Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
Associate Degree Business Programs
Current as of June 2015

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. This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O 3. Institution Name: **Trident Technical College**   **September, 9 2015**
Address: 7000 Rivers Ave.
City: Charleston   State: SC
Zip: 29423-8067

O 4. Year Accredited/Reaffirmed: **Accredited: 1993 /Reaffirmed: 2000 and 2011   This Report Covers Years: 2013-2015**

O 5. 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.

The following business degrees at Trident Technical College are accredited by the Accreditation Council of Business Schools and Programs:

- **AAS in Accounting**
- **AAS in Administrative Office Technology**
- **AAS in Computer Technology**

- **AAS in General Business**
- **AAS in Management**

O 6. 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.

Programs that have achieved accredited status clearly state this fact in the TTC college catalog. The published program descriptions contain specific information regarding the accreditation status of each program. These accredited ACBSP programs are clearly distinguished to the public through the Business Technology Division's Webpage (http://www.tridenttech.edu/academics/online/ac_onbiz.htm) and our 2013-2014 & 2014-2015 Catalogs, page A-2 (http://www.tridenttech.edu/academics/catalogs.htm). The Associate in Applied Science in Management, Fire Service career path and Associate in Applied Science in Network Systems Management are also part of the Business Technology Division. Although excellent programs, the academic content of both programs is considered inappropriate to apply for business accreditation.

As noted on TTC's website:

Business Technology Accreditation (ACBSP)

TTC's Associate in Applied Science degree programs in Accounting, General Business, Management, Administrative Office Technology, and Computer Technology are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The ACBSP emphasizes quality in teaching and student learning outcomes in business education through efforts which demonstrate adherence to business standards and performance results. The accreditation review process provides institutions with an opportunity to examine business programs and services on a continuous basis in order to foster excellence in teaching and student learning outcomes. Participation in the review process affirms the business unit's responsibility for the quality of business education and demonstrates commitment to continuous quality improvement.

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Business Technology Accreditation and Assessment
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Business Technology Accreditation and Assessment

TTC's Associate in Applied Science degree programs in Accounting, General Business, Management, Administrative Office Technology, and Computer Technology Business Schools and Programs.

The ACBSP (Accreditation Council for Business Schools and Programs) emphasizes quality in teaching and student learning outcomes in business education throu standards and performance results. The accreditation review process provides institutions an opportunity to examine business programs and services on a contin and student learning outcomes. Participation in the review process affirms the business unit's responsibility for the quality of business education and demonstrate

- Quality Assurance Report 2008
- Quality Assurance Report 2013
- Quality Assurance Report 2015
- Reaffirmation Self-Study 2010-2011

Trident Technical College (TTC) uses an orderly and structured plan to periodically assess its operations and processes, following the guidelines of the South Caro State Board for Technical and Comprehensive Education (SBTCE), and the Southern Association of Colleges and Schools (SACS).

Each associate degree program utilizes a Curriculum Assessment Plan (CAP), which identifies the broad, discipline-specific learning outcomes that students compl also outlines detailed strategies for collecting and evaluating evidence of this learning. TTC assesses academic programs on a two-year cycle. The first year of thi while the second year is geared towards the implementation of improvements. In addition, each year the college reviews data that provide insights on the overal the SBTCE Annual Program Evaluation.

Curriculum Assessment Plans

2008-2010 Accounting	2010-2012 Accounting
2008-2010 Administrative Office Technology	2010-2012 Administrative Office Technology
2008-2010 Computer Technology	2010-2012 Computer Technology
2008-2010 General Business	2010-2012 General Business
2008-2010 Management	2010-2012 Management

Accreditation (SACS)

Trident Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Trident Technical College. The Commission on Colleges should be contacted only if there is evidence that appears to support the college's significant non-compliance with a requirement or standard.

Many TTC academic programs hold accreditations, approvals or licensures. To view the list of these programs from the TTC catalog, click here: http://www.tridenttech.edu/start/expect/ad_catalog.htm

O 7. List all campuses that a student can earn a business degree from your institution:
       Students can earn their degrees at TTC's Main campus and through Distance Learning

Name of Business Program: Associate in Applied Science	Available Main Campus or Online
Accounting	Yes
Administrative Office Technology	Yes
Computer Technology	Yes
General Business	Yes
Management	Yes

O 8. Person completing report
       Name:
       Phone:
       E-mail address: ACBSP Champion name: Connie Jolly, connie.jolly@tridenttech.edu
       ACBSP Co-Champion name: Laurie Boeding, laurie.boeding@tridenttech.edu

O 9. Conditions or notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

       There are no notes, conditions, or OFI's to which we were asked to respond.

O 10. The business unit must routinely provides 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. Student Learning Outcome Assessment Results: Such as what you report in standard #4, accounting assessment, management assessment, critical thinking, communication, etc.

Program Results: Such as what you report in standard #4, graduation rates, retention rates, job placement, etc.

The college does an excellent job providing reliable information to the public. Institutional Research collects data such as enrollment, graduates, and graduate placement rates and publishes this data for the public in the online TTC Factbook.
The Business Technology Division publishes program evaluation data and information for completed assessment cycles

on the division's website at http://www.tridenttech.edu/academics/divisions/bt/bt_accreditation.htm. All faculty can access current cycle assessment documents through the Institutional Research intranet/portal site.

The narrative of Standard 4 provides details of the division's program assessment processes.
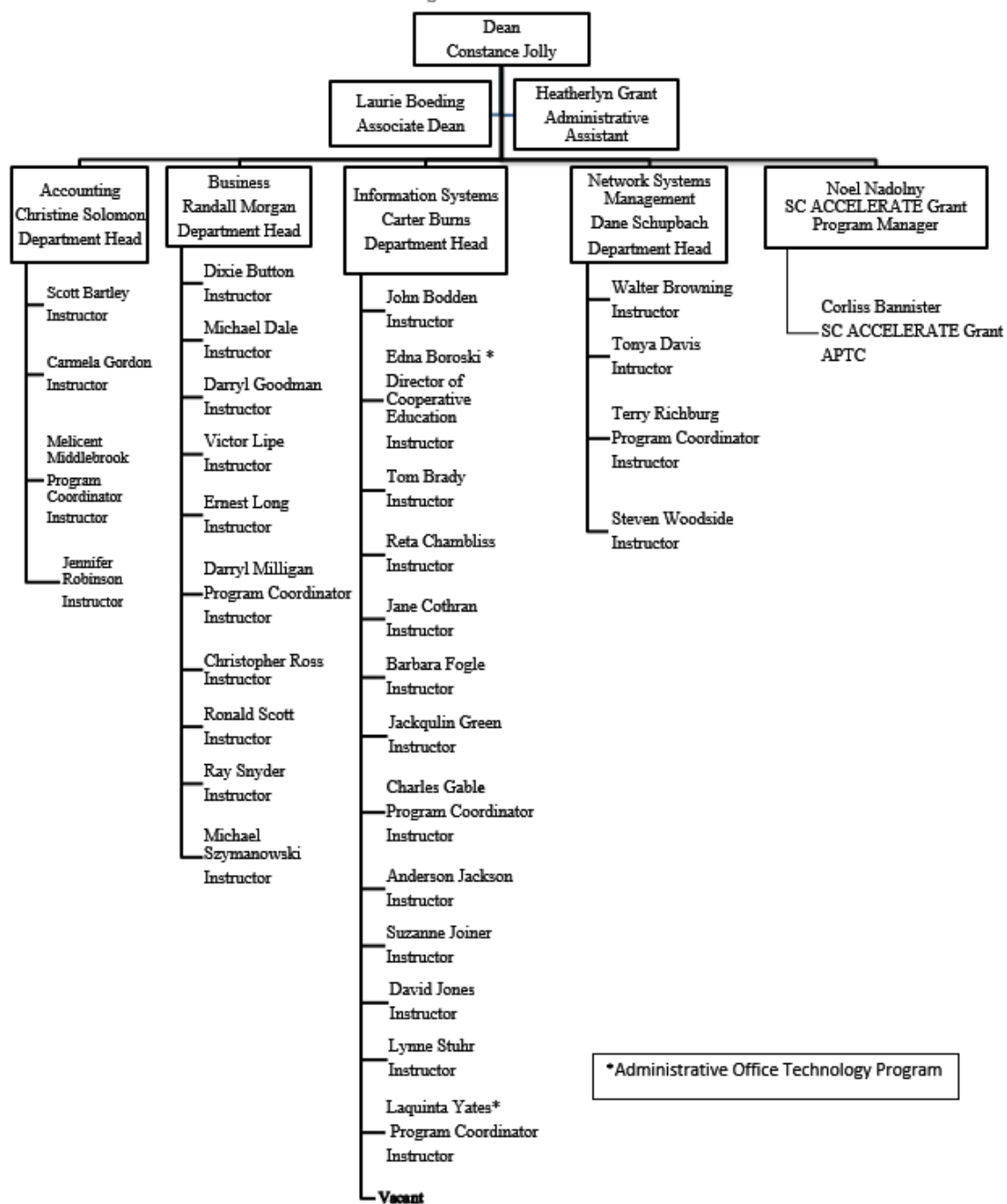
Standard   #1 Leadership

Organization

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

No organizational changes have occurred. The organization chart on the next page shows the administrative changes which have occurred since the last report.

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

No new sites have been added since the last report.

