Association of Collegiate Business Schools and Programs (ACBSP)
Associate Degree Commission Accredited Institutions
Quality Assurance (QA) Report (Rev G – January 2008)

Institution: University of South Carolina Lancaster
Year Accredited/Reaffirmed: Accredited during the Academic years 2001-2002
List All Accredited Programs: Associate in Science in Business
Person completing report: Associate Professor of Business Darlene H. Roberts,
Theron Robinson and Paul Johnson, Business Office, gathered the data for Sections 3 and 5.
Phone: 803-313-7032
E-mail address: Droberts@gwm.sc.edu
ACBSP Champion name:
ACBSP Co-Champion name:
Items to be Addressed

A. Faculty Qualifications

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

   TABLE VI New Full-time and Part-time Faculty Qualifications (Use enclosed table at the end of this document)

B. Curriculum

1. List any existing accredited associate degree programs/curricula that have been **substantially revised** since your last report and attach a Table VII – Curriculum Summary for each program. **No Changes have been made.**

2. List any **new** degree programs that have been developed and attach a Table VII – Curriculum Summary for each new program since your last report. **No Changes have been made.**

3. List any accredited programs that have been terminated since your last report. **None**

C. Organization

1. List any organizational or administrative personnel changes within the business unit since your last report.

2. List all new sites where students can earn an accredited business degree (off-campus or on campus, on-line) that have been added since your last report? **None**

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

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

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

Vision Statement – University of South Carolina Lancaster

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

Statement of Values

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

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

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

E. Program Outcomes

List program outcomes for each accredited program.

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

From a broad commitment to equity, USC Lancaster

Ø Seeks to make education accessible, affordable, and convenient

Ø encourages teaching innovation and adaptation

Ø encourages participatory student learning

Ø provides a supportive educational climate that actively and positively

Ø addresses intellectual and cultural diversity, and

Ø responds affirmatively to the needs of its students

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

Communication Skills

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

Critical Thinking

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

Cultural Literacy

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

Student Development

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

Mission Statement:

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

Program Goals:

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

(1) Effective and persuasive communication skills

(2) Quantitative analysis and problem solving skills

(3) A general knowledge and understanding of computers and the business enterprise economy as well as special areas of concentration needed for the workforce

(4) Multicultural understanding and an awareness of diversity (both past and present) in local and global communities and cultures

(5) An understanding of human cultures, expression, values, ethical principles, and social responsibility

Curriculum Statements:

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

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

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

Students will gain the required quantitative analysis and problem solving skills by successfully completing 6 hours from the following: MATH 122, CSCE 101 or CSCE 102, PHIL 110, or STAT 110 or 201.

Curriculum Statement for Goal 3 (Knowledge/Understanding of Computers & Business)
Students will gain the required knowledge/understanding of computers and business by completing 12 hours in "Related Area Courses" (ACCT 225, PHIL 318, MGMT 371, and TSTM 240 or ACCT 324) and 18 hours in "Professional Concentration Courses" (TSTM 143, 164, 270, 342, and MGSC 290).

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

Students will gain the required multicultural understanding and awareness of diversity in local and global communities by successfully completing at least 6 hours from the following: HIST 111 or 112, POLI 201, or ECON 224.

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

Students will gain the required understanding of human cultures, expression, values, ethics, and social responsibility by successfully completing at least 3 hours in Fine Arts (ARTE, ARTH, FILM, MUSC).

Learning Outcomes:

Learning Outcomes for Goal 1:

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

Learning Outcomes for Goal 2:

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

Learning Outcomes for Goal 3:

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

Learning Outcomes for Goal 4:

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

Learning Outcomes for Goal 5:

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

Assessment Criteria:

Assessment Criteria for Learning Outcomes for Goal 1:

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

Assessment Criteria for Learning Outcomes for Goal 2:

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

Assessment Criteria for Learning Outcomes for Goal 3:

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

Assessment Criteria for Learning Outcomes for Goal 4:

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

Assessment Criteria for Learning Outcomes for Goal 5:

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

F. Performance Results

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

University of South Carolina
Campus: Lancaster
Beginning Term: Fall 2006
Number of terms selected: 2
Major: Business

Enrollment	Degree Sought	
	A.S. Business	Total
	number	number
semester		
A. Fall 2006	66	66
B. Spring 2007	63	63
Total	129	129

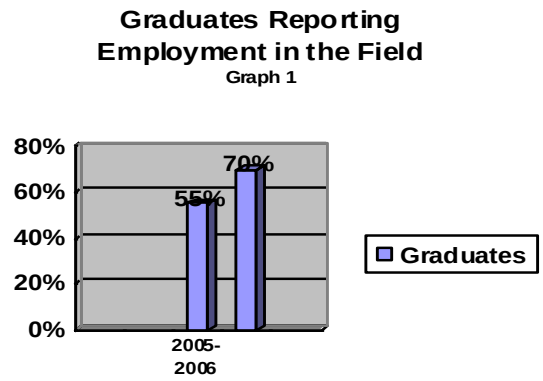
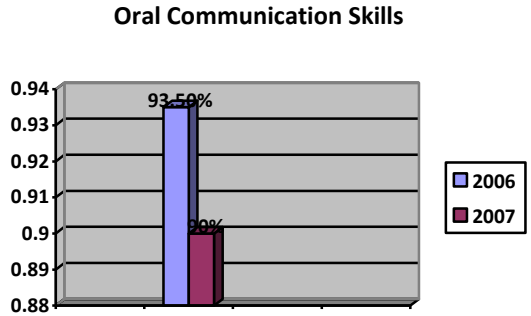
Reporting maintained by Institutional Assessment & Compliance

