

# Strategic Plan Action Plan and Progress Report 2017-18

## Goal 1: Provide Quality Educational Experiences

### *Objective 1: Continually improve curricular offerings*

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
<b>Short-term Actions (2017-18)</b>				
<ul style="list-style-type: none"> <li>Update cycle of syllabi review schedule for 2017-18, revise syllabi, and submit to curricular review process</li> </ul>	Updated and completed curricular review process for 85-100% of schedule (dependent upon emerging circumstances and funding levels)	I.1	Berrios, Morozov, Myers, Huegler, Kurzynski, Jensen	In 2017-18, submitted 8/11 syllabi, economics and business minor revisions, and all curricular items for the entrepreneurship minor.
<ul style="list-style-type: none"> <li>Implement action items identified as a result of assessment data on Figure 4.3: Table for Program Improvements from Student Learning Outcomes</li> </ul>	Data analyzed, actions identified, and 85-100% implementation (dependent upon emerging circumstances and resources)	I.1	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% implementation and made 15 changes to address various competencies in the core and 2 changes in the concentrations.
<ul style="list-style-type: none"> <li>Implement assessment plan and assure assessment data for all concentrations and any 90 section of an assessment</li> </ul>	Collected and analyzed data in the plan and all 90 sections	I.1	All Faculty - Retreat	Submitted data for 90 sections and can be viewed on the Location Comparison

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
plan course is assessed every time it is offered despite the rotation in the assessment plan				charts - <a href="http://penguin.lhup.edu/~phuegler/Assessment/">http://penguin.lhup.edu/~phuegler/Assessment/</a> .
<ul style="list-style-type: none"> <li>Conduct a gap analysis to determine trends in closing the performance gap on student learning outcomes assessment</li> </ul>	Developed means for analyzing performance gap	I.1	Huegler, Myers	Generated a detailed report, but work on a summary still needs to be done.
<ul style="list-style-type: none"> <li>Assess impact of MANG105, ACCT110 changes on learning outcomes with some comparative analyses and pre-/post-tests and set targets</li> </ul>	Improved student learning outcomes to established target	I.1	Obenreder, Garey	Eliminated assessment which was found not to be useful.
<ul style="list-style-type: none"> <li>Update 5-year course rotation schedule to include business intelligence, entrepreneurship offerings, and other course offerings to meet the needs of majors within and outside of the department (e.g., economics, finance, accounting)</li> </ul>	Submitted course rotation schedule to Registrar	I.1	All faculty	Updated rotation and submitted information to the Registrar for the academic planner project by the March 2018 deadline.
<ul style="list-style-type: none"> <li>Consider the viability of certificate programs in areas of business and accounting</li> </ul>	Conducted research, reported findings, and decided about moving forward	I.1	All faculty	Delayed work in this area due to higher priority curricular initiatives.
<ul style="list-style-type: none"> <li>Increase the integration of technology in the curriculum including (e.g., more Excel and discipline-specific software) in part by considering an integrated assignment to include application of concepts</li> </ul>	Increased number of assignments using technologies	I.1	All faculty	Added Excel-based assignments in MANG475 (1), MRKT305 (1), MANG325 (6), and MANG350 (5).

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
and technology use across core courses				
<ul style="list-style-type: none"> <li>Collaborate with an international partner in joint delivery/assignments/programs</li> </ul>	Delivered at least one joint program	I.1, IV.1	Garey	Developed a study abroad course and marketed it, but due to insufficient enrollment, it was canceled.
<ul style="list-style-type: none"> <li>Develop syllabi for Entrepreneurship Concentration and Minor</li> </ul>	Received curricular approval for all Entrepreneurship Proposals	I.1	Jensen	Received approval for all curricular items for the minor and all syllabi. The Minor proposal still sits with administration.
<ul style="list-style-type: none"> <li>Have underclassmen and upperclassmen participate in COS; consider offering ECON presentations at a time later in the day.</li> </ul>	Gave assignment in lower division classes for attending business sessions	I.1	Obenreder, Lloyd, Jensen, Garey, Berrios, Kurzynski	Involved 43 MANG475 and 10 MRKT students in poster presentations, and 5 ECON students giving oral presentations; ACCT115 required students to complete a brief summary of a COS session.
<ul style="list-style-type: none"> <li>Have students self-assess their internship using a modified version of the internship evaluation form</li> </ul>	Developed assessment and had interns complete	I.1, IV.1	All faculty	Developed and administered internship self-assessment for 2 years now.
<ul style="list-style-type: none"> <li>Revise business and economics minor</li> </ul>	Received curricular approval Minor Proposals	I.1	Myers	Revised both minors especially to address the change in ECON101/102/103 and received curricular approval.
<ul style="list-style-type: none"> <li>Consider developing a healthcare management concentration for the BS in Business</li> </ul>	Conducted research and presented at Program	I.1	Huegler	Conducted initial research and preliminary proposal for the Dean including proposed curriculum and learning outcomes, course

