

Strategic Plan Action Plan and Progress Report 2014-15

Goal 1: Provide Quality Educational Experiences

Objective 1: Continually improve curricular offerings

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
Short-term Actions (2014-15)				
<ul style="list-style-type: none"> Update cycle of syllabi review schedule for 2014-15, revise syllabi, and submit to curricular review process 	Updated and completed curricular review process for 85-100% of schedule (dependent upon emerging circumstances and funding levels)	2.3	Berrios, Sanchez-Penalver, Everett, Jensen, Kurzynski, Sakchutchawarn	Received administration's approval for ECON310 and ECON340 and submitted new/revised course proposals (92% of schedule) for ECON1XX (2), ECON315, ECON 330, ECON355, MANG315, MANG317, MANG326, MANG345, MANG350, MANG430, MRKT305, and MRKT310.
<ul style="list-style-type: none"> Update 8-semester sequences and post on web 	Updated sequences to match the Program changes and posted to web for students	2.3	Lloyd, Myers	Updated 8-semester sequence for new general education program and major changes for BOG compliance and posted on web in August.
<ul style="list-style-type: none"> Implement action items identified as a result of assessment data 	Data analyzed, actions identified, and 85-100% implementation	1.6	All faculty as outlined in Assessment Plan	Implemented 24/25 = (96%) changes to the core and 4 to the

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
	(dependent upon emerging circumstances and resources)			concentration curriculum or assessments as a result of assessment data. In COMP250 (ACS service course to the core), developed business-based problems for applying Excel to real world problem solving in COMP250 and in collaboration with ACS faculty, implemented those scenarios.
<ul style="list-style-type: none"> Review/revise targets on core assessments, especially to align expectations on MFT results to the percent of students nationally who score at or above the national average 	100% of targets reviewed at end of AY with 100% revision where determined necessary	1.6	All faculty - Retreat	Reviewed 100% of targets and revised MFT assessments based on the 4JMF national averages and updated assessment plan.
<ul style="list-style-type: none"> Revise assessment plan to reflect where sufficient data has been collected and assessments can be conducted less frequently 	Revised and implemented assessment plan	1.6	Myers	Revised assessment plan to reduce the number of assessments for those learning objectives/competencies for which we have sufficient trend data (e.g., core KNOW/IMPART assessments, general business problem, and ethical business problem).

<ul style="list-style-type: none"> Review and revise (as necessary) all concentration assessments, consider formative assessments that can be used to establish trend data especially since some concentration capstone courses are offered infrequently and implement them for courses offered in 2014-15. 	<p>100% of concentration assessments analyzed and targets set at end of AY</p>	<p>1.6</p>	<p>All Faculty - Retreat</p>	<p>Reviewed 100% of assessments and implemented 6/7 (86%) of concentration assessments for courses offered (need to develop MANG305 individual assessments) and implemented a formative assessment in MANG320 for the management concentration. Revised MANG425 and MANG350 concentration assessments.</p>
<ul style="list-style-type: none"> Assess impact of MANG105, ACCT110 changes on retention 	<p>Increased 2012-13 2-yr retention rate (combined) to 62%</p>	<p>1.3</p>	<p>Myers</p>	<p>Reached combined rate of 66.3% and increased retention rates for business to 61% (up from 53%) and for accounting to 82% (up from 72%). Although related to recruitment, converted 19 exploratory studies students to business as of 4/28/15 compared to 26 in 2013-14 and 20 in 2012-2013, but need Fall 2015 Census File for appropriate comparison.</p>

<ul style="list-style-type: none"> Review 5-year course rotation schedule and identify target areas to expand course offerings to meet the needs of majors within and outside of the department (e.g., economics, finance, accounting) 	<p>Review conducted, target areas identified, and 85-100% of curricular proposals submitted to administration (dependent on resources)</p>	<p>2.3</p>	<p>Curricular Review Subcommittee</p>	<p>Proposed changes to course offerings in economics, marketing, international business, and management. Two (100%) Principles of Economics courses were developed and entered into the curricular process which, if approved, will align better than ECON101 with standard economics curricula (implement fall 2016) and the statewide AS articulation agreement.</p>
<ul style="list-style-type: none"> Review curriculum (core and concentrations), benchmark against peer institutions, identify any differentiating factors for the program, and propose revisions to align with data 	<p>Review conducted, target areas identified, and 85-100% of curricular proposals submitted to administration (dependent on resources)</p>	<p>2.3</p>	<p>All faculty</p>	<p>Benchmarked all six concentrations, proposed curricular changes, reported and discussed process/results at both fall and spring Advisory Board meetings and are in the process of determining the curricular proposals to submit to administration which will be done in 2015-16.</p>

