

Strategic Plan Action Plan and Progress Report 2016-17

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 (2016-17)				
<ul style="list-style-type: none"> Update cycle of syllabi review schedule for 2016-17, 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, Everett, Lloyd, Huegler, Kurzynski, Sakchutchawarn	In 2016-17, submitted all remaining curricular proposals for 100% compliance in assuring all syllabi have been updated within the last five years, 3 recent revisions to the Program check sheet (with new track in Business Intelligence, BS, Health Care Management, AS, and new entrepreneurship minor), and two new courses (FINA6XX and MANG3XX).
<ul style="list-style-type: none"> Implement action items identified as a result of assessment data on Figure 4.3: Table for Program Improvements from Student Learning Outcomes 	Data analyzed, actions identified, and 85-100% implementation (dependent upon emerging circumstances and resources)	1.6	All faculty as outlined in Assessment Plan	Worked on implementing KNOW assessments, applied new criteria in IMPART, and transitioned to new rubrics. Met 85-100%

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
				implementation and made 26 changes to address various competencies in the core and 3 changes in the concentrations.
<ul style="list-style-type: none"> Implement assessment plan and assure assessment data for any 90 section of an assessment plan course is assessed every time it is offered despite the rotation in the assessment plan 	Collected and analyzed data in the plan and all 90 sections	1.6	All Faculty - Retreat	Submitted data for 90 sections and can be viewed on the Location Comparison charts.
<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	Developed several ways in which to view gap analysis including a view by overall, area, and objective which shows a positive trend.
<ul style="list-style-type: none"> Assess impact of MANG105, ACCT110 changes on learning outcomes with some comparative analyses and pre-/post-tests and set targets 	Improved student learning outcomes to established target	1.3	Myers, Obenreder, Garey, Everett	Conducted pre-/post-test in ACCT110.
<ul style="list-style-type: none"> Collaborate with an international partner in joint delivery/assignments/programs 	Delivered At least one joint		Garey	Had 20 LHU students and 30 international students participate in ACCT435 in a joint, international assignment as part of a collaboration between Dr. Regan Garey and Dr. Simone Maier of the International Business Program, DHBW, Heidenheim, Germany.

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
<ul style="list-style-type: none"> Increase the integration of technology in the curriculum including (e.g., more Excel and discipline-specific software) 	Increased number of assignments using technologies		All faculty	Introduced several Excel worksheets and concepts including pivot tables, @Vlookup, linear programming, and regression in ACCT215. ACCT335/ACCT340 used Excel for time value of money. MRKT305 used for direct response optimization.
<ul style="list-style-type: none"> Expand rationale for the Entrepreneurship Minor (e.g., gap analysis) with the Program Alignment Toolkit and submit curricular proposal 	Developed curricular proposal		Jensen and subcommittee	Developed the Minor Proposal and submitted to CCC, but will require new syllabi proposals before moving forward.
<ul style="list-style-type: none"> Create concentration in business intelligence to replace the MIS concentration 	Developed curricular proposals		Huegler	Developed the Business Intelligence Concentration Proposal and received approval at CIS in May.
<ul style="list-style-type: none"> Have underclassmen and upperclassmen participate in COS; consider offering ECON presentations at a time later in the day. 	Gave assignment in lower division classes for attending business sessions		Obenreder, Lloyd, Jensen, Garey, Berrios, Kurzynski, Myers	Had 67 MANG475 students present posters; 18 ECON355 students gave presentations; and MANG105 students were assigned to attend COS. ACCT115 students attended one session and submitted a write-up. MANG369

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
				CLFD students presented posters at ClearFIELD Day.
<ul style="list-style-type: none"> Consider tying performance on MFT to grade and take point deduction for poor performance. 	Restructured course		Myers	Restructured MANG475 course timeline to administer the test earlier and link average score to national/university average in terms of counting toward grade.
<ul style="list-style-type: none"> Have students self-assess their internship using a modified version of the internship evaluation form 	Developed assessment and had interns complete		All faculty	Developed and administered internship self-assessment for 2016-17.
<ul style="list-style-type: none"> Evaluate and propose a revised curriculum for economics and finance 	Developed curricular proposal		Everett, Berrios	Evaluated and proposed a major with three tracks (economics, finance, and risk management), but on hold due to departure of finance faculty.

