

FULFILLING THE PROMISE

A Strategic Plan for Albright College | Version 1.7, May 2007



“Test All Things. Hold fast to that which is good.”
Thessalonians 5:21

“Brothers and sisters, WE have promises to keep! These promises are deeply rooted in the history of Albright College, which we celebrate in this sesquicentennial year. These promises are also deeply rooted in the soil of our nation—a nation of immigrants and passionate pilgrims, like Jacob Albright, who came to this land of promise seeking freedom from tyranny and who founded small academies of learning all across our nation in the early days of our young republic. And finally, I believe that these promises are rooted in a shared vision of a learning community, a place of academic excellence certainly, but also a place of caring and compassion, of tolerance, of humane values, of enduring friendships, and of civil, rational discourse in a world where the forces of intolerance and irrationality threaten the existence of all that we hold most dear.”

LOM, Inaugural Address, May 2006

Executive Summary

The charge to Albright College’s Strategic Planning Committee was to “hold fast to that which is good” as we chart the future of Albright. The strategic planning process was interactive and collaborative, engaging a diverse group of Albright stakeholders to define an excellence that is uniquely our own and to continue Albright’s momentum and accomplishments.

While holding fast to the traditions that have defined us since 1856, Albright also embraces the challenges of an ever-changing world and new definitions of citizenship in a global society. In the face of greater diversity, new technologies and global competitiveness, we reaffirm the enduring power and practical value of the liberal arts. The skills, capacities and adaptability of those who are liberally educated are needed more than ever in a “knowledge economy.”

Albright’s interdisciplinary focus and characteristic individualized education is possible because of the extraordinary commitment of our faculty to work together across disciplines to create unique opportunities for our students. Even beyond academics, our heritage and character is as a diverse and caring learning community whose members work together to foster each individual’s intellectual and personal growth.

We have reviewed and re-affirmed our mission adopted by the Faculty and the Board of Trustees in 2002, but we have substantially refined and re-focused our vision and our values to tie both statements more closely to our history, our current priorities, and our sense of the challenges for which we must prepare our graduates.

With substantial accomplishments, new leadership and strengths noted by the Middle States Commission on Higher Education in their review, and a renewed sense of confidence, Albright College has identified four strategic priorities:

Fostering Academic Excellence

Our goal is to be a learning community with an unwavering commitment to student success. Strategic initiatives include a general studies review to ensure that our students know the world, understand the world and engage with the world; increased opportunities for experiential learning; enhancement of College physical spaces to nurture learning; and strengthened learning resources.

Strengthening Our Residential Learning Community

Building upon our mission and interdisciplinary focus, we will further develop our student-centered campus, enriching programming beyond the classroom for all students, and enhancing intellectual and spiritual discovery and wellness for all students—traditional, adult, and graduate—and their particular needs, including improving campus facilities and services. We will attract and retain an exceptional student body and a diverse community of learners.

Enhancing Community Relations

Our initiatives are focused on being an engaged campus and strengthening relationships with key constituencies to the mutual benefit of both the College and those constituencies. We will focus specifically on strengthening alumni programs and services; embracing Greater Reading, especially in creating initiatives such as internships and projects connecting us with the growing Latino community; and building on our strength in the arts as a resource to the community.

Achieving Financial Stability

Financial stability is the underpinning of Albright's strategic initiatives. Our objectives include alignment of planning and budgeting; a strategic capital infusion; increasing sources of revenue; improving operational efficiencies; and building on our success in fundraising, especially through Crossing Boundaries: The Campaign for Albright and the Fund for Albright.

Finally, the College will develop an operational plan that will articulate how these goals will be achieved and measured. Because our commitment is to make our strategic agenda a living process, the Strategic Planning Committee will be a standing committee. The Committee will conduct a periodic review of the strategic agenda and the operational plan and modify, revise and update them as necessary and monitor the key strategic indicators that measure success.

Introduction: This is Albright College

Founded in 1856, Albright College is an independent, nationally ranked, residential college that offers a rigorous liberal arts education with an interdisciplinary focus.

The College dates its beginning to the founding of Union Seminary in 1856. The present Albright was formed from a series of mergers of sister institutions of higher learning founded in the 19th century by the Evangelical Association and the United Evangelical Church.

Albright's hallmarks are connecting fields of learning, collaborative teaching and learning; a flexible curriculum that allows students to create an individualized education; and student-faculty collaborative research. The College offers strong pre-professional programs.

Albright College offers programs leading to the Bachelor of Arts and the Bachelor of Science degrees, as well as accelerated degree programs, designed for working adults, that lead to the Bachelor of Science degree. The College offers a master's degree program in education leading to the Master of Arts and Master of Science degrees.

In 2006-07, the College has some 2,200 students: 1,600 students in traditional undergraduate programs; 500 accelerated degree students; and 100 master's degree students. With a student/faculty ratio of 13:1, Albright values our character as an intimate and collaborative community. Albright was one of 243 colleges nationwide selected for inclusion in Barron's 2007 Best Buys in College Education, and has been recognized by the Princeton Review and included in the 100 Best Colleges for African-American Students.

At Albright we stress the value of interdisciplinary and integrative education. While many colleges now offer some interdisciplinary studies, crossing boundaries and combining disciplines has been an Albright tradition for half a century. (In the early 1960s, Albright created the first undergraduate psychobiology program in the nation, as well as the first undergraduate biochemistry program in the region.) While we offer concentrations in 52 areas, half of all students graduate with dual or combined majors and current students have some 200 different combinations of majors.

The characteristic individualized Albright education is possible because of the extraordinary commitment of a faculty that demonstrates an unparalleled willingness to work together across disciplines to create unique opportunities for our students. Even beyond academics, our heritage and character is as a diverse and caring learning community whose members work together to foster each individual's intellectual and personal growth.

While holding fast to the traditions that have defined us for a century and a half, we also embrace the challenges of an ever-changing world and new definitions of citizenship in a global society. In the face of greater diversity, new technologies and global competitiveness, we understand the enduring power and practical value of the liberal arts. The skills, capacities and adaptability of those who are liberally educated are needed more than ever in a "knowledge economy."

Our traditions are rooted in the belief of our German immigrant founders who understood that education, and not just training, was crucial to success in our emerging nation. This continues today, with a significant portion of our students (both traditional and adult) being the first in their families to attend college. Despite a modest endowment, the College provides institutional aid to 95 percent of our students--more than \$17 million per year amounting to an average of \$11,634 per student.