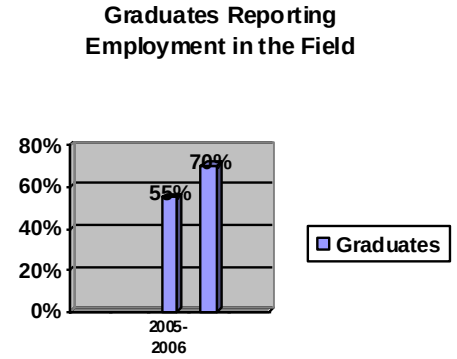
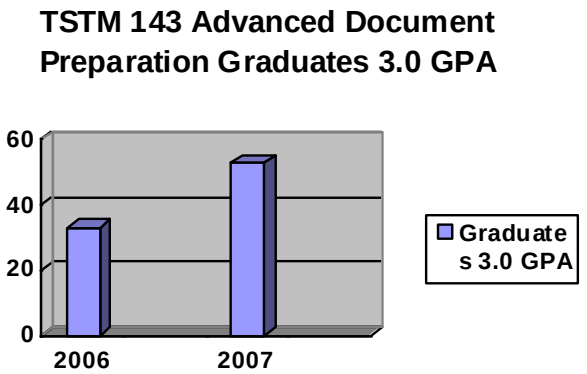
Please contact IAC (803) 777-2814 with questions

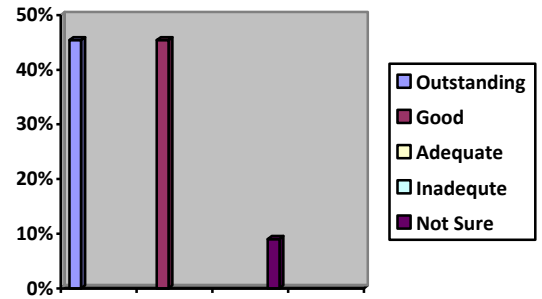
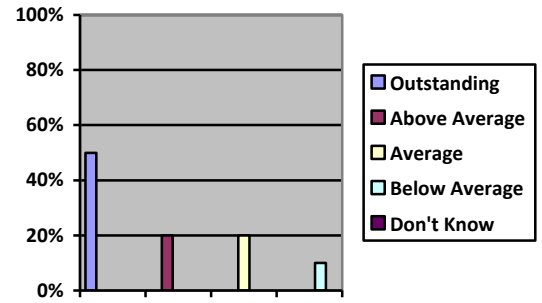
Table I Student Learning Results (Required for each accredited program)

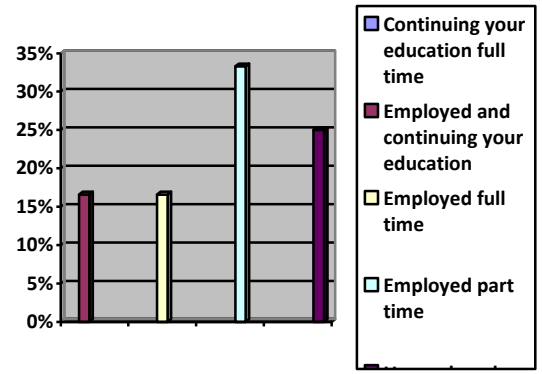
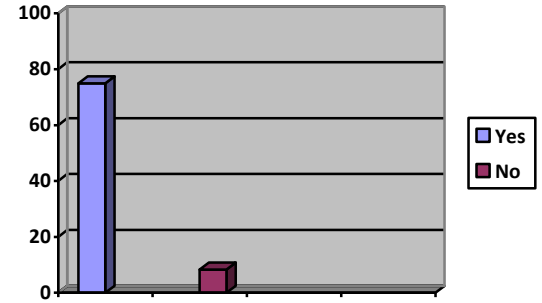
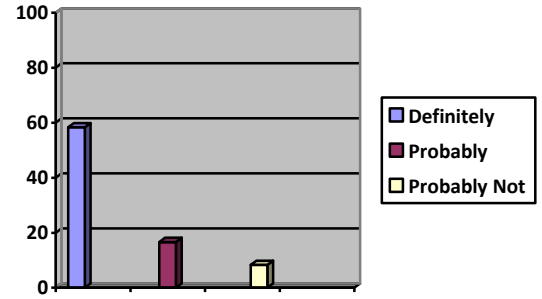
Performance Indicator	Definition	
1. Student Learning Results **(Required for each accredited program)**	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs. Add these to the description of the measurement instrument in column two: Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.	

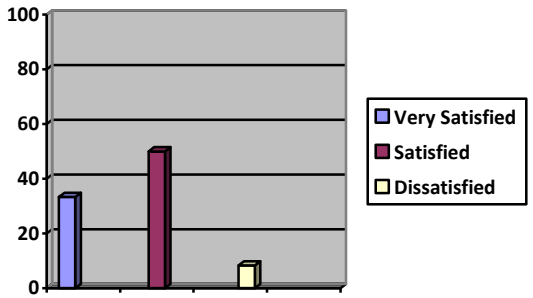
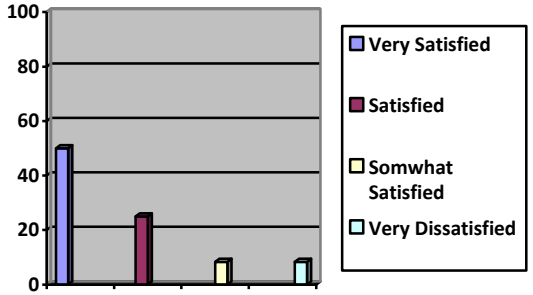
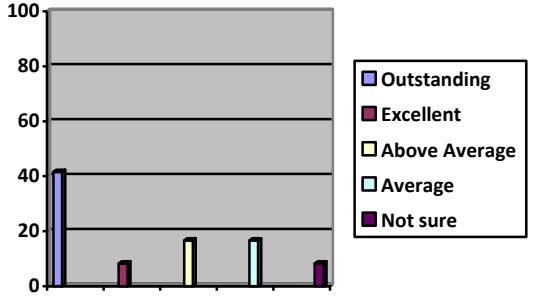
		Analysis of Results				
Performance Measure (Competency)	**Description of Measurement Instrument To include**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the**	**Insert Graph of Resulting Trends for 3-5**	

	Formative, summative, internal, external, or comparative.			**following year)**	**Years (please graph all available data up to five years)**	
Average class score equal to or greater than 80%	Internship program- See attached syllabus. The measuring instrument was based on 1-5.	Average class score was 100%	All of the area businesses that participated in the program indicated our students were prepared for the work force. The internship will continue to operate and grow.	100%	2006 100% 2007 100%	
A.S. in Business students will demonstrate 85% competency in oral communication skills.	TSTM 342 students will make a formal oral presentation. Data was collected for two years to establish a baseline of student achievement.	Average class was 91.75%	Students demonstrated oral communication skills greater than the business department anticipated. We will continue to monitor these skills.	To continue to improve in this area to reach 100%.	2006 93.5% 2007 90%.	

