

**STRATEGIC PLAN
2018-2023**

**Lock Haven University of Pennsylvania
Business Administration
and
Accounting Programs**

(Aligned with ACSBP new unified standards and reporting requirements)

Introduction

Business Administration and Accounting at Lock Haven University consist of a B.S. in Accounting, B.S. in Business Administration, A.S. in Business Administration, and minors in business, entrepreneurship, and economics. The business programs are delivered at both the Main and Clearfield Campuses although the B.S. at Clearfield only includes the management and entrepreneurship concentrations. In fall 2012, all of these programs were accredited by the Accreditation Council of Business Schools and Programs (ACBSP). The accreditation serves as an indicator of excellence and affirmation that the Programs have met or exceeded standards of quality. While the Programs appreciate this acknowledgment, the faculty members recognize through the accreditation process, ongoing reporting efforts, and planning and assessment where focused efforts could strengthen the programs further and address emerging concerns. In addition to these processes and the ongoing student/stakeholder assessments, the Programs held planning sessions with the Business Advisory Board, Student Advisory Board, the faculty and Dean of the College of Business, Information Systems, and Human Services in order to really delve into current issues, identify priorities, and align actions and performance indicators with the University's priorities and processes. This document provides a brief statement of the Programs' strengths, weaknesses, opportunities, threats, and strategic direction. From this information, the Programs have articulated goals, objectives, and long-term action items that will enhance learning opportunities and elevate performance on student learning outcomes.

Strengths

Following the 2012 initial accreditation, the Programs submitted two quality assurance (QA) reports to ACBSP, the results of which continue to affirm the quality efforts of Program faculty. In the feedback on both QA reports, the Programs were acknowledged for best practices in their reporting and were considered to be in full compliance with the accreditation standards, in some cases exceeding expectations. The programs more than cover the common professional components (CPCs) while integrating learning experiences that develop professional skills, emphasize applied learning, and provide real-world experiences with community partners in order to deliver a high-value educational experience. Strengths exist with respect to the CPCs, faculty credentials and experience, stakeholder relationships, and systematic planning and improvement processes that include a wide array of assessments and close the loop. The student learning outcomes assessments, student/stakeholder assessments, and benchmarking have informed positive changes to the curriculum including regular revision of each course syllabus as well as more substantive changes in adding concentrations, minors, and courses to increase the breadth of offerings where students' interest increased and eliminating areas with low enrollment and less relevance.

With the support of the Business Advisory Board and donor funds, the continued development of extra- and co-curricular activities that emphasize networking, job search skills, and professional skills has provided a more holistic approach to preparing our students to enter the work world. In terms of student groups/clubs, the outgrowth of the Student Advisory Board, CPA Prep Club, Business Club, Investment Club, and greater involvement with AKPsi have provided more opportunities for our majors to connect with one another, take on leadership roles, and engage in professional development.

Additionally, a greater focus on advising, mentoring, and recruitment and retention initiatives has helped increase and provide more stability in retention rates.

Consistently, 100 percent of courses are taught by faculty who are academically or professionally qualified at a level higher than what is required by the ACBSP standards. The Programs' faculty members also bring an array of business and industry, and international experiences to the classroom. Students generally express satisfaction with the quality of instruction, faculty expertise, professors' assistance with coursework, and accessibility to faculty.

The Programs' faculty members maintain close relationships with other such key stakeholders as the Business Advisory Board, alumni, and community members who volunteer time to serve as guest lecturers and partners in experiential learning. More recently, the Programs have collaborated with the Dean's Office to offer a Leadership Symposium to the business community and expand their network of contacts which has aided in recruiting successful business persons as speakers, board members, and participants in student events. Additionally, the Programs have worked to build a rapport with the new PR staff and enhance promotion of college and department events.