Action	Outcome Measure and Target	Link to USP	Responsibility	Results
	Curriculum Meeting			descriptions, 8-semester sequence, and budget.
<ul style="list-style-type: none"> <li>Evaluate and propose a revised curriculum for economics and finance</li> </ul>	Developed curricular proposal	I.1	Berrios	Delayed work due to staffing changes.
<ul style="list-style-type: none"> <li>Obtain list of Major Field Test topics, have all faculty raise an awareness about the test by including an announcement in their syllabus that elements of the course will be assessed on the MFT and distributing a list of relevant topics to their discipline</li> </ul>	Provided list to students and posted announcement in syllabi	I.1	All faculty	Obtained list, posted announcement in MANG475 syllabus. The information was provided by some faculty, but look to gain more consistent messaging next year.
<ul style="list-style-type: none"> <li>Increase the use of guest speakers for in-class and out-of-class lectures</li> </ul>	Increased number of guest speakers/lectures	I.1, IV.1	All faculty	Hosted 25 guest speakers in courses MANG, ACCT, and ECON courses.
<ul style="list-style-type: none"> <li>Consider writing assessment for another core class like MANG105</li> </ul>	Developed writing/assignment and assessment	I.1	Obenreder	Delayed until next year.
<ul style="list-style-type: none"> <li>Develop a new assessment objective, criterion, and results for emotional intelligence that could eventually replace group skills</li> </ul>	Conducted research on possibility of this assessment	I.1	Kurzynski/All faculty	Conducted research and benchmarked current assessments used.

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
<b>Long-term Actions (2013-2018)</b>			
<ul style="list-style-type: none"> <li>Update 100% of the department syllabi on a 5-year rotation</li> </ul>	100% completed (dependent upon	I.1	Completed 70 (9=2013-14; 15=2014-15; 22=2015-16, 17=2016-17; 8 in 2017-18)

	emerging circumstances and funding levels)		course curricular proposals 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). 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). In 2017-18, began cycle of syllabi review again with 8/11 syllabi completed, created 6 new syllabi and entrepreneurship minor, placed another ECON course in moratorium, and updated economics and business minor.
<ul style="list-style-type: none"> <li>Fully implement the assessment plan for core and concentration assessments including closing the loop (e.g., including appropriate content and process changes)</li> </ul>	100% of assessments implemented (unless revised/eliminated due to circumstances)	I.1	Implemented fully the assessment plan and held 5 Program Retreats which led to 106 changes to the core (24 in 2013/4, 24 in 2014/5, 32 in 2015/6, 26 in 2016/7; 15

			<p>in 2017/8) and 18 (4 in 2013/4, 5 in 2014/5, 6 in 2015/6, 3 in 2016/7; 2 in 2017/8) 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 in 2015, 440 in 2016; 390 in 2017); total assessment points (11,690 in 2013, 417 in 2014, 5601 in 2015, 7739 in 2016; 5548 in 2017); core assessment points (11,230 in 2013, 6,615 in 2014, 5158 in 2015, 7267 in 2016; 4970 in 2017); and concentration assessment points (736 in 2013/1, 170 in 2014, 1099 in 2015, 908 in 2016; 914 in 2017)].</p> <p>Implemented changes to the continuous improvement (assessment) processes since implementation of 2013-18 strategic plan including 18 changes to stakeholder assessments, 17 to learning outcomes assessments, and 9 for benchmarking and curricular changes.</p>
<ul style="list-style-type: none"> <li>• Close the gap between expectations and student performance on learning outcomes assessment especially for accounting, finance, communication skills, and problem solving</li> </ul>	Close gap by 50-100% depending on objective and competency as defined in assessment plan	I.1	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"> <li>• Benchmark, evaluate, and redesign (where appropriate) the curriculum to include standard business curricula; incorporate</li> </ul>	100% compliance with ACBSP standards and 85% satisfaction of	I.1	In 2013-14, revised AS/BS in Business and BS in Accounting to implement the new gen ed and bring programs in