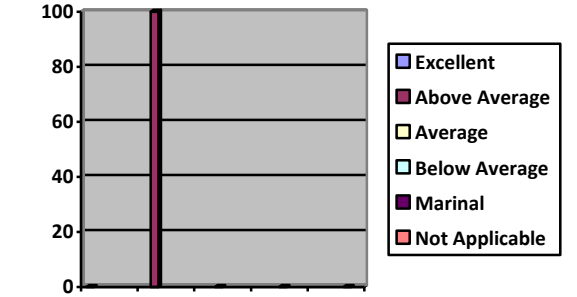
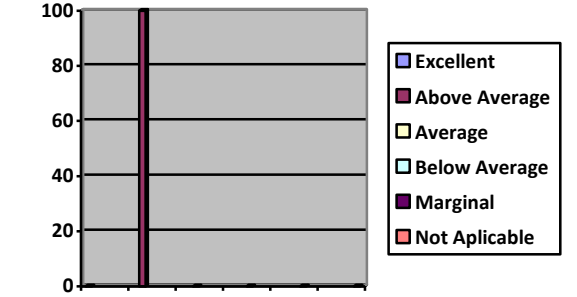
Graduates will secure employment and effectively perform in their field of study.	50% of the graduates will report employment in the field on the annual CHE 301 report.	An average of 55% of graduates reported employment in the field on the CHE 301 Report.	Graduates exceeded outcome by 2%.	Outcome was met. Will continue to monitor annually.	2006 55% 2007 70%	
Graduates will demonstrate proficient use of word processing, TSTM 143.	70% of students enrolled in TSTM 143 will complete the course with a 3.0 GPA.	44% of students enrolled in TSTM 143 completed the course with a 3.0 GPA	The business department will meet to determine if this standard is appropriate. There is a timed writing standard that might be too high for students entering the workforce at 50 GWAM. Students will be assigned out of class lab time to enhance the development of word processing skills.	Outcome was not met.	2006 33% 2007 50%	

		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Associate in Science in Business Alumni Survey Graduates in 2006 and 2007					
How well did your computer courses prepare you for the business world?	90% of the alumni will be very satisfied/ satisfied with computer courses. for the business world.	91% of the alumni were very satisfied/ satisfied with the computer courses for the business world.	Alumni outcome was met.	We will continue to monitor this area.	
Rate your overall quality of your USC Lancaster Associate in Science in Business degree program.	90% of the alumni will be very satisfied/satisfied with instruction in their overall quality of your USC Lancaster Associate in Science in Business degree program.	90% of the alumni were very satisfied/satisfied with their overall quality of your USC Lancaster Associate in Science in Business degree program.	Alumni outcome was met.	Outcome was met. Will continue to monitor annually.	

Indicate which of the following best describes your activities six months after graduating?	80% of the alumni will be continuing their education, employed and continuing their education, employed full time,	72.8% of the alumni were are continuing their education, employed and continuing their education, employed full time,	Did not meet outcome... The Business unit with the Advisory Board will meet to determine how this outcome can be met. It could be the economy at this time.	Outcome was not met. Will continue to monitor annually.	
Did the knowledge and skills you acquired in the Business program prepare you for the job market?	90% of the Alumni will state that they did acquire the knowledge and skills to prepare them for the job market.	90% of the Alumni did acquire the knowledge and skills to prepare them for the job market.	Alumni were pleased with the knowledge and skills to prepare them for the job market.	Outcome was met. Will continue to monitor annually.	
If you could begin college again in the Associate in Science in Business program, would you choose to enroll at USC Lancaster?	90% of the Alumni stated they would begin college again in the Associate in Science in Business program, would you choose to enroll at USC Lancaster.	90% of the Alumni confirmed they would begin college again in the Associate in Science in Business program, would you choose to enroll at USC Lancaster.	Alumni were pleased with the Associate in Science in Business degree program at USC Lancaster.	Outcome was met. Will continue to monitor annually.	

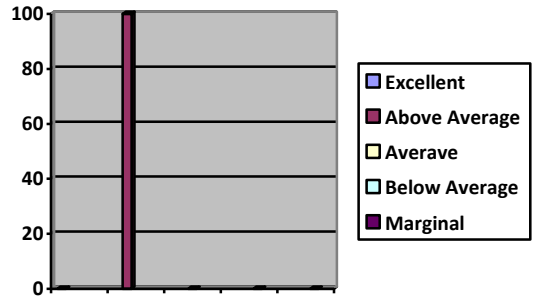
Indicate how satisfied you are with the following aspects of your Associate in Science in Business degree program at USC Lancaster. Please select the best choice that reflects your opinion. The General Education courses: Examples would be English, History, Public Speaking, Fine Arts, Psychology/Sociology, Etc.	90% of the Alumni will be pleased with the knowledge gained in the general education requirements.	90.9% of the Alumni were pleased with the knowledge gained in the general education requirements.	Alumni were pleased with the knowledge gained in the general education requirements.	Outcome exceeded goal.	
Indicate how satisfied you were with the Professors in the Business program.	90% of the Alumni will be satisfied with the Professors in the Business program.	90.9% of the Alumni were satisfied with the Professors in the Business program.	Alumni were satisfied with the Professors in the Business program	Outcome exceeded goal.	
How well did the computer software prepare you for the business world?	90% of the Alumni will be satisfied with the computer software to prepare them for the business world.	91% of the Alumni were satisfied with the computer software to prepare them for the business world.	Alumni were satisfied with the computer software to prepare them for the business world	Outcome exceeded goal.	

