

Strategic Plan Action Plan and Progress Report 2015-16

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 (2015-16)				
<ul style="list-style-type: none"> Update cycle of syllabi review schedule for 2015-16, 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, Garey, Lloyd, Sanchez-Penalver, Jensen, Kurzynski, Myers, Sakchutchawarn	Revised 16 undergraduate courses (ACCT=8, MRKT=2, MANG=3, ECON=3) and 3 Program check sheets, created 2 graduate syllabi for the PSM (ACCT6XX and FINA6XX); placed four courses in moratorium and rescheduled two due to program revision = 88% completed in 2015-16 after rescheduling.
<ul style="list-style-type: none"> Implement action items identified as a result of assessment data including adding KNOW assessments for Economics and reviewing/using the new oral & written communication rubrics 	Data analyzed, actions identified, and 85-100% implementation (dependent upon emerging circumstances and resources)	1.6	All faculty as outlined in Assessment Plan, esp Berrios and Sanchez-Penalver	Worked on developing KNOW assessments for Economics and used the new written communication rubric. Met 85-100% implementation and made 38 changes to address various

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
				competencies in the core and concentrations.
<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 2015-16. 	100% of concentration assessments analyzed and targets set at end of AY	1.6	All Faculty - Retreat	Assessments were completed for all concentrations, but MIS since plans exist to eliminate or redevelop as business intelligence. The Marketing and Management assessments were changed.
<ul style="list-style-type: none"> Conduct a gap analysis to determine trends in closing the performance gap on student learning outcomes assessment 	Developed means for analyzing performance gap	1.6	Huegler, Myers	Analyzed data and met or exceeded expectations for 85% of assessments as follows: KNOW = 23/34, SOLVE = 26/28; APPLY/KNOW ACCOUNTING= 4/5; IMPART=41/43.
<ul style="list-style-type: none"> Assess impact of MANG105, ACCT110 changes on retention 	Increased 2012-13 2-yr retention rate (combined) to 62%	1.3	Myers, Obenreder, Garey, Everett	Remained above 62% with combined rate of 63% and increased retention rates for business to 78% (up from 64%) but decreased for accounting to 63% (down from 86%). Post-test (66.2%) show improvement over pre-test (36.3%) results for the course.

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
<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>Conducted review, identified target areas, and submitted 85-100% of curricular proposals to administration (dependent on resources)</p>	2.3	All faculty	<p>Reviewed course rotation and submitted a comprehensive, 7-year plan for the Academic Planner project underway in the Registrar's Office. Will be offering Organizational Behavior over the summer as a topics course.</p>
<ul style="list-style-type: none"> Implement changes identified through benchmarking 	<p>Developed curriculum proposals and submitted to curricular process</p>	2.3	All faculty	<p>Divided ECON101 into ECON102 and ECON103 and received approval for program revision and addition to general education. Added MANG400 to Management Concentration Core and moved ECON310/315 out of major core and moved ECON340 into major core. Added a topics course to all concentration electives except MIS.</p>
<ul style="list-style-type: none"> Increase integration of technology and applied statistics in the curriculum starting by developing a list of items that should be covered in MATH107/180 and meeting with the Math Department AND considering a quantitative business methods course AND increasing use of software in AIS and 	<p>Compiled list of learning outcomes, met with representatives of courses outside the department, and developed/revised curricular proposals to</p>	1.5	Huegler, Jensen, Sanchez-Penalver	<p>Developed a list of needs to be covered, but will eliminate this action and resolve issues through other curricular changes.</p>