Business Technology Organizational Structure

Dean
Constance Jolly

Laurie Boeding
Associate Dean

Heatherlyn Grant
Administrative Assistant

Accounting
Christine Solomon
Department Head

- Scott Bartley
  Instructor
- Carmela Gordon
  Instructor
- Melicent Middlebrook
  Program Coordinator
  Instructor
- Jennifer Robinson
  Instructor

Business
Randall Morgan
Department Head

- Dixie Button
  Instructor
- Michael Dale
  Instructor
- Darryl Goodman
  Instructor
- Victor Lipe
  Instructor
- Ernest Long
  Instructor
- Darryl Milligan
  Program Coordinator
  Instructor
- Christopher Ross
  Instructor
- Ronald Scott
  Instructor
- Ray Snyder
  Instructor
- Michael Szymanowski
  Instructor

Information Systems
Carter Burns
Department Head

- John Bodden
  Instructor
- Edna Boroski *
  Director of Cooperative Education
  Instructor
- Tom Brady
  Instructor
- Reta Chambliss
  Instructor
- Jane Cothran
  Instructor
- Barbara Fogle
  Instructor
- Jackqulin Green
  Instructor
- Charles Gable
  Program Coordinator
  Instructor
- Anderson Jackson
  Instructor
- Suzanne Joiner
  Instructor
- David Jones
  Instructor
- Lynne Stuhr
  Instructor
- Laquinta Yates*
  Program Coordinator
  Instructor
- **Vacant**

Network Systems Management
Dane Schupbach
Department Head

- Walter Browning
  Instructor
- Tonya Davis
  Instructor
- Terry Richburg
  Program Coordinator
  Instructor
- Steven Woodside
  Instructor

Noel Nadolny
SC ACCELERATE Grant
Program Manager

- Corliss Bannister
  SC ACCELERATE Grant
  APTC

*Administrative Office Technology Program

Standard #2 Strategic Planning
　　Include at least 2 items

The Business Technology Division supports the strategic goals of the college which are:
- Students. To enable more students to reach their full potential as scholars, workers and citizens.
- Faculty and Staff. To strengthen the TTC workforce to meet the needs of the college and the community it serves.
- Community. To strengthen the economy and improve the standard of living in the tri-county region.
- College. To secure the resources and develop the infrastructure necessary for the college to fulfill its mission and realize its vision.

Student success is very important to the College. Beginning with the Fall 2014 semester, the college moved to a seven-week compressed schedule. Most courses offered at the College during the Spring and Fall semesters are in a seven-week format. The change was based on research and institutional data that shows students are more successful in compressed courses. Students also reported greater satisfaction with compressed courses. As part of the conversion to the compressed schedule, the College implemented measures to ensure that studens are "seat-ready" on the first day of classes. More information on the compression implementation can be reviewed at: http://www.tridenttech.edu/start/expect/ad_compression.htm The Business Technology Division had the highest improvement in student success rates (12%) across the college from Fall 2014 to Spring 2015.

The Strengthening resources to support **students** as well as **faculty and staff** continues to be a College wide strategic goal. The Business Technology Division participated in several grants over the past few years including a Department of Labor (DOL) Trade Adjustment Assistance Community College and Career Training Grant Program (TAACCCT) grant and a National Science Foundation (NSF) Advanced Technological Education grant (ATE). Additionally, the Division received funding from the Carl D. Perkins Career and Technology Education Improvement Act of 2006 (Perkins IV) for professional development and computer lab equipment. Perkins IV provides funding to develop, improve, expand and modernize the use of technology in career and technical education programs by providing equipment, supplies, and professional development opportunities for targeted programs and activities

To view the College's strategic goals please visit: http://www.tridenttech.edu/about/ttc/index.htm .

Figure 2.2

Action Plans	
Current Year action plans:	**Long-term action plans:**
Improve Student Success	Compressed course schedule, revise curriculum and assessment, continue monitoring student success, evaluation of success rates by course and instructor
Pursue Grant and Alternative Funding	Coordinate with Grants office as well as other areas of the Advancement Division and the TTC Foundation TAACCT – $1.2 Million over 4 years NSF ATE - $180,000 over 4 years Perkins - $40,000 between 2013 - 2015
Collaboration and partnerships with K-12 institutions	Youth apprenticeships (beginning Fall 2015), expanded dual credit offerings, (ECO210, CPT101,CPT102, CPT167)

Standard #3 Student and Stakeholder Focus

The Business Technology Division actively and continuously solicits student and other stakeholder feedback. TTC employs systematic methods that are appropriate for soliciting input from our diverse student and stakeholder groups. The following table outlines the most important of these methods.
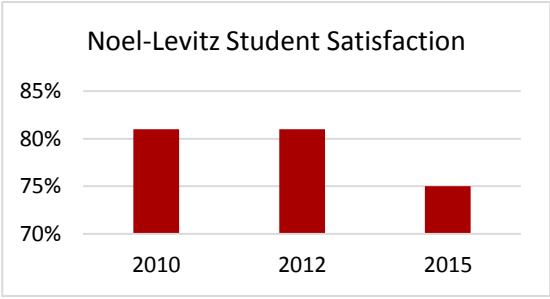
Listening and Learning Methods			
Group	**Subgroup**	**Methods**	**Frequency**
Students	High school students	Course Evaluations	Every semester
		Feedback from high school guidance counselors	Continuous
	Transfer and technical students	Noel-Levitz Student Satisfaction Inventory	Every two years
		Course Evaluations	Every semester

		Meetings with Student Cabinet	9 times per year
		Academic advising sessions	Continuous
		Conducting student focus groups	Periodic
		Graduate Survey	Annual
Other Stakeholders	Area high schools	Feedback from high school guidance counselors	Continuous
		Requests for onsite course offerings	2 times per year
	Four-year colleges	Transfer meetings (hosted by the four-year colleges)	Annual
		Transfer communications (issued by the four-year colleges)	Periodic
	Local business and industry employers	Academic program advisory committee meetings	2 times per year
		Results of the Employer Survey	Every two years
		Local Chambers of Commerce meetings	Periodic

The College continuously assesses the effectiveness of its information-gathering and evaluation methods, adapting to the changing needs and preferences of students and stakeholders. For example, online course delivery in divisions such as Business Technology has become the norm. This trend has mandated revision of the nature and evaluation of the course content. Accordingly, the College has updated and improved the course evaluation instrument to more accurately gather data on student satisfaction with online courses. Evaluations of online course sections assess instructor-student communication, course navigation and design, course content, and other tools or resources used in the course. Mixed-mode evaluations assess components found in both face-to-face and online courses.

Standard 3 - Student and Stakeholder-Focused Results

	Analysis of Results				
Performance Measure (Competency)	**Description of Measurement Instrument**	**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)**
The differential in student satisfaction with instruction between Business Technology courses and courses in other programs will be less than or equal to 0.08 points. The differential is calculated on a 4 point scale.	Course Evaluation averages (differential = Division average – TTC average)	With the exception of Fall 2011, which had a differential of 0.13, all other semesters have exceeded the goal	While student satisfaction continues to be high, the division has implemented measures to improve communication between students and faculty. All BT programs now publish course materials prior to the beginning of each term. Students have the *opportunity* to access their D2L courses one day prior to the start of a term so they may review *course requirements* and *plan for a successful semester*.	Course Evaluation is ongoing, and the division will continue to monitor the data for possible trends.	

At least 80% of students will express satisfaction with their TTC experience.	Noel-Levitz Student Satisfaction Inventory	Performance measure was exceeded in 2008-2012, with only a slight decrease in 2015. Results were not collected in 2013 or 2014. While there was a slight decrease in 2015 we are doing well compared to our peers.	While 2015 shows a slight decrease from 2012, 2014 NCCBP data showed that TTC scored in the 66th percentile out of 98 2-year institutions of similar size. TTC student satisfaction is above average compared to its peers.No action necessary. Continue to monitor.	Noel-Levitz SSI will be administered in 2015.	2010 = 81% 2012 = 81% 2015 = 75% **Noel-Levitz Student Satisfaction** 2010 = 81%, 2012 = 81%, 2015 = 75%
At least 80% of graduates will express satisfaction with their academic program.	Graduate Survey	Benchmark was exceeded in all programs in all surveys between 2008 and 2015.	No action necessary. Continue to monitor.	Graduate Survey is administered at the end of every term and an aggregate report is produced at the end of each academic year.	Accounting: 2009 = 100% 2010 = 100% 2011 = 100% 2012= 91.7% 2013= 93.7% 2015 = 97% Administrative Office Technology: 2009 = 100% 2010 = 100% 2011 = 100% 2012 = 100% 2013 = 100% 2015 = 100% Computer Technology: 2009 = 100% 2010 = 100% 2011 = 100% 2012 = 95.5% 2013 = 100% 2015 = 97% General Business:

					2009 = 100% 2010= 100% 2011 = 100% 2012 = 100% 2013 = 100% 2015 = 96% Management: 2009 = 100% 2010 = 100% 2011 = 100% 2012 = 100% 2013 = 100% 2015 = 97%
At least 80% of employers will express satisfaction with graduates of the programs.	Employer Survey (administered only every two years since 2009)	Benchmark was exceeded in all BT programs from 2008 to 2015.	No action necessary. Continue to monitor.	Employer Survey is ongoing, and the division will continue to monitor the results. The next cycle will be administered in 2017	<u>2008</u> 100% for all programs except General Business = 86.7% <u>2009</u> Business Technology Division = 97.6% <u>2011</u> Business Technology Division = 92.3% <u>2013</u> Business Technology Divison = 88.9% <u>2015</u> Business Technology Division = 92%

>65 % of students successfully complete traditional, online or mixed mode classes offered by the Business Technology Division	Fall 2013 through Spring 2015 Grade Distribution report used to compare traditional face to-face, online, and mixed mode (hybrid) student success rates.	Benchmark was exceeded	Results are consistenly above 65%. Benchmark will be increased to >70% beginning Fall 2015 in order to be consistent with the College's definition of student academic success (70% or higher).	Grade Distribution reports are produced at the end of each semester. Once the benchmark has been increased the division will continue to monitor the data for possible trends.	Fall 2013:
					   Traditional: 64.3% of students successfully completed traditional courses
					
					   Online: 64.7% of students successfully completed online courses
					
					   Mixed: 69.8% of students successfully completed mixed mode courses
					
					 Spring 2014:
					   Traditional: 65.8% of students successfully completed traditional courses
					
					   Online: 64.4% of students successfully completed online courses
					
					   Mixed: 68.7% of students successfully completed mixed mode courses
					
					 Fall 2014:
					   Traditional: 78.2% of students successfully completed traditional courses
					
					   Online: 73.3% of students successfully completed online courses
					
					   Mixed: 74.8% of students successfully completed mixed mode courses
					
					 Spring 2015:
					   Traditional: 77.3% of students successfully completed traditional courses
					
					   Online: 71.6% of students successfully completed online courses
					
					   Mixed: 73.0% of students successfully completed mixed mode courses

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.

