Mission / Purpose

The University of New Orleans provides its undergraduate students equality of access to educational opportunities and seeks to nurture in them scholarship, academic excellence, the ability to work productively with others, and leadership for citizenship in a modern environment. The General Degree Requirements established at the founding of UNO and most recently modified by a 2010 mandate of the Board of Regents further these goals by providing a common general education for all who complete an Undergraduate Program of Study. All students completing a baccalaureate degree attain appropriate competencies.

Goals

G 1: Communication
Students communicate effectively, both orally and in writing.

G 2: Collaboration
Students participate effectively in collaborative activities and cooperative learning.

G 3: Critical Thinking
Students evaluate claims, arguments, evidence, and hypotheses.

G 4: Contextual Analysis
Students analyze contemporary issues within the context of diverse disciplinary perspectives.

G 5: Quantitative Reasoning
Students demonstrate the ability to use quantitative analysis to solve problems.

G 6: Information Literacy
Students demonstrate effective use of technology to attain credible information for a specific purpose.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Read with comprehension
Read with comprehension.

Related Measures

M 1: ETS Proficiency Profile
ETS Proficiency Profile - abbreviated, online form
Source of Evidence: Standardized test of subject matter knowledge

Target:
85% of students will score "proficient" on Reading, Level 1. 65% of students will score "proficient" on Reading, Level 2.

Finding (2013-14) - Target: Not Met
Fall 2013: 47% of students scored "proficient" on Reading, Level 1. 28% of students scored "proficient" on Reading, Level 2. Spring 2014: 28% of students scored "proficient" on Reading, Level 1. 16% of students scored "proficient" on Reading, Level 2.

Connected Documents

- ETS PP Classification Summary_Fall 2013
- ETS PP Means Table_Fall 2013
- ETS PP Natl Comparison_Fall 2013
- ETS Summary of Scaled Score_Fall 2013
- ETS PP Classification_Summary_Spring 2014
- ETS PP Means Table_Spring 2014
- ETS PP Summary of Scaled Score_Spring 2014

Related Action Plans (by Established cycle, then alpha):

Share results, adjust target
The data analysis results will be shared with English faculty. Targets should be adjusted for the 14-15 year based on Fall and Spring data. Implement course based assessments. Consider making ETS PP part of course requirements.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: Hgh

Relationships (Measure | Outcome/Objective):
Measure: ETS Proficiency Profile | Outcome/Objective: Read with comprehension

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee
SLO 2: Write effectively
Write effectively using supportive, synthesized evidence and document sources.

Related Measures

M 1: ETS Proficiency Profile
ETS Proficiency Profile - abbreviated, online form
Source of Evidence: Standardized test of subject matter knowledge

Target:
85% of students will score "proficient" on Writing, Level 1. 60% of students will score "proficient" on Writing, Level 2. 33% of students will score "proficient" on Writing, Level 3.

Finding (2013-14) - Target: Not Met
Fall 2013: 45% of students scored "proficient" on Writing, Level 1. 18% of students scored "proficient" on Writing, Level 2. 6% of students scored "proficient" on Writing, Level 3. Spring 2014: 53% of students scored "proficient" on Writing, Level 1. 9% of students scored "proficient" on Writing, Level 2. 6% of students scored "proficient" on Writing, Level 3.

Connected Documents
ETS PP Classification Summary Fall 2013
ETS PP Means Table Fall 2013
ETS PP Natl Comparison Fall 2013
ETS Summ of Scaled Score Fall 2013
ETS PP Classification Summary Spring 2014
ETS PP Means Table Spring 2014
ETS PP Summary of Scaled Score Spring 2014

Related Action Plans (by Established cycle, then alpha):
Share results, adjust target
The data analysis results will be shared with English faculty. Targets should be adjusted for the 14-15 year based on Fall and Spring data. Implement course based assessments. Consider making ETS PP part of course requirements.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ETS Proficiency Profile | Outcome/Objective: Write effectively
Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee

M 2: Freshman English Assessment
Freshman English Assessment - Portfolio Review
Source of Evidence: Portfolio, showing skill development or best work

Target:
75% of faculty reviewing portfolio sample will agree that students have demonstrated an ability to write effectively.

