

Standard 3: Student and Stakeholder Focus

Table 1 - Student and Stakeholder-Focused Results

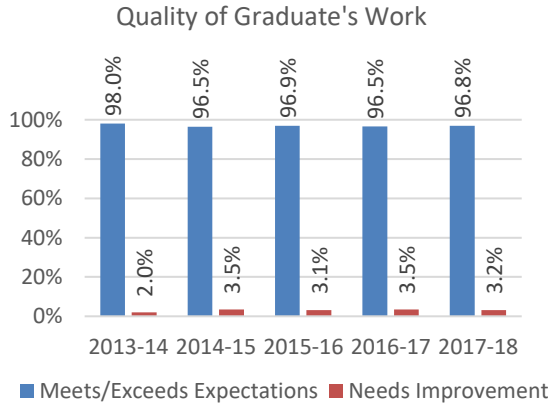
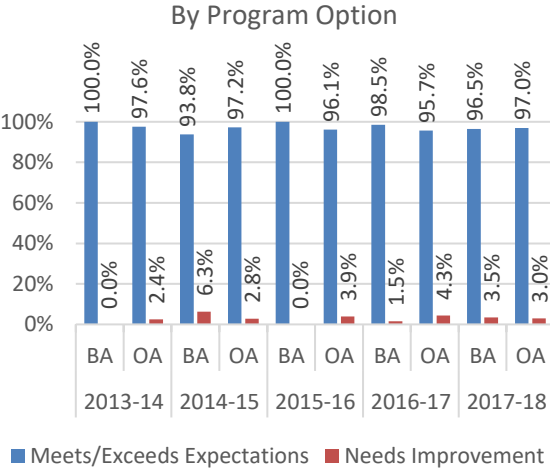
Analysis of Results																							
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Tables of Resulting Trends (3-5 data points preferred) Must show sample size (ex: n=75)																		
Students will strongly agree/agree that they are satisfied with Business Unit courses at a 90% level.	End of semester student surveys conducted each Fall and Winter semester by Institutional Research (IR).	Students consistently report a high level of satisfaction with courses in the Business Unit programs at between 88% and 91% each year. Each academic year's results have met or surpassed the goal or been within not more than 2% points of the goal.	<p>The five-year average level of satisfaction with courses is 89%. This indicates a strong level of engagement is taking place within the Business Unit.</p> <p>Results indicate that students are satisfied that the course content and delivery is preparing them for success in their chosen fields of study.</p>	<p>The Business Unit receives valuable feedback relevant to course content and delivery through these surveys. Curriculum Teams work within the Business Unit to review the trend data which informs program changes and improvements.</p> <p>The results from these surveys are also reported back to the campuses and faculty for review and improvements at the campus level.</p>	<p style="text-align: center;">Student Satisfaction Courses</p> <table border="1"> <caption>Student Satisfaction Courses Data</caption> <thead> <tr> <th>Year</th> <th>Satisfaction %</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>90%</td> <td>5987</td> </tr> <tr> <td>2015-16</td> <td>91%</td> <td>5394</td> </tr> <tr> <td>2016-17</td> <td>89%</td> <td>4489</td> </tr> <tr> <td>2017-18</td> <td>88%</td> <td>5664</td> </tr> <tr> <td>2018-19</td> <td>88%</td> <td>5055</td> </tr> </tbody> </table>	Year	Satisfaction %	Sample Size (n)	2014-15	90%	5987	2015-16	91%	5394	2016-17	89%	4489	2017-18	88%	5664	2018-19	88%	5055
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Students will strongly agree/agree that they are satisfied with Business Unit faculty at a 90% level.	End of semester student surveys conducted each Fall and Winter semester by Institutional Research (IR).	Results indicate that student satisfaction with Business Unit faculty is meeting or exceeding the goal in all of the reporting years.	<p>Students are satisfied with faculty at an average of 91% over the five reporting years.</p> <p>The data and accompanying student comments provide evidence of the quality of faculty in the Business Unit.</p>	<p>Survey results are provided to faculty and their direct supervisors. As needed, any areas of concern are addressed, and areas of success are celebrated. Trend data is readily available since the surveys are administered twice each academic year.</p> <p>Faculty is one of the Business Unit's greatest assets. A high level of faculty engagement with students is evident at all campuses.</p>	<p style="text-align: center;">Student Satisfaction Faculty</p> <table border="1"> <caption>Student Satisfaction Faculty Data</caption> <thead> <tr> <th>Year</th> <th>Satisfaction %</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>91%</td> <td>5987</td> </tr> <tr> <td>2015-16</td> <td>92%</td> <td>5394</td> </tr> <tr> <td>2016-17</td> <td>91%</td> <td>4489</td> </tr> <tr> <td>2017-18</td> <td>90%</td> <td>5664</td> </tr> <tr> <td>2018-19</td> <td>92%</td> <td>5055</td> </tr> </tbody> </table>	Year	Satisfaction %	Sample Size (n)	2014-15	91%	5987	2015-16	92%	5394	2016-17	91%	4489	2017-18	90%	5664	2018-19	92%	5055
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<p>Up to 300 Business Unit Prior Learning and Recognition (PLAR)* requests will be processed annually for students.</p> <p>*PLAR also includes transfer credits and exemptions.</p>	<p>Student's PLAR request forms are received at Student Services in the first week of each semester and processed in conjunction with the Business Unit. Requests with all supporting documentation are approved before the last day to add courses deadline. The level of tracking and analysis completed for Business Unit students was enhanced in 2019.</p>	<p>A total of 292 student PLAR requests were processed in 2019. The vast majority of annual requests were received and processed in the Fall semester at 59% of all PLAR requests.</p>	<p>The analysis began early in the Winter of 2019, so the 44 completed requests charted for that period do not include any requests processed prior to this new process. Based on anecdotal information, it is expected that this Winter number will increase. Data in 2020 will verify this assumption.</p> <p>Data confirms that the Fall semester is when the greatest number of PLAR requests are received and processed each year.</p> <p>In 2019, more than 10 different institutions' courses were deemed equivalent to Business Unit courses and resulted in PLAR exemptions.</p>	<p>With the new Business Unit PLAR tracking and analysis, decision criteria is being more consistently applied across all 11 campuses.</p> <p>Discussions are in progress to expand the Business Unit PLAR quality assurance process across all schools in conjunction with Student Services.</p> <p>The Business Unit's PLAR enhanced tracking and analysis has allowed for more insights relevant to which course exemptions are being approved, from which institutions PLAR has been granted, as well as the businesses and organizations which have provided valuable prior learning to our students.</p>	<p>Number of Requests Completed 2019</p> <table border="1"> <tr> <td>W = Winter</td> <td>S = Summer</td> </tr> <tr> <td>I = Intercession</td> <td>F = Fall</td> </tr> </table>	W = Winter	S = Summer	I = Intercession	F = Fall
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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 (IR) in conjunction with the Business Unit. NOTE: 2018-19 results will be released in May 2020	In the 2017-18 academic year, the performance measure is being met with the exception of Fundamental Skills (Table 1).	Employers have clearly indicated their satisfaction with our work exposure students, as shown in the consistently high level of satisfaction. There are three specific competencies within Fundamental Skills that attribute to the lower average. The skills are in the areas of: mathematical functions, evaluating solutions to make recommendations and implementing solutions. 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 review of 12 individual competencies within the area of Fundamental Skills did not indicate any issues with a particular program option. The five-year analysis of each competency varied in N/A's for program options – meaning each year the N/A's were not specific to one particular program option. However, the three skills referred to in "Analysis of Results" were rated higher in N/A's than other skills. It was determined that these skills may not be part of assigned student work because of the responsibility level required. Employers only select N/A if a student was not required to perform the task/skill on the job. Further review of the data, with N/A's removed from calculation, showed all students that performed the task achieved an extremely high satisfaction rating (shown in Table 2 on next page of report).	Table 1				
					Fundamentals Skills	Academic Year	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
						2013-14	87.8%	1.5%	10.7%
						2014-15	85.4%	1.7%	12.9%
						2015-16	87.8%	1.6%	10.6%
						2016-17	86.7%	2.2%	11.2%
					2017-18	88.3%	2.3%	9.5%	
					5-yr Average	87.1%	1.9%	11.0%	
					Personal Management Skills	2013-14	91.5%	1.1%	7.4%
						2014-15	90.4%	1.2%	8.4%
2015-16	91.0%	1.4%	7.6%						
2016-17	89.3%	1.9%	8.8%						
2017-18	91.4%	1.5%	7.1%						
5-yr Average	90.7%	1.4%	7.9%						
Teamwork Skills	2013-14	89.0%	0.7%	10.3%					
	2014-15	89.4%	0.9%	9.7%					
	2015-16	90.3%	1.4%	8.3%					
	2016-17	90.2%	2.0%	7.8%					
	2017-18	92.6%	1.0%	6.3%					
5-yr Average	90.3%	1.2%	8.5%						
n=number of employers surveyed									
2013-14	2014-15	2015-16	2016-17	2017-18					
n=311	n=323	n=296	n=316	n=288					

