

First Year Initiative at UNO: Strengthening the Foundations of Academic Success

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First Year Initiative at the University of New Orleans: Strengthening the Foundations of Academic Success UNO's Quality Enhancement Plan

Introduction

The goal of the First Year Initiative at the University of New Orleans is to improve learning for all new students, including those perceived to be at risk, while maintaining challenging academic standards. Working in conjunction with the General Education Committee, the Quality Enhancement Plan Committee established objectives to reach that goal, focusing on helping students develop the following measurable skills: critical thinking; effective communication; mathematical comprehension; technological navigation; establishment and perseverance in individual academic and career paths; and engagement in the life and culture of the university.

Three major strategies have been identified to meet these objectives. First, UNIV 1001 (University Success) has been relocated in the Academic Support Center and has been restructured to focus on many of the student learning outcomes listed above. Second, Freshman English composition class size has been reduced, resulting in measurable success, and future changes in the Freshman English curriculum have been designed to ensure still more improvement in students' writing skills. Third, based on the success in Freshman English, class size in the key freshman-level Mathematics course (MATH 1115) will be reduced, and significant modifications to ensure regularity of instruction and improve measurable outcomes in Math are to be introduced. In the broadest sense, the goal of UNO's Quality Enhancement Plan is to create and sustain those educational opportunities which strengthen the foundations of academic success in the crucial first year and remove obstacles to future learning. Student success in the three areas addressed in the First Year Initiative also facilitates the achievement of all General Education goals.¹

¹ For General Education goals and the General Education Institutional Effectiveness Plan, see <http://www.assessment.uno.edu/gened>. Although various authors have featured one or more of the skills and abilities listed above as a primary measure of student success or have chosen to highlight students' attitudes and behavior toward learning (especially in terms of "active" and "passive" learning) over skills, capacities and knowledge, there exists no real conflict within the literature. For instance, see Peter Facione on critical thinking skills as a primary predictor for academic success in "Critical Thinking, What It Is and Why it Counts," (<http://www.insightassessment.com>). The discussion that most convincingly blends the behaviors with skills argument does so even as it attempts to separate the two. The Standards for Success Project, which is a comprehensive data-driven study that determines knowledge and skills needed to succeed in college, prefaces its findings with this statement:

One of the most dominant themes raised by participants is the importance of the habits of mind students develop in high school and bring with them to university studies. These habits are considered by many faculty members to be more important than specific content knowledge. The habits of mind include critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks. Other critical skills include the ability to express one's self in writing and orally in a clear and convincing fashion; to discern the relative importance and credibility of various sources of information; to draw inferences and reach conclusions

The breadth of foundational learning addressed in our Quality Enhancement Plan demands an assessment plan of commensurate scope. Because the skills and forms of knowledge fostered by the First Year Initiative underpin General Education goals, and because general education is addressed by many departments across the campus, the process of identifying and monitoring student learning in the areas we have chosen to address is necessarily complex and far-reaching. The University of New Orleans understands not only that our Institutional Effectiveness Plans and Quality Enhancement Plan must address student learning outcomes, we must also provide direct and indirect assessment of those outcomes and use that assessment to effect change in academic and non-academic programs that will improve student achievement.

Overview of Strategies in the First Year Initiative

I. Revision of the Freshman Seminar

University Success 1001 (UNIV) is designed to provide first year students with skills and attitudes that will be the foundation for their academic success and to welcome them as active members of the campus and the urban community.

The University has revised the Freshman Seminar, currently a one credit-hour elective, and will implement the new course in the Fall semester 2005. New features include diagnostics, increased contact, greater use of peer mentors and advisors, technology tools to enable communication and learning, and a completely reworked syllabus with course goals and outcomes clearly defined and connected to General Education goals. Major components of the redesigned course will address the following learning goals:

- developing and applying critical thinking, problem-solving, and study skills needed for university work
- navigating the information and communication technology environment and using library resources to support learning and coursework
- identifying and using campus resources and services which support student learning and personal development
- becoming involved in campus activities and learning to interact with others in a diverse community
- matching personal aptitudes and interests with a career and understanding how to design a course of study leading to a degree

Student learning in the Freshman Seminar will be assessed systematically, using the College Success Factors Index (CSFI), course evaluations, the ACT Student Opinion Survey, and the

independently; and to use technology as a tool to assist the learning process rather than as a crutch. (Introduction)
Clearly, behavioral skills, just like the more technical ones of numeracy and the use of technology, must be learned by students in order to succeed. (*Understanding University Success* [Washington, D.C.: Assoc. of Am. Univ. and the Pew Charitable Trusts]). See http://www.s4s.org/03_viewproducts/ksus/intro.php.

National Survey of Student Engagement (NSSE). Once assessment measures indicate that the Freshman Seminar improves learning outcomes, the University will establish the requirement that all full-time, first-time freshmen take the course. The targeted date for establishing the requirement is Fall 2006, at which time at least ten sections will be linked with a Freshman English course. After two semesters of evaluation, the First Year Initiative Task Force will determine whether to expand the number of linked sections and formally institutionalize the linkage, to modify the linkage in some other way (i.e., linking UNIV with classes other than English), or to abandon the linkage.

II. Modification of Curriculum and Instruction in UNO's Freshman English Program

In recent semesters, students in UNO's Freshman English Program have made measurable strides in the development of their writing skills, and the Department of English seeks to build on the progress already achieved. New program initiatives will be added to the department's established and effective practices for placing incoming students and assessing student writing, which rely on faculty collaboration:

- diagnostic methods, which utilize not only ACT and SAT II but an internal placement procedure involving the assessment of student essays by multiple faculty readers
- faculty calibration meetings which establish and maintain shared standards for the assessment of writing
- juried evaluation of the proficiency examinations in freshman courses and portfolio reviews

Learning outcomes improved when these practices were reinforced by a reduction in class size. In the Fall semester 2002, maximum class size in all Freshman English courses was reduced by 20%, from 25 students per section to 20. Since that time, the number of students who have passed the jury-read proficiency examination in English 1158 (the final course in the Freshman sequence) has increased by 7%. The Department of English will continue to utilize its placement procedures, assessment methods, and reduced class size, while further reinforcing general education learning goals by requiring that they be addressed explicitly in the course content of English 1157 and 1158.

In the second major component of the Freshman English strategy, instruction in basic writing will be strengthened with tutorial support. In the Spring semester 2005, English 1156 was added to the series of Freshman English courses. In Spring 2006, six of the 13 sections of this new course, which emphasizes the development of basic writing skills and contains a jury-read proficiency exam, will add a tutorial module. Under the guidance of the Director of the UNO Writing Center, whose staff of peer and graduate assistant tutors will be increased in 2005-06, students in English 1156 will work regularly with tutors or use the facility independently, consulting software-driven writing tutorials. By comparing the learning outcomes of these two groups, the success of the pilot can be measured reliably. Once the effectiveness of the pilot program has been established, the department will add tutorials to all sections of 1156.

III. Redesign of Mathematics Core Course with a Reduction in Class Size

Based on the success achieved thus far in English, the University will reduce class size in a foundational course, Mathematics 1115 (Algebra). Maximum enrollments will be reduced from an average of 40 to 25. The use of group examinations will continue, as they will in Mathematics 1125 (Precalculus). Improvements in student learning outcomes will be measured by analyzing the results of the group examinations in all freshman-level Mathematics courses, with special attention to outcomes in 1115 once the reduction in class size has been implemented.

The Mathematics Department will further ensure regularity of instruction across sections by

- establishing guidelines and benchmarks for testing progress of students at regular intervals during the semester
- instituting a common set of review exercises to be used before each examination
- using a common syllabus for all sections
- requiring at least weekly graded assignments in all sections—assignments may vary, but they will all correspond to the learning goals benchmarks established in the common syllabus
- requiring instructors of MATH 1115 to discontinue reliance on outside graders for their classes
- reinforcing established grading standards
- increasing tutorial assistance

The First Year Initiative and UNO's Urban Mission

The First Year Initiative contributes directly to the University's mission as an urban institution: to provide "essential support for the educational, economic, cultural, and social well being of the culturally rich and diverse New Orleans Metropolitan area." For the foreseeable future, UNO will enroll more incoming freshmen from the New Orleans area than any other, and this large student group confronts a special set of challenges in acquiring the foundational skills and forms of knowledge freshmen need for academic success. (See Appendix A for a Situation Analysis at UNO.) The University is acutely aware of the many forces affecting freshman student engagement and academic success at this predominantly commuter college, housed in an area of the country that regularly fails to meet the benchmarks for secondary education outlined by the Department of Education. The latest accountability results available report that of the 19 public high schools in Orleans parish, 12 were ranked "academically unacceptable" and another one was ranked as a school "in decline."² We cannot control these conditions: many of our

² Louisiana Department of Education. "Fall 2003 School Accountability Results—Orleans Parish: School Level

freshmen graduating from local high schools will arrive underprepared for the challenges of university education. It increasingly will be the responsibility of UNO to help ensure that these students achieve academic success. As the UNO Urban Initiative Task Force noted in its initial report, “UNO provides a breadth of academic and professional programs for students whose academic opportunities may be defined and constrained by a range of work, family, and financial realities, such as being place-bound commuters, having family obligations, being academically or financially at-risk, needing to enroll part-time, or experiencing interruptions on their progress to degrees.”³

These conditions actually demand an expansion of the kind of commitment to providing educational opportunities that the Task Force recognizes in UNO’s mission. Socioeconomic forces jeopardize the basic opportunity to learn among a significant portion of UNO’s entering students, just as they do across the nation. A *Lumina Foundation Focus* article observes that “the growing diversity of the student population means that the very students in the past who have been most at risk of dropping out of college—those from low-income families, students of color, first generation college students—constitute an increasingly significant portion of all students in higher education.”⁴ These larger trends are reflected in the student population at UNO. In the Fall semester 2004, 48% of our undergraduates received need-based aid, with 35% receiving Pell grants; 15% of participants in the ACT Student Opinion Survey reported family income below \$18,000; in the Fall semester 2003, 42.5% of undergraduate students were minorities, with African-American as the largest minority group (27%). In addition, many of our students represent the first generation in their families to attend college. When students in developmental Mathematics courses were surveyed, 64% were first-generation college students, a figure borne out by the ACT survey and the College Student Inventory piloted to early orientation students in the Spring of 2004.⁵

At an institution like UNO, no single model or one-dimensional program can give first year students the foundations necessary for academic success. Its diverse student population confronts multiple obstacles to learning and demands multiple paths to success. Like those at many metropolitan universities, UNO’s students frequently are commuter students. Fewer than 10% of our students live on campus; although that percentage should rise steadily with a new focus on out-of-area recruiting, the University will continue to enroll as its largest population students from the Greater New Orleans area for the foreseeable future. Further, most work regular jobs, with nearly half employed more than 20 hours per week; only a fraction of our students, in fact, attend the University unsupported by outside employment. Pulled away daily from the campus center by the centrifugal forces of work and family, few of these students regularly use available academic support services on a volunteer basis.

Engaging this type of student body in the learning process, therefore, demands that the institution re-conceive, coordinate, and strengthen the key educational services it provides students. We must, as R.B. Barr and J. Tagg so succinctly put it, encourage “learning with every student by

Table,” pp.4-5. See <http://www.doe.state.la.us>.

³ Russ Trahan, “. . . how are we going to make UNO a national academic powerhouse?: A Status Report Presented by Russ Trahan to Administrative Retreat,” June 13, 2005.

⁴ Edward B. Fiske, “Student Success,” *Lumina Foundation Focus* (Spring 2004), p.8.

⁵ Data collected and housed at the Office of Data Management, Analysis, and Reporting at the University of New Orleans.

whatever means works [sic] best.”⁶ The UNO Quality Enhancement Plan, therefore, is designed to improve the first year experience, building on the recommendations of the Lumina Foundation that institutions “deliver curricular and co-curricular learning experiences that engage students in order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the university’s philosophy and mission.”⁷

Since its founding in 1958, the University of New Orleans has enjoyed a successful tradition of welcoming a diverse student body into its urban setting. The First Year Initiative meets UNO’s responsibility through a focused effort, bringing together faculty, staff, and students in a concentrated and coordinated set of strategies that we believe will lead to deeper and more meaningful learning among our first year students. Such learning, in turn, serves as the foundation for continued academic success. The University community increasingly recognizes its responsibility to assist its student body in achieving its educational goals, and in its Quality Enhancement Plan it has committed considerable human and fiscal resources to that purpose.⁸

Design, Implementation, and Oversight of the First Year Initiative

The focus of the UNO Quality Enhancement Plan has changed since its inception, but it remains a strategic effort, drawing both on university resources and personnel and on professional resources beyond the campus. Since 2001, when UNO selected student learning as the focus of its Quality Enhancement Plan, the university has sought and incorporated professional advice. More recently, when we began recasting the plan to demonstrate clearly its relationship to student learning outcomes and to ensure that the plan related integrally both to UNO’s general education goals and to its mission as the urban university of Louisiana, members of the Quality Enhancement Plan Committee conducted further research, participated in conferences on assessment and accountability, and welcomed on board a new Associate Vice Chancellor for Assessment and Institutional Effectiveness. Most significantly, UNO has involved academic as well as support units in its First Year Initiative, both through their respective Institutional Effectiveness plans and through widespread faculty, staff, and student involvement in implementing the Quality Enhancement Plan.

All of the essential campus constituencies are represented in the individuals and groups responsible for the development and implementation of the First Year Initiative. The Associate Provost for Academic Enhancement will direct the First Year Initiative, overseeing its institution and assessment, while also coordinating all modifications to the plan based on outcomes assessment. This administrative assignment has been made possible by shifting many responsibilities formerly held by the Associate Provost to two new positions: the first is an

⁶ R. B. Barr and J. Tagg, “From Teaching to Learning: a New Paradigm for Undergraduate Education,” *Change* 27: 6 (1995), p. 13.

⁷ *Foundations of Excellence in the First College Year* (Lumina Foundation) <http://www.fyfoundations.org/doc.aspx?id=35>. The Quality Enhancement Plan Committee reviewed a substantial body of literature on both the theory and practice of improving student learning in higher education. In addition to several Lumina Foundation publications, the committee found particularly useful J. Tagg, *The Learning Paradigm College* (Anker, 2003) and the AACU publication *Greater Expectations*, as well as elements defining the AACU Conference Program for 2004.

⁸ UNO has long participated successfully in the Federal TRIO Student Support Service Program and has offered other programs, such as College Life and PrepStart, to students who meet the programmatic profiles to receive those services. The University, in conjunction with the *First Year Initiative*, will include those programs in its review and assessment, along with the many new programs and activities described throughout.

Assistant Vice Chancellor for Academic and Student Affairs, and the second is a full-time University Attorney. Together, these two new positions allow for a 50% redirection of the Associate Provost's workload to the implementation of the Quality Enhancement Plan. The Associate Provost for Academic Enhancement is supported by the First Year Initiative Task Force, comprised of the Director of the Academic Support Center, the First Year Initiative Librarian, the Director of the Learning Resource Center, the Associate Vice Chancellor for Assessment and Institutional Effectiveness, the Coordinator for Student Learning and Persistence Activities, the Chairs of Freshman English and Mathematics, and two student members (one Peer Advisor and one Peer Educator). The charge of the First Year Initiative Task Force is to oversee the implementation of the First Year Initiative, to institute assessment measures, to review outcomes, and to direct and coordinate modifications to the plan based on outcomes assessment. To that end, the First Year Initiative Task Force will

- work with the faculty teaching UNIV 1001, Freshman Mathematics, and Freshman English to implement and monitor the elements of the Quality Enhancement Plan and to ensure that participants are adhering to established guidelines
- collaborate with the Board for Student Learning and Persistence Activities and Advisors' Council to facilitate cooperation by faculty and academic support staff in the implementation of the Quality Enhancement Plan
- work, through the Associate Vice Chancellor for Assessment and Institutional Effectiveness, with the Office of Data Management, Analysis, and Reporting to record, compare, and publish assessment results
- report annually to the University Planning Committee and to the Provost the status of the Quality Enhancement Plan, including, but not limited to, a statement of progress towards meeting planned goals and modifications to strategies
- make recommendations to the Provost and the University Budget Committee for resource management and modifications
- prepare, through the Associate Provost for Academic Enhancement, progress reports as required by SACS

In order for the First Year Initiative Task Force to be integrated fully into the academic support structure of the university, the Associate Provost for Academic Enhancement also serves on the UNO Board for Student Learning and Persistence Activities, and at least one additional member of the group sits on the UNO Advisors' Council.⁹ The First Year Initiative Task Force reports directly to the Provost and Vice Chancellor for Academic and Student Affairs. (See the comprehensive timeline on pp. 12-13 below for the annual schedule of required Task Force

⁹ The Board for Student Learning and Persistence Activities, a ten-member committee comprised of faculty and administrators from every degree-granting unit on campus, and the Advisors' Council, which includes a large membership of faculty advisors, academic counselors, assistant deans, and select student service personnel, are two established entities at UNO which work together to ensure widespread faculty and staff participation in promoting and instituting activities on campus designed to further student engagement, both academic and non-academic.

activities; see also Appendix B for memo appointing and charging the Associate Provost for Academic Enhancement and the Task Force members.)