<ul style="list-style-type: none"> Increase integration of technology throughout the curriculum including follow-up with math and computer science about MATH107, MATH180, COMP250, etc. and addressing feedback from stakeholders. 	Review conducted, target areas/actions identified, and 85-100% of actions items implemented (dependent on resources)	1.5	All faculty	Met with ACS faculty member during a curriculum meeting about ideas for enhancing COMP250 and as a result, COMP250 was revised in SP15 to include three scenario-based exercises for which students must analyze the problem and build a workbook for a gradebook, mortgage financing with amortization tables, and marketing – pricing optimization problems; export and import data b/w Access and Excel; and conduct pivot table analysis.
<ul style="list-style-type: none"> Determine student interest and options for increasing distance education delivery 	Evaluation conducted, options and feasibility determined, change in delivery parallels student interest and preparedness	1.5	Jensen	Sent out survey to majors and received responses (n=72). Results seem similar to those given by seniors last year, in that students rated in-class delivery as most favorable followed by hybrid, online, and ITV. In-class delivery is the primary mode, except

				for Clearfield which uses ITV, which possibly should move more toward hybrid for joint classes.
<ul style="list-style-type: none"> Pilot the subsession at Clearfield in COMP150 	% of students meeting expectations for end-of – semester assessment falls within $\pm 10\%$ of Clearfield COMP150 sections	1.5	Huegler	Implemented pilot this fall and surveyed students (n=11 respondents), about 27% of which would select 7 v. 15-week, 55% felt the format was appropriate and met their scheduling needs, and 45% would likely register for other condensed courses. The subsession average score on the final exam was better (48 vs. 42 out of 63), but, more students dropped the class (8 vs. 3) and did not finish (2 vs. 0).
<ul style="list-style-type: none"> Determine feasibility of collaborating with partner in Finland to deliver a joint lecture and possibly course 	At least one joint activity delivered between the two campuses	1.1, 1.5	Myers, Neun	Held two, ITV joint lectures which included a faculty-led session with MANG325 and student-led session with MANG425 involving in aggregate about 200 students between both sites (77 students at LHU).

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
Long-term Actions (2013-2018)			
<ul style="list-style-type: none"> Update 100% of the department syllabi on a 5-year rotation 	100% completed within five years (dependent upon emerging circumstances and funding levels)	2.3	<p>Completed 24 (9=2013-14; 15=2014-15) course curricular proposals which remains on target to meet 100% completion. In 2013-14, received approval for two new courses (MRKT405 and MANG360), 2 MRKT revisions, 4 MANG revisions, and 1 ECON revision (about 90% of target). In 2014-15, submitted 12 of 13 syllabi in the rotation (92% of target) and added two new syllabi and one update for a total of 16 syllabi submitted to the curricular approval process.</p> <p>Integrated business-based problems to use more Excel in real-world problem solving.</p>
<ul style="list-style-type: none"> Fully implement the assessment plan for core and concentration assessments including closing the loop (e.g., including appropriate content and process changes) 	100% of assessments implemented (unless revised/eliminated due to circumstances)	1.6	<p>Implemented fully the assessment plan and held 2 Program Retreats which led to 48 changes to the core and 9 changes to the concentration curriculum, learning processes, or assessments (e.g., targets and instruments) and closing the loop in all cases (reassessing to determine if performance changes occurred).</p> <p>Assessment included statistics for unique students [(575 in 2013/450 in 2014); total assessment points (11,690 in 2013/7,417 in 2014); core assessment points (11,230 in 2013/6,615 in 2014); and concentration assessment points (736 in 2013/1,170 in 2014)].</p>

			Implemented changes to the continuous improvement (assessment) processes since implementation of 2013-18 strategic plan including changes to 7 stakeholder assessments and 6 learning outcomes assessments.
<ul style="list-style-type: none"> Close the gap between expectations and student performance on learning outcomes assessment especially for accounting, finance, communication skills, and problem solving 	Close gap by 50-100% depending on objective and competency as defined in assessment plan	1.6	Analyzed data and met or exceeded expectations for 84% of assessments as follows: KNOW = 22/32, SOLVE = 26/27; APPLY/KNOW ACCOUNTING= 4/5; IMPART=40/45. The gap was closed for communication and problem solving at final assessment point, but remains open and variable for the KNOW assessments in particular.
<ul style="list-style-type: none"> Benchmark, evaluate, and redesign (where appropriate) the curriculum to include standard business curricula; incorporate key areas identified by stakeholders; and identify niche areas 	100% compliance with ACBSP standards and 85% satisfaction of selected key stakeholder assessments	1.6, 2.3	In 2013-14, revised AS/BS in Business and BS in Accounting to implement the new gen ed and bring programs in compliance with BOG policy of 60 hours devoted to the major which comply 100% with ACBSP standards. In 2014-15, benchmarked each of the concentrations and developed ideas for change; surveyed students on distance education delivery and success of subsessions; collaborated with Finland on 2 joint lectures delivered via ITV; discussed curricular changes at program retreat that will align with benchmarking, standards and stakeholder feedback, but need to be finalized in core and concentration curricular proposals to be submitted in 2015-16.

