College of the North Atlantic and its accreditation with the Accreditation Council for Business Schools and Programs (ACBSP)

College of the North Atlantic (CNA) is made up of 17 campuses within the province of Newfoundland and Labrador, one Distributed Learning center, and one international campus in the Middle East State of Qatar. The School of Business and Information Technology is learner focused and ACBSP accreditation has assisted the School in creating a dynamic learning experience for all our students.

Business and Office Administration Programs at 14 CNA campuses have been accredited with the Accreditation Council for Business Schools and Programs (ACBSP). This international accreditation has a primary focus on aspiring to excellence in both degree and diploma business programs. Measurable outcomes are the foundation for data collection and analysis. Through regular quality assurance reporting to ACBSP, CNA is on a path of continuous improvement in the School's Business and Office Administration Programs.

CNA's Business and Office Administration students and faculty benefit from consistent assessment practices across campuses, as well as timely feedback on best practices and areas for improvement. Outcomes-based teaching, learning, and assessment is an approach which supports the facilitation of consistent programming throughout CNA's School of Business and Information Technology.

Program Outcomes

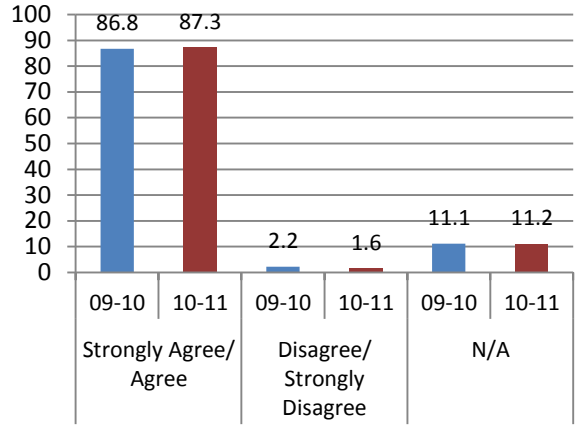|	
Business Administration - **General**	1. Demonstrate the ability to effectively engage in research and information gathering processes. 2. Discuss general knowledge of accounting, human resources, and marketing, for application in a business environment. 3. Demonstrate entrepreneurship skills used in a small- to medium-sized business environment. 4. Demonstrate application of the Conference Board of Canada employability skills.
Business Administration/ Management - **Accounting**	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**	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**	1. Analyze the marketing environment to develop a comprehensive marketing strategy with recommendations for implementation and monitoring of the strategy. 2. Critically analyze and provide business solutions to marketing product, price, promotion, and distribution decisions. 3. Integrate ethical marketing strategies and tactics for application in both domestic and global marketing environments. 4. Create support materials for use in the implementation of a marketing strategy. 5. Integrate business concepts for effective business planning and strategic management. (BM only) 6. Demonstrate application of the Conference Board of Canada employability skills.
Office Administration **(All program options)**	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.

The following is a sampling of some of the areas within the School of Business on which data has been gathered and analyzed for ongoing improvement of our Business and Office Administration Programs at CNA.

Students and Stakeholders

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
85% of Business Management program graduates will be working full time	Career Search surveys (2001, 2004, 2008 and 2010)	During each of the three Career Search surveys, at least 75% of Business Management graduates surveyed were employed full time.	Feedback has been gathered from industry on employability skills through the process of formal program review. As noted in the percentages listed at the bottom of the graph, a percentage of our student have returned to school to continue with lifelong learning.	Resulting from the program review, modifications such as 4 new student development courses have been incorporated into the program. As well, the length of work terms has been increased from 4 to 6 weeks. Results for 2010 has surpassed our benchmark and will continue to be monitored.	(graph)

	2001	2004	2008	2010
Full-time	75.3	80.6	73.2	87.5
Part-time	2.8	9.7	7.4	3.7
Unemployed	11.0	6.0	14.3	6.3
In School/Other	11.0	3.7	5.1	2.6

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
90% of surveyed work-term employers will strongly agree or agree that students demonstrate proficiency in employability skills	Work Term Survey/Evaluation	In the 2010-11 academic year, 85% or more of work term employers strongly agree or agree that students are proficient in all three skills areas (Fundamental, Personal Management and Teamwork). Averages have increased between 1-2% over the preceding year.	The School has reviewed the evaluation process and feedback after 2008-09 results and has since expanded the areas of employability skills that we measure (full list in Appendix B). Since the first School-wide paper work term survey in 2008-09, the survey is completed electronically.	Because the survey is now electronic, there has been shared data between the School and Institutional Research and Planning for College-wide benefit. The analysis of data is more in-depth because of the expansion of areas of reporting and analysis.	

