

Standard 3: Student and Stakeholder Focus

Table 3 - 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 Table 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).	<p>The goal of 90% satisfaction with Business Unit courses has been met.</p> <p>Results indicate that students are satisfied with the level of engagement throughout their program of learning, and are acquiring the necessary skills and knowledge in their field of study.</p>	<p>The five-year average is 90% satisfaction. In the past three academic years the goal was met or exceeded. Students are consistently satisfied with Business Unit courses and programs.</p> <p>The 2019-20 data includes only the Fall semester since COVID-19 impacted the ability to conduct the survey in the Winter 2020 semester.</p> <p>The 2022-23 data includes only the Fall semester since the Winter 2023 survey was suspended in favor of a broader Student Satisfaction Survey.</p>	<p>As feedback is received, faculty and program developers are consulted to ensure necessary updates are made to course outlines.</p> <p>Survey results are shared with faculty, and their campus directors, for all the courses they teach. This allows for any adjustments that need to be made at the campus level.</p> <p>Results from the broader Student Satisfaction Survey may provide deeper insights into students' satisfaction with program courses. Those survey results were not available from IR at the time of this QA Report.</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>Sample Size (n)</th> <th>Satisfaction Level (%)</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>5055</td> <td>88%</td> </tr> <tr> <td>2019-20</td> <td>2631</td> <td>89%</td> </tr> <tr> <td>2020-21</td> <td>4884</td> <td>91%</td> </tr> <tr> <td>2021-22</td> <td>4155</td> <td>90%</td> </tr> <tr> <td>2022-23</td> <td>1781</td> <td>90%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Satisfaction Level (%)	2018-19	5055	88%	2019-20	2631	89%	2020-21	4884	91%	2021-22	4155	90%	2022-23	1781	90%
Year	Sample Size (n)	Satisfaction Level (%)																					
2018-19	5055	88%																					
2019-20	2631	89%																					
2020-21	4884	91%																					
2021-22	4155	90%																					
2022-23	1781	90%																					

Analysis of Results																							
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table 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 faculty at a 90% level.	End of semester student surveys conducted each Fall and Winter semester by Institutional Research (IR).	<p>The goal of 90% satisfaction with Business Unit faculty has been met, and exceeded, in all five reporting years.</p> <p>This high level of satisfaction with faculty highlights the quality of the student-faculty interaction throughout their time in the Business Unit.</p>	<p>The five-year average is 91% satisfaction.</p> <p>The 2019-20 data includes only the Fall semester since COVID-19 impacted the ability to conduct the survey in the Winter 2020 semester.</p> <p>The 2022-23 data includes only the Fall semester since the Winter 2023 survey was suspended in favor of a broader Student Satisfaction Survey.</p>	<p>Survey comments consistently speak highly of Business Unit faculty. Faculty, the dean, and campus directors are all provided with these survey results. They allow for highlighting areas of improvement, as well as success.</p> <p>Communication among the various stakeholders will continue each semester to ensure this level of satisfaction is maintained and celebrated.</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>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>92%</td> <td>5055</td> </tr> <tr> <td>2019-20</td> <td>91%</td> <td>2631</td> </tr> <tr> <td>2020-21</td> <td>91%</td> <td>4884</td> </tr> <tr> <td>2021-22</td> <td>92%</td> <td>4155</td> </tr> <tr> <td>2022-23</td> <td>91%</td> <td>1781</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (n)	2018-19	92%	5055	2019-20	91%	2631	2020-21	91%	4884	2021-22	92%	4155	2022-23	91%	1781
Year	Percentage	Sample Size (n)																					
2018-19	92%	5055																					
2019-20	91%	2631																					
2020-21	91%	4884																					
2021-22	92%	4155																					
2022-23	91%	1781																					

