

Compilation of Academic Affairs Achievements 2007-2008

ADP

The ADP goals for 2007-08 were high. Many were achieved, while some had minor success and others were postponed for varying reasons.

In terms of staffing, ADP finally found itself fully staffed with the addition of Bob Cannon in mid-January. This was short-lived though, as one staff member has been out all term and another out for eight weeks in February and March. These shortages again had impact on our ability to complete several tasks. We expect to be fully staffed once gain by late July.

- **ENROLLMENT**

ADP enrollment experienced much success in 2007-08. While the number of new DCP cohorts fell short (21 new cohorts compared to a goal of 23), we were able to again increase the size of the cohorts. This initiative, which has been on-going for just over two years, has helped us increase the average class size to 8.59 students per course. This is one student more per course when compared to 2005-2006. While overall enrollment has not experienced significant growth over the past several years, the increased class size has allowed us to decrease the number of courses offered, reducing the demands on staff and faculty. It has also allowed us to reduce the costs of adjunct salaries; this will be addressed later. Applications for DCP increased just over 4% this year, providing a very positive initial outlook for 2008-09.

While the growth in registrations for DSP slowed as expected in 2007-08, the number of applications to this program increased dramatically. Registrations grew by 6.6%, and applications grew by 26.6%. As with DCP, the initial outlook for DSP is very positive, with record-breaking enrollment expected for the summer modules.

We were unable to complete a study to help us better predict long-term enrollment in DCP. An initial goal for 2007-08, we hope to use the data we collected over the past year to begin working toward better, more accurate long-range planning.

- **ADP CURRICULUM**

The arrival of Dean Cannon has reinvigorated the plans for online curriculum development. With his charge, a small working group has been assembled and plans for the proposal of a hybrid online DSP course for early fall term. The goal of proposing one fully online course was not completed this past year; instead, we anticipate options for multiple hybrid DSP courses to be offered shortly with further development and the approval of faculty.

- **NON-CREDIT PROGRAMS**

Again, with the arrival of Dean Cannon, we expect new programs and training seminars to be delivered as we develop partnerships with business in and around Reading, as well as our other remote sites. The only movement from the 2007-08 goals was the development and launch of a GIS training for local municipalities. In addition, we received a grant from the Department for Community and Economic

Development (DCED) for the purchase of laptop computers that will allow us to take this training to other locations including local municipalities, businesses and our remote facilities.

- **DATA COLLECTION**

Of our successes in 2007-08, our collection and use of data is among our highest achievements. In 2008-09 we will have the ability for the first time to analyze our marketing data, set enrollment goals for the number of inquiries, applications and registrations in both DCP and DSP for each location.

While goals have been used in prior years, we have not always had prior-year data in an easy-to-use form for this development. This will increase our management of time and resources (financial and staff).

- **FINANCIAL/OPERATIONAL GOALS**

In 2007-08 we were successful in renegotiating leases for both Lancaster and Harrisburg that allowed us to increase and decrease, respectively, our facility space, while renovating the current space for each location. For Harrisburg, this renegotiation saved us approximately \$60,000.

We also officially closed the Concordville site. While we were not successful in launching a new Delaware County site in 2007-08, we are close to announcing this new location. We expect great opportunities with this announcement in the coming weeks.

Financially, with the savings from rent in Harrisburg, and the reduced costs in adjunct salaries referenced above, we were able to reduce our spending by over \$175,000. In addition, ADP revenue just surpassed the budgeted allocation.

ALC/UNDERGRADUATE STUDIES

Academic Learning Center

- Using 29 tutors for 28 different courses, served 82 students with *individual* tutoring services for the Spring 2008 semester.
- Using 20 tutors for 19 different courses, served 62 students with office hour services during the Spring 2008 semester.
- Offered 8 academic skills workshops, attended by 104 students during the Spring 2008 semester.
- Administered 74 exams (including finals) for accommodated students during the Spring 2008 semester.
- Administered accommodations process for 67 special needs students, providing, e.g., extended time on tests/quizzes, tests/quizzes in low-distraction environment, use of a tape recorder for recording lectures, use of peer notes, use of laptop and/or spell checker for in-class writing, and other appropriate accommodations.
- Provided direct academic counseling to students, including those on probation and those with accommodations, and included faculty advisor in process.

