Department of Interdisciplinary Studies

#4 Plan cycle - 4
Plan cycle 2022/2023
7/1/22 - 6/30/23

Performance Objective 1 **Increase enrollment, persistence, retention, and graduation rates for each program offered by the department.**

1 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each program offered by the department.

Prior to 2018-2019, the benchmark was track student enrollments at each level and completers. Maintain or exceed 2014-2015 levels of declared majors:

AGS - Associate of General Studies
- GSTG - General Studies
    - APNS - Applied and Natural Sciences
    - ARHM - Arts and Humanities
    - BHSC - Behavioral Sciences
- GSGO - General Studies [Online]
    - APNS - Applied and Natural Sciences
    - ARHM - Arts and Humanities
    - BHSC - Behavioral Sciences

BGS - Bachelor of General Studies
- GNST - General Studies
    - APNS - Applied and Natural Sciences
    - ARHM - Arts and Humanities
    - BHSC - Behavioral Sciences
    - TCWR- Technical Writing(effective 202140)
- GSTO - General Studies [Online]
    - APNS - Applied and Natural Sciences
    - ARHM - Arts and Humanities
    - BHSC - Behavioral Sciences
    - TCWR- Technical Writing(effective 202140)

1.1 Data

2018-2019:

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	1	1	1	0	0	2	0	0	1	0	0	1	2
		ARHM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		BHSC	0	0	1	0	1	3	0	3	0	1	4	4	0	3	0	0	3	2
		(blank)	1	0	0	0	1	0	2	0	0	0	2	0	0	0	0	0	0	0
		Total	*1*	*0*	*1*	*0*	*2*	*4*	*3*	*4*	*0*	*1*	*8*	*4*	*0*	*4*	*0*	*0*	*4*	*4*
	GSTG	APNS	0	0	0	0	0	2	3	0	1	0	4	10	0	3	1	0	4	24
		ARHM	0	0	0	0	0	0	1	0	0	0	1	3	0	1	1	1	3	4
		BHSC	1	0	0	0	1	2	2	2	0	0	4	15	0	3	1	0	4	13
		(blank)	0	0	0	0	0	0	1	0	0	0	1	0	0	3	1	0	4	0
		Total	*1*	*0*	*0*	*0*	*1*	*4*	*7*	*2*	*1*	*0*	*10*	*28*	*0*	*10*	*4*	*1*	*15*	*41*
	GNST	APNS	0	0	1	5	6	1	25	11	6	12	54	2	21	8	4	17	50	7
		ARHM	2	1	3	7	13	1	15	2	8	13	38	4	9	6	2	10	27	4
		BHSC	9	12	18	26	65	3	22	29	41	51	143	16	31	30	32	56	149	23
		(blank)	3	1	3	2	9	0	32	2	3	1	38	0	3	0	0	1	4	0
		Total	*14*	*14*	*25*	*40*	*93*	*5*	*94*	*44*	*58*	*77*	*273*	*22*	*64*	*44*	*38*	*84*	*230*	*34*

Degr.	Major	Conc.	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
BGS	GSTO	APNS	0	3	3	6	12	0	1	3	3	9	16	5	2	2	4	7	15	2
		ARHM	0	0	1	2	3	0	0	2	2	9	13	2	0	0	2	7	9	3
		BHSC	0	7	5	25	37	5	5	11	22	54	92	20	7	8	22	58	95	28
		(blank)	1	0	1	2	4	0	1	0	0	2	3	0	0	0	0	1	1	0
		Total	*1*	*10*	*10*	*35*	*56*	*5*	*7*	*16*	*27*	*74*	*124*	*27*	*9*	*10*	*28*	*73*	*120*	*33*
Grand Total			**15**	**24**	**35**	**75**	**149**	**18**	**101**	**60**	**85**	**151**	**397**	**81**	**73**	**54**	**66**	**157**	**350**	**112**

2019-2020:

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	2	0	0	2	2	0	1	0	0	1	1
		ARHM	0	1	0	0	1	0	0	1	0	0	1	1	0	0	0	0	0	1
		BHSC	0	0	2	0	2	2	1	1	1	0	3	3	0	2	0	0	2	0
		(blank)	0	1	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	*0*	*2*	*4*	*0*	*6*	*2*	*1*	*4*	*1*	*0*	*6*	*6*	*0*	*3*	*0*	*0*	*3*	*2*
	GSTG	APNS	0	1	0	0	1	24	1	2	0	0	3	15	0	0	0	0	0	20
		ARHM	0	0	1	0	1	6	0	1	0	1	2	9	0	1	0	1	2	5
		BHSC	0	0	1	0	1	14	0	3	0	0	3	23	0	0	0	0	0	16
		(blank)	0	1	2	0	3	0	1	0	0	0	1	0	1	0	0	0	1	0
		Total	*0*	*2*	*4*	*0*	*6*	*44*	*2*	*6*	*0*	*1*	*9*	*47*	*1*	*1*	*0*	*1*	*3*	*41*
BGS	GNST	APNS	3	2	5	5	15	1	33	7	12	11	63	3	14	11	6	13	44	6
		ARHM	1	2	2	4	9	0	17	7	2	9	35	4	11	5	5	7	28	3
		BHSC	7	15	18	30	70	6	21	15	38	54	128	14	11	14	33	51	109	15
		(blank)	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
		Total	*12*	*19*	*25*	*39*	*95*	*7*	*72*	*29*	*52*	*74*	*226*	*21*	*36*	*30*	*44*	*71*	*181*	*24*
	GSTO	APNS	1	1	2	3	7	1	3	1	3	13	20	8	0	3	2	13	18	7
		ARHM	0	0	2	1	3	0	0	1	0	6	7	1	1	2	0	7	10	3
		BHSC	0	7	8	33	48	9	5	13	13	54	85	16	5	9	23	55	92	27
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	*1*	*8*	*12*	*37*	*58*	*10*	*8*	*15*	*16*	*73*	*112*	*25*	*6*	*14*	*25*	*75*	*120*	*37*
Grand Total			**13**	**31**	**45**	**76**	**165**	**63**	**83**	**54**	**69**	**148**	**353**	**99**	**43**	**48**	**69**	**147**	**307**	**104**

2020-2021:

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	2	0	0	0	2	4	0	3	0	0	3	0
		ARHM	1	0	1	0	2	0	1	0	0	1	2	1	1	1	1	0	3	1
		BHSC	0	0	1	1	2	1	0	1	1	0	2	3	1	1	0	0	2	0
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	*1*	*0*	*2*	*1*	*4*	*1*	*3*	*1*	*1*	*1*	*6*	*8*	*2*	*5*	*1*	*0*	*8*	*1*
		APNS	0	1	0	0	1	3	0	1	1	0	2	8	0	2	0	1	3	21
		ARHM	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	0	4

	GSTG	BHSC	0	0	0	1	1	2	0	1	0	1	2	4	0	2	0	0	2	8
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	*0*	*1*	*0*	*1*	*2*	*6*	*0*	*2*	*1*	*1*	*4*	*14*	*0*	*4*	*0*	*1*	*5*	*33*
BGS	GNST	APNS	2	3	4	3	12	0	18	11	13	8	50	2	13	6	10	13	42	4
		ARHM	0	0	0	4	4	0	12	5	2	9	28	3	7	1	3	5	16	1
		BHSC	1	3	7	27	38	7	27	20	38	55	140	15	13	14	26	63	116	31
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	0
		Total	*3*	*6*	*11*	*34*	*54*	*7*	*57*	*36*	*53*	*72*	*109*	*20*	*34*	*21*	*40*	*81*	*176*	*36*
	GSTO	APNS	0	1	3	5	9	1	2	3	3	14	22	4	3	2	0	7	12	2
		ARHM	0	0	1	2	3	1	1	0	3	4	8	1	1	2	5	5	13	1
		BHSC	1	1	10	31	43	8	5	13	23	45	86	19	5	5	20	44	74	22
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	*1*	*2*	*14*	*38*	*55*	*10*	*8*	*16*	*29*	*63*	*116*	*24*	*9*	*9*	*25*	*56*	*99*	*25*
Grand Total			**5**	**9**	**27**	**74**	**115**	**24**	**68**	**55**	**84**	**137**	**344**	**66**	**45**	**39**	**66**	**138**	**288**	**95**