Challenges

Although the curriculum exceeds the CPCs and student learning trend data show increased performance in most competencies, students still remain below expectations in quantitative problem solving, ethics, and application of concepts. Data from student learning outcomes, student surveys, the Business Advisory Board, and the strategic planning business group continue to point to greater integration of technology across the curriculum as a primary concern alongside more opportunities for experiential learning, internships, study abroad, course-embedded projects, trips, and presentations. A challenge rests with securing resources and sufficient partnerships to increase the number of opportunities available to students.

While the implementation of a robust assessment plan enabled the faculty to address weak areas and make curricular changes, faculty turnover and low enrolled course sections/concentrations have caused some shortfalls for consistently assessing and gathering comparable data in concentrations. The onboarding of new faculty and implementation of new curricula within the department has also caused some inconsistencies in areas like advising and student resistance to different pedagogical approaches (e.g., hybrid, online, ITV), to which the faculty attribute lower student satisfaction ratings despite hiring experienced, qualified faculty. Those ratings also relate to several cases where searches failed resulting in the reassignment of teaching load and in some cases, cancelation of classes. Continued efforts to mentor new faculty and regularly discuss scheduling, advising, and pedagogical issues among all faculty regardless of their tenure has helped consider how to deal with the challenges that emanate from change.

While the Programs have met or surpassed many of their goals over the last five years, insufficient resources have limited significantly course availability and selection; updating facilities, equipment, and support services; scholarly activity (with release time); and pedagogical and discipline-specific professional development (including travel). Resource acquisition serves as one of the primary weaknesses and underlies

the inability to enhance efforts in several areas that would ultimately benefit student recruitment, retention, learning, and development.

Environmental Opportunities

The occupational outlook for jobs in the business and accounting fields remains promising, and the Programs can look at curricula that may serve niche and/or emerging opportunities. Analysis of emerging fields and populations (like international students) should continue as a means to find alternative sources of student enrollment. Also, building relationships with key stakeholders and working alongside of Public Relations should help keep the Programs in the forefront of the various media outlets (e.g., local papers, alumni magazines, web, social media) some of which are underutilized. The Programs should leverage relationships with campus offices like alumni relations, career and professional development, grants, and the Foundation as well as community organizations like the Economic Partnership, Downtown Lock Haven, and community businesses to solicit volunteers, offer mutual support, and locate additional funding.

Threats

As before, strategic challenges center on enrollment management and resource acquisition. Enrollment numbers, population demographics, and the state's fiscal/economic condition as it relates to budget allocation have remained unfavorable for more than five years now. Increased competition for a declining traditional-age undergraduate population has continued to wreak havoc on Pennsylvania's public and private colleges and universities causing sharp enrollment declines despite aggressive recruitment and retention efforts. Fewer traditional-age students coupled with a student population saddled with significant financial need poses tremendous threats to LHU and the Programs for sustaining its current enrollment levels, though the Programs have maintained enrollment levels to a greater degree than the University as a whole.

Stated as a challenge, inadequate resources tend to inhibit growth and program development. Threats continue to loom in this area as the political environment seems less friendly to public higher education and a public that questions the value of an undergraduate degree. State funding for PASSHE and its institutions has significantly decreased over the last decade with substantial cuts in appropriations over the last several years. With decreased funding, greater emphasis on external fundraising through private giving and grants will be more important, yet more competitive as other organizations turn to these options for additional revenue streams.

Finally, increased incidence of student behavior issues and academic dishonesty has elevated to a point where the Programs wish to place a greater focus on proactively addressing student conduct, honesty and ethics in hopes of graduating students who act responsibly and professionally in their work settings and communities at large. Dishonest and inappropriate behavior can also negatively influence student enrollment as disruptive students may cause an uncomfortable learning environment and dishonest students may fail if caught.

