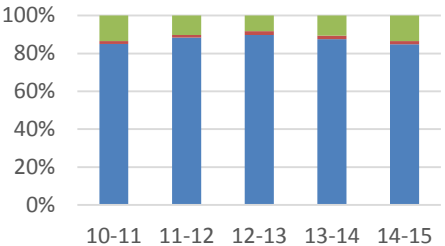
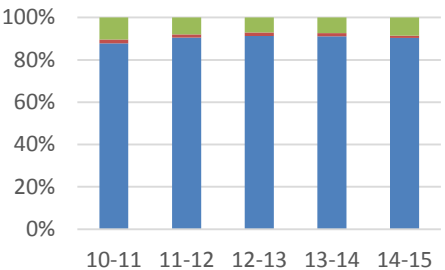
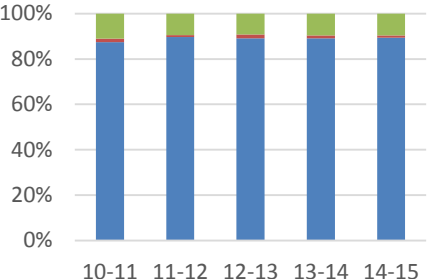

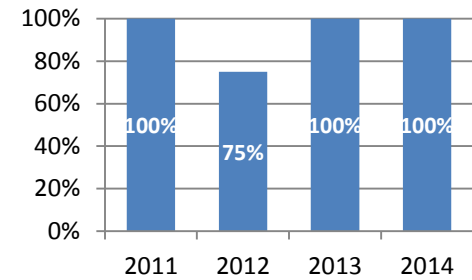


## Student and Stakeholder-Focused Results

		Analysis of Results																							
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred)																				
75% of Business Unit alumni will be working full-time	Alumni Survey conducted by Institutional Research and Planning (IRP) in conjunction with the School and the Alumni and Advancement Office	<p>In all but one year the goal of 75% of the Business Unit’s alumni were working full-time.</p> <p>Full-time = more than 30 hours per week</p> <p>Part-time = 30 hours or less per week</p> <p>(Note: Due to low response rate in 2013, there is no data for that year.)</p>	<p>For the reporting years, an average of 82% of those surveyed were working full-time. When part-time respondents are included, an average of 95% were employed either full- or part-time.</p> <p>Further analysis indicates that an average of 30% of these surveyed had secured employment in their field of study either before graduation or three months or less after graduation. Almost a third of graduates are employed within three months of graduation.</p>	Graduates and alumni will continue to be contacted for this valuable data on employment trends. The Business Unit will continue to work with the Alumni and Advancement Office and IRP in gathering this data.	<div><p><b>Graduates' Employment</b></p><table><thead><tr><th>Year</th><th>Employed Full-time</th><th>Employed Part-time</th><th>Unemployed</th><th>Other</th></tr></thead><tbody><tr><td>2011</td><td>89%</td><td>11%</td><td>0%</td><td>0%</td></tr><tr><td>2012</td><td>86%</td><td>14%</td><td>0%</td><td>0%</td></tr><tr><td>2014</td><td>71%</td><td>13%</td><td>3%</td><td>12%</td></tr></tbody></table><p>Legend: <span style="color: blue;">■</span> Employed Full-time <span style="color: red;">■</span> Employed Part-time <span style="color: green;">■</span> Unemployed <span style="color: purple;">■</span> Other</p></div>	Year	Employed Full-time	Employed Part-time	Unemployed	Other	2011	89%	11%	0%	0%	2012	86%	14%	0%	0%	2014	71%	13%	3%	12%
Year	Employed Full-time	Employed Part-time	Unemployed	Other																					
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2014	71%	13%	3%	12%																					

Analysis of Results					
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred)
Work exposure employers will strongly agree/agree that 90% of students demonstrate aptitude in employability skills	Work Exposure Survey/Evaluation conducted by Institutional Research and Planning (IRP) in conjunction with the School.	In the 2014-15 academic year, 85% or more of work term employers strongly agree/ agree that students demonstrate aptitude in all three skills areas (Fundamental, Personal Management and Teamwork). Averages have been maintained or increased from year to year.	<p>Employers have clearly indicated their satisfaction with our work exposure students, as shown in the consistently high level of satisfaction.</p> <p>The School now has 5 years of trend data available which will be used to conduct an analysis of the criteria measured under each major skill area. One area that will be reviewed is the N/A responses. This will assist the College in reviewing programs to ensure skills being taught are meeting the needs of industry.</p> <p>One contributing factor to the N/A responses may be occasional misalignment of students' programs with relevant job placements (eg. BA-HRM student placed in an office clerk position).</p>	<p>During the 2015-16 academic year, the School will conduct a detailed review of the data from the various criteria under each major skill area.</p> <p>Analysis of detailed criteria under each skill area (Fundamental, Personal Management and Teamwork Skills) will be captured and presented to Focus Groups and Curriculum Teams when reviewing programs.</p>	<p><b>Fundamental Skills</b></p>  <p><b>Personal Management Skills</b></p>  <p><b>Teamwork Skills</b></p>  <p> <span style="color: green;">■</span> N/A  <span style="color: red;">■</span> Disagree/ Strongly Disagree  <span style="color: blue;">■</span> Strongly Agree/ Agree </p>