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Business Administration and Office Administration students will meet/exceed expectations of employers at a minimum rate of 90% upon graduation.	Work Exposure Survey/Evaluation administered by Institutional Research (IR) for the Business Unit.	<p>The goal of 90% has been exceeded in the current and preceding four years.</p> <p>The five-year average is 96.9% which surpasses the goal.</p>	<p>The goal of 90% has been exceeded in all five reporting years.</p> <p>Further analysis indicates that, on average, Business Unit students successfully integrate into the workplace. Survey responses indicate a few instances of shyness and lack of teamwork building skills. Employers recognize that students are new to the workplace and gain more experience and confidence throughout their work exposure.</p>	<p>The past five years of analysis clearly show Business Unit students are doing extremely well in the workplace.</p> <p>The Business Unit will look to expand analysis of this performance measure to include types of employment (in field of study) and length of time to find employment to ensure our graduates are meeting employer expectations.</p>	<p>Quality of Graduate's Work</p>  <p>By Program Option</p>  <table border="1" data-bbox="1480 1315 1963 1404"> <thead> <tr> <th colspan="5">n=BA/OA students only</th> </tr> <tr> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>n=253</td> <td>n=226</td> <td>n=193</td> <td>n=230</td> <td>n=220</td> </tr> </tbody> </table>	n=BA/OA students only					2013-14	2014-15	2015-16	2016-17	2017-18	n=253	n=226	n=193	n=230	n=220
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Standard 4: Measurement and Analysis of Student Learning and Performance

A. Program Outcomes

List outcomes, by accredited program – Program outcomes should be used as a part of a student learning assessment plan and be measurable.

