

Quality Assurance Report

Northern Arizona University - Yuma Branch Campus



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Institutional Information

HISTORY

IMPORTANT – PLEASE READ THESE INSTRUCTIONS FIRST

QA Report Submission Guide for the Reporting Portal

We are excited to work with you on the upcoming report. Thank you for your commitment to ensuring excellent quality education for your students.

To ensure a positive experience for you, evaluators, and commissioners throughout the reporting and review process, please follow these guidelines:

Download Required Documents: Download the most current Process Book, Standards and Criteria Book, and Unified Tables here: [Documents & Resources - Accreditation Council for Business Schools and Programs](#)

1) Unified Tables Upload Process

1. Complete all requested sheets in Excel on your computer
2. Upload the Unified Tables file only once for your entire report
3. For subsequent standards requiring tables, click "Choose Existing" to link to the same file rather than uploading duplicates

2) Organize Your Attachments

1. Create separate folders for each standard and place all relevant evidence files in the appropriate folder
2. ZIP these folders before uploading
3. Use clear, descriptive file names that evaluators can easily understand

3) Submission Requirements: Your report must reach 100% completion before submission:

1. Fill all active elements (tables, uploads, drop-down menus, checkboxes)
2. Enter "N/A" or "None" where content doesn't apply
3. Provide descriptions for all attachments in the text boxes below them
4. Select an option in all drop-down menus (use "N/A" in the description if none applies)

4) Important Reminders

1. **Save frequently** – unsaved work will disappear when moving between sections
2. In each standard, clearly describe where to find relevant evidence files
3. Do not modify the content structure of Unified Tables sheets (you may remove inapplicable sheets)
4. **Delete all examples** from Unified Tables before entering your data to avoid confusion during peer review
5. Keep narratives concise and directly relevant to each criterion
6. Use bullet points when appropriate and always link to supporting evidence

Following these guidelines will help ensure a smooth review process and avoid potential issues that could impact your accreditation outcome.

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.

Note: When you enter information about new administrators/faculty in this system, it does not update the databases at the ACBSP office.

Please contact swilliams@acbsp.org to make updates to personnel such as Champions, Deans, etc.

a.

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.

Business Administration, Bachelor of Business Administration (BBA)

Logistics and Supply Chain Management, Bachelor of Science (BS, LSCM) - before Bachelor of Applied Science in Industrial Technology Management (BAS in ITM) it was just a name change the curriculum stays the same.

Applied Business Management, Bachelor of Science (BS, ABM) - before Bachelor of Applied Science in Industrial Technology Management (BAS in ITM) it was just a name change the curriculum stays the same.

Master of Global Business Administration (MGBA)

b.

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.

Master of Organizational Leadership (MOL)

Certificates in Project Management, Logistics and Supply Chain Management and Accounting and Finance.

c.

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

Yuma, AZ

Online

d.

Person completing report:

Name:	Phone:	Email:	ACBSP Champion Name	ACBSP Co-Champion Name:
Monca Acosta Alvarado	(442) 2586960	monica.acosta-alvarado	Monica Acosta Alvarado	Alex Steenstra

CHEA

Provide the link and directions from the business unit's home page to "Student Achievement" results - CHEA requirement.

This data must be routinely provided to key stakeholders and the public for each accredited program.

These are examples of student achievement identified by CHEA. You must report on graduates by accredited program and one other item of the eight choice below such as retention by accredited program.

- Attrition (e.g. Less than 40%)
- Retention (e.g. Greater than 40%)
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g. CPA 78%)
- Job placement rates (e.g. Accounting 100%, Marketing 91%)
- Employment advancement (e.g. Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5)
- Successful transfer of credit (e.g. Accounting 14, Marketing 7)
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11)

Please see an example of student achievements per program listed according to the requirements here:

[Wheeling University Department of Business - Wheeling University](#)

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Status Report

HISTORY On

II - Status Report on Conditions and Notes

a.

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).

If you need a table for the following report on removing notes or conditions please use adequate table from the Unified Tables.

No

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.

Condition/Note

Justification

N/A

There are no Notes on Conditions anymore. They were removed after the Notes and Conditions Status Report (February, 2024).

+ ADD ROW

Do Not Remove Note or Condition:

Condition/Note

Justification

N/A

There are no Notes on Conditions anymore. They were removed after the Notes and Conditions Status Report (February, 2024).

+ ADD ROW

Sources

[Section II Status Report on NC Response March 2024.pdf](#)

REMARKS

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Standard 1 Leadership

HISTORY On

1 - Standard 1 Leadership

Organization

a.

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

	Personnel Type	Name	Title
<input type="checkbox"/>	Organizational	N/A	N/A
<input type="checkbox"/>	Administrative	N/A	N/A

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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.

	Campus Type	Campus Name	Address
<input type="checkbox"/>	International Campus	N/A	N/A
<input type="checkbox"/>	Off-Campus On-Campus	N/A	N/A
<input type="checkbox"/>	Online	N/A	N/A

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Sources

[Std1 Evd1 No changes.docx](#)

REMARKS

There has not been any organizational or administrative personnel changes within the business unit since our last report.

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Standard 2 Strategic Planning



2 - Standard 2 Strategic Planning

Strategic Planning

Complete [Table 2.4](#) in the Standard 2 in the [Tables for Unified Standards](#), see the *Unified Standards and Criteria* book.

