

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
For
Associate Degree Business Programs
Current as of June 2017

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, 15 2017**
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: 2015-2017**

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.

The TTC Catalog clearly identifies programs that have achieved accredited status. 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 2015-2016 & 2016-2017 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.

Apply Now

TRIDENT TECHNICAL COLLEGE

Google Custom Search Search

Home About Us Get Started Pay For College Take Classes Student Resources Career Help Support TTC

Home » Take Classes » Academic Divisions » Business Technology » Business Technology Accreditation and Assessment

Faculty and Staff
Administrative Office
Technology
Accounting
Business
Information Systems
Network Systems
Management
Business Technology
Accreditation and
Assessment

Business Technology Accreditation and Assessment

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.

The ACBSP (Accreditation Council for Business Schools and Programs) 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 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.

- Quality Assurance Report 2015

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).

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. TTC 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.

PO Box 118067
Charleston, SC 29423
Info: 843.574.6111
Toll Free: 877.349.7184

MAPS

MORE INFO

f Instagram Twitter YouTube LinkedIn

Get Acrobat Reader

Faculty Staff Resources
Nondiscrimination Policy
Title IX
Web Accessibility
Essential Consumer Info
Privacy Statement
Site Map

Accreditation (SACSCOC)

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/academics/catalogs.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:	Available Main Campus
----------------------------------	----------------------------------

<u>Associate in Applied Science</u>	<u>or Online</u>
<u>Accounting</u>	<u>Yes</u>
<u>Administrative Office Technology</u>	<u>Yes</u>
<u>Computer Technology</u>	<u>Yes</u>
<u>General Business</u>	<u>Yes</u>
<u>Management</u>	<u>Yes</u>

O 8. Person completing report

Name: Laurie Boeding

Phone: 843-574-6172

E-mail address: ACBSP Champion name: Laurie Boeding, laurie.boeding@tridenttech.edu

ACBSP Co-Champion name: ronald.scott@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

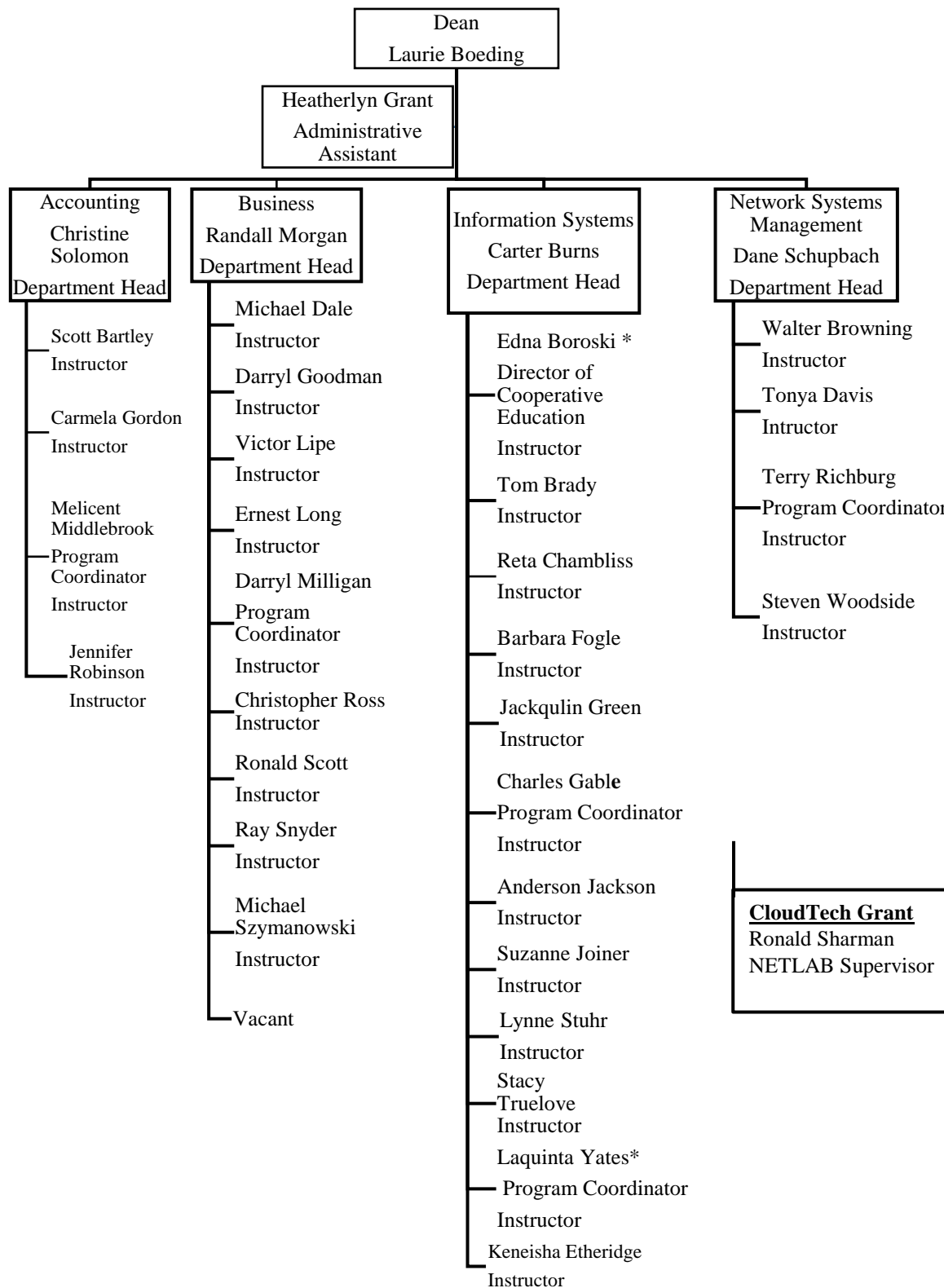
- a. List any organizational or administrative personnel changes within the business unit since your last report.

Laurie Boeding became Dean of the BT Division in January 2016. Connie Jolly served as Dean in fall 2015 and Dr. Boeding served as Associate Dean at that time. Connie Jolly is now serving TTC as the Assistant Vice President for Educational Technology and The Online College.

- 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



Standard #2 Strategic Planning

Include at least 2 items

The college implemented a cross-functional strategic planning team which included both the dean of the BT Division and an accounting department faculty member. The team met throughout the spring and summer of 2016 to establish a new vision, values, and identify four strategic goals. The team meets quarterly to evaluate task completion toward each strategic goal.

The Business Technology (BT) Division has adopted and supports the strategic goals of the college which are:

- Goal 1 – Increase enrollment - headcount.
- Goal 2 – Improve student achievement.
- Goal 3 – Improve customer service.
- Goal 4 – Ensure fiscal stability.

