

Strategic Plan Progress Report 2018-20 - ACBSP Table 2.2.a.								
Key Strategic Objectives	USP Link	Key Short-Term & Long-Term Strategic Plans and Results			Process (How)	2018-19 Results	2019-20 Results	
		Responsible Party(ies)	Action Plan	Time Table				
		(Who)	(What)	(When)				
<b>Goal 1: Provide Quality Educational Experiences</b>								
Objective 1.1: Continually Improve Curricular Offerings (LT)								
	Objective 1.1.a: Deliver current curriculum with 100% of syllabi reviewed and updated in 5-year period (LT)	1.1	All faculty	Curricular (syllabi and check sheets) proposals	20% submitted each academic year	Review syllabi, check sheets, and CPCs, conduct benchmarking and market analysis to identify emerging fields/topics to drive curricular revision; examine low-enrolled courses and place in moratorium those courses that no longer bring relevancy to the curriculum; develop curricular proposals and submit to the curricular approval process; implement approved curricular items as approved.	2018-19: Updated and submitted to the University curricular process 20% (n=14) of total standard syllabi; updated all ACBSP core syllabi and revised CPC coverage; added to the CPC chart ECON102/103/340 and MANG105; updated CPC chart to reflect increases in each CPC from strategic decisions about increasing coverage especially in global (47 to 62 coverage hours) and information systems (100 to 115 coverage hours), from curricular revision, and from adding courses which increased coverage; all changes will be implemented beginning fall semester.	2019-20: Updated and submitted 9/9 undergraduate syllabi into the curricular process as scheduled on the rotation; none of the three graduate syllabi were submitted for review/revision since they support the Actuarial Science PSM and it was placed in moratorium by the NBHS Dean; revised program track sheets to reflect changes.
	Objective 1.1.b: Develop two new programs that address market demand (LT)	1.1	Faculty - Huegler and Morozov	New program proposals	Two in 5-year period	Develop Healthcare Management and Finance Program Proposals in the PASSHE format; receive curricular approvals; develop new courses and check sheets; acquire resources; market programs; admit students; and deliver curriculum	2018-19: Developed PASSHE Proposal (including budget) for Healthcare Management Program and submitted to the University curricular process, receiving approval at UCC; developed and discussed concept of new Finance Program with three new tracks and revised/renamed Economics and Finance Concentration to Economics - the proposals remain at the department level until the finance proposal is fully developed in PASSHE format.	2019-20: Received approval of the Healthcare Management degree proposal by UCC and COT, submitted it to PASSHE where it was rejected, reconceived the program as a track in the business admin (BS), and resubmitted to the curricular process; received approval of the FIRM degree at all levels; drafted and entered the track sheet and syllabi into the curricular process; developed (in progress) proposal for industrial management track; reorganized the economics/finance track into an economics track (in progress); collaborated with recreation management on a cultural heritage track in their program; and worked on professional continuing education certificates in Finance, Insurance, and Risk Management, Marketing and Entrepreneurship, and Sports Management
	Objective 1.1.c: Develop five new courses, topics courses, or other activities (e.g., certifications) in support of current or new programs and business trends	1.1	Faculty	Curricular proposals	Academic Year	Develop and enter new courses in the curricular approval process; include new courses in course rotation and offer them; consider other means to address emerging topics/issues like integrating certifications (e.g., Microsoft Advanced Certification), investigate implementation requirements, and decide upon implementation.	2018-19: Developed and received curricular approval for the new MANG307: Budgeting Theory and Practice course with an Experiential Learning (EL) designation, the first EL course in the business program; revised and received curricular approval of MANG350 to add the EL designation - the addition of two courses with EL provides business and accounting majors very relevant ways in which to meet this University requirement in major courses.	2019-20: Offered the new course/course changes with EL designation for MANG307 (n=26 students) and MANG350 (n=18 students); spoke to the Dean about creating a certificate program (probably graduate level) in IFRS (International Financial Reporting Standards); discussed with ACS faculty the need for data mining and potential collaboration there; developed four new courses for FIRM (FINA3XX - Financial Risk Management, Property & Liability Insurance (Personal and Corporate), Life and Health Insurance, and Financial Modeling)