		Analysis of Results															
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred)												
12 teams from CNA campuses will be represented at the annual Business Case Competitions (BCC)	<p>Annual BCC attendance</p> <p>A maximum of 12 teams can comfortably be accommodated at the current venue.</p> <p>This annual BCC provides opportunities for relationship building among the School's Business students and faculty across all campuses.</p>	<p>Campus participation has seen a steady increase since the 2010-11 academic year with maximum capacity surpassed in the 2014-15 academic year.</p> <p>Participating teams work in strict timeframes to analyze a given case study. Their findings and recommendations are then presented to a panel of industry judges.</p> <p>This provides an excellent opportunity for networking with future employers while improving critical thinking, teamwork, and presentation skills.</p>	<p>Annual communication with all campuses to encourage involvement has resulted in increasing the level of team participation. An average of 63% of campuses have been engaged in the BCC over the reporting period graphed. In the two highest years' participation, several campuses sent multiple teams.</p> <p>Students, faculty, and judges consistently give anecdotal accounts of the value of this event to student learning and personal development.</p>	The timing in the semester of the 2013-14 competition was found to be problematic for several teams. This contributed to the decrease in that year. Adjusting the dates of the competition in the 2014-15 academic year increased results to surpass our goal of 12 teams. This success required adjustments to accommodate the extra team in one of the four divisions.	<p><b>Number of Teams</b></p> <table><thead><tr><th>Academic Year</th><th>Number of Teams</th></tr></thead><tbody><tr><td>2010-11</td><td>5</td></tr><tr><td>2011-12</td><td>7</td></tr><tr><td>2012-13</td><td>11</td></tr><tr><td>2013-14</td><td>7</td></tr><tr><td>2014-15</td><td>13</td></tr></tbody></table>	Academic Year	Number of Teams	2010-11	5	2011-12	7	2012-13	11	2013-14	7	2014-15	13
Academic Year	Number of Teams																
2010-11	5																
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2012-13	11																
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		Analysis of Results													
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred)										
All, 100%, of CNA Enactus teams will participate in the regional and/or national expositions each year.	Annual data from Enactus Canada	100% of CNA Enactus teams have participated in the regional and/or national expositions over the past four years (see Table 1).	Further analysis indicates that not all teams are attending both the regional and national expositions (see Table 2 and Table 3). The teams who do not attend both expositions varies from year to year; it is not always the same team.	While some local fundraising efforts take place for Enactus teams, sufficient financial support has been provided by CNA and the Atlantic Canada Opportunities Agency (ACOA) for teams to attend these events. Personal and family considerations typically are the reason for teams choosing not to attend one of the expositions.	<div><p>Regional and National Exposition Participation</p><table><thead><tr><th>Year</th><th>Participation (%)</th></tr></thead><tbody><tr><td>2011</td><td>100%</td></tr><tr><td>2012</td><td>100%</td></tr><tr><td>2013</td><td>100%</td></tr><tr><td>2014</td><td>100%</td></tr></tbody></table><p>Table 1</p></div>	Year	Participation (%)	2011	100%	2012	100%	2013	100%	2014	100%
			Year	Participation (%)											
2011	100%														
2012	100%														
2013	100%														
2014	100%														
Enactus provides rich learning to team members as they network with regional and national entrepreneurs and are exposed to new projects and ideas.	CNA will continue to make every effort to ensure the best of the Enactus teams' projects are represented at the regional and national expositions.	<div><p>Atlantic Canada Regional Exposition Participation</p><table><thead><tr><th>Year</th><th>Participation (%)</th></tr></thead><tbody><tr><td>2011</td><td>100%</td></tr><tr><td>2012</td><td>75%</td></tr><tr><td>2013</td><td>100%</td></tr><tr><td>2014</td><td>100%</td></tr></tbody></table><p>Table 2</p></div>	Year	Participation (%)	2011	100%	2012	75%	2013	100%	2014	100%			
Year	Participation (%)														
2011	100%														
2012	75%														
2013	100%														
2014	100%														
		Enactus National Expositions rotate venues each year between Toronto, ON, and Calgary, AB.													

		Analysis of Results													
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred)										
Students will report a 90% satisfaction with Business Unit courses	End of semester student surveys conducted each Fall and Winter semester by Institutional Research and Planning (IRP)	Student satisfaction with Business Unit courses is at an average of 84% over the four semesters reported	Student comments are analyzed each semester to assist in making decisions relevant to programming and course content. This analysis is conducted over an extended period of time to allow for trend data for individual courses. Courses must complete one full program cycle in order to see if the changes made produce a positive impact.	Changes in programming have occurred based on feedback from survey results and student comments. This process is standard and will continue for all Business Unit courses.	<p><b>Student Satisfaction with Courses</b></p> <table><tr><th>Semester</th><th>Satisfaction (%)</th></tr><tr><td>F2013</td><td>84%</td></tr><tr><td>W2014</td><td>83%</td></tr><tr><td>F2014</td><td>85%</td></tr><tr><td>W2015</td><td>85%</td></tr></table>	Semester	Satisfaction (%)	F2013	84%	W2014	83%	F2014	85%	W2015	85%
Semester	Satisfaction (%)														
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W2014	83%														
F2014	85%														
W2015	85%														
Students will report a 90% satisfaction with Business Unit instructors	End of semester student surveys conducted each Fall and Winter semester by Institutional Research and Planning (IRP)	Student satisfaction with Business Unit instructors is at an average of 87% over the four semesters reported	While the satisfaction with Business Unit instructors is not at the desired goal, it is within 4% of the goal over the semesters reported. This data and accompanying survey respondent comments provide supporting evidence of the quality of instructors teaching in the Business Unit. This stakeholder feedback is valuable in assessing instruction within the School.	The Business Unit has addressed areas of concern with the appropriate individuals and will continue to do so, when needed, as this process is repeated in subsequent semester.	<p><b>Student Satisfaction with Instructors</b></p> <table><tr><th>Semester</th><th>Satisfaction (%)</th></tr><tr><td>F2013</td><td>87%</td></tr><tr><td>W2014</td><td>86%</td></tr><tr><td>F2014</td><td>87%</td></tr><tr><td>W2015</td><td>88%</td></tr></table>	Semester	Satisfaction (%)	F2013	87%	W2014	86%	F2014	87%	W2015	88%
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Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred)																
CNA credentials will be transferable by alumni to further studies at a rate of at least 65% of the programs they choose to transfer into after graduation	Alumni Survey conducted by Institutional Research and Planning (IRP) in conjunction with the School and the Alumni and Advancement Office	In all but one year the goal was surpassed.  (Note: Due to low response rate in 2013, there is no data for that year.)	Transfer agreements between the Business Unit and other post-secondary institutions are working for the benefit of our graduates. An average of 65% of alumni surveyed over the reporting period were able to transfer their CNA credentials on to further studies.  Further analysis indicates that over 40% of respondents pursued four-year degrees upon graduation from CNA’s business programs. The primary transfer agreements of which they availed were at universities within the province (53%) or Canada (60%), with another 15% at other universities not identified by location (due to the wide variety of responses).	The Business Unit will continue to pursue transfer agreements for the benefit of its graduates. In addition, current students will continue to be informed of the available transfer agreements already in place.	<div>CNA Credential Transferable</div> <table><thead><tr><th>Year</th><th>Yes</th><th>Some Courses</th><th>No</th></tr></thead><tbody><tr><td>2011</td><td>67%</td><td>33%</td><td>0%</td></tr><tr><td>2012</td><td>57%</td><td>29%</td><td>14%</td></tr><tr><td>2014</td><td>72%</td><td>8%</td><td>20%</td></tr></tbody></table>	Year	Yes	Some Courses	No	2011	67%	33%	0%	2012	57%	29%	14%	2014	72%	8%	20%
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		Analysis of Results																											
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred)																								
Business Unit students will be well prepared/prepared for the workplace at a minimum rate of 85% upon graduation	Work Exposure Survey/Evaluation conducted by Institutional Research and Planning (IRP) in conjunction with the School.	The goal of 85% has been surpassed in each of the five reporting years.	<p>In the 2010-11 and 2012-13 reporting years respectively, there was 1% who reported that students were not well prepared upon graduation.</p> <p>In the final two reporting years, 14% of employers did not respond to this question about students' level of preparedness upon graduation.</p>	<p>The School will work toward ensuing all employers respond to this question in future surveys.</p> <p>Discussions will take place to determine if the goal should be raised to 90%.</p>	<p><b>Graduate Preparedness</b></p> <table><thead><tr><th>Reporting Year</th><th>Well Prepared/Prepared</th><th>Not Prepared</th><th>Employer did not answer question</th></tr></thead><tbody><tr><td>2010-11</td><td>99%</td><td>1%</td><td>0%</td></tr><tr><td>2011-12</td><td>100%</td><td>0%</td><td>0%</td></tr><tr><td>2012-13</td><td>99%</td><td>1%</td><td>0%</td></tr><tr><td>2013-14</td><td>86%</td><td>0%</td><td>14%</td></tr><tr><td>2014-15</td><td>86%</td><td>0%</td><td>14%</td></tr></tbody></table>	Reporting Year	Well Prepared/Prepared	Not Prepared	Employer did not answer question	2010-11	99%	1%	0%	2011-12	100%	0%	0%	2012-13	99%	1%	0%	2013-14	86%	0%	14%	2014-15	86%	0%	14%
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2013-14	86%	0%	14%																										
2014-15	86%	0%	14%																										

