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## Humanities [HUMN]

**Cycles included in this report:**

Jun 1, 2024 to May 31, 2025

**Program Name: Humanities [HUMN]****Reporting Cycle: Jun 1, 2024 to May 31, 2025****1 Is this program offered via Distance Learning?**

100% Traditional or less than 50% Distance/Traditional

**2 Is this program offered at an off-site location?**

No

**2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.****3 Example of Program Improvement**

2019-2020:

Philosophy began offering a new course on "Existentialism" to appeal to students in that concentration.

2020-2021:

Both the method and capstones classes were moved online due to the extraordinary circumstances of the pandemic and hurricanes.

2021-2022:

Philosophy is developing a new capstone course for students in that concentration of the Liberal Studies degree. The Religious Studies concentration was de-activated due to low completers and the difficulty of offering the required courses due to faculty attrition.

2022-2023:

The department has developed an internship option for students in the Pre-Law concentration of the Liberal Studies degree. The first student is signed up to complete the Pre-Law internship in fall 2023. New discipline-specific advisors have been assigned for students in the Philosophy and Women's Studies concentrations.

2023-2024:

The first student successfully completed a Pre-Law internship last year (two semesters working at a local law firm). A curriculum redesign is being done of the Theater concentration in order to make the progression of classes more clear and consistent.

2024-2025:

We have expanded our Pre-Law internship course options to include working with the Southwest Louisiana Law Center, which a student has scheduled for the summer. Philosophy offered a new class on "Food Ethics."

#### 4 Program Highlights from the Reporting Year

2019-2020:

Dr. Noseworthy created a course on the history of Hinduism to promote the Liberal Studies BA's Religious Studies concentration. Dr Allured's women's studies speaker series continued successfully, as did Dr Girard's radio program on women's history.

2020-2021:

Though the pandemic and hurricanes disrupted plans for this year, Dr McNeely's theater productions resumed in the spring, and Dr Girard continued his radio program on women's history. Dr Noseworthy taught his history of Buddhism class for the first time, which had a strong enrollment and positive student response.

2021-2022:

The Women's Studies brown bag speaker series resumed successfully following disruption by hurricanes and the pandemic. Planning is moving forward with the colleges of Liberal Arts and Agriculture for a new "Environmental Studies" concentration in Liberal Studies.

2022-2023:

We plan to rebrand the degree by changing the name from Liberal Studies to Humanities which we believe will better and more accurately market the program. This change goes into effect for the 2023-2024 academic year. Dr. Girard's women' history radio program and the Women's Studies brown bag speaker series both remain very popular.

2023-2024:

In coordination with the McNeese PR office, we created and produced new brochures to advertise the Humanities degree and one specifically for the Theater concentration, to use at recruiting events. A brochure to advertise the Philosophy concentration is also being designed. Dr Tuminello also created and taught for the first time a new Philosophy class on Environmental Ethics.

2024-2025:

A production of "Tender Atlas" by students from the theatre concentration was honored by the Kennedy Center with a Citizen Artist Award, which honors productions that use theatre as a catalyst for change through the power of storytelling

#### 5 Program Mission

The purpose of the Bachelor of Arts in Liberal Studies program is to provide our graduates with knowledge of significant past events and values, to train them in research methods, to foster cross-disciplinary collaboration, and to teach them proper writing techniques. The knowledge and skills our graduates learn will enable them to become informed and responsible citizens in a multicultural, global community.

#### 6 Institutional Mission Reference

McNeese State University is primarily a teaching institution whose mission is successful education of the undergraduate students and services to the employers and communities in its region. McNeese uses a traditional admissions process based on courses completed, GPA, and standardized test scores.

The B.A. in Liberal Studies will specifically focus on this segment of the University mission statement: "successful education of the undergraduate students."

## 7 Assessment and Benchmark HIST 101, 102, 201, and 202

Assessment: Assignments administered in HIST 101, 102, 201, and 202.

Benchmark: At least 70% of students in survey courses will achieve a score of 75% or higher on embedded assignments on historical trends (201 and 202) or problem solving (101 and 102).

Prior to 2023-2024, the benchmark was at least 70% of students in survey courses will achieve a score of 70% or better on embedded assignments on civics (201 and 202) or problem solving (101 and 102).

Prior to 2017-2018, the benchmark was students in general education survey courses will on average score 70% or better on a critical thinking assignment in order to demonstrate proficiency in that skill.