Since our founding, Albright has had a significant impact on Berks County, the region and the nation. Albright graduates are recognized as leaders in science, business, education, government and the arts. Our science programs have produced more than 1,000 physicians, including about 10 percent of the physicians who live and work in Berks County. The acceptance rate of Albright students into top-rated medical, dental and veterinary school is exceptional. Our education and teacher certification programs are among the most demanding in Pennsylvania, with students having an outstanding pass rate on state certification examinations. In addition, Albright students make a daily

impact on the Reading and Berks County communities through volunteerism, providing more than 9,000 hours annually.

Albright is affiliated with the United Methodist Church (from a 1968 merger of the Evangelical United Brethren Church and the Methodist Church.) Today Albright is a multi-faith community that strives to be an accepting place for persons of all faiths -- or those who claim no faith tradition at all. Nevertheless, we affirm our relationship with the United Methodist Church and continue to proclaim our commitment to the philosophy of educating the whole individual – mind, body and spirit.

Purpose and Context of this Plan: A Message from the President

I view this process as interactive and collaborative. There are no sacred cows. We want to build excitement and momentum. We seek to define and pursue an excellence that is uniquely our own, an excellence that is rooted in the distinctive character and historic strengths of Albright College. We must also keep a close watch on the external environment that shapes and constrains us but that also give us opportunities to adapt our historic strengths to the changing demands of the society that we serve. As we move into the College's next era, we must move forward with a confidence born of 150 years of experience in preparing young people for service and leadership in a wide variety of fields. Although we face daunting challenges, we know that this College has faced even more daunting challenges in the past, has adapted to changing times, and has flourished. If we move forward with discipline, focus and cooperation, we will flourish again.

The Board of Trustees approved the previous Albright College strategic plan in early 2002 under a previous administration. The College has grown and made notable progress since then, but it has also gone through dramatic changes, including a change in the presidency. In addition, the environment in which we carry out our mission is rapidly changing as well. Accordingly, in its sesquicentennial year and the first of my presidency, it seemed appropriate for us to take stock, to review and evaluate our existing plans, and to consider how to move the College forward in increasingly challenging times.

In the previous two years (2004 and 2005), the College set new records in the number of applications and the size of its incoming classes. After a number of years of financial struggles, we have achieved balanced budgets and have gained the important external endorsement of a Moody's bond rating. The close of fiscal year 2006 saw the largest operating budget surplus in recent history, and Moody's reaffirmed the College's bond rating and stable outlook in December 2006. We have recently completed a new stadium and received the largest gift in the history of the College, which is enabling us to create a new center for fitness and well being, scheduled for completion in June 2007. We will break ground in the near future on a new science building and are developing plans for other much-needed facilities improvements. We continue to be recognized for our distinctive emphasis on interdisciplinary education, the strength of our academic programs, and the exceptional/rewarding relationships between our students and our faculty.

These accomplishments and strengths set the stage for the review of our current strategic plan. Much time and effort went into developing the plan approved by the Board in February 2002. The Commission on the Future involved input from all of our constituencies, and its findings and recommendations shaped the 2002 plan. We have recently expended intensive effort on our decennial Middle States Commission on Higher Education (MSCHE) review, which involved a broadly representative task force of more than 100 faculty, staff, and students in the preparation of a detailed self-study and a visit by an MSCHE team in October 2006. The visiting team's report was a very positive and encouraging assessment that found the College in compliance with all fourteen standards for accreditation and offered only three formal recommendations that require action by the College. (Those three are being addressed even as this is written, and two of them are formally addressed in this plan.) In any institution there is a danger that too much effort is spent in planning and not enough time in implementing the plan. Accordingly, the task that I gave to the Strategic Planning Committee was not to start with a blank slate, but to review and update

the existing plan using the findings of the MSCHE self-study and other studies that have been done since the last plan was written.

Our (revised) goal is to present an updated draft plan to the Board of Trustees at its February 2007 meeting and then to engage the Board in a careful review of the updated plan at a special retreat meeting in late March. Although the endorsement of the Board, which we will seek at its May meeting, is a critical step in this process, we do not regard the plan as cast in stone. Since we strive for continuous improvement, the Strategic Planning Committee will become a standing committee charged with advising the president and the Board of Trustees on strategy and with assisting in the regular review and assessment of our progress.

In preparing this report, the Strategic Planning Committee completed the following tasks:

1. Carefully reviewed the strategic plan that the Board approved in 2002.
2. Prepared an analysis of our strengths, weaknesses, opportunities, and threats, which is summarized below.
3. Identified obstacles to the strategy and solutions.
4. Attempted to develop strategies that would differentiate Albright in a crowded marketplace.
5. Developed a process for connecting the annual operational and capital improvement budget-making process to the priorities articulated in the strategic plan.
6. Aligned the strategic planning process with our Middle States Review and Report.
7. Developed a process and benchmarks for continuing assessment and revision of our plan.
8. Engaged the on-campus community as well as alumni and friends in the development, implementation, and assessment of the plan.
9. Kept the Board of Trustees informed of progress through their regular meetings in March, May, and October of 2006.

The following observations from the MSCHE visiting team's report provide a useful context for our work in developing and implementing this plan:

"The Team . . . found a community of people who are well qualified, have confidence in each other and demonstrate a remarkable sense of trust and commitment. . . . It is apparent that the primary challenge for Albright College in the immediate future is to identify, acquire and apportion the needed financial resources, not only to maintain the status quo, but the increasing resources required as the College continues to grow, to change, and to meet the challenges of the future. The issues of organizational relevancy, coordination of planning and institutional research, use of assessment data, and fiscal stability will require continued attention and present major challenges for the present and future.

"The College appears to have the right leadership and governance to move forward. Current leadership is creating an environment that is open and decisive. Strong leadership has brought credibility to the senior administration in remarkable short period of time [sic] and has revitalized and reenergized the campus community. . . . An environment exists where faculty and staff respond to the needs of students with care, commitment and concern.

"Throughout the College there is a great sense of respect and appreciation for the quality of academic life on the campus. Everyone appears to understand the value of the interdisciplinary approach as it relates to mission and vision. It has become part of the culture. . . . Albright has a dedicated faculty and staff, academically challenging programs and satisfied students. The team is confident that the committed approach to fulfilling the mission and vision of Albright College will continue to be the foundation for all efforts.

"A great deal of turmoil, uncertainty, and change has occurred since the last comprehensive evaluation by the Middle States Commission in 1994. Many have already paid a price in terms of time, energy, dedication, and service to this College. However, this next decade of operation for the institution will require even more energy, resources and the cooperation of all members of the College community. It is evident that the college community realizes where it is in this time of change and is striving to identify what it must do to succeed. The future should be approached with caution and with the vision to deal with its possibilities in creative and innovative ways.

