

Self Study Report for Reaffirmation

University of South Carolina Lancaster

Prepared for the
Accreditation Council for Business Schools and Programs
Self-Study Year 2010-2011



UNIVERSITY OF
SOUTH CAROLINA

LANCASTER

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**Accreditation Council for Business Schools and Programs
(ACBSP)
Self-Study Title Page**

SELF-STUDY YEAR 2010-2011

NAME OF INSTITUTION: University of South Carolina Lancaster

PRESIDENT OR CHANCELLOR'S NAME: Dr. John Catalano

CHIEF ACADEMIC OFFICER'S NAME: Dr. Ron Cox

DEAN OR HEAD OF BUSINESS SCHOOL OR PROGRAM: Professor Darlene Roberts

PRIMARY INSTITUTIONAL CONTACT DURING THE ACCREDITATION PROCESS:

Name: Phillip T. Parker

Title: Instructor of Business

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DATE OF SUBMISSION OF THE SELF-STUDY: August 15, 2012

Listing of all business and business related programs

Column A: List all business or business-related programs (including those with designations in the degree or major title such as "business," "industrial," "administration," "management," or "organizational.")

Column B: Indicate with "yes" or "no" whether the program is administered by the business unit.

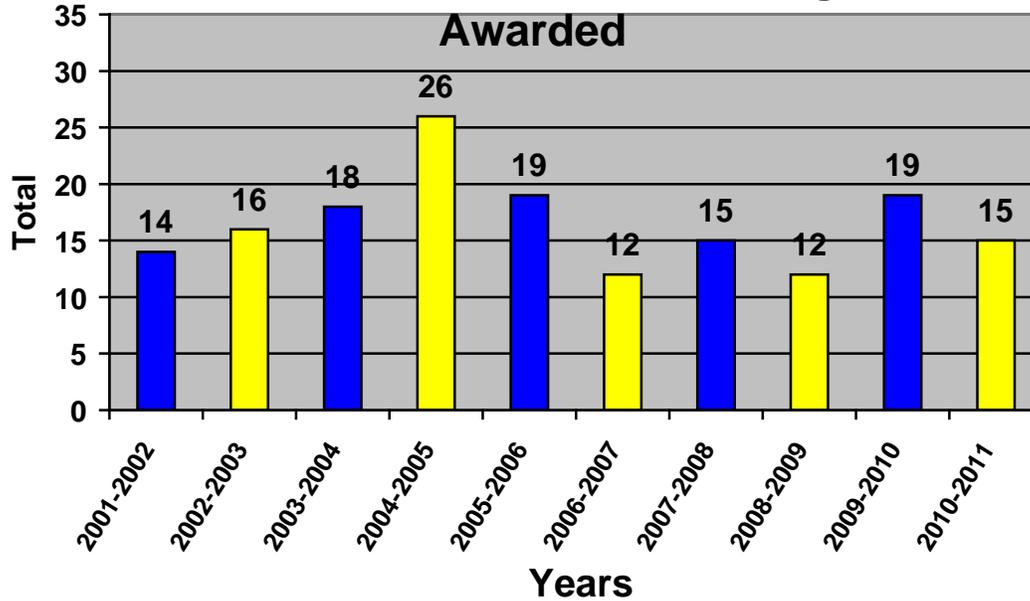
Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP. If no, provide justification explaining why the program should be excluded from the accreditation process.

Column D: Indicate number of degrees conferred during self-study year

| Business or Business Related Programs | Program in Business Unit | To be Accredited by ACBSP | Number of Degrees Conferred During Self-Study Year |
|---------------------------------------|--------------------------|---------------------------|--|
| Associate in Science in Business | Yes | Yes | 15 |
| | | | (Appendix C) |
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COMMENT: ___These figures are for Fall 2010, Spring 2011, and Summer 2011

USCL Associate in Business Degrees



Supporting documentation for the above graph can be found in Appendix A.

OVERVIEW AND ORGANIZATIONAL PROFILE FOR ACCREDITATION

This section of the self-study document is used to provide general information about the institution and its business program.

A. Self-Study Preparers: Identify those individuals who prepared the self-study.

Names: Phillip T. Parker

B. Self-Study Purpose: State your institution's purposes for the self-study.

The purpose of this self-study is to receive reaffirmation of the Associate in Science in Business degree program at USC Lancaster (USCL).

C. Self-Study Timeline:

Work on the self-study began in earnest in July 2011 after Phillip T. Parker returned from the ACBSP annual conference in Indianapolis, Indiana. Mr. Parker scheduled a meeting with Dean Catalano to discuss the process of completing the self-study document, and timelines were established for completion of the sections of the document. In addition, other faculty members were recruited to assist in the process.

D. Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.

The Southern Association of Colleges and Schools Commission on Colleges granted the University

of South Carolina System accreditation on January 28, 1992 (see Appendix B). This accreditation included USC Lancaster, a Regional Campus of the University of South Carolina.

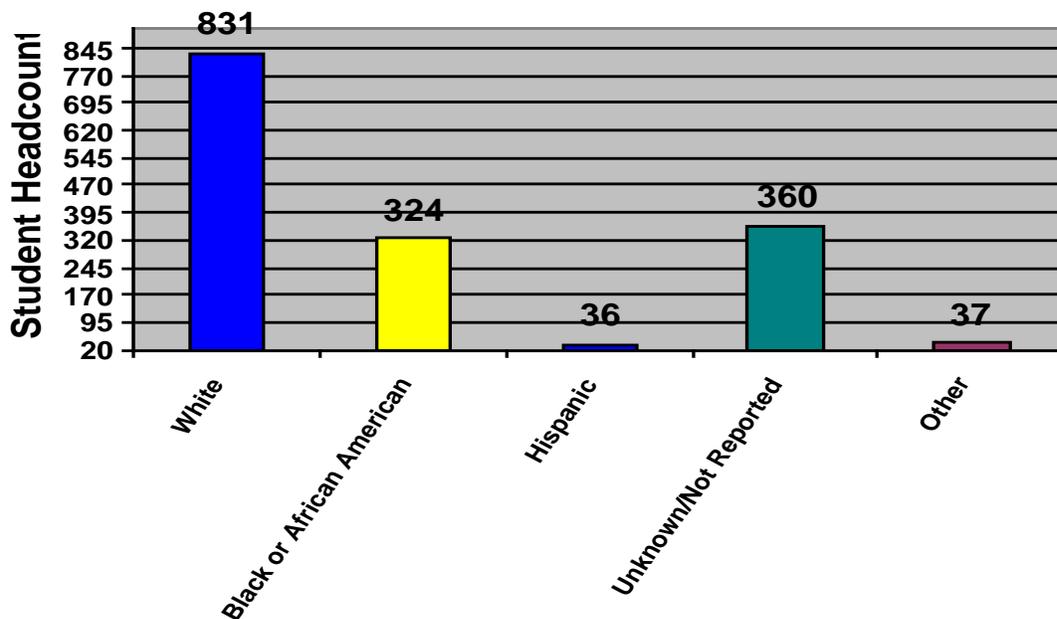
E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.

Established in 1959, USC Lancaster admits all students who show promise of academic success. Most of USCL's students are first generation college students from rural areas, small towns, and cities across the central Piedmont area of the Carolinas. Through a broad commitment to equity, an extensive scholarship and financial aid program, and a variety of weekday and evening course offerings, USC Lancaster seeks to make education accessible, affordable, and convenient to the residents of this area.

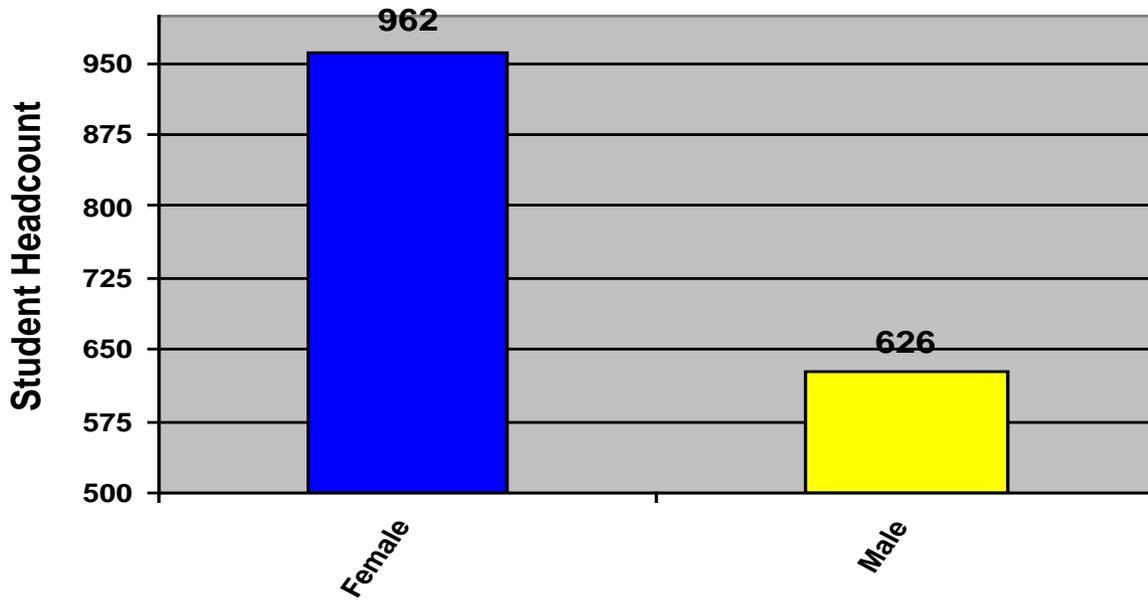
We are more than proud of our history; we are also excited about the future. In 2000, USC Lancaster opened a \$10.7 million building, the James A. Bradley Arts and Sciences Building. In 2003, the campus completed another major building project with the expansion and renovation of Medford Library. In 2005, the campus opened the Carole Ray Dowling Health Services Center on newly acquired property adjacent to the campus. USCL is currently in the process of constructing a new classroom building to handle the growth in the student body over the past few years. Using an estimated 12 month construction schedule we should see the building available for USC Lancaster in Fall 2013.

USC Lancaster has a very diverse collection of students. In Fall 2010, of the 1,588 students enrolled, 962 were female and 626 were male. Other breakdowns of the student population are shown below for your review.

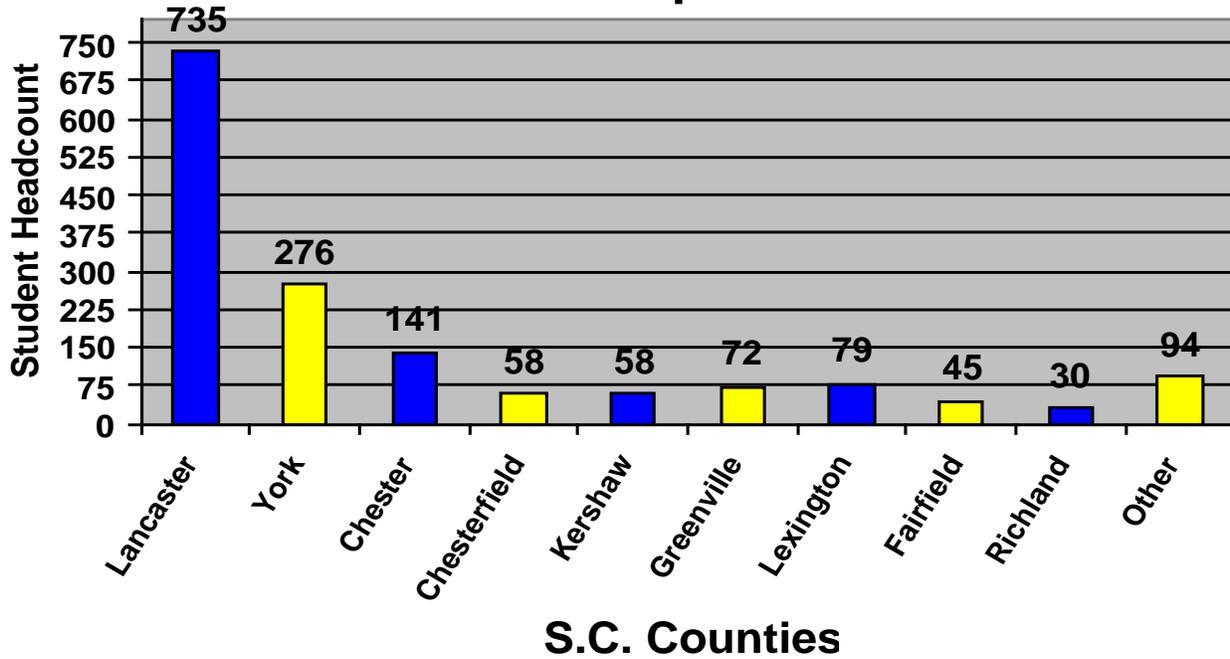
USCL Student Composition Fall 2010



USCL Student Composition Fall 2010



USCL Student Composition Fall 2010



S.C. Counties

Supporting documentation for above graphs: Appendix C

F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.

A copy of the University of South Carolina Lancaster's organizational chart can be found in Appendix D and on the USCL website at <http://usclancaster.sc.edu/orgchart/index.html>.

G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.

The following was taken from the USC Columbia website pertaining to Institutional Compliance:

The University of South Carolina is listed as a South Carolina state public university in the South Carolina Code of Laws, Section 59-101-10. The Commission on Higher Education (CHE) has regulatory control over all South Carolina public higher education institutions as outlined in the South Carolina Code of Laws, Section 59-103. This regulatory agency recognizes the University of South Carolina Columbia as a research institution, and the Lancaster, Salkehatchie, Sumter, and Union campuses as two-year regional campuses of the University of South Carolina System (A Closer Look at Public Higher Education in South Carolina). Pursuant to the South Carolina Code of Laws, Section 59-103-15, the Columbia campus may therefore confer baccalaureate, master's, professional, and doctor of philosophy degrees, while the regional campuses may confer associate's degrees.

Supporting documentation can be found in Appendix G and online at https://sacs.sc.edu/CR_2.1.html.

H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).

USC Lancaster is 1 of 4 regional two-year campuses of the University of South Carolina and thus is subject to the policies and procedures of the university. In addition, USC Lancaster is 1 of 33 public institutions regulated by the South Carolina Commission on Higher Education. USC Lancaster is accredited by the Southern Association of Colleges and Schools (SACS), and the Associate in Science in Business degree program is accredited by the Accreditation Council for Business Schools & Programs (ACBSP). The tuition rates and fees are regulated by the USC Board of Trustees; Budget requests are regulated by the USC Budget Office and the Budget and Control Board; State funding is appropriated by the S. C. General Assembly and, thus, the university is monitored by the General Assembly for operating efficiency and effectiveness; USC Lancaster is subject to various laws enacted by the S. C. General Assembly and is ultimately accountable to the citizens of South Carolina; USC Lancaster is subject to various laws and policies regarding state and federal financial aid programs; and USC is an equal opportunity institution and is subject to various laws enacted by the U. S. Congress.

USC Lancaster operates under contract with the Lancaster County Commission for Higher Education. This agreement calls for Lancaster County to assess property taxes at a rate sufficient to fund the operations and maintenance of the physical plant at the university. Also, the Educational Foundation of the University of South Carolina Lancaster provides funding for scholarships, buildings and building renovation projects and special programs. In addition, a separate system of faculty governance (the Regional Campuses Faculty Senate and the USC Lancaster Faculty Organization) exists that has authority in curricular matters, including admissions and graduation requirements.

Supporting documentation: 2009-2010 Accountability Report, pages 10-12 (Appendix E).
Supporting documentation online at <http://usclancaster.sc.edu/planning/AcctReportFY09-10.pdf>.

I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.

USC Lancaster Mission Statement
Approved by the Board of Trustees - June 2010

The University of South Carolina Lancaster, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership to its service area. At the heart of this mission is a teaching faculty of high quality dedicated to excellence in instruction, scholarship, public and professional service, and creative endeavors which enrich the classroom experience. USC Lancaster offers a varied curriculum grounded in the liberal arts and focused on preparing students to continue their education in the University and throughout life.

The University of South Carolina Lancaster recruits students prepared to succeed in completing a baccalaureate-level education. While the institution does not offer remedial instruction, it is nonetheless able to admit most students who apply due to the close working relationship between students and faculty. Enrollment varies with community need, but it is expected to remain at approximately 1600 students.

The University of South Carolina Lancaster was established to encourage higher education in the counties of Chester, Chesterfield, Fairfield, Kershaw, Lancaster, and York. The original design of the institution incorporated a flexibility that has allowed changes in institutional capability with increasing educational demands of constituents.

The institution awards the Associate in Arts and Associate in Science degrees and provides for the completion of selected bachelor's degrees on campus through cooperative agreements and delivery structures with other USC System institutions. USC Lancaster also provides general education and upper division coursework applicable to baccalaureate degree programs offered through colleges and universities nationwide. In addition to academic coursework, the mission of the campus includes non-credit courses, seminars, and workshops made available to the community for cultural enrichment and professional development.

The traditions of cultural diversity and freedom of thought are valued at USC Lancaster. In a learning environment that develops respect for racial, geographical, intellectual, and economic diversity and an awareness of individual, societal, and global responsibilities, USC Lancaster promotes courses, activities, and attitudes which influence the life of the mind in men and women and instill in them a thirst to continue learning throughout life.

USC Lancaster emphasizes the development of the whole person and especially seeks to foster in students the disciplines essential to an educated citizenry. Core competencies, including the ability to communicate through effective writing and articulate speech; computational and quantitative mastery; creative and critical thinking; and the duties of citizenship are strategically integrated within the curriculum. Classroom experiences, student activities, and physical education programs also provide opportunities for cultural enrichment, leadership development, intellectual growth and interpersonal relationships-all contributing to a sense of self reliance and a joy of learning.

The mission of USC Lancaster can be found in the academic bulletin on our website at <http://usclancaster.sc.edu/mission.htm>.

Programs and Services

To accomplish its mission, USC Lancaster provides the following programs and services and will develop additional programs to serve the growing need for university education in the region:

- at least the first two years of most University of South Carolina baccalaureate programs
- Opportunity Scholars Program for first-generation college students
- the Associate of Arts and Associate of Science degrees and career-oriented associate's degree programs in the fields of business, criminal justice, and nursing
- Bachelor of Arts in Liberal Studies and Bachelor of Arts in Organizational Leadership offered through the Palmetto Programs and Bachelor of Science in Nursing offered through the College of Nursing, USC Columbia
- live and televised graduate courses in a number of areas, including business administration, education, and other selected programs of study
- academic advisement, career and personal counseling, an academic success center, and extracurricular activities
- a library collection including a government documents division and services to support academic offerings and to serve the community
- extensive health and fitness programs and recreational offerings at USC Lancaster's Gregory Health and Wellness Center
- continuing education and public service through health-related activities, lectures, cultural events, conferences, workshops, short courses, televised instruction, and faculty assistance
- cross-registration opportunities at member institutions of the Charlotte Area Educational Consortium
- Upward Bound opportunities for area high-school students.

In serving the region, USC Lancaster is also committed to providing a number of special opportunities for students and members of the community:

- For academically gifted and talented students the campus provides academic scholarships, a college honors program, and college-credit courses at selected area high schools.
- For underprepared students who wish to pursue university study, tutoring through the Academic Success Center is provided.

USC Lancaster is dedicated to providing a student-centered university education that will contribute to the enlightenment and productivity of citizens in our region.

Physical Facilities

USC Lancaster currently consists of seven modern buildings that house classrooms, faculty and administrative offices, laboratories, auditoriums, an academic success center, computer labs, extensive athletic facilities, a campus bookstore, a library with online database research capabilities, and a government documents collection.

Hubbard Hall: Opened in 1965, Hubbard Hall originally housed the entire campus operation. It is now the home of several administrative offices, a gallery, the computer labs, nursing labs, an art lab, the public relations office, and faculty offices.

Starr Hall: The second building constructed, Starr Hall, contains a student center, the Office of Admissions and Records, the Office of Financial Aid and the Business Office, the Human Resources Office, the Office of Disability Services, a bookstore and campus shop, and faculty offices.

Medford Library: Medford Library houses the print and audiovisual collections of USC Lancaster and has provided space for classrooms, the Academic Success Center, multimedia lab, TRIO Programs, and academic offices.

Gregory Health and Wellness Center: The Gregory Health and Wellness Center provides students access to a state-of-the-art fitness facility. The center contains a gymnasium that can accommodate basketball, volleyball, an indoor walking/jogging track, a 25-meter pool, racquetball/handball courts, and a free-weight room. Also within the center is the Khoury Health Fitness Area, containing Nautilus equipment for resistance training as well as recumbent and upright bikes, elliptical trainers, step trainers, and treadmills for cardiovascular training. The cardiovascular area is equipped with CARDIOTHEATER audio/video service. Exercise physiologists are available to help students establish exercise programs.

Adjacent to the center is the J.P. Richards Recreation Complex, an area with tennis courts for students and public use.

James Bradley Arts and Sciences Building: The James Bradley Arts and Sciences Building includes a 400-seat auditorium, a banquet/conference area, classrooms, and science and art labs. Several multimedia classrooms are also available in the facility.

Carole Ray Dowling Health Services Center: The newest addition to the campus, the Carole Ray Dowling Health Services Center, is located across the street from the Gregory Health and Wellness Center. Health Services consists of the Cardiac Rehabilitation, Diabetes Education, and Physical Therapy/Speech Therapy Clinics. The Community Room in the Carole Ray Dowling Center has a maximum seating capacity of 100. The Center also houses the office of the director of Health Services, and an area used by students for seminars and research.

Founders Hall Building: The Founders Hall Building will be constructed over the next few months and will be available Fall 2013. The building will have over 40,000 square feet and will house classrooms and faculty offices to accommodate the growth experienced at USCL.

Institutional Services

Various campus offices and centers provide a full range of academic, personal, and recreational opportunities designed to meet the needs of both current and future students.

Medford Library: USC Lancaster has recently completed the renovation and expansion of the Medford Library, which has served the campus since 1974. The renovation/expansion project has more than doubled the facility's size and maximized the use of technology to enhance library research. Some features of the new library include additional square footage for collections, technology, and seating; a new computer lab that also houses library instruction and academic support services; a quiet reading area; increased points of Internet access; and laptop ports.

Medford Library serves the students and faculty of USC Lancaster and is also open to the public (high-school age and above). The online USCAN Web library catalog serves as an index to the entire USC libraries' collections, including books, government publications, and periodical holdings. In addition, the Medford Library provides access to many Web-based databases, including Infotrac (Expanded Academic Index, Custom Newspapers [New York Times, Greenville News, Charleston Post & Courier], General Reference Center, Health Reference Center, Health & Wellness Resource Center, Business and Company Databases, Legaltrack, Onefile), FirstSearch (Worldcat, ArticleFirst, MLA, WilsonSelectPlus, Electronic Collections Online, ERIC, GPO), MEDLINE, PapersFirst, Proceedings, Union Lists, World Almanac, online encyclopedias, Biography Resource Center, SIRS (Social Issues Resources), Global Books in Print, JSTOR, Science Direct, Oxford English Dictionary, Web of Science, and Literature Resource Center and America: History and Life, Historical Abstracts. Some of these databases are provided through DISCUS state library funding (Digital Information for South Carolina Users). Many of these databases can be accessed from

home or office using a valid library charge ID (bar code) number or the appropriate user name and password (available at the library). Most library materials circulate for a loan period of three weeks; fines of 25 cents per day per book apply to overdue materials. Reference materials, periodicals, and audiovisual media may be used only in the library. A coin-operated photocopier is available. Any patron needing a book, government publication, or article for scholarly purposes that Medford Library does not own may request it through the library's online Interlibrary Loan service, known as ILL Express! For more information about the Medford Library, visit us online at <http://usclancaster.sc.edu/library>.

Student Center: Located in Starr Hall, the student lounge provides a comfortable setting for relaxation between classes. Vending machine products are available. Pool tables, cable television, and table tennis provide diversion and opportunities for friendly competition.

The Student Government Office: Located in Starr Hall, the Student Government Association's (SGA) elected and appointed members meet on a regular basis to discuss student issues. SGA members also serve on a number of University committees.

Bookstore and Campus Shop: In addition to offering new and used textbooks, the USCL Campus Shop provides many other services. Gamecock and USC Lancaster shirts, jerseys, jackets, decals, school supplies, and many other items are available. Dissecting kits, laboratory aprons, and other academic items are offered along with a wide array of gift items in all price ranges.

Counseling Services: Counselors at USC Lancaster provide academic, career, and personal counseling. A variety of services are offered:

- assessment of and response to freshman needs
- evaluation and selection of academic program(s)
- evaluation and selection of career(s)
- evaluation of and response to academic and personal concerns
- computerized assessment of interests, personality, values.
- computerized career information
- confidential and individualized appointments.
- assessment of and response to academic needs of students with disabilities

Disability Services: The Office of Disability Services (ODS) operates under the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Any student who prefers to be registered as a student with a disability must be registered with the Office of Disability Services. Disability status is not retroactive; therefore the University does not recognize an individual as someone with a disability during a time period in which he/she was not registered with the Office of Disability Services. Because disability status is not retroactive, it is important for any disabled student who prefers to register as a student with a disability to register for these services prior to his/her first semester of attendance. Required documentation is necessary for registration and accommodations, and the timeliness of registration is dependent upon the speed at which Disability Services is provided with the required documentation. Students can only register with disability services after they are admitted to the University.

The Office of Disability Services will make every effort to provide reasonable accommodations for qualified students with disabilities; however, registration as a student with a disability does not automatically guarantee accommodations. Accommodations are approved with appropriate documentation on a case by case basis.

In order to register as a student with a disability and apply for accommodations, students must first complete the "USC Lancaster Disability Services Office Request for Services" form. Students must also

provide documentation of their disability to the Office of Disability Services. Documentation requirements are specific to the disability, but in general documentation must be from a physician, licensed psychologist, or other person(s) licensed to make the appropriate diagnosis. Guidelines for documentation are provided by the ODS. These guidelines are used to determine whether a student is eligible to register as a student with a disability and also to determine what accommodations, if any, will be made based on the disability and its impact on the student's major life functions. Documentation requirements, as well as the Online USC Lancaster Disability Services Office Request for Services form, can be accessed at the Disability Services page on USC Lancaster's website. In order to ensure that you obtain the specific documentation required, the Office of Disability Services recommends that you print the online guidelines and present them to the qualified professional providing your documentation. Students who have accessibility concerns with the online registration links should contact the Office of Disability Services at (803) 313-7448 or visit Starr Hall 125a for assistance. Students may also e-mail the office at lancods@mailbox.sc.edu.

For a complete list of policies regarding disability services at USC Lancaster, you may refer to Appendix H or the Disability Services website at <http://usclancaster.sc.edu/ODS/index.html>.

Laboratories: Science and engineering majors will find the latest equipment at the Lancaster campus. The campus has well-equipped astronomy, biology, chemistry, and physics labs. Equipment includes a double beam recording U.V.–visible spectrophotometer, a dual column gas chromatograph, a Columa chromatography apparatus with fraction collector, a double-beam infrared spectro photometer, a preparative polyacrylamide gel electrophoresis, an analytical polyacrylamide gel electrophoresis, a cellulose acetate strip electrophoresis, a high-pressure liquid chromatography apparatus, a fluorimeter, a Warburg respirometer, a polarimeter, a refrigerated superspeed centrifuge polarimeter, a refractometer, a freeze drying apparatus, a sonic dismembrator, an Orion ion meter, a Wild M-20 research microscope (equipped for bright field, dark field, a phase contrast, immuno fluorescence, and photomicrography), a helium-neon gas laser, a 10-inch Newtonian reflecting telescope, a Millikan oil droplet apparatus, and an E/M apparatus. General chemistry labs are taught using the Vernier Lab Pro and TI 83-plus calculators.

Academic Centers: The Academic Success Center (ASC) offers special tutoring and self-study services in a number of disciplines for all students who wish to improve their academic performance. Computer facilities are available for USC Lancaster students outside of regular class meetings. Writing assistants in the Writing Center are available to help students at all stages of the writing process.

Honors Program: The USC Lancaster honors program was created to provide an enrichment opportunity for students who have potential for superior academic performance and who seek added challenge and scope in their studies. The honors program emerges out of our commitment to academic excellence and a belief that quality education must center on helping students achieve their full potential. The honors program presents an opportunity for outstanding students to obtain challenging and stimulating interdisciplinary course work in a supportive academic environment.

Aside from the obvious privileges of a unique educational experience, certain other advantages are offered. The director of the honors program cooperates with the director of financial aid to assist in obtaining a wide variety of scholarships and financial aid for incoming honors students. Honors students may serve on the Honors Council, the administrative body of the program. Additionally, honors program participants will be recognized by special regalia at commencement. To be eligible, one needs to score at least 1000 on the SAT and earn a high-school GPA of 3.00, or be ranked in the top 10 percent. Students who do not meet these criteria, but believe that they may have the motivation and self-discipline to succeed, are invited to apply, and the honors director will decide on a case-by-case basis. Honors participants must take at least two honors courses each semester, for a total of four semesters, and have a cumulative GPA of 3.00 to receive special recognition at commencement.

Academic Support and Student Services Program: This program offers a comprehensive approach designed to meet the needs of traditional and nontraditional students. The USC Lancaster program provides instruction in the Academic Success Center in such areas as mathematics, reading, writing, accounting, and study skills. This instruction is combined with academic, career, and personal counseling. Students who have completed the program have experienced significant improvement in many aspects of academic and personal growth. Our success in this area compares most favorably with postsecondary institutions throughout the United States.

Evening Program: For the benefit of those whose schedules make morning attendance impossible or impractical, USC Lancaster offers numerous courses in the late afternoon and evening. Some 16-week courses are offered in those academic areas where skill development requires substantial time and practice. All other courses are offered as part of the two eight-week sessions offered every semester. Most eight-week classes run from 5:30 to 8 p.m. or from 8:15 to 10:45 p.m. two evenings a week. Sixteen-week evening classes follow the same format as day sections.

Off-Campus Classes: The USC Lancaster High School Dual Enrollment Program offers two dual-credit programs taught on-site in high schools. The first is a cooperative effort between USC Lancaster professors and high school teachers to offer courses which are customized for each school with rigorous emphasis on quality control. In the second program, faculty members travel from the Lancaster campus or may come from the communities where the courses are taught to deliver the course. These programs are based on instructor availability and are conducted in strict compliance with USC guidelines.

Charlotte Area Educational Consortium (CAEC): USC Lancaster participates in the Charlotte Area Educational Consortium, which includes 24 colleges and universities in the Charlotte area. Under this consortium, a full-time undergraduate student at USC Lancaster may be allowed to enroll in an additional course on a space-available basis at a member school at no additional academic fee charge.

Participating institutions are Belmont Abbey College, Cabarrus College of Health Services, Carolinas College of Health Sciences, Catawba College, Catawba Valley Community College, Central Piedmont Community College, Cleveland Community College, Davidson College, Gardner-Webb University, Gaston College, Gordon-Conwell Theological Seminary-Charlotte, Johnson C. Smith University, Lenoir-Rhyne College, Livingstone College, Mitchell Community College, Pfeiffer University, Queens University of Charlotte, South Piedmont Community College, Stanly Community College, University of North Carolina at Charlotte, University of South Carolina Lancaster, Wingate University, Winthrop University, and York Technical College. Qualified students may also participate in the following program through CAEC:

Air Force ROTC Program. To prepare themselves to serve as commissioned officers in the Air Force, students may participate in the Air Force Reserve Officer Training Corps (ROTC) offered by UNC Charlotte Department of Aerospace Studies.

Special permission is granted to qualified students to participate in the consortium program with the advance approval of the academic advisor, academic dean, and registrar. Additional information and forms are available in the Office of Admissions and Records, Starr Hall

Independent Learning by Correspondence

Independent learning courses are designed for students who are unable to attend classes on campus. Teachers and persons in business fields often find these courses useful for professional development, and many take courses for self-improvement.

Admission: Independent learning courses may begin at any time. Formal admission to the University is not required. However, degree-seeking students are responsible for determining that courses are

applicable for their purposes. An application must be completed for enrollment. Textbooks are available online through the University Bookstore from MBS Direct.

Academic Regulations: The courses offered through independent learning meet the same University standards of prerequisites, sequence, etc., that are required in residence work. The maximum time for completion of a course is 12 months from the date of enrollment. The minimum time limit for completion for a college-level course is two months from the date of enrollment. University of South Carolina students who wish to enroll in independent learning courses must secure the approval of the dean of the school or college in which they are registered. Completion of the AS-30 form (available at the Office of Admissions and Records) will initiate the approval process for permission to enroll in a correspondence course. Students planning to transfer independent learning credits to another institution should secure the approval of that institution prior to enrollment. A maximum of 30 semester hours earned through independent learning may be applied toward a degree. Students who wish to take independent learning courses during the last 15 semester hours of degree credits must petition for permission through the dean.

Examinations: Examinations must, when possible, be taken at the University. Otherwise, the examination must be supervised by an official approved by the Office of Distance Education. In order to receive credit for an independent learning course, a student must make a passing grade on the final examination. Students are expected to maintain a passing average on all written assignments, but the assignment grades will not be counted toward the final grade unless the student passes the final examination.

Teacher Certification: Independent learning credits may be applicable for educator certificate renewal. Specific questions concerning South Carolina certification or renewal of teaching credentials should be directed to Division of Teacher Quality, Office of Teacher Certification, South Carolina Department of Education, 3700 Forest Drive, Suite 500, Columbia, SC 29204. Call them at 803-734-8466, or visit them on the Internet at www.scteachers.com. Teachers in other states should contact their respective Departments of Education. For further information, contact the Office of Distributed Learning, 915 Gregg Street, 803-777-7210, or toll free at 800-922-2577. A course catalog is available at <http://sc.edu/dl/index.html>, and can also be viewed in Appendix I.

Technology-Assisted Learning

The Office of Distance Education at USC Columbia coordinates for various academic units courses offered with the assistance of technology. Courses are offered each fall, spring, and summer semester. Information about course offerings is available at www.sc.edu/uis/de. Students interested in courses offered through distance education must be admitted through undergraduate admissions or The Graduate School of the University. All courses meet the same University standards of prerequisites, sequence, etc., that are required in residence work and are subject to the same academic regulations. For further information, contact the Office of Distance Education, 915 Gregg Street, 803-777-7210, or, toll-free, 800-922-2577.

University 101

University 101 is a three-hour seminar course, open for credit only to freshmen and to other undergraduate students in their first semester at USC Columbia (i.e., transfer students). This course provides an introduction to the nature and importance of university education and a general orientation to the functions and resources of the University.

The course helps new students adjust to the University, develop a better understanding of the learning process, and acquire essential academic survival skills. It also provides students a support group in a

critical year by examining problems common to the new-student experience. Extensive reading and writing assignments relevant to the student's college experience are required.