Objective 2: Provide extra- and co-curricular opportunities for students to gain out-of-class experience

Action	Outcome Measure	Link to USP	Responsibility	Results
Short-term Actions (2014-15)				
<ul style="list-style-type: none"> Increase experiential learning opportunities 	Increase the types (>9)/numbers (>15) of activities held annually beyond figures reported in the 2012-13 SP Accomplishments and increase student participation beyond 625 in aggregate for all events (SP ACBSP file/ log of experiential events)	1.1	All faculty	Documented outcomes for 18 types of activities/24 events/1,375 student participants that include the following examples as well as numbers from 2014-15 activities listed in other places in the report: <ul style="list-style-type: none"> Completed (n=2 students) an independent study in collaboration with the LHU Foundation and Downtown Lock Haven to research and develop ideas on making Lock Haven more attractive to students. Partnered with 18 companies as students (n=218) completed PartnerED projects in fall and spring semesters. Hosted Business Hall of Fame Panel Discussion (n=2 panelists and 93 attendees); 12 students organized and hosted the event. Completed course embedded, projects

Action	Outcome Measure	Link to USP	Responsibility	Results
				<p>(n=87 students and 49 businesses/groups/organizations) with Facebook, Pinterest, and Marketing Videos.</p> <ul style="list-style-type: none"> • Assisted (n=11 students) in organizing the Zumba-thon which included soliciting donations to eliminate event costs and raised about \$100 for the local Women's Shelter and \$100 for student groups. • Planned and implemented Fall Student Social (n=21 students). • Increased Celebration of Scholarship participation (n=168 student presenters) which included such areas as finance, economics, management, and Clearfield as follows: MANG315=70, MANG320=25 (Main) and 16 (Clearfield), MANG475=45; ECON=12. • Hosted two Senior Receptions (n= 89 students). • Held 2 Business Etiquette Luncheons (n= 92 participants).

Action	Outcome Measure	Link to USP	Responsibility	Results
<ul style="list-style-type: none"> Identify at least two ELC lecture series speakers for 2014-15 	Held two lectures per AY	1.	Myers	Held fall session with Luke Lorenz (n=97 attendees) and spring session with Larry Jones (n=130); an opportunity for social interaction was provided with after-lecture cookies and punch in the RLC Lobby. Also, hosted in aggregate 19 in-class speakers during the academic year (Berrios =1; Garey=1, Kurzynski=6, Lloyd =1, Sakchutchawarn = 1, Myers = 8, Obenreder=1).
<ul style="list-style-type: none"> Identify alternative initiatives for developing the comprehensive programming for professional and job search skills beginning with developing list of current activities and enhancing use of InterviewStream 	Evaluation conducted, options and feasibility determined	1.1	Myers, Kurzynski, Jensen	Determined that we need to focus more on the sophomore level which may include a more targeted involvement in COS and perhaps a sophomore social/experiential learning activity tied to a sophomore level course in accounting and/or business.

<ul style="list-style-type: none"> Start a group/club for accounting and business students that will provide inclusion and accessibility. 	<p>Evaluation conducted, options and feasibility determined</p>	<p>1.2</p>	<p>All faculty, LLoyd</p>	<p>Began Investment Club and decided that forming a Student Advisory Board in 2015-16 to elicit feedback would be the best, first step for determining in what students would be interested.</p>
<ul style="list-style-type: none"> Involve AKPsi in recruiting and out-of-class learning activities (e.g., orientation, open house, hold part in panel/lecture series, fundraising, etc) 	<p>Met with AKPsi to discuss their level of interest and have at least two students participate in fall 2013</p>	<p>1.2</p>	<p>Lloyd, Myers</p>	<p>Involved AKPsi in the orientation, ELC Lecture Series talk, and Student Social. Also AKPsi members and senior students were given the opportunity to host the ELC Lecturer for dinner prior to the events.</p>
<ul style="list-style-type: none"> Involve students in PASSHE Business Plan Competition (recruit/retain) 	<p>Submit 6-8 student entries</p>	<p>1.1</p>	<p>Kurzynski</p>	<p>Marketed to students in fall, received 8 intent to submit applications, and received 5 submissions of full proposals.</p>