- Improved staff responsiveness with hire of FT temp secretary and reorganization of student responsibilities; search for permanent secretary underway
- Increased hours of ALC operations
- Rectified problems with ALC email, phone and web communication.
- Reviewed basic office organization and improved security of confidential files
- Oversaw improved tutor training and academic workshop offerings
- Improved assistive technology, with further improvements planned
- Completed external review of academic disability services and developed provisional action plan
- Began revision of accommodation policies and forms
- Conducted surveys on usage and stakeholder satisfaction regarding ALC tutoring and workshops
- Hiring of Assistant Dean/ALC Director

Retention and Enrollment

- Assumed role in Retention Task Force, Enrollment Development Committee, and Campus Life Council
- Managed alert process on academic side and increased communication with faculty and advisors
- Assisted all campus units with student academic concerns

Curriculum Development

- Supported revisions and potential revisions to academic programs: General Education (GEAC), Digital Media, ESL, Modern Foreign Languages, Education, Arts Administration
- Played active role in successful search for Writing Coordinator

Program Review

- Revised current academic program review process in collaboration with EPC

ALBRIGHT EARLY LEARNING CENTER

Narrative: The Albright Learning Center has six goals for the 2007/2008 school year. Parents and staff were surveyed recently pertaining to the school year, but were not surveyed regarding the goals listed below.

Goal 1

The lease for the ALC has been extended for the next two years. It was determined that relocation to Stone Point was not financially feasible at this point in time. The present administration decided to stay at the 3040 Kutztown Road location.

Goal 2

The Toddler Transition room has been opened, and is maintaining full-time equivalency (FTE) on most days. An infant classroom was also added which was not a part of the goal when it was written in 2007.

Goal 3

Teachers provided the director with updated five-year plans in spring of 2007 and spring of 2008. Teachers will continue updating their Professional Development Records for Keystone Stars, and will continue to work towards attaining Early Childhood credits, and updating teaching certificated (Act 48) as needed.

Goal 4

The school-wide assessment program was not adopted at this time. A decision will be made when the Creative Curriculum is fully in place at the Center. We will be implementing this curriculum at the Center by fall 2008, and assessment using Creative Curriculum guidelines will be adopted.

The state of PA is also beginning research on a program called Work Sampling. The Keystone Stars initiative is presently conducting workshops on this subject. More information will be made available in the near future.

Goal 5

We continue to develop a strong relationship with several departments on campus. The Education Department continues to send students to the center to complete projects, and will begin to have students do additional observations as PA requirements warrant. The Theatre department continues to involve students at the center for a part of a class that encourages dramatization with young children. An additional program may be added in the near future to involve more students from this department.

We've also had students from the Psychology department complete a study at the center, and will continue to encourage additional participation from students in this area. I will meet with representatives from the art department regarding educational programs for out students at the gallery. We will continue to work towards continuing to make the center a more inviting environment and encouraging placement of student's observers, and student teachers.

Goal 6

The ALC achieved accreditation, and will continue to participate in the annual report as directed by the national academy.

CAREER DEVELOPMENT CENTER

The goals for 2007-2008 were written based on the 2002 strategic plan, "Taking the Lead in the 21st Century". Most of the departmental goals were met; however, our final report is not ready based on the high numbers of students that we met with and the complexity of our new data base system (purchased as part of a departmental goal).

Our goals of “helping students identify appropriate concentrations”, and “helping to retain students from first year to second year, and second year to third year” were met. We offered the SPI-125 Career Decision Making Class both semesters, however, not enough students signed up for the classes to run. We developed the “Choosing Your Concentration” Workshop and offered it during fall 2007. Our overall individual appointments with first year students increased by 35% from the 2006-2007 academic year. The numbers of appointments we had with students increased by 35% from the 2006-2007 academic year. The numbers of appointments we had with students taking the Strong Interest Inventory increased, due to better outreach to students, outreach to clubs and athletic teams, as well as meeting with Alpha Advisors. The football coaches required their first-year students to take the Strong Interest Inventory and review the results with a career counselor; 49 players took the Inventory. Our Workshops on Wheels went out to the Field Hockey team with a variety of tailored workshops. Our collaboration with Residence Life decreased due to new personnel in the Student Affairs Division acclimating to the College.

