

Overview

Institution Name

Concordia University - Portland

Address

2811 NE Holman Street, Portland Oregon 97211

Year Accredited

2013

Year Reaffirmed

1

Years Covered by this Report

2013 - 2013

Date Submitted

09/11/2015

Completed By

Petersen, Candace

Phone

(503) 493 - 6455

Email

capetersen@cu-portland.edu

ACBSP Champion

Petersen, Candace

ACBSP Co-Champion

Cowing, Michelle

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

Candace Petersen

Institution Response

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.

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

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. We are currently working through university budget planning requirements for submitting Candidacy Application for Accounting Accreditation.

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. Please refer to the EVIDENCE FILE to view this designation on our public university website.

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 on-line and in a traditional classroom setting on our Portland Campus.

7. Person completing report:

Person completing report Name: Candace Petersen, Ph.D.
Phone: (503) 493 - 6455
E-mail address: capetersen@cu-portland.edu

ACBSP Champion name: Michelle Cowing, Ph.D.

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

Sources

- ACBSP Institutional Information - EVIDENCE

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: Not Set

Assigned To

Candace Petersen

Institution Response

Please refer to the EVIDENCE FILE: "[Notes and Conditions Tracking Table - FINAL.XLS](#)" for an overview table listing each Note / Condition, the request or status, and the specific names of the EVIDENCE FILES for support of each request of a specific condition or note status.

Below are Concordia University - Portland, School of Management's specific update / request for status change for Notes and Conditions.

Condition on Overview 5g: The business unit must routinely provide reliable information to the public on its performance, including student achievement.

Response: Request to Remove

Information on Concordia University – Portland School of Management (SOM) performance is provided to the public through several venues. We provide open and unrestricted access to our 2013 ACBSP Self Study document through a link on our SOM home page on our Concordia University public web site (<http://www.cu-portland.edu/academics/colleges/school-management>), also available as a screen shot in [Overview 5g - EVIDENCE - ACBSP Quality Assurance Report-Public Information - III](#).

We will add our 2015 QA report link to the SOM home website location when we are notified by the ACBSP of acceptance of our report.

In addition, we share SOM graduation, enrollment and retention information via IPEDS links provided on our Concordia University public website. Concordia University, through its public relations and marketing departments provides press releases, feature stories about SOM through their public newsletters, alerts and magazine. Please refer to the [Overview 5g EVIDENCE - CU SOM Public information - Student Intern Achievement](#) for a sample of

public communication about the performance of a student in his internship.

We also share SOM student achievement on CPC exams and the BCTST exams with our MBA and Undergraduate Internship Advisory Committees. Please refer to the [Overview 5g - EVIDENCE - 040915 MBA Advisory Board Meeting notes](#) for a sample of how SOM communicates performance of our MBA program and students.

Based on the multiple venues that SOM uses to routinely communicate performance of programs, students, faculty and overall college - we request Condition 5g be removed.

Note on Standard 1, Criterion 1.1.c: Since student grades are subjective, the business unit should explore other ways of measuring faculty performance.

Response: Request to Remove

Faculty are evaluated each year by the dean (and program director as appropriate) as part of our university faculty evaluation process. All faculty are contract employees. The first two years of contracts are one year, conditional contracts. To receive a three year contract, a primary performance review (CTEP) is conducted. This includes a faculty team (dean, department head, one faculty member selected by the faculty member being reviewed, and another faculty member is appointed by the dean) meeting a group to review all data (evaluations, service activities, scholarly activities, etc.).

Please refer to [Criterion 1-1-c EVIDENCE - 2015 Generic Primary Assessment Form](#) and [Criterion 1-1-c EVIDENCE - 2015 Generic CTEP Secondary Assessment Form](#) outlining the detailed primary and secondary annual evaluation processes including the range and depth of data points collected and reviewed.

In addition, at the end of each semester – the dean reviews ALL course evaluations and meets with faculty where there are challenges noted in the course reviews. Please refer to [Criterion 1-1-c EVIDENCE - Faculty Course Evaluation Sample](#) to review the extensive student survey tool / results of course and instructor performance.

All student grievances with a faculty member that reach the Dean for resolution are noted and documented in faculty files as additional data points (where appropriate) for annual review.

