year. The Chapel lounge got two new computers.

4. We participated in all of the admissions events, expect for the event on April 24. Unfortunately, all of the members of the department had prior commitments on this day.

One of our goals this year was to update our web site. We did update the site, adding faculty web pages for Drs. Koosed, Forte, and Seesengood.

Under Dr. Seesengood's leadership, we started a chapter of Theta Alpha Kappa, the national religious studies honors society on campus.

5. We used student portfolios and other progressive assignments in many of our general studies courses. Throughout the semester in REL 141 and 142 (Understanding the Hebrew Bible and New Testament, respectively), students learn how to use the religious studies data bases and assess peer-reviewed articles in biblical studies. Our final exams always have essays that further enable us to assess student learning – specifically, the ability to think critically about religion. Many of our courses also contain experiential components in order to help students understand different religious traditions empathetically. In REL 296 (Yoga: Philosophy and Practice), students learn yoga positions and meditation practices; in REL 250 (Judaism), students spend an afternoon keeping an Orthodox Shabbat and then design their own Shabbat experience.

For the concentration, our two learning outcomes are as follows: 1) students "will be able to describe constructively and accurately how religion shapes the decisions people make and enables them to maintain long-lasting meaning and structure in their lives. We will expect our students to describe (critically) how religion functions constructively;" and 2) students
will be expected "to demonstrate how they would address these issues through contextual analyses of sacred texts (oral or written), ritual systems, and symbolic material artifacts. They should be able to show how these varied forms of evidence sustain particular cultural belief systems and shape the cognitive and emotional responses of people in diverse settings."

The topic of the senior seminar this year was martyrdom, which was perfectly positioned to address the two learning outcomes of the department. The overarching question the seminar grappled with was how does a person's religious commitment compel them toward death? What personality, historical situation, and/or interpretation of the tradition results in the conclusion that an individual must submit to being killed in order to affirm the commitment? The topic of the seminar raised many issues surrounding how religion shapes personal decisions and structures meaningful lives (and deaths). The study of martyrs is focused particularly on written accounts, many of which claim to be dependent on eye-witness and oral reports, and material artifacts since many sacred relics are said to be parts of the bodies of martyrs.

The primary tool of assessment was the 20-page paper that all students in the seminar had to write. This final research paper demonstrates the ability to apply disciplinary methods of research and analysis, and to construct an extended logical argument. It also demonstrates the students’ ability to think through how religion functions in people’s decision making and meaning making processes, to read sacred texts critically (in this case, martyrologies), and interpret relics and rituals. A secondary tool of assessment was conversation and debate. As a small seminar, concentrators had to participate actively in discussion in every class period, thus demonstrating oral communication and argument skills. Such debate also allowed the professor to assess their understanding of other scholars’ theories and analyses of martyrdom as they discussed the assigned readings each day.

Four senior concentrators completed the seminar and its requirements. One co-concentrator (history) examined how gender effected the presentation of martyrs in the early Roman Empire, and the implications in contemporary Christian settings. Another co-concentrator (French, and Holocaust studies) looked at the use of martyr language for victims of the Holocaust with particular attention to the political ramifications of that turn in intra-Jewish debate and Jewish-Palestinian discourse. The third co-concentrator’s (music business) paper compared and contrasted the hagiographies of two ancient martyrs – Justin Martyr with Ignatius. While not as original in thesis as the other papers, he included a substantial survey of the standard scholarly literature on each figure, thus demonstrating senior-level skill in the collection and review of relevant scholarship. The fourth co-concentrator (sociology, film studies) analyzed transcription of oral histories from the Russia invasion of Budapest in 1956 and compared the rhetoric and structure of these stories to the ones of traditional Jewish and Christian martyr accounts, concluding that contemporary secular and political martyrs draw on the language of the religious and traditional ones.

Three of the four co-concentrators integrated their other field of study into their capstone project. Three of the four co-concentrators explicitly made connections between ancient martyrologies and contemporary situations, and explored the subsequent political implications of these connections.
6. Rob Seesengood joined the department this year, thus bringing additional expertise in New Testament, early Christian history, and Classics to the department.

Jennifer Koosed gave birth to Simon Raphael Seesengood on January 21 and was on family leave during the spring semester.

The religious studies department offered three first-year seminars. In the fall, Dr. Seesengood offered a seminar on food and spirituality; Dr. Koosed offered one on creation myths. Dr. Seesengood repeated his seminar in the spring.

We had six religious studies concentrators and co-concentrators inducted into Theta Alpha Kappa, the religious studies honors society.

Bruce Gibson was accepted into the Ph.D. program at Temple University to study Islam. Danielle Ferri was accepted into the Masters program in social work at Temple University. Sherri Colton will be doing a Masters degree in liberal studies at Penn State University. A past graduate, Nicole Berlin, was accepted into the Masters program in Jewish-Christian relations at Seton Hall.

7. Dr. Seesengood began work on a database of Bible and film. The project is being done with Dr. Larry Kreitzer of Oxford University. Victor Forte is building study abroad courses into the religious studies curriculum through his course in Japan.

Future Goals and Assessment Outcomes:

1. Goals for next year:
   a. Create a new department brochure for admissions.
   b. Expand our offerings in classical studies and Greek. Albright has a venerable tradition of Greek instruction, being the home institution of William Gingrich, one of the premier Greek scholars of the 20th century. We will work to revive this tradition and begin a vibrant program in Greek. Such a program will also help us place our graduates in seminary and graduate programs.
   c. Continue to work on developing more effective social activities for interaction with concentrators, co-concentrators, and fellow travelers. For example, we will create an induction ceremony for our honors society members.
   d. Work on the standards and learning outcomes of the newly required 300-level course, and bring the course to the Curriculum Committee for approval.

2. Learning outcomes
   a. Concentrators and co-concentrators will be able to describe constructively and accurately how religion shapes the decisions people make and enables them to maintain long-lasting meaning and structure in their lives. We will expect our students to describe (critically) how religion functions constructively.
   b. Concentrators and co-concentrators will be able to demonstrate how they would address these issues through contextual analyses of sacred texts (oral or written), ritual systems, and
symbolic material artifacts. They should be able to show how these varied forms of evidence sustain particular cultural belief systems and shape the cognitive and emotional responses of people in diverse settings.

c. In order to measure our students' constructive thinking, we will employ the following measures:

- Seniors will write a 20-page paper or submit an equivalent project that demonstrates their personal engagement in a specialized topic of their own choosing and to illuminate that topic through constructive reflection on specific sacred texts, ritual systems, and symbolic artifacts.
- This paper or project must demonstrate facility with research materials and methods, as well as display sensitivity to disciplinary issues and standards of analysis.
- To demonstrate an awareness of cultural diversity, the senior paper/project should include a discussion of how other religious communities or interpretive systems might approach the same topic and what the cultural significance of the differences would be.
- Each senior must also demonstrate a willingness to discuss critical issues of interpretation with classmates; to support, elaborate on, and respectfully critique the views of classmates; and to work with classmate to explore alternative possibilities and explanations for topics under discussion. Students will be given periodic feedback from the instructor on how well they are performing in a group setting.
- Each student must demonstrate proficiency in leading at least one seminar session and in keeping the discussion on track. Students will be asked to evaluate how well the leaders do.
- Before graduation, students will be asked to participate in an oral examination with various members of the department, as a kind of “exit interview.” They will be asked to explain how their coursework at Albright and other research or service projects have helped them to develop a better knowledge of religious diversity and its role in our global culture. This interview will help the department to identify which courses are most successful and what areas may need strengthening.

3. **Anticipated Goals for 2011-2012**

a. Building a vibrant Greek program will take several years, so we anticipate that this will be a goal next year as well.

b. Encourage student participation in Theta Alpha Kappa’s journal and conferences.

c. Develop other study abroad courses.

4. **Technology Needs**

a. A Blue-Ray Disc Player for our classrooms, which would significantly enhance the student experience of movies, documentaries, and videos.
b. Currently, Drs. Koosed and Seesengood share a computer. Consequently, both cannot work in the office at the same time. Ideally, they would have separate offices and computers.

Sociology Department:

1. Revisions to department mission statement, student learning outcomes, and/or departmental goals:

Through the process of the departmental review, a tremendous effort was put in this year to assess our department’s mission statement, learning outcomes, and goals. As a consequence, little progress was made on actually altering these, but great progress has been made in terms of planning for their improvement in the coming year. Indeed, I expect a complete reworking of each of these things in the years to come. It simply would not have made sense to alter these this year pre-emptive of seeing the results of our departmental review.

2. Changes in curriculum initiated in the past year and current status:

As with the goals/mission statement, grand changes in the curriculum have been postponed as we awaited departmental review results. However, several changes still occurred as we accommodated changes in the general education curriculum and the addition of two new department members. This year the department added two new first year seminars (3 sections total), a new course in environmental sociology, and a new course in youth and family. Similarly, we dropped courses on minority families, work and family, intimate relationships, and sociology of Africa. We anticipate new courses in sociology of education and global families next year, and another new First Year Seminar. Additional new courses are almost inevitable as a consequence of the action plan the department will be crafting next year.

3. Changes (positive and negative) in facilities, including technology and equipment:

This year we requested and were granted the creation of new lockable space in conference room for depositing of shared materials. This was done primarily in response to the realization that commuter students were stealing from our paper supply to accommodate their downstairs lab. At least on four occasions we noticed multiple reams of paper disappearing overnight. However, these instances simply prompted us to create a space we had talked about for some time, where we could store communal resources such as videos, software, and reference material that is currently stored in faculty offices.

In addition, a soap dispenser was installed in the sociology student lounge to service the kitchenette and a new copy machine was received this June. We anticipate great improvements from the copy machine addition as the old one all but prevented us from two-sided copying with its constant paper jams.

4. Activities associated with student recruitment and retention (e.g., updates to web site, social events for students, honors’ society events, new admission materials, etc.):

Several proactive steps were also taken this year to enhance student retention and recruitment. Perhaps of greatest, but unknown potential, a new Facebook page was created for the
department. While it currently has only 40 members we hope that it will allow us to use it as a sort of “bulletin board” for departmental news. Perhaps it can be used to celebrate successes of those in the department, solicit alumni for information, post internship and career opportunities, and build a greater departmental sense of community. We have also explored the idea of using it to create a departmental “Hall of Fame” to inspire greater career aspirations of current students.

In addition, current advising checklists for all concentrations have been posted on-line for a student download. The outdated forms available from the advising handbook and unstandardized forms we were each using were proving overly problematic, but this gives everyone easy access to a common form.

The department also updated the Crime and Justice brochure and designed a new Environmental Studies brochure (although it is not yet published). More brochure development is planned for next year.

5. Activities to assess student learning at the course and/or program levels and current status.

The department conducted an alumni survey for all students graduating in the last ten years and continued to conduct the senior survey that we have been conducting every year. The cumulative results of these surveys were presented in the departmental review, but are repeated here in Appendix A.

6. Noteworthy events or student accomplishments.

While a “noteworthy event” is a subjective entity there are several that I would note. Above all others has been the arrival of two new members to the department and their successful integration into its workings. In addition, the departmental review was a major happening of the year. Then, of course, there was the assumption of my role as chair of the department, and Carla and Chris' health problems. Student accomplishments are too numerous to name and difficult to prioritize given incomplete knowledge of every student’s activities.

7. Initiatives undertaken that were particularly successful that might serve as models for other departments:

The initiatives that come to mind as potential models for other departments include the departmental Facebook page and the creation of departmentally managed graduation requirement checklists. I like the idea of departmental Hall of Fame lists, but an initiative of that type would require the support of the alumni office.

For the coming year (2010-2011):

1. 3-5 goals for the department to accomplish in the coming year.

Next year promises to be a very active year for the department. Hopefully, we are not being overly ambitious, but it is hard to hold ourselves to only five!

• Process report from external review, create an action plan based on that report.
• Begin implementing the action plan (this will involve a highly structured process of extended meeting with the department but the exact goals of this process are dependent on the content of the action plan.

• Continue to revise the curriculum for family studies to reflect personnel change.

• Explore the creation of a “sociology interest group” to partner with AKD so as to create more involvement across the academic careers of students and more continuity of membership.

• Hold regular department meetings (necessary in order to create and implement the action plan anyway).

• Redistribute advisees to new hires (Brent and Brian) to create better balance in the department.

• Work with admissions to create brochures for all substantive areas.

For one of your department learning outcomes:

1.

a. Identify what data or information you will collect as evidence to assess how well these expected outcomes were achieved (and therefore, the goal was accomplished). Using multiple measures for the same outcome is recommended.

b. Nearly every goal listed above will create “work product” and the existence of the product itself will serve as evidence of a certain amount of success. One of the most critical goals, however, may be the creation of the brochures for every concentration. This is certainly an area where quality in the product could vary, so assessment is more vital. The success of these brochures will be measured by the following activities:

• Consensus in the department that the brochures accurately and favorable reflect our concentrations.

• Feedback from select current students as to if the brochures are informative, attractive, and understandable.

• Feedback from select prospective students as to if the brochures are informative, attractive, and understandable.

• Feedback from admissions personnel as to if the brochures seem to be working for them.

• Increased numbers of students declaring these concentrations among admitted students (may not be possible until Fall 2011).

2. 2-3 anticipated goals for the 2011-2012 academic year.

• Begin implementation of the action plan in such a way that it begins to effect student experiences in the department.

• Achieve equitability in distribution of academic advisees.
3. **Needed resources (equipment, support issues, technology, personnel, information/training etc.)**
that would facilitate student learning, faculty work, or achievement of departmental goals:

- A dream list for new departmental resources would include:
- A remote compressor for classrooms with window air conditioning (Selwyn 208 and 207) or new central heat and air system so we don’t have to choose between students being able to hear us and students roasting to death.
- New windows so we don’t freeze in the winter and roast in the summer (and because the old ones are an eye-soar).
- Qualitative software for lab and personal computers to enhance the qualitative methodological aspects of our curriculum.
- Administrative privileges for lab computer (instructor’s machine)
- Permanent desktop computers for our two primary classrooms.

**Appendix A**

In 2004-2005 the department constructed a survey to be distributed to every senior in our department through the senior seminar courses in order to assess student perceptions of their needs and learning in relation to these goals. The surveys have been quite constructive in providing feedback for additional changes to the curriculum.

In academic year 2005-2006 the department began to distribute the surveys. As stated above, the department has used several measures of assessment. The survey that year revealed that the majority of students reported that their abilities in the following areas have been “greatly enhanced”: 1) ability to look at the social world in a more sophisticated way (71.1%); 2) understanding of how society works (73.7%); 3) understanding of how society shapes the actions and beliefs of others (76.3%); 4) ability to critically evaluate information (60.5%); 5) ability to think and write more analytically (60.5%); 6) understanding of research methods of sociology (37.8%); 7) ability to use a sociological perspective instead of “common sense” to explain social phenomena (53.3%); and 8) ability to critically evaluate research have all been greatly enhanced (48.9%).

In 2006-2007 the survey results suggested that the majority of students continued to report that their abilities in the following areas had been “greatly enhanced”: 1) ability to look at the social world in a more sophisticated way (46.7%); 2) understanding of how society works (46.7%); 3) understanding of how society shapes the actions and beliefs of others (55.6%); 4) ability to critically evaluate information (44.4%); 5) ability to think and write more analytically (44.4%); 6) understanding of research methods of sociology (31.1%); 7) ability to use a sociological perspective instead of “common sense” to explain social phenomena (51.1%); and 8) ability to critically evaluate research have all been greatly enhanced (40.0%).

Academic years 2007-2008 and 2008-2009 suggested similar results.

---

1 The department would be happy to furnish this data upon request. The surveys were given out in three senior seminar capstone courses. 45 students total filled out the surveys.
Table 3.1: Department Satisfaction: Alumni (1999-2009) Survey

Please indicate the extent to which you agree with the following statements related to the Sociology Department at Albright:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Some Agree</th>
<th>Strongly Agree</th>
<th>Don't Know/ Not Applicable</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There were a sufficient variety of courses available</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>31</td>
<td>20</td>
<td>1</td>
<td>57</td>
</tr>
<tr>
<td>2. The classrooms and other facilities available to students were adequate</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>26</td>
<td>24</td>
<td>0</td>
<td>57</td>
</tr>
<tr>
<td>3. Library resources and support were sufficient to help student’s complete assignments</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>19</td>
<td>23</td>
<td>0</td>
<td>57</td>
</tr>
<tr>
<td>4. Career and postgraduate advising was helpful</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>17</td>
<td>9</td>
<td>5</td>
<td>56</td>
</tr>
<tr>
<td>5. Academic advising (course selection, etc.) in the department was helpful</td>
<td>3</td>
<td>6</td>
<td>11</td>
<td>14</td>
<td>23</td>
<td>0</td>
<td>57</td>
</tr>
<tr>
<td>6. The department offered additional opportunities to develop further knowledge related to the department’s subject (study abroad, service learning, and internships)</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>15</td>
<td>11</td>
<td>6</td>
<td>57</td>
</tr>
<tr>
<td>7. The overall quality of instruction in the department was effective</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>16</td>
<td>32</td>
<td>0</td>
<td>57</td>
</tr>
<tr>
<td>8. My overall assessment of the department is favorable</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>21</td>
<td>30</td>
<td>0</td>
<td>57</td>
</tr>
</tbody>
</table>

The above table indicates that a remarkable 53% of the alumni “strongly agreed” that they had a favorable impression of the department and another 37% “somewhat agreed” with this statement. Indeed, less than 4% of graduates left with a negative impression of the department. Strong majorities similarly felt positively about the quality of the instruction, course availability, and facilities. Relatively weak results, compared to these areas, were obtained in “career and postgraduate advising (44% failing to agree), academic advising (35% failing to agree), and opportunities for study abroad, internships, and service learning (44% failing to agree). Academic advising might be particularly depressed due to some known issues with an individual who is no longer with the department. Several of these other areas of relative weakness are ones for which the department shares responsibilities with other campus entities.

2 The alumni survey on which this and the following surveys are based was of 370 alumni graduating in the last 10 years. Graduates were surveyed by email, and were sent a second reminder email. Those without email addresses were sent a paper copy by mail. The fifty-seven responses represent a 15% response rate and this low response rate should be considered in interpreting all results.
Given that some of these alumni graduated while only one or two of the current faculty were employed here it is safe to say that these numbers are not necessarily reflective of the current department’s standing. (17.4% of the sample graduated in 2003 or before) The department is confident that it now has the best personnel that it has had in many years. Some student survey responses indicating that now irrelevant/outdated events influenced their answers include:

- Many of my sociology classes, especially freshman and sophomore year, were taught by the same teacher, a teacher who is no longer with the department. I found him to be a very nice person, but did not feel he taught in a way that promoted critical thinking, discussion, or energized the students about the subject matter.

- I'm a 2001 grad and I just felt that certain sociology professors could have helped more than others. My statistics professor was very helpful even though I struggled with the class. Although, it would have been helpful to him and me to have more tutors available for that course and others.

