

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

Institution Response

A. Describe the current student learning outcomes assessment plan.

In September 2008 the USCL 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. At the request of the Executive Committee of the USC Lancaster Faculty Organization, the Assessment Committee was made a permanent committee in late 2009. Requirements for all Associate degrees were updated 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

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		89.5%

on the Accounting and Financial Skills Rubric	
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 Management Skills Rubric		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 Effective Communication Rubric		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. Two accounting tutors are available to assist students 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.

Another discussion that has taken place regarding improvements for 2011-2012 revolves around 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.

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 a few errors.	Demonstrated a good knowledge of the writing and presenting of a research paper.	Limited 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 after researching and watching video.	Demonstrated a decent knowledge of cultural differences and non verbal communication.	Demonstrated a good 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 of 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.

- 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.

Institution Response

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

USCL has a curriculum committee whose purpose is to review 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 USCL. 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.

USCL 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).

USCL'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 USCL'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 13 April 2009 and were included in the Fall 2009 *Academic Bulletin*, and apply to all students entering USCL 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://usclanaster.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.

Institution Response

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, USCL 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. USCL'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, USCL hosts three orientation sessions each summer. During these two-day sessions students meet with campus leaders, take placement tests, attend presentations by USCL officials, meet their academic advisors, and pre-register for courses.

Recognizing that family support is an important factor in student success, USCL 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 USCL students are employed either part-time or full-time. Many 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, USCL 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://usclancaster.sc.edu/counseling/index.html>.

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

Supporting documentation online at <http://usclancaster.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 USCL 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 USCL High School Dual Enrollment Program offers two dual-credit programs taught on-site in high schools. The first is a cooperative effort between USCL 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.usclancaster.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 SC Technical Schools, using IMS, USCL's academics standards policy, USCL's grade forgiveness policy, and using USCL's academic advisement website. Faculty advisors are encouraged to familiarize themselves with the curricula for the USCL 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 online at <http://usclancaster.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://usclancaster.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://usclancaster.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 USCL 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://usclancaster.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. 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://usclancaster.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.

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)

<p>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.</p>	<p>Samples of student work submitted to the assessment committee.</p>	<p>70% of the students enrolled in an accounting course should score 3 or higher on the Accounting and Financial skills rubric.</p>	<p>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.</p>	<p>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.</p>	<h3 style="text-align: center;">Accounting Skills</h3> <table border="1"> <caption>Accounting Skills Data</caption> <thead> <tr> <th>Term</th> <th>Percent Scoring 3 or Higher</th> </tr> </thead> <tbody> <tr> <td>Fall 2008-Sp 2009</td> <td>55</td> </tr> <tr> <td>Sp 2010</td> <td>65</td> </tr> <tr> <td>Fall 2010-Sp 2011</td> <td>90</td> </tr> <tr> <td>Fall 2011-Sp 2012</td> <td>92</td> </tr> </tbody> </table>	Term	Percent Scoring 3 or Higher	Fall 2008-Sp 2009	55	Sp 2010	65	Fall 2010-Sp 2011	90	Fall 2011-Sp 2012	92		
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Sp 2010	65																
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Fall 2011-Sp 2012	92																
<p>Students enrolled in an accounting course will, on average, increase their bank reconciliation skills.</p>	<p>OPAC computer testing software</p>	<p>70% of students enrolled in an accounting course will, on average, increase their bank reconciliation skills.</p>	<p>Outcome was met. 86% of students enrolled in an accounting course increased their bank reconciliation skills. The importance of this specific competency is under consideration and may not be measured in the future.</p>	<p>This competency may not be measured going forward. Instead, we may break out the results from the table above in greater detail.</p>	<h3 style="text-align: center;">Bank Reconciliation Test Results from OPAC</h3> <table border="1"> <caption>Bank Reconciliation Test Results Data</caption> <thead> <tr> <th>Term</th> <th>Beginning</th> <th>Ending</th> </tr> </thead> <tbody> <tr> <td>Summer 2010</td> <td>40</td> <td>70</td> </tr> <tr> <td>Spring 2011</td> <td>55</td> <td>75</td> </tr> <tr> <td>Summer 2011</td> <td>40</td> <td>82</td> </tr> </tbody> </table>	Term	Beginning	Ending	Summer 2010	40	70	Spring 2011	55	75	Summer 2011	40	82
Term	Beginning	Ending															
Summer 2010	40	70															
Spring 2011	55	75															
Summer 2011	40	82															

