

Student and Stakeholder Focus 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) Must show sample size (ex: n=75)																					
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 87% over the six semesters reported	<p>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.</p> <p>Trend data is used in the School’s regular five-year program review cycle to inform course changes.</p>	<p>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> <p>Regular faculty/Curriculum Team meetings provide opportunity to discuss trend data and necessary changes to courses.</p>	<p>Student Satisfaction Courses</p> <table><thead><tr><th>Semester</th><th>Percentage</th><th>Sample Size (N)</th></tr></thead><tbody><tr><td>F2014</td><td>87%</td><td>2786</td></tr><tr><td>W2015</td><td>83%</td><td>2134</td></tr><tr><td>F2015</td><td>84%</td><td>2790</td></tr><tr><td>W2016</td><td>90%</td><td>2092</td></tr><tr><td>F2016</td><td>87%</td><td>2230</td></tr><tr><td>W2017</td><td>90%</td><td>1633</td></tr></tbody></table>	Semester	Percentage	Sample Size (N)	F2014	87%	2786	W2015	83%	2134	F2015	84%	2790	W2016	90%	2092	F2016	87%	2230	W2017	90%	1633
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Students will report a 90% satisfaction with Business Unit faculty	End of semester student surveys conducted each Fall and Winter semester by Institutional Research and Planning (IRP)	Student satisfaction with Business Unit faculty is at an average of 89% over the six semesters reported	<p>While the satisfaction with Business Unit faculty is not at the desired goal every semester, it is within 4% or less of the goal in three semesters, and meets or exceeds the goal in three semesters.</p> <p>This data and accompanying survey respondent comments provide supporting evidence of the quality of faculty teaching in the Business Unit. This stakeholder feedback is valuable in assessing instruction within the School.</p>	<p>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 semesters.</p> <p>This is an ongoing College-wide initiative that provides valuable data for our School.</p>	<p>Student Satisfaction Faculty</p> <table><thead><tr><th>Semester</th><th>Percentage</th><th>Sample Size (N)</th></tr></thead><tbody><tr><td>F2014</td><td>90%</td><td>3091</td></tr><tr><td>W2015</td><td>88%</td><td>2611</td></tr><tr><td>F2015</td><td>86%</td><td>3215</td></tr><tr><td>W2016</td><td>93%</td><td>2511</td></tr><tr><td>F2016</td><td>90%</td><td>2487</td></tr><tr><td>W2017</td><td>87%</td><td>2033</td></tr></tbody></table>	Semester	Percentage	Sample Size (N)	F2014	90%	3091	W2015	88%	2611	F2015	86%	3215	W2016	93%	2511	F2016	90%	2487	W2017	87%	2033
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Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made					
Work exposure employers will strongly agree/agree that 90% of students demonstrate aptitude in employability skills (see Appendix A)	Work Exposure Survey/Evaluation conducted by Institutional Research and Planning (IRP) in conjunction with the School. NOTE: 2016-17 results will be released in April 2018	In the 2015-16 academic year, the performance measure is being met with the exception of Fundamental Skills.	Employers have clearly indicated their satisfaction with our work exposure students, as shown in the consistently high level of satisfaction. Analysis of detailed criteria under each skill area (Fundamental, Personal Management and Teamwork Skills) is captured in greater detail and is available to Focus Groups and Curriculum Teams when reviewing programs.	A detailed review of competencies within the area of Fundamental Skills will be the focus of an upcoming review of this performance measure. The assessment of Fundamental Skills is comprised of 12 individual performance measures. Each performance measure will be reviewed to determine where students may/may not be having issues. Initial indications are that three competencies are being rated higher for N/A. Further review must occur to determine if students are receiving adequate coverage of these competencies in their program or if the competencies are not required in the workplace by the employer.					
					Fundamentals Skills	Year	Percentage		
							Strongly Agree/Agree	Disagree/Strongly Disagree	N/A
						11-12	88.4	1.3	10.3
						12-13	89.8	2.0	8.1
						13-14	87.5	2.0	10.5
						14-15	84.9	1.6	13.5
						15-16	88.1	2.4	9.5
						5-yr Average	87.7	1.9	4.0
					Personal Management Skills	11-12	90.6	1.5	8.0
						12-13	91.3	1.7	7.0
						13-14	91.2	1.5	7.4
						14-15	90.3	1.2	8.5
						15-16	90.3	2.1	7.6
						5-yr Average	90.7	1.6	7.7
					Teamwork Skills	11-12	90.6	1.5	8.0
						12-13	91.3	1.7	7.0
						13-14	91.2	1.5	7.4
						14-15	90.3	1.2	8.5
						15-16	90.3	2.1	7.6
						5-yr Average	90.7	1.6	7.7
					2011-12	2012-13	2013-14	2014-15	2015-16
					N=254	N=280	N=388	N=316	N=422