Survey for Employers of the Alumni of the 2006 & 2007 USCL A.S. In Business Degree

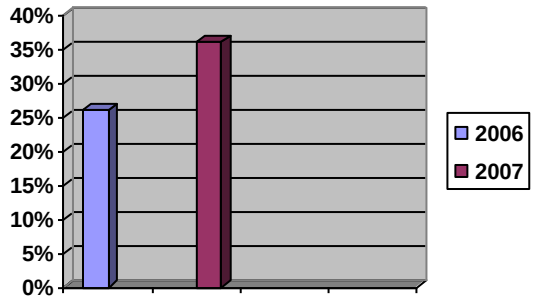
1. How well prepared was the student for the position with your organization?	90% of the Employers will report our graduates were prepared for the position with your organization.	100% of the Employers reported our graduates were prepared for the position with your organization.	Employers reported our graduates were prepared for the position with your organization.	Outcome exceeded goal.	
2. Did the graduate possess the necessary computer skills needed for your organization?	90% of the Employers will report our graduates possessed the necessary computer skills needed for your organization.	100% of the Employers reported our graduates possessed the necessary computer skills needed for your organization.	Employers reported our graduates possessed the necessary computer skills needed for your organization.	Outcome exceeded goal.	
3. Did the graduate possess the necessary communication skills needed for your organization?	90% of the Employers will report our graduates possessed the necessary communication skills needed for your organization.	100% of the Employers reported our graduates were above average and possessed the necessary computer skills needed for your organization.	Employers reported our graduates were above average and possessed the necessary computer skills needed for your organization.	Outcome exceeded goal.	

4. Does the graduate show a sense of responsibility?	90% of the Employers will report our graduates possessed a sense of responsibility.	100% of the Employers reported our graduates possessed a sense of responsibility.	Employers reported our graduates possessed a sense of responsibility.		
5. Is the graduate dependable?	90% % of the Employers will report our graduates are dependable.	100% of the Employers reported our graduates are dependable.	Employers reported our graduates are dependable.	Outcome exceeded goal.	
6. Does the graduate demonstrate creativity on assignments (if applicable)?	90% of the Employers will report our graduates' demonstrated creativity on assignments (if applicable).	100% of the Employers reported our graduates have demonstrated creativity on assignments (if applicable).	Employers reported our graduates have demonstrated creativity on assignments (if applicable).	Outcome exceeded goal.	

7. Does the graduate work at a high level of productivity?	90% of the Employers will report our graduates did work at a high level of productivity.	100% of the Employers reported our graduates did work at a high level of productivity.	Employers reported our graduates did work at a high level of productivity.	Outcome exceeded goal.	
8. Does the graduate exhibit a professional attitude?	90% of the Employers will report our graduates did exhibit a professional attitude.	100% of the Employers reported our graduates did exhibit a professional attitude.	Employers reported our graduates did exhibit a professional attitude.	Outcome exceeded goal.	
9. Does the graduate present a professional personal appearance?	90% of the Employers will report our graduates did present a professional personal appearance.	100% of the Employers reported our graduates did present a professional personal appearance.	Employers reported our graduates did present a professional personal appearance.	Outcome exceeded goal.	

10. What is your overall assessment of the graduate/employee?	90**%** of the Employers will report our graduates were overall above average as employees.	90**%** of the Employers reported our graduates were overall above average as employees.	Employers reported our graduates were overall above average as employees.	Outcome met.	

Minutes for the November 14, 2007, meeting of the Advisory Board for the A. S. in Business					
The Business Unit will meet with the Advisory Board to assess the curriculum with are businesses.	90% if the Advisory Board will be very satisfied/satisfied with the Associate in Science in Business degree program at USC Lancaster.	100% of the Advisory Board members were very pleased with the knowledge and skills our students possessed after completing the degree program.	The Advisory Board stated our graduates were overall very satisfied/satisfied with our students in the work force.	Outcome was met. Suggested changes to the curriculum would be to required a foreign language and include human relations skills in the appropriate course offering.	

Third Party Examination					
Entering freshman will be pretested by a third-party examination. Before graduating the student will retake the test to determine the level of student outcome.	90% of the entering freshman class will increase their keyboarding skills.	75% increased their keyboarding skills.	This measurement is not conclusive due to only one student retaking the examination before graduating.	Outcome was not met. The Business Unit will meet to determine a better way to retest. Also we are looking at other programs like ours to see what third-party examination they are using.	

Minutes for the November 14, 2007, meeting of the Advisory Board for the A. S. in Business

The following members of the advisory board were present: Bobby Collins, Mandy Powell-Morris, Tom White, Stan Emanuel, Brenda Dry, Thomas Fox, Darlene Roberts, and Melinda Goforth.

Darlene Roberts briefly discussed the requirements of the A.S. in Business degree. The courses in this two-year degree can be rolled into the four-year TSTM degree which is now available at USC Lancaster. Video conference courses are available for upper level courses in this area.

Darlene asked for feedback from the employers of students participating in the internship program. Very positive comments were made by all three employers regarding the skills and abilities of their student employees. The employers were also interested in continuing their employment.

General observations by the board members of problems experienced with the employment of young people included human relations skills and poor phone etiquette. Tom White, member of the Workforce Investment Board, mentioned that they had also noted the biggest problem in employees was their lack of adequate life skills. It was agreed upon that the source of the problem was insufficient training in this area and lack of previous job experience. The internship at USC Lancaster and addressing life skills in University 101 were mentioned as ways to help alleviate these problems in our students. Another suggestion to improve communications skills was to develop a mini course or workshop with guest speakers from local industries.

Darlene Roberts mentioned a request from local insurance companies for students with foreign language skills. The possibility of making Spanish a requirement for the A. S. Business degree was discussed. This would reduce the number of electives from three to two.

Example of TSTM L399 – Internship Syllabus

PROGRAM COORDINATOR: Stan Emanuel

OFFICE/OFFICE HOURS: ML 219/ MON/WED 10:00 – 10:50 A.M.; TU/TH 9:30 – 10:45 A.M. Office Phone – 313-7444. Home Phone – 286-5029.

E-MAIL: EMANUELL@GWM.SC.EDU

REQUIRED READING: Articles in well know Publications such as Business Week, Forbes, Fortune, Wall Street Journal, etc. for the relevant business.

GRADING SCALE:

A	90-100	C	70-76
B+	87-89	D+	67-69
B	80-86	D	60-66
C+	77-79	F	Below 60

GRADING: Student's grades will be determined by the following:

3 Work Journals	**25.00%**
Final Paper on Internship Experience	**25.00%**
Supervisor's Evaluation	**25.00%**
Program Coordinator's Evaluation	**25.00%**

COURSE OBJECTIVES & SUMMARY: The primary objective of this course is to provide students with the opportunity to apply their knowledge and skills in a Real World Setting, preferably in an area related to their major course of study. The student will be assigned to a business in the local area and will be expected to work 12-15 hours per week while school is in session. In most cases, the student's work schedule will vary somewhat according to the sponsor's needs and the workload from their other classes.