Strategic Plan Progress Report 2018-20 - ACBSP Table 2.2.a. Key Short-Term & Long-Term Strategic Plans and Results								
Key Strategic Objectives	USP Link	Responsible Party(ies) (Who)	Action Plan			Process (How)	2018-19 Results	2019-20 Results
			(What)	(When)	(When)			
Objective 1.1.d: Implement 85-100% of the assessments in the Student Learning Outcomes Assessment Plan, meet targets therein, and close the loop (LT)	I.1	Faculty	Student learning assessment plan, core and concentration assessment instruments, assessment data, student learning outcomes reports	Academic Year according to timeline in plan	Review gap analysis and examine the impact of increasing the criteria; develop economics assessments for gen ed and program learning outcomes; develop core and concentration assessments for new/revised programs; submit all current assessments to the ACBSP drive; review and revise all assessment instruments as needed; mentor new faculty on assessment roles related to their teaching responsibilities; review at least semi-annually the assessment responsibilities and processes for all department members	2018-19: Developed gap analysis of SLOs; developed economics course embedded test questions for gen ed (ECON102/103) and the program (ECON102/103/340) and conducted assessments; developed and administered new group skills assessment in fall and spring semesters; reviewed/revise (if necessary) core and concentration assessment instruments and placed them on the ACBSP drive; met with new faculty and mentored on assessment especially in economics, finance, international business and entrepreneurship; reviewed various aspects of assessment responsibilities and processes at monthly program meetings; met 85-100% implementation of overall assessment plan, making 18 changes to address various competencies in the core and 7 changes in the concentrations.	2019-20: Presented assessment trend data to the Business Advisory Board at fall 2019 meeting; held nine working groups in spring 2020 with Business Advisory Board members via Zoom due to COVID-19 and reviewed the core curricula, core student learning outcomes/results, all concentration curricula (as applicable), concentration student learning outcomes, and concentration assessment instruments for the business, accounting, and FIRM programs; documented results of focus groups for review at program retreat; developed for all program faculty a standard D2L course shell which houses information about the program and department, including information about accreditation, assessment, and student learning outcomes; ; met 85-100% implementation, making 26 changes to address various competencies in the core and 7 changes in the concentrations.	
Objective 1.1.e: Implement a technology competency that will lead to increased integration of problems and/or projects that incorporate various technologies widely used in business (ST)	I.1	Faculty	Student Learning Outcomes and Curricular Programs	2 years	Develop competencies; conduct gap analysis of curriculum/CPCs and revise as necessary to address competencies; select courses and develop learning activities for technology assessment; develop assessment instruments; implement assessment plan; collect data; close loop and continually seek input on emerging technologies; assure curriculum includes technologies frequently used in business and industry (e.g., Excel, QuickBooks, Eye Tracking Software).	2018-19: Developed and approved technology competency required by the University for business and accounting, and selected four courses in which to assess the competency; hosted Molly Spangler, an SAP employee, in response to alumni and Advisory Board input to discuss that software; increased information systems CPC from 100 to 115 coverage hours.	2019-20: Implemented assessment of the technology competency in ACCT110, ACCT420, MANG305, and MANG325 by developing, uploading to TracDat, and administering assessment instruments and by reviewing results at Program Retreat; received general feedback from the Business Advisory Board Working Groups that email messaging, mobile apps, and social media technology should be part of marketing, artificial intelligence and RPA may be new areas to consider in business intelligence and international business, operations should be required for accounting and finance majors, good utilization of applications, editing/formatting, data science/mining are needed for all business majors, and more reinforcement of Excel and Word should be done throughout the curriculum. The Student Advisory Board affirmed that operations is very useful and the more Excel like VLOOKUP and Pivot Tables were used at internship sites and should be reviewed more deeply.	
