

**Association of Collegiate Business Schools and Programs (ACBSP)
Associate Degree Commission Accredited Institutions
Quality Assurance (QA) Report (Rev H – December 2009)**

Institution Name: University of South Carolina Lancaster **Date:**9/30/2010

Address: P.O. Box 889, Lancaster, SC 29721

Year Accredited/Reaffirmed: 2001-2002 This Report Covers Years: 2008 and 2009

List All Accredited Programs (as they appear in your catalog):

Associate in Science in Business

List all campuses that a student can earn a business degree from your institution:

USC Lancaster

Person completing report Name: Darlene H. Roberts and Phillip T. Parker

Phone: 803-313-7032 and 803-313-7452

E-mail address: Droberts@mailbox.sc.edu and PTParker@mailbox.sc.edu _____

ACBSP Champion name: _____

ACBSP Co-Champion name: _____

A. Faculty Qualifications

1. Complete the following tables for **new full-time and part-time faculty members only since last Report (Table VI):**

TABLE VI New Full-time and Part-time Faculty Qualifications (Use enclosed table at the end of this document). We have included all existing and new full-time and part-time faculty members in the table, along with their qualifications.

B. Curriculum

1. List any existing accredited associate degree programs/curricula that have been **substantially revised** since your last report and attach a Table VII – Curriculum Summary for each program. Fall 2009 - See Table VII
2. List any **new** degree programs that have been developed and attach a Table VII – Curriculum Summary for each new program since your last report. **None**
3. List any accredited programs that have been terminated since your last report. **None**

C. Organization

1. List any organizational or administrative personnel changes within the business unit since your last report.
2. List all new sites where students can earn an accredited business degree (off-campus or on campus, on-line) that have been added since your last report? **None**

D. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed *(Either for accreditation or from feedback by commissioners for the Quality Assurance Report)*

Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report. **None**

The mission of USC Lancaster is to provide an accessible and affordable student-centered educational opportunity and to enrich our regional community through a strong commitment to public service.

Vision Statement – University of South Carolina Lancaster

USC Lancaster aspires to be a leader among USC's regional campuses as a comprehensive learning center offering equal access to high-quality university programs and services. USC Lancaster must be a dynamic, forward-looking and proactive institution of higher learning that relates productively to its community and to the University of South Carolina. USC Lancaster seeks to continuously enhance its intellectual environment and expand access to its academic programs.

Statement of Values

The principles by which an organization conducts its business must not be left to assumption or mere conjecture. Every organization must decide what it values most in pursuit of its mission. Further, it must share those values with the people it serves so all understand and appreciate the significance of those principles. The Statement of Values which follows encapsulates the fundamental principles which guide USCL faculty, administration, staff and students.

As an integral part of the state's flagship university, USC Lancaster exemplifies and embodies the core beliefs of the University of South Carolina. These principles are an expression of our values and guide the daily activities of the USC Lancaster campus community:

- *The pursuit of knowledge is a life-long endeavor;*
- *To be admitted as a student to USC Lancaster is a privilege and an opportunity;*
- *To graduate from USC Lancaster is to commence service to future generations;*
- *USC Lancaster faculty and staff maintain an uncompromising commitment to excellence and integrity;*
- *USC Lancaster faculty are committed to teaching excellence and scholarly activity, which exemplify the core values of the University;*
- *USC Lancaster faculty and staff are dedicated to facilitating student success;*
- *USC Lancaster faculty and staff are dedicated to providing public service; and,*
- *A well educated citizenry is vital to economic and community well-being.*

E. Program Outcomes

List program outcomes for each accredited program.

General education is the set of fundamental skills (reading, writing, reasoning, and oral communication), the knowledge, and the capacity for thought needed to pursue further learning, to succeed in chosen fields, and to assume the responsibilities of informed and enlightened citizenship.

From a broad commitment to equity, USC Lancaster

Seeks to make education accessible, affordable, and convenient

Encourages teaching innovation and adaptation

Encourages participatory student learning

Provides a supportive educational climate that actively and positively

Addresses intellectual and cultural diversity, and

Responds affirmatively to the needs of its students

USC Lancaster works to help its pre-baccalaureate students attain skills and attributes in the areas of communication, critical thinking, cultural literacy, and personal development. Students in the two-year occupational programs focus on those areas most appropriate to their professional education program.

Communication Skills

USC Lancaster helps its students read effectively and attain a basic familiarity with the basic texts of Western and other cultures. In the area of writing skills, USC Lancaster students work to develop the ability to write effectively for both academic and professional audiences. In addition, USC Lancaster helps its students learn to listen critically and speak effectively before a group.

Critical Thinking

USC Lancaster helps its students acquire analytical reasoning abilities and exercise informed value judgments. USC Lancaster students also work to develop mathematical and/ or computational skills.

Cultural Literacy

USC Lancaster strives to give its students an understanding of the history and culture of Western civilization as well as provide some exposure to other cultures. USC Lancaster also recognizes the centrality of science and technology to modern culture; therefore, USC Lancaster students also are offered opportunities to increase their understanding and familiarity in these crucial subject areas.

Student Development

USC Lancaster supports the intellectual, personal, physical, and social development of students, in recognition of the critical interdependency of all these areas. By providing opportunities for productive interaction with students, faculty, and staff, USC Lancaster helps students develop a spirit of curiosity, integrity, and confidence in planning and pursuing academic, career, and personal goals.

Mission Statement:

The mission of the Associate in Science (A.S.) in Business degree, offered through USC Lancaster, a regional campus of the University of South Carolina, is to provide educational opportunities that will prepare students for careers in business and industry as well as meet the preliminary requirements that transfer into the four-year Technology Support and Training Management (TSTM) program offered at the University of South Carolina Columbia.

Program Goals:

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to demonstrate:

- (1) Effective and persuasive communication skills
- (2) Quantitative analysis and problem solving skills
- (3) A general knowledge and understanding of computers and the business enterprise economy as well as special areas of concentration needed for the workforce
- (4) Multicultural understanding and an awareness of diversity (both past and present) in local and global communities and cultures
- (5) An understanding of human cultures, expression, values, ethical principles, and social responsibility

Curriculum Statements:

Curriculum Statement for Goal 1 (Effective & Persuasive Communication Skills):

Students will gain the required communication skills by successfully completing ENGL 101, ENGL 102, and SPCH 140, as well as other courses with writing and perhaps speaking requirements (e.g. ENGL 463, TSTM 342, etc.).

Curriculum Statement for Goal 2 (Quantitative Analysis & Problem Solving Skills):

Students will gain the required quantitative analysis and problem solving skills by successfully completing one course from the following: MATH 122, MATH 141, CSCE 102, PHIL 110, STAT 110, or STAT 201, as well as one course from the following: ASTR, BIOL, CHEM, ENVR, GEOL, MSCI, or PHYS w/lab.

Curriculum Statement for Goal 3 (Knowledge/Understanding of Computers & Business)

Students will gain the required knowledge/understanding of computers and business by completing 12 hours in “Related Area Courses” (ACCT 225 or RETL 261, TSTM 240 or ACCT 324, MGMT 371, and FINA 369 or PHIL 320 or PHIL 324) and 15 hours in “Professional Concentration Courses” (TSTM 143, TSTM 164, TSTM 270, TSTM 342 or ENGL 463, and MGSC 290 or TSTM 264).

Curriculum Statement for Goal 4 (Multi-cultural Understanding & Diversity):

Students will gain the required multicultural understanding and awareness of diversity in local and global communities by successfully completing 6 hours from an approved list. One course will be selected from the following: HIST 111, HIST 112, POLI 201, POLI 341, POLI 370, or a Fine Arts course. In addition, one course will be chosen from the following: ECON 221, ECON 222, ECON 224, FINA 301, and FINA 364.

Curriculum Statement for Goal 5 (Human cultures, expression, values, etc.):

Students will gain the required understanding of human cultures, expression, values, ethics, and social responsibility by successfully completing at least 6 hours in Foreign Language or Humanities (SPAN, FREN, ART, ENGL, FILM, FORL, HIST, MUSC, PHIL, RELG, THEA, or SPCH).

Learning Outcomes:

Learning Outcomes for Goal 1:

Students will be able to generate and comprehend written communication through writing coherent expository, persuasive, critical and analytic essays, and through reading and analyzing literature. Students will demonstrate organizational and research skills which will allow them to locate, analyze, and synthesize information.

Learning Outcomes for Goal 2:

Students will be able to recognize and solve linear and quadratic equations. Students will be able to recognize, solve, and graph linear, exponential, and logarithmic functions. Students will learn how to organize and graph statistical data. Students will learn how to use a computer to solve problems, or will learn basic computer programming.