Organized in small groups of 20–25 students, University 101 is taught by faculty members and administrative personnel who have a special interest in working with new students. The course may be taken as part of a student's regular load or as an overload. Course credit is awarded on a letter-grade basis. Credit is applicable as elective credit toward almost all baccalaureate degrees offered by the University.

Baccalaureate Degree Course Work

The Lancaster campus of the University of South Carolina offers courses that may be applied toward baccalaureate degrees offered by other institutions. Students may choose from a number of major fields of study. For a complete list of academic programs offered at USC Lancaster, see "Academic Program". Students can also complete the Bachelor of Arts in Liberal Studies, Bachelor of Arts in Organizational Leadership (through Palmetto Programs, USC Columbia) and the Bachelor of Science in Nursing (through a partnership with the College of Nursing, USC Columbia).

The University of South Carolina provides equal opportunity in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located in Suite 805 of 1600 Hampton Street, Columbia, South Carolina; telephone 803-777-3854.

Supporting documentation can be found in Appendix J, or online at http://bulletin.usclanaster.sc.edu/content.php?catoid=37&navoid=4255#USC_System_Mission_Statement.

J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.

ASSOCIATE IN SCIENCE IN BUSINESS at USC Lancaster

Mission Statement

The Associate in Science in Business degree seeks to provide educational opportunities that will prepare students for careers in business and industry as well as meet many of the preliminary requirements for four-year majors in the College of Hospitality, Retail, and Sport Management.

Objectives for Students in the Program

- Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.
- Students completing the Associate of Science in Business degree program at USC Lancaster will be able to describe basic legal concepts and the judicial system, with emphasis on business law.

- Students completing the Associate of Science in Business degree program at USC Lancaster will be able to apply basic management theories to reach appropriate business decisions.
- Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment.

The Associate in Science in Business degree program currently requires 60 hours of course credit. Since we are on a semester system, students are encouraged to earn 15 hours in the fall and spring semesters in order to complete the degree requirements in two academic years.

The credit value of each course is determined by the number of class meetings per week for one semester. For example, usually a three credit hour course designates that class will meet (approximately) three hours a week over a 16 week term.

Courses such as English 101 and 102 must be completed with a "C" or better to receive credit. A student must earn an overall grade point average of 2.0 or higher in order to receive the Associate in Science in Business degree.

Accreditation

In September 2001, USC Lancaster initiated a self-study of the Associate in Science in Business degree program in conjunction with the Accreditation Council for Business Schools and Programs (formerly known as the Association of Collegiate Business Schools and Programs) as the accrediting agency. ACBSP is the leading specialized accreditation association for business education to support, celebrate, and reward teaching excellence.

This eight-month accreditation process involved a written report looking at the curriculum, student support services, equipment, and facility to verify the program's mission to the community. On March 25-27, 2002, a visiting team from the ACBSP conducted a thorough audit and awarded the Associate in Science in Business degree full accreditation for ten years.

(Supporting documentation found in Appendix K, or online at [http://bulletin.usclanaster.sc.edu/content.php?catoid=37&navoid=4260#Associate in Science in Business](http://bulletin.usclanaster.sc.edu/content.php?catoid=37&navoid=4260#Associate%20in%20Science%20in%20Business).)

In July 2011, USC Lancaster initiated another self-study for purposes of reaffirming the Associate in Science in Business degree program in conjunction with the Accreditation Council for Business Schools and Programs as the accrediting agency. The final report is due August 2012.

K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.

Associate in Science in Business

L. Academic Degrees: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.

Associate in Science in Business. During the self-study year (Fall 2010-Summer 2011) there were

a total of 15 degrees awarded. (See Appendix A)

M. Class Time: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.

All business courses offered at USC Lancaster are in compliance with the University of South Carolina policy for classroom meeting times.

Academic Calendar

The University follows an early Semester Calendar, with Fall semester beginning the Thursday of the third full week in August and ending in December before the winter break. Spring classes begin the second Monday of January, provided neither Monday is a holiday (New Years or MLK). For Fall and Spring semesters, there are 70 class days with a minimum of 2100 minutes of instruction for a standard 3 hour class: 28 Tuesday and Thursday classes of 75 minutes per class meeting and 42 Monday, Wednesday, Friday classes of 50 minutes per class meeting. All nonstandard one or two day per week classes must meet the minutes of instruction requirements as part of the calendar.

USCL does offer 8 week courses. Those courses will meet twice per week for a total of 150 minutes per class meeting to ensure the proper number of minutes of instruction is maintained.

Supporting documentation can be found in Appendix F, or online at <http://bulletin.usclancaster.sc.edu/content.php?catoid=37&navoid=3734>.

N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)

USC Lancaster business courses are taught using both traditional and nontraditional methods. For traditional lectures, professors often present a topic to the students, present the skills needed to solve problems or issues related to that topic, then have the students work through examples to reinforce the topics covered. Exams are subsequently given to evaluate the skills that students have mastered. In addition to traditional lectures, in some courses students are provided instruction using PowerPoint or Word documents using the latest technology. Beginning in Fall 2011, some courses have started utilizing online homework tools to optimize student learning experiences. These software packages provide alternative ways to engage the students and create an efficient way for them to practice topics covered in the classrooms. This use of technology accomplishes several things. First, the students are forced to become familiar with how to navigate websites using their computers. Second, the students are provided with opportunities to reinforce their skills away from the pressure of the classrooms. The data provided from these homework assignments should provide excellent feedback for the instructor to adjust the classroom lectures related to various topics. One professor also uses Adobe Connect to create videos for students to watch to reinforce topics covered in class.

O. Credit Hours: The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.

The Associate in Science in Business degree program requires 60 hours of course credit. Since we are on a semester system, students are encouraged to earn 15 hours in the fall and spring semesters in order to complete the degree requirements in two academic years.

The credit value of each course is determined by the number of class meetings per week for one semester. For example, usually a three credit hour course designates that class will meet (approximately) 2.5 hours per week over a 16 week term.

Courses such as English 101 and 102 must be completed with a "C" or better to receive credit. A student must earn an overall grade point average of 2.0 or higher in order to receive the Associate in Science in Business degree.

Supporting documentation can be found in Appendix F, or online at <http://bulletin.usclancaster.sc.edu/content.php?catoid=37&navoid=3734>.

P. Student Communication: Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

All of the above are communicated to the students via USC Lancaster's website. The business program requirements are also listed in the academic bulletin. USC Lancaster made minor changes to the wording of the categories in 2012, and those changes have been submitted to the main campus so that the online academic bulletin can be updated. A copy of the emails related to the changes are in Appendix L for your review. In addition to the academic bulletin, there are other links in the academics area of the website that show the requirements for the two year degrees. The learning outcomes and requirements are as follows:

Associate in Science in Business

The Associate in Science in Business degree seeks to provide educational opportunities that will prepare students for careers in business and industry as well as meet many of the preliminary requirements for four-year majors in the College of Hospitality, Retail, and Sport Management at USC.

Learning Outcomes

- **Accounting and Financial Skills:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.
- **Knowledge of Basic Legal Concepts:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to describe basic legal concepts and the judicial system, with emphasis on business law.
- **Management Skills:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to apply basic management theories to reach appropriate business decisions.
- **Effective Communication:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment.

The associate degree business program is accredited by the Accreditation Council for Business Schools and Programs.

STANDARD 1: LEADERSHIP

Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit's leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

Criterion 1.1 - Leadership Strategies

A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

USC Lancaster is comprised of three Academic Divisions. The Business faculty belong to the Business, Behavioral Sciences, Criminal Justice, and Education division (BBSCE). Long-term planning for USCL is not conducted at the division level. Rather, a planning team is established each time the strategic planning process is updated. The planning team is made up of members from all divisions. The last time the strategic planning process was initiated was 2007. The next planning cycle will begin in 2012.

The following is taken from USC Lancaster's 2010 – 2011 Annual Accountability report:

Although it may be a cliché, the process is more important than the plan itself. USC Lancaster follows a strategic planning process modeled by the *American Management Association*®. The strategic planning team is comprised of a cross section of administration, faculty, and staff. Mission, vision, values, goals, and objectives are not created in a vacuum and neither are they driven from the top down. The planning process requires input from all stakeholders. Values, vision, goals, and objectives are developed based upon strengths, weaknesses, opportunities and threats identified in stakeholder surveys and from analysis of internal programmatic trends and external political, economic, social, and technological trends and trends in higher education. Information gathered during the planning is shared and analyzed in a group setting with many university employees. Thus, the development of vision and values grows naturally from the planning process. The mission, vision, values, and goals are communicated in a variety of ways. Documents and reports are posted on the campus' website. More importantly, however, information is shared face-to-face with key stakeholder groups through formal reporting at planned meetings and through speaking engagements by senior leadership. Faculty and staff are informed of campus priorities through meetings, publications, memoranda, website postings and email. Senior leaders at USC Lancaster live by the mission and organizational values daily. Their interactions with students, faculty, and staff at every level demonstrate their genuine commitment to academic excellence and process improvement. Individual and team efforts are recognized both formally and informally. Meetings such as the annual faculty and staff retreat are occasions for recognizing campus accomplishments.

Supporting documentation: USCL 2009 – 2010 Annual Accountability report (Appendix 1A, Page 6).
Supporting documentation online at <http://usclancaster.sc.edu/planning/AcctReportFY09-10.pdf>.

B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

Weekly meetings of the Dean's Administrative Council ensure a continual flow of communication among all campus offices and senior leadership. Weekly meetings between the Academic Division chairs and the Associate Dean ensure continuous communication among faculty and senior leadership. The business unit at USC Lancaster is relatively small in numbers, so relevant information is sent to business faculty from the Academic Chair through an email or in person as needed. That is one of the advantages

of having a small campus. The Business unit's Academic Chair has an open door policy. She has been with USC Lancaster for a number of years and has the respect and admiration of the faculty. She works to ensure that important dates, reminders, and relevant information is given to business faculty as needed. At the beginning of each fall semester, the Academic Chair has a division meeting. At that meeting, faculty members are provided opportunities to select committees they would prefer to serve on. All faculty are strongly encouraged to be on at least one committee, but many serve on multiple committees. Below is a listing of business faculty members along with their committee assignments for the 2009-2010 academic year:

| Business Faculty Member | Committee Assignment |
|-------------------------|---|
| Bobby Collins | Honors Day Committee, Library Committee |
| Stan Emanuel | Assessment Committee |
| Phillip Parker | Hiring Priorities Committee, Honors Day Committee, Assessment Committee |
| Darlene Roberts | Academic Success Center Committee, Honors Committee |
| Wayne Thurman | Curriculum Committee |

Other pertinent information is relayed to faculty in the monthly faculty meetings. At these meetings, reports are issued by the dean, associate deans, and committees. In addition, any faculty member may share information deemed important. USC Lancaster has a family atmosphere and faculty feel free to express themselves.

Directors and managers of USC Lancaster are given broad discretion in carrying out their responsibilities, thus fostering a sense of ownership in the campus. Senior leaders take an active role in faculty and staff award recognition processes by recognizing (and encouraging directors and managers to recognize) outstanding achievement and effort by faculty and staff. In addition, the annual performance evaluation systems provide a regular means to discuss performance with all faculty and staff members.

Supporting documentation: USCL 2009 – 2010 Annual Accountability report (Appendix 1A, page 7).
Supporting documentation online at <http://usclancaster.sc.edu/planning/AcctReportFY09-10.pdf>.

Criterion 1.2 – Leadership Measures of Performance

Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

The Annual Accountability Report of USC Lancaster is used to report to internal and external stakeholders about continuing progress and challenges. It serves as the impetus for improving programmatic efficiencies and budget requests. USC (main campus) evaluates the performance of senior leaders at USC Lancaster through comparative analysis of regional campus programs, student success rates, financial management, public service, and faculty accomplishments. Faculty and staff evaluate the campus dean on an annual basis through surveys from the office of Vice Provost Plyler. He reviews survey data with the dean and performance expectations are adjusted accordingly.

The over-arching goal of USC Lancaster's strategic planning model is to make quality decisions about the strategic direction of the organization. The process to update our strategic plan began in earnest during the fall of 2006. That process culminated in a new Blueprint for Quality Excellence 2008-2012 Report (Appendix 1B). There have been two more editions published since then. The official start date for implementation of that plan was July 1, 2008. The planning team proceeded with writing the final draft of goals and objectives, developing action plans and determining performance indicators. Annual operational plans followed and the FY 08-09 plan was implemented. Implementation is the key to successful strategic planning.

All corners of the campus are required to identify initiatives they propose to undertake in support of strategic goals and objectives. Those are evaluated and prioritized for funding, performance indicators are established and timelines are set for completion. Quarterly reporting is required from all project leaders and some are required to make oral presentations (one week notice) to the Dean's Administrative Council.

The leaders of USC Lancaster regularly review the following performance measures and then take appropriate actions depending on the data:

- Monthly financial reports
- Admissions reports
- Registrar reports
- Financial Aid reports
- Faculty Meeting and Committee reports
- Faculty Evaluations (annually)
- Course evaluations by students
- Faculty Peer Reviews (annually)
- Department Chair Reviews (annually)
- Associate Dean Reviews (annually)

Faculty performance is subject to annual review by department chairs and peer reviews by other faculty. Each faculty member must submit a faculty information form (FIF) that is used as a source document for part of this review. The form submitted contains information related to the member's effectiveness as a teacher and service to the university and community. Obviously, this document and other feedback such as student evaluation forms provide support for decisions related to a faculty member's contract renewal and rank advancement process. These performance measures help to ensure USC Lancaster retains high quality faculty and leaders to guide the school well into the future.

Supporting documentation: USCL 2009 – 2010 Annual Accountability report (Appendix 1A, pages 8-11), Faculty Information Forms (Appendix 1C).

Supporting documentation online at <http://usclancaster.sc.edu/planning/AcctReportFY09-10.pdf>.

Criterion 1.3 – Leadership and Community

Explain how the business unit addresses its responsibilities to the environment and practices good citizenship.

USC Lancaster has expanded several programs to meet the needs of the surrounding communities. USC Lancaster is now able to offer the Bachelor of Arts in Organizational Leadership degree and the Bachelor of Arts in Liberal Studies degree through USC's Palmetto Programs. In addition, we offer the Bachelor of Science in Nursing (in cooperation with USC's college of nursing). We hope to offer more four year degree programs in the near future. USC Lancaster's library is open to the public as a way to provide a needed service to the community. Our Gregory Health and Wellness Center and Carole Ray Dowling Health Center and clinics make USC Lancaster the center for community health in our area. In addition, there were over 300 outside events held on campus last year alone.

Staff from USC Lancaster's Admissions Office, the Office of Student Life and, the Office of Public Information regularly participate in "Educational Opportunity" days at area high schools. At these events USC Lancaster representatives talk with prospective students and distribute literature such as course schedules, academic bulletins, and other promotional items. The USCL Scholarship Committee awards numerous academic scholarships to attract and recruit high school graduates who have demonstrated a

record of excellence. Most scholarships can be renewed for a second year, thus enabling the campus to retain a higher percentage of its most capable and successful students. For 2011-2012 an estimated \$150,000 in scholarships were awarded.

In addition to making visits to high schools, USC Lancaster hosts an Honors Day annually on campus. Local area high schools are invited to send juniors and seniors to the campus to participate in competitions, quizzes, and other events to win awards and scholarships to USC Lancaster. The quiz bowl finals are televised on the local news channel. In 2011, over 300 students from 12 area high schools attended the event. This is a great way to market USC Lancaster to potential students and to give back to the surrounding communities. For some students, this may be the only time they can visit the campus before they make a decision to attend USC Lancaster or not. For more information on this topic, please refer to Appendix 1E.

One business faculty member volunteers to speak at local high schools on the topic of personal finance. Mr. Parker has spoken at Lancaster High School (fall 2010) and at Great Falls High School (Spring 2012) and welcomes the opportunities to speak in the future. In addition, Mr. Parker is on the Lancaster High School Curriculum Advisory Board and meets with others to discuss course offerings for high school students.

Part of practicing good citizenship is listening to the public. Representatives of the leadership at USCL participate in numerous community organizations and activities as a way to practice good citizenship. Participation may include formal representation of the university or individual volunteer work. Among the community organizations in which full-time USC Lancaster faculty participate are:

Rotary: Dean Catalano, Walt Collins, Robert Collins, Jr., Shana Dry, Phillip Parker
Springs Memorial Hospital Board of Directors: Dean Catalano
Educational Foundation of USC Lancaster: Ex Officio: Dean Catalano, Sherri Gregory
Lancaster Economic Development Corporation Board of Directors: Dean Catalano
Lancaster Chamber of Commerce: Dean Catalano
Lancaster County Mental Health Board: Professor Bohonak
USDA Missing Pet Network: Professor Bohonak
Palmetto Council, Boy Scouts of America: Robert Collins, Jr.
Lancaster County Council of the Arts Executive Board: Dean Cox, Thelathia Bailey
City of Lancaster Hospitality Tax Advisory Committee: Thelathia Bailey
City of Lancaster Tree Commission: Thelathia Bailey
Lancaster County School District-Closing the Achievement Gap: Thelathia Bailey
Adopt a Leader Mentoring Program: Thelathia Bailey
Community Playhouse of Lancaster County Executive Board: Dean Cox
Columbia Junior Volleyball Program: Professor Hassell
Tutor – Columbia area high school students: Professor Hassell
Lancaster City Planning Commission: Professor Van Hall
Lancaster County Joint Planning Commission: Professor Van Hall
U. S. Coast Guard Auxiliary: Paul Johnson
Covenant Care Clinic: Suzanne Williams
Lancaster Chamber of Commerce Ambassador: Laura Humphrey
Olde English Consortium: John Catalano, Walt Collins
Charlotte Area Education Consortium: Dean Cox
USCL Educational Foundation: Robert Collins, Jr., Phillip Parker
Rotaract: Stan Emanuel, Robert Collins, Jr., Phillip Parker
Palmetto Council, Boy Scouts of America: Robert Collins, Jr.
Mentor, Clinton Elementary School: Robert Collins, Jr.
Lancaster County Library Board: Robert Collins, Jr.

Lancaster County Chamber of Commerce: Stan Emanuel
North Carolina Air National Guard: Wayne Thurman
Friends of Medford Library: Wayne Thurman
Lancaster High School Curriculum Committee: Phillip Parker

Supporting documentation: 2009-2010 Accountability Report, (page 9, Appendix 1A), USCL Faculty Committee Assignments, (Appendix 1D).

Summary of Standard 1 - Leadership

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.

In the past few years USC Lancaster has had many successes. We have had tremendous enrollment increases, with similar faculty growth and development. We have made great strides with the introduction of Lancer athletics, outstanding fundraising advances, the introduction of the Performing Arts Series, facilities improvements, development of the Native American Studies Program, and the modernization of USC Lancaster's technology, including our becoming a totally wireless campus. Most of these, if not all, are the result of teamwork led by a forward thinking Dean.

There are weaknesses and other difficulties that have made these accomplishments somewhat surprising. USC Lancaster has been the worst funded Regional Campus of USC for over a decade. Lancaster has been called the most vulnerable town in the USA by Forbes magazine due to high unemployment, low education levels, and poverty. It is hard to recruit students from out of county without the USC BOT's endorsement of student housing. No pay raises since 2008 and increased insurance costs hurt morale and new faculty/staff recruitment. Classroom and office space is very limited due to large enrollment increases. However, the campus continues to thrive in spite of these obstacles. We will continue to work hard and search for funding to make sure the campus remains strong well into the future.

In 2012, we will begin a new cycle of long-term planning. The process will be similar to the one followed previously. Obviously, as we evaluate what has transpired over the past few years, we will make the necessary adjustments to improve going forward. We are very pleased with the direction current leadership has taken the campus. Unfortunately, our Dean will be retiring as of December 31, 2011, so one of the challenges we face is replacing him. He is very well thought of and respected in the community and business circles, and it will be a daunting task to replace him.

The Business unit itself will also experience change this year. Two of our most senior faculty members are retiring at the end of the 2011-2012 academic year. USC Lancaster is fortunate that the course offerings can be handled by others that are either full-time or adjunct. This will also be the time for the business unit to reevaluate the degree requirements and update them accordingly. Preliminary discussions have taken place about this topic, and they will continue in the fall. It is possible that some of the technical/computer application courses will be replaced with accounting, marketing, and management courses. Making these changes would better align the two year degree with the four year business degree at USC, while also increasing the number of courses that will feed the BOL degree. USC Lancaster is committed to constantly improving our offerings and degrees, so we will be diligent in this process.

STANDARD 2: STRATEGIC PLANNING

The business unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

Criterion 2.1 Strategic Planning Process

A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.

Planning Model

The business unit does not have a planning process separate from USC Lancaster's overall strategic planning process. USC Lancaster's strategic planning process is a model recommended by the American Management Association. The over-arching goal of this planning model is to make quality decisions about the strategic direction of an organization. The process to update our strategic plan began in earnest during the fall of 2006. That process culminated in a new Blueprint for Quality Excellence 2008-2012 report (see Appendix 2A). The official start date for implementation of that plan was July 1, 2008. A new planning process will begin in the fall of 2012.

Planning Team

A multi-disciplinary team was established to coordinate efforts in 2006, and it was known as the USCL Strategic Planning Committee. Although this group was titled a "committee", it operated from day one as a team. The process was driven by Paul C. Johnson, III, CPA, USC Lancaster's Business Manager and Director of Planning. There were a total of 9 people on the core planning team. They were Dr. Ron Cox (Associate Dean for Academic and Student Affairs), Shana Funderburk (Public Information Officer), Tracey Mobley (Director of Human Resources), Amanda English (Registrar), the three Academic Division Chairs (Professors Noni Bohanek, Richard Van Hall and Darlene Roberts) and Kenneth Cole (Director of Financial Aid). Each person received a copy of *Strategic Planning for Public and Non-Profit Organizations*, 3rd Edition, by John M. Bryson, Copyright © 2004, John Wiley and Sons, Inc. The team devoted its early meetings to review and discussion of the process and examples provided in the "Bryson Book."

Data Gathering -- Stakeholder Surveys

Because our strategic plan is based upon factual information, data gathering was a major step in our planning process. Information was gathered through a series of surveys of key stakeholders. Customers and stakeholders surveyed during 2007 included: 1) Faculty; 2) Staff; 3) Students; 4) Alumni; 5) Local Business Leaders; 6) City and County Officials, both elected and appointed; 7) Lancaster County School District; 8) Lancaster County Commission on Higher Education; 9) Board of Directors – Educational Foundation of USCL; 10) Board of Visitors; 11) Incoming freshman; and, 12) Parents of incoming freshman. They were asked to rate USC Lancaster in several categories. They were also asked what future services, degree programs, and athletics programs they want to see available from USC Lancaster. The scope of this survey process is a departure from traditional planning and assessment models used in higher education that typically limit surveys to faculty, staff, students, and alumni. Survey data provides quantifiable data about our strengths and weaknesses and stakeholder expectations.

Data Gathering -- External and Internal Trends

Information was gathered about external trends – political, economic, social and technological. Internal trends in programmatic areas were also gathered. The analyses of survey and trend data translate into new information (and sometimes validate perceptions) upon which to base decisions.

Data Analysis -- SWOT Analysis and SWOT Matrix

After all information had been gathered, analyzed, and summarized, a two-day planning workshop was held in October 2007. Representatives from all USC Lancaster academic and programmatic areas participated. A professional consultant from the University of Louisville, Delphi Center for Teaching and Learning, served as meeting facilitator.

Day one of the workshop was devoted to committee presentations about survey data and analyses. Breakout sessions were held after each presentation, and workshop participants discussed strengths and weaknesses identified from responses of each particular stakeholder group. Participants also reviewed, discussed, and modified as needed the mission, vision and values statements, reaching a consensus on each.

Day two of the workshop consisted of program managers from across the campus making presentations about trends in their areas of responsibility. This included admissions and enrollment, employment, financial aid, technology, TRIO, budget, academic, distance education, library, public information, recruitment, and public service. External trends information was also presented to workshop participants. These included political, economic, social, and technological trends, and trends in higher education.

From all the information presented and discussed over the two days, participants then documented USC Lancaster's internal strengths and weaknesses, and external opportunities and threats, creating the SWOT matrix. Internal strengths and weaknesses were matched against external opportunities and threats. From that discussion, participants then drafted preliminary strategic goals and objectives (initiatives).

A second one-day workshop followed a month later with more participants. The Lancaster County Commission for Higher Education and representatives of the board of directors of the Educational Foundation of USC Lancaster were the focal audience. Condensed presentations about survey data and internal and external trends were provided to these two organizations. The SWOT matrix and the preliminary goals and objectives developed in prior workshops were reviewed and discussed. Both the Lancaster County Commission for Higher Education and the Educational Foundation of USC Lancaster endorsed and embraced the draft goals and initiatives, the mission, vision, and values statements.

Strategic Goals and Objectives

The planning team then proceeded with writing the final draft of goals and objectives, developing action plans and determining performance indicators. Annual operational plans followed, and the FY 08-09 plan, although not yet completely finalized, was implemented as initiatives were identified.

Supporting documentation: 2009-2010 Accountability Report, (pages 10-11, Appendix 2B)

B. Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives.

Based upon the planning process discussed above, the following goals were established.

Strategic Goals

Goal 1: Expand the number of degree programs in order to meet student expectations and community needs.

Initiative 1(a): Bachelor Degree Programs
Initiative 1(b): Academic and Support Programs

Goal 2: Provide a superior educational experience that prepares USC Lancaster graduates for the challenges and opportunities of the 21st century.

Initiative 2(a) New Faculty
Initiative 2(b) Foreign Studies Program
Initiative 2(c) Student Body Diversification
Initiative 2(d) Native American Studies Program
Initiative 2(e) Instructional Technology
Initiative 2(f) Inter-collegiate Athletics
Initiative 2(g) Student Internship Program

Goal 3: Improve USC Lancaster's physical plant in order to sustain enrollment growth, expand public services, and sustain the recruitment and retention of high-caliber faculty.

Initiative 3(a): Campus Master Plan
Initiative 3(b): Residential Housing
Initiative 3(c): New Classroom Building
Initiative 3(d): Health Services Building

Goal 4: Strengthen the financial condition, efficiency, and operations of USC Lancaster.

Initiative 4(a): Parity
Initiative 4(b): University Advancement
Initiative 4(c): Responsible Stewardship
Initiative 4(d): 50-Year Campaign
Initiative 4(e): County Support
Initiative 4(f): Service Region Outreach
Initiative 4(g): Campus Communication and Morale
Initiative 4(h): Safety and Security
Initiative 4(i): Organizational Alignment
Initiative 4(j): Leadership Development
Initiative 4(k): Public Service Programs

Supporting documentation: 2009-2010 Accountability Report, (pages 16-19, Appendix 2B)

C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

Printed materials are prepared and various stakeholder groups are given updates on progress toward goals and objectives. Presentations are made to community stakeholders. As major benchmarks occur and changes are realized, those events are related to the strategic plan in order to show a direct relationship between the direction set for the campus via the planning process and the actual implementation of the plan. The emphasis is on demonstrating how we are working toward the strategic direction (i.e., the future, as envisioned in the plan).

D. Describe how the business unit evaluates and improves the strategic planning process.

As a new planning cycle begins, the strategic planning committee reviews the previous process to determine whether changes are needed, especially in light of changes in technology that could shorten the cycle time and reduce costs.

Criterion 2.2 Current Strategic Plan

A. Describe the business unit's key strategic objectives.

The business unit does not have key strategic objectives separate from the USC Lancaster university objectives. Those objectives/goals are listed in criterion 2.1, letter B above.

B. Describe the business unit's action plans that address key strategic objectives, including who, what, when, where, and how.

Refer to the Annual Accountability Report, pages 12-14 (Appendix 2B).

C. Describe the performance measures used to assess the business unit's action plans.

All programmatic areas are required to identify how they will support achieving strategic goals and objectives that pertain to their areas of responsibility. All ideas are listed on a spreadsheet by goal and objective. The ideas are evaluated and either accepted, rejected, or revised, then prioritized based upon numerous factors, including ability to fund the project. Project leaders are identified. Those leaders submit brief written status reports on a quarterly basis. That information is shared across the campus. Also, project leaders are invited (with one week notice) to make an oral report to the Dean's Administrative Council. This requirement ensures that project leaders maintain momentum.

Criterion 2.3 Finances

Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty.

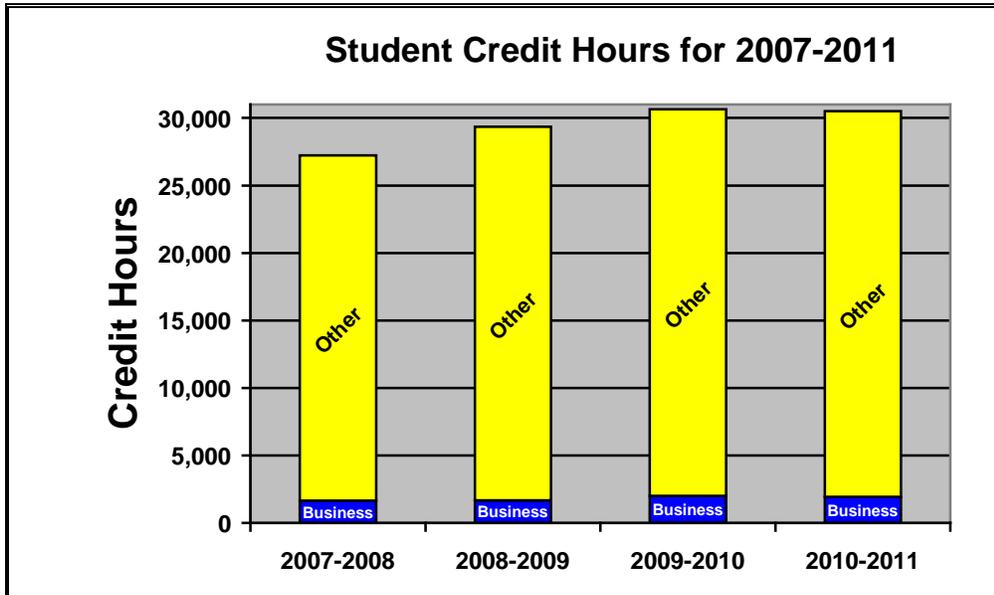
A. Describe how the business unit links finances to strategic planning.

USC Lancaster encourages professional and personal development by providing limited travel funds for scholarly conferences and professional workshops. The campus also has established a local Research & Productive Scholarship Committee which provides competitive grants to faculty for scholarly projects resulting in publications. USC Lancaster rewards faculty performance through the rank system; rewards faculty and staff performance with merit raises when monies are available; and provides opportunities for professional development by allowing every full-time employee the opportunity to enroll in one USC course per semester free of charge.

Refer to the Annual Accountability Report, page 29 (Appendix 2B).

B. Report and graph the following financial information for the past three years (two years plus the self-study year):

- 1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.**

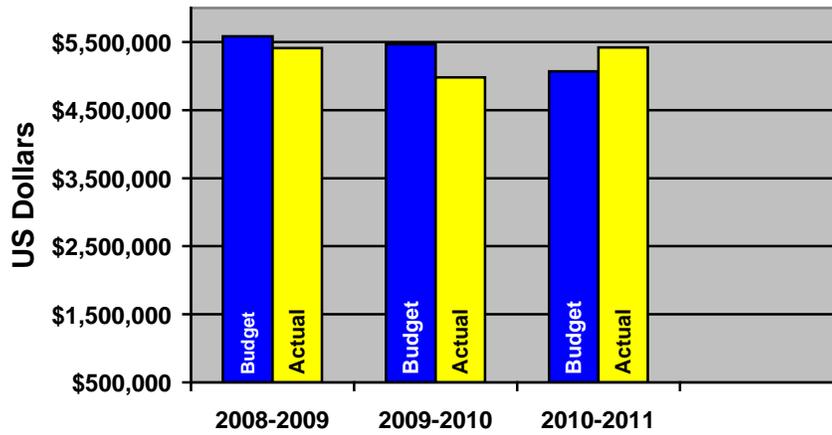


The total student credit hours generated for USC Lancaster for Fall 2010 – Summer 2011 was 30,500. The total student credit hours generated for the business program during the same period was 1,931. See Appendix 2C for more information.

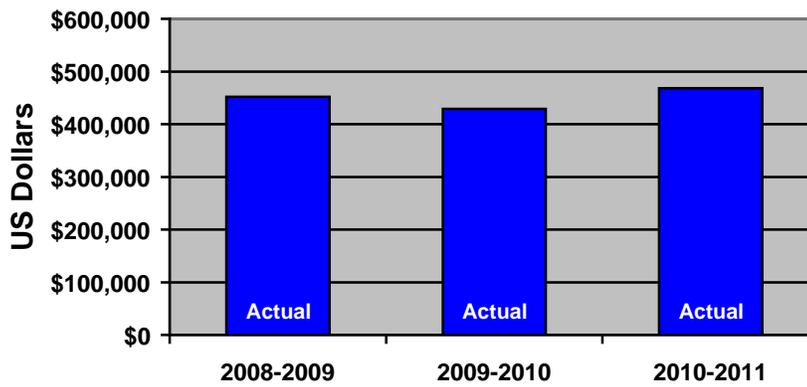
- 2. The business unit budget and actual expenditures.**

Please note that the business unit is not budgeted separately. The first graph below represents the total USC Lancaster Instructional budget and actual results by fiscal year, while the second graph represents the actual business faculty expenditures by fiscal year.

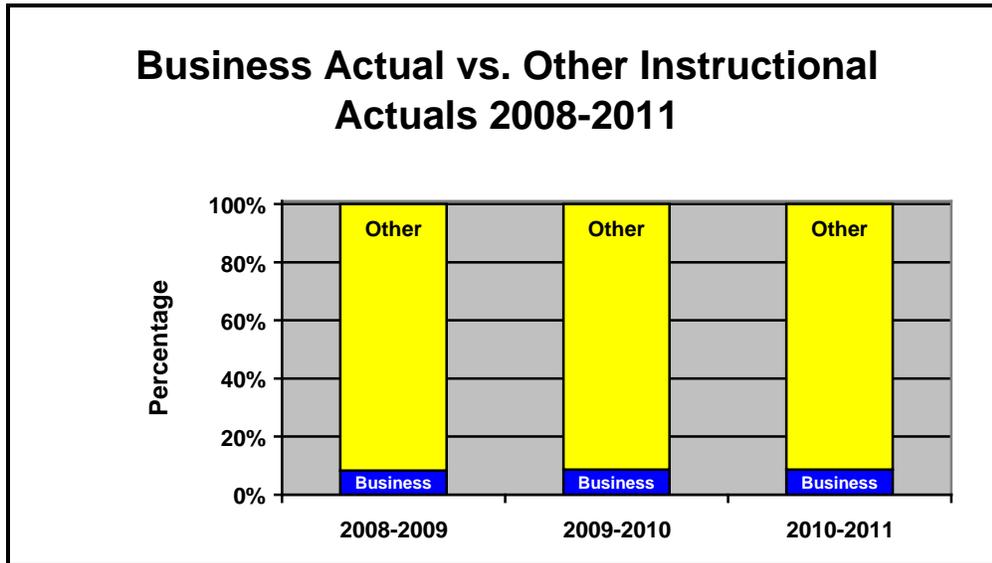
USCL Instructional Budget 2008 - 2011



Business Faculty Actual Instructional Expenditures 2008-2011



3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.