Objective 1.1.f: Increase to at least 50 coverage hours in the international/global topics and experiences (ST)	I.1	Faculty	Updated CPC chart, new experiences in courses	Academic Year	Establish baseline by reviewing the CPCs and programmatic initiatives; identify any gaps in coverage in relevant courses	2018-19: See 1.1.a above. Revised CPCs in global/international (47 to 62)	2019-20: Did not address CPCs further since coverage levels were set and addressed in 2018-19, but did integrate international organizations (Puy du Fou and Wolverhampton English Premier Soccer Team) into MANG317 group projects whereby students interacted directly with representatives from these international entities and also evaluated their work. MANG425 researched a worldwide start up and worked on how PSU technology for wood pest treatment may market in Sweden.	

Strategic Plan Progress Report 2018-20 - ACBSP Table 2.2.a.									
Key Short-Term & Long-Term Strategic Plans and Results									
Key Strategic Objectives	USP Link	Responsible Party(ies)		Action Plan			Process	2018-19 Results	2019-20 Results
		(Who)	(What)	(When)	(How)				
Objective 1.1.g: Increase student ratings on advising and graduating senior surveys to 85% (ST)	1.1	Faculty	Advising and graduating senior surveys	Advising (spring); Graduating Senior Survey (fall and spring); 2 years	Update and review the advising manual; keep advising on program and department meeting agendas; seek input from students on improving the advising process; review advising process with all faculty before registration and advising	2018-19: Reviewed thoroughly, updated advising manual, and placed it on the department drive for use during registration and advising; kept advising on both department and program meeting agendas; administered advising and graduating senior surveys for which ratings met expectations and remained stable in most areas, but increased lower ratings in encouraging study abroad, clubs, activities, etc.	2019-20: Kept advising on agenda and addressed concerns at both curriculum and department meetings (e.g., course offerings in other departments, changes to electives like PYSC235 and influence on curriculum); moved advising online in spring due to COVID-19 and faculty shared tips for best practices; offered as a University the option to take courses S/U and in addition to University communications, sent notice about how the option could impact students' decisions in the program (e.g., needs for grades for grad school, prereqs, certification); received ratings from graduating senior survey and advising survey which show advising as a strength though lower results appear on the freshmen survey - may also want to advise more for grad school since alumni survey shows more than 70% of respondents attending graduate school.		
Objective 1.1.h: Increase emphasis on ethics, integrity and service learning by implementing a Code of Conduct and Academic Honesty policy/processes in 100% of program courses, embedding service learning in 5 or more courses, and increasing ethics CPC to 80 or more coverage hours (LT)	1.1, 1.3	Faculty	Posting and discussion of the Academic Honesty Policy and Code of Conduct, Service Learning Projects, Community Service Hours, Ethics CPC	5 years	Study academic dishonesty issues and develop proactive measures to instill a sense of honesty and integrity; develop code of conduct and require all students in all program courses to review/sign off; develop and implement academic honesty policy and penalties; increase service learning initiatives within the program through EL and additional hours of community service	2018-19: Conducted third administration of academic honesty survey in order to build data set for analysis; added service learning component to ACCT115 which required each student to complete 15 hours during the semester (n=71 students completed the assignment); increased CPC coverage in ethics from 78 to 82 coverage hours.	2019-20: Piloted the use of the honor code pledge for courses and assignments; developed for all program faculty a standard D2L course shell which includes information about the program and department, and university and program policies and procedures like those for complaints, academic honesty and the honor code, attendance, grade appeal, Title IX and sexual harassment; showed Student Advisory Board the D2L course shell mock-up and solicited feedback - students felt it was a wonderful addition that will be informative and bring consistency to information sharing across courses in the department; did 4th administration of academic honesty survey in fall 2019 (spring 2020 was suspended due to COVID-19 and need to focus on other issues).		