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.

	<p>Office Administration (All program options)</p>	<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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B. Performance Results

Table 2 - Student Learning Results

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

		Analysis of Results															
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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 & 6; Marketing: 2 & 6; General: 2 & 4																
First-year students will demonstrate skill in computerized accounting software at an 80% achievement level.	Common assignment on company set-up. (Direct, formative, internal, comparative)	The goal of 80% was almost met in 2019 with students achieving just 1% point below the goal.	Enrollment has remained stable with an average of 337 students per year. The three-year average achievement level is 79.3% and each year has been above or near the goal of 80%. This course reaches all first-year Business students and provides a foundation for further learning in accounting and other software.	Some students chose not to complete this assignment in 2018. Faculty met to discuss and put in place interventions. This resulted in increased student engagement in 2019. Results also improved by 4% points as a result.	<p style="text-align: center;">AC2230 Computerized Accounting Assignment</p> <table border="1"> <caption>AC2230 Computerized Accounting Assignment Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Completion Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>350</td> <td>84%</td> </tr> <tr> <td>2018</td> <td>320</td> <td>75%</td> </tr> <tr> <td>2019</td> <td>339</td> <td>79%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Completion Rate (%)	2017	350	84%	2018	320	75%	2019	339	79%
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BA/BM Programs:	Accounting				<p>AC3251 Financial Decision Making</p> <table border="1"> <caption>AC3251 Financial Decision Making Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Achievement (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>43</td> <td>52%</td> </tr> <tr> <td>2016</td> <td>83</td> <td>56%</td> </tr> <tr> <td>2017</td> <td>78</td> <td>63%</td> </tr> <tr> <td>2018</td> <td>68</td> <td>67%</td> </tr> <tr> <td>2019</td> <td>91</td> <td>60%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Achievement (%)	2015	43	52%	2016	83	56%	2017	78	63%	2018	68	67%	2019	91	60%
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Course:	AC3251 – Managerial Accounting III																						
Program Outcomes:	4 & 6																						
Accounting students will demonstrate skill in financial decision making at a 65% achievement level.	<p>A common mid-term exam question which requires students to read a scenario and related financial data then perform analysis and make financial decisions.</p> <p>(Direct, formative, internal, comparative)</p>	<p>The 2019 results are below the desired goal by 5% points.</p>	<p>The five-year average achievement is 60%. Except for the final year, student achievement improved and for two of these years were within 2% points above or below the goal of 65%.</p> <p>Further analysis of results indicates that one of the campuses had consistently low results, which brought down the overall results. Without that campus, the five-year average would be 69%, which surpasses the goal by 4% points.</p> <p>Discussions have been ongoing with the campus showing lower results.</p>	<p>Exam software was incorporated into this assessment to allow students more time on analysis and less on writing. This had some positive results over the five-year trend. Also, simplified language was applied to the exam question to improve clarity.</p> <p>It is apparent that critical thinking skills may need to be enhanced as students enter AC3251.</p>																			

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BA/BM Programs:	Accounting, General, Human Resource Management and Marketing																						
Course:	EP2150 – Entrepreneurship																						
Program Outcomes:	Acct: 1, 5 & 7; General: 1, 2, 3 & 4; HRM: 4 & 6; Marketing: 1 & 6																						
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)	The goal was surpassed by 2% points in the 2019 reporting year.	<p>The five-year average achievement is 71%, which surpasses the goal.</p> <p>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.</p> <p>This common assessment tool was designed from a faculty best practice and then utilized at all campuses.</p>	<p>After the first use of the assignment, improvements were made and instructions clarified. Faculty collaborated across seven campuses (with multiple class sections) to ensure consistency in delivery and grading of this assignment.</p> <p>Increasing the overall value for this assignment from 10% to 15% of the course grade increased students' level of engagement.</p> <p>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.</p>	<p>EP2150 Small Business Financials</p> <table border="1"> <caption>EP2150 Small Business Financials Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Achievement (%)</th> </tr> </thead> <tbody> <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> <tr> <td>2018</td> <td>207</td> <td>74%</td> </tr> <tr> <td>2019</td> <td>188</td> <td>72%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Achievement (%)	2015	284	72%	2016	255	65%	2017	251	70%	2018	207	74%	2019	188	72%
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Course:	MN2600 – Strategic Management																						
Program Outcomes:	Acct: 6 & 7; HRM: 5 & 6; Marketing: 5 & 6																						
Marketing, Accounting, and Human Resource Management students will develop and present a formal strategic plan at a 70% achievement level.	Accounting, Human Resource Management, and Marketing students will develop and present in class a formal strategic plan. (Direct, summative, internal/external, comparative)	Results have surpassed the goal by 6% points in the 2019 year. 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 five-year average level of achievement is 75.4%. In all but one year the goal was exceeded 6-8% points. Enrollment has averaged at 181 over the five-years reported. Fluctuations in enrollment did not significantly affect student results. All, large, medium, and international campuses, are showing student achievement levels in the same range for this assessment.	One campus has been able to partner with several social enterprises to have students develop strategic plans for those entities. This is proving to be beneficial to the social enterprises while providing an applied learning opportunity to MN2600 students. Students in this group present their strategic plans to their respective social enterprises' boards instead of to their class. Faculty decided to increase the goal to 80% going forward since the 70% goal was met or exceeded each year.	<p>MN2600 Strategic Plan</p> <table border="1"> <caption>MN2600 Strategic Plan Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>77%</td> <td>175</td> </tr> <tr> <td>2016</td> <td>70%</td> <td>184</td> </tr> <tr> <td>2017</td> <td>76%</td> <td>178</td> </tr> <tr> <td>2018</td> <td>78%</td> <td>199</td> </tr> <tr> <td>2019</td> <td>76%</td> <td>170</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (n)	2015	77%	175	2016	70%	184	2017	76%	178	2018	78%	199	2019	76%	170
Year	Percentage	Sample Size (n)																					
2015	77%	175																					
2016	70%	184																					
2017	76%	178																					
2018	78%	199																					
2019	76%	170																					