Please note the above graph represents the actual expenditures for the business unit faculty and the other instructional expenditures that make up the rest of the instructional results.

See Appendix 2D for support for the above graphs.

C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

Even in an environment where USC Lancaster's budget has been cut several times in the past few years, there has been a commitment to fund improvements to classrooms with new technology, as well as fund the professional development of faculty. USC Lancaster has been able to accommodate these needs through a combination of several factors:

- Careful spending
- Increased enrollments (the headcount has grown from around 1,084 in Fall 2005 to about 1,744 in Fall 2011)
- Palmetto Programs tuition split
- Millage increases from the Lancaster County Council
- Funds raised by the Educational Foundation of USCL

Supporting documentation: see Appendix 2E.

Criterion 2.4 Facilities

The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs.

A. Describe how the business unit links facility planning to strategic planning.

Facility planning is linked to strategic planning at the university level. Improving USCL's physical plant in order to sustain enrollment growth, expand public services, and sustain the recruitment and retention of high-caliber faculty is one of the strategic goals of USC Lancaster. Continued enrollment growth and population projections for the greater Charlotte region point toward the need for additions to the physical plant. The campus added two buildings during the 1990s: (1) the James Bradley Arts and Sciences Building and (2) the Carole Ray Dowling Health Services Building. Both buildings are used extensively. Since these projects were completed, enrollment has soared. There are several needs that point to additional construction projects in the near future, and a new Campus Master Plan was completed in early 2008. USC Lancaster's Strategic Goal No. 3 calls for the most extensive building program in the school's history. Five major projects are envisioned: additional parking, a new academic building, on-campus housing, a new health services building, and a new gateway sign and fencing. All new buildings are expected to meet LEED standards as energy efficient. While these new construction projects are being implemented, the existing campus grounds will see major landscaping improvements. New green spaces, more trees, new fences, new signs, improved parking, and improvements along Hubbard Drive will be added to better identify the boundaries of the campus and manage traffic patterns. (see Appendix 2F, page 11)

B. Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

Some of USC Lancaster's business courses are limited to an enrollment size of about 24 to amplify the learning environment. Classrooms are designed for instructional efficiency and comfort. Students are assigned work outside of the normal meeting times, and USC Lancaster has three instructional computer labs on campus and an open computer lab in the Academic Success Center to accommodate students without access to computers at home. Business faculty have offices with office hours posted so that students can meet one on one for additional help. USC Lancaster is experiencing growth in the student population, and a new building is being constructed to accommodate this growth. The new 40,000 square foot building should be available in Fall 2013. USC Lancaster can afford this new building due to the tremendous support from the community. In fact, over \$2.7 million has been pledged towards the construction of this building. In addition, Hubbard Hall was recently renovated to make the atmosphere more student friendly. USC Lancaster has recently refurbished the interior of the Bradley Arts & Sciences Building, and it has constructed a new soccer field to accommodate our teams. Information related to some of these projects can be viewed in Appendix 2G.

Criterion 2.5 Equipment

Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

A. Describe how the business unit links equipment planning to strategic planning.

Instructional Technology is a strategic resource for the USC Lancaster campus as a whole. The departmental planning has two facets, operational short term (annual) strategic goals and long term (5 year) strategic initiatives. Operation is always associated with long term strategic goals.

B. Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment which reflects current technology.

There are three instructional computer labs on campus (24 stations each). One additional 24 station "open" computer lab is in the Academic Success Center. The Opportunity Scholars Program has a 16 - station computer lab and 16 notebook computers for student use. The campus has three "smart" classrooms for distance education and 18 multimedia classrooms. USC Lancaster has implemented a replacement cycle for instructional computer labs with the goal of keeping the technology well maintained for student use and efficient for the student use during class time. Multimedia equipment tend to be less dynamic, and installed equipment can be maintained over an extended period of time. Computer labs are upgraded every 2 to 3 years, and multimedia classroom equipment is addressed on a 5 to 7 year upgrade cycle.

C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

Administration at USC Lancaster is committed to providing students, faculty and staff with technology relevant to the current business environment. This is accomplished by maintaining a commitment to the replacement cycle mentioned in section B, and it will be adjusted as needed.

The Office of Computer Services and Information Technology, located in Hubbard Hall 224, provides technical support for all student, faculty, and staff computing resources. It coordinates and supports use of multimedia instructional technology and video teleconferencing, and it manages the campus network.

Campus Wireless Network

USC Lancaster provides wireless network access for students, faculty, and staff with laptop computers and PDAs. It provides for mobility and convenience while accessing the Internet on the Lancaster campus. All academic buildings and the Crawford Rose Garden have wireless coverage. Students, faculty, staff, and guests of the University are allowed to access the wireless network.

All laptop computers must be installed with up-to-date virus protection software. Virus protection software can be downloaded from the University Technology Services' Virus Information Center website. Laptop computers installed with Windows XP must be updated with all Windows updates and service packs.

An encryption and validation process is required to access the USC Lancaster wireless network. Student laptop encryptions by technology staff begin the second day of class each semester. You must make an appointment with the IT office to have your laptop encrypted. A signup sheet is usually posted outside Hubbard Hall 224.

Laptop computers or PDAs must have an 802.11a/b/g network adapter installed and configured to access wireless service.

Computer Lab - Medford Library Room 209

Medford 209 serves as the main computer lab on the USC Lancaster campus and provides access to many of the software packages useful for academic excellence. This lab is open to USC Lancaster students during regular library hours and functions as an integral part of the Academic Success Center.

Students must use their USC Network Username and password (available through VIP) to access the computing resources in the lab. Any files saved on any computer in Medford 209 will be deleted when the computer is restarted, so students should save their work on personal storage media (flash drive or portable diskette) when they use these computers.

Instructional Computer Labs

Hubbard Hall 222

Hubbard Hall 206

Hubbard Hall 204

These instructional computer labs are available for general use by students when classes are not scheduled in these rooms. Class schedules are posted outside each lab. Students must use their USC Network Username and password (available through VIP) to access the computing resources in these labs.

Supporting documentation: (see Appendix 2H)

Summary of Standard 2 - Strategic Planning

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning.

In the Annual Accountability Report published for 2009-2010 (Appendix 1A), USC Lancaster's strengths, weaknesses, opportunities, and threats (SWOTs) were identified by members of the planning team. Based upon that data, goals, objectives, and strategies were formed for the future. Some of the strengths identified were:

- USCL's connection with USC flagship
- Commitment of faculty and staff of USCL
- Campus leadership of USCL
- USCL's Student Services
- Curricula and programs
- USCL's reputation
- Accessibility to USCL
- USCL's bonds with the local community
- USCL's alumni satisfaction

Some of the strategic goals and improvements that resulted from the strategic planning process included:

- Expand the number of degree programs in order to meet student expectations and community needs- USC Lancaster recently added a new four year degree in Organizational Leadership (thru Palmetto Programs of USC).
- Improve USC Lancaster's physical plant in order to sustain enrollment growth, expand public services and sustain the recruitment and retention of highcaliber faculty: USC Lancaster is constructing a new 40,000 square foot classroom building that will be ready for Fall 2013.
- Strengthen the financial condition, efficiency, and operations of USC Lancaster: USC Lancaster remains conservative in budgeting forecasts and is one of the few campuses not to have furloughs in the past few years.
- Improve Campus Security: USC Lancaster has off duty officers on campus daily for added presence, and it has recently added a new Emergency Response System software package with which faculty can alert the appropriate emergency via the classroom computer.
- Provide a superior educational experience that prepares USC Lancaster graduates for the challenges and opportunities of the 21st century.
- Course Availability: USC Lancaster has added several new business courses in the past several years. Those include Functional Accounting, Risk and Insurance, Organizational Behavior, Management of Human Resources, and Money and Banking.

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

Criterion 3.1 Stakeholders

A. List the business unit's key stakeholders.

| Customers and Stakeholders of USCL | Stakeholder Requirements / Expectations (not in priority order) |
|--|--|
| Students – Associate Degree Candidates, General Education Candidates, Baccalaureate Degree Candidates (Customers of USCL) Parents / Guardians of Students | Quality education; Accredited degree programs; Transferable credits; Diversity of academic programs; Ethnic and cultural diversity; Safe, environmentally-friendly campus; Convenient campus design and parking; Availability of classes for degree requirements; Convenient class schedules; Affordable tuition, fees; Variety of financial aid programs; Quality faculty; Accessibility of faculty outside classroom; Modern library / research / study facilities; Modern classroom design and instructional equipment; Modern science and technology laboratories; Sports and fitness programs; Aesthetically pleasing campus grounds; |
| USC Board of Trustees | Student success; Sound financial management; Academic excellence and integrity; Public service. |
| Governor and General Assembly | Student success; Sound financial management; Academic excellence and integrity; Public service. |
| Citizens / Taxpayers | Sound financial management of tax dollars; High student success rate; Academic excellence and integrity; Public service. |
| Faculty | Freshman classes that are well prepared for college-level work; Modern classroom design and instructional equipment; Sound financial management; University commitment to excellence and integrity; |

| | |
|---|--|
| | <p>Market-rate salary and benefits; Professional development opportunities; Accessible and responsive administration; Modern science and computer laboratories; Safe and aesthetically-pleasing campus grounds; Environmentally-friendly campus operations; Convenient class schedules; Modern library / research / study facilities.</p> |
| Staff | <p>Accessible and responsive administration; Sound financial management; University commitment to excellence and integrity; Market-rate salary and benefits; Professional development opportunities; Career path; State-of-the-art resources; Safe and healthy work environment; Safe and aesthetically pleasing campus grounds; Environmentally-friendly campus operations.</p> |
| Regional Business Community | <p>Student success; competent workforce; Sound financial management; Academic excellence and integrity; Relevant academic programs; Continuing education programs; Cultural activities; Public service.</p> |
| Local School Districts | <p>Accessible and affordable education nearby; Partnership / strategic alliance programs; Student success; Public service; Academic excellence and integrity; Diversity of academic programs; Continuing education programs; Cultural activities;</p> |
| Lancaster County Commission on Higher Education | <p>Student success; Sound financial management; Cost-effective operation and maintenance of physical plant; Relevant academic programs; Demonstrated commitment to community; Public service; Cultural activities.</p> |
| Educational Foundation of USC Lancaster | <p>Academic excellence and integrity; Student success; Sound financial management; Responsive administration; Modern physical plant; Relevant academic programs; Demonstrated commitment to community; Public service; Cultural activities.</p> |
| City of Lancaster, Lancaster County and Six-County Service Area | <p>Student success; Affordable education; Modern physical plant; Demonstrated commitment to community; Public service; Cultural activities.</p> |
| Friends of Medford Library | <p>Modern, clean library facilities; Up-to-date circulation materials; Convenient public access; Cultural programs.</p> |
| Members of Gregory Health and Wellness Center | <p>Modern health and wellness facility;</p> |

| | |
|--|---|
| | Trained staff for health and fitness programs; Safe environment for health and fitness training; Affordable programs; Diversity of programs for varying needs. |
| The Diabetes Education Center Citizen's Advisory Council | Up-to-date information on Diabetes Treatment; Knowledgeable staff; Easy access to programs; Affordable programs; Modern facilities. |
| Springs Memorial Hospital | Pool of nursing graduates; Accredited nursing program. |
| York Technical College | Academic excellence and integrity in nursing program; Quality candidates for nursing degree; Student success; Quality faculty; Responsive administration; Modern facilities and laboratory equipment. |
| Patrons of the Performing Arts Series | Continuing program of cultural events on campus; Affordable events; Variety of cultural events attractive to various age groups. |
| Alumni | Access to campus resources such as library; Continued success of USCL and campus growth; Cultural events; Continuing education. |

Supporting documentation: 2009-2010 Accountability Report, pages 7-9 (Appendix 3A).

Supporting documentation online at <http://usclancaster.sc.edu/planning/AcctReportFY09-10.pdf>.

B. Explain how the business unit determines key stakeholder requirements and expectations.

In 2007, USC Lancaster updated its strategic plan using a planning model different from previous efforts. The process included significant information gathering. Key stakeholder groups were surveyed in order to gauge their perception of USC Lancaster's strengths and weaknesses. Stakeholders were asked a variety of questions, including what additional services and degree programs they wish to see available at USC Lancaster. The planning process also examined external trends: political, economic, social, technological, and trends in higher education. From that study, USC Lancaster crafted a one-sentence summary of its mission statement, wrote a vision of its future, wrote the first-ever values statement, and crafted new strategic goals and objectives. The new strategic plan sets out a new direction for the start of USC Lancaster's second half century. This direction is backed by the surrounding community.

Other performance measurement systems will continue to be employed, including course evaluations, faculty evaluations, faculty peer reviews, use of the employee performance management system, and ad hoc survey instruments.

Supporting documentation: Blueprint For Academic Excellence Report, pages 2-6 (Appendix 3I).

Supporting documentation online at http://usclancaster.sc.edu/planning/BAE2008_03-06-08.pdf.

Criterion 3.2 Stakeholder Satisfaction

A. Explain how the business unit builds relationships to attract and retain students.

Personal contacts are paramount to creating and maintaining positive relationships with the community. The goal of all contacts is to build and strengthen relationships with key constituent groups by understanding what their expectations are.

Staff from USC Lancaster's Admissions Office, the Office of Student Life, and the Office of Advancement regularly participate in "Educational Opportunity" days at area high schools. At these events USC Lancaster representatives talk with prospective students and distribute literature such as course schedules, academic bulletins, and other promotional items. In addition, the USC Lancaster Scholarship Committee awards numerous academic scholarships to attract and recruit high school graduates who have demonstrated a record of excellence. Most scholarships can be renewed for a second year, thus enabling the campus to retain a higher percentage of its most capable and successful students.

There are over 300 public events on our campus each year. These range from performing arts shows to meetings, workshops, lectures, reunions, and weddings. Each event represents an opportunity to work with another constituent group to understand its needs. The campus hosts an annual luncheon for high school guidance counselors at which campus officials share information about new course offerings, degree programs, financial aid, etc.

The mission of the Lancaster County Commission for Higher Education is to provide post secondary education at the University of South Carolina Lancaster for Lancaster County and the service area of nearby counties. This group is comprised of community leaders. These leaders are invited to the campus numerous times throughout the academic year. The group serves as an excellent feedback source for the evaluation of student and stakeholder relationships. The same is true for the Educational Foundation of USC Lancaster, the Board of Visitors and the Friends of Medford Library.

Student needs are ascertained through academic course evaluations, which are conducted in every course each semester. Evaluations are shared with faculty and with academic division chairs, and the feedback is used to improve instruction.

Many of USC Lancaster's students enter college with less-than-adequate academic preparation. To help ensure the success of these students, the university provides an on-campus Academic Success Center (ASC). Housed in the Medford Library, the center provides students with free tutoring services utilizing both professional and student tutors (each of whom is recommended or approved by faculty who teach the courses). The ASC also provides computer-based tutorial programs in certain disciplines.

USC Lancaster's federally-funded TRIO Program also plays a major role in campus recruitment and retention. One of the components of the TRIO program is the Opportunity Scholars Program, which serves approximately two hundred first-generation ("high risk") college students. It provides academic, personal, career counseling, and tutorial services. The program also provides cultural-event opportunities. A second component of TRIO is the Upward Bound Program, which serves "high risk" students in area high schools by providing mentoring, counseling, tutoring, and, by educating participants about the importance and necessity of earning a college degree.

To assist incoming freshmen with making the adjustment to university life, USC Lancaster hosts three orientation sessions each summer. During these sessions students meet with campus leaders, take placement tests, attend presentations by USC Lancaster officials, meet their academic advisors and pre-register for courses. Recognizing that family support is an important factor in student success, the university also hosts three two-hour parent orientations. All participants in these orientation sessions

(students and parents) are encouraged to complete an evaluation form which is used to improve the content, format, and effectiveness of the events.

Many USC Lancaster students are employed either part-time or full-time. Many are non-traditional students with family and other obligations. There are the traditional issues that students face – family problems, relationship problems, and other personal matters. Many students perform responsibility balancing acts in their daily lives. These heavily tax their time and resources. To help students cope with the many demands they face, USC Lancaster provides on-campus Counseling Services. Located in Bradley, Counseling Services is staffed by one full-time counselor with a Masters degree in Clinical Psychology and one part-time counselor with a Masters degree in Social Work. They are assisted by a full-time Coordinator. All currently enrolled students are eligible for these services, free of charge. The goal of the Counseling Services is to assist students in clarifying and resolving personal, educational, and career concerns. All counseling is conducted in a confidential and professional setting, providing students the opportunity to explore and evaluate information central to the helping process. Common needs and concerns of college students include: self-assessment, choosing a major, career exploration, goal-setting, decision-making, stress management, time management, test anxiety, critical thinking, developmental issues, esteem problems, relationship problems, depression, anxiety and panic, anger management, and sexual identity. Students may come in or call to schedule an appointment. Information for Counseling Services is found in Appendix 3B, or online at <http://usclanaster.sc.edu/counseling/index.html>.

Alumni and stakeholder needs are identified through the Lancaster Partnership of the USC Education Foundation (LPUSCEF). The Office of University Advancement maintains relationships with constituents of the university including donors, friends, corporations, foundations, alumni, and groups interested in the mission of USC Lancaster. The goal of all contact processes is to build and strengthen relationships of these key constituent groups. Advancement Office staff participate in the Council for the Advancement and Support of Education (CASE) and the University of South Carolina University Development Council (UDC). The Advancement Office and LPUSCEF are constantly benchmarking activities with other institutions in the University System to evaluate effectiveness and identify improvement areas.

The Director of Alumni Relations has specific responsibilities for maintaining alumni contact for the purpose of referrals and donations. The director is also responsible for identifying high achieving graduates for the purpose of receiving outstanding alumni awards at annual homecoming events. Alumni contacts include alumni gatherings and staff work with the USC call center to contact alumni each year for a donation. Any negative comments from these calls are referred to the Assistant Dean. The USC Lancaster Alumni Association is governed by an Alumni Council which meets regularly.

Supporting documentation: 2010-2011 Accountability Report, pages 23-24 (Appendix 3A).
Supporting documentation online at <http://usclanaster.sc.edu/planning/AcctReportFY09-10.pdf>

B. Explain how the business unit delivers services that satisfy students and stakeholders.

USC Lancaster students receive lectures from professors who are well prepared, and faculty provide students with challenging, yet fair examinations. Students have many different services available to them on campus, including an academic success center, a well-equipped library, and an on campus workout facility. Many of the professors teaching the business courses have real-life work experiences to share that enrich the learning process for students. USC Lancaster ranks near the top of the regional campuses when it comes to graduation rates and retention rates (see Appendix 3A, page 33), proving that students are truly being well prepared for the future.

C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.

Community need and demand determines which educational programs the institution will provide, and the Greater USC system provides authorization and approval for such programs. As a unit of the University, USC Lancaster has as part of its mission to provide higher education and intellectual leadership for the Lancaster area. Therefore, the primary market for students attending USC Lancaster is a South Carolina resident living in its six-county service area. Out-of-state students generally come to USC Lancaster from bordering counties in North Carolina. The primary reasons students attend the university are convenience and affordability. USC Lancaster promotes students abilities to move through the USC system or successfully transfer outside the system to pursue bachelor's and graduate degrees. The desire to complete bachelor's degrees on the USC Lancaster campus is increasingly expressed by students and community leaders in general.

The admissions office monitors applications from new students. The primary source for new enrollees is area secondary schools. In addition, business and industry provide both marketing appeal as well as potential enrollment. The expansion of dual-enrollment courses in local area high schools has proven to be an effective method of course delivery. This program directly affects enrollment and acts as an affinity program when students are deciding where to attend college. This program also meets a need expressed by local school districts.

Most new freshmen enter USC Lancaster from area high schools. They gain information about the university through word of mouth, from admissions counselor visits to their school, from guidance counselors, from web exploration, from campus visits or telephone inquiries, and/or from USC Lancaster's presence at their high school. The admissions officers and the public information officer work cooperatively to maintain and increase campus interaction with schools, businesses, and industry.

USC Lancaster student needs and expectations are assessed throughout the academic year and allow for constant review of services and programs. The following is a list of methods used to assess learning experiences and evaluate the level of student satisfaction:

1. Student Orientation Survey (new students, Appendix 5U)
2. Course Evaluations (current students, see Appendix 5M)
3. Participation on Campus Committees (current students, Appendix 5V)
4. Student Government Forums with Faculty & Administration (current students)
5. Library Surveys (current students, see Appendix 3H)
6. Academic Success Center Surveys (current students, see Appendix 3G)
7. Placement Tests (current students, see Appendix 5R)
8. Alumni surveys (former students, see Appendix 3G)

USC Lancaster endeavors to provide a stimulating environment in which students can develop the attributes essential for a fulfilling and productive life. This includes intellectual, emotional, and physical development, the capacity to make ethical decisions, respect for the dignity and worth of all individuals, and active community involvement.

At orientation, each student is required to take placement tests. In addition, students fill out orientation surveys which allow staff to evaluate students' experiences of getting acquainted with the campus and campus personnel. Students with special needs are directed to the Office of Student Life or to the Counseling Center for evaluation and assistance. Course evaluations are conducted near the end of each academic term to assess the perceived value of the course and the method and quality of instruction.

Student participation in the governance of the institution is an important mechanism for gauging involvement and generating student input and feedback. The Student Government Association officers regularly meet with the Associate Dean for Academic & Student Affairs to discuss student concerns and issues of student interest.

As a function of library services, a full assessment of the Medford Library's services is conducted on a four-year cycle set forth by the South Carolina Commission on Higher Education. USC Lancaster's Institutional Effectiveness assessment can be viewed at http://usclancaster.sc.edu/planning/IE_SummaryRprt2008.pdf.

Supporting documentation: 2009-2010 Accountability Report, pages 20-21 (Appendix 3A).

D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

USC Lancaster gathers information from stakeholders in a variety of ways. From surveys to face to face meetings, we strive to find out what our stakeholders perceive are our strengths and weaknesses. In our last planning process, stakeholders were asked a variety of questions, including what additional services and degree programs they wish to see available at USC Lancaster. The planning process also examines external trends: political, economic, social, technological and trends in higher education. As a result of the last planning process USC Lancaster crafted a one-sentence summary of its mission statement, wrote a vision of its future, wrote the first-ever values statement and crafted new strategic goals and objectives. Other goals were established along with action plans to meet the goals. For a complete list, refer to the Annual Accountability Report (Appendix 3A, pages 16-19). The new strategic plan sets out a new direction for the start of USC Lancaster's second half century – a direction that is backed by the entire community. A new planning process will be started in the fall of 2012.

Criterion 3.3

A. Describe the support services available to business students, including admissions, financial aid, and advising.

Despite repeated cuts in state appropriations, USCL has maintained an adequate budget for these important programs:

1) Admissions: The University of South Carolina Lancaster strives to provide an opportunity to any student who is capable of benefiting from a college education and shows promise of successfully completing that education. The university encourages all qualified persons to apply. Equal educational opportunities are offered to students regardless of race, sex, religion, color, or national origin.

An application for admission must be submitted and approved and an official notification of acceptance issued by the Office of Admissions before any person may enroll in an undergraduate course. Before action can be taken on an application for admission, all credentials required by University policy must be received by the Office of Admissions, which has responsibility for evaluation of credentials for the purpose of admission. First-time applications must be accompanied by a nonrefundable application fee specified on the application form.

Applicants may use the online admissions application, or paper forms may be obtained from the Office of Admissions. Campus tours may be arranged through the Office of Admissions.

2) Records and Registration: This office offers a wide variety of services to assist both incoming and current students in all areas of admission, records and registration. The office processes course registrations and maintains administrative records for all students at USC Lancaster.

3) Financial Aid: The USC Lancaster Financial Aid Office offers service to both incoming and current students regarding financial aid matters. Students may pick up the Free Application for Federal Student Aid (FAFSA) and inquire about application processing and aid awards. The Financial Aid Office is also responsible for Veteran's Affairs.

4) Academic Advising: USC Lancaster faculty serves as advisors for students. When possible, students are assigned advisors who teach in a similar field. In addition to this resource, the TRIO programs offer advisement services. Student schedules, courses, grades, etc. are closely monitored each semester. Individual as well as group sessions are held with the students to assist in time management, study skills, and test-taking skills.

5) Academic Success Center (ASC): The ASC is located on the second floor of Medford Library. Designed to help USC Lancaster students attain academic success, the ASC provides students with a variety of resources to support their academic pursuits, including one-on-one tutoring, computer assisted instruction (CAI), instructional video tapes, supplementary handbooks and texts, and workbooks. The ASC works closely with faculty members to provide assistance that is linked to particular courses, and offers discipline- and course-specific tutoring in Math, Foreign Languages, Writing, and Accounting.

Peer Writing Consultants are available to work with students on writing assignments for any USC Lancaster course, at any stage of the writing process. Students can also use the resources of the ASC to improve study and time-management skills. Students who use the ASC have access to a state-of-the-art general computer lab. The computer workstations are open to students for course-specific or independent work. Available free of charge to all USC Lancaster students, the services of the ASC are designed to help students make the most of their educational opportunities.

Center hours are 8:00 a.m. to 9:00 p.m., Monday through Thursday, 8:00 a.m. to 4:30 p.m. on Friday, and 2:00-6:00 p.m. on Sunday. (Hours differ during breaks and summer.)

6) Medford Library: The Medford Library serves the students and faculty of USC Lancaster and is also open to the public (high-school age and above). To learn more about the Medford Library, see section I.

7) Opportunity Scholars Program: As mentioned in standard 3.2, the Opportunity Scholars Program is one of the five TRIO Programs funded by the United States Department of Education. The Opportunity Scholars Program (OSP) is designed to help first-generation college students make the adjustment to college life.

8) Counseling Center: The counseling center at USC Lancaster provides academic, career, and personal counseling to students. For more information, see standard 3, section 2.

9) Disability Services for students with needs: The Office of Disability Services will make every effort to provide reasonable accommodations for qualified students with disabilities. More detailed information on this service is located in the section under Institution Mission (letter I) above.

10) Information Technology Support services: Staffed with one full-time Director and two part-time staff members, this office is located in Hubbard Hall 224 and provides technical support for all student, faculty and staff computing resources. The office coordinates and supports use of multimedia instructional technology and video teleconferencing. In addition, it manages the campus network.

11) Peer Advisors at Lancaster (PAL) program: Peer Advisors are an important part of the USC Lancaster campus. They participate in a variety of campus activities, including registration, orientation, and other events. Becoming a Peer Advisor is a great way to meet new friends, visit new places, and gain new experiences. Peer Advisors receive a \$750.00 tuition stipend for Fall **and** Spring. Each PAL will attend the Southern Region Orientation Workshop (SROW) and receive extensive leadership training through a 16 week course in the Spring.

12) New Student (and parent) Orientation: Transfer students and incoming freshmen who plan to attend USC Lancaster are invited to attend one of USC Lancaster's Summer Orientation sessions. All accepted USC Lancaster students will receive an orientation invitation by mail once their admission applications are finalized. Orientations are also held to assist parents. Parents go through quite a few changes with their sons or daughters. We try to help parents meet those challenges by providing parent orientation sessions that address questions they may have about admissions, financial aid, tuition, academic policies, and other issues.

13) University 101: The University 101 program was initiated in 1972 at USC Columbia to focus on easing the transition from high school to college. Students who register for the UNIV 101 course find themselves in smaller campus environments where they have built-in support systems to create paths toward personal and academic success at the collegiate level. Students in UNIV 101 discover dynamic and interactive classrooms where they enjoy the contact they make with classmates and instructors. The University 101 program is consistently ranked in the top of "programs to look for" at colleges and universities by the *US News and World Report*.

The program has been a part of USC Lancaster course offerings since the 1980s. Students can choose between general sections of the course and discipline specific sections. Commonly taught discipline-specific sections include business, health professions/nursing, and education. Additionally there are often sections for non-traditional students and for those in the OSP/TRiO program. Some Columbia campus majors require the discipline specific UNIV 101 course.

No matter the section, students are exposed to a variety of useful topics and issues that address the personal, social, and academic needs of today's college student. Outside speakers, both professional and community experts, join the UNIV 101 students weekly to enhance learning opportunities for all. Whether taken as an elective or as a requirement for a major, students find UNIV 101 to be a rewarding and an enriching course.

14) Student Activities and Clubs: The goal of the Office of Student Activities is to ensure that students are provided with opportunities to participate in a variety of social, cultural, and athletic activities as they pursue their education. At USC Lancaster, there are numerous clubs students may join and participate in. Among those are:

- Student Government Association
- Baptist Collegiate Ministry
- Black Awareness Group
- Gamma Beta Phi Honor Society
- Omega Scholars and Delta Links
- Peer Advisors at Lancaster
- Rotaract Club
- Honors Club
- Math Club
- College Democrats
- Mu Alpha Theta National Math Honor Society
- Fitness and Wellness Center
- Psychology Club
- Lancaster Players
- History Club
- Outdoors Club
- Spanish Club
- Campus Crusade
- Chemistry Club

15) Campus News: This is a weekly newsletter containing information about campus events. The newsletter prints official communications, as well as commentaries on information prepared by USCL students, faculty or staff members. Student participation in this publication is strongly encouraged. Copies of the Campus News are distributed on Mondays and can be found in the Starr Hall Student Center, Medford Library, and other locations on campus.

16) Study Abroad: Students are encouraged to join a group from USC Lancaster for an educational tour. It is an investment in the student's education, and for some will be a once in a lifetime trip. Nothing educates and enlightens like seeing places that most people only read about.

17) Community Service: At USC Lancaster it is our mission to provide excellent community service and support. Each individual should strive to participate in civic service, not only as a means for community growth, but for personal growth as well. As students spend time here at USC Lancaster, we want to make sure that they are provided with the necessary resources to complete and record such tasks. On the USC Lancaster web page you will find links that allow students to research and contact local charity organizations.

18) Behavioral Intervention Team (BIT): USC Lancaster is concerned about the safety, health, and well-being of all of its students, faculty, and staff, and it has policies regarding the well-being for all members of the USC Lancaster community. Specifically, the policies address student activities that are disruptive to the mission of the University, as well as any suicidal or self-injurious threats or behaviors. As a result of growing national trends on college campuses of mental health issues and the increase in hospitalizations and deaths due to alcohol consumption, the University of South Carolina Lancaster created the Behavioral Intervention Team (BIT). The BIT has been charged with upholding these policies and maintaining a healthy environment for the entire USCL community. (See Appendix 3B)

B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

Each USCL student is subject to the USCL Student Code of Conduct as described in the Student handbook (beginning on page 21), found on the USCL website at <http://usclancaster.sc.edu/studentlife/2011-2012StudentHandbook.pdf>.

Criterion 3.4 Stakeholder Results

A. Describe how the business unit measures student utilization of offerings and services.

USCL tracks usage by students of several important programs. The ASC tracks several pieces of important data concerning students. Monthly reports are made available to faculty that show the time dedicated to general study by students. In addition, reports are compiled that show the frequency with which students receive tutoring services. The counseling center also compiles reports that track the use of its services by students. Examples of both reports are available in Appendix 3E for your review.