Analysis of Results																	
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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. However, since 2014-15, 16 teams can now be accommodated.</p> <p>This annual BCC provides opportunities for relationship building among the School’s Business students and faculty across all campuses.</p>	<p>The 2017-18 BCC attendance met the goal of 12 teams participating. Two teams had to withdraw immediately prior to the competition due to unforeseen circumstances. While not at total capacity of 16 teams, we are still maintaining the 12-team goal.</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>The current goal has been met or surpassed in the most recent four reporting years and has not returned to the 2013-14 level.</p> <p>Annual communication with all campuses to encourage involvement has resulted in increasing the level of team participation. Due to increased interest, the hosting campus has now made available additional rooms for a new maximum of 16 teams. This has provided room for the extra teams as needed in two of the five years reported. The average attendance since 2014-15 is 13 teams.</p> <p>Students, faculty, and judges consistently give anecdotal accounts of the value of this event to student learning and personal development.</p>	<p>Since the goal of 12 teams has been met, our new goal is 16 teams each year. A fourth division has now been added to accommodate all teams. This has necessitated more industry judges and greater connections with the community.</p> <p>Making the date of this event consistent has contributed to a consistently higher number of teams since 2014-15. Faculty can begin coaching and students can begin planning earlier in the semester since they now book the time well in advance of the event.</p> <p>Student participants have returned to their campuses with awards and positive learning experiences. This has resulted in maintaining interest as senior students graduate and junior students form teams. In 2016-17, the final round of presentations was livestreamed for the first time. This was continued, and social media marketing enhanced, at the 2017-18 event.</p>	<p>Number of Teams</p> <table><thead><tr><th>Year</th><th>Number of Teams</th></tr></thead><tbody><tr><td>2013-14</td><td>7</td></tr><tr><td>2014-15</td><td>13</td></tr><tr><td>2015-16</td><td>12</td></tr><tr><td>2016-17</td><td>15</td></tr><tr><td>2017-18</td><td>12</td></tr></tbody></table>	Year	Number of Teams	2013-14	7	2014-15	13	2015-16	12	2016-17	15	2017-18	12
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Business Unit students will be well prepared/prepared for the workplace at a minimum rate of 90% upon graduation	Work Exposure Survey/Evaluation administered by Institutional Research and Planning (IRP) for the School.	<p>The new goal of 90% has been met in three of the five past reporting years.</p> <p>The five year average is 92.4% which surpasses the new goal.</p>	<p>In all reporting years, there was 1% and less who reported that students were not well prepared upon graduation.</p> <p>In 2013-14 (13.9%), 2014-15 (14.2%) and 2015-16 (8.1%) of employers did not respond to the question about the students' level of preparedness upon graduation. Analysis excluding non-responders (Table 2) indicates that the goal has been met and surpassed in all years.</p>	<p>The School will continue to work toward ensuring all employers respond to this question. The School is working with IRP to determine any options for making the question mandatory.</p> <p>Goal was increased to 90% (previously 85%) after 2014-15 analysis of results.</p>	<p>Graduate Preparedness</p> <table border="1"><thead><tr><th>Year</th><th>Well Prepared/Prepared</th><th>Not Prepared</th><th>Did Not Answer</th><th>n</th></tr></thead><tbody><tr><td>2011-12</td><td>100.0</td><td>0.0</td><td>0.0</td><td>254</td></tr><tr><td>2012-13</td><td>99.5</td><td>0.5</td><td>0.0</td><td>280</td></tr><tr><td>2013-14</td><td>85.8</td><td>0.3</td><td>13.9</td><td>388</td></tr><tr><td>2014-15</td><td>85.7</td><td>0.0</td><td>14.2</td><td>316</td></tr><tr><td>2015-16</td><td>90.9</td><td>1.0</td><td>8.1</td><td>296</td></tr></tbody></table> <p>Graduate Preparedness Excluding Non-responders</p> <table border="1"><thead><tr><th>Year</th><th>Well Prepared/Prepared</th><th>Not Prepared</th><th>n</th></tr></thead><tbody><tr><td>2011-12</td><td>100.0</td><td>0.0</td><td>254</td></tr><tr><td>2012-13</td><td>99.5</td><td>0.5</td><td>280</td></tr><tr><td>2013-14</td><td>99.7</td><td>0.3</td><td>334</td></tr><tr><td>2014-15</td><td>100.0</td><td>0.0</td><td>269</td></tr><tr><td>2015-16</td><td>98.9</td><td>1.1</td><td>272</td></tr></tbody></table>	Year	Well Prepared/Prepared	Not Prepared	Did Not Answer	n	2011-12	100.0	0.0	0.0	254	2012-13	99.5	0.5	0.0	280	2013-14	85.8	0.3	13.9	388	2014-15	85.7	0.0	14.2	316	2015-16	90.9	1.0	8.1	296	Year	Well Prepared/Prepared	Not Prepared	n	2011-12	100.0	0.0	254	2012-13	99.5	0.5	280	2013-14	99.7	0.3	334	2014-15	100.0	0.0	269	2015-16	98.9	1.1	272
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Measurement and Analysis of Student Learning and Performance

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

Office Administration - All program options	<ol style="list-style-type: none"> 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.
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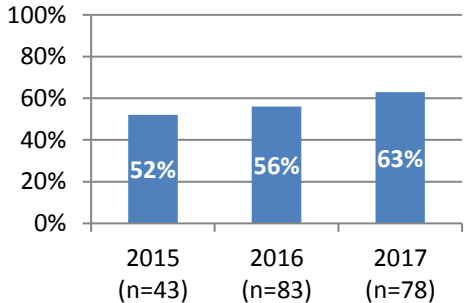
Student Learning Results