“It is apparent that with a renewed sense of inspiration and commitment, the ability of the college to continue to build on its long time heritage and reputation for educating students who are well prepared for success in a wide variety of fields as well as in their personal lives is demonstrated and will be sustained. The team encourages the institution to continue to put the past conflicts behind as it moves into the future with renewed possibilities for continued success” (MSCHE Visiting Team Report, November 2006, pp. 2-3).

Our Mission, Vision, Values, Outcomes

Our mission is to inspire and educate the scholar and leader in each student, building on a strong foundation in the liberal arts and sciences and a commitment to the best of human values, fostering a commitment to a lifetime of service and learning.

Our Vision: We aspire to be widely known and respected for preparing our graduates to be exceptionally successful in navigating an increasingly complex and uncertain world characterized by continuous and dramatic change. We wish, therefore, to attract students who have the capacity and the desire to be engaged members of a supportive and caring learning community that is rooted in the liberal arts and sciences, includes a selection of well-integrated, professional programs, and is characterized by a strong interdisciplinary and collaborative approach to learning. We seek to excel in offering an integrative learning experience that synthesizes theory with practice, promotes critical thinking and effective self-expression, and fosters in our students a commitment to a lifetime of service and learning. We challenge our students to cross boundaries and make connections among academic disciplines, campus experiences, and community. We aim to educate individuals of integrity who possess intellectual competencies and personal qualities that will enable them to take up positions of leadership and service whatever their chosen fields and thereby add to the richness, diversity, and welfare of our global society.



The values that guide the Albright College community shape both classroom practice and institutional culture. In daily decisions, attitudes, and relationships the entire community models the values, virtues, and skills that should be practiced by educated, discerning citizens of the world.

For generations, the words and symbols depicted on the official seal of the college have expressed and sustained those guiding values, including the values implicit in the current college mission statement. Imprinted on the seal are the words *Veritas et Justitia*, accompanied by the symbols of the lamp of knowledge, the open book (next to a stack of books), and the laurel wreath.

The open book affirms the value we place on academic freedom, in which all forms of truth may be pursued with rigor, candor, and openness, free from external restrictions but always subject to inspection, criticism, and modification according to the canons of research and reason. The open book, covering the lamp of knowledge, invites each of us to take up the book personally, light the lamp, and read for ourselves.

This lamp of knowledge, with its suggestion of enlightened guidance, thus affirms the value we place on wisdom and understanding as the basis for leadership in life, including leadership in personal, professional, religious, and civic affairs.

A stack of books rests next to the lamp of knowledge, symbolizing the value we place on the interrelationship and interdependency of all forms of knowledge and on the vital contribution that every person, of whatever background or tradition, can make to the learning enterprise.

The phrase “truth and justice” points not only to the value we place on each of these ideals, but also to their mutual connectedness. We affirm that the search for knowledge should not be separated from the search for wise and just solutions in human affairs and in the conservation of the natural world. The combined pursuit of truth and justice means we honor, nurture, and celebrate human diversity in all its forms and call into question whatever negates or endangers the dignity and worth of the human spirit.

The laurel wreath suggests the pride that we have in our tradition of liberal arts and sciences learning and in its enduring importance. It symbolizes our desire that the passion for knowledge, wisdom, skill, and virtue [*arête*] will serve as the basis for lifelong endeavors and achievements.

Finally, we emphasize that these values historically guided our founding in 1856 by the Evangelical Association (later, the Evangelical United Brethren Church) and continue to connect us today to the principles and ideals of higher education of the United Methodist Church.¹

¹See: General Board of Higher Education and Ministry of the United Methodist Church, “An Education Covenant of Partnership,” adopted by the General Conference of the United Methodist Church, May 2000. See also the “Strategic Plan for 2006-2012” of the GBHEM, revised October 2006.

Our Outcomes: Employing an integrative approach to learning, Albright expects our students to achieve the following core outcomes:

- Ability to ask meaningful questions about complex issues and to develop reasoned solutions
- Capacity to think critically and with discernment
- Ability to communicate effectively
- Capacity and desire to serve community and contribute to the greater good

The Strategic Situation

One of the first steps in this strategic planning process was to conduct an analysis of the college's strength, weaknesses, opportunities, and threats. We executed this step by seeking input from all constituents – trustees, alumni, students, faculty, staff and administration – on perceived strengths, weaknesses, opportunities and threats. Such input was gathered both through on-line surveys and constituent group discussions. In addition, members of the SPC reviewed documents that contained relevant material, including the 2002 strategic plan, the last MSCHE report, marketing plan, and the like. Below is a synopsis of recurring themes that arose across all sources. These have played a pivotal role in shaping the strategies that follow.

Strengths:

- **Quality educational experience:** We are proud that the most often-stated strength of the College from all community members is the quality of the education we offer, rivaling that of the very best liberal arts institutions. The interdisciplinary nature of our curriculum is viewed as unique and valuable. Currently more than half of our graduating day students complete co-concentration degrees and our interdisciplinary concentrations continue to grow. This opportunity to achieve understanding in more than one discipline is viewed as providing students with flexibility in problem-solving, enhanced critical thinking skills, reflecting key aspirations of the liberal education we aspire to achieve. Moreover, this quality educational experience has recently been afforded to adult students, through our accelerated degree and masters programs.
- **Faculty:** Albright faculty is praised for their unprecedented commitment to and passion for student learning. According to a recent national survey, our faculty and students collaboratively engage in more learning opportunities than occurs at peer institutions. Supported by a low student-faculty ratio, faculty uses more effective pedagogical techniques, such as frequent, intensive writing assignments, independent collaborative research, and community-based projects. The faculty is comprised of active scholars in their fields, with many notable publications and other professional accomplishments.
- **Community:** One of the most valuable aspects of Albright is the strong sense of community. Albrightians are caring, collegial and committed to the College's mission. In the surveys gathered, stories abounded regarding ways in which members of this community have reached out and supported one another and gone far beyond the call of duty for our students. Another aspect of this community of which we are deeply proud is a student body that is much more diverse than our peer institutions.
- **A proposed new Science Center:** Coupled with historic and continuing strength in our biology, chemistry, physics and health pre-professional programs, new facilities will renew the college's competitive position in these disciplines.
- **Renewed commitment to service excellence:** Recognizing the critical importance of student satisfaction with campus services, the College has developed a formal training program to enhance service across the campus.
- **Highly accomplished alumni:** Graduates of the college have demonstrated the enduring practical value of the liberal arts. Many alumni have significant skills and contacts that could be of great benefit to current students and young alumni.