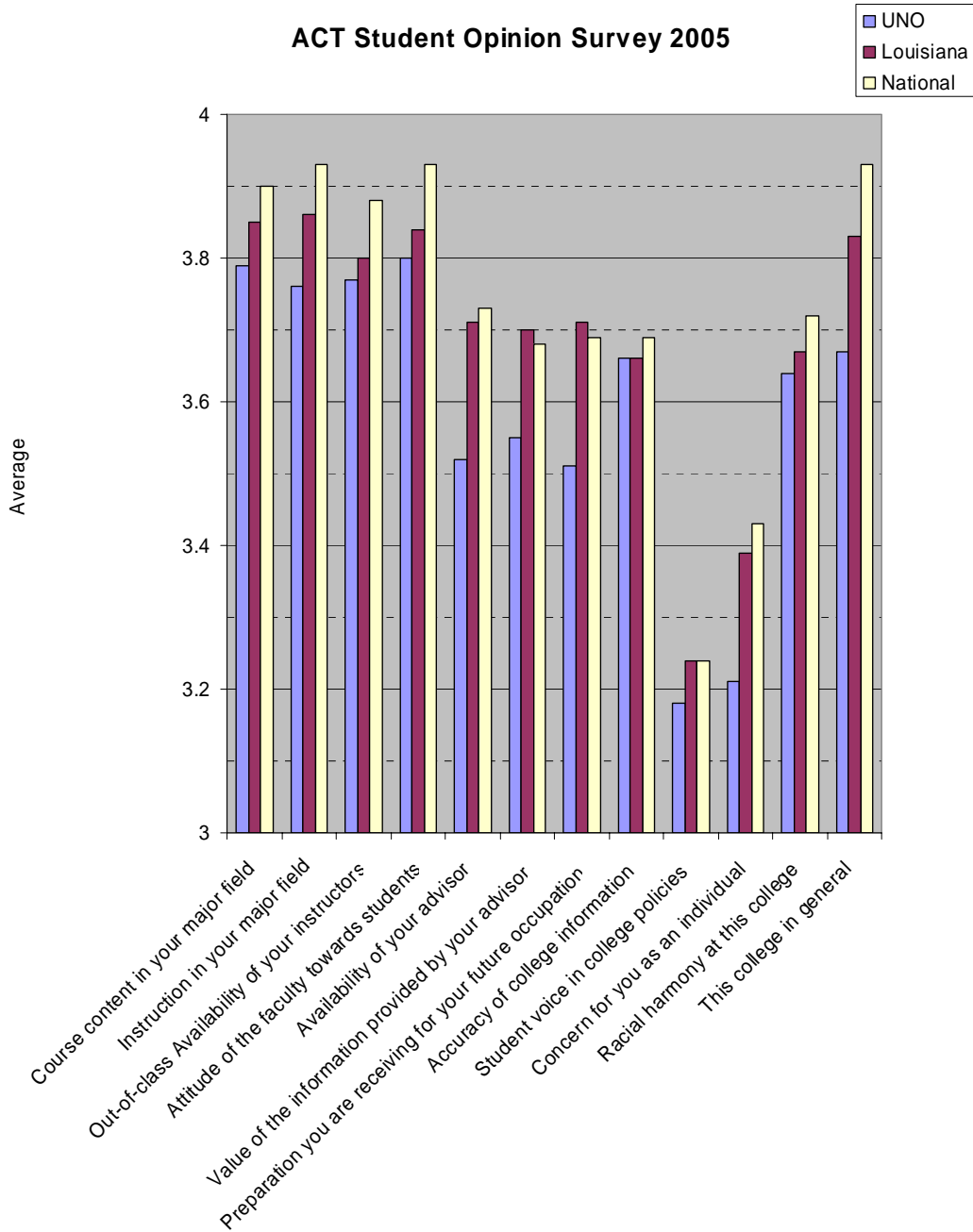
To ensure that the contribution of student opinion to the development and implementation of the Quality Enhancement Plan extend beyond consulting the student members of the First Year Initiative Task Force, student participation in the development of the First Year Initiative was secured early on through the use of focus groups, which revealed students' desire for greater engagement with the campus, their concerns about balancing academics and off-campus obligations, and their need for better study habits. Further, the Quality Enhancement Plan Committee, under the guidance of the Associate Vice Chancellor for Assessment and Institutional Effectiveness, has studied student opinion, which was gathered with the following evaluative tools:

- ACT Student Opinion Survey, the results of which were re-evaluated to ascertain attitudes toward faculty, coursework, and academic support services as well as general engagement with the culture of the campus, which can affect learning outcomes and which reveal perceived student need.
- Noel-Levitz College Student Inventory, instituted to evaluate individual and collective areas of academic risk and strengths for incoming freshmen.
- student ratings and course evaluations (both numerical and additional comments) from the current Freshman Seminar.

From student ratings we identified our strengths; from the other sources we discovered our areas of weakness. The College Student Inventory, for example, showed us not only that 64% of our undergraduates regard themselves as first-generation college students—but that 45% were assessed as likely to drop out. The ACT Student Opinion Survey revealed that students' perceptions place us below the national average in several important areas: instruction in major fields, access to academic advising, preparation for future careers, and concern for students as individuals (see graph on p. 9).

To date, we have already implemented key elements of our Quality Enhancement Plan: class size has been reduced in Freshman English courses, and the Freshman Seminar revision has been completed. In addition, the positions of Associate Vice Chancellor for Assessment and Institutional Effectiveness and Associate Provost for Academic Enhancement were created and filled in the Spring semester 2005. During the Fall semester 2005, the revised Freshman Seminar will be implemented, to be followed by the introduction of tutorials in English 1156 in the Spring semester 2006. Reductions in class size will be achieved in MATH 1115 in the same semester. By the end of the 2005-06 academic year, we will complete our first annual cycle of assessments of these efforts to reinforce student learning. With the appropriate administrative officers now in place to oversee all aspects of the First Year Initiative, we are assured that assessment of UNO's Quality Enhancement Plan will lead to further program improvement. Finally, both the Associate Provost for Academic Enhancement and the Associate Vice Chancellor for Assessment and Institutional Effectiveness are members of the University Planning Committee, ensuring that far-reaching proposals for modification to the Quality

Enhancement Plan will be reviewed at the highest administrative level and thoroughly integrated into UNO's overall planning process (see <http://www.UPCOM.UNO.edu>).



Assessment of Student Learning in the First Year Initiative

UNO's Quality Enhancement Plan will embed assessment practices in the academic programs it addresses and, through the work of the First Year Initiative Task Force, will ensure that these practices drive programmatic change to improve student learning outcomes. The relative effectiveness of each of the three strategies in improving student learning outcomes will be assessed through the following measures:

- The Curricula Effectiveness Survey for direct measurement of general education goals, which can also be used to assess the effectiveness of the Quality Enhancement Plan. The Curricula Effectiveness Survey was developed in house, based upon similar surveys at other institutions. Distributed in all 1000- and 2000-level courses, the survey asks both instructors and students to assess freshman- and sophomore-level courses for each of the 12 general education goals. Evaluative categories in this survey include “Not Introduced,” “Introduced,” “Assessed,” and “Mastered.” (For results from Spring 2005, see “Assessment Results” for the English and Mathematics strategies; see Appendix C for sample survey.)
- The national ACT Collegiate Assessment of Academic Proficiency (CAAP) in the four General Education areas of reading, writing skills, numeracy, and science. This exam is taken by a random sample of junior-level students across all academic disciplines and to students in capstone courses at UNO. The CAAP provides a means to correlate each student's score to his or her entering ACT score to yield some measure of the educational value added by his or her course selections. UNO results can also be compared to national norms, and comparison scores from Spring 2005 have been used to determine measurable objectives for the English and Mathematics sections of the First Year Initiative; for further information about the exam and sample exams, see <http://www.act.org/caap>.
- The National Survey of Student Engagement (NSSE), to be given at the end of every spring semester, beginning in 2006, to all freshmen. Results from surveys taken by freshmen who have completed UNIV 1001 will be extracted and evaluated as a direct measure of student learning outcomes in the key content areas of the seminar. Their scores then can be compared to those of all other freshmen. The NSSE will also be given to seniors as a value-added measurement of the long-range results of the Quality Enhancement Plan. A sampling of seniors will be given the NSSE in the Spring semester 2006. Initial results from both the senior and freshman groups will constitute the baselines for measurements. For sample survey and information, see http://www.indiana.edu/~nsse/pdf/NCS%20proof%2011_30_04.pdf.
- Internal assessments of individual strategies and the courses they contain

UNIV 1001 beginning and ending CSFI scores
 Freshman English Proficiency Examinations
 MATH 1115 departmental group examination

In addition, student rating forms for all of these courses are administered and used in departmental Institutional Effectiveness plans and will be included in the annual report to First Year Initiative Task Force.

Effective assessment methods at UNO will interweave the Quality Enhancement Plan, General Education goals, and Institutional Effectiveness planning and reporting. To cite just one example: with its extensive range of assessment, the Curricula Effectiveness Survey will enable the University to interconnect these three initiatives. Each semester, instructors will use the Curricula Effectiveness Survey in their 1000- and 2000-level courses and identify which, if any, of the various general education goals are assessed, thereby creating a master list of general education-affiliated courses. The Task Force, working with the Associate Vice Chancellor for Assessment and Institutional Effectiveness, will review these assessment results against departmental Institutional Effectiveness plans, making sure that specific general education components are embedded appropriately in the plans. In addition, the Task Force will identify individual sections which deviate from the overall general education assessment averages of these identified courses and will work with departments to bring them in line with other sections. Beginning next year, departments which offer courses identified as general education-affiliated will provide the Associate Vice Chancellor for Assessment and Institutional Effectiveness examples of the assessment tools used in these courses and their results, thereby creating an additional level of measurement of student learning outcomes in general education.

In the above exercises in focused assessment, as in all others, the First Year Initiative Task Force will play the central role in reviewing departmental and instituting university-wide measures for the Quality Enhancement Plan. Most significantly, the Task Force will receive and review assessment results for the courses central to the three strategies of the Quality Enhancement Plan, as well as unit Institutional Effectiveness plans in which these courses are included. Instructors in the courses central to the First Year Initiative will also forward their recommendations for course modification based on student response and classroom experience. Charged with making modifications to the strategies based on measurable student learning outcomes, the First Year Initiative Task Force will ensure that assessment drives both programmatic and budgetary decisions for the Quality Enhancement Plan. At the beginning of the fall and spring semesters each year, the Director of the Academic Support Center and the Chairs of Freshman English and Freshman Mathematics will close the loop, instituting those modifications that the Task Force determines are appropriate, while the latter group will also submit a report to the Provost and the University Planning Committee outlining any recommendations beyond the purview of the Task Force.

Comprehensive Timeline for Implementation of the First Year Initiative

The timeline below indicates the period for total implementation of the First Year Initiative. Each strategy in the body of the Quality Enhancement Plan includes an individual timeline. As SACS mandates, full review of the Plan will precede the five-year report. In addition, the First Year Initiative Task Force will complete an annual review and make modifications as described above. The first annual cycle of Task Force activities appears in bold on the timeline.

Lower maximum enrollments to 20 in Freshman English courses	Fall 2002
Assess learning outcomes in Freshman English	Spring 2003 Spring 2004 Spring 2005 Spring 2006
Lower minimum ACT Mathematics score for Placement in MATH 1115 (from 22 to 18)	Fall 2004
Begin redesign of UNIV 1001	Fall 2004
Complete redesign of UNIV 1001	Spring 2005
Implement English 1156	Spring 2005
Implement redesigned UNIV Success course	Fall 2005
Administer College Success Factors Index in UNIV sections	week 2 and 15 of Fall 2005
Direct English Department faculty to add learning objectives to all Freshman course syllabi	Fall 2005
Create and distribute survey to ENGL 1157 instructors	Fall 2005
Task Force: review Institutional Effectiveness Reports and begin monitoring any modifications instituted for Fall semester	Fall 2005
Appoint and train additional tutors in UNO Writing Center to assist students in English 1156	December 2005
Task Force: monitor assessment process, prepare schedule for Spring semester with any modifications suggested, and update budget based on scheduling needs	Winter 2005-06
Administer College Student Report (NSSE) to all freshmen and a sample of seniors	Spring 2006
Establish six tutorial sections in English 1156	Spring 2006

Reduce class sizes in 12 sections of MATH 1115	Spring 2006
Establish electronic review of homework exercises, common review sheet for in-class tests, and structured tutorials for MATH 1115	Spring 2006
Institute a common set of hour-long departmental exams to be given at prescribed intervals during the semester for MATH 1115	Spring 2006
Task Force: receive and review assessment outcomes from Fall semester; request additional data as needed	Spring 2006
Assess results of first semester with tutorial module in English 1156	Summer 2006
Task Force: complete review of all strategies in QEP, prepare report for Provost and UNO Planning Committee, and make recommendations for modifications to begin Fall or Spring semesters	Summer 2006
Require UNIV 1001 of all new freshmen	Fall 2006
Link pilot sections of UNIV 1001 linked to Freshman Composition courses	Fall 2006
Add additional tutorial sections of English 1156 as needed	Fall 2006
Institutionalize UNIV/English linkage or make other modifications as needed	Fall 2007
Report on efforts to reach success rate objective in MATH 1115 and modify as needed	Fall 2007
Reassess UNIV, English, and Mathematics strategies based on five-year outcomes	Fall 2010

The Plan

First Year Initiative: Three Strategies for Improving Student Learning

As we have noted, a range of demographic and economic forces jeopardizes the learning of a large segment of our diverse student body, that group which we have described as “at risk.” Yet there is another student population at UNO, a smaller, less academically and economically vulnerable group. On this side of the spectrum are the nearly 500 students enrolled in UNO’s Honors Program, the 18% of our students who receive full tuition scholarships from the Louisiana Tuition Opportunity Program for Students, and our international student body representing over 90 countries. The co-existence of these two groups in the student population points directly to the problem facing the University and the challenge that its Quality Enhancement Plan confronts. As we embark on a new era of higher admissions standards and state-sanctioned “admissions exceptions,” which take effect in the Fall semester 2005, the institution must demonstrate a new commitment to enabling student learning across the entire undergraduate student population.¹⁰

If the University fails to foster learning among all of its students, it risks creating a student body divided within itself, one in which the gaps between levels of academic preparedness and economic privilege determine student success or failure. The First Year Initiative therefore aims at improving learning in those central areas where all new students construct the intellectual foundations upon which their academic success will rest. The overarching goal of UNO’s Quality Enhancement Plan and those of the General Education Institutional Effectiveness Plan converge and intertwine, because the First Year Initiative has been conceived to provide the fundamental skills and behaviors requisite for success at the University. The three strategies that comprise UNO’s Quality Enhancement Plan have been designed with the awareness that the central competencies and forms of knowledge diffused through our general education curriculum are indeed fundamental, that they are essential to building academic success among the students our urban mission serves. Finally, it is our belief that the Freshman Year Initiative will not only help students achieve the general education goals outlined by the University, it will also better prepare them for academic success in their individual career paths.

Strategy I: Revision of University Success (UNIV 1001)

A. Background

University Success (UNIV 1001) is a one credit-hour course intended to help first year students to develop and refine the skills, mental habits, and personal engagement with the university community and its resources that are the foundation of a successful collegiate experience. University Success familiarizes students with the tools for mastering academic challenges, gaining and applying technological fluency, identifying and making effective use of relevant

¹⁰ Admissions requirements beginning in Fall 2005 include an increase in the ACT composite score from 21 to 23; an increase in the high school GPA from 2.0 to 2.5; and the completion of the state-defined college preparatory core requirements. The admissions standards also call for 15% exceptions to these new standards and mandate that 2/3 of the exceptions be African American students. A complete version of the admissions requirements can be found at http://www.uno.edu/%7Eacse/catalog/admissions/changing_admission_requirements.html.

campus resources, developing a sense of belonging and community, and planning for their undergraduate careers and beyond.

