	Use this table to supply data for Standard 7 You must provide results for each program, concentration, specialization, etc. accredited or to be accredited. There must be a link on your business page website to this table. Place link here such as: https://www.nmcc.edu/accreditation/business-technology-accreditation/				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis Analysis of Results	of Results Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends(3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?					
Student Achievement					
			T		
lacrease fall curollment for first-time students (BA & BSBA)into the Dauch COBE	Enrollment data as reported by the University Enrollment Management Division. Enrollment Data reported at fall and spring Board of Trustes Meeting and Town Hall Meetings.	130 COBE students in fall 2021.	Enrollment had declined in fall 2019 and 2020. Positive trend in fall 2021	In the height of COVID-19 enrollment had declined significantly. Beginning with the Fall 2020 semester, the college returned to face-to-face instruction as soon as possible and created a CDC recommended environment where students and faculty felt comfortable returning to face-to-face (PET) classes on campus. Focusing on retention, the Dauch COBE faculty embraced the added safety measures and offered additional assistance to all students. Coming out of COVID, the Enrollment Management Division established more relational marketing initiatives vs the traditional digital marketing. Examples: Increase in high school visits; better reporting and record keeping of enrollment data; increase quantity and quality of open houses, orientations, general admission days; increase faculty visits with on-campus student visits.	Enrollment by Program Five-year History (BA) 35 30 29 25 22 20 15 14 10 5 0 Fall 2017 Fall 2018 Fall 2019 Fall 2020 Fall 2021
					Enrollment by Program Five-year History (BSBA) Accouling Business Analytics Business Management Economics Entrepreneurship Fashion Merchanding Finance Hospitality Management International Business Management Information Systems Manufacturing Management Supply Chain Management Total
	Ī	Ī			■ Fall 2017 ■ Fall 2018 ■ Fall 2019 ■ Fall 2020 ■ Fall 2021
Increase fall enrollment for domestic MBA students into the Dauch COBE	Enrollment data as reported by the MBA program office. Enrollment Datafor graduate programs (i.e. MBA) reported at fall and spring Board of Trustees Meeting	208 MBA students enrolled in fall 2021	Enrollment had declined since fall 2019. Some postive trends for fall 2022.	In the height of COVID-19 enrollment had declined significantly. Coming out of COVID, the MBA program worked more closely with Enrollment Management division to streamline the communication flow. Additionally, establish more relational marketing initiatives vs the traditional digital marketing. Examples: Increase in company visits; better reporting and record keeping of enrollment data at the domestic and international level	Enrollment by Program Five-year History (MBA) 350 300 250 150 0 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022

Table 7.1 - Template Student Achievement
Use this table to supply data for Standard 7

Publication of the second control of the sec		T		·		
Number of graduation (RBIA) to increase fire each program and number or year of the control of the control of graduation. There day is not of security of the control of the control of graduation. Also program and number or year of the control of the control of the control of graduation. Also program and number or year of the control	Number of graduates (BA) to increase for each program each academic year	# Graduates by Program	These data trends are consistent with total enrollment trends.	Graduatung numbers are consistent with enrollment trends	gains in either of this area could effect number of graduates. The Center for Academic Support utilizes an early alert system to collect feedback on attendance and academic performance from instructors and identify at-risk students, notifying faculty advisors for follow-up and intervention. Life Calling courses are available to assist students who are undecided about their major, or who want assistance in identifying their strengths and finding an appropriate career direction. Additional retention initiatives such as the implementation of the SOAR (Sturfish) CRM, donor funding for faculty-led extitivies with freshmen, and tuition discounts for students who	35 30 33 35 29 25 20 15 10 12 5 Business Administration
Number of graduation (RBIA) to increase fire each program and number or year of the control of the control of graduation. There day is not of security of the control of the control of graduation. Also program and number or year of the control of the control of the control of graduation. Also program and number or year of the control		T	T			# Conductor by Decompt Fine year History (BCDA)
Performance on this measure depends on the ability to both recruit and retain students. Any giars in either of this area could effect number of graduates. Number of graduates (MBA) to increase for each program each academic year These data trends are consistent with total enrollment trends. These data trends are consistent with total enrollment trends. General enrollment declines in two COVID years contributed to decreased # graduates, Calling (CCLC). A variety of resources are available to students to support career development. The COBE has a dedicated, experienced, MBA career Coach providing one-on-one career development services to all MBA students and alumni.		# Graduates by Program			gains in either of this area could effect number of graduates. The Center for Academic Support utilizes an early alert system to collect feedback on attendance and academic performance from instructors and identify at-risk students, notifying faculty advisors for follow-up and intervention. Life Calling courses are available to assist students who are undecided about their major, or who want assistance in identifying their strengths and finding an appropriate career direction. Additional retention initiatives such as the implementation of the SOAR (Starfish) CRM, donor funding for faculty-led activities with freshmen, and tuition discounts for students who	Business Management Economics Ectropreneurs hip Finance Hospitality Management International Business Management Information Systems Manufacturing Management Marketing Sport Management Supply Chain Management Total
	Number of graduates (MBA) to increase for each program each academic year	# Graduates by Program	These data trends are consistent with total enrollment trends.		gains in either of this area could effect number of graduates. MBA students are advised by the Executive Director and Assistant Director of the MBA program, providing advising support for MBA students. MBA faculty also provide advice and support to students. Upon admission, students receive information detailing the MBA curriculum, including required once ocurses and options for electives. Career development support is available to all students through the Career Center for Life Calling (CCLC). A variety of resources are available to students to support career development. The COBE has a dedicated, experienced, MBA Career Coach providing one-on-one career	400 350 300 250 200 150 100 50 0 Masters Business Administration