Objective 1.2: Increase opportunities for students to gain experiential learning (LT)									
Objective 1.2.a: Increase student participation by 10% (attendance/program enrollment * 1.10%) in professional and job search skills, networking, and social interaction with students and faculty (LT)	1.1	Faculty as assigned on the 8-semester sequence; Career and Professional Development Center; Student Advisory Board, Business and Accounting Club	Workshops, curricular activities, department socials	5 years	Develop a tracking tool to establish a baseline of events held and participation; identify gaps by class year and by activity that could be addressed in curricular or co-extra-curricular activities, socials, and workshops; build AY calendar with all club meetings, and co-extra-curricular activities mapped to particular courses worth a course percentage point.  <i>Note: student participation taken from Student Community Activity Workbook and enrollment from Institutional Program Review Data HC.</i>	2018-19: Developed Excel Workbook (tracking tool) and piloted in this AY; reviewed the 8-semester sequence at curriculum meetings and updated activities conducted in courses by faculty or by the CPDC staff; developed an annual calendar that includes all club meetings and potential workshops/talks to minimize conflicts and give advance notice; engaged the 11-member Student Advisory Board who established the Business and Accounting Clubs with the SAS and elected officers, held three workshops (n=12 students) on professional job search skills; organized the Holiday Party (n=75 students), and held April student lunch social; built events like Shark Tank Talk, new student social, and young alumni panel into various course requirements; held fall student social with 118 ACCT110, ACCT335, MANG320, and MANG105 students and piloted the NewlyEds Game to promote more social interaction with faculty. Baseline calculation for 2018-19 is 876/342= 2.56 participation/HC enrollment.	2019-20: Implemented club workshops tied to specific courses including LinkedIn and Personal Branding (n=10) and QuickBooks (n=10); made events like held the young alumni panel, new student social, and Glenn Allison (Honey, Inc.) class requirements; implemented new calendar with club meetings and workshops to minimize conflicts; MANG315 SP20 students conducted the information interview assignment and reports; 14 students in ACCT335 and ACCT340 participated in mock, group interview and a presentation on group interview skills; 10 students participated in the LinkedIn personal branding workshop; 36 MANG320 students participated as peer mentors for first-year business students; 25 ACCT110 and ACCT335 participated in a joint out-of-class assignment to increase student engagement; 68 MANG475 students conducted LinkedIn and Big Interview assignments; 60 students attended the holiday party.		

Strategic Plan Progress Report 2018-20 - ACBSP Table 2.2.a.								
Key Short-Term & Long-Term Strategic Plans and Results								
Key Strategic Objectives	USP Link	Responsible Party(ies)		Action Plan		Process	2018-19 Results	2019-20 Results
		(Who)	(What)	(When)	(How)			
Objectives 1.2.b: Increase student participation by 10% (attendance/program enrollment * 1.10%) in high impact practices (e.g., first-year student activities, internships, independent study, service learning) (LT)	I.1	Faculty; Student life; Career and Professional Development; Mountainserv	High impact practices	5 years	Develop a tracking tool to establish a baseline of events held and participation; identify gaps by class year and by activity that could be addressed in curricular or co-/extra-curricular activities, build those activities into the 8-semester sequence map and department calendar; encourage more study abroad, internships, EL, and independent study through advising and mentoring.  <i>Note: HIP participation taken from Student Community Activity Workbook and Enrollment from Institutional Program Review Data HC.</i>	2018-19: Developed Excel Workbook (tracking tool) and piloted in this AY; had four faculty volunteer to teach segments of MANG105 (freshmen seminar course) to help build rapport with students and increase engagement; 88 students took freshmen seminar; 48 freshmen students participated in learning communities using MANG105 and ACCT110; 324 completed course embedded experiential learning projects; 117 conducted undergraduate research; 71 completed 15 hours of service learning; 66 completed the capstone writing intensive course. Baseline calculation for 2018-19 is 731/342 = 2.14 participation/HC enrollment.	2019-20: 53 students took freshman seminar; 14 students participated in learning communities - low enrollment required collapsing classes and impacted learning community offerings; 236 completed course embedded experiential learning projects; 136 conducted undergraduate research (which includes performing research for course embedded and capstone assignments); 29 completed 15 hours of service learning in ACCT115; 68 completed the capstone writing intensive course. Baseline calculation for 2018-19 is 731/342 = 2.14 participation/HC enrollment and 2019-20 is 541/288 = 1.88 participation/HC enrollment which shows a decline, however, due to COVID-19, we could not hold the COS which is a major venue for research.	