Analysis of Results																																																	
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graph or Table of Resulting Trends (3-5 data points preferred) Must show sample size (ex: n=75)																																												
Up to 450 Business Unit Prior Learning Assessment and Recognition (PLAR) requests will be approved annually for students.	Students' 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.	During the 2022-23 school year there were 465 PLAR requests approved. This surpassed the goal by 15 approvals. Most requests are approved in the Fall semester and the fewest are approved in the Intersession semester. The majority of PLAR requests come from Business students rather than Office students.	<p>There were a total of 802 student PLAR requests approved during the 2020-21 school year, with 432 being received in the Fall 2020 semester, 257 in the Winter 2021 semester, and 113 in the Intersession 2021 semester.</p> <p>During the 2021-22 school year there were a total of 480 PLAR requests approved, with 222 being approved in the Fall 2021 semester, 216 in the Winter 2022 semester, and 42 in the Intersession 2022 semester.</p> <p>The Fall 2020 semester had 14 more requests from Office students than Business students. Intersession 2022 had 22 more requests from Office students than Business students. These are the only semesters where Office student PLAR request approvals surpassed Business student PLAR approvals.</p>	Since the Business Unit began closely tracking PLAR approvals in 2019, Student Services enhanced their tracking so that the Business Unit now receives all data from that department. This is an example of continuous improvement within the Business Unit leading to improvements throughout the College.	<p>PLAR Requests Approved</p> <table border="1"> <caption>PLAR Requests Approved Data</caption> <thead> <tr> <th>School Year</th> <th>Semester</th> <th>Business</th> <th>Office</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2020-21</td> <td>F2020</td> <td>209</td> <td>223</td> <td>432</td> </tr> <tr> <td>W2021</td> <td>145</td> <td>112</td> <td>257</td> </tr> <tr> <td>I2021</td> <td>70</td> <td>43</td> <td>113</td> </tr> <tr> <td rowspan="3">2021-22</td> <td>F2021</td> <td>139</td> <td>83</td> <td>222</td> </tr> <tr> <td>W2022</td> <td>168</td> <td>48</td> <td>216</td> </tr> <tr> <td>I2022</td> <td>10</td> <td>32</td> <td>42</td> </tr> <tr> <td rowspan="3">2022-23</td> <td>F2022</td> <td>153</td> <td>68</td> <td>223</td> </tr> <tr> <td>W2023</td> <td>108</td> <td>87</td> <td>195</td> </tr> <tr> <td>I2023</td> <td>33</td> <td>16</td> <td>49</td> </tr> </tbody> </table>	School Year	Semester	Business	Office	Total	2020-21	F2020	209	223	432	W2021	145	112	257	I2021	70	43	113	2021-22	F2021	139	83	222	W2022	168	48	216	I2022	10	32	42	2022-23	F2022	153	68	223	W2023	108	87	195	I2023	33	16	49
School Year	Semester	Business	Office	Total																																													
2020-21	F2020	209	223	432																																													
	W2021	145	112	257																																													
	I2021	70	43	113																																													
2021-22	F2021	139	83	222																																													
	W2022	168	48	216																																													
	I2022	10	32	42																																													
2022-23	F2022	153	68	223																																													
	W2023	108	87	195																																													
	I2023	33	16	49																																													

Standard 4: Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes by accredited programs. 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.

	Executive Office Management 2020-21	<ol style="list-style-type: none"> 1. Design and create business documents using integrated software at an advanced level for effective communication. 2. Integrate professional communication and office management practices for application in the office environment. 3. Apply program learning in the business environment through experiential learning opportunities for enhanced industry networking. 4. Demonstrate application of the Conference Board of Canada employability skills for successful entry into the workplace.
	Medical Office Management 2021-22	<ol style="list-style-type: none"> 1. Create advanced medical and business documents using extensive knowledge of medical terminology and integration of current software for professional and effective communication between patients, visitors, health care professionals and all stakeholders. 2. Manage a medical office by integrating current technologies to perform duties adhering to industry standards of ethics, confidentiality, professionalism, and compassionate patient care while applying effective office management practices. 3. Apply program learning in a medical office environment through experiential learning opportunities for enhanced industry networking and development of skills. 4. Demonstrate application of the Conference Board of Canada employability skills for successful entry into the workplace.
	Records & Information Management 2021-22	<ol style="list-style-type: none"> 1. Manage records using extensive knowledge of information management principles ensuring quality control and improvement. 2. Demonstrate ability to administer records management systems in accordance with retention policies by verifying accuracy and adherence to current legislation. 3. Design and create business documents using integrated software at an advanced level for effective communication in the office environment. 4. Demonstrate application of the Conference Board of Canada employability skills for successful entry into the workplace.
	Legal Administration 2022-23	<ol style="list-style-type: none"> 1. Create legal and business documents using extensive knowledge of legal terminology, legal writing, court practices and rules, and document formatting with integrated software at an advanced level for effective communication. 2. Apply professional communication, ethical behavior, and office management practices for application in the legal office environment. 3. Apply program learning in the legal office environment through experiential learning opportunities for enhanced industry networking. 4. Demonstrate application of the Conference Board of Canada employability skills for successful entry into the workplace.

