

South Carolina's
Flagship University

USC

USC LANCASTER

**Associate Degree Commission
Accredited Institutions
2006 Quality Assurance (QA) Report**

**University of South Carolina
Lancaster**

Accredited 2002

Associate in Science in Business

**Association of Collegiate Business
Schools and Programs (ACBSP)
Associate Degree Commission Accredited
Institutions
Quality Assurance (QA) Report (Rev 2005)**

Institution:

Year Accredited/Reaffirmed:

List All Accredited Programs:

Items to be Addressed

**A. Faculty Qualification, Calculations, and
Composition**

1. Complete the following tables **for new faculty members only (table I)**:
 - 1-A Faculty Numbers and Qualifications – Full-time
 - I-B Faculty Numbers and Qualifications – Part-time
 - I-C Exceptions. Use enclosed forms at the end of this document.
 - Table II - FTE Faculty Calculations and Faculty Composition

2. Does at least 50% of the required full-time equivalent (FTE) faculty hold either a masters and/or doctorate degree to teach at the Associate Degree level?
Yes ___X___ No _____

Please provide the calculations from Table II - FTE Faculty Calculations and Faculty Composition - ___100___% faculty holding masters and/or doctorate

3. Do at least 90% of the required full-time equivalent (FTE) faculty hold either a masters, doctorate or are professionally qualified to teach at the Associate Degree level?
Yes ___X___ No _____

Please provide the calculations from Table II - FTE Faculty Calculations and Faculty Composition - 100 % faculty holding masters, doctorate or are professionally qualified?

B. Curriculum

1. Have any existing accredited associate degree programs/curricula been **substantially** revised since your last Quality Assurance Report?
Yes _____ No X

Attach a Table III - Curriculum Summary for each revised program

2. Do they comply with the 25% Standards on Professional Component, General Education, and Business Major?
Yes X No _____
3. List new degree programs that have been developed and attach a Table III – Curriculum Summary for each new program. Not applicable
4. Do the new degree programs comply with the 25% Standards on Professional Component, General Education, and Business Major?
Yes _____ No _____ Not applicable
5. Have you **terminated** any accredited programs since your last Quality Assurance Report?
Yes _____ No X

List terminated program(s), reason, and date of termination of program(s):

C. Organization

1. Has the organizational structure or administrative personnel within the business unit changed?
Yes _____ No X

If yes, please describe the changes and submit a current organizational chart for the business unit.

2. Has any new sites (off-campus or on campus) offerings or portions of accredited business programs been added since the last QA Report?
Yes _____ No X

If yes, list off-campus or new sites and accredited business programs or portions of accredited business programs being offered:

D. Conditions/Notes/Recommendations to be Addressed *(For institutions granted conditional*

accreditation and those institutions granted full accreditation with notes/recommendations listed in your notification letter).

Please address each condition/note/recommendation. If the condition/note/recommendation has (have) been completely addressed, please explain and provide the necessary documentation/evidence for addressing each condition/note/recommendation.

Mission Statement

Approved by the University of South Carolina Board of Trustees, April 1998

One of the five regional campuses of the University of South Carolina, the University of South Carolina Lancaster has grown since its inception in 1959 from a community dream into a vital public coeducational institution of higher learning. USC Lancaster is today a comprehensive learning center, offering high-quality University programs and services to approximately 1,200 full- and part-time students from a service area of six counties (Lancaster, Chester, Chesterfield, Kershaw, Fairfield, and York).

The Lancaster campus grants associate degrees in the arts, sciences, business, criminal justice, and technical nursing. Limited upper-division course work creditable toward baccalaureate degrees through the University is also offered by USC Lancaster's faculty. Graduate courses are available through the Extended Graduate Campus Office under the auspices of the USC Columbia Graduate School. Opportunity for area residents to pursue personal enrichment is also provided through regular programs and services and additional public service activities. USC Lancaster admits all students who show promise of academic success.

Most of USC Lancaster's students are first-generation college students from rural areas, small towns, and cities across the central Piedmont area of the Carolinas. Through a broad commitment to equity, an extensive scholarship and financial aid program, and a variety of weekday and evening course offerings, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this region. With the considerable resources of the University, the many advantages of a small college setting, and the efforts of a talented faculty, staff, and administration dedicated to scholarship and teaching excellence, USC Lancaster strives to create a supportive educational climate that respects cultural and intellectual diversification, encourages innovation and adaptation, and responds affirmatively to the needs of its students. Students at USC Lancaster are helped to achieve the fundamental skills, knowledge, and capacity for critical thought necessary to pursue further learning, to succeed in their chosen career fields, and to assume the responsibilities of informed and enlightened citizenship in their communities and in the wider society.

Public service in the broadest sense is another important purpose of USC Lancaster. Through regular course offerings, continuing education programs, summer enrichment programs, and cultural events, USC Lancaster helps area residents obtain personal development, professional growth, and cultural enrichment. Through health fitness and recreation programs, USC Lancaster helps residents develop an appreciation of the interrelationship of physical health and overall personal wellness. Through its Child Development Center, USC Lancaster helps economically disadvantaged preschool children attain the physical, social, and intellectual development necessary for later success in school.

For USC Lancaster to meet the growing academic, professional, and personal aspirations of the residents of its area, it will continue to develop and expand its programs and services and provide access to the resources of the wider University of South Carolina.

E. Performance Results

Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment.</p> <p><i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p>
2. Student- and Stakeholder-Focused Results	<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.</p> <p><i>Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building.</i></p>
3. Budgetary, Financial, and Market Performance Results	<p>Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities.</p> <p><i>Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.</i></p>
4. Faculty and Staff Focused Results	<p>Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.</p> <p><i>Key indicators may include: satisfaction or dissatisfaction of faculty</i></p>

	<i>and staff, positive, productive, and learning-centered environment, safety, absenteeism turnover, or complaints.</i>
5. Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. <i>Key indicators may include: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships.</i>

1. Student Learning Results

		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Attach Graph of Trends for 3-5 Years (Attach Trend Graph)
A.S. in Business students will demonstrate competency in oral communication skills.	TSTM 342 students will make a formal oral presentation. Data will be collected for one year to establish a baseline of student achievement.	In progress.	In progress.	In progress.	Data will be included in the QA Report 2008.
Graduates will secure employment and effectively perform in their field of study.	50% of the graduates will report employment in the field on the annual CHE 301 report.	An average of 52% of graduates reported employment in the field on the CHE 301 Report.	Graduates exceeded outcome by 2%.	Outcome was met. Will continue to monitor annually.	CHE Report Attached
Graduates will average a 4.0 rating on the internship Supervisor's Evaluation Report.	Students will average a 4.0 rating on the internship Supervisor's Evaluation Report.	Interns averaged a 5.0 on the Supervisor's Evaluation Report	Graduates exceeded outcome	Outcome was met. Will continue to monitor annually.	Graph 3 Attached
Graduates will demonstrate proficient use of word processing, TSTM 143.	70% of students enrolled in TSTM 143 will complete the course with a 3.0 GPA.	67.6% of students enrolled in TSTM 143 completed the course with a 3.0 GPA	Students will be assigned out of class lab time to enhance the development of word processing skills.	Outcome was not met	Graph 4 Attached

USC Lancaster
2003-2004

semester				Total
1) Fall, 2003	2) Spring, 2004	3) Summer I, 2004	4) Summer II, 2004	
number	number	number	number	number
58	65	14	19	156

Reporting maintained by Institutional
Assessment & Compliance
Please contact IAC (803) 777-2814 with
questions

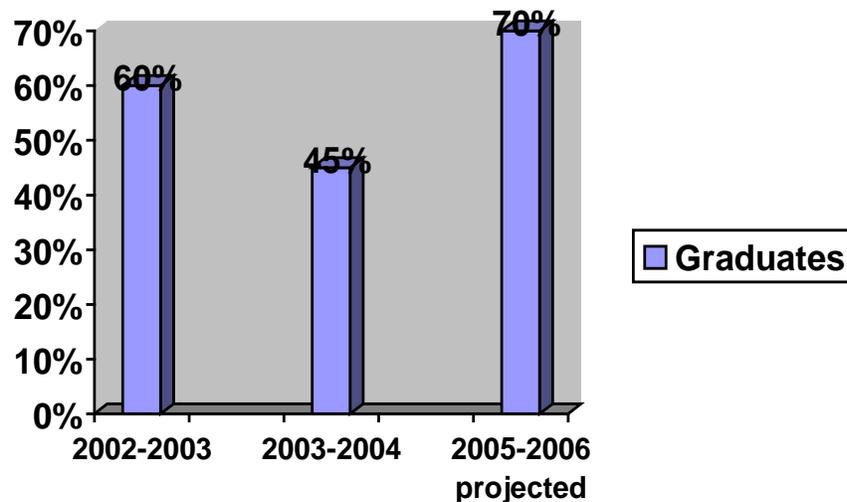
USC Lancaster
2004-2005 Business Student Enrollment

semester				Total
1) Fall, 2004	2) Spring, 2005	3) Summer I, 2005	4) Summer II, 2005	
number	number	number	number	number
64	66	12	12	154

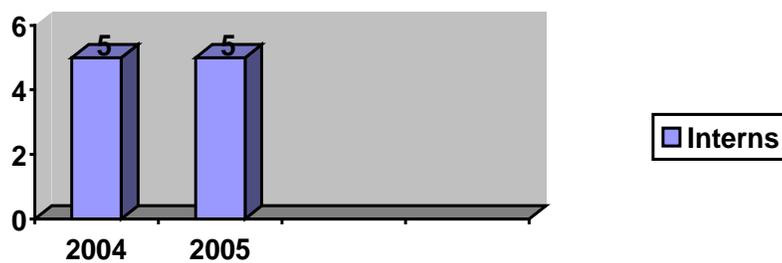
Reporting maintained by Institutional
Assessment & Compliance
Please contact IAC (803) 777-2814 with
questions

