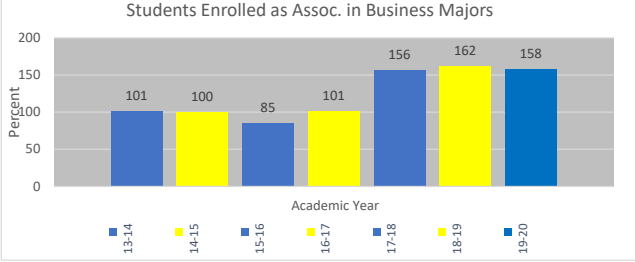
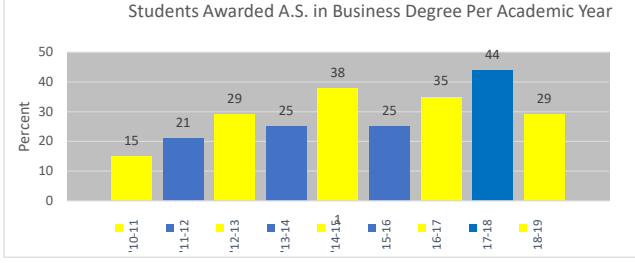
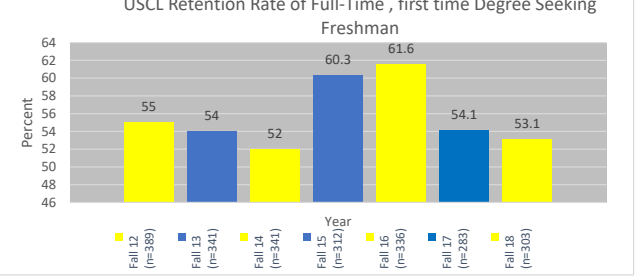


TABLE 7: Business Unit Performance Results (Standard 6)

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.

| <p>Organizational Effectiveness Results</p> <p>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.</p> <p>- Please note that data reported in this table should be business unit data and not institution-wide data.</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> | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|---------------|---------|-----------------|-----|-----------------|-----|-----------------|----|-----------------|------|-----------------|------|-----------------|------|-----------------|------|--------|----|--------|----|
| 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) | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | | | |
|  <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 | | | | |
| Academic Year | Percent | | | | | | | | | | | | | | | | | | | | | | | |
| 13-14 | 101 | | | | | | | | | | | | | | | | | | | | | | | |
| 14-15 | 100 | | | | | | | | | | | | | | | | | | | | | | | |
| 15-16 | 85 | | | | | | | | | | | | | | | | | | | | | | | |
| 16-17 | 101 | | | | | | | | | | | | | | | | | | | | | | | |
| 17-18 | 156 | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | | | |
|  <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 | | | | | | | | | | | | | | | | | | | | | | | |
| '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 | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | | | |
|  <table border="1"> <caption>USCL Retention Rate of Full-Time, first time Degree Seeking Freshman</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>Fall 12 (n=388)</td><td>55</td></tr> <tr><td>Fall 13 (n=341)</td><td>54</td></tr> <tr><td>Fall 14 (n=341)</td><td>52</td></tr> <tr><td>Fall 15 (n=312)</td><td>60.3</td></tr> <tr><td>Fall 16 (n=336)</td><td>61.6</td></tr> <tr><td>Fall 17 (n=283)</td><td>54.1</td></tr> <tr><td>Fall 18 (n=303)</td><td>53.1</td></tr> </tbody> </table> | | | | | Year | Percent | Fall 12 (n=388) | 55 | Fall 13 (n=341) | 54 | Fall 14 (n=341) | 52 | Fall 15 (n=312) | 60.3 | Fall 16 (n=336) | 61.6 | Fall 17 (n=283) | 54.1 | Fall 18 (n=303) | 53.1 | | | | |
| Year | Percent | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 12 (n=388) | 55 | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 13 (n=341) | 54 | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 14 (n=341) | 52 | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 15 (n=312) | 60.3 | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 16 (n=336) | 61.6 | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 17 (n=283) | 54.1 | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 18 (n=303) | 53.1 | | | | | | | | | | | | | | | | | | | | | | | |