b. Performance Results

Table 4 - 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																				
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)															
Business Administration/Management (BA/BM)																				
BA/BM Programs:	Accounting																			
Course:	AC3250 – Managerial Accounting II																			
Program Outcomes:	3, 4 & 7																			
Accounting students will demonstrate knowledge of budgeting at an achievement level of 70%.	Mid-semester exam question where students review budget data and prepare a cash budget and schedule of expected cash collections for the scenario presented. (Direct, formative, internal, comparative)	Results have surpassed the goal of 70% by 6% points. All students attempted the assessment in the 2022-23 academic year.	The 4-yr. average is 71.5% with just 2020 declining to 64%. This may be attributed to the impact of COVID-19 in 2020. Student failures were 32% of n=104 in 2020 and this impacted results. The lower enrollment in 2023 is a result of the CNAQ contract ending in August 2022. Due to staffing changes, no data was collected in 2022.	Faculty were consulted to develop this assessment tool and their feedback after the first year resulted in a stronger assessment tool being ready for the following year. Consultation with faculty will continue as the assessment is utilized.	<p style="text-align: center;">AC3250 Budgeting</p> <table border="1"> <caption>AC3250 Budgeting Performance Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>65</td> <td>71%</td> </tr> <tr> <td>2020</td> <td>104</td> <td>64%</td> </tr> <tr> <td>2021</td> <td>124</td> <td>75%</td> </tr> <tr> <td>2023</td> <td>59</td> <td>76%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Percentage	2019	65	71%	2020	104	64%	2021	124	75%	2023	59	76%
Year	Sample Size (n)	Percentage																		
2019	65	71%																		
2020	104	64%																		
2021	124	75%																		
2023	59	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)																											
BA/BM Programs:	Accounting, General, Human Resource Management, and Marketing				<p>EP2150 Risk Management Assignment</p> <table border="1"> <caption>EP2150 Risk Management Assignment</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>75%</td> <td>190</td> </tr> <tr> <td>2023</td> <td>87%</td> <td>86</td> </tr> </tbody> </table> <p>EP2150 Small Business Financials</p> <table border="1"> <caption>EP2150 Small Business Financials</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>65%</td> <td>255</td> </tr> <tr> <td>2017</td> <td>70%</td> <td>251</td> </tr> <tr> <td>2018</td> <td>74%</td> <td>207</td> </tr> <tr> <td>2019</td> <td>72%</td> <td>188</td> </tr> <tr> <td>2020</td> <td>74%</td> <td>230</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (n)	2021	75%	190	2023	87%	86	Year	Percentage	Sample Size (n)	2016	65%	255	2017	70%	251	2018	74%	207	2019	72%	188	2020	74%	230
Year	Percentage	Sample Size (n)																														
2021	75%	190																														
2023	87%	86																														
Year	Percentage	Sample Size (n)																														
2016	65%	255																														
2017	70%	251																														
2018	74%	207																														
2019	72%	188																														
2020	74%	230																														
Course:	EP2150 – Entrepreneurship																															
Program Outcomes:	Acct: 5, 6 & 7; General: 1, 2, 3 & 4; HRM: 5 & 6; Marketing: 5 & 6																															
Second-year business students will demonstrate skill in managing risk at a 70% achievement level.	Common assignment on risk management where students research and report on risk mitigation based on a given scenario. (Direct, formative, internal, comparative)	Results have surpassed the goal of 70% by 17% points. 96.5% of all students enrolled in EP2150 completed this assessment.	<p>Having collected sufficient trend data from 2016-2020 to determine that students were meeting or surpassing the 70% in their knowledge of small business financials (See Table 2), a new area of assessment for EP2150 is now being measured (See Table 1).</p> <p>Students have surpassed the goal in the two reporting years since the new assessment has been in place.</p> <p>The lower enrollment in 2023 is a result of the CNAQ contract ending in August 2022.</p> <p>Due to staffing changes, no data was collected in 2022.</p>	<p>Through analysis of data and consultation with faculty, students in EP2150 are now being given the opportunity across all campuses to demonstrate competency in a new area of learning in this entrepreneurship course.</p> <p>More trend data will be collected for further analysis and action related to this new risk management assignment.</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)																		
BA/BM Programs:	Accounting, Human Resource Management, and Marketing				<p>EP2200 Business Plan & Oral Presentation</p> <table border="1"> <caption>EP2200 Business Plan & Oral Presentation Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>81%</td> <td>174</td> </tr> <tr> <td>2019</td> <td>83%</td> <td>193</td> </tr> <tr> <td>2020</td> <td>84%</td> <td>165</td> </tr> <tr> <td>2021</td> <td>76%</td> <td>244</td> </tr> <tr> <td>2023</td> <td>85%</td> <td>47</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (n)	2018	81%	174	2019	83%	193	2020	84%	165	2021	76%	244	2023	85%	47
Year	Percentage	Sample Size (n)																					
2018	81%	174																					
2019	83%	193																					
2020	84%	165																					
2021	76%	244																					
2023	85%	47																					
Course:	EP2200 – Business Planning																						
Program Outcomes:	Acct: 6 & 7; HRM: 5 & 6; Marketing: 5 & 6																						
Third-year business students will develop and present a business plan at an 80% achievement level.	Accounting, Human Resource Management, and Marketing students will develop and present a business plan to a panel of industry representatives who score them based on a common rubric. (Direct, summative, internal/external, comparative)	Students surpassed the goal by 5% points. In all but one year, results surpassed the goal of 80% by 1% to 5% points.	<p>The five-year average is 82%. This assessment is graded on two components: the written business plan, and the oral presentation to a panel of industry judges. In 2020, due to COVID-19 adjustments the presentations were not done, so results represent only the grade for the written business plan.</p> <p>There is lower enrollment in 2023 due to many students finding employment in their field after year two and choosing to not return for the third year of study. Also, the contract with CNAQ ended in August 2022 and that impacted on overall enrollment numbers throughout the Business Unit.</p>	<p>Students are very engaged in this applied learning experience and appreciate the opportunity to connect directly with the business community.</p> <p>Based on enrollment numbers, and anecdotal feedback from students and faculty, the Business Unit is implementing plans to address how students are approaching the third year of study.</p> <p>Due to staffing changes, no data was collected in 2022.</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)																		
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 in-person on campus or online.</p> <p>(Direct, summative, external, comparative)</p>	<p>The 2023, 91% results are within 9% points of the goal of 100%. This represents 49/54 students who completed WHMIS training.</p> <p>While certification is strongly encouraged, it is not a requirement for graduation.</p>	<p>Over the five years reported, an average of 93% of all students enrolled in HN1400 completed WHMIS training in preparation for the workplace.</p> <p>Both in-person and online students complete WHMIS training at a high level.</p> <p>Due to staffing changes, no data was collected in 2022.</p>	<p>This external evaluation supports the training and education HRM students are receiving in the Business Unit.</p> <p>In the 2019 semester, faculty agreed to set earlier due dates for completing WHMIS certification. This appears to have had a positive impact on results since they improved from 82% in 2018 to above 90% since 2019.</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>2018</td> <td>82%</td> <td>56</td> </tr> <tr> <td>2019</td> <td>99%</td> <td>77</td> </tr> <tr> <td>2020</td> <td>98%</td> <td>66</td> </tr> <tr> <td>2021</td> <td>96%</td> <td>76</td> </tr> <tr> <td>2023</td> <td>91%</td> <td>54</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (n)	2018	82%	56	2019	99%	77	2020	98%	66	2021	96%	76	2023	91%	54
Year	Percentage	Sample Size (n)																					
2018	82%	56																					
2019	99%	77																					
2020	98%	66																					
2021	96%	76																					
2023	91%	54																					