<p>key 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> <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</p>
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			Germany for a joint international assignment. In 2017-18, received curricular approval for the entrepreneurship minor and syllabi, revised the business and economics minors, developed a study abroad course and marketed it, but due to insufficient enrollment, it was canceled, and added 13 Excel assignments to various courses.
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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
<b>Short-term Actions (2017-18)</b>				
<ul style="list-style-type: none"> <li>Identify at least one ELC lecture series speaker for 2016-17</li> </ul>	Held at least one lecture per AY	I.1, IV.1	Myers	Held ELC fall lecture with Stephen Poorman (n=146).
<ul style="list-style-type: none"> <li>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)</li> </ul>	Held one student social activity	III.1	Kurzynski, Obenreder Student Advisory Board	Held first Business Club Meeting (n=2-students), Holiday Party (n=75 students), Resume Workshop (n=12 students), Movie Night (n=8 students), Interview Prep Workshop (n=7 students), QuickBooks Workshop (n=10 students and 1 professor), Accepted Students Day (n=3 Board members and 45 participants).



Action	Outcome Measure	Link to USP	Responsibility	Results
<ul style="list-style-type: none"> <li>Host a young alumni panel session targeted to sophomores associated with ACCT115/MRKT200</li> </ul>	Held one young alumni panel in the fall that targets the sophomore class	IV.1	Lloyd, Jensen, Myers	Hosted event with four young alumni who spoke to 67 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"> <li>Hold an initial Business/Accounting Club meeting to determine interest in the club participation (this may serve as the social activity listed above)</li> </ul>	Held initial meeting and follow-up activities as appropriate to interest	I.1, III.1	Myers/Lloyd/Jensen	See above.
<ul style="list-style-type: none"> <li>Participate in the Business Pitch Competition in collaboration with the Small Business Development Center</li> </ul>	Enrolled 100% of students in MANG317 and completed pitch assignment	IV.1	Kurzynski/Martorell	Included in the Business Plan Competition were 4 intents, 3 full submissions, and 1 semi-finalist. The Pitch Competition was canceled.
<ul style="list-style-type: none"> <li>Involve students in the PASSHE Business Plan Competition (recruit/retain)</li> </ul>	Submit 6-8 student entries	IV.1	Kurzynski/Martorell	See above.
<ul style="list-style-type: none"> <li>Explore ways for students to gain greater exposure to CPAs in the field</li> </ul>	Developed activity/class session with CPAs	I.1, IV.1	Garey	Hosted 4 CPAs and took a tour of Baker Tilly.
<ul style="list-style-type: none"> <li>Explore content and resources needed to provide financial literacy to business and accounting students</li> </ul>	Held at least one activity/class session that delivers the financial literacy content	I.1	Morozov	Delivered a session on financial literacy in each FA/SP MANG325 section with guest

Action	Outcome Measure	Link to USP	Responsibility	Results
				lecturers from PSECU and Primerica.
<ul style="list-style-type: none"> <li>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</li> </ul>	Integrated assignment into courses, included link in syllabi, sent at least one email at the beginning of the semester	I.1	All faculty	Sent emails to all majors about reviewing the web site.
<ul style="list-style-type: none"> <li>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.</li> </ul>	Redeveloped some of the preparatory aspects of the course	IV.1	Myers	Revised the preparation session for students, had them develop response to 5 targeted questions and provided feedback on those questions, had them discuss additional questions in class that may serve as a means to differentiate them.
<ul style="list-style-type: none"> <li>Explore the concept of experience credits by first developing a list of topics that should be included</li> </ul>		IV.1	Huegler/All faculty	Moved to next year.