Fundamental Skills

	09-10	10-11
Strongly Agree/Agree	83.6	85.0
Disagree/Strongly Disagree	2.5	1.6
N/A	13.5	14.1

Personal Management Skills

	09-10	10-11
Strongly Agree/Agree	86.1	87.7
Disagree/Strongly Disagree	2.2	2.0
N/A	10.4	11.9

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
					Teamwork Skills 09-10: 86.8, 10-11: 87.3 (Strongly Agree/Agree) 09-10: 2.2, 10-11: 1.6 (Disagree/Strongly Disagree) 09-10: 11.1, 10-11: 11.2 (N/A) **Level of Proficiency Achieved 2008-9** 1-5 Rating Scale — Employability Skill Areas 1: 4.3, 2: 3.7, 3: 4, 4: 4.3, 5: 4, 6: 4, 7: 4, 8: 4, 9: 3.7, 10: 4

1. Cooperation & Teamwork	6. Computer and Numeracy Skills
2. Verbal Communication/ Presentation Skills	7. Organizational Skills
3. Accuracy	8. Leadership Skills
4. Time Management	9. Ability to Learn New Skills/ Procedures
5. Written Communication/Report Writing	10. Decision Making Skills

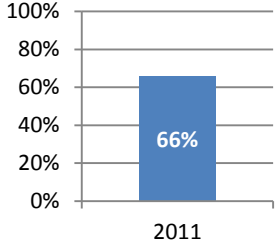| Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
100% of campuses will be represented at the annual Business Case Competitions	Competition attendance	Over the past three years, attendance has been increasing	Continue to communicate with all campuses to encourage participation	Results have increased and will continue to monitor and encourage campus involvement	

Student Learning

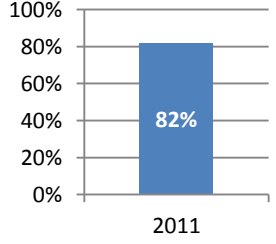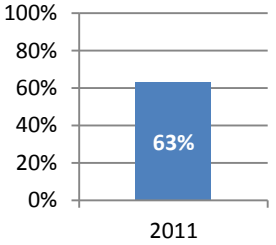| Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
BA/BM – Accounting, Human Resource Management, Marketing, and General - AC2230					
First-year students will demonstrate mastery of computerized accounting software at an 80% proficiency level. **Program Outcomes:** Acct: 1, 2, & 4 HRM: 2, 3, & 6 Marketing: 2 & 6 General: 2 & 4 (Common first year)	Common final exam outline. Faculty provided exam content based on a prescribed exam outline. (Direct, internal, formative, comparative)	The benchmark of 80% is being met or surpassed.	This level of achievement in a first-year course is providing a strong foundation on which to build the remainder of the students program of learning.	Continue to gather data for further analysis.	