Learning Outcomes for Goal 3:

Students will be able to demonstrate a working knowledge of financial accounting and reporting. Students will demonstrate knowledge and understanding of legal concepts, the judicial system, and the basics of business law. Students will demonstrate knowledge of business ethics, including application of business situations to philosophical theories of rights and responsibilities (both business and corporate). Students will demonstrate ability to use effectively business information systems; create, process, maintain, protect and properly dispose of business documents and records.

Learning Outcomes for Goal 4:

Students will identify ideas, institutions, and philosophies in a cultural context (past and present) that differs from their own. Students can understand the nature of social, political, economic, and cultural conflict and critique the widely varying methods of conflict resolution.

Learning Outcomes for Goal 5:

Students will analyze and differentiate among different human cultures. Students will learn to recognize outstanding forms of human expression as seen in the arts, music, literature, theatre, or film.

Assessment Criteria:

Assessment Criteria for Learning Outcomes for Goal 1:

In course assignments and exams, students will produce correctly written work that shows a grasp of audience awareness, organizational skills, grammar, usage, sentence structure, and coherence. Students will accurately identify and define the various genres and elements (such as theme, symbol, etc.) of literature. Students will produce written work that contains evidence of the accurate use of research skills to analyze and synthesize data, ideas, or information.

Assessment Criteria for Learning Outcomes for Goal 2:

In course assignments and exams, students will accurately solve and graph mathematical and computational problems. Students will accurately and proficiently use a computer. Student will be able to write simple computer programs.

Assessment Criteria for Learning Outcomes for Goal 3:

In course assignments and exams, students will demonstrate a working knowledge of financial accounting and reporting. Students will demonstrate knowledge and understanding of legal concepts, the judicial system, and the basics of business law. Students will demonstrate knowledge of business ethics, including application of business situations to philosophical theories of rights and responsibilities (both business and corporate). Students will demonstrate ability to use effectively business information systems; create, process, maintain, protect and properly dispose of business documents and records.

Assessment Criteria for Learning Outcomes for Goal 4:

In course assignments and exams students will accurately describe basic cultural, social, economic, and political structures. Students will accurately use basic terminology for specific disciplines. Students can apply basic knowledge of these cultural, social, economic, and political structures and explain their effects on human behavior. Students will express knowledge of general chronologies and patterns of historical development.

Assessment Criteria for Learning Outcomes for Goal 5:

In course assignments and exams students will recognize at least one differing perspective on contemporary issues and can explain the sources of this difference. Students can describe works of art, music, literature, etc. and express a personal response to the work using relevant vocabulary and ideas. Students can interpret artistic expressions in relationship to values and cultural assumptions in the context of a particular time and place.

F. Performance Results

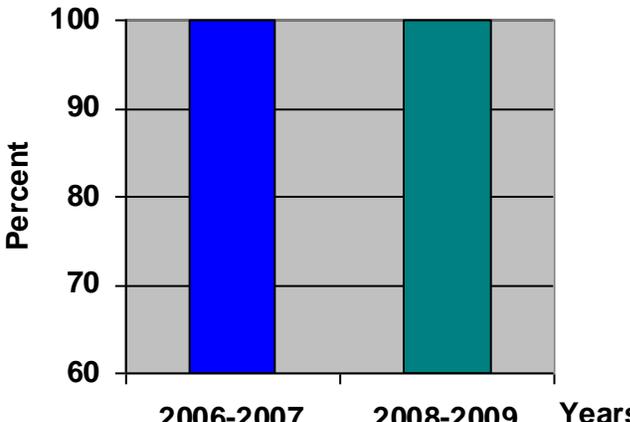
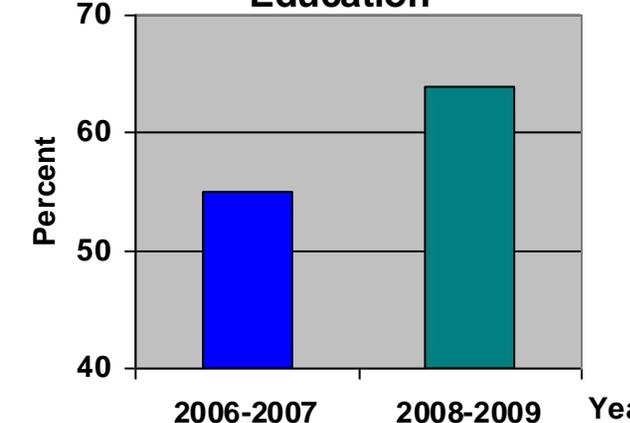
The following tables list the five performance indicators and the definitions of the outcomes (not all inclusive, just examples). Tables 1 -5 must be used to report your performance results.

**University of South Carolina
Campus: Lancaster
Beginning Term: Fall 2008
Number of terms selected: 2
Major: Business**

Enrollment	Degree Sought	
	A.S. Business	Total
	number	number
semester		
A. Fall 2008	72	72
B. Spring 2009	59	59
Total	131	131

Table I Student Learning Results (Required for each accredited program)

Performance Indicator		Definition			
1. Student Learning Results (Required for each accredited program)		<p>A student learning outcome is one that measures a specific competency attainment. <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> <p>To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.</p> <p>Add these to the description of the measurement instrument in column two: Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>			
		Analysis of Results			Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Performance Measure (Competency)	Description of Measurement Instrument to include Formative, summative, internal, external, or comparative.	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	

<p>Students will score an average of 80% on the evaluation provided by employers of the Internship program.</p>	<p>Supervisor's Evaluation Report of the Intern as provided to USCL as part of the TSTM399 course.</p>	<p>100% of the students received an average score of 80% or higher.</p>	<p>Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>Students Achieving an 80% Rating by Employers</p>  <table border="1"> <caption>Students Achieving an 80% Rating by Employers</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	100
Years	Percent										
2006-2007	100										
2008-2009	100										
<p>50% of the graduates will report employment in the field or continuing in another degree program on the annual CHE 301 report.</p>	<p>Annual CHE 301 report.</p>	<p>64% of the graduates reported employment in the field or continuing in another degree program on the annual CHE 301 report.</p>	<p>Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>Graduates Reporting Employment in the Field or Continuing Education</p>  <table border="1"> <caption>Graduates Reporting Employment in the Field or Continuing Education</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>55</td> </tr> <tr> <td>2008-2009</td> <td>64</td> </tr> </tbody> </table>	Years	Percent	2006-2007	55	2008-2009	64
Years	Percent										
2006-2007	55										
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* Definitions here

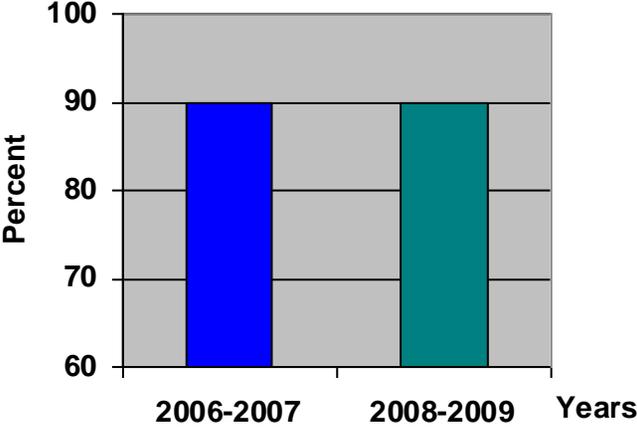
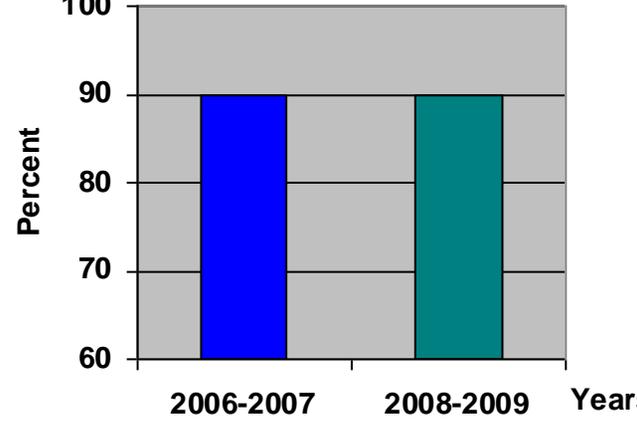
Table II Student and Stakeholder-Focused Results

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. <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, end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>			
		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)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)

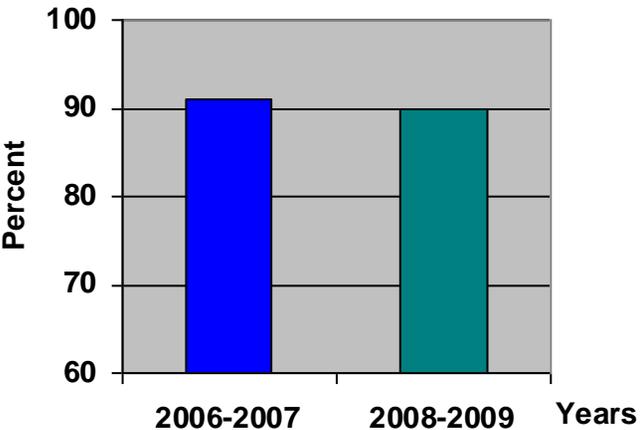
Associate in Science in Business Alumni Survey Graduates in 2008 and 2009