While there is some paperwork for the student, the primary focus is to work hard to gain some valuable experience, and also, to make a favorable impression with the employer for a future reference when seeking a permanent job.

ASSIGNMENTS: The work journals should be a summary of the student's work activities, what you have learned, how you have contributed to the business, etc. The final paper should be a summary of the whole experience including the expected future benefits to your career, an understanding of the business, and any suggestions/ideas for improvement (s) to the position and/or business, newly acquired skills, etc

Table III Budgetary, Financial, and Market Results

3. Budgetary, Financial, and Market Performance Results	Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities. Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments. *Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.*

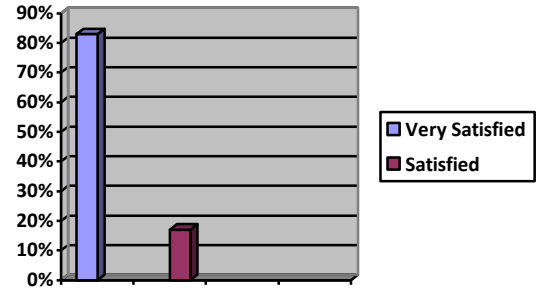
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**

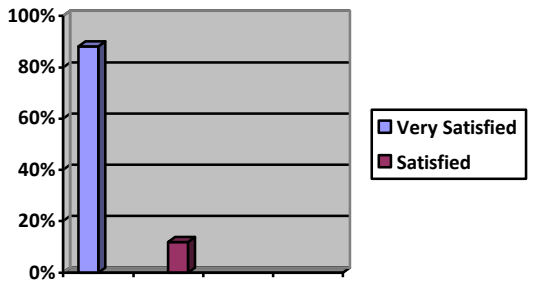
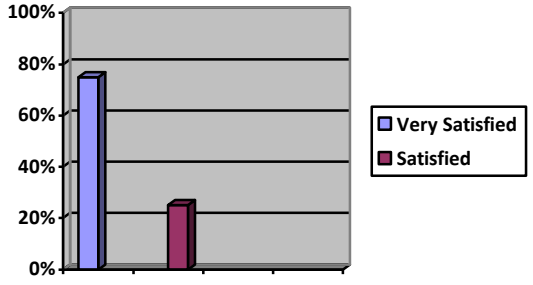
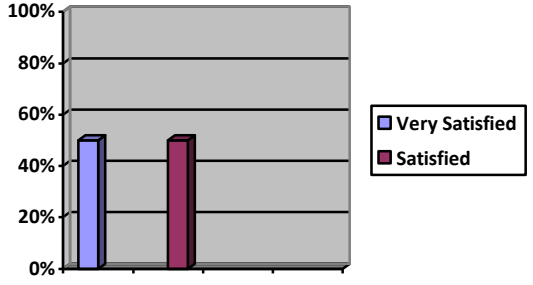
PERFORMANC MEASURE	**MEASUREMENT TYPE**	**FY 06**	**FY 07**	**DATA SOURCE**
Salary expenditures-Business Faculty (full time & adjunct)	**INPUT**	**$245,059**	**$275,379**	**PAYROLL SYSTEM**
USC-L INSTRUCTIONAL BUDGET	**INPUT**	**$3,304,942**	**$3,872,353**	**ACCOUNTING RECORDS**
USC-L INSTRUCTIONAL BUDGET PER FULL TIME EMPLOYEE	**INPUT**	**$4,011**	**$3,861**	**ACCOUNTING RECORDS**
USC-L OFFICIAL ENROLLMENT PER FULL TIME EMPLOYEE	**INPUT**	**824**	**1,003**	**ACCOUNTING RECORDS**
FACULTY/ STUDENT RATIO IN BUSINESS	**EFFICIENCY**	**17/1**	**17/1**	**PROGRAM RECORDS**

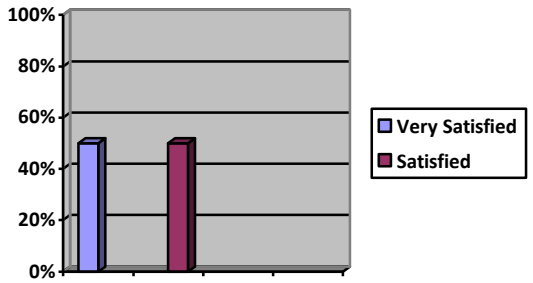
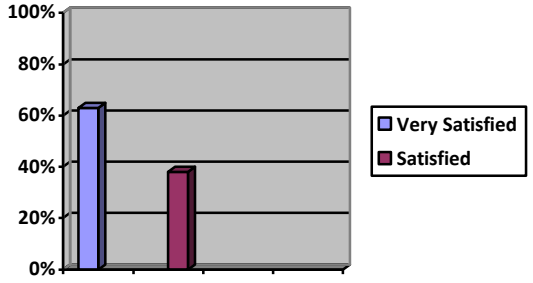
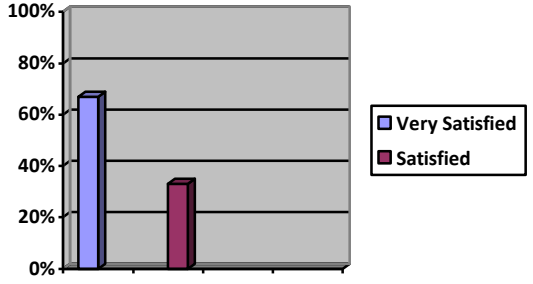
PERFORMANCE MEASURE	MEASUREMENT TYPE	FY 06	FY07	DATA SOURCE
NO. OF STUDENTS COMPLETING 2-YR ASSOC. DEGREE PROGRAM	OUTCOME	22	20	PROGRAM RECORDS
NO. OF FULL-TIME FACULTY IN BUSINESS PROGRAM	INPUT	3	4	PROGRAM RECORDS
NO. OF ADJUNCT FACULTY IN BUSINESS PROGRAM	INPUT	5	7	PROGRAM RECORDS
NO. OF REQUIRED COURSE OFFERINGS IN BUSINESS PROGRAM	INPUT	20	20	PROGRAM RECORDS
NO. OF STUDENTS ENROLLED IN BUSINESS PROGRAM	INPUT	66	71	PROGRAM RECORDS

