

# **General and Basic Studies**

Department of General and Basic Studies

## Introduction

The mission of General and Basic Studies is to provide sound academic advice based on student needs and interests and general knowledge about University policies and procedures to transfer non-traditional and traditional students in a nurturing environment. This is accomplished through Freshman Orientation, the Blue and Gold Peerleader program, committee service, testing opportunities, and the development of new retention strategies such as early intervention with at-risk students.

Academic advising of all first-time freshmen and General Studies majors up to graduation; communicating University policies and procedures to students and directing them to University Services relevant to their needs; leading group advising of special populations; coordination and leading Freshman Orientation, Non-Traditional and Transfer Student Orientation; counseling students on academic plans; coordination and administration of all standardized testing, input of test scores in Banner, recommending tests appropriate to a student's goals and ability; coordination and administration of the ACT exam for junior high and high schools students in the community, some of who later attend McNeese; serving on committees that directly impact student success.

Academic advising and facilitating certain processes (course withdrawal, resignation from university, application for degree) are done via email or fax communication.



|                    |      |              | F         | S         | J         | Sr         | T          | CMP        | F          | S         | J          | Sr         | T          | CMP        | F         | S         | J          | Sr         | T          | CMP       |
|--------------------|------|--------------|-----------|-----------|-----------|------------|------------|------------|------------|-----------|------------|------------|------------|------------|-----------|-----------|------------|------------|------------|-----------|
| AGS                | GSGO | APNS         | 0         | 0         | 0         | 0          | 0          | 0          | 0          | 0         | 0          | 0          | 0          | 0          | 0         | 0         | 0          | 0          | 0          | 0         |
|                    |      | ARHM         | 0         | 0         | 0         | 0          | 0          | 0          | 0          | 0         | 0          | 0          | 0          | 0          | 0         | 0         | 0          | 0          | 0          | 0         |
|                    |      | BHSC         | 0         | 0         | 0         | 0          | 0          | 0          | 0          | 0         | 0          | 0          | 0          | 0          | 0         | 0         | 0          | 0          | 0          | 0         |
|                    |      | (blank)      | 0         | 0         | 0         | 0          | 0          | 0          | 0          | 0         | 0          | 0          | 0          | 0          | 0         | 0         | 0          | 0          | 0          | 0         |
|                    |      | <b>Total</b> | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>   | <b>0</b>   | <b>0</b>   | <b>0</b>  | <b>0</b>   | <b>0</b>   | <b>0</b>   | <b>0</b>   | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>   | <b>0</b>   | <b>0</b>  |
|                    | GSTG | APNS         | 0         | 0         | 0         | 0          | 0          | 5          | 0          | 1         | 2          | 0          | 3          | 12         | 2         | 1         | 1          | 0          | 4          | 13        |
|                    |      | ARHM         | 0         | 0         | 0         | 0          | 0          | 0          | 1          | 0         | 0          | 1          | 2          | 3          | 0         | 1         | 1          | 0          | 2          | 4         |
|                    |      | BHSC         | 0         | 1         | 0         | 0          | 1          | 1          | 0          | 2         | 0          | 0          | 2          | 12         | 0         | 3         | 1          | 0          | 4          | 10        |
|                    |      | (blank)      | 0         | 2         | 1         | 0          | 3          | 0          | 7          | 4         | 0          | 0          | 11         | 0          | 3         | 3         | 0          | 0          | 6          | 0         |
|                    |      | <b>Total</b> | <b>0</b>  | <b>3</b>  | <b>1</b>  | <b>0</b>   | <b>4</b>   | <b>6</b>   | <b>8</b>   | <b>7</b>  | <b>2</b>   | <b>1</b>   | <b>18</b>  | <b>27</b>  | <b>5</b>  | <b>8</b>  | <b>3</b>   | <b>0</b>   | <b>16</b>  | <b>27</b> |
| BGS                | GNST | APNS         | 0         | 1         | 0         | 12         | 13         | 6          | 2          | 5         | 5          | 16         | 28         | 10         | 3         | 2         | 4          | 18         | 27         | 8         |
|                    |      | ARHM         | 0         | 1         | 1         | 5          | 7          | 1          | 1          | 3         | 6          | 12         | 22         | 5          | 2         | 0         | 3          | 14         | 19         | 7         |
|                    |      | BHSC         | 2         | 7         | 17        | 50         | 76         | 15         | 11         | 27        | 34         | 84         | 156        | 39         | 1         | 22        | 42         | 70         | 135        | 26        |
|                    |      | (blank)      | 35        | 12        | 2         | 9          | 58         | 0          | 165        | 24        | 14         | 20         | 223        | 0          | 93        | 29        | 11         | 18         | 151        | 0         |
|                    |      | <b>Total</b> | <b>37</b> | <b>21</b> | <b>20</b> | <b>76</b>  | <b>154</b> | <b>22</b>  | <b>179</b> | <b>59</b> | <b>59</b>  | <b>132</b> | <b>429</b> | <b>54</b>  | <b>99</b> | <b>53</b> | <b>60</b>  | <b>120</b> | <b>332</b> | <b>41</b> |
|                    | GSTO | APNS         | 0         | 0         | 0         | 0          | 0          | 0          | 0          | 0         | 0          | 0          | 0          | 0          | 0         | 0         | 0          | 0          | 0          | 0         |
|                    |      | ARHM         | 0         | 0         | 0         | 0          | 0          | 0          | 0          | 0         | 0          | 0          | 0          | 0          | 0         | 0         | 1          | 0          | 1          | 0         |
|                    |      | BHSC         | 0         | 0         | 0         | 2          | 2          | 2          | 1          | 0         | 2          | 0          | 3          | 0          | 1         | 0         | 0          | 4          | 5          | 2         |
|                    |      | (blank)      | 0         | 1         | 0         | 0          | 1          | 0          | 0          | 0         | 1          | 1          | 1          | 0          | 1         | 0         | 1          | 1          | 3          | 0         |
|                    |      | <b>Total</b> | <b>0</b>  | <b>1</b>  | <b>0</b>  | <b>2</b>   | <b>3</b>   | <b>2</b>   | <b>1</b>   | <b>0</b>  | <b>3</b>   | <b>1</b>   | <b>5</b>   | <b>0</b>   | <b>2</b>  | <b>0</b>  | <b>2</b>   | <b>5</b>   | <b>9</b>   | <b>2</b>  |
| <b>Grand Total</b> |      | <b>37</b>    | <b>25</b> | <b>21</b> | <b>78</b> | <b>161</b> | <b>28</b>  | <b>188</b> | <b>66</b>  | <b>64</b> | <b>134</b> | <b>452</b> | <b>81</b>  | <b>106</b> | <b>61</b> | <b>62</b> | <b>125</b> | <b>357</b> | <b>70</b>  |           |