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
BA/BM – Accounting - AC3220					
Accounting students will demonstrate mastery of financial statement analysis at a 65% proficiency level. **Program Outcome:** 1	Common rating scale for financial statement analysis. Success is measured by students' average grade from sample campuses. (Direct, internal, formative, comparative)	Students are exceeding the benchmark. Dialogue between campuses has increased as a result of this common assessment.	Some adjustment of the tool took place to ensure greater consistency across campuses.	Continue to gather data for further analysis.	Bar graph: 2010 = 67%, 2011 = 66% (scale 0%–100%)
BA/BM – Accounting, Human Resource Management and Marketing - EP2200					
Marketing, Accounting, and Human Resource Management students will demonstrate mastery of developing and presenting a formal business plan at an 80% proficiency level. **Program Outcomes:** Acct: 6 & 7 HRM: 5 & 6 Marketing: 5 & 6	Accounting, Human Resource Management, and Marketing students will develop and present a formal business plan to a panel of industry representatives. The tool is assessed in partnership with faculty and industry representatives. (Direct, internal, summative, comparative)	All campuses now have students present to a panel of industry representatives. Previously, this was not consistently done across all campuses. Where student enrollment allows, working groups are comprised of students from Accounting, Human Resource Management, and Marketing Programs.	A common assessment tool was drafted in consultation with three campuses in 2010 and refined for College-wide use in 2011.	Continue to gather data for further analysis.	Bar graph: 2011 = 81% (scale 0%–100%)
BA/BM – Human Resource Management - HN1400					
All HN1400 students will earn Workplace Hazardous Materials Information System (WHMIS) certification. **Program Outcome:** 2	External testing to earn WHMIS certification. (Direct, external, summative, comparative)	It is anticipated 100% of the students will earn their WHMIS certification.	This is a new tool, and data collection will begin in the Winter 2012 semester.	Results will be available after the Winter 2012 semester.	To be measured Winter 2012

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
BA/BM – Human Resource Management - HN2150					
Human Resource Management students will demonstrate mastery of developing and presenting a training simulation at a 70% proficiency level. **Program Outcomes:** 1, 2, 3, & 6	Students design and present (in class) a human resources training simulation (Direct, internal, formative, comparative)	Students surpassed the benchmark in the first year using this tool. Students at all campuses were provided a hands-on learning opportunity through this tool.	After the first use of this tool, some areas were identified as being unclear. Faculty worked to refine some parts of the tool's instructions in an effort to provide greater clarity for students.	Revised tool was used in the Fall 2011 semester with fewer student questions for clarification.	
BA/BM – Marketing - MR2400					
Marketing students will demonstrate mastery of preparing an integrated advertising plan at a 75% proficiency level. **Program Outcomes:** 1 & 4	Marketing students conduct research to help develop an advertising plan, then design media ads and present written recommendations to a client (Direct, internal, formative, comparative)	Marketing students at all campuses have increased commonality in their assessments through the use of this assignment. Students were provided an authentic learning opportunity.	Students did not meet the benchmark, but did engage in significant hands-on learning through this assessment. Faculty will enhance their level of guidance to students when the tool is used again.	Monitor results based on enhanced faculty guidance.	
Net Words Per Minute - OA – Executive, Legal, Medical, and Records & Information Management (RIM) - DM1201 (Yr. 1) DM2201 (Yr. 2) DM3220 (Yr. 2)					
At graduation, 85% of Office Administration students will exceed 40 net words per minute (NWPM) in official timings. **Program Outcome:** 7	Official timings administered in document production courses in students' winter semester.	Students' typing speeds increased both years as they progressed from year one to year two in their program of study. Students are exceeding industry's minimum standards.	Faculty will continue to do weekly speed building exercises with students in an effort to increase the number of students exceeding 40 NWPM.	Students are achieving above the level established by the College and industry experts.	

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
OA – Executive, Legal, Medical, and Records & Information Management (RIM) - OF1100					
First-year students will demonstrate mastery of utilizing reference sources at an 80% proficiency level. **Program Outcome:** 5	Hands-on assignment where students use paper and electronic reference sources to locate specific information. (Direct, internal, formative, comparative)	The benchmark of 80% is being met or surpassed.	This assignment provided authentic, hands-on learning for students at all campuses. This level of achievement in a first-year course is providing a strong foundation on which to build the remainder of the students program of learning. After the first use of this assessment, more electronic resources were used to provide a greater number of resources for the learner.	Continue to gather data for further analysis.	*Bar chart: 2010 = 81%, 2011 = 84%*
OA – Executive - OF2101					
Office Administration – Executive students will create business letters at an 85% proficiency level. **Program Outcomes:** 2 & 7	Common business letter checklist. Success is measured by students' average grade from sample campuses. (Direct, internal, formative, comparative)	The common assessment tool has been refined for greater consistency and clarity. Students have met the anticipated level of achievement in two of the three years sampled.	Due to changes in other courses' document grading guides, in 2011 there were some errors in grading this assessment. This is reflected in the lower than expected level of achievement. The tool is being administered again in the Winter 2012 to gather further data.	Results of Winter 2012 data will be used to determine continued level of proficiency is meeting 85% benchmark.	*Bar chart: 2009 = 89%, 2010 = 86%, 2011 = 69%*

