Worksheets: Overview of Academic Activities

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Overview of All Academic Activities

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

Column B: Indicate with "yes" or "no" whether the business unit administers the program.

Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP .

If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited.

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

A. Business or Business Related Programs & Degree Type	B. Program in Business Unit	C. To be Accredited by ACBSP	D. Number of Degrees Conferred During Self-study Year
PLEASE ENTER YOUR PROGRAMS & DEGREE TYPE BELOW:			
AAS Accounting	Yes	Yes	15
AAS Administrative Office Technology	Yes	Yes	15
AAS Business Administration-Marketing	Yes	Yes	14
AAS Business Administration-Small Business Entrepreneurship	Yes	Yes	28
AAS Computer Technology - Computer Programming	Yes	Yes	21
AAS Computer Technology - Information Systems Specialist	Yes	Yes	42
AAS Management - Human Resources	Yes	Yes	14
AAS Management - Leadership Development	Yes	Yes	19
AAS Management - Supply Chain Management	Yes	Yes	14
AAS Criminal Justice	Yes	No	29
AAS Cybersecurity	Yes	No	70
AAS General Technology-Cosmetology	Yes	No	14

AAS Homeland Security Management	Yes	No	7
AAS Management-Fire Service	Yes	No	2
AAS Network Systems Management	Yes	No	45
AAS Paralegal	Yes	No	20

Table 1.1. – Leadership Processes - Approach		
Process Description	**Person Responsible**	**Implementation Schedule**
Yearly Mission and Vision Review	Associate Vice President of Planning and Accreditation TTC Cabinet TTC Area Commission Business Technology Leadership	March
Enrollment Number Monitoring	Associate Vice President of Planning and Accreditation Vice President for Education Dean Department Heads	Weekly
Committee and Community Involvement Student Organizations	Dean Department Heads BT Faculty	June
Review of Course Evaluations	Dean Department Heads Faculty Members	End of each term
Yearly Graduation Rate Monitoring	Dean Department Heads	May
Graduate Placement Rate Monitoring	Department of Institutional Research Dean Department Heads	August

Table 1.2. – Leadership Process Deployment

Process type	Process Description	Evidence of Deployment
Mission and Values	Yearly Mission and Vision Review	Minutes of the Area Commission Meeting (See AC Minutes March 22, 2022 Final in Standard 1)
Performance Measures	Enrollment Number Monitoring	Daily Program Enrollment (See BT Program Enrollment AY 2021-22 - ACBSP in Standard 2) - Trend Data for last 3 Years (See Enrollment by Program Fall Term 2019-2021 in Standard 2)
Social and Community Responsibility	Community Activities or Organization Membership/Participation	Faculty members participated in more than 28 external social or community activities during the self study year such as: Lowcountry STEM Collaborative, Special Olympics, Trident United Way, Water Missions, Boy Scouts of America, Future Business Leaders of America, Veterans Administration Guitars for Heroes, American Association of Women in Community Colleges (SC Chapter) Faculty members served on numerous internal committees and volunteered at events such as: Faculty Council, High School Career Day, Girls Day Out STEM camp, K-12 STEM camps, Graduation Committee

Impacts on Society	Graduate Placement Report Review	91% Average placement rate for BT AAS graduates in 2020. 93% Average placement rate for BT certificate graduates in 2020. 100% Placement in Supply Chain, Transportation and Logistics, and Cybersecurity.

Table 1.3. Leadership Process Results		
Process type	**Process Description**	**Key Data Analysis (Charts/Tables/Etc.)**
Mission and Values	Yearly Mission and Vision Review	Minutes from Department Head meeting - Identified Issues: BT would benefit from a separate mission statement
Performance Measures	Enrollment Number Monitoring Success Rate Monitoring	- Weekly Enrollment Reports - Trend Data for the last 3 Years (Below, and standards 2 & 7) - BT Division Enrollment: 2019: 2287 2020: 2167 2021: 2204 - Identified Issues: Success Rate: Spring 2020: 79.5% Fall 2020: 75.2% Spring 2021: 80.6% Fall 2021: 77.8% Spring 2022: 79.5%
Social and Community Responsibility	Community Activities or Organization Membership/Participation	- Evaluation of Faculty Performance (FPMS) - Data from multiple other sources - List of Identified Issues: -Support for local small businesses and entrepreneurs - identified during pandemic and received Relentless Challenge/DOC funds for virtual Entrepreneur Center

Impacts on Society	Graduate Placement	Review of Graduate Placement Report - Identified Issues: Number of graduates who couldn't be reached was high. Consider asking students to update their personal contact information and create a LinkedIn profile in the Capstone courses, during advising appointments, and via a Navigate campaign. Also consider adding exit survey to capstone classes to collect personal contact information.

Table 1.4. Leadership Process Improvements Implemented		
Process Description	**Key Results**	**Description of the Actions Taken**
Yearly Mission and Vision Review	Identified Issues: BT stakeholders would be better served if the Division had its own Mission and Vision statement in addition to the College Mission and Vision	Surveyed Faculty on Strategic Goal input Created Teams for Strategic Planning and Review of Mission and Vision Survey Faculty for Mission and Vision Statement Input
Enrollment Number Monitoring and Success Rate Monitoring	Identified Issues: Division enrollment up 2% in Fall 2021 from Fall 2020 Success rate data remained consistent	Continue working with the HUB and using Education Advisory Board (EAB) Navigate to reach out to advisees Continue monitoring success rates
Community Activities or Organization Membership/Participation	List of Identified Issues: External membership and community activity participation was low due to pandemic Support needed for local small business and entrepreneurs	Division Leaders encourage and support participation in community activities. Pursued and received grant funding to develop virtual Entrepreneur Center to support entrepreneurs during the pandemic and beyond
Graduate Placement	Identified Issues: Graduate placement was lower than expected Participation in entrepreneur activities was lower than expected	Encouraged students to update contact information and create LinkedIn profile

Table 2.2.A – Table for Key Short-Term & Long-Term Strategic Planning

Key Strategic Objectives *Note if Short-term (ST) or Long-term (LT)	Responsible Party(ies) (Who)	Action Plan (What)	Time Table (When)	Process (How)	Date completed or Next Steps and OFI's
Obtain Required Resources to Meet Business Unit's Strategic Objectives (ST)	Chair & Business Unit's Program Representatives	Budget Request for Upcoming Academic Year	May 1, Current Academic Year	1. Receive Input from Business Unit's Department Heads 2. Submit Final Budget Request to VP of Education	Ongoing
Increase Enrollment (ST and LT) in BT Programs	Dean, Associate Deans, Department Heads, and Advisors	Division leaders review enrollment IR dashboards at the beginning and end of each semester and compare to previous year.	October 2020, March 2021, October 2021, March 2022	1. Advisors update availability in EAB Navigate 2. Advisors send enrollment/registration campaigns in EAB Navigate 3. Offer virtual advising appointments in the evenings to accommodate working students 4. Assist the Hub with outreach to new students	Ongoing
Improve Retention (LT) in BT Programs	Department Heads and faculty advisors	Department Heads and advisors provide outreach to enrolled students via EAB Navigate, phone calls, enrollment reports from IR.	August 2020, January 2021, August 2021, January 2022	1. Email campaigns to advisees via EAB Navigate 2. Use and review of appointment notes in EAB Navigate 3. Registration/enrollment campaigns in EAB Navigate	Ongoing
Improve Success Rates (ST) in BT Courses	All BT Faculty	Review success rate IR dashboards	End of each term, after final grades are posted	1. Continually review course success and completion rates 2. Make continuous improvement in curriculum, teaching, etc. to improve success rates 3. Measure results of changes	Ongoing
Improve Customer Service (LT) in the BT Division	All BT Faculty	Implement tools and processes to improve communication with internal and external stakeholders	Ongoing	1. All faculty install Webex Teams on college issued device to enable full remote office capabilities 2. Install Webex Teams on cell phone (optional) 3. Respond to email and voice mail within 24 business hours 4. Use EAB Navigate to send email campaigns to advisees and current students 5. Use Webex for virtual advising and office hour appointments 6. Provide evening advising appointments via Webex to accommodate working students	Ongoing

Table 3.1 Student and Stakeholder Groups

List your key student and stakeholder groups identified above and/or in the Organizational Profile, their requirements, and the processes of your educational program that meet their requirements.

Student/Stakeholder Groups	Student/Stakeholder Requirements	Process
High School Students	Breadth of Knowledge, preparedness for employability/transfer/continuing education	Course Evaluations Surveys
Transfer and Technical Students	Breadth of Knowledge, preparedness for employability/transfer/continuing education	Ruffalo Noel-Levitz Student Satisfaction Inventory Course Evaluations Meetings with Student Cabinet Academic Advising Sessions Conducting student focus groups Graduate Survey
Area High Schools	Providing onsite course offerings and feedback on courses/instruction	Area School Counselors meeting Survey for onsite course offerings
Four-year Colleges	Communications, activities, preparedness for transfer requirements	Transfer meetings (hosted by four-year colleges) Transfer communications (issued by four-year colleges)
Local Businesses, Industry Employers, Advisory Committees	Skills and knowledge in respective field, communicate job market requirements	Academic program advisory committee meeting Employer Survey

Table 3.2 - Student- and Stakeholder Focus - Criterion 3.2 - 3.4

Use this format to respond to Criterion 3.2 - 3.4. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders; perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, internship feedback, etc.