- I rated Academic Advising (course selection) a bit lower because during my Junior and Senior year the department was going through some Sociology core curriculum changes. Social Theory was changed to the lower level course. Although I took it while it was still (300 or 400), I was disappointed that the department removed/water-downed the requirements on one of its harder courses. Would students today be interested in an advanced Social Theory course? Maybe I’m just an odd apple?

Furthermore, some respondents seem to have been included who were inappropriate for the sample and their responses actually dragged down the departmental averages:

- As a DCP student, courses were scheduled for us there was no choice in selection of classes.

- The classes that were part of my program did include some sociology however I did not have a choice as I studied under the Accelerated Degree Program. I would have preferred more choices in the program.

Other telling comments on the quality of the department include:

- I feel that my experience with Albright’s Sociology Department was wonderful. I was more than prepared for graduate school when I left, and I, to this day, will credit Albright for that. Professor Brown and Professor Meyers were the absolute best and were wonderful mentors while I was there. Thank you for everything.

- Though I furthered my education with my degree in psychology rather than criminology I learned valuable information from my classes at Albright. I continuously praise Albright to people who I encounter and also am sure to mention the positive experience I had within my two departments.

- I’ve had the opportunity to work with some very talented individuals over the last few years, many of them coming from “top notch” schools and it is clear that my Albright education rivals any of them. I owe much of this to the Soc/Anthro Department for encouraging, pushing, and at times requiring me to push my academic comfort level. Keep up the outstanding job!
• Several faculty members encouraged me to pursue my own research interests and get involved in internships and conferences. As a current graduate student in sociology, I know that this encouragement and help I received not only enabled me to be admitted to a graduate program but also prepared me to have success in a program. With the current job market, I could imagine that more and more Albright students are thinking about graduate school, so I hope that many of them can receive the same kind of support that I did. Thanks! Highly satisfied student, c/o 2007 :-)

• The biggest issue I had with the department was in regards to its ability to help students beyond graduation. There are no programs in place to help place students in jobs upon graduation. The career development center seems to be useless for sociology majors. No one is made available to discuss and/or craft a plan for further education or employment after graduation on an individual level. The purpose of college goes beyond education, but as a means to ensure prosperous employment. The Albright experience ends at graduation and that is the greatest disappointment.

• I thought the sociology department was a pretty good one. They had a variety of classes to choose from. I especially loved the juvenile delinquency class as well as the ethnography class. I think I learned the most out of those 2 classes. And I definitely thought that social stats and social research methods prepared me for graduate school. I had no problems taking research methods in grad. School because I was prepared in undergrad. So I thank Albright’s soc. Department for that. I do however think that the Albright sociology department should look into starting an undergraduate social work department if they haven’t done so yet. I am currently in grad. School for social work and it is a growing comp. profession that a lot of female students are starting to pursue so I personally think that Albright could benefit vastly from having or implementing this particular program. Thank you very much.

• I think the classes were well taught, extremely interesting and used some great resources. I don’t remember there being a lot outside of the classes - resources were tough to come by sometimes and I relied heavily on journal articles being sent from other libraries. I also remember the selection of courses not being very broad. It seemed like at times that someone not in the criminal justice/criminology track did not have a lot of other options. I was a Child and Family Studies major, and I remember not having any real options for my senior lecture and there weren’t as many choices to meet the requirements. The classes I did take though, I really enjoyed. The professors were great - very knowledgeable and unique in their focus and teaching methods. I do not regret adding Sociology at all; it certainly lent me some interesting and useful skills/knowledge sets that have served me well.
Table 3.2: Graduate (1999-2009) satisfaction with non-professional goals

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Some what Agree</th>
<th>Strongly Agree</th>
<th>Don't Know /Not Applicable</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. It has aided in my personal growth</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>27</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>b. It enabled me to have a more positive influence on my neighborhood/community/society</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>15</td>
<td>23</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>c. I was able to register for the courses I needed</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>30</td>
<td>3</td>
<td>46</td>
</tr>
</tbody>
</table>

Table 3.2 similarly demonstrates that students felt their experience in the department assisted them in personal growth and their ability to have a positive influence in their communities.

Of the 57 survey responses received, 10 alumni reported MS or MA degrees, 1 reported an MBA, 12 reported they were currently working on a graduate degree, and 3 reported an unspecified other graduate degree.

Careers graduates responding to the survey have followed include:

- Higher Educational Market Research
- Assistant Director of Annual Giving at Hobart and William Smith Colleges.
- Child Life Specialist- St. Christopher's Hospital for Children
- Mental Health Worker at Hoffman Homes residential treatment facility.
- Family-Based Therapist at Adams-Hanover Counseling Services.
- Clinical Research Associate I with Covance. (contracted by large pharmaceutical companies to manage clinical trials and provide the reports to the FDA for drug approval.)
- Northwestern Human Services as a fee-for-service therapist.
- elementary classroom teacher
- academic support for grades K-3
- Job as a teacher at a Learning center
- Training Specialist for Office of Children's Services
- Human Resources Assistant.
- AmeriCorps
- Peace Corps
- U.S. Park Ranger
- Case Manager- SAM Inc.: (helping families with children who have a MH diagnosis in linking them up with resources in the community.)
- JusticeWorks YouthCare, (Community Habilitation Specialist with referred cases from Berks County Children and Youth and the Juvenile Probation Office.)
- Child Protective Specialist (CPS) with New York City Children Services foster care agency
- Research assistant LSU Sociology department
- English as a Second Language instructor Prague, Czech Republic, and Seoul, South Korea
- Admission Counselor
• I am a Personal Care Assistant in the education field
• Claims Management Specialist- claims adjuster
• Prevention Specialist - worked with high school & middle school students in relation to d/a & mh issues
  High School Counselor & Softball Coach (4th year)
• Elementary Teacher (2nd/1st Grade)
  Middle School Teacher
• Ernst & Young, (International Relocation Specialist)
• Psychotherapist
• Research Project Manager at the Family Planning Council. (coordinate the day-to-day activities for reproductive health-related research projects, mostly funded by federal organizations such as the CDC, National Institutes of Health, and Department of Health and Human Services).
• Youth Program Coordinator, Chester County Department of Community Development.
• Social worker supervisor
• Registered nurse.
• financial accountant
• Therapeutic Support Staff
• Therapist and Clinical Intake Evaluator
• Central Montgomery MH MR Center
• Behavioral Specialist Consultant (BSC) and Mobile Therapist (MT)
• Devereux Foundation (Provide therapy to children and their families)
• Outpatient Therapist Northwestern Human Services (Provide individual and family therapy to children and adults)
• Recovery Coach/Casemanager, Community Treatment Team
• Research Analyst, State government bank examiner
• case manager/ drug and alcohol counselor
• Therapeutic Support Staff and Behavior Consultant
• Special education teacher
• financial advisor
• AML officer at Harleysville National Bank.

• sales representative (office supply accounts)
  account manager, Stryker Medical
• Addictions Therapist
The most frequent skills noted when asked what was most beneficial to alums careers were undoubtedly research methods and statistics. Other skills noted included:

- Understanding deviant adolescent behavior and family systems
- Understanding how the individual impacts society; gaining an understanding of how society functions as a whole
- I obtained a great deal about family dynamics in my Sociology courses.
- Learning about the research process from a textbook and then being able to put the process into practice by completing an entire research project
- Public speaking and giving Powerpoint presentations.
- The skills I acquired through my study of ethnographic research
- Wide array of viewpoints and perspectives
- Gaining an understanding what governs behavior in social environments
- Understanding social theory, criminology/juvenile delinquency, child and family studies
- Learning about different cultures, differences between men and women
- Considering all viable options when confronted with a challenge and thinking before reacting

When asked if there were skills alum thought they would have liked to have developed more they noted a greater knowledge of stats and methods, forensic science, a greater diversity of courses beyond criminology, basic theory, more opportunities to conduct social research in different cultural settings, more on research proposals, and more current hands on experiences.

Theatre Department:

The Theatre Department has just completed the review process as per the EPC. Having received the external reviewer’s report, we are now at the stage of creating an action plan. The Department’s mission, outcomes, and goals have been affirmed and we are currently in the process of reviewing our curriculum. We have a handful of courses that have been offered via the 283 number designation and most are ready for curriculum committee submission. Costume Design, Design Fundamentals, and Stage Make-up will most likely be submitted in the coming year. We plan to meet in mid-August to redesign the Theatre Curriculum. Our preliminary discussions include a plan to expand to 14 courses, more captured General Studies courses {especially for the co-concentration}, and an augmentation the practicum element currently titled Production Experience.

Our facilities have not degraded in any significant fashion over the past year. We do, however, have continuing problems with storage space, rehearsal space, and alternative performance space. These issues are explored at length in our departmental self-study documentation. We have managed to commandeer the old bowling alley as a storage space for costumes, but this only delays the inevitable need for more storage for scenic, properties, and costume elements. Our shop facilities are appropriately sized if the storage space currently allocated within them is freed up. Equipment and technology continues to be an ongoing battle. We have added some new pieces, but as technical
equipment ages and industry standards evolve, we must continue to upgrade and augment. We intend to make better and more focused use of the Capital Budget process to aid in this.

Our only focused recruitment tool is the Talent Grants. This process is time consuming, but fundamentally satisfying. We met on several occasions with the Admission Department to review this event. The current plan is to move the event to the Fall to change its target. We will now use it as an application-garnering event rather than a lock on accepted students. In terms of retention, all faculty closely monitor the theatre students. We intervene whenever we see a student losing focus or changing their work patterns. We have several social events for the Domino Players including the annual induction ceremony at a Wayne’s house.

We have now held Theatre Student Reviews for three years in a row. This process allows us to check the student’s progress and allows the students to reflect on that process. Included in this review is a ten-minute interview with each individual student and the entire theatre faculty. As such, we are afforded the opportunity to consider each student’s work and each student’s current progress. This will continue to be our best barometer for student success and satisfaction. One thing we have noticed is the student’s increased quality of presentation and improvements in their understanding of their “body of work”.

This will also be fuel for our discussion regarding curriculum. An area we intend to address is the way the curriculum engages the student in the design and technical aspects of theatre as well as the practicum in general.

Once again, we accompanied 30 students on a trip to the KCACFT’s [Kennedy Center American College Theatre Festival] Regional festival in January. Two students were cast in short plays and three others presented materials in the Barbazon competition. Our production of The Laramie Project was selected as the alternate production at this year’s festival as well. Had one of the other invited productions declined, we would have been asked to bring that production to IUP. In addition to this, three of our students attended the National Theatre Institute in Waterford Connecticut. Four others were accepted to next year’s program.

As a final note, I return to our Student Reviews. We are committed to continuing {and perhaps expanding} our student review process. We find this to be an invaluable tool for tracking, encouraging, redirecting, and supporting our students. The dozen or so hours it takes us to meet with each student are a great way to know how each one is doing. We do not use this as an opportunity for conversation. After viewing each student’s display work and reading the written documents they submit, the faculty each share views of the student’s weaknesses and strengths. This is done in a supportive and positive fashion. This opportunity to redirect a student who is faltering or to praise a student hitting the marks has proven to be a very useful tool in our arsenal. Other departments might consider such a review.

**Goals for the coming year:**

1. Review and revise the Theatre Curriculum
2. Submit new courses to the curriculum committee
3. Submit the Interdisciplinary program with Digit Media to the EPC
4. Successfully lobby for an additional faculty member in the department

One of our continuing efforts is to increase our students’ abilities in regards to script analysis. We include this goal either explicitly or implicitly in most of our courses. While the students’ facility is tested in every production, we want to give them more clear and succinct ways to approach script analysis. The Design Fundamentals class is geared toward this end. By the end of the semester, their work had indeed improved. During our curricular review, we plan to make this a clear goal across our curriculum. The only evidence we can collect to support this plan is the students’ work. The Theatre Student Review process gives us this opportunity. Nearly every course also has some form of response to script reading in it. Whether as a design project, an acting scene, or a response to reading assignments in the literature courses, we constantly push the students to engage with a script. As a whole, our students do well with this, but not sufficiently. A more focused curriculum will aid in this process.

Goals for next year are hard to predict. We will certainly continue our efforts to expand our staff and faculty as these are the current bottleneck in the system. We will also continue to explore interdisciplinary opportunities with other departments. Our “Acting for the Camera” class will run this fall. If this is a success, we will look for more ways to serve the students’ changing needs.

In closing, our needs in terms of personnel and equipment are foremost on our minds. As is clearly established by the external reviewer for the Theatre Department, we are sorely in need of more staff and more facilities. A full time Technical Director, a considerable increase in the lighting system for the Wachovia Theatre, and another faculty member in the department are the first needs. We also should explore more staff support for the costume shop as well. Our students told the reviewer that they want more opportunities. We cannot provide those opportunities with the current staffing levels we have at our disposal.
This annual report is intended to provide the institution and the administration with an accounting of service provision, major initiatives, and overall efficacy of the ALC. The ALC continues to provide both direct and indirect service to many departments and areas of the institution and strategic leadership in academic support programs. Data collected for the fall 2009 and spring 2010 semester includes information about tutoring, disability services, academic skills workshops, and consultations and appointments. The ALC has witnessed an increase in the amount of requested services, participation in our programs, and enhancements to its service delivery model. These requests were managed in a context of business operations occurring in crisis mode throughout the 2009-2010 academic year.

Past unit performance and significant staffing issues had greatly impacted processes, expectations, visibility, and credibility. On August 26, a new assistant dean and director joined the ALC to provide leadership and direction for its programs and personnel. Shortly after, the assistant director was unable to work the fall 2009 semester due to medical reasons and the ALC experienced spotty secretarial coverage and reliance upon temporary secretaries. We are appreciative of the approval by the Dean and PAC for an upgraded position from part time to full time for the assistant director role. We launched 2 searches to recruit replacements for the positions of assistant director and secretary. A restructuring of the current student employment model occurred during the last half of the fall semester which has enhanced efficiencies.

The ALC is a vital service on campus and crucially important to our retention and persistence efforts on campus. This year we achieved significant progress and it’s clear that our center has many opportunities to create a lasting impact on student success. However, our institutional effectiveness is limited by our location and space which in return has an impact our retention and graduation rates, as well as our revenue generation.

TUTORING PROGRAM

The two largest challenges facing our tutoring program and the ALC is our limited space and subpar location. We are tucked away in the basement of the administration building, an invisible location that perpetuates the stigmatizing notion that only low achieving, struggling students utilize services. Anecdotally tutors have consistently reported that their tutees do not know the location of the ALC. This is connected to the fact that our walk-in office hour usage was very poor in the fall 2009 semester despite the retention and performance data which indicates many students struggle in the courses offered in office hours.

As important as the location is the reality that the ALC does not have enough space to conduct professional and ongoing tutoring support to our students. We have 2 rooms for tutoring which are also used for exam proctoring. With a range of 80-90 tutors and nearly 300 students being tutored on an individual basis, space does not exist to accommodate our current level of tutoring needs. Moreover, individual tutoring occurs all over campus. We are grateful that we acquired an additional computer lab to share with the Writing Center but this is unsupervised territory. Best practices in tutoring programs require that all tutoring occur in the learning centers (similar to our writing center where all writing tutoring happens in that space). To maximize accountability and evaluation of
services, supervised and structured tutoring should be our goal. The current model renders us unable to monitor budget and real tutoring hours, academic integrity, and tutoring conduct. For example, this model increases our risk for a vocal faculty complaint about integrity and ethics of the tutoring service, a budget investigation about false employment hours and expenditures (which did occur in the fall semester), or a sexual harassment claim from student to student.

Our significant space limitations also compromise our ability to provide resources for our tutors. We have limited technology access such as computer programs or computer software for tutoring sessions, no reference guides such as language dictionaries, textbooks, graphics materials, and limited availability of white boards, TV’s, tape players, and other tools for tutors to use in their sessions. Our highest needs for tutoring are in the sciences, languages, and math departments; many of these classes use online educational tools such as Mastering Biology and Mastering Chemistry and on-line verb conjugations and listening exercises for the languages to practice listening, speaking and writing skills.

Another noteworthy challenge facing our tutoring program is our limited ability to evaluate our tutoring programs and provide tutor training/staff meetings in the center. Most tutoring programs have tutees evaluate the tutoring services on a regular basis after the tutoring session in the learning center. Additionally, observations of the tutoring process for the director, the tutor managers, or our new tutors is limited (the goal is to provide feedback on style and techniques). We cannot offer training opportunities or staff meetings with more than 4-5 people because of the small office space.

A final challenge to the tutoring program is that our model revolves around crisis tutoring; students tend to request tutors and meet with them sporadically or when they hit a developmental crisis. Many students contact their tutors after earning a failing grade or the night before an exam; instead, a more commitment oriented approach to tutoring would provide students with on-going support for their learning. As such, the ALC will work with the tutees and tutors to manage these expectations. This student centered and retention driven approach is consistent with many college tutoring models. It will increase the number of billable hours for tutoring, the number of requests for more space, and the requests for more technology, tools, and resources.

This is all further complicated by the fact that the ALC is responsible for more than the tutoring program on campus. While our tutoring program has the most customers, the ALC is also responsible for disability services, at risk students, and probation programs for the campus.

Despite these challenges, many new initiatives were successfully launched during the 2009-2010 academic year from a quantitative and qualitative perspective.

TUTOR TRAINING & DEVELOPMENT:

Significant progress has been achieved within our tutoring program. In the past, tutors have largely been untrained and unsupervised contributors to academic support efforts on campus. This semester research was completed to determine the best ways to professionalize and support our peer tutoring model. Best practices were gleaned from the College Reading & Learning Association (CRLA) which provides international certification of university peer tutoring programs. A goal for this academic year was to apply for CRLA Level 1 certification. The director attended the annual CRLA conference in October 2009 to obtain more information as well. Basic requirements include interviewing, training, and evaluating tutors each semester.
This year many first time initiatives were undertaken and include:

- The ALC led the effort to apply and unofficially achieve CRLA certification through creating a website which houses our application and documentation of our efforts to professionalize this operation into a leadership model: [http://albrightcrla.weebly.com](http://albrightcrla.weebly.com).

  This included writing an application and collaborating with the Writing Center.

- A training program was implemented that focused on basic tutor techniques, communication issues, paperwork requirements, understanding learning disabilities, using new learning and teaching strategies, cross cultural tutoring, ESL issues, referral and counseling skills, and role playing potential scenarios.

  - In order to receive CRLA tutor certification tutors must complete 15 hours of training. These were repeated twice in a week to accommodate tutor schedules.
  - A Blackboard and Moodle site was created to store critical information about tutoring techniques, tutor training materials, and evaluation processes.
  - A Tutor Handbook was developed to assist new and returning peer tutors understand their responsibilities, important protocols, and timelines.
  - An observation requirement was introduced in the spring semester which required newly hired tutors to observe seasoned tutors in a live session. An observation form was created for this purpose and utilized in these sessions.
  - Training sessions includes faculty and staff presenters, as well as tutors.

- New processes were developed for interviewing and evaluating tutors.