Prior to 2015-2016, scores for pre-test and post-test were assessed, with a benchmark of 10% improvement.

Beginning in 2021-22, the history department's general education courses are assessing the new SLOs for gen ed (civics/ personal development, or problem solving).

### 7.1 Data

2019-2020:

Course	Students scoring 70% or higher					
	Face-to-Face Sections			Online Sections		
	# of students	% of students	Benchmark met?	# of students	% of students	Benchmark met?
HIST 101	128	84.2%	Yes	53	83.8%	Yes
HIST 102	6	85.6%	Yes	14	83.7%	Yes
HIST 201	348	82.1%	Yes	160	85.3%	Yes
HIST 202	551	78.5%	Yes	80	80.5%	Yes

2020-2021:

Course	Students scoring 70% or higher					
	Face-to-Face Sections			Online Sections		
	# of students	% of students	Benchmark met?	# of students	% of students	Benchmark met?
HIST 101	—	—	—	138	82.8%	Yes
HIST 102	—	—	—	81	81.1%	Yes
HIST 201	—	—	—	500	78.9%	Yes
HIST 202	—	—	—	488	82.0%	Yes

2021-2022:

Course	Students scoring 70% or higher					
	Face-to-Face Sections			Online Sections		
	# of total students	% of students meeting benchmark	Benchmark met?	# of students	% of students	Benchmark met?
HIST 101	45/48	94%	Yes	26/26	100%	Yes
HIST 102	32/34	93%	Yes	17/18	94%	Yes
HIST 201	89/95	93%	Yes	58/59	98%	Yes
HIST 202	108/120	90%	Yes	68/68	100%	Yes

## 2022-2023:

Course	Students scoring 70% or higher					
	Face-to-Face Sections			Online Sections		
	# of total students	% of students meeting benchmark	Benchmark met?	# of students	% of students	Benchmark met?
HIST 101	98/109	90%	Yes	113/119	95%	Yes
HIST 102	31/34	91%	Yes	55/67	82%	Yes
HIST 201	235/270	87%	Yes	128/139	92%	Yes
HIST 202	281/296	95%	Yes	126/135	93%	Yes

## 2023-2024:

Course	Students scoring 75% or higher					
	Face-to-Face Sections			Online Sections		
	# of total students	% of students meeting benchmark	Benchmark met?	# of students	% of students	Benchmark met?
HIST 101	68/75	90%	Yes	109/122	89%	Yes
HIST 102	53/56	94%	Yes	71/84	84%	Yes
HIST 201	209/300	70%	Yes	115/115	100%	Yes
HIST 202	351/398	88%	Yes	102/102	100%	Yes

## 2024-2025:

Course	Students scoring 75% or higher					
	Face-to-Face Sections			Online Sections		
	# of total students	% of students meeting benchmark	Benchmark met?	# of students	% of students	Benchmark met?
HIST 101	82	92.1%	Yes	56	81.1%	Yes
HIST 102	62	91.1%	Yes	49	71%	Yes
HIST 201	245	66.2%	No	102	94.4%	Yes
HIST 202	258	87.4%	Yes	105	99%	Yes

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

2020-2021:

The planned general education redesign means that this is the last year that the department's survey courses will assess critical thinking, though it remains a foundational skill that our programs are intended to develop. The ongoing pandemic and two fall hurricanes caused all courses to shift online including many that were intended to be face to face, making this a year whose teaching metrics are difficult to assess, though most indications including these would seem to indicate it was a successful year, which is a credit to both our faculty and students.

2021-2022:

This is our first year assessing the new Gen Ed SLOs. Data is not available for the fall as it was not reported in a way that was consistent with the new intention of tracking the specific number of students meeting the benchmark rather than the overall percentage on the assignment. Since the fall was the pilot semester for the assignment that might be for the best. Spring data shows both online and in person courses meeting the benchmark. As these are new SLOs, new assignments, and a new way of analyzing the data, the department faculty will meet and consider these results and if adjustments to the new assignments are needed.

2022-2023:

The benchmark was met. The lowest score was for online HIST 102, which had a new instructor assigned in the spring who was teaching the class and the SLO for the first time, with promising results but lower than those for the more veteran instructors. Revisions to the assignments assessing the SLOs are ongoing, based on instructor and student feedback. Effective 2023-2024, we will increase benchmark to 70% of students will score 75% or higher.

