



"Use your success to help others who come after you." – John Massey



**Southeastern Oklahoma
State University**

Table 5-1 (2018-2023)

**Southeastern Oklahoma State University
John Massey School of Business**

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**Bachelor of Business Administration (BBA)
Assessment Plan and Results for Most Recently Completed Accreditation Cycle**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Communication Skills - Written	70%	Written Assignment – Written Communication Rubric	ENG 3903 MKT 4643	Spring 2021 Spring 2022 Spring 2023	<p>Year 2 (Spring 2021): Mean Score: 1.90 Acceptable > 2</p> <p>Year 4 (Spring 2022): Mean Score: 1.94 Acceptable > 2</p> <p>Year 5 (Spring 2023): Mean Score: 1.99 Acceptable > 2</p>	<p>Reminded faculty that students can be directed to the SE Writing Center (Year 2, 4/ c)</p> <p>Reminded faculty in course where rubric is embedded to be sure to share rubric before assignment to ensure students understand performance expectations. (Year 2,4/ c)</p> <p>Curriculum mapping identifies that assessment occurs too early in cycle and outside of JMSB. English faculty assessing did not always provide AOL samples. Assess in MKT 3233 (Year 5/ P)</p> <p>Reintroduce the Business Communications course (BUS 3233) to students and emphasize best communication practices. Respective faculty will develop a course embedded assessment for MKT 4643 to assess effective written communication and professionalism. (Year 5, c)</p> <p>Establish and seek approval for Business Communications Course as part of core curriculum to improve various forms of written business communication skills (Year 6/ C)</p>
Communication Skills - Oral	70%	Oral Presentation- Oral Communication Rubric	BUS 4901	Fall 2020 Spring 2022	<p>Year 2 (Fall 2020): Mean Score: 2.1 Acceptable > 2</p> <p>Year 4 (Spring 2022): Mean Score: 2.22 Acceptable > 2</p>	<p>Reminded faculty in course where rubric is embedded to be sure to share rubric before assignment to ensure students understand performance expectations. (Year 2, 4/ c)</p> <p>Recommended that faculty teaching core courses consider providing more presentation opportunities and feedback. (Year 2, 4/ c)</p> <p>Reintroduce the Business Communications course to students and emphasize best communication practices. Respective faculty will develop a course embedded assessment for BUS 4901 to assess effective verbal communication, use of technology and professionalism. (Year 5, c)</p>

						Establish and seek approval for as part of core curriculum to improve oral communication skills in business (Year 6, C)
Problem Solving - Critical-thinking	70% of students score at or above the national average	Standardize d Test- CompXM "Critical-thinking/ Decision-making Skills'	MNGT 4633	Fall 2019 Spring 2021 Spring 2023	Year 2 (Fall 2019): SE 60 Nat'l 60.6 Year 4 (Spring 2021): SE 45.57 Nat'l 55.9 Year 5 (Spring 2023): SE 54.4 Nat'l 55.9	CMAoL committee chair and adjunct faculty in course where measure is embedded received training specific to Comp XM to gain a better understanding of the program and how to utilize it in the course. (Year 2, c) Limited use an adjunct faculty in core curriculum (Year 4, P) CMAoL committee chair and full-time faculty in course where measure is embedded received training specific to Comp XM to gain a better understanding of the program and how to utilize it in the course. (Year 4, c) New faculty with business policy course experience hired to replace retired faculty and limit use of adjuncts (Year 4, P)
Problem Solving- Analytical	70% of students score at or above the national average	Standardized Test- MFT "Quantitative Business Analysis"	Online, supervised MNGT 4633	Annually in senior year	Year 1: SE 34.7 Nat'l 33.9 Year 2: SE 31.2 Nat'l 34.0 Year 3: SE 35.4 Nat'l 33.9 Year 4: SE 31.0 Nat'l 34.0 Year 5: SE 30.8 Nat'l 34.0	2019 Hired full-time faculty to teach quantitative courses (Year 2, P) CMAoL Committee chairs, along with the expertise of full-time faculty members teaching quantitative courses in the JMBSB, assessed all data that falls under the quantitative business analysis domain on the MFT, including content areas and more specific sub content areas to determine if the BBA curriculum needed revision to help students improved learning in this area (Year 2, P) Faculty teaching core quantitative courses were asked to emphasize areas of probability and statistics and quantitative operations management techniques (Year 2, 5, c) 2022 Hired second full-time faculty with extensive quantitative teaching and industry experience to teach undergraduate quantitative courses only (Year 4, P)
Problem Solving- Information Systems	70% of students score at or above the national average	Standardized Test- MFT "Information Systems"	Online, supervised MNGT 4633	Annually in senior year	Year 1: SE 53.3 Nat'l 46.7 Year 2: SE 47.8 Nat'l 51.13 Year 3: SE 49.6 Nat'l 51.3 Year 4: SE 40.7	CMAoL Committee chairs, along with the expertise of faculty members teaching information systems courses in the JMBSB, assessed all data that falls under the information systems domain on the MFT, including content areas and more specific sub content areas to determine if the BBA curriculum needed modifications to move students into exceeds- above national average (Year 1, 4, P) Specific curriculum intervention based on above after meeting (Year 4, c)