Additional faculty performance data points include:

- Blackboard (LMS) course shells (for adjuncts and full time faculty) are monitored by the dean, and online course management oversight policies for timeliness and completeness of grading.
- Syllabi are reviewed by the dean each year of any new faculty – course combinations. The dean visits the class room of each new adjunct / full time faculty during their initial term.

Based on the multiple processes and data sources that SOM uses to measure faculty performance- we request the Note, Criterion 1.1.C be removed.

Note on Standard 2, Criterion 2.2.c: The SOM needs to increase communication with external constituents such as the Portland community. Communicating with the community may help identify needs to be included as strategic objectives.

Response: Request to Remove

Over the past two years, SOM has developed and implemented two advisory boards:

- MBA program Advisory Board

- Undergraduate Internship Advisory Board

Both advisory boards include dean, key faculty / staff and appropriate business community members. The advisory boards meet multiple times during the academic year, and include formal exchanges (via surveys, discussions and presentations) designed to facilitate community input on program and college strategic objectives. Please refer to the following items from the EVIDENCE FILE, documenting examples of our advisory board charters, meeting notes and surveys:

- [Criterion 2-2-c- EVIDENCE - MBA Advisory Board Charter](#)
- [Criterion 2-2-c - EVIDENCE - MBA Advisory Board Meeting Notes](#)
- [Criterion 2-2-c - EVIDENCE - MBA Board of Advisors List - 2014 to2015](#)
- [Criterion 2-2-c -EVIDENCE - Undergraduate Internship Advisory Board - Intern Preparation Feedback](#)

In addition to the advisory boards, the broader university administers annual surveys of various stakeholder segments in the community (businesses and nonprofit organizations, neighborhood residents) to gather feedback on awareness, reputation and perceived accomplishments of the university against it's stated mission, strategic goals and values. Since SOM's strategic goals and objectives are a direct alignment to the overall university strategy, this annual survey is used by SOM to adjust and modify the University strategic goals and objectives.

SOM faculty and staff represent SOM as active members of a number of community organizations with active chapters or headquarter in Portland including:

- Oregon Entrepreneurial Network (OEN)
- Society for Human Resources Management SHRM)
- Future Business Leaders of America (FBLA), board member
- DECA (historically Distributive Education Clubs of America), board member
- Oregon Bar Association
- Portland Business Journal – Women's Leadership Mentor

In addition to the above, our faculty community interactions also include:

- organizing an annual TEDx Portland event (fourth annual event) that includes community partnerships and feedback for future SOM events
- participation in the HATCH (innovators in Portland) community including networking student interns and guest speaker partnerships
- formal meetings with local accounting firms and office of national audit firms to vet accounting curriculum and competency needs

Finally, our MBA and undergraduate internship programs require extensive survey feedback on the academic and career preparation of the individual interns, and suggestions for how our SOM programs can better prepare students for employ-ability and career success.

Based on the multiple venues (formal and informal) where School of Management actively engages and solicits feedback from representatives of the Portland community, we request the Note, Criterion 2.2.C be removed.

Note on Standard 3, Criteria 3.2 & 3.4: The business unit should expand its processes for collecting feedback from its major stakeholders, especially those external to the institution and to conduct all of its processes on regularly scheduled frequencies to determine stakeholder requirements and expectations and to use the information to improve educational programs. Data gathered from major stakeholders such as internship providers, alumni, employers and the greater Portland business community should be reported with a minimum of three data points to identify trends.

Response: In Progress

Over the past two years, School of Management (SOM) has made progress in establishing processes for periodic and consistent data collection from stakeholders. SOM currently collects and aggregates formal feedback surveys from sponsoring organizations for each undergraduate internship (all SOM undergraduate students are required to have an internship). Likewise all MBA internships also require a formal survey of the sponsor at the conclusion of the internship. Both internship surveys are aggregated, and reviewed by the Dean and program directors on a semi-annual basis. SOM faculty and staff review the aggregated survey results at the annual off-site.

