

**TABLE 1: Student and Stakeholder Focused Results (Standard 3)**

- Student, stakeholder, and market focused results examine how well your business unit satisfies students and stakeholders key needs and expectations.
- Performance measures 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.

**Performance Measures 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.**

- Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.
- Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.
- 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
- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
- For all data reported, show sample size (n = 75).

**Analysis of Results**

<b>Performance Measure:</b> What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
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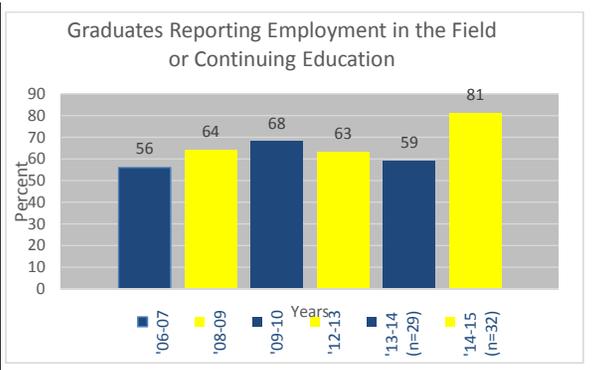
51% of the graduates will report employment in the field or continuing in another degree program on the annual CHE 301 report.

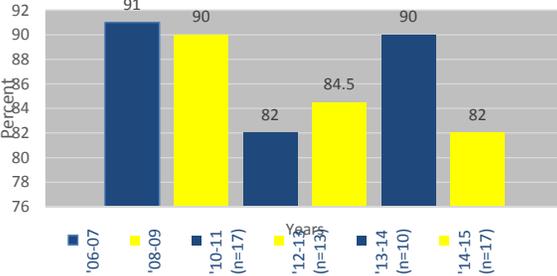
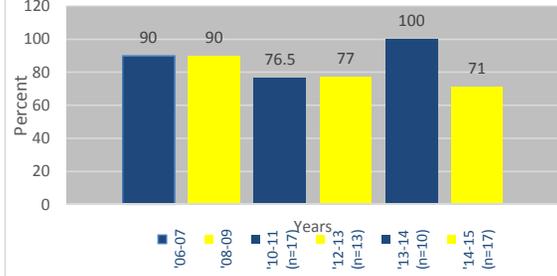
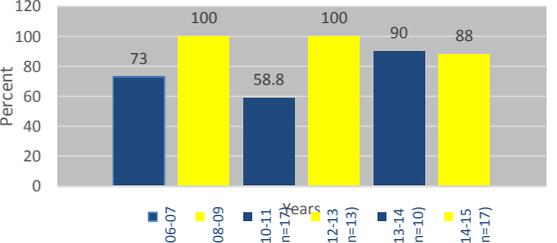
Annual CHE 301 report.

81% of the graduates reported employment in the field or continuing in another degree program on the annual CHE 301 report.

The goal was exceeded.

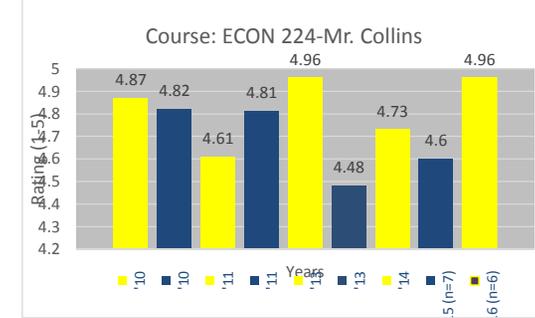
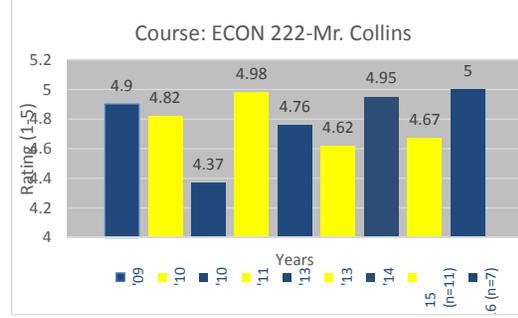
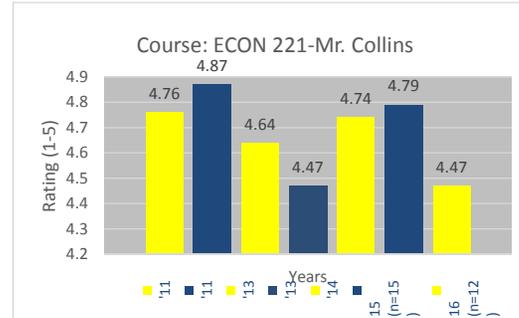
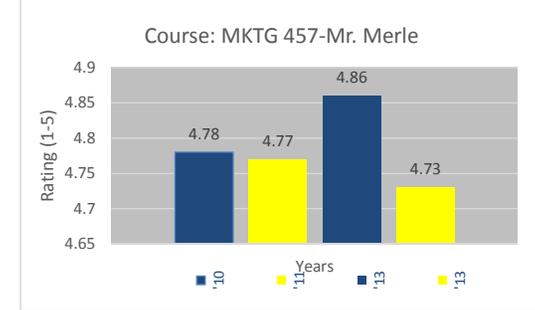
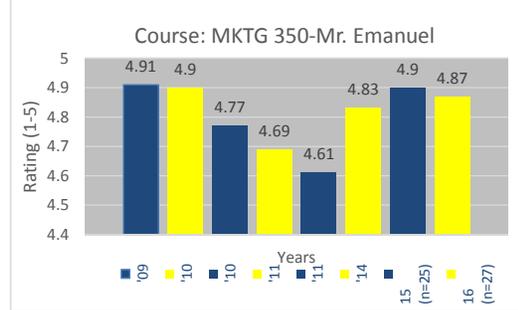
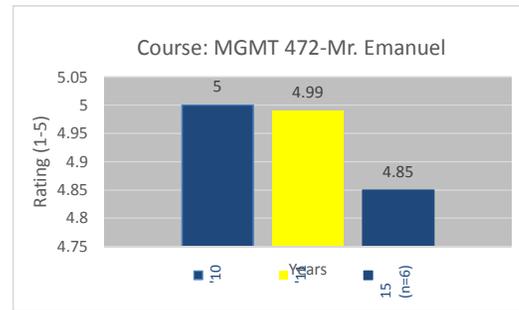
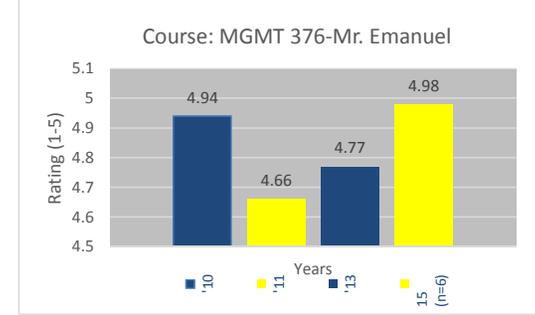
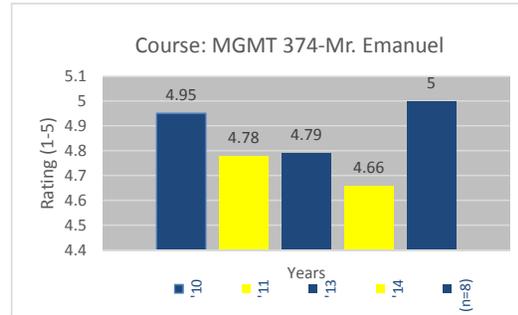
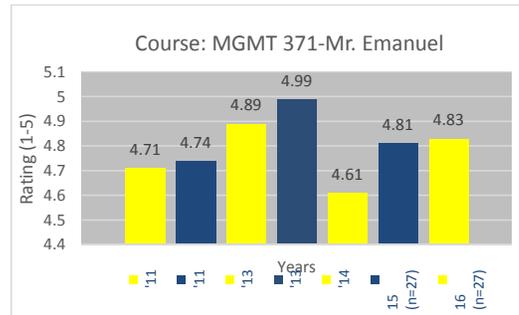
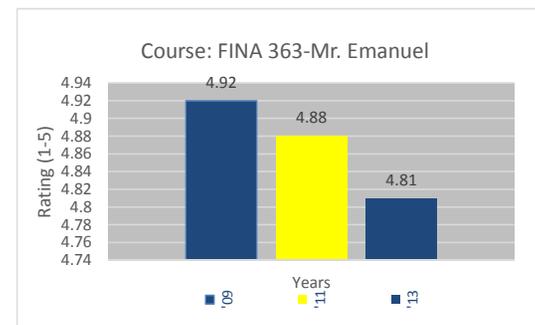
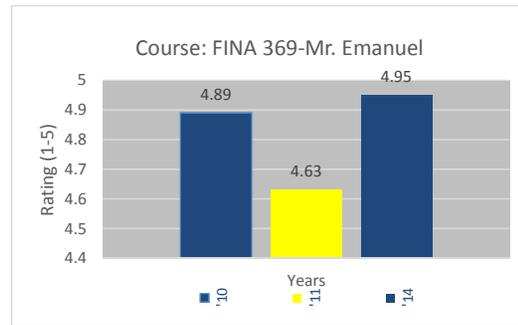
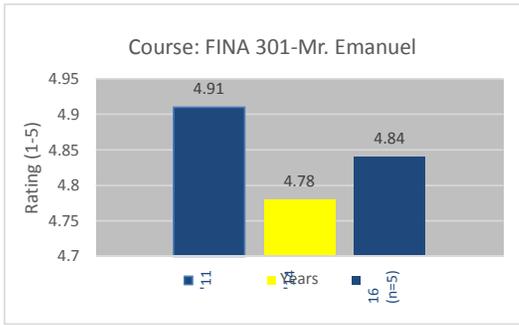
No action needed at this point. We have an excellent career center which posts available positions within the community. In addition, we have an excellent internship program led by an experienced professor who previously was a banker in Lancaster.