Graduates Reporting Employment in the Field

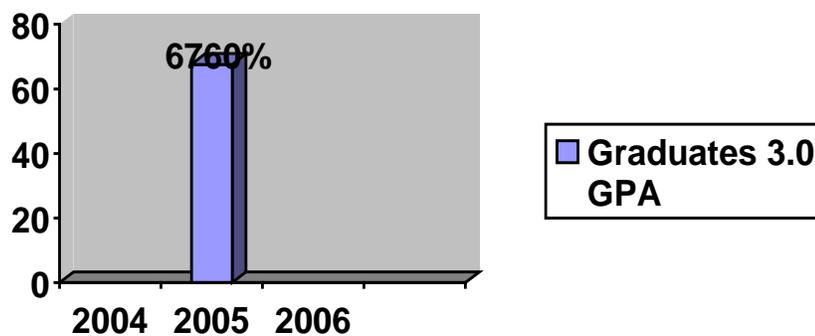
Graph 1



Interns Results Supervisor's Evaluation Report Graph 3



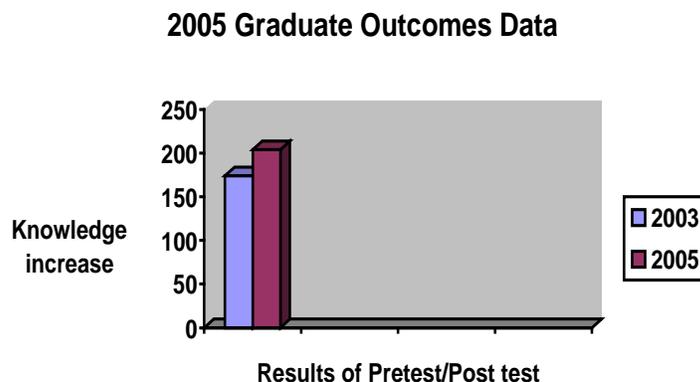
TSTM 143 Advanced Document Preparation Graduates 3.0 GPA (Graph 4)



Student-learning outcomes:

A. Third –party examinations:

In the fall 2003 semester, our incoming Associate in Science in Business students were required to pretest their knowledge in the following areas: accounting, Microsoft Word, Excel, Access, PowerPoint, filing, grammar. We created this test through Qwiz testing, www.qwiz.com. These students were given the same test immediately before graduating in May, 2005. This has been our first data collected documenting student outcomes for the Associate in Science in Business degree program.



Sample letter to entering freshmen:

August 28, 2003

Dear:

Welcome to the Associate in Science in Business program at the University of South Carolina Lancaster! We are very pleased you have chosen to begin your higher education with us.

In addition, we are happy to report to you that the Associate in Science in Business degree is a national accredited program by the Association of Collegiate Business Schools and Programs. As part of our accreditation, we have been encouraged to assess our entering freshman class in the following areas: Microsoft Word, Excel, Access, PowerPoint, grammar, and general accounting. This assessment will give us an idea of what you have learned throughout your education in these areas. When you graduate, we will give you the same assessment to determine how much you learned while attending USC Lancaster. It is very important for the Business Faculty to know that we are providing the best education possible for you.

Therefore, on Friday, September 12, in Hubbard Hall 206 at 12:30 p.m., please mark your calendar to take this very important pretest. You will help the faculty

better meet your academic needs. If you are unable to arrange this time, please let me know by email Droberts@gwm.sc.edu or by phone 803-313-7032 to schedule an alternate time.

I will look forward to seeing you on the 12th.

Sincerely,

Darlene H. Roberts
Associate Professor Business
Business, Behavioral Sciences, Criminal Justice, and Education
Chairman

c: Dean John Catalano
Dr. Ron Cox, Associate Dean of Academics and Student Affairs

Behavioral Outcomes:

CHE Program Evaluation:

The Commission on Higher Education requires periodic reports of institutional effectiveness, including such information as student graduation rates, results of professional examinations, and job placement of graduates. Generally, assessment of general education, majors/concentrations, academic advising, student development, and library resources are reported every four years. Transfer rates, graduation rates and professional examination results are included on an annual basis in performance funding reports. Information on job placement is gathered from alumni surveys and phone surveys of graduates. Assessment data in these areas are used to monitor, maintain, or improve the quality of the institution. The report is due on July 1 with the logic that the prior years graduates will have established employment and/or continued their academic career. We see this as a positive timetable to review student data. The business program at USC Lancaster “has always met the criteria for “good” for both enrollments and graduation rates. The data for this report shows the business program at its healthiest point ever in both enrollments and graduation rates”. The business unit actually contacts each graduate of the business program and forwards the collected information to the Director of Academic and Student Support Services for Regional Campuses and Continuing Education. The CHE Report 301 is created to closely monitor the continued success of this program. The following criteria applies:

1. The business program must produce at least six graduates during the evaluation year or an average of at least six graduates over the most recent three-year period.
2. In the most recent fall term each program must enroll at least 16 students who generate 12 full-time equivalents.

3. At least fifty percent of the graduates available for job placement must be placed on a job relating to their education or continuing their education on a full-time basis.

**CHE 301 Report
2002-2003
Associate in Science in Business
USC Lancaster**

Name	Degree	#	Update
Adams Chadwick	Business	29	Working in field
Benton Lacey	Business	29	USC & Working in field
Brown Sandra	Business	29	Working in field
Carnes Elaine	Business	29	Working in field
Cook Luz	Business	29	Working in field
Deese Candice	Business	29	Working in field
Faulkenberry Lori	Business	29	Working in field
Gardner Lou Ann	Business	29	Working in field
Helms Kristy	Business	29	Working in field
McCain Debra	Business	29	Working but not in field
Steele Erica	Business	29	York Tech
Stevenson Devin	Business	29	USCL
Tidwell Lori	Business	29	could not contact
Todd Jodi	Business	29	USC
Yeargin Theresa	Business	29	Working in field

2003-2004 Report

Name	Degree	Update
Allen, Chiquita	A.S. in Business	working but not in field
Blackmon, Shureka	A.S. in Business	left message
Boone, Anna	A.S. in Business	working as pharmacy technician
Cauthen, Jeniffer	A.S. in Business	working in field - Founders Federal Credit Union
Craig, Amanda	A.S. in Business	phone number disconnected
Curry, Alkevia	A.S. in Business	transferred to Winthrop
Estridge, Lori	A.S. in Business	working in field - Founders Federal Credit Union
Evans, Kayla	A.S. in Business	working in cosmetology
Finch, Evelyn	A.S. in Business	working as funeral home director
Gardner, Amanda	A.S. in Business	working in banking
Laney, Tabitha	A.S. in Business	seeking employment
Montgomery, J Ann	A.S. in Business	transferred to York Technical College
Powers, Amber L.	A.S. in Business	working on BAIS degree
Reeves, Frank L.	A.S. in Business	left message
Smith, Trenica R.	A.S. in Business	working on BAIS degree
Thompson, Larisha	A.S. in Business	working part time in field
Tucker, Shamill A.	A.S. in Business	working in field
Vargo, Nicholas J.	A.S. in Business	transferred to the College of Charleston

I: Internship Program- Kanawha Health Care Solutions, Inc.

Located in a small county with a population of 59,000, we have a unique relationship with the community. In the Fall 2003 semester, we established an internship program with Kanawha Health Care Solutions benefiting our students, faculty, and community. The program is designed to enroll six students: two customer service representatives, two claims processors, and two management. To qualify for the program, a student must have achieved a 3.0 GPA and have earned 45 hours of credit. The internship is considered a capstone course/experience. The students receive 3 hours credit and work 15 hours per week throughout the semester. The students are treated as employees and must pass a general knowledge test, keyboard timed test, ten-key test, complete a personality profile, and drug screening. The management positions are paid \$10 per hour, the others \$5.45. The students gain “real world” business experience and are supervised by a mentor. The mentor has weekly meetings with the interns to discuss problems, suggestions, or concerns during the week. Weekly journaling assignments are required to document the student’s progress.

In Fall, 2004, we added Founders Federal Credit Union as a sponsor of our internship program. Students were trained as bank tellers.

TSTM 399

INTERNSHIP PROGRAM

Fall 2004

Program Coordinator:	Darlene Roberts
Office:	Bradley 219
Office Hours:	MW 10-12 TT 9:30-10:30 and 3-4
Telephone:	313-7032
Email:	Droberts@gwm.sc.edu

The following briefly outlines the description of the course:

Objectives: Interns will gain knowledge of:

- How work flows through the department.
- How work in each department is related to and affected by work in other areas.
- Specific duties will be assigned to each department.

Benefits:

- Exposure to “real world” business environment.
- Industry knowledge.
- Hands-on training in practical management skills.

Evaluation:

- Weekly meetings with management mentor.
- Weekly journaling assignments.
- Mentor evaluation at the end of internship.
- Research paper summarizing the experience.
- Periodic review including self-assessment.

Textbook: What Color is Your Parachute? Richard Nelson Bolles, Ten Speed Press

Topics to include:

- The Making of a Leader
- Time Management for the Busy Professional
- Employee Coaching Techniques
- Career Management
- Employee Development
- Presentation Skills

Internship Requirements

To be eligible for this program, you must have completed 45 hours of course work and have a cumulative GPA of 3.0.

A. The intern will:

1. Attend all Professional Seminars presented by the TSTM Department
2. Prepare a resume to submit to potential employers
3. Write a job training proposal to be approved by the faculty coordinator
4. Honor all requirements initially stipulated by the employer
5. Work in the approved job for a minimum of 15-20 hours per week under the direction of his/her supervisor
6. Be punctual, dependable, and dressed professionally
7. Demonstrate appropriate professional and social behavior at all times
8. Complete the Internship Project by published deadline
9. Return faculty coordinator's calls promptly
10. File a supervisor's evaluation with the faculty coordinator by published deadline

B. The supervisor must agree to:

1. Provide an internship that offers an opportunity to merge academic knowledge with "real world" experience
2. Provide the intern with appropriate guidance and training during the term
3. Participate in an on-site and/or telephone interview with the faculty coordinator.
4. Communicate any problems to the faculty coordinator either in writing, by phone, or by e-mail.
5. Complete the supervisor's evaluation or standard company evaluation by published deadline

C. The faculty coordinator will:

1. Coordinate/facilitate Internship Seminars
2. Assist the intern in resume preparation
3. Provide a detailed outline explaining all requirements and deadlines
4. Serve as a liaison between the employer and the TSTM Department
5. Conduct an internship visit and/or phone interviews with intern and with the business supervisor
6. Return students' and supervisors' phone calls in a timely manner - within 24 hours if possible
7. Conduct individual exit interviews with interns
8. Assign final grades by the University deadlines or to notify students relative to reason for grade assignment of incomplete
9. Prepare student contracts for the University
10. Require students to visit the Career Counseling Center and schedule career computer testing.
11. Meet with interns weekly.

