Overview

Institution Name
Concordia University - Portland

Address
2811 NE Holman Street

Year Accredited
2013

Year Reaffirmed
2015

Years Covered by this Report
2015 - 2015

Date Submitted
09/15/2017

Completed By
Cowing, Michelle

Phone
(503)493-6392

Email
mcowing@cu-portland.edu

ACBSP Champion
Cowing, Michelle

ACBSP Co-Champion
Petersen, Candace

I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Person completing report Name:
Phone:
E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Michelle Cowing

Institution Response

4. List all accredited programs (as they appear in your catalog).

Concordia University - Portland, School of Management received ACBSP accreditation in 2013 for the following programs

Bachelor of Arts degree - Business Administration
Bachelor of Arts degree - Marketing

Masters of Business Administration degree

5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Concordia University - Portland, School of Management launched a Bachelor of Arts degree - Accounting in 2014. This program is not yet accredited by ACBSP. We distinguish our B.A. - Accounting degree on our web site, and our program marketing collateral with appropriate notation that the program is currently not accredited by the ACBSP,. The designation (asterisk) "not yet accredited" is used to denote the status of our B.A. Accounting program.

During Summer 2016, Concordia University Portland made the administrative / structural change to house its existing BS Homeland Security degree within the School of Management. This is not a business degree, and it clearly falls outside the scope of our ACBSP accreditation efforts. The HLS program has a separate academic program page on Concordia's website, with no reference to ACBSP accreditation.

 6. List all campuses where a student can earn a business degree from your institution.

Our SOM undergraduate programs are only available to students on our Portland campus. Our MBA program is available both on-line and in a traditional classroom setting on our Portland Campus.

 7. Person completing report:

Person completing report Name: Michelle Cowing, Ph.D.
Phone: (503) 493 - 6392
E-mail address: mcowing@cu-portland.edu

ACBSP Champion name: Michelle Cowing, Ph.D.

ACBSP Co-Champion name: Candace Petersen, Ph.D.

Sources

There are no sources.

II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

Remove Note:

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

QA Report

Status: Completed | **Due Date:** 9/12/2017

Assigned To
Michelle Cowing

Institution Response

8. Conditions or Notes to be addressed:

Note on Criterion 4.1: The SOM has identified outcomes for BA in Business Administration, but still is missing outcomes unique to the Marketing major. The SOM reported that faculty are currently working on the formative assessment plan for each specific CPC component in the undergrad and MBA program. The next QAR should identify the assessment measure for each learning outcome.

Response: Request to Remove Note

Since our last report, the School of Management has worked diligently to address the definition and assessment of outcomes for our Marketing major. In Spring of 2016, we developed our new assessment plan for the Marketing major specifically. We began tracking assessment data during Fall term 2016, and continue to do so at the end of each of Fall and Spring semesters. We currently track assessment data separately within TaskStream for each of our accredited programs. Refer to the attached file **SOM TaskStream Work Spaces by Program** file to see the distinct assessment workspaces we now employ within the School of Management.

For our BA Marketing program, we defined 5 specific learning outcomes associated with the Marketing major. See **BA Marketing Assessment Plan** in the Evidence File for our progress on this Note. The grid identifies specific learning outcomes, definition of benchmarks and assessment means, and connection to specific organizational strategic goals.

We have attempted to define both formative and summative measures across our learning outcomes. We are relying on a mix of standardized national tests (Peregrine's CPC exam) and also sample student artifacts from specific courses in the program to assess our learning outcomes. At the time of this report writing, our students have consistently "met" or "exceeded" the majority of benchmarks associated with our learning learning outcomes. We are

carefully reviewing those areas of our findings in which we have "not yet met" our desired learning outcome benchmarks. We will continue to explore program / curricular changes to address those learning outcome that need improvement. We also continue to revise the operational side of our Marketing assessment plan as we find barriers to meaningful and consistent tracking.

As evidence of our most recent assessment findings, please refer to the attached **Marketing Program Assessment Cycle Details** for Spring 2017.

We request that this Note be removed, upon satisfactory review of our Marketing Assessment Plan.