Measurement instrument or processes may include: end of course surveys, alumni surveys, internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

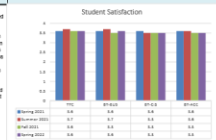
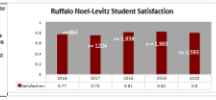
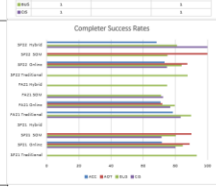
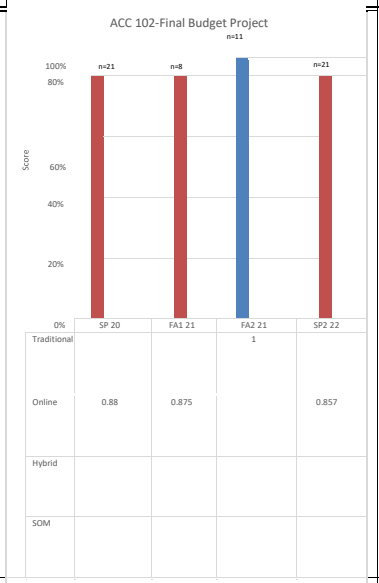
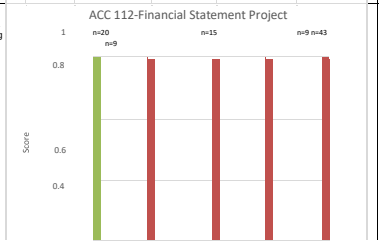
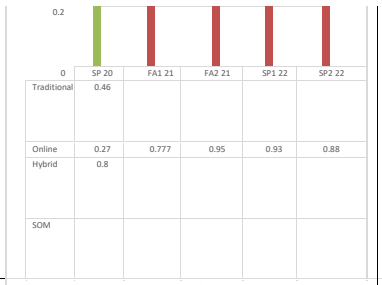
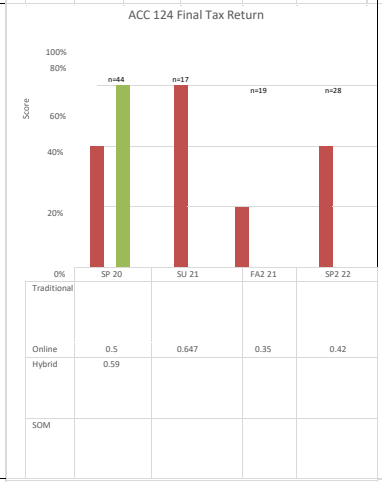
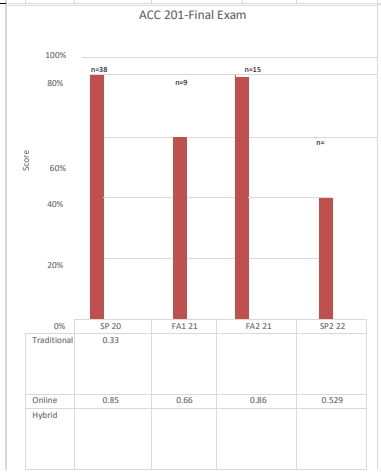
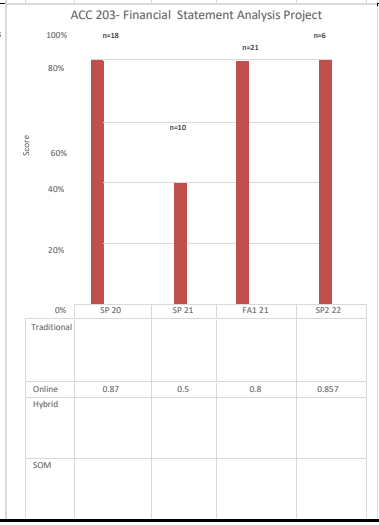
Performance Measures: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends [3-5 data points preferred]	Data Point 1	Data Point 2	Data Point 3	Data Point 4	Data Point 5
The differential in ST Student satisfaction courses and courses in other programs will be < 0.08 points. The differential is calculated on a 4-point scale.	Course Evaluations averages (differential = Division average - TTC average)	Fall 21 Spring 2022 TTC 3.6 3.6 BT-BUS 3.6 3.6 BT-CIS 3.5 3.6 BT-ACC 3.5 3.5	In Spring 2021, the student satisfaction in the Business, Accounting, and Computer Information Systems Department was the same as Trident Technical College's overall student satisfaction. In Summer 2021, both the Accounting and Computer Information Systems Departments saw a 1 decrease in student satisfaction compared to the overall college's student satisfaction. In Fall 2021, all three departments, Accounting, Business, and Computer Information Systems, saw a decrease of 1 compared to the overall college's student satisfaction rate. In Spring 2022, both the Accounting and Computer Information Systems Departments saw a 1 decrease in student satisfaction compared to the overall college's student satisfaction. Business Technology believes the decline in student satisfaction may have been caused by all courses having moved to an online format due to COVID-19, which gave students no other options for course modalities	In Fall 2021, Business Technology began opening more modalities for students to take courses. For example, scheduled online meetings (SOM) course offerings increased in many departments, and departments began to offer classes face-to-face and hybrid to assist with student satisfaction. The division has implemented measures to improve communication between students and faculty. All BT programs publish course materials one week before each term begins. Early course access allows students to review course requirements and plan for a successful term. Instructors also send appointment campaigns for registration. The campaigns are designed to encourage students to contact their advisors to assist with course registration. Many courses in the BT division have implemented Inclusive Access to ensure students are cash-ready on the first day of class.		Spring 2021 TTC 3.6 BT-BUS 3.6 BT-CIS 3.6 BT-ACC 3.6	Summer 2021 TTC 3.7 BT-BUS 3.7 BT-CIS 3.6 BT-ACC 3.6	Fall 2021 TTC 3.6 BT-BUS 3.6 BT-CIS 3.5 BT-ACC 3.5	Spring 2022 TTC 3.6 BT-BUS 3.6 BT-CIS 3.6 BT-ACC 3.5	
At least 80% of students will express satisfaction with their TTC experience.	Noel-Levitz Student Satisfaction Inventory	2020-80% (Did not Administer in Fall 2021)	Performance measures exceeded or met the 80% overall goal satisfaction with the TTC experience in 2015-2020. This is a vast improvement from 2016 to 2017 when the overall satisfaction fell below the overall goal. Institutional Research (IR) administered the Noel-Levitz Student Satisfaction Inventory six years in a row. IR skipped Fall 2021 to take a break from surveying students. IR intends to survey students again in Fall 2022.	In Spring 2019, TTC implemented a new onboarding process for all students to help increase student satisfaction with their TTC experience. Once students have been accepted to the college, they are assigned a Navigator. This Navigator works with the student to assist them with the onboarding process at TTC. The Navigator continues to be a resource for students even after the initial onboarding process. Student satisfaction will continue to be monitored and is expected to increase, as shown in the past three years.		2016 77% n=564	2017 76% n=1204	2018 81% n=1029	2019 82% n=1003	2020 80% n=1593
At least 80% of graduates will express satisfaction with their academic program.	Graduate Survey	2021 Graduate Results (for students who graduated in: SU20,FA20,SP21) ACC - 100% Satisfaction (3/22) 14% Response Rate AOT-100% Satisfaction (9/26) 35% Response Rate BUS-99% Satisfaction (117/107) 27% Response Rate CIS -100% Satisfaction (9/47) 19% Response Rate 2022 Graduate Satisfaction results will not be available until June 2023	Graduates are satisfied with their program of study. The response rate is not as high as expected.	The graduate survey is administered at the end of every term. An aggregate report is produced at the end of each academic year. BT will actively reach out to graduates of academic programs to encourage graduates to complete the survey.		2019 ACC- 100% N=1 AOT- 100% N=1 BUS- 100% N=17 CIS- 100% N=3	2020 ACC- 100% N=6 AOT- 100% N=3 BUS- 98% N=26 CIS- 100% N=8	2021 ACC- 100% N=3 AOT- 100% N=3 BUS- 98% N=17 CIS- 100% N=9		
At least 80% of employers will express satisfaction with graduates of the programs.	Employer Survey (administered every two years since 2009)	2021=100%	Although the benchmark was exceeded, response rates from employers was low from 2017 to 2021. In 2019, responses were not received from Computer Information Systems, Business Administration, and Management.	Advisory Committee managers will actively reach out to advisory committee members from all academic programs to encourage participation in the survey. Industry partners, such as Youth Apprenticeship employers and CO-OP employees will be contacted personally to increase the response rate.		2017 ACC-No Responses AOT-100% N=1 BUS-100% N=1 CIS-100% N=2	2019 ACC-100% N=1 AOT-100% N=3 BUS-No Responses CIS-No Responses	2021 ACC-100% N= 2 AOT-100% N=2 BUS-100 N=2 CIS-100% N=6		
> 71% of students successfully complete traditional, online, SOM, or hybrid classes offered by the Business Technology Division. *SOM = Scheduled Online Meeting	Fall (2021) through Spring (2022) Grade Distribution report used to compare traditional face-to-face, online, scheduled online meeting (SOM), and hybrid student success rates.	Overall Trad Online SOM HYB Fall 2021 ACC 71.5 (n=428) 78.4 (n=57) 70.8 (n=391) NA NA AOT 71.8 (n=78) NA 71.8 (n=78) NA NA BUS 80.27 (n=1767) 89.8 (n=353) 79.6 (n=1052) 71.1 (n=187) 74.9 (n=175) CIS 76.7 (n=509) 83.3 (n=24) 76.6 (n=357) 72.4 (n=58) NA Spring 2022 ACC 72.9 (n=524) 73.3 (n=483) 68.3 (n=41) AOT 88.9 (n=117) 87.5 (n=104) 100 (n=13) BUS 83.1(n=1839) 87.5 (n=256) 83.9 (n=1152) 75.1 (n=249) 81.0 (n=142) CIS 74.5 (n=918) 74.8 (n=908) 100 (n=13)	Overall results are consistently above 71%.	Grade Distribution reports are produced at the end of each semester. The division will continue to monitor the data for possible trends.		Spring 2021 Overall Trad Online SOM HYB ACC 71.5 (n=428) NA 71.0 (n=405) NA NA AOT 88.0 (n=73) NA 88.9 (n=63) 90.0 (n=10) NA BUS 83.1 (n=1773) 93.3(n=30) 84.5 (n=1114) 82.3 (n=429) NA CS 75.7 (n=875) NA 80.1(n=526) 71.4 (n=49) NA	Fall 2021 Overall Trad Online SOM HYB ACC 71.5 (n=428) 78.4 (n=57) 70.8 (n=391) NA NA AOT 71.8 (n=78) NA 71.8 (n=78) NA NA BUS 80.27 (n=1767) 89.8 (n=353) 79.6 (n=1052) 71.1 (n=187) 74.9 (n=175) CS 76.7 (n=509) 83.3 (n=24) 76.6 (n=357) 72.4 (n=58) NA	Spring 2022 Overall Trad Online SOM HYB ACC 72.9 (n=524) 73.3 (n=483) 68.3 (n=41) AOT 88.9 (n=117) 87.5 (n=104) 100 (n=13) BUS 83.1(n=1839) 87.5 (n=256) 83.9 (n=1152) 75.1 (n=249) 81.0 (n=142) CS 74.5 (n=918) 74.8 (n=908) 100 (n=13)	