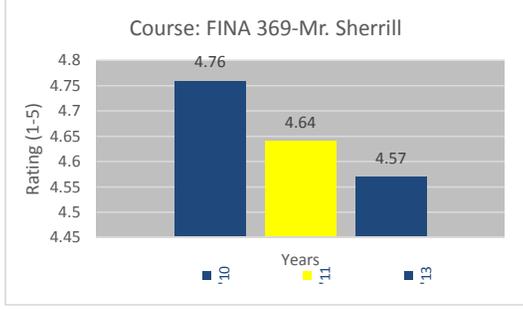
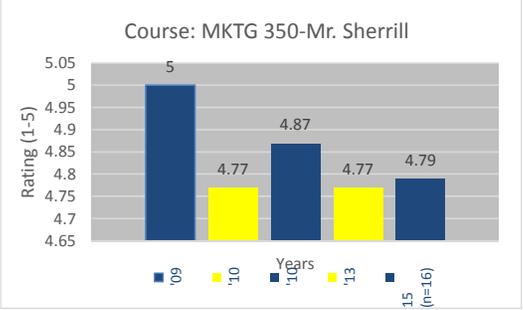
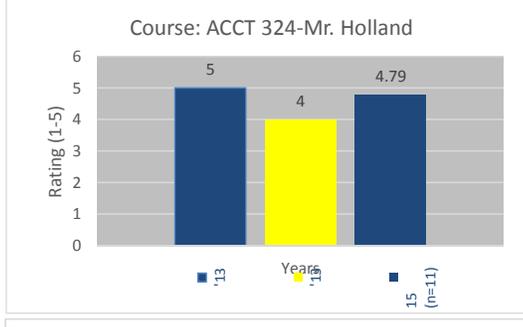
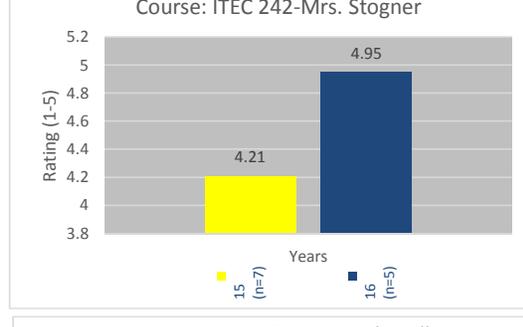
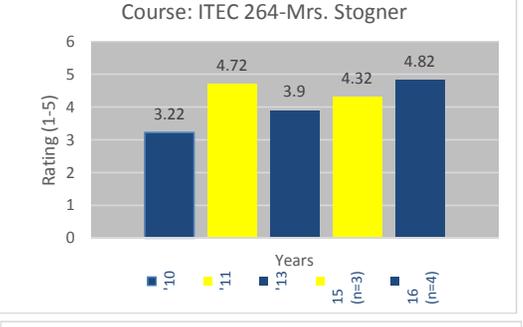
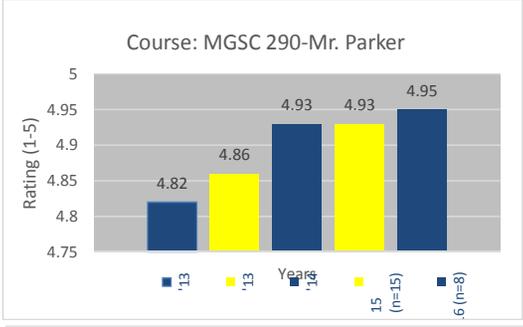
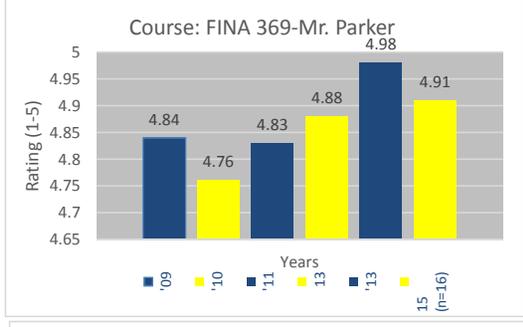
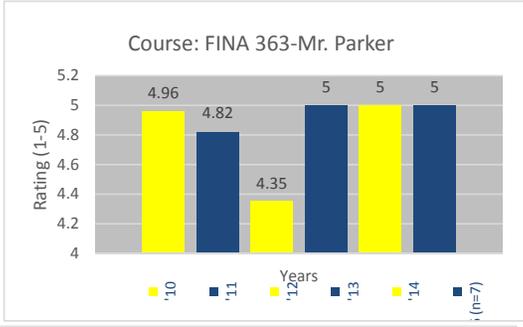
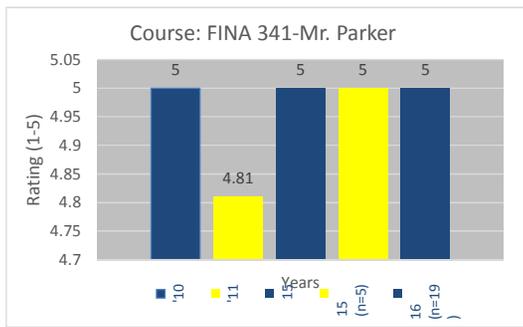
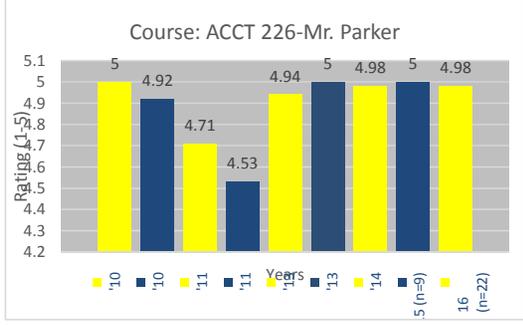
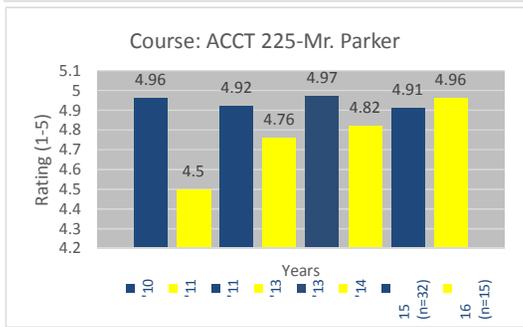