# Measurement and Analysis of Student Learning and Performance

## Program Outcomes

Business Administration - <b>General</b>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to effectively engage in research and information gathering processes.</li> <li>2. Discuss general knowledge of accounting, human resources, and marketing, for application in a business environment.</li> <li>3. Demonstrate entrepreneurship skills used in a small- to medium-sized business environment.</li> <li>4. Demonstrate application of the Conference Board of Canada employability skills.</li> </ol>
Business Administration/ Management - <b>Accounting</b>	<ol style="list-style-type: none"> <li>1. Prepare and analyze financial statements for internal and external decision making.</li> <li>2. Use current technology to analyze results and generate appropriate reports.</li> <li>3. Develop financial and budgetary plans based on varying business objectives, changing business environments, and underlying business assumptions.</li> <li>4. Demonstrate accounting skills at an intermediate to advanced level for application in the workplace.</li> <li>5. Integrate ethical accounting practices for use in performing accounting functions.</li> <li>6. Integrate business concepts for effective business planning and strategic management. (BM only)</li> <li>7. Demonstrate application of the Conference Board of Canada employability skills.</li> </ol>
Business Administration/ Management - <b>Human Resource Management</b>	<ol style="list-style-type: none"> <li>1. Examine and critique the key fundamentals of strategic human resource management and the employment related legislation (acts and regulations).</li> <li>2. Propose and apply various human resource practices to effectively manage an organization's human resources.</li> <li>3. Demonstrate effective research, negotiation, conflict resolution, and leadership skills for use in the business environment.</li> <li>4. Integrate ethical human resource management practices for use in performing human resource functions.</li> <li>5. Integrate business concepts for effective business planning and strategic management. (BM only)</li> <li>6. Demonstrate application of the Conference Board of Canada employability skills.</li> </ol>
Business Administration/ Management - <b>Marketing</b>	<ol style="list-style-type: none"> <li>1. Analyze the marketing environment to develop a comprehensive marketing strategy with recommendations for implementation and monitoring of the strategy.</li> <li>2. Critically analyze and provide business solutions to marketing product, price, promotion, and distribution decisions.</li> <li>3. Integrate ethical marketing strategies and tactics for application in both domestic and global marketing environments.</li> <li>4. Create support materials for use in the implementation of a marketing strategy.</li> <li>5. Integrate business concepts for effective business planning and strategic management. (BM only)</li> <li>6. Demonstrate application of the Conference Board of Canada employability skills.</li> </ol>

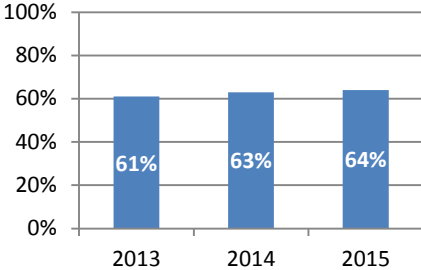
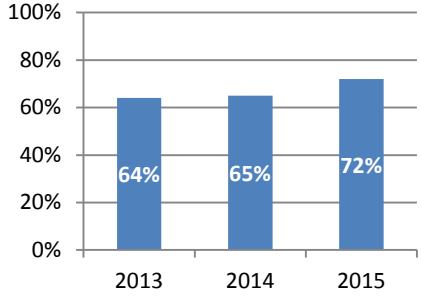
Office Administration  
**(All program options)**

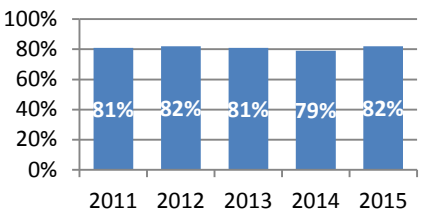
1. Demonstrate a positive attitude in a business environment to help ensure successful integration into the workplace.
2. Independently organize and manage the activities of an administrative workplace environment for effective and efficient performance.
3. Demonstrate effective written and oral communication skills for use in the business environment.
4. Utilize effective interpersonal and teamwork skills to adapt to various business/community working environments.
5. Conduct research; analyze and present relevant data for use in a business environment.
6. Record financial transactions using generally accepted accounting principles for use in a business environment.
7. Utilize and integrate technology to produce business documents at an advanced level using standard document formatting guidelines.

## Student Learning Results

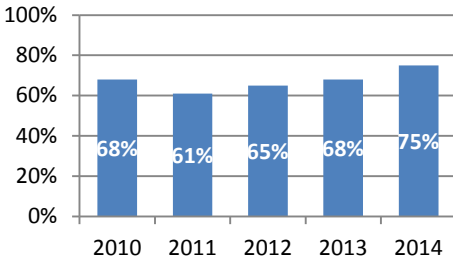
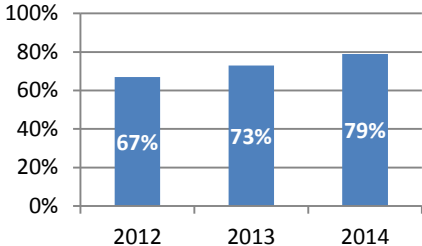
NOTE: The program outcome numbers on the preceding pages are mapped to each of the appropriate Performance Measure(s) below.