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 6% points in the 2023 reporting year.	Students have met or surpassed the goal in all years reported with an overall five-year average 2% points above the goal at 82%. The lower enrollment in 2023 is a result of the CNAQ contract ending in August 2022. Due to staffing changes, no data was collected in 2022.	Faculty report a high level of student engagement in HRM current affairs, and all students choose to complete this applied learning assessment. Topics approved for student seminars continue to be updated so that they indeed remain current to industry developments. 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>2018</td> <td>81</td> <td>80%</td> </tr> <tr> <td>2019</td> <td>76</td> <td>83%</td> </tr> <tr> <td>2020</td> <td>33</td> <td>81%</td> </tr> <tr> <td>2021</td> <td>99</td> <td>80%</td> </tr> <tr> <td>2023</td> <td>18</td> <td>86%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Percentage	2018	81	80%	2019	76	83%	2020	33	81%	2021	99	80%	2023	18	86%
Year	Sample Size (n)	Percentage																					
2018	81	80%																					
2019	76	83%																					
2020	33	81%																					
2021	99	80%																					
2023	18	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)												
BA/BM Programs:	Marketing				<p>MR2400 Integrated Advertising Plan</p> <table border="1"> <caption>MR2400 Integrated Advertising Plan Data</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Completion Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>43</td> <td>79%</td> </tr> <tr> <td>2021</td> <td>16</td> <td>78%</td> </tr> <tr> <td>2023</td> <td>31</td> <td>79%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Completion Rate (%)	2020	43	79%	2021	16	78%	2023	31	79%
Year	Sample Size (n)	Completion Rate (%)															
2020	43	79%															
2021	16	78%															
2023	31	79%															
Course:	MR2400 – Marketing Communications																
Program Outcomes:	1, 2, 3, 4 & 6																
Marketing students will create an integrated advertising plan at a 75% achievement level.	Marketing students conduct research to help develop an advertising plan, then design media ads and present written recommendations to a client. (Direct, formative, internal, comparative)	Results have surpassed the goal of 75% by 4% points in 2023.	<p>In each of the reporting years the goal has been surpassed by 3-4% points.</p> <p>The lower sample in 2021 is reflective of data not being available from one campus. This was resolved in the subsequent reporting year.</p> <p>Due to staffing changes, no data was collected in 2022.</p>	<p>All but one student has completed this assessment over the three reporting years. This speaks to the high level of engagement in this applied learning experience.</p> <p>Through faculty consultation, some refinement was made to student instructions. This resulted in greater clarity of expectations and deliverables for this assessment.</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)																		
Office Administration																							
OA Programs:	Executive Office Management (EOM), Medical Office Management (MOM), and Records & Information Management (RIM)																						
Course:	DM2240 – Document Production IV																						
Program Outcomes:	EOM: 1, 2 & 4; MOM: 1, 2 & 4; RIM: 3 & 4																						
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)	2023 results are 9% points above the 75% goal. The goal of 75% has been surpassed in all five reporting years by between 7 to 11% points.	The five-year average for all years reported is 84%. The higher enrollment in 2021 is due to the addition of several groups of international students. There was a 38% increase in enrollment in 2021 over the previous year. Due to staffing changes, no data was collected in 2022.	Student engagement in this applied learning simulation has been high at an average of 98% participation over the five reporting years. Faculty will be consulted to identify a new simulation to continue providing this rich learning for students. The goal for the updated assessment will likely be raised.	<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>Engagement (%)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>154</td> <td>86%</td> </tr> <tr> <td>2019</td> <td>161</td> <td>83%</td> </tr> <tr> <td>2020</td> <td>173</td> <td>84%</td> </tr> <tr> <td>2021</td> <td>239</td> <td>82%</td> </tr> <tr> <td>2023</td> <td>93</td> <td>84%</td> </tr> </tbody> </table>	Year	Sample Size (n)	Engagement (%)	2018	154	86%	2019	161	83%	2020	173	84%	2021	239	82%	2023	93	84%
Year	Sample Size (n)	Engagement (%)																					
2018	154	86%																					
2019	161	83%																					
2020	173	84%																					
2021	239	82%																					
2023	93	84%																					