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 (dependent upon emerging circumstances and funding levels)	2.3	Completed 63 (9=2013-14; 15=2014-15; 22=2015-16, 17=2016-17) course curricular proposals to meet 100% completion. In 2013-14, received approval for two new courses (MRKT405 and MANG360), 2 MRKT revisions, 4

			<p>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). In 2016-17, submitted all remaining proposals for 100% completion in 5 years including MANG, 5 ACCT, 5 ECON, 1 ECON moratorium, 2 Program check sheet revisions (with new track in Business Intelligence, BS, and Health Care Management, AS), and two new courses (FINA6XX and MANG3XX).</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) 	<p>100% of assessments implemented (unless revised/eliminated due to circumstances)</p>	<p>1.6</p>	<p>Implemented fully the assessment plan and held 4 Program Retreats which led to 106 (24 in 2013/4, 24 in 2014/5, 32 in 2015/6, 26 in 2016/7) changes to the core and 18 (4 in 2013/4, 5 in 2014/5, 6 in 2015/6, 3 in 2016/7) 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, 407</p>

			<p>in 2015, 440 in 2016); total assessment points (11,690 in 2013, 417 in 2014, 5601 in 2015, 7739 in 2016); core assessment points (11,230 in 2013, 6,615 in 2014, 5158 in 2015, 7267 in 2016); and concentration assessment points (736 in 2013/1,170 in 2014, 1099 in 2015, 908 in 2016)].</p> <p>Implemented changes to the continuous improvement (assessment) processes since implementation of 2013-18 strategic plan including 15 changes to stakeholder assessments, 10 to learning outcomes assessments, and 6 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 	Close gap by 50-100% depending on objective and competency as defined in assessment plan	1.6	The data analysis shows that the gap has been closed by at least 50% for all areas and most objectives..
<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 stakeholders	1.6, 2.3	<p>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.</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</p>

			<p>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> <p>In 2016-17, developed Business Intelligence Track and created a new course for it, took over the Healthcare Management Track of the Health Professions Degree, placed it moratorium, and created a new track for the AS in Business, and collaborated with partner in Germany for a joint international assignment.</p>
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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 (2016-17)				

Action	Outcome Measure	Link to USP	Responsibility	Results
<ul style="list-style-type: none"> Collaborate with Downtown Lock Haven on experiential learning and the development of local student employment 	<p>Researched possibilities for experiential learning and employment in downtown</p>		Jensen	<p>Same as listed in next row below.</p>
<ul style="list-style-type: none"> Integrate experiential learning into courses 	<p>Increased number of courses/students with experiential learning opportunities</p>		All faculty	<p>Integrated both the Business Pitch and Business Plan Competitions into MANG317 (n=12 entries and 43 students) with 2nd and 3rd place winners in the Pitch Competition and a Semi-Finalist in the PASSHE Plan Competition; had 33 students in ACCT335 tour Baker Tilly CPA firm in Williamsport; had 44 students create 4-minute marketing videos plus 10-second clips for 10 local non-profits and businesses. One of those videos is currently the leading video for the local Visitor's Center. Also 31 students created 6 research studies for local non-profits analyzing how they could each</p>

Action	Outcome Measure	Link to USP	Responsibility	Results
				increase funding through online & in-person gift shops. Included were the CC Historical Society, the CC Visitor's Bureau, Milbrook Playhouse, Piper Museum, Renovo's Flaming Foliage, and the Harger Veterans Foundation.
<ul style="list-style-type: none"> Identify at least one ELC lecture series speaker for 2016-17 	Held at least one lecture per AY	1.	Myers	Held ELC fall lecture with Susan Myers (n=174)
<ul style="list-style-type: none"> Hold at least one student social activity (e.g., game night in first two weeks of school), which would not include the mentoring component (purely social) 	Held one student social activity		Kurzynski, Obenreder New Student Advisory Board	Held Game Night (n=20 students) and the New Student Social (n= 91 new students and 32 upperclassmen)
<ul style="list-style-type: none"> Host a young alumni panel session targeted to sophomores associated with ACCT115/MRKT200 	Held one young alumni panel in the fall that targets the sophomore class		Lloyd, Jensen, Myers	Hosted event with five young alumni who spoke to 87 attendees in an afternoon panel and served as in-class guest lecturers and business professionals at the Senior Reception. Developed news article for new student newsletter.
<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		Kurzynski	Integrated both the Business Pitch and Business Plan