Finding (2013-14) - Target: Met
80% of faculty agreed that students have demonstrated an ability to write effectively.

Connected Document
Freshman English Portfolio Survey Results Fall 2013

SLO 3: Speak cogently in presenting information
Speak cogently in presenting information.

SLO 4: Listen effectively
Listen effectively.

SLO 5: Actively participate in group projects
Actively participate in structured, recursive processes where two or more students work together toward a common goal.

Related Measures

M 3: Collaboration rubric
Collaboration rubric applied to specific group assignments in UNIV: University Success courses.
Source of Evidence: Academic direct measure of learning - other

Target:
75% of students will score 2 or higher on Collaboration Rubric.

Finding (2013-14) - Target: Partially Met
327 students were assessed in 8 sections of the UNIV: University Success course during the Fall 2013 semester. Overall, 73.39% of students scored 2 or higher on Collaboration Rubric.
SLO 6: Share, adjust, decisions, consensus
Share knowledge, adjust to unforeseen circumstances, make decisions, and build consensus.

Related Measures

M 3: Collaboration rubric
Collaboration rubric applied to specific group assignments in UNIV: University Success courses.
Source of Evidence: Academic direct measure of learning - other

Target:
75% of students will score 2 or higher on Collaboration Rubric.

Finding (2013-14) - Target: Partially Met
327 students were assessed in 8 sections of the UNIV: University Success course during the Fall 2013 semester. Share knowledge: 76.15% of students scored 2 or higher. Adjust to unforeseen circumstances: 72.18% of students scored 2 or higher. Make decisions: 73.09% of students scored 2 or higher. Build consensus: 72.17% of students scored 2 or higher.

SLO 7: Evaluate and explain reasoning
Accurately interpret evidence, thoughtfully evaluate alternative points of view, draw judicious conclusions, justify results, and explain reasoning.

Related Measures

M 1: ETS Proficiency Profile
ETS Proficiency Profile - abbreviated, online form
Source of Evidence: Standardized test of subject matter knowledge

Target:
10% of students will score "proficient" on Critical Thinking.

Finding (2013-14) - Target: Not Met
Fall 2013: 4% of students scored "proficient" on Critical Thinking. Spring 2014: 6% of students scored "proficient" on Critical Thinking.
M 2: Freshman English Assessment

Freshman English Assessment - Portfolio Review

Source of Evidence: Portfolio, showing skill development or best work

Target:
75% of faculty reviewing portfolio sample will agree that students have demonstrated an ability to evaluate and explain reasoning.

Finding (2013-14) - Target: Not Met
70% of faculty agreed that students have demonstrated an ability to evaluate and explain reasoning.

Connected Document
Freshman English Portfolio Survey Results_Fall 2013

SLO 8: Questioning and understanding

Engage in skepticism, judgment, free thinking, abstract reasoning, questioning and understanding.

Related Measures

M 1: ETS Proficiency Profile

ETS Proficiency Profile - abbreviated, online form

Source of Evidence: Standardized test of subject matter knowledge

Target:
10% of students will score "proficient" on Critical Thinking.

Finding (2013-14) - Target: Not Met
Fall 2013: 4% of students scored "proficient" on Critical Thinking. Spring 2014: 6% of students scored "proficient" on Critical Thinking.

Connected Documents
ETS PP Classification Summary_Fall 2013
ETS PP Means Table_Fall 2013
ETS PP Natl Comparison_Fall 2013
ETS Summary of Scaled Score_Fall 2013
ETS_PP_Classification_Summary_Spring_2014
ETS_PP_Means_Table_Spring_2014
ETS_PP_Summary_of_Scaled_Score_Spring_2014

Related Action Plans (by Established cycle, then alpha):

Share results, adjust target

The data analysis results will be shared with English faculty. Targets should be adjusted for the 14-15 year based on Fall and Spring data. Implement course based assessments. Consider making ETS PP part of course requirements.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ETS Proficiency Profile | Outcome/Objective: Questioning and understanding

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee

SLO 9: Appreciate cultural diversity

Recognize and appreciate cultural diversity so as to participate intelligently and actively in society.