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Program	Business Administration and Business Management – All options				<div>AC2230 Computerized Accounting Final Exam</div> <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2011</td><td>80%</td></tr><tr><td>2012</td><td>75%</td></tr><tr><td>2013</td><td>76%</td></tr><tr><td>2014</td><td>80%</td></tr><tr><td>2015</td><td>71%</td></tr></tbody></table>	Year	Percentage	2011	80%	2012	75%	2013	76%	2014	80%	2015	71%
Year	Percentage																
2011	80%																
2012	75%																
2013	76%																
2014	80%																
2015	71%																
Course	AC2230 – Computerized Accounting I																
Program Outcomes	Acct: 1, 2, & 4/HRM: 2, 3, & 6/Marketing: 2 & 6/General: 2 & 4																
First-year Business students will demonstrate skill in computerized accounting software at an 80% achievement level.	<p>Common final exam outline. Faculty provide exam content based on a prescribed exam outline.</p> <p>Note: The exam is a simulation of accounting transactions with a common prescribed list of objectives to be assessed.</p> <p><b>(Direct, internal, formative, comparative)</b></p>	<p>The goal of 80% was met in two of the five reporting years. Two of the three remaining years have results at 75% or higher.</p>	<p>There was a spike in enrollment in the 2015 year, which may led to the lower average. Further analysis have showed that the large enrollment came from one campus which had weaker student results. Students are achieving at or near the desired goal in all other years. This first-year course provides a good foundation to support students’ knowledge of accounting.</p>	<p>The Business Unit is working with faculty at the campus that had weaker results to put measures in place for improvement. In 2016, the efforts of this intervention will be assessed. Because of this tool, there is greater commonality across all campuses for this course’s assessment.</p>													

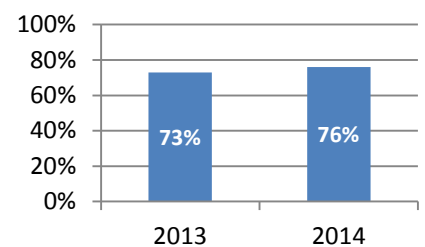
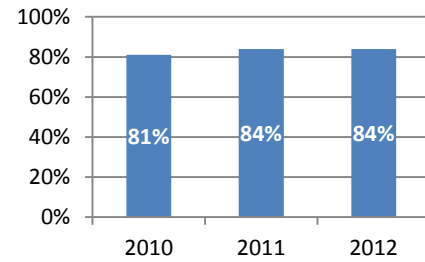
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Program	Business Administration and Business Management - Accounting				<div>AC3220 Financial Statment Analysis</div>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2013</td><td>61%</td></tr><tr><td>2014</td><td>63%</td></tr><tr><td>2015</td><td>64%</td></tr></tbody></table>	Year	Percentage	2013	61%	2014	63%	2015	64%
Year	Percentage												
2013	61%												
2014	63%												
2015	64%												
Course	AC3220 – Intermediate Financial Accounting												
Program Outcomes	1 & 5												
Accounting students will demonstrate knowledge of financial statement analysis at a 65% achievement level.	Final exam question which requires calculations based on financial statements and then an interpretation of results.  (Direct, formative, internal, comparative)	Student results have shown a gradual increase in each of the three years reported.	While the goal has not yet been reached, the results have been near the desired goal of 65% for this advanced concept.  Faculty indicate that this assessment provides an opportunity for applied learning since students independently decide which ratios to choose in their analysis and then make sound conclusions based on their findings.	Through faculty consultation this tool was developed and refined. Much communication between various campuses has resulted because of this assessment.									
Program	Business Administration and Business Management – All options				<div>EP2150 Small Business Financials</div>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2013</td><td>64%</td></tr><tr><td>2014</td><td>65%</td></tr><tr><td>2015</td><td>72%</td></tr></tbody></table>	Year	Percentage	2013	64%	2014	65%	2015	72%
Year	Percentage												
2013	64%												
2014	65%												
2015	72%												
Course	EP2150 Entrepreneurship												
Program Outcomes	General: 1, 2, 3 & 4/Acct: 1, 5 & 7/HRM: 4 & 6/Marketing: 1 & 6												
General, Marketing, Accounting, and Human Resource Management students will prepare small business financials and identify sources of financing at a 70% achievement level.	Prepare proforma income statement and start-up budget, and identify sources of financing for a small retail business.  (Direct, formative, internal, comparative)	Results have improved over the three years’ assessment and in 2015 students surpassed the 70% goal for the first time.	This common assessment tool was designed from a faculty best practice and then utilized at all campuses. The increase in 2015 can be attributed to the fact that a greater number of EP2150 students completed this assignment (89% in 2014 vs. 93% in 2015). Also, the grades were slightly higher from most sections than in the preceding year; and course enrollment increased from 218 in 2014 to 284 in 2015.	After this assignment was utilized for two years, faculty indicated that the level of learning was significant enough to increase the value of this assignment. Faculty feedback indicates that students are encouraged to use this assignment as a foundation for preparing a business plan in the following year.									

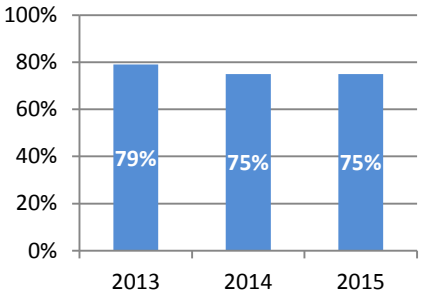
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Program	Business Management – All options				<div>EP2200 Business Plan &amp; Oral Presentation</div>  <table><caption>EP2200 Business Plan &amp; Oral Presentation Data</caption><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2011</td><td>81%</td></tr><tr><td>2012</td><td>82%</td></tr><tr><td>2013</td><td>81%</td></tr><tr><td>2014</td><td>79%</td></tr><tr><td>2015</td><td>82%</td></tr></tbody></table>	Year	Percentage	2011	81%	2012	82%	2013	81%	2014	79%	2015	82%
Year	Percentage																
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2015	82%																
Course	EP2200 – Business Planning																
Program Outcomes	Acct: 6 & 7/HRM: 5 & 6/Marketing: 5 & 6																
Marketing, Accounting, and Human Resource Management students will develop and present a formal business plan at an 80% achievement level.	Accounting, Human Resource Management, and Marketing students develop and present a formal business plan to a panel of industry representatives. The tool is assessed in partnership with faculty and industry representatives.  (Direct, summative, internal/external, comparative)	The goal of 80% has been surpassed in all but one of the five reporting years. In that one year, the results were just one percent below the goal.	Upon further analysis, students’ are producing their written business plans at an average achievement rate of 81.6% and delivering their oral presentations at an average achievement rate of 80.8% over the five years reported. These two components are combined for their overall grade on this assessment.	Because the goal of 80% has consistently been met, the new goal will increase to 85%.  This common assessment tool has enhanced student learning because where enrollment allows, working groups are comprised of students from Accounting, Human Resource Management, and Marketing Programs. Also, there are networking opportunities with industry since they comprise the evaluation panel.													

