NORTH ISLAND COLLEGE

NIC

Program Review: One-Year Follow-Up Report

Program (area) Name	Business Administration
Faculty	Department of Business Administration
Date Submitted	September 7, 2023
Submitted by	Judith Marriott, CPA, CA. Chair, Department of Business Administration

A. Overview

To appreciate and reflect on the overall program review process and the first year of the implementation of our Action Plan it is important to note the many changes that have happened within the Department of Business Administration (Department) these past three years.

The Department has undergone significant changes in structure and personnel subsequent to the Action Plan of September 2021. The changes include a name change from the School of Business to the Department of Business Administration, and an expansion of the Department to include Tourism and Hospitality Management as well as Office Administration.

Furthermore, the two faculty members key to the original report, Norma Pelletier (facilitator) has now retired, and Ali Mayboudi (Chair) is now an Associate Dean. In addition, we have a new Dean. When Ali left his role as Chair, Bill Parkinson (former Chair) accepted the role for a 7-month period until the current Chair, Judith Marriott began her role in July 2022. Also, it is important to note that we were still in the midst of the Covid Pandemic during most of the past 2 years and that dramatically impacted everyone involved, both personally and professionally. Furthermore, we have had a number of additional retirements and, correspondingly, new hires.

Although the changes have resulted in aspects of the Action Plan not being as effectively acted upon as we would have preferred, we remain committed to providing quality education to our students.

Our primary focus over the past 18 months has been the implementation of changes to all the programs and we are hoping to expand the areas of coverage in the next year as outlined in the Action Plan. We are striving to continue the implementation of the Action Plan as we introduce our new colleagues to the process and look forward to future growth and development.

B. Impacts on Program Structures

In response to both our internal and external reviews as well as student surveys, we have implemented some changes to the various credentials. These changes recognize that our student demographics have changed with increased enrollment of our international students as well as all of our students tending to be working while furthering their education requiring more flexibility in their education journey.

We have been successful in making significant changes to all of our programs including the Certificate, Diploma and Bachelor of Business Administration, including adding a new BBA option – Marketing as well as changes to the Post Degree Certificate and Diploma. These changes include reviewing the mandatory courses to ensure they provide the student with the key concepts while allowing for some flexibility in electives. We have added the requirement of an Indigenous based elective to the programs.

We have reduced the number of courses in the PDD programs to increase accessibility. Furthermore, we moved some courses to higher levels to reflect that they are capstones in nature. Finally, we have added an Introduction to Business course as part of all the programs to ensure students have a solid base of Business concepts.

We have also implemented some changes to the Tourism and Hospitality and Adventure Guiding (THM) programs as part of our overall review of the Department and of how the areas overlap. The THM program will undergo its own separate review in the future, and we trust that the changes we have already made will be integral within that review process.

We are continuing to review the PDD programs and are planning to change their names to Post Graduate Certificate and Diploma in order to make them more comparative to other post-secondary institutions. The overall program structure has been altered but we continue to work on the name change.

For the department, we intend to expand our interaction with our Advisory Committee and also to continue the process of Indigenizing our courses.

We have established a preliminary set of Program Learning Outcomes and will continue to review them as we work with our Advisory Committee.

C. Impacts on Teaching and Learning Practices

One of the most significant impacts on teaching and learning over the past two years is the impact of the Covid Pandemic and the resulting movement to online teaching and learning that occurred in response to it. For the first year 2020 – 2021, all of our courses were transitioned to some form of an online delivery method.

For most of our faculty, this was a very significant change and required learning a variety of online platforms, including expanding the use of Blackboard as well as Kaltura and other LMS.

We also needed to rely more heavily on our publishers' LMS. As part of the transition, we were encouraged to develop alternative methods of student assessment rather than our standard approach of formal invigilated examinations. We had to review the learning outcomes of the courses and ensure we were still able to meet them in this new environment. It was a very challenging experience.

In addition, the online teaching environment has created many issues with Academic Integrity and faculty continue to review their teaching and assessment practices to try to address those issues.

Subsequently, in 2022, Blackboard was replaced by Brightspace. Although some similarities exist, this required further learning for faculty.

The use of all these LM systems and other changes required us to move to an online delivery platform and then back, for some courses, to an in-class delivery platform have necessitated faculty to reach out to our Centre for Teaching and Learning for guidance. This involvement has helped our faculty grow and expand their approaches to teaching and to assessing students. Faculty have been encouraged to review their course material and teaching styles to encourage ways to adopt some examples of Indigenous learning and knowledge. This process continues for all of us.

Faculty will continue to rely on the Centre for Teaching and Learning as it provides and facilitates many learning options for us, including some Team Based learning courses.

We are also looking at having more focus on sharing professional development experiences amongst faculty at our department meetings including discussions and presentations of material to encourage collaboration and exploration of how that material can be incorporated into the learning environment.

D. Impacts on the Student Experience

The online teaching environment has somewhat increased accessibility for the students and works very well for some of them. However, many students have also found it a very difficult learning environment, so we have made a significant effort to offer our first- and second-year courses in both environments except for some of the taxation courses.