Increase enrollment - headcount – Enrollment across the institution has declined steadily over the past few years from a final headcount of 15,043 in Fall 2015 to 13,561 in Fall 2016 (see TTC [FactBook](#)). The BT Division had a 20% decrease in enrollment from Fall 2014 – Fall 2016. The strategic goal set by the planning team is an increase in total headcount enrollment to 17,500 students by Fall 2021. The BT Division will strive for a 15% enrollment increase by 2021.

Several initiatives are underway to increase enrollment within the BT Division including participation in the iPASS program, youth apprenticeships, and outreach.

- In the Fall of 2015, BT became part of a pilot program to transform the student experience including onboarding, career advising, and academic advising. As an Achieving the Dream (ATD) college, TTC was awarded funding from Educause and the Helmsley Trust to implement an Integrated Planning and Advising for Student Success (iPASS) program for STEM majors. The BT Information Systems and Network Systems Management programs were part of the initial STEM pilot. Since that time, TTC was awarded a Title III grant to expand the iPASS concept to other programs. Business and Accounting will be among the next group to transition. iPASS has enabled the college to transform our approach to advising STEM students, open a centralized Student Hub, implement advising software, and train faculty and staff.

iPASS has changed the new student experience. Students are assigned a Navigator who works with them one-on-one through the onboarding and academic planning processes. Students use the EAB Navigate software and work with Navigators to find their “best fit” program. The software allows faculty advisors to review academic plans and accept or

make changes as necessary. After the initial onboarding and academic plan is established, students are transitioned to faculty advisors.

- BT expanded the number of Youth Apprenticeships offered to aid with enrollment. The Youth Apprenticeship program is open to qualifying junior and senior high school students. Students accepted into the program simultaneously take high school courses, TTC college courses, and work in their program field. The BT Division has youth apprentices in computer programming, computer networking, cybersecurity, and accounting. Faculty are working closely with the Dean of Apprenticeship Programs to establish more programs.
- BT faculty consistently visit area high schools to speak to classes, meet with high school teachers and guidance counselors, and participate in community outreach activities to help boost enrollment. Several grant proposals have been submitted during this reporting period to help strengthen our programs and provide outreach. In Fall 2016 the BT Division was awarded a \$50,000 grant from Bosch to develop a social media marketing and data analytics certificate which involves collaboration between the Business Department and Information Systems Department. Included in the grant is funding for workshops for high school students to learn about these concepts.

Improve student achievement – Student success is critical to the college and the division. Several initiatives have been undertaken to improve overall student achievement including:

- Increasing success rates from 74.8% to 78.4% by Fall 2018
- Increasing fall to spring retention from 73.9% to 75% by spring 2018 and fall to fall retention of first time freshmen from 55% to 57% by fall 2018.
- Decrease success rate gaps and increase retention of minority students
- Increase stackable certificates.

The BT divisional leaders are collaborating with staff from the college's Division of Continuing Education (ConEd) to create a bridge or pathway from ConEd to credit. Once finalized, students who earn vendor certifications or credentials and demonstrate mastery of student learning outcomes will receive either experiential learning credit or advanced standing credit toward certificates or degree programs within the BT Division, such as Microcomputer Programming, CompTIA Specialist, AAS in Network Systems Management, or AAS in Computer Technology/Information Systems Specialist career path. The objective of this collaboration is twofold: first, it will increase student achievement by giving Continuing Education students an opportunity to earn a credit certificate or degree, and, second, it will potentially increase enrollment both in ConEd and in BT division programs.

Improve customer service – The customer service goal was aimed toward Student Services; however, the BT Division has implemented several initiatives toward improving customer service, including but not limited to:

- Participation in the iPASS initiative to provide new students with a Navigator or single point of contact for onboarding and initial academic planning.
- Faculty office hours distributed evenly throughout the week to have coverage for advising Monday – Friday from 8:30 – 5:00.
- Faculty advisors and/or department representatives send reminders to advisees to schedule advising appointments and register for classes.

Insure fiscal stability – College revenues have decreased over the past three years, as revenue is strongly tied to enrollment. The BT Division has taken measures to ensure we remain fiscally stable. The Dean and Department Heads reviewed course scheduling practices and identified areas to improve efficiency. Actions taken include increasing sections sizes and offering fewer sections, scheduling low enrollment courses once or twice per year rather than every semester, reviewing data to identify enrollment trends, assigning faculty to courses in a manner that reduces travel costs (mileage). Each BT department head reviewed supply and travel budgets and made reductions where necessary.

To view the College’s mission and values 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 Perkins - \$40,000 between 2013 – 2015 Office of Naval Research - \$750,000 over 3 years (2017-2020)
Active Grants	Bosch Grant-\$50,000 over 2 years NSF-ATE CloudTech Grant-\$432,117 over 3 years
Collaboration and partnerships with K-12 institutions	Youth apprenticeships (beginning Fall 2015), expanded dual credit offerings, (ECO210, CPT101,CPT102, CPT167) Roper St. Francis Partnership for hands-on, real-world industry problem solving in the Information Systems/Computer Programming field Support of CyberPatriot and the annual Palmetto Cyber Defense Competition

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.

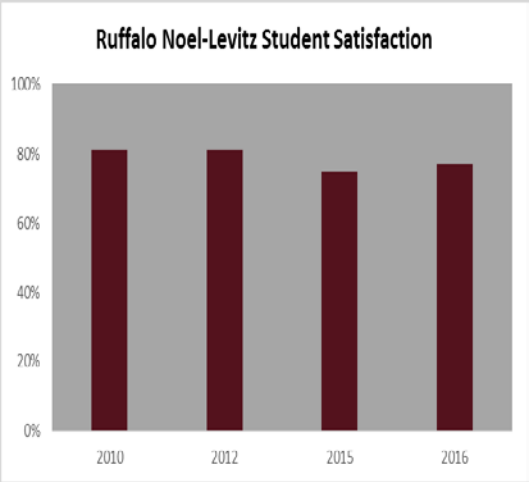
Stakeholders and Assessment Methods				
Group	Subgroup	Methods	Frequency	
		Course Evaluations	Every semester	
		Feedback from high school guidance counselors	Continuous	
		Noel-Levitz Student Satisfaction Inventory	Every two years	
		Course Evaluations	Every semester	
		Meetings with Student Cabinet	9 times per year	
		Academic advising sessions	Continuous	
		Conducting student focus groups	Periodic	
		Graduate Survey	Annual	
			Feedback from high school guidance counselors	Continuous
			Requests for onsite course offerings	2 times per year
		Transfer meetings (hosted by the four-year colleges)	Annual	

	Transfer communications (issued by the four-year colleges)	Periodic
	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. Hybrid course evaluations assess components found in both face-to-face and online courses.