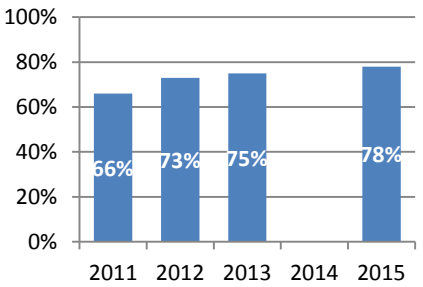
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)										
Program	Business Administration and Business Management – Human Resource Management				<b>HN1400 WHMIS Certification</b> <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2012</td><td>91%</td></tr><tr><td>2013</td><td>92%</td></tr><tr><td>2014</td><td>93%</td></tr><tr><td>2015</td><td>86%</td></tr></tbody></table>	Year	Percentage	2012	91%	2013	92%	2014	93%	2015	86%
Year	Percentage														
2012	91%														
2013	92%														
2014	93%														
2015	86%														
Course	HN1400 – Occupational Health and Safety														
Program Outcomes	2 & 4														
All HN1400 student will earn Workplace Hazardous Materials Information System (WHMIS) certification.	External testing to earn WHMIS certification.  <b>(Direct, summative, external, comparative)</b>	While not all students are earning their WHMIS certification, in all years except 2015 over 90% of all HN1400 students were being certified in WHMIS.	Two of our larger classes had an increase in the number of students who did not complete WHMIS training in 2015. This impacted the overall results.	Faculty have been contacted to determine if there are any contributing factors to students not completing WHMIS training and any suggestion to increase the number of students being certified.											
Program	Business Administration and Business Management – Human Resource Management				<b>HN2150 Training Simulation &amp; Presentation</b> <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2012</td><td>72%</td></tr><tr><td>2013</td><td>73%</td></tr><tr><td>2014</td><td>75%</td></tr></tbody></table>	Year	Percentage	2012	72%	2013	73%	2014	75%		
Year	Percentage														
2012	72%														
2013	73%														
2014	75%														
Course	HN2150 – Training and Development														
Program Outcomes	1, 2, 3, 4, & 6														
Human Resource Management students will develop and present a training simulation at a 70% achievement level.	Students design and present (in class) a human resources training simulation.  <b>(Direct, formative, internal, comparative)</b>	Student results have surpassed the goal and continues to increase slightly each year. Faculty feedback indicates this is a “practical and relevant” assessment tool.	Further analysis indicates that there has been a 55% increase in enrollment in this course since 2012. Even with the increased number of students, results have continued to improve.  Student engagement in this assessment has been high. This hands-on learning opportunity has received positive feedback.	Because the goal of 70% has consistently been met, the new goal will increase to 75%.  After the first use of this tool, some areas were identified as being unclear. Faculty worked to refine some parts of the tool’s instructions in an effort to provide greater clarity for students. The revised tool is being used with fewer student questions for clarification.											

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Program	Business Administration and Business Management - Marketing				<div>MR1500 Case Study</div>  <table><caption>MR1500 Case Study Data</caption><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2010</td><td>68%</td></tr><tr><td>2011</td><td>61%</td></tr><tr><td>2012</td><td>65%</td></tr><tr><td>2013</td><td>68%</td></tr><tr><td>2014</td><td>75%</td></tr></tbody></table>	Year	Percentage	2010	68%	2011	61%	2012	65%	2013	68%	2014	75%
Year	Percentage																
2010	68%																
2011	61%																
2012	65%																
2013	68%																
2014	75%																
Course	MR1500 – Consumer Behaviour																
Program Outcomes	2, 3 & 6																
Marketing students will demonstrate knowledge of case study analysis at a 70% achievement level.	Students analyze a case study and present a written paper summary as well as an oral presentation of findings with the grade weight being 80% for the written report and 20% for the oral presentation.  (Direct, formative, internal, comparative)	In 2014, students surpassed the 70% goal.	Further analysis indicates there is an average of 10% improvement each year when this second-year assessment is compared with students’ third-year case study assessment results.	Since results have been consistently near or above the desired goal, data collection for this tool has been suspended. Other areas in the Marketing program are now being assessed and analyzed.  This has been included due to the self-study year 2014-15.													
Program	Business Administration and Business Management - Marketing				<div>MR2400 Integrated Advertising Plan</div>  <table><caption>MR2400 Integrated Advertising Plan Data</caption><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2012</td><td>67%</td></tr><tr><td>2013</td><td>73%</td></tr><tr><td>2014</td><td>79%</td></tr></tbody></table>	Year	Percentage	2012	67%	2013	73%	2014	79%				
Year	Percentage																
2012	67%																
2013	73%																
2014	79%																
Course	MR2400 – Marketing Communications																
Program Outcomes	1, 3, & 4																
Marketing students will prepare an integrated advertising plan at a 75% achievement level.	Marketing students conduct research to help develop an advertising plan, then design media ads and present written recommendations to a client.  (Direct, formative, internal, comparative)	Results have improved in each of the three years reported and surpassed the goal in 2014.	Further analysis indicates that between 92% and 96% of all students enrolled in MR2400 are completing this assignment. Also, there has been a 37% increase in enrollment in this course since 2012. Even with the increased number of students, results have continued to improve.  Students have engaged in significant applied learning through this assessment.	After the first year, faculty refined their instructions to students, which resulted in more clarity for students in completing this authentic learning assessment.  Since results have been consistently near or above the desired goal, data collection for this tool has been suspended. Other areas in the Marketing program are now being assessed and analyzed. New areas of trend data will be reported in future QA Reports.													

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																								
Program	Business Administration – Banking (Qatar Campus ONLY)				<div>BK1100 Final Exam</div> <table border="1"><caption>BK1100 Final Exam Data</caption><thead><tr><th>Semester</th><th>Percentage</th></tr></thead><tbody><tr><td>Fall 2014</td><td>61%</td></tr><tr><td>Winter 2015</td><td>56%</td></tr></tbody></table>	Semester	Percentage	Fall 2014	61%	Winter 2015	56%																		
Semester	Percentage																												
Fall 2014	61%																												
Winter 2015	56%																												
Course	BK1100 Banking Operations I																												
Program Outcomes	1 & 3																												
Students will demonstrate knowledge of retail banking functions at a 60% achievement level.	Final Exam  (Direct, Formative, Internal)	Student results have shown a gradual increase in the semesters reported.	Because this program’s first intake was in 2014, more data is required before a thorough analysis can be completed.	Monitoring of this data will be continued.																									
Program	Office Administration – All programs				<div>Percentage of Students At or Above 40 NWPM</div> <table border="1"><caption>Percentage of Students At or Above 40 NWPM Data</caption><thead><tr><th>Yr.</th><th>1</th><th>2</th><th>Percentage</th></tr></thead><tbody><tr><td>2010-11</td><td>76%</td><td>94%</td><td></td></tr><tr><td>2011-12</td><td>85%</td><td>96%</td><td></td></tr><tr><td>2012-13</td><td>82%</td><td>94%</td><td></td></tr><tr><td>2013-14</td><td>78%</td><td>98%</td><td></td></tr><tr><td>2014-15</td><td>80%</td><td>97%</td><td></td></tr></tbody></table>	Yr.	1	2	Percentage	2010-11	76%	94%		2011-12	85%	96%		2012-13	82%	94%		2013-14	78%	98%		2014-15	80%	97%	
Yr.	1	2	Percentage																										
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2011-12	85%	96%																											
2012-13	82%	94%																											
2013-14	78%	98%																											
2014-15	80%	97%																											
Course	DM1201 (2011, 2012); KB1150 (2013, 2014, 2015); DM2201, DM3220 (2011, 2012, 2013); KB1151 (2014, 2015)																												
Program Outcomes	7																												
At graduation, 85% of Office Administration students will meet or exceed 40 net words per minute (NWPM) in official timings.	Official timings administered in document production and keyboarding courses in students’ winter semesters. Course numbers have changed over time as the official timings were separated from the larger document production courses in 2013-14.  (Direct, summative, internal, comparative)	Students’ keyboarding speeds increased each year as they progressed from year one to year two of their program of study. Students are meeting or exceeding industry’s minimum standard of 40 NWPM.	Students continue to achieve at or above the 40 NWPM level established by the College and industry experts. Further analysis indicates students’ keyboarding speeds increased, by cohort, from year one to graduation by up to 20 NWPM.	Faculty will continue to do weekly speed building exercises with students in an effort to increase the number of students meeting or exceeding 40 NWPM.																									

Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Program	Office Administration – All options				<p>Current:</p> <p><b>OF1100 Telephone &amp; Calendar</b></p>  <p>Former:</p> <p><b>OF1100 Reference Sources</b></p> 
Course	OF1100 – Office Management I				
Program Outcomes	2 & 3				
Office Administration first-year students will complete telephone and calendar assignments at an 80% achievement level.	Common assignment requiring students to complete telephone and calendar exercises in a supervised, timed environment.  <b>(Direct, formative, internal, comparative)</b>	Each year results have improved and continue to move toward the 80% achievement level.	After using a previous OF1100 common assignment for three years with consistently positive results (81%, 84%, and 84%), faculty moved to measure this other area of office procedures across all campuses.  This new assignment provides authentic, hands-on learning for students at all campuses, but results indicate that the concept is more challenging for students since they have not yet reached the 80% goal.	After the first use of the assignment, some sections were re-worked to provide greater clarity in the instructions and wording of the various requirements. Also, refinements in the assignment were made to allow for more lists (vs. paragraphs) of instructions so students did not miss any of the requested items.  In the second year, results improved. Faculty have been consulted and further refinement has taken place. It is anticipated that the 2015 data will show further improvement in student achievement.	

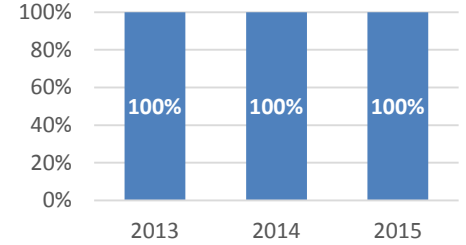
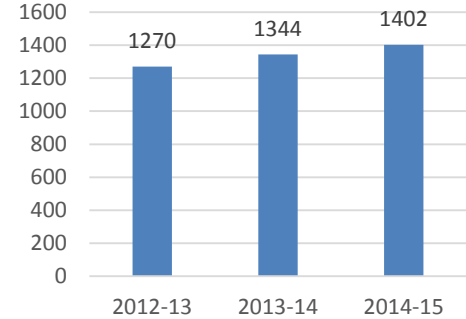
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Program	Office Administration - Executive				<div>OF2101 Research</div>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2013</td><td>79%</td></tr><tr><td>2014</td><td>75%</td></tr><tr><td>2015</td><td>75%</td></tr></tbody></table>	Year	Percentage	2013	79%	2014	75%	2015	75%
Year	Percentage												
2013	79%												
2014	75%												
2015	75%												
Course	OF2101 – Office Management IV												
Program Outcomes	2, 3, 5, & 7												
Office Administration – Executive students will conduct short research and report findings at an 80% achievement level.	Common embedded final exam question requiring a response to a scenario presented to students. Students conduct short research with findings presented in memo format.  (Direct, summative, internal, comparative)	While the goal has not yet been met, results are near the 80% goal.	Further analysis of the data was conducted and there is no evidence of results being affected by any one class of students. The results are consistent across all campuses. It is possible that the goal is a little too high. However, faculty have consistently taught to improve students’ research and writing skills and continue to aim for reaching the 80% goal. Also, how faculty graded the assignments may be a factor.	Faculty have been engaged after each administration of this common assessment tool to make any edits necessary for improvement and clarity.  Some faculty had a couple of questions about grading when the 2015 data was submitted. So, before the tool is used again, these grading items will be addressed with faculty.									

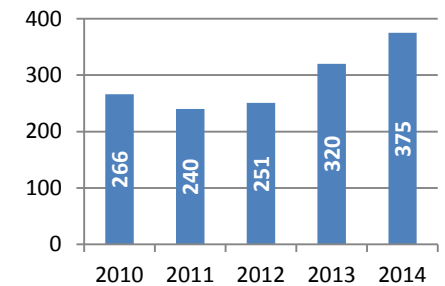
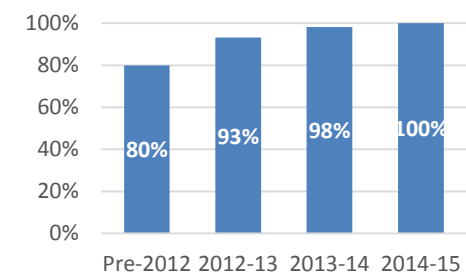
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Program	Office Administration – Legal				<div>DM3250 Wills &amp; Estates Documents</div>  <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2011</td><td>66%</td></tr><tr><td>2012</td><td>73%</td></tr><tr><td>2013</td><td>75%</td></tr><tr><td>2014</td><td>78%</td></tr><tr><td>2015</td><td>78%</td></tr></tbody></table>	Year	Percentage	2011	66%	2012	73%	2013	75%	2014	78%	2015	78%
Year	Percentage																
2011	66%																
2012	73%																
2013	75%																
2014	78%																
2015	78%																
Course	DM3250 – Legal Document Production																
Program Outcomes	7																
Office Administration-Legal students will assemble and format wills and estates documents at an 80% achievement level.	Common embedded exam question requiring students to accurately assemble and format wills and estate documents within a set timeframe.  (Direct, summative, internal, singular)	No data was available in 2014. However, data collected in 2015 shows a continuation in the upward trend toward the goal of 80%.	<p>The interventions in the “action taken” column have resulted in an average improvement of 9% over the reporting years.</p> <p>The consistent reinforcement in semester learning exercises since 2012 has contributed to improved results in the testing environment.</p>	<p>2012 &amp; 2013 data – Instructor had students add clause names in the semester learning exercises to reinforce their knowledge of clause names. This intervention has helped improve student learning. Because of the action taken, students have greater reinforcement of clause names.</p> <p>2014 – New intervention – Additional information about the procedure for numbering of will paragraphs was added to their learning exercises.</p> <p>The faculty member is consulted each year for feedback and suggestions for changes and improvements in the tool.</p>													

