

# **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.



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	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	1	0	1	1
		ARHM	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
		(blank)	0	0	0	0	0	0	2	2	0	0	4	0	1	0	0	0	1	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>
	GSTG	APNS	0	1	0	0	1	4	1	1	2	0	4	7	2	1	0	1	4	12
		ARHM	0	0	1	0	1	1	1	2	0	0	3	4	0	1	0	0	1	5
		BHSC	0	4	0	0	4	2	0	4	0	0	4	13	2	5	2	0	9	11
		(blank)	0	0	0	0	0	0	3	0	0	0	3	0	3	1	0	0	4	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>
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
		BHSC	1	10	13	43	67	9	11	39	40	71	161	25	6	20	43	84	153	33
		(blank)	13	3	2	3	21	0	127	9	10	13	159	0	62	12	9	6	89	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>
	APNS	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	2	0	0	

	GSTO	ARHM	0	0	0	1	0	0	0	0	0	5	5	1	0	0	1	6	7	2
		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	3
		ARHM	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
		BHSC	0	0	0	0	0	0	1	0	1	0	2	1	0	1	1	0	2	2
		(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>6</b>
	GSTG	APNS	0	0	1	1	2	3	1	1	0	0	2	8	0	3	0	0	3	18
		ARHM	0	0	0	0	0	0	1	0	1	0	2	3	0	0	0	0	0	5
		BHSC	0	0	0	2	2	2	1	3	0	0	4	5	1	2	1	0	4	11
		(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>34</b>
BGS	GNST	APNS	2	2	2	11	17	3	15	8	5	16	44	7	10	6	8	16	40	7
		ARHM	0	0	2	6	8	1	10	2	7	9	28	2	7	6	5	13	31	3
		BHSC	2	0	15	38	55	7	24	22	36	77	159	33	11	24	37	53	125	27
		(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>37</b>
	GSTO	APNS	0	0	0	1	1	1	0	0	1	3	4	0	1	1	1	6	9	5
		ARHM	0	0	1	5	6	1	0	0	2	7	9	1	0	0	2	6	8	2
		BHSC	0	1	4	10	15	2	3	6	27	38	74	11	5	10	18	51	84	22
		(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>29</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>106</b>

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
		<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>
	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
		<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>28</b>	<b>0</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>15</b>	<b>41</b>

		<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>28</b>	<b>0</b>	<b>10</b>	<b>4</b>	<b>1</b>	<b>15</b>	<b>41</b>
BGS	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
		<b>Total</b>	<b>14</b>	<b>14</b>	<b>25</b>	<b>40</b>	<b>93</b>	<b>5</b>	<b>94</b>	<b>44</b>	<b>58</b>	<b>77</b>	<b>273</b>	<b>22</b>	<b>64</b>	<b>44</b>	<b>38</b>	<b>84</b>	<b>230</b>	<b>34</b>
	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
		<b>Total</b>	<b>1</b>	<b>10</b>	<b>10</b>	<b>35</b>	<b>56</b>	<b>5</b>	<b>7</b>	<b>16</b>	<b>27</b>	<b>74</b>	<b>124</b>	<b>27</b>	<b>9</b>	<b>10</b>	<b>28</b>	<b>73</b>	<b>120</b>	<b>33</b>
<b>Grand Total</b>		<b>15</b>	<b>24</b>	<b>35</b>	<b>75</b>	<b>149</b>	<b>18</b>	<b>101</b>	<b>60</b>	<b>85</b>	<b>151</b>	<b>397</b>	<b>81</b>	<b>73</b>	<b>54</b>	<b>66</b>	<b>157</b>	<b>350</b>	<b>112</b>	

Percentage Change between 2017-2018:

Major	Fall	Total	% Change	Spring	Total	% Change
GSGO	2017	6	33.33%	2017	5	-20%
	2018	8		2018	4	
GSTG	2017	9	11.111%	2017	8	87.5%
	2018	10		2018	15	
GNST	2017	288	-5.208%	2017	209	10.047%
	2018	273		2018	230	
GSTO	2017	96	29.16%	2017	104	15.384%
	2018	124		2018	120	
<b>Total</b>	<b>2017</b>	<b>399</b>	<b>-0.501%</b>	<b>2017</b>	<b>326</b>	<b>7.361%</b>
	<b>2018</b>	<b>397</b>		<b>2018</b>	<b>350</b>	

[Undergraduate Completers 17-18](#) [XLSX 20 KB 4/5/19]

[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.