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)																		
BA/BM Programs:	Human Resource Management																						
Course:	HN1400 – Occupational Health and Safety																						
Program Outcomes:	2 & 6																						
All HN1400 students will earn Workplace Hazardous Materials Information System (WHMIS) certification.	<p>External testing to earn WHMIS certification.</p> <p>WHMIS training for all HN1400 students is made available either live on campus or online.</p> <p>(Direct, summative, external, comparative)</p>	<p>The highest number of students completing WHMIS certification to date – 99% – was achieved in the 2019 reporting year.</p> <p>While certification is strongly encouraged, it is not a requirement for graduation.</p>	<p>While not all students are earning their WHMIS certification, over the five years reported, an average of 88% of all HN1400 students are being certified in WHMIS prior to graduation.</p>	<p>Due to continuous updates in workplace safety training, students’ WHMIS certification must be completed not more than three years before completing HN1400.</p> <p>At faculty CAT (common assessment tool) meetings each semester, faculty report emphasizing the importance of this training for students entering the workplace.</p> <p>In the 2019 semester, faculty also agreed to set earlier due dates for completing WHMIS certification. This appears to have had a positive impact on results.</p>	<p>HN1400 WHMIS Certification</p> <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> <tr> <td>2018</td> <td>82%</td> <td>56</td> </tr> <tr> <td>2019</td> <td>99%</td> <td>77</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (n)	2015	86%	111	2016	89%	105	2017	85%	54	2018	82%	56	2019	99%	77
Year	Percentage	Sample Size (n)																					
2015	86%	111																					
2016	89%	105																					
2017	85%	54																					
2018	82%	56																					
2019	99%	77																					

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)																		
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)	The goal of 80% has been surpassed by 3% points in the 2019 reporting year.	Students have met or surpassed the goal in all but one year. The 79% is the result of one student not completing the seminar. With the trend results consistently above the goal, faculty will be consulted to determine if a new goal should be established. Faculty report a high level of student engagement in HRM current affairs.	Students will now be allowed to work in small groups or individually for this assessment, as per faculty feedback in 2019. This assessment has improved over time with refinements to rubrics for both the written report and supporting documents as well as the seminar presentation.	<p>HN3110 Student-Lead Seminar</p> <table border="1"> <caption>HN3110 Student-Lead Seminar Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>35</td> <td>82%</td> </tr> <tr> <td>2016</td> <td>72</td> <td>83%</td> </tr> <tr> <td>2017</td> <td>83</td> <td>79%</td> </tr> <tr> <td>2018</td> <td>81</td> <td>80%</td> </tr> <tr> <td>2019</td> <td>76</td> <td>83%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Percentage	2015	35	82%	2016	72	83%	2017	83	79%	2018	81	80%	2019	76	83%
Year	Sample Size (n)	Percentage																					
2015	35	82%																					
2016	72	83%																					
2017	83	79%																					
2018	81	80%																					
2019	76	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)																		
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 an 80% 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 met or surpassed the goal in all five of the reporting years. The initial goal was 75%, but it was increased to 80% after the first two years. The five-year average is 83%	In 2018 one campus reported a group of students had completed the research assignment incorrectly. They had researched a country, but had not done the comparative analysis with their own country. This impacted student results in that year. Faculty reported that "students have enjoyed this [common assessment] and seeing the differences and similarities between various markets and business cultures."	After five years of positive trend data, faculty will be assessing a new area of focus in MR2700. In 2020 they will be focusing on global supply chain strategy. The faculty collaboration in developing assessments in a multi-campus environment provides benefits to all campuses.	<p>MR2700 Comparative Analysis of International & Domestic Markets</p> <table border="1"> <caption>MR2700 Comparative Analysis of International & Domestic Markets</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>31</td> <td>77%</td> </tr> <tr> <td>2016</td> <td>30</td> <td>88%</td> </tr> <tr> <td>2017</td> <td>48</td> <td>86%</td> </tr> <tr> <td>2018</td> <td>41</td> <td>78%</td> </tr> <tr> <td>2019</td> <td>41</td> <td>85%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Percentage	2015	31	77%	2016	30	88%	2017	48	86%	2018	41	78%	2019	41	85%
Year	Sample Size (n)	Percentage																					
2015	31	77%																					
2016	30	88%																					
2017	48	86%																					
2018	41	78%																					
2019	41	85%																					