2023-2024:

The benchmark was met. Scores were lower in face to face sections, which might correlate with poor attendance in some of those classes, especially by freshman in the surveys admitted with poor study skills. Improving performance for those students is an issue of ongoing concern for the department and university.

Faculty who teach online classes now are required to receive pedagogy training every year.

2024-2025:

The benchmark was met in HIST 101, 102, 202, both face-to-face and online, as well as the online HIST 201. However, the face-to-face HIST 201 benchmark came up shy of reaching the benchmark. The diverse range of college readiness among freshmen and the rise of AI cheating is an issue of concern.

## 8 Assessment and Benchmark Student Evaluation of Instruction (SEI)

Assessment: Student Evaluation of Instruction.

Benchmark: The mean average of students completing the Student Evaluation of Instruction (SEI) in history courses, where the scale is 1.00 to 5.00 and 5.00 is "excellent," will rate their instructor at 4.50 or above on Item #7, which reads: "The instructor requires students to think critically about the people and events of the past."

Prior to 2016-2017, the benchmark was an average score of 4.00 or higher.

*Files:*

Department of History SEI

Department of History SEI

## 8.1 Data

Item #7:

Academic Year	Average	Benchmark met?
2020-2021	4.58	Yes
2021-2022	4.42	No
2022-2023	4.52	Yes
2023-2024	4.44	No
2024-2025	4.58	Yes

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

2020-2021:

The new benchmark was again met, despite difficulties related to the pandemic and hurricanes this year, reflecting the department's continued dedication to teaching critical thinking and success in doing so despite considerable obstacles.

2021-2022:

The adjusted benchmark was narrowly missed. This was a challenging academic year, with both students and faculty adjusting to the resumption of face-to-face classes, and the history department losing two faculty lines. We will continue focusing on developing critical thinking skills, still a key goal of the department, though it is no longer a SLO for general education.

2022-2023:

The adjusted benchmark was met. The critical thinking score (4.52) was slightly higher than the overall average SEI scores for the department (4.49) indicating that students see this as a particular strength of program faculty. Higher results this year also reflect a more "normal" year with campus and classes still recovering from disruptions in previous years due to hurricanes, the pandemic, and other natural disasters.

2023-2024:

The benchmark was narrowly missed. In general this was a challenging year with many students struggling especially in survey classes as many are academically underprepared and with weak study skills. The department is having ongoing discussions about how to best meet these students where they are and help them succeed. Some faculty are banning electronic devices in classes as a way of improving student focus.

2024-2025:

The benchmark was met. This achievement is particularly satisfying considering that two of our TT faculty were in their first year and taught a good share of students. Faculty are having discussions about incorporating more active learning activities in our survey courses.

## 9 Assessment and Benchmark History Department Exit Survey

Assessment: History Department Exit Survey.

Benchmark: 70% of liberal studies graduates on the History Department Exit Survey, where the scale is 1.00 to 4.00 and 4.00 is "Excellent," will rate the department 3.25 or higher on the question which asks if they gained an appreciation for elements of diversity within the world and within societies.

Prior to 2023-2024, the benchmark was 75% of liberal studies graduates on the History Department Exit Survey, where the scale is 1.00 to 4.00 and 4.00 is "Excellent," will rate the department 3.00 or higher on the question which asks if they gained an appreciation for elements of diversity within the world and within societies.

Files:

HISTORY DEPARTMENT EXIT SURVEY  
HISTORY DEPARTMENT EXIT SURVEY

## 9.1 Data

Academic Year	Students rating 3.00 or higher		Benchmark met?
	#	%	
2020-2021	5/5	100%	Yes
2021-2022	5/5	100%	Yes
2022-2023	8/8	100%	Yes

Academic Year	Students rating 3.25 or higher		Benchmark met?
	#	%	
2023-2024	3/7	42.0%	No
2024-2025	7/8	87.5%	Yes

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

2020-2021:

Benchmark again met. Reflecting the importance of diversity to our program, the history department hired a specialist in African American history to begin this year. Endowed Professorship money was also used to hire a visiting lecturer to teach two upper level Women's Studies courses (on "Women & the Environment" and "Feminist Theory"), which were well received.