[2025Tables_for_Unified_Stan_QA_Report_NAU_Yuma_2026.xlsx](#)

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Sources

[Standard 2 Evidence 1 to 15.zip](#)

REMARKS

Evidence 1 to 12 & 14 to 17
Evidence 13 is Table 4.1 inside document 2025Tables_for_Unified_Stan_QA Report NAU Yuma 2026.xlsx

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Table 2.4
Table 2.4 Key Short-Term & Long-Term Strategic Planning

Key Strategic Objectives *Note if Short-term (ST) or Long-term (LT)	Responsible Party(ies) (Who)	Action Plan (What)	Time Table (When)	Process (How)	Improvement, Date completed, or Next Steps
Quality: ACBSP Quality Assurance Report (ST)	Chair & Business Department (Champion and Co-Champion)	Work on the ACBSP Quality Assurance Report.	Due on Feb 2026	1) Following up on the Business Department procedures and requirements, Improvements, assessments, and strategic goals. 2) Gather information for the report, summarize it, and gather evidence. 3) Work on the report, review it with the Chair and submit it before February 15th, 2026.	To be submitted on February 15, 2026.
Quality/HR: Ensuring sufficient qualified FT faculty for all functions (ST & LT)	Chair	Only AQ FT faculty for new hires; request authorization for two new AQ FT additional faculty; review workload policy.	December 1st, 2027	Two new hires AQ FT (replacements); keep requesting authorization for two new hires AQ FT additional faculty as enrollment increase. Sponsor faculty from the region across the border to increase the probability of attracting/hiring/retaining AQ FT faculty.	Two new AQ hires (replacements) were met. Keep requesting two additional hires (AQ) as we increase the enrollment. The review of the workload policy was completed.
Quality: Assess learning outcomes each semester	Chair and Faculty	Meeting or working toward goals in most categories. Adding new measures in subsequent faculty meetings.	December 1st, 2027	Continue assessing the learning outcomes and working on improvements and toward goals. Closing the loop on some categories and adding new measures (subsequent faculty meetings).	We closed the loop in some categories, business ethics, oral presentation, critical thinking, problem solving and decision making (Undergraduate), and team project (MGBA). Adding new measures in subsequent faculty meetings (2026).
Availability: All courses available online each year	Chair	Offering all courses online throughout the year.	December 1st, 2027	Continue offering all courses throughout the year. Continue monitoring the enrollment and the market needs and future trends.	All courses were offered online in 2025. Continue offering all courses online each year.
Tuition and fees (full-time residential student): Minimize student fees in conjunction with tuition rates set by ABOR	Chair	Monitor and compare tuition and fee costs.	December 1st, 2027	Continue monitoring tuition and fees with major competitor in the state (benchmarking)	B&A tuition and fees remain below major competitors in the state. Continue monitoring the tuition and fees.

Evidence:

Std2 Ev1 DBA&L Strategic Plan 2024-2026
 Std2 Ev2 DBA&L Faculty Meeting Agenda & Minutes Feb & Apr 2025
 Std2 Ev3 DBA&L Faculty Meeting Feb 2025 MAA Presentation
 Std2 Ev4 DBA&L Faculty Meeting Apr 2025 MAA Presentation
 Std2 Ev5 Dr. Faviola Villegas Resume Assistant Teaching Professor Marketing
 Std2 Ev6 Dr. Faviola Villegas Doctoral Degree Official Transcripts
 Std Ev7 Dr. Faviola Villegas Spring 2025 Course Schedule
 Std2 Ev8 Dr. Faviola Villegas Fall 2025 Course Schedule
 Std2 Ev9 Dr. Omar Ahumada Resume Assistant Teaching Professor Logistics
 Std2 Ev10 Dr. Omar Ahumada Doctoral Degree
 Std2 Ev11 Dr. Omar Ahumada Spring 2025 Course Schedule
 Std2 Ev12 Dr. Omar Ahumada Fall 2025 Course Schedule
 Std2 Ev13 Table 4.1
 Std2 Ev14 DBA&L Faculty Meetings Agenda & Minutes 2024-2025
 Std2 Ev15 DBA&L Faculty Meeting Presentation Segment II Nov 2025
 Std2 Ev16 Evidence All Courses Available Online
 Std2 Ev17 Evidence Tuition and Fees below major competitors

Notes:

Integration of the Faculty Meetings Agenda and Minutes of Feb & Apr 2025, where the point II. Assessment, Strategic Identify by the faculty
 Some examples of Segment II on the Faculty Meetings where Survey & LO Assessments outcomes are shared and discussed in addition to another criteria from ACBSP and the continuous improvement process of the department (Cib/Skyfactor, Peregrine), learning outcomes assessment (plan, presentation), faculty input, etc.
 See Table 4.1 Student Learning: Evidence of the assessment process
 Agenda and Minutes covering the assessment topic
 Presentation covering results and Learning Objectives Outcomes - Closing the loop
 As evidence of monitoring strategic objective Availability and the target to offer all courses online each year, and extract from Canvas.
 As evidence of monitoring strategic objective Tuition and Fees

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Standard 3 Student and Stakeholder Focus

HISTORY On

3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table.

Student- and Stakeholder-Focus Results table

Complete the [Table 3.1](#) and [3.2](#) - Student- and Stakeholder-Focused Results, of the [Tables for Unified Standards](#).

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.

[2025Tables_for_Unified_Stan_QA_Report_NAU_Yuma_2026.xlsx](#)

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Sources

[STD 3 SELECTED EVIDENCE FOR ACBSP-20260212T063412Z-1-001.zip](#)

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Table 3.1 Student and Stakeholder Groups

List your key student and stakeholder groups in the Organizational Profile, their requirements, and the processes of your educational program that meet their requirements (a table is the most effective way to display this information as in the example below). This table provides example evidence of Approach.

Student/Stakeholder Groups	Student/Stakeholder Requirements	Process
Graduate Students - MGBA	Depth of knowledge and quality low-cost programs.	<ul style="list-style-type: none"> • Peregrine Graduate Exam (survey each semester in the capstone courses)
Undergraduate Students	Breadth of knowledge, preparedness for employability/transfer/continuing education and career readiness.	<ul style="list-style-type: none"> • EBI Student survey (each semester in the initial course and the capstone courses)
Employers	Skills and knowledge, focus on the border community and issues. Students graduate with critical thinking and writing skills and ethical behavior awareness.	<ul style="list-style-type: none"> • Advisory Board Feedback through periodically meetings Yuma/Phoenix • EBI Survey of employers each semester
Partners: Arizona Western College (Yuma), cross-border partnerships with universities including CETYS University and Universidad Autonoma de Baja California (UABC) in Mexico.	Skills and knowledge. AWC Pathways. Community College partners expect 2+2 pathways to accommodate a smooth transition to NAU and path to graduate. Social and economic development on either side of the border region. Joint programs for students and internship opportunities.	<ul style="list-style-type: none"> • Feedback from Advisory Board meetings in Yuma/Phoenix each semester • ASPEN Initiative where we listen to AWC to get their requirements for articulation plans. • MOU with AWC • Arizona Western College Elevating Excellence Initiative • CETYS University MOU where Arizona Colleges are included (private university in Baja California, Mexico) • UABC and NAU binational collaboration (public university in Baja California, Mexico)
Alumni	Communications, activities, and preparedness for a career.	<ul style="list-style-type: none"> • EBI Alumni survey each spring semester • Feedback from Advisory Board committee meetings in Yuma and Phoenix each semester
Faculty and Staff	Professional development and climate.	<ul style="list-style-type: none"> • Are We Making Progress faculty survey each spring semester • Feedback from Advisory Board meetings in Yuma/Phoenix each semester • Faculty meetings online and in-person in Yuma (beginning of the fall and spring semesters); professional development occurs in the meetings. • Annual full and part-time faculty reviews.