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
International Business.	reflect changes,			
<ul style="list-style-type: none"> Collaborate with Finland or another international partner in joint delivery/assignments/programs 	Delivered At least one joint activity between the two campuses	1.1, 1.5	Sakchutchawarn, Myers, Neun	Collaborated in MANG425 with Amsterdam University of Applied Science, Netherlands in joint faculty lecture delivered to 35 LHU students and in MANG475 with a collaborative, online module with Centria University of Applied Science, Finland involving 46 LHU and 57 Finland students.
<ul style="list-style-type: none"> Create concentration in business analytics and revise the MIS concentration 	Developed Curricular Proposals	2.3	Huegler, Sanchez-Penalver	Proposed Data Analysis Track in both ACS and business which still requires departmental vetting and approval.
<ul style="list-style-type: none"> Offer Entrepreneurship Concentration and eliminate the MIS Concentration at Clearfield; consider MANG345/355 in potential offerings 	Increased enrollment in Clearfield Programs	2.3	Myers, Kurzynski, Sakchutchawarn	Implemented changes at Clearfield in Summer 2015.
<ul style="list-style-type: none"> Have underclassmen participate in COS by attending sessions in which upper-classmen present 	Gave assignment in lower division classes for attending business sessions	1.1	Obenreder, Lloyd, Jensen, Garey	Gave assignment to MANG105 and ACCT115 students.
<ul style="list-style-type: none"> Review the MFT and have each faculty member submit a list of 10-20 review questions that could be given throughout MANG475 as credit/n-credit quizzes to review for the MFT 	Secured MFT, developed questions, and assigned quizzes in MANG475	1.6	All faculty	Developed seven quizzes that were assigned as a credit/n-credit course requirement prior to taking the MFT.

Action	Outcome Measure	Link to USP	<i>Major Accomplishments for ALL Planning Years to date</i>
Long-term Actions (2013-2018)			
<ul style="list-style-type: none"> Update 100% of the department syllabi on a 5-year rotation 	100% completed (dependent upon emerging circumstances and funding levels)	2.3	<p>Completed 46 (9=2013-14; 15=2014-15; 22=2015-16) 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. In 2015-16, submitted 22 of 25 course curricular proposals (88% of target) with 20 undergraduate courses (8 ACCT, 2 MRKT, 3 MANG, 3 ECON, 2ECON moratoria, 2 MANG moratoria), 3 Program check sheet revisions, and created 2 graduate syllabi for the PSM (ACCT6XX and FINA6XX).</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 3 Program Retreats which led to 80 (24 in 2013/4, 24, in 2014/5, 32 in 2015/6) changes to the core and 15 (4 in 2013/4, 5 in 2014/5, 6 in 2015/6) changes to the concentration curriculum, learning processes, or assessments (e.g., targets and instruments) and closing the loop in all</p>

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
			<p>cases (reassessing to determine if performance changes occurred).</p> <p>Assessment included statistics for unique students [(575 in 2013, 450 in 2014, 407 in 2015); total assessment points (11,690 in 2013/7,417 in 2014, 5601 in 2015); core assessment points (11,230 in 2013, 6,615 in 2014, 5158 in 2015); and concentration assessment points (736 in 2013/1,170 in 2014, 1099 in 2015)].</p> <p>Implemented changes to the continuous improvement (assessment) processes since implementation of 2013-18 strategic plan including 13 changes to stakeholder assessments, 9 to learning outcomes assessments, and 5 for benchmarking and curricular changes.</p>
<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 	<p>Close gap by 50-100% depending on objective and competency as defined in assessment plan</p>	<p>1.6</p>	<p>Analyzed data and met or exceeded expectations for 85% of assessments as follows: Analyzed data and met or exceeded expectations for 85% of assessments as follows: KNOW = 23/34, SOLVE = 26/28; APPLY/KNOW ACCOUNTING= 4/5; IMPART=41/43. The gap was closed for communication and problem solving at final assessment point, but remains open and variable for the KNOW assessments in particular.</p>
<ul style="list-style-type: none"> Benchmark, evaluate, and redesign (where appropriate) the curriculum to include standard business curricula; incorporate key 	<p>100% compliance with ACBSP standards and 85% satisfaction of</p>	<p>1.6, 2.3</p>	<p>In 2013-14, revised AS/BS in Business and BS in Accounting to implement the new gen ed and bring programs in</p>

