Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
Associate Degree Business Programs
Current as of August 2013

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

O 2. Institution Name: University of South Carolina Lancaster Date November 18, 2013
Address: P.O. Box 889 Hubbard Drive, Lancaster, S.C. 27921

O 3. Year Accredited/Reaffirmed: Nov / 2012 This Report Covers Years: 2013 - 2014

O 4. List All Accredited Programs (as they appear in your catalog):

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted

Associate in Science in Business

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not. None

O 6. List all campuses that a student can earn a business degree from your institution:

University of South Carolina Lancaster P.O. Box 889 Hubbard Drive, Lancaster, S.C. 27921

O 7. Person completing report Name: Phillip T. Parker
Phone: 803-313-7452
E-mail address: ptparker@mailbox.sc.edu
ACBSP Champion name: Dr. Walter Collins
ACBSP Co-Champion name: Phillip T. Parker

O 8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI). None

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note:
Remove Condition:
Do not remove note or condition. Explain the progress made in removing the note or condition:

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.`

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 online at http://usclancaster.sc.edu/admissions/index.html.

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 online at http://usclancaster.sc.edu/foundation/index.html.

Student Learning Outcome Assessment Results: Such as what you report in standard #4, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

The results of the assessments reported in standard # 4 are available online at http://usclancaster.sc.edu/assessment/index.html.

Program Results: Such as what you report in standard #4, graduation rates, retention rates, job placement, etc. How do you make the results public?

This type of information is available on our website at http://usclancaster.sc.edu/planning/AcctReportFY12-13.pdf.

Standard #1 Leadership

Organization

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

Although there have been no personnel changes within the business unit, USC Lancaster did choose the Business Chair, Stan Emanuel, to serve as Interim Dean upon the retirement of Dr. John Catalano on December 31, 2013. Stan remained in the role until USC Lancaster promoted Dr. Walter Collins to the position of permanent Dean as of April 15, 2013. The appointment of Stan Emanuel as Interim Dean was well deserved and only serves to enhance the perception of the USC Lancaster's Business Department.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report.

None

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Not Applicable-not addressed in QA Report

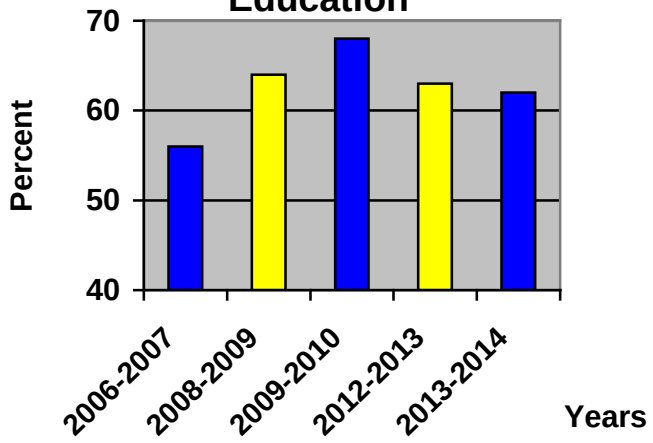
Standard #3 Student and Stakeholder Focus

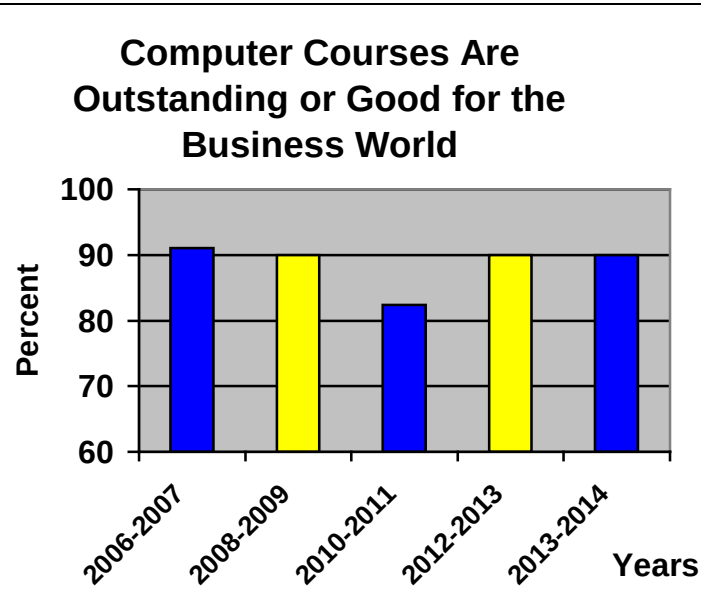
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

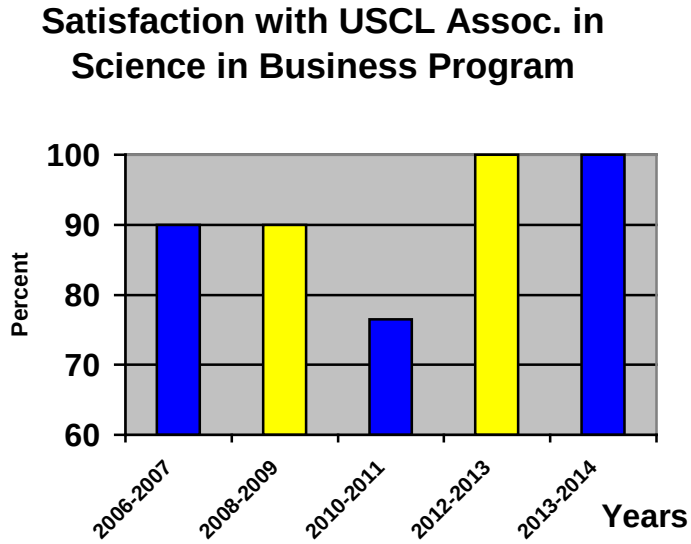
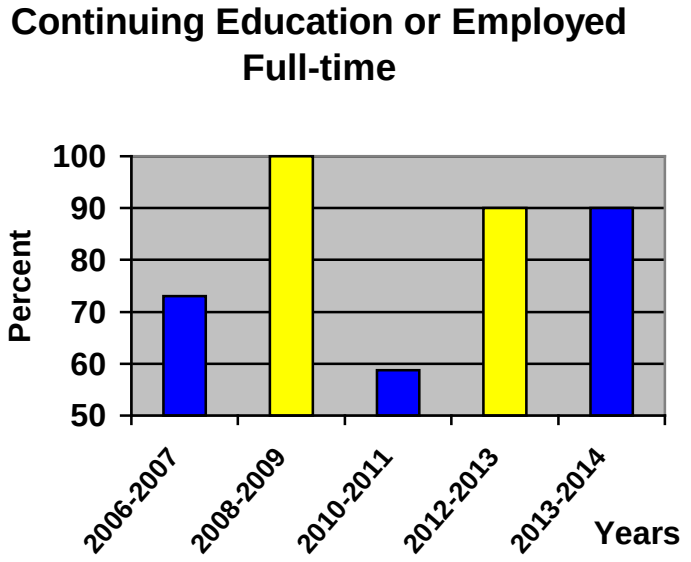
Standard 3 - Student and Stakeholder-Focused Results

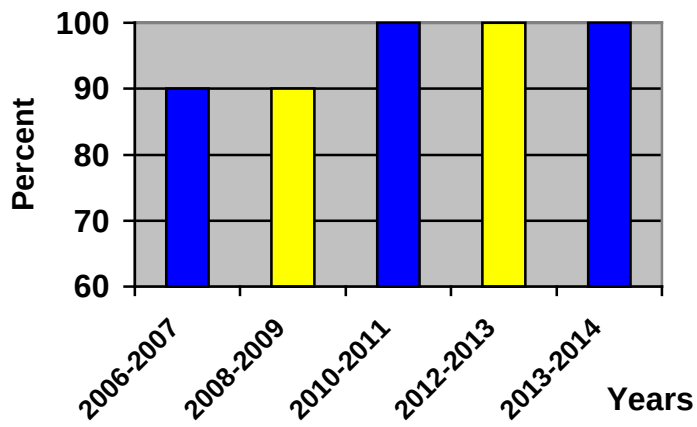
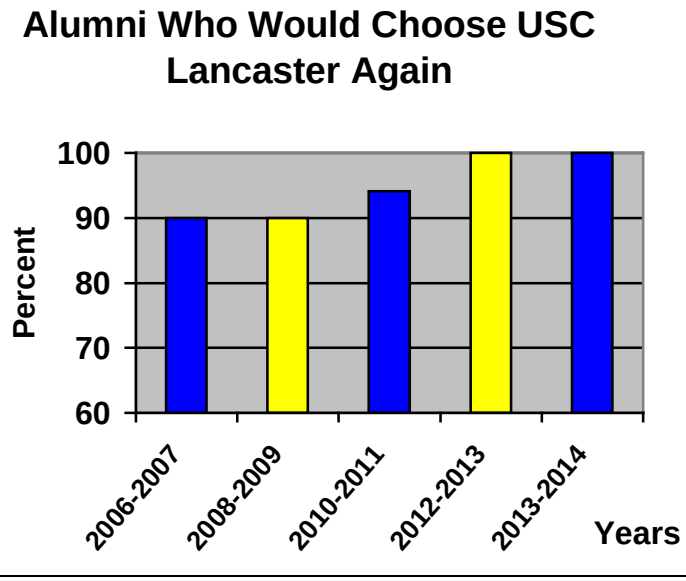
Student- and Stakeholder-Focused Results	Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. *Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building.* *Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.* Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board. Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

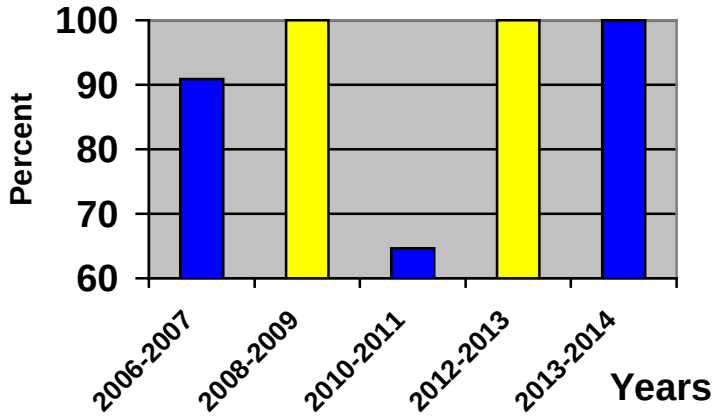
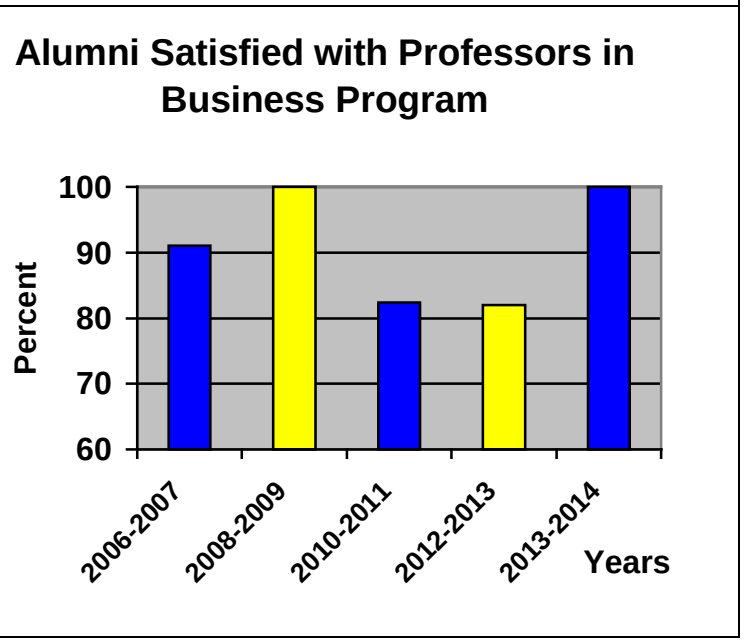
		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**