Standard 3 – Table 1 Student and Stakeholder-Focused 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)												
<p>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.</p>	<p>Course Evaluation averages (differential = Division average – TTC average)</p>	<p>The division has exceeded the goal for the last five years</p>	<p>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 <i>opportunity</i> to access their D2L courses one day prior to the start of a term so they may review <i>course requirements</i> and <i>plan for a successful semester</i>.</p>	<p>Course Evaluation is ongoing, and the division will continue to monitor the data for possible trends.</p>	<table border="1"> <caption>Differential</caption> <thead> <tr> <th>Year</th> <th>Differential</th> </tr> </thead> <tbody> <tr> <td>Fall 12</td> <td>-0.028</td> </tr> <tr> <td>Fall 13</td> <td>-0.022</td> </tr> <tr> <td>Fall 14</td> <td>-0.028</td> </tr> <tr> <td>Fall 15</td> <td>0.010</td> </tr> <tr> <td>Fall 16</td> <td>0.008</td> </tr> </tbody> </table>	Year	Differential	Fall 12	-0.028	Fall 13	-0.022	Fall 14	-0.028	Fall 15	0.010	Fall 16	0.008
Year	Differential																
Fall 12	-0.028																
Fall 13	-0.022																
Fall 14	-0.028																
Fall 15	0.010																
Fall 16	0.008																

<p>At least 80% of students will express satisfaction with their TTC experience.</p>	<p>Noel-Levitz Student Satisfaction Inventory</p>	<p>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.</p>	<p>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.</p>	<p>Noel-Levitz SSI will be administered in Fall 2017.</p>	<p>2010 = 81% 2012 = 81% 2015 = 75% 2016 = 77%</p>  <table border="1"> <caption>Ruffalo Noel-Levitz Student Satisfaction</caption> <thead> <tr> <th>Year</th> <th>Satisfaction Percentage</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>81%</td> </tr> <tr> <td>2012</td> <td>81%</td> </tr> <tr> <td>2015</td> <td>75%</td> </tr> <tr> <td>2016</td> <td>77%</td> </tr> </tbody> </table>	Year	Satisfaction Percentage	2010	81%	2012	81%	2015	75%	2016	77%
Year	Satisfaction Percentage														
2010	81%														
2012	81%														
2015	75%														
2016	77%														
<p>At least 80% of graduates will express satisfaction with their academic program.</p>	<p>Graduate Survey</p>	<p>Benchmark was exceeded in all programs in all surveys between 2011 and 2017.</p>	<p>Graduates are genuinely satisfied with their program of study.</p>	<p>Graduate Survey is administered at the end of every term and an aggregate report is produced at the end of each academic year. We will continue to monitor.</p>	<p>Accounting: 2011 = 100% 2012= 91.7% 2013= 93.7% 2015 = 97% 2017=100%</p> <p>Administrative Office Technology: 2011 = 100% 2012 = 100% 2013 = 100% 2015 = 100% 2017=100%</p> <p>Computer Technology: 2011 = 100% 2012 = 95.5% 2013 = 100% 2015 = 97% 2017=100%</p> <p>General Business: 2011 = 100%</p>										

					2012 = 100% 2013 = 100% 2015 = 96% 2017=100% Management 2011=100% 2012=100% 2013=100% 2015=97% 2017=83%
At least 80% of employers will express satisfaction with graduates of the programs.	Employer Survey (administered every two years since 2009)	Benchmark was exceeded in all programs in all surveys between 2009 and 2015. Responses were not received from Accounting or Management in 2017 and Information Systems responses were only received for graduates of certificate programs.	While the response rate was low, 100% of the employers who responded with graduates from General Business, Administrative Office Technology, and Information Systems certificate programs.	Actively reach out to advisory committee members from all academic programs. Contact industry partners such as Youth Apprenticeship employers and Co-Op employers to increase response rates.	2009 = 97.6% 2011 = 92.3% 2013 = 88.9% 2015 = 92% 2017 = 100%

<p>>=71 % of students successfully complete traditional, online or mixed mode classes offered by the Business Technology Division</p>	<p>Fall 2015 through Spring 2017 Grade Distribution report used to compare traditional face to-face, online, and mixed mode (hybrid) student success rates.</p>	<p>Benchmark was exceeded</p>	<p>Results are consistently above 71%.</p>	<p>Grade Distribution reports are produced at the end of each semester. The benchmark was increased from >65% to >=71%. The division will continue to monitor the data for possible trends.</p>	<p>Percentage of students who successfully complete traditional, online, and hybrid classes</p>			
					<p>Fall 2015</p>			
					<p style="text-align: center;">Traditional Online Hybrid</p>			
					BT Division	86.2%	83.3%	83.6%
					Accounting	86.9	82.8	92
					Business	87.8	83.6	81.6
					CIS	84.1	83.2	83.3
					<p>Spring 2016</p>			
					<p style="text-align: center;">Traditional Online Hybrid</p>			
					BT Division	86.20%	82.9%	82.2%
					Accounting	90.5	79.4	94.4
					Business	89.1	83.9	86.6
					CIS	81.1	82.8	79.7
					<p>Fall 2016</p>			
					<p style="text-align: center;">Traditional Online Hybrid</p>			
					BT Division	83.9%	83.1%	82%
					Accounting	83.7	77.9	88.5
					Business	85.1	83.2	83.2
					CIS	82.8	84	80.7
					<p>Spring 2017</p>			
<p style="text-align: center;">Traditional Online Hybrid</p>								
BT Division	82%	81.2%	83.7%					
Accounting	78	72.8	95.3					
Business	84.1	82.1	82					
CIS	80.7	82.4	82.7					

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 assess 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). TTC 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 paramount. Further, the Business Technology Division conducts an in-depth assessment of its degree programs through the self-study report and site visit as well as bi-annual Quality Assurance Reports 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.

Program 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 programs 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:

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

- **Management:**

Students who successfully complete the Management program will be able to:

- Compare and contrast the different levels of social responsibility.
- Create, evaluate and defend a research project relative to their career path for management decision making.
- Demonstrate critical thinking and communication skills.
- 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.**

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)

The assessment cycle table shows one 2-year cycle and one 3-year cycle. Assessment is typically a two year cycle. In Fall 2014 the college reverted to a 7-week compressed schedule. During the implementation timeframe, the curriculum assessment cycle was extended by one year to accommodate the schedule conversion.

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	2017-2019	2014-2017	2012-2014	2010-2012	2008-2010	2006-2008
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

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 2016-2017 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.

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 by department. 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. 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.

Table 2 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.