Strategic Direction

Using the prior strategic statements as a starting point, the faculty revised the mission, vision, and values to emphasize aspects that assessments and key stakeholders indicate important. The discussion also included review and comparison to the

University's mission and vision as posted on the web (<https://lockhaven.edu/about/vision.html>) in order to assure alignment with the strategic direction of the University. Once developed, the strategic statements were vetted with the Dean of the Poorman College of Business and the Business Advisory Board. The mission, vision, values, goals, and objectives are listed below:

Business Administration and Accounting Mission Statement

The Programs prepare students to succeed in a rapidly changing, global world through a variety of educational experiences including professional courses in accounting and a broad range of business disciplines. Students will acquire:

- Fundamental and in-depth knowledge in accounting and business
- Ability to research, analyze and solve discipline-specific and ethical problems
- Communication and teamwork skills
- Experience in professional settings

Business Administration and Accounting Vision Statement

To build a reputation for a curriculum that is technologically advanced, internationally focused, and entrepreneurial, integrating classroom and experiential learning.

Values Statement

Our core values provide a foundation for all we do in our major programs. We value:

- Teaching and learning
- Mentoring through frequent interaction with our students and colleagues
- Building strong campus and community relationships
- Fair and ethical treatment
- Collegiality and respect for diverse opinions

Goals:

Goal 1: Provide Quality Educational Experiences

Objective 1.1: Continually improve curricular offerings

- Objective 1.1.a: Deliver current curriculum with 100% of syllabi reviewed and updated in 5-year period (LT)
- Objective 1.1.b: Develop two new programs that address market demand (LT)
- Objective 1.1.c: Develop five new courses, topics courses, or other activities (e.g., certifications) in support of current or new programs and business trends
- Objective 1.1.d: Implement 85-100% of the assessments in the Student Learning Outcomes Assessment Plan, meet targets therein, and close the loop (LT)
- Objective 1.1.e: Implement a technology competency that will lead to increased integration of problems and/or projects that incorporate various technologies widely used in business (ST)

- Objective 1.1.f: Increase to 50-55 coverage hours in the international/global topics and experiences (ST)
- Objective 1.1.g: Increase student ratings on advising and graduating senior surveys to 85% (ST)
- Objective 1.1.h: Increase emphasis on ethics, integrity and service learning by implementing a Code of Conduct and Academic Honesty policy/processes in 100% of program courses, embedding service learning in 5 or more courses, and increasing CPC to 80 or more coverage hours (LT)

Objective 1.2: Provide extra- and co-curricular opportunities for students to gain experiential learning

- Objective 1.2.a: Increase student participation by 10% (attendance/program enrollment * 1.10%) in professional and job search skills, networking, and social interaction with students and faculty (LT)
- Objectives 1.2.b: Increase student participation by 10% (attendance/program enrollment * 1.10%) in high impact practices (e.g., first-year student activities, internships, independent study, service learning) (LT)
- Objectives 1.2.c: Develop partnerships with external entities that will enhance the curriculum, facilities, learning activities, and experiential learning to 25 partners for embedded activities and 120 active MOAs (LT)
- Objective 1.2.d: Increase participation to have 80% of MANG317 groups complete Intent to Submit in the PASSHE Business Plan Competition and 1 outside of program group compete in the pitch competition (ST)

Performance Indicators:

- 65% in-major second-year persistence rates
- Meet or exceed in Programs the % enrollment change in the University
- 32% 4-year graduation rates; 37% 6-year graduation rates
- 100% of syllabi reviewed in 5-years
- 100% implementation of student learning assessment plan and closing achievement gap in outcomes from 2-10%
- 85% or above rating on advising and graduating senior surveys
- 80-85% job placement rates
- 2 EL courses developed and implemented in 5-years
- Study academic honesty and develop/implement policy
- 115 CPC coverage hours in technology
- 55 CPC coverage hours in global issues
- Full accreditation of programs
- 75% or above on alumni satisfaction survey
- 85% or above on internship evaluations

Goal 2: Recruit, Develop and Retain Quality Faculty

Objective 2.1: Advocate for adequate levels of staffing

- Objective 2.1.a: Continually study staffing levels, student enrollment, and course assignments to assure faculty sufficiency filling 75% of staffing requests (LT)
- Objective 2.1.b: Maintain levels above the ACBSP standard in the faculty summary of qualifications for faculty credit-hour production in business and accounting (LT)