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, Medical, and Records & Information Management (RIM)																
Course:	DM2240 – Document Production IV																
Program Outcomes:	2, 3, & 7																
Office Administration second-year students in all program options, except Legal, will complete an integrated office simulation at a 75% achievement level.	Common project requiring students to accurately complete a supervised, integrated office simulation within a set timeframe. This requires application of MS Office software skills to produce and update integrated documents using Word, PowerPoint, and Excel. (Direct, summative, internal, comparative)	The goal of 75% has been surpassed in all three reporting years. The three-year average level of achievement is 85%.	Further analysis indicates that all campuses— small, large, and online—are achieving near the same level of student success within the mid-80% to 90% range. Over the three reporting years, this 10% project has an average student engagement level of 98%.	Faculty will be consulted for input into increasing the goal of 75% to 85%. It appears they were being cautious as this new common project was implemented in 2017. Trend data will continue to be collected to see if this new goal is attainable. This integrated office simulation provides an applied learning opportunity for students immediately prior to graduation and entry into the business office workplace.	<p>DM2240 Integrated Office Simulation</p> <table border="1"> <caption>DM2240 Integrated Office Simulation Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>162</td> <td>86%</td> </tr> <tr> <td>2018</td> <td>154</td> <td>86%</td> </tr> <tr> <td>2019</td> <td>161</td> <td>83%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Percentage	2017	162	86%	2018	154	86%	2019	161	83%
Year	Sample Size (n)	Percentage															
2017	162	86%															
2018	154	86%															
2019	161	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:	Executive, Legal, Medical, and Records & Information Management (RIM)																
Course:	OF2700 – Capstone Project																
Program Outcomes:	2, 3, & 7																
Office Administration second-year students in all program options will create a career portfolio at a 75% achievement level.	Individual career portfolio where students tailor their content for a specific job and are assessed with a common rubric. This assessment assists students in preparing for graduation and real job searches and interviews. (Direct, summative, internal, comparative)	Students are achieving above the goal of 75% in all of the three reporting years.	<p>There is evidence that some of the online students chose not to complete this major assignment in 2019 and this impacted the overall results.</p> <p>The three-year average achievement is 82% which is 7% points above the goal. This may indicate that the goal is set too low.</p> <p>The common rubric provides consistency in grading across all 10 campuses.</p>	<p>Office Administration students in all program options are benefiting from this assessment immediately prior to graduation and entry into the workplace. They have career portfolios ready for their job searches and interviews.</p> <p>This new assessment was first administered in 2017, so further trend data will be collected to allow for greater analysis and insights into student achievement in this area.</p>	<p>OF2700 Career Portfolio</p> <table border="1"> <caption>OF2700 Career Portfolio Achievement Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Achievement (%)</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>171</td> <td>83%</td> </tr> <tr> <td>2018</td> <td>170</td> <td>84%</td> </tr> <tr> <td>2019</td> <td>165</td> <td>80%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Achievement (%)	2017	171	83%	2018	170	84%	2019	165	80%
Year	Sample Size (n)	Achievement (%)															
2017	171	83%															
2018	170	84%															
2019	165	80%															