  - A 4 part application process was created to promote peer tutoring as a leadership opportunity on campus and included:
    - Application process cover sheet which highlighted the benefits of tutoring and the steps in the process.
    - A Peer Tutor Job Description was created to cover work expectations, skill requirements, and major responsibilities.
    - A Faculty Recommendation Form was created to include more formalized faculty input into the recruitment of peer tutors.
    - A more detailed Application Form was created to obtain a broader baseline of the applicant’s background and competing work priorities.
  - 3 types of evaluations were launched:
    - Training evaluations were given to tutors to provide critical feedback about the materials covered in each session. Since sessions on each topic were offered twice, feedback was used immediately to improve the second session for that specific topic. Feedback is also used to improve the overall tutoring program and operations.
    - Tutor self reflections were implemented this year. Tutors were required to honestly and thoroughly complete a 3 page evaluation that measured their job performance,
expectations, feedback, and goals for the future. The tutors also met with the Director for a 30 minute feedback session about these evaluations and logistics for the following semester.

- Tutee evaluations were created and provided to all students who had worked with an individual tutor. These evaluations inquired about the student’s preparation level for tutoring and asked for feedback on the tutors’ techniques and professionalism.
  - New tutors who met our basic criterion (as listed on the application packet) were invited to interview for the peer tutoring positions.
    - A standard set of interview questions were created for these interviews.
    - Students were interviewed by ALC staff, including tutor managers.
    - Faculty were contacted consistently to recruit new candidates.

- Tutor appreciation efforts were organized to acknowledge their contributions.
  - The director sent emails to tutors to provide positive feedback gained through tutee comments’ about their tutors.
  - Two pizza parties were organized to celebrate the tutor's efforts.
  - A certificate of achievement was created and provided to tutors who completed all tutor training and graduating seniors.
  - Candy bags were given to tutors twice a semester.

- Promotion opportunities were created with the writing center to provide incentives and rewards to excelling tutors which was approved by the Provost and Human Resources. This process involved writing job descriptions and a proposal.
  - All tutors receive a starting wage of $7.25.
  - Upon completion of training, all tutors will receive a raise from $7.25 to $7.50.
  - Senior tutor position recognize tutors who have provided at least 50 hours of actual tutoring and who have contributed to the tutoring program in other ways (ex. Class presentations, workshops, observations, etc).
  - A tutor manager position recognizing tutors in specific disciplines who are exceptionally motivated to contribute to the ALC by creating study tip sheets, delivering presentations, participating in the recruitment and hiring of new tutors, offering study groups, and working closely with faculty

- Relevant documentation processes and informational guides were created to improve communication of expectations and record keeping practices.
  - An assignment log for tutoring was created to assist the ALC with tracking student specific data and the contact hours for tutors.
  - An evaluation rubric was created to assist the director in ensuring that all tutors who participated in the feedback session received the same information about raises, hours, and goals for the future.
  - A first session checklist was introduced to manage tutoring session expectations.
A classroom presentation script on ALC services was created.

- Sample email communications were created to suggest different ways of scheduling the first meeting with tutees.
- Best practices for dealing with unprepared and silent tutees were created.
- New marketing flyers were created about how to request a tutor and during the spring semester, 2 tutors manned a table in front of the dining Hall on Monday and Wednesday dinner hours.
- Since December 1, weekly staff meeting with tutor managers occurred to delegate the abovementioned special projects; meeting minutes were taken and archived.
- A performance management spreadsheet was created for all tutors to track their tutoring and training hours, as well as performance issues.

Discipline specific outreach and tutoring strategies:

- The director initiated a partnership with the chair of the foreign language department during her second week because students are required to take more than one language class, students request the most tutoring support in this discipline, and student performance data indicates a high frequency of poor grades. The director and chair have met every 3 weeks to identify readily achievable improvements between tutoring and faculty support.
  - Four workshops on success in a foreign language were offered and language tutors were required to attend.
  - Several new study groups were created for math and language.
  - A tutoring handbook for the languages was created by the department and the ALC director.
  - The chair and the director ran a pilot study to measure the effectiveness of tutoring on student performance in Spanish 101 and 102.
- Many study skills handouts were created for the tutors and uploaded into Blackboard for their tutoring sessions.
- The online tutor request form was enhanced to clarify expectations, the process, and availability of tutors.
- In the spring 2010 semester, about 3 dozen classroom presentations about ALC services to psychology, math, and language classes.
- We proactively assigned tutees to tutors who have taken the course with the professor that the tutee currently has for the subject area. If the tutee was an athlete we attempted to assign them to a tutor-athlete.

TUTORING SERVICE USAGE:

The ALC provides three different kinds of tutoring services: individual tutoring, walk-in office hours, and study groups for some courses. Most of our current peer tutors have been informally referred by a faculty member and have met our GPA requirement for the course to be tutored (a B+ or higher) and our overall GPA standard of at least a 3.0. As mentioned above, the peer tutoring
program has been restructured into a strong professional program. The vast majority of our tutoring service is provided on an individual level. Online requests are usually completed in 72 hours. This year we also requested and received course withdrawal information from the Registrar’s office to more efficiently manage our tutoring assignment process & budget.

The peer tutoring program offered 5426 hours of total service for the 2009-2010 year.

1. **Individual tutoring:**

For the fall 2009 semester, we received 406 requests for individual tutors and 97% of those were fulfilled; the other 3% were for upper level courses and the professor offered to assist the student during office hours. 58 students withdrew from a class in October and November in which they requested a tutor. 283 students were tutored individually.

For the spring 2010 semester, we received 309 requests and 96% were fulfilled while 39 students withdrew their request due to a withdrawal from class or improving skills. 241 students were tutored individually. During the 2009-2010 year, 524 students were tutored individually at some level (a few students were repeat customers).

The table below demonstrates that requests for individual tutoring continue to increase each semester (*falls are typically busier than springs*). Usage for individual tutoring increased 16% from fall 08 to fall 09. Compared to spring 09, tutoring for fall 09 has increased by 125%.

The ALC employed 90 tutors during the fall 2009 semester and 80 tutors in the spring semester. Tutors conducted 3469 individual tutoring sessions for the year; this accounts for 3809 billable tutoring hours (some sessions were more than an hour). Billable tutor hours were 1256 in Fall 08 and 732 in Spring 09.

Table 1: **Individual Tutoring Requests, by Subject**

<table>
<thead>
<tr>
<th>DEPT.</th>
<th>F07</th>
<th>S08</th>
<th>F08</th>
<th>S09</th>
<th>F09</th>
<th>S10</th>
<th>DEPT.</th>
<th>F07</th>
<th>F08</th>
<th>S08</th>
<th>S09</th>
<th>F09</th>
<th>S10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>51</td>
<td>39</td>
<td>97</td>
<td>58</td>
<td>107</td>
<td>73</td>
<td>German</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>34</td>
<td>14</td>
<td>64</td>
<td>23</td>
<td>76</td>
<td>51</td>
<td>Latin</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>--</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>15</td>
<td>8</td>
<td>37</td>
<td>10</td>
<td>36</td>
<td>13</td>
<td>Pol. Science</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Economics</td>
<td>7</td>
<td>6</td>
<td>33</td>
<td>14</td>
<td>31</td>
<td>24</td>
<td>SPI</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Biology</td>
<td>13</td>
<td>4</td>
<td>28</td>
<td>10</td>
<td>27</td>
<td>19</td>
<td>Chinese</td>
<td>-</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>4</td>
<td>17</td>
<td>11</td>
<td>18</td>
<td>23</td>
<td>Philosophy</td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>4</td>
<td>14</td>
<td>5</td>
<td>17</td>
<td>8</td>
<td>Computer Sci.</td>
<td>-</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Soc/Anthro</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td>24</td>
<td>Fashion</td>
<td>-</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>EVS</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>History</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
2. **Walk-in Office Hours:**

Office hours tutoring was scheduled Sunday through Thursday from 6-10pm in the ALC during the fall semester and in the residence halls, Schumo Center, and Computer Lab during the spring 2010 semester. It’s important to note that coverage was arranged and advertised for fall break, thanksgiving break, and the final exam schedule. For the final exam periods, we also proactively contacted the faculty in each discipline to inform them of availability. We offered 5 different tutoring sessions during the CITY LIGHTS final exam review period and 16 sessions during spring tune up.

Office hour tutors worked a combined total of 1117.5 hours and 492 tutoring sessions were held during these drop-in hours.

*Table 2: ALC Office-Hour Tutoring Course Coverage*

<table>
<thead>
<tr>
<th>Religion</th>
<th>1</th>
<th>2</th>
<th>2</th>
<th>2</th>
<th>1</th>
<th>Physics</th>
<th>4</th>
<th>-</th>
<th>-</th>
<th>-</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>13</td>
<td>IDS/FYS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Business</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Accounting</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>12</td>
<td>10</td>
<td>30</td>
<td></td>
<td>16</td>
<td>-</td>
<td>-</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL 2008</th>
<th>SPRING 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 201</td>
<td>Biology 202</td>
<td>Biology 201, 203</td>
<td>Bio 201, 202, 203</td>
</tr>
<tr>
<td>Chemistry 105</td>
<td>Chemistry 106</td>
<td>Chemistry 105, 207</td>
<td>Chemistry 105, 207</td>
</tr>
<tr>
<td>Economics 105, 207</td>
<td>Economics 105</td>
<td>Economics 105</td>
<td>Economics 105</td>
</tr>
<tr>
<td>French, all levels</td>
<td>French, all levels</td>
<td>French, all levels</td>
<td>French, all levels</td>
</tr>
<tr>
<td>German, all levels</td>
<td>German, all levels</td>
<td>German, all levels</td>
<td>German, al levels</td>
</tr>
<tr>
<td>Spanish, all levels</td>
<td>Spanish, all levels</td>
<td>Spanish, all levels</td>
<td>Spanish, all levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Political Science 101</td>
<td>Accounting 101</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psychology 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sociology 101</td>
</tr>
</tbody>
</table>
3. Study groups:

Study groups are typically crafted in response to a professor’s request to offer a weekly review session for students in their classes. Historically these study groups have been offered in higher risk courses. This year we offered 9 new opportunities after the start of each semester. We also clarified the differences in roles between teaching assistants and peer tutors for the psychology department who usually hire these TA’s to do provide clerical, research, and student support to their assigned faculty. Beginning in the spring 2010 semester we folded PSY 100 TA’s into the ALC tutoring program and the upper level courses for psychology will provide supplemental support to students. In collaboration with 2 psychology professors, we offered 3 study groups for PSY 100.

It is important to note that the ALC proactively contacted the professors linked to these study groups to request they promote the tutoring availability to their classes. In addition, a tutor manager also delivered a short presentation in the PSY100 courses to promote the tutoring program.

Study group tutors worked a combined total of 499.5 hours and 125 tutoring sessions which means 375 students were tutored during study groups.

Table 3: 2008-2010 Study Group Information

<table>
<thead>
<tr>
<th>Subject</th>
<th># of tutors</th>
<th>hours/week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F08</td>
<td>S09</td>
</tr>
<tr>
<td>Accounting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Psychology</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

ACADEMIC SERVICES:

The ALC provides various levels of academic support to Albright students. The section below will highlight disability services trends, at risk student needs, participation in academic skills workshops, student consultations, campus and faculty outreach.

- Disability Services:
In the fall 2009 semester, 66 students registered for students while 49 students did so in the spring semester. Students with disabilities must provide qualifying clinical documentation and participate in the accommodation process. Types of disabilities accommodated this semester included mostly learning disabilities and ADHD, as well as hearing impairments, mental health issues, Asperger’s Syndrome, and medical conditions. Most of the approved accommodations provide students with exam or classroom accommodations. The ALC is involved in requests for foreign language substitutions, exam proctoring, and coordinating reasonable classroom accommodations. This year we created a spreadsheet to track accommodation requests more efficiently.

Data for 2009-2010 includes:

- **Documentation Reviews:** As a result of the internal expertise in the ALC, these reviews were no longer outsourced to a consultant. 45 were conducted and undoubtedly saved thousands of dollars for the college.

- **Foreign language substitution:** The ALC worked with the Dean and the EPC to devise a new policy and procedure for requesting a substitution for the foreign language requirement. This policy will be debuted Fall 2010.

Table 4: Foreign language substitution accommodation requests

<table>
<thead>
<tr>
<th>Semester</th>
<th>FL Substitution Requests</th>
<th>Requests Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 07</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Fall 07</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Spring 08</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Fall 08</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Spring 09</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

- **Exam Proctoring:** The ALC provides exam administration for students who are approved to take their exam in a low distraction, extended time testing environment. This proctoring service poses challenges to our available resource/space. Further, faculty do request to use the space in the ALC for non-accommodated make-up exams. This request needs further attention.
Table 5: Exams given in ALC

<table>
<thead>
<tr>
<th>Semester</th>
<th># of exams in ALC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 08</td>
<td>81</td>
</tr>
<tr>
<td>Fall 08</td>
<td>150</td>
</tr>
<tr>
<td>Spring 09</td>
<td>226</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>216</td>
</tr>
<tr>
<td>Spring 10</td>
<td>174</td>
</tr>
</tbody>
</table>

- **Faculty letters:** 403 letters were created for students to provide to their professors to notify them of their disability status and need for academic accommodations (224 in the fall and 179 in the spring).

- **Books in Alternate Formats:** The ALC has enhanced one significant process for classroom accommodations. We received 8 requests for textbooks in an electronic format due to print related disabilities (an increase from 1 request last year). The process in the past involved working with the Recording for the Blind and Dyslexic (RFB &D) to obtain books on tape and/or hiring student workers to tape record their reading of book chapters. Because most textbooks for these students were not available through RFB&D, the ALC identified a new process to contact publishing companies for digital files.

  During the 2009-2010 year 68 requests were submitted to publishers who may or may not have a process for providing digital files to colleges and universities. This effort required on-going research to identify the appropriate contact in the permissions department and constant contact to monitor the status of the request. To assist with these transactions, a new database was created to monitor each step in this process. When a file was not available through the publisher, our tutor coordinator scanned 19 books which involved about 200 hours of work.

- **Forms:** 1) The accommodation letter was updated to reflect broader language about responsibilities and the law, 2) A Disability Registration form was also created for internal tracking purposes, 3) an Alternate Format Users Agreement was created to safeguard against copyright issues for digital books and 4) a note-taking procedure handout was created for faculty and included with the letter.

- **Academic Skills Workshops:**

  The ALC partnered with other units on campus to offer 24 workshops to all students around study skills and test preparation. More effort was exerted into marketing these workshops. For example, we were given a space in the school newspaper and student activities newsletters, advertised in all of the residence halls, partnered with the FYE program, and contacted targeted faculty groups such as FYS and the languages. New ideas were also implemented and intentionally included more faculty as workshop presenters. Thank you cards were sent to all presenters as well as $10 gift cards to Jake’s.
234 students participated for the fall 2009 which is 358% increase from the spring 2009 and a 609% increase from the fall 2008 semester.

Table 6: 2008-2010 Academic Skills Workshop Usage and Offerings

<table>
<thead>
<tr>
<th>Workshop Name</th>
<th>SP 08</th>
<th>F 08</th>
<th>SP 09</th>
<th>F 09</th>
<th>S10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Research Skills</td>
<td>8</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Stress Management</td>
<td>11</td>
<td>11</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Exam Strategies</td>
<td></td>
<td>0</td>
<td>5</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>The Importance of Sleep</td>
<td></td>
<td>9</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Skills/Note Taking</td>
<td>16</td>
<td>4</td>
<td>8</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>Time Management</td>
<td>22, 11</td>
<td>20</td>
<td>56</td>
<td>25/26 (51)</td>
<td></td>
</tr>
<tr>
<td>Asking for Help with Academics</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rest Anxiety &amp; Relaxation</td>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep, Test Anxiety, Managing Stress</td>
<td></td>
<td>3</td>
<td>15</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Getting Through Finals</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revising Papers</td>
<td>7</td>
<td></td>
<td>22</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Pre-writing</td>
<td>9</td>
<td></td>
<td></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Math Study Skills</td>
<td></td>
<td></td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you know your learning style?</td>
<td></td>
<td></td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plagiarism</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surviving a Foreign Language</td>
<td>11</td>
<td></td>
<td>50</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Succeeding in Foreign Language</td>
<td></td>
<td></td>
<td>31</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Faculty and Final Exams</td>
<td></td>
<td></td>
<td>29</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Managing Grief and Grades</td>
<td></td>
<td></td>
<td></td>
<td>23</td>
<td></td>
</tr>
<tr>
<td><strong>Total students served</strong></td>
<td><strong>102</strong></td>
<td><strong>33</strong></td>
<td><strong>51</strong></td>
<td><strong>234</strong></td>
<td><strong>322</strong></td>
</tr>
</tbody>
</table>
• **At-Risk Student Services:**

The ALC provided support to students identified through the student alert process, the midterm grade process, and academic standards process.

• **Student alerts:** About 300 student alerts were submitted by faculty/staff and at least 2/3 alerts were given to academic affairs because concerns they were academically focused. The Dean and ALC director shared alerts this year due to the staffing issues. A student alert transaction involves multiple moving targets: emailing the student (often several times), the person who submitted the alert to update them on the status, the faculty advisor to inform him or her of relevant academic information, and other senior administrators on the retention taskforce (RTF) about their knowledge of student. Additionally, RTF meetings occur twice a month for an hour and require you to update the coordinator of these meetings in advance of each meeting with updates on your student alert caseload.

• **Probation Students:** For the fall 2009 semester, 28 students who were placed on academic probation were contacted to notify them of their academic expectations. These students were also contacted via email almost every week to remind them of upcoming academic skills workshops. 11 students were seen semi-regularly to monitor their academic progress and involvement with their faculty advisor and classes. During the spring 2009 semester, 61 students were on probation.

• **Academic Recovery Program:** A new academic recovery program was introduced which rendered positive results. This year, all students on academic probation for the first time or those continuing on probation were required to participate in an Academic Recovery Program planned by the Academic Learning Center (ALC). Our probation program was designed to provide students with multiple valuable skills which are needed to be academically successful at Albright College. For the first time, the ALC launched a new mandatory meeting for students on probation which occurred on February 3. This meeting included Joe Thomas, Erin Evans, and four professors who reviewed the academic expectations, their probation conditions and resources.

These are the requirements of the probation support program:

1. Successfully complete at least 3 classes in addition to achieving a semester and cumulative 2.0 GPA
2. Meet with Erin Evans every one or two weeks
3. Meet with their faculty advisor at least 3 times throughout the semester which includes registration counseling and inform coaches, as appropriate
4. Attend the mandatory probation kick off meeting on Feb 3rd and at least 5 academic skills workshops offered throughout the semester by the ALC
5. Participate in regular tutoring sessions for their coursework, as appropriate
6. Sign a probation contract so that each student understands what s/he needs to do to get off academic probation

The following outreach was provided throughout the semester:

1. In advance of the mandatory meeting on 2/3, students received 2 letters to their home address informing them of their probation status and reminding them that their attendance was mandatory for the kick off meeting. For those students who did not RSVP, we sent an email reminder and then made phone calls to impress upon them the importance of learning about and fulfilling their probation requirements.

2. Every week students received email reminders to attend the workshop scheduled for that week and a directive to schedule an appointment with Erin Evans as soon as possible.