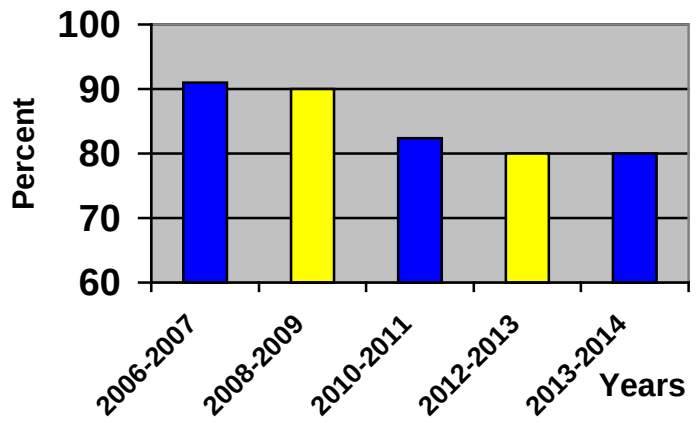
51% of the graduates will report employment in the field or continuing in another degree program on the annual CHE 301 report.	Annual CHE 301 report.	62% of the graduates reported employment in the field or continuing in another degree program on the annual CHE 301 report.	Outcome was met. For 2014-2015, we will target 52%.	We will continue to monitor.	

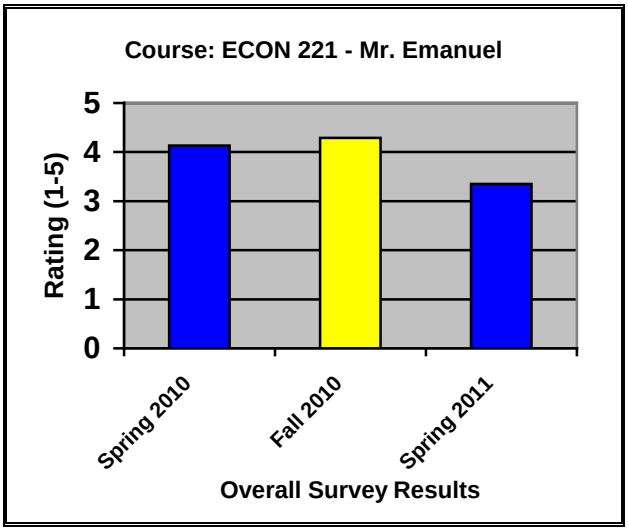
Associate in Science in Business Alumni Survey Graduates in 2012 and 2013					
1. 80% of the alumni will report the computer courses are Outstanding or Good for the business world.	Bi-annual Alumni Survey	90% of the alumni reported the computer courses are Outstanding or Good for the business world.	Alumni Outcome was met. The co-champion, and the Associate Dean of Academic Affairs met on 12/18/2013 to discuss results.	We will continue to monitor.	

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.	Bi-annual Alumni Survey	100% of the alumni rated the overall quality of the USC Lancaster Associate in Science in Business degree program as Outstanding or Above Average.	Alumni Outcome was met. The co-champion, and the Associate Dean of Academic Affairs met on 12/18/2013 to discuss results.	We will continue to monitor.	
3. 80% of the alumni will report continuing their education, employed and continuing their education, or employed full-time.	Bi-annual Alumni Survey.	90% of the alumni reported continuing their education, employed and continuing their education, or employed full-time.	Alumni Outcome was met. The co-champion, and the Associate Dean of Academic Affairs met on 12/18/2013 to discuss results.	We will continue to monitor.	

4. 80% of the alumni will report they acquired the knowledge and skills to prepare them for the job market.	Bi-annual Alumni Survey.	100% of the alumni reported they acquired the knowledge and skills to prepare them for the job market.	Alumni Outcome was met. The co-champion, and the Associate Dean of Academic Affairs met on 12/18/2013 to discuss results.	We will continue to monitor.	
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.	Bi-annual Alumni Survey.	100% of the Alumni reported if they were to begin college again in the Associate in Science in Business degree program, they would choose USC Lancaster.	Alumni Outcome was met. The co-champion, and the Associate Dean of Academic Affairs met on 12/18/2013 to discuss results.	We will continue to monitor.	

6. 80% of the Alumni will report being very satisfied or satisfied with the knowledge gained in the general education requirements.	Bi-annual Alumni Survey.	100% of the Alumni reported being very satisfied or satisfied with the knowledge gained in the general education requirements.	Alumni Outcome was met. The co-champion, and the Associate Dean of Academic Affairs met on 12/18/2013 to discuss results.	We will continue to monitor.	
7. 80% of the alumni will report being very satisfied or satisfied with the Professors in the Business program.	Bi-annual Alumni Survey.	100% of the alumni reported being very satisfied or satisfied with the Professors in the Business program.	Alumni Outcome was met. The co-champion, and the Associate Dean of Academic Affairs met on 12/18/2013 to discuss results.	We will continue to monitor.	