TABLE 2: Student Learning Results (Standard 4)

Analysis of Results																
Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	Where do you see evidence of the learning outcomes?	What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)										
<p>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.</p>	ACC 275 Special Topics in Accounting	<p>Mock Business Exercise</p> <p>Summative Formative Internal Direct</p> <p>Goal is for 85% of students to achieve ≥ 71% on the project</p>	<p>Fall 15 - 100% of the traditional students achieved 71% or higher</p> <p>Spring 16 - 87.5% achieved 71% or higher</p> <p>Course was cancelled due to low enrollment in Fall 2016</p> <p>Spring 17 – 100% achieved 71% or higher</p>	<p>Learning outcomes have remained consistently high. Due to the use of "Live Plan" business software that aids students with business plan development and assessment of business plans.</p>	<p>Continue to advise students to stay on their academic plan, which includes completing MGT 120 prior to ACC275. MGT 120 helps to improve student application and understanding of business plans. Implemented "Live Plan" business software to aid in student assessment of business creation. Program included industry specific benchmark and scorecard.</p>	<table border="1"> <caption>Student Learning Results Data</caption> <thead> <tr> <th>Term</th> <th>Percentage of Students Achieving 71% or Higher</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>100%</td> </tr> <tr> <td>Spring 2016</td> <td>87.5%</td> </tr> <tr> <td>Fall 2016</td> <td>0%</td> </tr> <tr> <td>Spring 2017</td> <td>100%</td> </tr> </tbody> </table>	Term	Percentage of Students Achieving 71% or Higher	Fall 2015	100%	Spring 2016	87.5%	Fall 2016	0%	Spring 2017	100%
Term	Percentage of Students Achieving 71% or Higher															
Fall 2015	100%															
Spring 2016	87.5%															
Fall 2016	0%															
Spring 2017	100%															

					Going forward, the benchmark should be increased and additional assessment measures should be considered.	
--	--	--	--	--	---	--

<p>Accounting: Demonstrate communication and critical thinking skills</p>	<p>ACC 275 Special Topics in Accounting</p>	<p>Mock Business Exercise</p> <p>Summative Formative Internal Direct</p> <p>Students will achieve 3.0 out of 4.0 or higher on communication and critical thinking rubrics</p> <p>All students who complete the mock business exercise will be evaluated at the end of each semester: Fall 2015, Spring 2016, Fall 2016, Spring 2017.</p>	<p>The average of all scores for the evaluation period are:</p> <p>Communication Main Idea 3.60 Organization 3.31 Knowledge 3.35 Analysis 3.17 Style 2.87 Grammar 2.84 Overall Average 3.19</p> <p>Critical Thinking Identification 3.6 Inquiry 3.54 Planning 3.22 Analysis 3.5 Conclusion 3.28 Overall Average 3.43</p>	<p>The added tool of the Live Plans made for consistency and the ability to separate parts to individual students within the group.</p>	<p>The capstone class will be continually evaluated for improvement opportunities. Consideration of additional prerequisite courses will be made.</p>	<div data-bbox="1849 203 2376 527"> <table border="1"> <caption>Communication Scores</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>3.1</td> </tr> <tr> <td>Spring 2016</td> <td>3.2</td> </tr> <tr> <td>Fall 2016</td> <td>3.2</td> </tr> <tr> <td>Spring 2017</td> <td>3.3</td> </tr> </tbody> </table> </div> <div data-bbox="1849 576 2376 998"> <table border="1"> <caption>Critical Thinking Scores</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2015</td> <td>3.4</td> </tr> <tr> <td>Spring 2016</td> <td>3.5</td> </tr> <tr> <td>Fall 2016</td> <td>3.4</td> </tr> <tr> <td>Spring 2017</td> <td>3.3</td> </tr> </tbody> </table> </div>	Semester	Score	Fall 2015	3.1	Spring 2016	3.2	Fall 2016	3.2	Spring 2017	3.3	Semester	Score	Fall 2015	3.4	Spring 2016	3.5	Fall 2016	3.4	Spring 2017	3.3
Semester	Score																									
Fall 2015	3.1																									
Spring 2016	3.2																									
Fall 2016	3.2																									
Spring 2017	3.3																									
Semester	Score																									
Fall 2015	3.4																									
Spring 2016	3.5																									
Fall 2016	3.4																									
Spring 2017	3.3																									

<p>Administrative Office Technology: Demonstrate proficiency in the integration of a variety of business application software using problem solving, decision making, and communication skills.</p>	<p>AOT 267: Integrated Information Processing</p>	<p>Final Portfolio</p> <p>Formative Summative Internal Direct</p> <p>90% of students successfully complete a portfolio with a rating of ≥ 3.2 on a 4.0 rubric scale</p>	<p>94% of the students (29 of 31) met the expected level of achievement for this course. (This course is only offered online).</p>	<p>In addition to students gaining the required technical skills they are also successful in soft skills and critical thinking</p>	<p>LinkedIn will be used to promote communication skills. Students will also be able to practice problem solving and decision making skills through an online program where badges are earned to demonstrate their level of proficiency in business application software. These badges can be added to their LinkedIn account to market a student's skill set to potential employers.</p>	<table border="1"> <caption>Actual vs Benchmark Performance</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2008-10</td> <td>100%</td> <td>90%</td> </tr> <tr> <td>2010-12</td> <td>88%</td> <td>90%</td> </tr> <tr> <td>2012-14</td> <td>100%</td> <td>90%</td> </tr> <tr> <td>2014-17</td> <td>95%</td> <td>90%</td> </tr> </tbody> </table>	Year	Actual	Benchmark	2008-10	100%	90%	2010-12	88%	90%	2012-14	100%	90%	2014-17	95%	90%
Year	Actual	Benchmark																			
2008-10	100%	90%																			
2010-12	88%	90%																			
2012-14	100%	90%																			
2014-17	95%	90%																			
<p>Computer Information Systems</p> <ul style="list-style-type: none"> - Information Systems Specialist Career Path - Computer Programming Career Path <p>Analyze information needs of a small business and develop a formal IS project proposal.</p>	<p>CPT264: systems Analysis and Design</p>	<p>Evaluation of Final Project</p> <p>Summative Internal Direct</p> <p>90% of students score of 71% or greater in Technical Concepts</p>	<p>FA 15: 91% success 81 average grade</p> <p>SP16: 98% success 86 average grade</p> <p>FA16: 97% success 90.0 average grade</p> <p>SP17: 87% success 91. average grade</p>	<p>Although the expected level of student performance was achieved, the overall results can be improved. Students are mastering the technical skills taught in lower level courses prior to enrolling in this capstone course.</p>	<p>Students continue to demonstrate high performance on the final project assessment. The assessment tool will be enhanced to measure more precise student outcome data.</p>	<table border="1"> <caption>TTC CPT264 Program Review Success Rates</caption> <thead> <tr> <th>Assessment</th> <th>Success Rate</th> </tr> </thead> <tbody> <tr> <td>FA15</td> <td>91%</td> </tr> <tr> <td>SP16</td> <td>98%</td> </tr> <tr> <td>FA16</td> <td>97%</td> </tr> <tr> <td>SP17</td> <td>87%</td> </tr> </tbody> </table>	Assessment	Success Rate	FA15	91%	SP16	98%	FA16	97%	SP17	87%					
Assessment	Success Rate																				
FA15	91%																				
SP16	98%																				
FA16	97%																				
SP17	87%																				

