



Interdisciplinary Studies

#3 Plan cycle - 3

Plan cycle 2021/2022

7/1/21 - 6/30/22

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

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
		Total	1	0	0	0	1	0	4	0	2	0	6	3	2	1	1	1	5	6
	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
		Total	0	0	1	3	4	5	4	4	1	0	9	16	2	5	1	0	8	34
	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
		Total	13	7	20	58	98	11	90	42	52	104	288	42	41	35	51	82	209	37

BGS	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
		Total	3	1	6	18	28	4	8	8	31	49	96	12	9	11	21	63	104	29
Grand Total			17	8	27	79	131	20	108	54	86	153	399	73	54	52	74	146	326	106

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
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
		Total	14	14	25	40	93	5	94	44	58	77	273	22	64	44	38	84	230	34
	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
		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

	GSTG	BHSC	0	0	1	0	1	14	0	3	0	0	3	23	0	0	0	0	16	
		(blank)	0	1	2	0	3	0	1	0	0	0	1	0	1	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
	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:

			Summer						Fall						Spring					
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Degr.	Major	Conc.	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

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	
	2018	10	

GSTG	2019	9	-10.0%
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	

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.

- 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 completion 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.

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
		Total	38	97.4	32	82.1	25	64.1	22	56.4	5	12.8	7	17.9	7	17.9

*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	1	1.8	1	1.8	1	1.8
		Changed	16	28.6	20	35.7	28	50.0	20	35.7	8	14.3	13	23.2	15	26.8
		Total	54	96.4	42	75.0	35	62.5	25	44.6	9	16.1	14	25.0	16	28.6

*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	130	Same	52	40.0	18	13.8	7	5.4	7	5.4	2	1.5	4	3.1	5	3.8
		Changed	63	48.4	65	50.0	58	44.6	49	37.6	17	13.1	35	27.0	38	29.2
		Total	115	88.4	83	63.8	65	50.0	56	43.0	19	14.6	39	30.0	43	33.1
GSTG	3	Same	2	66.7	2	66.7	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0
		Changed	0	0.0	0	0.0	1	33.3	1	33.3	1	33.3	2	66.7	2	66.7
		Total	2	66.7	2	66.7	2	66.7	2	66.7	1	33.3	2	66.7	2	66.7
Total	134	Same	54	40.3	20	14.9	8	6.0	8	6.0	2	1.5	4	2.9	5	3.7
		Changed	63	47.0	65	48.5	59	44.0	50	37.3	18	13.4	37	27.6	40	29.9
		Total	117	87.3	85	63.4	67	50.0	58	43.3	20	14.9	41	30.6	45	33.6

2015:

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	104	Same	44	42.3	25	24.0	1	1.0	2	1.9	2	1.9	2	1.9	4	3.8
		Changed	39	37.5	33	31.7	43	41.3	44	42.3	11	10.6	16	15.4	29	27.9
		Total	83	79.8	58	55.8	44	42.3	46	44.2	13	12.5	18	17.3	33	31.7
GSTG	4	Same	2	50.0	1	25.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0
		Changed	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Total	3	75.0	1	25.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	108	Same	46	42.6	26	24.1	2	1.9	2	1.9	2	1.9	2	1.9	4	3.7
		Changed	40	37.0	33	30.6	43	39.8	44	40.7	11	10.2	16	14.8	29	26.9
		Total	86	79.6	59	54.6	45	41.7	46	42.6	13	12.1	18	16.7	33	30.6

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/ GSTO	49	Same	27	55.1	11	22.4	5	10.2								
		Changed	11	22.4	16	32.7	17	34.7								
		Total	38	77.6	27	55.1	22	44.9								
GSGO/ GSTG	2	Same	1	50.0	1	50.0	0	0.0								
		Changed	1	50.0	1	50.0	2	100								
		Total	2	100	2	100	2	100								
Total	51	Same	28	54.9	12	23.5	5	9.8								
		Changed	12	23.5	17	33.3	19	37.2								
		Total	40	78.4	29	56.9	24	47.0								

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Total	42	Changed	15	35.7													
		Total	38	90.5													

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.

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%

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%	67%	
% 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%	73%	
% of the General Studies degree candidates rate their advising experience as “very good”.	94%	82.8	66.7%	75%	

[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

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.

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.