Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct, formative, internal, comparitive	Analysis of Results			
		Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
LO2- BUAD 358 - Course embedded. At least 80% of the students will score above 80. This measurement started after the Self-Study year	**Homework assignment on LP Model Formulation. Direct, formative, and internal. Every semester beginning with 2014/2015**	Spring 2015 - number above 80 - 41, which represented 100%	Good result- no improvement needed on this measure, but see the next one.	The assignment will continue but monitoring will be on the 2 year cycle.	
LO4- BUAD 358 - Course embedded. At least 80% of the students will score above 80. This measurement started after the Self-Study year	**Homework assignment on LP Graphical Solution. Direct, formative, and internal. Every semester beginning with 2014/2015**	Spring 2015 - number above 80 - 28, which represented 68%	The result was unsatisfactory. -Some students were confused about the drawing of graph and identifying feasible solution area because they took College Algebra course at the freshman year.	Course change - A review of basic graphing skill and reading of the graph should help students improve in the future	
LO3-BUAD 251 - Course embedded. Improve to atleast 80% average on final paper	Formative - internal: Term Writing Project - course contains a W status, requiring 2500 words of revised prose.	Fall 2014 - average grade on final paper had remained above 80% for second time.	Good performance, and would have been higher if it were not for some plagiarism which lowered the Fall 2014 results slightly	Additions to the process over the last several semesters included: Fall 2013- included input from Librarian Scott Anderson to assist students in identifying professional and academic sources, also the assignment materials were upgraded. Fall 2014 to prevent procrastination grading on initial submissions was increased slightly to insure students began the work in a timely way.	
LO2-Analytical Ability - Course Embedded - BUAD 162-Students will demonstrate ability to perform breakeven analysis	Formative-Internal - Course measured - final exam question requiring the students to perform breakeven analysis- Comparitive prior administrations. Measures are Percentage score on the question.	Scores in Spring 2014 were far below expectations. In the Fall 2014, students met the assessment goal.	In the Spring 2014 added additional opportunites for students to earn mastery points (Interactive Prieviews) towards their final grade. In retrospect, the points were too generous, as roughly 16% of students skipped the problem section of the final exam. In addition, too many classes were canceled due to snow.	In the Fall 2014, capped the mastery points for interactive previews, switched from two to three interim exams, and add additional breakeven assignments.	