UNIV 1001 has been offered as an elective for new freshmen since the fall of 1996, and all first-time, full-time freshmen are strongly encouraged to take it. However, upon the fifth anniversary of its inception, an assessment of the effectiveness of the course was undertaken, revealing a mixed judgment of the relative effectiveness of the course. Although there appeared to be some improvement in overall GPA for students taking the course, the overall increase was not sustained in subsequent semesters. Moreover, when the UNIV course grade was factored out, improvement was negligible. However, students taking the course repeatedly rated it above the University norm and believed that it increased their sense of belonging to an academic community. A key problem in the course appeared to be its lack of uniformity across sections, with too many topics to cover, as well as its insufficient academic rigor and inadequate attention to its stated learning objectives. A new focus on the significant college success factors, along with a systematic assessment process, was needed.

During the academic year 2004-05, a committee of faculty, administrators, and student support staff was appointed to revise and revitalize the course, taking into account the evidence gathered during the earlier assessment, literature and outcomes on similar courses at universities elsewhere, and direct input from former students of UNIV and from peer (student) mentors who had previously participated in various modules of the course. Student input was provided through the end-of-semester *UNIV 1001 Teaching & Course Evaluation* (percentage rankings by students of the effectiveness of UNIV course modules, as well as student comments) and from the evaluations of peer mentors, which were very positive. Of the students completing the course evaluation for 2004-05, 91.5% said the course was useful to them and 89.5% would recommend that all new freshmen take the course. The top five course modules that students ranked as being effective were 1) awareness of campus resources (94.5%), 2) interaction with faculty (87.4%), 3) connection to the UNO community (82.7%), 4) time management skills (82.5%), and 5) better study skills (80%).

In addition, results from the College Student Inventory (CSI) helped to guide committee planning. The CSI was piloted during 2004 as part of a new focus on assessment. It was administered to 440 incoming freshmen at early orientations during Spring 2004. The affective and cognitive indicators in the summary report provided a prioritized list of the students' self-identified needs. Of the twenty-five recommendations for interventions, the top ten concerned improving career and academic planning, enhancing study skills, getting involved on campus, and getting advice from an experienced student, which have all been included in the streamlined UNIV course content.

Besides providing the student profiles, the CSI provided practice for incorporating increased contact outside the classroom into UNIV, since the instructors also served as CSI advisors for students in their courses. While 86.4% of the students taking the CSI reported their academic ability to be slightly above average or above, their mean for "dropout proneness" was 45.2%, indicating the importance of establishing ongoing faculty, advisor, and mentor relationships. While the College Student Inventory served as a good pilot instrument and indicated the need for diagnostic interventions, the committee decided that another instrument, the College Success Factors Index (CSFI), would be more appropriate and useful for the redesigned UNIV course. The CSFI comes bundled with the textbook (John Gardner's *Your College Experience*) and

relates more directly to the course content. Because it is web-based, in contrast to the paper CSI, it is more affordable and convenient, and results are immediately available to both students and faculty. Another major advantage is that the package allows for two administrations per student, so that it can be used as a pre-test and a post-test for the UNIV course.

Features of the redesigned course include: initial diagnostics; a defined UNIV team (instructor, peer educator, librarian, and advisor) for each section; increased contact outside of the classroom through the role of UNIV instructors as the College Success Factors Index advisors for their sections; expanded role of peer educators; extensive use of technology tools such as BlackBoard and e-mail for communication and learning; and explicit linkage of student learning outcomes with General Education goals. In 2006, UNIV plans to reinforce that linkage by partnering sections of UNIV 1001 with English composition classes. It has long been determined that linking classes builds learning communities, which in turn strengthen student engagement in the learning process.¹¹

Student learning in the Freshman Seminar will be systematically assessed, using the College Success Factors Index, course evaluations, ACT Student Opinion Survey, and the National Survey of Student Engagement (NSSE). If assessment measures indicate that the Freshman Seminar improves learning outcomes, the University will establish the requirement that all freshmen take the course. The targeted date for establishing the requirement is Fall 2006, at which time at least 10 sections will be linked with a Freshman English course. After two semesters of evaluation, the First Year Initiative Task Force will determine whether to expand the number of linked sections and formally institutionalize the linkage, to modify the linkage in some other way (i.e., linking UNIV with classes other than English), or to abandon the linkage.

B. Goals and Measurable Objectives within this Strategy

Goals: Freshmen who have completed University Success (UNIV 1001) will demonstrate academic and personal development skills and habits which will facilitate their transition from high school to college and contribute to overall improvement in student learning outcomes, a sense of engagement with other students, faculty, and campus resources, and positive attitudes towards their university experience. UNIV 1001 promotes academic success in the critical first year and serves as a foundation for the achievement of General Education goals.

Goal 1: through UNIV 1001, students will develop and practice critical thinking, problem solving, and study skills needed for university work.

Goal 2: through UNIV 1001, students will navigate the information and communication technology environment and use library resources to support learning and coursework.

¹¹ See, for instance, Vincent Tinto, *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 2nd edition (Chicago: U of Chicago P, 1993); and N. S. Shapiro and Jay H. Levine, *Creating Learning Communities: A Practical Guide to Winning Support, Organizing for Change, and Implementing Programs* (San Francisco: Jossey-Bass, 1999). Also of interest in this regard is the Freshman Learning Community Initiative at Georgia State University, one of UNO's peer institutions. (See Nancy R. Mansfield, Nannette Evans Commander, and William J. Fritz, "Freshman Learning Communities: Meeting the Needs of Commuting Students at an Urban Research University," in *Metropolitan Universities* [June 2004] 15:2, 125-37.)

Goal 3: through UNIV 1001, students will identify and use campus resources and services which support student learning and personal development.

Goal 4: through UNIV 1001, students will identify and explore campus activities and learn to interact with others in a diverse community.

Goal 5: through UNIV 1001, students will explore their learning styles in relation to academic programs and develop a course of study for the next academic year.

Measurable Objectives: To ensure that the above goals are reached, the Director of the Academic Support Center, the faculty of University Success and the First Year Initiative Task Force have established 11 measurable objectives of student learning for the first year:

1. 70% of students completing UNIV 1001 will indicate their application of study and test-taking skills and time management strategies in order to improve their learning outcomes in other courses. (NSSE items 1a, 1c, 1f, 1h, 1i, 1p, 1r, 1t, 2b, 2c, 2d, 2e, 3b, 9a, 11e, 11j, 11m; UNIV 1001 student self-assessments on usefulness of these modules)
2. 70% of students completing UNIV 1001 will use their university e-mail account to communicate with an instructor. (NSSE item 1m; successful completion of a required UNIV assignment)
3. 70% of students completing UNIV 1001 will use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment. (NSSE item 1l; successful completion of a required UNIV assignment)
4. 70% of students completing UNIV 1001 will use criteria to evaluate the academic relevance and credibility of information found on a website. (Scores on a web-based library skills tutorial and NSSE item 1e and 2d)
5. 70% of students completing UNIV 1001 will meet with their UNIV instructor to review their College Success Factors Index profile and to identify at least two campus resources available to them for assistance with academic concerns, improvement of academic skills, or personal development. (CSFI instructor and student reports)
6. 70% of students completing UNIV 1001 will participate in co-curricular activities (such as organizations, student government, fraternities and sororities, or sports) during the first year. (NSSE item 9d)
7. 70% of students completing UNIV 1001 will improve their understanding of others who are different from them in terms of religious beliefs, political opinions, personal values, race, or ethnicity. (NSSE items 1u, 1v, 6e, 11l)
8. 70% of students completing UNIV 1001 will discuss grade or assignments with an instructor. (NSSE item 1n and p)

9. 70% of students completing UNIV 1001 will report that their first year experience has contributed to their knowledge, skills, and personal development in the General Education goal areas. (NSSE items 11a, e, g, j, k, l, n)
10. 70% of students completing UNIV 1001 will evaluate their overall educational experience during their first year as “good” or “excellent.” (NSSE item 13)
11. 70% of students completing UNIV 1001 will show improvement (pre-test/post-test) in at least five of the factors critical to college success in the CSFI.

C. Components of this Strategy

1. Course Content

The textbook for UNIV 1001 is *Your College Experience: Strategies for Success* by John Gardner, one of the nationally recognized leaders of the First Year Experience movement. Each UNIV section has a BlackBoard shell for course content and communication, with online quizzes for each course module. The textbook is accompanied by a CD-ROM with exercises and self-assessments, as well as web access to the College Success Factors Index. Chapters on the transition to college, becoming an active learner, critical thinking, time management, learning styles, study skills and test taking, navigating the information environment (the library and campus computing), academic planning, diversity, and personal growth and relationships.

2. Academic Support

- Peer educators who teach UNIV class sessions (such as Getting Along with Faculty and Test-Taking) and offer individual tutoring in content areas (English, Mathematics, Sciences) in the Learning Resource Center.
- Peer Technology Guides who provide assistance with information technology tools in the Library Information Commons.
- First Year Initiative Librarian who works as part of the team with the Director of the Academic Support Center and instructors to design and deliver classroom instruction and individual assistance for students.
- Reference Librarians who provide individual research assistance at the Information Desk and through scheduled research consultations.
- UNIV 1001 instructors who serve as College Success Factors Index (CSFI) advisors for their students, meeting with them at least once to review their personal CSFI profiles and identify campus support services as intervention strategies to address the needs of each individual student. CSFI training is provided for all UNIV instructors.
- Professional development opportunities which are provided for all UNIV 1001 instructors, including the required orientation workshop at the beginning of the semester

(covering course content, learning outcomes, and CSFI advisor training), and at least two faculty meetings during each semester to review course progress, share successful instructional strategies, and propose improvements.

3. Course Expansion

In the Fall semester 2005, the Director of the Academic Support Center and the Chair of Freshman English will develop strategies to link sections of UNIV with English 1156 and/or 1157. These strategies will include developing shared course content, writing assignments, and homework, along with exploring ways in which faculty members, peer mentors, and peer advisors can participate in these new learning communities. In the Fall semester 2006, a minimum of ten sections will be linked with sections of Freshman Composition courses. In the Fall semester 2007, the linkage will be evaluated and modified.

D. Assessment Tools

1. National Survey of Student Engagement (NSSE). This annual survey will be used to provide indicators on how to improve the First Year Initiative. Now in its sixth year, the NSSE has been used by more than 850 colleges and universities across the country. It assesses student engagement in five key areas: level of academic challenge; active and collaborative learning; student-faculty interaction; enriching educational experiences; and supportive campus environment. These are the areas that research studies show to be important to continuing student learning and persistence.¹²

The NSSE survey (the College Student Report) is short, reliable, and easy for students to complete. It is administered at the end of the freshman year (spring semester) to all freshmen, including those who took UNIV 1001 that year. In addition, a random sample of seniors will complete the survey, which will provide a baseline comparison for longitudinal studies.

Individual items of the survey instrument correlate to UNIV 1001 student learning outcomes and to General Education learning goals. Available data will include the institutional report (composite and individual student responses), as well as comparisons of UNO to national benchmarks and peer institutions. All of the 15 institutions in UNO's designated urban peer group have participated in NSSE.¹³

¹² See A. W. Chickering and Z. F. Gamson, "Seven Principles of Good Practice in Undergraduate Education," in *AAHE Bulletin* (1987) 39:7, 3-7; A. W. Astin, *What Matters in College: Four Critical Years Revisited* (San Francisco: Jossey-Bass, 1993); and E. T. Pascarella and P. T. Terenzini, *How College Affects Students: Findings and Insights from Twenty Years of Research* (San Francisco: Jossey-Bass, 1991).

¹³ UNO's Peer Institutions as established by the Urban Task Force are: Florida Atlantic University (Boca Raton); Florida International University; Georgia State University; University of Alabama at Birmingham; University of Memphis; University of North Carolina at Greensboro; University of Texas at Arlington; Virginia Commonwealth University; Cleveland State University; Indiana University Purdue University (Indianapolis); Oakland University; University of Missouri-Kansas City; University of Missouri-St. Louis; University of Toledo; Wayne State University.

2. College Success Factors Index. The CSFI is a required component of UNIV 1001 and will be administered at the beginning and at the end of the course to track improvements in specific patterns of behavior and attitudes related to academic success. Used by colleges and universities for over ten years, the CSFI is a survey designed to assess eight key areas: responsibility vs. control, competition, task precision, expectations, wellness, time management, college involvement, and family involvement. The factors are correlated with specific chapters in the UNIV text, *Your College Experience*. As a diagnostic instrument, the CSFI provides students' scores in reference to a criterion success line (the "watchline"). Scores below the watchline can be addressed in UNIV 1001 and through individual advising and interventions. Available data includes individual student scores, aggregate course results, and institutional results.
3. Course evaluations. In addition to the standard student course evaluations, UNIV 1001 students also complete an evaluation specific to UNIV 1001 which provides their self-assessments of the perceived value of course learning outcomes.

E. Timeline

Implement redesigned UNIV 1001 course	Fall 2005
Administer College Success Factors Index in UNIV sections	week 2 and week 15 of Fall 2005
Administer College Student Report (NSSE) to all freshmen and a sample of seniors	Spring 2006
Require UNIV 1001 of all new freshmen	Fall 2006
Link pilot sections of UNIV 1001 to Freshman Composition courses	Fall 2006
Institutionalize linkage or make other modifications as needed	Fall 2007

F. Closing the Loop

UNIV has instituted practices that ensure uniformity of and provide quality control of the classroom experience, including the use of a common syllabus, common homework exercises, and training for CSFI report evaluation and counseling. Instructors meet regularly and report annually their recommendations for course modification based on student response and classroom experience to the Director of the Academic Support Center. The Director of the Academic Support Center (who is a member of the First Year Initiative Task Force) forwards that report, along with all assessment results from the course (NSSE, course evaluations, and the CSGI) to the First Year Initiative Task Force for review and analysis. At the beginning of the fall or spring semester each year, the Director of the Academic Support Center institutes those modifications that the Task Force determines are appropriate. The annual Task Force Report to the Provost and University Planning Committee includes these, along with any recommendations beyond the purview of the Task Force to institute.

Strategy II: Modification of Curriculum and Instruction in UNO's Freshman English Program

A. Background

Since 1982, the Department of English has been entrusted with the responsibility of ensuring that all UNO undergraduates demonstrate proficiency in college-level writing. English faculty members and administrators have carried out this task by building a curriculum that addresses not only writing skills but several fundamental general education goals. In its four-course sequence, the Freshman English Program seeks to foster the development of skills in analytical and critical reading, thinking, and writing. To enhance the accuracy with which students are placed in these four courses, the English Department uses not only ACT and SAT II Writing scores but a timed essay as well, which is read by a minimum of two faculty members. Grading standards in all four courses are collectively determined by English faculty members and reinforced by grading calibration meetings scheduled every semester. Three of the four Freshman English courses are capped by a two-hour proficiency essay examination, and every student exam is read blind by a jury of two to three faculty members. The Freshman English Chair and the Freshman Advisory Committee are both charged with assessment of the program, through regular reviews of teaching in the nearly 200 sections of Freshman Composition courses offered each semester and through annual Institutional Effectiveness reporting. Revision of the curriculum in the Freshman English Program is an ongoing effort, which will gather further impetus in the academic year 2005-06, when program revision will be guided by the formal statement of expected learning outcomes developed and disseminated by the Council of Writing Program Administrators (WPA), a copy of which can be found in Appendix B (see also <http://wpacouncil.org.book/print/8>).

Taken together, these features of the Freshman English Program are a collaborative and strategic effort to teach reading, thinking, and writing skills effectively. Some recent measures of student learning outcomes in Freshman English indicate, however, that additional strategies must be devised in order to close the loop more effectively in this area of instruction. In the ACT Collegiate Assessment of Academic Proficiency (CAAP) administered in the Spring semester 2005, the results revealed that the writing skills of UNO students are below the national percentile-based average: 61.9 (UNO) versus 62.3 (national). Further, while numerical ratings derived from the Curricula Effectiveness Survey demonstrate that faculty members believe skills in oral and written communication, reading, and reasoning abstractly are “mastered” or at least “assessed,” student perceptions of their own learning fall short in each of these three key areas (see “Assessment Results” for Freshman English strategy).

We believe that improvements in the above measures are within reach, and we will implement the following elements of an overall strategy to achieve the desired progress. Because the reduction in maximum class size (from 25 to 20) achieved in the Fall semester 2002 has increased the academic success of students in Freshman English courses, this structural modification of the Freshman English Program will be continued, along with the placement and assessment methods described above. In addition to these elements of the strategy, the Department of English will take measures to incorporate formally and systematically the central general education goals of critical reading and thinking into instruction in English 1157 and 1158. Collectively, these elements of the two freshman courses will help insure that the measurable learning goals we set will be met in the crucial freshman year.

