

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.

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- 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

Performance Measure: 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)
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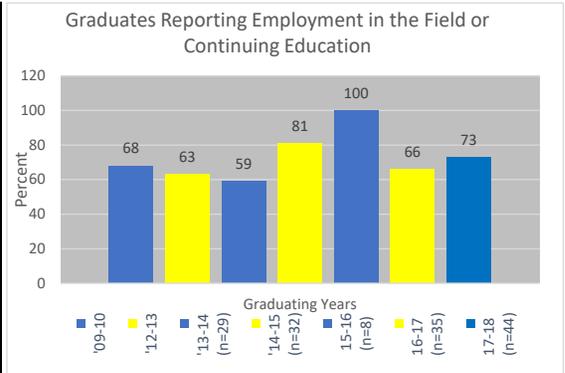
51% of the graduates will report employment in the field or continuing in another degree program on the annual CHE 301 report.

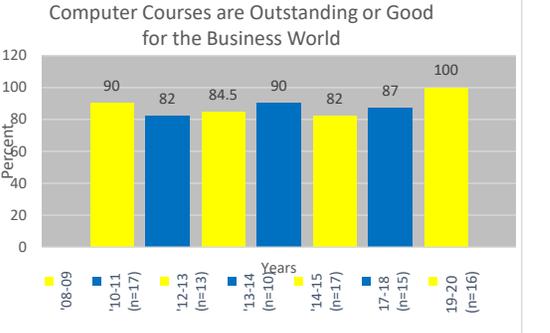
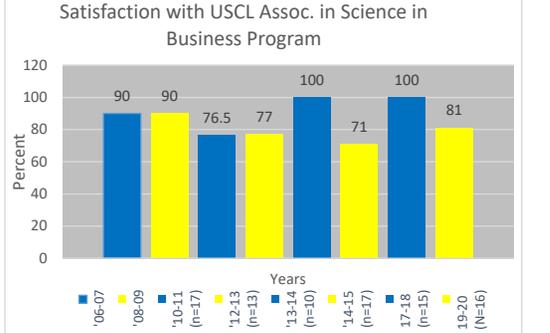
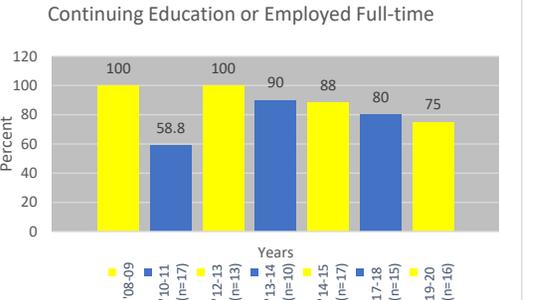
Annual CHE 301 report provided by David Hunter of U of SC Columbia.

73% of the graduates reported employment in the field or continuing in another degree program on the annual CHE 301 report.

The goal was exceeded.

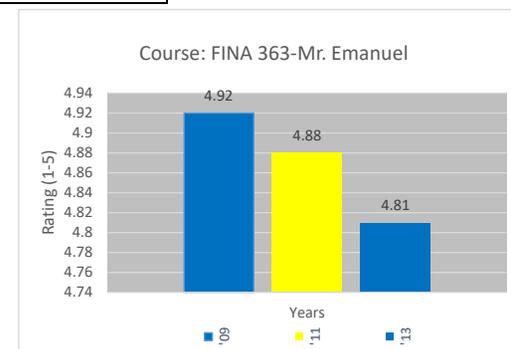
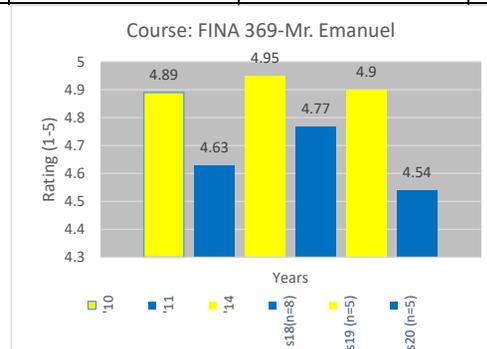
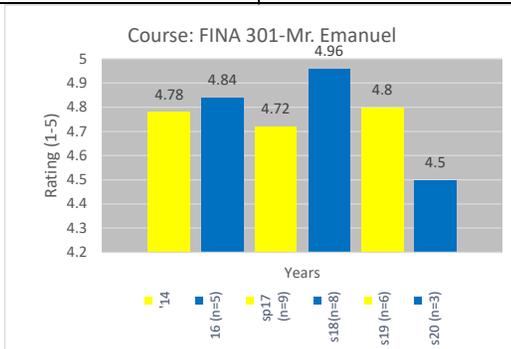
We were very pleased with the results; no action needed at this time.