For the upper-level courses, we continue to have some online offerings, but are encouraging students to return to the classroom, especially for the upper-level accounting courses.

The impact of the major changes to the content of the programs and the course requirements cannot be determined at this stage as they will be implemented in the Fall 2023. We are encouraged by the responses so far but will have a better idea of the impact in the next year.

E. Completed Action Items

#	Objective /Goal	Action Items	Updates	People	Start Date	End Date	Resources	Monitoring	Outcomes
	Goal of the action item.	*Actions to be taken to achieve the intention.*		*Responsibility*	*Date*	*Date*	*People, money, time, materials needed*	*Actions to remain accountable for the action item.*	*Deliverables and outcomes of the action item.*
2	**Develop and implement consistent and usable Blackboard Learn course shell across all Business courses.**	• Gather Working Group • Examine exemplary courses. • Obtain suggestions from CTLI. • Build draft version. • Share with faculty for input. • Revise version • Mesh version with CTLI's new Blackboard Learn template. • Produce how-to videos and share	Complete. We worked heavily to develop common shell. Challenges / Successes/Impacts: Challenges were coming up with consistent template among instructors. Successes: process of developing common approach resulted in some good discussions among instructors, built some bridges, overcame some cynicism Impacts: results in students having easier navigation of all courses / student reaction positive Shell has now been transported to Brightspace (which is a better platform for students)	Ali, Frank, Norma, Lynn, and Harley	February 2021	June 2021	Time to meet and work together. CTLI and Liesel time to review and provide suggestions	Complete. Video created in June and template aligned with new Blackboard Learn template. Review in September to see if the course shell is working for the department. Meet once a semester to make any improvements identified.	Consistent use of the course shell amongst faculty. Learner satisfaction with the course shell.
3	**Develop an inquiry for enhanced data from Institutional Research and Planning**	• Request updated standard data pack for BBA and PDD programs. • Establish what information we want to request specifically related to other action items. • Evaluate value of information • Establish timelines for review. Also need data on: • Where learners are coming from • Grade 11 / 12 incoming learner info (Request age group and course code - what they're applying for).	This is similar to the research we were looking at in #1 CTL is working to develop surveys - loop in Wayne Q: what kind of data? More? Specific? What do we mean by 'enhanced'? This is an ongoing process with Institutional Research.	Liesel, Ali and others from Business who want to build a current and alumni updated survey for deployme	Early June	Fall 2022	People (Liesel, Wes, IRP) Time (to pull data, determine what we don't have) Resources (data from BC Outcomes, surveys, internal data)	Liesel and Ali discussed data requirements at a meeting in June. Liesel met with Wes in June 2021 to share needs. Wes is going to start with an update of the basic data pack. Some of the additional data that	Data available identified in a list so you know what is possible etc. Plan for ongoing updates to data is established so faculty know when and what is coming. Asking faculty if the data is valued and useful

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		• Also need data on Alumni (e.g., how many leavers with /without a credential) - data on this needed for last 5 years or as far as we can go.		nt early 2022.			Survey requests and survey questions formulated.	exists needs a position in CTLI (Senior Research Analyst) to be able to provision and support on an ongoing basis. Until then, a current and past learner survey could be considered for early 2022 with faculty help.	
4	**Develop a recommended computing device and software checklist for learners.**	Build a set of recommendations for Business learners around computing hardware and software. Edit the list and align with NIC checklists already developed for learners.	Completed and given to students; Needs to be updated periodically. Challenge: a feasible list Success: students knew what they needed to have. Improved the situation of students reading their textbooks on their phones. Pandemic accelerated the need for this list/information and there were resources from the college of loaner laptops, which improved student access to technology / improved student success. Action Item – Revise checklist to include student access points and resources on campus library –examples of how a student could complete course without own tech. We do still offer some courses online. Is it a given that students have their own computer? Can't force someone to buy a computer… If they register for a DLU, do we require them to have access? YES – this is told to them.	Frank, Ali, Alan, Norma, Murray Frank and Murray for final edits	June 2021	June 2021	Existing Software and Hardware Learner Checklist items from Learn Anywhere Time for Frank and Murray to meet with Liesel and edit.	Completed. Couple of meetings in June. Liesel created a combined hardware and software checklist based on Learn Anywhere documents. Proofed in June and uploaded to Learn Anywhere website.	Learners in Department will be provided with guidance around purchasing a computer and associated software and app set up.