Related Measures

M 4: NSSE

National Survey of Student Engagement - Topical Modules

Source of Evidence: Standardized test of subject matter knowledge

Target:
75% of students will rate "often" or "very often" on NSSE Topical Module items.

SLO 10: Evaluate issues within multicultural contexts

Evaluate issues within multicultural, global and international contexts.

Related Measures

M 4: NSSE

National Survey of Student Engagement - Topical Modules

Source of Evidence: Standardized test of subject matter knowledge

Target:
SLO 11: Develop value system with tolerance
Develop a personal value system while retaining tolerance for others.

Related Measures

M 4: NSSE
National Survey of Student Engagement - Topical Modules
Source of Evidence: Standardized test of subject matter knowledge
Target:
75% of students will rate "often" or "very often" on NSSE Topical Module items.

SLO 12: Apply math concepts and skills
Apply mathematical concepts and skills to solve problems and communicate solutions.

Related Measures

M 1: ETS Proficiency Profile
ETS Proficiency Profile - abbreviated, online form
Source of Evidence: Standardized test of subject matter knowledge
Target:
80% of students will score "proficient" on Mathematics, Level 1. 50% of students will score "proficient" on Mathematics, Level 2. 10% of students will score "proficient" on Mathematics, Level 3.

Finding (2013-14) - Target: Not Met
Fall 2013: 41% of students scored "proficient" on Mathematics, Level 1. 18% of students scored "proficient" on Mathematics, Level 2. 4% of students scored "proficient" on Mathematics, Level 3. Spring 2014: 41% of students scored "proficient" on Mathematics, Level 1. 19% of students scored "proficient" on Mathematics, Level 2. 9% of students scored "proficient" on Mathematics, Level 3.

Connected Documents
ETS PP Classification Summary_Fall 2013
ETS PP Means Table_Fall 2013
ETS PP Natl Comparison_Fall 2013
ETS Summary of Scaled Score_Fall 2013
ETS PP Classification Summary_Spring 2014
ETS PP Means Table_Spring 2014
ETS PP Summary of Scaled Score_Spring 2014

Related Action Plans (by Established cycle, then alpha):
Share results, adjust target
The data analysis results will be shared with Math faculty. Targets should be adjusted for the 14-15 year based on Fall and Spring data. Implement course based assessments. Consider making ETS PP part of course requirements.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: ETS Proficiency Profile | Outcome/Objective: Apply math concepts and skills
Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee

M 5: Freshman Math Assessment
Freshman Math Assessment
Source of Evidence: Academic direct measure of learning - other

SLO 13: Articulate appropriate applications
Articulate and advocate appropriate applications of quantitative reasoning in various settings.

Related Measures

M 1: ETS Proficiency Profile
ETS Proficiency Profile - abbreviated, online form
Source of Evidence: Standardized test of subject matter knowledge
Target:
80% of students will score "proficient" on Mathematics, Level 1. 50% of students will score "proficient" on Mathematics, Level 2. 10% of students will score "proficient" on Mathematics, Level 3.

Finding (2013-14) - Target: Not Met
41% of students scored "proficient" on Mathematics, Level 1. 18% of students scored "proficient" on Mathematics, Level 2. 4% of students scored "proficient" on Mathematics, Level 3.

Connected Documents
ETS PP Classification Summary_Fall 2013
ETS PP Means Table_Fall 2013
ETS PP Natl Comparison_Fall 2013
ETS Summary of Scaled Score_Fall 2013
ETS PP Classification Summary_Spring 2014
ETS PP Means Table_Spring 2014
ETS PP Summary of Scaled Score_Spring 2014

Related Action Plans (by Established cycle, then alpha):
year based on Fall and Spring data. Implement course based assessments. Consider making ETS PP part of course requirements.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ETS Proficiency Profile | Outcome/Objective: Articulate appropriate applications

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee

M 5: Freshman Math Assessment
Freshman Math Assessment
Source of Evidence: Academic direct measure of learning - other

SLO 14: Understand the scientific method
Understand the scientific method.

Related Measures

M 5: Freshman Math Assessment
Freshman Math Assessment
Source of Evidence: Academic direct measure of learning - other

SLO 15: Evaluate information and sources critically
Determine extent of information required, access information efficiently, evaluate information and its sources critically.

Related Measures

M 4: NSSE
National Survey of Student Engagement - Topical Modules
Source of Evidence: Standardized test of subject matter knowledge
  Target: 75% of students will rate "often" or "very often" on NSSE Topical Module items.

M 6: Information literacy rubric
Information literacy rubric applied to specific assignments in core English courses.
Source of Evidence: Academic direct measure of learning - other
  Target: 75% of students will score 2 or higher on Informational Literacy Rubric.

Finding (2013-14) - Target: Not Met
38 students were assessed in one section of the ENGL 1157 course and one section of the ENGL 1158 course during the Fall 2013 semester. Determine extent of information required and access it efficiently: 65.79% of students scored 2 or higher. Evaluate information and its sources critically: 52.63% of students scored 2 or higher.

Connected Document
  Info Literacy Rubric Score Summary Fall 2013

Related Action Plans (by Established cycle, then alpha):
Share results, curriculum map, expand assessment to other courses
The data analysis results will be shared with ENGL faculty. A curriculum mapping exercise will be conducted to determine which courses included in the new general education menu align well with this particular student learning outcome. Effective 2014, the information literacy rubric will be used with on assignments in the selected courses.
  Established in Cycle: 2013-14
  Implementation Status: Planned
  Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Information literacy rubric | Outcome/Objective: Evaluate information and sources critically

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee, select faculty

SLO 16: Use information to accomplish purpose
Use information appropriately to accomplish a specific purpose.

Related Measures

M 4: NSSE
National Survey of Student Engagement - Topical Modules
Source of Evidence: Standardized test of subject matter knowledge
  Target: 75% of students will rate "often" or "very often" on NSSE Topical Module items.

M 6: Information literacy rubric
Information literacy rubric applied to specific assignments in core English courses.
Source of Evidence: Academic direct measure of learning - other
75% of students will score 2 or higher on Informational Literacy Rubric.

**Finding (2013-14) - Target: Not Met**
38 students were assessed in one section of the ENGL 1157 course and one section of the ENGL 1158 course during the Fall 2013 semester. Use information appropriately to accomplish a specific purpose: 63.16% of students scored 2 or higher.

**Connected Document**
Info Literacy Rubric Score Summary_Fall 2013

**Related Action Plans (by Established cycle, then alpha):**

**Share results, curriculum map, expand assessment to other courses**
The data analysis results will be shared with ENGL faculty. A curriculum mapping exercise will be conducted to determine which courses included in the new general education menu align well with this particular student learning outcome. Effective 2014, the information literacy rubric will be used with on assignments in the selected courses.

- **Established in Cycle:** 2013-14
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Information literacy rubric | **Outcome/Objective:** Use information to accomplish purpose

- **Projected Completion Date:** 09/2014
- **Responsible Person/Group:** General Education Committee, select faculty

**SLO 17: Economic, legal, ethical and social issues**
Understand the economic, legal, ethical, and social issues surrounding use of information.

**Related Measures**

**M 4: NSSE**
National Survey of Student Engagement - Topical Modules
Source of Evidence: Standardized test of subject matter knowledge

- **Target:** 75% of students will rate "often" or "very often" on NSSE Topical Module items.

**M 6: Information literacy rubric**
Information literacy rubric applied to specific assignments in core English courses.
Source of Evidence: Academic direct measure of learning - other

- **Target:** 75% of students will score 2 or higher on Informational Literacy Rubric.

**Finding (2013-14) - Target: Met**
38 students were assessed in one section of the ENGL 1157 course and one section of the ENGL 1158 course during the Fall 2013 semester. Understand the economic, legal, ethical, and social issues surrounding use of information: 84.21% of students scored 2 or higher.

**Connected Document**
Info Literacy Rubric Score Summary_Fall 2013

**Related Action Plans (by Established cycle, then alpha):**

**Share results, curriculum map, expand assessment to other courses**
The data analysis results will be shared with ENGL faculty. A curriculum mapping exercise will be conducted to determine which courses included in the new general education menu align well with this particular student learning outcome. Effective 2014, the information literacy rubric will be used with on assignments in the selected courses.