2021-2022:

The Women's Studies course on "Women & the Environment" was taught again and another section of "Feminist Theory" is scheduled for the fall. I taught a Colonial America class that heavily focused on the non-English origins of many of the settlers in early America.

2022-2023:

Benchmark met. Women's Studies courses on "Women & the Environment " and "Feminist Theory" were offered again this year, and a history course on "Women & Religion." Next year we hope to hire a full-time faculty member who will teach women's history courses. Effective 2023-2024, we will increase benchmark to 70% of graduates will rate the department 3.25 or higher.

2023-2024:

Benchmark not met. I think the new benchmark is too high and not well attuned to the metric it is measuring. Students can't give a rating of 3.25, they can only give a 1, 2, 3, or 4. If the benchmark had remained 3.0 then 6 out of 7 students would have counted toward it. We would like to change the benchmark to 75% of humanities graduates will rate the department 3.00 or higher, and the average score for all graduates on this item will be 3.25 or higher.

A new Women's Studies course was offered this year on "Women in Technology" and had a strong enrollment. We also hired a tenure-track assistant professor who will teach the American Women's History course, and another tenure-track assistant professor who will teach a course on Women in European History.

2024-2025:

Benchmark met. We offered a new Women's Studies course this year on "Louisiana Women and Literature," which had a strong enrollment. Next year we will offer courses on American Women's History and Women in European History.

**10 Assessment and Benchmark HIST 300 Research Project/Presentation**

Assessment: HIST 300 research project and presentation.

Benchmark 1: 70% of students in HIST 300 will successfully complete a research exercise in which they cite historical sources and critically analyze historical documents.

Benchmark 2: 70% of students in HIST 300 will earn a grade of C or better on an oral presentation of their research project to the class.

**10.1 Data**

Semester	Pass Rate		Benchmark met?
	#	%	
Fall 2020	5/5	100%	Yes
Spring 2021	—	—	—
Fall 2021	2/2	100%	Yes
Spring 2022	4/4	100%	Yes
Fall 2022	2/2	100%	Yes
Spring 2023	1/2	50%	No
Fall 2023	2/2	100%	Yes
Spring 2024	2/3	67%	No
Fall 2024/Spring 2025	4/5	80%	Yes

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

2020-2021:

Benchmark met. The performance of the Liberal Studies students on this metric was strong, despite the challenges posed this year by the pandemic and hurricanes, a testament to the dedication and perseverance of our students and faculty.

2021-2022:

Benchmark met. It is the department's intention going forward to alternate offering HIST 300 in online and face-to-face formats to give students the option of taking it in the format that best suits their needs and learning styles.

2022-2023:

The benchmark was not met for the spring, though due to the small sample size, that only represents one student failing to meet the benchmark. HIST 300 has been identified as a key point in the LBST curriculum and going forward when students are identified as underperforming in the course, we plan for advisors to be informed and design specialized interventions to assist the students.

2023-2024:

The benchmark was met for the fall but not for the spring. Due to the small sample size it might be better to aggregate the numbers by academic year to make it more statistically significant. For the year, four out of five Humanities majors made a C or higher on the HIST 300 research project, which would meet the benchmark.

2024-2025:

Students met the benchmark for the research project. We are considering whether to adjust the times at which HIST 300 is offered to make it more accessible to all of our students.

## 10.2 Data

Semester	Pass Rate		Benchmark met?
	#	%	
Fall 2020	5/5	100%	Yes
Spring 2021	—	—	—
Fall 2021	2/2	100%	Yes
Spring 2022	3/4	75%	Yes
Fall 2022	2/2	100%	Yes
Spring 2023	2/2	100%	Yes
Fall 2023	2/2	100%	Yes
Spring 2024	3/3	100%	Yes
Fall 2024/Spring 2025	5/5	100%	Yes

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

2020-2021:

Oral presentations unexpectedly had to move online this year due to the pandemic and hurricanes forcing classes to move to remote learning, so students were forced to adapt to new technology and did so successfully, building new and valuable skills.

2021-2022:

The oral presentations, now in both the online and face-to-face sections of HIST 300, remain an important component of LBST students' professional development. Based on the data their performance in this area remains strong.

2022-2023:

The benchmark was met both in the fall face-to-face and spring online HIST 300 sections, though the sample sizes were small. Students in the online section demonstrated proficiency in the use of the technology needed for their virtual presentations, a new and important professional skill that we want to emphasize.