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
<p>areas identified by stakeholders; and identify niche areas</p>	<p>selected key stakeholders</p>		<p>compliance with BOG policy of 60 hours devoted to the major which comply 100% with ACBSP standards.</p> <p>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.</p> <p>In 2015-16, revised the concentration core in management, and finance and economics; proposed a restructure of MIS into Data Intelligence; made minor changes to add new courses that were approved since the last checksheet revisions; collaborated with Amsterdam UAS Netherlands in joint lecture and Centria UAS Finland in joint online module; added the Entrepreneurship Concentration at Clearfield; and brought AS in Business Administration into compliance with the Statewide Articulation Agreement.</p>

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 (2015-16)				
<ul style="list-style-type: none"> Collaborate with Downtown Lock Haven on experiential learning and the development of local student employment 	Researched possibilities for experiential learning and employment in downtown	1.1	Jensen	Delayed initiative until next academic year with the intent to work with the Summer Education Committee.
<ul style="list-style-type: none"> Integrate experiential learning into courses (e.g., ECON410) 	Increased number of courses/students with experiential learning opportunities	1.1	All faculty	Integrated both the Business Pitch (MANG317 = 34 entries and 68 students) and Business Plan Competitions (MANG350 = 35 entries and 68 students) which resulted in the top 3 finishers in the Pitch and a top 10–qualifier in the Plan competitions. Integrated the collaborative online international module with Finland (n=46 students).
<ul style="list-style-type: none"> Identify at least two ELC lecture series speakers for 2015-16 	Held two lectures per AY	1.	Myers	Held one ELC Lecturer (n=119) in spring only since the fall alumni panel (n=95) included six alumni.
<ul style="list-style-type: none"> Hold student social for freshmen possibly earlier in semester (e.g., September) 	Held one student social in September targeting	1.3	Kurzynski, Obenreder	Held the Social in September as

Action	Outcome Measure	Link to USP	Responsibility	Results
	freshmen			suggested (n= 153 students and 2 alumni speakers).
<ul style="list-style-type: none"> Host a young alumni panel session possibly targeted to sophomores associated with ACCT115/MRKT200 	Held one young alumni panel in the fall that targets the sophomore class	5.4	Lloyd, Jensen, Myers	Hosted two-day event with six young alumni who spoke to 95 attendees in an evening panel and served as in-class guest lecturers and business professionals at the Senior Reception. Developed a feature piece for the business and accounting web sites highlighting two of these alumni, one in each program.
<ul style="list-style-type: none"> Participate in the Business Pitch Competition in collaboration with the Small Business Development Center 	Enrolled 100% of students in MANG317 and completed pitch assignment	1.1	Sakchutchawarn	Completed 34 pitch (n=68 students) entries and competed amidst a pool of 42 entrants with LHU students qualifying as 8 of the top 10 finalists and winning the top three awards which included a cash award. http://www.lhup.edu/colleges/Business_Information/business_computerscience/Business%2

Action	Outcome Measure	Link to USP	Responsibility	Results
				0Pitch%20Competition.html
<ul style="list-style-type: none"> Involve students in PASSHE Business Plan Competition (recruit/retain) 	Submit 6-8 student entries	1.1	Kurzynski, Sakchutchawarn	Submitted 35 business plans (n=68 students) and of the 223 participants statewide, one LHU team was selected as a top 10 finalist.
<ul style="list-style-type: none"> Consider ways to improve the internship process and availability 	Posted web site describing process and linking forms; Developed inventory of internship	1.1	All faculty	Created a page on the department's web site that includes eligibility criteria, forms, and information, and also features two student interns. http://www.lhup.edu/colleges/Business_Information/business_computer_science/internships.html . A list of sites is maintained by the Dean's office and made available to all on staffapps
<ul style="list-style-type: none"> Explore ways for students to gain greater exposure to CPA exam questions 	Conducted review of material in preparation for exam	1.2	Garey	Formed CPA Prep Club (n= about 25 students) which uses the CPA prep course material and competitions to prepare students for the exam.

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<ul style="list-style-type: none"> Develop a LinkedIn assignment in MRKT200 at the sophomore level so students have site in place and evaluated before applying for internship 	Developed assignment for all MRKT200 students	5.5	Jensen	Developed and assigned the LinkedIn activity for MRKT200 and extended the alumni group size to 243 members and growing.

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. 	Increased network partners by 10% beyond 76 internship sites	1.1	<p>Met with First Quality and toured their facility, Met with CNB Bank, Organized Keynote Address (Mr. Gary Macioce, President of Penn Highlands Hospital) for ClearFIELD DAY, and received notices from numerous sites that were posted with Career Services. MOAs = 93 current sites in SP14, =125 SP15, =147 SP16</p> <p>Documented outcomes that include 20 types of activities/100 events/ 4,213 student participants in this three-year period.</p>
<ul style="list-style-type: none"> Increase the percent of eligible students completing internships (credit and non-credit bearing) 	Increased internship completion by 10% (30 internships 11-12/401 students EOT 2012)	1.1	<p>Increased percent of participation of the last three years. Must wait until 2016 EOT and summer sessions (completions) to calculate this year's data</p> <p>2010-11 = 38/404 EOT (9.5%)</p>

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
			2011-12 = 28/401 EOT (7.0%) 2012-13 = 23/408 EOT (5.6%) 2013-14 = 35/465 EOT (7.5%) 2014-15 = 37/455 EOT (8.1%) 2015-16 = requires summer completions
<ul style="list-style-type: none"> Identify resources to fund a business laboratory and/or incubator 	Developed a proposal with cost estimates, identified alternative funding sources, submitted proposal	1.1	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.
<ul style="list-style-type: none"> Annually sponsor at least five extra- and/or co-curricular lectures/speakers and professional activities with business leaders 	Held at least five activities each AY	1.1	Exceeded target. In 2013-2016, held six Senior Receptions, three Fall Socials, six Business Etiquette Luncheons, three Business Hall of Fame Panel Discussions, one Young Alumni Panel, and five ELC Lecture Series Speakers. Hosted 12 in-class speakers across various courses in 2013-14, 19 in 2014-15, 29 in 2015-16
<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	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. 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

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
			<p>plan and through those efforts and our own discussions.</p> <p>Targeted sophomore students with the Young Alumni Panel to help provide insight about professionalism and realistic expectations from recent alumni in the field.</p>
<ul style="list-style-type: none"> Increase involvement of student organizations and groups in at least two events annually 	Held at least two events annually	1.2	<p>AKPsi participated in BHOF Panel, BHOF luncheon and unveiling, Fall Student Social, Academic Preview Days (2013-14), Orientation, Open House, Zumba-thon, and Thanksgiving Social at Dr. Myers's home (2013-14).</p> <p>Also, established an Investment Club (2013), CPA Prep Club (2015), and Student Advisory Board (2015) 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 (2015-16)				
<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	Delivered jointly the Freshmen orientation which combined student-led activities and introduced freshmen to faculty and the majors.

Action	Outcome Measure	Link to USP	Responsibility	Results
<ul style="list-style-type: none"> Participate in learning communities for both accounting and business through MANG105 pairings 	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 (=65%)	1.3	Myers, Obenreder	Participated in learning communities using MANG105 for both majors. Also, added <i>Your College Experience</i> text and 11 quizzes on the text, Excel exercise on grade calculation, ongoing exercise for understanding income statements, Celebration of Scholarship assignment, one session on advising
<ul style="list-style-type: none"> Conduct group advising sessions targeted to first-year students 	Increased student participation and success in registration and advising; increased response on advising survey to 86-88%	1.3	Kurzynski	Eliminated this initiative since MANG105 now incorporates content to familiarize freshmen with MyHaven and the advising process.
<ul style="list-style-type: none"> Discuss at department/curriculum meeting advising questions especially relating to new general education and program changes 	Increased student participation and success in registration and advising; increased response on advising survey to 86-88%	1.	All faculty	Kept advising as an agenda item for meetings and clarified questions relating to registration, general education, internships, schedules, substitutions, etc.