<p>Students enrolled in a management course should be able to apply basic management theories to reach appropriate business decisions.</p>	<p>Samples of student work submitted to the assessment committee.</p>	<p>70% of the students enrolled in a management course should score 3 or higher on the management skills rubric.</p>	<p>Outcome was met. 100% of the students enrolled in a management course scored 3 or higher on the management skills rubric for 2010 - 2011.</p>	<p>We will continue to gather data and look for trends over time. As we do so, we will make the appropriate adjustments.</p>	<p style="text-align: center;">Management Skills</p> <table border="1"> <caption>Management Skills Data</caption> <thead> <tr> <th>Semester</th> <th>Percent Scoring 3 or Higher</th> </tr> </thead> <tbody> <tr> <td>2010-2011</td> <td>100%</td> </tr> <tr> <td>2011-2012</td> <td>100%</td> </tr> </tbody> </table>	Semester	Percent Scoring 3 or Higher	2010-2011	100%	2011-2012	100%		
Semester	Percent Scoring 3 or Higher												
2010-2011	100%												
2011-2012	100%												
<p>Students enrolled in ITEC 143 or ITEC 342 will be able to communicate effectively for a business environment.</p>	<p>Samples of student work.</p>	<p>70% of students enrolled in ITEC 143 or ITEC 342 will score 3 or higher (out of 5) on the business effective communication rubric.</p>	<p>77% of the students enrolled in ITEC 143 or ITEC 342 scored 3 or higher on the business effective communication rubric.</p>	<p>We will continue to gather data and look for trends over time. As we do so, we will make the appropriate adjustments.</p>	<p style="text-align: center;">Effective Communication Skills</p> <table border="1"> <caption>Effective Communication Skills Data</caption> <thead> <tr> <th>Semester</th> <th>Percent Scoring 3 or Higher</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>100%</td> </tr> <tr> <td>Spring 2011</td> <td>75%</td> </tr> <tr> <td>Fall 2011</td> <td>92%</td> </tr> </tbody> </table>	Semester	Percent Scoring 3 or Higher	Fall 2010	100%	Spring 2011	75%	Fall 2011	92%
Semester	Percent Scoring 3 or Higher												
Fall 2010	100%												
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Fall 2011	92%												

<p>A.S. in Business students will demonstrate sufficient competency in oral communication skills.</p>	<p>ITEC 342 students will make a formal oral presentation. Data collected for two years to establish a baseline of student achievement.</p>	<p>A.S. in Business students will demonstrate 85% competency in oral communication skills.</p>	<p>Outcome was met. Average class was 85% over two years ending 2008 - 2009.</p>	<p>We will seek to improve by targeting 90% during 2011-2012.</p>	<p style="text-align: center;">Oral Communication Competency</p> <table border="1"> <caption>Oral Communication Competency Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>93</td> </tr> <tr> <td>2007</td> <td>90</td> </tr> <tr> <td>2008</td> <td>70</td> </tr> <tr> <td>2009</td> <td>98</td> </tr> <tr> <td>2010</td> <td>96</td> </tr> <tr> <td>2011</td> <td>95</td> </tr> </tbody> </table>	Year	Score	2006	93	2007	90	2008	70	2009	98	2010	96	2011	95
Year	Score																		
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<p>Students enrolled in ITEC/TSTM 143 will demonstrate proficient use of word processing.</p>	<p>Final averages of the students.</p>	<p>At least 70% of the students enrolled in ITEC/TSTM 143 will demonstrate proficient use of word processing by completing the course with an 80% average.</p>	<p>Outcome was met. Over 70% of students enrolled in ITEC/TSTM 143 completed the course with an 80% average during the 2010 – 2011 academic year.</p>	<p>We will have a goal that at least 71% of students will have an 80% average for 2011-2012.</p>	<p style="text-align: center;">ITEC 143 Averages</p> <table border="1"> <caption>ITEC 143 Averages Data</caption> <thead> <tr> <th>Year</th> <th>Percent with 80% average</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>80</td> </tr> <tr> <td>2009</td> <td>85</td> </tr> <tr> <td>2010</td> <td>70</td> </tr> <tr> <td>2011</td> <td>70</td> </tr> <tr> <td>2012</td> <td>75</td> </tr> </tbody> </table>	Year	Percent with 80% average	2008	80	2009	85	2010	70	2011	70	2012	75		
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2008	80																		
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<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 style="text-align: center;">MS Word Timed Writing Test Results from OPAC</p> <table border="1"> <caption>MS Word Timed Writing Test Results from OPAC</caption> <thead> <tr> <th>Year</th> <th>Beginning</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>Summer 2010</td> <td>40</td> <td>45</td> </tr> <tr> <td>Spring 2011</td> <td>25</td> <td>34</td> </tr> </tbody> </table>	Year	Beginning	End	Summer 2010	40	45	Spring 2011	25	34
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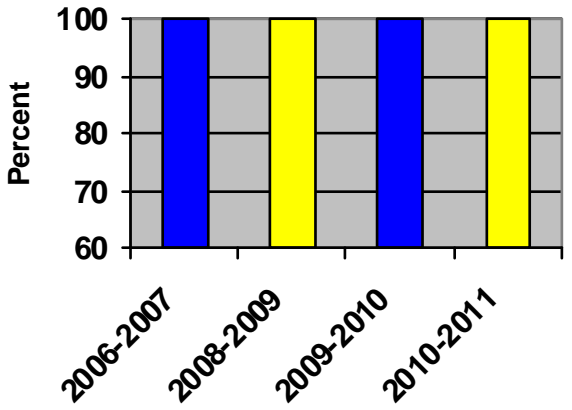
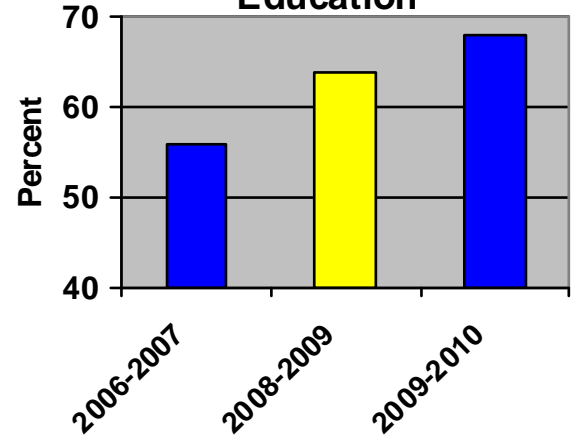
Table 3 - Organizational Performance Results