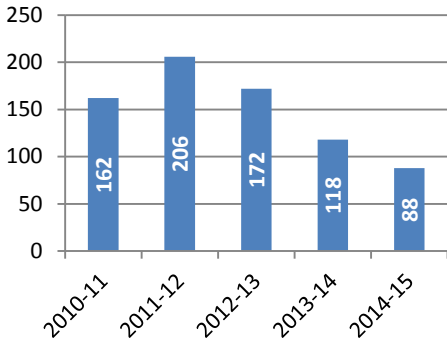
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Program	Office Administration – Medical				<div>DM1400 &amp; DM1401 Medical Transcription</div> <table><caption>DM1400 &amp; DM1401 Medical Transcription Data</caption><thead><tr><th>Year</th><th>DM1400 (%)</th><th>DM1401 (%)</th></tr></thead><tbody><tr><td>2012-13</td><td>78%</td><td>73%</td></tr><tr><td>2013-14</td><td>68%</td><td>76%</td></tr><tr><td>2014-15</td><td>66%</td><td>71%</td></tr></tbody></table>	Year	DM1400 (%)	DM1401 (%)	2012-13	78%	73%	2013-14	68%	76%	2014-15	66%	71%
Year	DM1400 (%)	DM1401 (%)															
2012-13	78%	73%															
2013-14	68%	76%															
2014-15	66%	71%															
Course	DM1400 – Medical Transcription I and DM1401 – Medical Transcription II																
Program Outcomes	3 & 7																
Office Administration – Medical students will transcribe medical documents at a 75% achievement level in both DM1400 and DM1401.	Common medical transcription document which students transcribe in a supervised, timed environment. This assessment incorporates a knowledge of medical terminology, medical document formatting, and transcription software.  (Direct, formative, internal, comparative)	Except for the first year, student results have improved from the DM1400 (fall semester) to the DM1401 (winter semester) course.	For the years reported, there has been an average of 3% increase in students’ applied transcription skills as they progress from DM1400 to DM1401.  The improvement between DM1400 and DM1401 indicates that students’ grasp of medical terminology, medical document formatting, and transcription software improved over the course of their study.	While the goal has not consistently been met for both courses’ assessments, the strong indication of progressive learning during the students’ course of study is a point of success. Faculty will be consulted to explore further suggestions for improving results in both courses toward meeting the desired goal.													

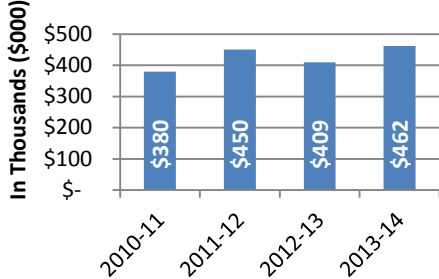
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Program	Office Administration – Records and Information Management				<div>RP2200 Block-numeric Classification System</div> <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2011</td><td>63%</td></tr><tr><td>2012</td><td>78%</td></tr><tr><td>2013</td><td>61%</td></tr><tr><td>2014</td><td>63%</td></tr><tr><td>2015</td><td>70%</td></tr></tbody></table>	Year	Percentage	2011	63%	2012	78%	2013	61%	2014	63%	2015	70%
Year	Percentage																
2011	63%																
2012	78%																
2013	61%																
2014	63%																
2015	70%																
Course	RP2200 – Classification Systems																
Program Outcomes	2																
Office Administration- RIM students will use the block-numeric classification system at an 80% achievement level.	Embedded common exam question requiring students to accurately file documents using the block-numeric classification system within a set timeframe.  <b>(Direct, summative, internal, comparative)</b>	There was a 15% increase between 2011 and 2012. This was the only year which nearly met the goal of 80%.  While various tweaks have been made to the tool to ensure the greatest clarity possible, results remain below the desired goal.	The overall average for the five years reported is 67%, which is still 13% below the goal. One factor impacting these results can be that the tool may not be appropriate for measuring this concept.  Class size has remained stable and is not impacting results. Faculty from both campuses have worked together to ensure consistency in teaching this concept, so that is not a factor impacting the results.	Change in faculty has given a new perspective on the tool. Consultation has taken place with faculty to develop a new tool for this assessment before the concept is measured again.													

## Organizational Performance Results

Analysis of Results													
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred)								
Office Administration – Medical graduates will complete first aid training at a 100% achievement level.	All students must present a current first aid certificate of training in order to meet graduation requirement. This training may be done as a cohort or individually. In either case, the training must be a from a certified first aid provider.	Having OA students skilled in first aid as they move into medical offices after graduation is a skill that can have a direct positive impact on the clients served in the case of a medical emergency	Students have been consistently meeting this graduation requirement at a 100% achievement level.	This training will continue to be part of the OA-Medical program of study.	<p style="text-align: center;"><b>OA-Medical Grads With 1st Aid Training</b></p>  <table><caption>OA-Medical Grads With 1st Aid Training</caption><tr><th>Year</th><th>Percentage</th></tr><tr><td>2013</td><td>100%</td></tr><tr><td>2014</td><td>100%</td></tr><tr><td>2015</td><td>100%</td></tr></table>	Year	Percentage	2013	100%	2014	100%	2015	100%
Year	Percentage												
2013	100%												
2014	100%												
2015	100%												
Overall School enrollment in all Business and Office Administration programs will be maintained at current levels or increased.	Annual College enrollment reports compiled by Institutional Research and Planning (IRP)	Overall School enrollment in Business and Office Administration programs has increased each year.	<p>There was a 6% increased between 2012-13 and 2013-14. There was a 4% increase between 2013-14 and 2014-15. This is an average of 5% for these years.</p> <p>Further analysis indicates that growth in the Business Management programs was over 10% each year. The other programs are closer to the 5%. Also, the School’s enrollment remained stable at an average of 15% of the overall College enrollment for the reporting period.</p>	Data will continue to be collected in order to analyze longer-term trends.	<p style="text-align: center;"><b>School Enrollment Business Programs</b></p>  <table><caption>School Enrollment Business Programs</caption><tr><th>Year</th><th>Enrollment</th></tr><tr><td>2012-13</td><td>1270</td></tr><tr><td>2013-14</td><td>1344</td></tr><tr><td>2014-15</td><td>1402</td></tr></table>	Year	Enrollment	2012-13	1270	2013-14	1344	2014-15	1402
Year	Enrollment												
2012-13	1270												
2013-14	1344												
2014-15	1402												