Weaknesses:

- **Constrained resources:** Although we have made significant gains in recent years, as noted above, the College continues to suffer from undercapitalization, severely limiting our ability to achieve strategic objectives. Addressing this situation through a variety of means forms the cornerstone of this strategic plan, without which other initiatives will not be realized. Facets of this resource deficiency include deferred maintenance and dated facilities, compensation deficiencies, inadequate endowment, dated and insufficient educational technology and support, failure to clearly link strategic planning, budgeting and assessment in a cycle of continuous improvement, and limited opportunities for enhancing current revenue streams.

- **Substandard student success measures:** Albright College's retention rate is lower than our peer institutions by an unacceptable margin. Many factors contribute to this troubling statistic, including insufficient academic support, students' inability to pay, lack of preparedness to meet Albright's academic expectations, among others. Similarly, we see a lower level of senior satisfaction than that of our peers.
- **Low levels of alumni support:** Although alumni surveys indicate that Albright alumni are highly satisfied with their Albright experience, alumni engagement in and philanthropic support of the College is limited. The College has failed to capitalize on the rich experiences and skills alumni can bring to the College.
- **Unfulfilled community potential:** On the campus, we need to embrace more fully our mission as a residential learning community, integrating the students experiences both inside and outside the classroom and fostering in our non-traditional students a stronger sense of being part of our community. The College has not partnered sufficiently with our surrounding community. Reading offers service and learning opportunities that can provide great benefits to our students, the College as a whole and most important, the greater Reading community.

Opportunities:

- Continued strong enrollments for the next five years, based on national statistics.
- Renewed recognition of and appreciation for the liberal arts as ideal preparation for success in a rapidly changing, global economy.
- Increasing demand for adult education and certification programs.
- Growing interest in on-line and distance education opportunities.
- Growing interest in fitness, wellness, and nutrition.
- Growing demand for accounting, business and economics programs.
- Growing diversity in our local community and the region.
- Redevelopment/renewal initiatives in Greater Reading.

Threats:

- Flattening numbers of high school graduates beginning in 2008-2009 and declining in 2013.
- Superior quality of facilities at primary competitor schools.
- Increased competition in accelerated degree program, especially through growth of distance education.
- Decrease in number of high school graduates well prepared to succeed in collegiate environment without substantial remedial assistance or ongoing support.
- Decrease in the number of families both willing and able to pay the increasing costs of independent higher education.
- Increased public and governmental emphasis on accountability and tangible, measurable outcomes of a college education.
- Changes in surrounding community and strained community relations.
- Increased competition from state-supported schools.
- International instability could adversely affect recruitment of students from abroad.
- The erosion of U.S. higher education reputation as best in the world compounds difficulty of international student recruitment.

Strategic Priorities

[In each of the four strategic priorities below are a variety of proposed initiatives by which the goal for each strategy could be achieved. These initiatives are neither comprehensive nor exclusive and are subject to funding and other internal priorities.]

I. Fostering Academic Excellence

“To fulfill the promise of our academic aspirations, we must continue to be inspired by the same restless spirit of “arête” that impelled the ancient Greeks to such remarkable achievements in 5th Century Athens. We must continually explore new pedagogies to meet the changing needs of each generation of students—mind, body, and spirit. We must develop and deepen our commitment to interdisciplinary education and find ways to engage all students in this “different way of thinking,” challenging them to cross boundaries, to escape from narrow provincialism, and to enhance their ability to work with others as team members and leaders. Finally, we must, and we will, secure the necessary resources to build our long-needed new science center, to renovate and further modernize our classrooms and laboratories, and to expand the facilities required to meet our educational objectives.”

LOM, Inaugural Address, May 2006

In order to achieve the vision of academic excellence articulated in this strategic plan, the College must devise and implement strategies that will foster a learning community that has as its cornerstone an unwavering commitment to student success. The goals and initiatives articulated below will facilitate the realization of an engaging, challenging and nurturing academic community, in which students acquire the capacities, receive the support, and enjoy the freedom to achieve the learning outcomes and values we hold dear.

1. Complete General Studies Review

The goal of the Albright College curriculum is to prepare graduates who are self-motivated, reflective, creative, and engaged members of society and of the world. Albright College strives to foster a life-long commitment to integrative learning, critical thinking, creative expression, and ethical engagement.

A. Knowing the World

Students will learn about different disciplines, their objects of study, and their approaches to knowledge, thereby establishing a broad foundation of knowledge upon which to build understanding and engagement. This goal includes:

- learning the basic elements of knowledge including objects, events, processes, and contexts within different areas
- identifying similarities, differences, and complementarities among different fields of study and practice
- appreciating the diversity of theories, interpretations, and creative expressions within disciplines

B. Understanding the World

Students will learn to think critically, communicate effectively, and solve problems creatively, by acquiring intellectual, practical, and integrative skills. They will examine the different questions and methods of the arts, humanities, and natural and social sciences. They will gain skills in verbal and nonverbal methods of communication. Students will learn to interpret, synthesize, and adapt knowledge and skills to different situations, thus preparing themselves for an informed engagement with the world. This goal includes the skills of:

- reading, interpreting, analyzing, contextualizing, and evaluating information
- writing, speaking, presenting, and expressing forms of organizing concepts and effectively communicating them to others
- understanding and employing quantitative and logical reasoning and literary and artistic expression
- developing information literacy by using technology for both research and communication
- critiquing, synthesizing, adapting and applying established ways of knowing and of understanding

C. Engaging with the World

Students will understand cultures as well as the differences within and among them. They will learn different perspectives on ways of living and relating to the world and recognize the importance of social and ethical engagement in a local and global context. This goal includes exploring the history, creative products, beliefs and ideas of different cultures in the United States and around the world:

- exploring intensively at least one other culture through the study of a foreign language
- fostering discernment and making informed choices between alternative positions and perspectives
- developing an understanding of ethical values and social and global responsibilities that will inform their engagement with self and others

- reflecting on the impact that their actions and choices have on the world

2. Increase Opportunities for Experiential Learning

A central component of an Albright education is opportunities for students to explore and apply understanding of and knowledge about areas that have sparked their curiosity and imagination. The educational framework, self-reflection and intellectual engagement surrounding these opportunities will be strengthened and more fully integrated into the Albright curriculum. Such experiential learning opportunities include challenging writing opportunities, experience events, internships, study off-campus and abroad, service-learning, and independent scholarly activity.

- a) Include at least one experiential learning opportunity as a general studies requirement.
- b) Establish clear objectives and assignment guidelines for such opportunities to ensure students' learning outcomes are achieved.
- c) Designate a full-time faculty position to re-establish the writing across the curriculum program.
- d) Establish scholarships for study off campus and abroad.