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 Office Management (EOM), Legal Administration, Medical Office Management (MOM), and Records & Information Management (RIM)				<p style="text-align: center;">OF2700 Career Portfolio</p> <table border="1"> <caption>OF2700 Career Portfolio Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>84%</td> <td>170</td> </tr> <tr> <td>2019</td> <td>80%</td> <td>165</td> </tr> <tr> <td>2020</td> <td>83%</td> <td>178</td> </tr> <tr> <td>2021</td> <td>77%</td> <td>261</td> </tr> <tr> <td>2023</td> <td>78%</td> <td>160</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (n)	2018	84%	170	2019	80%	165	2020	83%	178	2021	77%	261	2023	78%	160
Year	Percentage	Sample Size (n)																					
2018	84%	170																					
2019	80%	165																					
2020	83%	178																					
2021	77%	261																					
2023	78%	160																					
Course:	OF2700 – Capstone Project																						
Program Outcomes:	EOM: 1, 2 & 4; Legal: 1, 2 & 4; MOM: 1 & 4; RIM: 3 & 4																						
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 surpassed the 75% goal by 3% points in the 2023 reporting year.	<p>The five-year average of 80% is 5% points above the goal of 75%. In all reporting years students surpassed the goal.</p> <p>The common rubric provides consistency in grading across all Business Unit sections and campuses.</p> <p>The higher enrollment in 2021 is due to the addition of several groups of international students.</p> <p>Due to staffing changes, no data was collected in 2022.</p>	Faculty will be consulted regarding suggestions for a new area of assessment in this capstone course. Consistently positive trend data indicates the effectiveness and value of students preparing a career portfolio immediately prior to graduation and entry into the workplace.																			