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

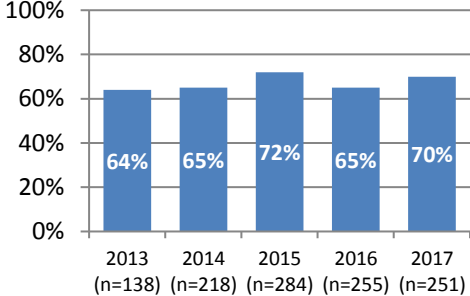
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Business Administration/Management (BA/BM)																							
BA/BM Programs:	Accounting, Human Resource Management, Marketing, and General																						
Course:	AC2230 – Computerized Accounting I																						
Program Outcomes:	Accounting: 1, 2, & 4; HRM: 2, 3, & 6; Marketing: 2 & 6; General: 2 & 4																						
First-year students will demonstrate skill in computerized accounting software at an 80% achievement level.	Common final exam outline. Faculty provided exam content based on a prescribed exam outline. (2012-2016)	While the goal of 80% was met only once in the five reporting years, the overall average is 76% and near the desired goal.	Increased enrollment and some students omitting exam questions at a couple of campuses were contributing factors in the lower 2015 results.	Faculty at campuses having weaker results in 2015 put measures in place for improvement. The increase from 71% to 76% indicates these measures were successful.	<div>AC2230 Computerized Accounting Final Exam Outline</div> <table><thead><tr><th>Year</th><th>n</th><th>Percentage</th></tr></thead><tbody><tr><td>2012</td><td>233</td><td>75%</td></tr><tr><td>2013</td><td>231</td><td>76%</td></tr><tr><td>2014</td><td>232</td><td>80%</td></tr><tr><td>2015</td><td>351</td><td>71%</td></tr><tr><td>2016</td><td>395</td><td>76%</td></tr></tbody></table>	Year	n	Percentage	2012	233	75%	2013	231	76%	2014	232	80%	2015	351	71%	2016	395	76%
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(Direct, formative, internal, comparative)	Common assignment on company set-up. (2017)	The new assessment has surpassed the goal in its first year with an average of 84%.	The new assignment (2017) has produced higher than anticipated results. This will be reviewed annually as more trend data is collected.	Based on 2012-2016 trend data, a more realistic goal would have been 75%. Having established student competency on using accounting software for transactions, we have consulted with faculty and identified a new assessment for this course. The new assessment will continue to measure student proficiency in accounting software, but in the focused area of company set-up.																			
			This course reaches all first-year Business students and provides a foundation for further learning in accounting and other software.		<div>AC2230 Computerized Accounting Assignment</div> <table><thead><tr><th>Year</th><th>n</th><th>Percentage</th></tr></thead><tbody><tr><td>2017</td><td>350</td><td>84%</td></tr></tbody></table>	Year	n	Percentage	2017	350	84%												
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BA/BM Programs:	Accounting				
Course:	AC3251 – Managerial Accounting III				
Program Outcomes:	4 & 6				
Accounting students will demonstrate skill in financial decision making at a 65% achievement level.	A common mid-term exam question which requires students to read a scenario and related financial data then perform analysis and make financial decisions. (Direct, formative, internal, comparative)	Student grades are approaching the desired goal. The current three-year average is 57% with the most recent year only 2% points below the desired goal of 65%.	Each year has seen an increase toward the goal for this assessment. Further analysis of results indicates that one of the larger campuses had consistently low results which brought down the overall results. Without that campus, results would have been 69%, 65%, and 73% respectively for the reporting years. Discussions have been ongoing with the campus showing lower results.	The one campus with weak results is being impacted by some ESL students and their command of the English language. This assessment requires student responses that have more reading, analysis, and writing than is typical in an exam setting for accounting questions. Faculty are exploring software and other interventions that may assist in the language piece so that students can then focus more directly on the financial analysis.	