Trident Technical College (TTC) uses an orderly and structured plan to periodically assess its operations and processes, following the guidelines of the South Carolina Commission on Higher Education (CHE), the State Board for Technical and Comprehensive Education (SBTCE), and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). While assessment ranges across several broad categories, the College pays particular attention to the measurement of its success in achieving the central goal expressed in its mission statement:

"…empowering individuals through education and training." Accordingly, the assessment of student success is considered paramount. Further, the Business Technology Division conducts an in-depth assessment of its degree programs through the self-study report and site visit under the guidelines of the ACBSP.

TTC maintains a comprehensive assessment and evaluation process to ensure that student learning outcomes achieved across the curriculum. The College evaluates student learning on several levels:

- **Institutional level.** All associate degree curricula includes a core of general education courses that must be completed. The general education core ensures that all graduates have demonstrated both communication and critical thinking skills. After students complete their general education curriculum, the College assesses their application of these skills in subsequent coursework. Judging from student work performed in advanced technical and transfer courses, a team of faculty uses a matrix to assess students' mastery of effective communication and analysis of problems.
- **Program level**. Each associate degree program utilizes a Curriculum Assessment Plan (CAP), which identifies the broad, discipline-specific learning outcomes that students completing the program should have mastered. The CAP also outlines detailed strategies for collecting and evaluating evidence of this learning. The College assesses academic programs on a two-year cycle. The first year of this cycle is devoted to data gathering and analysis, while the second year is geared towards the implementation of improvements. In addition, each year the College reviews data that provide insights on the overall status of its academic programs in accordance with the SBTCE Annual Program Evaluation.
- **Course level**. Every course taught at TTC identifies learning objectives in the course syllabus. Assessment methods at the course level vary by discipline, but many rely on departmental finals to assure uniformity in course content and instructor expectations. Academic managers also regularly review grade distributions for all courses as an indicator of instructional consistency.

Outcomes by Accredited Programs:

- **Accounting:**
  Students who successfully complete the Accounting program will be able to:
    - Valuation of product and manufacturing costs as needed for managerial decision making. Formulating a Master budget and evaluating capital project alternatives
    - Demonstrate overall knowledge of the learning objectives for topics in principles of financial accounting
    - Assemble a comprehensive individual tax return
    - Demonstrate knowledge of the advanced accounting process by recording the impact of daily and end of period business transactions
    - Prepare and complete a financial statement ratio analysis comparing two Fortune 500 companies
    - Demonstrate completion of the accounting cycle; demonstrate computer usage skills related to accounting; prepare financial reports and communicate those findings in written and oral form; solve complex accounting issues by applying analysis skills

- **Administrative Office Technology**
  Students who successfully complete the Administrative Office Technology program will be able to:
    - Create and utilize file management systems for efficient retrieval of information and files
    - Demonstrate the ability to manage an accounting cycle
    - Compose, format, & produce mail and e-mail business documents using effective and efficient written communication techniques
    - Demonstrate problem-solving, decision making, critical thinking, & professional judgment using customer service skills in communication with both internal & external customers in the work environment
    - Demonstrate proficiency in the integration of a variety of business application software using problem solving, decision making, and communication skills
    - Demonstrate ability to key at a minimum of 45 wpm for 5 minutes with 3 or fewer errors

- **Computer Technology:**
  Students who successfully complete the Computer Programming or the Information Systems Specialist program will be able to:
    - Design a web site for a small business based on a company's present business model and marketing needs
    - Analyze the information needs of a small business and develop a formal IS project proposal
    - Communicate with others utilizing appropriate forms of communication methods
    - Program outcomes specific to the Computer Programming career path:
        - Design and implement a database on a relational database management system
        - Code, test, debug, and document business programs in both stand-alone and client/server environments
    - Program outcomes specific to the Information Systems Specialist career path:
        - Develop business applications using standard database application software

- Perform the functions of a computer operator on a server-based computer system including the design, creation and implementation of system objects

- **General Business**

    Students who successfully complete the General Business program will be able to:
    - o Demonstrate critical thinking and communication skills
    - o Interpret research project topics with a focus on application to the individual's career path
    - o Identify personal styles of communication, change, and education in society
    - o Develop a Marketing Plan which will include creating marketing strategies, evaluating the strategies and managing the plan
    - o Develop a Small Business plan
    - o Students will demonstrate the importance of customer service satisfaction in business

- **Management:**

    Students who successfully complete the Management program will be able to:
    - o Compare and contrast the different levels of social responsibility
    - o Create, evaluate and defend a research project relative to their career path for management decision making
    - o Demonstrate critical thinking and communication skills
    - o Interpret research project topics to apply to the individual's career path to Identify personal styles of communication, change, and education in society

*Program Learning Outcomes listed reflect the current assessment cycle, 2012-2014. Outcomes in previous cycles may differ somewhat due to improvements implemented after analysis and update.

The following link summarizes the student learning outcomes for all of the Curriculum Assessment Plan (CAP) cycles in the Business Technology Division since its inception in 2004. http://www.tridenttech.edu/academics/divisions/bt/bt_accreditation.htm

Program	2014-2017	2012-2014	2010-2012	2008-2010	2006-2008	2004-2006
Curriculum Assessment Plan (CAP) cycles	(In progress)	(Most Recently Completed)				
Accounting	X	X	X	X	X	X
Administrative Office Technology	X	X	X	X	X	X
Computer Technology	X	X	X	X	X	X
General Business	X	X	X	X	X	X
Management	X	X	X	X	X	X

Assessment Cycle
The formal assessments of TTC's general education core curriculum, academic programs, and developmental courses follow a two year cycle. At the beginning of the first year of the cycle, program managers identify the key student learning outcomes and develop a data collection plan. During that first year faculty collect the student learning data. At the end of the first year, program managers and faculty analyze the data and develop any needed improvement plans, which they put into practice during the second year of the cycle. At the conclusion of the two-year cycle, program managers document progress on the improvement plans and prepare for the start of the next cycle.

At the program level each program director develops a Curriculum Assessment Plan (CAP) that includes detailed plans, data to track, analysis methods, and improvement plans that are based on previous assessments. In addition to data on student learning, the CAP includes key indicators of program performance such as enrollment, number of graduates, and graduate placement. The following table details the assessment cycles for the most recent academic program evaluations.

Curriculum Assessment Cycle

Assessment Cycle	Academic Years	Activities	Time Frame	Report	Report due
2012 - 2014	2012-2013	Plan for Assessment	Aug - Sep 2012	2012 - 2014 CAP Planning Stages (Columns A-E)	Sep 2012
		Collect Data	Sep 2012 – Aug 2013	2012 - 2014 CAP Report (Column F)	Sep 2013
		Plan for Improvement	Aug – Sep 2013	2012 – 2014 CAP Report (Column G)	Sep 2013
	2013-2014	Implement Improvement Plans	Sep 2013 – Aug 2014	2012 – 2014 Assessment Summary (Cover Sheet)	Sep 2014
2014 - 2017	2014-2015	Implement compressed-schedule curricula	Aug 2014- Jun 2015	2014 – 2017 CAP Planning Stages (Columns A-E)	Sep 2015
		Plan for Assessment	Jun 2015- Sep 2015		
	2015-2016	Collect Data	Sep 2015 – Aug 2016	2014 - 2017 CAP Report (Column F)	Aug 2016
		Plan for Improvement	Aug – Sep 2016	2014 - 2017 CAP Report (Column G)	Aug 2016
	2016-2017	Implement Improvement Plans	Aug 2016 – Aug 2017	2014 - 2017 Assessment Summary (Cover Sheet)	Sep 2017

Beginning with the fall 2014 semester nearly every course offered at the College was converted from a traditional, 14-week semester format to a 7-week compressed format. The decision to implement the new compressed schedule was based on institutional data showing that student success is higher in compressed courses, regardless of student demographics. Overall BT Division student success rates increased from an average of 60% to 72% between spring 2012 and spring 2015. August 2014-June 2015 was used to implement the new academic schedule; therefore, assessment data was not collected during that timeframe. Planning for the next assessment cycle will take place between June – September 2015 and data collection for the next assessment cycle will begin in September 2015. This is in accordance with the College's new Student Success strategic initiative identified in Standard 2.

As stated previously, the College evaluates student learning on several different levels: the institutional level, the program level and the course level. The following will discuss each assessment in more detail.

Institutional Level Assessment

The College has identified two essential general education competencies that all associate degree graduates should be able to demonstrate: critical thinking and effective communication. As stated in the TTC 2014-2015 Catalog (Page B3), "TTC's general education core curriculum is derived from the belief that effective communication and critical thinking are essential competencies of the workplace and provide the necessary foundation for lifelong learning." The two competencies are further spelled out so that there is no misunderstanding as to their importance to the student. Critical thinking means the "ability to evaluate concepts and information and draw clear, logical conclusions based on evidence." And effective communication implies the "ability to communicate clearly and coherently in standard English."

The General Education Committee has the primary responsibility for evaluating these general education competencies. The committee uses a Curriculum Assessment Plan (CAP) to identify the extent to which graduates have attained these core competencies. This CAP uses three sources of data for each competency: evaluation of student work in upper-level courses; evaluation of student performance by clinical and internship supervisors; and data from employer surveys. A full discussion of the College's evaluation of general education competencies is contained in the latest SACSCOC Compliance Report under Part 4, section CS 3.5.1. Notably, two department chairs from the Business Technology Division currently serve on this committee, offering their expertise in support of the goals of general education coursework and at the same time gaining valuable insight to help shape curricula within the division.