Objectives 1.2.c: Develop partnerships with external entities that will enhance the curriculum, facilities, learning activities, and experiential learning to 25 partners for embedded activities and 120 active internship MOAs (LT)	IV.1	Faculty, Dean, Advancement Office	Increase partnerships	5 years	Expand baseline of partnerships beyond MOAs; identify what partnerships are needed to advance efforts	2018-19: Developed Excel Workbook (tracking tool), piloted in this AY, and recorded 73 alumni, 121 active external partners, and 147 MOAs.	2019-20: Piloted the first two lunch and learn sessions (n=38 students) with MANG425 and MANG325 with alumnus, Glen Allison of Honey Inc.; 143 MOAs on file as of 5/1/2020 - suspending all F2F experiential learning impacted internship MOAs toward end of summer for summer; recorded 54 alumni and 91 active external partners.	
Objective 1.2.d: Increase participation to have 80% of MANG317 groups complete Intent to Submit in the PASSHE Business Plan Competition and 1 outside of program group compete in the pitch competition (ST)	IV.1	Martorell	Complete Business Plan Proposals	2 years	Introduce the Business Plan Competition in the fall semester MANG317 course requiring students to complete intent to submit, conduct follow-up during the spring semester to increase applications; assist students with the development of the plan	2018-19: Had 25 students complete 11 intents to submit, 7 full proposals with one top 10 finalist who placed second in the poster competition of the PASSHE Business Plan Competition.	2019-20: Had 22 students complete 7 intents to submit, 3 full proposals, and 2 proposals qualified as PASSHE top 12 finalists for the One Minute Pitch; worked with two entities in the development of pitches including Wolverhampton Wanderers Football Club, "Wolves," in the Premier League in England and the Puy du Fou theme park in France. The 4-member panel of judges included representatives from the U.S. Small Business Administration, First Quality, Poorman & Group, and Woodlands Bank.	
Goal 2: Recruit, Develop, and Retain Quality Faculty								
Objective 2.1: Advocate for adequate staffing levels								
Objective 2.1.a: Continually study staffing levels, student enrollment, and course assignments to assure faculty sufficiency, and fill 75% of staffing requests (LT)	I.2	Faculty	Course rotation and staffing plan	5 years	Analyze curriculum, course rotation, enrollments, potential across-unit synergies to determine staffing needs; complete and submit annual request for faculty resources in alignment with staffing needs	2018-19: Submitted annual request for positions in May 2018, received temporary economics and business law positions, and filled them with academically qualified faculty.	2019-20: Submitted position request for finance/economics and business law in May and were granted both requests; submitted position request for retiring marketing professor in September and was granted that request; the marketing search failed and finance/econ was suspended due to rejected offers and COVID-19 impact on the outlook for fall enrollment and financial impact resulting in development of plans to manage within the current complement less departures	
Objective 2.1.b: Maintain levels above the ACBSP standard in the faculty summary of qualifications for faculty credit-hour production in business and accounting with at least 70% AQ and 90% AQ/PQ faculty (LT)	I.2	Faculty, Dean	Hiring practices and course assignments	5 years	Review credentials to assure that they match with ACBSP criteria	2018-19: Review candidates' credentials for economics position; began to complete Table 5.1.C as a preliminary audit of faculty credentials for each course assignment. Generated a total 5319.0 credit hours in the fall & spring semesters, 95% of which were taught by AQ faculty and 100% taught by AQ/PQ.	2019-20: Reviewed all candidates to whom we made offer of employment to assure they meet AQ/PQ requirements for their discipline and courses taught; generated a total 4997.0 credit hours in the fall & spring semesters, 91% of which were taught by AQ faculty and 100% taught by AQ/PQ.	