Action	Outcome Measure	Link to USP	Responsibility	Results
	completed pitch assignment			Competitions into MANG317 (n=12 entries and 43 students) with 2 nd and 3 rd place winners in the Pitch Competition and a Semi-Finalist in the PASSHE Plan Competition.
<ul style="list-style-type: none"> Involve students in the PASSHE Business Plan Competition (recruit/retain) 	Submit 6-8 student entries		Kurzynski	See above
<ul style="list-style-type: none"> Standardize grading criteria for internships to eliminate variability among professors 	Posted common criteria on the web site and used common language for internship application.		All faculty	Posted common criteria on the web site along with important information on internships. URLs were created for both on-site supervisor and student self-evaluations.
<ul style="list-style-type: none"> Explore ways for students to gain greater exposure to CPAs in the field 	Developed activity/class session with CPAs		Garey	Had 25 students participate in the CPA Prep Club and attended sessions led by a local CPA about the CPA exam. In addition, an LHU alumnus now employed by a CPA firm in Maryland, joined a meeting via tele-conference.

Action	Outcome Measure	Link to USP	Responsibility	Results
<ul style="list-style-type: none"> Explore content and resources needed to provide financial literacy to business and accounting students 	Hold at least one activity/class session that delivers the financial literacy content		Everett	No progress
<ul style="list-style-type: none"> Require students, especially freshmen, to review the web site at the beginning of each semester, link it in syllabi, and send an email to all majors asking them to review the site for upcoming activities 	Integrated assignment into courses, included link in syllabi, sent at least one email at the beginning of the semester		All faculty	Sent emails to all majors about reviewing the web site.
<ul style="list-style-type: none"> Improve preparation for Senior Reception by possibly incorporating a recent graduate return to provide advice, require a more specific set of questions in the field they are pursuing, and practice handshakes and eye contact. 	Redeveloped some of the preparatory aspects of the course		Myers	Integrated recent graduate into the fall sessions, but not spring. However, the spring students were required to complete and submit prior to the reception answers to 5 targeted questions. Feedback from the instructor was provided to each individual student. Handshakes and eye contact were practiced.

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"> Build network of regional businesses and alumni willing to participate in such learning 	Increased network partners by 10% beyond 76 internship sites	1.1	Met with First Quality and toured their facility, Met with CNB Bank, Organized Keynote Address (Mr. Gary Macioce,

<p>activities as internships, course-embedded projects, classroom lecturers, etc.</p>			<p>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, =133 SP17.</p> <p>Extended outreach for the senior reception and invited additional alumni and business persons.</p> <p>Documented outcomes that include 22 types of activities/146 events/5,743 student participants in this four-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% (30 internships 11-12/401 students EOT 2012)</p>	<p>1.1</p>	<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%) 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 = 50/437 EOT (11.44%) 2016-17 = requires summer completions</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>	<p>1.1</p>	<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>	<p>1.1</p>	<p>Exceeded target. In 2013-2016, held six Senior Receptions, three Fall Socials, six Business Etiquette Luncheons, three Business Hall of Fame Panel Discussions,</p>

			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, 23 in 2016-17.
<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 and in 2016, invited MaryJo Campana to curriculum meeting to discuss integrating services and understand the issues she covers. University formed a group to review 4-yr professional development 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. The CPA Prep club meetings with CPAs in the field, Business Hall of Fame Panels, and ELC Lecturers also provide insight about the profession.</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	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). Also, established an Investment Club (2013), CPA Prep Club (2015), and Student Advisory Board (2015) to give guidance on how to involve students.
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Objective 3: Increase retention rates to 65 percent through support programs and processes