Evidence	Notes
Std 3 Ev 001 - Peregrine Graduate Exit Exam 2021-2025 Academic Years	Direct, longitudinal assessment of graduate-level student learning outcomes.
Std 3 Ev 002 - Agendas/Minutes Yuma/Phoenix Advisory Board	Advisory board feedback evidence (industry, government, employers, partners, faculty and alumni).
Std 3 Ev 003 - EBI- Employer Survey Results	Employer feedback on graduate preparedness Informing program refinement.
Std 3 Ev 004 - AWC-ASPEN Pathways Initiative	AWC & NAU collaboration project supporting student transfer, articulation plans, academic access and completion.
Std 3 Ev 005 - MOU AWC, MOU CETYS, MOU UABC	Formal agreements on communication and periodically meetings supporting academic collaboration and faculty and student mobility.
Std 3 Ev 006 - EBI Alumni Survey Longitudinal 2023-2025	Longitudinal alumni outcomes and satisfaction data.
Std 3 Ev 007 - Faculty Meetings - Agendas and Minutes 2024-2025	Evidence of governance, assessment review, and continuous improvement actions.
Std 3 Ev 008 - AWMP Faculty Survey 2024-2025	Faculty feedback supporting internal quality and engagement.
Std 3 Ev 009 - Faculty Evaluations Process	Structured faculty assessment process ensuring instructional effectiveness and accountability.
Std 3 Ev 010 - EBI/ Skyfactor Satisfaction Survey Results Y22-23 to Y24-25	Multi-year student satisfaction data supporting service and academic improvements.
Std 3 Ev 011- List of Members- Yuma-Phoenix Advisory Board	Names, position and contact info for each Advisory Board member

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Standard 4 Measurement and Analysis of Student Learning and Performance

HISTORY On

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.

	Program	Outcome
<input type="checkbox"/>	Bachelor of Business Administration (BBA) (Accredited)	Outcome 1 (SLO1): Engage others through effective interperso
<input type="checkbox"/>	Bachelor of Science in Logistics & Supply Chain Management (Outcome 1: Demonstrate a sound understanding of supply ch
<input type="checkbox"/>	Bachelor of Science in Applied Business Management (Accredi	Outcome 1: Communicate business information professionally
<input type="checkbox"/>	Master in Global Business Administration (MGBA)	Outcome 1: Apply advanced written, oral, and non-verbal com

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b. Performance Results.

Complete [Table 4.1](#) for Standard 4 Student Learning Results of the Tables for Unified Standards - Student Learning Results. You must provide minimum 2-3 assessment results for each program, concentration, specialization, etc. accredited.

[2025Tables_for_Unified_Stan_QA_Report_NAU_Yuma_2026.xlsx](#)

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[Standard 4 Evidence 1 to 4.zip](#)

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Item	Item Description	Item Details	Item Status	Item Progress	Item Metrics	Item Charts	Item Data
1	Item 1 Description	Item 1 Details	Item 1 Status	Item 1 Progress	Item 1 Metrics	Item 1 Charts	Item 1 Data
2	Item 2 Description	Item 2 Details	Item 2 Status	Item 2 Progress	Item 2 Metrics	Item 2 Charts	Item 2 Data
3	Item 3 Description	Item 3 Details	Item 3 Status	Item 3 Progress	Item 3 Metrics	Item 3 Charts	Item 3 Data
4	Item 4 Description	Item 4 Details	Item 4 Status	Item 4 Progress	Item 4 Metrics	Item 4 Charts	Item 4 Data
5	Item 5 Description	Item 5 Details	Item 5 Status	Item 5 Progress	Item 5 Metrics	Item 5 Charts	Item 5 Data
6	Item 6 Description	Item 6 Details	Item 6 Status	Item 6 Progress	Item 6 Metrics	Item 6 Charts	Item 6 Data
7	Item 7 Description	Item 7 Details	Item 7 Status	Item 7 Progress	Item 7 Metrics	Item 7 Charts	Item 7 Data
8	Item 8 Description	Item 8 Details	Item 8 Status	Item 8 Progress	Item 8 Metrics	Item 8 Charts	Item 8 Data
9	Item 9 Description	Item 9 Details	Item 9 Status	Item 9 Progress	Item 9 Metrics	Item 9 Charts	Item 9 Data
10	Item 10 Description	Item 10 Details	Item 10 Status	Item 10 Progress	Item 10 Metrics	Item 10 Charts	Item 10 Data

Additional information and notes regarding the items listed above.

Summary of the overall project status and key findings.

Concluding remarks and next steps for the project.

Final review and approval of the project report.

Appendix A: Additional data and charts.

Appendix B: Additional data and charts.

Appendix C: Additional data and charts.

Appendix D: Additional data and charts.

Appendix E: Additional data and charts.

Appendix F: Additional data and charts.

Appendix G: Additional data and charts.

Appendix H: Additional data and charts.

Appendix I: Additional data and charts.

Appendix J: Additional data and charts.

Appendix K: Additional data and charts.

Appendix L: Additional data and charts.

Appendix M: Additional data and charts.

Appendix N: Additional data and charts.

Appendix O: Additional data and charts.