The goals “purchase Vault online career information service,” “Market new service to students using innovative techniques” and “Update online and print resources” were met. We purchased Vault in May of 2007 and student feedback has been positive regarding its content. Marketing the service was not as aggressive as it could have been due to turnover in the Career Development Center and other needs demanding attention. The department updated all print and online resources (e.g. Resume packets interview packets, job search, etc.) This project was a huge one to undertake, considering 26 new and revised resources were created.

The Education Policy Committee (EPC) and Provost appointed a committee to review the Internship Program and create college-wide policies. Policies were created and forms for students, faculty, and internship hosts were created. The Program was presented to Faculty at their March 2008 meeting for approval. During the summer of 2008 all forms will be put on the internet, with additional resources for faculty on the intranet. The process of creating additional community relationships was started by the Director through outreach and workshops given at Leadership Berks Meetings, the Hispanic Leadership Institute, meetings with alumni, and many different employers. The Director served as co-chair of the Lehigh Valley College Career Expo of 2008 where contacts were made with over 150 regional employers. More active marketing of the internship program is planned for summer 2008.

Our primary goal of helping students identify potential career goals, jobs, internships and networking opportunities was met through various means. Data base management was number one on our list of objectives. After researching several vendors to discover how to manage data as well as provide students and employers a mechanism to post and search for jobs and internships we purchased the new online system that we named “Ask JIM (Jobs, Internships, Mentors). Marketing and learning the new system required much time and energy throughout the year. Our tailored presentations to classes increased by 330%, from 11 to 37. We also met with a group of alumni regularly to identify speakers, mentors, and contacts for students; hosted a “Speed networking” event, an on-campus Job Fair and 2 consortia job fairs, an Internship Panel and Fair, Graduate and Professional School Day, Life after Albright event, Senior Bring Your Own Briefcase event, 27 workshops, 6 Career Panels, and 36 on-campus employer interview days.

CENTER FOR COMMUNITY LEADERSHIP

I. Program Participation

- **Total Participation in Educational Events**

Local Officials	776 (23 events)
Citizens	403 ((19 events)
Total	1,179

- **Technical Assistance for Community Organizations**

Total Persons Involved	442 (6 organizations)
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- **Total Assistance for 2008-2009**

Total Participation	
In All Center Activities	1,621

II. City of Reading Gang Prevention Steering Committee

- Coordinated the work of the Steering Committee that resulted in the completion of a student survey, the identification of future priorities for youth services and target groups, the education of 150 community residents and 65 school teachers on gang awareness, the development of a focused strategy for graffiti removal in the city, the education of 600 students on gang awareness, and the development of a youth services directory and youth activities video.
- Recruited and provided administrative guidance for four faculty members from four institutions and 7 student interns in the development of the student surveys

III. Berks County Cooperative Purchasing Council

- Provided leadership for the Council for the development of 8 joint purchasing contracts on a variety of commodities and services

IV. Berks Hispanic Leadership Institute

- Developed and conducted monthly educational programs for the 20 adult emerging leaders to orient them on key issues in the community, e.g. local government and public policy, criminal justice, health care, education, business and workforce development, and the nonprofit sector.

V. Berks Community Television

- Produced and hosted five BCTV programs on a variety of community issues, with 27 guests participating

VI. Berks Municipal Partnership

- Provided administrative leadership for the quarterly meetings of elected officials representing the five regions of the county that provide a forum for

the discussion of emerging issues that might be addressed on a regional or countywide level.