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 Office Management (MOM)																						
Course:	OF2401 – Medical Office Management II																						
Program Outcomes:	1, 2 & 4																						
Medical Office Management (MOM) students will review ethical office scenarios and formulate an appropriate response at a 75% achievement level.	A variety of ethical scenarios are presented to students. They review each one based on OF2401 medical ethics and determine appropriate responses to medical clients. Responses are evaluated by using a common grading scale for each scenario. (Direct, formative, internal, comparative)	The 2023 results of 80% exceed the goal by 5% points.	In 2021, there were a higher-than-average number of students who chose not to complete this assignment. This negatively impacted overall results. This trend was corrected in the next reporting year, 2023. The five-year average is 75% and meets the goal established for this assessment. All but two years surpassed the goal of 75%. Due to staffing changes, no data was collected in 2022.	After this assignment was first utilized, faculty consultation led to improvements in wording. This provided greater clarity in each scenario presented to students. Since there is sufficient trend data from this assessment, OF2401 faculty will be consulted to determine another area of assessment for this key course in the MOM Program.	<p>OF2401 Patient Scenarios - Ethics</p> <table border="1"> <caption>OF2401 Patient Scenarios - Ethics Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>82%</td> <td>40</td> </tr> <tr> <td>2019</td> <td>74%</td> <td>44</td> </tr> <tr> <td>2020</td> <td>78%</td> <td>36</td> </tr> <tr> <td>2021</td> <td>61%</td> <td>72</td> </tr> <tr> <td>2023</td> <td>80%</td> <td>38</td> </tr> </tbody> </table>	Year	Percentage	Sample Size (n)	2018	82%	40	2019	74%	44	2020	78%	36	2021	61%	72	2023	80%	38
Year	Percentage	Sample Size (n)																					
2018	82%	40																					
2019	74%	44																					
2020	78%	36																					
2021	61%	72																					
2023	80%	38																					

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)				<p>RP2200 Records Management Simulation</p> <table border="1"> <caption>RP2200 Records Management Simulation</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>40</td> <td>78%</td> </tr> <tr> <td>2023</td> <td>19</td> <td>78%</td> </tr> </tbody> </table> <p>RP2200 Block-Numeric Classification System</p> <table border="1"> <caption>RP2200 Block-Numeric Classification System</caption> <thead> <tr> <th>Year</th> <th>Sample Size (n)</th> <th>Percentage</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)	Percentage	2021	40	78%	2023	19	78%	Year	Sample Size (n)	Percentage	2015	29	70%	2016	23	77%	2017	10	80%	2018	21	71%	2019	23	68%
Year	Sample Size (n)	Percentage																														
2021	40	78%																														
2023	19	78%																														
Year	Sample Size (n)	Percentage																														
2015	29	70%																														
2016	23	77%																														
2017	10	80%																														
2018	21	71%																														
2019	23	68%																														
Course:	RP2200 – Classification Systems																															
Program Outcomes:	1, 2 & 4																															
Office Administration – RIM students will complete a records management simulation at an 80% achievement level.	Students participate in a six-week-long simulation requiring them to use multiple filing systems to correctly manage a variety of office documents. (Direct, formative, internal, comparative)	Results in the 2023 reporting year are just 2% points below the goal of 80%.	Having collected sufficient trend data from 2015-2019 (See Table 2), a new area of assessment is being measured for RP2200 (See Table 1). In the first two years of this new assessment, students are within 2% points of the desired goal. Due to staffing changes, no data was collected in 2022.	Data collected from 2015-2019 indicated that the goal of 80% was not attainable. Rather, a more realistic goal would have been nearer 75% with the five-year average being 73% (See Table 2). More data will be collected with the new records management simulation before any trends are identified (See Table 1).																												

Standard 6: Educational and Business Process Management

Table 7 – Business Unit 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)												
Business Unit students will partner with at least 10 social and private enterprises each year to enhance their business partner’s services to the metro area. This initiative is called "Business Students for Economic and Social Growth."	<p>Business Unit faculty work with third-year business students to help them create strategic plans for social and private enterprises primarily in the metro St. John's area. Students also provide assistance in promotion or other areas of the enterprises they work with, as approved.</p> <p>The purpose of this initiative is to create more awareness of social and private enterprise in the community and to promote student education in social and private enterprise.</p>	<p>In three of the five years the goal has been met. The five-year average number of social and private enterprises served by Business Unit students is 10, which meets the goal overall.</p> <p>Since its inception, in 2018, this initiative has assisted a total of 50 business partners and engaged 249 students in this applied learning experience.</p> <p>All groups analyzed the human resources, marketing, and accounting functions of the enterprises and provided recommendations by looking at the past in order to plan for the future.</p>	<p>Students have benefited from this applied learning experience by having the opportunity to enhance interpersonal, teamwork, critical thinking, and problem solving skills as they worked in groups and interacted with the business partners.</p> <p>Over the five years since this initiative began, an average of 50 students per year have been involved in giving back to their community by applying the knowledge and skills acquired during their studies in the business programs.</p>	<p>Students, faculty, and the social and private enterprises involved in this initiative all report anecdotally that it is a positive partnership between the Business Unit and the business community.</p> <p>Initially, students only assisted social enterprises. Over the past three years, this has been expanded to private small business owners as well. Efforts will be made to continue and enhance these partnerships.</p>	<p>Business Students for Economic & Social Growth</p> <table border="1"> <caption>Business Students for Economic & Social Growth</caption> <thead> <tr> <th>Year</th> <th># of Social & Private Enterprises</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>8</td> </tr> <tr> <td>2019-20</td> <td>10</td> </tr> <tr> <td>2020-21</td> <td>13</td> </tr> <tr> <td>2021-22</td> <td>12</td> </tr> <tr> <td>2022-23</td> <td>7</td> </tr> </tbody> </table>	Year	# of Social & Private Enterprises	2018-19	8	2019-20	10	2020-21	13	2021-22	12	2022-23	7
Year	# of Social & Private Enterprises																
2018-19	8																
2019-20	10																
2020-21	13																
2021-22	12																
2022-23	7																