Strategic Plan Progress Report 2018-20 - ACBSP Table 2.2.a.									
Key Short-Term & Long-Term Strategic Plans and Results									
Key	USP	Responsible Party(ies)	Action Plan	Time Table	Process	2018-19 Results	2019-20 Results		
Strategic Objectives	Link	(Who)	(What)	(When)	(How)				
Objective 2.2: Promote scholarly growth, professional, and intellectual activities									
Objective 2.2 a: Assess and enhance faculty mentoring program to improve acclimation of new faculty (ST)	I.2	Chair, new faculty	Revised Mentoring Program	2 years	Collect feedback from new faculty members and revise mentoring program and orientation process	2018-19: Contacted 2017-18 new hires and asked for feedback; held focus group in spring with all 2018-19 University new hires to get feedback on orientation and mentoring program.	2019-20: Did not hire new faculty in 2019-20 and will not have new faculty in 2020-21.		
Objective 2.2 b: Develop a scholarly activity plan that aligns faculty scholarly activity targets with ACBSP expectations (LT)	I.2	Faculty	Scholarly activity plan	5 years	Benchmark faculty scholarly activity plans with other universities; review ACBSP Standards; develop a plan that articulates expectations for scholarly activity; include increased participation in NABET	2018-19: Received Bloomsburg's criteria and distributed it to all; sent three presenters to NABET.	2019-20: Attended ACBSP September Conference, asked about expectations, and received response that faculty are expected to have one scholarly activity and one professional activity a year, which can serve as minimum requirements; had one faculty member serve as university distance education coordinator providing workshops on how to navigate D2L effectively and how to use ZOOM for online courses, coordinating intermediate ZOOM training workshop opportunities, and conducted reviews of currently taught online classes using Quality Matters rubric and provided written reports to faculty.		
Objective 2.2.c: Seek external resources of \$10,000 to fund professional development (LT)	I.2, II.2	Dean, Advancement VP, Chair	Fund Request for the Development Office	5 years	Develop a funding request in collaboration with the Dean for submission to the Advancement Office, and request additional funds for professional development in operating budget	2018-19: Developed list and sent funding needs to the Foundation; requested funding for the ACBSP Conference and spent \$2,000 in additional funds beyond the Dean's \$300 allotment for professional development.	2019-20: Developed list and sent funding needs to the Foundation and new Dean; received funding for the ACBSP Access Accreditation Workshop, and spent nearly \$11,000 in additional university funds beyond the Dean's \$300 allotment for professional development.		
Goal 3: Promote the Business Administration and Accounting Programs									
Objective 3.1: Market the Programs and communicate with Key stakeholders									
Objective 3.1.a: Acquire external funds for special initiatives (e.g., business lab) (LT)	II.2	Dean, Advancement VP, Chair	Fund Request for the Development Office	5 years	Develop a funding request in collaboration with the Dean for submission to the Advancement Office	2018-19: Developed list and sent funding needs to the Foundation.	2019-20: Worked with Dean on donor funding for finance lab.		
Objective 3.1.b: Collaborate with public and alumni relations to assure the programs utilize appropriate media outlets and the web site, publish at least 10 news items, and collaborate with 25 alumni (LT)	IV.1	Faculty, PR, Alumni Relations	Web content, press releases, news items for publications, and alumni participation in events	5 years	Consult with PR and alumni relations to identify the appropriate outlet for various news releases, use of alumni, and updates for web; follow up to responses from alumni survey, hire a student worker to assist with PR	2018-19: Sent news items to Julie Stellfox to determine appropriateness and had 12 press releases on plan and pitch competitions, senior receptions, alumni panel and lectures, partnerships, assessment, Poorman book signing, fit-a-thon, and Glen Allison visit; received substantial press from the Puy Du Fou events as the press releases were picked up by the Express (2), Sun Gazette (1), and pennlive.com (1), and events were endorsed by the PASSHE Chancellor who meet with representatives and by the French Embassy.	2019-20: Sent news items to Julie Stellfox to determine appropriateness and had 7 press releases on plan and pitch competitions, senior receptions, alumni panel and lectures, partnerships, assessment, Poorman book signing, fit-a-thon, and Glen Allison visit; received substantial press from the Puy Du Fou events as the press releases were picked up by the Express (2), Sun Gazette (1), and pennlive.com (1), and events were endorsed by the PASSHE Chancellor who meet with representatives and by the French Embassy.		