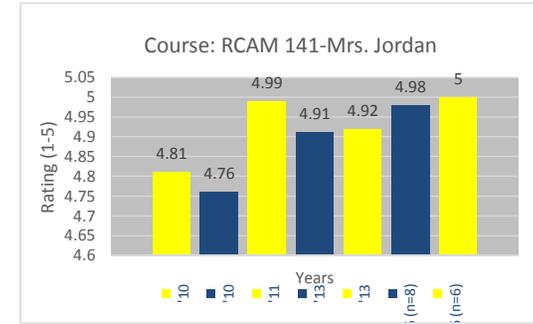
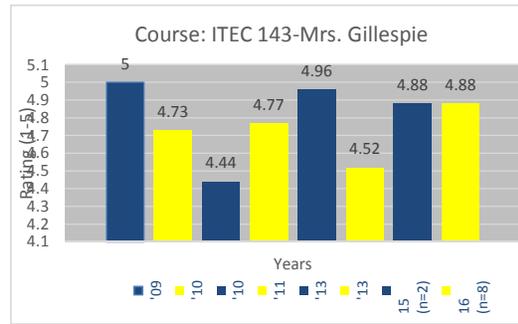
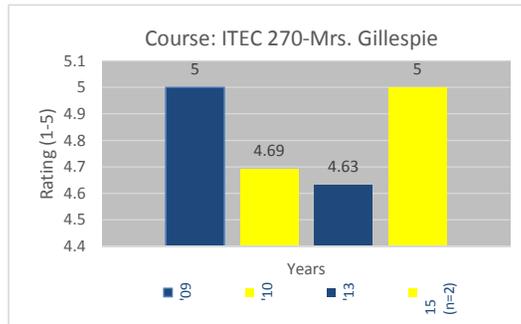
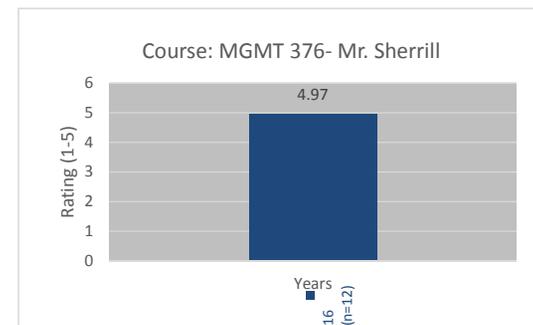
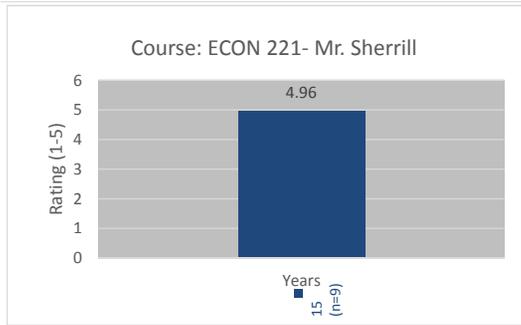
<b>Performance Measure:</b> <b>What is your performance measure?</b> <b>What is your goal?</b> <b>(The goal should be measurable.)</b>	<b>What is your measurement instrument or process?</b> <b>(indicate length of cycle)</b>	<b>Current Results:</b> <b>What are your current results?</b>	<b>Analysis of Results:</b> <b>What did you learn from your results?</b>	<b>Action Taken or Improvement Made:</b> <b>What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>														
1. 80% of the alumni will report the computer courses are Outstanding or Good for the business world.	Alumni Survey report using surveymonkey.com. The goal is to do this at least bi-annually.	82% of the alumni reported the computer courses are Outstanding or Good for the business world.	The co-champion and the Associate Dean of Academic Affairs met to discuss results. Alumni Outcome was met.	We will continue to monitor but it is important to note we have added an additional computer lab to accommodate our growth.	<p>Computer Courses are Outstanding or Good for the Business World</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>91</td> </tr> <tr> <td>'08-09</td> <td>90</td> </tr> <tr> <td>'10-11 (n=17)</td> <td>82</td> </tr> <tr> <td>'12-13 (n=13)</td> <td>84.5</td> </tr> <tr> <td>'13-14 (n=10)</td> <td>90</td> </tr> <tr> <td>'14-15 (n=17)</td> <td>82</td> </tr> </tbody> </table>	Year	Percent	'06-07	91	'08-09	90	'10-11 (n=17)	82	'12-13 (n=13)	84.5	'13-14 (n=10)	90	'14-15 (n=17)	82
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2. 80% of the alumni will rate the overall quality of the USC Lancaster Associate in Science in Business degree program as Outstanding or Above Average.	Alumni Survey report using surveymonkey.com. The goal is to do this at least bi-annually.	71% of the alumni rated the overall quality of the USC Lancaster Associate in Science in Business degree program as Outstanding or Above Average.	Alumni Outcome was not met. Since this is the first time in several years we have experienced less than 100% in this category, we will look for more data before reacting. This could be a one time occurrence.	We changed/updated the requirements of the degree in 2014 to allow for an easier transfer to the Bachelor degree program. We will wait another cycle to get further results before reacting to this one result.	<p>Satisfaction with USCL Assoc. in Science in Business Program</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>90</td> </tr> <tr> <td>'08-09</td> <td>90</td> </tr> <tr> <td>'10-11 (n=17)</td> <td>76.5</td> </tr> <tr> <td>'12-13 (n=13)</td> <td>77</td> </tr> <tr> <td>'13-14 (n=10)</td> <td>100</td> </tr> <tr> <td>'14-15 (n=17)</td> <td>71</td> </tr> </tbody> </table>	Year	Percent	'06-07	90	'08-09	90	'10-11 (n=17)	76.5	'12-13 (n=13)	77	'13-14 (n=10)	100	'14-15 (n=17)	71
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3. 80% of the alumni will report continuing their education, employed and continuing their education, or employed full-time.	Alumni Survey report using surveymonkey.com. The goal is to do this at least bi-annually.	88% of the alumni reported continuing their education, employed and continuing their education, or employed full-time.	The co-champion and the Associate Dean of Academic Affairs met to discuss results. Alumni Outcome was met.	We will continue to monitor.	<p>Continuing Education or Employed Full-time</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>73</td> </tr> <tr> <td>'08-09</td> <td>100</td> </tr> <tr> <td>'10-11 (n=17)</td> <td>58.8</td> </tr> <tr> <td>'12-13 (n=13)</td> <td>100</td> </tr> <tr> <td>'13-14 (n=10)</td> <td>90</td> </tr> <tr> <td>'14-15 (n=17)</td> <td>88</td> </tr> </tbody> </table>	Year	Percent	'06-07	73	'08-09	100	'10-11 (n=17)	58.8	'12-13 (n=13)	100	'13-14 (n=10)	90	'14-15 (n=17)	88
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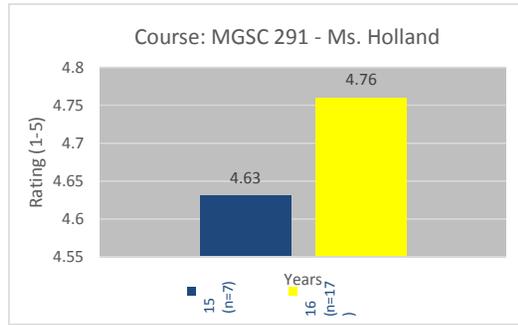
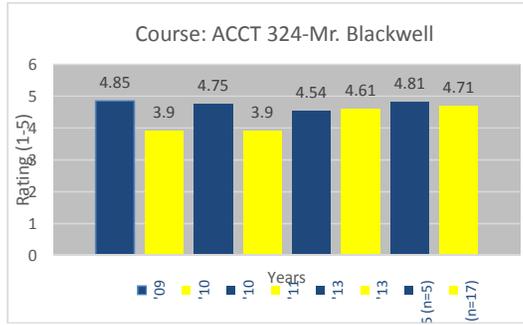
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4. 80% of the alumni will report they acquired the knowledge and skills to prepare them for the job market.	Alumni Survey report using surveymonkey.com. The goal is to do this at least bi-annually.	94% of the alumni reported they acquired the knowledge and skills to prepare them for the job market.	The co-champion and the Associate Dean of Academic Affairs met to discuss results. Alumni Outcome was met.	We will continue to monitor.	<table border="1"> <caption>Knowledge and Skills Acquired Prepared Alumni for Job Market</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>90</td> </tr> <tr> <td>'08-09</td> <td>90</td> </tr> <tr> <td>'10-11</td> <td>100</td> </tr> <tr> <td>'12-13</td> <td>85</td> </tr> <tr> <td>'13-14</td> <td>100</td> </tr> <tr> <td>'14-15</td> <td>94</td> </tr> </tbody> </table>	Year	Percent	'06-07	90	'08-09	90	'10-11	100	'12-13	85	'13-14	100	'14-15	94