2016-2017:

| Degr. | Major | Conc.        | Summer    |           |           |           |            | Fall      |            |           |           |            | Spring     |           |           |           |           |            |            |           |          |
|-------|-------|--------------|-----------|-----------|-----------|-----------|------------|-----------|------------|-----------|-----------|------------|------------|-----------|-----------|-----------|-----------|------------|------------|-----------|----------|
|       |       |              | F         | S         | J         | Sr        | T          | CMP       | F          | S         | J         | Sr         | T          | CMP       | F         | S         | J         | Sr         | T          | CMP       |          |
| AGS   | GSGO  | APNS         | 0         | 0         | 0         | 0         | 0          | 0         | 0          | 0         | 0         | 0          | 0          | 0         | 0         | 0         | 0         | 1          | 0          | 1         | 1        |
|       |       | ARHM         | 0         | 0         | 0         | 0         | 0          | 0         | 0          | 0         | 0         | 0          | 0          | 0         | 1         | 0         | 0         | 0          | 0          | 0         | 0        |
|       |       | BHSC         | 0         | 0         | 0         | 0         | 0          | 0         | 1          | 0         | 0         | 0          | 1          | 0         | 2         | 1         | 0         | 0          | 3          | 1         | 0        |
|       |       | (blank)      | 0         | 0         | 0         | 0         | 0          | 0         | 2          | 2         | 0         | 0          | 4          | 0         | 1         | 0         | 0         | 0          | 1          | 0         | 0        |
|       |       | <b>Total</b> | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>  | <b>3</b>   | <b>2</b>  | <b>0</b>  | <b>0</b>   | <b>5</b>   | <b>1</b>  | <b>3</b>  | <b>1</b>  | <b>1</b>  | <b>0</b>   | <b>5</b>   | <b>3</b>  | <b>3</b> |
|       | GSTG  | APNS         | 0         | 1         | 0         | 0         | 1          | 4         | 1          | 1         | 2         | 0          | 4          | 7         | 2         | 1         | 0         | 1          | 4          | 12        | 0        |
|       |       | ARHM         | 0         | 0         | 1         | 0         | 1          | 1         | 1          | 2         | 0         | 0          | 3          | 4         | 0         | 1         | 0         | 0          | 1          | 5         | 0        |
|       |       | BHSC         | 0         | 4         | 0         | 0         | 4          | 2         | 0          | 4         | 0         | 0          | 4          | 13        | 2         | 5         | 2         | 0          | 9          | 11        | 0        |
|       |       | (blank)      | 0         | 0         | 0         | 0         | 0          | 0         | 3          | 0         | 0         | 0          | 3          | 0         | 3         | 1         | 0         | 0          | 4          | 0         | 0        |
|       |       | <b>Total</b> | <b>0</b>  | <b>5</b>  | <b>1</b>  | <b>0</b>  | <b>6</b>   | <b>7</b>  | <b>5</b>   | <b>7</b>  | <b>2</b>  | <b>0</b>   | <b>14</b>  | <b>24</b> | <b>7</b>  | <b>8</b>  | <b>2</b>  | <b>1</b>   | <b>18</b>  | <b>28</b> | <b>0</b> |
| BGS   | GNST  | APNS         | 0         | 0         | 2         | 11        | 13         | 3         | 1          | 5         | 6         | 15         | 27         | 6         | 1         | 3         | 5         | 21         | 30         | 9         |          |
|       |       | ARHM         | 0         | 0         | 1         | 6         | 7          | 1         | 2          | 4         | 5         | 13         | 24         | 6         | 1         | 2         | 5         | 8          | 16         | 3         | 0        |
|       |       | BHSC         | 1         | 10        | 13        | 43        | 67         | 9         | 11         | 39        | 40        | 71         | 161        | 25        | 6         | 20        | 43        | 84         | 153        | 33        | 0        |
|       |       | (blank)      | 13        | 3         | 2         | 3         | 21         | 0         | 127        | 9         | 10        | 13         | 159        | 0         | 62        | 12        | 9         | 6          | 89         | 0         | 0        |
|       |       | <b>Total</b> | <b>14</b> | <b>13</b> | <b>18</b> | <b>63</b> | <b>108</b> | <b>13</b> | <b>141</b> | <b>57</b> | <b>61</b> | <b>112</b> | <b>371</b> | <b>37</b> | <b>70</b> | <b>37</b> | <b>62</b> | <b>119</b> | <b>288</b> | <b>45</b> | <b>0</b> |
|       |       | APNS         | 0         | 0         | 0         | 0         | 0          | 0         | 0          | 0         | 0         | 1          | 1          | 1         | 0         | 0         | 0         | 2          | 0          | 0         | 0        |
|       |       | ARHM         | 0         | 0         | 0         | 1         | 0          | 0         | 0          | 0         | 0         | 5          | 5          | 1         | 0         | 0         | 1         | 6          | 7          | 2         | 0        |

|                    |      |              |           |           |           |           |            |           |            |           |           |            |            |           |           |           |           |            |            |           |
|--------------------|------|--------------|-----------|-----------|-----------|-----------|------------|-----------|------------|-----------|-----------|------------|------------|-----------|-----------|-----------|-----------|------------|------------|-----------|
|                    | GSTO | BHSC         | 0         | 1         | 2         | 4         | 7          | 0         | 0          | 1         | 3         | 7          | 11         | 3         | 0         | 5         | 4         | 9          | 18         | 2         |
|                    |      | (blank)      | 0         | 0         | 1         | 0         | 1          | 0         | 3          | 1         | 0         | 3          | 7          | 0         | 4         | 1         | 0         | 6          | 11         | 0         |
|                    |      | <b>Total</b> | <b>0</b>  | <b>1</b>  | <b>3</b>  | <b>5</b>  | <b>8</b>   | <b>0</b>  | <b>3</b>   | <b>2</b>  | <b>3</b>  | <b>16</b>  | <b>24</b>  | <b>5</b>  | <b>4</b>  | <b>6</b>  | <b>5</b>  | <b>23</b>  | <b>38</b>  | <b>4</b>  |
| <b>Grand Total</b> |      |              | <b>14</b> | <b>19</b> | <b>22</b> | <b>68</b> | <b>122</b> | <b>20</b> | <b>152</b> | <b>68</b> | <b>66</b> | <b>128</b> | <b>414</b> | <b>67</b> | <b>84</b> | <b>52</b> | <b>70</b> | <b>143</b> | <b>349</b> | <b>79</b> |

2017-2018:

| Degr.              | Major | Conc.        | Summer    |          |           |           |            | Fall      |            |           |           |            | Spring     |           |           |           |           |            |            |            |
|--------------------|-------|--------------|-----------|----------|-----------|-----------|------------|-----------|------------|-----------|-----------|------------|------------|-----------|-----------|-----------|-----------|------------|------------|------------|
|                    |       |              | F         | S        | J         | Sr        | T          | CMP       | F          | S         | J         | Sr         | T          | CMP       | F         | S         | J         | Sr         | T          | CMP        |
| AGS                | GSGO  | APNS         | 1         | 0        | 0         | 0         | 1          | 0         | 2          | 0         | 1         | 0          | 3          | 1         | 1         | 0         | 0         | 1          | 2          | 4          |
|                    |       | ARHM         | 0         | 0        | 0         | 0         | 0          | 0         | 0          | 0         | 0         | 0          | 0          | 1         | 0         | 0         | 0         | 0          | 0          | 2          |
|                    |       | BHSC         | 0         | 0        | 0         | 0         | 0          | 0         | 1          | 0         | 1         | 0          | 2          | 1         | 0         | 1         | 1         | 0          | 2          | 3          |
|                    |       | (blank)      | 0         | 0        | 0         | 0         | 0          | 0         | 2          | 0         | 0         | 0          | 2          | 0         | 1         | 0         | 0         | 0          | 1          | 0          |
|                    |       | <b>Total</b> | <b>1</b>  | <b>0</b> | <b>0</b>  | <b>0</b>  | <b>1</b>   | <b>0</b>  | <b>4</b>   | <b>0</b>  | <b>2</b>  | <b>0</b>   | <b>6</b>   | <b>3</b>  | <b>2</b>  | <b>1</b>  | <b>1</b>  | <b>1</b>   | <b>5</b>   | <b>9</b>   |
|                    | GSTG  | APNS         | 0         | 0        | 1         | 1         | 2          | 3         | 1          | 1         | 0         | 0          | 2          | 8         | 0         | 3         | 0         | 0          | 3          | 29         |
|                    |       | ARHM         | 0         | 0        | 0         | 0         | 0          | 0         | 1          | 0         | 1         | 0          | 2          | 3         | 0         | 0         | 0         | 0          | 0          | 8          |
|                    |       | BHSC         | 0         | 0        | 0         | 2         | 2          | 2         | 1          | 3         | 0         | 0          | 4          | 5         | 1         | 2         | 1         | 0          | 4          | 18         |
|                    |       | (blank)      | 0         | 0        | 0         | 0         | 0          | 0         | 1          | 0         | 0         | 0          | 1          | 0         | 1         | 0         | 0         | 0          | 1          | 0          |
|                    |       | <b>Total</b> | <b>0</b>  | <b>0</b> | <b>1</b>  | <b>3</b>  | <b>4</b>   | <b>5</b>  | <b>4</b>   | <b>4</b>  | <b>1</b>  | <b>0</b>   | <b>9</b>   | <b>16</b> | <b>2</b>  | <b>5</b>  | <b>1</b>  | <b>0</b>   | <b>8</b>   | <b>55</b>  |
| BGS                | GNST  | APNS         | 2         | 2        | 2         | 11        | 17         | 3         | 15         | 8         | 5         | 16         | 44         | 7         | 10        | 6         | 8         | 16         | 40         | 17         |
|                    |       | ARHM         | 0         | 0        | 2         | 6         | 8          | 1         | 10         | 2         | 7         | 9          | 28         | 2         | 7         | 6         | 5         | 13         | 31         | 6          |
|                    |       | BHSC         | 2         | 0        | 15        | 38        | 55         | 7         | 24         | 22        | 36        | 77         | 159        | 33        | 11        | 24        | 37        | 53         | 125        | 67         |
|                    |       | (blank)      | 9         | 5        | 1         | 3         | 18         | 0         | 41         | 10        | 4         | 2          | 57         | 0         | 13        | 0         | 0         | 0          | 13         | 0          |
|                    |       | <b>Total</b> | <b>13</b> | <b>7</b> | <b>20</b> | <b>58</b> | <b>98</b>  | <b>11</b> | <b>90</b>  | <b>42</b> | <b>52</b> | <b>104</b> | <b>288</b> | <b>42</b> | <b>41</b> | <b>35</b> | <b>51</b> | <b>82</b>  | <b>209</b> | <b>90</b>  |
|                    | GSTO  | APNS         | 0         | 0        | 0         | 1         | 1          | 1         | 0          | 0         | 1         | 3          | 4          | 0         | 1         | 1         | 1         | 6          | 9          | 6          |
|                    |       | ARHM         | 0         | 0        | 1         | 5         | 6          | 1         | 0          | 0         | 2         | 7          | 9          | 1         | 0         | 0         | 2         | 6          | 8          | 4          |
|                    |       | BHSC         | 0         | 1        | 4         | 10        | 15         | 2         | 3          | 6         | 27        | 38         | 74         | 11        | 5         | 10        | 18        | 51         | 84         | 35         |
|                    |       | (blank)      | 3         | 0        | 1         | 2         | 6          | 0         | 5          | 2         | 1         | 1          | 9          | 0         | 3         | 0         | 0         | 0          | 3          | 0          |
|                    |       | <b>Total</b> | <b>3</b>  | <b>1</b> | <b>6</b>  | <b>18</b> | <b>28</b>  | <b>4</b>  | <b>8</b>   | <b>8</b>  | <b>31</b> | <b>49</b>  | <b>96</b>  | <b>12</b> | <b>9</b>  | <b>11</b> | <b>21</b> | <b>63</b>  | <b>104</b> | <b>45</b>  |
| <b>Grand Total</b> |       |              | <b>17</b> | <b>8</b> | <b>27</b> | <b>79</b> | <b>131</b> | <b>20</b> | <b>108</b> | <b>54</b> | <b>86</b> | <b>153</b> | <b>399</b> | <b>73</b> | <b>54</b> | <b>52</b> | <b>74</b> | <b>146</b> | <b>326</b> | <b>199</b> |

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[Undergraduate Program Enrollments for Academic Program Reports 17-18](#) [XLSX 66 KB 4/5/19]

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was not met. General Studies continues to be a high demand program among students and enrollment and graduation numbers remain strong (though not back to the benchmark year standards). In the upcoming year we will be removing all associate degree programs from our catalog but will continue to teach out those already in the AGS program. We will also be moving the BGS to an academic department on campus (location to be determined). We have met with the Dean of Liberal Arts (the BGS will be moved under one of his departments) and he has some ideas about marketing this degree through our new partner for online learners.