The Department of English also faces the challenge of ensuring the academic success of that segment of the freshman student population affected by the new admissions standards required by the Louisiana Board of Regents. The new admissions standards direct us to place all students scoring 18 or above on the English section of the American College Test (ACT) in a non-remedial, “entry-level, college-level English course designed to fulfill general education requirements of academic degrees.”¹⁴ However, we expect that every semester several hundred incoming freshmen who will meet that ACT threshold will nevertheless enter without an adequate grasp of the writing skills they need in order to succeed in the normal entry-level course in our Freshman Composition sequence, English 1157. To address this need, in the Spring semester 2005, UNO’s Department of English implemented English 1156, designed as a non-remedial, for-credit Freshman Composition course emphasizing basic writing skills. Because the students who place into this course are precisely those whose future academic success most critically depends on a foundation of first year learning, the Department of English has sought to modify and reinforce instruction in English 1156. The element of the overall strategy that deals with English 1156, therefore, will feature the addition of a tutorial module to 6 sections of the course, to be introduced in the Spring semester 2006.

B. Goals and Measurable Objectives within this Strategy

Goals. The Freshman English Program pursues guiding goals that are essentially identical with three of those central to the UNO General Education Institutional Effectiveness Plan.

Goal 1: students who complete courses in Freshman English will communicate effectively in oral and written English.

Goal 2: students who complete courses in Freshman English will read with comprehension.

Goal 3: students who complete courses in Freshman English will be able to reason abstractly and think critically.

These goals are more specifically delineated and reinforced in the Freshman English Program at UNO through its adoption of the Council of Writing Program Administrators’ outcomes statement, which includes rhetorical knowledge, critical thinking, reading and writing, writing processes, and knowledge of conventions (see Appendix B).

Measurable Objectives. To ensure that the above goals are reached, the Department of English and the First Year Initiative Task Force have established seven measurable objectives of student learning in these courses:

1. An increase of 10% by 2010 in the academic success of students in English 1156, based on several measures, but principally the percentage of students who pass the jury-read proficiency examination administered at the end of the semester. In the first semester we offered English 1156 (Spring 2005), this academic success rate was 58%. This rate will be compared between the pilot sections and control group. The rate at which students

¹⁴ See Academic Affairs Policy 2.18 (<http://asa.regents.state.la.us/PP/Policies.2.18>).

pass the portfolio review, bypass English 1157, and withdraw from courses will be compared as well.

2. An increase of 10% by 2010 in the academic success of students in English 1158, based on several measures, but principally the percentage of students who pass the jury-read proficiency examination administered at the end of the semester. Since class size was reduced in the Fall semester 2002, the number of students who pass this examination has increased 7%. Other comparative measures of student learning since enrollments were lowered include the rate at which students pass the portfolio review and the rate at which they withdraw from the course.
3. An increase of 10% by 2010 in the number of students whose academic progress is sufficiently strong that their instructors' recommendation that they bypass English 1157 (passing directly from English 1156 to 1158) is approved by the Freshman Advisory Committee. The bypass rate from Spring 2005 (the first semester for which results have been obtained) is 0.
4. An increase of 0.5 per year for the next five years in student scores on the "Writing Skills" module of the ACT Collegiate Assessment of Academic Proficiency (CAAP). The sample of UNO students who took the Writing module this year revealed that our students perform at a level approaching the national percentile-based average: 61.9 (UNO) versus 62.3 (national). The initial goal, then, based on a five-year timeline is an average of 64.4 by 2010. Goals will be adjusted and modified at that time.
5. An increase of 0.2 per year for the next five years in student scores on the "Reading" module of the ACT Collegiate Assessment of Academic Proficiency (CAAP). The sample of UNO students who took the Reading module this year revealed that our students perform at a level above the national percentile-based average: 61.7 (UNO) versus 60.4 (national). The initial goal, then, based on a five-year timeline is an average of 62.7 by 2010. Goals will be adjusted and modified at that time.
6. A numerical rating of at least 3.0 on the Curricula Effectiveness Survey in all levels of Freshman English by 2007, indicating that both faculty **and** students find that the following three skills are at least "assessed" if not "mastered."
 - a. communicating effectively in oral and written English
 - b. reading with comprehension
 - c. reasoning abstractly and thinking critically
7. Departmental survey results indicating that at least 85% of instructors teaching English 1157 report that English 1156 not only prepares students effectively for 1157 but "mainstreams" those students who are otherwise academically at risk.

C. Components of this Strategy

1. English 1157 and 1158: continue with lower maximum student enrollment; establish clear and uniform learning objectives in syllabi for both courses.

With the support of a grant from the Louisiana Board of Regents (which has since become part of UNO's annual funding for English instruction), in the Fall semester 2002 UNO reduced the maximum class size in all Freshman English courses from 25 to 20. The main benefit to student learning, realized in the first year enrollments were lowered, was the increased and more focused attention instructors trained on student writing. Since this reduction was achieved, English Department faculty members agree, instructors are now able not only to address student writing more intensively but to help students develop their writing skills in specific areas--through the process of revision, for example. The common-sense axiom that writing can be taught more effectively if the instructor is given time to provide students with more assistance has been born out by the 7% increase in the number of students passing the jury-read proficiency examination at the end of the semester in the final course in the Freshman English sequence, English 1158.¹⁵

The reduction in class size complements the other procedures the Department of English utilizes, those emphasizing faculty collaboration in the placement of new students and in establishing and calibrating grading standards across the department. Because these procedures have been maintained by the Department of English for years, and because no other curricular modifications were introduced in the academic year 2002, the Department of English credits the significant improvement in the academic success of students in Freshman English to the reduction in maximum enrollments. The Department of English has maintained this practice since 2002, and it continues to monitor the success rate of students in English 1158, conveying this learning outcome in annual Institutional Effectiveness Reports.

To further strengthen instruction in Freshman English (particularly English 1157), the Department of English will direct all faculty members teaching Freshman English to include in course syllabi clear learning objectives directly related to those established in the UNO General Education Institutional Effectiveness Plan, emphasizing—in addition to written communication—reading comprehension and critical thinking skills.

2. Add Tutorial Module to English 1156

The UNO Department of English designed English 1156 as a for-credit course that “will focus on basic writing skills, teaching students to analyze and respond to written texts, to organize and develop short essays, and to master standard English usage.”¹⁶ Unlike a remedial course graded on a pass/fail basis, English 1156 counts toward the student's grade point average, and the course may also count toward the 6 hours of Freshman Composition coursework required of all UNO undergraduates. The course culminates in a jury-read proficiency examination, and those students who not only pass but demonstrate exceptional academic progress may, after a recommendation from the instructor and the review and approval of the Freshman Advisory Committee, pass directly to English 1158, bypassing English 1157.

While the Department of English regards these latter elements of the course as incentives that will better motivate student learning than the pass/fail, non-credit nature of remedial English

¹⁵ In reducing class size, we have acted on the recommendations (supported by research) presented in the “Statement of Principles and Standards for the Postsecondary Teaching of Writing, “ *Conference on College Composition and Communication*, October 1989, which urges that enrollments in writing classes be limited to 20 students and ideally to 15 (p. 4).

¹⁶ *University of New Orleans Freshman English Handbook*, p. 22.

courses, it also recognizes that modifying the structure and content of the course will further enable student learning in English 1156. In the Spring semester 2006, therefore, six of the 13 sections of the course will contain a tutorial module. Under the guidance of the Director of the UNO Writing Center, whose staff of peer and graduate assistant tutors will be increased in the academic year 2005-06, students in English 1156 will work regularly with tutors or use this facility independently, employing software-driven writing tutorials. The latter instructional resources will be enabled by the new handbook selected by English Department Faculty for use in all Freshman English courses beginning in the Fall semester 2005. Muriel Harris's *Prentice Hall Reference Guide* comes with an online support system, and the Writing Center will make the necessary software (OneKey BlackBoard, Student Access Kit, Prentice Hall Reference Guide, 6/E) available to all students through BlackBoard once the publisher downloads it to the UNO server. This support system, which offers different kinds of online tutorials for a variety of writing and editing situations, promises to be an effective instructional tool, especially because students can use it on their own. Workshops will be conducted in the Fall semester to introduce faculty members to the online tutorial system.

Other strategies employed to reinforce instruction in English 1156 will replicate the proven practices used for English 1158: faculty collaboration in establishing and maintaining uniform grading standards in calibration exercises and group grading of the proficiency examination. In addition, the department will require that clear and uniform learning objectives be established and built into the course guidelines distributed to students in English 1156. These objectives will be related directly to those established in the UNO General Education Institutional Effectiveness Plan, emphasizing reading comprehension and critical thinking skills.

If measures of student learning indicate that the pilot effort in English 1156 is successful, the Department of English will expand the number of sections of the course containing the tutorial module.

D. Assessment Tools and Results

Tools

1. The "Writing Skills" module and the "Reading" module of the ACT Collegiate Assessment of Academic Proficiency (CAAP). The first module assesses rhetorical skills and usage/mechanics, and the second tests "referring" skills (identifying and interpreting information) and reasoning abilities.
2. The Curricula Effectiveness Survey, which asks faculty and students to evaluate the extent to which each course addresses general education learning objectives of the University, including
 - a. communicating effectively in oral and written English
 - b. reading with comprehension
 - c. reasoning abstractly and thinking critically

Evaluative responses indicate that the learning objective or skill was "mastered," "assessed," "introduced," or "not introduced."

3. English 1158 Proficiency Group examination, juried reading of proficiency exam, and portfolio review by faculty jury. At the end of the semester, students in English 1158, the final course in the Freshman English Composition curriculum, write a two-hour argumentative essay in response to a brief prompt, the content of which is derived from readings on a topic selected by the Freshman Advisory Committee. The topic is announced to students and discussed in English 1158 classes three weeks prior to the examination. Essays are read and assessed as passing or failing by juries of at least two faculty members (a split decision requires a third reader). These essays receive an entirely blind assessment: student names do not appear on the essays; a faculty reader may not be the student's instructor of record.

Faculty assess student writing for management of rhetoric and argument throughout the essay, paragraph structure and development, grammar, and style. Students must receive a passing grade on the proficiency examination in order to pass English 1158; the instructor of record may petition for a portfolio review for those students whose proficiency exam fails but who have achieved proficiency in their writing in and out of class across a range of assignments during the semester. For these assessments, portfolio juries are composed of faculty members who are not the instructors of record for any students submitting portfolios (nor may jury members have read the students' proficiency examination). Success rates for the English 1158 Proficiency examination are determined every semester by computing the percentage of passing and failing exams from all sections of English 1158 (approximately 90 per semester); the percentage of failing students who receive a portfolio review; the percentage of those who pass this review; and the percentage of students passing the examination or the portfolio review (total success rate).

English 1156 Proficiency Group Examination and portfolio review by Freshman Advisory Committee jury. At the end of the semester, students in English 1156 write a two-hour essay in response to a brief prompt, the content of which is derived from readings on a topic selected at the end of the semester by the faculty members teaching English 1156. Essays are read and assessed as passing or failing by juries of at least two faculty members (a split decision requires a third reader). These essays receive an entirely blind assessment: student names do not appear on the essays; a faculty reader may not be the student's instructor of record. Faculty assess student writing for overall success in constructing the essay, paragraph structure and development, grammar and style. Students must receive a passing grade on the proficiency examination in order to pass English 1156; the instructor of record may petition for a portfolio review for those students whose proficiency exam fails but who have achieved proficiency in their writing in and out of class across a range of assignments during the semester. For these assessments, portfolio juries are composed of faculty members who are not the instructors of record for any students submitting portfolios (nor may jury members have read the students' proficiency examination). Success rates for the English 1156 Proficiency examination are determined every semester by computing the numbers of passing and failing exams from all sections of English 1156 (approximately 12-15 per semester); the percentage of failing students who receive a portfolio review; the percentage of those who pass this review; and the percentage of students passing the examination or the portfolio review (total success rate).

4. Survey of 1157 Instructors. The survey will focus on those students who have entered 1157 after passing 1156, asking the 1157 instructor to assess the level of skill, preparation, and confidence among these students relative to the other students in the 1157 class.

Results

1. ACT CAAP. In the Spring semester 2005, 100 UNO students (the ACT-recommended number) completed the CAAP “Writing Skills” and “Reading” modules. The mean score on the “Writing Skills” module was 61.9, with a Standard Deviation (SD) of 6.7 compared to the national mean score of 62.3 with a SD of 4.7. Thus the mean is below the national average, but within a standard deviation of both values. The mean score on the Reading module was 61.7, with a SD of 7.2 compared to the national mean score of 60.4 with a SD of 5.3. Thus the mean is above the national average, but within a standard deviation of both values. Considering the rather low entering ACT scores of our freshmen, these results are encouraging.

2. Curricula Effectiveness Survey. In the Spring semester 2005, the Curricula Effectiveness Survey was distributed to all instructors and all students who taught or were enrolled in at least one 1000- or 2000-level course. For all university 1000- and 2000-level courses, the faculty members self-assessed the course they taught as to its effectiveness in meeting general education learning objectives, and the responses were scored as 0= “not rated,” 1= “not introduced,” 2=“introduced,” 3=“assessed,” and 4=“mastered.” The English faculty average on “communicating effectively in oral and written English” was 2.81 compared to a student average assessment of 2.22, indicating that in most classes, faculty members believed that they were assessing communications skills in the course, while students thought those skills were being introduced but not assessed. The faculty average on “read with comprehension” was 3.17 compared to a student average assessment of 2.47, indicating that in these classes instructors thought they were assessing reading skills while, on average, only about half the students responding indicated the reading skills topic was being assessed. The faculty average on “reason abstractly and think critically” was 3.55 compared to a student average assessment of 2.84, indicating that in most classes the faculty held the view that the students had mastered critical thinking skills in the course, while students believed those skills were assessed. In subsequent years the surveys will be targeted to courses in which faculty rate the course as “assessing” or “mastering” reading, writing, and critical thinking skills to better refine these measures.

3. Academic Success Rates derived from Proficiency Group Examinations

English 1158: in 2004-05 61% of students who took the Proficiency examination passed; 67% of failed examinations received a portfolio review, and of that group, 92% passed. The overall success rate for the academic year was 87%.

English 1156: in the Spring semester 2005, 58% of students who took the Proficiency examination passed; 56% of failed examinations received a portfolio review, and of that group, 100% passed. The overall success rate for the academic year was 81%.

E. Timeline

Lower maximum enrollments to 20 in Freshman English courses	Fall 2002
Assess learning outcomes in Freshman English	Spring 2003 Spring 2004 Spring 2005 Spring 2006
Implement English 1156	Spring 2005
Direct English Department faculty to add learning objectives to all course syllabi	Fall 2005
Create and distribute survey to ENGL 1157 instructors	Fall 2005
Appoint and train additional tutors in UNO Writing Center to assist students in English 1156	December 2005
Establish 6 tutorial sections in English 1156	Spring 2006
Assess results of first semester with tutorial module	Summer 2006
Add tutorial sections of English 1156 as needed	Fall 2006
Reassess English strategies based on 5-year assessment from 2005	Fall 2010

F. Closing the Loop

Faculty members teaching Freshman English courses calibrate their grading standards, meet regularly, and report annually to the Chair of Freshman English their recommendations for course modification based on student response and classroom experience. The Chair of Freshman English (who is a member of the First Year Initiative Task Force) forwards that report along with all assessment results from composition courses to the First Year Initiative Task Force for review and analysis. At the beginning of the fall or spring semester each year, the Chair of Freshman English institutes those modifications that the Task Force determines are appropriate. The annual Task Force Report to the Provost and University Planning Committee includes these, along with any recommendations beyond the purview of the Task Force to institute.

Strategy III: Redesign of Core Course in Mathematics with a Reduction in Class Size

A. Background

MATH 1115 (College Algebra) is an entry level three credit-hour course that can serve as partial fulfillment of the General Education Degree Requirements and can be used as a prerequisite for further study in Mathematics. By mandate from the Louisiana Board of Regents, the minimum ACT Mathematics score for placement into MATH 1115 was lowered from 22 to 18 in the Fall semester 2004. This change doubled the number of students enrolling in MATH 1115. While the course material has not significantly changed and the average class size has remained at about 40 students per section, lowering the placement criteria has caused the success rate to drop. (This rate is measured each semester as a percentage, determined by dividing the total number of students who successfully completed the course with a grade of C or higher by the number of all students on the official class rolls.) In the year when the new minimum placement scores were introduced, the success rate fell from 51.8 % (Fall 2003) to 46.4 % (Fall 2004). The obvious and logical explanation for this decline is that the Mathematics Department is now teaching students in MATH 1115 who had previously been placed into Developmental Mathematics.

As we have noted, the reduction in class size in all Freshman English courses has measurably improved the success rate on the English proficiency exam. Improving learning in English by this means is only one focus of the First Year Initiative; the literature indicates that similar gains can be achieved in Mathematics instruction.¹⁷ In an attempt to achieve comparable improvements in General Education competency in numeracy, the university will decrease class sizes in MATH 1115 from 40 to 25 students per section beginning in Spring 2006.