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.

## 2 Assessment and Benchmark

Benchmarks:

- A persistence rate (retained students from fall Y1 to spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y2 to Y3.
- A retention rate of 45% from Y3 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

2012:

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	39	Same	32	82.1	22	56.4	6	15.4	5	12.8	0	0.0	0	0.0	0	0.0
		Changed	5	12.8	10	25.6	19	48.7	17	43.6	5	12.8	7	17.9	7	17.9
		<b>Total</b>	<b>38</b>	<b>97.4</b>	<b>32</b>	<b>82.1</b>	<b>25</b>	<b>64.1</b>	<b>22</b>	<b>56.4</b>	<b>5</b>	<b>12.8</b>	<b>7</b>	<b>17.9</b>	<b>7</b>	<b>17.9</b>

\*22 students were initially undeclared before declaring GNST.

2013:

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	56*	Same	38	67.9	22	39.3	7	12.5	5	8.9						
		Changed	16	28.6	20	35.7	28	50.0	20	35.7						
		<b>Total</b>	<b>54</b>	<b>96.4</b>	<b>42</b>	<b>75.0</b>	<b>35</b>	<b>62.5</b>	<b>25</b>	<b>44.6</b>						

\*18 students were initially undeclared before declaring GNST.

2014:

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	131	Same	52	39.7	18	13.7	7	5.3	7	5.3						
		Changed	63	48.1	65	49.6	58	44.3	49	37.4						
		<b>Total</b>	<b>115</b>	<b>87.8</b>	<b>83</b>	<b>63.4</b>	<b>65</b>	<b>49.6</b>	<b>56</b>	<b>42.7</b>						
GSTG	3	Same	2	66.7	2	66.7	1	33.3	1	33.3						
		Changed	0	0.0	0	0.0	1	33.3	1	33.3						
		<b>Total</b>	<b>2</b>	<b>66.7</b>	<b>2</b>	<b>66.7</b>	<b>2</b>	<b>66.7</b>	<b>2</b>	<b>66.7</b>						
		Same	54	40.3	20	14.9	8	6.0	8	6.0						





GSTO	3	Same	3	100	1	33.3											
		Changed	0	0.0	0	0.0											
		<b>Total</b>	<b>3</b>	<b>100</b>	<b>1</b>	<b>33.3</b>											
<b>Total</b>	66	Same	26	39.4	11	16.7											
		Changed	26	39.4	27	40.9											
		<b>Total</b>	<b>52</b>	<b>78.8</b>	<b>38</b>	<b>57.6</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	66	Same	30	45.5													
		Changed	24	36.4													
		<b>Total</b>	<b>54</b>	<b>81.8</b>													
GSTG	2	Same	0	0.0													
		Changed	2	100													
		<b>Total</b>	<b>2</b>	<b>100</b>													
GSTO	1	Same	1	100													
		Changed	0	0.0													
		<b>Total</b>	<b>1</b>	<b>100</b>													
<b>Total</b>	69	Same	31	44.9													
		Changed	26	37.7													
		<b>Total</b>	<b>57</b>	<b>82.6</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>															
GSTG		Same															
		Changed															
		<b>Total</b>															
<b>Total</b>		Same															
		Changed															
		<b>Total</b>															

**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).

## 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

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%

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%				
% of the General Studies degree candidates “strongly agreed” 'My General Studies advisor helped me understand course requirements and registration procedures'.	92.5%				

% of the General Studies degree candidates rate their advising experience as "very good".	94%				
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### 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.

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.

**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

Academic Year	# of Surveys Completed
2013-2014	1,349
2014-2015	1,256
2015-2016	1,239
2016-2017	1,190
2017-2018	1,330
2018-2019	1,357

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

Item	Academic Year Ending				
	2019	2020	2021	2022	2023
"Were the Peerleaders helpful and available to answer your questions?"	4.85				
"I feel that the information in my Q & A session with my Peer Leaders was informative and helpful."	4.73				
"I now understand how to look up my classes and register them online."	4.68				

[2018\\_Freshmen\\_Orientation\\_Survey\\_Combined\\_Results](#) [PDF 191 KB 6/21/19]

### 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.

2018-2019:

- Benchmarks were met.
- This year the students are being required to view the on-line Orientation prior to attending Freshman Orientation so that they will have exposure to much of the information we will provide them as well as cover areas that we do not have time to cover in Freshman Orientation.
- The other procedures noted in 2017-2018 are still being done successfully.
- For 2020-2021, Freshman Orientation will be combined with Cowboy Camp to provide a new two-day Orientation experience. Meetings between the two leaders are taking place and details being ironed out. This should make our FTF even more comfortable with the University prior to the first day of class and enhance retention.

## 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

Academic Year	# of Surveys Completed
2013-2014	69
2014-2015	34
2015-2016	163
2016-2017	63
2017-2018	47
2018-2019	20

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	4.54	–	4.7	4.62
"Transfer Student Orientation answered all my questions."	4.61	4.53	–	4.63	–
"Do you feel that attending Orientation was effective in acclimating you to McNeese?"	–	–	4.73	–	4.73

Item	Academic Year Ending				
	2019	2020	2021	2022	2023
"Was the information/lectures presented in a fashion that made it easy for you to understand?"	4.74				
"Do you feel that attending Orientation was effective in acclimating you to McNeese?"	4.62				

[17-18\\_Non-Traditional\\_Orientation\\_Combined](#) [PDF 54 KB 6/21/19]

#### 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.

2018-2019:

- Benchmarks were met.
- This year we have revamped our non-traditional/transfer Orientation to have it completely led and presented by our Peerleaders. We believe that the information presented from their peers would come across as more relatable. We continue to have guest from other areas of campus presenting as well. Actual campus tours are also being offered for anyone wanting to take one since the virtual tour was not doing a good job of acclimating our students to the physical campus. The new on-line Orientation is also being required prior to attending non-traditional/transfer Orientation.

## **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.

2018-2019:

- While all advisors are not on standing committees that impact students at risk, all are on RNL retention strategy teams that directly designed to impact students at risk. Once the RNL work is completed, we plan to have every advisor assigned to a standing committee that impacts students at risk or working in the care mentoring program.
- This is our first year of requiring students to participate in the "Engage" events. We will have to track this for several years to determine its true impact.

#### **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.

2018-2019:

- The benchmark is technically not met.
- The Engage events were required for FTF this past year. Most students did attend the events, though there were some who received "I" grades for fall and attended their events in the spring as well as some students who received "U" grades at the end of the spring. These events are being better publicized this year to try to ensure that all FTF attend the events and get engaged on campus.
- All advisors are on RNL Retention Strategy teams (these are not permanent committee assignments but will take up much of the upcoming year) which are designed to directly impact student success. Teams are meeting now and the steering committee will determine which efforts the University will undertake by the end of the summer. Alexis is serving on "Online One-Stop", Sherronda is serving on "Sophomore Transition", Karen and I are serving on "Academic Advising - Centralized Center", and Lydia is serving on "Early Alert". The advisors also continue to serve on various student-related committees throughout the year.

## **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%
Fall 2017-Fall 2018	70.08%	+2.9%

[RNL Retention Planning Data](#) [PNG 42 KB 6/21/19]

#### **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.

2018-2019:

- The benchmark was met and exceeded (highest rate since we began tracking them in 2013).
- All of the 2017-2018 noted processes are still in place and working well.
- For Fall 2019, we added 36 small group advising sessions, prior to Orientation, where FTF could be advised and register their classes. 208 students took advantage of this opportunity. If we offer this next year, we will offer less sessions since many sessions only had 2-3 students.
- Our online Orientation, which all FTF are required to view prior to coming to Orientation, is in place and working well for fall 2019. Our online-only students are now using this to meet their Freshman Orientation requirement. These students are not being charged the Orientation fee this year but the plan is to change the fee structure and charge them for using this next year.
- With the RNL SEP, more processes will be implemented including a revamping of our early alert system for 2019 or 2020 and this should further increase retention. For 2020-2021, we will be combining Cowboy Camp and Orientation which should also positively impact our retention.

## 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	# of Surveys Completed	Average Score
2013-2014	1,349	4.52
2014-2015	1,256	4.55
2015-2016	1,239	4.44
2016-2017	1,190	4.75
2017-2018	1,350	4.73
2018-2019	1,357	4.73

[2018\\_Freshmen\\_Orientation\\_Survey\\_Combined\\_Results](#) [PDF 191 KB 6/26/19]

#### 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.

2018-2019:

- The benchmark was met. This is the second year where the Peerleaders have presented at the Q & A session during Orientation and the students really seem to like talking peer to peer and being able to ask questions without any faculty/staff around. This year we added more time to this segment.