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			Learn Anywhere site - https://learnanywhere.opened.ca/digital-technologies/technology-readiness-checklists/a-hardware-checklist/ Ask students to sign a course commitment contract that includes agreeing to have access to the internet / regularly review Brightspace and email / access to a computer – is this feasible for everyone?						
6	**Investigate existing and new PDD Program Structures with OGE.**	Rethink PDD programs through consultations with stakeholders (OGE, Indigenous communities, local businesses) to identify possible program updates, discontinuing, and/or creating new programs.	Completed. New programs will be effective Fall 2023 Name change: Post-graduate rather than post-degree is on hold for time being. Programs down to 24 credits/yr. (8 or 9 courses, not 10) opened up flexibility; added requirement for an indigenized course. Anticipated impacts Clarity as to what they need to take; reduced number of specific required courses, now can be stricter on not allowing substitutions (these are the core courses you need – no substitutions) – students more successful; less expensive program b/c fewer courses - perhaps students can then take less employment and have more ability to focus on classes. We can relate back to our own self-study – based on work we've done, direct outcome of feedback we've received - this will improve student success. These changes also aid in recruitment (programs in line with other colleges)	Ali and OGE	June 2021	Ongoing	People Time Data	Sharing explorations and learning with Business faculty	Updated program structures for PDD offerings that are Informed by data from learners, OGE input Business faculty. Partnership with Savoie Mont Blanc in France Disney Corporation Working opportunity Short term (1 term) exchange student programs. Reduced the number of required credits in GBM (for example) to bring inline with sectoral standards

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7	**Establish a of Business Program Advisory Committee (PAC).**	Strike a working group to get this process started. Establish terms of reference, membership and scheduling for a Business Program Advisory Group ensuring needs of both BBA and PDD are included. Access databases to determine whom to invite to the committee. Set a date and agenda for the first meeting. Membership: Ideally should have Tourism and Hospitality reps on this committee.	Created. Terms of reference have been established; the committee has been formed. The only meeting was in Jan 2022, have not met since then. Consists primarily of graduates and a few employers. We know we need to meet more frequently with them. Revise who is on it. intent – annually? Semi-annual? Can we put one together for this spring? One of the challenges is that the changes that they want, we don't have the resources to provide. Is this a conversation to have with the PAC? To discuss what's possible to change / what's not. Determining the best use of time – sharing information. Instructor requests that the department members be invited to the PAC meetings. Will discuss at our next Department meeting agenda: what do we want from the PAC / who do we want on the committee? Separate PACs for different disciplines? We do have a terms of reference but they need revision. It's likely that QAPA will result in new PAC guidelines for NIC	Alan, Ali, Harley, Judith, Kate, Murray, Norma, Ron	Early June 2021	Fall 2022 (to get started)		Minutes and updates At Department meetings, could provide updates on the PAC (and through email)	Functioning PAC meeting at least once a year to provide input and feedback to Department. Feedback from PAC indicates the committee is valued and useful for them. Our initial PAC composite was primarily graduates and a few employers. We are planning to review the composition and to expand the Committee
10	**Study the combination of School of Business, Tourism and Hospitality, and Office Administration into**	The vision is to create one department that utilizes common resources and optimizes those resources. The single department would allow the coordination of a strong common message and collaboration. We can support this vision by:	Completed Challenges / Successes / Impacts Now Department of Business Administration – more interdisciplinary approach	Ali, Murray, Kate, Ron, Harley	June 2021 - to start the convers ation	TBD	People Time	Sharing updates as the discussions unfold.	TBD

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	one "Department of Business Administration"	Create a small working group that meets with Dean and department chairs (of all areas) to validate this initiative and review operational implications implementation considerations. • The working group will identify action items and timelines. • Needs to be conducted in conjunction with Build 2026 and Widening Our Doorways, and in consideration organizational/structural plans for the college. • Separate conversation (aside from Richelle) needed with the Dean, after meeting with Richelle. Need to consider also whether we want one chair for all the department (rather than current 3) and what is the 'correct' amalgamation? • This is an external issue - NICFA & Admin How this is finally conceptualized will depend on previous items	Challenges: the different programs have different learning outcomes and attract students with different characteristics. OAD not fully assimilated – and quite different in course scheduling Can some of the office admin classes with slight tweaks become business classes? Looking at this with our OAD Program review Success: efficiencies as many instructors were in more than one area / some students taking classes in more than one area / allows for greater clarity, reduced confusion.						
11	Make more accessible College campuses with enhanced opening hours.	Discuss with administration the importance of making the college campuses accessible all the time to learners to experience and use the campus they have paid for such as opening the buildings/classrooms at night and almost all the time for learners. This would be consistent tactic associated with the Build 2026	Completed - letter written The library is now open during the day on Saturday but hoping this increases.	Judith with Ali	June	TBD	Time	Updates from Senior Leadership Team about response to letter	Have building open longer on campus for learner learning and gatherings.