					Nat'l 40.5 Year 5: SE 40.1 Nat'l 40.5	
Ethics	70% of students score at or above the national average	Standardized Test- CompXM "Ethics, Legal, and/or Social Responsibility Skills"	MNGT 4633		Year 2 (Fall 2019): SE 60 Nat'l 73.50 Year 4 (Spring 2021): SE 64.75 Nat'l 58 Year 5 (Spring 2023): SE 58 Nat'l: NA	Faculty include SE's Student Code of Conduct on syllabi and discussed with students what violations include and approaches to ethical behavior (Year 2, 4 c) In all courses where ethics are emphasized, faculty are recommended to have students examine alternatives that may be considered ethical. (Year 4, c) In all courses where ethics are emphasized, faculty are recommended to emphasize ethical decision making (Year 4, c) Ensure students complete ethics plug-in in CompXM so data is complete and representative of the student sample (Year 5, c)
Team and/or Leadership Skills	70% of students score at or above the national average	Standardized Test- CompXM "Teamwork and/or Leadership Skills"	MNGT 4633		Year 2 (Fall 2019): SE 75 Nat'l 76.10 Year 4 (Spring 2022): NA Year 5 (Spring 2023): SE 66.1 Nat'l: NA	Faculty are involved in discussions that identify best practices in their classrooms on conflict resolution management for teams (Year 2, 4 P) Teams in course where measure is embedded were given specific class time to meet via Zoom and discuss the project to improve group interactions and improve team dynamics (Year 2, c) Teams in course where teamwork is emphasized are given specific class time to meet via Zoom and discuss the project to improve group interactions and improve team dynamics (Year 4, c) Faculty are encouraged to work with team members to assist teams in identifying individual member's areas of expertise relevant to the assignment (Year 4, c) Ensure students complete teamwork plug-in in CompXM so data is complete and representative of the student sample (Year 5, c)
Business Knowledge	70% of students score at or above the national average	Standardized Test- MFT "Total of All Assessment Indicators"	Online, supervised MNGT 4633	Annually in senior year	Year 1: SE 149.7 Nat'l 149.5 Year 2: SE 146.7 Nat'l 148.3 Year 3: SE 146.5 Nat'l 149.4	CMAoL Committee chairs, along with the expertise of faculty members in the JMSB, assessed MFT data in areas falling below the target, including content areas and more specific sub content areas to determine if the BBA curriculum needed modifications (Year 1, 2, 3, 4, P) Faculty enhanced topic coverage for identified areas of content weakness in designated courses (Year 1, 2,3, 4 c) Faculty in business capstone (MGT 4633- Business Policy) emphasized specific knowledge required in each major area