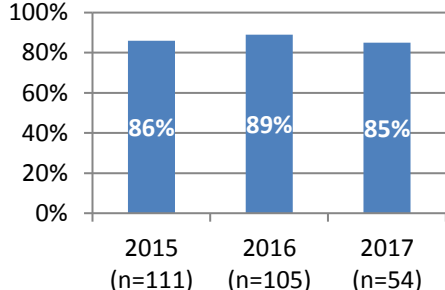
AC3251 Financial Decision Making



Year	Sample Size (n)	Percentage
2015	43	52%
2016	83	56%
2017	78	63%

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BA/BM Programs:	Accounting, General, Human Resource Management and Marketing																						
Course:	EP2150 – Entrepreneurship																						
Program Outcomes:	Acct: 1 & 5; General: 1, 2 & 3; HRM: 4; Marketing: 1																						
Accounting, General, Human Resource Management, and Marketing 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 business. (Direct, formative, internal, comparative)	Results have been consistent with not more than 5% points below the goal, and not more than 2% points above the goal of 70%. The five-year average is 67% and the most recent three-year average is 69%, just one percentage point below the goal.	The increase in the assignment value in 2015 (from 10% to 15% of the course grade) has encouraged students to place greater focus on completing this assignment. In 2016, one class at one campus had poor results and this brought the overall average below the desired goal. Results returned to the desired goal in the following year. This common assessment tool was designed from a faculty best practice and then utilized at all campuses.	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 (was a 10% assignment and is now a 15% assignment). The added value resulted in improved results in two of the three years since the increase. Further data will be collected in order to monitor whether the goal continues to be met and any action which may be required. Faculty feedback indicates that students are encouraged to use this assignment as a foundation for preparing a business plan in the following year. This adds further value to the EP2150 assignment.	<div>EP2150 Small Business Financials</div>  <table><thead><tr><th>Year</th><th>Sample Size (n)</th><th>Percentage</th></tr></thead><tbody><tr><td>2013</td><td>138</td><td>64%</td></tr><tr><td>2014</td><td>218</td><td>65%</td></tr><tr><td>2015</td><td>284</td><td>72%</td></tr><tr><td>2016</td><td>255</td><td>65%</td></tr><tr><td>2017</td><td>251</td><td>70%</td></tr></tbody></table>	Year	Sample Size (n)	Percentage	2013	138	64%	2014	218	65%	2015	284	72%	2016	255	65%	2017	251	70%
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BA/BM Programs:	Accounting, Human Resource Management and Marketing																												
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 85% achievement level.	Accounting, Human Resource Management, and Marketing students will 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)	Results have not met the new goal set in 2015. Current results are consistent with the seven-year average of 81%. In all but one year the results have been 81% or 82%.	Increasing the goal to 85% in 2015 did not result in increased student performance. Higher student enrollment over the past two years (2016 & 2017) is a result of efforts to clear student wait lists several years ago. Also, these years’ numbers are being impacted by a general trend of higher enrollment at our Qatar campus. Where student enrollment allows, working groups are comprised of students from Accounting, Human Resource Management, and Marketing Programs. This provides for collaborative learning from various areas of expertise.	The goal of 80% was increased to 85% in 2015. However, students continue to achieve at the 81% range. This seven-year trend data indicates that the goal of 80% is appropriate for students’ business plans and oral presentations. This common assessment tool has been implemented for long-term use across all campuses for this course. Faculty indicate that student learning is enriched by the industry contact provided through this assessment.	<div>EP2200 Business Plan & Oral Presentation</div> <table border="1"><thead><tr><th>Year</th><th>Sample Size (n)</th><th>Percentage</th></tr></thead><tbody><tr><td>2011</td><td>100</td><td>81%</td></tr><tr><td>2012</td><td>110</td><td>82%</td></tr><tr><td>2013</td><td>85</td><td>81%</td></tr><tr><td>2014</td><td>97</td><td>79%</td></tr><tr><td>2015</td><td>115</td><td>82%</td></tr><tr><td>2016</td><td>178</td><td>81%</td></tr><tr><td>2017</td><td>192</td><td>81%</td></tr></tbody></table>	Year	Sample Size (n)	Percentage	2011	100	81%	2012	110	82%	2013	85	81%	2014	97	79%	2015	115	82%	2016	178	81%	2017	192	81%
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BA/BM Programs:	Human Resource Management																
Course:	HN1400 – Occupational Health and Safety																
Program Outcomes:	2																
All HN1400 students will earn Workplace Hazardous Materials Information System (WHMIS) certification.	External testing to earn WHMIS certification. WHMIS training for all HN1400 students is made available either live on campus or online. (Direct, summative, external, comparative)	While not all students are earning their WHMIS certification, an average of 87% of all HN1400 students are being certified in WHMIS prior to graduation. While certification is strongly encouraged, it is not a requirement for graduation.	While the overall average declined slightly in 2017, the actual number of students not receiving certification improved. The lower population in 2017 is due to missing data at one campus. Multiple efforts were made to obtain this data, but it was not possible. Further analysis indicates that students not completing WHMIS certification also did not complete other course assignments.	Reminders have been given to faculty to not only submit data, but to encourage students to complete the WHMIS training. At faculty CAT (common assessment tool) meetings each semester, faculty report emphasizing the importance of this training for students entering the workplace. Efforts will continue to increase student completion of this certification.	<div>HN1400 WHMIS Certification</div>  <table border="1"><caption>HN1400 WHMIS Certification Data</caption><thead><tr><th>Year</th><th>Percentage</th><th>Sample Size (n)</th></tr></thead><tbody><tr><td>2015</td><td>86%</td><td>111</td></tr><tr><td>2016</td><td>89%</td><td>105</td></tr><tr><td>2017</td><td>85%</td><td>54</td></tr></tbody></table>	Year	Percentage	Sample Size (n)	2015	86%	111	2016	89%	105	2017	85%	54
Year	Percentage	Sample Size (n)															
2015	86%	111															
2016	89%	105															
2017	85%	54															

Analysis of Results					Insert Graph or Tables of Resulting Trends (3-5 data points preferred) Must show sample size (ex: n=75)
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	
BA/BM Programs:	Human Resource Management				
Course:	HN3110 – Current Topics in Human Resource Management and Industrial Relations				
Program Outcomes:	3, 4, & 6				
Human Resource Management (HRM) students will develop and lead a seminar at an 80% achievement level.	HRM students research, develop and lead a seminar related to a current HRM topic. This seminar is presented to the HN3110 class. A seminar report and all supporting documents are presented for evaluation upon completion of the seminar. (Direct, summative, internal, comparative)	Students have surpassed the goal in all but one year. The 79% is the result of one student not completing the seminar.	<p>This is a capstone course and this particular assessment began in 2015. The three-year average is 81%. More data is needed to determine if this trend will continue.</p> <p>In 2015 each campus had only one section for this course, in the subsequent years, additional sections were offered.</p> <p>Results indicate that students are highly engaged in learning about current HRM issues as they prepare to enter the workplace.</p>	<p>This assessment was a best practice at one campus which was adopted at the other campuses teaching HN3110. By making this a common assessment across all campuses, grading of presentations is now consistent.</p> <p>A common rubric has been developed, in consultation with faculty, for the seminar presentation as well as the written report and supporting documents. In 2017 the rubric was adjusted slightly to increase emphasis on the written documents and research.</p>	

