

Standard #6 - Organizational Performance Results, Table 6.1

Complete the following table. 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.

Table 6.1 Standard 6 - Organizational Performance Results

Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																																																																																							
Measurable goal	What is your goal?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																																																																																																																								
Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.																																																																																																																																											
Increase our 'year to year' Freshman Undergraduate and Transfer Undergraduate retention rates to consistent >85%.	Retention rates as tracked once a year (Fall Semester) by Office of Institutional Assessment and reported to University Provost office.	95% Year 1 to Year 2 for Freshman, 85% for Transfers.	For the past two years, SOM faculty and staff has focused on early warning course participation data to quickly identify and address individual "at risk" students in partnership with student advising / counseling. In addition, dean reviews course evaluation data each semester and works with faculty to improve engagement and student satisfaction of courses. The results reflect improved outcomes from our efforts	Our next step is to address retention issues stemming from loss of financial aid (especially athletic scholarships).	<p>Concordia University-School of Management - Undergraduate Retention Data (Aug. 2025 from Director of Institutional Assessment reports to Provost)</p> <table border="1"> <caption>Fall 2012, F2013 and Fall 2014 SOM Freshmen and Transfer Cohort Enrollment/Retention</caption> <thead> <tr> <th colspan="3">SOM Freshmen Fall 2012</th> <th colspan="3">SOM Freshmen Fall 2013</th> <th colspan="3">SOM Freshmen Fall 2014</th> </tr> <tr> <th>Fall Enrolled</th> <th>Cum Grads</th> <th>Retention</th> <th>Fall Enrolled</th> <th>Cum Grads</th> <th>Retention</th> <th>Fall Enrolled</th> <th>Cum Grads</th> <th>Retention</th> </tr> </thead> <tbody> <tr> <td>Cohort 31</td> <td></td> <td>100%</td> <td>24</td> <td></td> <td>100%</td> <td>21</td> <td></td> <td>100%</td> </tr> <tr> <td>Year 2 26</td> <td></td> <td>84%</td> <td>16</td> <td></td> <td>62%</td> <td>20*</td> <td></td> <td>95%</td> </tr> <tr> <td>Year 3 19</td> <td></td> <td>61%</td> <td>14*</td> <td></td> <td>58%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 4 18*</td> <td></td> <td>58%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <caption>SOM Transfers Fall 2012</caption> <thead> <tr> <th>Fall Enrolled</th> <th>Cum Grads</th> <th>Retention</th> </tr> </thead> <tbody> <tr> <td>Cohort 24</td> <td></td> <td>100%</td> </tr> <tr> <td>Year 2 17</td> <td>1</td> <td>75%</td> </tr> <tr> <td>Year 3 11</td> <td>5</td> <td>67%</td> </tr> <tr> <td>Year 4 2*</td> <td>13</td> <td>63%</td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <caption>SOM Transfers Fall 2013</caption> <thead> <tr> <th>Fall Enrolled</th> <th>Cum Grads</th> <th>Retention</th> </tr> </thead> <tbody> <tr> <td>Cohort 23</td> <td></td> <td>100%</td> </tr> <tr> <td>Year 2 19</td> <td></td> <td>83%</td> </tr> <tr> <td>Year 3 13*</td> <td></td> <td>57%</td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <caption>SOM Transfers Fall 2014</caption> <thead> <tr> <th>Fall Enrolled</th> <th>Cum Grads</th> <th>Retention</th> </tr> </thead> <tbody> <tr> <td>Cohort 20</td> <td></td> <td>100%</td> </tr> <tr> <td>Year 2 17*</td> <td></td> <td>85%</td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> </tr> </tbody> </table>	SOM Freshmen Fall 2012			SOM Freshmen Fall 2013			SOM Freshmen Fall 2014			Fall Enrolled	Cum Grads	Retention	Fall Enrolled	Cum Grads	Retention	Fall Enrolled	Cum Grads	Retention	Cohort 31		100%	24		100%	21		100%	Year 2 26		84%	16		62%	20*		95%	Year 3 19		61%	14*		58%				Year 4 18*		58%							Year 5									Year 6									Fall Enrolled	Cum Grads	Retention	Cohort 24		100%	Year 2 17	1	75%	Year 3 11	5	67%	Year 4 2*	13	63%	Year 5			Year 6			Fall Enrolled	Cum Grads	Retention	Cohort 23		100%	Year 2 19		83%	Year 3 13*		57%	Year 4			Year 5			Year 6			Fall Enrolled	Cum Grads	Retention	Cohort 20		100%	Year 2 17*		85%	Year 3			Year 4			Year 5			Year 6		