B. Goals and Measurable Objectives with this Strategy

Goals. The Department of Mathematics pursues the guiding goals set forth in the General Education Institutional Effectiveness Plan.

Goal 1: students completing courses in Mathematics will understand numerical data and statistics.

Goal 2: students completing courses in Mathematics will reason abstractly.

Measurable Objectives. To ensure that the above goals are reached, the Mathematics Department and the First Year Initiative Task Force have established three measurable objectives of student learning in these courses:

¹⁷ G.V. Glass and M. L. Smith's study, "Meta-analysis of research on class size and achievement," in *Education Evaluation and Policy Analysis* (1979) 1:2-16, revealed that significant improvement in mathematical learning occurred when class enrollment did not exceed 25, and that improvement evaporated if class size reached 30 or more. Although Tyler J. Jarvis challenges the effects of class size on student learning in Calculus, he acknowledges that the large classes he studied included review sections with enrollment caps at 30. ("Class Size and Teacher Effects on Student Achievement and Dropout Rates in University-Level Calculus" [www.math.byu.edu/~jarvis/class-size/class-size.html]). All studies recognize the importance of effective teaching and generally agree that meaningful student-teacher interaction improves student learning. UNO's Quality Enhancement Plan allows for smaller classes and increased interaction.

1. The success rate on the jury-graded MATH 1115 departmental group exam will increase by 5% by May 2007. The results from 2004-05, when students were placed in MATH 1115 according to the new Regents guidelines, constitute the baseline for measuring improvements. Exams to be given at the end of the Spring semester 2006 will provide the first set of results gathered after enrollments are lowered. In Fall 2004, the success rate (students who scored 60 or above on the exam) was 53.6%; in Spring 2005, that number was 38.2%.
2. The mean Mathematics scale score on the ACT CAAP exam will be a 60 by May 2010. The results from the Mathematics module taken by UNO students in 2004-05 revealed that our students perform at a level slightly ahead of the national percentile-based average: 58.3 (UNO) versus 56.1 (national). The objective will be monitored annually, with a targeted improvement goal of .4 each year. Following the report of the 2010 results, modifications to both the course and the objective will be considered for implementation by the department and the First Year Initiative Task Force.
3. A numerical rating of at least 3.0 on the Curricula Effectiveness Survey by 2007 in MATH 1115, indicating that both faculty **and** students find that the skill of numeracy was at least “assessed” if not “mastered.”

C. Components of this Strategy

1. The primary strategic component intended to meet these objectives is the reduction of class size in MATH 1115. This basic change will enable several important instructional improvements. Course content will be amplified by increasing the number of graded assignments. In addition, smaller classes will allow the instructor to give students more individual attention, in the classroom and during office hours, as well as offering students more opportunities for practice, which is essential for success in any Mathematics course. This modification will also make it possible for instructors to provide more frequent assessment of student progress. When courses enroll 40 students, assessment of students' work, especially in the crucial early weeks of the semester, is hindered, and instructors have been forced to rely on paper graders to assess homework and quizzes, which usually delays the return of graded work to students. The reduction in class size will permit instructors themselves to grade and promptly return weekly assignments, ranging from homework, in-class quizzes, and BlackBoard quizzes.
2. The department's strategy will pursue the goal of numerical competency by maintaining other established and successful practices in MATH 1115 instruction: the use of a common syllabus and practice review sheet, a group final examination, and group grading of this exam. The Mathematics Department will also continue to encourage student use of the Mathematics Tutor Center, and the number of tutors available will be increased.
3. In addition, the department will introduce the following new elements into its overall strategy: electronic review of homework exercises and a common review sheet for the four in-class tests with structured tutorials by faculty members in the Mathematics Tutor Center to coincide with test times. The Mathematics Department will also establish guidelines and benchmarks for the regular testing of student progress throughout the semester (including a

set of required departmental exams to be administered at specific intervals in each semester) and will reinforce grading standards through spot-checking of examinations and calibration exercises.

D. Assessment Tools and Results

Tools

1. ACT Collegiate Assessment of Academic Performance (CAAP). The Mathematics module of the CAAP is a 40-minute test designed to measure proficiency in mathematical reasoning. The test assesses student proficiency in mathematical problems encountered in many postsecondary curricula. The content areas tested include prealgebra; elementary, intermediate, and advanced algebra; coordinate geometry; and trigonometry.
2. Curricula Effectiveness Survey. This assessment tool asks faculty and students to evaluate the extent to which each course addresses the general education learning objectives of the University, including numeracy. Evaluative responses fall into the following range, indicating that the learning objective or skill was “mastered,” “assessed,” “introduced,” or “not introduced.”
3. MATH 1115 departmental group exam. This exam is administered at the end of the semester in which MATH 1115 is taken.

Results

1. ACT CAAP. In the Spring semester 2005, 100 students (the ACT-recommended number) completed the Mathematics module of the ACT CAAP Test. The mean score was 58.3 within a standard deviation of 4.8 compared to the national mean score of 56.1 with a SD of 3.6; thus the mean is above the national average but within 1 standard deviation of both values. Considering the rather low entering ACT scores of our freshmen, these results are encouraging.
2. Curricula Effectiveness Survey. In the Spring semester 2005, the Curricula Effectiveness Survey was distributed to all instructors and all students who taught or were enrolled in at least one 1000- or 2000-level course. For all university 1000- and 2000-level courses the faculty self-assessed the course they taught as to the effectiveness in meeting general education learning objectives and the responses were scored as 0=not rated, 1=“not introduced,” 2=“introduced,” 3=“assessed,” and 4=“mastered.” The Mathematics faculty average on “numeracy” was 2.38 compared to a student average assessment of 1.91, indicating that in several classes faculty members believed that they were assessing numeracy in the course, while students thought that it was being introduced, but not assessed. In subsequent years the surveys will be targeted to courses in which faculty rate the course as “assessing” or “mastery” of numeracy.
3. MATH 1115 departmental group examination. In the Fall semester 2004, 53.6% of students scored 60 or above on the departmental final examination; in the Spring semester 2005, 38.2% of students scored 60 or above.

E. Timeline

Reduce class sizes in 12 sections of MATH 1115	Spring 2006
Establish electronic review of homework exercises, common review sheet for in-class tests, and structured tutorials	Spring 2006
Institute a common set of hour-long departmental exams to be given at prescribed intervals during the semester	Spring 2006
Report on success of success rate objective and modify as needed	Fall 2007
Reassess Mathematics strategies based on five-year outcomes	Fall 2010

F. Closing the Loop

Faculty members teaching MATH 1115 calibrate their grading standards, meet regularly, and report annually their recommendations for course modification based on student response and classroom experience to the Chair of Freshman Mathematics. In addition, the results of the MATH 1115 group departmental examination, the Mathematics component of the ACT CAAP, along with results from the Curricula Effectiveness Survey, are shared with the Chair of the Mathematics Department and the General Education Committee. After studying these assessments, the Chair of Freshman Mathematics (who is a member of the First Year Initiative Task Force) forwards the recommendations from Mathematics faculty to the First Year Initiative Task Force for review and analysis. At the beginning of the fall semester each year, the Chair of Freshman Mathematics institutes those modifications that the Task Force determines are appropriate. The annual Task Force Report to the Provost and University Planning Committee includes these, along with any recommendations beyond the purview of the Task Force, to institute.

Institutional Resource Commitment to the First-Year Initiative

The University of New Orleans has integrated its Quality Enhancement Plan into its strategic planning process. The upper administration and the entire university community are committed to implementing the First Year Initiative, and this commitment is reflected in the allocation of institutional resources to the initiative: key personnel, facilities, additional Library and learning resources, and funds.

Personnel

1. Administrative Oversight

Associate Vice Chancellor for Assessment and Institutional Effectiveness
Associate Provost for Academic Enhancement

First Year Initiative Task Force Members

Ms. Susan Danielson, Director of the Learning Resource Center
Dr. Miriam Daunis, Chair of Freshman Mathematics
Ms. Jennifer Holman, Peer Advisor and Student Representative
Ms. Diane Jackson, Peer Educator and Student Representative
Dr. Susan Krantz, Coordinator of Student Learning and Persistence Activities
First Year Initiative Librarian (hiring in progress)
Ms. Charlotte Maheu, Director of Academic Support Center
Ms. Kim McDonald, Chair of Freshman English
Dr. Dennis McSeveney, Associate Provost for Academic Enhancement (Chair)
Dr. Scott Whittenburg, Associate Vice Chancellor for Assessment and Institutional Effectiveness

2. Personnel for UNIV Strategy (positions existing prior to the FYI are marked *)

Director of the Academic Support Center
LRC Director *
First Year Initiative Librarian
Other librarians who teach library sessions for UNIV sections and also provide individual library/research assistance for students*
Faculty to teach 25 additional sections of UNIV 1001 in 2005-06

3. Personnel for Freshman English Strategy (positions existing prior to the FYI are marked *)

LRC Director*
Writing Center Director*
Faculty needed for reduced class size in English 1158: 8 Instructors
Faculty reassigned from other duties to staff ENGL 1156 sections: 30 sections

4. Personnel for Mathematics Strategy (positions existing prior to the FYI are marked *)

LRC Director*

Mathematics Tutoring Coordinator*

Faculty needed for reduced class size in MATH 1115:

30 sections

5. Tutors and Mentors for UNIV, English, and Mathematics Strategies (positions existing prior to the FYI are marked *)

Graduate Assistant tutors for Mathematics (4) and English (6)* 10

New Graduate Assistants for Mathematics (2) and English (3) 5

Total GAs for First year Initiative = 15

Peer Educators to work with each section of UNIV 1001* 5

New Peer Educators to work with each section of UNIV 1001 7

Total Peer Educators for First Year Initiative = 12

Undergraduate tutors and peer mentors to work with Mathematics and English students* (at 10 hrs. per week per tutor) 23

New tutors and mentors (at 10 hrs. per week per tutor) 9

Total Undergraduate Tutors for First Year Initiative = 32

Total Student Personnel for First Year Initiative = 59

Please refer to the response to Recommendation #6 for further elaboration on the leadership aspects of the new human resource allocation plan devised to support the QEP. See **Funding** section below for funding associated with the personnel assigned to support the plan.

Facilities

The creation of additional sections of UNIV 1001 and MATH 1115 necessitates that we identify additional classroom space. We anticipate that the Fall semester 2005 opening of Kirschman Hall, which will house the College of Business Administration, will enable us to utilize the classrooms that will be vacated in the old Business Administration building (BA). Funds have already been appropriated to renovate instructional space in this building as well as in the Liberal Arts building, and classrooms will be operational for Spring 2006. Two rooms in the Library have been designated for UNIV Instructional purposes, and funds have been located to equip them, along with a student study area and office for the new First Year Initiative Librarian.

The Liberal Arts Building houses the Learning Resource Center as well as the Department of English. Both will expand upon the opening of Kirschman Hall, at which time the Social Science departmental offices (currently housed in three different campus buildings—Liberal Arts, Education, and Mathematics) will relocate to Business Administration, freeing classroom and office space in Liberal Arts and Mathematics. Office space for graduate assistants and the Writing Center Director, along with space for new instructors assigned to ENGL 1156 and 1158, will be provided in Liberal Arts, as will an additional study/tutorial room. The Mathematics building houses the Mathematics Tutoring Center and will be able to accommodate additional office space for Mathematics graduate assistants and a study/tutorial room when the Urban Studies faculty members relocate to Business Administration. Furnishings and equipment, including electronic hardware and software will be provided or updated as needed. (See **Funding** section below for funding committed to facilities to support the QEP.)

Funding

The QEP Institutional Resource Plan describes the University's commitment of personnel, facilities, and funds to the successful implementation of the QEP goals and objectives. Total personnel resources in 2005-2006 are \$852,697. By year five of the plan, personnel resources total \$1,144,484 – an increase of \$1,022,564 over estimated based year funding. Total commitment of funds for facilities, supplies and equipment is \$204,900 in 2005-2006. Certain one-time costs are not repeated in subsequent years. The year five expenditure total is \$163,038 – an increase of \$113,038 over estimated base year funding. The following table reports the overall funding for the First Year Initiative.

QEP Institutional Resource Plan	Percent Effort	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Est Funding 2001	Increase: 2001-2009
Personnel								
I. Administration/Oversight								
Associate Vice Chancellor for Assessment and IE	50%	\$69,339	\$71,419	\$73,561	\$75,768	\$78,041	\$0	\$78,041
Associate Provost for Academic Enhancement	50%	64,393	66,325	68,315	70,364	72,475	0	72,475
II. UNIV Strategy								
UNIV Director	100%	40,000	41,200	42,436	43,709	45,020	40,000	5,020
Learning Resource Center -- Director	20%	12,000	12,360	12,731	13,113	13,506	12,000	1,506
FYI Librarian	75%	26,250	27,038	27,849	28,684	29,545	0	29,545
Library Instruction		5,000	5,150	5,305	5,464	5,628	0	5,628
UNIV Faculty		65,000	66,950	83,959	86,477	89,072	0	89,072
III. Freshman English Strategy								
Writing Center Director	50%	24,000	24,720	25,462	26,225	27,012	24,000	3,012
Faculty (reduce class size in Eng 1158)		240,000	247,200	254,616	262,254	270,122	0	270,122
Faculty (Engl 1156)		90,000	92,700	95,481	98,345	101,296	0	101,296
IV. Mathematics Strategy								
Math Tutor Center -- Director	50%		20,000	20,600	21,218	21,855	20,000	1,855
Faculty (reduce class size in Math 1115)			45,000	46,350	47,741	49,173	0	49,173
V. Tutors/Peer Educators								
Graduate Assistant Tutors -- Math/English			60,000	60,000	60,000	60,000	0	60,000
Peer Educators -- UNIV		25,000	35,000	35,000	35,000	35,000	0	35,000
Peer Tutors -- Math/English		30,000	30,000	30,000	30,000	30,000	0	30,000
Subtotal -- Personnel		690,982	845,061	881,663	904,363	927,744	96,000	831,744
Fringe Benefits		171,715	194,416	204,299	210,428	216,741	25,920	190,821
Total Personnel		862,697	1,039,477	1,085,962	1,114,791	1,144,484	121,920	1,022,564
Facilities, Supplies and Equipment								
Renovation to Classrooms		50,000	50,000	50,000	50,000	50,000	0	50,000
Library Facilities		45,000					0	0
Math Tutor Center/Writer Center Expansion			50,000				0	0
Supplies -- Assessment Tools		25,000	25,750	26,523	27,318	28,138	0	28,138
Supplies -- Office and Classroom		2,400	2,400	2,400	2,400	2,400	0	2,400
Office Equipment		2,500	2,500	2,500	2,500	2,500	0	2,500
Infrastructure (Student Tech Fee)		80,000	80,000	80,000	80,000	80,000	50,000	30,000
Total Facilities, Supplies and Equipment		204,900	210,650	161,423	162,218	163,038	50,000	113,038
Total		\$1,067,597	\$1,250,127	\$1,247,384	\$1,277,009	\$1,307,522	\$171,920	\$1,135,602

Appendix A: Situation Analysis

The committee initiated the planning process by assessing the university's current situation and the internal and external factors likely to influence students throughout their career, from initial enrollment through separation from the institution. The resulting driving and restraining forces are summarized below.

Driving Forces (Strengths and Opportunities)

- The University of New Orleans embraces a bold, comprehensive vision of the future of the New Orleans metropolitan area both for its own sake and as a key element in improving the fortunes of Louisiana as a whole. Deeply committed to the well being of all Louisiana citizens, UNO understands the role it must play in making that vision a reality.
- With an unusually low cost of attendance and high quality undergraduate and graduate degree programs, the University of New Orleans offers an exceptionally strong value for the education dollar while remaining well within the reach of Louisiana residents.
- Eighteen percent of the student body are currently receiving the Louisiana full tuition scholarship (TOPS).
- As a comparatively young university, UNO is responsive to a rapidly changing educational climate and is flexible in its approach to serving its students.
- The faculty and staff of the University of New Orleans have been reinvigorated by the recent inauguration of a new Chancellor, who has spurred the campus community's imagination and resourcefulness to serve its students despite limitations on resources and a negligible reward structure.
- The University of New Orleans has the best of both worlds in terms of location. The historic city of New Orleans, a nationally popular tourist destination and prominent convention site, evokes strong cultural associations while its situation on the beautiful shoreline of Lake Pontchartrain creates a landscape unusual for an urban state institution.
- Unlike many urban institutions, the University of New Orleans is a safe campus.
- The University of New Orleans is highly diverse in several ways: in its faculty and staff, its student body, and its educational offerings.
- The University of New Orleans is in the midst of an extensive building campaign, including a recently completed Chemistry Building, and a state-of-the-art Recreation and Fitness Center. The Homer Hitt Alumni Center, named in honor of UNO's first Chancellor, has recently been completed and can serve to bring alumni back to campus. A new College of Business Administration building, Kirschman Hall, will soon be complete, and plans are being made for a new University Center as well as additional residence halls.
- A new Facility Use and Maintenance Fee provides needed funding for repairs and renovation of some of the older classroom and laboratory facilities.