<p>1. 90% of the alumni will report the computer courses are Outstanding or Good for the business world.</p>	<p>Bi-annual Alumni Survey</p>	<p>90% of the alumni reported the computer courses are Outstanding or Good for the business world.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<div data-bbox="1234 516 1890 1063"> <p>Computer Courses Are Outstanding or Good for the Business World</p> <table border="1"> <caption>Computer Courses Are Outstanding or Good for the Business World</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>90</td> </tr> <tr> <td>2008-2009</td> <td>90</td> </tr> </tbody> </table> </div>	Years	Percent	2006-2007	90	2008-2009	90
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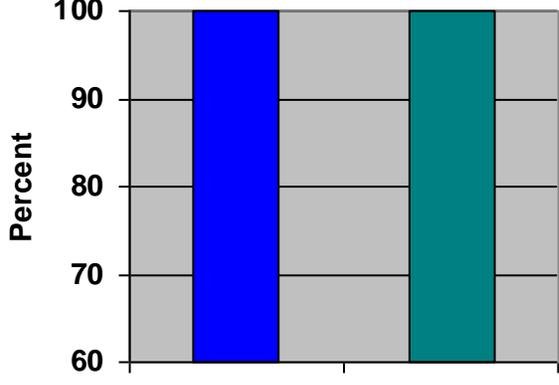
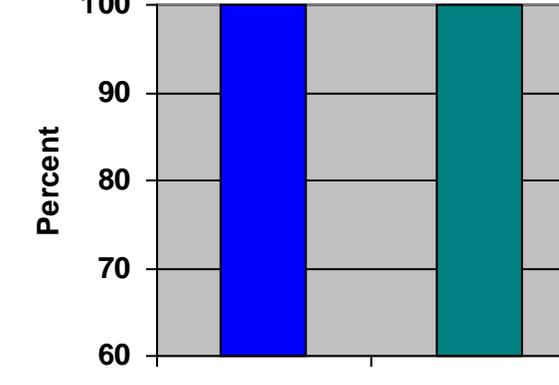
<p>2. 90% of the alumni will rate the overall quality of the USC Lancaster Associate in Science in Business degree program as Outstanding or Above Average.</p>	<p>Bi-annual Alumni Survey</p>	<p>90% of the alumni rated the overall quality of the USC Lancaster Associate in Science in Business degree program as Outstanding or Above Average.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>Satisfaction with USCL Assoc. in Science in Business Program</p> <table border="1"> <caption>Satisfaction with USCL Assoc. in Science in Business Program</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>90</td> </tr> <tr> <td>2008-2009</td> <td>90</td> </tr> </tbody> </table>	Years	Percent	2006-2007	90	2008-2009	90
Years	Percent										
2006-2007	90										
2008-2009	90										
<p>3. 80% of the alumni will report continuing their education, employed and continuing their education, or employed full-time.</p>	<p>Bi-annual Alumni Survey.</p>	<p>100% of the alumni reported continuing their education, employed and continuing their education, or employed full-time.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>Continuing Education or Employed Full-time</p> <table border="1"> <caption>Continuing Education or Employed Full-time</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>73</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	73	2008-2009	100
Years	Percent										
2006-2007	73										
2008-2009	100										

<p>4. 90% of the alumni will report they acquired the knowledge and skills to prepare them for the job market.</p>	<p>Bi-annual Alumni Survey.</p>	<p>90% of the alumni reported they acquired the knowledge and skills to prepare them for the job market.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>Knowledge and Skills Acquired Prepared Alumni for Job Market</p>  <p>The chart displays two bars representing the years 2006-2007 and 2008-2009. The y-axis is labeled 'Percent' and ranges from 60 to 100. Both bars reach the 90% mark. The 2006-2007 bar is blue, and the 2008-2009 bar is teal.</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>90</td> </tr> <tr> <td>2008-2009</td> <td>90</td> </tr> </tbody> </table>	Years	Percent	2006-2007	90	2008-2009	90
Years	Percent										
2006-2007	90										
2008-2009	90										
<p>5. 90% of the Alumni will report if they were to begin college again in the Associate in Science in Business degree program, they would choose USC Lancaster.</p>	<p>Bi-annual Alumni Survey.</p>	<p>90% of the Alumni reported if they were to begin college again in the Associate in Science in Business degree program, they would choose USC Lancaster.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>Alumni Who Would Choose USC Lancaster Again</p>  <p>The chart displays two bars representing the years 2006-2007 and 2008-2009. The y-axis is labeled 'Percent' and ranges from 60 to 100. Both bars reach the 90% mark. The 2006-2007 bar is blue, and the 2008-2009 bar is teal.</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>90</td> </tr> <tr> <td>2008-2009</td> <td>90</td> </tr> </tbody> </table>	Years	Percent	2006-2007	90	2008-2009	90
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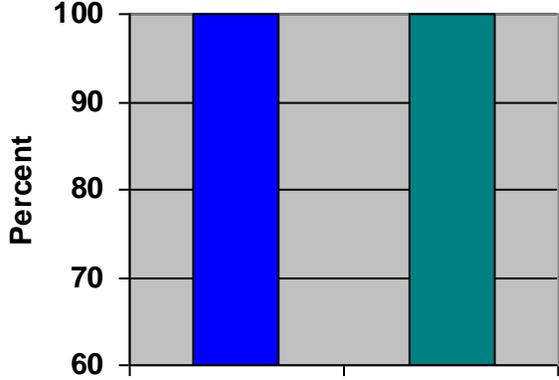
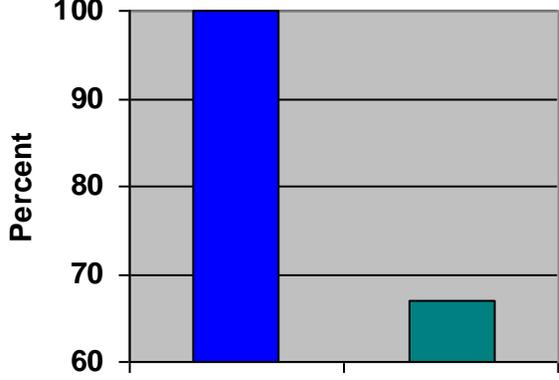
<p>6. 90% of the Alumni will report being very satisfied or satisfied with the knowledge gained in the general education requirements.</p>	<p>Bi-annual Alumni Survey.</p>	<p>100% of the Alumni reported being very satisfied or satisfied with the knowledge gained in the general education requirements.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>Alumni Satisfied with Knowledge Gained in General Education Requirements</p> <table border="1"> <caption>Alumni Satisfied with Knowledge Gained in General Education Requirements</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>90</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	90	2008-2009	100
Years	Percent										
2006-2007	90										
2008-2009	100										
<p>7. 90% of the alumni will report being very satisfied or satisfied with the Professors in the Business program.</p>	<p>Bi-annual Alumni Survey.</p>	<p>100% of the alumni reported being very satisfied or satisfied with the Professors in the Business program.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>Alumni Satisfied with Professors in Business Program</p> <table border="1"> <caption>Alumni Satisfied with Professors in Business Program</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>90</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	90	2008-2009	100
Years	Percent										
2006-2007	90										
2008-2009	100										

<p>8. 90% of the alumni will report being very satisfied or satisfied that the computer software prepared you for the business world.</p>	<p>Bi-annual Alumni Survey.</p>	<p>90% of the alumni will report being very satisfied or satisfied that the computer software prepared you for the business world.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p style="text-align: center;">Alumni Satisfied with Computer Software</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>90</td> </tr> <tr> <td>2008-2009</td> <td>90</td> </tr> </tbody> </table>	Years	Percent	2006-2007	90	2008-2009	90
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Survey for Employers of the Alumni of the 2008 & 2009 USCL A.S. In Business Degree

<p>1. 90% of the Employers will report our graduates were prepared for the position in their organization.</p>	<p>Bi-annual Employer Survey</p>	<p>100% of the Employers reported our graduates were prepared for the position in their organization.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>% of Employers Reporting USCL Graduates Prepared for their position</p>  <p>The chart displays two bars representing the percentage of employers reporting USCL graduates prepared for their position. The y-axis is labeled 'Percent' and ranges from 60 to 100 in increments of 10. The x-axis is labeled 'Years' and has two categories: '2006-2007' and '2008-2009'. The bar for 2006-2007 is blue and reaches the 100% mark. The bar for 2008-2009 is teal and also reaches the 100% mark.</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	100
Years	Percent										
2006-2007	100										
2008-2009	100										
<p>2. 90% of the Employers will report the computer skills possessed by USCL graduates as Outstanding or Above Average.</p>	<p>Bi-annual Employer Survey</p>	<p>100% of the Employers rated the computer skills possessed by USCL graduates as Outstanding or Above Average.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>% of Employers Reporting USCL Graduates Possessed Necessary Computer Skills</p>  <p>The chart displays two bars representing the percentage of employers reporting USCL graduates possessed necessary computer skills. The y-axis is labeled 'Percent' and ranges from 60 to 100 in increments of 10. The x-axis is labeled 'Years' and has two categories: '2006-2007' and '2008-2009'. The bar for 2006-2007 is blue and reaches the 100% mark. The bar for 2008-2009 is teal and also reaches the 100% mark.</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	100
Years	Percent										
2006-2007	100										
2008-2009	100										

