



Department of Interdisciplinary Studies

#5 Plan cycle - 5

Plan cycle 2023/2024

7/1/23 - 6/30/24

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

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
	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

BGS	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
	GSTG	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
		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
		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

	GSTG	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	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	

2023-2024:

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	1	0	0	0	1	0	1	0	1	0	1	0	2	3
		ARHM	0	0	0	0	0	0	1	0	2	0	3	0	1	0	0	0	1	0		
		BHSC	0	1	0	0	1	0	1	1	0	0	2	0	2	2	0	0	4	2		
		(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	3	1	2	0	6	0	4	2	1	0	7	5		
	GSTG	APNS	0	0	0	0	1	2	0	0	0	0	0	9	1	1	0	0	2	8		
		ARHM	0	0	0	0	0	1	0	0	0	0	0	3	0	0	1	0	1	2		
		BHSC	0	0	0	0	0	3	0	1	1	0	2	10	0	1	0	0	1	6		
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
		Total	0	0	0	0	1	6	0	1	1	0	2	22	1	2	1	0	4	16		
BGS	GNST	APNS	0	0	3	3	6	1	8	8	11	7	34	6	6	3	15	10	34	6		
		ARHM	2	1	5	5	13	2	9	3	6	7	25	2	3	4	6	5	18	4		
		BHSC	6	11	16	16	49	3	22	25	33	55	135	17	27	20	30	65	142	32		
		TCWR	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0		
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
		Total	8	12	24	24	68	6	40	36	50	69	195	25	37	27	51	80	195	42		
	GSTO	APNS	0	1	0	1	2	0	2	7	2	4	15	0	3	4	4	7	18	2		
		ARHM	0	2	1	1	4	0	3	2	3	6	14	3	1	3	2	6	12	2		
		BHSC	3	0	9	18	30	5	8	2	20	41	71	16	6	8	14	42	70	20		
		(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total		3	3	10	20	36	5	13	11	25	51	100	19	10	15	20	55	100	24			
Grand Total			11	16	34	44	106	17	56	49	78	120	303	66	52	46	73	135	306	87		

Percentage Change between 2018-2019:

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

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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	

Percentage Change between 2022-2023:

Major	Fall	Total	% Change
GSGO	2022	4	50%

	2023	6	
GSTG	2022	7	-71.428%
	2023	2	
GNST	2022	215	-9.302%
	2023	195	
GSTO	2022	99	1.01%
	2023	100	
Total	2022	325	-6.769%
	2023	303	

1.1.1 Analysis of Data and Plan for Continuous Improvement

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 McNeese, 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.

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.

2023-2024:

We utilized two volunteer faculty members last year to help with this did not work well due to time restraints on their schedules, so in return we plan to hire Administrative Graduate Assistant to provide clerical support, reception services, appointment scheduling, assist students by determining who can best provide information needed within the university, provide basic assistance to students with questions about advising, registration, etc. This should help with the effectiveness and speed of our work.

The need for shifting data is evident, so over the next year we will be working with IRE to reanalyze the data the to match direction of the new administration. As of now, we will start to investigate more on the following: 1. Degrees Conferred Interdisciplinary Studies Department (AGS & BGS) for 2023-2024), 2.

The use of this additional information will help refine future analysis of the data. A new benchmark may need to be considered.

[illegible]

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	1	1.6	2	3.2	3	4.8
GSGO/ GSTG	4	1	25.0	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	66	27	40.9	11	16.7	4	6.1	3	4.5	1	1.5	2	3.0	3	4.5

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						

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						

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						

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						

Major Retention

[illegible]

[illegible]

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	6	11.8						

Fall 2021 Cohort:

Major Retention

[illegible]

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	5	11.9								

Fall 2022 Cohort:

Major Retention

[illegible]

Departmental Retention

[illegible]

Fall 2023 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	33	17	51.5												
GSGO/GSTG	1	1	100												

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	34	18	52.9												

Summary of Persistence, Retention, and Graduation Rates:

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	45.9	21.6	6.8	2.7	0.0	1.4	1.4
2017	66	40.9	16.7	6.1	4.5	1.5	3.0	4.5
2018	69	44.9	21.7	10.1	10.1			
2019	51	54.9	23.5	9.8	9.8			
2020	51	47.1	9.8	9.8	11.8			
2021	42	54.8	36.1	11.9				
2022	28	53.6	17.9					
2023	34	52.9						
Average	51.9	49.4	21.0	9.1	7.8	0.8	2.2	2.9

2.1.1 Analysis of Data and Plan for Continuous Improvement**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.

2023-2024:

The need for shifting data is evident, so over the next year we will be working with IRE to redesign the assessments to match direction of the new administration who want to measure persistence, retention of first-time freshman, and graduation rates. The prime importance is enrollment and stabilizing enrollment.

As of now, we will start to investigate more on the following: 1. Degrees Conferred Interdisciplinary Studies Department (AGS & BGS), 2. number of transfer student and transfer student athletes by semester for the Associate and Bachelor's of General Studies Degree, 3. number of students majoring in Associate or Bachelor of General Studies in Spring who were something else in Fall, 4. Students referred from the ULS CompeteLA Initiative and graduated

An internal retention play will be developed for First-Time Freshman. Assessment using Navigate will be utilized: GOAL: IDST three year average will grow

1. Freshmen Cohort will be added to and contacted by academic department via Navigate system
2. IDST FTF cohort attending Cowboy Commitment Day and Cowboy Camps will have face-to-face supplemental advising meeting with departmental representative or proxy
3. All IDST students will receive "early alert" message about support services on campus
4. All IDST students will receive message about midterm grades and success tools
5. All IDST students will receive message about academic success and final exams and persistence

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	
	#	%
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%
2023-2024	37/170	21.6%

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%	87.2%
% 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%	86%
% of the General Studies degree candidates rate their advising experience as “very good”.	94%	82.8	66.7%	91.4%	89.5%

Item	Academic Year Ending				
	2024	2025	2026	2027	2028
% of the General Studies degree candidates “strongly agreed” 'My General Studies advisor was knowledgeable of courses and requirements'.	89.2%				
% of the General Studies degree candidates “strongly agreed” 'My General Studies advisor helped me understand course requirements and registration procedures'.	86.1%				
% of the General Studies degree candidates rate their advising experience as “very good”.	91.9%				

[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

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:

We 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 advisement session. This is where students get frustrated, having to wait. (Please note that our sole advisor for these programs is very efficient, friendly, respectful, and knowledgeable. 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 initial inquiry to completed advisement session).

2023-2024:

The volunteer faculty help did not work well due to time constraints so we plan to hire an administrative graduate assistant to provide clerical support, reception services, appointment scheduling, assist students by determining who can best provide information needed within the University, provide basic assistance to students with questions about advising, registration, etc. This should help with the effectiveness and speed of our work.

We feel like the benchmark is too high and needs to be adjusted. We will work on getting the the response rate up for the Graduating Exit Survey by utilizing messaging campaign in Navigate, sending the link to the Graduating Exit Survey via a text message through Navigate and also putting a QR code on the advisors desk for students to scan and complete during their last advising session. We will also be revamping the Exit Survey to gear it more to a satisfaction survey and changing questions.