- In keeping with its expansion of academic and residence facilities and the increasing diversity of its student body, the University of New Orleans is broadening the scope of extracurricular activities for all students on campus.
- The University of New Orleans has recently received permission to grant additional scholarships to out-of-state students, and has increased its overall merit-based scholarship program.
- The University of New Orleans actively promotes study abroad as an important aspect of a student's education while welcoming students from other parts of the country and abroad as both visitors and matriculating students.
- The University of New Orleans has risen to the challenge of an increasingly technological age in developing distance learning and Internet courses, in its implementation of the new PeopleSoft records keeping system, and in its continuous improvement of the electronic mail network.
- A Student Technology Fee allows the University of New Orleans to sustain its commitment to technological currency.
- The University of New Orleans offers programs that support and expand local business interests (Hotel, Restaurant and Tourism and the Nims Film Studio, for example) critical to the economic development of the city, state and region.
- Understanding the importance of a shared commitment to the greater New Orleans metropolitan area and the state of Louisiana as a whole, the University of New Orleans has formed critical partnerships with leading area businesses, thus creating stakeholders in the University's future.
- The proximity of the Research and Technology Park with which the university shares the lakefront not only enhances the image of the university but should provide potential for academic and pre-professional experiences for our students.
- The University of New Orleans leads the greater metropolitan area in a wide array of continuing education programs, successfully defending its position against non-traditional, for-profit institutions.
- As a member of the LSU system, the University of New Orleans benefits from national name recognition. Nevertheless, it is the only public research institution in the greater New Orleans metropolitan area.
- The University of New Orleans has been affirmed by the generosity of major donors who recognize the impact the institution is having on the greater New Orleans metropolitan area and the state as a whole.
- As it approaches the 50th anniversary of its founding, the University of New Orleans is in a good position to deepen relationships with its alumni and the community.
- **Restraining Forces (Weaknesses and Threats)**
- The University of New Orleans continues to grapple with crosscurrents of thought within its own community concerning its potential for dynamic achievement. The University's

ability to sustain momentum while contemplating new initiatives, many of which are in direct competition for limited financial and human resources, is a significant challenge.

- The University of New Orleans is limited in its ability to respond to shifting educational challenges autonomously.
- The University of New Orleans faces an uncomfortable challenge because of policies and priorities set by the state and by educational governing bodies within the state which seem not to take into full account the unique mission of or the specific circumstances faced by Louisiana's major urban public research university.
- Demographics are a serious threat. The projected decline in the number of high school graduates in Louisiana as well as their academic profile in terms of achievement/readiness seems at odds with changing standards of admission across the state.
- In terms of the efficacy of public education (K-12) across the nation, the citizens of Louisiana appear not to be well served. On major indices of success, Louisiana as a whole is consistently ranked close to the bottom. Compared with other areas of the state, UNO's primary market area is often ranked lowest of all.
- The imposition of new admissions standards limits the University's ability to continue to fulfill a central part of its mission to provide access to higher education to the citizens of the seven-parish area that is its primary market and to serve their widely varying educational needs.
- The Board of Regents' Master Plan stipulates that students seeking to enter UNO as first time freshmen in Fall 2005 and thereafter will have to achieve either an ACT composite score of 23 or higher or an overall GPA of 2.5 or higher in addition to completing the TOPS core curriculum. If these standards had been applied to first-time freshmen who entered UNO in the 2002 Fall semester, 561 students (30%) would have been excluded. Only 533 students had an ACT composite score of 23 or higher; 1320 did not. Although 846 would have qualified for admission based on their GPA of 2.5 or higher, a significant number of those would still have been excluded based upon their Mathematics and English ACT scores. The state has also set the ACT sub-score used in determining developmental/remedial status for admission purposes at 17. As a Tier II institution, UNO is not permitted to admit students who will need more than one developmental course. The state allows UNO to admit up to 15% of its incoming class as exceptions to the above rules; two-thirds of the exceptions are to go to African Americans.
- Higher achieving students are students with choices, and they respond to institutions that deliver information and services in a timely and consistent fashion. UNO has traditionally lacked the resources to compete successfully for the attention of these higher achieving students, particularly in the late phases of the enrollment process.
- The perception of New Orleans as a city facing a bleak economic future and burdened with crime is a disincentive to ambitious students seeking to link their academic pursuits with early career-building activities. Changing that perception is a challenge.
- The level of financial support received from the state is not adequate to support the real costs of operation across the board.

- The resulting severe limitations on budgets across campus compromise our ability to maintain a full complement of motivated faculty and staff in academic and administrative areas, support academic and administrative units with appropriate technology, and provide needed services to all members of our community at a level befitting an institution of our size and type. Inadequate funding dramatically limits our ability to overcome barriers long since recognized and solve problems long since defined.
- Students at the University of New Orleans graduate at a lower rate than our peer institutions.
- Approximately 25% of full-time, first-time students at the University of New Orleans will earn initial GPAs below 2.0.
- Our physical infrastructure has deteriorated over time and continues to do so, making it increasingly hard to keep the buildings clean and comfortable, the sanitation facilities in good working order, and the site well-kept and thus appealing, although some progress has been made.
- The University of New Orleans has not yet been able to take full advantage of the web as a major educational tool.
- Because of constraints on classroom space and faculty positions, UNO is not always able to offer a sufficient number and array of courses, many of which are critical degree offerings. Part of this problem will be solved when Kirschman Hall opens.
- UNO has not yet been able to develop fully an effective system of consistent internal and external communication of information. This ongoing problem affects student satisfaction and sense of connectedness to the university.
- UNO does not have a tradition of reliable data gathering and assessment.
- UNO has not yet found a way fully to involve the growing ranks of successful university alumni in its everyday operations.

Appendix B: Documents

Overall Assessment Plan

The Process of Planning, Implementation, and Assessment

Assessment at the University of New Orleans is a vital component of the ongoing process of improving student learning. At UNO that process is one of “**Plan – Implement – Assess,**” or **PIA**. The **PIA** process for an academic unit is represented pictorially in the Academic Department PIA (Appendix D).

The Department develops an Institutional Effectiveness Plan. The Plan contains measurable objectives. The Department strives to meet each objective through a series of strategies which form the IE Implementation. Those strategies that involve additional funding can be addressed via several sources. If implementation of the strategy directly benefits students and involves technology, then the Department may choose to submit a proposal to the Student Technology Fee Committee (STF), which reports to the Strategic Technology Planning and Implementation Group (STPIG). Recommendations on funding are decided by the Provost and passed on to the University Planning Committee (UPCOM). In addition, the Department may seek internal funding in support of the implementation. Typically such requests are included in the Academic Excellence Plan (AEP) of the Department. The AEP may also include any requests for external funding. The department AEP is forwarded to the Dean, who may choose to include the request in the college AEP which is sent to UPCOM. Once a year UPCOM meets to make recommendations on funding of the various college AEPs. These recommendations are sent to the Executive Committee, which makes recommendations to the Provost and Chancellor, who consult the Budget Committee before making the ultimate decision.

Assessment Tools

The Dean’s decision on departmental AEPs is heavily influenced by the IE Assessment of the departmental IE Plan. The IE Assessment is included in the packet of information sent to the Academic Program Review Council. This packet also includes any departmental self-studies, information gathered for accrediting agencies, department-specific information in the ACT Student Opinion Survey, and any assessments for courses with General Education goals as identified by the Curricula Effectiveness Survey. Results of the Academic Review are reported to the Dean and the Provost.

The general education objectives of the Department are contained in the departmental IE Plan. In addition, the General Education Committee submits a General Education IE plan which is also assessed each year (i.e. <http://assessment.uno.edu/gened/>). These plans are assessed by tools specific to the objective: writing skills, reading, numeracy, and science general education objectives are assessed using the ACT CAAP exam; critical thinking and technology skills objectives will be measured using the NSSE exam. The CAAP exam not only enables yearly assessment of general education, but allows measure of “value added” through a Linkage Report that correlates each student’s result to his or her entering ACT score. In addition to the CAAP exam, all General Education goals, including those mentioned above, are assessed using the

Curricula Effectiveness Survey (Appendix C). The CE survey asks the instructors to assess the learning objectives of the course to indicate whether each general education goal is “Not Introduced,” “Introduced,” “Assessed,” or “Mastered.” A similar Curricula Effectiveness Survey for students asks them to assess their experience in each course as to their learning of each objective using the same scale. The instructor self-assessment is used to identify courses and departments with general education components. Also, comparison of instructor and student results provides a measure of student learning outcomes. Results of the general education assessment can be found on the Office of Assessment web page (<http://assessment.uno.edu>). Results for this past year are provided in Appendix D.

Timeline for Assessment

The CE Survey is administered each semester in all 1000- and 2000-level courses. The ACT CAAP is given each spring semester in capstone courses. The current list of capstone courses spans all disciplines and includes ANTH 4995, ENEE 3091-3092, MKT 4590, PADM 4800, POLI 4999, SOC 4086, GEOL 3098, ENCE 4390, PHIL 3030, HIST 3001, ENME 3733, 3773, MUS 3990, and MANG 4480, 6480.

Since the distribution of student majors is not representative using only capstone courses, additional junior-level courses are used in the sciences and liberal arts. The NSSE exam will be given to all freshmen and to a sampling of seniors as a value-added measurement. The results from each of these exams are posted to the Office of Assessment web page and distributed to various constituents at the end of the spring semester. The results are shared with the Deans and Department Chairs for those units with General Education components and with the General Education Committee for “closing the loop” of the IE plans. Finally, the General Education exam results become part of the assessment phase of the Academic Program Review (<http://academicaffairs.uno.edu/preview>).

Closing the Loop

The University recognizes that planning and assessment can only result in positive change if the process includes implementation, or “closing the loop.” The general implementation steps given above ensure that Departmental IE plans are used in the development of Academic Excellence Plans. The inclusion of the ACT Student Opinion Survey and the Curricula Effectiveness Survey in addition to Student Ratings of Instruction provides ample student input into the process. In addition to the general implementation steps, the General Education Committee recommends programmatic changes to help close the loop for general education objectives. In the current General Education IE plan, modifications to those courses identified as incorporating General Education goals include: asking instructors to indicate the specific General Education goal among the learning objectives in the course syllabus, as well as asking instructors to identify exam questions assessing General Education goals and to provide examples of such questions to the committee. The results of these changes will be evaluated, at which time the committee may recommend further changes in course, unit, or program content.

From UNO Academic Affairs WebPage: FYI (First Year Initiative) TASK FORCE

BACKGROUND

SACS Commission's *Handbook for Reaffirmation and Accreditation* mandates that each institution develop a Quality Enhancement Plan that addresses a topic or issue to improve the quality of student learning and further stipulates that each institution must have a multi-faceted evaluation process in order to assess its plan and make appropriate modifications.

The SACS team complimented UNO on its total university commitment to improving student learning and on its ability to succeed despite adversity. The Committee, however, directed UNO to recast its QEP with special attention to the following points:

1. The QEP must clearly demonstrate its connection to student learning outcomes and must implement appropriate assessment.
2. UNO must develop and implement a plan to allocate resources to the QEP, with particular attention to the institutional effectiveness/academic assessment function.
3. The Chancellor and Provost must provide administrative support that insures adequate depth and breadth of leadership to support the success of the plan.
4. The university needs to establish a campus-wide "culture of assessment."
5. After appropriate learning outcomes are identified, they must be assessed and mechanisms need to be developed for using the results of outcomes assessments to make modifications to further enhance student learning.
6. UNO must involve more students in the process of recasting and implementing the QEP.

The QEP Committee was redefined and expanded to include the First Year Initiative Librarian and student representation (both through widespread participation in surveys and evaluations and by including students on this task force and the QEP Committee). That committee, along with the SACS Leadership team, the new Associate Vice Chancellor for Assessment and Institutional Effectiveness, and the Director of the Learning Resource Center then prepared the recast QEP using the following guidelines from the Chancellor:

- It reviewed all documents related to the original QEP.
- It evaluated them in relation to the directives listed above.
- It collaborated with the General Education Committee on goals and assessment.
- It determined key elements from the plan which would directly connect with student learning objectives and increase students' ability to meet General Education goals.
- It established learning outcomes associated with those key elements and determined appropriate assessment tools.

- It established the FYI Task Force as the mechanism which will ensure that assessment results will be used to initiate modifications and improvements to the plan.

MEMBERSHIP of FYI TASK FORCE:

Dr. Dennis McSeveney, Associate Provost for Academic Enhancement (Chair)

Ms. Susan Danielson, Director of the Learning Resource Center

Dr. Miriam Daunis, Chair of Freshman Mathematics

Ms. Jennifer Holman, Peer Advisor and Student Representative

Ms. Diane Jackson, Peer Educator and Student Representative

Dr. Susan Krantz, Coordinator of Student Learning and Persistence Activities (through Dec. 2005)

First Year Initiative Librarian (hiring in process)

Ms. Charlotte Maheu, Director of Academic Support Center

Ms. Kim McDonald, Chair of Freshman English

Dr. Scott Whittenburg, Associate Vice Chancellor for Assessment and Institutional Effectiveness

CHARGE

The charge of the FYI Task Force is to oversee the implementation of *First Year Initiative: Strengthening the Foundations of Academic Success*; to institute assessment measures; to review outcomes; and to direct and coordinate modifications to the plan based on outcomes assessment. To that end, the FYI Task Force will:

- Work with the faculty teaching UNIV, Freshman Mathematics, and Freshman English to implement and monitor the elements of the QEP and to ensure that participants are adhering to established guidelines.
- Collaborate with the Student Learning and Persistence Activities Board and Advisors' Council to facilitate cooperation by faculty and academic support staff in the implementation of the QEP.
- Record, compare, evaluate, and publish assessment results through the Office of Assessment and its subsidiary unit, the Office of Data Management, Analysis, and Reporting.
- Report annually to the University Planning Committee and to the Provost the status of the QEP, including but not limited to a statement of progress towards meeting planned goals and modifications to strategies.
- Make recommendations to the Provost and the University Budget Committee for resource management and modifications.
- Prepare (through the Associate Provost for Academic Enhancement) progress reports as required by SACS.

Sample Syllabi for UNIV 1001, English 1156, and MATH 1115

UNIVERSITY SUCCESS 1001 - Section 225

Fall 2005

Instructor: Charlotte J. Maheu, M.A.
 Director, Academic Support Center
 Office: Business Bldg., Suite 159
 (In the Office of Educational Support Programs - Suite 159)
 Telephone: 280-6565
 Email: cjmaheu@uno.edu

Course Description: UNIVERSITY SUCCESS 1001 is a course designed to help you make a smooth transition into college during your freshman year. The class will assist you in developing critical thinking, problem solving, and study skills that will enable you to be successful during your first year as a college student. The course is also designed to help you navigate information and communication technology (such as UNO email, BlackBoard, and online Library resources), identify campus resources and services, become involved in campus activities, and guide you as you begin to make decisions related to your academic program.

Materials needed: Your College Experience: Strategies for Success, Gardner and Jewler, 6th Edition (2005) bundled with CSFI Passcard for student inventory.

Grading Policy: Students can obtain up to 100 points throughout the semester, and a 10-point scale will be used to determine your grade.

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below 60	F

The final grade will be based on:

1. Completion of Assignments (On Time!)
 - Assignments will be from the Gardner and Jewler text.
2. Individual meetings with Charlotte
 - You will be expected to meet with me 2 times during the semester.
 - 1 time BEFORE September 16
 - 1 time BETWEEN October 3 and October 28
 You can schedule an appointment with me via e-mail, by phone, or by going to BA 159 and picking a time that will be convenient for you. (Appointments are scheduled for 30-minute intervals.)
3. Attendance/Participation
 - If you have more than 3 absences beginning August 23, you will not earn a passing grade for UNIV 1001.

- Each time you come to class, you will obtain 1 point; however, YOU MUST BE ON TIME TO EARN THE POINT. If you are late, you will not get the point for that day.
4. Completion of College Success Factors Index (CSFI)
- You will need to complete the College Success Factors Index (CSFI) by the time you schedule your first appointment with me (or put another way, you will need to complete the CSFI to schedule an appointment with me to earn the points for the first individual meeting). The CSFI is an online survey that will help you identify your strengths, areas that you may want to improve upon, and strategies to implement to be successful as a student and as an individual. You will need to complete the CSFI TWICE during the Fall Semester. The first time will provide you with information about techniques to use and the second time will show you how much you've improved.
 - Take CSFI First Time: By the time you schedule your first appointment with me (before September 16).
 - Take CSFI Second Time: Between November 1 and November 30.