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
OA – Legal - DM3220					
Office Administration – Legal students will demonstrate mastery of assembling and formatting wills and estates documents at an 80% proficiency level. **Program Outcome:** 7	Common exam question requiring students to accurately assemble and format wills and estate documents within a set timeframe. (Direct, internal, summative)	This is the first common assessment specific to the Legal option.	Students achieved lower than the benchmark. The instructor feels this may be unique to that year's students. Instructor will have students add clause names in the semester learning exercises to reinforce their knowledge. Data will continue to be gathered to allow further analysis.	Continue to gather data to see if intervention improves student learning. Because of the action taken, students will have greater reinforcement of clause names. It is anticipated that students will have greater understanding of clause names.	*Bar chart showing 66% for 2011, with y-axis 0%–100%*
OA – Medical - OF2401					
Office Administration – Medical students will demonstrate mastery of producing minutes at an 85% proficiency level. **Program Outcomes:** 3, 4, & 7	Common assignment to assemble information accurately and key minutes of a meeting. (Direct, internal, formative, comparative)	This is the first common assessment specific to the Medical option.	Students are slightly below the benchmark. Data will continue to be gathered to allow further analysis.	Continue to gather data for further analysis.	*Bar chart showing 82% for 2011, with y-axis 0%–100%*
OA – Records & Information Management (RIM) - RP2200					
Office Administration – RIM students will demonstrate mastery of the block-numeric classification system at an 80% proficiency level. **Program Outcome:** 2	Common exam question requiring students to accurately file documents using the block-numeric classification system within a set timeframe. (Direct, internal, summative, comparative)	This is the first common assessment specific to the RIM option.	Students are achieving below the benchmark. Faculty met to discuss strategies for greater success. Faculty will provide more varied teaching examples and more hands-on practice using this filing system.	Continue to gather data to see if interventions improve student proficiency.	*Bar chart showing 63% for 2011, with y-axis 0%–100%*

Educational and Business Process

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
The School of Business and Information Technology will strive to maintain program enrollment at or above 2007 levels.	Enrollment Report	The School has maintained enrollment within 4% of 2007 levels	There have been minor variations each year, but not more than 2% in either direction. Annual monitoring of enrollment will take place.	The School will continue to monitor enrollments.	**Enrollment** (bar chart, 2007–2011, values approximately 1750–1850 each year)
Increase Business (BA/BM/OA) enrollment through online distributed learning (DL). (Fall Semester Intake)	Enrollment reports	DL student enrollment has increased by an average of 38% since 2007.	Enrollment has seen a steady increase since 2007. DL is providing students with quality online business programs. In August 2011, some provincial government funding to post-secondary students was withdrawn and impacted on student enrollment.	Monitor 2012 data to see if enrollment increases. Monitor government funding to see if it impacts enrollment.	**DL - Business Enrolment** (bar chart) 2007: 116, 2008: 181, 2009: 231, 2010: 266, 2011: 240

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graph of Resulting Trends for 3-5 Years
Awarding of provincial Business scholarships will be maintained at current levels or increased.	Annual Student Awards Handbook will be used to determine the value and number of Business scholarships.	Both the value and number of scholarships have increased over the 3-year period analyzed.	The value of the scholarships increased by 19% in year two and 21% in year three. The number of scholarships increased by 36% in year two and 37% in year three. Scholarships have a direct positive impact on CNA learners.	Monitor value and number of scholarships on an annual basis and continue to procure additional scholarships to increase their number and value.	**Value of Scholarships** 2007-8: $13,250 2008-9: $15,750 2009-10: $19,050 2010-11: $21,950 2011-12: $23,950 **Number of Scholarships** 2007-8: 14 2008-9: 19 2009-10: 26 2010-11: 33 2011-12: 36