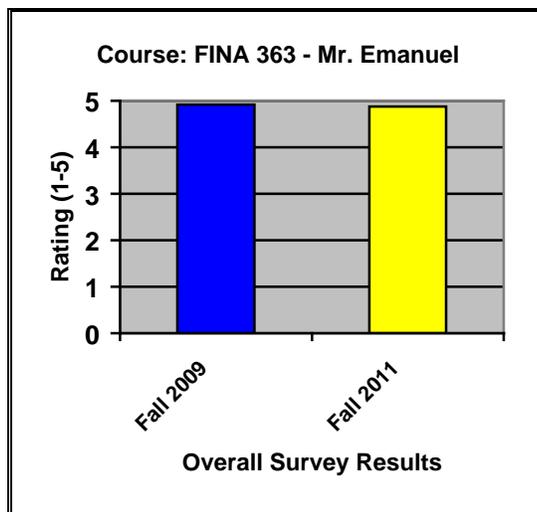
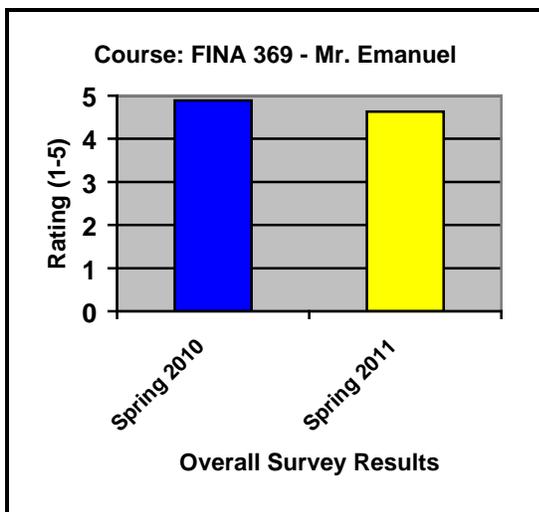
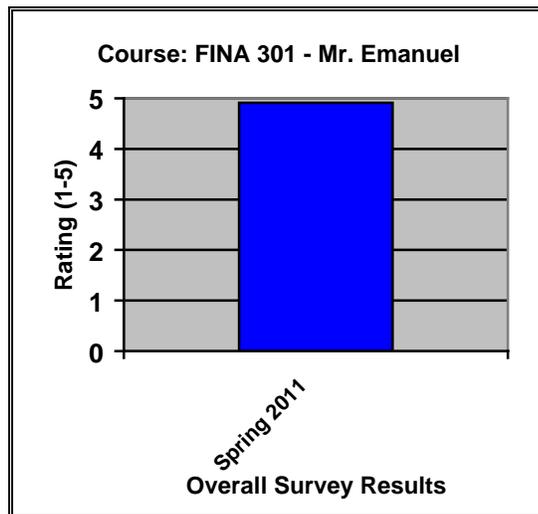
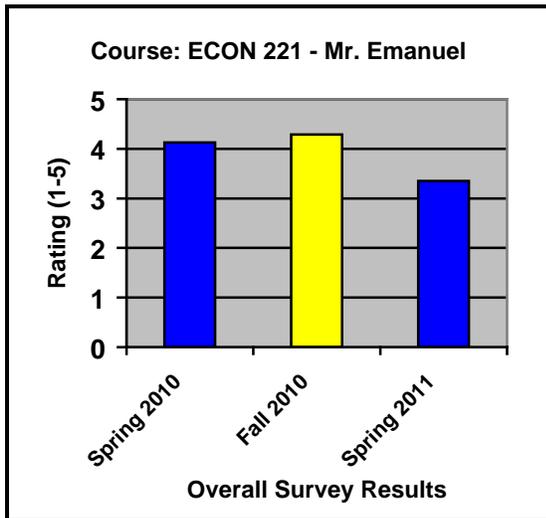
B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

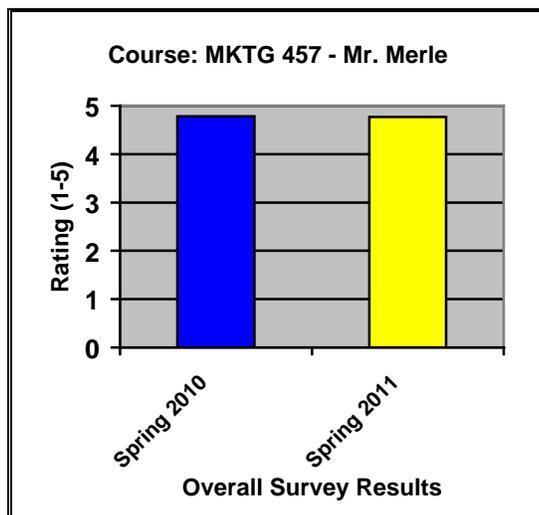
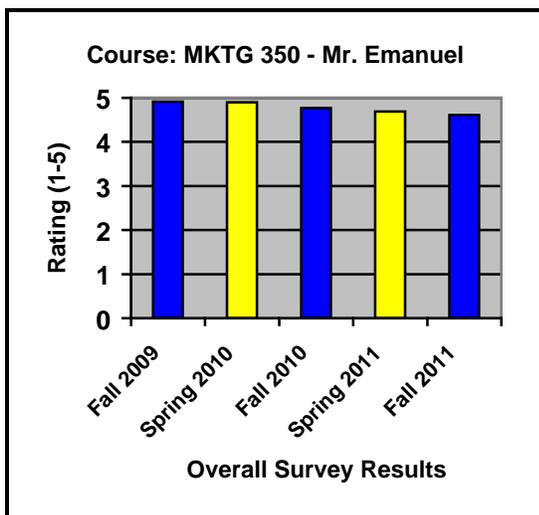
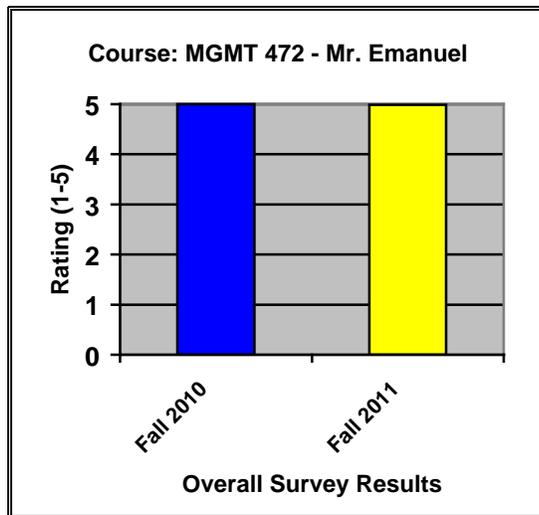
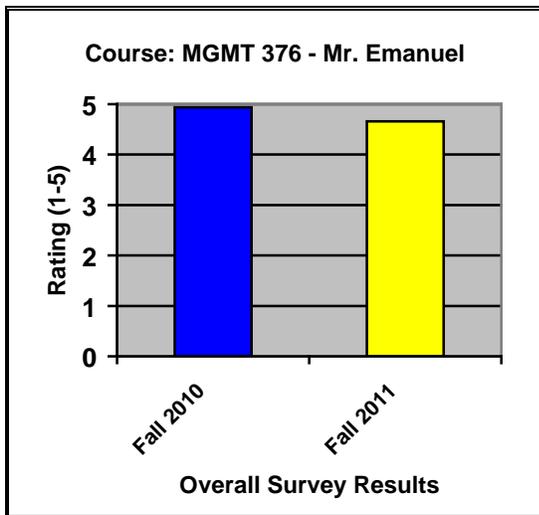
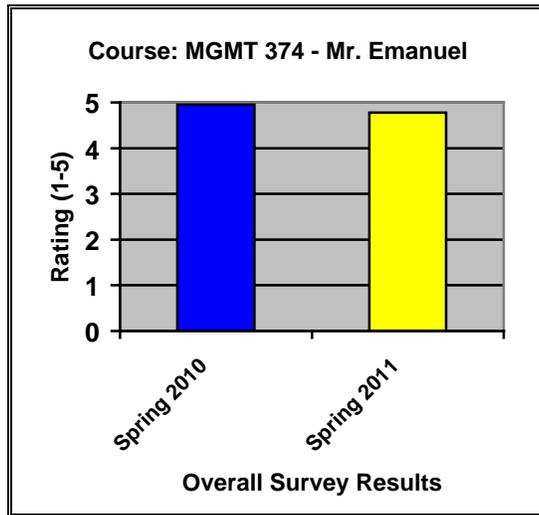
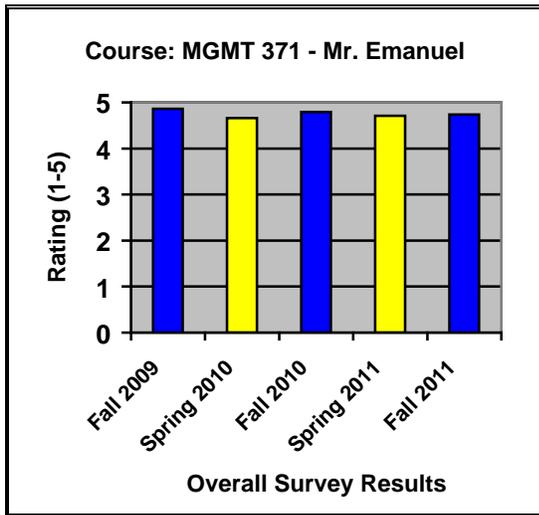
- ***Course evaluations***
- ***Student satisfaction surveys***
- ***Alumni satisfaction surveys – See Table I***

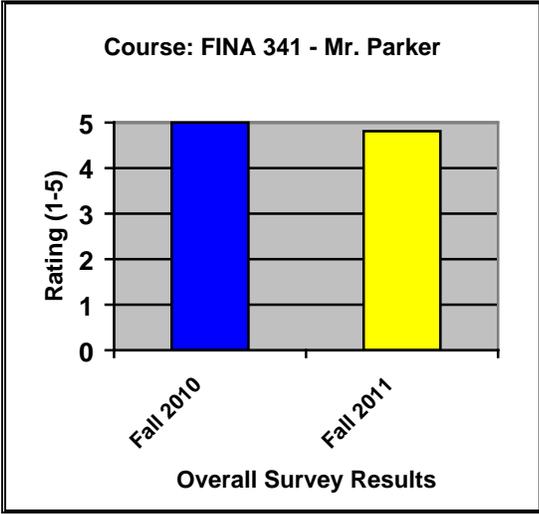
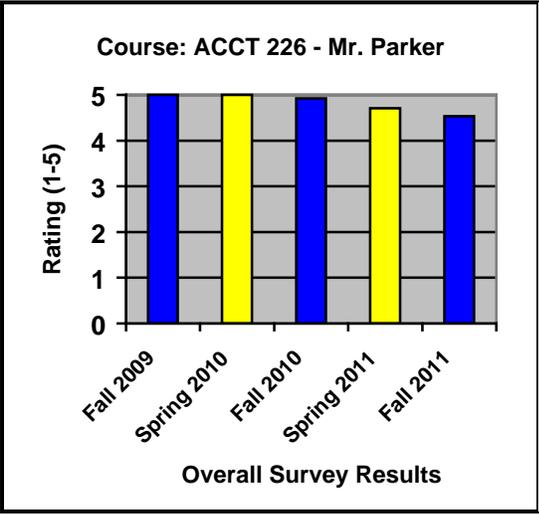
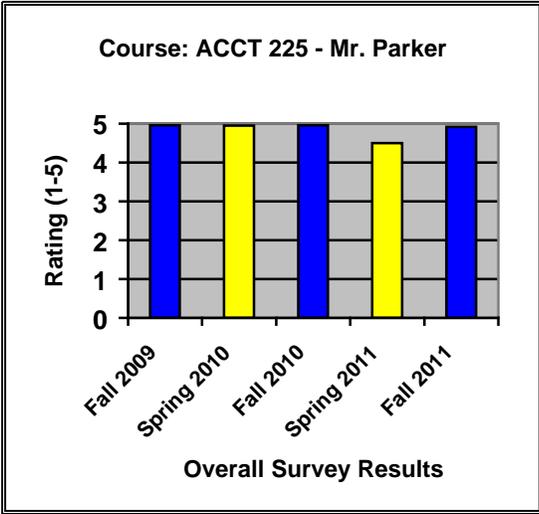
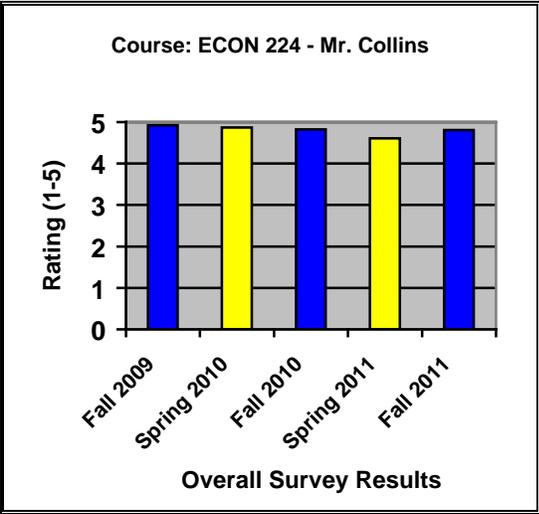
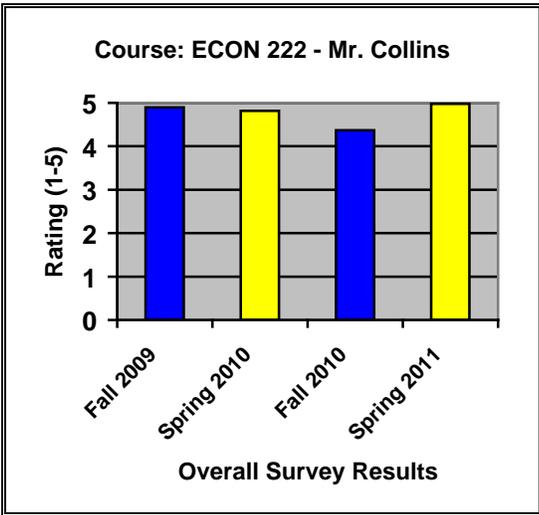
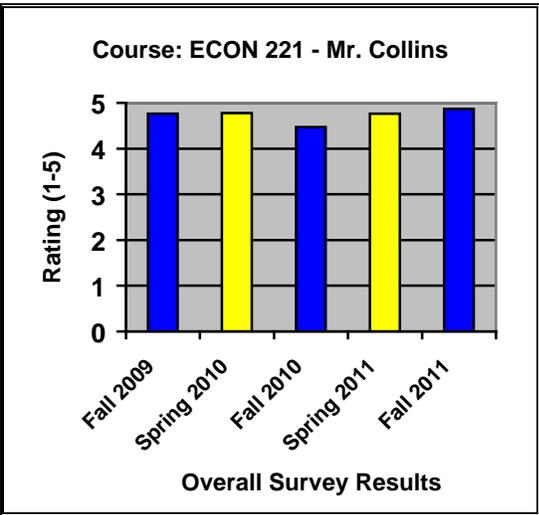
- *Employer satisfaction surveys*
- *Other student/stakeholder measures*

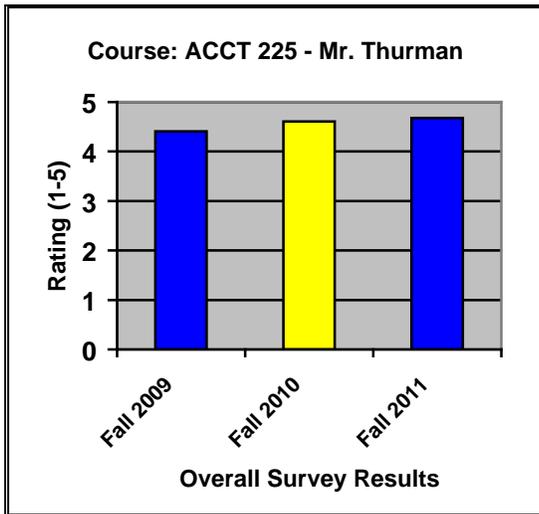
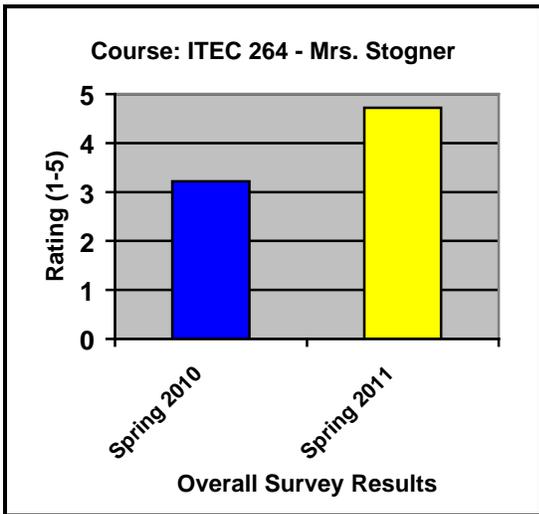
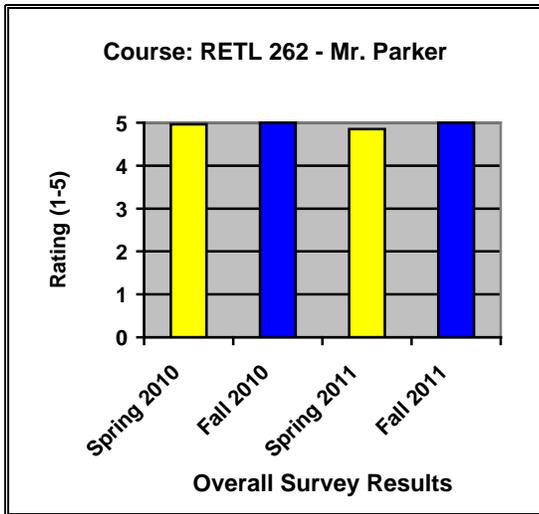
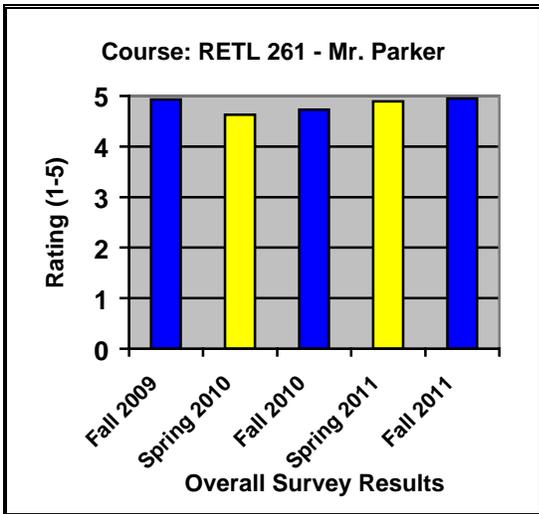
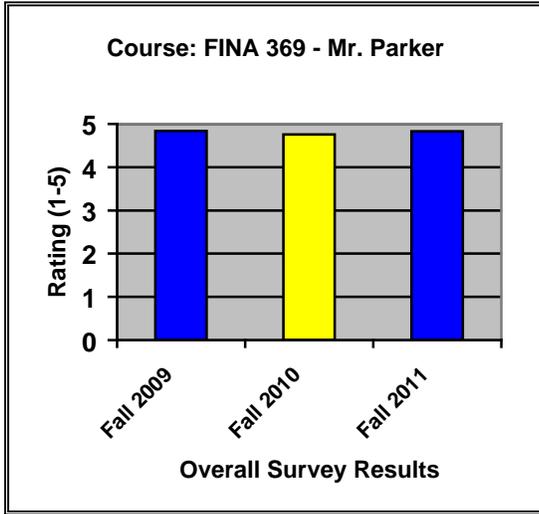
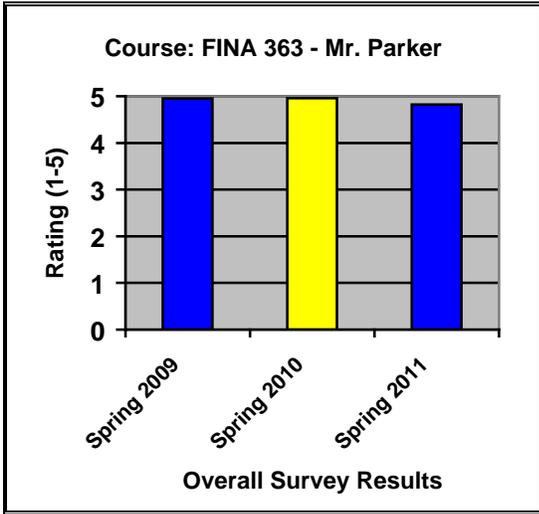
Course Evaluations by Students

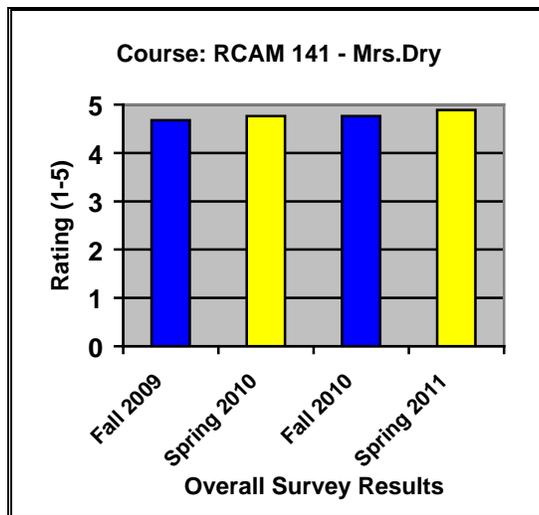
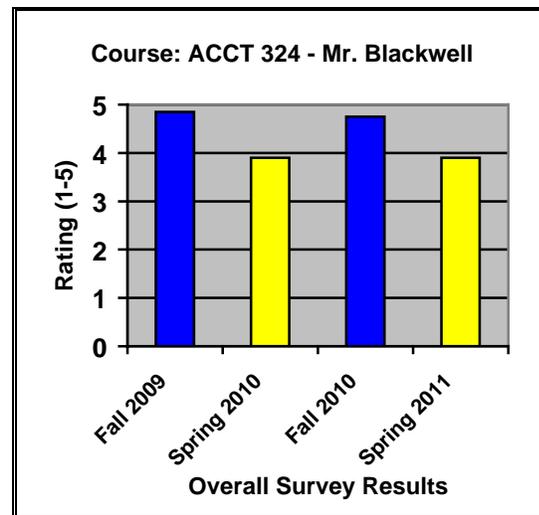
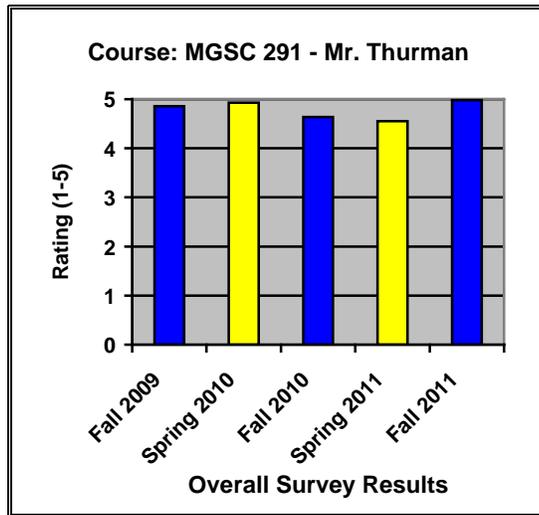
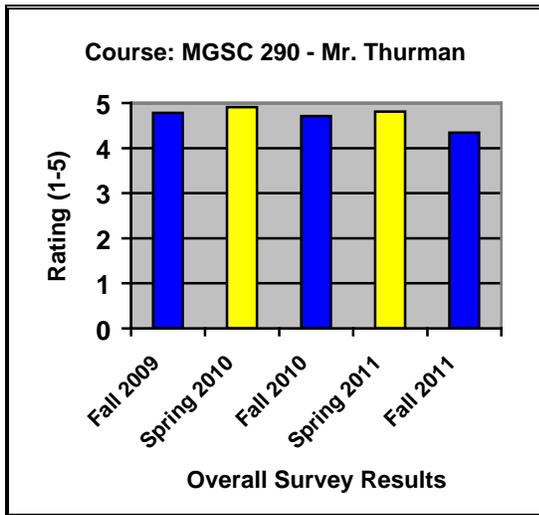
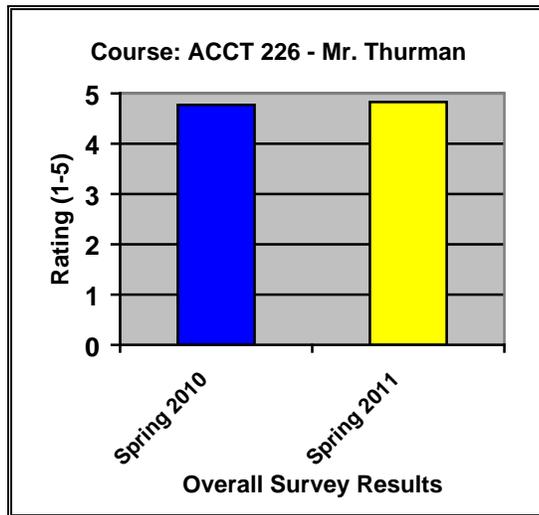
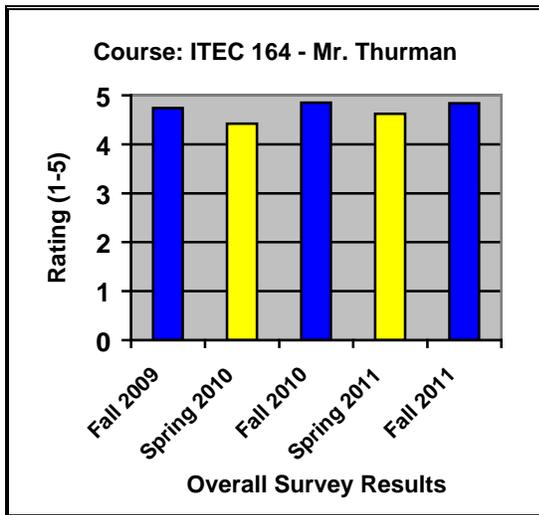
Course evaluations are administered near the end of each course, and the results are turned into the Associate Dean for Academic and Student Affairs. The process is as follows: A student serves as a volunteer to hand out the evaluation forms while the faculty member is absent from the room. Students rank the professors based upon statements found in the evaluation forms. A rating of “5” signifies the student strongly agrees to the survey statement, whereas a rating of “1” signifies the student strongly disagrees with the statement. A rating of “5” is the highest rating a professor can receive. All full-time and part-time faculty are evaluated. Subsequently, the data is reviewed by not only the Associate Dean for Academic and Student Affairs but also the Academic Chair. The results are shared with faculty members and issues are addressed as needed. USC Lancaster is proud that all professors listed below have ranked consistently above 4.5 since Fall 2009. While this is but one form of feedback, it is an important one. The following graphs represent the overall ratings for the professors for the courses listed for the Fall 2009 thru Spring 2011 semesters. Copies of these evaluations for Fall 2009 – Spring 2011 are located in Appendix 5M.

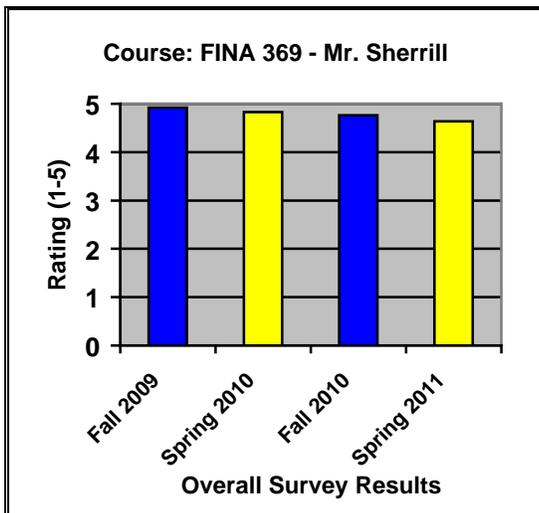
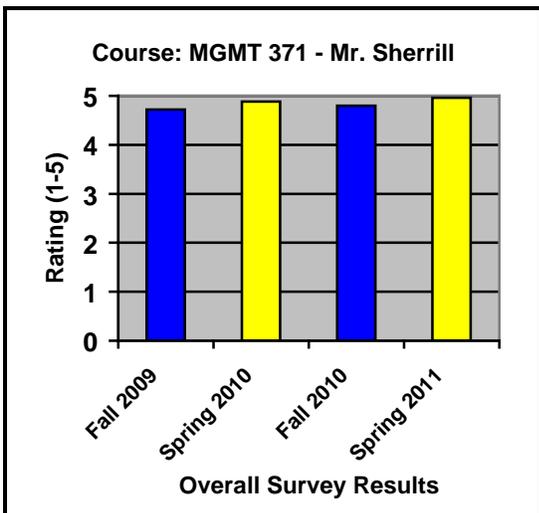
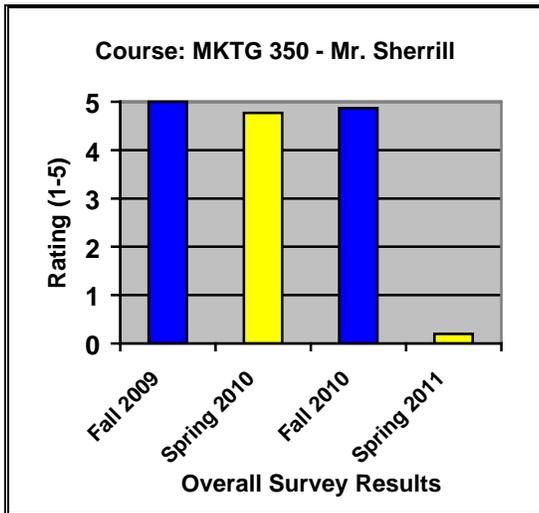
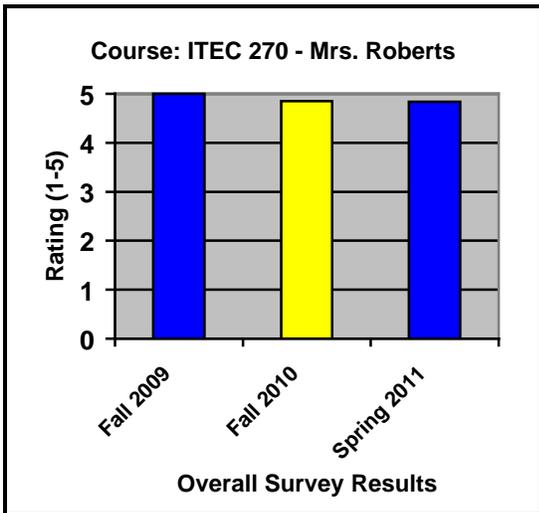
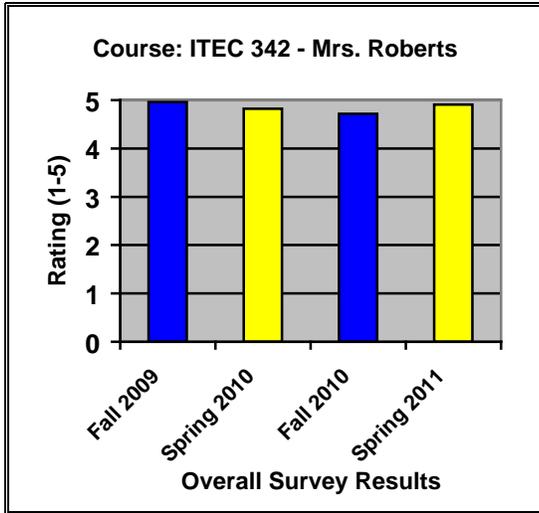
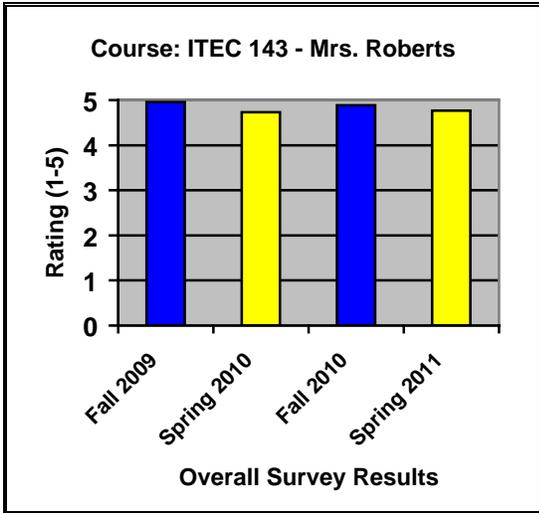


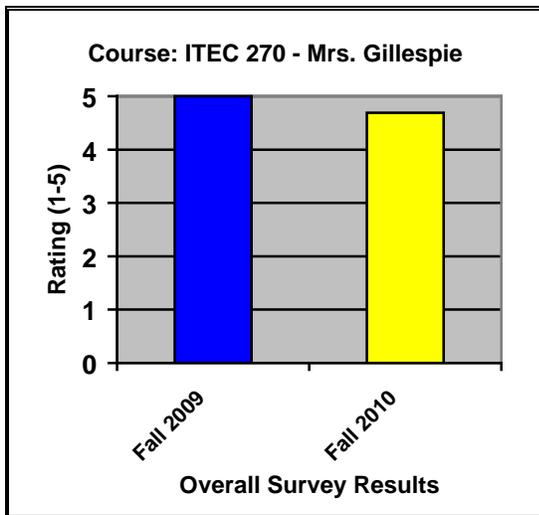
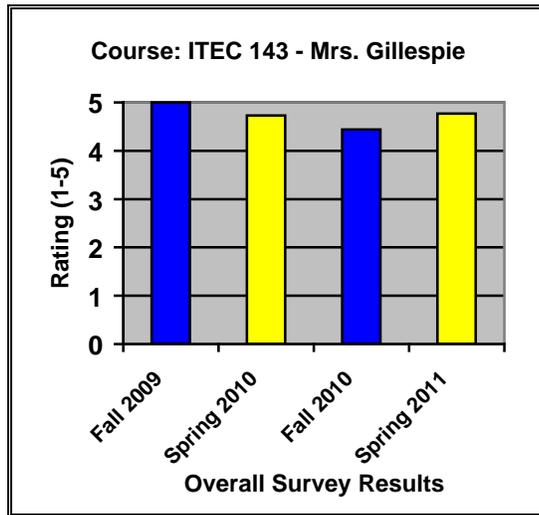
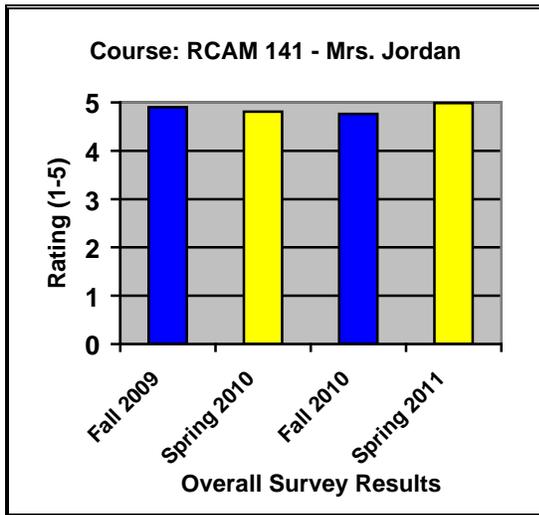












Other Stakeholder Surveys

As mentioned in standards one and two, several surveys were administered to outside groups in 2007. Among those surveyed were local government officials, the Educational Foundation of USC Lancaster, the Commission on Higher Education, and a few other groups. The data provided good feedback for planning purposes. The groups overwhelmingly agreed that USC Lancaster is doing an excellent job of fulfilling its mission. The majority of those surveyed agreed that having a 4-year state university in Lancaster would improve the economic well-being of the region and fill a need for the area’s college students. The groups agreed that USC Lancaster needed to expand the number of 4 year programs, and should strive to provide on-campus housing. USC Lancaster has been expanding the programs offered (e.g., BOL and Nursing) and is working towards a goal of having student housing in the future. The community around USC Lancaster has always been very supportive of the campus, both in monetary and nonmonetary terms. The results of these important surveys from 2007 can be found in Appendix 3F. As we move towards a new planning cycle in 2012, a new round of surveys will be issued.

Criterion 3.5 BUSINESS/INDUSTRY RELATIONS

Each academic unit must demonstrate linkages to business practitioners and identify organizations which are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

A. Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.

The Office of Advancement maintains relationships with constituents of the university including donors, friends, corporations, foundations, alumni and groups interested in the mission of USC Lancaster. The goal of all contact processes is to build and strengthen relationships of these key constituent groups. Two important groups that support USC Lancaster are the Commission for Higher Education and the Educational Foundation of USC Lancaster.

The mission of the Lancaster County Commission for Higher Education is to provide post secondary education at USC Lancaster for Lancaster County and the service area of nearby counties. This includes responsibility for a campus and necessary buildings, for the maintenance of facilities, for contracts and agreements with the University of South Carolina, for solicitation of funds and acceptance of donations, for negotiations with the Lancaster County Council, the Lancaster County Delegation and other governmental bodies and for long-range planning for the total needs of the University of South Carolina Lancaster. The Commission may establish advisory committees and support groups that can contribute to this mission as these may be needed.

The mission of the Educational Foundation of USC Lancaster is to solicit, receive, manage and disburse funds for the advancement of the interests of USC Lancaster. It will support the Lancaster County Commission for Higher Education and the administration at the Lancaster Campus. Foundation funds will be used for student scholarships, faculty development, the building and maintenance of physical facilities on the campus and other needs that may become apparent in the future.