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)																																																
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 the three-year Business Management (BM) Programs.	<p>Each of the three program areas have had one year when the graduation rate was outside the 5% point goal.</p> <p>BA had a 6.2% decrease in 2019-20.</p> <p>BM had a 7.2% decrease in 2020-21.</p> <p>OA had a 10.1% increase in 2019-20.</p>	<p>Due to COVID-19 early in the Winter 2020 semester, some students chose to defer studies until the following year. Also, some of the three-year BM students chose to suspend studies, since they were not in-person as originally planned, and opted to graduate with the two-year BA diploma the following year.</p> <p>For the OA increases, this is largely due to the addition of multiple classes of international students. With declining enrolment from the domestic population, efforts have increased in the recruitment of international students.</p>	<p>International recruitment efforts continue to expand. At present, most students have been enrolling from India. These students largely persist through to graduation and remain in the country to seek employment.</p> <p>In-person instruction did not resume at CNA campuses until Fall 2022. All instruction was done either synchronously or asynchronously online from March 2020 to June 2022.</p> <p>A new four-campus model has been adopted for the Business Unit, which is allowing for more online learners. Future graduation data will help determine effectiveness of this model.</p>	<p>Graduation Rates by Program as % of School Grads</p> <table border="1"> <thead> <tr> <th>Year</th> <th>BA</th> <th>BM</th> <th>OA</th> </tr> </thead> <tbody> <tr> <td>2017-18 (n=383)</td> <td>22%</td> <td>24%</td> <td>54%</td> </tr> <tr> <td>2018-19 (n=379)</td> <td>27%</td> <td>24%</td> <td>49%</td> </tr> <tr> <td>2019-20 (n=323)</td> <td>21%</td> <td>20%</td> <td>59%</td> </tr> <tr> <td>2020-21 (n=500)</td> <td>23%</td> <td>13%</td> <td>64%</td> </tr> <tr> <td>2021-22 (n=346)</td> <td>21%</td> <td>14%</td> <td>65%</td> </tr> </tbody> </table> <p>Graduation Rates by Program Change Over Preceding Year</p> <table border="1"> <thead> <tr> <th>Year</th> <th>BA</th> <th>BM</th> <th>OA</th> </tr> </thead> <tbody> <tr> <td>2017-18 (n=383)</td> <td>-1.3%</td> <td>-1.9%</td> <td>3.2%</td> </tr> <tr> <td>2018-19 (n=379)</td> <td>4.7%</td> <td>0.0%</td> <td>-4.7%</td> </tr> <tr> <td>2019-20 (n=323)</td> <td>-6.2%</td> <td>-3.8%</td> <td>10.1%</td> </tr> <tr> <td>2020-21 (n=500)</td> <td>2.2%</td> <td>-7.2%</td> <td>5.1%</td> </tr> <tr> <td>2021-22 (n=346)</td> <td>-2.1%</td> <td>1.0%</td> <td>1.1%</td> </tr> </tbody> </table>	Year	BA	BM	OA	2017-18 (n=383)	22%	24%	54%	2018-19 (n=379)	27%	24%	49%	2019-20 (n=323)	21%	20%	59%	2020-21 (n=500)	23%	13%	64%	2021-22 (n=346)	21%	14%	65%	Year	BA	BM	OA	2017-18 (n=383)	-1.3%	-1.9%	3.2%	2018-19 (n=379)	4.7%	0.0%	-4.7%	2019-20 (n=323)	-6.2%	-3.8%	10.1%	2020-21 (n=500)	2.2%	-7.2%	5.1%	2021-22 (n=346)	-2.1%	1.0%	1.1%
Year	BA	BM	OA																																																		
2017-18 (n=383)	22%	24%	54%																																																		
2018-19 (n=379)	27%	24%	49%																																																		
2019-20 (n=323)	21%	20%	59%																																																		
2020-21 (n=500)	23%	13%	64%																																																		
2021-22 (n=346)	21%	14%	65%																																																		
Year	BA	BM	OA																																																		
2017-18 (n=383)	-1.3%	-1.9%	3.2%																																																		
2018-19 (n=379)	4.7%	0.0%	-4.7%																																																		
2019-20 (n=323)	-6.2%	-3.8%	10.1%																																																		
2020-21 (n=500)	2.2%	-7.2%	5.1%																																																		
2021-22 (n=346)	-2.1%	1.0%	1.1%																																																		