The university conducts an annual survey of alumni and the Portland community (including businesses) to assess CU's impact, reputation and awareness. Results from the annual survey are distributed to the SOM Dean for use in setting goals and objectives for the annual strategic plan. SOM also collects, synthesizes and reviews feedback from the advisory groups, student course / instructor evaluations and student exit interviews.

As evidenced in Standard 2, SOM has made progress in systematically gathering feedback from stakeholders. We are now in the process of establishing our schedule of stakeholder feedback collection to a semi-annual model, and plan to have three data point trends by year end 2016. The data points will anchor our process of analyzing stakeholder feedback to guide continuous improvement of SOM programs, services and strategies.

Condition on Standard 3, Criterion 3.3: The SOM provided no evidence of the periodic review of its listening and learning processes for gathering feedback from major stakeholders to keep them current with educational service needs and directions.

Response: In Progress

As stated above in our discussion and evidence files for Criterion 2.2.c, and Criterion 3.2 and 3.4, SOM has added formal advisory boards to facilitate listening and learning processes around major stakeholder groups. Surveys are conducted within the advisory groups to operationalize feedback. Surveys are also conducted with all internship sponsors / mentors. This data is systematically collected and reviewed with faculty as part of the annual SOM planning meeting.

Note on Standard 4, Criterion 4.1: The outcomes assessment plan relies heavily on the ETS MFT which provides external summative data. An effective outcomes assessment program will also include formative assessments that occur throughout the student's academic experience, not just at the end.

Response: In Progress

School of Management (SOM) faculty and administration decided to transition from the ETS MFT pre-post program assessments to Peregrine's Common Professional Component (CPC) Professional Exams. One of the driving factors in this decision was to move to a core pre-post assessment system that would better facilitate and align to individual component formative assessment.

The transition for the MBA program was launched in October 2014 with the pre-test CPC administration to the first cohort in the newly revised MBA program. The undergraduate assessment system was transitioned with Fall 2014 incoming undergraduate students taking the CPC Professional Exams for their comprehensive program pre-test.

Faculty are currently working on the formative assessment plan for each specific CPC component. Faculty are expected to develop appropriate rubrics and leverage mid program CPC component exams for independent faculty team review of in-course projects, exams or term papers as the mechanisms for formative assessments.

Note on Standard 5, Criterion 5.1: The SOM must ensure that its Human Resource Plan addresses all areas of potential growth and planned replacement across all programs, as indicated by its overall strategic plan.

Response: Request to Remove

Concordia University manages the alignment of strategy and operations / budget through an annual planning process. School of Management, in conjunction with all colleges and departments, prepares an annual planning document that identifies strategic goals and objectives (please refer to [Criterion 5.1 EVIDENCE - 4-2-2014 SOM Planning Template for AY 2015 - 2016](#) for a sample SOM annual plan). A secondary document captures all budget requests including additional hires, consulting funds, capital items etc. that aligns to the strategic plan goals and objectives. Due to the sensitivity of the specific funding and salary information, an EVIDENCE FILE is not included to display the specific document that outlines funding requests to the SOM annual plan objectives and goals.

All growth (versus replacement) position requests are documented across colleges and presented by the Provost to the Board of Trustees before any approval is provided to initiate recruitment or position documentation processes. Request for replacement positions requires Provost, CFO and HR review and approval, and can be done outside of the annual planning and budget process cycle.

In conjunction with the annual plan, twice a year the SOM Dean meets with the provost to review the overall plan metrics (enrollments, retention etc.) and the specific Human Resources three year plan. Please refer to the attached [Criterion 5.1 - EVIDENCE - Semi Annual Human Resource Plan Review](#) for a sample Human Resource Plan summary reviewed with the Provost. While the university does not have a multi-year human resource planning process or review, SOM created a three year HR planning tool and process to meet ACBSP Criterion 5.1

Based on the university annual HR Planning and Review Processes, and the School of Management (SOM) three year strategic planning and HR Plan review processes, we request the Note for Criterion 5.1 be removed.

Condition on Standard 5, Criterion 5.3.2.b: The SOM must increase its percentage of graduate courses taught by academically qualified faculty to meet the historically acceptable level or present a rationale for the difference and provide detailed records of student learning outcomes to demonstrate that the faculty composition supports its mission and program objectives.