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Standard 5 Faculty and Staff Focus

HISTORY On

5 - Standard 5 Faculty and Staff Focus

a. Faculty and Staff Focus

Table 5.1 Standard 5 **of the Tables for Unified Standards.**

[2025Tables_for_Unified_Stan_QA_Report_NAU_Yuma_2026.xlsx](#)

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b. Scholarly and Professional Activities

Complete Standard 5, [Table 5.2.A.2 of the Tables for Unified Standards](#) - Scholarly and Professional Activities, for new (hires since last report) full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

[2025Tables_for_Unified_Stan_QA_Report_NAU_Yuma_2026.xlsx](#)

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[Standard 5 Evidence 1 to 8.zip](#)

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Standard #5 Faculty Focus, Table 5.1

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.

Faculty and Staff Focuses	Performance Measure: What is your measurement	Current Results: What	Analysis of Results:	Action Taken or	Provide a graph or table of resulting trends (3-5 data points preferred)												
Annual Survey "Are We Making Progress?" (AWMP) measuring faculty satisfaction with Process Management, Knowledge Management, Workforce Focus, and Career Development. The goal is to score 4.5 out of 5 on a 5-point scale.	The AWMP survey is an annual survey of the faculty covering six categories including leadership, strategic planning, student and other stakeholder focus, measurement, analysis & knowledge management, workforce focus, and career management. It is administered once per academic year in the spring term using NAU SelectSurvey. In Summer 2023, SelectSurvey was discontinued by NAU and Qualtrics will be used beginning in Spring 2024. Q10 - I can get what I need to do my job Q11 - Good processes for doing our work Q12 - Control over my work processes Q13 - Satisfaction with marketing efforts Q14 - Satisfaction with financial resources Q15 - Satisfaction with public relations Q16 - Satisfaction with information services The overall mean in 2024-25 for these 7 questions is 4.07, which is slightly lower than the other sections, mostly due to lower satisfaction with marketing, financial, and public relations efforts.	Current results show an upward trend from 3.31 in 2018-19 (n=4) to 3.25 in 2019-20 (n=1) to 4.02 in 2020-21 (n=21). In 2022-23 there was a slight decline to 3.89 (n=28) and then a further decline to 3.66 in 2022-23 (n=1).	The goal of increasing 4.5 was not met. The results indicate that for the first time in an academic year reported, faculty satisfaction increased regarding process management tools and their usefulness in the last two years. In 2018-19 (n=4) and 2019-20 (n=1) only faculty completed the survey. Starting in 2020-21 (n=21), part-time faculty (adjuncts) also completed the survey. Additionally, in 2021-22, several degree programs (MEd, EdA, Ed) needed an academic "home" or department and joined DB&L. As soon as they joined DB&L, their survey was deployed. Some of the decrease in the current year results may stem from prior poor experiences of these faculty before joining DB&L and their inability to answer some of the survey questions.	Discontinued Measure. The next step was the analysis of this data in the Process Management category which included questions #10-16. The results of questions #10-16 and all 28 questions on the survey were discussed in the Q1222 department meeting. The grouped data represented by 7 questions does not generate the most useful results. As a result of this analysis, the two questions that received the lowest overall response on the survey (regardless of category) were identified as the most important data and as new measures for improvement. The two questions that were identified were questions #17 in Workforce Focus (Indicator Q) and question #18 in Process Management (Key Indicator E). These two indicators will be the measures going forward.	Are We Making Progress - Process Management <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>2018-2019</td><td>3.31</td></tr> <tr><td>2019-2020</td><td>3.53</td></tr> <tr><td>2020-2021</td><td>4.02</td></tr> <tr><td>2021-2022</td><td>3.89</td></tr> <tr><td>2022-2023</td><td>3.66</td></tr> </table>	Year	Score	2018-2019	3.31	2019-2020	3.53	2020-2021	4.02	2021-2022	3.89	2022-2023	3.66
Year	Score																
2018-2019	3.31																
2019-2020	3.53																
2020-2021	4.02																
2021-2022	3.89																
2022-2023	3.66																
Key Indicator D (New Measure) Annual Survey "Are We Making Progress?" (AWMP) measuring faculty satisfaction with recognition for their work. The goal is to score 4.7 in Workforce Focus, the lowest of the 8 questions in the category for 2022-23) to be at or above 4 out of 5 or 80% on a 5-point scale.	The AWMP survey is an annual survey of the faculty covering six categories including leadership, strategic planning, student and other stakeholder focus, measurement, analysis & knowledge management, workforce focus, and process management. It is administered once per academic year in the spring term using NAU SelectSurvey. In Summer 2023, SelectSurvey was discontinued by NAU and Qualtrics will be used beginning in Spring 2024. Q20 - Encouragement to develop skills Q21 - Recognition for work Q22 - Better and DB&L care about me Q23 - Commitment to DB&L's success Q24 - Right people and skills in DB&L Q25 - DB&L is a good place to work The overall mean for these 7 questions is 4.72 in SP23, showing very strong positive sentiment.	Faculty satisfaction with recognition shows stable, moderately positive results. The mean score for SP23 is 4.53 (n=21), slightly above 2021 (4.61) but below the SP24 peak of 4.71.	The results show a clear upward trend in faculty satisfaction with recognition, increasing from 4.30 (SP20) to 4.41 (SP21) and reaching 4.53 (SP23). This steady improvement indicates that recent recognition efforts have been effective and that faculty increasingly feel their work is acknowledged. The latest result exceeds the benchmark of 4.0, suggesting meaningful progress. Though continued consistency across cycles will be important to sustain this positive momentum.	Closed the loop. An annual faculty recognition initiative, Professor of the Year (POY), was launched during the 2023-2024 academic year to recognize both full-time and part-time faculty for excellence in teaching and service. Overall faculty motivation increased, and it was determined that continued promotion of the POY program was no longer necessary.	Workforce QK27: Faculty Satisfaction - Recognition <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>SP23 (n=30)</td><td>3.95</td></tr> <tr><td>SP24 (n=27)</td><td>4.11</td></tr> <tr><td>SP25 (n=11)</td><td>4.11</td></tr> </table>	Year	Score	SP23 (n=30)	3.95	SP24 (n=27)	4.11	SP25 (n=11)	4.11				
Year	Score																
SP23 (n=30)	3.95																
SP24 (n=27)	4.11																
SP25 (n=11)	4.11																
Key Indicator E (New Measure) Annual Survey "Are We Making Progress?" (AWMP) measuring faculty satisfaction with university marketing efforts. The goal is to score 4.0 in Process Management Focus, the lowest of the 8 questions in the category) to be at or above 4 out of 5 or 80% on a 5-point scale.	The AWMP survey is an annual survey of the faculty covering six categories including leadership, strategic planning, student and other stakeholder focus, measurement, analysis & knowledge management, workforce focus, and process management. It is administered once per academic year in the spring term using NAU SelectSurvey. In Summer 2023, SelectSurvey was discontinued by NAU and Qualtrics will be used beginning in Spring 2024. Q32 - I can get what I need to do my job Q33 - Good processes for doing our work Q34 - Control over my work processes Q35 - Satisfaction with marketing efforts Q36 - Satisfaction with financial resources Q37 - Satisfaction with public relations Q38 - Satisfaction with information services The overall mean for these 7 questions is 4.07, which is slightly lower than the other sections, mostly due to lower satisfaction with marketing, financial, and public relations efforts.	The results for Q35 (Faculty Satisfaction with University Marketing Efforts) show a steady upward trend over three assessment cycles, indicating measurable improvement over time. Although the SP25 sample size is smaller, the consistent increase across cycles suggests that changes implemented in marketing communication, outreach, or visibility are positively influencing faculty perceptions. However, the mean remains below the organizational benchmark of 4.0, indicating that additional efforts are still needed to achieve high satisfaction.	The results show a steady improvement in faculty satisfaction with marketing efforts, increasing from 3.90 (SP20) to 4.02 (SP21) and reaching 4.11 (SP23). While this trend indicates positive progress, scores remain below the desired benchmark, suggesting that marketing efforts are improving but still need greater consistency and visibility to fully meet faculty expectations.	To increase the effectiveness of our marketing efforts, we agreed to dedicate more time to managing our social media accounts on Instagram, Facebook, TikTok, X, and LinkedIn, with a minimum of two posts per week. We have been actively engaging—and will continue to engage—with the different stakeholders of our programs through a more personalized approach, including workshops and direct outreach. Additionally, we will continue strengthening our connections with schools that serve as feeder institutions for our programs and further reinforce the AWC/DB&L Pathways program, leveraging our ongoing partnership with AWC through the ASPEN initiative, which facilitates regular collaboration each semester.	Process Mgmt QK35: Faculty Satisfaction - University Marketing Efforts <table border="1"> <tr><th>Year</th><th>Score</th></tr> <tr><td>SP23 (n=30)</td><td>3.90</td></tr> <tr><td>SP24 (n=27)</td><td>4.02</td></tr> <tr><td>SP25 (n=11)</td><td>4.11</td></tr> </table>	Year	Score	SP23 (n=30)	3.90	SP24 (n=27)	4.02	SP25 (n=11)	4.11				
Year	Score																
SP23 (n=30)	3.90																
SP24 (n=27)	4.02																
SP25 (n=11)	4.11																