## 2 Assessment and Benchmark

Benchmark: Exceed 2013-2014 levels of retention.

- BSTU - Basic Studies
- GNST - BGS General Studies
- GNTX - BGS General Studies

- GSTG - AGS General Studies
- GSTO - AGS General Studies [Online]
- GSTX - AGS General Studies
- ORGL - BA Organizational Leadership

## 2.1 Data

Fall 2013-Fall 2014:

| Major | # of retained students | Retention rate |
|-------|------------------------|----------------|
| BSTU  | 0                      | 0.00%          |
| GNST  | 136                    | 44.88%         |
| GSTG  | 3                      | 33.33%         |
| GSTO  | 0                      | 0.00%          |

Fall 2014-Fall 2015:

| Major | # of retained students | Retention rate |
|-------|------------------------|----------------|
| GNST  | 130                    | 30.95%         |
| GNTX  | 1                      | 11.11%         |
| GSTG  | 4                      | 50.00%         |
| GSTO  | 1                      | 33.33%         |
| ORGL  | 1                      | 50.00%         |

Fall 2015-Fall 2016:

| Major | # of retained students | Retention rate |
|-------|------------------------|----------------|
| GNST  | 116                    | 33.53%         |
| GSTG  | 6                      | 35.29%         |
| GSTO  | 0                      | 0.00%          |
| GSTX  | 1                      | 33.33%         |

Fall 2016-Fall 2017:

| Major | # of retained students | Retention rate |
|-------|------------------------|----------------|
| GNST  | 93                     | 31.42%         |
| GSTG  | 2                      | 16.67%         |
| GSTO  | 6                      | 46.15%         |

### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was not met. In the past, we have not tried to grow the General Studies program from within the campus because we would prefer students to remain in the other degree programs on campus.

- We have resurrected our recruit back initiative for 2018-2019 which will be targeting those students who have been out of school for at least a year and are within 21 credit hours (one semester) of graduating with our BGS degree. We are contacting those students by e-mail and phone. As noted in 1.1, this degree is being moved under the College of Liberal Arts during the next year and the dean has ideas of possibly marketing it through our partner for on-line learning.
- All associate degree programs will be removed from the 2019-2020 catalog so the AGS program will be done away with for next year. We will continue to teach out the existing students but will not admit new ones into the program after this year.



2017:

| Major | Cohort Size | Same Major?  | Persistence Rate |   | Retention Rate |   |          |   |          |   | Graduation Rate |   |        |   |        |   |
|-------|-------------|--------------|------------------|---|----------------|---|----------|---|----------|---|-----------------|---|--------|---|--------|---|
|       |             |              |                  |   | Y1 to Y2       |   | Y1 to Y3 |   | Y1 to Y4 |   | 4-Year          |   | 5-Year |   | 6-Year |   |
|       |             |              | #                | % | #              | % | #        | % | #        | % | #               | % | #      | % | #      | % |
| GNST  |             | Same         |                  |   |                |   |          |   |          |   |                 |   |        |   |        |   |
|       |             | Changed      |                  |   |                |   |          |   |          |   |                 |   |        |   |        |   |
|       |             | <b>Total</b> |                  |   |                |   |          |   |          |   |                 |   |        |   |        |   |

2018:

| Major | Cohort Size | Same Major?  | Persistence Rate |   | Retention Rate |   |          |   |          |   | Graduation Rate |   |        |   |        |   |
|-------|-------------|--------------|------------------|---|----------------|---|----------|---|----------|---|-----------------|---|--------|---|--------|---|
|       |             |              |                  |   | Y1 to Y2       |   | Y1 to Y3 |   | Y1 to Y4 |   | 4-Year          |   | 5-Year |   | 6-Year |   |
|       |             |              | #                | % | #              | % | #        | % | #        | % | #               | % | #      | % | #      | % |
| GNST  |             | Same         |                  |   |                |   |          |   |          |   |                 |   |        |   |        |   |
|       |             | Changed      |                  |   |                |   |          |   |          |   |                 |   |        |   |        |   |
|       |             | <b>Total</b> |                  |   |                |   |          |   |          |   |                 |   |        |   |        |   |