Response: Request to Remove

At the time of our self-study in 2013, the SOM had just launched a newly revised MBA program, and was in the process of bringing on new faculty to teach in the program. Since our site visit, the SOM has made an intentional effort to hire only academically qualified faculty whenever possible to teach in the MBA, has discontinued the use of several faculty without academic qualifications that taught in our previous MBA, and has made some adjustments in undergraduate teaching assignments to ensure that an adequate number of graduate credits are taught by full-time, academically qualified faculty.

This has resulted in an increase in Academically Qualified Faculty in the MBA over the 2 years since our self study and site visit in 2013 as follows:

- AY 2012-13 (reported in our self study) Percent of total student credit hours taught by AQ Faculty Members in graduate programs: 49.1%
- AY 2013-14 Percent of total student credit hours taught by AQ Faculty Members in graduate programs: 66.6%
- AY 2014-15 Percent of total student credit hours taught by AQ Faculty Members in graduate programs: **76.5%**

In the process of making these changes, the SOM has also seen a decrease in our Percent of Total Student Credit Hours Taught by Academically Qualified Faculty Members in the Undergraduate programs, from 66.5% at the time of our self-study to 52.9% at the end of Academic Year 14-15, still above the ACBSP standard of 40% AQ for Undergraduate programs.

The SOM has instituted a process of monitoring not only the hiring and assignment to courses to ensure these

standards are consistently met, but has begun an audit process at the end of each semester to examine the results based on student credit hours taught. It is our goal to stay well within the ACBSP standards for academically qualified and professional qualified faculty in all of our programs going forward.

Please refer to the documents [Criterion 5-3-2-b EVIDENCE -Qualified Instructor Hours Percentage Trend 13-14 14-15](#) and [Criterion 5-3-2-b EVIDENCE Faculty Mapping to Student Credit Hours Study](#) for documentation of these improvements in Standard 5. Based on the significant and documented improvements to the percentage of graduate courses taught by academically qualified faculty, we request the Condition on Standard 5, Criterion 5.3.2.b be removed.

Note on Standard 5, Criterion 5.8.1: The SOM should ensure that all faculty members have time available to participate in scholarly and professional activities every year to ensure a reasonable balance of scholarly and professional activities.

Response: Request to Remove

Over the past two years, SOM has focused on reducing course teaching overload hours, and encouraging faculty to dedicate sabbaticals to scholarly activities. For example, an additional full time faculty member was hired to reduce teaching overload of our lead accounting faculty member, Dr. David Tucker. In addition, Dr. Tucker is currently on sabbatical, working on a scholarly paper aligning Christian values with the practice of for profit accounting practices.

SOM has also maintained a policy of no course teaching overloads for full time faculty that are pursuing their terminal degrees and has reduced other course overloads considerably in an effort to encourage an emphasis on maintaining ACBSP standards for scholarship and service.

Pursuant to the 2013 self-study and site visit, the SOM instituted a more robust method of collecting data from faculty on scholarship and service. As a result of this improvement in data gathering, we are now able to represent increases in our scholarship and service activity.

As was described in our self-study, Concordia full-time faculty are contracted to teach 24 credits each year, and perform 6 credits' equivalent in service to their community and the University. This service includes sitting on committees and supporting student learning. For the purposes of our ACBSP reporting, we did not include these University duties in the data that we collected. Instead, we focused on scholarship (presenting, publishing, and consulting) and professional service as defined by the ACBSP standards. Thus, the data that we are providing as evidence of improvement to remove this note includes only that scholarship and service that was deemed aligned to ACBSP standards, and is in addition to any internal University service provided by faculty.

Please refer to the document [Criterion 5-8-1 EVIDENCE - Standard 5 Table 5.3 Scholarship Fulltime Faculty](#) for documentation of this improvement. Based on above narrative and the data submitted on scholarship and service of our faculty, we request the Note on Standard 5, Criterion 5.8.1 be removed.

Note on Standard 6, Criterion 6.1.6: The SOM should develop and implement a process to evaluate CPC competence for undergraduate students without a business degree entering the graduate program. The SOM must ensure master degree programs in business should require at least 30 semester credit hours or 45 quarter credit hours of graduate level work in business beyond the Common Professional Component. The CPC may be determined through a competency based evaluation or by completing undergraduate or graduate courses.