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5. 80% 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.	Alumni Survey report using surveymonkey.com. The goal is to do this at least bi-annually.	100% 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.	The co-champion and the Associate Dean of Academic Affairs met to discuss results. Alumni Outcome was met.	We will continue to monitor.	<table border="1"> <caption>Alumni Who Would Choose USC Lancaster Again</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>90</td> </tr> <tr> <td>'08-09</td> <td>90</td> </tr> <tr> <td>'10-11</td> <td>94.1</td> </tr> <tr> <td>'12-13</td> <td>92</td> </tr> <tr> <td>'13-14</td> <td>100</td> </tr> <tr> <td>'14-15</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	'06-07	90	'08-09	90	'10-11	94.1	'12-13	92	'13-14	100	'14-15	100
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6. 80% of the Alumni will report being very satisfied or satisfied with the knowledge gained in the general education requirements.	Alumni Survey report using surveymonkey.com. The goal is to do this at least bi-annually.	94% of the Alumni reported being very satisfied or satisfied with the knowledge gained in the general education requirements.	The co-champion, and the Associate Dean of Academic Affairs met to discuss results. Alumni Outcome was met.	We will continue to monitor, but we feel very good about this result.	<table border="1"> <caption>Alumni Satisfied with Knowledge Gained in General Education Requirements</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>90.9</td> </tr> <tr> <td>'08-09</td> <td>100</td> </tr> <tr> <td>'10-11</td> <td>64.7</td> </tr> <tr> <td>'12-13</td> <td>92</td> </tr> <tr> <td>'13-14</td> <td>100</td> </tr> <tr> <td>'14-15</td> <td>94</td> </tr> </tbody> </table>	Year	Percent	'06-07	90.9	'08-09	100	'10-11	64.7	'12-13	92	'13-14	100	'14-15	94
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7. 80% of the alumni will report being very satisfied or satisfied with the Professors in the Business program.	Alumni Survey report using surveymonkey.com. The goal is to do this at least bi-annually.	100% of the alumni reported being very satisfied or satisfied with the Professors in the Business program.	The co-champion and the Associate Dean of Academic Affairs met to discuss results. Alumni Outcome was met.	We will continue to monitor, but we feel very good about this result. We have had one professor retire in June 2016, but we have replaced him with a qualified professor who had been teaching part-time for USCL for several years.	<table border="1"> <caption>Alumni Satisfied with Professors in Business Program</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07 (n=17)</td> <td>91</td> </tr> <tr> <td>'08-09 (n=13)</td> <td>100</td> </tr> <tr> <td>'10-11 (n=17)</td> <td>82.4</td> </tr> <tr> <td>'12-13 (n=13)</td> <td>100</td> </tr> <tr> <td>'13-14 (n=10)</td> <td>100</td> </tr> <tr> <td>'14-15 (n=17)</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	'06-07 (n=17)	91	'08-09 (n=13)	100	'10-11 (n=17)	82.4	'12-13 (n=13)	100	'13-14 (n=10)	100	'14-15 (n=17)	100
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8. 80% of the alumni will report that the computer software preparation they received for the business world was either outstanding, excellent, or above average.	Alumni Survey report using surveymonkey.com. The goal is to do this at least bi-annually.	76% of the alumni will report being very satisfied or satisfied that the computer software prepared you for the business world.	Alumni Outcome was not met. The co-champion, and the Associate Dean of Academic Affairs met to discuss results and since this is the first time we have not met the goal, we will make no changes, but will pay close attention to the next survey.	We will continue to monitor.	<table border="1"> <caption>Alumni Satisfied with Computer Software</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07 (n=17)</td> <td>91</td> </tr> <tr> <td>'08-09 (n=13)</td> <td>90</td> </tr> <tr> <td>'10-11 (n=17)</td> <td>82.4</td> </tr> <tr> <td>'12-13 (n=13)</td> <td>92</td> </tr> <tr> <td>'13-14 (n=10)</td> <td>80</td> </tr> <tr> <td>'14-15 (n=17)</td> <td>76</td> </tr> </tbody> </table>	Year	Percent	'06-07 (n=17)	91	'08-09 (n=13)	90	'10-11 (n=17)	82.4	'12-13 (n=13)	92	'13-14 (n=10)	80	'14-15 (n=17)	76
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**TABLE 2: Student Learning Results (Standard 4)**