Grading Scale: The student will receive 3 hours credit for the course determined by the program coordinator.

A	94-100
B+	90-93
B	86-89
C+	82-85
C	78-81
D+	75-77
D	70-74
F	Below 70

Internship Project Binder	50%
Supervisor's Evaluation	25%
Instructor's Evaluation	25%

**The University of South Carolina
Lancaster
Associate in Science in Business
Professional Internship
Supervisor's Evaluation Report**

Intern: _____

Supervisor: _____

Please circle the number that best represents your opinion of the intern's performance.
If you select a 3 or less, please comment.

		Poor			Excellent		
Skills and Abilities							
1.	Well prepared for the position	1	2	3	4	5	N/A
2.	Possessed necessary technical skills	1	2	3	4	5	N/A
3.	Possessed necessary communication skills	1	2	3	4	5	N/A

Work Habits

1.	Showed ability to work independently	1	2	3	4	5	N/A
2.	Thoroughly completed assignments	1	2	3	4	5	N/A
3.	Showed a sense of responsibility	1	2	3	4	5	N/A
4.	Was dependable	1	2	3	4	5	N/A
5.	Showed creativity on assignments (If Applicable)	1	2	3	4	5	N/A
6.	Worked at a high level of productivity	1	2	3	4	5	N/A

Professionalism

1.	Exhibited a professional attitude	1	2	3	4	5	N/A
2.	Could adapt to changing circumstances	1	2	3	4	5	N/A
3.	Was cooperative	1	2	3	4	5	N/A
4.	Was punctual	1	2	3	4	5	N/A
5.	Came to work regularly	1	2	3	4	5	N/A
6.	Was courteous and friendly	1	2	3	4	5	N/A
7.	Presented professional personal appearance	1	2	3	4	5	N/A

Other

1.	Showed general maturity	1	2	3	4	5	N/A
2.	Understood the job description	1	2	3	4	5	N/A
3.	Overall assessment of the Intern	1	2	3	4	5	N/A

Supervisor's Evaluation Report Continued:

Comments

Based on the Intern's work, what grade would you assign?

Signature of Supervisor

Evaluation Date:

May we discuss the information contained in this evaluation with the Intern?
If the evaluation is not to be discussed with the Intern, please mail or fax this form to:

**Internship Coordinator – Professor Darlene Roberts
Associate in Science in Business
USC – Lancaster
P. O. Box 889
Lancaster, SC 29721
Fax: 313-7106**

All of the students in the internship program received excellent ratings.

2. Student- and Stakeholder-Focused Results

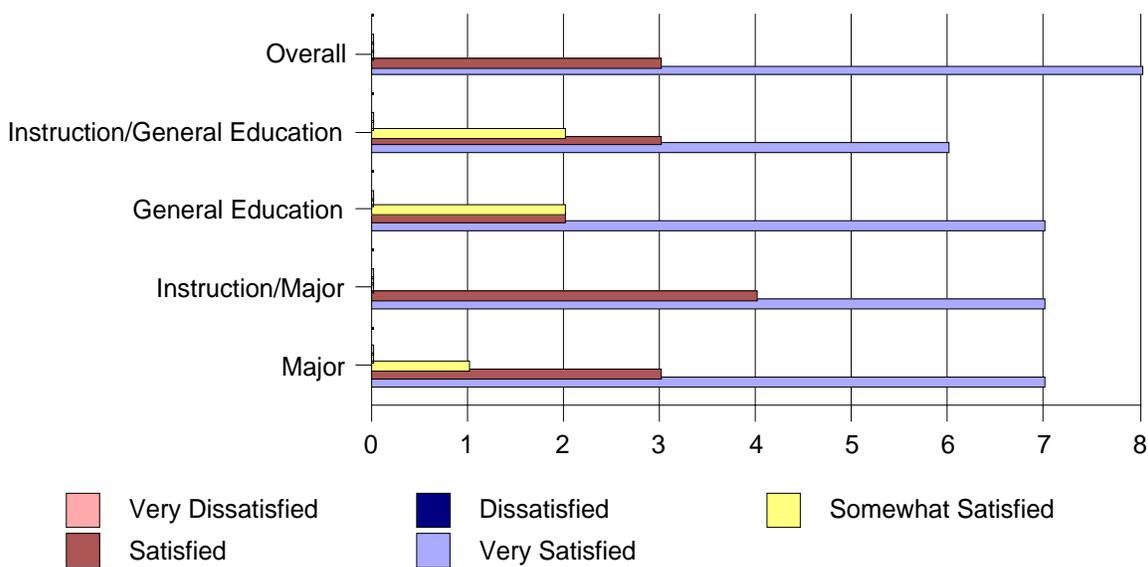
Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results		Results of Action Taken (occurs in the following year)	Attach Graph of Trends for 3-5 Years (Attach Trend Graph)
		Areas of Success	Analysis and Action Taken		
Alumni will be very satisfied/satisfied with their major program of study.	90% of the alumni will be very satisfied/satisfied with their major program of study.	<u>90.9%</u> of the alumni were very satisfied/satisfied with their major program of study.	Alumni exceeded outcome.	Outcome was met. Will continue to monitor annually.	Graph attached.
Alumni will be very satisfied/satisfied with instruction in their major program of study.	90% of the alumni will be very satisfied/satisfied with instruction in their major program of study.	<u>100%</u> of the alumni were very satisfied/satisfied with instruction in their major program of study.	Alumni exceeded outcome.	Outcome was met. Will continue to monitor annually.	Graph attached
Alumni will be very satisfied/satisfied with their overall academic experience.	90% of the alumni will be very satisfied/satisfied with their overall academic experience.	<u>89%</u> of the alumni were very satisfied/satisfied with their overall academic experience.	Did not meet outcome by 1%. The Business unit with the Advisory Board will meet to determine how this outcome can be met.	Outcome was not met. Will continue to monitor annually.	Graph attached.
Business/community will state that the business students possessed necessary technology skills.	90% of the Business/community will state that the business students possessed necessary technology skills.	<u>100%</u> of the Business/community stated that the business students possessed necessary technology skills.	Business/community were pleased with the graduates performance in technology skills.	Outcome was met. Will continue to monitor annually.	Graph attached
Business/community will state that the business students possessed necessary communication skills.	90% of the Business/community will state that the business students possessed necessary communication skills.	<u>97%</u> of the Business/community stated that the business students possessed necessary communication skills.	Business/community were pleased with the graduates performance in communication skills	Outcome was met. Will continue to monitor annually.	Graph attached

Alumni Survey:

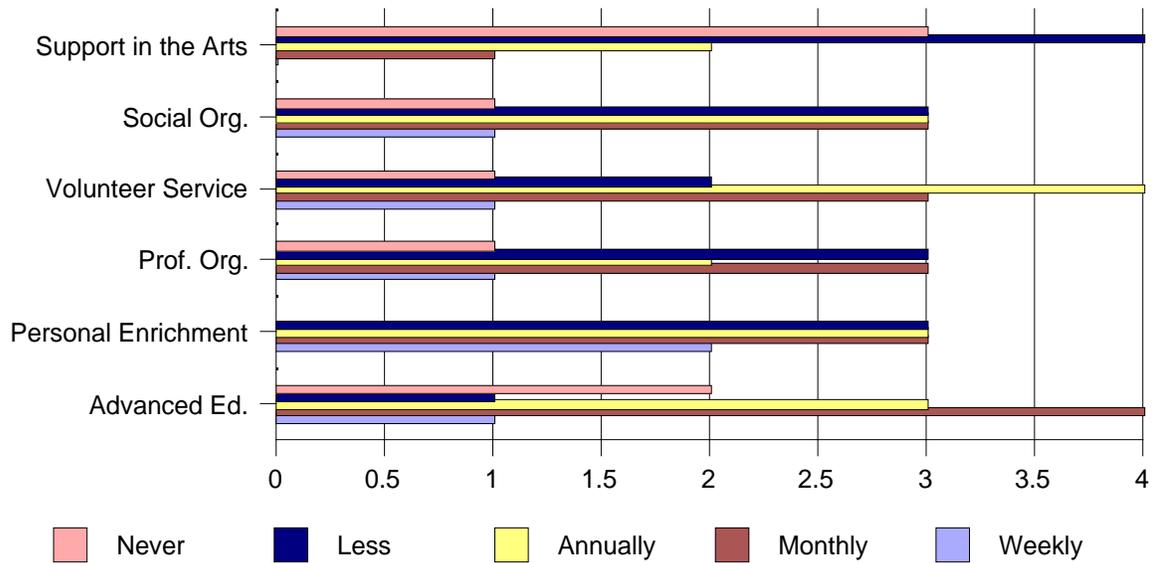
Newest Alumni Information: Since our accreditation, we have been able to isolate business student's responses in our alumni survey. Included you will find the latest alumni survey information submitted by USC Lancaster business alumni.