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		Strategic Plan and Widening our Doorways. Provide recommendations to the Dean's office, as coming from PR (relating to both CV and CR). Judith wrote an email in June 2021, shared with SoB and sent to SLT.							
13	**Pilot new learner learning experience survey.**	Pathway exists that will roll out in the Fall of 2021. Core questions will be available with the option to add additional dept specific ones (or specific to a program or course). Learners will have 2 weeks to complete the survey. Faculty only see reports for courses they have submitted surveys for. No one other than faculty has access to the final responses. This is using software called BLUE.	Completed. Was done at least once; received one semester's worth of results. Interesting. Inst Research and Planning	All Business members	Fall 2021	ongoing	CTLI to set up, time, people and technology resources. Blue software Training from CTLI	Email updates will come in the fall inviting the Department to undertake a mid-point and end of term "learner learning experience feedback form" to gather input on course, instructor, and learning experience.	Data from the learners will be part of faculty regular activity in responding to and moving forward with course or learning changes. Surveys take place each term on an ongoing basis.
15	**Celebrate learning community of faculty members and support services.**	Promote business faculty on the Business page of the website including their community involvement. Group needs to be created to consider what is going to be celebrated and shared on an ongoing basis with a plan for how to gather.	Is happening on the College-wide page – rotating features of instructors. Department of Business does have a page listing the faculty. https://www.nic.bc.ca/about-us/nic-faculty/dept/business/	Ali and others TBD	April 2022	Ongoing	Admin support for website input	Updates to faculty.	Plan for consistency celebrating community of faculty members and support services with details on who is involved, what is involved etc.
18	**Engage in PDD redevelopment plan in communication with OGE.**	• Use the results from curriculum mapping and gap analysis to develop a new program plan. • Communicate the results of this evaluation and to OGE to see if this plan would work with the international marketing plan. Note that the idea of cancelling the GBM came out of learner dissatisfaction with the program and	Completed. Completely redeveloped the PDD (now PGD) impacts won't be known until after Sep '23 • Ask OGE/recruitment if any feedback so far – have they been able to recruit more successfully?	Harley, Ali, Norma, Alan, Ron + and OGE representative	September 2021	September 2022	People Time Curriculum and program development resources	Share updates with Business faculty.	Refreshed PDD program for incoming learners that meets their needs.

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		where it does / doesn't lead in terms of employment. In the eyes of international learners, they have expectations on coming to NIC that may not play out once they arrive in Canada; the issue may be alignment in terms of expectations. Perhaps the issue is more about managing expectations? It should be noted that employers are also dissatisfied and this needs to be explored. One of the issues with Internships, is finding enough to match the number of learners in a related area (Global Business). Perhaps having a program named Global Business might be presumptuous, given local opportunities. This brings us back to discussions around course design and the packages of courses we offer. It's not possible to gauge where learners hope to end up working. Re PDD GBM, it seems it was developed to gain revenue through enrollment of international learners - the program learning objectives were not specifically defined. Re naming, it's not clear whether 'global' is the most appropriate name, given the courses included. Perhaps the program can remain and be renamed; it is now known among international learners. aims (e.g., getting permanent residence). Many local businesses are not global, so a learner referencing a global business qualification may have less resonance. If this program is mostly taken by international learners, perhaps that can be the focus for future exploration.	Recognize challenges with upper-level classes taken by students in the PDD program that are comprised of overwhelmingly international students, as many of these post-graduate students come with very little to no business prerequisites – the hope is that the structure of the new PGD programs will help with this challenge.						

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		Explore feasibility of learners combining two one-year graduate diplomas to meet the PGWP or discontinue the one-year diploma (SS # 4) or keep the one-year PDDs and but look more closely at their structure and maybe consider stackable programming. The College does not allow 2 different one-year PDDs in Business. There are 5 one-year PDDs that could be options. For the latter part of this point, the admission requirement for these programs is a bachelor's degree. Learners sometimes do not have a solid foundation to be successful in these programs, hence the need to revisit admissions requirements. The challenges around one-year PDDs require much further discussion. Would it be possible to offer a general one-year PDD for learners to build on?							
19	**BBA curriculum redevelopment**	Enhance and redesign BBA curriculum: Embed social values into program structures, course aligning with strategic plans, UNDRIP, intercultural and Indigenous perspectives, current pedagogies, assessments (including inviting OGE, Indigenous learner advisors, Elders, Program Advisory Group, etc. to share perspectives)	Ongoing and completed. Increased flexibility, some Indigenous content requirements. All programs contain intercultural courses. Should connect to curriculum mapping – first steps done with Liesel - google sheet mapping Q: what are 'social values'? self-reliability, self-awareness, self-directed learning; 'professionalism'	All Department members	August 2021	Ongoing	People Time Curriculum and program development resources	Share updates with Business faculty.	Refreshed BBA degree (and associated credentials) courses and program for incoming learners that meets their needs.

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20	**PDD curriculum redevelopment**	Enhance the redesigned PDD curriculum: Embed social values into program structures, course aligning with strategic plans, UNDRIP, intercultural and Indigenous perspectives, current pedagogies, assessments (including inviting OGE, Indigenous learner advisors, Elders, Program Advisory Group, etc. to share perspectives)	Ongoing and completed. Increased flexibility, some Indigenous content requirements. All programs contain intercultural courses. Should connect to curriculum mapping – first steps done with Liesel - google sheet mapping	All Business members	August 2021	Ongoing	People Time Curriculum and program development resources	Share updates with Business faculty.	Refreshed PDDs and courses for incoming learners that meet their needs.