ED TECH

- 1. Improve faculty knowledge and usage of educational technology.** The library is trying to improve the knowledge and application of Web 2.0 software across campus. This goal met with little success for several reasons. 1) The library was unable to create a podcasting internship with Digital Media despite a high level of interest by other college departments due to re-structuring within the Digital Media Department. 2) Although the library was able to create a usable wiki (geared to train and keep current library student assistants), there was little immediate interest by other departments in using this and other similar Web 2.0 technology for daily applications. 3) The number of people attending the fall technology conference was low, but the Spring workshop doubled that attendance. Most attendees wanted training that was very basic, although there was an interest in the Spring keynote speaker who does use Web 2.0 technology for his teaching at Drexel. Most faculty seem to want/need point-of-need training, something that is limited in our current staffing structure.
- 2. Increase the faculty's ability to use technology in the classroom.** As part of the Classroom Renovation project, the library is working with facilities to install basic technology in selected classrooms. This goal was met with an additional 12 classrooms being improved this last year (Masters 009 and 204, Library studio (B-09), Chapel 100 and 102, Alumni 103 and 204, Teel B24, Klein Theater, and Science 119, 219 and 221. In order to make systems a bit more transparent, the library has created an online form for equipment reservation (<http://linux1.albright.edu/index.php?lib=reservation.eq>) to accompany the online room reservation form. Library response to faculty requests for classroom assistance is improving, with most responses coming in less than 5 minutes. The Blackboard Faculty Lounge, a help site for all faculty members with BB classes, has been updated with better information.
- 3. Improve faculty-student interaction in classes.** The library has purchased 120 clickers (a.k.a. personal response system) for use in classrooms and on campus. Current research suggests that a PRS will improve faculty-student interaction in selected situations. Most training has been a point-of-need, although sessions were offered at the fall and spring workshops. Faculty usage for this technology is just starting to grow for classroom and other (e.g., faculty voting) purposes.
- 4. Make educational technology support seamless for faculty, staff and students.** This year the department improved the Media Services home page (<http://www.albright.edu/library/av/index.html>) by adding FAQs to the website for the use of the major pieces of equipment, completing the classroom webpages (they list the technology available in each academic room on campus), and updating the list

of available equipment for borrowing. In addition, the online equipment form was completed and is being used by faculty in the classroom and everyone who uses the conference office to plan an event.

FREEDMAN GALLERY

- Restructure exhibition schedule, starting with one in place (currently booked through February 2009)
- Evaluate status of collections, storage and work areas.
- Evaluate job descriptions and efficiency and skill levels of staff in current roles
- Evaluate existing budget and prioritize expenditures for remainder of fiscal year.
- Expenditure reductions: reduce publications to minimum, reduce mailing lists, reduce down time for staff/maximize staff and student work time.
- Conservation assessment of existing conditions and methods.
- Upgrade staff skills and performance.
- Develop working relationships with donors.
- Increase Friends of Freedman involvement and support.
- Review, evaluate, and prioritize collections handling and disbursement
- Develop relationships with Reading Museum and Goggleworks for collaborative projects and involvement
- Establish a curatorial presence in the Reading community, Kutztown, and Philadelphia
- Increase campus awareness of Gallery, functions, and accessibility
- Increase student involvement in research and design activities
- Collaborate with at least one department with project specific to Gallery
- Enhance writing and research skills and produce publications.
- Develop exhibitions relevant to a diverse constituency, with emphasis on student issues
- Make the Gallery available to students for specific academic proposals
- Re-evaluate staff skills and performance and establish priorities and methods of improvement

GRADUATE DIVISION

Goal 1 (Strategic Priorities 1,4) – Obtain final and complete PDE approval of the Albright Master’s Degree Program in Education

Letter from the PDE dated August 31st, 2007 notified Albright College that we had received final state approval for the Graduate Education Program leading to either the Master of Arts or Master of Science degree.

This completes state program approval.

Goal 2 (Strategic Priorities 1,4) – Grow the Albright Graduate Program in terms of numbers, if possible in all concentration areas

Course enrollment remains steady, just slightly below 2006-2007 numbers.

We have 7 4+1 students in this year's senior class—our largest number so far, and Albright College will confer 4 Master's degrees (3 M.S., 1 M.A.) in May 2008.

New marketing efforts include print ads and graduate guide information with graduate student photos and testimonials as well as radio spots. Both have been shown to increase graduate website hits when run.

We have decided to eliminate ESL as one of the five concentrations areas for several reasons including very low enrollment.

Goal 3 (Strategic Priorities 1,2,4) – Continue to develop the graduate culture on the Albright Campus and begin to discuss the possibility of adding other graduate programs

Collaboration with recently hired Dr. Robert Cannon, Dean of Continuing Education and Community Outreach, has helped to bring the Graduate Division to a higher level of visibility on campus.

A small ad hoc subcommittee of graduate division personnel, ADP personnel, and representative faculty from possibly involved departments has been looking at the feasibility of additional Albright graduate programs.