Alumni Survey USC Lancaster 2004-2005

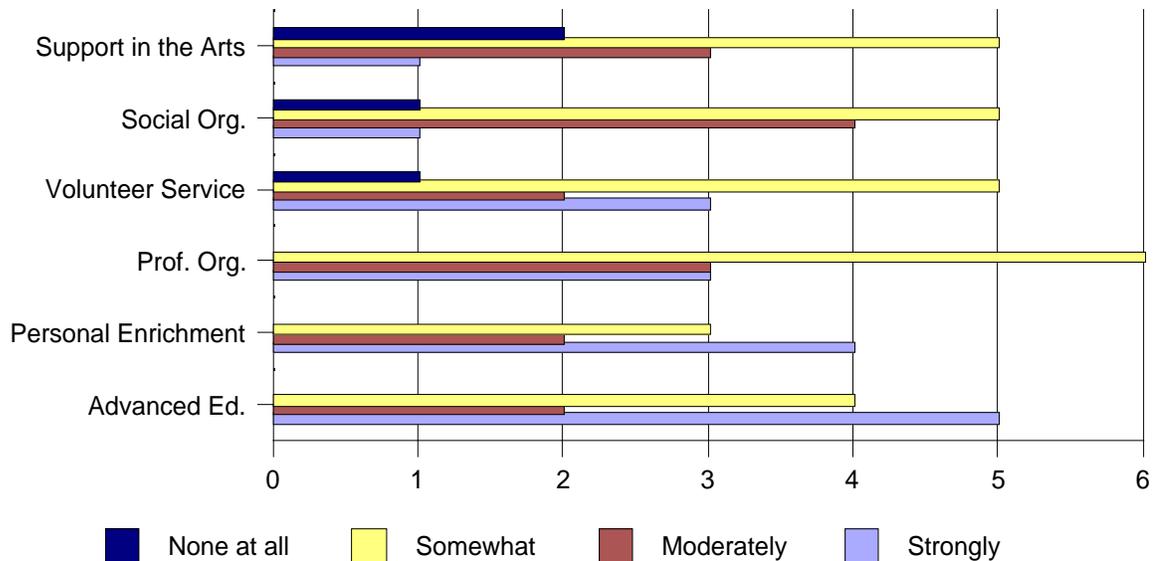
1. Indicate how satisfied you are with various aspects of your undergraduate experience at USC Lancaster.



2. Indicate how frequently you are involved in each of the following types of activities.



3. Indicate the extent your college experience influenced your participation in the activities listed in Question 2.



4. Please check the *best response*: Since leaving USC Lancaster, I have voted in _____ elections.

All	5
Most	1
Some	2
A Few	1
None	1

5. How long did it take you to obtain your first job after graduation?

Obtained prior to leaving college	5
Less than one month	0
1-3 months	1
4-6 months	1
7-12 months	1
More than twelve months	0
Have not obtained a full-time job	2
Did not seek a full-time job	2

6. Please indicate the relationship between your undergraduate major and your work, for both your first job after graduation and, if applicable, your current position.

	Highly Related	Moderately Related	Slightly Related	Not Related	Never/Not Employed
First job after graduation	3	3	2	1	1
Current position	3	2		3	1

7. Please indicate the location of your first job after graduation on your current position.

	South Carolina	Southeast, outside of SC	Outside the Southeast	Never/Not employed
First job after graduation	8			2
Current position	8	1		2

8. Indicate which of the following best describes your activities six months after graduation from USC Lancaster and currently. (Check all that apply)

	Six months after graduation	Currently
Continuing your education full-time		
Employed and continuing your education	3	7
Employed full-time	2	2
Employed part-time	1	1
Self-employed (farm or business owner, etc.)		
Serving in the Armed Forces	2	1
Caring for a home/family		1
Unemployed – seeking work	1	
Unemployed – not seeking work		
Other:		

9. As they relate to your current employment or post-graduate education, how well did your experiences at USC Lancaster prepare you in the following ways?

	Excellent	Good	Adequate	Inadequate	Not Sure
Oral communication	3	7			
Use of computers and technology	7	4			
Math and data interpretation	4	6			
Problem solving	5	5	1		
Workplace diversity	5	4	1		
Interpersonal skills	5	5			

10 Did the knowledge and skills you acquired at USC Lancaster prepare you for the job market?

Yes	9
No	
Not Sure	2

11. Rate the overall quality of your USC Lancaster education.

Above Average	5
Average	6
Below Average	
Not Sure	

12. What is your ethnic background?

American Indian/Alaskan Native	
Asian or Pacific Islander	
Black/African American	3
Hispanic	1
Multi-racial	
White/Non-Hispanic	7

13. What is your gender?

Male	1
Female	10

Community and Business Survey:

During the Fall 2005 semester, the business unit created an anonymous survey to assess the business community's satisfaction with the performance of our graduates. The results are included below:

SAMPLE LETTER AND SURVEY FORM

October 10, 2005

Ms. Paula Rhyne
Kanawha Insurance Company
Main Street
Lancaster, SC 29720

Dear Ms. Rhyne:

In an effort to monitor and improve the quality of the Associate in Science in Business degree program at USC Lancaster, we would like to know how well the degree has served the community and local businesses.

This survey, which is anonymous, will take only a few minutes of your time to complete. Please help us by responding to the enclosed questionnaire regarding your business experiences with USC Lancaster Associate in Science in Business graduates. This data will be included in a report directed to the Associate of Collegiate Business Schools and Programs (ACBSP) as part of our program evaluation for reaccreditation.

Upon completion, please mail your anonymous survey using the enclosed postage paid envelope by Monday, November 3, 2005.

Thank you for taking the time to assist us as we continue to strive for academic excellence at USC Lancaster.

Sincerely,

Darlene H. Roberts
Associate Professor/Business
Business, Behavioral Sciences, Criminal Justice,
and Education Chairman

**The University of South Carolina
Lancaster
Associate in Science in Business
Community and Business Survey**

Please circle the number that best represents your opinion of the performance of the USC Lancaster graduate in your business/organization.

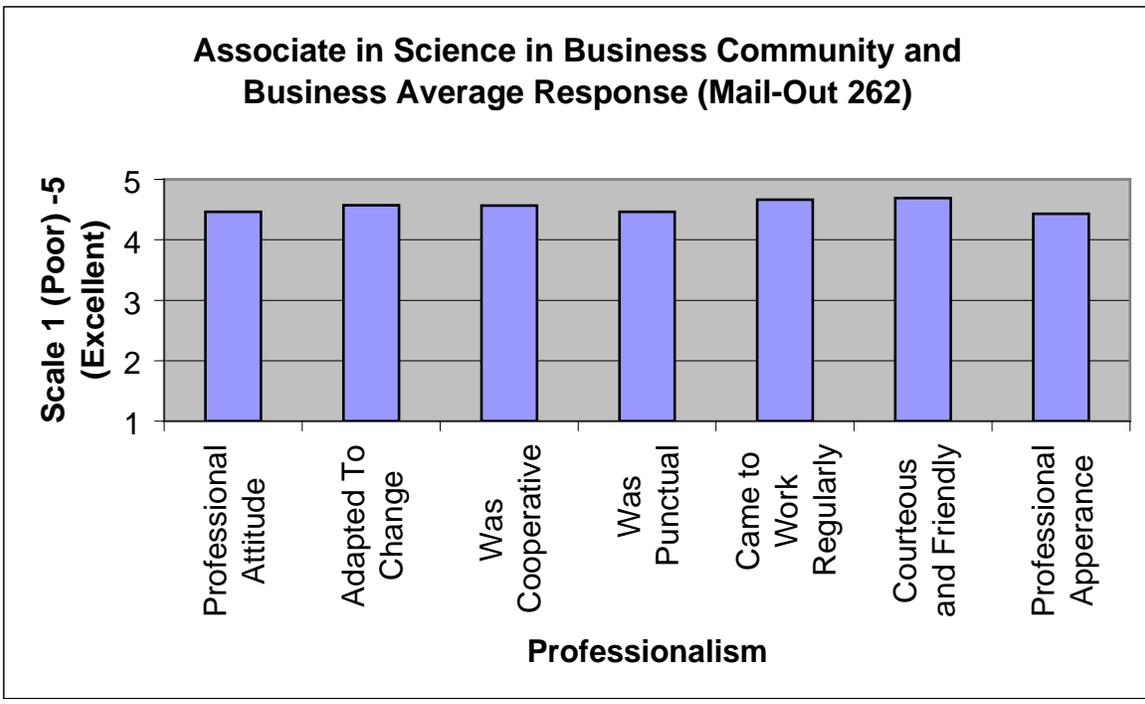
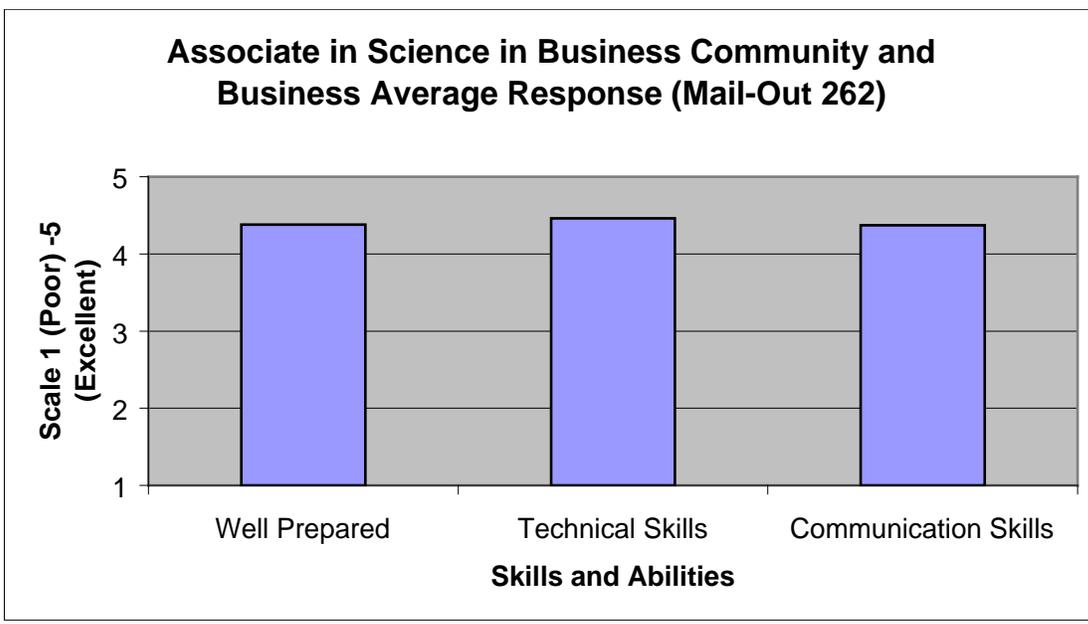
If you select a 3 or less, please comment.