F.   Plans to Complete Remaining Action Items

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	Goal of the action item.	*Actions to be taken to achieve the intention.*		*Responsibility*	*Date*	*Date*	*People, money, time, materials needed*	*Actions to remain accountable for the action item.*	*Deliverables and outcomes of the action item.*
1	**Establish explicit recruitment and retention targets. – will arise from quality courses**	There is a need to explore retention trends (who leaves, why etc.) in business programs, and to look at NIC data specifically, exploring the 'why' of leavers (updated data), perhaps following up with learners who leave to ask why they left and what would have encouraged them to stay. This Action Item relates to Curriculum Mapping, the Environmental Scan, Setting Goals and a competitive market survey.	Some progress – The recent NIC President presentation included a lot of these data – info broken down by diff programs – combination of our data and data the ministry collects; not specific to Business. OGE just released new data too (early February email blast) Have we followed up with students who have left? This appears to be a labour-intensive process – retention. Have we talked to people who chose not to come? Could individual instructors include an in-class survey? Firsthand info from current students	**All Business members**	Begun with data	Ongoing	People and time, data, OGE engagement, senior leadership input etc.	Ongoing sharing of the progress	Clear set of recruitment and retention goals shared with all Business faculty.
3	**Develop an inquiry for enhanced data from Institutional Research and Planning need data to determine success rates**	• Request updated standard data pack for BBA and PDD programs. • Establish what information we want to request specifically related to other action items. • Evaluate value of information • Establish timelines for review. Also need data on: • Where learners are coming from	This is similar to the research we were looking at in #1 CTL is working to develop surveys - loop in Wayne This is an ongoing process with Institutional Research.	**Is this a Dept action item or is it institutional.**	TBD	Ongoing	People (Liesel, Wes, IRP) Time (to pull data, determine what we don't have)	Liesel and Ali discussed data requirements at a meeting in June. Liesel met with Wes in June 2021 to share needs. Wes is going to start with an	Data available identified in a list so you know what is possible etc. Plan for ongoing updates to data is established so faculty know when and what is coming.

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		• Grade 11 / 12 incoming learner info (Request age group and course code - what they're applying for). • Also need data on Alumni (e.g., how many leavers with /without a credential) - data on this needed for last 5 years or as far as we can go.					Resources (data from BC Outcomes, surveys, internal data) Survey requests and survey questions formulated.	update of the basic data pack. Some of the additional data that exists needs a position in CTLI (Senior Research Analyst) to be able to provision and support on an ongoing basis. Until then, a current and past learner survey could be considered for early 2022 with faculty help.	Asking faculty if the data is valued and useful
5	**Enhance Communication with Office of Global Engagement**	Schedule regular meetings with OGE to learn more about needs, numbers, details about incoming learners, share experiences teaching international learners, ensure a strong communication relationship.	Not currently happening at the faculty level although the Chair does have significant communication with OGE advisors.	Judith, OGEn	Ongoing	Ongoing	Time for people to meet	Sharing updates with Business faculty in Dept meetings.	An enhanced communication between OGE and Department.
7	**Establish a of Business Program Advisory Committee (PAC).**	Strike a working group to get this process started. Establish terms of reference, membership and scheduling for a Business Program Advisory Group ensuring needs of both BBA and PDD are included. Access databases to determine whom to invite to the committee. Set a date and agenda for the first meeting.	Created. Terms of reference have been drawn; the committee has been formed. Only meeting was in Jan 2022, have not met since then. Consists primarily of graduates and a few employers. We know we need to meet more frequently with them. Revise who is on it. Intent – annually? Semi-annual? Can we put one together for this spring?	Judith, Kate, Murray, Ron	Fall 2023	Ongoing		Minutes and updates At Department meetings, could provide updates on the PAC (and through email)	Functioning PAC meeting at least once a year to provide input and feedback to Department. Feedback from PAC indicates the committee is valued and useful for them. Our initial PAC composite was primarily graduates and a few employers. We are planning to review the composition and to expand the Committee

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		Membership: Ideally should have Tourism and Hospitality reps on this committee.	One of the challenges is that the changes that they want, we don't have the resources to provide. Is this a conversation to have with the PAC? To discuss what's possible to change / what's not. Determining the best use of time – sharing information. Instructor requests that the department members be invited to the PAC meetings. Will discuss at our next Department meeting agenda: what do we want from the PAC / who do we want on the committee? Separate PACs for different disciplines? We do have a terms of reference but they need revision. It's likely that QAPA will result in new PAC guidelines for NIC						
8	**Enhance learner advising resources**	Discuss concept with Advising, Faculty, OGE and Dean with about advising and how to proceed to secure in-house advising for all learners (domestic and international) in the Department. Ensure conversations include notifications of why learners drop courses (leavers, course substitutions, why are learners not completing courses? Instructors need to know. Instructors also need more info on what programs learners are coming from to facilitate them making learning relevant.	There is no specific Business program advisor – students getting jammed up by taking courses in the wrong order. We aren't doing the advising, and the info the students are getting elsewhere doesn't seem to be directed enough. Is there a 'pathway' / template to present to the students? Not a formal one but will develop a layout for advisors to use. Desire to add back in the specific business advisor – for both international and domestic. First semester – BUS 105, 170, 132, and an English… But will need more sections to do this.	Judith, Advising	May 2023	Ongoing	People Time Data from OGE, Dean, Advising etc.	Ongoing feedback once we have initial discussions.	Advising piece meeting the needs of the Department and our learners.