Continuing with our improvement process, we will discuss new measures in our next faculty meeting in the Spring of 2026.

Evidence:	Notes:
<p>SP5 Ev 001 - AWMP Faculty Survey 2024 Results - Spring 2025</p> <p>SP6 Ev 002 - Professor Of the Year - 2024-2025</p> <p>SP5 Ev 003 - NAU Business Social Media</p> <p>SP5 Ev 004 - Business Club, Green Team Outfit Project</p> <p>SP5 Ev 005 - A Day in the Life of...</p> <p>SP5 Ev 006 - Smart Talks - Entrepreneurship</p> <p>SP5 Ev 008 - NAU and AWC Transfer Pathways</p>	<p>Annual Internal Faculty Survey assessing satisfaction across leadership, workforce, and process management categories, including Program (Q27) and increasing effectiveness (Q25).</p> <p>Faculty recognition initiative designed to improve satisfaction with recognition for work (Key Indicator D) and enhance faculty motivation and engagement.</p> <p>Expanded multi-platform marketing strategy (Instagram, Facebook, TikTok, X, LinkedIn) to improve visibility and address faculty concerns regarding marketing effectiveness (Key Indicator E).</p> <p>Experiential learning and community partnership initiative enhancing program visibility, stakeholder engagement, and marketing outreach.</p> <p>Hybrid industry speaker engagement combined with a digital storytelling campaign showcasing practitioner experiences to enhance recruitment messaging and program awareness.</p> <p>Hybrid entrepreneurship speaker series advancing outreach, stakeholder engagement, and community brand positioning.</p> <p>Strengthened feeder-school collaboration and Pathways promotion supporting recruitment visibility and strategic marketing efforts.</p>

Quality Assurance Report

Northern Arizona University - Yuma Branch Campus



Standard 6 Educational and Business Process Management

HISTORY On

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.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, [Table 6.4.c](#) - Undergraduate CPC Coverage, or Table 6.3 for Associate degree programs, 6.5 for Master's programs, or 6.6 for Doctoral programs **of the Tables for Unified Standards.**

If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.

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

[Std6 Evd1 No changes.docx](#)

REMARKS

No changes in our programs.

Monica Acosta-Alvarado - 02/14/2026 11:38:06 pm

[Download](#) | [Change](#) | [Hide Remarks](#)

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

Terminated Program

Termination Date



N/A



02/14/2026

[+ ADD ROW](#)



[PREV.](#)



[NEXT](#)

Quality Assurance Report

Northern Arizona University - Yuma Branch Campus



Standard 7 Public Information

HISTORY On

7 - Public Information

7.1.a Student Achievement

Accredited business programs must routinely provide reliable information to the public on their performance, including "student achievement."

1. Program Web Pages

Provide the link(s) to your business program web page, or accredited programs web pages, and the directions to locate the link to "student achievement" on that, or those pages here and in [Table 7.1.a SA Link](#).

[2025Tables_for_Unified_Stan_QA_Report_NAU_Yuma_2026.xlsx](#)

REMARKS

Monica Acosta-Alvarado - 02/15/2026 10:30:33 pm

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2. Student Achievement

Complete Table [7.1 Template](#), "student Achievement" graph, such as this example: [Student Achievement](#).