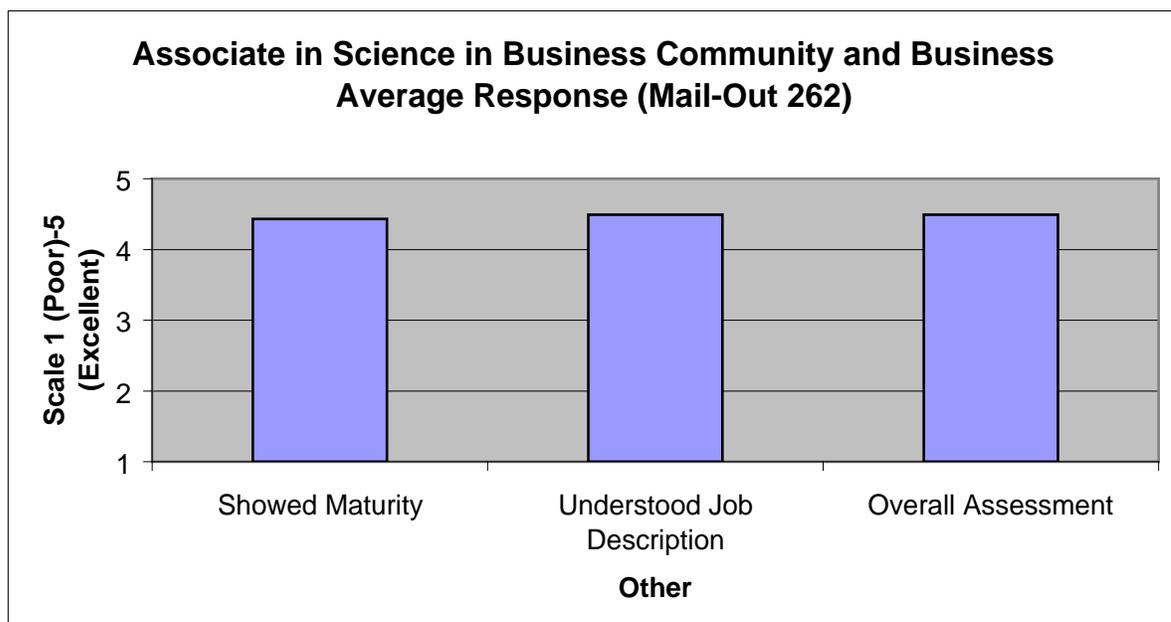
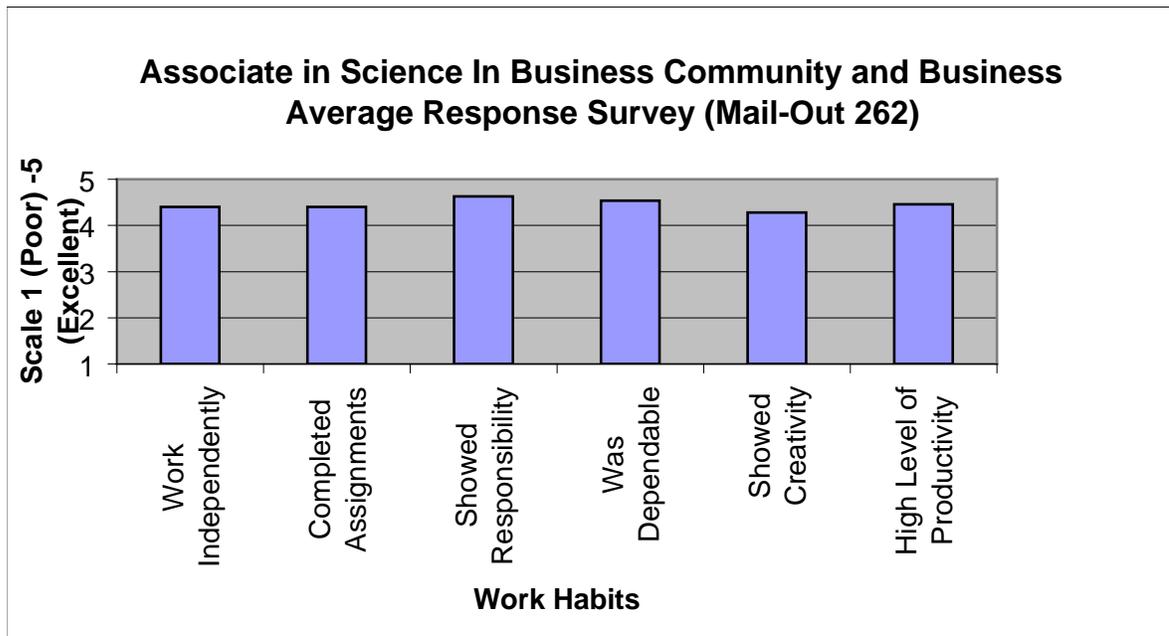
		Poor				Excellent	
Skills and Abilities							
1.	Well prepared for the position	1	2	3	4	5	NA
2.	Possessed necessary technical skills	1	2	3	4	5	NA
4.	Possessed necessary communication skills	1	2	3	4	5	N/A
 Work Habits							
7.	Showed ability to work independently	1	2	3	4	5	N/A
8.	Thoroughly completed assignments	1	2	3	4	5	N/A
9.	Showed a sense of responsibility	1	2	3	4	5	N/A
10.	Was dependable	1	2	3	4	5	N/A
11.	Showed creativity on assignments (If Applicable)	1	2	3	4	5	N/A
12.	Worked at a high level of productivity	1	2	3	4	5	N/A
 Professionalism							
8.	Exhibited a professional attitude	1	2	3	4	5	N/A
9.	Could adapt to changing circumstances	1	2	3	4	5	N/A
10.	Was cooperative	1	2	3	4	5	N/A
11.	Was punctual	1	2	3	4	5	N/A
12.	Came to work regularly	1	2	3	4	5	N/A
13.	Was courteous and friendly	1	2	3	4	5	N/A
14.	Presented professional personal appearance	1	2	3	4	5	N/A
 Other							
5.	Showed general maturity	1	2	3	4	5	N/A
6.	Understood the job description	1	2	3	4	5	N/A
7.	Overall assessment of the Intern	1	2	3	4	5	N/A

Comments:

Results of Survey:

Results of Survey: 2005





3. Budgetary, Financial, and Market Results

Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results		Results of Action Taken (occurs in the following year)	Attach Graph of Trends for 3-5 Years (Attach Trend Graph)
		Areas of Success	Analysis and Action Taken		

USC Lancaster is a unique institution with no comparable institutions existing. Of the eight University of South Carolina campuses, USC Lancaster solely offers an Associate In Science in Business degree program. The Business Unit shares a division with other disciplines: Business, Behavioral Sciences, Criminal Justice, and Education.

PERFORMANCE MEASURE	MEASUREMENT TYPE	FY 04	FY 05	DATA SOURCE
NO. OF FULL-TIME FACULTY IN BUSINESS PROGRAM	INPUT	5	5	PROGRAM RECORDS
NO. OF ADJUNCT FACULTY IN BUSINESS PROGRAM	INPUT	5	5	PROGRAM RECORDS
NO. OF COURSE OFFERINGS IN BUSINESS PROGRAM	INPUT	22	22	PROGRAM RECORDS
SALARY EXPENDITURES - FULL-TIME FACULTY	INPUT	\$1,643,424.32	\$1,857,388.16	PAYROLL SYSTEM
SALARY EXPENDITURES – BUSINESS FACULTY (FULL TIME AND ADJUNCT)	INPUT	\$ 213,615.00	\$ 225,151.00	PAYROLL SYSTEM
PERCENTAGE OF BUSINESS PROGRAM SALARIES/EXPENDITURES TO TOTAL INSTRUCTIONAL SALARIES/EXPENDITURES	EFFICIENCY	7.69%	8.25%	PAYROLL SYSTEM
USCL INSTRUCTIONAL BUDGET	INPUT	\$2,473,157.00	\$2,756,624.00	ACCOUNTING RECORDS
USCL INSTRUCTIONAL BUDGET PER FTE	INPUT	\$ 1,800.00	\$ 2,002.00	ACCOUNTING RECORDS
USCL OFFICIAL ENROLLMENT PER FTE	INPUT	1,374	1,377	ACCOUNTING RECORDS
NO. OF STUDENTS ENROLLED IN BUSINESS PROGRAM	INPUT	156	154	PROGRAM RECORDS
FACULTY / STUDENT RATIO IN BUSINESS COURSES	EFFICIENCY	12.5/1	13.2/1	PROGRAM RECORDS
FACULTY / STUDENT RATIO IN BUSINESS COMPARED TO TOTAL FAC/STUDENT RATIO	EFFICIENCY	16/1	16/1	PROGRAM RECORDS

NO. OF STUDENTS COMPLETING 2-YR
ASSOC DEGREE PROGRAM

OUTCOME

19

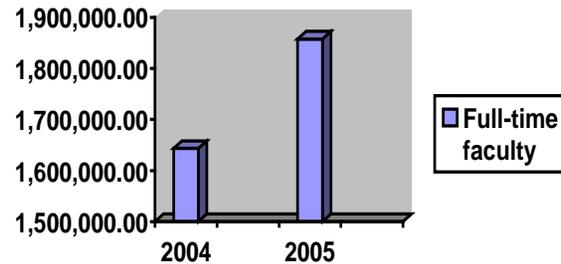
21

PROGRAM RECORDS

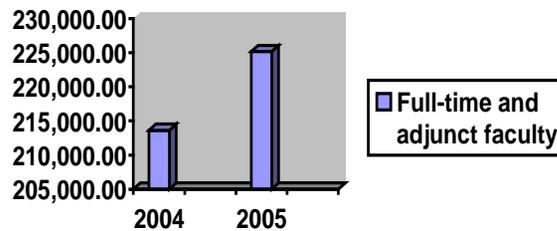
*Upgrades to Computer Labs were implemented with new lighting, however the labs are not strictly for the use of the business faculty. Other disciplines are scheduled in those labs.