Response: Request to Remove

With the launch of the revised MBA program in October 2013, School of Management (SOM) implemented the process of requiring all entering MBA students complete the CPC Comprehensive Exam (CPC) from Peregrine Academic Services, and the Business Critical Thinking Skills Test (BCTST) from Insight Assessment

(<http://www.insightassessment.com>).

In addition to CPC Comprehensive Exam and BCTST exam results, the SOM MBA program director and program manager reviews all transcripts and resumes of MBA program applicants. Personal interviews are also conducted by the MBA director and faculty with each MBA applicant that completes the application process and meets the minimum admissions requirements. For those applicants that do not have an undergraduate business degree, the interview focuses on assessing professional work experience for degree of core business knowledge. Please refer to [Criterion 6-1-6 - EVIDENCE - MBA Program Admissions Screen Snapshot](#) for ascreenshot of Concordia's MBA admissions policies.

For those admissions-qualified MBA applicants lacking an undergraduate business degree, adequate business experience and knowledge and / or appropriate communication skills, School of Management offers a one semester MBA prep track. Up to fifteen credit hours of undergraduate business and writing courses are selected for the applicant. If the applicant enrolls in the MBA prep courses for one semester, he / she must receive a grade of "B" or better in each course in order to be considered for conditional acceptance into the MBA program.

The Concordia MBA program is a 38 semester credit hour program. An overview of objectives for each of the courses, outlining the graduate business level curriculum and objectives is outlined in [Criterion 6-1-6 - EVIDENCE - Concordia SOM MBA Model - 2014](#). The MBA 501 Foundations course, the first course in the MBA program, requires graduate level writing skills (APA style), utilizes Harvard Business School MBA cases, and reviews / builds on a rigorous accounting and finance knowledge base. Students are required to receive a grade of "B" or better in order to continue in the MBA program. Please refer to [Criterion 6-1-6 EVIDENCE - MBA 501 Generic Syllabus](#) for additional information about MBA 501 as outlined in the MBA 501 syllabus.

Based on the above information, and specifically SOM's:

- MBA admissions requirements,
- prep track alternative for applicants with insufficient business / communications skills,
- CPC and BCTST entering student exams,
- and the rigor of the MBA 501 Foundations course

we request the note for Criterion 6.1.6 be removed.

Sources

- Criterion 1-1-c EVIDENCE - 2015 Generic CTEP Secondary Assessment Form
- Criterion 1-1-c EVIDENCE - 2015 Generic Primary Assessment Form
- Criterion 1-1-c EVIDENCE - Faculty Course Evaluation Sample
- Criterion 2-2-c - EVIDENCE - MBA Advisory Board Meeting Notes
- Criterion 2-2-c - EVIDENCE - MBA Board of Advisors List - 2014 to2015
- Criterion 2-2-c -EVIDENCE - Undergraduate Internship Advisory Board - Intern Preparation Feedback
- Criterion 2-2-c- EVIDENCE - MBA Advisory Board Charter
- Criterion 5.1 - EVIDENCE - Semi Annual Human Resource Plan Review
- Criterion 5.1 EVIDENCE - 4-2-2014 SOM Planning Tempate for AY 2015 - 2016
- Criterion 5-3-2-b EVIDENCE Faculty Mapping to Student Credit Hours Study
- Criterion 5-3-2-b EVIDENCE -Qualified Insturctor Hours Percentage Trend 13-14 14-15
- Criterion 5-8-1 EVIDENCE - Standard 5 Table 5.3 Scholarship Fulltime Faculty
- Criterion 6-1-6 - EVIDENCE - Concordia SOM MBA Model - 2014
- Criterion 6-1-6 - EVIDENCE - MBA Program Admissions Screen Snapshot
- Criterion 6-1-6 EVIDENCE - MBA 501 Generic Syllabus

- Notes and Conditions Tracking Table FINAL
- Overview 5g - EVIDENCE - 040915_MBA Advisory Board_Meeting_notes
- Overview 5g - EVIDENCE - ACBSP Quality Assurance Report-Public Information - III
- Overview 5g EVIDENCE - CU SOM Public information - Student Intern Achievement

III - Public Information

O 9. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in STANDARD #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

Program Results: Such as what you report in Standard #6, graduation rates, retention rates, job placement, etc. How do you make the results public?