<p>Computer Information Systems:Demonstrate communication and critical thinking competencies</p>	<p>CPT264: systems Analysis and Design</p>	<p>Evaluation of final projects Average rating of 3.2 or higher out of 4.0 rubric scale</p> <p>Summative Internal Direct</p>	<p>The average of all scores for the evaluation period are:</p> <p>Communication Main Idea: 3.86 Organization: 3.6 Knowledge: 3.59 Analysis: 3.46 Style: 3.66 Grammar: 3.45 Overall Average: 3.6</p> <p>Critical Thinking Identification: 3.65 Inquiry: 3.74 Planning: 3.68 Analysis: 3.29 Conclusion: 3.48 Overall Average: 3.56</p>	<p>Overall outcome was met. Although outcome was met, grammar and analysis and conclusion concepts showed deficiencies.</p>	<p>Grammar, analysis, and conclusion concepts content will be added into the course. Assignments covering the concepts will also be added.</p>	<div data-bbox="1903 180 2300 500"> <table border="1"> <caption>CPT 264 Communication</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA15</td> <td>3.48</td> </tr> <tr> <td>SP16</td> <td>3.40</td> </tr> <tr> <td>FA16</td> <td>3.90</td> </tr> <tr> <td>SP17</td> <td>3.60</td> </tr> </tbody> </table> </div> <div data-bbox="1903 565 2300 885"> <table border="1"> <caption>CPT 264 Critical Thinking</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA15</td> <td>3.40</td> </tr> <tr> <td>SP16</td> <td>3.45</td> </tr> <tr> <td>FA16</td> <td>3.60</td> </tr> <tr> <td>SP17</td> <td>3.90</td> </tr> </tbody> </table> </div>	Term	Score	FA15	3.48	SP16	3.40	FA16	3.90	SP17	3.60	Term	Score	FA15	3.40	SP16	3.45	FA16	3.60	SP17	3.90
Term	Score																									
FA15	3.48																									
SP16	3.40																									
FA16	3.90																									
SP17	3.60																									
Term	Score																									
FA15	3.40																									
SP16	3.45																									
FA16	3.60																									
SP17	3.90																									

<p>General Business:</p> <p>Develop a Marketing Plan which will include creating marketing strategies, evaluating the strategies and managing the plan.</p>	<p>MKT 260: Marketing Management</p>	<p>Evaluation of Final Marketing Plan</p> <p>Summative Internal Direct</p> <p>Students will achieve at least a 3.0 out of 4.0 in critical thinking and communication skills based on a rubric</p>	<p>The average of all scores for the evaluation period are:</p> <p>Critical Thinking:</p> <p>Identification 3.43 Planning 3.28 Evidence 2.97 Analysis 3.15 Synthesis 3.19 Overall Average 3.20</p> <p>Communication:</p> <p>Organization 3.47 Clarity 3.50 Style 3.28 Grammar 3.13 Overall Average 3.34</p>	<p>Overall outcome was met; however, demonstration of evidence needs to be improved.</p>	<p>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.</p>	<div data-bbox="1908 324 2311 649"> <table border="1"> <caption>MKT 260 Critical Thinking</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA15</td> <td>3.00</td> </tr> <tr> <td>SP16</td> <td>3.30</td> </tr> <tr> <td>FA16</td> <td>3.10</td> </tr> <tr> <td>SP17</td> <td>3.40</td> </tr> </tbody> </table> </div> <div data-bbox="1908 706 2311 1031"> <table border="1"> <caption>MKT260 Communication</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA15</td> <td>3.35</td> </tr> <tr> <td>SP16</td> <td>3.28</td> </tr> <tr> <td>FA16</td> <td>3.18</td> </tr> <tr> <td>SP17</td> <td>3.52</td> </tr> </tbody> </table> </div>	Term	Score	FA15	3.00	SP16	3.30	FA16	3.10	SP17	3.40	Term	Score	FA15	3.35	SP16	3.28	FA16	3.18	SP17	3.52
Term	Score																									
FA15	3.00																									
SP16	3.30																									
FA16	3.10																									
SP17	3.40																									
Term	Score																									
FA15	3.35																									
SP16	3.28																									
FA16	3.18																									
SP17	3.52																									

<p>Management:Create, evaluate, and apply research relative to career path for management decision making</p>	<p>MGT 240: Management Decision Making(capstone course)</p>	<p>Evaluation of final research projectSummativeDirectl nternalStudents will achieve at least a 3.0 out of 4.0 in critical thinking and communication skills based on a rubric...</p>	<p>The average of all scores for the evaluation period are</p> <p>Critical Thinking: Identification 3.30 Planning 3.20 Evidence 3.20 Analysis 3.20 Synthesis 3.00 Overall Average 3.18</p> <p>Communication: Organization 3.40 Clarity 3.50 Style 3.11 Grammar 3.20 Overall Average 3.30</p>	<p>The goal was met for the assessment period; however, results could be improved</p>	<p>The rubric will be evaluated to ensure that we capture and measure student outcome data more precisely. The overall course and prerequisite courses will also be evaluated for improvement opportunities</p>	<div data-bbox="1892 167 2362 529"> <table border="1"> <caption>MGT 240 Critical Thinking</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA15</td> <td>3.30</td> </tr> <tr> <td>SP16</td> <td>3.50</td> </tr> <tr> <td>FA16</td> <td>3.30</td> </tr> <tr> <td>SP17</td> <td>3.20</td> </tr> </tbody> </table> </div> <div data-bbox="1881 570 2352 932"> <table border="1"> <caption>MGT 240 Communication</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>FA15</td> <td>3.60</td> </tr> <tr> <td>SP16</td> <td>3.70</td> </tr> <tr> <td>FA16</td> <td>3.20</td> </tr> <tr> <td>SP17</td> <td>3.50</td> </tr> </tbody> </table> </div>	Term	Score	FA15	3.30	SP16	3.50	FA16	3.30	SP17	3.20	Term	Score	FA15	3.60	SP16	3.70	FA16	3.20	SP17	3.50
Term	Score																									
FA15	3.30																									
SP16	3.50																									
FA16	3.30																									
SP17	3.20																									
Term	Score																									
FA15	3.60																									
SP16	3.70																									
FA16	3.20																									
SP17	3.50																									

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						
	Teaching Experience		Working Experience		Total Experience	
	Years	Months	Years	Months	Years	Months
Business Technology	11	4	14	11	26	4
TTC Average	14	9	9	5	24	2

The Business Technology Division is widely recognized for its success in keeping 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, student success, 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 such as: the development of training videos for use in online courses and supplemental material for face-to-face and hybrid courses, implementation of YouSeeU – a conferencing application within online course platforms, piloting alternate schedules to boost enrollment, and piloting new academic advising techniques.

Departments within the division are committed to global awareness and leadership. Both the Accounting Department and Information Systems Department developed study abroad opportunities for their students. While study abroad is not new to the Accounting or Business Departments, the Information Systems Department took students on the first study abroad trip during Maymester 2016. Students and faculty traveled to Ireland to visit the Silicon Docks in Dublin, which hosts numerous tech giants including Google, Facebook, LinkedIn, PayPal, Amazon, and Twitter. Students toured several large technology companies.