3. Improve the Academic Environment

To nurture the learning community of the College through the enhancement of all College spaces, including remote locations.

- a) Design and build science facilities to meet our needs in this area of the curriculum and to make additional classroom space available.
- b) Develop an academic master plan, to include:
 - Enhanced space for instruction.
 - Improved ADA compliance on campus.
 - Enhanced library space for study areas, library, and educational technology.
 - Creation of a student services center (Academic Learning Center, Financial Aid, Registrar, and Student Accounts).
 - Integration of Career Center and CELAR.
 - Relocation of some areas to Rockland Center to create more space on core of campus.
 - Enhancement of residential and other community spaces to reflect and support an academic learning community.
 - Creation of Center for Professional Division.
- c) Continue enhancement of educational technology both through acquisition of equipment and provision of necessary support and training.
 - Continue cycle of educational technology improvements in all academic spaces and equip classrooms and other academic spaces with state-of-the-art technology.
 - Create new MAC lab to meet curriculum needs in certain academic departments (particularly Art, Digital Media, Communications, Fashion, and Music).
 - Continue cycle of technology enhancement in remote locations.
 - Assess need for distance and on-line learning methodologies and, as needed, develop such instructional delivery modes.
 - Leverage partnership with New Horizons Corporation to provide training to Albright employees in applicable software applications.
 - Provide wireless connectivity throughout campus.
 - Integrate and enhance CIS and course management software, including electronic collection and storage of student products, to support assessment of student learning and integrative learning.
- d) Improve classroom seating options to optimize student comfort and facilitate learning.

4. Improve Academic Support

To foster a learning-centered infrastructure to better support all of our students (undergraduate, ADP, graduate) in their quest for academic excellence. We will strive to fully engage students in their own learning through strengthened advising and enhanced learning resources.

a) **Faculty Resources**

- Provide necessary training and resources to faculty to improve teaching and advising, including professional retreats and workshops, especially with regard to technology and assessment.
- Achieve and maintain salary parity with College peer group.
- Build funding for sabbaticals into faculty salary budget.
- Provide resources and training to improve assessment of student learning.
- Develop and enforce appropriate enrollment caps on courses, especially those for first-year students, to ensure faculty can provide individualized attention to students.
- Identify and develop resources that enable faculty members to pursue scholarly interests that will inform and enrich their teaching and offer enhanced opportunities for their students.

b) **Enhance Academic Learning Center**

- Provide additional staffing as needed.
- House Learning Center in integrated student services center.
- Integrate Writing Center with Learning Center.

c) **Improve academic advising**

- Acquire and implement technology to create student learning e-portfolios
- Fully implement on-line course registration.
- Address inequities in advising loads and weaknesses in Alpha program.

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

- Create sophomore year program.
- Offer experience events as part of residential life programming.
- Establish experiential learning newsletter and outreach programming.

5. Integrate Planning, Budget, and Assessment

In order to use more the resources available and leverage those resources to achieve the strategic goals articulated in this plan, Albright must create an infrastructure that connects planning, budgeting and assessment in a continuous cycle of improvement.

- a) Dedicate sufficient personnel resources to the institutional research and assessment functions.
- b) Fully implement new planning, budget and assessment cycle including the annual revision and updating of the strategic plan by the strategic planning committee.
- c) Systematically work with each academic department to develop an assessment plan of student learning and provide resources and training necessary to execute that plan, ensuring that those plans reflect and impact the continuous revision of the plan and budgeting.
- d) Provide support and resources needed for department and faculty to develop and execute quality planning and assessment procedures.
- e) Build technological infrastructure using CIS and course management software to manage and process assessment data.
- f) Systematically work with each administrative department to develop an assessment plan for each unit, including an articulation of how that unit supports the College mission, and ensuring that those plans reflect and impact the continuous revision of the plan and budgeting.
- g) Include a continuous assessment plan in the new general studies curriculum.
- h) Finalize key strategic indicators for institutional goals, reflective of mission, and timelines for desired levels.
- i) Commit funding for strategic initiatives identified through assessment data as necessary for achievement of institutional goals.

II. Strengthening Our Residential Learning Community

“To fulfill the promise of our learning community we must provide a residential experience for our traditional day students that supports and enhances their experience in the classroom. We must focus our resources on programs that enhance student learning by recognizing their different learning styles and developmental differences. For our accelerated degree as well as our graduate students we must explore ways to add value to their distinctive programs and assure them full membership in our extended community—as both students and alumni. We must also continue and deepen our commitment to service excellence to ensure that the experience of being at Albright is extraordinary in the ways we serve our students, our visitors, and one another. Here, too, we must secure resources needed to renovate, refurbish, and expand our residential and campus life facilities to better support our holistic vision of a learning community.”

LOM, Inaugural Address, May 2006

Building upon our mission and interdisciplinary focus, we will engage all of our student constituencies to further develop a student-centered campus.

1. Prepare for changing demographics

Understand, prepare for, and embrace the changing demographics of current and future students. Preparation should include the further development of campus facilities, and services, both inside and outside of the classroom, to keep pace with the demands of society and the expectations of our students.

- Improve current residence facilities and options.
- Build upon the improvements made to the athletic facilities (Schumo Center, Shirk Stadium and Life Sports Center) analyzing the feasibility of new programs and evaluating current offerings.
- Analyze why students move off campus.
- Upgrade and enhance campus center.
- Integrate non-traditional student body and their needs.
- Re-establish the College Integrated Marketing Committee (IMG) to continuously monitor current and future student demand as well as enhance our integrated communication plan.
- Embrace diversity in all aspects of the campus community.
- Adjust campus mindset to understand that the College is in operation 24/7.

2. Enhance and Expand Support for Learning Outside the Classroom

Enrich programming beyond the classroom integrating academic and student affairs for graduate, accelerated degree, and traditional day students, while providing superior service excellence.

- Create more comfortable social space for students to congregate and interact both indoors and outdoors.
- Look to our United Methodist affiliation not only to provide spiritual guidance but also to assist with the recruitment and retention of students.
- Establish a “stepped” housing program that enhances college spirit and class unity.
- Create a wellness center and related programming.
- Evaluate possible outdoor programming opportunities at places like Blue Marsh and Hawk Mountain.
- Build on our multi-faith center and our diverse student body to provide opportunities for worship and personal discovery.
- Work cooperatively and collaboratively with faculty and colleagues in academic affairs to develop initiatives that integrate student affairs programs with academic programs.

3. Improve student recruitment and retention

Attract and retain a student body that maximizes our revenues, stimulates our campus, engages our student body, and enhances our diverse community of learners.