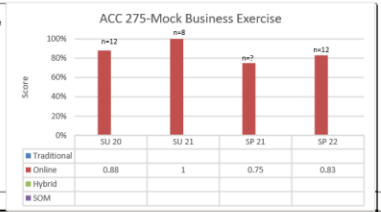
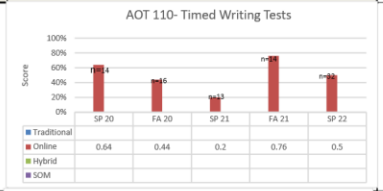
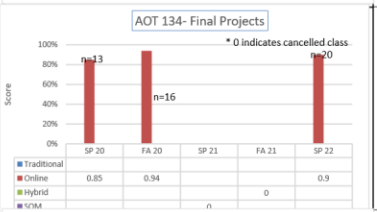
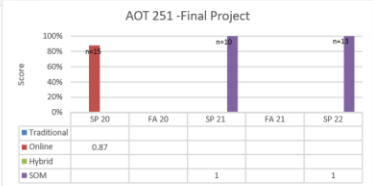
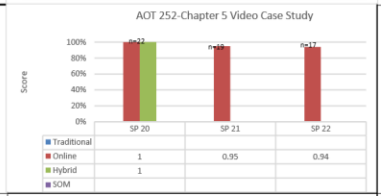
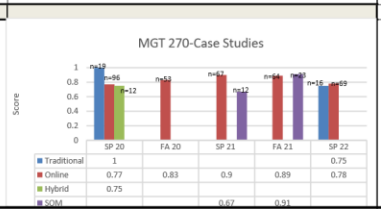
Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.1.

	Performance Indicator	**You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.**				
	A	B	C	D	F	G
	1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination). Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.				
			Analysis of Results			
	Identified in Criterion 4.2	**Identified in Criterion 4.1**	**Identified in Criterion 4.3**		**Identified in Criterion 4.4**	**Identified in Criterion 4.3**
	Approach	**Deployment (Do not use course grades or GPA)**	**Results**	**Analysis of Results**	**Improvement Action Taken or Improvement made**	**Insert Graphs or Tables of Trends (3-5 data points) Report sample or population size n = #**
	Accounting Program	**What is your measurement instrument or process?**	**What are your current results?**	**What did you learn from the results?**	**What did you improve or what is your next step?**	
	Valuation of product and manufacturing costs as needed for managerial decision-making. Formulating a Master budget and evaluating capital project alternatives in **ACC 102 Accounting Principles II**. 75% of students will achieve ≥ 71% on the Budget Project	Final Budget Project Summative, Internal, Direct, Comparative	2021 Fall 1 Online: 87.5% n=8 2021 Fall 2 2021 Traditional: 100% n=11 2022 Spring 2 Online: 85.7% n=21	Reevaluated the budget project in ACC 102 to decipher if it was covering the required materials and if it utilized Excel as required for a career in accounting. It was decided that the project was too easy because of the drop down utilities in the program.	Changing textbooks with more challenging assignments starting 2022 Fall that has a significant budget project that utilizes Excel and has significant materials to assist students in the content for the ACC 102.	
	Demonstrate overall knowledge of the learning objectives for topics in principles of financial accounting in **ACC 112 Organizational Accounting**. 75% of students will achieve≥ 71% on the Project.	Comprehensive accounting cycle and financial statements project Direct, Summative, Internal, Comparative	2021 Fall 1 Online: 77.7% n=9 2021 Fall 2 Online: 95% n=20 2022 Spring 2 Online: 88% n=9	The ACC 112 Financial Statement Project is considered a big success. The student feedback stated the students found it extremely beneficial to review the financials learned in ACC 111 and they found it useful to tie what they learned in ACC 111 with what they were learning in ACC 112.	A review of other textbooks revealed additional resources and a project that will better align the ACC 111 course with the ACC 112 course. This change will take place in the Fall of 2022. Additionally, the new textbook will include a financial statement project with additional learning tools.	

	A	B	C	D	E	F	G
							
13	Assemble a comprehensive individual tax return in **ACC 124 Individual Tax Procedures**. 75% of students will achieveâ 71% on the Tax Return exam.	Final Exam Tax Return Direct, Summative, External, Comparative	2021 Fall 2 Online: 35% n=19 2022 Spring Online: 42% n=28	Students found the ACC 124 Final Tax Return project extremely difficult. This was exacerbated by the lack of video examples and/or support for the project via examples in the textbook.	The next edition of the textbook offers more examples and video content involving tax returns and the completing of applicable worksheets. The instructor has assigned videos that will assist the student in completing the forms.		
14	Demonstrate knowledge of the advanced accounting process by recording the impact of daily and end of period business transactions in **ACC 201 Intermediate Accounting I**. 75% of students will achieveâ 71% on the exam.	Final Exam Direct, Summative, External, Comparative	2021Fall 1 Online : 66% n=9 2021 Fall 2 Online: 86% n=15 2022 Spring 2 Online: 52.9% n=17	The final exam in the ACC 201 had mixed results. Two out of the 3 data points fell below the criteria. The final exam is currently two parts: theory and application via the use of problems. The students struggled with the application portion. However, based on the feedback from the students, the struggle came from excessive scrolling required to complete the problems.	To alleviate the excessive scrolling required to view assignments, students will benefit from changing textbooks. The new textbook offers additional learning tools and has a more robust test bank with larger screen capabilities on exercises and problems. Students will be able to see all necessary information on one screen without having to reduce font size or scrolling to complete the assignments.		

A	B	C	D	E	F	G
15						
					SOM	
	Prepare and complete a financial statement ratio analysis comparing two Fortune 500 companies in **ACC 203 Intermediate Accounting III**. 75% of students will achieve ≥ 71% analysis project including the Excel analysis, Summary, and Presentation	Financial statement analysis project Direct, Summative, Internal	2021 Fall 1 Online: 80% n=10 2022 Spring 2 Online: 85.7% n=21	The financial statement project results in ACC 203 have continued to improve and now meet the criteria.	The financial statement project results have continued to improve and feedback from employers of our students stated the expansion on the project was necessary. We will be moving to a new publisher in the Fall of 2022 that will allow us to add additional data analytics to the course materials.		