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			Nee to develop an FAQ for students – head off some advising questions. Concerned with the number of course substitutions that have been happening – hoping with new programs, there will be fewer subst. requests. One big issue with course choice – Is it offered digital or in-person? Impacts on student retention in upper years – first year program can be completed digital. Especially in our upper-level classes, we don't have enough students to offer two sections, and appears to be a real emphasis of getting students back into the classroom. If only one section of a course, it will be f2f. A student has taken all courses so far digital, (lives in Nanaimo) why is a course not offered digital? Impacts student retention – students have to transfer elsewhere to finish program. What about Synchronous online classes? Should be more opportunities for blended courses; keeping the door open for online learning is important. Need to maintain capacity – must control flow of students into program so that students aren't hampered by full courses. Hyflex: Can't control who comes to class and who is online. Can't require online students to come in-person to take a test. Can work well for courses without exams.						
9	**Identify and incorporate strategies to**	Faculty members learning more about and then incorporating into curricular content diversity of perspectives and	Progress:	**All Business members**	Fall 2023	Ongoing	Expertise to learn more about the	Faculty sharing strategies, curriculum ideas,	All Business courses have enhanced learning opportunities for learners to

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	provide greater diversity of perspectives and ways of knowing throughout courses and programs	ways of knowing (e.g., Indigenous, intercultural, equity, inclusive learning such as respecting different ways of knowing and being, having opportunities to include diverse perspectives within courses, and finding different ways of teaching and assessing that reflect different ways of engaging with learning.) Consider adding an Indigenous member to the Program Advisory Committee; have conversations with Kelly Shopland and First Nations committees related to local business needs; conduct a survey (including Indigenous Alumni) to access needs and how we can better address these community needs - to include specific branched questions for learners who identify as First Nations, International, Domestic etc. to gather more nuanced information (this relates to other programing also). Curriculum Mapping will also inform this Action Item. Include inviting Elders in Residence and Aboriginal Learner Advisors to attend Curriculum Mapping sessions to share their insights and perspectives.	New programs have added a requirement for students to take at least one Indigenous course. Action Item: create a running list of things instructors have done in their individual courses We have some specific international courses including International Marketing, International Financial Management and Global and International Business.		FYI - specific details coming out of curriculum mapping and program learning outcome exercises		diversity of perspectives and ways of knowing. CTLI, Indigenous Education, Global Learning Facilitator	pedagogies and learning design pieces that help broaden the diversity of perspectives and ways of knowing in all courses. Sharing through faculty meetings, through CTLI, through CTLI website via written story of video.	engage in a variety of diverse perspectives on learning and knowing.
12	**Develop core values, mission, vision details for the Department of Business BBA and PDD programs**	• Check to see if there is an existing mission statement. • Begin with one conversation in September then draw on feedback from learners. Ensure mission / vision aligns with Institutional broader strategies	We do have an existing mission statement, but this action item was a prompt to work on it again. Include on the agenda for future meetings.	**All Business members**	Fall 2023	Ongoing	People Time Examples from other institutions	Ongoing updates to Business faculty	A set of core values, mission and vision for the Department of Business BBA and PDD programs to post on website, program materials, share with learners etc.

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14	**Gather more data from current learners, alumni, and targeted programs.**	To enhance foundational components and stay current with feedback from stakeholders. Start with list of what data is missing/required and build a plan for what and how to acquire the data. • This should be conducted every 5-7 years in order to remain responsive. • Summarize / confirm data to identify we are in line with what the information is showing. Conduct a market survey for either a HR or Financial Services (or other) BBA major, documenting the offerings of competitors, considering the impact of program changes and additions to existing majors etc. - done after the curriculum mapping, PAC etc. Some parts, i.e., survey of other institutions could be done before the mapping.	Check with CTLI - in progress, not completed. Alumni Relations at NIC doesn't reside with anyone right now – need a home for it, some accountability. Did survey the HR offerings at other PSI's but limited resources to pursue at this time.	**Is this an Institutional item? We could research other institutions**	TBD	Ongoing	Institutional Research and Planning CTLI staff/time Survey Monkey software via CTLI/IRP	Share updates with Business faculty.	A plan that works to gather data each year from different areas to continually give faculty and the Department input on how things are going to have evidence-based decision making.
16	**Learning outcome development and curriculum mapping of BBA and associated programs.**	• Checklist status against DQAB requirements of a degree • Engage in program learning outcome development that apply to certificate, diploma, and degree (including inviting OGE, Indigenous learner advisors, Elders, etc. to share perspectives). • Consider discipline specific sub-outcomes (e.g., for different majors etc.) • Map program learning outcomes vs. current courses (Excel spreadsheet with formulas) via a curriculum mapping exercise.	In Progress – tied to changes in overall program. Developed 10-15 Program Learning Objectives, as a result of curriculum mapping with Liesel. Worked with Neil in Liesel's office. Didn't get to specifics – higher level. Not course specific. Submitted. Curriculum mapping did lead to new programs. Now looking for feedback on those new programs to see impacts.	**All Business members**	May 2023	Ongoing	CTLI resources	Document sharing, checklist of sub-items and sharing with faculty as to progress, list of dates and times faculty meet with CTLI to develop and tracking progress	Updated program learning outcomes, plan for enhancing courses/ACDs etc.