3. During the first week of March, faculty advisors were contacted to provide an update on the new probation program and to inform them of their advisee’s participation to date.

4. After mid-year grades, we made phone calls to all those students who had not yet scheduled an appointment to review their probation contract and establish regular meeting times with Erin.

27 students fulfilled all requirements and their grades increased; as a group, they experienced an 98% increase in term GPA and a 50% increase in cumulative GPA when compared to last semester.

- 23 students got off academic probation.
- 4 students’ grades increased but their GPAs are still below the minimum requirement to get off academic probation
  21 students fulfilled some requirements; as a group, these students experienced an 60% increase in term GPA and a 21% increase in cumulative GPA when compared to last semester.
- 6 students were able to get off academic probation
- 10 students grades increased but didn’t get off
- 5 students grades decreased
  - 13 students did not fulfill any requirements; nearly half of these students’ grades decreased. As a group, these students saw an average 16% increase in term GPA and no increase in cumulative GPA.
- 2 were able to get off academic probation
- 5 students grades increased but still on probation
- 6 students’ grades decreased
These findings suggest that a student’s term and cumulative GPAs are more likely to increase by a larger margin by fulfilling all of the requirements of the Academic Recovery Program than by only fulfilling certain requirements or none at all.

A 3 page evaluation was created and about 60% of the students completed the survey. Most students believed their academic performance increased as a result of their participation in the program, faculty involvement was critical, and academic expectations were very clear in order to get off academic probation. Finally, they felt very good support from the ALC through meetings and tutoring, and believed they learned new study techniques.

Academic Standards Committee:

The ALC Director participated on this committee by creating a summary report of the academic activity of those students placed on academic probation who failed to meet their probation requirements. The Director also worked with the dean, the EDC chair, and the Registrar to review procedures and academic requirements for those students reviewed by this committee. This included agreeing upon a probation contract, suggesting additional outreach to students who may have reached their benchmark but whose GPA was less than a 2.0, suggesting students who earned less than a 1.0 in any given semester but had a GPA within their benchmark should be placed on probation, and reviewing the probation and GPA requirements.

Student & Faculty Consultations/Appointments:

- 1002 student appointments were held between September 2009 and June 2010. The most common types of appointments involved counseling students on academic probation and assisting/evaluating our peer tutors. New in the spring semester was a 2hour walk in model. Our no show rate was 119 (no data is available for the fall semester) which accounts for 18% of 771 scheduled appointments for the spring.
- 174 consultations involved staff and faculty around student academic concerns, admissions counseling, or partnerships with academic support.
- About 3200 people visited the ALC via face to face or phone; though, keep in mind, this data wasn’t tracked well in the fall 2009 semester due to staffing issues which means we suspect that our traffic was significantly higher.

Campus Outreach and Development:

Because the ALC is in a renovation and building phase, many opportunities are available to collaborate with other departments and units on campus. Several first steps were taken to establish new connections and student services.

1. **Counseling Services:** 1) the director met with the director of counseling to learn more about available services, mental health protocols, and best practices, 2) a counselor and physician accepted invitations to deliver an academic skills workshop, 3) the counseling director delivered a training on counseling and referral skills for our peer tutor program, and 4) the ALC director has outreached to the counselors to consult on student cases.
2. **Admissions**: 1) the ALC has provided representation at open houses and related events for guidance counselors, scholarships, etc., 2) the ALC presented information about services to an admissions staff meeting, and 3) the ALC director attended weekly ARC meetings.

3. **Athletics**: 1) the ALC director communicated with the assistant football coaches on a more frequent basis upon their request, 2) the ALC director attended an Athletics staff meeting to open the door to further collaborations between academic support and this department, 3) the ALC offered tutoring services in the athletics complex in an effort to provide more targeted outreach, and 4) the director met with the 2 AD to discuss new ideas for partnerships next year which will include meeting with the team captions to discuss academic leadership.

4. **Student Affairs**: 1) the ALC provided training to POPS and RA’s about ALC services and resources, 2) the ALC participated in the FYE and SYE residential life programs by offering a workshop and including information in their weekly/monthly marketing materials to students, 3) the ALC participated in international student orientation, 4) the ALC brought tutoring and workshops into the residence halls, 5) the director outreached to the SGA president about opportunities to include academic leadership and mentoring into student life, and 6) the director established a solid collaboration with the Dean of Students through the student alert process, the transfer and/or withdrawal process, the academic standards process, and accessibility planning for students with disabilities.

5. **Writing Center**: The ALC director communicated regularly with the WC coordinator to plan joint programming for tutor training and academic skills workshops. The WC was also invited to participate in ALC tutor parties.

6. **Technology Services**: The ALC director was involved in a few conversations with IT to explore ways to obtain more technology, to better utilize technology, and provide tutor training on relevant computer applications. With other AA members, we were able to secure a computer lab for satellite tutoring.

7. **Library**: The ALC director and library director worked together to provide assistance for students with print related disabilities who need access to their textbooks and course materials in an electronic format. The ALC director also provided assistance and support to CITY LIGHTS and Spring Tune Up, a final exam review session planned jointly between the ALC and the library.

8. **Faculty**: 1) 4 FYS professors requested a tour of the ALC in September, 2) another FYS course asked for a class on note-taking skills while several required students to attend academic workshops, 2) the director presented academic support services to a new faculty meeting, 3) the director worked closely with the modern language department chair to create workshops for success in a foreign language, develop a tutoring guide for languages, and discussed accommodations for language study 4) the director attended faculty meetings and interacted with faculty through committee work, 5) co-presented with several faculty during tutor training on ESL issues, cross-cultural tutoring, learning disabilities, etc, 6) met with several department chairs to improve the recruitment of tutors and level of tutoring outreach offered to their academic program, and 6) consulted daily on student concerns and academic matters.
9. **Professional Development:** The ALC sponsored 5 teleconferences for faculty and staff: University Policies and Students with Chronic Illness (10/09), Avoiding Accessibility Complaints and Litigation (11/09), Understanding Disability Documentation (2/10), Advising Students with Disabilities (3/10), and Welcoming Veterans to Campus (5/10). In November (2009), the ALC co-sponsored a brown bag lunch on chronic illnesses with the Dean of Students Office. The director also presented a Dean’s Seminar about Disability Services and National Trends in April 2010.

10. **Assessment:** The Director attended several assessment roundtables and presented academic support considerations in advising. Several meetings were scheduled with our assessment coordinator to discuss data planning for the ALC.

**PERSONNEL MANAGEMENT:**

1. **Graduate Assistants/Tutor Coordinator:** 1) a 10 page tutor coordinator handbook was created for this position, 2) a new GA was hired a month early to provide an optimal transition for the entire ALC team, 3) more regular supervision was provided, as well as performance reviews, and 4) new job descriptions were created for these roles.

2. **Intern:** From September - December 2009, the former assistant director had made arrangements for a current student with a significant disability to intern in the ALC in order to learn more about the field of disability services. Since she didn’t work the fall semester, supervision of this intern became an additional responsibility of the director because the internship also had a faculty supervisor which the director provided status reports on the progress of the internship experience.

3. **Secretary:** As mentioned earlier, the fall semester witnessed a disruption in secretarial service because of a termination and managing temporary workers with limited skill sets. Fortunately, the director updated the job description and created a training handbook. We received over 100 resumes and interviewed 12 candidates. In January 2010 a new secretary was hired and consistent training and coaching has been offered at the same time that the brand new GA was being trained and supervised. The secretary attended several computer skills training and the monthly community events.

4. **Assistant Director:** The Director worked without an assistant director for the full academic year. Once the former assistant director was terminated, a proposal was written to upgrade the position from part time to full time and included an updated job description. Fortunately this position was approved and a successful search process was launched in mid February. The new assistant director started on June 14, 2010.

5. **Tutor Managers & Peer Tutors:** As mentioned earlier, the peer tutoring program was restructured into a professional academic leadership role. All peer tutors completed performance reviews at the end of each semester and many met with the director throughout the course of the semester. A tutor manager position was created for the most talented tutors. Weekly staff meetings occurred from Dec 1- May 15, 2010.

6. **Committees/Leadership Meetings & Evening Programming:** The Director co-chaired the ALC Assistant Director committee and participated on the following committees which met
either weekly, bimonthly or once a month: EDC, RTF, ARC, Cabinet, AA Directors, and faculty meetings. The ALC held 45 evening programs.

7. **Conferences:** The Director attended a Middle States Assessment Conference, the CRLA conference, and a NACADA drive in conference on at risk students. The ALC received an AS IF Grant which provided an opportunity for a team of employees to attend the On Course workshop in June and again in July.

**2010-2011 Goals**

- **FOSTER ACADEMIC EXCELLENCE**
  - Improve the retention rate of students placed on academic probation
    - Continue the academic recovery plan devised in the spring 2010 semester and track the performance rates of students who met or exceeded the program requirements compared to those who did not fulfill them
    - Maintain a spreadsheet with GPA information and level of academic intervention provided to each student and track each semester.
    - Implement strategies learned from the national On Course academic retention and student success model
  - Improve the math preparation levels of science and math majors.
    - Continue to work with the math department on a pilot pre-assessments project designed to assist students with the mastery of pre-calc and calculus skills
    - Launch study groups for CALC 1 sections to support this goal.
    - Create a performance sheet to track progress.
  - Provide academic mentoring and training to student leaders
    - Create a training module for team captains on athletic teams
    - Create a training module for scholarship chairs in Greek Life
    - Create a training module for resident assistants
    - Identify workshop opportunities for ALC Tutor Managers
  - Increase the utilization of the ALC by student athletes
    - Identify methods to highlight scholar athletes
    - Participate in team orientations
    - Participate in the Athletics Advisory Committee
  - Enhance ALC services with faculty support
    - Partner with department chairs to identify prospective tutors
    - Engage in assessment projects to predict the impact of tutoring on grades
    - Improve disability accommodations processes
- Create tutoring resources in specific discipline
- Coordinate a work group to find ways to implement On Course Strategies

**STRENGTHENING OUR RESIDENTIAL LEARNING COMMUNITY**
- Collaborate on ADA improvements in the Campus Center
- Provide academic support programming in residential living

**2011-2012 Provisional Goals**

1. **FOSTER ACADEMIC EXCELLENCE**
   a. Explore the retention rate of students of color and work with the diversity administrator and the diversity committee to design academic support programming.
   b. Explore Supplemental Instruction (SI) as a pilot strategy to support high risk courses through intrusive and intensive support.
      - Increase student performance data in piloted courses
      - Design training curriculum for this endeavor
   c. Apply for Level 2 CRLA International Certification of our Peer Tutoring Program
      - Design an advanced training curriculum for excelling tutors
   d. Explore performance data of student athletes to pilot an academic scholarship campaign designed to increase student success and emphasize academic achievement.
   e. Re-review ALC Staffing Model for optimal student and faculty support.
   f. Launch a branding campaign for academic support that highlights new location and merger with the Writing Center (as articulated in the master plan).

**Career Development Center**

**Goals for 2010-2011**

- Combine the Center for Experiential Learning and Research with the Career Development Center in one location to enhance our overall services for students. (Strategic Plan: Fostering Academic Excellence / Increase Opportunities for Experiential Learning.)

- Focus on employer relations and increasing the number of internship and employment opportunities for students. (Fostering Academic Excellence / Increase Opportunities for Experiential Learning. Achieving Financial Stability. Enhancing Community Relations.)
Increase the awareness of the student body in Experiential Learning and all of its components. (Fostering Academic Excellence / Increase Opportunities for Experiential Learning)

Focus on marketing services to first-year and second-year students to help them with career and concentration choices.

Goal # 2: Focus on employer relations and increasing the number of internship and employment opportunities for students.

Expected Outcomes

- Numbers of internship and employment opportunities we receive from prospective employers will increase
- Employers will know more about Albright College, its programs, and its students.
- Students and alumni will have a better chance of securing internships and full time employment through increased contact and knowledge of opportunities.
- Alumni will hold a higher esteem for Albright College and give back to their alma mater.

Methods

- Compile a listing of management development programs/corporations that offer college graduate entry level employment opportunities and reach out to these organizations.
- Create a Community and Employment Advisory Board comprised of local individuals but also representing some national organizations to meet with Career Development staff and other college personnel.
- Visit local and when appropriate, national and international, organizations to educate employers about the value of hiring Albright College student interns and graduates.
- Connect with organizations through local networking entities, Chamber of Commerce, and other professional development venues.

Data Collection and assessment

- Record numbers of internship and employment opportunities we receive in the Center.
- Record student internships, for credit and not for credit, each semester and summer.
- Record employer visits, meetings, etc. on campus and off campus.
- Survey employers regarding knowledge of Albright College, its faculty, and students.
- Compare future graduate follow up surveys with those conducted in the past to gage opinion of Career Development Center Internship and Employment Resources.

Department/Area Mission: Our Mission is to motivate, educate, and empower our students and alumni to meet their career development needs knowing that this is a lifelong process which will result in their future academic and professional success.

Department/Area Operational Goal # _____
Goal # 2: Target first-year students to use career services to understand the importance of self-awareness and identifying appropriate resources for a lifetime of career planning and adaptability to a changing world.

Strategic Goal Supported: Fostering Academic Excellence and Improve student recruitment and retention

Short Description (optional):

1. Expected Outcomes
   a. Number of first-year students who use the Center will increase.
   b. First-year students that use the services will choose concentrations that fit their interests and future goals.
   c. First-year students will utilize the Center’s resources on an ongoing 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.

2. Data collection and assessment
   a. Pre- and post- student surveys at point of service and email follow-up.
   b. Document anecdotal information from students regarding their comfort level with the career development process and view of the world of work and education.
   c. 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.

Department/Area Operational Goals:

1. Combine the Center for Experiential Learning and Research with the Career Development Center in one location to enhance our overall services for students. (Strategic Plan: Increase Opportunities for Experiential Learning)

Goals Worksheet

Department/Area Operational Goals:

1. Combine the Center for Experiential Learning and Research with the Career Development Center in one location to enhance our overall services for students. (Strategic Plan: Increase Opportunities for Experiential Learning).

Assessment Results/Findings
Did not occur based on activities outside our control.

Department/Area Operational Goals:
2. 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. (Strategic Plan: Improve student recruitment and retention).

Activities to Accomplish Operational Goals

Welcome reception for Alpha; training for Alpha Advisors for reviewing career inventories; formal Strong Assessment delivery; additional workshops for choosing your concentration; providing workshops in the residence halls; addition of a Concentration Fair; outreach to Alpha students

Time Line

Beginning of AY 2009 and ending AY 2010

Assessment Methods

Evidence: offering and delivery of workshops and events; numbers of students that attend; surveys for students; anecdotal information from students and faculty.

Assessment Results/Findings

Results:
- Alpha Meetings during Sneak Peek: two families attended
- Alpha Reception on 9/15/09: 5 alpha students attended
- Administer Strong 9/15: 22 students attended
- Administer Strong 9/30 in North Hall: 1 student
- Administer Strong 10/8: 0 students
- How to choose your concentration: 9/22, CDC: 3 students; 9/22 North Hall, 0 students; 10/14, CDC: 5 students; 11/17, CDC, 5 students
- Concentration Fair: 10/27: 50 students
- How to choose your concentration 2/3/20: 0 students; 3/23: 0 students
- Strong, Campus Center, 2/10: 0 students; CDC,3/23/10: 1 student; Campus Center: 0 students
- First Year Seminars: visits to 6 different classes; administered Strong in class to 15 students

Findings:
- Workshops do not deliver results as much as individual appointments
- Faculty interaction is more meaningful (visits and activities in first year seminars)
- Delivery of workshops in the residence halls does not increase attendance
- Concentration Fair was not well-attended and not appreciated by faculty
- Feedback from students regarding “Choosing your concentration” workshop was that they wanted more specific information (I interpret that as they want individual attention)

Plans for Improvements based on Results/Findings

a. Work on better outreach to alphas
b. Work on engaging faculty more—getting into first year seminars

c. Choose a Virtual Concentration Fair

d. Train peers to help Alphas in a more informal manner

e. Switch to a computerized career inventory so students are able to take it any time, in their residence hall.

Department/Area Operational Goals:

3. Improve data collection, including student and employer anecdotal information, for reporting purposes and accurate planning for programming and events.

Activities to Accomplish Operational Goals:

Point of Service surveys, focus groups.

Time Line

AY 09-10

Assessment Methods

Surveys

Assessment Results/Findings

- We received little information since we got overwhelmed by the number of appointments we had. The Point-of-Service surveys were not used.
- Follow up surveys indicated that 98% of those that used our services thought that the experience was helpful -- good to excellent; 71% used the services 2 to 5 times; 17% used services many times (>6) and 12% used the services once.
- Students learned about the CDC most often through Email, faculty, campus mail and then friends.

Plans for Improvements based on Results/Findings

- We plan to work harder on getting information.
- We plan to continue to use targeted email to contact students.

Department/Area Operational Goals:

4. Utilize targeted marketing techniques to engage students in career development activities.

Activities to Accomplish Operational Goals:

Meet with College Relations; Use better quality marketing materials; ask students what they pay attention to.

Time Line

AY 09-10

Assessment Methods

Meetings; focus group; promotional materials.
Assessment Results/Findings

- Met 2 times with college relations; Ordered table tents for 7 events/activities.
- Received information from focus groups: liked the more professional look of table tents; appreciate peer to peer input about visiting CDC overall; personalized email for events.

Plans for Improvements based on Results/Findings

- Use the Career Ambassadors more and provide them with additional training
- Reach out to faculty more
- Continue to target students by concentrations for informational emails
- Work with Ambassadors and faculty to get students to workshops

Department/Area Operational Goals:

5. Target first year students to use career services to understand the importance of self-awareness and identifying appropriate resources for a lifetime of career planning and adaptability to a changing world.

Activities to Accomplish Operational Goals:

Surveys, numbers of student visits, anecdotal information.

Time Line – Begin Activity – Complete Activity

AY 09-10

Assessment Methods

Survey and anecdotal information; numbers of students.

Assessment Results/Findings

- Numbers of first year student individual appointments actually decreased this year by 10% (very disappointing).
- Surveys of 1st year students revealed that they believe they know all they need to know about careers in order to make their decisions (reasons for why they did not participate in CDC activities)
- Students that used our services, specifically individual appointments, indicated that they understood the career development process more thoroughly, and understood how important the process of self-awareness to their academic success.

Plans for Improvements based on Results/Findings

- We will make a more concerted attempt at collecting point of service surveys.
- It might be, based upon the initial survey that the majority of students believe that they know all they need to know about careers to help them in college, that we target second year students instead of first years. Or, we need to attempt to educate students and faculty that first year students “do not know what they do not know” about choosing concentrations and careers that complement their interests and abilities.
Center for Experiential Learning and Research (CELAR)

Goals for 2009-2010

a. 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. (Strategic Plan: Increase Opportunities for Experiential Learning).