	A	B	C	D	E	F	G
16	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 in **ACC 275 Selected Topics in Accounting.** 80% of the students will achieve >80% on the Mock Business Exercise which includes the Portfolio, Presentation and Accounting System completion.	Mock Business Exercise Direct, Summative, Internal	2021 Fall Class did not make 2022 Spring Online: 83% n=12	The ACC 275 class did not make during the Fall of 2021. However, the statistics for the Spring shows students achieved the required results. Our Accounting Advisory board would like to see more data analytics and extensive use of Excel in the program. We are researching ways to implement their request into this course.	The current plan is to change the ACC 275 course to expand on the requests of our advisory board and to move the project now completed in ACC 201, 202 and 203 into the ACC 275 and to add data analytics content into the ACC 201, 202, and 203. This will provide the students with more exposure to data analytic software in the Intermediate Accounting courses and will allow them to use those new skills to analyze more indepth the companies they chose for their project.		
17							
18	**Administrative Office Technology Program**						
19	Demonstrate ability to key at a minimum 45 wpm for 5 minutes with 5 or fewer errors in **AOT 110 Document Formatting**. 80% of students will earn scores for timed writings that are ≥ to a speed of 45 wpm with 5 errors or less.	5-minute timed writings (minimum of 3 per student) Direct, Formative, Internal,	Percentage typing 45 wpm with < 5 errors 2021 Fall Online: 76% n=13 2022 Spring Online: 50% n=32	AOT 110 - Overall, 57.7% of the students were able to key 45 wpm in 5-minutes with 5 or less errors. The overall student performance fell below expectations in both the fall and spring. Students may need more practice prior to the timed writing tests assessments.	Instructor will provide more opportunities for students to practice their speed during the course to help prepare students for 5-minute timed writing tests.		
20	Compose, format, and produce business documents using effective and efficient written communication techniques in **AOT 134 Office Communications**. 80% of students will successfully compose, format, and produce business documents with a grade of ≥ 75% .	Final Project Direct, Summative, Internal	Percentage of Final Project scoring ≥ 80% 2021 Fall Hybrid: Canceled 2022 Spring Online: 90% n=20	AOT 134 - Overall, 90% of the students achieved a score of 75% or higher on the final project The overall student performance is higher than expected. An additional learning tool may be needed to assist student with final project.	Instructor created a trial video to explain the process for the final project. It seems this video helped students tremendously on the final project. Instructor will incorporate the video in all sections of the course to ensure students continue meeting success criteria.		
21	Demonstrate proficiency in the integration of a variety of business application software using problem solving, decision making, critical thinking, and communication skills in **AOT 251 Administrative Systems and Procedures**. 85% of students complete final project with an average score ≥ 71%.	Final Project Direct, Summative, Internal,Comparative	Percentage of average score ≥ 85% 2021 Fall 2022 Spring SOM: 100% n=13	AOT 251 - Overall, 100% of the students achieved a score of 71% or higher on the final project. The overall student performance is higher than expected. It appears students do better when this course is offered as an SOM as opposed to online. This course is only offered in the Spring.	Instructor will continue to evaluate current assignments to determine which should be kept, strengthened, or replaced to ensure expected level of performance is maintained.		
22	Create and utilize file management systems for efficient retrieval of information and files in **AOT 252 Medical Systems and Procedures**. 80% of students will be able to Managing Health Information video case studies with a grade of > 75%.	Video Case Studies Direct, Summative, Internal	Percentage of Video Case Studies scoring > 75% 2021 Fall 2022 Spring Online: 94% n=17 *Added to 2021-2023 assessment cycle.	AOT 252 - Overall, 94% of the students achieved a score of 75% or higher on the Managing Health Informtion video case studies. The overall student performance is significantly high. A re-evaluation of the video cases may be warranted. This course is only offered in the Spring.	Instructor will complete an analysis of the video case studies and adjust the study materials to continue to prepare students to meet the success criteria.		
23							
24	**Business Administration Program**						
25	Effectively convey ideas, information, and intentions in a variety of business situations using oral, written, and electronic documentation skills in **MGT 270 Managerial Communication**. 80% of the students who complete the course will achieve a score of ≥75% on the case studies. All Career Paths	Response to 6 real-world communication case studies Direct, Formative,Internal, Comparative	Percentage of responses to case studies scoring ≥75% 2021 Fall Online: 89% n=64 SOM: 91% n=23 2022 Spring Online: 78% n=69 Traditional: 75% n=16	MGT 270 - Overall, 83.7% of the students achieved a score of 75% or higher on the case studies analysis. The overall student performance is higher than expected. It appears students did better in the fall than the spring. Identifying what may cause this discrepency will help improve spring grades.	Instructor will complete an analysis of individual case studies to discover which ones are causing students to struggle the most to achieve a passing grade. Based on the findings, the instructor will either adjust the case study questions or adjust the study materials to better prepare students to achieve a passing grade on all cases.		

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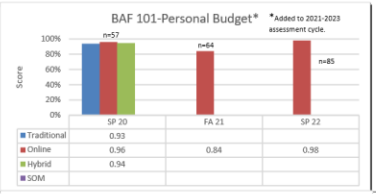
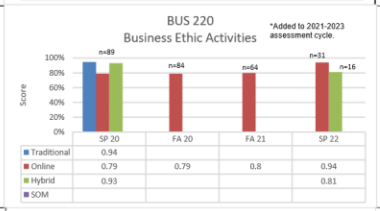
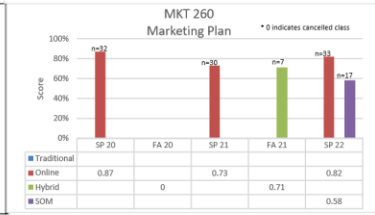
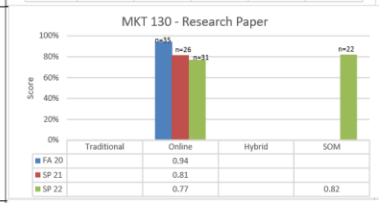
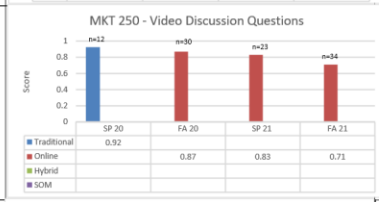
26	Create a budget to include financial planning, credit use, insurance, investment, and retirement in **BAF 101 Personal Finance**. 80% of the students who complete the personal budget project will achieve a score of ≥75% on the project. All Career Paths	Personal budget project Direct, Formative, External, Comparative	Percentage of personal budget projects scoring > 75% 2021 Fall Online: 84% n=64 2022 Spring Online: 98% n=85 *Added to 2021-2023 assessment cycle.	BAF 101 - Overall, 91.9% of the students achieved a score of 75% or higher on the personal budget project. The overall student performance is higher than expected. Although it appears students did better in the spring than in the fall, a closer analysis needs to be done on the course to determine why there is a difference in the course success.	Since this project covers major concepts and practices in personal finance, the instructor will use this information to identify the specific component(s) of the course where more emphasis needs to be placed on instruction.		
27	Recommend strategies that promote ethical and corporate behavior and social responsibility in **BUS 220 Business Ethics**. At least 80% of the students who complete the course will achieve an average score of 75% or higher on the real world life scenarios activites. All Career Paths	Business ethic activities Direct, Formative, Internal, Comparative	Percentage of correct ethical decision making scoring > 75% 2021 Fall Online: 80% n=64 2022 Spring Hybrid: 81% n=16 Online: 94% n=31 *Added to 2021-2023 assessment cycle.	BUS 220 - Overall, 80% of the students achieved a score of 75% or higher on the business ethical decision activities. This rate indicates that students do understand how to think ethically in real life scenarios. Increasing the goal of desired competency and/or modifying the activity to increase their difficulties are to be considered.	Instructor will examine other viable activities to use that will push students practice of ethical decision making. Aiming for a greater score will also be considered along with adjustments to other course content to reinforce the core purpose of identifying and behaving appropriately in the business world.		
28	Recognize the correct critical strategic competitive decision-making thought process necessary for the creation of a properly crafted marketing plan in **MKT 260 Marketing Management**. At least 90% of the students who complete the course will achieve a score of **85%** or greater on the strategic marketing plan. All Career Paths	Marketing plan Direct, Summative, Internal,Comparative	Percentage of market plans scoring ≥ 85% 2021 Fall Hybrid: 71% n=7 2022 Spring Online: 82% n=33 SOM: 58% n=17	MKT 260 - None of the classes achieved a score of **85%** or higher on the marketing plan. Although it appears online students did better in the Spring than in the Fall, a closer analysis needs to be done on the course to determine why there is a difference in the course success between online, hybrid, and SOM.	Instructor will explore other ways to reinforce the learning of required competencies. A focus on the strategic marketing thought process will be emphasized.		
29	Recognize the processes under which customer service adds value to the product or service offered in **MKT 130 Customer Service Principles**. 80% of the students who complete the course will achieve an average score of ≥75% on the Customer Service research paper. Career Path: -Marketing	Customer Service research paper Direct, Formative, Internal	Percentage of research papers scoring > 75% 2021 Fall: Cancelled 2022 Spring SOM: 82% n=22 Online: 77% n=31	MKT 130: Overall, 79% of the students scored 75% or higher on the Customer Service research paper. The overall student performance fell slightly below the stated goal of 80%. Students did better in the SOM section than in the Online section. Identifying the cause of this discrepancy will help improve grades for online students.	Instructor will incorporate key aspects as discussion questions to prepare students for their paper assignment.		
30	Students will understand and recognize the importance of human motivation in purchase decisions in **MKT 250 Consumer Behavior,** 80% of the students who complete the video discussion questions will achieve an average score of ≥75%. Career Path: -Marketing	Response to three videos discussing the relationship between consumers and purchasing decisions. Direct, Formative, Internal	Percentage of responses to video discussion questions scoring ≥ 75% 2021 Fall Online: 71% n=34	MKT 250: Overall, 71% of the students scored 75% or higher on the video discussion questions. The overall student performance fell below the stated goal of 80%. A review of course materials is needed to ensure students understand the relationship between consumers and purchasing decisions.	The instructor will complete an analysis of the three video discussion questions to discover which ones are causing students to struggle the most to achieve a passing grade. Based on the findings, the instructor will adjust the discussion questions or the study materials to better prepare students for passing grades on all video discussion questions.		
31	Create a business plan in **MGT 120 Small Business Management**. 80% of the students who complete the course will achieve a score of ≥75% on the written plan. All Career Paths	Business plan Direct, Summative, Internal, Comparative	Percentage of business plans scoring > 75% 2021 Fall Hybrid: 79% n=14 Online: 84% n=32 2022 Spring Online: 77% n=35 *Added to 2021-2023 assessment cycle.	MGT 120 - Overall, 80.2% of the students achieved a score of 75% or higher on the business plan. The overall student performance is equalivent to what was expected. A re-evalution of this course is needed to determine it strengths and weaknesses.	The information will allow the instructor to re-evaluate current assignments to determine which should be kept, strengthened, or replaced to achieve/maintain expected level of performance		
32							
33	**Computer Technology Program**						

