

AA Division - Compilation of 2008-2009 GOALS

Andrea Chapdelaine, Provost and Vice President for Academic Affairs

I. Fostering Academic Excellence

General:

- Improve information literacy [Library]
 - Create short instructional videos/vignettes that will assist the students and faculty in using major library resources and in understanding the research process, add more information to college Blackboard sites, and better market our 24/7 ASKHerePA reference support[Library]
 - Improve understanding of the information literacy standards and guidelines by clarifying the language of the guidelines and providing an instruction section on the library website to support the faculty. [Library]
 - Develop the new library wiki (Gingrich Inforpedia) to provide information on Library (e.g. services, facilities and general research) for all of our patrons. [Library]
- Adopting Creative Curriculum to foster academic excellence in the early childhood field.[AELC]
- Adopting an assessment tool that will enhance our present form of gathering information about each child in the program. [AELC]
- Submit grants that will continue to improve program, both classroom and outdoor areas. [AELC]
- Work with various departments on campus to integrate students into the program, and utilize facilities as a laboratory school. [AELC]
- Continue to advise students who participate at the center to help to gain knowledge about the best teaching strategies to use in the classroom. [AELC]
- Develop a diverse range of exhibitions with artistic, social, and cultural relevance that interface with goals of the College. [FG]
- Explore possibilities for expansion of Freedman Gallery mission to include international artists. [FG]
- Explore and implement a student ambassador program to reach out to students in a peer-to-peer manner from the Career Development Center. [CDC]
- Hire a student marketing intern to help with outreach to students from the Career Development Center. [CDC]
- Curriculum Development – support revisions to academic programs; areas of focus: Biology, Digital Media, ESL, Global Studies, Modern Foreign Languages, WAC/WID
- Review of Academic Programs [US]
 - With EPC, finalize and implement revision of program review process[US]
 - Provide administrative support to departments under review or needing follow up [US]
 - Serve as standing member of internal review teams [US]
- PDE Certification – chair EPC subcommittee addressing curricular revisions needed to address PDE regulatory changes [US]
- Scheduling – work with Provost to: explore re-expansion of Interim session; insert “free time” for meetings in daily course schedule; address PDE contact hour regulations [US]

- Work with the new planning and assessment director, once hired, to improve program review process and departmental efforts with learning outcomes [US]
- Increase visibility of Dean's office as a resource for both students and faculty [US]
- Complete restructuring of academic affairs by passing reporting of Director of Career Center and Director of CELAR to Dean of Undergraduate Studies.[Provost]
- Revise strategic indicators for academic affairs to include goals and more clear connection to strategic plan.[Provost]
- Explore potential venues for promotion of signature programs, including the Experience program, ACRE, interdisciplinarity. [Provost]
- Work with Dean Thomas and Registrar Dave Ballaban to revise academic calendar in order to: allow for 4 week interim, meet PDE contact hour requirements, improve utilization of classroom space and create "meeting periods." [Provost]
- Improve faculty, staff and student knowledge and usage of educational technology [EdTech]
 - Create a semi-monthly workshop on using different types of technology in the newly moved and renovated instructional classroom that complements the semi-annual technology conference. [EdTech]
 - Create wiki and online tutorials for using technology better at Albright College. [Ed Tech]
- Improve educational technology workshop [EdTech]
 - Add more sessions and increase the scope of the educational technology seminar. [EdTech]
 - Stress exposure to new, Web 2.0-based technologies as well as improving upon the basic skill sets most staff have while using standard technology.[EdTech]
- Work with outside assessment team to improve ed tech support to the college [EdTech]
 - In Fall 2008, the library and IT departments will create an assessment tool to determine how the community uses library and IT services. An outside assessment team will take that information and also interview users to see how to improve services to the community. Once their final data and findings are provided, the library will use it to create a 5-year plan and start making changes in late Fall, early Spring. [EdTech]
- Continue to grow the Albright Graduate Program in terms of numbers [Graduate]
 1. New advertising strategies – radio, web, re-worked print ads [Graduate]
- Re-work Master's degree program design to include the possibility of individually designed programs of study. [Graduate]
 1. New marketing and promotional pieces which include this new approach to program course selection [Graduate]
- Begin the process of revising all graduate courses and syllabi to conform to new PA teacher certification regulations [Graduate]
 1. Working with the teacher certification officer and education department faculty, we must re-work and re-plan graduate courses used for certification so that they can be keyed to all new standards and guidelines. [Graduate]
- Continue to investigate the feasibility of creating additional Albright graduate programs. [Graduate]
 1. Continue the work of the subcommittee, further guidance from the Hanover Group, and further investigations of programs similar to Albright.