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 (OF2101) Executive, Legal, Medical, and Records & Information Management (RIM) (OF1100)				<p>OF2101 Research</p> <table border="1"> <caption>OF2101 Research Data</caption> <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> <p>OF1100 Research Assignment</p> <table border="1"> <caption>OF1100 Research Assignment Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>247</td> <td>78%</td> </tr> <tr> <td>2019</td> <td>327</td> <td>78%</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	2018	247	78%	2019	327	78%
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																														
2018	247	78%																														
2019	327	78%																														
Course:	OF2101 – Office Management IV OF1100 – Office Management I																															
Program Outcomes:	2, 3, 5, & 7																															
<p>OF2101 – Office Administration – Executive students will conduct short research and report findings at an 80% achievement level.</p> <p>OF1100 – Office Administration first-year students will conduct short research and report findings at a 75% achievement level.</p> <p>NOTE: This is a multi-course analysis of research competency.</p>	<p>OF2101 – Common embedded 10% final exam question requiring a response to a scenario presented to students. Students conduct short research with findings presented in memo format.</p> <p>OF1100 – Research assignment valued at 10% of the course grade. Students conduct short research on an approved business topic and summarize in a short, informal report.</p> <p>(Direct, summative, internal, comparative)</p>	<p>The new assessment results in OF1100 have surpassed the goal in the first two years by 3% points.</p> <p>The OF2101 results have been retained here to provide the data that informed the move from OF2101 to OF1100 for data collection.</p> <p>OF2101 results remained below the desired goal in spite of multiple interventions by faculty to increase student engagement in this concept and assessment.</p>	<p>Students did not reach the goal of 80% in OF2101 during the five-year reporting period. The overall average for this assessment was 73%.</p> <p>The OF1100 assessment has begun well and will provide foundational data by which a comparison of OF2101 student results can be measured going forward.</p> <p>The new OF2101 research assignment is being completed in the Winter 2020 semester and will provide achievement data for comparison with the 2018 cohort results. It is anticipated that the additional foundational research assignment in OF1100 will improve student results as they complete the second research assignment in OF2101.</p>	<p>Since the OF2101 goal of 80% was not achieved over the five-year reporting period, it was decided to provide an intervention in an effort to improve students' research and reporting skills. Faculty developed an assessment for the first-semester OF1100 course in which students conduct short research and summarize their findings in an informal report.</p> <p>The early results indicate that students are surpassing the goal of 75% and it is anticipated that with the extra time to build research skills students will improve when they again complete a similar assessment in the final semester of their program (OF2101).</p> <p>Faculty indicated that the assessment would better be placed in the second semester of the program after students have completed their first semester of document production and a writing course. So, in the 2020-21 academic year the first assessment will move to OF1101.</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) Must show sample size (ex: n=75)																		
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 2019 results of 72% are slightly below the goal of 75%.	The five-year average achievement is 74% and just one percentage point below the goal. Further analysis indicates that attendance and attention to details were contributing factors in students who did not meet the goal.	Since sufficient data has been collected to affirm the 75% goal, OF2530 will have a new assessment tool beginning in 2020. It will focus on the legal aspect of real estate adjustments. Data will be collected on the new assessment to determine student competence in this legal area.	<p>OF2530 Power of Attorney</p> <table border="1"> <caption>OF2530 Power of Attorney Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Achievement (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>6</td> <td>76%</td> </tr> <tr> <td>2016</td> <td>7</td> <td>68%</td> </tr> <tr> <td>2017</td> <td>12</td> <td>83%</td> </tr> <tr> <td>2018</td> <td>7</td> <td>71%</td> </tr> <tr> <td>2019</td> <td>10</td> <td>72%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Achievement (%)	2015	6	76%	2016	7	68%	2017	12	83%	2018	7	71%	2019	10	72%
Year	Sample Size (n)	Achievement (%)																					
2015	6	76%																					
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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:	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.	<p>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.</p> <p>(Direct, formative, internal, comparative)</p>	<p>In all years student results have improved from DM1400 (fall semester) to DM1401 (winter semester).</p> <p>DM1400 has a five-year average achievement level of 68%, which is below the goal of 75%.</p> <p>DM1401 has a five-year average achievement level of 78% with all but one year surpassing the goal of 75%.</p>	<p>Students improved at an average of 11% from DM1400 to DM1401 in the five years reported. In the 2016-17 year the improvement was actually 20% higher from the first to the second course.</p> <p>Improvement from DM1400 to DM1401 indicates that students' knowledge of the medical concepts being assessed has increased.</p> <p>There was a slight adjustment in the grading rubric in DM1400 in the 2018-19 year. There was a little more weight allocated to spelling and medical terminology. This may have contributed to the 64% average in DM1400 in that reporting year.</p>	<p>While the type of assessment in these courses remains the same, the documents students are transcribing change regularly. In the 2017-18 academic year the documents were updated. This provides continued evidence that students' transcription skills continue to improve from DM1400 to DM1401 no matter the type of document being transcribed.</p> <p>While the goal has not been consistently met for both courses' assessments, the improved results from DM1400 to DM1401 points to success for students.</p>	<p>DM1400 Medical Transcription I</p> <table border="1"> <caption>DM1400 Medical Transcription I Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Percentage</th> </tr> </thead> <tbody> <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> <tr> <td>2017-18</td> <td>43</td> <td>72%</td> </tr> <tr> <td>2018-19</td> <td>46</td> <td>64%</td> </tr> </tbody> </table> <p>DM1401 Medical Transcription II</p> <table border="1"> <caption>DM1401 Medical Transcription II Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Percentage</th> </tr> </thead> <tbody> <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> <tr> <td>2017-18</td> <td>41</td> <td>80%</td> </tr> <tr> <td>2018-19</td> <td>40</td> <td>76%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Percentage	2014-15	41	66%	2015-16	39	71%	2016-17	42	65%	2017-18	43	72%	2018-19	46	64%	Year	Sample Size (n)	Percentage	2014-15	37	71%	2015-16	35	80%	2016-17	41	85%	2017-18	41	80%	2018-19	40	76%
Year	Sample Size (n)	Percentage																																							
2014-15	41	66%																																							
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2015-16	35	80%																																							
2016-17	41	85%																																							
2017-18	41	80%																																							
2018-19	40	76%																																							

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:	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.	<p>Embedded common exam question requiring students to accurately file documents using the block-numeric classification system within a set timeframe.</p> <p>(Direct, formative, internal, comparative)</p>	<p>The 2019 results are slightly below the 70% mark. The 80% in 2017 was impacted by the lower number of students in RP2200 and the majority of them achieving well on the assessment.</p>	<p>The five-year average achievement is 73%.</p> <p>Further analysis indicates that while it initially looked like a new assessment tool may have been contributing to a favorable result, in 2018 and 2019 results returned back to the 70% range. This indicates the tool was not a major contributing factor to student results.</p> <p>Faculty indicate that student attendance is a contributing factor to learning and by extension achievement results on assessments.</p>	<p>This has been a long-term assessment. The original tool was edited in 2016 since it was determined that the tool itself may have been less clear than it should be and contributing to lower student results. Early results indicated that this assumption may have been accurate. However, with further data collection it was found that the assessment tool was not a significant factor in student results.</p> <p>Based on the long-term data over nine years, it appears the goal of 80% was not realistic. It would have been more accurate at 70 – 75%. The nine-year average achievement is 70%. (Only five years of data has been reported for ease in viewing, and in compliance with ACBSP’s requirement for 3-5 data points.)</p> <p>Faculty are working on a new assessment for RP2200.</p>	<p>RP2200 Block-Numeric Classification System</p> <table border="1"> <caption>RP2200 Block-Numeric Classification System Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Achievement (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>29</td> <td>70%</td> </tr> <tr> <td>2016</td> <td>23</td> <td>77%</td> </tr> <tr> <td>2017</td> <td>10</td> <td>80%</td> </tr> <tr> <td>2018</td> <td>21</td> <td>71%</td> </tr> <tr> <td>2019</td> <td>23</td> <td>68%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Achievement (%)	2015	29	70%	2016	23	77%	2017	10	80%	2018	21	71%	2019	23	68%
Year	Sample Size (n)	Achievement (%)																					
2015	29	70%																					
2016	23	77%																					
2017	10	80%																					
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2019	23	68%																					