USC Lancaster is very fortunate to receive generous support from the community for funding scholarships, faculty development, and the building and maintenance of physical facilities on the campus. Private giving has become an increasingly important part of the campus budget. Gifts and pledges help students attend USC Lancaster who otherwise could not. They allow us to enhance the beauty of the campus. Nearly all of the buildings on campus were built with funds provided locally. Contributions to this great campus help us to guarantee that our future students, faculty, staff, and alumni can continue to take pride in the growth and beauty of USC Lancaster and new buildings.

USC Lancaster has an internship program led by a former leader of the Banking community and current business instructor, Stan Emanuel. In his role, Mr. Emanuel finds businesses that will allow students the opportunity to volunteer, gain valuable experience, and attain college credit in the process. The businesses get much needed assistance at little or no cost, and the students build new relationships that will benefit them in the future.

In addition, to the internship program, USC Lancaster has a service oriented club that is led by three business faculty members. The USC Lancaster Rotaract club was established over ten years ago by Bobby Collins, and is affiliated with Rotary International. Stan Emanuel and Phillip Parker, along with Mr. Collins, lead the organization. Although not a business club, it does have ties to the business

community. The club promotes career development and community service, and usually meets twice per month to discuss upcoming projects. Some of the projects worked on by the group in 2011-2012 include Relay for Life for Cancer Survivors, project HOPE, and the Peter Barry Scholarship car wash. At the end of each academic year, the students have lunch with the members of the Lancaster Rotary club and enjoy a ceremony in their honor. In the past the group has invited guests from the business community to enjoy lunch and speak to the group.

B. Describe the impact or results of business and industry linkages.

Personal and business contacts are paramount to creating and maintaining positive relationships with the community. The goal of all contacts is to build and strengthen relationships with key constituent groups by understanding what their expectations are. USC Lancaster has seen the impact of these contacts in a number of ways. Currently, there is over \$5 million in funds being administered by the Educational Foundation of USC Lancaster. Second, pledges of over \$2.8 million have already been made to help fund the new 40,000 square foot class room building. Third, due to the generous donations by the surrounding community, the university awarded \$150,000 in scholarships for 2011-2012. USC Lancaster has a very giving and generous community backing it which recognizes the impact of having a high quality university in the community.

Summary of Standard 3 - Student, Stakeholder, and Market Focus

Complete Table I Student and Stakeholder-Focused Results for Standard 3.

Source for Table I can be found in Appendix 3G.

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.

USC Lancaster has many strengths to offer stakeholders, as evidenced by the list compiled in standard 3.3. From our office of admissions to the TRIO program to our Academic Success Center, our services make a positive impact on our students. Donations from the surrounding community make it possible to award hundreds of scholarships annually, as well as grow the campus facilities. These strengths make us proud, but not complacent. In the last planning process, we identified some strategic goals based upon input from our stakeholders. For example, our stakeholders would like to see more four year programs offered at USC Lancaster. We are working towards that goal. We have added four year degree programs in Nursing, Organizational Leadership, and Liberal Studies in the past few years, with more to come in the future. Another goal of USC Lancaster is to improve our physical facilities. We are making progress towards that goal, as evidenced by the project to construct a new 40,000 square foot class room building this year. It should be completed in 2013. Plans for other new buildings will be finalized after this building is completed. One other opportunity for improvement that was identified in the last planning process was improving the financial condition of the university. Funding by the state continues to be troublesome, as USC Lancaster is one of the least funded regional campuses on a per student basis. We will continue to seek local financial support to fund the needs of the campus. In fact, the community has already pledged nearly \$2.8 million towards the construction of the new class room building. In addition, we will continue to budget conservatively in the future.

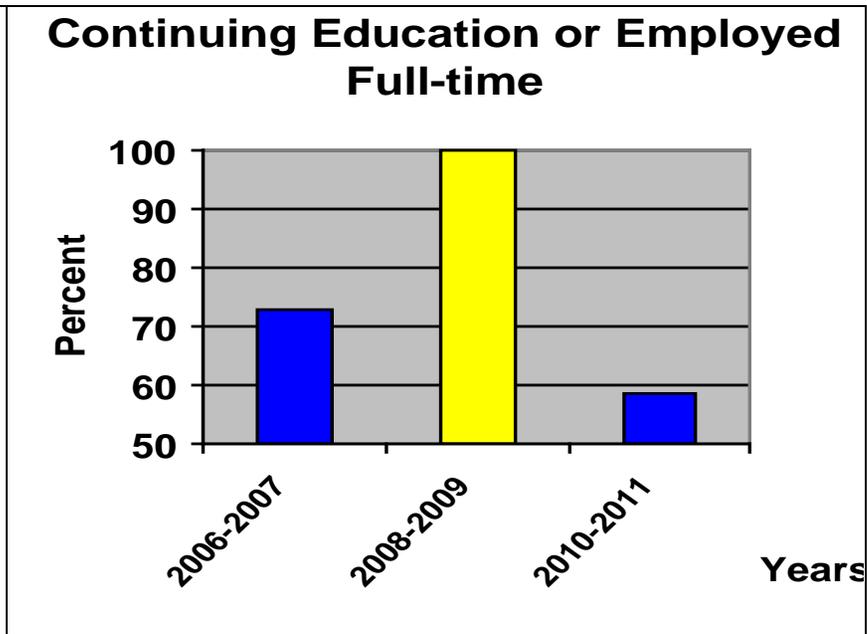
Table 1 - Student and Stakeholder-Focused Results

1. Student and stakeholder-focused results examine how well your organization satisfies key needs and expectations of students and other stakeholders. *Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.*
2. Periodic surveys should be collected from graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions. *Key indicators may include: satisfaction and dissatisfaction of graduates, retention and/or average grades of transfer students, job performance of graduates, etc.*

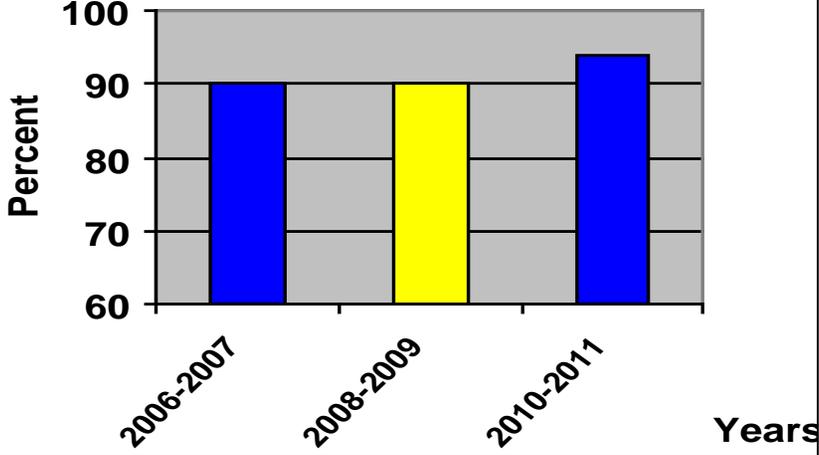
| | | Analysis of Results | | | | | | | | | | | |
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| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success | Analysis and Action Taken | Results of Action Taken (occurs in the following year) | Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years) | | | | | | | | |
| Associate in Science in Business Alumni Survey Graduates in 2010 and 2011 | | | | | | | | | | | | | |
| 1. 80% of the alumni will report the computer courses are Outstanding or Good for the business world. | Bi-annual Alumni Survey | 82% of the alumni reported the computer courses are Outstanding or Good for the business world. | Alumni Outcome was met. The Department Chair, the co-champion, and the Associate Dean of Academic Affairs met on 10/11/11 to discuss how to implement improvements. See Note below. | We will continue to monitor. We are currently evaluating the questions that should be included in the next survey. | <p style="text-align: center;">Computer Courses Are Outstanding or Good for the Business World</p> <table border="1"> <caption>Computer Courses Are Outstanding or Good for the Business World</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>92</td> </tr> <tr> <td>2008-2009</td> <td>90</td> </tr> <tr> <td>2010-2011</td> <td>83</td> </tr> </tbody> </table> | Years | Percent | 2006-2007 | 92 | 2008-2009 | 90 | 2010-2011 | 83 |
| Years | Percent | | | | | | | | | | | | |
| 2006-2007 | 92 | | | | | | | | | | | | |
| 2008-2009 | 90 | | | | | | | | | | | | |
| 2010-2011 | 83 | | | | | | | | | | | | |

| <p>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.</p> | <p>Bi-annual Alumni Survey</p> | <p>77% of the alumni rated the overall quality of the USC Lancaster Associate in Science in Business degree program as Outstanding or Above Average.</p> | <p>Alumni Outcome was not met. the Department Chair, the co-champion, and the Associate Dean of Academic Affairs met on 10/11/2011 to discuss how to implement improvements. See note below.</p> | <p>We will continue to monitor. We are currently evaluating the questions that should be included in the next survey.</p> | <p>Satisfaction with USCL Assoc. in Science in Business Program</p> <table border="1"> <caption>Satisfaction with USCL Assoc. in Science in Business Program</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>90</td> </tr> <tr> <td>2008-2009</td> <td>90</td> </tr> <tr> <td>2010-2011</td> <td>77</td> </tr> </tbody> </table> | Years | Percent | 2006-2007 | 90 | 2008-2009 | 90 | 2010-2011 | 77 |
|---|--------------------------------|--|--|---|---|-------|---------|-----------|----|-----------|----|-----------|----|
| Years | Percent | | | | | | | | | | | | |
| 2006-2007 | 90 | | | | | | | | | | | | |
| 2008-2009 | 90 | | | | | | | | | | | | |
| 2010-2011 | 77 | | | | | | | | | | | | |

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|---|---------------------------------|---|--|---|
| <p>3. 80% of the alumni will report continuing their education, employed and continuing their education, or employed full-time.</p> | <p>Bi-annual Alumni Survey.</p> | <p>59% of the alumni reported continuing their education, employed and continuing their education, or employed full-time.</p> | <p>Alumni Outcome was not met. the Department Chair, the co-champion, and the Associate Dean of Academic Affairs met on 10/11/11 to discuss how to implement improvements. See note below.</p> | <p>We will continue to monitor. We are currently evaluating the questions that should be included in the next survey.</p> |
|---|---------------------------------|---|--|---|



| <p>4. 80% of the alumni will report they acquired the knowledge and skills to prepare them for the job market.</p> | <p>Bi-annual Alumni Survey.</p> | <p>100% of the alumni reported they acquired the knowledge and skills to prepare them for the job market.</p> | <p>Alumni Outcome was met. The Department Chair, the co-champion, and the Associate Dean of Academic Affairs met on 10/11/2011 to discuss how to implement improvements. See note below.</p> | <p>We will continue to monitor. We are currently evaluating the questions that should be included in the next survey.</p> | <h3 style="text-align: center;">Knowledge and Skills Acquired Prepared Alumni for Job Market</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Knowledge and Skills Acquired Prepared Alumni for Job Market</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>80</td> </tr> <tr> <td>2008-2009</td> <td>90</td> </tr> <tr> <td>2010-2011</td> <td>100</td> </tr> </tbody> </table> | Years | Percent | 2006-2007 | 80 | 2008-2009 | 90 | 2010-2011 | 100 |
|--|---------------------------------|---|--|---|---|-------|---------|-----------|----|-----------|----|-----------|-----|
| Years | Percent | | | | | | | | | | | | |
| 2006-2007 | 80 | | | | | | | | | | | | |
| 2008-2009 | 90 | | | | | | | | | | | | |
| 2010-2011 | 100 | | | | | | | | | | | | |

| <p>5. 80% of the Alumni will report if they were to begin college again in the Associate in Science in Business degree program, they would choose USC Lancaster.</p> | <p>Bi-annual Alumni Survey.</p> | <p>94% of the Alumni reported if they were to begin college again in the Associate in Science in Business degree program, they would choose USC Lancaster.</p> | <p>Alumni Outcome was met. The Department Chair, the co-champion, and the Associate Dean of Academic Affairs met on 10/11/2011 to discuss how to implement improvements. See note below.</p> | <p>We will continue to monitor. We are currently evaluating the questions that should be included in the next survey.</p> | <div data-bbox="1171 272 1919 365" data-label="Caption"> <p>Alumni Who Would Choose USC Lancaster Again</p> </div>  <table border="1"> <caption>Alumni Who Would Choose USC Lancaster Again</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>80</td> </tr> <tr> <td>2008-2009</td> <td>90</td> </tr> <tr> <td>2010-2011</td> <td>94</td> </tr> </tbody> </table> | Years | Percent | 2006-2007 | 80 | 2008-2009 | 90 | 2010-2011 | 94 |
|--|---------------------------------|--|--|---|---|-------|---------|-----------|----|-----------|----|-----------|----|
| Years | Percent | | | | | | | | | | | | |
| 2006-2007 | 80 | | | | | | | | | | | | |
| 2008-2009 | 90 | | | | | | | | | | | | |
| 2010-2011 | 94 | | | | | | | | | | | | |

| <p>6. 80% of the Alumni will report being very satisfied or satisfied with the knowledge gained in the general education requirements.</p> | <p>Bi-annual Alumni Survey.</p> | <p>65% of the Alumni reported being very satisfied or satisfied with the knowledge gained in the general education requirements.</p> | <p>Alumni Outcome was not met. the Business Department Chair, the co-champion, and the Associate Dean of Academic Affairs met on 10/11/2011 to discuss how to implement improvements. See note below.</p> | <p>We will continue to monitor. We are currently evaluating the questions that should be included in the next survey.</p> | <div data-bbox="1155 194 1953 779"> <h3 style="text-align: center;">Alumni Satisfied with Knowledge Gained in General Education Requirements</h3> <table border="1"> <caption>Alumni Satisfied with Knowledge Gained in General Education Requirements</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>80</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> <tr> <td>2010-2011</td> <td>65</td> </tr> </tbody> </table> </div> | Years | Percent | 2006-2007 | 80 | 2008-2009 | 100 | 2010-2011 | 65 |
|--|---------------------------------|--|---|---|--|-------|---------|-----------|----|-----------|-----|-----------|----|
| Years | Percent | | | | | | | | | | | | |
| 2006-2007 | 80 | | | | | | | | | | | | |
| 2008-2009 | 100 | | | | | | | | | | | | |
| 2010-2011 | 65 | | | | | | | | | | | | |

| <p>7. 80% of the alumni will report being very satisfied or satisfied with the Professors in the Business program.</p> | <p>Bi-annual Alumni Survey.</p> | <p>82% of the alumni reported being very satisfied or satisfied with the Professors in the Business program.</p> | <p>Alumni Outcome was met. The Department Chair, the co-champion, and the Associate Dean of Academic Affairs met on 10/11/2011 to discuss how to implement improvements. See note below.</p> | <p>We will continue to monitor. We are currently evaluating the questions that should be included in the next survey.</p> | <p>Alumni Satisfied with Professors in Business Program</p> <table border="1"> <caption>Alumni Satisfied with Professors in Business Program</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>92%</td> </tr> <tr> <td>2008-2009</td> <td>100%</td> </tr> <tr> <td>2010-2011</td> <td>82%</td> </tr> </tbody> </table> | Years | Percent | 2006-2007 | 92% | 2008-2009 | 100% | 2010-2011 | 82% |
|--|---------------------------------|--|--|---|---|-------|---------|-----------|-----|-----------|------|-----------|-----|
| Years | Percent | | | | | | | | | | | | |
| 2006-2007 | 92% | | | | | | | | | | | | |
| 2008-2009 | 100% | | | | | | | | | | | | |
| 2010-2011 | 82% | | | | | | | | | | | | |

| <p>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.</p> | <p>Bi-annual Alumni Survey.</p> | <p>82% of the alumni will report being very satisfied or satisfied that the computer software prepared you for the business world.</p> | <p>Alumni Outcome was met. The Department Chair, the co-champion, and the Associate Dean of Academic Affairs met on 10/11/2011 to discuss how to implement improvements. See note below.</p> | <p>We will continue to monitor. We are currently evaluating the questions that should be included in the next survey.</p> | <div style="text-align: center;"> <h3>Alumni Satisfied with Computer Software</h3> <table border="1"> <caption>Alumni Satisfied with Computer Software</caption> <thead> <tr> <th>Years</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>92</td> </tr> <tr> <td>2008-2009</td> <td>90</td> </tr> <tr> <td>2010-2011</td> <td>83</td> </tr> </tbody> </table> </div> | Years | Percent | 2006-2007 | 92 | 2008-2009 | 90 | 2010-2011 | 83 |
|--|---------------------------------|--|--|---|---|-------|---------|-----------|----|-----------|----|-----------|----|
| Years | Percent | | | | | | | | | | | | |
| 2006-2007 | 92 | | | | | | | | | | | | |
| 2008-2009 | 90 | | | | | | | | | | | | |
| 2010-2011 | 83 | | | | | | | | | | | | |

Note:

A meeting was held October 11, 2011 to discuss the most recent alumni survey results. Those in attendance included the Division Chair, the Associate Dean for Student and Academic Affairs, and the co-champion representative to the ACBSP. One immediate observation was the expected performance measure of 90% used in the past was not realistic. The performance measure has been changed to 80% for this report. Another point of discussion was the relevance of the questions themselves. In other words, are the right questions being asked in the survey. We are going to reevaluate the questions in the survey before the next survey is issued. Results related to three questions did not meet our targets. Question number 3 indicated only 59% of the graduates had either full-time jobs or were continuing their education after graduating from USC Lancaster. Lancaster County has an unemployment rate of about 15.2% as of August 2011, and the economic conditions are very tough. USC Lancaster will continue to prepare graduates for careers after graduation, and we hope that the conditions will change in the near future. Question number 6 indicated that only 65% of the graduates reported being satisfied with the knowledge gained in the general education courses. While USC Lancaster respects this feedback, the results are inconsistent with the fact that 94% would probably choose USC Lancaster to start their careers again (question number 5). We are going to wait for the results in the next survey and look for a trend in the results before we make any rash decisions related to this question. See Appendix 3G for copies of the results of the surveys.

STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

Criterion 4.1 Student Learning Outcomes Assessment

A. Describe the current student learning outcomes assessment plan.

In September 2008 the USC Lancaster assessment committee was formed to, among other items, assess the five degrees that USC Lancaster offers and develop curriculum revisions and a new assessment plan. The Associate in Science in Business was one of these five degrees affected. In late 2009, at the request of the Executive Committee of the USC Lancaster Faculty Organization, the Assessment Committee transformed into a permanent committee. Requirements for all Associate degrees were updated by the committee in 2009, and the committee turned its attention to evaluating student learning for each degree program. The assessment plan has evolved over the past few years to one that is more focused on the business knowledge gained by the students. The current student learning outcomes assessment plan can be best described by viewing part of the assessment plan's annual report for 2010-2011.

2011-2012 Assessment Plan

I. ANNUAL REPORT FOR YEARS 2010-2011

MISSION STATEMENT

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

GOAL 1

Students completing the Associate in Science in Business degree program at USC Lancaster will achieve a foundational understanding of business practices, financial and economic concerns, and information technologies for the workplace. In the process of acquiring this knowledge, they will develop the fundamental skills, knowledge, and capacity for critical thought necessary to pursue further learning, to succeed in their chosen career fields, and to assume the responsibilities of informed and enlightened citizenship in their communities and in the wider society.

Curriculum

Curriculum for Learning Outcome 1

Accounting and Financial Skills

ACCT 225 Introduction to Financial Accounting or RETL 261 Functional Accounting I

Curriculum for Learning Outcome 2

Knowledge of Basic Legal Concepts

TSTM 240 Business Law or ACCT 324 Survey of Commercial Law

Curriculum for Learning Outcome 3

Management Skills

MGMT 371 Principles of Management

Curriculum for Learning Outcome 4

Effective Communication

SPCH 140 Public Communication, TSTM 342 Business Communications, or ENGL 463 Business Writing

Learning Outcome 1

Accounting and Financial Skills

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.

Criteria

70% of students should obtain improved scores on an Office Proficiency Assessment and Certification (OPAC) bank reconciliation post-test as compared to pre-test measures.

Methods

2010-2011, 2011-2012: Representative faculty members teaching ACCT 225 or RETL 261 will deliver an OPAC bank reconciliation pre-test on the first or second day of class, and then again at the conclusion of the course and report the results to USCL's Assessment Coordinator. Following initial analysis of results, assessment data will be reported to all faculty involved in the collection of sample student work, as well as to all business faculty, for review and recommendations.

Results

OPAC bank reconciliation pre- and post-tests were administered to 7 students enrolled in ACCT 225 in the Spring 2011 semester. **Outcome was met with 85.7% of students obtaining improved scores; the average score as reported by the OPAC software increased from 55.0 to 77.4**

In addition to the OPAC pre- and post-tests, the business faculty also met with USCL's Assessment Coordinator to develop an Accounting and Financial Skills Rubric. The Assessment Coordinator worked with faculty to collect samples of ungraded student work relevant to the learning outcome from ACCT 225. These artifacts were coded and stripped of identifying information to prepare for scoring. The two USCL faculty members approved to teach ACCT 225 scored these samples. No faculty members scored samples from their own classes.

| Results for Learning Outcome 1 <i>Accounting and Financial Skills</i> Learning Outcome 1: Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts. | | |
|--|--|-------------------------|
| Level of Achievement | Number of Artifacts Scored | Percentage of Artifacts |
| 5 (Exemplary) | 26 | 45.6% |
| 4 (Proficient) | 15 | 26.3% |
| 3 (Adequate) | 10 | 17.5% |
| 2 (Developing) | 5 | 8.8% |
| 1 (Inadequate) | 1 | 1.8% |
| Total artifacts scored | | 57 |
| | Percentage Scoring 3 (out of 5) or higher on the <u>Accounting and Financial Skills Rubric</u> | 89.5% |
| | Overall Average Score | 4.1 |

| | | | |
|--|---|---|---|
| Subscores for Learning Outcome 1: In addition to the overall score, most samples for this outcome were also scored within four subcategories below to better identify areas needed for improvement. | | | |
| Identifying components of an income statement, balance sheet, or statement of owner's equity | Identifying the classification and normal balances of accounts | Properly reconciling a bank checking account | Properly recording journal entries in a general journal format |
| Average Score | Average Score | Average Score | Average Score |
| 4.7 | 4.0 | *NS | 3.5 |

*Not scored

Outcome was met with 89.5% (51 of 57 students) scoring at the 70% stated goal.

Use of Results

This outcome is being assessed for the first time this year. Student achievement levels are strong for a first assessment and no change is recommended at this time. Following initial analysis of results, assessment data will be reported to all business faculty for review and recommendations.

Learning Outcome 2

Knowledge of Basic Legal Concepts

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to describe basic legal concepts and the judicial system, with emphasis on business law.

Criteria

70% of students should obtain a score of 3 (out of 5) or higher on the BUSN Knowledge of Basic Legal Concepts Rubric.

Methods

2011-2012: Business faculty members will meet with USCL's Assessment Coordinator members to develop the BUSN Knowledge of Basic Legal Concepts Rubric. The Assessment Coordinator will then work with faculty to collect samples of ungraded student work relevant to the learning outcome from TSTM 240 or ACCT 324. These samples may include examinations, projects, research papers, PowerPoint presentations, or other relevant examples demonstrating knowledge of basic legal concepts relative to business law. These artifacts will be coded, stripped of identifying information, and scored by a faculty review panel including members of the Assessment Committee, as well as selected business faculty. Following initial analysis of results, assessment data will be reported to all faculty involved in the collection of sample student work, as well as to all business faculty, for review and recommendations.

Results

This outcome is scheduled for assessment in the 2011-2012 academic year.

Use of Results

Not applicable.

Learning Outcome 3

Management Skills

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to apply basic management theories to reach appropriate business decisions.

Criteria

70% of students should obtain a score of 3 (out of 5) or higher on the BUSN Management Skills Rubric.

Methods

2010-2011: Business faculty members will meet with USCL's Assessment Coordinator members to develop the BUSN Management Skills Rubric. The Assessment Coordinator will then work with faculty to collect samples of ungraded student work relevant to the learning outcome from MGMT 371. These samples may include examinations, projects, research papers, PowerPoint presentations, or other relevant examples demonstrating application of knowledge of basic management theories. These artifacts will be coded, stripped of identifying information, and scored by a faculty review panel including members of the Assessment Committee, as well as selected business faculty. Following initial analysis of results, assessment data will be reported to all faculty involved in the collection of sample student work, as well as to all business faculty, for review and recommendations.

Results

Business faculty developed the BUSN Management Skills Rubric in coordination with USCL's Assessment Coordinator. Ungraded work was collected from students enrolled in MGMT 371, processed as described in Methods above, and scored. One faculty member approved to teach the course scored the samples from another professor's class.

| Results for Learning Outcome 3 <i>Management Skills</i> Learning Outcome 3: Students completing the Associate of Science in Business degree program at USC Lancaster will be able to apply basic management theories to reach appropriate business decisions. | | |
|--|----------------------------|-------------------------|
| Level of Achievement | Number of Artifacts Scored | Percentage of Artifacts |
| 5 (Exemplary) | 6 | 25.0% |
| 4 (Proficient) | 8 | 33.3% |
| 3 (Adequate) | 10 | 41.7% |
| 2 (Developing) | 0 | 0.0% |
| 1 (Inadequate) | 0 | 0.0% |
| Total artifacts scored | 24 | |
| Percentage Scoring 3 (out of 5) or higher on the <u>Management Skills Rubric</u> | | 100.00% |
| Overall Average Score | | 3.8 |

| Subscores for Learning Outcome 3: In addition to the overall score, most samples for this outcome were also scored within four subcategories below to better identify areas needed for improvement. | | | |
|--|---|---------------------------------------|--|
| Ability to apply business acumen | Ability to plan, research, & complete assignments properly | Ability to think strategically | Ability to understand basic management principles |
| Average Score | Average Score | Average Score | Average Score |
| 3.7 | 4.3 | 3.8 | 4.2 |

Outcome was met with 100.0% (24 of 24 students) scoring at the 70% stated goal.

Use of Results

This outcome is being assessed for the first time this year. Student achievement levels are strong for a first assessment and no change is recommended at this time. Following initial analysis of results, assessment data will be reported to all business faculty for review and recommendations.

Learning Outcome 4

Effective Communication

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment.

Criteria

70% of students should obtain a score of 3 (out of 5) or higher on the BUSN Effective Communication Rubric.

Methods

2010-2011, 2011-2012: Business faculty members will meet with USCL's Assessment Coordinator members to develop the BUSN Effective Communication Rubric. The Assessment Coordinator will then work with faculty to collect samples of ungraded student work relevant to the learning outcome from SPCH 140, TSTM 342, or ENGL 463. These samples may include examinations, projects, research papers, PowerPoint presentations, or other relevant examples demonstrating effective communication in a business environment. These artifacts will be coded, stripped of identifying information, and scored by a faculty review panel including members of the Assessment Committee, as well as selected business faculty. Following initial analysis of results, assessment data will be reported to all faculty involved in the collection of sample student work, as well as to all business faculty, for review and recommendations.

Results

Business faculty developed the BUSN Effective Communication Rubric in coordination with USCL's Assessment Coordinator. Ungraded work was collected from students enrolled in TSTM 342, as well as one additional course, TSTM 143 (ADV BUS DOCUMENT PREP). These samples were processed as described in Methods above and scored. English and business faculty scored the samples; no faculty members scored samples from their own classes.

| Results for Learning Outcome 4 <i>Effective Communication</i> Learning Outcome 4: Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment. | | |
|---|--|-------------------------|
| Level of Achievement | Number of Artifacts Scored | Percentage of Artifacts |
| 5 (Exemplary) | 0 | 0.0% |
| 4 (Proficient) | 2 | 7.7% |
| 3 (Adequate) | 18 | 69.2% |
| 2 (Developing) | 6 | 23.1% |
| 1 (Inadequate) | 0 | 0.0% |
| Total artifacts scored | | 26 |
| | Percentage Scoring 3 (out of 5) or higher on the <u>Effective Communication Rubric</u> | 77% |
| | Overall Average Score | 2.8 |

| Subscores for Learning Outcome 4: In addition to the overall score, most samples for this outcome were also scored within four subcategories below to better identify areas needed for improvement. | | | |
|--|---|---|---|
| Identifying the components of a resume, cover letters, and interviewing skills | Identifying the writing and presenting of a research paper | Properly composing positive, negative, and persuasive messages | Identifying cultural differences and nonverbal communication |
| Average Score | Average Score | Average Score | Average Score |
| 3.5 | 3.5 | 2.8 | *NS |

*Not scored

Outcome was met with 77.0% (20 of 26 students) scoring at the 70% stated goal.

Use of Results

This outcome is being assessed for the first time this year. Student achievement levels are solid for a first assessment. Following initial analysis of results, assessment data will be reported to all business faculty for review and recommendations.

Recommendations:

- Select samples more appropriate to the rubric. Because faculty were developing scoring rubrics at the same time that samples were being collected, in some cases the samples did not fit the rubric well (for instance, assignments that did not involve research, others that were marketing flyers rather than materials related to job searching). Earlier communication of the rubric and outcome goals will remedy this problem.
- Consider revisions to rubric. Many of the samples submitted that did not fit the rubric still served as examples of effective business communication. One subscore area, "Identifying cultural differences and nonverbal communication," had no scores at all, indicating that this category did not apply to any of the 26 samples of student work. If this is an important aspect of the outcome, business faculty should submit relevant samples; if not, the category should be eliminated from the rubric.

II. FUTURE ASSESSMENT PLAN FOR YEARS 2011-2012

MISSION STATEMENT

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

GOAL 1

Students completing the Associate in Science in Business degree program at USC Lancaster will achieve a foundational understanding of business practices, financial and economic concerns, and information technologies for the workplace. In the process of acquiring this knowledge, they will develop the fundamental skills, knowledge, and capacity for critical thought necessary to pursue further learning, to succeed in their chosen career fields, and to assume the responsibilities of informed and enlightened citizenship in their communities and in the wider society.

Curriculum

Curriculum for Learning Outcome 1

Accounting and Financial Skills

ACCT 225 Introduction to Financial Accounting or RETL 261 Functional Accounting I

Curriculum for Learning Outcome 2

Knowledge of Basic Legal Concepts

TSTM 240 Business Law or ACCT 324 Survey of Commercial Law

Curriculum for Learning Outcome 3

Management Skills

MGMT 371 Principles of Management

Curriculum for Learning Outcome 4

Effective Communication

SPCH 140 Public Communication, TSTM 342 Business Communications, or ENGL 463 Business Writing

Learning Outcome 1

Accounting and Financial Skills

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.

Criteria

70% of students should obtain improved scores on an Office Proficiency Assessment and Certification (OPAC) bank reconciliation post-test as compared to pre-test measures. In addition, samples of student work will be obtained and scored against the Accounting and Finance Skills Rubric. 70% of students should score a 3 or higher against the rubric.

Methods

2011-2012, 2012-2013: Representative faculty members teaching ACCT 225 or RETL 261 will deliver an OPAC bank reconciliation pre-test on the first or second day of class, and then again at the conclusion of the course and report the results to USCL's Assessment Coordinator. Business faculty will also review the Accounting and Financial Skills Rubric to determine if any change is desired in the rubric or sample collection methods. Following initial analysis of results, assessment data will be reported to all business faculty for review and recommendations.

Learning Outcome 2

Knowledge of Basic Legal Concepts

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to describe basic legal concepts and the judicial system, with emphasis on business law.

Criteria

70% of students should obtain a score of 3 (out of 5) or higher on the BUSN Knowledge of Basic Legal Concepts Rubric

Methods

2011-2012: Business faculty members will meet with USCL's Assessment Coordinator members to develop the BUSN Knowledge of Basic Legal Concepts Rubric. The Assessment Coordinator will then work with faculty to collect samples of ungraded student work relevant to the learning outcome from TSTM 240 or ACCT 324. These samples may include examinations, projects, research papers, PowerPoint

presentations, or other relevant examples demonstrating knowledge of basic legal concepts relative to business law. These artifacts will be coded, stripped of identifying information, and scored by a faculty review panel including members of the Assessment Committee, as well as selected business faculty. Following initial analysis of results, assessment data will be reported to all business faculty for review and recommendations.

Learning Outcome 3

Management Skills

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to apply basic management theories to reach appropriate business decisions.

Criteria

70% of students should obtain a score of 3 (out of 5) or higher on the BUSN Management Skills Rubric.

Methods

2012-2013: Business faculty members will review the BUSN Management Skills Rubric to determine if any change is desired in the rubric or sample collection methods. The Assessment Coordinator will then work with faculty to collect samples of ungraded student work relevant to the learning outcome from MGMT 371. These samples may include examinations, projects, research papers, PowerPoint presentations, or other relevant examples demonstrating application of knowledge of basic management theories. These artifacts will be coded, stripped of identifying information, and scored by a faculty review panel including members of the Assessment Committee, as well as selected business faculty. Following initial analysis of results, assessment data will be reported to all business faculty for review and recommendations.

Learning Outcome 4

Effective Communication

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment.

Criteria

70% of students should obtain a score of 3 (out of 5) or higher on the BUSN Effective Communication Rubric.

Methods

2011-2012, 2012-2013: Business faculty members will review the BUSN Effective Communication Rubric to determine if any change is desired in the rubric or sample collection methods. The Assessment Coordinator will then work with faculty to collect samples of ungraded student work relevant to the learning outcome from SPCH 140, TSTM 342, or ENGL 463. These samples may include examinations, projects, research papers, PowerPoint presentations, or other relevant examples demonstrating effective communication in a business environment. These artifacts will be coded, stripped of identifying information, and scored by a faculty review panel including members of the Assessment Committee, as well as selected business faculty. Following initial analysis of results, assessment data will be reported to all business faculty for review and recommendations.

In addition to the assessments used above, the Business faculty has been keeping other assessment data and providing those in the prior Quality Assurance reports to the ACBSP. That data is shown in the table 2 below as well as the results from above.

Accounting and Finance Course Improvements noted for 2011-2012

Even though the overall assessment data was very positive for the accounting courses for 2010-2011, several changes have been implemented in several of the accounting and personal finance courses to achieve improved student results for 2011-2012. First, several of the accounting and personal finance courses have adopted the use of online homework solution software for Fall 2011. CengageNow software is in use by two accounting courses and one personal finance course, and Connect by McGraw-Hill is being used by one accounting course. Students will be using the software to turn in selected homework assignments for grading in addition to the homework covered in class. This should provide excellent feedback for professors.

Based upon data received from Spring 2011, we noticed that more time may need to be dedicated to journal entries and account classifications. An accounting tutor was available to assist students in the ASC with problems encountered with their homework. In addition, one professor opened up an accounting lab on Fridays dedicated solely to assisting students with homework assignments or other issues (see Appendix 4A).

Other Improvements noted for 2011-2012

There has been discussion among several key business faculty about the use of pre-testing and post-testing for Associate in Science in Business students. As of this point, the decision has not been made to formally pursue this. One thought is that by testing students in the early stages (when they first declare their majors) and then again prior to the students finishing their last semester, we could have a way of determining how much knowledge they have gained in certain key areas. One option is to develop a test internally, while another approach is to contract the testing out to someone like Ivey Software or Peregrine Academic Services.

