

Liberal Studies [LSTU]

Cycles included in this report:

Jun 1, 2018 to May 31, 2019

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Program Name: Liberal Studies [LSTU]

Reporting Cycle: Jun 1, 2018 to May 31, 2019

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

2016-2017:

Created a new history internship course in order to enhance student opportunities for professional development and experience. The Geography concentration of the Liberal Studies program created a new capstone/ internship course.

2017-2018:

Students were having difficulty meeting the benchmark for presenting their research in a professional setting, so it was decided to move the capstone course to the fall semester for the coming academic year, so they could present their research project findings at the Louisiana Historical Association annual meeting in the spring.

2018-2019:

Moving the capstone course to the fall semester after missing the benchmark for students presenting their research in a professional setting enabled multiple students in the department to present papers in the spring at the Louisiana Historical Association annual meeting.

4 Program Highlights from the Reporting Year

2016-2017:

The theatre arts and pre-law concentrations in particular continue to demonstrate strong enrollment figures. Dr. Janet Allured created a new women's studies brown bag lecture series to support the women's studies concentration of the Liberal Studies degree. Dr. Philippe Girard created a women's history series on the McNeese radio station to do the same.

2017-2018:

Dr. Janet Allured's women's studies brown bag lecture series to support the women's studies concentration of the Liberal Studies degree established itself as one of the college's outstanding and most popular lecture series. Dr. Philippe Girard's women's history series on the McNeese radio station also helped promote the program successfully. Dr. Charles McNeely staged several successful theater productions that helped promote the theater arts concentration of the degree.

2018-2019:

The women's studies brown bag lecture series created by Dr. Janet Allured, and Dr. Philippe Girard's women's history series on the McNeese radio station, both continue to promote the women's studies concentration of the Liberal Studies degree successfully. Dr. Allured also now officially advises students in that concentration.

Dr. Charles McNeely staged several theater productions that promote the Liberal Studies degree's theater arts concentration.

Dr. William Noseworthy created several new courses, including a History of Buddhism course and a History of Asian Religion course, to promote the Liberal Studies degree's religious studies concentration.

History department faculty met with Philosophy faculty members to discussing how to coordinate scheduling and advising for students in the Philosophy concentration of the Liberal Studies degree.

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 Gen Ed Critical Thinking Assignment

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

Benchmark: At least 70% of students in survey courses will achieve a score of 70% or better on embedded critical thinking assignments.

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.

Course Links

HIST101 [European History to 1648 (Lec. 3, Cr. 3)]

HIST102 [European History since 1648 (Lec. 3, Cr. 3)]

HIST201 [American History to 1877 (Lec. 3, Cr. 3)]

HIST202 [American History since 1877 (Lec. 3, Cr. 3)]

Outcome Links

Critical Thinking [Program]

Graduates will think critically about human interaction with their physical and cultural environment.

Cross-Disciplinary Trends [Program]

Graduates will evaluate cross-disciplinary trends to make sound judgments in academic and professional environments.

7.1 Data

| Course | 2013-2014 | | | 2014-2015 | | |
|----------|-----------------------------|---------------|----------------|-----------------------------|---------------|----------------|
| | Pre- and post-test averages | % improvement | Benchmark met? | Pre- and post-test averages | % improvement | Benchmark met? |
| HIST 101 | 83 to 85 | 2% | No | 83.8 to 86 | 2.2% | No |
| HIST 102 | 71 to 81 | 10% | Yes | 71 to 76 | 5% | No |
| HIST 201 | 75 to 80 | 5% | No | 66.7 to 71.9 | 5.2% | No |
| HIST 202 | 77 to 82 | 5% | No | 73.5 to 79.7 | 6.2% | No |

| Course | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|----------|---------------|----------------|---------------|----------------|---------------|----------------|
| | # of sections | Benchmark met? | # of sections | Benchmark met? | # of sections | Benchmark met? |
| HIST 101 | 3/3 | Yes | 6/6 | Yes | 6/6 | Yes |
| HIST 102 | 2/2 | Yes | 4/4 | Yes | 4/4 | Yes |
| HIST 201 | 10/12 | No | 22/23 | No | 22/24 | No |
| HIST 202 | 13/13 | Yes | 18/21 | No | 22/22 | Yes |