					Year 4: SE 148.2 Nat'l 149.5 Year 5: SE 147.3 Nat'l 148.8	of study and its application in course projects (Year 4, c)
Indirect Measures						
Business Knowledge		Internship Evaluation	Internship Course	Each semester	Overall viewpoints: Better decision making/problem solving; improved soft skills	Summaries of the evaluations note two areas of weakness: decision making skills and communication skills. As a result of this feedback, we added the Business Communications course back into the schedule, and we are currently focusing on decision-making more heavily in the curriculum with discussions to add a Creativity and Decision-making course.
Communication Skills		Stakeholder Focus Group	Advisory Board Meetings and Informal Feedback	Focus group is conducted every fall and spring; Last measured in Year 5 of our accreditation cycle	Overall viewpoints: Better decision making/problem solving; improved soft skills	Summaries of the evaluations note two areas of weakness: decision making skills and communication skills. As a result of this feedback, we added the Business Communications course back into the schedule, and we are currently focusing on decision-making more heavily in the curriculum with discussions to add a Creativity and Decision-making course.
Decision-making Skills		Stakeholder Focus Group	Advisory Board Meetings and Informal Feedback	Focus group is conducted every fall and spring; Last measured in Year 5 of our accreditation cycle	Overall viewpoints: Better decision making/problem solving; improved soft skills	Summaries of the evaluations note two areas of weakness: decision making skills and communication skills. As a result of this feedback, we added the Business Communications course back into the schedule, and we are currently focusing on decision-making more heavily in the curriculum with discussions to add a Creativity and Decision-making course.

Table 5-1

**Master of Business Administration (MBA)
Assessment Plan and Results for Most Recently Completed Accreditation Cycle (2018-2023)**

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Business Theory and Practice	80% of students score at or above the national average	Standardized Test- MBA MFT	MNGT 5603	Annually	<p>Year 2: Marketing SE 63.5 Nat'l 58.2 Management SE 59.7 Nat'l 54.9 Finance SE 36.5 Nat'l 35.2 Accounting SE 41.9 Nat'l 40.4 Strategy SE 53.5 Nat'l 48.5</p> <p>Year 3: Marketing SE 62.7 Nat'l 58.1 Management SE 59.1 Nat'l 54.8 Finance SE 37.3 Nat'l 35.2 Accounting SE 41.8 Nat'l 40.1 Strategy SE 52.3 Nat'l 48.4</p> <p>Year 4: Marketing SE 62.1 Nat'l 57.9 Management SE 58.7 Nat'l 54.5 Finance SE 36.0 Nat'l 35.1 Accounting SE 42.6 Nat'l 39.8 Strategy SE 52.7 Nat'l 48.1</p> <p>Year 5: Marketing</p>	<p>CMAoL and Graduate Council Committee chairs, along with the expertise of faculty members in the Business Unit, assessed MFT data in areas falling below the target, including content areas and more specific sub content areas to determine if the MBA curriculum needed modifications (Year 2, 3, 4, P)</p> <p>Faculty enhanced topic coverage for identified areas of content weakness in designated courses. For example, accounting faculty identified low scores in the sub content area of variable cost accounting and subsequently added additional video lectures focusing on variable costing as well as an additional assignment (Year 3, 4, 5, c)</p> <p>MBA core changed from 30 to 24 hours to allow "Concentrations" formerly referred to as "Emphasis Areas" to be increased from 6 to 12 hours (Year 1, 2, P).</p> <p>New concentrations added in Data Analytics, Project Management, and Women in Leadership to enhance the scope of business concepts (Year 2, C).</p> <p>Over 16 new courses added to enhance the scope of business concepts (C)</p>