- Embrace the concept of enrollment management where all members of the College Community are involved and vested in both recruitment and retention.
- Increase stock of college-owned or approved housing to meet anticipated increased demand.
- Attract upperclassmen back to campus housing.
- Explore College sponsored off campus housing.
- Broaden food service options.

- Market new and enhanced wellness and athletic offerings capitalizing on our outstanding facilities.
- Construct or acquire a social gathering place for upperclassmen.

III. Enhancing Community Relations

“To keep the promise of our membership in a larger community, we must continue to seek ways to engage with the several communities to which we look for support. These include the Greater Reading area as well as our alumni across the country and throughout the world.”

LOM, Inaugural Address, May 2006

To grow as an engaged campus and to build and strengthen relationships with key constituencies to the mutual benefit of both the College and those constituencies, while enhancing the College’s image and reputation, the College will develop initiatives to support the following strategies.

1. Strengthen Alumni Relations Programs and Services

- Develop and implement a strategic plan for the Alumni Association that supports a comprehensive and vibrant alumni relations program
- Develop a strong relationship with DCP alumni as a key untapped alumni constituency.
- Develop a formal program for engaging alumni in experiential learning opportunities for our students. E.g., an executive-in-residence program.
- Work with Student Affairs and the Lion Diplomats to build a culture of gratitude among students, create awareness of their future role as alumni and create a strong alumni program for students as “alumni in residence.”

2. Embrace Greater Reading

- Connect Albright students with Greater Reading through a structured internship program designed to both fill needs of the region and provide quality educational opportunities, especially in local government and in the Latino community.
- Promote participation of Albright faculty and staff as members of boards of organizations working to improve quality of life and revitalization of Greater Reading.
- Be a model campus residential community with excellent town and gown relationships.
- Create an annual, highly visible signature event or project that will provide high value to the Greater Reading community. [E.g., “Albright Gives More,” a week-long service outreach project in conjunction with Greek Week each spring. Could be coordinated with United Way for maximum impact.]
- Establish a community advisory board for WXAC to advise the student-operated radio station on how it can become a more effective vehicle serving the Greater Reading community.
- Hold a summit meeting with Latino leaders to explore how the College and the Latino community can help each other to mutual benefit.
- Develop innovative programs that benefit the Latino community and provide experiential learning opportunities for students, for example:
- A teachers’ in-service program “Communities Within a Community” to help educators create understanding and build bridges between diverse cultural groups in Greater Reading.
- A photographic “History of Latinos in Greater Reading” project as part of Hispanic Heritage Month. (ACRE Project?)
- Work with the city to create a “13th Street Corridor,” and developing and marketing the northeast section of the city.
- Seek external funding to establish scholarships for minority children to the Albright Learning Center. (See Trinity College in Hartford program.)

3. Build on our Strengths in the Fine and Performing Arts

- Strengthen existing and develop new partnership efforts with the Greater Reading cultural community, both public and private enterprises, to attain a heightened attention to arts advocacy, public value and resource development. (Pending additional planning conversations with Albright arts faculty and staff.)
 - Freedman Gallery
 - Domino Players
 - Chorale
 - Reading Symphony Orchestra
 - The GoggleWorks
 - Reading Choral Society
 - Reading School District
 - Reading Museum
- Design and develop a marketing plan to position Albright College as a vital resource to the Greater Reading arts community.
- Develop a comprehensive funding plan targeting public and private funds to create a well resourced and vibrant arts and culture program designed to allow for more student internships, community interaction, and collaborative programs.

IV. Achieving Financial Stability

“Instead of being considered as a separate planning activity, the analysis of financial trends and development of financial goals and strategies are critical facets of and integral to continuous strategic planning. . . . Economic and financial models provide the framework in which financial goals and operational objectives can be brought together for analysis. Without this analysis, most institutions develop annual budget processes and financial strategies that are either a very conservative, risk-averse annual cycle, giving ‘lip service’ to being led by strategic plans, or have budget approaches that separate investment goals and related operational activities from financial realities. The modeling approach can be used to build management philosophies based on strategic plans and financial feasibility. Strategies are designed to meet goals, not work around financial barriers; and the assignment of responsibilities provides required operating actions over a multi-year period that are set to be within projected budgetary requirements.”

George Kaludis, “Making Financial Goals an Integral Facet of Continuous Strategic Planning.”

Through the alignment and coordination of planning, budgeting, and assessment, we will undertake initiatives designed to enhance the financial stability of the College and improve the stewardship of our resources. The Vice President for Administration and Finance and his financial services staff will lead a collaborative effort to develop a comprehensive five-year financial plan as recommended by the Middle States Commission on Higher Education. Within the context of the five-year financial plan, the annual operating budget will be prepared in a two-year cycle, adjusting the five-year plan annually as changing circumstances dictate. The budget process will be driven by long-range planning and reflect institutional priorities defined in the Strategic Plan. The budget will be reviewed and revised each year in light of current enrollment and fund-raising trends to determine if the resulting revenue projections support the budget and proposed expenditures.

1. Develop Capital Infusion Plan for Strategic Advantage

- Provide sufficient funding for new science facilities and related renovations
- Provide \$3.2 million to improve cash position, reduce dependency on short-term debt for operation.
- Provide \$2.8 million for select, high-impact facilities renewal projects.

2. Increase Revenues

- Target annual increase in net tuition and fees at amounts that allow the College to meet rising costs and educational priorities while remaining competitive in our marketplace.
- Develop a plan to increase net tuition revenue.
- Give priority to establishing additional retention initiatives that will increase net revenues of the College.
- Increase housing revenues by restructuring student housing staff.
- Establish attractive competitive and market-sensitive pricing structures for ancillary services within auxiliary enterprises to assist in meeting the new interest cost of the College.

- Expand the development of courses offerings on a non-credit basis geared to the marketplace.
- Seek ways in which the College's operating subsidiary can increase its revenue beyond its physical capacity.
- Explore bookstore-marketing opportunities associated with new goods and services that would increase gross sales.
- Evaluate the cost/benefit impact of offering payment alternatives, including bank cards (credit or debit) and internet banking on the net revenues of the College.

3. Improve Operational Efficiency and Capitalization of the College

- Develop multi-year plan to increase the operating surplus of the College by no less than \$100,000 per year.
- Develop programs to improve employee productivity.
- Develop ways to restructure operations for greater operational efficiencies.
- Improve procurement practices to reduce cash management needs and corresponding interest costs.
- Explore the feasibility of outsourcing a number of support services.
- Evaluate investment policies and practices to ensure that they are generating the best possible return balanced with the associated risk.
- Evaluate the fringe benefit policies and practices of the College to ensure that they are structured in a manner that are both productive and equitable.
- Secure alternative lines of financing to meet operating and capital needs of the College.
- Evaluate viability of ancillary activities in terms of social impact and return on investment.