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
<b>1. Student Learning Results</b>	<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> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work                      Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.                      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>
	- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.
	- For all data reported, show sample size (n=75).

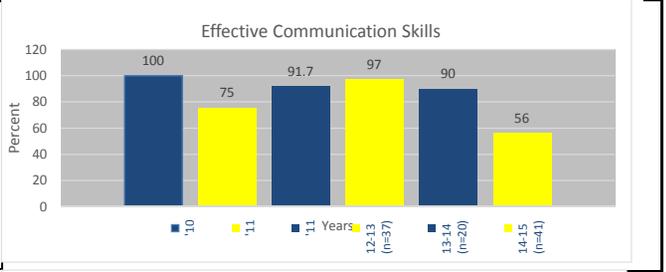
**Analysis of Results**

Performance Measure: For each assessment, identify the following 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																		
1. Associate in Science in Business. 2-Learning Outcome #1. 3. 70% of the students enrolled in an accounting course should be able to identify the components of an income statement, balance sheet, or statement of owner’s equity. Students should be able to identify and classify accounts, as well as create and record general journal entries.	Samples of student work submitted to the assessment committee (Direct).	Outcome was met. 95% of the students enrolled in an accounting course scored 3 or higher on the Financial & Accounting skills rubric for 2015 - 2016.	We are very pleased with the results. We do currently allow 2 attempts on the homework (using CengageNow), which certainly helps the scores.	For 2016-2017, we will only allow one attempt on the homework assigned through CengageNow.	<p>Accounting Skills</p> <table border="1"> <caption>Accounting Skills Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'08-09</td> <td>55</td> </tr> <tr> <td>'10</td> <td>64</td> </tr> <tr> <td>'10-11 (n=17)</td> <td>89.5</td> </tr> <tr> <td>'11-12</td> <td>91.7</td> </tr> <tr> <td>'12-13</td> <td>99</td> </tr> <tr> <td>13-14 (n=56)</td> <td>94.6</td> </tr> <tr> <td>14-15 (n=61)</td> <td>88.95</td> </tr> <tr> <td>15-16 (n=21)</td> <td>95</td> </tr> </tbody> </table>	Year	Percent	'08-09	55	'10	64	'10-11 (n=17)	89.5	'11-12	91.7	'12-13	99	13-14 (n=56)	94.6	14-15 (n=61)	88.95	15-16 (n=21)	95
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15-16 (n=21)	95																						
1 - Associate in Science in Business. 2-Learning Outcome # 3. 3- 70% of the students enrolled in a management course should be able to apply basic management theories to reach appropriate business decisions.	Samples of student work submitted to the assessment committee (Direct).	70% of the students enrolled in a management course should score 3 or higher on the management skills rubric. Outcome was met with 76% scoring 3 or higher.	Outcome was met. 76% of the students enrolled in a management course scored 3 or higher on the management skills rubric. We are please with the increase from the year before.	No changes are recommended for 2016-2017 other than analyzing the rubric and looking for ways to improve it.	<p>Management Skills</p> <table border="1"> <caption>Management Skills Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'10</td> <td>100</td> </tr> <tr> <td>'11</td> <td>100</td> </tr> <tr> <td>'12</td> <td>100</td> </tr> <tr> <td>'12</td> <td>74</td> </tr> <tr> <td>13-14 (n=59)</td> <td>89.83</td> </tr> <tr> <td>14-15 (n=47)</td> <td>66</td> </tr> <tr> <td>15-16 (n=63)</td> <td>76</td> </tr> </tbody> </table>	Year	Percent	'10	100	'11	100	'12	100	'12	74	13-14 (n=59)	89.83	14-15 (n=47)	66	15-16 (n=63)	76		
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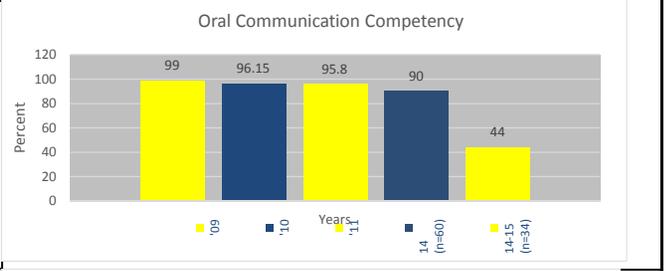
**Analysis of Results**