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Increase our overall undergraduate course enrollment to support overall university student interest in business degree minors, and conversion of undeclared students to business majors.	Course enrollment is tracked by the registrar's office and reported to the University Provost. For this metric, SOM uses total SOM undergraduate course enrollment (courses with the SOM course designations of ACT, MKT, SPT and BUAD) for the academic year.	Current results reflect enrollment growth in our SOM undergraduate courses. Specifically, the three year academic year course enrollment trend was positive. The data shows an increase from 1,221 (AY '14-'15) to 1,362 (AY '16-'17). This is a three year annualized compound growth rate of 6%.	What we learned from the results was the importance of focusing on an optimal blend of online and classroom based on a course by course basis. During this time frame, we held to a constant ratio of online and classroom offerings as	We improved attracting undeclared major students, and non SOM major students to enroll in introductory business courses, or pursue a minor. However, we need to address the conversion of undeclared majors to business majors, and address retention in our major programs. Next steps are to review our undergraduate core business courses for overall alignment to CPC and contribution to CU - SOM university goals and objectives.	<p>Enrollment by Declared Major / Program - SOM UG and MBA (BA degree: BUAD, MKT and ACT majors; MBA degree: Online, Online) (fall term - calendar year)</p>																																																																																																																																							
Increase our overall "declared major / program" School of Management (SOM) enrollment of quality students in both undergraduate and MBA programs by 10% a year.	Declared major student enrollment is tracked by Office of Institutional Assessment, and reported to the University Provost. SOM uses the Annual Fall Term enrollment data for tracking of this metric.	Current results reflect two different trends over the past two years. Our MBA ground and undergraduate degree declared majors are up slightly from 2014 levels. This is an intentionally controlled growth rate as we focus on addressing retention and rigor in our programs. The 2015-2016 decline in our online MBA program is due to discontinuing our partnership for online MBA marketing and recruiting with an outside services provider.	Transitioning our online MBA marketing and recruitment to our internal resources proved to be overwhelming for our limited marketing resources. In particular, our former marketing partner provided exceptional search engine and affiliate web site marketing capabilities that Concordia University does not have among internal resources.	For the Academic Year 17-18 budget, Concordia has significantly increased digital marketing funds and is in process of hiring an assistant vice president (AVP) level head of marketing (prior to this budget, the function was run by a director level position). The AVP job description has significant emphasis on proven online marketing skills. In addition, SOM has met with our MBA advisory council and have initiated greater outreach to local firms with national offices to build awareness for our online MBA.	