Instructions: Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding a minimum of two (not all) of the following business student achievement measures:

- Attrition
- Retention
- Graduation
- Licensure pass rates

- Job placement rates (as appropriate)
- Employment advancement (as appropriate)
- Acceptance into graduate programs
- Successful transfer of credit
- Other

Directions: **Website links submitted to document the implementation of this requirement must be on the business landing page**, clearly identified, and lead directly to information regarding business student achievement. **Provide the link to your business program web page below and in Table 7.1.a. A link to Student Achievement must be on that/those page(s).**

[2025Tables_for_Unified_Stan_QA_Report_NAU_Yuma_2026.xlsx](#)

REMARKS

Monica Acosta-Alvarado - 02/15/2026 10:30:33 pm

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7.1.b Operations and Support

Complete **Table 7.1.b** Operations and Support

[2025Tables_for_Unified_Stan_QA_Report_NAU_Yuma_2026.xlsx](#)

REMARKS

Monica Acosta-Alvarado - 02/15/2026 10:30:33 pm

[Download](#) | [Change](#) | [Hide Remarks](#)



[PREV.](#)



[NEXT](#)

Table 7.1 - Student Achievement

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->

Student Achievement									
Graduation by Program (2023)									
Program	Goal	Results	Graph						
BBA	≥ 40 graduates	47	<p>Graduates by Program - 2023</p> <table border="1"> <tr><th>Program</th><th>Number of Graduates</th></tr> <tr><td>BBA (UG)</td><td>47</td></tr> <tr><td>MGBA (Graduate)</td><td>4</td></tr> </table>	Program	Number of Graduates	BBA (UG)	47	MGBA (Graduate)	4
Program	Number of Graduates								
BBA (UG)	47								
MGBA (Graduate)	4								
MGBA	≥ 60% graduation rate	57.1% (4 students)							

Student Achievement Measures									
Measure	Goal	Result	Graph						
Retention	≥ 80%	76.50%	<p>Retention Rate - Goal vs Actual (2023)</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Goal</td><td>80.0%</td></tr> <tr><td>Actual</td><td>76.5%</td></tr> </table>	Category	Percentage	Goal	80.0%	Actual	76.5%
Category	Percentage								
Goal	80.0%								
Actual	76.5%								
Attrition	≤ 20%	16%	<p>Attrition Rate - Goal vs Actual (2023)</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Goal</td><td>20.0%</td></tr> <tr><td>Actual</td><td>15.7%</td></tr> </table>	Category	Percentage	Goal	20.0%	Actual	15.7%
Category	Percentage								
Goal	20.0%								
Actual	15.7%								

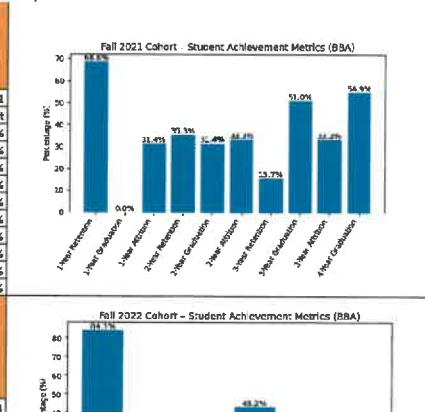
Business Administration (BBA)

New Transfers (Full & Part-Time)

Graph

Interpretation

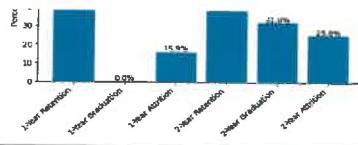
Fall 2021 Cohort	
Headcount	51
Measure	Result
1-Year Retention	68.60%
1-Year Graduation	0.00%
1-Year Attrition	31.40%
2-Year Retention	35.30%
2-Year Graduation	31.40%
2-Year Attrition	33.30%
3-Year Retention	15.70%
3-Year Graduation	51.00%
3-Year Attrition	33.30%
4-Year Graduation	54.90%
Fall 2022 Cohort	
Headcount	44



The Fall 2021 cohort demonstrates solid first-year retention at 68.6%, though early attrition remains notable at 31.4%. Graduation outcomes increase steadily over time, reaching 51.0% by year three and 54.9% by year four, indicating that students who persist beyond the first year have a strong likelihood of completing the program. Overall, attrition is concentrated primarily in the early stages of the program.

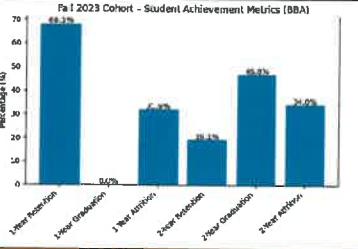
The Fall 2022 cohort demonstrates strong first-year persistence, with an 84.1% retention rate and relatively low first-year attrition at 15.9%. By the second year, retention declines to 43.2%, while

Measure	Result
1-Year Retention	84.10%
1-Year Graduation	0.00%
1-Year Attrition	15.90%
2-Year Retention	43.20%
2-Year Graduation	31.80%
2-Year Attrition	25.00%



graduation increases to 31.8%, indicating that a portion of students are progressing toward completion rather than remaining enrolled. Overall, early retention performance is strong, with attrition remaining moderate in the first two years.

Measure	Result
1-Year Retention	68.10%
1-Year Graduation	0.00%
1-Year Attrition	31.90%
2-Year Retention	19.10%
2-Year Graduation	46.80%
2-Year Attrition	34.00%

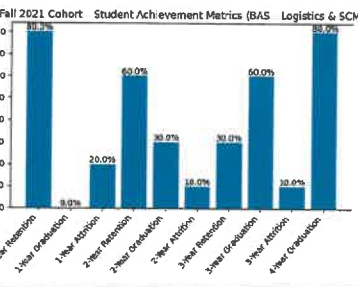


The Fall 2023 cohort shows moderate first-year retention at 68.1%, with 31.9% attrition during the first year. By the second year, retention declines to 19.1%, while graduation increases significantly to 46.8%, indicating that nearly half of the cohort progressed toward completion within two years. Attrition at the second-year mark is 34.0%, suggesting that student departure remains concentrated in the early stages of the program.