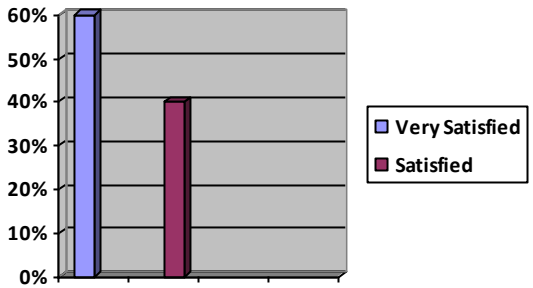
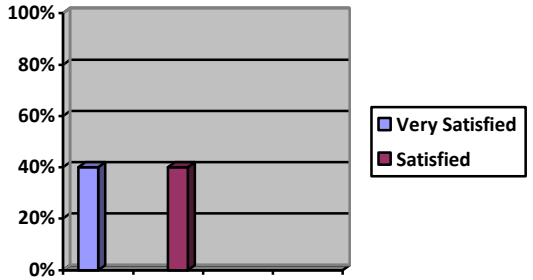
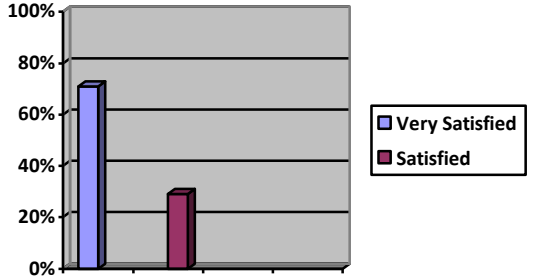
Table IV Faculty- and Staff-Focused Results

4. Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism turnover, or complaints.*

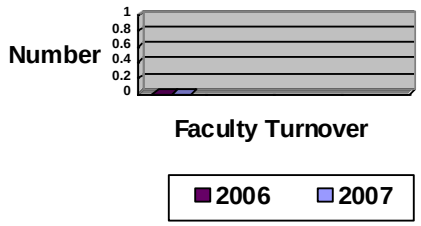
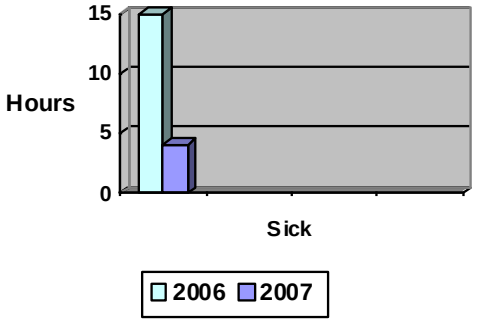
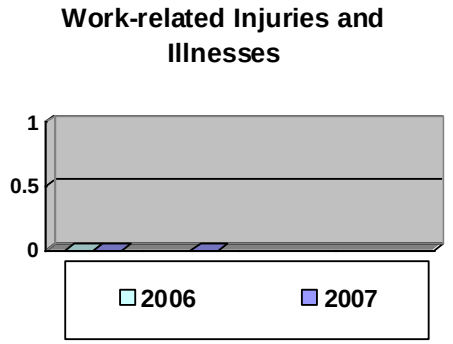
		Analysis of Results			
Performance Measure (Competency) Faculty Survey	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Faculty Survey					
1. I am supported and encouraged to pursue opportunities for professional growth: training, continuing education, seminars, Professional Associations, presentations	90% of the faculty will report being encouraged to pursue opportunities for professional growth: training, continuing education, seminars, Professional Associations, presentations	83% of the faculty reported being encouraged to pursue opportunities for professional growth: training, continuing education, seminars, Professional Associations, presentations	Outcome not met. The Business Department will meet and discuss an action plan to meet this outcome.	Will continue to monitor this area.	

2. I feel safe in my environment.	90% of the faculty will report they feel very satisfied/satisfied safe in their environment.	100% of the faculty reported they feel very satisfied/satisfied safe in their environment.	Outcome was met.	Outcome exceeded the goal.	
3. My classroom is noise free.	90% of the faculty will report their classroom is noise free.	100% of the faculty reported feeling very satisfied/satisfied that their classroom is noise free.	Outcome was met.	Outcome exceeded the goal.	
4. The classroom layout is conducive to learning.	90% of the faculty will be satisfied with the classroom layout being conducive to learning.	100% of the faculty reported being very satisfied/satisfied with the classroom layout being conducive to learning.	Outcome was met.	Outcome exceeded the goal.	

5. Resources are available to supplement my courses.	90% of the faculty will report that resources are available to supplement my courses.	100% of the faculty reported that that they are very satisfied/satisfied with the sources are available to supplement their courses.	Outcome was met.	Outcome exceeded the goal.	
6. The classroom is equipped with appropriate computer hardware and software.	90% of the faculty will report that their classroom is equipped with appropriate computer hardware and software.	100% of the faculty reported that they are very satisfied/satisfied that their classroom is equipped with appropriate computer hardware.	Outcome was met.	Outcome exceeded the goal.	
7. My office is an inviting place for students.	90% of the faculty will report their office is an inviting place for students.	100% of the faculty reported that they are very satisfied/satisfied with their office is an inviting place for students.	Outcome was met.	Outcome exceeded the goal.	

8. My course load meets the standard set by the Regional Campuses Faculty Manuel.	90% of the faculty will report that their course load meets the standard set by the Regional Campuses Faculty Manuel.	100% of the faculty reported being very satisfied/satisfied that their course load meets the standard set by the Regional Campuses Faculty Manuel.	Outcome was not met.	Outcome exceeded the goal.	
9. I am compensated for overload courses.	90% of the faculty will feel they are compensated for overload courses.	80% of the faculty reported they feel they are very satisfied/satisfied for being compensated for overload courses.	Outcome was not met.	This goal will be reported to the Dean and Academic Dean for their information to assess. Business Unit will continue to monitor.	
10. Please check your overall satisfaction level as an employee of the University of South Carolina Lancaster.	90% of the faculty will be pleased with their overall satisfaction level as an employee of the University of South Carolina Lancaster.	100% of the faculty is very satisfied/satisfied with their overall satisfaction level as an employee of the University of South Carolina Lancaster.	Outcome was met.	Outcome exceeded goal.	