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.	Bi-annual Alumni Survey.	80% of the alumni will report being very satisfied or satisfied that the computer software prepared you for the business world.	Alumni Outcome was met. The co-champion, and the Associate Dean of Academic Affairs met on 12/18/2013 to discuss results.	We will continue to monitor.	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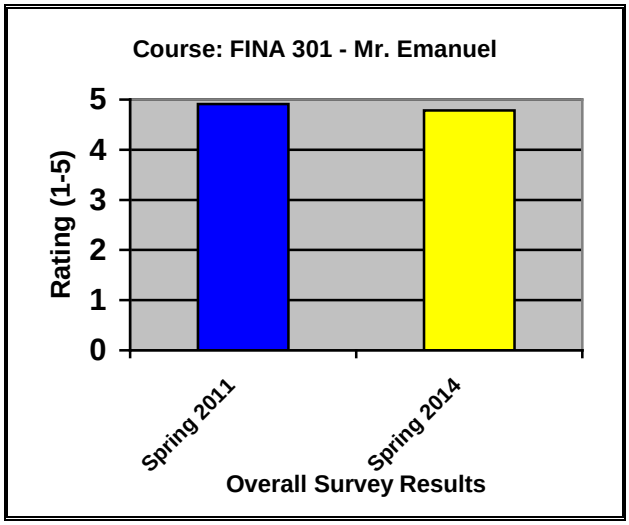
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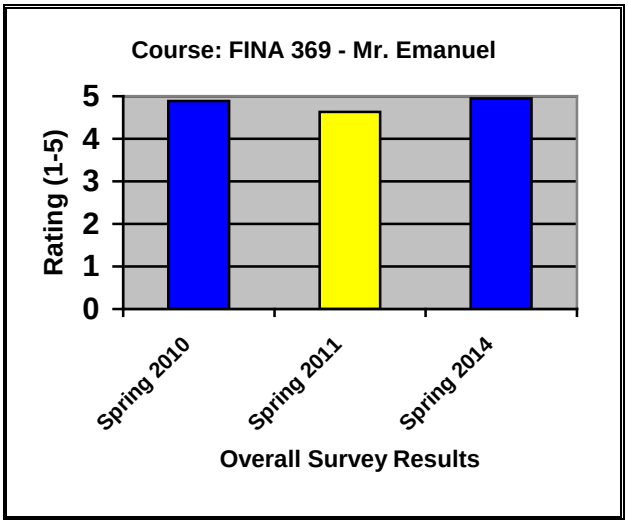
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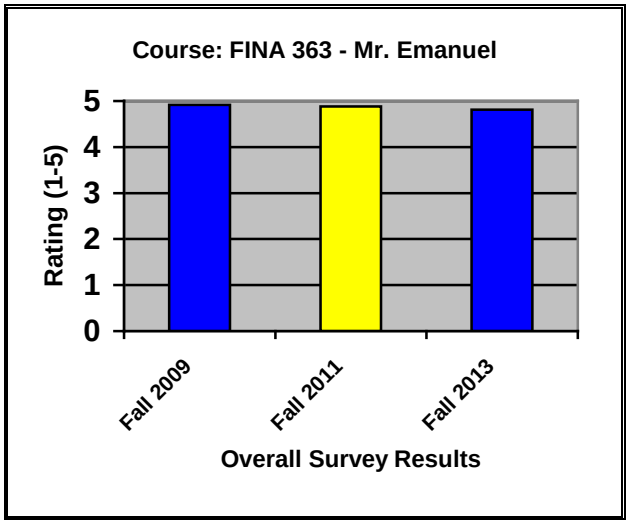
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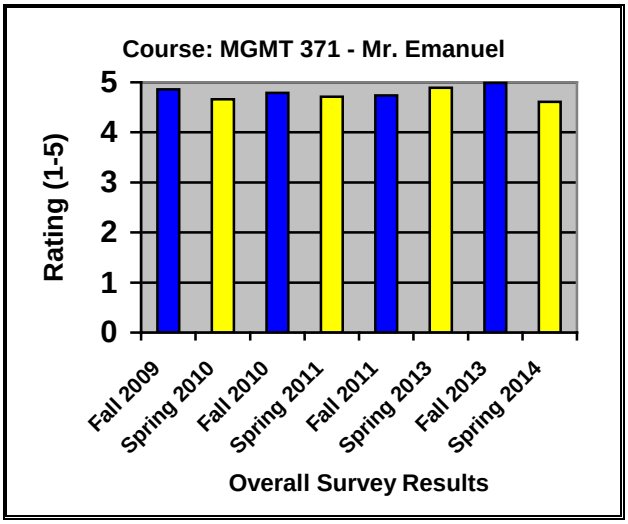
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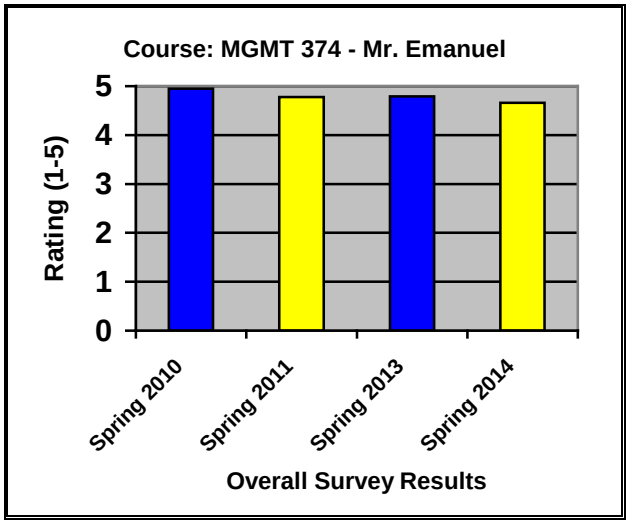
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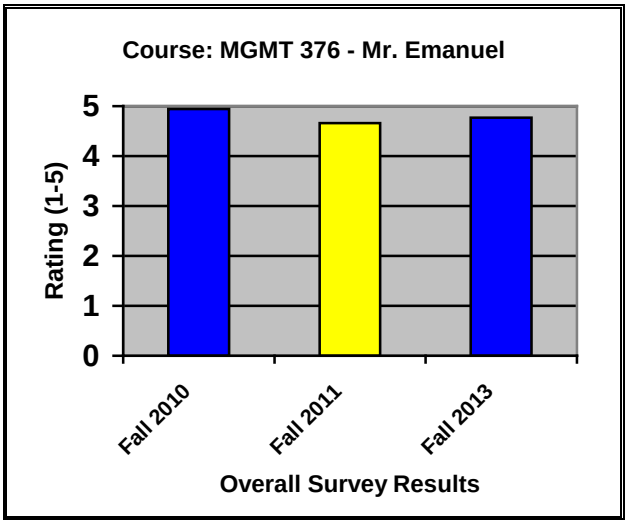
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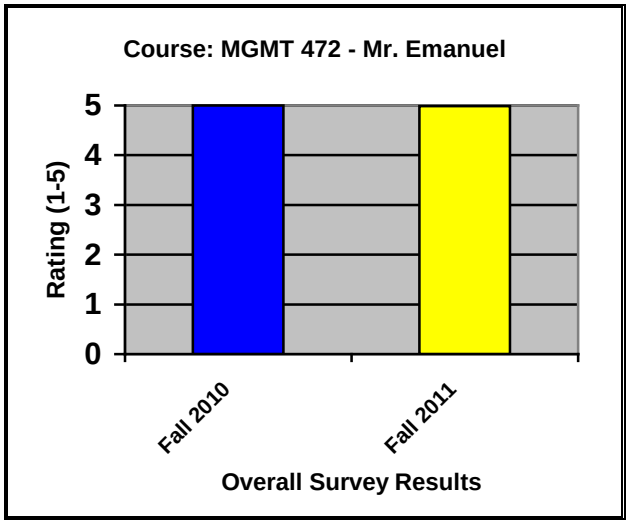
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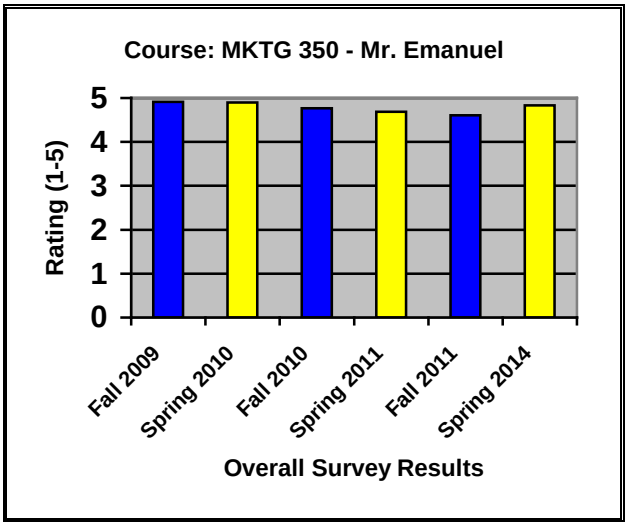
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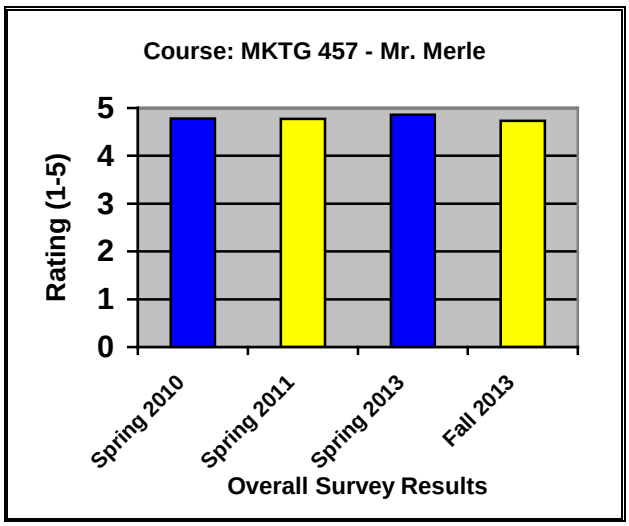
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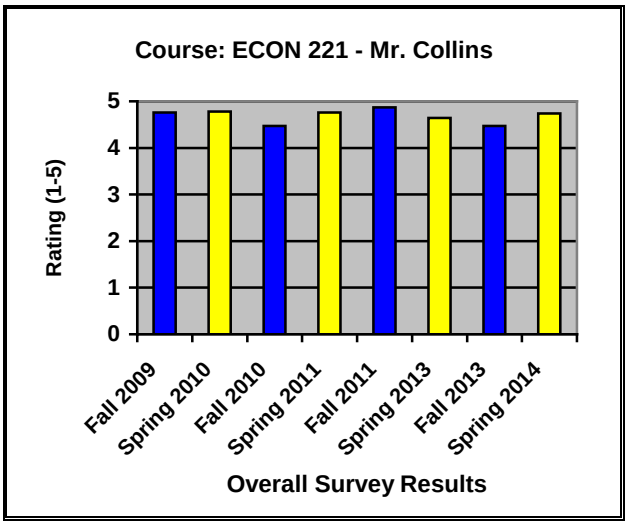
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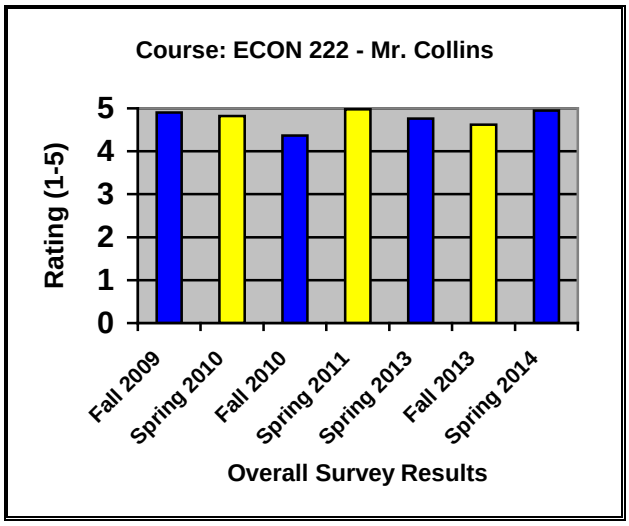
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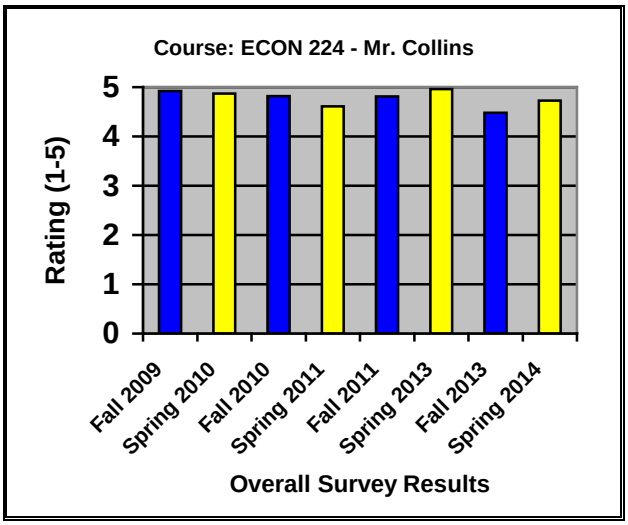
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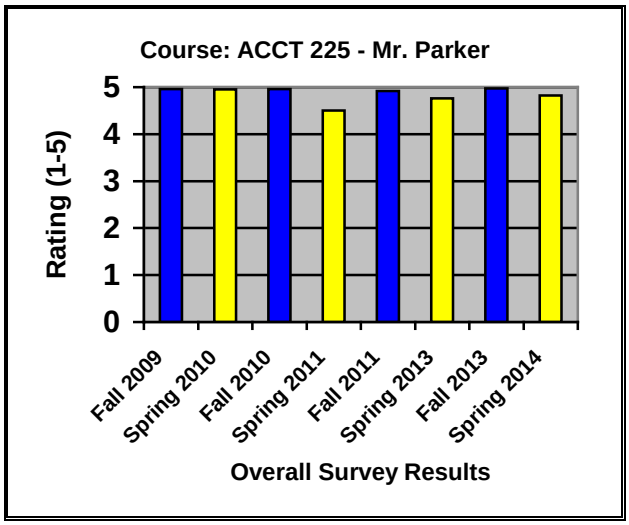
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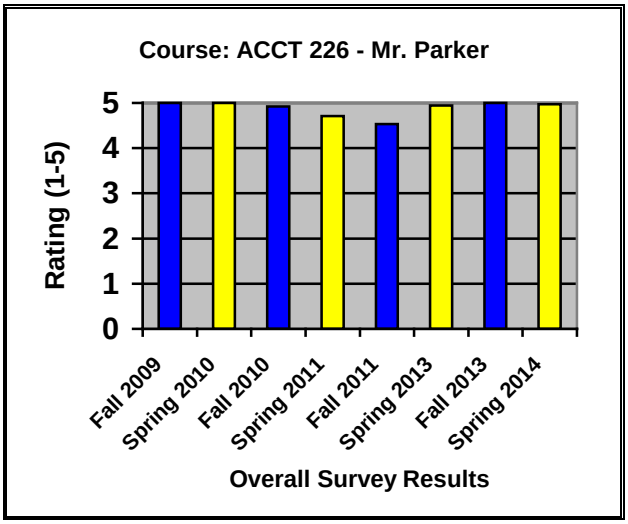
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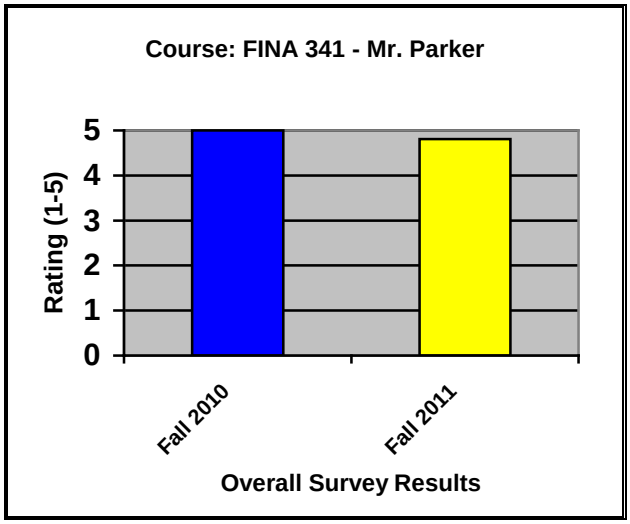
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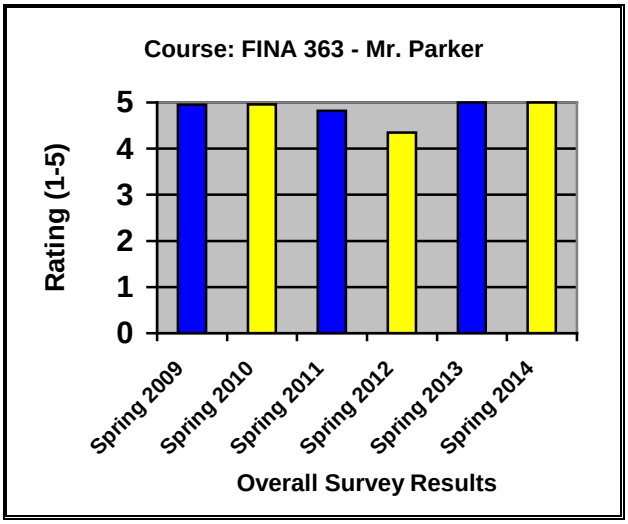
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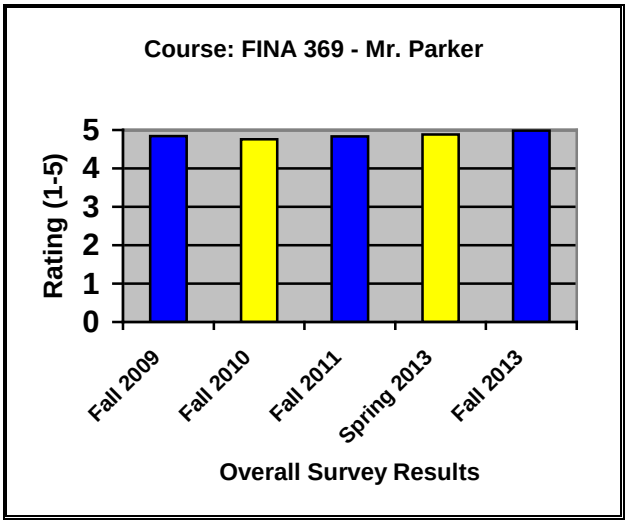
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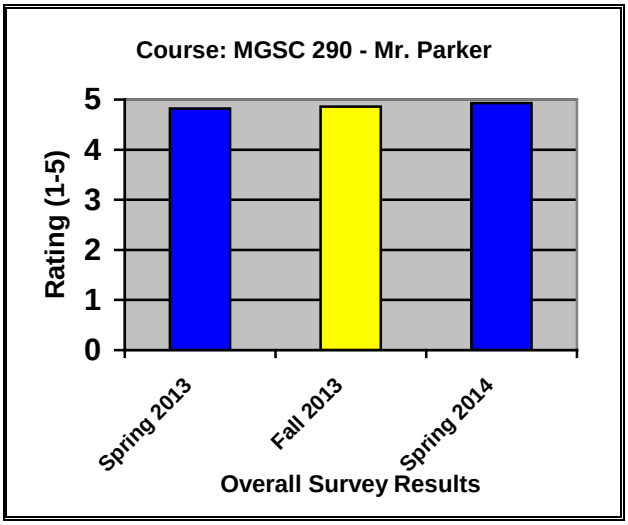
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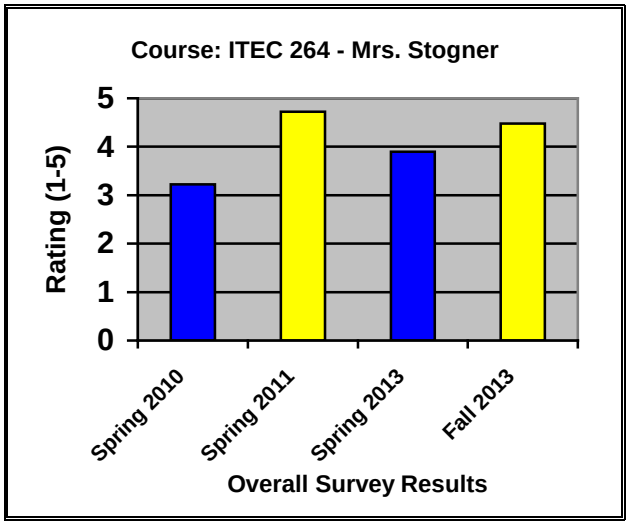
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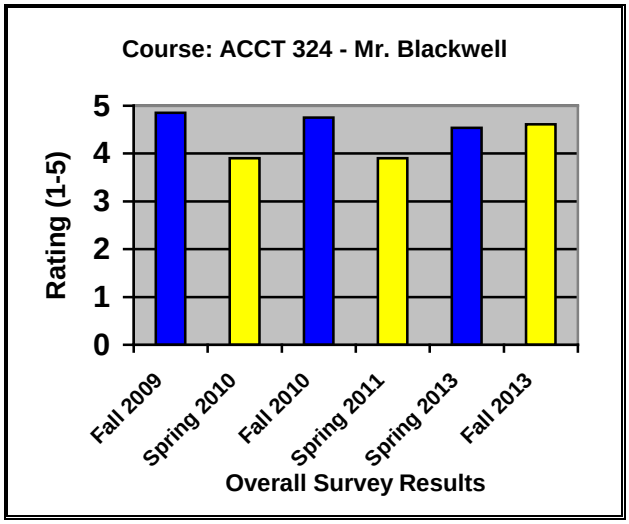
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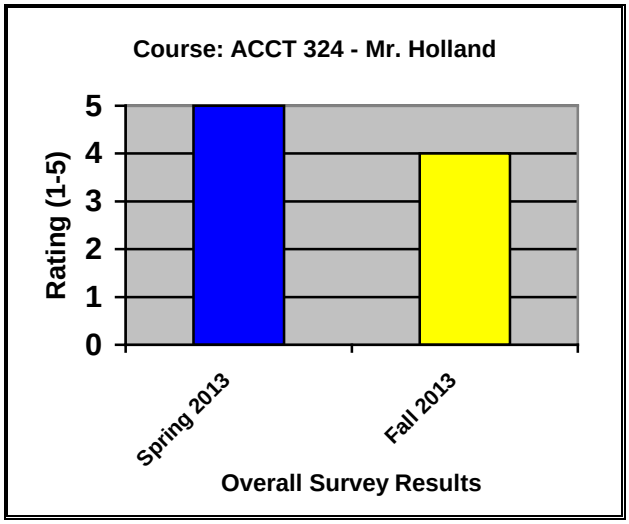
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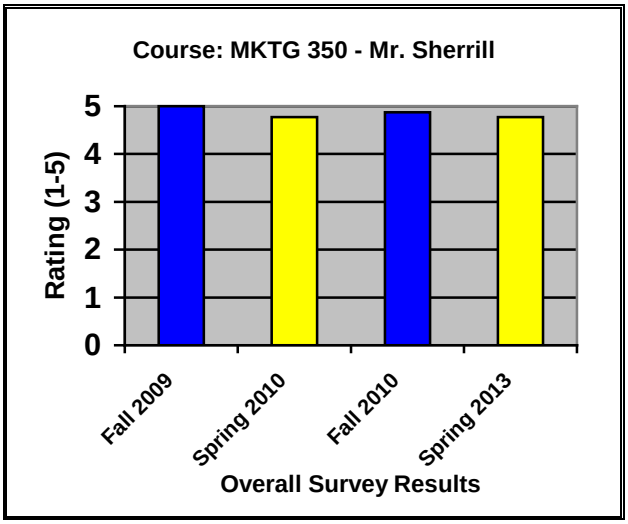
Fall 2013
Overall Survey Results