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
Long-term Actions (2013-18)			
<ul style="list-style-type: none"> Build network of regional businesses and alumni willing to participate in such learning activities as internships, course-embedded projects, classroom lecturers, etc. 	<p>Increased network partners by 10% beyond 76 internship sites and types/number/ participation by 50% to an aggregate of 14 types of activities/23 events/4,000 student participants within five years</p>	1.1	<p>Met with First Quality and toured their facility, Met with CNB Bank, and received notices from numerous sites that were posted with Career Services. MOAs = 93 current sites in SP14, =125 SP15</p> <p>Documented outcomes that include 18 types of activities/62 events/2,662 student participants in this two-year period.</p>
<ul style="list-style-type: none"> Increase the percent of eligible students completing internships (credit and non-credit bearing) 	<p>Increased internship completion by 10% (28 internships 11-12/401 students EOT 2012)</p>	1.1	<p>Decreased from 2011-12 to 2012-13 by 1.4%, increased from 2012-13 to 2013-14 by 1.9%. Must wait until 2015 EOT and summer sessions (completions) to calculate this year's data</p> <p>2010-11 = 38/404 EOT (9.5%) 2011-12 = 28/401 EOT (7.0%) 2012-13 = 23/408 EOT (5.6%) 2013-14 = 35/465 EOT (7.5%) 2014-15 = require summer completions report for update</p>
<ul style="list-style-type: none"> Identify resources to fund a business laboratory and/or incubator 	<p>Developed a proposal with cost estimates, identified alternative funding sources, submitted proposal</p>	1.1	<p>Prepared request and submitted to Dean for Capital Campaign. The Dean has been working with the Foundation and donors to seek funding for a business lab.</p>
<ul style="list-style-type: none"> Annually sponsor at least five extra- and/or co-curricular lectures/speakers and professional activities with business leaders 	<p>Held at least five activities each AY</p>	1.1	<p>Exceeded target. In 2013-2015, held four Senior Receptions, two Fall Socials, four Business Etiquette Luncheons, two</p>

			Business Hall of Fame Panel Discussions, and four ELC Lecture Series Speakers. Hosted 12 in-class speakers across various courses in 2013-14, 19 in 2014-15.
<ul style="list-style-type: none"> Develop a comprehensive means to address such skills as business etiquette and job search skills and such topics as professionalism and realistic expectations 	Plan developed	1.1	<p>Mapped current offerings (both in-class and out-of-class activities) that take place throughout a four-year experience and asked the Advisory Board to evaluate offerings. The meeting minutes document the members' responses. While the Board Members did not offer suggestions to add to the activities, they did indicate that graduates should sharpen interview skills (prepare better) and communication skills.</p> <p>Spoke with Joan Welker about integrating her services and issues she covers into our curriculum. University formed a group to review 4-yr professional development plan and through those efforts and our own discussions, we determined that we should target the sophomore year for additional learning opportunities at that class standing.</p>
<ul style="list-style-type: none"> Increase involvement of student organizations, groups, and individuals in events and experiential learning 	Held at least two events annually	1.2	<p>AKPsi participated in BHOFF Panel, BHOFF luncheon and unveiling, Fall Student Social, Academic Preview Days (2013-14), Orientation, Zumba-thon, and Thanksgiving Social at Dr. Myers's home (2013-14).</p> <p>Also, established an Investment Club and plan to form a Student Advisory Board to give guidance on how to involve students.</p>

Objective 3: Increase retention rates to 65 percent through support programs and processes

Action	Outcome Measure	Link to USP	Responsibility	Results
Short-term Actions (2014-15)				
<ul style="list-style-type: none"> Increase student/student and student/faculty interaction in new student orientation with potential involvement of Alpha Kappa Psi or student group 	85-100% of faculty and AKPsi representatives and Clearfield student representatives participate in orientation	1.2	Myers	Involved AKPsi members (n=8) and made improvements based on feedback from last year.
<ul style="list-style-type: none"> Participate in the summer New Student Orientation 	At least one faculty member participate in orientation	1.2	Myers	One faculty member signed up to lead faculty & student sessions for summer 2015 orientation.
<ul style="list-style-type: none"> Hold a Student Social for first-year students 	Event held and ultimately retention rates increase to target of 65%	1.2	Kurzynski, Obenreder	Hosted the second annual Fall Student Social (n=156 attendees) which included a high level of interaction and involvement from AKPsi and integrated a peer mentoring program; increased retention rates to 66.3%.
<ul style="list-style-type: none"> Participate in learning communities for both accounting and business, implement syllabi revisions, identify other high impact practices and integrate where appropriate. 	Assure 119 aspects are included in MANG105 and increase retention of students in learning community to be comparatively higher than students not in learning community	1.3	Myers, Obenreder, Garey	Established learning communities for accounting and business and have contacted the English Chair to map ENGL100/110 courses for MANG105