<p><b>Performance Measure: For each assessment, identify the following 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</b></p>	<p><b>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</b></p>	<p><b>Current Results: What are your current results?</b></p>	<p><b>Analysis of Results: What did you learn from your results?</b></p>	<p><b>Action Taken or Improvement Made: What did you improve or what is your next step?</b></p>	<p><b>Provide a graph or table of resulting trends (3-5 data points preferred)</b></p>
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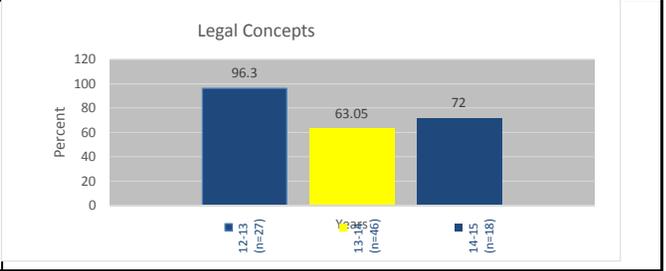
<p>1 - Associate in Science in Business. 2 - Learning Outcome # 4. 3 - 71% of the students enrolled in ITEC 143 and ITEC 242 or ENGL463 will be able to communicate effectively for a business environment.</p>	<p>Samples of student work submitted to the assessment committee (Direct). Beginning in 2015-2016 we began rotating the assessments of the learning outcomes. Accounting and Management skills were assessed in 2015-2016, while effective communications and legal concepts will be assessed in 2016-2017.</p>	<p>56% of the students enrolled in ITEC 143, ITEC 242, or ENGL463 scored 3 or higher on the business effective communications rubric in 2014-2015. For 2015-2016 we discussed revising the rubric. That will be completed in fall 2016.</p>	<p>Outcome was not met. The assessment committee has determined that the scoring instrument needs revising.</p>	<p>A new, more relevant rubric is being developed to use in 2016-2017.</p>
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<p>1 - Associate in Science in Business. 2 - Learning Outcome # 4. 3 - 70% of the students enrolled in SPCH140 will score 3 or higher on the business effective communication rubric.</p>	<p>Samples of student work submitted to the assessment committee (Direct). Beginning in 2015-2016 we began rotating the assessments of the learning outcomes. Accounting and Management skills were assessed in 2015-2016, while effective communications and legal concepts will be assessed in 2016-2017.</p>	<p>Outcome was not met. 44% of the students enrolled in SPCH140 scored a 3 or higher on the business communications rubric in 2014-2015.</p>	<p>Outcome was not met. The assessment committee has determined that the scoring instrument needs revising.</p>	<p>A new, more relevant rubric is being developed to use in 2016-2017.</p>
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<p>1 - Associate in Science in Business. 2 - Learning Outcome # 2. 3 - 70% of the students enrolled in ACCT324 will score 3 or higher on the business law rubric, displaying basic knowledge of legal concepts.</p>	<p>Samples of student work submitted to the assessment committee (Direct). Beginning in 2015-2016 we began rotating the assessments of the learning outcomes. Accounting and Management skills were assessed in 2015-2016, while effective communications and legal concepts will be assessed in 2016-2017.</p>	<p>72% of the students enrolled in ACCT324 scored 3 or higher on the business law rubric.</p>	<p>Outcome was met. However, the assessment committee has determined that the scoring instrument needs revising.</p>	<p>A new, more relevant rubric is being developed to use in 2016-2017.</p>
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**TABLE 3a: Faculty and Staff Focus Results (Standard 5)**

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

<b>Faculty and Staff Focused Results</b>	<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: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i></p> <p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p> <p>- For all data reported, show sample size (n=75).</p>
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**Analysis of Results**

<b>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</b>	<b>What is your measurement instrument or process? (indicate length of cycle)</b>	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from your results?</b>	<b>Action Taken or Improvement Made: What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>												
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 Full-time Faculty Survey (3 professors).	100% of the faculty reported being encouraged to pursue opportunities for professional growth: training, continuing education, seminars, Professional Associations, presentations	Outcome was met.	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>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>100</td> </tr> <tr> <td>'08-09</td> <td>78</td> </tr> <tr> <td>'11-12</td> <td>100</td> </tr> <tr> <td>'13-14</td> <td>100</td> </tr> <tr> <td>'15-16</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	'06-07	100	'08-09	78	'11-12	100	'13-14	100	'15-16	100
Year	Percent																
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2. 90% of the faculty will report they feel very satisfied or satisfied that they are safe in their environment.	Bi-annual Business Full-time Faculty Survey (3 professors).	100% of the faculty reported feeling very satisfied or satisfied that they are safe in their environment.	Outcome was met.	Outcome exceeded the goal.	<p style="text-align: center;">Classroom Satisfaction</p> <table border="1"> <caption>Classroom Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>100</td> </tr> <tr> <td>08-09</td> <td>100</td> </tr> <tr> <td>11-12</td> <td>100</td> </tr> <tr> <td>13-14</td> <td>100</td> </tr> <tr> <td>15-16</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	06-07	100	08-09	100	11-12	100	13-14	100	15-16	100
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**Analysis of Results**

<b>Performance Measure:</b> <b>What is your performance measure?</b> <b>What is your goal?</b> <b>(The goal should be measurable.)</b>	<b>What is your measurement instrument or process?</b> <b>(indicate length of cycle)</b>	<b>Current Results:</b> <b>What are your current results?</b>	<b>Analysis of Results:</b> <b>What did you learn from your results?</b>	<b>Action Taken or Improvement Made:</b> <b>What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>												
3. 90% of the faculty will report they are very satisfied or satisfied that their classrooms is noise free.	Bi-annual Business Full-time Faculty Survey (3 professors).	100% of the faculty reported feeling very satisfied or satisfied that their classroom is noise free.	Outcome was met.	Outcome exceeded goal.	<p align="center">Classroom is Noise Free</p> <table border="1"> <caption>Classroom is Noise Free</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>100</td> </tr> <tr> <td>08-09</td> <td>100</td> </tr> <tr> <td>11-12</td> <td>100</td> </tr> <tr> <td>13-14</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	06-07	100	08-09	100	11-12	100	13-14	100		
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4. 90% of the faculty will report being very satisfied or satisfied with the classroom layouts being conducive to learning.	Bi-annual Business Full-time Faculty Survey (3 professors).	100% of the faculty reported being either very satisfied or satisfied with the classroom layouts being conducive to learning.	Outcome was met.	Outcome exceeded goal.	<p align="center">Classroom Layout Conducive to Learning</p> <table border="1"> <caption>Classroom Layout Conducive to Learning</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>100</td> </tr> <tr> <td>08-09</td> <td>100</td> </tr> <tr> <td>11-12</td> <td>100</td> </tr> <tr> <td>13-14</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	06-07	100	08-09	100	11-12	100	13-14	100		
Year	Percent																
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5. 90% of the faculty will report they are very satisfied or satisfied that resources are available to supplement their courses.	Bi-annual Business Full-time Faculty Survey (3 professors).	100% of the faculty reported that they are very satisfied or satisfied with the resources that are available to supplement their courses.	Outcome was met.	Will continue to monitor this area.	<p align="center">Resources Available to Supplement Courses</p> <table border="1"> <caption>Resources Available to Supplement Courses</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>06-07</td> <td>100</td> </tr> <tr> <td>08-09</td> <td>78</td> </tr> <tr> <td>11-12</td> <td>100</td> </tr> <tr> <td>13-14</td> <td>100</td> </tr> <tr> <td>15-16</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	06-07	100	08-09	78	11-12	100	13-14	100	15-16	100
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**Analysis of Results**

