

BSLAS COORDINATING COMMITTEE

September 24, 2021

Meeting Notes

Zoom meeting – 1:00 p.m.

Attending

Randy Prus	Lei Qian
Charles Matthews	Amy Gantt
Jennifer Lodine-Chaffey	David Monk
Carolyn Fridley, ex officio	Marlin Blankenship, ex officio

Not attending

Maribeth Nottingham
Kathleen Hardgrove

1. **Call to order.** The meeting was called to order at 1:06 p.m. by Randy Prus, 2020-2021 BSLAS-CC Chair.
2. **Selection of Committee Chair.** Charles Matthews suggested that Randy Prus remain as Chair of the BSLAS-CC. Following a brief discussion, Randy Prus was re-elected by acclamation as BSLAS-CC Chair for 2021-2022.
3. **Status of Program Review.** Randy Prus reported sending the Program Review to Teresa Golden (Vice President for Academic Affairs) in April (2021) and he has not heard anything further. He speculated that Dr. Golden may be waiting for data, but the data we do not have likely relates to faculty, which, for LAS, is the entire faculty, and facilities, which is an office in English Humanities & Languages, so some data that is typically included in a Program Review would not be relevant to this one. We await Dr. Golden's feedback, and information about an external reviewer. Randy Prus reporting having a few names of potential external reviewers in March of 2020, but COVID-19 made securing reviewers problematic. Discussion: Charles Matthews suspects that the committee may not hear from Dr. Golden because it may be that the LAS Program Review is the only one that has been submitted. He asked if we believe that a response from Dr. Golden is needed given the recommendations that we would like to be considered. Randy Prus said that he would e-mail Dr. Golden and ask about the status, and whether the committee can begin investigating external reviewers. Carolyn Fridley asked whether it was the Committee's responsibility to locate an external reviewer or the responsibility of the VPAA. Randy Prus said that for English, the department found external reviewers and sent them to the VPAA for approval. Charles Matthews added that the Committee would supply names and that Academic Affairs would contact the individuals. Randy Prus said he would contact the individuals first to determine interest and if so, he would send the names to Academic Affairs. Carolyn Fridley added that she is looking forward to feedback on the Program Review to improve the program and to have as a template for future Program Reviews.
4. **Assessment Report.** Carolyn Fridley reported that she has begun the Program Outcomes Assessment Report (POAR) and inquired about the process after submission. Discussion: Charles Matthews explained that the POAR is an annual report, that is read by a committee who are not formal assessors and does not include program recommendations. Randy Prus agreed, saying that the committee primarily evaluates the quality of the report, not the quality of the program. Amy Gantt added that she is the faculty in her department who writes a POAR and there seems to be no concern for the information that is included and therefore questions its usefulness. Carolyn Fridley noted that this perfunctory assessment for the purpose of 'checking a box' is in contrast with the BSLAS-CC's diligent efforts to scrutinize the program. Charles Matthews added that reports, assessing the outcomes students are expected to perform, are required by the Regents, and in doing so, the university can attest that every program is assessed. Carolyn Fridley asked if there is a standard deadline, and Charles Matthews said that the deadline is September 15th which gives the committee reviewing the POARs time to provide feedback on the program's formatting. He added that in years past the deadline has been extended as late as December 1st. Jennifer Lodine-Chaffey asked if it is the case across Oklahoma that the only concern for POARs is formatting (as opposed to content) or do some university committees care about content? Charles Matthews responded that many universities have a Director of Assessment whose job is to make sure everyone cares. He added that when POARs began there was a lot of discussion about what to include in the report but now that it is a regular practice, the concern for content has diminished. The concern for content could increase with the addition of administrators who may prioritize content over form. David Monk asked if there is an instrument and if there is a scale for measuring outcomes. Randy Prus said that it depends on the program and sometimes it takes three, four or five years to get enough data to see a larger picture. Charles Matthews

suggested that the POAR should not be written solely by Carolyn Fridley. In the Mathematics department all Math faculty are involved in writing the Math POAR and all Math Education faculty involved in writing that POAR and he contributes to both as chair. He involves all faculty so they can be aware of the assessment of their own programs so it might be appropriate for this Committee to be involved and review a portion of the report – or write it. Randy Prus agreed and added that he would be working with me and once written, it will be distributed it to the Committee. Charles Matthews said that the five program outcomes are listed on the POAR, then measured by the degree to which students reach those outcomes. David Monk asked for the LAS program outcomes, which Randy Prus provided. Charles Matthews shared the POAR for Mathematics and Randy Prus shared the POAR for English, explaining how each program is assessed. Charles Matthews added that the POAR has value in that it generates conversation among departmental faculty about how their students are assessed, and the instruments used to determine progress. Jennifer Lodine-Chaffey asked if narratives included, and Charles Matthews said yes, but they are typically very brief.

5. Coordinator's Report.

- First student with an emphasis in Tribal Organizational Leadership (TOL). Carolyn Fridley reported that in December (2021) the first LAS student with an emphasis in TOL will be graduating. This student is exactly the type of student for whom this new group was created. She explained how she determined that this student was perfectly suited for TOL and shared the student's degree plan that reflected the coursework relevant for this emphasis. The student was delighted that TOL-Culture would appear on his transcripts because he is employed by the Choctaw Nation and plans to continue his career in tribal leadership.
- Updates to Academic Catalog and SE website. Working over the summer with Randy Prus and Jennifer Swearengin (Institutional Research & Records), four pages of the Academic Catalog were updated. Similarly, working in conjunction with Marlin Blankenship and Randy Prus, updates to the website were submitted to Lyndsey Owens (Digital Content Manager) on July 5, 2021, and as of August 31st, updates had not been made. On September 10th, Lauren Rowland (Director of the Native American Institute) notified me that the updates to the website had been made. Carolyn Fridley reported that the "Program Outcomes" section of the LAS website is almost complete.
- Established procedure with Registrar's Office. When LAS majors apply for graduation (which initiates a graduation check), Carolyn Fridley is copied on the Registrar's evaluation of the student's eligibility making it possible to remedy any issues that may interfere with graduation.
- Meeting with site coordinators. Met on September 1st to explain how eligibility for a TOL emphasis can be determined. Also met with the new site coordinator at Grayson County, Michelle Burton, to introduce myself and explain my role as Coordinator.

6. **Approval of minutes.** David Monk a made the motion to approve the minutes from April 1, 2021, seconded by Jennifer Lodine-Chaffey. The minutes were [approved](#) by acclamation.

7. **Adjourn.** Amy Gantt motioned to adjourn, seconded by Charles Matthews. Motion was approved by acclamation, and the meeting was adjourned at 2:02 pm.

Respectfully submitted by Carolyn Fridley