Action	Outcome Measure	Link to USP	Responsibility	Results
	<p>(=65%)</p>			<p>& COMP119 with the potential for a reading related to the major in those sections. Included such changes in MANG105 as requiring freshmen to attend at least two Program-sponsored co-curricular events (e.g., BHOF Panel, ELC Lecturer or Career Fair) and complete a written assignment based on that event; use FOCUS to determine top 20 careers that match their skills/interests; search for an actual job posting that matched the FOCUS results; and write a 2-page action plan about how they will get the experience and qualifications to secure the job.</p> <p>Added the following topics to MANG105: finding support on</p>

Action	Outcome Measure	Link to USP	Responsibility	Results
				campus, critical thinking, reading college textbooks, studying and study habits, writing evaluation, and academic planning for majors/minors, and managing your money.
<ul style="list-style-type: none"> Develop case statement which includes funding scholarships and experiential learning and present to LHU Foundation 	Case statement developed and submitted to the LHU Foundation for consideration	1.1	Myers	Did forward to Dean ideas for investment club seed money, business lab and trading room. Five additional scholarships have been added for Main or Clearfield students in the programs.

Action	Outcome Measure	Link to USP	<i>Major Accomplishments for ALL Planning Years to date</i>
Long-term Actions (2013-18)			
<ul style="list-style-type: none"> Define essential elements for a successful first-year experience (e.g., orientation, MANG105, mentoring, advising, communications, social) 	Elements identified and 85-100% implementation (dependent upon emerging circumstances and funding levels)	1.3	Piloted and continued participation in learning communities, participated in summer student orientation, revamped fall student orientation and continued to collect feedback, hosted fall social (2) which included a mentoring component, developed advising manual (including worksheets to help guide and standardize advising process), revised MANG105 syllabus to include more 119 learning strategies which include some high impact practices, and added scholarships.
<ul style="list-style-type: none"> Enhance opportunities and funding for tutoring business and accounting students 	Increased number of tutors and tutees by 5%	1.	No progress. Remove from plan.
<ul style="list-style-type: none"> Promote AKPsi (business fraternity) to students and develop opportunities for social interaction of majors 	Identified three ways in which to support promotion and hold at least one opportunity for social interaction each AY	1.2	Provided opportunities for promotion by permitting brothers to recruit in lower level classes, emailing majors, staffing a table at the Fall Student Social, presenting/leading events at Fall Orientation and Academic Preview Days, co-sponsoring the Zumba-thon, and hosting the Business Hall of Fame. Also, hosted AKPsi Social at Myers's house in November.

Goal 2: Recruit, Develop and Retain Quality Faculty

Objective 1: Provide adequate staffing levels

Action	Outcome Measure	Link to USP	Responsibility	Results
Short-term Actions (2014-15)				
<ul style="list-style-type: none"> Revise staffing plan and five-year course rotation to address areas identified under Goal 1, Objective 1 	Reviewed annually, plan updated, courses delivered with faculty within the standard per term load (12 workload hours/term)	3.	All faculty	Reviewed course rotation and staffing at the Program Retreat and are working on staffing the curricular changes that were also discussed at the Retreat. Remained within the standard per load (no overload) in 2014-15 while offering all planned courses.
<ul style="list-style-type: none"> Request .5 FTE for accounting coverage and release for teaching graduate level courses 	Line granted, faculty hired, and course rotation allows for more finance, accounting, and graduate courses to be offered.	3.	Myers/ Neun	Submitted line request by June 2014 due date, but it was denied.
<ul style="list-style-type: none"> Maintain student/faculty ratio 	In-Program student faculty ratio remains equal to or lower than University ratio (21 to 1)	3.	All faculty	Compared Program's student/faculty ratio of 23.6:1 to the University's student/faculty ratio which is now around 19.1:1. The Programs' ratio remained about the