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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.	100% 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 continue to look for ways to improve our computer courses.	 <table border="1"> <caption>Computer Courses are Outstanding or Good for the Business World</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>'17-18 (n=15)</td> <td>87</td> </tr> <tr> <td>'19-20 (n=16)</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	'08-09	90	'10-11 (n=17)	82	'12-13 (n=13)	84.5	'13-14 (n=10)	90	'14-15 (n=17)	82	'17-18 (n=15)	87	'19-20 (n=16)	100		
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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.	81% of the alumni rated the overall quality of the USC Lancaster Associate in Science in Business degree program as Outstanding or Above Average.	The co-champion and the Associate Dean of Academic Affairs met to discuss results. Alumni Outcome was met.	We are pleased with the results. According to niche.com for 2020, USCL is ranked #1 in South Carolina and #2 in the nation among two year schools. Our student responses support this ranking.	 <table border="1"> <caption>Satisfaction with USCL Assoc. in Science in Business Program</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 (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> <tr> <td>'17-18 (n=15)</td> <td>100</td> </tr> <tr> <td>'19-20 (N=16)</td> <td>81</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	'17-18 (n=15)	100	'19-20 (N=16)	81
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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.	75% 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 not met.	We will continue to monitor, but are pleased with these results given the current environment with the virus pandemic.	 <table border="1"> <caption>Continuing Education or Employed Full-time</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>'17-18 (n=15)</td> <td>80</td> </tr> <tr> <td>'19-20 (n=16)</td> <td>75</td> </tr> </tbody> </table>	Year	Percent	'08-09	100	'10-11 (n=17)	58.8	'12-13 (n=13)	100	'13-14 (n=10)	90	'14-15 (n=17)	88	'17-18 (n=15)	80	'19-20 (n=16)	75		
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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.	81% 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. We recently hired an internship coordinator and another full-time faculty/staff member in 2020 to assist with building relationships with our local businesses.	<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>'08-09</td> <td>90</td> </tr> <tr> <td>'10-11 (n=17)</td> <td>100</td> </tr> <tr> <td>'12-13 (n=13)</td> <td>85</td> </tr> <tr> <td>'13-14 (n=10)</td> <td>100</td> </tr> <tr> <td>'14-15 (n=17)</td> <td>94</td> </tr> <tr> <td>'17-18 (n=15)</td> <td>87</td> </tr> <tr> <td>'19-20 (n=16)</td> <td>81</td> </tr> </tbody> </table>	Year	Percent	'08-09	90	'10-11 (n=17)	100	'12-13 (n=13)	85	'13-14 (n=10)	100	'14-15 (n=17)	94	'17-18 (n=15)	87	'19-20 (n=16)	81
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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 definitely choose or probably 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 but we are extremely pleased with the feedback.	<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>'10-11 (n=17)</td> <td>94.1</td> </tr> <tr> <td>'12-13 (n=13)</td> <td>92</td> </tr> <tr> <td>'13-14 (n=10)</td> <td>100</td> </tr> <tr> <td>'14-15 (n=17)</td> <td>100</td> </tr> <tr> <td>'17-18 (n=15)</td> <td>100</td> </tr> <tr> <td>'19-20 (n=16)</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	'10-11 (n=17)	94.1	'12-13 (n=13)	92	'13-14 (n=10)	100	'14-15 (n=17)	100	'17-18 (n=15)	100	'19-20 (n=16)	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 are satisfied 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>'10-11 (n=17)</td> <td>64.7</td> </tr> <tr> <td>'12-13 (n=13)</td> <td>92</td> </tr> <tr> <td>'13-14 (n=10)</td> <td>100</td> </tr> <tr> <td>'14-15 (n=17)</td> <td>94</td> </tr> <tr> <td>'17-18 (n=15)</td> <td>80</td> </tr> <tr> <td>'19-20 (n=16)</td> <td>94</td> </tr> </tbody> </table>	Year	Percent	'10-11 (n=17)	64.7	'12-13 (n=13)	92	'13-14 (n=10)	100	'14-15 (n=17)	94	'17-18 (n=15)	80	'19-20 (n=16)	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 great about the diverse backgrounds of our professors and the effective way they share their knowledge of the business industry.	<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>'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> <tr> <td>17-18 (n=15)</td> <td>93</td> </tr> <tr> <td>19-20 (n=16)</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	'10-11 (n=17)	82.4	'12-13 (n=13)	100	'13-14 (n=10)	100	'14-15 (n=17)	100	17-18 (n=15)	93	19-20 (n=16)	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.	81% of the alumni will report being very satisfied or satisfied that the computer software prepared you 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, and are always seeking to improve. The majority of the instructors now use online software programs (e.g., Cengage) to assist the students in improving their skills.	<table border="1"> <caption>Alumni Satisfied with Computer Software</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>17-18 (n=15)</td> <td>87</td> </tr> <tr> <td>19-20 (n=16)</td> <td>81</td> </tr> </tbody> </table>	Years	Percent	'10-11 (n=17)	82.4	'12-13 (n=13)	92	'13-14 (n=10)	80	'14-15 (n=17)	76	17-18 (n=15)	87	19-20 (n=16)	81
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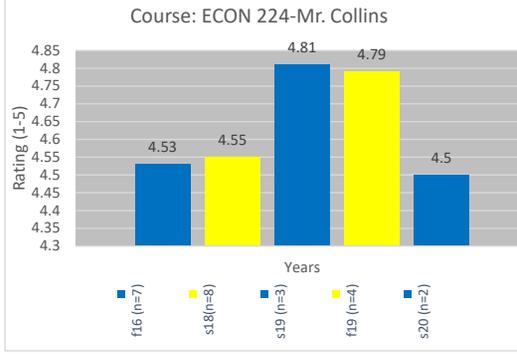
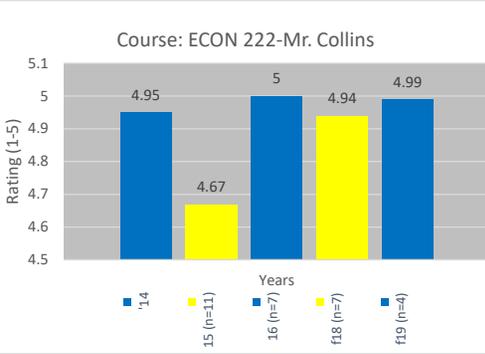
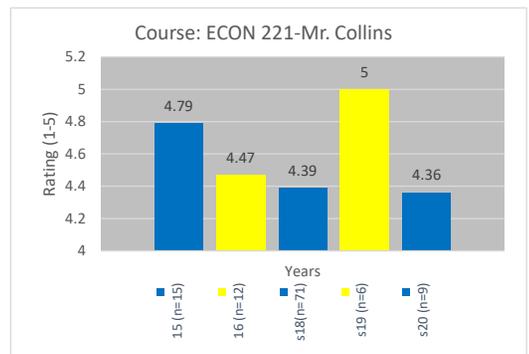
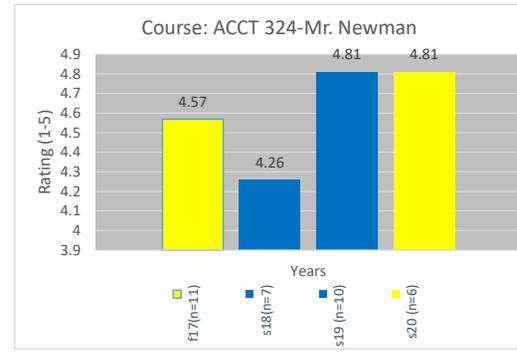
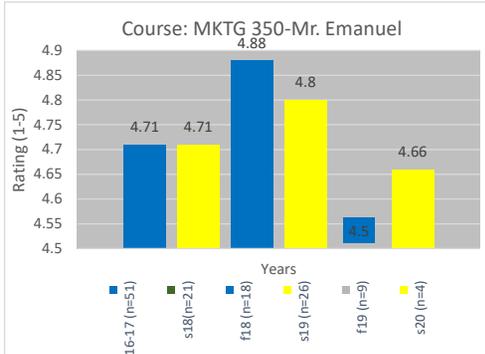
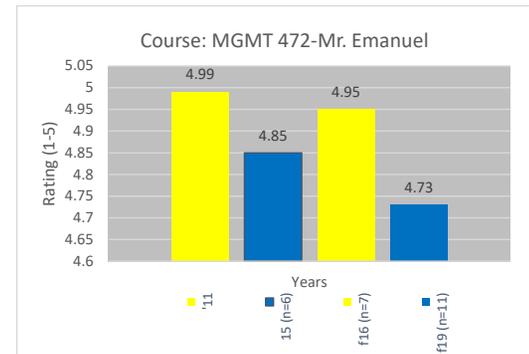
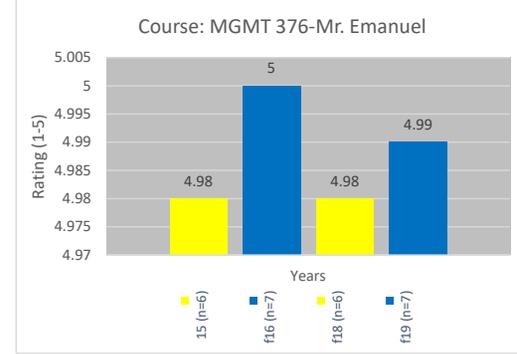
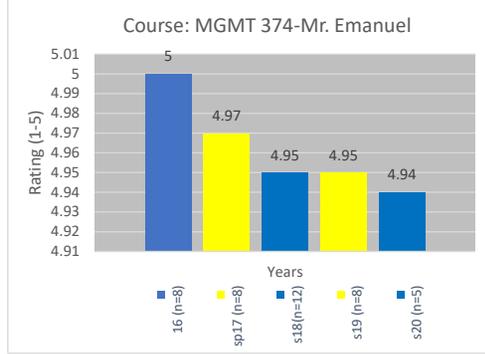
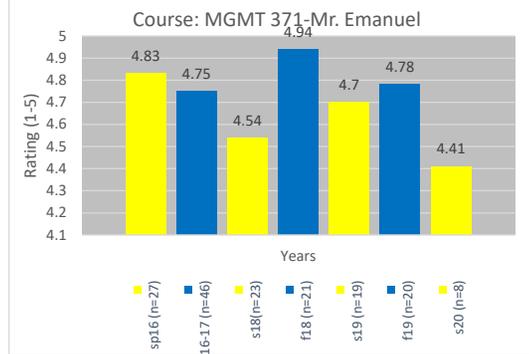
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Provide a graph or table of resulting trends (3-5 data points preferred)



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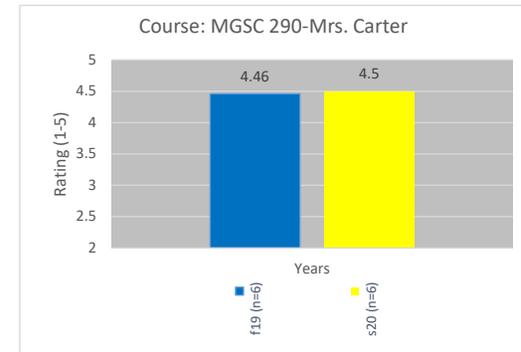
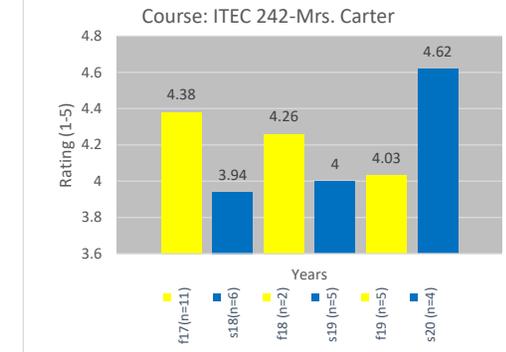
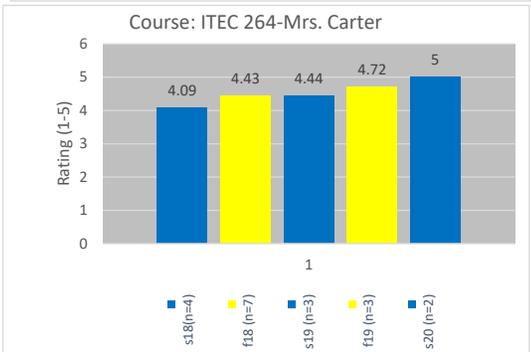
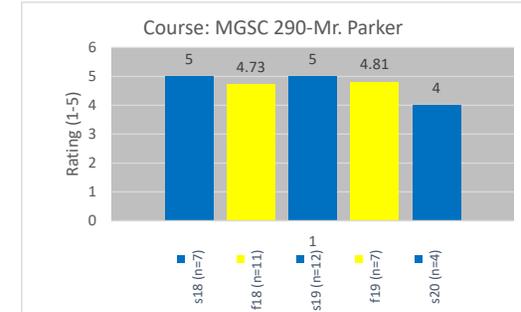
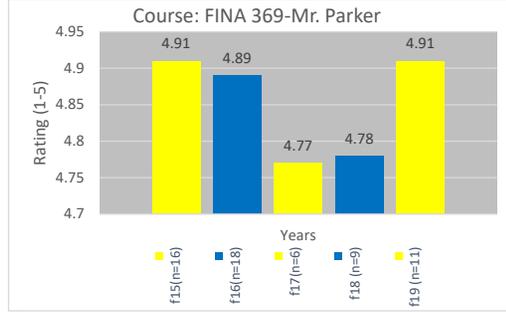
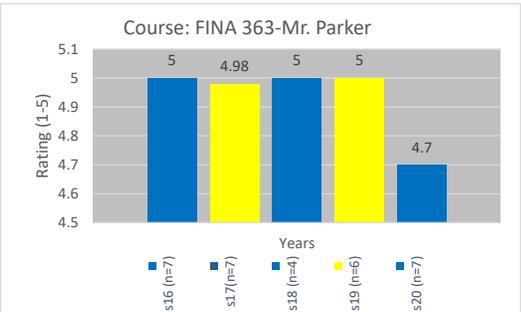
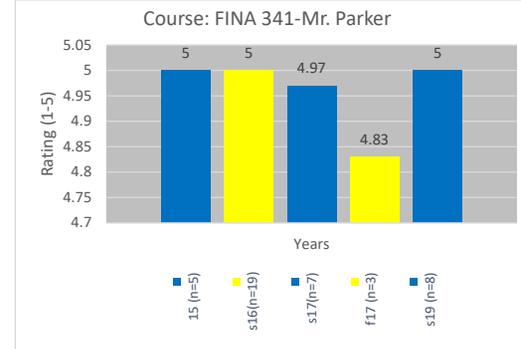
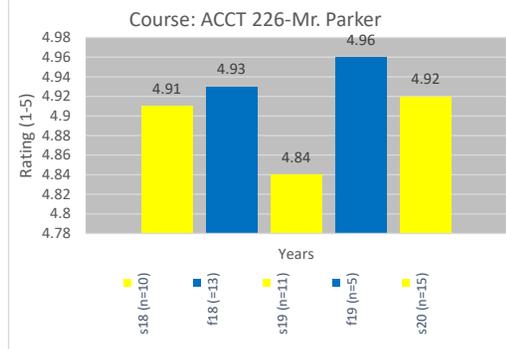
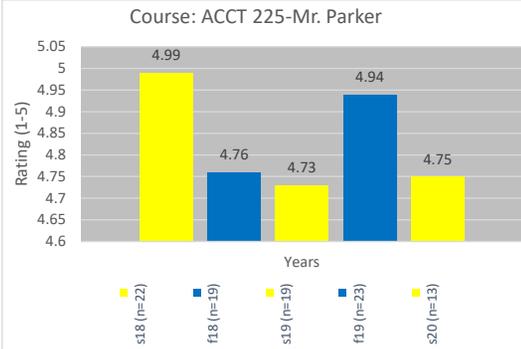
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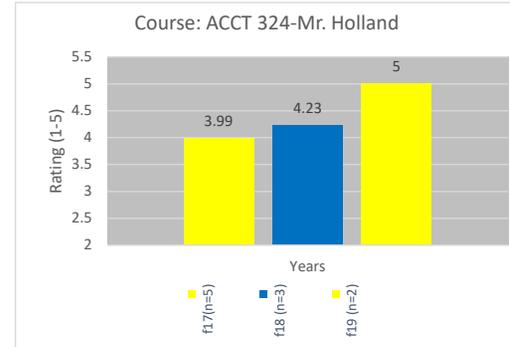
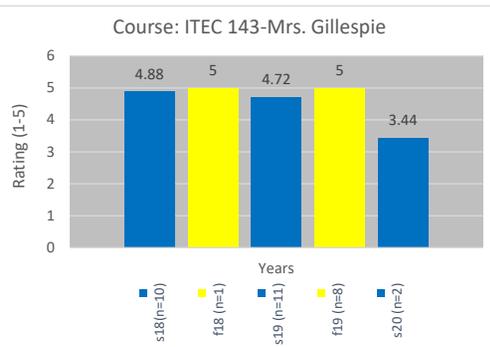
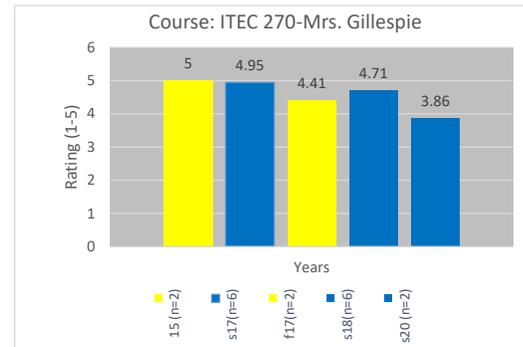
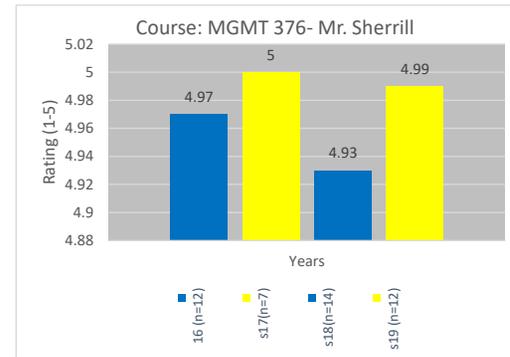
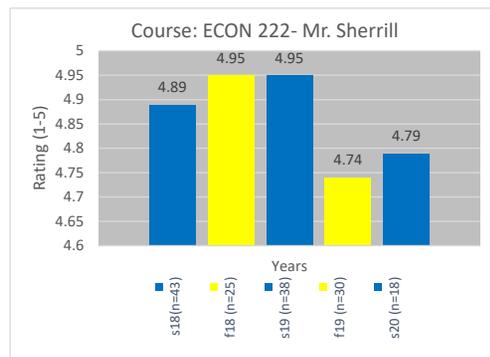
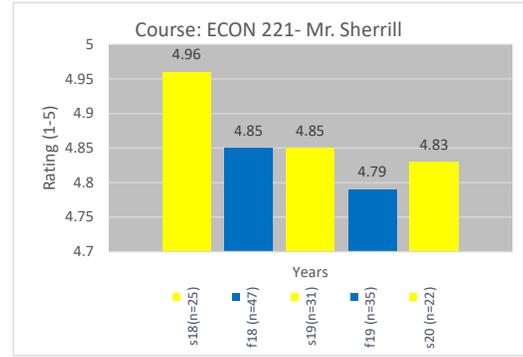
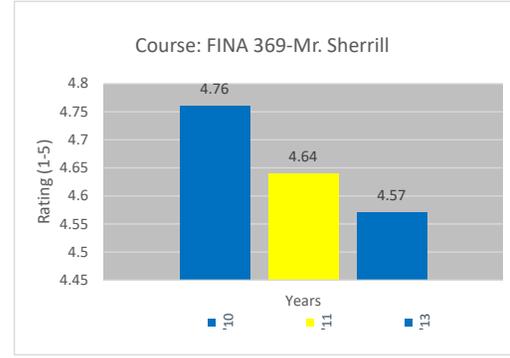
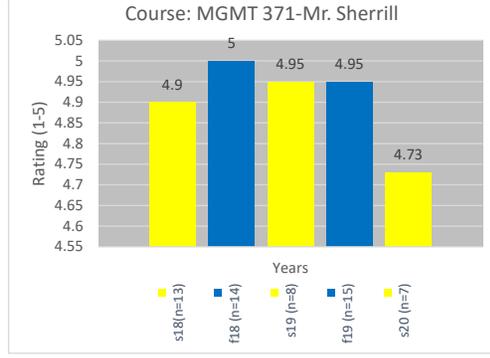
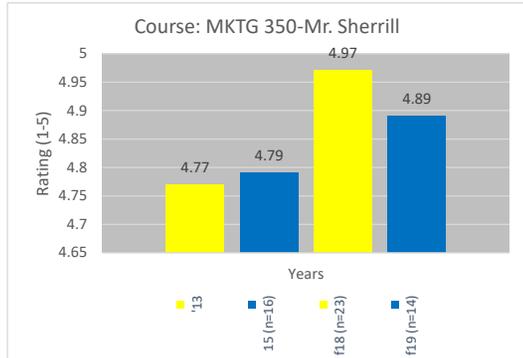
What is your measurement instrument or process?
(indicate length of cycle)

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)



Performance Measure:
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)

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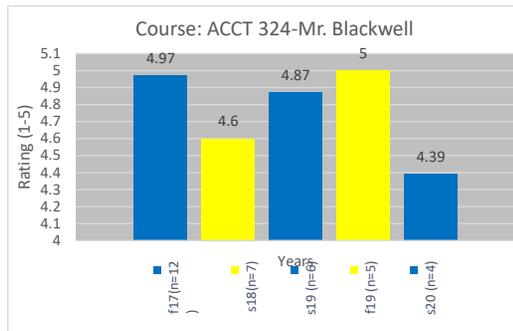
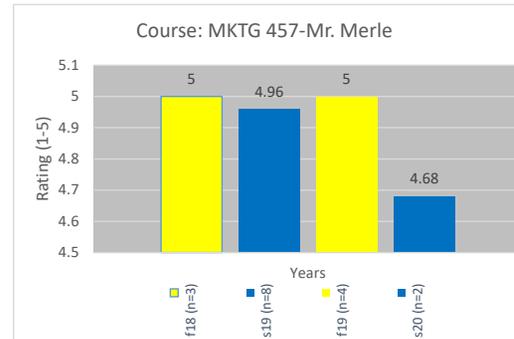
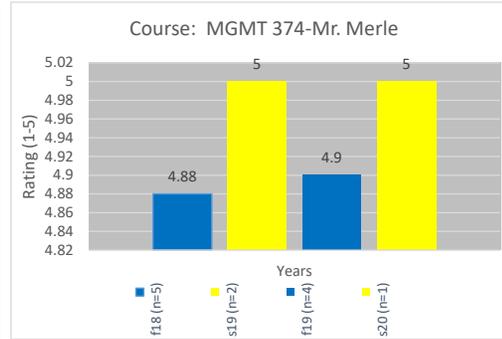
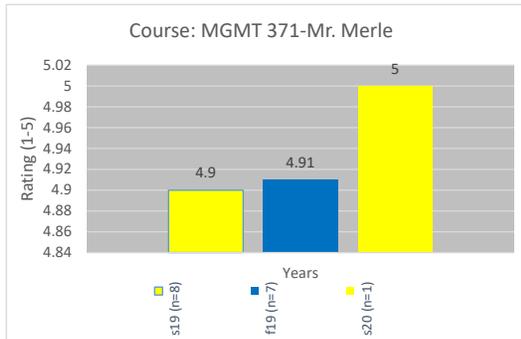
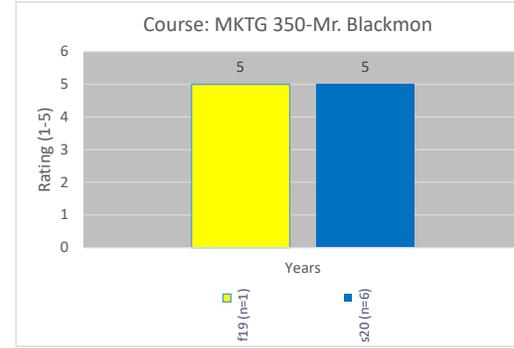
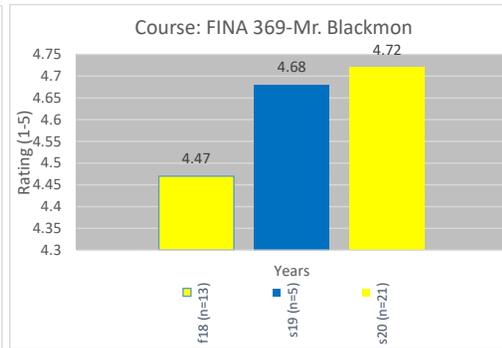
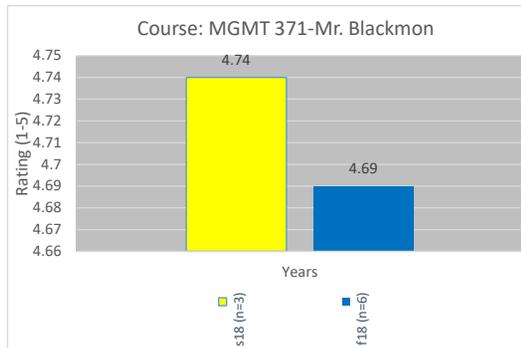


TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
1. Student Learning Results	<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. 83% of the students enrolled in an accounting course scored 3 or higher on the Financial & Accounting skills rubric for 2019 - 2020.	We are very pleased with the results. We do currently allow 2 attempts on the homework (using CengageNow), which certainly helps the scores.	For 2020-2021, we will allow two attempts on homework due to the COVID keeping inclass meetings to a minimum, and academic support tutoring will be more challenging.	<table border="1"> <caption>Accounting Skills</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>'10-11 (n=17)</td><td>89.5</td></tr> <tr><td>'11-12 (n=12)</td><td>91.7</td></tr> <tr><td>'12-13 (n=56)</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> <tr><td>16-17 (n=46)</td><td>74</td></tr> <tr><td>17-18 (n=88)</td><td>82</td></tr> <tr><td>F18 (n=33)</td><td>79</td></tr> <tr><td>F19 (n=47)</td><td>83</td></tr> </tbody> </table>	Year	Percent	'10-11 (n=17)	89.5	'11-12 (n=12)	91.7	'12-13 (n=56)	99	13-14 (n=56)	94.6	14-15 (n=61)	88.95	15-16 (n=21)	95	16-17 (n=46)	74	17-18 (n=88)	82	F18 (n=33)	79	F19 (n=47)	83
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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).	Outcome was met. 72% of the students enrolled in a management course should score 3 or higher on the management skills rubric.	Outcome was met. 72% of the students enrolled in a management course scored 3 or higher on the management skills rubric. We are very pleased with the increase from the year before, which we believe to be a one time occurrence and not a trend.	We will continue to look at the rubric to see if improvements can be made. We also must be mindful of COVID and may use assessments delivered via blackboard or other e-assessments.	<table border="1"> <caption>Management Skills</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr><td>16-17 (n=26)</td><td>57</td></tr> <tr><td>Sp 18 (n=16)*</td><td>81</td></tr> <tr><td>F17 (n=41)</td><td>71</td></tr> <tr><td>F18 (n=35)</td><td>57</td></tr> <tr><td>F19 (n=36)</td><td>72</td></tr> </tbody> </table>	Year	Percent	'12	74	13-14 (n=59)	89.83	14-15 (n=47)	66	15-16 (n=63)	76	16-17 (n=26)	57	Sp 18 (n=16)*	81	F17 (n=41)	71	F18 (n=35)	57	F19 (n=36)	72		
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Analysis of Results

<p>Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>																								
<p>1 - Associate in Science in Business. 2 - Learning Outcome # 4. 3 - 71% of the students enrolled in 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).</p>	<p>Outcome was exceeded. 100% of the students enrolled in ITEC 242, or ENGL463 scored 3 or higher on the business effective communications rubric in Fall 2019.</p>	<p>Outcome was not met. The assessment committee has determined that the scoring instrument needs revising.</p>	<p>We were only able to assess ENGL463 in Fall 2019 so we plan to assess ENGL 463 and ITEC242 in Fall 2020.</p>	<p align="center">Effective Communication Skills</p> <table border="1"> <caption>Effective Communication Skills Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>12-13</td> <td>97</td> <td>37</td> </tr> <tr> <td>13-14</td> <td>90</td> <td>20</td> </tr> <tr> <td>14-15</td> <td>56</td> <td>41</td> </tr> <tr> <td>17-18</td> <td>59</td> <td>22</td> </tr> <tr> <td>17-18</td> <td>89</td> <td>9</td> </tr> <tr> <td>18-19</td> <td>86</td> <td>7</td> </tr> <tr> <td>19-20</td> <td>100</td> <td>15</td> </tr> </tbody> </table>	Year	Percent	n	12-13	97	37	13-14	90	20	14-15	56	41	17-18	59	22	17-18	89	9	18-19	86	7	19-20	100	15
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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). Legal concepts will be assessed in again in 2020-2021.</p>	<p>Outcome was met. 86% of the students enrolled in ACCT324 scored 3 or higher on the business law rubric. We were unable to assess in Fall 2019 due to the instructors' schedules being so hectic, and the COVID virus prevented any meaningful work on this in Spring 2020.</p>	<p>We were unable to assess in Fall 2019 due to the instructors' schedules being so hectic, and the COVID virus prevented any meaningful work on this in Spring 2020.</p>	<p>This area is a challenge since we utilize adjunct instructors to teach this course. We need to do a better job of motivating the instructors to provide samples of student work to assess. This is not in the instructors' contracts so it is a barrier we must overcome.</p>	<p align="center">Legal Concepts</p> <table border="1"> <caption>Legal Concepts Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>12-13</td> <td>96.3</td> <td>27</td> </tr> <tr> <td>13-14</td> <td>63.05</td> <td>46</td> </tr> <tr> <td>14-15</td> <td>72</td> <td>18</td> </tr> <tr> <td>16-17</td> <td>72</td> <td>25</td> </tr> <tr> <td>18-19</td> <td>86</td> <td>14</td> </tr> </tbody> </table>	Year	Percent	n	12-13	96.3	27	13-14	63.05	46	14-15	72	18	16-17	72	25	18-19	86	14						
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<p>1 - Associate in Science in Business. 2 - Learning Outcome -Knowledge of Economics 3 - 70% of the students enrolled in ECON221 will score 3 or higher on the business economics rubric, displaying basic knowledge of economic concepts.</p>	<p>Samples of student work submitted to the assessment committee (Direct).</p>	<p>Outcome was met. 95% of the students enrolled in ECON221 scored a 3 or better on the Economics rubric.</p>	<p>Outcome was met, but we still have to gather more data before determining further actions to be taken, if any.</p>	<p>This is a relatively new assessment, but we are pleased with early results. We will gather more data and react accordingly.</p>	<p align="center">Economics-</p> <table border="1"> <caption>Economics Data</caption> <thead> <tr> <th>Year</th> <th>Percent</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>17-18</td> <td>91</td> <td>-</td> </tr> <tr> <td>18-19</td> <td>76</td> <td>54</td> </tr> <tr> <td>19-20</td> <td>95</td> <td>43</td> </tr> </tbody> </table>	Year	Percent	n	17-18	91	-	18-19	76	54	19-20	95	43												
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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.

Faculty and Staff Focused Results	<p>Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.</p> <p><i>Key indicators may include: 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

Performance Measure: 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)												
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>Years</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>17-18</td> <td>100</td> </tr> <tr> <td>19-20</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	'11-12	100	'13-14	100	'15-16	100	17-18	100	19-20	100
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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.	Will continue to monitor this area.	<p style="text-align: center;">Classroom Satisfaction</p> <table border="1"> <caption>Classroom Satisfaction Data</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>17-18</td> <td>100</td> </tr> <tr> <td>19-20</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	'11-12	100	'13-14	100	'15-16	100	17-18	100	19-20	100
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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.	Will continue to monitor this area.	<p align="center">Classroom is Noise Free</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>'17-18</td> <td>100</td> </tr> <tr> <td>'19-20</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	'11-12	100	'13-14	100	'15-16	100	'17-18	100	'19-20	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.	Will continue to monitor this area.	<p align="center">Classroom Layout Conducive to Learning</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>'17-18</td> <td>100</td> </tr> <tr> <td>'19-20</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	'11-12	100	'13-14	100	'15-16	100	'17-18	100	'19-20	100
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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"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>'17-18</td> <td>100</td> </tr> <tr> <td>'19-20</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	'11-12	100	'13-14	100	'15-16	100	'17-18	100	'19-20	100
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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.	<p align="center">Classroom Properly Equipped with Hardware/Software</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>'17-18</td> <td>100</td> </tr> <tr> <td>'19-20</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	'11-12	100	'13-14	100	'15-16	100	'17-18	100	'19-20	100
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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.	<p align="center">Faculty Office are Inviting Places for Students</p> <table border="1"> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>'17-18</td> <td>100</td> </tr> <tr> <td>'19-20</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	'11-12	100	'13-14	100	'15-16	100	'17-18	100	'19-20	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.	<p align="center">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>'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> <tr> <td>'17-18</td> <td>100</td> </tr> <tr> <td>'19-20</td> <td>100</td> </tr> </tbody> </table>	Years	Percent	'11-12	100	'13-14	100	'15-16	100	'17-18	100	'19-20	100
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9. 90% of the faculty will report being very satisfied or satisfied they are compensated for overload courses.	Bi-annual Business Full-time Faculty Survey (3 professors).	100% of the faculty reported being very satisfied or satisfied they are compensated for overload courses.	Outcome was met.	Will continue to monitor this area.	<p align="center">Faculty Compensated for Overload Courses</p> <table border="1"> <caption>Faculty Compensated for Overload Courses</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>'17-18</td> <td>100</td> </tr> <tr> <td>'19-20</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	'11-12	100	'13-14	100	'15-16	100	'17-18	100	'19-20	100		
Year	Percent																		
'11-12	100																		
'13-14	100																		
'15-16	100																		
'17-18	100																		
'19-20	100																		
10. 90% of the faculty will report being very satisfied or satisfied as an employee of the University of South Carolina Lancaster.	Bi-annual Business Full-time Faculty Survey (3 professors).	100% of the faculty reported being very satisfied or satisfied as an employee of the University of South Carolina Lancaster.	Outcome was met.	Will continue to monitor this area.	<p align="center">Faculty Overall Satisfaction as a USCL Employee</p> <table border="1"> <caption>Faculty Overall Satisfaction as a USCL Employee</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr> <td>'17-18</td> <td>100</td> </tr> <tr> <td>'19-20</td> <td>100</td> </tr> </tbody> </table>	Year	Percent	'11-12	100	'13-14	100	'15-16	100	'17-18	100	'19-20	100		
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'17-18	100																		
'19-20	100																		
Faculty turnover will be minimul.	Data from Human Resources	No change in faculty.	Outcome was met.	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 align="center">Faculty Turnover in the Business Department</p> <table border="1"> <caption>Faculty Turnover in the Business Department</caption> <thead> <tr> <th>Year</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>'11-12</td> <td>1</td> </tr> <tr> <td>13-Dec</td> <td>0</td> </tr> <tr> <td>13-14</td> <td>0</td> </tr> <tr> <td>15-16</td> <td>1</td> </tr> <tr> <td>17-18</td> <td>0</td> </tr> <tr> <td>19-20</td> <td>0</td> </tr> </tbody> </table>	Year	Number	'11-12	1	13-Dec	0	13-14	0	15-16	1	17-18	0	19-20	0
Year	Number																		
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Loss time due to sickness will be minimal.	Data from Human Resources	None reported	No change.	Will continue to monitor this area.	<div style="text-align: center;"> <p>Sick Leave Taken</p> <table border="1" style="margin-top: 10px;"> <caption>Sick Leave Taken Data</caption> <thead> <tr> <th>Period</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>4</td> <td>0</td> </tr> <tr> <td>5</td> <td>0</td> </tr> </tbody> </table> </div>	Period	Hours	1	0	2	0	3	0	4	0	5	0
Period	Hours																
1	0																
2	0																
3	0																
4	0																
5	0																

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)
Luke Knight	ACCT 324 (Commercial Law) -3 credit hours	J.D., Florida Coastal School of Law (2011)	Assistant Solicitor at 6TH CIRCUIT SOLICITORS OFFICE	J.D.
Albert Blackmon	MGMT371, MKTG350, FINA369. All 2 credit hours each	MBA Winthrop University (1994)		Masters
Brandon Newton	FINA369-3 credit hours	MBA Winthrop University (2019)	S.C. House of Representative member, District 45	Masters

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																									
Performance Measure: 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)																				
Organizational Effectiveness Results	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).																								
Enrollment in the Associate in Business program will be at least 16 students that generate 12 full-time equivalents.	Enrollment numbers provided by the Office of Institutional Research, Assessment, and Analytics.	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>Academic Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>13-14</td><td>101</td></tr> <tr><td>14-15</td><td>100</td></tr> <tr><td>15-16</td><td>85</td></tr> <tr><td>16-17</td><td>101</td></tr> <tr><td>17-18</td><td>156</td></tr> <tr><td>18-19</td><td>162</td></tr> <tr><td>19-20</td><td>158</td></tr> </tbody> </table>	Academic Year	Percent	13-14	101	14-15	100	15-16	85	16-17	101	17-18	156	18-19	162	19-20	158				
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18-19	162																								
19-20	158																								
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>Academic Year</th> <th>Percent</th> </tr> </thead> <tbody> <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> <tr><td>'15-16</td><td>25</td></tr> <tr><td>'16-17</td><td>35</td></tr> <tr><td>'17-18</td><td>44</td></tr> <tr><td>'18-19</td><td>29</td></tr> </tbody> </table>	Academic Year	Percent	'10-11	15	'11-12	21	'12-13	29	'13-14	25	'14-15	38	'15-16	25	'16-17	35	'17-18	44	'18-19	29
Academic Year	Percent																								
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Retention Rate of full-time, first time, degree-seeking freshman, measured from Fall 2017 to Fall 2018 will be at least 55%.	Numbers reported in the Fiscal Year Annual Accountability Report or the Blueprint for Academic Excellence Report, as well as the CHE SC Higher Education Statistical Abstract reports.	Retention Rate was 53.1%. Goal was not met. However, we have the highest retention rate among the Palmetto College campuses of the University of South Carolina.	USCL enhanced recruiting and retention efforts in the last couple of years in an effort to increase enrollment and retention. We used a consultant and are implementing several recommendations. We believe we will see improvement in the next few years.	Implemented launch of Salesforce Constituent Relationship Management (CRM) software Target X to support student enrollment and retention, launching specifically with new first-year student advising corps. Hired a new admissions director, dual enrollment director, as well as internship coordinator.	<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> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>55</td> <td>389</td> </tr> <tr> <td>Fall 13</td> <td>54</td> <td>341</td> </tr> <tr> <td>Fall 14</td> <td>52</td> <td>341</td> </tr> <tr> <td>Fall 15</td> <td>60.3</td> <td>312</td> </tr> <tr> <td>Fall 16</td> <td>61.6</td> <td>336</td> </tr> <tr> <td>Fall 17</td> <td>54.1</td> <td>283</td> </tr> <tr> <td>Fall 18</td> <td>53.1</td> <td>303</td> </tr> </tbody> </table>	Year	Retention Rate (%)	n	Fall 12	55	389	Fall 13	54	341	Fall 14	52	341	Fall 15	60.3	312	Fall 16	61.6	336	Fall 17	54.1	283	Fall 18	53.1	303
Year	Retention Rate (%)	n																											
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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, as well as the CHE SC Higher Education Statistical Abstract reports.	Graduation rate was 22%. However, because of continued issues with the calculation of this data since USC's banner conversion, this rate is likely being underreported. The USC OIRAA office is working to address this issue.	USCL enhanced recruiting and retention efforts in the last couple of years in an effort to increase enrollment and retention. We used a consultant and are implementing several recommendations. We believe we will see improvement in the next few years.	Implemented launch of Salesforce Constituent Relationship Management (CRM) software Target X to support student enrollment and retention, launching specifically with new first-year student advising corps. Hired a new admissions director, dual enrollment director, as well as internship coordinator.	<p>USCL 150% Graduation Rates</p> <table border="1"> <thead> <tr> <th>Year Entered (cohort)</th> <th>Graduation Rate (%)</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 11</td> <td>18.5</td> <td>389</td> </tr> <tr> <td>Fall 12</td> <td>19.1</td> <td>341</td> </tr> <tr> <td>Fall 13</td> <td>15.8</td> <td>341</td> </tr> <tr> <td>Fall 14</td> <td>22.4</td> <td>312</td> </tr> <tr> <td>Fall 15</td> <td>22</td> <td>336</td> </tr> </tbody> </table>	Year Entered (cohort)	Graduation Rate (%)	n	Fall 11	18.5	389	Fall 12	19.1	341	Fall 13	15.8	341	Fall 14	22.4	312	Fall 15	22	336						
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Retention/Success rate for students as defined by the will be above 50%.	Numbers reported in the Fiscal Year Annual Accountability Report or the Blueprint for Academic Excellence Report, as well as the CHE SC Higher Education Statistical Abstract reports.	Success Rate was 70.2%, which met the goal. However, because of continued issues with the calculation of this data since USC's banner conversion, this rate is likely being underreported. The USC OIRAA office is working to address this issue.	USCL enhanced recruiting and retention efforts in the last couple of years in an effort to increase enrollment and retention. We used a consultant and are implementing several recommendations. We believe we will see improvement in the next few years.	Implemented launch of Salesforce Constituent Relationship Management (CRM) software Target X to support student enrollment and retention, launching specifically with new first-year student advising corps. Hired a new admissions director, dual enrollment director, as well as internship coordinator.	<p>USCL Overall Success Rates</p> <table border="1"> <thead> <tr> <th>Graduation Year</th> <th>Success Rate (%)</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 14</td> <td>53.5</td> <td>389</td> </tr> <tr> <td>Fall 15</td> <td>47.2</td> <td>341</td> </tr> <tr> <td>Fall 16</td> <td>53.7</td> <td>341</td> </tr> <tr> <td>Fall 17</td> <td>57.4</td> <td>312</td> </tr> <tr> <td>Fall 18</td> <td>70.2</td> <td>336</td> </tr> </tbody> </table>	Graduation Year	Success Rate (%)	n	Fall 14	53.5	389	Fall 15	47.2	341	Fall 16	53.7	341	Fall 17	57.4	312	Fall 18	70.2	336						
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Number of Honors Day students will exceed 350.	Numbers reported by the Director of Honors Day.	For 2018, over 260 students showed up for honors day. While we did not meet our goal, it was a success overall. Logistically, we could not have honors day in 2019. In 2020 the COVID virus prevented any meeting on campus.	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> <tr> <td>2018</td> <td>260</td> </tr> </tbody> </table>	Year	Number of Students	2012	330	2013	355	2014	400	2015	335	2016	405	2018	260
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USCL Full-time Business Faculty Professional Development & Scholarly Activities 2018 - 2020					
Name	Special Awards & Recognition	Conferences, workshops, in-service	Memberships (Boards, commissions, etc.	USCL Committees	Continuing Education, other
Phillip T. Parker	USCL Divisional Teacher of the Year 2010-2011, 2014-2015, 2017-2018	Treasurer, member of the SCACPA 2005-2018, Attended Regional Conference of ACBSP 2017, Attended S.C. Accounting Educators' Conference 2018	Paul Harris Fellow, Rotary, Rotary Board Member 2017-2018	Rotaract Advisor, Budget Advisory Committee for USCL, Assessment Committee 2017-2020	S.C. Accounting Educators 2018-2019, SCACPA Spring Conference 2018-2019
Stan Emanuel	USCL Divisional Teacher of the Year 2008-2009	Annual tax updates via Franklin Sparkman, CPA, 2017-2018, guest speaker for UNIV 101	Past President of the Lancaster Rotary Club	Rotaract Advisor, Scholarship Committee, Division Chair for the Business, Behavioral Sciences, Criminal Justice, and Education Division (BBSCE), Budget Advisory Committee for USCL	
Mike Sherrill			Former Rotary Club member	USCL Scholarship and Awards Committee Member	