Objective 3.1.c: Collaborate with at least one PASSHE school to explore course sharing and joint delivery of programs especially where courses may under-enroll (LT)	IV.2	Dean, Faculty	Program/course sharing agreement	5 years	Identify areas that we could potentially share with other institutions, via online or ITV; identify instructional coverage that we lacked; ask the Dean to consult with counterparts at other PASSHE schools to determine sharing opportunities	2018-19: Sent the ACCT course description to Mansfield Business Chair.	2019-20: Sent the ACCT course description to Mansfield Business Chair; worked with Dean and Bloomsburg on possible collaboration in the MBA program, sought out collaboration with Clarion and Bloomsburg Economic Departments on course offerings, events and lectures - for example, Clarion has money and banking, marketing, economic development and Bloomsburg has finance and economics.		

Strategic Plan Progress Report 2018-20 - ACBSP Table 2.2.a.										
Key Short-Term & Long-Term Strategic Plans and Results										
Key Strategic Objectives	USP Link	Responsible Party(ies)		Action Plan		Time Table		Process (How)	2018-19 Results	2019-20 Results
		(Who)	(What)	(When)	(How)					
		Objective 3.1.d: Meet ACBSP reporting requirements and standards in the submission of the quality assurance reports, decanal self-study, and other reporting requirements (LT)	IV.2	Dean, Faculty	Quality Assurance Reports, Self-Study, and Program Change Notifications	2 years (OAR); 4 years (Self-Study); program change notifications as needed	Submit OARs as scheduled; submit program change notifications; review new unified standards; determine where gaps exist; identify and implement plan to address gaps; attend the ACBSP Conference; develop draft reports and worksheets for the self-study, and then final reports	2018-19: Submitted OAR in September which was accepted without notes, conditions, or recommendations; sent notification and received acknowledgment by ACBSP for adding Healthcare Management to AS, Business Intelligence to BS, and removing MIS from both; began to review new unified standards and templates and conduct gap analysis including collecting some data for the new tables and worksheets.	2019-20: Reviewed new unified standards and tried to determine/address gaps that may exist and opportunities for improvement and implemented actions related to assessment and communication.	
		Objective 3.1.e: Implement 100% of the assessments in the student stakeholder assessment plan, meet targets therein, and close the loop (LT)	I.1, IV.2	Faculty	Student Stakeholder Assessments and Results Reports	5 years	Annually review and implement stakeholder assessment plan considering requirements for new unified standards; identify changes needed to comply with new standards or to address issues identified through assessment results; define new performance indicators for support programs and processes as required by ACBSP Standard 7; collect and analyze data; close the loop	2018-19: Began review of stakeholder assessment plan alongside of review of new unified standards and are considering additional assessments; received data from CPDC on student participation and established an IL assessment with the library; implemented current assessments and analyzed data at Program Retreat.	2019-20: Reviewed stakeholder assessment plan and added a faculty survey and parent survey (for which full piloting was not done due to COVID-19); transitioned the graduating senior survey to SurveyMonkey and revised it to add satisfaction with bookstore and delivery modes and add demographic characteristics like campus, major, residential status, and trad v. n-trad student for better comparative analyses.	