QA Report

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

Assigned To

Candace Petersen

Institution Response

Concordia University's School of Management (SOM) provides public access to the full ACBSP Self Study Report 2013 via the Concordia University School of Management home page. A screen shot of the web page, and document link is found in [ACBSP Quality Assurance Report-Public Information - III](#) and on the [Concordia SOM Website](#).

In September (following the filing of this, our first annual Quality Assurance Report, with the ACBSP) SOM will add to this web page a link to our 2015 Quality Assurance Report Summary. This report will contain key tables and summary narrative of this 2015 Quality Assurance Report including Standard #6 data, graduation rates and retention rates.

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

Sources

- ACBSP Quality Assurance Report-Public Information - III

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:** Not Set

Assigned To

Candace Petersen

Institution Response

There have been several organizational changes within Concordia University - Portland, School of Management (SOM) since our August 2013 report. The changes are as follows:

(1) Effective July 1, 2015 - Michelle Cowing, PH.D. is now the SOM Dean. She replaces Candace Petersen who is transitioning to full time faculty due to personal (family health related) issues.

The University used a formal, national search process to fill the Dean's position. A Search Committee was formed in August, 2014. This committee included two SOM faculty members and one SOM staff person.

The University used a Search firm to assist in this process and in screening candidates. During the process the Search Committee interviewed all qualified candidates and recommended finalists to the Provost and the President, all of whom were involved in the final round of interviews. In addition, the finalists in the search for the Dean also met in separate meetings with members of the Board of Trustees, SOM faculty and University Deans. This process provided appropriate input into the selection of leadership for the School of Management.

(2) Addition of full time faculty member Cari Schwerd (MBA, CPA) who is currently enrolled in a PH.D. (Doctorate in Accounting) program.

School of Management (SOM) 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. A SOM 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.

(3) Addition of full time staff member Chad Greenwood, MBA in the role of MBA Program Manager.

School of Management (SOM) followed the formal process of posting the position opening on our website in addition to posting on a number of national academic staff recruiting web sites. A SOM 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.

(4) Departure of Jean Meeks, Ph.D. Dr. Meeks' husband took a new position in South Carolina as Chief of Pediatric Neurosciences for the USC medical facility.

(5) Addition of visiting faculty, full time member Cheryl Rath, JD, MS - Sports Management. Cheryl was added to provide revamping / teaching of our business law curriculum in addition to our sports management curriculum.

We also added an online modality capability of our MBA program. The first cohort for the online modality started our MBA program in October 2013. Cohorts are capped at 15 students, with most cohort sizes between ten and twelve students. Curriculum, student admissions processes, academic policies, faculty recruitment and tuition are all identical to our classroom based modalities and managed by our MBA Program Director.

In June, 2015, the University Provost, SOM Dean and other University officials met with our University online student marketing partner and decided to discontinue the online MBA modality offering effective September 2015. Student enrollment numbers did not achieve target goals, rendering the online modality marketing per student expensive relative to campus classroom modalities.

The teach-out of the online MBA modality program will follow standard University policies with the final online MBA courses planned through 2017.

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: Not Set

Assigned To
Candace Petersen

Institution Response

Three evidence file sources provide the Standard 2 - Strategic Planning information for Concordia University's School of Management (SOM) Quality Assurance Report.

The first file: [STANDARD 2 - Strategic Planning Document - CLP 8-24-2015](#) contains the above structure and our SOM responses for Tables 1 - 3 (above). In addition, SOM's annual strategic plan documents (as required by our University Strategic Planning process) are included for the AY '14 - '15 and AY '15 - '16 annual planning cycles in [April 2014 SOM Strategic Plan Summary for CU AY15 Plan](#) and [February 2015 SOM Strategic Plan Summary for CU AY16 Plan](#).

Overall, School of Management's strategic plan is progressing against key goals and objectives.