Program Level Assessment

TTC requires a program assessment for each of its associate degrees. Additionally, the College requires a program assessment for any diplomas and certificates in disciplines for which the College does not offer an associate degree. Academic program coordinators conduct these evaluations on the same two-year cycle described previously. In addition to data on student learning outcomes, program CAPs include a Program Vital Statistics section, which contains performance indicators reflecting the general health of the program as well as data on enrollment, number of graduates, graduate placement and graduate performance on licensure/certification exams. Since the inception of this program in 2004, the academic programs at TTC have completed three full cycles of student learning assessment.

In addition to the CAP, each instructional program is assessed by the annual SBTCE Program Evaluation process. The SBTCE criteria for associate degrees and diplomas include fall semester Full-Time Equivalent (FTE) and headcount enrollment, number of graduates and job placement. In the evaluation of certificates, however, the SBTCE criteria consider job placement only. SBTCE procedure SBTCE 3-1-301 defines the requirements for a graduate to be considered successfully placed in employment. Three of the four SBTCE criteria for associate degrees are included in the Vital Statistics section of the program CAP for program manager review. In addition,

the College publishes program enrollment, number of graduates and job placement rates for all of its academic programs in the [TTC FactBook](#).

As an additional measure of program quality, TTC conducts an exit survey of all graduates to assess their satisfaction with their educational experience at the College. The Institutional Research (IR) department then prepares summary reports for transfer and technical programs as well as individual program reports. IR distributes the results of these surveys to academic managers to use as needed in planning for improvement.

Course Level Assessment
TTC monitors student success in all courses through three regular grade distribution reports: Success Rate by Course, Success Rate by Instructor, and Success Rate (3-year history). The College's Institutional Research staff prepares this report at the end of each semester and posts it in the IR portal site. These reports include the number of each grade, the enrollee success rate, and the completer success rate. Institutional Research disaggregates prepares an additional report for each academic division and department that provides aggregate data for these units.
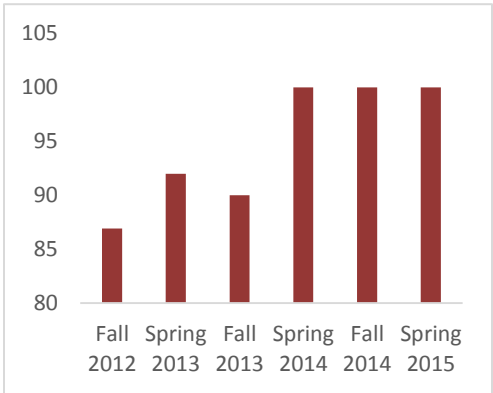
Of particular note, the Business Technology Division became the first division to measure general education competencies in several of its capstone courses, a move to highlight the importance of these competencies to its soon-to-be-graduating students. The division piloted the plan to track General Education Learning Objectives, incorporating the same rubrics into these courses. At present, the Accounting, Computer Information Systems and Administrative Office Technology programs have all developed courses incorporating these assessments, while all other programs are in the process of following suit.
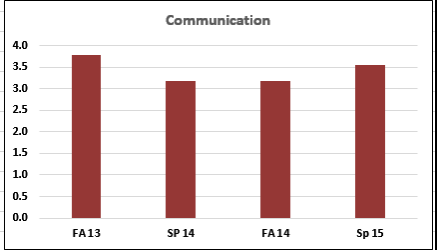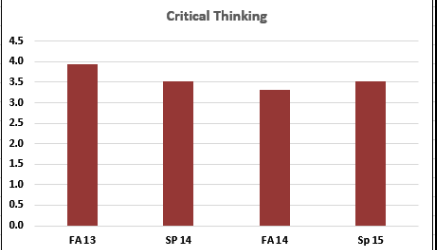
b. Performance Results
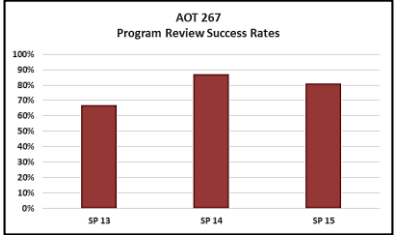
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.
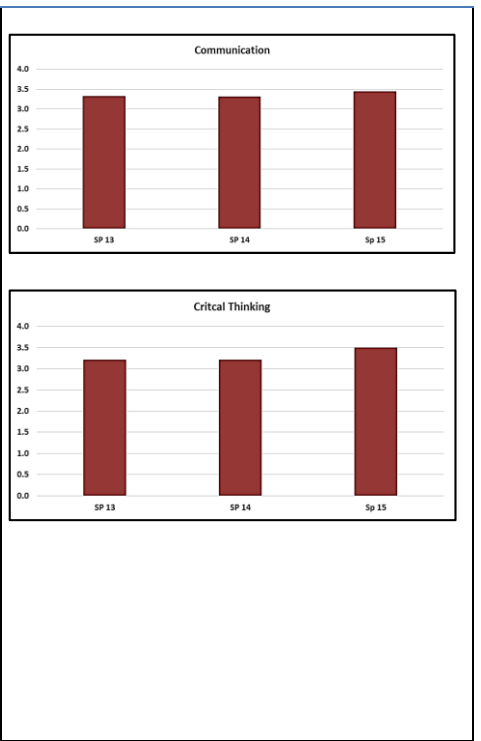
Standard 4 Student Learning Results (Required for each accredited program)
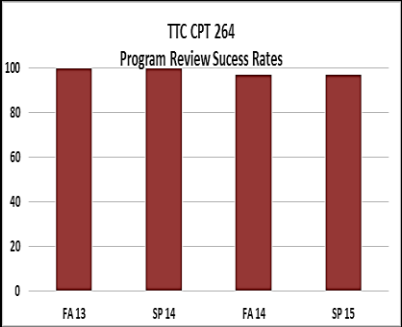
The below table includes a complete listing of student learning outcomes from capstone courses for each accredited program in the Business Technology Division. Besides the program-specific learning outcomes, the following learning measurements are used in several of the division's capstone courses to gauge the effectiveness of the general education core curriculum.
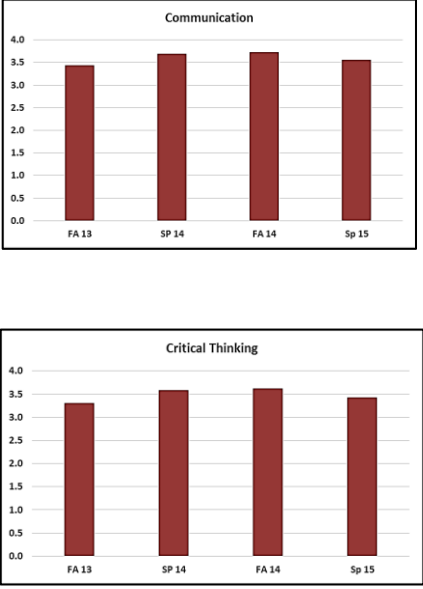
A. Student Learning Outcomes	B. Where Outcomes are Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement	
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program	
Accounting: Demonstrate completion of the accounting cycle; demonstrate computer usage skills related to accounting; prepare financial reports and communicate those findings in written and oral form; solve complex accounting issues by applying analysis skills.	ACC 275 Special Topics in Accounting	Final Exam

Summative Internal Direct | 85% of final enrolled students will achieve≥ 71% on the exam | Students' Business Exercise/ Project was evaluated each semester from Fall 2013 to Spring 2015.

Comparisons were made from Fall 2013 to Fall 2014 semesters and from Spring 2014 to Spring 2015 semesters | Fall 13 - 90% of the students achieved 71% or higher

Spring 14 – 100% achieved 71% or higher (2 withdraws)

Fall 14 – 100% achieved 71% or higher (2 withdraws)

Spring 15 – 100% achieved 71% or higher (2 withdraws) | Since the benchmark has been continually achieved the expected performance level will be increased for the next assessment cycle. | **ACC 275 Program Success Rates**

 |
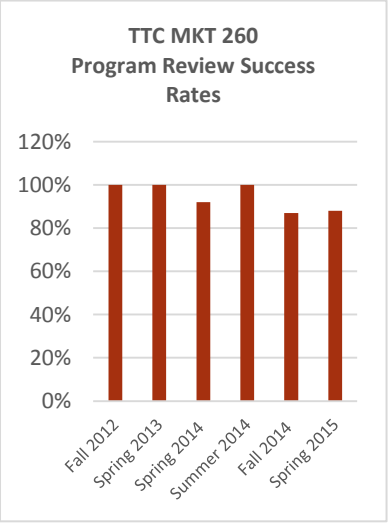
	ACC 275 Special Topics in Accounting	Mock Business Exercise is assessed for communication and critical thinking skills Summative Internal Direct	Students will achieve 3.0 out of 4.0 or higher in communication and critical thinking skills	100% of students who complete the mock business exercise will be evaluated at the end of each semester: Fall 2013, Spring 2014, Fall 2014, Spring 2015.	The average of all scores for the evaluation period are: *Communication* Main Idea 3.72 Organization 3.30 Knowledge 3.51 Analysis 3.34 Style 3.29 Grammar 3.37 **Overall Average 3.42** *Critical Thinking* Identification 3.83 Inquiry 3.73 Planning 3.47 Analysis 3.35 Conclusion 3.50 **Overall Average 3.57**	The curriculum was changed in Fall 2013 to include a MGT 120 class which covers business plan development. This was added to address previous weaknesses with overall style. While the scores from this assessment cycle were above the expected measure there is room for improvement in several areas. The capstone class and prerequisite courses will be evaluated by accounting faculty to see where improvements can be made and curriculum will be developed accordingly.	

A. Student Learning Outcomes	B. Where Outcomes are Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement	
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program	
Administrative Office Technology: Demonstrate proficiency in the integration of a variety of business application software using problem solving, decision making, and communicat-ion skills.	AOT 267 Integrated Information Process	Final Project	80% of students complete projects with a score of 71% or above.	100% of the AOT 267 projects for: Spring 2013 Spring 2014 Spring 2015	84% of the students completed their final project with a grade of 71 or higher. The project average grade was 91.3 **SP 13:** 67% success 87.0 average grade **SP 14:** 87% success 91.7 average grade **SP 15:** 81% success 90.7 average grade	Although the expected level of student performance was achieved, the overall results can be improved. Changes will be made to the final portfolio to ensure students understand the portfolio's requirements. Another assessment simulation will also be incorporated to better support critical thinking skills.	