		Objective 3.1.f: Identify additional recruiting activities and research and redefine target market considering new consumer groups, program areas, and employer needs (LT)	II.1	Dean, Faculty, Admissions	New/revised recruiting practices and market analysis	5 years	Collaborate with Admissions; identify and develop new/revised strategies for recruiting (e.g., Program Showcase); include students in planning and implementation of recruiting activities; conduct research to identify new markets; build relationships with high schools	2018-19: Developed and held a Program Showcase with seven families and included alumni and students in the program; scheduled 2019 Program Showcase in collaboration with admissions well in advance to provide more time for promotion; included 3 students in open house, 3 students in the business showcase, and 10 students in orientation; conducted market analysis for healthcare management and finance proposals; attended two Jersey Shore Career and Technical Education Board Meetings and followed up with director afterwards; attended meeting on grant submission at Keystone Central; and held conference call with Milton High School; sent fall and spring events calendar to admissions (Hardy/Hall).	2019-20: Participated in usual recruiting activities; held second summer program showcase which included 3 students and 2 alumni; made phonathon calls to prospective students by chair; participated in newly formatted accepted students day by having lunch with students and families; 2 faculty participate in Zoom recruiting sessions.	
Objective 3.2: Serve the community										
		Objective 3.2.a: 100% participation in departmental service and at least 100 individual service activities annually in the University, community, and profession, host at least one event annually open to the community at large; conduct at least one research based project in 5 years; 100% faculty have 1 business and industry interaction annually (LT)	IV.1	Faculty	Service activities reported on the Annual Report	5 years	Engage in individual campus and community service activities; report community involvement and service in annual report in May; host at least one activity annually open to the community at large; follow-up appropriately on the letters of intent for grants; seek other research or professional consulting service work in the community	2018-19: Logged 107 individual service activities beyond the department/University activities in which all faculty participate; co-organized the Shark Tank Talk (n=100) and Entrepreneurship Luncheon (n=46).	2019-20: Logged 122 individual service activities beyond the department/University activities in which all faculty participate; held only one (due to COVID) senior reception with business representatives; hosted 3-day Puy Du Fou event that included presentation to university students (n=50), meeting with regional officials on potential collaborative initiatives, public forum on Themed Environments and Economic Development (n=65 attendees and 6-member panel/moderator) with members from Puy du Fou, Kenneywood, Preservation PA, Pennsylvania Council of the Arts, Pine Creek Township Re-enactor, alumni and community wine and cheese reception (n=50), dinner with local politicians and business leaders (n=28), student pitch competition (n=22 students and 4 judges from regional businesses), among other meetings.	

Strategic Plan Progress Report 2018-20 - ACBSP Table 2.2.a.									
Key Short-Term & Long-Term Strategic Plans and Results									
Key Strategic Objectives	USP Link	Responsible Party(ies) (Who)	Action Plan (What)	Time Table (When)	Process (How)	2018-19 Results	2019-20 Results		
Objective 3.2.b: Increase student community service and service learning with at least 100 students serving 25 partners	IV.1	Faculty, Mountainserv	Service learning projects and course embedded projects reported on the Annual Report	5 years	Identify service learning and course embedded projects that align with curriculum; establish those activities with community partner; report activities in annual report in May	2018-19: Developed Excel Workbook (tracking tool) and piloted in this AY; required each ACCT115 (n=71) student to complete 15 hours of service learning during the semester; submitted 7 grant proposals or letters of intent relating to research in the region and rural Pennsylvania.	2019-20: Required fall ACCT115 (n=29) students to complete 15 hours of service learning during the semester; MANG315 SP20 student teams worked on creating awareness campaigns for Lock Haven Area SPCA and the Women's Center; conducted work on three new grant proposals (in progress) that may impact economic development in the region; a letter of Intent was presented to Center for Rural Pennsylvania for rails to trails project connecting Lock Haven, Jersey Shore, and Williamsport the work for which work is still underway; one faculty member is working on the Middle Susquehanna Active Transportation Committee on the bike/ped project for Lock Haven University and neighboring areas with the sponsorship of SEDA-COG; doing follow up project of rails-to-trails with the Susquehanna Greenway Partnership and the Small Business Development Center at LHU - the Trail up to Castanea has been completed and the Clinton County Planning Commission has secured funding from PENN DOT for the remaining portion of trail from Castanea to Jersey Shore; assessed and presented assessment of budgets for six Clinton County departmental budgets as a part of MANG 307 Budgeting (n=26).		