Action	Outcome Measure	Link to USP	Responsibility	Results
Short-term Actions (2016-17)				
<ul style="list-style-type: none"> Increase student/student and student/faculty interaction in new student orientation and other social events with potential involvement of Alpha Kappa Psi or student groups 	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. Game Night and the New Student Social also provided opportunities.
<ul style="list-style-type: none"> Participate in learning communities for both accounting and business through MANG105 and ACCT110 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 and ACCT110 pairings. Increased in-major retention rates to 66.7% for business and 64.7% for accounting for an

Action	Outcome Measure	Link to USP	Responsibility	Results
				overall in-major retention of 66%.
<ul style="list-style-type: none"> Develop a mentoring program by pairing ACCT110 learning community/ACCT335 and MANG105 learning community and non-accounting majors/MANG320 to develop an assignment required by both students in both classes within the pairing 	Developed program and assignment		Garey, Kurzynski, Obenreder	Implemented mentoring in the MANG105 and ACCT110 course pairings with upper level courses.
<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 on case statements for such items as business and computer labs.
<ul style="list-style-type: none"> Appoint Student Advisory Board and Business Advisory Board student members to replace those who graduated, and hold a fall and spring meeting 	Replaced full board and met each semester		Myers	Appointed new members, held three meetings, Game Night, Christmas Party, created a newsletter, and explored possibilities of social club.
<ul style="list-style-type: none"> Explore resources to better support URM and disadvantaged students which may include contacting the Center for Inclusion and Excellence 	Identified possible actions to support these groups		Garey/Berrios	No progress
<ul style="list-style-type: none"> Benchmark Admissions criteria against internal and external programs to consider revising the Program's criteria 	Collected data and determined if change is warranted			No progress/eliminate

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 (4) 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, added scholarships, and significantly enhanced the mentoring component with the MANG105/320 and ACCT110/335 course pairings.
<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	<p>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 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, and in 2016-17, held three</p>

			meetings, Game Night, Christmas Party, created a newsletter, and explored possibilities of social club.
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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 (2016-17)				
<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 staffing and course rotation, but due to unexpected vacancies, several faculty worked overload.
<ul style="list-style-type: none"> Request 2.5 FTE for economics, entrepreneurship, accounting, and finance coverage and release for teaching graduate level courses 	Received approval and hired 1.0 FTEF to staff course rotation of UG and Grad courses		Jensen, Everett	Requested 2.5 FTE and received 2.375 to cover courses.
<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)		All faculty	Increased ratio especially in comparison due to 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) 15-16, 22.3 v. 18.14 (u) 16-17 22.5 v.
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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"> 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 remains around the target of 85% (2013-14 = 85%; 2014-15=84%; 2015-16=85%; 2016-17=82%), 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; Hired two, academically-qualified (AQ),</p>

			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. With the departure of the 2015-16 hires and our finance faculty member, and fall 2017 AWL, were granted three temp and one tenure-track line.
<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		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. In 2016-17, generated a total of 7448 credit hours 94% 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 (2016-17)				
<ul style="list-style-type: none"> Request funding above \$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

Action	Outcome Measure	Link to USP	Responsibility	Results
				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=19) and professional development activity (n=31)
<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=19) and professional development activity (n=31)
<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	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).	

			<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>In 2015-16, 34 faculty activities related to scholarly activity including interactions with business and industry, and 55 related to professional development. In 2016-17, 19 faculty activities related to scholarly activity including interactions with business and industry, and 31 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, Business/Alumni Strategic Planning Session.</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>	<p>5.5, 3.0</p>	<p>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.</p>

			<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 (2016-17)				
<ul style="list-style-type: none"> Develop/administer employer survey 	Collected and analyzed employer data		Jensen, Myers	Completed survey and need to administer local businesses.
<ul style="list-style-type: none"> Work with PR and Admissions to update materials, web site, and news items 	Updated web and submitted at least 6 news items	2.5	Myers, Jensen	Submitted 10 articles