Course: MKTG 350 - Mr. Sherrill
Rating (1-5)
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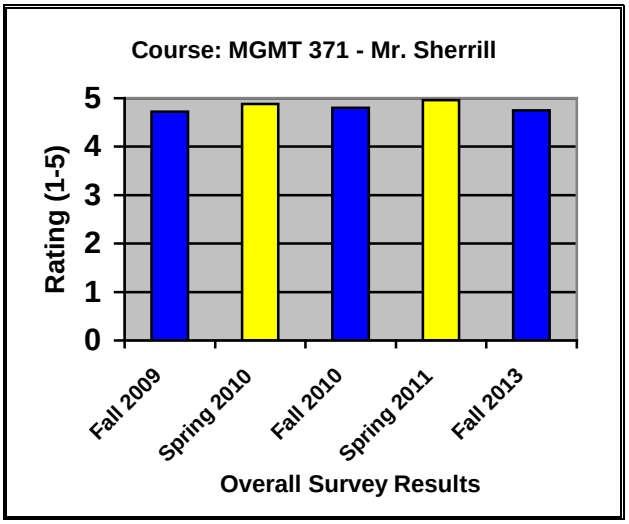
Course: MGMT 371 - Mr. Sherrill
Rating (1-5)
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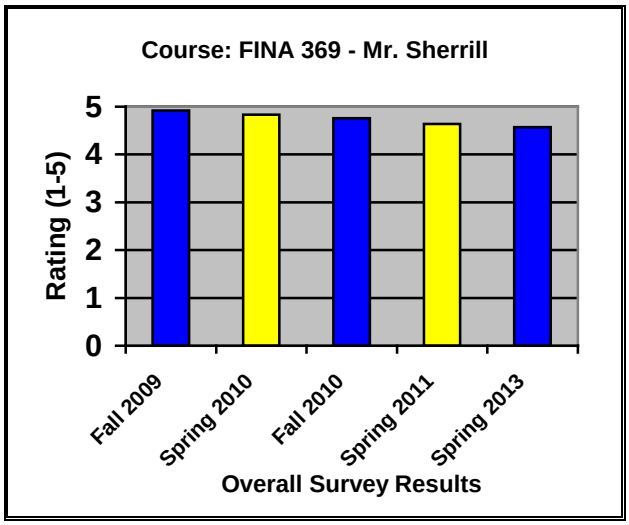
Course: FINA 369 - Mr. Sherrill
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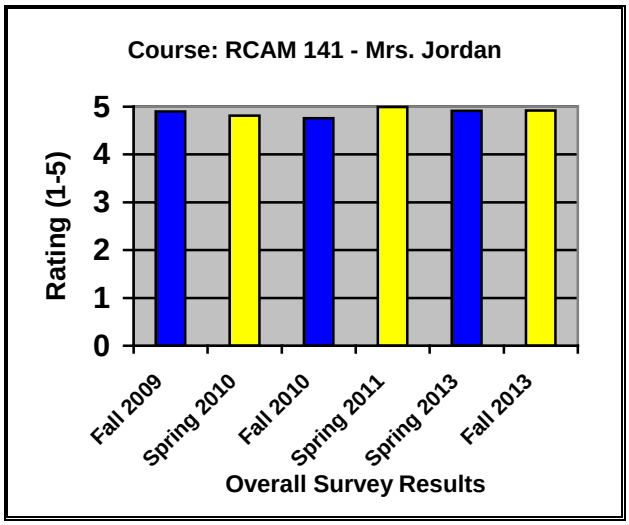
Course: RCAM 141 - Mrs. Jordan
Rating (1-5)
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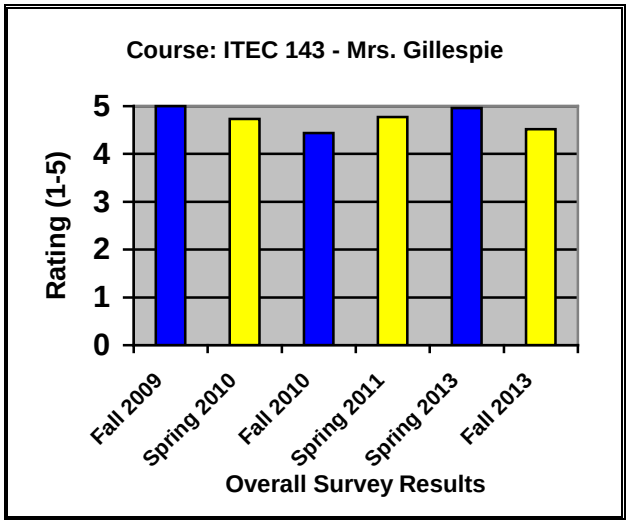
Overall Survey Results