Sources

- April 2014 SOM Strategic Plan Summary for CU AY15 Plan
- February 2015 SOM Strategic Plan Summary for CU AY16 Plan
- STANDARD 2 - Strategic Planning Document - CLP 8-24-2015

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.	<p>The chart shows five bars representing data points from 2009 to 2013. The y-axis ranges from 0 to 100. All five bars are consistently above the 80% mark, indicating that the goal was met in every year.</p>

QA Report

Status: Completed | Due Date: Not Set

Assigned To
Not Assigned

Institution Response

Please see attached [Standard 3 Criterion 3.8 evidence file](#) for recent examples of our monitoring of student and stakeholder focused results. Also available in the evidence file is a full presentation of our Standard 3 and Standard 4 results that was used in our Fall 2015 Faculty Retreat for review and discussion of areas for potential improvement in the coming year ([Student Learning and Engagement - SOM Retreat August 2015.pdf](#)).

Sources

- Standard_3_Criterion_3.8_ACBSP_QA_Report_2015_Concordia
- Student Learning and Engagement - SOM Retreat August 2015

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

Not Assigned

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:

- 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:

- 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 2015 Concordia](#) for recent examples on our student learning results. Also available in the evidence file is a full presentation of our Standard 3 and Standard 4 results that was used in our Fall 2015 Faculty Retreat for review and discussion of areas for potential improvement in the coming year ([Student Learning and Engagement - SOM Retreat August 2015](#)).

Sources

- Standard 4 Criterion 4.2 ACBSP QA Report 2015 Concordia
- Student Learning and Engagement - SOM Retreat August 2015

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: Not Set

Assigned To

Not Assigned

Institution Response

Please see attached evidence files for documentation of faculty and staff focus ([Standard 5 Table 5.1 ACBSP QA Report 2015 Concordia](#)), qualifications of new faculty (full-time and part-time) brought on since the last report (Table 5.2 in [Standard 5 Table 5.2. 5.3 ACBSP QA Report 2015 Concordia](#)) and scholarly and professional activities for the four full-time faculty that have been added (Table 5.3 in [Standard 5 Table 5.2. 5.3 ACBSP QA Report 2015 Concordia](#)).

In addition to these items, we have prepared additional documentation to support our request for the removal of notes and conditions related to full-time faculty scholarship and full- and part-time faculty qualifications. These items can also be found in the evidence file, and are analyzed in our Notes and Conditions response ([Criterion 5-8-1 EVIDENCE - Standard 5 Table 5.3 Scholarship Fulltime Faculty](#), [Criterion 5-3-2-b EVIDENCE Faculty Mapping to Student Credit Hours Study](#), and [Criterion 5-3-2-b EVIDENCE -Qualified Insturctor Hours Percentage Trend 13-14 14-15](#)).

Sources

- Criterion 5-3-2-b EVIDENCE Faculty Mapping to Student Credit Hours Study
- Criterion 5-3-2-b EVIDENCE -Qualified Insturctor Hours Percentage Trend 13-14 14-15
- Criterion 5-8-1 EVIDENCE - Standard 5 Table 5.3 Scholarship Fulltime Faculty
- Standard 5 Table 5.1 ACBSP QA Report 2015 Concordia
- Standard 5 Table 5.2. 5.3 ACBSP QA Report 2015 Concordia

6 - Standard 6 Educational and Business Process Management

a. Curriculum

o 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 than 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.

- o List any accredited programs that have been terminated since your last report.
- o Provide three or four examples of organizational performance results, reporting 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:** Not Set

Assigned To

Candace Petersen

Institution Response

Concordia University - Portland School of Management (SOM) has not substantially revised any of our 2013 ACBSP accredited programs over the past two years. We also have not terminated any of our 2013 accredited programs over the Quality Assurance period. SOM did launch a new undergraduate accounting major program since our 2013 accreditation, but are not initiating the accreditation process at this time for the Accounting program.

We have attached [Table 6.10 - Table Files for Baccalaureate Graduate QA Reports updated July 2015](#) to provide the requested documentation for Standard 6.1 - Organization Performance Results. The evidence file includes four examples of organizational performance results, and reports the most important data and learning from the data.

Sources

- Table 6.10 - Table Files for Baccalaureate Graduate QA Reports updated July 2015