2019:

| Major | Cohort Size | Same Major?  | Persistence Rate |   | Retention Rate |   |          |   |          |   | Graduation Rate |   |        |   |        |   |
|-------|-------------|--------------|------------------|---|----------------|---|----------|---|----------|---|-----------------|---|--------|---|--------|---|
|       |             |              |                  |   | Y1 to Y2       |   | Y1 to Y3 |   | Y1 to Y4 |   | 4-Year          |   | 5-Year |   | 6-Year |   |
|       |             |              | #                | % | #              | % | #        | % | #        | % | #               | % | #      | % | #      | % |
| GNST  |             | Same         |                  |   |                |   |          |   |          |   |                 |   |        |   |        |   |
|       |             | Changed      |                  |   |                |   |          |   |          |   |                 |   |        |   |        |   |
|       |             | <b>Total</b> |                  |   |                |   |          |   |          |   |                 |   |        |   |        |   |

### 3.1.1 Analysis of Data and Plan for Continuous Improvement

## Performance Objective 2 To use exemplary advising as a tool to help students understand and ultimately graduate in General Studies.

### 1 Assessment and Benchmark

Benchmark:

- 95% of the General Studies degree candidates “strongly agreed” on each of the following items:
  - My General Studies advisor was knowledgeable of courses and requirements.
  - My General Studies advisor helped me understand course requirements and registration procedures.
- 95% of the General Studies degree candidates will rate their advising experience as “very good.”

[Graduating Senior Exit Survey 2017-2018](#) [PDF 78 KB 4/5/19]

### 1.1 Data

| Item                                                                                                                                                            | Academic Year Ending |       |       |       |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------|-------|-------|-------|
|                                                                                                                                                                 | 2014                 | 2015  | 2016  | 2017  | 2018  |
| % of the General Studies degree candidates “strongly agreed” ‘My General Studies advisor was knowledgeable of courses and requirements’.                        | 94.7%                | 96.7% | 94.9% | 95.7% | 95.2% |
| % of the General Studies degree candidates “strongly agreed” ‘My General Studies advisor helped me understand course requirements and registration procedures’. | 95.3%                | 95%   | 92.9% | 94.3% | 96.2% |
| % of the General Studies degree candidates rate their advising experience as “very good”.                                                                       | 96%                  | 94.2% | 93.9% | 94.3% | 94.3% |

### 1.1.1 Analysis of Data and Plan for Continuous Improvement



2017-2018:

The benchmark was not met. Though the benchmark was not met in one of the three areas, it was less than 1% away so I would like to keep the benchmark set at 95%. This is a high benchmark but it should remain high since advising is of utmost importance.

- Now that Degree Works is implemented, General Studies students will have a snapshot of what they have completed. Due to the nature of the degree, students will still need to meet with an advisor to plot what remains in the degree. We hope this will enhance the advising process and provide another tool for students to use to stay on top of their degree plan.
- The General Studies degree will be moving to an academic department this next year, and we are unsure if this will have a positive or negative impact on advising.
- With the current QEP, advising across campus will be assessed and we hope to get data that will help us know if our current method of advising students is effective or needs to be enhanced. The first data will be obtained this year from a campus-wide advising survey.

**Performance Objective 3 To use orientation activities as a tool to engage and retain students by providing them with access to faculty and students from their selected college, introduce them to campus organizations and involved student leaders, and familiarize them with Moodle and the MyMcNeese portal as well as other basic information on how to be a successful college student.**

**1 Assessment and Benchmark**

Benchmark:

- On average, the answer to "Were the Peerleaders helpful and available to answer your questions?" will be >4.74 (orientation 2013 combined data).
- On average, the answer to "I feel the information in my Q & A session with my Peer Leaders was informative and helpful" will be >4.5.
- On average, the answer to "I now understand how to look up my classes and register for them on-line" will be >4.5.

The benchmark 'On average, the answer to "Do you feel that the information from your breakout session will help you be successful in your major?" will be >4.41' was eliminated from the survey for 2017.

[2016 Freshman Orientation Survey](#) [PDF 725 KB 4/5/19]

[2017 Freshmen Orientation Survey](#) [PDF 836 KB 4/5/19]

[2018 Freshmen Orientation Survey](#) [PDF 717 KB 4/5/19]

**1.1 Data**

| Item                                                                                                     | Academic Year Ending |           |           |           |           |
|----------------------------------------------------------------------------------------------------------|----------------------|-----------|-----------|-----------|-----------|
|                                                                                                          | 2014                 | 2015      | 2016      | 2017      | 2018      |
| "Were the Peerleaders helpful and available to answer your questions?"                                   | 4.78/5.00            | 4.86/5.00 | 4.77/5.00 | 4.88/5.00 | 4.86/5.00 |
| "Do you feel that the information from your breakout session will help you be successful in your major?" | 4.52/5.00            | 4.55/5.00 | 4.44/5.00 |           |           |
| "I feel that the information in my Q & A session with my Peer Leaders was informative and helpful."      |                      |           |           | 4.75/5.00 | 4.73/5.00 |
| "I now understand how to look up my classes and register them online."                                   |                      |           | 4.56/5.00 |           | 4.61/5.00 |

**1.1.1 Analysis of Data and Plan for Continuous Improvement**

2017-2018:

Benchmark Achieved?