Course: ITEC 143 - Mrs. Gillespie
Rating (1-5)
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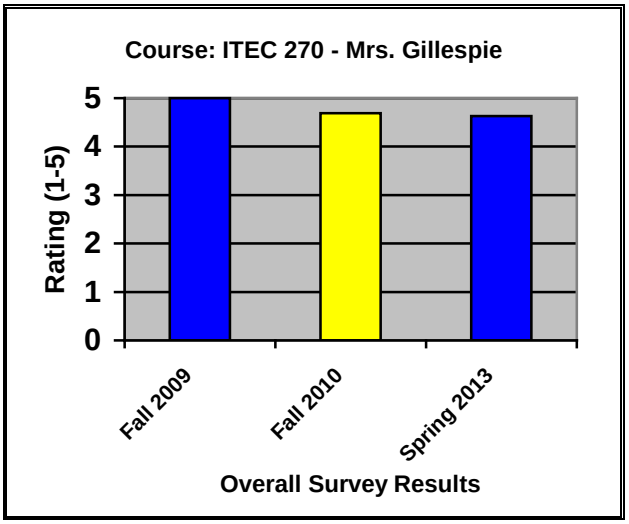
Fall 2013
Overall Survey Results


Course: ITEC 270 - Mrs. Gillespie
Rating (1-5)
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Fall 2009
Fall 2010
Spring 2013
Overall Survey Results

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable.

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.

b. Performance Results

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

Standard 4 Student Learning Results (Required for each accredited program)

<table>
<tr><th colspan="2">Performance Indicator</th><th colspan="4">Definition</th></tr>
<tr><td colspan="2">1. Student Learning Results

(Required for each accredited program)</td><td colspan="4">A student learning outcome is one that measures a specific competency attainment.
Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).

Add these to the description of the measurement instrument in column two:
Direct - Assessing student performance by examining samples of student work.
Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.
Formative – An assessment conducted during the student’s education.
Summative – An assessment conducted at the end of the student’s education.
Internal – An assessment instrument that was developed within the business unit.
External – An assessment instrument that was developed outside the business unit.
Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</td></tr>
<tr><td colspan="2"></td><td colspan="4">Analysis of Results</td></tr>
<tr><td>Performance Measure

Measurable goal

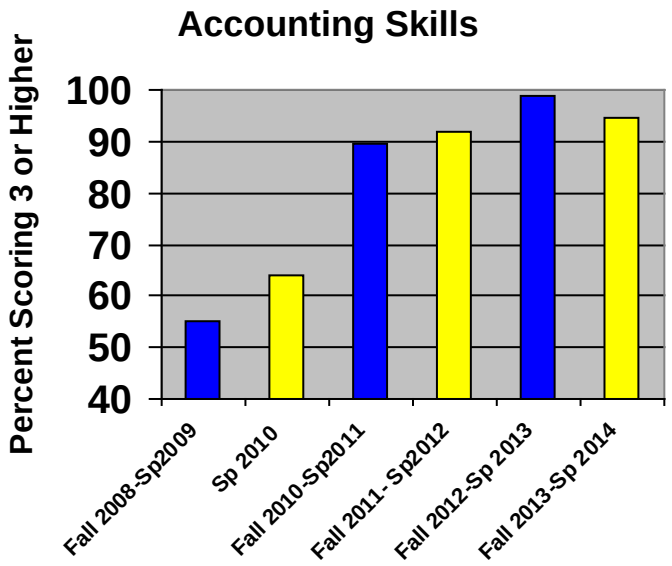
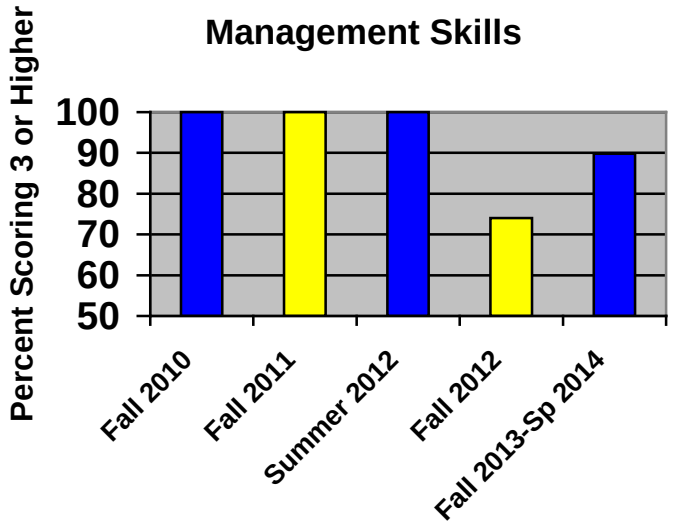
What is your goal?</td><td>What is your measurement instrument or process? Grades should not be used (Indicate length of cycle)</td><td>Current Results

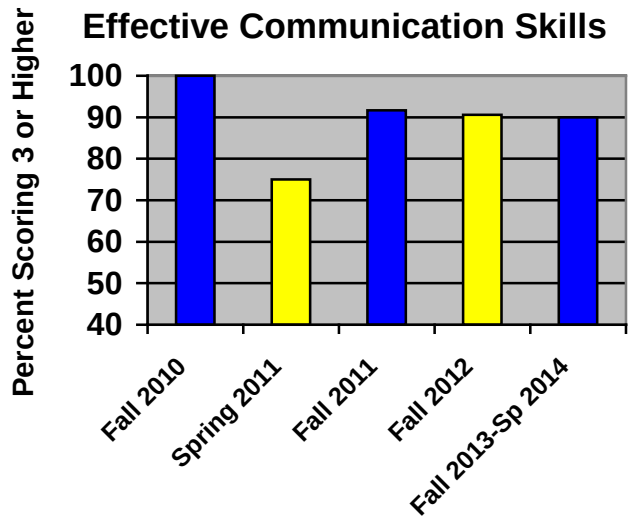
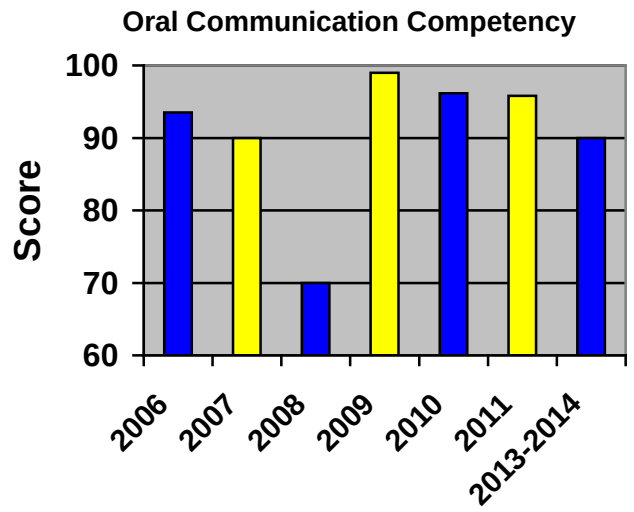
What are your current results?</td><td>Analysis of Results

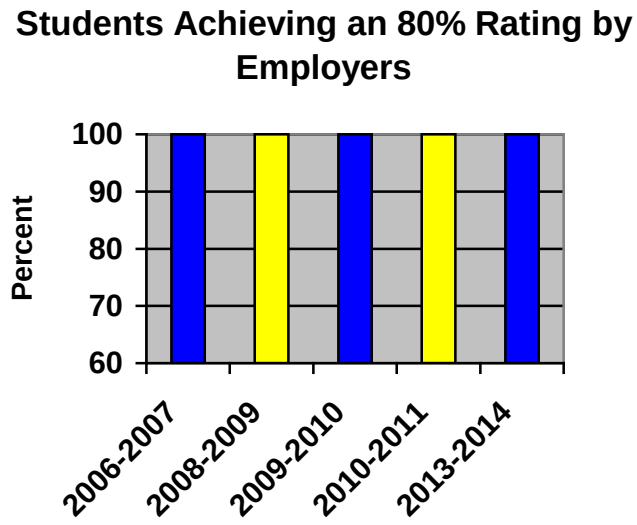
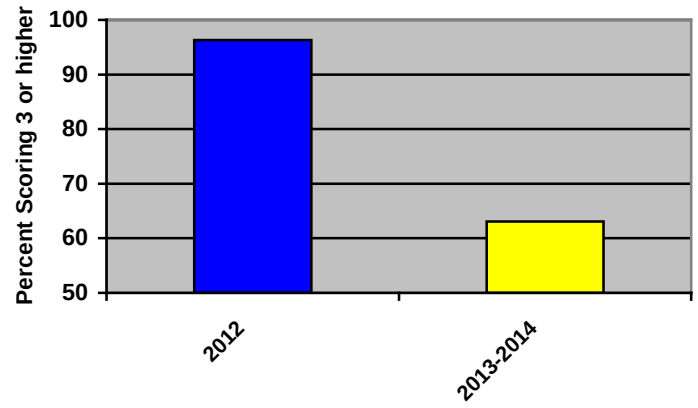
What did you learn from the results?</td><td>Action Taken or Improvement made