- Continue to investigate the feasibility and imminent adoption of a 2-track system: option 1 being the graduate project, option 2 being two additional courses in place of the project – particularly for the 4 + 1 students [Graduate]
 1. Present this option again to the GAB [Graduate]
- Create an exit survey to gather data on graduate students' perceptions of program strengths and needs [Graduate]
 1. Create survey on graduate webpage [Graduate]
- Continue to integrate graduate program into the total college mission [Graduate]
 1. Increased campus visibility for graduate program [Graduate]
- Continue to offer Graduate Division-sponsored community-wide forum event for one more year [Graduate]
 1. Seek to integrate the forum into a wider college lecture series with broader funding. [Graduate]
- Review and revise all Graduate Division documents, especially the catalog [Graduate]
- Additional instructional opportunities for the Writing Center tutors through small group meetings targeting specific skills and through more emphasis at our monthly sessions on strategies for working with ESL students. I also hope to take interested tutors to the 2009 Writing Center Conference, and, perhaps, make a presentation there. [Denise Greenwood]
- Hiring tutors with a wider range of majors to create a more diverse group with a broader knowledge of research and documentation styles.[Denise Greenwood]
- Requesting information from faculty regarding style and documentation preferences. Ideally, the WC will be able to work with individual faculty members or departments to compose handouts that outline specific do's and don't's that will help students write well in all their courses. Some faculty members who have not yet established clear style sheets for their students may find this project particularly useful. [Denise Greenwood]
- Explore certification for the tutors. [Denise Greenwood]
- Develop a stronger, more effective relationship with the Accelerated Degree Program so that the WC can better serve the faculty and students in that Program. [Denise Greenwood]
- Even though our space really is quite nice, it would be great to move out of the basement to a more user-friendly location on campus. [Denise Greenwood]

1. Complete General Studies Review

- Provide administrative support to GEAC and faculty efforts to implement new first year seminar and pursue next steps in general education revision [US]
- Contribute to gen. ed.-related funding proposals [US]

B. Understanding the World

- Reading, writing, speaking, presenting, expressing are crucial in business / employment, and expected with adult employees. [Cont. Ed]
 - Continue to work with Writing Center to identify ways to support and facilitate students' development of writing skills, etc. and appreciate student awareness of support and services. [Cont. Ed]

C. Engaging with the World

- We have begun conversation with two faculty members (Irene and Betsy) on the topic of Global Studies, and shall develop a 'global studies' non-credit continuing education curriculum. [Cont. Ed]
- Evaluate the Diversity Program curriculum and consider next steps. [Cont. Ed]

2. Increase Opportunities for Experiential Learning

- Create experiential learning opportunities for Albright students [Library]
- Create internships for students in library and archives. [Library]
- Develop internship possibilities within the gallery and collaborative potential with outside arts organizations. [FG]
- Expand student involvement in focused research and design, and independent scholarly activity. [FG]
- Collaborate with the director of corporate and foundation relations for funding to expand the current CELAR building. [CDC]
- Actively solicit area organizations to employ our students as interns.[CDC]
- Update and add to our print and online resources to provide current, relevant information for students, faculty, and employers. [CDC]
- Combine the CELAR and Career Development Center web pages and improve their design and utility. [CDC]
- Create additional student information that is meaningful and geared to the millennial you-tube age. [CDC]
- Institute open hours for short student appointments. [CDC]
- Collaborate with student affairs in offering additional residential programming and helping with the sophomore year program. [CDC]
- Provide reciprocal links between the CELAR web pages and each of the CELAR program pages, as well as the Career Development Center web pages, in order to increase the likelihood that students will view information on all experiential learning opportunities.[CELAR]
- Collaborate with English Department to facilitate development and integration of campus-wide writing program and related academic support [US]
- ACEL – The following are retrospective, given the nature of ADP students: [Cont. Ed]
 - a. Re-tool the ACEL process by the revitalization of current ACEL standards and the expectation that students will produce writing pieces that demonstrate not only learning that occurred as a result of experiences, but also an ability to articulate that learning in writing. [Cont.Ed]
 - b. Encourage students to submit ACEL requests as part of their curricular accomplishments.[Cont. Ed]