Plans have been delayed and we are still waiting to combine CELAR with the CDC in the newly named Geiser House. We continue to discuss and plan for the changes and challenges to both departments that the combination will bring.

b. Integrate faculty-led trips abroad into the CELAR study abroad program by collaborating with faculty and administrators to establish needs for support and procedures. (Strategic Plan: Improve Academic Support, Engaging with the World)

- 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

Increased support of faculty members fivefold by assisting professors with trip details, timelines, general advice, etc. The “Self Insurance-3% Rule” was passed by PAC allowing faculty the freedom to plan programs abroad knowing that if events in their destination make them feel unsafe about taking students they can cancel the trip and all students will be refunded all of their costs. Campus-wide process and guide for new programs is still in progress but common forms have been developed and faculty are beginning to use them.

c. Engage more students in experiential learning opportunities through education about the programs and more targeted communications. (Strategic Plan: Increase Opportunities for Experiential Learning, Enhance and Expand Support for Learning Outside the Classroom)

- Create and become skilled at new, functional database

  Student advisors and I had training from database company representative and became adept at the different facets of the database and web page development. Was able to send out several targeted emails to students using information they provided in their account. Still much to learn, but we have a good working knowledge.

- Establish a current baseline of student visits and contacts

  For the first time since CDC moved to a new database in fall of 2007 study abroad visits were documented in a web-based database. Our number of visits for the year was 94. The number of students actually studying abroad or off campus domestically during the 09-10 academic year was 27.

- Collect and synthesize data from 2008-09 visits
We had 61 student visits for study abroad advising in 08-09 with an overwhelming majority of those single-visit students who did not return. The number of students studying abroad or off campus during the 08-09 academic year was 31.

Out of 61 student visits in 08-09 came 27 students who studied abroad or off campus in 09-10 making the yield 44%.

d. Successfully coordinate Berks Undergraduate Research and Creativity Conference. (Strategic Plan: Increase Opportunities for Experiential Learning, Enhancing Community Relations)

The conference was, by all accounts, a big success. A follow up survey to all participants resulted in a 16% response rate. Of those respondents 92% deemed the overall conference good-excellent and 93.5% said they would recommend it to a friend. The comments I received will be helpful to future planning and I will make them available to the conference planner for 2011.

e. Successfully implement new database and interactive web pages for study abroad program management. (Strategic Plan: Increase Opportunities for Experiential Learning)

New web pages are complete, though always evolving, and database is updated. I am still learning how to navigate through report templates in order to get specific information and am learning that this database does have its shortcomings in the data I am able to retrieve.

f. Explore various study abroad program models to determine which would be most beneficial to Albright. (Strategic Plan: Increase Opportunities for Experiential Learning).

In progress. Have researched different models and compared them in general terms, but have not found clear information on cost/benefits for each.

Center for the Arts (CFA)

Goals for 2010-2011

GOAL 1: Implement Arts Administration Co-Concentration

Strategic Goals: Fostering Academic Excellence

Expand on the successful Program in Arts Administration and have the faculty approve a co-Concentration in Arts-Administration

Expected Outcomes

- EPC Approval of co-Concentration
- Full-Faculty approval of co-Concentration
- Strong enrollment in Spring Semester Introduction to Arts Administration

GOAL 2: Increase Center for the Arts presence in the community
Strategic Goal: Enhancing Community Resources

Tactic – Leverage Women and the Arts to have at least one extra-Albright event

Tactic – Increase experiential learning for arts students through internships

Using the strong Women and the Arts theme and the new director of the Center for the Arts to increase the Center’s visibility in the Berks community

Expected outcomes

- 2-3 art student internships outside of Albright College
- 1-2 Women and the Arts events outside of Albright College
- Settle upon a theme with the Albright Arts Council by January 2010 for the community

GOAL 3: Highlight the Center’s role as a nexus for artists and their audiences to engage in scholarly activities around the arts

Strategic Goal(s): Fostering Academic Excellence / Enhancing Community Resources

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

2011-2012 Projected Goals

Goal 1: Increase strength of Arts Administration program with increases in student enrollment and arts administration internships

Goal 2: Create a physical presence of the Center for the Arts off of the Albright campus

Goal 3: Expand the use of the Albright College Box office beyond Music and Theatre

Continuing Education and Community Outreach:

2009-2011 Goals
ADP Departmental Goals:

- Improve our students’ success and satisfaction.
  
  o 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. JUNE, 2010 update:

  - A more formalized series of workshops has been offered in the fall to include the popular writing skills seminar. In addition, a career-based seminar will be offered in the spring-summer of 2010 and a financial aid seminar will be developed and added to the rotation in summer-fall, 2010.

  - The business leaders forum was a new professional development opportunity for alumni and was held in March. This event was designed to enhance business acumen for the attendees and provided an opportunity for students and alumni to expand their professional network as Albright alumni. Over 80 people attended the event, with 100% indicating on their evaluation that they planned on returning in 2011. Therefore the second annual forum is set for March, 2011.

  - Given the problems the ADP staff faced in spring, 2010, significant improvements must be made in the structure of the staffing in order to improve response time and effectiveness. Satisfaction results should be expected to decrease in 2011 if dramatic improvement cannot begin by summer, 2010.

  o 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.

JUNE, 2010 Update:

The DSP video was posted to the web in fall, 2010. It will be used program wide beginning in January. There have been 37 students accepted into the DSP since the video was posted. It has been viewed 66 times during this period. In addition, a survey was created to begin to measure how well informed DSP students felt when entering the program and included questions about the video. That survey was administered in June, 2010. Just over half of the respondents indicated they watched at least a portion of the video. One-third also said that it was of some help, but not significant help as they prepared to enroll. Nearly 75% indicated the financial aid portion of the video as the most important part.

- 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.

JUNE, 2010 update:
Not enough attention to this goal has been given in order to achieve any significant results. A myriad of internal changes to processes and procedures were made during the summer to improve the timeliness of information for financial aid staff to turn around financial aid packages for students. This has had mixed results for new DCP cohorts. While few new cohorts have had the delay in packages as experienced in 2008-09, there were still several that had too significant of a delay. The ADP staff experienced significant challenges with the growth in enrollment as well as the temporary loss of a staff member that, when combined, caused a dramatic increase in the number of issues and problems for students. This forced the finance issue to lose its priority.

- An effort to offer a deferred payment without late fees for students with employer assistance was and approved. Details are being worked out during the month of June to be in effect for the 2010-2011 academic year.

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.

JUNE, 2010 update:

Work internal to ADP has continued. Significant efforts to improve efficiencies in the central office was made, but has not had the impact intended for several reasons. A proposal to provide a new staffing structure that includes a position geared specifically to student service has been submitted to the President with support from both the Dean and Provost. If approved, transition will commence immediately, with plans to complete transition by September, 2010.

- 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.

JUNE, 2010 update:

Retention did, in fact decrease this year. While some figures are still coming in for the courses that ended in May, retention will be near 83.5-84%. While interest in the program has seen significant increases based on the conditions of the economy, some students are not as prepared to make the
necessary commitment to Albright’s ADP in order to be successful. In addition, several students lost jobs that included tuition assistance and several others had spouses lose hours. These changes forced the students to find new/additional jobs that increased the total of overall hours worked while reducing their families’ overall income. Finally, our decline in service to students led to the loss of at least four students. While generally we lose 1-2 students/year due to service-related issues and expectations, this increase was significant and cause for concern.

- Increase number of inquiries and applications.

The current economic conditions have already contributed to an increase in inquiries in 2008-09 and in 2009-10. As these conditions continue, and our marketing efforts are increased and better 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; 3% appreciation in 2010-2011.

JUNE, 2010 Update:

YTD Inquiries increased by 40% compared to 2008-09 and by more when compared to 2007-08. YTD applications increased 37% over 2008-09 and YTD registration in DCP and DSP were well above the targeted 4% growth, ending the year up 10% and 23% respectively (note the registration numbers will not be finalized until July, 2010). There is some concern about the continued growth in 2010-11 if/when the economic conditions improve, however there is no indication of that occurring at this point. Summer and fall continue to look incredibly strong for DCP, with thirteen cohorts already planned, and the only concern in DSP is finding enough faculty able to teach the number of courses needed to meet the demand.

- 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.

JUNE 2010 update:

The new methods utilized in selective locations during 2009-10 appear to have had significantly positive results. In the areas where billboards and TV spots were introduced, over 21% of leads came from traditional media sources, compared to 5.3% in the other locations. The use of these mediums will be included for all locations in 2010-2011, while radio and online advertising will be reduced again as well as a small increase to the marketing budget overall to allow for these new mediums.

- Develop a corporate recruitment strategy.

- Develop and plan 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, and an additional 12 organizations in 2010-2011; meet with 12 (overlap acceptable) organizations with considerable potential for continuing education program development during 2009-2010, and an additional 18 organizations in 2010-2011. Develop and deliver 2-3 continuing education projects in each of these fiscal years.
JUNE 2010, update:

The Dean has met with many distinct organizations to discuss continuing education, a number of which have included mention or extended conversation about ADP for their employees. Several non-credit projects are officially underway. Once the new service structure is approved and underway, the director will begin working with the enrollment advisor staff to commence efforts for corporate outreach that should increase significantly the number of potential corporate clients.

Yearly Summary 2009-2010:

What a year 2009-10 presented for the department. The growth in enrollment was a constant throughout the year as the economy failed to improve with any significance, and many adults throughout the region decided to look for continued education in an effort to find new, or secure current employment. No less than five students have informed us as of their December or June graduations that they were simply able to save a job based on their graduation due to layoffs, mergers, etc. Leading to the growth in enrollment was continued growth in interest in ADP, including a record number of applications.

This past year, nearly every tracked enrollment figure set new marks including the numbers of registrations, new students and new applications in both DCP and DSP. Conversely, retention did drop as some new students decided to enroll without full considering their commitment to education as well as our inability to maintain the level of service we promote and promise to prospective students. As the 2009-2010 year closes, ADP expects to see continued strength, although not necessarily significant growth, in the interest of prospective students in the programs Albright offers throughout the region. The next, immediate steps in our continual evolution are clear. We must adapt to better serve a larger population given that the primary strength of the program we promote is one of personal interaction, relationships and service.

The following goals will be the focus of the 2010-2011 year:

1. Implement the proposed changes to the ADP department to improve the level of service we are able to provide students, staff and faculty involved in the ADP. This includes improving the response time when problems are reporting and ensuring more complete and communicated solutions to the problems. We will also dedicate significant time to better design, communicate and implement procedures and processes to help ease the burden remote staff have in tracking information about prospective and current students, as well as developing a more complete understanding of the behind-the-scenes mechanisms in place for multiple individuals to keep the department functioning so that each individuals has a more complete understanding and respect for her/his role in the process and how it impacts others. Much of these changes will be assessed with the bi-annual offering of the Noel Levitz Adult Learner Inventory. While we expect results to be lower than in previous years, we can measure based on students’ length of enrollment in the program so that results for students beginning after changes are implemented in early fall can be compared to those being in the program prior to that time.

2. Improve the relationship-based marketing efforts to include more opportunities for “personal” interaction with those individuals interested in Albright or in a position to refer individuals to the program. Specifically, we will add more interactive components to our actual marketing
initiatives including video to our website as well as increase the amount of television spots across all locations. Use of the video can easily be tracked through currently used web analyses and our capture of source information from prospective students will measure the effectiveness of the television campaign. Additionally, we will increase attendance at our successful Community College Partner Conference and the Business Leaders Forum. These events will continue to prove valuable for our relationships with alumni and community members and community college colleagues.

Attendance as well as satisfaction of these events will be used to measure the effectiveness of the individual events. Those measures do not, however, indicate how much of an impact they have on ADP enrollment. That will need to be considered. As we review the use of them long-term.

**Recording and Reporting Goals, Assessment Methods, Assessment Findings, and Planned Improvements based on Assessment Findings**

**Department/Area:** Continuing Education & Community Outreach  
**Contact:** Dr. Robert J. Cannon  
**Email:** rcannon@alb.edu  
**Phone:** x7799

**Aspect of College Mission directly supported:** “fostering a commitment to a lifetime of service and learning”

**Department/Area Operational Goal # 1:** Build faculty relationships with community.

**Strategic Goals Supported:** Enhancing community relations; achieving financial stability.

**Summary:** For faculty to be involved in the continuing education efforts of Albright, they need to be informed of Albright’s interest in creating non-degree programming for the business community and other organizations within Berks County. The Dean of Continuing Education and Community Outreach is the point person in this initiative, and will serve as a primary link between faculty and those organizations where interest in a partnership is found.

**Assessment Methods:** Qualitative records documenting informational meetings between faculty members and the dean of continuing education; quantitative records documenting how many faculty members teach in non-degree continuing education programs.

**Assessment Findings: 2009-2010.** Faculty are largely open to the prospect of working with external organizations and individuals with “lifelong learning” interests. Five internal and one external faculty were engaged in the development and/or teaching of non-degree programs (not including additional CELG programs and community service projects). All internal faculty were full time, and four of the five were faculty in the traditional program.

**Planned Improvements: 2010-2011.** The dean will continue to collaborate with both traditional program and accelerated program faculty as the potential for working with individuals and organizations grows. At least ten Albright faculty members will have participated in non-degree program(s) during the 2010-2011 fiscal year.

**Preliminary Goals 2011-2012.** a) All faculty will have been acclimated to the non-degree landscape (including adjuncts); b) At least six additional faculty members will have participated in non-degree program(s) during the 2011-2012 fiscal year.
Department/Area Operational Goal # 2: Organizational understanding.

**Strategic Goal Supported:** Enhancing community relations.

**Summary:** 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.

**Assessment Methods:** Survey research (outsourced) of Berks County organizations; individual discussions with Berks County organizational leaders and documentation of those conversations.

**Assessment Findings:** 2009-2010. Hanover research was conducted and documented with “partnering with institutions of higher education” as a theme. This research, as well as documented conversations with business owners, informed us of trends and specifics in the organizational climate of Berks County as relates to continuing education.

**Planned Improvements:** 2010-2011. The dean will continue to meet with faculty as well as organizational decision makers to assess needs, and to inform both faculty and those leaders of Albright’s capacity to serve businesses, non-profits, and other organizations through the competencies of its faculty.

**Preliminary Goals 2011-2012.** a) Conduct additional research of companies to further identify Albright’s niche within the non-degree market; b) Leverage business and science faculty toward contract work with relevant industries / companies.

Department/Area Operational Goal # 3: Organizational partnerships.

**Strategic Goal Supported:** Enhancing community relations; achieving financial stability.

**Summary:** 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 occur.

**Assessment Method:** Record the number of contracts established between Albright College and external organizations (goal of two contracts).

**Assessment Findings:** 2009-2010. Three contracts were established between Albright College and Berks County organizations, with two of those programs being successfully implemented during this period.

**Planned Improvements:** 2010-2011. An additional two-three contracts will be established between Albright College and Berks County organizations, with both programs being implemented during this period.
Preliminary Goals 2011-2012.  a) Testimonials from former / existing partnerships will be incorporated into promotional materials; b) Website for development of organizational partnerships will be enhanced; c) An additional two-three contracts will be established and implemented.

Department/Area Operational Goal # 4: Development of open enrollment continuing education programs.

Strategic Goal Supported: Enhancing community relations; Achieving financial stability.

Summary: Opportunities exist for the college to serve the educational interests of individuals in the Berks County community by leveraging faculty interests and competencies in the creation of “open enrollment” programs. Joining the needs of the community with Albright’s respective strengths, particularly through the talents of the Albright College faculty, stands to further promote the institution as a fully contributing and fully invested member of the community.

Assessment Method: Record the number and content of faculty conversations with the Dean of Continuing Education and Community Outreach; document development and implementation of open enrollment programs.

Assessment Findings: 2009-2010. Over 40 faculty meetings were conducted with the dean to discuss continuing education; content of those conversations was recorded; three programs were created (Berks Encore, Business Leaders Forum, Academic Summer Enrichment Camp) and the development of a fourth was begun (Writing Excellence for ADP students); one of these programs (BLF) was implemented during this period.

Planned Improvements: 2010-2011. The dean will continue to collaborate with faculty on the development of additional programs that serve the college’s “community outreach” interests as Albright’s potential for working with individuals and organizations grows. ASEC implementation, Latino Academic Summer Enrichment Camp development, STEM camp development, and Writing Excellence for ADP implementation are anticipated.

Preliminary Goals, 2011-2012. a) LASEC implementation; b) STEM camp implementation.

Assessment Plan for the Center for Community Leadership, 2009-2010

Selected Center Goal to be Measured

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.

Assessment Procedure: Based on the program recommendations of our Local Government Officials Advisory Council (LOGAC) and other issues that emerge over the next ten months, we will identify the new issues that we addressed this year; based on our attendance records for each program this year, we will measure the number of different communities that sent representatives to at least one activity; and based on the participant comments on the post-program evaluation forms that we distribute at each workshop, we will determine the percentage of officials anticipating making changes in their procedures.

**Results/Outcomes:**

**New Topics/Issues:** One of the key foci of the Center’s programs is on providing assistance for local officials to address current or emerging issues. During 2009-2010, the following new topics were addressed through workshops, regional meetings, and mini-courses:

- Municipal records management (as a follow-up to the new state Open Records Act)
- GIS Basic Course
- Act 32 – PA Earned Income Tax Act
- Berks County Policing Study
- Bonding Requirements for Development Projects
- Model Ordinances for In-fill Development

**Participants:** 614 local officials attended the Center’s 21 training activities in 2009-2010 (a total of 1,151 persons were assisted through all Center initiatives). Representatives from 59 different communities (81% of Berks municipalities) participated in at least one activity throughout the year.

**Anticipate Changes:** We are currently summarizing the evaluation data from workshops in 2009-2010 but preliminary summaries show that 64% of the participants anticipate making changes in their operations and procedures.

**Recording and Reporting Goals, Assessment Methods, Assessment Findings, and Planned Improvements based on Assessment Findings, 2010-2011**

**Department/Area:** Center for Excellence in Local Government  **Contact:** John Kramer  **Email:** jkramer@alb.edu  **Phone:** X7246

**Department/Area Mission (if written):** The mission of the Center is to assist local government officials in providing effective leadership for the development of public policies and the efficient delivery of public services.
Aspects of College Mission directly supported: fostering a commitment to a lifetime of service

(quote phrases within the Mission Statement if possible)

Department/Area Operational Goal # 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

Strategic Goal Supported: III: Enhancing Community Relations – Embracing Greater Reading

Department/Area Operational Goal # 2:

To foster cooperation among municipalities by identifying emerging issues and providing appropriate forums for addressing their common interests

Strategic Goal Supported: III: Enhancing Community Relations – Embracing Greater Reading

Department/Area Operational Goal # 3:

To assist citizens in better understanding the organization and operation of local governments and key issues facing our local communities

Strategic Goal Supported: III: Enhancing Community Relations – Embracing Greater Reading

Department/Area Operational Goal # 4:

To increase the general awareness of key community leaders and the general public regarding the work of the Center

Strategic Goal Supported: III: Enhancing Community Relations – Embracing Greater Reading

Department/Area Operational Goal # 5:

To strengthen the Center’s financial base by identifying and seeking additional sources of revenue

Strategic Goal Supported: IV: Achieving Financial Stability – Increase Revenue/Fund Raising

Center for Excellence in Local Government – Preliminary Goals, 2011-2012
Bob Cannon, Dean of Continuing Education and Community Outreach
John Kramer, Director of the Center for Excellence in Local Government

“Helping local government leaders meet the changing needs of their communities through cooperation – education - involvement”

Mission Statement: The mission of the Center for Excellence in Local Government is to assist local government officials in providing effective leadership for the development of public policies and the efficient delivery of public services.
**Vision Statement:** The Center will be recognized as the premier municipal leadership development organization in Berks County as a result of its unique public/private/academic partnership. Local officials will be inspired to anticipate, plan and prepare for community change through the Center’s assistance in –

1. learning their legislative authority, best practices, and skills for effectively carrying out their responsibilities;

2. working cooperatively with other communities and the private sector; and

3. engaging residents in the decision making process.