HN3110 Student-Lead Seminar

Year	Sample Size (n)	Percentage
2015	35	82%
2016	72	83%
2017	83	79%

		Analysis of Results			Insert Graph or Tables of Resulting Trends (3-5 data points preferred) Must show sample size (ex: n=75)
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	
BA/BM Programs:	Marketing				
Course:	MR2700 – International Marketing				
Program Outcomes:	1, 5, & 6				
Marketing students will conduct research in order to do a comparative analysis of two countries' markets at a 75% achievement level.	Marketing students conduct research in order to do a comparative analysis of their home country's market with another dis-similar country. For example, Canada and USA would not be compared, but Canada and China could. Their analysis is presented in a formal report and oral presentation. (Direct, formative, internal, comparative)	Results have been strong and surpassing the goal in all but the first year. The three-year average is 84%.	The goal was initially set at 75% for this new assessment. However, as of 2017, it was decided to move the goal to 80% beginning 2018. In light of the current trend, 85% may be a more accurate standard of achievement. Student feedback on this assessment is very positive and they report much learning from this research, comparison, and presentation of their findings. This has been an effective tool in expanding knowledge of international markets.	The goal will increase from 75% to 80% beginning 2018. More data will be collected and analyzed to determine if the goal needs to be increased even further. As with many of our assessments, this one came forward as a best practice and was embraced at all campuses teaching MR2700. The mutual benefit of this type of collaboration is a strength of our multi-campus environment.	

MR2700 Comparative Analysis of International & Domestic Markets

Year	Sample Size (n)	Percentage
2015	31	77%
2016	30	88%
2017	48	86%

		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) Must show sample size (ex: n=75)																		
Office Administration																							
OA Programs:	Executive, Legal, Medical, and Records & Information Management (RIM)																						
Courses:	Yr. 1: DM1201 – Document Production II (2012-13), KB1150 – Keyboarding I (2013-14 onward) Yr. 2: DM2201 – Document Production IV, DM3220 – Legal Document Production II (2012-13), KB1151 – Keyboarding II (2013-14 onward)																						
Program Outcomes:	7																						
At graduation, 95% 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. (Direct, summative, internal, comparative)	Yr. 2 students surpassed the desired goal three of the five years reported. In the remaining two years, results were 1% point and 3% points below the goal. Students' keyboarding speeds consistently improved as they moved from Yr. 1 to Yr. 2.	There is an increase in students' NWPM attainment from Yr. 1 to Yr. 2 at an average of 20% points increase by academic year and 19% points increase by cohort. An average of 17% of Yr. 2 students are achieving 75% higher than the industry standard by attaining 70 NWPM and above during the five years reported. The industry standard of 40 NWPM was established jointly by the College and industry experts.	Because the goal of 85% was being surpassed consistently by Yr. 2 graduates, a new goal has been set at 95%. Trend data will continue to be collected to see if this goal is attainable. Faculty provide weekly speed building exercises for students in an effort to increase their keyboarding skills and exceed the industry standard of 40 NWPM.	<p>Percentage of Students At or Above 40 NWPM</p> <table><thead><tr><th>Academic Year</th><th>Year 1 (n=)</th><th>Year 2 (n=)</th></tr></thead><tbody><tr><td>2012-13</td><td>198</td><td>193</td></tr><tr><td>2013-14</td><td>293</td><td>187</td></tr><tr><td>2014-15</td><td>220</td><td>183</td></tr><tr><td>2015-16</td><td>245</td><td>155</td></tr><tr><td>2016-17</td><td>239</td><td>154</td></tr></tbody></table>	Academic Year	Year 1 (n=)	Year 2 (n=)	2012-13	198	193	2013-14	293	187	2014-15	220	183	2015-16	245	155	2016-17	239	154
Academic Year	Year 1 (n=)	Year 2 (n=)																					
2012-13	198	193																					
2013-14	293	187																					
2014-15	220	183																					
2015-16	245	155																					
2016-17	239	154																					