Standard 6: Educational and Business Process Management

Table 7 - 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)												
Increase enrollment by an average of 10% each year in Business and Office Administration courses through online distributed learning (DL).	Enrollment reports from Institutional Research (IR).	Business Unit DL enrollment continues to increase over the five-year trend data presented from 428 to 580. Each year shows an increase over the preceding year in all but 2017-18. The goal of 10% increase each year has not been met in all reporting years.	<p>The five year trend data average represents a 5% increase in enrollment each year. This is below the 10% goal.</p> <p>In both 2018-19 and 2019-20 there was a 6% increase over the previous year's enrollment.</p> <p>While 2016-17 to 2017-18 shows an 8% decrease in enrollment, there is an overall 20% increase from 2015-16 to 2019-20.</p>	<p>More Business Unit courses and program offerings continue to be developed for online delivery. There is continued demand for Business and Office Administration courses through DL.</p> <p>Over the past two years several Business Unit programs have expanded delivery of courses to include the complete program, not just selected courses.</p> <p>Delivering business courses and programs through DL extends the Business Unit's reach beyond the physical campuses and increases student access to business programs.</p>	<p>DL - Annual Business Enrollment*</p> <table border="1"> <caption>DL - Annual Business Enrollment*</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>482</td> </tr> <tr> <td>2016-17</td> <td>559</td> </tr> <tr> <td>2017-18</td> <td>513</td> </tr> <tr> <td>2018-19</td> <td>546</td> </tr> <tr> <td>2019-20</td> <td>580</td> </tr> </tbody> </table> <p>*As at February 5, 2020</p>	Year	Enrollment	2015-16	482	2016-17	559	2017-18	513	2018-19	546	2019-20	580
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Business Unit students will partner with at least 10 social enterprises each year to enhance their services to the metro area. This initiative is called "Business Students for Social Goals."	<p>Business Unit faculty work with third-year business students to help them create strategic plans for social enterprises in the metro area. They will also provide assistance in promoting the social enterprise. This is done in cooperation with Metro Business Opportunities (MBO).</p> <p>The purpose of this initiative is "to create more awareness of social enterprise in the community and to promote student education in social enterprise."</p>	<p>This initiative began in 2018 by assisting 8 social enterprises. In 2019 that increased to 10 social enterprises.</p> <p>There have been a significant number of social enterprises positively impacted by this initiative.</p>	<p>The number of social enterprises helped through this initiative increased from year one to year two. The number of students declined since there were two fewer classes of students in 2019 than in 2018.</p> <p>In 2019 the students hosted a "Social Enterprise Day" fair which raised the profile of the various enterprises within the metro area. One enterprise director commented that the fair was "a definite asset to create awareness of [their] Association."</p> <p>Working outside the classroom with social enterprises has helped student improve their teamwork, critical thinking and problem solving skills.</p>	<p>Giving back to the community provides rich networking, teamwork, learning, and growth opportunities for Business Unit faculty and students, as well as much needed assistance to metro social enterprises.</p> <p>There has been very positive feedback from all parties and this initiative will continue. More trend data will be collected to monitor ongoing success.</p> <p>This student quote captures the spirit of this initiative, "It was enjoyable knowing we were helping an organization that is really making a difference in our community." And a partner's quote highlights it further, "Our experience with the students has been nothing short of amazing."</p>	<p>Business Students for Social Goals</p> <table border="1"> <caption>Business Students for Social Goals Data</caption> <thead> <tr> <th>Category</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td># Students</td> <td>60</td> <td>42</td> </tr> <tr> <td># Groups</td> <td>8</td> <td>10</td> </tr> <tr> <td># Social Enterprises</td> <td>8</td> <td>10</td> </tr> </tbody> </table>	Category	2018	2019	# Students	60	42	# Groups	8	10	# Social Enterprises	8	10