2021-2022:

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	1	0	0	1	0	0	1	1	1	3	0	0	1	0	1	2	1
		ARHM	0	0	0	0	0	0	0	1	0	0	1	1	0	1	0	0	1	0
		BHSC	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	2	0
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	*0*	*1*	*0*	*0*	*1*	*0*	*0*	*2*	*1*	*1*	*4*	*2*	*1*	*2*	*1*	*1*	*5*	*1*
	GSTG	APNS	0	0	0	0	0	1	0	2	1	0	3	13	0	1	1	0	2	17
		ARHM	1	0	0	0	1	1	0	1	1	0	2	4	0	1	0	0	1	4
		BHSC	0	0	0	0	0	3	0	0	1	0	1	6	0	0	2	0	2	12
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	*1*	*0*	*0*	*0*	*1*	*5*	*0*	*3*	*3*	*0*	*6*	*23*	*0*	*2*	*3*	*0*	*5*	*33*
BGS	GNST	APNS	0	0	2	6	8	1	20	8	9	14	51	3	17	6	8	19	50	7
		ARHM	0	0	0	2	2	1	12	3	4	5	24	1	7	4	5	8	24	2
		BHSC	0	2	7	12	21	1	21	12	31	63	127	18	21	18	30	55	124	20
		TCWR	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0
		(blank)	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0
		Total	*0*	*2*	*9*	*20*	*31*	*3*	*54*	*23*	*45*	*82*	*204*	*22*	*45*	*28*	*44*	*82*	*199*	*29*
	GSTO	APNS	0	1	0	2	3	0	1	2	3	6	12	1	1	2	4	6	13	2
		ARHM	0	0	0	2	2	2	3	0	4	7	14	2	4	2	3	7	16	2
		BHSC	1	2	4	24	31	6	4	6	17	42	69	21	1	7	16	35	59	16
		(blank)	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0
		Total	*1*	*3*	*5*	*31*	*40*	*8*	*9*	*8*	*24*	*55*	*96*	*24*	*6*	*11*	*23*	*48*	*88*	*20*
Grand Total			**2**	**6**	**14**	**51**	**73**	**16**	**63**	**36**	**73**	**138**	**310**	**71**	**52**	**43**	**71**	**131**	**297**	**83**

2022-2023:

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	1	0	1	1	0	1	0	0	1	0	0	0	0	2	2	2
		ARHM	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0
		BHSC	0	0	0	0	0	0	0	1	1	0	2	0	0	0	1	0	1	2
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	*0*	*0*	*1*	*0*	*1*	*1*	*0*	*2*	*2*	*0*	*4*	*0*	*0*	*0*	*2*	*2*	*4*	*4*
	GSTG	APNS	0	1	1	0	2	0	0	2	1	0	3	9	0	1	0	1	2	16
		ARHM	0	1	0	0	1	0	0	1	0	0	1	3	0	1	0	0	1	2
		BHSC	0	0	0	0	0	0	0	1	1	1	3	12	0	2	0	1	3	11
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	*0*	*2*	*1*	*0*	*3*	*0*	*0*	*4*	*2*	*1*	*7*	*24*	*0*	*4*	*0*	*2*	*6*	*29*
BGS	GNST	APNS	1	0	1	12	14	3	16	7	8	23	54	10	8	10	4	17	39	14
		ARHM	1	2	3	3	9	2	8	6	4	7	25	2	8	6	5	10	29	5
		BHSC	6	10	13	29	58	5	14	25	27	69	135	37	18	19	41	52	130	29
		TCWR	0	0	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0
		(blank)	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	*8*	*12*	*17*	*46*	*83*	*10*	*39*	*38*	*39*	*99*	*215*	*49*	*34*	*35*	*50*	*79*	*198*	*48*
	GSTO	APNS	1	1	2	1	5	0	4	3	3	5	15	1	3	2	3	2	10	2
		ARHM	0	0	1	2	3	0	2	0	3	11	16	4	2	1	3	7	13	2
		BHSC	0	2	2	10	14	2	4	7	21	36	68	13	6	5	23	40	74	17
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	*1*	*3*	*5*	*13*	*22*	*2*	*10*	*10*	*27*	*52*	*99*	*18*	*11*	*8*	*29*	*49*	*97*	*21*
Grand Total			9	17	24	59	109	13	49	54	70	152	325	91	45	47	81	132	305	102

Percentage Change between 2017-2018:

Major	Fall	Total	% Change
GSGO	2017	6	33.33%
	2018	8	
GSTG	2017	9	11.111%
	2018	10	
GNST	2017	288	-5.208%
	2018	273	
GSTO	2017	96	29.16%
	2018	124	
Total	**2017**	**399**	**-0.501%**
	2018	**397**	

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
GSGO	2018	8	-25.0%
	2019	6	

Major	Fall	Total	% Change
GSTG	2018	10	-10.0%
	2019	9	
GNST	2018	273	-17.216%
	2019	226	
GSTO	2018	124	-9.677%
	2019	112	
Total	**2018**	**397**	**-11.083%**
	2019	**353**	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
GSGO	2019	6	0%
	2020	6	
GSTG	2019	9	-55.556%
	2020	4	
GNST	2019	226	-51.769%
	2020	109	
GSTO	2019	112	3.571%
	2020	116	
Total	**2019**	**353**	**-2.549%**
	2020	**344**	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
GSGO	2020	6	-33.333%
	2021	4	
GSTG	2020	4	50%
	2021	6	
GNST	2020	109	87.156%
	2021	204	
GSTO	2020	116	-17.241%
	2021	96	
Total	**2020**	**344**	**-9.883%**
	2021	**310**	

Percentage Change between 2021-2022:

Major	Fall	Total	% Change
GSGO	2021	4	0%
	2022	4	
GSTG	2021	6	16.666%
	2022	7	

GNST	2021	204	5.392%
	2022	215	
GSTO	2021	96	3.125%
	2022	99	
Total	**2021**	**310**	**4.838%**
	2022	**325**	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
- The benchmark was not met in fall but was met in the spring. The decision has been made to keep the AGS program and both the AGS and BGS will be moving under the College of Liberal Arts effective fall 2019. The 5% benchmark seems reasonable to keep.
- The state is promoting Project Win Win which will reach out to students who have completed a substantial number of hours, to encourage them to go back and finish their degree. In preparing for this, McNeese ran a report to determine those students who have already earned enough hours to obtain the AGS degree. We are at the point now of reaching out to those students to see if they would like to receive the AGS (these could begin showing up in the summer 2019 completer numbers). This could add a substantial number of graduates this year in the AGS and hopefully add several readmits to the BGS stats. We will evaluate the effectiveness of this initiative and determine the feasibility of making this an annual effort.

2019-2020:
These are the numbers according to reports and they are less than prior years due to Covid-19 pandemic and hurricanes.

2020-2021:
These are the numbers according to reports and they are less than prior years due to Covid-19 pandemic and hurricanes.

2021-2022:
These are the numbers according to reports and some numbers are less than prior years due to the recovery from Covid-19 pandemic and hurricanes. We are working on boosting enrollment and getting the graduation rate up.

However, the benchmark for GSTG and GNST majors was met. Also, enrollment for GNST increased by 95 students. This may be due to the CompeteLA program that McNeese is participating in with the UL System.

Since GNST is also a completer degree, we may need to adjust how we do the data.

2022-2023:
Intro:
This entry will be unorthodox. As we review our benchmarks, which were established at a time of growth or expected growth, we believe that most of these objectives and goals are no longer achievable for the AGS and BGS. Also (and hindsight is always 20/20), the goals and objectives here are best suited to traditional baccalaureate degrees, the AGS/BGS. The AGS/BGS are "completer" degrees intended as an off-ramp for students to complete their degree in a timely fashion. So, in reflecting on our data and the stated goals and objectives, we conclude:
1) The AGS/BGS are completer degrees. The data reported here suggests that students matriculate into this degree primarily at the start of their senior year. Our review of advisement records overwhelmingly shows that these students are not making it, for one reason or the other, and are looking for a way to salvage their academic career and finish in a timely way. Reasons for matriculation include failing grades, low GPA, missing specific degree requirements, etc.
2) Outside of this data and from the information we know from the higher ed trade literature and good retention practices, the speed of advisement matters. Most students in our programs face challenges - full-

time work, families, and marginal academic records. If not given quick attention, these students are more apt to sit out a semester, and time away from their studies can further delay their completion goals.
Benchmark - 5%
The current benchmark of 5% is still valid. After significant losses in enrollment, we know from national trade literature and our enrollment management personnel that our population of available students (pool) is stabilizing. After witnessing an almost 5% increase in completers for the BGS this past year, we believe that keeping this 5% benchmark (growth) is achievable.
Looking ahead:
So, what do we measure? What really matters? Restating what we know:
1. This department, which is an advising unit (of only one advisor), offers competer degrees
2. These degrees (programs) are degrees in which students fall into (they are off-ramps)
3. At MSU, these programs capture students who might otherwise not complete a degree.
So we will measure:
- # of degree plans completed.
    - Degree Plans are initial road maps given to our students after advisement. The degree plans help the student determine the remaining time and courses needed for completion.
    - If approached carefully, these degree plans represent hope for the student.
- # of students advised against those that actually register for the following semester. This should be a measure of the effectiveness and speed of our work.

To outline what we know now regarding this:
- Fall 2022
    - 256 (new) degree plans were completed
    - 302 registered
    - 6 eligible students did not register
- Fall 2023 (so far - these numbers will change)
    - 305 registered
    - 65 have not enrolled (yet...)

To meet our 5% benchmark, we need more students in the "funnel," and we can do so by the speed at which we advise. Here are our challenges:
- There is only one full-time advisor (one advisor, period!). As far as we know, an additional advisor will not be forthcoming.
- Our current advisor is efficient, knowledgeable, and quick. Yet, with the volume of students, it can take up to three days for the student between initial inquiry for an advising appointment to completed degree plan.

How we will meet these challenges:
- We will solicit volunteer advising help. Presumably, a faculty member will be this person and will need to be trained, and we expect that to be fully trained, it will take at least a year (the degree plan is quite complicated, and one must have a working knowledge of *every* course on campus).

AGS
Completion numbers for the AGS are low. Overwhelmingly, students who complete the AGS did not quite make it in their 'home' program and have been advised by enrollment management to seek the AGS simply because they have already fulfilled the requirements for the AGS (primarily the GenEd core). We can boost these numbers and meet our 5% benchmark by internal recruiting in CoLA by informing our students that they can seek an additional credential and use what they already have.
Conclusion
We recognize that this report is unorthodox, but as written here, it better reflects the realities of the intention and design of this degree and better reflects the realities we are facing in higher ed globally and locally.

2 Assessment and Benchmark

Benchmarks:
- A persistence rate (students retained from Fall Y1 to Spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.

- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

Major:
- GNST - Bachelor of General Studies in General Studies
- GSGO - Associate of General Studies in General Studies [Online]
- GSTG - Associate of General Studies in General Studies
- GSTO - Bachelor of General Studies in General Studies [Online]

2.1 Data

Fall 2012 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
GNST	39	32	82.1	22	56.4	6	15.4	5	12.8	0	0.0	0	0.0	0	0.0

*22 students were initially undeclared before declaring GNST.

Fall 2013 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
GNST	56*	38	67.9	22	39.3	7	12.5	5	8.9	1	1.8	1	1.8	1	1.8

*18 students were initially undeclared before declaring GNST.