- c. Educate and train staff on not only the process of ACEL, but also the types of credits students may be awarded, the thoughts and reasons behind accepting or denying credit. [Cont. Ed]
- Work with Director of CELAR and Career Center to successfully secure grant to support experiential learning and physically integrate these functions through the expansion of center. [Provost]
- Begin to provide training and support for service learning activities of faculty. [Provost]
- Assist faculty and students in establishing internship, service learning, and applied research opportunities with local governments in Berks County [CCL]
 - Identify the interests of faculty and students in experiential learning and research [CCL]
 - Determine the interest in and opportunities for multi-campus research teams on critical local issues [CCL]
- Create experiential learning opportunities for Albright students [EdTech]
 - Create internships for students in pod casting and online tutorials [EdTech]

3. Improve the Academic Environment

- Continue to improve Library space to enhance learning. [Library]
 - Work to improve the first floor space and continue renovation project with the goal to improve access to both study and technologically-enhanced areas [Library]
- Enhance student/staff interaction with specific projects and goals.[FG]
- Open CELAR additional hours through the use of Career Development counselors holding office hours in the building.[CDC]
- Facilitate improvements to facilities and equipment for Academic Learning Center operations (space, signage, assistive technology) [US]
- Acquire PC's for GIS training [Cont. Ed]
- Establish Albright presence at DCCC. [Cont. Ed]
- Have discussions with companies interested in hosting ADP programming on-site. [Cont. Ed]
- Submit formal proposal for blended learning approach in DSP to EPC Fall 2008. Hilary Aquino, Ethan Joella, and Michele Mislevy are already participating. Enhanced quality of the educational experience/ attracting students through this delivery method.[Cont. Ed]
- Retool the Blackboard site for more efficient use and greater aesthetic appeal. [Cont. Ed]
- Participate in science center construction project. [Provost]
- Participate in the process of developing a master plan. Through this process, achieve following in plan: [Provost]
 - Enhanced space for instruction and student gathering areas in academic buildings. [Provost]
 - Improved ADA compliance on campus. [Provost]
 - Enhanced library space for study areas, library and educational technology. [Provost]
 - Creation of a student services center (Financial Aid, Registrar, and Student Accounts). [Provost]

- Integration of the Career Center and CELAR. [Provost]
- Creation of space for integration of ADP and Graduate Divisions. [Provost]
- Integrate and enhance CIS and CMS softwares, as well as acquire new assessment software, to enable electronic collection of student artifacts and to support integrative learning and assessment of learning outcomes. [Provost]
- Pursue larger, more visible and more accessible space for the Academic Learning Center and the Writing Center. [Provost]
- Improve physical appearance of some faculty offices. [Provost]