**Center Preliminary Goals, 2011-2012**

- To complete the development of the Advanced Master Planner Program that will provide municipal officials with additional in-depth training in three core areas – community planning, land use regulation, and site design.

**Strategic Goal Supported:** ‘*Enhancing Community Relations – Enhancing Greater Reading*’.

- To establish at least one regularly scheduled regional subgroup forum as part of the Berks Municipal Partnership that will foster discussion and cooperation among municipalities on issues of common concern.

**Strategic Goal Supported:** ‘*Enhancing Community Relations – Enhancing Greater Reading*’.

- To establish a process for increased student involvement in providing assistance for local communities through internships, service learning, and other educational opportunities.

**Strategic Goal Supported:** ‘*Fostering Academic Excellence*’.

**Graduate Division**

**2010-2011 Goals**

1. Three to five goals for the department in the coming year – all fall under strategic priority number 1 – Fostering Academic Excellence

   - **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

   - **Goal 3:** 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 and Special Education certification regulations

   - **Goal 4:** Create specifically organized “4+1” program for 2014 and beyond
2. For one department goal – Goal 3
   
a. Identify one to three “expected outcomes for that goal.”

   - New courses and accompanying syllabi
   - New course advising lists and requirements
   - PDE approval of newly structured programs
   - Complete rearrangement of all undergrad and grad requirements for combined Elementary and Special Education so as to come in line with the August 2013 certification deadline

   b. Identify data or information to collect as evidence.

   - New syllabi
   - New course advising lists
   - Receipt of PDE approval for the new certification programs
   - Complete written explanation of all requirements and program pieces for a “4+1” program for 2013 baccalaureate graduates

2011-2012 Goals

Two to three goals for the department for 2011-2012 – all fall under strategic priority number 1 – Fostering Academic Excellence

Goal 1: Continue to implement adjusted 4+1 program for 2013 undergrad graduates through advising and clarification

   Resources needed – updated marketing pieces

Goal 2: Continue to maintain, grow, and develop existing and new graduate programs

   Resources needed – additional marketing budget, inter-department cooperation, board-approved budget, facilities, possible additional faculty

Goal 3: Continue to develop hybrid online graduate courses

   Resources needed – necessary technology, funds for initial technical consultation and support

Academic Affairs Yearly Report 2009-2010

A busy and very successful graduate division cites the following outstanding events in the 2009-2010 academic year.
• Growth
  o 25 Master’s degree completers; 19 processed at commencement
    (Albright College has now conferred 52 MA/MS degrees in the current Education Program)
  o 18% increase in registrations and revenue over 2008-2009 academic year.
  o Annual revenue budget for 2009-2010 surpassed by 37%.

• Hybrid-online course

  Albright College’s first hybrid online course was approved by all necessary bodies and is being
  offered summer 2010 (EED 622 Elementary School Mathematics Programs).

• Graduate Division Community Forum

  4th forum in the series took place March 22nd, 2010; Topic – Current Education Issues: How We
  Got Them and Where We Are Going. Featured speaker: Stinson Stroup, Esq., former head, PA
  Association of School Administrators.

• New Tuition Remission Policy

  Policy approved but not yet ready to be implemented; hoping to have it for use fall 2010.

• New Early Childhood Director’s Credential and Supervisory Certificate programs

  Have been presented to the PA Keys; awaiting approval

• Possible new graduate program in Health Psychology

  Moved from EPC to faculty consideration; currently on hold

• Creation of new graduate programs based on new teacher certification standards and regulations

  Currently in progress and ongoing

• Graduate student advising

  New procedure of Graduate Dean advising all individual graduate students each semester is
  proving to be extremely helpful.

• New 700/701 final project

  Student choice of long research project or shorter paper/ exam combined with 14th course has
  resulted in greater student satisfaction and degree completion.

Library/Library Ed Tech

2010 - 2011
College Strategic Goal:
1. Fostering academic excellence, strengthening our learning community, & Improving financial stability
2. Fostering academic excellence & improving financial stability
3. Fostering academic excellence & strengthening our Learning Community
4. Fostering academic excellence, strengthening our learning community

Library Goal 2010 – 2011:
1. Improve faculty and staff instructional use of Moodle
2. Improve Integrated Library System (ILS) functionality for students and faculty
3. Improve library master planning
4. Improve knowledge and use of library reference services
5. Improve library workshop training options
6. Support a growing relationship with ITS

Library Objectives:
1. Complete migration of faculty to new LMS system, continue training opportunities for growth, add new Moodle options (e.g., online evaluations for ADP, using Turn-It-In, etc); and migrate all faculty to Moodle 2.0 (when available)
2. Consider and select an ILS/OPAC migration to an open source (OS) product
3. Create library building renovation plan for the Library/Administration Building and add new elevator to the building
4. Improve student knowledge of library reference services and increase usage by 5%
5. Improve student and faculty knowledge of selected
6. Work with the Provost to support enhancements and growth in the Library-ITS professional relationship. This growth should lead to better college support for technology.

College Assessment Option: (no, yes)

Task Performed and Information Collected:
1. Offer basic and advanced training for faculty to take advantage of better pedagogical options for content delivery and assessment; Create more online training opportunities; coordinate with
ADP to ensure remote site faculty able to use Moodle properly. Give Faculty satisfaction survey to assess conversion

2. Tests of top OS products for compatibility; Satisfaction information from libraries using the products; Sample tests of the new system by groups of students and faculty.

3. Work with everyone who is/will be in the library administration building to create a renovation master plan for the building. Create focus groups and surveys to determine that final plans work best for long-term use of the building.

4. Create marketing plan for reference services, improve online access to reference services, gather statistics on usage

5. Add more types of training to support Moodle, open source software, etc., and try to entice other community members to teach workshops. Some of this information will be collected during the Moodle surveying.

6. Some aspects of this relationship have not been finally decided. However the ability to work off each others strengths and mission-driven foci, should enhance current support options and create new models for improved campus support and eliminate costly duplication.

How Information will be Evaluated/Used:

1. Improve comfort with and usage of LMS for course support; Improve usage of Moodle for administrative support (where appropriate); and Enable college to consider providing online/blended courses (based on college needs, not a fear of technological problems)

2. Create an action plan and then start migration

3. Improve usability, comfort and appearance of the building for all

4. Any increase of library reference services will be evaluated and lessons learned will be applied to other services

5. This information and feedback will be used to create a continuous improvement loop for workshops and training.

6. This information and feedback will be used to create a continuous improvement loop for future programs.

2011-2012

College Strategic Goal:

1. Fostering academic excellence & strengthening our learning community

2. Fostering academic excellence, strengthening our learning community, & Improving financial stability
3. Fostering academic excellence

4. Fostering academic excellence, strengthening our learning community, & Improving financial stability

Library Goal 2011-2012:

1. Provide a clear picture of where students receive their subject specific information literacy training.

2. Continue 2010-2011 goal -- Improve faculty and staff instructional use of Moodle

3. Migrate ILLiad services to an LDAP/AD access option

4. Improve building functionality for students, faculty and staff.

Library Objectives:

1. Create a matrix for determining the where and when subject level IL training is handled in each major

2. Continue training opportunities for faculty and staff in Moodle 2.0 and any new enhancements

3. Update ILLiad to its newest software version to allow the same Active Directory (AD) authentication currently used for Moodle and EZProxy (remote access). Create automatic user files for all to minimize the difficulty in creating ILLiad accounts and to mitigate the number of unique username and password combinations used by the Albright community for research.

4. Begin to implement first level plan for renovation of the Library/Administration building. Add new elevator to the building

College Assessment Option: (unknown)

Tasks Performed and Information Collected:

1. Liaisons and the library director will work with each department in understanding when the writing and research intensive support is best needed. That data will be used to create the matrix.

2. Continue the best practices gained in 2010-2011 to: 1) Offer basic and advanced training for faculty to take advantage of better pedagogical options for content delivery and assessment; 2) Create more online training opportunities; 3) Coordinate with ADP to ensure remote site faculty able to use Moodle properly. Give Faculty satisfaction survey to assess conversion

3. Upload the software; work with ITS to load patron and AD information; merge old and new accounts; delete old accounts; create a communication plan for the changeover; and train staff in how to use new software. Patron changes should be minimal.
4. Work with all building participants, administration and committees of interest to phase in upgrades and master planning recommendations. Create focus groups and surveys to determine basic decisions (like furnishings, possible phase choices, etc.).

How Information will be Evaluated/Used:

1. Data will be used for improving liaison and instructional relationships between the departments and the library. Information will also be used to answer assessment question in academic departmental reviews and the Middle States PRR.

2. Improve comfort with and usage of LMS for course support; Improve usage of Moodle for administrative support (where appropriate).

3. Provide students and staff a feedback option for satisfaction information and provide support. Problem comments will be fed back into the system to create continuous improvement opportunities.

4. Improve usability, comfort and appearance of the building for all

Registrar’s Office

Goals for 2009-2010 Academic Year

FOSTERING ACADEMIC EXCELLENCE

- Improve Academic Advising
- Improve Freshmen Advising and Course Registration
- Implement and refine changes to Sneak Peek
  - The feedback on the two-day Sneak Peek was generally positive from faculty.
  - In most cases, students had enough time to speak to their adviser in depth.
  - For students who indicated a major, we were able to provide the adviser with information about their high school record before Sneak Peek. We are still trying to come up with a way to do this for Alphas
  - Combined Majors were encouraged to speak to both areas. This did not seem to happen too much, particularly with Education majors
  - Implement changes to advising during Orientation
  - The time for advising was extended. We gave faculty more academic information about their advisees. Like Sneak Peek, this had mixed results, particularly with Alpha, Education and Combined Majors

1. Implement General Education Changes
   a. Implement Freshmen Seminar Program
The Freshmen Seminar Program was started in Fall 2009. Because of the number of seminars, only two-thirds of Freshmen were able to take a seminar in the Fall and the enrollments were 18 rather than 15-16.

Doing the seminars for Spring 2010 was difficult logistically. Students could not register online for a seminar because they had to give us alternatives. And we didn’t know the students who failed their seminars until late December after they had registered for the Spring.

Questions about whether certain Transfers needed the seminar and when International students should take it.

Questions about the role of the seminar; can it be a writing-intensive course if students haven’t had ENG101 yet

Continue to have issues with having enough seminars and fitting them into a department’s normal course loads.

2. General

a. Improve utilization of classroom space

Expected Outcome: More courses will be scheduled during the non-peak times of 8 MWF, 3 MWF, 8 TTH and 2:30 TTH.

Three-hour lecture courses will be scheduled during regular time periods and not over two time periods

Information: Compare this year’s course schedule at the non-peak periods with last year’s.

Compare the number of courses held over two periods this year with last year

For Spring 2010, there were not as many courses scheduled at these times as we wanted. I had to make special requests to chairs to move courses. Also, departments continued to offer three-hour courses over two periods. For Fall 2010, departments were told that they were required to schedule approximately 30% of their courses at non-peak times. Although many departments did not reach the 30% level, almost all of them did increase the number of courses in these periods. In Fall 2010 there are 57 courses schedules in these periods, compared to 51 in Fall 2009.

Departments were also told that they could not schedule a three-hour course over two time periods unless they had permission from the Provost. There were several courses scheduled like this that we asked the Departments to change. However, there were several exceptions approved, so the actual number this year was only one less than last year.

One of the underlying reasons for this goal is to reduce the number of schedule conflicts for students. However, I’ve haven’t come up with a way to measure this.
1. 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.

We did not add these things for Fall 2010 registration in November. There are still a number of students who are not processing IQ Web registration properly. Also, because IQ Web was being upgraded in Summer/Fall 2010, we didn't think it would make sense to add these just for one registration period.

The number of faculty who did not authorize properly went down significantly. During Fall 2010 registration in April, there were only two or three instances.

2. Improve communication with students, faculty, college offices, parents and others

- Implement Faculty submitting grades through IQ WEB.

  This was tested in the Summer and was opened to all faculty in the Fall and Spring. For the most part it worked well. There were a few faculty who thought they had entered grades but the grades weren’t submitted; we are trying to figure out what happened.

  35 of the 114 Full time faculty did not enter grades online for Spring 2010.

GOALS FOR 2010-2011 ACADEMIC YEAR

FOSTERING ACADEMIC EXCELLENCE

1. Improve Academic Advising

   a. Review and revise Concentration requirements in print and on Web to make sure they are accurate and consistent. Find way to easily and quickly make changes to these when requirements change.

   b. Continue to improve Freshmen Advising and Course Registration, especially regarding Sneak Peek and Orientation.

2. General

   a. Continue to improve utilization of classroom space; Deal with classrooms in old Science Building not being available.

3. Implement General Education Changes

   a. Continue to implement Freshmen Seminar Program and to pursue next steps in General Education changes.

STRENGTHENING OUR RESIDENTIAL LEARNING COMMUNITY
1. Improve Course Registration Process

- Provide a smooth transition for students regarding online registration after change from IQ Web to Self-Service.

**Outcomes:** All students should have activated their Self-Service account before the registration period for Spring 2011 in November. Students should be registering for courses through Self-Service for Spring 2011 in November and for Fall 2011 in April. The number of students registering in person and the number of problems should be less in April than in November.

**Information:** From IT, the names of students who have not activated their Self-Service account after the initial implementation and after follow-up contact.

Track number of students who register in person instead of online and the types of problems and issues students are having. Compare the information in the first registration in November 2010 with registration in April 2011.

2. Improve Communication with Students, Faculty, College Offices, Parents and Others

a. Implement change from IQ Web to Self-Service regarding Faculty submitting grades online. Increase the number of faculty who submit grades online.

b. Implement change from IQ Web to Self-Service regarding Grade Reports and access to other student information

3. Help Improve Student Retention and Satisfaction

a. Improve Early Warning System with Class Rosters; possible expand to upperclass students

4. Improve Academic Probation and Dismissal Process

a. Work with EDC and Dean Thomas to develop consistent guidelines for academic probations and dismissals.

**GOALS FOR 2011-2012 ACADEMIC YEAR**

**FOSTERING ACADEMIC EXCELLENCE**

1. Improve Academic Advising

a. Review and revise Concentration requirements in print and on Web to make sure they are accurate and consistent. Find way to easily and quickly make changes to these when requirements change

2. General

a. Continue to improve utilization of classroom space
3. Implement General Education Changes
   a. Continue to implement Freshmen Seminar Program and to pursue next steps in General Education changes

STRENGTHENING OUR RESIDENTIAL LEARNING COMMUNITY

1. Improve Course Registration Process
2. Continue to implement change from IQ WEB to SelfService, particularly regarding online registration.
3. Improve communication with students, faculty, college offices, parents and others
   a. Continue to implement change from IQ Web to Self-Service regarding Faculty submitting grades online. Increase the number of faculty who submit grades online.
   b. Continue to implement change from IQ Web to Self-Service regarding Grade Reports and access to other student information.

Undergraduate Studies

Year-End Report - Joseph M. Thomas, Dean of Undergraduate Studies 7-13

I. Fostering Academic Excellence
   • Facilitated implementation of improved Academic Program Review process
      o Completed the initial review (Accounting); implemented next round of 4 reviews (Theatre, Chemistry, Sociology/Environmental Studies, and Math), and initiated process for fall 2010 (Psychology, Business/Economics, Computer Science).
      o Continued process revisions, e.g., adding formal role for library and assessment committee and revising the department review schedule and data resources.
      o Created APR web pages with documents and sample reports.

   • Facilitated improvements to academic policy
      o Foreign language accommodation (pending with full faculty)
      o Academic integrity (pending with full faculty)
      o Incomplete grades (pending with full faculty)
      o ESL policies and protocols

   • Facilitated changes to curriculum and curriculum processes
      o Master “grid” outlining approval procedures
      o Course-level curriculum proposal process
• Program-level curriculum proposal processes drafted and under discussion
• Worked with various departments on curriculum proposals and revisions, placement, and other issues

1. Complete General Studies Review

• Worked with new faculty coordinator to oversee implementation of inaugural first-year seminars

• Led EPC discussions on need for faculty governance of general education program; FEC to create GE committee in fall.

• Continued support of GEAC and general education proposal as it goes forward with the faculty.

2. Improve the Academic Environment

• Worked with IT to enhance facilities and equipment for Academic Learning Center and Writing Center operations. No progress on much-needed relocation of both units.

3. Improve Academic Support

a. Faculty Resources

• Sponsored various professional opportunities (class field trips, Wye Seminar, AAC&U High-Impact Practices conference, CIC seminars on information fluency and classical literature, ADFL chair workshop)

• Hosted webinar on disability law and arranged series of 5 AHEAD webinars on disability topics, hosted by Asst. Dean.

• Started weekly open office hours in Jakes as resource for faculty (and students).

• Primary contact for advisors and instructors on students identified through “early alert” and midterm processes (see below) and student alert mechanism of Retention Task Force.

• Worked with Academic Affairs subcommittee to improve teaching and learning resources (web enhancements, brown-bag discussions, proposed teaching development stipend).

b. Enhance Academic Learning Center

• Reorganized ALC staff; chaired search for Asst. Dean/Director of ALC and co-chaired search for new FT Asst. Director of ALC.

c. Improve academic advising
• Continued improvements to Orientation and Sneak Peek formats and materials for students and faculty to improve advising and academic transition to college.

• Improved advising resources on Academic Affairs website; other changes in process.

• Improved Alpha web pages and (former) Blackboard site; worked with Alpha director and Career Services to improve Alpha events and expectations; presented information on Alpha to Board. Little real progress with Alpha.

• Started weekly open office hours in Jakes as resource for students (and faculty).

• Continued incremental improvements to Summer Start program. Increased faculty and administrative contact and better integrated program with regular staff and policies. Under auspices of EDC, conducted focus group of SS alumni (full survey to be done in fall).

• Continued reports to advisors and students in response to low midterm grades. Continued early alert process for first-year courses; outreach to 255 students in fall and 149 in spring (and their advisors); 87% faculty return rate.

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

• Continued close collaboration with Student Affairs on a range of issues to establish more holistic approach to student needs (e.g., Sneak Peek, Orientation, Summer Start, student alerts, probation/dismissal, withdrawal policy, faculty issues, and individual student situations).

4. **Integrate Planning, Budget, and Assessment**

• Academic program review process now explicitly ties departmental planning to Strategic Plan and budgeting process.