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) Must show sample size (ex: n=75)															
OA Programs:	Executive, Legal, Medical, and Records & Information Management (RIM)																			
Course:	OF1100 – Office Management I																			
Program Outcomes:	2 & 3																			
Office Administration first-year students manage calendars and telephones at an 80% achievement level.	Common, supervised, timed, hands-on assignment where students practice greeting callers, making and receiving phone calls, responding to inquiries, and booking appointments. (Direct, formative, internal, comparative)	The goal of 80% has been met and student results have shown a steady increase over the four years reported.	While the first year’s results were 10% points below the desired goal, each year saw steady improvement with a 1%, 3%, and 6% point increase respectively over each preceding year until the goal was reached in 2016. This assignment provides foundational, authentic, hands-on learning for students at all campuses.	The common assessment was cumbersome in the first year and adjustments were made to streamline instructions and requirements. It was determined that adjusting appointment times for various time zones was problematic. Faculty provided extra reinforcement on this concept in 2016 and the results improved to meet the goal. Also, in the first three years an average of 5% of students chose not to complete this assignment. With repeated efforts by faculty to encourage student engagement this was reduced to 1% in 2016 and the goal of 80% was met.	<div>OF1100 Telephone & Calendar</div> <table><thead><tr><th>Year</th><th>Percentage</th><th>Sample Size (n)</th></tr></thead><tbody><tr><td>2013-14</td><td>70%</td><td>311</td></tr><tr><td>2014-15</td><td>71%</td><td>260</td></tr><tr><td>2015-16</td><td>74%</td><td>281</td></tr><tr><td>2016-17</td><td>80%</td><td>250</td></tr></tbody></table>	Year	Percentage	Sample Size (n)	2013-14	70%	311	2014-15	71%	260	2015-16	74%	281	2016-17	80%	250
Year	Percentage	Sample Size (n)																		
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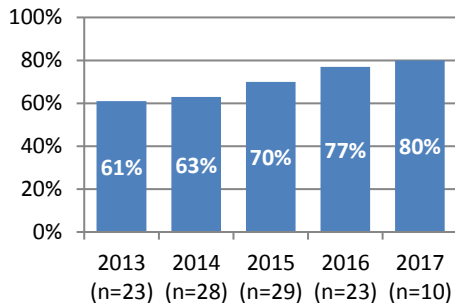
Analysis of Results																							
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred) Must show sample size (ex: n=75)																		
OA Programs:	Executive																						
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)	The current year’s results of 72% were lower than the desired goal of 80%. Results remain below the desired goal in spite of multiple interventions by faculty to increase student engagement in this concept and assessment. This assessment is a question on the final exam. Since this course is a simulation, and the assessment is outside that simulation, some disconnect occurred in the flow of the exam. Students are not making this exam question a priority and some have left it to the end and rushed through it.	The first year’s results were just one percentage point below the desired goal. The five-year overall average was 73%. Further analysis of each campus’ results indicate that in 2016, when results were lowest, two campuses had increased enrollment and decreased results. This impacted the overall results for this assessment. Without the 2016 data, the four-year overall average was 75%.	In the first year of use, the grading was not consistent across all campuses. Adjustments were made to the grading guide for greater clarity. Results indicate greater consistency since then. Faculty questioned whether or not the goal was realistically attainable, but sufficient trend data was needed before conclusions could be drawn. Over the five years’ trend data, the average was 73%. This supports the posit that a more realistic goal would have been in the mid-70% range and not 80%. Beginning in Fall 2018, a new assessment tool, requiring students to conduct research and report findings, is being introduced in the first semester in an effort to build research skills from the beginning of the students’ studies. Also, the assessment will be increased in value from a 10% question on the final exam to a 10% course assignment. As we collect new trend data, we anticipate improved results in students’ research skills from first semester to final semester.	<div>OF2101 Research</div> <table><thead><tr><th>Year</th><th>Sample Size (n)</th><th>Percentage</th></tr></thead><tbody><tr><td>2013</td><td>143</td><td>79%</td></tr><tr><td>2014</td><td>155</td><td>75%</td></tr><tr><td>2015</td><td>137</td><td>75%</td></tr><tr><td>2016</td><td>123</td><td>65%</td></tr><tr><td>2017</td><td>112</td><td>72%</td></tr></tbody></table>	Year	Sample Size (n)	Percentage	2013	143	79%	2014	155	75%	2015	137	75%	2016	123	65%	2017	112	72%
Year	Sample Size (n)	Percentage																					
2013	143	79%																					
2014	155	75%																					
2015	137	75%																					
2016	123	65%																					
2017	112	72%																					

Analysis of Results					Insert Graph or Tables of Resulting Trends (3-5 data points preferred) Must show sample size (ex: n=75)
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	
OA Programs:	Legal				
Course:	OF2530 – Legal Office Procedures II				
Program Outcome:	7				
Office Administration – Legal students will prepare an enduring power of attorney at a 75% achievement level.	Common assignment requiring students to accurately prepare an enduring power of attorney within a set timeframe. (Direct, formative, internal)	The goal has been met in all but one year. The 2017 results surpassed the goal by 8% points.	The three-year average level of achievement is 76% which slightly surpasses the goal of 75%. Further analysis indicates that the timing of the assignment in 2016 was a factor in student achievement. This resulted in more than half the class achieving approximately 10 marks below their average performance for this course’s assignments. This was corrected in 2017 with positive results.	We only have three years of data because previous assessments were providing consistent, positive results, so this new assessment area was chosen in 2015 for analysis of Legal students’ achievement. Further data will be collected to better determine the trend of student learning.	

OF2530 Power of Attorney

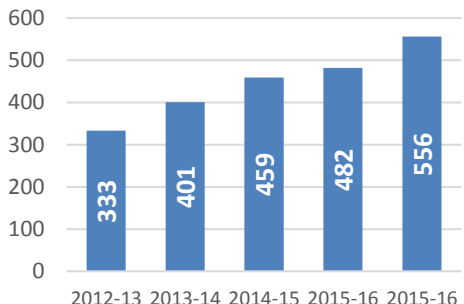
Year	n	Percentage
2015	6	76%
2016	7	68%
2017	12	83%