Demonstrate communica-tion and critical thinking competencies	Integrated Information Process course AOT 267	Final Project	Average rating of student work of ≥ 3.2 on the 4.0 rubric scale	100% of AOT 267 projects: Spring 2013, Spring 2014 and Spring 2015.	The average of all scores the evaluation period are **Communication** Main Idea 3.70 Organization 3.58 Knowledge 3.68 Analysis 3.16 Style 3.39 Grammar 3.52 **Overall Average 3.45** **Critical Thinking** Identification 3.77 Inquiry 3.37 Planning 3.55 Analysis 2.91 Conclusion 3.40 **Overall Average 3.36**	Overall outcome was met. Although outcome was met, collection and analysis concepts showed deficiencies. Additional data collection and analysis exercises and examples will be added to the AOT 267 course.	

A. Student Learning Outcomes	B. Where Outcomes are Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement	
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program	
Career path(s) - Information Systems Specialist - Computer Programming Analyze information needs of a small business and develop a formal IS project proposal.	System Analysis and Design Course: CPT 264	Final Projects Summative Internal Direct	90% of students complete project with a score of 71% or greater.	100% of CPT 264 projects for: Fall 2013, Spring 2014 Fall 2014, Spring 2015	98% of the students completed their final project with a grade of 71 or higher. The project average grade was 92.9 **FA 13**: 100% success 92.9 average grade **SP14**: 100% success 94.5 average grade **FA14**: 97% success 92.0 average grade **SP15**: 97% success 91.8 average grade	Although the expected level of student performance was achieved, the overall results can be improved. Students continue to demonstrate high performance on the final project assessment. The assessment tool will be enhanced to measure more precise student outcome data.	

TTC CPT 264
Program Review Sucess Rates

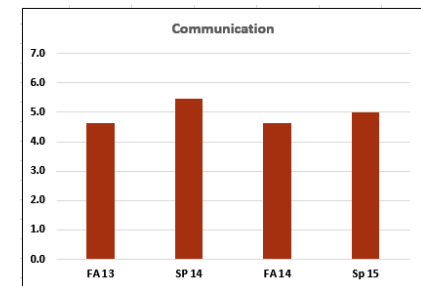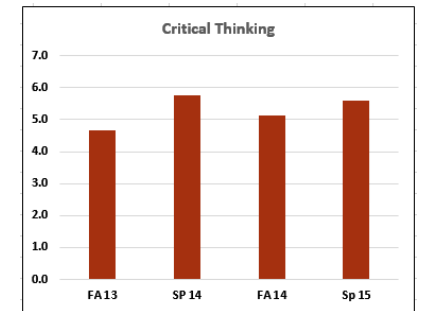| A. Student Learning Outcomes	B. Where Outcomes are Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement	
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program	
Computer Information Systems: Demonstrate communication and critical thinking competencies	Systems Analysis and Design Course: CPT 264	Evaluation of final projects Summative Internal Direct	Average rating of student work of ≥ 3.2 on the 4.0 rubric scale.	100% of CPT 264 Rubrics for: Fall 2013, Spring 2014, Fall 2014, and Spring 2015.	The average of all scores for the evaluation period are: **Communication** Main Idea: 3.74 Organization: 3.63 Knowledge: 3.68 Analysis: 3.37 Style: 3.69 Grammar: 3.5 **Overall Average: 3.6** **Critical Thinking** Identification: 3.61 Inquiry: 3.59 Planning: 3.58 Analysis: 3.23 Conclusion: 3.41 **Overall Average: 3.48**	Overall outcome was met. Although outcome was met, analysis and conclusion concepts showed deficiencies. These concepts will be introduced in prerequisite courses. Additional data modeling assignments will be added to the CPT264 course.	

A. Student Learning Outcomes	B. Where Outcomes are Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement	
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program	
General Business: Develop a Marketing Plan which will include creating marketing strategies, evaluating the strategies and managing the plan.	Marketing Career Path Small Business/ Entrepreneurship Career Path MKT 260 Marketing Management	Marketing Plan Summative Internal Direct	At least 80% of the students will achieve a score of 71 or greater on their Marketing Plan	Students' Marketing Plan was evaluated in the SP14, SU14, FA14, and SP15 terms.	Program level performance met with 90% achieving a score of 71 or greater Spring 2014 - (92%) Summer 2014 (100%) Fall 2014 - (87%) Spring 2015 - (88%)	This capstone course has proven to be a good means to analyze students' ability to use business and marketing principles. In order to better examine weaknesses in our curriculum, we are enhancing the assessment rubric to better identify specific core critical thinking skills. This augmented rubric we allow us to hone in on what we deem to be necessary student outcomes. Expected program performance will be raised to 81% to coincide with the newly implemented	**TTC MKT 260 Program Review Success Rates**

						rubric.	
	MKT 260 Marketing Management	Marketing Plan is assessed for critical thinking and communication skills	Students will achieve at least a 4.0 out of 7.0 in critical thinking and communication skills based on a rubric	Students' Marketing Plan was evaluated in the SP14, FA14, and SP15 terms.	The average of all scores for the evaluation period are: **Critical Thinking** Identification –5.46 Planning – 4.73 Evidence – 3.96 Analysis – 4.13 Synthesis – 4.76 Overall Average=4.61 **Communication** Organization – 5.76 Clarity – 5.06 Style – 4.9 Grammar – 5.9 Overall Average=5.41	The MKT 260 course and prerequisite courses will be evaluated by Business faculty to see where improvements can be made and curriculum will be developed accordingly.	
Create, evaluate, and apply research relative to career path for management decision making	MGT 240 Management Decision Making	Research Project assignment Summative Internal Direct	At least 80% of the students will achieve a 71 or greater on the research assignments	Research Project assignments will be collected during the FA13, SP14, FA14, and SP15 terms, for evaluation and grading.	Program level performance met with 83% achieving a score of 71 or greater Fall 2013 - 60% Spring 2014 - 93% Fall 2014 - 90% Spring 2015 – 88% Fall 2013 results of 60% were due to low enrollment of 10 students which affected the overall	This capstone course has given us insight into the level of student comprehension of vital managerial decision making principles. Due to our quest of continuous	

						results.	improvement, we have decided to further alter the rubric to ensure that we capture and measure more precise student outcome data. The goal is for students to appropriately apply textbook principles in real life scenarios. In addition, we will raise our benchmark of student performance from 71 to 81, which will be better aligned with our student outcome expectations.	

| MGT 240 Management Decision Making | Research Project assignment is assessed for critical thinking and communication skills | Students will achieve at least a 4.0 out of 7.0 in critical thinking and communication skills based on a rubric. | Research Project assignments were assessed during the FA13, SP14, FA14, and SP15 terms, for critical thinking and communication. | The average of all scores for the evaluation period are:

Critical Thinking
Identification –5.60
Planning – 5.10
Evidence – 4.41
Analysis – 4.44
Synthesis – 5.10
Overall Average=4.93

Communication
Organization – 5.42
Clarity – 5.17
Style – 5.15
Grammar – 5.41
Overall Average=5.11 | The rubric will be evaluated to ensure that we capture and measure more precise student outcome data.

The MGT240 course and prerequisite courses will be evaluated by business faculty and changes will be made as needed. | |
| | Summative Internal Direct | | | | | |

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.

TTC employs a diverse and highly-qualified faculty and staff. All faculty, both full and part-time, must meet the ACBSP and SACSCOC faculty qualification criteria of a masters level degree or higher as well as a significant amount of work experience. As the following table shows, faculty members average thirteen years of teaching experience and more than nine years of work experience in their discipline. When hiring new full and part-time faculty, the division places emphasis on both educational credentials and relevant work experience, thereby ensuring that faculty have the broad experience necessary to offer superior and well-rounded education to our students.

Average Teaching and Working Experience of Full-Time Faculty						
Fall 2014	**Teaching Experience**		**Working Experience**		**Total Experience**	
	Years	Months	Years	Months	Years	Months
Business Technology	9	6	14	5	23	11
TTC Average	13	11	9	5	23	4

The Business Technology Division is widely recognized for its success in keeping its curricula dynamic, up-to-date, and focused on leading edge technology. These results are achieved through the diligent efforts of a diverse and qualified group of faculty members. As designated earlier, 100% of faculty members in accredited programs have masters degrees or higher. The dean takes full advantage of the talent on hand by challenging faculty to lead the College in the adoption of new technology, enhanced instructional design, professional development, and innovative thinking. As a leading division within the College, the Business Technology Division is a source of innovation for college-wide projects and initiatives. Recent projects spearheaded by the division include new teaching strategies, including the development of training videos in the use of the online course management system, piloting compressed courses prior to the College wide conversion of a compressed schedule, and piloting new academic advising techniques.

The division was the first unit at the College to fully embrace and implement online course technology and a virtual desktop computing infrastructure (VDI). The Business Technology Division currently provides a dynamic and robust list of course offerings, all of which employ the latest computer, audio, virtual, and video technologies. All courses in the division are managed by a lead instructor and have an online course shell within the institution's learning management system (Brightspace/D2L). This is in compliance with the College's Academic Affiars' emergency and business continuity plan. Dean Jolly serves as the Dean of the TTC Online College in addition to her role as Dean of Business Technology. Under the leadership of Dean Jolly, the learming management system platform was moved to the cloud in December 2014, and is now hosted by the D2L organization.