4. Improve Academic Support

a) Faculty Resources

- Improve faculty development and resources – through workshops and web/print materials – in areas identified as priorities (suggestions: FERPA, advising, at-risk students, disabled students, program review, learning outcomes and assessment, general education) [US]
- Development of at least one broad-based, in-house professional development opportunity for faculty, focused on teaching excellence, in conjunction with the Dean of Undergraduate Studies. [Cont. Ed]
- Strategic development of Blackboard training targeted at full-time Albright faculty, in conjunction with Joe Thomas. [Cont. Ed]
- Discuss proposed Albright College Teaching & Learning Center and create proposal for its implementation. [Cont. Ed]
- Participate in the development of the IRB process. [Cont. Ed]
- Participate in revision of faculty evaluation process. [Cont. Ed]
- Research peer schools' policies and collaborate with faculty to create procedures and processes for Faculty led trips abroad [CELAR]
- New tenure-track faculty in Accounting, Biology (?), Chemistry, Digital Media (2?), Economics and Business (possibly 2), French (?), Sociology(2), Spanish. [Provost]
- Provide increased training and support to department chairs. [Provost]
- Reactivate Dean's seminars to include teaching and learning, and assessment workshops. [Provost]
- Achieve and/or maintain salary parity at all ranks. [Provost]
- Work with faculty executive committee to assess issues regarding non tenure track faculty. [Provost]
- Continue to work with Professional Council on "faculty friendly" policies (e.g., junior sabbatical, tenure clock stoppage, job sharing). [Provost]
- Address faculty load issue with regard to equity of teaching load hours across departments, and especially with regard to compensation for internships, independent studies, honors theses and honors modules, as well as administrative responsibilities. [Provost]
- Work with faculty to improve faculty evaluation process. [Provost]

b) Enhance Academic Learning Center

- Continue to supervise initiatives and improvements in the Academic Learning Center, working with the new Asst. Dean, in the areas of [US]
 - improved communication, visibility, and web presence for ALC [US]
 - revised special needs policies and procedures, including follow up on results of external review [US]
 - productive communication and collaboration with Admissions regarding recruitment of special needs students [US]
 - working with departments to identify and service chronically high risk courses through tutoring and/or supplemental instruction [US]
 - proactive tutor selection, training, team building, and certification (CRLA) [US]
 - collection, reporting, and constructive use of data, especially for ALC assessment [US]
 - Learning Center certification (NCLCA) [US]
 - academic workshops that meet the needs of a wider constituency of students [US]
- Assist all campus units with student academic concerns and provide direct support to at risk students as needed [ALC]
 1. Manage student alert process for Academic Affairs [ALC]
 2. Provide intake advising for probation or other identified at risk students [ALC]
 3. Retain knowledge of incoming students with academic concerns and be proactive in their transition to AC. [ALC]
 4. Develop new database, contact letter and procedures for students on academic probation and/or financial aid probation. [ALC]
- Provide leadership and oversight for ALC operations and promote the Center's services among prospects, students, and faculty [ALC]
 1. Complete restructuring of ALC staff and provide appropriate training [ALC]
 2. With Dean and faculty, develop mission statement for ALC and use it to steer policies, assessment, and evaluation of the ALC [ALC]
 3. Complete improvements in ALC processes and communication, including print and web resources and office contact protocols [ALC]
 4. Improve support-related faculty informational resources [ALC]
 5. Pursue professional development in learning center administration, including investigating LC certification [ALC]
 6. Pursue professional development in disability services
 7. Provide physical improvements, where possible, to current ALC space to make more welcoming and positive. [ALC]
- Oversee and develop academic skills workshops or other skills resources for Albright students [ALC]
 1. Expand current topics, schedule, audience, and locations for workshops [ALC]
 2. Improve workshop evaluation method [ALC]
 3. Develop academic transitions and skills workshops for specific audiences (i.e. first year student athletes, students who use ALC accommodations, etc.) [ALC]
- In consultation with faculty, oversee and develop tutoring resources for Albright students and collaborate with Writing Center to coordinate services [ALC]