Another discussion that will take place in early Fall 2012 is concerning the current curriculum requirements for the degree. One of the shortcomings of the current requirements is that the degree is not a direct feeder into the four year business program in Columbia, nor the new organizational leadership degree (BOL) offered at USCL through Palmetto Programs of USC. Some of the technology courses required for the Associate degree are not required for the four year degrees. Preliminary conversations have taken place about the possibility of replacing some of the current required technology courses with more accounting, management, and marketing course options in an effort to strengthen the degree and ensure that more courses will transfer into the four year programs. We believe that the number of students choosing the Associate in Science in Business degree will increase if we make these changes. Refer to Appendix 4A for more information on this topic.

Key faculty members have discussed the results from the alumni and Business Faculty surveys. The feedback was great information to have. The data suggested that we move forward in a way to improve in the future. We did not meet our goals on a couple of questions, but we want to gather more survey data before we make any rush judgments on potential changes. Related to the Business faculty surveys, after the first survey was conducted, we realized that some of the questions were only applicable to full-time faculty. We subsequently administered another survey to full-time faculty only in an effort to reduce confusion concerning some of the questions. The results were positive. See Appendix 5F for copies of the results.

Finally, we are going to review the rubrics used for the last two years and improve them for 2012-2013. The rubrics we have in place are a great start, but we need to fine tune them.

Accounting and Financial Skills Rubric
 2010-2011 Assessment Period
 Associate in Science in Business
 University of South Carolina Lancaster

Learning Outcome 1

Accounting and Financial Skills 2010-2011, 2011-2012

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.

| Trait | 1 | 2 | 3 | 4 | 5 |
|---|---|--|---|--|---|
| Identifying the components of an Income Statement, Balance Sheet, or Statement of Owner's Equity | Little or no understanding of the statement is evidenced. | Terminology incorrectly used and numerous errors when compiling the statement. | Terminology correctly used but with a few errors when compiling the statement. | Terminology correctly used but with one error when compiling the statement. | No errors when compiling the statement. |
| Identifying the classification and normal balances of accounts. | Little or no understanding of the statement is evidenced. | Demonstrated a limited knowledge of the classification and normal balance of accounts. | Demonstrated a good knowledge of the classification but limited knowledge of the balance of accounts. | Demonstrated a good knowledge of the classification and normal balance of accounts. | No errors when identifying the classification and normal balances of accounts. |
| Properly reconciling a bank checking account. | Little or no understanding of the process is evidenced. | Demonstrated a limited knowledge of the procedure for reconciling a checking account but with numerous errors. | Demonstrated a decent knowledge of the procedure for reconciling a checking account, but with two or more errors. | Demonstrated a good knowledge of the procedure for reconciling a checking account, but with one error. | Demonstrated a good knowledge of the procedure for reconciling a checking account with zero errors. |
| Properly Recording journal entries in a general journal format. | Little or no understanding of the process is evidenced. | Demonstrated a limited knowledge of the procedure for entering journal entries with numerous errors. | Demonstrated a decent knowledge of the procedure for entering journal entries but with some errors. | Demonstrated a good knowledge of the procedure for entering journal entries with only a few errors. | Demonstrated a good knowledge of the procedure for entering journal entries with no errors. |

Management Skills Rubric
 2010-2011 Assessment Period
 Associate in Science in Business
 University of South Carolina Lancaster

Learning Outcome 3

Management Skills 2010-2011

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to apply basic management theories to reach appropriate business decisions.

| Trait | 1 Inadequate | 2 Developing | 3 Adequate | 4 Proficient | 5 Exemplary |
|---|--|--|--|--|---|
| Ability to apply business acumen | Demonstrates unacceptable understanding of business operations, competition, priorities, & decisions | Exhibits characteristics of both 1 & 3 | Demonstrates acceptable understanding of business operations, competition, priorities, & decisions | Exhibits characteristics of both 3 & 5 | Demonstrates outstanding understanding of business operations, competition, priorities, & decisions |
| Ability to plan, research, & complete assignments properly | Demonstrates unacceptable understanding of the required criteria for the assigned paper | Exhibits characteristics of both 1 & 3 | Demonstrates acceptable understanding of the required criteria for the assigned paper | Exhibits characteristics of both 3 & 5 | Demonstrates outstanding understanding of the required criteria for the assigned paper |
| Ability to think strategically | Demonstrates unacceptable understanding of internal & external factors that impact performance & long-term goals/strategies /vision in companies | Exhibits characteristics of both 1 & 3 | Demonstrates acceptable understanding of internal & external factors that impact performance & long-term goals/strategies /vision in companies | Exhibits characteristics of both 3 & 5 | Demonstrates outstanding understanding of internal & external factors that impact performance & long-term goals/strategies /vision in companies |
| Ability to understand basic management principles | Demonstrates unacceptable understanding of the relationship between the theory & application of basic management principles | Exhibits characteristics of both 1 & 3 | Demonstrates acceptable understanding of the relationship between the theory & application of basic management principles | Exhibits characteristics of both 3 & 5 | Demonstrates outstanding understanding of the relationship between the theory & application of basic management principles |

Business Communication Skills Rubric
 2010-2011 Assessment Period
 Associate in Science in Business
 University of South Carolina Lancaster

Learning Outcome 4

Effective Communication **2010-2011, 2011-2012**

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment.

| Trait | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|--|---|
| Identifying the components a resume, cover letters, and interviewing skills. | Little or no understanding of the statement is evidenced. | Demonstrated a limited knowledge of the skills needed for job placement | Demonstrated a good knowledge of the job market and the necessary tools to obtain employment | Demonstrated a good knowledge of the job market and the necessary tools to obtain employment but needed assistance with proper formatting on the necessary documents | No errors when the resume, cover letters were completed. Demonstrated a good knowledge of the interviewing process. |
| Identifying the writing and presenting of a research paper. | Little or no understanding of the statement is evidenced. | Demonstrated a limited knowledge of the writing and presenting of a research paper. | Demonstrated a good knowledge of the writing and presenting of a research paper with some errors. | Demonstrated a good knowledge of the writing and presenting of a research paper with a few errors. | Very few errors when writing and presenting of a research paper. |
| Properly composing positive, negative, and persuasive messages. | Little or no understanding of the process is evidenced. | Demonstrated a limited knowledge of the composing of positive, negative, and persuasive messages. | Demonstrated a decent knowledge of the composing of positive, negative, and persuasive messages. | Demonstrated a good knowledge of the composing of positive, negative, and persuasive messages. | Demonstrated a good knowledge of the composing of positive, negative, and persuasive messages with relatively few errors. |
| Identifying cultural differences and non verbal communication. | Little or no understanding of cultural differences and non verbal communication. | Demonstrated a limited knowledge of cultural differences and non verbal communication. | Demonstrated a decent knowledge of cultural differences and non verbal communication. | Demonstrated a good knowledge of cultural differences and non verbal communication. | Demonstrated a good knowledge of cultural differences and non verbal communication indicated by assessment by exam. |

Supporting documentation: 2011-2012 USCL Business Assessment Plan (Appendix 4B)

B. Describe the student learning outcomes assessment process and include information about the following:

- **What student learning data is collected and why**
- **How the business unit uses student-learning data to improve the business program and enhance student learning**
- **How comparative or benchmark data is used to enhance and improve student learning**
- **How the business unit improves, refines, or enhances the student outcomes assessment process**

See response to letter A above.

C. List the student learning outcomes for each program seeking accreditation or re-affirmation.

The Associate in Science in Business degree seeks to provide educational opportunities that will prepare students for careers in business and industry as well as meet many of the preliminary requirements for four-year majors in the College of Hospitality, Retail, and Sport Management at the main campus of USC.

Learning Outcomes

- **Accounting and Financial Skills:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.
- **Knowledge of Basic Legal Concepts:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to describe basic legal concepts and the judicial system, with emphasis on business law.
- **Management Skills:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to apply basic management theories to reach appropriate business decisions.
- **Effective Communication:** Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment.

Supporting documentation: Learning Outcomes for USCL (see Appendix 4C)

Supporting online documentation can be found at:

[http://bulletin.usclancaster.sc.edu/content.php?catoid=37&navoid=4260#Associate in Science in Business](http://bulletin.usclancaster.sc.edu/content.php?catoid=37&navoid=4260#Associate_in_Science_in_Business).

D. Complete Table 2 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation.

- **Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments**
- **Three to five years of trend data—two to four years plus the self-study year**
(Candidates with less than three years of data are eligible for accreditation with conditions.)

See Table 2

- E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.***

Our business professors have classrooms that are lecture-based with discussion. At the moment, there are no alternative methods of delivery for our Associate in Science in Business degree.

Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

- A. Describe how the business unit conducts each program evaluation (i.e., DACCUM, program review, etc.)***

The curriculum committee at USC Lancaster reviews new academic programs or proposed curriculum changes and recommend those changes to the faculty. In addition to this committee, the assessment committee was formed in 2008-2009 and was charged with developing, recommending, and reviewing institutional policies and procedures regarding the assessment of student learning for the degree programs available at USC Lancaster. Assessment of the business program operates on a 4-year cycle. For years requiring overall program evaluation (e.g., Year I), the Associate Dean for Academic & Student Affairs will appoint a Committee on Academic Assessment to complete the evaluation. In years requiring the evaluation of specific program goals, faculty members teaching courses meeting the goal being evaluated will be identified and informed by a letter from the Associate Dean at the beginning of the evaluation period. Faculty from each course will be asked to provide samples of tests and assignments from students successfully meeting the goal. Each faculty member will collect and submit anonymous samples to the appropriate Academic Division Chair. The Division Chair will collect the samples from each of the designated courses and will forward them to the Associate Dean. The Associate Dean will forward the samples to the USC Office of Assessment, who will be responsible for compiling and summarizing the results. The results will be returned to the Campus Committee on Academic Assessment and used to evaluate that each of the designated courses has met the program goal, or to make recommendations for changes/improvements to courses and degree curricula.

- B. Describe faculty involvement in the program evaluation process.***

USC Lancaster faculty are heavily involved in the program evaluation process. The assessment committee is comprised of faculty members, and it meets several times during the academic year to discuss what is needed to evaluate the programs.

- C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).***

USC Lancaster's Assessment Committee made significant changes to our 2008-2009 plan during the course of performing assessment. First, the committee completed a large-scale revision to the curricula for four of USC Lancaster's Associate's Degrees. The Associate in Arts, Associate in Science, Associate in Science in Business, and the Associate in Science in Criminal Justice Degrees were all strengthened in academic rigor by increasing requirements for analytical and numerical reasoning, laboratory sciences,

and foreign language, among other changes. These changes aligned the degree programs more closely with the corresponding baccalaureate degrees offered by USC Columbia with the intention of helping students meet their four-year degree general education core requirements while they complete the associate's degree. Curriculum changes were recommended to the Lancaster Faculty Organization, approved locally and forwarded through appropriate levels of additional approval. The new curricula were finally approved in April 2009 and were included in the Fall 2009 *Academic Bulletin*, and apply to all students entering USC Lancaster for the Fall 2009 semester and thereafter.

Supporting documentation: 2009-2010 Business Assessment Plan in Appendix 4B.

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

The assessment committee minutes for the meetings held since 2008 are available on the USC Lancaster website for the public to view. The old and new degree requirements are also available on the website for the public to view.

E. Describe the improvements that have been implemented as a result of the program evaluation.

The requirements for the Associate in Science in Business were changed to allow the program to more easily transfer into the Integrated Information Technology program in the College of Hospitality, Retail, and Sport Management at the main campus. One example of these improvements was to require students to enroll in or show proficiency in a foreign language. Another example was to require a laboratory science. For a full list of the changes, see the assessment committee minutes (Appendix 4D) from the November 11, 2008 meeting online at <http://usclancaster.sc.edu/assessment/assessment/Minutes111108.pdf>. USCL is going to review the requirements again in Fall 2013 and decide whether it is reasonable to make more adjustments to the program to allow it to more easily transfer into the four year Business program or the four year Organizational Leadership program.

Criterion 4.3 Student Assessment

Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.

Each institution must explain the means of assessing student ability for advanced placement, if applicable.

Each institution must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance and degree satisfaction.

A. Explain the process for identifying student needs for developmental assistance.

The following was taken from the 2009-2010 Accountability Report of USCL: Many of USC Lancaster's students enter college with less-than-adequate academic preparation. To help ensure the success of these students, USC Lancaster provides an on-campus Academic Success Center

(ASC). Housed in the Medford Library, the ASC provides students with free tutoring services utilizing both professional and student tutors (each of whom is recommended or approved by faculty who teach the courses). The ASC also provides computer-based tutorial programs in certain disciplines. USC Lancaster's federally-funded TRIO Program also plays a major role in campus recruitment and retention.

The Opportunity Scholars Program, which serves approximately two hundred first-generation ("high risk") college students, provides academic, personal, and career counseling, as well as tutorial services and cultural-event opportunities. A second component of TRIO is the Upward Bound Program, which serves "high risk" students in area high schools by providing mentoring, counseling, tutoring, and, by educating participants about the importance and necessity of earning a college degree.

To assist incoming freshmen with making the adjustment to university life, USC Lancaster hosts several orientation sessions each summer. During these sessions students meet with campus leaders, take placement tests, attend presentations by USC Lancaster officials, meet with their academic advisors, and pre-register for courses. Recognizing that family support is an important factor in student success, USC Lancaster also hosts several parent orientations. All participants in these orientation sessions (students and parents) are encouraged to complete an evaluation form which is used to improve the content, format, and effectiveness of the events.

Many USC Lancaster students are employed either part-time or full-time. Some are nontraditional students with family and other obligations. There are the traditional issues that students face; family problems, relationship problems, and other personal matters. Many students perform responsibility balancing acts in their daily lives. These heavily tax their time and resources. To help students cope with the many demands they face, USC Lancaster provides on-campus Counseling Services. Located in Bradley, Counseling Services is staffed by one full-time counselor with a Masters degree in Clinical Psychology and one part-time counselor with a Masters degree in Social Work. They are assisted by a full-time Coordinator. All currently enrolled students are eligible for these services, free of charge. The goal of the Counseling Services is to assist students in clarifying and resolving personal, educational, and career concerns. All counseling is conducted in a confidential and professional setting, providing students the opportunity to explore and evaluate information central to the helping process. Common needs and concerns of college students include: self-assessment, choosing a major, career exploration, goal-setting, decision-making, stress management, time management, test anxiety, critical thinking, developmental issues, esteem problems, relationship problems, depression, anxiety and panic, anger management, and sexual identity. Students may come in or call to schedule an appointment. Information for Counseling Services is found online at <http://usclanaster.sc.edu/counseling/index.html>.

Supporting documentation: 2009-2010 Accountability Report, pages 22-23 (Appendix 4E).

Supporting documentation online at <http://usclanaster.sc.edu/planning/AcctReportFY09-10.pdf>.

B. Explain the process for determining and awarding advanced placement, if applicable.

Advanced Placement by Examination

Incoming Students may qualify for degree credit and/or advanced placement through successful completion of the following exams:

1. The College Entrance Examination Board Advanced Placement Exams
2. The International Baccalaureate Higher Level Examinations
3. The College Level Examination Program Subject Examinations

Supporting Documentation can be found in Appendix 4F.

Math and Foreign Language Placement

All newly admitted students to USC Lancaster must take the mathematics and foreign language placement exams prior to completion of the registration process. The purpose of the math exam is to

determine the course level appropriate to the student's abilities. For foreign language, if a student scores high enough the student can exempt the foreign language requirements for some degree programs. The student must replace those hours with other courses, however.

Dual Enrollment Program

The USC Lancaster High School Dual Enrollment Program offers two dual-credit programs taught on-site in high schools. The first is a cooperative effort between USC Lancaster professors and high school teachers to offer courses which are customized for each school with rigorous emphasis on quality control. In the second program, faculty members travel from the Lancaster campus or may come from the communities where the courses are taught to deliver the course. These programs are based on instructor availability and are conducted in strict compliance with USC guidelines. The courses that are offered are in the areas of Anthropology, Economics, Psychology, Criminal Justice, and Political Science.

Supporting documentation can be found in Appendix 4G.

Supporting documentation online at:

<http://bulletin.usclanaster.sc.edu/content.php?catoid=37&navoid=4255>.

C. Explain the student advisement process, including the use of remedial assessment information.

Academic Advising – At USC Lancaster, except in unusual circumstances, all full-time faculty are expected to advise students. Each faculty member is assigned a group of students for whom they will serve as academic advisor until those students transfer, graduate, or change majors. In most cases, faculty are assigned students who have indicated they plan to major in the faculty member's area of expertise. Because we are a small faculty, however, faculty will sometimes be assigned students who are majoring in other areas.

Faculty workshops are held as needed, usually in the fall, to assist new or existing faculty with various advising topics. The last workshop held was in October, 2010, and there were several topics covered: FERPA, transfer articulation agreements with South Carolina Technical Schools, using IMS, USC Lancaster's academics standards policy, USC Lancaster's grade forgiveness policy, and navigating USC Lancaster's academic advisement website. Faculty who also serve as advisors are encouraged to familiarize themselves with the curricula for the USC Lancaster Associate's degrees (<http://usclanaster.sc.edu/admissions/degrees.htm>) as well as for the baccalaureate program in which the student has indicated that he or she plans to major. A list of majors and faculty advisors is found online at <http://usclanaster.sc.edu/admissions/major-advisor.htm>. Questions regarding academic advising are directed to the Office of Academic & Student Affairs or the Office of Admissions & Records. Advisement training is made available periodically and upon request, especially when several new faculty are hired. Advisement for the Spring semester generally begins after Fall break (October). Advisement for Summer and Fall semester generally begins after Spring break (March). See <http://usclanaster.sc.edu/faculty/faonly.htm> for additional information.

It is the students' responsibility to make an appointment with their advisors and to pre-register for classes.

Supporting documentation: Appendix 4H.

Supporting online documentation can be found at:

<http://usclanaster.sc.edu/academics/advisement/resources.htm>.

D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

There are no developmental offerings specific to the Associate in Science in Business degree at USC Lancaster. There is a contemporary college math course (RCAM 105) that will prepare the students for more advanced math courses. This course was first offered in 2011, but it is not specifically designed for students enrolled in this degree program.

E. Complete Table 3 – Organizational Performance Results. For each business program report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data —two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

See Table 3.

F. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

Each semester the President’s Honor List and the Dean’s Honor List are published on the USC Lancaster website, and in the local newspaper, *The Lancaster News*. In addition, for those students fortunate enough to make the list of Who’s Who Among Students in American Junior Colleges, an announcement is published in both the local newspaper and on USC Lancaster’s website. Please refer to Appendix 4I, or online at <http://usclanaster.sc.edu/admissions/Records-Registration.htm>.

Information related to progress of the campus and the status of the academic programs is shared with local community leaders when the Dean is invited to speak at various meetings around the area. For example, the Dean has spoken at the local Rotary clubs of Lancaster County on numerous occasions in the past few years. In addition, The Educational Foundation of USC Lancaster meets quarterly, and one of the agenda items is a report from the Dean. He shares the latest news concerning the university with the board members in a direct, concise, and effective manner. For more information concerning the foundation, please refer to Appendix 4J, or you can reference the materials online at <http://usclanaster.sc.edu/foundation/index.html>.

Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 4 - Measurement, Analysis, and Knowledge Management.

USC Lancaster seeks to provide the best education possible to its students. There is an assessment cycle in place and we will continue to collect and analyze data, and make adjustments as required. We are currently collecting data on accounting and financial skills, management skills and concepts, effective communication skills, and, in 2011-2012 we will add data related to legal concepts. In addition, the Business faculty are discussing the possibility of having a post-test to offer to our students prior to their graduation dates. If we go down this path, we need to keep in mind that our current Associate’s Degree in Business may have more technology related courses than other programs, so our post-test will have to accommodate that. One of the business faculty has started using online homework solution programs offered by Cengage and McGraw-Hill in both accounting and personal finance courses, and we will explore the possibility of expanding this way of gathering data for both external reporting and improving results by the students. Finally, we will continue to address our current rubrics and adjust them accordingly.

Table 2 Student Learning Results

| Performance Indicator | | Definition | | | |
|---|---|---|---------------------------|--|---|
| 1. Student Learning Results (Required for each accredited program) | | <p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.</p> | | | |
| Analysis of Results | | | | | |
| Performance Measure (Competency) | Description of Measurement Instrument to include <small>Formative or Summative, Internal or External, and Descriptive or Comparative</small> | 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) |

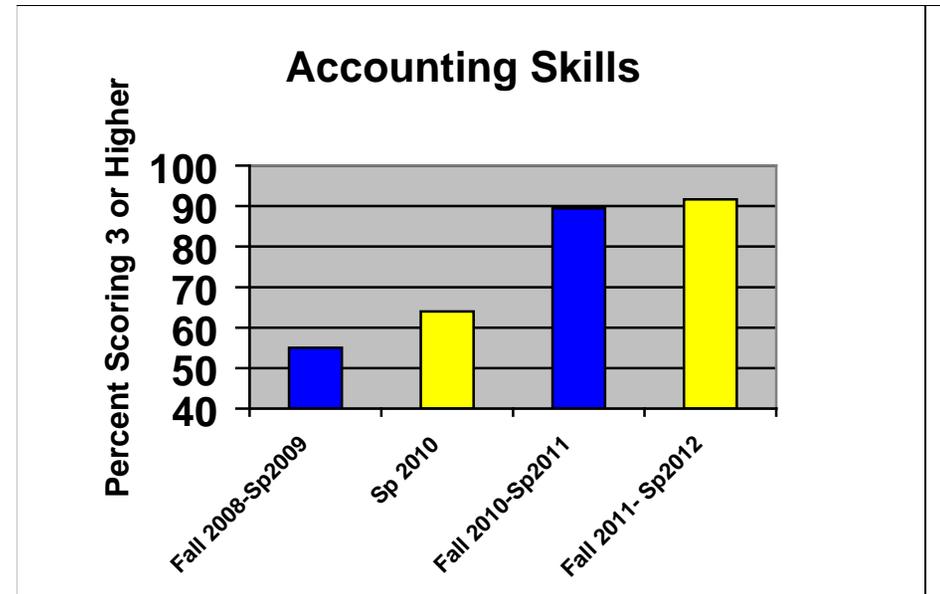
Students enrolled in an accounting course should be able to identify the components of an income statement, balance sheet, or statement of owner's equity. Students should be able to identify and classify accounts, as well as create and record general journal entries.

Samples of student work submitted to the assessment committee.

70% of the students enrolled in an accounting course should score 3 or higher on the Accounting and Financial skills rubric.

Outcome was met. 89.5% of the students enrolled in an accounting course scored 3 or higher on the Financial & Accounting skills rubric for 2010 - 2011. Beginning in 2011-2012, Cengage software will be used to help measure competencies.

Preliminary results from using Cengage are positive. For 2012-2013, we will have a goal that 71% of the students will achieve the desired results. We will continue to gather data and look for trends and ways to improve.



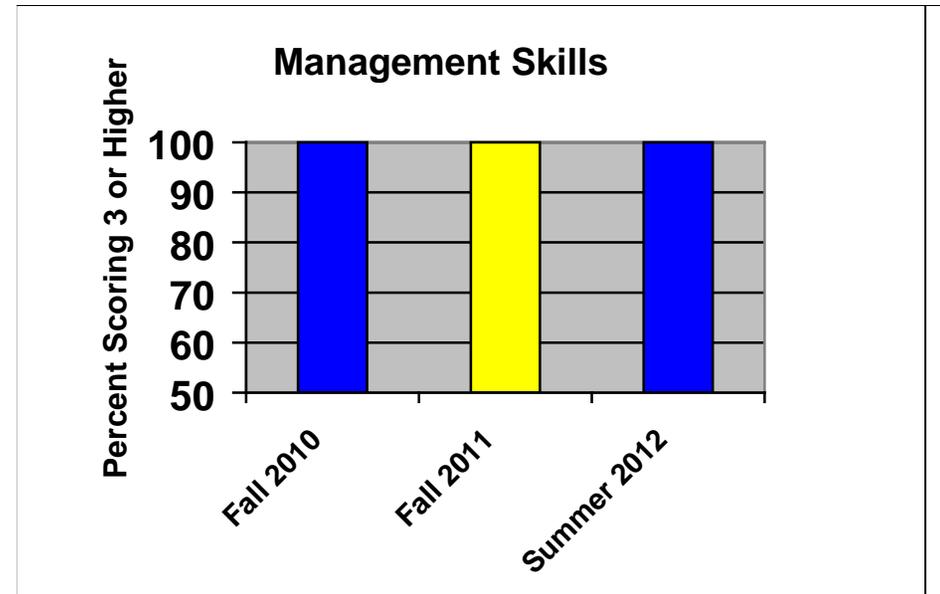
Students enrolled in a management course should be able to apply basic management theories to reach appropriate business decisions.

Samples of student work submitted to the assessment committee.

70% of the students enrolled in a management course should score 3 or higher on the management skills rubric.

Outcome was met. 100% of the students enrolled in a management course scored 3 or higher on the management skills rubric for 2010 - 2011.

We will continue to gather data and look for trends over time. For 2012-2013, we will target that 75% will score a 3 or better on the management skills rubric. In addition, we will review the rubric and improve it.



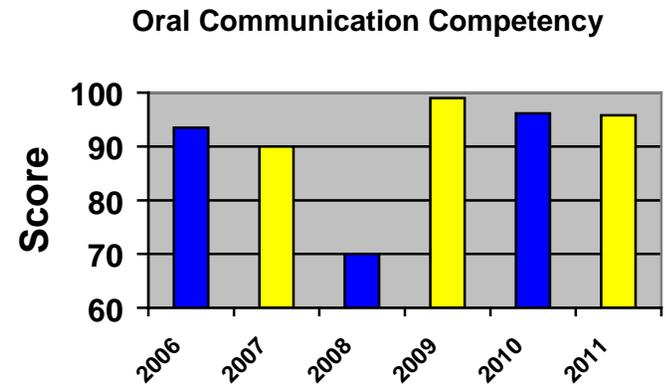
A.S. in Business students will demonstrate sufficient competency in oral communication skills.

ITEC 242 students will make a formal oral presentation. Data collected for two years to establish a baseline of student achievement.

A.S. in Business students will demonstrate 85% competency in oral communication skills.

Outcome was met. Average class was 96% for 2010-2011.

We will seek to improve by targeting 90% during 2012-2013.



| <p>Students enrolled in a computer keyboarding course will, on average, increase their keyboarding skills from the beginning of the course to the end of the course.</p> | <p>OPAC computer testing software</p> | <p>Students enrolled in a computer keyboarding course will, on average, increase their keyboarding skills from the beginning of the course to the end of the course.</p> | <p>Outcome was met. The average net words per minute as reported by the OPAC software increased from 25 to 34 during the academic year.</p> | <p>We will continue to monitor and look for ways to improve. We will gather more data and make adjustments as needed.</p> | <p>MS Word Timed Writing Test Results from OPAC</p> <p>Net Words Per Minute</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Beginning</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>Summer 2010</td> <td>42</td> <td>45</td> </tr> <tr> <td>Spring 2011</td> <td>25</td> <td>34</td> </tr> </tbody> </table> <p>Legend: ■ Beginning ■ End</p> | Year | Beginning | End | Summer 2010 | 42 | 45 | Spring 2011 | 25 | 34 |
|--|---------------------------------------|--|---|---|---|------|-----------|-----|-------------|----|----|-------------|----|----|
| Year | Beginning | End | | | | | | | | | | | | |
| Summer 2010 | 42 | 45 | | | | | | | | | | | | |
| Spring 2011 | 25 | 34 | | | | | | | | | | | | |

Table 3 - Organizational Performance 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 student 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, partnerships, graduation and retention rates by program, etc.*

Analysis of Results

| Performance Measure (Competency) | Description of Measurement | Areas of Success | Analysis and Action Taken | Results of Actions Taken (during the following year) | Insert Graph or Chart of Resulting Trends (graph up to five years of data) |
|--|-----------------------------------|---|--|--|---|
| At least 90% of available students will become employed within six months. | Graduate Survey | 95% of graduates were employed within six months. | Increase participation of area employers in advisory committees, class speakers, field trip sites, and internship sites. | An increase in employer participation led to an increase in employer involvement at the campus job fair. | 2008 = 95% employed |
| | | | | | 2007 = 93% employed |
| | | | | | 2006 = 96% employed |
| | | | | | 2005 = 92% employed |
| | | | | | |

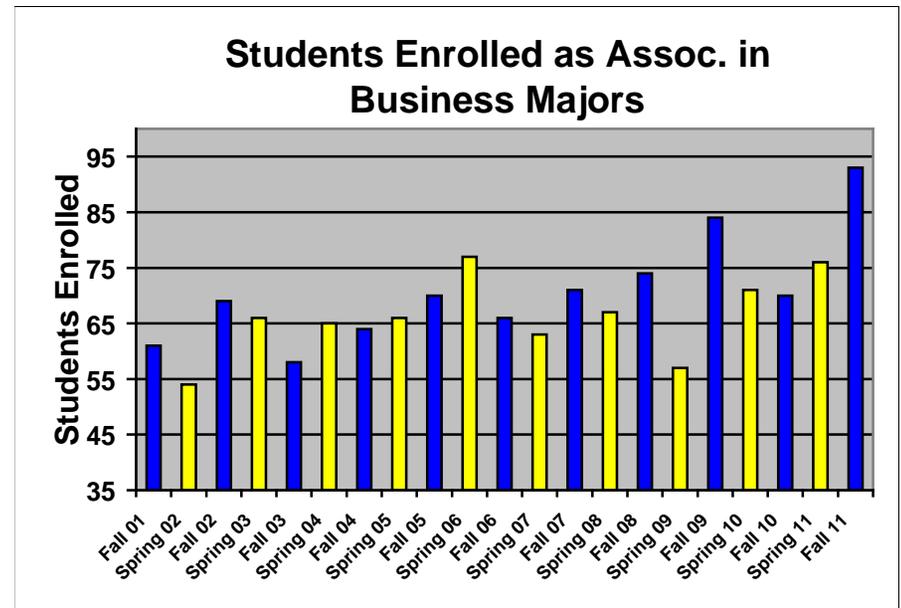
Enrollment in the Associate in Business program will be at least 16 students that generate 12 full-time equivalents.

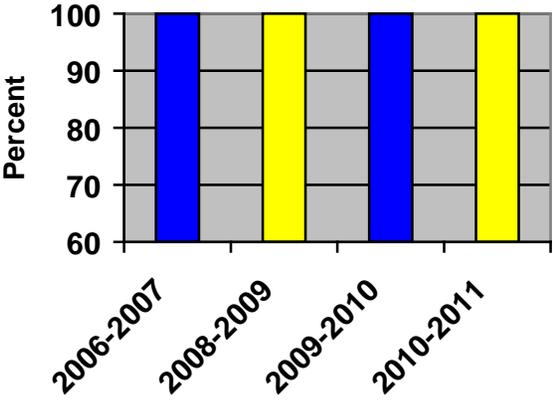
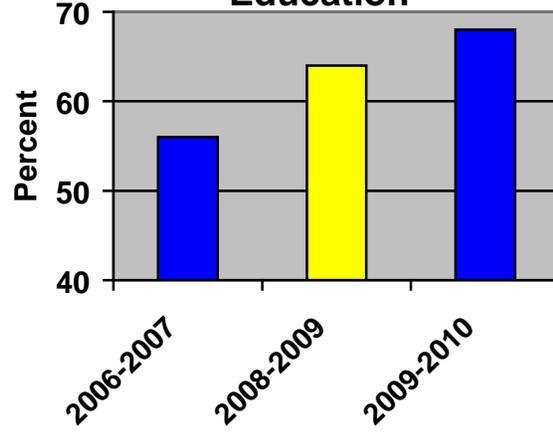
Enrollment numbers provided by the Admissions and Records office.

Acceptable numbers of students enrolled in the Associate program were reported.

Outcome was met. The required courses for the degree have been adjusted to more easily transfer into the 4 year Business programs at USC (fall 2012).

We will continue to monitor and review numbers enrolled in the program. With the potential changes in the program coming in the fall, these numbers should go up.



| <p>Students will score an average of 80% on the evaluation provided by employers of the Internship program.</p> | <p>Supervisor's Evaluation Report of the Intern as provided to USCL as part of the TSTM399 course.</p> | <p>100% of the students received an average score of 80% or higher.</p> | <p>Outcome was met. For 2011-2012, we will target an average score of 81%.</p> | <p>We will continue to monitor.</p> | <p>Students Achieving an 80% Rating by Employers</p>  <table border="1"> <caption>Students Achieving an 80% Rating by Employers</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>100</td> </tr> <tr> <td>2008-2009</td> <td>100</td> </tr> <tr> <td>2009-2010</td> <td>100</td> </tr> <tr> <td>2010-2011</td> <td>100</td> </tr> </tbody> </table> | Year | Percent | 2006-2007 | 100 | 2008-2009 | 100 | 2009-2010 | 100 | 2010-2011 | 100 |
|---|--|--|--|-------------------------------------|--|------|---------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
| Year | Percent | | | | | | | | | | | | | | |
| 2006-2007 | 100 | | | | | | | | | | | | | | |
| 2008-2009 | 100 | | | | | | | | | | | | | | |
| 2009-2010 | 100 | | | | | | | | | | | | | | |
| 2010-2011 | 100 | | | | | | | | | | | | | | |
| <p>50% of the graduates will report employment in the field or continuing in another degree program on the annual CHE 301 report.</p> | <p>Annual CHE 301 report.</p> | <p>64% of the graduates reported employment in the field or continuing in another degree program on the annual CHE 301 report.</p> | <p>Outcome was met. For 2011-2012, we will target 51%.</p> | <p>We will continue to monitor.</p> | <p>Graduates Reporting Employment in the Field or Continuing Education</p>  <table border="1"> <caption>Graduates Reporting Employment in the Field or Continuing Education</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>2006-2007</td> <td>56</td> </tr> <tr> <td>2008-2009</td> <td>64</td> </tr> <tr> <td>2009-2010</td> <td>68</td> </tr> </tbody> </table> | Year | Percent | 2006-2007 | 56 | 2008-2009 | 64 | 2009-2010 | 68 | | |
| Year | Percent | | | | | | | | | | | | | | |
| 2006-2007 | 56 | | | | | | | | | | | | | | |
| 2008-2009 | 64 | | | | | | | | | | | | | | |
| 2009-2010 | 68 | | | | | | | | | | | | | | |

STANDARD 5: FACULTY AND STAFF FOCUS

The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

Criterion 5.1 Human Resource Planning

A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

The policy of the University of South Carolina regarding recruiting faculty is outlined in detail in Appendix 5A, and is available online at <http://www.sc.edu/policies/acaf100.pdf>. At USC Lancaster, a documented search process is required for all academic positions whether the search is internal or external. The hiring authority will determine the scope and structure of the search process prior to the initiation of a search, in consultation with the next highest administrative office when appropriate. At the regional campus level, the hiring authority is the Dean of the campus. The Dean is responsible for ensuring that policies, procedures, and practices in academic units are consistent and in compliance with federal and state equal employment opportunity and educational access laws, rules, and regulations.