4. Fund Raising

- Work to build a culture of gratitude among the Albright community including alumni, students and other important constituencies to enhance an environment of philanthropy.
- Successfully complete Crossing Boundaries: The Campaign for Albright raising significant new revenue for endowment, physical plant, the operating budget and other priority needs.
- Establish and support fund-raising programs and infrastructure to prepare for additional and/or future comprehensive campaigns.
- Increase total revenues for The Fund for Albright through both unrestricted and restricted financial support with emphasis on budget relief.
- Centralize all fund raising through a coordinated and comprehensive development program.

5. Develop Key Strategic Indicators to Measure Success

- Working with the Board's Finance Committee, identify a set of key measurable indicators that are the financial drivers and the performance measures of our five-year financial model.
- Starting with current profile, establish annual and five-year goals for each success measure.
- Annually evaluate performance by comparison to similar measures from peer institutions and available national data such as that provided by the Council of Independent Colleges' Key Indicators Tool (KIT).
- Select financial success measures follow:
 - Net Operating Revenues Ratio
 - Endowment Return on Investment Percentage and Spending Rule
 - Debt Service Ratio
 - Educational and General Expenses Ratio
 - Primary Reserve Ratio

Implementation, Assessment and Revision

As stated in this document, one of the strategic goals is to achieve an integration of planning, budget and assessment. Commensurate with that goal, we will develop an operational plan that will articulate the procedures and timelines by which each of these goals will be achieved and the person(s) responsible for execution of the steps needed to achieve each strategic goal. Strategic indicators to assess the extent to which each goal has been attained will also be included. As a critical component of our new planning, assessment and budget timeline (include in appendix?), the strategic planning committee will convene on a regular basis to review the strategic goals and progress-to-date. Based on this periodic review, the strategic plan will be accordingly updated and revised, and operational plans accordingly modified.

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The Strategic Planning Committee, 2006-2007

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Barbara Fahy, Ph.D., Chair of Faculty

Frank Falso, Vice President for Advancement

Paul Gazzero, Jr., Vice President for Administration & Finance

Scott Hoh '89, Alumni Association Representative

Karen Jogan, Ph.D., Professor of Spanish/Director of Planning & Assessment

Kristel Kemmerer, Ed.D, Assistant Professor of Music/Acting Dean of Students

Barbara Marshall, Associate Vice President of College Relations & Marketing

Meredith Mayes '07, Student Representative

Lex O. McMillan III, Ph.D., President of Albright College

Rick Melcher '85, Associate Vice President & Controller

Thomas Meyers, Ph.D., Professor of Sociology/Director of Institutional Research

Frieda Texter, Ph.D., Professor of Chemistry & Biochemistry

Melissa Wells, '86, Instructor, Business & Economics, Accelerated Degree Programs

Strategic Indicators/Benchmarks

Enrollment: All Students Combined (FTE) ¹

Year	Albright	Peers	Higher	Lower
AY05	2180	2007	2053	3077
AY04	2146	1730	1926	2206
AY03	2037	1742	1822	2116
AY02	2014	1714	1892	2047

Admission Rate (%) ²

Year	Albright	Peers	Higher	Lower
AY05	69.5	76.6	49.3	79.0
AY04	69.5	75.7	72.4	80.1
AY03	72.0	79.7	74.7	80.4
AY02	73.3	76.8	65.7	81.6

Student / Faculty Ratio ³

Year	Albright	Peers	Higher	Lower
AY05	13.8	12.5	13.0	16.4
AY04	14.0	13.3	13.0	14.1
AY03	16.0	12.7	12.2	18.7
AY02	16.9	13.0	13.8	19.3

Four-Year Average Freshman Retention (%) ⁴

Year	Albright	Peers	Higher	Lower
2006	78%	85%	90%	78%
2005	78%	84%	90%	78%

Completers as Percentage of Cohort Size (%) ⁵

Year	Albright	Peers	Higher	Lower
AY05	56.1			
AY04	56.9	70.5	75.4	58.9
AY03	57.7	67.1	77.2	60.4
AY02	67.8	68.5	75.2	59.4

Net Tuition and Fees Per FTE Enrollment (\$) ⁶

Year	Albright	Peers	Higher	Lower
FY05	12,453	13,126	15,459	12,280
FY04	12,086	12,728	14,250	11,775
FY03	11,192	12,029	13,721	11,420
FY02	10,920	11,287	13,322	10,987

Total Tuition Discount (%) ⁶

Year	Albright	Peers	Higher	Lower
AY05	47.1	44.0	51.1	33.9
AY04	47.0	45.2	50.7	35.4
AY03	47.5	45.1	50.8	36.6
AY02	49.0	46.1	50.7	35.4

Market Value Of Endowment Per FTE Student (\$) ⁶

Year	Albright	Peers	Higher	Lower
FY05	17,211	33,270	73,539	9,178
FY04	15,542	22,776	70,464	9,299
FY03	15,719	19,787	64,992	8,729
FY02	16,615	21,973	56,648	9,493

Total Resources Per FTE Enrollment (\$) ⁶

Year	Albright	Peers	Higher	Lower
FY05	17,394	36,316	78,476	14,501
FY04	17,452	25,644	83,879	17,108
FY03	15,332	26,625	70,038	15,572
FY02	17,084	24,219	72,365	14,845

Percent FTE Faculty of FTE Total Employees ⁷

Year	Albright	Peers	Higher	Lower
AY05	29.2	36.3	36.6	38.0
AY 04	34.7	34.4	38.5	34.4
AY 03	29.6	35.6	34.8	37.1
AY 02	30.6	37.3	37.0	35.7

FTE Students Per FTE Employees ⁷

Year	Albright	Peers	Higher	Lower
AY05	4.79	4.53	4.75	6.23
AY04	4.87	4.58	5.01	4.87
AY03	4.74	4.52	4.25	6.94
AY02	5.18	4.84	5.12	6.90

Senior Overall Satisfaction ⁸

Year	Albright	Peers I	Peers II
AY04	2.9	3.3	3.4
AY03	3.0	3.3	3.3
AY02	3.0	3.3	3.2

Alumni Gift Participation % ⁹

Year	Albright	Peers	Higher	Lower
FY05	24.50%	25.40%	38.40%	11.70%
FY04	26.60%	27.10%	39.40%	15.30%
FY03	24.50%	29.10%	37.50%	13.80%
FY02	29.40%	25.90%	38.50%	16.90%