<p>3. 90% of the Employers will report the communication skills possessed by USCL graduates as Outstanding or Above Average.</p>	<p>Bi-annual Employer Survey.</p>	<p>67% of the Employers rated the communication skills possessed by USCL graduates as Outstanding or Above Average.</p>	<p>Alumni Outcome was not met.</p>	<p>We will continue to monitor.</p>	<p>% of Employers Reporting USCL Graduates Possessed Necessary Communication Skills</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>90</td> </tr> <tr> <td>2008-2009</td> <td>67</td> </tr> </tbody> </table>	Years	Percent	2006-2007	90	2008-2009	67
Years	Percent										
2006-2007	90										
2008-2009	67										
<p>4. 90% of the Employers will report that USCL graduates show a sense of Responsibility.</p>	<p>Bi-annual Employer Survey.</p>	<p>100% of the Employers reported that USCL graduates show a sense of Responsibility.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>% of Employers Reporting USCL Graduates Showed a Sense of Responsibility</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	100
Years	Percent										
2006-2007	100										
2008-2009	100										

<p>5. 90% of the Employers will report that USCL graduates are dependable.</p>	<p>Bi-annual Employer Survey.</p>	<p>100% of the Employers reported that USCL graduates were dependable.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>% of Employers Reporting USCL Graduates Were Dependable</p>  <p>A bar chart with a vertical axis labeled 'Percent' ranging from 60 to 100 in increments of 10. The horizontal axis is labeled 'Years' with two categories: '2006-2007' and '2008-2009'. The bar for 2006-2007 is blue and reaches the 100% mark. The bar for 2008-2009 is teal and also reaches the 100% mark.</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	100
Years	Percent										
2006-2007	100										
2008-2009	100										
<p>6. 90% of the Employers will report that USCL graduates demonstrate creativity on assignments.</p>	<p>Bi-annual Employer Survey.</p>	<p>67% of the Employers reported that USCL graduates showed creativity on assignment.</p>	<p>Alumni Outcome was not met.</p>	<p>We will continue to monitor and share this information with Business Professors.</p>	<p>% of Employers Reporting USCL Graduates Were Creative on Assignments</p>  <p>A bar chart with a vertical axis labeled 'Percent' ranging from 60 to 100 in increments of 10. The horizontal axis is labeled 'Years' with two categories: '2006-2007' and '2008-2009'. The bar for 2006-2007 is blue and reaches the 100% mark. The bar for 2008-2009 is teal and reaches the 67% mark.</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>67</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	67
Years	Percent										
2006-2007	100										
2008-2009	67										

<p>7. 90% of the Employers will report that USCL graduates work at a high rate of productivity.</p>	<p>Bi-annual Employer Survey.</p>	<p>67% of the Employers reported that USCL graduates worked at a high rate of productivity.</p>	<p>Alumni Outcome was not met.</p>	<p>We will continue to monitor and share this information with Business Professors.</p>	<p style="text-align: center;">% of Employers Reporting USCL Graduates were Highly Productive</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>67</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	67
Years	Percent										
2006-2007	100										
2008-2009	67										
<p>8. 90% of the Employers will report that USCL graduates exhibit a professional attitude.</p>	<p>Bi-annual Employer Survey.</p>	<p>67% of the Employers reported that USCL graduates exhibited a professional attitude.</p>	<p>Alumni Outcome was not met.</p>	<p>We will continue to monitor and share this information with Business Professors.</p>	<p style="text-align: center;">% of Employers Reporting USCL Graduates Exhibited Professional Attitude</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>67</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	67
Years	Percent										
2006-2007	100										
2008-2009	67										

<p>9. 90% of the Employers will report that USCL graduates present a professional personal appearance.</p>	<p>Bi-annual Employer Survey.</p>	<p>67% of the Employers reported that USCL graduates presented a professional personal appearance.</p>	<p>Alumni Outcome was not met.</p>	<p>We will continue to monitor and share this information with Business Professors.</p>	<p>% of Employers Reporting USCL Graduates Presented Professional Appearance</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>67</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	67
Years	Percent										
2006-2007	100										
2008-2009	67										
<p>10. 90% of the Employers will report that USCL graduates are overall above average.</p>	<p>Bi-annual Employer Survey.</p>	<p>100% of the Employers reported that USCL graduates exhibited a professional attitude.</p>	<p>Alumni Outcome was met.</p>	<p>We will continue to monitor.</p>	<p>% of Employers Reporting USCL Graduates Overall Above Average</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	100
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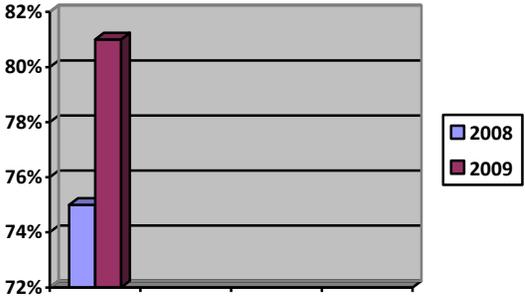
Student-learning outcomes:

A. Third –party examinations:

A sample of our Associate in Science in Business students were tested in a couple of different areas. One group that was enrolled in a computer keyboarding course was required to pretest their knowledge of Microsoft Word using timed writings. Another group of students enrolled in an Accounting course were required to complete a bank reconciliation. In both cases, the students were tested again at the end of the courses to measure the knowledge and skills obtained during the course. We created these tests using OPAC software. We are going to expand the testing to include other areas in the future as part of our strive for improving the testing of our students. Below are the results from our tests in the respective areas.

<p>1. Students enrolled in a computer keyboarding course will, on average, increase their keyboarding skills.</p>	<p>OPAC computer testing software</p>	<p>The average net words per minute as reported by the OPAC software increased from 40.8 to 44.2.</p>	<p>Outcome was met.</p>	<p>We will continue to monitor and look for ways to improve.</p>	<div style="text-align: center;"> <p>MS Word Timed Writing Test Results from OPAC</p> <p>The bar chart displays the results of an MS Word Timed Writing Test. The vertical axis is labeled 'Net Words Per Minute' and ranges from 25 to 55 in increments of 5. The horizontal axis has two categories: 'Beginning of Course' and 'End of Course'. The bar for 'Beginning of Course' is blue and reaches a value of 40.8. The bar for 'End of Course' is teal and reaches a value of 44.2.</p> <table border="1"> <caption>MS Word Timed Writing Test Results from OPAC</caption> <thead> <tr> <th>Time Point</th> <th>Net Words Per Minute</th> </tr> </thead> <tbody> <tr> <td>Beginning of Course</td> <td>40.8</td> </tr> <tr> <td>End of Course</td> <td>44.2</td> </tr> </tbody> </table> </div>	Time Point	Net Words Per Minute	Beginning of Course	40.8	End of Course	44.2
Time Point	Net Words Per Minute										
Beginning of Course	40.8										
End of Course	44.2										

<p>2. Students enrolled in an accounting course will, on average, increase their bank reconciliation skills.</p>	<p>OPAC computer testing software</p>	<p>The average score as reported by the OPAC software increased from 39.5 to 71.25.</p>	<p>Outcome was met.</p>	<p>We will continue to monitor and look for ways to improve.</p>	<p style="text-align: center;">Bank Reconciliation Test Results from OPAC</p> <table border="1"> <caption>Bank Reconciliation Test Results from OPAC</caption> <thead> <tr> <th>Time Point</th> <th>Percent Correct</th> </tr> </thead> <tbody> <tr> <td>Beginning of Course</td> <td>39.5</td> </tr> <tr> <td>End of Course</td> <td>71.25</td> </tr> </tbody> </table>	Time Point	Percent Correct	Beginning of Course	39.5	End of Course	71.25
Time Point	Percent Correct										
Beginning of Course	39.5										
End of Course	71.25										
<p>A.S. in Business students will demonstrate 85% competency in oral communication skills.</p>	<p>TSTM 342 students will make a formal oral presentation. Data was collected for two years to establish a baseline of student achievement.</p>	<p>Average class was 85% over two years.</p>	<p>Student outcome was met.</p>	<p>To continue to improve in this area to reach 90% within the next two years.</p>	<p style="text-align: center;">TSTM 342 Oral Communication Competency</p> <table border="1"> <caption>TSTM 342 Oral Communication Competency</caption> <thead> <tr> <th>Year</th> <th>Percent Correct</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>70%</td> </tr> <tr> <td>2009</td> <td>99%</td> </tr> </tbody> </table> <p>2008 70% 2009 99%.</p>	Year	Percent Correct	2008	70%	2009	99%
Year	Percent Correct										
2008	70%										
2009	99%										