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Business Unit annual graduation numbers will be maintained within 5% points over the preceding year.	Institutional Research (IR) graduation data for the two-year Office Administration (OA) and Business Administration (BA) Programs and three-year Business Management (BM) Programs.	<p>The BM Program graduation numbers have been within the goal of 5% points for all years.</p> <p>For the OA and BM Programs, graduation numbers exceeded the 5% point range in 2015-16. The graduation rate for BM increased by 9.7% while OA decreased by 8.7%.</p>	<p>While there is some fluctuation in the graduation numbers based on the preceding year, further analysis indicates a five-year average number of graduates for BA at 87, BM at 87, and OA at 220, with a combined Business Unit average of 393.</p> <p>The greatest increase in graduation occurred in the BM Accounting and Human Resource Management Programs. This is seen in the top chart.</p> <p>In 2015-16 the OA Program saw the impact of one campus moving from two offerings to one, and as of 2017-18 the OA Program was discontinued in Qatar.</p> <p>The positive impact in the BM Program in 2015-16 can be attributed to increased enrollment due to a College-wide initiative to clear program waitlists.</p>	<p>While the largest number of graduates consistently come from the OA Programs, there has been an increase in the number of BM Program graduates over the past three years. Recruitment efforts will continue for all programs. In particular the Marketing option will be receiving greater focus in future.</p> <p>As of the Fall 2019 semester, the OA-Records and Information Management Program (RIM) is being offered online, in addition to on campus. It is anticipated this will have a positive impact on graduation numbers.</p>	<p>Graduation Numbers by Program as % of School Grads</p> <table border="1"> <caption>Graduation Numbers by Program as % of School Grads</caption> <thead> <tr> <th>Year</th> <th>BA (%)</th> <th>BM (%)</th> <th>OA (%)</th> </tr> </thead> <tbody> <tr> <td>2013-14 (n=397)</td> <td>22%</td> <td>14%</td> <td>64%</td> </tr> <tr> <td>2014-15 (n=394)</td> <td>22%</td> <td>18%</td> <td>60%</td> </tr> <tr> <td>2015-16 (n=397)</td> <td>21%</td> <td>28%</td> <td>51%</td> </tr> <tr> <td>2016-17 (n=413)</td> <td>23%</td> <td>26%</td> <td>51%</td> </tr> <tr> <td>2017-18 (n=383)</td> <td>22%</td> <td>24%</td> <td>54%</td> </tr> </tbody> </table> <p>Graduation Numbers by Program Change Over Preceding Year</p> <table border="1"> <caption>Graduation Numbers by Program Change Over Preceding Year</caption> <thead> <tr> <th>Year</th> <th>BA (%)</th> <th>BM (%)</th> <th>OA (%)</th> </tr> </thead> <tbody> <tr> <td>2014-15 (n=394)</td> <td>0.2%</td> <td>3.7%</td> <td>-3.8%</td> </tr> <tr> <td>2015-16 (n=397)</td> <td>-1.0%</td> <td>9.7%</td> <td>-8.7%</td> </tr> <tr> <td>2016-17 (n=413)</td> <td>2.1%</td> <td>-1.6%</td> <td>-0.6%</td> </tr> <tr> <td>2017-18 (n=383)</td> <td>-1.3%</td> <td>-1.9%</td> <td>3.2%</td> </tr> </tbody> </table>	Year	BA (%)	BM (%)	OA (%)	2013-14 (n=397)	22%	14%	64%	2014-15 (n=394)	22%	18%	60%	2015-16 (n=397)	21%	28%	51%	2016-17 (n=413)	23%	26%	51%	2017-18 (n=383)	22%	24%	54%	Year	BA (%)	BM (%)	OA (%)	2014-15 (n=394)	0.2%	3.7%	-3.8%	2015-16 (n=397)	-1.0%	9.7%	-8.7%	2016-17 (n=413)	2.1%	-1.6%	-0.6%	2017-18 (n=383)	-1.3%	-1.9%	3.2%
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Maintain a five-year average of \$430,000 annually in provincial scholarships and awards.	<p>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> <p>As of 2017, data has been broken down by School to provide further analysis at that level.</p>	<p>The 2018-19 value surpasses the goal by \$39,000.</p> <p>The average of the five reporting years is \$451,000 which is \$21,000 above the goal.</p>	<p>There was a 10% increase in the number of scholarships and awards presented in 2018-19 over the previous year. This also represented a 9% increase in the value of the scholarships and awards presented in 2018-19.</p> <p>These scholarships and awards have a direct positive impact on an average of 97 students per year over the last two reporting years.</p> <p>The Business Unit students received 17.3% of all awards in 2017-18 and 17.7% in 2018-19.</p>	<p>While data in the first three reporting years was only available College-wide, the last two years allow the Business Unit to see it's percentage of College-wide scholarships and awards.</p> <p>This new data will allow for more in-depth analysis going forward, and may impact the current goal the Business Unit has set for scholarships and awards.</p>	<p>Value of Scholarships & Awards</p> <table border="1"> <caption>Value of Scholarships & Awards</caption> <thead> <tr> <th>Reporting Year</th> <th>Value (In Thousands \$)</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>\$462</td> <td>578</td> </tr> <tr> <td>2015-16</td> <td>\$495</td> <td>626</td> </tr> <tr> <td>2016-17</td> <td>\$403</td> <td>528</td> </tr> <tr> <td>2017-18</td> <td>\$426</td> <td>531</td> </tr> <tr> <td>2018-19</td> <td>\$469</td> <td>582</td> </tr> </tbody> </table>	Reporting Year	Value (In Thousands \$)	Sample Size (n)	2014-15	\$462	578	2015-16	\$495	626	2016-17	\$403	528	2017-18	\$426	531	2018-19	\$469	582
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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 	