Statistics from Human Relations Office Concerning Business Faculty

Through the Human Relations Department, data will be collected indicating the faculty turnover.	Data collected from Human Relations Director.	Zero faculty/staff turnovers were reported.	Continue to monitor this area.	As the campus continues to grow, we will need to employ more faculty and staff.	
Faculty sick leave will continue to increase to the point of donating to other faculty members In need of extra days.	Data collected from Human Relations Director.	During 2006 and 2007 only 19 hours were used.	Continue to monitor this area.	Outstanding outcome.	
Safety Records 2006 and 2007 OSHA Summary of Work-Related Injuries and Illnesses.	Data collected from Human Relations Director.	During 2006 and 2007 only there were no work-related Injuries and Illnesses.	Continue to monitor this area.	Outstanding work-related Injuries and Illnesses outcome.	

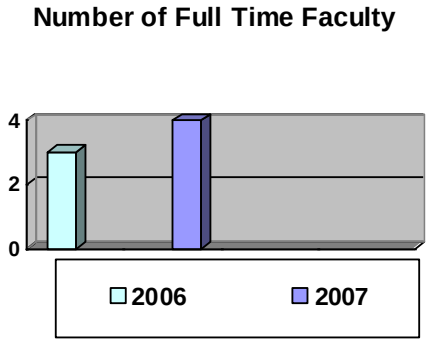
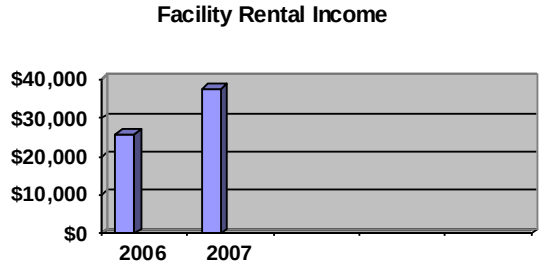
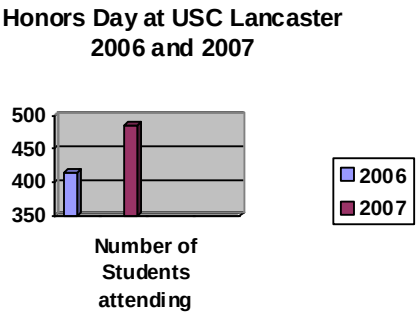
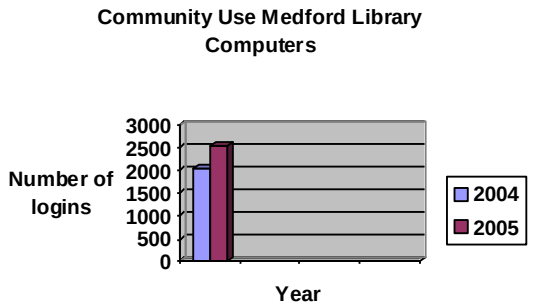
Number of Full Time Faculty	Data collected from Human Relations Director.	During 2006 and 2007 we conducted a search for a full time instructor for the business unit.	Continue to monitor the need for additional faculty...	As the campus continues to grow, we will need to employ more faculty and staff.	

Table V Organizational Performance Results

5. 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 enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, graduation and retention rates by program, and what you report to governing boards and administrative units.*

		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years))**
USC Lancaster will provide the community use of the building facilities.	Use of the campus facilities will increase 10 % over 2006 and 2007.	Use of campus facilities increased over 2006 & 2007.	Facilities Rentals exceeded the outcome in 2006 & 2007.	Outcome was met for all of the Facilities Rentals and will continue to monitor.	
USC Lancaster will celebrate "Honors Day", a yearly event to spotlight Lancaster Co. High School Juniors & Seniors enrolled in Beta Club & National Honors Society.	400 students will attend Honors Day at USC-Lancaster.	An average of 420 High School students attended Honors Day.	Students exceeded outcome.	Outcome was met. Will continue to monitor annually.	

USC-Lancaster's Medford Library offers community usage of the internet. These statistics will be documented by the number of individual logins.	2500 logins will be recorded by community use of the Medford Library computers.	An average of 3000 logins was recorded by community use of the Medford Library computers.	Community use of the Medford Library computers exceeded outcome.	Outcome was met, will continue to monitor annually.	
The Friends of Medford Library was established to promote the interest and welfare of the Library. Since its inception in 1995, it has raised money in support of Medford Library and organized and sponsored campus and community events.	The Friends of Medford Library will provide cultural events for the community and the campus.	Four events were sponsored by the Friends of Medford Library.	Community/campus cultural events hosted by Friends of Medford Library decreased in 2006 & 2007.	Will continue to monitor annually.	List of events are attached.
USC Lancaster will contribute to the community.	The Bradley Bundy Auditorium was upgraded as a new performing arts center for the Lancaster community.	The Bradley Bundy Auditorium has been upgraded as a new performing arts center for the Lancaster community.	This Performing Arts Center will contribute to the community.	Outcome has been met.	List of Performances below.
USC Lancaster will continue to improve community access to the Gregory Health and Wellness Center.	Use of the Gregory Health and Wellness Center will increase over 2006-2007	Use of the Gregory Health and Wellness Center has increased during 2006-2007.	Community use of the Gregory Health and Wellness Center met outcome.	Outcome has been met.	At this time, we have only paper records to support this information.

Events Hosted By Friends of Medford Library

Guest author Sandy Richardson led a workshop on “Discovering Self: A Writing Workshop.”

Dr. Patrick Scott lectured on “The Lewis and Clark Expedition: Discovering the American West an exhibition from the Alfred Chapin Rogers Collection.”

The Friends honored Dr. Patrick Scoot, Director of Rare Books & Special Collections, Thomas Cooper Library, for his support of The Medford Library.

THE ELLIOTT WHITE SPRINGS PRIZE FOR FICTION CONTEST
Named for Col. Springs in recognition for his contributions to American fiction, this annual cash award of $500 is designed to encourage creative writing among USCL students. The fiction-writing contest is open to any full-time USCL student. Winning works are bound for addition to the Medford Library Collection. Winners since 2005 have been.

