

Overview

Institution Name

Tri-County Technical College

Address

PO Box 587, 7900 Highway 76, Pendleton, SC 29670

Year Accredited

2000

Year Reaffirmed

2010

Years Covered by this Report

2014 - 2014

Date Submitted

09/13/2016

Completed By

Mattison, Brenda

Phone

(864) 646-1433

Email

bmattiso@tctc.edu

ACBSP Champion

Mattison, Brenda

ACBSP Co-Champion

Vance, Deborah

I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

O 4. List all accredited programs (as they appear in your catalog).

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

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

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

O 7 Person completing report:

Name:

Phone:

Email address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

Status: Completed | **Due Date:** 9/7/2016

Assigned To

Brenda Mattison

Institution Response

4. List all accredited programs (as they appear in your catalog).

Associate in Applied Science (A.A.S.) Accounting

Associate in Applied Science (A.A.S.) Administrative Office Technology

Associate in Applied Science (A.A.S.) Administrative Office Technology – Medical Emphasis

Associate in Applied Science (A.A.S.) Management

Associate in Applied Science (A.A.S.) Management – Banking and Finance Emphasis

5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

n/a

6. List all campuses where a student can earn a business degree from your institution.

Pendleton Campus

In all programs, some courses are also offered at the Anderson and Easley campuses and online, which provides additional scheduling options for the students as they matriculate.

7. Person completing report:

Name: Brenda Mattison

Phone: (864) 646-1433

Email address: bmattiso@tctc.edu

ACBSP Champion name: Brenda Mattison

ACBSP Co-Champion name: Deborah Vance

Sources

There are no sources.

II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

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

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

Remove Note:

Remove Condition:

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

QA Report

Status: Completed | **Due Date:** 9/7/2016

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Institution Response

8. Conditions or Notes to be addressed:

Condition on Overview Item 09: There is no evidence that student assessment results and student performance are made public. Please provide evidence of where this is made available to the general public in your next QA Report.

Remove Condition: Our most recent QA Report is now available via our public website by going to www.tctc.edu and selecting Academics and Prepare for a Career. Users can then access the report by selecting any of the three program areas: Accounting, Administrative Office Technology, or Management. The ACBSP logo is prominent on the page and links to the ACBSP website. The link directly below the logo links to the report. A screen shot of the Accounting degree page is attached for reference.

Sources

- ACBSP Link

III - Public Information

Item III in the QA report applies to Criterion 6.11 in the *Standards and Criteria* book. Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. A direct link to aggregate business student results should be placed on your business page website. The following items must be available to the public for accreditation.

Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. [A link to Table 2 found in the evidence file must be placed on your website.](#)

Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? [A link to Table 7 found in the evidence file must be placed on your website.](#) Ensure the link goes directly to business students' results such as the example on the ACBSP website located under associate degree accreditation.

QA Report

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Our most recent QA Report is now available via our public website by going to www.tctc.edu and selecting Academics and Prepare for a Career. Users can then access the report by selecting any of the three program areas: Accounting, Administrative Office Technology, or Management. The ACBSP logo is prominent on the page and links to the ACBSP website. The link directly below the logo links to the report. A screen shot of the Accounting degree page is attached for reference.

Sources

- ACBSP Link

TABLE 2: Student Learning Results (Standard 4)

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition
<p>1. Student Learning Results</p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
	<p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p>
	<p>- For all data reported, show sample size (n=75).</p>