Bachelor in Applied Science – Logistics & Supply Chain Management (BAS)

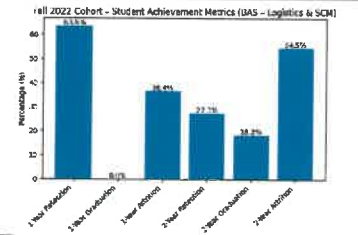
New Transfers (Full & Part-Time)

Measure	Result
1-Year Retention	80.00%
1-Year Graduation	0.00%
1-Year Attrition	20.00%
2-Year Retention	60.00%
2-Year Graduation	30.00%
3-Year Retention	60.00%
3-Year Graduation	60.00%
3-Year Attrition	10.00%
4-Year Graduation	80.00%



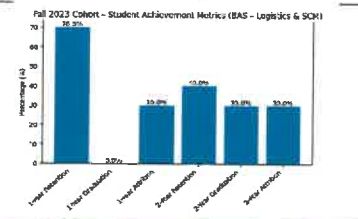
The Fall 2021 BAS cohort demonstrates strong early persistence, with an 80.0% first-year retention rate and limited first-year attrition (20.0%). Retention remains relatively solid into the second year (60.0%), while graduation increases over time, reaching 60.0% by year three and 80.0% by year four. Attrition remains comparatively low beyond the first year, indicating that students who persist early in the program show a high likelihood of successful completion.

Measure	Result
1-Year Retention	63.60%
1-Year Graduation	0.00%
1-Year Attrition	36.40%
2-Year Retention	27.30%
2-Year Graduation	18.20%
2-Year Attrition	54.50%



The Fall 2022 BAS cohort shows moderate first-year persistence, with a 63.6% retention rate and 36.4% attrition in the first year. By the second year, retention declines to 27.3%, while graduation reaches 18.2%. Attrition increases to 54.5% by year two, indicating that student departure is concentrated within the first two years of the program.

Measure	Result
1-Year Retention	70.00%
1-Year Graduation	0.00%
1-Year Attrition	30.00%
2-Year Retention	40.00%
2-Year Graduation	30.00%
2-Year Attrition	30.00%

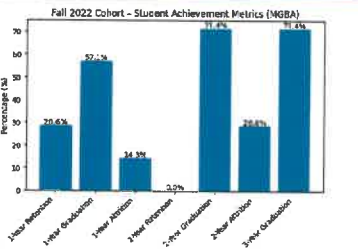


The Fall 2023 BAS cohort demonstrates solid first-year persistence, with a 70.0% retention rate and 30.0% attrition. By the second year, retention decreases to 40.0%, while graduation reaches 30.0%, indicating steady academic progression among continuing students. Attrition remains consistent at 30.0% in year two, suggesting that student departure is primarily concentrated within the first year of enrollment.

Global Business Administration (MGBA)

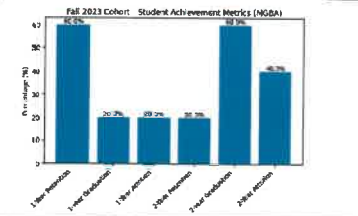
New Masters (Full & Part-Time)

Measure	Result
1-Year Retention	28.60%
1-Year Graduation	57.10%
1-Year Attrition	14.30%
2-Year Retention	0.00%
2-Year Graduation	71.40%
2-Year Attrition	28.60%
3-Year Graduation	71.40%



The Fall 2022 MGBA cohort shows strong early completion outcomes, with a 57.1% graduation rate in the first year and a 71.4% cumulative graduation rate by year two, which remains stable through year three. First-year retention is 28.6%, while attrition is relatively low at 14.3%. By the second year, graduation becomes the dominant outcome, indicating that most students complete the program within two years rather than persisting without graduating.

Measure	Result
1-Year Retention	60.00%
1-Year Graduation	20.00%
1-Year Attrition	20.00%
2-Year Retention	20.00%
2-Year Graduation	60.00%
2-Year Attrition	40.00%

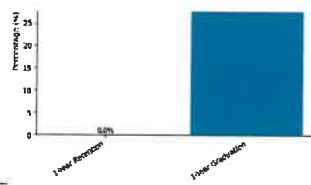


The Fall 2023 MGBA cohort shows strong first-year persistence at 60.0%, with 20.0% graduation and 20.0% attrition during the first year. By the second year, cumulative graduation increases significantly to 60.0%, while retention declines to 20.0% and attrition rises to 40.0%. The data suggests that most students either complete the program within two years or exit during the early stages of enrollment.

Measure	Result
1-Year Retention	80.0%



Measure	Result
1-Year Retention	0.00%
1-Year Graduation	40.00%



The Fall 2024 MGBA cohort shows no first-year retention (0.0%), while 40.0% of the cohort graduated within the first year. This indicates that students either completed the program within one year or did not persist beyond that timeframe. Because this is a recent cohort (Headcount = 5), longer-term retention and graduation outcomes are not yet available.

Evidence: Std 007 Ev 001 ACBSP Data Summary from SPIRA **Note:** This document provides validated cohort-based data extracted directly from the university's SPIRA institutional reporting system

Table 7.1.a Student Achievement Public information Link.

Table 7.1.a Student Achievement Public information Link.			
Norther Arizona University - Business Progra	https://legacy.nau.edu/yuma/departments/business-administration/	1. Scroll to the bottom of the page for data.	