2018-2019:

| Course | Face-to-Face Sections | | | Online Sections | | |
|----------|-----------------------|------|----------------|-----------------|------|----------------|
| | # of sections | % | Benchmark met? | # of sections | % | Benchmark met? |
| HIST 101 | 4/4 | 100% | Yes | 2/2 | 100% | Yes |
| HIST 102 | 5/5 | 100% | Yes | 1/1 | 100% | Yes |
| HIST 201 | 24/24 | 100% | Yes | 6/6 | 100% | Yes |
| HIST 202 | 19/20 | 95% | No | 5/5 | 100% | Yes |

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 | | | | | | |
| HIST 102 | | | | | | |
| HIST 201 | | | | | | |
| HIST 202 | | | | | | |

Course Links

HIST101 [European History to 1648 (Lec. 3, Cr. 3)]

HIST102 [European History since 1648 (Lec. 3, Cr. 3)]

HIST201 [American History to 1877 (Lec. 3, Cr. 3)]

HIST202 [American History since 1877 (Lec. 3, Cr. 3)]

Outcome Links

Critical Thinking [Program]

Graduates will think critically about human interaction with their physical and cultural environment.

Cross-Disciplinary Trends [Program]

Graduates will evaluate cross-disciplinary trends to make sound judgments in academic and professional environments.

7.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The department head changed in 2015; therefore, assessment data was reported for that year, but a newly modified assessment and benchmark were created.

2016-2017:

Though not every section met the benchmark, overall the results in almost every section well exceeded the 70% threshold, and the few that missed did so by small margins.

Because this recent assessment did not provide specific-enough information about student achievement, average scores in these sections will be reported and the benchmark will be

revised to state, "At least 70% of students in survey courses will achieve a score of 70% or better on embedded critical thinking assignments". Also, information was not previously disaggregated by major, but will be moving forward.

2017-2018:

Includes results from four distance learning/CALL program sections, all of which met the benchmark.

Only one instructor's sections (for HIST 201) failed to meet the benchmark, and only by a small amount (66 and 69 average scores in the two sections). Will discuss with that instructor how to help students get better results.

2018-2019:

The data is now disaggregated by online and face-to-face sections. Online courses performed as well or better than their in-person counterparts.

Data is not available to measure the results of this assessment by student rather than by course section. Also this is the last year history general education courses will assess critical thinking as a student learning outcome, so changing this assessment this year is not likely to lead to significant program improvement.

All sections except one in-person 202 course met the benchmark. That section scored a 68%, so missed the benchmark by 2%. That instructor will be encouraged to improve results.

Course Links

HIST101 [European History to 1648 (Lec. 3, Cr. 3)]

HIST102 [European History since 1648 (Lec. 3, Cr. 3)]

HIST201 [American History to 1877 (Lec. 3, Cr. 3)]

HIST202 [American History since 1877 (Lec. 3, Cr. 3)]

Outcome Links

Critical Thinking [Program]

Graduates will think critically about human interaction with their physical and cultural environment.

Cross-Disciplinary Trends [Program]

Graduates will evaluate cross-disciplinary trends to make sound judgments in academic and professional environments.

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: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Department of History SEI

Outcome Links

Critical Thinking [Program]

Graduates will think critically about human interaction with their physical and cultural environment.

Cross-Disciplinary Trends [Program]

Graduates will evaluate cross-disciplinary trends to make sound judgments in academic and professional environments.

8.1 Data

Item #7:

| Academic Year | Average | Benchmark met? |
|---------------|---------|----------------|
| 2014-2015 | 4.57 | Yes |
| 2015-2016 | 4.52 | Yes |
| 2016-2017 | 4.57 | Yes |
| 2017-2018 | 4.58 | Yes |
| 2018-2019 | 4.55 | Yes |

Outcome Links

Critical Thinking [Program]

Graduates will think critically about human interaction with their physical and cultural environment.

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

This assessment was added in 2014-2015; however, because the benchmark of a 4.00 average has been consistently met, the department will increase the benchmark to 4.50.

2016-2017:

The new benchmark was met and surpassed in 2016-2017.

2017-2018:

The adjusted benchmark was again met and surpassed, with even slightly better results.

2018-2019:

The higher benchmark was again met. The department's general education courses are in the process of being redesigned, with new student learning objectives and assessments, which it is hoped will have a beneficial result on outcomes.

Outcome Links

Critical Thinking [Program]

Graduates will think critically about human interaction with their physical and cultural environment.

9 Assessment and Benchmark History Department Exit Survey [Approved]

Assessment: History Department Exit Survey.