Due to the continual growth of the division, the Vice President for Academic Affairs appropriated an associate dean position. Laurie Boeding was appointed to the associate dean position by Dean Jolly in January 2014. Both the dean and associate dean work with department heads on many inititatives including: improving student success, curriculum development and assessment, hiring of new faculty, academic scheduling, community outreach, budgeting, professional development, equipment procurement and updates, and grant or other funding initiatives. The dean, associate dean, department heads, and many faculty members actively participate on college committees and teams including: curriculum committee (The Associate Dean will chair the committee Fall 2015), student scholarship committee, faculty council, graduation committee, the TTC Enterprise Information Systems Strategic Planning Team, the TTC Compression Committee, General Education Committee, Academic Advising Committee (an AOT faculty member is the standing chair), and the Academic and Financial Aid Suspension Appeals Committee. In the past three years two BT faculty members have served as president of Student Cabinet.

Several Business Technology faculty members serve as advisors of student organizations. Both the department head of accounting and the program coordinator of the business department are advisors for TTC's Phi Theta Kappa (PTK) chapter. The TTC PTK organization has received numerous international, national, and state level awards. Dean Jolly received the PTK Distinguished College Administrator award in 2015 and attended the international conference in San Antonio, TX. The chapter received the following awards in 2014 and 2015:

2015	2014
Distinguished Chapter Member and Carolinas Hall of Honor	Carolinas Region Hall of Honor
Distinguished Chapter Officer	Carolinas Region Alumni Hall of Honor
Distinguished Chapter Officer Team	Distinguished Chapter Member
Carolinas Hall of Honor Alumni and Distinguished Alumni Member	Distinguished Chapter Officer
Paragon Award for Advisors less than 4 years	Distinguished Alumni Member
Continued Excellence Award for Advisors	Distinguished College Administrator
Horizons Award	Paragon Award for Advisors
Carolinas Region Service Project Award	Continued Excellence Award for Advisors
Carolinas Region Honors in Action Project Award	Carolinas Region Service Project Award
Carolinas Super Stars	Carolinas Region Honors in Action Project Award
Distinguished Honors in Action Project Award	Carolinas Super Stars Award
Distinguished College Project Award	Distinguished College Project Award
Distinguished Alumni Chapter	Distinguished Alumni Chapter
Distinguished Chapter Awards	Five Star Chapter Development Plan
Five Star Chapter Development Plan	
Top 100 Chapters Award	

In addition to PTK, Business Technology faculty are also advisors for the Student Accounting Association and the TTC student Association of Information Technology Professionals (AITP). The lead advisor of the TTC student AITP chapter was able to secure grant funding through the TTC Foundation to purchase drones in order to teach computer programming and logic.

The College supports leadership development in all divisions. To highlight this emphasis on a continuing basis, the President developed and implemented the TTC Leadership Cabinet, a monthly forum that serves as the leadership development program for the College. As mentioned previously, the Business Technology Division is heavily involved in Leadership Cabinet and takes part in all Leadership Cabinet meetings. One of the division's faculty members frequently presents leadership and professional communications topics at the meetings as well as to other College divisions. Additionally, the College has promoted a number of other leadership development programs in the last several years, including the South Carolina Technical College Leadership Academy, the South Carolina Executive Institute, Leadership South Carolina, Leadership Charleston, and the Community College Leadership Alliance (CCLA) – a partnership between the South Carolina Technical College System and the University of South Carolina; the College's Vice President of Finance and Administration, the Vice President of Continuing Education, and the Associate Dean of Business Technology all attended the CCLA and the Division's AOT Program Coordinator was invited to attend with the next cohort.

Professional development is essential to both the College and Business Technology Division faculty and is a core job requirement for all faculty. Professional development accounts for five percent of all Business Technology faculty members' annual performance reviews. Most of the division's faculty members belong to the South Carolina Technical Educators Association (SCTEA) and attend the annual conference, as does the division's administrative assistant. Other professional organizations that faculty belong to include: The Association of Information Technology Professionals, International Association of Administrative Professionals, National Business Education Association, Council for Accelerated Programs, the National Academic Advising Association, South Carolina Certified Public Accountants Association, and American Institute of Certified Public Accountants. Grant funding allowed faculty to attend training and other professional development activities. PD and training was funded by the DOL TAACCCT grant, the NSF ATE grant, and Perkins funding.

BT faculty also provide professional development to each other and to faculty throughout the college. Several faculty members worked with the College's Center for Teaching Excellence to assist in the conversion of courses into the 7-week format. One faculty member taught workshops on flipping the classroom, and several other faculty members presented at the College's annual Faculty Colloquium and Professional Development Day.

Career progression within the division, and from the division to other positions of leadership and responsibility within the College, has long been a major goal of the Business Technology Division. In recent history faculty members have shown a remarkable progression from part-time to full-time status, to program coordinator, to department head, dean, associate dean, program directors, student service program coordinator, academic assistant vice president and currently, the Vice President for Academic Affairs. These advancements have been the direct result of the constant striving for academic excellence, scholarly advancement and leadership development.

Besides the pursuit of academic excellence, student success and the advancement of technology throughout the College, the Business Technology Division continues its strong partnerships with local industry and government. These connections serve to strengthen ties that allow faculty and staff to advance their own education, and in turn apply that learning to their efforts in providing the most rewarding education for all of their students. Some of our recent efforts include:

- QUEST - Trident Technical College's annual academic competition. It is open to Berkeley, Charleston and Dorchester public school students in grades 6-12. The competition was developed by TTC to promote academic excellence, provide an academic challenge to students, and recognize top students, teachers and schools. This day-long competition is held in the spring on Main Campus. Students compete in mathematics, science, social studies, composition, public speaking and visual arts. Special competitions include automotive, computer aided design, computer programming, culinary, engineering design and construction, languages, video/film and welding. QUEST is a college-wide event, with faculty, staff and student volunteers. For more information on QUEST please visit: http://www.tridenttech.edu/academics/quest/index.htm
- Participation in a youth apprenticeship program. Planning began during fall 2014 for a Junior Computer Programming youth apprenticeship program, which will begin in the fall 2015 semester. High school juniors and seniors will enroll in dual credit computer programming courses will also work for local employers. Community partners and employers include the Charleston Metro Chamber of Commerce, Santee Cooper, Charleston County School District, Berkeley County School District, and the City of Charleston.
- Participation in the Palmetto Cyber Defense Competition (PCDC). The Business Technology Division partnered with SPAWAR Systems Center Atlantic, a Department of Defense organization, to run an annual cybersecurity competition for both high school and college students. Students enrolled in information systems courses were invited to compete on TTC's team. TTC was the only two year institution invited to compete in the college competition.
- Partnerships with area schools. The Division has partnerships in place with most of the local high schools to provide dual credit courses in economics and information systems. The Division is also a supporter of the CyberPatriot competition and, through grant funding, paid for high school teams to compete in the events during the 2014-2015 academic year.
- Business Technology faculty work with local school leaders on the annual Future Business Leaders of America (FBLA) competition. Several faculty members serve as judges in various FBLA events each year.
- Partnership with the Charleston Digital Corridor and CODECamp. The Digital Corridor was established to accelerate the growth of Charleston's high tech economy. Nick-named the Silicon Harbor, the Tri-County area has become home to many high tech organizations including Boeding, Google, and Blackbaud. CODECamp was developed by the Digital Corridor to help develop talent to support high tech industries. Programming courses are offered to adults and K-12 students. Junior Programming apprentices will attend classes at CODECamp in addition to their academic work. Current TTC programming students participate in intensive workshops at CODECamp to expand their hands-on experience.

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)
Faculty and staff satisfaction will exceed the levels of its national peers on key indicators of satisfaction including: A sense that work is rewarding, that the work is valued by the institution, and that employees are proud to work at the institution.	Noel-Levitz College Employee Satisfaction Survey (CESS)	The satisfaction indicators declined in 2015.	While employee satisfaction has declined slightly we are equal or only minimally below our peers.	President held a faculty/staff meeting to discuss issues raised on surveys. Survey is ongoing, and the division and college will continue to monitor the result.	 |	2010	2012	2015	National Peers
---	---	---	---	---
Work I do is rewarding	4.19	4.19	4.03	4.09
Work I do is valuable	4.16	4.13	3.98	3.98
Proud to work at TTC	4.41	4.29	4.08	4.09	

As part of its commitment to excellence and faculty/staff satisfaction, the Business Technology Division will strive for low turnover in faculty and staff.	Annual review of employment status of faculty and staff. Track faculty and staff resignations other than retirement or job transfers within the college.	In the last five years, the only turnover in personnel resulted from retirements of faculty and one staff member voluntary accepted a promotion to another area in the college.	The Business Technology Division will continue to monitor and maintain a supportive work environment for both faculty and staff; college provides an excellent benefit package	Low levels of attrition have resulted in a stable work environment. The division anticipates two faculty will be retiring over the next five years. The dean and associate dean work closely with department heads on succession planning.	**BT Faculty Years of Service**

| As part of its commitment to excellence the BT Division obtains professional development funding for faculty and staff which is used for continual learning and improvement. | Annual review of professional development funds obtained for faculty and staff.