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
<b>Long-term Actions (2013-18)</b>			
<ul style="list-style-type: none"> <li>Build network of regional businesses and alumni willing to participate in such learning activities as internships, course-embedded projects, classroom lecturers, etc.</li> </ul>	Increased network partners by 10% beyond 76 internship sites	IV.1	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

			<p>from numerous sites that were posted with Career Services. MOAs = 93 current sites in SP14, =125 SP15, =147 SP16, =133 SP17; =147 SP18 which almost doubled the network.</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/199 events/6,841 student participants in this five-year period.</p>
<ul style="list-style-type: none"> <li>• Increase the percent of eligible students completing internships (credit and non-credit bearing)</li> </ul>	Increased internship completion by 5%	IV.1	<p>Increased by 4.9% percent of participation of the last five years.</p> <p>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 = 44/420 EOT (10.48%).</p>
<ul style="list-style-type: none"> <li>• Identify resources to fund a business laboratory and/or incubator</li> </ul>	Developed a proposal with cost estimates, identified alternative funding sources, submitted proposal	II.2	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"> <li>• Annually sponsor at least five extra- and/or co-curricular lectures/speakers and professional activities with business leaders</li> </ul>	Held at least five activities each AY	I.1, IV.1	Exceeded target. In 2013-2018, held ten Senior Receptions, five Fall Socials, ten Business Etiquette Luncheons, five Business Hall of Fame Panel Discussions, one Young Alumni Panel, and six 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, 25 in 2017-18

<ul style="list-style-type: none"> <li>Develop a comprehensive means to address such skills as business etiquette and job search skills and such topics as professionalism and realistic expectations</li> </ul>	<p>Plan developed</p>	<p>I.1</p>	<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. Business and Accounting workshop included job search skills.</p>
<ul style="list-style-type: none"> <li>Increase involvement of student organizations and groups in at least two events annually</li> </ul>	<p>Held at least two events annually</p>	<p>I.1, III.1</p>	<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>

			Also, established an Investment Club (2013), CPA Prep Club (2015), Student Advisory Board (2015) including participation in Accepted Students Day and Business & Accounting Club (2017) 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
<b>Short-term Actions (2017-18)</b>				
<ul style="list-style-type: none"> <li>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</li> </ul>	85-100% of faculty and AKPsi representatives and Clearfield student representatives participate in orientation	III.1	Myers	Delivered jointly the Freshmen orientation which combined student-led activities and introduced freshmen to faculty and the majors. Business and Accounting Club initial meeting (on the Commons) and the New Student Social also provided opportunities.
<ul style="list-style-type: none"> <li>Participate in learning communities for both accounting and business through MANG105 and ACCT110 pairings</li> </ul>	Assured 119 aspects are included in MANG105 and increase retention of students in learning community to be comparatively higher than students not in	I.1	Myers, Obenreder	Participated in learning communities using MANG105 and ACCT110 pairings.  Decreased in-major retention rates to 60% for business and 72%

Action	Outcome Measure	Link to USP	Responsibility	Results
	learning community (=65%)			for accounting for an overall in-major retention of 64%.
<ul style="list-style-type: none"> <li>Continue developing 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</li> </ul>	Developed program and assignment	I.1	Garey, Kurzynski, Obenreder	Implemented mentoring in the MANG105 and ACCT110 course pairings with upper level courses and asked Student Advisory Board for feedback as input into next year's event/process.
<ul style="list-style-type: none"> <li>Continue to work with the Dean on Case Statements for the Capital Campaign.</li> </ul>	Developed and submitted Case statements to the LHU Foundation for consideration	II.2	Myers	Continued to work with the Dean on case statements for such items as business and computer labs.
<ul style="list-style-type: none"> <li>Appoint Student Advisory Board and Business Advisory Board student members to replace those who graduated, and hold a fall and spring meeting</li> </ul>	Replaced graduating seniors and met each semester	I.1	Myers	Appointed new members, held two meetings, Christmas Party, and Picnic, and created Business Club which held meetings.
<ul style="list-style-type: none"> <li>Explore resources to better support URM and disadvantaged students which may include contacting the Center for Inclusion and Excellence This may include working with the Minority Retention Committee</li> </ul>	Identified possible actions to support these groups	III.1	Garey/Berrios	Moved to Retreat Agenda to discuss further as strategic action for next year.

