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**Academic Year 2023-24**
ANNUAL REPORTING TEMPLATE
Student Learning Outcomes (SLO)
UNDERGRADUATE DEGREE PROGRAMS
Due November 15, 2024

**Degree Program:**

**Select Additional Program Type(s) Embedded in this Report:**
[ ]  Online [ ]  Off-Site [ ]  Certificate [ ]  N/A

**Certificate Program Name (if applicable):**

**School/College:** Select your department's School or College.
**Department:**

**Form Completed by:**
**Author email:**

**Is this the first SLO Report you have written?** [ ]  No [ ]  Yes

**Dean:**
**Dean’s email:**

**Date Submitted:** Click or tap to enter a date.

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| **SLO 2ACTION PLAN/STEP** |  |
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| **Sampling Methodology:**(select all that apply)[ ]  **Face-to-Face** ([definition](#_M_O_D))[ ]  **Online** ([definition](#_M_O_D))[ ]  **OCIS** ([definition](#_M_O_D)) | **Population description:** |
| **Total number of students being evaluated:**NOTE: Please separate ‘n’ based on mode of program delivery (e.g. online-only students, ftf-only students, etc.) | **FACE-TO-FACE** | N = |
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| **OCIS** | N = |
| **Performance threshold** **🡪**  | \_\_\_% of students will \_\_\_\_\_\_\_ |

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| **FACE-TO-FACE ONLY** **(**[definition](#_M_O_D)**)** | **ONLINE ONLY(**[definition](#_M_O_D)**)** | **OCIS ONLY(**[definition](#_M_O_D)**)** |
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| **C O M P E T E N C Y # 2 : R E L A T E D T O C A R D I N A L C O R E C U R R I C U L U MT A R G E T** |

[**[INSTRUCTIONS]**](#_T_A_R)

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[**[INSTRUCTIONS]**](#_T_A_R)

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[**[INSTRUCTIONS]**](#_F_I_N)

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| **GOAL** |
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| **G L O S S A R Y || I N S T R U C T I O N S** |

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| **M O D E S O F D E L I V E R Y****FACE-TO-FACE**50% or more of instruction occurs when students and instructors are in the same location.**ONLINE**100% of the program is available in the online delivery format.**OFF-CAMPUS INSTRUCTIONAL SITE (OCIS)**An off-campus instructional site is a location that is geographically apart from an institution’s sole main campus and where instruction is delivered. An off-campus instructional site may qualify as a branch campus. If instruction is delivered by distance education (synchronously or asynchronously) to a location geographically apart from an institution’s sole main campus—AND—if a student is required to be at the location to receive instruction, then the location is an off-campus instructional site. A location at which no instruction is delivered to students is not an off-campus instructional site, e.g., a distance education video studio (with no students physically present), an off-campus student services complex, or administrative offices. |

[**[RETURN TO TARGET 1]**](#_C_O_M)[**[RETURN TO TARGET 2]**](#_C_O_M_1)[**[RETURN TO TARGET 3]**](#_C_O_M_2)[**[RETURN TO TARGET 4]**](#_C_O_M_3)[**[RETURN TO FINDING 1]**](#_C_O_M_4)[**[RETURN TO FINDING 2]**](#_C_O_M_5)[**[RETURN TO FINDING 3]**](#_C_O_M_6)[**[RETURN TO FINDING 4]**](#_C_O_M_7)

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| **I M P L E M E N T A T I O N O F P R E V O I U S A C T I O N P L A N**In order to truly “close the loop”, it is necessary to reflect on your action plan from the previous SLO reporting cycle. Essentially: did you do the things you said you would do in relation to each finding in the previous year’s report?  |

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| **O P E N R E S P O N S E O N A N N U A L A S S E S S M E N T C Y C L E**Please use this space to share any relevant information and/or modifications to your annual SLO reporting process. You could, for instance, address the following topics if you would like: - Changes your department/program made as it relates to delivery of course instruction/materials - How tracking of learning outcomes shifted as a result of remote or hybrid instruction - Other obstacles that may have disrupted or impacted the annual assessment processThis component will not be scored; this is simply a reflective space for you to provide a brief narrative about your assessment experience and any irregularities that may have occurred during the year that you are reporting on.🡪 **You may use this space as a catch-all to discuss any kind of updates you think we need to know about (e.g. related to enrollment, retention, recruitment, staffing, etc.).** |

[**[RETURN TO RESPONSE BOX]**](#_O_P_E_1)

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| **P R O G R A M M I S S I O N S T A T E M E N T**Each academic program should have its own mission statement that aligns and reflects its unique contribution to UofL’s institutional mission. The mission statement outlines the purpose of the academic program within the context of whom it serves and in what ways**UofL MISSION STATEMENT**The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through (1) teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars, (2) practicing and applying research, scholarship and creative activity, and (3) providing engaged service and outreach that improve the quality of life for local and global communities. The University is committed to achieving preeminence as a nationally recognized metropolitan research university. |

[**[RETURN TO MISSION STATEMENT]**](#_P_R_O_2)

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| **P R O G R A M G O A L S**A statement (clearly aligned to the program’s mission) that addresses:* the **distinct body of knowledge** students will possess upon completing this program of study.
* how the program **builds upon the Cardinal Core Curriculum** in upper-division courses (focusing on effective communication or cultural diversity)
* the program’s **Culminating Undergraduate Experience** (CUE)

**critical thinking** skills |

[**[RETURN TO GOAL 1]**](#_C_O_M_8)[**[RETURN TO GOAL 2]**](#_C_O_M_9)[**[RETURN TO GOAL 3]**](#_C_O_M_10)[**[RETURN TO GOAL 4]**](#_C_O_M_11)[**[RETURN TO ADDL NOTE]**](#_A_D_D_2)

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| **S T U D E N T L E A R N I N G O U T C O M E S**SLO clearly aligns with associated program goal, and describes specific measurable knowledge, skills or perceptions to be gained or improved upon completing this program of study. **NOTE:** Please report at least one SLO for each Program Goal, but no more than three. |

[**[RETURN TO SLO 1]**](#_C_O_M_12)[**[RETURN TO SLO 2]**](#_C_O_M_13)[**[RETURN TO SLO 3]**](#_C_O_M_14)[**[RETURN TO SLO 4]**](#_C_O_M_15)[**[RETURN TO ADDL NOTE]**](#_A_D_D_2)

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| **M E A S U R E S**Clearly aligns to associated SLO, and describes a direct assessment measuring how students’ work will be evaluated to determine their level of competency.* **Acceptable:** paper, exam, essay, presentation, thesis/dissertation, portfolio, supervisor/internship/co-op evaluation, grade on a specific learning activity with description of what level or quality of worth that grade constitutes
* **NOT acceptable:** end of course grade credited to transcript, course/degree/program completion, surveys, student self-assessments

Be sure to describe the criteria used to evaluate the student work and provide copies of the evaluation materials, if applicable.* **Acceptable:** rubric (with explanation of scale), specific exam questions related to SLO, specific questions from supervisor/internship/co-op evaluation form. Please include copy of rubric, evaluation form, etc.

**NOTE:** Where appropriate, the same measure may be used for more than one SLO.An indirect measure can be used in addition to a direct measure (student opinion survey, satisfaction survey, exit survey, etc.) |

[**[RETURN TO MEASURE 1]**](#_C_O_M_16)[**[RETURN TO MEASURE 2]**](#_C_O_M_17)[**[RETURN TO MEASURE 3]**](#_C_O_M_18)[**[RETURN TO MEASURE 4]**](#_C_O_M_19)[**[RETURN TO ADDL NOTE]**](#_A_D_D_2)

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| **T A R G E T S**Clearly aligns to associated Measure, and indicates a specific and appropriate threshold for students’ collective performance related to the measure of the associated SLO. Be sure to include:1) sampling methodology (e.g. representative sample, whole population) with justification for your choice,2) the total number of students being evaluated (ex. n = 25), and3) the percentage (not mean/average) of students expected to achieve a particular threshold (ex. 90% of students must earn a rating of “adequate” or higher on the designated rubric).**\*\*Delineate ‘n’ based on mode of program delivery (e.g., online, face-to-face, OCIS).** |

[**[RETURN TO TARGET 1]**](#_C_O_M)[**[RETURN TO TARGET 2]**](#_C_O_M_1)[**[RETURN TO TARGET 3]**](#_C_O_M_2)[**[RETURN TO TARGET 4]**](#_C_O_M_3)[**[RETURN TO ADDL NOTE]**](#_A_D_D_2)

[**[RETURN TO TABLE OF CONTENTS]**](#_TABLE_OF_CONTENTS)

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| **F I N D I N G S**Provide results specified associated Target and indicate whether the performance threshold was met. Identify ‘n’ and % of students who met target based on mode of delivery**\*\*Delineate ‘n’ based on mode of program delivery (e.g., online, face-to-face, OCIS** |

[**[RETURN TO FINDING 1]**](#_C_O_M_4)[**[RETURN TO FINDING 2]**](#_C_O_M_5)[**[RETURN TO FINDING 3]**](#_C_O_M_6)[**[RETURN TO FINDING 4]**](#_C_O_M_7)[**[RETURN TO ADDL NOTE]**](#_A_D_D_2)

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| **A C T I O N P L A N / S T E P S**How will you use these assessment results to continue to improve the program? If students are continuously meeting the minimum threshold set for your program, how might you increase the expected level of performance to continue to facilitate student growth in their educational experience? If you find you continue to meet and/or exceed this target, you could consider reporting on a new goal or SLO for future cycles. |

[**[RETURN TO PLAN 1]**](#_C_O_M_20)[**[RETURN TO PLAN 2]**](#_C_O_M_21)[**[RETURN TO PLAN 3]**](#_C_O_M_22)[**[RETURN TO PLAN 4]**](#_C_O_M_23)[**[RETURN TO ADDL NOTE]**](#_A_D_D_2)

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| **A D D I T I O N A L N O T E S / C O N T E X T**Please include anything you think we should be aware of with regard to this competency or any questions you may have. |

[**[RETURN TO NOTE 1]**](#_C_O_M_24)[**[RETURN TO NOTE 2]**](#_C_O_M_25)[**[RETURN TO NOTE 3]**](#_C_O_M_26)[**[RETURN TO NOTE 4]**](#_C_O_M_27)[**[RETURN TO ADDL NOTE]**](#_A_D_D_2)

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| **A D D I T I O N A L R E P O R T I N G I T E M S**If you wish to include additional goals, SLOs, or measures/targets/findings, please use this generic form. If you are adding an SLO or measure/target/finding that aligns to one of the items listed above, simply note that below.Copy this page as many times as needed. |

[**[RETURN TO ADDITIONAL ITEMS]**](#_A_D_D_2)

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