The dean and department chairs pursue grants and other funding opportunities to support faculty/staff with training as well as purchase up-to-date equipment and software. | The division received $57,000 between 2013 - 2015 to support faculty and staff development and purchase state of the art software and equipment, which is essential for the division to maintain its status as a leader in the adoption of new technology. | The division will continue to monitor and obtain available professional development and grant funds for faculty and staff. | The dean and department chairs will encourage all faculty and staff to apply for professional development grant funds as well as investigate the availability of new grants. | **Business Technology Professional Development and Perkins Training Funds** |
|---|---|---|---|---|---|

Business Technology Professional Development and Perkins Training Funds

SOURCE	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Professional Development	4,197.01	5,857.90	6,000.00	6,000.00	6,000.00	5,000.00
Perkins				20,000.00		20,000.00
Totals	$4,197.01	$5,857.90	$6,000.00	$26,000.00	$6,000.00	$25,000.00

Business Technology Professional Development and Perkins Training Funds

(Chart: bar and line graph showing Professional Development, Perkins, and Totals for years 2009-2010 through 2014-2015, y-axis 0.00 to 30,000.00)
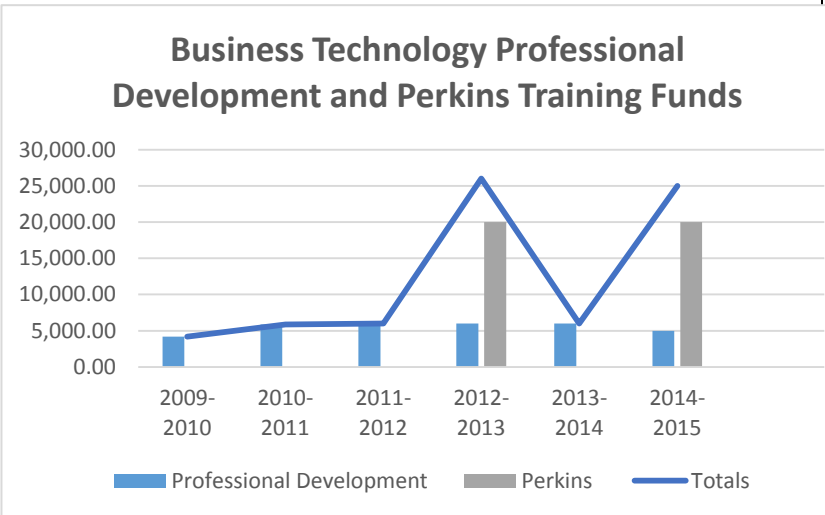
Faculty Qualifications

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

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

	Faculty Credentials Accounting							
NAME	**COURSES and CREDIT HOURS TAUGHT**	**Fall 2013**	**Spring 2014**	**Fall 2014**	**Spring 2015**	**RELEVANT ACADEMIC DEGREES AND CREDITS EARNED**	**OTHER QUALIFICATIONS**	**ACBSP QUALIFICATION**
Drackwicz, Bernard (PT)	ACC-100-Basic Accounting (3)			X		M.B.A., Southern Illinois University, Edwardsville		
	ACC-101-Accounting Principles I (6)	X	X			18 Graduate Semester Hours in Accounting		Masters
	ACC-111-Accounting Concepts (3)		X					
Gordon, Carmela (FT)	ACC-100-Basic Accounting (6)			X	X	M.B.A., Accounting, Keller Graduate School of Management		Masters
	ACC-101-Accounting Principles I (3)			X		M.P.M., Project Management, Keller Graduate School of Management		
	ACC-102-Accounting Principles II (6)	X	X			Graduate Certificate, Accounting, Keller Graduate School of Management		
	ACC-150-Payroll Accounting (15)		X	X	X	B.S., Organizational Management, Voorhees College		
	ACC-240-Computerized Accounting (6)				X	A.B.T., Office Systems Technology, Trident Technical College		
Rugg, James (PT)	ACC-100-Basic Accounting (6)	X	X			M.B.A., Lehigh University		Masters
	ACC-101-Accounting Principles I (3)		X			B.A., Philosophy, State University of New York, Oswego		
						18 Graduate Semester Hours in Accounting		
Smith-Frayer, Kamaria (PT)	ACC-100-Basic Accounting (6)		X	X		M.S., Accounting, Strayer University		Masters
	ACC-101-Accounting Principles I (3)	X				B.S., Business Administration, College of Charleston		
	ACC-102-Accounting Principles II (3)				X			
	ACC-111-Accounting Concepts (3)			X				

	ACC-112-Organizational Accounting (3)				X			

<table>
<tr><td colspan="9" style="text-align:center">Faculty Credentials
Administrative Office Technology</td></tr>
<tr><td>NAME</td><td>COURSES TAUGHT</td><td>Fall 2013</td><td>Spring 2014</td><td>Fall 2014</td><td>Spring 2015</td><td>RELEVANT ACADEMIC DEGREES AND COURSE CREDITS EARNED</td><td>OTHER QUALIFICATIONS</td><td>ACBSP QUALIFICATION</td></tr>
<tr><td rowspan="2">Frazier, Zenovia (PT)</td><td>AOT-105-Keyboarding (3)</td><td></td><td>X</td><td></td><td></td><td>M.Ed., Secondary Education, University of South Carolina</td><td></td><td>Masters</td></tr>
<tr><td>AOT-234-Administrative Off Comm (3)</td><td></td><td></td><td>X</td><td></td><td>B.S., Business Administration, University of South Carolina</td><td></td><td></td></tr>
</table>

<table>
<tr><td colspan="9" style="text-align:center">Faculty Credentials
Business</td></tr>
<tr><td>NAME</td><td>COURSES TAUGHT</td><td>Fall 2013</td><td>Spring 2014</td><td>Fall 2014</td><td>Spring 2015</td><td>RELEVANT ACADEMIC DEGREES AND COURSE CREDITS EARNED</td><td></td><td>OTHER QUALIFICATIONS</td></tr>
<tr><td rowspan="2">Bannister, Corliss (PT)</td><td>MGT-101-Principles of Management (9)</td><td></td><td></td><td>X</td><td>X</td><td>M.S., Management, Southern Wesleyan University</td><td></td><td>Masters</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>B.A., English, Florida A&M University</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Drackwicz, Bernard (PT)</td><td>BUS-101-Introduction to Business (3)</td><td></td><td>X</td><td></td><td></td><td>M.B.A., Southern Illinois University, Edwardsville</td><td></td><td>Masters</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>18 Graduate Semester Hours in Accounting</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Ensminger, Melanie (PT)</td><td>MGT-201-Human Resource Management (3)</td><td>X</td><td></td><td></td><td></td><td>M.A., Human Resources Development/Management, Webster University</td><td></td><td>Masters</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>B.S., Business Administration, College of Charleston</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">Gonzalez, Bruce (PT)</td><td>BUS-101-Introduction to Business (6)</td><td></td><td></td><td>X</td><td>X</td><td>M.B.A., Strayer University</td><td></td><td>Masters</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>B.A., Spanish, College of Charleston</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>18 Graduate Semester Hours in Management</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Goodlett, Clark (PT)</td><td>ECO-210-Macroeconomics (18)</td><td>X</td><td>X</td><td>X</td><td>X</td><td>M.S., Economics, Auburn University</td><td></td><td>Masters</td></tr>
<tr><td>ECO-211-Microeconomics (6)</td><td></td><td></td><td>X</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Faculty Credentials **BT - Business**								
NAME	**COURSES TAUGHT**	**Fall 2013**	**Spring 2014**	**Fall 2014**	**Spring 2015**	**RELEVANT ACADEMIC DEGREES AND COURSE CREDITS EARNED**	**OTHER QUALIFICATIONS**	**ACBSP QUALIFICATION**
Herring, Elizabeth (PT)	ECO-210-Macroeconomics (12)		X	X		M.A., Economics, Clemson University		Masters
						B.S., Business Administration, Presbyterian College		
Holman, Michelle (PT)	BUS-136-Compensation and Benefits (6)		X		X	M.S., Management, Southern Wesleyan University		Masters
	MGT-101-Principles of Management (3)			X		M.B.A., Southern Wesleyan University		
	MGT-120-Small Business Management (6)	X		X		B.S., Management, Southern Wesleyan University		
	MGT-210-Employee Selection & Retention (3)			X				
Meyers, John (PT)	BUS-101-Introduction to Business (3)		X			M.B.A., City University of Seattle		Masters
	MGT-101-Principles of Management (3)		X			B.A., Sociology, University of Southern Maine		
Owens, Kevin (PT)	BUS-101-Introduction to Business (9)	X	X			M.S., Management, Southern Wesleyan University		Masters
	MGT-210-Employee Selection & Retention (6)	X	X			M.B.A., Southern Wesleyan University		
	MGT-270-Managerial Communication (3)		X			B.S., Management, Southern Wesleyan University		
Parker, Webster (PT)	BUS-101-Introduction to Business (3)				X	M.B.A., Fairleigh Dickson University		Masters
	ECO-210-Macroeconomics (15)		X	X	X	B.A., Political Science, University of Wisconsin - Madison		
	ECO-211-Microeconomics (3)				X	B.S., Accounting, Plattsburgh State University of New York		
						18 Graduate Semester Hours in Economics		
Pate, Earl (PT)	BUS-101-Introduction to Business (3)	X				M.B.A., The Citadel		Masters
	MGT-101-Principles of Management (3)	X						

NAME	COURSES TAUGHT	Fall 2013	Spring 2014	Fall 2014	Spring 2015	RELEVANT ACADEMIC DEGREES AND COURSE CREDITS EARNED	OTHER QUALIFICATIONS	ACBSP QUALIFICATION
Prioleau, William (PT)	BUS-101-Introduction to Business (3)				X	M.B.A., Charleston Southern University		Masters
	MGT-101-Principles of Management (3)				X	B.S., Business Administration, College of Charleston		
	MGT-121-Small Business Operations (3)			X				
	MGT-255-Organizational Behavior (6)			X	X			
	MGT-270-Managerial Communication (3)				X			
Whitaker, Katherine (PT)	MGT-201-Human Resource Management (3)			X		M.A., Human Resources Development, Webster University		Masters
						27 Graduate Semester Hours in Management		

<div align="center">

Faculty Credentials

BT - Computer Technology

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NAME	COURSES TAUGHT	Fall 2013	Spring 2014	Fall 2014	Spring 2015	RELEVANT ACADEMIC DEGREES AND COURSE CREDITS EARNED	OTHER QUALIFICATIONS	ACBSP QUALIFICATION
Baxley, Charles (PT)	CPT-101-Introduction to Computers (3)	X				M.S., Computer Systems, Air Force Institute of Technology		Masters
						B.S., Mathematics, Computer Science and System Design, University of Texas, San Antonio		
Baxter, Paula (PT)	CPT-101-Introduction to Computers (9)			X	X	Ph.D., Educational Administration, New Mexico State University		Masters
	CPT-172-Microcomputer Database (9)			X	X	M.S., Information Systems, Arkansas State University		
						B.S.Ed., Business Education, Arkansas State University		
Bell, Scott (PT)	CPT-101-Introduction to Computers (3)			X		M.S., Systems Management / Information Systems, Florida Institute of Technology		Masters
						B.A., Business Administration, Saint Leo University		
						A.A., Liberal Arts, Saint Leo University		
Black, Benjamin (FT)	CPT-101-Introduction to Computers (15)	X	X	X	X	M.A., Computer Resources/Information Management, Webster University		Masters