<b>Performance Measure:</b> <b>What is your performance measure?</b> <b>What is your goal?</b> <b>(The goal should be measurable.)</b>	<b>What is your measurement instrument or process?</b> <b>(indicate length of cycle)</b>	<b>Current Results:</b> <b>What are your current results?</b>	<b>Analysis of Results:</b> <b>What did you learn from your results?</b>	<b>Action Taken or Improvement Made:</b> <b>What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>												
6. 90% of the faculty will report that they are very satisfied or satisfied that their classrooms are equipped with appropriate hardware and software.	Bi-annual Business Full-time Faculty Survey (3 professors).	100% of the faculty reported that they are very satisfied or satisfied that their classrooms are equipped with appropriate hardware and software.	Outcome was met	Will continue to monitor this area.	<table border="1"> <caption>Classroom Properly Equipped with Hardware/Software</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>100</td> </tr> <tr> <td>'08-09</td> <td>89</td> </tr> <tr> <td>'11-12</td> <td>100</td> </tr> <tr> <td>'13-14</td> <td>100</td> </tr> <tr> <td>'15-16</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	'06-07	100	'08-09	89	'11-12	100	'13-14	100	'15-16	100
Year	Percent																
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'15-16	100																
7. 90% of the faculty will report being very satisfied or satisfied their office is an inviting place for students.	Bi-annual Business Full-time Faculty Survey (3 professors).	100% of the faculty reported being very satisfied or satisfied their office is an inviting place for students.	Outcome was met.	Will continue to monitor this area.	<table border="1"> <caption>Faculty Office are Inviting Places for Students</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>100</td> </tr> <tr> <td>'08-09</td> <td>67</td> </tr> <tr> <td>'11-12</td> <td>100</td> </tr> <tr> <td>'13-14</td> <td>100</td> </tr> <tr> <td>'15-16</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	'06-07	100	'08-09	67	'11-12	100	'13-14	100	'15-16	100
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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.	Bi-annual Business Full-time Faculty Survey (3 professors).	100% of the faculty reported being very satisfied or satisfied their course loads meet the standards set by the Regional Campuses Faculty Manual.	Outcome was met.	Will continue to monitor this area.	<table border="1"> <caption>Course load meets Regional Campuses Faculty Manual Standards</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>100</td> </tr> <tr> <td>'08-09</td> <td>67</td> </tr> <tr> <td>'11-12</td> <td>100</td> </tr> <tr> <td>'13-14</td> <td>100</td> </tr> <tr> <td>'15-16</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	'06-07	100	'08-09	67	'11-12	100	'13-14	100	'15-16	100
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<b>Performance Measure:</b> <b>What is your performance measure?</b> <b>What is your goal?</b> <b>(The goal should be measurable.)</b>	<b>What is your measurement instrument or process?</b> <b>(indicate length of cycle)</b>	<b>Current Results:</b> <b>What are your current results?</b>	<b>Analysis of Results:</b> <b>What did you learn from your results?</b>	<b>Action Taken or Improvement Made:</b> <b>What did you improve or what is your next step?</b>	<b>Provide a graph or table of resulting trends (3-5 data points preferred)</b>												
<p>9. 90% of the faculty will report being very satisfied or satisfied they are compensated for overload courses.</p>	<p>Bi-annual Business Full-time Faculty Survey (3 professors).</p>	<p>100% of the faculty reported being very satisfied or satisfied they are compensated for overload courses.</p>	<p>Outcome was met.</p>	<p>Will continue to monitor this area.</p>	<p align="center"><b>Faculty Compensated for Overload Courses</b></p> <table border="1"> <caption>Faculty Compensated for Overload Courses</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>100</td> </tr> <tr> <td>'08-09</td> <td>56</td> </tr> <tr> <td>'11-12</td> <td>100</td> </tr> <tr> <td>'13-14</td> <td>100</td> </tr> <tr> <td>'15-16</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	'06-07	100	'08-09	56	'11-12	100	'13-14	100	'15-16	100
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<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 Full-time Faculty Survey (3 professors).</p>	<p>100% of the faculty reported being very satisfied or satisfied as an employee of the University of South Carolina Lancaster.</p>	<p>Outcome was met.</p>	<p>Will continue to monitor this area.</p>	<p align="center"><b>Faculty Overall Satisfaction as a USCL Employee</b></p> <table border="1"> <caption>Faculty Overall Satisfaction as a USCL Employee</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>'06-07</td> <td>100</td> </tr> <tr> <td>'08-09</td> <td>89</td> </tr> <tr> <td>'11-12</td> <td>100</td> </tr> <tr> <td>'13-14</td> <td>100</td> </tr> <tr> <td>'15-16</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	'06-07	100	'08-09	89	'11-12	100	'13-14	100	'15-16	100
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<p>Faculty turnover will be minimal.</p>	<p>Data from Human Resources</p>	<p>1 person retired this year after many years of teaching at USCL.</p>	<p>While we did have 1 turnover, it was a retirement of a long-term professor at USCL. We had the same situation in 2011-2012.</p>	<p>Will continue to monitor this area. Most professors stay at USCL for many years, reinforcing the belief that it is a great place to work.</p>	<p align="center"><b>Faculty Turnover in the Business Department</b></p> <table border="1"> <caption>Faculty Turnover in the Business Department</caption> <thead> <tr> <th>Years</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>'11-12</td> <td>1</td> </tr> <tr> <td>3-Dec</td> <td>0</td> </tr> <tr> <td>'13-14</td> <td>0</td> </tr> <tr> <td>'15-16</td> <td>1</td> </tr> </tbody> </table>	Years	Number	'11-12	1	3-Dec	0	'13-14	0	'15-16	1		
Years	Number																
'11-12	1																
3-Dec	0																
'13-14	0																
'15-16	1																

**TABLE 3b: Full-time and Part-time Faculty Qualifications (Standard 5)**

Complete this table for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported. in accordance with Criterion 5.2 in the Standards and Criteria.

Use a separateline in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.