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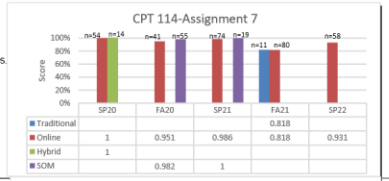
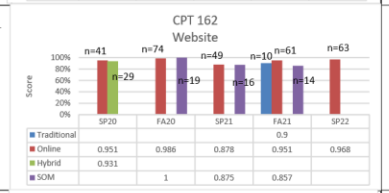
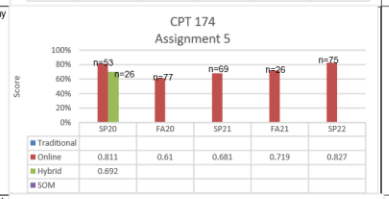
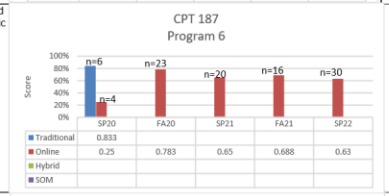
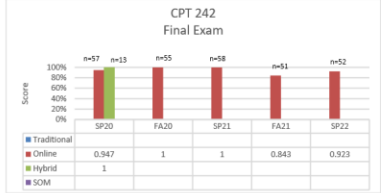
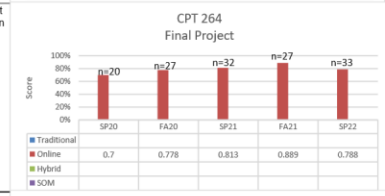
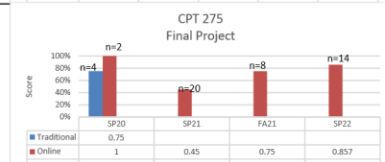
34	Develop computer programs to solve business problems in **CPT 114 Computers and Programming**. 90% of the students will complete Programming Assignment #7 with a score of 81% or greater. All Career Paths	Programming Assignment #7 Direct, Summative, Internal, Comparative	2021 Fall Traditional: 81.8% n=11 Online:82.5% n=80 2022 Spring Online: 93.1% n=58	CPT 114 - Overall, 86.6% of the students completed Programming Assignment #7 with a score of 81% or greater. The overall student performance fell slightly below expectations in the Fall. However, Spring's performance was much improved.	The course is being updated to reflect changes in the curriculum. Starting in Fall 2022, CPT 114 was added to the Computer Programming path curriculum and Network Systems management has removed the course from their curriculum. As such, the program is being rewritten to put more emphasize on the foundations of problem solving and computer programming to better prepare students for requisite programming courses.		
35	Demonstrate fundamentals of web page design and implementation in **CPT 162 Introduction to Web Page Publishing**. 90% of the students will complete the Client Website with a score of 81% or greater. All Career Paths	Client Website (final project) Direct, Summative, Internal,Comparative	2021 Fall Traditional: 90.0% n=10 Online: 95.1% n=61 SOM: 85.7% n=14 2022 Spring Online: 96.8% n=63	CPT 162 - Overall, 95.5% of the students completed the Client Website project with a score of 81% or greater. Overall, the expected level of performance was well over it's stated goal.	The course is currently being redeveloped to ensure current web page development technologies are being taught. An updated goal will be established to reflect the change.		
36	Calculate, summarize, and analyze data using subtotals, PivotTables, and Pivot Charts to see comparisons, patterns, and trends in the data in **CPT 174 Microcomputer Spreadsheets.** 80% of the students will complete Assignment #5 with a score of 81% or greater. Career Path: - Information Systems Specialist	Direct, Formative, External, Comparative. A standardized project, Assignment #5, managing and analizing data by creating subtotals, Pivot Tables and PivotCharts.	FA 21/ SP 22: 77.9% Fall 2021: Online: 71.9% n=64 Spring 2022: Online: 82.7% n=75	Overall success was 77.9% , although performance measure was exceeded in Spring 2022. In Spring 2022 the lead instructor held weekly scheduled recorded virtual classes inviting all sections. These recordings were made available to students as a resource throughout the term. Based on student feedback, students indicated the videos were an excellent resource and aided in their success.	These videos will be part of the course content in all future classes and available from day one of the class.		
37	Understand the basic concepts of object-oriented programming and use a systematic technique to solve various problems by developing computer programs expressed in the Java language in **CPT 187 Object-Oriented Logic & Design**. 80% of students will complete the Programming Assignment #6 with a score of 71% or greater. Career Path: Computer Programming	Direct, Formative, Internal, Comparative Programming Assignment #6	FA 21/ SP 22: 63.0% Fall 2021: Online: 68.8% n=16 Spring 2022: Online: 63.0% n=30	Overall, 63.0% of the students completed Programming Assignment #6 with a score of 71% or greater. Students continue to struggle in CPT 187 and success rates are consistently low (54.7%) and withdrawal rates are above average (18.7%). Additionally, 26% of the students are simply not completing the assignment.	Given these facts, the course will coincide with the changes to CPT 114 (Computers and Programming). Providing programming students a foundational problem-solving and logic class before taking their Java classes should have a significant impact on improved success rates and higher retention.		
38	Demonstrate proficiency in database terminology, basic concepts, and design principles in **CPT 242 Database**. 80% of students will complete the Final Exam with an average score of 81% or greater. All Career Paths	Final exam Direct, Summative, External, Comparative	2021 Fall Online: 84.3% n=51 2022 Spring Online: 92.3% n=52	Overall, 88.3% of the students completed the Final exam with a score of 81% or greater. CPT 242 continues to have high success rates.	In order to build upon the success of the course, the "Expected Level of Program Performance" will increase to 91% of the students will complete the final exam with a score of 81% or greater.		
39	Demonstrate proficiency in the technical terminology and concepts employed in systems analysis and design in **CPT 264 Systems and Procedures**. 90% of the students will complete the Final Exam with a score of 81% or greater. All Career Paths	A standardized final project Direct, Summative, Internal.	2021 Fall Online: 88.9% n=27 2022 Spring Online: 78.8% n=33	CPT 264 -Overall, 83.3% of the students completed the final project with a score of 81% or greater.	To improve student success on the Final Project, the assignment instructions throughout the course will be updated to reflect clearer instructions and expectations on each section of the project.		
40	Create a well-tested, functional, and documented product that meets or exceeds the goals of the team and/or project owner in **CPT 275 Computer Tech Senior Project**. 80% of the students will complete the Final Project with a score of 81% or greater. Career Path: - Computer Programming	A standardized final project Direct, Summative, Internal	FA 21/ SP 22: 81.8% Fall 2021: Online: 75.0% n=8 Spring 2022: Online: 85.7% n=14	Overall, 81.8% of the students completed Work for Sprint 5 with a score of 81% or greater. The expected level of performance for this course fell just short of the stated goal of 90%.	The course overall met expected level of student performance and maintained a high success rate (80.8%). However, we will continue to improve the course as more "real-world" projects become available and retention in prerequisite course increases.		