NAME	COURSES TAUGHT	Fall 2013	Spring 2014	Fall 2014	Spring 2015	RELEVANT ACADEMIC DEGREES AND COURSE CREDITS EARNED	OTHER QUALIFICATIONS	ACBSP QUALIFICATION
						B.S., Business Administration, Charleston Southern University		
Chambliss, Reta (FT)	CPT-101-Introduction to Computers (9)			X	X	M.S.M., Information Systems Security, Colorado Technical University		Masters
						B.S., Computer Science/ Mathematics, Charleston Southern University		
Cothran, Jane (FT)	CPT-101-Introduction to Computers (21)	X	X	X	X	M.A., Computer Resource/Information Management, Webster University		Masters
	CPT-179-Microcomputer Word Processing (3)				X	B.A., Urban Studies, College of Charleston		
	CPT-220-e-Commerce (9)			X	X			
Darrow, Christopher (PT)	CPT-101-Introduction to Computers (6)			X		M.S., Computer / Information Science, State University of New York		Masters
	CPT-172-Microcomputer Database (3)				X	B.S., Computer Science, The Citadel		
	CPT-174-Microcomputer Spreadsheets (6)			X	X			

Faculty Credentials

BT - Computer Technology

NAME	COURSES TAUGHT	Fall 2013	Spring 2014	Fall 2014	Spring 2015	RELEVANT ACADEMIC DEGREES AND COURSE CREDITS EARNED	OTHER QUALIFICATIONS	ACBSP QUALIFICATION
Gorlitsky, Cayci (FT)	CPT-101-Introduction to Computers (3)			X		M.S., Computer and Information Sciences, The Citadel		Masters
	CPT-172-Microcomputer Database (3)			X		B.S., Psychology, Fayetteville State University		
Green, Jackqulin (FT)	CPT-101-Introduction to Computers (9)		X		X	M.S., Industrial / Information Technology, North Carolina A & T State University		Masters
	CPT-102-Basic Computer Concepts (6)			X		M.B.A., High Point University		
	CPT-172-Microcomputer Database (9)		X	X		B.S., Electronic Technology, North Carolina A & T State University		
	CPT-174-Microcomputer Spreadsheets (3)				X			
	CPT-220-e-Commerce (9)			X	X			
	CPT-268-Computer End-User Support (9)			X	X			

Faculty	Course (credit hours)					Credentials		Degree Level
Greene, Sherena (PT)	CPT-101-Introduction to Computers (15)	X	X	X	X	M.B.A., Charleston Southern University		Masters
						Graduate Certificate, Information Systems Networking, Strayer University (18 Graduate Semester Hours)		
						B.T., Business, Charleston Southern University		
Harris, Shevon (PT)	CPT-101-Introduction to Computers (18)	X	X	X	X	M.B.A., Information System Management, DeVry University, Keller Graduate School of Management		Masters
						B.S., Computer Information Systems, Winthrop University		
Jackson, Anderson (FT)	CPT-101-Introduction to Computers (9)	X	X	X		M.S., Computer Science, Clemson University		Masters
	CPT-167-Intro to Programming Logic (12)			X	X	Master of Divinity/Missions, Trinity Evangelical Divinity School		
	CPT-232-C++ Programming I (6)	X	X			B.A., Multi-Disciplinary Studies, North Carolina State University		
	CPT-237-Advanced Java Programming (9)			X	X			
	CPT-244-Data Structures (9)			X	X			
Jensen, Robert (PT)	CPT-101-Introduction to Computers (12)	X	X	X	X	M.S., Cybersecurity, Virginia College		Masters
						B.S., Information Technology, University of Phoenix		
						Associate in Computer Technology, Trident Technical College		
						Certificate, AS/400 Programmer, Trident Technical College		
						Certificate, Microcomputer Business Application, Trident Technical College		
						Certificate, Microcomputer Application Development, Trident Technical College		
Jernigan, Rosemarie (PT)	CPT-101-Introduction to Computers (9)		X	X		M.A., Information Technology Management, Webster University		Masters

Faculty Credentials

BT - Computer Technology

NAME	COURSES TAUGHT	Fall 2013	Spring 2014	Fall 2014	Spring 2015	RELEVANT ACADEMIC DEGREES AND COURSE CREDITS EARNED	OTHER QUALIFICATIONS	ACBSP QUALIFICATION
Kanapaux, Kelly (PT)	CPT-101-Introduction to Computers (3)		X			M.S., Management Information Systems, Bowie State University Master of Military Operational Art and Science, Air University Bachelor of Technology, Computer Science, Charleston Southern University		Masters
						Certificate, Information Systems Analyst, Bowie State University		
Melton, Lane (PT)	CPT-101-Introduction to Computers (12)	X	X	X	X	M.A., Computer Resource / Information Management, Webster University		Masters
Moore, Vivianne (PT)	CPT-101-Introduction to Computers (12)			X	X	Doctor of Management, Organizational Leadership & Technology, University of Phoenix		Masters
						M.S., Computer Information Systems, University of Phoenix		
						B.S., Information Technology / Web Management, University of Phoenix		
Norman, Monica (PT)	CPT-101-Introduction to Computers (18)	X	X	X	X	M.S., Computer Science, North Carolina A & T State University		Masters
						B.S., Computer Science, North Carolina A & T University		
Poole, Shane (PT)	CPT-101-Introduction to Computers (3)	X				M.A., Information Technology Management, Webster University		Masters
						B.S., Workforce Education and Development, Southern Illinois University Carbondale		
Prevo, Brian (PT)	CPT-174-Microcomputer Spreadsheets (6)			X	X	M.S., Information Systems, Strayer University		Masters
	CPT-179-Microcomputer Word Processing (9)			X	X	M.S., Management, Naval Postgraduate School		
Snell-Richburg, Shonta (PT)	CPT-101-Introduction to Computers (3)	X				M.S., Database Technologies, Regis University		Masters

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.

   No substantial program revisions made during this reporting cycle.

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.

   No new programs developed during this reporting cycle.

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

   No programs terminated during this reporting cycle.

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

4. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.
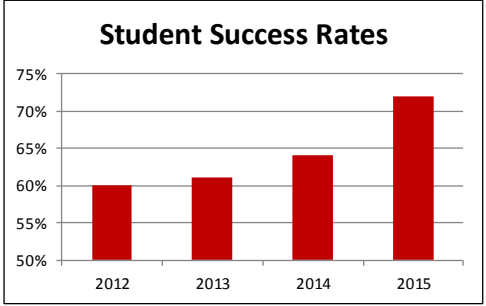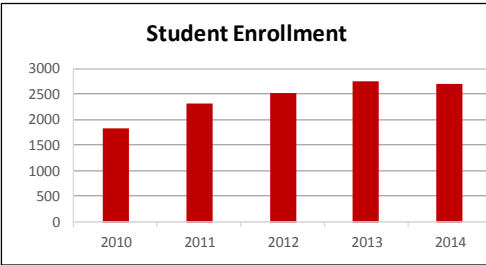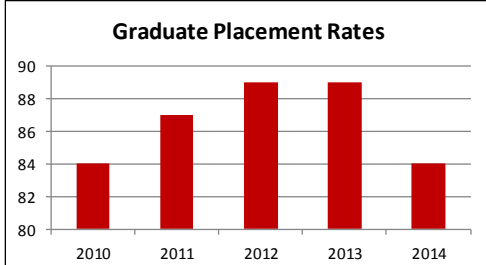
   Student success is a major focus of TTC and the Business Technology Division. As mentioned earlier, the College converted to a 7-week compressed academic schedule, beginning in fall 2014. Student success improved significantly across the college as well as in the division. Student success in division courses improved 12% from spring 2012 to spring 2015.

The Division also tracks enrollment, graduation rates, and graduate placement rates in order to determine organizational performance. Table 6.1 shows the results of enrollment and graduate placement rates over the past five years.

Standard #6 - Organizational Performance Results, Table 6.1

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.

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)**
Increase Student Success Rates to 70%	Review of faculty success rates (student grade of C or higher in a course) at the end of each spring semester	72% in Spring 2015	Student Success improved 12% between Spring 2012 and Spring 2015. This is largely due to the change of the academic calendar to 7-week compressed courses.	Department chairs will determine how instructional methods changed in the most successful courses and share that information with all faculty in the department. This will help other instructors to improve success rates even further.	**Student Success Rates** 75% 70% 65% 60% 55% 50% 2012 2013 2014 2015
Increase enrollment BT programs by 2% each year	Enrollment data reported to IPEDs by the Institutional Research Department	Enrollment for Fall 2014 was 2,668 students, down 2.85% percent from Fall 2013	Enrollment grew consistently from 2010 - 2013. The slight decrease in 2014 is likely due to the decrease in the local unemployment rate/improvement of the local economy.	Faculty will attend the college's annual high school career day to recruit students into BT programs. Faculty will also visit high school classrooms to discuss programs and career options with students.	**Student Enrollment** 3000 2500 2000 1500 1000 500 0 2010 2011 2012 2013 2014
Increase graduate placement rates to 90%	Graduate placement rates reported by faculty to Institutional Research every year. Information is collected via graduate placement surveys and follow-up phone calls and email to graduates	84.2% in 2014	Graduate placement decreased 4% from 2013. Some of the decrease is likely due to non-respondent students on the graduate placement survey.	Faculty will connect with students via social media sites such as Linked-In in order to stay connected with graduates. Students will also be encourgaed to update their contact information in the TTC Student Portal	**Graduate Placement Rates** 90 88 86 84 82 80 2010 2011 2012 2013 2014