- **Established in Cycle:** 2013-14
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Information literacy rubric | **Outcome/Objective:** Economic, legal, ethical and social issues

- **Projected Completion Date:** 09/2014
- **Responsible Person/Group:** General Education Committee, select faculty

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Share results, adjust target**
The data analysis results will be shared with Math faculty. Targets should be adjusted for the 14-15 year based on Fall and Spring data. Implement course based assessments. Consider making ETS PP part of course requirements.

- **Established in Cycle:** 2013-14
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** ETS Proficiency Profile | **Outcome/Objective:** Apply math concepts and skills

- **Projected Completion Date:** 09/2014
- **Responsible Person/Group:** General Education Committee
and Spring data. Implement course based assessments. Consider making ETS PP part of course requirements.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ETS Proficiency Profile | Outcome/Objective: Articulate appropriate applications

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee

Share results, adjust target
The data analysis results will be shared with English faculty. Targets should be adjusted for the 14-15 year based on Fall and Spring data. Implement course based assessments. Consider making ETS PP part of course requirements.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ETS Proficiency Profile | Outcome/Objective: Read with comprehension

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee

Share results, adjust target
The data analysis results will be shared with English faculty. Targets should be adjusted for the 14-15 year based on Fall and Spring data. Implement course based assessments. Consider making ETS PP part of course requirements.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ETS Proficiency Profile | Outcome/Objective: Write effectively

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee

Share results, adjust target
The data analysis results will be shared with English faculty. Targets should be adjusted for the 14-15 year based on Fall and Spring data. Implement course based assessments. Consider making ETS PP part of course requirements.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ETS Proficiency Profile | Outcome/Objective: Evaluate and explain reasoning

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee

Share results, adjust target
The data analysis results will be shared with English faculty. Targets should be adjusted for the 14-15 year based on Fall and Spring data. Implement course based assessments. Consider making ETS PP part of course requirements.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: ETS Proficiency Profile | Outcome/Objective: Questioning and understanding

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee

Share results, curriculum map, expand assessment to other courses
The data analysis results will be shared with ENGL faculty. A curriculum mapping exercise will be conducted to determine which courses included in the new general education menu align well with this particular student learning outcome. Effective 2014, the information literacy rubric will be used with on assignments in the selected courses.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Information literacy rubric | Outcome/Objective: Use information to accomplish purpose

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee, select faculty

Share results, curriculum map, expand assessment to other courses
The data analysis results will be shared with ENGL faculty. A curriculum mapping exercise will be conducted to determine which courses included in the new general education menu align well with this particular student learning outcome. Effective 2014, the information literacy rubric will be used with on assignments in the selected courses.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Information literacy rubric | Outcome/Objective: Evaluate information and sources critically
Share results, curriculum map, expand assessment to other courses
The data analysis results will be shared with UNIV staff. A curriculum mapping exercise will be conducted to determine which courses included in the new general education menu align well with this particular student learning outcome. Effective 2014, the collaboration rubric will be used with group assignments in the selected courses.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Collaboration rubric | Outcome/Objective: Share, adjust, decisions, consensus

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee, select faculty

Share results, curriculum map, expand assessment to other courses
The data analysis results will be shared with ENGL faculty. A curriculum mapping exercise will be conducted to determine which courses included in the new general education menu align well with this particular student learning outcome. Effective Fall 2014, the information literacy rubric will be used with group assignments in the selected courses.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Information literacy rubric | Outcome/Objective: Economic, legal, ethical and social issues

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee, select faculty

Share results, curriculum map, expand assessment to other courses
The data analysis results will be shared with UNIV staff. A curriculum mapping exercise will be conducted to determine which courses included in the new general education menu align well with this particular student learning outcome. Effective Fall 2014, the collaboration rubric will be used with group assignments in the selected courses.

Established in Cycle: 2013-14
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Collaboration rubric | Outcome/Objective: Actively participate in group projects

Projected Completion Date: 09/2014
Responsible Person/Group: General Education Committee, select faculty