Benchmark: 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 at a 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: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

HISTORY DEPARTMENT EXIT SURVEY

Outcome Links

Cross-Disciplinary Trends [Program]

Graduates will evaluate cross-disciplinary trends to make sound judgments in academic and professional environments.

9.1 Data

| Academic Year | Students rating 3.00 or higher | | Benchmark met? |
|---------------|--------------------------------|------|----------------|
| | # | % | |
| 2014-2015 | 10/10 | 100% | Yes |
| 2015-2016 | 7/7 | 100% | Yes |
| | | | |

| | | | |
|-----------|-----|------|-----|
| 2016-2017 | 4/5 | 80% | Yes |
| 2017-2018 | 4/4 | 100% | Yes |
| 2018-2019 | 5/5 | 100% | Yes |

Outcome Links

Cross-Disciplinary Trends [Program]

Graduates will evaluate cross-disciplinary trends to make sound judgments in academic and professional environments.

9.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

One student out of five completers gave the program a score of 2.00, so the benchmark was missed. Maintain benchmark until summer 2017 when the department will have three continuous years of data on this new assessment and determine how to modify.

2017-2018:

The benchmark was achieved for this year. The program faculty will meet in the coming year with the faculty who teach in the various concentrations (Philosophy, Geography, etc) to discuss curricular issues including how to improve this outcome.

2018-2019:

Benchmark met. The department this year added a new faculty member who is a specialist in Asian history and created four new upper-level courses on Asian history. It is intended that this updated curriculum will increase students' appreciation for diversity and understanding of global issues.

Will consider increasing the benchmark.

Outcome Links

Cross-Disciplinary Trends [Program]

Graduates will evaluate cross-disciplinary trends to make sound judgments in academic and professional environments.

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.

Course Links

HIST300 [Introduction to Research and Writing (Lec. 3, Cr. 3)]

Outcome Links

Cross-Disciplinary Trends [Program]

Graduates will evaluate cross-disciplinary trends to make sound judgments in academic and professional environments.

Research [Program]

Graduates will be able to conduct and present research in the humanities.

10.1 Data

| Semester | Pass Rate | | Benchmark met? |
|-------------|-----------|-----|----------------|
| | # | % | |
| Spring 2016 | — | 75% | Yes |

| | | | |
|-------------|-----|------|-----|
| Spring 2017 | — | 100% | Yes |
| Fall 2017 | 3/3 | 100% | Yes |
| Spring 2018 | 4/5 | 80% | Yes |
| Fall 2018 | 2/2 | 100% | Yes |
| Spring 2019 | 3/3 | 100% | Yes |

Course Links

HIST300 [Introduction to Research and Writing (Lec. 3, Cr. 3)]

Outcome Links

Cross-Disciplinary Trends [Program]

Graduates will evaluate cross-disciplinary trends to make sound judgments in academic and professional environments.

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

This assignment was moved to HIST 300 in 2015-2016, so the department will maintain the benchmark until three years of data have been gathered and determine how to modify the benchmark at that time.

2016-2017:

New course instructor assigned to HIST 300 for 2017-2018, and rotation of faculty teaching the course is now planned to best serve students in the major. Also, information was not previously disaggregated by major, but will be moving forward.

2017-2018:

Liberal Studies majors in HIST 300 met the benchmark, which it seems appropriate to maintain at the current level.

2018-2019:

The benchmark was met. At the departmental faculty meeting in the fall the instructors for HIST 300 and 410 discussed how best to coordinate the departmental methods courses and how to best assess these outcomes going forward.

Course Links

HIST300 [Introduction to Research and Writing (Lec. 3, Cr. 3)]

Outcome Links

Cross-Disciplinary Trends [Program]

Graduates will evaluate cross-disciplinary trends to make sound judgments in academic and professional environments.

10.2 Data

| Semester | Pass Rate | | Benchmark met? |
|-------------|-----------|------|----------------|
| | # | % | |
| Spring 2016 | — | 75% | Yes |
| Spring 2017 | — | 100% | Yes |
| Fall 2017 | 3/3 | 100% | Yes |
| Spring 2018 | 5/5 | 100% | Yes |
| Fall 2018 | 2/2 | 100% | Yes |
| Spring 2019 | 3/3 | 100% | Yes |

Course Links

HIST300 [Introduction to Research and Writing (Lec. 3, Cr. 3)]**Outcome Links****Research [Program]**

Graduates will be able to conduct and present research in the humanities.