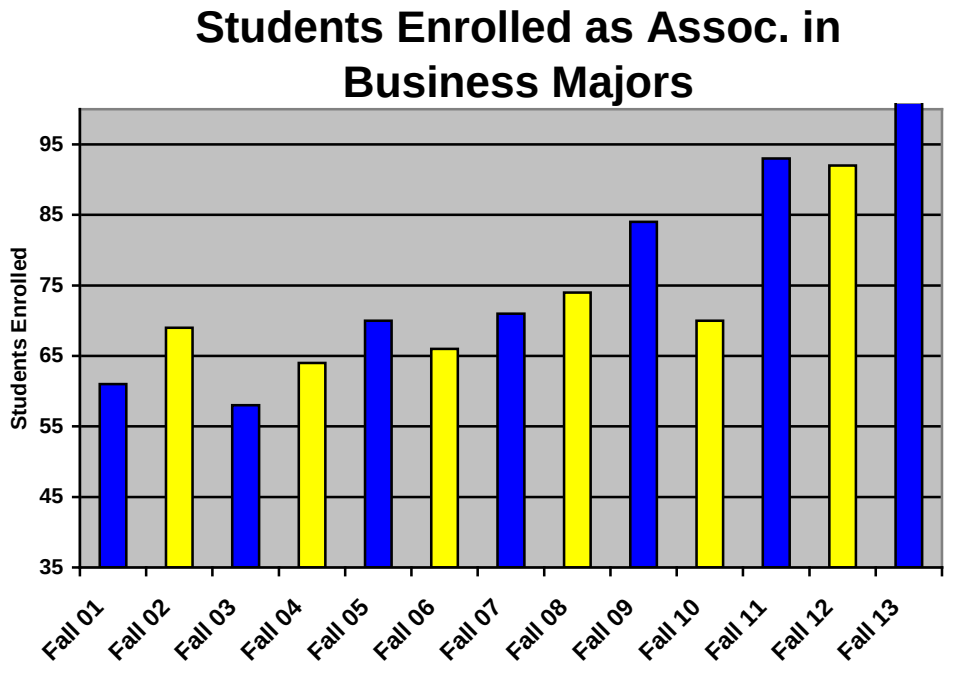
What did you improve or what is your next step?</td><td>Insert Graphs or Tables of Resulting Trends

(3-5 data points preferred)</td></tr>
</table>

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. 94.6% of the students enrolled in an accounting course scored 3 or higher on the Financial & Accounting skills rubric for 2013 - 2014.	Results from using Cengage are positive. For 2014-2015, 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. 89.83% of the students enrolled in a management course scored 3 or higher on the management skills rubric.	We will continue to gather data and look for trends over time. We will review the rubric and improve it. Next year, we will seek a target of 71%, up from the current target of 70%.	

Students enrolled in ITEC 143, ITEC 242 will be able to communicate effectively for a business environment.	Samples of students' written work.	71% of students enrolled in ITEC 143, ITEC 242, SPCH140, or ENGL463 will score 3 or higher (out of 5) on the business effective communication rubric.	90% of the students enrolled in ITEC 143, ITEC 242, SPCH140, or ENGL463 scored 3 or higher on the business effective communications rubric	For 2014-2015, we will continue to improve upon the rubric currently in place.	
A.S. in Business students will demonstrate sufficient competency in oral communication skills.	SPCH 140 students will make a formal oral presentation .	A.S. in Business students will score a 3 or higher on the business effective communication rubric.	Outcome was met. 90% of the students enrolled in SPCH140 scored a 3 or higher on the business communications rubric.	We are pleased with the results, and will monitor in the future.	

Students will score an average of 80% on the evaluation provided by employers of the Internship program.	Supervisor's Evaluation Report of the Intern as provided to USCL as part of the TSTM399 course.	100% of the students received an average score of 80% or higher.	Outcome was met. For 2014-2015, we will target an average score of 82%.	We will continue to monitor.	
Students enrolled in ACCT324 will have a basic knowledge of legal concepts.	Samples of student work.	70% of students enrolled in ACCT324 will score 3 or higher (out of 5) on the business law rubric.	63.05% of the students enrolled in ACCT324 scored 3 or higher on the business law rubric.	The result is a cause for concern. The Business Faculty will review the data in September 2014 to discuss ways to improve the results.	

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.	

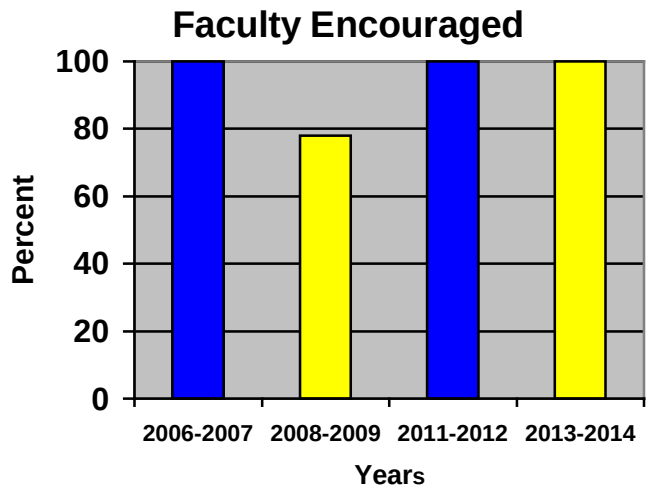
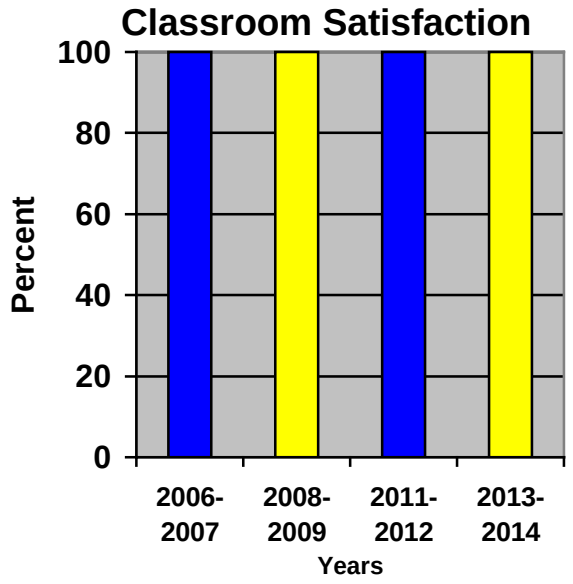
Standard #5 Faculty and Staff Focus

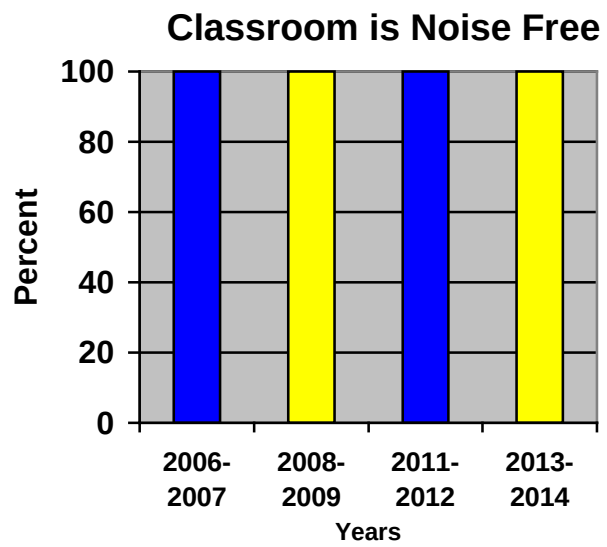
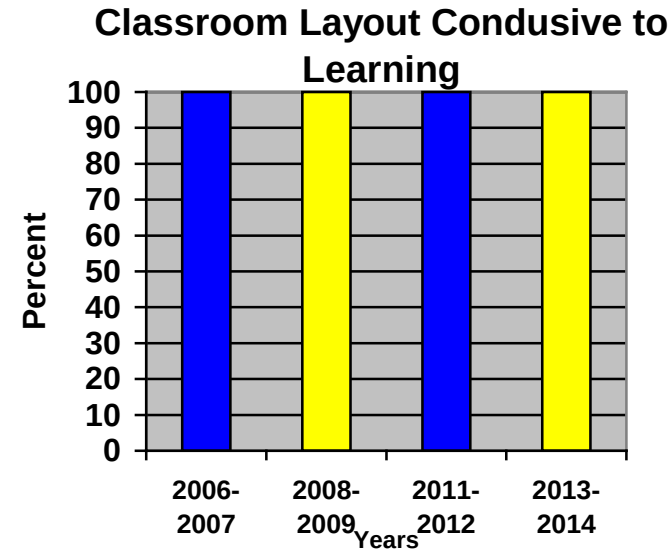
Complete Table 5.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

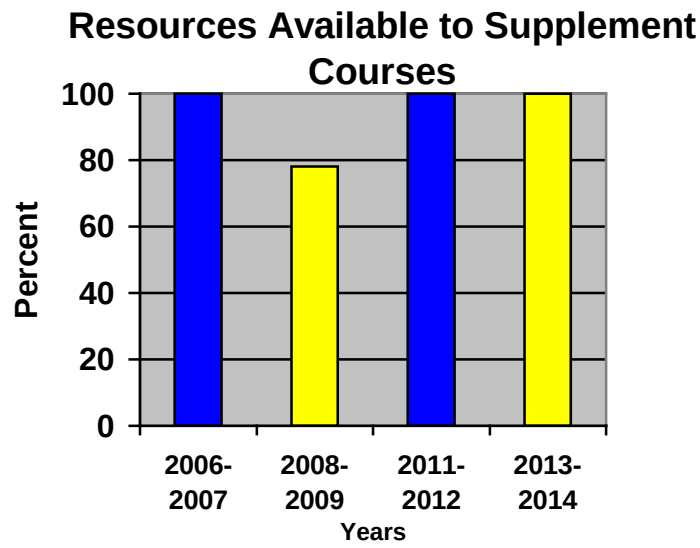
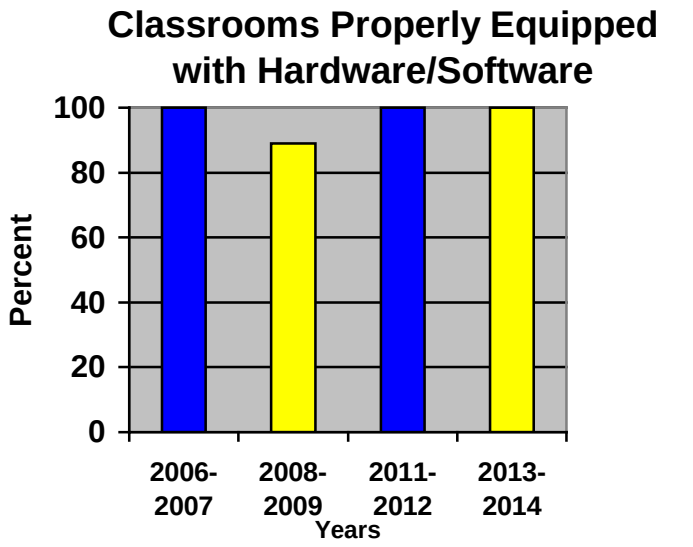
Table 5.1 Standard 5 - Faculty- and Staff-Focused Results