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 Academic Affairs' emergency and business continuity plan.

In October 2015, former dean Connie Jolly became the Assistant Vice President for Educational Technology and the TTC Online College. Laurie Boeding, former associate dean for the division, became the dean in January 2016. Dean Boeding works closely with department heads on many initiatives 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, department heads, and faculty members actively participate on college committees and teams including: Curriculum Committee, Diversity and Inclusion Committee, Student Scholarship Committee, Faculty Council, Graduation Committee, the TTC Enterprise Information Systems Strategic Planning Team, the TTC Strategic Planning Team, General Education Committee, Academic Advising Committee (an AOT faculty member is the standing chair), the iPASS Committee, two Title III grant committees, and the Academic and Financial Aid Suspension Appeals Committee. A BT faculty member from the Business Department serves as a Title IX investigator for the College.

Several Business Technology faculty members serve as advisors of student organizations including the Association for Information Technology Professionals (AITP), the Student Accounting Association, and Phi Theta Kappa (PTK). Both the department head of accounting and the program coordinator of the business department are advisors for TTC's PTK chapter as is an Accounting Department faculty member. The TTC PTK organization has received numerous international, national, and state level awards. The chapter received the following awards in 2014 - 2016:

2016	2015	2014
Distinguished Advisor	Distinguished Chapter Member and Carolinas Hall of Honor	Carolinas Region Hall of Honor
Outstanding Award of Distinction	Distinguished Chapter Officer	Carolinas Region Alumni Hall of Honor
5 Star Chapter Development Plan Award	Distinguished Chapter Officer Team	Distinguished Chapter Member
Horizon Awards – all 5 advisors	Carolinas Hall of Honor Alumni and Distinguished Alumni Member	Distinguished Chapter Officer

Hall of Honor Awards Distinguished Chapter Officers – 2	Paragon Award for Advisors less than 4 years	Distinguished Alumni Member
Distinguished Chapter Officers - 2	Continued Excellence Award for Advisors	Distinguished College Administrator
Distinguished Chapter Member	Horizons Award	Paragon Award for Advisors
Distinguished Chapter Advisor	Carolinas Region Service Project Award	Continued Excellence Award for Advisors
Continued Excellence Advisor	Carolinas Region Honors in Action Project Award	Carolinas Region Service Project Award
Carolinas Region Honors in Action Project Award	Carolinas Super Stars	Carolinas Region Honors in Action Project Award
Regional Service Award	Distinguished Honors in Action Project Award	Carolinas Super Stars Award
Honor's in Action Project Theme Award	Distinguished College Project Award	Distinguished College Project Award
Distinguished Honors in Action Award	Distinguished Alumni Chapter	Distinguished Alumni Chapter
Distinguished College Project Award	Distinguished Chapter Awards	Five Star Chapter Development Plan
Most Distinguished Chapter in the Carolinas Award	Five Star Chapter Development Plan	
Top 100 Chapters Award	Top 100 Chapters Award	

During Fall 2016 several BT faculty members, along with PTK students, implemented the TTC Grocery Vault. The Grocery Vault provides food assistance to students, faculty, and staff in need. In January 2017 one of the PTK advisors, Daryl Milligan, and Dean Boeding presented an overview of the BT Division to the TTC Foundation Board. Mr. Milligan's presentation of the Grocery Vault project was so impressive that the Foundation Board implemented a separate fund for the Grocery Vault. TTC employees may designate Foundation contributions directly to the Grocery Vault fund.

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 BT division 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.

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 dean's PD account, NSF ATE grant, and Perkins grant dollars.

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 and the Distance Learning Department to assist with instructional technology such as YouSeeU. 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, and academic assistant vice president. 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 BT Division continues 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

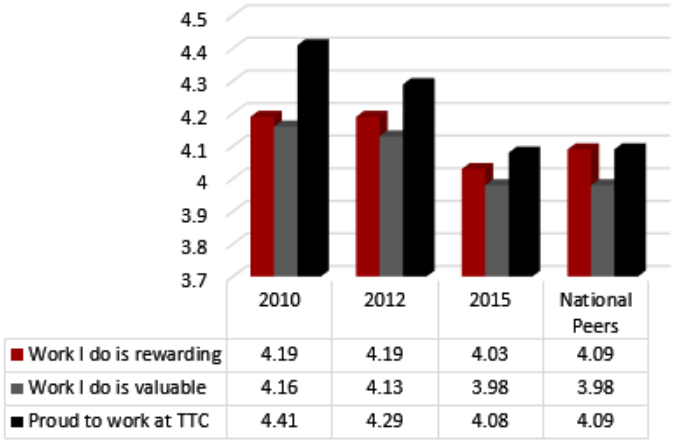
challenge to students, and recognize top students, teachers, and schools. This day-long competition is held each spring on Main Campus. Students compete in mathematics, science, social studies, composition, public speaking and visual arts. Special competitions include automotive, computer aided design, 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>

- Youth Apprenticeship program. Planning began during fall 2014 for a Junior Computer Programming youth apprenticeship program, which began in the fall 2015 semester. Since that time, Youth Apprenticeships have been added in cybersecurity, computer networking and technical support, medical office specialist, and IT governance. The departments continue to work with the Dean of Apprenticeships to add more of these opportunities. Under the Youth Apprenticeship program, high school juniors and seniors enroll in dual credit courses and work for local employers while attending high school simultaneously. Community partners and employers include the Charleston Metro Chamber of Commerce, Santee Cooper, Blackbaud, 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. Additionally, the competition hosts a Professional day in which area cybersecurity experts compete. For the past two years, TTC students were invited to participate on the professional teams and some students received job offers as a result of their participation.
- 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, assisted high school teams to compete in the events during the 2014-2015, 2015 – 2016, and 2016-2017 academic years. Assistance was given in monetary forms as well as use of technical resources and volunteers.
- Four year institutions. The BT Division collaborates and partners with several four-year universities to assist students who want to continue their education. While no BT programs are designed as transfer programs, transfer agreements have been established for Information Systems and Network Systems Management students to transfer into ECPI University after completing an AAS degree. Charleston Southern University accepts TTC AAS degrees in Information Systems and Network Systems Management and applies two years of credit toward a Baccalaureate in Technology.
- 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 and also give input and expertise to the various competition events.
- Partnership with the Charleston Digital Corridor and CODECamp. The Digital Corridor was established to accelerate the growth of Charleston's high tech economy. Nicknamed the Silicon Harbor, the Tri-County area has become home to many high tech organizations including Boeing, 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.

- Business and industry partnerships. The Division maintains numerous, on-going partnerships with area businesses in order to foster student success. During spring 2016 TTC's president signed an educational partnership agreement between TTC and SPAWAR Systems Center Atlantic. While the BT Division and College have maintained strong relationships with SPAWAR, the relationships and collaboration activities were not formalized into an agreement. The official agreement permits SPAWAR to donate equipment and employee time to the College and, in particular, the BT Division.