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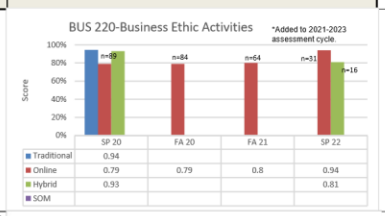
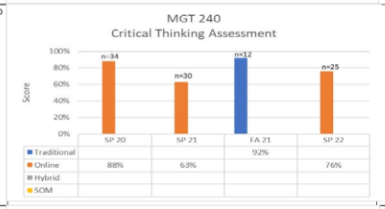
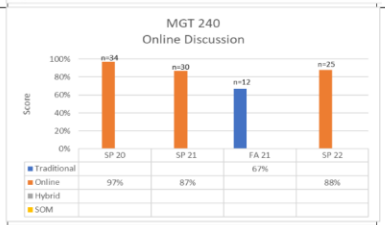
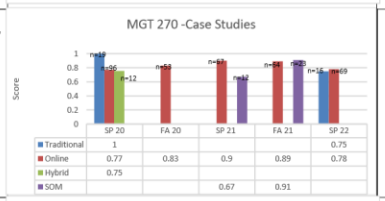
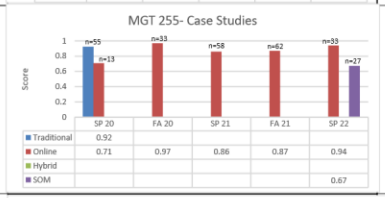
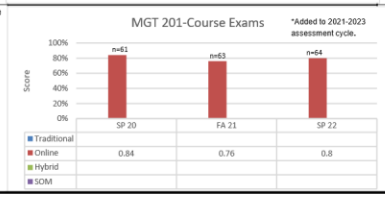
41							
42	**Management Program**						
43	Recommend strategies that promote ethical and corporate behavior and social responsibility in **BUS 220 Business Ethics**. At least 80% of the students who complete the course will achieve an average score of 75% or higher on the real world life scenarios activites. All Career Paths	Business ethic activities Direct, Formative, Internal, Comparative	Percentage of correct ethical decision making scoring > 75% 2021 Fall Online: 80% n=64 2022 Spring Hybrid: 81% n=16 Online: 94% n=31 *Added to 2021-2023 assessment cycle.	BUS 220 - Overall, 80% of the students achieved a score of 75% or higher on the business ethical decision activities. This rate indicates that students do understand how to think ethically in real life scenarios. Increasing the goal of desired competency and/or modifying the activity to increase their difficulties are to be considered.	Instructor will examine other viable activities to use that will push students practice of ethical decision making. Aiming for a greater score will also be considered along with adjustments to other course content to reinforce the core purpose of identifying and behaving appropriately in the business world.		
44	Employ critical-thinking and analytical skills to investigate business problems to propose viable solutions in **MGT 240 Management Decision Making**. 80% of the students will achieve a score ≥75% on managerial decision critical thinking assessment. All Career Paths	Managerial Decision critical thinking assessment Direct, Internal, Formative, Comparative	Percentage of assessment scoring ≥ 75% 2021 Fall Online: Critical Thinking Assessment: 92% n=12 Discussions Post: 67% n=12 2022 Spring Online: Critical Thinking Assessment: 76% n=25 Discussion Post: 88% n=25	MGT 240 - Overall 81.1% of the students scored 75% or higher on the Critical Thinking Assessment. It appears the Discussion Posts Assessments are in alignment with the Critical Thinking Assessment, but there still needs to be improvement with the Critical Thinking Assessment	After reviewing the results from the critical thinking assessment questions, the desire is to improve the achievement percentage. Moving to a new textbook with more thought provoking and up to date questions and additional assessments will be done in Fall 2022 for the "Critical Thinking Assessment" component.		
45							
46	Effectively convey ideas, information, and intentions in a variety of business situations using oral, written, and electronic documentation skills in **MGT 270 Managerial Communication**. 80% of the students who complete the course will achieve a score of ≥75% on case studies. All Career Paths	Average of six case studies Direct, Internal, Formative, Comparative	Percentage of responses to case studies scoring ≥75% 2021 Fall Online: 89% n=64 SOM: 91% n=23 2022 Spring Online: 78% n=69 Traditional: 75% n=16	MGT 270 - Overall, 83.7% of the students achieved a score of 75% or higher on the case studies analysis. The overall student performance is higher than expected. It appears students did better in the fall than the spring. Identifying what may cause this discrepency will help improve grades.	Instructor will complete an analysis of individual case studies to discover which ones are causing students to struggle the most to achieve a passing grade. Based on the findings, the instructor will either adjust the case study questions or adjust the study materials to better prepare students to achieve a passing grade on all cases.		
47	Identify effective individual and group behavior in organizations to maximize productivity, psychological, and social satisfaction in **MGT 255 Organizational Behavior.** 80% of the students who complete the course will achieve an average score of ≥75% on case studies. All Career Paths	Average of six case studies Direct, Internal, Formative, Comparative	Percentage of responses to case studies scoring ≥ 75% 2021 Fall Online: 87% n=62 2022 Spring Online: 94% n=33 SOM: 67% n=27	MGT 255 - Overall 84.4% of the students scored 75% or higher on the case studies. The overall student performance is higher than expected. An analysis needs to be performed to determine which case studies are causing students to struggle to help increase overall success.	Instructor will complete an analysis of individual case studies to discover which ones are causing students to struggle the most to achieve a passing grade. Based on the findings, the instructor will either adjust the case study questions or adjust the study materials to better prepare students to achieve a passing grade on all cases.		
48	Identify personnel administrative functions within a business, including job analysis, recruitment, selection, performance, salary, and benefit administration in **MGT 201 Human Resource Management**. 80% of the students who complete the course will average a score of ≥75% on four section exams. All Career Paths	Average of four exams Direct, Internal, Formative	Percentage of comprehensive section exams scoring ≥ 75% 2021 Fall Online: 76% n=63 2022 Spring Online: 80% n=64 *Added to 2021-2023 assessment cycle.	MGT 201 -Overall, 77.9% of the students scored 75% or higher on the case studies. The overall student performance fell a little short of the stated goal of 80%. A review of course materials is needed to ensure students are prepared for the comprehensive exams.	Instructor will continue to evaluate the current assignments to determine which should be kept, strengthened, or replaces to maintain or increase expected level of performance on comprehensive exams.		

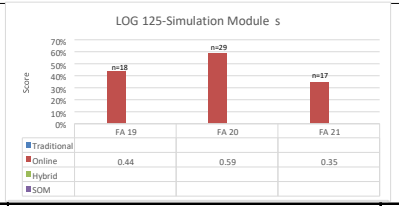
A	B	C	D	E	F	G
Recognize and understand the impact of globalization regarding transportation modes and laws in **LOG 125 Transportation Logistics.** 80% of the students who complete the course will achieve an average score of >75% on the transportation simulation modules. Career Path: -Supply Chain Management	Average score of virtual simulation modules Direct, Formative, External, Comparative	Percentage of virtual simulation modules scoring >75% 2021 Fall Online: 35% n=17	LOG 125 - Overall, 35% of the students scored 75% or higher on the virtual simulation modules. The overall student performance fell short of the stated goal of 80%. More review is needed to help students better understand the concepts being covered in the virtual simulation modules.	Instructor will review the terminology used in the modules to ensure the students have a clear understanding of key terms		

Table 6.2.B. Program Information			
Program Name	**Delivery Modality(ies)**	**Average Time for Degree Completion**	**Coverage Hours/3 Semester Hours or Equivalent**
Accounting	Traditional, Hybrid, Online, SOM*	2 years	63 credit hours
Administrative Office Technology	Traditional, Hybrid, Online, SOM*	2 years	60 credit hours
Business Administration	Traditional, Hybrid, Online, SOM*	2 years	60 credit hours
Computer Technology	Traditional, Hybrid, Online, SOM*	2 years	60 credit hours
Management	Traditional, Hybrid, Online, SOM*	2 years	60 credit hours

*SOM - Synchronous online meeting

Table 6.2.C.

Program	Business Requirements	Total Credit Hours Required for Graduation
Accounting	ACC 102; ACC 112; ACC 124; ACC 201; ACC 224; ACC 240; ACC 275	63 credit hours
Administrative Office Technology (AOT)	AOT 105; AOT 110; AOT 251	60 credit hours
Business Administration	ACC 111; BAF 101; MGT 101; MGT 120; MGT 201; MKT 101; MKT 130; MKT 250; MKT 260	60 credit hours
Computer Technology-Computer Programming	CPT 187; CPT 202; CPT 237; CPT 275; IST 166; IST 239	60 credit hours
Computer Technology-Information Systems Specialist	CPT 174; CPT 180; CPT 242; CPT 209, IST 161; IST 166	60 credit hours
Management	ACC 111; ACC 150; BAF 101; BUS 121 BUS 136; BUS 220; LOG 125; LOG 215; LOG 235; LOG 240; MGT 101; MGT 201; MGT 210; MGT 235; MGT 240; MGT 270; TRL 106	60 credit hours

Table 6.2.d. - Table for External Articulation

Institution	Agreement in Place	Business Unit Process	Institution Process
American Military University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Benedict College	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Charleston Southern University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Claflin University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Clemson University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Coastal Carolina University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
College of Charleston	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Converse College	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Embry-Riddle Aeronautical University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Francis Marion University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Johnson and Wales University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Lander University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Limestone	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Medical University of South Carolina	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Newberry College	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
South Carolina State University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Southern Wesleyan University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Strayer University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
The Citadel	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
University of South Carolina-Aiken	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
University of South Carolina-Columbia	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
University of South Carolina-Lancaster	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
University of South Carolina-Upstate	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Voorhees College	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Webster University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	Request official transcripts Contact Admissions Office of transferring college
Western Governor's University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	
Winthrop University	SC Transfer and Articulation Agreements (SC TRAC)	Contact The Hub	

https://www.tridenttech.edu/academics/transfer/ac_transwhere.htm

Table 6.3.b. Curriculum Summary

Name of Major/Program: AAS in Accounting

Total Number of Credit Hours in Degree: 63

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 111	Accounting Concepts	A	3
ACC 245	Accounting Applications-Excel	B	3
ACC 246	Integrated Accounting Software	B	3
BUS 121	Business Law I	E	3
ECO 210	Macroeconomics	D	3
MAT 120	Probability and Statistics	C	3
		Total Credit Hours	18
		Percent of Total Hours	29%

Business Major Component

Course Number	Course Title		Credit Hours
ACC 102	Accounting Principles II	A	3
ACC 112	Organizational Accounting	A	3
ACC 124	Individual Tax Procedures	E	3
ACC 201	Intermediate Accounting I	A	3
ACC 224	Business Taxation	B	3
ACC 240	Computerized Accounting	B	3

ACC 275	Selected Topics in Accounting	G	3
		Total Credit Hours	21
		Percent of Total Hours	33%

Table 6.3.B. Curriculum Summary

Name of Major/Program: AAS in Administrative Office Technology

Total Number of Credit Hours in Degree: 60

Professional Component

Course Number	Course Title		Credit Hours
AOT 105	Keyboarding	B	3
AOT 110	Document Formatting	B	3
AOT 251	Administrative Systems and Procedures	I	3
AOT 256	Office Management Skills	I	3
CPT 172	Microcomputer Database	B	3
CPT 174	Microcomputer Spreadsheets	B	3
CPT 290	Advanced Microcomputer Applications	C	3
		Total Credit Hours	21
		Percent of Total Hours	35%

Business Major Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 111	Accounting Concepts	A	3
CPT 179	Microcomputer Word Processing	B	3
MAT 120 or MAT 155	Probability and Statistics or Contemporary Mathematics	C	3

MGT 270	Managerial Communication	I	3
MKT 130	Customer Service Principles	F	3
PHI 110	Ethics	E	3
		Total Credit Hours	18
		Percent of Total Hours	30%