Table 7.1.0 - Operations and Support

Operations and Support																			
<p>What do you have to report to the administration? These are mostly business operation processes.</p> <p>This list is comprised of examples to help you think about your own business operation processes. Some operational activities include hiring faculty, setting academic policies, overseeing the budget, fundraising, and other administrative duties. Other operational processes include classroom teaching assignments, student advising and counseling activities, scholarly and professional activities, community and college service activities, administrative activities, business and industry interaction, special research programs and projects, thesis and dissertation supervision and direction, if applicable, non-traditional teaching.</p> <p>This list is only some examples to help you think about your own support services. Support services can include computer labs, structured assistance or supplemental instruction in math, reading, and English. Support can be emotional, physical, financial, academic, or spiritual. It could be computer-assisted instructional laboratories, study groups, tutoring, writing assistance, disability resources and technology help.</p>																			
Performance Measure	What is your measurement instrument or resource? (Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Intervention made	Impact Graphic or Table of Results/Trends														
Measurable goal	What is your goal?	What are your current results?	What did you learn from the	What did you improve or what is your															
Fall Enrollment Headcount (SBA) Stabilize enrollment and prevent continued decline in annual fall headcount.	Official institutional census-based fall enrollment headcount reporting (Fall 2020-Fall 2025). Data derived from institutional enrollment records.	Fall 2025 headcount: 176 students	Enrollment declined from 288 (Fall 2020) to 176 (Fall 2025). Overall downward trend across all fall terms, with minor fluctuation in Fall 2023 (223). Due to the concentration (Reduction of emphasis in the program).	A concentration of emphasis (reduction) which generated in the short term a decline, the expectation is that the continuing emphasis will have more enrollment, we are focusing on increasing quality. Another factor that had an impact on the enrollment decline is the discontinuation of the program as business or the discontinuation of business in the Phoenix area. The focus now is on sales and final. Continued monitoring of enrollment trends. Program leadership reviewing multi-year enrollment data as part of strategic planning and Standard 7 performance evaluation.	<table border="1"> <caption>Enrollment Trends - Applied Business</caption> <thead> <tr> <th>Fall Enrollment Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>2020</td><td>288</td></tr> <tr><td>2021</td><td>253</td></tr> <tr><td>2022</td><td>213</td></tr> <tr><td>2023</td><td>223</td></tr> <tr><td>2024</td><td>213</td></tr> <tr><td>2025</td><td>176</td></tr> </tbody> </table>	Fall Enrollment Year	Enrollment	2020	288	2021	253	2022	213	2023	223	2024	213	2025	176
Fall Enrollment Year	Enrollment																		
2020	288																		
2021	253																		
2022	213																		
2023	223																		
2024	213																		
2025	176																		
Fall Enrollment Headcount (BS - Applied Business Management) Increase fall enrollment following program activation (Annual Review Cycle)	Official institutional census-based fall enrollment headcount reporting (Fall 2020-Fall 2025).	Fall 2025 headcount: 25 students	Enrollment was 0 from Fall 2020 through Fall 2023. Enrollment increased to 6 in Fall 2024, and further increased to 25 in Fall 2025. This reflects initial program growth after prior zero enrollment years.	A concentration of emphasis (reduction) which generated in the short term a decline, the expectation is that the continuing emphasis will have more enrollment, we are focusing on increasing quality. Continued monitoring of enrollment trends. Program leadership reviewing multi-year enrollment data as part of strategic planning and Standard 7 performance evaluation.	<table border="1"> <caption>Enrollment Trends - BS - Applied Business Management</caption> <thead> <tr> <th>Fall Enrollment Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>2020</td><td>0</td></tr> <tr><td>2021</td><td>0</td></tr> <tr><td>2022</td><td>0</td></tr> <tr><td>2023</td><td>0</td></tr> <tr><td>2024</td><td>6</td></tr> <tr><td>2025</td><td>25</td></tr> </tbody> </table>	Fall Enrollment Year	Enrollment	2020	0	2021	0	2022	0	2023	0	2024	6	2025	25
Fall Enrollment Year	Enrollment																		
2020	0																		
2021	0																		
2022	0																		
2023	0																		
2024	6																		
2025	25																		
Fall Enrollment Headcount (BS - Logistics & Supply Chain Management) Sustain positive enrollment trajectory in subsequent fall terms.	Official institutional census-based fall enrollment headcount reporting (Fall 2020-Fall 2025).	Fall 2025 headcount: 24 students	Enrollment was 0 from Fall 2020 through Fall 2023. Enrollment increased to 5 in Fall 2024, and further increased to 24 in Fall 2025. This reflects initial growth following prior zero enrollment years. The increase in the enrollment may only be the location change from Yuma only to online only which resulted in an increase to 13.	A concentration of emphasis (reduction) which generated in the short term a decline, the expectation is that the continuing emphasis will have more enrollment, we are focusing on increasing quality. Continued monitoring of enrollment trends. Program leadership reviewing multi-year enrollment data as part of strategic planning and Standard 7 performance evaluation.	<table border="1"> <caption>Enrollment Trends - BS - Logistics & Supply Chain Management</caption> <thead> <tr> <th>Fall Enrollment Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>2020</td><td>0</td></tr> <tr><td>2021</td><td>0</td></tr> <tr><td>2022</td><td>0</td></tr> <tr><td>2023</td><td>0</td></tr> <tr><td>2024</td><td>5</td></tr> <tr><td>2025</td><td>24</td></tr> </tbody> </table>	Fall Enrollment Year	Enrollment	2020	0	2021	0	2022	0	2023	0	2024	5	2025	24
Fall Enrollment Year	Enrollment																		
2020	0																		
2021	0																		
2022	0																		
2023	0																		
2024	5																		
2025	24																		
Fall Enrollment Headcount (MGTSA) Stabilize and improve enrollment in future fall terms.	Official institutional census-based fall enrollment headcount reporting (Fall 2020-Fall 2025).	Fall 2025 headcount: 6 students	Enrollment increased from 3 (Fall 2020) to 13 (Fall 2023 & Fall 2024), then decreased to 6 in Fall 2025. Overall trend shows fluctuation across the six-year period.	One of the Continued annual review of enrollment data as part of program viability monitoring under Standard 7. Now we need to stabilize the online program enrollment and continue working on strategies to pursue growing enrollments.	<table border="1"> <caption>Enrollment Trends - MGTSA</caption> <thead> <tr> <th>Fall Enrollment Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>2020</td><td>3</td></tr> <tr><td>2021</td><td>2</td></tr> <tr><td>2022</td><td>7</td></tr> <tr><td>2023</td><td>13</td></tr> <tr><td>2024</td><td>13</td></tr> <tr><td>2025</td><td>6</td></tr> </tbody> </table>	Fall Enrollment Year	Enrollment	2020	3	2021	2	2022	7	2023	13	2024	13	2025	6
Fall Enrollment Year	Enrollment																		
2020	3																		
2021	2																		
2022	7																		
2023	13																		
2024	13																		
2025	6																		

Enrollment
S&T Ev 001 Email Enrollment Data

Notes: