

SLO Strategy Update for 2020

Hasan School of Business

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SLOs and assessment tools

Criterion: Manageable number (3–5) of SLOs.

Response: We have four graduate and four undergraduate SLOs.

Criterion: SLOs should be assessed using two or more methods.

Response: We don't meet this criterion. We use direct assessment of student work (e.g., cases, exam, presentations).

Criterion: SLOs should focus on what students should know or be able to do or on important attitudes and values they should develop.

Response: Our SLOs focus on what students know or should be able to do. An example is one of objectives for our undergraduate communication SLO: "Prepare a written document and/or oral presentation that are focused, well-organized, as well as mechanically and professionally sound."

Criterion: Use two or more evaluators to assess student work.

Response: We always use two or more trained evaluators and we try to engage different faculty every year for assessments of SLOs to avoid faculty burnout.

Criterion: Don't focus on the total score.

Response: We focus on the evaluation criteria scores and knowledge gleaned from assessing student work. When we report, we focus on the aspects (components) of student performance that were strong and weak.

Criterion: Thorough review of student work using reliable methods.

Response: Through trial-and-error learning and adopting practices from related processes (e.g., assessment center scoring), we have implemented what we consider to be best practices shown in our HSB artifact review procedure.

Criterion: Widespread faculty involvement.

Response: We share assessment findings/observations in faculty meetings and engage faculty in brainstorming about causes and solutions to identified issues.

Criterion: Graduate SLOs should be significantly different from the undergraduate SLOs to reflect expected performance-capability differences between undergraduate and graduate students.

Response: We have modified the learning goals and objectives for both undergraduate and MBA, focusing on simplification of SLOs and differentiation between undergraduate and MBA.

We will improve the rubrics for our graduate SLOs to (a) reflect our higher standards of performance and (b) more accurately describe criteria for work that *exceeds*, *meets*, and *does not meet* our expectations. Our plan is to revise our rubrics during AY 2020-2021 and continue to revise these rubrics in the future as necessary.

Required updates or deficiencies in planned actions

Issue: SLOs should be assessed using two or more methods

Planned action: We will implement additional methods of assessment to complement our direct assessment of student work. We think that it would be most helpful to utilize focus groups with students. In these focus groups students could help us better understand the causes of inadequate student performance and possible solutions. We plan to incorporate this approach in 2020–2021.