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
<b>Long-term Actions (2013-18)</b>			
<ul style="list-style-type: none"> <li>Define essential elements for a successful first-year experience (e.g., orientation, MANG105, mentoring, advising, communications, social)</li> </ul>	Elements identified and 85-100% implementation (dependent upon emerging circumstances and funding levels)	I.1	Piloted and continued participation in learning communities, participated in summer student orientation, revamped fall student orientation and continued to collect feedback, hosted fall social (5) 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"> <li>Promote AKPsi (business fraternity) to students and develop opportunities for social interaction of majors</li> </ul>	Identified three ways in which to support promotion and hold at least one opportunity for social interaction each AY	I.1	<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 (in 2018 Bit of Fit-A-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, Holiday Party, created a newsletter, and explored possibilities of social club. In 2017-18, the Business Club was added and other events continued.
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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
<b>Short-term Actions (2017-18)</b>				
<ul style="list-style-type: none"> <li>Revise staffing plan and five-year course rotation to address areas identified under Goal 1, Objective 1</li> </ul>	Reviewed annually, plan updated, courses delivered with faculty within the standard per term load (12 workload hours/term)	1.2	All faculty	Revised staffing and course rotation, and all but one faculty per semester in load.
<ul style="list-style-type: none"> <li>Request 2.5 FTE for economics, entrepreneurship, accounting, and finance coverage and release for teaching graduate level courses</li> </ul>	Received approval and hired 2.375 FTEF to staff course rotation of UG and Grad courses	1.2	Jensen, Myers	Requested 2.5 FTE and received 2.375 to cover courses.
<ul style="list-style-type: none"> <li>Maintain student/faculty ratio</li> </ul>	In-Program student faculty ratio remains equal to or lower than University ratio (21 to 1)	1.2	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, 22.6 v. 18.14 (u) 16-17 21.3 v. 16.6 (u)
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Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
<b>Long-term Actions (2013-18)</b>			
<ul style="list-style-type: none"> <li>Continually study staffing levels, student enrollment, and course assignments to assure faculty sufficiency</li> </ul>	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	I.2	<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. However, in 2017, both business and esp accounting have experienced significant declines in overall enrollment due to a mix of smaller entering cohorts, larger graduation classes, and higher than usual transfers out. The Spring 2017 Freeze numbers compare with the lower enrollments experienced in 2011 and 2012, but the overall enrollment is lower than it has been in over 10 years.</p> <p>Student satisfaction with course availability of course offerings remains</p>

			<p>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), 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.</p>
<ul style="list-style-type: none"> <li>Maintain levels above the ACBSP standard for credit-hour production in business and accounting courses</li> </ul>	<p>Credit hours delivered during regular academic year are delivered by at least 70% AQ and 90% AQ/PQ faculty</p>	<p>1.2</p>	<p>Exceeded both targets. In 2013-14, generated a total 8517.0 credit hours in the fall &amp; 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. In 2017-18, generated</p>

			a total of 6588 credit hours 92% 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
<b>Short-term Actions (2017-18)</b>				
<ul style="list-style-type: none"> <li>Request funding above \$300/faculty for travel and professional development</li> </ul>	Received funding to fill gap left from FPDF	II.1	Myers	Received budget which provided little room to fund gap esp with three ongoing searches
<ul style="list-style-type: none"> <li>75% of tenured/tenure-track faculty to participate in at least one scholarly or professional development activity each academic year (ADMIN: Scholarly/Professional Growth)</li> </ul>	75% participation (depending on resource availability)	I.2	All faculty	Met goal with 75% of Program Faculty participating in at least one scholarly activity (n=33) and professional development activity (n=43)
<ul style="list-style-type: none"> <li>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)</li> </ul>	100% completion	I.2	All faculty	Met goal with 100% of Program Faculty participating in at least one scholarly activity (n=33) and professional development activity (n=43)
<ul style="list-style-type: none"> <li>100% of tenured/tenure-track faculty participate in at least one or more activity each year that includes business and industry interaction</li> </ul>	100% participation	I.2	All faculty	Met goal with 100% of Program Faculty participating in at least one activity with