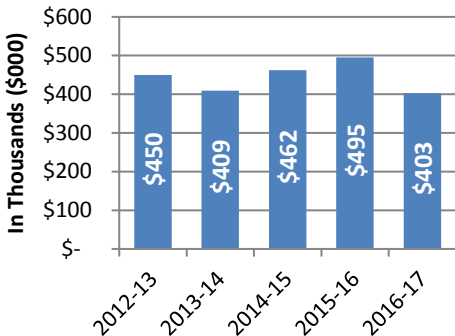
Analysis of Results																																									
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred) Must show sample size (ex: n=75)																																				
OA Programs:	Medical																																								
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. DM1400 has a five-year average achievement level of 70% with the goal being surpassed in only the first year. DM1401 has a five-year average achievement level of 77% with all but two years surpassing the goal of 75%.	The five-year average increase in student achievement between DM1400 and DM1401 is 7% points. However, in the final year’s data this was higher at 20% points. In DM1401, in year five, a different type of document was used in the assessment and this may have contributed to the higher increase that year. Improvement from DM1400 to DM1401 indicates that students’ knowledge of the medical concepts being assessed has increased.	While the goal has not been consistently met for both courses’ assessments, the improved results from DM1400 to DM1401 points to success for students. Faculty will continue to make efforts to improve student learning in both these courses in order to consistently reach the desired goal of 75% achievement level. Data will continue to be collected and analyzed to determine if the 2016-17 data is an anomaly or the beginning of a new trend.	<div>DM1400 Medical Transcription I</div> <table><thead><tr><th>Year</th><th>Sample Size (n)</th><th>Percentage</th></tr></thead><tbody><tr><td>2012-13</td><td>37</td><td>78%</td></tr><tr><td>2013-14</td><td>31</td><td>68%</td></tr><tr><td>2014-15</td><td>41</td><td>66%</td></tr><tr><td>2015-16</td><td>39</td><td>71%</td></tr><tr><td>2016-17</td><td>42</td><td>65%</td></tr></tbody></table> <div>DM1401 Medical Transcription II</div> <table><thead><tr><th>Year</th><th>Sample Size (n)</th><th>Percentage</th></tr></thead><tbody><tr><td>2012-13</td><td>32</td><td>73%</td></tr><tr><td>2013-14</td><td>27</td><td>76%</td></tr><tr><td>2014-15</td><td>37</td><td>71%</td></tr><tr><td>2015-16</td><td>35</td><td>80%</td></tr><tr><td>2016-17</td><td>41</td><td>85%</td></tr></tbody></table>	Year	Sample Size (n)	Percentage	2012-13	37	78%	2013-14	31	68%	2014-15	41	66%	2015-16	39	71%	2016-17	42	65%	Year	Sample Size (n)	Percentage	2012-13	32	73%	2013-14	27	76%	2014-15	37	71%	2015-16	35	80%	2016-17	41	85%
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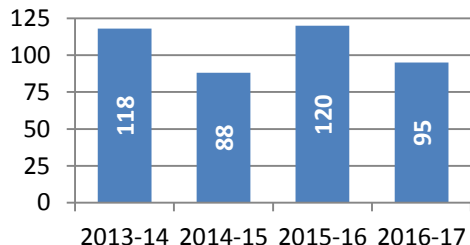
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Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred) Must show sample size (ex: n=75)																		
OA Programs:	Records & Information Management (RIM)																						
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. (Direct, formative, internal, comparative)	There has been steady improvement with the goal of 80% being met in the final year.	While the five-year average achievement level is 70%, and 10% points below the desired goal, there has been steady improvement over the five years reported. Results improved to within 3% points of the goal in 2016 and met the goal in 2017. The decrease in sample size in 2017 is due to the RIM program now being offered at only one campus as of that year.	Faculty determined that the tool being used in the first three years was causing some problems for students who otherwise demonstrated clear knowledge of the concept being assessed. Therefore, in 2016 the tool measuring this concept was revised. Results immediately improved and are more reflective of student knowledge of this topic. Further data will be collected to determine if this trend continues.	<div>RP2200 Block-numeric Classification System</div>  <table><thead><tr><th>Year</th><th>Percentage</th><th>Sample Size (n)</th></tr></thead><tbody><tr><td>2013</td><td>61%</td><td>23</td></tr><tr><td>2014</td><td>63%</td><td>28</td></tr><tr><td>2015</td><td>70%</td><td>29</td></tr><tr><td>2016</td><td>77%</td><td>23</td></tr><tr><td>2017</td><td>80%</td><td>10</td></tr></tbody></table>	Year	Percentage	Sample Size (n)	2013	61%	23	2014	63%	28	2015	70%	29	2016	77%	23	2017	80%	10
Year	Percentage	Sample Size (n)																					
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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) Must show sample size (ex: n=75)																																											
The Business Unit will maintain an 85% retention rate from Fall to Winter semester for both on-campus and on-line students.	IRP Enrolment Report	Analysis indicates that the goal has been surpassed in all semesters reported.	The on-campus retention is an average of 3.6 percentage points higher than online retention in the years reported.	The School has enhanced its marketing efforts in areas such as campus recruitment, ad placement, career fairs, College re-branding campaign, etc.	<div>Retention Fall to Winter (On-Campus)</div> <table><thead><tr><th>Semester</th><th>Retention Rate</th></tr></thead><tbody><tr><td>Fall 2014</td><td>100.0%</td></tr><tr><td>Winter 2015</td><td>91.6%</td></tr><tr><td>Fall 2015</td><td>100.0%</td></tr><tr><td>Winter 2016</td><td>95.4%</td></tr><tr><td>Fall 2016</td><td>100.0%</td></tr><tr><td>Winter 2017</td><td>91.1%</td></tr></tbody></table> <div>Retention Fall to Winter (On-Line)</div> <table><thead><tr><th>Semester</th><th>Retention Rate</th></tr></thead><tbody><tr><td>Fall 2014</td><td>100.0%</td></tr><tr><td>Winter 2015</td><td>88.9%</td></tr><tr><td>Fall 2015</td><td>100.0%</td></tr><tr><td>Winter 2016</td><td>86.6%</td></tr><tr><td>Fall 2016</td><td>100.0%</td></tr><tr><td>Winter 2017</td><td>91.4%</td></tr></tbody></table> <table><thead><tr><th>N=OA Enrolment</th><th>On Campus</th><th>Online</th></tr></thead><tbody><tr><td>Fall 2014</td><td>383</td><td>199</td></tr><tr><td>Fall 2015</td><td>351</td><td>194</td></tr><tr><td>Fall 2016</td><td>337</td><td>198</td></tr></tbody></table>	Semester	Retention Rate	Fall 2014	100.0%	Winter 2015	91.6%	Fall 2015	100.0%	Winter 2016	95.4%	Fall 2016	100.0%	Winter 2017	91.1%	Semester	Retention Rate	Fall 2014	100.0%	Winter 2015	88.9%	Fall 2015	100.0%	Winter 2016	86.6%	Fall 2016	100.0%	Winter 2017	91.4%	N=OA Enrolment	On Campus	Online	Fall 2014	383	199	Fall 2015	351	194	Fall 2016	337	198	Further analysis indicates that some students' learning style is not conducive to the on-line learning environment, which contributes to the lower retention rate.	The School continues to receive enrolment reports on a regular basis. These reports aid in ensuring the School's marketing focuses on program areas needing enhanced recruitment.	
			Semester	Retention Rate																																												
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Over the past 3 years, there was a decrease in on-campus enrolment while on-line enrolment was maintained. This contributes to the 0.3 percentage points increase in the on-line Winter 2017 data.		The initial goal was 80% retention rate. However, when the IRP Enrolment Report was compiled and analyzed, the School raised its goal to 85%.																																														
The decrease in on-campus enrolment is not attributed to one specific campus but distributed across all campuses during the reporting period.																																																