Table 3.a Standard 5 - Faculty- and Staff-Focused Results

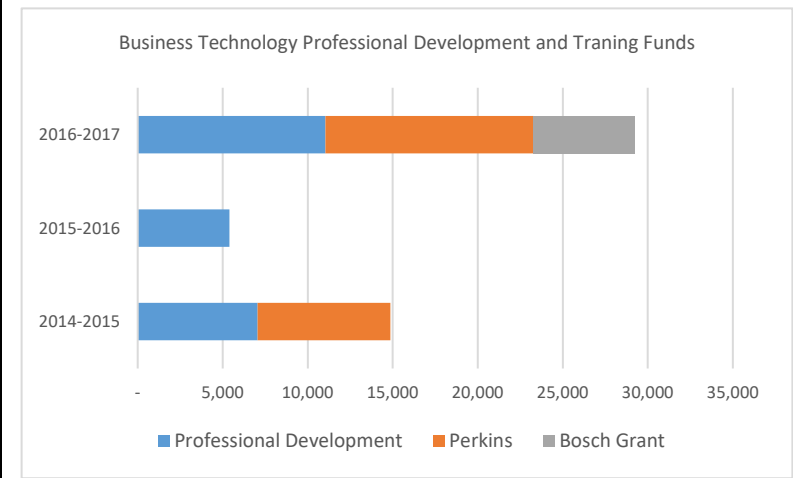
Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.																							
		<i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of these supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>																							
Analysis of Results																									
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																				
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(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,	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.	 <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2012</th> <th>2015</th> <th>National Peers</th> </tr> </thead> <tbody> <tr> <td>Work I do is rewarding</td> <td>4.19</td> <td>4.19</td> <td>4.03</td> <td>4.09</td> </tr> <tr> <td>Work I do is valuable</td> <td>4.16</td> <td>4.13</td> <td>3.98</td> <td>3.98</td> </tr> <tr> <td>Proud to work at TTC</td> <td>4.41</td> <td>4.29</td> <td>4.08</td> <td>4.09</td> </tr> </tbody> </table>		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
	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																					

<p>that the work is valued by the institution, and that employees are proud to work at the institution.</p>																	
<p>BT Faculty satisfaction will exceed 3.2 on a 4.0 scale</p>	<p>Business Technology Division - Faculty Satisfaction Survey</p>	<p>73% Response Rate (33 distributed / 24 responded) Job satisfaction 3.48 Division Office Support 3.61 Leadership 3.48 Workload 3.15 Information Technology Services 3.56</p>	<p>Overall, faculty are satisfied with divisional and college wide support. Workload satisfaction is below expected goal.</p>	<p>The dean is working with department heads to evaluate faculty workload. All divisional leadership is assisting faculty with workloads to alleviate problems where necessary.</p>	<div data-bbox="1298 667 2179 1101" data-label="Figure"> <h3 style="text-align: center;">Support Services</h3> <table border="1"> <caption>Support Services Satisfaction Data</caption> <thead> <tr> <th>Support Service</th> <th>Satisfaction Score</th> </tr> </thead> <tbody> <tr> <td>Public Safety</td> <td>3.55</td> </tr> <tr> <td>Division Office</td> <td>3.61</td> </tr> <tr> <td>Counseling and Career Services</td> <td>3.25</td> </tr> <tr> <td>Physical Facilities</td> <td>3.38</td> </tr> <tr> <td>Information Technology Services</td> <td>3.56</td> </tr> </tbody> </table> </div>	Support Service	Satisfaction Score	Public Safety	3.55	Division Office	3.61	Counseling and Career Services	3.25	Physical Facilities	3.38	Information Technology Services	3.56
Support Service	Satisfaction Score																
Public Safety	3.55																
Division Office	3.61																
Counseling and Career Services	3.25																
Physical Facilities	3.38																
Information Technology Services	3.56																



<p>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.</p>	<p>Annual review of professional development funds obtained for faculty and staff.</p> <p>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.</p>	<p>The division received \$50,000 between 2014 - 2017 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.</p> <p>24 faculty and staff members from the BT Division attended PD activities from Fall 2016 - Spring 2017</p>	<p>PD Funds increased substantially from the 2015-16 academic year to the 2016-17 year due to additional grant funds and support from the Vice President for Academic Affairs.</p>	<p>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.</p>
---	--	---	--	---

Business Technology Professional Development Funds			
SOURCE	2014-2015	2015-2016	2016-2017
Professional Development	7,050.50	5,393.42	11,033.47
Perkins	7,806.08		12,240.80
Bosch Grant			5,990.00
Total	\$ 14,856.58	\$ 5,393.42	\$ 29,264.27



Faculty Qualifications

Complete the table 3.b for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported, in accordance with Criterion 5.2 in the Standards and Criteria.

Table 3.b Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

Faculty Credentials								
Accounting								
NAME	COURSES and CREDIT HOURS TAUGHT	Fall 2015	Spring 2016	Fall 2016	Spring 2017	RELEVANT ACADEMIC DEGREES AND CREDITS EARNED	OTHER QUALIFICATIONS	ACBSP QUALIFICATION
Bohlen, Cheryl	ACC-101 -Accounting Principles I -3	X	x			Master of Accounting and Financial Management, Keller Graduate School of Management, DeVry University		
						Certified Public Accountant, Keller Graduate School of Management, DeVry University		
Coward-Tague, Heather	ACC-101 -Accounting Principles I -3			X		M.S., Accounting, Strayer University		
	ACC-124- Individual Tax Procedures - 3				X	B.S., Accounting, Strayer University		
						A.Bus., Accounting, Trident Technical College		
Keller, Tina	ACC-240 - Computerized Accounting - 3			X	X	M.S., Accountancy, University of Phoenix		
						Bachelor of Science in Business, Accounting, University of Phoenix		
						A.A., Accounting, University of Phoenix		
Faculty Credentials								
Business								
NAME	COURSES and CREDIT HOURS TAUGHT	Fall 2015	Spring 2016	Fall 2016	Spring 2017	RELEVANT ACADEMIC DEGREES AND CREDITS EARNED	OTHER QUALIFICATIONS	ACBSP QUALIFICATION
Brower, Steven	BUS-101 -Introduction to Business -3		X			M.B.A., Rutgers State University		
	MGT-101 -Principles of Management -3	X		X		B.S., Chemical Engineering, Purdue University		
	MGT-121 -Small Business Operations -3	X						
Campbell, Mahalah	MGT-101 -Principles of Management -3	X	X			M.B.A., Webster University		
	MGT-201 -Human Resource Management -3		X	X	X			