#	Objective /Goal	Action Items	Updates	People	Start Date	End Date	Resources	Monitoring	Outcomes
		• Investigate via a Gap analysis of results, summary. • Consideration of new/enhanced outcomes across courses • Review after feedback from PAC, others Develop updated program learning outcomes and discipline specific sub-outcomes							
17	**Learning outcome development and curriculum mapping of PDD programs.**	• Develop a collection of Program Learning Outcomes aligning to existing and proposed PDD programming. • Elders, etc. to share perspectives). • Map program learning outcomes vs. current courses (Excel spreadsheet with formulas) via a curriculum mapping exercise. • Investigate via a Gap analysis of results, summary. • Consideration of new/enhanced outcomes across courses • Review after feedback from PAC, others • Develop updated program learning outcomes and discipline specific sub-outcomes. • Appoint a faculty familiar with each PDD to develop PDD-specific learning outcomes to better facilitate further reviews, to aid in development of the PDDs, and to meet learner and employer needs. This process should be aligned with a similar process for the BBAs. Would also include Work Integrated Learning to ensure all are in alignment	In Progress – tied to changes in overall programs. Developed 10-15 Program Learning Objectives, as a result of curriculum mapping with Liesel. Worked with Neil in Liesel's office. Didn't get to specifics – higher level. Not course specific. Submitted. Curriculum mapping did lead to new programs. Now looking for feedback on those new programs to see impacts.	**All Business members**	May 2023	Ongoing	CTLI resources	Document sharing, checklist of sub-items and sharing with faculty as to progress, list of dates and times faculty meet with CTLI to develop and tracking progress	Updated program learning outcomes, plan for enhancing courses/ACDs etc.

#	Objective /Goal	Action Items	Updates	People	Start Date	End Date	Resources	Monitoring	Outcomes
19	**BBA curriculum redevelopment**	Enhance and redesign BBA curriculum: Embed social values into program structures, course aligning with strategic plans, UNDRIP, intercultural and Indigenous perspectives, current pedagogies, assessments (including inviting OGE, Indigenous learner advisors, Elders, Program Advisory Group, etc. to share perspectives)	Ongoing and completed. Increased flexibility, some Indigenous content requirements. All programs contain intercultural courses. Should connect to curriculum mapping – first steps done with Liesel - google sheet mapping. Q: what are 'social values? self-reliance, self-awareness, self-directed learning; 'professionalism'	**All Business members**	Fall 2023	Ongoing	People Time Curriculum and program development resources	Share updates with Business faculty.	Refreshed BBA degree (and associated credentials) courses and program for incoming learners that meets their needs.
20	**PDD curriculum redevelopment**	Enhance the redesigned PDD curriculum: Embed social values into program structures, course aligning with strategic plans, UNDRIP, intercultural and Indigenous perspectives, current pedagogies, assessments (including inviting OGE, Indigenous learner advisors, Elders, Program Advisory Group, etc. to share perspectives)	Ongoing and completed. Increased flexibility, some Indigenous content requirements. All programs contain intercultural courses. Should connect to curriculum mapping – first steps done with Liesel - google sheet mapping	**All Business members**	Fall 2023	Ongoing	People Time Curriculum and program development resources	Share updates with Business faculty.	Refreshed PDDs and courses for incoming learners that meet their needs.
21	**Enhance BBA marketing, information sharing and engagement with local high schools.**	• Goal - to increase awareness of degrees and ultimately increase enrollment. • Create a small working group that meets with Director, Future Learners and Community Engagement. • The working group will identify action items and timelines. Talking to Arts, Science, Technology faculty who have been through this process could inform future action items coming out of this. Needs to be conducted in conjunction with Build 2026 and Widening Our	In progress / has not been completed some work was done on dual credit. No specific marketing from our business department Action item: consider including the high school advisors in the PAC. Discuss at future Department meetings. Per Pres message in Dec: marketing for the college has stepped up a notch – but also acknowledgement that high school students	**All Business members**	Fall 2023	Ongoing	People Time Available time and people in Future Learners and Community Engagement department.	Share updates with Business faculty.	An enhanced marketing and community engagement plan focused on sharing with local high schools.