*The business unit is in a division shared with Behavioral Sciences, Criminal Justice, and Education. The budgeted money for the division is shared among those disciplines, therefore it is difficult to filter money spent on equipment and supplies.

USCL SALARY EXPENDITURES



**USCL SALARY EXPENDITURES
BUSINESS FACULTY**



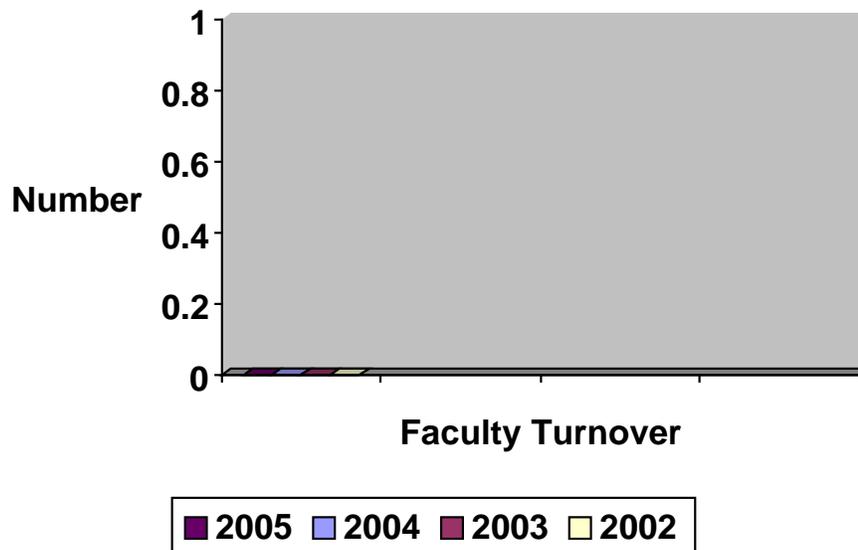
4. Faculty- and Staff-Focused Results

		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Attach Graph of Trends for 3-5 Years (Attach Trend Graph)
Faculty classrooms are equipped with appropriate technology for effective teaching.	100% of the faculty will report being very satisfied or satisfied with the classroom technology	100% of the faculty responding to the survey were very satisfied or satisfied with the classroom technology.	Faculty met the desired outcome	Outcome was met. Will continue to monitor annually.	Table/survey analysis attached.
Faculty offices will be an inviting place for students	100% of the faculty will report their offices are an inviting place for students.	83% of the faculty reported their offices to be an inviting place for students.	This outcome was not met due to an adjunct not having office space.	Outcome was not met. All full-time and part-time faculty will be contacted to provide office space.	Table/survey analysis attached.
Faculty will be compensated for overload courses.	100% of the faculty will report being compensated for overload courses.	100% of the faculty reported being compensated for overload courses.	Faculty met the desired outcome.	Outcome was met. Will continue to monitor annually	Table/survey analysis attached.
As a University employee, Faculty will be overall very satisfied with their employment.	100% of the faculty will report being very satisfied with their employment with the university.	100% of the faculty reported being very satisfied with their employment with the university.	Faculty met the desired outcome	Outcome was met. Will continue to monitor annually.	Table/survey analysis attached.

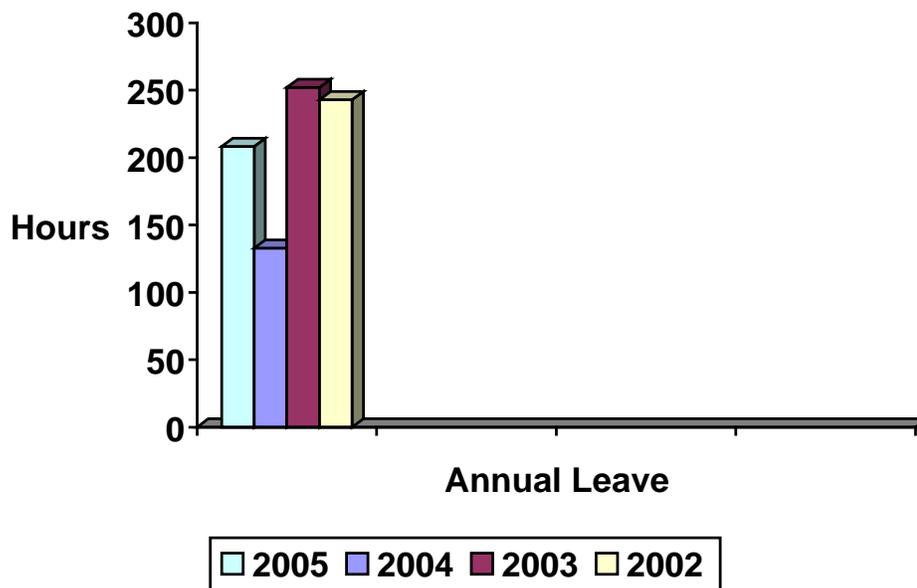
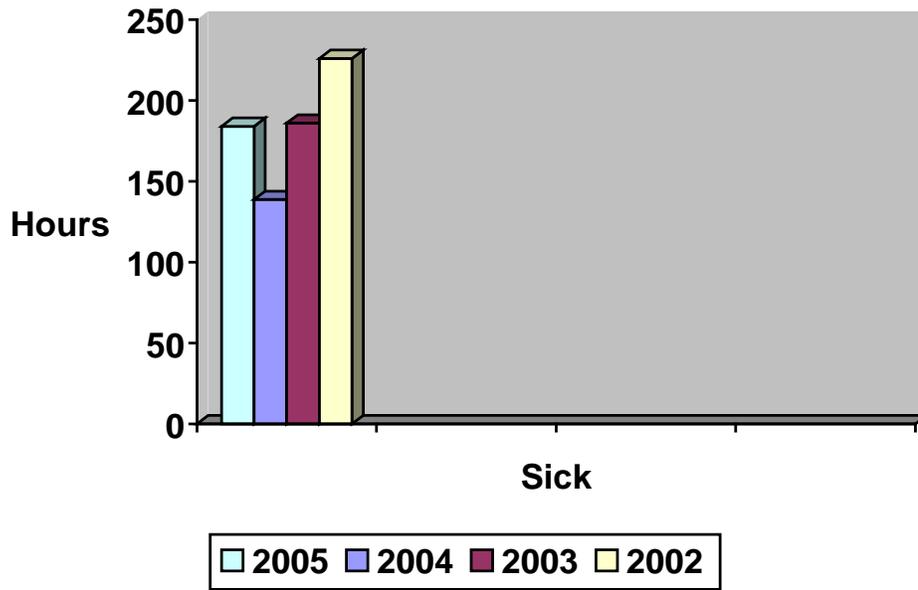
Business Faculty Survey Results 2004-2005

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. I am supported and encouraged to pursue opportunities for professional growth: training, continuing education, seminars, Professional Associations, presentations	5	1	0	0	0
2. I feel safe in my environment.	6	0	0	0	0
3. My classroom is noise free.	3	3	0	0	0
4. The classroom layout is conducive to learning.	3	3	0	0	0
5. Resources are available to supplement my courses.	4	2	0	0	0
6. The classroom is equipped with appropriate computer hardware and software.	4	1	1	0	0
7. My office is an inviting place for students.	2	1	2	0	0
8. My course load meets the standard set by the Regional Campuses Faculty Manuel.	4	2	0	0	0
9. I am compensated for overload courses.	4	2	0	0	0
10. Please check your overall satisfaction level as an employee of the University of South Carolina Lancaster.	6	0	0	0	0

USC Lancaster
Full-Time Faculty Turnover Report
Business Unit – Zero turnover



Absenteeism Report USC Lancaster Business Unit Faculty



USC Lancaster
 Business Unit
 Safety Records 2004 and 2005
 OSHA Summary of Work-Related Injuries and
 Illnesses