Objective 2.2: Increase Scholarly Growth, Professional and Intellectual Activities

- Objective 2.2.a: Assess and enhance faculty mentoring program to improve acclimation of new faculty (ST)
- Objective 2.2.b: Develop a scholarly activity plan that aligns faculty scholarly activity targets with ACBSP expectations (LT)
- Objective 2.2.c: Seek external resources of \$10,000 to fund professional development (LT)

Performance Indicators:

- 90% AQ/PQ credit-hours delivered
- 90% credit-hours delivered in load
- 75% staffing requests filled
- 35 scholarly and professional development activities in Annual Report Appendix and ACBSP Table 5.3 distributed across categories
- 5 grant proposals submitted and 1 funded
- Foundation Fund requests developed and submitted
- 40-45 average advising loads
- Each new temporary and tenure-track faculty is assigned a mentor and participates in orientation

Goal 3: Promote the Business Administration and Accounting Programs

Objective 3.1: Market the Programs and collaborate with key stakeholders

- Objective 3.1.a: Acquire external funds for special initiatives (e.g., business lab) (LT)
- Objective 3.1.b: Collaborate with public and alumni relations to assure the programs utilize appropriate media outlets and the web site, publish at least 10 news items, and collaborate with 25 alumni (LT)
- Objective 3.1.c: Collaborate with at least one PASSHE school to explore course sharing and joint delivery of programs especially where courses may under-enroll (LT)
- Objective 3.1.d: Meet ACBSP reporting requirements and standards in the submission of the quality assurance reports, decanal self-study, and other reporting requirements (LT)
- Objective 3.1.e: Implement 100% of the assessments in the student stakeholder assessment plan, meet targets therein, and close the loop (LT)

- Objective 3.1.f: Identify additional recruiting activities and research and redefine target market considering new consumer groups, program areas, and employer needs (LT)

Objective 3.2: Serve the community

- Objective 3.2.a: 100% participation in departmental service and at least 100 individual service activities annually in the University, community, and profession, host at least event annually open to the community at large; conduct at least one research-based project in 5 years (LT)
- Objective 3.2.b: Increase student community service and service learning with at least 100 students serving 50 partners

Performance Indicators:

- Full accreditation of programs
- 85% of ACCT115 students complete community service hours
- 10 promotional items submitted annually
- 25 alumni engaged annually in program activities
- 1-2 of collaborative initiatives with external organizations annually
- 35 organizations served annually (SBDC student clients, PartnerED, course embedded projects) and 50 community partners engaged each year (# of MOAs, PartnerED, SBDC)
- 1-2 programs delivered to business community annually
- 100 % implementation of the stakeholder assessment plan and targets met
- Meet or exceed in Programs the % enrollment change in the University

Implementation

In consultation with administration, the program faculty will set performance indicators for accomplishing the goals and long-term objectives. Each year during the life of the five-year plan, the Program faculty members will meet to develop short-term actions, volunteer to implement specific strategies, and monitor progress throughout the academic year. The faculty will discuss plan initiatives and progress at each Program meeting (as a standing agenda item) and document results on the progress report (beyond what is documented in meeting minutes) at least once during each semester. At the conclusion of the academic year and in conjunction with the Annual Evaluation of Academic Programs (i.e., the Annual Reports), the Program faculty members will prepare the final Strategic Plan Progress Report to determine which short-term action items were accomplished; what progress has been made toward achieving the long-term objectives and performance indicators; and where modifications are required to address emerging issues. From the data collection and analysis, the faculty members will establish short-term action items with careful consideration of emerging challenges (risks) for the following academic year.

Conclusion

The Business Administration and Accounting Programs serve a state and national need to provide graduates who can compete in today's business world. The Program faculty members recognize the myriad opportunities to provide a high-value program and enthusiastically embrace the goals to provide quality educational experiences; recruit, develop, and retain quality faculty; and promote the Programs.