1. Improve process for selecting and training tutors and have services available by 2nd week of class [ALC]
 2. Improve access to tutoring for high risk courses [ALC]
 3. Improve communication between ALC and students regarding tutoring resources [ALC]
 4. Increase collaboration between faculty and ALC regarding tutoring resources [ALC]
 5. Increase collaboration with Athletics regarding tutoring resources [ALC]
 6. Review current tutor payroll process [ALC]
 7. Foster more team-oriented professionalism among tutors and offer more recognition, including a tutor-retreat and/or tutor banquet to recognize tutor talents and commitments. [ALC]
 8. Work with Writing Center director and new Writing Coordinator to coordinate services and promotion [ALC]
 9. Pursue professional development in tutoring administration, including investigating tutor certification [ALC]
- Oversee and assess services for special needs students to ensure equal access to academic programs [ALC]
 1. Work with Dean to assess external review recommendations and plan remedial actions [ALC]
 2. Work with Dean to revise and disseminate DSS policies and procedures (e.g., foreign language substitution, timed tests, expiration of LD testing) [ALC]
 3. Improve data management and file security for DSS [ALC]
 4. Provide faculty development with regard to DSS issues [ALC]
 5. Assist Dean in discussions of DSS staffing plans [ALC]
 6. Work with Dean in revising policy for foreign language substitution [ALC]
 7. Develop and publish a fair and clear grievance process for students with disabilities regarding their accommodations [ALC]
 8. Pursue professional development regarding DSS [ALC]
 - Conduct ongoing assessment of ALC activities and targeted goals and objectives. [ALC]
 1. Maintain and report data on usage and stakeholder satisfaction regarding ALC role in student academic concerns, tutoring, workshops, and DSS [ALC]
 2. Conduct surveys and focus groups on above [ALC]

c) Improve academic advising

- Work with Dean of Undergraduate Studies to improve academic advising [Registrar]
- With input from faculty groups, review current advising system and faculty advising loads [US]
- Review and revise current advising policies and print/web resources [US]
- More clearly define the respective roles of faculty and academic support services, especially with regard to at-risk and disabled students [US]
- Provide faculty development on advising in the form of a faculty retreat, written and web materials, workshops, and individual department conversations [US]

- Plan for new first year advising process integrated with Sneak Peek, Orientation, and first year seminars [US]

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

- Expand the experiential learning newsletter to include information regarding internships and send the newsletter to the greater Reading Community and surrounding areas, and alumni. [CDC]
- Work more closely with student affairs staff to deliver career services in the residence halls. [CDC]
- Work with student affairs to create a sophomore year externship component. [CDC]
- Collaborate with Student Affairs on these and other initiatives as they arise: sophomore programming, processes for at-risk students, residential learning opportunities, discussions with Reading Hospital to explore resources for assessing disability documentation [US]
- Contribute to Campus Life Council and serve generally as constructive liaison between faculty and Student Affairs [US]

5. Integrate Planning, Budget, and Assessment

- Develop goal and assessment protocols for exhibitions and related programs. [FG]
- Develop a five-year plan and assessment strategies in conjunction with the FAC, Administration, and Director of Planning and Assessment. [FG]
- Determine academic and fiscal rationale for cessation or further development of collections. [FG]
- Establish a clear and focused collections policy: FAC, Administrative, and community input and recommendations. [FG]
- Develop a unified and accurate inventory and collections management system. [FG]
- Implement, with EPC, changes in program review that tie planning and budgeting process to Strategic Plan [US]
- Oversee unit budget and identify funding opportunities to support unit goals [ALC]
 1. Begin participation in budget processes [ALC]
 2. Work with Academic Affairs to search for relevant funding opportunities [ALC]
 3. Identify possible grant opportunities in conjunction with other units as applicable (i.e. student affairs, enrollment services, etc.). [ALC]
- Create structure and identify needed resources to reactivate assessment process campus-wide. [Provost]
- Fully implement new planning, budget and assessment cycle including the annual revision and updating of the strategic plan by the strategic planning committee. [Provost]

- As part of three year cycle, work with 1/3 of the academic departments 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 strategic plan and budgeting. [Provost]
- As part of three year cycle, work with 1/3 of the administrative departments 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. [Provost]
- Build technological infrastructure using CIS and CMS softwares to manage and process assessment data. [Provost]

II. Strengthening Our Residential Learning Community

- Continue to work with Education department to improve the quality of experiences for students working in the Early Childhood field. [AELC]
- Continue to work with other departments on campus (Psychology, Art, and Theatre) to become actively involved in the Learning center. [AELC]
- Work with the Student Affairs Division to sponsor/co-sponsor academic programming [EdTech]
 - Work with our graduate assistant and outreach librarian to create at least 4 programs throughout the year that takes the library to the dorms, day students lounge, Jake's or the Dining Hall [EdTech]