		Analysis of Results															
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred)												
Increase enrollment by an average of 10% in online distributed learning (DL) Business (BA/BM/OA) courses.	Enrollment reports from Institutional Research and Planning (IRP).	DL student enrollment has increased by 56% since 2011 with a steady growth in online enrollment each year.	<p>Enrollment has seen a steady increase since 2011. DL is providing students with quality online business programs.</p> <p>In August 2011, some provincial government funding to post-secondary students was withdrawn and impacted on student enrollment. However, enrollment has since recovered and steadily increased.</p>	Continue developing and offering quality Business programs through DL.	<p><b>DL - Business Enrollment</b></p>  <table><thead><tr><th>Year</th><th>Enrollment</th></tr></thead><tbody><tr><td>2010</td><td>266</td></tr><tr><td>2011</td><td>240</td></tr><tr><td>2012</td><td>251</td></tr><tr><td>2013</td><td>320</td></tr><tr><td>2014</td><td>375</td></tr></tbody></table>	Year	Enrollment	2010	266	2011	240	2012	251	2013	320	2014	375
Year	Enrollment																
2010	266																
2011	240																
2012	251																
2013	320																
2014	375																
Install smartboards for enhanced teaching and learning in 100% of labs and classrooms with an identified need for this technology.	Information Technology (IT) data from each CNA campus' IT personnel	As of 2012, 80% of all smartboards were installed in labs and classrooms at CNA campuses where there was an identified need for them. Over the past three years, there has been an average of 7% added each year. Labs were first fitted with this technology, then classrooms were added based on teaching	<p>CNA has been in the forefront of providing current lab and classroom technology for enhanced teaching and learning. This is evidenced by the early integration of smartboard technology into the lab and classroom settings. Students have access to not only faculty slide shows relevant to the course material, but easy access to a myriad of course-specific online resources.</p> <p>Labs and classrooms will continue to be update annually with new smartboards as required.</p>	<p>At present, older smartboards are being updated and replaced each year to ensure the latest technology is maintained throughout CNA's labs and classrooms.</p> <p>Interactive LCD panels are a newer technology that is being reviewed by CNA's IT department to see if it will be a worthwhile investment for further enhancing student learning in the lab and classroom setting. Some factors under consideration are the fact that the screen is smaller</p>	<p><b>Smartboard Technology Coverage</b></p>  <table><thead><tr><th>Period</th><th>Coverage (%)</th></tr></thead><tbody><tr><td>Pre-2012</td><td>80%</td></tr><tr><td>2012-13</td><td>93%</td></tr><tr><td>2013-14</td><td>98%</td></tr><tr><td>2014-15</td><td>100%</td></tr></tbody></table>	Period	Coverage (%)	Pre-2012	80%	2012-13	93%	2013-14	98%	2014-15	100%		
Period	Coverage (%)																
Pre-2012	80%																
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2013-14	98%																
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		Analysis of Results															
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred)												
		requirements and room usage.		than the current smartboards, and this may not be advantageous in larger classroom settings.													
Non-credit business-related course offerings will meet or exceed 100 per academic year.	Non-credit business-related courses offered to the public or outside agencies will be facilitated and measured by the Contract Training and Continuing Education (CTCE) department.	Some fluctuation in the number of offerings each year to date. Since 2010-11, there has been an average of -20% growth.	Course offerings are campus dependent and based on supply and demand for each campus' geographic region. Further investigation indicates several contributing factors to the decline in course offerings. Firstly, the recent slow-down in the economy with falling oil and mineral prices has resulted in fewer requests for training. Secondly, a reduction in government spending has impacted results since government is one of CNA's main training clients. Thirdly, several major projects are nearing their end and their need for training has now passed its peak (i.e. Kiewit and Husky natural resources projects)	While CTCE focuses on multiple areas of training outside of business-related courses, opportunities will continue to be sought to offer non-credit business-related courses at all campuses for the public and outside agencies.	<p><b>Number of Business Courses Offered to Outside Agencies</b></p>  <table><thead><tr><th>Year</th><th>Number of Courses</th></tr></thead><tbody><tr><td>2010-11</td><td>162</td></tr><tr><td>2011-12</td><td>206</td></tr><tr><td>2012-13</td><td>172</td></tr><tr><td>2013-14</td><td>118</td></tr><tr><td>2014-15</td><td>88</td></tr></tbody></table>	Year	Number of Courses	2010-11	162	2011-12	206	2012-13	172	2013-14	118	2014-15	88
Year	Number of Courses																
2010-11	162																
2011-12	206																
2012-13	172																
2013-14	118																
2014-15	88																

Analysis of Results															
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred)										
Awarding of provincial scholarships and awards will be maintained at current levels or increased.	The Office of Alumni and Advancement coordinates the annual acquisition and awarding of scholarships and awards. This data is provided by their Office. The annual Student Awards Handbook provides a listing of all available scholarships and awards.	<p>The value of awards and scholarships has increased each year except for a slight decrease in the 2012-13 year.</p> <p>Scholarships and awards have a direct positive impact on CNA learners.</p>	An average of \$425,000 has been available to students in scholarships and awards for the past four years. CNA actively seeks opportunities to increase scholarships and awards for students. These funds have positively impacted an average of 590 student recipients per year for the past four years.	Support College-wide initiatives to increase annual giving to scholarships and awards.	<p><b>Value of Scholarships &amp; Awards</b></p>  <table><caption>Value of Scholarships &amp; Awards (In Thousands \$000)</caption><thead><tr><th>Year</th><th>Value (\$000)</th></tr></thead><tbody><tr><td>2010-11</td><td>\$380</td></tr><tr><td>2011-12</td><td>\$450</td></tr><tr><td>2012-13</td><td>\$409</td></tr><tr><td>2013-14</td><td>\$462</td></tr></tbody></table>	Year	Value (\$000)	2010-11	\$380	2011-12	\$450	2012-13	\$409	2013-14	\$462
Year	Value (\$000)														
2010-11	\$380														
2011-12	\$450														
2012-13	\$409														
2013-14	\$462														

# Appendix A - Employability Skills

Employability Skills	
Fundamental Skills	Personal Management Skills
<ul style="list-style-type: none"> <li>• Demonstrate clear, concise and well-organized written communication skills</li> <li>• Demonstrate clear, concise and well-organized oral communication skills</li> <li>• Listen and ask questions in order to understand tasks</li> <li>• Share information using a range of technologies (e.g., voice, email, etc.)</li> <li>• Locate, gather and organize information using appropriate technology and information systems</li> <li>• Effectively manage time</li> <li>• Record and/or interpret data using appropriate methods, tools and technology</li> <li>• Demonstrate accuracy when performing mathematical functions</li> <li>• Assess situations and identify problems</li> <li>• Be creative and innovative in exploring possible solutions</li> <li>• Evaluate solutions to make recommendations or decisions</li> <li>• Implement solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a positive attitude and show interest, initiative and effort</li> <li>• Demonstrate integrity and personal ethics</li> <li>• Demonstrate appropriate workplace ethics (e.g., personal grooming, on time, etc.)</li> <li>• Effectively engage in sharing of ideas and personally contribute to the workplace</li> <li>• Work as part of a team</li> <li>• Work independently</li> <li>• Carry out multiple tasks at once</li> <li>• Adapt to office environment</li> <li>• Adapt to new methods and techniques</li> <li>• Troubleshoot office equipment</li> <li>• Handle stressful situations appropriately</li> <li>• Demonstrate appropriate safety practices</li> </ul>
Teamwork Skills	
<ul style="list-style-type: none"> <li>• Interact appropriately and professionally within the dynamics of a group</li> <li>• Contribute to a team by sharing information and expertise</li> <li>• Effectively plan, design and carry out a project or task from start to finish with well-defined objectives and outcomes</li> <li>• Meet deadlines</li> </ul>	