2005-2006 Michael Clark, “The Stranger’s Dream”
2006-2007 Hammond Knight, “Cathedral”
2007-2008 Nancy Reeves, “Cousin Johnny”

PERFORMANCES – 2006-2007

PERFORMING ARTS SERIES AT THE BUNDY AUDITORIUM
UNIVERSITY OF SOUTH CAROLINA AT LANCASTER

Friday – September 15, 2006 **Performance Time: 7:30 p.m.**	**The Marvelettes & The Drifters**
Friday – October 6, 2006 **Performance Time: 7:30 p.m.**	**Southern Fried Chicks**
Friday – November 3, 2006 **Performance Time: 7:30 p.m.**	**Rhonda Vincent & The Rage**
Saturday – December 2, 2006 **Performance Time: 7:30 p.m.**	**Ronnie Milsap**
Saturday – December 16, 2006 **Performance Time: 7:30 p.m.**	**Julie Roberts** **Dinner Performance**
Sunday – December 17, 2006 **Performance Time: 2:30 p.m.**	**Julie Roberts**
Friday – January 19, 2007 **Performance Time: 7:30 p.m.**	**Glenn Miller Orchestra**
Saturday – February 3, 2007 **Performance Time: 7:30 p.m.**	**BJ Thomas**
Saturday – February 24, 2007 **Performance Time: 7:30 p.m.**	**The Coasters**
Saturday – March 17, 2007 **Performance Time: 7:30 p.m.**	**The Beat Daddy's**
Saturday – April 7, 2007 **Performance Time: 7:30 p.m.**	**Little River Band**

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

NAME (List alphabetically by last name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the courses taught during the Reporting Period, Do not duplicate Listings**)**	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITIERA • 18 Graduate Cr. Hrs in Field • Two Years Work Experience • Teaching Excellence • Publications • Professional Certifications	ACBSP QUALIFICATION 1. Master 2. Doctorate 3. Professional **4.** Exception
Blackwell	Commercial Law	ACCT 324 – Commercial Law (3)	Jurist Doctor, USC School of Law		D
Collins	Economics	ECON 221- PRIN OF MICROECONOMICS ECON 222 - PRIN OF MACROECONOMICS ECON 224 - INTRO TO ECONOMICS ECON 329 – American Economic History ECON 311 – Issues in Economics	M.A. Economics	Rotaract Advisor	M
Dry	Technology Support and Training Management	RCAM 141 - Introduction to Keyboarding TSTM - Advanced Document Preparation	M.S. Business Education		M

Emanuel	Marketing, Management, Finance	MKTG 350 – Principles of Marketing (3) MGMT 371 – Principles of Management (3) FINA 363 - Introduction to Finance (3) Finance 369 – Personal Finance (3)	MBA Business		M
Fox	Retailing	RETL 344 – Personnel Organization and Supervision	MBA Business		M
Donna Gillespie	RCAM	RCAM 141 – Introduction to Computer Keyboarding	M.S. Business Education		M
Merle	Management	MGMT L472 - ENTREPRENRSHP&SMALL BUSINESS	MBA Business		M
Parker	Accounting, Finance	ACCT 225 –Introduction to Financial Accounting (3) ACCT 226 – Introduction to Managerial Accounting (3)	MBA Business	CPA	M
Roberts	Technology Support and Training Management, University 101	TSTM 143 – Advanced Document Preparation (3) TSTM 270 – Records Management TSTM 342 – Business Communications (3) TSTM 399 – Internship Program (3) UNIV 101B (3)	M.A.T – Business Education, Winthrop University	Teacher of the Year 2006-2007	M
Thurman	Technology Support and Training Management, Accounting, Management Science	ACCT 225 –Introduction to Financial Accounting (3) ACCT 226 – Introduction to Managerial Accounting (3) MGSC 290 – Computer Information Systems (3) MGSC 291 - STATISTICS FOR BADM&ECON (3) TSTM 164 - INTRO OFFICE AUTOMATION	MAS, USC. Emeritus Associate Professor, Business Administration		M
Sherrill	Finance	FINA 369 – Personal Finance (3) MKTG 350 – Principles of Marketing (3) MGMT 371 – Principles of Management	MBA Business		M

Legend for Table VII

"EXHIBIT L" *PROFESSIONAL COMPONENT* Standard III – Curriculum

Standard: At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:

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

EXHIBIT M" *GENERAL EDUCATIONREQUIREMENT* Standard III – Curriculum

Standard: Excellence in business education requires a foundation in general education. For accreditation, therefore, general education must include no fewer than 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals:

a. Written, interpretive, and oral facility with the English language.
b. An historical perspective.
c. An understanding of the role of the humanities in human experience.
d. A personal ethical foundation.
e. An understanding of social institutions and the obligations of citizenship.
f. Knowledge of science and its applications.
g. An understanding of contemporary technology.
h. An understanding of the principles as well as the investigative strategies of the social sciences.
i. An appreciation of the fine and performing arts.
j. A global perspective.

Table VII
Curriculum Summary

Name of Major/Program: _____Associate In Science in Business

Total Number of Hours for Degree: ___60_____

List courses appropriate for each area:

A) Professional Component:

Course Title	Areas of Study	Credits
Fundamentals of Accounting I	A	3
Introduction to Office Automation	B	3
Business Communications	E	3
Records Management	B	3
Computer Information Systems in Business	B	3
Principles of Economics	D	3

Area total credit hours 18

_30%_ of total program hours

B. General Education:

Course Title	Educational Goal Area	Credits
Composition	A	3
Composition and Literature	A	3
History of the United States or American National Government	B	3
Introduction to Psychology	C	3
Public Communication	A	3
One course from the Fine Arts	I	3
Math, or Computer Science, or Logic, Statistics	F	3

Area total credit hours 21

__35%_ of total program hours

C) Business Major:

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

Three courses from the following elective credit:
Word Processing Concepts and Technology
Integrated Document Production
Advanced Office Procedures
Small Business Organization and Operation
The Student in the University – Business majors
Probability and Statistics
Principles of Marketing
Introduction to Computer Keyboarding
Business Document Preparation
Introduction to Computer Concepts

Area total credit hours 21

___35%__ of total program hours

Total Program Hours 60

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