**TABLE 3b - NEW AND FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS**

FACULTY MEMBER NAME (alphabetically by Last Name)	COURSES TAUGHT (List the courses taught during the reporting period, include number of credit hours)	LIST ALL EARNED DEGREES (State Degree as documented on transcript, must include major field)	DOCUMENT AT LEAST TWO OTHER PROFESSIONAL CERTIFICATION CRITERIA : 1. Two Years Work Experience (other than teaching) 2. Teaching Excellence Awards 3. Professional Certifications 4. Research and/or Publication 5. Additional Coursework	ACBSP QUALIFICATION 1. Masters 2. Doctorate 3. Professional 4. Exception (Choose one)
Kate Holland	MGSC 291 (Business Statistics)	B.S. Pyschology, Hollins University, Masters in Clinical Pyschology, Radford University,  PhD, Virginia Polytechnic Institute and State University		Doctorate qualified in Statistics

**TABLE 7: Business Unit Performance Results (Standard 6)**

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Analysis of Results																																					
<b>Organizational Effectiveness Results</b>	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units. - Please note that data reported in this table should be business unit data and not institution-wide data. - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program. - For all data reported, show sample size (n=75).																																				
<b>Performance Measure:</b> What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																																
Enrollment in the Associate in Business program will be at least 16 students that generate 12 full-time equivalents.	Enrollment numbers provided by the Admissions and Records office annually.	Acceptable numbers of students enrolled in the Associate program were reported.	Outcome was met.	We will continue to monitor and review numbers enrolled in the program.	<p>Students Enrolled as Assoc. in Business Majors</p> <table border="1"> <caption>Students Enrolled as Assoc. in Business Majors</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>'01</td><td>61</td></tr> <tr><td>'02</td><td>69</td></tr> <tr><td>'03</td><td>58</td></tr> <tr><td>'04</td><td>64</td></tr> <tr><td>'05</td><td>70</td></tr> <tr><td>'06</td><td>66</td></tr> <tr><td>'07</td><td>71</td></tr> <tr><td>'08</td><td>74</td></tr> <tr><td>'09</td><td>84</td></tr> <tr><td>'10</td><td>70</td></tr> <tr><td>'11</td><td>93</td></tr> <tr><td>'12</td><td>92</td></tr> <tr><td>'13</td><td>101</td></tr> <tr><td>'14</td><td>100</td></tr> <tr><td>'15</td><td>85</td></tr> </tbody> </table>	Year	Percent	'01	61	'02	69	'03	58	'04	64	'05	70	'06	66	'07	71	'08	74	'09	84	'10	70	'11	93	'12	92	'13	101	'14	100	'15	85
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Total Number of Associate in Science in Business Degrees awarded will be 6 or higher in a given academic year.	Graduate numbers provided by the Admissions and Records office.	Acceptable numbers of graduates were reported.	Outcome was met.	We will continue to monitor. No changes expected this year.	<p>Students Awarded A.S. in Business Degree Per Academic Year</p> <table border="1"> <caption>Students Awarded A.S. in Business Degree Per Academic Year</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>01-02</td><td>14</td></tr> <tr><td>02-03</td><td>16</td></tr> <tr><td>03-04</td><td>18</td></tr> <tr><td>04-05</td><td>26</td></tr> <tr><td>05-06</td><td>19</td></tr> <tr><td>06-07</td><td>12</td></tr> <tr><td>07-08</td><td>15</td></tr> <tr><td>08-09</td><td>12</td></tr> <tr><td>09-10</td><td>19</td></tr> <tr><td>10-11</td><td>15</td></tr> <tr><td>11-12</td><td>21</td></tr> <tr><td>12-13</td><td>29</td></tr> <tr><td>13-14</td><td>25</td></tr> <tr><td>14-15</td><td>38</td></tr> </tbody> </table>	Year	Percent	01-02	14	02-03	16	03-04	18	04-05	26	05-06	19	06-07	12	07-08	15	08-09	12	09-10	19	10-11	15	11-12	21	12-13	29	13-14	25	14-15	38		
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Retention Rate of full-time, first time, degree-seeking freshman, measured from Fall 2013 to Fall 2014 will be at least 54%	Numbers reported in the Fiscal Year Annual Accountability Report or the Blueprint for Academic Excellence Report	Retention Rate was 60.3%. Goal was met.	As recommended by the campus's committee on retention efforts, USCL will conduct a satisfaction survey regarding student academic advisement this year and restructure its academic advising with the "Appreciative Advisement approach.	We will set a goal of 62% for next year.	<p>USCL Retention Rate of Full-Time, first time Degree Seeking Freshman</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Retention Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 12 (n=389)</td> <td>55</td> </tr> <tr> <td>Fall 13 (n=341)</td> <td>54</td> </tr> <tr> <td>Fall 14 (n=341)</td> <td>52</td> </tr> <tr> <td>Fall 15 (n=312)</td> <td>60.3</td> </tr> </tbody> </table>	Year	Retention Rate (%)	Fall 12 (n=389)	55	Fall 13 (n=341)	54	Fall 14 (n=341)	52	Fall 15 (n=312)	60.3
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Graduation Rate within 150% of program time for USCL students will be 19%.	Numbers reported in the Fiscal Year Annual Accountability Report or the Blueprint for Academic Excellence Report	Graduation rate was 18.7%.	Although the rate is close to the target, we understand the importance of improving this number.	As recommended by the campus's committee on retention efforts, USCL will conduct a satisfaction survey regarding student academic advisement this year and restructure its academic advising with the "Appreciative Advisement approach.	<p>USCL 150% Graduation Rates</p> <table border="1"> <thead> <tr> <th>Graduation Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 12 (n=341)</td> <td>16.7</td> </tr> <tr> <td>Fall 13 (n=352)</td> <td>15.6</td> </tr> <tr> <td>Fall 14 (n=389)</td> <td>18.5</td> </tr> </tbody> </table>	Graduation Year	Rate (%)	Fall 12 (n=341)	16.7	Fall 13 (n=352)	15.6	Fall 14 (n=389)	18.5		
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Success rate for students as defined by the S.C. CHE will be 56%.	Numbers reported in the Fiscal Year Annual Accountability Report or the Blueprint for Academic Excellence Report	Success Rate of 53.5% did not meet goal.	Although the rate is greater than 50%, we understand the importance of improving this number.	As recommended by the campus's committee on retention efforts, USCL will conduct a satisfaction survey regarding student academic advisement this year and restructure its academic advising with the "Appreciative Advisement approach.	<p>USCL Overall Success Rates</p> <table border="1"> <thead> <tr> <th>Graduation Year</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 12 (n=341)</td> <td>64.8</td> </tr> <tr> <td>Fall 13 (n=352)</td> <td>58.8</td> </tr> <tr> <td>Fall 14 (n=389)</td> <td>53.5</td> </tr> </tbody> </table>	Graduation Year	Success Rate (%)	Fall 12 (n=341)	64.8	Fall 13 (n=352)	58.8	Fall 14 (n=389)	53.5		
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Number of Honors Day students will exceed 350.	Numbers reported by the Director of Honors Day.	For 2016 over 400 students attended Honors Day, with over \$13,700 in scholarships awarded.	The number of honors students attending continues to be very encouraging.	No changes are anticipated.	<p style="text-align: center;">Students Attending Honors Day</p> <table border="1"> <caption>Students Attending Honors Day</caption> <thead> <tr> <th>Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>330</td> </tr> <tr> <td>2013</td> <td>355</td> </tr> <tr> <td>2014</td> <td>400</td> </tr> <tr> <td>2015</td> <td>335</td> </tr> <tr> <td>2016</td> <td>405</td> </tr> </tbody> </table>	Year	Number of Students	2012	330	2013	355	2014	400	2015	335	2016	405
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