- Yes, benchmarks were met or exceeded on the three survey areas we retained. New benchmarks were set for the three new survey areas.
- Note: For this year, we removed two questions from the previous survey and added new ones to help determine if 1) our Peerleader led Q & A session that replaced the departmental breakout is successful, and 2) now that we are doing advising and registration at Orientation, determine if the students left there understanding how to look up classes and register them.

## Revise

- Freshman orientation. The departmental led breakout was removed from orientation last year after reading the students comments from the last few years and after talking with our Peerleaders. We felt that the Peerleaders could present that basic material and "shoot straight" with the students from a student perspective about their department and also cover some other things in a more timely Q & A session. This also freed up more time for Dr. Chris Thomas to address some of the required topic items such as sexual harassment, hazing, and binge drinking with the students. University Services has assumed responsibility for planning and implementation of Parent Round-Up last year but this year we are having one of our advisors go and speak to parents about what their child will be doing at Orientation that day. Also, "ice-breakers" were added last year at the request of the students from previous year's surveys saying that the students wished they had more interaction with the other students. These seem to really make the students relax and open up more when it comes to the Q & A session.
- Registration procedure for Orientation. We were able to move from Registerblast to our new CRM system (Hobsons Radius) which should allow us to reduce errors, facilitate reporting, and track students from their first point-of-contact with the University, through orientation, and throughout their degree.
- An online orientation is being developed (company under contract, video has been recorded, and are expecting production to be completed by the fall) and we plan to pilot it in spring 2019. This will be a complete orientation for the online learners and a supplement to our traditional and non-traditional/transfer orientation program to better inform students about the university and the services we have for them to take advantage of.

[2017 Freshman Orientation Survey Combined](#) [PDF 210 KB 4/5/19]

## 2 Assessment and Benchmark

### Benchmark:

- For Non-Traditional/Transfer Orientation, on average, the answer to "Was the information/lectures presented in a fashion that made it easy for you to understand?" will be >4.51 (orientation 2013 combined data). (This question was tweaked to say "Was the information /lectures presented in a fashion that answered all your questions about McNeese" in the surveys for 2017).
- For Non-traditional/Transfer Orientation, On average, the answer to "Do you feel that attending Orientation was effective in acclimating you to McNeese?" will be >4.5.

The benchmark 'For Non-Traditional/Transfer Student orientation, the average score for the response to "Transfer Student orientation answered all my questions" will be >4.5' was eliminated from the survey for 2017.

[2016-17 Non-Traditional Transfer Student Orientation Survey](#) [PDF 690 KB 4/5/19]

[2017-18 Non-Traditional Transfer Student Orientation Survey](#) [PDF 697 KB 4/5/19]

### 2.1 Data

| Item                                                                                           | Academic Year Ending |           |           |           |           |
|------------------------------------------------------------------------------------------------|----------------------|-----------|-----------|-----------|-----------|
|                                                                                                | 2014                 | 2015      | 2016      | 2017      | 2018      |
| "Was the information/lectures presented in a fashion that made it easy for you to understand?" | 4.56/5.00            | 4.54/5.00 |           | 4.7/5.00  | 4.62/5.00 |
| "Transfer Student Orientation answered all my questions."                                      | 4.61/5.00            | 4.53/5.00 |           | 4.63/5.00 |           |
| "Do you feel that attending Orientation was effective in acclimating you to McNeese?"          |                      |           | 4.73/5.00 |           | 4.73/5.0  |

#### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

##### Benchmark Achieved?

- Yes, benchmarks were met or exceeded on the two survey areas we retained. New benchmarks were set for the new survey areas.
- Note: For this year, we added a new question to determine whether students who attend Non-Traditional/Transfer Orientation feel adequately acclimated to attend McNeese (since it is very much abbreviated and does not contain a physical campus tour).

##### Revise

- Registration procedure for Orientation. We were able to move from Registerblast to our new CRM system

(Hobsons Radius) which should allow us to reduce errors, facilitate reporting, and track students from their first point-of-contact with the University, through orientation, and throughout their degree.

- An online orientation is being developed (company under contract, video has been recorded, and are expecting production to be completed by the fall) and we plan to pilot it in spring 2019. This will be a complete orientation for the online learners and a supplement to our traditional and non-traditional/transfer orientation program to better inform students about the university and the services we have for them to take advantage of.

[17-18 Non-Traditional Orientation Combined](#) [PDF 54 KB 4/5/19]

## **Performance Objective 4 To collaborate with other departments in a way that directly impacts the success of students.**

### **1 Assessment and Benchmark**

Benchmark: All advisors will serve on committees or panels that directly impact students at risk.