				same over the last two years, but higher than the University's in part due to large sections in lower-division courses.
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Action	Outcome Measure	Link to USP	<i>Major Accomplishments for ALL Planning Years to date</i>
Long-term Actions (2013-18)			
<ul style="list-style-type: none"> Continually study staffing levels, student enrollment, and course assignments to assure faculty sufficiency 	<p>Enrollment targets met and core and elective courses offered sufficiently to allow students to complete degree on time and rates at least 75% on student satisfaction, decrease student faculty ratio to equal University ratio</p>	<p>3.</p>	<p>Updated Enrollment Management Plan which shows that the Programs' total enrollment in spring 2013 EOT enrollment increased over the prior year, the first time since 2009 and exceeding the target. The Programs' fall 2013 new admits were the largest class in five years. As a result of the new admits, change of majors into the program, and growth in other programs requiring MANG and ACCT courses, significant pressure exists for seats in lower level courses. Student satisfaction with course availability of course offerings exceeds target (2013-14 = 85% and 2014-15=84%). The student/faculty ratio remains constant but above the University average.</p> <p>Submitted line requests for staffing needs; Hired two, academically-qualified (AQ), tenure-track faculty; one in Economics and one in International Business which fulfills the ACBSP requirement for an AQ faculty member in each concentration; and was denied the 2014-15 request.</p>

<ul style="list-style-type: none"> Maintain levels above the ACBSP standard for credit-hour production in business and accounting courses 	Credit hours delivered during regular academic year are delivered by at least 70% AQ and 90% AQ/PQ faculty	3.	Exceeded both targets. In 2013-14, generated a total 8517.0 credit hours in the fall & spring semesters, 91% of which were taught by AQ faculty and 100% taught by AQ/PQ. In 2014-15, generated a total of 8356.0 credit hours, 91% of which were taught by AQ faculty and 100% taught by AQ/PQ.
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Objective 2: Promote scholarly growth, professional, and intellectual activities

Action	Outcome Measure	Link to USP	Responsibility	Results
Short-term Actions (2014-15)				
<ul style="list-style-type: none"> Investigate opportunities to share resources across PASSHE 	Conducted research and identified relevant opportunities	5.4	All faculty	Marketed MRKT405, Behavioral Pricing, to other PASSHE schools.
<ul style="list-style-type: none"> Coordinate with TLC to sponsor a faculty lecture series 	Consulted with Director of the TLC to determine interest in a faculty lecture series	3.2	Berrios	Did not coordinate with faculty lecture series, but paired new faculty with more senior faculty as part of the Faculty Mentoring Program, an arm of the TLC, and hosted an August Faculty Social at the Chair's home to introduce new faculty to department members.
<ul style="list-style-type: none"> 75% of tenured/tenure-track faculty to participate in at least one scholarly or professional development activity each 	75% participation (depending on resource availability)	3.2,3	All faculty	Met goal with 75% of Program Faculty participating in at least

Action	Outcome Measure	Link to USP	Responsibility	Results
academic year (ADMIN: Scholarly/Professional Growth)				one scholarly activity (n=38) and professional development activity (n=43)
<ul style="list-style-type: none"> 100% of tenured/tenure-track faculty complete a scholarly activity within the five-year time period of the strategic plan (e.g., publish a paper, present paper/workshop/poster, submit grant proposal, or consult within the field) 	100% completion	3.2,3	All faculty	Met goal with 100% of Program Faculty participating in at least one scholarly activity (n=38) and professional development activity (n=43)
<ul style="list-style-type: none"> 100% of tenured/tenure-track faculty participate in at least one or more activity each year that includes business and industry interaction 	100% participation	5.4	All faculty	Met goal with 100% of Program Faculty participating in at least one activity with business/industry interaction.
Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date	
Long-term Actions (2013-18)				
<ul style="list-style-type: none"> Establish an ongoing record of faculty scholarly activity, professional development and business and industry interaction 	Met or exceed annual goals during the five-year period	3.2,3	<p>In 2013-14, 20 faculty activities related to scholarly activity including interactions with business and industry, and 31 related to professional development (from Table 5.6)</p> <p>In 2014-15, 38 faculty activities related to scholarly activity including interactions with business and industry, and 43 related to professional development (from Table 5.6)</p> <p>Additional business and industry</p>	

			<p>interaction includes MANG, MRKT, and ACCT internships, two senior receptions, the Business Hall of Fame, ELC Lecture Series, and Fall Social.</p> <p>Participated in the mentoring program (4 full-time faculty members received a peer mentor).</p>
<ul style="list-style-type: none"> Seek resources to fund professional development 	<p>Identified potential resources and made request; increase Foundation Fund Account Receipts by 5%; Increase travel funding by 5%</p>	5.5, 3.0	<p>Unfortunately, received less in operating funds during the last two years and had to decrease travel. The Dean did augment the operating budget to provide some funding for those presenting at conferences.</p> <p>Foundation Business Progress Fund Account doubled to more than \$20,000 (with some restricted funds) and Advisory Board Account grew 44% to \$9,683 net expenses for Board-sponsored events.</p>