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

<p>Enrollment in the Associate in Business program will be at least 16 students that generate 12 full-time equivalents.</p>	<p>Enrollment numbers provided by the Admissions and Records office.</p>	<p>Acceptable numbers of students enrolled in the Associate program were reported.</p>	<p>Outcome was met.</p>	<p>We will continue to monitor.</p>	<p style="text-align: center;">Students Enrolled as Assoc. in Business Majors</p> <table border="1"> <caption>Students Enrolled as Assoc. in Business Majors</caption> <thead> <tr> <th>Semester</th> <th>Students Enrolled</th> </tr> </thead> <tbody> <tr><td>Fall 01</td><td>62</td></tr> <tr><td>Spring 02</td><td>53</td></tr> <tr><td>Fall 02</td><td>68</td></tr> <tr><td>Spring 03</td><td>62</td></tr> <tr><td>Fall 03</td><td>57</td></tr> <tr><td>Spring 04</td><td>60</td></tr> <tr><td>Fall 04</td><td>58</td></tr> <tr><td>Spring 05</td><td>62</td></tr> <tr><td>Fall 05</td><td>68</td></tr> <tr><td>Spring 06</td><td>78</td></tr> <tr><td>Fall 06</td><td>62</td></tr> <tr><td>Spring 07</td><td>58</td></tr> <tr><td>Fall 07</td><td>68</td></tr> <tr><td>Spring 08</td><td>63</td></tr> <tr><td>Fall 08</td><td>72</td></tr> <tr><td>Spring 09</td><td>55</td></tr> <tr><td>Fall 09</td><td>82</td></tr> <tr><td>Spring 10</td><td>68</td></tr> <tr><td>Fall 10</td><td>68</td></tr> <tr><td>Spring 11</td><td>75</td></tr> <tr><td>Fall 11</td><td>93</td></tr> </tbody> </table>	Semester	Students Enrolled	Fall 01	62	Spring 02	53	Fall 02	68	Spring 03	62	Fall 03	57	Spring 04	60	Fall 04	58	Spring 05	62	Fall 05	68	Spring 06	78	Fall 06	62	Spring 07	58	Fall 07	68	Spring 08	63	Fall 08	72	Spring 09	55	Fall 09	82	Spring 10	68	Fall 10	68	Spring 11	75	Fall 11	93
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<p>Total Number of Associate in Science in Business Degrees awarded will be 6 or higher in a given academic year.</p>	<p>Graduate numbers provided by the Admissions and Records office.</p>	<p>Acceptable numbers of graduates were reported.</p>	<p>Outcome was met.</p>	<p>We will continue to monitor.</p>	<p style="text-align: center;">Students Awarded A.S. in Business Degree Per Academic Year</p> <table border="1"> <caption>Students Awarded A.S. in Business Degree Per Academic Year</caption> <thead> <tr> <th>Academic Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>2001-2002</td><td>14</td></tr> <tr><td>2002-2003</td><td>16</td></tr> <tr><td>2003-2004</td><td>18</td></tr> <tr><td>2004-2005</td><td>26</td></tr> <tr><td>2005-2006</td><td>19</td></tr> <tr><td>2006-2007</td><td>12</td></tr> <tr><td>2007-2008</td><td>15</td></tr> <tr><td>2008-2009</td><td>12</td></tr> <tr><td>2009-2010</td><td>19</td></tr> <tr><td>2010-2011</td><td>15</td></tr> </tbody> </table>	Academic Year	Number of Students	2001-2002	14	2002-2003	16	2003-2004	18	2004-2005	26	2005-2006	19	2006-2007	12	2007-2008	15	2008-2009	12	2009-2010	19	2010-2011	15																						
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<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.</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>Years</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>	Years	Percent	2006-2007	100	2008-2009	100	2009-2010	100	2010-2011	100
Years	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.</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>Years</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>	Years	Percent	2006-2007	56	2008-2009	64	2009-2010	68		
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