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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) Must show sample size (ex: n=75)												
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 Business student enrollment has increased by an average of 14% over the five years reported. This exceeds the goal of 10%.	<p>Enrollment has seen a steady increase since 2012-13. DL is providing students with quality online Business programs.</p> <p>In consultation with DL, it has been determined that growth is impacted by a large number of students who are choosing to further their education on a part-time basis.</p> <p>There is no apparent reason for the smaller increase in 2015-16. Multiple factors have been researched and nothing can be identified.</p>	<p>Maintain contact with DL to ascertain contributing factors to growth or decline in enrollment.</p> <p>Continue developing and offering quality Business programs through DL.</p> <p>Several of our School's programs are offered online through DL. This is a service to the many types of students and their varied learning preferences.</p>	<p>DL - Annual Business Enrollment</p>  <table><thead><tr><th>Year</th><th>Enrollment</th></tr></thead><tbody><tr><td>2012-13</td><td>333</td></tr><tr><td>2013-14</td><td>401</td></tr><tr><td>2014-15</td><td>459</td></tr><tr><td>2015-16</td><td>482</td></tr><tr><td>2015-16</td><td>556</td></tr></tbody></table>	Year	Enrollment	2012-13	333	2013-14	401	2014-15	459	2015-16	482	2015-16	556
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Maintain a five-year average of \$430,000 annually in provincial scholarships and awards	The Office of Alumni and Advancement coordinates the annual acquisition and awarding of scholarships and awards. This data is provide by their Office. The annual Student Awards Handbook provides a listing of all available scholarships and awards.	Over the five years reported, the average value of scholarships and awards is \$444,000 which surpasses our goal of \$430,000.	For the first four years reported, there was an average of 3% fluctuation. However, the decrease in 2016-17 brought value lower than desired. There are several contributing factors to this decrease. First, one major awards program was taken over by the sponsor and is no longer administered by CNA. While this resulted in lower CNA funds, the students continue to receive the value of these awards directly from the sponsor. Secondly, with the downturn in the oil and gas industry in the province, last year several major donors withdrew scholarships. This is expected to be remedied in future.	<p>Efforts have been successful in reinstating several of the large donors for the current year. In addition, Alumni staff have secured several new donors and are actively working on finalizing others. To quote the Alumni Office, "...we continue to find creative ways to encourage donors to become involved with the College."</p> <p>Scholarships and awards have a direct, positive impact on CNA learners.</p>	<p>Value of Scholarships & Awards</p>  <table><caption>Value of Scholarships & Awards (In Thousands \$000)</caption><thead><tr><th>Academic Year</th><th>Value (\$000)</th></tr></thead><tbody><tr><td>2012-13</td><td>\$450</td></tr><tr><td>2013-14</td><td>\$409</td></tr><tr><td>2014-15</td><td>\$462</td></tr><tr><td>2015-16</td><td>\$495</td></tr><tr><td>2016-17</td><td>\$403</td></tr></tbody></table>	Academic Year	Value (\$000)	2012-13	\$450	2013-14	\$409	2014-15	\$462	2015-16	\$495	2016-17	\$403
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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 in consultation with Institutional Research and Planning.	Two of the four years reported exceeded the goal. The most recent year is only five points below the goal.	<p>The average course offerings for the years reported is 105 and exceeds the goal of 100.</p> <p>While actual course offerings were higher in 2015-16 than in 2016-17, the total number of students served increased from 598 to 710. That is a 16% increase in students served.</p> <p>Course offerings are campus dependent and based on supply and demand for each campus' geographic region.</p>	The School has a positive working relationship with CTCE to facilitate non-credit business courses throughout the College. Opportunities are continuously sought to meet the training needs of all regions served by CNA.	<p>Number of Business Course Offerings to Outside Agencies</p>  <table><thead><tr><th>Academic Year</th><th>Number of Offerings</th></tr></thead><tbody><tr><td>2013-14</td><td>118</td></tr><tr><td>2014-15</td><td>88</td></tr><tr><td>2015-16</td><td>120</td></tr><tr><td>2016-17</td><td>95</td></tr></tbody></table>	Academic Year	Number of Offerings	2013-14	118	2014-15	88	2015-16	120	2016-17	95
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Appendix A - Employability Skills

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