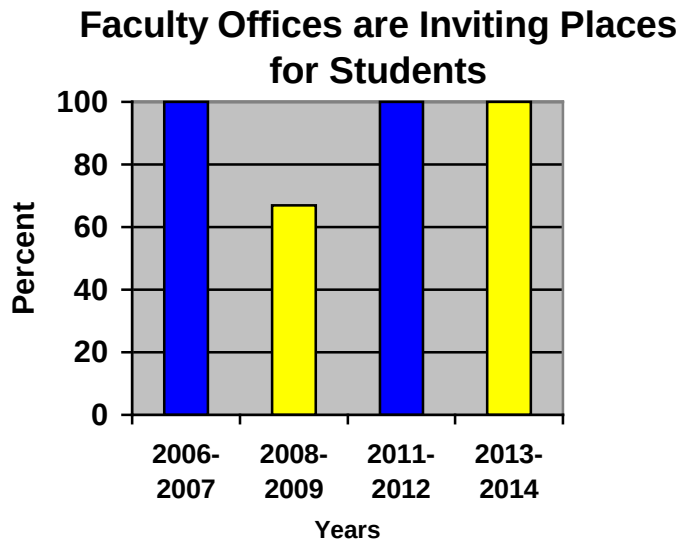
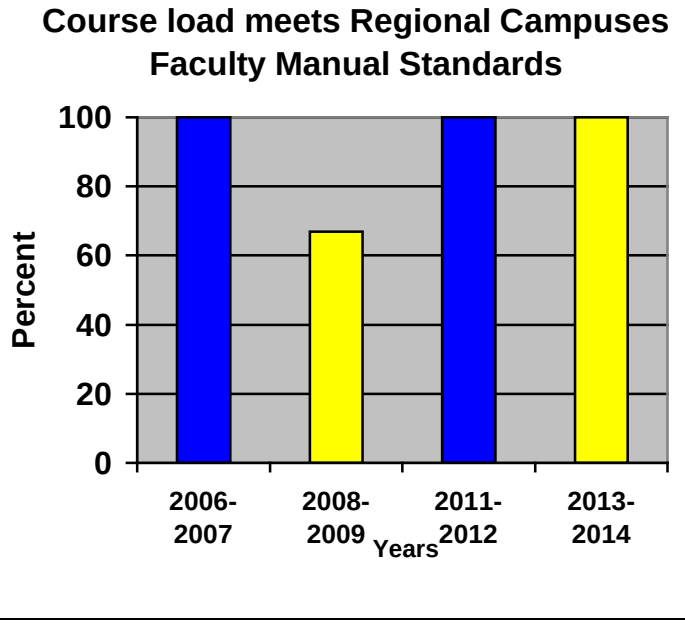
Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*

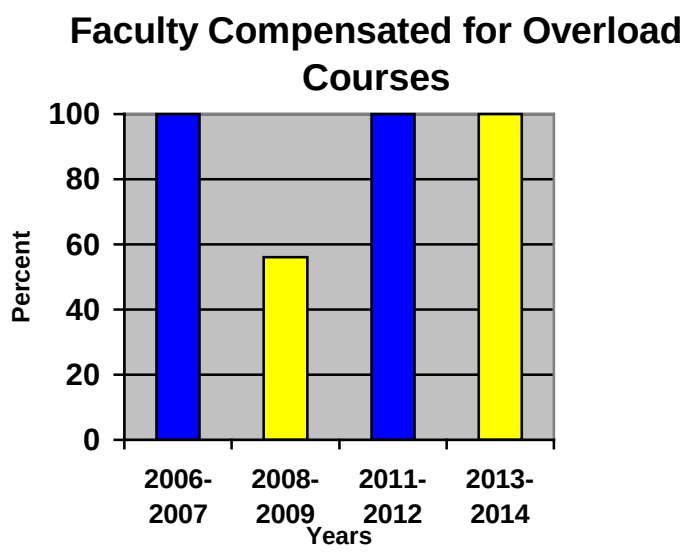
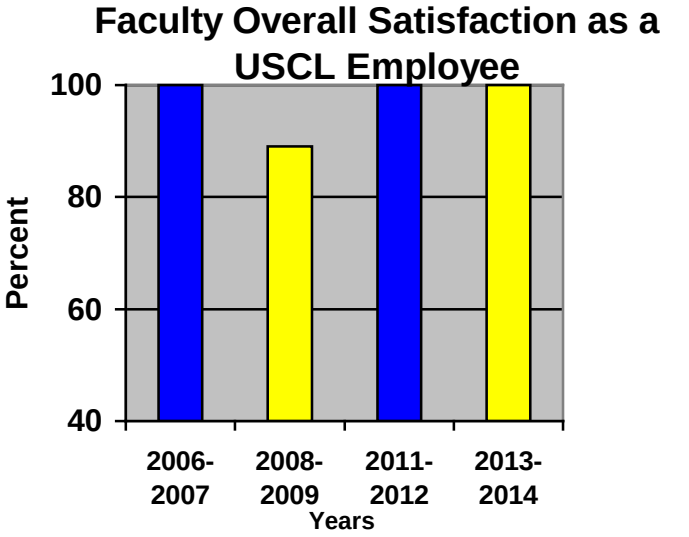
	Analysis of Results				
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**

Full-time Business Faculty Survey					
1. 90% of the faculty will report being encouraged to pursue opportunities for professional growth: training, continuing education, seminars, Professional Associations, presentations.	Bi-annual Business Faculty Survey.	100% of the faculty reported being encouraged to pursue opportunities for professional growth: training, continuing education, seminars, Professional Associations, presentations	Outcome was met.	Will continue to monitor this area.	
2. 90% of the faculty will report they feel very satisfied or satisfied that they are safe in their environment.	Bi-annual Business Faculty Survey.	100% of the faculty reported feeling very satisfied or satisfied that they are safe in their environment.	Outcome was met.	Outcome exceeded the goal.	

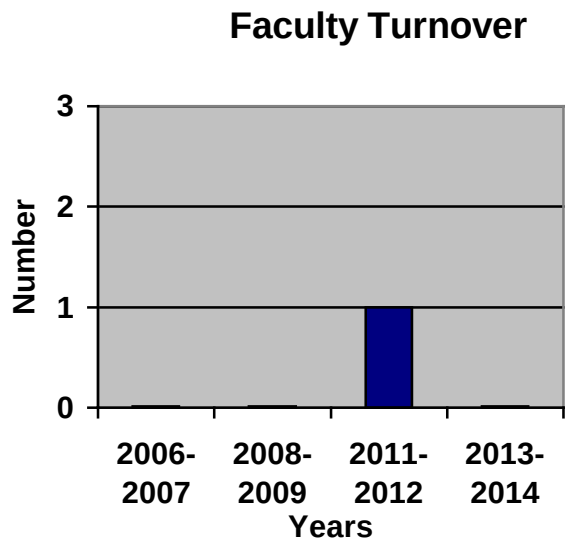
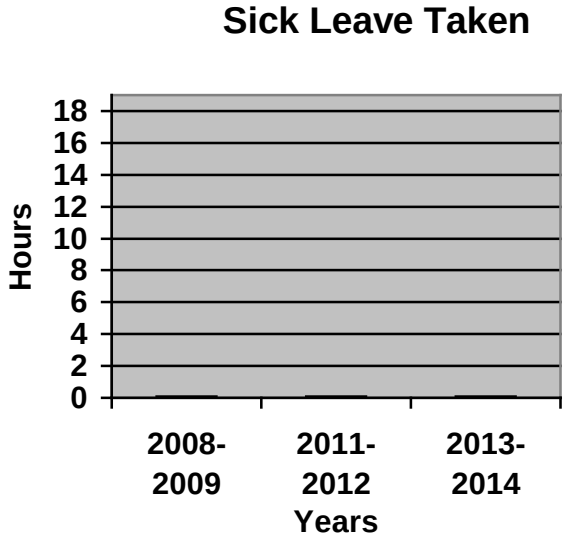
3. 90% of the faculty will report they are very satisfied or satisfied that their classrooms is noise free.	Bi-annual Business Faculty Survey.	100% of the faculty reported feeling very satisfied or satisfied that their classroom is noise free.	Outcome was met.	Outcome exceeded goal.	
4. 90% of the faculty will report being very satisfied or satisfied with the classroom layouts being conductive to learning.	Bi-annual Business Faculty Survey.	100% of the faculty reported being either very satisfied or satisfied with the classroom layouts being conductive to learning.	Outcome was met.	Outcome exceeded goal.	

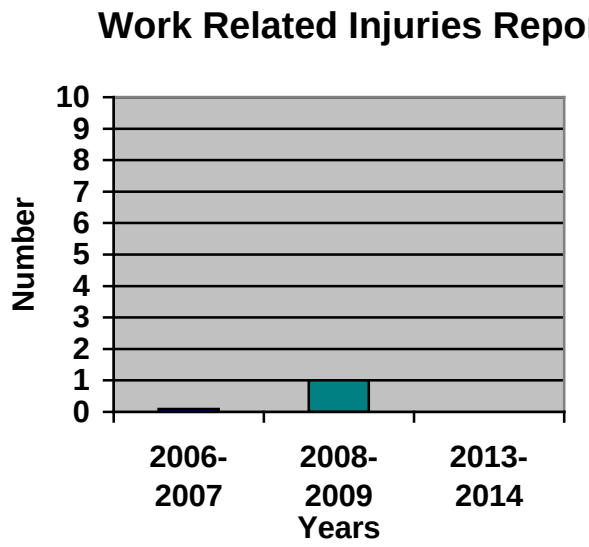
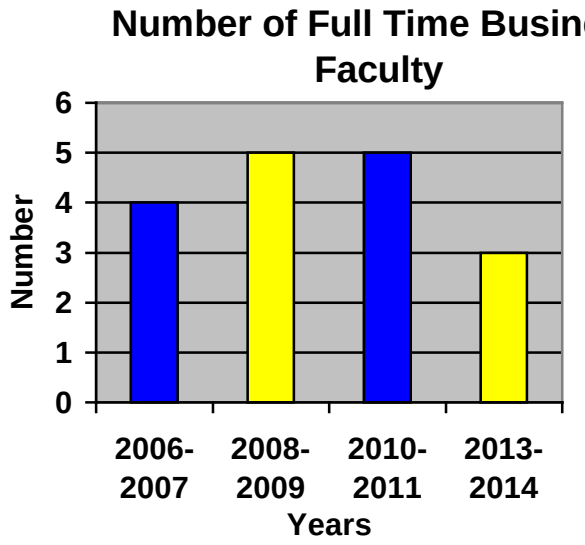
5. 90% of the faculty will report they are very satisfied or satisfied that resources are available to supplement their courses.	Bi-annual Business Faculty Survey.	100% of the faculty reported that they are very satisfied or satisfied with the resources that are available to supplement their courses.	Outcome was met.	Will continue to monitor this area.	
6. 90% of the faculty will report that they are very satisfied or satisfied that their classrooms are equipped with appropriate hardware and software.	Bi-annual Business Faculty Survey.	100% of the faculty reported that they are very satisfied or satisfied that their classrooms are equipped with appropriate hardware and software.	Outcome was met	Will continue to monitor this area.	