Analysis of Results

<p>Performance Measure: For each assessment, identify the following: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative).</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>																		
<p>ACC Program: AAS in Accounting SLO: The student will prepare financial statements. Goal: 80% of students will score 70% or higher on the assessment.</p>	<p>In ACC 201 (Intermediate Accounting I), student scores on embedded test questions on a unit test will assess ability to prepare financial statements. This is a direct, formative, internal assessment.</p>	<p>We were at or near goal for the last three reporting periods.</p>	<p>Although instructors review various examples in class, students were not getting enough practice preparing financial statements.</p>	<p>Beginning Fall 2015, we offered more hands-on practice through the implementation of the computer lab and students were more successful.</p> <p>Beginning Fall 2016, students will be required to complete the accounting cycle tutorial.</p>	<div style="text-align: center;"> <p>AAS in Accounting SLO: Prepare Financial Statements</p> <table border="1"> <caption>AAS in Accounting SLO: Prepare Financial Statements - Performance Trends</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>Fall '11</td> <td>75</td> <td>20</td> </tr> <tr> <td>Fall '12</td> <td>65</td> <td>25</td> </tr> <tr> <td>Fall '13</td> <td>85</td> <td>14</td> </tr> <tr> <td>Fall '14</td> <td>75</td> <td>16</td> </tr> <tr> <td>Fall '15</td> <td>80</td> <td>15</td> </tr> </tbody> </table> </div>	Year	Percentage	Sample Size (n)	Fall '11	75	20	Fall '12	65	25	Fall '13	85	14	Fall '14	75	16	Fall '15	80	15
Year	Percentage	Sample Size (n)																					
Fall '11	75	20																					
Fall '12	65	25																					
Fall '13	85	14																					
Fall '14	75	16																					
Fall '15	80	15																					

Analysis of Results

<p>Performance Measure: For each assessment, identify the following: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative).</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>
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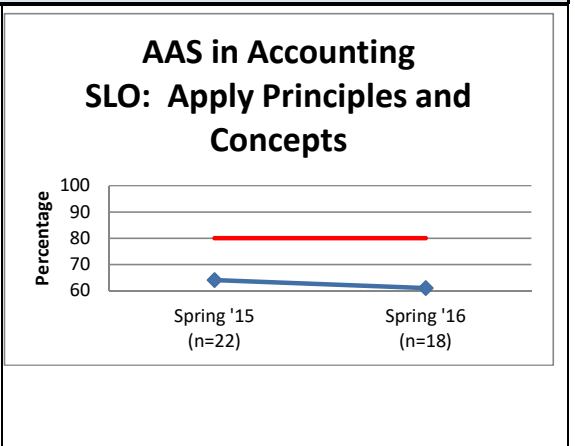
ACC
Program: AAS in Accounting
SLO: The student will apply accounting concepts and principles to complex problems.
Goal: 80% of students will score 70% or higher on the assessment.

In **ACC 275** (Selected Topics In Accounting), student scores on a **manual practice set that includes special journals, ledgers, and a worksheet** will assess ability to apply accounting concepts and principles to complex problems. This is a direct, summative, internal assessment.

After two years of measurement, the goal has not been met. We will continue to measure this SLO and work toward improvement.

In 2015, this was the first project of the semester and a significant number of students did not submit or complete the project. In 2016, a computerized version of the practice set was used and many students did not follow directions or take corrective action from feedback, which affected scores.

Emphasis was given on completing assignments and completion rates improved from 2015 to 2016. In the future, emphasis will be given on understanding the pre-project assignment and utilizing corrective feedback so errors are avoided and, if they occur, are not repeated.



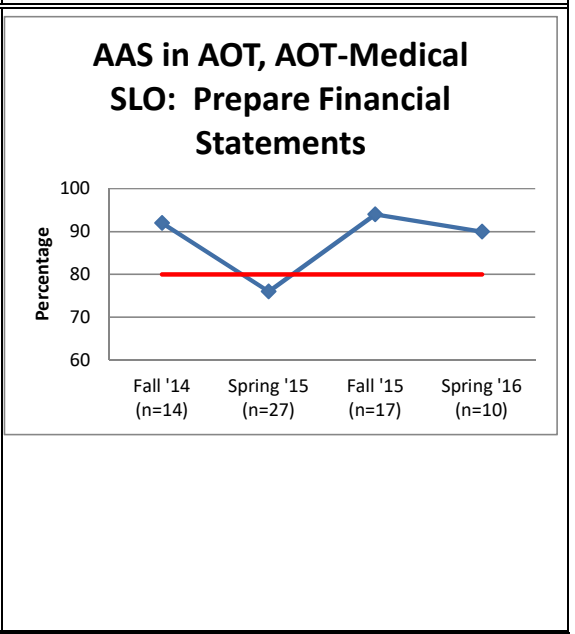
AOT
Program: AAS in Administrative Office Technology
SLO: The student will show the ability to produce correct financial statements.
Goal: 80% of students will score 70% or higher on the assessment.