1. Prepare for changing demographics

- Work with College Marketing, Alumni Relations, and others to ensure that materials to ADP alumni are reflective of their experiences with Albright. [Cont. Ed]
- Work with faculty directors to improve and update Honors and UGR web pages. [CELAR]
- Redesign Study Abroad brochure to make it more user-friendly, attractive and appropriate to our needs. [CELAR]
- Increase advertisement of events through traditional and nontraditional (i.e. residence halls announcements, radio ads, etc.) means. [CELAR}
- Acquire new database for study abroad and investigate using one for all Experiential Learning programs in order to better assess our students' needs. [CELAR}
- Improve system of surveying students about their study abroad, ACRE and Honors program experiences in order to better serve our students. [CELAR]

2. Enhance and Expand Support for Learning Outside the Classroom

- Work with the Student Affairs Division to sponsor/co-sponsor academic programming. [Library]
 - Create at least 4 programs throughout the year that takes the library to the dorms, day student lounge, Jakes or the Dining Hall. [Library]

- Create a more welcoming space in Selwyn Hall for students to research careers, talk, etc. through use of Career Café. [CDC]
- Create “mini workshops on the go” with our Career Ambassadors. [CDC]
- Explore idea of smaller informational events in residence halls. [CELAR]
- Make use of current and past students as advocates and mentors for CELAR programs. [CELAR]

3. Improve student recruitment and retention

- Work with the Dean of Undergraduate Studies, the Director of the Academic Learning Center, the Retention Committee and the Enrollment Development Committee to come up with new ideas regarding student retention, satisfaction and success. Specific areas of concern: [Registrar]
 - Improve Early Alert system. We don’t get alerts for many students who are in serious academic difficulty [Registrar]
 - Improve Academic Probation/Dismissal System so that it is less subjective. [Registrar]
- Develop a multi-disciplinary Arts Administration program or concentration.[FG]
- Enhance student centered environment and involvement with the gallery.[FG]
- Expand visibility of art across the campus. [FG]
- Develop cohesive presentation to be used by Admissions [FG]
- Work more closely with Alpha students in helping them decide on their concentrations through additional career counseling, information interviews with alumni, and field trips. [CDC]
- Work closer with faculty to encourage referrals to the Center for those students who are ambivalent about career choices.[CDC]
- Represent Academic Affairs on retention task force and EDC [US]
- Provide direct support to at-risk students as needed [US]
- With Asst. Dean, optimize support-related information available to prospects, students, and parents, especially for disabled and other at-risk populations [US]
- With Asst. Dean, review and revise foreign language substitution policy [US]
- Participate as needed in Admission and Student Affairs events related to recruitment and retention [US]
- Plan or participate in recruitment, academic success and retention initiatives in collaboration with other units [ALC]
 1. Continue role in retention task force [ALC]
 2. Collaborate with Student Affairs on sophomore and/or other programming [ALC]
 3. Collaborate with admissions in the recruitment and review of students with special learning needs [ALC]
 4. Provide proactive outreach to incoming students considered high risk [ALC]
- Continue to work with the retention committee to improve retention and student support. [Provost]

4. Improve Academic Support

- **Improve Course Registration Process** [Registrar]
 - Fine-tune IQ WEB online registration, particularly regarding faculty authorizing advisees for wrong semesters. Also, have Graduate Students register through IQ WEB [Registrar]
- **Improve communication with students, faculty, college offices, parents and others** [Registrar]
 - Add Graduate Students and Part-Time Students to IQ WEB access so that their grades do not have to be mailed. [Registrar]
 - Explore better ways to communicate with students since many don't read their email or go to their campus box. Possibly some type of social network system. Establish a policy that official notifications from the college will be sent a certain way and communicate this to students and parents. [Registrar]
 - Implement Faculty submitting grades through IQ WEB. [Registrar]