2023-2024:

The benchmark was met. Students continue to demonstrate effective professional communication skills both in face to face format in the fall and in the spring online section. Going forward it is being considered to restrict online HIST 300 sections only to online majors, to keep focus on face to face communication skills for students in the traditional programs (all Humanities concentrations are offered in face to face format, none are 100% online programs).

2024-2025:

The benchmark was met. Emphasis this year was on face-to-face presentations and HIST 300 was not offered online (none of the Humanities concentrations are offered as fully online degrees).

**11 Assessment and Benchmark HIST 410 Research Project/Presentation**

Assessment: HIST 410 research project and presentation.

Benchmark 1: 80% of students in HIST 410, where students must write a lengthy history research paper, will earn a grade of C or higher.

Prior to 2023-2024, the benchmark was 75% of students in HIST 410, where students must write a lengthy history research paper, will earn a grade of C or higher.

Benchmark 2: 80% of students in HIST 410, where students must present their findings orally, will earn a grade of C or better.

Prior to 2023-2024, the benchmark was 75% of students in HIST 410, where students must present their findings orally, will earn a grade of C or better.

Prior to 2018-2019, the benchmarks were 70% of students in HIST 410 will earn a grade of C or better.

**11.1 Data**

Academic Year	Pass Rate		Benchmark met?
	#	%	
2020-2021	20/22	90.9%	Yes
2021-2022	5/5	100%	Yes
2022-2023	8/8	100%	Yes
2023-2024	6/6	100%	Yes
2024-2025	5/6	83.3%	Yes

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

2020-2021:

Despite the capstone course having to unexpectedly move online due to the pandemic and hurricanes, students produced strong research in the method course, a testament to the perseverance and dedication of our students and faculty.

2021-2022:

The benchmark was met. Dr Crawford taught HIST 410 both semesters this year, joining Dr Girard in the regular rotation for the course, replacing the now retired Dr Allured.

2022-2023:

The benchmark was met. Dr Smith offered a small HIST 410 online spring section as an overload for both online History majors and Liberal Studies majors who transferred into the program and needed the capstone course to graduate in May. Effective 2023-2024, we will increase benchmark to 80% of students earning a grade of C or higher.

2023-2024:

The new, higher benchmark was met. This year Dr Crawford offered the capstone course face to face in the fall, and Dr Smith offered it as an overload online in the spring for one Humanities major who needed it to graduate. Changes are being considered to the faculty rotation for the capstone course to best serve the interests of students. A US history faculty specialist might be good to add to the regular (non-overload) rotation since most student research projects focus on US history topics.

2024-2025:

The benchmark was met. One student in the spring online HIST 410 section did not complete the presentation.

Next year we are going to assign a faculty member specializing in US history to teach the fall capstone course, since most students pick US history research topics. Since the benchmark was met again, consider increasing it to 85%.

### 11.2 Data

Academic Year	Pass Rate		Benchmark met?
	#	%	
2020-2021	20/22	90.9%	Yes
2021-2022	5/5	100%	Yes
2022-2023	8/8	100%	Yes
2023-2024	6/6	100%	Yes
2024-2025	6/6	100%	Yes

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

2020-2021:

Despite the capstone course having to unexpectedly move online due to the pandemic and hurricanes, students produced strong presentations in the method course, a testament to the perseverance and dedication of our students and faculty. The presentations being done remotely added another important skill set for our students.

2021-2022:

In the spring the capstone course was taught online, but going forward our intention is for one in-person section of the capstone to be offered each fall, with an option for online majors to join the class remotely. So the oral presentations could be done either remotely or in-person, both of which represent useful skill development for our majors.

2022-2023:

The Liberal Studies students met the benchmark. The students in the spring online section demonstrated proficiency in the use of the technology needed for virtual presentations, an important new skill that the program is emphasizing. Effective 2023-2024, we will increase the benchmark to 80% of students earning a grade of C or higher.

2023-2024:

The new, higher benchmark was met. Humanities majors continue to demonstrate good professional communications skills. A new option was added to the capstone and students can now also choose to contribute to Dr Girard's popular show on the McNeese radio station, another avenue of professional communication skill development.

2024-2025:

The benchmark was met with a rate of 100%. Next year we will also encourage students to present their research at the University's undergraduate research symposium as well, which restarted this year.

Since the benchmark was met again, consider increasing it to 85%.