2004	
Days Missed Work	0
Reports of Injury or Illnesses	0

2005	
Days Missed Work	0
Reports of Injury or Illnesses	0

USC Lancaster
 Business Unit
 Number of Full Time Faculty

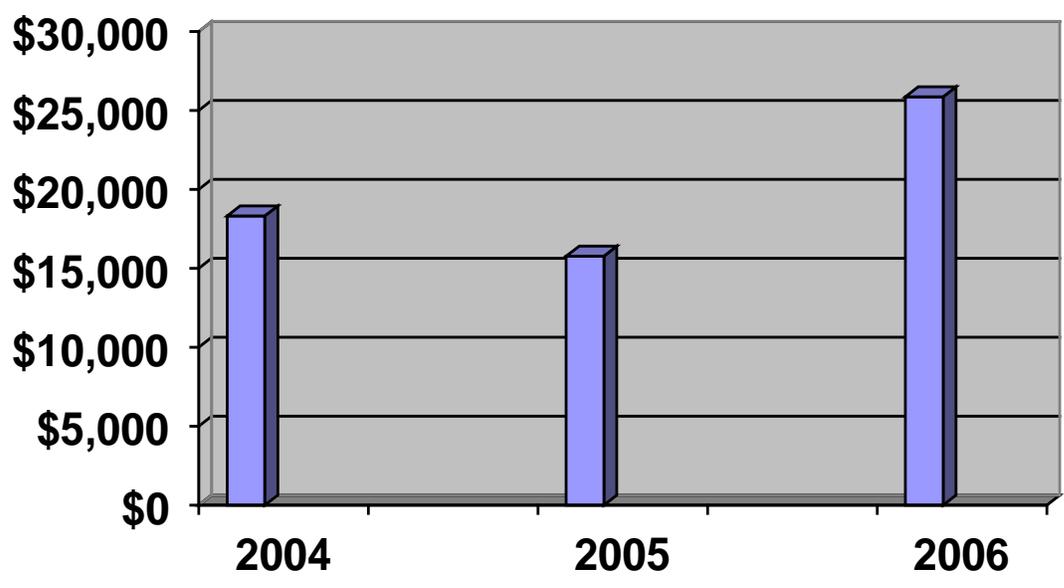
Year	Full Time Faculty
2004	10
2005	10

5. Organizational Performance Results

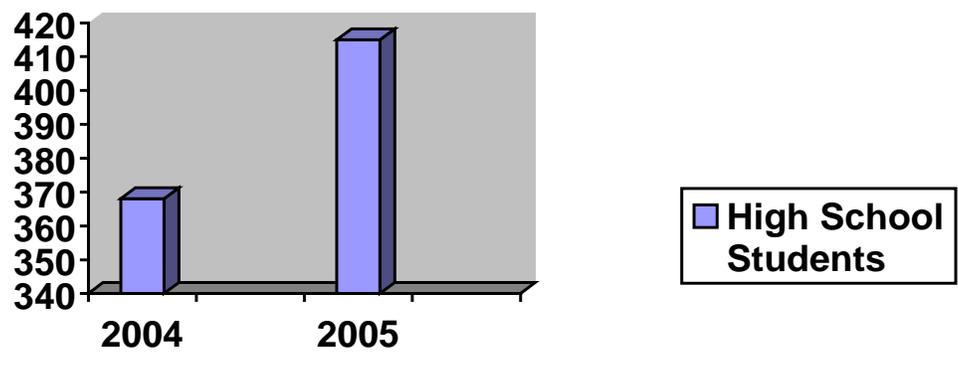
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Attach Graph of Trends for 3-5 Years (Attach Trend Graph)
USC Lancaster will provide the latest in computing and technology resources necessary to support academic excellence.	USCL will create a distance education classroom to facilitate the Palmetto Program through USC Columbia.	Classroom has been completed and is in operation.	This classroom expanded the course offerings for our business students. We will continue to expand this curriculum and pursue a joint venture with USC Columbia's four year Technology Support and Training Management Degree to be offered here by 2007.	Course offerings have been expanded for our business students.	N/A
USC Lancaster will provide the community use of the building facilities.	Use of the campus facilities will increase 10% over 2004 and 2005	Use of the campus facilities decreased during 2004 to 2005. However, 2006 indicates an increase.	Community use of the buildings on campus was not met.	Implementing the Performing Arts Series, which should increase the usage of the facilities. Will continue to monitor this outcome annually.	Attached Graph
USC Lancaster will contribute to the community.	The Bundy Auditorium will be upgraded as a new performing arts center for the Lancaster community.	The Bundy Auditorium has been upgraded as a new performing arts center for the Lancaster community.	This Performing Arts Center will contribute to the community.	Outcome has been met.	News Release attached.

<p>USC Lancaster will celebrate "Honors Day", a yearly event to spotlight the Lancaster County High School Juniors and Seniors enrolled in Beta Club and National Honors Society organizations. See event website http://usclanaster.sc.edu/HonorsDay/index.html</p>	<p>300 students will attend Honors Day at USCL.</p>	<p>An average of <u>392</u> High school students attended Honors Day.</p>	<p>Students exceeded outcome.</p>	<p>Outcome was met. Will continue to monitor annually.</p>	<p>Graph Attached</p>
<p>USC Lancaster's Medford Library offers community usage of the internet. These statistics will be documented by the number of individual logins.</p>	<p>2,000 logins will be recorded by community use of the Medford Library computers.</p>	<p>An average of 2,312 logins were recorded by community use of the Medford library computers.</p>	<p>Community use of the Medford Library computers exceeded outcome.</p>	<p>Outcome was met. Will continue to monitor annually.</p>	<p>Graph attached</p>
<p>The Friends of the Medford Library was established to promote the interest and welfare of the Library. Since the Friends' inception in 1995, it has raised money in support of Medford Library and organized and sponsored campus and community programs.</p> <p>The Friends of the Medford Library will organize and implement community/campus cultural events. http://usclanaster.sc.edu/library/Friends/index.shtml</p>	<p>The Friends of the Medford Library will provide cultural events for the community and campus per academic year.</p>	<p>Seven events were sponsored by the Friends of the Medford Library.</p>	<p>Cultural events sponsored by Faculty, staff, students, and the community attended the Friends of the Medford Library.</p>	<p>Will continue to monitor annually.</p>	<ol style="list-style-type: none"> 1. Fiction contest 2. "Rose Without a Thorn: History of Camellias" 3 "Printing and the Renaissance World 4. "225th Anniversary of Beaufort's Defeat" lecture/reception by Hendrik Booream 5. Library/Fran Gardner sponsored "Painting After 55". 6. "Fiction Reading and Writing Workshop" 7. Annual Meeting of the FOML honoring Carolyn Tolson; awarding of prizes for fiction and poetry

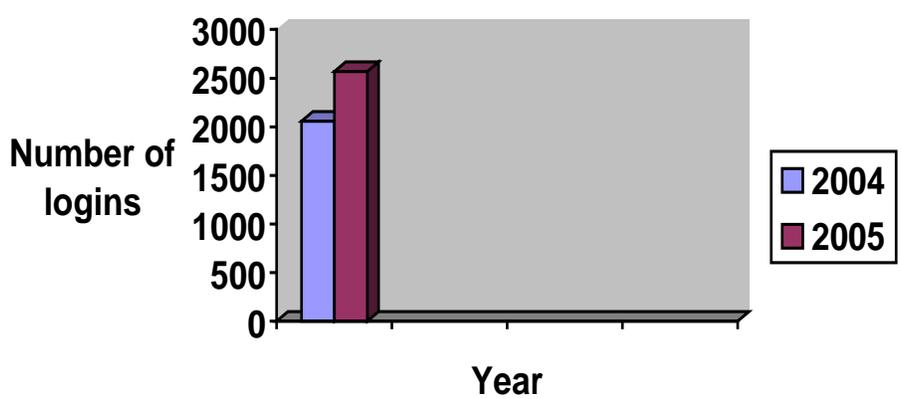
Facility Rental Income



Honors Day at USC Lancaster 2004 and 2005



Community Use Medford Library Computers



USC Lancaster provides the latest in computing and technology resources. Students on the USC Lancaster campus have access to computing resources necessary to support academic excellence!

The Office of Computer Services and Information Technology, Hubbard Hall 224, provides technical support for all student, faculty and staff computing resources. In addition, it coordinates and supports use of multimedia instructional technology, video teleconferencing and manages the campus network.

Campus Wireless Network

USC Lancaster provides wireless network access for students, faculty and staff with laptop computers and PDAs. It provides for mobility and convenience while accessing the Internet on the Lancaster campus. All academic buildings and the Crawford Rose Garden have wireless coverage. Students, faculty, staff and guests of the University are allowed to access the wireless network.

Plural Labs

Medford Library Room 209

Medford 209 serves as the main computer lab on the USC Lancaster campus and provides access to many of the software packages useful for academic excellence. This lab is open to USC Lancaster students during regular [Library hours](#) and functions as an integral part of the [Academic Success Center](#).

Hubbard Hall 108

Hubbard Hall 108 will provide additional open computer access for students on the USC Lancaster Campus. This lab is open daily to USC Lancaster students from 8:00 AM until 10:30 PM .

Instructional Computer Labs

Hubbard Hall 222

Hubbard Hall 206

Hubbard Hall 204

These instructional computer labs are available for general use by USC students when classes are not scheduled in these rooms. Class schedules are posted outside each lab. Students must use their USC Network Username and password (available through [VIP](#)) to access the computing resources in these labs.

- A. Upgrade Computer Laboratories & Improve Access to Technology
 - PC's in Medford Library 209 (computer lab) upgraded
 - LCD in Medford Library 209 installed
 - Director of Computer Services coordinated with Director of TRIO programs to upgrade existing TRIO technology
- B. Expand Distance Education Opportunities
 - Coordinated with Office of Regional Campuses and other regional campuses in establishing and implementing the Palmetto Program

Enhance Partnerships Between Campus and Community

- A. Provide Community Cultural Events in the Bradley Building
 - Academic divisions and campus student organizations sponsored on-campus cultural events to which the general public will be invited
 - AFRO classes and Rotoract student organization sponsored four events in celebration of the 50th Anniversary of *Brown v. Board of Education*
- B. Continue to Improve Access to Gregory Health & Wellness Center for Patrons with Limited Incomes
 - The Gregory Center has continued to utilize grant funding to cover costs for patrons with limited incomes
 - Gregory Center public membership reached over 2000 individuals (not including USCL students, faculty, & staff)

PRESS RELEASE

The Educational Foundation of the University of South Carolina at Lancaster
Post Office Box 889
Lancaster, South Carolina 29721

Contact: Peggy Little
Performing Arts Series Manager
Email: plittle@gwm.sc.edu
Phone: 803-313-7143
Office: Monday and Tuesday, 9:00am – 5:30pm

Release: March 12, 2006

Media: Contact our office for high-resolution images, biographical information, video footage, and similar products.

Performing Arts Series to Premier at University of South Carolina at Lancaster

LANCASTER, SC – With crisp fall weather still months away, the Educational Foundation of the University of South Carolina at Lancaster (USCL) is busy making preparations for the premier of a performing arts series. Located in the 400-seat Bundy Auditorium, the series is a landmark event for USC Lancaster and Lancaster County.

“Whether it’s an evening with family, friends, or just that special someone... the performing arts series will have something for everyone” said Don Rushing, incoming Chairman of the Foundation.

The first season of performances will begin on Friday, September 15, 2006, and will feature a variety of musical artists and a comedy act. Plans are already underway for the 2007-2008 series to feature even more events including music, ballet, comedy, and specialty acts.