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)												
<p>The Business Unit will present 90 scholarships and awards annually to Business and Office Administration students.</p>	<p>The Office of Alumni and Advancement coordinates the annual acquisition and awarding of scholarships and awards. This data is provided by their Office.</p> <p>The annual <i>Student Awards Handbook</i> provides a listing of all available scholarships and awards.</p>	<p>In the current year, 2022-23, there were 70 scholarships and awards presented to Business Unit students.</p> <p>The last three reporting years did not meet the goal of 90; however, the five-year average is 90 and does meet the goal.</p>	<p>The Business Unit receives, on average, 15.5% of the total scholarships and awards presented each year at CNA. Business Unit students typically receive the second highest number of scholarships and awards, valued at an annual average of \$55,402 for the five-years reported.</p>	<p>The Business Unit will work with the Office of Alumni and Advancement to help ensure students are aware of all available scholarships and awards.</p> <p>Campuses are contacted multiple times throughout the year regarding scholarships and awards, and this will continue.</p> <p>Further trend data will aid in identifying if the current trending will continue.</p>	<p>Annual # Scholarships & Awards</p> <table border="1"> <caption>Annual # Scholarships & Awards</caption> <thead> <tr> <th>Year</th> <th>Number of Scholarships & Awards</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>103</td> </tr> <tr> <td>2019-20</td> <td>110</td> </tr> <tr> <td>2020-21</td> <td>80</td> </tr> <tr> <td>2021-22</td> <td>86</td> </tr> <tr> <td>2022-23</td> <td>70</td> </tr> </tbody> </table>	Year	Number of Scholarships & Awards	2018-19	103	2019-20	110	2020-21	80	2021-22	86	2022-23	70
Year	Number of Scholarships & Awards																
2018-19	103																
2019-20	110																
2020-21	80																
2021-22	86																
2022-23	70																

Appendix A - Employability Skills

Employability Skills	
Fundamental Skills	Personal Management Skills
<ul style="list-style-type: none"> • Demonstrate clear, concise & well-organized written communication skills • Demonstrate clear, concise & well-organized oral communication skills • Listen & ask questions in order to understand tasks • Share information using a range of technologies (e.g., voice, email, etc.) • Locate, gather & organize information using appropriate technology & information systems • Record &/or interpret data using appropriate methods, tools & technology • Demonstrate accuracy when performing mathematical functions • Assess situations & identify problems • Be creative & innovative in exploring possible solutions • Evaluate solutions to make recommendations or decisions • Implement solutions • Use digital technologies to create, share information & content • Safely, securely, & legally use virtual tools 	<ul style="list-style-type: none"> • Demonstrate a positive attitude & show interest, initiative & effort • Demonstrate integrity & personal ethics • Demonstrate appropriate workplace ethics (e.g., personal grooming, on time, etc.) • Effectively engage in sharing of ideas & 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 & techniques • Troubleshoot office equipment • Handle stressful situations appropriately • Demonstrate appropriate safety practices • Effectively manage time
Teamwork Skills	Social & Emotional Skills
<ul style="list-style-type: none"> • Interact appropriately & professionally within the dynamics of a group • Manage & resolve conflict • Contribute to a team by sharing information & expertise • Effectively plan, design & carry out a project or task from start to finish with well-defined objectives & outcomes • Meet deadlines • Accept & provide feedback in a useful and kind matter 	<ul style="list-style-type: none"> • Recover quickly from difficult situations • Understand that setbacks are part of learning & growing & accept that failure is okay • Recognize & respect people’s diversity & perspectives • Stay engaged with someone you’re talking to in a positive way throughout your conversation • Show kindness & acceptance of other people’s ideas • Proceed politely & confidently as conditions change