Graduate Advisory Board meetings (at least one per term) have been well-attended by members representing several different academic and administrative departments and have been helpful in increasing awareness of and visibility for the Graduate Division on campus.

Goal 4 (Strategic Priority 1) – Continue to offer Graduate Division sponsored community-wide forum events

The Graduate Division's 3rd Annual Forum on *Living With the New No Child Left Behind* on March 25, 2008 was a very successful event and was attended by about 150 people and was covered by both the Reading Eagle and WFMZ Channel 69.

Goal 5 (Strategic Priorities 1,4) – Review and revise all Graduate Division documents, especially the graduate catalog

Revision of the catalog for 2008-2009 is currently in progress.

Just released brand new PDE teacher certification standards, guidelines and requirements for all certification areas will necessitate the re-creation of all teacher certification programs. We are therefore delaying any further revision of documents at this time.

Goal 6 (Strategic Priorities 1,4) – Establish campus jobs and housing for 4+1 students

Campus jobs and housing are now in place and available to 4+1 students who request them.

LIBRARY

- 1. Increase information literacy (IL) options for faculty, mentors and students enrolled in freshman forum in order to improve IL competencies.** Despite being without the instructional librarian since November 2007, the librarians were invited to 73 classes and met with 1008 students to help the students improve their literacy. This was almost an exact match of the year before (71 classes and 1006 students). In order to improve Freshman Forum and other introductory research skills, the self-paced web-based tour and library IL training program, the *Gingrich Guide* (available at <http://linux1.albright.edu/gguidev 2/>), was rewritten. Pre and post-Freshman Forum IL data is not yet available.
- 2. Improve student access to library reference support.** We have culled the library reference collection to make it a leaner, meaner, more accessible and inviting collection. The librarians participated in and marked Ask Here PA, a 24/7 reference support (<http://www.askherepa.org/>) for students. The library homepage (<http://www.albright.edu/library/>) was re-designed to improve online reference and access to services: we have researched the need for instant messaging and have decided that it is neither beneficial nor cost-effective for our size library.
- 3. Improve library revenue stream to allow the development of new strategic resources and services.** Library staff submitted grant applications (none successful this year). The Library supported the Advancement Office in their creation of the Albright College Parents Council (<http://www.albright.edu/giving/parents.html>) which has the Library as a major area of gift-giving interest.
- 4. Improve community access to Special Collections materials and create more opportunities for students to use the materials stored there.** Materials in Special Collections (<http://www.albright.edu/library/sc/archivesmain.html>) are being scanned (five photograph collections available at <http://www.albright.edu/library/sc/Digital/index.html>). Online finding aids are being created and seven have been published at <http://linux1.albright.edu/archon/index.php?p=collections/classifications>.
- 5. Improve library facilities as a place for student research and learning. Library patron count, their usage of computers and online resources, and printing all show at least a 10% increase from the previous year.** Fewer inroads were made on increasing the use of reference services and circulation. The Library will be installing the compact shelving from the Print Shop in early summer and moving selected low use materials to the basement of the library. The Provost will be helping finance the installation of wireless in the library basement. Most major first floor renovation plans have been put on hold until the Master Planning Committee is fully functioning, although selected improvements are taking place. The library is

moving the AV librarian and the media classroom to the first floor so that all major library services will be accessible from a single floor.

PROVOST

I. Fostering Academic Excellence

General:

- Six new tenure-track faculty in Accounting, Communications, Economics and Business, English, Fashion, and Psychology: **Communications, Economics and Business, English, Fashion and Psychology successfully completed; Accounting failed. Also hired NEH Visiting Chair.**
 - Complete restructuring of academic affairs with hiring and changes to reporting lines. **Completed (hired academic affairs secretary, Dean of Undergraduate Studies, Dean of Graduate Studies, Assistant Dean of Academic Affairs and Director of the Academic Learning Center, Director of Freedman Gallery, Director of the Center for the Arts. Notes: Director of Freedman Gallery and Director of the Center for Arts will continue to report to me; change in reporting lines for Director of Career Center and Director of CELAR to Dean of Undergraduate Studies pending; Director of Planning and Assessment and Disability Coordinator not yet hired.**
 - Finalize strategic indicators of academic affairs in order to effectively benchmark against competitors. **Completed and presented at May board meeting.**
 - Explore potential venues for promotion of signature programs, including the Experience program, ACRE, interdisciplinarity. **Some completion. Three presentations on ACRE at national conference of the Council of Undergraduate Research in 08-09.**
1. **Complete General Studies Review**
 - Move to next step in the revision of the general education requirements, specifically: 1) approval of model by faculty and Board, and 2) plan for implementation of first component – first year seminar – in Fall 2008. **Completed.**
 - Submit grants for curriculum development, especially in areas of technology, service-learning and general education. **Drafts of grants for service learning (and other components of experiential learning) and general education are in progress.**
 2. **Increase Opportunities for Experiential Learning**
 - Bring the revised internship program to the EPC, FEC and faculty for approval. **Completed with implementation planned for fall 2008.**