<ul style="list-style-type: none"> Recruit student intern/EL/student worker to write news releases (e.g., submit student and faculty success stories to PR for various publications), create a newsletter for the majors (e.g., feature events, faculty highlights, and news), and help implement social networking plan using LinkedIn (e.g., share job posts, newsletters, and events). 	Distributed two newsletters and posts to LinkedIn, at least six news releases, and in the AY		Jensen	Created and distributed two newsletters. Was not able to post jobs/news on LinkedIn and couldn't get Career Services to provide a feed.
<ul style="list-style-type: none"> Work with new Career Services Director and explore options of ideas to integrate into curricular and co-curricular activities 	Meet with Director		Kurzynski, Myers	Met with the Career Services Director to discuss programming opportunities and collaboration, and had the director attend a program and a business advisory board meeting. ACCT335 did group interviews during class.
<ul style="list-style-type: none"> Include senior students who have completed internships/independent studies in Open House, Orientation, MANG105 	Had at least one student participate in open house each session		All faculty	Senior students were included in either the presentation or table portions of orientation.
<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.		All faculty	Assigned all exploratory studies students with interest in business to a program advisor.
<ul style="list-style-type: none"> Collect data and submit ACBSP QA Report according to guidelines 	Report submitted and accepted without issue	2.5	Myers, Lloyd	Submitted report and received acknowledgement of best practices for Standards 2,3,and 5, and no recommendations.

<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		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"> Send out news release of Senior Reception in advance of the event which invites the public and provide information to the Economic Partnership for their monthly flier 	Sent releases and invitation and recruit new participants for the events		Myers	Sent releases for both fall and spring events.

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 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 455, and spring 2016 at 437. Even with decline in last two years, the enrollment remains above expectations, but resulting 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	Submitted 35 articles on the accreditation, Fall Student Social (2), Poorman Scholarship, Poorman gift, ELC Lectures (5), Business Hall of Fame (7), Zumbathon (7), Pitch Competition (2), Business Plan Competition (1), C-Suite Leadership Symposium (2), ClearFIELD Day (1), Clearfield Entrepreneurship, Senior Reception (3) and International Collaboration (1).

			<p>Announcements were also included in the Economic Partnership Newsletter on the Senior Reception, ELC Lectures, and Leadership Symposium.</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> <p>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) 	<p>Met or revised targets (See assessment plan) and took corrective action where targets not met</p>	<p>1.6</p>	<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 key stakeholders, and implemented an internship self-assessment as a result.</p>
<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

			<p>acceptance of report with commendations for a best practice on the report.</p> <p>In 2016, learned new platform for submission, submitted QA report, and received acknowledgement of best practices for Standards 2,3,and 5, and no recommendations.</p>
<ul style="list-style-type: none"> Identify ways to promote faculty accomplishments 	Physical and web recognition established	2.5	Submitted 35 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.
<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 (2016-17)				
<ul style="list-style-type: none"> Conduct financial literacy workshops for the general public through the Ross Library 	Delivered at least one workshop in the AY		Everett	Delivered none.
<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	<i>Major Accomplishments for ALL Planning Years to date</i>
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 113 (in 2016-17), 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, 2016-17 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, etc. annually; serve 25 businesses annually	5.4	<p>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 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 worked on</p>

		<p>the River Town project conducting user intercept surveys and participating in community assessments to identify visitor needs; held three lectures/panels (open to community) attended by 348 participants; had 222 students partnered with 21 businesses (PartnerED); had 65 students serving 47 businesses (Marketing Projects); had 3 students assist 23 clients (businesses) through the SBDC; and logged 30 community/professional service activities and 13 consulting activities.</p> <p>In 2016-17, held three lectures (open to community) attended by 373 participants, had 161 students partnered with 24 businesses (PartnerED), had 115 students serving 56 businesses (Marketing Projects), had 1 student assist 9 clients (businesses) through the SBDC, and logged 21 community/professional service activities and 8 consulting activities.</p> <p>Documented in 2013-14, 2014-15, 2015-16, 2016-17 Annual Report Appendices.</p>
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