Action	Outcome Measure	Link to USP	Responsibility	Results
<ul style="list-style-type: none"> Continue to work with the Dean on Case Statements for the Capital Campaign. 	Case statement developed and submitted to the LHU Foundation for consideration	1.1	Myers	Continued to work with the Dean in the area of development, but shifted focus to implementing requirements from the Poorman gift, especially relating to an Entrepreneurship Minor and considering some ideas for a finance lab.
<ul style="list-style-type: none"> Consult with the Dean on finding a space where majors can congregate, socialize, collaborate 	Met target enrollment and retention rates.	1.6	Myers	Raised the subject matter with the Student Advisory Board who was not concerned about having such a space. Renovations to first floor will change space for gathering as well.
<ul style="list-style-type: none"> Create Student Advisory Board (8-10 members) with whom faculty can consult 	Hold September event, Collected feedback to select and implement additional ways to retain students in the Programs.	1.2, 1.6	All faculty	Created a 12-member Board, held spring and fall meetings, and discussed such topics as professional development activities, social events (department picnic and a game night), student clubs, mentoring, web

Action	Outcome Measure	Link to USP	Responsibility	Results
				content, common areas, student surveys, newsletter and communication, and onboarding process for the Board.

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"> 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 (3) 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"> 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, listing meetings on Calendar of Events on department's web site, and hosting the

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
			<p>Business Hall of Fame. Also, hosted AKPsi Social at Myers's house in November.</p> <p>Created Student Advisory Board and at their suggestion, reinstated the year-end department picnic which included about 100 students.</p>

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 (2015-16)				
<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	Revised the staffing and course rotation plan to align with new curriculum
<ul style="list-style-type: none"> Request 1.0 FTE for accounting coverage and release for teaching graduate level courses 	Received approval and hired 1.0 FTEF to staff course rotation of UG and Grad courses	3.	Myers/ Neun	Requested, but was denied an FTE in accounting.
<ul style="list-style-type: none"> Maintain student/faculty ratio 	In-Program student faculty ratio remains equal to or lower than	3.	All faculty	Increased ratio especially in comparison due to

	University ratio (21 to 1)			more students in the program and fewer students at the University overall: 11-12, 21.8 v. 20.4 (u) 12-13, 21.0 v. 19.0 (u) 13-14, 22.2 v. 19.0 (u) 14-15, 23.0 v. 18.7 (u)
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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 	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	3.	<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%; 2014-15=84%; 2015-16=85%), although qualitative survey results include several comments about lack of electives and course availability. The student/faculty ratio remains constant, but above the University average.</p> <p>Submitted line requests for staffing needs;</p>

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
			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 and 2015-16 accounting requests.
<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	3.1, 3.2	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. In 2015-16, generated a total of 7998.0 credit hours, 92% of which were taught by AQ faculty and 100% taught by AQ/PQ.

Objective 2: Promote scholarly growth, professional, and intellectual activities

Action	Outcome Measure	Link to USP	Responsibility	Results
Short-term Actions (2015-16)				
<ul style="list-style-type: none"> Investigate opportunities to share resources across PASSHE, possibly starting by cross listing economics with Mansfield 	Conducted research and identified relevant opportunities	5.4	All faculty, Neun	Discussed the topic with the Dean, but nothing formal was done in this area.
<ul style="list-style-type: none"> Coordinate with TLC to sponsor a faculty lecture series and consider online TLC offerings 	Consulted with Director of the TLC to determine interest in a faculty	3.2	Berrios	Conducted one TLC session based on the Program's Going