The CSFI enables your UNIV instructor to provide information, resources, and support to you. There are no right or wrong answers and the CSFI is not “graded.” If you have any questions about the CSFI, please let me know and we can talk about it further.

100 Points Total:

Assignments from Text: 44 points

Attendance: 16 points

Individual Meetings: 8 points for each individual meeting (16 points total)

Completion of CSFI: 7 points for each time test is taken (14 points total)

Final Project: 10 points

NOTE: There is NO final exam for this class; however, there will be a final project.

Accommodations for students with disabilities: Students who qualify for services can receive academic modifications for which they are legally entitled. It is the responsibility of the student to register with the Office of Disability Services (UC 260) each semester.

TOPICS FOR THE COURSE

AUGUST 23	Introduction to the Course/Bio Sheets
AUGUST 30	Getting Prepared for the Semester -- Setting Goals; UNO E-mail and BlackBoard – Ch. 1
SEPTEMBER 6	Note Taking – Ch. 6
SEPTEMBER 13	Time Management – Ch. 2
SEPTEMBER 20	Learning Styles/Strategies for Academic Success – Ch. 3
SEPTEMBER 27	Learning Styles/Earl K. Long Library and Other Campus Resources – Ch. 10
OCTOBER 4	Critical Thinking and Making Decisions – Ch. 5
OCTOBER 11	Communicating with Faculty – Ch. 4
OCTOBER 18	Getting to Know UNO and Your Role as a Member of the Community
OCTOBER 25	Social Issues/Diversity – Ch. 14
NOVEMBER 1	Your Midterm Grades and what to do with them! MONDAY, NOVEMBER 7 - FINAL DROP DATE
NOVEMBER 8	Test-Taking Strategies – Ch. 8
NOVEMBER 15	Learning Styles and Your Academic Plan – Making Decisions about Your Course of Study – Ch. 12
NOVEMBER 22	Campus Activities and Becoming Involved at the University – Ch. 13
NOVEMBER 29	Money Management – Ch. 18
DECEMBER 6	Health & Wellness/Stress Management/Evaluation of Course – Ch. 17

English 1156: Statement of Course Policies and Syllabus for Pilot Course

Name: _____ Office: _____
 Course: _____ Phone: _____
 Office Hours: _____

Texts: The Writer's Response, 3rd ed.
 Prentice Hall Reference Guide, 6th ed.
 A dictionary that you can bring to class

Student learning objectives: After successfully completing this course, students should be able to

- define the elements that constitute an effective essay
- apply various strategies in prewriting, organizing, drafting, and revising essays
- compose effective expository essays reflecting various developmental approaches
- determine the strategies most applicable to specific types of writing situations
- apply critical thinking skills to reading and writing tasks

Course Requirements and Policies:

Essays: You will write six essays, two of which will be in-class essay tests. You will be allowed to make up one in-class essay (within one week of its scheduled date) and turn in one late out-of-class paper (within three days of its scheduled date). All other work which is not turned in as scheduled will receive an F.

Drafts: You will generally write several drafts of out-of-class papers and receive comments from a reading group and from me on them. You will turn in all drafts and comment sheets with the final draft of the essay. I will not grade the essay until I have these materials.

Other Assignments: In addition to essays, you will have a variety of other assignments: reading assignments, handouts, summaries, reactions, and sample essays to comment on. At any time, you may have a quiz on any assigned work. You should complete all work **BEFORE** the class period it will be discussed. Your final grade in the class will reflect your performance on all assigned work and class participation.

Additional Instruction: Each week you are required to spend an additional hour working in the Writing Center. This hour of work may be completed at any time during the week, but must be finished before the next week begins. When you have a draft in progress, you should schedule one half-hour tutoring session, and the other half hour should be spent working through exercises posted on the BlackBoard 1156 pilot website. If there are weeks when you do not have a draft in progress, you may choose whether to spend the hour working on BlackBoard, or, if tutors are available, dividing the hour between working with a tutor on the assigned area and doing the

work on BlackBoard. Be sure your tutor signs your draft or completes a tutoring card for each visit. Once the semester is underway and I have a chance to assess your writing, changes to the BlackBoard and/or tutoring assignments may be made for the class as a whole or for individual students.

Conferences: At specific times during the semester, individual conferences may be required. These will be approximately 10-20 minutes in length and will be held in my office.

Attendance: Attendance in class and completion of the one-hour-per-week additional instruction are mandatory. Missing more than three class meetings, three hours of additional instruction, or any combination of these two for any reason will hurt your grade. You are responsible for any assignments given in your absence. While there is no method for making up absences for classes missed, a missed additional instruction hour can be made up, but only if the visits to the lab are separated by at least one full day and one of the visits includes working with a tutor. Also, see the English Department's memo on attendance.

Grading: Final papers will be evaluated based on their effectiveness as persuasive writing. Each draft of every essay is assessed by the same standard: papers written at the beginning of the semester are graded with the same standards as papers written at the end of the semester, and a final draft is graded with the same standards as the first draft of an essay. Because of this, grades on drafts at the beginning of the semester will almost always be low, and the goal should be to improve the writing so that the grades improve throughout the semester as you become more adept at incorporating the approaches being learned into your writing.

Proficiency Exam and Final Grades: If you fail the proficiency and do not have a passing challenge folder, the English Department assigns a grade of F in the course. If you pass the proficiency exam or have a challenge folder that receives a pass from the committee, I determine your final grade for the course. My final grade is based on the level your writing has reached by the end of the course, provided you have met all other course requirements.

Challenge Folder: A portfolio must include one in-class, first draft that received a C- or higher and two additional essays that received a C- or above to be a challengeable folder. You must also have met all the other requirements for the course before a challenge will be made.

Academic Integrity: Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The Code is available online at http://www.uno.edu/~stlf/policy%20Manual/judicial_code_pt2.htm.

File: You must maintain a file containing ALL of your essays during the course of the semester and submit it to me at the end. I will keep the file for one semester. After that time, you may pick it up in my office.

Syllabus

*Subject to modification throughout the term

Week One:

- W Course Introduction; Writing Diagnostic
Prewriting Strategies
Free-writing on Larson cartoon, p. 2
- F Have pp. 3-14 (“The Writing Process”; “Live Each Moment...”; “Without Emotion”; “A View from Mount Ritter”) read for class. Also have prewriting exercises done at end of each article.
[Additional Hour: Attend a Writing Center orientation session.](#)

Week Two:

- M Discussion of articles, cont.
Possible writing assignments, pp.25-26
- W Have pp. 14-24 (Prewriting: Choosing a preliminary thesis statement and topic sentences) read and complete exercises 1.1, 1.2, and 1.3.
Discussion of central idea, rough outlines, and organization
In-class exercises
Revising and editing
- F Have sample student essays, pp. 26-31, read and scored for class.
Discussion of the sample essays
[Additional Hour: Work with a tutor on prewriting and draft for Essay #1. Complete BlackBoard assignment on organization.](#)

Week Three:

- M Have pp. 31-37, “Sentence Combining: Embedding Adjectives, Adverbs, and Prepositional Phrases,” read and complete exercises 1.8, 1.9, 1.10, 1.11 for class.
In-class exercises
- W Peer Review for essay #1. Bring two copies of your essay to class.
- F Essay #1 Due
“Some Basic Editing Terms,” pp. 301-306
In-class exercises
[Additional Hour: Complete Blackboard assignment on sentence combining.](#)

Week Four:

- M Have chapters 10 and 11 read and complete the exercises for class.
Discussion of fragments and fused sentences
- W Have pp. 38-42 (“Reading for the Central Idea”) read; and complete exercise 2.1 for class. Also read pp. 42-47 (“Three Passions I Have Lived For”; “Jailbreak Marriage”; “How To Stay Alive”) and write a sentence that briefly summarizes the central idea of each of the latter two articles.
Discussion of central ideas, topic sentences, and thesis statements

- F Have pp. 47-51 (“Participating Actively in the Writer-Reader Dialogue”; “Printed Noise”) read for class. Also read, underline, and annotate “Ordinary People Produce Extraordinary Results,” “A Required Course in Beating the Freshman Blues,” and “Are You Living Mindlessly?” (pp. 51-62) for class.
 Additional Hour: Complete Blackboard assignment on critical reading.

Week Five:

- M Have sample student essays on pp. 62-64 read and graded for class.
 Review of Writing Assignments, pp. 62-64
- W Revision of Essay #1 Due
 Discussion of “Sentence Combining: Coordination,” pp. 67-75
- F Essay #2: In-class
 Additional Hour: Work with tutor on Essay #1 revision. Complete exercise on topic sentences.

Week Six:

- M Discussion of chapter 12: “Consistency in verb tense and verb voice,” pp. 315-320
- W Have pp. 76-90 (support and types of discussion) read and complete exercises 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 for class.
 Discussion of support, introductions, and conclusions.
- F Read pp. 90-100 (“Male Fixations”; “Fear of Heights...”; “Surviving a Year of Sleepless Nights...”) and respond to questions after each article for class.
 Class discussion of the articles
 Additional Hour: Complete assignment on verb forms.

Week Seven:

- Mardi Gras Holiday (M, W)
- F Read sample student essays (pp. 102-105) and score for class.
 Review of Writing Assignments, pp. 100-102
 Additional Hour: Work with tutor on Essay #3. Complete BlackBoard work on modes of paragraph development.

Week Eight:

- M Discussion of “Sentence Combining: Using Subordination,” pp. 106-111
 In-class exercises
- W Peer Review for Essay #3
- F Essay #3 Due
 Discussion of Chapter 13, “Subject-Verb Agreement,” pp. 321-326
 In-class exercises: 13.1 & 13.2
 Additional Hour: Complete Blackboard work on thesis statements.

Week Nine:

- M Read pp. 112-120 on unity and coherence and complete exercises 4.1 and 4.2 for class.
 Class discussion of unity and coherence.
- W Complete exercise 4.3 (pp. 119-120), read pp. 120-124 (“Improving Unity and Coherence with Thesis Statements and Topic Sentences”), and complete exercise 4.4 for class.

- Discussion of above exercises
- F Read “Are Families Dangerous?”; “A Generations of Bigots Come of Age;”
“Colorblind”; “Burned Out and Bored” for class.
In-class writing; Discussion of articles
[Additional Hour: Work with tutor on revision of Essay #3. Complete BlackBoard exercise on revising.](#)

Week Ten:

- M Have sample student essays, pp. 137-141, read and scored for class.
Review of Writing Assignments, pp. 136-137
- W Revision of Essay #3 Due
Discussion of “Sentence Combining: Verbal Phrases,” pp. 141-149
In-class exercises
- F Essay #4: In-class
[Additional Hour: Complete BlackBoard work on critical reading.](#)

Week Eleven:

- M Discussion of Chapter 14: “Pronoun Agreement and Reference”
- W Read pp 151-160 (“Summarizing and Responding to Reading”) and complete exercise 5.1 for class.
Discussion of Summaries and “Writing Paraphrases and Quotations”
- F Complete exercise 5.2, read pp. 160-164 (“Writing an Extended Summary” and “Writing a Summary-Response Essay”), and complete exercise 5.3 and 5.4.
Discussion of the summary-response essay
[Additional Hour: Work with tutor on prewriting for Essay #5. Complete BlackBoard practice on quoting and summarizing.](#)

Week Twelve:

- M Read pp 164-178 (“The Bachelor...”; “Killing Women...”; “The Changing Face of America”; and “College Lectures”) for class.
In-class exercises; discussion of articles
- W Continuation of article discussion
Have sample student essays, pp. 180-182, read and scored for class.
Review of Writing Assignments, pp. 178-80
- F Read pp. 187-190, “Sentence Combining: Appositives,” for class.
In-class exercises
[Additional Hour: Work with tutor on Essay #5. Complete BlackBoard assignment on clarity and coherence.](#)

Week Thirteen:

Spring Break

Week Fourteen:

- M Discussion of Chapter 17, “Comma Usage”
In-class exercises

- W Peer Review for Essay #5; bring two copies to class.
 F Essay #5 Due
 Discussion of Chapter 6, “Evaluating Reading Selections”
 How to Evaluate Support
 In-class exercises: 6.1 & 6.2
[Additional Hour: Complete BlackBoard practice on comma use.](#)

Week Fifteen:

- M Read pp. 198-200 and complete exercise 6.3 for class.
 Discussion of the above
 W Read pp. 201-213 (“Appearances are Destructive”; “Why Competition?”; “History 101...”; and “Teenagers in Dreamland”) for class.
 In-class exercises
 Discussion of Articles
 F Discussion, cont.
 Review of Writing Assignments, pp. 213
[Additional Hour: Work with tutor on Essay #6. Complete BlackBoard review of common grammar problems.](#)

Week Sixteen:

- M Have sample student essays, pp. 213-18 read and scored for class.
 W “Sentence Combining: Parallelism,” pp. 218-223
 In-class exercises
 F Essay #6 Due
 Course wrap-up
[Additional Hour: Complete BlackBoard exercises on parallel structure.](#)

Final Exam

Syllabus for Math 1115
Spring 2006

Teacher: Susan Danielson

Office: Learning Resource Center, LA334

PH: 280-7053 e-mail: sndaniel@uno.edu FAX: 280-3984

Office Hours: I am in my office most of the time between 8:30 and 4:30, M-Th and F, 8:30-1 (exceptions: your class time). To make sure that I'm there, call or e-mail ahead.

Textbook: Robert Blitzer, Algebra & Trigonometry (second edition).

The guiding general education goals for this course are as follows: students who successfully complete MATH 1115 should be able to:

1. understand numerical data and statistics
2. reason abstractly

Each major section of your text includes more specific learning objectives that in the aggregate will help you meet these two goals. The individual problems listed on p. 4 of this syllabus are intended to help you achieve, by stages, the specific learning objectives of the course.

You must be able to access Bb for this course. Many of your quizzes, assignments, and all of your weekly class notes will be posted there. Weekly class notes include a list of suggested homework problems for each section that we cover. I will not collect these problems, but in order to be successful in the course, you need to do them.

Grading Policy

The final grade for the course will be based on the following components:

1) Quizzes and other assignments	130 points
2) 4 unit tests	400 points
3) departmental proctored exam	270 points

A total of more than 800 points will be offered (some bonus points will be built into tests and assignments, but the grade will be based on the 800 points).

The following grading scale (based on percentage of points) will be used:

- A: 90-100
- B: 80-89

C: 70-79
 D: 60-69
 F: below 60

At any point, you can determine your grade as follows: divide the number of points you have earned by the number of points possible and then multiply that quotient by 100.

- 1) Quizzes and other assignments: Each week you will have at least one quiz (either in-class or online) and/or other assignment. The total for all these will be 130 points.
- 2) Unit tests: There will be four tests given at approximately even intervals throughout the semester. Each unit will be followed by a test worth 100 points for a total of 400 points. Tests on Units 1, 2, and 3 are in class. Test 4 will be online/take home: one part will be multiple choice online and the other part is a take home which will be posted on the course Web site and which you will send to me via mail, FAX, or email.
- 3) Final Exam: The final exam is departmental and will be administered on Monday, May 9, 10am-12pm. It is worth 270 points (1/3 of your grade for the course).

Additional information:

1. Graphing calculators are not allowed in Math 1115. You must have a scientific calculator.

2. To access this course in Bb:

- Go to the UNO web page: <http://www.uno.edu>.
- In the lower left hand corner choose the BlackBoard icon (it's the word BlackBoard).
- Log in using the UNO username and password that you use to get onto the network at UNO.
- This course should appear under the courses you are taking.

3. Make-up policy

- There will be no make-up on quizzes.*
- Homework will not be accepted late*. If you can't get to class for some reason, FAX the work to me at 280-3984. Mark it clearly with your name and my name.
- If you miss a test, call or e-mail me ahead of time if you know that you can't make it and as soon as possible after, if something happens while you are on the way to the test.
- You must submit a written explanation of why you missed the test in order to take a make-up. Accompany that with documentation: doctor's note, court summons, etc.
- Make-ups will be given on Friday of the week following the test at 8 a.m. If you have class at 8, you may take the test at 6:45.

*Periodically extra credit assignments will be given. Points lost by missed quizzes or homework can be made up this way.

Semester Schedule

<u>Week of</u>	<u>Sections</u>	<u>Week of</u>	<u>Sections</u>
January 17	1.1 , 1.2	March 7	2.5 , Review
24	1.2 , 1.3 , 1.4	14	Test 2 , 2.6
31	1.4 , 1.5 , 1.6	28	2.7 , 3.1
February 7	1.6	April 4	3.2 , Review
14	1.7 , Review , Test 1	11	Test 3 , 4.1
21	1.8 , 2.1	18	4.2 , 4.3
28	2.2 , 2.3 , 2.4	25	4.3 , 4.4
		May 2	Review, Test 4

Group Final Examination – Monday, May 9, 2006 10:00 a.m. – 12:00 p.m.