In **AOT 137** (Office Accounting), student scores on a **test** will assess ability to prepare a worksheet and financial statements. This is a direct, formative, internal assessment.

The goal has been met for 3 of the last 4 semesters.

Although the goal was met for the four semesters, we realized in Spring 2015 that the students needed more practice exercises than those included in the textbook to master the competencies for the course. Therefore, we began reviewing other textbooks, especially those with online resources for the students to use outside of class, as well as in class. This would give the students more resources for study and practice.

Textbook was changed in Fall 2015 to one which incorporates online practice activities for extra practice of concepts needed to master course competencies. We will continue to monitor the effectiveness of the online practices along with the textbook and working papers. Together these seem beneficial to the student for mastery.



Analysis of Results

Performance Measure: For each assessment, identify the following: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	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)
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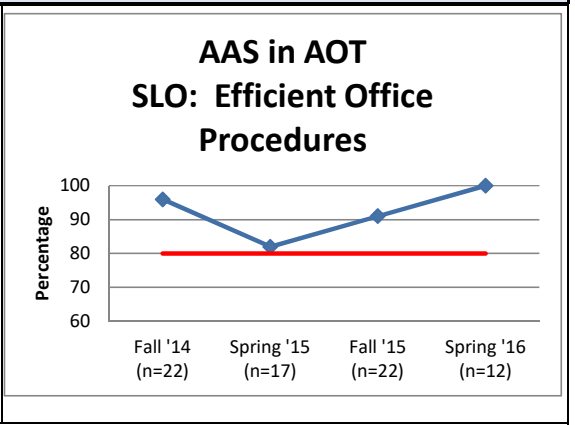
AOT
Program: AAS in Administrative Office Technology
SLO: The student will apply professional behavior while developing efficient office procedures.
Goal: 80% of students will score 70% or higher on the assessment.

In **AOT 141** (Office Procedures I), student scores on a **case study** will assess ability to problem solve on the job working with difficult coworkers. This is a direct, formative, internal assessment.

The goal has been met for the last 4 semesters.

Even though the students met the goal for the four semesters, the scores for the spring of 2015 were lower. We realized that more research and class discussions of efficient office procedures as well as review of formatting documents was needed.

Opportunities to practice and research efficient office procedures will continue to be provided in class. An emphasis on the correct use of spelling, punctuation, grammar, and document formatting will be provided prior to students submitting the case study report.



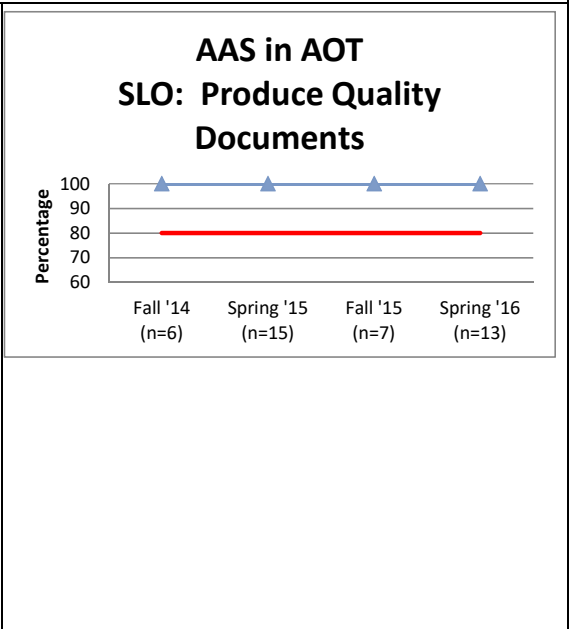
AOT
Program: AAS in Administrative Office Technology
SLO: The student will exhibit the ability to produce quality documents.
Goal: 80% of students will score 70% or higher on the assessment.