Action	Outcome Measure	Link to USP	Responsibility	Results
	lecture series			Global Grant.
<ul style="list-style-type: none"> Request funding at least to provide \$300/faculty for travel and professional development 	Received funding to fill gap left from FPDF		Myers	Requested \$1,500 above the \$300/faculty member that the Dean now provides this year.
<ul style="list-style-type: none"> 75% of tenured/tenure-track faculty to participate in at least one scholarly or professional development activity each academic year (ADMIN: Scholarly/Professional Growth) 	75% participation (depending on resource availability)	3.2,3	All faculty	Met goal with 75% of Program Faculty participating in at least one scholarly activity (n=34) and professional development activity (n=36)
<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 75% of Program Faculty participating in at least one scholarly activity (n=34) and professional development activity (n=36)
<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 32 related to professional development (from Table 5.6). 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). In 2015-16, 34 faculty activities related to scholarly activity including interactions with business and industry, and 36 related to professional development</p> <p>Additional business and industry interaction includes ECON, MANG, MRKT, and ACCT internships, PartnerED, senior receptions, the Business Hall of Fame, Leadership Symposium, ELC Lecture Series, Special Projects (e.g., Susquehanna Greenways Partnership, Marketing projects), alumni panel, 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 	Identified potential resources and made request; increase Foundation Fund Account Receipts by 5%; Increase travel	5.5, 3.0	Received less funds in the prior two years for travel, but this year received \$3,911 (FPDF/TLC) in addition to \$300/faculty now funded by the Dean. Received \$500 Alumni Lecture Series Funding.

	funding by 5%		<p>Received Going Global Grant which provided \$2,000 in travel funds for professional development of collaborative, international ventures.</p> <p>Were direct recipients of funds from the Poorman gift that named the College, but provided seed funding for a Student Investment Fund, Scholar-in-Residence Program, and an Entrepreneurial Studies Minor totaling about \$80,000 from the donor not including any LHUF match.</p> <p>The Foundation Progress Fund remains around \$20,000 and Business Advisory Fund \$8,000 after successfully funding student and alumni events this academic year. These end-of-year balances are down slightly, but reflect spending down of some gifts that were given for projects.</p>
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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 (2015-16)				
<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	Benchmarked concentrations, but have not identified separate funding needs for each concentration.

Action	Outcome Measure	Link to USP	Responsibility	Results
<ul style="list-style-type: none"> Review all data collection instruments and implement 2015-16 student/stakeholder assessments 	Met targets stated in plan or develop actions to address deficiencies	1.6	All faculty	Reviewed all data collection instruments at either the Business Advisory Board or Student Advisory Board meetings and have considered minor changes to the instruments.
<ul style="list-style-type: none"> Work with PR and Admissions to update web site, signage and news items. Consider using students advisory board for input 	Updated web and submitted at least 6 news items, Met enrollment targets	2.5	Myers	Took several photos at events and forwarded those photos to Admissions for their materials. Updated web site to include more photos and action-oriented presence. Requested new Admissions signage for open house based on discussion in department meeting.
<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	Increased the number of members in the Business Alumni Group of LinkedIn through MRKT200 and MANG475 assignments. Developed a plan to enhance use of LinkedIn by including