#### **1.1 Data**

2017-2018:

- Each advisor and the director serves on at least one permanent committee. Four out of six are involved in committees that work directly with students at risk – Grade Appeals, Academic Integrity and Financial Aid appeals, Academic Appeals, Student Advocacy, and Care Mentoring.
- University Services is implementing a program of required participation for first-time students to try to get them more involved on campus. They have set up events during the first two weeks of the semester and we are adding the requirement to our Freshman Orientation that each student must attend a certain number of events in addition to attending Orientation in order to receive their Orientation credit. We will begin this in the fall 2018 semester and University Services will track its effectiveness.

#### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

2017-2018:

- The benchmark was not met.
- Advisor workload makes intensive committee work problematic. However, we are actively seeking to serve on committees where student success is an issue. Though the expected level was not met, we did increase our involvement in these programs so I would like to keep the benchmark there and hope to appoint the other two advisors in areas of service that directly impact "at risk" students.
- Adding new requirements to attend special events the first two weeks of school is a new initiative to try to get students more involved on campus. This initiative begins fall 2018 so no current data is available.

## **Performance Objective 5 To assist the University efforts to retain freshman through effective advising, intervention strategies, and programming.**

### **1 Assessment and Benchmark**

Benchmark: Increase the retention rate of first-time freshman cohort from entering fall to following fall by 0.9%.

#### **1.1 Data**

| Reporting Year      | Retention Rate | % change |
|---------------------|----------------|----------|
| Fall 2013-Fall 2014 | 70.0%          | –        |
| Fall 2014-Fall 2015 | 66.5%          | -3.5%    |
| Fall 2015-Fall 2016 | 66.1%          | -0.4%    |
| Fall 2016-Fall 2017 | 68.1%          | +2.0%    |

#### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

2017-2018:

- The benchmark was met and continuous improvement in the retention rate is critical to our success as advisors.
- Advising at-risk students. The Board of Regents has developed a co-requisite program for students who have just barely missed admission into the first level of math or English. Students enrolled in these courses should be prepared to meet with their advisor and/or instructor whenever concerns arise over attendance or class performance. We are seeing great success with students in these programs and will continue to offer them.

- The University is joining several other schools in the UL System to promote "Think 30," also called "15 to Finish," to encourage students to complete 30 credits each year in order to graduate in four years. A team is planning the marketing of this venture and we currently show a video and have our Peerleaders talk to the students at orientation about this.
- The new QEP for the University incorporates effective advising as a supporting element to its primary goal. We sent two advisors to the NACADA conference this year and plan to send the other two advisors next year to give them access to this unique professional development opportunity.
- The University Faculty Advising Committee has been reenacted and one of our advisors is chairing the committee. This year they put on an Advising Workshop and special make-up workshop for the Engineering/Computer Science department who was unable to attend the campus wide one and had over 100 advisors from across the campus in attendance. All of the advisors in General and Basic Studies participated in leading roundtable discussions. Next year we will either offer this to all advisors again or hold one for all new advisors on campus.
- The CARE Mentorship program has been developed through the University Services department. This program targets minority and at-risk students but is open to anyone who might benefit from being assigned a mentor. We will utilize this system as a resource when advising students on academic plans as well as others we feel might benefit from such an opportunity.
- We have tied into the existing system the Registrar has for the faculty notification of non-attendance, and advisors will reach out to students right after the 14th class day to determine the reason for their non-attendance and see if we can offer assistance or refer them to the CARE program, tutoring, Writing Center, etc. or explain how to minimize consequences and possibly drop the class if that is deemed necessary. We believe this early alert will assist in the University's retention efforts.
- An online orientation is being developed (company under contract, video has been recorded, and are expecting production to be complete by the fall) and we plan to pilot it in spring 2019. This will be a complete orientation for our online learners and a supplement to our traditional and non-traditional/transfer orientations. We believe this will greatly enhance our orientation program to better inform students about the University and the services we have for them to take advantage of.

## 2 Assessment and Benchmark

Benchmark: On the Freshman Orientation survey, earn an average score of 4.49 out of 5 on the survey item that reads: "Do you feel the information from the Q & A session with your Peerleader was informative and helpful?"

Prior to 2016-2017, the benchmark was an average score of 4.49 out of 5 on the survey item that read: "Do you feel that the information from your breakout session will help you be successful in your major?". As mentioned earlier, the breakout session with academic departments was replaced with the same information shared in a Q & A led by Peerleaders.

### 2.1 Data

| Academic Year | Average Score |
|---------------|---------------|
| 2013-2014     | 4.52          |
| 2014-2015     | 4.55          |
| 2015-2016     | 4.44          |
| 2016-2017     | 4.75          |
| 2017-2018     | 4.73          |

#### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was met. Since this is the first year to obtain data on this survey question, we were pleasantly surprised that students rated it so high. We felt like having this information come directly peer-to-peer that the students might take it and apply it better than if it came from a faculty member. We will track this data for a few years and may need to adjust the benchmark up a bit.