<p>Students will demonstrate proficient use of word processing, TSTM 143.</p>	<p>70% of students enrolled in TSTM 143 will complete the course with a 3.0 GPA.</p>	<p>75% of students enrolled in TSTM 143 completed the course with a 3.0 GPA</p>	<p>Students exceeded the outcome.</p>	<p>Outcome was met.</p>	 <p>2008 75% 2009 81%</p>
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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>Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments.</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>			
		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)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)

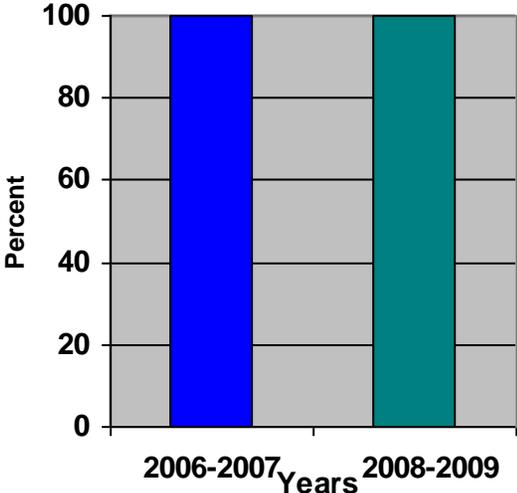
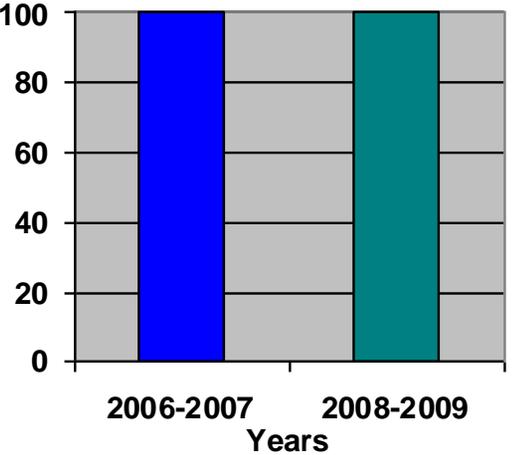
<p>(Example) Increase total budget 3% each year</p>	<p>Approved budget</p>	<p>Outcome was met</p>	<p>None required.</p>	<p>Budget increased more than target level.</p>	<p style="text-align: center;">Approved Total Instructional Budget</p> <table border="1"> <caption>Approved Total Instructional Budget Data</caption> <thead> <tr> <th>Year</th> <th>Budget (Dollars)</th> </tr> </thead> <tbody> <tr> <td>FY07-08</td> <td>~\$4,800,000</td> </tr> <tr> <td>FY08-09</td> <td>~\$5,400,000</td> </tr> </tbody> </table>	Year	Budget (Dollars)	FY07-08	~\$4,800,000	FY08-09	~\$5,400,000
Year	Budget (Dollars)										
FY07-08	~\$4,800,000										
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<p>(Example) Increase total Business Faculty budget 3% each year</p>	<p>Approved budget</p>	<p>Outcome was met</p>	<p>None required.</p>	<p>Budget increased more than target level.</p>	<p style="text-align: center;">Approved Total Business Faculty Instructional Budget</p> <table border="1"> <caption>Approved Total Business Faculty Instructional Budget Data</caption> <thead> <tr> <th>Year</th> <th>Budget (Dollars)</th> </tr> </thead> <tbody> <tr> <td>FY07-08</td> <td>~\$380,000</td> </tr> <tr> <td>FY08-09</td> <td>~\$450,000</td> </tr> </tbody> </table>	Year	Budget (Dollars)	FY07-08	~\$380,000	FY08-09	~\$450,000
Year	Budget (Dollars)										
FY07-08	~\$380,000										
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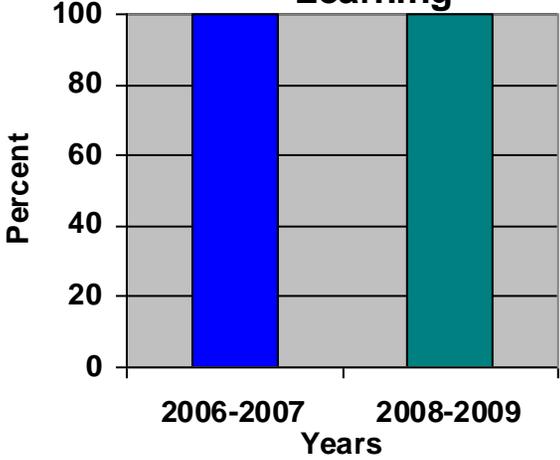
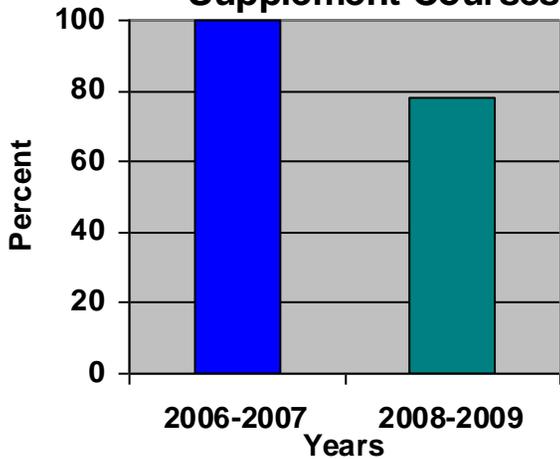
<p>Increase total budget per student 3% each year</p>	<p>Approved budget</p>	<p>Outcome was met</p>	<p>None required.</p>	<p>Budget increased more than target level from FY08 to FY09.</p>	<p style="text-align: center;">Approved Total Instructional Budget Per Student</p> <table border="1"> <caption>Approved Total Instructional Budget Per Student</caption> <thead> <tr> <th>Year</th> <th>Dollars</th> </tr> </thead> <tbody> <tr> <td>FY06</td> <td>\$4,000</td> </tr> <tr> <td>FY07</td> <td>\$3,800</td> </tr> <tr> <td>FY08</td> <td>\$4,400</td> </tr> <tr> <td>FY09</td> <td>\$5,000</td> </tr> </tbody> </table>	Year	Dollars	FY06	\$4,000	FY07	\$3,800	FY08	\$4,400	FY09	\$5,000
Year	Dollars														
FY06	\$4,000														
FY07	\$3,800														
FY08	\$4,400														
FY09	\$5,000														
<p>Increase full-time student enrollment by 3% per year.</p>	<p>Business Office reports.</p>	<p>Outcome was not met.</p>	<p>This period was a difficult environment both nationally and locally. We expect the student enrollment to improve as the economy improves.</p>	<p>Will continue to monitor this number and actively recruit students to the campus.</p>	<p style="text-align: center;">Number of Full-time Students Enrolled</p> <table border="1"> <caption>Number of Full-time Students Enrolled</caption> <thead> <tr> <th>Year</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>FY06</td> <td>800</td> </tr> <tr> <td>FY07</td> <td>1000</td> </tr> <tr> <td>FY08</td> <td>1050</td> </tr> <tr> <td>FY09</td> <td>1050</td> </tr> </tbody> </table>	Year	Students	FY06	800	FY07	1000	FY08	1050	FY09	1050
Year	Students														
FY06	800														
FY07	1000														
FY08	1050														
FY09	1050														

<p>Increase number of students enrolled in Business program year to year.</p>	<p>Academic Office reports.</p>	<p>Outcome fluctuated.</p>	<p>We expect the student enrollment to improve as the economy improves.</p>	<p>Will continue to monitor this number</p>	<div data-bbox="1255 191 1911 738" data-label="Figure"> <h3 style="text-align: center;">Number of Students Enrolled in Business Program</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>FY06</td> <td>65</td> </tr> <tr> <td>FY07</td> <td>68</td> </tr> <tr> <td>FY08</td> <td>72</td> </tr> <tr> <td>FY09</td> <td>58</td> </tr> </tbody> </table> </div>	Year	Number of Students	FY06	65	FY07	68	FY08	72	FY09	58
Year	Number of Students														
FY06	65														
FY07	68														
FY08	72														
FY09	58														