III. Enhancing Community Relations

- Provide opportunities for parents to participate in activities at the Early Childhood Learning center. [AELC]
- Provide workshops and other activities to the greater Reading community to foster support for the early childhood field. [AELC]

1. Strengthen Alumni Relations Programs and Services

- Continue to collaborate with Alumni Affairs in programming and providing alumni career services. [CDC]
- Include alumni on the career development advisory board. [CDC]
- Continue to market Ask JIM to alumni for mentors [CDC]
- Develop ADP/DCP student/alumni events, in collaboration with the Alumni office, in Reading and at each location once a certain 'critical mass' of students has graduated from each respective site. [Cont. Ed]
- Improve ADP marketing and promotional materials to reflect the college on the whole as well as ADP and other outreach programming (TargetX, internal marketing office). [Cont. Ed]

2. Embrace Greater Reading

- Improve community access to the online collections in Special Collections and the Holocaust Resource Center and create more opportunities for students to learn from the materials stored there. [Library]
 - Continue publishing online finding tools to discrete sets of Special Collections Materials and advertise them online in non-library web pages, e.g. wikipedia. [Library]
 - Add additional scans of special collections materials to publicly accessible databases. [Library]

- Start online publication of the HRC book *The story of my life* by Richard J. Yashek.[Library]
- Develop more extensive community presence and collaborative projects with existing and upcoming cultural organizations and groups for the Gallery [FG]
- Provide companies, organizations and agencies materials in creating and managing an internship program, as well as the benefits of using Albright College students. [CDC]
- Create and implement an outreach program with area organizations for internships, collaborating and/or coordinating through the Advancement Office and Continuing Education and Community Outreach. [CDC]
- Include local community members on the career development advisory board. [CDC]
- Explore local and international opportunities for Service Learning and begin to make contacts in the community. [CELAR]
- Expand our relationships with community colleges in Reading and elsewhere through consultation and recommendations for innovative partnership activities. [Cont. Ed]
- Promote one or more ADP staff members' participation in board service in Greater Reading. [Cont. Ed]
- Create 'college' for adults over 50/55 years old for growth through exposure to educational offerings, physical fitness, the arts, and so forth. Pursuing Osher Foundation as a resource. [Cont. Ed]
- Re-creation of marketing materials that reflect ADP as a prominent component of what value the college adds to our respective communities (this is greater than Greater Reading). Capitalize on our greater-than-Reading presence. [Cont. Ed]
- Implement more strategic business outreach through ADP staff (Enrollment Advisors, Director, Dean). [Cont. Ed]
- Foster outreach to organizations (non-profits, etc.) in collaboration with the Center for Community Leadership. [Cont. Ed]
- Be more public spokesperson for the College, both internally and externally. [Provost]
- Work with Frank Falso to promote participation of Albright faculty as members of boards of organizations working to improve quality of life and revitalization of Greater Reading. [Provost]
- Develop and implement education and training programs and provide technical assistance on issues of current concern [CCL]
 - Identify the issues of current concern through interaction with the Center's Local Government Advisory Council that represents a broad cross-section of municipalities. [CCL]
 - Develop effective working relationships with local and state organizations to identify issues of common interest and develop cooperative initiatives.[CCL]
 - Develop and utilize a variety of delivery methods (e.g. workshops, courses, roundtables, cable television, dinner forums, personal assistance, written materials, web site, etc.) that most effectively achieve the educational objectives and address different learning styles. [CCL]
 - Develop an evaluation process that provides immediate feedback on the learning activities, where appropriate, and assesses the subsequent action taken by officials as a result of the activities. [CCL]

- Assess the feasibility of new program opportunities in the areas of applied research on municipal operations and services, personnel assistance, resident surveys, and municipal secretary certification [CCL]
- Develop and implement the Berks County Citizens Academy pilot project and determine the applicability of the format to other levels of government. [CCL]

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

- Develop strategies with Director of CFA. [FG]
- Work with the recently hired Director of the Center for the Arts to improve programming, especially in terms of coordination, promotion and integration with curriculum. [Provost]
- With Director of the Center for the Arts, explore partnerships with Goggle Works and Reading museum. [Provost]