Table 6.3.B. Curriculum Summary

Name of Major/Program: AAS in Computer Technology
Computer Programming

Total Number of Credit Hours in Degree: 60

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
CPT 162	Introduction to Web Page Publishing	F/G	3
CPT 167	Introduction to Programming Logic	C	3
CPT 242	Database	B	3
CPT 264	Systems and Procedures	I	3
ECO 210 or 211	Macroeconomics or Microeconomics	D	3
		Total Credit Hours	15
		Percent of Total Hours	25%

Business Major Component

Course Number	Course Title		Credit Hours
CPT 187	Object-Oriented Logic and Design	B	3
CPT 202	SQL Programming	B	3
CPT 237	Advanced Java Programming	B	3
CPT 275	Computer Technology Senior Project	B	3
IST 166	Network Fundamentals	B	3

IST 239	Datum and JavaScript	B	3
		Total Credit Hours	18
		Percent of Total Hours	30%

Table 6.3.B. Curriculum Summary

Name of Major/Program: AAS in Computer Technology Information Systems

Total Number of Credit Hours in Degree: 60

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
CPT 114	Computers and Programming	C	3
CPT 162	Introduction to Web Page Publishing	F/G	3
CPT 172	Microcomputer Database	B	3
CPT 264	Systems and Procedures	I	3
ECO 210 or 211	Macroeconomics or Microeconomics	D	3
		Total Credit Hours	15
		Percent of Total Hours	25%

Business Major Component

Course Number	Course Title		Credit Hours
CPT 174	Microcomputer Spreadsheets	B	3
CPT 180	Shell Scripting	B	3
CPT 209	Computer Systems Management	B	3
CPT 242	Database	B	3
IST 161	Introduction to Network Administration	B	3
IST 166	Network Fundamentals	B	3

Total Credit Hours	18
Percent of Total Hours	30%

Table 6.3.B Curriculum Summary

Name of Major/Program: AAS in Business Administration - Marketing

Total Number of Credit Hours in Degree: 60

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
BUS 121	Business Law	E	3
BUS 220	Business Ethics	E	3
CPT 282	Information Systems Security	B	3
ECO 210 or ECO 211	Macroeconomics or Microeconomics	D	3
MAT 120 or MAT 155	Probability and Statistics or Contemporary Mathematics	C	3
MKT 140	E-Marketing	F	3
		Total Credit Hours	18
		Percent of Total Hours	30%

Business Major Component

Course Number	Course Title		Credit Hours
ACC 111	Accounting Concepts	A	3
BAF 101	Personal Finance	H	3
MGT 101	Principles of Management	I	3
MKT 101	Marketing	F	3
MKT 130	Customer Service Principles	F	3

MKT 250	Consumer Behavior	F	3
MKT 260	Marketing Management	F/I	3
		Total Credit Hours	21
		Percent of Total Hours	35%

Table 6.3.B. Curriculum Summary

Name of Major/Program: AAS in Business Administration - Small Business/Entrepreneurship

Total Number of Credit Hours in Degree: 60

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
BUS 250	Introduction to International Business	E	3
BUS 220	Business Ethics	E	3
CPT 174	Microsoft Spreadsheets	B	3
ECO 210 or ECO 211	Macroeconomics or Microeconomics	D	3
MAT 120 or MAT 155	Probability and Statistics or Contemporary Mathematics	C	3
MGT 255	Organizational Behavior	I	3
		Total Credit Hours	18
		Percent of Total Hours	30%

Business Major Component

Course Number	Course Title		Credit Hours
ACC 111	Accounting Concepts	A	3
BAF 101	Personal Finance	H	3

MGT 101	Principles of Management	I	4
MGT 120	Small Business Management	G	3
MGT 201	Human Resources Management	I	3
MKT 101	Marketing	F	3
MKT 260	Marketing Management	F/I	3
		Total Credit Hours	22
		Percent of Total Hours	37%

Table 6.3.B. Curriculum Summary

Name of Major/Program: AAS in Management - Human Resources

Total Number of Credit Hours in Degree: 60

Professional Component

Course Number	Course Title		Credit Hours
ACC 150	Payroll Accounting	A	3
BAF 101	Personal Finance	H	3
BUS 136	Compensation and Benefits Analysis	C	3
MGT 101	Principles of Management	I	3
MGT 201	Human Resource Management	I	3
MGT 210	Employee Selection and Retention	I	3
MGT 240	Management Decision Making	I	3
		Total Credit Hours	21
		Percent of Total Hours	35%

Business Major Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 111	Accounting Concepts	A	3
BUS 220	Business Ethics	E	3

CPT 282	Information Systems Security	B	3
ECO 210 or ECO 211	Macroeconomics or Microeconomics	D	3
MAT 120 or MAT 155	Probability and Statistics or Contemporary Mathematics	C	3
MKT 101	Marketing	F	3
		Total Credit Hours	18
		Percent of Total Hours	30%

Table 6.3.B. Curriculum Summary

Name of Major/Program: AAS in Management - Leadership

Total Number of Credit Hours in Degree: Development 60

Professional Component

Course Number	Course Title		Credit Hours
ACC 111	Accounting Concepts	A	3
BAF 101	Personal Finance	H	3
BUS 220	Business Ethics	E	3
MGT 101	Principles of Management	I	3
MGT 201	Human Resource Management	I	3
MGT 240	Management Decision Making	I	3
MGT 270	Managerial Communications	I	3
		Total Credit Hours	21
		Percent of Total Hours	35%

Business Major Component

Course Number	Course Title	Area of Study	Credit Hours
BUS 220	Business Ethics	E	3
BUS 250	Introduction to International Business	E	3
CPT 282	Information Systems Security	B	3
ECO 210 or ECO 211	Macroeconomics or Microeconomics	D	3
MAT 120 or MAT 155	Probability and Statistics or Contemporary Mathematics	C	3
MKT 101	Marketing	F	3
		Total Credit Hours	18
		Percent of Total Hours	30%

Table 6.3.B. Curriculum Summary

Name of Major/Program: AAS in Management - Supply Chain Management

Total Number of Credit Hours in Degree: 60

Professional Component

Course Number	Course Title	Area of Study	Credit Hours
ACC 111	Accounting Concepts	A	3
BUS 220	Business Ethics	E	3
ECO 210 or ECO 211	Macroeconomics or Microeconomics	D	3
MGT 255	Organizational Behavior	I	3
MAT 120 or MAT 120	Probability and Statistics or Contemporary Mathematics	C	3
		Total Credit Hours	15
		Percent of Total Hours	25%

Business Major Component

Course Number	Course Title		Credit Hours
BUS 121	Business Law	E	3
LOG 125	Transportation Logistics	I	3
LOG 215	Supply Chain Management	I	3
MGT 235	Traffic Management	I	3
LOG 240	Purchasing Logistics	I	3
MGT 240	Management Decision Making	I	3
TRL 106	Export/Import	E	3
		Total Credit Hours	21
		Percent of Total Hours	35%

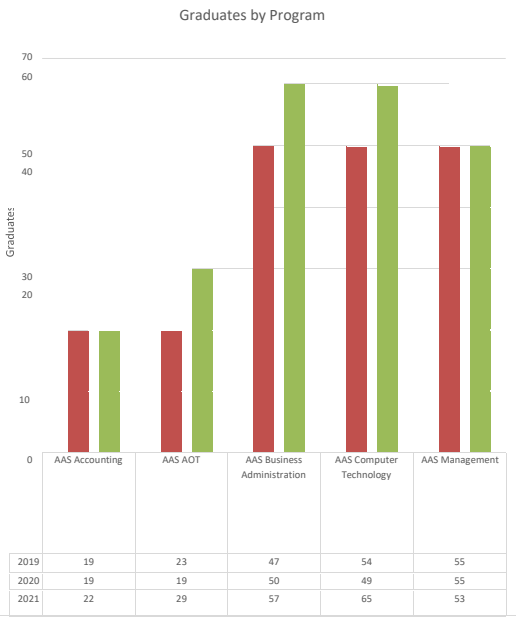
Table 7.1 - Standard #7 Student Achievement

You must provide results for each program, concentration, specialization, etc. accredited or to be accredited. There must be a link on your business page website to this table. Place link here:

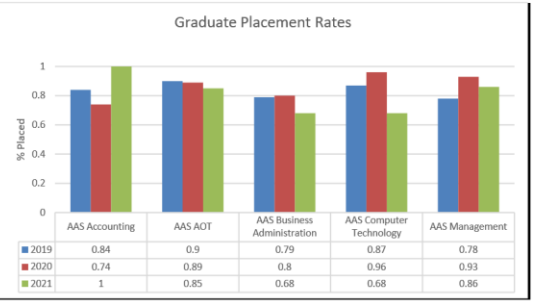
https://www.tridenttech.edu/academics/divisions/bt/bt_accreditation.htm

Student Achievement	Replace examples with your program data and information. Must report on goal of graduates by program and results. e.g. Graduation by program and year Goal Results e.g. BS Finance e.g. BS Management e.g. MBA Report on at least one of these: Attrition Retention Licensure pass rates Job placement rates Employment advancement Acceptance into undergraduate or graduate programs Successful transfer of credit Other

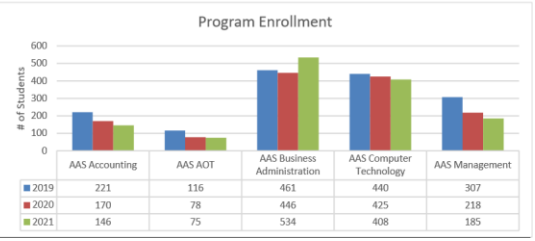
Graduates by Program	Goal for 2021 is to increase 2020 by 5%	Results 2021
AAS Accounting	20	22
AAS AOT	20	29
AAS Business Administration	53	57
AAS Computer Technology	51	65
AAS Management	58	53