Action	Outcome Measure	Link to USP	Responsibility	Results
				business/industry interaction.
<ul style="list-style-type: none"> <li>Increase faculty participation in attending and presenting at 2017 NABET, October 26<sup>th</sup> and 27<sup>th</sup></li> </ul>	Increased participation to greater than one faculty members	I.2	All faculty	Sent three faculty who presented at NABET.
Action	Outcome Measure	Link to USP	<b>Major Accomplishments for ALL Planning Years to date</b>	
<b>Long-term Actions (2013-18)</b>				
<ul style="list-style-type: none"> <li>Establish an ongoing record of faculty scholarly activity, professional development and business and industry interaction</li> </ul>	Met or exceed annual goals during the five-year period	I.2	<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).</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>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, 20 faculty activities related to scholarly activity including interactions with business and industry, and 31 related to professional development. In 2017-18, 33 faculty activities related to scholarly activity including interactions with business and industry, and 43 related to professional development.</p> <p>Additional business and industry interaction includes ECON, MANG,</p>	

			<p>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"> <li>Seek resources to fund professional development</li> </ul>	<p>Identified potential resources and made request; increase Foundation Fund Account Receipts by 5%; Increase travel funding by 5%</p>	<p>I.2, II.2</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 each year.</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 \$20,300 and Business Advisory Fund \$5,600 after successfully funding student and alumni events this academic</p>

			year. These end-of-year balances are down slightly, but reflect spending down of some gifts that were given for projects.
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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
<b>Short-term Actions (2016-17)</b>				
<ul style="list-style-type: none"> <li>Distribute draft employer survey to faculty and administer after receive input</li> </ul>	Collected and analyzed employer data	IV.2	Jensen, Myers	Completed survey and received suggestions. Edits still needs to be made.
<ul style="list-style-type: none"> <li>Work with PR and Admissions to update materials, web site, and news items</li> </ul>	I.2	IV.3	Myers, Jensen	Submitted 11 articles.
<ul style="list-style-type: none"> <li>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).</li> </ul>	Distributed two newsletters and posts to LinkedIn, at least six news releases, and in the AY	IV.3	Jensen	Distributed two newsletters. Social media initiatives still must be decided.
<ul style="list-style-type: none"> <li>Work with new Career Services Director and explore options of ideas to integrate into curricular and co-curricular activities</li> </ul>	Meet with Director	I.1	Kurzynski, Myers	Sent Director information about career development activities and asked for suggestions to our 4-year map. No additional activities

				were suggested or conducted.
<ul style="list-style-type: none"> <li>• Include senior students who have completed internships/independent studies in Open House, Orientation, MANG105</li> </ul>	Had at least one student participate in open house each session	IV.3	All faculty	Included honors students or upperclassmen in either the presentation or table portions of open house.
<ul style="list-style-type: none"> <li>• Advise exploratory studies students who designate business as an interest area</li> </ul>	100% of exploratory studies students were assigned an advisor and at least 50% declare business.	I.1	All faculty	Assigned all exploratory studies students with interest in business to a program advisor.
<ul style="list-style-type: none"> <li>• Notify ACBSP of new tracks in AS and BS degrees</li> </ul>	Report submitted and accepted without issue	IV.3	Myers, Lloyd	Contacted Steve Parscales about potential of new track. Follow up will take place this summer.
<ul style="list-style-type: none"> <li>• Send letters to alumni who responded to alumni survey with interest in serving the Program</li> </ul>	Sent letters in conjunction with Alumni Office	IV.1	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"> <li>• 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</li> </ul>	Sent releases and invitation and recruit new participants for the events	IV.3	Myers	Sent releases for both fall and spring events. All events were included in the CCEP newsletter.
<ul style="list-style-type: none"> <li>• Hold Strategic Planning Subcommittee Meeting with Business Advisory Board Subgroup</li> </ul>	Held meeting	IV.2	Myers	Held meeting in June with a cross section of Board members and alumni from various class years and used feedback as input into the new strategic plan.

<ul style="list-style-type: none"> <li>Review web site, determine what needs to be added./revised, and contact Tyler Rumsey about updating capabilities.</li> </ul>	Updated web site	IV.3	All faculty	Changed web site during the summer to include some major omissions and updated department and program pages throughout the academic year.
<ul style="list-style-type: none"> <li>Draft new strategic plan including review of mission, vision, goals.</li> </ul>	Develop new strategic plan and receive Advisory Board approval	IV.3		Received Advisory Board approval at the March 2018 meeting.

Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
<b>Long-term Actions (2013-18)</b>			
<ul style="list-style-type: none"> <li>Increase enrollment to targets prescribed in the enrollment management plan (ADMIN: Enrollment)</li> </ul>	Spring EOT total enrollment equals 428 with 90 graduates, 133 new admits, and 100 transfers (Programs combined)	II.1,IV.3	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. In these years, enrollment remained above expectations, and spring 2017 EOT did not look too bad, but the fall 2017 EOT file shows a significant decline especially in accounting at 89 and business at 317 for a combined total of 406 followed by the largest fall to spring departures to date. The spring freeze files show a combined 358 students. Also the lowest in over 15 years.
<ul style="list-style-type: none"> <li>Increase the number of communications with key stakeholders including greater promotion of learning activities and Program initiatives</li> </ul>	Submitted at least 6 items annually for PR news releases, kept web site updated with	IV.3	Submitted 46 articles on the accreditation, Fall Student Social, Poorman Scholarship, Poorman gift, ELC Lectures, Business Hall of Fame, Zumba-thon, Pitch



<p>through the External Relations and Communication Department</p>	<p>news items, issued two updates to alumni</p>		<p>Competition, Business Plan Competition, C-Suite Leadership Symposium, ClearFIELD Day, Clearfield Entrepreneurship, Senior Reception and International Collaboration.</p> <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"> <li>Review, revise (as needed), and implement student/stakeholder assessment plan and meet targets specified therein (ADMIN: Job Placement)</li> </ul>	<p>Met or revised targets (See assessment plan) and took corrective action where targets not met</p>	<p>IV.3</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 and</p>

			<p>academic honesty. Revised assessment cycle regarding alumni and senior reception surveys. Considered surveying employers, but need to research how to identify companies and contacts. Held strategic planning session.</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"> <li>Develop a case statement that gives a detailed description of resource needs</li> </ul>	Developed case statement and submitted to LHU Foundation	II.2	Developed case statements for the Capital Campaign in conjunction with the Dean, and Foundation began to solicit donors.
<ul style="list-style-type: none"> <li>Address the note on Standard 1 and comply with ACBSP process of Maintaining Accreditation including collection of data and submission of Quality Assurance Reports</li> </ul>	Attended ACBSP conference and read materials to understand requirements and submit QA reports as required	IV.3	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

			<p>– 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, 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"> <li>Identify ways to promote faculty accomplishments</li> </ul>	Physical and web recognition established	IV.3	Submitted 46 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"> <li>Develop plan to connect with alumni especially through social networking (e.g., LinkedIn)</li> </ul>	Connected with at least 100 alumni through social networking	IV.1	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= 515 members).

**Objective 2: Serve the community**

Action	Outcome Measure	Link to USP	Responsibility	Results
<b>Short-term Actions (2016-17)</b>				
<ul style="list-style-type: none"> <li>100% of faculty to participate in at least one university and department service activity each year (ADMIN:Service)</li> </ul>	100% participation in departmental service and faculty serve on 10 (in aggregate)	IV.1, III.2	All faculty	Reported 100% faculty served in some capacity (usually

	University/College-wide Committees		many) throughout the academic year.
Action	Outcome Measure	Link to USP	Major Accomplishments for ALL Planning Years to date
<b>Long-term Actions (2013-18)</b>			
<ul style="list-style-type: none"> <li>Establish an ongoing record of faculty service</li> </ul>	100% participation in departmental service and faculty serve on 10 (in aggregate) University/College-wide Committees annually	IV.1	Logged 112 (in 2017-18), 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 and 2017-18 Annual Report Appendices.
<ul style="list-style-type: none"> <li>Increase faculty and student involvement in the community at large</li> </ul>	Offered three workshops/presentations/consulting; have 100 students participate in projects, etc. annually; serve 25 businesses annually	IV.1	<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>In 2017-18, held three lectures (open to community) attended by 323 participants, had 101 students partnered with 22 businesses (PartnerED), had 57 students serving 68 businesses (Marketing Projects), had 1 student assist 16 clients (businesses) through the SBDC, and logged 23 community/professional service activities and 7 consulting activities. Documented in 2013-14, 2014-15, 2015-16, 2016-17, and 2017-18 Annual Report Appendices.</p>
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