Goal 3: Promote the Business Administration and Accounting Programs

Objective 1: Market the Programs and communicate with key stakeholders

Action	Outcome Measure	Link to USP	Responsibility	Results
Short-term Actions (2014-15)				
<ul style="list-style-type: none"> Identify items that address resource needs in each concentration as a foundation for the case statement 	Developed case statement and submit to LHU Foundation	2.5	All faculty	No progress, but should come after benchmarking.
<ul style="list-style-type: none"> Implement 2014-15 student/stakeholder assessments 	Met targets stated in plan or develop actions to address deficiencies	1.6	All faculty	Conducted all assessments (except student expectations)

				<p>which was eliminated and employer survey) and analyzed results. Overall, primary targets for satisfaction were met, but some areas for improvement include becoming more knowledgeable for advising on the new general education program and other program changes, internship process/availability, use of Excel which can be implemented in AIS and IB, job search skills and career services offerings, and adding networking events. Short-term actions to address these areas were included in the 2015-16 Strategic Plan initiatives.</p>
<ul style="list-style-type: none"> Update web and post promotional videos 	<p>Posted video, updated plans and curriculum posted</p>	2.5	Myers	<p>Updated web on ongoing basis, posted curricular changes on check sheets, and moved Business Hall of Fame over to new site. Videotaped a WBRE PA Live Segment which aired</p>

				in November, promoted the accounting, business, and computer science programs, and remains on WBRE's web site.
<ul style="list-style-type: none"> Improve use of social networking to connect with key stakeholders 	Developed and begun implementation of social networking plan	2.5	Jensen	Provided optional LinkedIn assignment to FA2014 MANG475 students and required assignment for SP2015 whereby all students had to create or revise their LinkedIn page.
<ul style="list-style-type: none"> Follow up with alumni who responded to the alumni survey that they wish to participate with the program in some way. 	Contacted alumni and determined if still interested and how we can involve them in the Programs	5.4	Myers	Sent letters in collaboration with the alumni office, but did not receive any response from them. Invited five alumni to the Advisory Board.
<ul style="list-style-type: none"> Support administration's request to contact current and prospective students regarding enrollment and registration. 	Meet enrollment targets	2.1,2.2	Myers	Contacted those advisees who had not registered, new students who were recently accepted, and n-deposited students to enhance LHU's ability to either recruit or retain the students.
<ul style="list-style-type: none"> Advise exploratory studies students who designate business as an interest area 	100% of exploratory studies students were assigned an advisor and at least 50%	1.3, 2.2	All faculty	Assigned all 19 exploratory studies with interest in business to program

	declare business			faculty and so far, about 26% of those advisees declared business in the first year. Must wait on Fall 2015 Census File to provide a comparative conversion number.
<ul style="list-style-type: none"> Complete and submit ACBSP QA Report according to guidelines 	Report submitted and accepted without issue	2.5	Myers, LLOYD	Received from Board an acceptance of the fall 2014 report with no notes or conditions. The Board commended school for a best practice for a well written report and an LHU representative was invited to lead a session on QA reports at the National Conference.
<ul style="list-style-type: none"> Consider surveying employers as an additional stakeholder assessment 	Identify employers, develop & conduct survey, and establish baseline data	5.4	Myers, Jensen	Identified such sources as MOAs, Career Services Survey and local employers with which to begin survey process.

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
Long-term Actions (2013-18)			
<ul style="list-style-type: none"> Increase enrollment to targets prescribed in the enrollment management plan (ADMIN: Enrollment) 	Spring EOT total enrollment equals 428 with 90 graduates, 133	2.1	Slightly increased spring 2013 EOT to 408 (up from 404 in 2012), we had 75 graduates through spring EOT, 116 new