In **AOT 251** (Administrative Systems and Procedures I), student scores on an **Integration of Word, Excel, PowerPoint, and Access project** will assess ability to produce quality documents. This is a direct, summative, internal assessment.

The goal has been met for the last 4 semesters.

Even though the students met the goal for the four semesters, we realized there was a need for review of the basics of Word, Excel, and Access. Sometimes there is a semester gap between studies of these programs. We were also using an Office 2010 Textbook while using Office 2013 in the class labs. Therefore, a review of the changes from Office 2010 to 2013 for these various programs was necessary.

In the Spring of 2016, we changed to an Office 2013 Textbook for use in AOT 251. We will continue to use this textbook and also emphasize the importance of reading and following directions carefully. Our next step for summer 2017 will be to change to Office 2016 and also change the textbook simultaneously.



Analysis of Results

Performance Measure: For each assessment, identify the following: 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	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)
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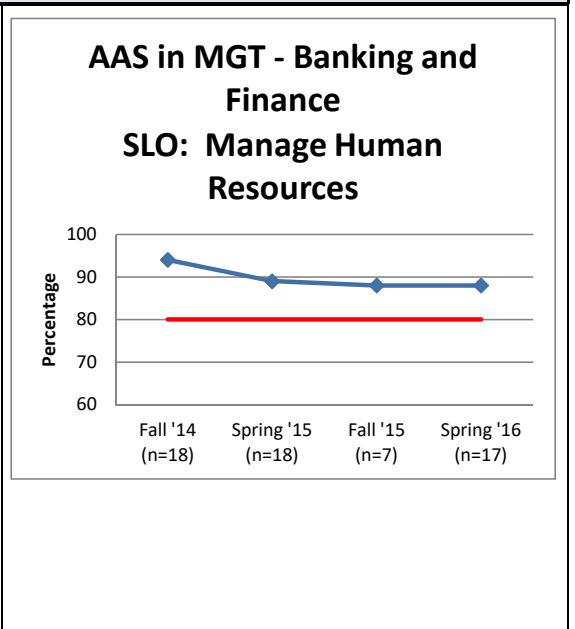
MGT
Program: AAS in Management
SLO: The student will effectively manage human resources.
Goal: 80% of students will score 70% or higher on the assessment.

In **MGT 201** (Human Resource Management), student scores on the **Job Skills Project** will assess ability to construct a cover letter, resume, reference page, thank you letter, interviewer questions and answers, interviewee questions, and a job database. This is a direct, formative, internal assessment.

The goal was met for the last four semesters.

Although the students exceeded the goal, there was a slight downward trend. Students made mistakes and/or left out pertinent information on job search documents.

Instructors stressed to students the need to follow instructions and guidelines when producing job search documents. Instructors also stressed to students the need to work on the following:
 * include required information
 * use action verbs on resume
 * ensure that their documents meet organization, appearance, spelling, grammar, punctuation, etc. requirements
 Emphasis was also given on the importance of completing assignments.



MGT
Program: AAS in Management
SLO: The student will demonstrate proficiency in producing business reports.
Goal: 80% of students will score 70% or higher on the assessment.

In **BAF 260** (Financial Management), student scores on the **final project** will assess ability to produce business reports using current technology, specifically MS Word and Excel. This is a direct, formative, internal assessment.

The goal was met for two of the last four semesters.

Students had issues with formatting in MS Word and Excel.

Faculty gave a review on formatting and referred students to resources. In the future, instructors will also show students examples of excellent products and a prerequisite course (CPT 170) will place more emphasis on Word and Excel.