3. Improve the Academic Environment

- Explore on-line learning and distance education possibilities in the ADP program. Will set this as goal for the new Dean of Continuing Education and Community Outreach, in partnership with M. Baines and H. Aquino. **In progress, Dean Cannon is now overseeing.**
- Work with Art, Communications, Digital Media and Computer Science/Information Systems Departments to review and revise digital media program and curriculum, integrate program into Art department. **In progress, expect proposal in early fall 2008.**
- Submit grants for curriculum development, especially in areas of technology, service-learning and general education. **Drafts of grants for service learning (and other components of experiential learning) and general education are in progress.**

4. Improve Academic Support

a) Enhance Academic Learning Center

- Hire the following personnel:
 - Assistant Dean and Director of the Academic Learning Center. **Completed.**
 - Learning Disability Coordinator. **On hold – Dean Thomas has made arrangements for alternative plan for 08-09 academic year while long term plan is being developed in collaboration with student affairs. Used some of this funding to hire full time secretary for center.**

c) Improve academic advising

- Hire the following personnel:
 - Dean of Undergraduate Studies. **Completed.**
 - Assistant Dean and Director of the Academic Learning Center. **Completed.**
 - Learning Disability Coordinator. **On hold – Dean Thomas has made arrangements for alternative plan for 08-09 academic year while long term plan is being developed in collaboration with student affairs. Used some of this funding to hire full time secretary for center.**

- Fully implement on-line advising. **Completed.**

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

- In collaboration with student affairs and Campus Life Council, develop second year program and wellness program. Will set this as goal for new Dean of Undergraduate Studies. **In progress, Dean Thomas now overseeing.**

5. Integrate Planning, Budget, and Assessment

- Hire the Director of Planning and Assessment. **Search failed, exploring alternative models.**

- Play more active role as president’s designee in areas of planning, budget and assessment, campus facility master plan, and other duties as assigned. **In progress.**

II. Strengthening Our Residential Learning Community

2. Enhance and Expand Support for Learning Outside the Classroom

- In collaboration with student affairs and Campus Life Council, develop second year program and wellness program. Will set this as goal for new Dean of Undergraduate Studies. **In progress, Dean Thomas now overseeing.**

3. Improve student recruitment and retention

- Hire the following personnel:
 - Dean of Undergraduate Studies. **Completed.**
 - Assistant Dean and Director of the Academic Learning Center. **Completed.**
 - Learning Disability Coordinator. **On hold – Dean Thomas has made arrangements for alternative plan for 08-09 academic year while long term plan is being developed in collaboration with student affairs. Used some of this funding to hire full time secretary for center.**

III. Enhancing Community Relations

1. Embrace Greater Reading

- Hire the following personnel:
 - Director of Freedman Gallery. **Completed.**
 - Dean of Continuing Education and Community Outreach. **Completed.**
- Be more public spokesperson for the College, both internally and externally. **Presented/participated in local community events (e.g., Science Fair, Center for Talented Youth, Berks Court, Schuylkill Valley Elementary School Career Day); presented at CIC CAO conference; requested to serve on MSCHE annual conference planning committee; participated in internal meetings for “friend building” purposes (e.g., Berks Association for Family and Consumer Sciences, Caron Foundation, J. Terzis, L. Ashburn); maintained contact with Schumo donors; contributed to Reporter; presented a workshop on note-taking for Academic Learning Center.**

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

- Hire the Director of Freedman Gallery. **Completed.**

IV. Achieving Financial Stability

- Help with transition of new CFO, especially with regard to better 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. **In progress.**