7. 90% of the faculty will report being very satisfied or satisfied their office is an inviting place for students.	Bi-annual Business Faculty Survey.	100% of the faculty reported being very satisfied or satisfied their office is an inviting place for students.	Outcome was met.	Will continue to monitor this area.	
8. 90% of the faculty will report being very satisfied or satisfied their course loads meet the standards set by the Regional Campuses Faculty Manual.	Bi-annual Business Faculty Survey.	100% of the faculty reported being very satisfied or satisfied their course loads meet the standards set by the Regional Campuses Faculty Manual.	Outcome was met.	Will continue to monitor this area.	

9. 90% of the faculty will report being very satisfied or satisfied they are compensated for overload courses.	Bi-annual Business Faculty Survey.	100% of the faculty reported being very satisfied or satisfied they are compensated for overload courses.	Outcome was met. .	Will continue to monitor this area.	
10. 90% of the faculty will report being very satisfied or satisfied as an employee of the University of South Carolina Lancaster.	Bi-annual Business Faculty Survey.	100% of the faculty reported being very satisfied or satisfied as an employee of the University of South Carolina Lancaster.	Outcome was met.	Will continue to monitor this area.	

Statistics from Human Resources Office Concerning Business Faculty

Through the Human Resources Department, data will be collected indicating the faculty turnover. Faculty on 1 year contracts who are renewed are not considered turnover.	Data collected from the Human Resources Director.	Zero faculty/staff turnovers were reported.	We will continue to monitor this area.	As the campus continues to grow, we will need to employ more faculty and staff.	
Business Faculty sick leave will continue to increase .to the point of donating to other faculty members in need of extra days.	Data collected from the Human Resources Director.	During 2013 and 2014 no sick leave hours were used from Business faculty.	We will continue to monitor this area.	Outstanding Outcome.	

Safety Records for 2013 and 2014, OSHA Summary of Work-Related Injuries and Illnesses.	Data collected from the Human Resources Director.	During 2013 and 2014 there were no work related injuries reported.	We will continue to monitor this area.	We continue to provide a safe environment for our employees.	
Number of Full Time Faculty.	Data collected from the Human Resources Director.	During 2013 and 2014 no new full time faculty were hired.	We will continue to monitor this area and adjust as needed.	As the campus continues to grow, we will need to employ more faculty and staff.	

Faculty Qualifications

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

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL SPECIFIC QUALIFICATIONS • Five Years Work Experience • Teaching Excellence • Professional Certifications	ACBSP QUALIFICATION 1. Master's 2. Doctorate 3. Professional 4. Exception
Tom Holland	Business Law	ACCT324	J.D., University of Arkansas School of Law	Member of South Carolina Bar	Doctorate

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

The Business faculty recognized the opportunity to improve and strengthen the Associate in Science in Business program a few years ago. With input from several key people, the faculty added course options that would provide a seamless transfer to the into the Bachelor of Science in Business Administration or the Bachelor of Arts in Organizational Leadership programs. In addition, faculty agreed that all courses completed in the professional and business major component sections must be passed with a minimum grade of C. This officially takes effect in Fall 2014 for new students. We are very pleased with the improvements made to the program, and we will always strive for continuous improvement.

2. List any **new** degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

   Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP.

3. List any accredited programs that have been terminated since your last report.

Note: if you do not have any new or revised programs **you do not need to complete Table 6 Curriculum Summary**.

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
	Art, History, or Values, Ethics, & Social Responsibility Course	5,4,9	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	28
		Percentage of Total Hours	46.7%

B) Related Professional Area Component:

Course #	Course Title		Credits
ACCT 225	Intro to Financial Accounting	A	3
ACCT 324	Commercial Law	E	3
MGMT 371	Principles of Management	I	3
	Economics/Finance options	D, H	3
	Finance, Risk Management or Ethics Option	H, E	3
	Electives		2
		Area total credit hours	17
		Percentage of Total Hours	28.3%

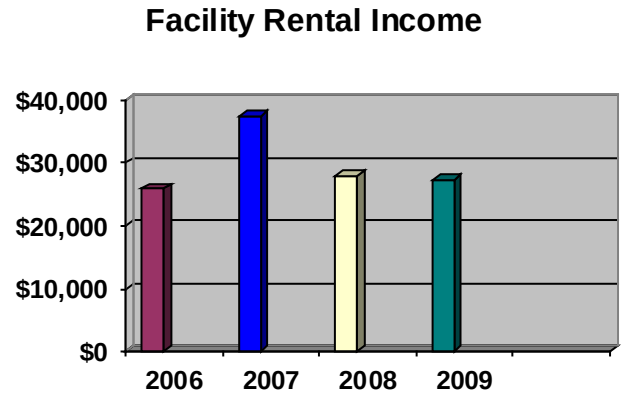
C) Professional Concentration (Business Major)

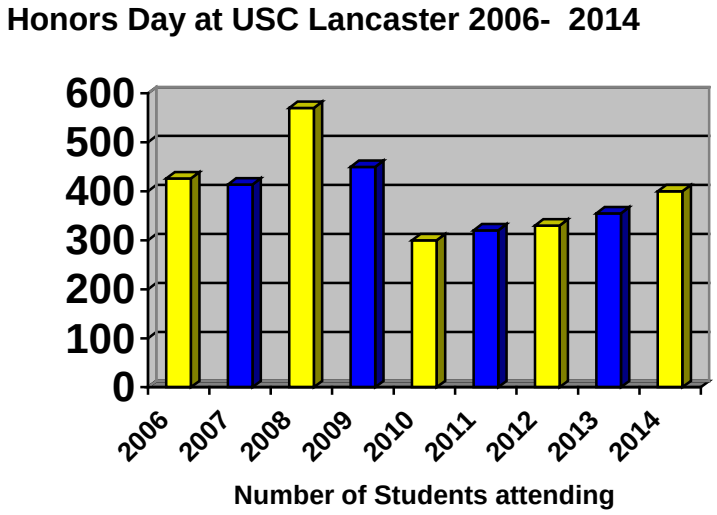
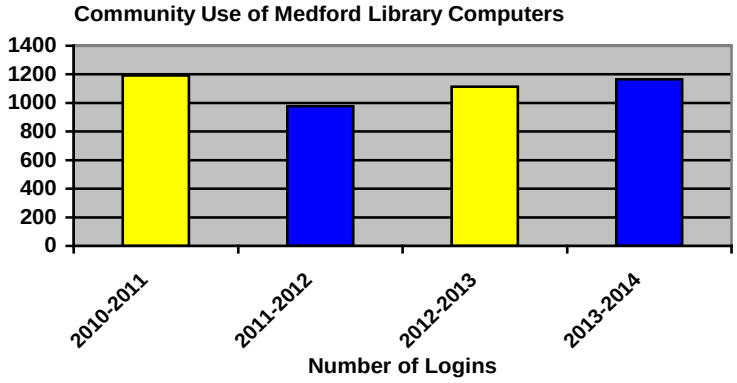
Course #	Course Title	Areas of Study	Credits
ITEC 143	Advanced Business Document Preparation or		
ACCT 226	Intro. Management Accounting	A	3
	Records Control/Management or Economics	D	3
	Business Communications or Business Writing		3
MGSC 290	or ITEC 264 Computer Applications in Business		3
	Marketing/Management options	F, I	3
		Area total credit hours	15
		Percentage of Total Hours	25.0%
		Total Program Hours	60

Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.*

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
USC Lancaster will provide the community use of the building facilities	Use of the campus facilities will increase 10% over 2008 and 2009	Use of facilities decreased from 2006 & 2007.	The difficult business environ-ment resulted in lower than expected revenues. With the future forecasts cautiously optimistic, we will	None	

			continue to monitor.		
USC Lancaster will celebrate "Honors Day", a yearly event to spotlight Lancaster Co. Juniors & Seniors enrolled in Beta Club & National Honors Society.	350 students will attend Honors Day at USC Lancaster	400 High School students attended Honors Day	Students exceeded outcome.	Outcome was met. Will continue to monitor annually	
USL Lancaster's Medford Library offers community usage of the internet. These statistics will be documented by the number of individual logins.	1000 logins will be recorded annually by the community use of the Medford Library computers	1165 logins were recorded by community use of the Medford Library computers.	Community use of the Medford Library computer did exceed outcome.	Outcome was met. Will continue to monitor annually. The community is encouraged to use the facilities.	

USCL Full-time BusinessFaculty Professional Development & Scholarly Activities 2013-2014						
Analysis of Results						
Name	**Special Awards & Recognition**	**Conferences, workshops, in-service**	**Community, Business & Industry**	**USCL Committees**	**Continuuing Education, other**	**Memberships (Boards, commissions, etc.)**
Bobby Collins	USCL Divisional Teacher of the Year 2011-2012			Library Committee, Rotaract Advisor		Lancaster Rotary Club Treasurer, 2013-2014, Lancaster Rotary Club Finance Committee member 2013-2014
Stan Emanuel	USCL Teacher of the Year 2008-2009	Annual training on Drake software 2009-2011, Annual tax updates via Franklin Sparkman CPA, 2009-2011, faculty information form training session, 2011, guest speaker for UNIV 101 in 2010	USCL Rotaract Advisor	Assessment Committee, Student Scholarship & Special Awards Committee		Past President of the Lancaster Rotary Club
Phillip T. Parker	USCL Teacher of the Year 2010-2011	Member of the SCACPA 2013-2014, Member of the S.C. Tax Council, 2013-2014, AttendedRegional Conference of ACBSP, 2013; Attended SC Tax Council Fall Conference, 2013		USCL Assessment Committee 2013-2014		