Table IV Faculty- and Staff-Focused Results

4. Faculty and Staff Focused Results		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. <i>Key indicators may include: satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism turnover, or complaints.</i>									
		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)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)						
Business Faculty Survey (Including Full-time and Adjunct Faculty)											
1. 90% of the faculty will report being encouraged to pursue opportunities for professional growth: training, continuing education, seminars, Professional Associations, presentations.	Bi-annual Business Faculty Survey.	78% of the faculty reported being encouraged to pursue opportunities for professional growth: training, continuing education, seminars, Professional Associations, presentations.	Outcome was not met. The Business department will meet and discuss an action plan to meet this outcome.	Will continue to monitor this area.	<p style="text-align: center;">Faculty Encouraged</p> <table border="1"> <caption>Faculty Encouraged Data</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>78</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	78
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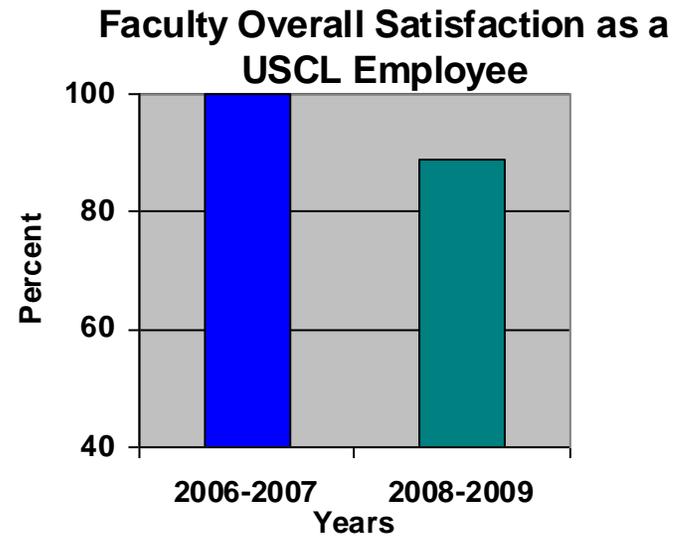
<p>2. 90% of the faculty will report they feel very satisfied or satisfied that they are safe in their environment.</p>	<p>Bi-annual Business Faculty Survey.</p>	<p>100% of the faculty reported feeling very satisfied or satisfied that they are safe in their environment.</p>	<p>Outcome was met.</p>	<p>Outcome exceeded the goal.</p>	<p style="text-align: center;">Classroom Satisfaction</p>  <p>The chart shows two bars representing the years 2006-2007 and 2008-2009. The y-axis is labeled 'Percent' and ranges from 0 to 100 in increments of 20. The bar for 2006-2007 is blue and reaches the 100% mark. The bar for 2008-2009 is teal and also reaches the 100% mark.</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	100
Years	Percent										
2006-2007	100										
2008-2009	100										
<p>3. 90% of the faculty will report they are very satisfied or satisfied that their classrooms is noise free.</p>	<p>Bi-annual Business Faculty Survey.</p>	<p>100% of the faculty reported feeling very satisfied or satisfied that their classroom is noise free.</p>	<p>Outcome was met.</p>	<p>Outcome exceeded goal.</p>	<p style="text-align: center;">Classroom is Noise Free</p>  <p>The chart shows two bars representing the years 2006-2007 and 2008-2009. The y-axis is labeled 'Percent' and ranges from 0 to 100 in increments of 20. The bar for 2006-2007 is blue and reaches the 100% mark. The bar for 2008-2009 is teal and also reaches the 100% mark.</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	100
Years	Percent										
2006-2007	100										
2008-2009	100										

<p>4. 90% of the faculty will report being very satisfied or satisfied with the classroom layouts being conducive to learning.</p>	<p>Bi-annual Business Faculty Survey.</p>	<p>100% of the faculty reported being either very satisfied or satisfied with the classroom layouts being conducive to learning.</p>	<p>Outcome was met.</p>	<p>Outcome exceeded goal.</p>	<p style="text-align: center;">Classroom Layout Conducive to Learning</p>  <p>A bar chart titled 'Classroom Layout Conducive to Learning'. The vertical axis is labeled 'Percent' and ranges from 0 to 100 in increments of 20. The horizontal axis is labeled 'Years' and has two categories: '2006-2007' and '2008-2009'. The bar for 2006-2007 is blue and reaches the 100% mark. The bar for 2008-2009 is teal and also reaches the 100% mark.</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	100
Years	Percent										
2006-2007	100										
2008-2009	100										
<p>5. 90% of the faculty will report they are very satisfied or satisfied that resources are available to supplement their courses.</p>	<p>Bi-annual Business Faculty Survey.</p>	<p>78% of the faculty reported that they are very satisfied or satisfied with the resources that are available to supplement their courses.</p>	<p>Outcome was not met. The Business department will meet and discuss an action plan to meet this outcome.</p>	<p>Will continue to monitor this area.</p>	<p style="text-align: center;">Resources Available to Supplement Courses</p>  <p>A bar chart titled 'Resources Available to Supplement Courses'. The vertical axis is labeled 'Percent' and ranges from 0 to 100 in increments of 20. The horizontal axis is labeled 'Years' and has two categories: '2006-2007' and '2008-2009'. The bar for 2006-2007 is blue and reaches the 100% mark. The bar for 2008-2009 is teal and reaches the 78% mark.</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>78</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	78
Years	Percent										
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2008-2009	78										

<p>6. 90% of the faculty will report that they are very satisfied or satisfied that their classrooms are equipped with appropriate hardware and software.</p>	<p>Bi-annual Business Faculty Survey.</p>	<p>89% of the faculty reported that they are very satisfied or satisfied that their classrooms are equipped with appropriate hardware and software.</p>	<p>Outcome was not met. The Business department will meet and discuss an action plan to meet this outcome.</p>	<p>Will continue to monitor this area.</p>	<p style="text-align: center;">Classrooms Properly Equipped with Hardware/Software</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>89</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	89
Years	Percent										
2006-2007	100										
2008-2009	89										
<p>7. 90% of the faculty will report being very satisfied or satisfied their office is an inviting place for students.</p>	<p>Bi-annual Business Faculty Survey.</p>	<p>67% of the faculty reported being very satisfied or satisfied their office is an inviting place for students.</p>	<p>Outcome was not met. The Business department will meet and discuss an action plan to meet this outcome.</p>	<p>Will continue to monitor this area.</p>	<p style="text-align: center;">Faculty Offices are Inviting Places for Students</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>67</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	67
Years	Percent										
2006-2007	100										
2008-2009	67										

<p>8. 90% of the faculty will report being very satisfied or satisfied their course loads meet the standards set by the Regional Campuses Faculty Manual.</p>	<p>Bi-annual Business Faculty Survey.</p>	<p>67% of the faculty reported being very satisfied or satisfied their course loads meet the standards set by the Regional Campuses Faculty Manual.</p>	<p>Outcome was not met. The Business department will meet and discuss an action plan to meet this outcome.</p>	<p>Will continue to monitor this area.</p>	<p>Course load meets Regional Campuses Faculty Manual Standards</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>67</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	67
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2006-2007	100										
2008-2009	67										
<p>9. 90% of the faculty will report being very satisfied or satisfied they are compensated for overload courses.</p>	<p>Bi-annual Business Faculty Survey.</p>	<p>56% of the faculty reported being very satisfied or satisfied they are compensated for overload courses.</p>	<p>Outcome was not met. The Business department will meet and discuss an action plan to meet this outcome.</p>	<p>Will continue to monitor this area.</p>	<p>Faculty Compensated for Overload Courses</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>56</td> </tr> </tbody> </table>	Years	Percent	2006-2007	100	2008-2009	56
Years	Percent										
2006-2007	100										
2008-2009	56										

<p>10. 90% of the faculty will report being very satisfied or satisfied as an employee of the University of South Carolina Lancaster.</p>	<p>Bi-annual Business Faculty Survey.</p>	<p>89% of the faculty reported being very satisfied or satisfied as an employee of the University of South Carolina Lancaster.</p>	<p>Outcome was not met. The Business department will meet and discuss an action plan to meet this outcome.</p>	<p>Will continue to monitor this area.</p>
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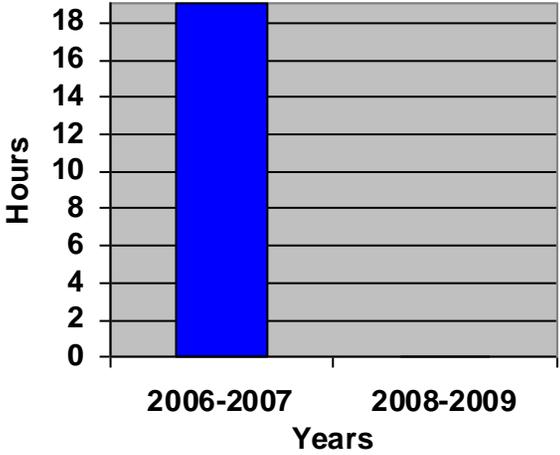
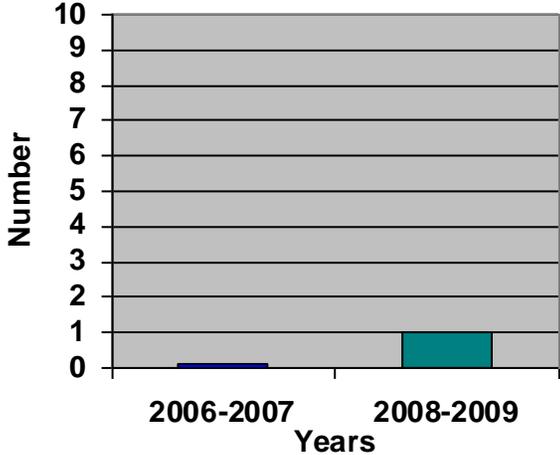
Business Faculty Survey Including Full-time and Adjunct Faculty* 2009-2010

