

BSLAS COORDINATING COMMITTEE

October 29, 2021

Meeting Notes

Zoom meeting – 1:00 p.m.

Attending

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|-----------------------------|--------------------------|
| Randy Prus | Lei Qian |
| Charles Matthews | Amy Gantt |
| Jennifer Lodine-Chaffey | Kathleen Hardgrove |
| Carolyn Fridley, ex officio | Susan Hodson, ex officio |

Not attending

Maribeth Nottinghamham
David Monk

1. **Call to order.** The meeting was called to order at 1:02 p.m. by Randy Prus, BSLAS-CC Chair.
2. **Approval of minutes.** Charles Matthews made the motion to approve the minutes from September 24, 2021, seconded by Amy Gantt. The minutes were [approved](#) by acclamation.
3. **Program Outcomes Assessment Report (POAR).** Randy Prus reported that the POAR has not been sent to Kay Daigle (Director of Assessment) because he is awaiting the Committee’s approval. Carolyn Fridley noted that in light of new data received from Kristie Luke on October 18, 2021, a correction to the first sentence of the *Executive Program Summary* (page one) is needed. The first sentence states that the BSLAS “consistently ranks among the top five in degrees conferred at SE,” however the new data indicates that for the past five years the BSLAS has ranked number two in degrees conferred until AY 2020-2021, when it ranked number one. Additionally, previous data reported 100 LAS majors, however the new data reports 237 current majors. (Carolyn Fridley screen-shared the data.) A discussion about the chart “Summary of All Student Enrollment Patterns by Delivery Type-5 years” resulted in a question about SE’s total enrollment. Based on that chart, there are 7,100 students enrolled at SE. Carolyn Fridley said that she would contact Kristie Luke for clarification about that (total enrollment) number.

Referencing the final statement in the POAR (“the results indicate that there are no areas in clear need of change”), Jennifer Lodine-Chaffey noted that the data reflects student scores below the national average and asked if a program goal should be to meet or exceed the national average. Carolyn Fridley explained that the numbers referenced are taken from the ETS Proficiency Profile (general education assessment), provided by Brett Elliott (Director of General Education). The POAR “results and reflection” are also taken directly from Dr. Elliott’s General Education report, where he notes that SE’s score is the highest it has been in the four years since adopting this the exam, and that sophomores scored higher than the national average for the first time (in Natural Sciences and the Humanities). Carolyn Fridley said that the BSLAS program has no control over the General Education program, which was a point also made by Charles Matthews. Carolyn Fridley explained that the first two learning outcomes refer to general education, so she located data to address those outcomes. Charles Matthews said that he believes there are several programs at SE that set their goal at 25% of the national average on national exams, so he does not believe it is unusual to have a target that is below the national average and notes some reasons why this may be done (e.g. underprepared student population based on ACT scores of incoming freshmen). Charles Matthews added that the ETS draws from a random sampling of students, only a fraction of whom would be LAS majors. Therefore, he believes the ETS is an inappropriate assessment to measure learning outcomes one and two because they do not reflect the students in *this* program.

Charles Matthews thinks that the POAR should be submitted ‘as is’ and that moving forward, the Committee should consider which assessment instruments would be more appropriate for LAS majors. Randy Prus agreed noting that Bryon Clark (former VPAA) would report the results of the ETS to the Regents because there had been no LAS Program Review (or POAR) which is why the ETS was used for this (first) POAR. Carolyn Fridley noted that the significant majority of LAS majors do not begin as LAS majors but change majors well into their academic work. Susan Hodson added that the majority of BSLAS students she has advised do not take their general education courses at SE because they are primarily transfer students. These realities make finding an appropriate assessment instrument difficult. Carolyn Fridley noted that learning outcomes three, four and five informed the design of the Capstone course, so those outcomes can be measured. Charles Matthews suggested that after submitting this POAR, the Committee can consider whether continue using the ETS given

that only one out of the one hundred students assessed is an LAS major. The question is how to better assess the learning outcomes. Perhaps the Committee needs to re-visit the learning outcomes for the program, and revise them, with assessment in mind, so the program is continuously reviewed and updated. Randy Prus added that this POAR is a good lens to examine the learning outcomes and ways to assess them.

Carolyn Fridley said that she learned a lot through writing the POAR which highlights the usefulness of the assessment process. Charles Matthews said that it is the process that is designed to be useful regardless of the feedback from the committee reviewing the POAR (Institutional Assessment), so we are making progress. Carolyn Fridley added that she feels good about the process and agreed that we have made real progress.

Charles Matthews said that the Committee should review the POAR with an eye to making changes for the future. Randy Prus asked for a motion to submit the POAR as written, which was offered by Charles Matthews, seconded by Jennifer Lodine-Chaffey, and passed unanimously. Randy Prus will forward the POAR to Dr. Daigle.

4. Status of Program Review. Randy Prus reported contacting Teresa Golden (VPAA) who said to include the data from Kristie Luke (that has not been received) because it is required by the Regents and because we are requesting an additional hire. Meg Cotter-Lynch (EHL faculty) is working on the financial data for the English Program Review, so that section can be included in the LAS Program Review because it is the same information. (BSLAS is housed in EHL.) A question is whether the salaries for all EHL faculty are to be included or only the BSLAS Coordinator's – how are salaries to be broken down? Another consideration is the Coordinator's salary, which is divided between EHL and LAS. (For that matter, all departments contribute to the BSLAS.)

Randy Prus will continue attempting to identify external reviewers (which was begun in March, 2020). A question is whether we want to solicit reviewers from programs most like ours or least like ours. Charles Matthews suggested that the original list of potential reviewers could be found in previous LAS meeting notes. Carolyn Fridley will research the minutes to locate that information for Dr. Prus.

Jennifer Lodine-Chaffey asked if we would be considering revising learning outcomes and assessments to measure them at our next meeting. Randy Prus said that when he began working with assessments he was asked to create an entry level, mid-level and exit level assessment. Charles Matthews acknowledged that idea but suggested that with the LAS, all assessment would come through the Capstone because there is no entry level course.

5. Adjourn. Kathleen Hardgrove motioned to adjourn, without a second, and the meeting was adjourned at 1:49 pm.

Respectfully submitted by Carolyn Fridley