#	Objective /Goal	Action Items	Updates	People	Start Date	End Date	Resources	Monitoring	Outcomes
		Doorways, and in consideration with enrollment targets set for the department.	are not our primary demographic / smaller proportion of our incoming students.

Instructors can support college-level recruitment activities | | | | | | |
| 22 | **Develop micro-credentials** | • With information from the curriculum mapping and feedback from the Advisory Committee explore the development of micro-credentials.
• More information needed from up-to-date data / surveys to better address this Action Item. For example, new learner and alumni surveys (e.g., fall 2021, winter 2022). SS survey was in 2019.
• Build 2026 / Widening Our Doorways plans will inform this process.
Curriculum mapping process may enlighten ideas for micro-credentials/programming packages, along with feedback from other stakeholders (e.g., the educational advisors) | Discussed an entrepreneurship micro credential but have not developed any yet.

Will developing micro credentials take away from general degree/diploma enrolments? Are these two separate target markets? Targeted to people who would not take full programs . Seen as a promotional tool for the college (hope that some students move from micro to full).

Tourism has made one, but it was not successful.

Good to have a couple of ideas ready to go – funding comes with very little notice | **All Business members** | Fall 2023 | Ongoing | People

Time | Share updates with Business faculty. | One or more micro credential offerings from the Department meeting the needs of employers and learners. |
| 25 | **Business faculty engage in more In-house professional development** | Some of the ideas for this item have already been achieved through CTLI however in house PD more specific to Business is also needed. | *take an inventory of what instructors have done in the last few years – courses, books, etc. – CTLI has been offering a fair bit in house. It is likely that we've done a fair bit. Are there apparent gaps? Themes that would be of interest to many.   What are timely topics?

Recognize significant PD over the last few years in learning how to pivot to online platforms / teaching online. | **All Business members** | Fall 2023 | Ongoing | CTLI

Time | Share learning with colleagues at staff meetings etc. | All Business faculty engage more frequently and/or more deeply in professional development experiences throughout the year. |

#	Objective /Goal	Action Items	Updates	People	Start Date	End Date	Resources	Monitoring	Outcomes
			Desire for group PD - NICFA PD process / group funds - consider adding in the next year or two. Add to our dept meetings a discussion from each person - reports on what PD / committee / courses they have done and how it relates back to the college - this also allows for colleagues to ask each other about the PD. Departmental retreat (full or ½ day) *Share more about what we teach with each other. 10 min summary from each individual reporting the core thing that you teach. -also allows colleagues to ask for guest lectures for their class.						
26	**Promote engagement opportunities with Learner Life, Learner Housing, BBA Alumni Association etc.**	• Possibly put on hold until the larger conversation has been had regarding facilities across the campus. • Consult learners in terms of business interest and potential opportunities. • Liaise and work with learner life - Inform learner about activities. • Promote through announcements and on the school webpage. • Promote Blackboard Learn "For Learners" Module • Reach out to all alumni - trying to find the non-BBA learners (pre-BBA). Possible to have a designated Bus. learner lounge area?	Some parts of this not possible for a while (no housing until 2025). Blackboard Learn no longer exists. We support activities that are already in place – learner life. Alumni should come from NIC level, not specifically Business Department.	**Is this Institutional?**	TBD	Ongoing	TBD	TBD	We do have some engagement with Alumni as guest speakers. In addition, we often bring recent CPA students into the classroom to share their experiences.
27	**Collect profiles of graduates and their accomplishments**	• Exit interview to include non-NIC email address.	In progress.	**Judith for exit**	TBD	Ongoing	TBD	TBD	An enhanced collection of graduate profiles to share with incoming students,

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		• Share consent form for graduates to allow contact to be had a few years after graduation to stay in touch. Beef up LinkedIn and Twitter accounts for staying in touch after graduation	Exit interviews are conducted with finishing students - BBA specific alumni	**interviews** **Social media is institutional**					accreditation, and quality assurance activities/program review and for current students to see via NIC website.
28	**Consider strategies for hiring Indigenous people into faculty positions to align with WoD, BUILD 2026 and UNDRIP**	This is a NICFA consideration. New postings could be formulated to recruit individuals with relevant Indigenous experience related to the needs of a Business course. Again, this relates to broader program considerations (e.g., Curriculum Mapping, course objectives etc.). This Item is a conversation to have after programing and Curriculum Mapping.	We are indicating that applicants should have some idea of how they will include Indigenous learning in their courses. Strategies? We don't believe that NICFA rules would allow us to specify indigenous heritage. However, as positions for hiring come up, we will advertise the available jobs in ways that will hopefully reach a wider, more diverse audience, considering the location of the advertising and wording in the advertising. This may result in a more diverse applicant pool. New programs do include indigenous requirements but we have not developed a specific indigenous course. We encourage instructors in bring in indigenous guest speakers.	**Hiring Committees for specific roles**	April 2023	Ongoing	TBD	TBD	TBD