II. **Strengthening Our Residential Learning Community**

1. **Improve student recruitment and retention**

• Provided leadership from Academic Affairs side on retention task force and retention policy groups

• Regular presentations on behalf of Academic Affairs at Enrollment/Admission events.

Worked collaboratively with Enrollment Management regarding transfer orientation and issues such as general education, foreign language policy, ESL, and individual students; began involving Admissions in academic program reviews.
### 2010-11 GOALS

**Department/Area Operational Goal #1:** Improve academic quality through an active and useful academic program review process. **Strategic Goal Supported:** I. Fostering Academic Excellence

<table>
<thead>
<tr>
<th>Activities to Accomplish Operational Goals</th>
<th>Time Line</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Implement reviews as scheduled and according to approved guidelines: Psychology, Computer Science, Economics/Business. | Full academic year | ● Completed on schedule  
● Self-study responsive to Guidelines  
● External and internal reviews objective and responsive to department  
● Actionable planning document produced |
| Improve APR process with feedback from all constituents. | Fall10 for 09-10 reviews; late spring 11 for 10-11 reviews | ● Solicit and receive feedback from departments, internal reviewers, external reviewers  
● Seek and gain EPC approval of revisions and revise/disseminate documents |
| Ensure that departmental improvements become part of institutional processes and awareness. | Ongoing | ● Conduct periodic followup with reviewed departments  
● Identify and inform appropriate stakeholders of progress (e.g., academic administration, faculty, board, admissions, college relations) |

**Department/Area Operational Goal #2:** Facilitate progress on improving curricular and institutional support for student writing. **Strategic Goal Supported:** I. Fostering Academic Excellence

<table>
<thead>
<tr>
<th>Activities to Accomplish Operational Goals</th>
<th>Time Line</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| With FEC, establish faculty-wide steering committee for writing. | Fall 2010 | ● Initial conversations held with EPC and FEC  
● Committee constituted and initial meeting held to frame discussion |
| Facilitate educating the committee and the community on writing | March 1 | ● Committee and faculty-wide meetings held as needed |
program issues and options.

<table>
<thead>
<tr>
<th>Facilitate connection to general education committee and goals.</th>
<th>March 1</th>
<th>Resources made available, e.g. readings, facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate planning for initial curriculum and/or personnel changes for A.Y. 2011-12.</td>
<td>April 1</td>
<td>Discussion held by GE committee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Area Operational Goal #3:</th>
<th>Facilitate implementation of faculty governance of general education and its support of general education curriculum, first-year advising and Orientation, dissemination of general education goals and resources, and assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Goal Supported:</td>
<td>I. Fostering Academic Excellence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Area Operational Goal #4:</th>
<th>Facilitate finalizing and implementing revised processes for curriculum change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Goal Supported:</td>
<td>I. Fostering Academic Excellence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Area Operational Goal #5:</th>
<th>Continue improvements to Summer Start program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Goal Supported:</td>
<td>I. Fostering Academic Excellence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Area Operational Goal #6:</th>
<th>Continue improvements to advising resources and administration of advising.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Goal Supported:</td>
<td>I. Fostering Academic Excellence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Area Operational Goal #7:</th>
<th>Facilitate development of new curriculum by academic departments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Goal Supported:</td>
<td>I. Fostering Academic Excellence</td>
</tr>
</tbody>
</table>

Provisional 2011-12 GOALS, July 2009

<table>
<thead>
<tr>
<th>Department/Area Operational Goal #1:</th>
<th>Improve academic quality through an active and useful academic program review process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Goal Supported:</td>
<td>I. Fostering Academic Excellence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Area Operational Goal #2:</th>
<th>Facilitate implementation of approved general education curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Goal Supported:</td>
<td>I. Fostering Academic Excellence</td>
</tr>
</tbody>
</table>
Department/Area Operational Goal #3: Facilitate continued growth and effectiveness of academic support services through external funding.

Strategic Goal Supported: I. Fostering Academic Excellence

Department/Area Operational Goal #4: Facilitate strengthening of faculty governance of general education in its various aspects.

Strategic Goal Supported: I. Fostering Academic Excellence

Writing Center

2009-2010 Year-End Report - Rachel Liberatore

Summary

As the Writing Center (WC) changed from holding mostly drop-in hours to using a new online appointment system, the center focused on logistics and procedures to meet the demands of a 109% increase in usage over the previous year. Tutor training became more structured through alignment with CRLA tutoring certification guidelines and increased collaboration with the ALC. Tutors engaged in more leadership roles to promote and develop the center. First-year students and second-language learners continued to be the Writing Center's main clients, and the majority of students visited for Humanities or first-year courses.

Future initiatives will focus on collaborations with additional departments, and tutor training will increase student knowledge in writing across the curriculum and working with special needs students. Regular morning tutoring hours will also be a permanent part of next year's tutoring schedule.

General Service and Usage

Writing Center usage increased significantly during the 2009-2010 academic year-- a 109% increase from 1113 sessions in 2008-2009 to 2322 sessions in 2009-2010 including over 200 sessions held by the coordinator (see Figure 1). The center was used by 378 clients for an average of 6.14 sessions per client for the 2009-2010 year. Attendance rates show that a majority of clients return for additional sessions and that 17% of users held 10 or more sessions (see Figure 2). Usage by ADP students also increased significantly (usually in the form of requests for e-mail based feedback) from approx. 12 requests in Fall of 2009 to 45 requests in Spring of 2010.

Hours/days of operation: Center hours of operation were expanded in both the fall and spring semester to help meet the increased center usage. New times were readily used by students including early afternoon, Friday afternoon, and a full schedule of Sunday hours. Morning hours piloted during final exam week Spring 2010 and for Summer 2010 were readily used.

Online appointment system: Use of a new online appointment system (WCOnline) streamlined services, minimized waiting time, and encouraged longer sessions. It also facilitated the gathering of center data and statistics and created a database of tutor client reports summarizing each session. It posed challenges with appointment rescheduling and with equalizing tutor workloads.
Upcoming Initiatives: For 2010-2011, the center will add regular morning tutoring hours to its schedule. The coordinator will continue working with WCOnline to modify the online appointment system for improved data collection and ease of client and tutor use. The center will continue monitoring ADP usage and determine if changes need to be made to our online tutoring model. A tutor manager (senior tutor) will be trained to assist with the online appointment system.

Figure 1: Writing Center Usage-- Number of Sessions Held (including online feedback to ADP students)

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Yearly Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>364</td>
<td>*NA</td>
<td>*NA</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>491</td>
<td>0</td>
<td>622</td>
<td>1113</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1061</td>
<td>89</td>
<td>1172</td>
<td>2322</td>
</tr>
</tbody>
</table>

*NA= Not Available

Figure 2: Attendance Rates, 2009-2010

<table>
<thead>
<tr>
<th># of Times Attending Center</th>
<th>Number of Clients (% of clients)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 time</td>
<td>163 (43%)</td>
</tr>
<tr>
<td>2-9 times</td>
<td>151 (40%)</td>
</tr>
<tr>
<td>10 or more times</td>
<td>64 (17%)</td>
</tr>
<tr>
<td>Total: 378 clients</td>
<td>Average number of sessions per client: 6.14 (4.1 in AY 2008-9)</td>
</tr>
</tbody>
</table>

Staffing and Training

Staffing-- The center slightly increased its staff from 13 to 14 tutors, including tutors with concentrations in English, History, Education, Women’s Studies, Psychology, and Communications.

Logistics and Procedures-- The center improved its logistical operations to meet the needs of staffing and the challenges of using an electronic appointment system. The center formalized procedures for tutor hiring and evaluation (including self-evaluation, peer observation and evaluation by the coordinator). The center created a New Tutor handbook and formalized procedures for tutor absences, snow days/cancellations and appointment rescheduling.

Tutor Training-- Tutor training included both large group sessions with the ALC and separate WC meetings. Training was aligned with CRLA guidelines and professional Writing Center practices while focusing on the experience and needs of the tutoring staff.
Leadership Roles-- Tutors engaged in increased leadership roles including class visits, a conference presentation at the Mid-Atlantic Writing Center Association conference, co-leadership of evening workshops, and the creation of new handouts and posters.

Future Initiatives: For 2010-2011, recruitment and outreach will seek more tutor hires with backgrounds in the social/ natural sciences or ESL. The center will use a tutor manager and a formalized mentoring program to assist with the training of new tutors. Tutors will continue to work in leadership roles to assist with class visits, workshops and conference presentations.

Usage by Department/Program

Main Usage: Of known courses for which students visited the Writing Center in 2009-2010, 42.6% of sessions were for English courses (particularly the ENG 101/102 sequence) followed by 14.3% of sessions for SPI courses and 7.8% of sessions for FYS courses (see Figure 3). This supports other data indicating that the center is used predominantly by first-year students.

Other Usage: Other departments for which students visit the center include Business/Marketing (3.6% of sessions), History (5.4% of sessions), Psychology (2.8% of sessions), Religious Studies (7.1% of sessions) and Sociology (3.9% of sessions). Numbers for Natural Science courses remain low (see Figure 3). This data indicates students are using the center primarily for Humanities and Social Science courses. No students indicated usage of the center for personal/creative writing. (A few students visited to work on scholarship/application essays or job application materials).

In addition, 38% of sessions were with students who did not indicate their purpose when registering for an appointment. The center needs to improve its data collection in this area.

Future Initiatives: The center will improve its data collection method to decrease the percentage of “unknown” responses. The center will encourage increased usage for students of social and natural sciences through professor/departmental outreach, creative promotions, and increased tutor training in writing across the curriculum. In addition, the center should consider expanding its mission to also support student personal writing, creative writing, or to otherwise contribute to a community of writers beyond the academic arena.

Figure 3: Percent of Overall Sessions by Department Assigning the Writing Task (Out of Sessions Where Students Indicated a Department), 2009-2010

<table>
<thead>
<tr>
<th>Department</th>
<th>% of sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>42.6%</td>
</tr>
<tr>
<td>SPI</td>
<td>14.3%</td>
</tr>
<tr>
<td>FYS (First Year Seminars)</td>
<td>7.8%</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>7.1%</td>
</tr>
<tr>
<td>History</td>
<td>5.4%</td>
</tr>
<tr>
<td>Subject</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Sociology</td>
<td>3.9%</td>
</tr>
<tr>
<td>Psychology</td>
<td>2.8%</td>
</tr>
<tr>
<td>Business/Marketing</td>
<td>3.6%</td>
</tr>
<tr>
<td>Political Science</td>
<td>1.8%</td>
</tr>
<tr>
<td>ESL</td>
<td>1.5%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1.2%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1.1%</td>
</tr>
<tr>
<td>Economics</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Other listed reasons:</strong></td>
<td>(less than 1%)</td>
</tr>
</tbody>
</table>
| ACREs, application/scholarship essays, art, biology, communications, computer science, computer graphics, education, environmental studies, fashion, French, international relations, music, newspaper (Albrightian), photography, theater and women’s studies.**

**Note: many of these departments are also represented above in interdisciplinary or cross-listed courses**

**Usage by ESL and International Student Populations**

Use of the Writing Center by second language learners continues to be very high. While 28.7% of clients indicated a home language other than English, this group of clients visited the center for 62.1% out of all sessions held. In addition, center statistics show a much higher percentage of sessions being held with second language learners in the 2009-2010 year compared to previous years (62.1% of sessions for 2009-2010 compared to 17% for 2008-2009); this increase could also reflect more accurate data collection methods through the center’s change from paper to electronic data (see Figure 4a).

**Common Languages:** The majority of sessions held were with clients whose first language was not English. Other than English, the most common home language of students was Chinese/Cantonese, Japanese, or Korean (see Figure 4b).

**Tutor Training:** To meet the needs of these students, multiple tutor training sessions emphasized strategies for working with second language learners students, including WC/ALC joint tutor training sessions on ESL/TESOL methodologies and culturally responsive tutoring (co-taught with faculty who have expertise in ESL and Asian cultures), and WC specific training for writing tutors.

**Collaboration with the ESL Department:** The coordinator assisted with departmental portfolio reviews of SPI students and held two workshops for the ESL Department on plagiarism avoidance (each had 21 students). The ESL Department also surveyed its SPI students on WC/ALC usage and
experiences, and the results of this survey were summarized by the WC coordinator and used as part of WC tutor training. It gave positive feedback but suggested some ESL students were unfamiliar with WC philosophy and expected practices.

**Future Initiatives:** The center will continue including the topic of ESL methodology, second language acquisition and cultural awareness as a major focus of tutor training. The coordinator will meet with the ESL program to assess student needs for upcoming year and to plan continual collaborations.

Figure 4a: Percent of Clients and of Overall Sessions Based on Home Language

(out of clients indicating a home language)

<table>
<thead>
<tr>
<th></th>
<th>Home Language English</th>
<th>Home Language Other Than English</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Clients</td>
<td>71.3%</td>
<td>28.7%</td>
</tr>
<tr>
<td>% of Sessions Held With Clients Indicating (out of all Sessions held)</td>
<td>37.9%</td>
<td>62.1%</td>
</tr>
</tbody>
</table>

Figure 4b: Number of Sessions by Client’s First/Home Language, 2009-2010

<table>
<thead>
<tr>
<th>Language</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>706</td>
</tr>
<tr>
<td>Cantonese</td>
<td>456</td>
</tr>
<tr>
<td>Chinese</td>
<td>445</td>
</tr>
<tr>
<td>Japanese</td>
<td>214</td>
</tr>
<tr>
<td>Korean</td>
<td>129</td>
</tr>
<tr>
<td>Tagalog</td>
<td>66</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>49</td>
</tr>
<tr>
<td>Georgian</td>
<td>31</td>
</tr>
<tr>
<td>Italian</td>
<td>24</td>
</tr>
<tr>
<td>Spanish</td>
<td>22</td>
</tr>
<tr>
<td>Unknown or Other*</td>
<td>182</td>
</tr>
</tbody>
</table>

*Languages spoken by one or two students on campus were included under “other” to preserve student anonymity
Usage by Class Rank

The center continues to be used predominantly by first-year students and sophomores (see Figure 5). Sophomore usage appears to have increased this year, but a switch from paper to electronic data collection (client report forms) could also have improved the accuracy of data.

Future Initiatives: The center will consider implementing initiatives to promote its services among juniors and seniors.

Figure 5: Usage by Rank—% of sessions with students of each class rank (when rank was known)

<table>
<thead>
<tr>
<th></th>
<th>ESL (pre-fresh)</th>
<th>Fresh.</th>
<th>Soph.</th>
<th>Junior</th>
<th>Senior</th>
<th>Grad</th>
<th>Data Collection Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2009</td>
<td>N/A</td>
<td>62.6%</td>
<td>23.4%</td>
<td>8.6%</td>
<td>5%</td>
<td>0%</td>
<td>Paper</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Less than 1%</td>
<td>53.6%</td>
<td>33%</td>
<td>5.4%</td>
<td>7.2%</td>
<td>Less than 1%</td>
<td>Electronic</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>Less than 1%</td>
<td>57.5%</td>
<td>31.5%</td>
<td>3.8%</td>
<td>6.3%</td>
<td>0%</td>
<td>Electronic</td>
</tr>
</tbody>
</table>

Faculty Outreach and Departmental Collaborations

This year’s collaborations focused on increasing the connection between ALC and WC tutoring services, increasing general faculty awareness of the center, assisting the English Department with initiatives related to composition studies, and collaborating with the ESL program on tutor training. (See also the above section on “Usage by ESL and International Student Populations”).

ALC Collaborations: The coordinator held joint training sessions with the ALC (new tutor and cultural issues/TESOL method trainings) and evening academic skills workshops (Fall: Plagiarism Avoidance, 8 students; Revising Papers, 22 students. Spring: Creative Approaches to Revising and Editing, 18 students; Prewriting Techniques, 24 students). The coordinator assisted with the ALC’s search for a new director and assistant director and the ALC/WC application for CRLA tutoring certification. Joint ALC/WC tutor appreciation events were held each semester.

General Faculty Collaborations: The coordinator held a brown-bag faculty discussion on “Small Group Work and Peer Review” and met with individual faculty from Religious Studies and Business. She also contacted and met with students identified by faculty through the Student Alert Process as needing extra assistance with writing.

English Department Collaborations: The coordinator assisted with the department’s exploration of new composition handbooks, met with new composition instructors, and assisted with departmental
assessment. She also held sessions with students identified by the department as needing extra help practicing plagiarism-avoidance techniques.

Future Initiatives: The coordinator will collaborate with faculty from a wider range of departments to increase center promotion, assess student needs, and use faculty expertise in tutor training; a 2010-2011 focus is to work with the science departments to add tutor training in science-related writing. The coordinator will also increase networking and collaborations with composition faculty and will continue to assist the English and ESL departments with their student or departmental assessments.

Teaching

The Writing Center coordinator taught an ENG 101 (fall), ENG 102 (spring) and ENG 235 (summer) course. Each course was revised with new textbooks/ readings, handouts, and grading rubrics; courses focused on strategies for textual analysis and a “process” approach to writing. Students received holistic feedback and engaged in peer review. Student evaluations were generally positive. Scores were high in most areas but lowest in the area of “challenge.” In response, the coordinator designed a new ENG 235 course which led students through multi-step, self-designed writing projects that encouraged experimental writing techniques. She is also considering new approaches to feedback and grading for the upcoming year. An ENG 383 (tutor training course) was listed on the winter interim schedule but did not fill, and will be listed again this upcoming year with increased promotion and recruitment.

Assessment

The Writing Center tutors and coordinator engaged in formal and informal assessment for the purpose of evaluating and improving services. These included tutor evaluations (of and by tutors), workshop evaluations, and a client satisfaction survey.

Tutor Evaluations: Tutors engaged in written self-evaluation, were informally observed by the coordinator, and met with the coordinator to discuss tutoring services. Results indicated that tutors could express a strong sense of Writing Center philosophy; they could articulate goals to make their tutoring more engaging, client-focused and holistic. Observations indicated that most tutors worked to create a welcoming environment and keep each client actively involved, but some tutors could still work on giving the client “ownership” of the paper and session.

Future Initiatives: As a result of these evaluations, tutor training for the upcoming year will include more role-playing and focus on techniques for making tutoring more “client centered.”

Tutor Feedback: Tutors were surveyed on their experiences working at the center. They were most satisfied with training, supplies/materials, and interactions with the coordinator and peers. They were the least satisfied with the center environment (climate control and amount of space) and preferred appointments over drop-in visits. Tutors also wanted more training on ESL methodology. In response, the WC and ALC collaborated with ESL/SPI faculty to hold four tutor-training sessions on ESL methods or cultural awareness and began using Computer Lab A as a second tutoring space. The coordinator also purchased a second computer at tutor request.
**Workshop Evaluations:** Evaluations were given at the end of each evening workshop. They were generally positive. A few indicated a desire for a more interactive workshop. In response, the spring workshops were co-led with several tutors which allowed for small group work. Students liked this new format, but some indicated a desire for workshops on higher-level skills.

- **Future Initiatives:** Future workshops will continue being a forum for tutor leadership and will expand to new topics.