Sources

- BA Marketing Assessment Plan 1.1.16
- Marketing Program Assessment Cycle Detail Spring 2017
- SOM TaskStream Work Spaces by Academic Program Sept 2017

III - Public Information

Item III in the QA report applies to Overview Item 5g in the Baccalaureate/Graduate Degree Standards and Criteria book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. **A direct link to aggregate business student results should be placed on your business page website. Ensure the link goes directly to business students' results such as the example in the evidence file above under ACBSP Documents, Good Example of Public Information.**

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, Criterion 4.2 - Major Field Test in Business (MFT), accounting SLO assessment results, management SLO assessment results, critical thinking SLO assessment results, team building SLO assessment results, communication SLO assessment results, etc. **A link to the spreadsheet tab "Standard 4 Results" found in the evidence file (ACBSP Documents folder) of this online reporting portal should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page.

2. Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? **A link to "Standard 6 - Table 6.1" found in the evidence file (ACBSP documents folder) should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page. Ensure the link goes directly to business students' results such as the example on the ACBSP website located under Baccalaureate/Graduate degree accreditation.

QA Report

Status: Completed | **Due Date:** 9/14/2017

Assigned To
Michelle Cowing

Institution Response

Concordia University's School of Management (SOM) provides public access to the full ACBSP Self Study Report 2013, the 2015 Quality Assurance Report Summary, the 2017 Quality Assurance Report Summary, and the required **Standard 4** and **Standard 6** data via the Concordia University School of Management home page. This information is viewable on the Concordia SOM Website.

Following the filing of this (very soon!) 2017 QA report, our 2017 Quality Assurance Report Summary will be added as a link to our webpage. This report will contain key tables and summary narrative of this 2017 Quality Assurance Report including Standard 4 results on student learning outcomes and Standard #6 student data, graduation rates and retention rates.

In addition to posting the full **QA 2017** report summary, we have direct links to our **Standard 4 Results** and **Standard 6 Table 6.1** on the Concordia University School of Management website, **Concordia SOM Website**.

We will continue to post annual Quality Assurance Reports in line with our ACBSP data collection and reporting cycle.

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

    a. List any organizational or administrative personnel changes within the business unit since your last report.

    b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

QA Report

Status: Completed | **Due Date:** 9/11/2017

Assigned To
Michelle Cowing

Institution Response

a. List any organizational or administrative personnel changes within the business unit since your last report.

The only organizational changes within Concordia University - Portland, School of Management (SOM), since our September 2015 report have been the replacement of two of our professors. The changes are as follows:

1. Dr. Michelle Jones left the School of Management in June, 2016, to pursue other career opportunities.
2. Dr. David Petrie left the School of Management in December, 2016, to retire from Concordia University.
3. Dr. Dana Sendziol joined the School of Management as an Associate Professor of Management in January, 2016.
4. Dr. Greg Hutzell joined the School of Management as an Associate Professor of Management in July, 2016.

The University used a formal, national search process to fill both of these faculty positions. A Search Committee was formed in September, 2016. This committee included four SOM faculty members and one SOM staff person.

The Search Committee followed the formal process of posting the position opening on our website in addition to posting on a number of national faculty recruiting web sites. The committee then selected the top five resumes for phone interviews, with final candidates brought to campus for interviews with SOM faculty and a University leadership quorum.

During the process the Search Committee interviewed all qualified candidates and recommended finalists to the Dean, Provost and the President, all of whom were involved in the final round of interviews. In addition, the finalists in the search for the faculty positions also met in separate meetings with all SOM faculty and staff, all University Deans, and a selection of SOM students in a classroom setting. This process provided appropriate input into the selection of new faculty for the School of Management.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus, on-campus, online) that have been added since your last report.

No other sites were added to School of Management undergraduate or graduate programs since our last ACBSP report.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

This is an example of tables that you might use below in your institutional response.

Identify any major changes to the key strategic goals/objectives during this QA reporting period:

Key Strategic Goals/Objectives	Any Major Changes

2. Report the top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

Strategic Objectives	Key Measures	Progress Toward Achievement

3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in a table similar to this.

Strategic Planning Process Changes Summary

QA Report

Status: Completed | **Due Date:** 9/13/2017

Assigned To
Michelle Cowing

Institution Response

Overall, the SOM strategic plan is progressing well with respect to key strategic goals and objectives.

In the attached evidence file, we identify progress and changes in strategic objectives, and we identify specific action steps taken in the efforts to continue our strategic advances.We also identify specific measures used to track and evaluate our performance and progress towards key objectives.

 Please refer to Tables 2.1, 2.2, 2.3 in the **SOM Strategic Planning Tables QA 2017** evidence file.

Sources

- SOM Strategic Planning Tables QA 2017

3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab above.

Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
(Example) Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	Alumni Satisfaction: 2009 - 2013

QA Report

Status: Completed | **Due Date:** 9/14/2017

Assigned To
Kathy Milhauser

Institution Response

Please see attached Standard 3 Criterion 3.8 evidence file for recent examples of our monitoring of student and stakeholder focused results.

Sources

- Standard 3 Criterion 3.8

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

a. **Program Outcomes.**

List outcomes by accredited programs. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

b. **Performance Results.**

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Kathy Milhauser

Institution Response

a. Program Outcomes

The program outcomes for the BA in Business Administration have not changed since the submission of our self-study in 2013 and are as follows:

Understand the foundations of business.
Develop skills in planning and decision making.
Understand and apply concepts in organizing.
Understand and apply leadership principles.
Develop knowledge in quality control methods.
Gain knowledge of global environments and practices.
Understand globally diverse cultures and systems.
Utilize reflective thinking skills: analytical and decision making.
Apply global concepts and factors to real-world scenarios.
Commit to ethical enterprise.

Additionally, our BA in Marketing has the following marketing-specific outcomes (also unchanged):

Apply marketing concepts and ethical decision-making models to management situations.
Develop research, analytical, and decision making skills for marketing.
Identify issues and build innovative solutions to support diversity marketing.
Effectively communicate marketing decisions to lead change.

The MBA has the following outcomes for all students (also unchanged):

Extend knowledge base.
Foster diversity and multicultural perspectives in business.
Think critically with well-developed analytical and decision making skills.
Refine management and leadership skills.
Drive and foster change and innovation.
Develop a honed sense of ethical standards, law, and lives of service.
Develop highly effective communication skills.
Advance the use of information technology.

b. Performance Results

Please see attached **Standard 4 Criterion 4.2** ACBSP QA Report 2017 Concordia for recent examples on our student learning results.

Sources

- Standard 4 Criterion 4.2

5 - Standard 5 Faculty and Staff Focus

a. **Faculty and Staff Focus**

Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above

b. **Faculty Qualifications**

Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** and Table 5.3 Standard 5, Criterion 5.8 - **Scholarly and Professional Activities**, found under the Evidence File tab above, for **new** full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

QA Report
Status: Completed | **Due Date:** 9/14/2017

Assigned To
Kathy Milhauser

Institution Response

The School of Management has continued to make an intentional effort to hire and employ quality and qualified professors and instructors.We have also changed our annual evaluation forms to explicitly record and recognize various forms of professional and scholarly activity. We also administer an end-of-year survey of activity. We have instituted a periodic faculty communication that recognizes faculty activities in these areas. We have seen an increase in most areas of professional and scholarly activity during the QA period.

See **Standard 5 Table 5.1** and **Standard 5 Table 5.2 and Table 5.3** in Evidence file.

Sources

- Criterion 5-8-1 EVIDENCE - Standard 5 Table 5.3 Scholarship Fulltime Faculty
- Standard 5 Table 5.1
- Table 5.2 NEW Faculty Qualifications template NEW since 2015

6 - Standard 6 Educational and Business Process Management

a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

Excerpt from Accreditation Process Manual: New Degree Programs

If a business school or program expands or plans to expand its curriculum by offering new degrees, new majors or concentrations, or a new emphasis after it has been accredited, then ACBSP must be notified during the early stages of the program planning and expansion. If the new degree is at a level currently accredited by ACBSP, then report information on:
• student enrollment
• program objectives
• instructional resources
• facilities and equipment
• faculty qualifications
• admissions requirements
• graduation statistics
• core professional components (CPCs) and
• outcomes assessment processes and results.

If the new degree is at a higher level then what is currently accredited, the school must
complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

b. List any accredited programs that have been terminated since your last report.

c. Provide three or four examples of organizational performance results. Report what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

QA Report   **Status:** Completed | **Due Date:** 9/12/2017

Assigned To
Candace Petersen

Institution Response

a. Curriculum

No new programs have been added since our last report. No substantial revisions to our programs.

b. List any accredited programs that have been terminated since your last report.

None of our accredited programs have been terminated.

c. Provide three or four examples of organizational performance results. Report what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above.

Please refer to the attached **Standard 6 Table 6.1** - **Organizational Performance Results** found under the Evidence File tab above. In the table we present organizational performance results related to critical measures of undergraduate enrollment, retention, and GPA in each of our programs.

Sources

- FINAL Table 6.1 - Table Files for Baccalaureate Graduate QA Reports updated September 2017