Fall 2014 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
GNST	130	52	40.0	18	13.8	7	5.4	7	5.4	2	1.5	4	3.1	5	3.8
GSTG	3	2	66.7	2	66.7	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0

Fall 2015 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
GNST	104	44	42.3	25	24.0	1	1.0	2	1.9	2	1.9	2	1.9	4	3.8

| GSTG | 4 | 2 | 50.0 | 1 | 25.0 | 1 | 25.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

Fall 2016 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
GNST	73	33	45.2	16	21.9	4	5.5	2	2.7	0	0.0	1	1.4	1	1.4
GSTG	1	1	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
IDST	74	34	45.9	16	21.6	5	6.8	2	2.7	0	0.0	1	1.4	1	1.4

Fall 2017 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
GNST/ GSTO	62	25	40.3	11	17.7	3	4.8	3	4.8						
GSGO/ GSTG	4	1	25.0	0	0.0	0	0.0	0	0.0						

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
IDST	66	27	40.9	11	16.7	4	6.1	3	4.5						

Fall 2018 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
GNST/ GSTO	67	31	46.2	15	22.3	7	10.4	7	10.4						
GSGO/															

GSTG	2	0	0.0	0	0.0	0	0.0	0	0.0	

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
IDST	69	31	44.9	15	21.7	7	10.1	7	10.1						

Fall 2019 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
GNST/ GSTO	49	27	55.1	11	22.4	5	10.2	4	8.2						
GSGO/ GSTG	2	1	50.0	1	50.0	0	0.0	0	0.0						

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
IDST	51	28	54.9	12	23.5	5	9.8	5	9.8						

Fall 2020 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
GNST/ GSTO	51	24	47.1	5	9.8	4	7.8								
GSGO/ GSTG	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
IDST	51	24	47.1	5	9.8	5	9.8								

Fall 2021 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
GNST/ GSTO	42	23	54.8	13	31.0										
GSGO/ GSTG	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
IDST	42	23	54.8	13	36.1										

Fall 2022 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
GNST/ GSTO	28	15	53.6												
GSGO/ GSTG	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
IDST	28	15	53.6												

Summary of Benchmark Achievement:

Fall Cohort	Cohort Size	Persistence Rate	Retention Rate			Graduation Rate		
			Y1 to Y2	Y1 to Y3	Y1 to Y4	4-Year	5-Year	6-Year
2016	74	N	N	N	N	N	N	N
2017	66	N	N	N	N			
2018	69	N	N	N	N			
2019	51	N	N	N	N			
2020	51	N	N	N				
2021	42	N	N					

2022	28	N						
Average	**54.4**	**N**	**N**	**N**	**N**	**N**	**N**	**N**

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

The persistence rate for this year is 82.6% which did not meet the benchmark. The Y1 to Y2 retention rate was 57.6 which also did not meet the benchmark. You have to go back to 2013 and 2014 to find the persistence benchmark being met. The same goes for the retention rate benchmark. We would like to keep the benchmarks the same at this time as the program just moved to the College of Liberal Arts and the state has pushed an emphasis on finishing your college degree with "Compete LA". We have already seen quite a few students contact us about returning to finish their degree so let's look at the rates next year before changing them. This population of students is very fluid. Most that start in General Studies change their major to something else.This is a positive thing since the vast majority of students starting in General Studies are really "undecided" students. Most students who graduate in General Studies come from other majors. We do not try to encourage students to come into General Studies because we do not want to cannibalize our other programs.Therefore, this program has a completely different goal from all other degree programs on campus in that regard.

I believe a better way to judge the efficiency of this program would be to track those students entering the program at sophomore, junior, and senior levels and track whether they then graduate in a timely manor (i. e., a student entering General Studies with 60 credits should be tracked to see if he/she graduates in 2, 3, or 4 years).

2019-2020:

These are the numbers according to reports and they are less than prior years due to Covid-19 pandemic and hurricanes.

2020-2021:

Retention and persistence rates for the GNST/GSTO majors have gone up each year, we hope to continue this and help students progress all the way to graduation.

2021-2022:

GSTO/GSTG has become more of a completer degree. Students are not starting off their college career in the AGS major; however, we do have a great graduation rate of students that decide not to continue their college degree and want an associate degree to show their effort in college.

2022-2023:

After careful review of the data and internal discussion, our plans going forward are intertwined with what is stated in 1.1.1. Essentially, previous objectives and goals and data reviewed are no longer valid and do not reflect the realities of what these degrees, AGS/BSG, are designed to do. What IS important is increasing the number of completers and meeting the stated benchmark of 5% growth. Last year, we met this 5% benchmark (almost) and believe that keeping that benchmark is appropriate. We will do so by boosting the:
- # of degree plans completed.
    - Degree Plans are initial road maps given to our students after advisement. The degree plans help the student determine the remaining time and courses needed for completion.
    - If approached carefully, these degree plans represent hope for the student.
- # of students advised against those that actually register for the following semester. This should be a measure of the effectiveness and speed of our work.

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 5/13/20]

1.1 Data

Academic Year	Response Rate	
	#	%
2013-2014	158/198	79.8%
2014-2015	121/189	64.0%
2015-2016	98/179	54.7%
2016-2017	10/166	42.2%
2017-2018	105/199	52.8%
2018-2019	67/211	31.8%
2019-2020	59/141	41.8%
2020-2021	9/115	7%
2021-2022	100/111	90%
2022-2023	82/100	82%

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%

Item	Academic Year Ending				
	2019	2020	2021	2022	2023
% of the General Studies degree candidates "strongly agreed" 'My General Studies advisor was knowledgeable of courses and requirements'.	92.5%	83.1%	88.9%	89.2%	
% of the General Studies degree candidates "strongly agreed" 'My General Studies advisor helped me understand course requirements and registration procedures'.	92.5%	86.4%	77.8%	87.6%	
% of the General Studies degree candidates rate their advising experience as "very good".	94%	82.8	66.7%	91.4%	

Graduating Senior Exit Survey Results_2019-2020   [PDF 59 KB 7/27/22]

Graduating Senior Exit Survey Results_2020-2021   [PDF 57 KB 7/27/22]

Graduating Senior Exit Survey Results_2021-2022   [PDF 64 KB 7/27/22]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
- The benchmark was not met. The drop was not significant enough to be alarmed, though I do feel that the General Studies advisor could use additional help to better serve students. This is an extremely large group of students being served by only one advisor.
- We will watch to see if the move of General Studies to an academic department will significantly impact advising. The location of General Studies will now be more central to campus. We are also requesting to change the name to Interdisciplinary Studies, which should have a more favorable connotation.

2019-2020:
These are the survey responses according to reports. Keep in mind these are the years due to Covid-19 pandemic and hurricanes and most advising was done by email.

2020-2021:
I believe these scores have decreased for several reasons. The move from the Department of General and Basic Studies with two full-time academic advisors, a director, and an administrative assistant to the Department of Interdisciplinary Studies Department with only a department head/academic advisor is the main issue. Because of this, the majority of advising in this department is now being done by email since the ratio of the number of students to only one advisor/department head is so off-balance. Important and specific information is getting left out. Even though I try to explain every detail of the degree and have a Reference Guide/Audit sheet that I send to each student along with a copy of their paper degree plan, parts of the advising process are suffering. Face-to-face advising has also been cut down to 15-minute sessions from 30-minute sessions because there are not enough hours in the day for me to see all the students in person. Face-to-face advising is extremely beneficial, so I hope to be able to get students back in the office in the years to follow.

Also, Degree Works does not work well with the General Studies degree plan, so when students try to use it to advise themselves on what they should take, they often get confused and register for the wrong courses.

2021-2022:
Building on my analysis for 2020-2021, I believe the only way to address the low advisor scores is to hire another academic advisor to help lower the student-to-advisor ratio.

2022-2023:
Will will approach improving SEI scores by seeking additional (volunteer) advising help to relieve the load. By doing so, we hope to shorten the turn around time between initial student inquiry to actual advisiement session. This is where students get frustrated, having to wait. (Please not that our sole advisor for these programs is very efficient, friendly, respectful, and knowledgable. Depending on the volume of students at the moment, getting to each student can take up to three days - we would like to shorten the amount of time between inital inquiry to completed advisement session).