Alumni: total giving (\$) ¹⁰

Year	Albright	Peers	Higher	Lower
FY05	2,301,124	1,613,378	7,454,881	319,538
FY04	3,771,651	1,732,948	9,156,400	686,628
FY03	1,252,371	1,558,913	4,700,160	1,042,225
FY02	635,463	1,614,248	6,451,128	469,057

Cost of Attendance (\$) ¹¹

Year	Albright	Peers	Higher	Lower
AY06	35,578	33,500	40,950	32,850
AY05	33,920	31,700	38,950	30,886
AY04	32,090	30,190	36,930	29,332

Notes:

¹"Peer" entry is typically the median of the measures for Elizabethtown, King's, Lebanon Valley, Lycoming, and Moravian. "Higher" entry is the median of the measures for Allegheny, Dickinson, Gettysburg, Juniata, and Ursinus. "Lower" entry is the median of the measures for Alvernia, Cabrini, DeSales, Wilkes, and Widener. Data from IPEDS via AGB

²Number of Admissions / Number of Applicants) from Association of Colleges and Universities of Pennsylvania (AICUP) Freshman Admissions and Financial Aid Survey (FASFA)

³Data from IPEDS via AGB: FTE Total Enrollment / FTE Faculty; Albright data from the Registrar

⁴US NEWS: average proportion of freshmen entering from 2000 through 2003 who returned the following fall

⁵Data from IPEDS via AGB; Albright rates distorted by Education Program students, six year rate except for the Albright entry without comparative data.

⁶AICUP Financial Analysis and Trends Survey (FAAT) Survey Data are medians; Elizabethtown did not participate in 2005-06

⁷IPEDS data from AGB; FTE Faculty % of FTE Employees or FTE Student % of FTE Employees

⁸HEDS Senior Survey: HEDS Senior Survey: 4 = very satisfied. Peer Groups are primarily USNews Tier I and Tier II schools

⁹Voluntary Support of Education (VSE) Annual Survey – Percentage of Donors as of Solicited

¹⁰VSE Annual Survey

¹¹ AICUP Tuition and Fees Survey, total of Tuition, Fees, and Room & Board

Timelines for Strategic Plan

Delivery Deadline	Task Title	Task Description	Task Manager	Task Product
Nov. 30, 2005	SPC Meeting	Organizational Meeting	Entire Committee	
Jan. 25, 2006	SPC Meeting	Read, review and critique 2002 Strategic Plan; Approve Web Questionnaire for alumni and friends of the College	Entire Committee	
March 29, 2006	SPC Meeting	President suggests committee break into four (4) task forces, one for each strategic goal; SWOT analysis review	Entire Committee	
April 27, 2006	SPC Meeting	First review of Web Questionnaires; first review of each task force's focal points	Entire Committee	
May 24, 2006	Task Forces Priority Initiatives Selection Begins	Each SPC Task Force selects the priority planning goals for planning amplification.	SPC Task Force Chairs	Each Task Force emails to all SPC members the list of three to five priority goals for further elaboration.
June 6, 2006	PAC's Initial Review	Review/Discuss list of 3-5 goals from each of the four task forces	SPC Task Force Chairs	n/a
June 27, 2006	PAC Analysis Tom Brogan and John Baily will join for this PAC discussion	PAC exams and critiques the List of Strategic Goals prepared by the SPC Task Forces	Vice Presidents & Tom Brogan/ John Baily on the SPC	Written document prepared by PAC secretary containing precise edits and additions requested to List of Strategic Goals Delivered to college VPs on SPC.

Delivery Deadline	Task Title	Task Description	Task Manager	Task Product
On or before July 7, 2006	Email to all SPC members	PAC's prioritized list	Brenda Wood	Written and prioritized edits to each Task Force's 3-5 goals
August 8, 2006	Cabinet Review	PAC Analysis is reviewed by the Cabinet for final edits.	President	Written document prepared by Cabinet secretary containing precise edits requested to the List of Strategic Goals Delivered by email to SPC members.
Early September	Alumni Executive Committee Meeting	Alumni Board exams and critiques the List of Strategic Goals prepared by the SPC Task Forces	Frank Falso	Written document prepared by alumni containing edits to the 4 sections of the Strategic Plan.
September 3, 2006	SGA Meeting	SGA decides format for collection of student views on List of Strategic Goals.	Acting Dean Kristel Kemmerer	Written statement of process for collection of opinions. Delivered by email to SPC members.
September 6, 2006	SPC Meeting, 3-5pm in Rockland, 148	Collation of the document edits and planning implementation reviewed	President and Co-Chairs	Draft Planning Document

Delivery Deadline	Task Title	Task Description	Task Manager	Task Product
No later than early October	Administration /Staff Consideration	Administration and Staff reviews the List of Strategic Goals	President and Co-Chairs	Written document prepared by Brenda Wood containing precise edits requested to the List of Strategic Goals delivered by email to SPC members.
late September or early October	Alumni Board Consideration	Board reviews the List of Strategic Goals	Frank Falso	Written document prepared by alumni secretary containing precise edits requested to the List of Strategic Goals Delivered by email to SPC members.
September 25, 2006	Constituency Reporting	Reports from Alumni, and Students due to SPC	Falso and Kemmerer	Email memos sent to members of the SPC.
September 27, 2006	SPC Meeting, 3-5pm in Rockland, 148	Review of the Final List of Strategic Goals for presentation to the Faculty	President and SPC Co-chairs	Final List of Strategic Goals
October 4, 2006	Special Faculty and SPC Meeting, 4-6pm in Klein Lecture Hall	SPC to hear input and feedback from the faculty	Barbara Fahy, Faculty Chair, Pres., SPC co-chairs	

Date	Responsible Party	Task Description	Task Product
January 29, 2007	SPC	Review of the draft by section to develop questions for the Trustee review	Question
February 2007	SPC	Continued revisions as data becomes available	Final Draft Plan
February 23, 2007	Chairs and President	Presentation of the Draft Plan to Trustees for their review	Charge to Trustees for Comprehensive Review of the Document
February 23, 2007	Barbara Marshall	Draft Plan is placed on intranet for community comment; sent to friends of the college for comment.	Request for comment
March 22 & 23, 2007	President and Chairs	Receive feedback from the Trustees on Draft Plan	Approval of plan
April 11, 2007	Faculty	Accept the Strategic Plan	Plan acceptance
April to May 2007	Vice-presidents	Approved Plan with Programming developed	Final Plan with estimated budgets, timelines, assessment and responsible parties identified.
May 11, 2007	President	Plan with Programming approved by Trustees	2007-2008 Albright College Plan

LOM: 1-3-07; 1-24-07; 2-18-07; 2-21-07; 4-27-07