	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	6	1	2		
2. I feel safe in my environment.	9	0	0		
3. My classroom is noise free.	7	2	0		
4. The classroom layout is conducive to learning.	7	2	0		
5. Resources are available to supplement my courses.	5	2	2		
6. The classroom is equipped with appropriate computer hardware and software.	6	2	1		
7. My office is an inviting place for students.	4	2	3		
8. My course load meets the standard set by the Regional Campuses Faculty Manual.	5	1	3		
9. I am compensated for overload courses.	5	0	4		
10. Please check your overall satisfaction level as an employee of the University of South Carolina Lancaster.	8	1	0		

*Note: Responses by Adjunct Faculty could skew results as some of the questions may not be applicable to those faculty members.

Statistics from Human Resources Office Concerning Business Faculty

<p>Through the Human Resources Department, data will be collected indicating the faculty turnover. Faculty on 1 year contracts who are renewed are not considered turnover.</p>	<p>Data collected from the Human Resources Director.</p>	<p>Zero faculty/staff turnovers were reported.</p>	<p>We will continue to monitor this area.</p>	<p>As the campus continues to grow, we will need to employ more faculty and staff.</p>	<div style="text-align: center;"> <h3>Faculty Turnover</h3> <table border="1" style="margin: 10px auto;"> <caption>Faculty Turnover Data</caption> <thead> <tr> <th>Years</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>0</td> </tr> <tr> <td>2008-2009</td> <td>0</td> </tr> </tbody> </table> </div>	Years	Number	2006-2007	0	2008-2009	0
Years	Number										
2006-2007	0										
2008-2009	0										

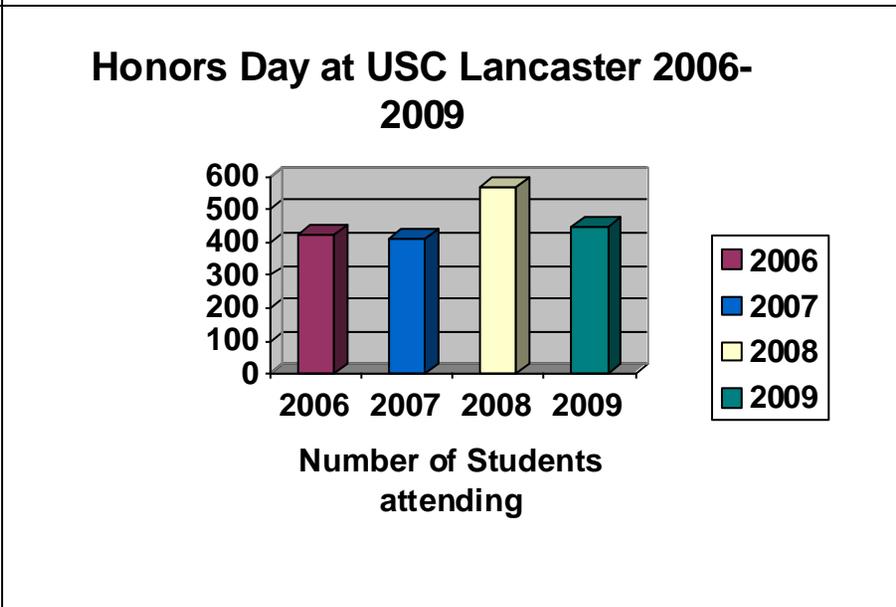
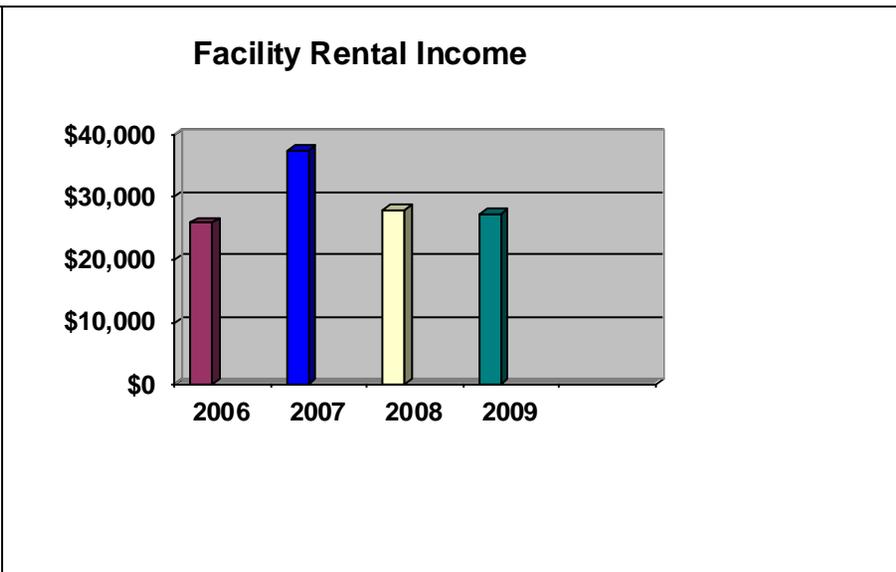
<p>Faculty sick leave will continue to increase to the point of donating to other faculty members in need of extra days.</p>	<p>Data collected from the Human Resources Director.</p>	<p>During 2008 and 2009 no sick leave hours were used.</p>	<p>We will continue to monitor this area.</p>	<p>Outstanding Outcome.</p>	<p style="text-align: center;">Sick Leave Taken</p>  <table border="1"> <caption>Sick Leave Taken Data</caption> <thead> <tr> <th>Years</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>18</td> </tr> <tr> <td>2008-2009</td> <td>0</td> </tr> </tbody> </table>	Years	Hours	2006-2007	18	2008-2009	0
Years	Hours										
2006-2007	18										
2008-2009	0										
<p>Safety Records for 2008 and 2009, OSHA Summary of Work-Related Injuries and Illnesses.</p>	<p>Data collected from the Human Resources Director.</p>	<p>During 2008 and 2009 there was 1 work related injury reported.</p>	<p>We will continue to monitor this area.</p>	<p>We continue to provide a safe environment for our employees.</p>	<p style="text-align: center;">Work Related Injuries Reported</p>  <table border="1"> <caption>Work Related Injuries Reported Data</caption> <thead> <tr> <th>Years</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>0</td> </tr> <tr> <td>2008-2009</td> <td>1</td> </tr> </tbody> </table>	Years	Number	2006-2007	0	2008-2009	1
Years	Number										
2006-2007	0										
2008-2009	1										

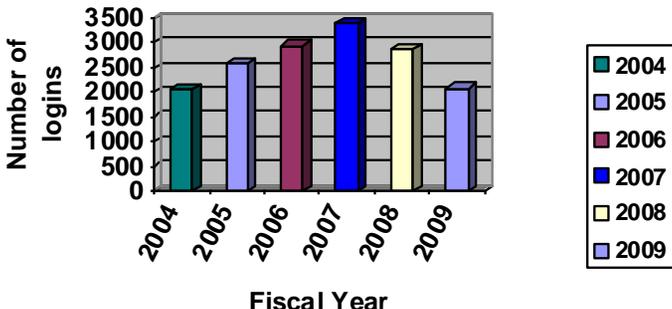
Number of Full Time Faculty.	Data collected from the Human Resources Director.	During 2008 and 2009 no new full time faculty were hired.	We will continue to monitor this area and adjust as needed.	As the campus continues to grow, we will need to employ more faculty and staff.	<p style="text-align: center;">Number of Full Time Business Faculty</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Number of Full Time Business Faculty</caption> <thead> <tr> <th>Years</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>4</td> </tr> <tr> <td>2008-2009</td> <td>4</td> </tr> </tbody> </table>	Years	Number	2006-2007	4	2008-2009	4
Years	Number										
2006-2007	4										
2008-2009	4										

Table V Organizational Performance Results

5. Organizational Effectiveness Results		<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.</p> <p><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, graduation and retention rates by program, and what you report to governing boards and administrative units.</i></p>			
		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)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years))