	MGT-270 -Managerial Communication -3	X	X	X	X			
Lloyd, Shirley	MGT-101 -Principles of Management -3				X	M.A., Management, Webster University		
McDaniel, Michelle	ECO-210 -Macroeconomics -3			X	X	M.S., Economics, Southern Illinois University B.S., Business Administration, Colorado Christian University		
Rodemann, Leila	BAF-101 -Personal Finance -3				X	M.A., Economics, Clemson University		
	ECO-210 -Macroeconomics -3			X	X	B.S., Economics and Finance, Babes-Bolyai University		
	ECO-211 -Microeconomics -3			X	X	B.A., Political Science and European Studies, Babes-Bolyai University Certificate, Economics and Business Administration, University of Trier		
Smith, Chantal	ECO-211 -Microeconomics -3	X				M.A., Education/Secondary Teacher Education, University of Phoenix B.S., Business Economics, Florida A&M University 18 Graduate hours in Economics, The American University		
Szydowski, Jarae	MGT-101 -Principles of Management -3	X				M.A., Management and Leadership, Webster University		
Veno-Biering, Carmen	BUS-101 -Introduction to Business -3			X		M.B.A., Francis Marion University		
	BUS-110 -Entrepreneurship - 3				X	B.B.A., Marketing, Francis Marion University		
Faculty Credentials								
Information Systems								
NAME	COURSES and CREDIT HOURS TAUGHT	Fall 2015	Spring 2016	Fall 2016	Spring 2017	RELEVANT ACADEMIC DEGREES AND CREDITS EARNED	OTHER QUALIFICATIONS	ACBSP QUALIFICATION
Connell, Aimee	AOT-105 -Keyboarding - 3		X	X	X	M.Ed., Technology in Education, Lesley University		
	AOT-110 -Document Formatting - 3				X	B.T., Business, Charleston Southern University		
	AOT-161 -Recorded Management - 3	X				A.B., General Business, Trident Technical College		
	AOT-265 -Office Desktop Publishing -3		X		X			
Etheridge, Keneisha	CPT-174 -Microcomputer Spreadsheets -3				X	M.S., Software Development, Winthrop University B.S., Computer Science, Saint Augustine's College		

Tedder, Renee	CPT-101 -Introduction to Computers -3	X				M.A., Computer Resource and Information Management, Webster University		
						B.S., Computer Science, College of Charleston		
Vaseashta, Sherri	CPT-167 -Intro to Programming Logic -3	X	X			M.S., Computing Technology, Nova Southeastern University		
	CPT-238 -Internet Scripting -3		X			B.S., Business Teacher Licensure, Bluefield College		
						62 Hours - Information Systems		
Walthall, Jerry	CPT-174 -Microcomputer Spreadsheets -3	X				M.S., Computer Science and Information Sciences, College of Charleston		
						B.S.E.E., The Citadel		

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. From Spring 2014 – Spring 2016, success rates improved from 65.4% to 76.2%. Fall 2015

– 2016 showed a slight decline from 76.8% in fall 2015 to 75.8% in fall 2016. Spring 2015 success rate was 73.7% but improved to 76.2% for spring 2016. The variation from fall to fall vs. spring to spring success rates is unclear.

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 7

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 7 Standard 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 (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 Graph or Tables of resulting Trends (3-5 data points preferred)																				
Increase Student success Rates to 83%	Review of faculty success rates (student grade C or higher in a course) at the end of each spring semester	<p style="text-align: center;">Fall Semesters 2013 - 2016</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>75.62 %</td> <td>82.64%</td> <td>83.99 %</td> <td>83.05%</td> </tr> </tbody> </table> <p>(The averages exclude students who withdrew from courses).</p>		2013	2014	2015	2016	Average	75.62 %	82.64%	83.99 %	83.05%	Success rates increased significantly from 2013 – 2015 and have remained consistently high from 2014 – 2016.	Continue to monitor success rates and review student learning outcomes as measure of success criteria in addition to successful completion of courses	<table border="1"> <caption>Student Success Rates</caption> <thead> <tr> <th>Year</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>75.62</td> </tr> <tr> <td>2014</td> <td>82.64</td> </tr> <tr> <td>2015</td> <td>83.99</td> </tr> <tr> <td>2016</td> <td>83.05</td> </tr> </tbody> </table>	Year	Success Rate (%)	2013	75.62	2014	82.64	2015	83.99	2016	83.05
	2013	2014	2015	2016																					
Average	75.62 %	82.64%	83.99 %	83.05%																					
Year	Success Rate (%)																								
2013	75.62																								
2014	82.64																								
2015	83.99																								
2016	83.05																								
Increase enrollment BT programs by 2% each year	Enrollment data reported to IPEDs by the Institutional Research Department	<table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Fall Semester</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Headcount</td> <td>2,744</td> <td>2,668</td> <td>2,526</td> <td>2,128</td> </tr> </tbody> </table>	Fall Semester	2013	2014	2015	2016	Headcount	2,744	2,668	2,526	2,128	2013 was an anomaly for college wide enrollment. While our sister institutions declined in enrollment, TTC continued to grow. 2014 –	Faculty are more engaged in community outreach and connection with high schools to help boost program enrollment. The Business and Information Systems	<table border="1"> <caption>Student Enrollment</caption> <thead> <tr> <th>Year</th> <th>Headcount</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>2,744</td> </tr> <tr> <td>2014</td> <td>2,668</td> </tr> <tr> <td>2015</td> <td>2,526</td> </tr> <tr> <td>2016</td> <td>2,128</td> </tr> </tbody> </table>	Year	Headcount	2013	2,744	2014	2,668	2015	2,526	2016	2,128
Fall Semester	2013	2014	2015	2016																					
Headcount	2,744	2,668	2,526	2,128																					
Year	Headcount																								
2013	2,744																								
2014	2,668																								
2015	2,526																								
2016	2,128																								

						2016 enrollment is consistent with the enrollment decline across the state. However, TTC enrollment has declined at a lower rate than most of our sister institutions.	Department are offering more dual credit courses to increase overall enrollment.														
Increase graduate placement rates to 90%	Graduate placement rates reported by faculty to Institutional Research every year. Information collected via graduate placement surveys and follow-up phone calls and emails to graduates.	2012	2013	2014	2015	2016	The number of graduates placed in Spring 2016 did not meet the performance measure; however, there was an increase of 13% from 2015 – 2016. This is likely due to the increased student success rates.	Continue monitoring and improving student success rates to improve retention. Continue outreach to local employers to promote our graduates. Increase youth apprenticeships and internships.	<p>Graduate Placement Rates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>91%</td> </tr> <tr> <td>2013</td> <td>86%</td> </tr> <tr> <td>2014</td> <td>83%</td> </tr> <tr> <td>2015</td> <td>71%</td> </tr> <tr> <td>2016</td> <td>84%</td> </tr> </tbody> </table>	Year	Rate (%)	2012	91%	2013	86%	2014	83%	2015	71%	2016	84%
Year	Rate (%)																				
2012	91%																				
2013	86%																				
2014	83%																				
2015	71%																				
2016	84%																				