					SE 61.7 Nat'l 57.9 Management SE 59.3 Nat'l 54.5 Finance SE 37.3 Nat'l 35.1 Accounting SE 43.6 Nat'l 39.8 Strategy SE 52.5 Nat'l 48.1	
Communication Skills - Written	80%	MBA Written Communication Rubric	MNGT 5223 FIN 5213 MKT 5243	Spring 2019 Spring 2021 Spring 2023	Year 2 (Spring 2019): 100% Year 3 (Spring 2021): 92%	Reminded faculty in course where rubric is embedded to be sure to share rubric before assignment to ensure students understand performance expectations. (Year 2, 3, c) Reminded faculty that students can be directed to the SE Writing Center (Year 2, 3, c)
Ethics	80%	MBA Ethics Rubric	MNGT 5773 MNGT 5223	Fall 2019 Spring 2022 Spring 2023	Year 2: 100% Year 4: 100% Year 5: 100%	Reminded faculty in course where rubric is embedded to be sure to share rubric before assignment to ensure students understand performance expectations. (Year 4/ c) Faculty include SE's Student Code of Conduct on syllabi and discussed with students what violations include and approaches to ethical behavior (Year 2, 4 c) In all courses where ethics are emphasized, faculty are recommended to have students examine alternatives that may be considered ethical. (Year 2, 4, c) In all courses where ethics are emphasized, faculty are recommended to emphasize ethical decision making (Year 2, 4, c) Move to different course since leadership is no longer core (Year 5, C) Consider higher level assessment and/or revising rubric (Year 5, C)
Problem Solving-Analytical	80% of students score at or above the national average	Standardized Test- MBA MFT Overall Scaled Score (measures critical thinking and reasoning)	MNGT 5603	Annually	Year 2: SE 251.7 Nat'l 247 Year 3: SE 251.4 Nat'l 247.1 Year 4:	2019 Hired full-time faculty to teach quantitative courses (Year 2, P) Faculty teaching core quantitative courses were asked to emphasize area of data analytics to support problem solving as well as decision making (Year 2, 5, c) 2022 Hired second full-time faculty with extensive

					SE 251.0 Nat'l 247.1 Year 5: SE 251.8 Nat'l 246.8	quantitative teaching and industry experience to teach undergraduate quantitative courses only allowing 2019 hire to focus on graduate courses and the Data Analytics concentration (Year 4, P)
Indirect Measures						
Team and/or Leadership Skills	80%	MBA Teamwork Evaluation Feedback Graduate Programs Completer Survey	MNGT 5603 MKT 5243 and Final Semester	Spring 2020 Spring 2021 Fall 2022	Year 2: 64.29% Strongly Agree to Agree that the program enhanced their teamwork skills Year 4: 80.85% Strongly Agree to Agree that the program enhanced their teamwork skills Year 5: 86% Strongly Agree to Agree that the program enhanced their teamwork skills	Faculty are involved in discussions that identify best practices in their classrooms on conflict resolution management for teams (Year 2, 4 P) Teams in course where measure is embedded were given specific class time to meet via Zoom and discuss the project to improve group interactions and improve team dynamics (Year 2, c) Teams in course where teamwork is emphasized are given specific class time to meet via Zoom and discuss the project to improve group interactions and improve team dynamics (Year 4, c) Faculty are encouraged to work with team members to assist teams in identifying individual member's areas of expertise relevant to the assignment (Year 4, c)
Business Theory and Practice		Graduate Programs Completer Survey	Final Semester	Each Semester	Year 2: 100% Very Satisfied to Satisfied that the program met stated objectives/outcomes Year 3: 94.57% Very Satisfied to Satisfied that the program met stated objectives/outcomes Year 4: 91.89% Very Satisfied to Satisfied that the program met stated objectives/outcomes Year 5: 98.53% Very Satisfied to Satisfied that the program met stated objectives/outcomes	The survey provides summaries of students' perceptions of their learning experiences, attitudes about the learning process, and opinions about learning objectives/outcomes. As a result of this feedback, we explored market trends, new courses, and concentrations. We are currently focusing expanding the survey to gather more in-depth data in the areas of learning objectives/outcomes, employment, and support (Year 5, c, C, P)