Hiring Process

The USC Lancaster hiring priorities committee was established to identify hiring needs of the University and share that information with the leadership of the University. Each academic year, the committee meets early in the Fall semester and gathers information from each of the chairpersons of the various divisions of USC Lancaster related to hiring needs. The committee then analyzes the information and compiles a list of areas where a new faculty member is needed. The final step in the process is to submit the list of hiring needs to the Dean (Appendix 5B). As mentioned earlier in this document, there are three divisions within USC Lancaster. Business faculty are part of the Business, Behavioral Sciences, Criminal Justice, and Education division. A list of the divisions is available in Appendix 5C, and can be accessed online at <http://usclanaster.sc.edu/academics/acadprog.htm>.

The Dean gathers all of the pertinent data from the hiring priorities committee, and based upon budget limits and thoughtful consideration of the short-term and long-term needs of the campus, the Dean decides how many of the positions will be filled. Following this decision, the positions will be advertised and search committees will be formed to review the applications submitted for the positions. In the business area, all full-time faculty must have at least a Master's degree in Business. This is reflected in the advertisement (see Appendix 5D). Search committees must be representative of the University community's diversity as it relates to race, gender, and tenure status whenever possible and practical. The proportion of tenured, tenure-track, and non-tenure-track faculty members will be determined by the hiring authority (Dean) and should reflect the mission of the unit and the relative proportions of the faculty within the unit. The search committees will narrow the list of candidates to a reasonable number to be submitted to the Dean for review. An offer to a candidate can only be made by the Dean. An offer of employment must be in writing and must include the name of the hiring department, rank, salary and effective date. Employment expectations will state the responsibilities for teaching, scholarly performance, service, and extramural funding, as well as other specific criteria or service activities appropriate to the position. Information requirements such as the verification of degree(s) and background check(s) must be included, as well as contingencies such as moving or non-U.S. Citizenship

requirements, as necessary. Criteria relating to all University, state and federal law requirements must be included as applicable.

USC Lancaster's faculty and staff composition is very diverse, and the university follows the policy of the University of South Carolina with respect to personnel hiring decisions. It is the policy of the University of South Carolina to recruit, hire, train, promote, grant tenure, and otherwise make educational and personnel decisions without regard to race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status (except where sex or age is a bonafide occupational qualification.) See University Policies EOP 1.00 Equal Opportunity and Affirmative Action and EOP 1.04 Non-Discrimination Policy.

Faculty vitae are available for your review in Appendix 5P.

Supporting Documentation: Provost' office letter regarding recruitment and appointment of tenured, tenure-track, and non-tenure-track faculty (Appendix 5E).

Supporting documentation online at: <http://www.sc.edu/policies/acaf100.pdf>.

B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.

New business faculty are selected based upon several factors. First, the candidate must possess a Master's degree. Second, prior experiences in the work force or in the field of education are taken into consideration. At USC Lancaster, we currently have faculty with years of experience in accounting, banking, and in running small businesses. Once hired, faculty members are incrementally compensated for teaching more courses than their contract requires. When the State allows pay increases, faculty are provided raises based upon their rankings. These rankings are the result of administrative evaluations conducted annually by Academic Chairs and the Deans of the campus. While non-tenure-track faculty operate mostly on annual contracts, there is the opportunity for the Dean to extend contracts for up to three years when warranted.

C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.

Every year, as the budget will allow, faculty are encouraged to attend workshops or conferences to stay current in their fields. USC Lancaster faculty members obtain professional designations in their fields. Within the Business faculty, one example is a faculty member who is a CPA. USC Lancaster currently pays for the required continuing education hours for that faculty member.

D. Report evidence of business unit faculty and staff well-being and satisfaction.

One important way to gauge faculty satisfaction is to look at the tenure of the faculty with the organization. Of the five full-time business faculty, one has been with the institution since 1971. Another joined USCL in 1978, while yet another joined in 1984. All are important members of our faculty. Surveys used to be conducted bi-annually to determine the level of satisfaction of business faculty at USC Lancaster. The results were shared with the chairperson and others in the division to solicit feedback as to how USC Lancaster could best address the issues raised in the surveys. Even though this process had taken place in the past, there was no structure to the process. USC Lancaster is making an effort to improve this process. First, this survey will take place every year. Second, the results will be formally shared with the division in the fall semester at the first meeting of the division. The results of the survey, as well as the feedback from the meeting will be shared with the Dean in an effort to address the issues. Any actions taken by the Dean will be shared with the faculty. A copy of the results of the 2011 survey is in Appendix 5F for your review. As you will notice, when the full-time

business faculty were surveyed, 100% were either very satisfied or satisfied with the statements in the survey.

Criterion 5.2 Faculty Qualifications

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master's or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

Master's or Doctorate Degree Qualified

A Master's or Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field— The institution must provide documentation.
2. Juris Doctorate— Qualified to teach law courses. The institution must provide documentation.
3. MBA—The institution must provide documentation. Qualified to teach any introductory or principle level business courses.
4. Master's degree in teaching field— The institution must provide documentation.
5. Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level – The institution must provide documentation.
6. Related or out-of-field master's or doctorate degree with documentation in two or more of the following areas:
 - a. In-field professional certification (national, regional, or state)—The institution must provide documentation.
 - b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
 - c. Teaching excellence—The institution must provide documentation.
 - d. In-field research and publication—The institution must provide documentation.
 - e. Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU's, military training, vendor training, etc.—The institution must provide documentation.

Professionally Qualified

A Professionally Qualified faculty member possesses a bachelor's degree in the teaching field with documentation in two or more of the following areas:

- a. Professional certification (national, regional, or state)—The institution must provide documentation.
- b. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
- c. Teaching excellence—The institution must provide documentation.
- d. In-field research and publication—The institution must provide documentation.
- e. Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's, military training, vendor training, etc.—The institution must provide documentation.

Exceptions

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master's or Doctorate Degree Qualified or Professionally Qualified.

Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master's or Doctorate Degree Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.

NOTE: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation which clearly states the qualification.

Complete Table 4 – Faculty Qualifications for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

- **Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order.**
- **List the major teaching field for each faculty member.**
- **List courses taught during self-study year; do not duplicate if taught both fall and spring semesters.**
- **List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.**
- **For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master’s or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.**
- **List the ACBSP qualification of each faculty member – Master’s/Doctorate Degree, Professional, or Exception.**

Table 4 - Faculty Qualifications

1. List all faculty (full-time and part-time) who taught during the self-study year in alphabetic order.
2. Identify the major teaching field for each faculty member (full-time and part-time).
3. List all courses taught during the self-study year.
4. State each degree as printed on the transcript, including the major.
5. List professional certifications and other supporting activities (if applicable).
6. State the ACBSP qualification status.

Analysis of Results

| Name | Major Teaching Field | Courses Taught | All Earned Degrees | Professional Certifications and Supporting Activities | ACBSP Qualification |
|-----------------|-----------------------------|---|------------------------------------|---|----------------------------|
| David Blackwell | Business Law | ACCT 324 - Survey of Commercial Law (3) | J.D., University of South Carolina | | Doctorate |
| Bobby Collins | Economics | ECON 221 - Principles of Microeconomics (3), ECON 222 - Principles of Macroeconomics (3), ECON 224 - Intro to Economics (3) | M.A., University of South Carolina | USCL Rotaract Advisor | Master |
| Brenda Dry | Information Technology | RCAM 141 - Intro Computer Keyboard (3) | M.A., University of South Carolina | Director of Off-Campus programs at USCL 2006-2011, Lancaster Career Center Business Advisory Board member 2006-2011 | Master |

| Name | Major Teaching Field | Courses Taught | All Earned Degrees | Professional Certifications and Supporting Activities | ACBSP Qualification |
|-------------------|----------------------------------|---|---|---|---------------------|
| Stan Emanuel | Marketing, Management, & Finance | FINA 363 - Intro to Finance (3) FINA 369 - Personal Finance (3) FINA 301 - Money & Banking (3) MGMT 371 - Principles of Management (3) MGMT 376 - Organizational Behavior (3) MGMT 472 - Entrepreneurship & Small Business (3) MKTG 350 - Principles of Marketing (3) TSTM 399 - Business Internship (3) | M.B.A., University of South Carolina | USCL Teacher of the Year 2008-2009, USCL Rotaract Advisor | Master |
| Donna Gillespie | Information Technology | ITEC 143 - Adv Business Document Prep (3) ITEC 270 - Records Control (3) | M.S., Winthrop University | | Master |
| Denise Jordan | Business Education | RCAM 141 - Intro Computer Keyboard (3) | M.A.T. Business Education | | Master |
| Daniel Merle | Management | MKTG 457 - Personal Sell & Sales Mgmt (3) | M.B.A., Ashland University | | Master |
| Phillip T. Parker | Accounting & Finance | ACCT 225 - Intro to Fin. Acctg (3) ACCT 226 - Intro to Mgr Acctg (3) FINA 369 - Personal Finance (3) FINA 363- Intro to Finance (3) FINA 341- Risk & Insurance (3) RETL 261 - Functional Acctg I (3) RETL 262 - Functional Acctg II (3) | Master of Accountancy, University of South Carolina | Certified Public Accountant, USCL Teacher of the Year 2009-2010, USCL Rotaract Advisor, Educational Foundation of USCL Board member 2010-2011, Lancaster Rotary Club member 2010-2011 | Master |

Table 4 - Faculty Qualifications continued

Analysis of Results

| Name | Major Teaching Field | Courses Taught | All Earned Degrees | Professional Certifications and Supporting Activities | ACBSP Qualification |
|-----------------------|------------------------------------|---|--|--|----------------------------|
| Darlene Roberts | Information Technology | ITEC 143 - Adv Business Document Prep (3) ITEC 270 - Records Control (3) ITEC 342 - Business Communications (3) | M.A.T. - Business Education | USCL Teacher of the Year 2006-2007 | Master |
| Michael Sherrill, Jr. | Marketing, Management, Finance | MKTG 350 - Principles of Marketing (3) MGMT 371 - Principles of Management (3) FINA 369 - Personal Finance (3) | M.B.A., University of South Carolina | | Master |
| Keta Stogner | Information Technology | ITEC 264 - Computer Apps in Business (3) | M.A.T. - Business Education | | Master |
| Wayne Thurman | Information Technology, Accounting | ACCT 225 - Intro to Fin. Acctg (3) ACCT 226 - Intro to Mgr Acctg (3) MGSC 290 - Computer Info. Systems (3) MGSC 291 - Statistics for BADM & ECON (3) ITEC 164 - Intro Office Automation (3) | M.A., M.B.A., University of South Carolina | | Master |

Criterion 5.3 Faculty Composition

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.

Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- **Semester system:** one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculty).
- **Quarter system:** one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculty. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculty).

A. Explain the business unit's method of calculating FTE teaching loads for full-time and part-time instructors.

Full-time Faculty Equivalent (FTE) is based upon semester credit hours taught. One FTE faculty member is equivalent to twenty four (24) semester credit hours of teaching per academic year. This is documented on the USC Lancaster website in the Resources for Faculty section under the heading, Teaching. See documentation that is located in Appendix 5G, and this information is also available online at <http://usclancaster.sc.edu/academics/RedefinedAppl.pdf>.

This is also represented in the USC Regional Campuses Faculty Manual (Appendix 4, page 52) Appendix 5L and online at <http://saeu.sc.edu/RCFaculty/docs/RCmanual2010.pdf>.

For the academic year 2010-2011, there were 228 credit hours taught by five full-time and seven part-time faculty. This equates to 9.5 FTE. Of the 228 credit hours, 168 of those hours were taught by full-time faculty. The remaining 60 hours were taught by part-time faculty.

B. Complete Table 5 – FTE and Faculty Composition. List all full-time and part-time faculty members for the self-study year in alphabetic order.

- C. Report the following:**
- | | |
|------------|-------------------------------|
| <u>100</u> | % Masters/Doctorate qualified |
| _____ | % Professionally Qualified |
| _____ | % Exceptions |

D. If exceptions exceed 10%, provide a detailed plan to improve and meet Criterion 5.A.2.

No exceptions noted.

Table 5 - FTE and Faculty Composition

1. List all faculty (full-time and part-time) who taught during the self-study year in alphabetic order.
2. Identify the ACBSP qualification status for each faculty member.
3. Identify the number of credit hours taught during the self-study year.
4. Calculate the FTE (Full-Time Equivalent) faculty load (such as 36 hours/30 semester hours of full-time load = 1.20 FTE).
5. Calculate the total FTE for credit hours and each column of ACBSP Qualification (Master's/Doctorate, Professional, and Exceptions).
6. Calculate the percent of total hours taught for each ACBSP Qualification.

Analysis of Results

| Name | ACBSP Qualification | Fall 2010 Hrs Taught | Sp 2011 Hrs Taught | Total Credit Hrs Taught | Master's/Doctorate FTE (24 hrs) | Professional FTE | Exceptions FTE |
|-----------------------|----------------------------|-----------------------------|---------------------------|--------------------------------|--|-------------------------|-----------------------|
| David Blackwell | Doctorate | 3 | 3 | 6 | 0.25 | | |
| Bobby Collins* | Master | 18 | 15 | 33 | 1.38 | | |
| Brenda Dry | Master | 3 | 3 | 6 | 0.25 | | |
| Stan Emanuel** | Master | 21 | 30 | 51 | 2.13 | | |
| Donna Gillespie | Master | 6 | 6 | 12 | 0.50 | | |
| Denise Jordan | Master | 6 | 6 | 12 | 0.50 | | |
| Daniel Merle | Master | 0 | 3 | 3 | 0.13 | | |
| Phillip T. Parker | Master | 18 | 18 | 36 | 1.50 | | |
| Darlene Roberts | Master | 12 | 12 | 24 | 1.00 | | |
| Michael Sherrill, Jr. | Master | 9 | 9 | 18 | 0.75 | | |
| Keta Stogner | Master | 0 | 3 | 3 | 0.13 | | |
| Wayne Thurman | Master | 12 | 12 | 24 | 1.00 | | |
| Totals | | | | 228 | 9.500 | 0.00 | 0.00 |

***Includes 3 hours of dual enrollment**

****Includes 12 hours of dual enrollment and 6 hours for USCL's internship program course**

Data is presented for Fall 2010 - Spring 2011

Table 5 - FTE and Faculty Composition - continued

1. List all faculty (full-time and part-time) who taught during the self-study year in alphabetic order.
2. Identify the ACBSP qualification status for each faculty member.
3. Identify the number of credit hours taught during the self-study year.
4. Calculate the FTE (Full-Time Equivalent) faculty load (such as 36 hours/30 semester hours of full-time load = 1.20 FTE).
5. Calculate the total FTE for credit hours and each column of ACBSP Qualification (Master's/Doctorate, Professional, and Exceptions).
6. Calculate the percent of total hours taught for each ACBSP Qualification.

Analysis of Results

| Qualification | Total Hours Taught During Self-Study Year | FTE Teaching Load (Based on 24 cr. hrs.) | Percent of Total Hours Taught | | |
|----------------------|--|---|--------------------------------------|--|--|
| Master's/Doctorate | 228 | 9.50 | 100.00% | | |
| Professional | 0 | 0.00 | 0.00% | | |
| Exception | 0 | 0.00 | 0.00% | | |
| Totals | 228 | 9.50 | 100.00% | | |
| | | | | | |

Data is presented for Fall 2010 - Spring 2011

Criterion 5.4 Faculty Deployment

Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

For the academic year 2010-2011, there were 228 semester credit hours taught. Full-time faculty taught 74% of the total, with the remaining 26% taught by part-time faculty. As reference in USC Lancaster's response to criterion 5.3, 168 semester credit hours were taught by full-time faculty. The remaining 60 semester credit hours were taught by part-time faculty. Some of the business courses were offered during the evening in an effort to accommodate a greater number of students. Several full-time faculty volunteered to teach these courses. Examples of courses taught during the evening included Accounting, Finance, and Computer Information Systems.

B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

USC Lancaster's program meets the criterion above.

Criterion 5.5 Faculty Load

Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments which exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution's ability to provide an effective and positive education. Limits of normal teaching responsibilities should be considered with respect to:

- **The number of course preparations**
- **Administrative or coordination assignments**
- **Student advising and/or counseling activities**
- **Institutional and community program service activities**
- **Business and industry interaction**
- **Scholarly activities**
- **Curriculum development activities**
- **Instructional technology efforts**

A. Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

Teaching Load

Even though a regular teaching load is 24 hours for full-time faculty in the Business department at USC Lancaster, some instructors sign individual contracts annually and the number of hours expected to be taught by those instructors are stated in the contracts. The average class size was 15 students during the Fall 2010-Spring 2011 academic year (see Appendix 5H). This is a major

selling point for USC Lancaster. In addition to their instructional duties, all full-time faculty members at USC Lancaster are required to fulfill other non-teaching duties. These duties include academic advising, attendance at summer orientations for freshman, attendance at the Spring commencement, and service to the campus and community. These duties are listed in the USC Lancaster Guide for New and Adjunct Faculty, which is located on the USC Lancaster website and available for your review in Appendix 5I. Detailed explanations of these duties are listed below.

A. Academic Advising Except in unusual circumstances, all full-time faculty are assigned a group of students for whom they will serve as academic advisor. In most cases, faculty are assigned students who have indicated they plan to major in the faculty member's area of expertise. Because we are a small faculty, however, in some cases faculty will be assigned students who are majoring in other areas. Faculty advisors are encouraged to familiarize themselves with the curricula for the USC Lancaster Associate's degrees (<http://usclancaster.sc.edu/admissions/degrees.htm>) as well as for the baccalaureate program in which the student has indicated that he or she plans to major. A list of majors and faculty advisors is found in Appendix 5J, and online at <http://usclancaster.sc.edu/admissions/major-advisor.htm>.

Questions regarding academic advising should be directed to the Office of Academic & Student Affairs or the Office of Admissions & Records. Advisement training will be made available periodically and upon request.

Advisement for spring semester generally begins after fall break (October). Advisement for summer and fall semesters generally begins after spring break (March).

It is the students' responsibility to make an appointment with their advisors and to pre-register for classes.

B. Summer [Freshman] Orientation – Each summer, USC Lancaster hosts four one-day orientation sessions for freshmen entering in the upcoming fall semester. During these sessions, students receive academic advisement and pre-register for courses. USC Lancaster faculty are available for three out of the four sessions (dates are published online annually). If for some reason a faculty member is unable to be present for a scheduled orientation, he/she arranges with a colleague to meet with advisees so that they can be pre-registered for classes.

C. Commencement USC Lancaster holds commencement exercises at the conclusion of every spring semester (late April/early May). The schedule for commencement exercises is found at <http://usclancaster.sc.edu/admissions/Calendarlist.htm>.

Commencement is the single most important "special event" at the University of South Carolina, and all full-time faculty are expected to attend. Adjunct and part-time instructors are welcome and encouraged to attend the exercises and accompanying receptions as well. Dress for commencement exercises is full academic regalia, including caps, gowns, and hoods (as appropriate). Each faculty member is responsible for providing his or her own regalia for the ceremony.

D. Service USC Lancaster prides itself on the relationship between the campus and the surrounding communities, and all faculty are strongly encouraged to be involved in service, whether on campus, within the greater University, within the academic community, or with the general public. (The annual Faculty Information Form includes a section on service – to the campus, university, profession, and community.)

E. Faculty Information Forms (FIF) As a part of our yearly evaluation process, all full-time faculty are required to submit a Faculty Information Form (FIF) to the Office of Academic Affairs. This form is due on

January 15 for first-year faculty and January 31 for all other faculty. Information on the Faculty Information Form can be found at <http://usclanaster.sc.edu/faculty/faonly.htm>.

Supporting documentation for faculty information forms and the guide for new faculty can be found in Appendix 5K.

Supporting documentation for the guide for new faculty can be found online at: <http://usclanaster.sc.edu/academics/Guide%20for%20New%20Faculty%202011.pdf>.

REDEFINED TEACHING LOAD

A redefined teaching load is designed to allow tenured and tenure-track faculty members limited relief time from their normal teaching duties in order to pursue significant scholarly projects designed to improve their capabilities and to increase their future contributions to the University. It is designed to permit a faculty member to achieve educational goals which could not be reached if pursued under the demands of regular instructional duties. To be considered for a redefined teaching load, a faculty member must be on the tenure track or must have already been awarded tenure. Newly-hired assistant professors will automatically be eligible for the redefined teaching load, but they will be expected to demonstrate progress in the area of productive scholarship in order to be considered for renewal. (This demonstration normally will occur during the annual evaluation process.)

Business Department:

Regular Teaching Load: 24 hours per academic year

Redefined Teaching Load: 21 hours per academic year

See documentation in Appendix 5G or online at <http://usclanaster.sc.edu/academics/RedefinedAppl.pdf>.

Class Size

USC Lancaster markets the fact that we have small class sizes to allow for more one-on-one attention. The average size of our courses is estimated at 18 students, while the average size in business courses over the past academic year was only 15 (See Appendix 5H). There are exceptions to this, but USC Lancaster is dedicated to keeping the number low.

Number of Preparations

Since the full-time business faculty at USC Lancaster concentrate on teaching more so than research, some have more time to dedicate to instructing overload courses. Business faculty are asked to submit their preferred schedules for the next semester several months in advance, and none are pressured into teaching more than they can handle. In fact, it is the opposite. Faculty are so dedicated to the teaching function that they volunteer to teach overload courses to ensure students get the courses they need to graduate.

Delivery Mode

Delivery methods delivered by USC Lancaster business faculty range from classroom instruction using modern equipment to more traditional lectures using the whiteboards. Most rooms are equipped with whiteboards and computers with projectors so that notes can be delivered using software such as Powerpoint. In addition, some students get hands-on experience with software that will benefit them when applying for jobs after they graduate. Students use computerized accounting software to complete problems and Microsoft Office to type letters, create spreadsheets, and utilize databases. Internet is available in all of the classrooms, so instructors can show students current information as it relates to what is being taught that day. Also, USC Lancaster has several financial videos in the library to assist students in understanding different topics studied in class. At USC Lancaster, we are constantly striving to improve. With that in mind, beginning in the Fall 2011 semester, some courses were taught using Cengage and other

internet based programs to provide students with an alternative way to learn. The goal is to provide students with an online homework solution that delivers better student outcomes. One advantage is instant feedback on work completed. This will also provide a way to assess student's strengths and weaknesses in a particular area, other than with exams. For now, this is being used in the Accounting courses, but if all goes well this could be implemented in other courses.

B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.

USC Lancaster is fortunate to have Business faculty that are approved to teach a variety of courses. As new course offerings are introduced to students, such as those needed for the newly approved Bachelor of Arts in Organizational Leadership degree, current faculty may be used to teach those courses.

Criterion 5.6 Faculty Evaluation

Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion. Any special criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.

Each faculty member at USC Lancaster is evaluated annually. The primary source documents used to evaluate the faculty member are the faculty information forms and the course evaluation forms. The faculty information form is submitted each January by the faculty member. The course evaluation forms are completed by students at the end of each course. The data in both of these documents provide material for two types of reviews. First, a peer review is completed by other faculty members and a copy is provided to the faculty member. In addition, an administrative review is completed each year by the Business chairperson, and the faculty member is also given a copy of the results. This is mandated by University Policy. Copies of the Business faculty information forms for the academic year 2010-2011 are included in Appendix 5K. In addition, a copy of the Regional Campuses and Extended University Faculty Manual (see page 15) is included for your review in Appendix 5L. The manual spells out the policy for evaluations. Copies of the student evaluation forms for the Business faculty is included in Appendix 5M.

Annual Evaluation, Third Year Review, and Post-Tenure Review

On Regional Campuses, the Deans and other administrative officers are the chief means by which the academic program is implemented. The faculty of a Regional Campus should evaluate its administrators on a regular basis. Each campus may determine its own procedure for evaluation provided the procedure is fair.

Faculty Evaluation

The University of South Carolina is committed to annual evaluation of all faculty as indicated below. Although procedural differences may exist among the campuses, it is essential that each campus conforms to the University policy for evaluation.

The following statement on faculty evaluation includes points in common among the campuses of the University, and it constitutes the official policy of the University. This statement has been approved by the Board of Trustees and has been accepted by the Budget and Control Board as meeting its minimum standard.

1. Each member of the faculty will receive an annual written performance evaluation prepared by the head of the faculty member's administrative unit.
2. Unit criteria for tenure and promotion will be used as a basis for the annual evaluation.
3. Each faculty member will meet with the administrative head of the unit to discuss the evaluation.
4. The faculty member will read and acknowledge the evaluation by signing it; signing the document does not imply agreement on the faculty member's part.
5. The faculty member may respond in writing to the evaluation, and that response will be retained with the written evaluation.
6. The signed evaluations and any written response by the faculty member shall become a part of the faculty member's permanent personnel file.
7. A copy of the evaluation will be provided to the faculty member.
8. Academic units shall be empowered to stipulate further criteria or procedural steps in the evaluation of faculty; however, such additional stipulation shall not violate the points set forth above.

In the implementation of faculty evaluation, the following points should be observed on each campus.

1. All campuses must send to the Office of the Vice Provost for System Affairs and Executive Dean for Extended University a copy of the calendar which they are following in the matter of faculty evaluation.
2. Where peer evaluation is required, it is suggested that faculty on the tenure track (other than those in their first year) be evaluated in the fall semester at the time of tenure and promotion consideration.
3. Although notice of reappointment is not necessarily tied to performance, evaluation should be completed prior to the date by which notices of non-reappointment must be sent. Thus, faculty appointed on August 16 and in their first year should receive their initial evaluation prior to March 1 (see Guidelines for Documentation of Standards for Tenure and Promotion below).
4. Although there is no specific University-wide format, faculty evaluation should clearly measure performance against stated criteria and against any other expectations which have been stated in writing to the faculty member. Each campus should follow a consistent format and time frame for evaluations.
5. Any faculty member who receives a "superior" evaluation may receive a permanent merit increase to base pay in addition to any annual raise.
6. Recommendations for increases in salary for Regional Campuses faculty are reviewed by the Office of the Vice Provost for System Affairs and Executive Dean for Extended University as well as the Executive Vice President for Academic Affairs and Provost. Major items considered when making such recommendations include favorable budget forecasts, sufficient state and University allocations, tenure and promotion decisions, and performance review results (including post-tenure review).

Third Year Review

In the third year of appointment, all untenured tenure-track faculty will prepare a file according to the *Regional Campuses Faculty Manual* guidelines for tenure and promotion in effect at the time the faculty member entered the tenure track. The purpose of third-year review is to document the tenure-track faculty member's progress toward meeting the requirements for tenure by the penultimate year of the probationary period. The format for file preparation is found in the Tenure and Promotion Procedures for Regional Campuses. Third year review files will not be subject to external review, but all other local

campus tenure and promotion procedures apply. The file will be submitted to and reviewed by the local tenure and promotion committee. At the full discretion of the faculty member, the file may be submitted for additional review by either the Regional Campuses Tenure and Promotion Committee, or by the Vice Provost for System Affairs and Executive Dean for Extended University. The results of this review will be provided to the faculty member and forwarded to the local campus dean who will provide a written comprehensive evaluation of the faculty member's progress toward tenure and promotion. A report of marginal or unsatisfactory progress shall include a written summary of deficiencies and recommendations for correcting the deficiencies. A satisfactory report will include a written summary, with recommendations for continuing progress toward tenure and promotion. Files that have been reviewed by either the Regional Campuses Tenure and Promotion Committee or by the Vice Provost for System Affairs and Executive Dean for Extended University will receive the same form of feedback. A satisfactory report on a third year review shall not be construed as assurance of success in the candidate's penultimate year. A rating of unsatisfactory progress by the local tenure and promotion committee may be cited as evidence in support of non-reappointment.

Post-Tenure Review

1. Each campus will conduct an annual administrative evaluation of its faculty. The faculty member will be provided a written report of this performance evaluation. The basis for these evaluations is the criteria for tenure and promotion established by the faculty, approved by the administration and Board of Trustees, and published in the *Regional Campuses Faculty Manual*.
2. Tenure-track faculty (tenured or untenured) will undergo peer evaluation on the local campus at least once every three years; the criteria for tenure and promotion will be used as a basis for this review. Written results of peer evaluation will be provided to the faculty member.
3. For full-time administrators with tenure and faculty rank and who report directly to the Regional Campus Dean or directly to the Vice Provost for System Affairs and Executive Dean for Extended University, participation in the post-tenure review process is suspended throughout the duration of their administrative appointment. Upon return to full-time faculty responsibilities, the post-tenure review policy for these individuals will be in effect.
4. Once every six years, tenured faculty members (of any academic rank) shall undergo a process of review which includes peers outside of the faculty member's department or division. (Though post-tenure review is based on criteria established for tenure and promotion, the process of evaluation need only establish satisfactory or unsatisfactory levels of performance and NOT the "highly effective" record as required for promotion to higher academic ranks.)
5. When a tenured faculty member receives an overall rating of unsatisfactory, the file will be referred to a local campus committee, which then work with the faculty member to develop a plan and time table for correcting deficiencies. Within budgetary constraints, the local campus will provide reasonable fiscal support for implementation of such plans.
6. The procedure which governs "termination for cause" of any tenured faculty appointment is clearly articulated in the *Regional Campuses Faculty Manual* and no process of outcome associated with post-tenure review shall supercede the guidelines established by these provisions.

Tenure and Promotion Procedures for Regional Campuses

The University of South Carolina adheres in principle to the most recent standards of the American Association of University Professors regarding the rights, privileges, and benefits accorded faculty members. Where University policies differ from those standards, the regulations stated herein, or as subsequently modified by the University, shall apply (see Guidelines for Documentation of Standards for Tenure and Promotion below).

Eligibility for Tenure or Promotion

Each year, all non-tenured tenure-track faculty and professional librarians may be considered for tenure, and all tenure-track faculty members below the rank of professor may be considered for promotion. The Dean, or the Dean's designated academic administrator, will write to each eligible faculty member asking if the individual wishes to be considered for tenure or promotion. Each campus will consider and vote on all eligible faculty members except those who, in writing, waive consideration until the following year. Each campus must consider for tenure any faculty member in the penultimate year of a probationary appointment (sixth year for assistant professor and fifth year for those appointed at the associate professor level or above).

Supporting documentation: Regional Campuses and Extended University Faculty Manual, Appedix 5L
Supporting documentation online at: <http://saeu.sc.edu/RCFaculty/docs/RCmanual2010.pdf>.

B. Describe how the results of the evaluation are shared with the faculty member.

The results of the annual review of each faculty member are shared with the faculty member by the Business chairperson. The faculty member signs the evaluation, and is provided a copy of it after all of the appropriate signatures of others are obtained. Signing the evaluation only provides proof of the receipt of the document, not that the faculty member agrees with it.

C. Describe how the faculty evaluation is used in making decisions.

The University of South Carolina is committed to annual evaluation of all faculty. Although procedural differences may exist among the campuses, it is essential that each campus conforms to the University policy for evaluation. Each member of the faculty will receive an annual written performance evaluation prepared by the head of the faculty member's administrative unit. Unit criteria for tenure and promotion will be used as a basis for the annual evaluation. Any faculty member who receives a "superior" evaluation may receive a permanent merit increase to base pay in addition to any annual raise. The evaluation of each faculty member also serves as a part of the overall data reviewed when it is time for promotion of faculty members.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- Graduate courses
- Special awards and recognition
- Conferences, workshops, in-service (attendance, etc.)
- Community (service activities, presentations, committee work, etc.)
- Presentations
- Committees (college-related)
- Business and Industry (guest speakers, internships, partnerships, etc.)

- **Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)**
- **Multicultural and Diversity Initiatives (note on-campus or off-campus)**
- **Memberships (boards, commissions, etc.)**
- **Research and Publication**
- **Grants (list the awarding agency and funded allocations)**
- **Continuing Education (classes, seminars, certification, etc.)**
- **Other**

A. Describe the business unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

Tuition Assistance

USC Lancaster is very supportive of faculty and staff development. For example, through the tuition assistance program, eligible faculty and staff members may apply to their supervisor, chair, or dean to take, tuition-free, one three-hour course (or a four-hour laboratory course) per academic term. Supporting documentation: <http://saeu.sc.edu/RCFaculty/docs/RCmanual2010.pdf>. A printed version of this is in the faculty manual (appendix 5L) on page 75.

Grants

All USC Lancaster faculty are encouraged to apply for grants and USCL has an office dedicated to assisting in this process. In 2011, \$35,000 was awarded through the faculty staff research and productive scholarship program. See Appendix 5N for further details.

The following was taken from the USCL website as it relates to grant administration:

Services provided by the USC Lancaster Office of Grants Administration include:

- Writing grants in support of the mission and programs of USC Lancaster;
- Researching funding sources and disseminating research and grant opportunities to the appropriate faculty and staff;
- Assisting with proposal preparation, budget preparation, and proposal submission to USC Sponsored Awards Management (SAM) in Columbia for processing and submission to the funding source;
- Post-award review, accounting, monitoring, and consultation to help faculty and departments properly manage their grants
- Assistance with the close-out process.

Supporting documentation: <http://usclancaster.sc.edu/grants/index.html>. In addition, see Appendix 5N for printed material on this topic.

Conferences

Faculty are encouraged to participate in conferences, and USC Lancaster leadership is committed to funding that.

The budget for USC Lancaster has a line item dedicated to travel for faculty for workshops, conferences, etc.

Leave

Policies related to leave are defined in the Regional Campuses and Extended University Faculty Manual (Appendix 4). Information related to all types of leave can be found beginning on page 69 of the manual.

Faculty Expertise: A Resource List for Faculty

This list is a mechanism for building community at USC Lancaster so you can identify others working on similar topics or with similar interests or who might offer their expertise in specific areas to you. Please consider offering your expertise to the Resource List. If you feel like you could be of service in one of the areas below, contact the vice-chair of the faculty organization. Please feel free to offer suggestions for additional topics. The list is available online at <http://usclancaster.sc.edu/faculty/expertise.htm> and in Appendix 5Q.