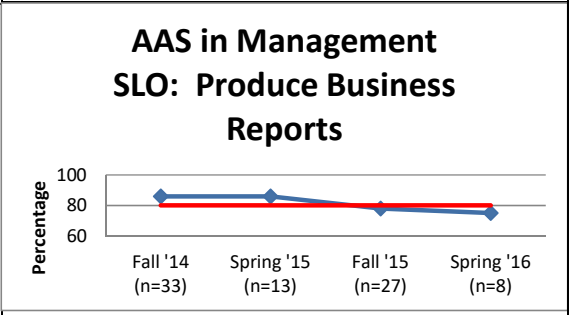


TABLE 6: Business Unit Performance Results (Standard 6)

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.

<p>Organizational Effectiveness Results</p> <p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, 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.</p> <p>- Please note that data reported in this table should be business unit data and not institution-wide data.</p> <p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p> <p>- For all data reported, show sample size (n=75).</p>																									
<p style="text-align: center;">Analysis of Results</p>																									
<p>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</p>	<p>What is your measurement instrument or process? (indicate length of cycle)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>																				
<p>To achieve a retention rate of 75% by the end of 2016 which is consistent with the stretch goal of the institution.</p>	<p>Annual Institutional Retention report, percent of students who transferred, graduated, or retained.</p>	<p>AOT achieved the goal in 2014/2015. ACC and MGT have not achieved the goal but are improving.</p>	<p>Retention is trending in the right direction as improvement has been made in each reporting period in each of the programs. In 2014/2015, AOT achieved the goal and ACC achieved 73%. MGT, which is the largest program, has improved to 62.8%. Data suggests that the smaller programs may have a closer connection to the students than the larger program. The instruction achieved 65% in 2014/2015.</p>	<p>Faculty began using Starfish to notify students of concerns about attendance, missing assignments, and low test scores. Students have also been referred to resource specialists. Use of this system has improved retention and its use will be emphasized in the future. Additionally, all programs will be working on integrating more high impact practices (HIPs) in the classroom to enhance student engagement and improve student success. Faculty training commences in 2016, at which time a plan for full implementation of HIP embedded courses will be developed for all programs.</p>	<div style="text-align: center;"> <p>Retention</p> <table border="1"> <caption>Retention Data</caption> <thead> <tr> <th>Year</th> <th>ACC</th> <th>AOT</th> <th>MGT</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Fall 2012 to Fall 2013 (n = 87, 113, 277)</td> <td>~50%</td> <td>~65%</td> <td>~55%</td> <td>75%</td> </tr> <tr> <td>Fall 2013 to Fall 2014 (n = 83, 118, 257)</td> <td>~60%</td> <td>~70%</td> <td>~55%</td> <td>75%</td> </tr> <tr> <td>Fall 2014 to Fall 2015 (n = 63, 116, 226)</td> <td>~73%</td> <td>~75%</td> <td>~63%</td> <td>75%</td> </tr> </tbody> </table> </div>	Year	ACC	AOT	MGT	Goal	Fall 2012 to Fall 2013 (n = 87, 113, 277)	~50%	~65%	~55%	75%	Fall 2013 to Fall 2014 (n = 83, 118, 257)	~60%	~70%	~55%	75%	Fall 2014 to Fall 2015 (n = 63, 116, 226)	~73%	~75%	~63%	75%
Year	ACC	AOT	MGT	Goal																					
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Analysis of Results																									
Performance Measure: What is your performance measure? 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)																				
Increase enrollment 3% each year.	Institutional Data, Ten-Year Annual Enrollment Summary, by Program, Percent Change in FTE-Annual	None of the programs have achieved the desired goal and, in fact, are declining in enrollment.	During the reporting period, overall enrollment at the institution has decreased primarily as a result of an improving economic and employment landscape in the service area. However, these programs are significantly below the institution.	A number of initiatives have been implemented and are continuing, particularly related to community awareness, program updates, and direct connections to employer needs. In 2014/2015, the institution conducted an in-depth market analysis and measured gaps between the number of program graduates and employer demand. As a result of the analysis, a number of plans have been developed that include enhanced internal and external awareness of how programs directly relate to market needs. A number of changes, particularly to the MGT program, will be considered to connect specifically to job demands. These will be incorporated in the strategic plan for the unit commencing in 2016.	<p style="text-align: center;">Enrollment</p> <table border="1"> <caption>Enrollment Data</caption> <thead> <tr> <th>Period</th> <th>ACC (%)</th> <th>AOT (%)</th> <th>MGT (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>2011-2012 to 2012-2013</td> <td>-2.5</td> <td>-8.5</td> <td>-6.5</td> <td>3.0</td> </tr> <tr> <td>2012-2013 to 2013-2014</td> <td>-3.5</td> <td>-2.5</td> <td>-10.5</td> <td>3.0</td> </tr> <tr> <td>2013-2014 to 2014-2015</td> <td>-22.5</td> <td>-17.5</td> <td>-12.5</td> <td>3.0</td> </tr> </tbody> </table>	Period	ACC (%)	AOT (%)	MGT (%)	Goal (%)	2011-2012 to 2012-2013	-2.5	-8.5	-6.5	3.0	2012-2013 to 2013-2014	-3.5	-2.5	-10.5	3.0	2013-2014 to 2014-2015	-22.5	-17.5	-12.5	3.0
Period	ACC (%)	AOT (%)	MGT (%)	Goal (%)																					
2011-2012 to 2012-2013	-2.5	-8.5	-6.5	3.0																					
2012-2013 to 2013-2014	-3.5	-2.5	-10.5	3.0																					
2013-2014 to 2014-2015	-22.5	-17.5	-12.5	3.0																					