Action	Outcome Measure	Link to USP	Responsibility	Results
				such items as job posts, newsletter, and events. We will send information to alumni and internship sites.
<ul style="list-style-type: none"> • Include senior students who have completed internships/independent studies in Open House 	Had at least one student participate in open house each session	2.	All faculty	Included student presentations at each of the 5 open houses for which the student provided information on clubs, internships, experiential learning, advising, and more.
<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% declare business.	2.	All faculty	Assigned all exploratory studies students with interest in business to a program advisor.
<ul style="list-style-type: none"> • Collect data for ACBSP QA Report according to guidelines 	Report submitted and accepted without issue	2.5	Myers, LLoyd	Collected data and drafted report which will be submitted in the fall as required.
<ul style="list-style-type: none"> • Send letters to alumni who responded to alumni survey with interest in serving the Program 	Sent letters in conjunction with Alumni Office	5.4	Myers	In conjunction with the alumni office, sent letters to all alumni who expressed interest in serving the Program.
<ul style="list-style-type: none"> • Consider surveying employers as an additional stakeholder assessment starting with employers reported in the Career Services Survey and large local employers (e.g., JSSB and First Quality) 	Received feedback about effectiveness of program and developed action items to address deficiencies	5.	Jensen and all faculty for action items	Drafted a survey and identifying such sources as Downtown Lock Haven for survey distribution list.

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"> Increase enrollment to targets prescribed in the enrollment management plan (ADMIN: Enrollment) 	Spring EOT total enrollment equals 428 with 90 graduates, 133 new admits, and 100 transfers (Programs combined)	2.1	Enrollment remained above expectations with spring 2013 EOT up to 408 (up from 404 in 2012), spring 2014 EOT at 465, spring 2015 at 45, and spring 2016 at 437. Even with decline in last two years, the enrollment remains above expectations, but resulted from fewer enrollments and transfers, but also fewer graduates in some years.
<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 24 articles on the accreditation, Fall Student Social (2), Poorman Scholarship, Poorman gift, ELC Lectures (4), Business Hall of Fame (5), Zumba-thon (5), Pitch Competition (1), Business Plan Competition (1), C-Suite Leadership Symposium (1), ClearFIELD Day (1),</p> <p>Updated web on ongoing basis, added calendar of events, moved Business Hall of Fame over to new site, featured a recent alumnus on each program page, removed text from home page, added photos/links to stories, and added pages on internships, Entrepreneurial Leadership Center, and Student events within the Students in Action page, some of which incorporated feedback from the student advisory board.</p>

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
			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.
<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, stackable credentials and certificates, 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 Accounting Information Systems and International Business, job search skills and career services offerings, and adding networking events.</p> <p>Had Student and Business Advisory Boards review the survey instruments for which they are a key stakeholders, and will</p>

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
			implement an internship self-assessment as a result.
<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	<p>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.</p> <p>In 2016, learned new platform for submission and submitted QA report.</p>
<ul style="list-style-type: none"> Identify ways to promote faculty accomplishments 	Physical and web recognition established	2.5	Submitted 24 articles as listed above. 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.

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
<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 MRKT200 and MANG475 to begin establishing connections with recent graduates which asks them to join the LHU Business & Accounting Group (n= 243 members).

Objective 2: Serve the community

Action	Outcome Measure	Link to USP	Responsibility	Results
Short-term Actions (2015-16)				
<ul style="list-style-type: none"> Conduct faculty-led workshops in conjunction with SBDC 	Collaborated with SBDC to deliver at least one workshop	5.4	Sakchutchawarn	In conjunction with Dean and Business Hall of Fame, held the 2016 Leadership Symposium for 69 participants for which we partnered with sponsor, Fulton Bank.
<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	All faculty	Reported 100% faculty served in some capacity (usually many) throughout the academic year
Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date	
Long-term Actions (2008-2013)				
<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 129 in (2015-16) 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 , 2015-16 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	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	

	<p>participate in projects, etc. annually; serve 25 businesses annually</p>	<p>(PartnerED), had 76 students serving 21 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>In 2015-16, one student presented on Asset-Based Entrepreneurial Development Workshop, an event organized by the Susquehanna Greenway Partnership, Williamsport and one student Senior student Emily Weight worked on the River Town project conducting user intercept surveys and participating in community assessments to identify visitor needs.</p> <p>Documented in 2013-14, 2014-15, 2015-16 Annual Report Appendices.</p> <p>In 2015-16, 3 students assisted 23 clients (businesses) through the SBDC.</p>
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