	new admits, and 100 transfers (Programs combined)		admits, 96 transfers. The spring 2014 EOT is 465, well above anticipated enrollment and spring 2015 met goals at 455.
<ul style="list-style-type: none"> Increase the number of communications with key stakeholders including greater promotion of learning activities and Program initiatives through the External Relations and Communication Department 	Submitted at least 6 items annually for PR news releases, kept web site updated with news items, issued two updates to alumni	2.5	<p>Submitted 13 articles on the accreditation, Fall Student Social, Poorman Scholarship, ELC Lectures (3), Business Hall of Fame (3), Zumba-thon (4).</p> <p>Updated web on ongoing basis and moved Business Hall of Fame over to new site. Videotaped a WBRE PA Live Segment which aired in November, promoted the accounting, business, and computer science programs, and remains on WBRE's web site.</p>
<ul style="list-style-type: none"> Review, revise (as needed), and implement student/stakeholder assessment plan and meet targets specified therein (ADMIN: Job Placement) 	Met or revised targets (See assessment plan) and took corrective action where targets not met	1.6	<p>Implemented all assessments in student stakeholder plan and added surveys/discussion with Advisory Board on technology integration, dual majors/concentrations, and professional skills. Also, added pilot survey of seniors regarding course delivery mode. Revised assessment cycle regarding alumni and senior reception surveys. Considered surveying employers, but need to research how to identify companies and contacts.</p> <p>Added short-term actions in strategic plan to address such areas as becoming more knowledgeable for advising on the new general education program and other program changes, internship process/availability, use of Excel which can be implemented in AIS and IB, job search</p>

			skills and career services offerings, and adding networking events.
<ul style="list-style-type: none"> Develop a case statement that gives a detailed description of resource needs 	Developed case statement and submitted to LHU Foundation	5.5	Developed case statements for the Capital Campaign in conjunction with the Dean and Foundation began to solicit donors.
<ul style="list-style-type: none"> Address the note on Standard 1 and comply with ACBSP process of Maintaining Accreditation including collection of data and submission of Quality Assurance Reports 	Attended ACBSP conference and read materials to understand requirements and submit QA reports as required	2.5	Reviewed with administration the note received during initial accreditation, met with our ACBSP Commissioner, prepared materials in accordance with the Commissioner's advice, submitted the materials to ACBSP for review, and received notification from ACBSP that the request to remove the note was approved – the Programs are fully accredited without notes or conditions. The faculty also reviewed the requirements for the Quality Assurance Report, attended mentor/evaluator training (Champion), collected/analyzed assessment data, submitted the report, and received acceptance of report with commendations for a best practice on the report.
<ul style="list-style-type: none"> Identify ways to promote faculty accomplishments 	Physical and web recognition established	2.5	Submitted articles on accreditation, Fall Student Social, Poorman Scholarship, Business Hall of Fame, Zumba-thon (2). Also, included updates on the web and have faculty listed in the Subject Matter Experts publication and acknowledged in the display case in the Dean's Office.
<ul style="list-style-type: none"> Develop plan to connect with alumni especially through social networking (e.g., LinkedIn) 	Connected with at least 100 alumni through social networking	2.5	Established group and posted job opportunities; created LinkedIn assignment in MANG475 to begin establishing connections with recent graduates which asks them to join the LHU Business & Accounting Group (n=54 members).

Objective 2: Serve the community

Action	Outcome Measure	Link to USP	Responsibility	Results
Short-term Actions (2014-15)				
<ul style="list-style-type: none"> 100% of faculty to participate in at least one university and department service activity each year (ADMIN:Service) 	100% participation in departmental service and faculty serve on 10 (in aggregate) University/College-wide Committees	5.4		Reported 100% faculty served in some capacity throughout the academic year in 126 activities including 53 University-wide and 12 APSCUF committee appointments (excluding the activities in which all faculty participate e.g., open house).
Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date	
Long-term Actions (2013-18)				
<ul style="list-style-type: none"> Establish an ongoing record of faculty service 	100% participation in departmental service and faculty serve on 10 (in aggregate) University/College-wide Committees annually	3.2,3	Logged 126 (in 2014-15) and 80 (in 2013-14) individual University and Department service activities beyond the department/University activities in which all faculty participate (e.g., open house, curriculum meetings) documented in the 2013-14, 2014-15 Annual Report Appendices.	
<ul style="list-style-type: none"> Increase faculty and student involvement in the community at large 	Offered three workshops/presentations/consulting; have 100 students participate in projects,	5.4	In 2013-14, offered Entrepreneurship Workshop to CIU#10, held four events attended by 372 participants, had 178 students partnered with 28 businesses (PartnerED), had 76 students serving 21	

	<p>etc. annually; serve 25 businesses annually</p>	<p>businesses (Marketing Projects), and logged 24 community and professional service activities.</p> <p>In 2014-15, held three lectures (open to community) attended by 320 participants, had 218 students partnered with 19 businesses (PartnerED), had 87 students serving 59 businesses (Marketing Projects), and logged 32 community/professional service activities and 9 consulting activities.</p> <p>Documented in 2013-14, 2014-15 Annual Report Appendices.</p>
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