10.2.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Benchmark met. Success rate is high, but this is traditionally a rigorous course with comparatively high attrition, so it makes sense that the students who remain and complete the course successfully would do well on the assignment.

2016-2017:

New course instructor assigned to HIST 300 for 2017-2018, and rotation of faculty teaching the course is now planned to best serve students in the major. Also, information was not previously disaggregated by major, but will be moving forward.

2017-2018:

Liberal Studies majors in HIST 300 met the benchmark for the oral communication assignment, which it seems appropriate to maintain for now at the current level.

2018-2019:

The benchmark was met. At the departmental faculty meeting in the fall the instructors for HIST 300 and 410 discussed how best to coordinate the departmental methods courses and how to best assess these outcomes going forward. Scheduling and faculty rotation of the methods courses were also discussed.

Course Links**HIST300 [Introduction to Research and Writing (Lec. 3, Cr. 3)]****Outcome Links****Research [Program]**

Graduates will be able to conduct and present research in the humanities.

11 Assessment and Benchmark HIST 410 Research Project/Presentation

Assessment: HIST 410 research project and presentation.

Benchmark 1: 75% of students in HIST 410, where students must write a lengthy history research paper, will earn a grade of C or better.

Benchmark 2: 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.

Course Links**HIST410 [Research Seminar in History (Lec. 3, Cr. 3)]****Outcome Links****Research [Program]**

Graduates will be able to conduct and present research in the humanities.

11.1 Data

| Academic Year | Pass Rate | | Benchmark met? |
|---------------|-----------|-----|----------------|
| | # | % | |
| 2014-2015 | 8/10 | 80% | Yes |

| | | | |
|-----------|-----------|------|-----|
| 2015-2016 | 3/3 | 100% | Yes |
| 2016-2017 | 10 /10 | 100% | Yes |
| 2017-2018 | 5/5 | 100% | Yes |
| 2018-2019 | 13 /13 | 100% | Yes |

Course Links

HIST410 [Research Seminar in History (Lec. 3, Cr. 3)]

Outcome Links

Research [Program]

Graduates will be able to conduct and present research in the humanities.

11.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Benchmark met. The department is considering starting in 2017-2018 only offering the capstone once per year to ensure a larger cohort and better scheduling efficiency. Also, information was not previously disaggregated by major, but will be moving forward.

2017-2018:

The Liberal Studies students in HIST 410 met and exceeded the benchmark. For future years the department faculty have agreed to raise the benchmark to 75%.

2018-2019:

The higher benchmark was met. At the departmental faculty meeting in the fall the instructors for HIST 300 and 410 discussed how best to coordinate the departmental methods courses and how to best assess these outcomes going forward. Scheduling and faculty rotation of the methods courses were also discussed.

Course Links

HIST410 [Research Seminar in History (Lec. 3, Cr. 3)]

Outcome Links

Research [Program]

Graduates will be able to conduct and present research in the humanities.

11.2 Data

| Academic Year | Pass Rate | | Benchmark met? |
|---------------|-----------|------|----------------|
| | # | % | |
| 2014-2015 | 7/10 | 70% | Yes |
| 2015-2016 | 3/3 | 100% | Yes |
| 2016-2017 | 10 /10 | 100% | Yes |
| 2017-2018 | 5/5 | 100% | Yes |
| 2018-2019 | 13 /13 | 100% | Yes |

Course Links

HIST410 [Research Seminar in History (Lec. 3, Cr. 3)]

Outcome Links

Research [Program]

Graduates will be able to conduct and present research in the humanities.

11.2.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Benchmark met. The department is considering starting in 2017-2018 only offering the capstone once per year to ensure a larger cohort and better scheduling efficiency. Also, information was not previously disaggregated by major, but will be moving forward.

2017-2018:

Liberal Studies students in HIST 410 met and exceeded the benchmark. Department faculty have agreed to raise the benchmark to 75% for future semesters.

2018-2019:

Liberal Studies majors met the benchmark for the oral presentation assessment, a key element in their professional development.

At the departmental faculty meeting in the fall the instructors for HIST 300 and 410 discussed how best to coordinate the departmental methods courses and how to best assess these outcomes going forward. Scheduling and faculty rotation of the methods courses were also discussed.

Course Links

HIST410 [Research Seminar in History (Lec. 3, Cr. 3)]

Outcome Links

Research [Program]

Graduates will be able to conduct and present research in the humanities.

End of report