2. Increase Revenues

- Hire the following personnel:
 - Director of Freedman Gallery. **Completed.**
 - Dean of Continuing Education and Community Outreach. **Completed.**
- Explore on-line learning and distance education possibilities in the ADP program. Will set this as goal for the new Dean of Continuing Education and Community Outreach, in partnership with M. Baines and H. Aquino. **In progress, Dean Cannon is now overseeing.**

3. Improve Operational Efficiency and Capitalization of the College

- Work with chair of FBC to define our target goal for faculty compensation and develop three to five year plan to achieve faculty salary parity. **Completed.**

REGISTRAR'S OFFICE

1. Improve Course Registration Process

In October, SunGuard finally told us that they had found a solution to the problem with our IQ WEB online registration. We decided to use the Junior class as a pilot group to test the system during course registration for the 2008 Spring Semester in November. The test went very well; we did not have any problems with the system. As a result, we decided to implement IQ WEB online registration for all students for course registration for the 2008 Fall Semester. The system worked well; there were no technical or system problems. The primary problem was that several advisers authorized their advisees for the wrong semester.

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

Web access to grades is now fully implemented for Full-time Day Students. We now get only about 10 phone calls after each semester from students asking for their grades. It appears that most students know how to use IQ WEB.

IT and the Library set up a system to get Graduate Students and Part-Time students set up on our networks, including Blackboard and IQ WEB. However, I don't know if all these students actually access the network, so we still mail hard copies of their grades.

We were not able to begin implementing faculty grade submission via IQ WEB because of the issues with online registration.

3. Provide Quality Services & Accurate Academic Information to the Albright Community

One of our objectives was to process transcript requests within 2 days of receipt and verification requests within 1 day of receipt. In general we met these objectives.

Verification requests were almost always done the same day or by the next day. Most transcripts requests were usually done in 2 days, except at the busy times at the end of each semester.

Another objective was to process requests for data from faculty and offices within a week of receipt. Debbie Bayer, who processes most of these requests, usually met this deadline. However, we still get requests from faculty and offices for “instantaneous” reports.

4. Improve Student Retention and Satisfaction

My objective was to work with the new Dean of Undergraduate Studies and the New Director of the Academic Learning Center to come up with new ideas regarding student retention, satisfaction and success. Because Joe and April were hired later than expected, I really didn’t get a chance to work with them too much on this.

I did serve on the Retention Committee put together by Greg Eichhorn. Although we won’t know if we increased the retention percentage until September, I believe we did “save” several students and it will help in the long-term.

WRITING CENTER

My goals as Acting Director of the Writing Center were modest: learn the operations of the WC, maintain the quality of the service that had been provided by the previous director, increase the WC’s visibility on campus, work with the tutors to ensure that they had all the skills and resources they needed (or as many as possible), and establish a pleasant environment that fostered learning for our clients as well as for the tutors.

I believe these goals were, by and large, met. With the help of the office staff, I streamlined forms and established an on-going compilation of data so that we have detailed information on Writing Center usage. With the enthusiastic assistance of the tutors, I flooded the campus with print advertisements, emailed all students multiple times each semester, placed ads on the campus center marquee and on ACTV, and designed t-shirts advertising the WC. Our campaign was so successful that by the middle of the fall semester we needed to increase our hours and add tutors to the popular shifts. To help tutors sharpen their skills (and feel more comfortable with their work), I instituted monthly meetings at which we discussed problems they encountered, did some role-playing to practice tutoring strategies, and reviewed grammar and rhetoric skills. Additional resources included updated handbooks, handouts on common writing concerns, and information sheets from faculty on documentation in particular disciplines. Finally, feedback regarding the atmosphere of the WC suggested that clients and tutors were happy. Keeping the candy jar filled with Hershey products was, of course, a contributing factor, but the real credit goes to the wonderful group of tutors who consistently demonstrated their dedication to and enthusiasm for the job. Data shows that they developed a loyal following among their clients, and positive faculty comments further indicate their success. Although we have lost a couple of excellent tutors to graduation, the good news is that all the others plan to return next year.

Finally, in April I attended the Middle Atlantic Writing Center Conference and learned about some of the exciting activities at other institutions. A couple of these suggestions will be incorporated in the 2008-2009 plans.