1 - Standard 1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

QA Report

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Brenda Mattison

Institution Response

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

The following changes in personnel have occurred since our last report:

Price, John – Moved from full-time to adjunct, Management Instructor

Marsh, Elizabeth – Retired, Administrative Office Technology Instructor

Vance, Debbie – New hire, Accounting and Management Instructor

DeVarso, Tiffanie – New hire, moved from adjunct to fulltime, Management Instructor

Goodman, Pamela – New hire, Administrative Office Technology Instructor and Program Director

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

We do not have any new campuses to report.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

You do not have to respond to Standard #2 Strategic Planning if you do not have any notes or conditions in this standards.

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

3 - Standard 3 Student and Stakeholder Focus

Complete the table for Standard 3 - Student- and Stakeholder-Focused Results, found under the Evidence File tab above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process in your QA report.

QA Report

Status: Completed | **Due Date:** 9/9/2016

Assigned To

Brenda Mattison

Institution Response

There is no response.

Sources

- Data Table for 2016 QA Report_Final

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

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

AAS

AS

AS Accounting, etc.

- b. **Performance Results.** Complete the table for Standard 4 Student Learning Results (required for each accredited program) found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process. However, you must have results for every accredited program.

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Brenda Mattison

Institution Response

There is no response.

Sources

- Data Table for 2016 QA Report_Final
- Standard 4 - Program Outcomes

5 - Standard 5 Faculty and Staff Focus

- a. **Faculty and Staff Focus** Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above. Provide three or four examples of assessment data, reporting what you consider to be the most important data. It is not necessary to provide results for every process.
- b. **Faculty Qualifications** Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** found under the Evidence File above. This table is for **new full-time and part-time faculty members since your last self-study or QA report. Do not include faculty members previously reported**, in accordance with Criterion 5.2 in the Standards and Criteria.

QA Report

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Assigned To
Brenda Mattison

Institution Response

There is no response.

Sources

- Data Table for 2016 QA Report_Final

6 - 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 found under the Evidence File tab above.
2. List any degree programs that have changed names whether or not there are curriculum changes. This information will be used to update your list of accredited programs on the ACBSP website.
3. List any **new degree programs** that have been developed since your last report and attach a Table 6 Curriculum Summary found under the Evidence File tab above.

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. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

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

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

5. 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.

QA Report

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Brenda Mattison

Institution Response

There is no response.

Sources

- Data Table for 2016 QA Report_Final