To accommodate this variety of performers, renovations are being performed in the Bundy Auditorium. These renovations primarily include technical aspects of the facility and include extension of the stage, installation of curtains, and new sound and lighting equipment.

The renovations are being performed by Audio Ethics, Inc. of Charlotte. In addition, Audio Ethics will provide management and technical assistance to the Foundation.

The local manager of the Foundation’s Performing Arts Series, Peggy Little, is working closely with Tom Bullard of Audio Ethics. “Tom will be the executive producer of each event, and is responsible for securing the performing artists. Although based in Nashville, he will be on-site for each performance of the 2006/2007 series, and is working closely with us to make this a success.”, said Little.

The series includes tickets to 10 events, and is being marketed as a package for \$395.00 per seat. "We are bringing national talent to Lancaster for an average of \$39.50 per performance", said Little. "We have artists coming from New York, from Las Vegas, from Nashville, and other locations. The level of entertainment value we are able to provide is unmatched for a first year performing arts series".

The following performances are included in the package:

<h2 style="text-align: center;">Performance Schedule for 2006 - 2007</h2>		
Friday, September 15, 2006	The Marvelettes & Beary Hobb's Drifters	7:30 pm
Friday, October 6, 2006	Southern Fried Chicks	8:00 pm
Friday, November 3, 2006	Rhonda Vincent & The Rage	8:00 pm
Saturday, December 2, 2006	Ronnie Milsap	7:30 pm
Saturday, December 16, 2006	Julie Roberts <i>(Heavy Hors d'Oeuvres served)</i>	7:30 pm
Friday, January 19, 2007	Glenn Miller Orchestra	7:30 pm
Saturday, February 3, 2007	BJ Thomas	7:30 pm
Saturday, February 24, 2007	Cornell Gunter's Coasters	7:30 pm
Saturday, March 17, 2007	The Beat Daddys	7:30 pm
Saturday, April 7, 2007	Little River Band	7:30 pm

For information on each artist, please contact our website: <http://usclanaster.sc.edu/bundy/>

Faculty Qualifications, Computation, and Composition

TABLE I – A
FACULTY NUMBERS AND QUALIFICATIONS (Full-Time)

NAME* (List alphabetically by last name)	ALL ASSIGNED TEACHING FIELDS	COURSES TAUGHT (List the courses taught during the Self-Study Year—do not duplicate listings)	ALL DEGREES IN TEACHING FIELD (State degree as documented on transcript)	QUALIFICATION PER ACBSP STANDARDS D, M, MO, B, O (See list below) *	REQUIRED DOCUMENTATION FOR MASTERS OUT OF TEACHING FIELD** or BACHELORS IN TEACHING FIELD*** (See lists at bottom of page) ** / ***
Fox	Retailing	RETL 344 – Personnel Organization and Supervision (3) RETL 351 – Small Business Organization and Operation	MAS, USC Emeritus Professor of Business	M	
Parker	Technology Support and Training Management RCAM	RCAM 141 – Introduction to Computer Keyboarding (3)	MAS, Business, University of Tennessee	M	
Roberts	Technology Support and Training Management, University 101	TSTM 143 – Advanced Document Preparation (3) TSTM 270 – Records Management TSTM 342 – Business Communications (3) TSTM 399 – Internship Program (3) UNIV 101B – Student in the University (3)	M.A.T – Business Education, Winthrop University	M	
Thurman	Technology Support and Training Management, Accounting, Management Science	ACCT 225 –Introduction to Financial Accounting (3) ACCT 226 – Introduction to Managerial Accounting (3) MGSC 290 – Computer Information Systems (3) MGSC 291 - STATISTICS FOR	MAS, USC. Emeritus Associate Professor, Business Administration	MBA	

		BADM&ECON (3) TSTM 164 - INTRO OFFICE AUTOMATION			
Collins	Economics	ECON 221- PRIN OF MICROECONOMICS ECON 222 - PRIN OF MACROECONOMICS ECON 224 - INTRO TO ECONOMICS ECON 329 – American Economic History ECON 311 – Issues in Economics	M.A.T. Economics	M	

QUALIFICATIONS PER ACBSP STANDARDS

- D = Doctorate in teaching field
- M = Masters in teaching field
- MO = Masters out of teaching field
- B = Bachelors in teaching field
- O = Other

MASTERS OUT OF TEACHING FIELD

- must provide the following:
- * List all degrees and/or coursework as documented on transcripts-- include # of credit hours.

BACHELORS IN TEACHING FIELD

- must provide two of the following that relate to the teaching assignment
- * Professional certifications
 - * Two years professional employment or consulting
 - * Teaching excellence awards
 - * Research or publications

*Personnel records will be audited to verify all degrees, coursework, and supporting documentation—MUST HAVE ORIGINALS

TABLE I – B

FACULTY NUMBERS AND QUALIFICATIONS (Part-Time)

NAME* (List alphabetically by last name)	ALL ASSIGNED TEACHING FIELDS	COURSES TAUGHT (List the courses taught during the Self-Study Year—do not duplicate listings)	ALL DEGREES IN TEACHING FIELD (State degree as documented on transcript)	QUALIFICATION PER ACBSP STANDARDS D, M, MO, B, O (See list below) *	REQUIRED DOCUMENTATION FOR MASTERS OUT OF TEACHING FIELD** or BACHELORS IN TEACHING FIELD*** (See lists at bottom of page) ** / ***
Blackwell	Commercial Law	ACCT 324 – Commercial Law (3)	Juris Doctor, USC School of Law	D	
Emanuel	Marketing, Management, Finance	MKTG 350 – Principles of Marketing (3) MGMT 371 – Principles of Management (3) FINA 363 - INTRODUCTION TO FINANCE (3) FINA 369 – Personal Finance (3)	MBA Business	MBA	
Grier	Commercial Law	ACCT 324 – Commercial Law (3)	Juris Doctor, USC School of Law	D	
Jenkins	RCAM	RCAM 141 – Introduction to Computer Keyboarding (3)		M	
Parker	Accounting, Finance	ACCT 225 –Introduction to Financial Accounting (3) ACCT 226 – Introduction to Managerial Accounting (3)		MBA	
Prestopino	Accounting	ACCT 225 –Introduction to Financial Accounting (3) ACCT 226 – Introduction to Managerial Accounting (3)		MBA	
Sherrill	Finance	FINA 369 – Personal Finance (3)		MBA	

QUALIFICATIONS PER ACBSP STANDARDS
D = Doctorate in teaching field

MASTERS OUT OF TEACHING FIELD
must provide the following:

BACHELORS IN TEACHING FIELD
must provide two of the following that

M = Masters in teaching field
MO = Masters out of teaching field
B = Bachelors in teaching field
O = Other

*** List all degrees and/or coursework
as documented on transcripts--
include # of credit hours.**

relate to the teaching assignment

- * Professional certifications**
- * Two years professional employment or consulting**
- * Teaching excellence awards**
- * Research or publications**

*Personnel records will be audited to verify all degrees, coursework, and supporting documentation—MUST HAVE ORIGINALS

TABLE I – C

FACULTY NUMBERS AND QUALIFICATIONS - Exceptions

NAME* (List alphabetically by last name)	ALL ASSIGNED TEACHING FIELDS	DEGREES OR CERTIFICATIONS (State as documented on transcript)	COURSES TAUGHT (List the courses taught during the Self-Study Year—do not duplicate listings)	JUSTIFICATION FOR EXCEPTION (Describe specific reason for being categorized as an exception)
None				

*Personnel records will be audited to verify all degrees, coursework, and supporting documentation—MUST HAVE ORIGINALS

TABLE II FTE Faculty Calculations

FACULTY NAME	QUALIFICATION STATUS	TOTAL HOURS TAUGHT PER ACADEMIC YEAR	FTE TEACHING LOAD PER ACADEMIC YEAR (Based on 30 cr hrs per year)
Full-Time Faculty			
Fox	MBA	6	.25
Parker, B.	Master	6	.25
Roberts	Master	24	1.0
Thurman	MBA	24	1.0
Collins, B	Master	24	1.0
<i>Adjunct Faculty</i>			
Emanuel	MBA	21	.875
Blackwell	Juris Doctor	6	.25
Jenkins	Master	6	.25
Prestipino	MBA/Accounting	12	.5
Sherrill	MBA	6	.25
<i>Total Doctorate/Masters</i>			
No exceptions			
<i>Total Exceptions</i>		0	0
TOTAL HOURS		135	5.625
FACULTY COMPOSITION			

Table III
Curriculum Summary

Name of Major/Program: Associate In Science in Business

Total Number of Hours for Degree: 60

List courses appropriate for each area:

A) Professional Component:

<u>Course Title</u>	<u>Areas of Study</u>	<u>Credits</u>
Fundamentals of Accounting I	A	3
Introduction to Office Automation	B	3
Business Communications	E	3
Records Management	B	3
Computer Information Systems in Business	B	3
Principles of Economics	D	3
Area total credit hours		<u>18</u>
<u>30%</u> of total program hours		

B. General Education:

<u>Course Title</u>	<u>Educational Goal Area</u>	<u>Credits</u>
Composition	A	3
Composition and Literature	A	3
History of the United States or American National Government	B	3
Introduction to Psychology	C	3
Public Communication	A	3

One course from the Fine Arts	I	3
Math, or Computer Science, or Logic, Statistics	F	3

Area total credit hours 21

35% of total program hours

C) Business Major:

<u>Course Title</u>		<u>Credits</u>
Advanced Business Document Preparation	B	3
Business Law	E	3
Business Ethics	E	3
Principles of Management	I	3

Three courses from the following elective credit:

Word Processing Concepts and Technology

Integrated Document Production

Advanced Office Procedures

Small Business Organization and Operation

The Student in the University – Business majors

Probability and Statistics

Principles of Marketing

Introduction to Computer Keyboarding

Business Document Preparation

Introduction to Computer Concepts

Area total credit hours 2135% of total program hoursTotal Program Hours 60

*Natural Science Elective may be either a 3 or 4 credit elective.