**SPI Survey:** A faculty member in the ESL Department surveyed SPI students about their WC and ALC use and provided the WC with survey results. The WC coordinator summarized this survey and used it in tutor training. It indicated that most SPI students felt welcome at the center. It also indicated that some SPI students wanted tutors to do more quick-editing and less explanation of editing strategy (suggesting a difference between client expectation and center philosophy).

- **Future Initiatives:** Upcoming tutor trainings will emphasize the need to explicitly explain the purpose behind Writing Center practices to students.

**Client Satisfaction Survey:** A Client Satisfaction Survey was e-mailed to each of the year’s clients and advertised for several weeks in the online appointment system. This survey included multiple choice and open-ended questions. Response rate for each semester’s survey was low (N= 14 and 18). Results indicated satisfaction with tutor friendliness/receptivity and high overall satisfaction. They indicated some neutral or negative impressions of the center’s physical environment, perhaps as a result of the center’s small space (which also caused climate control difficulty). Clients also noted some dissatisfaction with the center’s hours of operation and appointment availability (see Figure 6).

In response to the fall survey, the center added more early-afternoon hours and experimented with Friday hours; use of Computer Lab A as a ‘satellite space’ also allowed for an additional tutor during busy times. In the open-ended responses, a few respondents indicated a desire for more morning hours which were successfully piloted final exam week of Spring 2010 and Summer 2010.

- **Future Initiatives:** For 2010-2011, the center will hold regular tutoring hours in the morning and explore ways of improving the center’s physical environment. Structured tutor training will also emphasize expectations for tutoring practices (such as always formally reviewing assignment purpose and guidelines). The coordinator will also reconsider survey methodology to increase the number of respondents.

### Figure 6: Writing Center Client Satisfaction Survey, 2009-2010

<table>
<thead>
<tr>
<th>Question</th>
<th>% answering “Strongly Agree” or “Agree”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am greeted in a friendly manner.</td>
<td></td>
</tr>
<tr>
<td>Fall 2009 N=14</td>
<td>90.9%</td>
</tr>
<tr>
<td>Spring 2010 N=18</td>
<td>88.8%</td>
</tr>
<tr>
<td>Statement</td>
<td>Percentage</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Tutors ask me to describe my assignment and goals.</td>
<td>90.9%</td>
</tr>
<tr>
<td>Tutors ask to see my assignment sheets or professor’s instructions.</td>
<td>83.3%</td>
</tr>
<tr>
<td>Tutors encourage me to share my ideas during the session.</td>
<td>92.3%</td>
</tr>
<tr>
<td>Tutors listen to me.</td>
<td>100%</td>
</tr>
<tr>
<td>Tutors let me make decisions about how to revise or edit my paper.</td>
<td>100%</td>
</tr>
<tr>
<td>I could apply what I learn at the Writing Center to future papers.</td>
<td>91.7%</td>
</tr>
<tr>
<td>The Writing Center is a comfortable place to work.</td>
<td>66.7%</td>
</tr>
<tr>
<td>The Writing Center’s hours of operation are convenient.</td>
<td>61.5%</td>
</tr>
<tr>
<td>There are available appointments when I need an appointment.</td>
<td>61.5%</td>
</tr>
<tr>
<td>The appointment system is easy to access and use.</td>
<td>92.9%</td>
</tr>
<tr>
<td>I will return to the Writing Center.</td>
<td>100%</td>
</tr>
<tr>
<td>I would recommend the Writing Center to a friend.</td>
<td>100%</td>
</tr>
<tr>
<td>Overall, I am pleased with my experience at the Writing Center.</td>
<td>92.3%</td>
</tr>
</tbody>
</table>

**Writing Center 2010-2011 Goals and Assessment Plan**

**Alignment with Strategic Plan**

Writing Center goals will support the Albright College strategic goals of “I. Fostering Academic Excellence” (especially “I.4: Improved academic support”) and “II. Strengthening our Residential Learning Community” (especially “II.2: Enhancing support for learning outside the classroom”).

The Writing Center will support academic excellence and strengthen the college’s learning community by continuing its effective tutor training program, engaging in cross-disciplinary collaborations between the center and academic departments, promoting learning experiences outside the classroom through tutoring and workshops, and improving services for special needs students.
Primary Goals for 2010-2011

1. Tutor Training-- Maintain and restructure tutor training to A. better support new tutors, and B. help tutors apply their previous training in Writing Center philosophy towards their tutoring practices.

2. Cross-Disciplinary Collaborations-- Expand collaboration with departments to promote the center and support tutor recruitment/ training related to writing across the curriculum. (Focus for 2010-2011: Hold tutor training in science-related writing and hire more tutors with natural science and social science backgrounds.)

3. Service for Special Needs Students-- Create and implement plan to improve services for students with special needs including students with different physical and learning abilities.

Activities for Goals 1, 2 and 3

1. Goal 1 (Tutor Training): Revise curriculum materials including increased use of role-playing and other interactive methods for tutor training. Hold regular tutor meetings and training sessions. Hire and train tutor manager (senior tutor) to assist with mentoring of new tutors. Revise and better utilize the center’s Tutor Handbook.

2. Goal 2 (Cross-Disciplinary Collaborations): Maintain collaborations with English and ESL departments to promote the center and support tutor recruitment and training. Add collaboration with science departments to offer tutor training on science-related writing. Increase tutor recruitment among students with natural and social science backgrounds. Create new promotional materials to encourage students from a wide range of courses to use the Writing Center.

3. Goal 3 (Service for Special Needs Students): Use the Academic Learning Center (ALC) as a possible resource for information on serving special needs students. Identify professional development materials and opportunities for the WC coordinator. Include sessions on working with differently-abled students in formal tutor training. Adjust technological and physical environment of center as needed to facilitate tutoring of all students.

Assessment Techniques for Goal 1 (Tutor Training):

- Tutor surveys-- Survey tutors at the beginning of each semester regarding their training needs. Use this data when planning the semester’s tutor training. Survey tutors at the end of each semester to assess progress and ongoing needs.

- Client Surveys—Include questions on client survey to ascertain client perceptions of tutoring practices. Use results to evaluate ongoing needs for tutor training. Implement survey each semester.

- Coordinator/Mentor Observation—Increase/formalize mentor observation of new tutors and coordinator observation of all tutors. Use these observations to determine areas of training needs and to provide praise and feedback on effective tutoring techniques.
Assessment Techniques for Goal 2 (Cross-Disciplinary Collaborations):

1. Statistics and Data Collection—A. Continue gathering statistics on the purpose of student visits to the Writing Center, and use this data to determine whether students visit the center for a wider range of courses in 2010-2011 when compared to 2009-2010. B. Determine whether new tutor hires for Spring 2011 and Fall 2012 represent an increased range of disciplinary backgrounds. (Hiring for Fall 2010 is already complete.)

2. Survey—Create and give tutor survey at the beginning and end of each semesters to assess tutors’ comfort level and need for continued training in tutoring writing across disciplines. Use results when planning yearly sequence of tutor training topics.

Preliminary Goals for 2011-2012

- Increase center’s role as a resource for faculty.
- If usage by ADP students and students with varying needs continues to increase, expand online tutoring technology and capabilities.

Information Technology Services - Annual Report for 2009-2010

The 2009-2010 academic year for Information Technology Services (ITS) has been a transformational year. In the spring of 2009, a review of educational technology support provided by ITS and the Library was performed by three external reviewers (Rick Holmgren of Allegheny College, Neil McElroy of Lafayette College and Gene Spencer, formerly of Bucknell University). The review identified a number of changes, some of which were extensive and far-reaching; these recommendations would serve as the underpinnings of significant priorities for both IT Services and the Library for the year (and beyond). The external review team also recommended changing the reporting relationship for ITS to the Provost, which they believed would help bring the unit into better alignment with the academic mission of the College.

As a result, three major goals were set for the organization:

- **Improve the classroom experience:** in a joint project, the Library and ITS staff installed two prototype integrated teaching stations (including computer, projection, sound, video, document camera, and video plate allowing individual laptops to be connected as well) in popular classrooms (Alumni 103 and Masters 8). This low cost/high impact design was intended to serve as a potential model for future installations in all classrooms. Three more were installed in January (Chapel 103, Teel 114 and CFA Rupe Hall). In addition, a new service called “STAT” was instituted in August allowing faculty to call for help due to a classroom technology emergency; Library and ITS staff carrying smart phones would respond to those calls within minutes. Both initiatives were highly regarded by the faculty who used them.

- **Implement a new Learning Management System (LMS):** while the Library took the prime role in selecting the new LMS system (Moodle), training the faculty/students in its use, and transferring files and data from the old Blackboard system, ITS also played a key supporting role in contract negotiations, system implementation, and integration of the system into the College's
information environment. The integration issues proved to be extensive, as close integration to existing campus systems (primarily PowerCampus for course lists, student rosters and instructor assignments, as well as Active Directory for user login credentials and e-mail integration) pointed out the need for much tighter controls of when data is actually entered into these systems, and much greater stewardship and accuracy of the data itself. Significant ITS and Library efforts were required to resolve many initial and ongoing problems, and better cooperation of key players such as the Registrar's Office and the ADP program was solicited. While the number of problems has been sharply reduced, this is still a work in progress.

- **Unify technology support services for the Albright community:** while the initial intent on this initiative was to create a unified service front for all technology support provided by ITS and the Library, the work to improve the classroom experience and develop the STAT service, planning for the technology implementation in the new Science Center, collaboration on Moodle, and other efforts to vastly improve our relationship with the Library represent the bulk of the changes under this goal.

Significant progress has been made on these three goals, but work remains in all three areas.

In August 2009, the Director of IT Services resigned, presenting both challenges and opportunities for the College. An interim director who had significant experience working in and with IT and library organizations in higher education was appointed because of the start of the new academic year a few weeks ahead. Gene Spencer has been providing leadership for the unit through the 2009-2010 year, along with the two existing and capable ITS managers (Gena Howard and Jason Hoerr).

The goals for the department were expanded to take advantage of new opportunities represented by this leadership change. Additional formal goals identified by the administration included:

- **Plan and begin a transformation in the way the Colleges uses the PowerCampus suite of administrative applications:** there is a strong sense at Albright that the PowerCampus system could be used for far greater benefit to campus operations and decision-making. There is also a sense that the functional departments do not fully embrace their role in providing the best possible stewardship of College data and information retained in the system and elsewhere.

- **Evaluate the possibility of bringing the Library and ITS into a closer organizational relationship under a Chief Information Officer (CIO):** many institutions have drawn their Library and IT organizations into closer organizational alignment to leverage resources, eliminate duplication of effort, reduce redundancy, and provide a more cohesive services to students, faculty and staff. During the past year, much has been done to rebuild the relationship between these two organization (it had been badly frayed in the past), provide some level of coordinated services, accomplish joint projects and start planning efforts toward a day when the two might be collocated in the renovated Library building. Consideration of the CIO model has continued through the summer and will lead to campus discussion and decision in the early fall.

During the course of the year, additional goals were developed based on the increasing capabilities of the organization, increasing confidence in ITS within the Albright community, new administrative priorities, emerging needs of key partners, and the aspirations of the department itself:
- **Phase 1 Residential Wireless planning:** because of student, Trustee, and administrative interest in a better experience for student mobile devices (over 95% of students have a laptop as their primary computing device), a major project was approved and funded to provide improved wireless connectivity in all residence halls, the Library, the Campus Center, and the new Science center. This phase of the new wireless system has already been successfully implemented in the first months of the new fiscal year.

- **Bookstore data/process integration:** because of the outsourcing of the College's bookstore operation to Barnes and Noble, the interfaces between the Bookstore and existing campus systems (DBA purchases, departmental purchases, etc.) had to be redesigned, written, and implemented.

- **Ceridian payroll upgrade:** due to regular and recurring problems with the existing system, the College's payroll processing was moved from a local server (on outdated equipment) to Ceridian's hosted, web-based service.

- **Science Center planning:** significant effort by Library and ITS staff was required to plan for technology and telephone installations required for use within the new Trustee Hall on the completion of phase 1 of the construction in August.

- **Creation of a 4-Year desktop replacement program:** the historic "trickle-down method used to replace computers across campus has been inefficient to manage and has produced less than desirable outcomes. In addition, the implied savings in this approach represented a false economy; Albright staff were continually unable to use technology in effectively performing their duties. A new 4-year plan has been designed to replace these computers over a more realistic useful lifetime (comparable with other institutions). The plan schedules replacements for entire administrative departments as a whole, to better enable them to cohesively work together. On the other hand, the plan does not significantly increase the cost of computer replacements and will completely eliminate countless cases of deferred maintenance within 2 years.

- **Photocopier contract:** with the expiration of multiple (inefficient and expensive) photocopier contracts, 16 old photocopiers were removed from campus, and a combined contract was executed to bring 23 multiple-function devices to Albright at a lower overall cost. All of the College's remaining photocopiers (those still remaining under existing leases) have been subsumed within this overall contract, at a drastically reduced cost ($0.0069/page). All existing leases will co-terminate in February 2014, allowing for a campus-wide contract to be negotiated with further savings.

- **More holistic capital budget planning:** Capital budget plans in the past seemed to have been driven first by a philosophy of minimizing costs (reasonable requests were eliminated or reduced even before campus-wide discussion, prioritization, and decision-making processes could consider them). As a result, the true needs were not fully understood by the senior administration and decisions were made without understanding the complete picture.

- **A new project management approach:** campus IT projects have not always benefited from the full consideration of stakeholders, the participation of all partners, and the understanding
and support of PAC. This year, ITS piloted a new approach to defining a critical project, which includes an analysis of stakeholders, the engagement of an executive sponsor, the definition of expected outcomes, and the description of the resources required. The new project definitions have been well received and this year we will integrate them into a larger range of projects, and arrange for a regular review of status and priorities with PAC.

- **Extensions to the administrative information environment:** each year, ITS plans and implements an ongoing stream of regular maintenance upgrades to a variety of existing systems. These upgrades require careful planning, review of current processes (to ensure that nothing has been "broken"), and interactions with functional departments to consider the use of new capabilities. In addition, new systems have also been installed this year for advancement data manipulation, credit card processing, ticket sales, reporting from the new Moodle LMS, and a host of other functions. Through these efforts, the information environment has been improved with better quality and broader functionality.

During the year, ITS also rebuilt our relationship with the Library, engaged PAC in a new relationship clearly signaling that ITS could and would serve as an agent of change for the College's ongoing evolution, helped the faculty understand that we cared about their needs, and showed that we fully embrace a role that helps to improve the Albright IT experience. Our work is not complete, but we have established a new path and are excited about the future.

Our plans for the 2010-2011 fiscal year are as aggressive as those for the past year. Many of the new priorities have been defined through the capital budget prioritization process of the spring. Others have been defined through ongoing discussion with PAC and the Provost, while others simply represent the next logical steps within last year's key initiatives. Those priorities include:

- **Strategic Planning:** we will create a strategic plan for the use of technology that ITS, the Library, and the Albright community can embrace and accomplish together. The plan will move Albright toward a cohesive information environment that fully serves the community. Data for the plan will be gathered through a series of "strategic conversations" with groups and departments, asking them how their work is changing and how they might benefit from further integration of technology into their activities.

- **Define the organizational and leadership models for ITS and the Library:** while ITS has clearly transformed under new leadership, it's day-to-day leadership is currently being provided through a temporary, part-time arrangement. Ongoing leadership for ITS (and possibly the Library) should be determined soon and a national search should be conducted to find the best possible leader for Albright's needs.

- **Professional development for ITS staff:** in the past, specific investments in the ongoing professional development of ITS staff have been extremely limited. PD funds have been increased in the current operational budget and the staff needs to be supported in gaining the skills necessary for them to be most productive.

- **PowerCampus Upgrade:** Before we can truly begin a transformation in the way the campus uses the PowerCampus suite of applications, we must first accomplish a major upgrade of the system to the latest version supported by its vendor. This release includes a new “self-service” module which in itself could be transformational to Albright. As this goal is reached in the fall,
greater attention can then be given to the larger effort of re-engaging the community with PowerCampus.

- **Expanding the reach of the Help Desk:** to provide STAT coverage in evening hours through the Help Desk, we need to make significant changes in staffing and operational assumptions of that service point. Through the expanded use of ITS student employees, we will dramatically increase the hours of operation and broaden the opportunities for the community to request help when they need it. Additional changes to the software used to manage our computer inventory and to enable our workflow (as well as other tools used by our frontline service operations) will allow the service to improve and evolve.

- **Evaluate the option of moving the Help Desk to the Library:** under the campus master plan, ITS will eventually move into the Library building, allowing the services of the two organizations to be more closely combined in a way that makes sense to students and faculty. We want to evaluate the possibility of moving the Help Desk now, prior to the larger renovation effort.

- **Phase 2 of Wireless:** with the success of the residential wireless project, students will be encouraged to make the most of their wireless devices across campus. Yet, only a portion of the campus received upgraded wireless capabilities in phase 1 of the project. Planning will start immediately for the second phase to bring the new wireless system to academic and administrative buildings in a phased approach.

- **Consider of other campus needs:** in addition to the strategic conversations and strategic planning process, a full range of technology needs and priorities will be considered in the 2011-2012 capital budget process. ITS will work to broadly consider needs of all constituents.

- **Printing/copying strategy:** the current distribution and use of inkjet printers, laser printers, and network connected photocopiers lacks a cohesive plan and subsequently wastes significant campus resources. A campus-wide plan should balance convenience, cost, and advanced capability and will provide widespread benefits. A committee will be formed to review the advantages and disadvantages of the current environment and develop recommendation for a cohesive printing/copying plan for PAC.

- **Technology in the Science Center:** within the 2010-2011 fiscal year, phase 1 of the Science Center project will be complete and significant progress will be made on phase 2. Technology installations in phase 1 will be rushed and difficult because of the building timeline. Phase 2 planning represents new opportunities and creates new challenges because many of the high-profile spaces will come online within phase 2.

- **Desktop Replacement Program:** now that the overall desktop replacement plan has been adopted, the first year’s replacements must be installed and plans for the next 3 years developed.

- **Extensions to the administrative information environment:** this year in particular, ITS will be planning and implementing major upgrades to the PowerCampus system, the Great Plains Software financial system, and the Millennium system supporting Advancement. Each is a significant undertaking in its own right. We will also be implementing a new reporting solution
(Microsoft Reporting Services), and considering (through the capital budget process) major new systems such as an HR Information System, new budget management capability, and a new campus ID card access system (door access, DBA, vending, etc.)

All of the accomplishments of the 2009-2010 year, and our plans for an aggressive 2010-2011 have been accomplished within existing staff, including a part-time department head (40% time), and within the context of a flat operating budget. The capital funding for the department has been significantly increased for the year, due to the extensive wireless project and other campus priorities. We are pleased with our accomplishments.

Nonetheless, ITS leadership must give credit where credit is due. The full extent of the ITS transformation is the result of three important factors:

1. New levels of stewardship over ITS by the Provost and PAC
2. The open minds and the hard work of the ITS staff
3. A willingness of most who work to support the campus IT environment to think beyond scarce resources and work in an attitude of possibility

It has truly been an outstanding year!