This is a suggested syllabus. Instructor may change the actual test dates.
The instructor may give 3 tests instead of 4.

Suggested Problems for Math 1115

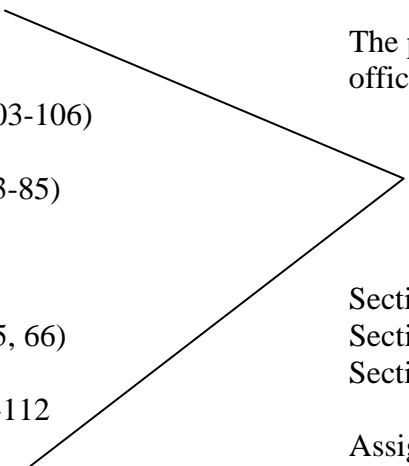
Spring 2006

Textbook : Algebra & Trigonometry (second edition)

By Robert Blitzer

The list of problems is given to help you determine which material is to be covered in this course. We do not cover every topic in every section. You may choose any subset of these problems to assign to your students as long as you cover the material. Remember, the final exam is departmental.

Note : The problems in parentheses are optional application problems.

Section	Problems	
P2	1-64	 <p>The preliminary chapter is not officially part of the syllabus. You may assign problems from these sections to help your students with background information.</p> <p>Sections P2 & P3 may precede 1.4. Sections P4 & P5 may precede 1.5. Section P6 may precede 1.8.</p> <p>Assign these if needed.</p>
P3	1-101 (103-106)	
P4	1-82 (83-85)	
P5	1-94	
P6	1-60 (65, 66)	
Chapter P Review Chapter P Test	16-23, 32-112 5-25	
1.1	1-28 , 33-38 (39-44)	
1.2	1-74	
1.3	21-28, 31, 32, 47, 48, 52-76	
1.4	1-44	
1.5	1-26, 55-98 (99-102)	
1.6	1-20, 29-72, 75-81, 83, 84 (85, 86, 89, 90)	
1.7	1-84 (95, 96)	
1.8	1-48 (49-53)	
Chapter 1 Review Chapter 1 Test	1-4 , 6-31 , 40-56 , 61-71 , 77-79 , 81-90 , 92-106 , 111-114 1, 4-27	

Section	Problems
2.1	1-68, 72-75
2.2	1-48
2.3	1-13, 21-32, 45-73
2.4	1-50, 61-72 (83-86)
2.5	1-52
2.6	1-28, 29 –38 part a only, 47-58
2.7	1-40
Chapter 2 Review	1-11, 13-22, 24-33, 36-45, 48-51, 54-56, 59-78, 83-91
Chapter 2 Test	1, 2, 3, 5-8, 10(a – e, h, i), 12, 14-19
3.1	1-44
3.2	1-50 (51-53)
Chapter 3 Review	1-5, 8-21
Chapter 3 Test	1-6
4.1	1-18, 41-44
4.2	1-42, 55-80
4.3	1-40
4.4	1-20, 27-34, 45-52, 57-64
Chapter 4 Review	9, 10, 12-27, 35-40, 44-47, 54-57, 59, 62, 63-68
Chapter 4 Test	3-7, 11-12, 14, 16, 17

Final Exam : Monday, May 9, 2005 from 10:00 a.m. to 12:00 p.m.

You will get a room assignment for the final exam at the end of the semester.

WPA Outcomes Statement for First-Year Composition

Adopted by the Council of Writing Program Administrators (WPA), April 2000

For further information about the development of the Outcomes Statement, please see

<http://comppile.tamucc.edu/WPAoutcomes/continue.html>

For further information about the Council of Writing Program Administrators, please see

<http://www.wpacouncil.org>

A version of this statement was published in *WPA: Writing Program Administration* 23.1/2 (fall/winter 1999): 59-66.

Introduction

This statement describes the common knowledge, skills, and attitudes sought by first year composition programs in American postsecondary education. To some extent, we seek to regularize what can be expected to be taught in first year composition; to this end the document is not merely a compilation or summary of what currently takes place. Rather, the following statement articulates what composition teachers nationwide have learned from practice, research, and theory. This document intentionally defines only "outcomes," or types of results, and not "standards," or precise levels of achievement. The setting of standards should be left to specific institutions or specific groups of institutions.

Learning to write is a complex process, both individual and social, that takes place over time with continued practice and informed guidance. Therefore, it is important that teachers, administrators, and a concerned public do not imagine that these outcomes can be taught in reduced or simple ways. Helping students demonstrate these outcomes requires expert understanding of how students actually learn to write. For this reason we expect the primary audience for this document to be well-prepared college writing teachers and college writing program administrators. In some places, we have chosen to write in their professional language. Among such readers, terms such as "rhetorical" and "genre" convey a rich meaning that is not easily simplified. While we have also aimed at writing a document that the general public can understand, in limited cases we have aimed first at communicating effectively with expert writing teachers and writing program administrators.

These statements describe only what we expect to find at the end of first year composition, at most schools a required general education course or sequence of courses. As writers move beyond first-year composition, their writing abilities do not merely improve. Rather, students' abilities not only diversify along disciplinary and professional lines but also move into whole new levels where expected outcomes expand, multiply, and diverge. For this reason, each statement of outcomes for first-year composition is followed by suggestions for further work that builds on these outcomes.

Rhetorical Knowledge

By the end of first year composition, students should

- Focus on a purpose
- Respond to the needs of different audiences
- Respond appropriately to different kinds of rhetorical situations
- Use conventions of format and structure appropriate to the rhetorical situation
- Adopt appropriate voice, tone, and level of formality
- Understand how genres shape reading and writing
- Write in several genres

Faculty in all programs and departments can build on this preparation by helping students learn

- The main features of writing in their fields
- The main uses of writing in their fields
- The expectations of readers in their fields

Critical Thinking, Reading, and Writing

By the end of first year composition, students should

- Use writing and reading for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- Integrate their own ideas with those of others
- Understand the relationships among language, knowledge, and power

Faculty in all programs and departments can build on this preparation by helping students learn

- The uses of writing as a critical thinking method
- The interactions among critical thinking, critical reading, and writing
- The relationships among language, knowledge, and power in their fields

Processes

By the end of first year composition, students should

- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- Understand the collaborative and social aspects of writing processes
- Learn to critique their own and others' works
- Learn to balance the advantages of relying on others with the responsibility of doing their part

- Use a variety of technologies to address a range of audiences

Faculty in all programs and departments can build on this preparation by helping students learn

- To build final results in stages
- To review work-in-progress in collaborative peer groups for purposes other than editing
- To save extensive editing for later parts of the writing process
- To apply the technologies commonly used to research and communicate within their fields

Knowledge of Conventions

By the end of first year composition, students should

- Learn common formats for different kinds of texts
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documenting their work
- Control such surface features as syntax, grammar, punctuation, and spelling

Faculty in all programs and departments can build on this preparation by helping students learn

- The conventions of usage, specialized vocabulary, format, and documentation in their fields
- Strategies through which better control of conventions can be achieved

Appendix C: Assessment Tools

Curricula Effectiveness Survey (Faculty)

Use the following description for indicating the extent to which each skill or outcome from the list below is addressed in your course:

Not Addressed – not a part of your course

Introduced – mentioned or considered in the class but not tested in any specific way

Assessed – mentioned or considered in the class and formally tested or assessed

Mastered – tested formally and considered an essential skill needed to pass the course

Please mark only one column per outcome or skill. If a skill is “assessed,” it is assumed that it is also “introduced” and if “mastered,” then it is also “introduced” and “assessed.”

Course:		Mastered		
Instructor:	Employee ID #:	Assessed		
To what extent does this course, as taught by you, achieve the following outcomes for students who successfully complete it? Please mark in (take out the “in”) the appropriate column to the right.		Introduced		
		Not Addressed		
To communicate effectively in oral and written English				
To read with comprehension				
To reason abstractly and think critically				
To understand numerical data and statistics				
To understand the scientific method				
To be familiar with key technological and informational applications appropriate to this discipline				
To learn independently				
To recognize and appreciate cultural diversity				
To understand the nature and value of the fine and performing arts				
To assist in developing a personal value system while retaining tolerance for others				
To understand the American political and economic system				

Thank you for your time and effort. Please return this form to your **department head** on or before:

Curricula Effectiveness Survey (Student)

Use the following description for indicating the extent to which each skill or outcome from the list below is addressed in the course you were enrolled in (please fill out a separate survey for each 1000 and 2000-level course):

Not Addressed – not a part of your course

Introduced – mentioned or considered in the class but not tested in any specific way

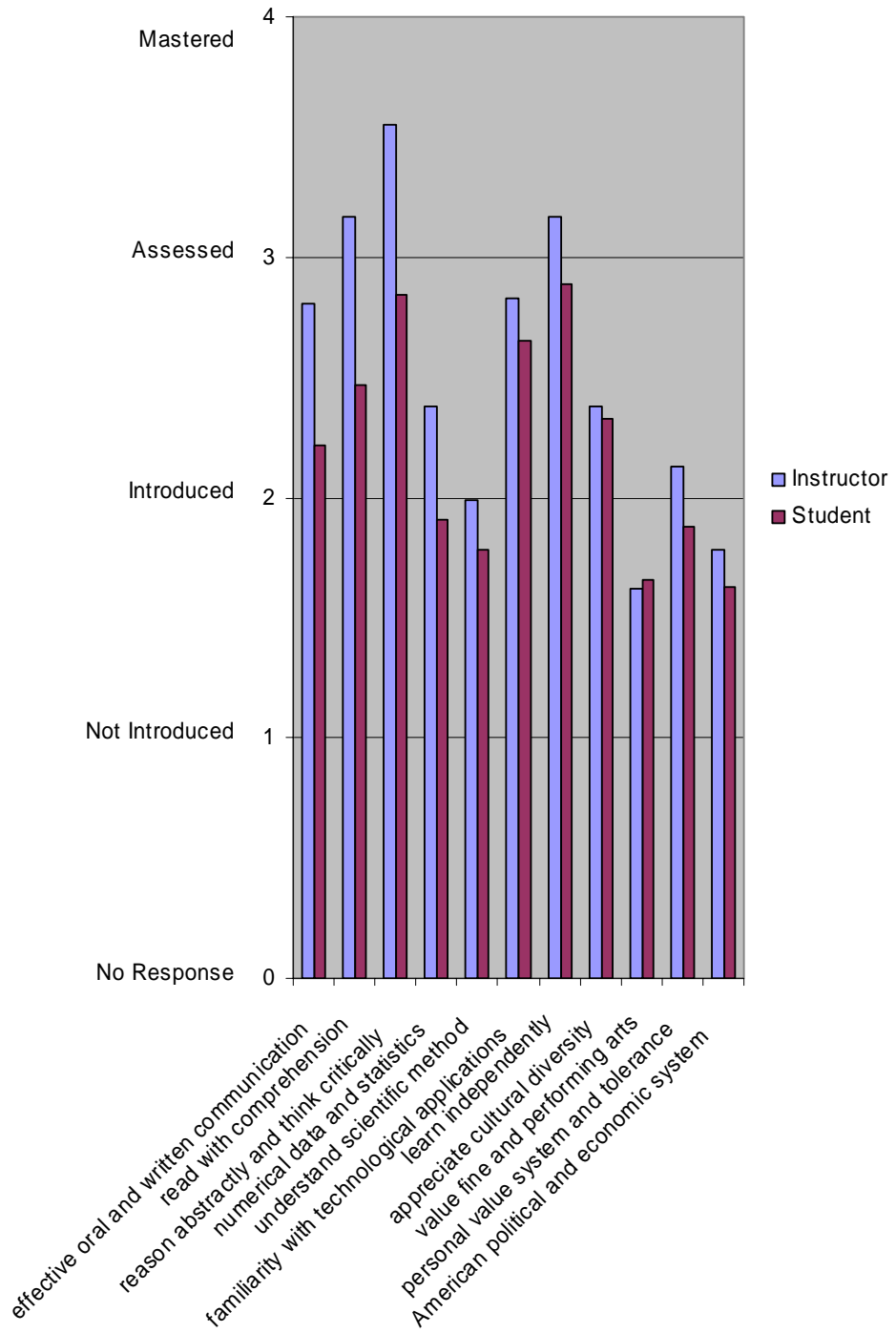
Assessed – mentioned or considered in the class and formally tested or assessed

Please mark only one column per outcome or skill. If a skill is “assessed,” it is assumed that it is also “introduced” and if “mastered,” then it is also “introduced” and “assessed.”

<i>Course:</i>		Mastered			
<i>Instructor:</i>	<i>Student ID #:</i>	Assessed			
To what extent does this course that you took achieve the following learning outcomes? Please mark the appropriate column to the right.		Introduced			
		Not Addressed			
To communicate effectively in oral and written English					
To read with comprehension					
To reason abstractly and think critically					
To understand numerical data and statistics					
To understand the scientific method					
To be familiar with key technological and informational applications appropriate to this discipline					
To learn independently					
To recognize and appreciate cultural diversity					
To understand the nature and value of the fine and performing arts					
To assist in developing a personal value system while retaining tolerance for others					
To understand the American political and economic system					

Appendix D: Assessment Results and Flowchart

Curricula Effectiveness Survey 2004-2005



CAAP INSTITUTIONAL SUMMARY REPORT

Table 3: Test Score Frequency Distribution

Institution Name: UNIVERSITY OF NEW ORLEANS

Institution Code: 1591

Test Date: 05/2005

Scaled Score	Writing Skills			Mathematics				Reading				Science				Scaled Score
	Freq	Local	Natl PB	Freq	Local	PB	Natl PB	Freq	Local	PB	Natl PB	Freq	Local	PB	Natl PB	
80			99				99				99				99	80
79			99				99				99				99	79
78			99				99				99				99	78
77			99				99				99				99	77
76			99				99				99				99	76
75			99				99				99				99	75
74			99				99				99				99	74
73			99				99	3		99	99				99	73
72			99				99	2		96	99	2		99	99	72
71	1	99	99	1	99	99	99	1	93	99	99	0	97	99	99	71
70	8	99	98	0	99	99	99	5	91	97	97	1	97	99	99	70
69	5	87	94	1	99	99	99	2	84	95	95	0	96	99	99	69
68	5	80	90	2	97	99	99	5	81	92	92	2	96	99	99	68
67	3	73	85	1	94	99	99	2	73	89	89	0	93	97	97	67
66	7	69	78	2	93	99	99	2	70	85	85	2	93	96	96	66
65	3	59	71	1	90	99	99	5	67	81	81	6	90	93	93	65
64	3	55	64	3	89	98	98	8	60	76	76	1	82	91	91	64
63	4	51	57	3	85	97	97	1	48	70	70	7	81	86	86	63
62	2	45	50	1	81	96	96	2	46	64	64	8	71	80	80	62
61	5	42	43	3	79	95	95	2	43	58	58	2	60	72	72	61
60	0	35	36	5	75	90	90	2	40	53	53	5	57	65	65	60
59	4	35	28	9	68	85	85	1	37	45	45	3	50	57	57	59
58	3	30	23	9	56	76	76	4	36	39	39	7	46	47	47	58
57	1	25	17	6	43	67	67	0	30	33	33	5	36	37	37	57
56	1	24	12	8	35	54	54	4	30	26	26	6	29	29	29	56
55	0	23	8	3	24	39	39	2	24	20	20	3	21	22	22	55
54	2	23	5	3	19	32	32	0	21	14	14	1	17	13	13	54
53	6	20	3	5	15	24	24	5	21	11	11	3	15	8	8	53
52	1	11	2	3	8	17	17	0	13	6	6	4	11	4	4	52
51	3	10	1	0	4	11	11	4	13	3	3	1	6	2	2	51
50	2	6	1	0	4	7	7	4	7	2	2	3	4	1	1	50
49	1	3	0	1	4	4	4	0	1	1	1	0	0	0	0	49
48	0	1	0	1	3	2	2	1	1	0	0	0	0	0	0	48
47	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	47
46	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	46
45	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	45
44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	44
43	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	43
42	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	42
41	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	41
40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
Mean	61.9		62.3	58.3		56.1	56.1	61.7		60.4	60.4	59.5		59.0	59.0	Mean
S.D.	6.7		4.7	4.8		3.6	3.6	7.2		5.3	5.3	5.2		4.1	4.1	S.D.
N	71		27875	72		20320	20320	67		27446	27446	72		17675	17675	N

Planning, Implementation and Assessment Program Flowchart