<table border="1"> <thead> <tr> <th>GPA</th> <th colspan="3">AY 2013</th> <th colspan="3">AY 2014</th> <th colspan="3">AY 2015</th> </tr> <tr> <th>By Declared Major</th> <th>SU</th> <th>FA</th> <th>SP</th> <th>SU</th> <th>FA</th> <th>SP</th> <th>SU</th> <th>FA</th> <th>SP</th> </tr> </thead> <tbody> <tr> <td>Undergraduate</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Accounting</td> <td></td> <td></td> <td></td> <td>3.27</td> <td>3.42</td> <td>2.52</td> <td>3.22</td> <td></td> <td></td> </tr> <tr> <td>Business Admin</td> <td>3.01</td> <td>2.94</td> <td></td> <td>2.97</td> <td>2.94</td> <td>2.65</td> <td>3.00</td> <td></td> <td></td> </tr> <tr> <td>Marketing</td> <td>2.90</td> <td>2.89</td> <td></td> <td>2.90</td> <td>3.09</td> <td>3.12</td> <td>2.85</td> <td></td> <td></td> </tr> <tr> <td>TOTAL</td> <td>2.99</td> <td>2.94</td> <td></td> <td>2.98</td> <td>3.01</td> <td>2.71</td> <td>3.02</td> <td></td> <td></td> </tr> <tr> <td>MBA</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All programs</td> <td>3.64</td> <td>3.61</td> <td>3.67</td> <td>3.61</td> <td>3.41</td> <td>3.55</td> <td>3.57</td> <td>3.41</td> <td></td> </tr> </tbody> </table>	GPA	AY 2013			AY 2014			AY 2015			By Declared Major	SU	FA	SP	SU	FA	SP	SU	FA	SP	Undergraduate										Accounting				3.27	3.42	2.52	3.22			Business Admin	3.01	2.94		2.97	2.94	2.65	3.00			Marketing	2.90	2.89		2.90	3.09	3.12	2.85			TOTAL	2.99	2.94		2.98	3.01	2.71	3.02			MBA										All programs	3.64	3.61	3.67	3.61	3.41	3.55	3.57	3.41																																														
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Manage the rigor of our SOM academic programs in compliance with Provost guidelines of overall college GPA of ≥ 3.0 for undergraduate and ≥ 3.0 for graduate students.	By semester, overall SOM by declared major GPA as reported and tracked by the Registrar's office for the Provost.	Current results indicate SOM is in compliance with Provost by college GPA metrics in accordance with University assessment of rigor.	While the SOM results comply with Provost guidelines, the undergraduate data displays a large variance by program. In addition, upperclass major courses should be aligned with CPC topic assessment to insure alignment of grade with learning achievement.	Our next SOM step is to insert CPC topic formative assessments into select upperclass courses and evaluate alignment with course GPA.	<table border="1"> <thead> <tr> <th>GPA</th> <th colspan="3">AY 2013</th> <th colspan="3">AY 2014</th> <th colspan="3">AY 2015</th> </tr> <tr> <th>By Declared Major</th> <th>SU</th> <th>FA</th> <th>SP</th> <th>SU</th> <th>FA</th> <th>SP</th> <th>SU</th> <th>FA</th> <th>SP</th> </tr> </thead> <tbody> <tr> <td>Undergraduate</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Accounting</td> <td></td> <td></td> <td></td> <td>3.27</td> <td>3.42</td> <td>2.52</td> <td>3.22</td> <td></td> <td></td> </tr> <tr> <td>Business Admin</td> <td>3.01</td> <td>2.94</td> <td></td> <td>2.97</td> <td>2.94</td> <td>2.65</td> <td>3.00</td> <td></td> <td></td> </tr> <tr> <td>Marketing</td> <td>2.90</td> <td>2.89</td> <td></td> <td>2.90</td> <td>3.09</td> <td>3.12</td> <td>2.85</td> <td></td> <td></td> </tr> <tr> <td>TOTAL</td> <td>2.99</td> <td>2.94</td> <td></td> <td>2.98</td> <td>3.01</td> <td>2.71</td> <td>3.02</td> <td></td> <td></td> </tr> <tr> <td>MBA</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All programs</td> <td>3.64</td> <td>3.61</td> <td>3.67</td> <td>3.61</td> <td>3.41</td> <td>3.55</td> <td>3.57</td> <td>3.41</td> <td></td> </tr> </tbody> </table>	GPA	AY 2013			AY 2014			AY 2015			By Declared Major	SU	FA	SP	SU	FA	SP	SU	FA	SP	Undergraduate										Accounting				3.27	3.42	2.52	3.22			Business Admin	3.01	2.94		2.97	2.94	2.65	3.00			Marketing	2.90	2.89		2.90	3.09	3.12	2.85			TOTAL	2.99	2.94		2.98	3.01	2.71	3.02			MBA										All programs	3.64	3.61	3.67	3.61	3.41	3.55	3.57	3.41																																														
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