B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data — two years plus self-study year.

| USCL Business Faculty Professional Development & Scholarly Activities 2009-2011 | | | | | | |
|---|------------------------------------|------------------------------------|--|--|------------------------------|--|
| Analysis of Results | | | | | | |
| Name | Special Awards & Recognition | Conferences, workshops, in-service | Community, Business & Industry | USCL Committees | Continuuing Education, other | Memberships (Boards, commissions, etc.) |
| David Blackwell | | | | | | |
| Bobby Collins | | | USCL Rotaract Advisor, Delivered presentation on Economics to Lancaster Rotary club 2011 | Library Committee | | Lancaster Rotary Club member 2009-2012 |
| Brenda Dry | | | | | | Lancaster Career Center Business Advisory Board member 2006-2011 |
| Stan Emanuel | USCL Teacher of the Year 2008-2009 | | USCL Rotaract Advisor | Assessment Committee, Student Scholarship & Special Awards Committee | | Past President of the Lancaster Rotary Club |
| Donna Gillespie | | | | | | |
| Denise Jordan | | | | | | |
| Daniel Merle | | | | | | |

USCL Business Faculty Professional Development & Scholarly Activities 2009-2011

Analysis of Results

| Name | Special Awards & Recognition | Conferences, workshops, in-service | Community, Business & Industry | USCL Committees | Continuuing Education, other | Memberships (Boards, commissions, etc.) |
|-----------------------|---|---|---|---|---|---|
| Phillip T. Parker | Certified Public Accountant, USCL Teacher of the Year 2009-2010 | ACBSP Conference 2011, ABCs of Assessment Rubrics Workshop @ ACBSP conference 2011, S.C. Tax Conferences 2008-2011, S.C. Assoc. of Accounting Educators Conference 2011 | USCL Rotaract Advisor | Assessment Committee, Hiring Priorities Committee, ACBSP co-champion, Honors Day committee, Student Academic Progress Committee | 40 hours of CPE to retain CPA license each year in S.C. | Educational Foundation of USCL Board member 2010-2011, Lancaster Rotary Club member 2010-2011 |
| Darlene Roberts | USCL Teacher of the Year 2006-2007 | | | Academic Success Center, Honors Committee, USCL Research & Productive | | |
| Michael Sherrill, Jr. | | | | | | |
| Keta Stogner | | | | | | |
| Wayne Thurman | | | | Bookstore Committee, Curriculum Committee | | |

C. Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

Phillip Parker learned of the use of cengage software as an assessment tool while attending the 2011 ACBSP annual conference. He has since adopted it for assessment purposes. He has had conversations with others about his product, and Bobby Collins is considering ti for Econmic's courses. In addition, Bobby Collins and Phillip Parker have both made presentations to the local Rotary club. Bobby Collins and Stan Emanuel both participate in the dual enrollment program and make visits to the high schools they instruct several times each year.

Criterion 5.8 Faculty Instructional Development

The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

A. Describe the instructional developmental opportunities for business unit faculty to:

1. Improve teaching skills which may include mentoring, orientations, in-service programs, and other activities.

USC Lancaster conducts workshops to improve faculty's knowledge related to advisement, new student orientation, and using instructional tools such as Blackboard. In addition, faculty are encouraged to attend outside workshops, seminars, and other educational events that will make the faculty more informed. The unofficial travel budget per faculty member is estimated at \$1,000 per academic year.

Advisement Workshop

Advisement workshops are usually held in the fall in an effort to assist the faculty, especially new faculty, in giving current, sound advice to the students. A copy of the materials covered in the Fall 2010 workshop has been provided in Appendix 5O.

2. Acquire skills in the use of alternative methods of instructional delivery.

Blackboard workshops are held each semester to assist faculty members in different areas of instructional delivery. Blackboard is the class management software that allows USC Lancaster faculty to create a course web site for class communications, posting assignments, posting readings, linking to complementary web sites, administering exams, and much more, all with little or no knowledge of web site design or HTML. Some faculty choose to use Blackboard while others prefer more traditional methods of disseminating information.

B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

Business unit faculty are encouraged to attend conferences that will benefit them and the university. One faculty member regularly attends a tax/accounting seminar each fall and also utilizes self study products to stay current on accounting topics. He also attends an annual South Carolina accounting educators conference each year.

Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- Faculty development
- Tenure and promotion policies
- Evaluation procedures and criteria
- Workload policies
- Service policies
- Professional expectations
- Scholarly expectations
- Termination policies

A. Explain how the business unit faculty and staff access the operational policies and procedures manual.

USC Lancaster faculty and staff can access the University of South Carolina Policies and Procedures Manual online at <http://hr.sc.edu/policies.html>.

In addition, faculty can access the Regional Campuses Faculty Manual online at <http://saeu.sc.edu/RCFaculty/manual.html>. In addition, a printed version is available for your review in Appendix 5L.

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

Refer to Appendix 5L.

Summary of Standard 5 – Faculty and Staff Focus

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus.

USC Lancaster has well qualified faculty and staff. 100% of the business faculty at USC Lancaster hold a master's degree. In addition, several members of the faculty have extensive experience as business professionals prior to joining the university. That experience is shared with the students and provides a different perspective to students than traditional full-time faculty. Many faculty members serve on various committees within USC Lancaster, and they serve in the community. Faculty members make appointments with students outside normal office hours as needed, and all office hours are posted on faculty doors to ensure students are aware of the normal office hours. Faculty members are encouraged by USC Lancaster leadership to attend conferences needed for professional growth, and professional dues are paid by USC Lancaster for business faculty within USC guidelines.

STANDARD 6: PROCESS MANAGEMENT

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- Knowledge of essential elements and operations of a business
- Knowledge of business ethics
- Computer literacy
- Global business awareness
- Critical thinking and research skills

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student's area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

Criterion 6.1 Curriculum

A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

Historically, any changes in the curriculum for USC Lancaster are initiated by faculty through the USC Lancaster curriculum committee. That changed slightly in 2008 when the assessment committee of USC Lancaster met for the first time and were charged with the responsibility of reviewing each of the five degrees offered by USC Lancaster. It had as a goal in year one to evaluate the required courses in each program. The committee did make several recommendations to modify slightly the requirements for the Associate in Science in Business program. These recommendations were approved by the curriculum committee and forwarded to the USC Lancaster faculty for their approval. Subsequently, these proposed changes were sent to and approved by the Regional Campuses Faculty Senate. This was discussed in some detail in criterion 4.2.

B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

All professors' credentials are reviewed and approved by the USC Columbia Campus Moore School of Business prior to teaching a specific course at USC Lancaster. USC Lancaster faculty are true professionals. Not only does 100% of the faculty have at least a master's degree, most of the adjunct faculty have full-time professional positions in the work place and can share that knowledge with the students. USC Lancaster encourages participation in community organizations by faculty, and the faculty know the importance of being positive influences in the community. All faculty are evaluated by the students at the end of each course. These evaluations, or surveys, are subsequently reviewed by the business chairperson as well as the Associate Dean for Academic and Student Affairs. After this review takes place, the results are analyzed and broken down into reports that are shared with each faculty member. A copy of the student survey results for the business faculty for the 2010-2011 academic year is included in separate binders for your review.

Criterion 6.2 Professional Component

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

Specific courses are not mandated and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.

Courses that satisfy the professional component cannot be used to satisfy the general education component or the business major component.

- A. *Complete the Professional Component portion of Table 6 Curriculum Summary for each program.*

See Table 6

- B. *Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.*

The program in the business unit area meets the 25 percent standard.

Criterion 6.3 - General Education Component

The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals: (Note: All ten areas do not have to be included.)

1. Written, interpretive, and oral facility with the English language
2. An historical perspective
3. An understanding of the role of the humanities in human experience
4. A personal ethical foundation
5. An understanding of social institutions and the obligations of citizenship
6. Knowledge of science or mathematics and its applications
7. An understanding of contemporary technology
8. An understanding of the principles as well as the investigative strategies of the social sciences
9. An appreciation of the fine and performing arts
10. A global perspective

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution's definition of general education, may be used to satisfy the general education component.

Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.

A. Complete the General Education Component portion of Table 6 Curriculum Summary for each program.

See table 6.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

The program in the business unit area meets the 25 percent standard.

Criterion 6.4 - Business Major Component

At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component.

Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment. Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

- Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements
- The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major
- The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component
- Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.

A. Complete the Business Major Component portion of Table 6 Curriculum Summary for each program.

See Table 6

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

The Business program meets the standard.

**TABLE 6
CURRICULUM SUMMARY**

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

Total Number of Hours for Degree: 60

List courses appropriate for each area:

A) General Education

| Course # | Course Title | Educational Goal Area | Credits |
|---------------------------|--|-----------------------|-----------|
| ENGL 101 | College Composition | 1 | 3 |
| ENGL 102 | Composition and Literature | 1 | 3 |
| | History of the United States or American National Government | 5 | 3 |
| | Social Sciences | 8 | 3 |
| SPCH 140 | Public Communication | 1 | 3 |
| | Foreign Language (SPAN or FREN) | 10 | 6 |
| | Math or Computer Science or Logic or Statistics | 6 | 3 |
| | Natural Science | 6 | 4 |
| Area total credit hours | | | <u>28</u> |
| Percentage of Total Hours | | | 46.7% |

B) Professional Concentration (Business Major)

| Course # | Course Title | Areas of Study | Credits |
|---------------------------|--|----------------|-----------|
| ITEC 143 | Advanced Business Document Preparation | | 3 |
| ITEC 164 | Intro. To Office Automation | | 3 |
| ITEC 270 | Records Control/Management | | 3 |
| ITEC 242 | Business Communications | | 3 |
| ITEC 264 | Computer Applications in Business | | 3 |
| Area total credit hours | | | <u>15</u> |
| Percentage of Total Hours | | | 25.0% |

C) Related Professional Area Component:

| Course # | Course Title | | Credits |
|---------------------------|--|------|------------------|
| | Financial Accounting I/Functional Accounting I | A | 3 |
| ACCT 324 | Commercial Law | E | 3 |
| MGMT 371 | Principles of Management | I | 3 |
| | Economics/Finance options | D, H | 3 |
| | Personal Finance or Ethics Option | H, E | 3 |
| | Electives | | 2 |
| Area total credit hours | | | <u>17</u> |
| Percentage of Total Hours | | | 28.3% |
| Total Program Hours | | | <u><u>60</u></u> |

Criterion 6.5 Off-Campus Operations and Unique Items

The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

The total business student hours for fall 2010 – summer 2011 were 1,931. This included 837 for the fall, 905 in the spring, and 189 hours for summer of 2011. The total number of student credit hours for the campus for the same time period was 30,500. The breakdown was 15,061 for fall 2010, 13,610 for spring 2011, and 1,829 for summer 2011. See Appendix 6A

B. Identify any branch campus at which it is possible for students to complete a degree program.

USC Lancaster has one campus in Lancaster, South Carolina.

C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc).

One thing to keep in mind is that the business faculty are part of a much larger department referred to as the Division of Business, Behavioral Sciences, Criminal Justice, and Education. Other than that, there are no special or unique situations present at USC Lancaster that requires special understanding.

Criterion 6.6 Minimum Grade Requirement

Business students must achieve a minimum grade average of “C” for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

A. Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.

The following comes from the USC Lancaster Academic Bulletin, which is available online:

In order to be eligible for graduation, students must meet all course requirements, be in good academic standing, meet any departmental or program requirements, and have a cumulative GPA of at least 2.00

on all work attempted at USC. In addition, students must complete the English 101 and 102 courses with at least a “C” in both.

Supporting documentation: Refer to Appendix 6B

Supporting documentation online at :

http://bulletin.usclancaster.sc.edu/content.php?catoid=37&navoid=3744#Graduation_Requirements .

B. Describe how the institution ensures compliance regarding minimum grade requirements.

Degree applications are due the 15th class day in the spring and fall semester in which the degree is to be awarded, or within the first 10 class days of the first summer session. The application must be filed within the first week of the second summer session for the student to graduate at the summer commencement. Once received, the degree applications are reviewed to confirm that courses already taken and courses in progress meet the degree requirements. Additionally a student’s USC GPA and Collegiate GPA are reviewed to confirm the required 2.0 GPA. Degree applications that meet the requirements are sent to Dr. Ron Cox, Associate Dean for Academic and Student Affairs, for his signature to approve the degree application to be processed. The degree applications are then submitted to the University of South Carolina Office of the Registrar for additional processing. At the conclusion of the semester and when grades are posted, a final review is conducted. If the student still meets the degree and GPA requirements, the application is approved finally by Dr. Cox and submitted to USC Registrar for the degree to be granted to the student.

Supporting documentation: Refer to Appendix 6C

Criterion 6.7 Learning and Academic Resources

Comprehensive and current learning resources should be available to students and faculty which includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.

A. Describe the business unit faculty’s participation in the library’s acquisitions program to ensure the availability of current business learning resources.

The USC Lancaster Medford Library strives to provide an adequate and balanced collection which will meet the needs of the faculty and students. Library materials are selected according to their usefulness in supporting the USC Lancaster curriculum, and priorities for acquiring materials and establishing services are determined with the needs of the users in mind.

Each faculty member is encouraged to communicate needs to the library in terms of library book purchases, etc. In fact, each faculty member is allowed to make purchase requests of resources for use in the classrooms. The amount allowed depends on the budget, which changes year to year. The library has many resources that are made available to all faculty members, including business faculty.

- The Library is open six days per week for a total of 64.5 hours.
- The collection is comprised of both print and electronic materials including books, newspapers, journals, microfilm and microfiche, audiovisuals, government documents, archival materials, research databases and electronic books. In the book collection, there are 3,646 individual books in the H – HJ call number section, representing the subject areas related to Business.
- Books are organized according to the Library of Congress Classification System. In 2010-2011, Medford Library circulated 2,831 physical library items, or 2.6 items per FTE (based on an average of Spring and Fall FTE). Of those books, 95, or 3.4%, were from the call numbers H – HJ, representing the subject areas related to Business. In addition, our students opened 929 sessions in 2010-2011 in NetLibrary to view e-books; however, a breakdown by subject is not available for the e-books.
- Medford Library’s collection is made available through the web-based Online Library Catalog, listing over 80,000 physical volumes, over 35,000 e-books, hundreds of periodical titles, and electronic resources for Medford Library.
- Through direct subscriptions, participation in consortial agreements (such as DISCUS and Collegiate DISCUS), and through our affiliation with the greater University of South Carolina system, patrons of Medford Library currently have access to over 120 different electronic resource subscriptions.

- Several databases are chiefly related to the Business field:

Business and Company Resource Center (Gale)
 Business Source Premier (EBSCOhost)
 General Business File ASAP (Gale)
 Regional Business News (EBSCOhost)
 Small Business Resource Center (Gale)

During 2010-2011, 410 sessions were opened, and 894 searches conducted, in these electronic Business resources.

- Medford Library also subscribes to several interdisciplinary databases which are among our most-used resources. These definitely include Business-related topics and are certainly used by students searching for Business-related information.

Academic OneFile (Gale)
 Academic Search Premier (EBSCOhost)
 Custom Newspapers (Gale)
 Expanded Academic ASAP (Gale)
 Gale Virtual Reference Library
 General Reference Center (Gale)
 InfoTrac General OneFile(Gale)
 Project Muse
 WilsonWeb Omnifile Tull Text Mega Ed.

During 2010-2011, 4,245 sessions were opened, and 10,801 searches conducted, in these interdisciplinary resources.

- Most of Medford Library’s subscriptions, mostly periodical content, contain at least some full-text, with some totally full-text resources. Through these subscriptions, the library has access to 32,922 unique periodical titles with full-text articles. Of these, 5,965 unique periodical titles with full-text articles are related to Business.
- Since 1991, Medford Library has served as a Selective Federal Depository Library, providing patrons and local residents with free access to many publications of the U.S. Government. New publications arrive daily, and many more can be accessed online.
- For access to library materials not owned by Medford Library, two services are available: Interlibrary Loan and PASCAL Delivers.
 - Interlibrary Loan services are available for all patrons through *ILL Express!* which operates on OCLC’s ILLiad software. *ILL Express!* makes books and articles available from other libraries, with online ordering and quick access to articles. Articles may be delivered electronically to the patron’s desktop.
 - In 2007, Medford Library implemented *PASCAL Delivers* along with other libraries in South Carolina’s PASCAL Consortium. *PASCAL Delivers* is a rapid book delivery service for students, faculty, and staff at South Carolina colleges and universities. With *PASCAL Delivers*, patrons can search the library holdings of colleges and universities across the state of South Carolina and request 3 – 5 day delivery of the items on loan from their home libraries. In 2010-2011, Medford Library patrons borrowed 229 books through PASCAL Delivers.
- The student library survey for 2010-2011 showed that 63% of students feel that the book collections support their assignments “extremely well” or “very well”. Higher ratings are given to the electronic database subscriptions, with 77% of students indicating that they support their assignments “extremely well” or “very well.” Usage of e-books and research databases is of course increasing, and students overwhelmingly affirm that the increased use of computers for library research has encouraged their use of the library.
- Because materials are available in such a variety of formats and cover such a wide range of topics, a primary function of the library staff is to provide help in finding and interpreting information and in explaining the use of technology. A majority of students (55%) report that it is “extremely” easy or “very” easy to find the information they need in the library.
- The Library provides wired and wireless, unfiltered, Internet access for students.
- Free printing from computers is available for students in the Library. A self-service, pay-per-page, photocopier is also available.

There are three Study/Viewing Rooms in the Library.

Supporting documentation: Refer to Appendix 6D and Lori Harris of Medford Library

B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

Students not physically located on the USC Lancaster campus may use Medford Library's over 120 subscription databases remotely, by authenticating into an EZProxy server. Medford Library has its own EZProxy server on campus which provides remote access to most all electronic resources for faculty and students. EZProxy statistics show 30,351 search sessions were opened on our server for 2010-2011.

The Library Catalog contains over 35,000 e-books, the full-text of which is also available from offcampus through EZProxy. Interlibrary Loan and PASCAL Delivers services for books and articles are also available electronically to off-campus students, with articles delivered electronically to the student's desktop.

C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

Academic Success Center

The Academic Success Center (ASC) is located on the second floor of Medford Library. Designed to help USC Lancaster students achieve their academic goals, the ASC provides students with a variety of resources to support their academic pursuits, including one-on-one tutoring, computer assisted instruction (CAI), instructional video tapes, supplementary handbooks and texts, and workbooks. The ASC works closely with faculty members to provide assistance that is linked to particular courses, and offers discipline- and course-specific tutoring in Math, Foreign Languages, Writing, and Accounting.

Peer Writing Consultants are available to work with students on writing assignments for any USC Lancaster course, at any stage of the writing process. Students can also use the resources of the ASC to improve study and time-management skills. Students who use the ASC have access to a state-of-the-art general computer lab. The computer workstations are open to students for course-specific or independent work. Available free of charge to all USC Lancaster students, the services of the ASC are designed to help students make the most of their educational opportunities.

Center hours are 8:00 a.m. to 9:00 p.m., Monday through Thursday, 8:00 a.m. to 4:30 p.m. on Friday, and 2:00 p.m. to 6: p.m. on Sunday. (Hours differ during breaks and summer.)

Supporting documentation: <http://usclancaster.sc.edu/asc/index.html>. In addition, see Appendix 6E for printed material on this topic.

Accounting/Finance Lab

In response to feedback from students, an Accounting/Finance lab was created during Fall 2011. The lab meets on Fridays from 11:00 – 12:00, and students from any accounting course are welcome to come and get assistance. Most of the assistance is related to homework assignments assigned using on-line homework software such as Cengage or Connect. The lab is staffed by one of the business professors. Although the primary purpose is to assist with accounting or finance assignments, all business students are welcome to come and receive assistance.

Supporting Documentation: refer to Appendix 6E.

Criterion 6.8 Support Services

The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

A. Describe the level of institutional support services available to the business unit.

- Our campus employs a full time Director of Computer Services and Information Technology.
- The administration provided a supplement to Instructor Phillip T. Parker to support the self-study reporting period.
- Division Chairs receive an administrative supplement to assist with additional responsibilities.
- Work-Study Positions: Students awarded College Work Study will receive notification with their award letter of a mandatory meeting in August (before classes begin). Students must either attend this meeting or attend an appointment with the Director of Financial Aid within one week of this meeting, or else the student will lose this award. Any professor needing assistance and can provide a real need will be provided a student assistant, budget permitting.
- Academic Success Center(refer to section C above)
- Opportunity Scholars Program
The Opportunity Scholars Program (Student Support Services) is one of the five TRIO Programs funded by the United States Department of Education. The Opportunity Scholars Program (OSP) is designed to help first generation college students make the adjustment to college life. Whether you have recently graduated from high school or you have been out of school for a while and just returning, OSP can help you make a smooth transition. OSP helps motivate students to obtain a four-year degree (and beyond) from the colleges of their choice. Through academic advisement and developmental support, the OSP staff will strive to provide students with a solid foundation on which to help them succeed in college.
- Medford Library (refer to criterion 6.7)
- Career Counseling (refer to criterion 4.3)
- Gregory Health and Wellness Center
- Advisement workshops (refer to criterion 4.3)

B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

The business unit utilizes several support services to promote student success at USC Lancaster. One of the primary resources is the the Academic Success Center (ASC), which is located on the second floor of Medford Library. Designed to help USC Lancaster students attain academic success, the ASC provides students with a variety of resources to support their academic pursuits, including one-on-one tutoring, computer assisted instruction (CAI), instructional video tapes, supplementary handbooks and texts, and workbooks. The ASC works closely with faculty members to provide assistance that is linked to particular courses, and offers discipline- and course-specific tutoring in Math, Foreign Languages, Writing, and Accounting. In this center, students receive one on one assistance that reinforces what is covered in the classroom. Another support service utilized in Fall 2011 was an Accounting/Finance lab. It was started to further assist students with homework and understanding concepts covered by professors. For students without computers, USC Lancaster is equipped with a computer lab to support their efforts.

At USC Lancaster, students enjoy a variety of activities geared to facilitate their academic and personal development and enrich their lives in a variety of ways. Likewise, students will find a variety of leadership and service opportunities with clubs and organizations. These are great outlets for those who wish to get more involved in the campus and community. Some students also choose to participate in Travel Study—short term travel experiences where they earn credit and see places most people only

read about. In recent years, USC Lancaster students have traveled to Italy, France, Spain, Great Britain, Mexico, Greece and China. Other exciting trips are currently being planned for the coming years including a trip to New Orleans, LA, in May 2012.

Criterion 6.9 Educational Innovation

All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

The administration at USC Lancaster recognizes and encourages innovation and creativity. Listed below are a few of those opportunities:

- Faculty/Staff Research and Productive Scholarship Program at USC Lancaster
- Arnold Fund Scholarship
- Monetary allotment to purchase books, software, videos to enhance teaching
- USCL Teacher of the Year Award
- The John J. Duffey Excellence in Teaching Award
- Who's Who among America's College Professors
- Member of the South Carolina Association of Accounting Educators
- Division Budget adequate to support conferences, workshops, presentation of papers
- Community Service
- Grants
- Developed an Assessment Committee
- Reduced teaching loads for professors seeking tenure

B. Provide evidence of innovations and creativity that have been implemented by the business unit.

Items of Note:

- Several new faculty have been hired in the past few years. All of these bring unique talents to bear in the classroom. Dan Merle, Denise Jordan, Keta Stogner, Donna Gillespie, David Blackwell, Mike Sherrill, and Brenda Dry have been hired as adjunct instructors. In addition, Stan Emanuel and Phillip Parker have been added as full-time instructors.
- A Business faculty member presented a paper at the IABPAD conference in Hawaii in 2011. The title of the paper was "Incorporating Human Relations in Business and Administrative Communication."
- Internship Program: Stan Emanuel has been placed in charge of the internship program, and Stan has many years experience in banking and has developed many relationships over the years that can be leveraged to make this program prosper.
- Implementation of online homework solution software for assignments to foster improvement in computer skills and accounting and finance skills, as well as track assessment data.

- Cengage and Connect are two products being used in several Accounting and Finance courses
- The following Business Faculty have won the Teacher of the Year award for the entire campus:
 - Darlene Roberts, 1999—2000, 2005-2006
 - Wayne Thurman
 - Stan Emanuel, 2008-2009
 - Phillip T. Parker, 2010-2011
- Attendance of a faculty member to the National and Regional ACBSP annual conferences
 - USC Lancaster supports conference attendance as a way of building relationships and improving upon the assessment process already in place. In 2010-2011, Phillip T. Parker was encouraged to and did attend both the national and regional annual conferences. Prior to 2010, Darlene Roberts consistently attended the annual conferences.
- Rotaract Program: Three of the Business faculty serve as advisors of this organization. Rotaract is a worldwide service organization affiliated with Rotary International. The International Rotaract club has more than 145,000 members in 170 countries. Over the past year, the students assisted the with the following projects/organizations:
 - Car wash for the Peter Barry Scholarship fund
 - Habitat For Humanity
 - Project HOPE
 - Relay For Life Event to benefit Cancer research
 - The Lancaster Children’s Home

For more information on Rotaract, refer to Appendix 6G

Criterion 6.10 Articulation and Transfer Relationships

For the purpose of defining roles, relationships, and procedures which promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years’ credit toward specified baccalaureate degrees.

A. List the principal transfer institutions for which the business unit’s institution receives, sends, or transfers students.

The South Carolina Commission on Higher Education created procedures for the transferability of courses at the undergraduate level between two-year and four-year institutions or schools. USC Lancaster adheres to the policy and this is communicated in the USC Lancaster bulletin.

Supporting Documentation: Refer to Appendix 6F

Supporting documentation online at :

<http://bulletin.usclancaster.sc.edu/content.php?catoid=37&navoid=4189&hl=&returnto=search>.

- B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)***

Background

Section 10-C of the South Carolina School-to-Work Transition Act (1994) stipulated that the Council of College and University Presidents and the State Board for Technical and Comprehensive Education, operating through the Commission on Higher Education, develop better articulation of associate and baccalaureate degree programs. To comply with this requirement, the commission, upon the advice of the Council of Presidents, established a Transfer Articulation Policy Committee composed of four-year institutions' vice presidents for academic affairs and the Associate Director for Instruction of the State Board for Technical and Comprehensive Education. The principal outcomes derived from the work of that committee and accepted by the Commission on Higher Education on July 6, 1995, were:

- An expanded list of 86 courses which transfer to four-year public institutions of South Carolina from the two-year public institutions;
- A statewide policy document on good practices in transfer to be followed by all public institutions of higher education in the State of South Carolina, which was accepted in principle by the Advisory Committee on Academic Programs and the commission;
- Six task forces on statewide transfer agreements, each based in a discipline or broad area of the baccalaureate curriculum.

In 1995 the General Assembly passed Act 137 which stipulated further that the South Carolina Commission on Higher Education, "notwithstanding any other provision of law to the contrary, shall have the following additional duties and functions with regard to the various public institutions of higher education." These duties and responsibilities include the commission's responsibility "to establish procedures for the transferability of courses at the undergraduate level between two-year and four-year institutions or schools." This same provision is repeated in the legislation developed from the Report of the Joint Legislative Study Committee.

Act 137 directed the commission to adopt the following procedures for the transfer of courses from all two-year public to all four-year public institutions of higher education in South Carolina.

Statewide Articulation of 86 Courses

1. The Statewide Articulation Agreement of 86 courses already approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions shall be applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have synonymous courses to those on this list, it shall identify comparable courses or course categories for acceptance of general education courses on the statewide list.

Supporting documentation online at :

<http://bulletin.usclancaster.sc.edu/content.php?catoid=37&navoid=4189&hl=&returnto=search>.

In addition, see Appendix 6F for printed material on this topic.

- C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.***

Students transferring to the University from another college or university must, before enrolling in classes at the University, have their transcripts evaluated by the director of admissions and the dean of the college in which they are enrolled. It is only in the light of such evaluation that students will know definitely which transferred courses will be applicable toward USC degree requirements.

Academic courses completed at regionally accredited institutions are normally transferable to the University of South Carolina, although, as a general rule, courses that are occupational or technical in nature (essentially remedial in nature) from a two-year institution which are considered upper division or upper level at the University; or courses from a two-year institution that are not listed as part of that institution's college parallel program are not acceptable for transfer to the University of South Carolina. Exceptions to this rule may be made only by the dean of the college in which the student is majoring and only in specific cases where such courses are judged to be uniquely relevant to the student's degree program.

A student transferring from an institution not accredited by the appropriate regional accrediting association may validate by examination hours earned at the unaccredited institution. Full information concerning validation procedures may be obtained from the dean.

No transfer credit will be accepted for a course that is equivalent to one at this university in which the student was previously enrolled, unless the student was enrolled full time at least one year at the transfer institution. Similarly, students cannot receive degree credit for a course taken at the University if they have received transfer credit for an equivalent course taken previously at another institution.

Supporting documentation online at :

http://bulletin.sc.edu/content.php?catoid=36&navoid=4233#Transfer_Credit

In addition, see Appendix 6H for printed material on this topic.

D. Describe the student advisement process that counsels students as to the transferability of course work.

When students are accepted into the University, they are assigned an academic advisor. Students are expected to arrange to meet with their advisor at least once a semester to plan their course of study for the following semester. Students who do not know their assigned advisor should obtain this information from the appropriate departmental or academic dean's office.

Information, advice, and interpretations of University policies offered by advisors do not supercede the official statement of policies and academic regulations described in the University Undergraduate Studies Bulletin. Exceptions to University regulations cannot be made by academic advisors. Any exceptions to the policies and regulations set forth in the University Undergraduate Studies Bulletin must be made by the appropriate College Scholastic Standards and Petitions Committee or by the dean of the college.

Records of academic progress may be kept by advisors and deans, but the only official student records are maintained by the Office of the University Registrar.

Supporting documentation found in: Appendix 6I

Supporting documentation online at :

<http://bulletin.usclancaster.sc.edu/content.php?catoid=37&navoid=3735&hl=&returnto=search>.

Summary of Standard 6 – Process Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.

USC Lancaster has many resources available for students and faculty members. Students live and work around the surrounding community, and this regional campus is a great start to their college careers. Some of the strengths of the campus in the area of process management include our Career Counseling, Academic Support Services, Medford Library, the Internship program, and dedicated, talented faculty. One area that was a concern in the last few years was the course requirements for the Associate in Science in Business degree. A few minor changes were made to the requirements (see criterion 4.2), but now we are looking at the possibility of making more changes to the degree requirements. We want to adapt as needed to ensure the students are getting the best education possible. Some of the technology courses may be replaced by more management, marketing, and accounting courses, but that decision will be made in Fall 2012. The assessment committee will review this as part of their assigned duties to ensure we are providing quality education that is relevant in today's workplace.

SELF-STUDY SUMMARY

- 1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.***

During this self-study process for reaffirmation, we have been provided the opportunity to objectively look at our purpose and mission as a regional campus of the University of South Carolina, as a feeder campus to the College of Hospitality, Retail, and Sport Management, as a feeder program to the Bachelor of Arts in Organizational Leadership program, and as an Associate in Science in Business degree program fulfilling the needs of the local community. As a result of this process, we have validated the strengths of this program.

Strengths of USC Lancaster

The University: A public, two-year, coeducational system campus of the University of South Carolina. Founded in 1959, we offer programs in Arts and Sciences, Business, Nursing, and Criminal Justice; the first two years of most of USC Columbia's degree programs; as well as selected distance education courses.

Faculty: More than 70 percent have earned their doctorate or other highest appropriate degree. Student/faculty ratio is 18:1. Average class size is 18 students, while some classes may have a few as 10 students.

Location: Conveniently located between Rock Hill, Charlotte (North Carolina), and Columbia, the 150-acre campus is readily accessible from surrounding communities.

Accreditation: USC Lancaster is fully accredited by the Southern Association of Colleges and Schools. In addition, our co-operative nursing program with York Technical College is accredited by the National League of Nursing and the S.C. State Board of Nursing. Our Associate in Science in Business program is accredited by the Accreditation Council for Business Schools and Programs.

Facilities: The 150-acre campus is comprised of state-of-the-art science facilities in the James Bradley Arts and Sciences Building, the recently renovated 100,000 plus volume Medford Library,

academic and recreational programs in the C.D. Gregory Jr. Health and Wellness Center, a variety of health services in the Carole Ray Dowling Center, excellent computer centers as well as other academic and administrative buildings.

Enrollment: Approximately 1,700 students, most of whom commute from a 6-county areas. 36 percent of those enrolled are male, while 64 percent are female.

Campus Services: Academic Advising by fully trained faculty and staff; Academic Success Center; Opportunity Scholars Program; Upward Bound Program; Bookstore and Campus Shop; Career and Personal Counseling; Government Documents Collection; Cardiac Rehabilitation Program; Physical Therapy Program; Diabetes Education Clinic; Cancer Rehabilitation Center.

Student Activities: Honors Program, Baptist Collegiate Ministry, Black Awareness Group, Intramurals, Peer Advisors at Lancaster, Student Government Association, Rotaract Club, Omega Scholars, Gamma Beta Phi Honor Society, Fitness and Wellness resources, Math Club and Mu Alpha Theta, Psychology Club and Psi Beta, Lancaster Players, Delta Links, Outdoors Club, Chemistry Club, Campus Crusade, Spanish Club.

Degrees: Associate in Science, Associate in Arts, Associate in Science in Business, Associate in Science in Technical Nursing (RN) (in cooperation with York Technical College), Associate in Science in Criminal Justice, Bachelor of Liberal Studies (awarded through USC Columbia), Bachelor of Arts in Organizational Leadership (awarded through USC Columbia), Bachelor of Science in Nursing (offered through a partnership with the College of Nursing at USC Columbia). In addition, USC Lancaster's courses may be applied toward a baccalaureate degree at other institutions.

Academic Calendar: USC Lancaster follows the USC Columbia academic schedule, which is a semester system. Classes begin in late August and in mid-January. Two 8-week sessions each semester are available for accelerated instruction. USC Lancaster also offers maymester and two four-week summer sessions.

For supporting documentation see Appendix 6J.

While we are proud of what is being accomplished at USC Lancaster, we do recognize that we need to strive for constant improvement. As part of our strategy to improve, we are exploring the possibility of implementing a pre and post assessment test for the Business students. The information gathered could be valuable in making improvements in the classrooms in the future. A decision on this will be forthcoming in 2012. In addition, it would be helpful if USC Lancaster hired a Director of Assessment. Due to budget constraints, among other factors, that may not happen in the near future.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

There are no circumstances that prevent compliance with any state or local standard or law.

3. Explain how student achievement will be made public.

Each semester academic achievement at USC Lancaster is recognized by publishing the President's Honor List or the Dean's Honor List the names of students who, at the end of the previous semester, attained the following standards:

President's Honor List: a grade point average of 4.00 earned on a minimum of 12 credited semester hours.

Dean's Honor List: a grade point average of 3.50 or higher (3.25 or higher for freshmen) earned on a minimum of 12 credited semester hours.

USC Lancaster publishes these lists at the end of each semester in *The Lancaster News*, a local newspaper. In addition, these lists are published on the USC Lancaster website.

Supporting documentation online at : <http://usclanaster.sc.edu/admissions/Records-Registration.htm>, or written supporting documentation in Appendix 6K.