| 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) | | | | | | | | | | | | | | |
| 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. | <table border="1"> <caption>USCL 150% Graduation Rates</caption> <thead> <tr> <th>Year Entered (cohort)</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Fall 11 (n=389)</td> <td>18.5</td> </tr> <tr> <td>Fall 12 (n=341)</td> <td>19.1</td> </tr> <tr> <td>Fall 13 (n=341)</td> <td>15.8</td> </tr> <tr> <td>Fall 14 (n=312)</td> <td>22.4</td> </tr> <tr> <td>Fall 15 (n=336)</td> <td>22</td> </tr> </tbody> </table> | Year Entered (cohort) | Percent | Fall 11 (n=389) | 18.5 | Fall 12 (n=341) | 19.1 | Fall 13 (n=341) | 15.8 | Fall 14 (n=312) | 22.4 | Fall 15 (n=336) | 22 | | |
| Year Entered (cohort) | Percent | | | | | | | | | | | | | | | | | | |
| Fall 11 (n=389) | 18.5 | | | | | | | | | | | | | | | | | | |
| Fall 12 (n=341) | 19.1 | | | | | | | | | | | | | | | | | | |
| Fall 13 (n=341) | 15.8 | | | | | | | | | | | | | | | | | | |
| Fall 14 (n=312) | 22.4 | | | | | | | | | | | | | | | | | | |
| Fall 15 (n=336) | 22 | | | | | | | | | | | | | | | | | | |
| 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. | <table border="1"> <caption>USCL Overall Success Rates</caption> <thead> <tr> <th>Graduation Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Fall 14 (n=389)</td> <td>53.5</td> </tr> <tr> <td>Fall 15 (n=341)</td> <td>47.2</td> </tr> <tr> <td>Fall 16 (n=341)</td> <td>53.7</td> </tr> <tr> <td>Fall 17 (n=312)</td> <td>57.4</td> </tr> <tr> <td>Fall 18 (n=336)</td> <td>70.2</td> </tr> </tbody> </table> | Graduation Year | Percent | Fall 14 (n=389) | 53.5 | Fall 15 (n=341) | 47.2 | Fall 16 (n=341) | 53.7 | Fall 17 (n=312) | 57.4 | Fall 18 (n=336) | 70.2 | | |
| Graduation Year | Percent | | | | | | | | | | | | | | | | | | |
| Fall 14 (n=389) | 53.5 | | | | | | | | | | | | | | | | | | |
| Fall 15 (n=341) | 47.2 | | | | | | | | | | | | | | | | | | |
| Fall 16 (n=341) | 53.7 | | | | | | | | | | | | | | | | | | |
| Fall 17 (n=312) | 57.4 | | | | | | | | | | | | | | | | | | |
| Fall 18 (n=336) | 70.2 | | | | | | | | | | | | | | | | | | |
| 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. | <table border="1"> <caption>Students Attending Honors Day</caption> <thead> <tr> <th>Years</th> <th>Count</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> | Years | Count | 2012 | 330 | 2013 | 355 | 2014 | 400 | 2015 | 335 | 2016 | 405 | 2018 | 260 |
| Years | Count | | | | | | | | | | | | | | | | | | |
| 2012 | 330 | | | | | | | | | | | | | | | | | | |
| 2013 | 355 | | | | | | | | | | | | | | | | | | |
| 2014 | 400 | | | | | | | | | | | | | | | | | | |
| 2015 | 335 | | | | | | | | | | | | | | | | | | |
| 2016 | 405 | | | | | | | | | | | | | | | | | | |
| 2018 | 260 | | | | | | | | | | | | | | | | | | |

| 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 | |

| 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) |
| Mike Sherrill | | | | Former Rotary Club member | USCL Scholarship and Awards Committee Member |