Graduate Placement Rates	Graduate Placement Data from 2020 Goal for 2021 = greater than 80%	Results 2021
AAS Accounting	74%	100%
AAS AOT	89%	85%
AAS Business Administration	80%	68%
AAS Computer Technology	96%	68%
AAS Management	93%	86%



Enrollment	Goal for 2021 is to increase 2020 by 5%	Results 2021
AAS Accounting	179	146
AAS AOT	82	75
AAS Business Administration	468	534
AAS Computer Technology	446	408
AAS Management	229	185



Student Success by Department	> 71% of students successfully complete traditional, online, SOM*, or hybrid classes offered by the Business Technology Division.	
	Fall 2021	Spring 2022
Accounting	71.5%	72.9%
Business	79.9%	82.5%
Computer Technology	76.7%	74.5%

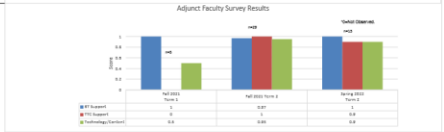
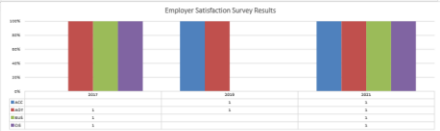
Business Technology	2022 Spring		2021 Fall		2021 Spring		2020 Fall	
	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate	Enrolled	Success Rate
Accounting	524	72.90%	428	71.50%	465	71.60%	545	66.10%
Business	1,956	82.50%	1,844	79.90%	1,846	83.30%	2,019	79.90%
Information Systems	918	74.50%	939	76.70%	975	79.70%	1,010	70.90%

Your School	Your Link	Direction to find and use link
Trident Technical College Business Technology Division Graduates	https://www.tridenttech.edu/about/ttc/factbook/graduates/grads_bt.htm	Select the link. It will take you to the Business Technology webpage in the TTC FactBook. Scroll to see Data for Graduates by associate program for years 2017 to 2021. 2022 may not be posted by the time of this submission
Trident Technical College Business Technology Division Graduate Placement Rates	https://www.tridenttech.edu/about/ttc/factbook/graduates/place_bt.htm	Select the link. It will take you to the Business Technology webpage in the TTC FactBook. Scroll to see Data for Graduates by associate program for years 2017 to 2021. 2022 may not be posted by the time of this submission

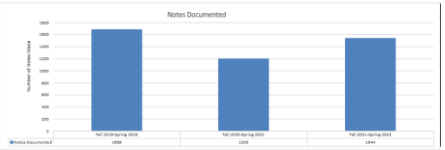
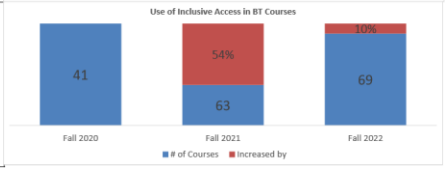
Table 7.1.b -Operations and Support

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.

Operations and Support	What do you have to report to the administration? Those are mostly business operation processes. This list is comprised of examples to help you think about your own business operation processes. Some operational actives include hiring faculty, setting academic policies, overseeing the budget, fundraising, and other administrative duties. Other operational processes include: classroom teaching assignments, student advising and counseling activities, scholarly and professional activities, community and college service activities, administrative activities. business and industry interaction, special research programs and projects, thesis and dissertation supervision and direction, if applicable, non-traditional teaching. This list is only some examples to help you think about your own support services. Support services can include computer labs, structured assistance or supplemental instruction in math, reading, and English. Support can be emotional, physical, financial, academic, or spiritual. It could be computer-assisted instructional laboratories, study groups, tutoring, writing assistance, disability resources and technology help.

Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? (Indicate length of cycle)	Analysis of Results 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)
Student Performance Tracking Processes					
Increase graduation for Business Programs by 5% each year	Graduation rates reported a year behind by Institutional Research	Increase 5% 2021 ACC 20 22 AOT 20 29 BUS 53 57 CIS 51 65 MGT 58 53	Positive trend of 5% in 2021 with the exception of one program.	Increased use of Navigate Advising Campaigns to encourage students to schedule advising appointments and develop an Academic Plan for graduation.	
Graduate placement rates greater than 80%	Graduation Placement rates reported a year behind by Institutional Research	2021 Overall 91.4% ACC 100% AOT 85% BUS 68% CIS 68% MGT 86%	Overall maintain placement rates greater than 80% for the division	Use the EAB Navigate to maintain contact with students and encourage students to create a LinkedIn account prior to graduation; have students update personal email into TTC Self Service in order to improve resonse rates	
Increase student success by department where > 71% of students successfully complete traditional, online, SOM*, or hybrid classes offered by the Business Technology	Student success rates reported by Institutional Research at the end of each term	Success Rates-Spring 2022 ACC- 72.9% BUS- 82.5% CIS- 76.7%	Success rates consistently over 71%.	Success rates consistently over 71%. The BT department will continue to increase the use of Inclusive Access, D2L , and implement best practices as layed out in Quality Matters and ACUE.	
Increase retention for Business programs to >65%	Retention Rate report as requested by the dean at the end of each semester	Spring 2022 Accounting 76.7% Administrative Office Technology 80.0% Marketing 68.6% Small Business Entrepreneurship 67.9% Computer Programming 74.5% Information Systems Specialist 78.6% Human Resources 71.4% Leadership Development 80.9% Supply Chain Management 78.6%	Retention rates consistently above 65%	Receive data from Institutional Research on students who were enrolled in current and previous semester but not yet enrolled for upcoming semester. Advisors send focused campaign via Navigate and phone to register students.	
Business Operation Processes					
Enhance communication (Faculty)- BT Faculty satisfaction will exceed 3.2 on a 4.0 scale	Surveys are conducted every semester	Spring 2022: 63% Response Rate with satisfaction scores: Support Services 3.61 Faculty Satisfaction: 3.46 n=24	Overall faculty are pleased with support and things are improving with the return from the pandemic with the flexible schedule	Faculty - Initiate round tables for BT Leadership to monitor the pulse of the division and understand the needs.	
Enhance communication (Adjunct): At least 85% of adjunct faculty will express satisfaction with their TTC experience.	Surveys are conducted every semester	Spring 2022: Term 2 27% Response Rate with satisfaction scores BT Support=100% TTC Support =90% Technology/Content=90% n=13	Adjunct faculty in the division feel supported and are satisfied with the TTC support and technology.	Adjunct - adjust to a 4.0 scale to correlate with the faculty survey and reduce sending once every semester versus every term	
At least 80% of employers will express satisfaction with graduates of the programs.	Employer Survey (administered every two years since 2009)	2021=100%	Although the benchmark was exceeded, response rates from employers was low from 2017 to 2021. In 2019, responses were not received from Computer Information Systems, Business Administration, and Management.	Advisory Committee managers will actively reach out to advisory committee members from all academic programs to encourage participation in the survey. Industry partners, such as Youth Apprenticeship employers and CO-OP employees will be contacted personally to increase the response rate.	
Increase participation by 50% in Quality Matters	Number of successful completion of QM course	Summer 2021-5 completers in pilot program	Initiated SACS QEP Quality Matters in 2021	Encourage faculty to enroll in Quality Matters as professional development which is a % on Faculty Performance Measurement System (FPMS)	New to BT division as part of SACS QEP. 3 data points not available
100% participation in faculty use of EAB Instructor Availability for student advising and appointments	Faculty Outlook calendars are updated every term and as needed to reflect schedule changes to ensure updates for student to schedule appointments through EAB.	100% participation is met.	Although there is 100% participation, additional information needs to be shared with other departments within the college. i.e. Financial Aid, Counseling, Student Support	Encourage faculty to place notes in the EAB Navigate system so that other departments can see all contact made with the student which gives the ability to directly target the student needs.	

Business Technology	2022 Spring Enrolled	2022 Spring Success Rate	Enrolled	Success Rate	2021 Fall Spring Enrolled	2021 Fall Spring Success Rate	Enrolled	Success Rate
Accounting	924	72.90%	423	71.60%	465	71.60%	545	66.10%
Business	1,395	82.50%	1,044	79.90%	1,848	83.30%	2,010	79.90%
Information Systems	945	74.60%	939	76.70%	975	79.70%	1,010	70.90%

Education Support Processes

Increase documentation of student Notes to improve student support and success by 20%	EAB Navigate reports as requested by the dean at the end of each academic year	**Notes documented in EAB Navigate** Fall 2020-Spring 2021: 1203 Fall 2021-Spring 2022: 1544	Increase Notes documentation by BT faculty by 28.35% from Fall 2020-Spring 2021 to Fall 2021-Spring 2022	Continue to encourage faculty to place notes in the EAB Navigate system so that other departments can see all contacts made with the student
Increase use of EAB Navigate for student advising appointments by 10%	EAB Navigate reports as requested by the dean at the end of each academic year	**Appointments made through EAB Navigate** Fall 2020-Spring 2021: 50 Fall 2021-Spring 2022: 1756	Although there was a 3412% increase in the use of EAB Navigate from 2021 to 2022, currently not able to report on specific appointment type	Starting May 2022, EAB Navigate will be cabable of running reports based on meeting types
Increase use of Inclusive Access (IA) in the BT division by 10% each year	Review Inclusive Access data provided by Assistant VP of Instruction at the end of each Spring term for Fall implementation	Currently, 69 BT courses are using IA	Goal has been met and in a positive trend for the last two years.	Will continue to monitor and implement IA in BT courses