IV. Achieving Financial Stability

General:

- Continue advertising to the community to increase interest in the center. [AELC]
- Offer quality programs (Kindergarten, Pre K, preschool, toddler and infant childcare) to the Albright community and Reading area. [AELC]
- Improve enrollment throughout the 2008-09 school term. [AELC]
- Improve the library revenue stream in order to allow for the development of new strategic resources and services (continuation from last year since we were unable to coordinate efforts with Advancement Department). [Library]
 - Improve library materials and services budget by working with Grants Office for more outside library funding. [Library]
 - Monitor possible grant opportunities and make 1-3 applications annually. [Library]
 - Work with the Advancement Office on improving Parents' Annual Fund and other donation opportunities. [Library]
- Explore funding opportunities for experiential learning. [CDC]
- Explore Corporate sponsorships for career center events. [CDC]
- Using Title 3 information, collaborate with director of Career Development Center and grant writers to explore additional options for grant funding. [CELAR]
- Continue to assist in coordination of planning, budget and assessment; utilizing the campus information management system to improve accuracy, efficiency and availability and use of data to make decisions; and improvement of daily college functioning. [Provost]
- Create procedures for determining costs of academic departments to be used for program review and planning purposes. [Provost]
- Strengthen the Center's financial base [CCL]
 - Explore opportunities for potentially increasing the sponsorships of specific programs without compromising program content or negatively affecting the perceptions of local officials. [CCL]

- Identify and seek potential grants and contracts that provide administrative support and address the priority program issues identified by the Center.[CCL]
- Improve access to quality open source (free) software for our community [EdTech]
 - Create print, online and AV access and training for students, faculty and staff to learn what open source/free software exists to assist them in their work [EdTech]

2. Increase Revenues

- Consider an additional ADP site, e.g., Tamaqua. [Cont. Ed]
- Consider non-credit continuing education programs, including “customized” programs targeted to certain companies and industries. Will require participation on part of faculty as well as adjunct instructors and/ or consultants. [Cont. Ed]
 - Further development and promotion of GIS classes [Cont. Ed]
 - Further development and promotion of Diversity classes [Cont. Ed]
 - Development of a “College” for those 50/ 55 years and over [Cont. Ed]
 - Development of “Global Studies” curriculum targeted at organizations [Cont. Ed]
 - Consideration for/ Development of non-profit board training in conjunction with the CCL. [Cont. Ed]
 - Further development of municipal training programs in conjunction with the CCL. [Cont. Ed]
 - Discuss development of programs in conjunction with the Albright Early Learning Center, such as a “pervasive developmental disorders forum” [Cont. Ed]
 - Consider “Business Communication & Writing Center” [Cont. Ed]
- Utilize new marketing data to increase number of new ADP inquiries, applicants and students. [Cont. Ed]
- Work with others to assess value of continuing expansion of ESL program. [Provost]

3. Improve Operational Efficiency and Capitalization of the College

- Raise safety and art handling standards and maximize use of existing prep space. [FG]
- Develop versatile interior wall systems. [FG]
- Maximize staff efficiency and expand upon existing job responsibilities.[FG]
- Evaluate effectiveness of past and current marketing/advertising. [FG]
- Continue to improve data collection for effective use of marketing dollars. [Cont.Ed]
- Create opportunities for more efficient use of time – enrollment advisors to be trained to effectively approach businesses and other organizations to represent ADP as well as other continuing education opportunities. [Cont. Ed]
- Continue to oversee partnership with Hildebrandt Learning Corp. in its management of the Albright Early Learning Center. [Provost]

4. Fund Raising

- Expand existing outside funding sources for all exhibitions, educational programs, facilities, and staff development.[FG]
- Enhance funding raising potential with Friends of the Freedman. [FG]
- Deaccessioning and sale of works not appropriate for College goals. [FG]
- Work with development office in targeting alumni with an interest in Experiential Learning. [CELAR]