<p>USC Lancaster will provide the community use of the building facilities</p>	<p>Use of the campus facilities will increase 10% over 2008 and 2009</p>	<p>Use of facilities decreased from 2006 & 2007.</p>	<p>The difficult business environment resulted in lower than expected revenues. With the future forecasts cautiously optimistic, we will continue to monitor.</p>	<p>None</p>
<p>USC Lancaster will celebrate "Honors Day", a yearly event to spotlight Lancaster Co. Juniors & Seniors enrolled in Beta Club & National Honors Society.</p>	<p>400 students will attend Honors Day at USC Lancaster</p>	<p>An average of 510 High School students attended Honors Day</p>	<p>Students exceeded outcome.</p>	<p>Outcome was met. Will continue to monitor annually</p>



<p>USL Lancaster's Medford Library offers community usage of the internet. These statistics will be documented by the number of individual logins.</p>	<p>2500 logins will be recorded annually by the community use of the Medford Library computers .</p>	<p>Av average of over 3000 logins was recorded by community use of the Medford Library computers.</p>	<p>Community use of the Medford Library computer did not exceed outcome.</p>	<p>Outcome was not met. Will continue to monitor annually.</p>	<p style="text-align: center;">Community Use Medford Library Computers</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Community Use Medford Library Computers Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Number of logins</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>2000</td> </tr> <tr> <td>2005</td> <td>2500</td> </tr> <tr> <td>2006</td> <td>3000</td> </tr> <tr> <td>2007</td> <td>3500</td> </tr> <tr> <td>2008</td> <td>3000</td> </tr> <tr> <td>2009</td> <td>2000</td> </tr> </tbody> </table>	Fiscal Year	Number of logins	2004	2000	2005	2500	2006	3000	2007	3500	2008	3000	2009	2000
Fiscal Year	Number of logins																		
2004	2000																		
2005	2500																		
2006	3000																		
2007	3500																		
2008	3000																		
2009	2000																		
<p>The Friends of Medford Library was established to promote the interest and welfare of the Library. Since its inception in 1995, it has raised money in support of Medford Library and organized and sponsored campus and community events.</p>	<p>The Friends of Medford Library will provide cultural events for the community and the campus.</p>	<p>Six events were sponsored by the Friends of Medford Library.</p>	<p>Community/Campus events hosted by Friends of Medford Library increased from 2006-2007.</p>	<p>We will continue to monitor annually.</p>	<p>List of events are below:</p> <ul style="list-style-type: none"> • <i>The Lewis and Clark Expedition: Discovering the American West, Encountering Native Americans</i> • <i>Kitty Wilson-Evans: Slave Interpreter and Storyteller</i> • <i>Naturalists in South Carolina: Audubon in Context</i> • <i>Printing and the Renaissance World</i> • <i>South Carolina Upcountry Goes to War</i> • <i>Waxhaws Revealed: A Backcountry Community as Andrew Jackson Knew It: 1750-1785</i> 														

**TABLE VI
FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS**

NAME (List alphabetically by last name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the courses taught during the Reporting Period, Do not duplicate Listings)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • 18 Graduate Cr. Hrs in Field • Two Years Work Experience • Teaching Excellence • Publications • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Master 2. Doctorate 3. Professional 4. Exception
Blackwell	Commercial Law	ACCT 324 – Commercial Law (3)	Juris Doctor, USC School of Law		D
Bradley	Economics	ECON 526 (3)	C. Ph Candidate (=ABD)	20 + Graduate Hours	M
Collins	Economics	ECON 221- Principles of Microeconomics (3) ECON 222 - Principles of Macroeconomics (3) ECON 224 – Intro To Economics (3) ECON 329 – American Economic History (3) ECON 311 – Issues in Economics (3)	MA. Economics	Rotaract Advisor	M
Dry	Technology Support and Training	RCAM 141 - Introduction to Keyboarding (3) TSTM 143 - Advanced	M.S. Business Education		M

	Management	Document Preparation (3)			
Emanuel	Marketing, Management, Finance	MKTG 350 – Principles of Marketing (3) MGMT 371 – Principles of Management (3) FINA 363 - Introduction to Finance (3) Finance 369 – Personal Finance (3) FINA 301 – Money & Banking (3) MGMT 374 – Mgmt of Human Resources (3) MGMT 472 – Entrepreneurship & Small Business (3) TSTM 399 – Business Internship Program (3) MGMT 478 – Strategic Management (3) FINA 364 – Financial Institutions (3) ECON 221 – Principles of Microeconomics (3)	MBA Business	Teacher of the Year 2008-2009	M
Gillespie	Technology Support and Training Management	RCAM 141 – Intro to Keyboarding (3) TSTM 143 – Advanced Document Preparation (3) TSTM 270 – Records Control (3)	M.S. Business Education		M
Jordan	Business Education	RCAM 141 - Introduction to Keyboarding	M.A.T. Business Education		M

Merle	Management	MGMT L472 – Entrepreneurship & Small Business	MBA Business		M
Myers	Business Law		Juris Doctor, St Thomas Law School		D
Parker	Accounting, Finance	ACCT 225 – Introduction to Financial Accounting (3) ACCT 226 – Introduction to Managerial Accounting (3) RETL 261 – Functional Accounting I (3) RETL 262 – Functional Accounting II (3) FINA 369 – Personal Finance (3) FINA 363 – Introduction to Finance (3) FINA 341 – Risk and Insurance (3) ACCT 401 – Intermediate Accounting I (3)	M.Acc (Master of Accountancy)	CPA	M
Roberts	Technology Support and Training Management, University 101	TSTM 143 – Advanced Document Preparation (3) TSTM 270 – Records Management (3) TSTM 342 – Business Communications (3) TSTM 347 – Advanced Office Procedures (3) UNIV 101B (3)	M.A.T – Business Education, Winthrop University	Teacher of the Year 2006-2007	M
Sherrill	Finance	FINA 369 – Personal Finance (3) MKTG 350 – Principles of Marketing (3) MGMT 371 – Principles of Management (3)	MBA Business		M
Stogner	Technology Support and Training Management	TSTM 264 – Computer Apps in Business (3)	M.A.T – Business Education		M
Thurman	Technology Support and Training	ACCT 225 – Introduction to Financial Accounting (3) ACCT 226 – Introduction to	MAS, USC. Emeritus		M

	Management, Accounting, Management Science	Managerial Accounting (3) MGSC 290 – Computer Information Systems (3) MGSC 291 - Statistics for Business & Econ (3) TSTM 164 – Intro to Office Automation (3)	Assoc. Professor, Business Administration		
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**TABLE VII
CURRICULUM SUMMARY**

Name of Major/Program: Associate in Science in Business Degree

Total Number of Hours for Degree: 60

List courses appropriate for each area:

A) General Education:

Course Title	Educational Goal Area	Credits
College Composition	A.	3
Composition and Literature	A.	3
History of the United States or American National Government	B	3
Social Sciences	H	3
Public Communication	A	3
Economics/Finance option	F	3
Foreign Language	J	6
Math or Computer Science or Logic or Statistics	F	3
Natural Science	F	4
Area total credit hours		31
<u>51.7%</u> of total program hours		

B) Professional Component:

Course Title	Areas of Study	Credits
Advanced Business Document Preparation	B	3
Intro. To Office Automation	B	3
Records Control/Management	B	3
Business Communications	B	3
Computer Applications in Business	B	3
Area total credit hours		15
<u>25.0%</u> of total program hours		

C) Related Professional Area Component:

Course Title	Credits	
Financial Accounting I	3	
Commercial Law	3	
Principles of Management	3	
Personal Finance or Ethics	3	
Electives	2	
Area total credit hours		14
<u>23.3%</u> of total program hours		
Total Program Hours		<u>60</u>

Legend for Table VII

“EXHIBIT L” *PROFESSIONAL COMPONENT* Standard III – Curriculum

Standard: At least 48 percent of the business curriculum must consist of professional and related components including four of the following areas of study:

- a. Accounting
- b. Computer information applications
- c. Quantitative methods of analysis
- d. Principles of economics
- e. Business in society - the international environment, legal/political environment, and ethical business behavior
- f. Marketing
- g. Entrepreneurship/free enterprise
- h. Finance
- i. Management

“EXHIBIT M” *GENERAL EDUCATION REQUIREMENT* Standard III – Curriculum

Standard: Excellence in business education requires a foundation in general education. For accreditation, therefore, general education must include no fewer than 52 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals:

- a. Written, interpretive, and oral facility with the English language.
- b. An historical perspective.
- c. An understanding of the role of the humanities in human experience.
- d. A personal ethical foundation.
- e. An understanding of social institutions and the obligations of citizenship.
- f. Knowledge of science and its applications.

- g. An understanding of contemporary technology.
- h. An understanding of the principles as well as the investigative strategies of the social sciences.
- i. An appreciation of the fine and performing arts.
- j. A global perspective.

